

Herbert Puchta · Thomas Strasser

TOP SPOT

English for PTS



mit App
für Audios



HELBLING Media App


Mit der HELBLING Media App hast du Zugriff auf alle Audio-Aufnahmen zu *TOP SPOT*.

So einfach geht's:

1. App herunterladen

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

2. Inhalte hinzufügen

Starte die 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 deiner Media App hinzugefügt.

3. Inhalte verwenden



Die Inhalte der Media App sind im Buch mit diesem Symbol gekennzeichnet. Starte die Media App, tippe auf *TOP SPOT* und wähle die gewünschten Inhalte über das Menü aus.

Die Inhalte der Media App werden gestreamt. Wir empfehlen dir, eine WLAN-Verbindung zu nutzen.

Code in der Demo nicht verfügbar

TOP SPOT – COURSEBOOK

by Herbert Puchta
Thomas Strasser

© HELBLING LANGUAGES 2016

helbling.com

Edited by Julia Purgstaller, Elisabeth Schipflinger, Gerry Williams

Design and layout by Amanda Hockin, Greg Sweetnam

Cover by MARINAS

Illustrated by Matteo Vattani, Matteo Settegrana

Printed by Athesia, Innsbruck

First published 2016, fifth print run 2022

Coursebook + E-Book: SBNR 175.307 | ISBN 978-3-99045-040-6

Coursebook E-Book Solo: SBNR 205.901 | ISBN 978-3-99089-955-7

Mit Bescheid vom 1. Oktober 2015, GZ: BMBF-5.028/0007-B/8/2014, hat das Bundesministerium für Bildung und Frauen das Unterrichtsmittel „Top Spot - Coursebook“ von Puchta/Strasser antragsgemäß 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 Polytechnische Schulen im Unterrichtsgegenstand Lebende Fremdsprache (Englisch) geeignet erklärt.

Herbert Puchta · Thomas Strasser

TOP SPOT

English for PTS

Zeichenerklärung



Dazu gibt es eine Tonaufnahme auf CD.



Diese Aufgabe löst du selbst mithilfe des Internets.



anspruchsvolle Aufgabenstellung



Dazu gibt es eine Hausübung im Internet (www.helbling-ezone.com).



Dazu gibt es ein passendes Projekt im Anhang.



Zu dieser Übung gibt es eine Audioaufnahme, welche über ein Smartphone oder Tablet abgespielt werden kann. Lade dazu die kostenlose TopSpotMedia App herunter, mit der dir alle Hörtexte zur Verfügung stehen.



Contents

Unit 1 It's all in the family	4
Unit 2 Being a foodie	16
Unit 3 Shop till you drop?	28
Unit 4 We are the net	40
Unit 5 All the way to the USA	52
Unit 6 Let there be rock	64
Unit 7 Ready, steady, go!	76
Unit 8 Language lovers	88
Unit 9 Lifelong learning	100
Appendix	112
Project Spots	112
Vocabulary	121
Grammar	130
Wordlist	140

Unit 1 It's all in the family



VOCAB FLASHBACK

Family & relatives

1 Study the words on the right and tick the ones you know.

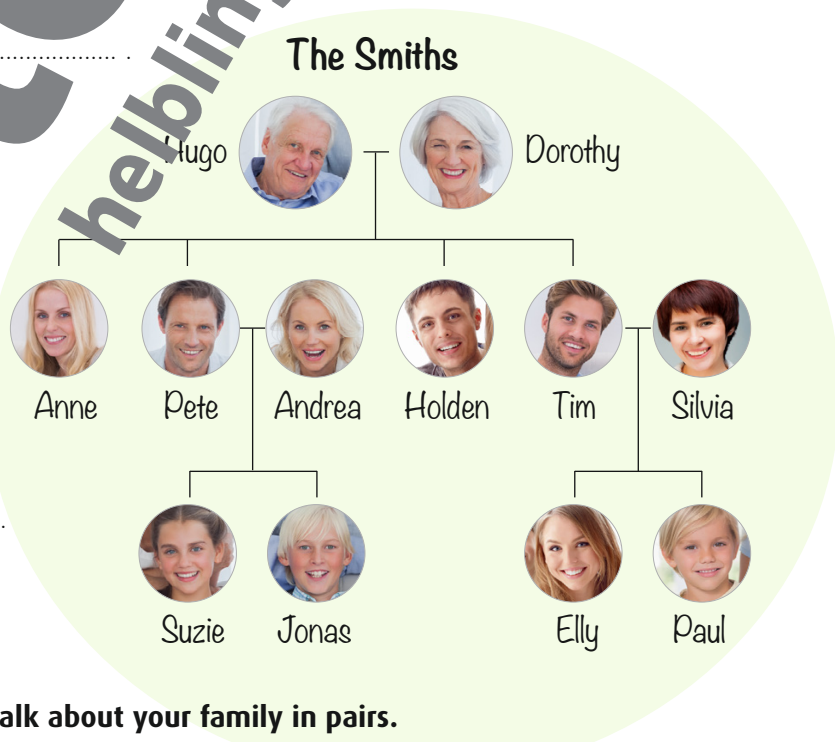
2 Fill in the missing words from the box. Then listen and check.

- Your parents' parents are your and your
- Your children's children are your and your
- Your brother's son and daughter are your and your
- Your aunt's and uncle's children are your
- Your father's brother and sister are your and your

I know the word 😊	
<input type="checkbox"/> parents	<input type="checkbox"/> mother <input type="checkbox"/> father
<input type="checkbox"/> married couple	<input type="checkbox"/> sister <input type="checkbox"/> brother
<input type="checkbox"/> grandparents	<input type="checkbox"/> wife <input type="checkbox"/> husband
<input type="checkbox"/> grandchildren	<input type="checkbox"/> son <input type="checkbox"/> daughter
<input type="checkbox"/> extended family	<input type="checkbox"/> grandmother <input type="checkbox"/> grandfather
	<input type="checkbox"/> grandson <input type="checkbox"/> granddaughter
	<input type="checkbox"/> uncle <input type="checkbox"/> aunt <input type="checkbox"/> nephew <input type="checkbox"/> niece <input type="checkbox"/> cousin

3 This is the Smiths' family tree. Look at it and write the correct relations.

- Suzie is Hugo's granddaughter.
- Pete is Andrea's
- Jonas is Holden's
- Dorothy is
- Silvia is
- Paul, Suzie and Jonas are
- Anna is
- Tim is



★ 4 Draw your personal family tree. Then talk about your family in pairs.

I have a big/small/... family.
I have one/two/... brothers/sisters/cousins/...
They are 12/20/... years old.
Their names are ...

My uncle's/aunt's/cousin's/... name is ...
We often meet at family events/on Sundays/...
I often see my grandparents/uncles/...
I really like/love/admire/... my uncle/father/mother/...

Different types of families

1 a) Read the statements below and find an example of:

- a single-parent family
- a couple who adopted a child
- an extended family
- a couple with no children
- a small family
- a blended family



Types of families

a We are married with one daughter, Allison. She still goes to school, but later she wants to become a fitness coach.

b We've been married for two years. We are not planning to start a family yet because both of us are quite busy with our jobs.

d Unfortunately, we can't have children of our own. We were realigned for quite some time. But then we adopted Lisa. She came to our house when she was three. Now she's fifteen years old and such a great girl.

e We're the what people call a full house. We share the house with my mum, my dad and my wife's brothers and sisters. We're a real team and everyone does their own work. That's just great!



c I'm a single dad. My daughter Laura enjoys the time with me. However, she sometimes says that she would like to have a mum and a sister.

f I used to be* married until three years ago. I have two sons, Tom and Jerry. Now I've got to know my new partner, Ben. He is also divorced but has brought his two girls Alice and Lisa to live with us. We love our new family. There is no difference to a "real" family.



b) Now listen and check.

Glossary: *used to be - war einmal

2 Read the expressions below with the word "family". Then match the phrases with the correct pictures.

- blended family
- large family
- family entertainment
- to start a family
- family member
- single-parent family

a)



b)



c)



d)



e)

f)

BEING AT HOME



1 READING An email from Down Under

a) Read the email below.

✉ Reply
📎 - □ ✕

To: Petra Gruber

From: Carter Brown

Subject: Hello from Sydney

Hi Petra,

Long time no hear! I got your email address from your mother when I had a nice chat on the phone with her. It's been quite a long time since we first met. Can you remember? Well, I guess not, because it was when you were young. I got married in Graz ten years ago. You were four at the time 😊. Anyway, I now live in Sydney and everything is great!

Your mother told me that you've just started at the "Polytechnic" and she said that you're enjoying it. Your mum is very proud that you are so good at English. It would be nice if you could write me an email in English 😊. What other subjects do you have? Do you talk to your classmates? What about your teachers?

Are you starting work next year? What do you want to do?

I'm really looking forward to your reply. Say hello to your mum, dad and your sister.

Best wishes,
Uncle Carter

P.S.: Your mother told me you're planning to travel around Australia when you've finished school. If you do so, just drop by here in Sydney 😊. You are always welcome.

P.P.S.: I've attached some pictures of Sydney to this email.



b) Match the phrases with the correct German translations.

- | | | |
|--------------------------------------|--------------------------|---|
| 1 Long time no hear. | <input type="checkbox"/> | Schau einfach vorbei. |
| 2 I'm looking forward to your reply. | <input type="checkbox"/> | Schon lange nichts mehr von dir gehört. |
| 3 Just drop by. | <input type="checkbox"/> | Im Anhang befindet sich ... |
| 4 I've attached ... | <input type="checkbox"/> | Ich freue mich schon auf deine Antwort. |

c) Read the statements again. Tick T (true) or F (false). If the statement is false, say the correct answer.

	T	F
1 Carter met Petra for the first time 14 years ago.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Petra goes to a grammar school.	<input type="checkbox"/>	<input type="checkbox"/>
3 Petra is quite good at English.	<input type="checkbox"/>	<input type="checkbox"/>
4 Carter wants to get information about Petra's school.	<input type="checkbox"/>	<input type="checkbox"/>
5 Carter invites Petra to Sydney.	<input type="checkbox"/>	<input type="checkbox"/>

2 MEDIATION Summarise the email in German.

3 WRITING Answering a private email

a) First read the information in the box.

Eine Antwortmail schreiben

Heutzutage sind E-Mails ein sehr beliebtes Kommunikationsmittel. Mittlerweile werden mehr E-Mails als Briefe geschrieben. E-Mails sind digitale Dokumente, die viel schneller verschickt und empfangen werden können als Briefe. Trotzdem sind auch bei diesem Medium gewisse Regeln zu beachten.



✉ Einleitung (opening)

Eine E-Mail beginnt man in der Regel mit der Anrede.

- *Hello Petra, / Dear Jack, / Hi Susan, / ...*
- *How are you? / How's life? / I hope all is well with you. / It's been a while since we last spoke to each other. / ...*

Für gewöhnlich bedankt man sich für die empfangene E-Mail.

- *Thank you very much for your email. / Many thanks for your nice email. / Thanks for your last email.*

✉ Hauptteil (main body)

In E-Mail-Antworten schreiben wir generell ein paar Zeilen über sich selbst oder darüber, was man gerade macht (Privatleben, Arbeit, Schule etc.).

- *Here in Vienna everything's OK. I am quite busy with school because ... / I am fine and I'm enjoying my new job/school/... very much. / ...*

Danach beantwortet man die Fragen. Anließe aus der E-Mail, die man bekommen hat.

- *In answer to all your questions: in my school we have a lot of subjects, such as ...*

✉ Abschluss (closing)

Beende deine E-Mail mit ein paar netten Zeilen, wie z.B.:

- *I'm really looking forward to hearing from you. / Hope to hear from you soon.*
- *All the best! / Take care. / Bye for now. / ...*

Bei welcher Phrasen man für eine E-Mail verwendet, hängt oft vom Zusammenhang ab (Arbeit, Schule etc.). Die oben genannten Phrasen sind nützlich, wenn du z.B. Freunden/Freundinnen, Bekannten oder Verwandten schreibst.

b) Look at Uncle Carter's email on page 6 again and highlight examples of typical opening, main body and closing phrases.

★ c) Now write an email response to Uncle Carter using the tips and phrases from exercise 3a.

BEING ABROAD

1 SPEAKING A summer holiday in Turkey

On the beach



a) Two teenagers get to know each other on a summer holiday in Turkey. Listen to and read the dialogue.

Boy Hello, how are you?

Girl Hi there. I'm fine, thanks. Where are you from?

Boy I am from Vienna. That's in Austria. I'm Tarek by the way. What's your name?

Girl I'm Linda – and I'm from Italy. Nice to meet you, Tarek.

Boy Nice to meet you, too! So how do you like it here?

Girl Yeah, I think it's pretty cool that there's a place for teenagers where we can get away from our parents for a while. Sometimes they're a bit too strict and over-protective.

Boy Yeah, mine too. Shall we get a drink?

Girl Sounds great. But hey, listen, the DJ is playing my favourite song. Shall we dance?

Boy Sure!

Role play

b) Get together in pairs and act out a similar scene as in exercise 1a using the phrases from the dialogue. You can also use the phrases below.

<i>Hello, how are you?</i>	<i>I'm fine, thanks.</i>
<i>Hi there, how's it going?</i>	<i>It's pretty good.</i> <i>Excellent, how are you?</i>
<i>Where are you from?</i>	<i>I'm from Bregenz in Austria.</i>
<i>What's your name?</i>	<i>Hi, I'm Harvey. Nice to meet you.</i> <i>My name's Gloria.</i>
<i>How do you like it here?</i>	<i>It's a pretty cool place.</i> <i>Hm ... I'm not sure about it. It's a bit loud!</i>
<i>It's a pretty nice place here, isn't it?</i>	<i>Yeah, it is.</i> <i>Do you think so? I'm not so sure.</i>
<i>Are you staying with your parents?</i>	<i>Yes, I am. I'm staying with my parents in the hotel right over there. How about you?</i>
<i>I like the music here tonight.</i>	<i>Yeah, me too. The DJ is excellent.</i> <i>You do? It's a bit too loud for me.</i> <i>They're all old hits. No new ones?</i>
<i>Do you want to have a drink?</i>	<i>Sure, great idea!</i>
<i>Can I get you a drink?</i>	<i>Cool! That would be nice. Thank you!</i>

2 READING A Greek wedding

a) Read about Anastasia, a 25-year-old Greek, talking about her wedding in Athens. Fill in the missing words.

butter Austria dance delicious married enjoying wedding

MY BIG FANTASTIC GREEK WEDDING

One year ago I ¹..... my long-time boyfriend, Alex, who is from ²..... in Villach and I got to know him three years ago when I did a ³..... course for my job as a secretary in an Austrian software company. I also have an office in Athens where I work. A year later Alex asked me to marry him. I said "yes" of course.



All my relatives were so ⁴..... about ⁵..... and they all helped us with the event. My ⁶..... and grandmother all prepared ⁷..... food, like Galakto Buriko for example, a traditional Greek cake made with sugar ⁸....., milk and lemons. Mmmmm, it was so nice having such a great and helpful family.

For the actual wedding my brothers, ⁹..... my uncle and my cousins prepared a special ¹⁰..... using Sirtaki choreography – it's the most famous and typical dance in Greece.

So all in all it was a big Greek wedding with a lot of food, dancing and speeches. All my friends and my family had a great time and we were ¹¹..... ourselves so much, we ¹²..... how late it was! I love having such a big ¹³..... After the wedding I ¹⁴..... with Alex.



CURIOUS FACTS!
In Greece men also wear a crown – the stefana – at their wedding.



b) Listen to the audio track.

c) Read the text again and circle the correct word or phrase.

- 1 Anastasia is a *shop assistant* / *secretary* for a software company.
- 2 Anastasia's relatives *liked* / *disliked* the idea of her getting married.
- 3 Some of the relatives prepared traditional Greek food like Galakto Buriko, a popular *starter* / *dessert*.
- 4 *All* / *None* of the wedding guests were having a great time.
- 5 Anastasia decided to *move to Villach* / *stay in Athens*.

Present simple tense

FORM

I/you/we/they + Verb
 he/she/it + Verb + **s**

FORMULE
 he/she/it + Verb + **s** = **ss** mit

HARD FACTS

Du verwendest die *present simple tense* bei **bestehenden Sachen (facts)**, **wiederholten Handlungen**, wie z. B. bei **Gewohnheiten (habits)** und **Hobby (hobbies)**.

Achte dabei auf folgende **Signalwörter**: *always, often, usually, never, every (day/week/afternoon), generally, sometimes, rarely, seldom, on Mondays/Tuesdays/..., once/twice/... times a week/month/...*

BEISPIELE

The sun **rises** in the east.

Clive **always drinks** a cup of tea in the morning to cheer up his aunt.

Every Saturday Daisy **visits** her aunt.

Bradley and Andrew **play** football for their local club.



1 Fill in the correct form of the present tense.

- a) Mabel **always watches** *The Simpsons* at 6 p.m. on TV. (always – watch)
- b) Henry **surfs** the net for the latest videos. (often – surf)
- c) Patrick **cycles** to the football pitch. (usually – cycle)
- d) Every week the cousins **get** together and **play** some board games. (get – play)
- e) It is not logical, you can't drink it, because water **freezes** at 0 °C. (freeze)
- f) I love the radio. I **listen** to it every day. (listen)
- g) Mum **never makes** breakfast for us on Saturdays. (never – make)
- h) Dad and Uncle Bill **work** at the weekend. (sometimes – work)
- i) Jack **gets up** early on a Sunday morning. (rarely – get up)
- j) Jenny **tidies** her room once a week. (tidy)
- k) David and I **watch** TV together. (sometimes – watch)

2 Write sentences about Jacob and Judy.

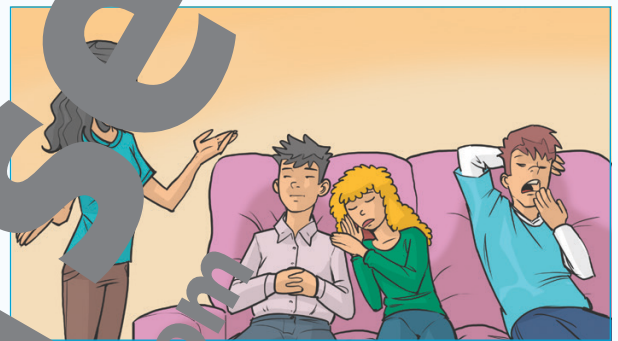
on Sundays	Jacob	Judy
play table tennis	always	never
visit relatives	rarely	sometimes
surf the internet	usually	often

a) **On Sundays Jacob always plays table tennis. Judy never plays table tennis on Sundays.**

b)

c)

3 Look at the pictures and write sentences in the present simple tense.



a) often – rain – London

It often rains in London.

b) Sandy – sometimes – talk – too much



c) Harry – always – watch – football on TV

d) Sarah and Mia – go to – disco – every Saturday

4 Write what you usually, often, never do. You can write about the weekend, hobbies, your family, etc. For example, like this:

I often go to the cinema on Fridays.

.....

.....

.....

.....

A car mechanic

1 READING

a) Get together in pairs. Look at the photograph and make sentences about the man in the picture.

- The picture shows ...
- In the foreground/background you can see ...
- It seems as if the man is ...
- I think the man is ...

b) Quickly look at the text in exercise 1c. Does the car mechanic enjoy his job? Why do you think so?

c) James Cooper is a car mechanic. Read how his son Jeremy describes his job.



My father's day usually begins at 7 or 8 a.m. He goes to a big car dealer near the place where we live. The first thing my father does is to take a look at the list of what he has to do in the morning and afternoon.

His main tasks are, of course, to repair cars, to fix engines, to update the car software and to solve the trickiest problems. The job of a car mechanic can be very dirty and exhausting. My father always tells me how he loves his job because he works in a team and he learns something new every day.

When it's time to go home, my father always tidies up the garage and makes sure that there aren't any tools or parts lying around.

I think it's cool that he still works after 30 years. He always says that his job is very interesting. He has to solve problems, find practical solutions and needs to stay in touch with new technology.

I am not so sure if I want to be a car mechanic. I am more into computers and IT, so I fancy being a software engineer. I will see ...

d) Discuss the text and answer the questions below.

- How does James start work?
- What are James' tasks in this job? Name three tasks.
- Why does James love his job?
- What does Jeremy want to do when he's older?

★ e) Find as many words or phrases as possible which are closely linked to the work of a car mechanic, e.g. *to fix* (line 4). Write one more sentence with each word or phrase. You can use your dictionary to help you.

A hairdresser



2 LISTENING



Listen and tick the correct answer.

- a) The great thing about the job of Shania's mum is that she
- has flexible working hours.
 - has also cut the hair of celebrities.
 - gets to meet cool people.
 - does not have a long way to go to work.
- b) Shania's mum works hard as a hairdresser and earns
- quite a lot of money.
 - between 14,000 and 20,000 pounds a year including tips.
 - a fortune.
 - just enough to cover the costs.
- c) The interviewer asks Shania's mum
- if she is proud of her mother.
 - if she is proud of her mother's colleagues.
 - what she would like to do.
 - about her job.
- Shania's mum says that
- she probably should try out a new job.
 - she would be happy if Shania became a hairdresser too.
 - a hairdresser always has to be hip and trendy.
 - Shania can do whatever she wants to.

3 READING Match the sentences with the correct pictures.



- 1 A lot of people like being at the hairdresser's because they can talk about the news or other things.
- 2 Scissors and combs are some of the most important tools a hairdresser uses.
- 3 A lot of people go to the hairdresser's to have their hair coloured.
- 4 As a hairdresser you have to be very communicative and talk about lots of different things with your clients.
- 5 A hairdresser has to do a lot of training to be successful.
- 6 As a hairdresser you also need to be good at applying make-up.

SONG SPOT

Ode to my family – The Cranberries

Fact file

The Cranberries are an Irish alternative rock band from Limerick. They were extremely successful in the 1990s and sold over 40 million albums worldwide. The bass player Mike and the guitar player Noel are brothers and they hired Dolores O'Riordan, a very talented singer. The song "Ode to my family" was their second most successful single after "Zombie".

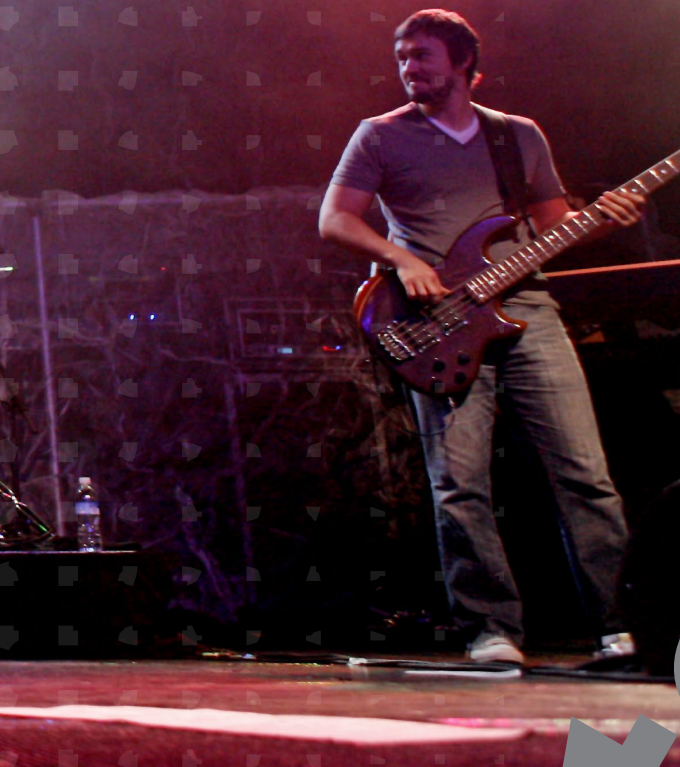


- 1 Think of your family. Pick two or three members and fill in the grid below. Then present it in class.

Name	Relation	Adjective describing him/her	The coolest thing he/she did with me ...
Ben	my father	helpful, strict	took me to a pop concert

- 2 Quickly read the song lyrics on page 15. How many family members are mentioned?
- 3 An "ode" can be a song, a text or a poem which is about a very special person, a person you like or love. Who is this song about?
- 4 Read the lyrics again and tick the words that are mentioned.
- unhappiness fun death life games care

Cranberries are also a fruit.



Ode to my family

Doo, doo, doo, doo, doo, doo, doo ...

Understand the things I say. Don't turn away from me,
'Cause I've spent half my ¹ out there. You
wouldn't ²

5 Do you see me? Do you see? Do you me?
Do you like me standing there you no more?
Do you know? Do you see me? me?
Does anyone ⁴ ?

⁵, when I was young,
10 And we didn't give a damn,
'Cause we were raised
To see life as ⁶ and take it if we can.

My mother, my mother,
She hold me, she hold me, when I was out there.

15 My father, my father,
He liked me. Oh, he liked me. Does anyone
⁷ ?

Understand what we become. It wasn't my design.
And people even here think ⁸ better than

20 But not you, I miss, 'cause I liked it,
'Cause I liked it, when I was out there. Do you know this?
Do you know you did not find me. You did not find.
Does anyone care? ⁹

25 Unhappiness where's when I was young,
And we didn't give a damn,
'Cause we were raised,
To see life as fun and take it if we can.

My mother, my mother,
30 She hold me, she hold me, when I was ⁹
My father, my father,
He liked me. Oh, he liked me.

Does anyone care? ... [x9]
Doo, doo, doo, doo, doo, doo, doo ...

5 Match the words and phrases below with the correct meaning.

- to turn away from somebody
- to disagree
- Does anyone care?
- unhappiness
- Do you know this?

- behind
- Does anybody think it's
- suddenly to be a
- Can you see?
- to have a different opinion

7 Now fill in some of the words from the gaps in the quotes below.

- "Don't just your family, love them, adore them if they are loveable and adorable."
- "Parents are often like the doctor, you only want to go to them if you need them, if they need to take of you."
- "The bond that links your true family is not one of blood, but of respect and joy in each other's"



6 Listen to the song and complete the lyrics. Then watch the video on the internet.

Unit 2 Being a foodie













VOCAB FLASHBACK

Food & drink



1 Listen and look at the pictures. Put a tick or a cross in the boxes for the food that Amanda likes or dislikes.

<input type="checkbox"/> cheese 	<input type="checkbox"/> bananas 	<input type="checkbox"/> milk 	<input type="checkbox"/> beer 	<input type="checkbox"/> fruit juice 
<input type="checkbox"/> chicken 	<input type="checkbox"/> apples 	<input type="checkbox"/> pizza 	<input type="checkbox"/> tea 	<input type="checkbox"/> tomatoes 

2 What about you? Get together in pairs and discuss three things that are true for you. For example, like this:

*I like tea. I don't like fruit juice. ...
I am fond of pizza. I am not a big fan of tomatoes.*

3 Complete the sentences using words from exercise 1.

- Cheese is made from milk. It is a very popular food all around the world. It can be mild or very strong and smelly.
- It is one of the most popular foods in the world. The Italians invented the hundred of years ago. This dish can have names like "Diavola", "Quattro stagioni" etc.
- is the meat from a cow. A real hamburger is made with it.
- There is a popular saying in English: An a day keeps the doctor away.
- I don't like coffee. I usually have a cup of in the morning.

CURIOUS FACTS!
A foodie is a person who loves food and who is interested in new recipes, international food and fancy restaurants.

4 Put these words into two lists: fruit and vegetables. Then add more words you know.

pineapple	grapes	carrot	garlic	onion	strawberry	lettuce	pear
fruit				vegetables			

VOCAB BOOSTER

How's the food?

1 a) Match the adjectives in the box with the correct description.

- | | |
|-------------------------------------|---|
| 1 It's not very tasty. | 6 It's good for you. |
| 2 This tastes very good. | 7 It tastes horrible. |
| 3 It has a lot of salt in it. | 8 You keep it in the freezer. |
| 4 It makes a noise in your mouth. | 9 You keep it in the fridge. |
| 5 The lemons give it a sharp taste. | 10 It's prepared or cooked with spices. |

- a) bland
- b) chilled
- c) delicious
- d) frozen
- e) healthy
- f) salty
- g) spicy
- h) sour
- i) crunchy
- j) disgusting

b) Now fill in some of the words from the box.

- Eugh, I can't eat this soup. It's disgusting.
- Yummy, I must say that your chicken is really
- Well, these potatoes are a bited with salt.
- Eating a lot of fruit and vegetables is very
- Yuck! Sorry, I can't drink this juice. It's too because there is too much lemon in it.

c) What's your favourite meal? Get together in pairs and describe it using the words from exercise 1a.

Grocery shopping

2 a) Every supermarket has sections, called aisles*. Study the pictures and then match the words with the correct categories.



bread



ice



plasters



chocolate bars



salmon



cream



milkshake



toffees



rolls



turkey



razors



raspberries

Fruit and Vegetables	1	Fish	2	Bakery	3	Dairy	4	Sweets and biscuits	5	Health and beauty	6	Frozen food	7
----------------------	---	------	---	--------	---	-------	---	---------------------	---	-------------------	---	-------------	---

Glossary: *aisles - / aɪlz / = Gänge



b) Now listen and check.

c) Study the pictures. Get together in pairs. Your partner names a supermarket aisle and you list as many items as possible from memory.

BEING AT HOME

1 READING Describing typical Austrian food



a) Match the words with the correct pictures. Then listen and check.

1 <input checked="" type="checkbox"/> A	broth	6 <input type="checkbox"/>	plums
2 <input type="checkbox"/>	raisins	7 <input type="checkbox"/>	herbs
3 <input type="checkbox"/>	dough	8 <input type="checkbox"/>	liver dumplings
4 <input type="checkbox"/>	horseradish	9 <input type="checkbox"/>	veal
5 <input type="checkbox"/>	soft cheese	10 <input type="checkbox"/>	pancakes



b) Quickly read the menu below. Which meal do you prefer and why? Get together in pairs and talk about this, using the sentences below.

I really love Kaiserschmarrn/... .	I hate cheese/... .	I'm a big fan of veal/... .
I don't really like vegetables/... .	I don't eat meat/... .	I couldn't live without pork/... .

the Good Old AUSTRIAN

Austrian food is delicious. It can be everything – sweet, savoury or hot and spicy. It is famous all around the world. In our restaurant we offer famous Austrian meals and drinks prepared with love and pride.

STARTER	MAIN COURSE	DESSERT
<p>Clear soups</p> <p>Broth with liver dumplings € 4.50</p> <p>Broth with strips of pancake € 4.50</p> <p>Liptauer Made with delicious soft cheese, pepper, onions and herbs. Served with black bread.</p> <p>Classic Liptauer bread € 4.50</p> <p>Spicy Liptauer bread € 5.00</p>	<p>Wiener Schnitzel A piece of veal, covered in breadcrumbs and deep-fried. Austria's most famous export.</p> <p>Wiener Schnitzel with potatoes or chips € 14.50</p> <p>Tafelspitz Delicious boiled beef. Very thin and lean, served with carrots, roast potatoes, cream spinach and spicy horseradish sauce.</p> <p>Tafelspitz with side dishes € 20.30</p>	<p>Apple strudel Very thin pastry filled with sweet apples. An Austrian national dish.</p> <p>Apple strudel € 7.00</p> <p>Kaiserschmarrn A thick pancake cut into pieces with raisins and plum compote. It was the favourite dish of Emperor Franz Joseph.</p> <p>Kaiserschmarrn € 8.00</p>

c) Complete the sentences below and compare them with your partner.

- 1 The menu is divided into starters, main courses and
- 2 All the dishes are prepared with
- 3 The dessert made with sweet apples is an Austrian
- 4 The Wiener Schnitzel is Austria's most famous
- 5 Emperor Franz Joseph's favourite dish was

2 LISTENING Fast food in Austria

a) What is typical fast food? Draw a mindmap and then discuss with a partner.

b) Listen to part of a radio programme about fast food and fill in the missing words.



It is difficult to walk through an American town without passing at least one ¹ fast food restaurant. And now it's almost the same in Austria. Statistics say that ² % of Americans eat in some kind of fast food restaurant ³ . One of the reasons is ⁴ American ⁵ is very busy, and people don't have as much time for eating. ⁶ families do not have the time to sit down and enjoy a ⁷ . Eating on the go is now a very common thing everywhere. A lot of people eat a sandwich while ⁸ or sitting in their cars. "Drive thru" ⁹ help people get their food as quickly as possible. They don't even have to get out of their cars. More and more fast food chains are recognising ¹⁰ , so places like McDonald's, Burger King, Kentucky Fried Chicken (KFC) or Subway ¹¹ and there are more and more branches* with a "drive thru" service. However, just because fast food is fast and cheap does not mean it is ¹² . People are getting ¹³ and fatter. They have problems with their ¹⁴ or their health in general and ¹⁵ do not do any sport because of their weight. Fast food usually consists of* unhealthy ingredients like fat, ¹⁶ and bad carbohydrates*. Doctors say we should start cooking healthier meals, ¹⁷ and fruit and also do more sport. But this is easier said than done.

Glossary: *drive thru = drive through (typisch amerikanische Schreibweise); *branch = Zweigstelle; *consist of = bestehen aus; *carbohydrates = Kohlenhydrate

★ c) Write answers to the questions below, then compare them with a partner.

- How many Americans eat fast food? How many in Austria?
- Why do so many people eat fast food?
- Why is a drive thru service so popular?
- What are the problems with fast food?

3 SPEAKING Eating habits

Talk about your eating habits with a partner. Take it in turns. Ask each other questions like these:

What's your favourite food? / What do you usually have for breakfast/lunch/dinner/a snack?
 Why do you love/hate vegetables/...? / How often do you eat meat/vegetables/fruit/...?

You can use the phrases below to answer.

I love spaghetti.	For breakfast/lunch/dinner I always/usually/often/... eat
I don't like nuts/... .	In the morning/afternoon/evening I usually/often/... have a pizza/a cup of coffee/... .
I hate spinach/... .	Once/Two/Three times a week I eat fish/... .
I am a vegetarian/vegan*	When I'm at school/home/... I often/never/... drink coke/apple juice/... .

Glossary: *vegan / 'vi:gən / = Veganer/in

BEING ABROAD

1 SPEAKING Ordering food: At a fast food restaurant in London



- a) A tourist orders something to eat at a fast food restaurant in London. Listen to and read the dialogue.

Assistant What can I get you?

Tourist Hello, I'd like a quarter pounder with cheese, medium chips and ketchup – and six chicken wings, too, please.

Assistant OK, what would you like to drink?

Tourist Hmmm, I'll have a large diet coke, please.

Assistant Sure, any dessert? Apple pie, chocolate muffin?

Tourist No, thanks.

Assistant That's £9.30, please.

Tourist Here you are!

Assistant Thank you. Enjoy your meal.

Tourist Thank you.



BURGER MENU

BURGER: single or double, with lettuce, tomatoes, lemonsauce*, bacon or cheese	Single £3.00	Double £3.59
CHIPS:	Small £0.90	Medium £1.10 Large £1.40
SAUCE: ketchup, mayonnaise, spicy barbecue sauce, sour cream		£0.20
SALAD: tomatoes, lettuce, cheese, ham		£3.20
DESSERT: apple pie, ice cream, chocolate muffin, frozen yogurt, strawberry, raspberry milkshake		£1.00
DRINKS: coke, lemonade, mineral water	Small £0.90	Medium £1.00 Large £1.30

Glossary: *lettuce – /'letis/ – Kopfsalat

Role play

- b) Get together in pairs and act out a scene in a fast food restaurant using the phrases from the dialogue in exercise 1a. Order a meal from the menu above.
- c) Create your own personal burger with your favourite ingredients. Draw a picture of your "ideal" burger and explain what ingredients it has. Present it in class.

2 LISTENING Ordering a pizza at a delivery service



A tourist in London orders a pizza from his hotel room. Listen to the dialogue, then read the leaflet below. Then get together in pairs and order your own pizza. Try to present your dialogue as freely as possible.

Tired? Too tired to go out for a meal? Money Saver Hotels recommend "Pizza-4-u". Phone: 25678 54 212. 24 hrs service. Free delivery.

How to order ... it's super simple!

Step 1
Choose the size: small: £3, medium: £5, large: £7. All pizzas come with tomato sauce and cheese.

Step 2
Choose your toppings (each topping £1).

ham • salami • hot chilis • bacon • anchovies •
broccoli • sweet corn • tuna • mushrooms •
red peppers • egg • spinach • onions •
pineapple • artichokes

Step 3
Call us and place your order.



3 LISTENING In a supermarket



a) Listen to Martha Connelly, a supermarket assistant, talking about supermarket aisles. Write the words you hear.

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> chicken | <input type="checkbox"/> crisps |
| <input type="checkbox"/> checkout | <input type="checkbox"/> lemons |
| <input type="checkbox"/> bin bags | <input type="checkbox"/> vegetables |
| <input type="checkbox"/> beef | <input type="checkbox"/> pineapples |
| <input type="checkbox"/> chips | <input type="checkbox"/> nuts |
| <input type="checkbox"/> milk | <input type="checkbox"/> health/beauty |
| <input type="checkbox"/> fish | <input type="checkbox"/> soup |



b) Write the words.

- The assistant thinks that people should eat healthy food.
- People are interested in bananas, oranges, and
- The most meat in this supermarket is
- In the health and section people can buy things for use.
- The supermarket a lot of crisps when there are events on TV.
- In the section you will find a lot of children.

Present simple tense - questions/negations

FRAGEN, DIE MIT YES/NO BEANTWORTET WERDEN

mit Verben wie **go, like, play, cook, write** etc. verwendet man das Hilfsverb **do/does**
Do/Does + Subjekt + Verb (base form)

Do you often **go** to a restaurant? – Yes, I do.

Does Ashton **like** carrots? – No, he doesn't.

mit **am, is, are, can** etc. verwendet man kein Hilfsverb

Can you **cook** an Italian risotto? – Yes, I can.

Are they all vegetarians? – No, they aren't.

Is there any milk in the fridge? – Yes, there is.

FRAGEN, DIE MIT FRAGEWÖRTERN WIE WHO/WHAT/WHEN/WHY ETC. GESTELLT WERDEN, UND NICHT MIT YES/NO BEANTWORTET WERDEN KÖNNEN

Who/What (als Subjekt) + Verb (3. Person)

Who likes candy the most? – John.

Who is your favourite singer? – Celine Dion.

What is their favourite meal? – Lasagne.

Who/What (als Objekt) + Hilfsverb **do/does** + Verb

Who does she **like** most? – David.

What do John **have** for breakfast? –

... and toast.

When/Why/Where ...

mit Verben wie **go, like, play, cook, write** etc. verwendet man das Hilfsverb **do/does**

Fragewort + **do/does** + Subjekt + Verb (base form)

When do you usually **have** your cup of tea? – 7 o'clock in the morning.

Why do so many Americans **eat** fast-food restaurants? – Because these restaurants are fairly cheap.

mit **am, is, are, can** etc. verwendet man kein Hilfsverb

When is the concert? – Next Saturday.

Where are you now? – ... in the living room.

VERNEINUNG (negation)

mit Verben wie **go, like, play, cook, write** etc.

Subjekt + **don't/doesn't** + Zeitwort (base form) + Objekt oder Satzergänzung

Angela **doesn't** like pizza very much.

Many people **don't** use canned food for their meals.

Peter **doesn't** work on Sundays.

mit **is, are, can** etc.

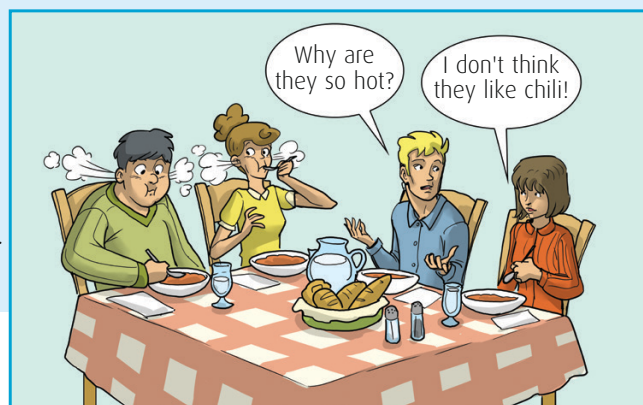
Subjekt + **isn't/aren't/can't**

I **isn't** a very good swimmer.

She **isn't** a good cook.

They **aren't** fond of spaghetti.

She **can't** cook!



1 Read the text about Carrie's eating habits. Fill in the present simple tense and negative forms.

Carrie ¹ doesn't want (not want) to be tired during the day, so when she ² (get up) in the morning, she always ³ (have) a large breakfast. She ⁴ (believe) a healthy breakfast ⁵ (be) a good start to the day and ⁶ (not can) be bad for you. Carrie always ⁷ (have) a cup of English breakfast tea. She ⁸ (not drink) coffee in the morning. She ⁹ (not like) muesli and ¹⁰ (not buy) for cereals, but she ¹¹ (love) yoghurt with fruit. Because Carrie ¹² (want) something sweet for breakfast, she usually ¹³ (eat) her breakfast with organic honey. She ¹⁴ (not eat) meat for breakfast. Before school she always ¹⁵ (prepare) a packed lunch with tomato and lettuce sandwiches, an orange and soy milk. She ¹⁶ (not go) to the school's cafeteria because they only ¹⁷ (sell) soft drinks, snacks and hamburgers. She ¹⁸ (not buy) that kind of food because she ¹⁹ (not think) it's very good for her health. After school Carrie ²⁰ (try) to avoid sweet and fatty food as well, because food like this ²¹ (not be) good for your body and ²² (not give) you enough energy.

2 Use the words to write questions. Then write either a positive (+) or a negative (-) answer.

- a) ice hockey / know / you / about / anything Do you know anything about ice hockey? Yes, I do.
- b) like / food / Janet / Italian / -
- c) every / twins / football / weekend / day / time / +
- d) music / you / in / be / rock / interested /
- e) to / tomorrow / go / concert / we / time / -
- f) team / next / in / Jamie / the / weeks / be / +
- g) for / meat / eat / breakfast / Felicity / -

3 Ask about the underlined parts of the sentences.

- a) Blake is a professional football player. He goes to the football pitch every Monday, Wednesday and Friday.
When does Blake go to the football pitch?
- b) They often go to Italy in the summer holidays.
- c) Fred doesn't eat biscuits because he is allergic to nuts.
- d) Alfred is the best cook in our neighbourhood.
- e) Ali often cooks steaks for his friends.

A chef in a restaurant

1 READING

a) Read the interview with Joel Maier, a chef in a vegan restaurant, and find the missing words from the box. There are two words that you should not use.

difference	traditional	answer	improve	types	killed
doctors	jackets	taking	important	ideas	become

Interviewer Hello Joel, thank you so much for
1 the time to talk to us.

Joel That's OK. Thank you for inviting me.

Interviewer So, my first question is: Why did you decide to
2 a vegan chef?

Joel Ah, yes. People always ask that question, and
3 is quite simple. A
couple of years ago I thought, well, I don't want to eat meat anymore. I don't want to eat living
things that have to be 4 to become food. Somehow, I pitied* the cows,
5 and chickens. I always loved to cook and I used to be a chef in a
6 British restaurant, but then I made the big decision to change my life
and become a vegetarian and then I was a vegan and started this vegan restaurant.

