

Gerngross • Puchta • Holzmann • Lewis-Jones • Stranks

MORE!

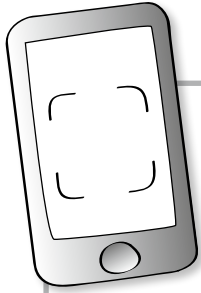
2

Student's Book



mit App für Audios,
Videos und Stories





MORE! interaktiv – die MORE! Media App


Mit der **MORE! Media App** kannst du Audios, Videos und *Graphic stories* aus deinem Buch direkt starten.

So funktioniert's:

1. App herunterladen

Lade die kostenlose **MORE! 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 der Media App hinzugefügt.

3. Inhalte abrufen



Immer, wenn du im Buch eines dieser Symbole entdeckst, findest du in deiner App die passenden Audios, Videos und *Graphic stories*.

Starte die App, tippe auf das Buch-Symbol und lade die gewünschten Inhalte über das Menü.

Aufgrund der Datenmenge empfehlen wir die Nutzung über eine WLAN-Verbindung.

Code in der Demo nicht verfügbar

MORE! 2 Student's Book

Mit Bescheid vom 4. Oktober 2007, GZ: BMUKK-5.000/51-V/9/2006, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „MORE! Student's Book 2“ von Gerngross u.a. 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 an Hauptschulen und an allgemein bildenden höheren Schulen für die Klasse 2 im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt.

Aufgrund der geänderten Rahmenbedingungen durch die Einführung eines gemeinsamen Lehrplanes für die AHS und NMS wurde die vorliegende aktualisierte Ausgabe von MORE! 2 Student's Book antragsgemäß am 10.05.2016 dem Bundesministerium für Bildung vorgelegt.

Mit Bescheid vom 12.10.2016, GZ: BMBF-5.028/0004-IT/3/2016 teilt das Bundesministerium für Bildung mit, „dass gegen die aktualisierte Fassung des Werkes MORE – Student's Book 2, BNR 135.560, kein Einwand besteht“.

Mit Bescheid vom 12.07.2019, GZ: BMB-5.028/0008-IT/3/2017 hat das Bundesministerium für Bildung, Wissenschaft und Forschung das E-BOOK+ Angebot zum Unterrichtsmittel „MORE! Student's Book 2“ als geeignet erklärt.

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Student's Book

MORE! 2

**Gerngross · Puchta
Holzmann · Lewis-Jones · Stranks**



Zeichenerklärung



Dazu gibt es eine Tonaufnahme auf CD.
(Obere Zahl: CD Nummer / Untere Zahl: Tracknummer)



Dazu gibt es ein Video auf DVD.



Bei dieser Übung stehen dir zwei Varianten zur Verfügung.



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



Dazu gibt es im Internet einen Progress Check. (www.helbling-ezone.com)



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



Diese Übung enthält wichtige Inhalte und sollte nicht ausgelassen werden.



Diese Übung kann bei Zeitmangel im Sinne eines "Fast track" durch die Unit ohne Probleme ausgelassen werden.

Mithilfe der kostenlosen **MORE! Media App** kannst du passend zu den Übungen im Schulbuch verschiedene Inhalte über ein Smartphone oder Tablet aufrufen und abspielen. Folgende Symbole zeigen dir an, welche Inhalte über die App verfügbar sind:



Zu dieser Übung gibt es eine Audioaufnahme, welche über ein Smartphone oder Tablet abgespielt werden kann. Zusätzlich findest du die Audioaufnahme auch im Internet (www.helbling-ezone.com).



Von diesem Text gibt es eine *graphic story* (Version im Comic-Stil), welche du dir auf einem Smartphone oder Tablet ansehen bzw. auch anhören kannst.



Zu diesem Inhalt gibt es ein Grammatik-Erklärvideo oder ein Video über Lucy & Leo (*The Twins*), welches du dir auf einem Smartphone oder Tablet ansehen kannst.

Your Portfolio

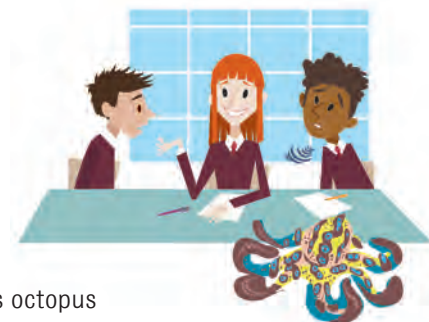
Ein Portfolio ist eine Mappe, in der du von dir verfasste Texte sammeln kannst. Du kannst dein Portfolio auch in digitaler Form anlegen, wenn du die Texte mithilfe eines Computers schreibst und abspeicherst. Dann kannst du eventuell auch Ton- oder Videoaufnahmen (zum Beispiel von Rollenspielen in der Klasse) hinzufügen. Dein Portfolio hilft dir dabei, deine Sprachkenntnisse und deinen Lernfortschritt selbst einzuschätzen und dir auch selbstständig Ziele für dein Sprachenlernen zu setzen.

Contents

Unit 1: Welcome back

8-13

Get talking	Talking about your day
Vocabulary	School subjects
Grammar	Present simple (revision) / Past simple (revision)
Reading	A school day in Ghana and New Zealand Story time: First day at school A webpage: The blue-ringed octopus
Listening	Oliver's timetable
Writing	My summer holidays
MORE!	A song 4 U: Where did you go? / A poem: The furious octopus



Unit 2: Did we catch them?

14-21

Get talking	Talking about the past
Vocabulary	<i>hypnotise, stage, assistant, floor, hypnotist, wallet, pick up, medal</i>
Grammar	Past simple negation (revision) / Past simple questions / More irregular verbs / Grammar chant (Past simple)
Reading and listening	Time for a sketch: "Pronto!"
Writing	A dialogue
MORE!	The Story of the Stones 1: It's only a dream <i>I mean. Oh, come on. I promise.</i>
Everyday English	



Unit 3: How embarrassing!

22-27

Get talking	Acting out a dialogue / Giving reasons
Grammar	<i>one/ones / why – because</i>
Reading	Embarrassing stories / A webpage: Online dos and don'ts
Listening	A story: Modern art
Writing	A picture story
Pronunciation	/w/
Developing speaking competencies	The Twins 1: The bike tour (mistakes / apologising / expressing dismay)



Unit 4: Halloween

28-33

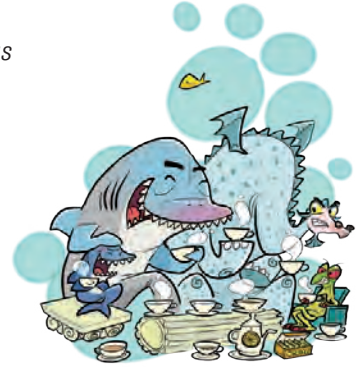
Get talking	Creating an ending to a story
Vocabulary	Halloween
Grammar	<i>should – shouldn't</i>
Reading and listening	A webpage: Halloween traditions Story time: Trick or treat Ideas for a Halloween party
Writing	<i>should – shouldn't</i>
Pronunciation	
MORE!	A song 4 U: When they come after you A poem: I'm not so keen on Halloween The Story of the Stones 2: We're all in danger <i>Here you are. I don't get it. How can that be?</i>
Everyday English	



Unit 5: Amazing animals

34-41

Get talking	A guessing game: Animals / Talking about animals
Vocabulary	Adjectives: <i>small, strong, hairy, clever, heavy, big, dangerous</i>
Grammar	Comparatives / <i>as ... as</i> / Superlatives
Reading	A newspaper text: Saved by a pig / Gaming cards / A magazine article: The most amazing animals in the world
Listening	The animal quiz
Writing	A creature from Atlantis
Pronunciation	/dʒ/ /tʃ/
MORE!	A song 4 U: Teatime in Atlantis / A poem: Shark in the park Kids in NYC 1: Homework first
Everyday English	<i>It depends. Ready? Can you do me a favor? Hang on.</i>



Unit 6: Where's the post office?

42-49

Get talking	Giving directions / Acting out a dialogue
Vocabulary	Directions / Buildings
Grammar	Directions (Prepositions of place)
Reading	Dialogues: Asking the way / Story time: Missing tourist finally found!
Listening	Dialogues: Asking the way
Writing	A text message: How to get to my house
MORE!	A Song 4 U: This is where you go
Developing speaking competencies	The Twins 2: The way to the station (around town / interrupting politely / checking understanding)



Unit 7: Outdoor adventure

50-55

Get talking	Describing a picture / Making plans
Vocabulary	Places
Grammar	<i>have to – don't have to</i>
Reading	Story time: Treasure hunt
Listening	A treasure hunt
Writing	An email home from a youth camp
Pronunciation	<i>have to</i>
MORE!	The Story of the Stones 3: The new girl
Everyday English	<i>I'm off now. Too late! Poor you! Hang on.</i>



Unit 8: We might go out

56-61

Get talking	Intentions / Acting out a dialogue / Plans for the weekend
Vocabulary	<i>watch a DVD, do your homework, do the shopping, stay at a friend's house, tidy your room, have a party, play basketball, do nothing going to (negative) / Grammar chant (not going to) / might – might not</i>
Grammar	
Reading	Messages / Story time: William, the worrier
Listening	Dialogues: Weekend plans
Writing	A party invitation
Pronunciation	<i>going to</i>



Unit 9: Strange things from space!

62-69

Vocabulary	Science fiction
Grammar	Past simple (revision) / Past time markers
Reading	Story time: A new home / A magazine article: UFOs – are they really out there?
Listening	An interview: UFOs
Writing	Write an ending to a story
Pronunciation	/ɪd/ /d/ /t/
MORE!	A song 4 U: Song of the Trojans The Story of the Stones 4: You can run, but you can't hide
Everyday English	<i>In that case. Calm down. One thing at a time. Look.</i>
Developing speaking competencies	The Twins 3: At the cinema (problems / buying a cinema ticket / expressing disappointment)



Unit 10: Are you ready to order?

70-77

Get talking	Acting out a dialogue: Ordering food at a restaurant
Vocabulary	Food
Grammar	<i>some – any</i>
Reading	A dialogue: In a restaurant / Time for a sketch: The best restaurant in town
Listening	People's shopping baskets
Writing	A visit to a restaurant
MORE!	A song 4 U: My dream Kids in NYC 2: The baseball star
Everyday English	<i>By the way. It's no trouble at all. It isn't fair.</i>



Unit 11: The curse of the pharaoh

78-84

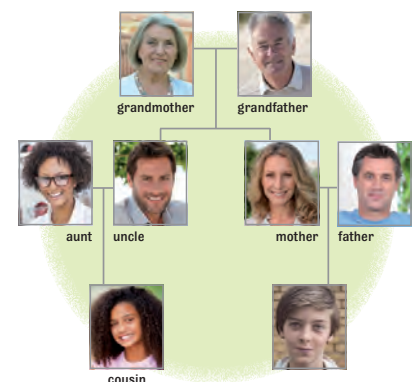
Get talking	Completing a story
Vocabulary	Ancient Egypt
Grammar	Irregular plurals / Questions with "Who ... ?"
Reading	A magazine text: Life in ancient Egypt / More about the pyramids / The story of Howard Carter / Story time: The curse of the pharaoh
Listening	Ancient Egypt quiz / An interview: The pyramids at Giza
Writing	An ending to a story
Pronunciation	/dʒ/ /tʃ/
MORE!	The Story of the Stones 5: It's you!
Everyday English	<i>Hopefully. It wasn't your fault. That's for sure. Not exactly.</i>



Unit 12: Families

85-91

Get talking	Who's who? / Favourite activities / Acting out a dialogue / Rules at home
Vocabulary	Family / Activities
Grammar	<i>like (doing) / mustn't</i>
Reading	A webpage: A famous mother / What's in a family? / A magazine article: The coolest things kids learn / An anecdote: Norbert Wiener
Listening	Listen and write names / Children talking about their favourite activities / Dialogue between Fred and his mum
Writing	A leaflet: What people must know about our hotel
Developing speaking competencies	The Twins 4: The pizza (pizza toppings / ordering food / changing your mind)



Unit 13: Magic

92-98

Get talking	Acting out a sketch
Vocabulary	<i>car boot, nail, put a spell on someone, feather, roast potatoes, fence, cooker, deckchair, sprinkle, prison</i>
Grammar	Adverbs of manner
Reading	Time for a sketch: The school for young ghosts Story time: Abracadabra, one, two, three
Listening	An interview: Favourite TV series
Writing	A picture story
MORE!	A song 4 U: Welcome The Story of the Stones 6: Farewell!
Everyday English	<i>I'm afraid so. Believe me. It doesn't matter. I'm afraid not.</i>



Unit 14: Where we live

99-105

Get talking	A memory game: Things in a room / Remembering / Acting out dialogues
Vocabulary	Inside a room
Grammar	<i>Whose ... ?</i> / Possessive 's / Possessive pronouns
Listening	Finding out where people are / Completing conversations
Reading	A magazine text: Houses and homes
Writing	The best place in my house
Pronunciation	<i>/ju:/ /ʊ/</i>
Developing speaking competencies	The Twins 5: Leo's watch (materials and patterns / describing an object / checking what someone says)



Unit 15: Feeling better

106-113

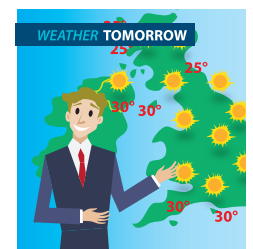
Get talking	Aches and pains / Acting out dialogues
Vocabulary	Aches and pains
Grammar	Present perfect / Past participle / Grammar chant (Present perfect)
Reading	A webpage: Jenny's jokes / A magazine text: The world's new gold
Listening	"Doctor, doctor" jokes / People's aches and pains / Matching short dialogues to pictures
Writing	A text message/An email to a friend who is in hospital
Pronunciation	<i>/p/ /b/ /æ/ /e/</i>
MORE!	Kids in NYC 3: The city quiz
Everyday English	<i>Let's see. Have fun. Who cares? I have no clue.</i>



Unit 16: Light rain in the north

114-119

Get talking	Acting out dialogues / Asking about the weather / Acting out a sketch
Vocabulary	Weather
Grammar	<i>will</i> -future
Reading	The weather today / Time for a sketch: "And the weather for tomorrow ... " / Two magazine texts: The hottest place in the USA, The wettest place in England
Listening	Short weather reports
Writing	An email about the weather on your last holiday
Pronunciation	<i>/l/</i>



Unit 17: Get active!

120-127

Get talking

Sports / Asking questions with *Have you ever ... ?*

Vocabulary

Sports

Grammar

Present perfect with *already* and *yet* / Present perfect with *ever* and *never*

Reading

Two magazine articles on extreme sports

Listening

Completing profiles about American teenagers

Writing

My favourite sport

Pronunciation

/ɔ:/ /əʊ/

MORE!

A poem: The game

Developing speaking competencies

The Twins 6: The sports party (sports / making requests and offers / responding to requests and offers)



Unit 18: Caring for animals

128-135

Get talking

A memory game: Looking after your pet / Asking about pets

Vocabulary

Looking after your pet

Grammar

So do/have I. – Neither do/have I.

Reading

A picture story: A new pet / Story time: The story of Happy Feet

Listening

Interviews about pets

Writing

My pet

MORE!

A song 4 U: Getting a pet

Kids in NYC 4: The missing cat

Everyday English

I don't get it. Got you. What for? Right here.



Extra unit: Holidays

136-137

Reading

A holiday diary

Life in the USA

138-141

Reading

School life in the USA / Favourite sports / American national parks / Extreme weather

Listening

The highschool prom / Sports quiz / A visit to Redwood national park / The Storm Chasers

GRAMMAR

142-151

CLASSROOM LANGUAGE

152

ENGLISH SOUNDS

153

WORDLIST

154-174

UNIT 1 Welcome back

You learn

- about the present simple (revision)
- about the past simple (revision)
- about school subjects

You can

- talk about daily routines
- talk and write about your holidays
- talk about school subjects

A song 4 U

CD1
1/2

1 Listen and sing.



Where did you go?

Hey, hey, hey!
Where did you go for
your holiday?

Did you go to Paris?
And did you go to Rome?
Did you go to Lisbon?
Or did you stay at home?

*I didn't go away
on a holiday.
I was glad to stay
at home.*

Were you on a cruise ship? Did you see the North Pole?
Were you at a spa? Did you see Madrid?
Were you in the jungle? Did you go Down Under?
Did you travel by air? Tell me what you did.

*I didn't go away
on a holiday.
I was glad to stay
at home.
Yeah, I was glad to stay
at home.*



2 CHOICES

A Read about Jacob from New Zealand. Then write the times.



My name's Jacob. I live in Queenstown on the South Island of New Zealand. I usually wake up at 7.30. I wash and get dressed and have breakfast with my mum and dad. At the weekend, my mum drives me to school. I play with my friends there. School starts at 8.45. I really like school. My teacher takes me on a lot of trips – I like that best. School ends at 3 o'clock. Then I usually go to rugby practice with my friends. I get home at 5 o'clock. Then I go for a quick walk with my dog. At 8 o'clock we have dinner. After dinner, I watch TV or read a book. I usually go to bed at 9.30.



- 1 Jacob wakes up at **7.30 a.m.**
- 2 Jacob goes to school at
- 3 Jacob's lessons start at
- 4 Jacob gets home at
- 5 Jacob goes to bed at

B Read about Abeeku from Ghana. Then cover up the text and write notes in the boxes. Check with a partner.



My name's Abeeku and I go to school in a village 200 kilometres from Accra in Ghana. I usually wake up early in the morning, around 4 a.m., so I can study a bit and do my household chores*. Parents in Ghana get up early because it is better to do your chores when it is not so hot. First, I say my morning prayers. Then I sweep the house, wash, make breakfast and put on my school uniform. I always get to school around 6.30 a.m. As soon as I get to school, I sweep my classroom – this is what my friends and I do every day. At 7 a.m., we all meet in the school hall where we usually hear some important information. Our first lesson starts at 7.30 a.m., and lasts for 80 minutes. Every day, we have five lessons. We have a break at 9.10 a.m. and we start again at 10.40 a.m. The older kids have more lessons, of course. But when we finish, I don't go home right away. I stay for private lessons with one of our teachers. I get home at about 3.30 p.m. I have my lunch, then go to the house. After that, I help my mum to prepare food for our supper. I do my homework after supper. I usually go to bed at 10 p.m.

VOCABULARY: *household chores – Aufgaben im Haushalt

 Abeeku wakes up 6.30 a.m. 7.30 a.m. 3.30 p.m. 10 p.m. 
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Get talking Talking about your day

3 Work in pairs. Talk about your daily routines.

I wake up at ... I go to school at ...



Vocabulary School subjects

CD1
3

4 Listen and number the school subjects. Say which subject you like best.



Maths



English



Geography



History



Science



Music



Art



Information
Technology (IT)



Physical Education (PE)



Design and
Technology



Physical
Education (PE)

CD1
4

5 Oliver is from England. Here is his timetable. Listen and complete.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.55 a.m.	1 Maths	2 Science	3 French	6 Science	11 French
10 – 10.55	1 English	2 History	3 Science	6 Science	11 IT
BREAK					
11.15 – 12.15	3 Information Technology	4 Maths	5 French	8 Science	12 History
LUNCH					
1 – 1.55 p.m.	3 Maths	4 Science	7 English	9 English	12 English
2 – 2.35	4 Art	5 French	8 Science	10 English	12 English
2.40 – 3.15	2 English	5 Geography	6 Science	9 Music	12 Geography

Story time



6 Read the story.

First day at school



It was the first day of the new school year. All the kids were really excited. There were a lot of holiday stories to tell. Everyone wanted to talk. The new teacher, Miss Cross, asked everyone to sit down and listen.

“OK,” she said. “Who wants to tell me about their holidays?”

Twenty arms went up in the air.

“Let’s start with Sara,” said Miss Cross.

We didn’t hear any other stories in that lesson.

Sara’s family always go somewhere exciting for their holidays. This year was the same.

“My family – that’s me, my mum, my dad and my five-year-old brother Michael – went to Australia,” she said. “We went to North Queensland. It was really beautiful and we had a great time swimming in the sea and playing on the beach.”

“Boring!” said Andrew Wilson.

“Sh!” said Miss Cross. Sara went on.

“One day, my brother was near the sea on his own. When he came back, he had a beautiful shell in his hand. He showed it to us.”

“So what?” said Andrew Wilson.

“Well, I saved my brother’s life.”

“I don’t believe you,” said another boy.

“How?” she asked her mother.

“My brother found it in the shell. He told us there was a strange blue thing inside. He started to put his fingers inside. He wanted to pull it out. I remembered about the blue-ringed octopus.”

“The blue-ringed octopus?” Andrew Wilson asked.

“The blue-ringed octopus – I read about it before we went to live in the sea, near Australia and Japan. It’s small, but it’s really poisonous. It can kill you with one bite. I hit my brother’s hand and he fell onto the sand. Then we saw a small blue and yellow octopus come out of the shell. Of course, we don’t touch it.”

“We don’t believe you,” said lots of the students.

“There’s no octopus that’s so dangerous,” said Andrew Wilson.

“There’s one way to find out,” said Miss Cross.

“Let’s check on the internet!”



7 How many of these tasks can you do?

Circle T (True) or F (False).

- 1 It’s the last day of the school year. T / F
- 2 The children were excited. T / F
- 3 Not many children wanted to tell their holiday stories. T / F

Choose the correct answer.

- 4 How many people are there in Sara’s family? 3 4 5
- 5 Where did Sara and her brother find the shell? in the sea on the beach behind some rocks
- 6 What did Sara remember about the octopus?
 it’s only in Australia it’s not very big it lives in shells

Answer the questions.

- 7 How can a blue-ringed octopus kill a person?
- 8 How did Sara save her brother’s life?
- 9 Why does Miss Cross tell them to go onto the internet?




CD1
5/6

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

9 Read the webpage for the blue-ringed octopus.

The blue-ringed octopus is very dangerous. It lives in the sea from Japan down to Australia. It lives for about two and a half years. The blue-ringed octopus has blue rings on its body and on its eight arms. It's about the size of a golf ball. It's dark yellow, but when you attack it, it turns bright yellow. The rings turn bright blue. The blue-ringed octopus hunts during the day. It eats fish. It bites the fish and kills them with its poison. The blue-ringed octopus also uses the poison to kill attackers. The poison is so strong and dangerous that it can kill a person. There is no medicine against the poison.



10 Complete the questions with the question words in the box. Then write the answers to the questions.

- How
- What
- Where
- When
- How
- What

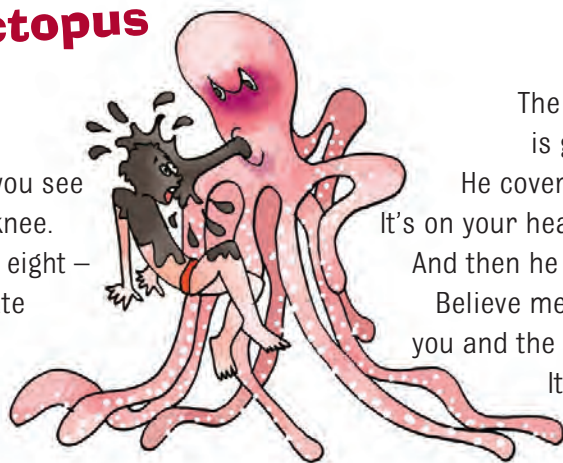
- 1 does the blue-ringed octopus live?
.....
- 2 long does it live?
.....
- 3 many does it got?
.....
- 4
.....
- 5 does it hunt?
.....
- 6 does it eat?
.....

CD1 **7** **11** Listen to the poem and read it.



The furious octopus

The octopus is so furious. You shake his first arm and you see some octo-ink right on your knee. You shake the others – two to eight – and suddenly it's much too late to get away.



The octopus, the octopus is getting really furious. He covers you in ink so black. It's on your head and legs and back. And then he hugs you really tight. Believe me, this is quite a sight: you and the eight-armed octopus. It's furious, so furious.

12 CHOICES

Writing for your Portfolio



Tricia is from Brighton in the UK. Read her email to you.

From: tricia_p05@mailconnect.com
 Subject: My summer holidays

Hi,
 This year my family stayed at home. I got up late every day. In the mornings, I usually watched TV. After lunch, I played volleyball or went swimming. In the evenings, I sat on my computer. I sometimes went to the cinema. It was the perfect holiday.
 Bye,
 Tricia

REPLY

A Write an email answer to Tricia (30–35 words). Write about your holidays.

Write about:

- the place (*I was in ... / We went to ...*) | the weather was like (*It was sunny / ...*)
- who was with you (*My parents, my ...*) | how good it was (*The holidays were good / ...*)

B Write your answer to Tricia (70–80 words). Tell her:

- where you went
- who you went with
- how long you stayed
- what you did all day

GRAMMAR

Present simple (review)

Du verwendest das Present simple, um über Tatsachen zu sprechen.

- The blue-ringed octopus **changes** its fire. I **do** my homework after supper.
 When you **at** turns bright yellow. Our first lesson **starts** at 7.30 a.m.
 The octopus **doesn't** move at night. I **don't believe** you.

Past simple (review)

Mithilfe des Past simple berichtest du über Ereignisse und Situationen in der Vergangenheit.

Bei regelmäßigen Verben (regular verbs) hängst du ein **-ed** an das Verb:

- play – We **played** on the beach. show – He **showed** it to us.

Einige Verben haben unregelmäßige Formen im Past simple:

- go – We **went** to Australia. read – I **read** about it before the holiday.

UNIT 2

Did we catch them?

You learn

- about past simple questions
- about past simple negation (revision)
- more irregular verbs

You can

- ask questions about the past
- use negation (*Verneinung*)
- understand a sketch
- write a dialogue

Vocabulary

CD1
8

- 1 Listen and look at the picture. Then write the numbers next to the words. How many can you remember?

- hypnotise
- stage
- assistant
- floor
- hypnotist
- wallet
- pick up
- medal



Time for a sketch



- 2 Read the sketch.

The characters

Inspector Lime

Sergeant Lewis

Inspector Tate

Sergeant Allen

Claire Grimes

Inspector Lime

Sergeant Lewis

Inspector Tate

Sergeant Allen

Claire Grimes

"Pronto!"

SCENE 1

A show with magic tricks, a hypnotist on stage. With his assistant Vivien. In front of the audience are tables with people sitting at them.

Character: Inspector Lime and Sergeant Lewis. Ladies and gentlemen, we need a man for a little experiment. What about you, sir?

Roger: No, thank you.

Claire: Oh, come on, Roger. Maybe it's fun. Please do it.

Roger: Oh, alright.



Charles Come up here, sir.
(Roger walks on stage. Applause.)

What's your name?

Roger I'm Roger.

Charles Please have a seat, Roger. I'm going to hypnotise you. Look at this medal. I'm going to swing it. You follow it with your eyes – that's all.

Roger And then?

Charles And then I'm going to give you some commands. And you're going to do what I say.

Claire Tell him to do the washing-up every day!

(Laughter.)



Charles Right, here we go. You can only hear what I say. You only follow my commands.

(He hypnotises Roger.)

Good! Stand up! Stand on one leg. Hop around. Very good. Jump down to your friend. Kiss her hand. Very good. Come back here to me. Give me your watch. Thank you, very good. When I say "Pronto" – you wake up again. You don't remember anything, of course! One, two, three – "Pronto".

Roger What happened? What did you do? Did you hypnotise me?

What did I do?

Charles It's alright. You gave me your watch.

Roger I did. (He checks.) I did. Give it back to me.

Vivien You are a sir. Thank you, sir.

Charles Applause for the gentleman.

(Applause.)



SCENE 2

After the show, Charles and Vivien are alone.

Vivien Did you do it?

Charles Of course it did. I gave Roger the secret commands.

Vivien You're trying to be rich?

Charles Very rich, yes, very rich.

Vivien Don't you think he can break into the museum?

Charles Yes, he can. He's very strong.

Vivien Did you tell him to throw the jewels in the bushes?

Charles I did. We pick up the jewels. The police pick up Roger.

(They both laugh.)



SCENE 3

*In a room of the museum.
In the background there is
a broken window. There is
broken glass everywhere.*



- Inspector Lime** Come on, Lewis. Tell me the facts.
- Sergeant Lewis** Somebody broke into the museum, took the Beng Jewels and jumped out of the window.
- Inspector Lime** Jumped out of the window? Why didn't he use the door?
- Sergeant Lewis** The alarm went off when he broke in and the security guards came.
- Inspector Lime** I see. Any clues?
- Sergeant Lewis** Yes, we found blood under the window, but no thief.
- Inspector Lime** Ah, what else was there? A wallet!
- Sergeant Lewis** Don't touch it, sir.
- Inspector Lime** But it has to be clean!
- Sergeant Lewis** I know, sir. But we need the fingerprints. The thief's fingerprints. Not yours!
- Inspector Lime** Ah, yes. Hm, yes. Sorry, erm. And just look at all the mess around here.
- Sergeant Lewis** Don't walk around in it, sir.
- Inspector Lime** I'm sure it. My shoes are getting dirty.
- Sergeant Lewis** What about the footprints, sir.
- Inspector Lime** And making footprints?
- Sergeant Lewis** Well, the museum people can clean them up.
- Sergeant Lewis** Not your footprints, sir. The thief's footprints. I have to go now, sir. See you at the station.
- Inspector Lime** Yes, yes. Good man. Off you go.



SCENE 4

Sergeant Lewis is at the door of Claire's house.

Sergeant Lewis I'm trying to find Mr Allen. I've got his wallet. This address was in it.

Claire Oh yes, he's my boyfriend.

Sergeant Lewis I see. Can I talk to him?

Claire Is it about the accident? He's still in hospital. And he can't remember what happened.

Sergeant Lewis An accident? Tell me more about it.



Sergeant Lewis

In a room at the hospital.

Sergeant Lewis Sir, can you hear me?

Claire He can't hear you.

Sergeant Lewis Sir, please, talk to me. It's very important.

(The door opens, and a doctor comes in.)

Doctor What are you doing here? This man is in shock.

Sergeant Lewis I'm from the police, sir.

Doctor I don't care. I want you out now. Pronto!

(Suddenly Roger sits up, looking confused and walking stiffly towards the door.)

Doctor Hey, what's going on? He can't get out of bed!

Claire Excuse me, you said "Pronto". That's what the hypnotist said.

Sergeant Lewis The hypnotist? Tell me more.



SCENE 6

In Inspector Lime's office at the police station.



Inspector Lime Look at the paper, Lewis!

Sergeant Lewis Why, sir?

Inspector Lime It says "Inspector Lime solves another case. He gets jewels back at the museum." Let me read it to you.

Sergeant Lewis No, sir. Thank you, sir.

Inspector Lime Alright. I like that. "Inspector Lime solves another case!" Where did you catch them, Lewis? The paper doesn't say.

Sergeant Lewis The hypnotist and his partner were already on a plane to Singapore. I phoned the police in Singapore this morning and they arrested them an hour ago.

Inspector Lime Fantastic! We did a brilliant job!
(He takes the newspaper.)

"Inspector Lime solves another case!" Like that!

THE END

3 How many of these tasks can you do?

Choose the correct answer.

- 1 Charles hypnotises Roger. Claire. Inspector Lime.
- 2 What does Roger give Charles? his wallet a kiss his watch
- 3 Who gives Roger the secret commands? Charles Vivien Charles and Vivien

Complete the sentences.

- 4 Roger gets the jewels from the
- 5 Sergeant Lewis gives Roger's address in
- 6 The doctor says "Pronto" Roger

Answer the questions.

- 7 Why is Inspector Lime happy with the newspaper story?
- 8 Why do you think that Sergeant Lewis doesn't want to hear the newspaper story?
.....
- 9 Where are the criminals at the end of the story?

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



CD1
9/10

4

Get talking Talking about the past

5 Ask your partner about yesterday. Use the verbs in the box to form questions.

play do read go go help have watch

... your homework? ... your brother/sister with the dishes?
 ... to the cinema? ... a video game?
 ... TV? ... for a run?
 ... a book? ... a good time?

... you go to the cinema?



Grammar chant Past simple

CD 1
11

6 A chant. Listen and repeat.



What did you do?
 Did you steal anything?
 Did you take my ring?
 Did you hypnotise me?
 Did you take my key?

No, I didn't.
 You're wrong.
 It was really
 Harry Strong.



7 CHOICES

Writing for your portfolio

A Use the phrases in the box to complete the dialogue. There is one phrase you can't use. Write the dialogue in your exercise book (I = Inspector, W = Witness).

he didn't
 did I
 did he
 did he
 did you see
 did you

I got 1.....?
 W A man with a large bag in his
 I saw 2.....
 I What 3..... do?
 W He put the bag into the bush
 I Why 4..... there?
 I Am I 5.....?

W Then he walked away.
 I 3..... look nervous?
 W No, 4..... He looked
 very calm.
 I Why 5..... call the
 police then?

B Somebody broke into a shop and stole an expensive watch. An inspector (I) is asking a witness (W). Write the dialogue (60–70 words).

GRAMMAR



Past simple negation (revision)

The thief **didn't take** everything.
The inspector **didn't catch** the thief.
I **didn't do** it.

Wichtig: Kein *did* oder *didn't* mit *was*, *were* und *could*!
Roger **wasn't** at home.
Vivien and Charles **weren't** on a plane to Paris.
Sergeant Lewis **could not** talk to Roger.



Past simple questions

Did you **hypnotise** me?
Did you **read** the newspaper?

Wichtig: Kein *did* oder *didn't* mit *was* und *were*!
Was Roger a thief?
Were Charles and Claire on their way to Singapore?



Complete. Write *did* or *didn't*.

So bildest du die Verneinung im Past simple: *did not* + + *base form* of the verb.
So bildest du Fragen im Past simple: *Did* person + *base form* of the verb.

More irregular verbs

break – broke	find – found	take – took	catch – caught
give – gave	get – got	have – had	say – said



It's only a dream

1 Match the names to the characters.

Darkman
Sarah
Sunborn
Daniel
Emma

1



2



3



5



DVD **2** Watch Episode 1 and complete the sentences with the names from **1**.

- 1 makes a promise.
- 2 has three dreams about Darkman.
- 3 dreams she is on a
- 4 says they have to speak to Sunborn.
- 5 thinks Darkman is dead.

3 Write a message to Sunborn from the children.

.....

.....

.....

.....

Everyday English

DVD **4** Watch Episode 1 again. Complete the sentences with the words in the box.

I mean

Oh, come on

I promise



Daniel Yeah, let's get in touch with her.

Sarah ¹.....
They're only dreams.



Darkman I'll get them.
².....



Daniel It's the third time this week.

Sarah Me too. ³.....
I have almost the same dream.

UNIT 3 How embarrassing!

You learn

- how to use *one / ones*
- how to use *why – because*
- about online behaviour

You can

- ask why something happened
- give reasons
- use the internet responsibly
- write a picture story

1 CHOICES

THE PARTY THAT WASN'T A SURPRISE (by Alan S., 12)



At the end of the last school year my friends and I wanted to organise a surprise party for Mr Harris, our English teacher. He had a job at a new school. So we wanted to say thank you and goodbye. We made a big cake and we bought a big box of chocolates, too.

Two days before the party I wrote an email to the kids from my class. I said, "Don't forget! The party for Mr Harris is a SURPRISE! So don't tell him. Then I pressed SEND. The next day at school my friends told me about my mistake. I had sent* the email to the wrong address. I had sent it to Mr Harris, too!

VOCABULARY * to send something by post or by email

A Read Alan's story. Then match the questions and answers. There is one extra answer.

- 1 What did Alan's class plan for their teacher?
 - 2 What did they want to give him?
 - 3 What did Alan write in his email?
 - 4 What mistake did he make?
- He sent the email to Mr Harris, too.
- A big box of chocolates, and a cake.
- He made a mistake.
- He wrote, "Don't tell Mr Harris about the party!"
- They planned a surprise party.

MUM'S MISTAKE (by Sophie K., 13)

A few months ago my best friend Karen needed to go to hospital for an operation. She was really worried. When I told my mum about the operation, she asked me for Karen's email address. She wanted to send her a message to wish the family luck. The next time I saw Karen, she was very happy. "I'm a bit upset with your mum's message," she said. I was really confused, but she showed me the message. "Dear Karen. I hope the operation goes well. We are all thinking of you. LOL Mrs Beeton." When I got home, I asked Mum, "Why did you write LOL in your message to Karen?" "Because I wanted to send her a laugh," I explained. "LOL doesn't mean 'lots of love', it means 'laugh out loud'." My mum was so embarrassed and phoned Karen immediately to say sorry. Luckily the operation was a success. Now we can all laugh at my mum's embarrassing mistake.



B Read Sophie's story. Then answer the questions.

- 1 Who is Karen?
.....
- 2 Why did Sophie's mum want to write to Karen?
.....
- 3 Why was Sophie confused?
.....
- 4 What three words did Sophie's mum want to write?
.....

CD1
12

2 Listen to the story *Modern art* and circle T (True) or F (False).

- Mrs Smith had a new job in a shop. T / F
- The director went to check on Mrs Smith's work. T / F
- The floor was still dirty. T / F
- Part of the modern sculpture was missing. T / F
- The jacket with five roses was missing. T / F
- The jacket with the roses was part of a sculpture. T / F



3 Think of the stories in 1 and 2. Who do you think said these sentences?

- What an old jacket!
- Oh no! I didn't take his address out.
- I can't believe that she wrote that.
- What's the matter, you look upset?
- There's something missing here.
- Oh no! I must phone her immediately.



I think Alan / Karen / Sophie / Sophie's mum / the cleaning lady / the director of the museum said, "..."

CD1
13

4 Listen to the dialogue. Then act it out.

Richard Dad?
Dad What is it?
Richard Can I have another T-shirt?
Dad Why? What's wrong with the blue one?
Richard Nothing, but I want my extra large one. The other one has got an extra small one.



Dad Sorry, I can't give you that one.
Richard Why not?
Dad I put it in the washing machine. And now it's extra small.
Richard Oh, Dad!

Source: *English*

CD1
14

5 Listen and repeat.

Why and **why** and **why**!
Why is it always **why**?
Why not ask me **when**,
or **where** or **what** or **who**?
It's something you could do.



6 Read the webpage.

Online dos and don'ts



Why was 14-year-old Jacob so upset when he opened the door of his house? Because there were about a hundred young people in the garden for his birthday party. Some of them he knew. Most of them he didn't know.

Why were they there? Because Jacob posted his invitation on Facebook. But why did so many people turn up?

Because Jacob didn't check who could see his postings. So not only his real friends turned up, but also friends of his friends.

Jacob was lucky because one of his neighbours called the police and the people went away. The garden was a mess, but the house was fine.

Jacob made a terrible mistake. Jacob is not the only one to make such a mistake. There are lots of stories about something going wrong because of wrong behaviour online. So here are some important tips for when you go online:

- Think before you post something and check who can see it.
- Think about what you write or what sort of pictures you send. You never know how many people can read your text or look at the picture. Your best friend could send it on to his or her best friend and so on. Do you really want that?
- Don't give your password to anyone. And don't post your real name and home address online.
- When you hear something bad about someone, don't pass it on to other people. Maybe it's not true.
- When someone bothers you online, talk to an adult.

7 Match the answers to the questions.

- | | |
|--|--|
| 1 Why were there lots of people in Jacob's garden? | <input type="checkbox"/> Because a neighbour called the police. |
| 2 Why was Jacob upset? | <input type="checkbox"/> Because you don't want everyone to know your plans. |
| 3 Why was Jacob lucky? | <input type="checkbox"/> Because they can help when someone bullies you. |
| 4 Why is it a good idea to check who can see your postings? | <input type="checkbox"/> Because he posted his invitation on Facebook. |
| 5 Why is it not a good idea to give your password to other people? | <input type="checkbox"/> Because you don't want other people to use it. |
| 6 Why is it a good idea to talk to an adult? | <input type="checkbox"/> Because lots of people turned up for his birthday. |

Get talking about reasons

8 Work in pairs. Talk to your partner about the following: a TV series, a school subject, a hobby. Write short dialogues. Use words from the box.

exciting fun cool interesting funny great boring
 bad too long confusing scary difficult silly awesome

- A Do you like Science?
 B Yes, I do.
 A Why do you like it?
 B Because it's exciting.

- A Do you like Science?
 B No, I don't.
 A Why not?
 B Because it isn't interesting.

9 CHOICES

Writing for your Portfolio

A Look at the pictures. Write a story (30–40 words).
You can use the words below to help you.

This morning Tom was ...
He looked ... and saw ...
He ran ...
His friends ... because ... slippers*.



VOCABULARY

*slippers – Hausschuhe

B Look at the pictures. Write a story (70–80 words). Add a good title.



GRAMMAR

one / ones

Wenn du über gleiche Dinge sprichst, aber das Nomen nicht immer wiederholen möchtest, dann kannst du das Nomen durch **one** oder **ones** ersetzen.

*I needed an envelope with the address in it so I used the **one** Mr Harris sent.*

Complete with one or ones.

Du verwendest **one** ... wenn du ein Nomen im Singular wiederholen willst.

Du verwendest **ones** ... wenn du ein Nomen im Plural nicht wiederholen willst.

why – because

Why were the people there? – **Because** Jacob posted his invitation on Facebook.

But **why** did so many people turn up? – **Because** Jacob didn't check who could see his postings.



