

Puchta | Holzmann | Lewis-Jones | Jory

Student's Book

# MORE!

4



mit App für Audios,  
Videos und Stories



# HELBLING Media App

Mit der **HELBLING Media App** hast du Zugriff auf alle Audios, Videos und *Stories* zu *MORE! 4*.

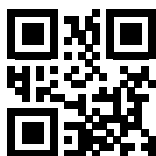
## So einfach geht's:

### 1. App herunterladen

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

### 2. Inhalte hinzufügen

Starte die HELBLING Media App und tippe auf **+**. Scanne den QR-Code oder gib unter **MANUELLE EINGABE** den untenstehenden Code ein und bestätige die Eingabe. Die Inhalte werden der Media App hinzugefügt.



**AEN3-ZPPF-39WF-BMZ6**

### 3. Inhalte verwenden



Die Inhalte der HELBLING Media App sind im Buch mit diesen Symbolen gekennzeichnet. Starte die HELBLING Media App, tippe auf **MORE! 4 Student's Book** und wähle die gewünschten Inhalte über das Menü aus.

**Die Media App Inhalte werden gestreamt. Wir empfehlen dir, eine WLAN-Verbindung zu nutzen. Wahlweise kannst du die Inhalte auch temporär offline nutzen, wenn diese zuvor für die Offlinenutzung heruntergeladen wurden.**

## MORE! 4 Student's Book

Mit Bescheid vom 23. Dezember 2025, GZ: 2025-0.252.364, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *MORE! 4 Student's Book* in der vorliegenden Fassung gemäß § 14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 4. Klasse an Mittelschulen und allgemein bildenden höheren Schulen – Unterstufe im Unterrichtsgegenstand Englisch (Lehrplan 2023) geeignet.

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Student's Book

# MORE!

4

# So lernst du am besten Englisch mit MORE!

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

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

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




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


Verschaffe dir jetzt am besten gleich einen Überblick darüber, was dich in **MORE! 4** erwartet:


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


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


1/5

-  Zu dieser Übung gibt es eine Audioaufnahme.
-  Zu dieser Übung gibt es ein Video.
-  Von diesem Text gibt es einen *Simplified text*, welchen du lesen bzw. anhören kannst.

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

 Dazu gibt es eine Hausübung auf der HELBLING e-zone. ([www.helbling-ezone.com](http://www.helbling-ezone.com))

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

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

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

**At the end of unit 1 ...**

<b>you know</b>	<b>you can</b>	
<input type="checkbox"/> 10 words to talk about Ireland's history	<input type="checkbox"/> understand a short video documentary	<input type="checkbox"/> understand an interview
<input type="checkbox"/> how to use the past continuous (revision)	<input type="checkbox"/> express surprise and interest	<input type="checkbox"/> understand a literary extract
	<input type="checkbox"/> make arrangements	<input type="checkbox"/> write a(n) postcard/letter/email giving your opinion
	<input type="checkbox"/> understand a factual text about Ireland's history and a website	<input type="checkbox"/> make compromises

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

Am Ende jeder Unit findest du einen Hinweis darauf, dass du nun wieder zum Anfang der Unit gehen und die Ziele abhaken kannst, die du erreicht hast. Das macht ihr am besten zu zweit. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 4 sind das zum Beispiel die englischen Wörter für Berufe (*professions*). Wenn du sie alle weißt, kannst du sie abhaken. So erhältst du einen guten Überblick über deinen Lernfortschritt.

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

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

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



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



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



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



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



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



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



My personal learning track 

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

**Noch ein Hinweis:** Solltest du das E-BOOK+ zum MORE! 4 Student's Book noch nicht haben, kann es auch nachträglich noch bestellt werden.

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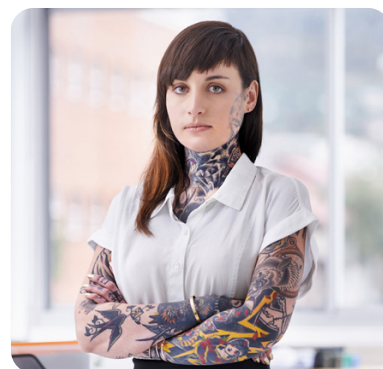
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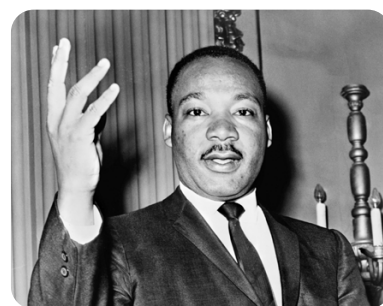
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# UNIT 1 The Emerald Isle

At the end of unit 1 ...

## you know

- 10 words to talk about Ireland's history
- how to use the past continuous (revision)

## you can

- understand a short video documentary
- express surprise and interest
- make arrangements
- understand a factual text about Ireland's history and a website
- understand an interview
- understand a literary extract
- write (an) postcard/letter/ ...
- give your opinion
- make compromises

## Teen Talk 1



1 a Watch the video. Which of these do Mia and Jack mention?

- the weather
- a river
- kayaking
- cities
- cycling
- snakes
- building

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

- 1 It rains for nearly 200 days a year in some parts of Ireland. T / F
- 2 Between 70 and 80 million people live in Ireland. T / F
- 3 Central Park in New York is smaller than Phoenix Park in Dublin. T / F
- 4 The River Shannon is great for fishing, kayaking and surfing. T / F



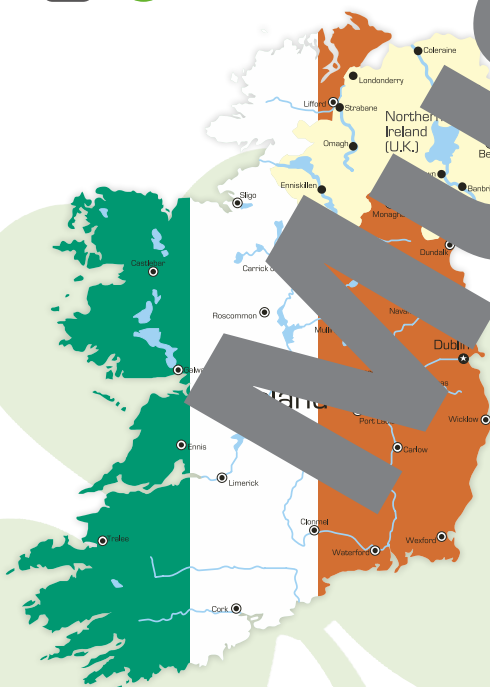
2 In pairs, tell each other as much as you can about Ireland. Which facts in the video do you think are most surprising? Discuss with your partner.



3 a Do the Ireland quiz in pairs. Circle T (True) or F (False). Then listen and check your answers.

## Do you know Ireland?

- 1 The capital of the Republic of Ireland is Belfast. T / F
- 2 There are more than five million people in the Republic of Ireland. T / F
- 3 The official languages of Ireland are English and Irish. T / F
- 4 Everybody has to learn Irish at primary school. T / F
- 5 There are no Irish language films. T / F
- 6 The Republic of Ireland is not a member of the EU. T / F
- 7 The Irish money is the pound. T / F
- 8 The Republic of Ireland is part of the United Kingdom. T / F
- 9 Ireland exports a lot of software. T / F
- 10 Northern Ireland is not part of the Republic of Ireland. T / F
- 11 The capital of Northern Ireland is Derry. T / F
- 12 Most Irish people in the Republic are Catholics. T / F



## SPEAKING Expressing surprise / Asking your partner to say something



**b Work in pairs. Tell your partner three things that surprised you from the quiz.**

I wasn't aware that ...

I didn't know that ...

How about you?

I had no idea that ...

## READING Understanding a factual text



**4 a Look quickly at the text below. What kind of text do you think it is?**

- a story    a diary entry    a news report    a magazine article

**b Quickly go through the text and find out what happened in these years. Then read the text carefully and check.**

1845   1916   1922   1972   2007   2012

**A very short history of IRELAND**

**Why do Irish football fans never support or cheer for England? History is the answer. For many centuries the Irish fought against the British and hundreds of thousands of Irish people were killed.**



In September 1845, the situation of the people in Ireland was dramatic. A fungus destroyed the potato crop. In the following year, there were no potatoes again. While many poor people in Ireland were starving, Protestant landlords were sending needed grain and cattle to England for sale there. The British government did not help either, because they believed that a government should not interfere with the economy. In 1846, "It is not our business at all to export food for the use of the people of Ireland."

There were about eight million people in Ireland in 1850. While they were trying to find food, one million of them died. And between 1845 and 1855, another two million fled to the USA,

Australia and New Zealand. After the famine, the population never rose to the level of 8 million again.

In the late 19th century, Charles Stewart Parnell and others fought for 'Home Rule'. They wanted autonomy, but it took a long time to become independent. In 1916, the Easter Rebellion of the Irish was put down by the British and its leaders of the rebellion were shot. A guerrilla war followed. In 1922, the Irish Free State was founded. But the Irish had to pay a price. Of the 32 counties in Ireland, 26 formed the Free State, which later became the Republic of Ireland.

The six counties of the province of Ulster – that today form Northern Ireland – did not become part of the Free State. The majority of the people there were Protestant.

What followed in Northern Ireland was a period called 'the Troubles'. It began in the late 1960s when Catholic groups (most famous: the IRA), who wanted to join the Republic of Ireland, and Protestant groups, who wanted to stay with the UK, began to fight each other. One of the most famous incidents was

the Bloody Sunday Massacre. On 30<sup>th</sup> January 1972, the British Army shot dead 13 civilians (one more man died later). This was the largest number killed in one day and Irish Catholics hated the British Army even more. All in all, more than 3,500 people were killed in the conflict, which more or less ended in 1998 with the Good Friday Agreement. In 2007, the British government called its soldiers home. In 2012, former IRA commander Martin McGuinness formally shook hands with Queen Elizabeth II in Belfast, which put an official end to the Troubles.

However, when Great Britain left the European Union in 2020 (Brexit), new problems started up. The Republic of Ireland is still part of the EU, but Northern Ireland isn't. This has led to trade problems, new taxes, and extra checks at the border. The EU and UK have been working on making trade between Ireland and UK easier, but some consequences of Brexit can't be avoided.

**VOCABULARY:** \*Home Rule – when a country is governed by its own people



**5** How many of these tasks can you do? Check your answers with a partner. Then listen to the text.

Circle T (True) or F (False).

- 1 A fungus destroyed all the crops. T / F
- 2 Protestant landowners did not have any food at all. T / F
- 3 During the famine the British government helped out as much as possible. T / F

Complete the sentences.

- 4 Within ten years, Ireland lost two million people because they.....
- 5 The idea of autonomy for Ireland was called.....
- 6 After the Easter Rebellion, a.....

Answer the questions.

- 7 What did six counties not become part of? .....
- 8 What do we understand by 'the Troubles'? .....
- 9 What has caused new problems in the last few years? .....

**VOCABULARY** Ireland's history

**6** Match the words and phrases from the text with the definitions.

- |                |                          |   |
|----------------|--------------------------|---|
| 1 to put down  | <input type="checkbox"/> | a man who owns land                                     |
| 2 to interfere | <input type="checkbox"/> | all the potatoes produced in a year                     |
| 3 intention    | <input type="checkbox"/> | to become ill or die because you don't have enough food |
| 4 majority     | <input type="checkbox"/> | extreme hunger because there's no food                  |
| 5 to starve    | <input type="checkbox"/> | cows and bulls  |
| 6 cattle       | <input type="checkbox"/> | to shout and cheer knowing you're happy                 |
| 7 to cheer     | <input type="checkbox"/> | to use military power to stop something                 |
| 8 famine       | <input type="checkbox"/> | made a plan to do something                             |
| 9 potato crop  | <input type="checkbox"/> | to get involved in something                            |
| 10 landlord    | <input type="checkbox"/> |   |

**SOUNDS RIGHT** Elision



**7** Listen to the dialogues. Pay attention to the underlined parts. Then listen and repeat.

- |  |   |
|--|---|
| <b>Alan</b> I'd like to go to Spain.                   | <b>Lily</b> I'd rather go to Spain.   |
| <b>Brenda</b> Why Spain?                               | <b>Brenda</b> Why Spain?  |
| <b>Alan</b> Because it's <u>hot</u> there.             | <b>Lily</b> Because it's <u>hot</u> there. Where would you <u>like</u> to go? |
| <b>Brenda</b> He said it. It must <u>be</u> hot.       | <b>Brenda</b> Guess!  |
| <b>Lily</b> I haven't <u>got</u> a clue.               | <b>Lily</b> I haven't <u>got</u> a clue.                                      |
| <b>Brenda</b> Nowhere. I don't <u>like</u> travelling. | <b>Brenda</b> Nowhere. I don't <u>like</u> travelling.                        |

**SPEAKING** Expressing interest



**8** Work with a partner. Talk about the place you'd (not) like to visit and give your reasons. Ask and answer questions.

I'd love to visit ...  
I'd never go to ...

Why (not)?  
With whom ...?  
How long ...?  
What else ...?

**READING** Understanding a website

9 a Read the website giving information about what to do in Dublin. Then circle T (True) or F (False).



**IRELAND** Destinations Things to do Help and advice

## What's on in DUBLIN

**ART**

**Portrait Prize & Young Portrait Prize**  
November to March at the National Gallery of Ireland  
The Gallery shows hundreds of entries each year for the Portrait Prize. It also shows entries for the Young Portrait Prize, an inclusive art competition for young people of all abilities.  
Admission free.

**THEATRE**

**Ulysses**  
Dermot Bolger's version of James Joyce's *Ulysses* was a massive hit at 2017's Dublin Theatre Festival. Now it returns in an adapted version to the Abbey Theatre at 8 p.m.  
Tickets: €15 – €45

**FESTIVAL**

**BLOOM – The Flowers, Food and Family Festival**  
May 30<sup>th</sup> – June 3<sup>rd</sup>, Phoenix Park  
Enjoy a day at this spectacular gardening event, now in its third decade. It is a great coming together for garden designers, flower growers, landscape designers, food fanatics and anyone who loves to garden.  
Learn a huge range of practical information on everything from gardening to growing fruit and vegetables, cooking and culture.  
Full price ticket: €26.67  
Reductions available. Child under 12 are free.

**MUSIC**

**Damien Dempsey**  
Iveagh Gardens, Clonmel Street, 20:00  
Known as one of Ireland's greatest singer-songwriters, Damien Dempsey offers a very special summer gig in Dublin's stunning Gardens.  
Tickets: €45

**EXHIBITIONS**

**Seamus Heaney Exhibition Now Available**  
Running until November; Bank Holiday Cultural and Heritage Centre  
Experience an immersive audio-visual experience that guides you through the life and work of the famous poet Seamus Heaney (1939 – 2013). You will see many documents never seen before.  
Admission free.

- 1 You don't need any special talent to enter the Young Portrait Prize. T / F
- 2 The cheapest tickets to see the play at the Abbey Theatre are €13. T / F
- 3 You must be a food fanatic to enjoy the BLOOM Festival. T / F
- 4 You can see Damien Dempsey playing his music outside. T / F
- 5 The Heaney exhibition includes documents never seen before. T / F

b Search for the information in the website and complete the sentences.

- 1 The Young Portrait Prize is from .....
- 2 The production of *Ulysses* starts .....
- 3 At the BLOOM Festival, you can learn about .....
- 4 Damien Dempsey is from .....
- 5 Seamus Heaney was .....

**LISTENING** Understanding an interview

1/5



10 a Listen to the first part of the interview with Anna and complete the sentence below.

- Anna is in Dublin is  to learn English.  for tourism.  to work.
- b Listen again and answer the questions.

- 1 Where is Anna from?
- 2 What does the interviewer think of Anna's English?
- 3 What does Anna like about Dublin?
- 4 What does she think about the current economic situation?
- 5 What doesn't she like about Dublin?
- 6 What is LUAS and what does Anna think about it?
- 7 What is her favourite place in Dublin?
- 8 What does she think about the weather?

# LISTENING **CHALLENGE**

1/6



**11 a Listen to the second part of the interview with Anna in which she talks about Galway. Take notes about the following:**

- 1 the housing situation in Galway
- 2 what the High Street is like
- 3 her favourite sight and why it impressed her



**b Compare your notes with a partner. From what you've heard, would you like to visit Galway? Why (not)?**

## READING Understanding a literary extract



**12 a Quickly read the texts on pp. 12–13 and say what the ghost's problem is.**

1/7+8



**b Read the texts again and answer the questions. Listen to the text and check.**

- 1 What is Oscar Wilde famous for?
- 2 What is so special about the Canterville country house?
- 3 Does Mr Otis believe in ghosts?
- 4 What is the blood on the floor?
- 5 Why doesn't the blood disappear?
- 6 How do Mrs Otis and Washington Otis react to the bloodstain? What did Washington learn in the end?



## Oscar Wilde

Oscar Wilde (1854–1900) was one of the great Irish writers. He was born in Dublin and studied law in London and at Oxford in the UK. He is the author of many short stories such as *The Happy Prince*, a famous novel which set people back then (*The Picture of Dorian Gray*) and many plays such as *The Importance of Being Earnest*. He died in a hotel room in Paris in 1900.

One of his stories is *The Canterville Ghost* (1887), which has been filmed several times. It is about the Otis family who move into the Canterville Chase, an old house, from the English Lord Canterville. What comes a ghost that has haunted the house for 300 years. The Otises do not believe in ghosts, and when they meet Sir Simon, the ghost, they are not scared. This depresses the ghost; everybody makes fun of him and only young Virginia Otis takes pity on him.



Suddenly Mrs Otis caught sight of a **dark red mark on the floor just by the fireplace and, quite unconscious of what it really meant, said to Mrs Umney, "I'm afraid something has been spilt there."**

"Yes, madam," replied the old housekeeper in a low voice, "blood has been spilt on that spot."

"How horrible," cried Mrs Otis. "I don't care for bloodstains in a sitting room. It must be removed at once!"

The old woman smiled, and answered in a low, mysterious voice, "It is the blood of Lady Eleanore de Canterville, who was murdered on that very spot by her husband, Sir Simon de Canterville, in 1572. Sir Simon survived her by nine years, and disappeared suddenly in very mysterious circumstances. His body has never been discovered, but he still haunts\* the castle as a ghost. The bloodstain has been much admired by tourists and others, and cannot be removed."

"That is all nonsense," cried Washington Otis. "Pinkerton's Champion Stain Remover and Paragon Detergent\* will clean it up in no time."

And before the terrified housekeeper could interfere he had fallen upon his knees, and was rapidly scouring\* the floor with a small stick of what looked like a black cosmetic. In a few moments, no sign of the bloodstain could be seen.

"I knew Pinkerton would do it," he exclaimed triumphantly as he looked round at his admiring family; he had hardly finished the sentence when a terrible flash of lightning lit up the dark room, a frightening clap of thunder made them all jump to their feet, and Mrs Umney fainted\*.  
[...]

The next morning, however, when they came down to breakfast, they found the terrible stain of blood once again on the floor.

"I don't think it can be the fault of the Paragon Detergent," said Washington, "for I have tried it with everything. It must be the ghost." He then rubbed out the stain and time, but the following morning it appeared again.

**VOCABULARY:**  
 haunt – heimsuchen, spuken;  
 detergent – Reinigungsmittel; scour – reinigen, scheuern;  
 faint – in Ohnmacht fallen



**13** Now get together with a partner and speculate what will happen next. Then get together with another pair and compare your ideas.

**DEVELOPING WRITING SKILLS** Postcard/Text/Email (opinions)

**14** Read the postcard a student wrote. Why does Linda like the new rooms? Complete the text with the words and phrases in the box.

as far as I'm concerned    believe    think me    seems

*Hi Loretta,*  
*We're staying at the new Hotel London again and if*  
 1 .....  
*it's better than ever. The rooms have been redecorated, and I*  
 2 .....  
*they're even more comfortable than the old rooms.*  
*And it* 3 ..... *to me that*  
*they're even larger than before. Mum says it's all a bit too colourful, but*  
 4 ..... *they're totally awesome.*  
*See you Monday when I get back.*  
*Hug*  
*Linda*

**Useful language:**

- I believe/suppose/think ... .
- In my opinion ... .
- It seems to me ... .
- As far as I'm concerned, ... .
- Personally, I think ... .
- I'd say that ... .

**15** Read the text again and answer the questions.

- |   |   |
|---|---|
| <p>1 Where is Linda staying?<br/>.....</p> <p>2 What has happened to the rooms?<br/>.....</p> | <p>3 How do they compare with the old rooms?<br/>.....</p> <p>4 What doesn't her mother like?<br/>.....</p> |
|---|---|

16 Now write your own answer to the following task.

Task

Write a letter to a relative (120–180 words) in which you tell them about your holidays in another country. Give your opinions on:

- ✓ accommodation, food and entertainment
- ✓ what the people there and the tourists are like
- ✓ what your parents think of all that

Writing tip:

When offering an opinion in a postcard / an email / a letter.

- make sure you clearly say what you think
- make sure you use different phrases (and don't repeat *I think* all the time)
- if possible, contrast\* your opinion with someone else's
- express surprise or interest in things you've seen

VOCABULARY: \*contrast – vergleichen

GRAMMAR

Past continuous (revision)

While they were trying to find food, the rest of them died.  
From 2014 onwards, everything was changing faster for Ireland.

How to form it: past tense of + -ing form of the verb

Complete:

You often use the 1..... to describe a longer action in the past that was interrupted by a shorter action. At the shorter action, use the 2.....  
You also use the 3..... to talk or write about a longer action in the past.

You also use the past continuous to describe two longer actions that happened at the same time in the past. You use the past continuous for both actions.

While many poor people in Ireland were starving, the English landlords were sending badly needed grain to England.

While Mum was reading, Johnny gave her a surprise.



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

# OUR YOUNG WORLD 1

## ▶ Luke's compromise



▶ **1 a Watch the video. What treat did the students get?**

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

- 1 What has Luke been learning about in geography?
- 2 What treats did Mr Bowen offer the class?
- 3 How did they decide which treat to choose?
- 4 Why was there a problem?
- 5 When did they realise they had to make a compromise?
- 6 Why was the compromise the best decision in the end?

### FIND OUT Making a compromise

**2 Match the verbs with the nouns.**

- 1 make a    2 get what    3 give in    4 ask for
- you want     with something     compromise     a little bit

**3 Use the phrases above to complete the sentences.**

- 1 You can't always ..... Sometimes it's good to ..... Then in life. Life just doesn't work that way.
- 2 Remember – it takes two sides to ..... you might end up with more the next time.
- 3 It's better to ..... Then you might end up with more the next time.
- 4 It's better to ..... than to make do with nothing.

### Making a deal



**4 In pairs, make suggestions to help these people solve their problems.**

1 Mr Thomas wants to spend his retirement years seeing the world. His wife hates travelling.

2 Anna is tired and wants an early night. Her brother Jim wants to spend the evening listening to loud music.

3 It's the weekend. Mum wants to get up early and do something. Dad and the kids want a lie-in.

### CYBER PROJECT: Our class compromise

**5 Imagine your class has got €1,000 to give to charity. Work in small groups.**

- Decide who you want to give the money to.
- Present your ideas to the class.
- Decide as a class what you are going to do with the money.

# UNIT 2

## Cybercrime on the rise

At the end of unit 2 ...

**you know**

- 10 words to talk about (cyber-)crime
- how to use the past perfect

**you can**

- understand a play and a story about cybercrime
- understand an interview and the role of cybercrime
- write a comment and a story topic that the readers engaged

### READING & LISTENING Understanding a play

**Note:**

R. = Reporter

DCI = Detective Chief Inspector

1 Read scene 1 of the cyber scam play. Why is cybercrime on the rise?

#### The fake policeman



#### Scene 1 At the Cybercrime Unit Headquarters

**R.** Detective Chief Inspector Rowan, you're the head of the Cybercrime Unit and the first female officer to have this position.

**DCI** That's right.

**R.** What special qualifications did you need to have to get the job?

**DCI** Apart from my police training, I studied computer science. I've done an MBA course in police management, and in recent years, I've specialised in artificial intelligence. I study how AI is used to commit crime, but also how the police can fight crime.

**R.** Can you give me an example of how the police use AI?

**DCI** Well, a lot of routine work can be done by AI. Imagine we're looking for a person who we think was in a particular area of a town on a particular day when a crime was committed. AI can search CCTV footage\* from all the cameras in the area for us and find that person much faster than any police team. It can do a job in minutes that would take even officers several days.

**R.** Why is cybercrime on the rise?

**DCI** It's definitely rising. Cybercrime is increasing as we speak. As technology gets better, cybercrime becomes easier. Criminals are making very large sums of money from fraud\* or identity theft\*, for example.

**R.** How do they do that?

**DCI** We regularly warn people about phishing attacks, data theft, or fake police officers, but we aren't always successful. People don't pay enough attention to what we say. They still click on links and give out personal information, and they still trust people they shouldn't trust. And, of course, the criminals are getting better at cybercrime. I can give you an everyday example. Let me tell you a story about what happened to a woman in our town ...

**VOCABULARY:** \*CCTV footage – Aufnahmen der Überwachungskameras; fraud – Betrug; theft – Diebstahl

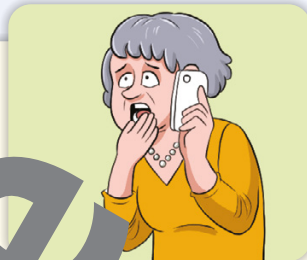
2 Read the statements and circle T (True) or F (False). Correct the false statements.

- 1 In her training, DCI Rowan has focused only on how criminals use AI. T / F
- 2 AI can help the police in solving everyday tasks. T / F
- 3 Criminals can do a lot of financial damage by using someone else's personal information. T / F
- 4 The police think people have become a lot more aware of cybercrime. T / F



**3** Read scene 2. In pairs, discuss what you think of the story Mrs Thompson hears on the phone, and her reaction to it. Give reasons.

### Scene 2 In a private home. Mrs Thompson gets a phone call.



**Mrs T.** Hello.  
**Man** Is that Mrs Thompson?  
**Mrs T.** Yes, it is. Can I help you?  
**Man** Mrs Thompson, I'm from the local police station. I'm ringing you to warn you about a group of thieves in the area. They are breaking into houses.  
**Mrs T.** Oh dear, oh dear, what's the world coming to?  
**Man** I'm afraid this gang is dangerous. Do you have any money or jewellery at home?  
**Mrs T.** Mmm, yes, a bit of both actually. Oh, dear.  
**Man** We could send someone to collect your valuables\*. We can hold them for you until we've arrested the thieves.

**Mrs T.** Um... I don't... Um. Are you really a policeman?  
**Man** Well, I am, Mrs Thompson. I can see you're worried. Listen. The policeman who lives on your street.  
**Mrs T.** Mr Fendegast. I know him well.  
**Man** James Pennington, yes. He can confirm what I've told you. Would you like to speak to him?  
**Mrs T.** That would be good.  
**Man** I'll send through his personal phone number so you can ring him right away.  
**Mrs T.** Good idea. I thank you. I'll phone him.

**VOCABULARY:** \*valuables – Wertsachen

**4** Read scene 3. How do Mrs Thompson's feelings change as she tells her story and what causes the change? Give reasons.

### Scene 3 A few hours later. At the police station.



**DCI** Tell me again, Mrs Thompson. So you phoned the young policeman on your street.  
**Mrs T.** I did. Right away. And now all my valuables are gone. All my money and my jewellery! It's terrible.  
**DCI** How exactly did this happen?  
**Mrs T.** Well, as I said, I phoned Mr Fendegast. He answered immediately. I spoke to him. It was his voice. He sounded like a nice young man ...  
**DCI** Go on, Mrs Thompson.  
**Mrs T.** But I was extremely nervous. I know, I wanted to make sure it really was him ...  
**DCI** How?  
**Mrs T.** I asked him to video call me back ...  
**DCI** And did he?  
**Mrs T.** Yes, I asked him to phone me, and a minute later he called, and I saw him on my phone. I saw him with my own eyes, in his uniform. And I know his voice ... I'm sure it was him.

And then what happened?  
**Mrs T.** He confirmed the story about the gang. I was glad I had asked for the video call. Five minutes later, the young policewoman turned up to collect my valuables. Everything happened as they had said.  
**DCI** Was she in uniform?  
**Mrs T.** No, she wasn't. She was in civilian\* clothes, so the gang wouldn't know she was a policewoman.  
**DCI** And you gave her all your valuables?  
**Mrs T.** Yes, I did. Three rings, two necklaces, five bracelets, £1,500, and a very, very expensive watch from my husband. He died five years ago.  
**DCI** And what happened then?  
**Mrs T.** Something felt wrong. I had given my money and jewels away, so I decided to come here to check.  
**DCI** I'm glad you did.  
**Mrs T.** Will I get my things back?  
**DCI** To be honest with you, Mrs Thompson, it isn't going to be easy.  
**Mrs T.** Oh dear, oh dear. I feel so stupid.

**VOCABULARY:** \*civilian – zivil

**5 Read scene 3 again and tick the correct answers.**

1 Mrs Thompson asked the policeman

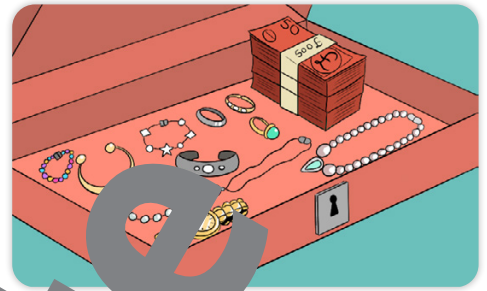
- to come and collect her valuables.
- to come to her place in civilian clothes.
- to video call her back so she could see him.

2 Immediately after the call, Mrs Thompson

- made another video call.
- was very nervous and decided to go to the police.
- was less worried than she had been before it.

3 The policewoman wasn't wearing a uniform

- because the police didn't want the criminals to become suspicious.
- because the police didn't want to frighten Mrs Thompson too much.
- because she wasn't working that day.



At the end, Mrs Thompson feels

- she finally went to the police herself.
- shyly she didn't give her valuables to Mr Pendergast.
- embarrassed about what had happened.



**6 Before you listen to scene 4, discuss the following questions in class.**

- 1 What did the criminals do to make their fraud work?
- 2 What did Mrs Thompson do well? What mistakes did she make? Give reasons.
- 3 What could people do to avoid becoming victims of cyber scams?
- 4 How difficult do you think is it for the police to detect cyber scams? Give reasons.
- 5 Could something like this happen to anybody? Give reasons.



**7 Scene 4 Listen to scene 4 and answer the questions about what you hear. Then go back to the questions in 6 and answer them more fully.**

**8 a Read the beginning of scene 5. What success did the police have? How do you think they did that?**

**Scene 5 The police have achieved some success.**

**DCI** Mrs Thompson has got her things back. But we did catch some members of the gang.

**R.** How did you do that?

**DCI** Well, they tried the same scam on another woman from the street.



**The man and the woman we arrested don't know who their bosses are.**



**b Listen to the ending and check your answers.**

**9 What is the purpose of the play *The fake policeman*?**

- to warn about cyber criminals
- to give technological information
- to entertain
- to inform about the work of a detective



10 Work in pairs. Take a guess at the numbers needed to complete the sentences.

## CYBERCRIME IN NUMBERS

**1** \_\_\_\_\_ % of US companies were hacked last year.

**2** Cybercrime costs the world economy \$ \_\_\_\_\_ each year.

**3** Every day, there are \_\_\_\_\_ new malware\* programmes.

**4** \_\_\_\_\_ % of personal computers were hacked last year.

**5** There are \_\_\_\_\_ social media users in the world.

**6** \_\_\_\_\_ Facebook accounts are attacked every day.

**7** \_\_\_\_\_ % of people use only one password.

**8** \_\_\_\_\_ of the most common passwords with eight characters are \_\_\_\_\_.

**9** A password with eight completely random\* characters takes a hacker \_\_\_\_\_ years to crack.

VOCABULARY: malware – Schadsoftware; random – beliebig

1/11



11 Listen and check. Then listen again and take notes to answer the questions. Compare with a partner.

- |  |   |
|--|---|
| <p>1 What do we learn about My.com?<br/>.....</p> <p>2 Why do criminals hack into personal computers?<br/>.....</p> <p>3 How is social media making it easier for cyber criminals?<br/>.....</p> | <p>4 What examples of bad passwords are given?<br/>.....</p> <p>5 How long might it take a hacker to crack the password 52369741?<br/>.....</p> <p>6 How long might it take a hacker to crack a password with 16 numbers?<br/>.....</p> |
|--|---|

LISTENING CHALLENGE

1/12



12 a Listen to the radio programme about new trends in policing\*. Take notes about the following:

- 1 where the conversation takes place
- 2 who the speakers are
- 3 what other key information you have understood

VOCABULARY:  
\*policing – Überwachung;  
predictive AI – KI zur Vorhersage von Verbrechen



b Compare your notes with a partner. Do you think predictive policing is a good idea? Why (not)?

## VOCABULARY Crime

### 13 Complete these sentences with the words from the box.

crimes  
criminals  
committed  
thieves  
arrest  
scams  
personal data  
victim  
blackmail  
fake

- If you want to protect your ..... from ..... you must use strong passwords.
- Computer ..... are a rising problem all over the world.
- It's so difficult to ..... the ..... because they could be working from a different country.
- Be careful of ..... where people pretend to be someone they are not.
- Hundreds of computer crimes are ..... day.
- The man used a ..... ID to pretend he was a policeman.
- They used the information they got about the ..... to ..... him into paying thousands of dollars.

## SOUNDS RIGHT /ɑː/ vs. /ʌ/

1/13



### 14 Listen and tick.

	/ɑː/	/ʌ/		/ɑː/	/ʌ/
1 dance	✓		1st		
2 luck		✓	5 se		
3 bar			guitar		

1/14



### 15 Listen and repeat.

We got in the car and drove to the park.  
We played the guitar and danced in the park.

## DEVELOPING WRITING SKILLS Story (keeping the readers engaged)

### 16 Read the story. Which paragraph(s) ...

- show(s) how the problem was solved.
- describes how the character tried to solve the problem.
- introduces the character and his problem.

- He was the world's best chef. It had been a tiring day, but now the last few guests were eating their dessert, and Joseph Hattie sat down for the first time. He took a big piece of marzipan and put it in his mouth. That's how he discovered that he had completely lost his sense of taste!
- He saw all the top medical experts in his city. He asked them not to share with anybody that he had lost his taste. "One of them must be able to help me!" he thought. But none of them could.



- 3  For a week, Joseph Hattie tried eating only boiled potatoes and plain rice, without any salt. He was hoping that his taste would come back that way. False hope again.
- 4  Then he had the idea! He would eat only spicy food. Surely that would bring his taste back. For a whole week, he ate the hottest chilli peppers he could get. Nothing else. And the outcome? You know it. Nothing.
- 5  The next day, he got an email. "We've manipulated your brain. We've stolen your sense of taste. We want a million dollars. If you don't pay, your taste will be lost forever," it said. Joseph was in total panic! Then he woke up – he was confused, but he was also incredibly hungry, hungrier than ever before. He jumped out of bed, had a shower, and still in his pyjamas, he made himself breakfast. It was the tastiest meal he'd ever had in his whole life!

### Writing tip:

#### Keeping the readers engaged

The story follows a certain pattern that you can use to keep your readers engaged. In addition to the structure suggested (a–c), the following:

- ending could be:
  - an open ending
  - an unhappy ending
  - an unexpected ending. Try to surprise the reader. Use an idea that the reader probably doesn't expect.

### 17 Now write your answer to the following task

#### Task

#### Write a cyber scam story in your story book

- ✓ follow the three content steps from 16
- ✓ use your imagination to keep the readers engaged
- ✓ pay attention to the ending you choose (see the writing tip)

## GRAMMAR

### Past perfect

You use the *past perfect* when you want to stress that an action happened before a certain point in time in the past.

*I had given my medals away, so I came here to check.*

How to form it: **had + past participle of the verb**

Look at the sentences below. Circle the verb in the *past simple*. Underline the verb in the *past perfect*.

She had seen a documentary about cyber scams on TV. She was very suspicious. She gave us the name of the man who had made the telephone calls.



When Harry got up in the morning, he realised that he had put up his tent in the wrong place.

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

# THE GIRL NEXT DOOR 1

## The headphones

### Developing speaking competencies

#### Language function

I can complain

#### Speaking strategy

I can react to complaint

1/15



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



**Kate** Hello, can we see the manager, please?

**Manager** I am the manager. How can I help you?

**Kate** Yes, I bought these headphones from you last week and they've broken already.

**Manager** Let me have a look. They look fine to me. So what's the problem?

**Kate** Well, they don't work. When I plugged them into my phone, I can't hear anything.

**Manager** Are you sure there's nothing wrong with your phone?

**Kate** Yes, I am. My phone works fine. Do you want to see it?

**Manager** No, that's OK. I'll give you. So have they always not worked or have they worked and then stop working?

**Kate** They worked for a while but then just stopped. I don't know why.

**Manager** Maybe you dropped them?

**Kate** No, I didn't.

**Manager** Or perhaps you had it on the wire?

**Kate** I told you they just stopped working. They're just not good enough.



**Manager** Very strange. We've never had a problem with these before.

**Kate** Are you saying it's my fault?

**Manager** No, no. I'm just saying it's very strange. Can I see your receipt?

**Kate** Umm. I threw it away.

**Manager** That's a shame.

**Kate** I know. I should always keep them. But these headphones are from your shop. You can't get these in other shops.

**Manager** You should always keep your receipt. I can't do anything without it.

**Kate** I hope you're joking.

**Manager** I'm not. I'm sorry but I've got other customers to serve.

### 2 Answer the questions.

- 1 Who does Kate want to speak to?
- 2 What does she get a problem with?
- 3 What is the problem?
- 4 What are his ideas for how the item broke?
- 5 Why is he surprised the item has broken?
- 6 What does he ask to see?
- 7 Why does he not help Kate?

.....

.....

.....

.....

.....

.....

.....

## USEFUL PHRASES Complaining

3 Complete the phrases with the words in the box. Then check with 1.

fault manager  
work good  
joking

- 1 Can I see the .....
- 2 They don't .....
- 3 They're just not ..... enough.
- 4 Are you saying it's my .....
- 5 I hope you're .....

? What do you think? Answer the questions.

- Was the manager right? Why (not)?
- What do you think the manager will do?

## MOBILE HOMEWORK

Watch the second part of the video and complete the entry.

Wow, Kate was really 1..... with the manager at Pro Audio. She was determined to sort out the problem on her own and didn't want help from her 2..... She posted her complaint online and in a day she already had 3..... likes and 4..... comments. People were really on her side. Some even said they wouldn't shop there again. Then the 5..... sent a message saying there had been a 6..... and he asked her to come back to the shop. When we got there, he gave her a new 7..... headphones. Funny thing happened when he went to get them. He fell off the 8..... Luckily he wasn't hurt.

## SPEAKING STRATEGY Reacting to complaint

4 Try to complete the phrases. Then check with the dialogue in 1.

- 1 **Manager** Look at the headphones. They look fine to me. So what's the problem?
- 2 **Manager** Are you saying there's nothing wrong with your phone?
- 3 **Manager** No, they always work and then stop working?
- 4 **Manager** Very sorry. We've never had a problem with these before.

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

### Student A

You bought a mobile phone from Pro Audio but there's a problem with it. Decide what the problem is and go back to the shop to make a complaint.

You are the manager at Pro Audio. Listen to the customer's complaint and suggest why it's not your fault.

### Student B

# UNIT 3 The Big Apple

## At the end of unit 3 ...

### you know

- 7 words to talk about danger
- how to use reported speech (statements)

### you can

- understand a short video documentary
- understand a tourist website about New York City
- talk about places you'd like to visit
- understand a field trip report
- understand a tour guide
- write a summary
- write a field trip report
- talk about spending and saving money

## Teen Talk 2

**1 a Watch the video. What do Mia and Jack talk about?**

- a facts about New York City
- b facts about the people who live there
- c both a and b

**b Watch again. Choose the correct option.**

- 1 25% / 50% / 75% of the people in New York City only speak English.
- 2 Chinese is spoken by *two million* / *two million* / *two hundred* people in New York City.
- 3 The 'pizza principle' says that a piece of pizza in New York usually costs *more than* / *less than* the same as a subway ticket.
- 4 The Lowline underground park in 2019 *wasn't opened yet* / *has 275 types of birds*.



**2 Which facts in the video do you find most surprising? Tell a partner.**

## READING Understanding a tourist website

**3 a What American cities can you name? What do you know about them?**

**b Read the website on the next page and match the paragraph titles with the paragraphs. Write the numbers. There is one extra title.**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Out on the town     | <input type="checkbox"/> When you need a rest | <input type="checkbox"/> Politics and power |
| <input type="checkbox"/> When you get hungry | <input type="checkbox"/> Take in a big game   | <input type="checkbox"/> How it all began   |

1/16+17

**c Now answer the questions. Check your answers with a partner. Then listen to the text.**

- 1 How can you find out more about New York's history?
- 2 Why can you find so many different types of food in New York City?
- 3 How many sporting teams are mentioned in the text?
- 4 What does the text recommend doing in Central Park?
- 5 What day trips from New York City are mentioned?

# EXPLORE NEW YORK

| Things to do | Plan your visit | Map | Search



**1** As far as we know, the place where the city of New York is situated today, has been home to people since 10,000 B.C. when the first Native Americans arrived. But the origins of the city we know today started with the arrival of the Dutch in 1609 who named it New Amsterdam. It was renamed New York by the British in 1664. Since then, it has played important roles in the American Revolution and Civil War and, of course, it was the entry point for European immigrants during the 19<sup>th</sup> century. You can check out all this and more in one of our many museums or take a guided historical tour of the city.

**2** Unsurprisingly for a city that has welcomed people from all over the world, New York has an amazing variety of cuisines. You are never far from an excellent restaurant, cafe or fast food joint. Indian, Chinese, Italian, Mexican, Arabic – the list is endless. But don't forget to try at least one hot dog from a street vendor. You won't taste a better one.



**3** New Yorkers love their sport and are very proud of their teams. No trip to New York is complete without seeing one of their top sporting teams in action. You can choose between the Yankees or the Mets for baseball, the Giants or the Jets for American football or the Knicks or Brooklyn Nets for basketball. Spring, summer, fall or winter, whatever



time of the year, there's always something to see. Check out our website for games and match times.



**4** New York is a busy city and you will probably find you need some time to relax. What better place to do this than in its world-famous Central Park where, in summer, you can sit and watch the world go by while enjoying an ice cream. In the evening, look out at the city lights or watch one of the best films at one of New York's many modern movie theatres?

**5** If you ever feel you need to get away from the crowds, there are many popular destinations nearby you can visit for the day. The historic city of Philadelphia is just a short train ride away. Or how about visiting the amazing sculpture park in Hamilton, just an hour away? And then there's Coney Island – New Yorkers' favourite beach with all its fun attractions. You can easily get there on the subway.



**YANKEES** – Yankees; **SAUSAGE** – Fleischwurst; **fast food joint** – Fast-Food-Kette; **street vendor** – Straßenverkäufer/Straßenverkäuferin

## SPEAKING Talking about places you'd like to visit

**4** You would like to see and do in New York City. Use the questions to help you.

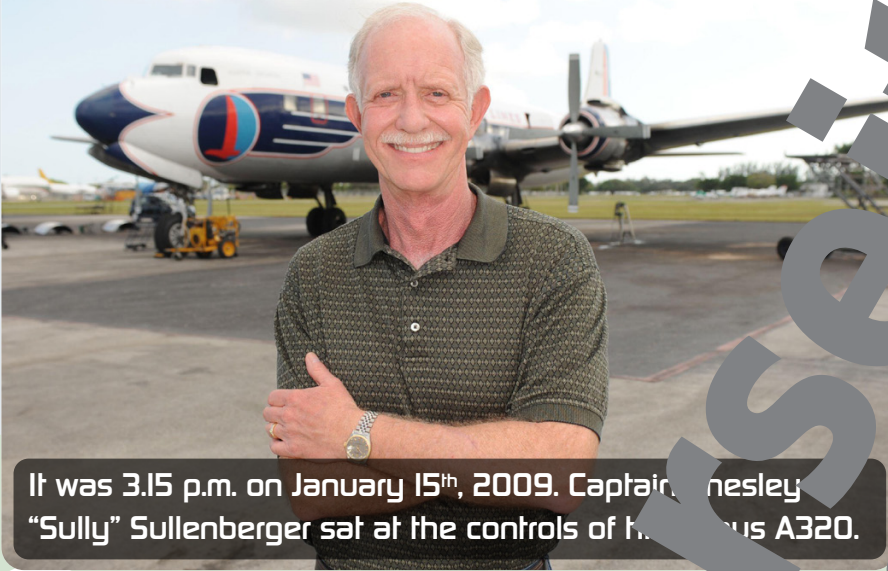
- What would/wouldn't you like to visit New York City?
- Which place interests you the most/least and why?
- Which sport event or Broadway show would you like to see most in New York? Why?
- What else do you know about New York City?

**5** Work in pairs. You have four days in New York City. What are your plans to fill the days? If you want, look online to get more ideas.



- 6** a Look at the photos on this and the next page. What do you know about Flight 1549? If you have never heard of it, take a guess what happened. Discuss in small groups.
- b Now read the text quickly and check your ideas.

# A miracle on the Hudson



It was 3.15 p.m. on January 15<sup>th</sup>, 2009. Captain Chesley "Sully" Sullenberger sat at the controls of his Airbus A320.

The plane started gliding down towards the river. The only thing in its way was the George Washington Bridge but Sully managed to avoid colliding with it. In front of him now was the Hudson river. At 3.30 p.m. Sully made an announcement that the passengers had been fearing. "Brace\*! Brace! Stay down!" It was the first time he had spoken to them. Most of them feared they were going to crash. With its nose in the air and travelling at 150 mph, the plane splashed down on the water. Within seconds it was clear that the plane was staying in one piece. Sully gave orders to evacuate the plane. Over the next few minutes, the crew got all the passengers, including one in a wheelchair, out onto the wings of the Airbus. A few, worried that the plane might blow up, jumped into the Hudson and started swimming away from the scene of the accident. The last person to leave was Sully, who walked up and down the plane two times to check that no one had been left inside.

The first rescue boats arrived at the plane four minutes later and soon all passengers were safely on solid ground. No one was seriously hurt although seventy-eight of them received treatment for minor injuries and those in the water were treated for hypothermia\*.

At the end of it all, co-pilot Jeffrey Skiles turned to his colleague and told him that he had done something no one had ever successfully done: land such a large plane on water. It was true.

In just 208 seconds Chesley "Sully" Sullenberger had performed a miracle on the Hudson River.

**VOCABULARY:**

- \*make – hier: Typ;
- flock of birds – Vogelschwarm;
- brace – abstützen, festhalten;
- hypothermia – Unterkühlung

He was an experienced pilot with more than 40 years of flying behind him. Beside him was copilot Jeff Skiles, who was new to this make\* of aircraft. They were waiting on the runway at New York's LaGuardia Airport ready for the takeoff. Ahead of them was a routine two-hour flight to Charlotte, North Carolina – Flight 1549. The plane was at full capacity with 150 passengers and five crew members. Less than twenty minutes later, Sully would find himself facing what all pilots train for, but hope they never have to do – a landing on water.

At 3.24 p.m. Flight 1549 started its takeoff down the runway. It was soon off the ground and up into the air. It started to rain. Three minutes later there was a loud bang. The pilots knew they were in trouble. The plane had hit a flock of Canada geese and both engines had burned out. There was nothing powering the Airbus A320 forward. Sully started to think quickly about how he was going to get the plane down safely.

Patrick Harten was an air controller on duty that day. At 3.27 p.m. he contacted Flight 1549 asking for a landing on its runway. He told Harten that they had hit a flock of birds\* and that they had lost power in both engines. He also said that they were turning back to try and land at LaGuardia. Harten contacted the airport to make preparation for an emergency landing. Sully knew the plane was too low and they would not have enough power. Making it back to LaGuardia was no longer an option. Sully knew he was running out of choices. He contacted Harten and asked him if they could land at the nearby Teterboro airport. Harten replied immediately and told him that runway 1 at Teterboro was free. But things had become more desperate, and Sully now knew he had no chance of reaching any airport. He told Harten they couldn't make runway 1. Harten offered him the choice of any runway at Teterboro. Sully told Harten they would land on the Hudson River. It was 3.28 p.m.



- 7** Read the text again. How many of these tasks can you do? Check your answers with a partner. Then listen to the text.

Answer the questions.

- 1 How long had Sully been a pilot?  
.....

- 2 How many people were on the plane?  
.....

- 3 What happened three minutes into the flight?  
.....

Complete the sentences.

- 4 The engines were damaged by a .....

- 5 Sully's first idea was to try and .....

- 6 Sully made the decision to land on the Hudson at .....

Circle T (True) or F (False).

- 7 Before the plane landed on the river, it collided with the Washington Bridge. T / F

- 8 Sully went back into the plane twice to rescue people. T / F

- 9 Sully was the first pilot to land a huge plane on water. T / F

## VOCABULARY Danger

- 8** Find these words in the text and match them with the definitions.

- |                                |                          |   |
|--------------------------------|--------------------------|---|
| 1 to be in trouble             | <input type="checkbox"/> | to crash into something                           |
| 2 to make an emergency landing | <input type="checkbox"/> | to do a very serious or bad                       |
| 3 to become more desperate     | <input type="checkbox"/> | to get everyone out of a plane/building, etc.     |
| 4 to collide with something    | <input type="checkbox"/> | to explode  |
| 5 to evacuate                  | <input type="checkbox"/> | to save someone from a dangerous situation        |
| 6 to blow up                   | <input type="checkbox"/> | to bring an airplane down in difficult conditions |
| 7 to rescue                    | <input type="checkbox"/> | to find yourself in a bad situation               |

## SPEAKING

- 9** Discuss these questions. Give what you think.

- 1 How would you feel on Flight 1549 before, during and after the accident?
- 2 How do you think Sully should have reacted to his bravery?
- 3 Who are other heroes/heroines that you know of?



## LISTENING Understanding a tour guide

1/20



- 10 a** Listen to the woman speaking to a group of people and answer the question.

What is the woman's main job?

- a historian  
 a tour guide  
 an economist

### DID YOU KNOW ... ?



The Statue of Liberty is one of the most popular tourist destinations in America with about four million people visiting every year. But if you want to climb the 46 metres to the top, you need to plan carefully. Only 200 people are allowed up to the crown every day. There's no cost to visit but you do have to take a ferry to the island.

1/20



- b** Listen again and complete the notes.

- The statue was the idea of a <sup>1</sup> ..... called Frédéric-Auguste Bartholdi.
- It was a present to celebrate America's <sup>2</sup> .....
- He first visited New York in <sup>3</sup> .....
- He wanted France to pay for the <sup>4</sup> ....., and the Americans for the pedestal.
- He organised a <sup>5</sup> ..... to pay for the statue.
- US politicians wanted the statue but didn't want to <sup>6</sup> .....
- The first parts of the statue to arrive in the US were <sup>7</sup> .....
- In his first campaign, Pulitzer only received <sup>8</sup> .....
- Boston, Cleveland, Philadelphia and San Francisco were cities that <sup>9</sup> .....
- New Yorkers finally started showing greater interest when <sup>10</sup> .....
- The statue was finally opened in <sup>11</sup> .....

## LISTENING (( CHALLENGE ))

1/21



- 11 a** Listen to the tour guide talking about the High Line Walk in New York. Take notes about the following:

- 1 Who was the walk built?
- 2 Why is it popular with tourists?
- 3 What is a disadvantage for New Yorkers living in that area?



- b** Write notes with a partner and discuss.

- What did the tour guide say?

The tour guide said/explained/told the tourists that ...

- Would you like to visit the High Line Walk? Why (not)?
- Would a similar thing be a good idea in your town/city? Why (not)?

## DEVELOPING WRITING SKILLS Summary

- 12 Read the summary a student wrote of the Statue of Liberty text on page 28. Find three mistakes in the summary.

In the listening comprehension you hear a guide explain the financial history of the statue. First, she talks about the idea of 'crowd-funding', which helped finance the statue back then. This is how it worked: In 1865, a young German sculptor called Frédéric-Auguste Bartholdi decides he wants to build a statue in order to celebrate America's 100<sup>th</sup> birthday in 1876. After finding the perfect location, he starts a National Lottery in France to finance the statue; and it works. Soon the right hand and the torch can be shipped to the US. It turns out, however, that the Americans want the head but that they don't want to pay their share – the head. This is when Joseph Pulitzer steps in. He starts a campaign in his magazine *New York World* asking readers to send in money. The campaign fails but he starts another one, and this time it works. Unfortunately there's not enough money for the pedestal and on the 28<sup>th</sup> October, 1886, the statue is finally finished and open to the public, only 50 years late for the 100-years celebration.

### Language tip:

When writing a summary, it is important to be concise\* with your words. Using connectors (however, etc.) and time expressions (first, etc.) to join sentences will help you save words and make your text read better.

**VOCABULARY:**  
\*concise – kurz und bündig

- 13 Read the text again and underline the time expressions in one colour, the connectors in another colour. Write the first and three more examples to each.

#### time expressions

first,

#### connectors

which

### Writing tip: Writing a summary

- Read the text carefully and underline the most important information.
- Make sure you don't mention too many details.
- Use present tense for your summary.
- Use time expressions and connectors.
- Avoid direct speech in your summary.
- Think carefully how to use paragraphs.
- Stick to the number of words for your summary.

- 14 Now write your own answer to the following task.

## Task

Pick a story from the Student's Book or the Workbook. Write a summary of 150–180 words. Follow the writing tip above. Write about:

- ✓ who tells the story
- ✓ what the problem is
- ✓ what the story is about and where it happens
- ✓ how the problem is solved

# GRAMMAR



## Reported speech (statements)

### Tense changes

If you repeat something that another person said at an earlier time, and the reporting verb is in the past (*He/She said ... He/She told me ...*), then the tenses in indirect speech are usually changed.

**Present simple:** "An underground park sounds like a cool idea," said Jack. → Jack said an underground park **sounded** like a cool idea.

**Past simple / Present perfect:** "You did something no one else had ever done," said Jeffrey Skiles. → Jeffrey Skiles said to Sully that he **had done** something no one had ever **done**.

**can:** "We can't make the runway," said Sully. → Sully said that they **couldn't** make the runway.

**will:** "We will land on the river," said Sully. → Sully said that they **would** land on the river.

**must:** "I must land the plane on the river," said Sully. → Sully said that he **had to** land the plane on the river.

### Reporting time references

When reporting, you will have to adapt dates and times (*yesterday, last year, tomorrow, ago, ...*):

**the day (week/month/year) before, 3 days ago:** She said John had phoned her **the day before**.

**the next/following day (week/month/year), 3 days later:** Tom told me he was leaving **the following day**.

**But:** If reports are made on the same day, the time references do not change!

"John phoned me **yesterday**," said Lisa. (She said it the morning after.) → Lisa said John had phoned her **yesterday**.

Tom said, "I'm leaving **tomorrow**." (Tom said it a few hours ago.) → Tom said he was leaving **tomorrow**.

### say vs. tell

If you use **tell** as the introductory verb, you must name the person/people you say it to:

Harten **told Sully** that runway 1 at Teterboro airport was free.

Harten **said (to Sully)** that runway 1 at Teterboro airport was free.

### Pronouns

You have to adapt all pronouns when reporting:

"I like **you**," he said to me. → He said that **he** liked **me**.

"It's **mine**," she said to me. → She said that it was **hers**.

"That's **my** bike," Jon said. → Jon said that it was **his** bike.

### Other common changes

Direct speech	Reported speech
this (time): "I'm going there this week."	<b>that (time):</b> He said he was going there that week.
this (reference to objects): "I want this sandwich."	<b>the:</b> She said she wanted the sandwich.
here: "I live here."	<b>there:</b> He said that he lived there.



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



My personal learning track ▶



WB p. 21, 22, 23



CYBER Homework 9

# OUR YOUNG WORLD 2

## Ruby's bank account



1 a Watch the video. How many bits of exciting news does Ruby have?

b Watch again and answer the questions.

- 1 Where is Ruby going for her holidays? .....
- 2 How much money did she have in her piggy bank? .....
- 3 In what ways can she pay for things now? .....
- 4 Why does she want to save money? .....
- 5 How is she going to get more money? .....
- 6 What is her new job? .....

### FIND OUT Opening a bank account

2 Match the verbs with the nouns.

1 to open    2 to do    3 to have    4 to pay    5 to make

an overdraft     interest     a credit account     online banking     a bank transfer

3 Match the underlined words in 2 with their definitions.

- a money paid to your account by the bank
- a way of sending money between two bank accounts
- a place where you keep your money
- being able to do your banking using the internet
- when you have a negative amount of money in the bank

### Organising your finances



4 Discuss in pairs.

- 1 Imagine you have €15 a week. How much should you save? How much should you spend?
- 2 What would you spend the money for?
- 3 Where would you spend the money on?

### CYBER PROJECT: My money-saving goal



5 Think of something big you would really like to buy. Think about the following questions:

- What is it and how much does it cost?
- How are you going to get the money for it?

**Make a plan to get the money you'd need and present your ideas to the class. Choose the format for your presentation (talk, poster, video ...).**

# UNIT 4 The world of work

At the end of unit 4 ...

## you know

- 22 words for professions
- 8 words to talk about doing your job
- how to use questions in reported speech

## you can

- talk about professions and job description
- understand an interview and get advice from a career advisor
- understand a text about job description
- understand and do a job interview
- write a job application and a job description

## VOCABULARY Professions

1 Look at the photos. What jobs do they show? Choose from the words in the box. What do you know about the jobs that aren't shown in the photos?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> doctor           | <input type="checkbox"/> dentist            | <input type="checkbox"/> waiter            |
| <input type="checkbox"/> cook             | <input type="checkbox"/> personal assistant | <input type="checkbox"/> waitress          |
| <input type="checkbox"/> game designer    | <input type="checkbox"/> nurse              | <input type="checkbox"/> teacher           |
| <input type="checkbox"/> flight attendant | <input type="checkbox"/> bus driver         | <input type="checkbox"/> receptionist      |
| <input type="checkbox"/> tour guide       | <input type="checkbox"/> accountant         | <input type="checkbox"/> mechanic          |
| <input type="checkbox"/> shop assistant   | <input type="checkbox"/> bank clerk         | <input type="checkbox"/> electrician       |
| <input type="checkbox"/> factory worker   | <input type="checkbox"/> farmer             | <input type="checkbox"/> software engineer |
| <input type="checkbox"/> lawyer           | <input type="checkbox"/> architect          |  |



## SOUNDS RIGHT /ə/

2/1



2 a Listen. Pay attention to the underlined sounds.

Don't want to be a lawyer.  
 A waiter's life is hard for me.  
 A flight attendant, the best dream.  
 Be an accountant? No, I could scream!

2/1



b Listen and say the rhyme.

## SPEAKING



3 Listen and talk about the areas they work in. Which people in the photos could say:

- |           |            |                     |
|-----------|------------|---------------------|
| I work in | law        | sales and marketing |
|           | healthcare | the travel industry |
|           | finance    | the hotel industry  |
|           | education  | the food industry   |



- 4 Work in pairs. Each of you picks two jobs that you'd like to do. Then ask each other about these jobs and why you picked them.

## LISTENING & SPEAKING Getting advice from a career advisor

2/2



- 5 a Listen to Alisha talking to a career advisor. What's the most important thing in a job for Alisha?

2/2



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

- 1 The careers advisor thinks Alisha really needs to start thinking about jobs. T / F
- 2 Alisha dreams of having her own house before she is 18. T / F
- 3 Alisha doesn't want to work on Saturdays and Sundays. T / F
- 4 Alisha's parents work from home. T / F
- 5 Alisha likes the idea of working with other people. T / F
- 6 Alisha doesn't mind doing a boring job. T / F

## LISTENING (( CHALLENGE ))

2/3



- 6 a Now listen to Ryan talking to the career advisor. Take notes about the following:

- money
- working hours
- workplace
- interest

- b Compare your notes with a partner.



- 7 In pairs, compare Alisha and Ryan's ideas about jobs. Do they share? How are they different?

- 8 Think of some jobs that you think would be good for Alisha and Ryan.



- 9 Work in pairs. One of you will play the role of a career advisor (A), the other will play the role of a student (B). Take 1 minute to prepare your part of the interview. Use the prompt cards to help you. Talk for 4–5 minutes. Then swap roles.

### Prompt Card A

You are a career advisor. You are going to interview a student and recommend one or several jobs for him/her. Before you make your recommendations, you need to find out:

- what he/she most enjoys doing
- what he/she doesn't like doing
- how much money is for him/her
- if he/she wants to work long hours
- if he/she wants to (rather) work alone or in a team
- if he/she wants to go to university

What other things would be good to ask?

You are a student and it's time to think about what job you might do when you leave school. You are going to see a career advisor. Think about the following things:

- the things you most enjoy doing
- the things you really don't like doing
- how important money is to you
- how hard you want to work
- how you would prefer to work (alone, in a team, ...)
- if you want to go to university

What other things might be good to tell the career advisor?

### Prompt Card B

10 Discuss what's your favourite app and why. Then read the text.

**So you want to be ... an app developer**

Every time you open your mobile phone to check the weather or play a game, you probably open an app. Have you ever stopped to think about who makes this all possible? The answer is: an app developer.



Gillian Plant from Leeds is an app developer. She designs and develops apps for a mobile company in London where she works. She earns about £40,000 a year and she really loves her job.

What does she do? As an app developer, Gillian has to work in a team to develop new games for people to play on their mobile phones. She is then responsible for making sure the app is developed quickly to make sure it is launched on time. We asked Gillian to tell us about the pros and cons of her job.

**The pros:**

"Job satisfaction, because this is my dream job. Seeing a project go from an idea in my head to becoming an app on my phone. There are lots of jobs for app developers and the salaries are always good. I don't have to travel to meet with clients, which I enjoy at the moment, but maybe when I'm older I'll think about that."

**The cons:**

"My working hours are officially nine to five, I often have to work much later than this. When we're at the end of a project, I sometimes have to work weekends too. But then I get paid bonuses for meeting my deadlines. I also spend a lot of time in front of a computer, which isn't great for my back."

2/4



11 How many of these tasks can you do? Complete your answers with a partner. Then listen to the text.

- 1 Gillian works with technology.  /
- 2 Gillian works in Leeds.
- 3 She isn't keen on her job.  (1)
- 4 Gillian works ..... people.
- 5 She is responsible for ..... to finish.
- 6 Gillian thinks her salary ..... .
- 7 What part of her job might be a problem in the future? .....
- 8 Why does she sometimes need to work at weekends? .....
- 9 What doesn't she like about sitting at the computer for a long time? .....

VOCABULARY Doing your job

12 Read through the text again. Then match the words/phrases with the definitions.

- |                    |   |
|--------------------|---|
| 1 happiness        | <input type="checkbox"/> the happiness you get from doing your job      |
| 2 bonus            | <input type="checkbox"/> extra money you get for doing your job well    |
| 3 job satisfaction | <input type="checkbox"/> the time when your work needs to be finished   |
| 4 working hours    | <input type="checkbox"/> the amount of money you get for doing your job |
| 5 bonus            | <input type="checkbox"/> good and bad things                            |
| 6 deadline         | <input type="checkbox"/> when you start and finish work                 |
| 7 salary           | <input type="checkbox"/> to create something                            |
| 8 to think up      | <input type="checkbox"/> to get money for your work                     |

13 a Look at the text below quickly and answer the questions.

- 1 What does this text tell you?      2 Who would (not) be interested in reading it?

# How to do a good job interview



## Before the interview

### Find out about:

- The employer you want to work for. Use the internet or talk to someone who works there.
- The job. <sup>1</sup>
- Yourself. If you ask yourself why you want this job, you will be able to give the interviewer better answers.

### Think about the questions the interviewer might ask you and prepare your answers.

#### Question areas are likely to be:

- Skills – what you can do.
- Your plans and ambitions for the future.
- What kind of person you think you are.
- <sup>2</sup>

### Practise your answers to possible questions but don't memorise them. Speak naturally.

## On the day

- Make sure you get a good night's sleep before the interview.
- Dress smartly. Find out what people at the company usually wear and dress like this or a bit smarter. Make sure your clothes are clean and ironed.
- <sup>4</sup>

## At the interview

- Meet the interviewer(s) and treat everyone with respect.
- Smile confidently and sit up straight.
- Listen carefully to the questions and say if you don't understand.
- <sup>5</sup>
- Take your time and think about your answers.
- Be positive and enthusiastic.
- Be honest. They want to know who you really are.

### DON'T:

- Chew gum.
- Be too casual.
- <sup>6</sup>
- Be negative.
- Use expressions like 'uh huh' or 'you know'.

Read the text carefully and put the missing advice in the correct places. Write the correct letters in the boxes.

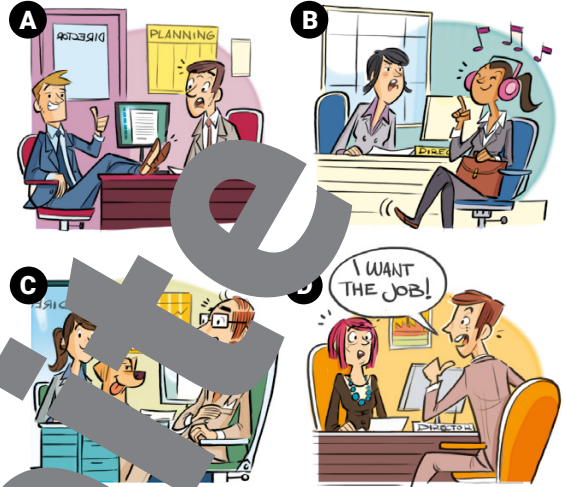
- A Lie about your skills and experiences.
- B Give yourself enough time to get to the interview in plenty of time.
- C Make eye contact with the interviewer.
- D What skills will you need to do it? Do you have them?
- E Do a practice interview with a friend or member of your family.
- F Why you want the job.

## SPEAKING Doing a job interview

14 Use these pictures to talk about how you should behave in interviews. Say:

- what they are doing wrong
- what they should do instead
- what you think are the two most important rules for job interviews

He/She ... and I think that was a bad idea!  
It wasn't a great idea to ...  
He/She should never have ...  
It was a big mistake to ...



2/5

15 Listen to two people talking about their job interviews. Write the name of the person who said what and write K (Kelly) or L (Liam) next to each one.