Interviewer I heard that being a vegan is more than just not eating meat.

Joel You are absolutely right. As you say, there are different of vegans, but
in general, a vegan does not eat or use any animal products, so we don't even eat honey or wear
leather 8

Interviewer Hmm, OK, interesting. What's on your menu then?

Joel We have a lot of vegetable and we only use vegetables that are in season. We cook
vegetable lasagne with for example, but we also offer super tasty tofu burgers.
Tofu is more or less hardened milk. It's very healthy and some people say that you can't taste
the 9 between tofu and meat.

Interviewer What would you say is the main difference between a vegan chef and a "normal" chef?

Joel Except for the fact that I don't cook with animal products, a vegan chef needs the same skills as
a normal chef. You need to be creative and try out new recipes. Furthermore, you should listen to
your customers. You should talk to them occasionally and ask what they like or don't like about your recipes, so
that you can your menu. It's tough working long hours with almost
no holidays, but hey, I am more or less my own boss and I can try out new things every day. The
more you know about your customers, the better you become.

Interviewer That's very interesting. Thank you, Joel, for enlightening us. Good
luck with your restaurant!



Glossary: *to pity somebody – jemanden bemitleiden

CURIOUS FACTS!

Famous vegans include:
Bryan Adams (Canadian rock star), Natalie Portman (American actress), Al Gore (former vice-president of the USA)

b) Now listen and check.

c) Tick T (true) or F (false) for the following statements below. If the statement is false, say the correct answer.

	T	F
1 Joel first became a vegetarian because he didn't want to eat animals.	<input type="checkbox"/>	<input type="checkbox"/>
2 Vegans do not eat or use animal products.	<input type="checkbox"/>	<input type="checkbox"/>
3 Instead of meat, vegans often eat tofu.	<input type="checkbox"/>	<input type="checkbox"/>
4 Chefs should always cook the same dishes.	<input type="checkbox"/>	<input type="checkbox"/>
5 Joel gets lots of time off.	<input type="checkbox"/>	<input type="checkbox"/>

2 VOCABULARY Tick the ingredients that can be used for vegetarian food.



meat



eggs



sugar



honey



tofu



vegetables



soy milk



Basmati rice



cheese



butter

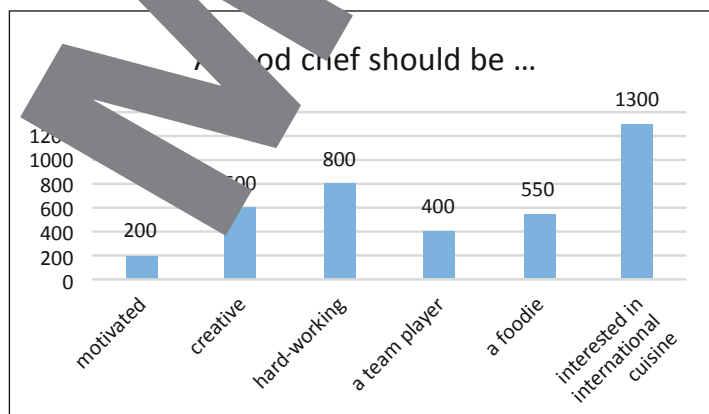


yoghurt



peanut butter

3 SPEAKING In an international survey, chefs from all around the world (1400 interviewed) were asked about the most important skills for their jobs. Read the chart and talk with a partner about the results using the prompts below.



- The bar chart is about
- 200/600/800/... chefs answered that it is important to be
- The majority believe that
- We can clearly see in this chart that 400/550/many/... chefs think that
- Not many chefs said that they need to be

SONG SPOT

Eat it

– “Weird Al” Yankovic



Eat it

How come you're always such a fussy young man?
Don't want no Captain Crunch, don't want no Raisin Bran.
Well, don't you know that other kids are starving in Japan?
So eat it, just eat it.

5 Don't want to argue, I don't want to debate.
Don't want to hear about what you eat, food you hate.
You won't get no dessert 'til you clean your plate.
So eat it.

Don't you tell me I'm stupid.

10 Just eat it, eat it, eat it, eat it, eat it.
Get yourself an egg and beat it.
Have some more chicken, have some more pie.
It doesn't matter if it's boiled or fried.
Just eat it, eat it, just eat it, eat it.

15 Just eat it, eat it, eat it, eat it, ooh.

Fact file

Alfred Matthew “Weird* Al” Yankovic (born October 23, 1959) is an American singer-songwriter, musician, parodist, record producer, music video director, film producer, actor and author. Yankovic is known for covering and making fun of popular songs. He has won three Grammy Awards.

Yankovic is famous for taking a well-known song “Billie Jean” by Michael Jackson, changing the lyrics and making it into a comedy song.

Glossary: **weird* – crazy

1 Have a look at “Weird Al” Yankovic’s photo. Describe the picture in as much detail as possible.

15 CD1
www
2 Listen to the song and tick the words you hear. Then watch the video on the internet.

- | | | | | |
|-------------------------------------|---------------------------------|----------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> dessert | <input type="checkbox"/> egg | <input type="checkbox"/> chicken | <input type="checkbox"/> food | <input type="checkbox"/> tuna |
| <input type="checkbox"/> yoghurt | <input type="checkbox"/> banana | <input type="checkbox"/> lunch | <input type="checkbox"/> snack | <input type="checkbox"/> fruit |
| <input type="checkbox"/> vegetables | <input type="checkbox"/> fun | <input type="checkbox"/> burger | <input type="checkbox"/> sandwich | <input type="checkbox"/> milkshake |

3 Now read the song lyrics and check your answers.

4 Read the words and match the underlined words and phrases with the correct ones on the right.

a) a group of	1 <input checked="" type="checkbox"/> eat everything
b) a young person who only eats things he wants to eat and which look the way he wants them to	2 <input type="checkbox"/> a group of
c) clean one's plate	3 <input type="checkbox"/> a young person who only eats things he wants to eat and which look the way he wants them to
d) beat it	4 <input type="checkbox"/> you eat in a very embarrassing way
e) boiled or fried	5 <input type="checkbox"/> stir very strongly with a fork
f) your table manners are a crying shame	6 <input type="checkbox"/> cooked in water or in a pan with oil
g) a whole bunch	7 <input type="checkbox"/> being very hungry

Your table manners are a cryin' shame.
 You're playin' with your food, this ain't some kind of game.
 Now, if you starve to death, you'll just have yourself to blame.
 So eat it, just eat it.

20 You better listen, better do what you're told.
 You haven't even touched your tuna casserole.
 You better chow down or it's gonna get cold.
 So eat it.

I don't care if you're full.

25 Just eat it, eat it, eat it, eat it.
 Open up your mouth and feed it.
 Have some more yogurt, have some more Spam.
 It doesn't matter if it's fresh or canned.

Just eat it, eat it, eat it, eat it.

30 Don't you make me repeat it.
 Have a banana, have a whole bunch.
 It doesn't matter what you had for lunch.

Just eat it, eat it, eat it, eat it.
 Eat it, eat it, eat it, eat it.

35 Eat it, eat it, eat it, eat it.
 If it's gettin' cold, reheat it.
 Have a big dinner, have a light snack.
 If you don't like it, I can't send it back.
 Just eat it, eat it, eat it, eat it.
 40 Get yourself a sandwich and eat it. (Oh, lord.)
 Have some more pie, have some more pie.
 It doesn't matter if it's boiled or fried.
 Just eat it, eat it, eat it, eat it.
 Don't you make me repeat it. (Oh no.)
 45 Have a banana, have a whole bunch.
 It doesn't matter what you had for lunch.
 Just eat it, eat it, eat it, eat it.

5 The song mentions some typical American food. Look at the pictures and match them with the correct sentences.



CURIOUS FACTS!
 The letters **s.p.a.m.** stand for **Specially Processed Artificial Meat**. It was invented in 1937 when real meat was scarce. It is now used to describe unwanted email messages.

a) Captain Crunch

- 1 canned, precooked meat which is used for sandwiches, burgers, etc.
- 2 sweet breakfast cereal with raisins
- 3 breakfast cereal with sweet corn
- 4 egg noodles with sauce and cheese, cooked and served



c) Raisin Bran

d) Spam

6 Download the CD. Use the phrases below.

"We Are the Champions"	#1 American billboard charts
New Edition	cover version of Michael Jackson's "Beat it"
"Eat it"	also available to download

7 Rewrite the lyrics of the song using different kinds of food and snacks.

Unit 3 Shop till you drop?



VOCAB FLASHBACK

Clothes

1 a) Match the words and phrases with the correct pictures.

- 1 m hat
- 2 (a pair of) trousers
- 3 skirt
- 4 hoodie
- 5 (a pair of) shoes
- 6 cap
- 7 (a pair of) trainers
- 8 blouse
- 9 (a pair of) jeans
- 10 dress
- 11 (a pair of) socks
- 12 sweater
- 13 jacket
- 14 T-shirt



b) Now study the pictures and the words and phrases. Then close your book and list as many items of clothing as you can.

2 What kind of clothes do you like wearing? Is there anything that you never wear? Why? Get together in pairs or groups and discuss these questions.

<i>I only/never wear shoes/... wear jeans/trousers/...</i>	<i>I like/don't like wearing hats/caps/... because ...</i>
<i>My favourite clothing is my red/blue/green/... T-shirt/sweater/... because ...</i>	<i>I love jeans with holes / neon clothes / ...</i>



3 Listen to Marie talking about what kind of clothes she likes wearing and tick T (true) or F (false) for the following statements. If the statement is false, say the correct answer.

	T	F
a) Marie got a dress with flowers on it for her birthday.	<input type="checkbox"/>	<input type="checkbox"/>
b) Marie sometimes borrows clothes from her sister.	<input type="checkbox"/>	<input type="checkbox"/>
c) Marie never wears trainers.	<input type="checkbox"/>	<input type="checkbox"/>
d) Marie's favourite item of clothing is a special pair of socks.	<input type="checkbox"/>	<input type="checkbox"/>

Shopping

1 Match the words with the correct descriptions.

- a) customer
- b) delivery
- c) discount
- d) fair trade
- e) online shopping
- f) payment method
- g) price comparison site
- h) working conditions

- 1 buying various goods (clothing, food, etc.) on the internet
- 2 a person that buys goods
- 3 paying producers in developing countries a good price for their products
- 4 the way you pay for something (credit card, cash, etc.)
- 5 bringing goods to the customer
- 6 a reduction in the price of something
- 7 a website where you can find the cheapest price for a product
- 8 the quality of your workplace (e.g. long, short, normal working hours)



2 a) Fill in the words and phrases from Exercise 1.

- 1 More and more people are starting to these days – it's more convenient* than going to actual shops.
- 2 in Asia are often catastrophic – workers are not paid enough money and often children have to work to support the family.
- 3 is the way you spend more than £100 in the shop.
- 4 I bought a new pair of shoes in an online shop yesterday. They have some great at the moment.
- 5 I started buying chocolate after I learnt that cocoa farmers often do not receive much money for their cocoa.
- 6 I use my credit card as the when I buy something online.
- 7 I used and found a company selling the computer for a good price.
- 8 I really like this shop, because the shop assistants are extremely friendly to their

Glossary: *convenient – praktisch



b) Now listen and check.

1 READING Online shopping

Read about the reasons why online shopping is becoming more popular every day. Then fill in the missing headlines.

Better prices

No geographic barrier

Very convenient

Wide range of products

FOUR REASONS FOR THE RISE IN ONLINE SHOPPING

Online shopping is on the rise and more and more people are shopping online rather than going to traditional shops. Here are some reasons for this trend.

1
 Shopping online is a very good option because you can shop when you want to, at any time of the day. This is particularly helpful for people who work late and do not have much time for shopping. You no longer need to wait in a queue or for the help of the shop assistant. Online shopping can be done in just a few minutes from your home.

2
 When you buy something in a normal shop, you simply pay the price on the label. This is the case when you go to a shop.

shopping. You can compare prices on different sites and find the best price for your product. Online shops offer more products than normal shops, so you often choose to shop online.



3
 In a regular shop the number of products that you can buy is limited. When you are shopping online there is a wide variety of products that you can choose from. If you don't find what you are looking for in one online shop, you can just move to another.

4
 When you are shopping online you can buy things from various shops all around the world. You can shop in more countries than just the one you live in. Borders do not exist when it comes to online shopping.

2 SPEAKING Work together in pairs or groups and discuss the questions below.

- Do you shop online? If so, how often do you do it? Do you only buy certain items online and is there anything you would never buy online?
- Do you know anyone who doesn't go to "real" shops anymore and only shops online?
- Can you think of any other reasons why online shopping is so popular?
- What disadvantages* does online shopping have? Think of at least three.

Glossary: *disadvantage - Nachteil

3 LISTENING Problems with online shopping



a) Listen to an interview with Matt Austen, an expert on online shopping, and fill in the missing words.



Interviewer Hello Matt, thank you for talking to us about online shopping and the 1..... that come with it.

Matt It's my pleasure. Thanks for having me.

Interviewer So, more and more people are shopping online and it is becoming more 2..... every day, but there must be some disadvantages to it. What are some of the frequent problems that customers 3.....?

Matt One problem we often hear about is that the 4..... takes too long. If you buy something for a special occasion* and it doesn't arrive in time, it's rather 5..... sometimes it doesn't even 6.....!

Interviewer That's really bad! What other problems do customers have?

Matt Well, for example, sometimes products are 7..... when they arrive. Or the package is left outside the front door and someone steals it! Another problem is that occasionally people have to pay more than they expected because of hidden fees.

Interviewer How many people have problems with online shopping?

Matt About 8..... buying products online experience problems at some point.

Interviewer That's quite a lot! So, should we re-consider shopping in normal shops?

Matt I wouldn't say that. Online shops also have many advantages. You just have to be 9..... and what you buy. They also often offer various payment methods that you can choose from and some are better than others. And always read the conditions of trade 10..... - they tell you everything 11.....

Interviewer Thank you, Matt, for the interview and for the good advice.

Matt You're very welcome.

Vocabulary *special occasion* - bei besonderem Anlass; *conditions of trade* - Allgemeine Geschäftsbedingungen

b) Tick the correct answer.

- One problem is that orders for special occasions which
 - are too expensive.
 - are damaged.
 - don't arrive on time.
- The most frequent problems with online shopping
 - delivery takes too long, products are often damaged, somebody steals them and you pay hidden fees.
 - delivery takes too long, the products are of bad quality and they are too expensive.
 - products are damaged, online sellers do not answer emails and products are fake.
- Matt Austen says that
 - the majority of people buying products online are satisfied with the products.
 - a third of all people buying products online complain about poor customer service.
 - 50% of all people buying products online experience a problem.
- The expert also says that online shopping
 - has more disadvantages than advantages.
 - has many advantages but you have to be careful where and what to buy.
 - is better than shopping in normal shops.

BEING ABROAD

1 SPEAKING Going shopping

a) Abby is on holiday in Cardiff and goes shopping. Listen to and read the dialogue of her and an assistant in a clothes shop.



Abby Hello, **could you help me**, please?
Assistant Of course, **what can I do for you?**
Abby **How much is** the blue dress over there? **There's no price on it.**
Assistant **That's** £29.99. **Would you like to try it on?**
Abby Hmm... I'm not sure. **Do you also have** that dress **in red?**
Assistant No, we don't, I'm sorry.
Abby OK. **Do you have any** shoes **to go with** the blue dress?
Assistant Yes, we do. **How about** those grey ones in the window?
Abby They look perfect. **How much do they cost?**
Assistant They are £35.
Abby I can't afford that. **Do you have anything** cheaper?
Assistant Those black ones over there **are on offer** and only cost £15.
Abby That sounds great. **I need size** 5 ½.
Assistant Here you are.
Abby Great, **they're a perfect fit. I'll take them.** **Can I try on** the dress as well?
Assistant Of course. The fitting rooms are at the back of the shop. **What size are you?**
Abby **I'm a size 10.**
Assistant I'll bring you the dress.
Abby Thank you.

Role play

b) Get together in pairs. Create a similar dialogue using the words and phrases from exercise 1 and the prompts below.

Can I help you?	What are you looking for ... ?	Could you tell me where the ... is?
Would you like anything else?	How much would I like to buy ... ?	Do you have that in a different size/colour/... ?
Sorry, we don't have that.	Where can I find the ... ?	Do you have anything bigger/darker/... ?

2 LISTENING Martin is at Camden Market in London. He is at a stall* which sells second-hand clothes. Listen to the dialogue and tick T (true) or F (false) for the following statements. If the statement is true, write the correct answer.

	T	F
a) Martin bought a red leather jacket.	<input type="checkbox"/>	<input type="checkbox"/>
b) The leather jacket costs £30.	<input type="checkbox"/>	<input type="checkbox"/>
c) Martin wants to find a piece of clothing that looks good with the leather jacket.	<input type="checkbox"/>	<input type="checkbox"/>
d) Martin tries on the jeans.	<input type="checkbox"/>	<input type="checkbox"/>
e) Martin is given a discount.	<input type="checkbox"/>	<input type="checkbox"/>

Glossary: *stall - Marktstand

3 READING The dark sides of shopping

a) Read the article from an online magazine and fill in the missing words or phrases.

belts catch cons criminal organisations decision fake need the money poor quality

ILLEGAL STREET VENDORS*

In Venice, as in other Italian cities, you often see illegal street vendors who sell 1..... designer purses, bags and (more recently) 2..... and sunglasses at cheap prices. These vendors are called *vu compra* because many use this incorrect Italian phrase to ask "Do you want to buy?". Should you buy a fake designer product from an illegal street vendor? The answer to that question isn't simple, but here are some 3..... to help you with your 4.....



Reasons to buy

- Lots of fake products are of 5....., but some are made by the same factories that manufacture designer handbags, belts, etc., using the same materials, designs and techniques.
- You'll save money – especially if you're good at bargaining – because the *vu compra* don't have fixed prices.
- Street vendors are often poor immigrants who..... they make from selling things to tourists.

Reasons not to buy

- Buying fake products is illegal. You could be fined up to 10,000 euros if the police 7..... you.
- Street vendors sometimes buy..... products through 8..... like the Mafia.
- Street vendors often don't pay tax, which is illegal.

Other things to know

Please note that many street vendors are allowed to sell products on the street. Here we are only talking about illegal street vendors.

Glossary *vendor* = someone who sells products on the street instead of in a shop; **to bargain* = feilschen



b) Now listen and check.

c) Get together in pairs or groups and discuss the questions below.

- What's another name for illegal street vendors?
- What does the name of this name?
- What happens if the police catch you buying fake products?
- Which illegal activities do some street vendors do?
- Have you ever bought something from a street vendor? If yes, why and what was it? If no, would you buy something? Why / Why not?



going to future

FORM

Subjekt + **am/is/are** + **going to** + Verb

*I **am going to organise** a party for my birthday.*

*She's **going to start** an apprenticeship as a florist when she's finished with school.*

HARD FACTS

Du verwendest die *going to* future hauptsächlich:

- um über **Vorhaben** und **Absichten** zu sprechen.
*I'm **going to apply** for the job advertised in the paper.*
- um über **langfristige Projekte** zu sprechen.
*Timothy says he's **going to become** an engineer when he grows up.*
- um ein **unmittelbar bevorstehendes Ereignis** vorherzusagen.
*Look at those dark clouds! It's **going to rain**.*



VERNEINUNG (negation)

Subjekt + **am/is/are** + **not** + **going to** + Verb

*We **are not going to have** a meeting on Wednesday.*

FRAGESTELLUNG (questions)

Am/Is/Are + Subjekt + **going to** + Verb

***Are you going to spend** your holiday in Turkey again this year?*

will future

FORM

Subjekt + **will** + Verb

*The forecast says that the weather **will be** good tomorrow.*

HARD FACTS

Du verwendest die *will* future hauptsächlich:

- mit **Signalwörtern** wie *definitely, certainly, probably, possibly, hope, think etc.*
*I **hope you will come to** the party.*
- um über **signifizierte Zukunft** zu sprechen, auf die du keinen Einfluss hast.
*The train **will arrive** at the station at 4.15 p.m.*
- um über eine **spontane Entscheidung** zu sprechen.
*The package is heavy. I'll **carry** them for you!*



VERNEINUNG (negation)

Subjekt + **will not / won't** + Verb

*Thanks for the invitation, but I probably **won't come** to the party.*

FRAGESTELLUNG (questions)

Will + Subjekt + Verb

***Will you be** ready to leave in an hour?*

1 Fill in the correct form of the *going to* future.

- a) It's a sure thing now. They (get married) next September.
- b) She is absolutely sure about her decision. She (not study) in Spain next year.
- c) We (not buy) a new sofa because we don't have enough money.
- d) He really studied hard for his final exams. He got excellent marks and he (go) to university next year.
- e) I (not drink) non-fair trade coffee ever again after hearing how much coffee farmers earn – they get only very little money!
- f) Sabrina (study) for her English test this weekend.

2 Fill in the correct form of the *will* future.

- a) The computers in this shop are really expensive. I think I (buy) my next computer online. The prices are usually cheaper.
- b) The online booking system (open) at 12:45 CET.
- c) I don't think she (come) with us to the mall. She doesn't like shopping.
- d) Are you still having problems with the new software? Look, I (help) you. No problem!
- e) I think the new department store in South Street (open) this year.
- f) I haven't seen my aunt for ages. I (probably – visit) her next week.

3 Fill in the correct form of the *will* or *going to* future.

- a) I (visit) a fair trade village in Africa next year.
- b) I think that more people (use) price comparison sites in the future.
- c) Tomorrow is Fair Trade Day. Cafes in town (only – sell) fair trade products.
- d) There are now international laws about trade, so working conditions for producers in developing countries (hopefully – improve).
- e) Fair trade chocolate is delicious! I (have) another bar soon.
- f) Customers (only – buy) fair trade products if they are the same price as "normal" products.
- g) When I'm grown up, I (have) a job where I can help improve bad working conditions in developing countries.

JOB SPOT

A sales assistant in a fashion store



1 READING

a) Match the pictures with the correct phrases.

- 1 team player
- 2 giving advice
- 3 multitasking
- 4 making sure the shop looks attractive



b) Read the text and fill in the missing headings.

Action-loving fashionista	Skills in retail	My personality and skills
1.....		
Hi, my name is Charlotte and I work for a fashion company in Edinburgh. I love fashion, people and action. Being a sales assistant is one of the company's most important positions and a great way to start your career. Many of the top managers started as a sales assistant in our shops, where they learnt all about excellent customer service.		
2.....		
I'm a multi-tasker who enjoys being active. I would say I'm also a positive, friendly person with good fashion sense. I have solid organisational skills and enjoy working with a team of people who are just as outgoing and interested in fashion as I am.		
3.....		
Working in the shop means being customer-oriented. You inspire, guide and help your customers in every way. Whether it's on the sales floor, in the fitting rooms or at our cash registers – you represent the fun of fashion. Great customer service also includes organising items of clothing and making sure the shop always looks attractive, of course knowing about all our campaigns and sales activities.		

2 SPEAKING

a) Get together in pairs or groups and discuss the three most important skills a sales assistant should have. Can you think of other skills that are not mentioned in the text in exercise 1b?

b) What about some of the sales assistants you have met so far? Are they like Charlotte? Think of your own shopping experiences and give examples.

A call centre operator

3 LISTENING

a) Match the words with the correct definitions.

1	<input type="checkbox"/>	online shopping portal
2	<input type="checkbox"/>	varied
3	<input type="checkbox"/>	reimbursement
4	<input type="checkbox"/>	multilingual
5	<input type="checkbox"/>	to have good communication skills
6	<input type="checkbox"/>	to calm somebody down

- a) including a wide range of things
- b) to be able to talk fluently, answer questions and be talkative
- c) an online shop
- d) to make somebody more relaxed
- e) giving money back to customers
- f) speaking several languages

b) Now listen and check.



4 Listen to Liam talking about his job as a call centre operator for an online shop. Then tick the correct answer.

- 1 Liam works for a big online shopping portal which sells
 - computers, clothing, food and books.
 - medicine.
 - furniture and kitchen items.
- 2 Liam talks to people in
 - India, Slovenia and Switzerland.
 - Germany, Australia and the UK.
 - the USA, Canada and Japan.
- 3 For his job, Liam has to be
 - focused and communicative.
 - friendly and sales-oriented.
 - multilingual, friendly, polite and patient.
- 4 Liam says that call centre operators should have good
 - communication skills.
 - computer skills.
 - management skills.



SONG SPOT

Ka-ching

– Shania Twain



Fact file

Shania Twain (born Eileen Regina Edwards

on August 28, 1965) is a Canadian country music singer-songwriter. She is also called “The Queen of Country Pop” because she is one of the most successful singers worldwide and the best-selling female singer of country music.

She became well-known in 2005 with her album *Me Against the Music*. Her album *Queen of Hearts*, in 2007, was the best-selling album of a female musician of all time. She has won many awards and even has a star on the Hollywood Walk of Fame.

Ka-ching

We live in a greedy little world
that teaches every little boy and girl
to earn as much as they can possibly,
then turn around and
5 spend it foolishly.
We’ve created us a credit card mess.
We spend the money that we don’t possess.
Our religion is to go for it all,
so it’s still the same every Sunday at the mall.

10 All we ever want is more,
a lot more than we had before.
So take me to the nearest store!

Do you need a ring?
I know you wanna sing.
It’s such a beautiful thing – *Ka-ching!*
Lots of diamond rings,
the business it brings.
You’ll be like a king
with lots of money and things.

When you’ve broke go and get a loan,
take out another mortgage on your home.
Conceal it so you can afford
to buy and spend some more when
you get bored.

25 All we ever want is more,
a lot more than we had before.
So take me to the nearest store!

1 What do you think *Ka-ching* could mean? Get together in pairs or groups and discuss.

2 Listen to the song and tick the words you hear. Then watch the video on the internet.



- | | | |
|---------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> credit | <input type="checkbox"/> ring | <input type="checkbox"/> store |
| <input type="checkbox"/> Monday | <input type="checkbox"/> king | <input type="checkbox"/> queen |
| <input type="checkbox"/> thing | <input type="checkbox"/> shop | <input type="checkbox"/> cash |
| | | <input type="checkbox"/> money |

3 Now read the lyrics and check your answers.



Can you hear it ring?
 It makes you wanna sing.
 30 It's such a beautiful thing – *Ka-ching!*
 Lots of diamond rings,
 the happiness it brings.
 You'll live like a king
 with lots of money and things.

35 Let's swing!
Dig deeper in your pocket!
 Oh, yeah, ha,
 come on I know you've got it.
 Dig deeper in your wallet!
 40 Oh,
 all we ever want is more,
 a lot more than we had before.
 So take me to the nearest store!

Can you hear it ring?
 45 It makes you wanna sing.
 It's such a beautiful thing – *Ka-ching!*
 Lots of diamond rings,
 the happiness it brings.
 You'll live like a king
 with lots of money and things.
 50 with lots of money and things.

Can you hear it ring?
 It makes you wanna sing.
 You'll live like a king
 with lots of money and things.
 55 *Ka-ching!*

4 Read the lyrics again and match the underlined words and phrases with the correct definitions.

a) a greedy little world	1 <input type="checkbox"/> you will have a rich lifestyle
b) to spend it foolishly	2 <input type="checkbox"/> a place where people want more money and power
c) a credit card mess	3 <input type="checkbox"/> you don't have any more money
d) you'll live like a king	4 <input type="checkbox"/> to get money from the bank, which you'll have to pay back later
e) you're broke	5 <input type="checkbox"/> buying things you do not actually need
f) to get a loan	6 <input type="checkbox"/> to spend too much money with your credit cards
g) to dig deeper in your pocket	7 <input type="checkbox"/> to spend money you didn't want to spend

5 Get together in pairs or groups and talk about the song. What does the singer want to say with it? How does it relate with the message of the song? Why / Why not?

6 Match the words with the correct meaning.

a) Money burns a hole in the world.	1 <input type="checkbox"/> people with money have the power
b) Money burns a hole in your pocket.	2 <input type="checkbox"/> telling someone who asks for money that you don't have a lot of it
c) Time is money.	3 <input type="checkbox"/> you spend money as soon as it is earned
d) I'm not made of money.	4 <input type="checkbox"/> don't waste time because you could be using that time to make money

Unit 4 We are the net

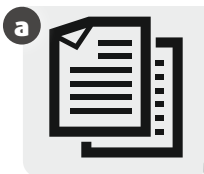


VOCAB FLASHBACK

A digital world (1)

1 a) Match the words and phrases with the pictures.

- 1 d computer software
- 2 computer game
- 3 website
- 4 mobile phone
- 5 DVD
- 6 file
- 7 MP3 player
- 8 printer
- 9 screen
- 10 keyboard



b) Now listen and check.

c) Fill in some of the words from exercise 1a. Change them if necessary.

- 1 If you want to write a letter on the computer, you need the right computer software.
- 2 People can't forget to save the files on their computer. Then their documents are lost.
- 3 "My MP3 player is broken!" – "Not a problem, you can listen to music on your mobile phone."
- 4 Nowadays, every company has its own website.
- 5 Games like *Minecraft* and *FIFA* are very popular among teenagers.
- 6 I can't give you a paper copy of the document because my printer is broken.

2 Get together in pairs. Write five more internet and technology words, then compare them. How many of them do you have in common?

A digital world (2)

1 a) Match each expression involving the internet with the correct description.

- 1 push notification
- 2 viral video
- 3 to cyberbully somebody
- 4 to download
- 5 Wi-Fi hotspot
- 6 internet access
- 7 social media
- 8 to upload
- 9 client account
- 10 online community



- a) the ability to surf the net
- b) the place where you can check your emails, check your password, etc.
- c) a public place where you can connect your computer or smartphone with the internet to go online
- d) to put a file on the internet
- e) a group of online users talking or writing about various things (sports, food, etc.)
- f) online networks, communication forms and tools to communicate or collaborate
- g) an online video that is clicked by a lot of users
- h) to attack a person by posting things that are mean or not true (e.g. on social networks)
- i) a message that you can see on your mobile phone's display
- j) to get a file from the internet and store it on your computer



b) Now listen and check.

c) Fill in some of the missing words and phrases from exercise 1a.

- a) Here's code. You will have highspeed for 24 hours.
- b) Check out this on YouTube. It has been clicked over 300,000 times. I'm sure it's going to be a
- c) Yesterday I joined an They share great material (videos, documents, apps, etc.) about smartphones.
- d) Tony, you have to be careful, you cannot simply everything from the internet. Many links have hidden viruses that can destroy your computer.
- e) is about digital communication, networking and sharing.
- f) Brent does a lot of awful things on the internet. He posts swear words, uploads dubious pictures of others: He many of his classmates.

1 READING An online magazine article

Read the article from an online technology magazine and fill in the missing headlines.

Videomania	The digital postman	Let's go surfing for tools.	You don't know it? just google it!
------------	---------------------	-----------------------------	------------------------------------

1
 The internet has become an important part of a modern teenager's life. Many teens surf the net every day enjoying all the useful tools and websites it has to offer. Social media and applications like YouTube or social networks like Facebook are extremely popular among teenagers, especially since smartphones
 5 made mobile access possible. Things happen very fast on the internet and hundreds of new tools appear every day.

2
 Search engines have changed the way we get and use information. One of the most popular ones is Google. People can search for concert tickets and cinema tickets, hotels, news and much more.
 10 Nowadays we get information whenever and wherever we want. More than two million searches are done every 60 seconds worldwide.

3
 Still one of the most popular communication tools is email. Emails are digital letters and almost everyone who owns a computer, tablet or smartphone has an email account. One of the big advantages of emails
 15 is that you can communicate quickly and efficiently with your friends or relatives, but also with your business partners, teachers, etc. More than two billion emails are sent every minute.

4
 The best place to watch and upload videos is YouTube. It offers different types of videos, from music videos to film clips and cooking videos. Teenagers and young people in particular love to upload
 20 videos to show their talents (their band videos, BMX videos, etc.). About 100 minutes of video are uploaded on YouTube every minute.

Glossary: *to appear – erscheinen

2 VOCABULARY Fill in the missing words from the box.

upload	internet access	advantage	search for	tools
--------	-----------------	-----------	------------	-------

- Teenagers use the internet to download and visit websites.
- Smartphones make mobile possible, so that people can watch videos or listen to music everywhere.
- Google is a very helpful tool. You can use it to Christmas presents, toys, concert tickets or hotel rooms.
- One big of emails is that you can print, save and forward them.
- Not only can you watch videos on YouTube, you can also some yourself.

3 LISTENING An interview with an app developer

a) Get together in pairs. Look at the picture and describe it in as much detail as possible.



- In this picture
- In the middle
- In the foreground
- In the background
- On the right hand side
- On the left hand side



b) Now listen to the interview with John Thompson, a smart app developer who works for an Austrian software company. Fill in the missing words.

Interviewer Hello, John. Thank you for your time.

John Hi there. Thanks for having me.

Interviewer You have a very interesting job. Could you describe it for us in a few words?

John Well, my job involves many different tasks and people. So what we generally do is to plan, design and programme game apps ¹....., especially sports games for teenagers. My newest app is a ski game, where players can play downhill races at the Olympics. The first thing I do is to write down all my ideas on a sheet of paper – like what name to give the app, the graphics, how points are scored, etc. Then I organise them on the computer. After that we have a special ²..... to programme the app.

Interviewer Wow, designing an app sounds pretty interesting. What's the most ³..... part of the work?

John Hmm, good question. I guess the trickiest part ⁴ is to find good graphics that are attractive for the player and don't need too much storage space*.

Interviewer Ah, OK. How did you become an app developer?

John That's actually quite a funny story. It was an evening in November 2014. I was surfing the net a bit and checking my Facebook timeline, when I saw a post by a friend of mine who said that a ⁵..... was looking for young and creative IT specialists* for their new company. At that time I was still doing my apprenticeship* as an IT technician and I often played computer and video games with my friends. That's why I thought, "Could this be the job for me?" and I just wrote an ⁶..... to the company. The next day I had an interview* and guess what? They gave me the job!

Interviewer Well, thank you so much for your time, John. Is there ⁷..... you'd like to say to our young listeners?

John Yes – do what you ⁸..... like doing and try to become better at it every day. And always look for the nearest Wi-Fi hotspot!

Interviewer Thank you so much and all the best, John.

John No problem. My pleasure.

Glossary: *the trickiest part – das Schwierigste an der Sache; *storage space – Speicherplatz; *IT specialist = information technology specialist (EDV-Spezialist/in); *apprenticeship – Lehre; *to have an interview – ein Bewerbungsgespräch haben

BEING ABROAD

1 SPEAKING Talking about your internet habits



a) Carla is an IT apprentice on an exchange programme in Ireland. Listen to her giving a presentation about how she uses the net.



Hi, everybody. **My name is** Carla, **I am** 18 **years old** and **I am from** Vienna in Styria, Austria. At the moment I'm doing an apprenticeship because I want to become an IT specialist. It's great being here in Dublin on this exchange programme.

Today I am going to talk about my internet habits. **I often use** my smartphone and my laptop to go online. **When I go online** on my smartphone I always watch videos. **I search for** information and other things on Google or use my favourite apps, which are Facebook and messaging apps. That's how I stay in touch with my friends, chat with them or just upload funny or beautiful pictures. I also love searching for the latest viral videos.

I use the internet all the time when I am at work. If I want to order PC parts or software, I use websites that compare prices, so that I can pick the best bargain. We have a lot of international clients, so I often use video messaging services to save telephone costs. All my business appointments are saved in my online calendar which can be accessed on any device* with an internet connection (smartphone, laptop, tablet, etc.).

When I work on my laptop, I use Wikipedia for information I need, or I open online dictionaries to help me with my English homework. But I also play online games on my laptop in the afternoon. **All in all I think** the internet is very useful and it helps me in my studies. You can learn a lot from it, but I like using it in my free time too.

Glossary: *device – Gerät

Role play

★ b) Now prepare a presentation about how you use the internet using the phrases from Carla's talk in exercise 1a. You can also use the phrases below.

<i>I use the internet to ...</i>	<i>I find the internet is very useful when I ...</i>
<i>My favourite website is ...</i>	<i>I think the internet is a great help if I ...</i>
<i>I also use my smartphone to watch to music/...</i>	<i>My parents allow/don't allow me to go online whenever I want.</i>
<i>I use the internet once a day / twice a week / three times a week</i>	<i>I often log on to the internet when ...</i>

c) Get together in pairs and interview a classmate about his/her internet habits. Then present his/her habits in class. You can use the questions below.

- How often do you go online?
- What are your favourite times to go online?
- What are your favourite websites/apps?
- How do you use the internet for school/in your free time?



2 READING A letter of application

a) During her apprenticeship exchange, Carla finds an interesting job advertisement in the local newspaper. Read her letter of application.

Graine O'Cullen
IT-pros 2.0
104 Laury Lane,
Dublin 14
Ireland

Carla Maireder
Lange Straße 12
1060 Leoben
Austria
Tel. +43 699 1239876

12 June, 2015

Dear Ms O'Cullen,

I am looking for a part-time job at an IT company in Dublin. In yesterday's issue of the *Dublin Herald* you advertised the job of an IT troubleshooter. I would like to apply for this post.

My name is Carla Maireder, I am 18 years old and I am currently doing an apprenticeship in IT. Part of this includes an exchange programme in Dublin. I am hard working, interested in computers and technical developments and I am willing to learn new things. My first language is German and I speak English quite fluently (B1+ level).

I have gained a lot of experience during my apprenticeship. My tasks have included updating computers, programming software, supporting customers with computer problems and fixing networks. I believe that my skills will enable me to be a good member of your team.

Aged 15, I graduated from the Polytechnische Schule in Leoben (a specific pre-vocational type of school in Austria). ICT and English were my favourite subjects.

I enclose my CV. I would be delighted to be invited for an interview.

I look forward to hearing from you.

Yours sincerely,

Carla Maireder

Carla Maireder

Info box

In Bewerbungsschreiben verwendet man:

- *Dear Sir or Madam* wenn man nicht weiß, an wen das Schreiben gerichtet ist.
- *Dear Mr (Smith)* für Männer, *Dear Mrs (Smith)* für verheiratete Frauen, *Dear Ms (Smith)* für unverheiratete Frauen oder wenn man nicht weiß.
- *Yours sincerely* wenn das Schreiben mit *Dear Mr/Mrs/Ms (Smith)* beginnt und *Yours faithfully* wenn das Schreiben mit *Dear Sir or Madam* beginnt.

Achtung: Im Ausland schreiben die Adressen oft anders als in Österreich!

b) Now write a letter of application in reply to the job advertisement below.

Part-time IT expert required

Would you like to work for a young and dynamic IT company? Do you know how computers work and how to solve computer problems? Are you polite, friendly and do you speak good English? Are you about to finish your IT apprenticeship? You might be the right person for our team! Apply to (by mail or letter):

The IT people
20A Long Street,
Dublin
Republic of Ireland
applications@itpeople.com

2 Complete the phone call between Sue and Howard. Fill in the correct form of the present progressive tense.

Sue Hi, this ¹..... **is Sue speaking**..... (Sue – speak).

Howard Hi, Sue, how ²..... (it – go)? What ³.....
..... (you – do) at the moment? ⁴.....
..... (you – study)?

Sue No, I ⁵..... (watch) TV. What ⁶.....
..... (you – do)?

Howard Oh, nothing special. I ⁷..... (just – do) my homework.

Sue Do you fancy going to the cinema tomorrow?

Howard Sounds good, but tomorrow I ⁸..... (meet) Paula. What
about the day after tomorrow?

Sue Sounds great!

Howard What ⁹..... (they – do)?

Sue I think it's the new action film with Arnold Schwarzenegger on at 6:30 p.m.
When ¹⁰..... (we – meet)?

Howard Let's say 6 p.m. in front of the cinema?

Sue Great, ¹¹..... (you – bring) anyone?

Howard No, it's just the two of us.

Sue Cool. I ¹²..... (look) forward to it!

3 Read the blog entry by Carla about her second week in Ireland. Circle the correct word or phrase, either present simple or present progressive tense.

I ¹really enjoy / am really enjoying myself here in Ireland. Everything is great here. We ²have / are having so much fun with the other expats who ³are / are being from all over the world. We ⁴learn / are learning a lot in our IT courses – for example how the latest computers ⁵work / are working and how an IT expert ⁶solves / is solving computer problems quickly. Apart from the job-related stuff, we ⁷often go / are often going out, ⁸play / are playing darts or ⁹go / are going to the cinema. At the moment I'm out of office and ¹⁰relax / am relaxing a bit. I ¹¹write / am writing my blog in a food court in the city centre. We ¹²often go / are often going here after work. We ¹³always eat / are always eating spicy food, like Chinese noodles or fish and chips. I ¹⁴really enjoy / am really enjoying eating at the food court because I ¹⁵usually have / am usually having interesting conversations with my colleagues about work and computers, but I don't have time to write a blog post because we ¹⁶do / are doing so many entertaining things at the moment. Tomorrow we ¹⁷go / are going to an Alicia Keys concert here in Dublin – I am so excited. More to come soon!

Best,
Carla

An IT specialist



1 READING

a) Match the words with the correct meaning.

1 to be responsible for	a) <input checked="" type="checkbox"/> to know a lot about a specific subject
2 institution	b) <input type="checkbox"/> people who are new to a job
3 newbies	c) <input type="checkbox"/> to be in charge of, to have control over after
4 to have expert knowledge	d) <input type="checkbox"/> in addition, also
5 furthermore	e) <input type="checkbox"/> a company, a club, etc.

b) Quickly look at the text in exercise 1c and summarise what an IT specialist generally does.

c) Now read the text and tick the correct answer on the next page.

An expert in many fields – the IT specialist

An IT specialist works with computers, knows a lot about hardware and software and helps people who have problems with their computers. The job is becoming more and more popular because more and more people are using computers.

IT specialists can be engineers or technicians depending on their qualifications. Usually it is an IT technician who installs new software

on a computer and orders new computer parts for repair work. IT technicians are normally also responsible for a reliable internet connection and network in a company or other institution. Experienced IT technicians often become IT engineers and design computer software for other companies and they often teach at schools or universities. Nowadays IT engineers are also experts on internet rules, internet security and cyberbullying.

If you want to become an IT engineer, you usually have to go to college or university and study information systems or computer science, but to become an IT technician you can do an apprenticeship directly after the Poly. Nowadays, the chances of immediately getting a job as an IT engineer or IT technician are quite good because computer problems can sometimes be extremely tricky and it takes a lot of expert knowledge to solve the problem. In addition, computers and the internet are becoming more and more important in many areas of life (at school, in companies, at home, etc.).



- 1 An IT specialist helps
 - pupils with their smartphones.
 - companies to sell software.
 - people who need assistance with their computers.
- 2 An IT specialist is the right person if you
 - need a solid internet connection in your company/school.
 - want to buy cheap software.
 - have a question about apps.
- 3 Expert IT engineers often
 - get more money than others.
 - are very arrogant.
 - teach IT newcomers at school or university.
- 4 To become an IT specialist you have to
 - be at least 25 years old.
 - go to college or do an apprenticeship.
 - work in another country first.