DEVELOPING SPEAKING COMPETENCIES

Language function

- apologising (*sich entschuldigen*)

Speaking strategy

- expressing dismay (*Missfallen ausdrücken*)

The bike tour

Vocabulary Mistakes

CD1
15

- 1** Look at the photos. Match them with the mistakes.

Listen and check.

- send a text message to the wrong person
- break someone's camera
- eat someone's chocolate
- lose someone's pen



CD1
16

- 2** Watch or listen to the dialogue. Then read it. Why does Leo say sorry?



Leo Lucy, I'm really sorry. I made a mistake.

Lucy What did you do?

Leo Well, you told me to invite Emily Clarke ... for the bike tour.

Lucy And?

Leo I wanted to tell her, but I sent the message to Emily White.

Lucy What? You know I don't really like her. She's a bit boring.

Leo I know. I feel really bad about it.

Lucy You know she's so boring.

Leo I'm sorry. It was a mistake. I know.



Lucy But how could you do that?

Leo Hang on a minute. Here's her answer: *Great idea. Thanks. See you both near the old castle at two. Say hi to Lucy.*

Lucy Oh, no!

- 3** Write sentences with **Lucy, Leo or Emily**.

- invited the wrong person for a bike tour.
- got an invitation to go on a bike tour with Lucy and Leo.
- knows what thinks about Emily White.
- thinks that Emily White is boring.
- tells that she will join them.
- When hears that she is not happy at all.

Useful phrases Apologising

4 Write the sentences that Leo uses to apologise to Lucy. Then check with 2.

- 1 sorry / really / I'm
- 2 about / I / really / bad / it / feel

? What do you think? Answer the questions.

- Do they meet Emily White? • What happens on the bike tour?



Mobile homework

Watch part 2 of the video. Use a verb from the box and your own ideas to complete the sentences.

meet stop apologise have ride

- 1 Lucy and Leo
- 2 The three kids
- 3 They next to
- 4 Emily a surprise
- 5 In the end, Lucy

Speaking strategy Expressing dismay

5 Try to complete the phrases. Check with the dialogue in 2.

- 1 Leo I sent the message to Emily, not to Paula.
Lucy Well,? Leo I know. I feel really bad about it.
Lucy You f..... She's so boring.
- 3 Leo I'm sorry. It was a mistake. I know.
Lucy But h..... c..... y..... d..... that?

6 CHOICES

A Work in pairs. A apologises to B for a mistake. B shows dismay.

forget / message
lose / mobile phone
eat / ice cream

A I sent the text message to Pam, not to Paula. I'm so sorry.

B How could you do that?

B **ROLE PLAY:** Look at the situations from A. Choose one. Work in pairs and extend it into a longer dialogue. Take 2 or 3 minutes to practise it. Don't write it down. Act it out in class.

UNIT 4 Halloween

You learn

- Halloween words
- how to use *should / shouldn't*

You can

- talk about Halloween
- create an ending to a story
- make suggestions (*Vorschläge*)
- write an email based on a model

Vocabulary Halloween

CD1
17

1 Listen and look at the picture. Then write the numbers next to the words.

- apple bobbing
- 1 a ghost
- a pumpkin
- a haunted house
- a vampire
- a witch



A Song 4 U

CD1
18/19

2 Listen and sing.

Don't be afraid when they come after you

We are brave, we are strong.
Here's our Halloween song:

We aren't afraid of witches.
We smile at every vampire.
We do not fear the zombies.
In fact, we love the most.

But what will you do
when they come after you?

We are brave, we are strong.
Here's our Halloween song:

We say hello to pirates
and wizards are our friends.
We do not fear the vampires
that fly until night ends.

But what will you do
when they come after you?

We are brave, we are strong.
Here's our Halloween song:

We love the Halloween
monsters.

We think they are alright.
It's all a great big party.
A party for a night.



3 Read the webpage about Halloween. Who do you think has the most fun and why?

The question was: Do you have any Halloween traditions or fun things to do? Your answers were:



George, USA, aged 11

My mum gets a scary film from the DVD shop. She turns the house into a haunted castle and then we invite friends for a Halloween party. My brother and I have got a CD of scary music, and when our friends walk up the stairs in the dark, we play it. In the morning of the house we eat popcorn and watch the film.



Megan, Ireland, aged 14

We always have a party. Everyone wears a mask. We're vampires, witches and ghosts. And we also play a game called 'bobbing'. There are lots of apples in a bowl of water and you try to take an apple out with your mouth. You can't use your hands. It's difficult but fun. I often win the game because I'm a vampire. And with my vampire fangs it's easy to get the apple.



Steve, UK, aged 12

Me and my brother usually go out on Halloween. We knock on people's doors and say "Trick or treat". People sometimes give us a treat; sweets, etc. But if they don't we play a trick on them. Last year our neighbour Mr Eliot didn't give us a treat, so we put some vampire stickers on his front window.



Henry, USA, aged 11

Every year we bring a pumpkin to school. We cut off the top and take out everything inside. Then we cut a scary face in it. Finally, we put a candle inside the pumpkin. This year my pumpkin face was the best. It was so good that the teacher said: "Let's keep it for our Halloween party at school." I was very proud. Henry – Master of Horror!

4 Read the sentences below. Which of the four texts on the webpage in **3** do they go with? Write the names: *George, Megan, Steve or Henry*.

- 1 I was so happy, well done! All we need now is a candle.
- 2 My clothes are really wet. I must get another T-shirt!
- 3 Wait a minute before you start the film!
- 4 Can I borrow your knife, please?
- 5 Those pictures look really scary!
- 6 This is unfair. Your teeth are so long.
- 7 Wow, that's a lot of sweets.
- 8 What was that? Did you hear that? What an awful sound!

Story time



5 Read the story.

Trick or treat



Last Halloween, I went trick-or-treating with my twin sister Kerry. "Larry and Kerry, don't go too far away," our mum said. But we didn't listen and soon we were on the other side of town. There we met a boy about the same age as us. He told us his name was Jim. He said he wanted to go trick-or-treating with us. "There are some really good houses in this street," he told us. So we went with him. At the end of the street was a really big old house with a big gate and a long drive up to the front door. We stopped and looked at it. It was like the kind of house you see in horror films. "Let's try this house," said Jim.

"We shouldn't go in there," I said. "And you should be a baby," said Jim. "Come on!" Jim walked on the long drive. We followed. An old man opened the door. He wasn't very happy to see us. "Trick or treat!" Jim asked. The old man looked at us. "Go away," he said. "Go away – now!" He closed the door. "Come on," I said. And we walked to the gate. At the gate Jim stopped.

"What man was mean," he said. "We should play a trick on him." "No," I said. "Let's make ghost noises." "No," said Jim. "We should play a really mean trick on him." "Let's throw a stone at his window," said Kerry. "No," said Jim. "Let's put superglue in his door lock." "I think we should go home," I said. But it was too late.



6 How many of these questions can you do?

- 1 Larry tells / doesn't tell his mum where they are going.
- 2 The kids know / don't know Jim.
- 3 The house is old / new.
- 4 Larry thought the house was like one from
- 5 The old man because he doesn't want to go into the house.
- 6 The old man and then shuts the door.
- 7 Why do want to play a trick on the old man?
- 8 What trick does Kerry want to play on the old man?
- 9 What trick does Jim want to play on the old man?



CD1
20/21

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

Get talking Creating an ending to a story

8 Work in pairs. Think of an ending to the story.

CD1
22

9 Now listen to the end of the story.

10 Complete Sarah's list of suggestions for going trick-or-treating. Use *should* or *shouldn't*.



- 1 You wear a Halloween costume.
- 2 You play really mean tricks on people.
- 3 You wear dark clothes at night.
- 4 You take a bag with you for the sweets.
- 5 You always go with friends.
- 6 You go out very late.
- 7 You take your own.
- 8 You always tell an adult where you are going.

Sounds right *should – shouldn't*

CD1
23

11 Listen and check. Then say the sentences *should* or *shouldn't* in your own words.

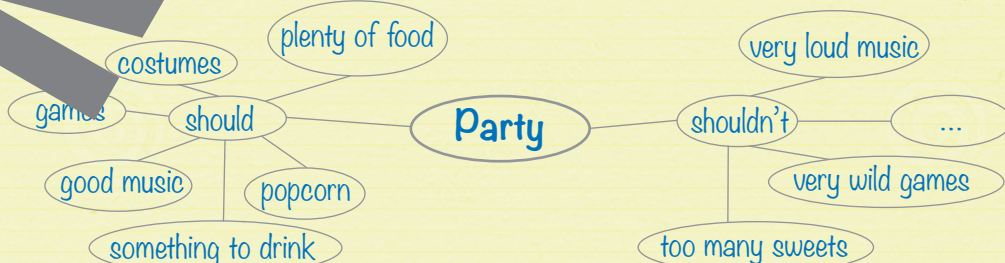
Writing for your Portfolio

12 Read Sarah's email to Mum and answer her in an email.

From: sarah_park@ilconnect.com
Subject: Halloween party

Hi there,
Mum says I can have a Halloween party ☺ (and U R the first I'm inviting), but I don't really know how to plan it. I have some ideas, but you're much better at that. Can you send me a few ideas? Please.
C

Write some ideas for your email:



13 Listen to the poem. Then read it.



I'm not so keen on Halloween

I'm not so keen
on Halloween.
When my friends meet
for trick or treat,
I'm not the one
who thinks it's fun
to run around
as witch or ghost.



What scares me most
is other kids
who hunt for treats,
who look for sweets.
They don't play tricks
they just give kicks
to get their treats,
to get your sweets.

GRAMMAR



should – shouldn't

Lies die Beispielsätze.

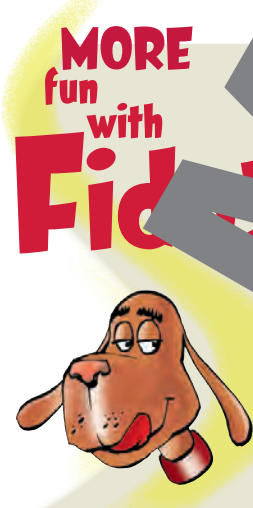
- We **should go** home – it's late.
- We **shouldn't go** in there – it's dangerous.
- What **should I do**?



Complete the sentences with **should** or **shouldn't**.

- Wenn du sagen willst, was jemand tun **sollte**, dann verwendest du ¹.....
- Wenn du sagen willst, was jemand **nicht** tun **sollte**, dann verwendest du ².....
- Wenn du um Rat fragst, dann verwendest du ebenfalls ³.....

Bildung: *should / shouldn't* = the form of the verb.



We're all in danger

1 Look at the pictures from Episode 1 and put them in the correct order.



2 Can you remember who morphs into each of these animals? Write the names.



DVD 3 Watch Episode 2 and answer the questions. Circle a, b or c.

- Who is Darkman's master?
 - The Black Knight
 - The Demon Eyes
 - The Lord of the Fire
- What does Darkman's master want?
 - the belt and stones
 - a spaceship
 - the three stones
- Which Lord wanted all the stones?
 - The Lord of the Water
 - The Lord of the Fire
 - The Lord of the Water
- Who wanted to find the stones?
 - Sunborn
 - Darkman
 - The Lords

Every body has secrets

DVD 4 Watch Episode 2 again. Complete the sentences and match them with the person who said them.

Here you are get it How can that be

- ? He's dead, isn't he? Emma
- Only your stones can protect you now. Sarah
- But I still don't Why didn't Darkman die? Sunborn

UNIT 5 Amazing animals

You learn

- about comparatives and superlatives
- about amazing animals
- words to describe animals

You can

- compare things
- talk about animals
- write about an imaginary animal

1 Read the text.



Saved by a pig

August 5th, 2004 was a hot day in Worcester. Judith Crowe, her 5-year-old son Jeff and their little pig Bacon went swimming in the river near their home. Bacon was a very good swimmer. In fact, he was better than Jeff.

Judith and her son played and swam in the water for an hour. All the time Bacon was with them. Then Jeff's mother got out of the water to get a towel. "Stay here for a minute," she said. When she turned round,

she saw Jeff in the middle of the river. The water was deeper and more dangerous there. He was in trouble. Jeff's mother jumped into the water and started to swim. But Bacon was faster than Judith and got to the boy first. She saw the boy put his arms around the pig. But he was bigger than the pig and he was heavier. The boy and the pig both disappeared under the water. Judith's mother didn't know what to do. Then suddenly she saw the little pig again. Jeff was on the pig's back. Her son was safe.

2 How many of these tasks can you do?

- 1 Judith is Jeff's mother.
- 2 Bacon is Jeff's friend.
- 3 They went swimming in the river.
- 4 is near their house.
- 5 Bacon was a than Jeff.
- 6 Judith left Jeff in the water.
- 7 Where was Jeff when he got in trouble?
- 8 Who got to Jeff first?
- 9 Why did Jeff pull Bacon under the water?

3 Check your answers with a partner.

Vocabulary exercises

4 Match the pictures with the adjectives. Write the numbers.

- small strong hairy clever heavy big dangerous



1



2



3



4



5



6



7

Get talking A guessing game

- 5 Choose one of the animals. Make sentences using comparatives. Your partner guesses what animal it is. Use the words in the box in 4 to help you.

A It's bigger than a mouse.

A No, it's heavier than a guinea pig.

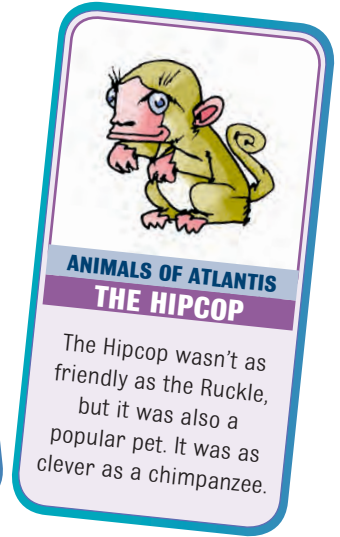
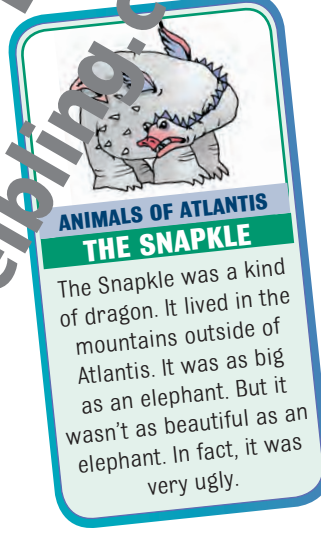
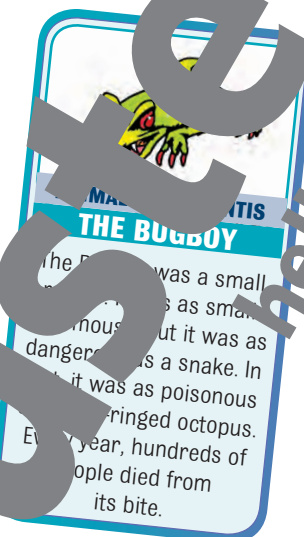
B Is it a guinea pig?

B Is it a rabbit?

A That's right.



- 6 Read the gaming cards for these animals from Atlantis.

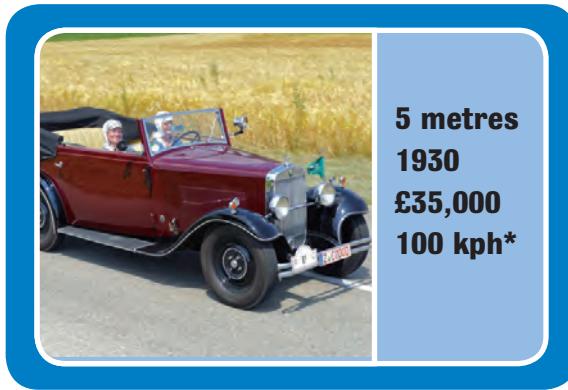


- 7 Read the statements and circle T (True) or F (False).

- Atlantians had Ruckles in their homes. T / F
- The Ruckle was bigger than a rabbit. T / F
- The Bugboy was very dangerous. T / F
- The Bugboy was a kind of octopus. T / F
- The Snapkle was bigger than an elephant. T / F
- The Snapkle wasn't a beautiful animal. T / F
- The Hipcop was friendlier than the Ruckle. T / F
- The Hipcop wasn't as clever as a chimpanzee. T / F

8 Look at the pictures and write four sentences using *as ... as* and *not as ... as*.

The yellow car is not as expensive as ...



VOCABULARY: *kph – short for “kilometres per hour”

Sounds right /dʒ/ /tʃ/

CD1
25

9 Listen and repeat.



His name's Jim,
I'm more beautiful than him.
He's a chimpanzee,
and he's as big as me.



CD1
26

10 Read the magazine article. Complete with the missing numbers from the box. Then listen and check.

150 2 3 110 1 3

The most Amazing Animals in the world

a The Estuarine crocodile of South East Asia is the longest crocodiles in the world. They are metres long – as long as two cars together.

d The bumblebee bat from Thailand is the smallest mammal in the world. It is centimetres long and weighs grams.

b The most poisonous snake is the taipan. It lives in the parts of Australia. It can be than long.

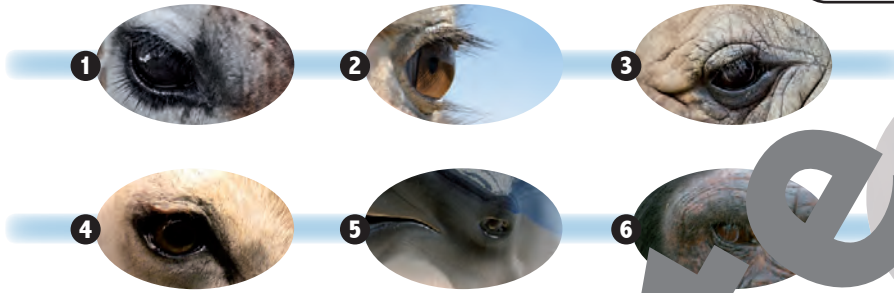
e The most dangerous animal in the world is the mosquito. It can carry malaria. Every year more than million people worldwide die from malaria.

c The biggest animal on land or in the sea is the blue whale. It's also the heaviest. It weighs tons.

f The fastest land animal in the world is the cheetah. It can run very fast – more than kph.

11 Whose eye is it? Match the eyes and the animals.

- antelope
- giraffe
- rhino
- ostrich
- chimpanzee
- dolphin



I think number ... is the ostrich's eye.



CD1
27

12 Listen and check.

13 Put the animals in order. Write 1, 2 and 3 in the

The animal quiz

ANIMALS

1 Which is the tallest?

a a giraffe
b an ostrich
c an elephant

2 Which is the longest?

a an anaconda
b a whale shark
c a crocodile

3 Which is the fastest?

a a lion
b a rabbit
c an antelope

4 Which is the most intelligent?

a a dolphin
b a pig
c a chimpanzee

5 Which is the heaviest?

a a rhino
b a blue whale
c an elephant

Get talking Talk about animals

CD1
28

14 Discuss the questions with a partner. Then listen and check.

A I think the elephant is the tallest.



B I don't think so. I think the ...



A song 4 U

CD1
29/30

15 Listen and sing.



*It's teatime in Atlantis
and everyone is there.
They drink and sing
and you can hear
them really everywhere.*

The Hipcop and the Ruckle
went for a cup of tea.
They sat down on a sofa.
Guess what!
Who did they see?

Teatime in Atlantis

It's teatime in Atlantis ...

The Bugboy and the Snapkle
the Huffump and his son,
they had ten cups of tea
and had a lot of fun.

It's teatime in Atlantis ...



CD1
31

16 Listen and say the poem.



Shark in the park

by Roger ...

Ever see*
a shark
picnic
in the park?

If he offers
you a bun,
run.

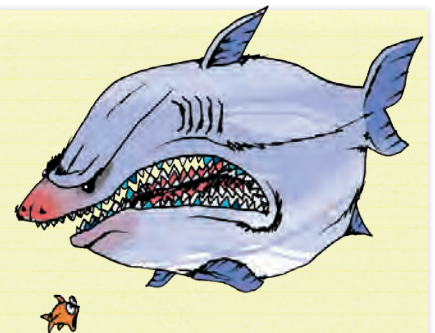
VOCABULARY: *ever ... short for "Have you ever seen ...?"



Writing for your Portfolio

17 Read about the Huffump.

The Huffump was a kind of shark. It lived in the sea around Atlantis. It was as big as a whale and it was very dangerous. It had a really big mouth and more than 4,000 teeth. Every day it killed and ate more than 200 Atlantians. The Atlantians were very scared of swimming in the sea.



18 Design your own animal from Atlantis. Make up a name for the creature and write a text of 50–70 words about it.

GRAMMAR



Comparatives

Wenn du zwei Dinge vergleichst, die verschieden sind, dann verwendest du das Wort *than*. An die englischen Eigenschaftswörter mit einer Silbe (*fast, slow, deep, old, ...*) hängst du *-er* an.
*He's older **than** me. She's faster **than** me.*

An die englischen Eigenschaftswörter mit zwei Silben, die auf *-y*, *-ow* enden (*happy, simple, slow, ...*) hängst du ebenfalls *-er* an.

Bei manchen Eigenschaftswörtern verändert sich jedoch die Rechtschreibung.
*hot, big, fat, etc. – It's **hotter** today than yesterday.*
*heavy, angry, hungry, etc. – Joe's **heavier** than me.*

Wenn das Eigenschaftswort mehr als zwei Silben hat (*dangerous, difficult, interesting, ...*), dann verwendest du *more + adjective*.
*The book is **more interesting** than the film.*

Ausnahmen:

good – **better** *He was **better** than Jeff.*
bad – **worse** *I'm bad at football, but I'm **worse** than me!*



as ... as

Wenn du sagen willst, dass zwei Dinge / Tiere / Personen gleich groß, klein usw. sind, dann verwendest du *as ... as*:

*It was **as small as** a mouse.*
*It was **as dangerous as** a snake.*

Wenn du sagen willst, dass ein/e Ding / Tier / Person nicht so groß, klein usw. ist wie ein/e andere/s Ding / Tier / Person, dann verwendest du *not as ... as*:

*It was **not as friendly as** the tickle.*



Superlatives

Wenn du ausdrücken willst, dass ein Ding am größten, schwersten, schnellsten usw. ist, hängst du *-est* an das Adjektiv an.
*fast, slow, deep, ... etc. – The cheetah is **the fastest** mammal in the world.*

Bei einigen Adjektiven ändert sich die Schreibung:
*hot, big, fat, etc. – The blue whale is **the biggest** animal in the world.*
*heavy, angry, ... etc. – The blue whale is **the heaviest** animal in the world.*

Bei Adjektiven, die aus drei oder mehr Silben bestehen, verwendest du *the most + adjective*:
*dangerous, interesting, ... etc. – The mosquito is **the most dangerous** animal in the world.*

Ausnahmen:

good – **the best** *She's **the best** player in the team.*
bad – **the worst** *It's **the worst** restaurant in town.*

Homework first

Before you watch

1 Write the words under the pictures.

bedroom
living room
hall
kitchen



1



2



4

2 What order do you think these pictures come in the DVD? Write 1-4.



Watch the story

3 Complete the answers to 2.

4 Complete the sentences.

- 1 Steve is in the
- 2 Steve and Jenny want
- 3 Steve's isn't done.
- 4 Jenny did the Geography
- 5 Jenny wants to ring her sister to

5 Complete the dialogue.

- need
- see
- listen
- want
- remember
- get
- do
- think

Jenny Clare? Hi, it's me. ¹....., can you ²..... me a favor?
Clare It depends. What do you ³.....?
Jenny I ⁴..... my Geography homework – it's in my school bag.
 Can you ⁵..... it?
Clare Where is it?
Jenny In my room, I ⁶.....
Clare Hang on then. Jenny? I'm in your room, but I don't ⁷..... your bag.
Jenny I'm really sorry, Clare, but I ⁸..... – I left it in the kitchen.

6 Answer the questions.

- 1 Where's Jenny's Geography homework?
- 2 Does Clare find the bag in the bedroom?
- 3 Where does Clare find the bag?
- 4 Why does Steve say "This isn't right"?

Everyday English

7 Complete the dialogues.

Note:
 favor = American English
 favour = British English

It depends. Ready? Can you read me a favor? Hang on

Listen. ¹.....

Can you just read me the answers to the Geography homework?

Where is it?

³..... then.

ink.

OK. ⁴.....

UNIT 6

Where's the post office?

You learn

- to understand directions
- how to use prepositions of place
- words for buildings

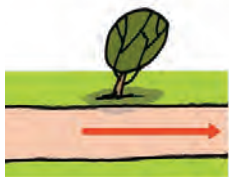
You can

- ask the way
- give directions
- write a text message with directions to your place

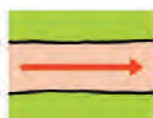
Vocabulary Directions

CD2
1

1 Gretta the witch is explaining to Sir Florestan, a knight, how to find the dragon's place. Listen and follow the way. Write *D* where the dragon lives.



go past the tree



go straight ahead



turn right



cross the bridge



take the second right

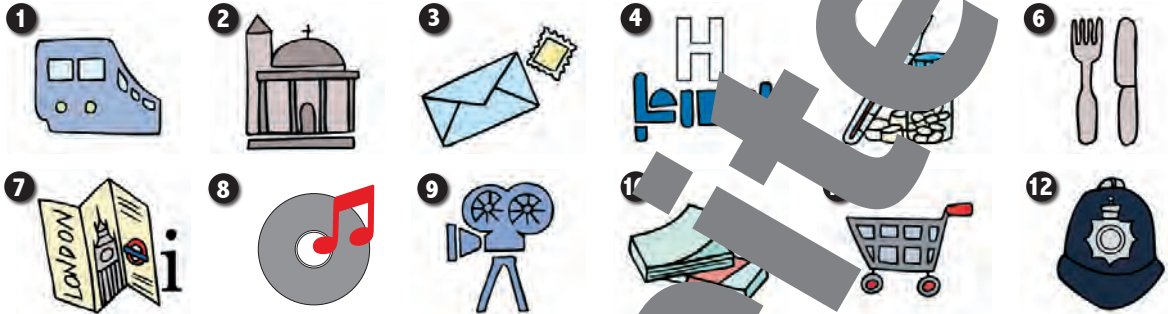


Vocabulary Buildings

CD2
2

2 Listen and look at the pictures. Then write the numbers next to the words.

- bank police station chemist's post office tourist office railway station
 church supermarket cinema restaurant music shop hospital



3 CHOICES

A Read the dialogue and draw the sign for the post office in the map.

DIALOGUE 1

Woman Excuse me, where's the post office?

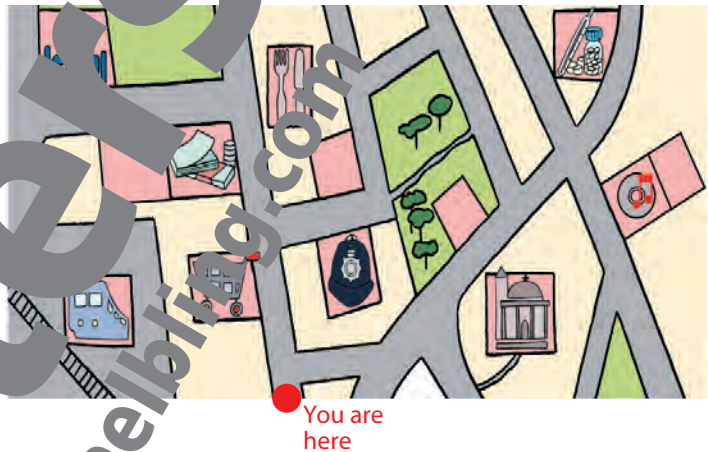
Man The post office? Go straight ahead. Go past the supermarket.

Woman Alright. And then?

Man Then take the first street on the right.

Woman OK.

Man Go past the bank. The post office is next to it.



B Read the dialogue and draw the sign for the cinema in the map above.

DIALOGUE 2

Boy Excuse me, please.

Woman Yes, dear?

Boy Can you tell me where the cinema is?

Woman The cinema? Well, let me think. It's on the main road.

Boy How do I get there?

Woman Go straight on, take the second street on the right, and go past the police station.

Boy OK, past the police station ...

Woman Then there's a little park in front of you. Go through the park.

Turn right, then left, and then right again. The cinema is behind the large music shop.

Boy Thank you.

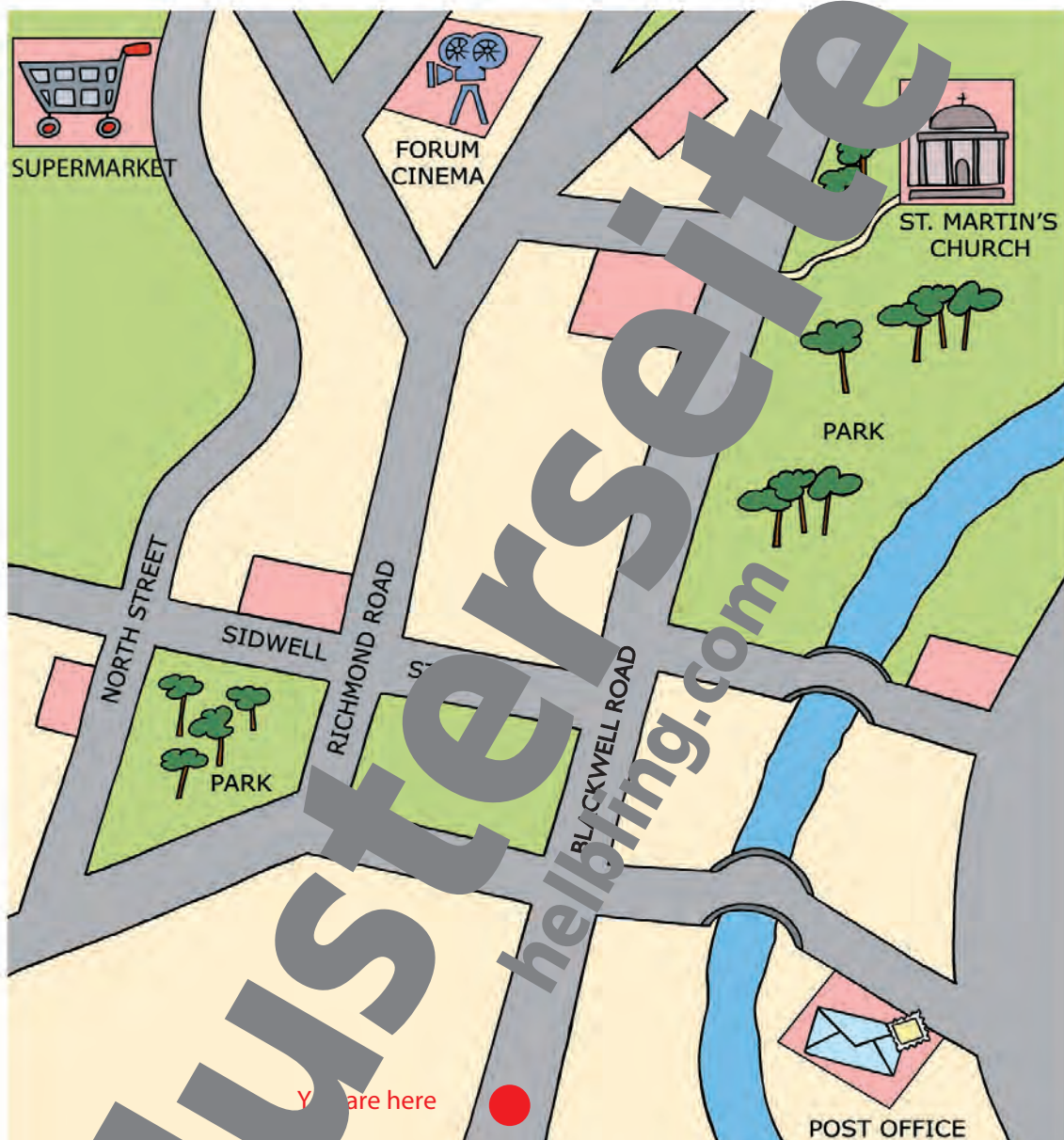
Woman Not at all.

CD2
3

4 Listen to two more dialogues and draw the other two signs on the map in 3.

Get talking Giving directions

- 5 Work in pairs. Student A works with the map here, student B works with the map in the Workbook (page 43).



You ask for the way to the tourist office, the restaurant, the police station, the bank.

A Excuse me, how do I get to the tourist office? (Excuse me, I'm trying to find ... / Excuse me, I'm looking for ...)

B That's easy. Take the ...



Story time



6 Read the story.

Missing tourist finally found!

Romanian tourist found safe and well after three days.

Mr Vasile Belea (63) from Romania came to London three days ago. He wanted to have a holiday with his son's family. His son picked him up from the airport and they went into London by underground. When they changed trains at Stockwell Station, Mr Belea's son, Radu, jumped on the next train and the doors closed. Mr Belea was too slow and the doors closed in front of him.

"I came back right away," Radu Belea said, "but Dad wasn't there. So I looked around the station, and then I went to the next stop again, but I really couldn't find him."

We know now that Mr Belea went back into the street and

tried to ask a policeman for help. When he finally found one, the policeman was very friendly, but he didn't understand a word. Mr Belea said to him. And Mr Belea didn't know a word of English. So he walked around and hoped to see his son somewhere. Of course, he didn't. He asked another policeman and they were all very friendly but they didn't understand him and he didn't understand them. Mr Belea had only £17 in his pockets, he didn't know where his son was and he couldn't talk to people. It got dark, he stopped and spent the night there. In the morning, he started walking again. When he came into a shopping centre. He stayed there most of the evening he went back to the station again.



after two days and nights like this. He saw a man reading a newspaper. On the cover of this newspaper he saw a picture: It was him!

Mr Belea had one pound left. So he bought a newspaper and with the newspaper he went to a police station. He showed the paper to a policeman there, and after half an hour, Mr Belea was back with his son's family.

"We're so glad to have him back," his son said. "And I think it's great that the paper helped so much. They put an extra large photo of my dad on the cover. I really want to thank everybody for their help."

7 How many of these tasks can you do?

- 1 Mr Vasile Belea is English. British. Romanian.
- 2 Vasile Belea was in London on business. for a conference. for a holiday with his son's family.
- 3 Mr Belea got lost on the underground. on a bus. in a shopping centre.
- 4 The policeman didn't speak on him.
- 5 Mr Belea had a little on him.
- 6 Mr Belea did not know his son's
- 7 Where did Vasile Belea spend the nights?
- 8 Why did Vasile Belea buy the newspaper?
- 9 Why was the paper a big help?



CD2
4/5

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

A Song 4 U

CD2
6/7

9 Listen and sing.

This is where you go



You want to go to Newtown?
Then simply go ahead.
Just cross the bridge
and don't forget
to stop when lights are red.

*Right and left and straight ahead,
this is where you go.*

*Right and left and straight ahead,
that's what you need to know.*

You want to go to Market Square?
Then take the second right.
Then turn left
and left again.
That's Market Square alright.

Right and left and straight ahead ...

You want to find the cinema?
Go past the music shop,
and opposite
the restaurant
take a few steps more to stop.

Right and left and straight ahead



10 Put the dialogue in the correct order. Compare with your partner. Then act it out.



- Jasmine: Hello, Carlton? The film's at the Odeon. Hurry up!
- Ron: I'm in front of the cinema, too. The Odeon cinema.
- Jasmine: Hey, Ron, where are you?
- Jasmine: Go up Broad Street and turn left after the bank.
- Ron: What's the quickest way?
- Ron: I'm in front of the cinema.
- Ron: Right. See you in five minutes.
- Ron: Oh dear. Wrong cinema. I'm in front of the Carlton cinema.

Writing for your Portfolio

11

Your friend is coming to visit you.
She sent you a text message.
Send her a text message with
directions to your house.
(Write 40–60 words.)



GRAMMAR

Directions (Prepositions of place)

So sagst du jemandem, wie er/sie an ein bestimmtes Ziel gelangen kann:

Go straight ahead.

Take the first left / second right.

Go past the post office.

Turn left / right.

Cross the bridge / street.

Walk up the hill **as far as** the church.



opposite

So sagst du jemandem, wo ein bestimmtes Ziel zu finden ist:

The cinema is **behind** the shopping centre.

Next to the bank, there's the police station.

The restaurant is **opposite** the cinema.

There's a little park **in front of** you.

On the corner of the next street, there's a large bank.

It's just **round the corner**, next to the bank.

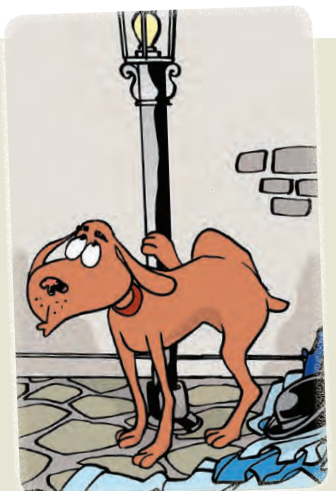


round the corner



in front of

MORE fun with Fido!



DEVELOPING SPEAKING COMPETENCIES

Language function

- interrupting politely (*jemanden höflich unterbrechen*)

Speaking strategy

- checking understanding (*nachfragen ob man etwas richtig verstanden hat*)

The way to the station

Vocabulary Around town

CD2
8

1 Match the places and the pictures. Then listen and check.

bridge bus stop fountain traffic lights statue clock tower



1



2



4



3



6

CD2
9

2 Watch or listen to the dialog. Then read it. What items from 1 do Lucy and Leo mention?



Tourist Excuse me, I'm lost. How do I get to the railway station?
 Leo Sorry, I don't know.
 Tourist I'm sorry to bother you, but can you tell me the way to the railway station?
 Leo Sure, no problem. Go straight ahead and turn left at the traffic lights. Is that bus stop over there?
 Tourist Yes.
 Lucy Can you tell me how to get there?
 Tourist Second left.
 Lucy Yes, the second left. Then go straight ahead and turn left at the traffic lights.
 Tourist Sorry?



Lucy Straight ahead and then left at the traffic lights. The railway station is at the end of the road.
 Tourist So that's second left after the bus stop, then left at the traffic lights.
 Lucy That's right. You can't go wrong.
 Tourist Thank you.

3 Cover up the dialogue in **2**. Try to complete the directions. Then check.

Walk past the ¹..... and then take the ²..... left. Go straight ahead until you get to some ³..... lights. Turn ⁴..... The ⁵..... is at the end of the road.

Useful phrases Interrupting politely

4 Write the words in the correct order to make sentences. Then check with the dialogue in **2** to find a good answer to the phrases.

- 1 me / excuse
- 2 sorry / bother / I'm / to / you

? What do you think? Answer the questions.

- The tourist asks Leo for directions. Why does Lucy call him the way? • What happens next?



Mobile homework

Watch part 2 of the video and complete the tasks with Lucy and/or Leo.

- 1 is angry with
- 2 gives the directions to the next tourist.
- 3 tells the tourist to the man.
- 4 laugh at the

Speaking strategy Checking understanding

5 Complete. Check with the dialogue in **2**.

Lucy Then go straight ahead and turn left at the traffic lights.
 Tourist ¹..... ?
 Lucy Straight ahead then turn left at the traffic lights. The railway station is at the end of the road.
 Tourist ²..... second left after the bus stop, then left at the traffic lights.
 Lucy That's right. You won't go wrong.

6 CHOICE

A Work in pairs. Use the prompts.

Take the first / second / third right / left

A Take the third right. Then take the second left and then the first right.

B Sorry?

A Give directions.



B Check understanding.

B ROLE PLAY: Work in pairs. Then swap roles.

Student A: You are a tourist. Where do you want to go? Ask student B the way. Interrupt politely and check his/her directions.

Student B: Give student A directions. Make sure he/she understands.