Dialogue 1 – Kelly

Dialogue 2 – Liam

- |   |  |
|---|--|
| 1 <input type="checkbox"/> He asked me why I'd got a dog with me.           | 5 <input type="checkbox"/> He asked me if I liked working with people. |
| 2 <input type="checkbox"/> They asked me if I had experience in journalism. | 6 <input type="checkbox"/> He asked me why I wanted to work there.     |
| 3 <input type="checkbox"/> He asked me where I had worked before.           | 7 <input type="checkbox"/> They asked me when I could start.           |
| 4 <input type="checkbox"/> He asked me what my ambition was.                |  |

## DEVELOPING WRITING SKILLS Application

16 Read the letter of application. What are you looking for a new job?

23 Ashleigh Road  
Symington  
KA1 5PZ  
Scotland

10 South Road  
Kilmarnock  
KA1 1GB  
Scotland  
12/06/2026

Dear Mr Carter,  
I am writing to apply for the job of a babysitter which I saw advertised in the Daily Record. I am 17 and I am currently attending Kilmarnock Grange Academy.

For two years, I have been looking after two children aged seven and nine, but since the family are moving to Glasgow in a month, I am looking for another job as a babysitter. The family were very satisfied with my work and I am including a letter of recommendation from them.

I would like to say that I really enjoy looking after children and it would be a pleasure for me to look after your children.

Looking forward to hearing from you.

Yours sincerely,

*Helen O'Neill*  
(Helen O'Neill)

17 Now write your own answer to the following task.

**Task**

Reply to the following job advertisement (120–180 words). Say:

- ✓ who you are and what experience you have
- ✓ when you could work
- ✓ why you would like to work at Metro Pizza and why you are good for the job

**VOCABULARY:** \*seek – suchen



**Writing tip:** Letter of application

- Check your spelling and grammar carefully.
- Avoid informal language and don't use contracted forms.
- Only include relevant information.
- Include both the employer's address and your address in the correct places.
- Start the letter with *Dear Mr/Ms* and end with *Yours sincerely*.
- Explain why you are writing and say how you found out about the job.
- Say why you are good for the job.

**GRAMMAR**

▶ Questions in reported speech

When you report questions, you **not** use *do*, *does* or *did*.

"Where do you live?" → He asked me **where I lived**.

When you report questions, the tenses (e.g. present → past) change in the same way as in direct speech (see Unit 3). You keep the question word (*why* / *where* / *who* / *what* / *when* / *how*, etc.).

"Why do you have a dog with you?" → He asked me **why I had** a dog with me.

"Where have you worked before?" → He asked me **where I had worked** before.

"When can you start?" → They asked me **when I could** start.

When you report **yes/no** questions, use *if* and change the tenses.

"Do you like working with people?" → He asked me **if I liked** working with people.



I didn't get the job – but they asked Rover if he could start tomorrow!

◀ Now go back to page 32. Check  with a partner what you know / can do.

# THE GIRL NEXT DOOR 2



## The injury

### Developing speaking competencies

#### Language function

I can describe symptoms

#### Speaking strategy

I can sympathise

2/6



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



**Tom** Aargh!

**Kate** What's the matter, Tom?

**Tom** I've hurt my ankle. It's really painful.

**Kate** Oh, dear. What happened?

**Tom** Well, I was running over here to hit the ball back and I think I twisted it. It really hurts.

**Kate** Ouch. Let me see. Well, it doesn't look too bad. There's no obvious bruising.

**Tom** It really hurts. I feel quite dizzy, too.

**Kate** Then you must be in pain.

**Tom** I am. I am! I don't think I can walk.

**Kate** Why don't you take your shoes off and I can have a better look.

**Tom** No, no. It hurts too much.

**Kate** So I guess we won't be able to finish the game.

**Tom** No, I'm sorry. I don't think I need to go home and put some ice on this before it gets any worse.

**Kate** That's a shame. I was when I was about to win too.

**Tom** What about you winning?



**Kate** Yes, the score was five games to two to me. I was forty – love up in that game. A point away from winning, in fact.

**Tom** I'm sorry. I guess we'll just have to call that game a draw then.

**Kate** Yeah, I guess we will. I think we should get you to the doctor's. I'll call an ambulance.

**Tom** No, no. Don't be silly. It'll be fine. I'm sure I can push myself back on my bike. But you could take my racket and bag.

### 2 Complete the sentences.

- 1 Tom is in pain because .....
- 2 Tom hurt it when .....
- 3 Kate doesn't think it's too bad as she can't see .....
- 4 Tom isn't sure he .....
- 5 Tom wants to get home and .....
- 6 Kate was really close to .....
- 7 Kate suggests .....
- 8 Tom asks Kate to .....

## USEFUL PHRASES Describing symptoms

3 Match the sentence halves. Check in the text in 1.

- |               |                          |              |
|---------------|--------------------------|--------------|
| 1 I've hurt   | <input type="checkbox"/> | painful.     |
| 2 It's really | <input type="checkbox"/> | quite dizzy. |
| 3 It really   | <input type="checkbox"/> | go on.       |
| 4 I feel      | <input type="checkbox"/> | my ankle.    |
| 5 I can't     | <input type="checkbox"/> | hurts.       |

? What do you think? Answer the questions.

- Is Tom really hurt?
- What might he do next?

## MOBILE HOMEWORK

Watch the second part of the video. Read Tom's diary entry, find and correct five mistakes.

Kate was pretty annoyed with me. Because of my leg I couldn't help out with the big clear-up of the playing field, of course. The problem is that in the afternoon Ian called to see if I wanted to play basketball and because my leg was feeling much better I said yes. The problem was that Kate saw me when she was walking home with Liam. She was really angry, she scolded me and then walked off. Anyway, she got the last laugh because I broke my arm. I think she's forgiven me now because she gave me a kiss.

## SPEAKING STRATEGY Practising

4 Complete. Then check the dialogue in 1.

- Tom I've hurt my ankle. It really <sup>1</sup>..... painful.
- Kate Oh, <sup>1</sup>d ..... What happened?
- Tom Well, I was running over here to hit the ball back and I think I twisted it. It really hurts.
- Kate <sup>2</sup>O ..... <sup>3</sup>L ..... me s .....
- Tom Well, it doesn't look too bad. There's no obvious bruising.
- Tom ..... hurts. I feel quite dizzy, too.
- Kate That sounds ..... be in p .....

5 Practice in pairs. Look at the role cards. Take 1 minute to practise your dialogue. Do it again. Act it out for the rest of the class. Talk for 4–5 minutes.

### Student A

You have had an accident and hurt yourself. Think about:

- what happened
- where you're hurt
- how it feels

Tell your partner and look for some sympathy.

Listen to your partner talk about an accident. Ask questions and show sympathy.

### Student B

# UNIT 5 Food for thought

At the end of unit 5 ...

## you know

- 17 words for food items
- 11 words to describe food quality
- how to use the past perfect with *just* and *after*
- how to connect ideas

## you can

- understand a short video documentary
- talk about food and your eating habits
- understand a text about world hunger
- understand a magazine article about a campaign for healthy eating
- understand a conversation and organise a food festival
- write a recipe giving instructions
- design a food poster
- work together and play different roles

## Teen Talk 3

1 a Watch the video about fun food facts. What types of 'real' food are mentioned?

b Watch again. What do these numbers refer to? Take notes.

4%    80%    100    266%    1,000

2 Which are your favourite three facts from the video? Do you know any more interesting food facts? Tell your partner.



## VOCABULARY Food items

3 Look at the food items here. Rank each one:

a Give it a number to show how much you like it.

*I don't like it/them.* ← 1 2 3 4 5 → *I like it/them very much.*

b Give it a letter to show if you think it's healthy.

*It's/They're very healthy.* ← A B C D E → *It's/They're unhealthy.*

c Compare your ideas in pairs.

What number do you give to ... ?

... because ...



bread



pizza



apples



beans



crisps



orange juice



milk



chips



pork



spinach



rice



fish



lentils



chicken



eggs



beef



tofu

**SPEAKING** Talking about food



**4** In pairs, talk about food in your family.

My dad/mum/sister/brother likes ... /  
 We never have ... because ...  
 Nobody in my family likes ... /  
 My ... is a vegetarian. He/She never ...

Oh, really?  
 Well, in my family ...

**READING** Understanding a text about world hunger

**5** a Read the information about world hunger. Where do you think these numbers should go? Use a dictionary for words you don't know.

239    25,000    2,000–3,500    10    1.3    300    7    733

# World Hunger

## SOME FACTS



The population of the world is more than 1 billion people. One in ten people will go to bed hungry each night.

Although the world can produce enough food to feed 12 billion people (that's more than enough food to feed everybody), 2 billion tons of the food we produce isn't eaten. That is one third of the food we produce. Food wasted in Europe could feed 200 million people. However, the problem is not just in Africa and Asia. In 2013, 3 billion people around the world went hungry because they couldn't afford to eat. Poverty is the main cause of world hunger. However, drought and wars are also a cause of hunger. Every day, 4 million people die of hunger.

Every 5 seconds, someone in the world, a child dies because they aren't eating the right kind of food. Children don't get the food they need to be healthy and so they die from common diseases such as measles. Most people suffering from hunger live in countries affected by conflict. Just one example is South Sudan. In 2014, it was recorded that more than 11 million people (about 50% of the population) were hungry. Drought is another cause of hunger. In Sub-Saharan Africa, 7 million people face hunger in countries like Ethiopia, Niger and Mali because of the dry climate.

There are people around the world who get so little food that they suffer from what is called 'extreme hunger'. What is extreme hunger? It's when someone only gets about 800 calories a day, instead of the minimum intake of 1,200. In the USA, adults have an average intake of 2,500 calories a day.



It's clear that in order to feed the population of the world, we need to waste less food. And we need to use green ways of growing our food, so that we don't destroy the planet.



2/7



**b** Listen and check.



- 6 a Look at the text for 10 seconds. How much can you find out about the man in the picture? Compare in class.
- b Now read the text about Jamie Oliver.

JAMIE OLIVER

RECIPES INSPIRATION JAMIE'S WORLD FOLLOW SEARCH

# THE FOOD REVOLUTION

**EVERY CHILD DESERVES GOOD FOOD**

Jamie Oliver is a world-famous English chef who owns and runs his own restaurants around the world and trains new chefs. He has also done cookery programmes on television. In 2005, he did a TV programme called *Jamie's School Dinners*.



Many schools in Britain give the kids a meal at lunchtime – the meals are called 'school dinners' (even though they're lunches, not dinners!). There are people called 'dinner ladies' who make the meals for the kids. In his TV programme, Jamie Oliver found that a lot of school dinners are just 'junk food'.

## WHAT'S JUNK FOOD?

It's food that is filling, but not very healthy because it has a lot of fat and sugar. It's fattening and it's harmful. But a school dinner should give the young people 33% of the nutrition that they need every day. That's why it should have a lot of fresh food, lots of plant-based dishes, and so on. It should also have a lot of vitamins and minerals that kids need to be healthy and grow.

Back in 2005, Jamie was calling on everyone to join the Food Revolution. The Food Revolution was a global campaign for better food and food education for all children.

Jamie had a six-point plan of action to deal with childhood obesity.

Sugar is the biggest contributor of sugar in the diets of children and teenagers. Some well-known fizzy drinks contain 35 g of sugar. Fortunately, the UK government introduced a tax of 18p a litre for drinks with 5 g of sugar per 100 ml; and 24p a litre for those with more than 8 g per 100 ml. They did this after Jamie Oliver had campaigned for a sugary drinks tax. What had he asked for? He wanted a 20p tax on each can of drink, so that children could have a better diet. Some countries had introduced a tax before, including Mexico and France. And South Africa had just introduced a sugar tax when the UK did so in April 2018.

But around the world in 2022, 390 million children aged five to nineteen were overweight or obese – and the number has been growing. A lot of today's children will live shorter lives than their parents because of the food they eat. That's shocking!

Unfortunately, *Jamie's School Dinners* project mostly failed – the costs were too high, and the pupils and the dinner ladies didn't accept it. But more recently, Jamie returned to the idea of a healthy school. He visited a school where a famous chef was preparing healthy dinners. He was quite impressed by the programme called *Chefs in Schools*, where famous chefs go to schools and help with their menus. The initiative is still running. So maybe there's hope after all.

**VOCABULARY:**

\*sugar tax – Steuer auf Zucker; sugary drinks – zuckerhaltige Getränke

## JAMIE'S 6-POINT PLAN

- 1 **A SUGAR TAX\*** – Introduce a tax on sugary drinks\*. They are fattening.
- 2 **NO JUNK FOOD ADS** – Ban junk food advertisements on TV before 9 p.m.
- 3 **CLEAR LABELS** – Put labels on drink cans and food packets and make the quantity of sugar in them clear.
- 4 **LESS SUGAR** – Reduce the huge amount of sugar in food and drinks.
- 5 **AT SCHOOL** – Give all children access to nutritious school breakfasts and lunches.
- 6 **AT HOME** – Parents should regularly check the weight and height of children under 11. Health starts at home.

**7 How many of these tasks can you do? Check your answers with a partner. Then listen to the text.**

Circle the correct words.

- Jamie Oliver is a famous English *teacher* / *TV chef*.
- His TV programme was called Jamie's School *Dinners* / *Lunches*.
- Junk food is *tasty and nutritious* / *filling but unhealthy*.

Answer the questions.

- What food should kids get in schools?
- What do kids need to grow?
- Where was the Food Revolution taking place?

Complete the sentences with 4–6 words.

- Jamie successfully campaigned for the UK government to .....
- Many children these days won't live as long as their parents because of .....
- ..... *Food Schools* is a programme in which .....

**SOUNDS RIGHT** /æ/ (apple) /ʌ/ (hunger) /ɛ/ (egg)

2/10

**8 Listen and repeat the rhymes.**

- |  |  |   |
|--|--|---|
| 1 Eggs are healthy,<br>apples, too.<br>If you're hungry,<br>eat a few. | 2 I love carrots.<br>Eat a ton.<br>I get angry<br>when there's none. | 3 I'll eat anything,<br>can't get enough.<br>Bread and butter?<br>It's great stuff. |
|--|--|---|

**VOCABULARY** Food quality**9 Work in pairs. Find these words in the text and match them with the definitions.**

- |                |                          |  |
|----------------|--------------------------|--|
| 1 artificial   | <input type="checkbox"/> | has good effects on your body                          |
| 2 harmful      | <input type="checkbox"/> | makes you become heavier                               |
| 3 healthy      | <input type="checkbox"/> | full of the things your body needs                     |
| 4 nutritious   | <input type="checkbox"/> | made mostly from plants                                |
| 5 fresh        | <input type="checkbox"/> | is very good   |
| 6 tasty        | <input type="checkbox"/> | makes you feel full, like you have eaten a lot of food |
| 7 revolting    | <input type="checkbox"/> | raw; not frozen or in a tin                            |
| 8 filling      | <input type="checkbox"/> | has bad effects; doesn't do you any good               |
| 9 fattening    | <input type="checkbox"/> | natural; without pesticides                            |
| 10 plant-based | <input type="checkbox"/> | not natural; man-made                                  |
| 11 organic     | <input type="checkbox"/> | tastes very bad  |

**SP** **10** **Talking about your eating habits****10 Talk for 5 minutes about your eating habits. Talk about:**

- what you eat for breakfast/lunch/dinner
- what your favourites are and what you totally dislike
- what your intake of healthy/unhealthy food is
- how many sugary drinks you have a day / a week
- how much fresh food / freshly prepared food you eat
- if eating together with your family plays an important part
- what food ads you know from TV and why you (don't) like them

## LISTENING & SPEAKING Talking about organising a food festival

2/11



- 11 a** Listen to Mara, Paul, Rose and Mo discussing their project “Good Food, Cool School”. Who is leading the group?



2/11



- b** Listen again and answer the questions.

- 1 What kind of food do they want for the food festival?
- 2 Who should bring food to the festival?
- 3 What does Paul think of vegan sausages?
- 4 What kind of curry does Mara suggest?
- 5 What is definitely not allowed?
- 6 What kind of stall does Mo suggest?
- 7 What is the first important step for the project?
- 8 Who will do what before they meet again?



- 12** In groups, make a list of dishes you would like to eat at a school food festival. When you've got your list, cross out the unhealthy ones. Then share your healthy list with another group. Discuss and decide on the best five dishes for your school food festival.

### LISTENING (( CHALLENGE ))

2/12



- 13 a** Listen to a student interviewing the headteacher, Miss Keegan, about the school food festival. Take notes and answer the following questions.

- 1 What does the headteacher think of the idea of a food festival?
- 2 What does she hope will happen?
- 3 What are the things about which the interviewer has doubts\*?
- 4 What does the headteacher mean when she says, “the problem of the pudding is in the eating”?
- 5 What help should be applied for?



**VOCABULARY:** \*doubt – Zweifel



- b** Compare your notes with a partner and discuss the questions below. Then share your ideas with another pair.

- Would you like your school to take part in a *Chefs in Schools* programme? Why (not)?
- What kind of dishes would you expect from a chef in school?
- How important is it that schools deal with the questions of food and nutrition?
- Have you changed your eating habits recently? And if so, how?

14 Read the recipe a student wrote. What's the difficult part of making an omelette?

Hi Clemens,

This is one of my favourite meals based on a Jamie Oliver recipe for a scrambled egg omelette. The ingredients you need are 350 g of ripe yellow and red tomatoes, some fresh basil, 1 red chilli, 125 g of mozzarella and four large eggs.

First, slice the tomatoes and put them on a plate. Then add olive oil, salt, vinegar and pepper. Pound the basil leaves in a little olive oil.

Next, slice the chilli and chop the mozzarella. Then heat some oil in a pan. Beat the eggs in a cup and pour them into the pan. Stir gently. When they are lightly scrambled, add the mozzarella and the basil oil.

And now comes the tricky part. Pick up the pan and if you can shake it so the omelette folds (if not, use a spatula\*).

Turn it upside down on the plate of tomatoes. Sprinkle over the chilli (as much as you dare) and a few basil leaves. Then tuck in\*.

Try it – it's not classic Jamie, but it's awesome! I especially like the chilli idea!

Bye,  
Amy

**VOCABULARY:** \*spatula – Spatel, Pfannenheber; tuck in – hier: zuschlagen

15 Read the recipe again and underline the verbs that instruct you how to do something. Guess from the context what they mean. Then check in a dictionary.

**Language tip:**

Writing a recipe needs some vocabulary. You need to know the food and cooking words. Use the internet to help you. Checking out recipes in English is also a big help in learning some of the vocabulary.

16 Now write your own recipe for the following task.

**Task**

Write an email to a friend (120–180 words) in which you give him/her the recipe for one of your favourite dishes. Write about:

- ✓ what it is called and what the ingredients are
- ✓ instructions on how to make the dish
- ✓ why it is simple to make
- ✓ tips how to serve the dish

**Writing tip:**

A recipe normally gives you a list of ingredients and then the instructions of what to do with them. When writing, follow that procedure. Make sure you:

- list all the ingredients
- say exactly how much you need of each ingredient
- think about the order of the list
- keep your instructions clear and easy to follow
- finish with serving instructions

# GRAMMAR



## Past perfect (revision)

**Circle the correct option. Then complete the rule.**

You use the past perfect when you want to emphasize\* that an action had happened <sup>1</sup> before / after a certain time in the past.

You form the past perfect with <sup>2</sup>..... and <sup>3</sup>..... the main verb.

They did this after Jamie Oliver **had campaigned** for a sugary drink ban.

South Africa **had just introduced** a sugar tax when the UK did so in 2016.

**If you use before or after in the (subordinate) clause, you usually don't need to use the past perfect.**

He **left before** you arrived.

**EMPHASIS:** emphasize – hervorheben, betonen



## Past perfect with just and after

**You can use just and after and the past perfect to put events in the correct order.**

For the first event, use <sup>4</sup>..... Then, for the second event use <sup>5</sup>.....

He **had just left** when you arrived. He was hungry, so he went home again, because he **had forgotten** to lock the door.

First, he left and forgot to lock the door.

Then, he went home again.



Sally **had just finished** her meal when Tom came home.

First, <sup>6</sup>.....

Then, <sup>7</sup>.....



## Connecting ideas

**This is how you can link sentences together:**

### Cause/Result

Children will live shorter lives than their parents **because of** the food they eat.

### Contrast

In the USA, the average calorie intake for adults is between 2,000 and 3,500 calories a day, **although** sometimes it's much more.

However, this is not just in Africa and Asia.

### Purpose

He did a TV programme called Jamie's School Dinners **in order to** educate people about food.

He wanted a 20p tax on each can of drink **so that** children could have a better diet.



**Now go back to page 40. Check  with a partner what you know / can do.**



# OUR YOUNG WORLD 3

## ▶ Luke's Big Supper



▶ **1 a Watch the video. How much money did Luke raise for charity?**

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

- 1 What fact does Luke give about world hunger?
- 2 What do you have to do every day before the Big Supper?
- 3 How do you get the food for the Big Supper?
- 4 How many people were on the committee?
- 5 What did each person on the committee do?
- 6 Why did someone make a short speech at the Big Supper?

### FIND OUT Working together

**2 Complete the phrases with the words in the box.**

be work have pull

- 1 ..... a meeting
- 2 ..... as a team
- 3 ..... something off
- 4 ..... responsible for

**3 Use the phrases in 2 to complete the sentences.**

- 1 It's important to ..... to decide what everyone should do.
- 2 I'm going to ..... organising it all again next year.
- 3 If everyone ..... then the job is a lot easier.
- 4 If you ..... it means that it is a success.

### Designating roles



**4 In pairs, imagine you are organising a Big Supper. What kind of person do you need to ...**

- 1 organise who could help?
- 2 communicate with everyone taking part?
- 3 make a speech at the Big Supper?
- 4 collect all the money?

### CYBER PROJECT: Our charity event



**5 Work in groups of four. You are going to organise a charity event. Decide:**

- what the charity is
- what the event is going to be
- who is going to do what

**Make a group presentation to the rest of the class and film it.**



# UNIT 6 Kids rule!

At the end of unit 6 ...

## you know

- 10 words for making a difference
- how to use adverbs of manner (revision)
- how to use question tags

## you can

- understand texts about teenagers making a difference
- talk about things that inspire you
- understand a news report
- write a biography
- write about an inspiring person

## VOCABULARY Making a difference

### 1 Match the words with the definitions.

- |              |              |                |
|--------------|--------------|----------------|
| 1 to launch  | 5 ambitions  | 9 income       |
| 2 to inspire | 6 to support | 10 to drop out |
| 3 award      | 7 to donate  |                |
| 4 goal       | 8 in need    |                |

- the aim of what you are doing
- to make people want to do good things
- to start something (e.g. website, campaign, etc.)
- to want help (financially, emotionally, etc.)
- to agree with a cause (and make a contribution with it too)
- to give money or your time for free
- to stop doing something
- the money you earn from doing something
- the things you want to achieve
- prize



## Making a difference

**T**here are over 16 million children in America living in families with incomes below the poverty level and many of them drop out of school because school supplies are too expensive. Patricia Manubay decided to do something about it.

In 2016, Patricia Manubay, a student at El Camino High School in San Francisco, was given an award for her project *Dream Boxes*. The purpose of *Dream Boxes* was to give children the supplies they needed <sup>1</sup>  and to give them the support they needed to make their dreams happen. Patricia launched her project at the Jefferson Awards in New York City in 2015. The idea for it came from Patricia's love for education, learning, reading and writing, but also from her own struggle with bullying and her lack of confidence. Here's how she says *Dream Boxes* worked: People from around the country could <sup>2</sup>  that was packed with school supplies such as pencils, erasers, one or two books to read, a few notebooks, a backpack, a dream journal,

## READING & SPEAKING

### 2 a Look at the pictures. What difference do you think Patricia has made?

Write the words and write the phrases A-F in the gaps.

- A the importance of dreams and ambitions
- B to reach your goals and dreams
- C contained a letter
- D community service helps
- E donate a box
- F to be successful in school

and a letter of encouragement to help inspire kids on their academic journey. The boxes were then distributed among various communities to students in need. Every *Dream Box* was different. The coolest part was that young people were encouraged to make their own *Dream Box* and share their contribution using the hashtag #DreamBoxes.

The goal for the first year of the project was to have 100,000 *Dream Boxes* distributed to children across the country. Patricia hoped the project would have a positive impact on young students and that it would inspire her peers to get involved in community service. "Doing <sup>3</sup>  us young people to develop our leadership skills, and project planning skills that help us to be more successful in the future," she said. *Dream Boxes* was



based on the belief that students should be able to find a job they are passionate about in spite of difficulties at home. *Dream Boxes* were mainly distributed to elementary and middle schools to talk about the importance of education, and what it takes <sup>4</sup> . For many months, *Dream Boxes* were sent to students and <sup>5</sup> . Everybody involved in the project worked hard and by the end of 2015, *Dream Boxes* were successfully distributed to over 50 schools across the United States to support them. *Dream Boxes* were

also featured on MTV News, and won many awards. The project successfully provided school supplies to students, schools and families nationwide, and lots of talks were given to students about <sup>5</sup> .

### What could you do to help?

*Dream Boxes* encouraged a lot of young people to help others. They were asked to collect basic school supplies and spread the word. They could donate money or write a letter of encouragement. Each *Dream Box* included a letter <sup>6</sup>  telling other students about the importance of education and dreams. Many young people shared their experiences on social media and that also helped *Dream Boxes* to expand across the country. Patricia is just one of the many young people who have made a difference in the world. What could you do to make a difference too?

2/13+14



### 3 How many of these tasks can you do? Check your answers with a partner. Then listen to the text.

Circle T (True) or F (False).

- 1 More than 16 million children's families don't earn enough to live on\* in America. T / F
- 2 Many children in America leave school early because they want to work. T / F
- 3 Patricia wanted her *Dream Boxes* to provide children with the school things they needed. T / F

Complete the sentences with words from the box. There are 3 extra options.

ambitious    confident    tell    people of her own age    inspire    older people

- 4 Patricia wasn't very ..... at school.
- 5 The letters in the boxes should ..... children to learn.
- 6 Patricia wanted ..... to take part.

Answer the questions.

- 7 What was the result of all the hard work in 2015?
- 8 What are young people taught to value?
- 9 What did young people do to let others know about *Dream Boxes*?

**VOCABULARY:** \*live on (sth.) – von etw. leben



### 4 Read and say what you think.

- What would you put in your letter of encouragement?
- What encourages you to study?
- Why is education important?
- Why do we need an educated society?



5 a Read the text quickly. What is the title of Marley Dias' book?

b Check the meaning of these words in the dictionary. Then read the text.

to relate to    donation    community    range of    to exceed    to admit



All kinds of books for all kinds of readers

I am sure you can remember your favourite book in primary school, can't you? I am sure you can remember more than one. Who was the hero or heroine of the book? Was it someone like you?

An American school girl, Marley Dias, was frustrated by the books in her school library. They were all about characters she couldn't relate to. She wanted to read about someone like her, so she started her campaign #1000BlackGirlBooks. Her goal was to find 1,000 'Black girl books'. That is books with a Black girl as the main character. Marley Dias told her mother she was bored by the books that were being given at school. Her mother, Janice Johnson Dias, asked her what she was going to do about it. In November 2015, with the support of her mother, she started her campaign to find and donate 'Black girl books' to libraries in America. "I started this because in my fifth-grade class I was only able to read books about white boys and their dogs. I understood that my teacher could relate to those characters, so he asked us to read those books. But I didn't relate

to them, so I didn't learn a lesson from those stories," said Marley. Now, she has exceeded her goal after huge support online and offline. Online, her hashtag #1000BlackGirlBooks has taken off and offline, she has a fan and blogger Kelly Jensen raised nearly \$3,000 in donations to help collect the books she wanted. What's more, she selected a huge range of picture books and adult titles. The bookseller Barnes & Noble also donated books to the campaign. Marley said that, "Some books introduce us to characters who are different from us, and that lets us see the world from a different point. But it is also important for children to read stories about characters they can relate to and see themselves in." When Marley had collected around 700 books, she appeared on the US chat show *Ellen*, and she said, "In the beginning, I was worried that we weren't going to reach our goal, but now there are strangers thanking me for doing this. It makes me feel happy because there are strangers on Facebook who are so grateful and say 'because of this book campaign my son wants to do this' and 'my daughter wants to do that', and I think that's kind of cool."

Now Marley has exceeded her goal of #1000BlackGirlBooks, Marley hopes she will continue to find donations, so she can pass them on to other schools where students are experiencing the same frustration. "We are having a book festival and donating books to St Mary, the town in Jamaica where my mother is from," she said. "I also plan on donating books to other schools in America, including West Orange, my elementary school ... where my frustration began."

Writing on *Stacked Books*, blogger Kelly Jensen said she was thrilled to have been able to send so many books to Marley, but she hadn't thought it would be so difficult to find 'Black girl books'. She also said that "these books are not out there, not obvious, and that needs to change." According to statistics collected by the Cooperative Children's Book Centre, of 3,500 children's books surveyed in 2014, just 84 were by Africans or African Americans, and just 180 featured African or African American characters.

"Books transmit values. What is the message when some children are not represented in those books?" wrote Walter Dean Myers, the late children's author, in *The New York Times* in 2014. "Where are Black children going to get a sense of who they are and what they can be? ... I'm told that Black children, and boys in particular, don't read. Small wonder. There is work to be done."

By June 2017, Marley had collected 9,000 'Black girl books' and she had become an author herself. Her book is called *Marley Dias Gets it Done – And So Can You*. So why not take her advice and start campaigning for something you believe in?

**6 Find words in the text (underlined> that mean:**

- thankful
- I'm not surprised
- especially
- very happy
- feeling angry and upset

2/15+16



**7 Read again and answer the questions. Then listen to the text and check.**

- 1 Why did Marley start her campaign?
- 2 What helped her online and offline to reach her goal?
- 3 Who are these people and how did they help Marley?
  - a Janice Johnson Dias
  - b Kelly Jensen
  - c Barnes&Noble
  - d Ellen
  - e Walter Dean Myers
- 4 What statistics from the Cooperative Children's Book Center show that Marley has done?

**8 Read the questions and share your answers with the class.**

- 1 What kind of characters do you look for in books?
- 2 What can you learn from characters in books? Think of an example.
- 3 Are there any books you would like to see in your school shop or library that aren't there? Give examples.

**LISTENING Understanding a news report**

2/17



**9 a Listen to the news report. What have Tobias Weller and Max Woosey got in common?**

- They are both from the same town.
- They have both won special awards.
- They have both won a lot of medals.

2/17



**b Listen again and circle True or False.**

- 1 The New Year honours\* list only has famous people on it. T / F
- 2 If you are on the list you go to meet someone from the Royal Family. T / F
- 3 Tobias did his trip in a week. T / F
- 4 Tobias was given a medal in 2022. T / F
- 5 Max raised more money than Tobias. T / F
- 6 Tobias got his tent from his father. T / F

**Max Woosey**



**Tobias Weller**



**VOCABULARY:**

\*honour – Ehrung;  
BEM – British-Empire-Medaille

**LISTENING CHALLENGE**

2/18



**10 a You are going to give a medal to an amazing young person. Listen to the description of three children. Take notes about the following:**

- 1 What have the three children done?
- 2 Which person do you think should get the medal?



**b Work in groups of four. Compare your notes and decide which child gets the medal. Give reasons.**

**VOCABULARY:**

\*passionately – leidenschaftlich

**11** Read the biography a student wrote. What did Abigail get from the President?

**Abigail Lupi**

Abigail was born in Stockholm, NJ in 2001. When she was seven, she performed her first musical show at an old people's home to celebrate her great-grandmother's 100<sup>th</sup> birthday. She discovered many of the elderly there didn't have visitors. Abigail had an idea to invite friends to perform with her at nursing homes and children's hospitals throughout the state and CareGirlz was born.

CareGirlz is a group of 13 girls, ages 6 to 13, with a repertoire of more than 90 Broadway and pop songs. They have performed in over 20 different locations. In 2011, Abigail was given the President's Award for her work.

Abigail has since moved on into theatre and dance. In 2015 she received the Young Artist Award. She also writes poetry, and she has a black belt in Taekwondo.



**12** Read the text again. Then complete the timeline for Abi.



Abi is born in Stockholm, NJ.

**13** Now write your own biography for the following task.

**Task**

Pick someone you admire from the field of entertainment, science or sports and write a short biography (120–140 words). Include:

- ✓ who they are and how they became famous
- ✓ what they have achieved
- ✓ why you admire them

**Writing tip: Writing a biography**

When writing a biography, it is usual to write about someone's life in chronological order. Drawing a timeline can help you organise your thoughts and structure your writing. If you are writing about a famous person, the internet is a good source of information, but make sure you don't just copy directly from a website.

# GRAMMAR

## ▶ Adverbs of manner (revision)

You can use adverbs of manner to describe how someone does something or how something happens.

Dream Boxes were **successfully** distributed to over 50,000 students.

Dream Boxes are **mainly** distributed to elementary and middle schools.

🔍 Complete: Regular adverbs of manner are formed with the 1... ..-ly.

Note the exceptions:

good – **well** | fast – **fast** | hard – **hard** (hardly = kaum; *He hardly slept at all last night.*)

Everybody worked **hard**.

The project did really **well** in its first year.

With some verbs (**look, sound, feel, taste, smell, find**) adjectives and not adverbs are used.

Things **look** really **bad**.

That doesn't **sound** good.

This food **tastes** awful.

## ▶ Question tags

When we use "... oder?" or "... nicht wahr?" at the end of questions in German, we use question tags in English. Follow these rules when using question tags:

1 Use a negative tag for affirmative sentences and an affirmative tag for negative sentences.

That's easy, **isn't it?**

You have cleaned your room, **haven't you?**

You aren't from here, **are you?**

2 Repeat the auxiliary verb (be or have) or the modal verb (can, should, might ...) in the question tag.

She is going to London tomorrow, **isn't she?**

They haven't done their homework yet, **have they?**

All kids should eat healthy, **shouldn't they?**

You can remember your favourite book in primary school, **can't you?**

It will be sunny tomorrow, **won't it?**

3 If there is an auxiliary verb or modal verb in the sentence, you use **do** or **does** in the question tag.

She started her healthy cooking channel then, **didn't she?**

4 Repeat the name with a pronoun.

Abigail was only seven at the time, **wasn't she?**



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



# THE GIRL NEXT DOOR 3



## The party

### Developing speaking competencies

#### Language function

I can agree and disagree

#### Speaking strategy

I can be dismissive

2/19



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



**Kate** Did you get that text from Hannah about the party on Saturday?

**Tom** Yeah, I did.

**Kate** You don't sound very excited.

**Tom** I'm not. It's a fancy dress party. I hate fancy dress parties.

**Kate** What?! Are you mad? Everyone likes fancy dress parties.

**Tom** Well, that's not entirely true because I don't. I really don't like them.

**Kate** Why not? I mean, what's wrong with you?

**Tom** Well, they're just like fashion shows. Everyone just wants to show off.

**Kate** I'm not so sure about that. I think people just like dressing up.

**Tom** Well, what about those people that spend a fortune on their costumes?

**Kate** OK, you've got a point there, but most people just make their own. They hardly spend any money.

**Tom** Oh, please. Not until Saturday. I'll be wearing a suit made of designer clothes.



Well, I won't. And I already know what I'm going as. I'm not telling you though. It's a secret. What about you? Superman, Batman, Spiderman?

**Tom** Thanks, but no! I'm a bit old for superheroes!

**Kate** Yeah, you might be right. So, what are you going to wear?

**Tom** I've no idea. I might not go.

**Kate** Oh, you're so grumpy.

**Tom** You're absolutely right. I am and I don't care. Hang on, I've just got a message.

**Kate** Me too. It's from Simon. He's having a party on Friday. Two parties in one week!

**Tom** Please tell me it's not another fancy dress party.

**Kate** Relax. It's not.

### 2 Complete the sentences with a name.

1 ..... has invited Kate to a party on Saturday.

2 ..... is not looking forward to the party.

3 ..... thinks fancy dress parties are for show-offs\*.

4 ..... thinks most people like to make their own costumes.

5 ..... is keeping their costume a secret.

6 ..... hasn't decided whether or not to go to the party yet.

7 ..... is having a party on Friday.

#### VOCABULARY:

\*show-off – Angeber/  
Angeberin

## USEFUL PHRASES Agreeing and disagreeing

3 Do you use the sentences to agree (A) or disagree (D)? Write the correct letters.

- 1 That's not entirely true.  4 You might be right.   
2 I'm not so sure about that.  5 You're absolutely right.   
3 You've got a point there.

? What do you think? Answer the questions.

- Who do you agree with most about fancy dress parties – you or Kate?
- Will Tom go to the party? Why (not)?

## MOBILE HOMEWORK

Watch the second part of the video. Put the lines from Kate's diary entry in order.

- Kate goes bright red – she's so embarrassed.
- She suggests I go as a pirate.
- Kate dresses up as a giant white rabbit.
- She suggests I go as a superhero.
- She suggests I go as a gangster.
- She suggests I go as a cowboy.
- I decide not to wear a costume.

## SPEAKING STRATEGY Being assertive

4 Complete. Then check with a partner in 1.

Tom I hate fancy dress parties.

Kate 1 W..... you m.....? Everyone likes fancy dress parties.

Tom Well, that's not entirely true because I don't. I really don't like them.

Kate Why not? I mean,..... W..... W..... you?

Kate ... most..... just make their own. They hardly spend anything.

Tom ..... Just wait until Saturday. Everyone will be there in designer

5 ROLE PLAY: You have decided to have a party to celebrate the end of school. In pairs, decide

- the time of the party
- what music to play
- what to wear
- where to have the party
- what food to have
- when it starts and finishes

Agree and disagree with each other until you have come up with a party you are both happy with. Take 1 minute to practise your dialogue. Don't write it down. Act it out for the rest of the class (4–5 minutes).

# UNIT 7 Adventures in Australia

At the end of unit 7 ...

## you know

- 8 words to talk about the Australian outback
- how to use present simple for future
- how to say you want someone to do something

## you can

- understand a short video documentary
- understand a quiz programme and a telephone information line about Australia
- understand a travel blog
- understand an interview
- talk about holidays and travel experiences in other countries
- write a description of an animal / holiday / adventure
- get advice and make a decision

## Teen Talk 4

- 1 a Watch the video. How much of this information about Australia did you already know?  
b Watch again. Take notes about what you think the five most interesting facts are. Compare with your partner.
- 2 Discuss in pairs. Would you like to go on holiday to Australia? Why (not)?



- 3 a Work in pairs. Look at the questions below and take a guess at the answers.



# AUSTRALIA

5 What is the capital of Australia?

6 Name three animals that we can only find in Australia.

7 Name the three biggest cities in Australia.

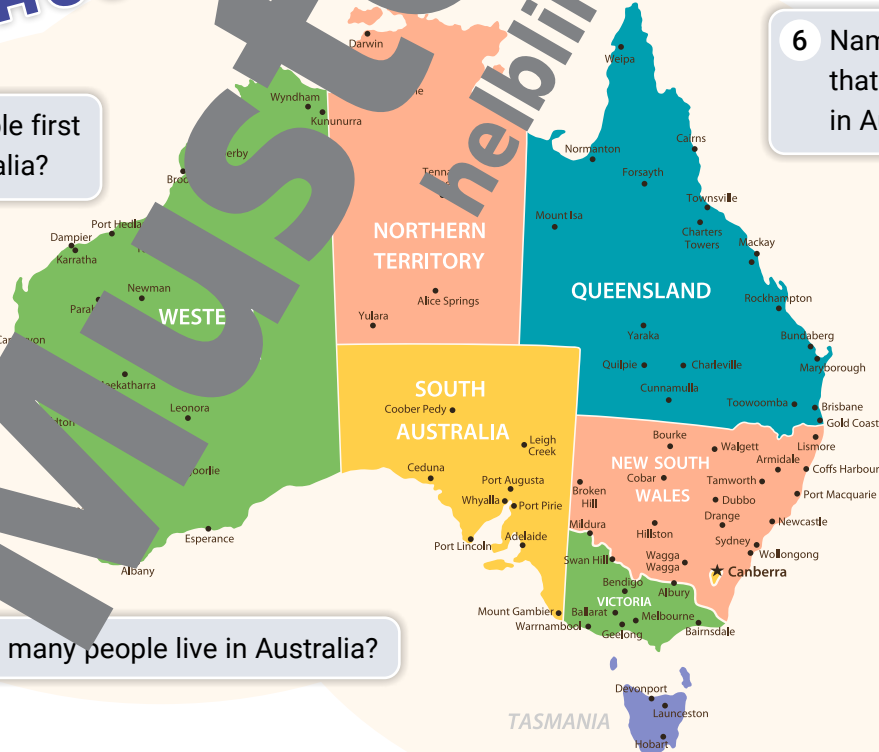
8 What time is it in Sydney when it is 3 p.m. in Vienna?

1 When did people first come to Australia?

2 Where did the Aboriginal people come from?

3 How big is Australia?

4 How many people live in Australia?



- b Listen to the quiz programme and check your answers.


## READING Understanding a travel blog

4 Read the text quickly and find the answers to the questions.


- 1 Where were they flying on the second day?
- 2 What was the instrument Simon was playing?
- 3 How long is the beach at Broome?
- 4 What was the last stop on their trip?
- 5 How long did the bridge climb take in the end?

Destinations Travel Blog Roll Contact us


### Ivy and Theo's TRAVEL BLOG



**The surprise of the century!** Yesterday, Dad came home with airline tickets. Next Friday we're off to Australia for a once-in-a-lifetime holiday! We leave London at about 9 p.m. and arrive in Perth at 12.30 a.m. on SUNDAY. What a long flight! We'll watch all the films they have on the plane.




**Day 1 and PERTH**




**QUOKKA**

... winter here but it isn't cold. Perth is a great city with lots of parks. We went by boat to Rottneest Island off the coast, hired bikes there and went round the island. Saw some funny animals called quokkas. In the information centre we got a brochure. It said, "On the island you can relax from the pressures of modern city life." How can you relax when you have to cycle twenty kilometres on a bike without gears? Our plane to Alice Springs leaves at 8.30 tomorrow morning. That means getting up at 6.30. I hate getting up so early. Mum and Dad said we have to see Uluru. So we're flying into the centre of Australia.



**Day 2 ALICE SPRINGS**

**D**ad rented a car and we went to the famous rock. We were in the car and suddenly there was this big red rock in there, like a huge birthday cake. Uluru is very important to the Aboriginal people. They believe the ghosts of their ancestors live there. This is why it is forbidden to climb the mountain. So we just took photos. In the evening, there are lots of people with cameras there waiting for the sun to go down. At that moment the colour of the rock changes to a deep red.



**ULURU**

GOANNA



We went to an Aboriginal heritage centre. A guy called Simon led us around a bush trail, telling us about how his ancestors used the land for everything they needed. We saw examples of tents made of small trees, tree bark and leaves. We also saw how they made traps to catch animals called goannas. He also told us about bush medicine. (As a tour guide, he was very interested in plant life and one of his hobbies was to learn about curing people with herbs.)

At the end of the bush walk, we all sat and watched Simon playing the didgeridoo. Simon told us that most Aboriginal people live in or near cities now and that a lot of them have forgotten how to hunt. He also told us that Aboriginal people are fighting for recognition and that the government isn't doing enough to help them. "They wanted us to die out," Simon said. We found that really shocking, so we couldn't stay longer and listen to Simon and his stories.

Tomorrow we've got another plane trip. We leave Alice Springs at 10am for Broome, Perth. Two boring hours at the airport and then we fly off to Broome.



DIDGERIDOO

## Days 6 and 7 BROOME

Broome has got the most gorgeous beach. It's 22 km long. Mum, Theo and I wanted to swim and lie on the beach, but Dad wanted to rent another car and drive into the Kimberley Wilderness to camp there. But we got lucky. In the evening, we talked to two tourists, Eve and Jeremy, at the hotel. When they'd told us their story, Dad was happy to stay in Broome!

Here's Jeremy's story:

*My girlfriend Eve and I were camping at this site on the Pentecost River. During the second night something was shaking our tent really violently. We were in a panic and we crawled out of the tent and ran to the car. Fortunately, it wasn't locked and the key was in the car. I started the car and put the headlights on – and I saw a big crocodile. It was trying to drag the tent into the river. When the crocodile was close we were too scared to go back to the tent so we slept in the car. In the morning we were still see the crocodile near the riverbank. I tried to start the car, but no luck. We had to wait for three hours until help arrived!*



SALTWATER CROCODILE

## Day 10

We've got a nice tan, but not too much – Mum wanted us to wear hats and Dad wanted us to use sun protection cream. Three days on the beach, swimming, snorkelling and playing frisbee. No surfing at Broome because there aren't any good waves. Later today, we say goodbye to Broome and in the early afternoon fly to Sydney, the last stop on our trip.



## Days 11-13: SYDNEY

Three days in Sydney. Everyone wants to go to the aquarium. Mum wants to do a harbour cruise. Dad wants to see the opera house. I want to go shopping for presents for my friends and my silly brother wants to do the 3-hour tour to the top of the Sydney Harbour Bridge.

**Day 11** We did the harbour cruise, did a tour through the opera house and had a surfing lesson at Bondi Beach. I saw a poster in a street near the beach. There's a beach party tomorrow! I really want to go. Mum and Dad said they would think about it.

**Day 12** We spent the morning at the aquarium. I liked watching the sharks best. In the afternoon, we visited the Sydney Tower Eye. I bought four presents in the souvenir shop there and a cheap bag to put them in. And guess what? In the evening, we all went to the beach party. It was awesome!

**Day 13** To keep Theo happy, we did the bridge climb. It took 3 ½ hours!! First, a guy told us what not to do, e.g. not jump off the bridge (just kidding), and then we climbed to the highest point of the bridge. There's a wonderful view from there, but if you're scared of heights, don't do the climb. Some people were sneezing afterwards. More presents. My new bag's full. Mum says I will have to pay the excess weight\* from my pocket money. Tomorrow we fly back to London at 5 p.m. A great trip!



HARBOUR CRUISE



SYDNEY OPERA HOUSE



BONDI BEACH



SYDNEY HARBOUR BRIDGE

**VOCABULARY** excess weight – Übergewicht

**5** Look at the map on p. 56 and draw the route of the trip there.

3/2



**6** How many of these tasks do you do? Check your answers with a partner. Then listen to the text.

Circle T (True) or F (False).

- 1 The best place to relax is on a tropical island. T / F
- 2 Uluru is a very big birthday cake. T / F
- 3 Even today, almost all Aboriginal people are very good at hunting. T / F

Write the sentences.

- 4 I didn't want to stay in Broome because he wanted .....
- 5 Jeremy and Eve spent the night .....
- 6 Broome is good for .....

Answer the questions.

- 7 What did they want to do in Sydney? .....
- 8 Why did Ivy buy a bag? .....
- 9 Who shouldn't climb Sydney Harbour Bridge? .....

## VOCABULARY Australian outback

7 Match the words with their meanings. Use a dictionary to help you.

- |                |                          |  |
|----------------|--------------------------|--|
| 1 bandage      | <input type="checkbox"/> | a place where people live, like a small village or community |
| 2 settlement   | <input type="checkbox"/> | the person who starts an organisation                        |
| 3 founder      | <input type="checkbox"/> | very, very big   |
| 4 enthusiastic | <input type="checkbox"/> | the Australian wilderness                                    |
| 5 enormous     | <input type="checkbox"/> | feeling positive or excited about something                  |
| 6 outback      | <input type="checkbox"/> | material you put on a cut or injury                          |
| 7 isolated     | <input type="checkbox"/> | a large area of countryside                                  |
| 8 landscape    | <input type="checkbox"/> | far away from other places                                   |

## LISTENING Understanding an interview

3/3



8 Pauline works as a pilot for Australia's Flying Doctors. Match the sentence halves, then listen and check.

- |  |                          |   |
|--|--------------------------|---|
| 1 The problem with illnesses in Australia            | <input type="checkbox"/> | about how to solve the problem of the enormous distances.             |
| 2 There are farms that are more than                 | <input type="checkbox"/> | is that there are often great distances between doctors and patients. |
| 3 The Royal Flying Doctor Service provides important | <input type="checkbox"/> | who work for the Royal Flying Doctors.                                |
| 4 There are about 1,800 people                       | <input type="checkbox"/> | a few hundred landings.   |
| 5 On a typical day, they make                        | <input type="checkbox"/> | by horse or by camel to reach their patients.                         |
| 6 A hundred years ago, doctors had to travel         | <input type="checkbox"/> | 500 km away from the nearest town.                                    |
| 7 In 1917, a young man had an idea                   | <input type="checkbox"/> | have a box with drugs, bandages and other first aid material.         |
| 8 Most people living far away from towns             | <input type="checkbox"/> | medical services for people who live far away from towns.             |



## LISTENING CHALLENGE

3/4



9 a Listen to the interview with Lilly Sweeney who is a Flying Nurse working for the Flying Doctors (Royal Flying Doctor Service). Take notes and answer the following questions.

- 1 What was her first work experience?
- 2 What does she like about her job and what are the challenges as a Flying Nurse?



b Compare your notes with a partner. Would you like to work for the Flying Doctors? Why (not)? Can you think of other jobs that help the community? Which of them would you be interested in?

10 Read the description a student wrote. What makes quokkas sick?

The quokka is a kangaroo-like animal, but it is only the <sup>1</sup>..... of a housecat.  
 It <sup>2</sup>..... 2.5 to 5 kilograms and is 40 to 54 centimetres <sup>3</sup>..... It can climb small trees. Its fur is brown, it has rounded ears and a broad head.  
 Quokkas eat plants and leaves; they have little fear of humans, but one should never feed them 'human food' because it makes them sick.

**Language tip:**

**Talking about size and weight**

When we talk about the size or weight of something, it's not always easy to be precise, so we often use words like *approximately, about, roughly* and *around*. It can be a good idea to compare it with a more familiar object.

- It's (approximately) the size of a ...
- It's (more or less) as big as a ...
- It weighs (around) ...
- It's (about) as heavy as a ...
- It's (roughly) ... tall/long.
- It's (about) as tall/long as a ...

11 Read the text again and complete it with the words in the box.

long    size    weighs

12 Choose one of the Australian animals below and describe it for your partner to guess. Use the writing tip below to help you.



13 Now write your own animal description following task.

**Task**

Pick an animal from your country and write a description of that animal (20–180 words). Write about:

- ✓ its appearance
- ✓ its habitat\*
- ✓ the food it eats
- ✓ its natural enemies
- ✓ steps to protect/control it

VOCABULARY: \*habitat – Lebensraum

**Language tip: Describing an animal**

When writing a description of an animal, think carefully about:

- any special vocabulary you might need
- the size and weight of the animal
- its appearance (fur, teeth, etc.)
- what it eats
- how large its population is
- what the dangers facing the animal are

## SPEAKING Talking about holidays in another country



- 14 Work in pairs. One of you will play role A, the other will play role B. Take 1 minute to prepare your discussion. Use the prompt cards to help you. Talk for 4–5 minutes.

### Prompt Card A

You spent a year working and travelling in Australia and know a lot about the country. You are going to talk to someone interested in going to Australia.

- Give some general information about the country. (Use the information in this unit to help you.)
- Find out what kind of holiday he/she is looking for.
- Think about the different places you can recommend. (Use the information in this unit to help you.)

- Prompt Card B
- You want to go on holiday to Australia. You are going to talk to someone who has spent a year there, working and travelling. What do you want to know about the country? Think about what kind of holiday you want (cities / different activities / sport). Ask for recommendations for places to visit.

## GRAMMAR

### Present simple for future

You often use the present simple for future actions that are fixed (e.g. timetables, flight schedules, etc.).

*We leave Alice Springs at 10 o'clock.  
Later today, we say goodbye to Bruce  
and in the early afternoon fly to Sydney.*

You can also use *there is/are* to get to talk about fixed actions in the future.

*There's a beach party tomorrow.  
Tomorrow we've got another plane trip.*



The train leaves at eight. Bruce is worried he hasn't got time for a cup of tea.

### want someone to do something

This is how you express that someone wants another person to (not) do something specific.

How to use: **verb + person + to-infinitive**

*Mum and Dad want me to see Uluru.  
"I don't want to die," Simon said.*

Here are some other verbs that have the same structure (verb + person + to-infinitive):

tell: I told her to get out of the tent and run to the car.  
ask: They asked her to come with them.

Now go back to page 56. Check  with a partner what you know / can do.

# OUR YOUNG WORLD 4

## Ruby's Australian working wish



1 a Watch the video. Who does Ruby want to meet?

b Watch again and answer the questions.

- 1 How old do you need to be to get a work visa for Australia?
- 2 How long is the visa for?
- 3 Why does Ruby think going to university first might be a good idea?
- 4 What difficulties might Ruby face?
- 5 What kind of work does she want to do in Australia?
- 6 Where is she planning to get advice from?

### FIND OUT Making a decision

2 Complete the sentences with the words in the box.

know      sure  
come      made

- 1 I'm not ..... exactly what I want to do.
- 2 Have you ..... your mind up about what you want to do?
- 3 I'm finding it hard to ..... a decision.
- 4 I .....! I'm going to be a game designer.

3 Which of the underlined expressions in 2 can be replaced by these:

- made a decision     I've got it!     I'm uncertain about     decide

### Getting advice



4 Discuss in pairs. Who do you usually go to (and why) for advice on ...

- 1 careers?    2 friendships?    3 school?    4 money?

### CYBER PROJECT: Making a big decision



5 In pairs, make a dialogue. One person has a big decision to make. Ask the other for advice. Think about:

- what the decision is
- what they both say
- where to get advice from

#### Possible topics:

- Should I choose a vegan lifestyle?
- Should I join the student exchange programme and spend a year abroad alone?
- Should I give money to an organisation that supports re-naturation?

Act out your dialogue to the class and film it.

# UNIT 8 What I like

At the end of unit 8 ...

## you know

- 10 expressions to talk about life experiences
- 11 words and phrases to talk about the story of Don Vicente
- when and how to use the present perfect or the past simple
- how to use time expressions

## you can

- understand a blog and a story about life experiences
- talk about things you've done and things you'd like to do in your life
- tell stories and create a story ending to a story
- understand a story about a collection or interview and report the results
- write a note of apology
- write about a collection/collector

## READING Understanding a blog

1 a Look at the photo and read the blog. How many records does Amy have in her collection?

AMY'S BLOG
ABOUT FOLLOW CONTACT

## My record collection



**I started collecting records when I was twelve.** It was my grandad's fault. He was moving into a smaller house and needed to get rid of some stuff and he asked me if I wanted his record collection. My grandad played me records all the time when I was little and spent my holidays at his house. As I grew up, I tried to introduce him to modern technology; downloading music and streaming. My grandad wasn't interested. "Music only sounds good on vinyl," he would say.

 So, when he offered me his collection, of course I said yes. It was a big collection, more records in six cardboard boxes. Luckily, he gave me his record player too. <sup>1</sup> My mum wasn't so happy. "Where are you going to put all those?" she asked.

I put it all in my bedroom, of course, and for the next two years, I spent hours listening to all my grandad's records. A lot of it was of music from the 1980s, but he had some really old stuff from the 1960s too; *The Beatles* and *The Rolling Stones*. I'd already listened to them all.

Then, one day I was shopping with my mum. We were in a charity shop and they had some old records for sale. <sup>2</sup> I looked through them and when that I really wanted. I still had my pocket money, so I bought them and that's how my collecting really started!

Since then we've added more than 200 records to my collection. Mum says she can't move in my bedroom because there are so many. But I love my records; I love listening to them, of course, and I like looking at them too. <sup>3</sup>

It isn't just about having the records in my hands, it's also about the memories they bring. I can remember when and where I was when I got each of them. There's *The Cure* album I got in London on my very first trip to the city. What a city! There's a rare *Johnny Cash* album that I found in a rubbish bin outside someone's house. <sup>4</sup> There's the *Taylor Swift* album that my friend Carl gave me on my 15<sup>th</sup> birthday and then there's a *Beach House* album that I bought brand new. It cost a fortune, but it's on red vinyl and it's really cool. 200 records and 200 memories and it's all thanks to my grandad and all those memories he created when he sat me down in his house and played me a record.

b Four sentences are missing from the text. Find them in the list below and write the correct letters in the boxes. Careful – one sentence is not from the text!

- |                                       |  |
|---------------------------------------|--|
| A They were only 50p each.            | D That one cost me nothing and is worth about £50.   |
| B I haven't spent all my money yet.   | E There's some really cool artwork in my collection. |
| C I needed something to play them on. |  |

## VOCABULARY

### Life experiences

- 2 Complete the poster with the verbs from the box.

fall	do
catch	take
have	spend
try	make
go	learn

## Collect memories, not things

Life isn't just about how many things you can get, it's about creating memories too – memories of the experiences you've had. You can't always take your things with you, but a memory will be with you wherever you go. So go on, start creating some memories. Here's our list of ...

Ten memories to create before you are 18		Lauren	Nathan
1	..... the perfect photo	<input type="checkbox"/>	<input type="checkbox"/>
2	..... in love	<input type="checkbox"/>	<input type="checkbox"/>
3	..... a short film	<input type="checkbox"/>	<input type="checkbox"/>
4	..... a bungee jump	<input type="checkbox"/>	<input type="checkbox"/>
5	..... a foreign language	<input type="checkbox"/>	<input type="checkbox"/>
6	..... a fish (but not back again)	<input type="checkbox"/>	<input type="checkbox"/>
7	..... a weekend competition on your own	<input type="checkbox"/>	<input type="checkbox"/>
8	..... a party for any reason at all	<input type="checkbox"/>	<input type="checkbox"/>
9	..... a food you've never thought you'd eat	<input type="checkbox"/>	<input type="checkbox"/>
10	..... a week without using your phone	<input type="checkbox"/>	<input type="checkbox"/>

## LISTENING & SPEAKING Talking about things you've done in your life

3/5



- 3 a Listen to Lauren and Nathan talking about the list in 2. Tick the things they have already done.

3/5



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

- |   |   |       |
|---|---|-------|
| 1 | Nathan took his photo of Lauren with the mountains.       | T / F |
| 2 | Lauren has a Spanish accent.                              | T / F |
| 3 | Nathan would really like to do a bungee jump.             | T / F |
| 4 | Nathan doesn't like mushrooms.                            | T / F |
| 5 | Nathan quite enjoys not having a phone.                   | T / F |
| 6 | Lauren enjoyed fishing with her dad when she was a child. | T / F |
| 7 | Lauren won a competition with her film.                   | T / F |
| 8 | Lauren and Nathan are friends.                            | T / F |



- 4 In pairs, talk about the things you have already done on the list and the things you would like to do.



- 5 In pairs, think of more items for the list. Then compare with another pair.

## LISTENING CHALLENGE

3/6



- 6 a Listen to Lauren and Nathan talking about other things they think should be on the list. Take notes about the following:

- Do they mention any of your ideas from 5?
- Which of the things that they mention would you like to do?



- b Compare your notes with a partner.



7 Read the story quickly. How many new followers did Harry get yesterday?

Too many followers

Harry has always enjoyed keeping fit and he's always enjoyed telling his friends that they should keep fit too.

Some of them aren't happy about that. "Leave us alone, Harry," they say. "Let us be lazy."

Then, one day, his best friend, Suzy, came up with a crazy idea.

"Harry," she said. "You know how you want the whole world to be fit and healthy? Why don't you start your own Instagram channel?" she suggested. "You can post videos with different exercises each day. And if you get enough followers, you'll even make a bit of money."

Harry laughed. "Who wants to watch me doing exercise?" he thought. But somewhere in the back of his mind he quite liked the idea.

Harry isn't very good with technology, but another friend, Jim, who is a genius with these things, showed him how to set it all up. It wasn't really very difficult and overnight he had created his own online account. The idea was that every day he would film a short video of himself doing a different exercise and encourage people to do the same. To make it more fun, he sometimes dressed up in different costumes: a clown, a cowboy, a pirate.

At first, he only had his close friends as followers but they told their family members who then told their friends, and after a couple of weeks, he had over a hundred people following him. They were so into what he was doing and left him some really nice words in the comment box.

Harry liked 'collecting' followers. Every day, he woke up and checked how many new followers he had. Ten new followers a day was a good number. Some days, he got double that number and he felt really excited. On other days, there were only one or two, and he felt a little disappointed.

Then, one day, about six weeks, he had no more new followers. The day after that, none. A whole week went by and no new followers joined. Harry was really sad.

And that was when he had his 'great' idea. "For each new follower each day, I will do one press-up," he announced in his next video. "If you want to see me sweat, then join and get your friends to join too."

He woke up the next day and to his delight he had 35 new followers. Well, a promise is a promise, and he made a video of himself doing 35 press-ups – no problem at all. The next day, he had 76 new followers and so he made a video of himself doing 76 press-ups – that was a bit harder. And so it continued, each day he had more and more new followers, 86, 112, 142, 234. It was getting harder and harder to do the press-ups. But the more exhausted he became, the more his followers enjoyed watching him suffer. He started to beg them. "Please, please stop following me." But they didn't listen.

Yesterday, Harry had to do 1,000 press-ups! It took him more than five hours and he's absolutely sure no one watched the whole thing. His arms were aching, his shoulders were sore. When he finished, he begged again for no more new followers. But will they listen? It's a new day and Harry is almost too scared to turn on his phone ...

3/7+8



8 Read again. How many of these tasks can you do? Then listen and check your answers with a partner.

- 1 Harry's friends told him telling them to do more exercise. T / F
- 2 Harry didn't like Suzy's idea. T / F
- 3 Harry found it difficult to start his own channel. T / F
- 4 Harry had ..... followers after two weeks.
- 5 When Harry had twenty or more new followers, he .....
- 6 Harry stopped getting new followers after .....
- 7 What was his great idea?
- 8 How successful was it?
- 9 Why is Harry scared to turn on his phone today?

## SPEAKING Creating an ending to a story



- 9 In pairs, discuss how the story in 7 could continue. Write down five keywords and give them to another pair. They have to use the keywords to create an ending to the story.

## LISTENING & SPEAKING Understanding a story about a collector

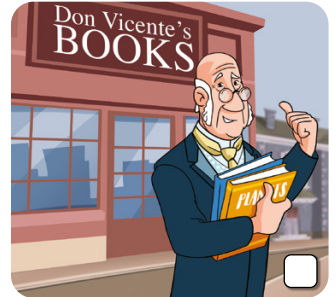
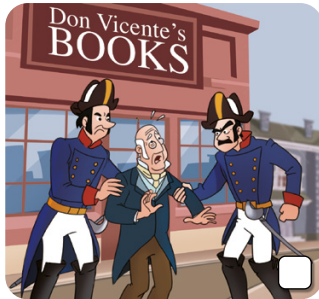
- 10 a Look at the pictures below. Don Vicente was a monk who later had a bookshop. He suffered from 'bibliomania'. What do you think that is?

b What is the story about? Think and take notes. Then tell the story to a partner.

3/9



- 11 a Now listen to the story and put the pictures in the correct order.



3/9



b Listen again and take notes to answer the questions.

- 1 Don Vicente was a monk in a monastery in Tarragona, Spain. What work did he do there?
- 2 When Don Vicente left the monastery, he went to a city. What was the name of the city?
- 3 In 1836, there was an auction of a very old, rare book. Why did Vicente want to have it?
- 4 What happened to a bookseller called Augustino Patxot?
- 5 What was Don Vicente arrested?
- 6 What was Don Vicente's answer when the judge asked, "Are you sorry for what you have done?"

## VOCABULARY Don Vicente

- 12 Write a summary of the Don Vicente story (150 words). Check the words and phrases in the box you don't know. Use the words to write a summary of the Don Vicente story (150 words).

a monk	an auction	must be preserved
a library	a copy	to sentence to death
a monastery	furious	to execute someone
precious	to burn to the ground	

### Note: Writing a summary

- use present tense
- use important information only
- type the text, so that you can easily shorten it if it is too long

13 Read Adrian's note of apology and answer the questions.

- 1 What is he apologising for?
- 2 What happened exactly?
- 3 What does he plan to do about it?

Hi Joanna,  
 I'm so <sup>1</sup>....., but I broke one of the records from your collection. I was having a look at it and dropped it on the floor by mistake. It was an accident, but I know how much you love your records and I understand that you'll be upset. Please, <sup>2</sup>..... me and let me get you another one. Is the best place to find it online? Let me know your website and I'll try and find it. Again – I <sup>3</sup>..... Please don't be too <sup>4</sup>.....  
 Bye,  
 Adrian

Useful language:

- I'm *really* (deeply/truly/ extremely/really/awfully) sorry.
- I'm sorry that I have (broken, etc.) ...
- I'm ever so sorry.
- I apologise for ...
- Please, accept my apologies.
- Please, forgive me.
- I hope you can forgive me.
- I'm sorry, I'm such a fool.
- Please, don't be too cross.
- How can I make it up to you?

14 Complete the note above with the words in the box.

apologise    sorry    forgive    apologise

**Language tip:** Apology

When writing a note of apology, make sure you mean what you're saying. Also make sure you choose the right language, depending on how well you know the person you are apologising to. You can be very formal (Please, accept my apologies.) or less formal (I'm such a fool – I'm really sorry for ...). Be careful not to apologise too much. You won't sound like you really mean it.

15 Now write your own note of apology to the following task.

**TASK**  
 You've just broken something that was dear to your friend/mum/dad/brother/sister/teacher/neighbour. Write a note of apology (50–70 words), in which you say:

- ✓ what you broke
- ✓ how it happened
- ✓ how you feel about breaking it
- ✓ what you plan to do about it

## SPEAKING Holding an interview



**16 a Interview three classmates about collecting things.**

Have you ever collected anything?  
What was it?  
When did you collect ... ?  
How long have you had your collection of ... ?

How long did you collect ... ?  
How many ... did you collect?  
Have you still ... ?



**b Report to the class.**

I interviewed three classmates. One collected ... when she was ... She still has got ...  
One collects ... He has collected ... since / for ... He's got ...  
One has never collected anything.

## GRAMMAR



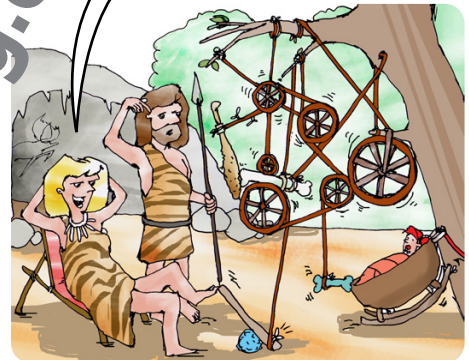
### Present perfect vs. past simple (revision)

**Read the sentences. Then answer the questions.**

- 1) I **started** collecting records when I was twelve.
- 2) Since that day, I've **added** more than 100 records to my collection.
- 3) For the next two years, I **spent** hours listening to all my grandad's records.
- 4) He's always **enjoyed** telling his friends that they should keep fit.