INTERESTING FACTS!

Domain extensions usually define the internet category or a country code. For example, .co.uk = United Kingdom, .com = commercial (companies, etc.), .org = organisation.

Do you know more extensions?

Internet rules

- 2 SPEAKING** Get together in groups and discuss what you are allowed and what you aren't allowed to do on the internet. Think about websites, social networks, etc.



It's not a good idea to ...

It's a bad idea to ...

In general you should/shouldn't ...

It's perfectly OK to ...

When surfing the net, you should be aware that ...

Sometimes I think that the internet ...



- 3 LISTENING** Listen to an engineer – who is also a social media expert – talking about internet netiquette. Pick the correct answer.

- a) Netiquette is there to
 - the fair and correct use of the internet.
 - stop people from posting pictures of yourself in social networks.
 - how you use internet documents for school.
- b) Netiquette fans
 - upload strange pictures to social networks.
 - don't like people who are impolite on forums.
 - date in online forums.
- c) It's not a good idea to
 - use social networks at home.
 - take your smartphone to school.
 - use bad language on social networks.
- d) Netiquette is also there to
 - stop plagiarism or stealing videos or songs from the internet.
 - stop teenagers using the internet.
 - reduce the time you spend in front of the computer.

SONG SPOT

Now generation

– The Black Eyed Peas



Fact file

The Black Eyed Peas are an American hip-hop group. They are the rappers will.i.am, apl.de.ap, Taboo, and singer Fergie. They use R&B, pop and dance music for their songs. In 2003 they became famous all around the world with their album *Elephunk*. They have sold about 56 million records worldwide so far. Their songs have been downloaded on iTunes more than 4 million times.

Now generation

We are the now generation.
We are the generation now.
This is the now generation.
This is the generation now.

- 5 I want ¹..... I want it, want it, want it.
Fast internet, stay ²..... in a jet.
Wi-fi, ³....., blasting out an SMS.
- Text me and I text you back.
Check me on the iChat.
- 10 I'm all about that http. You....., I'm a Mac.
I want it.

MySpace in your face.
Facebook is that.....
Dipdivin' socializin'. I'll be out in ⁶.....

- 15 Google is.....
Wikipedia, check.....
Checkin' my account, loggin' in and loggin' out.
Baby, I'm..... now.

This is the now generation.
This is the generation now.
This is the now generation.

- The song is called "Now generation". Before reading the lyrics, think about what makes your generation so special. Write down what you do that other generations (e.g. your parents or grandparents) did not do? Get together in groups and make a mindmap. Then present it in class.
- Quickly read the lyrics. Write as many words as possible that are about the internet or computers.
- Read the words and phrases and match them with the correct meaning.

a) checkin' my account	1 <input type="checkbox"/> write me a text message
b) checkin' someone on the iChat	2 <input type="checkbox"/> I cannot wait any longer
c) I ain't got no patience	3 <input type="checkbox"/> quickly sending a text message
d) text me	4 <input type="checkbox"/> to find and closely watch a person on a chat programme
e) checkin' my account	5 <input type="checkbox"/> getting to know or communicating with people (here: on the internet)
f) socializin'	6 <input type="checkbox"/> going to your email or a social network account to see if you received a message

I want, I want, I want it now.
 I want the cold hard ⁸.....
 I want, I want, I want it now.

25 And I just can't wait.
 I need it immediately.
 And I just can't wait.
 I want it immediately.

'Cause time can't wait
 30 And I sure can't wait.
 I ain't got no patience.
 No, I sure can't wait, not ⁹.....

We are the now generation
 We are the generation now
 35 This is the now generation
 This is the generation now

Info box

Dipdive is a social media website that allows users to upload music and videos.

MySpace is a social networking service especially for bands who would like to share and promote their music. It was well-known around 2000–2005 but has since become less popular as newer social services have emerged.



4 Listen and complete the song with the words you hear. Then watch the video on the internet.

5 Read the lyrics again. Tick the correct answer.

a) The Black Eyed Peas are singing about a generation that

- is very fast and wants to have a lot of money.
- is lazy and does not want to work.
- does not want to go to school or university.

b) For the "Now generation" it's important to

- go to school or university.
- download music on the internet.
- have fast internet connection everywhere.

c) Facebook is the place to

- get to know new people and chill out with them.
- take a lot of selfies.
- learn the English language.

d) "Google is my professor" means that

- the teacher's name is Google.
- their professor is cool.
- they learn from Google.

6 Can you think of another generation song?

7 Have a look at the image on the right and talk about its message.

- I think this image is about ...
- Number 1 is about ...
- Number 2 shows that ...
- Number 3 is about to make clear that ...
- Number 3 is about ...
- I believe that this image summarises ...
- I fully agree with this image because ...
- I don't agree with this image because ...

3 BIGGEST FEARS OF OUR GENERATION

- 1
- 2
- 3

Unit 5 All the way to the USA



VOCAB FLASHBACK

Types of transport

1 a) Match the words with the correct pictures.

1 <input type="checkbox"/> train	3 <input type="checkbox"/> car	5 <input type="checkbox"/> bike	7 <input type="checkbox"/> subway	9 <input type="checkbox"/> ship
2 <input type="checkbox"/> plane	4 <input type="checkbox"/> bus	6 <input type="checkbox"/> taxi/cab	8 <input type="checkbox"/> boat	10 <input type="checkbox"/> helicopter



Info box

U-Bahn
 AE = subway
 BE = underground or tube



b) Now listen and check.

c) Study the pictures in exercise 1. Use your books and try to remember as many words as possible. Who can name the most?

2 Fill in the missing words from the box. There is one word that you should not use.

train	bus	plane	bike	taxi	cabs	motorcycle	subway	boats	ships	helicopters
-------	-----	-------	------	------	------	------------	--------	-------	-------	-------------

Stuart and Mildred always wanted to visit America. They finally decided to take a weekend trip to New York City. Getting to the airport by train would take too long, so they ordered a ¹..... to take them to the car..... station at 6:45 a.m. on Friday morning. They arrived at Heathrow Airport two hours later. The..... to JFK New York took off on time and eight hours later the..... the..... water ⁴..... taking them directly from the airport through the streets of Manhattan to the hotel. They thought it was amazing to see so many yellow taxi ⁵..... amongst the..... traffic with courier riders on their ⁶..... speeding between the cars. Above them they could see several ⁷..... landing on the tops of skyscrapers. The next day they went sightseeing. They took the ⁸..... to Battery Park where they got on the ferry to Liberty Island to see the famous Statue of Liberty. They saw large ⁹..... and smaller ¹⁰..... coming in to New York harbour on the way. 'What an incredible history this place has,' they thought. 'We'll never forget this amazing experience.'



Travel

1 a) Match the words with the correct descriptions.

1 flight attendant	a) <input checked="" type="checkbox"/> a ticket from A to B and back again
2 departure gate	b) <input type="checkbox"/> where you hand in your bags and choose your seat
3 security	c) <input type="checkbox"/> a picture of an area that shows things like countries, rivers, cities and streets
4 check-in desk	d) <input type="checkbox"/> you wait here before you get on your plane
5 boarding card	e) <input type="checkbox"/> the document you need to get on the plane
6 hand luggage	f) <input type="checkbox"/> where you and your belongings are checked before you get on the plane
7 return ticket	g) <input type="checkbox"/> an airline employee that serves food and drinks on the plane
8 map	h) <input type="checkbox"/> usually one bag or backpack that you are allowed to take with you on board

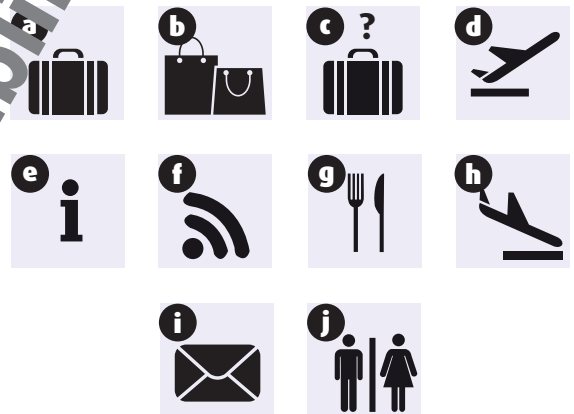


b) Listen to Peter's story about a trip to New York City and write the answers to the questions.

- Which American city did Peter fly to? **New York City**
- Which airport in the city did Peter fly to?
- Why did Peter buy a map?
- Where did Peter sit on the plane?
- What did Peter eat on the plane?
- What did Peter see when they were landing?

2 a) At the airport Peter sees a lot of airport signs. Study the signs and guess what they mean.

1 <input checked="" type="checkbox"/> j restrooms	<input type="checkbox"/> restaurant
2 <input type="checkbox"/> departures	<input type="checkbox"/> duty-free store
3 <input type="checkbox"/> post/mail	<input type="checkbox"/> lost luggage
4 <input type="checkbox"/> arrivals	<input type="checkbox"/> Wi-Fi hotspot
5 <input type="checkbox"/> baggage claim	10 <input type="checkbox"/> information desk



b) Match some of the signs with the sentences they refer to.

1 <input type="checkbox"/> The plane is expected to land at 2:15 p.m. We will wait for Aunt Suzie and surprise her.
2 <input type="checkbox"/> We got through passport control quite quickly, but we had to wait for our bags for more than half an hour.
3 <input type="checkbox"/> Wow, this store has a lot of cheap products without tax.
4 <input type="checkbox"/> There's a café over there where you can go online for free.
5 <input type="checkbox"/> This is where you can find out all about the airport (gates, shops, public transport, etc.).

BEING AT HOME

1 READING A guided tour of the Embassy of the United States in Vienna

a) Your guide Holly invites you to do a trivia quiz to test your knowledge of the USA. Tick the correct answer.

- 1 How many people live in the USA?
 about 320 million
 nearly 150 million
 almost 600 million
- 2 Where does the President of the United States live?
 in the Capitol Building
 in the White House
 in the United States Congress
- 3 What's the capital of the USA?
 New York City
 Washington, D.C.
 Los Angeles
- 4 What is the main language spoken in the USA other than English?
 Italian
 Portuguese
 Spanish
- 5 Where do lots of famous film stars live in California?
 Beverly Hills
 San Francisco
 San Diego
- 6 How many states are there in the USA?
 30
 40
 50
- 7 What's the name of the flag of the USA?
 Stars and stripes
 the Star and Laws
 The Stars and Flags
- 8 Which skyscrapers were destroyed in a terrorist attack on September 11, 2001?
 the Empire State Building
 the Sears Tower
 the World Trade Center
- 9 What's the popular name for the Academy Awards?
 Oscars
 Emmys
 Grammys
- 10 Which sport holds an event called the Super Bowl?
 American football
 ice hockey
 baseball



b) Now listen and check.

2 LISTEN Listen to the text and circle the correct word.

- a) The president works in the Oval / Central / Main Office where he takes phone calls and has important meetings.
- b) A lot of Mexicans go to the USA to find a job and start a better *journey* / *campaign* / *life*.
- c) Beverly Hills is an area where a lot of security guards are hired to *protect* / *attack* / *design* the houses of the celebrities who live there.
- d) Among the biggest American states are Alaska, Texas and *Florida* / *California* / *Utah*.
- e) After the attack on the World Trade Center, the City of New York built a new skyscraper called *First World Business Center* / *One World Trade Center* / *Next World Trade Building*.
- f) *Millions* / *Thousands* / *Billions* of people watch the Super Bowl on TV every year.

3 WRITING Booking a hotel

a) Read the hotel enquiry.

Info box

Double room: has usually got a double bed in it

Twin room: has two separate beds

Reply

To: Sunset Beach Hotel info@sunsetbeach.usa

From: Christian Huber c.huber@fast.com

Subject: Reservation

Dear Sir or Madam,

I'd like to make a reservation at your hotel. My friend and I would like to book a twin room for five nights. We'll arrive on Friday, 12th March at around 3 p.m. and will leave on Wednesday, 17th March.

5 We'd prefer a non-smoking room with a sea view on a high floor and would also like to have breakfast at the hotel. Could you please let me know what the total cost would be per person? Do we have to pay in advance* or when we arrive?

Could you please also let me know whether there's free Wi-Fi available in all rooms? Is the pool open early in the morning?

10 I would be grateful if you could confirm my reservation as soon as possible. Let me know if you need further details.

Kind regards,
Christian Huber
Hintergasse 21
15 6020 Innsbruck
Austria

Glossary: *in advance – im Voraus

b) You really enjoyed your tour of the Embassy of the United States and have decided to spend your holiday at the Siesta Key Hotel in Florida. Write an email to reserve your room. You should include the information below.

- how many people are going
- when you are going there and when you are going to return
- how many nights you are going to stay
- special requests (non-smoking room, room away from lifts, sea view etc.)
- You'd also like to know if there's a TV in all rooms, if water sports are included and what the total price is.



Siesta Key Hotel

Siesta Key Hotel is a modern, friendly hotel right on the beautiful Siesta beach. Ideal for sunseekers and action lovers.

Rooms

10 single rooms, 25 double rooms, 12 twin rooms

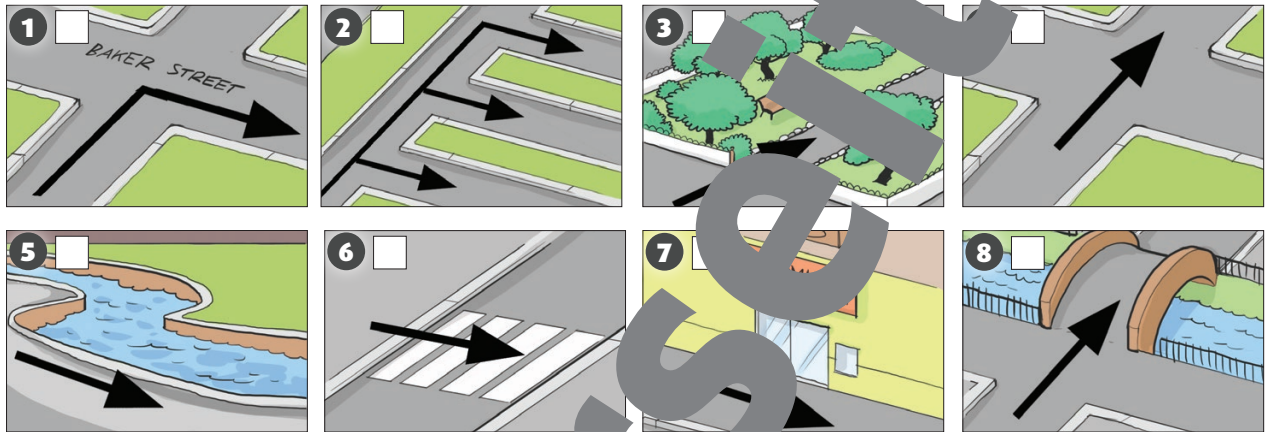
Facilities

Wi-Fi internet access, pool, sun loungers and parasols* by the pool, watersports on the beach (water-skiing, surfing, jet-skiing), Siesta Restaurant

Glossary: *parasol – Sonnenschirm

1 VOCABULARY Match the pictures with the correct directions below.

- | | |
|---------------------------------|--|
| a) Cross the street. | e) Cross the bridge. |
| b) Turn left into Baker Street. | f) Take the first/second/third (left/right) right. |
| c) Go straight ahead. | g) Go through the park. |
| d) Go along the river. | h) Go past the supermarket. |



2 VOCABULARY Now study the pictures and sentences.

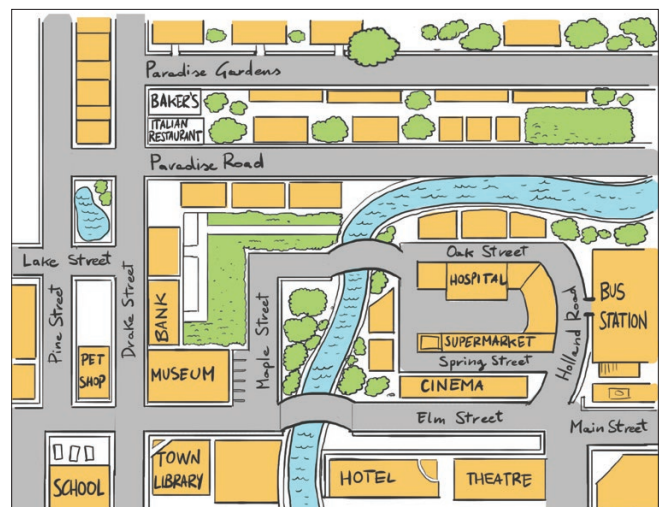


- The bus stop is **opposite** the train station.
- The tree is **between** the cinema and the bookshop.
- The shop is **on/at** the corner.
- The dog is **in front of** the pet shop.
- The tree is **behind** the restaurant.
- The bookshop is **next to** the supermarket.

3 VOCABULARY A map tells you how to find his/her house. Look at the map on the right and fill in the correct prepositions.

When you get to the bus station, get out of the bus station and go straight ahead. Turn **left into** Holland Road. Take the **second** right into Elm Street. Turn **right** into the cinema. Then **turn left** the bridge on Elm Street. You'll see a big museum **opposite** the town library.

Go straight ahead at the corner and **turn right** along Drake Street until you come to a baker's **shop** and an Italian restaurant. **Turn left** into Paradise Gardens. Our house is the third **house** on the left. There's a big tree **in front of** the house.



4 SPEAKING Asking the way



a) Peter is staying in a hotel on 11th Avenue in Manhattan, New York City. Listen to and read the dialogue. Then compare it with the map below.



Peter Excuse me, ma'am!

Woman Yes, can I help you?

Peter Yes, **can you show me the way to the** Empire State Building?
This map is a bit confusing. It's full of so many avenues and streets.

Woman Yeah, sure. Do you want to walk or take the subway?

Peter I want to walk actually.

Woman It's quite easy. Look, all of Manhattan is a grid system* with
avenues from north to south and streets from west to east.

Peter Ah, yes, I see. I didn't realise ...

Woman **You're here on** 11th Avenue. So, **go straight ahead** until you reach 30th Street. **Turn right into** 30th Street. **Take the third left into** 8th Avenue. Then **go straight ahead** past Madison Square Garden and turn right into 34th Street. Go straight ahead again and after a couple of hundred yards **you'll see** the Empire State Building **on the right** on 34th Avenue. Got it?

Peter OK, yes. Understood. Thank you so much. You're very helpful!

Woman No problem. **You're very welcome.** Have a nice day now!

Info box
In the USA they don't use the metric system.
yard = 0.9144 metres
mile = 1.6093 kilometres

Glossary: *grid system – Schachbrettsystem



b) Get together in pairs and act out scenes using the phrases from the dialogue and the map in exercise 4a. You want to go from the hotel on 11th Avenue to Bryant Park, the United Nations Headquarters, The High Line and Madame Tussauds.



c) The next day, Peter wants to go from his hotel to see more New York sights. Listen to a New Yorker explaining the way. Look at the map and write where Peter wants to go next.

Peter wants to go to

Past simple tense

FORM

be: *was/were*

I/He/She **was** very happy.

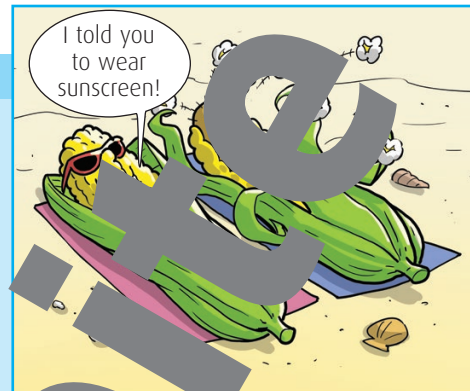
We/You/They **were** excited about the concert.

Regelmäßige Verben (regular verbs)

Stammform (base form) + *ed*

Yesterday Timmy **listened** to rock music in his room.

The plane **landed** two hours late.



Note:

nach einem Mitlaut/Konsonanten wird **-y zu -ied**

She **carried** (Stammform: carry) her heavy suitcase onto the train.

He **studied** (Stammform: study) very hard for the English exam.

bei einsilbigen Verben, die auf einen kurzen Selbstlaut enden, und einen einzelnen Mitlaut/Konsonanten enden, wird der letzte Konsonant verdoppelt

She **stopped** running after ten miles.

Unregelmäßige Verben (irregular verbs)

be – **was/were**

eat – **ate**

put – **put**

bring – **brought**

get – **got**

take – **took**

buy – **bought**

give – **gave**

think – **thought**

do – **did**

go – **went**

wear – **wore**

For more irregular verbs, have a look at the grammar appendix.

Two days ago Dawson **went** to see the match at the O2 Arena.

Elisa **bought** souvenirs from every destination.

HARD FACTS

Du verwendest die *past simple tense*:

für **Handlungen**, die **abgeschlossen** sind und in der **Vergangenheit** liegen.

Diana **sent** me a message yesterday.

Chris **picked** me up two days ago.

Everyone **clapped** at the end of the show.

wenn **eine Handlung** **anderer in der Vergangenheit folgt**.

She **took** the bus, **got out** at King's Street, walked to the shop and **bought** the computer.

MEASURABLE SIGNAL WORDS (signal words)

yesterday (gestern), last week/month/year (letzte Woche, ...), in 2011, three years ago (vor drei Jahren), ...

Yesterday we all **went** shopping.

I **got** to know my best friend **three years ago**.

In 2014 Germany **won** the FIFA World Cup in Brazil.

1 Fill in the correct form of the past simple tense.

- a) Yesterday I **listened** (listen) to the new *Hammerhard* album – it is awful!
- b) In 2010 Sophie (fly) to London for the first time.
- c) The judges (watch) Ann-Julie’s live performance carefully.
- d) She (wear) a beautiful silk dress at her sister’s wedding.
- e) We (go) to the *SuperkidZ* concert. It
(be) great. The band (be) fun and
(play) more than 20 songs!
- f) Harris (know) that he (need) a
visa for Cuba.

2 Julia went to a *BestboyZ* concert two weeks ago. Read her report and fill in the correct form of the past simple tense.

Three months ago I ¹..... **heard** (hear) the news that *BestboyZ* were coming to Manchester. I ²..... (decide) to buy tickets for my best friend Lara and me. We ³..... (be) so excited, we couldn’t wait to see them. Then, finally the day of the concert (be) here.

5 We ⁵..... (put) on our fan shirts, then we ⁶..... (take) a taxi to the stadium. There ⁷..... (be) thousands of people already there. The atmosphere ⁸..... (be) amazing. Everybody ⁹..... (be) in a good mood. We ¹⁰..... (listen) to the DJ and ¹¹..... (dance) for a while. After an hour, the lights ¹²..... (go) out, and everybody ¹³..... (start) screaming. *BestboyZ* ¹⁴..... (come) onto the stage. They ¹⁵..... (be) brilliant. They ¹⁶..... (perform) all their hits and their performance (be) mind-blowing*.

The show ¹⁸..... (last) about two hours. Two hours full of energy and
15 great pop music. After the concert ¹⁹..... (be) very tired. So we ²⁰..... (call) a taxi to take us home. I ²¹..... (say) goodbye to Lara at her house and ²²..... (walk) across the street to my house. It ²³..... (be) probably the best evening of my life.

Glossary: **mind-blowing* – atemberaubend, überwältigend

3 Fill in the correct form of the past simple tense.

- a) Yesterday I (get) a nice email from Greg.
- b) Last week we (go) swimming because it was very hot.
- c) I am sure I (put) the keys into my pocket.
- d) Oops, sorry, I (think) you (be) alone last night.

A tourist guide



1 LISTENING Peter joins a guided tour of New York City. Listen to Zoe – an American tourist guide – and fill in the missing words.

So, here we are. This is Wall Street, the world's financial 1..... in its famous stock exchange. The people who work here are called stockbrokers*. They buy and sell foreign money and 2..... in companies. Some stockbrokers make a lot of money, but others lose a lot, too.

OK, from the place where people make money to the place where people 3..... it.

5 This is Fifth Avenue, a great place to go 4..... You've got everything here: department stores*, computer stores, jewellers, 5..... and so on. But Fifth Avenue is also famous for its 6.....

Our next stop is Broadway. As you can see, we are now in the middle of Times Square. There are neon 7..... everywhere. Broadway is not only the name of the street, it's also the name of the whole area with its 8..... cinemas. Musicals like *Cats*, *Tarzan* and *The Lion King* became famous through Broadway performances.

Here we are in the Bronx, one of New York's 9..... boroughs*. They are Manhattan, the Bronx, Staten Island, Brooklyn and Queens. You can see Yankee Stadium – the stadium where the New York Yankees 10..... They are New York's best baseball team and actually one of the 15 best baseball teams in the world. Come to watch the Yankees. The stadium holds about 55,000 11.....

*stockbroker – Börsenmakler/in; *department store – Kaufhaus; *boroughs – Stadtbezirke



2 LISTENING After the guided tour, Peter and Zoe have a chat. Listen to the dialogue and tick the correct answer.

1 Zoe became a tour guide because she
 wanted to earn a lot of money.
 loves the country and knows a lot about it.
 is very good at reading maps.

2 The tour exam was very
 difficult.
 simple.
 expensive.

3 If the tourists are loud or take phone calls during the tour, a tour guide has to be
 loud.
 strict.
 friendly.

4 Zoe ... her job.
 loves
 likes
 doesn't like



3 MEDIATION Summarise Peter's chat with Zoe in German.

4 WRITING For his travel blog, Peter scribbled down some notes during his chat with Zoe. Write a short blog entry about a day in the life of a tourist guide in NYC (skills, personality, etc.). Use the notes and prompts below. Of course, you can also add your own ideas.

- Chat with Zoe (tourist guide), NYC, July 12th
- NYC sights (Broadway, Wall Street, etc.)
- a tourist guide in the USA: knowledge of American culture
- friendly, polite
- communication with people
- many languages (such as Italian, etc.)
- active, sporty
- culture and entertainment (go to the movies, theaters etc.)
- knows dangerous places (tells tourists to avoid them)
- tips (money)
- annoying people

A tourist guide ...
has to know ...
and know a lot about ...
should ...
Furthermore, he/she shouldn't be ...



5 SPEAKING

a) Zoe has given Peter her contact details. He enjoyed the guided tour so much he'd like to do the *New York By Night* tour as well. Read the dialogue below.

Assistant: Top New York Tours! Good afternoon.
Peter: Hi, **this is** Peter Bennett speaking. **Could I speak to** Zoe Rivera, please?
Assistant: Sure. Hold on a second. **I'll put you through.**
Zoe: Zoe Rivera speaking.
Peter: Hi Zoe, it's Peter. I was on your tour this afternoon.
Zoe: Oh hi, good to hear from you. **How can I help you?**
Peter: I really enjoyed it this afternoon, so **I'd like to book** the *New York By Night* tour for tomorrow as well. **How much does it cost?**
Zoe: That's a great idea. The tour is \$25.
Peter: Great. **What time does it start?**
Zoe: It starts at 8 p.m. We're meeting on 6th Avenue, corner 37th Street.
Peter: Great. **Can you put my name down please?** Peter Bennett – B-E-N-N-E-T-T.
Zoe: No problem. **Thanks for your call!** See you tomorrow then!
Peter: See you. Bye!



b) Write short dialogues and act out a similar dialogue to the one in exercise 5a. One of you will buy tickets to the theatre, the other one tickets to a concert.

Person A:
OPENING NIGHT
The Real World
Saturday, 11th March, 8 p.m.
Grand Theater, Broadway 53rd Street
Tickets: Grand Tickets, Christopher LaSalle
212-662-8300

Person B:
ON TOUR
Noisemakers
Friday, 10th March, 9 p.m.
Madison Square Garden
Tickets: Concertworld, Janet Williams
212-845-5601

SONG SPOT

New York

– U2



Fact file

U2 are an Irish rock band from Dublin. The group formed in 1976 and has four members: Bono (vocals and guitar), The Edge (guitar, keyboards and vocals), Adam Clayton (bass guitar), and Larry Mullen, Jr. (drums).

Since then U2 have recorded 12 albums and have sold more than 150 million records all over the world, which puts them among the most successful rock bands of all time. They have also won 22 Grammy Awards – more than any other group. Bono, the lead singer, is politically active and campaigns for peace and justice in the world.

New York

In New York freedom looks like too many choices.

In New York I found a friend **d** ¹ to drown out other voices.

Voices on the cell phone,

Voices from home,

5 Voices of the ²

Voices down the ³

In New York, just got a place in New York.

In New York summers get well into the hundreds.

You can't walk around the city without a change of clothing.

10 Hot as a hairdryer on your face,

Hot as a handbag and a

In New York, I just got a place in New York.

New York, New York.

In New York you can't get, you can't get how to sit still.

15 Tell yourself you've

But it's down to Alphabet.

New York, New York, New York,

New York, New York, New York.

They have been coming here for years,

20 Feel like you own the place.

They got the airport, city hall, asphalt, dance floor.

They even got the police.

1 Do you know any U2 songs? Which one do you like best and why? Tell your partner.

2 Match the expressions and words from the song lyrics with the correct meaning.

a) to hit an iceberg	1 <input type="checkbox"/> d to be louder than the others
b) can offer you	2 <input type="checkbox"/> selling a product aggressively
c) unquenchable	3 <input type="checkbox"/> the steps in a building
d) to drown out other voices	4 <input type="checkbox"/> pepper spray
e) when	5 <input type="checkbox"/> people who have extreme views and often express them in an aggressive way
f) religious and political fanatics	6 <input type="checkbox"/> to meet with a terrible disaster
g) hard sell	7 <input type="checkbox"/> always wanting a lot to drink

Glossary: *mace – chemische Keule; *unquenchable – unlöschbar



3 Listen to the song and write the correct phrases from exercise 2 in the gaps. First write the letter in the box. Then check your answers and write the complete phrase. Then watch the video on the internet.

Irish, Italians, Jews and Hispanics,
[]⁵

25 in the stew,
Living happily not like me and you.
That's where I lost you ... New York.

30 New York, New York, New York,
New York, New York, New York,
New York.

In New York I lost it all to you and your vices.
Still I'm staying on
to figure out my midlife crisis
I []⁶ in my life.

35 You know I'm still afloat.
You lose your balance, lose your wife
In the queue for the lifeboat.

You got to put the women and children first,
But you've got an []⁷
40 for New York.

New York, New York,
New York, New York.

45 In the stillness of the evening,
When the sun has had its day,
I heard your voice a-whispering
Come away now.

New, New York,
New, New York.

4 Read through the lyrics and find words or phrases that match these photos. Write them next to the pictures.



voices on the cell phone



5 **INTERNET QUEST** Use the internet to find other songs about New York. Pick your favourite song and write a short paragraph about it using the prompts below.

I chose this song because ...

What I really like about this song is that ...

In my opinion, this is the best song about New York (City) because ...

I especially like the chorus because ...

I really like the singer because ...

I think the song really shows ...

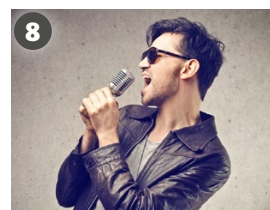
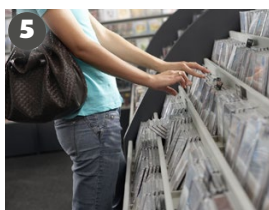
Unit 6 Let there be rock

VOCAB FLASHBACK

Music (1)

1 Study the pictures and match them with the correct words or phrases.

- | | |
|--|---|
| a) <input type="checkbox"/> singer | e) <input type="checkbox"/> band member |
| b) <input type="checkbox"/> guitar | f) <input type="checkbox"/> record shop |
| c) <input type="checkbox"/> drums | g) <input type="checkbox"/> to download music |
| d) <input type="checkbox"/> live concert | h) <input type="checkbox"/> catchy tune |



2 a) Listen to the sound bites and dialogues and write the words from exercise 1 that you hear.

- 1 guitar
- 2
- 3
- 4 8

b) Now listen and check.

3 Complete the sentences with the words and phrases from exercise 1.

- a) and member of the *Rock-a-Kiddies*. He has a great voice, he is the in the band.
- b) Wow, the here in the stadium was great! This was the best I have ever been to.
- c) If you pay for services like iTunes or Google Music, you're allowed to
- d) Downloading music is OK, but I still prefer the good old where you can take your time, touch the CDs and talk to the shop assistant.

Music (2)

1 Match the words on the left with the correct words on the right to make complete phrases.

a) rock	1 <input type="checkbox"/>	concert / the charts
b) lead	2 <input type="checkbox"/>	a song
c) to sing/to perform	3 <input type="checkbox"/>	performance / music
d) talented	4 <input type="checkbox"/>	singer / guitarist
e) on	5 <input type="checkbox"/>	a track / a tune / a record
f) to play	6 <input checked="" type="checkbox"/>	band / singer / star
g) live	7 <input type="checkbox"/>	the volume
h) in	8 <input type="checkbox"/>	tour / stage / the radio
i) to turn up	9 <input type="checkbox"/>	with a song
j) to sing along	10 <input type="checkbox"/>	performer



2 Fill in the correct expressions with the words and phrases from exercise 1. Change the form if necessary.

- His voice is so good that he became the **singer** of the band.
- The *Bass-Addicts* will be next year. They will play in Europe, Asia and Australia.
- I am not allowed to the volume any higher.
- Their third song "Love you always" has for two for five weeks now.
- When I hear my favourite song, it can't help but
- In lots of pubs in Ireland you have performances every night.
- My sister could be a pop star when she's older. Everyone says she's a very performer.
- The band's CDs are good, but they're much better on
- I hope the DJ some newer records as well.
- They the song very well, but they weren't good enough for the final show.



3 Listen to the music programme with Smooth K talking about the music business and tick the correct answer.

- Many rock bands were other people's songs.
 - They then songs and make money.
 - They with or without money.
- Not many musicians are talented enough to
 - know how to rock their fans on tour.
 - fascinate the media.
 - sell a lot of albums during their tour.
- The recipe for success is that the musicians
 - are focused and hard-working.
 - perform in many live shows.
 - are great live and studio performers.
- Another recipe for success is that
 - bands have to write a song that everybody loves.
 - bands write songs for other people.
 - the song is not too loud and that you can also listen to it on the radio.

BEING AT HOME

1 WRITING Researching your favourite musician



INTERNET QUEST Read the text about Miley Cyrus. Then use the internet to find information and photos about your favourite pop/rock star or band. Write a similar text to the one below.



MILEY CYRUS

My favourite music star

Name: Destiny Hope Cyrus
Star name: Miley Cyrus
Born: in Nashville, Tennessee (USA), on November 23, 1992

Miley Cyrus began as an actress and talented performer for Disney. She played Hannah Montana in a series which became a huge hit in the United States and also in Europe. She was one of the most popular teenage actresses.

Miley released her first album, *Meet Miley Cyrus*, in 2007. The song "Wrecking Ball" was her first number one hit in the USA and in Europe.

What I think about her music: I love Miley's music because she has an excellent voice and she is a great performer. My favourite song by her is "We can't stop". When she goes on tour, she always performs well. Her latest videos are totally different to the early ones. She wants to be a grown woman, not a teenage star anymore. A lot of people in the USA think that some of her videos are too explicit. I think she has become a serious artist because she does her own thing.

2 SPEAKING

a) Now include notes from your internet research in a poster or in a computer-assisted presentation (see Project Spot in Unit 2 and this unit). Also browse the net and find the extra information below about your favourite music star. Then present it in class.

Concert tours:	
Projects with other bands or musicians:	
Awards:	
Family life:	
Personal activities:	
Other curious facts:	

b) Compare your posters or presentations with those of your classmates. Which musical styles were presented the most? Why?

3 READING Sodcasting – a newspaper article

a) Read the interview with Tim MacAllister – a youth researcher – and write the number of the question(s) next to the answers below.

- 1 Many people think it is rude. Why do teenagers do it then?
- 2 But what can you do to stop sodcasting?
- 3 How do adults feel about this?
- 4 What's the problem with sodcasting? Why do so many people dislike it?
- 5 Mister MacAllister, what does sodcasting actually mean?

Life box
Sod is an offensive word for someone you don't like)
Broadcasting = übertragen, senden)

Why do people play music in public through a phone?

- 5 Sodcasting is “playing music (usually music that is in the charts) through the speaker on a mobile phone, usually on public transport”. It normally involves people listening to loud, mainly techno music.
- So many teenagers now have mobile phones in their pockets that sodcasting has become popular, but it has become an annoying problem for other people. “All you can hear is ‘dush, dush, dush, dush’”, is what many people say. For them it's irritating and strange.
- I don't think it's rude – what I would say is it's a fascinating way for teenagers to assert themselves. For young people, usually, listening to loud music in public means that this is their place.
- A 50-year-old woman, for example, will be annoyed that she cannot do anything about it, because usually teens don't listen to an adult tell them to do so.
- Well, telling them to stop is not a solution. I believe the answer is teaching listening skills in schools. If we teach our children how to listen to the sounds around them – and especially to each other – they will understand their own behaviour and the sounds they make and act far more responsibly* in public places as a result.



Glossary: *responsibly – verantwortungsbewusst



b) Now listen and check the correct answer.

c) Read the text and tick the correct answer.

- 1 Sodcasting is the act of
 playing music through your mobile phone speaker.
 listening to music with your earphones.
 disturbing other people.
- 2 Sodcasting has become popular because
 teenagers enjoy loud techno music.
 almost all teenagers now have mobile phones.
 teenagers want to irritate adults.
- 3 Sodcasters want to
 listen to music and mark their place.
 listen to music and annoy adults.
 hang out and miss school.
- 4 If we want to reduce sodcasting, we need to
 punish the kids.
 forbid mobile phones.
 teach our children how to listen to the sounds around them so they change their behaviour.

BEING ABROAD

1 SPEAKING Talking about music / Doing an interview



- a) Annemarie has won a competition in an Austrian music magazine. The prize is an interview with her favourite musician, Marky Y from *Coolbandz*, in London. Listen to and read the interview.



- Annemarie** Hi, Marky. Great to have you here and thank you for your time.
- Marky** Hi there, sure, no problem. It's good to be in touch with my fans.
- Annemarie** **What's your favourite** band, Marky?
- Marky** Well, that is a difficult question, but I think it's *The Rolling Stones*. They are very successful and have been in the business for more than 30 years. I've met Mick Jagger – the lead singer – he's a great guy.
- Annemarie** **What is the most important thing in a song for you?**
- Marky** **I like songs with** good lyrics. **I love songs that** tell a story. It's so cool when you can identify with the words – when they really have meaning for you personally.
- Annemarie** **Tell us about** a song that is special for you.
- Marky** Uhm, **that would be** "Satisfaction" by *The Rolling Stones*. They played the song at my prom. I was so happy that I had graduated from high school. It always reminds me of that.
- Annemarie** What's your favourite song?
- Marky** Ah, that's easy. "Feel" by *Robbie Williams*, of course. This song really touches me. It always gets me in the mood for writing my own songs whenever I hear it.
- Annemarie** **Where do you usually listen to** music?
- Marky** I like listening to music everywhere – I listen to music on the bus, in the car, at home and when I am at the gym. **When I'm** **enjoy listening to** soothing* music. It helps me relax.
- Annemarie** **Where do you get your music** from?
- Marky** Usually, **I download music** on my smartphone or my computer. I log on to an online music shop and pay for the music. **Sometimes I go to** the record shop right next to my flat. The owner* knows everything about music and I really enjoy having a chat with him.
- Annemarie** Thank you, Marky. Great interview!
- Marky** Sure. Bye.

Info box

Prom
Specially in the USA, a prom is a formal dance or get-together and a major event for students at the end of their last high school year.

Glossary: *soothing – beruhigend; *owner – Inhaber/in

Role play

- b) Get together in pairs and hold a similar interview with your own favourite star. One student is the reporter, the other student the star. Use the highlighted phrases from the dialogue in exercise 1a.

Talent shows

2 SPEAKING Get together in pairs and discuss the questions below about music talent shows.

- What do you think about music talent shows on TV? Do you like them? Why / Why not?
- Which music talent shows do you know?
- Can you remember some of the winners of talent shows? What are they doing now?



★ **3 VOCABULARY** Match the words with the correct explanations.

a) record deal	1 <input checked="" type="checkbox"/> h	a hit single
b) embarrassing	2 <input type="checkbox"/>	exact and correct, severe
c) judges	3 <input type="checkbox"/>	famous people, especially in entertainment and sport
d) strict	4 <input type="checkbox"/>	a musician gets paid for making an album
e) celebrities	5 <input type="checkbox"/>	wanting to know about something
f) curious	6 <input type="checkbox"/>	making you feel nervous, ashamed or timid
g) fabulous	7 <input type="checkbox"/>	a group of people who give award points for a performance
h) bestselling tune	8 <input type="checkbox"/>	great, super

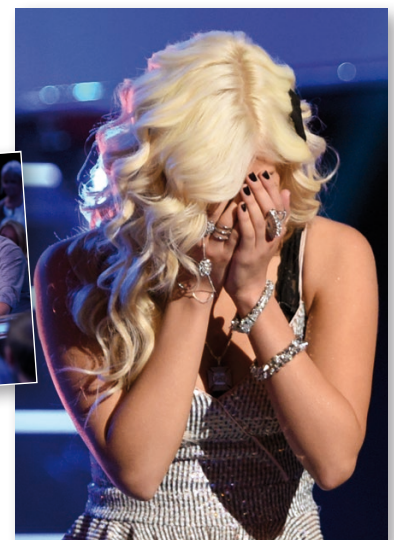
★ **4 LISTENING** Listen to a radio show and write the missing words from exercise 3.



- a) This year's the well-known
- b) The host asks if the listeners are about who the celebrity judges will be.
- c) The host says that this year's will be
- d) One of the judges will be English rap star XYZ.
- e) Lots of singers want to win the at *The Golden Voice of Britain*.
- f) Sometimes there are a lot of wanna-be singers at *The Golden Voice of Britain*.
- g) The host is playing "I've always loved you".

5 SPEAKING Get together in pairs. Have a look at the images from various talent shows. Describe the images and discuss the questions.

- What are they wearing?
- What are they feeling/thinking at the moment?
- What are the judges in the images?
- What is happening in the images?



Past simple tense – questions/negations

FRAGEN, DIE MIT YES/NO BEANTWORTET WERDEN

mit Verben wie *go, like, play, cook, write* etc. verwendet man das Hilfsverb *did*

did/didn't + Subjekt + Verb (Stammform)

Did you *see* that Brad Pitt film last night? – Yes, I *did*. It was great.

Didn't they *like* my food? – Well, I think they liked it, but for some of the guests it was too spicy.

mit *was/were/could* verwendet man kein Hilfsverb

Was he *happy*? – Yes, he was delighted.

Could he *sing* the song? – No, he couldn't. He had a sore throat.



FRAGEN, DIE MIT FRAGEWÖRTERN WIE WHO/WHAT/HOW/MEN/WHY ETC. GESTELLT WERDEN, UND NICHT MIT YES/NO BEANTWORTET WERDEN

Who/What (als Subjekt) + Verb (2. Stammform)

Who sang that beautiful song? – Well, I think the girl from 4B sang it.