UNIT 7 Outdoor adventure

You learn

- words for places
- how to use *have to* / *don't have to*

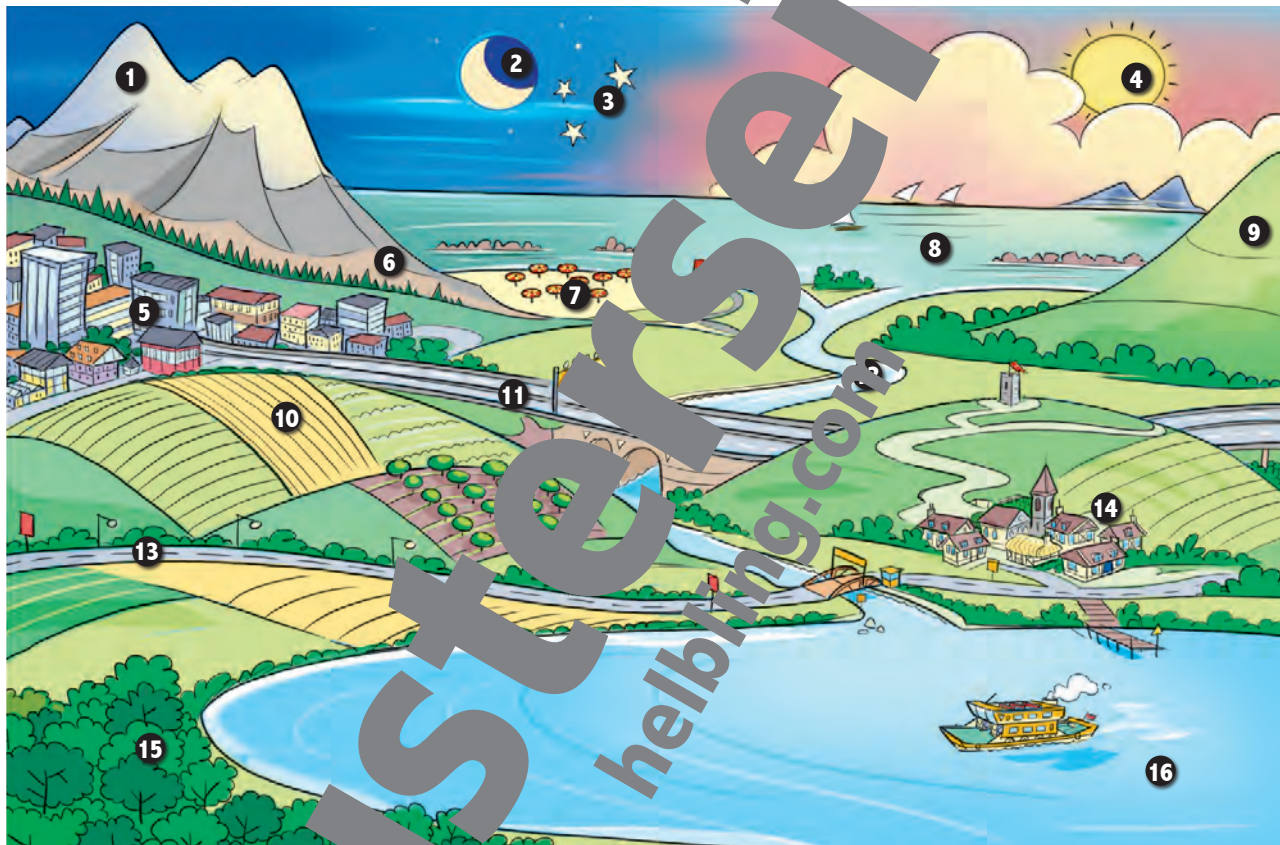
You can

- make/suggest a plan
- write an email home from a young person
- describe a picture

Vocabulary Places

CD2
10

1 Listen and look. Then write the numbers next to the words.



- | | | | | | |
|--------------------------------|-------------------------------|-----------------------------------|----------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> hill | <input type="checkbox"/> sea | <input type="checkbox"/> motorway | <input type="checkbox"/> town | <input type="checkbox"/> forest | <input type="checkbox"/> sun |
| <input type="checkbox"/> field | <input type="checkbox"/> lake | <input type="checkbox"/> road | <input type="checkbox"/> village | <input type="checkbox"/> mountain | <input type="checkbox"/> river |
| | | | | <input type="checkbox"/> moon | <input type="checkbox"/> beach |

2 Work in pairs. Look at the picture above for half a minute. One of you closes the book. Ask your partner questions.

Student A

Where	's	are	the	village?
				sea?
				lake?
				...
				fields?
				...

Student B

On the right-hand side.
On the left-hand side.
In the middle.
In the top right-hand corner.
In the bottom left-hand corner.
Next to the ...

Get talking Making plans

CD2
11

3 Listen and complete the dialogue.

- A Let's ¹..... on Monday.
 B Canoeing? I'm not sure.
 A Well, you don't have to come along.
 I'll go alone, then.
 B Wait a minute. I think I'll join you.

- A Great. But bring ²..... ! And you
 have to ³..... a life jacket in the
 boat all the time.
 B Of course. I know

Go rock climbing!
 When: Friday 11 a.m.
 Bring warm clothes
 and good shoes.
 Read the camp
 guide carefully.

Build a tree house!
 When: Thursday 3 p.m.
 Don't be late!
 Bring a hard hat!

Go for a picnic!
 When: Sunday 12 a.m.
 Bring your own food and
 drink!
 Clean up the picnic area
 after the picnic!

Visit the waterfall!
 When: Saturday 2 p.m.
 Don't be late!
 Wear your apron
 near the
 water!

4 Work in pairs. Look at the notices above and act out dialogues.

- A Let's visit/go/build ...
 B ... I'm not ...
 A Well, you don't ...
 B ... wait ...
 A Great. But ... And you ...

Sounds right

CD2
12

5 Listen and complete the dialogues.

- A I can't stay here, I **have to** go.
 B ... But why?
 A I **have to** move to London!
 B I **have to** say goodbye.



CD2
13

6 Listen to Emma and Harry talking about a treasure hunt. Take notes.

	When?	What did you find?	Where did you find it?
Emma			
Harry			

Story time



7 Read the story.

Treasure hunt



When Dad said that Gillie and I could go to an adventure holiday camp, I wasn't too excited. I didn't want to go on a holiday camp with my nine-year-old sister! But Gillie really loved the idea. So I couldn't say no. But the camp was great! Lots of new friends and Gillie was OK, too (most of the time 😊). What I liked most about the camp were the surprise activities: wild water canoeing, rock climbing, a visit to the waterfall – these things were never boring. Our guides were fantastic. Especially Ron! He was really good. One Friday, Gillie was very excited: "Chris, come quickly there's a geo-caching treasure hunt with Ron tomorrow. Quick, only 20 kids can go!" "Geo-caching??" I asked. I had no idea what it was – but I didn't want to ask. I was fourteen. And she was nine, you know. "Geo-caching? Not a bad idea," I said. When we wrote our names on the list, I saw this note:

I went to spend some time later to find out more about geo-caching. Here's what I learnt: for geo-caching you need a GPS and the caches tell you where you can find the

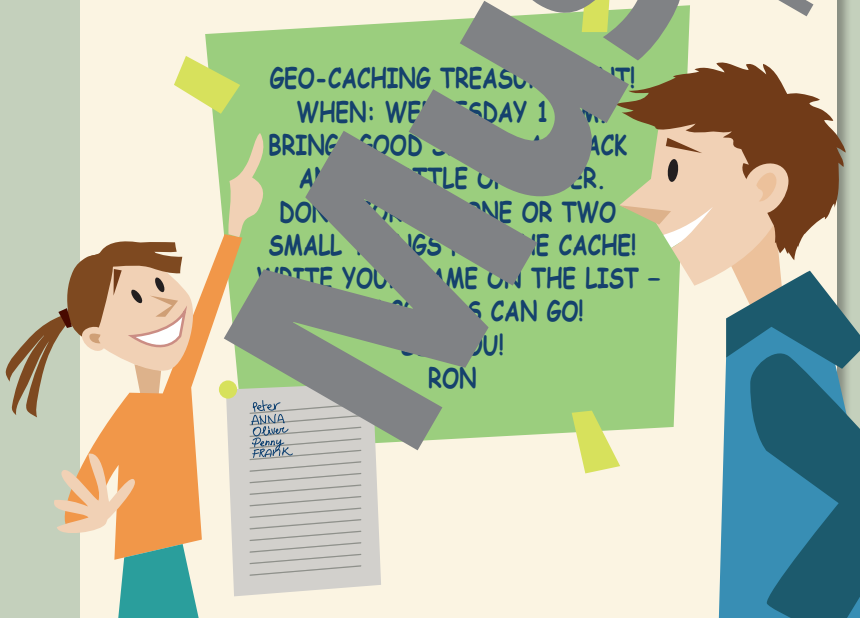


'treasure'. But they don't say things like "go through the forest until you come to a blue road" etc. They only tell you the coordinates of the place (for example 1.27 mi S: GCG8V5), and you put them in your GPS and off you go! Oh, there's something else: The treasure is usually several small things in a box (the so-called 'cache'!). You can take out as many as you want. But for every treasure you take out, you have to put in something new.

The next day we started our geo-caching hunt. We looked for three hours, and we looked everywhere, behind every tree, under every stone, in every hole in the ground. Nothing! "Let's go back!" I said. Then suddenly Gillie shouted "Here it is!" She had her hand in a hole in the ground and when she took her hand out, I knew that it wasn't a cache! In her hand, my nine-year-old sister Gillie had a handful of old coins!

GEO-CACHING TREASURE HUNT!
WHEN: WEDNESDAY 10 AM
BRING GOOD SHOES AND A BOTTLE OF WATER.
DO NOT TAKE MORE THAN ONE OR TWO SMALL THINGS FROM THE CACHE!
WRITE YOUR NAME ON THE LIST - ONLY 20 KIDS CAN GO!
SEE YOU!
RON

Peter
 Emma
 Oliver
 Penny
 Frank





Back at the camp, we showed the coins to Ron. He laughed. "Old coins? Ha, ha, ha! Good joke! They're not old. But give them to me!" Ron was very nice. He gave me a DVD and my sister a bar of chocolate for the coins! Later in the evening, Gillie showed me a coin. "I didn't give him this one," she said. "I wanted to keep it." "Silly idea," I thought. But I didn't say much. After all, she was only nine.

Two days later, there was a visit to a museum in a town near our camp. Ron went, so of course Gillie and I went along, too. We saw lots of interesting things.

Gillie suddenly shouted. "Look! The coins! The coins! They look like my coins!" Gillie was very excited. She looked at the coin in her hand. It looked exactly like the old Roman coins behind the glass window.



There was a man in uniform at the other end of the room. When Ron saw him, he got very nervous. "Be quiet, you silly girl!" he shouted. But the man in the uniform saw the coin. "Where did you find this coin?" he asked. "In the forest," Gillie said. "But not only this one. We found lots of them. Ron has got them all. Ron has got the..." Gillie pointed at Ron. Ron did not look very cool at all. He turned around and ran away! Then the... happened very quickly. The man in the uniform... the police. Two very friendly police officers came and took... the police station... a card... coins are... coin... They... of them said.



And... you find old coins, you have to give... to the museum. Nobody can keep them! We're... to find this young man, Ron. He has to give the... to the museum!" Two days... the police... Ron. They took the coins... from him... They are now behind glass in the museum. And... next to them is a little sign.

Gillie is very proud of... Well, after... she is only... fine...



8 How many of these... can you do?

- 1 Chris was excited by the idea of a holiday camp. T / F
- 2 Chris... when he got to the camp. T / F
- 3 Ron... at the camp. T / F
- 4 For geo-caching you do not need a map. a GPS unit. small objects.
- 5... treasure under the ground. behind a tree. under a stone.
- 6... leave... all the coins. the coins and a DVD. nearly all the coins.
- 7 How did... find out that her coins were really old coins?
- 8 Why was the man at the museum upset?
- 9 What happened to the coins?

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



CD 2
14/15

Writing for your Portfolio

10

Samantha is at a youth camp. Read her email to her mum. Which paragraph (1, 2 or 3) talks about

- a) what she did yesterday? b) the rules of the camp?
c) all the different things you can do at the camp?



From: sam06@hello.uk
Subject: Youth camp

REPLY

Hi Mum,

[1] The camp is really great! There are lots of things to do like football and volleyball, for example. We can go horse riding too. We can go swimming in the lake – it's fantastic! We never get bored.

[2] Yesterday I went on a great canoeing trip! We went down the river for two hours and then we had a picnic. Jack, our guide, made a fire and we sang songs and played games.

[3] Everything is great, but of course there are rules. We have to go to bed at ten. We have to help in the kitchen. We have to make our beds and we don't have to wash up – that's good. I hope you and Dad are well. See you soon.

Love,
Sam

11

CHOICES

A Imagine you are at the same youth camp as Samantha. Write an email of 30–40 words to a friend. Write about:

- what sports you can do
- what sport you played yesterday

B Imagine you are at a different youth camp. Write an email to your parents (100–120 words). Write about:

- what the camp is like
- what you did yesterday
- how you like it there
- what you are going to do tomorrow
- what you can do there
- what you like best
- the rules of the camp
- what you don't like



GRAMMAR have to – don't have to

You **have to** wear a life jacket. You **don't have to** come along.

You have to wear a helmet!



Complete the rule with **have to** or **don't have to**.

Mit ¹..... sagst du, dass etwas **notwendig** ist.

Mit ²..... sagst du, dass etwas **nicht notwendig** ist.

The new girl

1 Match the sentence halves to complete the summary of Episode 2.

- | | |
|------------------------------|---|
| 1 The children tell Sunborn | <input type="checkbox"/> Darkman is alive |
| 2 The children learn that | <input type="checkbox"/> to the children |
| 3 Sunborn tells the children | <input type="checkbox"/> about their dreams |
| 4 Sunborn gives the stones | <input type="checkbox"/> into a trap |
| 5 The children morph | <input type="checkbox"/> the story of the stones. |

2 Look at the picture from Episode 3 and say what you can see. What do you think happens in this episode?



DVD **3** Watch Episode 3 and put the sentences in order to tell the story.

- | | |
|---|--|
| <input type="checkbox"/> The children hear a cry for help. | <input type="checkbox"/> The children talk about their dreams. |
| <input type="checkbox"/> The children learn the new girl's name is Lillian. | <input type="checkbox"/> Emma morphs and jumps in the river. |
| <input type="checkbox"/> The tiger rescues the girl. | <input type="checkbox"/> Daniel thinks it's a trap. |

Everyday English

DVD **4** Watch Episode 3 again. Match the pictures with the expressions.

I'm off now.
Too late ... !
Poor you!
Hang on.



UNIT 8

We might go out

You learn

- how to use *might / might not*
- how to use *not going to*
- how to talk about freetime activities

You can

- talk about things that might happen
- talk about what you are (not) planning to do
- write an invitation

Get talking Intentions

1 What are these people's plans? Talk about them with your partner. Use the words in the box to help you.

- watch a DVD do the shopping (your) room play basketball
do (your) homework stay at a friend's house have a party do nothing

A What's she going to do?

B She's going to do her homework.



CD2
16

2 Write the names and tick (✓) the correct box.

	Sharon	Nick	Chloe	Bill
have a party				
do nothing				
do homework				
stay at a friend's place				

3 CHOICES

CD2
17

A Read the dialogue and complete it with the phrases from the box. There is one phrase you don't need. Then listen and check. Act out the dialogue.

I'm going to watch TV. I'm going to do nothing. And your school project?

Steve What are your plans for the weekend?

Luke 1.....

Steve What about TV?

Luke I'm not going to watch TV. There's nothing good on.

Steve 2.....

Luke I'm not going to do any work this weekend.

B Work with a partner and complete the dialogue using your own ideas. Then act out the scene.

Kevin Have you got any special plans for the weekend?

Dawn Well, I'm going to watch DVDs tomorrow night. Do you want to watch them with me?

Kevin I'd love to*,

Dawn Oh, why not?

Kevin I'm going to Jenny's party.

Dawn !

VOCABULARY: *I'd love to ... – Ich würde gerne ...

Grammar chant *not going to*

CD2
18

4 A chant. Listen and repeat.

Hey, Dad, listen. I'm so busy!
But I'm not going to tidy my room.
I'm not going to make my bed.
I'm not going to work for a while.
I'm going to take a rest instead.

Listen, Dad. It's fine, but ...
I'm not going to help for you.
I'm not going to drive you around.
I'm not going to buy you sweets.
I'm not going to give you a pound.

Hey, listen Dad. That was only a joke. Honestly ...
I am going to tidy my room.
I am going to make my bed.
I am going to do my work,
I am now going to go ahead.
Really! Believe me, Dad!



Sounds right *going to*

CD2
19

5 When we say *going to*, it often sounds like *gonna*. Listen and repeat.

I'm going to write a letter,

And the letter's going to tell you

I'm going to put it in the post.

that I love you the most.

Get talking Plans for the weekend

6 Find out about your partner's plans for this weekend.

A Are you going to watch TV?

B No, I'm not. I'm going to watch DVDs. What about you?

7 Look at the mixed-up messages. Match them with the types of communication in the box. Write letters A–I.

text messages

emails

photos

invitation

Facebook post

A



I've just come home. We had a great Sunday out. We, that's Mum, Dad, me and my sister Mia. We went to Brighton to see Grandma. Mia and I climbed a tree – see the photo! She's cool. I really like my sister.

Like Comment

B Mia, I saw your note about Sunday this morning. No way! We're all going to visit Grandma, and you're coming with us. You've got another 5 days to do your work for school. No excuse, Mia!

C Hi, Zoe. There was a phone call from Mia. She's not feeling well. She's not going to come over today. Dad

D Hey, Mum. I'm really sorry. I've got a lot of work for school this week so I've got to stay at home on Sunday.

E

From: zoe_f@likeit.com
Subject: photos on FB

REPLY

Hi Mia, I saw the photos your brother posted on FB. I can see you had a lot of fun. But why did you tell me you're ill? Zoe

F

From: mia_hd@hello.uk
Subject: party

REPLY

Hello Zoe, thanks for your invitation on Sunday. Great! My parents and my little brother Luca are going to visit Grandma. I'm going with them. Tell them I've got a lot of work for school! Mia

G OK, I understand. I'm going to join you all, of course. Mia

H

From: mia_hd@hello.uk
Subject: party


REPLY

Hi there, I really, really, really wanted to see you today, Zoe. Then my mum said no. I felt ashamed and didn't want to tell you I had to go with them. It was a big mistake! Sorry for telling you a lie. Can we meet up tomorrow after school? Mia

I

Dear Mia,
Come to my birthday party next Sunday.

Time: 10 a.m. – 6 p.m.
Place: 7, Station Road
Love, Zoe



8 Read the messages in **7** again. Tick the correct answer.

- 1 What does Mia say in her email to Zoe about Sunday?
- She's going to visit her grandma with her family.
 - She's going to climb a tree with her brother.
 - She's not going to visit her grandma with her family.
- 2 What message does Mia give Zoe's dad?
- She's going to come over to Zoe's place two hours later.
 - She's not feeling well and isn't going to come over to Zoe's place.
 - She's not feeling well, but she's going to come over anyway.
- 3 What does Zoe see on Mia's brother's Facebook page?
- A photo of Mia's family and their grandpa.
 - A photo of Lucas and his grandma.
 - A photo of Lucas and Mia.
- 4 What does Mia feel when she finds out what she did?
- She's sorry she didn't tell Zoe the truth.
 - She's very angry with herself.
 - She's angry with Lucas because he posted the photo.

9 Read the messages again. In what order do they come. Write the letters A-I in the correct order.

- 1 I 2 3 4 5 6 7 8 9

Story time

10 Read the story.

William, the worrier

William has got a driving test in the morning and he's worried. William is always worried.



No, thanks. I might crash the car. I need the car for my test tomorrow.

11 Here are some more of William's worries. Match the sentence halves.

- | | |
|---|--|
| 1 I don't want to go to the beach – | <input type="checkbox"/> I might break my leg. |
| 2 I don't want to go skiing – | <input type="checkbox"/> I might not get it right. |
| 3 I'm going to study tonight – | <input type="checkbox"/> I might fall off. |
| 4 I don't want to go near that dog – | <input type="checkbox"/> it might be poisonous. |
| 5 I don't want to answer the teacher's question – | <input type="checkbox"/> the sun might be too hot. |
| 6 I don't want to ride your bike – | <input type="checkbox"/> I might get into trouble. |
| 7 I'm not going to eat that – | <input type="checkbox"/> I might have a test tomorrow. |
| 8 I'm not going to go trick-or-treating – | <input type="checkbox"/> it might bite. |

12 Work in pairs. Take turns to test your partner.

A Why doesn't William want to go to the beach?

B Because the sun might be too hot.

A That's right.

13 CHOICES

Writing for your Portfolio

A Read Jill's invitation to her birthday party. Imagine it's your birthday next week. Invite a friend (30–40 words). Write about:

- why there is a party
- when and where it is
- what there is going to be at the party

Party invitation

It's my birthday on Friday and I'm going to have a party on Saturday at my place. There's going to be lots of food and drink and there's going to be a DJ, too. It's going to be great. The party starts at 6 p.m. Don't be late. See you on Saturday, Jill



B Imagine there is going to be a fancy dress party at your school. Draw a mind map first. Use the example below to use your ideas to write an invitation to your friend (60–70 words).



GRAMMAR

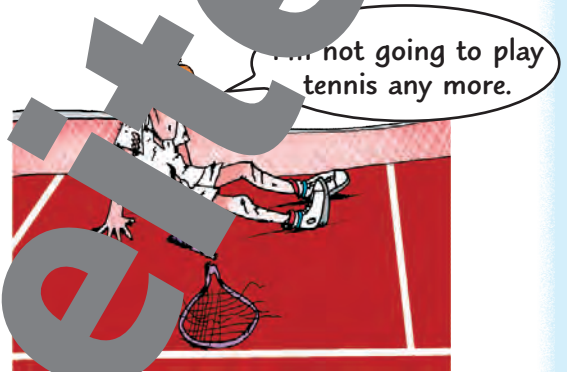


going to (negative)

Du verwendest **going to**, wenn du etwas planst oder beabsichtigst, es zu tun.
Beim Verb **go** verwendest du normalerweise kein **going to**. Also: *I'm going to a party.*

So bildest du die Verneinung mit **going to**:
negative of **be** + **going to** + **base form of the verb**.

I'm not going to play tennis tomorrow.
You **aren't going to like** the film.
He/She **isn't going to do** the shopping.
It **isn't going to rain** this afternoon.
We **aren't going to do** our homework.
They **aren't going to play** volleyball on Sunday.



might – might not

Wenn du sagen willst, dass etwas möglich (nicht) eintreten wird, verwendest du:
might (not) + base form of the verb.

I might go to the party. I'm not sure.
It **might rain**, so take a coat.
I **might not sleep** well.



You learn

- space vocabulary
- about the past simple (revision)
- how to use past time markers

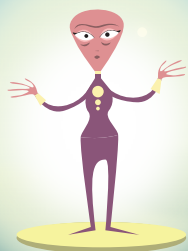
You can

- talk about science fiction / UFOs / space
- write an ending to a story

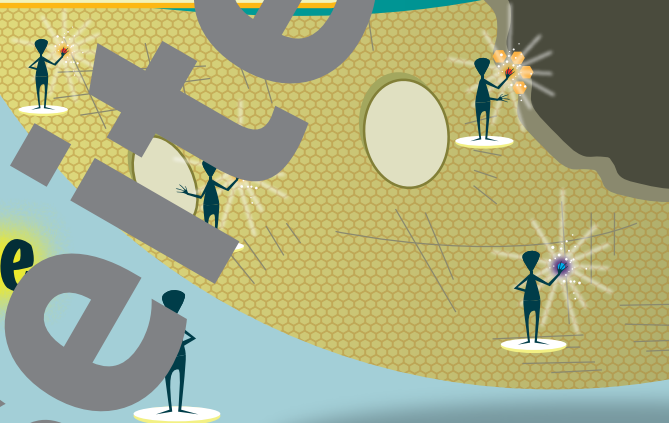
Story time



1 Read the story.



A new home



The president of the planet Trojan spoke to all the people.

"People of Trojan!" she said. "I'm sorry, but I have bad news for you. Two months ago, we found out that a planet is coming towards us. A hundred years from now, the planet is going to hit us, and the planet Trojan is going to explode. We can't stop this from happening."

The Trojan people were very scared. The president said more. "People of Trojan, we have only got one hour. But we've got a plan. We're going to build spaceships – huge spaceships, the biggest spaceships in the history of the universe. Each spaceship is going to be big enough for 10,000 people – and we are going to build 20,000 spaceships! In this way, we can take every Trojan man, woman and child to another place – a safe place – before the other planet hits us."

The people asked: "Where? Where is this place that we can all go to?"

The president said: "There is another planet, very far from here. It is a planet where Trojan people can live. The air is like our air; the water is like our water; and there is room for us. The name of this planet is: Earth! Earth is going to be our new home. Now, we have to get ready!"

The next day the people of Trojan started to build the spaceships. It took them a very long time – more than fifteen years – to build the first 1,000 spaceships. And after fifty years, 5,000 spaceships were ready. And finally, all the 20,000 spaceships were ready. The spaceships were round, like huge yellow footballs – so big that 10,000 Trojans could go inside.

Then, one day, the people of Trojan said goodbye to their home.

They went into the spaceships. And, one by one, the spaceships took off. And the Trojans began the journey to their new home.

Twenty years later, the spaceships arrived at the planet Earth.





One day, Jenny was in her garden. It was a nice, sunny morning. Her dog, Josh, was with her – and suddenly he started to bark very loudly.

“What’s the matter, Josh?” she said, and she walked over to him. In the air, there were lots of strange, round, yellow seeds. The seeds fell from the sky, and one by one they landed on the grass. Jenny looked around – there were thousands of the seeds on the ground. Just then, her father came out of the house.

“What are you looking at, Jenny?” he asked. “Come here, Dad,” she said. “Look at this!” Her



father came over and looked at the yellow seeds. “How strange!” he said. “But I haven’t got time to look at them now. I’ve got to go to work. Jenny, tidy up the garden, please!” And

her father walked to work. Jenny walked on some of the seeds. They were crack!!” Jenny’s father got into his car and went to work.

Jenny went into the house. She got a broom and came back to the garden. Then she started to sweep up the little yellow seeds. She put them in the dustbin.



2 How many of these tasks can you do?

- 1 The planet Trojan is going to explode in 10 years. T / F
- 2 Each spaceship can take 10,000 Trojan planets. T / F
- 3 Trojan is very similar to Earth. T / F
- 4 The spaceships were like
.....
- 5 The journey to Earth took
.....
- 6 Jenny was with her dog.
.....
- 7 Why was Josh barking?
.....
- 8 Why was Jenny’s dad in a hurry?
.....
- 9 Jenny’s dad asked her to
.....



CD2
20/21

3 Check your answers with your partner. Then listen to the story.

Vocabulary Science Fiction

4 Match the words with the pictures.

- spaceship galaxy alien time machine astronaut space station



Sounds right /id/ /d/ /t/

CD2
22

5 Which is the odd one out? Listen and check.

- 1 arrived / landed / planned 2 looked / started / barked 3 asked / walked / visited

6 Complete the sentences. Use the verbs in the box in the past simple.

see pick go ~~be~~ hear put see turn

They never saw him again!



James was alone in a town.



He a strange noise.



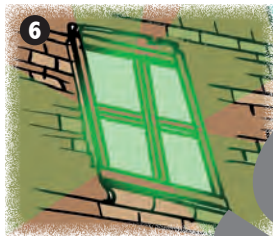
He round.



He a gold key on the ground.



He it up.



He a green light in a window.



He the key in the door of the house.



He into the house.

7 Look at the pictures again. Then write the story.

Sentence 1: *One day ...*

Sentence 5: *He ...*

Sentence 7: *Then ...*

Sentence 2: *Suddenly ...*

Sentence 6: *At that moment ...*

Sentence 8: *Finally, ...*

A Song 4 U

CD2
23/24

8 Listen and sing.

Goodbye of the Trojans



Trojans, Trojans,
let's leave this place
Trojans, Trojans,
off into space

Goodbye sweet, sweet Trojan.
Goodbye sweet, sweet home.
Let's go and all our spaceships.
Into space we will roam.

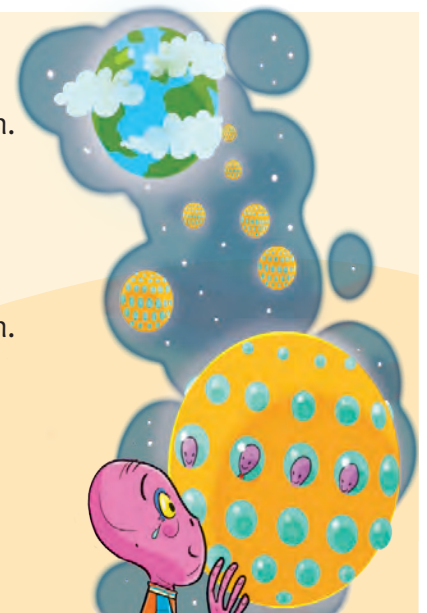
Goodbye sweet, sweet Trojan.
The ships they all wait.
We're leaving our Trojan.
We hope it's not too late.

Trojans, Trojans, ...

Goodbye sweet, sweet Trojan.
Sleep well, all my friends.
And dream of our planet.
Our Trojan time ends.

Goodbye sweet, sweet Trojan.
To Earth we now go.
And a new planet Trojan
out there we will grow.

Trojans, Trojans, ...



9 Read the text and match the sentence halves.

UFOs – are they really out there?

There are people who believe in UFOs, ufologists, and there are people who don't. There are thousands of photos of unidentified flying objects (UFOs). Many of them are nothing but clouds or balloons and airplanes. And some of them are fakes. Here is one of the most famous UFO photographs and the story behind it:

On May 11th, 1950 Evelyn Trent was in the garden of her farm in McMinnville, Oregon. On her way back to the house, she saw a metallic disk flying in her direction.



She called out to her husband. He quickly got a camera and took a picture of the disk.

Even today ufologists believe that this photo shows a UFO; other people say it is a hoax, a trick to fool people. The Trents died many years ago, so we will never know the truth from them. In 2013, there was a big investigation into the photograph. Scientists used the most modern technology to study the photo, but the experts still couldn't decide if it was real or not.

- | | | |
|----------------|--------------------------|---|
| 1 A ufologist | <input type="checkbox"/> | thought she saw a UFO in the back garden. |
| 2 Evelyn Trent | <input type="checkbox"/> | is no longer alive. |
| 3 Mr Trent | <input type="checkbox"/> | studied the photo in 2013. |
| 4 The Trents | <input type="checkbox"/> | believe in UFOs. |
| 5 Scientists | <input type="checkbox"/> | took a photo of the "UFO". |

CD2
25

10 Listen to an interview with ufologist Paul Brady and George Temple, who do not believe in UFOs. Take notes to answer the questions below.

- 1 Why do some people believe aliens are doing this?
.....
- 2 Why are they doing this?
.....
- 3 What does George think about his ideas?
.....



Writing for your Portfolio

11 Here are two endings for the story in 6. Choose the one you like best and say why.

Ending 1

James went into the house. He saw a chair and he sat down. It was very comfortable! Then he found a button on the floor, near the chair. "What's this?" he said, and he pushed the button. The chair started to go round and round very quickly, but after a minute, it stopped. James went out of the house. He was in the year 2090!

Ending 2

James went into the house. He saw a chair and he sat down. It was very comfortable! He went to sleep. Five hours later, James woke up. In front of him were two strange people with big eyes. "Why are you here?" said one of the people. "You shouldn't be here! Now we have to take you to our planet."

12 Write another ending.

GRAMMAR

Past simple (revision)

Bei regelmäßigen Verben bildest du das Past simple, indem du *-ed* anhängst:

open – **opened** laugh – **laughed**
look – **looked**

Es gibt auch viele unregelmäßige Verben:

be – **was/were** go – **went**
take – **took** run – **ran**
come – **came** see – **saw**

Die Verneinung bildest du mit *didn't* oder *weren't*:

They **didn't believe** her.
She **didn't take** another photo.

Was/were verneinst du mit *wasn't/weren't*.



Mr Brown didn't look before he opened the door.

Past time

So kannst du ausdrücken, wann sich etwas in der Vergangenheit ereignet hat:

Two months ago, we found out that a planet is coming towards us.

One day, I was in my garden.

Then she started to sweep up the seeds.

The next day, they started building the spaceships.

After fifty years, five thousand spaceships were ready.

Twenty years later, the spaceships arrived at the planet Earth.

Finally, all the spaceships were ready.

You can run, but you can't hide

1 Answer the questions about Episode 3. Tick the right answers.

- 1 Where were the children? on the beach by a river by a lake
 2 Who jumped in the water? the eagle the tiger the tiger
 3 What is the new girl's name? Lillian Debbie
 4 Why was she in the water? to save a dog to save a rabbit

2 Complete the summary of Episode 3 with Gillian, Emma, Sarah or Darkman.

1..... goes to Emma's house and gives the children a box of chocolates. Gillian tells them that she met a strange man. The children are worried. It was probably 2..... He wanted to know about the kids.

Before she leaves, Gillian gives them a box that 3..... gave to her. 4..... opens the box. A gas escapes. She and 5..... are unconscious*.

6..... returns and saves them. 7..... tells her about the morphing.

VOCABULARY: *unconscious – bewusstlos

DVD 3 Watch Episode 4 and match the questions with the answers.

- 1 Why did Emma tell Gillian about the morphing? Because he wants the stones.
 2 Why does Sunborn want to give Gillian morphing powers? Because she can help them make a stronger team.
 3 Why does Gillian want them to do the morphing quickly? Because she doesn't like fighting.
 4 Why doesn't Gillian want to join the team? Because Darkman is after her.
 5 Why does Darkman break into the house? Because she saw the eagle on the floor.

Everyday English

DVD 4 Watch Episode 4 and complete the sentences.

In that case Calm down One thing at a time Look



Gillian He was and me. I know it.

Emma 1....., Gillian. You're safe here with us.



Sarah 2..... – we know who this man is. His name's Darkman and he's after us.

Sunborn Sometimes I feel that Darkman is very close indeed.



Daniel 3....., I think we should give Gillian morphing powers.

Sunborn 4....., Daniel. First I have to meet her.

DEVELOPING SPEAKING COMPETENCIES

Language function

- buying a cinema ticket (*Kinokarten kaufen*)

Speaking strategy

- expressing disappointment (*Enttäuschung ausdrücken*)

At the cinema

Vocabulary Problems

- 1** Read what these signs say. How would you say them in German?



CD2
26



- 2** Watch or listen to the dialogue. Then read it. What's the problem for Lucy and Leo?

Leo Two tickets for the 5 o'clock showing of *They Came From Mars*, please.

Assistant I'm sorry. It's sold out.

Leo What a shame.

Lucy What time is the next showing, please?

Assistant It's not until 7.30, but there's a showing at 5.30, but it's in 3D.

Lucy What film is it?

Assistant It's the same film, *They Came From Mars*.

Leo That's great.

Assistant But it's in 3D, so it's more expensive.

Lucy That's a problem.

Leo Lucy, are you crazy? It's in 3D! Let's go.



Lucy Oh, OK. Two tickets, please.

Assistant Where would you like to sit?

Lucy Just a moment. Er ... row 12, please.

- 3** Read the sentences and correct them.

- 1 There is only one ticket for the 5 o'clock showing of *They Came From Mars*.
- 2 The showing at 7.30 is more expensive than the showing at 5 o'clock.
- 3 Leo does not like 3D films very much.
- 4 Lucy doesn't think it's a problem that the 3D showing is more expensive.
- 5 The twins don't buy tickets for the 3D showing.

Useful phrases Buying a cinema ticket

4 Who says what? Write C (Customer) or A (Assistant).

- 1 I'm sorry. It's sold out.
- 2 Two tickets for the ... o'clock showing of ..., please.
- 3 What time is the next showing, please?
- 4 It's not until 7.30.
- 5 There's a showing at 5.30, but it's in 3D, so it's more expensive.
- 6 Where would you like to sit?
- 7 Row 12, please.

? What do you think? Answer the questions.

- What do they do until the film begins?
- Does the film begin at the same time?



Mobile homework

Watch part 2 of the video. Use the verbs from the box in the correct form and information from part 2 to complete the sentences.

have got buy begin win notice want

- 1 Lucy and Leo until the film
- 2 First they a holiday.
- 3 Leo play on the mobile.
- 4 Leo game and he
- 5 Lucy suddenly started 15 minutes before.

Speaking strategy Expressing disappointment

5 Complete. Then check with the dialogue in 2.

- | | |
|---------------------------------------|---|
| 1 Assistant I'm sorry. It's sold out. | 2 Assistant It's in 3D, so it's more expensive. |
| Leo shame. | Lucy pity. |

6 CHOICE

A Work in pairs. Student A mentions a problem (from 1). Student B reacts and shows disappointment.

A The shop's closed.

B What a pity.

B **ROLE PLAY:** Look at the situations from 1. Choose one. Work in pairs and extend it into a longer dialogue. Take 2 or 3 minutes to practise it. Don't write it down. Act it out in class.

UNIT 10

Are you ready to order?

You learn

- how to use *some* and *any*
- some food words
- about ordering food in a restaurant

You can

- talk about food
- order food in a restaurant
- write a story

Vocabulary Food

CD 3
1

1 Listen and look at the pictures. Then write the numbers of the words.

- pears
- pork
- beef
- chicken
- plums
- lamb
- rice pudding
- pumpkin pie
- peppers
- onions
- tomatoes
- chocolate ice cream
- cabbage
- cheesecake
- strawberries
- turkey
- pancakes
- peaches
- grapes
- potatoes

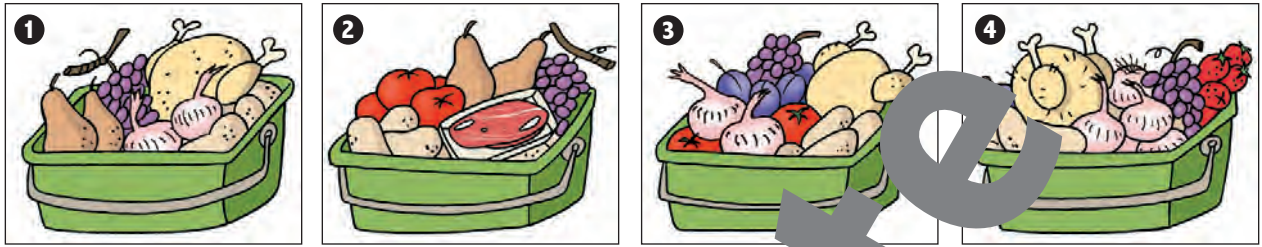


2 Write the food words from 1 in the table below.

fruit	vegetables	meat	desserts
.....
.....
.....
.....
.....

3 Listen and write the names of the people under the shopping baskets.

Henry Ella Jacob Laura



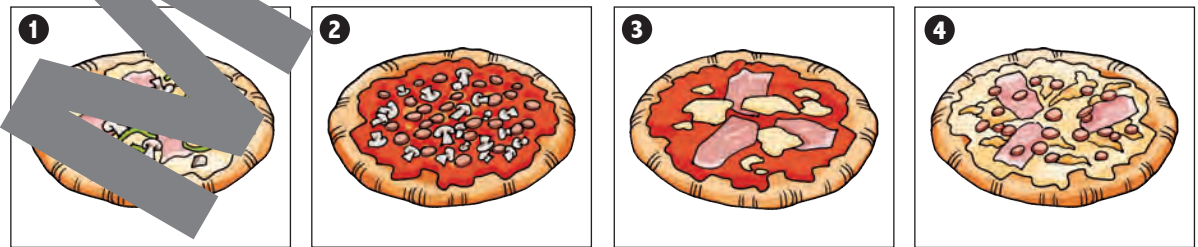
4 Write the words under the pictures.

sausages
cheese
ham
mushrooms
olives



5 Read the dialogue. Then write the names under the pizzas.

Waiter Are you ready to order?
Mr Hutton Yes, we are.
Mrs Hutton I'd like a pizza with ham and tomatoes.
Waiter And to drink?
Mrs Hutton Mineral water, please.
Mr Hutton I'd like a pizza too – with ham, mushrooms and green peppers. And an orange juice, please.
Ben For me a pizza with ham, sausage and cheese.
Waiter And to drink?
Ben A cola, please.
Vicky And for me a pizza with mushrooms, tomatoes and sausages.
Waiter And to drink?
Vicky An apple juice, please.



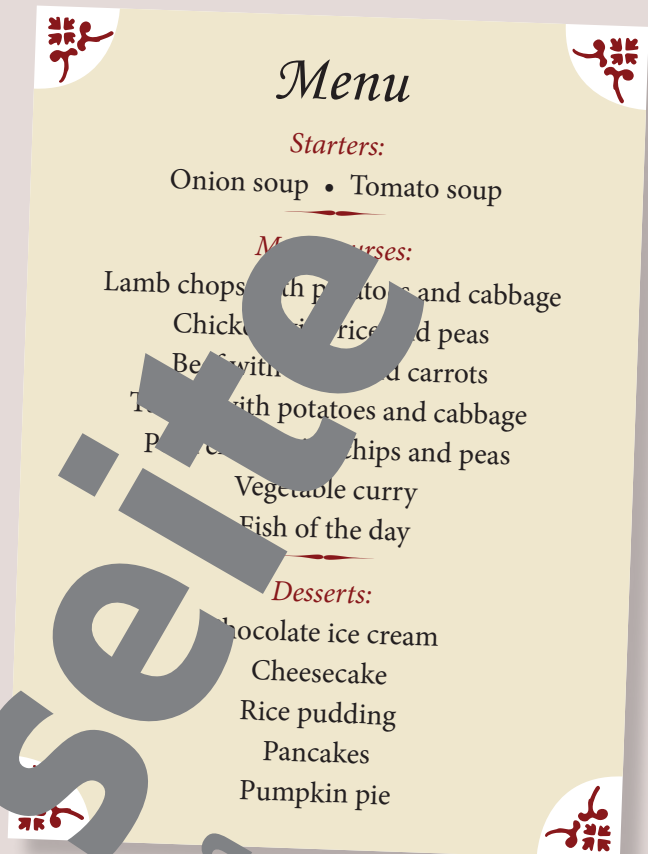
6 Listen to the dialogue and act it out.

Time for a sketch



7 Read the sketch.

The best restaurant in town



SCENE 1

In the restaurant.

Man A table for two, please.
Waiter Next to the window, sir.
Man That's fine.
Woman Can we have the menu, please?
Waiter Certainly, madam. Here it is.
 Can I get you something to drink?

Woman Mineral water, please.

Man The same for me.

(Two minutes later.)

Waiter Hello, you are ready to order?