- 1 Which of these sentences are about actions that:
  - a began in the past and are still going on?
  - b began in the past and finished?
- 2 Which of the sentences are in the past simple and which are in the present perfect?

Haven't you heard of modern technology?



### Time expressions

**Look at the sentences. Then complete the rule with the correct tense.**

- 1 You often use the following time expressions with the .....:
 

for the first time / for the first year (month, weekend, Friday, ...) / in 2021 / 2 months ago / when I was
- 2 You often use the following time expressions with the .....:
 

just / always / never / recently / (not) yet / since



**Now go back to page 64. Check  with a partner what you know / can do.**



# THE GIRL NEXT DOOR 4

## The collection

### Developing speaking competencies

#### Language function

I can order in a fast food restaurant

#### Speaking strategy

I can buy time to check facts

3/10



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



**Assistant** Enjoy your meal. Next, please.  
**Kate** Yes, can I have the big burger meal deal, please?  
**Assistant** Certainly. Would you like a large or a small meal?  
**Kate** A small, please. Does the hamburger have any sauce in it?  
**Assistant** Let me see. Yes, it does. It's got tomato ketchup.  
**Kate** Could I have it without, please?  
**Assistant** I'm not sure. It's my first day here. I can just check ... Yes, you can. It'll take a few extra minutes.  
**Kate** That's no problem. I'll wait.  
**Assistant** And you, mate. Are you ready to order?  
**Tom** Yes, I am. I'll have the chicken burger meal. Does that come with a drink?  
**Assistant** Yes, coke, orange juice or milk.  
**Tom** I'll have orange juice.  
**Assistant** And I forgot to ask you. What drink would you like with your hamburger meal?  
**Kate** I'll have orange juice too, thanks.  
**Assistant** Are you paying together or separately?  
**Kate** I'll pay.



**Assistant** OK, that's £12 exactly, please. Thank you. Your meal will be ready in a few minutes. (Tom picks up some sugar sachets and puts them in his pocket.)  
**Kate** What are you doing? You're not going to put sugar in orange juice surely?  
**Tom** No, it's for my collection.  
**Kate** Collection? What do you mean?  
**Tom** My collection of packets of sugar. Didn't you know that I collect them?  
**Kate** No, I didn't. I learn something new about you every day.  
**Tom** Well, after we finish here, you'll have to come back to my house and see it.  
**Kate** I can't wait!

**2 Write the order on the form.**

1x	..... big burger meal with no .....	
1x	..... meal	
2x	.....	
<b>Total:</b>		£.....

## USEFUL PHRASES Ordering in a fast food restaurant

### 3 Write A (assistant) or C (customer).

- |   |  |
|---|--|
| 1 Next, please. <input type="checkbox"/>                            | 5 Could I have it without ... ? <input type="checkbox"/>         |
| 2 Can I have the ... , please? <input type="checkbox"/>             | 6 Are you ready to order? <input type="checkbox"/>               |
| 3 Would you like a ... ? <input type="checkbox"/>                   | 7 Does that come with a ... ? <input type="checkbox"/>           |
| 4 Does the hamburger have any sauce in it? <input type="checkbox"/> | 8 What drink would you like? <input type="checkbox"/>            |
|   | 9 Are you paying together / separately? <input type="checkbox"/> |

### ? What do you think? Answer the questions.

- Do they enjoy their meals? Why (not)?
- What does Kate think about Tom's collection when she sees it? Why?

## MOBILE HOMEWORK

Watch the second part of the video and complete the notes about Tom's sugar collection.

### Tom's sugar collection

- has been collecting for 1.....
- number of packets at last count: 2.....
- has packets from countries such as 3.....
- favourite is from 4.....
- the packets have 5.....
- latest packets are from 6.....

## SPEAKING STRATEGY Buy, come to check facts

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

**Kate** A small, please. Does the hamburger have any sauce in it?

**Assistant** 1 L..... m..... s..... Yes, it does. It's got tomato ketchup.

**Kate** Could I have it without, please?

**Assistant** ..... n..... s..... It's my first day here. ..... j..... c..... Yes, you can. It'll be a few extra minutes.

### 5 PLAY the role cards. Take 4–5 minutes to practise your dialogue. Don't write it down. Talk out for the rest of the class.

#### Student A

You are in a fast food restaurant. You want a burger and chips with no ketchup. You also want an apple juice. Give your partner your order.

Student B  
You work in a fast food restaurant. Serve your partner and answer his/her questions.

# UNIT 9 More than looks

At the end of unit 9 ...

## you know

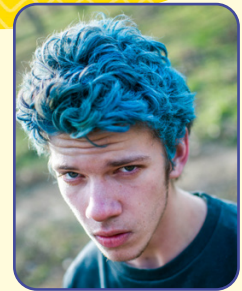
- words to describe appearances and cultures
- 5 words for weddings
- how to use *might/may/could* for possibility

## you can

- understand a short video documentary
- understand an article about the history of body modifications
- take part in a discussion about piercings
- understand texts about appearances
- understand a timetable
- talk about appearances and cultures
- talk about likelihood
- give a description of a person
- take part in a class debate
- give an ending to a story

## Teen Talk 5

1 a Look at the photos. What do you think their personality is like? Tell a partner.



b Watch the video. Choose the best statement to summarise the video.

- 1 We sometimes judge other people because of their physical appearance, but fortunately it isn't usually a problem.
- 2 People often judge others because of their physical appearance, and often that's unfair.
- 3 Some people never judge other people because of their physical appearance, but most people do.

2 Discuss the questions in pairs.

- 1 After watching the video, do you have a different opinion about the people in the photos?
- 2 Can you think of a time when you judged someone because of their appearance? Or a time when someone judged you? What happened?

## READING Understanding an article

- 3 a Look at the text for a minute. Then write down the names of the countries and continents in it.
- b Read the text and check your answer to task a.

## A short history of BODY ART

### The trendy Iceman

What does Ötzi (the mummy found in 1991 near the Austrian-Italian border) have in common with people who want to be trendy? Body piercing! The "Iceman" from about more than 5,000 years ago had pierced ears!

### Piercing in the ancient world

In the ancient world, body piercing was often a symbol of courage\* and class. That's why it was popular with the Pharaohs in Egypt and with important people in ancient Rome. The oldest mummy found in Egypt with ear piercing is over 5,000 years old. Tongue piercing was part of a religious ritual of the high priests of the Aztecs. They believed that if their tongues were pierced, they could communicate better with the gods.



## Piercing in Africa and Central America

In these areas, people believed that demons could enter the body through the ears. So they pierced their ears and put ornaments in. They thought that the metal would stop demons from getting into the body.

## Piercing in the time of Queen Elizabeth I

In Elizabethan England, a lot of famous men like Shakespeare, Sir Walter Raleigh and Sir Francis Drake wore gold rings in their ears. It showed their wealth. In those days, sailors also wore earrings, for two reasons: firstly, they thought they could see better if their ears were pierced; and secondly, they thought, "If our ship sinks and we die, and our bodies are found on the beach, the gold earrings will pay for our funeral."

## Piercing today

It was in the 1960s that body piercing became popular in Western cultures. This was when young people began to travel to India and nose piercings became popular. In the United States in the 1960s, body piercing became a form of rebellion for young people. Later, it lost its rebellious meaning and just became fashionable.

## Tattoos



Tattoos, another popular form of body art, also have a long history. The Ötzi Iceman is also the oldest man discovered in Europe with tattooed skin.

The word tattoo comes from the Tahitian 'tata' which means to mark something. It was introduced to the English language in the 18th century by

the explorer Captain James Cook. In 1769, he wrote in his ship's log book that men and women of Tahiti painted their bodies. He also noted that it was called 'tatu' in their language and that the black ink was put up on their skin so that it was permanent. He commented that it was a painful operation and was done once in their lifetimes. Cook's science officer, Joseph Banks, returned to England with a tattoo. Many of the sailors also came back with tattoos. Tattooing became associated with sailors in Europe. However, many European kings such as George IV of England, King Alfonso XIII of Spain, Wilhelm II and Tsar Nicholas II of Russia also had tattoos.



VOCABULARY: Mut, Tapferkeit

## DID YOU KNOW ... ?

Body piercing and tattooing can be a serious health risk. Every year a large number of people get infections and other illnesses (even hepatitis) when needles that are not sterile are used for piercing. In Austria, nobody can have a tattoo under the age of 16. Young people from ages 16 to 18 need their parents' written consent.



3/11+12



**4** How many of these tasks do you do? Check your answers with a partner. Then listen to the text.

Choose the correct answer.

- |   |                                 |                                  |   |
|---|---------------------------------|----------------------------------|---|
| 1 Ötzi, the Iceman, was found in                  | <input type="checkbox"/> Egypt. | <input type="checkbox"/> Europe. | <input type="checkbox"/> South America. |
| 2 He had his ears pierced.                        | <input type="checkbox"/> ears   | <input type="checkbox"/> tongue  | <input type="checkbox"/> lips           |
| 3 In ancient Egypt, piercing showed that you were | <input type="checkbox"/> poor.  | <input type="checkbox"/> brave.  | <input type="checkbox"/> unhappy.       |

Complete the sentences with words from the box. There are 4 extra words.

marriage intelligent religious rich teach Asia Africa

- 4 The Aztecs performed tongue piercing as a part of a ..... ceremony.
- 5 In ....., people pierced their ears to keep bad spirits out.
- 6 Having a pierced ear in Elizabethan England showed that you were .....

Answer the questions.

- 7 In 1960s America, how did young people rebel?
- 8 How was the word "tattoo" introduced into the English language?
- 9 What do you think has the tattoo become today?

**5 Find words in the article on pp. 72–73 that mean:**

- 1 very fashionable .....
- 2 very old / from a long time ago .....
- 3 devils .....
- 4 a ceremony when a dead body is buried or burned .....
- 5 a journal where the captain records the daily activity on a ship .....
- 6 staying forever .....

**SPEAKING Taking part in a discussion**



**6 Work in pairs. One of you will play the role of a teenager (A), the other the role of a parent (B). Take 1 minute to prepare your discussion. Use the prompt cards to help you. Talk for 4–5 minutes.**

**Prompt Card A**

You are 14 and want to have your nose pierced. Your parents are very strict. You don't want a fight, but you want to discuss the situation with your parents and hope they will give you their permission. You start the discussion. You can use the following arguments if you want to:

- body piercing isn't new (Give examples.)
- you think it looks good (Some stars have it, too.)
- you are 14 – you want to decide for yourself
- lots of your friends have done it
- you will pay for it with your pocket money

- you aren't interested in hearing how old body piercing is
- you think body piercing looks awful
- 14-year-olds can't decide for themselves – their parents have to
- you don't care what your son's/daughters' friends do
- piercing can be a health risk

You are a strict parent and are absolutely against body piercing. Your son/daughter wants to talk with you about getting their nose pierced. You are very worried about this, but you want to talk about the situation. Your son/daughter starts the discussion. You can use the following arguments if you want to:

**Prompt Card B**

**VOCABULARY Weddings**

**7 Look at the picture. Where can you see ...**

- a a bride
- b a wedding dress
- c a wedding suit
- d a wedding suit
- e a bride



The bride is number ...

8 a Look at the girl in the picture. Would you like to be her friend? Why (not)?



They both giggled

A goth bridesmaid

The spider's web

It must be her age

When Mum and I came into the sitting room, Aunt Nancy sighed and Uncle Jack looked at me and shouted, "Look, it's Dracula's daughter!" Then he laughed like mad.

I ignored them and walked across their horrible orange carpet to the sofa. From there I could see myself in the mirror.

I looked cool.

I looked goth.

Black clothes, fishnet stockings, heavy boots. White face, black eyeliner, black lipstick. Totally, totally goth.

They all looked at me. Mum said, "It's her age, you know. It's a phase." Aunt Nancy smiled sadly and Uncle Jack said, "Does it speak?" "Ha-ha!" I said. "Yes, I can hear and speak."

"Good," he said, "because with all that black stuff round your eyes, you probably can't see." He looked at Mum and his wife for some advice and they both giggled.

"I hope she doesn't look like that on the wedding day," Aunt Nancy said. "Joy wouldn't want her to look like that." "Oh no," Mum said. "She'll wear the dress I bought for her. Won't you, Felicity?" "Of course, please!" I said. "What about Flicka – as she likes to be called now?" Mum said to Aunt Nancy, "What do you think about it?" "A tattoo?" Uncle Jack shouted.

"A tattoo?" I said. "A tattoo of a spider's web? A real one!" Mum said. "I'll wash it off." "It's a wash-off?" my uncle said. "I'll wash it off." "I'll wash it off." I ignored them because I was embarrassed. I would have liked a real one and not my wash-off one,

so I didn't say anything for the rest of the evening.

The dress Joy gave me was terrible. All violet and white and cute. But I've always liked my cousin Joy. "I know I'm asking a lot, but I really want you to wear it for the wedding," Joy said. "You're my bridesmaid and I want everything to be just right."

On the day of the wedding, I felt terrible. But Joy looked really happy, so I tried to smile, too. Everyone was wearing suits and flowery dresses – yuck. And then I saw a decent-looking boy. He had a suit and short hair, but he didn't look bad. Not bad at all.

A few minutes later, he walked over to me. "Cousin of the bride?" he said. "Yes," I said. "And who are you?" "I'm Lawrence. Cousin of the bridegroom."

9 Read the story again. Write the letters for the people's names next to the sentences.

Mum = M

Uncle Jack = U

Felicity = F

Joy = J

Aunt Nancy = A

Lawrence = L

Which of the people in the story:

- 1 was a girl who looked like Dracula's daughter? .....
- 2 thought Felicity was Dracula's daughter? .....
- 3 thought Uncle Jack's jokes funny? .....
- 4 didn't find Uncle Jack's jokes funny? .....
- 5 had a wedding? .....
- 6 was the bridesmaid? .....
- 7 bought a dress for Felicity? .....
- 8 wanted to be called Flicka? .....
- 9 had a tattoo that could be washed off? .....
- 10 wasn't very happy on the day of the wedding? .....
- 11 was the cousin of Joy's future husband? .....
- 12 thought Lawrence was good-looking? .....

10 a In pairs, discuss a possible ending for Felicity's story. Share your ending with another pair.

b Listen to the ending of the story and check your ideas.



## SPEAKING Talking about appearances

11 a In pairs, do the following: Choose one question and tell your partner all you can think of. Talk as long as you can. Your partner times you.

- 1 Would you ever consider getting your nose pierced? Why (not)?
- 2 Would you ever consider getting a tattoo? Why (not)?
- 3 Would you like to have a school uniform? Why (not)?
- 4 How much do you care about what you look like? Why (not)?

b Tell your partner which of his/her ideas you found most interesting and why. Tell your partner how long he/she was talking.

## LISTENING & SPEAKING Understanding and talking about different cultures

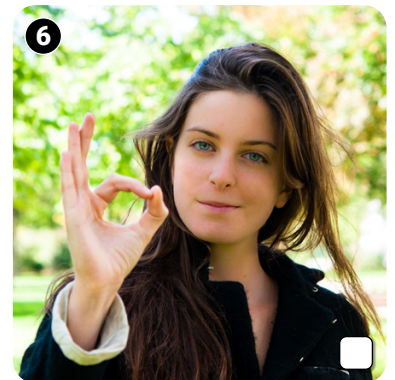
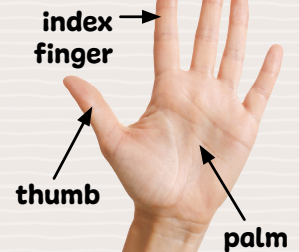
12 Look at the photos.

a Work in pairs. Choose three of the photos. Create a story to explain what happens in each of them.

**Example:** Photo 2 shows a girl. She's 16 and her name is Aki. She's happy, this is why she's smiling. Her friend has taken the photo on her mobile.

b Compare your stories in class.

**Note:**



3/14



13 Listen to an explanation of the gestures and match each gesture to a picture. Write A–F.

# LISTENING **CHALLENGE**

**14 a** Before listening, get together with a partner. Stand at a distance of two metres from each other. A takes a small step, then B takes a small step, then A again, etc. Continue until you or your partner feel uncomfortable.

3/15



**b** Now listen to the interview with Professor Gooding about comfort zones. Take notes to answer the following questions.

- 1 What is her main message about comfort zones?
- 2 What does the example of personal space show you about comfort zones?

**VOCABULARY:**  
 \*growth – Wachstum;  
 overcome – überwinden



**c** Compare your notes with a partner. Can you think of a time when you had to leave your comfort zone? What was it like?

## DEVELOPING WRITING SKILLS Description (of a person)

**15** Read the description a student wrote of their friend. How often does Sarah get really angry?

My best friend Sarah is fairly tall (170 cm, I believe), but she's very pale even in summer and she's got long curly red hair. When she talks to somebody she often twirls\* a lock of her hair around her finger. Her eyes are green, and she's got a small mouth, small ears and a straight nose. Sarah loves rings and bracelets, so she never goes out without them. Her favourite clothes are jeans, T-shirts and sweaters, always in red or green. She's casual but always looks smart. Sarah is a friendly and lively person. Most of the time she's very cheerful and she smiles a lot, but sometimes she's really funny, especially when someone treats her badly. Then she really annoys me. Anyway, however, Sarah is not only smart, she's helpful and a really great friend who is always there for me.

**VOCABULARY:** \*twirl – zwirbeln, herumwickeln

**16** Read the text again and write notes about Sarah's appearance and personality.

appearance

personality

**17 a** Find the adjectives in the text. Are they used to describe appearance (A) or personality (P)?

- |                                   |                                   |                                   |                                 |                                   |                                    |
|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> stunning | <input type="checkbox"/> skinny   | <input type="checkbox"/> lively   | <input type="checkbox"/> casual | <input type="checkbox"/> friendly | <input type="checkbox"/> helpful   |
| <input type="checkbox"/> curly    | <input type="checkbox"/> gorgeous | <input type="checkbox"/> cheerful | <input type="checkbox"/> pale   | <input type="checkbox"/> smart    | <input type="checkbox"/> beautiful |

**b** Think of five more adjectives for each category.

18 Now write your own answer to the following task.

**Task**

Write a description of yourself (120–180 words). Carefully think about what information you want to include. Write about:

- ✓ your appearance
- ✓ your habits, your typical character features and your emotions in general
- ✓ how you relate to other people
- ✓ how you see yourself in one sentence (finish off your description)

**Writing tip:** Describing a person

The main areas to concentrate on when describing a person are their appearance and personality. This is a chance to use a good selection of vocabulary, especially adjectives. Use one paragraph to describe each area and add some of their habits to the description. For example, in the text on p. 77, the writer describes Sarah's hair and then mentions her habit of twirling it around her finger when she talks.

When talking about appearance, avoid sensitive issues. Keep in mind that you should be able to read your description out to the person described without upsetting them.

**VOCABULARY:** \*sensitive – hier: heikel

**GRAMMAR**

**might / may / could (possibilities)**

**Circle the correct words:**

If you want to talk about <sup>1</sup>possibilities / <sup>2</sup>probabilities, you can use the modal verbs **might** / **may** / **could**.

If you go to Greece or Bulgaria, you **might** be surprised.

It is a rude sign in some cultures and you **might** insult people.

Japanese people **may** smile when they are confused or angry.

These questions **may** help you.

It **could** get you into trouble in some countries.

A modal verb is followed by the <sup>2</sup>infinitive form / ing-form.



They might not be hungry!

**There are also other ways of talking about possibility:**

The **likelihood** of a smile **could** get you into trouble.

**You use likely with to + gerund:**

The **likelihood** of **insulting** someone is quite high.

**You use likely to + infinitive:**

You are **likely to offend** the Japanese if you blow your nose into a handkerchief.

She's **not likely to win** if she doesn't practise more.

Now go back to page 72. Check  with a partner what you know / can do.

# OUR YOUNG WORLD 5

## Luke's tattoo



 **1** a Watch the video. What happens to Luke's tattoo?

.....

**b** Watch again. At what age in the UK can you:

- a get a tattoo? .....
- b change your name? .....
- c get married? .....
- d drive a car? .....
- e get a part-time job? .....

### **FIND OUT** Talking about legal requirements

**2** Put the words in brackets in the correct position in each sentence.

- 1 You to be 11 to open a bank account. (have) .....
- 2 You work full-time until you're 16. (can't) .....
- 3 You aren't to vote unless you're 18. (allow) .....
- 4 It's to drive a bus before you are 21. (illegal) .....

**3** In pairs, complete the sentences about laws in Austria.

- 1 You can't ..... until you are .....
- 2 It's illegal to ..... before you are .....
- 3 You have to be ..... to .....
- 4 You aren't allowed to ..... unless you are .....

### Saying what you think is fair



**4** Discuss in pairs. At what age do you think these things should be legal?

- get a tattoo      drive a car      leave school      get married
- have your ears pierced      a motorbike      get a part-time job      vote

I think you should be ... before you can ...

I don't think you should ... until you are ...

### **CYBER PROJECT 5** A classroom debate



**5** Split the class into two halves. One side should agree with the statement below. The other should disagree. In your group, think of arguments for your position.

- All children should be in full-time education until they are 18.

**Have a class debate and film it.**

# UNIT 10 A better and fairer future

At the end of unit 10 ...

## you know

- 7 words to talk about a fairer world
- 9 adjectives to describe feelings
- how to use conditionals

## you can

- understand a magazine article about the UN Sustainable Development Goals
- talk about Sustainable Development Goals and suggest solutions
- understand texts and talks about Fair Trade
- understand blog entries
- express opinions and feelings and say how other people feel
- write an argument giving reasons
- design a website about a fair

## READING Understanding a magazine article



1 a Read through the magazine article quickly. What are the SDGs and why are they important?

## A global plan for a better world



In 2015, UN member states met to create a vision of a better and fairer future for our world. They created the 2030 Agenda for Sustainable Development.

<sup>1</sup> **Sustainable Development Goals** are <sup>2</sup> **ambitious** goals in 17 areas. The agenda says that governments play an important role in making sustainable development possible. The agenda also makes clear that the plans can

only be successful if people understand the importance of sustainable development and change their behavior.

1

To <sup>3</sup> **advance** the sustainable development goals, we need a better world. In other words, we need to achieve the sustainable development goals. We must accept that we can't have everything we want. We need to think of future generations too. **The survival of our planet depends on a more sustainable world.** It's a bit of a juggling act\*. Three different 'balls' must be kept in the air at once: the economy, social fairness, and the environment. If one or two of these 'balls' fall to the ground, it means catastrophe for the world. Imagine, for example, a country that grows its economy quickly by using natural resources. But most people stay poor and their lives don't get better. This could lead to social problems.

A UN report has shown that there are three main problem areas:

- The number of people living in extreme poverty has risen again to more than a billion worldwide.
- Experts have calculated that **gender equality** is still 300 years away.
- The main problem is the climate crisis. The problems are huge, but it is not too late to solve them.

their children. Also, natural resources will be used in an intelligent way, and pollution will be reduced as much as possible. <sup>6</sup> Public policy choices will make sure that no one is left behind.

If you want to understand why sustainable development is so important, just look around. In many countries these days, people are living longer and have higher incomes. But when this development is unsustainable, the result is climate change, environmental damage, conflict, poverty and hunger, unfair living conditions and social instability.

Unsustainable development happens when people see their own advantages only, without thinking about the other people on our beautiful planet. Often, quick <sup>7</sup> **gains** lead to problems in the future. This is the case, for example, when someone cuts down huge forest areas to make a quick profit, and doesn't care about what will happen to the wildlife that lives there.

4

Politicians must take action. But we can all help. While governments make important decisions to make sustainable development possible, both the public and private sectors have to change. Individual decisions are important too. And the way you live your life is important. Want to know more? Find out what you can do for our common future. Believe in what's possible.

**VOCABULARY:** \*juggling act – Balanceakt



b Read again. Where do the subtitles below go? Write A–D. Then listen to the text and check.

A Anyone can act

B So, what is sustainable development all about?

C Some progress, but not enough

D Making the right choices now

**VOCABULARY** A fairer world

2 Match the underlined language in the text with the definitions and expressions below. Write 1–7 in the boxes.

- a able to continue over a longer time
- b advantages
- c danger
- d to move something forward
- e not easy to achieve
- f step that a government has decided to do
- g treating men and women equally

**SPEAKING** Talking about Sustainable Development Goals



3 Look at the 17 UN Sustainable Development Goals. Choose three. Why do you think they are important? What would be the worst consequences for the world if nothing was done about them?



We think the three most important SDGs are ...

... is a serious issue because ...

... is an issue that can only be solved if ...

If nothing gets done about ... there will be serious consequences: Firstly, ... Secondly, ... Thirdly, ...

People/Governments/... should ... / have to ...

## READING Understanding texts about Fair Trade

4 a Look at the pictures and guess the answers to these questions.

- 1 Who are the people?
- 2 Where do they live?
- 3 What are they doing?

b Read and check your answers.

### DID YOU KNOW ... ?

Coffee is one of the most popular drinks in the world. A coffee tree can produce up to 6 kilos of coffee a year. About one third of the world's coffee is produced in Brazil. Oil is the number 1 product that is bought and sold in the world. Rice is one of the top 10 food products in the world.



**Sofia Gomez** works for a large coffee company in the hills of Honduras. Her dad was a coffee farmer too, but he sold his farm to the company because he couldn't make enough money to make a living. Sofia works very hard, getting up at daybreak and getting to bed very late, but she can never save money. She has just enough to buy food and clothes for herself and for her two children and her mother. She hasn't got a car, hasn't got a TV, she only has a radio and

a small radio. From the radio she's heard about Fair Trade. They pay coffee farmers a fair price for their coffee. This helps them to live without having to worry about food, clothes and medicine.

*"I would have hated when my dad sold the farm, he wouldn't have sold it," she says. "If I had my life would be better! Now all I can hope for is to keep my job and maybe a pay rise."*

**Vicente Peres's** farm is only 10 hours away from Sofia's. Vicente is not as worried as Sofia. Vicente and twenty other farmers are part of a Fair Trade project. They get a fixed price for their coffee and they don't use pesticides. On their small farms there are lots of trees that give shade to the coffee plants and there are also banana trees and avocado trees. This is good for the environment. Vicente joined the project a year ago. If he had known that Fair Trade pays a fixed price, he would have joined earlier. Now he is happy because he doesn't have to worry about feeding his children or buying them clothes or books for school.



### Coffee beans ...



... picked ...



... selected ...

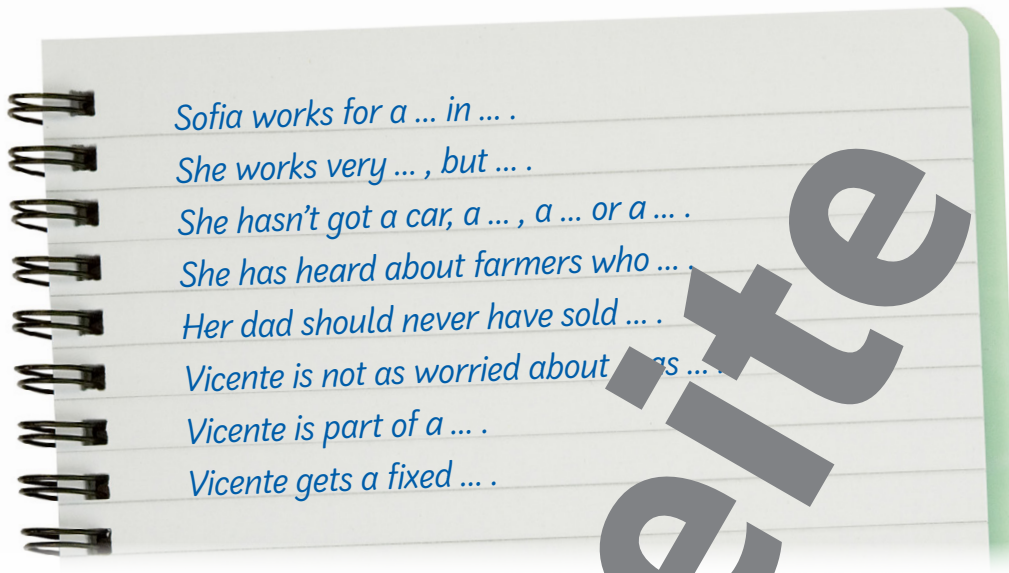


... dried ...



... & roasted.

5 In your exercise book, complete the fact sheet about Sofia and Vicente.



### LISTENING Understanding talks about Fair Trade

4/3



6 a Listen to a journalist talking to a group of students and tick the correct answer.

The journalist is mainly talking about

- production of coffee and other goods.
- the tropical goods bought and sold most worldwide.
- the coffee industry and the people working in it.

4/3



b Listen again. Take notes and answer the questions.

- 1 What facts and figures about coffee production does the journalist give?
- 2 What is a big problem for people working in agriculture in developing countries?
- 3 Which human rights does the journalist talk about, and how does he explain it?
- 4 What does the journalist say about Fair Trade?

### LISTENING CHALLENGE

4/4



7 a Listen and about the history of coffee. Take notes to write a summary (140 words) of the listening.



b Working in groups of four. Read out your summaries and compare them.

### SPEAKING Talking about Fair Trade



8 Work in groups. Discuss these questions and report your findings to the class.

- 1 Why are Fair Trade products more expensive than 'normal' products?
- 2 Do you buy Fair Trade products? Why (not)?

## READING Understanding blog entries

9 a Who is the man in the first picture below? What do you know about him?

b Read the blog entries and put a  in the correct boxes.

This person ...	Martin	Amy	Jason
1 has a friend who has suffered from racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 gets upset by racist comments made by a family member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 believes that people of colour don't get enough recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 isn't trying to be a Black person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 doesn't understand how people can be so mean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 believes we can defeat racism if we work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c Look at the underlined words in the text below. What does each one refer to?

E.g.: *they* refers to *white people*

## Living together in harmony

### Racism

Martin Luther King Jr., winner of the Nobel Peace Prize, said, "I want to be the white man's brother, not his brother."

Racism comes from fear and ignorance of the cultures. But you can make a difference. Because, in the end, we're all the same - we're just human beings.

What do you think? Write a comment below.



**Why are people of colour always put down? (by Martin, 15, male)**

White people often believe they're better than people of colour. It's painful that even in history books people of colour aren't respected enough. African-Americans, for example, have done great things in history that many people don't know about. If the slaves hadn't built America, it wouldn't have become the country we know. Our grandfathers overcame slavery. Let's all work together now - we can overcome racism!



**Hurtful comments (by Amy, 14, female)**

When my dad is watching TV shows or listening to music with a Black actor or singer, he often makes a comment like "Look at my little Black girl." I'm white. He also says he's going to have a son-in-law who's Black. I don't understand why he makes the comments. I hang out with a lot of Black people. But I'm not trying to be them, I just love hanging out with my friends. I wish my dad would think before he makes comments that hurt my feelings.



**???? (by Jason, 15, male)**

I can't BELIEVE what happened today! Some idiots threw EGGS at K's house because she's Middle Eastern!!!! It was awful: the stink of half-rotten eggs and the foot-high letters in red spray paint on the garage door saying TERRORISTS GO HOME. Why would people attack my best friend just because of her religion and where she's from????? I helped her clean it up ... she was crying. I'd never seen her cry before. I can't see why people would do this when she's just trying to be a normal 16-year-old!

## VOCABULARY Feelings

10 Use a dictionary to find the meaning of the words below.

angry    proud    hurt    frustrated    surprised  
helpless    annoyed    shocked    misunderstood

## SPEAKING Expressing opinions and feelings

11 Work with a partner. For each blog entry, say how the writer feels and what they believe and want to achieve.

Martin Amy Jason	feels	annoyed because ...	Martin Amy Jason	... it is wrong that ...
		hurt by ... because ...		... most people ...
		angry because ...		... white/Black people ...
		frustrated because ...		... everybody/nobody should ...
		surprised because ...		... people ...
		proud of ...		... father ...
		misunderstood by ...		... to ...
		claim ...		that people don't ...

12 Say what you think about racism.

In my opinion, ...  
I feel very strongly that ...

I see what you mean. In my opinion, ...  
I can't understand that/why ...  
I think people should ... because ...

13 Do the 'word sums' and make the noun forms of the adjectives.

Adjective	minus (-)	add (+)	= Noun
1 angry	er	er	anger
2 annoyed	.....	ance	annoyance
3 frustrated	.....	ion	frustration
4 helpless	-	.....	helplessness
5 misunderstood	ood	anding	.....
6 proud	.....	ide	pride
7 shocked	ed	-	.....
8 surprised	.....	-	surprise

- 14 Read the blog entry a student wrote. Jack99 is replying to a blog comment which says there are too many “foreigners” in the country. Where does the writer live?



**JACK99**

In your latest blog entry, you say that we can't take in everybody who wants to come to our country. I believe you are mistaken. We're not taking in everybody, in fact, it's a tiny percentage. Consequently, I feel that we're being overrun by “foreigners and asylum seekers”. In my village there are exactly TWO people from other countries. For this reason, I would kindly ask you to check the facts before you post something that's just not true.

- 15 Read the text again. Underline the words that introduce the writer's reasons in one colour and the phrases that show the writer's personal opinion in another.

**Useful language:**

**Introducing a reason**

- therefore / as a result / consequently / for this reason / that's why / because (of) ... / since / as a result formula...

**Offering a personal opinion**

- I think / I suppose / I believe / I guess / I mean / I feel ...

- 16 Now write your own answer to the writing task.

**Task**

Read the blog comment below and write an answer to it in which you criticise the comment (50–70 words). Say:

- ✓ what you believe is wrong about the arguments in it
- ✓ what you can conclude from the 'facts' offered there
- ✓ what your reasons are for a different view of Fair Trade products



**CHLOE08**

I'm surprised that people still believe in Fair Trade. I know for a fact that it's just used to make you feel less guilty about buying things from abroad.

**Writing tip**

When giving a reason (or showing a logical consequence), conjunctions\* are extremely useful. If it is a personal opinion, you should use one of the verbs given in the *Useful language box*.

Make sure that your readers know what you are referring to when you want to criticise or correct them. Try not to be rude even when you feel strongly about your opinion.

**VOCABULARY:** \*conjunction – Bindewort

# GRAMMAR

## ▶ 1<sup>st</sup> and 2<sup>nd</sup> conditionals (revision)

- 1) *If I get a good price, I will sell the farm.*
- 2) *If I got a good price, I would sell the farm.*

### 🔍 Write 1 or 2.

#### How to use it:

- The speaker would sell the farm if he/she got a good offer. However, it is unlikely that this will happen (e.g. because the farm is very expensive).
- The speaker will sell the farm if he/she gets a good offer. It is likely that this will happen.



If you had read the invitation, you could have known what to wear.

## ▶ 3<sup>rd</sup> conditional

- "If Fair Trade **had existed** when my dad still had the farm, he **wouldn't have sold** it," she says.*  
*If Vicente **had known** that Fair Trade paid a better price, he **would have joined** earlier.*  
*If the slaves **hadn't built** America, it **wouldn't have become** the country we know.*

### 🔍 Tick the correct statement.

#### How to use it:

- The speaker is talking about something that is in the past. It can no longer be changed.
- The speaker is talking about something that is in the future. He/She may be able to change it.

#### How to form it:

##### If-clause

If + person + past participle (had + past participle)

##### Main clause

Person + would/could/might have + past participle

⏪ Now go back to page 80. Check  with a partner what you know / can do.

# THE GIRL NEXT DOOR 5

## The meeting

### Developing speaking competencies

#### Language function

I can make up excuses

#### Speaking strategy

I can express annoyance

4/5



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



**Kate** Hello?

**Tom** Hi, Kate.

**Kate** Oh, it's you. I didn't recognise the number.

**Tom** Yeah, I'm on the house phone. Listen, about the meeting.

**Kate** The meeting?

**Tom** Yes, your meeting to organise a Fair Trade event.

**Kate** Oh, that meeting. I'd forgotten. Like someone else ...

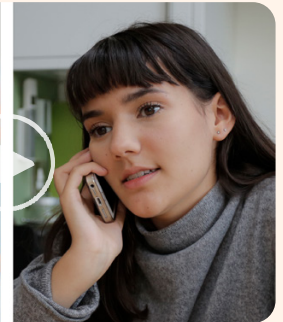
**Tom** I know. I know I wasn't there. I was going to call ...

**Kate** No, no. You don't need to say anything. It's OK.

**Tom** Kate. I feel really bad. I want to call you. I really did, but ...

**Kate** But nothing, Tom. I organised a meeting for something that I'm more about. I thought you cared about it too. You obviously don't. There's something really to talk about.

**Tom** Come on. Don't believe that, Kate. Let me explain. Something happened and I didn't want to worry you.



You didn't want to worry me. That's very kind. Tom, the meeting was yesterday. Why are you apologising now?

**Tom** Well, I was going to call you last night but my phone's broken. I know it's no excuse but I think you'll understand when you see me.

**Kate** When I see you? I'm not really sure I want to see you at the moment.

**Tom** Please, Kate. Let me come round.

**Kate** Well, OK. But you'll have to be quick. I'm meeting up with all the people who did come to the meeting. Luckily, I didn't have to rely just on you.

**Tom** I'll be round in five. I think you're going to forgive me.

### 2 Circle T (True) or F (False).

- 1 Tom usually calls Kate on his house phone. T / F
- 2 Tom is calling about the Fair Trade meeting. T / F
- 3 Tom didn't want to go to the meeting. T / F
- 4 Kate is upset with Tom. T / F
- 5 Kate thinks Tom is late with his apology. T / F
- 6 Tom thinks he has a good excuse. T / F
- 7 Not many people went to the meeting. T / F
- 8 Kate doesn't want to see him. T / F

## USEFUL PHRASES Making up excuses

3 Put the words in order. Check in the dialogue in 1.

- 1 call / I / was / to / going      4 worry / want / I / to / you / didn't  
 2 call / I / you / to / meant      5 excuse / I / it's / no / know  
 3 be / don't / that / like

? What do you think? Answer the questions.

- What is Tom's excuse?
- Does Kate forgive him?

## MOBILE HOMEWORK

Watch the second part of the video and complete Tom's diary with 1–4 words for each space.

Unbelievable! I've 1..... of the second time this year.  
 And this time it was all my fault. I'd just collected 2.....  
 from the shop. They were much 3..... than I'd expected.  
 Anyway, I was 4..... so getting them home was going  
 to be difficult. I probably should have....., but I didn't.  
 Anyway, on my way home I 6..... and that's how it all  
 happened. At least Kate's forgiven me for missing the meeting.

## SPEAKING STRATEGY Expressing annoyance

4 Complete. Then check with the dialogue in 1.

Tom I know. I know I..... I was going to call ...

Kate No, no. 1 Y..... d..... n..... to  
 s..... a..... It's OK.

Tom Kate. I feel really bad. I meant to call you. I really did, but ...

Kate 2..... n....., Tom. I organised a meeting for something  
 I really cared about. I thought you cared about it too. You obviously don't. There's  
 3..... r..... to t..... a.....

5 Practice with a partner. Use the role cards below. Take 4–5 minutes to practise your dialogue. Don't forget to swap roles halfway through. Then discuss your dialogue with the rest of the class.

**Student A**

You promised your partner to go over to his/her house and help him/her with their homework. But you didn't. It's the next day and you are trying to apologise. What is your excuse?

Your partner promised to come and help you with your homework last evening but forgot. Listen to his/her apology but remember – you are still really annoyed.

**Student B**

# UNIT 11 Read all about it

At the end of unit 11 ...

## you know

- words to describe stories
- 8 words for types of books
- how to use reflexive pronouns

## you can

- understand a short video documentary
- talk about different types of books and reading habits
- understand book reviews
- make recommendations
- understand extracts from novels written in English
- write a book review

## Teen Talk 6

1 a How often do you read? How much? In what way? Reading can be good for you? Compare your ideas with a partner.



b Watch the video. How many of your ideas does the video mention?



2 Discuss with a partner.

- 1 Which facts from the video do you find most interesting or surprising?
- 2 After watching this video, in what way might you change your reading habits? Why?



## SPEAKING Talking about types of books

3 a Which of these books is most interesting to you? If you had to pick one, which one would it be and why?

I'd pick ... because ...

- it looks interesting/funny/thrilling/exciting ...
- I like thrillers, love/horror/sci-fi stories.
- I've already read ... by the same author.



b Share your ideas with a partner. Then tell them about the latest book you've read. Talk for at least one minute.

I've read ...

It was a ...

I loved it, because ...

I was a bit disappointed because ...

## READING Understanding a book review

4 a Read Carla's book review below. Why did she buy the book?

b Read the review again and put the events in the order they happen.

- Stitch, Henry Oaf and Alice escape.
- Professor Hardcastle creates Stitch and Henry Oaf.
- Stitch, Henry Oaf and Alice have lots of adventures.
- Professor Hardcastle dies.
- Professor Hardcastle's nephew arrives with Alice.
- Some people want to hurt Stitch, Henry Oaf and Alice.



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### Book of the week

Hi, this is Carla's Books online, and this is me recommending a book that really grabbed me. It's *Stitch* by Pádraig Kenny. It came out in 2024. I saw it online and read the blurb. It sounded different from most of the books I've read recently, so I bought the book. Here's what I think of it.



### Stitch

by Pádraig Kenny

*Stitch* is a book that is basically about goodness, and about how – by being good – you can win. That might sound a bit boring to you, but this book really isn't boring at all.

The story is based on the idea of *Frankenstein*, and like *Frankenstein*, it includes both a doctor and a 'monster'. It's set in a castle, and it tells the story of Stitch and Henry Oaf, who are both created by a character called Professor Hardcastle. Stitch is a really good guy, but Henry Oaf is a bit of a difficult character because he can get angry very quickly. But Henry Oaf is also good at heart – sometimes he's just a bit clumsy\*, and he doesn't believe anybody.

When Professor Hardcastle dies, his nephew arrives with an assistant called Alice. Alice is a bit of an outcast\* because she's got a hump\*. She doesn't like the nephew very much because he's arrogant with her. He's also ambitious, and he wants to operate on Henry Oaf. When Henry, Stitch and Alice hear about this, they escape from the castle.

It's not that they want to give too much away about their adventures in the world outside the castle, but you can tell you that the friendship between Henry, Stitch and Alice saves the day. There are, however, some people from the nearby village who want to hurt them.

In conclusion, this is a heartwarming tale, but it's also a bit of a tearjerker and might make you cry. By the way, why not take a look at the old black and white *Frankenstein* movies before you read this book? It will make reading *Stitch* even more enjoyable.

As always, I'm looking forward to your comments.

#### VOCABULARY:

\*clumsy – tollpatschig; outcast – Außenseiter/Außenseiterin; hump – Buckel



- 5 Now read the comments about the book review. Underline five words that give an opinion about the book. Compare with a partner. Then use the words to tell your partner about a book you like or don't like.

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**Comments**

<b>Kiara</b>	It's a brilliant book with characters you will simply love.	4
<b>Peter</b>	This was the first book I ever read in English. It's incredible!	5
<b>Rose</b>	What an exciting and electrifying book. I simply couldn't put it down. It's both thrilling and heartwarming at the same time.	5
<b>Lynne</b>	I expected a bit of horror like <i>Frankenstein</i> but I was really disappointed.	2
<b>Zeon</b>	A quick and lovely read. It reminded me of <i>The Untameables</i> by Pollard, in which two children fight 'evil' bad guys otherwise known as the 'Knights of the Round Table'. (Spoiler alert!) Goodness always wins.	4
<b>Lisa</b>	Delightful. A joy of a story. Highly recommended, even to older readers.	5
<b>John</b>	Mildly exciting. And one or two scenes were hilarious and really made me laugh.	3
<b>Alice</b>	Clever and entertaining. I won't be able to put it down.	5
<b>Hemma</b>	It's OK and good if you've never read the original <i>Frankenstein</i> . I re-read it myself afterwards.	3

4/6 **6** a Carla and her friend Max are talking about another book on Carla's blog. The book is *The Boy in the Striped Pyjamas* by John Boyne. Listen and answer the question.

Which one of these does she prefer?

She preferred the book.  She liked the book and the film the same.

She preferred the film.

4/6 Listen again and circle T (True) or F (False).

- Carla and Max have finished reading *The Boy in the Striped Pyjamas*. T / F
- Carla thinks the movie didn't have her on the edge of her seat. T / F
- Carla thinks the book is much more thrilling than the film. T / F
- Carla has read two books by Gleitzman. T / F
- Max isn't looking forward to reading *The Book Thief*. T / F
- Max never goes to the movies. T / F



# LISTENING **CHALLENGE**

4/7



**7 a Listen to five teenagers talking about books. Take notes about the following:**

- Which two books would you most like to read?
- Which wouldn't you want to read?



**b Think of reasons for your choices and share them with a partner.**

**1 Jana**




**2 Farook**




**3 Veda**




**4 Frank**




**5 Huiyoon**




## VOCABULARY Types of books

**8 Match the types of books with the definitions.**

- |                              |                          |   |
|------------------------------|--------------------------|---|
| 1 poetry anthology           | <input type="checkbox"/> | a collection of short pieces of fiction                 |
| 2 novel                      | <input type="checkbox"/> | a book about someone's life                             |
| 3 anthology of short stories | <input type="checkbox"/> | a work of fiction to be performed on stage              |
| 4 biography                  | <input type="checkbox"/> | a collection of poems                                   |
| 5 play                       | <input type="checkbox"/> | a reference book used when you want to find the meaning |
| 6 dictionary                 | <input type="checkbox"/> | of a word   |
| 7 screenplay                 | <input type="checkbox"/> | a work of fiction to be filmed                          |
| 8 comic                      | <input type="checkbox"/> | a long piece of fiction                                 |
|                              | <input type="checkbox"/> | a fictional story in pictures                           |

## SPEAKING Talking about and recommending books



**9 Listen to the questions and make notes of your answers. Then discuss the questions in small groups.**

- 1 What other types of books can you think of?
- 2 Which of these types of books do you enjoy reading most?
- 3 Which of these types of books do you read least?
- 4 Imagine you can only look at four books for the rest of your life. What books would you choose and why?



- 10 Work in pairs. One of you will play the role of a teacher (A), the other will play the role of a student (B). Take 1 minute to prepare your discussion. Use the prompt cards to help you. Talk for 2–3 minutes.

### Prompt Card A

You are a teacher. You are going to recommend some books to a teenager.

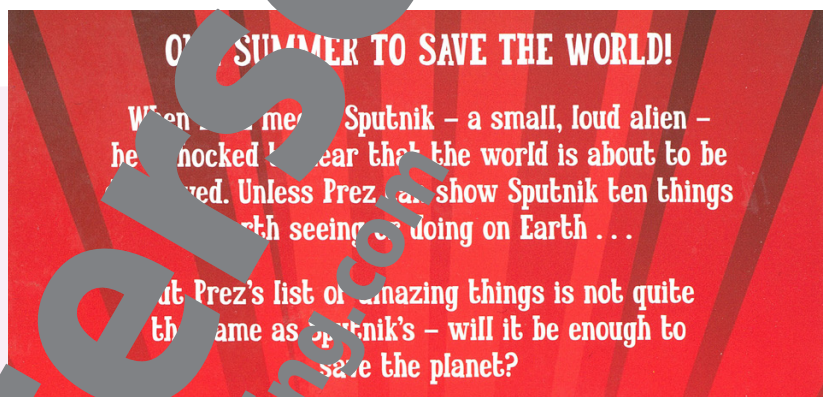
- Find out what kind of books they like.
- Find out about their favourite authors.
- Think about some books you have read and really enjoyed. What were they about and what did you like most about them?

### Prompt Card B

- You love reading but have a lot of books out of the house. Ask the student to recommend some books to read. Think about the following questions.
- What kind of books do you like to read most?
- What kind of books do you think teenagers really like?
- The last few books you read were interesting and what you liked / didn't like about them.
- Some authors you really like.

## READING & LISTENING Understanding exactly from novels

- 11 Look at the book cover and read the blurb. Would you be interested in reading the book? Why (not)?



- 12 Look at the illustration. Is it right that Sputnik is a small alien? What do you think of an explanation of the illustration?



- 13 Match the words and the definitions.

- |                        |                          |  |
|------------------------|--------------------------|--|
| 1 to get up            | <input type="checkbox"/> | to go and open the door for a visitor                            |
| 2 to announce the door | <input type="checkbox"/> | a small problem  |
| 3 wee                  | <input type="checkbox"/> | special glasses that fit close to your face to protect your eyes |
| 4 spot of bother       | <input type="checkbox"/> | to successfully deal with a problem                              |
| 5 to sort oneself out  | <input type="checkbox"/> | to make a place tidy   |
| 6 kilt                 | <input type="checkbox"/> | very small (used mainly in Scotland)                             |
| 7 goggles              | <input type="checkbox"/> | a traditional Scottish skirt for men                             |



- 14** Prez is an orphan and lives in a home for orphans, called The Temporary. One summer, he goes to spend some time with a farmer and his family where he meets Sputnik, a small alien from outer space. Sputnik is the only person Prez speaks to and only Prez sees Sputnik as he really is. The family just see a small dog. Listen to the passage when Prez first meets Sputnik and answer the questions.

- 1 Why does Prez answer the doorbell?
- 2 Why doesn't he like answering doorbells?
- 3 Why can't Prez live with his grandfather at the moment?
- 4 What is unusual about the way Sputnik looks?
- 5 What weapon does Sputnik have?
- 6 How does Prez greet Sputnik? What does Sputnik do?

- 15** Sputnik comes to see if there are ten things worth saving on Earth. If there are, Earth will not be destroyed. Get together in groups of four and make your own list to save the planet. Compare your list with another group's.

## READING Understanding extracts from a novel

- 16** In Catherine MacPhail's *The Evil Within* she tells the story of a young Henry Jekyll and a beast that runs wild in Edinburgh. The action is set before the events in Robert Louis Stevenson's famous novella *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886). In this extract, Henry talks to Mary, a servant girl in the Jekyll-household.

"Good morning, Mary." It is a moment before I dare to go on.

"I believe you had a very exciting night last night." Her face flushes. Even her freckles seem to glow.

"Oh, sir, what a night it was indeed," then she stops. Her hand flies to her mouth. "Get back in there, words," she cries. "Don't you dare come out!"

I smile. Mary always makes me smile. "No, Mary," I say. "Please tell me everything. No one else will. It will be our secret. Did you see the creature? Is he really a monster?"

She says nothing for a moment. I can see she is unsure whether to obey\* me, or to obey someone else in the house, Mrs Kerran, or even my mother.

At last, I wait for her to answer my question.

"I didn't see it myself, no, sir," she says. "My mother wouldn't allow her bairns\* to look at him in case their eyes crossed\* forever." When she sees my smile she shakes her head. "That can happen you know, sir." I nod and try to look serious. "I believe so."

"But my father said it was clear as day," she goes on. "He saw me bent double, out of shape, a strange creature with long claws over his face and long nails like talons of a bird on his feet and on his hands. And blood all over his clothes and on his hands. She passes."

"That would be from all the killing he does. I can picture him myself, running through the alleys of the Old Town, scratching with those long nails at windows and doors. My heart beats faster."

"But has he killed anyone, Mary?"

Mary does not hesitate for a second. "Oh yes, sir, for sure. Cats and stray dogs he has killed, we know that. But there will be more, everyone is saying it." She nods her head. "Oh yes, sir. The bodies will turn up soon. You wait and see."

"Has he confessed?" I ask her.

Now she shakes her head. "Not yet, sir." She sounds disappointed.

"He doesn't talk at all. He grunts and roars like an animal. Oh I am so glad he's been caught, sir."



"So am I," I tell her. "You will tell me if you hear anything else, Mary?"

"Oh, I don't know, sir." Her nose scrunches\*. "I'm always being told I talk too much."

"I won't tell, I promise," I say. I take a step closer to her. "You are the only one I can rely on, Mary."

Her face beams with pleasure. "Then you can rely on me, sir. If I hear any more about the Beast, I will be sure to let you know."

### VOCABULARY:

\*obey – gehorchen, befolgen; bairn – Kind; bent double – zusammengekrümmt; scrunch – rümpfen



- 17** How many of these tasks can you do? Check your answers with a partner. Then listen to the text.

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

- Mary isn't very excited about the incident\*. T / F
- Mary shouldn't tell young Jekyll about the monster. T / F
- Henry promises it'll be their secret. T / F

Complete the sentences.

- Mary isn't sure who to .....
- Mary believes when looking at a monster your .....
- The blood and the scratches on the creature came .....

Answer the questions.

- What evidence is there that the creature they caught is a monster?
- How does Henry react to Mary's story?
- What does he make Mary promise?

**VOCABULARY:** \*incident – Zwischenfall

## DEVELOPING WRITING SKILLS **Review**

- 18** Read the book review a student wrote. Where can you find the machine?

### JENNINGS, Garth: *The Deadly 7* – Scholastic Children's Books; pp. 340

There are some books you simply can't put down. *The Deadly 7* is definitely one of them because the adventures are so incredible, funny and wacky\* and the characters are so often wacky.

Nelson's sister Celeste has disappeared in Spain, and her parents are off to help search for her. Nelson himself is in the care of his uncle Pogo, who is looking for a leak at St Paul's Cathedral in London. By chance, Nelson discovers Sir Christopher Wren's secret workroom and stumbles across\* a machine that can extract the seven deadly sins from a person. The sins appear in the shape of really strange creatures, only visible to Nelson, and they cause a series of violent events.

The Deadly 7 (the title) decide to help Nelson, and their search for Celeste takes them to the Brazilian jungle where they are using magic powers.

This novel of embarrassing incidents and adventure offers easy and entertaining reading. It is Jennings' first novel for kids and I certainly hope he writes more.

**VOCABULARY:**

\*wacky – verrückt; stumble across – zufällig entdecken, über etw. stolpern



#### Note:

**Sir Christopher Wren,**  
1632–1723; architect  
who designed St Paul's  
Cathedral

#### Useful language:

- plot
- setting
- timeframe
- narrator
- hero/heroine
- protagonist
- antagonist

**19** When describing the story of a book, here are some words you may need to help you. Match each one with its definition.

- |               |                          |   |
|---------------|--------------------------|---|
| 1 plot        | <input type="checkbox"/> | how long it takes for the story to happen |
| 2 setting     | <input type="checkbox"/> | who tells the story                       |
| 3 timeframe   | <input type="checkbox"/> | the story, what actually happens          |
| 4 narrator    | <input type="checkbox"/> | the hero/heroine                          |
| 5 protagonist | <input type="checkbox"/> | the villain                               |
| 6 antagonist  | <input type="checkbox"/> | where the action takes place              |

**20 a** Which of the words above does the reviewer talk about?

**b** Choose the correct option to complete each sentence.

- I loved this book. It was really *captivating* / *boring*.
- Go and buy a copy immediately. The book is *easy* / *must-read*.
- My sister reads one *tearjerker* / *chemistry* book after the other. I sometimes even hear her cry.
- The book was so thrilling, it had me *on the edge of my seat* / *put it down* every 5 minutes.
- There was never a *dull* / *horrifying* moment in the book. It was a real page-turner.
- These stories are so funny. I haven't read anything so *hilarious* / *mildly funny* in years.
- The trilogy is absolutely *action-packed* / *lifeless* with an adventure on every page.

**21** Now write your own answer to the writing task, using words from **19** and **20**.

## Task

Write a book review for the school website (120–180 words). Pick a book you really like (or disliked) and write about the following:

- ✓ the author
- ✓ the setting and the characters
- ✓ a dramatic situation
- ✓ why you liked/disliked the book
- ✓ your recommendation (why / why not)

## Writing

When writing a book review, there are a few things to consider:

- Mention the author, the title and the year of publication.
- Do not summarise the content of the book but do NOT give the full plot away.
- Say what you like or don't like about the book.
- Give reasons for your likes/dislikes.
- Say if you would recommend the book to other readers. Why (not)?



Reflexive pronouns

How to use it:

- 1 If the subject and the object of a verb are the same person, use a reflexive pronoun as the object.
- 2 You can use the reflexive pronoun to emphasize that someone has done or will do something themselves. No help from another person is necessary. You can also use it to emphasize that something happened to the person themselves.



Which kind of reflexive is it?

Write 1 or 2 after each example sentence:

- He decides to enjoy **himself** by travelling with his wife. 1
- I wrote the book **myself**. (I wrote it, I helped me) 2
- I'll look after **myself**.
- She asks **herself** a big question.
- They're free to have parties and play **themselves**.
- We bought the book **our** lives.
- We're going to enjoy **ourselves** a lot.
- Would **you** call **yourself** a leader?
- You'll have to read the book **yourself**.

I heard about your accident. Did you hurt yourself?

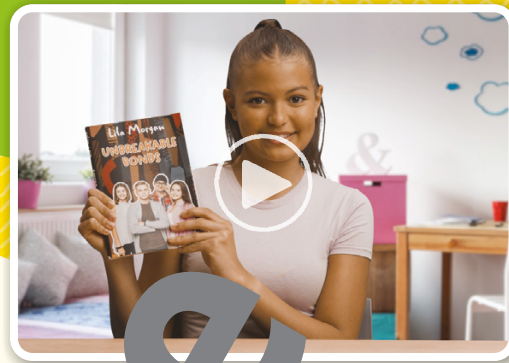


MUSTERSITE

Now go back to page 90. Check  with a partner what you know / can do.

# OUR YOUNG WORLD 6

## Ruby's book review



1 a Watch the video. How many reviews of the book did Ruby read?

.....

b Watch again and answer the questions.

- 1 Who recommended the book to Ruby?
- 2 Why was she not sure whether to read it?
- 3 Why didn't the first reviewer recommend the book?
- 4 Why did the second reviewer recommend the book?
- 5 What important lesson did she learn?
- 6 What does Ruby think of the book?

### FIND OUT Making recommendations

2 Put the words in the correct order to make recommendations.

- 1 a / it's / must-read .....
- 2 recommend / highly / I / it .....
- 3 this / waste / your / time / don't / reading .....
- 4 on / you / want / miss / to / out / don't / this .....

3 In pairs, use the sentences to recommend books you have read or films/series you have watched.

### Spotting influence

4 Discuss in pairs. What questions should you ask yourself when ...

- an influencer recommends something.
- a friend gives you a report of a football match.
- a journalist reports on a political story.

### CYBER PROJECT A review show

5 Work in groups of three. Choose a film or book to review and plan a role play.

- One of you is the host of the review show. It is your job to ask your guests what they thought about the film or book.
- One of you really liked the book or film.
- One of you really didn't like the book or film.

Act out your role play for the rest of the class and film it.

# UNIT 12 The Great Unknown

At the end of unit 12 ...

### you know

- 6 words for things in space
- how to use phrasal verbs

### you can

- understand a short video documentary
- understand texts about space travel
- understand a radio programme and a story
- understand a conversation about space tourism
- understand and discuss an article about life in space
- write a fictional story
- write a text about life in space

## Teen Talk 7

**1** Watch the video about space travel. Make notes on facts that you think are interesting. Then tell your partner.

**b** Watch again. Circle T (True) or F (False).

- 1 A human travelled into space for the first time in 1969. T / F
- 2 Sputnik 2 carried the first animal into space. T / F
- 3 Astronauts get taller while they are in space. T / F
- 4 A spacesuit costs more than 10 million dollars. T / F



**2** Discuss in pairs. Would you like to be an astronaut? Why (not)?

### VOCABULARY Space

**3** Make sure you know what the words in the box mean. Use a dictionary to help you.

a space shuttle	a plaque	an orbit
an explosion	an astronaut	an asteroid

### READING & SPEAKING Understanding a text about space travel

**4** Discuss the questions in pairs.

- 1 Would you like to travel in space? Why (not)?
- 2 What facts do you know about space travel?

**5** a Read the text on page 101. Match the titles with the paragraphs. There is one extra title.

- |                        |                         |                     |
|------------------------|-------------------------|---------------------|
| 1 Tax in space         | 3 Eating in space       | 5 Paying passengers |
| 2 When things go wrong | 4 A message on the moon | 6 Who owns space?   |

**b** Make notes on six facts from the text. Then get together with a partner and test each other.

- Who was the first ...?
- Why did the McDonnell Douglas company want to ...?
- When did he set foot ...?
- How often ...?
- How much ...?

- In 1984, the engineering company McDonnell Douglas gave NASA \$66,000 to take Charlie Walker, a person who worked for them, on their STS-41D flight to do some research. In 2001, Dennis Tito paid \$20 million to become officially the world's first space tourist.
- A space shuttle takes 90 minutes to orbit the Earth. In these 90 minutes, daylight and night-time constantly change for the astronauts. Altogether, 45 minutes of the journey are spent in daylight, and 45 minutes in the dark. In fact, they see 16 sunsets and 16 sunrises in a day!
- Astronauts on the shuttle can choose from about 100 different food items and 50 drinks. However, a word of warning – the taste of food often changes in space and your favourite food on the ground might taste disgusting 200 kilometres above the Earth.

- Everyone knows that Neil Armstrong was the first man to walk on the moon. But did you know that his Apollo 11 mission left a plaque on the moon? It says, *Here men from the planet Earth first set foot on the Moon, July 1969, A.D. We came in peace for all mankind.*
- Space travel has always been a dangerous business. One of the most tragic accidents in the last 40 years was the Challenger and Columbia space shuttle disaster. The Challenger exploded after one minute of its flight in 1986. In 2003, the Columbia shuttle disintegrated when it re-entered the Earth's atmosphere. On both flights all seven members of the crew died.



## LISTENING Understanding a radio programme

4/10



4/10



**6 a** Listen to the radio programme. How long was William Shatner in space for?

**b** Listen again. Choose the correct answers.

1 For how many years did William Shatner play the role of Captain James T. Kirk?

- 18     28

2 Where might you hear the phrase "brave, no where no man had ever gone before"?

- at the beginning of an episode of *Star Trek*  
 at the end of an episode of *Star Trek*  
 in a *Star Trek* feature film

3 Which of these things was not mentioned as a feature of the *Star Trek* series?

- interplanetary travel  
 receiving messages from other planets  
 time travel

4 How long did William Shatner spend in space?

- 90     96

5 How was Shatner different from the two other passengers on the ship?

- He was Canadian.  
 He didn't pay for the trip.  
 He was a friend of Jeff Bezos.



6 How high did the rocket fly?

- 15 km     50 km  
 105 km

7 What happened for a few minutes on the flight?

- They floated about inside the spaceship.  
 Shatner felt unwell.  
 They had communication problems.

8 How did Shatner feel about the flight?

- He thought it was too quick.  
 He never wanted to forget his experience.  
 It made him feel sad.



The second option is to set up our new homes on other planets or moons. The idea is to build enormous dome-shaped tents called biospheres on the surface and then create the same conditions as Earth inside them so that people could live inside them. The most likely place for this to happen is Mars, probably because it's the closest planet to us, but scientists think it may also be possible on a few of the moons of Jupiter. There are no plans though to find new homes outside our solar system because of the enormous amount of time it would take to travel to them.



3 There are many. One of the biggest would be the need for the new colony to become self-sufficient\* as soon as possible – that is for the people living there to find sources of food and water. It would not be possible to rely on Earth for these. Then there are the challenges to our bodies. Living in an atmosphere with lower levels of gravity can lead to serious problems with bones and muscles. It also causes increased pressure in the head causing bad headaches and problems with the eyes.

And finally, we would need to do serious research to show the people living in these new environments how to behave. A research project called The Mars-500 was set up to do this. Six people were locked in a small room for 520 days – the time it would take to travel to the planet. Three of them suffered serious psychological or physical problems.

4 The big question is would we be able to reproduce\* in space? If we were, then over time each colony would start to develop its own culture and possibly start speaking new languages. There would also probably be physical changes over generations as our bodies adapt to living in low gravity. We might use genetic engineering to design new organs that let us breathe carbon dioxide, which would be a relief. We could leave the biospheres and start living on the surface of a new planet.

**VOCABULARY:** \*craft – Fahrzeug; gravity – Schwerkraft; self-sufficient – autark, selbstversorgend; reproduce – sich vermehren

4/12+13



**10** Read the text again. How many of the tasks can you do? Check your answers with a partner. Then listen to the text.

- 1 The population of Earth is .....
- 2 Stephen Hawking thought we can only survive on the Earth for .....
- 3 The spaceships that Heisenberg talked about were ..... in shape.
- 4 On Mars, we would live in biospheres because
  - it would be too dangerous to live on the surface of the planet.
  - we would need to create an atmosphere like Earth's.
  - it would be difficult to control the experiment.
- 5 Colonising outside our solar system would be
  - too expensive.  impractical.  impossible.
- 6 Food and water would have to come from
  - the new colony.  Earth.  new technologies.
- 7 What physical problem might colonists experience?
- 8 What does the Mars-500 project show?
- 9 How might the colonists' bodies begin to change over time?



**11** Discuss in groups.

- 1 Do you think the colonisation of space will happen in your lifetime? Why (not)?
- 2 Would you like the idea of living in space? Why (not)?
- 3 Imagine you had to leave Earth, what would you miss most?
- 4 You can only take three items, what would they be?

**12** Read part 1 of the story. What is 'out of this world'?



"I'm bored," Jack announced.

"Don't say that," his friend Harry whispered. "It's Pippa's birthday. You don't want to spoil it."

But it was too late. Pippa had already heard.

"Well, if you don't like theme parks, you shouldn't have come," she said. "I could have given your invitation to somebody else."

"Actually, I do like theme parks," Jack answered. "I just don't like this one. The rides are for kids. I mean, I haven't been scared by any of them."

"Well, I thought *Wild Waters* was scary," said Justin.

"And I loved *The Screamathon*," said Emily.

"Exactly," said Jack. "Those are for kids."

The others decided to ignore him. Jack was their friend and they got on well with him, but sometimes he could be really mean.

Jack decided that no one was listening to him. "I'd just like to go on a ride that's scary. I mean, really scary."

"Then perhaps you'd be interested in this one."

Jack jumped off his seat. He turned round to see a tall pale man dressed in black standing beside him.

"Wow, dude, don't do that! You could give someone a heart attack!"

"I'm sorry, the man replied. "But I heard your conversation and I thought maybe you'd be interested in our latest ride."

He handed over a leaflet to Jack. Jack dropped it. The man picked the leaflet up and gave it back to him. Jack looked at the leaflet and started to read it.



"Wow, this does seem kind of cool. Where is it?" He looked round, but the man had gone.

He turned to talk to the rest of the group. "Did any of you see that man?" he asked, but they were still ignoring him, so no one replied.