What happened then? – They sang one more song and then they left the stage.

Who/What (als Objekt) + Hilfsverb **did** + Verb (Stammform)

Who did she *meet* yesterday? – She met Lynn's mum next door.

What did they *have* for breakfast? – They had porridge, beans and bacon.

When/Why/Where ...

mit Verben wie *go, like, play, cook, write* etc. verwendet man das Hilfsverb **did**

did + Subjekt + Verb (Stammform)

Where did the children *go* on holiday? – They went to Dublin, Ireland.

Why didn't you *buy* the tickets for the concert? – I didn't buy the tickets because they were too expensive.

When did you *see* him last time? – The last time I saw him was in September.

mit *was/were/could* etc. verwendet man kein Hilfsverb

When **was** the concert? – It was yesterday.

Why **were** you *scared*? – I was scared because there was a spider in my bed.

Where **were** you *born*? – I was born in Edinburgh.

Verneinung (Negation)

was/were not

- I **was not (weren't)** angry at her.
- We **were not (weren't)** sad just because our favourite team lost.

did not/didn't + Verb (Stammform)

- Finch **didn't play** the piano yesterday.
- Hillary **didn't buy** the latest record by Sasha.

1 Rewrite the sentences using the negative form. Use the short form.

a) Charly watched U2's live concert in Prague on TV last night.

Charly didn't watch U2's live concert in Prague on TV last night.

b) Gina flew to Liverpool to visit *The Beatles* museum last year.

c) He was one of the most popular guitarists in the world.

d) Mum and Dad both enjoyed the TV documentary about the *Bee Gees*.

2 Complete the dialogue and fill in the correct form of the past simple tense.

Noah Hi there! How are you?

Dylan Fine, thank you. Guess what! I ¹..... (go) to the *Wild Monkeys* concert yesterday.

Noah Cool! ²..... (be) it in the cinema?

Dylan No, it ³..... (not be). It ⁴..... (be) at the Music Hall.

Noah ⁵..... the band only ⁶..... (play) the songs from their new album?

Dylan No, they ⁶..... (not do). They ⁷..... (perform) about 30 songs, so they ⁸..... (play) for about three hours.

Noah ⁹..... (play) that a bit too long.

Dylan No, it ¹⁰..... (not be) at all. It ¹¹..... (be) great, I really ¹²..... (enjoy) myself.

Noah ¹³..... (go) with Lisa?

Dylan No, I ¹⁴..... (not do). She ¹⁵..... (tell) me she ¹⁶..... (like) the *Wild Monkeys*.

So I ¹⁷..... (take) Anna instead! We ¹⁸..... (have) a great time.

Noah It's such a shame I ¹⁹..... (not can) go.

★ 3 Ask about the underlined words in the past simple tense.

a) Yesterday Johnny watched a very scary movie.

When did Johnny watch a scary movie?

Who watched a scary movie yesterday?

What did Johnny watch yesterday?

b) Two days ago, the Smiths visited New York City.

c) My brother and my best friend were born in May.

d) Gabrielle didn't like to eat spinach when she was younger.

e) Because the weather was so bad, the Smiths stayed at home all weekend.

An event technician

1 READING

a) Read the online job description of an event technician and fill in the missing headlines.

Typical tasks	Job opportunities	Job description	Education
1		In general, an event technician is responsible for making sure that parties or artistic performances run smoothly. He or she works with technical equipment to record, mix or reproduce music, voices or sound effects and, if necessary, repairs audio equipment. One of his/her main tasks is to set up the stage for an event including light and sound systems. An event technician works together with artists and performers from all around the world. Therefore, he/she should be able to speak at least one foreign language. In many cases, this is English.	
2		In Austria you can do an apprenticeship in order to become an event technician. The apprenticeship usually takes three years and you should have good grades in technical subjects and English. At the end of your three-year apprenticeship you have to take a final exam. If you pass this exam, you are an official event technician and are allowed to work at national and international events.	
3		Usually, an event technician: <ul style="list-style-type: none"> • plans and sets up the stage for an event • provides* and sets up audio equipment for recording sessions or concerts • regulates volume levels and sound quality during recording sessions or concerts • repairs audio equipment • provides the accompanying music for the opera, concerts and city events • plays and mixes music for evening events 	
4		Sound engineers and technicians are much sought-after* people. You need a lot of technical knowledge, a passion for popular events and a feeling for music. Successful event engineers and technicians also work at huge popular events like the Life Ball or international music festivals. If you are willing to travel the world, your job prospects are extremely good.	

Info box
 The Life Ball is an international event where celebrities and ordinary people dress up, celebrate life and donate money to the AIDS foundation. The ball takes place in Vienna.

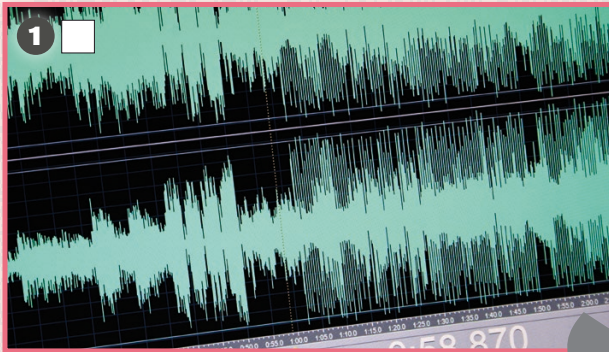
*necessary: *equipment* – Geräte, Ausrüstung; **to provide* – zur Verfügung stellen; **sought-after* – begehrt, gesucht

b) Use the text again and tick T (true) or F (false) for the following statements. If a statement is false, say the correct answer.

	T	F
1 An event technician often sets up the stage for events.	<input type="checkbox"/>	<input type="checkbox"/>
2 An event technician should speak at least one foreign language, preferably English.	<input type="checkbox"/>	<input type="checkbox"/>
3 An event technician has to train for one year.	<input type="checkbox"/>	<input type="checkbox"/>
4 Event technicians only work in a recording studio.	<input type="checkbox"/>	<input type="checkbox"/>
5 As an event technician you can sometimes travel the world.	<input type="checkbox"/>	<input type="checkbox"/>

2 VOCABULARY Match the typical activities of an event technician with the correct images.

- a) working together with artists, performers
- b) mixing music for live events
- c) removing unwanted sounds
- d) setting up stages (including light and sounds)
- e) repairing audio equipment
- f) working with special effects (light and sound)



3 Writing Imagine you are an event technician. Write a blog entry about a typical day in your life. You can go online to find more information.

On a typical day, I ...	I really enjoy ...
I always/usually/sometimes/never/ ...	What I really like about my job is ...
It's really important that ...	It's sometimes difficult to ...

SONG SPOT

Thank you for the music

— ABBA



Thank you for the music

I'm nothing special. In fact **d** ¹ I'm a bit of a bore.
 If I tell a joke, you've probably heard it before.
 But I have a talent, a wonderful thing,
 'Cause everyone listens when I start to sing.
 5 ²
 All I want is to sing it out loud.
 So I say,
 Thank you for the the songs I'm singing.
 Thanks for all the joy bringing.
 10 Who can live without it?
 What would life
 Without a song of what are we?
 So I say, thank you for the music,
 For giving me the chance to shine.

Fact file

ABBA was a Swedish pop group who were very successful in the 1970s and 80s. They had huge hits with songs like "Waterloo", "Dancing Queen" or "Thank you for the music". The name ABBA comes from the first letter of each band member's name (Agnetha, Benny, Björn and Anni-Frid). Even in the 21st century, people still love ABBA and know all their songs. Lots of DJs play ABBA songs in order to get a party started.

1 "Thanks for all the joy they're bringing." Get together in pairs or groups and discuss the questions below.

- Why can songs bring joy to people?
- Which songs do you like?
- Do you know any songs that remind you of a special situation or event?

2 Match the expressions from the song with the correct meaning.

a) captured my attention	1 <input checked="" type="checkbox"/> d I am a boring person.
b) I ask in amazement	2 <input type="checkbox"/> Good things have happened to me.
c) I often wonder	3 <input type="checkbox"/> I am very interested in knowing something.
d) a bit of a bore	4 <input type="checkbox"/> I have often asked myself
e) I'm so proud and proud	5 <input type="checkbox"/> make someone start to love you
f) I've been so lucky	6 <input type="checkbox"/> I want to thank somebody and I am happy that I can do something well.



3 Listen to the song and write the letters of the correct phrases from exercise 2 in the gaps. Check your answers, then write the complete phrase. Then watch the video on the internet.

15 Mother says I was a dancer before I could walk.
 Mmm, she says I began to sing long before I could talk.
 And 4....., how did it all start?
 Who found out that nothing can 5.....

20 Like a melody can?
 Well, whoever it was, I'm a fan.

So I say,
 Thank you for the music, the songs I'm singing.
 Thanks for all the joy they're bringing.
 Who can live without it, I ask in all honesty.

25 What would life be?
 Without a song or a dance what are we?
 So I say thank you for the music,
 For giving it to me.

6.....

30 I am the girl with golden hair.
 I wanna sing it out to everybody.
 What a joy, what a life, what a chance!

Thank you for the music, the songs I'm singing.
 Thanks for all the joy they're bringing.

35 Who can live without it, I ask in all honesty.
 What would life be?
 Without a song or a dance what are we?
 So I say thank you for the music,
 For giving it to me.

40 So I say thank you for the music,
 For giving it to me.

★ **4** Fill in some of the words from exercise 2 to complete the sentences.

- Oh, he thinks he is funny, charming and exciting but actually he is the total opposite. He's a complete
- Girls, you are the best! Thank you for the gifts and the lovely emails. I am really for having such great friends.
- Jimmy, you really did a great job! You worked until the end and you won the medal. I am very of you.
- Look at her! She spends all day with her smartphone whether it was a good idea to buy her one.
- You almost missed the train. You're really to have a friend like me who knows the train times.

5 Get together in pairs or groups and talk about the song using the phrases below.

<i>The song starts with...</i>	<i>It sounds powerful/energetic/sad/happy/... .</i>
<i>I really like the guitar solo because it creates power/... .</i>	<i>The melody reminds me of</i>
<i>The chorus is very ... and catchy/... .</i>	<i>The singer has a powerful voice/... .</i>
<i>The beat is very ... /heavy/... .</i>	<i>His/Her voice sounds aggressive/soft/... .</i>
<i>I think it is</i>	<i>This song really makes me laugh/cry/... .</i>
<i>Perhaps the singer wants to show</i>	<i>Whenever I listen to the song</i>

6 It's Song Contest time. Choose your favourite song and play it in front of the class. Four students are the judges and they give points for the song. The judges should analyse the song using the phrases from exercise 5.

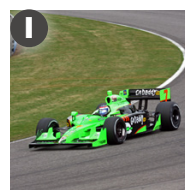
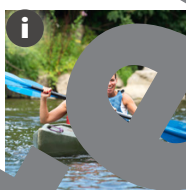
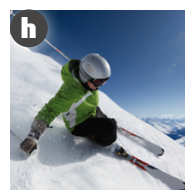
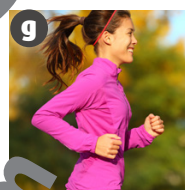
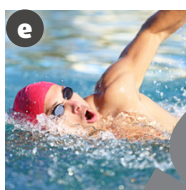
Unit 7 Ready, steady, go!

VOCAB FLASHBACK

Popular sports

1 a) Match the sports with the correct pictures.

- 1 football/soccer
- 2 American football
- 3 cricket
- 4 table tennis
- 5 running
- 6 motor racing
- 7 karate
- 8 swimming
- 9 sailing
- 10 horse riding
- 11 skiing
- 12 kayaking



b) Now listen and check.



2 a) Listen to the sounds and write the correct sport, from exercise 1a.

- a) karate c) e)
 b) f)



b) Now listen and check.

3 Match the definitions with the correct definitions.

- 1 American football 2 football/soccer 3 sailing 4 kayaking 5 swimming 6 skiing

- a) travel on water in a kind of canoe
- b) a game in which two teams of eleven players throw, carry or kick an oval ball and each team tries to get the ball into the other team's goal line
- c) the sport or activity of moving fast over snow
- d) a sport in which one or more people take a boat out onto a lake or the sea
- e) moving through water using your arms and legs
- f) a game in which two teams of eleven players kick a round ball and try to score goals

VOCAB BOOSTER

Go, do or play + sport

to go	to do	to play
jogging	gymnastics	golf
horse riding	aerobics	basketball
sailing	athletics	football
skiing	weightlifting	tennis
swimming	yoga	baseball
running	badminton	rugby

- 1 a) Study the box on the right.
 b) Now cover the box and fill in the missing words using *go, do or play + sport*.

- He used to go jogging in the park every day when he was at school.
- Finally, there is enough snow to on the weekend.
- Look at him! He's got a lot of muscles. He at the gym every day.
- Rita loves horses. Every Saturday she on her uncle's farm.
- He always with his friends the weekend before watching a Champions League match.

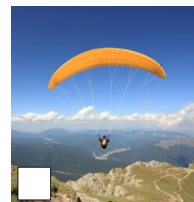
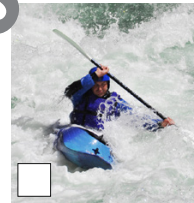
- 2 Which sports do you do or play? What's your favourite one? Get together in pairs and discuss these questions. Use the phrases below.

I really like/love/... .. on Sunday/... I ...
 My favourite sport is I never go/do/play ...
 I always/often/usually/sometimes/never go/do/play usually, I don't do any sport.

Extreme sports

- 3 a) Identify the extreme sports using the names from the box.

- | | |
|--------------------|------------------|
| 1 extreme canoeing | 4 paragliding |
| 2 sky diving | 5 cave diving |
| 3 base jumping | 6 bungee jumping |



- b) Now fill in the correct extreme sports.

- Travelling down dangerous rapids between rocks and over waterfalls. - extreme canoeing
- Jumping from a high point in the air using a parachute or wing suit. -
- One of the most dangerous sports in the world. People jump from high cliffs or skyscrapers and then open their parachute. -
- Flying down from a mountain with a special parachute. -
- Swimming in caves. -
- Jumping from bridges with a rope tied to your legs. -

- c) Do you know any other extreme sports? Would you do extreme sports? If yes, which one(s)? If not, why not? Get together in pairs and discuss these questions using the phrases below.

In Austria some people love/like to go I would definitely do/try/go ...
 I would never ever do/try/go I am not sure if I want to do/try/go ...
 I've always wanted to do/try/go I am quite keen on doing/trying out/going ...

BEING AT HOME

1 READING Sports in Austria

a) Look at the photos. Which of these sports do you think are most popular in Austria? Write the names of the sports in the chart and complete it with the names of sportsmen, sportswomen or teams that you know. Discuss with a partner.



Rank	Sport	Popular sportsmen/sportswomen or teams
No. 1		
No. 2		
No. 3		
No. 4		

b) Now match the photos with the correct texts.



1 This is the most popular sport in Austria. Because Austria has lots of mountains and often a lot of snow, this sport can be done in many parts of the country. It's a family sport and often whole families go to the mountains to spend their weekends or holidays there. Austria is one of the most successful teams in the World Cup and at the Olympics.

2 One of the most popular ball sports in Austria. Austrians love watching a match on TV or in a stadium supporting their favourite team. For the last couple of years Austria's national team has been trying to play in the World Cup, but they haven't made it so far. The biggest clubs are in Vienna, Graz and Salzburg.

3 A lot of Austrians love cars and driving races. Austria had a couple of successful drivers like Gerhard Berger and Niki Lauda. A big race takes place in Spielberg, Styria at the Red Bull Ring every year. Many Austrians enjoy watching it on TV on a Sunday.

4 This is another very popular sport in Austria. There are 12 professional teams in the Austrian Hockey League, which, because Austria has only a small number of top-class clubs, also has one team from the Czech Republic, Italy and Slovenia. The Vienna Capitals have the most fans in Austria. There are about 5,000 cheering fans at every game.



c) Get together in pairs. Think of other popular sports in Austria and describe them.

2 INTERNET QUEST Use the internet to do some research. What are the most popular sports in English-speaking countries like Britain, Canada, the USA, Australia or New Zealand? What about any other countries you know? Present your findings in class.

3 READING David Alaba – an Austrian football hero



a) Quickly read through the text in exercise 3b and answer the questions below.

- When did David Alaba first play for the Austrian national team?
- When did he move to Bayern Munich?
- What does his mother do?

b) Now read the text carefully and fill in the missing headlines.

Multicultural roots
Early career
David Alaba
Becoming an international pro

DAVID ALABA

1
David Alaba (born on 24th June 1992 in Vienna) is an international footballer who also plays for the Austrian national football team. He was the youngest player ever to play for the national team (at 17 years of age). He is a very talented defender and midfielder. Alaba began his career with SV Aspern, home to a football club in Vienna's 22nd district (Donaustadt), before joining the youth team of FK Austria Wien at the age of ten.

2
In the 2011–12 season Alaba became a regular member of the first team of the Bayern Munich club. On 23rd October 2011 Alaba scored his first league goal for Bayern in the 1–2 away win against VfL Wolfsburg in the Bundesliga. On 2nd April 2013 Alaba scored the seventh-fastest goal (25.02 seconds) in Champions League history to set Bayern on their way to a 2–0 win over Juventus. On 25th May 2013 he played the full 90 minutes at the back when Bayern beat Borussia Dortmund 2–1 in the 2013 UEFA Champions League Final. In December 2013 Alaba signed a new contract with Bayern Munich, which will keep him at the club for a few more years. Alaba has won several Footballer and Sportsman of the Year awards in Austria.

3
15 Alaba is the son of Gina and George Alaba and has one sister. His mother emigrated from the Philippines to work as a nurse. His Nigerian father, who was a rapper and works as a DJ, had two top ten hits in the Austrian charts in the 1990s. David's sister Rose is a passionate singer (Alaba is a family man). Whenever there is time, he flies back to Vienna to visit his family.

4
20 David Alaba is very popular in Austria not only because of his outstanding football skills, but also because of the fact that he is still a very modest young man with a great sense of humour who is always in touch with his fans. For many young girls and boys who love football, David Alaba is an idol.

c) Cover the text in exercise 3b and complete the sentences.

- 1 David Alaba plays for the **Austrian** national team.
- 2 He was the player ever to play for Austria.
- 3 He played for a Chinese football club in the
- 4 On 13 he the-fastest goal in history.
- 5 His father is a and works as a
- 6 His sister and she is a passionate

d) Do you know any other famous Austrian sports stars? What are they famous for? Why are they so good at what they do? Talk to a partner.

<i>I know some Austrian sports stars like ...</i>	<i>The best Austrian sports star is ... because ...</i>
<i>I'm a big fan of ... because ...</i>	<i>I think he/she is so good at ... because ...</i>
<i>I really admire ... because ...</i>	<i>It's clear that he/she is the best at ... because ...</i>

BEING ABROAD

1 SPEAKING Talking about popular sports in Austria



a) Sarah from Austria is on a language course in Eastbourne, UK and has just met somebody. They are having a chat about sports. Listen to and read the dialogue.

Boy Hi, I'm Alan, I live here in Eastbourne. What's your name?

Girl Hi, I'm Sarah, I'm from Austria.

Boy Oh, Austria, **it's very famous for** skiing, right?

Girl Oh yes, it is. **In Austria people love** skiing. You can go skiing in the mountains. **It's our national sport.** We are very good at it. **What about you? What sport are you into?**

Boy **I really like** football. In England **we are crazy about** football. **Do Austrians love any other sports** – other than skiing?

Girl Sure, **Austrians love lots of different sports**, and football is very popular at home, too.

Boy **Does your country have** a good football team?

Girl Well, that's a difficult question to answer, but I would say we are not bad. Do the English have another popular sport in their country?

Boy Oh yes. **We are really into** rugby!

Girl Oh, I've heard of it, but **can you explain it to me?**

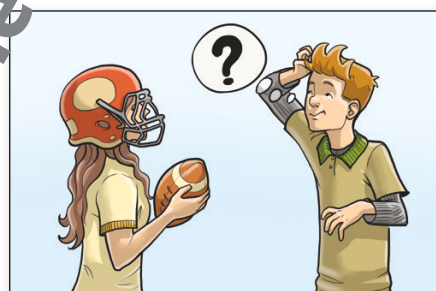
Boy Sure. Well, it has quite difficult rules, but to put it **in a nutshell***, in general, it's a bit like American football but the players don't wear any protection.

Glossary: *to put it in a nutshell – kurz gesagt

b) Look at the pictures and complete the sentences with phrases from the dialogue in exercise 1a.



He¹.....



I've heard of it, but ².....

Role play

c) Get together in pairs and act out a similar scene as in exercise 1a using the phrases from the dialogue.

- Person A is from Austria and talks about sports in Austria.
- Person B is from a non-German speaking country and talks about sports that are popular there.

2 LISTENING An English radio show

The riskier the better – an interview with sociologist* Dr Miller

a) Listen, read and fill in the missing words.



Youth Culture 21



Radio show host (RSH) Welcome to today's edition of Youth Culture 21. Today we are talking about risks and ¹..... and ask the question "Why do people like to take risks?" Why are people risk-takers? What makes a person take ²..... risks and do ³....., even life-threatening* things? Some people love speed and the thrill of racing; other people are into extreme sports such as paragliding and bungee jumping. Today's ⁴..... is Dr Jordan Miller, sociologist at New York State University. Welcome Dr Miller!

Miller Good afternoon, it's a pleasure to be here!

RSH Dr Miller, why do so many people do dangerous extreme sports and sometimes ⁵..... ?

Miller In many of the interviews we held, we found out that some people love risks. Other people just want to experience ⁶..... feelings. In our study, we found out that most risk takers are ⁷..... One of the reasons is that ⁸..... but not always women think twice about taking risks because they are more rational than men. Men just want to go to extremes, live life on the edge*, and get that rush of adrenaline.

RSH Some studies say that extreme sports are highly addictive.

Miller Yes, especially extreme sports related to speed. Men and women say that speed is like a drug. Once you try it, you always want to have it. And just like with drugs, extreme sports can be very ⁹..... or even addictive. Many people don't ¹⁰..... that and extremists say you have to try it yourself to ¹¹..... what it's like.

RSH OK, interesting. What are the most dangerous extreme sports?

Miller Well, there are many, but among the most dangerous ones are bull riding, ¹²....., ¹³....., heli-skiing* and street lugging*.

RSH Wow, that's fascinating! OK, let's take a break now. We'll continue after the break, so stay tuned.

Glossary: *sociologist – Soziologe/Sociologin; *life-threatening – lebensgefährlich; *to live life on the edge – gefährlich leben; *to be highly addictive – stark süchtig machen; *heli-skiing – Abfahrt nach Ausstieg aus einem Hubschrauber; *street lugging /'lu:ʒɪŋ/ – Straßenrodeln

b) Now read the text again, cover it up and complete the sentences. Tick the correct answer.

- 1** Lots of people love taking risks.
 really like taking risks.
 think taking risks is stupid.
 Most risk takers are men because they want to feel the danger.
 women do not care.
 men hate danger.

- 3** Fast extreme sports make people want to do it again and again.
 go crazy.
 think of the dangers.
- 4** The most dangerous extreme sports are bull riding, heli-skiing, cave diving and paragliding.
 bull riding, heli-skiing, cave diving, and horse riding.
 bull riding, heli-skiing, cave diving, base jumping and street lugging.

Except for the long working hours, the people, the stress, the work and the pay, this is the best job I've ever had.



Present perfect simple tense

FORM

Subjekt + **have/has** + Verb (3. Stammform)

*I **have** (I've) **played** tennis all my life.*

*She **has** (She's) just **booked** the flight to Paris.*

HARD FACTS

Du verwendest die *present perfect simple tense* hauptsächlich:

- für Handlungen, die **gerade abgeschlossen** wurden.
*Hope **has** just **finished** her homework.*
- für vergangene Handlungen, die noch **Auswirkungen auf die Gegenwart** haben.
*I **have** **eaten** too much cake. I feel very full.*
- zusammen mit bestimmten **Signalwörtern** (siehe unten).

VERNEINUNG (negation)

have/has + **not** + Verb (3. Stammform)

*I **have not** (haven't) **eaten** anything today.* *Marty **has not** (hasn't) **been** very well this week.*

FRAGESTELLUNG (questions)

Fragen mit Yes/No Antworten

Have/Has oder **Haven't/Hasn't** + Subjekt + Verb (3. Stammform)

***Have** you **tried** this cake? – No, I haven't.*

***Has** she **written** an email to her parents?*

Yes, she has.

Fragen, die mit Fragewörtern gebildet werden

Fragewort + **have/has** oder **haven't/hasn't** + Subjekt + Verb (3. Stammform)

***Where** **have** they **parked** the car? – Opposite the cinema.*

***When** **has** Ina ever **gone** to a football match? – She went last summer.*

MIT SIGNALWÖRTERN (signal words)

ever (jemals), *never* (nie), *not yet* (noch nicht), *for/since* (seit), *not recently* (nicht in letzter Zeit), *just* (gerade) ...

***Have** you ever **seen** a wonderful movie?*

*I **have** **not** **read** the book yet.*

*They **have** **not** **spoken** **since** 8 o'clock this morning.*

*We **haven't** **seen** the boys **for** three hours.*

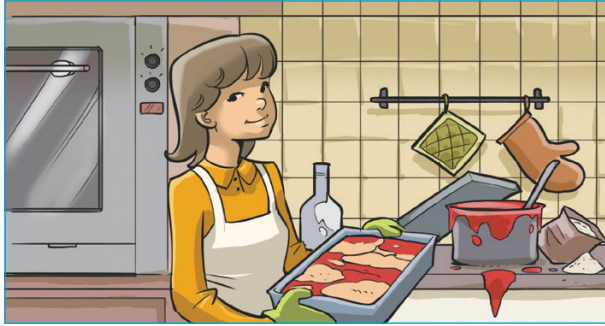
*I **haven't** **been** to the cinema **recently**.*

*She **has** **just** **finished** her homework.*

1 Write the correct form of the present perfect simple tense.

- Jackson **has not played** (not play) tennis for two months.
- Ivy is a globetrotter, but so far she (never – be) to New York.
- Wow! This is the best tennis match I (ever – see).
- How many types of sport (you – try out) in your life?
- For thirty minutes now the Soccermaniacs (be) the better team.
- We (not book) the tickets yet.

2 Look at the pictures and write the sentences.



a) June – just – cook – lasagne
June has just cooked lasagne.



b) Karl – not – win – a key match – recently



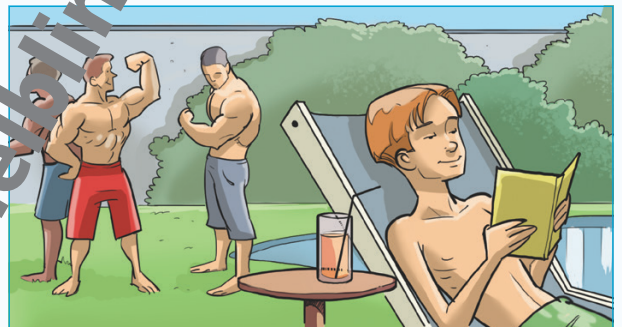
c) The team – not – lose – a match – since 2013



Marlon – not – sleep – for three days



e) His plane – not – land – at Sydney airport – yet



f) Adrian – never – be – to a gym – in his life

3 Fill in the correct form of the past simple or present perfect simple tense.

- a) I (go) to a rugby game for the first time last week.
- b) I (just – see) Cristiano Ronaldo at the airport!
- c) Oscar (never – play) cricket in his life.
- d) When Paige (be) a little girl, she always
 (watch) *Sesame Street*.
- e) Parker (lose) seven tennis matches last month.
- f) For the last two weeks the girls' football team (win) every single match.

JOB SPOT

A fitness coach



1 SPEAKING Get together in pairs. Look at the picture on the right and describe it in as much detail as possible.

- What does the man look like?
- What does the woman look like?
- Where are they?
- What are they doing?

2 VOCABULARY Here are some words to do with the job of a fitness coach. Match the words with the correct definitions.

a) to specialise in	1	<input type="checkbox"/>	to be healthy, to have a good body
b) weightlifting	2	<input type="checkbox"/>	one person
c) certificate	3	<input type="checkbox"/>	to enjoy talking to people
d) to participate in	4	<input type="checkbox"/>	an exercise for lifting weights
e) spa	5	<input type="checkbox"/>	someone who pays for a service like fitness training
f) individual	6	<input type="checkbox"/>	to be an expert in something
g) push-ups	7	<input type="checkbox"/>	a document that you have finished a course or passed a test
h) client	8	<input type="checkbox"/>	to be part of something
i) to be in good shape	9	<input type="checkbox"/>	a fitness club with sauna, pool, etc.
j) talkative	10	<input type="checkbox"/>	to lift heavy objects

3 VOCABULARY Find 10 words from exercise 2. Look in all directions.

O	H	I	G	S	A	Z	F	X	Q	E	S	L	H	O	E		
C	H	E	B	R	L	T	I	F	B	L	U	H	Z	U	C		
I	Q	T	S	E	T	A	C	I	F	I	T	R	E	C			
I	T	M			N	D	B	R	U	H	U	T	E	O	B		
Z	R				T	T	I	N	D	I	V	I	D	U	A	L	
H	K				N	T	H	T	A	I	W	Q	X	E	H	E	C
B	A	R	U	U	Z	Y	B	R	Y	B	X	R	G	L	O		
K	X				D	R	U	N	A	R	T	Z	R	J	I	W	E
W	E	I	G	H	T	L	I	F	T	I	N	G	E	F	E	M	
E	J	V	H	U	W	P	N	L	Q	X	U	N	F	I	M	C	
W	Z	E	E	S	I	C	R	E	X	E	T	L	D	R	I	B	

4 READING

a) Read the job description of a fitness coach and fill in some of the words from exercise 2.

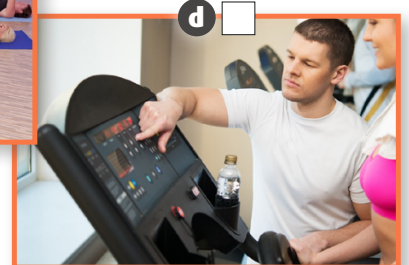


A fitness coach or trainer helps people with exercise activities. He or she works with individuals or groups and gives them both instruction and motivation. A fitness trainer can ¹..... in aerobics, ²....., yoga or another fitness activity.

- 5 Often fitness coaches need a university degree or a special ³..... which they can acquire after school. Many fitness coaches ⁴..... in a training course where they learn how to get people fit and have healthy eating habits. Fitness and health are becoming more and more important for people nowadays. That is why your chances of getting a job as a fitness coach are very good. You can work for a fitness centre or in a ⁵.....
- 10 On a typical day, a fitness coach:
1. does exercises with ⁶..... or with groups, helping them to become fitter and healthier.
 2. teaches them how to get the most out of each exercise (⁷....., stretching, running, etc.).
 - 15 3. designs a training plan for the people (when to do which exercises).
 4. checks on ⁸..... and asks how they are doing with their exercises.

Fitness coaches have to be professional and should be kind ⁹..... because they are a role model for their clients. Finally, they need to be patient, ¹⁰..... and should love teaching other people.

b) Now match the fitness coach activities from the text in exercise 4a (1., 2., 3., 4.) with the correct pictures.



5 SPEAKING Do you imagine being a fitness coach? Why / Why not? Do you know people who are fitness coaches or do you have friends who would do this job very well? Get together in pairs or groups and discuss these questions.

I could imagine being a fitness coach because I am good at ... / I am ... / I often

I don't know any friends who are fitness coaches. / I know some friends who are fitness coaches. / A friend of mine is a fitness coach, he/she works at

I think some of my friends would do the job very well because they are ... / they have the ability to ... / they know how to

SONG SPOT

One moment in time

– Whitney Houston

Fact file

Whitney Elizabeth Houston (9th August 1963 – 11th February 2012) was an American singer and actress. Houston sold over 200 million records worldwide. Her albums won many prizes, such as the Grammy Awards and MTV Music Awards, and she was one of the most successful singers of all time. One of her most famous songs is “One Moment in Time”, the official song for the Summer Olympic Games 1988 in Seoul, Korea.

On 11th February 2012 Houston was found dead in the bath of her guest room at The Beverly Hilton in Beverly Hills, California. The cause of death was probably drowning* due to her history of mental illness and drug abuse.



Glossary: *drowning – Ertrinken

1 Have a look at the image on the right. Get together in pairs and discuss the questions below in as much detail as possible.

- Where was the photo taken?
- What are they wearing?
- What sport do they play/do?
- Where are they from?
- What are they thinking/feeling?



2 a) The Summer Olympic Games take place every four years. In which cities/countries have they already been held? Have a guess and tick the ones you think are correct.

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Amsterdam (the Netherlands) | <input type="checkbox"/> Athens (Greece) | <input type="checkbox"/> Beijing (China) | <input type="checkbox"/> Berlin (Germany) |
| <input type="checkbox"/> Helsinki (Finland) | <input type="checkbox"/> London (UK) | <input type="checkbox"/> Los Angeles (USA) | <input type="checkbox"/> Milan (Italy) |
| <input type="checkbox"/> Paris (France) | <input type="checkbox"/> Seoul (South Korea) | <input type="checkbox"/> Sydney (Australia) | <input type="checkbox"/> Vienna (Austria) |



b) Now listen and check.

3 Below are some of the Summer Olympic disciplines. Match them with the correct pictures.

<input type="checkbox"/> table tennis	<input type="checkbox"/> swimming	<input type="checkbox"/> wrestling	<input type="checkbox"/> shooting
<input type="checkbox"/> tennis	<input type="checkbox"/> water polo	<input type="checkbox"/> trampolining	<input type="checkbox"/> triathlon
<input type="checkbox"/> volleyball		<input type="checkbox"/> weight lifting	<input type="checkbox"/> synchronised swimming





4 Listen to the song and complete the lyrics with the words you hear. Then watch the video on the internet.

5 Write the passages from the song that fit each picture.



a I face the pain.



One moment in time

Each day I live
 I want to be a day to give the ¹..... of me.
 I'm only one, but not ².....
 My finest day is yet unknown.

5 I ³..... my heart for ever gain.
 To taste the sweet I face the
 I rise and fall, yet through it all
 this much remains.

I want one moment in time
 10 when I'm more than I thought I could be,
 when all of my ⁶..... are a heartbeat away
 and the answers are all up to
 Give me one moment in time
 when I'm racing with destiny.

15 Then, in that one moment of time,
 I will feel I will feel eternity.

I've lived to the very best.
 I want to be , no time for less.
 I've paid the price
 20 for the ⁸..... here in my hands.

Give me one moment in time
 when I'm more than I thought I could be,
 when all of my dreams are a heartbeat away
 and the answers are all up to me.

25 Give me one moment in time
 when I'm racing with destiny.
 Then, in that one moment of time,
 I will feel I will feel eternity.

You're for a lifetime
 30 if you seize that one moment in time.
 Make it shine.

Give me one moment in time
 when I'm more than I thought I could be,
 when all of my dreams are a heartbeat away
 and the answers are all up to me.

35 Give me one moment in time
 when I'm racing with destiny.
 Then, in that one moment of time,
 I will be, I will be, I will be ¹⁰.....

40 I will be, I will be ¹¹.....



6 INTERNET QUEST Use the internet to find out more about the Summer or Winter Olympic Games. Pick a sport you are interested in and present it in class. Use a poster or a computer-assisted presentation.

Unit 8 Language lovers

VOCAB FLASHBACK

Phrases with *language*

1 a) Match the phrases with the correct German translation

1 to learn a <i>language</i>	a) <input type="checkbox"/> Sprachlehrer/in
2 to speak a <i>language</i>	b) <input type="checkbox"/> eine Sprache unterrichten
3 to teach a <i>language</i>	c) <input type="checkbox"/> Sprachlehrer/in
4 to be fluent in a <i>language</i>	d) <input type="checkbox"/> eine Sprache studieren
5 <i>language</i> lover	e) <input type="checkbox"/> Sprachtalent
6 talent for <i>languages</i>	<input type="checkbox"/> eine Sprache sprechen
7 to study a <i>language</i>	<input type="checkbox"/> eine Sprache lernen
8 <i>language</i> teacher	<input type="checkbox"/> eine Sprache ließend sprechen



b) Now listen and check.

2 Fill in some of the words from exercise 1. Change them if necessary.

- Jill works at Jefferson High School. She's a She
- Sawyer buys everything that has got something to do with foreign languages and countries, like books, maps, films, etc. He's a
- Many people at adult education institutions like the VHS.
- Sheldon wants to be an Italian and Spanish teacher. Therefore, he has to
- Celina has She speaks French, English, Swedish and Greek.

16

CD2



3 You start in a show quiz about languages. Write a, b or c. How many answers do you know?

Question 1: Answer

Question 2: Answer

Question 3: Answer

Question 4: Answer

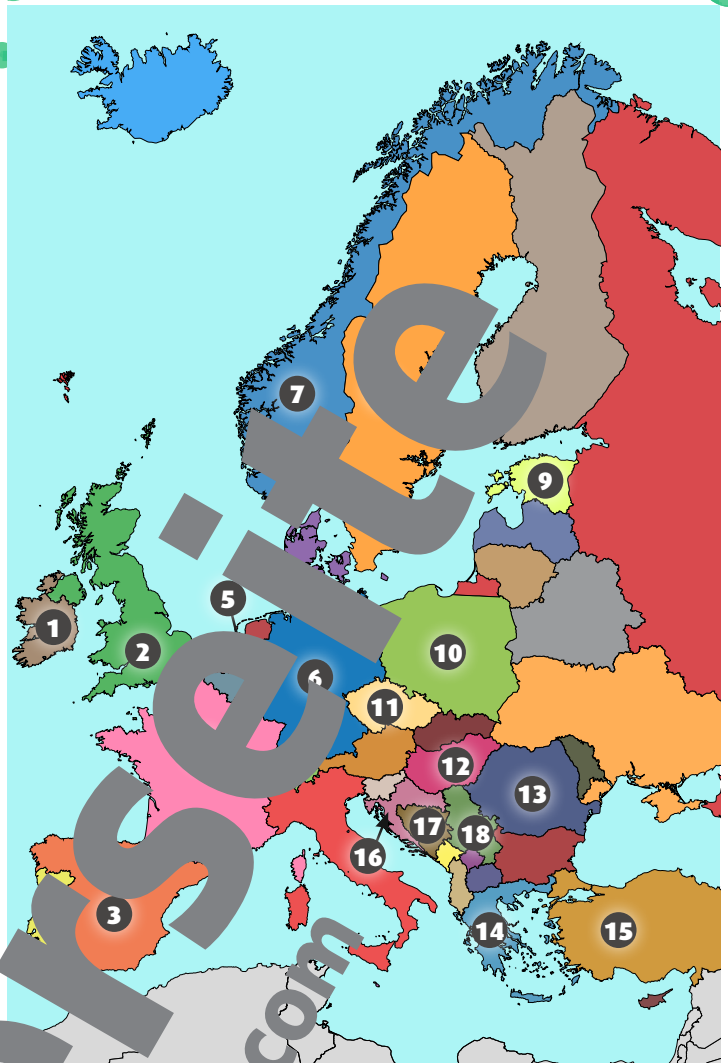


VOCAB BOOSTER

Languages in Europe

- 1 a) Get together in pairs and answer the questions below.
- What country do you and/or your parents come from?
 - What is/are your first language(s)?
 - What other languages do you speak? Where and when do you speak them?
 - What languages would you like to learn?

- b) Look at the map on the right. Which countries can you name? Which countries have you been to? Which countries would you like to visit?



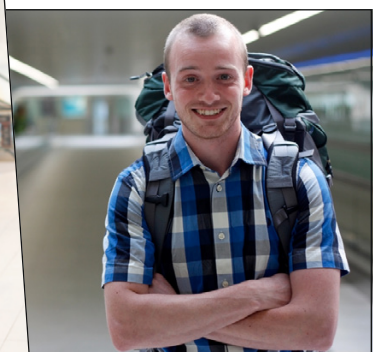
- c) Get together in pairs or groups. Fill in the official language(s) of the countries below. Use the internet to help you.



Country	Language(s)	Country	Language(s)
<input type="checkbox"/> Romania	<input type="checkbox"/> Spain
<input type="checkbox"/> Croatia	<input type="checkbox"/> the Netherlands
<input type="checkbox"/> Turkey	<input type="checkbox"/> Bosnia-Herzegovina
<input type="checkbox"/> Poland	<input type="checkbox"/> Germany
<input type="checkbox"/> United Kingdom	<input type="checkbox"/> Norway
<input type="checkbox"/> Republic of Ireland	<input type="checkbox"/> France
<input type="checkbox"/> Greece	<input type="checkbox"/> Sweden
<input type="checkbox"/> Estonia	<input type="checkbox"/> the Czech Republic
<input type="checkbox"/> Serbia	<input type="checkbox"/> Hungary



- 2 Use the internet to find out about other European countries which are not on the list. Then find out about their official languages.



BEING AT HOME

1 LISTENING Meeting a Comenius student



a) Listen to Emily from London, who is taking part in the Comenius school exchange programme with a school in Salzburg for three months. Tick the words or phrases she mentions, then compare your answers.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> EU | <input type="checkbox"/> beautiful country |
| <input type="checkbox"/> crime | <input type="checkbox"/> partnership |
| <input type="checkbox"/> problems | <input type="checkbox"/> best decision |
| <input type="checkbox"/> food | <input type="checkbox"/> fun |
| <input type="checkbox"/> homesick | <input type="checkbox"/> to grow up |
| <input type="checkbox"/> social life | <input type="checkbox"/> culture |



Info box

The European Union supports the idea of partnerships between European schools. There are lots of teachers and pupils who have the chance to visit schools in other European countries through the Comenius school partnership in order to learn more about different cultures and school systems.

b) Match the questions with the correct answer.

- | | |
|---|--|
| 1 Who pays most of Emily's expenses? | a) <input type="checkbox"/> She can order food in a German-speaking country, for example. |
| 2 Where did Emily first get information about Austria? | b) <input type="checkbox"/> She has to write a report. |
| 3 What does Emily have to do after her stay in Austria? | c) <input type="checkbox"/> She looked on the internet. |
| 4 What does Emily think is one of the best things about her stay? | d) <input type="checkbox"/> The EU pays for accommodation and air travel and she is given a monthly allowance for food, etc. |
| 5 What does Emily say about learning a new language? | e) <input type="checkbox"/> Emily thinks that learning a new language is just great. |

2 SPEAKING

a) After her talk, Emily asks some questions. What questions would you ask? Get together in pairs and discuss.

b) What would you recommend Emily to do in your town? Talk to a partner and use the phrases below.

You should ... / try to ...

Why don't you ... / visit ... ?

One of the absolute musts (in town) is ...

My tip would be the city hall/...

If I were you, I would ...

If you have some spare time here (in town), then go to/ check out/...