Woman Oh, yes, please.

Man And two onion soups for me, too.

Waiter Thank you.

SCENE 2

In the kitchen.

Waiter Two onion soups and ...

Chef Onion soup? We haven't got any onions.

Waitress I can run over to the supermarket and buy some.

Chef Tomato. Let me think. Run over to Johnny's Restaurant and get two bowls of onion soup.

Waitress OK.

(Five minutes later.)

Chef But that's tomato soup.

Waitress They didn't have any onion soup.

SCENE 3

In the restaurant.

Waiter I'm sorry. There isn't any onion soup. But we've got some tomato soup. It's a special recipe of the chef's grandma.

Woman OK. Bring us the tomato soup.

SCENE 4

In the restaurant.

Waiter How did you like our chef's tomato soup?

Man It was fine. Now I'd like the beef with chips and carrots.

Woman And for me, the lamb with potatoes and cabbage.

Waiter Certainly.



SCENE 5

In the kitchen.

Waiter One beef and one lamb.
Chef Is there any lamb in the fridge?
Waitress No, there isn't.
Chef What about beef? Have we got any beef?
Waitress No, sorry, there isn't any beef.
Chef What can we do?
Waitress Johnny's Restaurant does a good chicken.
Chef Run over and get two chickens.

SCENE 6

In the restaurant.

Waiter Here you are.
Woman But we ordered lamb and beef.
Waiter Madam, the chicken is the best in town. It's the chef's special recipe, chicken Volcano.
Woman OK. The chicken then.

SCENE 7

In the kitchen.

Waiter Run over to Johnny's again and get some rice pudding and chocolate ice cream.

Waitress OK.



SCENE 8

In the restaurant.

Waiter For dessert we have rice pudding and chocolate ice cream.
Woman That's fine.
Waiter Hello you are.
Man OK. There's a flag on my ice cream. It says: "Johnny's Restaurant".
Woman I don't think we're in the best restaurant in town. Next time we're going to Johnny's.



8 How many of these tasks can you do?

- 1 The man and woman sit next to the window. T / F
- 2 For dessert they order tomato soup. T / F
- 3 The waiter brings them nothing for a starter. T / F
- 4 The waiter orders for his main course.
- 5 The woman orders with her lamb.
- 6 is missing from the fridge.
- 7 How many times does the waitress go over to Johnny's?
- 8 What does the waiter offer the couple for dessert?
- 9 What do the couple decide to do after dessert?

9 Check your answers with a partner. Then listen to the sketch.



CD 3
4/5

A Song 4 U

CD 3
6/7

10 Listen and sing.

My dream



Last night I dreamed of chicken,
of rice and cabbage stew.

Last night I dreamed of pancakes,
and then I dreamed of you.

You served me cakes.

You served me grapes.

You served me pumpkin pie.

You said to me,

you said to me,

you said to me: Please try.



Last night I dreamed of strawberries,
of grapes both green and blue.

Last night I dreamed of ice cream,
and then I dreamed of you.

You served me cakes ...

I tried and I failed and tried.

I felt like a balloon.

Then I woke up. You said to me:

Come on, it's breakfast soon!



11 CHOICES

Writing for your Portfolio

Read these two stories about a visit to a restaurant. Underline the differences in the second text. Which text is more interesting to read, and why is it better?

Last Sunday my dad and I went to a restaurant. We had tomato soup and a pizza. Suddenly Dad stopped eating. There was something under the cheese. It was a coin. Dad called the waiter. The waiter was very sorry and Dad got another pizza.

Last Sunday my dad and I went to a restaurant. We had tomato soup and a pizza. Suddenly Dad stopped eating. "What's the matter?" I asked. "I don't know," Dad said. "There's something under the cheese." "Yes," I said, "your pizza." "Very funny," Dad said. Then he lifted the cheese. There was a coin under it! Dad called the waiter. "I'm so sorry," the waiter said. Dad got another pizza.

A Look at the picture. Write a story about it (50–60 words). Use these words and phrases to help you.

On Sunday Mrs ... went to a ... with her ...
Mrs ... Sue had ... and James had ...
Suddenly she said, "Don't eat your ..., Mum! There's a ..."
... She ...



B Look at the picture. Write a story about it (80–100 words). Use dialogue to make it more interesting.



12 Complete the sentences with **some** or **any**. Then listen and check.

- Dad Sue, are there ¹..... plums and peaches in the fridge?
 Sue There are ²..... plums, but there aren't ³..... peaches. Are you making fruit salad?
 Dad Yes. What have we got?
 Sue There are ⁴..... grapes and ⁵..... pears.
 Dad OK. Are there ⁶..... strawberries?
 Sue No, sorry, Dad. There aren't ⁷.....



GRAMMAR **some – any**

Run over to the supermarket and buy **some** tomatoes. (= ein bisschen Tomaten)

Du verwendest in diesem Satz **some**, weil nicht angegeben wird, wie viele Tomaten es sind.

Get **some** rice pudding and chocolate ice cream. (= etwas Reispudding)

In diesem Satz sagst du **some**, weil du von etwas sprichst, das man nicht zählen kann.

We haven't got **any** onions. (= keine Zwiebeln)

Hier verwendest du **any**, weil du ausdrücken willst, dass etwas **nicht vorhanden** ist.

There isn't **any** onion soup. But we've got **some** potato soup.

Hier sagst du, dass etwas **nicht vorhanden** ist (keine Zwiebelsuppe), aber etwas anderes **vorhanden** ist (die Kartoffelsuppe).

Sorry. There isn't any ice cream.



Read the questions. Write **some** or **any**.

Have we got **any** beef?

Can I have **some** ice cream?

Mit ¹..... fragst du nach etwas, das du wissen willst, dass es vorhanden ist.

Mit ²..... fragst du, ob etwas vorhanden ist.

MORE fun with **Fido!**



My compliments to the chef.

The baseball star

Before you watch

1 Write the words under the pictures.

team
pitch
bat
hit



1 2 4

2 In what order do you think the pictures come in the DVD? Write 1-4.



Watch the story

DVD 3 Check your answers to 2.

4 Circle the correct answer.

- 1 Emma *likes / doesn't like* baseball.
- 2 Gerry is *tall / short* with blue eyes.
- 3 The boys have got a big game on *Thursday / Friday*.
- 4 Emma wants to *pitch / hit* a few balls.

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

- 1 Emma is a new student at East Central High. T / F
- 2 Gerry Wood has blonde hair and blue eyes. T / F
- 3 Steve doesn't want Emma to play baseball. T / F
- 4 Emma plays baseball on the school team. T / F
- 5 The ball hits Gerry on the arm. T / F

6 Complete the dialogue.

reddish
new
interesting
tall
great
fair

Emma I love watching baseball.
Jenny You love watching baseball or you love watching Gerry Wood play baseball?
Emma Which one's Gerry Wood? Remember, I'm ¹..... at the school.
Jenny He's pitching now. He's ².....
³..... hair and blue eyes.
Emma He seems ⁴..... But I'm more interested in the baseball.
Jenny Really?
Emma Yeah, what a ⁵..... game. Why can't girls play?
It isn't ⁶.....
Jenny Do girls want to play baseball?
Emma Well, I do.

Everyday English

7 Complete the dialogues.

By the way,
it's no trouble at all.
It isn't fair.



UNIT 11 The curse of the pharaoh

You learn

- about irregular plurals
- how to form questions with *who*
- about ancient Egypt

You can

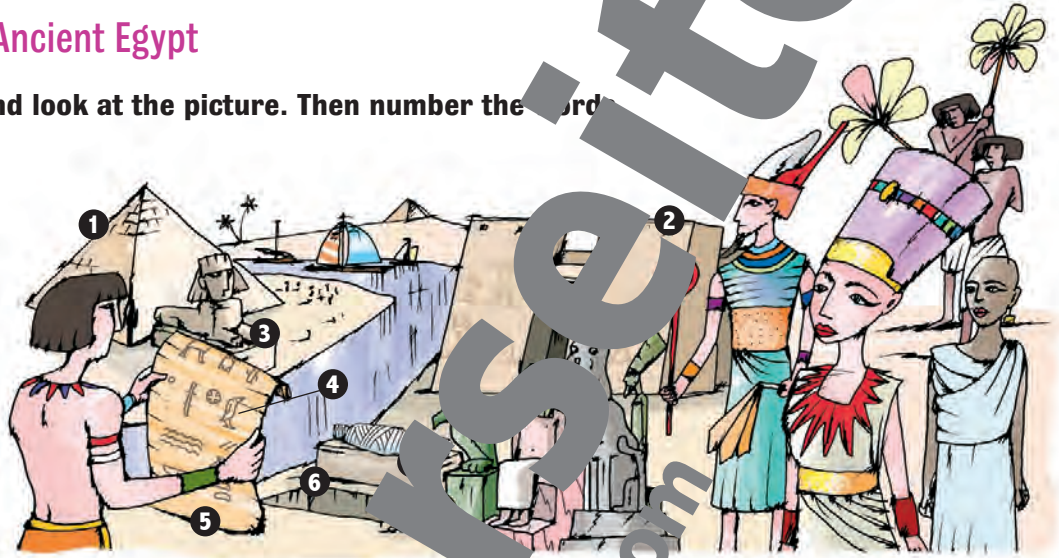
- talk about ancient Egypt
- complete a story
- write about the best place in your country

Vocabulary Ancient Egypt

CD 3
9

1 Listen and look at the picture. Then number the words.

- a pyramid
- hieroglyphics
- a sphinx
- a mummy
- a temple
- a tomb
- a papyrus



CD 3
10

2 Are you good at history? Do the quiz about ancient Egypt and find out. Then listen and check.

— ANCIENT EGYPT QUIZ —

- What was the name of the rulers in kings?
 - presidents
 - lords
 - pharaohs
 - emperors
- What was the most sacred animal of the Egyptians?
 - the cow
 - the goose
 - the crocodile
 - the cat
- A sphinx has a human head and the body of ...
 - a snake
 - a lion.
 - a hippo.
 - an elephant.
- Which river was most important for the ancient Egyptians. What is its name?
 - the Amazon
 - the Thames
 - the Nile
 - the Seine
- Religion was very important for the Egyptians. This is why they built lots of ...
 - cathedrals.
 - altars.
 - crosses.
 - pyramids and temples.
- Which of these did the ancient Egyptians invent? (There is more than one right answer.)
 - bathrooms
 - eye glasses
 - knives
 - paper

3 Read the text. Then listen to it.



LIFE IN ANCIENT EGYPT

Q How do we know what life in ancient Egypt was like?

A From documents written on papyrus, from hieroglyphics on stones, and from wall paintings and objects found in tombs.



Q What did people eat?

The Egyptians had lots of different food. They hunted ducks and geese.

Many people were farmers and had cattle, goats, pigs, and later also horses. These animals gave them milk, yogurt and eggs. But they also used the skins of the animals and the fat. The Egyptians also had farms where they kept oxen. They also grew lots of vegetables and fruit.

Q What did people wear?

People only wore light clothes because it was very hot. They wore sandals on their feet or they went barefoot. The sandals were made of palm leaves. Slaves, workers and children were often naked. People cared a lot about their looks. Men and women wore eye make-up and jewellery. They also used perfumes.

Q What work did the Egyptians do?

Many Egyptians worked as farmers. They worked on the fields, but they also helped to build the pyramids and temples.



There were also other jobs. Weavers, for example, made beautiful clothes. They sold them to other people. People paid for their clothes with food, salt and other things.

Q What did people do in their free time?

Hunting and fishing were the most popular sports for the men. Children played with balls and animals made from wood. Rich Egyptians often gave big parties with lots of food and drink. There were



musicians, singers, dancers, jugglers and acrobats. Servants put big pieces of perfumed fat on people's heads. When the fat melted, it ran down their faces. This made them smell nice.

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

- 1 Some people in Egypt did not wear clothes. T / F
- 2 Men wore eye make-up and used perfumes too. T / F
- 3 Only slaves built the pyramids. T / F
- 4 People got a lot of money for their work. T / F
- 5 Egyptians ate meat, vegetables and fruit. T / F
- 6 Children went hunting and fishing. T / F

5 Go through 2 and 3 and underline the plural forms of the following words:

man child woman person foot goose fish knife leaf ox

6 Read about the pyramids at Giza. Put the numbers where you think they go.

- 100,000 230 20 143 2 million 2,000

The pyramids in Egypt are the tombs of the pharaohs. The biggest pyramid is the one for the Pharaoh Khufu. Did you know?

- 1 It is metres high, and each side is more than metres long.
- 2 There are more than stone blocks in the pyramid.
- 3 Each stone is about kilograms.
- 4 More than men worked to build it.
- 5 It took more than years to build it.



CD 3
12

7 Listen to the interview and check your answers

8 CHOICES

A Read more about the pyramids and answer the questions below.



When a pharaoh died, the priests put the mummy inside a pyramid. The Egyptian people believed that for a long time, the pharaoh's spirit woke up. It climbed the steps of the pyramid to meet Ra, the sun god. They also believed that when the pharaoh woke up, he needed things – for example food, clothes and jewellery. The people put these things in the pyramid with the mummy.



Of course, everyone who there were workers who worked inside the pyramid. Soldiers guarded the tombs day and night to stop robbers.

But hundreds of years later, robbers found many of the tombs and stole everything inside.

One of the most famous pharaohs was Tutankhamun. He became pharaoh when he was nine, but he died when he was only nineteen. He is famous because the robbers did not find his tomb. When an Englishman called Howard Carter found the tomb of Tutankhamun in 1922, it was still full of wonderful clothes and jewellery.

- 1 Who put the mummy in the pyramids?
- 2 Who met the pharaoh's spirit at the top of the pyramid?
- 3 Who was Ra?
- 4 Who guarded the tombs?
- 5 Who died when he was only 19?
- 6 Who found Tutankhamun's tomb?

B Read the text. Then put the sentences in the correct order. Write numbers.

THE STORY OF HOWARD CARTER

Howard Carter was born in England in 1874. He was very interested in history. When he was 17, he went to Egypt. He had one wish – he wanted to find the tomb of Tutankhamun. Another Englishman, Lord Carnarvon, had the same dream. He gave Howard some money to find the tomb. For five years Carter tried to find it, but he didn't find anything.

Then he went back to England.

When he returned to Egypt, he brought a yellow canary with him. "A golden bird!" shouted one of the Egyptian workers. "The bird will show us the tomb!"

On November 4th, 1922, Carter's workmen discovered the tomb of a pharaoh. Carter wanted to open it the next day. When he came back to his house that night, his servant came up to him and said: "I'm sorry, but a snake killed your yellow bird. I'm afraid it was the pharaoh's snake. Don't open the tomb."

a curse on the tomb – the pharaoh! It can kill hundreds of people and animals." But Carter didn't listen to him.

He sent a telegram to Lord Carnarvon in England. Carnarvon arrived in Egypt on November 26th. He made a hole in the floor of the tomb. He took a candle and looked inside. Behind the door, Lord Carnarvon asked: "Howard, do you see anything?" Carter answered: "Yes, wonderful things!" In the tomb there were lots of treasures. There was also the mummy of the boy-king, Pharaoh Tutankhamun!

A few days later, an insect bit Lord Carnarvon on the left cheek. He became ill and died. Back in England, his dog died on the same day.

When workmen took off the bandages from the mummy of Tutankhamun, they saw that there was also a wound on the pharaoh's left cheek. Was there really a curse of the pharaoh?



- But Howard Carter didn't listen. He sent a telegram to Lord Carnarvon.
- But when Lord Carnarvon was back in England, he and his dog died on the same day.
- 1 When Howard Carter was seventeen, he went to Egypt.
- His servant was scared and said: "Don't open it! There's a curse!"
- One day, his workmen discovered a tomb.
- He wanted to find the tomb of Tutankhamun.
- They found lots of treasures inside, and the mummy of Tutankhamun.
- When Lord Carnarvon arrived, they opened the tomb.

Sounds /dʒ/ /tʃ/

CD 3
13

- 9** Listen and repeat the tongue-twister.
How quickly can you say it?



Jim juggles jam
and Chuck chooses chickens.



Story time

CD 3
14/16



- 10** Read the story.
Then listen to it.



The curse of the pharaoh

First Hannah, Luke and their parents looked at the pictures on the walls in the tourist centre. They showed scenes from ancient Egypt. There were hundreds of farmers and slaves building a pyramid. Then they took a tour to one of the pyramids. Inside the pyramid it was so much cooler than in the hot sun.

"Stay with me all the time!" the guide said. "It's dangerous in here. There's a curse of the pharaoh!"

"The curse of the pharaoh?" asked another tourist in the group. "What's that?"

"There's one more tomb in this pyramid. But nobody knows where it is," said the guide. "A few years ago, some scientists wanted to find it. They went into the pyramid, but they never came back. People say the curse of the pharaoh killed them!"

"The curse of the pharaoh!" Hannah laughed out loud. "But I want to find that tomb!" she whispered to Luke.

Luke didn't say anything. He was in front of a hole in the wall. "That's funny. The guide didn't say anything about this hole!" he said. "Let's go through here! I've got a torch so we can find our way!"

"Mum and Dad mustn't see us!" said Hannah. "Mum and Dad mustn't see us!"

The two children climbed through the hole. Suddenly, there was a loud noise and a second floor of stone filled the hole! Hannah and Luke tried to move the big stone. But they couldn't get out. "The curse of the pharaoh!" whispered Luke.

Get talking Completing



CD 3
15

- 11** Work in pairs. Say what you think happened next. Then listen and find out.

- 12** How many of these things can you do?

- 1 First the family go to the tourist centre. T / F
- 2 Inside the pyramid it is as hot as outside. T / F
- 3 The guide tells everyone to stay close. T / F
- 4 The guide says there is one in the pyramid.
- 5 Some scientists who looked for the tomb
..... wants to
- 7 What do the children decide to explore?
- 8 What happened when the children climbed through the hole?
- 9 What does Luke try to understand at the end?

- 13** Check your answers with a partner.

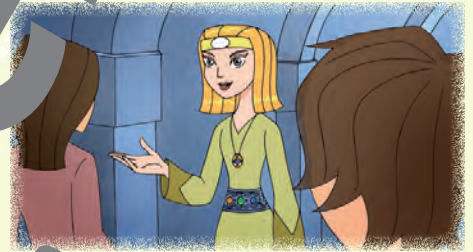
It's you!

1 How well do you remember Episode 4? Circle T (True) or F (False).

- 1 Daniel thinks Darkman is trying to kill them. T / F
- 2 Darkman attacked Gillian on the beach.
- 3 Gillian hit Darkman with her bag. T
- 4 Gillian doesn't want to join the team. T / F
- 5 Gillian is going to meet Sunborn.

2 Look at the picture. Who do you think says:

- 1 Hello, Gillian. And welcome to the team.
- 2 Do you know where he is?
- 3 How about a wolf?
- 4 Isn't there a stone for me?
- 5 Darkman is very close.



3 Watch Episode 5. Complete the sentences with the words in the box. There are some words you don't need.

wolf	snake	Darkman	Em	Gillian
Sunborn	an alien	Emma	Daniel	Darkman

- 1 Darkman is trying to the children.
- 2 Gillian wants to be a
- 3 Gillian is really
- 4 kills

Everyday English

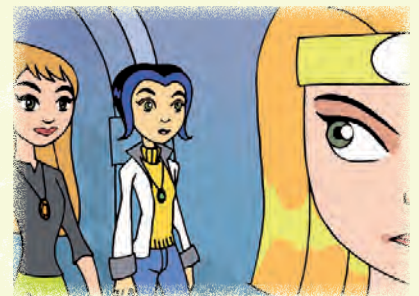
4 Watch Episode 5 again. Complete the sentences.



Sunborn Hello, Gillian. And welcome to the team. We're happy to have you, Gillian. I'm glad you're here. 1



Daniel Do you know where he is?
Sunborn 2, but he's close.



Emma ... but you didn't know that we had brought him here.
Sunborn No, I didn't. But 3
— and you've helped me again.
Sarah And 4 for the last time!

hopefully it wasn't your fault that's for sure Not exactly

UNIT 12 Families

You learn

- family words
- about activities
- how to use *like (doing)*
- how to use *must / mustn't*

You can

- talk about people in a family
- talk about things you like doing
- say and write what people mustn't

Vocabulary Family

CD 3
17

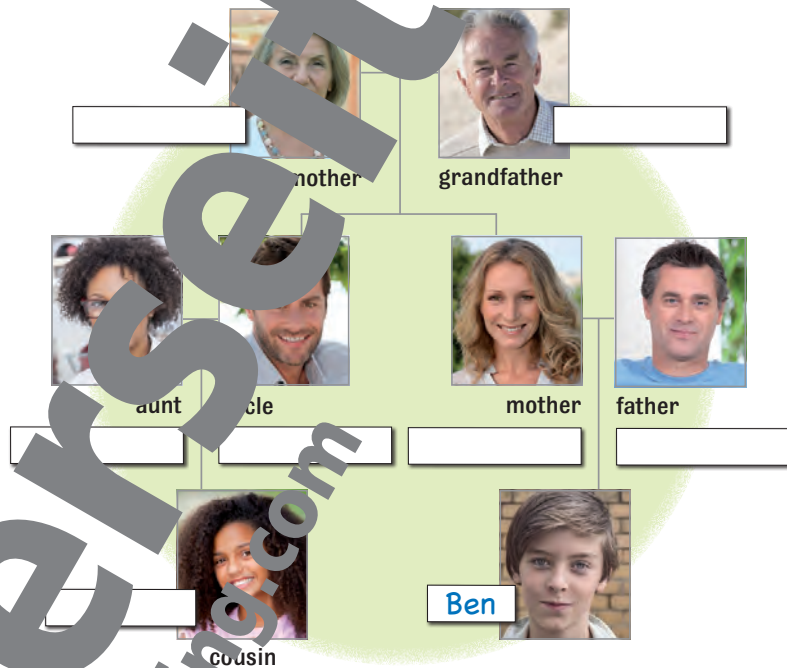
1 Listen and write the first names.

William Natasha Anthony
Susan Fred Jo Lisa

Get talking Who's who?

2 Work in pairs. Write down the first names of people in your family (uncles, cousins, parents, etc.). Give the list to your partner. Your partner asks you who is who.

- A Who's Vera? – B She's my aunt.
A Who are Charlotte and Tina?
B They're my cousins.



3 Read the text about Angelina Jolie and her family.

A FAMOUS MOTHER



Angelina Jolie is an American superstar. In 2001, when she was 26, she became famous all over the world with the film *Lara Croft: Tomb Raider*. But Angelina Jolie is not only a superstar. She also visits refugee camps in Asia and Africa and in 2001 she gave a million dollars to help refugees. She also built schools in Cambodia and gives money to hospitals for children. In 2002, Jolie adopted her first child, the seven-month-old Maddox Chivan. The boy was born in a small village in Cambodia and had no Mum or Dad. In 2005, Jolie and her third husband Brad

Pitt adopted Zahara, a baby from Ethiopia. And a year later their first child, a daughter, was born. Her name is Shiloh Nouvel. In 2007, Jolie adopted a three-year-old boy from Vietnam. His name is Pax Thien. Like Maddox, the boy didn't have a Mum or Dad. In 2008, Jolie had twins, a boy, Knox Léon and a girl, Vivienne Marcheline. American magazines bought the first pictures of the babies for 14 million dollars. The money went to the Jolie-Pitt foundation* that helps children all over the world.

VOCABULARY: *refugee – Flüchtling;
foundation – Stiftung

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

- 1 Angelina Jolie gives a lot of money to poor people. T / F
- 2 Angelina Jolie adopted her first child before she became famous. T / F
- 3 Angelina Jolie has six children. T / F
- 4 Angelina Jolie sold the picture of her baby twins for a lot of money. T / F

5 Read the magazine article. How did each of these kids learn the things they talk about?



Joanna, 12

Make a fire

Two years ago during a summer holiday my mum taught me how to make a fire without burning myself. I loved that. Now, we live in the city, so I can't often make fires. But sometimes we go to the countryside for short holidays, and that's my big chance. There is nothing better than cooking some sausages on a fire you have made yourself. And it's great to sit around a fire with friends in the evening and have a chat.

The COOLEST THINGS kids learn

For most parents, what is important is that their child is good at school. Maths, reading, writing, foreign languages ... well, yes, of course! But what other things are there that kids have learnt and are proud of? Read our interviews and find out.

Jonathan, 13

Drive a tractor

Last summer, my family and I spent two weeks on a farm. First I was a bit bored – I missed my friends. One day, the farmer saw me sitting around, doing nothing. So he asked me if I wanted to help him. I wanted to say no, but I said yes of course. We got on the tractor and drove out to the fields. The farmer asked me if I could drive the tractor for him. Of course I couldn't. So he showed me and it wasn't that difficult. I so loved it that it was my best holiday ever.



Stay calm*

When things went wrong, I often panicked and started to shout or to cry. In my last holiday, my best friend Elisabeth invited me to go on a course with her, *What teens should learn for life*. The first thing I learnt was not to panic. I learnt that when we are in panic, we make big mistakes, we get confused, or get scared and then make bad decisions*. So you know what I learnt? When something goes wrong, breathe, and count to ten. Keep calm.

*stay/keep calm – ruhig bleiben; decision – Entscheidung

6 Read the article again. How do you answer the questions?

- 1 What does Joanna like about making a fire?
- 2 What did Jonathan think of his farm holiday first?
- 3 Why do you think he said yes when the farmer asked him to help him?
- 4 Why does Vicky think it is important to keep cool?
- 5 How does Vicky keep calm?
- 6 What are the coolest things you can do?

Vocabulary Activities

CD 3
18

7 Look at the list of activities. What things Natalie and Dylan like doing. Write N or D.

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> making things | <input type="checkbox"/> building things | <input type="checkbox"/> reading | <input type="checkbox"/> playing football |
| <input type="checkbox"/> using tools | <input type="checkbox"/> climbing trees | <input type="checkbox"/> going shopping | <input type="checkbox"/> dancing |

Get talking Favourite activities

8 Work in pairs. Tell your partner what you like doing. Look at 5 and 7 for words.

9 Read the texts about the families.

What's in a family?



I'm **Lisa**, and I'm from Galway in Ireland. My mum, my mum's boyfriend Mike, my sister Hannah and I live in a large flat. Mike moved in with us three years ago. My real dad also lives in Galway, but he and Mum aren't married any more.

He moved out five years ago, and now he lives in a little house with his new wife, Dorothy. Hannah and I go to see them every weekend. Mum says we are a single parent family, but I don't think so. We still see our father, and there are Mike and Dorothy. They're both very nice, and we have a lot of fun with them.



I'm **Les**. I'm from Sydney in Australia. My mum's a single parent and I live with her. My dad lives in Devon and I don't see him very often. I haven't got any brothers or sisters. My mum works in a restaurant, and I often see my grandparents. They live down the road. Sometimes I go and see my mum at her restaurant.

My mum works in a restaurant, and I often see my grandparents. They live down the road. Sometimes I go and see my mum at her restaurant.



I'm **Amar** and I'm from Birmingham in England. I live with my mum and dad and my brother Vikas and my sister Karisma in a house in Selly Oak. My grandmother Jaya also lives with us, and for two years my cousin Kunal also lived in our house.

He was here from Allahabad in India. He went to the university in Birmingham. In the summer I'm going to visit him in Allahabad.



I'm **Denise**, and I'm from Angola, but I live in the Dukwi refugee camp in Botswana. We had to leave Angola eight years ago because of the war. Now my mum, my dad, my three brothers and my uncle João live in Dukwi camp. I go to school here. My brothers have to help my dad with farming. It's very hard work and we don't have much food. My uncle João works for the Red Cross and translates from Portuguese into English. He likes his job.

My uncle João works for the Red Cross and translates from Portuguese into English. He likes his job.

10 How many of these tasks can you do?

- 1 Lisa lives with her mum / dad in Galway in Ireland.
- 2 Her dad *doesn't live* with his new wife, Dorothy.
- 3 Lisa *likes* / *doesn't like* her mum's new partner, Mike.
- 4 Les more often than his
- 5 When is working, he with his grandparents.
- 6 Amar lives, but his cousin is from
- 7 with of their parents?
- 8 Which of the four children do you think has the most difficult life? Why?
.....
- 9 Compare Lisa and Les. What is the same about them?
.....

11 Check your answers with a partner.

12 Put the dialogue into the correct order. Then check with a partner. Act it out.

- Dad** Yes, but you must be home by eight. You mustn't be late, Rory!
- Dad** No, you mustn't stay out so late. Let's say you must be home by 9.30.
- Dad** I don't care about the others.
- Rory** Dad, please. I just want to stay till ten.
- 3** **Rory** But Dad. That's not fair. All the others stay till ten.
- Rory** Great. Thanks, Dad.
- 1** **Rory** Dad, can I go?

CD 3
19

13 Listen to the dialogue between Fred and his mum. Tick the things he mustn't do.

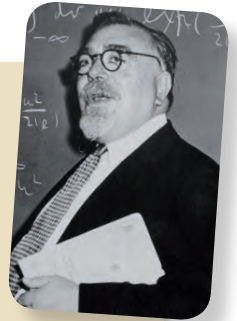
- go into private files delete a file print out everything chat surf around

Get talking Rules at home

14 Work in pairs. Tell your partner three things you mustn't do at home.

15 Read the anecdote.

Today's anecdote is about Norbert Wiener (1894-1964). He was a famous mathematician who lived in America. Professor Wiener was a genius, but he was also a bit absent-minded*. This is why there are a few funny anecdotes about him. Here is our favourite: One day the Wieners moved to another house. His wife gave him a little piece of paper and said: "Norbert, we're moving today. Write the new address on this piece of paper." "Thank you," said Wiener and put the piece of paper into his jacket. At the university, he needed a piece of paper for some notes. He took the paper out of his jacket. He wrote something on it. Later, he left his office. Then he walked home - but to the old address. Suddenly he remembered. "Ah yes, a new house, a new address. Damn, where's that piece of paper?" But of course he couldn't find it. Then he looked around and saw a little girl. "Little girl," he said, "do you know where the Wieners live now?" "Mum sent me to find you. I'll take you home now," the girl answered.



VOCABULARY: *absent-minded – zerstreut

16 How many of these tasks can you do?

- 1 Norbert Wiener was good at maths. T / F
- 2 He could do many things. T / F
- 3 Mrs Wiener wrote the new address on some paper. T / F
- 4 He moved at
- 5 Wiener wrote on the piece of paper.
- 6 Mr Wiener left his address
- 7 Where did Mr Wiener go after work?
- 8 Who was the little girl?
- 9 Why was she at the house?

17 Check your answers with a partner.

Writing for your Portfolio

18

The owner of the Horrible Hotel doesn't want young people in his hotel. Think of more rules: *Young people must / mustn't ...*. Then write a leaflet "What people must know about our hotel" (70–90 words).

young people must

- be in bed before 7 p.m.

young people mustn't

- eat any sweets between 6 a.m. and 11 p.m.



GRAMMAR



like (doing)

So sagst du, dass jemand etwas gerne macht:

I **like** juggling. She **likes** roller-skating.

She **doesn't like** working out.



I don't like roller-skating.



Complete. Write in the right order -ing / like / person.

Bildung: 1..... + 2..... + 3.....



must – mustn't

Du verwendest **must**, um zu sagen, dass jemand etwas tun muss.

I **must** get a birthday present for my friend.

So sagst du, dass jemand etwas tun darf oder etwas nicht geschehen darf:

Bildung: person + **mustn't** + base form of the verb

You **mustn't be** home later than 10 o'clock. We **mustn't forget** Mum's birthday.



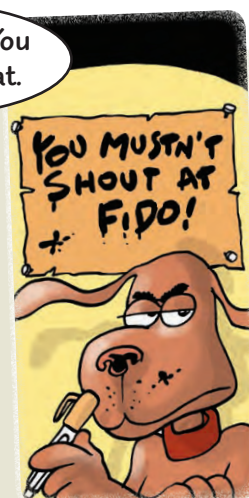
You mustn't use all the paper!



Fido mustn't come here.



Stop it, Fido. You mustn't do that.



YOU MUSTN'T SHOUT AT FIDO!

DEVELOPING SPEAKING COMPETENCIES

Language function

- ordering food (*Essen bestellen*)

Speaking strategy

- changing your mind (*seine Meinung ändern*)

The pizza

Vocabulary Pizza toppings

CD3
20

1 Match the food and the pictures. Listen and check.

pepperoni mushroom
tomato cheese
pineapple ham



2



4

5

6

CD3
21

2 Watch or listen to the dialogue. Then read it. What toppings from 1 do the family choose on their pizza?



Assistant Hello, can I take your order?
Dad Pizzas for everyone?
Leo Yes, I like the ham and pineapple pizza.
Lucy Can I have a cheese and tomato one?
Mum And I want a pepperoni one.
Dad So that's one ham and pineapple, one cheese and tomato ... two pepperoni. Hang on. Er ... Make that one pepperoni and two cheese and tomato.
Assistant What would you like to drink?
Dad Four cokes, please. No, wait a second. Make that three cokes and a bottle of water.



Assistant Eat in or take away?
Dad Eat in.
Assistant OK, that's £24, please. If you'd like to take a seat, your food will be ready in ten minutes. Your order is 21.
Dad Thanks.

3 Complete the waiter's order.

Order number 1.....
 Pizzas: 1 x 2..... and 3....., 1 x 4.....
 2 x 5..... and 6.....
 Drinks: 3 x 7....., 1 x 8..... T x 9.....

Useful phrases Ordering food

4 Read the sentences. Write C (Customer) or A (Assistant)

- 1 Can I take your order?
- 2 I'd like a ham and pineapple pizza.
- 3 Can I have a cheese and tomato one?
- 4 Eat in or take away?

? What do you think? Answer the question.

- Does everyone get what they ordered?



Mobile homework

Watch part 2 of the video and circle T (True) or F (False).

- 1 Mum falls in the pond. T / F
- 2 Dad misses the bus. T / F
- 3 Leo is scared of the London Eye. T / F
- 4 Dad wants his pizza in six slices. T / F

Speaking strategy Changing your mind

5 Complete. Then check with your partner using the dialogue in 2.

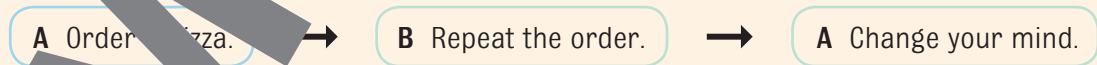
Dad So that's one ham and pineapple, one cheese and tomato ... two pepperoni.
 'H..... Erm ... Make that one pepperoni and two cheese and tomato.

Assistant What would you like to drink?

Dad Four cokes, please. No, wait ... a s..... Make that three cokes and a bottle of water.

6 CHOICES

A Work in pairs. Use the prompts.



- A Can I have a pepperoni pizza, please?
- B A pepperoni pizza.
- A Hang on. I'd like a ham one.

B ROLE PLAY: Work in fours.

Student A, B and C
 You are customers in a pizza restaurant.
 Order pizzas and drinks.

Student D
 • Take the other students' order.
 • Ask if it's eat in or take away.

UNIT 13 Magic

You learn

- how to use adverbs of manner

You can

- say how something is done
- write a picture story

A song 4 U

CD 3
22/23

1 Listen and sing. Then put the pictures in the correct order.



Welcome

Welcome, welcome
to our school.
A place for ghosts
and that's so cool.

Here you learn to
pass through doors.

Here you learn to
float above floors.

Here you learn to
rattle chains.

Here you learn to
make beds.

Welcome, welcome ...

Here you learn to
take care of beds.

Here you learn to
float above beds.

Here you learn to
scream at night.

Here you learn to
pass through doors.

Welcome, welcome ...



Time for a sketch

2 Read the sketch.

The school for young ghosts

It's the first night at school for the young ghosts.

Teacher Good evening.

Ghost 1 ooooooooooooooooooooooh.

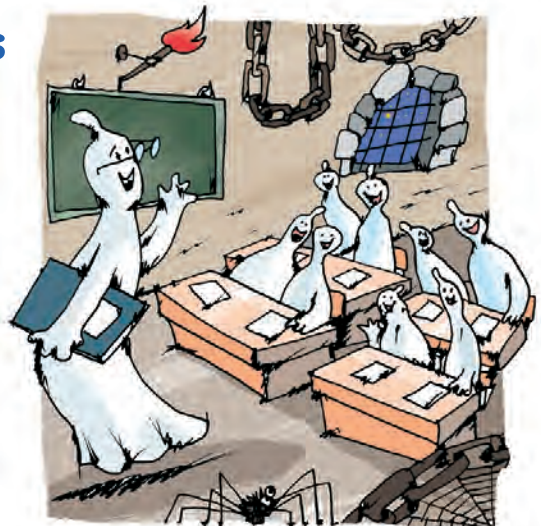
Teacher Welcome to our school. On your first night I'm going to teach you ...

Ghost 1 ... about castles in Britain?

Teacher No, that's next week. Tonight you're going to learn how to pass through walls.

Ghost 2 And doors?

Teacher Yes, of course.



Ghost 3 But we can open doors easily.
Teacher Be quiet, you silly ghost! Passing through locked doors, of course.
Ghost 3 Sorry, sir.
Ghost 4 Do we learn how to scream loudly too?
Teacher Not this year. That's in year three.
Ghost 5 What about scaring people?
Teacher That's next month.
Ghost 6 I want to learn how to take my head off.
Teacher That's in year two. Tonight you're going to learn how to pass through walls. OK?
Ghost 6 Is it difficult to learn?
Teacher Passing through a wall can be difficult. Sometimes ghosts get stuck.
Ghost 7 I know, sir. My aunt got stuck in a wall when I was a baby and she's still there.
Teacher The poor woman!
Ghosts Ooooooooooooooooooooooh!
Teacher Be quiet! Now, you have to walk quietly. You mustn't say a word.
Ghost 8 Can I rattle my chains?
Teacher Aren't you listening? You have to walk quietly. No rattling.
Ghost 7 Fast or slowly?
Teacher Don't walk too fast and don't walk too slowly. I'll show you.
Ghosts Yes, please.
Teacher OK, watch me ...

Ghost 6 Where's the teacher now?
Ghost 5 In the wall. He got stuck.
Ghosts Hurray! What a great first lesson!



3 How many of these tasks can you do?

- 1 It's the first *day / night* at school for the young ghosts.
 - 2 They are going to learn about castles in *this / next* week.
 - 3 The ghosts are going to learn how to pass through *locked doors / walls*.
 - 4 When do they learn how to scream loudly?
 - 5 What do the young ghosts want to know about passing through walls?
 - 6 Why did the aunt get stuck?
 - 7 The teacher tells the ghosts that they mustn't walk too fast or
 - 8 The teacher gets at the end of the lesson.
- that the first lesson

 **CD 3 24** **4 Check your answers with a partner. Then listen to the sketch.**

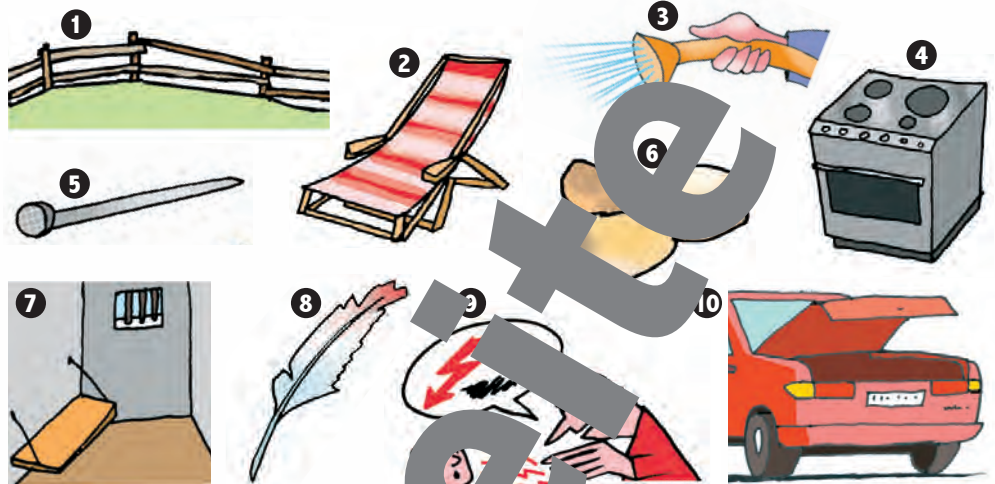
CD 3 24 **5 Listen to the sketch again and act it out.**

Vocabulary

CD 3
25

6 Listen and look at the pictures. Then number the words.

- car boot
- nail
- put a spell on someone
- feather
- roast potatoes
- fence
- cooker
- deckchair
- sprinkle
- prison



Story time



7 Read the story.

**Abracadabra,
one, two,
three**



Debbie and her brother Robert were playing ball behind the house. Suddenly the ball landed in the neighbour's garden. "I'll get it," said Robert.

"Be careful," Debbie said, "Mr Blogg loves to eat children for lunch." Robert didn't laugh. Mr Blogg was very ugly and Robert was scared of him.

Slowly and quietly, Robert climbed over the fence. He looked through the bushes. The ball was right behind Mr Blogg's deckchair. Then everything happened very fast. Mr Blogg got up and shouted: "This time I'll get you!" Robert quickly climbed back over the fence. After a

minute, something came flying through the air. Robert and Debbie looked at it. "That was our ball," Robert said quietly. There was a big nail in the ball.