**13** Read part 1 again and circle T (True) or F (False).

- 1 Jack and his friends are celebrating Pippa's birthday at the theme park. T / F
- 2 Jack doesn't think the rides are very exciting. T / F
- 3 Jack's friends decide to stop talking to him. T / F
- 4 The man gives them all leaflets about a new ride. T / F
- 5 None of Jack's friends answered his question. T / F

**14** Read part 2 of the story. What does Jack press?

"We're off to go on *Dino Danger*," Harry said.  
"They say it's the best ride here. Are you coming?"  
Jack was still looking at the leaflet. "Um, I think I'll give it a miss."  
"OK, if you'd rather sit here and stare at the table, that's fine. I'll text you later to let you know where we are. Have fun."  
The rest of the group left, leaving Jack on his own. As soon as they had gone, he got up. The first thing he did was find someone who worked at the theme park.  
"Excuse me, do you know where I can find this?" he asked, showing them the leaflet. The woman looked at him and walked off. "How rude," Jack thought. He asked a couple more park employees but they ignored him too.  
"OK," he thought, "I'm going to have to find it on my own." The theme park was large, but surely he could find a brand new rollercoaster.  
Half an hour later, he still hadn't found it. He was just about to give up when he saw the strange tall man walking ahead of him. He ran after him. "Excuse me. Hey! Wait for me!" The man disappeared behind some tall trees. Jack followed him.  
When he got to the other side of the trees, there was no sign of the man. Jack found himself in a strange part of the park he had never been to before. In front of him, there was a shiny silver door with a shiny silver door. There was a sign on the door, "Out of this

world", and underneath it written in red paint were the words "Keep out".  
"Yes!" said Jack. "I've found it."  
He pushed the door gently and it opened. He walked inside.  
He found himself in a small room. It was dark but not so dark that he couldn't see the rollercoaster car in the middle of the room. It was shaped like a space shuttle with the roof cut off. Inside there were four seats, two in the front and two in the back. It was just like the picture on the leaflet. Jack sat down in one of the front seats. In front of him there was a panel with all sorts of dials and switches. In the centre was a large red button. "I wonder what happens if I press that," Jack thought to himself. "Let's see and find out."



**15** Read part 2 again and complete the sentences with 1–4 words.

- 1 *Dino Danger* is ..... the park.
- 2 Jack ..... not ..... with his friends.
- 3 Jack asks ..... the way to the ride.
- 4 Jack follows the strange man .....
- 5 Inside the small room, Jack can see .....



**16** In pairs, discuss what you think is going to happen next.

**17** Read part 3 of the story and check your ideas.



A large bar suddenly appeared from inside the car and secured his body. Jack tried to free himself, but he couldn't. "Oh well," he thought, "I'm going on a ride."

Just then, a loud robotic voice shouted from out of the darkness. "Ladies and gentlemen, prepare for takeoff."

The countdown started. "10, 9, 8 ..."

Jack was starting to feel really excited. He was also beginning to feel a little bit nervous.

"... 3, 2, 1, BLAST-OFF."

A bright red flash lit up the room for a second before the rollercoaster car zoomed off into the darkness. "Wooah!" Jack shouted. "Hurry up, go!"

The car zoomed and whooshed as it accelerated\* out of the darkness into a night sky brightly lit with stars. It rocked and rolled as it passed brightly coloured planets surrounded by bright moons. It was spinning and rolling over and over as it passed comets and asteroids. Jack wanted to never to stop.

But it did. Jack's heart was beating faster than it had ever beaten before. He was sweating heavily.

The bar suddenly came from his legs. Jack got out of the car. He was back in the room that he'd left at the start of the ride.

"Wow!" shouted Jack. "Now that's what I call a ride! I want to tell the others."

Jack tried to get out his phone to text them, but there was no signal. "OK, I'll try outside."

He opened the door and walked out still looking at his phone. There was still no signal. "That's strange," he thought.

That was when he looked up. In front of him there was nothing but red sand as far as he could see. He turned round in a panic to walk back through the door, but it had gone.

"Has anyone heard from Jack?" Harry asked. No one had.

"That's strange," Harry continued. "He said he'd text me and meet up with us later."

"He's probably gone home already," said Pippa. "I'm sure we'll see him tomorrow at school. But whatever he decided to do, I hope he found it really scary."

**VOCABULARY:** \*accelerate – beschleunigen

**18** Read part 3 again and answer the questions.

- 1 Why couldn't Jack get out of the car?
- 2 How does Jack feel as he hears the countdown?
- 3 What do you think Jack thought about the ride?
- 4 What is the first thing Jack does when he gets out of the car?
- 5 Where do you think Jack is now?



**19** Discuss in pairs. What do you think happens next? Compare your ideas with the rest of the class.

**20** Look at the pictures and read the story a student wrote. Who is Ms Craig?



**The dream**

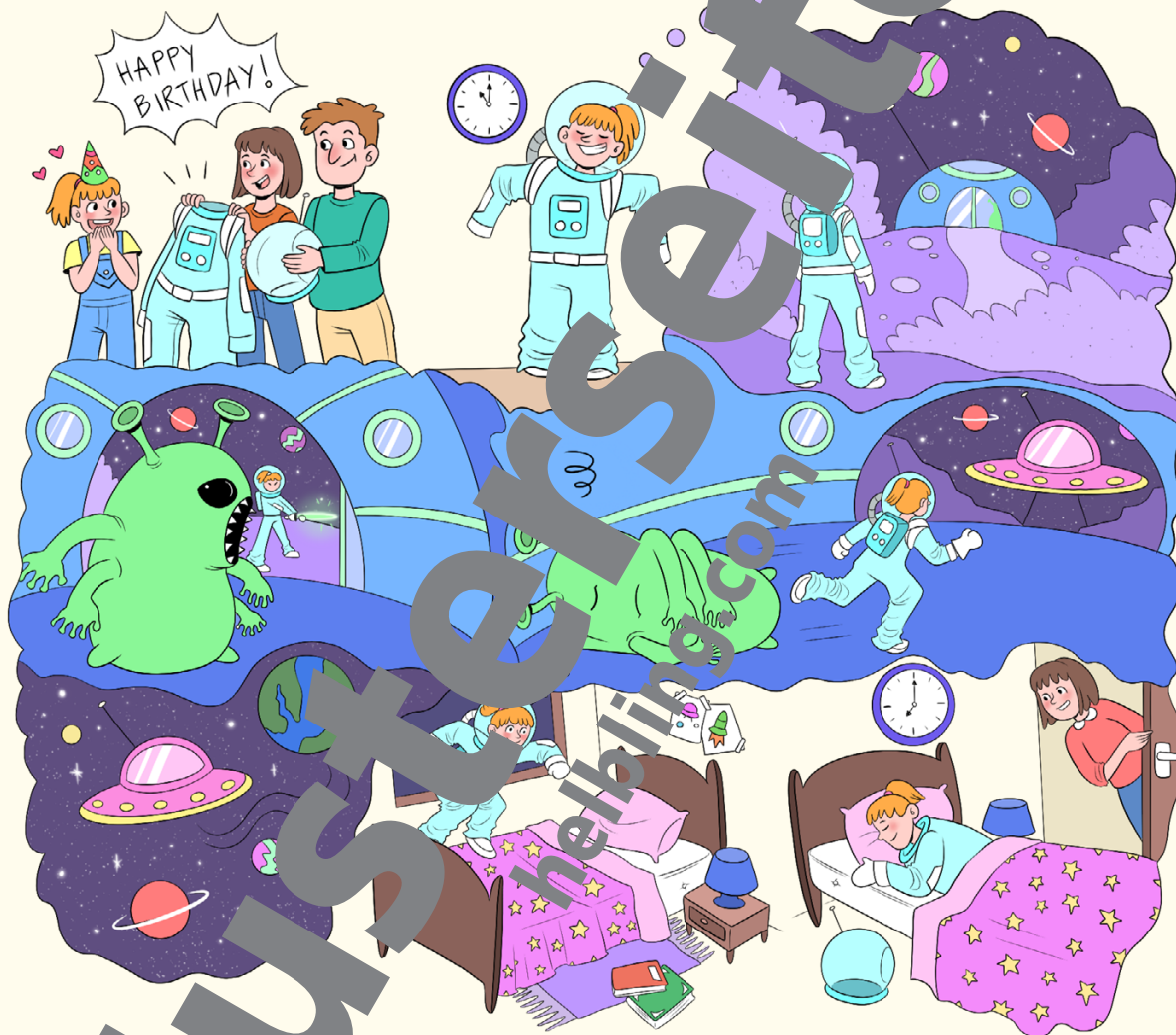
Julian woke up, sweating. What a horrible dream! Ms Craig, his favourite teacher, was coming at him – and she was an alien! For five nights Julian dreamt the same dream again and again. So he went to see the headmaster. “Sorry for saying this, sir, but I believe my English teacher is an alien!” And he told him about his dreams. The headmaster smiled. “Don’t worry, Julian, I’ll talk to her,” he said. “I don’t know why he dreamt this dream,” Ms Craig said. “But we need to do something.” “I know,” the headmaster replied. “So, what are you going to do about it?” Ms Craig asked. “We’ll send him off in our spaceship. We need to find out if he’s really an alien.” The next day they caught Julian after school and late at night they put him in the spaceship. After a week, Julian’s friend Stella turned up. “Sir, Julian talked to me about his dreams. He seemed worried. And now I haven’t seen him for more than a week.” “That’s strange. Why don’t you meet me and Ms Craig here in my office at five?”

**21** Read the story again and write // where a new paragraph should be.

## Task

Look at the pictures below and write the story (120–180 words). Remember to give your story a good title. Write about:

- ✓ the setting and the characters
- ✓ the adventure or the twist
- ✓ the solution and the (open) ending



### Writing • When writing a picture story

- make sure you study the pictures carefully
- leave 'spaces' between the pictures (e.g. if a step in the story is not clear)
- give the characters names if possible
- use your imagination work
- if possible, include a twist
- think carefully about paragraphs
- think of a suitable title

## ▶ Phrasal verbs

In English, prepositions that belong to a verb are often placed after the verb.

*Wait for me.*

*There are better things to **spend** \$20 million **on**.*

*Astronauts on the shuttle can **choose from** 100 different food items.*

*The Columbia **broke up** when it re-entered the Earth's atmosphere.*

*Jack **looked at** the leaflet.*

*The man **picked the leaflet up** and gave it to him.*

Sometimes a verb changes its meaning when it is used with one or more prepositions.

*On October 13<sup>th</sup>, 2021, William Shatner **set off** on his biggest space adventure.*

*We need to **come up with** ways to fix all the problems on Earth.*

*Jack was their friend and they **got on well with** him.*

*One day soon, we'll probably **run out of** energy completely.*

*We already have the technology to **take off** from our planet.*

*The second option is to **set up** our new homes on other planets or moons.*

🔍 Write the phrasal verbs above next to their meanings.

- 1 start (a journey, a trip) .....
- 2 leave the ground and go into the sky .....
- 3 to build/make/start a new life/business .....
- 4 think of an idea .....
- 5 have a good relationship with .....
- 6 finished completely .....

### Attention:

Verbs in English are often used together with a preposition – just like in German. However, prepositions are often different in English than in German, so you always have to learn the preposition with the verb.

*warten auf – wait for*

*denken an – think of*



When Mr Green set off to hunt for bears, his neighbours couldn't believe their eyes.

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

# UNIT 13 Summer is coming!

At the end of unit 13 ...

## you know

- 12 words and phrases for holiday plans
- how to use prefixes and suffixes

## you can

- understand a short video documentary
- understand articles in an online school magazine about summer events around the world
- understand and talk about summer plans
- write a blog/article for an online school magazine

## Teen Talk 8

- 1** a Watch the video about summer around the world. How many countries do Mia and Jack mention?
- .....



**b** Watch again. Choose the correct option.

- 1 In Scandinavia, Midsummer is celebrated on the 21<sup>st</sup> of June / always on the same day of the week / usually a Sunday.
- 2 On the first Monday in August, the tradition in Northern Australia is to have a party / barbecue / picnic.
- 3 In August, in a town in Spain, there is a festival where people throw fresh tomatoes / old food / footballs at each other.
- 4 In Fairbanks in Alaska, the tradition of the Midnight Sun Game began at 10.30 / in 1906 / less than 100 years ago.

- 2** Discuss in pairs. Which of the summer events in the video would you most like to go to? Why?

## SPEAKING Talking about summer

- 3** What do you think is great about summer? Talk in groups. Use the prompts in the speech bubbles to answer the question.

What makes summer great is ...  
 It's the time when ...  
 I love it when ...  
 There's nothing better than ...

Actually, I don't really like it because ...

4 Read the text. What's the topic of this school magazine's issue?

**What's so great about summer?**

The next issue of our online school magazine is all about our favourite season – summer! And we want to know what makes it so great. Send us your ideas.

**HERE**

**Summer around the world**

**A note from the editor**

Hi,

Welcome to the new edition of HIGH FLYERS, the online magazine for Oakingham Middle School. The last two weeks have been so busy for our team, thanks to you. You sent us so many great ideas, photos and texts – a clear sign that making summer around the world the topic for this issue was a good choice.

Whenever you decide to read the magazine – right now before the end of the school year, or later during the holidays when you're flipping through your phone or taking a break from a computer screen or whatever – enjoy your holidays!

With best wishes from me and the team,

Serena, 5a

5 a Imagine your perfect music festival. Where would it be? Which bands would play there? Compare with a partner.

b Read the text below quickly and find three things you like about the Glastonbury Festival.

**HIGH FLYERS**

**A great time at Glastonbury**

Want some ideas for things to do in the summer? Here's my highlight from last year: I went to the Glastonbury Festival with three of my friends.

You probably heard of the Glastonbury Festival. It's one of the most famous festivals in the world. It happens every summer at Worthy Farm near Stonehenge in the UK. It started in 1970 and it's got much bigger (and more expensive!) since then. Only 1,500 people went to it that year – it lasted one day, the ticket price was just £1, and it included free milk from the farm. How big was it last year? Five days, more than 200,000 people, and a ticket price of more than £300! And guess what? I bought the ticket myself! How could I afford to do that? Well, I've had a part-time job since last September, so I saved my money so that I could go to Glastonbury. My friends Jiu, Annie and Marek did the same – they had part-time jobs as well – so they bought the tickets for themselves too. Unfortunately, we could only stay for two days, Saturday and Sunday, because of school.

**And what about the music?** Well, the main bands were *The Arctic Monkeys*, *Guns N' Roses*, and Elton John – it was his last ever show in the UK. My mum's a big fan of Elton John, and so am I, so I recorded some of the show on my phone and sent her the video. She loved it!

**What else can I tell you about Glastonbury?** Well, take a tent – it's fun to camp there during the festival. And take some food with you too – the food stalls there are often really expensive. Hopefully I'll go again next year ... if I have enough money!

**Four more things I liked:**

- 1 The weather! Often it rains during the Glastonbury Festival, but last summer it was hot and sunny.
- 2 The countryside where the festival takes place is really green and beautiful.
- 3 There are lots of different stages – 62 of them last year! And it isn't all about music. There are also comedy shows, literary events, theatre and circus performers.
- 4 People come to the festival from all around the world. I made new friends from India, Australia and Peru!

CHARLIE, 5C

**6 How many of these tasks can you do? Then check your answers with a partner.**

- 1 The Glastonbury Festival started around 25 years ago. T / F
- 2 Fewer than 2,000 people went to the first Glastonbury Festival. T / F
- 3 At the first Glastonbury Festival, you could have free milk if you paid an extra £1. T / F
- 4 Charlie / Charlie's mum / One of Charlie's friends paid for Charlie's ticket.
- 5 Only Charlie's mum / Charlie and his mum / Jiu, Annie and Mare really like Elton John.
- 6 To save money at Glastonbury, Charlie says you should take a towel / camp there / take your own food / stay for only one day.
- 7 In what way was the weather at Glastonbury unusual last year?
- 8 What did Charlie like about the place where the Glastonbury Festival happens?
- 9 What did Charlie like about the people at the Glastonbury Festival?

**7 a Read the text. What do these numbers refer to? a 1,000 b 160 c 2,000 d 14**

**b In which paragraphs does Jenna talk about these? Write the numbers in the boxes.**

- |  |  |
|--|--|
| <input type="checkbox"/> Accidents that can happen to BBGs.        | <input type="checkbox"/> How fit BBGs need to be.                    |
| <input type="checkbox"/> How difficult it is to get a ticket.      | <input type="checkbox"/> How BBGs are chosen.                        |
| <input type="checkbox"/> How to get into Wimbledon without paying. | <input type="checkbox"/> How being a BBG can help you in later life. |
| <input type="checkbox"/> How popular Wimbledon is.                 |  |
| <input type="checkbox"/> Minimum age for BBGs.                     |  |

**HIGH FLYERS**

but you can get in for free. ... you're keen on tennis, know the rules and are 10 years old (so at least 14 years old!). Why? ... because then you can apply to ... a ball boy or girl (a BBG, as they are called) in next year's tournament. But don't think it's easy!

1 **Thousands of people want to get a ticket for the world's most important tennis tournament at the end of July every year. But only a few of them actually have the chance to see the matches live, and the price of about £2,000 per match. For a VIP ticket for the men's singles final you would've to pay something like £11,000!**

2 About 1,000 girls and boys apply to become a BBG every year, but only 270 are chosen, after they've been for training (four times a week, from mid-February to mid-July). BBGs don't get paid. But if you've been a BBG, it can help later when you're looking for a job. "If you were a BBG as a teenager, it tells the interviewer that you've probably got a lot of discipline," says Kay Williams, a BBG some years ago herself and now a student at Oxford University.

3 "What's so difficult about picking up a tennis ball?" you might ask.

4 Sorry, but you have no idea! Being a BBG can be tough. When you apply, for example, you have to show that you can run for twelve minutes and stand still for four minutes!

5 And it can be dangerous! One year, a ball boy broke his leg running into the net during a match. He finished the match and then he was taken to hospital! And don't forget that in some of the serves, the ball can reach speeds of more than 160 kph. A few years ago, a female BBG was hit by a 135 kph serve from tennis player Nick Kyrgios. "The crowd let out an 'Ooooh', and it hurt, but I had to smile and keep going," she said. And in 1995, Tim Henman was disqualified from Wimbledon for hitting a ball at a ball girl's head!

6 As you can see, there are easier things than being a BBG at Wimbledon. But not many are as interesting!

**JENNA, 4A**

**Wimbledon for free**

8

a Read the text. Which of these does Amrita not talk about?

- How long the Mangani festival lasts.
- What people wear in the Mangani festival.
- The story behind the Mangani festival.
- Where the Mangani festival takes place.

b Match the sentence halves.

- |   |  |
|---|--|
| 1 Amrita's grandmother                  | <input type="checkbox"/> a picture of Shiva                        |
| 2 In the Mangani festival, people carry | <input type="checkbox"/> the people who walk over red-hot coals.   |
| 3 They also throw                       | <input type="checkbox"/> two mangoes                               |
| 4 Amrita's mum                          | <input type="checkbox"/> the second mango as a present from Shiva. |
| 5 Karaikal's husband gave his wife      | <input type="checkbox"/> lives in southern India.                  |
| 6 Karaikal was scared because           | <input type="checkbox"/> told her the story behind the legend.     |
| 7 Karaikal told her husband that        | <input type="checkbox"/> she gave the second mango away.           |
| 8 Amrita wants to see                   | <input type="checkbox"/> the mango                                 |

← → ↻ <https://oakinghammiddleschool.co.uk/highflyersmar...> ☆ 📄 👤 ☰

HIGH FLYERS



AMRITA, 5a

## A festival in southern India

*Hurray! In September I'm going to visit my grandmother in Pondicherry in southern India. It's an interesting event there, the Mangani festival. It lasts for a month. A picture of the god Shiva is carried through the streets and people go to the roof of their houses and throw ripe mangoes. Imagine a ripe mango hitting your head! Wham! Ouch! I asked my mum about the legend behind the festival. Here's what she told me.*

**K**araikal Ammaiyar was the wife of a rich man. One day, her husband got two very good mangoes as a present. He gave them to his wife to keep for him. Then he went to work. A little later, a beggar arrived at the house. (In fact, it was the god Shiva.) Karaikal wanted to give the poor beggar some food, so she gave him some rice and one of the mangoes. When her husband came back from work, he ate the other mango with his lunch. The mango tasted so good that he wanted the second one. His wife was scared of her husband's reaction and didn't know what to do. So she prayed to Shiva and suddenly, there was a mango in her hand. She gave it to her husband and told him that it was a present from Shiva. Her husband didn't believe her. So she went away and prayed again. And suddenly another mango was in her hands. From that day on, her husband believed whatever his wife said.

Mum said that there's another festival in July too. In the other one, people dressed in yellow clothes who haven't eaten for 40 days walk over red-hot coals. I must really see that, but I don't think I'll try it.

See you in September.

Best,

Amrita, 5a

4/14



9 Read the two summaries of interviews HIGH FLYERS did with two students about July. Then listen to the interviews and find the mistakes in the summaries. There are three mistakes in each one.

**Interviews**

**AMY, 5C**

Amy is very much looking forward to July. For the whole week she wants to do nothing at all, even though her mum expects her to take care of her little sister. After chilling out for a while she's got a summer job lined up for a few weeks. This means she won't have time to catch up on some Netflix series, but she really enjoys her job at the ice cream parlour and she is glad she can earn some money and save up for some clothes. She'll be going away in August but doesn't yet know where.

**ADRIAN, 4B**

Adrian is also looking forward to July, because he'll be off to Scotland. He's going to be involved in a summer camp project and will be taking care of a group of 10 year-olds. He'll help out the official camp leaders and go hiking with the kids. He's looking forward to that because he is a very active person. Every afternoon he has three hours to himself so he won't have to work all day long. To kill time he'll be taking up a new sport, taekwondo. As a beginner student at the camp for free, the course is very cheap and in addition he'll get some pocket money.

VOCABULARY

Holiday plans

4/14



10 Use the verbs in the box to complete the phrases. Listen to the interviews again to check.

- help    take    catch    get involved    hang    do
- stay    catch    know    make    make    take

- 1 to ..... plans
- 2 to ..... nothing
- 3 to ..... out around the house
- 4 to ..... out with friends
- 5 to ..... up on Netflix series
- 6 to ..... some money
- 7 to ..... away somewhere for a holiday
- 8 to ..... at home
- 9 to ..... in a project
- 10 to ..... time
- 11 to ..... up a new sport
- 12 to ..... care of the kids

## LISTENING & SPEAKING Talking about holiday plans

### LISTENING (( CHALLENGE ))

4/15



- 11 a Listen to Nico and Anahita talking about their plans for July. Take notes to answer these questions.

- Which of Nico and Anahita's activities would you like to do and why?
- Which would you definitely not like? Why?



- b Compare your notes with a partner.



Nico



Anahita



- 12 Get together with a partner and talk about their plans for July. Then switch roles.



What are you up to this summer?

I'm not sure yet. I've got loads of plans. I might ... I'm (not) going to ...

### SOUND BITE Word stress

4/16



- 13 a Listen and mark the stress in the words.

meaningless    disagree    beautiful    incorrect  
illegal    impossible    irregular    misunderstand

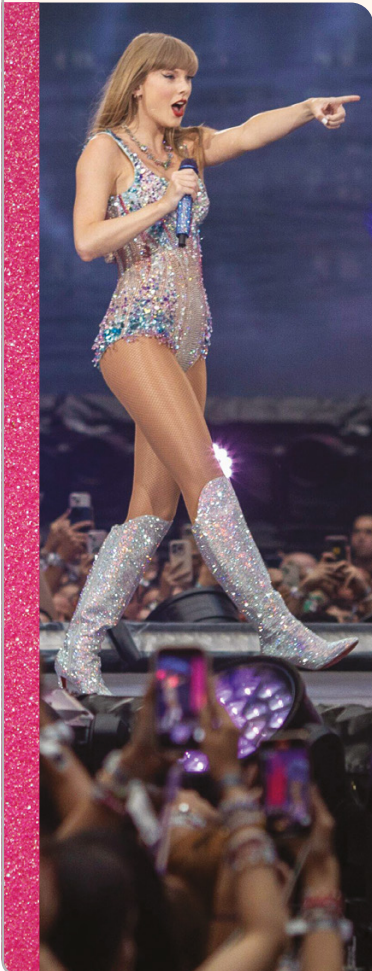
4/16



- b Listen again and repeat.

14 Read the blog a student wrote. What is one of Swift's greatest talents?

SuzySwift.com
BLOG ABOUT FOLLOW CONTACT



Posted on August 16, 2024 17:50

## A Swift marathon


What a night at Wembley Stadium! I was lucky enough to be part of Taylor Swift's Eras Tour concert at Wembley Stadium – and I was one of 89,000 lucky ones, because the tickets sold out more quickly than it took Taylor Swift to sing one song.

Concerts usually last two hours, but Taylor Swift treated us to an absolutely amazing marathon of three and a half hours with a totally amazing concept behind them, including old and new and some of her songs. She opened with the recent hit single "Cruel Summer", and also played "The Story", "We're Never Getting Back Together" and "I Knew You Were Trouble" early in the show. And a bit later, she wasn't afraid to deliver a two-minute song ("All Too Well"), which had the Swifties (as her followers are known) scream with pleasure. This is one of Swift's major talents – to grab a large audience and hold on to them. And when she sang "Look What You Made Me Do" and "Shake It Off", not only I, but the whole audience roared their approval back to her with simply smashing songs!

A selection from her album *The Tortured Poets Department* followed, and the audience was totally enraptured\* by her clever mix of hits. And believe me, although there were many of us, you will all have had the feeling that Swift was close to you, she was performing for you. In fact, this is part of her success – being an excellent performer at creating extremely good vibes in the audience. I do think I was really fortunate to be part of this absolutely brilliant concert.

♥ 1 likes 10 comments

**VOCABULARY:** \*enraptured – hingerissen



15 Look through the text again and read the language tip below. Find and write down an example of:

- 1 a short alliterative adjective and noun phrase: .....
- 2 a *What a ...!* phrase: .....
- 3 an extreme adjective: .....
- 4 an extra auxiliary: .....

**Language tip Adding emphasis**

You can bring your writing alive by using emphasis to highlight the good and bad points. Here are some techniques to help you do this:

- use a short alliterative adjective (starting with the same letter or sound) and noun phrase: *simply smashing songs*
- use extreme adjectives: *absolutely brilliant, completely amazing, ...*
- use a *What a ...!* phrase
- use an extra auxiliary to stress what you're saying: *do like / did think*

16 Now write your own answer to the following task.

**Task**

Write a blog about an event (a music show, sports match, play, etc.) for your online school magazine (120–180 words).

**Consider:**

- ✓ what the event was
- ✓ the best/worst part of it
- ✓ why you went there
- ✓ the reaction of the audience
- ✓ what it was like
- ✓ a punchline ending

**Writing tip:** When writing a blog

- brainstorm your ideas before you start writing
- always think about who your readers are
- get their attention with a catchy headline
- get their attention with a snappy\* introduction
- mention examples/highlights
- sometimes put in a quote
- make it easy to read
- end with a good (punchline) ending

**VOCABULARY:** \*snappy – schwungvoll

**GRAMMAR**

**Prefixes**

The prefixes **in-**, **il-**, **im-**, **ir-** or **un-** are **negative** and mean **not** or **the opposite of**:

| correct – **incorrect** / legal – **illegal** / possible – **impossible** / regular – **irregular** / fair – **unfair**

The prefix **mini-** in nouns means **small**:

| skirt – **miniskirt** / bus – **minibus** / camera – **minicam** (cam = camera)

The prefix **dis-** in verbs means **not** or **the opposite of**, and **mis-** means **bad**:

| agree – **disagree** / understand – **misunderstand**

**Suffixes**

The suffix **-ness** changes an adjective into a noun:

| happy – **happiness** / dark – **darkness** / blind – **blindness**

The suffix **-ful** changes a noun into an adjective:

| careful – **careful** / care – **careful** / meaning – **meaningful** / beauty – **beautiful**

The suffix **-less** changes a noun into an adjective and means **without**:

| hope – **hopeless** / home – **homeless** / meaning – **meaningless**

◀ Now go back to page 110. Check  with a partner what you know / can do.

# UNIT 14 Animals have rights too!

At the end of unit 14 ...

## you know

- 8 words from a poem about animal rights
- how to use *used to*

## you can

- understand a magazine article about animal rights and animal welfare
- talk about animal rights
- understand a biography about Benjamin Zephaniah
- understand a poem
- write a Haiku poem

## READING Understanding a magazine article



- 1 Read the magazine article quickly. What kinds of changes happened at the beginning of the 20<sup>th</sup> century?

## Humans and animals over time

For thousands of years, humans have been fascinated by animals. In some cultures, humans believed that animals, but also trees, wind, water, fire and the Earth possessed special powers, and various tribes and civilizations saw certain animals as sacred\*. Here are a few examples:

For the people of western and central India, leopards and tigers were sacred, and it was forbidden to kill those animals. North American tribes used to see eagles as a symbol of the 'Great Spirit'. The feathers of the eagles were used to wear eagle feathers on special occasions and for religious rituals. The eagle was considered to be sacred for the Aztecs of Central America. For them, the eagle was the god of the sun and the sky. They used to believe it had special power to their fighters. For some Native Americans, the buffalo was an extremely important animal. They used to get food from it, make clothes from its skin, and they crafted tools from its bones. From the animal's fat, they used to make soap. So, it isn't a surprise that the buffalo was a highly respected animal.



**P**eople started bringing animals into their homes with dogs around 8,500 B.C. Over a period of several thousand years, humans then began to domesticate\* cats, sheep, goats, cows, pigs, chickens, horses, camels and bees. Around the year 1,000 B.C., religious leaders in India and other regions in Asia began talking about animal rights, and many people stopped eating meat. Later, a number of Greek and Roman philosophers promoted vegetarianism and kindness towards animals. The first animal protection laws were introduced in Ireland in the 17<sup>th</sup> century. Soon afterwards, the British Parliament passed the first national animal rights law, and vegetarian organisations started to form in both the UK and the US.

However, the 1920s saw the beginning of huge animal agriculture, and a really big increase in animal experimentation in medicine and cosmetic production. Global meat production rose from 78 million tons in 1963 to 350 million in 2023. In the US and Europe, books, documentary films and media reports on cruelty\* against animals resulted in a worldwide movement to take animal rights more seriously.

In Europe, the interest in animal welfare, animal rights and more plant-based diets has increased since the late 1980s. A lot of people have also started to eat less meat in order to fight global climate change caused by intensive meat production.



**VOCABULARY:** \*sacred – heilig; eagle – Adler; spirit – Geist; domesticate – zähmen (mäuslich machen); cruelty – Quälerei, Grausamkeit

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

- 1 In some ancient societies, people thought nature had spiritual qualities. T / F
- 2 Eagles used to be seen as sacred in more than one country. T / F
- 3 In North America, people used to get lots of things from buffaloes. T / F
- 4 The first animals that were domesticated.....
- 5 People who first talked about animal rights were from.....
- 6 What wise people in Greece and Rome said about animals, motivated.....
- 7 What caused the worldwide movement to take animal rights more seriously?
- 8 Which movements towards animal rights does the article mention?
- 9 What are your examples of sacred animals do you know of?

4/17+18



**3 Complete the tasks with a partner. Then listen to the text.**

**SPEAKING Talking about animal rights**



**4 Get together with a partner and discuss the questions. Give reasons.**

- 1 If you could choose a 'sacred' animal, what would it be?
- 2 What information in the text do you find most interesting?
- 3 What is your own opinion on plant-based diets?

5 Read the biography and answer the questions below.

BENJAMIN ZEPHANIAH
HOME **BIOGRAPHY** POEMS BOOKS

All ▾ Search
Q

## BIOGRAPHY

# THE POET FROM JAMAICA



Zephaniah started writing poetry when he was very young, and he published his first book of poems called *Rhythm*, in 1980. It was very successful. He also made an album called *Red*, which had a song about Nelson Mandela. In 1996, Mandela asked Zephaniah to help with the president's Two Nations Concert at London's Royal Albert Hall.

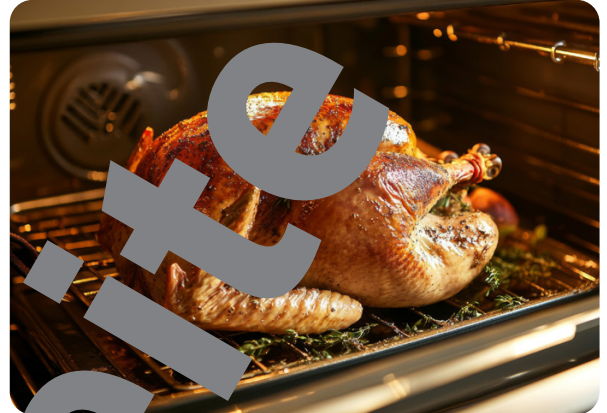
Zephaniah lived in a small village in Scotland, but he also lived in the UK. He described himself as a passionate vegan, and he belonged to The Vegan Society. Zephaniah was a big supporter of animal rights, and he also belonged to an anti-racist organisation in London. His first book of poetry for kids was called *Taming Turkeys*. It was very popular in Britain.

Benjamin Zephaniah died at the age of 65 in 2023. His poetry influenced the thinking of many people in many countries.

- 1 When and where was he born?  
.....
- 2 Where were his parents from?  
.....
- 3 How long did he spend two years in prison?  
.....
- 4 Which famous person did he have contact with in 1996?  
.....
- 5 Which three things did Zephaniah feel strongly about?  
.....
- 6 What was his first book of poetry for kids called?  
.....

**LISTENING & READING** Understanding a poem

**6** Look at the photos. Which one is Zephaniah happy to see, do you think? Which one is he not happy to see? Why?



**7** Watch Benjamin Zephaniah reading *Talking Turkey*. What is the poem is about.

- 1 Some people like to keep turkeys as pets.
- 2 Some turkeys haven't got any friends.
- 3 People should not eat turkeys at Christmas.
- 4 Turkeys and people are almost the same.

**Note:**

This original video was filmed in a bookshop in London in 2008. At the time, Benjamin Zephaniah was already known and loved in many countries around the world for his performance poetry.

**Note:**

Zephaniah speaks Jamaican English. So his pronunciation is different from many other varieties of English. One important thing is that Zephaniah pronounces 'th' as /d/ or /t/.

- For example:
- instead of 'Chinese' he says 'dese'
- instead of 'this' he says 'dis'
- instead of 'their' he says 'deir'
- instead of 'nothing' he says 'noting'

**8** Watch again. Find the poem on the next page at the same time. Which line (or part of a line) in the poem says these things?

- a Turkeys are not good at Christmas.
- b People are crazy.
- c Turkeys should not be kept in cages on farms.
- d "I don't want to be killed."
- e Turkeys are intelligent.
- f People waste too much and throw many things away.
- g Some people make a lot of money from Christmas.
- h Invite a turkey into your house to eat some vegetables.
- i Don't cut turkeys with a knife.
- j Turkeys will be very happy if you join them.



# Talking Turkeys

by Benjamin Zephaniah

1 Be nice to your turkeys this Christmas,  
 2 Because turkeys just want to have fun.  
 3 Turkeys are cool, and turkeys are wicked,  
 4 And every turkey has a mum.

5 Be nice to your turkey this Christmas.  
 6 Don't eat it – keep it alive!  
 7 It could be your mate, and not on your plate –  
 8 Say: "Yo! Turkey, I'm on your side."

9 I've got lots of friends who are turkeys,  
 10 And all of them fear Christmas time.  
 11 They say: "Benji, I want to enjoy you, but those  
 12 humans have destroyed it,  
 13 And those humans are out of their minds."

14 Yes, I've got lots of friends who are turkeys.  
 15 And all have the right to a life,  
 16 Not to be caged up and genetically made up  
 17 By a farmer and a wife.

18 No, turkeys just want to enjoy reggae,  
 19 Turkeys just want to enjoy  
 20 Have you ever seen a turkey  
 21 saying: "I cannot wait to be chopped"?

22 No, turkeys want to like to get presents,  
 23 Turkey want to watch Christmas TV.  
 24 Turkeys have brains and turkeys feel pain,  
 25 In many ways like you and me.

26 I once had a turkey, his name was ... Turkey,  
 27 He said, "Benji, explain to me, please.  
 28 Who are the turkeys in Christmas?  
 29 And why do humans chop Christmas trees?"

30 I said I'm not too sure, Turkey,  
 31 It's got nothing to do with Christ Mass.  
 32 No, humans get greedy and waste more  
 33 than need be.  
 34 And business men make lots of cash."

35 So, be nice to your turkeys this Christmas.  
 36 Invite them indoors for some greens.  
 37 Let them eat cake and let them partake  
 38 In a plate of organic grown beans.

39 Be nice to your turkeys this Christmas,  
 40 And spare them the cut of the knife.  
 41 Join "Turkeys United" and they'll be delighted.  
 42 And you'll make new friends for life.

## VOCABULARY

9 Find the words in the poem and match them with the definitions. The number in brackets tells you which paragraph to look in.

- out of their minds [paragraph 3]
- caged up [paragraph 4]
- greedy [paragraph 8]
- cash [paragraph 8]
- greens [paragraph 9]
- delighted [paragraph 10]

- a friend
- b kept in a small space
- c someone who wants everything
- d money
- e vegetables
- f great
- g very happy
- h crazy

## DEVELOPING WRITING SKILLS Haiku (poem)

10 Read the two poems. How many things do they have in common?



### The old pond

An old silent pond.  
A frog jumps into the pond.  
Splash! Silence again.

by Matsuo Bashō

### A poppy blooms

I write, erase, rewrite  
Erase again, and then  
A poppy blooms.

by Katsushika Hokusai



11 Read the text.  
Go back to the two haikus above.  
How do they (not) fit the rules?

### DID YOU KNOW?

Haikus are traditional Japanese poems that go back many hundreds of years. Haiku is a poetic art form that often celebrates the beauty of nature. It consists of three lines that don't rhyme. The lines are often (but not always) structured in the following way:

First line: five syllables

Second line: seven syllables

Third line: five syllables

12 Now write your own answer to the following task.

### Task

Write your own haiku. Follow these steps.

- ✓ Close your eyes for a few minutes. Think of a nature scene. What is happening in it? What time of day? What's the season?
- ✓ Brainstorm ideas you could use in your haiku. Write them on a piece of paper.
- ✓ Write your haiku. Follow the 5 – 7 – 5 rule. Then find a title.
- ✓ Read your poems out in class. Teach each other what you like about your poems.

## GRAMMAR

### used to

How to use **used to + infinitive** to talk about a repeated action or state in the past that is no longer true.

The eagle **used to wear** eagle feathers on special days.  
Eagles **used to be** sacred for the Aztecs of Central America.

To form the negation, you use **didn't + use to + infinitive**.

You form questions with (the question word +) **did + person + use to + infinitive**.

People **didn't use to believe** that all animals were sacred.

**Did they use to believe** buffaloes were gods?

Now go back to page 118. Check  with a partner what you know / can do.

## TENSES

### PRESENT TENSE

#### Present simple

You use the present simple to talk about habits, facts and repeated actions. To form the present simple, you always use the same form of the verb for all subjects, except for the 3<sup>rd</sup> person singular when you add **s** to the verb form. You use **do** or **does** (for 3<sup>rd</sup> person singular) to form negative sentences or questions.

Statement	Negation	Question	Short answer	
I <b>like</b> London.	I <b>don't (do not) like</b> London.	<b>Do/Don't</b> I like London?	Yes, I <b>do</b> .	No, I <b>don't</b> .
You <b>like</b> London.	You <b>don't (do not) like</b> London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
He <b>likes</b> London.	He <b>doesn't (does not) like</b> London.	<b>Does/Doesn't</b> he like London?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
She <b>likes</b> London.	She <b>doesn't (does not) like</b> London.	<b>Does/Doesn't</b> she like London?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
It <b>likes</b> fish.	It <b>doesn't (does not) like</b> fish.	<b>Does/Doesn't</b> it like fish?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .
We <b>like</b> London.	We <b>don't (do not) like</b> London.	<b>Do/Don't</b> we like London?	Yes, we <b>do</b> .	No, we <b>don't</b> .
You <b>like</b> London.	You <b>don't (do not) like</b> London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
They <b>like</b> London.	They <b>don't (do not) like</b> London.	<b>Do/Don't</b> they like London?	Yes, they <b>do</b> .	No, they <b>don't</b> .

#### Present continuous

You use the present continuous to talk about actions that are happening at the moment. To form the present continuous, you use the correct form of **be** (*am/is/are*) and the **-ing** form of the verb.

Statement	Negation	Question	Short answer	
I'm (I <b>am</b> ) <b>playing</b> football.	I'm <b>not</b> (I <b>am not</b> ) <b>playing</b> football.	<b>Am</b> I <b>playing</b> football?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You're <b>not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
He's (He <b>is</b> ) <b>playing</b> football.	He <b>isn't</b> (He's <b>not</b> ) <b>playing</b> football.	<b>Is</b> he <b>playing</b> football?	Yes, he <b>is</b> .	No, he <b>isn't</b> . / No, he's <b>not</b> .
She's (She <b>is</b> ) <b>playing</b> football.	She <b>isn't</b> (She's <b>not</b> ) <b>playing</b> football.	<b>Is</b> she <b>playing</b> football?	Yes, she <b>is</b> .	No, she <b>isn't</b> . / No, she's <b>not</b> .
It's (It <b>is</b> ) <b>snowing</b> .	It <b>isn't</b> (It's <b>not</b> ) <b>snowing</b> .	<b>Is</b> it <b>snowing</b> ?	Yes, it <b>is</b> .	No, it <b>isn't</b> . / No, it's <b>not</b> .
We're (We <b>are</b> ) <b>playing</b> football.	We <b>aren't</b> (We're <b>not</b> ) <b>playing</b> football.	<b>Are</b> we <b>playing</b> football?	Yes, we <b>are</b> .	No, we <b>aren't</b> . / No, we're <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You're <b>not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> . / No, you're <b>not</b> .
They're (They <b>are</b> ) <b>playing</b> football.	They <b>aren't</b> (They're <b>not</b> ) <b>playing</b> football.	<b>Are</b> they <b>playing</b> football?	Yes, they <b>are</b> .	No, they <b>aren't</b> . / No, they're <b>not</b> .

#### Present perfect for regular verbs

You often use the present perfect to talk about actions and events that started in the past and continue in the present. You can also use the present perfect to talk about an action that has happened recently. You don't usually mention when exactly it happened.

To form the present perfect, use **have(n't)/has(n't)** and the **past participle** (see irregular verbs list on p. 127).

Statement		Negation		Question			Short answer	
I've (I have)	finished.	I	haven't (have not)	Have/ Haven't	I	finished?	Yes, I <b>have</b> .	No, I <b>haven't</b> .
You've (You have)		You			you		Yes, you <b>have</b> .	No, you <b>haven't</b> .
He's (He has)		He	Has/ Hasn't	he	Yes, he <b>has</b> .		No, he <b>hasn't</b> .	
She's (She has)		She		she	Yes, she <b>has</b> .		No, she <b>hasn't</b> .	
It's (It has)		It	Have/ Haven't	it	Yes, it <b>has</b> .		No, it <b>hasn't</b> .	
We've (We have)		We		we	Yes, we <b>have</b> .		No, we <b>haven't</b> .	
You've (You have)		You	you	Yes, you <b>have</b> .	No, you <b>haven't</b> .			
They've (They have)		They	they	Yes, they <b>have</b> .	No, they <b>haven't</b> .			

### Present perfect + *already* / *yet*

If you want to say that someone has already done something or that something has already happened, use the present perfect together with the word **already**. The word *already* is placed between **have/has** and the **past participle**.

I've **already** washed the car.      We've **already** seen this film.

If you want to say that something hasn't happened yet, you use the present perfect and **not yet**. *Yet* is placed at the end of the sentence.

I **haven't done** my homework **yet**.      She **hasn't told** him **yet**.

### Present perfect + *ever* / *never*

You put **ever** and **never** between **have/has** and the **past participle**.  
If you want to ask if someone has done something at any time in the past, use the present perfect with **ever**.

**Have you ever been** to Hollywood?      **Has she ever met** a famous person?

If you want to say that someone has not done something in the past, use the present perfect with **never**.

I've **never been** to Hollywood.      I **has never met** a famous person.

### Present perfect + *since* / *for*

You use **for** to specify the duration of an action. You can use it when you can say 'lang' in German: *for 3 weeks = 3 Wochen lang; for a year = ein Jahr lang*).

It's now Sunday. They **have been** here **for two** weeks.      I've **lived** in this town **for five** years.      She's **had** this bike **for two months** now.

You use **since** if you want to express at what point in time an unfinished action started (*since 2006; since Christmas; since my last birthday; since I got that phone*).

They **have been** here **since** 2018.      I've **lived** in this town **since** 2020.      She's **had** this bike **since** April.

### Present perfect continuous

You use the present perfect continuous to talk about longer actions or events that began in the past and are still going on in the present or have just been completed. You form the present perfect continuous with **have(n't)/has(n't) been** + the **-ing** form of the verb.

How long **have you been living** in California? (... You obviously have lived here for a very long time.)

We've **been living** here for more than eight years. (... We still live here.)

Since I came here, I've **been learning** Spanish. (... I'm still learning Spanish.)

It **hasn't been raining** for months. (... It's still not raining.)

## PAST TENSE

### Past simple – was / were

You use the past simple form of **be** if you want to describe a situation in the past.

Statement	Negation	Question	Short answer	
I <b>was</b> tired.	I <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> I tired?	Yes, I <b>was</b> .	No, I <b>wasn't (was not)</b> .
You <b>were</b> tired.	You <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> you tired?	Yes, you <b>were</b> .	No, you <b>weren't (were not)</b> .
He <b>was</b> tired.	He <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> he tired?	Yes, he <b>was</b> .	No, he <b>wasn't (was not)</b> .
She <b>was</b> tired.	She <b>wasn't (was not)</b> tired.	<b>Was/Wasn't</b> she tired?	Yes, she <b>was</b> .	No, she <b>wasn't (was not)</b> .
It <b>was</b> blue.	It <b>wasn't (was not)</b> blue.	<b>Was/Wasn't</b> it blue?	Yes, it <b>was</b> .	No, it <b>wasn't (was not)</b> .
We <b>were</b> tired.	We <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> we tired?	Yes, we <b>were</b> .	No, we <b>weren't (were not)</b> .
You <b>were</b> tired.	You <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> you tired?	Yes, you <b>were</b> .	No, you <b>weren't (were not)</b> .
They <b>were</b> tired.	They <b>weren't (were not)</b> tired.	<b>Were/Weren't</b> they tired?	Yes, they <b>were</b> .	No, they <b>weren't (were not)</b> .

### Past time markers

You use past time markers to express at what time in the past something happened. You often use the past simple in combination with these past time markers:

then	ago	later	after	one day	five years ago	next ...	in (2020) ...	yesterday	last ...
------	-----	-------	-------	---------	----------------	----------	---------------	-----------	----------

### Past simple – regular verbs

- To form the past simple of regular verbs, add **-ed** to the base form of the verb.
- If a regular verb ends in **-e** (e.g. *like*), you just add a **-d** (*liked*).
- If a regular verb ends in **-y** (e.g. *carry*), take off the **-y** and add **-ied** (*carried*).

Statement	Negation	Question	Short answer	
I <b>liked</b> London.	I <b>didn't (did not)</b> like London.	<b>Did</b> I like London?	Yes, I <b>did</b> .	No, I <b>didn't</b> .
You <b>laughed</b> a lot.	You <b>didn't (did not)</b> laugh a lot.	<b>Did</b> you laugh a lot?	Yes, you <b>did</b> .	No, you <b>didn't</b> .
He <b>walked</b> home.	He <b>didn't (did not)</b> walk home.	<b>Did</b> he walk home?	Yes, he <b>did</b> .	No, he <b>didn't</b> .
She <b>looked</b> up.	She <b>didn't (did not)</b> look up.	<b>Did</b> she look up?	Yes, she <b>did</b> .	No, she <b>didn't</b> .
It <b>slipped</b> .	It <b>didn't (did not)</b> slip.	<b>Did</b> it slip?	Yes, it <b>did</b> .	No, it <b>didn't</b> .
We <b>jumped</b> into the water.	We <b>didn't (did not)</b> jump into the water.	<b>Did</b> we jump into the water?	Yes, we <b>did</b> .	No, we <b>didn't</b> .
You <b>carried</b> our books.	You <b>didn't (did not)</b> carry our books.	<b>Did</b> you carry our books?	Yes, you <b>did</b> .	No, you <b>didn't</b> .
They <b>loved</b> the film.	They <b>didn't (did not)</b> love the film.	<b>Did</b> they love the film?	Yes, they <b>did</b> .	No, they <b>didn't</b> .

### Past continuous

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

Statement	Negation	Question	Short answer	
I <b>was playing</b> football.	I <b>wasn't playing</b> football.	<b>Was</b> I playing football?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
You <b>were playing</b> football.	You <b>weren't playing</b> football.	<b>Were</b> you playing football?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
He <b>was playing</b> football.	He <b>wasn't playing</b> football.	<b>Was</b> he playing football?	Yes, he <b>was</b> .	No, he <b>wasn't</b> .
She <b>was playing</b> football.	She <b>wasn't playing</b> football.	<b>Was</b> she playing football?	Yes, she <b>was</b> .	No, she <b>wasn't</b> .
It <b>was raining</b> .	It <b>wasn't raining</b> .	<b>Was</b> it raining?	Yes, it <b>was</b> .	No, it <b>wasn't</b> .
We <b>were playing</b> football.	We <b>weren't playing</b> football.	<b>Were</b> we playing football?	Yes, we <b>were</b> .	No, we <b>weren't</b> .
You <b>were playing</b> football.	You <b>weren't playing</b> football.	<b>Were</b> you playing football?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
They <b>were playing</b> football.	They <b>weren't playing</b> football.	<b>Were</b> they playing football?	Yes, they <b>were</b> .	No, they <b>weren't</b> .

## Irregular verbs

For some verbs, you can't use the -ed ending to form the past simple. These verbs are irregular, which means they have different past simple and past participle forms. It's best to learn these forms individually. Here is a list of the most frequently used irregular verbs:

Present	Past simple	Past participle	Translation
be	was/were	been	<i>sein</i>
beat	beat	beaten	<i>schlagen</i>
become	became	become	<i>werden</i>
begin	began	begun	<i>beginnen</i>
blow	blew	blown	<i>blasen</i>
bend	bent	bent	<i>beugen; biegen</i>
break	broke	broken	<i>(zer-)brechen</i>
bring	brought	brought	<i>bringen</i>
build	built	built	<i>bauen</i>
burn	burnt (burned)	burnt (burned)	<i>(ver-)brennen</i>
buy	bought	bought	<i>kaufen</i>
catch	caught	caught	<i>fangen</i>
choose	chose	chosen	<i>(aus-)wählen</i>
come	came	come	<i>kommen</i>
cost	cost	cost	<i>kosten</i>
cut	cut	cut	<i>schneiden</i>
do	did	done	<i>tun, machen</i>
draw	drew	drawn	<i>zeichnen</i>
dream	dreamt (dreamed)	dreamt (dreamed)	<i>träumen</i>
drink	drank	drunk	<i>trinken</i>
drive	drove	driven	<i>fahren; treiben</i>
eat	ate	eaten	<i>essen</i>
fall (asleep)	fell (asleep)	fallen (asleep)	<i>fallen; schlafen</i>
feed	fed	fed	<i>füttern</i>
feel	felt	felt	<i>fühlen</i>
fight	fought	fought	<i>kämpfen</i>
find	found	found	<i>finden</i>
flee	fled	fled	<i>fliehen</i>
fly	flew	flown	<i>fliegen</i>
forget	forgot	forgotten	<i>vergessen</i>
forgive	forgave	forgiven	<i>verzeihen</i>
freeze	froze	frozen	<i>gefrieren; erstarren</i>
get	got	gotten	<i>kommen; werden</i>
get up	got up	gotten up	<i>aufstehen</i>
give	gave	given	<i>geben</i>
go	went	gone	<i>gehen; fahren</i>
grow	grew	grown	<i>wachsen; anbauen</i>
hang (out)	hung	hung (out)	<i>(ab-)hängen</i>
have	had	had	<i>haben</i>
hear	heard	heard	<i>hören</i>
hide	hid	hidden	<i>(sich) verstecken</i>
hit	hit	hit	<i>schlagen</i>
hold	held	held	<i>(fest-)halten</i>
hurt	hurt	hurt	<i>(sich) verletzen, schmerzen</i>

Present	Past simple	Past participle	Translation
keep	kept	kept	<i>(be-)halten</i>
know	knew	known	<i>wissen; kennen</i>
learn	learnt (learned)	learnt (learned)	<i>lernen</i>
leave	left	left	<i>verlassen</i>
lend	lent	lent	<i>verleihen</i>
let	let	let	<i>lassen</i>
lose	lost	lost	<i>verlieren</i>
make	made	made	<i>machen</i>
mean	meant	meant	<i>meinen</i>
meet	met	met	<i>treffen</i>
pay	paid	paid	<i>(be-)zahlen</i>
put	put	put	<i>legen; setzen; stellen</i>
read	read [red]	read [red]	<i>lesen</i>
ride	rode	ridden	<i>reiten; fahren</i>
ring	rang	rung	<i>läuten</i>
run	ran	run	<i>laufen</i>
say	said	said	<i>sagen</i>
see	saw	seen	<i>sehen</i>
sell	sold	sold	<i>verkaufen</i>
send	sent	sent	<i>senden, schicken</i>
set off	set off	set off	<i>losfahren, aufbrechen</i>
shake	shook	shaken	<i>schütteln</i>
shine	shone	shone	<i>scheinen</i>
shoot	shot	shot	<i>schießen</i>
show	showed	shown (showed)	<i>zeigen</i>
sing	sang	sung	<i>singen</i>
sit	sat	sat	<i>sitzen, sich setzen</i>
sleep	slept	slept	<i>schlafen</i>
smell	smelt (smelled)	smelt (smelled)	<i>riechen</i>
speak	spoke	spoken	<i>sprechen</i>
spend	spent	spent	<i>verbringen; ausgeben</i>
stand	stood	stood	<i>stehen</i>
steal	stole	stolen	<i>stehlen</i>
swim	swam	swum	<i>schwimmen</i>
take	took	taken	<i>nehmen</i>
teach	taught	taught	<i>lehren, unterrichten</i>
tell	told	told	<i>sagen, erzählen</i>
think	thought	thought	<i>denken</i>
throw	threw	thrown	<i>werfen</i>
understand	understood	understood	<i>verstehen</i>
wake (up)	woke (up)	woken (up)	<i>(auf-)wachen</i>
wear	wore	worn	<i>tragen (Kleidung)</i>
win	won	won	<i>gewinnen</i>
write	wrote	written	<i>schreiben</i>

## Past perfect

You use the past perfect to describe completed actions or events in the past that took place before other events in the past. You form the past perfect with **had** and the **past participle** of the main verb (see list of irregular verbs on p. 127). You can use *just* and *after* and the past perfect to put events in the correct order.

Statement	Negation	Question	Short answer
I'd (I had)	I	I	No, I hadn't.
You'd (You had)	You	you	No, you hadn't.
He'd (He had)	He	he	No, he hadn't.
She'd (She had)	She	she	No, she hadn't.
It'd (It had)	It	it	No, it hadn't.
We'd (We had)	We	we	No, we hadn't.
You'd (You had)	You	you	No, you hadn't.
They'd (They had)	They	they	No, they hadn't.

## FUTURE TENSE

### going to-future

If you want to talk about plans for the future, you use the correct form of **going to** + the base form of the verb.

Statement	Negation	Question	Short answer
I'm	I'm not	Am I	Yes, I am. / No, I'm not.
You're	You aren't (You're not)	Are/Aren't you	Yes, you are. / No, you aren't (you're not).
He's	He isn't (He's not)	Is/Isn't he	Yes, he is. / No, he isn't (he's not).
She's	She isn't (She's not)	Is/Isn't she	Yes, she is. / No, she isn't (she's not).
We're	We aren't (We're not)	Are/Aren't we	Yes, we are. / No, we aren't (we're not).
You're	You aren't (You're not)	Are/Aren't you	Yes, you are. / No, you aren't (you're not).
They're	They aren't (They're not)	Are/Aren't they	Yes, they are. / No, they aren't (they're not).

### will-future

You use the *will*-future for predictions, suggestions, decisions or promises. This is how to form it: person + **will / won't (will not)** + the base form of the verb.

Statement	Negation	Question	Short answer
I'll (I will) see you tomorrow.	I won't (will not) see you tomorrow.	Will I see you tomorrow?	Yes, I will. / No, I won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will. / No, you won't (will not).
He'll (He will) see her tomorrow.	He won't (will not) see her tomorrow.	Will he see her tomorrow?	Yes, he will. / No, he won't (will not).
She'll (She will) see him tomorrow.	She won't (will not) see him tomorrow.	Will she see him tomorrow?	Yes, she will. / No, she won't (will not).
It'll (It will) rain tomorrow.	It won't (will not) rain tomorrow.	Will it rain tomorrow?	Yes, it will. / No, it won't (will not).
We'll (We will) see you tomorrow.	We won't (will not) see you tomorrow.	Will we see you tomorrow?	Yes, we will. / No, we won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will. / No, you won't (will not).
They'll (They will) see you tomorrow.	They won't (will not) see you tomorrow.	Will they see you tomorrow?	Yes, they will. / No, they won't (will not).

### Present simple for future

You use the present simple for future actions that are fixed (e.g. timetables, flight schedules, etc.).

We **arrive** in Rome at 10 o'clock tomorrow morning.

The train to Oxford **leaves** at 15:10.

## SPECIAL VERBS

### to be – affirmative, negative

You use the verb **be** just like the German verb **sein**. There are short forms for every person (e.g. *I'm* for *I am*). You usually use the short form in spoken English.

Statement	Negation
I'm (I am) tired.	I'm not tired.
You're (You are) happy.	You aren't / You're not happy.
He's (He is) nice.	He isn't / He's not nice.
She's (She is) in class 3B.	She isn't / She's not in class 3B.
It's (It is) blue.	It isn't / It's not blue.
We're (We are) out.	We aren't / We're not out.
You're (You are) from York.	You aren't / You're not from York.
They're (They are) twelve.	They aren't / They're not twelve.

### Questions with to be

Question	Short answer
Am I tired?	Yes, I am. / No, I'm not.
Are/Aren't you happy?	Yes, you are. / No, you aren't / No, you're not.
Is/Isn't he nice?	Yes, he is. / No, he isn't / No, he's not.
Is/Isn't she in class 3B?	Yes, she is. / No, she isn't / No, she's not.
Is/Isn't it blue?	Yes, it is. / No, it isn't / No, it's not.
Are/Aren't we out?	Yes, we are. / No, we aren't / No, we're not.
Are/Aren't you from York?	Yes, you are. / No, you aren't / No, you're not.
Are/Aren't they twelve?	Yes, they are. / No, they aren't / No, they're not.

### have got / haven't got

**Have got** is used like the German word **haben**. You use it to express that something belongs to someone. The 3<sup>rd</sup> person singular form (*he/she/it*) is **has**.

Statement	Negation	Question	Short answer	
I've got (I have got) a dog.	I haven't got (have not got) a dog.	Have/Haven't I got a dog?	Yes, I have.	No, I haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have.	No, you haven't.
He's got (He has got) a dog.	He hasn't got (has not got) a dog.	Has/Hasn't he got a dog?	Yes, he has.	No, he hasn't.
She's got (She has got) a dog.	She hasn't got (has not got) a dog.	Has/Hasn't she got a dog?	Yes, she has.	No, she hasn't.
It's got (It has got) big ears.	It hasn't got (has not got) big ears.	Has/Hasn't it got big ears?	Yes, it has.	No, it hasn't.
We've got (We have got) a dog.	We haven't got (have not got) a dog.	Have/Haven't we got a dog?	Yes, we have.	No, we haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have.	No, you haven't.
They've got (They have got) a dog.	They haven't got (have not got) a dog.	Have/Haven't they got a dog?	Yes, they have.	No, they haven't.

### there is / there are

You use **there is** / **there are** to express that something exists or that it is available.

**There's** a parrot in the tree. (= **There is** a parrot in the tree.)

**There are** three frogs on the desk.

## like (doing)

You use *like doing* if you want to say that someone enjoys doing something.

How to form it: person + (**don't/doesn't like**) + verb + **-ing**.

Sometimes the *-ing* form can be used like a noun (in German: *Ich mag Lesen/Schwimmen/Laufen ...*). This form is also called *gerund*.

Samantha **doesn't like reading**, but she **likes listening** to music.

James **likes running**, but he **doesn't like swimming**.

## want someone to do something

To express that you want a certain person to (not) do something, you use **want + person + to-infinitive**.

I **want my dog to learn** new tricks.

The teacher **wants the students to finish** the homework.

She **doesn't want her brother to play** tricks on her.

They **didn't want me to see** it – it was a surprise.

## used to

You use **used to** to describe regular actions or habits in the past that are no longer true.

I **used to ride** my bike to school every day.

We **didn't use to have** a pet, but now we have a doggie.

# MODAL VERBS

Modal verbs can be used to express things such as abilities, permissions, wishes, possibilities or suggestions. You always use them together with the base form of another verb.

- Remember:**
- you don't add *-s* to the 3<sup>rd</sup> person singular form of the verb
  - you don't need *do/does* or *did* to form negative sentences or questions

## can / can't

You use **can/can't** to express ability. **Can** is a modal verb and is always used together with the base form of another verb. The negative form is **cannot** or **can't**.

Statement	Negation	Question	Short answer	
I <b>can speak</b> French.	I <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> I speak French?	Yes, I <b>can</b> .	No, I <b>can't</b> .
You <b>can speak</b> French.	You <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> you speak French?	Yes, you <b>can</b> .	No, you <b>can't</b> .
He <b>can speak</b> French.	He <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> he speak French?	Yes, he <b>can</b> .	No, he <b>can't</b> .
She <b>can speak</b> French.	She <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> she speak French?	Yes, she <b>can</b> .	No, she <b>can't</b> .
It <b>can run</b> fast.	It <b>can't (cannot)</b> run fast.	<b>Can/Can't</b> it run fast?	Yes, it <b>can</b> .	No, it <b>can't</b> .
We <b>can speak</b> French.	We <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> we speak French?	Yes, we <b>can</b> .	No, we <b>can't</b> .
You <b>can speak</b> French.	You <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> you speak French?	Yes, you <b>can</b> .	No, you <b>can't</b> .
They <b>can speak</b> French.	They <b>can't (cannot)</b> speak French.	<b>Can/Can't</b> they speak French?	Yes, they <b>can</b> .	No, they <b>can't</b> .

## have to / must / mustn't

You can use **must** or **have to** + the base form of another verb to express that something is necessary or someone needs to do something. If you want to say that something isn't necessary or someone doesn't need to do something, use **don't/doesn't have to** and the base form of another verb. In English, **mustn't** means that someone is not allowed to do something.

You **have to / must come** to the party. I really want to see you there.

**have/has to** or **must** („müssen“)

You **don't have to come** to the party. It will be boring.

**don't/doesn't have to** („nicht müssen“)

You **mustn't come** to the party. You are too young.

**mustn't** („nicht dürfen“)

## should / shouldn't

If you want to tell someone what (not) to do or give them advice, use **should** or **shouldn't** and the base form of another verb.

I **should do** my maths homework now.

You **shouldn't eat** that much chocolate.

**Should I call** my friend and say sorry?

## may (not) / might (not)

You use **may (not)** / **might (not)** and the base form of another verb to express that something is (not) likely to happen in the future.

It **might rain** today.

We **might not go** on holiday this year.

These questions **may** have no answer. They **might not come** to the party.

## could / couldn't / be able to (ability)

You use **could** and **couldn't** to say that something was generally (not) possible over a longer period in the past (**could/couldn't** is the past tense of **can/can't**).

When Sarah was a little girl, she **could walk** on her hands.

When Tim was a young boy, he **couldn't tie** his shoelaces.

You also use **could** and **couldn't** if you want to describe someone's ability at a certain time in the past. You can also use **was/were able to** for this.

Our dog ran away yesterday but I **wasn't able to catch** it.

The homework last night was easy – I **was able to finish** it.

## be (not) allowed to / (not) let

You use **be (not) allowed to** to say that someone has or does not have permission to do something.

You use **(not) let** to say that someone gives or does not give permission to do something.

My brothers and I **are allowed to** play in the street because there isn't a lot of traffic.

Our dad **lets us** stay up late to watch the football match.

I'm **not allowed to** go out when it's dark – my parents say it's too dangerous.

Julia's parents **don't let** her have a pet.

## PHRASAL VERBS

Phrasal verbs are verbs that consist of two or three words. These are usually a verb and a preposition or an adverb. This combination often changes the meaning of the original verb.

Here are some examples:

Phrasal verb	Übersetzung
break down	zerbrechen / zerfallen
break up	sich trennen / zerbrechen
come up with	finden / Idee haben
get on (well) with	mit jemandem gut auskommen
get on	steigen
give up	aufgeben
go on	weitermachen
go out	hinausgehen; ausgehen (Party)
look after	sich kümmern um
look for	suchen
put down	kritisieren

Phrasal verb	Übersetzung
put off	verschieben
run into	jemanden zufällig treffen; zusammenstoßen
run out of	ausgehen (Vorräte)
set off	losfahren, aufbrechen
spend on	ausgeben
take care of	aufpassen
take off	ausziehen (Kleidung); abheben (wörtlich und bildlich)
take place	stattfinden
work out	trainieren; herausfinden

# CONDITIONAL CLAUSES

## 1<sup>st</sup> conditional

You use the 1<sup>st</sup> conditional to talk about the consequences of an action.

How to form it: **If-clause:** **if** + person + present simple

**Main clause:** person + **will/won't** + base form of the verb

If you <b>break</b> a mirror, you'll <b>have</b> bad luck for seven years.	The teacher <b>will be</b> angry if you <b>don't</b> work.
If it <b>is</b> sunny tomorrow, we'll <b>have</b> a picnic.	We <b>won't go</b> to London at the weekend if my brother <b>has</b> work on Saturday.

Instead of **if ... not** you can say **unless**.

<b>Unless</b> you <b>go</b> to Sophia's party, I <b>won't go</b> there. (= If you <b>don't go</b> to ...)	We'll go swimming tomorrow <b>unless</b> it rains. (= ... <b>if it doesn't rain</b> )
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## 2<sup>nd</sup> conditional

If you want to talk about the consequences of an imagined action or an unlikely or impossible situation, you use the 2<sup>nd</sup> conditional.