3 SPEAKING Can you teach Emily some phrases in Austrian dialect? How would you explain them to her?

4 READING English as a lingua franca (ELF)

a) Read the text about English as a lingua franca and fill in the missing words from the box.



English worldwide – English as a lingua franca

videos	regularly	countries	brushing
Turkish	speak	modern	language
			internet

English as a lingua franca (ELF) means that people with different ¹..... languages..... use English for communication. For example, if you speak English with a ²..... person, you are using ELF. English is not only spoken in the UK, the USA, Australia, Canada, Ireland, New Zealand, etc. – no, English is a ³..... global language and is used almost everywhere in the world.

In the EU, 67% of school children learn English as a foreign language. If you go to different ⁴....., you can often communicate in English. Pop ⁵..... are often written and sung in English. Computer language has lots of words taken from the English language, for example *download*, *upload*, *browser*, and scientists, professors or international business people also use English in their jobs.

In politics, too, English is ⁶..... used. The United Nations and the European Parliament have English as their official language (among others) and talk about topics such as peace, environment or health.

In the age of the ⁷....., you need English to find the information you want and experience the advantages of many websites. Your favourite ⁸..... or TV series are in English and if you have an international friend on Skype or on a social network, it is quite likely that you communicate in English with them. You see, being able to ⁹..... English has enormous advantages. That's why more and more people are ¹⁰..... up their English they learned at school.



b) Now listen and check.

c) Cover the text in your notebook and write reasons for learning English. You can also list reasons that are mentioned in the text. For example, like this:

You can communicate in English in most European countries.

5 Write a short text about when and why you use English in your life. You can use the prompts below.

I often/always/sometimes/... use English when I ...	When you are in a foreign country, ...
When I am travelling/at home ...	I think it's important to speak English because ...
The last time I used English was on holiday/...	I believe English is an important language because ...

6 MEDIATION Get together in pairs. Explain the idea of English as a lingua franca to a non-English-speaking friend in German. Your partner should ask questions in German.

BEING ABROAD

1 SPEAKING Your English is very good



a) People on international exchange programmes often talk about language. Listen to and read the dialogue.



Girl 1 So, where are you from?

Girl 2 I am from Austria.

Girl 1 Ah, Austria. **You speak German** there, right?

Girl 2 Yeah, we do.

Girl 1 **Is German a difficult language?**

Girl 2 Well, that's quite hard to say, because learning a language is never an easy thing, but **lots of people believe that German** has some very difficult words and grammar. **But on the whole** German is a wonderful language. Where are you from, then?

Girl 1 I am from Italy. **My native language is Italian.**

Girl 2 Oh, Italian. That's great. **I like Italian.** I don't understand it very much, but **I love how it sounds.**

Girl 1 Yeah, a lot of people say that. **How come you speak English so well?**

Girl 2 Oh, thank you. Well, **I'm very interested in languages.** I'm some kind of language lover, I suppose. I watch English films, read English books and magazines and I love travelling. But **your English is also very good.**

Girl 1 Thanks a lot. I know **I'm not perfect, but I understand most of it.**

Role play

b) Get together in pairs and act out the dialogues about language similar to the one in exercise 1a using the phrases from the dialogue. You can also use the phrases below.

How are you (doing)?	It's a pleasure to meet you.
How do you do?	So good to see/meet you.
How are things?	Very nice to see/meet you.
My name is ...	I'd like to introduce myself ...
May I introduce myself ...	Let me introduce myself ...
How do we meet ...	We haven't met yet. I'm ...
I want to ask you about ...	I was wondering if ...
Can I ask ... ?	So you are saying ... ?
Your English is very good.	You have a really good accent.
How come you speak English so well?	Sorry, my English is not perfect.
Could you please speak slowly?	Sorry, I don't understand, could you repeat that, please?

2 WRITING A report

a) Read the information in the box.

Einen Bericht schreiben: *a report*

Ein *report* ist eine informative Beschreibung einer Situation. Zielgruppe können entweder eine bestimmte Gruppe von Personen (hier z. B. Comenius-Schüler/Schülerinnen) oder Kollegen/Kolleginnen, Eltern etc. sein.

Zweck: Einer bestimmten Leser/innengruppe Informationen darzulegen und einen Bericht abzulegen bzw. Empfehlungen abzugeben.

Sprache: Verwende sachliche Sprache, baue Informationen und Fakten ein. Hin und wieder sind persönliche Eindrücke oder Erfahrungen erwünscht. Konzentriere dich auf die für dich wichtigsten Punkte.

Struktur: Ein *report* besteht aus einer *introduction* (Einleitung), einer *main body* (Hauptteil mit Vor- und Nachteilen, Fakten, Infos, Empfehlungen etc.) und einer *conclusion* (Schluss).

Länge:

ca. 200–250 Wörter



Nützliche Phrasen:

Introduction:

This report is about/
This report will show/
The aim of this report is/

Main body:

One of the advantages of/
disadvantages of/
I really recommend/
You should definitely/

Conclusion:

On the whole/
In all/
To summarise/
After all/
In a nutshell/

b) Now read Emily's report about her home town of London. Then write the parts of a report (*introduction, main body, conclusion*) in the spaces provided.

My home town: **London**

1
2

This report is about my home town, London. London is the capital of England and has about 10 million inhabitants. It is well-known for its history (e.g. famous kings and queens lived and still live here), and for its multicultural atmosphere, friendly people and extraordinary events.

5 2
3

One of the reasons of living in London is that you have a great choice of cultural events, national and international food and beautiful parkland within the city. It also has lots of theatres and cinemas. The food is delicious, from fish 'n' chips at a typical London pub to the delicious hot and spicy dishes in the Indian, Thai and Bangladeshi restaurants. People in London can enjoy the many parks within the city, especially in summer, when you can have a picnic on the grass or take a boat out on the Serpentine Lake in Hyde Park. London has much more to offer, but these are the things I love the most.

10
15

So why wait? Come to London and enjoy the international and lively atmosphere of this wonderful, exciting city. The London Eye, Buckingham Palace and Piccadilly Circus await you!

★ c) Write a report about your own town or city.

Comparisons

HARD FACTS

Um die Eigenschaften von Dingen oder Personen zu vergleichen, verwendet man die Komparativ- oder Superlativform eines Adjektivs. (the *comparative* or the *superlative*)

Nach dem Komparativ steht meistens *than*.

*Andi is **taller than** Mike.*

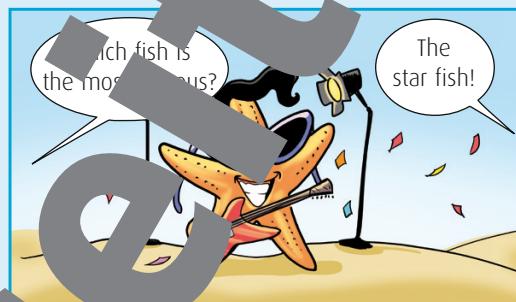
Vor Adjektiven im Superlativ steht meistens *the*.

*Well, that's the **cheapest** way to fly to Madrid.*

Um anzugeben, dass sich Dinge oder Personen in irgendeiner Weise gleichen, verwendet man oft die Struktur (*not*) *as* + Adjektiv + *as*.

*The sofa at Miller's Furniture is **as expensive as** the one at Gordie's Home Store.*

*A dog is **not as fast as** a cheetah.*



FORM

Mit **-er/-est** werden Steigerungen von Eigenschaftswörtern mit **einer Silbe** und Eigenschaftswörtern mit **zwei Silben**, die auf **-y, -le, -ow, -er** enden, gebildet.

*cheap – **cheaper** – the **cheapest***

*hot – **hotter** – the **hottest** (Konsonanten und kurzes Vokal werden verdoppelt)*

*wide – **wider** – the **widest** (auf **e** folgt **r**)*

*clever – **cleverer** – the **cleverest***

*easy – **easier** – the **easiest** (y wird zu i)*

*narrow – **narrower** – the **narrowest***

*Yesterday was **the hottest** we've ever seen so far.*

*Roads in the country are usually **narrower than** in the city.*

Mit **more/most** werden Steigerungen von Eigenschaftswörtern **mit zwei oder mehr Silben** gebildet.

*useful – **more** useful – the **most** useful*

*difficult – **more** difficult – the **most** difficult*

*important – **more** important – the **most** important*

*intelligent – **more** intelligent – the **most** intelligent*

*Some people think that English is **more** important **than** any other language.*

*It's the **most** useful app I've ever seen.*

Umsteigerungen

good – better – best

bad – worse – the worst

much/many – more – the most

*She speaks English **better than** me.*

*This is **the worst** book I've ever read!*

little (wenig) – less – least

little (klein) – smaller – smallest

far (räumlich+zeitlich) – further/farther – furthest/farthest

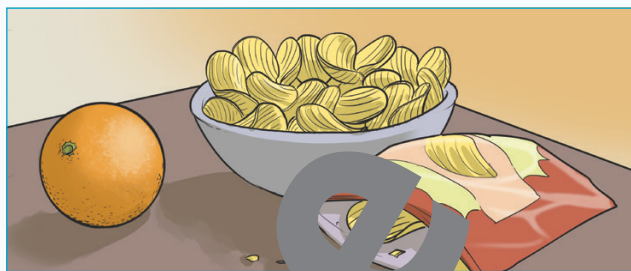
*In his new job John earns **less** money **than** before.*

*Your car is definitely **smaller than** mine.*

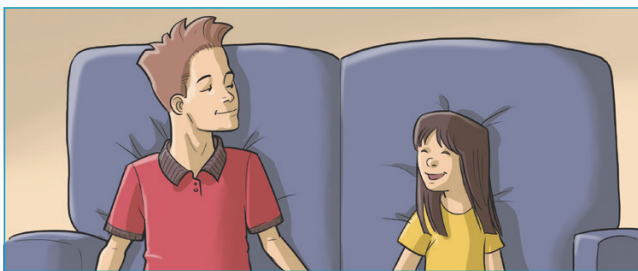
1 Look at the pictures and write the comparisons.



a) Viola – clever – Ted
Viola is as clever as Ted.



b) orange – fresh – crisps



c) Max – old – Scarlett



d) car A – expensive – car B

2 Complete the sentences with the correct form of the adjectives in the box. Use one word twice.

friendly fast difficult intelligent cheap good

- a) In Brazil it's **hotter** than in Alaska.
- b) We should buy this car. It's **cheaper** than the one we saw before and it's exactly the same.
- c) Wendy thinks that professors are **more intelligent** than other people. Well, that depends on what intelligence actually is. One cannot say that in general.
- d) My trainer is definitely a **better** football player than I am. He knows more tricks with the ball.
- e) I really like both of them. Uta is just as **friendly** as Michael, but I really love Uta. She is the **best** person I know.
- f) Experts say that learning Chinese is **more difficult** than learning English. Do you agree?
- g) A snail is **much slower** than a rabbit. We all know that.

3 Have a look around your classroom. Look at objects and people and write four comparisons. For example, like this:

The chalk is thicker than my pencil.

- a)
- b)
- c)
- d)

A multilingual waitress

1 SPEAKING Have a look at the picture on the right. Get together in pairs and describe it in as much detail as possible.

- What does the waitress look like?
- What do the guests look like?
- Where are they?
- What is the waitress doing?



2 READING

a) Read how Katarina, an Austrian waitress, describes her job.

My job is very exhausting*, but also really interesting and rewarding to work in an Italian restaurant in the city centre of Klagenfurt. That means we have a lot of international guests. Giorgio's is a very popular place and we have lots of guests, so it's always very busy. I rarely have time for a break. But I really love my job because I get to talk to people from all over the world. The more languages you speak, the better it is. My father is Slovenian and my mother is Austrian, so I speak German and Slovenian fluently. I also learnt English and Italian at school. Our guests are always very happy and surprised that I can talk to them in their own languages.

I have been working here at Giorgio's for more than two years, but I always have to study the menu and prices because they both change every week. My first job at Giorgio's was washing dishes in the kitchen, but one day, a waiter had the flu, so I had to do his job. I was very nervous at first, but then my boss saw that I really liked serving people and having a nice chat with them. I was happy to be even if customers were impolite. However, many customers were delighted that we could talk about misunderstandings in their own language. That helped a lot. It proved to me that speaking several languages was a big advantage, and my boss asked me if I wanted to be a regular waitress at the restaurant. I said yes, of course.

I usually start at 5 p.m. when I polish the cutlery* and prepare the tables. Then I study the day's menu, so I can recommend it to our guests. At 6 p.m. the first customers arrive and I always welcome them with a warm "Benvenuti a Giorgio's, my name is Katarina." I usually work until midnight because I have to tidy up the restaurant after all the customers have left. I also decided to do a training course because it takes more than speaking several languages to become a good waitress.

b) Match the words with the correct explanations.

1 rewarding	a) <input checked="" type="checkbox"/> very happy
2 cutlery	b) <input type="checkbox"/> to bring food and drinks to the table
3 to be fluent	c) <input type="checkbox"/> giving you satisfaction, satisfying
4 to serve people	d) <input type="checkbox"/> friendly conversation
5 chat	e) <input type="checkbox"/> knives, forks and spoons
6 impolite	f) <input type="checkbox"/> to be able to speak a language well
7 delighted	g) <input type="checkbox"/> unfriendly

c) Get together in pairs and answer the questions below. Then discuss if you could imagine being a waiter/waitress. Give reasons.

- 1 Where does Katarina work?
- 2 Why does Katarina love her job?
- 3 Which languages does Katarina speak?
- 4 How did Katarina become a waitress at Giorgio's?
- 5 What's the first thing Katarina does when she comes to work?



3 LISTENING Listen to and read the dialogue which takes place at Giorgio's.

Katarina Benvenuti a Giorgio's. **Welcome, sir!**
 My name is Katarina. **ready to order?**

Customer Hello, Katarina. **Yes, I am.**

Katarina **What can I bring you?**

Customer **I'll go for** the pizza with stagioni and a mixed salad with Italian dressing.

Katarina OK, yes... **drink?**

Customer **I'll have** a bottle of still water and a glass of red wine, the Chianti.

Katarina That's a good choice. **oni, mixed salad** with Italian dressing, a bottle of still water and a glass of red wine. **Excellent choice, sir.**

Customer **Anything else?**

Customer **No, thanks, that's it for now.**

Katarina Thank you very much. Enjoy your meal.



4 SPEAKING Get together in pairs and act out a similar dialogue using the phrases from exercise 3. You can change the food and drinks and add your own ideas to the dialogue.

SONG SPOT

Sorry

– Madonna

Fact file

Madonna is a singer and actress born in the United States into a family with Italian roots. Her real name is Madonna Louise Ciccone. At the age of 19, Madonna left her home town in Michigan and went to New York City to follow her dream of becoming a dancer. She only had a couple of dollars in her pocket. Madonna became the best-selling female musician of the 20th century. The song "Sorry" is from her 2005 album *Confessions on a Dance Floor*.



- 1** Madonna's song is called "Sorry". Match the translations of "Sorry" with the correct language. It helps if you read the phrases out loud.

a) Förlåt!	1	<input type="checkbox"/>	Swedish
b) Mujhe maaf kardo.	2	<input type="checkbox"/>	Hindi
c) Ik ben droevig.	3	<input type="checkbox"/>	Italian
d) Sono spiacente.	4	<input type="checkbox"/>	French
e) Lo siento.	5	<input checked="" type="checkbox"/>	Spanish
f) Je suis désolée.	6	<input type="checkbox"/>	Polish

- 2** Now listen and check. Repeat the phrases after the speaker.



- 3** First, study the questions. Listen to the song and tick the correct answer. Then watch the video on the internet.

- How many languages can she hear?
 - 1
 - 5
 - 9
- Which languages can she hear? (more answers possible)
 - German
 - Hindi
 - Arabic
 - English
 - Chinese
 - Hebrew
 - Spanish
 - French
 - Polish
 - Turkish
- Madonna sings about a person who
 - disappointed her.
 - speaks many languages.
 - is very happy.
- Madonna does not
 - want to learn another language.
 - want to go travelling with this person anymore.
 - want to talk to this person anymore.
- The song is about (multiple answers possible)
 - disappointment.
 - fights with a partner.
 - the fact that disappointment can be expressed in different languages.
 - being sad.
 - travelling.

Sorry

Je suis désolée
Lo siento
Ik ben droevig
Sono spiacente
5 Perdóname

I've heard it all before.
[Repeat]

Chorus

I don't ¹..... hear, I don't wanna know.

10 Please don't say you're sorry.

I've heard it all before

And ².....

I don't wanna hear, I don't wanna know.

Please don't say "Forgive me".

15 ³.....

And I can't take it anymore.

You're not half the man you think you are.

Save your words because you've gone too far.

I've listened to your lies and all your stories

20 (listened to your stories).

⁴..... you'd like
to be.

Chorus

Don't explain yourself 'cause ⁵.....

25

There's more important things than hearing you
speak.

You stayed because I made it so convenient
(made it so convenient).

30 Don't explain yourself 'cause I never see.

Gomen nasais

Mujhe maaf kardo

Przepraszam

Sli'kha

35 Forgive me

(Sorry, sorry)

I've heard it all before

[Repeat]

Chorus

40 I don't wanna hear, I don't wanna know.

Please don't say you're sorry.

(Don't explain yourself 'cause talk is cheap.)

I've heard it all before, and I can take care of
myself.

(There's more important things than hearing
you speak)

I don't wanna hear, I don't wanna know.

Please don't say "Forgive me".

I've heard it all before.

[Repeat]

4 Match the phrases from the song with the correct explanations.

a) wanna	1 <input checked="" type="checkbox"/> e	You think you are a great man, but you aren't.
b) I can't take care of myself	2 <input type="checkbox"/>	I can live on my own.
c) I've seen a man	3 <input type="checkbox"/>	You shouldn't just talk, you should also act.
d) talk is cheap	4 <input type="checkbox"/>	want to
e) I've heard the same things before	5 <input type="checkbox"/>	I have heard the same things (here: excuses) before.

5 Now listen to the song again and fill in the missing words or phrases from exercise 4.

6 INTERNET QUEST Do you know more translations of the phrase *I'm sorry* that are not mentioned in the lyrics? Use the internet to find the translation of *I'm sorry* in other languages.

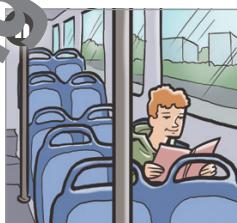
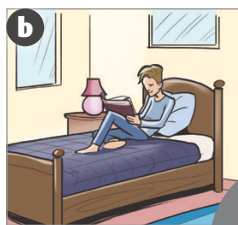
Unit 9 Lifelong learning

VOCAB FLASHBACK

Places to study

1 a) Match the places where you can study with the correct phrases.

1 <input type="checkbox"/> at your desk	5 <input type="checkbox"/> on the tube
2 <input type="checkbox"/> on the sofa	6 <input type="checkbox"/> outside
3 <input type="checkbox"/> in bed	7 <input type="checkbox"/> abroad
4 <input type="checkbox"/> on the bus	8 <input type="checkbox"/> at college



b) Now study the pictures and the words and phrases in exercise 1a. Then close your book and list as many phrases as you can.

2 Which are your favourite places for studying? Which places don't you like? Where else do you study? Get together in pairs or groups and discuss these questions.

3 Listen to Helen talking about how she studies and tick T (true) or F (false) for the following statements. If the statement is false, say the correct answer.

	T	F
a) Helen only studies at school.	<input type="checkbox"/>	<input type="checkbox"/>
b) Helen studies at home most of the time.	<input type="checkbox"/>	<input type="checkbox"/>
c) Helen doesn't need a desk to do her homework.	<input type="checkbox"/>	<input type="checkbox"/>
d) For Helen studying is also important for life.	<input type="checkbox"/>	<input type="checkbox"/>
e) When she is on the bus, Helen usually reads comics.	<input type="checkbox"/>	<input type="checkbox"/>
f) When she is outside, Helen only listens to her favourite radio shows.	<input type="checkbox"/>	<input type="checkbox"/>

School phrases

1 a) Translate the words and phrases in the box below. Use your dictionary to help you.

School	Teacher	Student
to go to school / to attend school	a popular/an unpopular teacher	a head/working day student
to miss school	a history/physics /PE/... teacher	to miss a lesson
school starts at 8 a.m.	a strict teacher	to be in the same class as ...
to leave school at 3 p.m.	to teach a class	to prepare for a lesson
school trip	to give a lesson	to have a lesson on grammar/...

b) Complete the sentences with some of the phrases from exercise 1.

- I have to get up early because at 7:45.
- Mr Giles is Nobody likes
- I am really looking forward to going on this We're going to the museum.
- I like my He lets us try lots of different sports.
- Phew, I was quite lucky to get 50% in the test! Most of my only got 40%.

c) Now pick five phrases from exercise 1 and write meaningful sentences.

Phrases with *learn*

2 a) The verb *to learn* can be used in lots of ways. Match the phrases with the correct explanations.

1 It's never too late to <i>learn</i> .	a) <input checked="" type="checkbox"/> to know something word for word
2 to <i>learn</i> something by heart	b) <input checked="" type="checkbox"/> to learn something by starting with the basics
3 to <i>learn</i> the hard way	c) <input checked="" type="checkbox"/> to get information about a thing/topic
4 to <i>learn</i> about somebody	d) <input type="checkbox"/> somebody is your teacher
5 to <i>learn</i> something from the bottom up	e) <input type="checkbox"/> to learn something from a bad experience
6 to <i>learn</i> from somebody	f) <input type="checkbox"/> to learn through what happens in everyday life
7 to live and <i>learn</i>	g) <input type="checkbox"/> You can always learn something new.

b) Use some of the phrases from exercise 2a to complete the sentences.

- My grandma took a course in using a tablet PC. She's the best example that
- It was an old house and Willow didn't know that she had to switch off the water in winter. When the pipe burst, the house was flooded. Well, she
- Our teacher gave us a poem and told us to it
- By reading books about bears, I a lot
- One thing I my parents is that you should never be late for meetings.

BEING AT HOME

1 READING What type of learner are you?

a) Find out what type of learner you are by doing the simple test below. Tick your answers.



- 1 I enjoy lessons where I can talk about things. (A)
- I prefer lessons where there is something to look at (like a picture, a diagram or video) or something to draw and/or paint. (V)
- I prefer lessons where I can do something practical or at least move around in class. (K)
- 2 I often touch things in class. (K)
- I often sing in class or play the drums with my friends. (A)
- I often doodle* in class. Scribbling* down stuff in my notebook is a lot of fun. (V)
- 3 When the adverts come on the telly, I enjoy watching them. (V)
- When the adverts come on the telly, I get bored and do something else. I need to move around. (K)
- When the adverts come on the telly, I like to talk along with them out loud. (A)
- 4 I prefer listening to a good story. (A)
- I prefer reading a good story as a comic strip. (V)
- I prefer acting out a story, like an English play. (K)
- 5 I'm quite talented at lessons with physical skills. (K)
- I have a good memory for people's names. (A)
- I have a good memory for faces. (V)
- 6 I prefer teachers who like to show us things. (V)
- I prefer teachers who get us to do something actively. (K)
- I prefer teachers who explain things to us in a very detailed way. (A)
- 7 If I needed to build a model ship or plane, I would need someone to explain to me how to do it or to read the instructions for me. (A)
- If I needed to build a model ship or plane, I would try to do it on my own. (K)
- If I needed to build a model ship or plane, I would study the diagram or the picture on the box. (V)

Glossary: *to doodle = to draw a picture, usually when you are bored; *to scribble = to write something quickly

Count up how many A, V or K answers you had and find out what type of learner you are.

..... (A) — If you have mostly As, you may prefer auditory learning.

..... (V) — If you have mostly Vs, you may prefer visual learning.

..... (K) — If you have mostly Ks, you may prefer kinaesthetic learning.

b) Now read these short explanations about the different types of learner.



The visual learner

learns best when there are images, graphs, diagrams, mindmaps, overhead transparencies or infographics to look at.



The auditory learner

learns best when there are CDs, songs, listening courses, radio news, podcasts, etc. to listen to.



The kinaesthetic learner

learns best when he/she can move around and do things while learning.

c) Discuss the questions below with your partner.

- 1 Do you agree with the descriptions of you and these types of learner?
- 2 How do you learn? How do you remember/understand things?
- 3 Do you know people who are other types of learner? Can you give examples of how they learn?
- 4 Do your teachers teach in a way that helps all three types of learner? Give examples.

2 SPEAKING Give a short presentation about your learning styles and habits. Use the questions and phrases below.

- What do I learn during the year at school and in my free time?
- When do I study? (in the morning, during breaks, during holidays, etc.)
- Where do I study? (at my desk, on the sofa, on the bus, etc.)
- How do I learn? (learning types)
- Why do I study? (for school/life/my future job, etc.)



I spend most of time ...

I learn best when I am ...

The reason why I study is that ...

I can't stop practising my juggling skills / ...

Whenever I get the chance, I ...

I study in the morning/afternoon/evening ...

I often/never/always/usually/ ...

I study on the sofa / in front of the TV / in my bed / at my desk / ...

★ **3 WRITING** Now write a short text about your learning styles and habits.

BEING ABROAD

1 SPEAKING Different school systems



a) When you're abroad, you meet people from different countries with different school systems. Listen to and read the dialogue.

Boy Do you still go to school?

Girl Yeah, I do. I go to a so-called "Poly". It's a pre-vocational school. Students go there for one year before they start their apprenticeships.

Boy Ah, that's very interesting!

Girl Yeah. What about you? Are you still at school?

Boy Yes, I am. I go to a grammar school in Brighton. It's a secondary school where we learn languages and have courses in maths and science.

Girl Cool! Is science a subject?

Boy Yes, it is. In science we learn about biology, chemistry and physics.

Girl Mm... I see. Is it difficult to get good grades?

Boy Well, in general I'd say that we have to study hard every day. We get a lot of homework and exams, but I really enjoy learning new things.

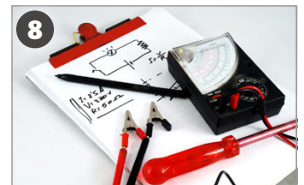
Girl I enjoy learning new stuff at school, too. I have lots of interesting subjects which will be important for our jobs.

Boy What do you want to do after you leave school? Any ideas?

Girl Oh yes. After the "Poly" I want to go on a travel agent apprenticeship. That's why it's very important that I don't just study for school, but also for my job, so I read a lot, watch documentaries about foreign countries, listen to international music and stuff like that...

Boy That sounds awesome!

b) Write the correct school subject next to each of the pictures.



Role play

c) Imagine you are in a different country and meet another student at a party. Get together in pairs and take it in turns to describe your school system and your plans for the future to him/her. Use the phrases from the dialogue in exercise 1a and the school subjects in exercise 1b.

2 LISTENING Lifelong learning interviews

a) Match the words and expressions with the ones on the right.

1 I don't have a clue	a) <input type="checkbox"/> something urgent or essential
2 less intelligent	b) <input type="checkbox"/> to make problems go away
3 term	c) <input type="checkbox"/> very happy
4 joyful	d) <input checked="" type="checkbox"/> I don't know about it
5 constantly	e) <input type="checkbox"/> a word
6 something of importance	f) <input type="checkbox"/> always, all the time
7 to solve problems	g) <input type="checkbox"/> not so smart



b) Listen to three people talking about lifelong learning and tick the correct answer.



Robert



Annette



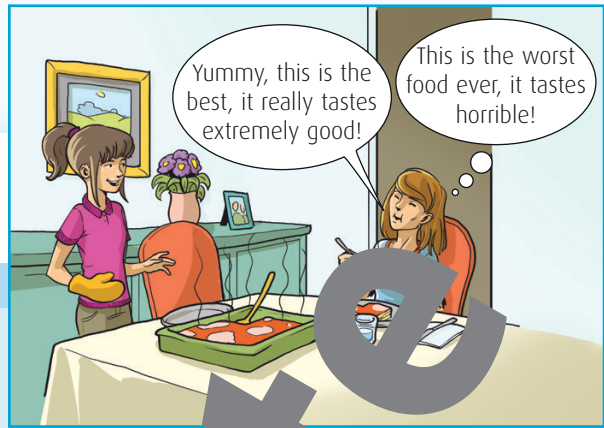
George

- Robert says that he
 - wants to choose when and what he learns.
 - doesn't want to go to school anymore.
 - likes his teachers a lot.
- Annette has
 - never been to university.
 - never heard of lifelong learning.
 - heard of lifelong learning.
- Annette thinks that
 - lifelong learning is about learning things and exploring new subjects.
 - lifelong learning is a difficult and boring thing.
 - the media should report more about lifelong learning.
- George works as
 - an engineer in a large company.
 - a manager of a large company.
 - a soft skills trainer in a large company.
- George believes that his employees
 - are very lazy in general.
 - should study at home and not during work.
 - should go on special training courses twice a year.

3 SPEAKING Discuss together in pairs and discuss the questions below. Then discuss them in class.

- Which person's views in exercise 2b can you identify with the most? Why?
- Which person in exercise 2b has the best idea of lifelong learning? Do you want to add something?
- When, where and what do you learn (outside of school)? What are you interested in?

Adverbs



HARD FACTS

Du verwendest Adverbien, um auszudrücken:

- auf welche Art und Weise etwas geschieht
- wie jemand etwas macht

FORM

Adjektiv + **ly**

Adverbien werden durch Anhängen von **-ly** an das Adjektiv gebildet.

cheap – cheaply

Endet das Adjektiv auf **-y**, wird vor dem **-ly** das **-y** zu **-i**.

happy – happily

Endet das Adjektiv auf **-ble**, **-ple** oder **-tle**, endet das Adverb auf **-ly** oder **-tly**.

sensible – sensibly

simple – simply

Adverbien bestimmen ein Verb näher.

Penelope **easily** *learns* new languages.

He **slowly** *ate* the chicken wings.

Adverbien bestimmen ein Adjektiv oder ein anderes Adverb näher.

Spencer is a **fairly** *good* runner

Mark sang the song **extremely** *well*.

ACHTUNG! Adjektive statt Adverbien werden mit folgenden Verben verwendet: *be, seem, look, feel, taste, smell, sound*

We *felt* **terrible** yesterday.

I must say, you really *look* **good** in that suit.

AUSNAHMEN

Es gibt ein paar unregelmäßige Formen:

good – well

fast – fast

He's a **good** tennis player. / He plays tennis very **well**.

Norman is a **fast** runner. / He can run very **fast**.

Einige Wörter haben mehrere Bedeutungen:

fair (blond) – *fairly* (ziemlich)

hard (schwer) – *hardly* (kaum)

late (spät) – *lately* (letzter Zeit)

near (nahe) – *nearly* (beinahe)

She has **fair** hair. / The band can play **fairly** well.

I worked **hard** all summer. / I can **hardly** believe it. I've won the lottery!

She always arrives **late** on Mondays. / She has been quite a lazy student **lately**.

They live very **near** the bus station. / I woke up late and I **nearly** missed the train.

1 Complete the sentences with the correct adverb form of the adjectives from the box.

easy	late	extreme	beautiful	good	slow	fast	hard
------	------	---------	-----------	------	------	------	------

- a) Come on! You can do it. This exercise can be done *easily*
- b) Mount Everest is a high mountain, well, actually it's high
- c) It's no surprise her menu won the competition, she cooks very
- d) Many animals, like rabbits or dogs, can run very
- e) Where is Matthew? Have you seen him
- f) Wow, I love this picture! Where did you learn to paint so ?
- g) He didn't want to wake up his parents, so he walked the stairs, not making a sound.
- h) To be honest, I am a very lazy person. I've exercise for more than three months.

2 Adjective or adverb? Circle the correct word.

- a) Penny can't cook very *good* / *well*. That's why they had to order a pizza.
- b) The film is *extreme* / *extremely good* / *well*.
- c) It's really amazing how *good* / *well* she can sing.
- d) It's been a *hard* / *hardly* day. We are really tired.
- e) I don't think my name is spelt *correct* / *correctly*.
- f) I am sorry but you cannot take part in the competition, you are too *slow* / *slowly*.
- g) She looks so *different* / *differently* now, I *hardly* / *hardly* recognised her.
- h) You have to speak *quiet* / *quietly* in the library.
- i) The Thompson twins both have *fair* / *fairly* hair.
- j) There's a cinema *near* / *nearly* the supermarket in town.

3 Fill in the correct form of the words in brackets using adjective or adverb.

- a) Chelsea's behaviour was (*unbelievably*) stupid.
- b) The weather was (beautiful) during our stay in Italy.
- c) He hit him (hard) in the face and hurt him (bad).
- d) Oh, I'm (terrible) sorry. Please forgive me.
- e) Have you seen Stephen (late)?
- f) The hotels in Paris are (extreme) expensive.
- g) Zara is a (great) swimmer, she can swim very (fast).
- h) Tom's room (good). I feel (happy) sleeping there.
- i) She threw the ball so far, it (near) went into the lake.
- j) John found most of the exam questions (fair) difficult.
- k) Don't worry. We can (easy) get to the airport by 9 o'clock.
- l) After the accident I (simple) didn't know what to do next.
- m) Come on now, Peter. Please be (sensible). That's not the way to do it!
- n) That shop is very expensive so I (hard) ever buy anything there.

Further education –

learning for a new job

1 SPEAKING The VHS

Adult education is very popular in Austria. There are many institutions with off-work courses for adults. One institution is the VHS – the Volkshochschule. Get together in groups and answer the questions below.

- Have you ever heard of the VHS?
- What kind of courses does the VHS offer?
- Do you have a VHS membership?
- Have you ever attended a VHS course?

2 VOCABULARY Match the expressions with the correct translation.

1 values	a) <input type="checkbox"/> Weisheit
2 to support	b) <input type="checkbox"/> Jobprospekten
3 to develop	c) <input type="checkbox"/> Lehrgängen
4 to improve	d) <input type="checkbox"/> Fertigkeiten
5 knowledge	e) <input type="checkbox"/> entwickelten
6 skills	f) <input type="checkbox"/> Werte
7 job prospects	g) <input type="checkbox"/> unterstützen

3 READING Read the text and find out what a VHS does.

FURTHER EDUCATION

Education is very important for our society. It helps people develop and find a suitable job. The VHS offers courses for people who want to improve certain skills and who don't want to stop learning. Especially for younger adults we offer projects, courses and training to improve their knowledge and skills. As a result, they often have better job prospects. We also offer courses for people thinking of going into higher education, making it possible for them to get important certificates and qualifications.

4 SPEAKING Look at the picture and discuss the questions below with a partner.

- Where are the people?
- Who do you think they are?
- Why is the woman on the left smiling?
- Who is the man on the right?



5 READING Adult education

a) Hannah is a computer course trainer at the VHS. Read how she describes her work and fill in the missing words from the box.

ways popular computer skills learning needed love institution teach

My job as a computer trainer at an adult education ¹..... is hard but also very enjoyable. I ²..... various computer classes, from rookies – these are complete beginners – up to pros – people who have advanced ³..... I prefer the best classes where you teach the very basics like working with Word, PowerPoint, Excel, sending emails and using the internet. The courses are very ⁴..... because you need all of these things for most jobs. I teach young adults between 18 and 22, but also people in their mid-50s. If you work in an office, it's quite obvious that you need to know how to work with a computer but sometimes we have older people who finished school a long time ago and don't know how to work with modern technology. We also have bakers, car mechanics, hairdressers who started work at a time when computers were not ⁵....., but since then technology has become more important and now they also need to know how to print out a bill or order car parts, etc. on a computer. Many people come to my courses because they need computer skills for their jobs.

The thing I love the most about my own line of work is that most people really like ⁶..... new things. Teenagers and adults understand that learning new things both for your job and for life – you also need computers in your free time – can be fun. The role of a teacher is very important here, because he/she must be ⁷..... motivating. My recipe: you should like people, you should be good at ⁸..... talking to people and you should be patient and creative. You should also be able to think of fun and interesting tasks and exercises. So I like learning about new methods and ⁹..... to keep my students motivated. That's lifelong learning for me, too.

b) Match the words with the correct definition.

1 patient	<input type="checkbox"/>	a person taking part in something
2 participant	<input type="checkbox"/>	a way of doing something
3 bill	c) <input type="checkbox"/>	well developed
4 advanced	d) <input type="checkbox"/>	a document that tells you how much to pay for a service
5 method	e) <input checked="" type="checkbox"/>	able to wait calmly

c) Now find three pieces of information which are important for you in the text in exercise 5a and give reasons for your choices. For example like this:

..... because I want to use my computer more in my free time

d) Write short answers to the questions below.

- What does Hannah do?
- Who does she teach?
- Why do people go to her classes?
- Do the participants like learning new things? Why?
- Why is the role of the teacher important?
- Why is Hannah also a lifelong learner?

SONG SPOT

School

– Supertramp



Fact file

Supertramp are an English rock band formed in 1969. They first started as a progressive rock music band. They became successful after they started playing more mainstream rock music in the mid-1970s, selling more than 60 million albums.

Their greatest hits are “Give a Little Bit”, “The Logical Song” and “Dreamer”. The band was very popular in the United States, Canada, Europe, South Africa and Australia. In 1983, the band split for good, but they still perform together from time to time.

- 1 One passage from the song goes: “They (teachers) tell you not to hang around and learn what life’s about”. What do you think life is about? What is important in your life? Write down three things and discuss them with a partner.

	What’s important
1	
2	
3	

- 2 Listen to the song and circle the correct word. Then watch the video on the internet.



School

I can see you in the mirror when you go to school.
 Don’t forget your books and I’ve got to learn the golden school / rule.
 Teacher tells you stop your play / toy, and get on with your work
 And be like Johnny too good – well don’t you know he never shirks –
 he’s coming along

After school is over, you’re playing in the dark / park.
 Don’t be out too late. Don’t let it get too dark.
 They tell you not to hang around and learn what life’s about
 And grow up / up just like them – won’t you let it work it out –
 and you’re coming along

Don’t do this and don’t do that.
 What are you trying to do? – Make a good toy / boy of you.
 Do you know where it’s at?
 Don’t be wise. They’re old and wise.

Don’t let them tell you to / do.
 Don’t want the devil to / do
 and put out your eyes / lies.

Maybe I’m mistaken expecting you to write / fight.
 Or maybe I’m just crazy. I don’t know wrong from right.
 But while I am still living, I’ve just got this to say / stay.
 It’s always up to you if you want to be that,
 want to see that,
 want to see that way –
 you’re coming along!

3 Read the song lyrics and find phrases which mean the following:

a) learn rules that are important for life	learn the golden rule
b) to finish your fun activity	
c) to spend time chilling	
d) You are not so sure.	
e) They want you to become a hard-working person.	
f) very clever, experienced	
g) I am wrong.	

4 Read the comments on the song from the internet. Match the postings to the correct sentences.

Share
Reply

[Rock music»](#) [Bands»](#) [Supertramp»](#) [School](#)

[«Previous Topic](#) [Next Topic»](#)

Author	Message
a musiclover123	Wow. The melody is great and the lyrics are amazing.
b supertramper99	The lyrics in the song are so true. Teachers and parents always tell us what to do in life, but actually kids should decide for themselves sometimes.
c googly	When I first heard this song, I knew it was the perfect song for me. When I went to school, it was the same. Strict teachers always wanted me to learn school subjects, but they weren't prepared in all the things I did and learned about in my free time. ☺
d 44musiccom	It's not the most popular song by Supertramp, but definitely one of their best songs. It's classic Supertramp: great music and excellent lyrics.
e zupatramp	I've heard lots of other songs by Supertramp, and none of them can compare with the original. Really! ☺
f aficionadodemusica	I don't understand why people like this song. It's boring, and yes, it's a fact that school is such an important thing in life. What you do and learn in your free time is not that important. You should definitely try to get good marks. The rest is not

- 1 **e** Who thinks that other versions of Supertramp aren't as good as the original?
- 2 Who relates to this song from a personal perspective?
- 3 Who thinks the lyrics in the song are true?
- 4 Who doesn't really like this Supertramp song?
- 5 Who thinks that this is one of the best Supertramp songs?



5 Now write your own comments on the song – similar to those in the internet forum.

Unit 1 Project Spot

How to work with mindmaps

Mindmaps sind eine nützliche Methode, um deine Ideen niederzuschreiben und zu strukturieren. Wenn du einen Text schreiben musst, eine Veranstaltung planst oder einen Plan auf für deinen zukünftigen Job zusammenstellst, können dir Mindmaps helfen. Geschäftsleute, Lehrer/innen, Manager/innen oder Schüler/innen verwenden Mindmaps.

STEP 1 Pen & Paper

Besorge dir einen Stift und Papier oder ein Notizbuch.

STEP 2 Headline

Überlege dir eine Überschrift, die zur Mindmap passt (in unserem Beispiel "My birthday party").

STEP 3 Scribble

Nun schreibe alles auf, was dir zum Thema einfallen könnte. Du kannst deine Ideen überall hinschreiben – wichtig ist, einfach und leicht zu halten.

STEP 4 Highlight

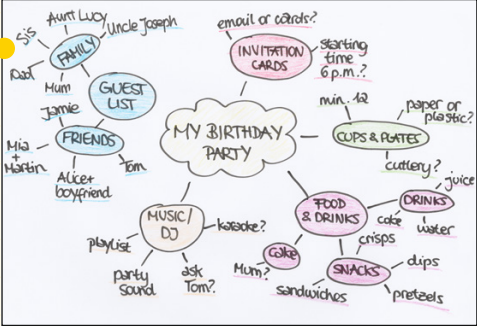
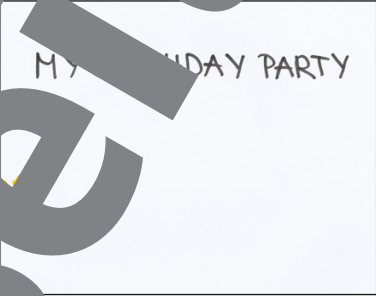
Nachdem du mit deinen Notizen fertig bist, schaue dir die Mindmap gut an. Dann unterstreiche die Dinge, die dir besonders wichtig bzw. nützlich erachtest, mit einem Textmarker.

STEP 5 Structure

Versuche nun, deine Ideen ordentlich zu ordnen. Danach zeichnest du darauf basierend eine weitere, finale Mindmap mit Kategorien, wie z.B. *food and drinks, music/DJ, cups and plates, guest list (friends, family), invitations*.

DONE!

Fertig! Jetzt hilft dir eine Mindmap deine Ideen zu organisieren und sie in etwas Konkretes umzuformen.



Handwritten

Imagine you are going to have a big party on your birthday this year. You want all your friends to come, of course, – but don't forget to invite some of your family members as well. Draw a mindmap of all the things you mustn't forget to do and organise (food, invitation cards, etc.).



Unit 2 Project Spot

How to create a poster

Ein Poster ist eine tolle Methode deine *message* zu zeigen bzw. Themen in anschauliche Weise zusammenzufassen und darzustellen. Hauptziel eines Posters ist es auf geeignete Art und Weise zu zeigen, was du über ein Thema denkst oder sagen möchtest. Grundsätzlich gibt es wenige Regeln für die Gestaltung von Poster.