The following Saturday was Debbie's thirteenth birthday. They had a party in the garden with lots of friends. The young people were having a lot of fun. Suddenly Robert and Debbie's dad came into the garden. "Mr Blogg was here," he said. "You're making too much noise. Come into the house." The young people walked angrily into the house.

"Can we go out later and roast some potatoes over a fire?" Debbie asked. "Of course," said her dad, "but don't make any noise."

An hour later they went out to roast the potatoes. They were very quiet, but after ten minutes they heard the doorbell. It was Mr Blogg. Then Dad came into the garden and told them to put out the fire. "Mr Blogg says there is too much smoke," he said. "I really don't like Mr Blogg," said Debbie.



Three days later Debbie and Robert were looking for Snowy, their cat. They found her under the bushes near the fence.

Snowy was very ill. Robert also found a rotten fish. "We didn't have fish this week," said Debbie. "I'm sure Mr Blogg threw the fish over the fence." They carried the cat into the house. "Poor Snowy," said Debbie, "I really don't like Mr Blogg."

The next day Debbie was in the garden with a book. "What are you reading?" Robert asked. "It's a book on magic," said Debbie. "Sally gave it to me."

"Why are you reading that?" asked Robert.

"I want to put a spell on Mr Blogg."

"Spells don't work," said Robert.

"Do you want to help me or not?" asked Debbie.

"OK," said Robert. "What do I have to do?"

"The book says that we have to get five things from Mr Blogg," answered Debbie.

"We can do that easily," said Robert.

At ten o'clock that night, Debbie and Robert climbed the fence into Mr Blogg's garden. They found a feather, the rest of a chicken, a piece of bread, half a hot dog and a bottle of orange juice that was half full. They climbed back into their garden, put all the things in a pot and hid it in the garden shed. The next day they put water on the cooker and filled it with water. They put up the feather, the rest of the chicken, the piece of bread, the rest of the hot dog and the juice in the water together with the brown stuff. Then they filled an empty bottle of orange juice with the brown stuff.



"What do you want to do now?" Robert asked.

"We have to go into Mr Blogg's garden and sprinkle this stuff round his house."

They went over to the fence and listened carefully. Nothing. They climbed over and started to sprinkle the brown stuff. When Robert and Debbie got to the garage they stopped. The door of the garage was open and they could see Mr Blogg by his car. He was putting boxes into the boot. When he saw Debbie and Robert, he shouted: "No! Don't touch me!" Debbie and Robert ran as fast as they could.

When they climbed the fence Robert found one of his trainers.

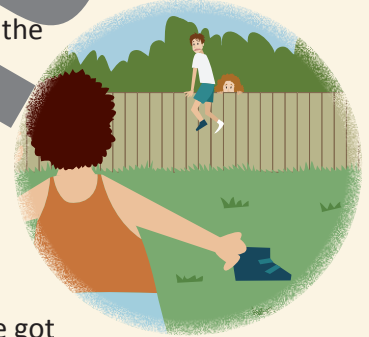
Mr Blogg picked it up and said: "I'll show your dad when he gets home."

Robert then got into his car and went away. "What can we do now?" asked Robert. "Dad's going to be very angry."

"Let's go into town and see Grandma," said Debbie. "We can have dinner with her. And when we get back, everything will be over."

When they arrived at Grandma's place they phoned their mum. "We'll be back after dinner," Debbie said. After dinner Grandma brought them back in her car. There was a police car in front of Mr Blogg's house. Debbie and Robert went over and talked to a policeman.

"Mr Blogg had an accident in town," the police officer said. "Is he in hospital?" asked Debbie. "No, he's in prison because we found lots of stolen computers in the boot of his car. And the house is also full of stolen things." "So your spell worked," said Robert. "Yes, it did," said Debbie. "But I'm glad he isn't in hospital."



8 How many of these tasks can you do?

- 1 The children live next door to Mr Blogg. T / F
- 2 Robert is afraid of Mr Blogg. T / F
- 3 Mr Blogg complains about Robert's party. T / F
- 4 What did Mr Blogg give to Snowy?
- 5 What do the children decide to do?
- 6 What do they need for the spell?
- 7 One of fall when he climbs over the fence.
- 8 The children go help them stop worrying.
- 9 The police find lots of in Mr Blogg's house.



CD 3
26/27

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

CD 3
28

10 Listen to the interview with Julia and write the information in your exercise book.

- 1 two reasons why Julia likes *Wizards of Waverley Place*
- 2 who is her favourite character, and why
- 3 how she watches the show

11 Read the text and finish the sentence

"What can we do?" said a ghost. "We must help the teacher," said the smallest ghost. He gave his chains to another ghost. He went to the wall. "Don't walk too slowly and don't walk too fast," the others shouted. The smallest ghost began to walk slowly and quietly through the wall. In the wall, he took the teacher's hand and they both went through the wall. "Hurray!" all the young ghosts shouted and they rattled their chains loudly. "Thank you very much," the teacher said to the smallest ghost. "That's alright," said the smallest ghost.

- 1 The smallest ghost walked ...
- 2 He gave his chains ...
- 3 When he started to ...
- 4 In the wall he took ...
- 5 They both went ...
- 6 The teacher thanked ...

12 CHOICES

Writing for your Portfolio

A Look at the pictures. Use the phrases from the box to help you write a story of about 60 words.

Archibald ...
One ... wanted to ...
He was very ...
Suddenly he heard ...
He got scared and ...
The dog ...
Then Archibald ...
In the end, the dog ...



B Look at the pictures and write a story of about 120 words. Find a title for your story. Before you write anything, look at each picture carefully. For each picture write down five words you could use. Use at least three adverbs from the box.

quickly
slowly
carefully
angrily
loudly
easily



Start like this: *It was the last lesson of the night ...*



GRAMMAR Adverbs of manner

Mit dem Adverb der Art und Weise drückst du aus, wie jemand etwas macht oder wie etwas geschieht.

Young ghosts learn how to scream **loudly**.

You have to walk **quietly**.

You mustn't walk too **slowly**.

Robert climbed back **quickly** over the fence.

The young people walked **angrily** into the room.

They climbed over the fence and **carefully** hid.

We can do that **easily**.

Bildung: Adjektiv + ly

quiet – quietly

quick – quickly

slow – slowly

careful – carefully

Bei den Adjektiven, die auf y

enden, wird die Endung zu e.

easy – easily

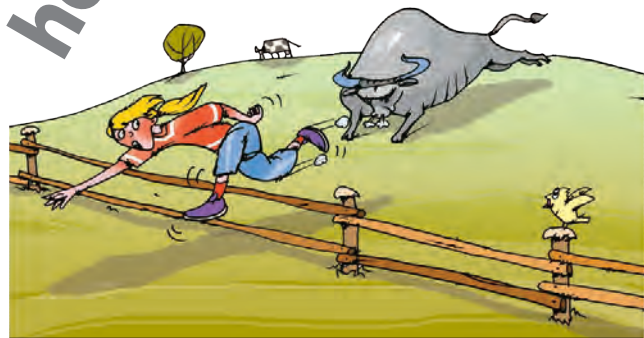
happy – happily

angry – angrily

Ausnahmen:

fast – **fast** (You can't walk too **fast**.)

good – **well** (The machine worked that it worked so **well**.)



Annabel jumped quickly over the fence.



Complete with adverb or adjective.

Mit einem ¹..... kannst du ein Nomen beschreiben.

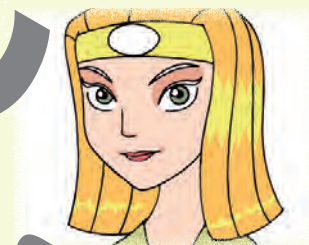
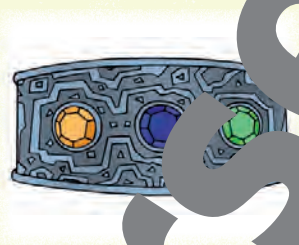
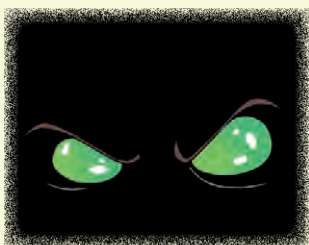
Mit einem ²..... kannst du ein Verb beschreiben.

Farewell!

1 Use the pictures to tell the story of Episode 5.



2 What do you think happens to these in the final episode?



DVD **3** Watch Episode 6 and answer the questions.

- 1 Why does Sunborn destroy the blue and red stones?
- 2 What happens when she destroys the blue and red stones?
- 3 What can the children no longer do?

4 Complete the sentences about you.

- 1 My favourite character in *The Story of the Stones* is because
- 2 My least favourite character in *The Story of the Stones* is because
- 3 My favourite scene is

Everyday English

DVD **5** Watch Episode 6 again. Complete the sentences (1–4) with the words in the box. Then match them to the questions (a–d).

I don't believe me
 it doesn't matter
 I'm afraid not

- | | |
|--|---|
| <input type="checkbox"/> 1 That's right, Daniel. But | a Will it all start again? |
| <input type="checkbox"/> 2 There's no place for me here on Earth. | b So we can't morph any longer? |
| <input type="checkbox"/> 3 The Lord of the Fire still lives. He won't give up, | c Does this mean we won't see you again? |
| <input type="checkbox"/> 4 , Sarah. But I'll never forget you. | d Can't you stay here? |

UNIT 14 Where we live

You learn

- about possessive pronouns
- how to use the possessive 's
- about houses and words for furniture
- how to form questions with *whose*

You can

- talk about your flat or house
- ask to whom things/animals belong

1 Read the text.

We all know what a house is. It has a roof, walls, rooms, windows and doors. There might be a staircase. There might be a cellar underneath it or a garden around it. But not all houses are like this. Take a look around the world and see how different houses can be.



Around twenty million Americans live in trailer homes. They usually keep them in special parks.

They are like little villages. In the park the owners connect their trailers to electricity and water. Trailers are a cheap way of living in your own home and, if you get tired of one place, you can always move your home to another park.



The Americans aren't the only people who have moveable houses. The Mongolian people in Central Asia move their yurts a lot. Their houses are yurts. When they have to pass for their work, they

take down their houses. They put the parts on the backs of their camels and horses. They then carry the parts to other places where there is enough food for the animals.



In some parts of the world people live in houses that are not on the ground. For example, some people in South East Asia live in houses on stilts*. They do this because their houses are near water. The stilts keep their houses high above the water and



Other people actually live on the water. The Uros people live on Lake Titicaca in Peru. There are about two thousand of them on fifty floating islands of reeds. Reeds are long, strong grasses. They use the reeds to build their houses. When the Uros want to visit a neighbour they move from island to island by boat.



Finally, in the jungle of Costa Rica some people live in tree houses. There is even a tree house hotel. There are wooden bridges between the houses so that people can visit their neighbours easily.

VOCABULARY: *stilt – Pfahl

2 Read the text again and answer the questions.

- 1 How many Americans live in trailer homes?
- 2 When do the Mongolian people move their homes?
- 3 Why do people build their houses on stilts?
- 4 What do the Uros use to build their houses?
- 5 How do the people in Costa Rican tree houses visit their neighbours?

Houses and Homes

Vocabulary Inside a room

CD 3
29

3 Listen and look at the picture. Then number the words.



- | | | | |
|-----------------------------------|--|------------------------------------|-----------------------------------|
| <input type="checkbox"/> wardrobe | <input type="checkbox"/> fridge | <input type="checkbox"/> sink | <input type="checkbox"/> radiator |
| <input type="checkbox"/> bed | <input type="checkbox"/> cupboard | <input type="checkbox"/> bed board | <input type="checkbox"/> sofa |
| <input type="checkbox"/> table | <input type="checkbox"/> bedside table | <input type="checkbox"/> carpet | <input type="checkbox"/> curtains |
| <input type="checkbox"/> chair | <input type="checkbox"/> bed | <input type="checkbox"/> rug | <input type="checkbox"/> lamp |

Get talking Memory game

4 Work in pairs. One person closes your book. Test each other.

A What comes in the room?

B It's ...

A That's right. / No, it's ...

Sound origin u:/ʊ/

CD 3
30

5 Listen and read the poem.

New curtains for the window,
new cupboards for my books.
A wardrobe for my clothes,
and how nice my bedroom looks!



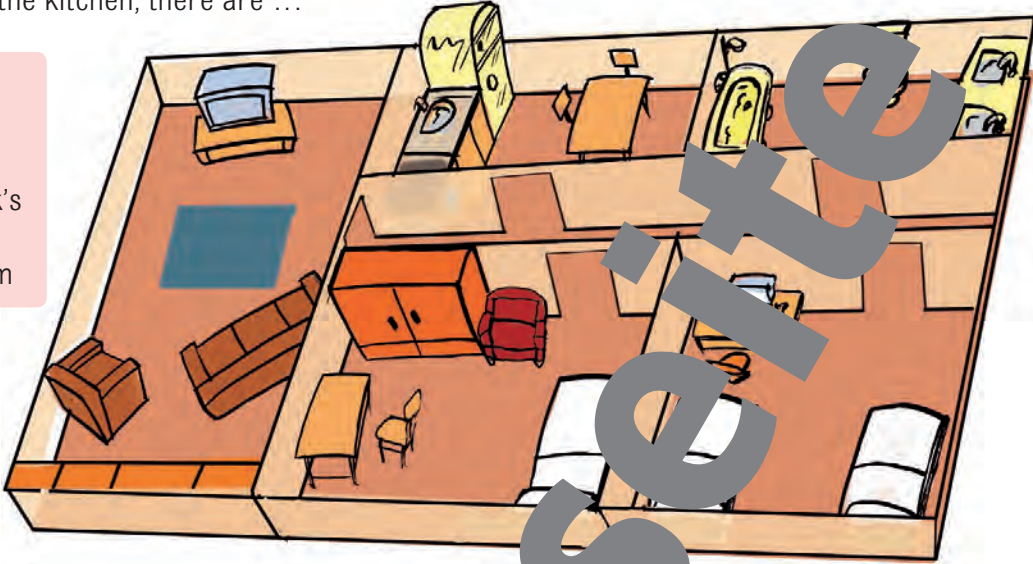
Get talking Remembering

6 Work in pairs. Look at the plan of the house. Close your book. Say what's in each room.

In the living room, there's a television, and ...

In the kitchen, there are ...

living room
kitchen
bathroom
Mike and Nick's
room
Joanna's room



CD3
31

7 Listen. Which room are the people in?

Conversation 1:

Conversation 3:

Conversation 2:

Conversation 4:

CD3
31

8 Listen again and complete the words in the box.

mine
yours
hers
his
whose
ours
theirs
whose

Mum 1..... sofa is this?

Mike It's Joanna's.

Mum Well, it should be her sofa. Take it to her room, please.

Mike Why me? It's 2....., not 3.....!

Simon I like your room.

Nick Thank you. I share it with my brother. This is my bed, and that's 4.....

Simon What? Is that your computer?

Nick Yes, it is. I mean, it's 5.....!

Mum 6..... trainers are those? Are they 7.....?

Mike Yes, Mum. They're mine. They're Mike's! I borrowed them, and they got dirty – so now I'm cleaning them.

Mum Oh, that's all right. But don't clean them here, in the bathroom! Wash them in the kitchen!

Mike Mum – why is there a dictionary here on the fridge?

Mum Oh, that – yes, can you take it to Mr and Mrs Smith next door, please?

Mike OK. Is it 8.....?

Mum No, it's ours, but they want to borrow it.

9 Listen to the dialogue. Then act out similar dialogues using the things in the pictures.

Susan Whose pen is this? Is it yours?

Mark No. It's hers.



10 Listen and complete. Then repeat.

Whose is it? Is it yours?

No, it isn't 1.....

Whose is it? Is it Mike's?

No, it isn't 2.....

Whose is it? Is it Sue's?

No, it isn't 3.....

Whose is it? Jane and Paul's?

No, it isn't 4.....

Whose is it? Whose is it?

Give it to us.

It's ours!

And it's so good.

Mmm!



Writing for your Portfolio

11 Read Emily's text and answer the questions.

- Which is her favourite room?
- Why does Emily like this room best?

The best place in my house

The best place in my house is the kitchen. There's a big table and four chairs where we have breakfast and dinner. There's a big window and we can look into the garden. There's a sink and a fridge, but no washing machine (that's in the garage). Our cat's basket is in the kitchen, and she keeps there at night.

I like it because it's a place for all the family. It's always warm in there, too!



12 Write a text about the best place in your house or flat. Write 60–80 words.

Think about:

- where the place is
- what you do there
- what it looks like
- why it is your special place

GRAMMAR

Whose ... ?

Wenn du fragen willst, wem etwas gehört, fragst du mit **Whose ... ?**

Whose school bag is this?

Whose trainers are those?

Possessive 's

Wenn du sagen willst, wem etwas gehört, hängst du an den Namen oder das Nomen **'s** an:

*Whose bag is this? – It's **Joanna's**. They're **Mike's** trainers.*

*This is **my brother's** bed.*

Wenn der Name oder das Nomen im Plural steht oder auf **-s** endet, setzt du ans Ende des Wortes ein **'** (Apostroph):

*This is my **parents'** room.*

*It's our **neighbours'** dog.*

*That's **Les'** mum.*

Bei Wörtern mit unregelmäßiger Pluralform setzt du **'s** ans Ende des Wortes:

*That's the **children's** school.*

*Don't take other **people's** things!*

Possessive pronouns

Du verwendest ein **possessive pronoun**, wenn du sagen willst, wem etwas gehört – ohne dass du den Namen der Person verwendest.

Complete with **he / it / they / she**.

(1.....) It's **mine**.

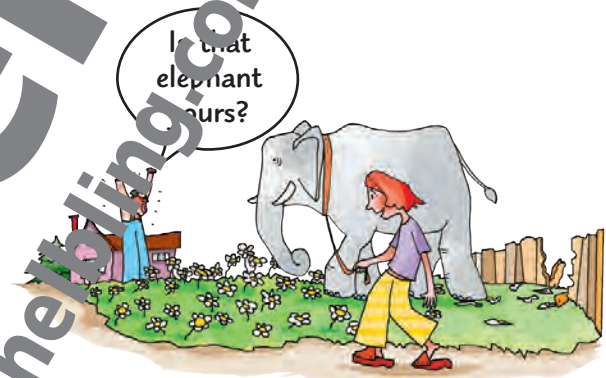
(2 **you**.....) Are they **yours**?

(3.....) This is my bed, and this is **his**.

(4.....) The bag is **hers**.

(5 **we**.....) The computer is **ours**.

(6.....) The dictionary is **his**.



MORE fun with **Fido!**



DEVELOPING SPEAKING COMPETENCIES

Language function

- describing an object (*einen Gegenstand beschreiben*)

Speaking strategy

- checking what someone says (*etwas mit jemandem nochmal nachhaken*)

Leo's watch

Vocabulary Materials and patterns

1 Match the materials and the patterns with the pictures.

Materials:

- made of leather
- made of plastic
- made of cotton

Patterns:

- spotted
- plain
- striped



CD 3
34



2 Watch or listen to the dialogue. What's Leo's problem?

Leo Hello. I'm looking for my watch. I think I lost it at school this morning.

Secretary OK, let's see what we can do. What's it like?

Leo Well, it's white. It's made of plastic.

Secretary OK, so it's white, is it?

Leo No, sorry. The watch face is white with orange or green on it, but the strap is brown.

Secretary Oh, what's the strap like?

Leo The strap is striped. Orange, green, purple and red.

Secretary Are you certain?

Leo Yes, it's orange, green, purple and red.



Secretary And what's the strap made of?

Leo It's made of metal. No, sorry. It's made of plastic.

Secretary Are you sure?

Leo Yes, yes. It's made of plastic, and it's striped orange, green, purple and red.

Secretary OK, so let's see what we've got.

3 Cover up the dialogue in 2. Try to answer the questions. Then check.

- Where does Leo think he lost his watch?
- What's the watch strap like?
- What's the watch face like?

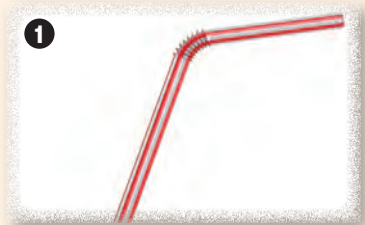
.....

.....

.....

Useful phrases Describing an object

4 Write two sentences to describe each object.



It's made of plastic.

It's



? What do you think? Answer the questions.

- Where did Leo lose his watch?
- How does he find it?



Mobile homework

Watch part 2 of the video. Read the sentences and correct them.

- 1 The secretary hasn't got any lost and found watch.
- 2 The librarian shows Leo a watch, but it's not his.
- 3 Leo goes to the gym to do some exercise.
- 4 Leo talks to his friends. They don't help him.
- 5 In the end Leo finds the watch. He's wearing it.

Speaking strategy Repeating what someone says

5 Fill in the correct words. Then check with the dialogue in 2.

- | | | | |
|-----------|-------------------------------|-----------|--------------------------------|
| 1 Leo | It's striped. It's not purple | 2 Leo | It's made of metal. No, sorry. |
| | and ... erm ... | | It's made of plastic. |
| Secretary | A..... you c..... ? | Secretary | A..... you s..... ? |

6 CHOICES

A Work in pairs. A says what he/she can't find and describes it. B checks what A says.

I can't find my T-shirt. It's ... erm ... blue.

A Yes, I am. It's blue.

B Are you sure?

B ROLE PLAY: You are in a lost and found office. One of you is the assistant in the office. The other one lost something a few days ago (a watch, a camera, a pen, etc.). Work in pairs and extend it into a longer dialogue. Take 2 or 3 minutes to practise it. Don't write it down. Act it out in class.

UNIT 15 Feeling better

You learn

- about the present perfect and past participles
- words for aches and pains

You can

- ask what has happened to someone
- write a message to someone who has had an accident

CD 4
1

1

Listen to the jokes. Then read them and colour 1–5 stars. Give a score for each joke.



http://www.jennysjokes.uk

Jenny's Jokes!

Hi! My name's Jenny and welcome to my joke page. Every week I choose a topic and ask you to send me your favourite jokes. Last week I chose "doctor, doctor" jokes. You sent me hundreds. Here are my favourite six. What do you think? Vote for each joke on the star chart and let's find out which is the greatest "doctor, doctor" joke in the world.

Patient Doctor, doctor, every time I drink a cup of hot chocolate I get a pain in the eye.

Doctor Try taking the spoon out of it.

Vote now: ★ ★ ★ ★ ★

Patient Doctor, doctor, I've broken my arm in two places.

Doctor Don't go back to either of them.

Vote now: ★ ★ ★ ★ ★

Patient Doctor, doctor, I've only got 59 seconds to live.

Doctor OK. One minute and I'll call you back.

Vote now: ★ ★ ★ ★ ★

Patient Doctor, doctor, I couldn't drink my medicine after my bath like you told me.

Doctor Why not?

Patient Well, after I drank my bath, I didn't have room for the medicine.

Vote now: ★ ★ ★ ★ ★

Patient Doctor, doctor, I've lost my memory.

Doctor When did this happen?

Patient When did what happen?

Vote now: ★ ★ ★ ★ ★

Patient Doctor, doctor, please come to my house quickly. My son has swallowed* my pen. What should I do?

Doctor Use a pencil until I arrive.

Vote now: ★ ★ ★ ★ ★

VOCABULARY: *swallow – hinunterschlucken

2 Here are three more “doctor, doctor” jokes. In pairs, think of an ending for each one. Then listen and check.

- 1 Patient Doctor, doctor, I think I need glasses.
 Doctor You certainly do.
- 2 Patient Doctor, doctor, I think I'm a sheep.
 Doctor How do you feel?
 Patient
- 3 Patient Doctor, doctor, what's the quickest way to get to ...
 Doctor

3 Write the names of the people under the pictures.



Sue has got a pain in her ankle. Tim has got a pain in her back.
 Tim's head hurts. Tom's throat hurts.
 Jacob's knee hurts. Jessica has got stomach ache.

Note:
 I've got stomach ache.
 (or stomachache).
 I've got earache.
 I've got toothache.
 I've got backache.
 But we usually say
 "I've got a headache."

Sounds right /p/ /t/ /m/ /e/

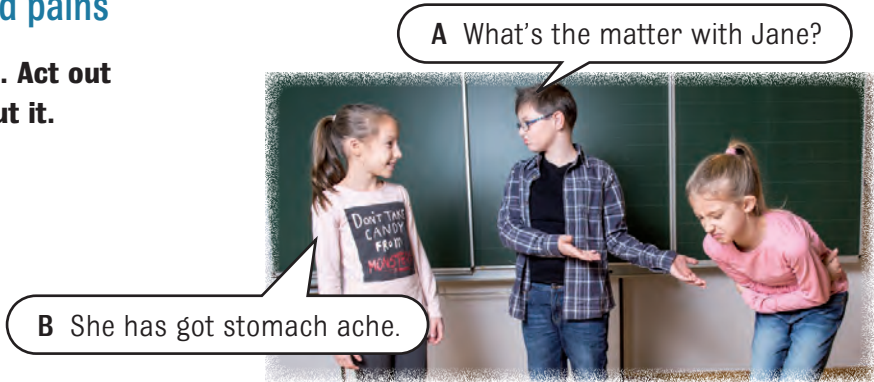
4 Listen and repeat.



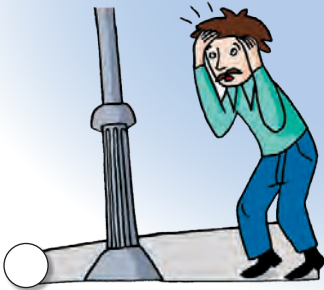
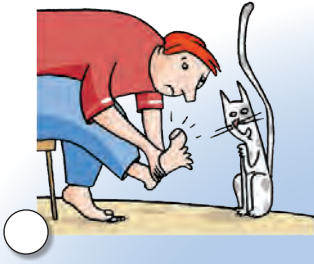
A **pa**in in your **ha**nd. A **pa**in in your **le**g?
 A **pa**in in your **ba**ck? A **pa**in in your **he**ad?
 That's too **ba**d! When **st**ay in **be**d!

Get talking Act out pains

5 Write three of these. Act out a pain and talk about it.



6 Listen and number the pictures in the order you hear them.



7 Complete the dialogues with the verb in the box. Practise the dialogues in pairs.

- dropped
- cut
- broken
- walked
- fallen
- hurt

- 1 Does your head hurt?
Yes, I've just into a pole.
- 2 What's the matter?
I think I've my toe.
- 3 Come quickly!
Why? What's the matter?
Kevin has out of the tree!
- 4 Why is he walking like that?
He has his ankle.
- 5 Why is she crying?
She has just a heavy box on her foot.
- 6 There's blood on your shirt.
Yes, I've just my hand.

8 Look at the conversation again and find the past participles of these verbs. Write them.

walk hurt cut fall drop

.....

9 Here are some more past participles. What do you think the base forms of the verbs are? Write them.

eaten loved thought hit told played

.....

put met known wanted rung read

.....

10 Read the text about the Amazon Rainforest.

The world's new gold

The Amazon Rainforest is very important for our planet. It's the largest rainforest in the world and it produces more than 20% of our oxygen*. But the Amazon is in danger. People are cutting down the trees to sell the wood and make money quickly. Big companies are clearing away the trees so they can have more land for their huge farms.

The Amazon is also home to a lot of wildlife and many of the world's animals, birds, insects and fish live there. There are also more than 430,000 different types of plants in the forest and some of them are very special. These plants can help sick people. Scientists have found more than 2,000 plants in the Amazon Rainforest that can help the fight against cancer. There are also many other plants there that can help the fight against different illnesses. These plants are really valuable for medical science. They are the world's new gold.

Five hundred years ago, more than 10,000,000 Indians* lived in the Amazon Rainforest. Now there are less than 200,000. The Indian medicine men know a lot about these special plants. They know what illnesses the plants can fight against and they know how to use them. But many of the medicine men are now very old. We must listen to what they can tell us. It is important for the world that we learn what they know.



VOCABULARY: *oxygen – Sauerstoff, *Indians – Indios (Ureinwohner Südamerikas)

11 How many of these tasks can you do?

- 1 The Amazon Rainforest produces 20% / 100% of our oxygen.
- 2 People cut down lots of trees to make *big fires* / *big money*.
- 3 You can find lots of animals, birds, fish and plants in the Amazon *River* / *Rainforest*.
- 4 There are more than 430,000 types of plants – they can all help sick people. T / F
- 5 Scientists are interested in plants that can help people with cancer. T / F
- 6 The Indians don't know much about the special plants in the rainforest. T / F
- 7 There are more Indians living in the rainforest than in the past. Why is this, do you think?
.....
- 8 If more and more of the rainforests are cut down, what will the consequences be?
.....
- 9 Why is it important to listen to the medicine men?
.....

12 Check your answers with a partner.

Grammar chant Present perfect

CD 4
5

13 A chant. Listen and repeat.

I've hurt my head.
I've hurt my back.
I've hurt both of my knees.
I've hurt my arm.
I've hurt my leg.
Please, call a doctor, please.

She's hurt her head.
She's hurt her back.
She's hurt both of her knees.
She's hurt her arm.
She's hurt her leg.
Please, call a doctor, please.



14 CHOICES

Writing for your Portfolio

Read this text message and answer the questions.

- Where is the writer?
- What's the problem?
- Who gets the message?

A Imagine the writer of the text message is your friend. Write a text message (30–40 words) to make her feel better. Think of the following points:

- say how you feel about the fact that he/she can't come to school
- suggest something that he/she could do to make the time in hospital less boring
- say you are going to phone him/her soon

B Imagine the writer of the text message above is your friend. Write an email (at least 150 words).

- try to make him/her feel better
- tell him/her about something funny/interesting that happened in school since he/she has been in hospital
- make suggestions what he/she could do while in hospital so it's less boring



GRAMMAR



Present perfect

Du verwendest das Present perfect, um jemandem eine Neuigkeit zu erzählen. Dabei wird nicht erwähnt, wann dies geschehen ist.

I've lost my cat. *We've bought a new car.* *She has cut her finger.*
David has broken his leg. *They've gone on holiday.*

Wenn du betonen willst, dass etwas gerade geschehen ist, verwendest du **just**.

I've just passed my English test.
He has just walked into a lamp post.

Bildung: have/has + past participle (3. Form) of the verb

He has fallen off his bike.
We've just moved house.



They've just scored a goal.



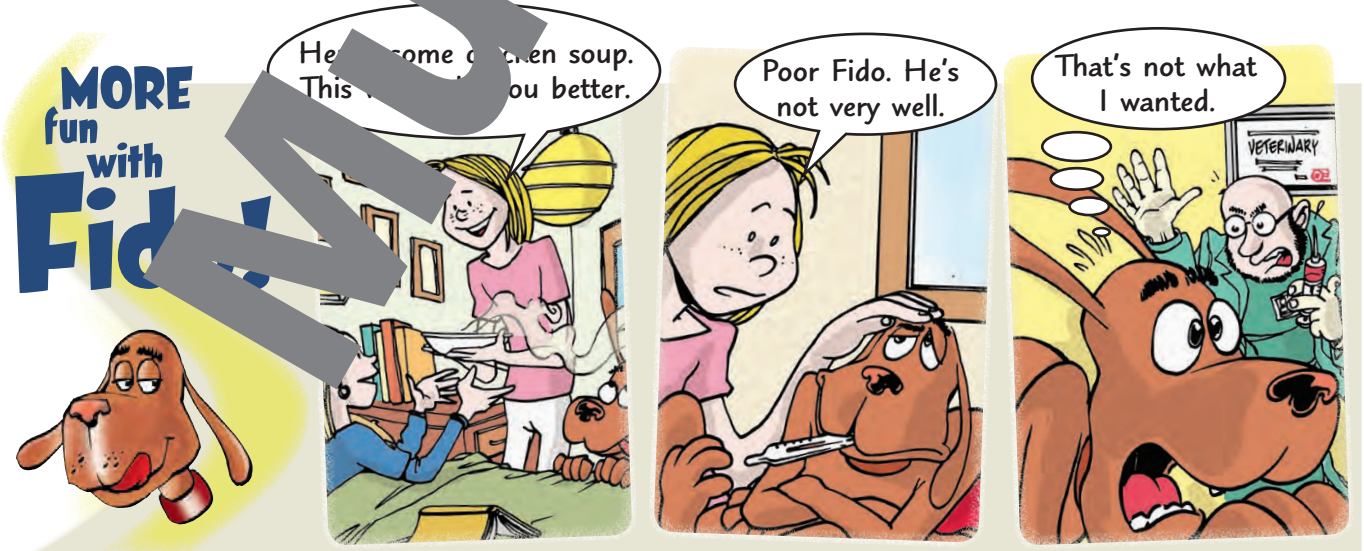
Past participles

Das **past participle** findest du in der dritten Spalte der Verbenlisten. Bei regelmäßigen Verben hat das **past participle** die gleiche Form wie das **past simple**. Hänge einfach **-ed** (oder **-d**) an die Nennform an.

pass	passed	passed
walk	walked	walked
move	moved	moved

Die Formen der unregelmäßigen Verben findest du am besten auswendig lernen (siehe auch S. 144):

go	went	gone	lose	lost	lost
buy	bought	bought	cut	cut	cut
fall	fell	fallen	hurt	hurt	hurt
break	broke	broke	win	won	won
find	found	found	see	saw	seen



The city quiz

Before you watch

1 Write the words under the pictures.

an internet café
a library
a prize
a quiz



1

2

4

2 In what order do you think these pictures appear on the DVD?
Write 1-4 in the boxes.



Watch the story

3 Use your answers to **2**.

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

- | | |
|---|-------|
| 1 The children have written a quiz. | T / F |
| 2 There are 20 questions in the quiz. | T / F |
| 3 The children can win a prize in the quiz. | T / F |
| 4 The children have three hours to do the quiz. | T / F |

5 Complete the dialogue.

with
idea
way
off
crazy
together

Jenny Come on – let's all do the quiz ¹.....
Gerry No ²..... ! I'm going to the internet café over here.
 I'm going to get all my answers ³..... the internet.
Emma Great ⁴..... , Gerry. Can I come ⁵..... you?
Gerry Sure. We can get a coffee too.
Steve You're ⁶..... . What if the teacher sees ⁷..... ?
Gerry Ah! Who cares?
Jenny Come on, Steve. Let's start. Bye, you guys. See you ⁸..... two!

6 Answer the questions.

- 1 What time do the children have to be back at the park?
.....
- 2 What does Gerry order at the internet café?
.....
- 3 Which street is the New York Public Library on?
.....

7 Complete the list of places that Steve and Jenny see.

St Patrick's Cathedral, ...

Everyday English

8 Complete the dialogues

Let's see
have fun
Who cares?
I have no clue.



UNIT 16 Light rain in the north

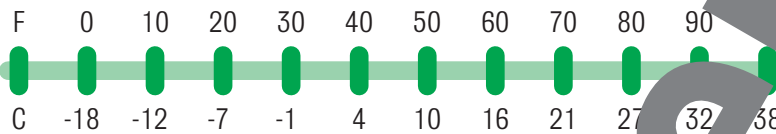
You learn

- about the future with *will*
- weather words

You can

- talk about the weather
- talk about your hopes and expectations
- express a spontaneous decision
- write an email about the weather

1 Look at the map and read the text. Change the Fahrenheit temperatures into Celsius. Use this scale to help you.

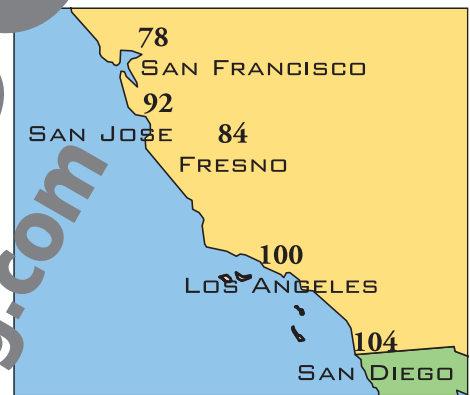


Note:

To change Fahrenheit to Celsius, use this formula:
 $(^{\circ}\text{F} - 32) \times \frac{5}{9} = ^{\circ}\text{C}$
 $0^{\circ}\text{F} = -18^{\circ}\text{C}$

The weather today

The good weather continues. Early morning clouds give way to lots of sunshine. The weather is cool and dry at the coast with lower temperatures in the North. Very hot in the South with temperatures in the 100s Fahrenheit.

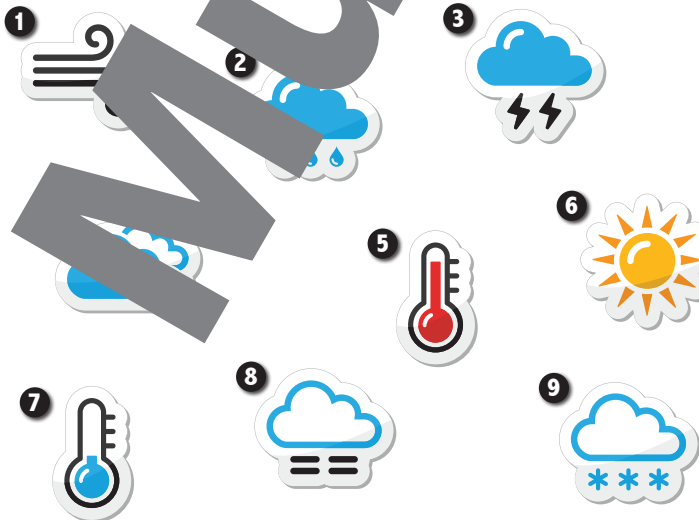


Vocabulary Weather

CD 4
6

2 Listen and look. Then write the numbers. Test your partner.

hot cold windy thunderstorm snowy foggy rainy sunny windy



What's "neblig" in English?



3 Listen to the weather forecast. Then read it and draw the missing symbols on the maps.

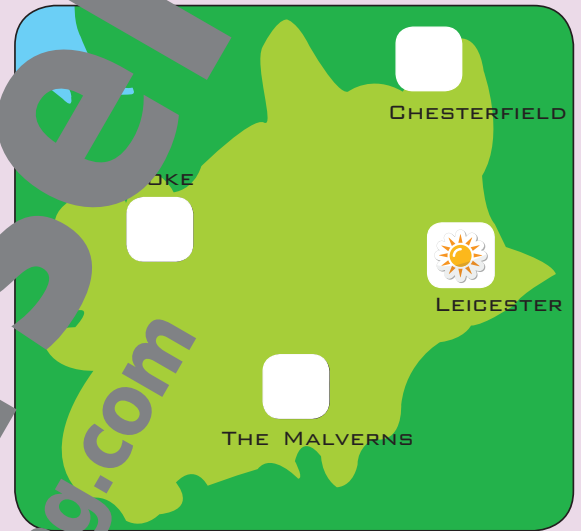
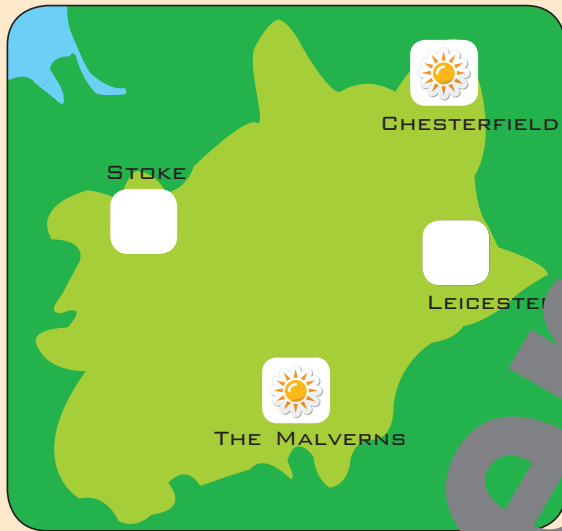
Note:
° = degrees

Today:

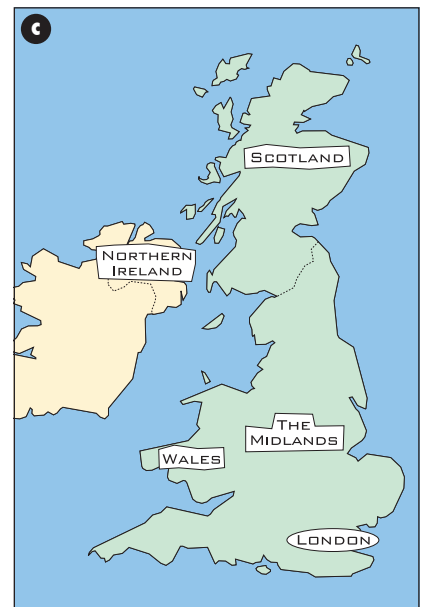
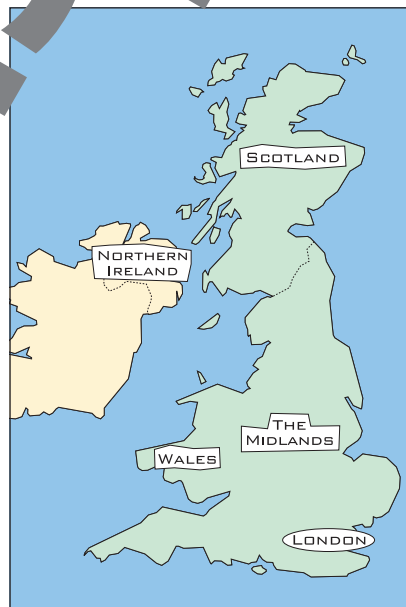
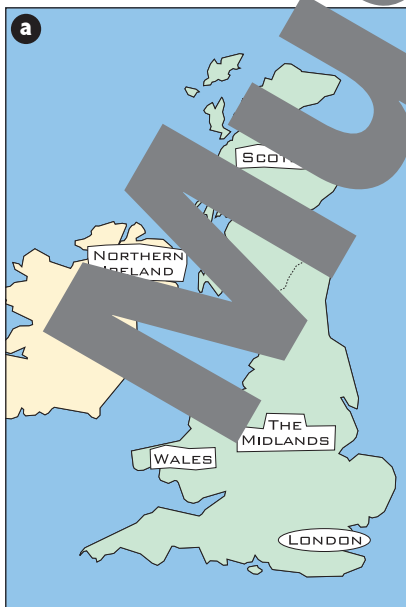
Sunny, some clouds north of Leicester.
Thick fog in the Stoke area will clear up later. Temperatures between 3°C and 12°C. Winds 10–20 mph.