How to form it: **If-clause:** **if** + person + past simple

**Main clause:** person + **would (not)** + base form of the verb

If I <b>knew</b> the answer, I <b>would tell</b> you.	If they <b>won</b> a million dollars, they <b>would travel</b> around the world.
If she <b>were</b> the president, she <b>would stop</b> pollution.	Paul <b>would visit</b> his grandma if he <b>had</b> time.
If you <b>went</b> to bed earlier, you <b>wouldn't be</b> so tired.	They <b>wouldn't be</b> on the hockey team if they <b>were</b> two years older.

## 3<sup>rd</sup> conditional

You use the 3<sup>rd</sup> conditional to talk about something that is in the past and can no longer be changed.

How to form it: **If-clause:** **if** + person + past perfect

**Main clause:** person + **would (not) have** + past participle

If she <b>had called</b> me, I <b>would have helped</b> her. (It's too late now.)	If we <b>had checked</b> the weather, we <b>wouldn't have gone</b> hiking.
If they <b>had taken</b> the bus, they <b>would have arrived</b> on time.	If I <b>had known</b> that, I <b>wouldn't have given</b> you the money.

# PASSIVE

You use the passive if you want to focus on the action. The subject is not important or unknown.

How to form it: **(not) be** + past participle

<b>Present simple passive</b>
The classroom <b>is cleaned</b> every day.
English <b>is spoken</b> in many countries all over the world.

<b>Past simple passive</b>
This house <b>was built</b> in 1852.
Hundreds of houses <b>were destroyed</b> by the fire.

## by

If you want to mention who did the action, you can add **by** + person.

This blog <b>is written by</b> my friend Pauline.
The car <b>was stolen by</b> the young man.

# IMPERATIVES

The imperative has the same form as the base form of the verb (without to).

To form negative sentences, use **do not (don't)** + the base form of the verb.

<b>Run!</b>	<b>Don't run!</b>
<b>Sit down.</b>	<b>Don't sit down.</b>
<b>Open</b> the window.	<b>Don't open</b> the window.

## REPORTED SPEECH

You use reported speech to retell something that another person has said. If the reporting verb is in the past (*He/She said ... , He/She told me ...*), then the tenses in reported speech are usually changed.

Present → Past      Past simple → Past perfect      Present perfect → Past perfect

*can* → *could*      *will* → *would*      *must* → *had to*

Certain time expressions or words also often change in reported speech:

yesterday → the day before

today → that day (or yesterday, on Friday, etc.)

tomorrow → the next/following day

last week (month/year) → the week (month/year) before

next week (month/year) → the following week (month/year)

two weeks (months/years) ago → two weeks (months/years) before

this → that/the

here → there

	Direct speech	Reported speech
<b>Imperative</b>	"Give me the book!"	She told/asked him to give her the book.
<b>Statement</b>	"I have a headache."	She said she had a headache.
	"He bought a new skateboard yesterday."	He said he had bought a new skateboard the day before.
	"She's lost her bag."	She said she had lost her bag.
	"I'll see a doctor next Monday."	She said she would see a doctor the following Monday.
<b>Question</b>	"Can you help me?"	I asked her if I could help her.
	"Have you seen a doctor?"	I asked her if she had seen a doctor.
	"Will he see you tomorrow?"	I asked her if he would see her the next day.
	"Where do you go to school?"	He asked me where I went to school.

## CONJUNCTIONS

### Linking words (*and, but, because*)

Conjunctions connect clauses or sentences.

We went to the cinema **and** watched a great film.  
 We went to the cinema **but** it was closed.  
 We went to the cinema **because** we had bought tickets.

### why – because

You use **why** to ask for information and find out reasons, and **because** to give reasons.

**Why** did you go to the store? – **Because** I needed bread.

**Why** are you tired? – **Because** I went to bed late.

### Connectors

To connect elements within a sentence or sentences within a text, you can use so-called connectors.

<b>Cause/Result</b>	They can't play football <b>because of</b> the fence between them.	
<b>Contrast</b>	<b>Although</b> he's a very young writer, he's already won an important award.	The film was good. A bit too long, <b>however</b> .
<b>Purpose</b>	She has taken a course in business administration <b>in order to</b> become a manager.	I'll use a microphone <b>so that</b> everybody can hear me.

## when / before / after / while / during / until / by the time

You can use these words as introductory phrases for time sentences. They tell you when something happened.

<b>When</b> we got to London, we went straight to the hotel.
<b>Before</b> we went out for dinner, we all took a shower.
<b>After</b> we went to the Tower of London, we decided to have lunch.
<b>While</b> we were resting in the hotel, we heard some noise outside.
<b>During</b> our stay, we visited a lot of wonderful sights.
We stayed in London <b>until</b> Sunday.
<b>By the time</b> we came back, it was dark.

## So do/have I – Neither do/have I

If you want to agree with someone about something, you use **So do/have I**. If you want to agree with negative statements, you can say **Neither do/have I**.

If there's a modal verb (*can, should, might, etc.*) or *have* in the sentence, repeat the modal verb or *have*.

I like rap. – <b>So do I.</b>	I don't like rock. – <b>Neither do I.</b>
I've got a laptop. – <b>So have I.</b>	I haven't got a laptop. – <b>Neither have I.</b>
I can play the piano. – <b>So can I.</b>	I can't play the piano. – <b>Neither can I.</b>
I went to the cinema last night. – <b>So did I.</b>	I didn't go to the cinema last night. – <b>Neither did I.</b>
I had a great holiday. – <b>So had I.</b>	Yesterday, we had no homework. – <b>Neither had I.</b>

## ADVERBS

Adverbs describe verbs or adjectives. There are different types of adverbs.

### Adverbs of frequency

You use adverbs of frequency to talk about how often something happens.

**Remember:** The word order in English is different to the one in German. In English, the adverb of frequency comes before the verb.

0%	XXXXXX	never
	✓XXXXX	sometimes
	✓✓✓XXX	often
	✓✓✓✓X	usually
100%	✓✓✓✓✓	always

I <b>sometimes</b> go to the cinema on Fridays.
We <b>usually</b> visit my grandparents on Sundays.
They <b>never</b> play football, but they <b>often</b> play basketball.

In sentences with *be*, the adverb of frequency comes after *be*.

She <u>is</u> <b>always</b> late.	They <u>are</u> <b>usually</b> happy.	They <u>are</u> <b>never</b> at home.
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### Adverbs of manner

You can use adverbs of manner to describe the way something happens or is done. For regular adverbs, add *-ly* to the adjective.

**Remember:** *-y* changes to *-i*, *-e* changes to *-ly*

#### Regular (+ *-ly*)

bad – badly  
quiet – quietly

#### Regular (ending in *-y* or *-e*)

happy – happily  
terrible – terribly

#### Irregular

fast – fast  
good – well

## PREPOSITIONS

Prepositions come before a noun or a pronoun and indicate the time (*time prepositions*), direction or a place (*prepositions of place*).

### Time prepositions

If you want to express at what time something happens or happened, you use the preposition **on** or **at**.

My birthday is <b>on</b> February 12 <sup>th</sup> / May 28 <sup>th</sup> / September 5 <sup>th</sup> .	days
My sister's birthday is <b>in</b> December / April / June.	months
The film starts <b>at</b> 7 o'clock / half past eight / six forty-five.	time
We have maths <b>in</b> the morning / <b>in</b> the afternoon.	time of day
We go to bed late <b>at</b> night.	
The concert is <b>on</b> Thursday.	days of the week

### Prepositions of place

on	in	behind	next to	in front of	under
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## ARTICLES

### Indefinite article

The indefinite article **a** (in German *ein/eine*) is used to refer to a countable noun. **An** is used before words that start with a vowel (a, e, i, o, u).

a bike	a teacher	a dog	vowels: a, e, i, o, u	an egg [ən 'eg]	an apple [ən 'æpl]
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### Definite article

In English, there is only one definite article **the** (in German *der/die/das*).

the bike	the teacher	the dog
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## NOUNS

### Plural nouns – regular plurals

To make regular plural forms, add **-s** to the noun.

Regular plural	bear – bears	cat – cats	boy – boys
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Follow these rules to make regular plurals:

- for words ending in **-y**, we take off the **-y** and add **-ies** unless there is a vowel before the **-y**
- for words ending in **-f** or **-fe**, we take off **-f** or **-fe** and add **-ves**

There are also other irregular plural forms that don't follow these rules.

Irregular plural							
baby – babies	leaf – leaves	fish – fish	child – children	mouse – mice	foot – feet	tooth – teeth	man – men sheep – sheep

## whose + possessive 's

If you want to ask who something belongs to, use **whose**. Add the possessive **'s** if the answer is a name or a noun. In case there already is an **s** at the end of that name or noun, you still add an **'** (apostrophe) at the end of the word. For irregular plurals you also add a possessive **'s**.

Whose is this book?	It's Amanda's (book).
Whose book is this?	It's Les' (book).

Whose is this room?	It's the teachers' (room).
Whose is this room?	It's the children's (room).

## PRONOUNS

### Personal pronouns – Subject and object pronouns

Personal pronouns have two forms, depending on how they are used in a sentence.

- as subject: subject pronoun
- as object: object pronoun

<b>Subject pronoun</b>	I	you	he	she	it	we	you	they
<b>Object pronoun</b>	me	you	him	her	it	us	you	them

The German *man* can be expressed in English by **you**, **they** or **one**.

### Possessives / Possessive pronouns

Possessives are always placed before the noun. You use them to express possession.

<b>Possessives</b>	my	your	his	her	its	our	your	their
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You use possessive pronouns when you want to say who something belongs to. You can use them instead of a noun or name that has already been mentioned before, e.g. *This is my bike. It's mine.*

<b>Possessive pronoun</b>	mine	yours	his	hers	its	ours	yours	theirs
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### Relative pronouns

You can use a relative pronoun (**who**, **which**, **that**) to add more information to a person or a thing in the main clause. You use **who** or **that** for people, and **which** for things and animals.

Here's the man <b>who</b> / <b>that</b> bought my father's old car.
I've got a dog <b>which</b> / <b>that</b> chases cats all the time.
There were three questions <b>which</b> / <b>that</b> were very difficult for everyone.

### Reflexive pronouns

Reflexive pronouns are used to refer back to the subject of a sentence, e.g. when the subject and object of a verb are the same person or to emphasize that someone has done something themselves.



<b>Reflexive pronouns</b>	myself	yourself	himself	herself	itself	ourselves	yourselves	themselves
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She saw <b>herself</b> in the mirror.	We did the job <b>ourselves</b> .
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### this / that / these / those

**This/that** (singular) and **these/those** (plural) refer to a specific person, object or sentence.

**This/these** describes something nearby, **that/those** something further away.

I like <b>this</b> T-shirt here.		I like <b>that</b> sweater over there.	
I like <b>these</b> shoes here.		I like <b>those</b> shoes over there.	

## one – ones

You can use **one** or **ones** if you don't want to repeat a noun in the sentence.

Which is your <u>bike</u> ? – The red <b>one</b> .	My <u>shoes</u> are old. I need to buy new <b>ones</b> .
What's your favourite <u>T-shirt</u> ? – The <b>one</b> with pink stars on it.	I like your <u>sunglasses</u> . – The green <b>ones</b> ?

## QUESTIONS

### Question words

If you ask a question and you expect a more detailed answer than just yes or no, use one of the question words:

Who	What	Where	Why
Who is the best?	What's your name?	Where are you now?	Why are you scared?
Who are you?	What eats insects?	Where do you go?	Why do you ask?
Who likes ice cream?	What does your dog eat?	Where is she going?	Why does Harry like Mandy?
Who doesn't like her?	What's in your pencil case?	Where did the helicopter land?	Why can't a helicopter land?

How often	Whose	How many	How much*
How often do you feed your pet?	Whose dog is this?	How many shoes do you have?	How much are the jeans?
How often do you eat meat?	Whose tablet did you use?	How many kids were in the park?	How much homework do you have?

\*You use *How much* ... when asking about the price or quantity of uncountable nouns (e.g. water, homework, meat, ...).

### Question tags

You use question tags in English when you want to confirm information or when you want someone to agree with what you have just said (German: "... oder?", "... nicht wahr?"). The tag always has the same tense as the main clause. After a positive statement, you use a negative question tag. After a negative statement, you use a positive question tag. If there is an auxiliary verb or modal verb in the main clause (*can, must, should, will, might*), you repeat it in the question tag.

You can swim, <b>can't you?</b>	Let's go to the cinema, <b>isn't he?</b>
They haven't done their homework, <b>have they?</b>	You will come to my party, <b>won't you?</b>
Emma loves her cat, <b>doesn't she?</b>	Your grandparents took the train to Paris yesterday, <b>didn't they?</b>
Samuel can't ski, <b>can he?</b>	You aren't afraid, <b>are you?</b>
You've done your homework, <b>haven't you?</b>	Your friends won't have time, <b>will they?</b>
You don't like animals, <b>do you?</b>	You didn't like the film, <b>did you?</b>

## PREFIXES AND SUFFIXES

Prefixes								
Adjectives				Verbs			Nouns	
in-	im-	in-	ir-	un-	dis-	mis-	mini-	

Suffixes		
Adjective → noun	Noun → adjective	
-ness	-ful	-less

possible	impossible	understand	misunderstand	happy	happiness	hope	hopeful
kind	unkind	bus	minibus	dark	darkness	home	homeless
agree	disagree	skirt	miniskirt	respect	respectful	meaning	meaningless

# ADJECTIVES

## as ... as

If you want to say that two or more things/animals/people are the same, then you use **as ... as**. If they are not the same, use **not as ... as**.

I am **as** intelligent **as** my sister.

He is **not as** tall **as** his father.

## Comparatives & Superlatives

To form the comparative or superlative form of short adjectives with one syllable, use **than** or **-est**.

Comparative	Superlative
My sister is <b>older than</b> me.	My sister is <b>the strongest</b> girl in her class.
My hair is <b>longer than</b> your hair.	Yesterday was <b>the coldest</b> day.

To form the comparative or superlative form of adjectives with two or more syllables, use **more** + adjective + **than** or **(the) most** + adjective.

Comparative	Superlative
The boots are <b>more</b> expensive <b>than</b> the trainers.	My mum is <b>the most</b> beautiful woman in our family.
This house looks <b>more</b> modern <b>than</b> the one next to it.	This is <b>the most</b> interesting book I've read.

Here is a list of the most frequently used adjectives and their comparative and superlative forms. Pay attention to the spelling.

Adjective	Comparative	Superlative
big	bigger	biggest
cold	colder	coldest
fast	faster	fastest
hot	hotter	hottest
long	longer	longest
new	newer	newest
old	older	oldest
rich	richer	richest
safe	safer	safest
small	smaller	smallest
strong	stronger	strongest
tall	taller	tallest
young	younger	youngest

Adjective	Comparative (-y → i)	Superlative (-y → i)
funny	funnier	funniest
happy	happier	happiest
heavy	heavier	heaviest
ugly	uglier	ugliest

two or more syllables		
Adjective	Comparative (more)	Superlative (most)
beautiful	more beautiful	most beautiful
boring	more boring	most boring
dangerous	more dangerous	most dangerous
difficult	more difficult	most difficult
exciting	more exciting	most exciting
expensive	more expensive	most expensive
handsome	more handsome	most handsome
important	more important	most important
intelligent	more intelligent	most intelligent
poisonous	more poisonous	most poisonous
popular	more popular	most popular
relaxing	more relaxing	most relaxing

Exceptions		
good	better	best
bad	worse	worst

## QUANTITY / MEASUREMENT

### How much is / are ...? / How many ...?

You use *How much* ... to ask for the quantity or the price of uncountable nouns.

You use *How many* ... to ask for the quantity of countable nouns.

**How much** ice cream do you eat every day?

**How much** money have you got?

**How much is** the ice cream?

**How much are** the trainers?

**How many** ... have you got?

**How many** ... come to this town?

### Ordinal numbers

Ordinal numbers (*the first, second, third, etc.*) have special endings in English.

**Remember:** When writing, add **-st** to 1, **-nd** to 2 and **-rd** to 3, otherwise always **-th**.

Cardinal	Ordinal
1 one	1 <sup>st</sup> first
2 two	2 <sup>nd</sup> second
3 three	3 <sup>rd</sup> third
4 four	4 <sup>th</sup> fourth
5 five	5 <sup>th</sup> fifth
6 six	6 <sup>th</sup> sixth
7 seven	7 <sup>th</sup> seventh
8 eight	8 <sup>th</sup> eighth
9 nine	9 <sup>th</sup> ninth
10 ten	10 <sup>th</sup> tenth

Cardinal	Ordinal
11 eleven	11 <sup>th</sup> eleventh
12 twelve	12 <sup>th</sup> twelfth
13 thirteen	13 <sup>th</sup> thirteenth
14 fourteen	14 <sup>th</sup> fourteenth
15 fifteen	15 <sup>th</sup> fifteenth
16 sixteen	16 <sup>th</sup> sixteenth
17 seventeen	17 <sup>th</sup> seventeenth
18 eighteen	18 <sup>th</sup> eighteenth
19 nineteen	19 <sup>th</sup> nineteenth
20 twenty	20 <sup>th</sup> twentieth

Cardinal	Ordinal
21 twenty-one	21 <sup>st</sup> twenty-first
30 thirty	30 <sup>th</sup> thirtieth
40 forty	40 <sup>th</sup> fortieth
50 fifty	50 <sup>th</sup> fiftieth
60 sixty	60 <sup>th</sup> sixtieth
70 seventy	70 <sup>th</sup> seventieth
80 eighty	80 <sup>th</sup> eightieth
90 ninety	90 <sup>th</sup> ninetieth
100 hundred	100 <sup>th</sup> hundredth
101 a/one hundred and one	101 <sup>st</sup> the (one) hundred and first

### some - any

You use **some** and **any** with plural nouns.

You generally use **some** with uncountable nouns in affirmative sentences, or if you want to ask about something that you know exists. You use **any** in negative sentences and questions.

some	any
We've got <b>some</b> cheese.	Do we have got <b>any</b> cheese?
I've got <b>some</b> money.	Have we got <b>any</b> money?
Can I have <b>some</b> soup?	There aren't <b>any</b> onions in the kitchen.
	Is there <b>any</b> milk in the fridge?
	Do they sell <b>any</b> strawberries?
	Do they sell <b>any</b> sweets?

# CLASSROOM LANGUAGE

## Can you understand your teacher?

We have plenty of time.  
Have a go.  
Have a guess.  
Don't worry about your pronunciation.  
Don't worry, it'll get better.  
Maybe this will help you.  
Can anybody correct this sentence?  
That's very good.  
Well done.  
That's nice.  
I like that.  
You did a great job.  
That's correct.  
That's quite right.  
Yes, you've got it.  
That's much better.  
That's a lot better.  
You didn't make a single mistake.  
Your pronunciation is very good.  
You're getting better all the time.  
Work in pairs/threes/fours/fives.  
Work in groups of two/three/four.  
Open your books at page ...  
Stand up and find a partner.  
Have you finished ...?  
Do the next activity.  
Let's check answers.  
Come out and write on the board.  
Repeat after me.  
Again, please ...  
Would you like to answer question 3?  
Right. Now we'll go on to the next exercise.  
Next ...  
You have ten minutes to do this.  
... is up.  
Are you ready?  
Any questions?  
... afraid it's time to finish now.  
We'll have to stop here.  
Hang on a moment.  
Just a moment, please.  
One more thing before you go.  
... is your homework.  
Do exercise 11 on page 22 for your homework.  
There is no homework today.

## When you have a problem, say this:

Sorry? / Pardon?  
Can you ... for me, please?  
Can you ... again, please?  
What's ... in ... please?  
I don't understand ...  
Sorry, I've forgotten my ...  
Sorry, what's our homework?

# ENGLISH SOUNDS

[ɑ:] <b>arm</b>	[eə] <b>there</b>	[ŋ] <b>song, long</b>
[ʌ] <b>fun</b>	[eɪ] <b>take, they</b>	[p] <b>present, top</b>
[e] <b>desk</b>	[ɪə] <b>here</b>	[r] <b>red, right</b>
[ə] <b>a, an</b>	[ɔɪ] <b>boy</b>	[s] <b>summer, class</b>
[ɜ:] <b>girl, bird</b>	[əʊ] <b>go, old</b>	[tʃ] <b>chance, cat</b>
[æ] <b>apple</b>	[ʊə] <b>tourist</b>	[z] <b>nose, dogs</b>
[ɪ] <b>in, it</b>	[b] <b>bag, club</b>	[tʃ] <b>television</b>
[i] <b>every</b>	[d] <b>duck, card</b>	[dʒ] <b>orange</b>
[i:] <b>easy, eat</b>	[f] <b>fish, laugh</b>	[ʃ] <b>sure, English</b>
[ɒ] <b>orange, sorry</b>	[g] <b>get, dog</b>	[tʃ] <b>child, cheese</b>
[ɔ:] <b>all, call</b>	[h] <b>hot</b>	[ð] <b>these, mother</b>
[ʊ] <b>look</b>	[j] <b>you</b>	[θ] <b>think, mouth</b>
[u] <b>February</b>	[k] <b>can, back</b>	[v] <b>very, have</b>
[u:] <b>food</b>	[l] <b>lot, listen</b>	[w] <b>what, word</b>
[aɪ] <b>eye, buy</b>	[m] <b>more, mum</b>	
[aʊ] <b>our</b>	[n] <b>no, nose</b>	

## The English alphabet:

<b>A</b> [eɪ]	<b>Q</b> [kju:]
<b>B</b> [bi:]	<b>R</b> [ɹ]
<b>C</b> [si:]	<b>S</b> [es]
<b>D</b> [di:]	<b>T</b> [ti:]
<b>E</b> [i:]	<b>U</b> [ju:]
<b>F</b> [ef]	<b>V</b> [vi:]
<b>G</b> [dʒi]	<b>W</b> [ˈdʌbəlju:]
<b>H</b> [eɪtʃ]	<b>X</b> [eks]
<b>I</b> [aɪ]	<b>Y</b> [wə:]
<b>J</b> [dʒeɪ]	<b>Z</b> [zed/zi:]
<b>K</b> [keɪ]	
<b>L</b> [leɪ]	
<b>M</b> [em]	
<b>N</b> [en]	
<b>O</b> [əʊ]	
<b>P</b> [pi:]	

# WORDLIST

U2/10 = Unit 2 Exercise 10; OYW1 = Our Young World Episode 1; TGND1 = The Girl Next Door Episode 1; TT = Teen Talk; G = Grammar

## A

<b>a / an</b> MORE 1	[ə, eɪ / ən]	ein/e	<b>admission</b> U1/9	[əd'ɪʃən]	Eintritt, Einlass
<b>a.m.</b> MORE 1	[eɪ'lem]	vormittags	<b>adult</b> MORE 1	[əd'ʌlt]	Erwachsener/ Erwachsene
<b>ability</b> MORE 3	[ə'bɪləti]	Fähigkeit; Fertigkeit	to <b>advance</b> U10/11	[təəd'vɑːns]	voranbringen, verbessern
to <b>be able to</b> MORE 3	[tə bi: 'eɪbəl tə]	können, fähig sein etw. zu tun	<b>advantage</b> U2/12	[əd'vɑːntɪdʒ]	Vorteil
<b>abnormal</b> U8/10	[æb'nɔːmə]	abnormal, ungewöhnlich	<b>adventurer</b> MORE 1	[əd'ventʃərə]	Abenteurer, Erlebnis
<b>Aboriginal</b> U7/TT	[æbə'rɪdʒənəl]	Ureinwohner/in Australiens	<b>advert (ad)</b> U7/11	[əd'vɜːt (æd)]	Reklame; Anzeige; Werbung
<b>about</b> MORE 1	[ə'baʊt]	über, ungefähr	to <b>advertise</b> U14/16	[təəd'vetəɪz]	ausschreiben, werben
<b>above</b> MORE 1	[ə'bʌv]	(dar-)über, oberhalb	<b>(job) advertisement</b> U4/17	[(dʒɒb) əd'vɜːt- ɪsmənt]	Stellenausschreibung; Anzeige, Werbung
<b>abroad</b> U3/11	[ə'brɔːd]	im Ausland; ins Ausland	<b>advice (n)</b> MORE 1	[əd'vaɪs]	Ratschlag
<b>absolutely</b> MORE 2	[æbsə'ljuːtli]	absolut	<b>adviser</b> U4	[əd'vaɪzə]	Berater/Beraterin
<b>academic</b> U6/2	[ækə'demɪk]	akademisch	<b>effect</b> MORE 1	[tə ə'fekt]	beeinflussen
<b>academy</b> U4/16	[ə'kædəmi]	Akademie	to <b>affirm</b> MORE 1	[tə ə'fɜːm]	positiv, bejahend
to <b>accelerate</b> U12/14	[tə ək'seləreɪt]	beschleunigen	to <b>afford</b> MORE 1	[tə ə'fɔːd]	leisten
to <b>accept</b> MORE 3	[tə ək'sept]	akzeptieren	to <b>be afraid (of)</b> MORE 2	[tə bi: ə'freɪd (əv)]	Angst haben (vor)
<b>access</b> U2/11	['ækses]	Zugriff	<b>Africa</b> MORE 1	[æ'frɪkə]	Afrika
to <b>access</b> U2/11	[tə 'ækses]	einsteigen; zugreifen	<b>African</b> MORE 1	[æ'frɪkən]	Afrikaner/Afrikanerin; afrikanisch
<b>accident</b> MORE 1	[æksɪdənt]	Unfall	<b>African American</b> U6/5	[æ'frɪkən ə'merɪkən]	Afroamerikaner/ Afroamerikanerin; afroamerikanisch
<b>accommodation</b> U1/16	[əkə'mə 'deɪʃən]	Unterkunft	<b>after</b> MORE 1	[ɑːftə]	nach
<b>according to</b> U6/5	[ə'kɔːdɪŋ tə]	gemäß	<b>after all</b> MORE 3	[ɑːftə ɔːl]	am Ende, schließlich
<b>account</b> U2/10	[ə'kaʊnt]	Konto	<b>afternoon</b> MORE 1	[ɑːftə'nuːn]	Nachmittag
<b>accountant</b> U4/1	[ə'kaʊntənt]	Buchhalter, Buchhalterin	<b>afterwards</b> MORE 3	[ɑːftəwədz]	nachher
to <b>ache</b> U8/7	[tə eɪk]	schmerzen, wehtun	<b>again</b> MORE 1	[ə'gen]	wieder, noch einmal
to <b>achieve</b> MORE 2	[tə ə'tʃiːv]	erreichen	<b>against</b> MORE 1	[ə'genst]	gegen; an
<b>across</b> MORE 1	[ə'krɒs]	quer	<b>age</b> MORE 1	[eɪdʒ]	Alter
to <b>act</b> MORE 2	[tə ækt]	(Spiel-) spielen; (Schach-) spielen	<b>aged</b> U4/16	[eɪdʒd]	im Alter von
<b>action</b> MORE 1	[ækʃn]	Handlung	<b>agenda</b> U10/1	[ə'dʒendə]	Tagesordnung
<b>action-packed</b> U11/20	[ækʃn'pækt]	handlungsreich, spannend	<b>aggressive</b> MORE 3	[ə'ɡresɪv]	aggressiv
<b>active</b> MORE 3	[æktɪv]	aktiv	<b>(two days) ago</b> MORE 2	[(tu: deɪz) ə'gəʊ]	vor (zwei Tagen)
<b>activity</b> MORE 1	[æk'tɪvɪti]	Tätigkeit, Beschäftigung	to <b>agree</b> MORE 3	[tə ə'ɡriː]	zustimmen; übereinstimmen
<b>actor, actress</b> MORE 2	[æktər, æktres]	Schauspieler, Schauspielerin	<b>agreement</b> U1/4	[ə'ɡri:mənt]	Vereinbarung; Übereinstimmung
<b>actually</b> MORE 2	[æk'tʃuəli]	eigentlich; tatsächlich	<b>agriculture</b> U10/6	[ægrɪkʌltʃə]	Landwirtschaft
to <b>adapt</b> MORE 3	[tə əd'æpt]	(sich) anpassen	<b>ahead</b> MORE 3	[ə'hed]	voraus, kommend
to <b>add</b> MORE 2	[tə əd]	hinzufügen	<b>AI (artificial intelligence)</b> U2/1	[eɪ'ɑɪ (ɑː'tɪfɪjəl ɪn'telɪdʒəns)]	KI (künstliche Intelligenz)
to <b>add up</b> OYW2	[tə əd ʌp]	hier: summieren	<b>aim</b> U6/1	[eɪm]	Ziel
in <b>addition</b> U2/16	[ɪn ə'dɪʃən]	außerdem, des Weiteren			
<b>address</b> MORE 1	[ə'dres]	Adresse			
to <b>admire</b> MORE 3	[tə əd'maɪə]	bewundern; verehren			

<b>air</b> MORE 1	[eə]	Luft	<b>annoyance</b> U10/13	[ə'noɪəns]	Verärgerung; Belästigung
<b>aircraft</b> U3/6	[eəkrɑ:ft]	Flugzeug	<b>annoyed</b> TGND2	[ə'noɪd]	verärger, gereizt
<b>airline</b> MORE 3	[eəlaɪn]	Fluglinie	<b>another</b> MORE 1	[ə'nʌðə]	ein/e andere/r
<b>airplane</b> U3/8	[eəpleɪn]	Flugzeug	<b>answer</b> MORE 1	[ɑ:nsə]	Antwort
<b>airport</b> MORE 2	[eəpɔ:t]	Flughafen	to <b>answer</b> MORE 1	[tə ɑ:nsə]	antworten
<b>alien</b> MORE 2	[eɪliən]	Außerirdischer/ Außerirdische	to <b>answer the door</b> MORE 1	[tə ɑ:nsə tə dɔ:]	die Tür aufmachen
<b>alive</b> MORE 2	[ə'laɪv]	lebendig, am Leben	<b>antagonist</b> U11/18	[ə'ntəɡənɪst]	Gegner/Gegnerin
<b>all</b> MORE 1	[ɔ:l]	alle, alles	<b>anthology</b> U11/12	[æ'nθɒlədʒi]	Sammlung
<b>all in all</b> MORE 3	[ɔ:l ɪn ɔ:l]	alles in allem	<b>anti-racist</b> U14	[ænti'reɪsɪst]	antirassistisch
<b>all over</b> MORE 3	[ɔ:l əʊvə]	überall	<b>any</b> MORE 1	[eni]	irgendein/e; kein/e; etwas
<b>alley</b> U11/16	[æli]	Gasse	<b>(not) any more</b> MORE 2	[(nɒt) eni'mɔ:ɹ]	(nicht) mehr
<b>alliterative</b> U13/15	[ə'lɪtərətɪv]	alliterativ (kennzeichnet eine Alliteration)	<b>anybody</b> MORE 2	[enɪ'bɒdi]	irgendjemand
to <b>allow</b> MORE 3	[tə ə'laʊ]	erlauben	<b>anyone</b> MORE 1	[eniwʌn]	irgendjemand
to <b>be allowed to</b> MORE 3	[tə bi: ə'laʊd tə]	dürfen	<b>anything</b> MORE 1	[eniθɪŋ]	(irgend-)etwas
<b>almost</b> MORE 2	['ɔ:lməʊst]	fast, beinahe	<b>anyway</b> MORE 1	[eniweɪ]	auf alle Fälle, jedenfalls
<b>alone</b> MORE 1	[ə'ləʊn]	allein	<b>anywhere</b> MORE 3	[eniweə]	irgendwo
<b>along</b> MORE 2	[ə'lɒŋ]	entlang	to <b>apart from</b> MORE 3	[ə'pɑ:t frɒm]	abgesehen von
<b>the alps</b> MORE 1	[ði ælps]	die Alpen	to <b>apologise</b> MORE 2	[tə ə'pɒlə- dʒaɪz]	sich entschuldigen
<b>already</b> MORE 1	[ɔ:l'reɪdi]	schon, bereits	<b>apology</b> U8/12	[ə'pɒlədʒi]	Entschuldigung
<b>alright</b> MORE 1	[ɔ:l'raɪt]	in Ordnung; schön, na- gut	<b>app developer</b> U4/10	[æp dɪ'veləpə]	App-Entwickler/App- Entwicklerin
<b>also</b> MORE 1	[ɔ:lsəʊ]	auch	to <b>appear</b> MORE 2	[tə ə'piə]	erscheinen, auftauchen
<b>alternative</b> U12/6	[ɒl'tɜ:nətɪv]	alternativ	<b>appearance</b> U7/12	[ə'piərəns]	Erscheinen; Aussehen
<b>although</b> MORE 2	[ɔ:l'dʒəʊ]	obwohl	<b>applause</b> U9/3	[ə'plɔ:z]	Applaus
<b>altogether</b> MORE 3	[ɔ:l'tə'geðə]	insgesamt	<b>apple</b> MORE 1	[æpl]	Apfel
<b>always</b> MORE 1	[ɔ:lweɪz]	immer	<b>application</b> U2/12	[æplɪ'keɪʃən]	Anwendung; Bewerbung
<b>amazing</b> MORE 1	[ə'meɪzɪŋ]	erstaunlich	to <b>apply (for)</b> U4/16	[tə ə'plai (fə)]	sich bewerben
<b>ambition</b> U4/15	[æm'bɪʃn]	Ehrgeiz	<b>approximately</b> MORE 3	[ə'prɒksɪmətli]	ungefähr
<b>ambitious</b> U6/3	[æm'bɪʃəs]	ehrgeizig	<b>Arabic</b> U3/3	['æɹəbɪk]	arabisch
<b>ambulance</b> MORE 1	[æmbjʊləns]	Krankenwagen	<b>architect</b> U4/1	['ɑ:kɪtekt]	Architekt/Architektin
<b>(North) America</b> MORE 2	[(nɔ:θ) ə'merɪkə]	(Nord-)Amerika	<b>area</b> MORE 2	[eəriə]	Gebiet, Region
<b>American</b> MORE 2	[əmerɪkən]	Amerikaner/ Amerikanerin; amerikanisch	to <b>argue</b> MORE 3	[tə ɑ:gju:]	argumentieren, diskutieren; streiten
<b>the Americas</b> U10/6	[ðə ə'merɪkəz]	das Doppelkontinent	<b>argument</b> MORE 3	[ɑ:gjəmənt]	Argument; Streit
<b>among</b> MORE 2	[ə'mɒŋ]	unter	<b>army</b> U1/4	['ɑ:mi]	Armee; Heer
<b>amount</b> MORE 3	[ə'maʊnt]	Menge, Anteil	<b>around</b> MORE 1	[ə'raʊnd]	herum; um
to <b>analyse</b> U2/1	[tə ænə'laɪz]	analysieren, auswerten	to <b>arrest</b> U2/13	[tə ə'rest]	verhaften
<b>ancestor</b> U7/4	[ænsə'stɔ:]	Vorfahre/Vorfahrin	<b>arrival</b> U3/3	[ə'raɪvl]	Ankunft
<b>ancient</b> MORE 2	[eɪnʃənt]	alt, antik	to <b>arrive</b> MORE 1	[tə ə'raɪv]	ankommen
<b>angry</b> MORE 1	[æŋɡri]	wütend, zornig	<b>art</b> MORE 1	[ɑ:t]	Kunst
<b>animal</b> MORE 1	[ænɪmə]	Tier	<b>article</b> MORE 1	[ɑ:tɪkl]	(Zeitungs-)Artikel
<b>ankle</b> MORE 1	[æŋkl]	Fußgelenk, Knöchel	<b>artificial</b> U5/6	[ɑ:tɪ'fɪʃəl]	künstlich
to <b>announce</b> U8/7	[tə ə'naʊns]	ankündigen; durchsagen	<b>artist</b> MORE 2	[ɑ:tɪst]	Künstler/Künstlerin
<b>announcement</b> U3/6	[ə'naʊnsmənt]	Durchsage; Ankündigung	<b>artistic</b> U6/10	[ɑ:'tɪstɪk]	künstlerisch begabt; kunstvoll
			<b>artwork</b> U8/1	[ɑ:twɜ:k]	Kunstwerk; Illustration

<b>as</b> MORE 1	[əz]	als; wie
<b>as a result</b> U10/15	[æz e ri'zʌlt]	daher, aufgrund dessen
<b>ash</b> MORE 3	[æʃ]	Asche
<b>Asia</b> MORE 2	[eɪzə]	Asien
to <b>ask</b> MORE 1	[tə ɑ:sk]	fragen; bitten
<b>assistant</b> MORE 1	[ə'sɪstənt]	Verkäufer/Verkäuferin
to <b>associate</b> U9/3	[tə ə'səʊsiət]	angehören, assoziieren
<b>asteroid</b> MORE 3	[æstə'ɔɪd]	Asteroid
<b>astronaut</b> MORE 3	[æstrɔ'nɔ:t]	Astronaut/Astronautin
<b>asylum seeker</b> U10/14	[ə'saɪləm ,si:kər]	der/die Asylsuchende
<b>at</b> MORE 1	[æt]	bei; auf; um; zu
<b>at least</b> MORE 3	[ət li:st]	zumindest, mindestens
<b>at once</b> MORE 3	[ət wʌns]	sofort
<b>atmosphere</b> U12/5	[ætmə'sfɪər]	Atmosphäre
<b>attack</b> MORE 3	[ə'tæk]	Angriff
to <b>attack</b> MORE 2	[tə ə'tæk]	angreifen
to <b>attend</b> MORE 3	[tə ə'tend]	besuchen (Universität, Veranstaltung)
<b>attention</b> U2/1	[ə'tenʃən]	Aufmerksamkeit; Achtung
<b>attraction</b> MORE 2	[ə'trækʃən]	Attraktion
<b>attractive</b> MORE 3	[ə'træktɪv]	attraktiv, ansprechend
<b>auction</b> U8/10	[ɔ:kʃən]	Auktion, Versteigerung
<b>audience</b> MORE 3	[ɔ:diəns]	Publikum
<b>aunt</b> MORE 1	[ɑ:nt]	Tante
<b>Australia</b> MORE 1	[ɒs'treɪliə]	Australien
<b>Australian</b> MORE 2	[ɒs'treɪliən]	Australier/Australin australisch
<b>Austria</b> MORE 1	[ɒstriə]	Österreich
<b>Austro-Hungarian</b> U12/9	[ɒstrəʊ hʌŋ'ɡeəriən]	Austro-ungarisch österreichisch- ungarisch
<b>author</b> MORE 3	[ɔ:θər]	Autor/Autorin
<b>autism</b> U6/9	[ɔ:tizəm]	Autismus
<b>autonomy</b> U1/4	[ɔ:'tɒnəmi]	Autonomie
<b>available</b> MORE 3	[ə'veɪləbəl]	verfügbar, vorhanden
<b>average</b> MORE 2	[ˈævərɪdʒ]	durchschnittlich
to <b>avoid</b> MORE 3	[tə ə'vɔɪd]	vermeiden
<b>award</b> MORE 3	[ə'wɔ:rd]	Auszeichnung, Preis
to <b>be aware (of)</b> U1/3B	[tə bi ə'veɪ (ə)wɔ:rd]	wichtig etw. bewusst sein
<b>away</b> MORE 1	[ə'weɪ]	weg
<b>awesome</b> MORE 3	[ə'wɔ:sl]	beeindruckend
<b>awful</b> MORE 1	[ə'fʊl]	schrecklich, scheußlich
<b>Aztec</b> U9/3	[æzɪk]	Azteke/Aztekin

## B

<b>back</b> MORE 2	[bæk]	zurück; Rücken
<b>backpack</b> MORE 1	[bækpæk]	Rucksack
<b>backwards</b> MORE 1	[bækwɔ:dz]	rückwärts

<b>bad</b> MORE 1	[bæd]	schlecht, böse
<b>badly</b> U1/4	[bædli]	dringend; schlecht
<b>bag</b> MORE 1	[bæg]	Tasche
<b>bairn</b> U11/16	[beən]	Kind
to <b>bake</b> U5/11	[tə beɪk]	backen
<b>balloon</b> MORE 2	[bə'lu:n]	Ballon
to <b>ban</b> U5/6	[tə bæn]	verbannen; verbieten
<b>banana</b> MORE 1	[bə'nɑ:nə]	Banane
<b>bandage</b> U7/7	[bændɪdʒ]	Verband
<b>bang</b> U3/6	[bæŋ]	Knall
<b>bank account</b> U11/11	[bæŋk ə'kaʊnt]	Bankkonto
<b>bank clerk</b> U14/1	[bæŋk kɜ:klɜ:k]	Bankangestellter/ Bankangestellte
<b>bank transfer</b> U11/11	[bæŋk træns'fɜ:]	Banküberweisung
<b>banking</b> U11/11	[bæŋkɪŋ dɪ'teɪls]	Bankdaten
<b>bar</b> U2/2	[bɑ:]	Riegel; Stange
<b>based on</b> U11/11	[beɪst ɒn]	basierend auf, anhand von
<b>basic</b> U11/11	[beɪsɪk]	grundlegend
<b>basicly</b> U9/9	[beɪsɪkli]	grundsätzlich
<b>basil</b> U5/5	[bæzəl]	Basilikum
<b>bay</b> U3/10	[beɪ]	Bucht
<b>before Christ</b> U11/11	[bi:'si:]	vor Christi Geburt
to <b>be</b> MORE 1	[tə bi:]	sein
<b>be in good shape</b> U13/11	[tə bi ɪn gʊd ʃeɪp]	gut in Form sein
to <b>be in trouble</b> U3/6	[tə bi ɪn trʌbəl]	in Schwierigkeiten sein
to <b>be off</b> U13/9	[tə bi ɒf]	weggehen; abfahren
to <b>be out of one's mind</b> U11/8	[tə bi: aʊt əv wʌnz maɪnd]	verrückt sein
to <b>be set in</b> U11/4	[tə bi set ɪn]	spielen im/in ...
<b>beach</b> MORE 1	[bi:tʃ]	Strand
to <b>beam</b> U11/16	[tə bi:m]	strahlen; senden
<b>bean</b> MORE 1	[bi:n]	Bohne
<b>beast</b> MORE 1	[bi:st]	Bestie
to <b>beat</b> MORE 1	[tə bi:t]	schlagen
<b>beautiful</b> MORE 1	[bju:tɪfl]	schön
<b>beauty</b> U13/G	[bju:ti]	Schönheit
<b>because</b> MORE 1	[br'kəz]	weil
to <b>become</b> MORE 3	[tə br'kʌm]	werden
<b>bed</b> MORE 1	[bed]	Bett
<b>bedroom</b> MORE 1	[bedru:m]	Schlafzimmer
<b>bee</b> U14/1	[bi:]	Biene
<b>beef</b> MORE 1	[bi:f]	Rindfleisch
<b>before</b> MORE 1	[br'fɔ:]	bevor; zuvor; vor
to <b>beg</b> U8/7	[tə beg]	anflehen, betteln
<b>beggar</b> U13/8	[begə]	Bettler/Bettlerin
to <b>begin</b> MORE 1	[tə br'ɡɪn]	anfangen, beginnen

<b>beginning</b> MORE 1	[bɪ'ɡɪnɪŋ]	Anfang	<b>bookseller</b> U6/5	[bʊk'selə]	Buchhändler/ Buchhändlerin
to <b>behave</b> MORE 3	[tə bɪ'heɪv]	verhalten	<b>bookshop</b> U6/8	[bʊkʃɒp]	Buchhandlung
<b>behaviour</b> MORE 2	[bɪ'heɪvjər]	Verhalten	<b>border</b> MORE 3	[bɔːdə]	Grenze
<b>behind</b> MORE 1	[bɪ'hɑɪnd]	hinten	to <b>bore</b> U3/11	[tə bɔː]	langweilen
<b>belief</b> U6/2	[bɪliːf]	Glaube	<b>bored</b> MORE 1	[bɔːd]	gelangweilt
to <b>believe</b> MORE 1	[tə bɪ'liːv]	glauben	<b>boring</b> MORE 1	[bɔːɪŋ]	langweilig
to <b>belong</b> U12/G	[tə bɪ'lɒŋ]	gehören	<b>born</b> MORE 1	[bɔːn]	geboren
<b>below</b> MORE 1	[bɪ'ləʊ]	unter; darunter	<b>both</b> MORE 1	[bɔː]	beide
<b>belt</b> MORE 1	[belt]	Gürtel	to <b>bother</b> MORE 3	[tə 'bɒðə]	stören
<b>bench</b> MORE 1	[bentʃ]	(Sitz-)Bank	to <b>bow</b> U9/14	[tə baʊ]	sich verbeugen
<b>bent double</b> U11/16	[bent 'dʌbəl]	zusammengekrümmt	<b>boy</b> MORE 1	[bɔɪ]	Junge
<b>berry</b> U10/7	[beri]	Beere	<b>boyfriend</b> MORE 1	[bɔɪnfrɛnd]	fester Freund, Partner
<b>beside</b> MORE 3	[bɪ'saɪd]	neben	to <b>brace</b> U3/6	[tə breɪs]	abstützen, festhalten
<b>(with) best wishes</b> MORE 1	[[wɪð] best 'wɪʃɪz]	mit den besten Wünschen	<b>bracelet</b> U2/4	[bræslət]	Armband
<b>between</b> MORE 1	[bɪ'twiːn]	zwischen	<b>bracket</b>	[brækɪt]	Klammer
<b>bibliomania</b> U8/10	[bɪbliəʊ- meɪniə]	Büchersammelwut	<b>brain</b> U6/6	[breɪn]	Gehirn
<b>big</b> MORE 1	[bɪɡ]	groß	<b>brake</b> MORE 2	[breɪk]	Bremse
<b>bike</b> MORE 1	[baɪk]	Fahrrad	<b>branch</b> MORE 1	[brɑːntʃ]	Ast
<b>billion</b> MORE 2	[bɪljən]	Milliarde	<b>branch</b> U1/3	[brɑːntʃ ɒfɪs]	Niederlassung, Zweigstelle
to <b>binge-watch</b> U13/11	[tə bɪndʒ wɒtʃ]	Filme/Serien verschlingen	<b>brand new</b> MORE 1	[brænd 'njuː]	nagelneu, brandneu
<b>biography</b> U6/11	[baɪ'ɒɡrəfi]	Biografie	<b>brave</b> MORE 2	[breɪv]	tapfer, mutig
<b>biosphere</b> U12/9	[baɪəʊsfɪər]	Biosphäre	<b>bravery</b> U3/9	[breɪvri]	Mut
<b>bird</b> MORE 1	[bɜːd]	Vogel	<b>Brazil</b> MORE 3	[brə'zɪl]	Brasilien
<b>birth</b> MORE 3	[bɜːθ]	Geburt	<b>Brazilian</b> MORE 2	[brə'zɪljən]	Brasilianer/Brasilianerin; brasilianisch
<b>birthday</b> MORE 1	[bɜːθdeɪ]	Geburtstag	<b>bread</b> MORE 1	[bred]	Brot
<b>(a) bit (of)</b> MORE 2	[(ə) bɪt (əv)]	(ein) bisschen (von)	to <b>break</b> MORE 1	[tə breɪk]	(zer-)brechen, kaputt machen
to <b>blackmail</b> MORE 3	[blækmeɪl]	erpressen	to <b>break into</b> U2/3	[tə breɪk ɪntuː]	einbrechen
<b>blast-off</b> U12/17	[blɑːst ɒf]	(Raketen-)Start Abschluss	to <b>break up</b> U12/5	[tə breɪk ʌp]	in Stücke zerfallen; Schluss machen
<b>blindness</b> MORE 3	[blaɪndnəs]	Blindheit	<b>breakfast</b> MORE 1	[brekfəst]	Frühstück
<b>blockbuster</b> OYW1	[blɒk'bʌstə]	Blockbuster (Film)	<b>breathe</b> MORE 2	[tə briːð]	atmen
<b>blood</b> MORE 2	[blʌd]	Blut	<b>bride</b> U9/7	[braɪd]	Braut
<b>bloodstain</b> U1/12	[blʌdsteɪn]	Blutstain	<b>bridegroom</b> U9/7	[braɪdgruːm]	Bräutigam
<b>bloody</b> U1/4	[blʌdi]	blutig	<b>bridesmaid</b> U9/7	[braɪdzmeɪd]	Brautjungfer
to <b>bloom</b> U14/10	[tə bluːm]	blühen	<b>bridge</b> MORE 1	[brɪdʒ]	Brücke
to <b>blow one's nose</b> U9/G	[tə bləʊ wʌnz nəʊz]	die Nase putzen	<b>bright</b> MORE 2	[braɪt]	hell, leuchtend
to <b>blow up</b> U3/6	[tə bləʊ ʌp]	explodieren	<b>brilliant</b> MORE 1	[brɪljənt]	brillant, hervorragend
<b>blurb</b> U11/4	[blɜːb]	Klappentext	to <b>bring</b> MORE 1	[tə brɪŋ]	(mit-)bringen
<b>board</b> MORE 1	[bɔːd]	Tafel	<b>Britain</b> MORE 1	[brɪtən]	Großbritannien
<b>boat</b> MORE 1	[bəʊt]	Boot	<b>British</b> MORE 1	['brɪtɪʃ]	britisch
<b>bonus</b> U4/10	[bəʊs]	Bonus, Zulage; Prämie	<b>broad</b> MORE 1	[brɔːd]	breit
<b>body</b> MORE 1	[bɒdi]	Körper	<b>broccoli</b> MORE 1	[brɒkəli]	Brokkoli
to <b>boil</b> U2/16	[tə bɔɪl]	kochen, siedeln	<b>brochure</b> MORE 2	[brəʊʃər]	Broschüre
<b>bone</b> MORE 2	[bəʊn]	Knochen	<b>brother</b> MORE 1	[brʌðə]	Bruder
to <b>book</b> MORE 1	[tə bʊk]	reservieren, buchen	<b>brother-in-law</b> U10/9	[brʌðə ɪn lɔː]	Schwager
<b>book club</b> U11/TT	[bʊk klʌb]	Buchklub	<b>bruising</b> TGND2	[bruːzɪŋ]	Bluterguss; Prellung
			<b>bubble</b> MORE 3	[bʌbəl]	Blase

<b>buffalo</b> MORE 3	[bʌfələʊ]	Büffel
to <b>build</b> MORE 1	[tə bɪld]	bauen
<b>building</b> MORE 1	[bɪldɪŋ]	Gebäude
<b>Bulgaria</b> U9/G	[bʌl'geəriə]	Bulgarien
<b>bull</b> U1/6	[bʊl]	Stier, Bulle
to <b>bully</b> MORE 3	[tə bʊli]	schikanieren, mobben
<b>bureaucratic</b> OYW4	[bjʊərə'kræɪtɪk]	bürokratisch
<b>burn</b> U7/9	[bɜ:n]	Verbrennung
to <b>burn</b> MORE 2	[tə bɜ:n]	(ver-)brennen
to <b>burn to the ground</b> U8/10	[tə bɜ:n tə ðə graʊnd]	niederbrennen, abbrennen
to <b>bury</b> MORE 3	[tə beri]	begraben
<b>bus driver</b> U4/1	[bʌs draɪvər]	Busfahrer/Busfahrerin
<b>bush</b> MORE 3	[bʊʃ]	Busch
<b>business</b> MORE 1	[bɪznɪs]	Business, Geschäft
<b>businessman (pl businessmen)</b> U14/8	[bɪznɪsmən (bɪznɪsmən)]	Geschäftsmann
<b>busy</b> MORE 3	[bɪzi]	beschäftigt
<b>but</b> MORE 1	[bʌt]	aber
<b>button</b> MORE 1	[bʌtən]	Knopf, Taste
to <b>buy</b> MORE 1	[tə baɪ]	kaufen
<b>by</b> MORE 1	[baɪ]	an; bei; mit
<b>by the way</b> U11/4	[baɪ ðə weɪ]	übrigens
<b>bye</b> MORE 1	[baɪ]	(auf) Wiedersehen, tschau, tschüss

## C

<b>cage</b> MORE 1	[keɪdʒ]	Käfig
to <b>catch up</b> U14/8	[tə keɪdʒ ʌp]	einspielen
<b>cake</b> MORE 1	[keɪk]	Kuchen
to <b>calculate</b> U10/1	[tə kælkjələɪt]	(be-)rechnen
<b>calendar</b> MORE 2	[kæləndər]	Kalender
to <b>call</b> MORE 1	[tə kɔ:l]	(an-)rufen
<b>caller</b> U7/8	[kɔ:lər]	Anrufer
<b>calm</b> MORE 2	[kɑ:m]	beruhigend
<b>calorie</b> U5/5	[kæləri]	Kalorie
<b>camel</b> MORE 1	[kæml]	Kamel
<b>camera (cam)</b> MORE 1	[kæmərə]	Kamera; Fotoapparat
to <b>camp</b> U6/10	[kæmp]	campen, zelten
<b>campaign</b> MORE 3	[kæmpeɪn]	Kampagne, Aktion
to <b>campaign</b> U6/5	[tə kæmpeɪn]	engagieren, sich einsetzen
<b>campsite</b> MORE 1	[kæmpsaɪt]	Campingplatz
<b>can</b> MORE 1	[kæn]	Dose
<b>can (cannot)</b> MORE 1	[kæn (kənɒt)]	(nicht) können
<b>Canadian</b> U12/6	[kə'neɪʃn]	Kanadier/Kanadierin; kanadisch
<b>canal</b> TGND2	[kə'næl]	Kanal
<b>capacity</b> U3/6	[kə'pæsəti]	Fassungsvermögen; Belastbarkeit
<b>capital (city)</b> MORE 2	[kæpɪtl (sɪti)]	Hauptstadt

<b>captain</b> MORE 1	[kæptɪn]	Kapitän/Kapitänin
<b>captivating</b> U11/20	[kæptɪveɪtɪŋ]	fesselnd, mitreißend
<b>car</b> MORE 1	[kɑ:]	Auto
<b>car park</b> U6/10	[kɑ: pɑ:k]	Parkplatz
<b>carbon dioxide</b> U12/9	[kɑ:bən daɪ'ɒksaɪd]	Kohlendioxid
<b>card</b> MORE 1	[kɑ:d]	Karte
<b>cardboard</b> U8/1	[kɑ:bdɔ:d]	Karton
to <b>be in somebody's care</b> U11/18	[tə bi: ɪn sʌmbədɪs keə]	in der Obhut von jdm. sein, von jdm. gepflegt werden
to <b>care (about sth)</b> U9/11	[tə keə (əbʌt sʌmθɪŋ)]	sich um etw. kümmern
to <b>care (for)</b> MORE 1	[tə keə (fə)]	sich kümmern (um)
<b>career</b> U4	[kə'reə]	Karriere
<b>career adviser</b> U14/8	[kə'reə əd'vaɪzər]	Berufsberater/Berufsberaterin
<b>careful</b> MORE 1	[keəfl]	vorsichtig
<b>carpet</b> MORE 1	[kɑ:pɪt]	Teppich
<b>carrot</b> MORE 1	[kærət]	Karotte
to <b>carry</b> MORE 1	[tə kæri]	tragen; (Krankheit) übertragen
<b>case</b> MORE 1	[keɪs]	Fall
<b>cash</b> OYW2	[kæʃ]	Bargeld
<b>castle</b> MORE 1	[kɑ:sl]	Schloss
<b>casual</b> U4/13	[kæʒuəl]	leger, lässig
<b>cat</b> MORE 1	[kæt]	Katze
<b>catastrophe</b> U10/1	[kə'tæstrəfi]	Katastrophe
to <b>catch</b> MORE 1	[tə kætʃ]	fangen; festnehmen
to <b>catch up on sth.</b> U13/8	[tə kætʃ ʌp ɒn sʌmθɪŋ]	etw. aufholen, etw. nachholen
<b>catchy</b> U5/11	[kætʃi]	eingängig, einprägsam
<b>category</b> MORE 2	['kætəɡri]	Kategorie
<b>Catholic</b> U1/4	[kæθəlɪk]	katholisch; Katholik/Katholikin
<b>cattle</b> U1/4	[kætəl]	Vieh, Rind
<b>cause</b> U5/5	[kɔ:z]	Ursache
to <b>cause</b> MORE 3	[tə kɔ:z]	verursachen
<b>cave</b> MORE 1	[keɪv]	Höhle
<b>CCTV footage</b> U2/1	[si:si:ti:'vi: fʊtɪdʒ]	Aufnahmen der Überwachungskameras
to <b>celebrate</b> MORE 1	[tə seləbreɪt]	feiern
<b>celebration</b> U3/12	[selə'breɪʃən]	Feier
<b>celebrity</b> MORE 3	[sə'lebrəti]	Prominenter/Prominente
<b>centimetre</b> MORE 2	[sentɪ'mi:tər]	Zentimeter
<b>central</b> MORE 3	[sentrəl]	zentral; in der Mitte
<b>centre</b> MORE 1	[sentər]	Zentrum
<b>century</b> MORE 2	[sentʃəri]	Jahrhundert
<b>ceremony</b> U9/4	[serɪməni]	Zeremonie
<b>certain</b> MORE 2	[sɜ:tn]	sicher, gewiss

<b>certainly</b> MORE 1	[sɜ:'tɪnli]	sicherlich, bestimmt	<b>to claim</b> U10/11	[tə kleɪm]	behaupten
<b>challenge</b> MORE 2	[tʃælɪndʒ]	Herausforderung	<b>clap of thunder</b> U1/12	[klæp əv θʌndə]	Donnerschlag
<b>challenging</b> U7/9	[tʃælɪndʒɪŋ]	herausfordernd	<b>class</b> MORE 1	[kla:s]	(Schul-)Klasse
<b>to change</b> MORE 1	[tə tʃeɪndʒ]	(sich) (ver-)ändern; umsteigen	<b>classic</b> U5/14	[klæsɪk]	klassisch
<b>channel</b> MORE 1	[tʃænl]	(Fernseh-)Kanal	<b>classmate</b> MORE 3	[kla:smet]	Mitschüler/Mitschülerin
<b>character</b> MORE 1	[kærəktə]	Charakter, Figur	<b>classroom</b> MORE 1	[kla:srʊm]	Klassenzimmer
<b>to be in charge</b> U5/11	[tə bɪ ɪn tʃɑ:dʒ]	das Sagen haben, verantwortlich sein	<b>claw</b> U11/16	[klɔ:]	Kralle
<b>to charge</b> MORE 3	[tə tʃɑ:dʒ]	berechnen, verlangen	<b>to clean (up)</b> MORE 1	[tə kli:n]	über machen, putzen; aufräumen
<b>charity</b> MORE 3	[tʃærəti]	Wohltätigkeitsorganisation	<b>clear</b> MORE 3	[kliə]	klar
<b>cheap</b> MORE 1	[tʃi:p]	billig	<b>clear as day</b> U11/16	[kliə əz deɪ]	glasklar, eindeutig
<b>to check</b> MORE 1	[tə tʃek]	überprüfen, kontrollieren	<b>clear-up</b> U11/16	[kliə-ʌp]	Aufräumaktion
<b>to check out</b> MORE 3	[tə tʃek aʊt]	ausprobieren; ansehen	<b>clearly</b> U1/16	[kliəli]	offensichtlich, deutlich
<b>to cheer</b> U1/4	[tə tʃɪər]	jubeln	<b>to click</b> MORE 2	[tə klɪk]	klicken
<b>cheerful</b> U9/15	[tʃɪəfəl]	heiter	<b>client</b> U4/11	[kliənt]	Klient/Klientin; Kunde/Kundin
<b>cheese</b> MORE 1	[tʃi:z]	Käse	<b>climate</b> MORE 1	[klaɪmət]	Klima
<b>chef</b> MORE 2	[ʃef]	Koch/Köchin	<b>climate change</b> U11/16	[klaɪmət tʃeɪndʒ]	Klimawandel
<b>chemistry</b> MORE 3	[kemɪstri]	Chemie	<b>to climb</b> MORE 1	[tə klaɪm]	klettern; steigen
<b>cheque</b> U7/3	[tʃek]	Scheck	<b>close</b> MORE 1	[kləʊz]	nahe
<b>to chew</b> U4/13	[tə tʃu:]	kauen	<b>to close</b> MORE 1	[tə kləʊz]	schließen, zumachen
<b>chicken</b> MORE 1	[tʃɪkɪn]	Huhn	<b>clothes (pl)</b> MORE 1	[kləʊðz]	Kleidung
<b>chief inspector</b> U2/1	[tʃi:f ɪn'spektər]	Hauptkommissar/Hauptkommissarin	<b>clothing</b> U10/6	[kləʊðɪŋ]	Kleidung
<b>child (pl children)</b> MORE 1	[tʃaɪld (tʃɪldrən)]	Kind	<b>clue</b> MORE 1	[klu:]	Hinweis, Tipp
<b>childhood</b> MORE 3	[tʃaɪldhʊd]	Kindheit	<b>clumsy</b> U11/4	[klʌmzi]	ungeschickt
<b>chilli pepper</b> U2/16	[tʃɪli pepə]	Chilischote	<b>coal</b> U13/8	[kəʊl]	Kohle
<b>to chill out</b> U13/9	[tə tʃɪl aʊt]	sich entspannen, faulenz	<b>coast</b> MORE 2	[kəʊst]	Küste
<b>Chinese</b> MORE 3	[tʃaɪ'ni:z]	Chinese/Chinesin	<b>coastal</b> U1/11	[kəʊstəl]	küstennah
<b>chips</b> MORE 1	[tʃɪps]	Pommes frites	<b>coat</b> MORE 2	[kəʊt]	Mantel
<b>chocolate</b> MORE 1	[tʃɒklət]	Schokolade	<b>coconut</b> MORE 1	[kəʊkənʊt]	Kakao
<b>choice</b> MORE 1	[tʃɔɪs]	Alternative, Wahlmöglichkeit	<b>coffee</b> MORE 3	[kɒfi]	Kaffee
<b>to choose (from)</b> MORE 1	[tə tʃu:z (frʌm)]	(aus-)wählen (aus)	<b>cola</b> U11/16	[kəʊlə]	Cola
<b>to chop</b> U5/14	[tə tʃɒp]	hacken	<b>cold</b> MORE 1	[kəʊld]	kalt
<b>chronological</b> U6/12	[krɒnə'lɒdʒɪkəl]	chronologisch	<b>colleague</b> U3/6	[kəli:ɡ]	Kollege/Kollegin
<b>cinema</b> MORE 1	[sɪnə'mɑ:]	Bioskop	<b>to collect</b> MORE 1	[tə kə'lekt]	sammeln
<b>to circle</b> MORE 1	[tə sɪrkl]	einkreisen	<b>collection</b> MORE 3	[kə'lekʃən]	Sammlung
<b>circular</b> U12/9	[sɜ:kjʊlə]	kreisrund	<b>collector</b> U8	[kə'lektə]	Sammler/Sammlerin
<b>circumstance</b> U1/12	[sɜ:kəm'sta:ns]	Umstand, Sachverhalt	<b>to collide</b> U3/8	[tə kə'laɪd]	zusammenstoßen, kollidieren
<b>circus</b> MORE 3	[sɜ:kəs]	Zirkus	<b>Colombia</b> U10/6	[kələmbiə]	Kolumbien
<b>city</b> MORE 1	[sɪti]	(Groß-)Stadt	<b>colonisation</b> U12/11	[kələnaɪ'zeɪʃən]	Kolonisation
<b>civil war</b> U3/3	[sɪvəl 'wɔ:r]	Bürgerkrieg	<b>to colonise</b> U12/10	[tə kələnaɪz]	kolonisieren, bevölkern
<b>civilian</b> U1/4	[sɪ'vɪljən]	Zivilist/Zivilistin	<b>colonist</b> U12/10	[kələnɪst]	Ansiedler/Ansiedlerin
<b>civilian</b> U2/4	[sɪ'vɪljən]	zivil	<b>colony</b> U12/10	[kələni]	Kolonie
<b>civilization</b> U10/7	[sɪvəlaɪ'zeɪʃən]	Zivilisation	<b>colour</b> MORE 1	[kʌlə]	Farbe
			<b>coloured</b> U12/17	[kʌləd]	farbig, gefärbt
			<b>colourful</b> MORE 2	[kʌləfʊl]	farbenfroh, bunt
			<b>combination</b> U13/11	[kəmbɪ'neɪʃən]	Kombination

to <b>come</b> MORE 1	[tə kʌm]	kommen
to <b>come along</b> MORE 3	[tə kʌm ə'ləŋ]	mitkommen
<b>Come on!</b> MORE 1	[kʌm ɒn]	Komm(t) jetzt!, Mach(t) schon!
to <b>come out</b> U11/16	[tə kʌm aʊt]	herauskommen
to <b>come round</b> TGND5	[tə kʌm raʊnd]	vorbeikommen
to <b>come to be</b> U3/10	[tə kʌm tə bi:]	sich entwickeln
to <b>come up with</b> MORE 3	[tə kʌm ʌp wɪð]	sich ausdenken
<b>comedy</b> MORE 1	[kɒmədi]	Komödie
<b>comet</b> MORE 3	[kɒmɪt]	Komet
<b>comfort zone</b> U9/14	[kʌmfət zəʊn]	Komfortzone
<b>comfortable</b> MORE 2	[kʌmfətəbəl]	bequem
<b>commander</b> MORE 2	[kə'mɑ:ndər]	Kommandant/ Kommandantin
<b>comment</b> MORE 2	[kɒment]	Kommentar
to <b>commit a crime</b> U2/1	[tə kə'mɪt ə kraɪm]	eine Straftat begehen
<b>committee</b> OYW3	[kə'mɪti]	Ausschuss, Komitee
<b>common</b> U2/10	[kɒmən]	häufig; gewöhnlich
to <b>communicate</b> MORE 1	[tə kə'mju:nɪkeɪt]	kommunizieren
<b>communication</b> MORE 2	[kə'mju:nɪ'keɪʃən]	Kommunikation
<b>community</b> MORE 3	[kə'mju:nəti]	Gemeinschaft; Gemeinde
<b>company</b> MORE 3	[kʌmpəni]	Unternehmen, Firma
to <b>compare</b> MORE 2	[tə kəm'peə]	vergleichen
<b>comparison</b> U5/5	[kəm'pærɪsn]	Vergleich
<b>competition</b> MORE 2	[kɒmpə'tɪʃn]	Wettbewerb
to <b>complain</b> MORE 2	[tə kəm'pleɪn]	sich beschweren
<b>complaint</b> TGND1	[kəm'pleɪnt]	Beschwerde
to <b>complete</b> MORE 1	[tə kəm'pli:t]	vervollständigen
<b>completely</b> MORE 2	[kəm'pli:tli]	vollständig
<b>comprehension</b> U3/12	[kɒmprihen'ʃən]	Verständnis
<b>compromise</b> MORE 3	[kɒmprəmaɪz]	Kompromiss
to <b>concentrate</b> U9/18	[tə kɒnsə'treɪt]	konzentrieren
<b>concept</b> U9/14	[kɒnsept]	Konzept, Plan
<b>concerned</b> U1/14	[kən'sɜ:n]	betroffen; beunruhigt
<b>concert</b> MORE 1	[kɒnsə't]	Konzert
<b>concise</b> U3/12	[kən'saɪs]	knapp und bündig
to <b>conclude</b> U9/14	[tə kən'klu:d]	eine Schlussfolgerung ziehen; beschließen
<b>conclusion</b> MORE 3	[kən'klu:ʒən]	Schlussfolgerung
<b>condition</b> U3/8	[kən'dɪʃən]	Bedingung; Zustand
to <b>confess</b> U2/8	[tə kən'fes]	gestehen, beichten
<b>confidence</b> U6/2	[kɒnfɪdəns]	Selbstbewusstsein
<b>confident</b> MORE 3	[kɒnfɪdənt]	selbstbewusst, zuversichtlich
to <b>confirm</b> U2/3	[tə kən'fɜ:m]	bestätigen