STEP 1 A large sheet of paper

Je nachdem, für welchen Zweck du ein Poster gestalten wirst (z.B. Gruppenarbeit, Vorzeigen in der Klasse, Tag der offenen Tür) sollte es groß genug sein.

STEP 2 Two lines

In der Regel gibt es keine Vorgaben über die Verteilung von Text oder Bildern, aber zwei waagerechte Linien zu ziehen ergibt eine gute erste Aufteilungsmöglichkeit. Eine Unterteilung in Titel, Hauptteil und Abschluss sichert die Übersichtlichkeit deines Posters.

STEP 3 Title/Heading

Verwende einen Bleistift zum Gestalten der Überschrift. Somit kannst du immer die Größe ändern, falls du später etwas ändern möchtest.

STEP 4 Main message

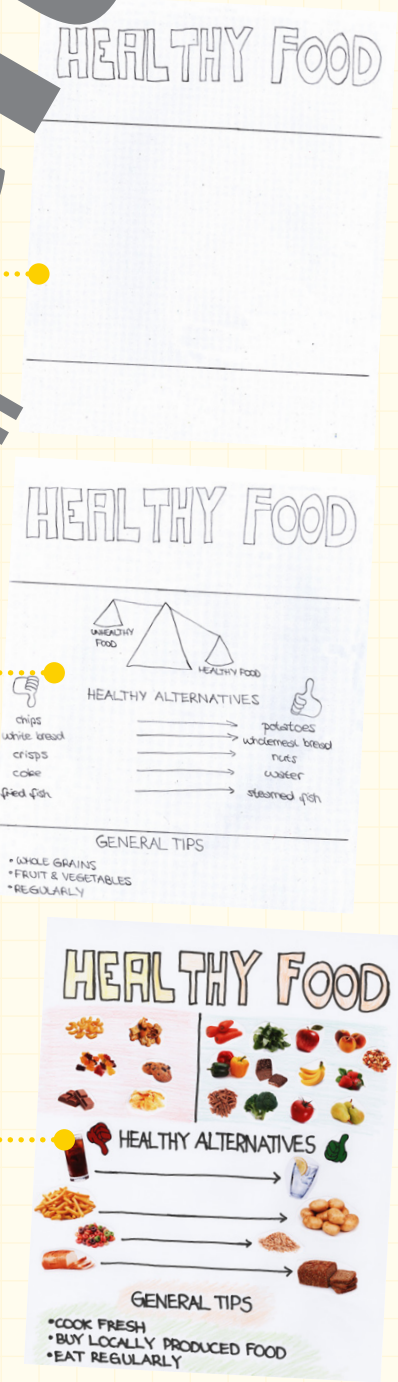
In der Mitte baust du alle wichtigen Punkte ein. Verwende einen Bleistift und mache Skizzen. Schreibe Schlagworte auf. Du kannst auch Tabellen und Aufzählungenpunkte verwenden. In der Mitte sollte ein aussagekräftiges Bild sein.

STEP 5 Color

Durch den Einsatz von bunten Stiften kannst du gewisse Dinge hervorheben und den Hintergrund rücken. Achte darauf, dass die Farben auch aus der größeren Entfernung in der Klasse gut erkennbar sind.

STEP 6 Finishing off

Am Ende malst du die Buchstaben ausmalen und Bilder einfügen bzw. kopieren aus dem Internet oder Zeitschriften auf das Poster auf.



Hands-on

Design a poster to describe your own eating habits. Refer to the tips given above.

Unit 3 Project Spot

How to write a CV

Um sich für einen Job zu bewerben, braucht es neben dem Motivationsbriefen (*letter of application*, vgl. Unit 4) auch einen Lebenslauf, einen CV (= *curriculum vitae*). Ein CV sollte einige wichtige Dinge beinhalten.

STEP 1 Personal information

Hier gibst du Namen, Geburtsdatum, Geburtsort und Staatsbürgerschaft an.

Name: Carla Maireder
Date & place of birth: September 12th, 2001; Graz, Styria, Austria

STEP 2 Education

Hier gibst du deine Schullaufbahn an. Oftmals ist es schwierig, den Schultyp ins Englische zu übersetzen. Hier findest du ein paar Möglichkeiten.

2007–2011: Leoben Primary School (Volksschule Leoben)
2011–2015: Comprehensive School Leoben (Neue Mittelschule Leoben)
2015–2016: Pre-Vocational School, Fachhochschulreife, Fachhochschule – Trade and Office Management
2016–: IT apprenticeship – Styria, including exchange programme in Dublin, Ireland, June 2017

STEP 3 Work experience

Hier kannst du all deine Berufserfahrungen auflisten, auch Ferialpraxis, Schnupperwochen etc. Gib auch kurz an, was deine jeweiligen Haupttätigkeiten waren.

July 2015: Software Solutions, Leoben – IT technician: fixing hardware parts, basic programming
August 2015: Software & Co Linz – Shop assistant: selling software, giving advice to customers

Work Experience	
July 2015	Software Solutions, Leoben – IT technician: fixing hardware parts, basic programming
August 2015	Software & Co, Linz – Shop assistant: selling software to customers, giving advice
Languages	
German	mother tongue
English	fluent in speaking and writing (B1+)
Italian	basic skills (understanding simple texts and conversation, mainly receptive) (A1)

STEP 4 Languages

Es ist immer gut anzugeben, welche Sprachen du wie gut sprichst.

German: mother tongue
English: fluent in speaking and writing (B1+)
Italian: basic skills (understanding simple texts and conversation, mainly receptive) (A1)

STEP 5 Skills

Hier kannst du weitere Fähigkeiten angeben, die für den potenziellen Arbeitgeber wichtig sind.

Computer skills: advanced use of Microsoft Office; advanced programming skills (HTML, CSS)
Personal skills: patient, focused, reliable, team player



Hands-on

Now write your own CV.

Unit 4 Project Spot

Safe surfing

Das Internet ist Teil unseres Alltags. Das Surfen im Netz ist nicht immer ungefährlich. Wenn du die folgenden Tipps beherzigst, bist du dabei auch sicher unterwegs.



STEP 1 Before you go online

Internet security: Stelle sicher, dass dein Virenschutzprogramm immer aktualisiert, d. h. auf dem neuesten Stand ist.

Your passwords: Bewahre sämtliche Passwörter an einem sicheren Ort (z. B. versteckt in deinem Notizbuch etc.), aber niemals auf deinem Handy oder Tablet und betittle sie nicht als „Passwort“. Wähle ein sicheres Passwort (mit Großbuchstaben, Sonderzeichen, Zahlen) und niemals deinen Spitznamen, den Namen deines Haustiers etc.



STEP 2 Let's go surfing

Digital rules: Alles, was du im „echten“ Leben nicht tun darfst oder solltest, solltest du auch nicht im Internet tun.

Your privacy: Gib deine persönlichen Daten nur auf Seiten bekannt, denen du 100% vertrauen kannst. Sei besonders vorsichtig bei Gratisangeboten aus dem Internet, denn oft gibt es versteckte Kosten. Wenn du in E-Mails, SMS oder anderen Plattformen aufgefordert wirst, deine Passwörter oder Bankdetails anzugeben, handele vorsichtig und überprüfe dich gegen Spam-Nachrichten (z. B. Betrugs-E-Mails). Lösche diese sofort.

Safe online shopping: Achte beim Kauf, ob der Händler auf der Website Namen und vollständige Anschrift angegeben hat, weiters sollte der Unternehmensname genannt werden. Lies dir immer die Allgemeinen Geschäftsbedingungen durch. Jeder seriöse Anbieter hat Angaben zum Rückgaberecht auf seiner Website. Sind die Preise und Rücksendekosten klar ersichtlich? Um Verbraucher/innen vor unerwünscht abgeschlossenen Online-Geschäften zu schützen, muss vor Abschluss des Bestellvorgangs nochmals die Aufforderung „kostenpflichtig bestellen“ erscheinen.

Copyright: Das Herunterladen bzw. Weitergeben von Audio- und Videodateien, die von illegalen Tauschbörsen stammen, ist strafbar und kostet mehrere tausend Euro Strafe.

Wenn du Textpassagen von anderen Autor/innen aus dem Internet verwendest (z. B. für deine Präsentation) gib immer an, woher du diese Textstellen hast.

Du darfst auch nicht einfach Fotos von Personen verbreiten. Frage zur Sicherheit immer die Abgebildeten um Erlaubnis.



STEP 3 After surfing

Nachdem du mit dem Surfen fertig bist, vergewissere dich immer, dass du bei sämtlichen Anwendungen und Netzwerken ausgeloggt bist.



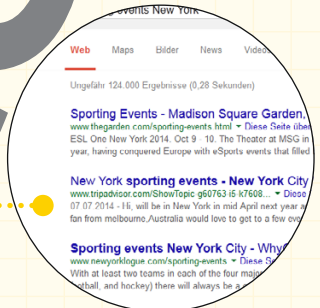
Hands-on

In pairs or groups design an appealing and informative poster about “The Golden Rules of Safer Internet”. Remember the steps: Mindmapping (Unit 1) and How to create a poster (Unit 2).

Unit 5 Project Spot

How to search with Google

Immer mehr Menschen verwenden das Internet, um Dinge bzw. Informationen nachzuschlagen. Eine der beliebtesten Suchmaschinen (search engine) ist Google. Hier findest du einige Tipps, wie du mit Google (z. B. auch für deine Reisevorbereitungen) schneller und besser suchen kannst.



STEP 1 Search tips

Anführungszeichen: Verwende Anführungszeichen, um nach Wörtern zu suchen (z. B. ein Hauptwort, das aus zwei oder mehr Wörtern besteht) zu suchen, z. B.: „sporting events New York City“ → Google sucht im Internet genau nach diesen Wörtern in dieser Reihenfolge.

Dateitypsuche: Man kann Google dazu verwenden, nach bestimmten Dateiformaten, wie z. B. .doc oder .ppt zu suchen. Wenn du z. B. *New York sights.pdf* eintippst, sucht Google im Internet nach pdf-Dokumenten, die „New York sights“ beinhalten.

Suche innerhalb einer bestimmten Seite: Mit Google kannst du die Suche auf eine bestimmte Seite eingrenzen, z. B.: *Sicherheit New York Times* → *derstandard.at* → Google sucht daraufhin nach Zeitungsartikeln in der Zeitung „Der Standard“ zum Thema Sicherheit in New York.

STEP 2 Language checker

Google kann auch bei allerlei sprachlichen Problemen hilfreich sein, z. B. dabei, wie man englische Präpositionen verwendet, wie etwa *at the beginning of the book* oder *at the beginning of the book* heißt. In diesem Fall ist beides richtig – du bist normalerweise auf der sicheren Seite, wenn du die Suche mit mehreren Einträgen wählst.

Achtung: Selbstverständlich ist es aber immer besser, ein verlässliches Wörterbuch (online oder offline) zu verwenden.



STEP 3 Saving your search results

Oft ist es sehr nützlich, wenn man gefundene Informationen für die spätere Verwendung speichert. Nutze dazu die sogenannten Lesezeichen in deinem Browser.



Hands-on

Imagine you are planning a trip to the USA. Use the internet to find information about the things you need to know:

- current exchange rate EUR - USD
- time zones in the USA
- sporting events in New York City in spring
- PowerPoint (ppt) presentations about the Grand Canyon
- newspaper articles about the hot dog in New York

Use the tips and tools from above. Then present your findings in class.

Unit 6 Project Spot

How to prepare a presentation with your computer

Heutzutage verwenden immer mehr Menschen sogenannte Präsentationen, wie z. B. PowerPoint. In der Schule und in der Berufswelt sind Präsentationsprogramme nicht mehr wegzudenken. Hier findest du ein paar Tipps für deine nächste Präsentation in der Klasse oder im neuen Job.

STEP 1 Come early

Erstelle deine Präsentation immer lange genug im Voraus. Vergewissere dich, dass die Technik (Beamer, Computer etc.) vor Ort vorhanden ist und funktioniert.

STEP 2 Content

Konzentriere dich zunächst auf den Inhalt deiner Präsentation. Beziehe dich bei deiner Suche am besten auf Blogs, Magazine und zuverlässige Internetseiten. Erst dann suchst du nach passenden Bildern.

STEP 3 Media

Verwende Bilder, Videos, Audio oder andere Objekte (das können auch mitgebrachte Dinge sein), um deine Aussagen zu unterstützen.

Images: Verwende aussagekräftige Bilder in deiner Präsentation. Die Bilder sollen groß und scharf sein. Weiters solltest du Bilder immer mit dem eigentlichen Thema bzw. deiner *message* zu tun haben. Achte darauf, woher die Herkunft der Bilder angibt bzw. am besten nur Bilder verwendest, die man frei nutzen darf (wie z. B. die Nutzungsrechte „frei zu nutzen oder weiterzugeben“, um auf einer sicheren Seite zu sein).

Not too much: Verwende nicht zu viele Bilder mit zu vielen Details, das könnte die Zuhörer/innen ablenken.

STEP 4 Slides vs. handout

Verwende deine Folien nicht gleichzeitig als Handout für deine Zuhörer/innen. Eine gute Folie zeigt lediglich die Hauptidee deiner Message.

STEP 5 Font

Verwende nicht zu viele unterschiedliche Schriftarten, sondern maximal zwei. Achte darauf, dass sie gut lesbar sind.

STEP 6 Save

Wenn du mit deiner Präsentation zufrieden bist, speichere die Datei am besten auf einem USB-Stick ab und schicke sie zur Sicherheit auch an deine eigene E-Mail-Adresse. So kannst du von überall darauf zugreifen.



<i>Shanice - Career</i>
• Winner of <i>The Golden Voice of Britain</i> in 2014
• First single: "I've always loved you"
• Number one album <i>Love</i>
• Newcomer of the year 2014
• Hit single "Loving hearts" with BestboyZ



Hands-on

Prepare a computer presentation about your favourite music star. Use the tips from above.

Unit 7 Project Spot

How to give a presentation

In der Schule und im Berufsleben ist es des Öfteren nötig, Referate bzw. Präsentationen zu halten. Abgesehen von technischen Hilfsmitteln (vgl. Unit 6 How to prepare a presentation with your computer), gibt es eine Reihe an allgemeinen Tipps und Tricks, die für eine gute Präsentation sehr nützlich sind.



STEP 1 Before your presentation

Research: Zu Beginn suchst du sämtliche Informationen zum Thema auf zuverlässigen Seiten im Internet (vgl. Unit 5 How to search with Google) bzw. in der Bibliothek. Versuche gleich, alle Infos zu ordnen bzw. zu speichern, damit du immer Zugriff auf sie hast und alle Informationen für die eigentliche Präsentation besser übersichten kannst.

Structure: Nachdem du alle Infos gefunden hast, versuche diese in Kategorien einzuteilen (z. B. Einleitung, Hauptteil, Abschluss, Medien, Quellen etc.) vgl. z. B. Unit 1 How to work with mindmaps). Nun kannst du dich der eigentlichen Präsentation widmen. Versuche die Präsentation nachvollziehbar zu strukturieren, z. B. in eine Einleitung, einen Hauptteil und einen Schluss.

STEP 2 During your presentation

Phrases: Versuche kurze und einprägsame Phrasen für deine Präsentation zu verwenden. Beginne deine Präsentation mit z. B. folgenden Sätzen:

Today I would like to talk about ..., *I will start with ...* Während deiner Präsentation kannst du Phrasen verwenden wie z. B. *One of the most important things about ...* oder *I want to show my next slide, which is about ...*

Beende deine Präsentation z. B. mit folgenden Sätzen: *In conclusion, I'd like to say that ...* und *in the end, you can see that ...* etc.

The audience is your friend: Niemals deine Präsentation von einem Zettel ab. Das ist für die Zuhörer/innen unangenehm und sie werden dir nach ein paar Sekunden nicht mehr folgen. Versuche frei und in eigenen Worten zu präsentieren. Verwende dazu Notizkarten mit Stichwörtern. Sprich immer langsam und deutlich. Halte zudem Augenkontakt mit deinen Zuhörer/innen und achte auf deine Gestik.

Surprise: Versuche deine Zuhörer/innen zu überraschen. Mache z. B. am Ende der Präsentation etwas über die Inhalte der Präsentation oder erzähle während der Präsentation einen Witz, der mit einem Thema zusammenhängt.

STEP 3 After your presentation

Steh dir Fragen nach deiner Präsentation zur Verfügung. Lade die Zuhörer/innen ein, dir mündliches oder schriftliches Feedback zu geben, sodass du von Mal zu Mal besser wirst.



Hands-on

Prepare and give a presentation about your favourite sportsperson.

Unit 8 Project Spot



How to become more fluent in English

Die englische Sprache ist aus unserem Alltag nicht mehr wegzudenken. Wir brauchen Englisch für den Beruf, im Internet, auf Reisen etc. Hier sind ein paar Tipps, die dir helfen können, allem beim Sprechen etwas sicherer und flüssiger werden kann. Sprachenlernen ist ein langer Prozess, der nie endet, aber mit den richtigen Techniken kann vieles ein bisschen leichter werden.

STEP 1 Practice

Denke in alltäglichen Situationen Englisch, z.B. wenn du auf dem Bus wartest. Schau dich um und versuche die Objekte, die du siehst auf Englisch zu benennen und einen ganzen Satz daraus zu machen. Wenn du Musik hörst, versuche die Texte zu verstehen bzw. mitzusingen. Wenn du dir Filme ansiehst, schau dir hin und wieder die englische Version oder Versionen mit englischen Untertiteln an.

STEP 2 Not only rules

Natürlich besteht Englisch aus Regeln, wie z.B. Grammatik, die du auch lernen solltest. Allerdings brauchst du nicht alle perfekt zu beherrschen. Es ist wichtiger, die Sprache im alltäglichen Leben einzusetzen, z.B. wenn du Touristen nach dem Weg fragst.

STEP 3 Paraphrasing

Versuche nicht jedes einzelne Wort vom Deutschen exakt ins Englische zu übersetzen. Wenn dir ein Wort nicht einfällt, versuche es zu paraphrasieren, z.B. *lazy* = *He always sits on the couch.*

STEP 4 Linkers

Um in einem Gespräch flüssig zu sein, sind Verbindeiwörter – sogenannte *linkers* (*and, but, however, furthermore, because* etc.).

STEP 5 Role models

Schau dir z.B. im Internet Videos von Berühmtheiten an, in denen sie Englisch sprechen und versuche ihnen nachzusprechen bzw. sie sprachlich zu imitieren. Das wirkt anfänglich etwas komisch, kann dir aber helfen.

STEP 6 Hot topics

Suche dir ein Thema aus, das dich sehr interessiert, z.B. Fußball, Musik etc. Dann schau dir Videos an und lies Onlinezeitungen bzw. Blogs aus diesem Bereich.

STEP 7 Basic phrases

Lerne bestimmte Phrasen für bestimmte Situationen. Mit einem Grundstock an bestimmten Phrasen kommt man oft schon gut über die Runden und man wirkt flüssiger.



Hands-on

Pick a topic of your choice (sports, music, celebrities, etc.) and use the tips from above. After a couple of weeks, present your results in class. (Did the advice help? Was it easy? Etc.)

Unit 9 Project Spot

Learning tips for different learner types

In Unit 9 hast du einiges über *lifelong learning* und über verschiedene Lerntypen erfahren. Um deinen Lerntyp und das Lernverfahren ideal aufeinander abzustimmen, findest du hier einige Tipps.

Visual learner

STEP 1 Highlights

Verwende Buntstifte oder Textmarker, um wichtige Informationen und Schlagwörter (Regeln, Vokabeln etc.) hervorzuheben.

STEP 2 Cartoons, sketches and mind maps

Zeichne Cartoons, Skizzen oder Mindmaps, um dir bestimmte Informationen besser zu merken.

Kinaesthetic learner

STEP 1 Move it

Versuche dich zu bewegen und herumzuwandern, während du das Gelernte wiederholst.

STEP 2 Sticky notes

Schreib dir wichtige Dinge, die du lernen musst, auf Haftzettel. Platziere diese Zettel überall im Raum (Lichtschalter, Computer, Tisch etc.). Nun bewege dich langsam von einem Zettel zum anderen und lies dabei die Notizen laut vor.

Auditory learner

STEP 1 Music

Höre leise und beruhigende Musik während du lernst. Musik mit zirka 60 beats per minute (bpm) hilft dir dein Gedächtnis zu aktivieren, während laute Musik ablenkend wirkt.

STEP 2 Record yourself

Nimm wichtige Informationen am Smartphone oder auf einem Diktiergerät auf und höre dir diese Informationen nochmals vor dem Schlafen an.

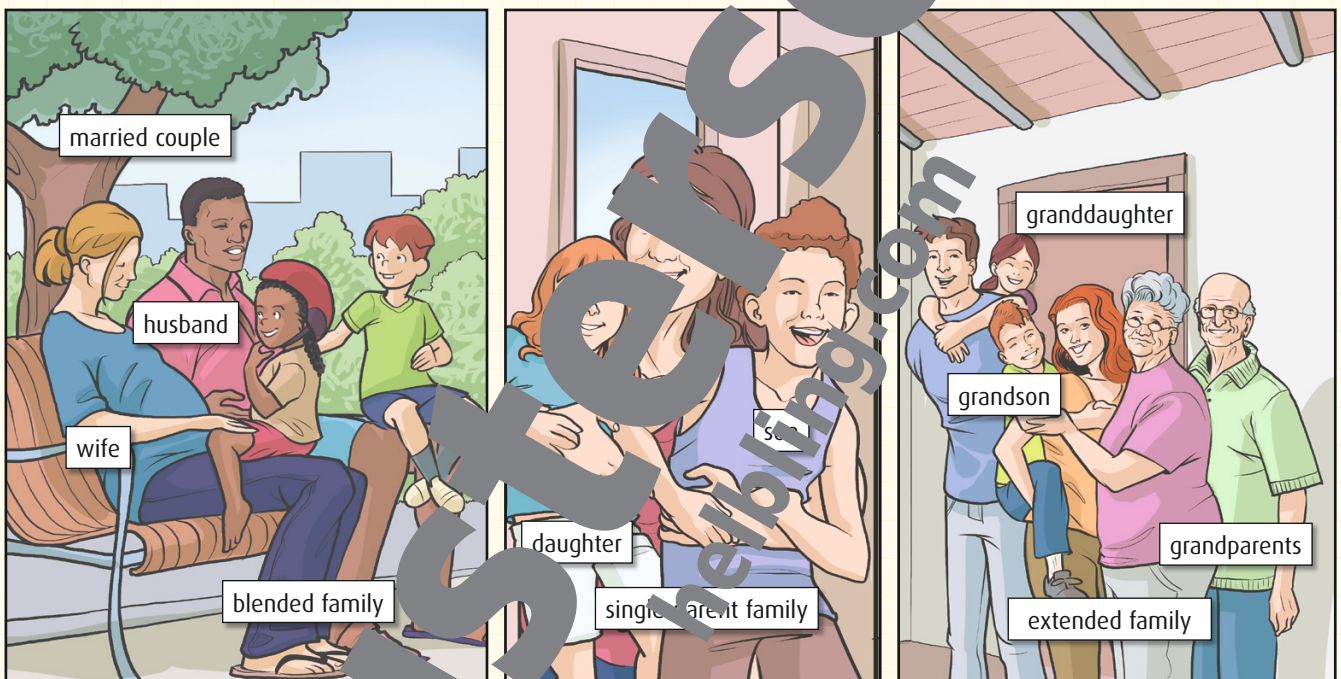
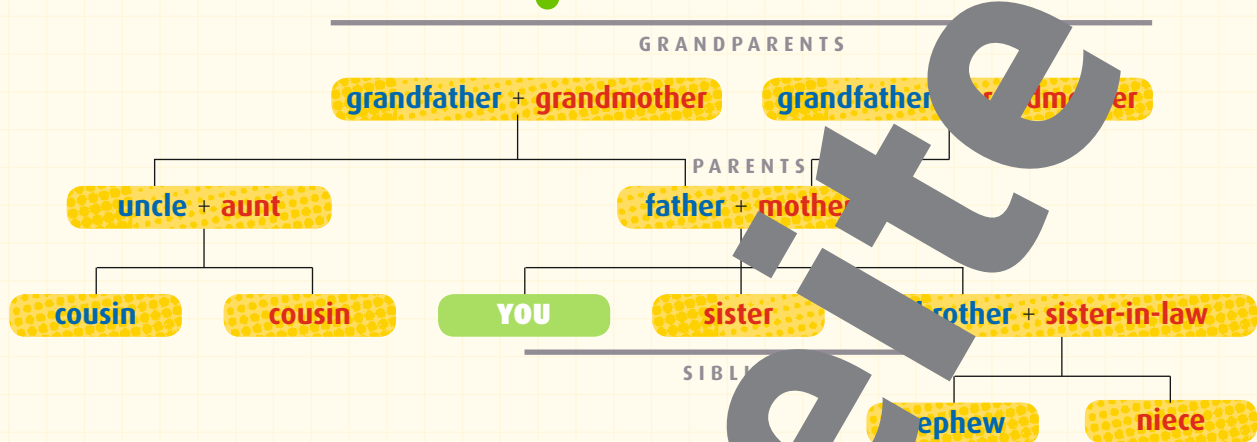
STEP 3 Tell the others

Präsentiere das Gelernte einem Freund/einer Freundin, deinen Eltern etc.



Hands-on

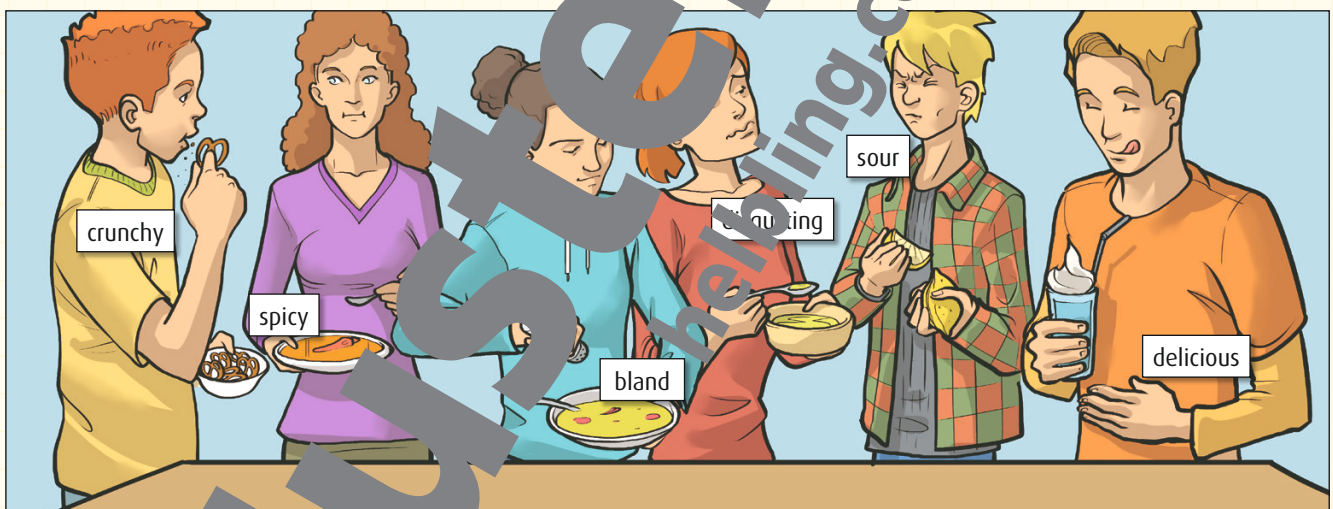
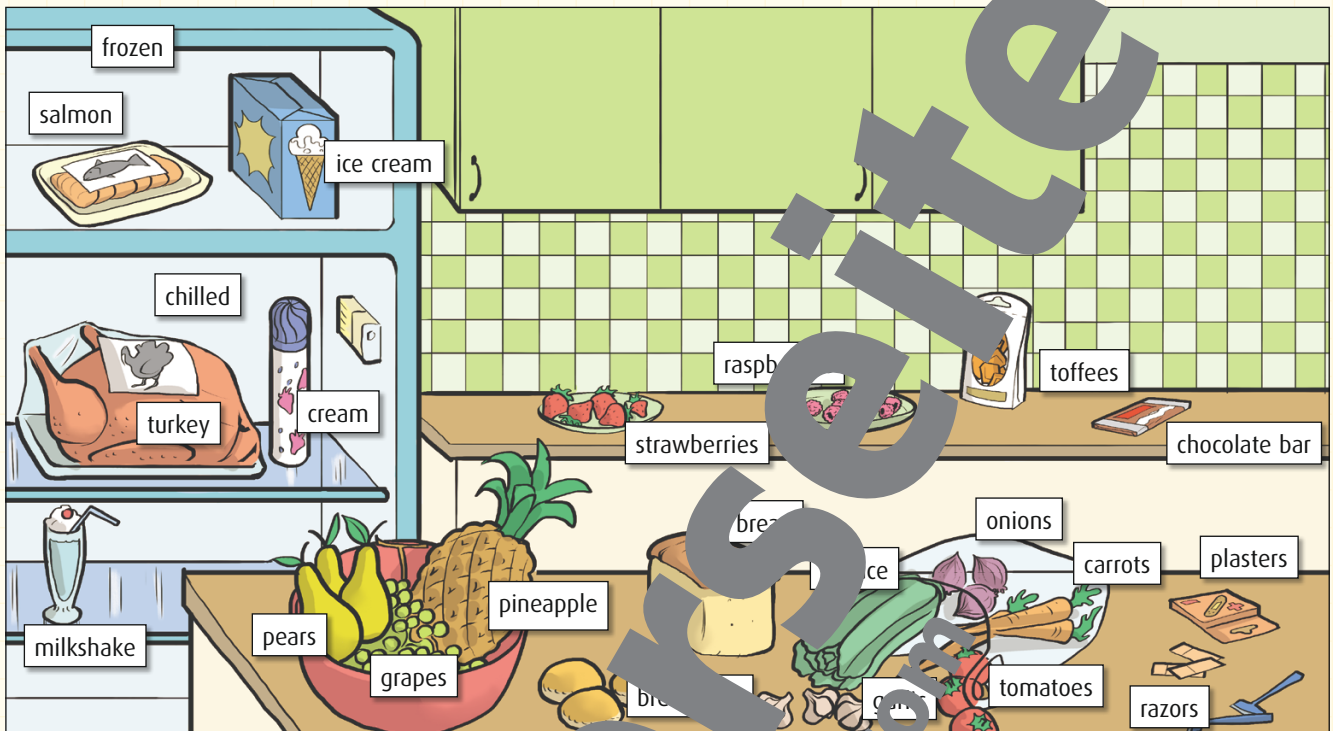
Use the tips from above to help you prepare for your final exams or presentations. Discuss them with a partner. Which of them were most helpful? Don't forget: these are tips which you can also use for your future job.



Essential English

Hello, how are you?	Hallo, wie geht es dir?
Hi there. I'm fine, thanks.	Hallo. Mir geht's gut, danke.
Where are you from?	Woher bist du?
I am from Vienna.	Ich bin aus Wien.
What's your name?	Wie heißt du?
Nice to meet you.	Schön dich kennenzulernen.
So how do you like it here?	Also, wie gefällt es dir hier?
Shall we get a drink?	Möchtest du etwas trinken gehen?
Sounds great!	Hört sich toll an!

Unit 2 Being a foodie



Essential English

What can I get you?	Was hätten Sie/hättest du gerne?
Hello, I'd like a hamburger with cheese, please.	Hallo, ich hätte gerne einen Hamburger mit Käse.
What would you like to drink?	Was möchten Sie/möchtest du gerne trinken?
I'll have a large diet coke, please.	Ich nehme ein großes Cola Light, bitte.
Any dessert?	Vielleicht noch eine Nachspeise?
That's 9 pounds.	Das macht dann 9 Pfund.
Here you are!	Hier, bitteschön!

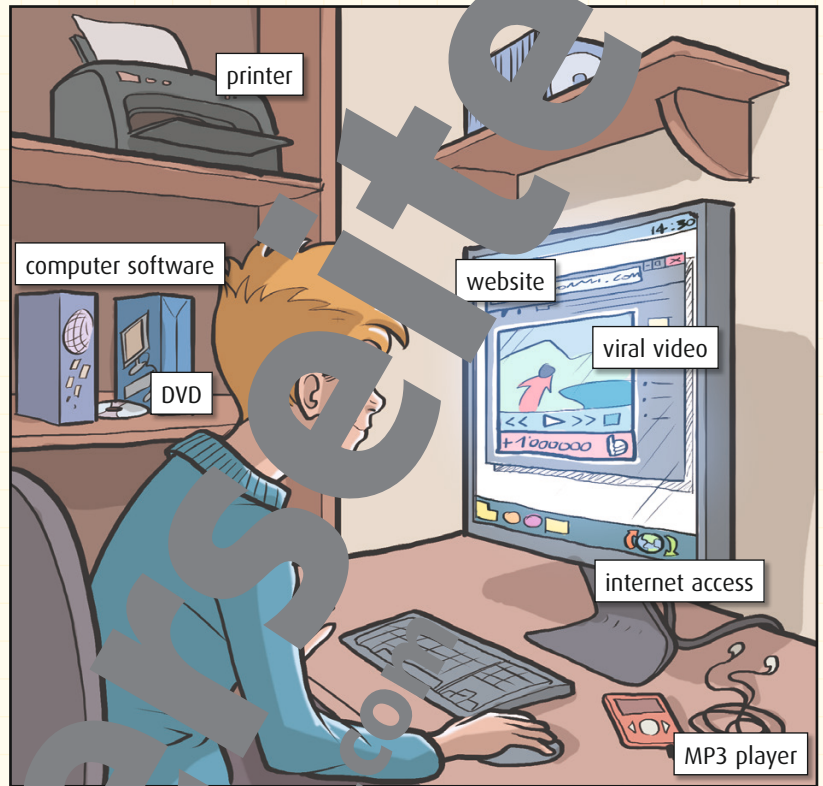
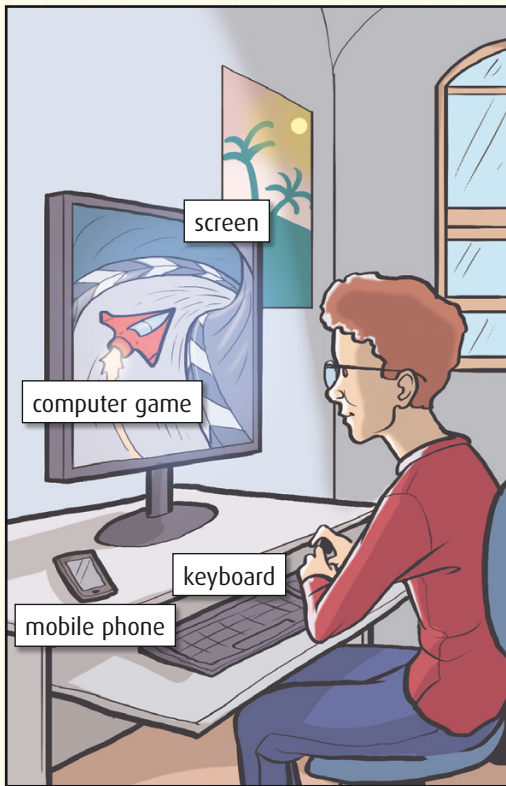


Essential English

How much is the blue dress over there?	Wie viel kostet das blaue Kleid dort drüben?
That's £29.99.	Das macht £29,99.
Do you have any shoes to go with the blue dress?	Haben Sie irgendwelche Schuhe, die zu dem blauen Kleid passen?
How about those grey ones in the window?	Wie wäre es mit den Grauen im Schaufenster?
How much do they cost?	Wie viel kosten sie?
Those black ones over there are on offer.	Die Schwarzen dort drüben sind im Angebot.
I need size 57.	Ich brauche Größe 39.
They're a perfect fit.	Sie passen perfekt.
I'll take them.	Ich nehme sie.
Can I try on the dress?	Kann ich das Kleid anprobieren?
What size are you?	Welche Größe haben Sie/hast du?

Unit 4 We are the net

TECHNOLOGY



to upload



to create an email account



to cyberbully somebody



online community



push notification



social media



to cyberbully somebody

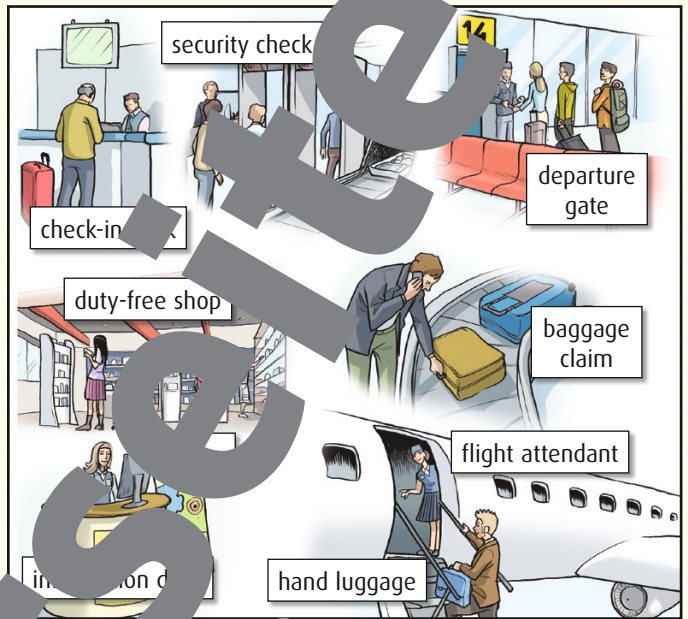
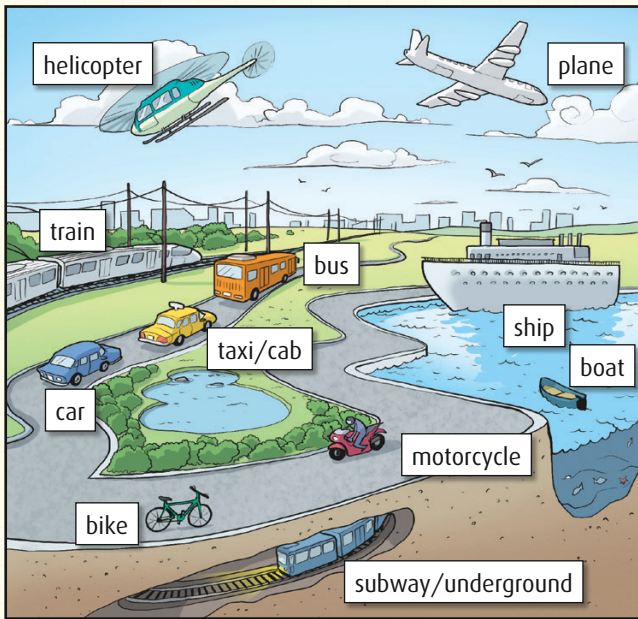


wifi hotspot

Essential English

My name is Carla and I am 18 years old.	Ich heiße Carla und ich bin 18 Jahre alt.
I am from Leoben.	Ich bin aus Leoben.
Today I am going to talk about my internet habits.	Heute werde ich über mein Surfverhalten sprechen.
I often use my smartphone.	Ich verwende oft mein Smartphone.
When I am online, I often watch videos.	Wenn ich im Internet surfe, schaue ich immer Videos.
I search for information and other things on Google.	Ich suche nach Infos und anderen Dingen auf Google.
When I work on my laptop, I use Wikipedia.	Wenn ich auf meinem Laptop arbeite, verwende ich Wikipedia.
All in all I think the internet is very useful.	Im Großen und Ganzen denke ich, dass das Internet sehr nützlich ist.