Outlook for tomorrow:

Light rain in the Stoke area. Sunny in the Leicester area. Heavy rain in the Malverns and the Midlands. Strong winds from the north in the Midlands. Strong winds. Temperatures between 7°C and 12°C.



4 Look at the maps of the UK and draw the weather symbols according to the weather forecasts and draw the symbols.



5 CHOICES

CD 4
9

Listen to the dialogues. Then read them. Make some changes and act them out.

A DIALOGUE 1: Weather small talk

Monica Nice day today.
Robert That's right. It's really nice. But ...
Monica But what?
Robert They say it'll rain later.
Monica Oh, really. That's bad.
Robert Why's that?
Monica I wanted to go for a walk with you.
Robert Really? Let's go. But ...
Monica But what?
Robert I'll get an umbrella.



B DIALOGUE 2: Planning a trip

Receptionist Highland Hotel Aviemore. Can I help you?
Tourist Yes, I'd like to ask you about a hiking holiday*.
Receptionist Yes.
Tourist What's the weather like in your place right now?
Receptionist Well, it's raining, and it's pretty cold.
Tourist What about next week?
Receptionist They say it'll be a warmer weather.
Tourist But are you sure?
Receptionist Well, I can't promise, but I hope so. They say it'll be warmer and less windy. Towards the end of the week it'll be very sunny.
Tourist Lovely. Thank you.



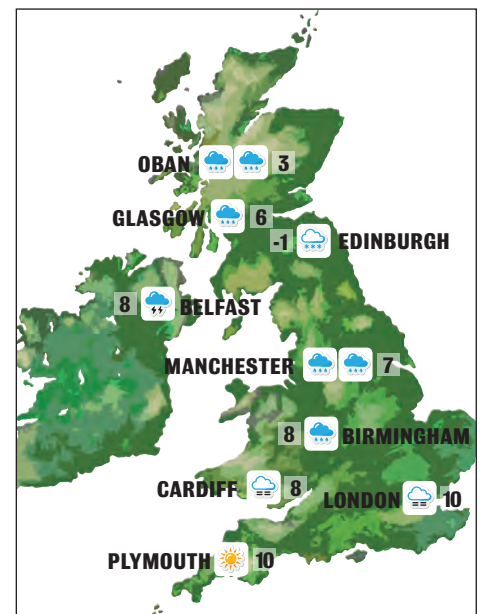
VOCABULARY: *hiking holiday – Wanderurlaub

Get talking Asking about the weather

6 Work in pairs. Look at a map and say what the weather is like in an area. Your partner tries to guess the place.

A There is a lot of rain. The temperature is 10°C.

B You're in London.



Time for a sketch



7 Read the sketch.

“And the weather for tomorrow ...”



Dad OK, have we finished packing? Has everybody got their swimming trunks and bathing suits?

Jane Yes, Dad. Do I need a sweater?

Dad I don't think so. It won't be very cold in the evenings. *(Turns to Jamie.)* Jamie, turn off the TV. We're leaving in a few minutes.

Jamie Just a second, Dad. The weather report is coming on. Hey, Dad, listen to this.

(He turns up the volume.)

Weatherman

... In the south of England showers will be quite heavy and the sun won't come out for another few days. Temperatures will drop to 10° Celsius during the night and only go up to 17° Celsius during the day. There might also be a few thunderstorms. The weather situation will only get better after the weekend – and that's all from us for today.

Mum Turn it down, Jamie. Come help me with the unpacking.

Jane Oh, Mum. Why do we have to unpack?

Dad Your mum's right. We have to take out the swimming things and put on our new sweaters. Come on, kids, it's a long drive to the coast.

(They start unpacking.)

Jane What about my sweater? Will I need it?

Mum Yes, you do. And the rain is coming.

Dad What have we got even doing? And Jamie!!! Turn off the TV!

Jamie Not Dad ...

Mum Turn it off!

Jamie Look, the weatherman is on again.

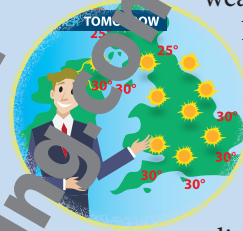
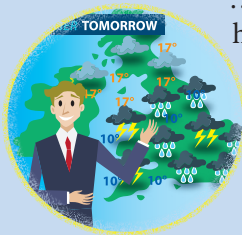
Mum Let's hear what he's got to say. *(Jamie turns up the volume.)*

Weatherman

... have to apologise. I'm very sorry, but I gave you last week's weather report. I'm very sorry.

Now here's the correct weather report for the next few days. Sunshine wherever we look, with temperatures going up to 25 to 30° Celsius. Some light cloud in the evenings, but there's nothing to worry about.

Dad OK! Let's start again!



8 How many of these tasks can you do?

- The family are packing for the holiday. T / F
- Dad thinks Jamie doesn't need a sweater. T / F
- The family are leaving tomorrow. T / F
- Mum asks Jamie to help pack. turn down the TV. watch the weather forecast.
- The family are going to the mountains. seaside. countryside.
- After the weather report, Jane asks if she needs to take bathing trunks. an umbrella. a sweater.
- Why does Jamie want to turn off the TV?.....
- Why does Jamie turn up the volume?.....
- What mistake did the weatherman make?



CD 4
10/11

9

Check your answers with a partner. Then listen to the sketch and act it out.

- 10 Read the two texts and convert the numbers from Fahrenheit to Celsius, feet to metres and inches to centimetres.

The hottest place in the USA

Death Valley is generally sunny, dry and clear throughout the year.

The winters are mild, but summers are very hot and dry. In fact, Death Valley is one of the hottest places on earth. The highest temperature ever recorded in the USA was 134°F on July 10th, 1913. Summer high temperatures are usually around 120°F. The average rainfall each year is two inches.

Death Valley has the lowest point in the western world – 282 feet below sea level near Badwater – as well as many high mountains such as Telescope Peak at over 11,000 feet.



Note:

1 ft (foot) = 30.48 centimetres
1 inch = 2.54 centimetres

The wettest place in England

The wettest

place in England is in the Lake District. It is a small village called Seathwaite. Some people say it's the best place to stay if you want for some great walks. But you need to bring your rain clothes against the rain. The average rainfall each year is 120 inches. Some people say there is even more rainfall in Seathwaite (one mile away) – 130 inches.

Seathwaite doesn't have more rainy days than other places – but when it rains, it rains more.



Writing for your Portfolio

- 11 Read Carina's email to Tony. Draw a line where she should start a new paragraph.

To: tony@...uk

Subject: bad weather


SEND

Hi Tony,

I'm sitting at the computer in the hotel lobby – guess why? No sun. I'm lying in the sun. Outside it's raining, raining, raining. It started with a thunderstorm yesterday. Then it got colder and then the heavy rain came. No tan* today. Ugh! ☹️ And the outlook? More rain!! How boring. Hope you can catch a movie in town. How are things with you? Alright? Write back. Maybe we can chat a bit.

Love,
Carina

VOCABULARY: *tan – Bräune



- 12 Think back on your holidays and write an email about what it was like. Write as much as possible about the weather (60–80 words).

Sounds right //

CD 4
12

13 Listen. Number the sentences as you hear them.

- | | |
|--|--|
| <input type="checkbox"/> I do it every day. | <input type="checkbox"/> They see us on Fridays. |
| <input type="checkbox"/> I'll speak English to her. | <input type="checkbox"/> We'll tell you a joke. |
| <input type="checkbox"/> We tell jokes a lot. | <input type="checkbox"/> They'll see us on Friday. |
| <input type="checkbox"/> I speak English quite well. | <input type="checkbox"/> I'll do it my way. |



GRAMMAR will-future

Mithilfe der **will-future** drückst du Erwartungen, Vermutungen und Hoffnungen für die Zukunft aus:

We **will meet** again. (We'll meet again.)

I **will not go** away for a very long time. (I won't go away for a long time.)

Du verwendest die **will-future** auch dann, wenn du eine Prognose vorhersagen willst:

Some heavy rain **will come** in from Northern Scotland.

The south of England **will have** quite a lot of food for the coast.

The sun **won't come** out for another few days.

Du verwendest die **will-future** auch dann, wenn du sich spontan entschließt oder spontan versprichtst, etwas zu tun:

Maybe **I'll try** sailing, too.

I'll help you with your homework tonight.

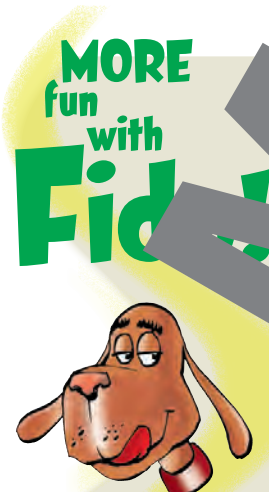


Complete with 'll / will / won't.

Bildung: person + 1..... (not) + base form of the verb

Kurzformen: I will = I 2.....

I will not = I 3.....



UNIT 17 Get active!

You learn

- about the present perfect with *ever / never / yet / already*
- sports words

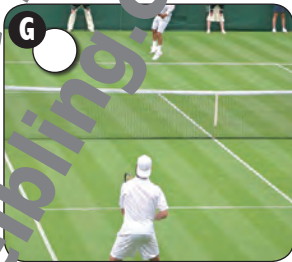
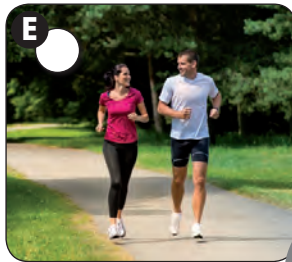
You can

- talk about your favourite sport
- write a text about your favourite sport

Vocabulary Sports

1 Write the numbers of the sports in each picture

play	1	football	go	5	mountain climbing	11	ice skating	13	surfing
	2	tennis		6	cycling	10	skateboarding	14	windsurfing
	3	basketball		7	mountain biking		swimming	15	skiing
	4	volleyball		8	roller-skating	1	snorkelling	16	running



CD 4
13

2 Listen and check your answers.

Get talking Sports

3 Ask and answer questions about some of the sports in 1.

Do you like ... ?

What's your favourite ... team?

Do you play/go ... ?

How often do you ... ?

Do you like watching ... on TV?

Who's your favourite sportsman/sportswoman?

CD 4
14

4 Listen to the interviews with these two American teenagers and complete the profiles.



This is 14-year-old Danni from California. Her favourite sport is surfing. She started surfing when she was ¹..... years old. She lives near the ²..... in Santa Barbara. She goes surfing a day.



This is 14-year-old Ricky from Colorado. His favourite sport is mountaineering. He started climbing when he was ⁴..... years old. He always goes climbing with his They go about ⁶..... times a month. They usually go climbing in the Rocky Mountains. They live ⁷..... miles away from the Rocky Mountains National Park.



5 Look at the questions below from the interviews. Which questions do you think are for Danni? Which are for Ricky? Write D or R in the boxes.

1 Have you ever won any competitions?

2 Have you ever got lost in the mountains?

3 Have you ever seen a shark?

4 Have you ever had an accident?

5 Have you ever climbed the Matterhorn?

6 Have you ever been to Australia?

CD 4
15

6 Listen and check. Then listen again. Are their answers to the questions yes or no?

Get talking Asking questions with *Have you ever ... ?*

7 Work in small groups. Ask and answer questions to find someone who has ...

- | | |
|---------------------------|------------------------------|
| 1 met a famous person. | 5 lived in another country. |
| 2 won a competition. | 6 been to a pop concert. |
| 3 appeared on television. | 7 fallen asleep in a lesson. |
| 4 found some money. | 8 written a poem. |

Have you ever met a famous person?



- A Have you ever met a famous person?
 B Yes, I have.
 A Who?

- B ...
 A When was ...
 B ...

CD 4
16

8 Listen to the poem. Then read it.



The game



Eleven of us were on the field,
 The other team looked scared.
 "We're going to win," our captain said.
 "We're really well prepared."

Then Johnny kicked the ball to Paul,
 and Paul kicked it to Sue.
 when Sue's mum shouted, "Come home,
 Sue, the dinner work is to do."

Ten of us were on the field
 and Helen tackled Eddie.
 "I'm off," he yelled and said,
 "Trip! My dinner's ready."

Seven of us were on the field.
 The other team then scored.
 And Tom and Helen said, "We're off,
 we're getting really bored."

Five of us were on the field,
 when Roland hurt his knee.
 He left. And Lisa went with him.
 And then we were only three.

Three of us were on the field.
 The score was twenty – nil.
 "I've had enough. It's a waste of time."
 And off the field went Phil.

Two of us were on the field
 and we tried our very best.
 But then Johnny turned to me and said,
 "I'm off, I need a rest."

So there I was all on my own,
 a goalie without a team.
 Then Dad called out, "Wake up! You're late."
 Thank God – it was just a dream.

Sounds right /ɔ:/ /əʊ/

CD 4
17

9 Which is the odd one out? Listen and check.

- | | | |
|-------------------|------------------|----------------|
| 1 a) <u>more</u> | b) <u>board</u> | c) <u>coat</u> |
| 2 a) <u>door</u> | b) <u>go</u> | c) <u>slow</u> |
| 3 a) <u>four</u> | b) <u>know</u> | c) <u>saw</u> |
| 4 a) <u>sport</u> | b) <u>bought</u> | c) <u>toe</u> |

10 CHOICES

A Read the text and match the sentence halves.

Extreme sports profile

ACTION WOMAN

Who is she?

Emma Sanderson, from England.

What does she do?

She's a yachtswoman.

Tell me more.

She sails a yacht, in team races or alone.

What competitions has she won?

She won the Round Britain and Ireland Race in 2000 at the age of 25 and also the English New Man Star from Plymouth to Rhode Island.

What is she most famous for?

She won the Around Alone race in 2002. She was the youngest woman and first British person to complete the 29,000 mile solo round-the-world yacht race. She was at sea for 135 days. She had to face a hurricane, pirates and the extreme weather of the Southern Ocean – and, of course, she was alone for four and a half months.

What does she say about her sport?

"I love the challenge. I really like being alone for a long time. I'm not a people person. But I really wanted to be in the Around Alone race. I'm also in a global education programme and now I can tell the world about sailing. I really enjoy that."



- | | | |
|---------------------------------|--------------------------|--|
| 1 Emma Sanderson is an | <input type="checkbox"/> | complete the 29,000 mile solo race. |
| 2 She sails | <input type="checkbox"/> | about her sailing. |
| 3 She won many team races, | <input type="checkbox"/> | team races or alone. |
| 4 She was the youngest woman to | <input type="checkbox"/> | English yachtswoman. |
| 5 She doesn't like being | <input type="checkbox"/> | but she's really famous for the Around Alone race. |
| 6 Now she enjoys telling kids | <input type="checkbox"/> | alone for such a long time, but she loves the challenge. |

B Read the text and complete the sentences.

Sports profile

Tommy Caldwell, Master of Rock



Who is he?

Tommy Caldwell (born August 11, 1978 in Estes Park, Colorado) is an American rock climber.

What does he do?

traditional climbing, big wall climbing, big wall free climbing



What is a big wall?

A big wall is a huge cliff usually around 300 metres high. But there are some much higher ones, such as El Capitan or Dawn Wall in Yosemite National Park. They are 900 metres. Climbers often go up in pairs; sometimes it takes a few days to get to the top.

So what has he already climbed?

He has already climbed walls like The Nose several times. He climbed it with his former wife in four days. He has also spent 12 hours climbing it in less than twelve hours. For many years his greatest challenge was to climb the Dawn Wall of the El Capitan Mountain in Yosemite National Park in California. In January 2015, after several attempts, he finally managed to get to the top.

How important is climbing for him?

Very important, of course. It gives him the adventure and the thrill. But he also likes the fact that it has given him the chance to travel and to see the world. He has already been to so many beautiful places and he thinks he's living a full and exciting life. Climbing has also taught him to live without fear.

What does he think about his sport?

He loves it. He enjoys pushing himself, and he enjoys the freedom. He thinks life doesn't get any better than this. But he also sees the dangers. One danger is to become too obsessed and to forget your friends and family. He says: "I've learned that I love climbing, but I love people more."

What are his goals for the future?

To be a good husband and a good dad and to share his love of climbing with others all over the world.

- 1 Tommy Caldwell is from
- 2 His speciality is
- 3 Caldwell has already climbed
- 4 He doesn't only like the adventure of climbing, but also
- 5 He loves climbing, but he says it's more important
- 6 One goal for his future is

Writing for your Portfolio

11

Read the text about someone's favourite sport.

I love volleyball. I love playing it and I love watching it on TV too. There are some great teams like Brazil and Italy. I like playing it because it's a fantastic team sport. It's also a brilliant way to make friends. I play in the school team. We're very good! Last year we won 18 out of 20 games. Once I broke my arm playing volleyball. I can't play for three months. My dream is to play professional volleyball.

Write a text about your favourite sport (60–80 words). Think about:

- what sport it is
- where / when / how often you play it
- why you like it
- how good you are / how good your team is

GRAMMAR



Present perfect with *already* and *yet*

Zur Erinnerung: Du verwendest das Present perfect oft dann, wenn du nicht über einen bestimmten Zeitpunkt in der Vergangenheit sprichst.

I've heard about it. (= Ich hab davon gehört, ich hab es irgendwo davon erzählt.)

She has gone home. (= Sie ist nach Hause gegangen, aber es ist unwichtig oder unbekannt, wann das war.)

Wenn du sagen willst, dass jemand etwas schon gemacht hat, kannst du das Present perfect mit dem Wort *already* verwenden. Das Wort *already* steht zwischen *has / have* und dem *past participle* (3. Form des Verbs).

He has already climbed walls like The Wall several times.

He has already been to so many beautiful places.

Wenn du sagen willst, dass etwas noch nicht geschehen ist, verwendest du *not yet* mit Present perfect. Das Wort *not* kommt an das Satzende.

He hasn't reached the top yet.

There's a new film at the cinema, but I haven't seen it yet.



Present perfect with *ever* and *never*

Wenn du fragen willst, ob jemand *irgendwann* in der Vergangenheit etwas getan oder erlebt hat, dann verwendest du meist das Present perfect.

Du verwendest es zum Ausdruck, dass du etwas *nie* getan oder erlebt hast.

Häufig verwendest du in diesen Situationen die Wörter *ever* und *never*.

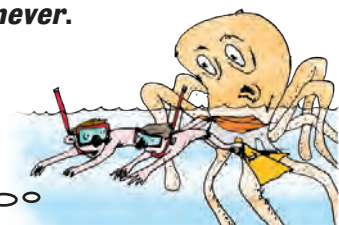
Have you ever seen a shark?

Have you ever won a competition?

I've never had an accident.

I've never met a famous person.

I've never seen a giant octopus.



DEVELOPING SPEAKING COMPETENCIES

Language function

- making requests and offers (*einen Wunsch äußern und Vorschläge machen*)

Speaking strategy

- responding to requests and offers (*auf Wünsche und Vorschläge reagieren*)

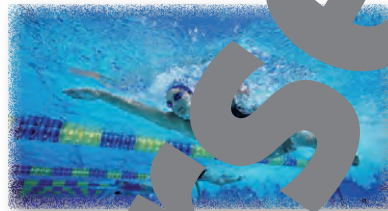
The sports party

Vocabulary Sports

CD 4
18

1 Match the sports and the pictures. Listen and check.

football
rugby
tennis
cricket
golf
swimming



2



1



3



4



5



6

CD 4
19

2 Watch or listen to the dialogue when ready. What sports do Lucy and Leo want at their party?

Lucy So we're having a sports party for our birthday next year.

Leo Yeah, football, tennis. It's going to be a great party.

Lucy Why don't I write the invitations?

Leo That's great. And I'll organise the drinks.

Lucy Fantastic. What else do we need to do?

Leo Well, Mum has already booked the sports centre.

Lucy What about food? Can you make a list of the food?

Leo Sure, no problem. And could you organise the drinks?



Lucy Of course.

Leo Football, tennis, food and drink. This is going to be the best party ever.

Lucy I just hope the weather's good.

Leo Don't be so silly. I checked the forecast. It's going to be sunny all day.

3 Read the to-do list for Lucy and Leo's party and tick (✓) for 'done' or cross (X) for 'to do'.

- | | |
|---|---|
| 1 Decide what kind of party to have. <input type="checkbox"/> | 4 Hire the sports centre. <input type="checkbox"/> |
| 2 Write the invitations. <input type="checkbox"/> | 5 Make a list of food and drink. <input type="checkbox"/> |
| 3 Organise the equipment. <input type="checkbox"/> | 6 Check the weather forecast. <input type="checkbox"/> |

Useful phrases Making requests and offers

4 Read the sentences. Write R (Request) or O (Offer).

- | | |
|---|---|
| 1 I'll organise the equipment. <input type="checkbox"/> | 3 Could you organise the drinks? <input type="checkbox"/> |
| 2 Can you make a list of the food? <input type="checkbox"/> | 4 Why don't you write the invitations? <input type="checkbox"/> |

? What do you think? Answer the questions.

- Is the party a success? • Why (not)?



Mobile homework

Watch part 2 of the video and answer the questions.

- 1 What other sports does Lucy suggest?
- 2 What does Leo think about these suggestions?
- 3 What's the weather like on the day of the party?
- 4 What sports do they play at the party?
- 5 Is the party a success?

Speaking strategy Responding to requests and offers

5 Match the responses with sentences 1-4 in 4. Check with the dialogue in 2.

- | | | | |
|------------|------------|-------------------|---------------|
| Of course. | Fantastic! | Sure, no problem. | That's great. |
|------------|------------|-------------------|---------------|

6 CHOICES

A Work in pairs. Use the prompts.

- A Make a request. → B Respond.

- | | |
|--|--|
| request
make me / sandwich
take / notes
help / with / homework | offer
play tennis / you
do / washing up
wash / car |
|--|--|

A Can you make me a sandwich?

B Of course.

B **ROLE PLAY:** Work in pairs.

You are organising a party.

- Make a list of all the things you need to organise (e.g. what kind of party, food, drink, music, invitation, etc.).
- Discuss the list. Make offers and requests.

UNIT 18 Caring for animals

You learn

- words for looking after a pet
- how to use *so do/have I* and *neither do/have I*

You can

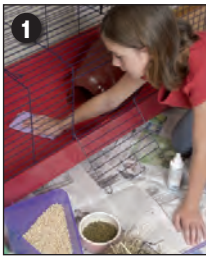
- ask about pets
- agree/disagree with someone

Vocabulary Looking after your pet

CD 4
20

1 Listen and look at the pictures. Then number the words.

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> play with your pet | <input type="checkbox"/> brush your pet | <input type="checkbox"/> stroke your pet | <input type="checkbox"/> take your pet to the vet |
| <input type="checkbox"/> clean out your pet's cage | <input type="checkbox"/> feed your pet | <input type="checkbox"/> walk your pet | <input type="checkbox"/> clean out the litter tray |
| <input type="checkbox"/> dry your pet | <input type="checkbox"/> give your pet a bath | | |



2 Play a memory game.

What did you do yesterday?

5, 2, 9.

Ah, you fed your pet, you walked your pet and you took your pet to the vet.

That's right.

3 Listen to the interviews and tick the correct answers.

Megan

- 1 What is Megan's pet? a cat a hamster a dog
- 2 What colour is she? black and white black and grey black, grey and brown
- 3 Where does she sleep? in Megan's room in the bath in the living room
- 4 How often does she feed her? once a day twice a day three times a day
- 5 How much time a day does she spend on her? 15 minutes 30 minutes 90 minutes

David

- 6 What is David's pet? a cat a hamster a dog
- 7 What colour is he? black brown brown and white
- 8 How often does he feed him? once a day twice a day three times a day
- 9 How much time a day does he spend on him? 15 minutes 30 minutes 90 minutes
- 10 Where does he sleep? in the hall in David's room in the living room

4 Listen to the interviews again and complete the sentences.

- 1 Megan doesn't often ...
- 2 When Megan does her homework, Princess ...
- 3 Megan doesn't like to ...
- 4 When it rains, David has to ...
- 5 David's sister doesn't ...
- 6 David plays a lot with Buddy when he ...

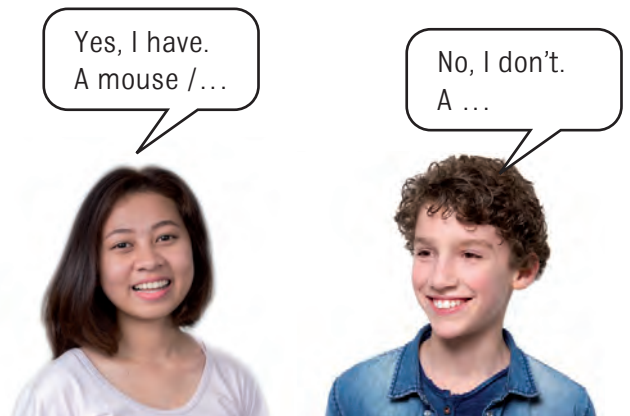
Get talking Asking about pets

5 Hold interviews. Ask for 3 minutes. Take notes.

Questions:

- Have you got a pet?
- What is it?
- What colour is it?
- How often do you feed it?
- Where does it sleep?
- How much time a day do you spend on it?
- What would you like?

Answers:



6 Report to the class.

Nathalie has got a ... It's ... It sleeps ... She feeds it ... She spends ... minutes on it.

Story time

CD 4
22

7 Read the picture story. Then listen to it.



A new pet

1



- Bob** Do you know what this house needs, Alice?
- Alice** What does it need, Bob?
- Bob** A pet. This house needs a pet. A pet to keep us company.
- Alice** That's a great idea. Let's get one.

2



- Alice** "The Animal Shelter". I think we're going to find something in here.
- Bob** Yes. Something very special to make our house the perfect home.

3



- Alice** How about a dog? They're some lovely dogs here.
- Bob** Hmm, I'm not too sure. Think of the mess they make and the noise. Then we need to take them for walks ...
- Alice** Yes, that's a good point. Let's look at the cats.

4



- Bob** Cats. They're cleaner than dogs, but they're not very good company. I don't really like cats.
- Alice** Neither do I. Let's forget about cats and look for something else.
- Bob** Let's go to the pet shop.

5



- Bob** "The Perfect Pet". The best pet shop in town. What are these?
- Alice** Rats! No way. I've got a fear of rats.
- Bob** So have I. There's no way I want a rat in the house.

6



- Alice** What about a budgie? They're easy to look after and they're great company.
- Bob** No. I don't really like the idea of birds in cages. Birds need to fly.

7



Bob Snakes. Hmm. Interesting. They're easy to look after, for sure. And they'll keep the house safe. Nobody's going to break into a house with a snake like this in it. It's going to need a big glass cage, but we've got lots of space in the living room.

Alice No way! I'm scared of snakes.

Bob So what are we going to get, Alice?

Alice Come with me. I think I've got the perfect pet for us.

8



Bob A goldfish. Perfect. Isn't it beautiful?

Bob I haven't thought of a name for it yet.

Alice Neither have I. But we've got all day to think of one.

8 Read the picture story again and answer the questions

- 1 Why does Bob say they need a pet?
- 2 Why doesn't Bob want a dog?
- 3 Why don't Bob and Alice want a cat?
- 4 Why don't Bob and Alice want a rat?
- 5 Why doesn't Bob want a bird?
- 6 Why does Bob think a snake might be a good idea?

A Song 4 U

CD 4 23/24

9 Listen and sing.

Choosing a pet

We've got to get a pet, something for our home.
 We've got to get a pet, something for our home.
 We've got to get a pet, something for our home.
 Don't want to be alone, Don't want to be alone.
 Don't want to be alone, Don't want to be alone.

Shall we get a snake?
 Or shall we get a dog?
 Shall we get a snake?
 Or shall we get a dog?
 Or shall we get a frog?
 Or shall we get a snake?
 Hmmm... mmmm ...

Shall we get a bird?
 Or shall we get a rat?
 Or shall we get a goldfish, dear?
 What do you say to that?
 Hmmm... mmmm ...

A dog is too much work.
 A cat is much too proud.
 A snake's too dangerous.
 A frog is much too loud.

Bird in a cage? No way!
 I've got a fear of rats.
 I'd really love a goldfish, dear.
 So would the neighbours' cats.



Story time



10 Read the story.

The story of Happy Feet

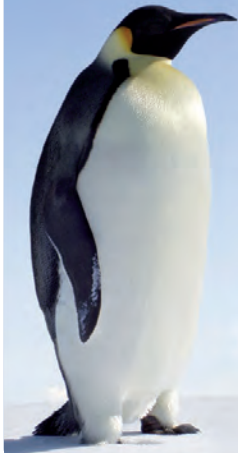
In June 2011, some people found an emperor penguin on a beach in New Zealand. It was really unusual because there are no emperor penguins in New Zealand. The penguin was more than 2,500 kilometres from home! Penguins are excellent swimmers, but that's a

Did you know?

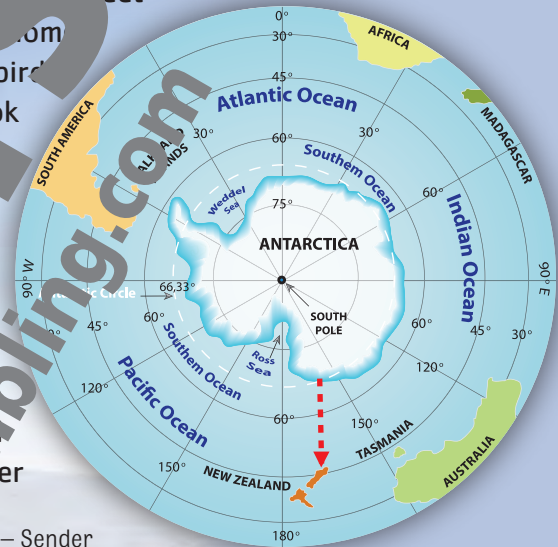
The emperor penguin is the tallest and heaviest of all penguins. They can be 120 cm tall and weigh up to 45 kilos. They eat fish and other small animals that live in the Arctic Sea.

very long way to swim, even for a penguin. The people thought that the penguin ate sand. They also thought that the bird was quite sick. Why did he eat sand? Because the poor bird thought it was snow.

The people took the penguin to the zoo in Wellington, the capital of New Zealand. They named the emperor penguin "Happy Feet". Happy Feet soon became a star. Lots of people wanted to see him. At the zoo they fed Happy Feet fish and after some months Happy Feet was fine again. They decided to take him back home.



They fixed a transmitter* on the bird and put him on a ship. The ship took him about 600 km south. When they said goodbye to him and put him in the water to swim home. But what happened to Happy Feet? After a few days there was no signal from the transmitter. Any more, could he get home? Did a shark eat him? We will never know.



VOCABULARY: *transmitter – Sender

11 How many of these tasks can you do?

- 1 The penguin was a very long way from home. T / F
- 2 Penguins can swim more than 2,500 km. T / F
- 3 The penguin was going to eat sand. T / F
- 4 The penguin was quite sick because he
- 5 The penguin stayed for a while.
- 6 Before Happy Feet go, they on him.
- 7 Where did they release Happy Feet?
- 8 What happened to Happy Feet?
- 9 How are emperor penguins different from other penguins?

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



CD 4
25/26

12

Writing for your Portfolio



Read the texts. Then write your own text.

A

I haven't got a pet.
We live in a flat and my parents always say no. I'd like a dog. My parents say dogs are a lot of work, but I don't think so. One of my friends has got a dog. He doesn't spend a lot of time on it. We sometimes play with it in the park.

B

My pet is a rat. He's brown and his name is Fluff. I often play with Fluff. He likes to sit on my shoulder and hide inside my shirt. Some of my friends are scared of Fluff. When I take Fluff out of my shirt or jacket, they run away. I don't understand them. I clean the cage every second day and I put in clean water twice every day. At night, Fluff sleeps in his cage. When I get up on the weekend, I put him in the pocket of my pyjamas. When I go to the kitchen and hug my mum. When she sees Fluff, she screams.

GRAMMAR So do/have I. – Neither/nor do I have I.

Read the examples.

A Rats! No way. I've got a fear of rats.

A I think we're going to find something in here.

B So have I.

So I.

A I haven't thought of a name for him yet.

A I don't really like cats.

B Neither have I.

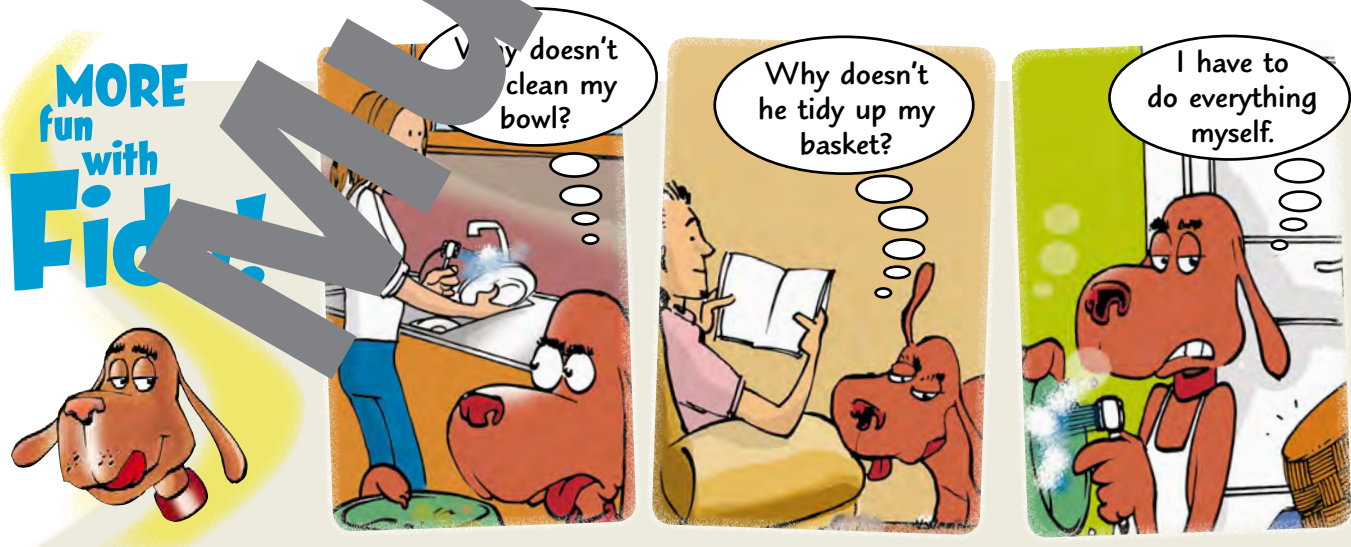
B Neither do I.



Complete the sentences with **neither** or **neither/nor**.

Du verwendest ¹..... **do/have I**, um einer positiven Aussage zuzustimmen.

Du verwendest ²..... **neither/nor do I have I**, um einer negativen Aussage zuzustimmen.



The missing cat

Before you watch

1 Write the words under the pictures.

Note:
cell phone American English
mobile (phone) British English

market
cell phone
reward



1 2 3

2 In what order do you think these pictures appear on the DVD? Write 1-4 in the boxes.

3 In pairs, invent a story that goes with the pictures in 2.

Watch the story

DVD 4 Check your answers to 2.

5 Complete the sentences.

- 1 Steve and Jenny see
- 2 They want to
- 3 First they want to look and
- 4 Then Jenny has an idea. She wants to look for the cat
- 5 She thinks they might find the cat there because

6 Complete the dialogue.

think	Jenny 1..... that cat? Doesn't he..... like Tiger?
look	Steve No. I don't 3..... But look. 2..... mind that box.
see	Let's 4..... with the person.....
get	Jenny Yeah, it looks a bit like Tiger. 5..... him.
check	Steve Here, kitty, kitty. Here, kitty. Got.....

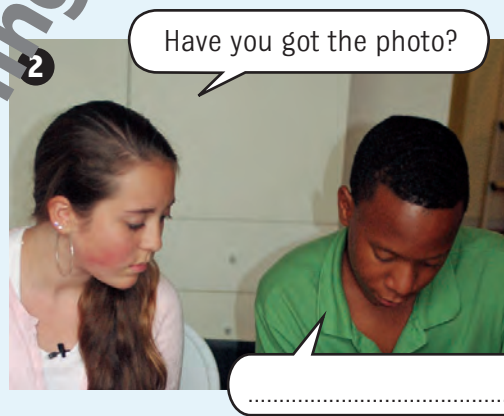
7 Circle T (True) or F (False).

- 1 Jenny and Steve find Tiger at the fish market. T / F
- 2 They find Tiger under a car. T / F
- 3 They put Tiger in a bag. T / F
- 4 The man at the fish market has a cat and a dog. T / F
- 5 Jenny and Steve give Tiger to the man. T / F
- 6 The woman gives Jenny and Steve a \$20 reward. T / F

Everyday English

8 Complete the dialogues.

I don't get it.
Got you,
What for?
Right here.



1 Everybody is waiting for the holidays. So is Marcus White. Read his diary.
What day of the week do these things happen?

- | | |
|--|----------------------------------|
| 1 Marcus wants a new best friend. | 4 Marcus makes a new friend. |
| 2 Marcus runs a race. | 5 Marcus is late for school. |
| 3 Marcus gets told off in the school assembly. | 6 Marcus gets good test results. |

Sunday

Fantastic. Great. Wonderful. Finally – it's here!

The last week of school for six weeks.

Six weeks of holiday!

Oh, what a happy week!

Things to do for my holidays

- Paint my bedroom black.
- Do karate lessons.
- Beat my dad at chess.
- Read all the Percy Jackson books – again.
- Get fit!
- Build a new go-kart with Sam (my best friend this week).
- Spend time with Jenny – this might be difficult because I've never spoken to her in my life. I'll definitely need a plan for this.



Monday

School was a bit boring.

I got my test results. 'C' for everything.

'C' isn't so bad. It's better than 'D'.

I explained this to Dad but he didn't

really understand. I don't think

he's very happy. He's a bit grumpy.

I think he has got a headache at work.

I forgot to ask Jenny for her

phone number. I'll have to ask her

I must be a bit of a klutz.

Four days to go!

Tuesday

I had a big argument with my dad at breakfast today. He says I can't paint my bedroom black. It has got to be blue. Blue! My dad doesn't understand teenagers.

I'm not going to speak to him for a week.

School was better. We played games

all day. I think our teachers are very tired.

There was one bad thing. Sam had some news

for me – Jenny is going to live in London.

She's not going to be at our school next term.

"What!?" I screamed.

Then Sam said it was a joke.

I think I need a new best friend.





Wednesday

Another bad breakfast. I asked my dad for £10 to buy some wood for my go-kart. Dad said "Have you forgotten? You're not speaking to me." He's so smart, so I asked Mum because I'm still speaking to her. She said "Ask your dad." Parents are terrible.

It was Sports Day at school today. I was in the 2,000m race - five times around the running track! I set a new school record - the slowest in the history of Sports Day. It was the last of the day. When I finished, nobody was there. That was a shame because I wanted to ask Jenny for her phone number. I'm going to do this tomorrow.

Thursday

I got up half an hour late today because I didn't want to see Dad at breakfast. The play worked. I didn't see him. The only problem was I was half an hour late for school.

My teacher wasn't happy.

We had the school play this afternoon.

I don't really remember what the story was about. But Jenny was in it. She was great.

After the play everybody wanted to talk to her. I couldn't ask her for her phone number. There were too many people. I'm going to talk to her in the school play next year.



Friday

Today we had the final assembly with Mr Hill, the headmaster. He read out all the names of the best students. The best students at Maths, the best students at Science, at Sport, at French, etc. Then he shouted out my name - not because I'm best at anything (unfortunately), but because I was talking to my friend. Everyone looked at me. Jenny looked at me. I think she smiled. I went red. I didn't ask Jenny for her phone number, but I've got a new plan. I'm going to talk to Jenny next term. I'll be thirteen then. I read in a book that talking to girls is easier when you're thirteen! But I wrote a holiday song for her and uploaded it on the internet. I hope Jenny likes it.