<b>conflict</b> MORE 3	[kɒnflɪkt]	Konflikt
to <b>confront</b> U11/18	[tə kənfrʌnt]	gegenübertreten, konfrontieren
<b>confused</b> MORE 1	[kən'fju:zd]	verwirrt
<b>confusion</b> TGND1	[kən'fju:ʒən]	Verwechslung; Verwirrung
<b>Congratulations!</b> MORE 1	[kɒngrə'teɪʃən]	Herzlichen Glückwunsch!
<b>Congress</b> U3/10	[kɒngres]	Kongress
to <b>connect</b> MORE 2	[tə kə'nekt]	verbinden; anschließen
<b>connection</b> MORE 2	[kə'nekʃən]	Verbindung
<b>connector</b> U3/13	[kə'nektər]	Bindewort; Verbinder
<b>consent</b> MORE 3	[kən'sent]	Zustimmung
<b>consequence</b> MORE 3	[kɒnsɪkwəns]	Konsequenz, Folge
to <b>consider</b> MORE 2	[tə kən'sɪdər]	berücksichtigen; jdn. für etw. halten
to <b>consist</b> U11/18	[tə kən'sɪst əv]	sich aus etw. zusammensetzen
<b>constant</b> MORE 2	[kɒnstənt]	gleichbleibend
<b>constantly</b> U11/18	[kɒnstəntli]	ständig
<b>consult</b> U11/18	[kɒnsəl'teɪʃən]	Beratung; Rücksprache
to <b>consume</b> U10/7	[tə kən'sju:m]	konsumieren, verbrauchen
<b>consumer</b> MORE 2	[kən'sju:mər]	Verbraucher/ Verbraucherin
to <b>contact</b> MORE 2	[tə kɒntækt]	kontaktieren
to <b>contain</b> U5/6	[tə kən'teɪn]	beinhalten
<b>content</b> U2/17	[kən'tent]	Inhalt
<b>contestant</b> U7/3	[kən'testənt]	Kandidat/Kandidatin; Wettkämpfer/ Wettkämpferin
<b>context</b> U5/15	[kɒntekst]	Zusammenhang, Kontext
to <b>continue</b> MORE 2	[tə kən'tɪnju:]	weitermachen; andauern
<b>contracted form</b> U4/17	[kən'træktɪd fɔ:m]	verkürzte Form
to <b>contrast</b> U1/16	[tə kɒntrɑ:st]	gegenüberstellen
to <b>contribute</b> U3/10	[tə kɒntrɪbjʊ:t]	beitragen
<b>contribution</b> U6/2	[kɒntrɪ'bju:ʃən]	Beitrag
<b>contributor</b> U5/6	[kən'trɪbjətər]	der/die Beitragende
<b>control</b> MORE 1	[kən'trəʊl]	Kontrolle
to <b>control</b> U7/13	[tə kən'trəʊl]	kontrollieren; steuern
<b>controller</b> U3/6	[kən'trəʊlər]	Kontrolleur/Kontrolleurin
<b>controls</b> U3/6	[kən'trəʊlz]	Steuerung
<b>conversation</b> MORE 1	[kɒnvə'seɪʃən]	Unterhaltung, Gespräch
<b>cook</b> MORE 1	[kʊk]	Koch/Köchin
to <b>cook</b> MORE 1	[tə kʊk]	kochen
<b>cookery</b> U5/6	[kʊkəri]	Kochen; Koch-
<b>cookie (Am.)</b> MORE 3	[kʊki]	Keks
to <b>coordinate</b> U13/11	[tə kəʊ'ɔ:dɪneɪt]	etw. aufeinander abstimmen
<b>copy</b> U8/11	[kɒpi]	Kopie; Exemplar

<b>coronation</b> U6/9	[kɒrə'neɪʃən]	Krönung
to <b>correct</b> MORE 2	[tə kə'rekt]	korrigieren
<b>correct</b> MORE 1	[kə'rekt]	richtig, korrekt
<b>cosmetic</b> U1/12	[kɒz'metɪk]	Kosmetik
<b>cost</b> U3/10	[kɒst]	Preis
to <b>cost</b> MORE 1	[tə kɒst]	kosten
<b>costume</b> MORE 1	[kɒstjʊ:m]	Kostüm
<b>cotton</b> U10/6	[kɒtn]	Baumwolle
<b>could (not)</b> MORE 1	[kʊd (nɒt)]	könnte/n, könntest (nicht)
<b>council</b> MORE 3	[kaʊnsəl]	Rat, Gremium; Vertretung
<b>count</b> TGND4	[kaʊnt]	Zählung
to <b>count</b> TGND4	[tə kaʊnt]	zählen
to <b>count sb. in</b> U5/13	[tə kaʊnt sʌmbədi ɪn]	jdn. einplanen
<b>country</b> MORE 1	[kʌntri]	Land; Staat
<b>countryside</b> MORE 2	[kʌntrisaɪd]	Land, ländliche Gegend
<b>county</b> U1/4	[kaʊnti]	Bezirk
<b>a couple of</b> MORE 3	[eɪ kʌpəl əv]	ein paar, einige
<b>courage</b> U9/3	[kʌrɪdʒ]	Mut
<b>course</b> U2/1	[kɔ:s]	Kurs
<b>cousin</b> MORE 2	[kʌzn]	Cousin/Cousine
to <b>cover</b> U6/10	[tə kʌvər]	verdecken, abdecken
<b>cow</b> MORE 1	[kaʊ]	Kuh
to <b>crack</b> MORE 3	[tə kræk]	(zer-)brechen; lösen; knacken
<b>craft</b> U12/9	[kra:ft]	Fahrzeug
to <b>craft</b> U14/1	[tə kra:ft]	anfertigen
to <b>crash</b> MORE 2	[tə kræʃ]	zusammenstürzen; abstürzen
to <b>crawl</b> MORE 2	[tə krɔ:l]	kriechen, krabbeln
<b>crazy</b> MORE 1	[kreɪzi]	verrückt
to <b>create</b> MORE 1	[tə kri'eɪt]	erschaffen
<b>creation</b> U10/7	[kri'eɪʃən]	Schöpfung; Kreation
<b>creature</b> MORE 2	[kri:tʃə]	Lebewesen
<b>credit card</b> MORE 3	[kredɪt kɑ:d]	Kreditkarte
<b>crew</b> MORE 2	[kru:]	Besatzung
<b>crime</b> MORE 1	[kri:m]	Verbrechen
<b>criminal</b> MORE 3	[kri:mɪnəl]	Krimineller/Kriminelle; kriminell
<b>criminology</b> U2/12	[kri:mɪnələdʒi]	Kriminalwissenschaft
<b>crisis</b> U10/1	[kri:sɪs]	Krise
<b>crisp</b> MORE 3	[kri:sp]	Kartoffelchips
<b>critical</b> U11/TT	[kri:tɪkəl]	kritisch
to <b>criticise</b> MORE 3	[tə kri:tɪsaɪz]	kritisieren
<b>crocodile</b> MORE 1	[krɒkədɪl]	Krokodil
<b>crop</b> U1/4	[krɒp]	Ernte
to <b>cross</b> MORE 2	[tə krɒs]	überqueren
to <b>cross out</b> U5/12	[tə krɒs aʊt]	durchstreichen
<b>cross</b> U8/13	[krɒs]	verärgert

<b>crowd</b> MORE 3	[kraʊd]	Menschenmenge, Publikum
<b>crowd-funding</b> U3/12	[kraʊdfʌndɪŋ]	Gruppenfinanzierung
<b>cruel</b> MORE 3	[kru:əl]	grausam
<b>cruelty</b> U14/1	[kru:əlti]	Grausamkeit; Quälerei
<b>cruise</b> U7/4	[kru:z]	Kreuzfahrt
to <b>cry</b> MORE 1	[tə krai]	weinen; schreien
<b>cuisine</b> U3/3	[kʰi:zi:n]	Küche; Kulinarik
<b>cultural</b> U1/9	[kʰltʃərəl]	kulturell
<b>culture</b> MORE 3	[kʰltʃə]	Kultur
<b>(a) cup (of)</b> MORE 1	[ə kʌp (əv)]	(eine) Tasse
to <b>cure</b> MORE 2	[tə kjʊə]	heilen, behandeln
<b>curious</b> MORE 1	[kjʊərə]	neugierig
<b>curly</b> U9/15	[kɜ:li]	lockig
<b>current</b> MORE 3	[kʰərənt]	aktuell, gegenwärtig
<b>currently</b> MORE 1	[kʰərəntli]	zurzeit, gerade
<b>customer</b> MORE 1	[kʰstəmə]	Kunde/Kundin
<b>cut</b> MORE 1	[kʌt]	Schnitt(-wunde)
to <b>cut (off)</b> MORE 1	[tə kʌt (ɒf)]	(ab-)schneiden
<b>cut down</b> MORE 2	[tə kʌt daʊn]	fällen
<b>cute</b> MORE 1	[kjʊ:t]	niedlich, süß
<b>cyber scam</b> U2/1	[saɪbə skæm]	Internetbetrug
<b>cybercrime</b> U2	[saɪbəkraɪm]	Internetkriminalität
<b>cycle</b> MORE 2	[tə saɪkl]	Rad fahren
<b>Czech Republic</b> U3/7 T	[tʃek rɪ'pʌblɪk]	Tschechien
<b>dad</b> MORE 1	[dæd]	Papa
<b>daily</b> MORE 1	[deɪli]	täglich
<b>damage</b> MORE 3	[dæmɪdʒ]	Schaden
to <b>damage</b> U3/7	[tə dæmɪdʒ]	beschädigen; schaden
to <b>dance</b> MORE 1	[tə dɑ:ns]	tanzen
<b>danger</b> MORE 1	[deɪndʒə]	Gefahr
<b>dangerous</b> MORE 1	[deɪndʒərəs]	gefährlich
to <b>dare</b> U5/14	[tə deə]	sich trauen; jdn. herausfordern
<b>dark</b> MORE 1	[dɑ:k]	dunkel
<b>darkness</b> U12/17	[dɑ:knəs]	Dunkelheit
<b>data (pl)</b> U2/1	[deɪtə]	Daten
<b>date</b> MORE 1	[deɪt]	Datum; Verabredung
<b>daughter</b> MORE 1	[dɔ:tə]	Tochter
<b>day</b> MORE 1	[deɪ]	Tag
<b>day off</b> U13/TT	[deɪ ɒf]	freier Tag
<b>daybreak</b> U10/4	[deɪbreɪk]	Tagesanbruch
<b>daylight</b> U12/5	[deɪlaɪt]	Tageslicht
<b>dead</b> MORE 1	[ded]	tot
<b>deadline</b> U4/12	[dedlaɪn]	Frist, Abgabetermin
<b>deadly</b> MORE 3	[dedli]	tödlich
<b>deal</b> MORE 3	[di:l]	Abmachung, Abkommen

to <b>deal with sth.</b> MORE 3	[tə di:l wið sʌmθɪŋ]	mit etw. umgehen; sich abfinden
<b>dear</b> MORE 1	[diə]	liebe/lieber
<b>death</b> MORE 3	[deθ]	Tod
<b>debate</b> MORE 3	[di'beɪt]	Debatte
<b>debit card</b> OYW1	[deɪbɪt ˌkɑ:d]	Debitkarte, Bankomatkarte
<b>decade</b> U1/9	[dekeɪd]	Jahrzehnt
<b>December</b> MORE 1	[di'sembə]	Dezember
<b>decent-looking</b> U9/8	[di:sənt lʊkɪŋ]	einigermaßen gut aussehend
to <b>decide</b> MORE 1	[tə dɪ'saɪd]	entscheiden
<b>decision</b> MORE 1	[dɪ'sɪʒn]	Entscheidung
to <b>declare</b> U10/7	[tə dɪ'kleər]	feststellen; verkünden
<b>deep</b> MORE 1	[di:p]	tief
to <b>defeat</b> U10/9	[tə dɪ'fi:t]	besiegen; überwältigen
<b>definitely</b> MORE 3	[dɪfɪnətli]	definitiv
<b>degree</b> MORE 2	[dɪ'ɡri:]	Grad (°)
<b>delight</b> U8/7	[dɪ'laɪt]	Vergnügen
<b>delighted</b> U14/8	[dɪ'laɪtɪd]	entzückt, begeistert
<b>delightful</b> U11/5	[dɪ'laɪtful]	erfreulich, herrlich
to <b>deliver</b> MORE 3	[tə dɪ'lɪvər]	liefern, zustellen
<b>democracy</b> MORE 1	[dɪ'mɒkrəsi]	Demokratie
<b>demon</b> MORE 2	[di:mən]	Dämon
<b>Denmark</b> U1/10	[denmɑ:k]	Dänemark
<b>dentist</b> MORE 2	[dentɪst]	Zahnarzt/Zahnärztin
to <b>depend</b> U5/11	[tə dɪ'pend]	von jdm./etw. abhängen
to <b>depress</b> U1/12	[tə dɪ'pres]	bedrücken, deprimieren
to <b>describe</b> MORE 1	[tə dɪ'skraɪb]	beschreiben
<b>description</b> MORE 1	[dɪ'skrɪpʃn]	Beschreibung
to <b>deserve</b> MORE 3	[tə dɪ'zɜ:v]	verdienen
to <b>design</b> MORE 3	[tə dɪ'zaɪn]	entwerfen, gestalten
to <b>designate</b> OYW3	[tə de'zɪɡneɪt]	zuordnen; bezeichnen
<b>desperate</b> U3/6	[despə'reɪt]	verzweifelt
<b>despite</b> U11/7	[dɪ'spaɪt]	trotz
<b>dessert</b> MORE 1	[dɪ'zɜ:t]	Obst, Nachspeise
<b>destination</b> U1/4	[destɪ'neɪʃən]	Reiseziel
to <b>destroy</b> MORE 2	[tə dɪ'strɔɪ]	zerstören
<b>detailed</b> U7/8	[di'teɪlɪd]	detailliert, genau
to <b>detect</b> MORE 3	[tə dɪ'tekt]	entdecken, aufspüren, herausfinden
<b>detective</b> MORE 1	[dɪ'tektɪv]	Detective/Detektivin
<b>detergent</b> U1/12	[dɪ'tɜ:dʒənt]	Waschmittel
<b>determined</b> TO	[dɪ'tɜ:mɪnd]	entschlossen, bestimmt
to <b>develop</b> MORE	[tə dɪ'veləp]	entwickeln
<b>developer</b> U4/10	[dɪ'veləpər]	Entwickler/Entwicklerin
<b>developing country</b> U10/6	[dɪ'veləpɪŋ kʌntri]	Entwicklungsland
<b>development</b> U10/1	[dɪ'veləpmənt]	Entwicklung
<b>dial</b> U12/14	[daɪəl]	Ziffernblatt, Regler
<b>diary</b> MORE 1	[daɪəri]	Tagebuch

<b>dictionary</b> MORE 3	[dɪkʃənəri]	Wörterbuch
to <b>die</b> MORE 1	[tə daɪ]	sterben
<b>diet</b> U5/1	[daɪət]	Ernährung; Diät
<b>difference</b> MORE 1	[dɪfərəns]	Unterschied
<b>different</b> MORE 1	[dɪfrənt]	verschieden/e; anders
<b>difficult</b> MORE 1	[dɪfɪkəlt]	schwierig
<b>difficulty</b> U7/9	[dɪfɪkəlti]	Schwierigkeit
<b>dinner</b> MORE 1	[dɪ'nɪn]	Mittagessen
<b>direct</b> U3/13	[dɪ'rekt]	direkt
<b>director</b> MORE	[dɪ'rektər]	Regisseur/Regisseurin
<b>dirty</b> MORE 2	[dɪ'tɪ]	dreckig, schmutzig
<b>disadvantage</b> U3/7	[dɪsəd'vɑ:tɪdʒ]	Nachteil
to <b>disagree with</b> MORE 2	[tə dɪsə'ɡri: wɪθ sʌmbədi]	jdm. nicht zustimmen, widersprechen
<b>disagree</b> U14	[dɪsə'ɡri:mənt]	Meinungsverschieden- heit
to <b>disappear</b> MORE	[tə dɪsə'piə]	verschwinden
<b>disappointed</b>	[dɪsə'pɔɪntɪd]	enttäuscht
<b>disappointment</b> MORE	[dɪsə- 'pɔɪntmənt]	Enttäuschung
<b>disaster</b> MORE 3	[dɪ'zɑ:stər]	Unglück, Katastrophe
<b>discipline</b> U3/7	[dɪsə'plɪn]	Disziplin
to <b>discover</b> MORE 3	[tə dɪ'skʌvər]	entdecken, herausfinden
<b>discuss</b> MORE	[tə dɪ'skʌs]	besprechen, diskutieren
<b>discussion</b> MORE 2	[dɪ'skʌʃən]	Diskussion
<b>disease</b> MORE 3	[dɪ'zi:z]	Krankheit
<b>disgusting</b> U5/7	[dɪs'ɡʌstɪŋ]	ekelhaft, widerlich
<b>dish</b> MORE 3	[dɪʃ]	Gericht, Speise
to <b>dislike</b> U5/10	[tə dɪ'slaɪk]	nicht mögen, nicht leiden können
<b>dismissive</b> TGND3	[dɪ'smɪsɪv]	abweisend, uninteressiert
to <b>disqualify</b> U13/7	[tə dɪ'skwɒl- ɪfaɪ]	für untauglich erklären; disqualifizieren
<b>distance</b> MORE 2	[dɪstəns]	Entfernung
<b>distant</b> U12/6	[dɪstənt]	entfernt, fern
to <b>distribute</b> U6/2	[tə dɪ'strɪbjʊ:t]	verteilen, austeilen
<b>dizzy</b> TGND2	[dɪzi]	schwindlig, benommen
to <b>do</b> MORE 1	[tə du:]	tun, machen
<b>doctor</b> MORE 1	[dɒktər]	Arzt/Ärztin
<b>dog</b> MORE 1	[dɒg]	Hund
<b>dome-shaped</b> U12/9	[dəʊm ʃeɪpt]	kuppelförmig
to <b>domesticate</b> U14/1	[tə də'mestɪkət]	domestizieren, zähmen
to <b>donate</b> OYW3	[tə dəʊ'neɪt]	spenden
<b>donation</b> OYW3	[dəʊ'neɪʃən]	Spende
<b>Don't you dare!</b> U11/6	[dəʊnt ju: deə]	Wag es (ja) nicht!
<b>door</b> MORE 1	[dɔ:r]	Tür
<b>doorbell</b> MORE 1	[dɔ:bel]	Türklingel
<b>double</b> U8/7	[dʌbəl]	doppelt

<b>doubt</b> U5/13	[daʊt]	Zweifel
<b>down</b> MORE 1	[daʊn]	nieder, hinunter
to <b>drag</b> U7/4	[tə dræg]	schleppen, zerren
<b>dragon</b> U11/7	[dræɡən]	Drache
<b>dramatic</b> MORE 1	[drə'mætrɪk]	dramatisch
to <b>draw</b> MORE 1	[tə dro:]	malen, zeichnen
<b>dream</b> MORE 1	[dri:m]	Traum
to <b>dream</b> MORE 1	[tə dri:m]	träumen
<b>dreamer</b> U6/2	[dri:mər]	Träumer/Träumerin
<b>dress</b> MORE 2	[dres]	Kleid
to <b>dress</b> MORE 3	[tə dres]	kleiden, anziehen
to <b>dress up</b> TGND3	[tə dres,ʌp]	sich verkleiden
<b>drink</b> MORE 1	[drɪŋk]	Getränk
to <b>drink</b> MORE 1	[tə drɪŋk]	trinken
to <b>drive</b> MORE 1	[tə draɪv]	fahren
to <b>drop</b> MORE 1	[tə drɒp]	fallen lassen
to <b>drop out</b> U6/1	[tə drɒp aʊt]	hier: die Schule abbrechen
<b>drought</b> MORE 3	[draʊt]	Dürre
<b>drugs (pl)</b> U7/8	[drʌɡz]	Medikamente
<b>dry</b> MORE 2	[draɪ]	trocken
to <b>dry</b> MORE 2	[tə draɪ]	trocknen
<b>dude</b> U12/12	[du:d]	Kumpel
<b>dull</b> U1/12	[dʌl]	langweilig, fade; hier: trüb
to <b>dump</b> U12/7	[tə dʌmp]	wegwerfen
<b>during</b> MORE 1	[dʒʊərɪŋ]	während
<b>Dutch</b> U3/3	[dʌtʃ]	Niederländer/ Niederländisch, holländisch
to <b>dye</b> MORE 3	[tə daɪ]	färben

## E

<b>each</b> MORE 1	[i:tʃ]	jeder, jede
<b>eagle</b> MORE 1	[i:ɡl]	Adler
<b>early</b> MORE 1	[ɜ:li]	früh
to <b>earn</b> MORE 2	[tə ɜ:n]	verdienen
<b>ear</b> MORE 1	[ɪə]	Ohr
<b>earring</b> MORE 3	[ɪərɪŋ]	Ohrring
<b>Earth</b> MORE 1	[ɜ:θ]	Erde
<b>east</b> MORE 1	[i:st]	östlich
<b>easy</b> MORE 1	[i:zi]	einfach
to <b>eat</b> MORE 1	[ti:]	essen; fressen
<b>economic</b> U1/10	[i:kə'nɒmɪk]	wirtschaftlich
<b>economist</b> U3/10	[i:kə'nɒmɪst]	Wirtschaftler/ Wirtschaftlerin
<b>economy</b> MORE 1	[i'kɒnəmi]	Wirtschaft
<b>edition</b> U13/4	[i'dɪʃən]	Auflage, Ausgabe
<b>editor</b> MORE 3	[edɪtər]	Redakteur/Redakteurin
to <b>educate</b> U5/G	[tə edzukeɪt]	erziehen, (aus-)bilden
<b>education</b> MORE 1	[,edʒʊ'keɪʃən]	Bildung, Erziehung

<b>effect</b> MORE 3	[ɪ'fekt]	Auswirkung, Folge, Effekt
<b>egg</b> MORE 1	[eg]	Ei
<b>Egypt</b> U9/3	[i:'dʒɪpt]	Ägypten
<b>either</b> MORE 2	[aɪðər]	beide; entweder
<b>the elderly (pl)</b> U6/11	[ði: eldəli]	Senioren
<b>electrician</b> U4/1	[ɪlekt'rɪʃən]	Elektriker/Elektrikerin
<b>electrifying</b> U11/5	[ɪ'lekt'rɪfaɪɪŋ]	elektrisierend
<b>elementary school</b> U6/5	[elɪ'mentəri sku:l]	Grund- / Volksschule
<b>elsewhere</b> U12	[els'weə]	anderswo
<b>embarrassed</b> MORE 1	[ɪm'bærəst]	verlegen, beschämt
<b>embarrassing</b> MORE 1	[ɪm'bærəsɪŋ]	peinlich, unangenehm
<b>emerald</b> U1/TT	[emərəld]	smaragdgrün
<b>emergency</b> MORE 1	[ɪ'mɜ:dʒənsɪ]	Notfall, Notlage
<b>emergency</b> U3/6	[ɪ'mɜ:dʒənsɪ ləndɪŋ]	Notlandung
<b>emphasis</b> U1/15	[emfə'saɪs]	Betonung; Schwerpunkt
to <b>emphasize</b> U1/15	[tə emfəsaɪz]	hervorheben, betonen
<b>employee</b> U12/14	[ɪm'plɔɪi:]	Angestellter/Angestellte
<b>employer</b> U12/14	[ɪm'plɔɪər]	Arbeitgeber/ Arbeitgeberin
<b>empty</b> MORE 3	[empti]	leer
<b>enclosed</b> U1/TT	[ɪn'kləʊzd]	umzäunt; anbei
<b>encourage</b> MORE 1	[tə ɪn'kʌrɪdʒ]	ermutigen, ermuntern
<b>encouragement</b> U6/2	[ɪn'kʌrɪdʒmənt]	Ermutung
<b>end</b> MORE 1	[end]	Ende
<b>end</b> MORE 1	[tə end]	(be-)enden, aufhören
<b>to end up</b> U1/W1	[tə end ʌp]	enden, gelangen; letztendlich so kommen
<b>endless</b> U2/8	[endlɪŋ]	Ende
<b>endless</b> U3/3	[endləs]	endlos
<b>enemy</b> MORE 3	[enəmi]	Feind/Feindin; Gegner/ Gegnerin
<b>energy</b> MORE 3	[enədʒi]	Energie
to <b>engage</b> U2/16	[tə ɪn'ɡeɪdʒ]	fesseln; beschäftigen; engagieren
<b>engine</b> MORE 3	[endʒɪn]	Motor
<b>engineer</b> MORE 3	[endʒɪ'nɪər]	Techniker/Technikerin
<b>engineering</b> U12/5	[endʒɪ'nɪərɪŋ]	Ingenieurwesen
to <b>enjoy</b> MORE 1	[tə ɪn'dʒɔɪ]	genießen
<b>enjoyable</b> MORE 3	[ɪn'dʒɔɪəbəl]	genießbar
<b>enormous</b> MORE 3	[ɪ'nɔ:məs]	riesig, enorm
<b>enough</b> MORE 1	[ɪ'nʌf]	genügend, genug
<b>enraptured</b> U13/14	[ɪn'ræptʃəd]	hingerissen
to <b>enter</b> MORE 3	[tə entər]	betreten; teilnehmen
to <b>entertain</b> MORE 2	[tə entə'teɪn]	unterhalten
<b>entertaining</b> U11/5	[entə'teɪnɪŋ]	unterhaltsam
<b>entertainment</b> MORE 3	[entə'teɪn- mənt]	Unterhaltung

<b>enthusiastic</b> U4/13	[ɪn.θju:zi'æstɪk]	begeistert
<b>entirely</b> MORE 3	[ɪn'taɪəli]	gänzlich
<b>entry</b> TGND1	[entri]	Eingang
<b>envelope</b> U7/3	[ɒnvələʊp]	Briefumschlag, Kuvert
<b>environment</b> MORE 3	[ɪn'vaɪrən-mənt]	Umwelt
<b>environmental</b> U10/1	[ɪn'vaɪrən-'mentəl]	ökologisch, Umwelt-
<b>equally</b> U10/2	[i:kwəli]	gleich, gleichermaßen
to <b>erase</b> U14/10	[tə rɪ'reɪz]	auslöschen; radieren
<b>eraser (Am.)</b> U6/2	[rɪ'reɪzər]	Radiergummi
to <b>erect</b> U3/10	[tə rɪ'rekt]	errichten
to <b>escape</b> MORE 2	[tə rɪ'skeɪp]	(ent-)fliehen, entkommen
<b>especially</b> MORE 3	[rɪ'speʃəli]	speziell, besonders
<b>estimated</b> U5/5	[estɪmeɪtɪd]	geschätzt; voraussichtlich
<b>Ethiopia</b> U5/5	[i:θi'əʊpiə]	Äthiopien
<b>Ethiopian</b> U10/7	[i:θi:əʊpiən]	Äthiopier/Äthiopierin; äthiopisch
<b>Europe</b> MORE 2	[jʊərəp]	Europa
<b>European</b> MORE 1	[jʊərə'pi:ən]	europäisch
to <b>evacuate</b> MORE 3	[tə rɪ'vækjuət]	evakuieren
<b>even</b> MORE 2	[i:vən]	sogar, noch
<b>evening</b> MORE 1	[i:vniŋ]	Abend
<b>evenly</b> U5/5	[i:vənli]	gleichmäßig
<b>event</b> MORE 1	[rɪ'vent]	Ereignis, Veranstaltung
<b>eventually</b> MORE 3	[rɪ'ventʃuəli]	schlussendlich; irgendwann
<b>ever</b> MORE 1	[evə]	je(mals)
<b>ever-growing</b> U2/11	[evə grəʊɪŋ]	ständig wachsend
<b>every</b> MORE 1	[evri]	jeder/nur/jedes
<b>everybody</b> MORE 1	[evrɪbɒdi]	jeder/jedermann
<b>everyday</b> MORE 1	[evrɪdeɪ]	Alltags-/täglich
<b>everyone</b> MORE 1	[evriwʌn]	jeder/jedermann
<b>everything</b> MORE 1	[evrɪθɪŋ]	alles
<b>everywhere</b> MORE 1	[evriweə]	überall
<b>evidence</b> MORE 2	[eɪdəns]	Beweis
<b>evil</b> MORE 3	[ɪvəl]	übel, böse
<b>evolution</b> U9/TT	[ɪvəlu:ʃən]	Evolution
to <b>evolve</b> U12/8	[tə ɪvəlv]	weiterentwickeln
<b>exact</b> U7/10	[ɪg'zækt]	genau, exakt
<b>exactly</b> MORE 1	[ɪg'zæktli]	genau
<b>(for) example</b> MORE 1	[fɔr ɪg'zɑ:mpl]	(zum) Beispiel
to <b>exceed</b> U6/5	[tə ɪk'si:d]	überschreiten, übertreffen
<b>excellent</b> MORE 1	[eksələnt]	ausgezeichnet
<b>except</b> MORE 3	[ɪk'sept]	außer
<b>exception</b> U6/G	[ɪk'sepʃən]	Ausnahme
<b>excess weight</b> U7/4	[ɪk'ses weɪt]	Übergewicht (beim Reisen)

<b>exchange programme</b> OYW4	[ɪks'tʃeɪndʒ prəʊgræm]	Austauschprogramm
<b>excited</b> MORE 1	[ɪk'saɪtɪd]	aufgeregt, begeistert
<b>excitement</b> U10/12	[ɪk'saɪtmənt]	Aufregung, Begeisterung
<b>exciting</b> MORE 1	[ɪk'saɪtɪŋ]	aufregend, spannend
to <b>exclaim</b> U1/12	[tə ɪks'kleɪm]	aufschreien
<b>excuse</b> MORE 1	[ɪk'sju:z]	Ausrede; Entschuldigung
<b>Excuse me!</b> MORE 1	[ɪk'sju:z mi:]	Entschuldigen Sie bitte!, Entschuldigung!
to <b>execute so.</b> U8/10	[tə ɪk'sekju:t sɒm wʌn]	hinrichten
<b>exemption</b> U1/3	[ɪk'sempʃən]	Ausnahme
<b>exercise</b> MORE 1	[ɪk'saɪzɪs]	Übung; Bewegung
<b>exhausted</b> U8	[ɪg'zɔ:stɪd]	erschöpft
<b>exhibition</b> MORE 2	[ɪk'zɪbɪʃən]	Ausstellung
to <b>exist</b> MORE 1	[tə ɪg'zɪst]	existieren
to <b>expand</b> U6/7	[tə ɪk'spænd]	erweitern; expandieren
to <b>expect</b> U6/13	[tə ɪk'spekt]	erwarten
<b>expensive</b> U6/7	[ɪk'spensɪv]	teuer
<b>experience</b> U1/9	[ɪk'spɪəriəns]	Erfahrung
<b>experience so.</b> U6/3	[tə ɪk'spɪəriəns]	erleben, erfahren
<b>experiment</b> U14/1	[ɪk'sperɪmən't-ɪʃən]	Experimentieren
<b>expert</b> MORE 2	[ekspɜ:t]	Expert/Expertin
<b>expertise</b> U13/11	[ekspɜ:'ti:z]	Kompetenz, Fachkenntnis
to <b>explain</b> MORE 1	[tə ɪk'spleɪn]	erklären
<b>explanation</b> U9/3	[eksplə'neɪʃən]	Erklärung
to <b>explode</b> U3/8	[tə ɪk'spləʊd]	explodieren
to <b>explore</b> MORE 1	[tə ɪk'splɔ:r]	erforschen, erkunden
<b>explorer</b> MORE 3	[ɪk'splɔ:rər]	Entdecker/Entdeckerin
<b>explosion</b> MORE 3	[ɪk'spləʊzən]	Explosion
to <b>export</b> U1/3	[tə ɪk'spɔ:t]	exportieren
<b>exporter</b> U1/3	[ɪk'spɔ:tər]	Exporteur/Exporteurin
to <b>express</b> MORE 1	[tə ɪkspres]	ausdrücken
<b>expression</b> MORE 3	[ɪk'spreʃən]	Ausdruck
<b>extract</b> U1	[ɪk'strækt]	Auszug, Ausschnitt
<b>extraordinary</b> U12/6	[ɪk'strɔ:dɪnəri]	außergewöhnlich
<b>extreme</b> MORE 2	[ɪk'stri:m]	extrem
<b>eye</b> MORE 1	[aɪ]	Auge
<b>eyelash</b> U9/10	[aɪləʃ]	Wimper

## F

<b>fabulous</b> MORE 3	[fæbjələs]	fabelhaft
<b>face</b> MORE 1	[feɪs]	Gesicht
to <b>face</b> U5/5	[tə feɪs]	konfrontieren; gegenüberstehen
<b>fact</b> MORE 1	[fækt]	Tatsache
<b>factory worker</b> U4/1	[fæktəri wɜ:kər]	Fabrikarbeiter/ Fabrikarbeiterin

<b>factual</b> U1/4	[fæktʃuəl]	sachlich	<b>fight</b> MORE 1	[fart]	Kampf
to <b>fail</b> U3/12	[tə feɪl]	scheitern; durchfallen	to <b>fight</b> MORE 1	[tə fɑɪt]	kämpfen
to <b>faint</b> U1/12	[tə feɪnt]	ohnmächtig werden	<b>fighter</b> U14/1	[faɪtər]	Kämpfer/Kämpferin
<b>fairly</b> U9/15	[feəli]	ziemlich, einigermaßen	<b>figure</b> U5/5	[fɪgər]	Zahl
<b>fake</b> MORE 2	[feɪk]	gefälscht	to <b>fill in</b> MORE 1	[tə fɪl ɪn]	ausfüllen, eintragen
<b>fall (Am.)</b> U3/3	[fɔ:l]	Herbst	<b>filling</b> U5/6	[fɪlɪŋ]	sättigend; füllend
to <b>fall</b> MORE 1	[tə fɔ:l]	fallen	to <b>film</b> OYW3	[tə fɪlm]	filmen
to <b>fall asleep</b> MORE 2	[tə fɔ:l ə'sli:p]	einschlafen	<b>final</b> MORE 1	[fɪnəl]	Ende/Finale/letzte; Finale
to <b>fall in love</b> MORE 3	[tə fɔ:l ɪn lʌv]	sich verlieben	<b>finally</b> MORE 1	[faɪnəli]	schließlich, endlich
to <b>fall off</b> MORE 3	[tə fɔ:l ɒf]	herunterfallen	to <b>finance</b> U3/1	[tə faɪnəns]	finanzieren
<b>false</b> MORE 1	[fɔls]	falsch	<b>finance</b> OYW2	[faɪnæns]	Finanzen
<b>familiar</b> MORE 3	[fə'mɪliər]	vertraut, bekannt	<b>financial</b> U3/2	[faɪnænsɪəl]	finanziell
<b>family</b> MORE 1	[fæməli]	Familie	to <b>find</b> MORE 1	[tə faɪnd]	finden
<b>famine</b> U1/4	[fæmɪn]	Hungersnot	to <b>find out</b> MORE 1	[tə faɪnd aʊt]	herausfinden
<b>famous</b> MORE 1	[feɪməs]	berühmt	<b>finding</b> U10/8	[faɪndɪŋ]	Erkenntnis
<b>fanatic</b> U1/9	[fə'nætɪk]	Fanatiker/Fanatikerin	<b>fine</b> MORE 1	[faɪn]	in Ordnung, gut
<b>fancy dress party</b> TGND3	[fænsi dres 'pɑ:ti]	Kostümparty	to <b>finish</b> MORE 1	[tə fɪnɪʃ]	enden; abschließen
<b>fantastic</b> MORE 1	[fæn'tæstɪk]	toll, fantastisch	to <b>finish</b> MORE 1	[tə fɪnɪʃ ɒf]	fertigstellen, vollenden
<b>fantasy</b> U11/7	[fæntəsi]	Fantasie	<b>fire</b> MORE 1	[faɪə]	Feuer
<b>far</b> MORE 1	[fɑ:]	weit	to <b>fireplace</b> MORE 2	[faɪəpleɪs]	Kamin
<b>farm</b> U7/8	[fɑ:m]	Bauernhof	to <b>fire</b> MORE 1	[fɜ:st]	zuerst, zunächst
<b>farmer</b> MORE 2	[fɑ:mə]	Bauer/Bäuerin	<b>first aid</b> MORE 2	[fɜ:st 'eɪd]	erste Hilfe
<b>fascinating</b> MORE 3	[fæsəneɪtɪŋ]	faszinierend	<b>first of all</b> U9/14	[fɜ:st əv ɔ:l]	zuerst
<b>fashionable</b> U9/3	[fæʃənəbəl]	modisch	to <b>first</b> MORE 1	[fɜ:stli]	erst einmal
<b>fast food joint</b> U3/3	[fɑ:st 'fu:ɪd dʒɔɪnt]	Fast-Food-Kette	<b>fish</b> (fish) MORE 1	[fɪʃ (fɪʃ)]	Fisch
<b>fast</b> MORE 1	[fɑ:st]	schnell	<b>fishing</b> MORE 3	[fɪʃɪŋ]	Fischen
<b>fat</b> MORE 3	[fæt]	Fett	to <b>fishernet stocking</b> MORE 1	[fɪʃnet stɒkɪŋz]	Netzstrumpfhose
<b>father</b> MORE 1	[fɑ:ðər]	Vater	<b>fit</b> MORE 3	[fɪt]	fit, gesund
<b>fattening</b> U5/6	[fætənɪŋ]	dickmachend	to <b>fit</b> MORE 1	[tə fɪt]	passen
<b>fault</b> MORE 2	[fɔlt]	Schuld	to <b>fix sth.</b> MORE 3	[tə fɪks sʌmθɪŋ]	etw. beheben, reparieren
<b>faulty</b> TGND1	[fɔlti]	defekt	<b> fizical drink</b> U5/6	[fɪzɪ drɪŋk]	kohlensäurehaltiges Getränk
<b>favourite</b> MORE 1	[feɪvərɪt]	Liebe	<b>flash of lightning</b> U1/12	[flæʃ ɒv laɪtnɪŋ]	Lichtblitz
<b>fear</b> MORE 2	[fɪər]	Furcht, Angst	<b>flat</b> MORE 1	[flæt]	Wohnung
to <b>fear</b> MORE 2	[tə fɪər]	fürchten	to <b>flee</b> U1/4	[tə fli:]	flüchten, fliehen
<b>feather</b> U14/1	[feðər]	Feder	<b>flight</b> MORE 3	[flaɪt]	Flug
<b>feature film</b> U12/6	[fi:tʃər fɪlm]	Featurefilm	<b>flight attendant</b> MORE 3	[flaɪt ə'tendənt]	Flugbegleiter/Flugbegleiterin
to <b>be featured</b> U6/2	[tə bi:feɪtəd]	gezeigt werden	to <b>flip through</b> U13/4	[tə flɪp θru:]	überfliegen, durchblättern
<b>feature</b> U9/18	[fi:tʃər]	Eigenschaft, Merkmal	to <b>float</b> U12/9	[tə fləʊt]	aufschwimmen; schweben
to <b>feed</b> MORE 1	[tə fi:d]	füttern	<b>flock of birds</b> U3/6	[flɒk əv bɜ:ds]	Vogelschwarm
to <b>feel</b> MORE 1	[tə fi:l]	(sich) fühlen	<b>floor</b> MORE 1	[flɔ:r]	(Fuß-)Boden
<b>feeling</b> MORE 1	[fi:lɪŋ]	Gefühl	<b>flower</b> MORE 1	[flaʊə]	Blume
<b>female</b> MORE 2	[fi:meɪl]	weiblich; Weibchen (Tierwelt)	<b>flowery</b> U9/8	[fləʊəri]	geblümt
<b>ferry</b> MORE 3	[feri]	Fähre	to <b>flush</b> U11/16	[tə flʌʃ]	erröten
<b>a few</b> MORE 1	[ə fju:]	einige, ein paar	to <b>fly</b> MORE 1	[tə flai]	fliegen
<b>fiction</b> U11/8	[fɪkʃən]	Roman-/Erzählliteratur			
<b>fictional</b> MORE 3	[fɪkʃənəl]	fiktional, erfunden			
<b>field</b> MORE 2	[fi:ld]	Feld; Spielfeld			

to <b>fly off</b> U7/4	[tə flai ɒf]	wegfliegen, abfliegen
<b>focus</b> U2/12	[ˈfəʊkəs]	Schwerpunkt, Fokus
to <b>focus</b> MORE 3	[tə ˈfəʊkəs]	fokussieren
to <b>fold</b> U5/14	[tə ˈfəʊld]	zusammenklappen, falten
<b>folk</b> U11/14	[fəʊk]	Leute
to <b>follow</b> MORE 1	[tə ˈfɒləʊ]	folgen
<b>following</b> MORE 1	[ˈfɒləʊɪŋ]	folgender/folgende/ folgendes
<b>food</b> MORE 1	[fu:d]	Essen
<b>food stall</b> U13/5	[fu:d stɔ:l]	Imbissstand
<b>fool</b> U8/13	[fu:l]	Dummkopf, Depp
<b>foot (pl feet)</b> MORE 1	[fʊt (fi:t)]	Fuß
<b>football</b> MORE 1	[ˈfʊtbɔ:l]	Fußball
<b>footprint</b> U12/TT	[ˈfʊtprɪnt]	Fußabdruck
<b>for</b> MORE 1	[fɔ:]	für
<b>for a start</b> MORE 3	[fɔ:r ə stɑ:t]	zunächst einmal
<b>for instance</b> U7/9	[fər ɪnstəns]	zum Beispiel
<b>for this reason</b> U10/14	[fər ðɪs ri:zən]	aus diesem Grund, deshalb
<b>forbidden</b> U7/4	[fəˈbɪdən]	verboten
<b>foreign language</b> U8/2	[ˈfɒrən ˈlæŋɡwɪdʒ]	Fremdsprache
<b>foreigner</b> U10/14	[ˈfɒrənər]	Ausländer/Ausländerin/ Fremder/Fremde
<b>forest</b> MORE 1	[ˈfɒrɪst]	Wald
<b>forever</b> MORE 2	[fəˈreɪvər]	für immer, ewig
to <b>forget</b> MORE 1	[tə ˈfəʊɡet]	vergessen
to <b>forgive</b> TGND2	[tə ˈfəʊɡɪv]	vergeben
<b>form</b> MORE 1	[fɔ:m]	Form;
to <b>form</b> MORE 3	[tə ˈfɔ:m]	bilden
<b>formal</b> U8/13	[fɔ:məl]	formell
<b>formally</b> MORE 3	[fɔ:məli]	förmlich
<b>former</b> U1/4	[fɔ:mər]	ehemalig
<b>fortunate</b> U13/14	[fɔ:tʃənət]	glücklich
<b>fortunately</b> U5/6	[fɔ:tʃənətli]	glücklicherweise
<b>fortune</b> TGND3	[fɔ:tʃu:n]	Vermögen
<b>forward</b> MORE 1	[fɔ:wəd]	vorwärts
to <b>found</b> U1/4	[faʊnd]	errichten
<b>founder</b> U7/7	[faʊndər]	Gründer/Gründerin
<b>France</b> MORE 1	[frɑ:ns]	Frankreich
<b>fraud</b> U2/1	[frɔ:d]	Betrug
<b>freckle</b> U11/16	[ˈfrekəl]	Sommersprosse
<b>free</b> MORE 1	[fri:]	frei; gratis
<b>free-range</b> U5/11	[ˈfri:rdʒ]	freilaufend
to <b>freeze</b> U5/TT	[tə ˈfri:z]	frieren; erstarren
<b>French</b> MORE 1	[frentʃ]	Französisch
<b>frequently</b> MORE 3	[fri:kwəntli]	häufig
<b>fresh</b> MORE 3	[fref]	frisch
<b>fridge</b> MORE 2	[ˈfrɪdʒ]	Kühlschrank
<b>fried chicken</b> TGND4	[ˈfraɪd tʃɪkɪn]	gebackenes Hähnchen

<b>friend</b> MORE 1	[frend]	Freund/Freundin
<b>friendly</b> MORE 2	[ˈfrendli]	freundlich
<b>friendship</b> MORE 1	[ˈfrendʃɪp]	Freundschaft
to <b>frighten</b> MORE 2	[tə ˈfraɪtn]	erschrecken
<b>frightening</b> MORE 3	[ˈfraɪtənɪŋ]	beängstigend
<b>frog</b> MORE 1	[frɒɡ]	Frosch
<b>from</b> MORE 1	[frɒm]	von, aus
<b>front</b> MORE 3	[frʌnt]	Front; Vorderseite
<b>fruit</b> MORE 1	[fru:t]	Frucht; Obst
<b>frustrated</b> U6/5	[ˈfrʌstretəd]	frustriert
<b>frustration</b> U6/5	[ˈfrʌstretʃən]	Frustration, Enttäuschung
<b>full-time</b> U7/11	[ˈfʊl taɪm]	Vollzeit, ganztägig
<b>full</b> MORE 3	[fʊl]	voll
<b>fun</b> MORE 1	[fʌn]	Spaß
<b>fund</b> U3	[fʌnd]	Geldmittel; Fonds
<b>funeral</b> U7/3	[ˈfju:nərəl]	Beerdigung
<b>fungus</b>	[ˈfʌŋɡəs]	Pilz
<b>funny</b> MORE 1	[ˈfʌni]	lustig, komisch
<b>fur</b> MORE 1	[fɜ:]	Fell
<b>furious</b> U7/11	[ˈfjʊəriəs]	wütend, aufgebracht
<b>further</b> MORE 3	[ˈfɜ:ðər]	weiter
<b>fussy</b> U7/11	[ˈfʊsi]	kleinlich
<b>future</b> MORE 1	[ˈfju:tʃə]	Zukunft
<b>gain</b> U10/1	[geɪn]	Gewinn
<b>gallery</b> U1/10	[gæləri]	Galerie
<b>game</b> MORE 1	[geɪm]	Spiel
<b>game designer</b> U4/1	[geɪm dɪˈzaɪnə]	Spieldesigner/ Spieldesignerin
<b>gang</b> U2/3	[gæŋ]	Bande
<b>gap</b> MORE 3	[gæp]	Abstand, Spalt; Lücke
<b>garden</b> MORE 1	[gɑ:dən]	Garten
<b>gardening</b> U1/9	[gɑ:dənɪŋ]	Gartenarbeit
to <b>gather</b> U10/7	[tə ɡæðər]	einsammeln; versammeln
<b>gear</b> U7/4	[ɡɪər]	Getriebe
<b>gender equality</b> U10/1	[ˈdʒendər iˈkwɒləti]	Geschlechtergleichheit
<b>general</b> U7/14	[dʒenərəl]	allgemein
<b>generous</b> U14/7	[dʒenərəs]	großzügig
<b>genetic engineering</b> U12/9	[dʒəˈnetɪk endʒɪˈnɪərɪŋ]	Gentechnik
<b>genius</b> MORE 3	[dʒi:niəs]	Genie
<b>gently</b> U5/14	[dʒentli]	sanft, behutsam
<b>geography</b> MORE 2	[dʒɪɒɡrəfi]	Erdkunde, Geografie
<b>German</b> MORE 2	[dʒɜ:mən]	Deutscher/Deutsche; deutsch
<b>Germany</b> MORE 1	[dʒɜ:məni]	Deutschland
<b>gesture</b> U9/13	[dʒestʃə]	Geste

to <b>get</b> MORE 1	[tə get]	holen; bekommen
to <b>get into trouble</b> MORE 1	[tə get 'ɪntu: 'trʌbl]	Ärger bekommen
to <b>get involved in sth.</b> U1/6	[tə get ɪn'vɒlvd ɪn sʌmθɪŋ]	sich für etw. engagieren; in etw. verwickelt werden
to <b>get married</b> OYW5	[tə get məɪrɪd]	heiraten
to <b>get off</b> U3/11	[tə get ɒf]	aussteigen
to <b>get on well (with)</b> MORE 3	[tə get ɒn wel (wɪð)]	miteinander gut auskommen
to <b>get out</b> MORE 3	[tə get aʊt]	hinauskommen
to <b>get rid of</b> MORE 3	[tə get rɪd əv]	etw./jdn. loswerden
to <b>get up</b> MORE 1	[tə get ʌp]	aufstehen
<b>ghost</b> MORE 2	[gəʊst]	Gespens, Geist
<b>giant</b> MORE 3	[dʒaɪənt]	gigantisch, riesig
<b>gift</b> U3/10	[ɡɪft]	Geschenk
<b>gig</b> U1/9	[ɡɪɡ]	Auftritt, Konzert
to <b>giggle</b> U9/8	[tə ɡɪɡəl]	kichern
<b>girl</b> MORE 1	[ɡɜ:l]	Mädchen
<b>girlfriend</b> MORE 2	[ɡɜ:lfrɛnd]	feste Freundin, Partnerin
to <b>give</b> MORE 1	[tə ɡɪv]	geben
to <b>give away</b> U2/8	[tə ɡɪv ə'weɪ]	hergeben, weggeben
to <b>give sth. a miss</b> U12/14	[tə ɡɪv 'sʌmθɪŋ ə mɪs]	etw. auslassen
to <b>give in</b> OYW1	[tə ɡɪv ɪn]	nachgeben
to <b>give out</b> U2/1	[tə ɡɪv aʊt]	ausgeben
<b>glad</b> MORE 1	[glæd]	froh
<b>glasses (pl)</b> U11/13	[glæsəz]	Brille
to <b>glide down</b> U3/6	[tə glaɪd daʊn]	hinuntergleiten
to <b>glow</b> U11/16	[tə gləʊ]	leuchten
to <b>go</b> MORE 1	[tə ɡəʊ]	gehen
to <b>go away</b> MORE 1	[tə ɡəʊ ə'weɪ]	fortgehen, weggehen
to <b>go down</b> U7/4	[tə ɡəʊ daʊn]	untergehen
to <b>go off</b> U12/7	[tə ɡəʊ ɒf]	weitergehen; abgehen
to <b>go on</b> MORE 1	[tə ɡəʊ ɒn]	weitergehen
<b>goal</b> MORE 3	[ɡəʊl]	Ziel
<b>goanna</b> U7/4	[ɡəʊ'ænə]	Waran
<b>goat</b> U10/7	[ɡəʊt]	Geiß
<b>god</b> MORE 2	[ɡɒd]	Gott
<b>goggles (pl)</b> U11/13	[ˈɡɒɡl̩z]	Schwimmbrille; Schutzbrille
<b>good</b> MORE 1	[ɡʊd]	gut
<b>goods (pl)</b> U10/16	[ɡʊdz]	Ware, Güter
<b>Good luck!</b> MORE 1	[ɡʊd ˈlʌk]	Viel Glück!
<b>Good morning.</b> MORE 1	[ɡʊd ˈmɔ:ɪŋ]	Guten Morgen.
<b>Good point.</b> U8/3	[ɡʊd pɔɪnt]	Da ist was dran., Guter Punkt.
<b>good-looking</b> U9/9	[ɡʊd'lu:kɪŋ]	gutaussehend
<b>goodbye</b> MORE 1	[ɡʊd'baɪ]	auf Wiedersehen, tschüss

<b>goodness</b> U11/4	[ɡʊdnəs]	Gütigkeit, Gutheit
<b>goose (pl geese)</b> U3/6	[ɡu:s (ɡi:s)]	Gans
<b>gorgeous</b> U7/4	[ɡɔ:dʒəs]	umwerfend, wunderschön
to <b>govern</b> U1/4	[tə ɡʌvən]	regieren
<b>government</b> MORE 3	[ɡʌvənmənt]	Regierung
to <b>grab</b> MORE 3	[tə ɡræb]	(zu-)packen, greifen
<b>grade</b> U9/TT	[ɡreɪd]	(Schul-)Note
<b>grain</b> U1/4	[ɡreɪn]	Getreide
<b>grandad</b> MORE 1	[ɡrændæd]	Onkel, Opa
<b>grandfather</b> U10/16	[ɡrændfɑ:ðər]	Großvater
<b>grateful</b> U6/5	[ɡreɪtful]	dankbar
<b>gravity</b> U6/9	[ɡrævəti]	Schwerkraft
<b>great</b> MORE 1	[ɡreɪt]	großartig; groß
<b>great-grandmother</b> U6/11	[ɡreɪtɡrændmʌðər]	Urgroßmutter
<b>Greece</b> U10/6	[ɡri:s]	Griechenland
<b>greedy</b> U10/16	[ɡri:di]	gierig
<b>Greek</b> U14/16	[ɡri:k]	Griechen/Griechin; griechisch
<b>greenhouse</b> U10/16	[ɡri:nhaʊs]	Treibhaus
<b>greens (pl)</b> U6/11	[ɡri:nz]	Grünzeug, Gemüse
<b>greenway</b> U3/11	[ɡri:nweɪ]	Grünzug
to <b>greet</b> MORE 1	[tə ɡri:t]	(be-)grüßen
<b>ground</b> MORE 2	[ɡraʊnd]	(Erd-)Boden, Erde
<b>group</b> MORE 1	[ɡru:p]	Gruppe
to <b>grow</b> MORE 1	[tə ɡrəʊ]	wachsen
<b>grown up</b> OYW1	[ɡrəʊn 'ʌp]	erwachsen
<b>growth</b> U9/14	[ɡrəʊθ]	Wachstum
<b>grumpy</b> U10/16	[ɡrʌmpi]	mürrisch, grantig
to <b>grunze</b> U11/16	[tə ɡrʌntz]	grunzen, knurren, ächzen
to <b>guarantee</b> U10/6	[tə ɡærən'ti:]	garantieren
<b>guerrilla war</b> U1/4	[ɡə'rɪlə wɔ:r]	Guerilla-Krieg, Widerstandskampf
<b>guess</b> U2/10	[ɡes]	Vermutung
to <b>guess</b> MORE 1	[tə ɡes]	(er-)raten
<b>guest</b> MORE 2	[ɡest]	Gast
<b>guide</b> MORE 1	[ɡaɪd]	Reiseführer/Reiseführerin
to <b>guide</b> U1/9	[tə ɡaɪd]	leiten, führen
<b>guilty</b> U10/16	[ɡɪlti]	schuldig
<b>guitar</b> MORE 1	[ɡɪ'tɑ:r]	Gitarre
<b>gum</b> U4/13	[ɡʌm]	Kaugummi
<b>gun</b> MORE 1	[ɡʌn]	(Schuss-)Waffe

## H

<b>habit</b> MORE 3	[hæbɪt]	Gewohnheit
<b>habitat</b> U7/13	[hæbɪtæt]	Lebensraum
<b>hair (no pl)</b> MORE 1	[heə]	Haare

<b>half (pl halves)</b> MORE 1	[hɑ:f (hɑ:vz)]	Hälfte
<b>halfway</b> MORE 3	[hɑ:fweɪ]	auf halbem Weg
<b>hall</b> MORE 1	[hɔ:l]	Hausflur
<b>halo</b> U9/TT	[herləʊ]	Heiligenschein
to <b>hand over</b> U12/12	[tə hænd əʊvə]	übergeben
<b>handful</b> U10/7	[hændfʊl]	eine Handvoll
<b>handkerchief</b> U9/G	[hæŋkətʃi:f]	Taschentuch
to <b>hang on</b> MORE 2	[tə hæŋ 'ɒn]	durchhalten; warten
to <b>hang out</b> MORE 3	[tə hæŋ aʊt]	abhängen
to <b>happen</b> MORE 1	[tə hæpən]	geschehen, passieren
<b>happiness</b> MORE 3	[hæpɪnəs]	Zufriedenheit, Fröhlichkeit
<b>happy</b> MORE 1	[hæpi]	glücklich, fröhlich
<b>harbour</b> U7/4	[hɑ:bə]	Hafen
<b>hard</b> MORE 1	[hɑ:d]	hart; schwierig
<b>hardly (ever)</b> MORE 3	[hɑ:dli (evə)]	kaum (jemals)
<b>harmful</b> U5/6	[hɑ:mfəl]	schädlich
<b>harmony</b> U10/9	[hɑ:məni]	Harmonie
<b>hastily</b> U9/8	[heɪstəli]	hastig, voreilig
<b>hat</b> MORE 1	[hæt]	Hut
to <b>hate</b> MORE 1	[tə heɪt]	hassen, nicht ausstehen können
to <b>haunt</b> U1/12	[tə haʊnt]	verfolgen, heimsuchen, spuken
to <b>have</b> MORE 1	[tə hæv]	haben
to <b>have a job lined up</b> U13/9	[tə hæv ɛɪ dʒɒb laɪnd ʌp]	eine Stelle in Aussicht haben
to <b>have a lie-in</b> OYW1	[tə hæv ɛɪ laɪ'ɪn]	ausschlafen
to <b>have a look</b> TGND1	[tə hæv ə lʊk]	hinsehen, nachsehen
to <b>have a point</b> TGND3	[tə hæv ə pɔɪnt]	nicht ganz unrecht haben
to <b>have so. on the edge of their seat</b> U11/6	[tə hæv sɒmʌn ɒn ði: edʒ əv ðe si:t]	jdms. auf dem Zihsitzen haben
to <b>have sth. in common</b> U1/TT	[tə hæv səmθɪŋ ɪn kɒmən]	etw. gemeinsam haben
<b>head</b> MORE 1	[hed]	Kopf
<b>head of security</b> U2/11	[hed əv sɪ'kɜ:rti]	Sicherheitschef/ Sicherheitschefin
<b>headache</b> MORE 1	[hedəkeɪ]	Kopfschmerzen
<b>headlight</b> U7/4	[hedlaɪt]	Scheinwerfer
<b>headline</b> MORE 1	[hedlaɪn]	Schlagzeile
<b>headmaster</b> MORE 2	[hed'mɑ:stə]	Schuldirektor/ Schuldirektorin
<b>headphones (pl)</b> MORE 1	[hedfəʊnz]	Kopfhörer
<b>headquarters (pl)</b> MORE 3	[hed'kwɔ:təz]	Hauptquartier, Zentrale

<b>headteacher</b> MORE 2	[hed'ti:tʃə]	Schulleiter/Schulleiterin
<b>health</b> MORE 3	[helθ]	Gesundheit
<b>health risk</b> U9/3	[helθ rɪsk]	Gesundheitsrisiko
<b>healthcare</b> U4/3	[helθkeə]	Gesundheitsfürsorge
<b>healthy</b> MORE 1	[helθi]	gesund
to <b>hear</b> MORE 1	[tə hiə]	hören
<b>heart</b> MORE 3	[hɜ:t]	Herz
<b>heartwarming</b> U11/4	[hɜ:twɔ:ɪŋ]	herzerwärmend
<b>heat</b> MORE 3	[hi:t]	Hitze
<b>heavy</b> MORE 1	[hevi]	schwer
<b>height</b> MORE 3	[haɪt]	Höhe
<b>helicopter</b> MORE 1	[helɪkɒptə]	Hubschrauber
<b>helmet</b> MORE 1	[helmət]	Helm
<b>help</b> MORE 1	[help]	Hilfe
to <b>help</b> MORE 1	[help]	helfen
to <b>help out</b> MORE 1	[tə help aʊt]	aushelfen
<b>helpful</b> MORE 1	[helpfəl]	hilfsbereit
<b>helpless</b> MORE 1	[helpləs]	hilflos
<b>hemisphere</b> MORE 3	[hemɪsfiə]	Hemisphäre, Erdhalbkugel
<b>herd</b> MORE 1	[hɜ:də]	Hirte/Hirtin
<b>here</b> MORE 1	[hiə]	hier, her
<b>heritage</b> U7/9	[herɪtɪdʒ]	Erbe, Tradition; Überlieferung
<b>heroine</b> MORE 2	[hiərəʊ, herəʊɪn]	Held, Heldin
to <b>hesitate</b> U11/16	[tə hezɪteɪt]	zögern
<b>hey presto!</b> OYW 2	[heɪ prestəʊ]	Schwupps!, Simalabim!
<b>high</b> MORE 1	[haɪ]	hoch
<b>highlands</b> U10/7	[haɪləndz]	Hochland
<b>highly</b> OYW6	[haɪli]	sehr; äußerst
to <b>hike</b> U13/9	[tə haɪk]	wandern
<b>hilarious</b> U11/5	[hɪ'leəriəs]	lustig, irrsinnig witzig
<b>hill</b> MORE 2	[hɪl]	Hügel
to <b>hire</b> MORE 2	[tə haɪə]	mieten, ausleihen
<b>historian</b> U3/10	[hɪ'stɔ:riən]	Historiker/Historikerin
<b>historic</b> U3/3	[hɪ'stɔ:ɪk]	historisch, geschichtlich
<b>historical</b> U3/3	[hɪ'stɔ:ɪkl]	historisch, geschichtlich
<b>history</b> MORE 2	[hɪstəri]	Geschichte
to <b>hit</b> U3/6	[tə hɪt]	treffen; aufprallen
to <b>hold</b> MORE 1	[tə həʊld]	(ab-)halten
to <b>hold on to sth.</b> U13/14	[tə həʊld ɒn tə səmθɪŋ]	an etw. festhalten; behalten
<b>hole</b> MORE 1	[həʊl]	Loch
<b>holiday</b> MORE 1	[hɒlədeɪ]	Urlaub, Ferien
<b>home</b> MORE 1	[həʊm]	Zuhause; zu Hause
<b>home-cooked</b> U5/11	[həʊm kʊkt]	selbstgeköcht
<b>homeless</b> MORE 3	[həʊmləs]	obdachlos
<b>homemade</b> MORE 3	[həʊm'meɪd]	hausgemacht
<b>homework (no pl)</b> MORE 1	[həʊmwɜ:k]	Hausaufgaben

<b>honest</b> MORE 3	[ɒnɪst]	ehrlich
<b>honey</b> MORE 1	[hʌni]	Honig
<b>honour</b> U6/9	[ɒnər]	Ehrung
to <b>hop along</b> OYW4	[tə hɒp ə'ləŋ]	aufspringen, mitspringen
<b>hope</b> MORE 2	[həʊp]	Hoffnung
to <b>hope</b> MORE 1	[tə həʊp]	hoffen
<b>hopefully</b> U13/5	[həʊpflɪ]	hoffentlich
<b>hopeless</b> U13/G	[həʊpləs]	hoffnungslos
<b>horrible</b> MORE 2	[hɒrɪbl]	schrecklich
<b>horrifying</b> U11/20	[hɒrɪfaɪɪŋ]	entsetzlich, gruselig
<b>horse</b> MORE 1	[hɔ:s]	Pferd
<b>horse riding</b> MORE 3	[hɔ:s raɪdɪŋ]	Reiten
<b>hospital</b> MORE 1	[hɒspɪtl]	Krankenhaus
<b>host</b> MORE 1	[həʊst]	Gastgeber/Gastgeberin
to <b>host</b> U14/5	[tə həʊst]	veranstalten, ausrichten
<b>hot</b> MORE 1	[hɒt]	heiß; scharf
<b>hot-air balloon</b> U13/TT	[hɒt'eə bə'u:n]	Heißluftballon
<b>hour</b> MORE 1	[aʊə]	Stunde
<b>house</b> MORE 1	[haʊs]	Haus
<b>household</b> U10/6	[haʊshəʊld]	Haushalt
<b>housekeeper</b> U1/12	[haʊs'ki:pər]	Haushälter/Haushälterin
<b>housing</b> U1/11	[haʊzɪŋ]	Unterkunft
<b>how</b> MORE 1	[haʊ]	wie
<b>How come?</b> U11/6	[haʊ kʌm]	Wie kommt's?
<b>however</b> MORE 2	[haʊ'evə]	allerdings, hingegen
to <b>hug</b> MORE 1	[tə hʌg]	umarmen
<b>huge</b> MORE 1	[hju:dʒ]	riesig
<b>human</b> MORE 2	[hju:mən]	menschlich, mensch
<b>human being</b> U10/9	[hju:mən 'bi:ɪŋ]	Mensch
<b>humour</b> U7/8	[hju:mər]	Humor
<b>hump</b> U11/4	[hʌmp]	Buckel
<b>hundred</b> MORE 1	[hʌndrəd]	hundert
<b>hungry</b> MORE 1	[hʌŋgri]	hungrig
to <b>hunt</b> MORE 1	[tə hʌnt]	jagen
<b>hurry</b> U8/3	[hʌri]	Eile
to <b>hurt</b> MORE 1	[tə hɜ:t]	schmerzen, verletzen
<b>hurtful</b> U10/9	[hɜ:tfʊl]	schmerzhaft
<b>husband</b> MORE 1	[hʌzbənd]	Mann
<b>hypothermia</b> U3/	[haɪpə'thi:ə]	Unterkühlung
<b>I</b>		
<b>ice cream</b> MORE 1	[aɪs kri:m]	Eiscreme
<b>ice cream parlour</b> U13/9	[aɪs kri:m pɑ:lər]	Eisdiele
<b>iceman</b> U9/3	[aɪsmæn]	Eismann
<b>ID (card)</b> MORE 3	[aɪ'di: (kɑ:d)]	(Personal-)Ausweis
<b>idea</b> MORE 1	[aɪ'diə]	Idee, Einfall

<b>identity</b> MORE 3	[aɪ'dentəti]	Identität
<b>if</b> MORE 1	[ɪf]	wenn; falls
<b>ignorance</b> U10/9	[ɪgnərəns]	Ignoranz
to <b>ignore</b> MORE 3	[tə ɪg'no:r]	ignorieren
<b>ill</b> MORE 1	[ɪl]	krank
<b>illegal</b> MORE 3	[ɪ'li:gəl]	illegal
<b>illness</b> MORE 3	[ɪlnəs]	Krankheit
<b>illustration</b> MORE 3	[ɪl'ɪ'reɪʃən]	Illustration, Bild
<b>imagination</b> U2/17	[ɪm'æɪdʒɪn'neɪʃən]	Einbildungskraft, Einbildung
to <b>imagine</b> MORE 3	[tə ɪ'mæɪdʒɪn]	sich vorstellen
<b>immediately</b> MORE 3	[ɪm'ɪdi:ətli]	sofort
<b>immersive</b> U1/	[ɪm'sɪvɪv]	umfassend
<b>immigrant</b> U3/	[ɪmɪgrənt]	Einwanderer/ Einwanderin
<b>impact</b> U	[ɪm'pækt]	Auswirkung
to <b>import</b> U1/4	[tə ɪm'pɔ:t]	importieren
<b>importance</b> U12	[ɪm'pɔ:təns]	Wichtigkeit
<b>important</b> MORE 3	[ɪm'pɔ:tnt]	wichtig
<b>impossible</b> MORE 3	[ɪm'pɒsəbəl]	unmöglich
<b>impractical</b> U10	[ɪm'præktɪkl]	unpraktisch
<b>impressed</b> U11	[ɪm'presd]	beeindruckt
<b>impressive</b> U13/11	[ɪm'presɪv]	beeindruckend
<b>improve</b> MORE 3	[tə ɪm'pru:v]	verbessern
<b>in</b> MORE 1	[ɪn]	in
<b>in fact</b> MORE 3	[ɪn fækt]	tatsächlich
<b>in need</b> U6/1	[ɪn ni:d]	in Armut; in Not
<b>in order to</b> U7/	[ɪn ɔ:dər tə]	um ... zu
<b>in spite of</b> MORE 3	[ɪn spaɪt ɒv]	trotz, ungeachtet
<b>in that case</b> U11/6	[ɪn ðæt keɪs]	in diesem Fall
<b>in the sense of</b> U11/7	[ɪn ðə sens ɒv]	im Sinne von
<b>in total</b> U2/16	[ɪn təʊtl]	insgesamt
<b>incident</b> U1/4	[ɪnsɪdənt]	Vorfall
to <b>include</b> MORE 2	[tə ɪn'klu:d]	beinhalten
<b>inclusive</b> U1/9	[ɪn'klu:sɪv]	inklusive, einschließlich
<b>income</b> U6/1	[ɪŋkʌm]	Einkommen
<b>incorrect</b> U13/13	[ɪnkər'ekt]	falsch, inkorrekt
<b>increase</b> U14/1	[ɪn'kri:s]	Anstieg
to <b>increase</b> MORE 3	[tə ɪn'kri:s]	ansteigen, erhöhen
<b>incredible</b> MORE 2	[ɪn'kredəbəl]	unglaublich
<b>indeed</b> MORE 2	[ɪn'di:d]	in der Tat
<b>independent</b> MORE 3	[ɪndɪ'pendənt]	unabhängig
<b>index finger</b> U9/12	[ɪndeks 'fɪŋgər]	Zeigefinger
<b>India</b> U9/3	[ɪndiə]	Indien
<b>Indian</b> MORE 3	[ɪndiən]	indisch; Inder/Inderin
<b>indirect</b> U3/G	[ɪndɑ:'rekt]	indirekt
<b>individual</b> MORE 3	[ɪndɪ'vɪdʒuəl]	individuell
<b>Indonesia</b> U9/13	[ɪndə'ni:zə]	Indonesien
<b>indoors</b> MORE 3	[ɪn'dɔ:z]	drinnen, innen
<b>industry</b> U4/3	[ɪndəstri]	Industrie

<b>infection</b> U9/3	[ɪn'fekʃn]	Infektion
<b>influence</b> MORE 3	[ɪnfluəns]	Einfluss
to <b>influence</b> U14/5	[tə ɪnfluəns]	beeinflussen
to <b>inform</b> U2/9	[tə ɪn'fɔ:m]	informieren, mitteilen
<b>informal</b> U4/17	[ɪn'fɔ:məl]	informell, nicht förmlich
<b>in front of</b> MORE 1	[ɪn frʌnt əv]	vor
<b>ingredient</b> U5/6	[ɪn'gri:diənt]	Zutat
to <b>inhabit</b> U12/9	[tə ɪn'hæbɪt]	bewohnen
<b>initiative</b> U5/6	[ɪ'nɪʃətɪv]	Initiative, Aktion
<b>injury</b> MORE 1	[ɪndʒəri]	Verletzung
<b>ink</b> U9/3	[ɪŋk]	Tinte
<b>inside</b> MORE 1	[ɪn'saɪd]	in, innerhalb
<b>inspector</b> MORE 1	[ɪn'spektə]	Inspektor/Inspektorin
to <b>inspire</b> U6/1	[tə ɪn'spaɪə]	inspirieren, begeistern
<b>instability</b> U10/1	[ɪnstə'bɪlətɪ]	Unbeständigkeit
<b>instead</b> MORE 2	[ɪn'sted]	stattdessen
<b>instinct</b> U2/12	[ɪnstɪŋkt]	Instinkt
to <b>instruct</b> U5/15	[tə ɪn'strʌkt]	anweisen
<b>instruction</b> U5/14	[ɪn'strʌkʃən]	Anweisung, Anleitung
to <b>insult</b> U9/13	[tə ɪnsʌlt]	beleidigen
<b>intake</b> U5/5	[ɪnteɪk]	Einnahme
to <b>intend to</b> U9/TT	[tə ɪn'tend tə]	beabsichtigen
<b>intensive</b> U14/1	[ɪn'tensɪv]	intensiv
<b>intention</b> U1/4	[ɪn'tenʃən]	Absicht, Vorhaben
<b>interest</b> MORE 1	[ɪntrest]	Interesse; Zinsen
to <b>take an interest in sth.</b> U7/9	[tə teɪk ən ɪntrest ɪn sʌmθɪŋ]	sich für etw. interessieren
to <b>interest sb.</b> U3/4	[tə ɪntrest sʌmbədi]	jdn. interessieren
to <b>be interested in</b> MORE 1	[tə be ɪntrestɪd ɪn]	interessiert sein
<b>interesting</b> MORE 1	[ɪntrestɪŋ]	interessant
to <b>interfere</b> MORE 3	[tə ɪntə'fɪə]	sich in etw. einmischen
to <b>interrupt</b> MORE 2	[tə ɪntə'rʌpt]	unterbrechen
to <b>interview</b> MORE 3	[tə ɪntəvju:]	interviewen, befragen
<b>interviewer</b> MORE 3	[ɪntəvju:ə]	Interviewer/Interviewerin
<b>into</b> MORE 1	[ɪntu]	in (... hinein)
to <b>introduce</b> MORE 1	[tə ɪn'trə'dju:s]	vorstellen
<b>introduction</b> MORE 1	[ɪn'trə'dʌkʃən]	Einleitung
<b>introductory</b> U3/G	[ɪn'trə'dʌktɔ:ri]	Einleitungs-/Einführungs-
to <b>invest</b> MORE 3	[tə ɪn'vest]	investieren
<b>invisible</b> U2/10	[ɪn'vɪzəbəl]	unsichtbar
<b>invitation</b> MORE 1	[ɪnvɪ'teɪʃən]	Einladung
to <b>invite</b> MORE 1	[tə ɪn'vaɪt]	einladen
<b>Ireland</b> MORE 1	[aɪələnd]	Irland
<b>Irish</b> MORE 1	[aɪrɪʃ]	irisch
to <b>iron</b> U4/13	[tə aɪən]	bügeln
<b>island</b> MORE 1	[aɪlənd]	Insel
<b>isle</b> U1/TT	[aɪl]	Insel

<b>isolated</b> U7/7	[aɪsələtɪd]	abgelegen, abgeschieden
<b>issue</b> U10/3	[ɪʃu:]	Problem; Angelegenheit
<b>It doesn't matter.</b> MORE 1	[ɪt dʌznt mətə]	Es macht nichts., Das ist nicht wichtig.
<b>Italian</b> MORE 2	[ɪtæljən]	Italiener/Italienerin; italienisch
<b>italics</b> MORE 2	[ɪ'tælɪks]	Kursivschrift
<b>item</b> MORE 3	[aɪtəm]	Gegenstand
<b>I'm sorry.</b> TGND1	[aɪm sɔ:ri]	Es tut mir leid.
<b>It's up to you ...</b>	[ɪts ʌp tə ju:]	Es liegt ganz an dir ...