Unit 5 All the way to the USA TRAVELLING



departures



arrivals



lost luggage



restaurant



post/mail



restrooms



boarding pass



return ticket



three o'clock



half past eight



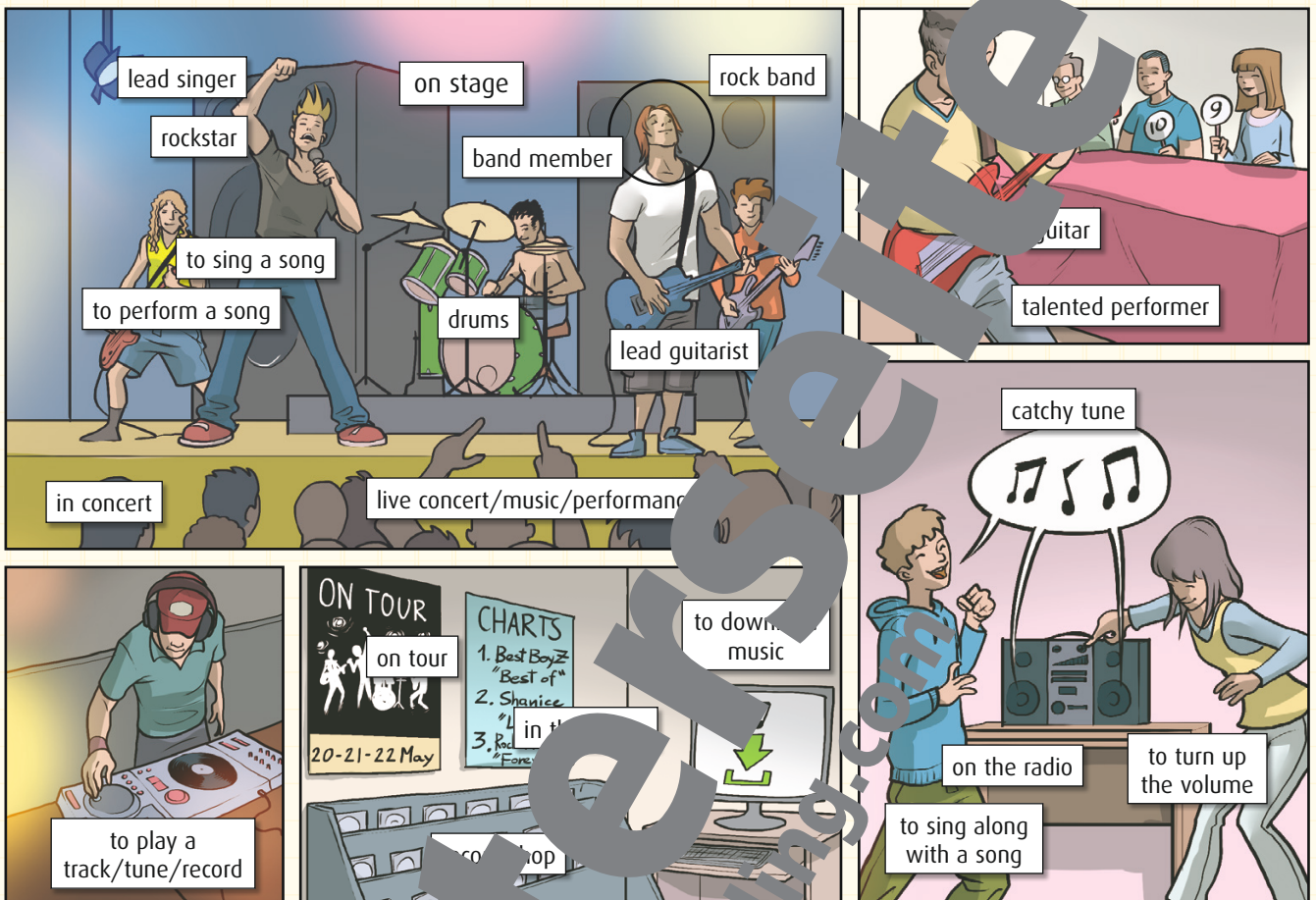
a quarter to eight



a quarter past four

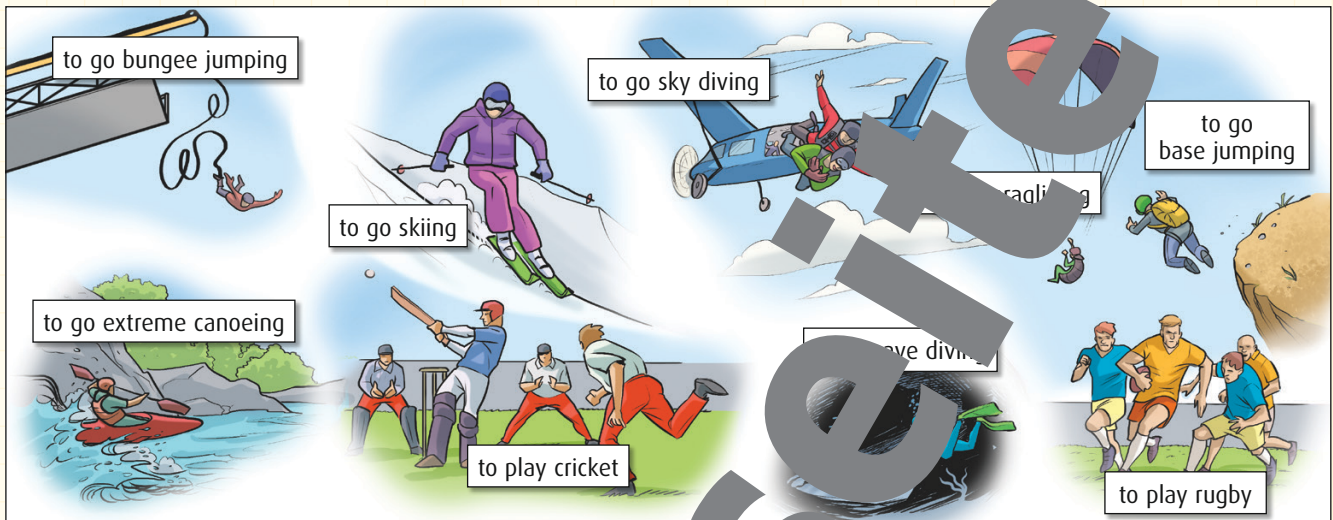
Essential English

Excuse me, please.	Entschuldigen Sie bitte.
Yes, can I help you?	Ja, kann ich Ihnen helfen?
Can you show me the way to the Empire State Building?	Könnten Sie mir den Weg zum Empire State Building zeigen?
You're here on 11th Avenue.	Sie befinden sich gerade auf der 11 th Avenue.
Go straight ahead on 11 th , then turn right into 30 th Street.	Gehen Sie gerade aus auf der 11 th Avenue, dann biegen Sie rechts in die 30 th Street ein.
Take the third left into 8 th Avenue. Then go straight ahead past Madison Square Garden and turn right into 34 th Street.	Biegen Sie bei der dritten Straße nach links in die 8 th Avenue ab. Dann gehen Sie gerade aus, vorbei am Madison Square Garden und danach biegen Sie rechts in die 34 th Street ein.
You're very welcome!	Sehr gern geschehen!



Essential English

Great to have you here and thank you for your time!	Freude, dass du hier bist und danke, dass du dir die Zeit nimmst!
What's your favourite band?	Was ist deine Lieblingsband?
What is the most important thing in a song for you?	Was ist das Wichtigste für dich bei einem Lied?
I like songs with good lyrics.	Ich mag Songs mit guten Texten.
I love songs that tell a story.	Ich liebe Songs, die eine Geschichte erzählen.
Tell us about a song that is special for you.	Erzähl uns etwas über einen Song, der für dich etwas ganz Besonderes ist.
That would be "Satisfaction" by the Rolling Stones.	Das wäre dann "Satisfaction" von den Rolling Stones.
What's your favourite song?	Was ist dein Lieblingslied?
Where do you usually listen to music?	Wo hörst du für gewöhnlich Musik?
Where do you get your music?	Wo kaufst du deine Musik?
I sometimes go to the record shop.	Manchmal gehe ich in den Plattenladen.
Thank you for this interview!	Vielen Dank für dieses Interview!



TO PLAY



TO GO



TO DO

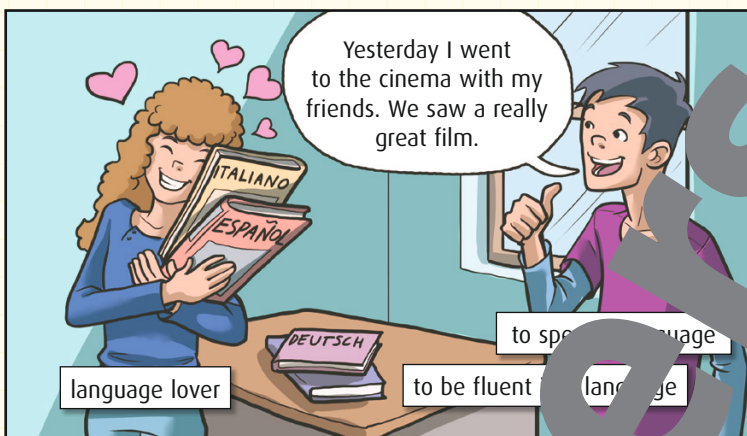
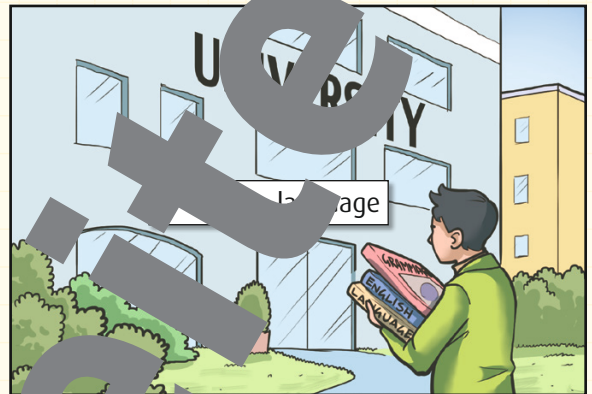
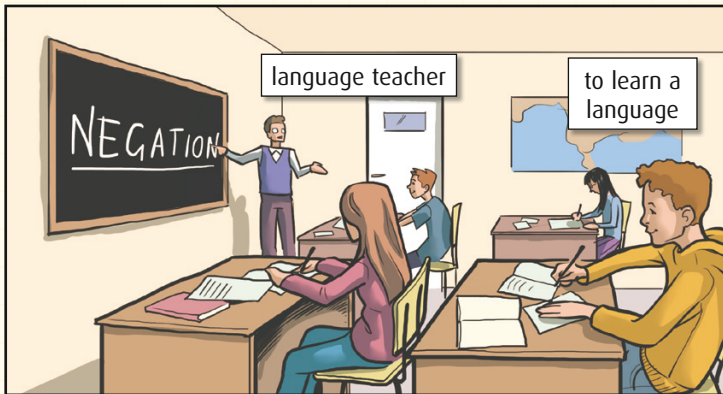


Essential English

Ah, Austria, it's very famous for skiing.	Ah, Österreich, das ist sehr berühmt für das Schifahren.
In Austria people love skiing. It's our national sport. We are very good at it.	In Österreich lieben die Leute das Schifahren. Es ist unser Nationalsport. Wir sind sehr gut darin.
What sport are you into?	Welcher Sport gefällt dir gut?
I really like football. In England we are crazy about football.	Ich mag Fußball sehr gern. In England sind wir fußballverrückt.
Do Austrians love any sport other than skiing?	Mögen Österreicher/innen auch andere Sportarten außer Schifahren?
Austrians love lots of different sports.	Die Österreicher/innen lieben viele verschiedene Sportarten.
Does your country have a good football team?	Hat dein Land ein gutes Fußballteam?
We are really into rugby!	Wir mögen Rugby wirklich gerne!
Can you explain this sport to me?	Kannst du mir diesen Sport etwas näher erklären?

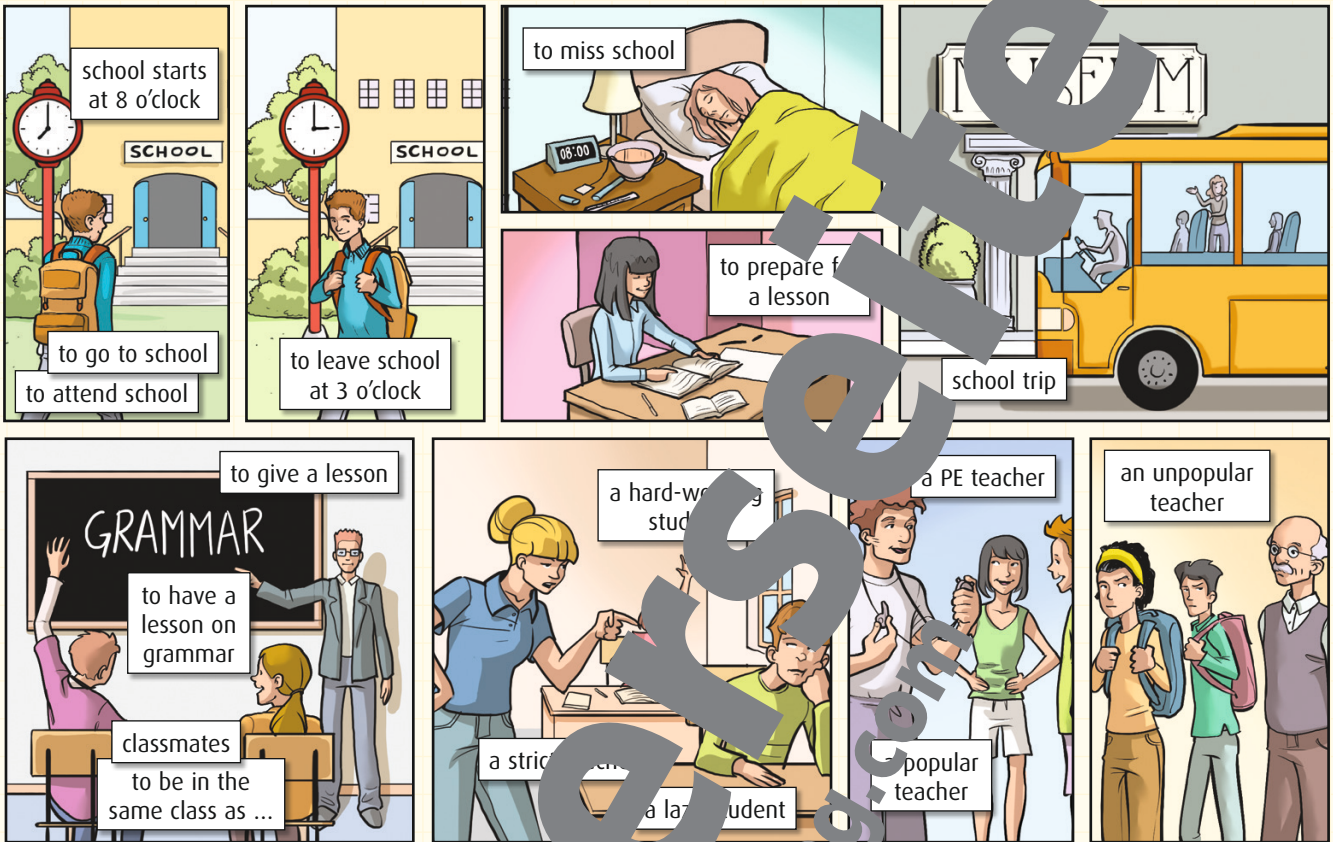
Unit 8 Language lovers

LANGUAGE



Essential English

You speak German there, right?	Man spricht dort Deutsch, oder?
Is German a difficult language?	Ist Deutsch eine schwierige Sprache?
Lots of people believe that German has some very difficult words and grammar. But on the whole German is a wonderful language.	Viele Leute denken, dass Deutsch einige sehr schwierige Wörter und Grammatik hat. Im Großen und Ganzen ist Deutsch aber eine wunderschöne Sprache.
My native language is Italian.	Meine Muttersprache ist Italienisch.
I don't understand very much, but I love how it sounds.	Ich verstehe nicht viel, aber ich mag den Klang.
How come you speak English so well?	Wie kommt's, dass du so gut Englisch sprichst?
I'm very interested in languages. I am some kind of language lover, I suppose.	Mich interessieren Sprachen sehr. Ich bin eine Art Sprachenliebhaber/in, würde ich sagen.
I watch English films, I read English books and magazines and I love travelling.	Ich schaue englische Filme, lese englische Bücher und Magazine und ich liebe es zu reisen.
But your English is also very good.	Aber dein Englisch ist auch sehr gut!
I know I'm not perfect, but I understand most of it.	Ich weiß, dass ich nicht perfekt spreche, aber ich verstehe fast alles.



Essential English

Do you still go to school? / Are you still at school?	Geht du noch zur Schule? / Bist du noch in der Schule?
I go to a so-called <i>Poly</i> . It's a pre-vocational school.	Ich gehe in ein sogenanntes Poly. Das ist eine berufsbildende Schule.
I go to a grammar school in Brighton. It's a secondary school where we learn languages.	Ich besuche eine Gesamtschule in Brighton. Das ist eine Art Unter- und Oberstufe, wo wir Sprachen lernen.
Is science a subject?	Ist Naturwissenschaften bei euch ein Fach?
In science we learn biology, chemistry and physics.	In Naturwissenschaften lernen wir Dinge über Biologie, Chemie und Physik.
Is it difficult to get good grades?	Ist es schwierig, gute Noten zu bekommen?
I really enjoy learning new things.	Mir macht es wirklich Spaß, neue Dinge zu lernen.
We have lots of interesting subjects.	Wir haben sehr viele interessante Fächer.
What do you want to do after you leave school?	Was möchtest du nach der Schule machen?
After the <i>Poly</i> I want to start my travel agent apprenticeship.	Nach dem Poly möchte ich meine Lehre als Reisebüroassistent/in beginnen.
I don't just study for school but also for my job.	Ich lerne nicht nur für die Schule, sondern auch für meinen Job.

TENSES (ZEITEN)

PRESENT TENSE

Present simple (Einfache Gegenwartsform)

Die Form des *Present simple* ist für alle Personen gleich.
Ausnahme: In der 3. Person Singular wird ein **-s** angehängt.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten
I like London.	I don't (do not) like London.	Do/Don't I like London?	Yes, I do . No, I don't .
You like London.	You don't (do not) like London.	Do/Don't you like London?	Yes, you do . No, you don't .
He likes London.	He doesn't (does not) like London.	Does/Doesn't he like London?	Yes, he does . No, he doesn't .
She likes London.	She doesn't (does not) like London.	Does/Doesn't she like London?	Yes, she does . No, she doesn't .
It likes fish.	It doesn't (does not) like fish.	Does/Doesn't it like fish?	Yes, it does . No, it doesn't .
We like London.	We don't (do not) like London.	Do/Don't we like London?	Yes, we do . No, we don't .
You like London.	You don't (do not) like London.	Do/Don't you like London?	Yes, you do . No, you don't .
They like London.	They don't (do not) like London.	Do/Don't they like London?	Yes, they do . No, they don't .

Present continuous / present progressive (Verstärkte Gegenwartisform, -ing-Form)

Das *Present continuous* wird gebildet mit der richtigen Form von **be** und der **-ing**-Form des Verbs.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten
I'm (I am) playing football.	I'm not (I am not) playing football.	Am I playing football?	Yes, I am . No, I'm not .
You're (You are) playing football.	You aren't (You are not) playing football.	Are you playing football?	Yes, you are . No, you aren't ./No, you're not .
He's (He is) playing football.	He isn't (He's not) playing football.	Is he playing football?	Yes, he is . No, he isn't ./No, he's not .
She's (She is) playing football.	She isn't (She's not) playing football.	Is she playing football?	Yes, she is . No, she isn't ./No, she's not .
It's (It is) raining .	It isn't (It is not) raining .	Is it raining?	Yes it is . No, it isn't ./No, it's not .
We're (We are) playing football.	We aren't (We are not) playing football.	Are we playing football?	Yes, we are . No we aren't ./No, we're not .
You're (You are) playing football.	You aren't (You are not) playing football.	Are you playing football?	Yes, you are . No you aren't ./No, you're not .
They're (They are) playing football.	They aren't (They are not) playing football.	Are they playing football?	Yes, they are . No, they aren't ./No, they're not .

Present perfect (Regelmäßige Verben) (Regelmäßige Verben)

Das *Present perfect* wird gebildet mit **has / have** und der dritten Form (*past participle* Form) des Verbs.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten
I've (I have) finished .	I haven't (have not) finished .	Have I finished ?	Yes, I have . No, I haven't .
You've (You have) finished .	You haven't (have not) finished .	Have you finished ?	Yes, you have . No, you haven't .
He's (He has) finished .	He hasn't (has not) finished .	Has he finished ?	Yes, he has . No, he hasn't .
She's (She has) finished .	She hasn't (has not) finished .	Has she finished ?	Yes, she has . No, she hasn't .
It's (It has) finished .	It hasn't (has not) finished .	Has it finished ?	Yes, it has . No, it hasn't .
We've (We have) finished .	We haven't (have not) finished .	Have we finished ?	Yes, we have . No, we haven't .
You've (You have) finished .	You haven't (have not) finished .	Have you finished ?	Yes, you have . No, you haven't .
They've (They have) finished .	They haven't (have not) finished .	Have they finished ?	Yes, they have . No, they haven't .

Present perfect + already / yet

Already stellst du zwischen **have / has** und das Verb, **yet** stellst du an das Satzende.

I've already read this book.	I haven't done my homework yet .
We've already seen this film.	She hasn't told him yet .

Present perfect + ever / never

Ever und **never** stellst du zwischen **have / has** und die dritte Form des Verbs.

Have you ever been to Beverly Hills?	I've never been to Beverly Hills.
Has she ever met a famous person?	She's never met a famous person.

Present perfect + since / for

Since verwendest du bei Angabe eines bestimmten Zeitpunktes.

For verwendest du bei Angabe eines Zeitraumes oder einer Zeitdauer.

I've been here since yesterday / last week / three o'clock.
I haven't seen her for a long time / three weeks / two years.

PAST TENSE

Past simple — was / were (Einfache Vergangenheit)

Das *Past simple* wird bei regelmäßigen Verben mit „regular verbs“ (siehe „regular verbs“), bei unregelmäßigen Verben mit der zweiten Form (siehe „irregular verbs“).

Positive Aussage	Negative Aussage	Fragen	Kurzantworten	
I was tired.	I wasn't (was not) tired.	Was/Wasn't I tired?	Yes, I was .	No, I wasn't (was not) .
You were tired.	You weren't (were not) tired.	Were/weren't you tired?	Yes, you were .	No, you weren't (were not) .
He was nice.	He wasn't (was not) nice.	Was/Wasn't he nice?	Yes, he was .	No, he wasn't (was not) .
She was nice.	She wasn't (was not) nice.	Was/Wasn't she nice?	Yes, she was .	No, she wasn't (was not) .
It was blue.	It wasn't (was not) blue.	Was/Wasn't it blue?	Yes, it was .	No, it wasn't (was not) .
We were friendly.	We weren't (were not) friendly.	Were/Weren't we friendly?	Yes, we were .	No, we weren't (were not) .
You were friendly.	You weren't (were not) friendly.	Were/Weren't you friendly?	Yes, you were .	No, you weren't (were not) .
They were friendly.	They weren't (were not) friendly.	Were/Weren't they friendly?	Yes, they were .	No, they weren't (were not) .

Regular verbs (regelmäßige Verben)

Positive Aussage	Negative Aussage	Fragen	Kurzantworten					
I liked Cardiff.	I didn't (did not) like Cardiff.	Did I like Cardiff? you like Cardiff? he like Cardiff? she like Cardiff? it rain? we you they	Yes,	I	did.	No,	I	didn't.
You laughed a lot.	You didn't (did not) laugh a lot.			you			you	
He walked home.	He didn't (did not) walk home.			he			he	
She looked good.	She didn't (did not) look good.			she			she	
It turned around.	It didn't (did not) turn around.			it			it	
We cooked dinner.	We didn't (did not) cook dinner.			we			we	
You cooked dinner.	You didn't (did not) cook dinner.			you			you	
They loved the film.	They didn't (did not) love the film.	they	they					

Past continuous / progressive (Verlaufsform, -ing-Form)

Das *Past continuous* wird gebildet mit der richtigen *past simple* Form von **be** und der **-ing**-Form des Verbs.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I was playing football.	I wasn't playing football.	Was I playing football?	Yes, I was .	No, I wasn't .
You were playing football.	You weren't playing football.	Were you playing football?	Yes, I was .	No, you weren't .
He was playing football.	He wasn't playing football.	Was he playing football?	Yes, he was .	No, he wasn't .
She was playing football.	She wasn't playing football.	Was she playing football?	Yes, she was .	No, she wasn't .
It was raining .	It wasn't raining .	Was it raining?	Yes, it was .	No, it wasn't .
We were playing football.	We weren't playing football.	Were we playing football?	Yes, we were .	No, we weren't .
You were playing football.	You weren't playing football.	Were you playing football?	Yes, we were .	No, you weren't .
They were playing football.	They weren't playing football.	Were they playing football?	Yes, they were .	No, they weren't .

Irregular verbs (Unregelmäßige Verben)

Present	Past simple	Past participle	Übersetzung	Present	Past simple	Past participle	Übersetzung
be	was/were	been	sein	learn	learned (erl.)	learnt (learned)	lernen
become	became	become	werden	leave	left	left	verlassen
begin	began	begun	beginnen	let	let	let	lassen
break	broke	broken	brechen	lose	lost	lost	verlieren
bring	brought	brought	bringen	make	made	made	machen
build	built	built	bauen	meet	met	met	treffen
buy	bought	bought	kaufen	put	put	put	geben, setzen, stellen
catch	caught	caught	fangen	read	read	read	lesen
choose	chose	chosen	(aus)wählen	run	ran	run	laufen
come	came	come	kommen	say	said	said	sagen
cut	cut	cut	schneiden	see	saw	seen	sehen
do	did	done	tun, machen	send	sent	sent	senden, schicken
draw	drew	drawn	zeichnen	set	set	set	setzen
eat	ate	eaten	essen	show	showed	shown (showed)	zeigen
fall (asleep)	fell (asleep)	fallen (asleep)	fallen; (einschlafen)	sit	sat	sat	sitzen, sich setzen
feel	felt	felt	fühlen	speak	spoke	spoken	sprechen, sagen
find	found	found	finden	spend	spent	spent	verbringen, ausgeben
get	got	got	bekommen, werden	stand	stood	stood	stehen
give	gave	given	geben	take	took	taken	nehmen
go	went	gone	gehen, fahren	teach	taught	taught	lehren, unterrichten
grow	grew	grown	wachsen; züchten; anbauen	tell	told	told	sagen, erzählen
have	had	had	haben	think	thought	thought	denken
hear	heard	heard	hören	understand	understood	understood	verstehen
hit	hit	hit	schlagen	wake (up)	woke (up)	woken (up)	(auf)wachen
keep	kept	kept	(be)halten	win	won	won	gewinnen
know	knew	known	wissen, kennen	write	wrote	written	schreiben

FUTURE TENSE

going to future (Zukunft mit *going to*)

Die *going to future* wird mit einer Form von **be** und **going to** und der Grundform des Vollverbs gebildet.

Positive Aussage		Negative Aussage		Fragen		Kurzantworten	
I'm		I'm not		Am I / Am I not		Yes, I am. / No, I'm not.	
You're		You aren't (You're not)		Are / Aren't you		Yes, I am. / 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	going to play football.	She isn't (She's not)	going to play football.	Is / Isn't she	going to play football.	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).	

Die *going to future* verwendest du, wenn du eine feste Absicht ausdrücken möchtest oder wenn etwas unmittelbar bevorsteht.

We're going to visit my uncle.	Look! It's going to rain.
--------------------------------	---------------------------

will future

Die *will future* verwendest du, wenn du etwas vorhersagen möchtest oder versuchst.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten
I'll (I will) see you tomorrow.	I won't (will not) see you tomorrow.	Will you see me tomorrow?	Yes, I will. / No, I won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will. / No, you won't (will not).
He'll (He will) see her tomorrow.	He won't (will not) see her tomorrow.	Will he see her tomorrow?	Yes, he will. / No, he won't (will not).
She'll (She will) see him tomorrow.	She won't (will not) see him tomorrow.	Will she see him tomorrow?	Yes, she will. / No, she won't (will not).
It'll (It will) rain tomorrow.	It won't (will not) rain tomorrow.	Will it rain tomorrow?	Yes, it will. / No, it won't (will not).
We'll (We will) see you tomorrow.	We won't (will not) see you tomorrow.	Will we see you tomorrow?	Yes, we will. / No, we won't (will not).
You'll (You will) see us tomorrow.	You won't (will not) see us tomorrow.	Will you see us 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 continuous for future

Das *present continuous* wird als Zukunftsform, wenn ein Plan oder eine Vereinbarung gemacht worden ist.

We're leaving tomorrow.

BESONDERE VERBEN

to be — affirmative, negative

Das Verb **be** wird wie das deutsche Verb **sein** verwendet.

Positive Aussage	Negative Aussage
I'm (I am) tired.	I'm not tired.
You're (You are) clever.	You aren't/You're not clever.
He's (He is) nice.	He isn't/He's not nice.
She's (She is) in this school.	She isn't/She's not in this school.
It's (It is) blue.	It isn't/It's not blue.
We're (We are) friendly.	We aren't/We're not friendly.
You're (You are) friendly.	You aren't/You're not friendly.
They're (They are) 15.	They aren't/They're not 15.

Questions with be

Fragen	Kurzantworten
Am I tired?	Yes, you are. / No, I'm not.
Are/Aren't you tired?	Yes, I am. / 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 this school?	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 friendly?	Yes, we are. / No, we aren't./No, we're not.
Are/Aren't you friendly?	Yes, you are. / No, you aren't./No, you're not.
Are/Aren't they 15?	Yes, they are. / No, they aren't./No, they're not.

have got / haven't got

Have got wird wie das deutsche Verb **haben** verwendet.
Die richtige Form für die 3. Person der Gegenwart (he/she/it) ist **has got**.

Positive Aussage	Negative Aussage	Fragen	Kurzantworten
I've got (I have got) a dog.	I haven't got (I 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

There is / there are wird verwendet, um auszudrücken, dass etwas vorhanden ist, oder dass es etwas gibt.

There's a cat in the tree. (= There is a cat in the tree.)	There are three pens on the table.	
There was / there were (Past simple)	There has been / there have been (Present perfect)	There will be / There's going to be / There are going to be (Future)
Negativ: There isn't / There aren't	Fragen: Is there...? / Are there...?	

Modal verbs (Modalverben)

Die wichtigsten Modalverben sind **should / shouldn't, have to / don't have to, might / might not, must / mustn't, can / can't, could / couldn't, will / won't, would / wouldn't, shall / shall not**, and **may / may not**.

I	can/can't		I	have to/don't have to	
You			You		
He	must/mustn't		He		
She	should/shouldn't	come today.	She	has to/doesn't have to	go to school.
It			It		
We	might/mightn't		We		
You	need/needn't		You	have to/don't have to	
They			They		

I	am	allowed to	stay out late.	I	am	able to	speak English well.
You	are						
He	is						
She	is						
We	are						
You	are						
They	are		They	are			

can / can't

Can ist ein Modalverb und wird deshalb immer in Verbindung mit einem Vollverb verwendet. Die Verneinung wird gebildet als **cannot** oder **can't**. Die *Past tense* Formen von **can / can't** sind **could / couldn't**.

Positive Aussagen	Negative Aussagen	Frage	Kurzantworten
I can speak English.	I can't (cannot) speak English.	Can/Can't I speak English?	Yes, I can . No, I can't .
You can speak English.	You can't (cannot) speak English.	Can/Can't you speak English?	Yes, you can . No, you can't .
He can speak English.	He can't (cannot) speak English.	Can/Can't he speak English?	Yes, he can . No, he can't .
She can speak English.	She can't (cannot) speak English.	Can/Can't she speak English?	Yes, she can . No, she can't .
It can run fast.	It can't (cannot) run fast.	Can/Can't it run fast?	Yes, it can . No, it can't .
We can speak English.	We can't (cannot) speak English.	Can/Can't we speak English?	Yes, we can . No, we can't .
You can speak English.	You can't (cannot) speak English.	Can/Can't you speak English?	Yes, you can . No, you can't .
They can speak English.	They can't (cannot) speak English.	Can/Can't they speak English?	Yes, they can . No, they can't .

like (doing)

Mit **like doing** sagst du, ob jemand gerne etwas macht oder sich gerne mit etwas beschäftigt. Gebildet wird es mit der einfachen Gegenwartsform **like** + **doing**-Form des folgenden Verbs.

Samantha doesn't like listening to music.	James likes running but he doesn't like swimming .
--	--

Conditional clauses

Conditional 1 (wahrscheinlich)		Conditional 2 (unwahrscheinlich, aber möglich)		Conditional 3 (unmöglich)	
If-Satz	Hauptsatz	If-Satz	Hauptsatz	If-Satz	Hauptsatz
Present simple	will / would + Hauptverb	Past simple	would(n't) + Grundform des Verbs (Conditional)	Past perfect	would(n't) have + 3. Form des Verbs / past participle
If it doesn't rain,	we'll have a party in the garden.	If I won a million euros,	I would travel around the world.	If I had known that,	I wouldn't have given you the money.
If you feel tired,	you can have a rest.	If you didn't eat so much,	you wouldn't be so full.	If she hadn't stopped so quickly,	she would have hit the wall.

Passive

Das *passive* wird mit der entsprechenden Form von **be** und dem *past participle* gebildet.

VW cars **are made** in Germany.

Rome **wasn't built** in a day.

Bei Verben mit zwei Objekten (z.B. *They gave me three books for my birthday.*) bildest du das *passive* mit dem Objekt, das die Handlung erleidet.

I **was given** three books for my birthday.

by + Substantiv wird verwendet, um beim *Passiv* zu sagen, von wem etwas gemacht wird.

I was chased **by** a dog.

ADVERBS (ADVERBIEN)

Generell bildet man Adverbien, indem man an die Grundform des Adjektivs **-ly** anhängt.

usual – usually

sad – sadly

furious – furiously

Adverbs of manner (Adverbien der Art und Weise)

Mit Adverbien der Art und Weise beschreibst du, wie jemand etwas macht. Regelmäßige Adverbien werden mit **-ly** gebildet.

Regular (+ -ly) (Regelmäßig)

bad – badly

quiet – quietly

happy – happily

Irregular (Unregelmäßig)

fast – fast

good – well

Adverbs of frequency (always, often, usually, sometimes, never)

(Häufigkeitsadverbien)

0%

never

→

sometimes

→

often

→

usually

→

always

My family **sometimes** go to the cinema on Fridays.

She's **always** happy.

ARTICLES (ARTIKEL)

Indefinite article (Unbestimmter Artikel)

Der unbestimmte Artikel **a** wird vor einem zählbaren Hauptwort verwendet, **an** wird vor Selbstlauten verwendet.

a bike

a teacher

a dog

an für den Vokalen (Selbstlauten): a, e, i, o, u

an egg

an apple

Definite article (Bestimmter Artikel)

Der bestimmte Artikel, der wie im Deutschen **der/die/das**, ist im Englischen immer **the**.

the bike

the teacher

the dog

NOUNS (HAUPTWÖRTER)

Plural nouns – irregular plurals (Pluralformen)

Regelmäßige Pluralformen werden gebildet, indem ein **-s** angehängt wird.

Bei unregelmäßigen Formen wird am Wortende **-y** zu **-ies** (Vokal vor **-y** bleibt **-y**) und **-f** oder **-fe** zu **-ves**. Es gibt auch einige unregelmäßige Pluralformen.

Regelmäßig					
dog – dogs	snake – snakes	cat – cats			
Unregelmäßig					
baby – babies	leaf – leaves	life – lives	child – children	mouse – mice	foot – feet

PRONOUNS (PRONOMEN)

Question words (Fragewörter)

Who	What	Where	How often
Who is she?	What's your name?	Where are you from?	How often do you go to the cinema?
Who are you?	What eats insects?	Where do you live?	
Who likes ice cream?	What does your dog eat?		
Who do you like?			

Personal pronouns / Subject and object pronouns (Personalpronomen)

Personalpronomen können als Subjekt oder Objekt eines Satzes verwendet werden.

Das unpersönliche deutsche **man** kann im Englischen mit **you**, **anybody** oder **one** ausgedrückt werden.

Subjekt	Objekt
I, you, he, she, it, we, they	me, you, him, her, it, us, them

one – ones

Wenn du ein Hauptwort nicht wiederholen möchtest, kannst du es durch **one / ones** ersetzen.

What **book** are you reading? **One** about a man travelling around Africa. What **kind of books** do you like? **Ones** about travel.

some – any

Wenn du etwas Unmögliches nicht haben möchtest, verwendest du **some**.

Wenn du fragen möchtest, ob es etwas gibt, oder wenn du sagen willst, dass es etwas nicht gibt, verwendest du **any**.

some	any	
We've got some cheese.	We haven't got any cheese.	Is there any milk in the fridge?
I've got some money.	I haven't got any money.	Have we got any strawberries?
Would you like some crisps?	There aren't any onions in the kitchen.	Do you want any chocolate?

this / that, these / those

This / that, these / those sind Demonstrativpronomen, die verwendet werden, um Nähe oder Ferne auszudrücken.

This / these beschreibt etwas in der Nähe, **that / those** etwas weiter Entferntes.

I like **this** sweater here. I like **that** sweater over there. I like **these** shoes here. I like **those** shoes over there.

Possessive pronouns (Possessivpronomen)

Besitzanzeigende Fürwörter zeigen an, wem etwas gehört.

It's my book. It's mine .	It's his book. It's his .	It's our book. It's ours .
It's your book. It's yours .	It's her book. It's hers .	It's their book. It's theirs .

Possessives

Possessivpronomen stehen immer vor dem Hauptwort und zeigen an, wem oder wem etwas gehört.

I	you	he	she	it	they
my	your	his	her		their

whose + possessive 's (Genitiv)

Wenn du fragen willst, wem etwas gehört, verwendest du **whose**. Wenn du mit einem Namen antwortest, fügst du das Possessiv **'s** an.

Whose is this book?	It's Amanda's (book).	Whose book is this?	It's Harry's (book).
----------------------------	-----------------------	----------------------------	----------------------

Relative clauses

Die Relativpronomen in bestimmenden Relativsätzen sind:

	auf Personen bezogen	auf Tiere oder Dinge bezogen
Subjekt	who oder that	which oder that
direktes Objekt	(who) oder (whom) oder (that)	(which) oder (that)
Besitzverhältnis	whose	whose

Ist das Pronomen direktes Objekt, kannst du es weglassen; in der obigen Tabelle steht es deshalb in Klammern.

The man who(m) / that you met at my house is ...	The car which / that we bought last month is a BMW.
The man you met ...	The car we bought ...

PREPOSITIONS (PRÄPOSITIONEN)

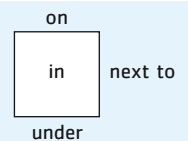
Präpositionen stehen vor einem Hauptwort oder Pronomen und zeigen die Richtung, den Ort, oder die Zeit an.

Time prepositions (Präpositionen der Zeit)

My birthday is on February 26th / September 5th.	We have Maths in the morning / in the afternoon.
My sister's birthday is in December / April etc.	We go to bed late at night.
The film starts at eight / six forty-five.	

Prepositions of place (Directions) (Präpositionen des Ortes)

at	by	behind	in	in front of	inside	near
next to	on	opposite	outside	over	round	under



ADJECTIVES (ADJEKTIVE)

as ... as

Wenn du sagen willst, dass etwas (nicht) gleich ist wie etwas anderes, verwendest du **(not) as ... as**.

I am **as** intelligent **as** my sister.

Comparatives & Superlatives (Vergleiche & Steigerung der Adjektive)

Einsilbige Adjektive steigerst du mit **-er** und **-est**. Bei mehr als zwei Silben steigerst du mit **more** und **most**.

Eine Auflistung der am häufigsten verwendeten Adjektivsteigerungen findest du hier.

My bike is **bigger** than your bike.

My mum is **the most intelligent** person in our family.