School life in the USA

1 Read about the different methods of schooling in the USA.

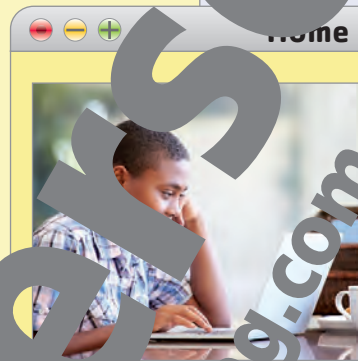


The school system

Hi, my name's Susannah and I'm American. There are five types of schools in America: public schools, charter schools, private schools, religious schools and home schooling. I go to a charter school. Charter schools are run by* a private organization and you don't pay. There are over 6,100 of these schools in America now.

VOCABULARY

*run by – geführt von



The American school system

School	Age
Elementary school (grades 1–8)	6–13
High school (Grades 9–12)	14–17

Home schooling

In the United States, there are thousands of children who don't go to school but learn from home. In 2012, there were 2.5 million children 'home schooling'.

Home schooling

Hello, my name is Mark and I have home schooling. It's fantastic! I do all my lessons at home on the computer. I don't have to wear a uniform and I don't have to catch the school bus. And of course I don't have homework after school!

CD 4
27

2 Listen to Amy talk about her high school prom and answer the questions.

The high school prom

Did you know?

- * In America, schools have a junior and a senior prom.
- * The senior prom is at the end of the last year of high school.
- * Traditionally, boys wear suits and ties and girls wear ball gowns*.
- * The girl's date for the evening gives her flowers to wear.

*ball gown – Ballkleid; date – Verabredung



- 1 What did she wear to the prom?
- 2 Who asked her to the prom?
- 3 How did she travel to her date's house?
- 4 Was the tar* on the driveway* dry?
- 5 How much did her shoes cost?
- 6 How long did it take her mother to get the tar out of her hair?

VOCABULARY: *tar – Teer; driveway – Auffahrt/Einfahrt

3 Write a short email to Susannah or Mark about your school.

POPULAR AMERICAN SPORTS

1 Match the sports to the correct pictures.

1 baseball 2 American football 3 basketball



CD 4
28

2 Do the quiz. Then listen and check your answers.

1 Which sport is the oldest?

- a) American football
- b) basketball
- c) baseball

2 Which sport are these terms from: a pitcher, a home run and a pennant?

- a) baseball b) football c) rounders

3 There are ... players in a basketball team.

- a) 5 b) 6 c) 7

4 How long does a baseball match usually last?

- a) 50 minutes
- b) 90 minutes
- c) more than three hours

5 What is a baseball field called?

- a) a star b) a diamond c) a square

6 The Cincinnati Red Stockings were the first professional ... team.

- a) basketball
- b) baseball
- c) American football

7 How many points do you score for a 'touchdown' in American football?

- a) 5 b) 6 c) 1

3 Read about the two of your favourite sports.



Swimming is my favourite sport. I learned to swim when I was five years old. My father and my two brothers also like swimming. We have a swimming pool at a lake in Wisconsin and in summer we often go there. We swim before breakfast and in the afternoon. I also love swimming in the sea when there is a full moon. I love swimming because it is good for my body. And there is another thing: when I swim slowly in our lake, good ideas often come to my mind.



My favorite sport is badminton. I love badminton because it is good exercise and a lot of my best friends play. I also love to watch badminton matches on TV. Unfortunately, the US have not won any medals in badminton at the Olympic Games. We have a school team that plays against other schools, but I'm not on it. I train hard so maybe I will be on the team next year.

Note:

favorite = American English; favourite = British English


4 Now write a short text about your favourite sport.



American national parks

CD 4
29

1 Listen to Emma talking about her visit to the Redwood National Park. Complete the information about the trees.



THE REDWOOD NATIONAL PARK

The Redwood Trees

Height: _____

Number of years to grow: _____

Age: _____

2 Read about the Colorado Rockies and Yellowstone National Park. Then answer the questions.

- Who lived in the Rocky Mountains?
- How many mountains are there in the Rocky Mountain chain?
- Why are the Colorado Rockies called 'the roof of America'?
- What is Yellowstone famous for?
- How often does Yellowstone erupt?

Did you know?

The first national park in the USA was Yellowstone Park. It opened in 1872 and was the first national park in the world.



THE COLORADO ROCKIES

The Rocky Mountains were the home of the Cheyenne, Blackfoot and Sioux, and stretch from* Alaska to New Mexico. The Rockies are high mountains. There are 47 mountains in the range. Some are over 4,000 meters. The Colorado Rockies are the highest. People call them 'the roof of America' because the tops of the mountains here are more than 4,000 meters high. The Colorado Rockies are a popular area for mountain climbing, fishing, hunting and skiing.

VOCABULARY: *stretch from – erstrecken sich von; range – Gebirgskette



YELLOWSTONE NATIONAL PARK

This park is in Wyoming and is older than the other national parks in America. It is famous for its hot springs* and for its grizzly bears. Some of the bears are huge. They can weigh 700 kg. There are also wolves and bison in the park.

The park is 8,980 square km. Before human history, a huge volcanic eruption* covered* the area with ash*. Yellowstone is the name of a volcano too and it usually erupts every 600,000 years. The last eruption was 640,000 years ago!

VOCABULARY: *hot springs – heiße Quellen; volcanic eruption – Vulkanausbruch; covered – bedeckt; ash – Asche

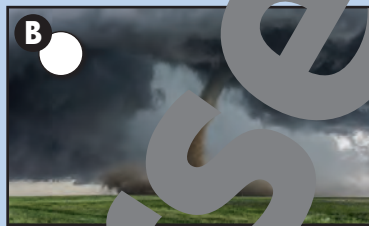
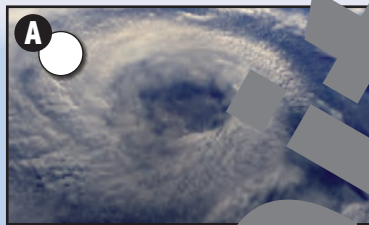
3 Work in groups. Choose an Austrian national park. Collect pictures and information and do a poster presentation.

Extreme weather

1 Which photograph shows a hurricane and which a tornado?

1 HURRICANES – THE FACTS –

- Hurricanes come from the sea.
- They travel at 119 km per hour.
- They can be from 100 to 1,600 km wide.
- Hurricanes are given girls' and boys' names, for example Hurricane Andrew.



2 TORNADOES – THE FACTS –

- There are about 800 to 1,200 tornadoes a year in America.
- They are usually in Northwest Texas, Oklahoma and Kansas.
- They circle around* at speeds of 320 to 800 km per hour.
- They are a dark grey colour because they pick up* soil and other objects.

VOCABULARY: *circle around – sich drehen; pick up – aufheben/mitnehmen

2 Read Mary Ann's story and answer the questions.

- 1 When did Hurricane Katrina hit Florida?
- 2 What happened after the rooms were filled with water?
- 3 What happened to the building?
- 4 How fast was the wind?
- 5 How far did the water carry Mary Ann?

Mary Ann's Story

In 2005, Hurricane Katrina hit my three-storey block of flats near Hallandale Beach in Florida. First, the sea hit the building and all the windows broke. Then the room filled with water. Five minutes later, my bed was up by the ceiling. Then it went out of the window. It was dark and the wind was making a really loud noise. I was terrified. The building was falling down* all around me. The wind was awful. It reached a speed* of more than 300 km per hour. I was cut and bleeding* from head to toe. Finally, someone found me 8 km from my house and they took me to hospital.

VOCABULARY

*was falling down – stürzte ein;
 reach a speed – eine Geschwindigkeit erreichen;
 was bleeding – blutete



CD4
30

3 Listen and circle T (True) or F (False).



The Storm Chase
 Most people run away from hurricanes and tornadoes but some people in America chase them! You can go on a storm-chasing holiday!

- 1 The storm-chasing tours are not safe. T / F
- 2 There is a good chance you will see a tornado. T / F
- 3 The tornadoes are always far from the hotel. T / F
- 4 You can't take photos of the tornadoes. T / F
- 5 If there aren't any tornadoes, they go sightseeing. T / F

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 / progressive (Verlaufsform / -ing-Form)

Das Present continuous wird mit der richtigen Form von **be** und der **-ing**-Form des Verbs gebildet.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I'm (I am) playing golf.	I'm not (I am not) playing golf.	Am I not playing golf?	Yes, I am.	No, I'm not.
You're (You are) playing golf.	You aren't (You are not) playing golf.	Are/Aren't you playing golf?	Yes, you are.	No, you aren't. / No, you're not.
He's (He is) playing golf.	He isn't (He's not) playing golf.	Is/Isn't he playing golf?	Yes, he is.	No, he isn't. / No, he's not.
She's (She is) playing golf.	She isn't (She's not) playing golf.	Is/Isn't she playing golf?	Yes, she is.	No, she isn't. / No, she's not.
It's (It is) raining.	It isn't (It's not) raining.	Is/Isn't it raining?	Yes, it is.	No, it isn't. / No, it's not.
We're (We are) playing golf.	We aren't (We are not) playing golf.	Are/Aren't we playing golf?	Yes, we are.	No, we aren't. / No, we're not.
You're (You are) playing golf.	You aren't (You're not) playing golf.	Are/Aren't you playing golf?	Yes, you are.	No, you aren't. / No, you're not.
They're (They are) playing golf.	They aren't (They're not) playing golf.	Are/Aren't they playing golf?	Yes, they are.	No, they aren't. / No, they're not.

Present perfect (Regelmäßige Verben) (Regelmäßige Verben)

Das Present perfect wird mit den Formen **has / have** und der dritten Form (*past participle* Form) des Verbs (siehe "irregular verbs").

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I've (I have)	haven't (have not)	Have/ Haven't I finished?	Yes, I have.	No, I haven't.
You've (You have)	haven't (have not)	Have/ Haven't you finished?	Yes, you have.	No, you haven't.
He's (He has)	hasn't (has not)	Has/ Hasn't he finished?	Yes, he has.	No, he hasn't.
She's (She has)	hasn't (has not)	Has/ Hasn't she finished?	Yes, she has.	No, she hasn't.
It's (It has)	hasn't (has not)	Has/ Hasn't it finished?	Yes, it has.	No, it hasn't.
We've (We have)	haven't (have not)	Have/ Haven't we finished?	Yes, we have.	No, we haven't.
You've (You have)	haven't (have not)	Have/ Haven't you finished?	Yes, you have.	No, you haven't.
They've (They have)	haven't (have not)	Have/ Haven't they finished?	Yes, they have.	No, they haven't.

Present perfect + *already* / *yet*

Already stellst du zwischen **have** / **has** und die dritte Form des Verbs, **yet** stellst du an das Satzende.

I've already washed the car.	We've already seen this film.	I haven't done my homework yet .	She hasn't told him yet .
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Present perfect + *ever* / *never*

Ever und **never** stellst du zwischen **have** / **has** und die dritte Form des Verbs.

Have you ever been to Hollywood?	Has she ever met a famous person?	I've never been to Hollywood.	She has never met a famous person.
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PAST TENSE

Past simple – *was* / *were* (Einfache Vergangenheitsform)

Das Past simple von **be** wird wie folgt gebildet:

Positive Aussagen	Negative Aussagen	Fragen	Antworten
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 busy.	We weren't (were not) busy.	Were/Weren't you busy?	Yes, we were . No, we weren't (were not) .
You were busy.	You weren't (were not) busy.	Were/Weren't you busy?	Yes, you were . No, you weren't (were not) .
They were busy.	They weren't (were not) busy.	Were/Weren't they busy?	Yes, they were . No, they weren't (were not) .

Past time markers

Bei diesen Wörtern verwendest du beim Erstellen des Past simple:

then	ago	later	one day	finally
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Past simple – Regular verbs (regelmäßige Verben)

Das Past simple wird bei regelmäßigen Verben mit **-ed** gebildet, bei unregelmäßigen Verben mit der zweiten Form (siehe "irregular verbs").

Positive Aussagen	Negative Aussagen
I liked London.	I didn't (did not) like London.
You laughed a lot.	You didn't (did not) laugh a lot.
He walked home.	He didn't (did not) walk home.
She looked good.	She didn't (did not) look good.
It turned around.	It didn't (did not) turn around.
We jumped into the water.	We didn't (did not) jump into the water.
You cooked dinner.	You didn't (did not) cook dinner.
They loved the film.	They didn't (did not) love the film.

Irregular verbs (Unregelmäßige Verben)

Hier findest du eine Liste mit einer Auswahl der wichtigsten unregelmäßigen Verben:

Present	Past simple	Past participle	Übersetzung
be	was/were	been	<i>sein</i>
become	became	become	<i>werden</i>
begin	began	begun	<i>beginnen</i>
blow	blew	blown	<i>blasen</i>
break	broke	broken	<i>brechen</i>
bring	brought	brought	<i>bringen</i>
build	built	built	<i>bauen</i>
buy	bought	bought	<i>kaufen</i>
catch	caught	caught	<i>fangen</i>
choose	chose	chosen	<i>(aus-)wählen</i>
come	came	come	<i>kommen</i>
cut	cut	cut	<i>schneiden</i>
dig	dug	dug	<i>graben</i>
do	did	done	<i>tun, machen</i>
draw	drew	drawn	<i>zeichnen</i>
dream	dreamt (dreamed)	dreamt (dreamed)	<i>träumen</i>
drink	drank	drunk	<i>trinken</i>
drive	drove	driven	<i>fahren; treiben</i>
eat	ate	eaten	<i>essen</i>
fall (asleep)	fell (asleep)	fallen (asleep)	<i>fallen; schlafen</i>
feel	felt	felt	<i>fühlen</i>
fight	fought	fought	<i>kämpfen</i>
find	found	found	<i>finden</i>
fly	flew	flown	<i>fliegen</i>
forget	forgot	forgotten	<i>vergessen</i>
get	got	got	<i>bekommen; werden</i>
get up	got up	got up	<i>aufstehen</i>
give	gave	given	<i>geben</i>
go	went	gone	<i>gehen, fahren</i>
hang	hung	hung	<i>hängen</i>
have	had	had	<i>haben</i>
hear	heard	heard	<i>hören</i>
hide	hid	hidden	<i>(sich) verstecken</i>
hit	hit	hit	<i>schlagen</i>
hold	held	held	<i>(fest-)halten</i>
hurt	hurt	hurt	<i>(sich) verletzen, schmerzen</i>
know	knew	known	<i>wissen; kennen</i>

Present	Past simple	Past participle	Übersetzung
lay	laid	laid	<i>legen</i>
learn	learnt (learned)	learnt (learned)	<i>lernen</i>
leave	left	left	<i>verlassen</i>
let	let	let	<i>lassen</i>
lie	lay	lain	<i>liegen</i>
lose	lost	lost	<i>verlieren</i>
make	made	made	<i>machen</i>
meet	met	met	<i>treffen</i>
put	put	put	<i>legen; setzen; stellen</i>
read	read [red]	read [red]	<i>lesen</i>
ride	rode	ridden	<i>reiten; fahren</i>
ring	rang	rung	<i>läuten</i>
run	ran	run	<i>laufen</i>
say	said	said	<i>sagen</i>
see	saw	seen	<i>sehen</i>
send	sent	sent	<i>senden, schicken</i>
shoot	shot	shot	<i>schießen</i>
show	showed	shown (showed)	<i>zeigen</i>
sing	sang	sung	<i>singen</i>
sink	sank (sunk)	sunk	<i>untergehen, sinken</i>
sit	sat	sat	<i>sitzen, sich setzen</i>
sleep	slept	slept	<i>schlafen</i>
smell	smelt (smelled)	smelt (smelled)	<i>riechen</i>
speak	spoke	spoken	<i>sprechen, sagen</i>
spend	spent	spent	<i>verbringen; ausgeben</i>
stand	stood	stood	<i>stehen</i>
steal	stole	stolen	<i>stehlen</i>
swim	swam	swum	<i>schwimmen</i>
take off	took off	taken off	<i>ausziehen</i>
take	took	taken	<i>nehmen</i>
teach	taught	taught	<i>lehren, unterrichten</i>
tell	told	told	<i>sagen, erzählen</i>
think	thought	thought	<i>denken</i>
wake (up)	woke (up)	woken (up)	<i>(auf-)wachen</i>
win	won	won	<i>gewinnen</i>
write	wrote	written	<i>schreiben</i>

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 Aussagen		Negative Aussagen		Fragen		Kurzwortantworten	
I'm	going to play football.	I'm not	going to play football.	Am I / Aren't I	going to play football.	Yes, I am. / No, I'm not.	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
He's		He isn't (He's not)		Is/Isn't he		Yes, he is. / No, he isn't (he's not).	
She's		She isn't (She's not)		Is/Isn't she		Yes, she is. / No, she isn't (she's not).	
We're		We aren't (We're not)		Are/Aren't we		Yes, we are. / No, we aren't (we're not).	
You're		You aren't (You're not)		Are/Aren't you		Yes, you are. / No, you aren't (you're not).	
They're		They aren't (They're not)		Are/Aren't they		Yes, they are. / No, they aren't (they're not).	

will-future

Die *will*-future verwendest du, wenn du etwas vorhersagen möchtest oder versprichst.

Positive Aussagen	Negative Aussagen	Fragen	Kurzwortantworten	
I'll (I will) see you tomorrow.	I won't (will not) see you tomorrow.	Will you see me tomorrow?	Yes, I will.	No, I won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will.	No, you won't (will not).
He'll (He will) see her tomorrow.	He won't (will not) see her tomorrow.	Will he see her tomorrow?	Yes, he will.	No, he won't (will not).
She'll (She will) see him tomorrow.	She won't (will not) see him tomorrow.	Will she see him tomorrow?	Yes, she will.	No, she won't (will not).
It'll (It will) rain tomorrow.	It won't (will not) rain tomorrow.	Will it rain tomorrow?	Yes, it will.	No, it won't (will not).
We'll (We will) see you tomorrow.	We won't (will not) see you tomorrow.	Will we see you tomorrow?	Yes, we will.	No, we won't (will not).
You'll (You will) see me tomorrow.	You won't (will not) see me tomorrow.	Will you see me tomorrow?	Yes, you will.	No, you won't (will not).
They'll (They will) see you tomorrow.	They won't (will not) see you tomorrow.	Will they see you tomorrow?	Yes, they will.	No, they won't (will not).

PRESENT TENSE

to be – affirmative, negative

Das Verb **be** wird wie das deutsche Verb **sein** verwendet.

Positive Aussagen	Negative Aussagen
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 class 3B.	She isn't/She's not in class 3B.
It's (It is) blue.	It isn't/It's not blue.
We're (We are) busy.	We aren't/We're not busy.
We're (We are) busy.	We aren't/We're not busy.
They're (They are) twelve.	They aren't/They're not twelve.

Questions with *to be*

Fragen	Kurzantworten	
Am I tired?	Yes, I am .	No, I'm not .
Are/Aren't you tired?	Yes, you are .	No, you aren't . / No, you're not .
Is/Isn't he nice?	Yes, he is .	No, he isn't . / No, he's not .
Is/Isn't she in class 3B?	Yes, she is .	No, she isn't . / No, she's not .
Is/Isn't it blue?	Yes, it is .	No, it isn't . / It's not .
Are/Aren't we busy?	Yes, we are .	No, we aren't . / No, we're not .
Are/Aren't you busy?	Yes, you are .	No, you aren't . / No, you're not .
Are/Aren't they twelve?	Yes, they are .	No, they aren't . / No, they're not .

have got / haven't got

Have got wird wie das deutsche Verb **haben** (besitzen) verwendet.

Die richtige Form für die 3. Person der Gegenwart (**he/she/it**) ist **has got**.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I've got (I have got) a dog.	I haven't got (have not got) a dog.	Have/Hasn't he 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.	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 zu erklären, dass etwas vorhanden ist, oder dass es etwas gibt.

There's a monster in the tree. (= There is a monster in the tree.)
There are three frogs on the table.

Modal verbs (Modals)

Die wichtigsten Modalverben sind **can / can't, 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 must/mustn't should/shouldn't might/might not (mightn't)	come today.	I	have to/don't have to	go to school.
You			You		
He			He		
She			She		
It			It		
We			We		
You			You		
They	They	have to/don't have to			

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**.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I can speak French.	I can't (cannot) speak French.	Can/Can't I speak French?	Yes, I can .	No, I can't .
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can .	No, you can't .
He can speak French.	He can't (cannot) speak French.	Can/Can't he speak French?	Yes, he can .	No, he can't .
She can speak French.	She can't (cannot) speak French.	Can/Can't she speak French?	Yes, she can .	No, she can't .
It can run fast.	It can't (cannot) run fast.	Can/Can't it run fast?	Yes, it can .	No, it can't .
We can speak French.	We can't (cannot) speak French.	Can/Can't we speak French?	Yes, we can .	No, we can't .
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can .	No, you can't .
They can speak French.	They can't (cannot) speak French.	Can/Can't they speak French?	Yes, they can .	No, they can't .

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 von **like** + der **-ing**-Form des folgenden Verbs.

Samantha doesn't like reading , but she likes listening to music.	James likes listening to music, but he doesn't like swimming .
---	--

ADVERBS (ADVERBIEN)

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)			Irregular (Unregelmäßig)	
bad – badly	quiet – quietly	happy – happily	fast – fast	good – well

Adverbs of frequency (Häufigkeitsadverbien)

0%	→	←	100%
never	sometimes	often	always

We sometimes go to the cinema on Fridays.
She's always happy.

IMPERATIVES (IMPERATIV / BEFEHLSFORMEN)

Die Befehlsform wird durch die Grundform des Verbs (ohne **to**).

Die Verneinung wird durch **do not (don't)** + Grundform gebildet.

Run!	Don't run!
Sit down.	Don't sit down.
Open the window.	Don't open the window.

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

Vor den Vokalen (Selbstlauten): a, e, i, o, u
an egg [ən 'eg]
an apple [ən 'æpl]

Definite article (Bestimmter Artikel)

Der bestimmte Artikel, der wie **der/die/das** im Deutschen verwendet wird, ist im Englischen immer **the**.

the bike	the teacher	the dog
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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 **y** bleibt **-y**) und **-f** oder **-fe** zu **-ves**.

Aber es gibt auch Ausnahmen, die ganz andere Formen haben und nicht der Regel folgen. Diese lernst du am besten auswendig, um sie dir gut zu merken.

Regelmäßig		
dog – dogs	snake – snakes	cat – cats

Unregelmäßig						
baby – babies	leaf – leaves	woman – women	person – people	mouse – mice	foot – feet	child – children

whose + possessive 's (Genitiv)

Wenn du fragen willst, wem etwas gehört, fragst du **whose**.

Wenn du mit einem Namen oder Namenen antwortest, fügst du das Possessive **'s** an.

Wenn der Name oder das Namen im Singular oder auf **-s** endet, setzt du ans Ende des Wortes ein **'** (Apostroph).

Bei Wörtern mit unregelmäßigen Pluralformen fügst du ebenfalls das Possessive **'s** an.

Whose is this book?	It's the teacher's (book).
Whose book is this?	It's the teacher's (book).

Whose is this room?	It's the teachers' (room).
Whose is this room?	It's the children's (room).

PRONOUNS (PRONOMEN)

Personal pronouns – Subject and object pronouns (Personalpronomen)

Personalpronomen können als Subjekt oder Objekt eines Satzes verwendet werden.

Das unpersönliche deutsche **man** kann im Englischen durch **you**, **they** oder **one** ausgedrückt werden.

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

Possessives

Possessives stehen immer vor dem Hauptwort und zeigen an, wem oder zu wem etwas gehört.

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

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 .

Question words (Fragewörter)

Who	What	Where	How often
Who is she?	What's your name?	Where are you now?	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?			

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.
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one – ones

Wenn du ein Hauptwort nicht wiederholen willst, kannst du es durch **one / ones** ersetzen.

What book are you reading about a man travelling around Africa.
What kind of books do you like? One is my favourite.

some – any

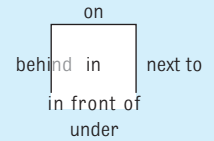
Wenn du etwas Unzählbares beschreibst oder nach etwas fragst, von dem du weißt, dass es vorhanden ist, verwendest du **some**.

Wenn du fragen willst, 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.
I've got some money.	I haven't got any money.
Can I have some soup?	There aren't any onions in the kitchen.
	Is there any milk in the fridge?
	Have we got any strawberries?
	Do they sell any sweets?

PREPOSITIONS (PRÄPOSITIONEN)

Präpositionen stehen vor einem Hauptwort oder Pronomen und zeigen die Richtung, den Ort (siehe "prepositions of place"), oder die Zeit (siehe "time prepositions") an.



Time prepositions (Präpositionen der Zeit)

My birthday is on February 12 th / May 28 th / September 5 th .
The concert's on Thursday, July 15 th .
My sister's birthday is in December / April / June.

The film starts at 7 o'clock / half past eight / six forty-five.
We have Maths in the morning / afternoon.
We go to bed late at night.

Prepositions of place (Directions) (Präpositionen der Orte)

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.	He is not as tall as his father.
---	--

Comparatives & Superlatives (Vergleiche & Steigerung der Adjektive)

Einsilbige Adjektive steigerst du mit **-er** und **-est**. Bei mehrsilbigen Steigerst du mit **more** und **most**.
Eine Auflistung der am häufigsten verwendeten Adjektive findest du hier.

My bike is bigger than your bike.	My mum is the most intelligent person in our family.
--	---

Adjective	Comparative	Superlative
bad	worse	worst
big	bigger	biggest
cold	colder	colddest
fast	faster	fastest
good	better	best
hot	hotter	hottest
long	longer	longest
new	newer	newest
old	older	oldest
rich	richer	richest
safe	safely	safest
small	smaller	smallest
strong	stronger	strongest
tall	taller	tallest
young	younger	youngest

Adjective	Comparative	Superlative
easy	easier	easiest
funny	funnier	funniest
happy	happier	happiest
heavy	heavier	heaviest
pretty	prettier	prettiest
ugly	uglier	ugliest

beautiful	more beautiful	most beautiful
boring	more boring	most boring
dangerous	more dangerous	most dangerous
difficult	more difficult	most difficult
exciting	more exciting	most exciting
expensive	more expensive	most expensive
handsome	more handsome	most handsome
important	more important	most important
intelligent	more intelligent	most intelligent
poisonous	more poisonous	most poisonous
popular	more popular	most popular
relaxing	more relaxing	most relaxing

CONJUNCTIONS (KONJUNKTIONEN)

Linking words (*and, but, because*)

Konjunktionen verbinden Hauptsätze und Nebensätze miteinander.

We went to the cinema and watched a great film.
but it was closed.
because we had free tickets.

So do/have I – Neither do/have I

Wenn du jemandem zustimmen willst („ich auch“), verwendest du **So do I**. Bei einer negativen Aussage, der du zustimmst („ich auch nicht“), verwendest du **Neither do I**.

Bei Modalverben und **have** wiederholst du das Verb, ansonsten verwendest du **do**.

I like rap. – So do I .	I don't like rap. – Neither do I .
I've got a laptop. – So have I .	I haven't got a laptop. – Neither have I .
I can play the piano. – So can I .	I can't play the piano. – Neither can I .
I went to the cinema last night. – So did I .	I didn't go to the cinema last night. – Neither did I .

why – because

Um die Ursache von etwas zu erfragen bzw. zu begründen, verwendest du **why** oder **because**.

Why did you go to the store? – Because I needed bread.

QUANTITY / MEASURE WORDS (MENGENANGABEN)

How much is / are ... ?

Mit **how much** wird nach der Menge (bei nicht zählbaren Dingen oder Wörtern) oder nach dem Preis gefragt.

How much ice cream do you eat every day?	How much is the ice cream?	How much money have you got?	How much are the trainers?
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Ordinal numbers

Cardinal	Ordinal
1 one	first
2 two	second
3 three	third
4 four	fourth
5 five	fifth
6 six	sixth
7 seven	seventh
8 eight	eighth
9 nine	ninth
10 ten	tenth
11 eleven	eleventh
12 twelve	twelfth
13 thirteen	thirteenth
14 fourteen	fourteenth
15 fifteen	fifteenth

Cardinal	Ordinal
16 sixteen	sixteenth
17 seventeen	seventeenth
18 eighteen	eighteenth
19 nineteen	nineteenth
20 twenty	twentieth
21 twenty-one	twenty-first
30 thirty	thirtieth
40 forty	fortieth
50 fifty	fiftieth
60 sixty	sixtieth
70 seventy	seventieth
80 eighty	eightieth
90 ninety	ninetieth
100 hundred	hundredth
101 a/one hundred and one	the (one) hundred and first

CLASSROOM LANGUAGE

Can you understand your teacher?

We have plenty of time.
Have a go.
Have a guess.
Don't worry about your pronunciation.
Don't worry, it'll get better.
Maybe this will help you.
Can anybody correct this sentence?
That's very good.
Well done.
That's nice.
I like that.
You did a great job.
That's correct.
That's quite right.
Yes, you've got it.
That's much better.
That's a lot better.
You didn't make a single mistake.
Your pronunciation is very good.
You're getting better all the time.
Work in pairs/threes/fours/fives.
Work in groups of two/three/four.

Stand up and find another partner.
Have you finished?
Do the next activity.
Let's check the answers.
Come out and write it on the board.
Repeat after me.
Again, please.
Would you like to answer question 3?
Right. Now you will go on to the next exercise.
Next one, please.
You have ten minutes to do this.
I'm sorry, I can't hear you.
Are you ready?
Any questions?
I'm afraid it's time to finish now.
We have to stop here.
Hang on a moment.
Just a moment please.
One more thing before you go.
This is your homework.
Do exercise 11 on page 22 for your homework.
There is no homework today.

When you have a problem, say this.

Sorry? / Pardon?
Can you help me, please?
What's ... in English?
I don't understand this.
Sorry, I've forgotten my ...
Sorry, what's ...

ENGLISH SOUNDS

[ɑ:] **arm**
 [ʌ] **fun**
 [e] **desk**
 [ə] **a, an**
 [ɜ:] **girl, bird**
 [æ] **apple**
 [ɪ] **in, it**
 [i] **every**
 [i:] **easy, eat**
 [ɒ] **orange, sorry**
 [ɔ:] **all, call**
 [ʊ] **look**
 [u] **February**
 [u:] **food**
 [aɪ] **eye, buy**
 [aʊ] **our**

[eə] **there**
 [eɪ] **take, they**
 [ɪə] **here**
 [ɔɪ] **boy**
 [əʊ] **go, old**
 [ʊə] **tourist**
 [b] **bag, club**
 [d] **duck, card**
 [f] **fish, laugh**
 [g] **get, dog**
 [h] **hot**
 [j] **you**
 [k] **can, duck**
 [l] **lot, small**
 [m] **more, man**
 [n] **no**

[ŋ] **song, long**
 [ɒ] **pot, cent, top**
 [ɒd, rɒt] **road, root**
 [s] **stop, class**
 [t] **time, cat**
 [ɪ] **use, dogs**
 [ʒ] **television**
 [ɔ:] **orange**
 [ʃ] **sure, English**
 [tʃ] **child, cheese**
 [ð] **these, mother**
 [θ] **think, mouth**
 [v] **very, have**
 [w] **what, word**

The English alphabet:

A	[eɪ]	C	[si:]
B	[bi:]	D	[di:]
C	[si:]	E	[i:]
D	[di:]	F	[ef]
E	[i:]	G	[dʒi]
F	[ef]	H	[eɪtʃ]
G	[dʒi]	I	[aɪ]
H	[eɪtʃ]	J	[dʒeɪ]
I	[aɪ]	K	[keɪ]
J	[dʒeɪ]	L	[el]
K	[keɪ]	M	[em]
L	[el]	N	[en]
M	[em]	O	[əʊ]
N	[en]	P	[pi:]
O	[əʊ]	Q	[kju:]
P	[pi:]	R	[ɑ:]
Q	[kju:]	S	[sɪ:]
R	[ɑ:]	T	[ti:]
S	[sɪ:]	U	[ju:]
T	[ti:]	V	[vi:]
U	[ju:]	W	[dʌbəlju:]
V	[vi:]	X	[eks]
W	[dʌbəlju:]	Y	[waɪ]
X	[eks]	Z	[zed/zi:]

WORDLIST

U6/10 = Unit 6 Exercise 10; **EU** = Extra Unit; **S1** = Story of the Stones Episode 1; **NYC2** = Kids in NYC 2;
G = Grammar; **F** = Fido; **DSC1** = Developing speaking competencies (The Twins 1); **C** = Culture (Life in the USA);
MORE 1 = Wörter, die schon in MORE 1 vorgekommen sind

A

a / an MORE 1	[ə, eɪ / ən]	ein/e		almost U2/S1	[ə'lɒst]	fast, beinahe
above MORE 1	[ə'baʊv]	(dar-)über, oberhalb		alone MORE 1	[ə'ləʊn]	alleine
absent-minded U12/15	[.æbsnt'maɪndɪd]	zerstreut		along U3/DSC1	[ə'lɒŋ]	entlang
absolutely U9/10	[.æbsə'lʊtli]	absolut		the Alps U17/6	[ðe əlps]	die Alpen
accident MORE 1	[ˈæksɪdənt]	Unfall		already U2	[ə'lɹɔːdi]	schon
ache U15/3	[eɪk]	Schmerz/en		altar U11/2	[ˈɔːltə]	Altar
acrobat U11/3	[ˈækɹəbæt]	Akrobat/in		amazing MORE 1	[ə'meɪzɪŋ]	erstaunlich
across MORE 1	[ə'krɒs]	quer durch/über		Amazon U17/6	[ə'mæzən]	Amazonas
active U17	[ˈæktɪv]	aktiv		America U17/6	[ˈæmərɪkə]	Amerika
activity MORE 1	[æk'tɪvəti]	Aktivität		American U17/6	[ˈæmərɪkən]	Amerikaner/in; amerikanisch
actually U11/2	[ˈæktʃuəli]	eigentlich; tatsächlich		American football U17/6	[ˈæmərɪkən 'fʊtbɔːl]	(American) Football
add U3/9	[æd]	hinzufügen		anaconda U17/6	[.æno'kɒndə]	Anakonda
address (pl -es) MORE 1	[ə'dres]	Adresse, Anschrift		ancient U17/6	[ˈeɪnʃənt]	alt, antik
adopt U12/3	[ə'dɒpt]	adoptieren		anecdote U12/15	[.ænɪk'dəʊt]	Anekdote
adult MORE 1	[ˈædʌlt]	Erwachsene/r		Angola U12/9	[æŋ'ɡəʊlə]	Angola
adventure MORE 1	[əd'ventʃə]	Abenteuer, Erlebnis		angry MORE 1	[ˈæŋɡri]	verärgert, zornig, wütend
advice U3/6	[əd'vaɪs]	Rat(schlag)		animal shelter U17/6	[ˈæniməl 'ʃeltə]	Tierheim
aeroplane U8/2	[ˈeərəpleɪn]	Flugzeug		ankle MORE 1	[ˈæŋkl]	Fußgelenk, Knöchel
a few U3/1	[ə 'fjuː]	ein paar		anorak U7/5	[ˈænərək]	Anorak
be afraid (of) U13/8	[biː ə'freɪd əv]	Angst haben		another MORE 1	[ə'nʌðə]	ein/e andere/r/s; weitere/r/s
I'm afraid (so/not) U13/S6	[aɪm 'ə'freɪd səʊ / nɒt]	leider / leider nicht		answer MORE 1	[ˈɑːnsə]	antworten; Antwort
Africa U12/3	[ˈæfrɪkə]	Afrika		Antarctic U18/10	[ænt'ɑːktɪk]	Antarktis
(be) after U9/S4	[biː 'ɑːftə]	herausfinden; nach		antelope U5/11	[ˈæntɪləʊp]	Antilope
after all U7/9	[ɑːftə 'ɔːl]	schließlich		any MORE 1	[ˈeni]	irgendein/e; etwas
against MORE 1	[ə'ɡenst]	gegen		(not) any longer U13/S6	[nɒt 'eni lɒŋə]	nicht mehr
age MORE 1	[eɪdʒ]	Alter		(not) any more U7/7	[nɒt 'eni 'məː]	nicht mehr
aged (11) U4/3	[eɪ'dʒd]	alt (11 Jahre)		anyone U3/6	[ˈeniwʌn]	jemand
(two days) ago MORE 1	[ə'ɡɔː]	(zwei) Tage(n)		anyway MORE 1	[eniwei]	jedenfalls; sowieso
agree (with sb) U18	[ə'ɡriː 'sɑːmbədɪ]	(mit jmdm.) zustimmen		apologise U3/DSC1	[ə'pɒlədʒaɪz]	sich entschuldigen
air MORE 1	[eə]	Luft		appear U17/7	[ə'piə]	erscheinen
airplane U9/9	[ˈeəpleɪn]	Flugzeug		applause U2/2	[ə'plɔːz]	Beifall
airport U6/6	[ˈeəpaɪrt]	Flughafen		Arctic Sea U18/10	[ˈɑːktɪk siː]	Arktischer Ozean
alarm U2/2	[ə'lɑːm]	Angst; hier: Alarm		area U7/3	[ˈeəriə]	Gebiet, Region
alien U3/4	[ˈeɪliən]	Außerirdische/r		argument EU/1	[ˈɑːɡjʊmənt]	Wortwechsel; Streit
alive U4/S2	[ə'laɪv]	lebendig, am Leben		armchair U14/3	[ˈɑːmtʃeə]	Sessel, Lehnstuhl
all day U1/12	[ˈɔːl deɪ]	den ganzen Tag		(eight-)armed U1/11	[ɑːmd]	(acht-)armig
all the time U5/1	[ˈɔːl ðə 'taɪm]	die ganze Zeit		arrest U2/2	[ə'rest]	verhaften
all over U12/3	[ɔːl 'əʊvə]	überall auf/in		arrive MORE 1	[ə'reɪv]	ankommen
				art U1/2	[ɑːt]	Kunst
				article MORE 1	[ˈɑːtɪkl]	(Zeitung(s)-)Artikel
				as ... as MORE 1	[əz əz]	(genau)so ... wie

as much as	U16/12	[əz mʌtʃ əz]	so viel wie
as soon as	U1/4	[əz su:n əz]	so bald (wie)
as well as	U16/10	[əz wel əz]	so wie; als auch
as well	U16/10	[əz wel]	auch, ebenfalls
ash	C/p.140	[æʃ]	Asche
be ashamed	U8/7	[ə'ʃeɪmd]	sich schämen
Asia	U5/10	['eɪʒə]	Asien
(fall) asleep	U17/7	[fɔ:l əsli:p]	einschlafen
assembly	MORE 1	[ə'sembli]	Versammlung
assistant	U2/1	[ə'sɪstənt]	Assistent/in, Mitarbeiter/in
astronaut	U9/4	['æstrɒnɔ:t]	Astronaut/in
(not) at all	U3/DSC1	[ət ɔ:l]	gar nicht
Atlantian	U5/6	[ət'læntɪən]	Bewohner/in von Atlantis
at least	U13/12	[ət li:st]	mindestens
attack	U1/9	[ə'tæk]	angreifen
attacker	U1/8	[ə'tækə]	Angreifer/in
attempt	U17/10	[ə'tempt]	Versuch, Anlauf
aunt	MORE 1	[ɑ:nt]	Tante
Austrian	U17/6	['ɒstri:ən]	österreichisch
avenue	U15/NYC3	['ævənju:]	(breite) Straße, Allee
average	U16/10	['ævərɪdʒ]	durchschnittlich
away	MORE 1	[ə'wei]	weg
awesome	U3/8	['ɔ:səm]	beeindruckend
awful	MORE 1	['ɔ:fl]	schrecklich, scheußlich