## J

<b>jacket</b> MORE 1	[dʒækɪt]	Jacke
<b>Jamaican</b> U14/5	[dʒə'meɪkən]	Jamaikaner/Jamaikanerin; jamaikanisch
<b>January</b> U10/P	[dʒænjuəri]	Januar
<b>Japanese</b> U5/1	[dʒæpə'ni:z]	Japaner/Japanerin; japanisch
<b>jealous</b> U5/3	[dʒeləs]	eifersüchtig
<b>jeopardy</b> U10/1	[dʒepə'di]	Risiko, Gefahr
<b>jewellery</b> U10/1	[dʒu:əlri]	Schmuck
<b>jewels</b> U2/10	[dʒu:əlz]	Juwelen
<b>job application</b> U4/TT	[dʒɒb æplɪ'keɪʃən]	Bewerbung
<b>job interview</b> U4/17	[dʒɒb ɪntəvju:]	Vorstellungsgespräch
to <b>join</b> MORE 1	[tə dʒɔɪn]	beitreten, mitmachen
<b>joke</b> MORE 2	[dʒəʊk]	Witz
to <b>joke</b> TGND1	[tə dʒəʊk]	scherzen
<b>journal</b> U16/2	[dʒɜ:nəl]	Tagebuch
<b>journalism</b> U4/15	[dʒɜ:nəlɪzəm]	Journalismus
<b>journalist</b> MORE 3	[dʒɜ:nəlɪst]	Journalist/Journalistin
<b>journey</b> MORE 3	[dʒɜ:ni]	Reise
<b>joy</b> MORE 3	[dʒɔɪ]	Freude
<b>judge</b> U8/10	[dʒʌdʒ]	Richter/Richterin
to <b>judge</b> MORE 3	[tə dʒʌdʒ]	beurteilen, bewerten
<b>judgement</b> U9/TT	[dʒʌdʒmənt]	Urteil
<b>juggling act</b> U10/1	[dʒʌŋɡlɪŋ ækt]	Balanceakt
<b>juice</b> MORE 1	[dʒu:s]	Saft
<b>July</b> MORE 1	[dʒu'lai]	Juli
to <b>jump</b> MORE 1	[tə dʒʌmp]	hüpfen, springen
<b>jumper</b> U11/14	[dʒʌmpə]	Pullover
<b>June</b> MORE 1	[dʒu:n]	Juni
<b>jungle</b> MORE 2	[dʒʌŋɡl]	Dschungel
<b>just</b> MORE 1	[dʒʌst]	gerade eben; nur
<b>Just kidding!</b> MORE 1	[dʒʌst kɪdɪŋ]	Ich scherze nur!

## K

<b>kangaroo</b> U7/10	[kæŋgəru:]	Känguru
<b>kayaking</b> U1/TT	[kaɪækɪŋ]	Kajakfahren

to <b>be keen on</b> MORE 2	[tə bi ki:n ɒn]	von etw. begeistert sein
to <b>keep</b> MORE 1	[tə ki:p]	(be-)halten
to <b>keep going</b> U13/7	[tə ki:p ɡəʊɪŋ]	weitermachen
to <b>keep fit</b> U8/7	[tə ki:p fɪt]	fit bleiben
to <b>keep in contact</b> U2/11	[tə ki:p ɪn kɒntækt]	in Kontakt bleiben
to <b>keep in mind</b> U9/18	[tə ki:p ɪn maɪnd]	im Gedächtnis behalten
to <b>keep out</b> U9/4	[tə ki:p aʊt]	fernhalten, nicht hereinlassen
<b>Keep out!</b> U12/14	[ki:p aʊt]	Eintritt verboten!
to <b>keep sth. a secret</b> TGND3	[tə ki:p sækri:t]	etw. geheim halten
to <b>keep sb. happy</b> U13/TT	[tə ki:p ˈsæmbədi hæpi]	jdn. bei Laune halten
<b>keeper</b> U8/10	[ki:pər]	Wärter/Wärterin
<b>key</b> MORE 2	[ki:]	Schlüssel
<b>keyword</b> U8/9	[ki:wɜ:d]	Stichwort
<b>kid</b> MORE 1	[kɪd]	Kind
to <b>kill</b> MORE 1	[tə kɪl]	töten
to <b>kill time</b> U13/10	[tə kɪl taɪm]	Zeit totschiagen
<b>kilometre (per hour)</b> MORE 3	[kɪləmi:tər (pɜ:r əvə)]	Kilometer (km/h)
<b>kilt</b> U11/14	[kɪlt]	Schottenrock
<b>kind</b> MORE 1	[kaɪnd]	nett, freundlich
<b>kind (of)</b> MORE 1	[kaɪnd (ɒv)]	Art/Sorte (von)
<b>kindness</b> U14/1	[kaɪndnəs]	Freundlichkeit
<b>king</b> MORE 2	[kɪŋ]	König
<b>kiss</b> MORE 1	[kɪs]	Kuss
to <b>kiss</b> U6/G	[tə kɪs]	küssen
<b>kitchen</b> MORE 1	[kɪtʃən]	Küche
<b>knee</b> MORE 1	[ni:]	Knie
<b>knife (pl knives)</b> MORE 2	[naɪf (naɪvz)]	Messer
<b>knight</b> MORE 2	[naɪt]	Ritter
to <b>know</b> MORE 1	[tə nəʊ]	wissen, kennen
<b>koala</b> U7/12	[kəʊˈɑ:lə]	Koala
<b>Korean</b> U13/9	[kəˈri:ən]	Koreaner, Koreanerin; Koreanisch

## L

<b>label</b> U5/6	[leɪbl]	Etikett
<b>lack of</b> U5/5	[læk ɒv]	Mangel an
<b>lady</b> MORE 1	[ˈleɪdi]	Dame
<b>land</b> MORE 3	[lænd]	Land
to <b>land</b> MORE 1	[tə lænd]	landen
<b>landing</b> U3/6	[ˈlændɪŋ]	Landung
<b>landlord</b> U1/6	[ˈlændlə:d]	Vermieter
<b>landowner</b> U1/5	[ˈlændəʊnər]	Grundbesitzer/Grundbesitzerin
<b>landscape</b> U1/9	[ˈlændskeɪp]	Landschaft

<b>language</b> MORE 1	[ˈlæŋɡwɪdʒ]	Sprache
<b>large</b> MORE 2	[lɑ:dʒ]	groß; weit
<b>last</b> MORE 1	[lɑ:st]	letzter/letzte/letztes
to <b>last</b> MORE 1	[tə lɑ:st]	(an-)dauern
<b>late</b> MORE 1	[leɪt]	(zu) spät
<b>later</b> MORE 1	[leɪtə]	später
<b>latest</b> OYW1	[leɪtəst]	neuester/neueste/neuestes
<b>laugh</b> MORE 3	[lɑ:ʃ]	lachen
to <b>laugh</b> MORE 1	[tə lɑ:ʃ]	lachen
<b>laughter</b> OYW3	[ˈlɑ:ftər]	Gelächter, Lachen
to <b>launch</b> U4/10	[tə ˈlɔ:ntʃ]	einführen; gründen; auf den Markt bringen
<b>law</b> MORE 3	[lɔ:]	Gesetz
<b>lawyer</b> U4/1	[ˈlɔ:ɪ]	Anwalt/Anwältin
<b>lazy</b> MORE 1	[leɪzi]	faul
to <b>lead</b> MORE 1	[tə li:d]	führen
<b>leader</b> U1/1	[li:də]	Leiter/Leiterin
<b>leadership</b> U1/1	[li:dəʃɪp]	Leitung
<b>leading</b> U1/2	[li:dɪŋ]	leitend, führend
<b>leaf</b> MORE 1	[li:f (li:vz)]	Blatt
<b>leaflet</b> MORE 2	[ˈli:flət]	Broschüre
<b>leak</b> U11/18	[li:k]	Leck
<b>learn</b> MORE 1	[tə lɜ:n]	lernen
<b>leather</b> MORE 1	[leðə]	Leder
to <b>leave</b> MORE 1	[tə li:v]	verlassen, weggehen
<b>left</b> MORE 1	[left]	linker/linke/linkes; links
<b>leg</b> MORE 1	[leg]	Bein
<b>legend</b> MORE 3	[ledʒənd]	Legende
to <b>lend</b> MORE 3	[tə lend]	verleihen
<b>lens</b> U5/3	[lent]	Linse
<b>less</b> MORE 2	[les]	weniger
<b>lesson</b> MORE 2	[lesən]	Unterrichtsstunde
to <b>let</b> MORE 3	[tə let]	lassen
<b>Let's (= Let us)</b> MORE 1	[lets]	Lass(t) uns
<b>letter</b> MORE 1	[letər]	Buchstabe; Brief
<b>level</b> U1/1	[levl]	Niveau; Höhe; Stufe
<b>librarian</b> U8/10	[laɪˈbreəriən]	Bibliothekar/Bibliothekarin
<b>library</b> MORE 1	[laɪbrəri]	Bibliothek
to <b>lie</b> MORE 3	[tə laɪ]	lügen; liegen
<b>life (pl lives)</b> MORE 1	[laɪf (laɪvz)]	Leben
<b>lifeless</b> U11/20	[laɪfləs]	leiblos
<b>lifestyle</b> MORE 3	[ˈlaɪfstɑ:l]	Lebensstil, Lebensweise
<b>lifetime</b> MORE 3	[ˈlaɪftaɪm]	Lebenszeit
<b>light</b> MORE 1	[laɪt]	hell; leicht; Licht
to <b>light (up)</b> U12/17	[tə laɪt (ʌp)]	erhellen
<b>lightly</b> U5/14	[laɪtli]	leicht, schwach
<b>like</b> MORE 1	[laɪk]	wie

to <b>like</b> MORE 1	[tə laɪk]	mögen
<b>likelihood</b> U9/G	[laɪkli'hʊd]	Wahrscheinlichkeit
<b>likely</b> MORE 3	[laɪkli]	wahrscheinlich, voraussichtlich
to <b>link</b> U5/G	[tə lɪŋk]	verbinden
<b>lip</b> MORE 3	[lɪp]	Lippe
<b>lipstick</b> U9/8	[lɪpstɪk]	Lippenstift
<b>liquid</b> U10/7	[lɪkwɪd]	Flüssigkeit
<b>list</b> MORE 1	[lɪst]	Liste
to <b>list</b> U5/15	[tə lɪst]	auflisten
to <b>listen (to)</b> MORE 1	[tə lɪsən (tu:)]	(zu-)hören
<b>listener</b> MORE 2	[lɪsənər]	Zuhörer/Zuhörerin
<b>literary</b> U1/12	[lɪtərəri]	literarisch
<b>litre</b> U5/6	[li:tər]	Liter
<b>litter</b> MORE 3	[lɪtər]	Müll, Abfall
<b>litter bin</b> U12/7	[lɪtə 'bɪn]	Abfalleimer
<b>little</b> MORE 1	[lɪtəl]	klein
<b>a little (bit)</b> MORE 3	[eɪ lɪtəl (bɪt)]	ein kleines bisschen
<b>little-known</b> U3/10	[lɪtəl'nəʊn]	kaum bekannt
to <b>live</b> MORE 1	[tə lɪv]	leben
to <b>live on sth.</b> U6/3	[tə lɪv ɒn səmθɪŋ]	von etw. leben
<b>lively</b> U9/15	[laɪvli]	lebendig
<b>living condition</b> U10/1	[lɪvɪŋ kən'dɪʃən]	Lebensbedingung
<b>local</b> MORE 1	[ləʊkəl]	lokal, ortsansässiger, einheimisch
<b>location</b> U3/12	[ləʊ'keɪʃən]	Standort
<b>lock of hair</b> U9/15	[lɒk əv heər]	Haarlocke
to <b>lock</b> MORE 2	[tə lɒk]	abschließen, sperren
<b>log book</b> U9/3	[lɒg bʊk]	Protokollbuch
<b>logical</b> U10/16	[lədʒɪkl]	logisch
<b>long</b> MORE 1	[lɒŋ]	lang
to <b>look after</b> MORE 1	[tə lʊk 'ɑ:ftə]	sich um etw. kümmern
to <b>look (at)</b> MORE 1	[tə lʊk (ət)]	betrachten, anschauen
to <b>look for</b> MORE 1	[tə lʊk fə]	nach etw. suchen
to <b>look forward to</b> MORE 3	[tə lʊk fɔ:wəd tu:]	sich auf etw. freuen
to <b>look into</b> U2/12	[tə lʊk 'ɪntu:]	nach etw. untersuchen
to <b>look out</b> MORE 3	[tə lʊk aʊt]	nach etw. Ausschau halten
<b>lord</b> MORE 2	[lɔ:d]	Herr
to <b>lose</b> MORE 2	[lu:z]	verlieren
<b>lots of / a lot of</b> MORE 1	[ləʊts əv / ə 'lɒt əv]	viel/e, jede Menge
<b>lottery</b> U3/10	[lɒtəri]	Lotterie
<b>loud</b> MORE 1	[laʊd]	laut
<b>love</b> U3/TT	[lʌv]	Liebe
<b>love</b> TGND2	[lʌv]	Null (Tennis)
to <b>love</b> MORE 1	[tə lʌv]	lieben, mögen

<b>loved one</b> U2/11	[lʌvd wʌn]	Nahestehender/ Nahestehende
<b>lovely</b> MORE 1	[lʌvli]	reizend, hübsch
<b>low</b> MORE 3	[ləʊ]	tief
<b>low-quality</b> U5/11	[ləʊ kwɒləti]	schlechte Qualität
<b>lowercase</b> U2/11	[ləʊə'keɪs]	kleingeschrieben
<b>luck</b> MORE 2	[lʌk]	Glück
<b>luckily</b> MORE 3	[lʌkɪli]	glücklicherweise, zum Glück
<b>lucky</b> OYW3	[lʌkɪ]	glücklich
<b>luggage</b> U11/7	[lʌgɪdʒ]	Reisegepäck
<b>lunch</b> MORE 1	[lʌntʃ]	Mittagessen
<b>lunchtime</b> MORE 1	[lʌntʃtaɪm]	Mittagszeit

## M

<b>machine</b>	[mə'ʃi:n]	Maschine
<b>mad</b> MORE 1	[mæd]	böse, wütend
<b>madam</b> MORE 1	[mædəm]	(gnädige) Frau
<b>made up</b> U10/1	[meɪd 'ʌp]	hergestellt
<b>magazine</b> MORE 1	[mægə'zi:n]	Zeitschrift, Magazin
<b>magic</b> MORE 1	[mædʒɪk]	Magie
<b>magician</b> U10/7	[mæ'dʒɪʃən]	Magier/Magierin
<b>main</b> MORE 3	[meɪn]	Haupt-
<b>mainly</b> MORE 3	[meɪnli]	hauptsächlich
<b>major</b> U10/6	[meɪdʒə]	bedeutend, hauptsächlich
<b>majority</b> MORE 2	[mə'dʒɔ:ri:ti]	Mehrheit
<b>make</b> MORE 1	[tə meɪk]	machen
to <b>make a difference</b> U6/3	[tə meɪk ə dɪfərəns]	etwas bewirken
to <b>make a living</b> U10/1	[tə meɪk ə lɪvɪŋ]	den Lebensunterhalt verdienen
to <b>make do with</b> U10/W1	[tə meɪk də waɪð]	sich mit etw. zufriedengeben
to <b>make friends</b> MORE 1	[tə meɪk frendz]	sich anfreunden
to <b>make money</b> U13/10	[tə meɪk mʌni]	Geld machen/verdienen
to <b>make sense</b> MORE 3	[tə meɪk sens]	Sinn ergeben
to <b>make sth. up</b> TGND5	[tə meɪk səmθɪŋ ʌp]	sich etw. ausdenken
to <b>make sure</b> MORE 2	[tə meɪk ʃʊ:r]	sicherstellen
<b>male</b> MORE 2	[meɪl]	männlich; Männchen (Tierwelt)
<b>malnourished</b> U5/5	[mæl'nʌrɪʃt]	unterernährt
<b>malware</b> U2/10	[mælweər]	Schadsoftware
<b>man (pl men)</b> MORE 1	[mæn (men)]	Mann
<b>man-made</b> U5/9	[mæn'meɪd]	künstlich
to <b>manage</b> MORE 2	[tə məneɪdʒ]	schaffen; verwalten
<b>management</b> U2/1	[məneɪdʒmənt]	Verwaltung

to <b>manipulate</b>	U2/16	[tə mə'nɪpjəleɪt]	beeinflussen, manipulieren	to <b>mess up</b>	U12/7	[tə mes ʌp]	durcheinander bringen; vermässeln
<b>mankind</b>	U12/5	[mæn'kaɪnd]	Menschheit	<b>message</b>	MORE 1	[mesɪdʒ]	Nachricht
<b>manners (pl)</b>	U11/14	[mænəz]	Benehmen, Manieren	<b>messy</b>	MORE 1	[mesi]	unordentlich, schlampig
<b>many</b>	MORE 1	[meni]	viele	<b>metal</b>	MORE 2	[metəl]	Metall
<b>map</b>	MORE 1	[mæp]	(Land-)Karte	<b>method</b>	MORE 3	[meθəd]	Methode
<b>March</b>	MORE 1	[mɑ:tʃ]	März	<b>metre</b>	MORE 1	[mi:tə]	Meter
<b>mark</b>	MORE 3	[mɑ:k]	Fleck; Markierung	<b>Mexican</b>	U3/3	[mek'sɪkən]	Mexikaner/Mexikanerin; mexikanisch
to <b>mark</b>	MORE 3	[tə mɑ:k]	markieren	<b>microphone</b>	MORE 2	[maɪkrə'fəʊn]	Mikrofon
<b>marriage</b>	U9/4	[mæ'rɪdʒ]	Ehe	<b>mid</b>	U3/10	[mɪd]	inmitten
<b>martial art</b>	U13/9	[mɑ:ʃəl 'ɑ:t]	Kampfkunst	<b>middle</b>	MORE 2	[mɪdl]	Mitte
<b>massacre</b>	U1/4	[mæsəkə]	Gemetzel	<b>Middle Eastern</b>	U10/9	[mɪd'l 'i:stən]	aus dem Nahen Osten
<b>massive</b>	MORE 3	[mæsɪv]	gewaltig, riesig	<b>middle school</b>		[mɪdl sku:l]	Mittelschule
<b>master</b>	U11/7	[mɑ:stə]	Meister/Meisterin	<b>midnight</b>	MORE 1	[mɪd'naɪt]	Mitternacht
<b>match</b>	MORE 1	[mætʃ]	Match, Spiel; Wettkampf	<b>midsummer</b>	TT	[mɪd'sʌmə]	Mitsommer
to <b>match</b>	MORE 3	[tə mætʃ]	verbinden	<b>might</b>	MORE 2	[maɪt]	könnte; (vielleicht) tun, sein
<b>mate</b>	TGND4	[meɪt]	Kumpel, Freund/Freundin	<b>mildly</b>	U11/16	[maɪldli]	mild, sanft, verhalten
<b>maths</b>	MORE 1	[mæθs]	Mathe(matik)	<b>mile</b>	MORE 2	[maɪl]	Meile
<b>may</b>	MORE 3	[meɪ]	dürfen; könnte	<b>military</b>	MORE 3	[mɪlɪtəri]	Militär
<b>maybe</b>	MORE 1	[meɪbi]	vielleicht	<b>milky</b>	MORE 1	[mɪlk]	Milch
<b>meal</b>	MORE 1	[mi:l]	Mahlzeit, Essen	<b>mind</b>	MORE 3	[maɪnd]	Verstand
<b>mean</b>	U10/9	[mi:n]	gemein	to <b>(not) mind</b>	U4/5	[tə (nɒt) maɪnd]	(nichts) dagegen haben
to <b>mean</b>	MORE 1	[tə mi:n]	meinen; bedeuten	<b>mineral</b>	U5/6	[mɪnərəl]	Mineral
<b>meaning</b>	MORE 2	[mi:nɪŋ]	Bedeutung	<b>miniskirt</b>	U13/16	[mɪnɪ'skɜ:t]	Minirock
<b>meaningful</b>	MORE 3	[mi:nɪŋfəl]	bedeutsam, sinnvoll	<b>minor</b>	U3/6	[maɪnə]	gering; klein
<b>meaningless</b>	U13/13	[mi:nɪŋləs]	bedeutungslos	<b>miracle</b>	MORE 3	[mɪrəkəl]	Wunder
<b>meantime</b>	U3/10	[mi:n'taɪm]	Zwischenzeit	<b>mirror</b>	MORE 1	[mɪrər]	Spiegel
<b>measles</b>	U5/5	[mi:zlz]	Masern	<b>miserable</b>	U11/7	[mɪzərəbl]	unglücklich, elend
<b>meat</b>	MORE 1	[mi:t]	Fleisch	to <b>miss</b>	MORE 2	[tə mɪs]	vermissen; verpassen
<b>mechanic</b>	MORE 3	[mækə'nɪk]	Mechaniker / Mechanikerin	to <b>miss out on</b>	OYW6	[tə mɪs aʊt ɒn]	etw. verpassen
<b>medal</b>	U6/10	[medl]	Medaille	<b>missing</b>	MORE 1	[mɪsɪŋ]	fehlend
<b>medical service</b>	U7/8	[medɪkl sɜ:vɪs]	Sanitätswest	<b>mistake</b>	MORE 1	[mɪ'steɪk]	Fehler
<b>medicine</b>	MORE 1	[medsn]	Medizin	to <b>be mistaken</b>	U10/14	[tə bi mɪ'steɪkən]	falsch liegen, sich irren
<b>Mediterranean</b>	U9/14	[medɪtə'reɪniən]	Mediterran	<b>mistress</b>	U11/16	[mɪstrəs]	Herrin
to <b>meet</b>	MORE 1	[tə mi:t]	(sich) treffen; kennenlernen	to <b>misunderstand</b>	U13/13	[tə mɪsʌndə-'stænd]	missverstehen
to <b>meet up with</b>	MORE 3	[tə mi:t ʌp wɪθ]	sich mit jdm. treffen	<b>misunderstanding</b>	TGND1	[mɪsʌndə-'stændɪŋ]	Missverständnis
<b>meeting</b>	MORE 3	[mi:tiŋ]	Treffen; Besprechung	<b>mix</b>	U2/18	[mɪks]	Kombination, Mischung
<b>member</b>	MORE 1	[mɛmbə]	Mitglied	to <b>mix</b>	MORE 2	[tə mɪks]	(ver-)mischen
to <b>memorise</b>	MORE 1	[tə mə'mɔ:z]	sich einprägen, auswendig lernen	<b>mobile (phone)</b>	MORE 1	[məʊbaɪl (fəʊn)]	Handy, Mobiltelefon
<b>memory</b>	MORE 1	[meməri]	Erinnerung	<b>modification</b>	U9	[mɒdɪfɪ'keɪʃən]	Veränderung
<b>mental</b>	U11/TT	[mentəl]	geistig, mental	<b>monastery</b>	U8/10	[mɒnəstri]	Kloster
to <b>mention</b>	MORE 3	[tə menʃən]	erwähnen	<b>money</b>	MORE 1	[mʌni]	Geld
<b>menu</b>	MORE 2	[menju:]	Speisekarte	<b>monk</b>	U8/10	[mɒŋk]	Mönch
<b>mess</b>	MORE 2	[mes]	Unordnung, Durcheinander	<b>monster</b>	MORE 1	[mɒnstə]	Monster

<b>month</b> MORE 1	[mʌnθ]	Monat
<b>moon</b> MORE 1	[mu:n]	Mond
<b>more</b> MORE 1	[mɔ:]	mehr
<b>more or less</b> U1/1	[mɔ:ɔ:les]	mehr oder weniger
<b>morning</b> MORE 1	[mɔ:nɪŋ]	Morgen
<b>most</b> MORE 1	[mʌʊst]	am meisten; die meisten
<b>mostly</b> MORE 3	[mʌʊstli]	vor allem
<b>mother</b> MORE 1	[mʌðə]	Mutter
to <b>motivate</b> U14/2	[tə məʊtɪveɪt]	anregen, anspornen
<b>motorbike</b> OYW5	[məʊtəbaɪk]	Motorrad
<b>mountain</b> MORE 1	[maʊntən]	Berg
<b>mountain biking</b> MORE 2	[maʊntən baɪkɪŋ]	Mountainbiken
<b>mouth</b> MORE 1	[maʊθ]	Mund
to <b>move</b> MORE 1	[tə mu:v]	verschieben; bewegen; umziehen
to <b>be moved</b> U12/6	[tə bi mu:vɪd]	gerührt sein
<b>movement</b> U14/1	[mu:vmənt]	Bewegung
<b>movie theatre</b> U3/3	[mu:vi θɪətə]	Kino
<b>much</b> MORE 1	[mʌtʃ]	viel
<b>mum</b> MORE 1	[mʌm]	Mama, Mutti
<b>mummy</b> U9/3	[mʌmi]	Mumie
<b>murder</b> U8/10	[mɜ:də]	Mord
to <b>murder</b> U1/12	[tə mɜ:də]	(er-)morden
<b>muscle</b> MORE 3	[mʌsəl]	Muskel
<b>mushroom</b> MORE 2	[mʌʃru:m]	Pilz
<b>music</b> MORE 1	[mjuzɪk]	Musik
<b>musical</b> MORE 1	[mjuzɪkl]	musikalisch, melodisch
<b>must</b> MORE 1	[mʌst]	müssen
<b>must-read</b> U11/20	[mʌst'ri:d]	lesenswert, wichtig
<b>mysterious</b> U1/12	[mɪ'stɪəriəs]	mysteriös

## N

<b>nail</b> U11/16	[neɪl]	Nagel
to <b>name</b> U3/3	[tə neɪm]	benennen
<b>narrator</b> MORE 2	[nə'reɪtə]	Erzähler, Erzählerin
<b>NASA (National Aeronautics and Space Administration)</b> U12/5	[næsə]	Nationaler Luft- und Raumfahrtbehörde
<b>nation</b> U14/5	[neɪʃən]	Nation, Volk
<b>nationwide</b> U6/2	[neɪʃənwaɪd]	landesweit, überregional
<b>native</b> U3/3	[neɪtɪv]	eingeboren, ursprünglich
<b>natural</b> U5/9	[nætʃərəl]	natürlich; Natur-
<b>naturally</b> U4/13	[nætʃərəli]	natürlich; selbstverständlich
<b>nature</b> MORE 1	[neɪtʃər]	Natur
<b>near</b> MORE 1	[nɪə]	nah, in der Nähe von
<b>nearby</b> MORE 3	[nɪə'baɪ]	nahegelegen
<b>nearly</b> MORE 1	[nɪəli]	fast, beinahe
<b>necessary</b> MORE 3	[nesəsəri]	erforderlich, notwendig

<b>neck</b> U9/8	[nek]	Hals; Nacken
<b>necklace</b> MORE 3	[nekləs]	Halskette
<b>need</b> U12/9	[ni:d]	Notwendigkeit; Bedürfnis
to <b>need</b> MORE 1	[tə ni:d]	brauchen
to <b>need to</b> U2/1	[tə ni:d tu]	müssen
<b>needle</b> U9/3	[ni:dəl]	Nadel
<b>negative</b> MORE 1	[neɪtɪv]	negativ; verneinend
<b>neighbour</b> MORE 1	[ˈni:əbəʊ]	benachbar/Nachbarin
<b>nephew</b> U11/4	[ˈnefju:]	Neffe
<b>nervous</b> MORE 1	[nɜ:vəs]	nervös
<b>net</b> MORE 1	[net]	Netz
<b>the Netherlands</b> U3/3	[ðə ˈneɪtʃənz]	die Niederlande
<b>never</b> MORE 1	[nevə]	nie(mals)
<b>new</b> MORE 1	[nju:]	neu
<b>news (plural)</b> MORE 1	[nju:z]	Neuigkeiten
<b>newspaper</b> MORE 1	[ˈnju:zpeɪpə]	Zeitung
<b>New Year</b> U2/1	[nju: jɪə 'i:v]	Silvesterabend
<b>New Zealand</b> U2/1	[nju: 'zi:lənd]	Neuseeland
<b>next</b> MORE 1	[nekst]	nächster/nächste/nächstes
<b>nice</b> MORE 1	[naɪs]	nett; schön, angenehm
<b>night</b> MORE 1	[naɪt]	Nacht
<b>night-time</b> U12/5	[naɪttaɪm]	nachts
<b>no</b> MORE 1	[nəʊ]	niemand, keine/r
<b>No way!</b> MORE 1	[nəʊ weɪ]	Auf keinen Fall!
<b>Nobel Peace Prize</b> U10/9	[nəʊbel pi:s 'praɪz]	Friedensnobelpreis
<b>nobody</b> MORE 2	[nəʊbɒdi]	niemand
to <b>nod</b> U11/16	[tə nɒd]	nicken
<b>noisy</b> U7/9	[nɔɪzi]	laut, geräuschvoll
<b>none</b> MORE 2	[nʌn]	keiner/keine/keines
<b>nonsense</b> MORE 2	[nɒnsəns]	Unsinn, Quatsch
<b>normally</b> U5/15	[nɔ:nəməli]	normalerweise
<b>north</b> MORE 1	[nɔ:θ]	Norden; nördlich
<b>northeast</b> MORE 3	[nɔ:θ'i:st]	Nordosten; nordöstlich
<b>northern</b> MORE 3	[nɔ:ðən]	nördlich
<b>nose</b> MORE 1	[nəʊz]	Nase
<b>not (at all)</b> MORE 3	[nɒt (æt ɔ:l)]	(gar) nicht
<b>note</b> MORE 1	[nəʊt]	Anmerkung, Notiz
to <b>note</b> MORE 3	[tə nəʊt]	anmerken; beachten, feststellen
<b>notebook</b> U6/2	[nəʊtbʊk]	Notizbuch
<b>nothing</b> MORE 1	[nʌθɪŋ]	nichts
to <b>notice</b> MORE 1	[tə nəʊtɪs]	bemerken
<b>notorious</b> U11/7	[nəʊ'tɔ:riəs]	berüchtigt, verrufen
<b>novel</b> MORE 2	[nɒvəl]	Roman
<b>novelist</b> U14/5	[nɒvəlɪst]	Romanautor/Romanautorin
<b>novella</b> U11/16	[nə'velə]	Novelle, Erzählung
<b>now</b> MORE 1	[naʊ]	jetzt; sofort

<b>nowhere</b> MORE 3	[nəʊweər]	nirgends
<b>number</b> MORE 1	[nʌmbər]	Zahl, Ziffer, Nummer
<b>nurse</b> MORE 2	[nɜ:s]	Krankenpfleger/ Krankenpflegerin
<b>nursing home</b> U6/11	[nɜ:sɪŋ hæʊm]	Altersheim; Pflegeheim
<b>nutrition</b> U5/6	[nju'triʃn]	Ernährung
<b>nutritious</b> U5/6	[nju'triʃəs]	nahrhaft

<b>(one) o'clock</b> MORE 1	[(wʌn) ə'klɒk]	(ein) Uhr
<b>obese</b> U5/6	[əʊ'bi:s]	fettleibig
<b>obesity</b> U5/6	[əʊ'bi:səti]	Fettleibigkeit
to <b>obey</b> U11/16	[tə ə'beɪ]	gehorschen
<b>object</b> MORE 1	[ɒbdʒɪkt]	Objekt, Gegenstand
<b>obvious</b> MORE 3	[əbvɪəs]	offensichtlich
<b>occasionally</b> MORE 3	[ə'keɪzənəli]	gelegentlich
<b>October</b> MORE 1	[ɒk'təʊbə]	Oktober
<b>of course</b> MORE 1	[əv 'kɔ:s]	natürlich
<b>of</b> MORE 1	[əv]	von
<b>off</b> MORE 1	[ɒf]	aus; weg
to <b>be off to</b> U11/18	[tə bi ɒf tə]	auf dem Weg sein, wegfahren
to <b>offend</b> U9/G	[tə ə'fend]	beleidigen, verletzen
<b>offer</b> MORE 2	[ɒfər]	Angebot
to <b>offer</b> OYW1	[tə ɒfər]	anbieten
<b>office</b> MORE 1	[ɒfɪs]	Büro
<b>officer</b> MORE 2	[ɒfɪsə]	Offizier/Offizierin Beamter/Beamtin
<b>official</b> MORE 2	[ə'fɪʃl]	offiziell
<b>often</b> MORE 1	[ɒftən]	oft, häufig
<b>Oh dear.</b> MORE 1	[əʊ diə]	Oje!, Ach!
<b>Oh well.</b> U12/17	[əʊ wel]	Tja., Na ja.
<b>oil</b> U5/14	[ɔɪl]	Öl
<b>old</b> MORE 1	[əʊld]	alt
<b>old people's home</b> U6/11	[əʊld 'pi:pləz'həʊm]	Altersheim
<b>old town</b> U11/16	[əʊld taʊn]	Altstadt
<b>on</b> MORE 1	[ɒn]	auf; we
<b>on duty</b> U3/6	[ɒn 'dʌti]	am Dienst
<b>on one's own</b> MORE 3	[ɒn wʌnz əʊn]	allein, selbstständig
<b>on the rise</b> U2	[ɒn ðə raɪz]	in dem Vormarsch
<b>once</b> MORE 1	[wʌns]	einmal
<b>one day</b> MORE 1	[wʌnz deɪ]	eines Tages
<b>only</b> MORE 1	[ɒnli]	nur
<b>onto</b> U3/6	[ɒntə]	auf
<b>onwards</b> U1/G	[ɒnwərdz]	vorwärts, weiter
<b>open</b> MORE 1	[əʊpən]	offen
to <b>open</b> MORE 1	[tə əʊpən]	öffnen
<b>opera</b> MORE 3	[ɒpərə]	Oper
to <b>operate</b> U11/4	[tə ɒpəreɪt]	operieren; bedienen

<b>operation</b> MORE 3	[ɒpə'reɪʃən]	Operation
<b>opinion</b> MORE 2	[ə'pɪnjən]	Meinung
<b>opportunity</b> MORE 3	[ɒpə'tju:nəti]	Gelegenheit, Möglichkeit
<b>opposite</b> MORE 2	[ɒpəzɪt]	gegenüber
<b>or</b> MORE 1	[ɔ:r]	oder
<b>orbit</b> U12/3	[ɔ:'bɪt]	Umlaufbahn
to <b>orbit</b> U12/5	[tə ɔ:'bɪt]	umkreisen
<b>order</b> MORE 1	[ɔ:ɹdər]	Anweisung; Reihenfolge; Bestellung
to <b>order</b> MORE 1	[tə ɔ:ɹdər]	bestellen
<b>ordinary</b> U6/9	[ɔ:dənəri]	gewöhnlich
<b>organic</b> U5/9	[ɔ:gənɪk]	biologisch
<b>organisation</b> MORE 3	[ɔ:gənɪ'zeɪʃən]	Organisation
to <b>organise</b> MORE 3	[tə ɔ:gənaɪz]	organisieren
<b>origin</b> U1/TT	[ə'ɔ:dʒən]	Herkunft, Ursprung
<b>originally</b> U11/16	[ə'ɔ:dʒənəli]	ursprünglich
<b>ornament</b> U9/14	[ɔ:nəmənt]	Verzierung, Schmuckstück
<b>orphan</b> U11/16	[ɔ:fən]	Waisenkind
<b>other</b> MORE 1	[ʌðər]	anderer/andere/anderes
<b>otherwise</b> MORE 3	[ʌðəwaɪz]	ansonsten
<b>Ottoman Empire</b> U10/7	[ɒtəmən 'empaɪə]	Osmanisches Reich
<b>out</b> MORE 1	[aʊt]	aus; hinaus
<b>out of shape</b> U11/16	[aʊt əv 'ʃeɪp]	deformiert
<b>(the) outback</b> U11/16	[(ðə) 'aʊtbæk]	Hinterland Australiens
<b>outcast</b> U11/4	[aʊtka:st]	Außenseiter/ Außenseiterin
<b>outcome</b> U2/16	[aʊtkʌm]	Auswirkung, Resultat
<b>outdoor</b> U11/9	[aʊt'dɔ:]	im Freien
<b>outdoors</b> MORE 3	[aʊt'dɔ:z]	draußen
<b>outer space</b> U11/14	[aʊtə 'speɪs]	Weltall
<b>outside</b> MORE 1	[aʊt'saɪd]	außen, außerhalb
<b>over</b> MORE 1	[əʊvə]	über, herüber
to <b>overcome</b> U9/14	[tə əʊvə'kʌm]	überwinden; bezwingen
<b>overdraft</b> OYW2	[əʊvədra:ft]	Kontoüberziehung
<b>overnight</b> U8/7	[əʊvə'nait]	über Nacht
<b>overpopulation</b> U12/7	[əʊvə'pɒpjə-'leɪʃən]	Überbevölkerung
to <b>overrun</b> U10/14	[tə əʊvə'rʌn]	überrollen, überrennen
<b>overweight</b> U5/6	[əʊvə'weɪt]	übergewichtig
<b>own</b> MORE 1	[əʊn]	eigene/r/s
<b>owner</b> MORE 1	[əʊnə]	Besitzer/Besitzerin

<b>P</b>		
<b>p.m.</b> MORE 1	[pi:'em]	nachmittags, abends
<b>packed with</b> U6/2	[pækt wɪð]	voll mit/von
<b>packet</b> TGND4	[pæktɪt]	Packung
<b>page</b> MORE 1	[peɪdʒ]	Seite
<b>page-turner</b> U11/20	[peɪdʒtʒ:ənə]	spannendes Buch
<b>pain</b> MORE 2	[peɪn]	Schmerz

<b>painful</b> MORE 3	[peɪnfəl]	schmerzhaft
<b>paint</b> U10/9	[peɪnt]	Farbe
to <b>paint</b> U9/3	[tə peɪnt]	malen, streichen
<b>pair</b> MORE 1	[peər]	Paar
<b>palace</b> U6/9	[pælɪs]	Palast, Schloss
<b>pale</b> U9/15	[peɪl]	bläss
<b>palm</b> U9/12	[pɑ:m]	Handfläche
<b>pan</b> U5/14	[pæn]	Pfanne
<b>panel</b> U12/14	[pænel]	Konsole, Schaltpult
<b>panic</b> MORE 3	[pænik]	Panik
<b>paper</b> MORE 2	[peɪpə]	Papier; Zeitung
<b>paragraph</b> MORE 1	[pærəgrɑ:f]	Absatz; Abschnitt
<b>parents</b> MORE 1	[peərənts]	Eltern
<b>parliament</b> U14/1	[pɑ:lɪmənt]	Parlament
<b>part</b> MORE 1	[pɑ:t]	Teil
<b>part-time job</b> OYW5	[pɑ:t'taɪm dʒɒb]	Teilzeitjob
to <b>partake</b> U14/8	[tə pɑ:'teɪk]	teilnehmen, teilhaben
<b>particular</b> U2/1	[pə'tɪkjələ]	bestimmt, speziell; besonders
<b>party pooper</b> TGND3	[pɑ:ti pu:pə]	Spaßbremse
to <b>pass</b> U13/11	[tə pɑ:s]	hier: vorübergehen
to <b>pass a law</b> MORE 3	[tə pɑ:s ə lɔ:]	ein Gesetz verabschieden
to <b>pass sth. on</b> U6/5	[tə pɑ:s sʌmθɪŋ ɒn]	etw. weitergeben
<b>passage</b> U11/14	[pæsdʒ]	Passage, Abschnitt
<b>passenger</b> MORE 2	[pæsəndʒə]	Passagier/Passagierin
<b>passionate</b> OYW1	[pæʃənət]	leidenschaftlich
<b>password</b> MORE 2	[pɑ:swɜ:d]	Passwort
<b>past</b> MORE 1	[pɑ:st]	Vergangenheit; vergangen
<b>path</b> MORE 3	[pɑ:θ]	Weg
<b>patient</b> MORE 2	[peɪʃənt]	Patient/Patientin
<b>pattern</b> U2/16	[pætən]	Muster
to <b>pause</b> U11/16	[tə pɔ:z]	pausieren
to <b>pay</b> MORE 1	[tə peɪ]	(be-)zahlen
to <b>pay attention</b> MORE 3	[tə peɪ ə'tenʃən]	Aufmerksamkeit sein, zuwenden
<b>pay rise</b> U10/4	[peɪ raɪz]	Gehaltserhöhung
<b>peace</b> U12/5	[pi:s]	Friede
<b>pedestal</b> U3/10	[pedəstəl]	Sockel, Untergestell
<b>peer</b> U6/2	[pɪə]	Gleichaltriger/ Gleichaltrige
<b>pen</b> MORE 1	[pen]	Füllfeder; Kugelschreiber
<b>pencil</b> MORE 1	[pensəl]	Bleistift
<b>peninsula</b> U10/7	[pə'nɪnsjələ]	Halbinsel
<b>people (pl)</b> MORE 1	[pi:pl]	Leute, Menschen
<b>pepper</b> MORE 1	[pepə]	Paprika; Pfeffer
<b>percentage</b> U10/14	[pə'sentɪdʒ]	Prozentsatz, Anteil

<b>perfect</b> MORE 1	[pɜ:fekt]	perfekt
to <b>perform</b> U3/6	[tə pə'fɔ:m]	aufführen
<b>performance</b> U12/6	[pə'fɔ:məns]	Vorführung
<b>performer</b> U13/14	[pə'fɔ:mə]	Darsteller/Darstellerin
<b>perhaps</b> MORE 3	[pə'hæps]	eventuell, vielleicht
<b>period</b> MORE 3	[pɪəriəd]	Periode, Zeitraum
<b>permanent</b> U9/3	[pɜ:mənənt]	dauerhaft, endgültig
<b>permission</b> MORE 3	[pɪ'mɪʃən]	Genehmigung, Erlaubnis
<b>person (pl people)</b> MORE 1	[pɜ:sn]	Mensch, Person
<b>person of colour</b> U10/9	[pɜ:sn əv 'kʌlə]	Mensch mit nicht weißer Hautfarbe
<b>personal</b> MORE 1	[pɜ:sənəl]	persönlich
<b>personal assistant</b> U4/1	[pɜ:sənəl ə'sɪstənt]	persönliche/r Assistent/ Assistentin
<b>personality</b> MORE 1	[pɜ:sənə'lɪtɪ]	Persönlichkeit
<b>personally</b> MORE 3	[pɜ:sənəli]	persönlich
to <b>persuade</b> U11/11	[tə pə'sweɪd]	überzeugen
<b>pesticide</b> MORE 1	[pestɪsaɪd]	Pestizid
<b>pet</b> MORE 1	[pet]	Haustier
<b>philosopher</b> U4/1	[fɪ'lɒsəfə]	Philosoph/Philosophin
<b>phone</b> MORE 1	[fəʊn]	Telefon; Handy
to <b>phone sb.</b> MORE 1	[tə fəʊn]	anrufen
<b>phone call</b> MORE 1	[fəʊn kɔ:l]	Anruf
<b>photo</b> MORE 1	[fəʊtəʊ]	Foto
<b>physical</b> U12/9	[fɪzɪkl]	körperlich
<b>physical appearance</b> U9/TT	[fɪzɪkl ə'piərəns]	Aussehen
<b>physics</b> MORE 3	[fɪzɪks]	Physik
to <b>pick</b> U3/14	[tə pɪk]	(aus-)wählen
to <b>pick up</b> MORE 1	[tə pɪk ʌp]	aufheben; abholen
<b>picnic</b> MORE 2	[pɪknɪk]	Picknick
<b>picture</b> MORE 1	[pɪktʃər]	Bild
<b>piece</b> MORE 1	[pi:s]	Stück
<b>pierced</b> U9/3	[pɪəst]	gepierct
<b>pig</b> MORE 1	[pɪg]	Schwein
<b>piggy bank</b> OYW2	[pɪgi 'bæŋk]	Sparschwein
<b>pill</b> U7/8	[pɪl]	Tablette
<b>pirate</b> MORE 1	[paɪrət]	Pirat/Piratin
<b>place</b> MORE 1	[pleɪs]	Ort, Platz
to <b>place</b> U12/G	[tə pleɪs]	platzieren, stellen
<b>plain</b> MORE 2	[pleɪn]	einfarbig
to <b>plan</b> MORE 1	[tə plæn]	planen
<b>plane</b> MORE 1	[pleɪn]	Flugzeug
<b>planet</b> MORE 1	[plænit]	Planet
<b>plant-based</b> U5/6	[plɑ:nt'beɪst]	pflanzenbasiert
<b>plant</b> MORE 2	[plɑ:nt]	Pflanze
to <b>plant</b> U5/TT	[tə plɑ:nt]	pflanzen
<b>plaque</b> U12/3	[plæk]	Tafel
<b>plastic</b> MORE 2	[plæstɪk]	Plastik, Kunststoff

<b>plate</b> MORE 2	[pleɪt]	Teller	<b>to pour</b> U5/14	[tə pɔː]	schütten, gießen
<b>play</b> MORE 1	[pleɪ]	Theaterstück	<b>poverty</b> U5/5	[pɒvəti]	Armut
<b>to play</b> MORE 1	[tə pleɪ]	spielen	<b>power</b> MORE 1	[paʊər]	Kraft; Macht
<b>player</b> MORE 1	[pleɪər]	Spieler/Spielerin	<b>to power sth.</b> U3/6	[tə paʊə səmθɪŋ]	etw. antreiben; etw. mit Energie versorgen
<b>please</b> MORE 1	[pliːz]	bitte	<b>practical</b> MORE 3	[præktɪkəl]	praktisch
<b>pleasure</b> U4/16	[pleʒə]	Vergnügen, Freude	<b>to practise</b> MORE 1	[tə ˈpræktɪs]	üben
<b>plenty</b> MORE 3	[plenti]	reichlich	<b>to pray</b> MORE 3	[tə preɪ]	beten
<b>plot</b> U11/18	[plɒt]	Handlung	<b>precious</b> U8/10	[preɪʃəs]	wertvoll, kostbar, wertvoll
<b>to plug into</b> TGND1	[tə plʌg ˈɪntə]	anschließen, anstecken	<b>precision</b> U2/11	[preɪʒən]	Genauigkeit, Präzision
<b>pocket money</b> MORE 1	[pɒkɪt ˈmʌni]	Taschengeld	<b>to predict</b> U2/11	[tə prɪˈdɪkt]	voraussagen
<b>poem</b> MORE 1	[pəʊɪm]	Gedicht	<b>predictive</b> U2/12	[prɪˈdɪktɪv]	voraussagend
<b>poet</b> U1/9	[pəʊɪt]	Dichter/Dichterin	<b>to prefer</b> MORE 3	[tə pɪˈfɛr]	bevorzugen
<b>poetic</b> U14/11	[pəʊˈetɪk]	poetisch, dichterisch	<b>preparation</b> MORE 1	[ˌpreɪpəˈreɪʃən]	Vorbereitung
<b>poetry</b> U6/11	[pəʊɪtri]	Dichtung, Lyrik	<b>to prepare</b> MORE 2	[tə ˈpreɪpeɪ]	(vor-/zu-)bereiten
<b>point</b> MORE 3	[pɔɪnt]	Punkt	<b>present</b> MORE 1	[ˈpreznt]	Geschenk; Gegenwart, Präsens
<b>Poland</b> MORE 3	[pəʊlənd]	Polen	<b>to present</b> MORE 1	[tə ˈpreznt]	präsentieren
<b>police (no pl)</b> MORE 1	[pəˈliːs]	Polizei	<b>presentation</b> MORE 1	[ˌprezənˈteɪʃən]	Präsentation
<b>policeman (pl policemen)</b> MORE 1	[pəˈliːsmən (pəˈliːs mən)]	Polizist	<b>to preserve</b> U8/11	[tə pɪˈzɜːv]	bewahren, erhalten
<b>policewoman (pl policewomen)</b> MORE 1	[pəˈliːs wʊmən (pəˈliːs wɪmɪn)]	Polizistin	<b>to preside</b> U8/11	[tə ˈprezɪdənt]	Präsident/Präsidentin
<b>police department</b> U2/12	[pəˈliːs dɪˌpɑːtmənt]	Polizeibehörde	<b>to press</b> MORE 1	[tə pres]	drücken
<b>policing</b> U2/12	[pəˈliːsɪŋ]	Überwachung; Vorgehen	<b>press-up</b> U7/7	[ˈpres ʌp]	Liegestütz
<b>policy</b> U10/1	[pəˈləsi]	Politik; Ordnung	<b>pressure</b> MORE 3	[ˈpresʃər]	Druck
<b>polite</b> U9/13	[pəˈlaɪt]	höflich	<b>to pretend</b> MORE 3	[tə ˈprɪˈtend]	vortäuschen, so tun, als ob
<b>political</b> MORE 1	[pəˈlɪtɪkəl]	politisch	<b>pretty</b> MORE 1	[ˈprɪti]	hübsch; ziemlich
<b>politician</b> MORE 3	[pəˈlɪtʃɪən]	Politiker/Politikerin	<b>price</b> MORE 1	[praɪs]	Preis
<b>politics (pl)</b> MORE 1	[pəˈlɪtɪks]	Politik	<b>priest</b> U9/8	[ˈpriːst]	Priester/Priesterin
<b>pollution</b> U10/1	[pəˈluːʃn]	Verschmutzung	<b>primary school</b> MORE 2	[ˈpraɪməri ˈskuːl]	Volksschule
<b>pond</b> MORE 2	[pɒnd]	Teich	<b>prince</b> U1/12	[prɪns]	Prinz
<b>poor</b> MORE 1	[pɔːr]	arm	<b>principle</b> U3/TT	[ˈprɪnsəpl]	Prinzip
<b>Poor you!</b> MORE 2	[pɔːr juː]	Du bist arm!	<b>to print</b> MORE 3	[tə prɪnt]	drucken
<b>poppy</b> U14/10	[ˈpɒpi]	Mohnblume	<b>printer</b> U8/10	[ˈprɪntər]	Drucker
<b>popular</b> MORE 2	[ˈpɒpjələ]	beliebt	<b>priority</b> U7/9	[ˌpraɪˈɒrəti]	Priorität
<b>population</b> MORE 1	[ˌpɒpjəˈleɪʃən]	Bevölkerung	<b>prison</b> MORE 3	[ˈprɪzən]	Gefängnis
<b>pork</b> U5/3	[pɔːk]	Schweinefleisch	<b>prize</b> MORE 1	[praɪz]	Siegespreis, Auszeichnung
<b>portrait</b> U1/9	[ˈpɔːtrɪt]	Porträt	<b>probably</b> MORE 1	[ˈprɒbəbli]	wahrscheinlich
<b>positive</b> MORE 2	[ˈpɒzətɪv]	positiv	<b>procedure</b> U5/15	[ˌprəˈsiːdʒə]	Verfahren, Ablauf
<b>to possess</b> U14/1	[tə ˈpɒses]	besitzen	<b>processed</b> U5/TT	[ˈprəʊsɛst]	verarbeitet
<b>possibility</b> MORE 2	[ˌpɒsəˈbɪləti]	Möglichkeit	<b>to produce</b> MORE 2	[tə ˈprɒdʒuːs]	produzieren
<b>possible</b> MORE 2	[ˈpɒsəbəl]	möglich	<b>producer</b> U1/5	[ˌprəˈdʒuːsə]	Hersteller/Herstellerin; Produzent/Produzentin
<b>possibly</b> MORE 2	[ˈpɒsəbli]	möglicherweise	<b>product</b> MORE 3	[ˈprɒdʌkt]	Produkt
<b>post</b> U4/16	[pəʊst]	hier: Arbeitsstelle	<b>production</b> U1/9	[ˌprəˈdʌkʃən]	Produktion
<b>to post</b> MORE 2	[tə pəʊst]	posten, einen Beitrag verfassen (online)	<b>profession</b> U4/1	[ˌprəˈfeʃən]	Beruf
<b>postcard</b> MORE 1	[ˌpəʊstkɑːd]	Postkarte	<b>profound</b> U12/6	[ˌprəˈfaʊnd]	tiefgründig
<b>potato (pl potatoes)</b> MORE 1	[pəˈteɪtəʊ (pəˈteɪtəʊz)]	Kartoffel	<b>programme</b> MORE 1	[ˌprəʊgræm]	Programm, Sendung
<b>pound (£)</b> MORE 1	[paʊnd]	Pfund	<b>progress</b> U10/1	[ˌprəʊɡres]	Fortschritt

<b>project</b> MORE 2	[prɒdʒekt]	Projekt
<b>promise</b> MORE 1	[prəmɪs]	Versprechen
to <b>promise</b> MORE 3	[tə prəmɪs]	versprechen
to <b>promote</b> U14/1	[tə prə'məʊt]	fördern; bewerben
<b>prompt</b> MORE 3	[prɒmpt]	Vorgabe, Stichwort
to <b>pronounce</b> U14/7	[tə prə'naʊns]	aussprechen
<b>pronunciation</b> U14/7	[prə'nʌnsi-'eɪʃən]	Aussprache
<b>property</b> U1/11	[prɒpəti]	Grundstück; Eigentum
<b>protagonist</b> U11/18	[prə'tæɡənɪst]	Hauptfigur
to <b>protect</b> MORE 2	[tə prə'tekt]	(be-)schützen
<b>protection</b> U14/1	[prə'tekʃən]	Schutz
<b>proud</b> MORE 1	[praʊd]	stolz
to <b>provide</b> U3/TT	[tə prə'vaɪd]	bereitstellen, versorgen
<b>province</b> U1/4	[prɒvɪns]	Provinz
<b>psychological</b> U12/9	[saɪkə'lɒdʒɪkl]	psychologisch
<b>psychologist</b> U9/TT	[saɪ'kɒlədʒɪst]	Psychologe/Psychologin
<b>public</b> MORE 2	[pʌblɪk]	öffentlich; Öffentlichkeit
<b>public transport</b> U1/10	[pʌblɪk 'trænspɔ:t]	öffentliche Verkehrsmittel
<b>publication</b> U11/21	[pʌblɪ'keɪʃn]	Veröffentlichung
<b>publicity</b> U12/7	[pʌb'lɪsəti]	Werbung
to <b>publish</b> OYW6	[tə pʌblɪʃ]	herausbringen, veröffentlichen
<b>publisher</b> U3/10	[pʌblɪʃə]	Verlag; Herausgeber
to <b>pull</b> MORE 1	[tə pʊl]	ziehen
to <b>pull off</b> OYW3	[tə pʊl ɒf]	hier: zustande bringen
<b>punchline</b> U13/16	[pʌntʃlaɪn]	Pointe
<b>pupil</b> MORE 2	[pju:pəl]	Schüler; Schölin
<b>purple</b> MORE 1	[pɜ:pəl]	violett, lila
<b>purpose</b> U2/9	[pɜ:pəs]	Absicht, Zweck
to <b>push</b> MORE 1	[tə pʊʃ]	drücken, schieben
to <b>put</b> MORE 1	[tə pʊt]	setzen, legen, stellen
to <b>put down</b> U1/4	[tə pʊt daʊn]	(ein)setzen, (ab)knallen, niederschlagen, herabsetzen
to <b>put on</b> MORE 1	[tə pʊt ɒn]	anziehen
to <b>be put on display</b> U3/10	[tə bi pʊt ɒn dɪspleɪ]	ausgestellt sein/werden
to <b>put up</b> MORE 3	[tə pʊt ʌp]	aufhängen

**Q**

<b>qualification</b> U2/11	[kwɒlɪfɪ'keɪʃən]	Qualifikation
<b>qualified</b> MORE 1	[kwɒlɪfaɪd]	qualifiziert
<b>quality</b> MORE 3	[kwɒlə'ti]	Qualität
<b>quantity</b> U5/6	[kwɒn'təti]	Menge, Anzahl
<b>queen</b> MORE 2	[kwi:n]	Königin
<b>question</b> MORE 1	[kwestʃən]	Frage
<b>quick</b> MORE 1	[kwɪk]	schnell
<b>quiet</b> MORE 1	[kwaɪət]	leise, ruhig