Adjective	Comparative	Superlative	Adjective	Comparative	Superlative
bad	worse	worst	funny	funnier	funniest
big	bigger	biggest	happy	happier	happiest
cold	colder	coldest	heavy	heavier	heaviest
easy	easier	easiest	pretty	prettier	prettiest
fast	faster	fastest	ugly	uglier	ugliest
good	better	best			
hot	hotter	hottest	Adjective	Comparative	Superlative
long	longer	longest	beautiful	more beautiful	most beautiful
new	newer	newest	boring	more boring	most boring
old	older	oldest	dangerous	more dangerous	most dangerous
rich	richer	richest	difficult	more difficult	most difficult
safe	safer	safest	exciting	more exciting	most exciting
small	smaller	smallest	expensive	more expensive	most expensive
strong	stronger	strongest	handsome	more handsome	most handsome
tall	taller	tallest	important	more important	most important
weak	weaker	weakest	intelligent	more intelligent	most intelligent

Ordinal numbers

Cardinal	Ordinal	Cardinal	Ordinal
1 one	first	17 seventeen	seventeenth
2 two	second	18 eighteen	eighteenth
3 three	third	19 nineteen	nineteenth
4 four	fourth	20 twenty	twentieth
5 five	fifth	21 twenty-one	twenty-first
6 six	sixth	30 thirty	thirtieth
7 seven	seventh	40 forty	fortieth
8 eight	eighth	50 fifty	fiftieth
9 nine	ninth	60 sixty	sixtieth
10 ten	tenth	70 seventy	seventieth
11 eleven	eleventh	80 eighty	eightieth
12 twelve	twelfth	90 ninety	ninetieth
13 thirteen	thirteenth	100 a hundred	hundredth
14 fourteen	fourteenth	101 a/one hundred and one	the (one) hundred and first
15 fifteen	fifteenth	1,000 a thousand	the one thousandth
16 sixteen	sixteenth	1,000,000 a million	the millionth

Wordlist

A

a quarter	ein Viertel
a/an	ein/e
ability	Fähigkeit
able	fähig
about	über
above	über
abroad	im Ausland
abuse	Missbrauch
access	Zugang
accommodation	Unterkunft
accompany	begleiten
account	Konto
acquire	erlangen
act	sich verhalten
active	aktiv
activity	Aktivität
actor/actress	Schauspieler/in
actual	tatsächlich
actually	eigentlich
add	hinzufügen
addictive	süchtig machend
addition	Ergänzung
admire	bewundern
adorable	bezaubernd
adore	verehren
adult	Erwachsene/r
adult	Erwachsenen-
education	bildung
advanced	fortgeschritten
advantage	Vorteil
advertise	werben
advertisement	Werbung, Anzeige
advice	Ratschlag
afford	leisten
afraid	verängstigt
Africa	Afrika
after	nach
afternoon	Nachmittag
again	erneut
against	gegen
age	Alter
agree	zustimmen
ahead	geradeaus
aim	Ziel
air	Luft
airline	Fluggesellschaft
airport	Flughafen
aisle	Gang
allergic	allergisch
allow	erlauben
allowance	Taschengeld
almost	fast
alone	alleine
along	entlang
already	schon
also	auch
always	immer
amazing	unglaublich
among/	
amongst	unter
anchovies	Sardinen
and	und
animal	Tier
annoy	belästigen
annoying	lästig
another	noch ein/e
answer	antworten
any	irgend
anybody/	
anyone	jemand
anything	etwas
anyway	wie auch immer
appealing	ansprechend
appear	erscheinen
apple	Apfel
application	Anwendung; Bewerbung
apply	auftragen; bewerben
appointment	Termin
apprentice	Lehrling
apprenticeship	Ausbildung
area	Gebiet
argue	diskutieren

around

around	herum
arrange	vereinbaren
arrival	Ankunft
arrive	ankommen
artichokes	Artischocken
artificial	künstlich
artist	Künstler/in
artistic	künstlerisch
ashamed	beschämt
Asia	Asien
ask	fragen
assert	behaupten
assistance	Unterstützung
athletics	Leichtathletik
attach	anhängen
attack	angreifen
attend	teilnehmen
attendant	Teilnehmer/in
auditory	auditiv
aunt	Tante
Australia	Australien
Austria	Österreich
available	verfügbar
avenue	Allee/Straße
average	Durchschnitt
avoid	vermeiden
await	erwarten
aware	bewusst
away	weg
awesome	fantastisch
awful	schrecklich

B

back	hinten; zurück
background	Hintergrund
backpack	Rucksack
bacon	Schinken/Peck
bad	schlecht
bag	Tasche
baggage	Gepäck
baggage claim	Gepäck
bake	backen
baker	Bäcker/in
baker's	Bäckerei
bakery	Bäckerei
barbecue	BBQ
bargain	feilschen
basical	Schnäppchen
basics	grundsätzlich
bath	Bad
be	sein
beach	Strand
beat	schlagen
beauti	schön
beauty	Schönheit
because	weil
become	werden
bed	Bett
before	Rindfleisch
begin	vor
beginner	anfänger
behind	Verhalten
believe	hinter
belongings	glauben
below	Habseligkeiten
belt	unter
between	Gürtel
big	zwischen
bike	groß
bill	Rad
billboard	Rechnung
billions	Werbetafel
bin	Milliarden
birthday	Abfalleimer
biscuits	Geburtstag
bit	Kekse
bites	bisschen
black	Stücke
blame	schwarz
bland	beschuldigen

blood

blood	Blut
blouse	Bluse
blue	blau
board game	Brettspiel
boat	Boot
body	Körper
boil	kochen
bond	Vertrag
book	Buch
bookshop	Buchhandlung
border	Grenze
bore	Luftweiler/in
bored	langweilt
boring	langweilig
born	geboren
borough	Bezirk
borrow	borgen
Bosnia-	Bosnien-
Herzeg	Herzegowina
boss	Bosse
both	beide
bottle	Flasche
bottom	unten
boy	Junge
br	Freund
bread	Brot
breadcrumbs	Brotkrumen
break	Pause;
break	zerbrechen
breakfast	Frühstück
British	Briten
broadcast	übertragen
bro	Bruder
brother	Bruder
browse	surfen
brush	auffrischen
bubble	Blase
build	bauen
building	Gebäude
bun	Stier
bunch	Haufen
burn	brennen
burst	zerplatzen
business	Geschäft
busy	beschäftigt
but	aber
buy	kaufen
by the way	übrigens

C

cab	Taxi
cafeteria	Kantine
cake	Kuchen
California	Kalifornien
call	anrufen
calm	ruhig
calm down	beruhigen
campaign	sich einsetzen;
	Kampagne
can	können
Canada	Kanada
candy	Süßigkeit
canned	konserviert
cannot	nicht können
canoe	Kanu
cap	Kappe
capital	Hauptstadt
caption	Bildunterschrift
capture	eingefangen
car	Auto
carbohydrates	Kohlenhydrate
card	Karte
care	sorgen
career	Karriere
careful	vorsichtig
carrot	Karotte

celebrate

celebrate	feiern
celebration	Feier
celebrity	Berühmtheit
centre	Zentrum
century	Jahrhundert
cereal	Müsli
certain	bestimmte/r/s
chain	Kette
chalk	Kreide
change	wechseln
charming	bezaubernd
chat	Gespräch
cheap	billig
check	überprüfen
checkout	Kasse
cheer	jubeln
cheese	Käse
cheetah	Gepard
chef	Koch
chemistry	Chemie
chicken	Huhn
child	Kind
children	Kinder
chill	entspannen
chilled	gekühlt
chips	Pommes frites
chocolate	Schokolade
choice	Wahl
choose	wählen
Christmas	Weihnachten
cinema	Kino
circle	Kreis; einkreisen
city	Stadt
city hall	Rathaus
clap	klatschen
class	Klasse
classic	klassisch
classmate	Klassenkamerad/ in
classroom	Klassenzimmer
clean	sauber
clear	klar
click	klicken
client	Kunde/-in
cliff	Klippe
close	nahe
clothing	Bekleidung
cloud	Wolke
clue	Ahnung
coach	Trainer/in
coffee	Kaffee
coke	Cola
cold	kalt
collaborate	zusammen- arbeiten
colleague	Kollege/Kollegin
colour	anmalen; färben
comb	Kamm
come	kommen
comedy	Komödie
comment	Kommentar
commit	begehen
common	gewöhnlich
communicate	kommunizieren
community	Gemeinschaft
company	Firma; Gesellschaft
compare	vergleichen
comparison	Vergleich
competition	Wettbewerb
complain	sich beschweren
complete	fertigstellen
compote	Kompott
comprehension	Verständnis
computer-	computer-
assisted	unterstützt

conclusion
confession
confirm
confusing
connect
connection
consist
constantly
content
contest
continue
contract
control
convenient
convention
conversation
cook
corn
corner
costs
count
country
couple
courier
course
cover
cow
cranberry
crazy
cream
create
crime
crisis
crisps
criticise
Croatia
cross
crowd
crunchy
cry
Cuba
cuisine
cultural
cup
curious
currency
currently
customer
cut
cutlery
CV
cyberbullying
cycle
Czech Republic

Ergebnis
 Geständnis
 bestätigen
 verwirrend
 verbinden
 Verbindung
 bestehen
 ständig
 Inhalt
 Wettbewerb
 weitermachen
 Vertrag
 Kontrolle
 praktisch
 Versammlung
 Gespräch
 kochen
 Mais
 Ecke
 Kosten
 zählen
 Land
 Paar
 Kurier
 Kurs
 abdecken
 Kuh
 Preiselbeere
 verrückt
 Sahne
 kreieren
 Verbrechen
 Krise
 Chips
 kritisieren
 Kroatien
 durchstreichen
 Krone
 knusprig
 weinen
 Kuba
 Kochkunst
 kulturell
 Tasse
 neugierig
 Währung
 zurzeit
 Kunde/Kundin
 schneiden
 Besteck
 Lebenslauf
 Cyber-Mobbing
 Rad fahren
 Tschechien

D
dad
dairy
damage
dance
dancefloor
dancer
danger
dangerous
dark
date

Papa
 Milch-
 beschädigen
 Tanz
 Tanzfläche
 Tänzer/in
 Gefahr
 gefährlich
 dunkel
 Datum;
 sich verabreden
 Tochter
 Tag
 tot
 tödlich
 Händler
 tief
 Liebes-
 Tod
 Debatte
 debattieren
 entscheiden
 Entscheidung

daughter
day
dead
deadly
dealer
deap
dear
death
debate

Papa
 Milch-
 beschädigen
 Tanz
 Tanzfläche
 Tänzer/in
 Gefahr
 gefährlich
 dunkel
 Datum;
 sich verabreden
 Tochter
 Tag
 tot
 tödlich
 Händler
 tief
 Liebes-
 Tod
 Debatte
 debattieren
 entscheiden
 Entscheidung

decide
decision
deep-fried
defender
definitely
degree
delicious
delighted
delivery
department
departure
depend
describe
description
design

entscheiden
 Entscheidung
 tiefgefrieren
 Verteidiger
 definitiv
 Grad
 köstlich
 hocherfreut
 Lieferung
 Abteilung
 Abreise
 abhängen
 beschreiben
 Beschreibung
 Plan, Entwurf;
 entwerfen
 Tisch
 verzweifelt
 Reiseziel

desk
desperate
destination

Tisch
 verzweifelt
 Reiseziel

destiny
destroy
detailed
develop
developer
development
country
development
device
devil
dialogue
dictionary
difference
different
difficult
dinner
direction
directly
director

Schicksal
 zerstören
 detailliert
 entwickeln
 Entwickler/in
 Entwicklungsland
 Entwicklung
 Gerät
 Teufel
 Dialog
 Wörterbuch
 Unterschied
 unterschiedlich
 schwierig
 Abendessen
 Richtung
 direkt
 Leiter/in;
 Regisseur/in
 schmutzig

dirty
disadvantage
disagree
disappoint
disappointment
discount
discuss
disease
disgusting
dish
dishes
dislike
display
district
disturb
dive
divide
divorced
do
documentary
dog
donate
doodle
door
double
doubt

Nachteil
 widersprechen
 enttäuschen
 Enttäuschung
 Preisnachlass
 diskutieren
 Krankheit
 ekelhaft
 Speise
 Geschirr
 nicht mögen
 Bildschirm
 Bezirk
 stören
 tauchen
 teilen
 geschieden
 tun
 Dokumentation
 Hund
 spenden
 kritzeln
 Tür
 doppelt
 bezweifeln
 Zweifel
 Teig
 herum
 herum
 zeichnen
 Traum
 hübsch
 sehen
 trinken

dough
down
download
draw
dream
dreamer
dress
drink
drive
driver
drop
drop by
drown
drugs
drum
dubio
due to
duplicating

Teig
 herum
 herum
 zeichnen
 Traum
 hübsch
 sehen
 trinken
 um
 vorbeis
 ertrinken
 en
 neugierig
 wegen
 Kauf
 und

E
each
earn
earnings
east
eat
edition
education
efficient
egg
either
else
embarrassing
embassy
emigrate
emperor
employee
enable
enclose
energetic
engineer
enjoy
enjoyable
enlighten
enormous

jede/r
 Ohr
 früh
 verdienen
 Kopfhörer
 Ost
 leicht
 essen
 Rand
 Ausgabe
 Erziehung
 effizient
 Ei
 entweder
 anders
 peinlich
 Botschaft
 auswandern
 Kaiser
 Angestellte/r
 ermöglichen
 beifügen
 dynamisch
 Ingenieur
 genießen
 angenehm
 aufklären
 enorm

enough
entertaining
entertainment
entry
environment
equipment
especially
Estonia
eternity
Europe
even
evening
ever
everybody/
everyone
everyday
everything
everywhere
exact
exam
example
excellent
except
exchange

genug
 unterhaltsam
 Unterhaltung
 Eingang; Eintrag
 Umwelt
 Ausrüstung
 speziell
 Estland
 Ewigkeit
 Europa
 sogar
 Abend
 jemals

excited
exciting
excuse
exercise
exhausted
expect
expenses
expensive
experience
experiment
explore
express
expression
extend
extraordinary
eye

jede/r
 täglich
 alles
 überall
 genau
 Prüfung
 Beispiel
 hervorragend
 Unter
 aufgeregt
 freigend
 Entschuldigung
 Ausübung;
 Ausübung;
 erschöpfend
 strengen
 warten
 Erfahrung;
 erfahren
 erklären
 erforschen
 ausdrücken
 Ausdruck
 erweitern
 außergewöhnlich
 extrem
 Extremis
 in
 Auge

factory
fair
fairly
faithful
false
fame
famous
fanciful
fancy

Fabrik
 gerecht/blond
 (Haar)
 ziemlich
 treu
 fallen
 falsch
 Ruhm
 berühmt
 Fanat/in
 Lust haben auf;
 schick
 fantastisch
 weit
 Bauer/Bäuerin
 faszinierend
 Mode
 Modefan
 schnell
 fett
 Vater
 fettig
 Lieblings-
 Angst
 Gebühr
 füttern
 fühlen
 Gefühl
 weiblich
 Fähre
 wenig/e
 Feld
 Kampf; kämpfen
 herausfinden
 Datei
 füllen
 endgültig
 endlich
 finanziell
 finden
 gut
 beenden
 Finnland
 Fisch

fantastic
far
farmer
fascinating
fashion
fashionista
fast
fat
father
fatty
favourite
fear
fee
feed
feel
feeling
female
ferry
few
field
fight
figure out
file
fill
final
finally
financial
find
fine
finish
Finland
fish

ziemlich
 weit
 Bauer/Bäuerin
 faszinierend
 Mode
 Modefan
 schnell
 fett
 Vater
 fettig
 Lieblings-
 Angst
 Gebühr
 füttern
 fühlen
 Gefühl
 weiblich
 Fähre
 wenig/e
 Feld
 Kampf; kämpfen
 herausfinden
 Datei
 füllen
 endgültig
 endlich
 finanziell
 finden
 gut
 beenden
 Finnland
 Fisch

fitting rooms
fix
flag
flat
flexible
flight
flight attendant
flooded
floor

Umkleidekabinen
 richten
 Flagge
 Wohnung
 flexibel
 Flug
 Flugbegleiter/in
 überflutet
 Boden
 Blume
 Grippe
 flüssig
 fliegen
 konzentriert
 folgen
 Essen
 Feinschmecker
 unüberlegt
 Fußball/Football
 Fußballspieler/in
 verbieten
 Vorhersage
 Vordergrund
 ausländisch
 vergessen
 vergeben
 Gabel
 formell
 vorherige/r/s
 Vermögen
 weiterleiten
 Stiftung
 Frankreich
 frei

flu
fluffy
follow
food
foolish
football
footballer
forbid
forecast
foreground
foreign
forget
forgive
fork
formal
former
fortune
forward
foundation
France
free
freedom
freeze
freezer
freezer
frequent
fresh
fridge
friend
friendly
fries
front
frozen
fruit
frustrated
fry
full
fun
funny
furniture
further
furthermore
fussy
future

folgen
 Essen
 Feinschmecker
 unüberlegt
 Fußball/Football
 Fußballspieler/in
 verbieten
 Vorhersage
 Vordergrund
 ausländisch
 vergessen
 vergeben
 Gabel
 formell
 vorherige/r/s
 Vermögen
 weiterleiten
 Stiftung
 Frankreich
 frei
 Freiheit
 gefrieren
 Gefrierschrank
 häufig
 frisch
 Kühlschrank
 Freund/in
 freundlich
 Pommes Frites
 Vorderseite
 gefroren
 Frucht
 frustriert
 braten
 voll
 Spaß
 lustig
 Möbel
 weitere
 außerdem
 heikel
 Zukunft

G
gain
game
gap
garlic
gate
general
geographic
Germany
get out
get-together
get to know
get up
girl
give
glass
global
globetrotter
glossary
go
goal
golden
good
goods
grade
graduate
grandchildren
granddaughter
grandfather
grandma
grandmother
grandparents
grandson
grape
graphics
grass
grateful

erlangen; Gewinn
 Spiel
 Lücke
 Knoblauch
 Tor
 generell
 geografisch
 Deutschland
 aussteigen
 Treffen
 kennenlernen
 aufstehen
 Mädchen
 geben
 Glas
 weltweit
 Weltbummler/
 in
 Wörterverzeichnis
 gehen
 Ziel
 gold
 gut
 Güter
 Note
 den Abschluss
 machen
 Enkelkinder
 Enkeltochter
 Großvater
 Oma
 Großmutter
 Großeltern
 Enkelsohn
 Weintraube
 Grafik-
 Gras
 dankbar

great großartig
Greece Griechenland
greedy gierig
grid Raster
grocery shop Lebensmittelgeschäft
group Gruppe
grow wachsen
grow up aufwachsen, erwachsen werden
guess raten; schätzen
guest Gast
guide führen; Führer/in
guitar Gitarre
guitarist Gitarrenspieler/in
guy Typ
gym Fitnessstudio
gymnastics Gymnastik

H
habit Gewohnheit
hair Haar
hairstresser Frisör/in
hairdryer Föhn
half halb
hall Halle
ham Schinken
handbag Handtasche
hang hängen
happen passieren
happiness Glück
happy glücklich
harbour Hafen
hard hart
hardened gehärtet
hardly kaum
hard-working hart arbeitend
hat Hut
hate hassen
have haben
heading Titel
headline Überschrift
headquarter Hauptquartier
health Gesundheit
healthy gesund
hear hören
heart Herz
heartbeat Herzschlag
heart disease Herzkrankung
heavy schwer
help helfen
helpful hilfsbereit
herbs Kräuter
here hier
hero Held/in
hidden versteckt
high hoch
highlight hervorheben
hill Hügel
hire einstellen
Hispanics Hispanos
history Geschichte
hit rammen; schlagen

hold halten
hole Loch
holiday Urlaub
home daheim
homesick Heimweh haben
homework Hausaufgaben
honest ehrlich
honesty Ehrlichkeit
honey Honig
hoodie Kapuzenpullover
hope hoffen
horrible schrecklich
horse Pferd
horseradish Meerrettich
host Gastgeber
hot heiß
hour Stunde
house Haus
housework Hausarbeit
how wie
however allerdings
huge riesig
humour Humor
Hungary Ungarn
hungry hungrig
hurry eilen; Eile
hurt verletzt
husband Ehemann

I
ice Eis
iceberg Eisberg
ice cream Eiscreme
idea Idee
identify identifizieren
idiom Redewendung
if wenn
ignore ignorieren
image Bild
imagine vorstellen
immediately sofort
impolite unhöflich
importance Wichtigkeit
important wichtig
improve verbessern
include einbeziehen
incorrect falsch
increase ansteigen
incredible unglaublich
India Indien
individual Einzelperson
informative informativ
ingredient Zutat
inhabitant Einwohner/in
instead anstatt
instruction Anweisung
interested interessiert
interesting interessant
introduce vorstellen
introduction Vorstellung
invent erfinden
invitation Einladung
invite einladen
involve einbeziehen
Ireland Irland
irregular unregelmäßig
irritate verärgern
irritating ärgerlich
island Insel
issue Ausgabe
Italy Italien
item Gegenstand

J
jacket Jacke
Jew Jude
jewellers Juwelier
job Arbeit
job-related arbeitsbezogen
join beitreten
journey Reise
joy Freude
joyful glücklich
judge Richter
juggle jonglieren
juice Saft
jump springen
just gerade
justice Gerechtigkeit

K
keep behalten
keep away fernhalten
key Schlüssel
keyboard Tastatur
kick treten
kill töten
kind nett
king König
kingdom Königreich
knife Küche
know wissen
knowledge Wissen

L
label Etikett
lake See
lane Fahrbahn
language Sprache
large groß
last letzte/r/s
late spät
lately neulich
laugh lachen
law Gesetz
lay legen/setzen/stellen

lazy faul
lead führen
leaflet Broschüre
league Liga
lean mager
learn lernen
learn by heart auswendig lernen

learner Lerner/in
leather Leder
leave (ver)lassen
leg Bein
lemon Zitrone
lemonade Limonade
lesson Unterrichtsstunde
let lassen
letter Brief
lettuce Salat
level Niveau
liberty Freiheit
library Bibliothek
lie lügen/Lüge

life Leben
lifeboat Rettungsboot
lifelong lebenslang
life-threatening lebensbedrohlich
lifetime Lebenszeit
lift heben
light Licht
like mögen
likely wahrscheinlich
line Linie
lion Löwe
list Liste
listen hören
live leben
local lokal
logical logisch
long lang

lord Herr
lose verlieren
love lieben
loveable liebenswert
lovely entzückend
lover Liebhaber/in
luck Glück
lucky glücklich
luggage Gepäck
lunch Mittagessen
music Musik

M
main hauptsächlich
mainly hauptsächlich
major bedeutend
majority Großteil
make machen
make sure sicherstellen
mall Einkaufszentrum
man Mann
manners Manieren
manufacture herstellen
many viele
map Karte
marry heiraten
match zuordnen
maths Mathe
matter wichtig sein
maybe vielleicht
meal Essen
mean gemein; meinen
meaning Bedeutung
meaningful bedeutend
meat Fleisch
mechanic Mechaniker/in
medal Medaille
media Medien
mediation Vermittlung
meet treffen
meeting Treffen
melodic melodisch
melody Melodie
member Mitglied

memory Erinnerung
mention erwähnen
menu Menü
mess Durcheinander
message Nachricht
method Methode
mid- Mittel-
middle Mitte
midfielder Mittelfeldspieler/
midnight Mitternacht
mile Meile
milk Milch
milkshake Milchshake
miss überwältigend vermissen; verpassen
mistaken irrtümlich
misunder-
standing Missverständnis
mix mischen
mobile Handy
modest bescheiden
money Geld
monkey Affe
month Monat
monthly monatlich
mood Stimmung
more mehr
morning Morgen
mortgage Hypothek
mother Mutter
mother tongue Muttersprache
motivated motiviert
motorcycle Motorrad
mountain Berg
mouse Maus
mouth Mund
move bewegen
move in einziehen
movie Film
much viel
multicultural multikulturell
multilingual mehrsprachig
mum Mama
Munich München
muscle Muskel
mushroom Pilz
musical musikalisch
musician Musiker/in
must muss

N
narrow eng
native muttersprachlich
near nahe
nearly fast
necessary notwendig
need brauchen
negation Verneinung
neighbour Nachbar/in
neighbourhood Nachbarschaft
nephew Neffe
nervous nervös
net Netz
Netherlands Niederlande
network Netzwerk
networking Netzwerken
never niemals
new neu
newbie Anfänger/in
newcomer Neuling
news Nachrichten
newspaper Zeitung
New Zealand Neuseeland
next nächste/r/s
nice nett
niece Nichte
night Nacht
nobody niemand
noise Geräusch
none keine; nichts
noodles Nudeln
north Norden
Norway Norwegen
not nicht
note beachten; Notiz
nothing nichts
notice bemerken
notification Benachrichtigung
novel Roman
now jetzt
nowadays heutzutage
number Nummer
numerous zahlreich
nurse Krankenpfleger/in

nut Nuss
nutshell Nussschale

O

occasion Anlass, Gesellschaft
occasionally gelegentlich
offensive offer beleidigend (an)bieten; Angebot
office Büro
official offiziell
often oft
oil Öl
old alt
once einmal; sobald
onion Zwiebel
only nur
open offen; öffnen
opening Beginn
opera Oper
opinion Meinung
opportunity Gelegenheit
opposite gegenüber
or oder
oral mündlich
order bestellen
ordinary gewöhnlich
organic organisch
organisation Organisationsfähigkeiten
skills
organise organisieren
outgoing kontaktfreudig
outside draußen
outstanding herausragend
oven Ofen
over über
own eigene/r/s
owner Besitzer/in

P

package Paket
page Seite
pain Schmerz
paint malen
pair Paar
pan Pfanne
pancake Pfannkuchen
paper Papier; Zeitung
parachute Fallschirm
paradise Paradies
parents Eltern
parkland Parklandschaft
parliament Parlament
part Teil
participant Teilnehmer/in
participate teilnehmen
particular besonders
partnership Partnerschaft
part-time Teilzeit
pass bestehen
passion Leidenschaft
passionate leidenschaftlich
passport Pass
password Passwort
past vergangen
pastry Gebäck
patience Geduld
patient geduldig
pay zahlen
payment Zahlung
method

pea Erbsen
peace Frieden
peanut Erdnuss
pear Birne
pen Stift
pencil Bleistift
people Leute
pepper Pfeffer
perform aufhören
performance Aufführung
performer Darsteller
perhaps vielleicht
personal persönlich
personality Persönlichkeit
pet Haustier
Philippines Philippinen
phone Telefon
photo(graph) Foto
physical körperlich
physics Physik
pick auswählen
picnic Picknick
picture Bild

pie Kuchen
piece Stück
pig Schwein
pineapple Ananas
pipe Rohr
pitch Spielfeld
place Platz
plagiarism Plagiat
plane Flugzeug
plaster Pflaster
plate Teller
platform Plattform
play spielen
player Spieler/in
please bitte
pleasure Vergnügen
plum Pflaume
pocket Tasche
poem Gedicht
point Punkt
Poland Polen
police Polizei
polish polieren
polite höflich
political politisch
politics Politik
pool Schwimmbecken
popular beliebt
pork Schweinefleisch
possess besitzen
possible möglich
post absenden; Stelle
posting Beitrag
postman Postbote
potato Kartoffel
pound Pfund
power Macht
powerful mächtig
practical praktisch
practise üben
Prague Prag
precooked vorgekocht
prefer bevorzugen
preferably vorzugsweise
prepare vorbereiten
present Geschenk
pretty ziemlich
previous vorher
pre-vocational berufsvorbereitend
price Preis
comparison Preisvergleich
site Website
pride Stolz
print drucken
printer Drucker
privacy Privatsphäre
prize Preis

pro professionell
probable wahrscheinlich
process verarbeiten
producer Produzent/in
professional professionell
program programmieren
progress Programmieren
prom Abschlussball
promote fördern
prospect Aussicht
protect schützen
protection Schutz
provide versorgen
public öffentlich
punctual pünktlich
punish bestrafen
pupil Schüler/in
purse Handtasche
push drücken
push-up Liegestütz
put setzen/legen/stellen

Q

quality Qualität
quarter Viertel
queen Königin
quest Aufgabe
question Frage
queue Warteschlange

quick schnell
quiet leise
quite ziemlich
quote Zitat

R

rabbit Hase
race Rennen
rain Regen
raised aufgezogen
raisin Rosine
range Auswahl
rank Rang
rarely kaum
raspberry Himbeere
rather eher
rational vernünftig
razor Rasiermesser
read lesen
ready fertig
real echt
realise realisieren
reason erhaben
receive empfangen
recently neuerlich
recipe Rezept
recognise erkennen
recommend empfehlen
record Aufnahme
record Rekord
red rot
red rot
refer beziehen
refuse ablehnen
regular regelmäßig
regulate regulieren
relate in Beziehung stehen
relation Beziehung
relative Verwandter/in
release freisetzen
reliable zuverlässig
remember erinnern
remind erinnern
remove entfernen
repeat wiederholen
report berichten
reproduce reproduzieren
require benötigen
research Recherche; recherchieren
researcher Forscher/in
responsibility Verantwortung
responsibly verantwortungsvoll
restrooms Toiletten
return zurückkommen
rewarding lohnend
rewrite umschreiben
rice Reis
rich reich
right richtig
ring klingeln
rise Anstieg; aufgehen
risk Risiko
risk-takers Risikoträger/in
river Fluss
road Straße
rock Stein
role model Vorbild
Romania Rumänien
rookie Anfänger/in
room Zimmer
root Wurzel
rope Seil
round rund
royal königlich
rude unhöflich
rule Regel
run rennen
runner Jogger/in

S

sad traurig
sailing Segeln
sale Verkauf; Ausverkauf
sales assistant Verkaufsberater/in
salmon Lachs

salt Salz
salty salzig
same gleich
satisfaction Befriedigung
satisfied zufrieden
satisfying befriedigend
sauce Soße
save sparen; speichern
savory herzhaft
say sagen
scarcely knapp
scare verängstigen
school unheimlich
school Schule
science Wissenschaft
scholar Wissenschaftler/in
Schere
score erzielen
scram schreien
screen Bildschirm
scratch kitzeln
sea Meer
search suchen
search engine Suchmaschine
season Saison
seat Sitz
secretary Sekretär/in
security Sicherheitsdienst
see sehen
seem scheinen
seize ergreifen
seldom selten
sell verkaufen
send senden
sense Sinn
sensible vernünftig
sentence Satz
Serbia Serbien
series Serie
serious ernst
serve servieren
sesame Sesam
session Sitzung
set setzen/stellen/legen
setting Situation
set up aufbauen
several einige
severe streng
shame Schande
shape Form
share teilen
sharp scharf
sheet Zettel
shine scheinen
ship Schiff
shirk ausweichen
shirt Oberteil
shoot schießen
shop assistant Verkäufer/in
short kurz
show Sendung; zeigen
siblings Geschwister
side Seite
sight Sehenswürdigkeit
sign unterzeichnen
silks Seide
similar ähnlich
simple einfach
since seit
sincere aufrichtig
sing singen
sing along mitsingen
singer Sänger/in
singer-songwriter Liedermacher/in
single-parent Alleinerziehende/r
sister Schwester
sit sitzen
site Seite
size Größe
ski Schi
skiing Schifahren
skill Fähigkeit
skirt Rock
sky Himmel
skyscraper Wolkenkratzer
sleep schlafen
slice Stück
Slovenia Slowenien
slow langsam
small klein
smart schlau
smell riechen
smile lächeln
smoke rauchen
smooth glatt

snow Schnee
so-called so genannt
soccer Fußball
socialise Kontakte knüpfen
society Gesellschaft
sociologist Soziologe/
Soziologin
soft weich
solid stabil
solution Lösung
solve lösen
somebody/ someone jemand
somehow irgendwie
something etwas
sometimes manchmal
son Sohn
song Lied
soon bald
soothing beruhigend
sore wund
sought-after begehrt
sound Geräusch
soup Suppe
sour sauer
south Süden
soy Soja
space Raum
Spain Spanien
spare frei
speak sprechen
speaker Sprecher/in
special besonders
specialise spezialisieren
specialist Spezialist/in
specific speziell
speech Rede
speed Geschwindigkeit
spell buchstabieren
spend verbringen
spices Gewürze
spicy scharf
spider Spinne
spinch Spinat
split trennen
spoon Löffel
sportsman Sportler
sportswoman Sportlerin
sporty sportlich
spot Stelle
square Platz
stadium Stadion
stage Bühne
stairs Stiegen
stairwell Stiegenhaus
stand stehen
stare starren
starter Vorspeise
starve verhungern
statement Aussage
statistics Statistiken
stay Aufenthalt;
bleiben
steady ruhig
steal stehlen
step Schritt
stew Eintopf
still immer noch
stillness Stille
stir rühren
stockbroker Börsenmakler/in
stock exchange Börse
storage Speicher
store Geschäft
story Geschichte
straight gerade
strange eigenartig
strawberry Erdbeere
street Straße
strict streng
strip abstreifen
stripe Streifen
strong stark
study studieren
stuff Zeug
stupid dumm
subject Fach
subway U-Bahn
success Erfolg
successful erfolgreich
suddenly plötzlich
sugar Zucker
suit Anzug
suitable passend
suitcase Koffer
summarise zusammenfassen
summer Sommer

sun Sonne
sunglasses Sonnenbrille
sun lounger Sonnenliege
sunset Sonnenuntergang
support unterstützen
suppose annehmen
sure sicher
surprise überraschen
surprised überrascht
survey Studie
swear fluchen
swear word Schimpfwort
sweater Pullover
Sweden Schweden
sweet süß
sweetened gesüßt
sweets Süßigkeiten
swim schwimmen
swimmer Schwimmer/in
switch off ausschalten
Switzerland Schweiz

T
table Tisch
take nehmen
take a break eine Pause machen
take care aufpassen
take off abheben
take place stattfinden
talented talentiert
talk reden
talkative gesprächig
tall groß
task Aufgabe
taste schmecken
tasty lecker
tax Steuer
tea Tee
teach lehren
teacher Lehrer/in
technical technisch
technician Techniker/in
tell erzählen
telly Fernseher
tense angespannt
term Begriff
terrible schrecklich
thanks danken
the der/derjenige
theft Diebstahl
then dann
there dort
thereby dadurch
therefore deshalb
thick dick
thin dünn
thing Ding
think denken
thirst Durst
this dies/dieses
three drei
through durch
throw werfen
throw away wegschmeißen
throw up erbrechen
tidy up aufräumen
time Zeit
time out Zeitstrafe
time table Fahrplan
time zone Zeitzone
tip Trinkgeld
tired müde
today heute
to zu
together zusammen
tomorrow morgen
tonight heute Abend
too auch
tool Werkzeug
toothpaste Zahnpasta
top erstklassig
topic Thema
topping Belag
totally vollständig
touch berühren
tough hart
tower Turm
town Stadt
toy Spielzeug
toy track Spielzeugbahn
trade Handel
traditional traditionell
traffic Verkehr
train Zug

trainers Turnschuhe
translate übersetzen
translation Übersetzung
transparencies Folien
travel Reise
travel agent Reiseberater/in
tree Baum
trendy modisch
tricky schwierig
trivia wissenswertes
Kleinigkeit
trousers Hose
true wahr
try versuchen
try on anprobieren
tube U-Bahn
tuna Thunfisch
tune Lied
turkey Truthahn
Turkey Türkei
twice zweimal
twins Zwillinge
two zwei
type typisch
typical typisch

U
unbelievable ungläublich
uncle Onkel
under unter
underground unterirdisch
underline unterstreichen
understand verstehen
underwater unter Wasser
underwear Unterwäsche
unfriendly unfreundlich
unhappy unglücklich
unhealthy ungesund
united vereinigen
United Kingdom, UK Vereinigtes Königreich
United Nations, UN Vereinte Nationen
United States, US Vereinigte Staaten
university Universität
unknown unbekannt
unpopular unbeliebt
unquenchable unstillbar
until bis
unwanted ungewollt
upload hochladen
urgent dringend
use benutzen
useful nützlich
useless nutzlos
user Benutzer/in
usually normalerweise

value Wert
variety Vielfalt
various verschiedene
veal Kalbsfleisch
vegetable Gemüse
vegetarian Vegetarier/in
very sehr
vice-president Vize-Präsident/in
Vienna Wien
view Ansicht
village Dorf
visit besuchen
visual visuell
vocab(ulary) Vokabular
vocals Gesang
vocational Berufs-
voice Stimme
volume Lautstärke

W
wait warten
waiter/waitress Kellner/in
wake up aufwecken
walk gehen
wall Wand
wallet Geldtasche
want wollen
wash waschen
waste Abfall
watch schauen
water Wasser
waterfall Wasserfall

water polo Wasserball
way Weg
weak schwach
wear tragen
weather Wetter
wedding Hochzeit
week Woche
weekend Wochenende
weight Gewicht
weightlifting Gewichtheben
weird eigenartig
well-known bekannt
well was
when wann
where wo
wherever wo auch immer
whether ob
which welche/r/s
while während
whisper flüstern
white weiß
who wer
whoever wer auch immer
whole ganz
why warum
wide weit
wife Ehefrau
willing bereit
win gewinnen
window Fenster;
Schaufenster
wine Wein
wing Flügel
winner Gewinner/in
wise weise
wish Wunsch
with mit
within innerhalb
without ohne
woman Frau
wonder sich fragen
wonderful wundervoll
word Wort
work Arbeit/arbeiten
worker Arbeiter/in
working Arbeits-
conditions bedingungen
working hours Arbeitszeiten
workplace Arbeitsplatz
world Welt
worldwide weltweit
wrestle ringen
write schreiben
wrong falsch

Y
year Jahr
25-year-old 25 Jahre alt
yellow gelb
yes ja
yesterday gestern
yet noch
young jung
youth Jugend
yummy lecker

Acknowledgments

This publication is in copyright.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

The publishers would like to thank the following for their kind permission to reproduce the following photographs and other copyright material:

© Hollis Photography.com p6 (couple), Rebecca Erol p9 (couple), Kristoffer Tripplaar p27 (Captain Crunch, Captain Crunch packet), MARKA p74, Keith Morris p88 (TV quiz show), Pictorial Press Ltd p110 / **Alamy**; Owen Franken p9 (couple), Brian HineLine p14/15 (The Cranberries)/**Corbis**; Signorina p4 (family), Hongqi Zhang (aka Michael Zhang) p5 (blond family), Arne9001 p13 (women with curlers), Thinglass p29 (Fairtrade), Mira Agron p33 (handbags), Monkey Business Images p37 (bottom female call centre operator), Blende64 p76 (skiing), Lihui p76 (football), Steve Kingsman p76 (table tennis), Yobro10 p76 (American football), Veronika Markova p78 (ice hockey), Hkratky p79, lamnee p86 (Olympic icons), Monkey Business Images p119 | **Dreamstime.com**; FOX FOX Image Collection / **Getty Images** p 69 (happy men, blue-haired woman, blond woman, judges); © **Helbling** p37 (female call centre operator with glasses), p49 (IT specialist), p117 (girl); © **iStockphoto.com**/leezsnow p36 (woman shopping for clothes), 4FR p64 (woman), EdStock p69 (hosts), abalcazar p73 (setting up stages), hxdyl p73 (working with special effects), jophih p73 (working together with artists), marcart p73 (mixing music), mvdc p73 (removing unwanted sounds), WicheteKatesuwan p73 (repairing audio equipment), RapidEye p89 (female teenager), clubfoot p97 (pizza), mickyso p97 (wine), asiseeit p103 (teenager), skynesher p108; In Green p4 (Silvia), LuckyImages p4 (Ely, Holden), wavebreakmedia p4 (Andrea, Anne, Dorothy, Hugo, Jonas, Paul, Pete, Suzie, Tim), Andi Berger p5 (large family), DNF Style p5 (blended family), Goodluz p5 (father and daughter), luckyraccoon p5 (family member), MariyaL p5 (to start a family), Monkey Business Images p5 (family entertainment), Nina Vlachova p5 (single-parent family), Nadezda Zavitaeva p6 (Sydney Opera House), Taras Vyshnya p6 (Harbour Bridge), kazoka p7, holbox p8 (teenagers), slava296 p8 (hotel), Zoran Karapancev p8 (drinks), kurhan p12, AlikeYou p13 (girl and make-up), Danylo Staroshchuk p13 (red-haired girl), Gemenacom p13 (female hairdresser with girl), Goodluz p13 (teenage girl giving a haircut), Kostsov p13 (comb and scissors), Tyler Olson p13 (male hairdresser), Lesya Doyluk p15 (cranberries), Africa Studio p16 (apples), Alliance p16 (woman), Fanfo p16 (chicken), Kostenko Maxim p16 (milk), Lisovskaya Natalia p16 (beef), MaraZe p16 (cheese), margouillat photo p16 (fruit juice), Sandy Schulze p16 (tea), Valentyn Volkov p16 (tomatoes), valzan p16 (bananas), vsl p16 (pizza), Africa Studio p17 (toffees), Bochkarev Photography p17 (turkey), Dionisvera p17 (raspberries), kees luiten p17 (plasters), Ketta p17 (chocolate bars), MaraZe p17 (ice cream, salmon), martiapunts p17 (milkshake), Moskwa p17 (rolls), Nik Merkulov p17 (razors), Sea Wave p17 (cream), Tim UR p17 (bread), Dimitar Bosakov p18 (pancakes), eleana p18 (dough), Gregory Gerber p18 (veal), gosphotodesign p18 (soft cheese), hjschneider p18 (broth), Kuttelvaserova Stuchelova p18 (horseradish), LiliGraphie p18 (herbs), Nitr p18 (plums), titov dmitriy p18 (raisins), Waltraud Oe p18 (liver dumplings), Jag_cz p19, BlueSkyImage p20 (fast food employee), newcorner p20 (Burgers fast food sign), Dmitry Kalinovsky p21 (shop assistant), vsl p21 (pizza), stockcreations p24 (vegan dish), Tyler Olson p24 (chef), Bienchen-s p25 (Basmati rice), Christian Jung p25 (peanut butter), Elena Schweitzer p25 (vegetables), Elena Veselova p25 (tofu), Krzysztof Slusarczyk p25 (cheese), Sea Wave p25 (butter, sugar), Silberkorn p25 (yoghurt), svry p25 (meat), tommaso lizzul p25 (eggs), vanillaechoes p25 (soy milk), Vladimir Kovalchuk p25 (honey), Helga Esteb p26, Charles Brutlag p27 (tuna casserole), Kim Nguyen p27 (Raisin Bran), urbanbuzz p27 (spam), Dmitry Kalinovsky p28 (shop assistant and customer), Elnur p28 (jeans), Evikka p28 (socks), Hugh Adams p28 (shoes), indigolotos p28 (skirt), Karkas p28 (sweater), Mega Pixel p28 (cap), monika3steps p28 (dress), Olga Popova p28 (trousers), Petar Djordjevic p28 (jacket), Prapan p28 (hat), sager p28 (hoodie), Surrphoto p28 (T-shirt), Tarzhanova p28 (blouse), Yeko Photo Studio p28 (trainers), Artit Thongchuea p29 (woman at clothes shop), Tracing Tea p29 (woman picking tea), auremar p30, Ldprod p31, Iakov Filimonov p32, Brendan Howard p33 (man selling sunglasses), Bacho p36 (multitasking), Dmitry Kalinovsky p36 (sales assistant), joyfull p36 (woman arranging shop window), Rawpixel.com p36 (team), wavebreakmedia p37 (top female call centre operator, both male call centre operators), Aleksandra Gigowska p38 (credit card), s_bukley p38 (Shania Twain), ArtBitz p40 (keyboard), bioraven p40 (file), cobalt88 p40 (screen), Denis Semenchenko p40 (computer software), Hurst Photo p40 (printer), Jmiks p40 (website), Oleksiy Mark p40 (mobile phone), Pokomeda p40 (MP3 player), Stefano Tinti p40 (computer game), Syda Productions p40 (teenagers), Vladimir Kim p40 (DVD), alexmillos p41 (social media gear), Edyta Pawlowska p41 (teenagers), auremar p43, Photographee.eu p44 (girl giving a presentation), wavebreakmedia p44 (girl with laptop), Edw p48 (IT specialist working with laptop), wavebreakmedia p48 (IT specialist working with hardware), Stuart Miles p49 (rules button), wavebreakmedia p49 (IT specialist), Featureflash p50, Alan49 p52 (subway), guroldinneden p52 (cab), Horiyan p52 (bike), IM_photo p52 (plane), Johnny Habell p52 (bus), Luciano Mortula p52 (New York City), NAN728 p52 (ship), Natali Glado p52 (helicopter), Pagina p52 (train), Rawpixel p52 (car), Sean O'Dwyer p52 (boat), Denis Vrublevski p53 (passport), ekler p53 (baggage claim, duty-free store, lost luggage, departures, information, Wi-Fi, restaurant, arrivals, restrooms), siridhata p53 (post), Helga Esteb p54 (Academy Award), Kenneth Man p54 (woman), Zhukova Valentyna p54 (Beverly Hills), Ivan Cholakov p55, Peter Bernik p57, funkyfrogstock p60 (tourist guide with group), Sean Pavone p60 (New York City), Goodluz p61, s_bukley p61, Andres p63, bikeriderlondon p63 (businesspeople), dean bertancelj p63 (woman drinking water), Golden Pixels LLC p63 (Jewish), Stuart Monk p63 (Irish), Zack Frank p63 (New York City Hall), Air Images p64 (record shop), Goran Djukanovic p64 (live concert), Lasse Kristensen p64 (mouse), Olyy p64 (singer), Roxana Gonzalez p64 (band member), ventdusud p64 (drums), xavier gallego morel p64 (man with guitar), Yuttasak Jannarong p64 (guitar), Stokkete p65, Helga Esteb p66, Monkey Business Images p67, BlueSkyImage p68, Anna Baburkina p73 (man at mixer), Ahturner p76 (horse riding), Corepics VOF p76 (kayaking), Dmitry Kalinovsky p76 (karate), Goodluz p76 (sailing), HodagMedia p76 (motor racing), Maridav p76 (brown-haired woman jogging, swimming), Mitch Gunn p76 (cricket), YanLev p76 (blond teenager jogging), Christophe Michot p77 (base jumping), elina p77 (bungee jumping), Joggie Botma p77 (sky diving), Mikadun p77 (paragliding), Rich Carey p77 (cave diving), Strahil Dimitrov p77 (extreme canoeing), Herbert Kratky p78 (football), Mitch Gunn p78 (skiing), Natursports p78 (racing), Dmitry Kalinovsky p80, wavebreakmedia p81, Peter Bernik p84, George Dolgikh p85 (female trainer with woman on ball), Nejrnon Photo p85 (trainer explaining treadmill to woman), racorn p85 (woman talking to fitness trainer), Visionsi p85 (gym fitness class), wavebreakmedia p85 (female trainer with weight-lifting woman), Featureflash p86 (Whitney Houston), muratar p86 (women with medals), Danil Nevsky p87 (man with medal), Maxisport p87 (injured footballer, woman), Pete Niesen p87 (sprinting athletes), lliveinoctober p88 (speech bubbles), Lasse Kristensen p89 (male teenager), Opka p89 (map), Syda Productions p90, Jeanette Dietl p91, Sylvie Bouchard p92, Ermolaev Alexander p93, Iakov Filimonov p96, Dmitry Kalinovsky p97 (waitress), Everett Collection p98, auremar p100, Monkey Business Images p102, Aleksandar Mijatovic p103 (eye), GrandeDuc p103 (brain), piXart p103 (hand print), bikeriderlondon p104 (chemistry), Correcaminos112 p104 (physics), Goodluz p104 (IT), michaeljung p104 (geography), Monkey Business Images p104 (art, teenagers talking), luminaimages p104 (biology), racorn p104 (maths), Sorin Colac p104 (history), Andres p105 (George), Dirk Ercken p105 (Never stop learning sign), arek_malang p105 (Annette), Monkey Business Images p105 (Robert), nenetus p112, JMiks p115, Jaroslav Machacek p116, racorn p117, cristovao p118 (teenager studying), michaeljung p118 (teenager giving a presentation), I g h t p o e t p120 (visual learner), Lucky Business p120 (kinaesthetic learner), Olyy p120 (auditory learner), bioraven p124 (file), Blan-k p124 (to upload), Bloomua p124 (social media), Dorninik Zorgie p124 (wifi hotspot), Feng Yu p124 (client account), SH-Vector p124 (online community), Trueffelpic p124 (to cyberbully somebody), You can more p124 (push notification), ekler p125 (departures, arrivals, lost luggage, restaurants, restrooms), siridhata p125 (post), spinetta p125 (boarding pass), wongstock p125 (clocks), ekler p127 (American football, baseball), iconshow p127 (athletics, basketball, football, running, swimming), justone p127 (sailing), Leremy p127 (gymnastics, horse riding, judo, karate, kayaking, tennis, weightlifting, yoga), SoleilC p127 (golf, skiing) / **Shutterstock.com**; **Wikimedia Commons** / Badseed p9 (Galakto Buriko)

Every effort has been made to trace the owners of any copyright material in this book. If notified, the publisher will be pleased to rectify any errors or omissions.