<b>quite</b> MORE 1	[kwaɪt]	ziemlich
<b>quote</b> U13/16	[kwəʊt]	Zitat

**R**

<b>rabbit</b> MORE 1	[ræbɪt]	Kaninchen
<b>racism</b> U10/9	[reɪsɪzəm]	Rassismus
<b>racist</b> U10/9	[reɪsɪst]	rassistisch
<b>racket</b> TGND2	[rækt]	(Tennis-)Schläger
<b>railway line</b> U3/11	[reɪlweɪ 'laɪn]	Eisenbahnstrecke
<b>rain</b> MORE 2	[reɪn]	Regen
to <b>rain</b> MORE 1	[reɪn]	regnen
to <b>raise</b> MORE 3	[reɪz]	anheben, erhöhen
<b>random</b> U2/10	[rændəm]	beliebig, wahllos
<b>range of</b> U1/9	[rænzɪdʒ əv]	eine Reihe von, zahlreiche
<b>rapidly</b> U1/11	[ræpɪdli]	schnell
<b>rare</b> MORE 3	[reə]	selten
<b>rate</b> U1/11	[reɪt]	(Zahlungs-)Rate
<b>rather</b> MORE 1	[rɑ:ðər]	ziemlich; eher, vielmehr
to <b>re-enter</b> U2/5	[tə ri:'entə]	wieder eintreten
to <b>re-read</b> U1/5	[tə ri:'ri:d]	erneut lesen
to <b>reach</b> MORE 3	[tə ri:tʃ]	erreichen
to <b>react</b> MORE 2	[tə ri:'ækt]	reagieren
<b>reaction</b> U2/3	[ri:'ækʃn]	Reaktion
to <b>read</b> MORE 1	[tə ri:d]	lesen
<b>reader</b> MORE 3	[ri:dər]	Leser/Leserin
<b>ready</b> MORE 3	[redi]	bereit
<b>real</b> MORE 1	[ri:əl]	wirklich; echt, real
to <b>realise</b> MORE 3	[tə ri:'laɪz]	realisieren, erkennen
<b>realistic</b> MORE 3	[ri:'lɪstɪk]	realistisch
<b>reality</b> MORE 3	[ri:'æləti]	Realität
<b>really</b> MORE 1	[ri:əli]	wirklich
<b>reason</b> MORE 2	[ri:zn]	Grund
<b>rebel</b> U9/4	[teɪbl]	rebellieren
<b>rebellious</b> U9/3	[ri'beljəs]	rebellisch, aufsässig
<b>receipt</b> TGND1	[ri:'si:t]	Quittung, Kassenbohn
to <b>receive</b> U3/6	[tə ri:'si:v]	bekommen, erhalten
<b>recent</b> U2/1	[ri:sənt]	neuester/neueste/neuestes
<b>recently</b> MORE 3	[ri:səntli]	vor Kurzem, letzstens
<b>receptionist</b> U4/1	[ri'sepʃənɪst]	Rezeptionist/Rezeptionistin
<b>recipe</b> MORE 2	[resɪpi]	Rezept
to <b>recognise</b> TGND5	[tə rekəɡnaɪz]	(an-)erkennen
<b>recognition</b> U7/4	[rekəɡ'nɪʃn]	Anerkennung, Bestätigung
to <b>recommend</b> MORE 3	[tə rekə'mend]	empfehlen
<b>recommendation</b> MORE 3	[rekəmen'deɪʃən]	Empfehlung
<b>record</b> MORE 3	['rekɔ:d]	(Schall-)Platte; Rekord

to <b>record</b> MORE 3	[tə re'kɔ:d]	aufnehmen, aufzeichnen	<b>resource</b> U10/1	[ri'sɔ:s]	Ressource; Quelle; Hilfsmittel
<b>record player</b> U8/1	[rekɔ:d ,pleɪə]	Plattenspieler	<b>respect</b> U4/13	[ri'spekt]	Respekt
to <b>recover</b> OYW3	[tə ri'kʌvə]	erholen	to <b>respect</b> U10/9	[tə ri'spekt]	respektieren
<b>red-hot</b> U13/8	[red ,hɒt]	brandheiß	<b>responsible (for)</b> MORE 3	[ri'spɒnsəbl (fɔ:)]	verantwortlich (für)
to <b>redo</b> U1/14	[tə ri:'du:]	nochmals tun	<b>rest</b> MORE 1	[rest]	Rest; Pause
to <b>reduce</b> U2/12	[tə ri'dʒu:s]	reduzieren, verringern	<b>result</b> MORE 2	[ri'zʌlt]	Folge; Ergebnis
<b>reduction</b> U1/9	[ri'dʌkʃən]	hier: Ermäßigung	to <b>result in</b> U14/1	[tə ri'zʌltɪŋ]	Folge haben, auf etw. hinauslaufen
to <b>refer to</b> MORE 3	[tə ri'fɜ:r tə]	verweisen, sich auf etw. beziehen	<b>retirement</b> OYW4	[ri'taɪəmənt]	Ruhestand, Pension
<b>reference book</b> U11/7	[refrəns bʊk]	Nachschlagewerk	to <b>return</b> MORE 3	[ri'tɜ:n]	zurückkehren
<b>refreshment</b> U3/11	[ri'freʃmənt]	Erfrischung	<b>reverend</b> U7/8	[ri'verənd]	Pastor/Pastorin; Geistlicher/Geistliche
<b>refugee</b> U14/5	[refju'dʒi:]	Zuflucht suchende Person	<b>review</b> MORE 2	[ri'vi:ju:]	Rezension, Kritik
to <b>refuse</b> MORE 3	[tə ri'fju:z]	(ver-)weigern	<b>revision</b> MORE 2	[ri'vi:ʒən]	Wiederholung
<b>region</b> MORE 3	[ri:dʒən]	Region, Gebiet	<b>revolting</b> U5/9	[ri'veʊltɪŋ]	ekelhaft, abstoßend
to <b>regret</b> TGND1	[tə ri'gret]	bereuen	to <b>reward</b> U13	[tə ri'wɔ:d]	belohnen; prämiieren
<b>regularly</b> U2/1	[regjələrli]	regelmäßig	to <b>rewrite</b> U7	[tə ri:'raɪt]	umschreiben, neu schreiben
to <b>relate to sb./sth.</b> U6/5	[tə ri'leɪt tə sʌmbədi/ sʌmθɪŋ]	sich mit jdm./etw. identifizieren, nachempfinden	<b>rhyme</b> U11/1	[raɪm]	Reim
<b>relationship</b> MORE 3	[ri'leɪʃənʃɪp]	Beziehung	to <b>rhyme</b> U11/1	[tə raɪm]	reimen
<b>relative</b> U1/16	[relətɪv]	Verwandter/Verwandte	<b>rhythm</b> MORE 3	[riðəm]	Rhythmus
<b>religious</b> U9/3	[ri'lɪdʒəs]	religiös	<b>rice</b> MORE 1	[raɪs]	Reis
to <b>rely on sb.</b> TGND5	[tə ri'laɪ ɒn sʌmbədi]	sich auf jdn. verlassen	<b>rich</b> MORE 3	[rɪtʃ]	reich
to <b>remember</b> MORE 1	[tə ri'membə]	sich erinnern (an)	<b>ride</b> U2/12	[raɪd]	Ritt; Fahrt
to <b>remind</b> MORE 3	[tə ri'maɪnd]	erinnern	to <b>ride</b> MORE 1	[tə raɪd]	fahren; reiten
<b>remote</b> U7/14	[ri'məʊt]	abgelegen	<b>right(s)</b> MORE 3	[raɪt(s)]	Recht(e)
to <b>remove</b> U1/12	[tə ri'mu:v]	entfernen, beseitigen	<b>right</b> MORE 1	[raɪt]	rechts
<b>remover</b> U1/12	[ri'mu:və]	Entferner	to <b>ring</b> MORE 3	[tə rɪŋ]	läuten; anrufen
to <b>rename</b> U3/3	[tə ri:'neɪm]	umbenennen	<b>ripe</b> U5/4	[raɪp]	reif
<b>renaturation</b> OYW4	[ri:'neɪtʃə'reɪʃn]	Renaturierung	to <b>rise</b> MORE 2	[tə raɪz]	(an-)steigen; aufgehen
<b>rent</b> U1/11	[rent]	Miete	<b>risk</b> U9/3	[rɪsk]	Risiko
to <b>rent</b> MORE 3	[tə rent]	mieten	<b>river</b> MORE 1	[rɪvə]	Fluss
to <b>repeat</b> MORE 1	[tə ri'pi:t]	wiederholen	<b>riverbank</b> U7/4	[rɪvəbæŋk]	Flussufer
<b>repertoire</b> U6/11	[repətwa:]	Repertoire	to <b>roar</b> U11/16	[tə rɔ:]	brüllen
to <b>replace</b> U6/G	[tə ri'pleɪs]	ersetzen, austauschen	to <b>roast</b> U10/4	[tə rɔ:st]	rösten
to <b>reply</b> MORE 1	[tə ri'plai]	antworten	to <b>rob</b> MORE 1	[tə rɒb]	stehlen
<b>report</b> MORE 3	[ri'pɔ:t]	berichten	<b>robbery</b> MORE 1	[rɒbəri]	Raubüberfall
to <b>report</b> MORE 3	[tə ri'pɔ:t]	berichten	<b>robotic</b> U12/17	[rəʊ'bɒtɪk]	roboterhaft
<b>reporter</b> MORE 2	[ri'pɔ:tə]	Reporter/Reporterin	<b>rock</b> MORE 1	[rɒk]	Stein, Fels
to <b>represent</b> U6/5	[tə reprɪzənt]	vertreten, repräsentieren	to <b>rock</b> U12/17	[tə rɒk]	schaukeln, schwanken
to <b>reproduce</b> U7/13	[tə ri'prɒdju:s]	sich vermehren	<b>rocket</b> U12/6	[rɒkɪt]	Rakete
<b>republic</b> U1/3	[ri'pʌblɪk]	Republik	<b>role</b> MORE 1	[rəʊl]	Rolle
<b>request</b> U14/7	[ri'kwest]	Bitte; Anfrage	to <b>roll</b> MORE 1	[tə rəʊl]	rollen
to <b>require</b> U5/5	[tə ri'kwaɪə]	benötigen	<b>rollercoaster</b> U12/14	[rəʊlə,kəʊstə]	Achterbahn
<b>requirement</b> OYW5	[ri'kwaiəmənt]	Voraussetzung; Anforderung	<b>Roman</b> MORE 3	[rəʊmən]	römisch
to <b>rescue</b> MORE 1	[tə reskju:]	retten	<b>romance</b> U12/6	[rəʊ'mæns]	Romanze
<b>rescue boat</b> U3/6	[reskju: bəʊt]	Rettungsboot	<b>roof</b> MORE 1	[ru:f]	Dach
<b>research</b> MORE 3	[ri:sɜ:tʃ]	Forschung, Recherche	<b>room</b> MORE 1	[ru:m]	Zimmer, Raum; Platz

<b>root</b> U1/11	[ru:t]	Wurzel
<b>rope</b> MORE 1	[rəʊp]	Seil
to <b>rotate</b> U12/9	[tə rəʊteɪt]	drehen, rotieren
<b>rotten</b> MORE 2	[rɒtən]	verfault, verdorben
<b>roughly</b> U7/10	[rʌfli]	ungefähr
<b>round</b> MORE 2	[raʊnd]	rund; um ... herum
<b>route</b> MORE 2	[ru:t]	Route, Strecke
<b>routine</b> U2/1	[ru:'ti:n]	Routine
<b>the Royal Family</b> MORE 3	[ðə rɔɪəl 'fæməli]	die königliche Familie
to <b>rub</b> MORE 1	[tə rʌb]	reiben
<b>rubbish</b> MORE 2	[rʌbɪʃ]	Müll, Abfall
to <b>be rubbish at sth.</b> U8/3	[tə bi: rʌbɪʃ æt sʌmθɪŋ]	in etw. miserabel sein
<b>rubbish bin</b> U8/1	[rʌbɪʃ bɪn]	Abfalleimer
<b>rude</b> MORE 3	[ru:d]	unhöflich, unverschämt
<b>rule</b> MORE 1	[ru:l]	Regel
to <b>run</b> MORE 1	[tə rʌn]	laufen, rennen
to <b>run out of sth.</b> U11/10	[tə rʌn aʊt əv sʌmθɪŋ]	an etw. knapp werden
<b>runway</b> U3/6	[rʌnweɪ]	Landebahn
<b>rural</b> U10/6	[rʊərəl]	ländlich
<b>Russia</b> MORE 1	[rʌʃə]	Russland

## S

<b>sacred</b> U14/1	[seɪkrɪd]	heilig
<b>sad</b> MORE 1	[sæd]	traurig
<b>sadly</b> MORE 3	[sædli]	traurigerweise
<b>safe</b> MORE 1	[seɪf]	sicher
<b>sailor</b> U9/3	[seɪlə]	Seefahrer; Seefahrerin; Segler; Seglerin
<b>salad</b> MORE 1	[sæləd]	Salat
<b>salary</b> U4/11	[sæləri]	Gehalt
<b>for sale</b> U8/1	[fər seɪl]	zur Verkauf
<b>sales and marketing</b> U4/3	[seɪlz ənd mɑ:kɪtɪŋ]	Verkauf und Marketing
<b>salt</b> MORE 3	[sɔ:l]	Salz
<b>the same</b> MORE 1	[ðə seɪm]	der-/die/dasselbe
<b>satellite</b> U12/TT	[sə'taɪlɪt]	Satellit
<b>satisfaction</b> U4/10	[sə'tɪsfəkən]	Genugtuung, Zufriedenheit
<b>satisfied</b> MORE 3	[sætɪsfaɪd]	zufrieden
<b>sauce</b> MORE 1	[sɔ:s]	Soße
<b>sausage</b> MORE 1	[sɔ:sɪdʒ]	Wurst, Würstel
to <b>save</b> MORE 1	[tə seɪv]	retten; sparen
to <b>save up</b> MORE 3	[tə seɪv ʌp]	ansparen
to <b>say</b> MORE 1	[tə seɪ]	sagen
<b>saying</b> U5/13	[seɪɪŋ]	Spruchwort
<b>scam</b> U2/1	[skæm]	Betrug
<b>Scandinavia</b> U13/TT	[skændɪ- 'neɪviə]	Skandinavien

<b>scared</b> U1/12	[skeəd]	ängstlich, verängstigt
<b>scary</b> MORE 2	[skeəri]	furchterregend, unheimlich
to <b>scatter</b> U5/14	[tə skæteɪ]	verstreuen
<b>scene</b> MORE 1	[si:n]	Szene
<b>sceptical</b> U10/7	[skeptɪkl]	skeptisch
<b>schedule</b> U7/G	[ʃedju:l]	Zeitplan
<b>school</b> MORE 1	[sku:l]	Schule
<b>school supplies (pl)</b> U6/2	[sku:l 'sʌplɪz]	Schulsachen
<b>science</b> MORE 1	[saɪəns]	Naturwissenschaft
<b>scientist</b> MORE 2	[saɪəntɪst]	Wissenschaftler/ Wissenschaftlerin
<b>scissors (pl)</b> MORE 1	[sɪzəz]	Schere
<b>score</b> TGND2	[skɔ:]	Spielstand
<b>Scotland</b> U10/11	[skɒtlənd]	Schottland
to <b>scour</b> U7/12	[tə skauə]	reinigen, putzen
<b>scramble</b> U5/14	[skræmbl egz]	Rührei
to <b>scratch</b> U11/10	[tə skrætʃ]	kratzen
<b>cream</b> MORE 2	[tə kri:m]	schreien; kreischen
<b>screen</b> MORE 1	[skri:n]	Bildschirm, Leinwand
<b>screenplay</b> U11/8	[skri:npleɪ]	Drehbuch
<b>script</b> MORE 3	[skrɪpt]	Drehbuch; Skript
<b>crunch</b> U11/10	[tə skrʌntʃ]	knirschen; zerkauen
<b>sculptor</b> U3/10	[skʌlptə]	Bildhauer/Bildhauerin
<b>sculpture</b> MORE 2	[skʌlptʃə]	Skulptur
<b>sea</b> MORE 1	[si:]	Meer
<b>to search</b> MORE 2	[tə sɜ:tʃ]	suchen
<b>season</b> U13/4	['si:zən]	Jahreszeit
<b>seat</b> MORE 2	[si:t]	Sitzplatz, Sitz
<b>second</b> MORE 1	[sekənd]	zweiter/zweite/zweites; Sekunde
<b>second-hand</b> U8/1	[sekənd hænd]	gebraucht, aus zweiter Hand
<b>secret</b> MORE 2	[si:krət]	Geheimnis
<b>sector</b> U10/1	[sektə]	Bereich
to <b>secure</b> U12/17	[tə sɪ'kjʊə]	fixieren; absichern
to <b>see</b> MORE 1	[tə si:]	sehen
<b>See you (soon).</b> MORE 1	[si: ju (su:n)]	Bis bald.
<b>seed</b> U8/14	[si:d]	Samen
to <b>seem</b> MORE 3	[tə si:m]	wirken, scheinen
to <b>select</b> U10/4	[tə sɪ'lekt]	auswählen
<b>selection</b> U9/18	[sɪ'leʃn]	Auswahl
<b>self-sufficient</b> U12/9	[self sə'fɪʃnt]	selbstversorgend
to <b>sell</b> MORE 1	[tə sel]	verkaufen
to <b>send</b> MORE 1	[tə send]	senden, schicken
to <b>send off</b> U12/20	[tə send ɒf]	fortschicken
<b>sense</b> MORE 3	[sens]	Sinn
<b>sensitive</b> U9/18	[sensɪtɪv]	sensibel; empfindlich

<b>sentence</b> MORE 1	[sentəns]	Satz	to <b>show off</b> TGND3	[tə ʃəʊ ɒf]	prahlen
to <b>sentence to death</b> U8/10	[tə sentəns tə deθ]	zum Tode verurteilen	<b>shower</b> MORE 3	[ʃaʊər]	Dusche
<b>separately</b> TGND4	[sepəreɪtli]	getrennt	<b>shy</b> MORE 1	[ʃaɪ]	schüchtern
<b>serious</b> MORE 2	[sɪəriəs]	ernst(haft)	<b>sick</b> MORE 2	[sɪk]	übel; krank
<b>seriously</b> MORE 3	[sɪəriəsli]	ernsthaft	<b>side</b> MORE 1	[saɪd]	Seite
<b>servant</b> MORE 2	[sɜ:vənt]	Diener/Dienerin	to <b>sigh</b> U9/8	[tə saɪ]	seufzen
<b>serve</b> U13/7	[sɜ:v]	Aufschlag	<b>sight</b> MORE 3	[saɪt]	Anblick
to <b>serve</b> MORE 2	[tə sɜ:v]	servieren	<b>sightseeing</b> MORE 3	[saɪt si:ɪŋ]	Bemerkung von Sehenswürdigkeiten
<b>session</b> U13/11	[seʃən]	Einheit	<b>sign</b> MORE 2	[saɪn]	Zeichen; Schild
to <b>set a record</b> U6/9	[tə set ə rekɔ:d]	einen Rekord aufstellen	to <b>sign up for</b> U11/12	[tə saɪn ʌp fɔ:]	sich für etw. anmelden
to <b>set off</b> MORE 3	[tə set ɒf]	abfahren, losfahren	<b>signal</b> MORE 1	[sɪgnəl]	Signal, Empfang
to <b>set up</b> U12/9	[tə set ʌp]	aufbauen; einrichten; gründen	<b>silence</b> U14/10	[saɪləns]	Stille
<b>setting</b> U11/18	[setɪŋ]	hier: Handlungsort	<b>silent</b> U14/10	[saɪlənt]	still, leise
<b>settlement</b> U7/7	[setlmənt]	Ansiedlung	<b>silly</b> MORE 1	[sɪli]	dumm, albern
<b>setup</b> U9/14	[setʌp]	Konstellation	<b>silver</b> U11/12	[sɪlvə]	Silber
<b>several</b> MORE 2	[sevərəl]	einige, mehrere	<b>similar</b> MORE 1	[sɪmɪlər]	ähnlich
<b>shade</b> MORE 3	[ʃeɪd]	Schatten	<b>simple</b> MORE 1	[sɪmpl]	einfach
to <b>shake</b> MORE 1	[tə ʃeɪk]	schütteln	<b>simplex</b> MORE 1	[sɪmpleks]	einfach
<b>shall</b> MORE 2	[ʃæl]	sollen	<b>sinner</b> U11/12	[sɪnər]	Sünde
<b>shame</b> TGND1	[ʃeɪm]	Schande	to <b>sing</b> MORE 1	[tə sɪŋ]	singen
<b>shape</b> U11/16	[ʃeɪp]	Form	<b>singer</b> MORE 1	[sɪŋər]	Sänger/Sängerin
to <b>shape</b> U12/14	[tə ʃeɪp]	formen	<b>single</b> MORE 3	[sɪŋɡəl]	einzel
<b>share</b> U3/12	[ʃeə]	Anteil	<b>sink</b> MORE 2	[sɪŋk]	Waschbecken, Spüle
to <b>share</b> MORE 2	[tə ʃeə]	teilen	<b>sir</b> MORE 1	[sɜ:r]	Herr
<b>shark</b> MORE 1	[ʃɑ:k]	Hai	<b>sister</b> MORE 1	[sɪstər]	Schwester
<b>sheep (pl sheep)</b> MORE 2	[ʃi:p (ʃi:p)]	Schaf	<b>sit</b> MORE 1	[tə sɪt]	sitzen
<b>shiny</b> U12/14	[ʃaɪni]	glänzen	<b>sitting room</b> U9/8	[sɪtɪŋ ru:m]	Wohnzimmer
<b>ship</b> MORE 1	[ʃɪp]	Schiff	to <b>be situated</b> MORE 3	[tə bi sɪtʃu:etɪd]	liegen, sich befinden
to <b>ship</b> U3/12	[tə ʃɪp]	versenden, verschicken	<b>situation</b> MORE 1	[sɪtʃu:erɪʃn]	Situation, Lage
to <b>shock</b> U1/12	[tə ʃɒk]	schrecken	<b>size</b> MORE 3	[saɪz]	Größe
<b>shocked</b> U10/10	[ʃɒkt]	chockiert	<b>skiing</b> U7/TT	[ski:ɪŋ]	Skifahren
<b>shocking</b> U5/6	[ʃɒkɪŋ]	erschreckend	<b>skin</b> MORE 1	[skɪn]	Haut
<b>shoe</b> MORE 1	[ʃu:]	Schuh	<b>skinny</b> U9/17	[skɪni]	dünn
to <b>shoot sb.</b> U1/4	[tə ʃu:t əbði]	schießen, erschießen	<b>skirt</b> MORE 1	[skɜ:t]	Rock
<b>shooting</b> U2/12	[ʃu:tɪŋ]	Schießerei	<b>sky</b> MORE 1	[skaɪ]	Himmel
<b>shop</b> MORE 1	[ʃɒp]	Geschäft, Laden	to <b>slap</b> U9/10	[tə slæp]	schlagen
to <b>shop</b> TGND1	[tə ʃɒp]	einkaufen	<b>slave</b> U10/9	[sleɪv]	Sklave/Sklavin
<b>shop assistant</b> MORE 1	[ʃɒp əsɪstənt]	Verkäufer/Verkäuferin	<b>slavery</b> U10/9	[sleɪvəri]	Sklaverei
<b>shopping</b> MORE 1	[ʃɒpɪŋ]	Einkaufen	<b>sleep</b> MORE 3	[sli:p]	Schlaf
<b>short</b> MORE 1	[ʃɔ:t]	kurz; klein	to <b>sleep</b> MORE 1	[tə sli:p]	schlafen
<b>short story</b> U11/8	[ʃɔ:t stɔ:ri]	Kurzgeschichte	<b>sleeve</b> U9/10	[sli:v]	Ärmel
<b>should</b> MORE 1	[ʃʊd]	sollte/n, solltest	<b>slice</b> MORE 2	[slaɪs]	Scheibe
<b>shoulder</b> MORE 1	[ʃəʊldər]	Schulter	<b>slightly</b> U1/3	[ˈslɑ:tlɪ]	gering, etwas, ein bisschen
to <b>shout</b> MORE 1	[tə ʃaʊt]	rufen	<b>slogan</b> MORE 3	[sləʊɡən]	Werbespruch
to <b>show</b> MORE 1	[tə ʃəʊ]	zeigen	<b>slow</b> MORE 2	[sləʊ]	langsam
			<b>small</b> MORE 1	[smɔ:l]	klein

<b>smart</b> MORE 2	[smɑ:t]	schlau
<b>smashing</b> U13/14	[smæʃɪŋ]	überwältigend
to <b>smell</b> MORE 1	[tə smel]	riechen; stinken
<b>smile</b> MORE 3	[smaɪl]	Lächeln
to <b>smile</b> MORE 1	[tə smaɪl]	lächeln
<b>snake</b> MORE 1	[sneɪk]	Schlange
<b>snappy</b> U13/16	[snæpi]	schwungvoll
<b>snorkelling</b> MORE 3	[snɔ:kəlɪŋ]	Schnorcheln
<b>snow</b> MORE 1	[snəʊ]	Schnee
<b>so</b> MORE 1	[səʊ]	also, daher; so
<b>so-called</b> MORE 3	[səʊ'kɔ:ld]	sogenannt
<b>soap</b> MORE 3	[səʊp]	Seife
<b>social</b> U10/1	[səʊʃəl]	gesellschaftlich; sozial
<b>society</b> U6/4	[sə'saɪətɪ]	Gesellschaft
<b>software engineer</b> U4/1	[sɒftweər endʒɪ'nɪə]	Softwareingenieur/ Softwareingenieurin
<b>solar energy</b> U3/TT	[səʊlə enədʒɪ]	Sonnenenergie
<b>solar system</b> MORE 3	[səʊlə sɪstəm]	Sonnensystem
<b>soldier</b> MORE 3	[səʊldʒə]	Soldat/Soldatin
<b>sole</b> U9/13	[səʊl]	Sohle
<b>solid</b> U3/6	[sɒlɪd]	fest, stabil, solide
<b>solution</b> MORE 3	[sə'lu:ʃən]	Lösung
to <b>solve</b> MORE 1	[tə sɒlv]	lösen
<b>some</b> MORE 1	[sʌm]	einige; etwas
<b>somebody</b> MORE 1	[sʌmbədi]	jemand
<b>someone</b> MORE 1	[sʌmwən]	jemand
<b>something</b> MORE 1	[sʌmθɪŋ]	etwas
<b>sometimes</b> MORE 1	[sʌmtaɪmz]	manchmal
<b>somewhere</b> MORE 2	[sʌmwɛə]	irgendwo
<b>son</b> MORE 1	[sʌn]	Sohn
<b>son-in-law</b> U10/9	[sʌn ɪn lɔ:]	Schwiegersohn
<b>songwriter</b> U14/5	[sɒŋraɪtə]	Liedschreiber/Liedtexterin
<b>songwriting</b> U11/7	[sɒŋraɪtɪŋ]	Liedschreiben
<b>soon</b> MORE 1	[su:n]	baldestens
<b>sore</b> U8/7	[sɔ:r]	Schmerz, schmerzhaft
<b>sorry</b> MORE 1	[sɒri]	Verdammnis, Entschuldigung
<b>sort (of)</b> MORE 1	[sɔ:t (əv)]	Sortierung (Sortierung von)
to <b>sort oneself out</b> U11/13	[tə sɔ:t ɒnə'self aʊt]	zu sich (selbst) finden; sich ordnen
<b>sound</b> MORE 3	[saʊnd]	Schall, Geräusch, Laut
to <b>sound</b> MORE 1	[tə saʊnd]	klingen
<b>source</b> U6/13	[sɔ:s]	Quelle; Ursprung
<b>south</b> MORE 1	[saʊθ]	südlich, Süd-, Süden
<b>South Africa</b> MORE 1	[saʊθ 'æfrɪkə]	Südafrika
<b>southeast</b> MORE 2	[saʊθi:st]	Südosten; südöstlich
<b>southern</b> MORE 3	[sʌðən]	südlich
<b>South Korea</b> TGND4	[saʊθ kə'ri:ə]	Südkorea
<b>space</b> MORE 2	[speɪs]	Weltall; Platz
<b>space shuttle</b> U12/3	[speɪs ʃʌtl]	Raumfähre

<b>space travel</b> U12/4	[speɪs trævl]	Raumfahrt
<b>spacecraft</b> U12/6	[speɪskrɑ:ft]	Raumfahrzeug
<b>spaceship</b> MORE 1	[speɪsʃɪp]	Raumschiff
<b>spacesuit</b> MORE 2	[speɪssu:t]	Weltraumanzug
<b>Spain</b> MORE 1	[speɪn]	Spanien
to <b>spare</b> U14/8	[tə speə]	verschonen
<b>spatula</b> U5/14	[spætjʊlə]	Pfannenwender
to <b>speak</b> MORE 1	[ti:spi:k]	sprechen
<b>speaker</b> U2/12	[spi:kə]	Redner/Rednerin/Sprecher/Sprecherin
<b>special</b> MORE 1	[speʃəl]	speziell, besonders
<b>specialised</b> U2/11	[speʃəlaɪzd]	spezialisiert
<b>specialist</b> U7/9	[speʃəlɪst]	Spezialist/Spezialistin
<b>species</b> MORE 1	[spi:ʃi:z]	Gattung, Art
<b>specific</b> MORE 3	[speʃə'sɪfɪk]	spezifisch, speziell
<b>spectacular</b> MORE 3	[spektəkjələ]	spektakulär
to <b>speculate</b> U11/11	[tə spekjuleɪt]	spekulieren, vermuten
<b>speech</b> MORE 1	[spi:tʃ]	Rede
<b>speed</b> MORE 1	[spi:d]	Geschwindigkeit, Tempo
<b>spelling</b> U4/11	[spelɪŋ]	Rechtschreibung; Schreibweise
to <b>spend</b> MORE 1	[tə spend]	ausgeben (Geld); verbringen (Zeit)
<b>spicy</b> U2/11	[ˈspaɪsi]	scharf
<b>spider</b> MORE 1	[spaɪdə]	Spinne
<b>spiky</b> U9/10	[spaɪki]	stachelig
to <b>spill</b> MORE 3	[tə spɪl]	verschütten
to <b>spin</b> U12/17	[tə spɪn]	drehen
<b>spinach</b> MORE 1	[spɪnɪdʒ]	Spinat
<b>spirit</b> MORE 3	[spɪrɪt]	Geist
<b>spiritual</b> U14/2	[spɪrɪtʃuəl]	geistig, spirituell
to <b>spray</b> U3/6	[tə spleɪ]	spritzen
to <b>split</b> U10/5	[tə splɪt]	teilen
to <b>spoil</b> U12/12	[tə spɔɪl]	verderben
<b>spoiler alert</b> U11/5	[spɔɪlə ə'lɜ:t]	Spoileralarm
<b>sporting team</b> U3/3	[spɔ:tɪŋ ti:m]	Sportmannschaft
<b>sportsman (pl -men)</b> MORE 2	[spɔ:tsmən (spɔ:tsmen)]	Sportler
<b>sportswoman (pl -women)</b> MORE 2	[spɔ:tswʊmən (spɔ:ts- wɪmɪn)]	Sportlerin
<b>spot</b> MORE 1	[spot]	Fleck; Stelle; Punkt
to <b>spot</b> MORE 3	[tə spɒt]	entdecken, erblicken
<b>spot of bother</b> U11/13	[spɒt əv 'bɒðə]	Problem; Ärger
<b>spray paint</b> U10/9	[spreɪ peɪnt]	Sprühfarbe
to <b>spread</b> MORE 3	[tə spred]	verbreiten
<b>spring</b> MORE 1	[sprɪŋ]	Frühling
<b>square</b> MORE 2	[skweər]	Platz
<b>stadium</b> MORE 3	[steɪdiəm]	Stadion
<b>stage</b> MORE 1	[steɪdʒ]	Bühne
<b>stain</b> U1/12	[steɪn]	Fleck
<b>stairs</b> MORE 2	[steəz]	Treppe

<b>stall</b> U5/11	[stɔ:l]	Verkaufsstand	<b>stuffed</b> MORE 3	[stʌft]	ausgestopft
to <b>stammer</b> U9/10	[tə stæmə]	stottern	to <b>stumble</b> U11/18	[tə stʌmbl]	stolpern
to <b>stand</b> MORE 1	[tə stænd]	stehen	<b>stunning</b> MORE 3	[stʌnɪŋ]	atemberaubend
to <b>stand for</b> U2/12	[tə stænd fɔ:]	für etw. stehen; etw. bedeuten	<b>stupid</b> MORE 1	[stju:pɪd]	dumm, blöd
<b>starch</b> U5/5	[stɑ:tʃ]	Speisestärke	<b>subconscious</b> U9/TT	[sʌb'kɒnʃəs]	unterbewusst
to <b>stare</b> U12/14	[tə steə]	starren	<b>subject</b> MORE 1	[sʌbdʒekt]	(Schul-)Fach; Betreff
to <b>start</b> MORE 1	[tə stɑ:t]	starten, beginnen	<b>subtitle</b> U10/1	[sʌ'taɪtl]	Untertitel
to <b>start off</b> OYW3	[tə stɑ:t ɒf]	anfangen	<b>subway</b> U3/TT	[sʌb'weɪ]	Bahn
to <b>starve</b> U1/6	[tə stɑ:v]	(ver-)hungern	<b>success</b> MORE 2	[sə'ses]	Erfolg
<b>state</b> MORE 3	[steɪt]	Staat; Zustand	<b>successful</b> MORE 2	[sək'ses]	erfolgreich
<b>statement</b> MORE 3	[steɪtmənt]	Aussage	<b>such</b> MORE 2	[sʌtʃ]	solch, derartig
<b>station</b> MORE 2	[steɪʃn]	Bahnhof; Station	<b>suddenly</b> MORE 1	[sʌdnli]	plötzlich, auf einmal
<b>statistic</b> U6/5	[stætɪstɪk]	Statistik	to <b>suffer</b> U5/5	[tə sʌfə]	leiden
<b>statue</b> MORE 2	[stætʃu:]	Statue	<b>sugar</b> MORE 3	[ʃʊgə]	Zucker
to <b>stay</b> MORE 1	[tə steɪ]	bleiben	<b>sugar-free</b> U5/11	[ʃʊgə'fri:]	zuckerfrei
to <b>stay down</b> U3/6	[tə steɪ daʊn]	unten bleiben	<b>sugary</b> MORE 1	[ʃʊgəri]	zuckerhaltig
to <b>steal</b> MORE 3	[tə sti:l]	stehlen	to <b>suggest</b> MORE 1	[tə sə'dʒest]	vorschlagen
<b>step</b> MORE 2	[step]	Schritt; Stufe	<b>suggestion</b> MORE 1	[sə'dʒestʃn]	Vorschlag
to <b>step</b> MORE 3	[tə step]	treten	<b>suit</b> MORE 3	[su:t]	Anzug
<b>sterile</b> U9/3	['steraɪl]	steril	<b>suitable</b> MORE 2	[su:'təbl]	geeignet, angemessen
<b>stick</b> U1/12	[stɪk]	Stock, Stange	<b>sum</b> MORE 1	[sʌm]	Summe
<b>still</b> MORE 1	[sti:l]	(immer) noch	to <b>summarise</b> MORE 3	[tə sʌməraɪz]	zusammenfassen
<b>stink</b> U10/9	[stɪŋk]	Gestank	<b>summary</b> MORE 2	[sʌməri]	Zusammenfassung
to <b>stir</b> U5/14	[tə stɜ:r]	rühren	<b>summer</b> MORE 1	[sʌmə]	Sommer
<b>stop</b> MORE 1	[stɒp]	Halt, Haltestelle	<b>sun</b> MORE 1	[sʌn]	Sonne
to <b>stop</b> MORE 1	[tə stɒp]	aufhören, stoppen	<b>sun protection cream</b>	[sʌn prə'tek- 'fɛnkri:m]	Sonnenschutz
<b>storm</b> MORE 1	[stɔ:m]	Sturm	<b>sunlight</b> U5/11	[sʌnlaɪt]	Sonnenlicht
<b>story</b> MORE 1	[stɔ:ri]	Geschichte; Erzählung	<b>sunny</b> MORE 1	[sʌni]	sonnig
<b>straight</b> MORE 3	[streɪt]	gerade	<b>sunrise</b> U8/6	[sʌnraɪz]	Sonnenaufgang
<b>strange</b> MORE 1	[streɪndʒ]	seltsam, sonderbar	<b>sunset</b> MORE 1	[sʌnset]	Sonnenuntergang
<b>stranger</b> U6/5	[streɪndʒə]	Fremder/Fremde	<b>sunshine</b> MORE 2	[sʌnʃaɪn]	Sonnenschein
<b>strategy</b> MORE 1	[strætədʒi]	Strategie	<b>superhero,</b>	[su:pə'hɪərəʊ,	Superheld, Superheldin
<b>stray dog</b> U11/16	[streɪ dɒg]	streunender Hund; Streunhund	<b>superheroine</b>	[su:pə'hɪərəʊɪn]	
<b>street</b> MORE 1	[stri:t]	Straße	<b>supermarket</b> MORE 1	[su:pə'mɑ:kɪt]	Supermarkt
<b>street vendor</b> U3/3	[stri:t venɔ]	Straßenverkäufer/ Straßenverkäuferin	<b>supper</b> MORE 2	[sʌpə]	Abendessen
to <b>stress</b> MORE 3	[tə stre:s]	betonen; verstärken	<b>support</b> U6/1	[sə'pɔ:t]	Unterstützung, Rückhalt
<b>strict</b> MORE 3	[strikt]	streng	to <b>support</b> MORE 3	[tə sə'pɔ:t]	unterstützen
<b>striped</b> MORE 2	[stript]	gestreift	<b>supporter</b> U14/5	[sə'pɔ:tə]	Anhänger/Anhängerin; Befürworter/ Befürworterin
<b>strong</b> MORE 1	[strɒŋ]	stark	to <b>suppose</b> MORE 3	[tə sə'pəʊz]	vermuten, annehmen
<b>structure</b> U7/9	[strʌktʃə]	Struktur	<b>sure</b> MORE 1	[ʃʊə]	sicher
to <b>structure</b> U6/10	[tə strʌktʃə]	gliedern, strukturieren	to <b>surf</b> MORE 3	[tə sɜ:f]	surfen
to <b>struggle</b> MORE 3	[tə strʌgl]	kämpfen, sich abmühen	<b>surface</b> MORE 3	[sɜ:fɪs]	Oberfläche
<b>student</b> MORE 1	[stju:dnt]	Student/Studentin; Schüler/Schülerin	<b>surprise</b> MORE 1	[sə'praɪz]	Überraschung
<b>study</b> U9/TT	[stʌdi]	Studie	to <b>surprise</b> U2/16	[tə sə'praɪz]	überraschen
to <b>study</b> MORE 1	[tə stʌdi]	studieren, lernen	<b>surprised</b> U10/10	[sə'praɪzd]	überrascht
<b>stuff</b> MORE 1	[stʌf]	Zeug, Kram	<b>surprising</b> MORE 1	[sə'praɪzɪŋ]	überraschend
			<b>surrounded</b> U12/17	[sə'raʊndɪd]	umgeben

to <b>survey</b> U6/5	[tə sə'veɪ]	befragen, untersuchen, begutachten
<b>survival</b> MORE 3	[sə'vaɪvəl]	Überleben
to <b>survive</b> MORE 3	[tə sə'vaɪv]	überleben
<b>suspect</b> MORE 3	[sʌspekt]	Verdächtiger/ Verdächtige
<b>suspicious</b> U2/5	[sə'spiʃəs]	verdächtig
<b>sustainable</b> U10/1	[sə'steɪnəbl]	nachhaltig
to <b>swap</b> MORE 1	[tə swɒp]	(ver-)tauschen
to <b>sweat</b> U8/7	[tə swet]	schwitzen
<b>sweater</b> MORE 1	[swetər]	Pullover
<b>sweet</b> MORE 1	[swi:t]	süß; angenehm
<b>sweets (pl)</b> MORE 1	[swi:ts]	Süßigkeiten
to <b>swim</b> MORE 1	[tə swim]	schwimmen
to <b>swing</b> MORE 1	[tə swɪŋ]	schwingen
<b>switch</b> U12/14	[swɪtʃ]	Schalter
to <b>switch</b> U13/12	[tə swɪtʃ]	tauschen
<b>sword</b> MORE 1	[sɔ:d]	Schwert
<b>syllable</b> U14/11	[sɪləbl]	Silbe
to <b>sympathise</b> TGND2	[tə sɪmpəθaɪz]	mitfühlen
<b>sympathy</b> MORE 3	[sɪmpəθi]	Mitleid, Mitgefühl

## T

<b>table</b> MORE 1	[teɪbl]	Tisch; Tabelle
<b>tablet</b> MORE 1	[tæblət]	Tablet
to <b>take</b> MORE 1	[tə teɪk]	(mit-)nehmen
to <b>take a break</b> U13/4	[tə teɪk e breɪk]	eine Pause machen
to <b>take a look</b> U11/4	[tə teɪk e lʊk]	einen Blick werfen
to <b>take action</b> U10/1	[tə teɪk ækʃən]	handeln
to <b>take care (of)</b> MORE 3	[tə teɪk keə (əv)]	aufpassen (auf)
to <b>take off</b> MORE	[tə teɪk ɒf]	abfliegen
to <b>take pity on sb.</b> U1/12	[tə teɪk pɪti ɒn sʌmbədi]	mit jdm. Mitleid haben
to <b>take place</b> MORE 1	[tə teɪk pleɪs]	stattfinden
to <b>take sb. seriously</b> U14/1	[tə teɪk sɪəriəsli]	jdn. ernst nehmen
to <b>take up</b> U13/9	[tə teɪk ʌp]	beginnen, anfangen
<b>takeaway</b> OYW1	[teɪkəweɪ]	Takeaway, Imbissrestaurant
<b>takeoff</b> U3/6	[teɪkɒf]	Abflug, Flugstart
<b>tale</b> U11/4	[teɪl]	Geschichte, Erzählung
<b>talk</b> OYW2	[tɔ:k]	Gespräch
to <b>talk</b> MORE 1	[tə tɔ:k]	sprechen, sich unterhalten
<b>tall</b> MORE 1	[tɔ:l]	groß; hoch
<b>tan</b> MORE 2	[tæn]	Bräune
<b>task</b> MORE 1	[tɑ:sk]	Aufgabe, Übung

<b>Tasmania</b> MORE 3	[tæz'meɪniə]	Tasmanien
<b>taste</b> MORE 2	[teɪst]	Geschmack
to <b>taste</b> MORE 3	[tə teɪst]	schmecken; kosten
<b>tasty</b> MORE 3	[teɪsti]	lecker
<b>tax</b> MORE 3	[tæks]	Steuer
<b>tea</b> MORE 1	[ti:]	Tee
to <b>teach</b> MORE 1	[ti:tʃ]	lehren, unterrichten
<b>teacher</b> MORE 1	[ti:tʃər]	Lehrperson
<b>tearjerker</b> U11/4	[ti:tʃər]	Tränenjährling
<b>technological</b> U2/8	[tek'nɒlədʒɪkəl]	technologisch
<b>technology</b> MORE 3	[tek'nɒlədʒi]	Technologie
<b>teen</b> MORE 2	[ti:n]	Teenager, Teenie
<b>telehealth</b> U7/11	[telɪ'heəltʃ]	Telemedizin
<b>telephone</b> MORE 3	[telɪ'fəʊn]	Telefon
<b>television (TV)</b> MORE 3	[telɪ'vɪʒən (tɪ.'vi:)]	Fernseher; Fernsehen
to <b>tell</b> MORE 1	[tə tel]	erzählen
<b>temperature</b> MORE 3	[temprətʃər]	Temperatur
<b>tent</b> MORE 1	[tent]	Zelt
<b>term</b> U1	[tɜ:m]	Semester
<b>terrific</b> U1	[tə'rɪfɪk]	schrecklich, scheußlich fantastisch, hervorragend
<b>terrified</b> U1/12	[tə'reɪfaɪd]	erschrocken, entsetzt
<b>territory</b> MORE 3	[tə'rɪtəri]	Territorium, Revier
to <b>test</b> MORE 1	[tə test]	überprüfen, (ab-)testen
<b>thank you (thanks)</b> MORE 1	[θæŋk ju: (θæŋks)]	danke, danke schön
<b>thankful</b> U6/6	[θæŋkfl]	dankbar
<b>that</b> MORE 1	[ðæt]	der/die/das; dass
<b>That's a shame.</b> TGND1	[ðæts ə 'ʃeɪm]	Das ist schade.
<b>the</b> MORE 1	[ðə]	der/die/das
<b>theatre</b> MORE 3	[θɪətər]	Theater
<b>theft</b> U2/1	[θeft]	Diebstahl
<b>theme</b> TGND3	[θi:m]	Thema
<b>theme park</b> MORE 1	[θi:m pɑ:k]	Vergnügungspark
<b>then</b> MORE 1	[ðen]	dann
<b>theory</b> U3/TT	[θɪəri]	Theorie
<b>there</b> MORE 1	[ðeə]	dort
<b>thief (pl thieves)</b> MORE 3	[θi:f (θi:vz)]	Dieb/Diebin
<b>thing</b> MORE 1	[θɪŋ]	Ding, Sache
to <b>think</b> MORE 1	[tə θɪŋk]	denken
to <b>think of</b> MORE 1	[tə θɪŋk əv]	denken an
to <b>think up</b> U4/12	[tə θɪŋk ʌp]	ausdenken
<b>this</b> MORE 1	[ðɪs]	dieser/diese/dieses
<b>(even) though</b> MORE 3	[('i:vən) ðəʊ]	obwohl
<b>thought</b> U5/11	[θɔ:t]	Gedanke
<b>thousand(s)</b> MORE 1	[θaʊzənd(z)]	tausend(e)
<b>thrilled</b> U6/5	[θrɪld]	begeistert

<b>thrilling</b> MORE 1	[θrɪlɪŋ]	packend, mitreißend	<b>trade</b> U1/4	[treɪd]	Handel
<b>through</b> MORE 1	[θru:]	durch	<b>to trade</b> U10/4	[tə treɪd]	handeln
<b>throughout</b> MORE 3	[θru:'aʊt]	durchgehend; im Verlauf	<b>traditional</b> MORE 3	[trə'dɪʃənəl]	traditionell
<b>to throw</b> MORE 1	[tə θrəʊ]	werfen	<b>traffic</b> MORE 3	[træfɪk]	Verkehr
<b>thumb</b> U9/12	[θʌm]	Daumen	<b>tragic</b> U12/5	[trædʒɪk]	tragisch
<b>thunder</b> MORE 3	[θʌndər]	Donner	<b>trail</b> U7/4	[treɪl]	Pfad, Spur
<b>to tick</b> MORE 1	[tə tɪk]	abhaken	<b>train</b> MORE 1	[treɪn]	Zug
<b>ticket</b> MORE 2	[tɪkɪt]	Ticket, Eintrittskarte	<b>to train</b> U3/6	[tə treɪn]	ausbilden; trainieren
<b>tidy</b> U11/13	[taɪdi]	aufgeräumt	<b>train ride</b> U3/3	[treɪn raɪd]	Reisezugfahrt
<b>time</b> MORE 1	[taɪm]	Zeit	<b>tram</b> MORE 3	[træm]	Straßenbahn
<b>time travel</b> U12/6	[taɪm trævəl]	Zeitreise	<b>to translate</b> U13/7	[trænzleɪt]	übersetzen
<b>timeframe</b> U11/18	[taɪm freɪm]	Zeitraumen	<b>to transmit</b> U6/5	[trænz'mɪt]	übermitteln, senden
<b>timeline</b> U6/12	[taɪmlaɪn]	Zeitstrahl	<b>transport</b> MORE 3	[træns'pɔ:t]	Verkehrsmittel
<b>(three) times</b> MORE 2	[(θri: taimz]	(drei) Mal	<b>trap</b> MORE 1	[træp]	Falle
<b>timetable</b> MORE 2	[taɪmteɪbl]	Stundenplan	<b>travel</b> MORE 3	[trævl]	Reise
<b>tin</b> MORE 1	[tɪn]	Dose	<b>to travel</b> MORE 1	[tə trævəl]	reisen
<b>tiny</b> MORE 1	[taɪni]	winzig	<b>treat</b> MORE 1	[tri:t]	Belohnung
<b>tip</b> MORE 2	[tɪp]	Hinweis, Tipp	<b>to treat</b> MORE 2	[tə tri:t]	behandeln
<b>tired</b> MORE 1	[taɪəd]	müde	<b>treatment</b> U3/6	[tri:t'ment]	Behandlung
<b>tiring</b> U2/16	[taɪərɪŋ]	ermüdend, anstrengend	<b>tree</b> MORE 1	[tri:]	Baum
<b>title</b> MORE 1	[taɪtəl]	Titel	<b>tree bark</b> U	[tri: bɑ:k]	Baumrinde
<b>to</b> MORE 1	[tu]	zu; bis; nach	<b>trendy</b> U9/12	[trendi]	modisch, trendig
<b>today</b> MORE 1	[tə'deɪ]	heute	<b>tribe</b> U14/1	[traɪb]	Volksstamm
<b>together</b> MORE 1	[tə'geðə]	zusammen, gemeinsam	<b>trick</b> MORE 2	[trɪk]	Trick
<b>tomato (pl tomatoes)</b> MORE 1	[tə'mɑ:təʊ (tə'mɑ:təʊz)]	Tomate	<b>trick</b> MORE 3	[trɪki]	knifflig, schwierig
<b>tomorrow</b> MORE 1	[tə'mɒrəʊ]	morgen	<b>trillion</b> U2/12	[trɪljən]	Billion
<b>ton (pl tonnes)</b> U5/8	[tʌn (tʌnz)]	Tonne	<b>trilogy</b> U11/20	[trɪlədʒi]	Trilogie
<b>tongue</b> MORE 1	[tʌŋ]	Zunge	<b>trip</b> MORE 1	[trɪp]	Ausflug, Reise
<b>tonight</b> MORE 1	[tə'naɪt]	heute Abend, heute Nacht	<b>triumphant</b> U1/12	[traɪ'ʌmfənt]	triumphierend
<b>too</b> MORE 1	[tu:]	auch; zu	<b>tropical</b> MORE 2	[trɒpɪkəl]	tropisch
<b>tool</b> MORE 2	[tu:l]	Werkzeug	<b>trouble</b> MORE 1	[trʌbəl]	Schwierigkeiten, Problem
<b>tooth (pl teeth)</b> MORE 1	[tu:θ (ti:θ)]	Zahn	<b>true</b> MORE 1	[tru:]	wahr; richtig
<b>top</b> MORE 1	[tɒp]	Gipfel; Spitze	<b>truthfully</b> U8/12	[tru:lɪ]	wahrhaftig
<b>topic</b> MORE 2	[tɒpɪk]	Thema	<b>to trust</b> MORE 2	[tə trʌst]	vertrauen
<b>torch</b> U3/12	[tɔ:tʃ]	Lichtschwert; Fackel; hier: Taschenlampe	<b>to try</b> MORE 1	[tə traɪ]	versuchen; probieren
<b>to toss</b> U10/7	[tə tɒs]	werfen	<b>to try out</b> MORE 3	[tə traɪ aʊt]	ausprobieren
<b>total</b> U2/16	[tə'tɔ:l]	gesamt, völlig; gesamtbetrag	<b>tsar</b> U9/3	[zɑ:r]	Zar
<b>totally</b> MORE 3	[tə'tɔ:lɪ]	total	<b>to tuck in</b> U5/14	[tə tʌk ɪn]	zuschlagen
<b>tough</b> U13/7	[tʌf]	hart; schwierig	<b>turbulence</b> U7/9	[tɜ:'bjələns]	Unruhe, Turbulenz
<b>tour guide</b> U3/10	[tuə'gaɪd]	Reiseleiter/Reiseleiterin	<b>turbulent</b> U11/18	[tɜ:'bjələnt]	unruhig, turbulent
<b>tourism</b> U1/10	[tuə'rɪzəm]	Tourismus	<b>turkey</b> MORE 2	[tɜ:'ki]	Truthahn
<b>tourist</b> MORE 1	[tuə'rɪst]	Tourist/Touristin	<b>to turn</b> MORE 1	[tə tɜ:n]	(um-)drehen
<b>tournament</b> MORE 3	[tuənəmənt]	Turnier	<b>to turn back</b> U3/6	[tə tɜ:n bæk]	umkehren
<b>towards</b> MORE 2	[tə'wɔ:dz]	in Richtung, auf ... zu	<b>to turn on/off</b> MORE 3	[tə tɜ:n ɒn/ɒf]	ein-/ausschalten
<b>tower</b> MORE 1	[taʊə]	Turm	<b>to turn out</b> MORE 3	[tə tɜ:n aʊt]	sich herausstellen
<b>town</b> MORE 1	[taʊn]	Stadt	<b>to turn up</b> MORE 2	[tə tɜ:n ʌp]	auftauchen, erscheinen
			<b>twice</b> MORE 1	[twɑɪs]	zweimal
			<b>twin</b> MORE 1	[twɪn]	Zwilling, Zwillingss-
			<b>to swirl</b> U9/15	[tə swɜ:l]	zwirbeln, herumwickeln

<b>twist</b> U11/7	[ˈtwɪst]	Wendung
to <b>twist</b> TGND2	[tə ˈtwɪst]	verdrehen
<b>type</b> U5/11	[taɪp]	Art, Typ
to <b>type</b> U8/11	[tə taɪp]	eintippen
<b>typical</b> U5/18	[ˈtɪpɪkl]	typisch

## U

<b>umbrella</b> MORE 1	[ʌmˈbrelə]	Regenschirm
<b>unbelievable</b> MORE 3	[ʌnbɪˈli:vəbəl]	unglaublich
<b>uncertain</b> OYW4	[ʌnˈsɜ:tən]	unsicher
<b>uncle</b> MORE 1	[ʌŋkl]	Onkel
<b>unclean</b> U9/13	[ʌnˈkli:n]	unsauber
<b>uncomfortable</b> U9/14	[ʌnˈkʌmfətəbl]	ungemütlich
<b>unconscious</b> U1/12	[ʌnˈkɒnʃəs]	bewusstlos
<b>under</b> MORE 1	[ʌndər]	unter
<b>undercover</b> U2/8	[ʌndəˈkʌvə]	geheim
<b>underground</b> MORE 2	[ʌndəgraʊnd]	U-Bahn
to <b>underline</b> MORE 2	[tə ʌndəˈlaɪn]	unterstreichen
<b>underneath</b> MORE 2	[ʌndəˈni:θ]	unterhalb
to <b>understand</b> MORE 1	[tə ʌndə- ˈstænd]	verstehen
<b>unexpected</b> U2/16	[ʌnɪkˈspektɪd]	unerwartet
<b>unfortunately</b> MORE 3	[ʌnˈfɔ:tʃənətli]	leider
<b>unhappy</b> MORE 1	[ʌnˈhæpi]	unglücklich
<b>unhealthy</b> U5/3	[ʌnˈhelθi]	ungesund
<b>uninhabitable</b> U12/9	[ʌnɪn- ˈhæbɪtəbl]	unbewohnbar
<b>unique</b> U7/TT	[juːˈni:k]	einzigartig
<b>united</b> U14/8	[jʊˈnaɪtɪd]	vereinigt
<b>United Kingdom (UK)</b> MORE 3	[jʊˈnaɪtɪd ˈkɪŋdəm]	Vereinigtes Königreich
<b>universe</b> MORE 1	[juːˈnɪvɜ:s]	Universum
<b>university</b> MORE 3	[juːˈnɪvɜ:səti]	Universität
<b>unknown</b> MORE 3	[ʌnnoʊn]	unbekannt
<b>unless</b> MORE 3	[ənˈles]	außer; es sei denn; ...
<b>unlikely</b> MORE 3	[ʌnlaɪkli]	unwahrscheinlich
<b>unsure</b> MORE 3	[ʌnˈʃʊr]	unsicher
<b>unsurprising</b> U3/3	[ʌnsəˈpraɪzɪŋ]	überraschend
<b>unsustainable</b> U10/1	[ʌnsəˈsteɪnəbl]	unhaltbar
<b>until</b> MORE 1	[ənˈtɪl]	bis
<b>unusual</b> MORE 1	[ʌnˈju:ʒəl]	ungewöhnlich
<b>unwell</b> U12/6	[ʌnˈweɪl]	unwohl
<b>up</b> MORE 1	[ʌp]	hinauf, auf
<b>upon</b> U1/12	[əˈpɒn]	auf
<b>upset</b> MORE 2	[ʌpˈset]	verärgert, aufgebracht
to <b>upset</b> U9/18	[tə ʌpˈset]	verärgern
<b>upside down</b> U5/14	[ʌpsaɪd ˈdaʊn]	kopfüber, verkehrt
<b>USA (United States of America)</b> MORE 1	[juːˈesˈeɪ]	Vereinigte Staaten von Amerika
to <b>use</b> MORE 1	[tə ju:z]	benutzen, verwenden

to <b>use up</b> U12/9	[tə ju:z ʌp]	aufbrauchen
<b>useful</b> MORE 1	[ˈju:sfəl]	nützlich
<b>user</b> MORE 3	[ju:zər]	Benutzer/Benutzerin
<b>usual</b> MORE 3	[ju:ʒuəl]	gewöhnlich
<b>usually</b> MORE 1	[ju:ʒuəli]	normalerweise

## V

<b>valuables (pl)</b> U2/3	[ˈvæljuəblz]	Wertgegenstände
<b>values</b> U6/5	[ˈvælju:z]	Werte
<b>vampire</b> MORE 1	[ˈvæmpaɪr]	Vampir/Vampirin
<b>variety</b> MORE 3	[vəˈraɪəti]	Vielfalt, Vielzahl
<b>various</b> MORE 3	[vəˈrɪ:ʃəs]	verschieden, mehrere
<b>vegetable</b> MORE 1	[ˈvedʒtəbəl]	Gemüse
<b>vegetarian</b> MORE 1	[ˌvedʒɪˈteəriən]	Vegetarier/Vegetarierin
<b>vegetarianism</b> U14/1	[ˌvedʒɪˈteəriənɪzəm]	Vegetarismus
<b>very</b> MORE 1	[ˈveri]	sehr
<b>vet</b> MORE 1	[vet]	Tierarzt/Tierärztin
<b>vibe</b> U13/14	[vaɪb]	Stimmung, Atmosphäre
<b>victim</b> MORE 3	[ˈvɪktɪm]	Opfer
<b>victory</b> U9/1	[ˈvɪktəri]	Sieg
<b>video call</b> U14/4	[ˈvɪdiəʊ kɔ:l]	Videoanruf
<b>view</b> MORE 3	[vju:]	Ausblick, Aussicht
<b>viewpoint</b> U6/5	[ˈvju: pɔɪnt]	Sichtweise
<b>village</b> MORE 1	[ˈvɪlɪdʒ]	Dorf
<b>villain</b> U11/19	[ˈvɪlən]	Bösewicht
<b>vintage</b> U5/24	[ˈvɪnɪgər]	Essig
<b>vinyl</b> MORE 3	[ˈvaɪnəl]	Schallplatte
<b>violence</b> U2/12	[ˈvaɪələns]	Gewalt
<b>violent</b> U7/4	[ˈvaɪələnt]	heftig; gewaltvoll
<b>visible</b> U11/18	[ˈvɪzəbəl]	sichtbar
to <b>visit</b> MORE 1	[tə ˈvɪzɪt]	besuchen
<b>visitor</b> MORE 2	[ˈvɪzɪtər]	Besucher/Besucherin
<b>voice</b> MORE 1	[vɔɪs]	Stimme
<b>voluntary</b> U13/9	[ˈvɒləntəri]	freiwillig; ehrenamtlich
<b>vote</b> OYW1	[vəʊt]	Wahlstimme
to <b>vote</b> MORE 1	[tə vəʊt]	wählen, abstimmen

## W

<b>wacky</b> U11/18	[wæki]	verrückt, blöd
to <b>wait (for)</b> MORE 1	[tə weɪt fɔ:]	warten (auf)
to <b>wait and see</b> U13/16	[tə weɪt ənd si:]	abwarten
<b>waiter, waitress</b> MORE 2	[ˈweɪtər, ˈweɪtrəs]	Kellner, Kellnerin
to <b>wake up</b> MORE 1	[tə weɪk ʌp]	aufwachen
<b>walk</b> MORE 3	[wɔ:k]	Spaziergang
to <b>walk</b> MORE 1	[tə wɔ:k]	(zu Fuß) gehen
to <b>walk off</b> TGND2	[tə wɔ:k ɒf]	weggehen
to <b>want</b> MORE 1	[tə wɒnt]	wollen; wünschen

<b>war</b> MORE 1	[wɔ:r]	Krieg
to <b>warn sb. about sth.</b> U2/1	[tə wɔ:n sʌmbədi əbaʊt sʌmθɪŋ]	jdn. vor etw. warnen
<b>warning</b> MORE 3	[wɔ:nɪŋ]	Warnung
<b>wash-off</b> U9/8	[wɒʃ ɒf]	abwaschbar
<b>waste</b> U12/7	[weɪst]	Verschwendung
to <b>waste</b> MORE 3	[tə weɪst]	verschwenden
to <b>watch</b> MORE 1	[tə wɒtʃ]	ansehen; zuschauen
<b>Watch out!</b> U9/10	[wɒtʃ aʊt]	Pass auf!
to <b>watch out for</b> U7/TT	[tə wɒtʃ aʊt fɔ:]	sich vor jdm./etw. hüten
<b>water</b> MORE 1	[wɔ:tə]	Wasser
<b>wave</b> MORE 1	[weɪv]	Welle
to <b>wave</b> MORE 3	[tə weɪv]	winken
<b>way</b> MORE 1	[weɪ]	Weg
<b>weak</b> MORE 1	[wi:k]	schwach
<b>wealth</b> U9/3	[welθ]	Reichtum
<b>weapon</b> U2/11	[wepən]	Waffe
to <b>wear</b> MORE 1	[tə weə]	tragen (Kleidung)
<b>weather</b> MORE 1	[weðə]	Wetter
<b>wedding</b> U9/7	[wedɪŋ]	Hochzeit
<b>wedding dress</b> U9/7	[wedɪŋ dres]	Hochzeitskleid
<b>wedding suit</b> U9/7	[wedɪŋ su:t]	Hochzeitsanzug
<b>wee</b> U11/13	[wi:]	klein, winzig
<b>week</b> MORE 1	[wi:k]	Woche
<b>weekend</b> MORE 1	[wi:k'end]	Wochenende
to <b>weigh</b> MORE 2	[tə weɪ]	wiegen
<b>weight</b> MORE 2	[weɪt]	Gewicht
<b>weightlessness</b> U12/6	[weɪtləsənəs]	Schwerelosigkeit
<b>welcome</b> MORE 1	[welkəm]	willkommen
<b>welfare</b> U14	[welfeə]	Wohlfahrt; Wohlfürsorge
<b>well</b> MORE 1	[wel]	gut; wohl; weise; auf
<b>well-being</b> U10/6	[wel'bi:ɪŋ]	Wohlbefinden
<b>well-known</b> U5/6	[wel'nəʊn]	bekannt; berühmt
<b>well-made</b> U12/TT	[wel'meɪd]	gut gemacht; gelungen
<b>well-trained</b> U9/TT	[wel'treɪnd]	gut ausgebildet
<b>west</b> MORE 1	[west]	westlich
<b>western</b> MORE 2	[wesən]	westlich
<b>What else?</b> U3/TT	[wɒt ɛls]	Was sonst?
<b>what</b> MORE 1	[wɒt]	was
<b>What's the matter?</b> MORE 2	[wɒt ɪz ðə mætə]	Was ist los?
<b>whatever</b> MORE 3	[wɒtəvər]	was (auch) immer
<b>wheelchair</b> MORE 3	[wi:l'tʃeə]	Rollstuhl
<b>when</b> MORE 1	[wen]	wenn; als
<b>whenever</b> MORE 3	[wenevər]	wann immer
<b>where</b> MORE 1	[weə]	wo
<b>wherever</b> MORE 3	[weərevər]	wo immer
<b>whether</b> TGND3	[weðər]	ob

<b>which</b> MORE 1	[wɪtʃ]	welcher/welche/welches
<b>while</b> MORE 2	[waɪl]	während; Weile
to <b>whisper</b> MORE 3	[tə wɪspər]	flüstern
<b>who</b> MORE 1	[hu:]	wer; der/die/das
<b>whole</b> MORE 3	[həʊl]	ganzer/ganze/ganzes
<b>whom</b> U1/8	[hu:]	wem; wen
to <b>whoosh</b> U12/17	[tu:ʃ]	rauschen, sausen
<b>whose</b> MORE 2	[hu:z]	wessen
<b>why</b> MORE 1	[waɪ]	wieso, warum
<b>wicked</b> U14/8	[wɪkɪd]	hier: cool, abgefahren
<b>wide</b> MORE 1	[waɪd]	weit; breit
<b>wife (pl wives)</b> MORE 1	[waɪf (vɪvz)]	Ehefrau
<b>wilderness</b> MORE 3	[wɪldənəs]	Wildnis
<b>wildlife</b> MORE 1	[waɪldlaɪf]	wilde Tierwelt
<b>will</b> MORE 1	[wɪl]	werden
to <b>win</b> MORE 1	[tə wɪn]	gewinnen
<b>wind</b> MORE 1	[wɪnd]	Wind
<b>window</b> MORE 1	[wɪndəʊ]	Fenster
<b>wing</b> MORE 1	[wɪŋ]	Flügel
<b>winner</b> MORE 1	[wɪnər]	Gewinner/Gewinnerin
<b>winter</b> MORE 1	[wɪntər]	Winter
<b>wire</b> MORE 3	[waɪər]	Kabel
<b>wisdom</b> MORE 1	[waɪz]	weise
<b>wish</b> MORE 1	[wɪʃ]	Wunsch
<b>with</b> MORE 1	[wɪð]	mit
<b>within</b> U1/5	[wɪ'ðɪn]	innerhalb
<b>without</b> MORE 2	[wɪð'aʊt]	ohne
<b>witness</b> U2/11	[wɪtnəs]	Zeuge/Zeugin
<b>woman (pl women)</b> MORE 1	[wʊmən (wɪmɪn)]	Frau
<b>wonder</b> U6/5	[wʌndə]	Wunder
<b>wonderful</b> MORE 1	[wʌndəfəl]	wunderbar
<b>wood</b> MORE 1	[wʊd]	Wald; Holz
<b>wool</b> U7/TT	[wʊl]	Wolle
<b>word</b> MORE 1	[wɜ:d]	Wort
<b>work</b> MORE 1	[wɜ:k]	Arbeit; Aufgabe
to <b>work</b> MORE 1	[tə wɜ:k]	arbeiten; funktionieren
to <b>work out</b> MORE 3	[tə wɜ:k aʊt]	herausfinden; trainieren
<b>working hours</b> U4/6	[wɜ:kɪŋ aʊəz]	Arbeitszeit
<b>workplace</b> U4/6	[wɜ:kpleɪs]	Arbeitsplatz
<b>workroom</b> U11/18	[wɜ:kru:m]	Arbeitszimmer
<b>world</b> MORE 1	[wɜ:ld]	Welt
<b>world-famous</b> U3/3	[wɜ:ld'feɪməs]	weltberühmt
<b>worldwide</b> MORE 2	[wɜ:ldwaɪd]	weltweit
to <b>be worried</b> MORE 2	[tə bi 'wʌrɪd]	besorgt sein
to <b>worry</b> MORE 1	[tə wʌrɪ]	sich Sorgen machen
<b>worst</b> MORE 1	[wɜ:st]	schlimmste/r/s; schlechteste/r/s

<b>worth</b> U7/9	[wɜːθ]	wert
<b>worthless</b> U9/13	[wɜːθləs]	wertlos
<b>worthy</b> U13/5	[wɜːði]	würdig
<b>would</b> MORE 1	[wʊd]	würde/n, würdest
to <b>write</b> MORE 1	[tə raɪt]	schreiben
<b>writer</b> MORE 2	[raɪtər]	Schriftsteller/ Schriftstellerin
<b>wrong</b> MORE 1	[rɒŋ]	falsch

## Y

<b>year</b> MORE 1	[jɪə]	Jahr; Jahrgang
<b>yesterday</b> MORE 1	[jestədeɪ]	gestern
<b>not ... yet</b> MORE 2	[nɒt 'jet]	noch nicht
<b>You bet!</b> U13/11	[juː bet]	Darauf kannst du wetten!, Und ob!
<b>young</b> MORE 1	[jʌŋ]	jung
<b>yours sincerely</b> U4/16	[jɔː sɪn'siəli]	mit freundlichen Grüßen

## Z

<b>zero</b> U2/11	[zɪərəʊ]	null
to <b>zoom (off)</b> U12/17	[tə zuːm (ɒf)]	rasen; abdüsen

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