B

back	MORE 1	[bæk]	zurück
back	U1/10	[bæk]	Rücken
backache	U15/3	['bækeɪk]	Rückenschmerzen
background	U2/2	['bækgraʊnd]	Hintergrund
backside (informal)	C/p.138	['bæksaɪd]	Hinterseite
bad	MORE 1	[bəd]	schlecht, böse
badly	U15/4	['bædli]	schwer, schlimm
badminton	C/p.139	['bædmɪntən]	Schmetterlingsschlägerball
ball gown	C/p.139	['bɔ:l gaʊn]	Balkleid
bandage	U11/8	['bændʒ]	Verband
bank	MORE 1	[bæŋk]	Bank
bank	U7/S3	[bæŋk]	Ufer, Böschung
bar	U7/7	[bɑ:]	Tafel, Riegel
barefoot	U11/3	['beəfʊt]	barfuß
bark	U9/1	[bɑ:k]	bellen
baseball	U10/NYC2	['beɪsbɔ:l]	Baseball
basket	U10/3	['bɑ:skɪt]	Korb
bat	U10/NYC2	[bæt]	Schläger

bath	U11/2	[bɑ:θ]	Bad
bathing suit	U16/7	['beɪðɪŋ su:t]	Badeanzug
bathroom	MORE 1	['bɑ:θru:m]	Bad, Badezimmer
(be) like	U1/12	[bi: laɪk]	wie etwas sein
be lucky	MORE 1	[bi: 'lʌki]	Glück haben
be scared	MORE 1	[bi: 'skɛəd]	Angst haben
be worried	U3/1	[bi: 'wɔ:riəd]	Sich Sorgen machen
beach	MORE 1	[bi:tʃ]	Strand
bear	MORE 1	['beə]	Bär
beat	U12/S5	['bi:t]	schlagen
because	U3/6	[bi:'ɔ:z]	wegen, aufgrund
become	MORE 1	[brɪ'kʌm]	werden
bedside table	U10/NYC2	['bedsaɪd 'teɪbl]	Nachttisch
beef	MORE 1	[bi:f]	Rindfleisch
beer	U1/10	[biə]	Bier
begin	MORE 1	['bi:'gɪn]	anfangen, beginnen
beginner	U1/10	['brɪ'gɪnə]	Anfänger/in
behaviour	U1/10	[brɪ'heɪvjə]	Benehmen, Verhalten
behind	U5/1	[brɪ'haɪnd]	hinter
believe	U1/10	[brɪ'li:v]	glauben
belong	U1/10	[brɪ'lɔŋ]	zugehören; hingehören
below	MORE 1	['bi:ləʊ]	unten; darunter
belt	U2/S1	[belt]	Gürtel
beside	U6/G	[brɪ'saɪd]	neben
between	MORE 1	[brɪ'twi:n]	zwischen
bicycle	MORE 1	[baɪk]	Fahrrad
bird	MORE 1	[bɜ:d]	Vogel
bison	C/p.140	['baɪsən]	Bison
bite	MORE 1	[baɪt]	Biss; beißen
blaze	C/p.141	[blaɪz]	bluten
block	U11/6	[blɒk]	Block, Klotz
blog	U3/6	[blɒg]	Blog
blonde	U10/NYC2	[blɒnd]	blond
blood	U2/2	[blʌd]	Blut
blue whale	U5/10	[blu: weɪl]	Blaualwal
blue-ringed	U1/7	[blu:ɪŋd]	blau beringt
board	MORE 1	[bɔ:d]	an Bord gehen
apple bobbing	U4/1	['æpl ,bɒbɪŋ]	Apfeltauchen (traditionelles Halloween-Spiel)
body	MORE 1	['bɒdi]	Körper
bone	U4/F	[bəʊn]	Knochen
book	U17/DSC6	[buk]	buchen
bookshop	U15/2	['bʊkʃɒp]	Buchhandlung
(car) boot	U13/6	['kɑ: bu:t]	Kofferraum
bored	MORE 1	[bɔ:d]	gelangweilt
(be) born	MORE 1	[bɔ:n]	geboren
borrow (from)	U4/4	['bɒrəʊ]	ausleihen (von)
both	MORE 1	[bəʊθ]	beide
bother	U6/DSC2	['bɒðə]	stören
Botswana	U12/9	[bɒt'swɑ:nə]	Botswana

bottle	MORE 1	['bɒtl]	Flasche
bottom	U7/2	['bɒtəm]	untere/r/s
bowl	U4/3	[bəʊl]	Schüssel
boyfriend	MORE 1	[boi:'frend]	fester Freund
branch	MORE 1	[brɑ:ntʃ]	Zweig; Ast
brave	U4/2	[breiv]	tapfer
Brazil	U17/11	[brə'zɪl]	Brasilien
break	MORE 1	[breik]	(zer-)brechen
break	U1/2	[breik]	Pause
break into	U2/2	['breik,ɪntə]	einbrechen in
breathe	U12/5	[bri:ð]	atmen
bridge	MORE 1	[brɪdʒ]	Brücke
bright	U1/9	[braɪt]	hell, leuchtend
brilliant	MORE 1	['brɪliənt]	genial, toll
bring	MORE 1	[brɪŋ]	(mit-)bringen
Britain	MORE 1	['brɪtən]	Großbritannien
British	MORE 1	['brɪtɪʃ]	britisch
brochure	C/p.141	['brəʊʃə]	Broschüre, Prospekt
broom	U9/1	[bru:m]	Besen
brush	U18/1	[brʌʃ]	(ab-)bürsten
budgie	MORE 1	[bʌdʒi]	Wellensittich
build	U7/3	[bɪld]	bauen
building	MORE 1	['bɪldɪŋ]	Gebäude
bully	U3/7	['bʊli]	tyrannisieren, mobben
bumblebee bat	U5/10	['bʌmblbi: bæʔ]	Hummelfledermaus
bun	U5/16	[bʌn]	Semmel, Brötchen
burn	U12/5	[bɜ:n]	(ver-)brennen
on business	U6/7	[ɒn 'bɪznɪs]	geschäftlich, Dienstreise
busy	MORE 1	['bɪzi]	beschäftigt
button	MORE 1	['bʌtn]	Knopf, Taste
buy	MORE 1	[baɪ]	kaufen
by	MORE 1	[baɪ]	an; bei
by	U12/12	[baɪ]	bis (spätestens)
by accident	U2/3	[baɪ 'æksɪdnt]	zufällig, zufällig
by the way	U10/NYC2	[baɪ ðə weɪ]	übrigens
bye	MORE 1	[baɪ]	Abschied, Aufwiedersehen

C

cabbage	U10/1	['kæbɪdʒ]	Kohl, Kraut
cabin	C/p.139	['kæbɪn]	Hütte
cache	U7/7	[kæʃ]	Versteck
cage	MORE 1	[keɪdʒ]	Käfig
cake	MORE 1	[keɪk]	Kuchen
California	U17/4	[kælɪ'fɔ:rnjə]	Kalifornien
call	MORE 1	[kɔ:l]	(an-)rufen
call	U18/10	[kɔ:l]	nennen

call back	U15/1	[kɔ:l bæk]	zurückrufen
called	MORE 1	[kɔ:ld]	genannt
calm	U2/7	[kɑ:m]	ruhig
calm down	U9/S4	[kɑ:m 'daʊn]	sich beruhigen
Cambodia	U12/3	[kæm'bəʊdiə]	Kambodscha
camera	MORE 1	['kæmə]	Kamera, Fotoapparat
camp	U7/3	[kæmp]	Lager, Zeltlager
canary	U11/8	[kənəri]	arienvogel
cancer	U15/10	['kænsə]	Krebs (Krankheit)
candle	U4/3	['kændl]	Kerze
canoeing	U7/3	['kænəɪŋ]	Paddeln, Kanufahren
capital	MORE 1	['kæpɪtəl]	Hauptstadt
care about	U11/1	['keə,ə'baʊt]	sich aus ... etw. machen
care for somebody	U18	['keə,fə'sʌbədɪ]	sich um jemanden kümmern
I don't care.	U11/1	[aɪ dʌʊnt 'keə]	Ist mir egal.
careful	MORE 1	['keəfl]	vorsichtig
carpet	U11/1	['kɑ:pɪt]	Teppich
carry	U5/10	['kæri]	(über-)tragen
carry on	U11/1	['kæri]	befördern, transportieren
cast	MORE 1	[kæst]	Fall; Hülle
castle	MORE 1	[kɑ:sl]	Schloss, Burg
catch	MORE 1	[kætʃ]	fangen, festnehmen
cathedral	U11/2	[kə'θi:drəl]	Kathedrale, Dom
cattle	U11/3	['kætl]	Vieh
ceiling	C/p.141	['si:lɪŋ]	(Zimmer-)Decke
cell phone	U11/NYC4	[sel fəʊn]	Handy
cellar	U11/1	['selə]	Keller
centimeter	U5/10	['sentɪ,mɪtə]	Zentimeter
Central Asia	U14/1	['sentrəl 'eɪʒə]	Zentralasien
certain	U14/DSC5	['sɜ:tn]	sicher, gewiss
certainly	MORE 1	['sɜ:tnli]	sicherlich, bestimmt
chain	U13/1	[tʃeɪn]	Kette
challenge	U17/10	['tʃælɪndʒ]	Herausforderung
chance	U2/S1	[tʃɑ:ns]	Chance
change	MORE 1	[tʃeɪndʒ]	(sich) (ver-)ändern
change trains	U6/6	[tʃeɪndʒ treɪns]	umsteigen
change one's mind	U12/DSC4	[tʃeɪndʒ wʌnz seɪnə maɪnd]	seine Meinung ändern
character	U2/2	['kærɪktə]	Charakter; hier: Person
chase	MORE 1	[tʃeɪs]	verfolgen, jagen
chaser	C/p.141	[tʃeɪsə]	Jäger/in
chart	U15/1	[tʃɑ:t]	Tabelle, Karte
charter school	C/p.138	['tʃɑ:tə ,sku:l]	Charterschule
chat	U12/5	[tʃæt]	plaudern, chatten; Unterhaltung, Plauderei
cheap	MORE 1	[tʃi:p]	billig
cheek	U11/8	[tʃi:k]	Wange, Backe
cheesecake	U10/1	['tʃi:zkeɪk]	Käsekuchen
cheetah	U5/10	[tʃi:tə]	Gepard

chef U10/7	[ˈtʃef]	Koch, Köchin
chemist's U6/2	[ˈkɛmɪsts]	Apotheke, Drogerie
chess EU/1	[tʃes]	Schach(spiel)
chief U4/9	[tʃi:f]	Haupt-, Chef-
child (pl children) MORE 1	[tʃaɪld, ˈtʃɪldrən]	Kind
chimpanzee U5/6	[tʃɪmpənˈzi:]	Schimpanse
chips MORE 1	[tʃɪps]	Pommes
chocolates U3/1	[ˈtʃɒkləts]	Pralinen
choose MORE 1	[tʃu:z]	(aus-)wählen
chop U10/7	[tʃɒp]	Kotelett
(household) chores U1/2	[ˈhaʊshəʊld ˌtʃɔ:]	Aufgaben im Haushalt
church U6/2	[tʃɜ:tʃ]	Kirche
cigar U13/7	[sɪˈgɑ:]	Zigarre
city MORE 1	[sɪti]	Stadt
class MORE 1	[klɑ:s]	(Schul-)Klasse
classmate U18/5	[ˈklɑ:smet]	Klassenkamerad/in, Mitschüler/in
clean (up) MORE 1	[kli:n ʌp]	sauber machen; putzen
clean U2/2	[kli:n]	sauber
cleaning lady U3/3	[ˈkli:nɪŋ ˈleɪdi]	Putzfrau
clear U16/10	[klɪər]	hier: wolkenlos
clear away U15/10	[klɪər əˈweɪ]	wegräumen, entfernen
clear up U16/3	[klɪər ʌp]	(auf-)klären; hier: sich aufhellen
cliff U17/10	[klɪf]	Klippe, Felsen
climb MORE 1	[klaɪm]	(hinauf-)steigen; klettern
climber U17/4	[ˈklaɪmə]	Kletterer
clock tower U6/DSC2	[klɒk taʊə]	Uhrturm
close MORE 1	[kləʊz]	schließen, zumachen
closed U9/DSC3	[kləʊzd]	geschlossen, zu
clothes (no pl) MORE 1	[ˈkləʊðz]	Kleidung, Kleider
cloud U9/9	[klaʊd]	Wolke
cloudy U16/2	[ˈklaʊdi]	wolkig, bewölkt
clue MORE 1	[klu:]	Hinweis, Tipp
I have no clue. U15/NYC3	[aɪ hæv nə ˈklu:]	Ich habe keine Ahnung.
coast U16/1	[kəʊst]	Küste
coat U8/G	[kəʊt]	Mantel
coffee MORE 1	[ˈkɒfi]	Kaffee
coin U7/7	[kɔɪn]	Münze, Geldstück
coke U12/DCS4	[kəʊk]	Cola
collect MORE 1	[kəˈlekt]	sammeln
come after U4/2	[kʌm ˈɑ:ftə]	jagen, verfolgen
come along U7/3	[kʌm əˈlɒŋ]	mitkommen
come over MORE 1	[kʌm əˈʊvə]	vorbeikommen
comfortable U9/11	[ˈkʌmfɪtəbl]	bequem
command U2/2	[kəˈmɑ:nd]	Befehl
comment U8/7	[ˈkɒment]	kommentieren
communication U8/7	[kəˌmju:nɪˈkeɪʃn]	Kommunikation

company U15/10	[ˈkʌmpəni]	Firma, Unternehmen
company U18/7	[ˈkʌmpəni]	Gesellschaft
compare U5	[kəmˈpeə]	vergleichen
competition U17/5	[ˌkɒmpəˈtɪʃn]	Wettbewerb
complain U13/8	[kəmˈpleɪn]	sich beschweren
complete MORE 1	[kəmˈpli:t]	vervollständigen
complicated EU/1	[ˌkɒmpˈleɪkət]	kompliziert; schwierig
compliment U10/F	[ˈkɒmplɪˈment]	Compliment
conference U6	[ˈkɒnfrəns]	Konferenz, Tagung
confused U3/1	[kənˈfju:zd]	verwirrt
confusing U13/8	[kənˈfju:zɪŋ]	verwirrend
connect U4/1	[kəˈnekt]	anschießen; verbinden
consequence U10/F	[ˈkɒnsɪkwəns]	Folge, Konsequenz
contact MORE 1	[kənˈtækt]	kontaktieren
continue U10/F	[kənˈtɪnju:]	andauern; weitergehen
conversation MORE 1	[kɒnvəˈseɪʃn]	Gespräch, Unterhaltung
convert U10/F	[kənˈvɜ:t]	umwandeln
cook MORE 1	[kʊk]	Koch, Köchin; kochen
cooker U10/F	[ˈkʊkə]	Herd
cool U10/F	[ku:l]	kühl
coordinate U17	[kəʊˈɔ:dɪnət]	Koordinate
corner MORE 1	[ˈkɔ:nə]	Ecke
corridor U11/11	[ˈkɒrɪdɔ:]	Flur, Gang, Korridor
cost U10/F, p.138	[kɒst]	kosten
Costa Rica U14/2	[ˌkɒstə ˈrɪkə]	Costa Rica
Costa Rican U14/1	[ˌkɒstə ˈrɪkən]	costa-ricanisch
costume U4/1	[ˈkɒstju:m]	Tracht; Kostüm
cotton U11/DSC5	[ˈkɒtn]	Baumwolle
could MORE 1	[kʊd]	könnte/n, könntest
couldn't (could not) U10/F	[ˈkʊdnt]	könnte/n nicht; konnte/n nicht
count MORE 1	[kaʊnt]	zählen
count to MORE 1	[kaʊnt ʌp]	hochzählen, zusammenzählen
country MORE 1	[ˈkʌntri]	Land; Staat
countryside U12/5	[ˈkʌntrɪsaɪd]	Land, Landschaft
couple U10/8	[ˈkʌpl]	Paar
courage U13/S6	[ˈkʌrɪdʒ]	Mut, Tapferkeit
course U12/5	[kɔ:s]	Kurs, Lehrgang
main course U10/7	[ˈmeɪn kɔ:s]	Hauptgericht, Hauptgang
cousin U12/1	[ˈkʌzn]	Cousin/e
cover MORE 1	[kʌvə]	bedecken, verdecken
cover U6/6	[kræk]	hier: Titelseite
Crack! U9/1	[kræk]	Knack!
crash U8/10	[kræʃ]	zu Bruch fahren
crazy MORE 1	[ˈkreɪzi]	verrückt
create MORE 1	[kriˈeɪt]	erstellen, entwerfen
creature U5/18	[ˈkri:tʃə]	Kreatur, Lebewesen
cricket U17/DSC6	[ˈkrɪkɪt]	Kricket
crocodile MORE 1	[ˈkrɒkədaɪl]	Krokodil

cross U6/1	[krɒs]	durchqueren, überqueren
cross U11/2	[krɒs]	Kreuz
cruise (ship) U1/1	[kruːz ʃɪp]	Kreuzfahrt(schiff)
cry MORE 1	[kraɪ]	weinen; schreien
cry U7/S3	[kraɪ]	Schrei
cup U5/15	[kʌp]	Tasse
cupboard U14/3	[ˈkʌbəd]	Schrank
curse U11/1	[kɜːs]	Fluch
curtain U14/3	[ˈkɜːtən]	Vorhang
customer MORE 1	[kʌstəmər]	Kunde, Kundin
cut MORE 1	[kʌt]	schneiden
cut down U15/10	[kʌt daʊn]	fällen
cycle U3/DSC1	[ˈsaɪkl]	Rad fahren

D

daily U1/3	[ˈdeɪli]	täglich
damn (informal) U12/15	[dæm]	verdammt
dance MORE 1	[dɑːnts]	tanzen
dancer U11/3	[ˈdɑːnsə]	Tänzer/in
danger U4/S2	[ˈdeɪndʒə]	Gefahr
dangerous MORE 1	[ˈdeɪndʒərəs]	gefährlich
dark MORE 1	[dɑːk]	dunkel, finster
dark U4/3	[dɑːk]	Dunkelheit
date C/p.138	[deɪt]	Verabredung
daughter MORE 1	[ˈdɔːtə]	Tochter
dead U2/S1	[ded]	tot
decide MORE 1	[dɪˈsaɪd]	entscheiden
decision U12/5	[dɪˈsɪʒən]	Entscheidung
deckchair U13/6	[ˈdektʃeə]	Liegestuhl
deep MORE 1	[diːp]	tief
definitely U13/10	[ˈdefənətli]	definitiv, definitiv, auf jeden Fall
degree (°) U16/3	[dɪˈɡriː]	Grad (Temperatur)
delete U12/13	[dɪˈliːt]	löschen, löschen, weichen, wischen
delicious U3/DSC1	[dɪˈlɪʃəs]	delizios, köstlich
delta U11/2	[ˈdelta]	Delta, Flussmündung
demon U4/S2	[dɪˈmɒn]	Dämon
depend U5/NYC1	[dɪˈpend]	abhängen von
describe MORE 1	[dɪˈskraɪb]	beschreiben
desert U5/10	[ˈdezət]	Wüste
design U5/18	[dɪˈzaɪn]	gestalten, entwerfen
design and technology U1/4	[dɪˈzaɪn ɪnd tekˈnɒlədʒi]	Design und technisches Zeichnen
desk MORE 1	[desk]	Schreibtisch
dessert MORE 1	[dɪˈzɜːt]	Nachtsch, Dessert
destroy U9/10	[dɪˈstrɔɪ]	zerstören
detail U6/11	[dɪˈteɪl]	Detail, Einzelheit

diamond U11/14	[ˈdaɪəmənd]	Diamant
diary MORE 1	[ˈdaɪəri]	Tagebuch
dictionary U14/8	[ˈdɪkʃənəri]	Wörterbuch
die (from) MORE 1	[daɪ]	sterben (an/von)
difference MORE 1	[ˈdɪfərəns]	Unterschied
different MORE 1	[ˈdɪfərənt]	verschieden/e; anders
difficult U3/8	[ˈdɪfɪklt]	Schwierig, schwer
dinner lady MORE 1	[ˈdɪnər ˈleɪdi]	Arbeiterin einer Schulkantine
directions U6/11	[dɪˈrekʃnz]	Anweisungen
director U13/2	[dɪˈrektər]	Direktor/in
dirty U11/1	[ˈdɜːti]	dreckig, schmutzig
disagree with U11/1	[dɪsəˈɡriː]	jmd nicht zustimmen, nicht übereinstimmen
disappear U11/1	[dɪsəˈpiə]	verschwinden
disappointment U9/DSC1	[dɪsəˈpɔɪntmənt]	Enttäuschung
disaster U11/1	[dɪˈzɑːstə]	Katastrophe, Desaster
discover U11/1	[dɪˈskʌvə]	herausfinden, entdecken
discuss U11/1	[dɪˈskʌs]	besprechen
dishes U2/5	[dɪʃz]	das Geschirr
disk U9/9	[dɪsk]	Scheibe
dismay U3/DSC1	[dɪˈsməɪ]	Bestürzung
doctor U2/2	[ˈdɒktə]	Arzt, Ärztin
document U11/3	[ˈdɒkjʊmənt]	Dokument
dollar U12/3	[ˈdɒlə]	Dollar
delphin U5/1	[ˈdɒlfɪn]	Delphin
done MORE 1	[dʌn]	fertig
doorbell U3/7	[ˈdɔːbel]	Türklingel
do something U3/6	[duːz ənd dʌnt]	was man tun und nicht tun sollte
down MORE 1	[daʊn]	hinunter, hinab
down the road U12/9	[daʊn ðə rəʊd]	in/von unserer Straße
Down Under U1/1	[daʊn ˈʌndə]	Australien und Neuseeland
dragon U5/6	[ˈdræɡən]	Drache
draw MORE 1	[drɔː]	malen; zeichnen
dream MORE 1	[dri:m]	Traum; träumen
dress MORE 1	[dres]	Kleid
drink MORE 1	[drɪŋk]	trinken; Getränk
drive MORE 1	[draɪv]	fahren; führen; Fahrt
drive U4/5	[draɪv]	Auffahrt, Einfahrt
driveway C/p.138	[ˈdraɪvweɪ]	Auffahrt, Einfahrt
driving test U8/10	[ˈdraɪvɪŋ test]	Fahrprüfung
drop MORE 1	[drɒp]	fallen lassen
drop U16/7	[drɒp]	sinken
dry U16/1	[draɪ]	trocken
dry U18/1	[draɪ]	(ab-)trocknen
duck U11/3	[dʌk]	Ente
during U1/9	[ˈdjʊərɪŋ]	während
dustbin U9/1	[ˈdʌstbɪn]	Mülleimer

E

each other U14/4	[i:tʃ 'ʌðə]	einander, gegenseitig
eagle MORE 1	['i:gl]	Adler
earache U15/3	['i:ærek]	Ohrenschmerzen
early MORE 1	['ɜ:lɪ]	früh
earth MORE 1	[ɜ:θ]	Erde
easily U11/12	['i:zɪli]	leicht, einfach
easy MORE 1	['i:zi]	einfach
east U5/10	[i:st]	östlich, Ost-; Osten
eat in U12/DSC4	[i:t ɪn]	hier essen
education U17/10	[edʒu'keɪʃn]	(Aus-)Bildung
Egypt MORE 1	['i:dʒɪpt]	Ägypten
Egyptian U11/2	['i:dʒɪpʃən]	Ägypter/in; ägyptisch
(not) either of them U15/1	['aɪðə əv ðəm]	keine/r/s von beiden
electricity U14/1	['i:lek'trɪsəti]	Elektrizität, Strom
elementary school C/p.138	[elɪ'mentəri ,sku:l]	Volksschule
something else U7/7	[sʌmθɪŋ'els]	noch etwas
embarrassed U3/1	[ɪm'bærəst]	verlegen
embarrassing U3	[ɪm'bærəsɪŋ]	peinlich, unangenehm
emergency MORE 1	['ɪmɜ:dʒənsɪ]	Notfall, Notdienst
emperor U11/2	['empərə]	Kaiser
emperor penguin U18/10	['empərə ,pɛŋgwɪn]	Kaiserpinguin
empty MORE 1	['empti]	leer
in the end U3/DSC1	[ɪn ði: end]	schließlich, am Ende
ending MORE 1	['endɪŋ]	Ende, Schluss
Englishman (pl -men) U11/8	['ɪŋɡlɪʃmən]	Engländer
enjoy MORE 1	[ɪn'dʒɔɪ]	genießen
enough MORE 1	['ɪnʌf]	genug, genügend
entrance U11/12	['entrənts]	Eingang
equipment U17/DSC6	['kwɪpmənt]	Ausrüstung
erupt C/p.140	['ɪrʌpt]	ausbrechen
(volcanic) eruption C/p.140	[vɒl,kæni' ɪ'ɹʌpʃən]	(Vulkan-)Ausbruch
escape U9/S4	['ɛskəp]	fliehen; entkommen
especially U7/7	['ɛspəʃəlɪ]	besonders
Estuarine crocodile U5/10	['ɛstʃuəri'n ˌkrɒkədaɪl]	Wasserkrokodil
etc. (et cetera)		usw., etc.
Ethiopia U12/3	['i:θiəpi:ə]	Äthiopien
even U9/9	['i:vən]	sogar
even U16/10	['i:vən]	noch
ever MORE 1	['evə]	je
evergreen C/p.140	['evəgrɪ:n]	immergrün
every MORE 1	['evri]	jede/r/s
everybody U6/6	['evribɒdi]	jede/r; alle
everyone U1/6	['evriwʌn]	jede/r; alle

everything MORE 1	['evriθɪŋ]	alles
everywhere MORE 1	['evriweə]	überall
evil U4/S2	['i:vəl]	das Böse
exactly U7/7	[ɪg'zæktli]	genau
for example U7/7	[fər ɪg'zɑ:mpəl]	zum Beispiel
excellent MORE 1	['ekələnt]	ausgezeichnet
excited MORE 1	[ɪk'saɪtɪd]	aufgeregt
exciting MORE 1	[ɪk'saɪtɪŋ]	aufregend; spannend
excuse U8/7	['ɛk'skju:z]	Entschuldigung; Ausrede
(do) exercise U14/DSC5	['eksəsaɪz]	trainieren
exotic U9/9	[ɪg'zɒtɪk]	exotisch; fremdländisch
expectation U11/12	['ekspek'teɪʃən]	Erwartung
expensive U2/7	[ɪk'spɛnsɪv]	teuer
experience U11/12	['ɪk'spɪəriəns]	Erfahrung
experiment U7/7	['ɪk'spɛrɪmənt]	Experiment, Versuch
expert U9/9	['ɛkspɜ:t]	Experte, Expertin
explain U11/12	[ɪk'spleɪn]	erklären
explode U9/1	[ɪk'spləʊd]	explodieren
express U11/12	[ɪk'spreʃn]	Ausdruck
extend U3/1	[ɪk'stend]	erweitern
extra U3/1	['ɛkstrə]	mehr; besonders; Extra
extreme U17/10	['ɛk'stri:m]	extrem
face MORE 1	[feɪs]	Gesicht
face U17/10	[feɪs]	sich etwas aussetzen; sich zuwenden
face U14/DSC5	[feɪs]	Ziffernblatt
fact U2/2	[fækt]	Tatsache, Fakt; Wirklichkeit
fail somebody U2/S1	['feɪl ,sʌmbədi]	jemanden enttäuschen
(it isn't) fair U10/NYC2	[ɪt ɪznt feə]	(es ist nicht) fair
fake U9/9	[feɪk]	Fälschung
fall asleep U17/7	[fɔ:l ə'sli:p]	einschlafen
fall off U8/11	[fɔ:l ɒf]	herunterfallen
fall over U11/12	[fɔ:l 'əʊvə]	hinfallen; umfallen
false MORE 1	[fɒls]	falsch
famous MORE 1	['feɪməs]	berühmt
fancy dress U8/13	[,fænsɪ 'dres]	Verkleidung, Kostüm
far away U4/5	[fɑ:r ə'weɪ]	weit weg, fern
farewell U13/S6	[feə'wel]	Abschied
farm MORE 1	[fɑ:m]	Bauernhof
farmer U11/3	['fɑ:mə]	Bauer, Bäuerin
fast MORE 1	[fɑ:st]	schnell
fat U5/G	[fæt]	dick, fett
fat U11/3	[fæt]	Fett
fault MORE 1	[fɔ:lt]	Schuld

favour, favor (AE) U5/NYC1	['fɜ:və]	Gefallen
favourite MORE 1	['fɜ:vɪt]	Lieblings-
fear U4/2	[fiə]	fürchten
fear U17/10	[fiə]	Furcht, Angst
feather U13/6	['feðə]	Feder
feed MORE 1	[fi:d]	zu essen geben, füttern
fence U13/6	[fens]	Zaun
(a) few U3/1	[ə fju:]	ein paar; einige
field U7/1	[fi:ld]	Feld; Spielfeld
fight MORE 1	[faɪt]	kämpfen; Kampf
file U12/13	[faɪl]	Ordner; (Akten-)Hefter
fill U11/10	[fɪl]	füllen
final U13/S6	['fainəl]	letzte/r/s, End-
finally MORE 1	['fainəli]	schließlich; endlich
find out U7/8	[faɪnd 'aʊt]	herausfinden
fingerprint U2/2	['fɪŋgəprɪnt]	Fingerabdruck
finish U1/2	['fɪnɪʃ]	aufhören; beenden; vervollständigen
fire MORE 1	['faɪə]	Feuer
first name U12/1	['fɜ:st 'neɪm]	Vorname
first thing U14/DSC5	['fɜ:st θɪŋ]	gleich als erstes
fishing rod MORE 1	['fɪʃɪŋ rɒd]	Angelrute
get fit EU/1	[get 'fɪt]	sich fit machen
fix U18/10	['fɪks]	befestigen
flag U10/7	[flæg]	Flagge, Fähnchen
flat MORE 1	[flæt]	Wohnung
flight U2/2	[flaɪt]	Flug
float U13/1	[fləʊt]	schwimmen
float U14/1	[fləʊt]	schwimmen; über-
floor MORE 1	[flɔ:]	Boden; Stockwerk
flower C/p.138	['flaʊə]	Blume
fly MORE 1	[flaɪ]	fliegen
fog U16/3	[fɒg]	Nebel
foggy U16/2	['fɒgi]	neblig
follow MORE 1	['fɒləʊ]	folgen
following MORE 1	['fɒləʊɪŋ]	folgend
food MORE 1	[fu:d]	Nahrung
fool U3/DSC1	[fu:l]	Dummheit; pf, Narr
fool U9/9	[fu:l]	hineinlegen, täuschen
foot (pl. feet) MORE 1	['fʊt]	Fuß
footprint U2/2	['fʊtprɪnt]	Fußabdruck
for example U11/10	[fɔ: 'ɛɡzəmpəl]	zum Beispiel
for sure (informal) U11/S5	[fɔ: 'ʃʊə]	bestimmt, ganz sicher
forecast U16/3	['fɔ:kɑ:st]	Vorhersage
foreign language U12/5	['fɔ:rən 'læŋgwɪdʒ]	Fremdsprache
forest U6/1	['fɒrɪst]	Wald
forever U4/S2	['fɔ:'revə]	für immer
forget MORE 1	['fɔ:'get]	vergessen

forgive U2/S1	[fɔ:'gɪv]	vergeben
former U17/10	['fɔ:mə]	ehemalig, früher
formula U16/1	['fɔ:mjələ]	Formel
foundation U12/3	[faʊn'deɪʃən]	Stiftung
fountain U6/DSC2	['faʊntɪn]	Springbrunnen
free MORE 1	[fri:]	befreien; frei, kostenlos
free climbing U17/10	['fri: 'klaɪmɪŋ]	Freiklettern
freedom U17/10	['fri:dəm]	Freiheit, Unabhängigkeit
French MORE 1	['frenʃ]	französisch; Französisch
fridge U10/7	['frɪdʒ]	Kühlschrank
friendly U5/6	['frendli]	freundlich
front MORE 1	['frʌnt]	vorder-
front door MORE 1	['frʌnt 'dɔ:]	Vordertür; Haustür
full U11/8	[fʊl]	voll
full U17/10	[fʊl]	erfüllt
funny MORE 1	['fʌni]	lustig, komisch
furious U11/10	['fjʊəriəs]	wütend
furniture U11/10	['fɜ:nɪtʃə]	Möbel
future U17/10	['fju:tʃə]	Zukunft

G

galaxy U9/4	['gæləksi]	Galaxie
game cards U5/2	['ɡeɪm kɑ:ds]	Spielkarten
garage MORE 1	['gærɑ:ʒ]	Garage
garden shed U17/10	['gɑ:dən ʃed]	Gartenhäuschen
gas U9/S1	[ɡæs]	Gas
gasoline U7/p.138	['ɡæsəlɪn]	Benzin
gate U4/2	[ɡeɪt]	Tor
generally U16/10	['dʒenrli]	im Allgemeinen
genius U12/15	['dʒi:nɪəs]	Genie
gentleman (pl gentlemen) U2/2	['dʒentlmən, 'dʒentlmən]	Gentleman; Herr
geo-caching U7/7	['dʒi:əʊkæʃɪŋ]	Geo-caching, GPS-Schnitzeljagd
geography U1/4	['dʒɒgrəfi]	Erdkunde, Geografie
German U9/DSC3	['dʒɜ:mən]	deutsch; Deutsch
get MORE 1	[ɡet]	erhalten, bekommen; holen
get dressed U1/2	[ɡet drest]	sich anziehen
get home U1/2	[ɡet həʊm]	nach Hause kommen
I don't get it. U4/S2	[aɪ dəʊnt ɡet ɪt]	Verstehe ich nicht.
get in touch U2/S1	[ɡet ɪn tʌtʃ]	kontaktieren, sich in Verbindung setzen
get into trouble U5/2	[ɡet 'ɪntu: 'trʌbl]	in Schwierigkeiten geraten
get lost U6/7	[ɡet 'lɒst]	sich verirren; sich verlaufen haben
get on U12/5	[ɡet ɒn]	ein-/zusteigen
get out (of) MORE 1	[ɡet 'aʊt əv]	hinauskommen, herauskommen (aus)

get stuck U13/2	[get 'stʌk]	festsitzen
get up MORE 1	[get 'ʌp]	aufstehen
ghost U4/1	[gəʊst]	Geist
giant U17/G	['dʒaɪnt]	Riesen-, riesig
giraffe U5/11	[dʒə'reɪf]	Giraffe
girlfriend U2/2	['gɜ:lfrend]	Freundin
give MORE 1	[gɪv]	geben
give directions U6/5	[gɪv da'rek'ʃəns]	den Weg beschreiben
give up MORE 1	[gɪv ʌp]	aufgeben
give way to U16/1	[gɪv weɪ tu]	in etwas übergehen
glad U1/1	[glæd]	froh
glass U7/7	[glɑ:s]	Glas
glasses U11/2	['glɑ:səz]	Brille
global U17/10	['gləʊbl]	weltweit, global
Go ahead! U6/9	[gəʊ ə'hed]	Komm schon!
go along U7/7	[gəʊ ə'lɒŋ]	mitgehen
go for a run U2/5	[gəʊ fɔ: ə rʌn]	laufen gehen
go for a walk U16/5	[gəʊ fɔ: ə wɔ:k]	spazieren gehen
go off U2/2	[gəʊ 'ɒf]	losgehen, weggehen; abgehen; ausgehen
go past U6/1	[gəʊ pɑ:st]	vorbeigehen
go red EU/1	[gəʊ 'red]	rot werden
go to sleep MORE 1	[gəʊ tə 'sli:p]	einschlafen
go up U16/4	[gəʊ 'ʌp]	steigen
go wrong U3/6	[gəʊ rɒŋ]	schief gehen
goal U15/G	[gəʊl]	Tor; Ziel
goalie (informal) U17/8	['gəʊli]	Tormann, Torfrau
goat U11/3	[gəʊt]	Ziege
god U11/8	[gɒd]	Gott
go-kart EU/1	['gəʊkɑ:t]	Gokart
gold MORE 1	[gəʊld]	Gold, golden
goldfish U18/7	['gəʊldfɪʃ]	Goldfisch
golf U1/9	[gɒlf]	Golf
Good luck! U6/1	[gʊd lʌk]	Glück!
Goodness me! U2/2	['gʊdnəs 'mi:]	Du meinst ja, meinst!
Oh, my goodness! U11/S5	[əʊ maɪ 'gʊdnəs]	Ach du meine Güte!
goose (pl geese) U11/2	['gəʊs]	Gans
Got you! U18/NYC4	[gɒt ju]	Ich hab dich!
grab U18/NYC4	[græb]	greifen, nehmen
gram U5/10	[græm]	Gramm
grandfather U12/7	['grændfɑ:ðə]	Großvater
grandmother U12/1	['grændmʌðə]	Großmutter
grandparents (pl) MORE 1	['grænpə'rents]	Großeltern
grade (AE) C/p.138	[greɪd]	Jahrgangsstufe
grape U10/1	[greɪp]	Traube
grilled U15/NYC3	[grɪld]	gegrillt
grizzly bear C/p.140	[,grɪzli 'beə]	Grizzlybär

ground MORE 1	[graʊnd]	(Erd-)Boden, Erde
group MORE 1	[gru:p]	Gruppe
grow U5/14	[grəʊ]	wachsen; hier: werden
grow up U17/4	[grəʊ 'ʌp]	aufwachsen
guard U2/2	[gɑ:rd]	Wache, Wachposten
guard U11/8	[gɑ:rd]	bewachen
guess MORE 1	[ges]	(etwas) raten
guide U7/3	['gaɪd]	(Reise-)Führer, Reiseleiter
guinea pig MORE 1	['gi:ni pi]	Meerschweinchen
guys (informal) MORE 1	['gaɪs]	Leute
gym U14/DSC5	[dʒɪm]	Turnsaal; Fitnesscenter

hairstylist C/p.138	['heə,dresə]	Friseur/in
hair MORE 1	['heəri]	haarig, stark behaart
half (pl halves) MORE 1	[hɑ:f, hɑ:vz]	Hälfte
half an hour MORE 1	[hɑ:f ən aʊə]	eine halbe Stunde
Halloween U4/1	['hæləʊɪn]	Halloween
ham MORE 1	[hæm]	Schinken
handful U7/7	['hændfʊl]	eine Hand voll
hang around U12/5	[hæŋ ə'raʊnd]	herumlungern
hang on U5/10	[hæŋ 'ɒn]	durchhalten; hier: warten
happen U2/2	[hæpən]	geschehen
happy MORE 1	['hæpi]	glücklich, fröhlich
hard MORE 1	[hɑ:d]	schwierig
hard U7/3	[hɑ:d]	hart
hard hat U7/3	['hɑ:d hæt]	Schutzhelm
harm U10/NYC2	[hɑ:m]	Schaden, Unheil
haunted U4/1	['hɔ:ntɪd]	heimgesucht; Spuk-
have (food/drinks) MORE 1	[hæv]	zu sich nehmen
Have fun! U15/NYC3	[hæv 'fʌn]	Viel Spaß!
head MORE 1	[hed]	Kopf
headache U15/3	['hedeɪk]	Kopfschmerzen
headmaster EU/1	[hed'mɑ:stə]	Schulleiter, Direktor
hear MORE 1	[hɪə]	hören
heavy MORE 1	['hevi]	schwer
heavy U16/4	['hevi]	stark
height C/p.141	[haɪt]	Höhe
helmet U3/DSC1	['helmət]	Helm
help MORE 1	[help]	helfen; Hilfe
Here we go! MORE 1	[hɪə wi: 'gəʊ]	Jetzt geht's los!
Here you are. MORE 1	[hɪə ju: 'ɑ:]	Hier, bitte!, Bitte schön!
hers U14/7	[hɜ:z]	ihre/r/s

Hi there!	MORE 1	[ˈhaɪ ðəə]	Hallo!
hide	MORE 1	[haɪd]	(sich) verstecken
hieroglyphics	U11/1	[ˈhaɪrəˈglɪfɪks]	Hieroglyphen
high	MORE 1	[haɪ]	hoch
high school	C/p.138	[ˈhaɪ ˈsku:l]	höhere Schule, Highschool
hiking	U16/5	[ˈhaɪkɪŋ]	Wander-; Wandern
hill	U6/1	[hɪl]	Hügel; Anhöhe
hire	MORE 1	[ˈhaɪə]	mieten, ausleihen
history	U1/4	[ˈhɪstəri]	Geschichte
hit	U1/6	[hɪt]	schlagen
hoax	U9/9	[həʊks]	Streich, Trick
hobby	U12/7	[ˈhɒbi]	Hobby, Freizeitbeschäftigung
hold	U18/5	[həʊld]	abhalten
hole	MORE 1	[həʊl]	Loch
holiday camp	U7/7	[ˈhɒlɪdeɪ]	Ferienlager
home	MORE 1	[həʊm]	Zuhause; zu Hause
home run	C/p.139	[ˌhəʊm ˈrun]	Homerun (Baseball)
home schooling	C/p.138	[ˈhəʊm ˈsku:lɪŋ]	Unterricht zu Hause
honestly	MORE 1	[ˈɒnɪstli]	ehrlich; wirklich
hop	U2/2	[hɒp]	hüpfen
hope	MORE 1	[həʊp]	hoffen
hope	U16	[həʊp]	Hoffnung
hopefully	U11/S5	[ˈhəʊpflɪ]	hoffnungsvoll; hoffentlich
horn	U11/3	[hɔ:n]	Horn
horrible	U12/18	[ˈhɒrɪbl]	schrecklich
horse	MORE 1	[hɔ:s]	Pferd
hospital	MORE 1	[ˈhɒspɪtəl]	Krankenhaus
hot	U1/2	[hɒt]	heiß
hot springs	C/p.140	[ˌhɒt ˈsprɪŋz]	heißes Wasser
household	U1/2	[ˈhaʊshəʊld]	Hauswirtschaft
how	MORE 1	[haʊ]	wie
how about ...	U11/S5	[haʊ ə ˈbaʊt]	wie wäre es mit ...
how to	U4/12	[ˈhaʊ tə]	wie man
however	U9/DSC3	[ˈhəʊevə]	dennoch, allerdings
hug	U1/11	[hju:]	umarmen
huge	MORE 1	[hju:]	riesig, riesengroß
human	U11/2	[ˈhju:mən]	menschlich
hunt	U1/9	[hʌnt]	jagen; Jagd
hurray	U13/2	[ˈhʊri:]	hurra
hurricane	U17/10	[ˈhʊrɪkən]	Orkan; Hurrikan
hurry	MORE 1	[ˈhʌrɪ]	sich beeilen
hurt	MORE 1	[hɜ:t]	wehtun, schmerzen
husband	MORE 1	[ˈhʌzbənd]	Ehemann
hypnosis	U2/G	[hɪpˈnəʊsɪs]	Hypnose
hypnotise	U2/1	[ˈhɪpnətaɪz]	hypnotisieren
hypnotist	U2/1	[ˈhɪpnətɪst]	Hypnotiseur/in

ice skating	U17/1	[ˈaɪsskeɪtɪŋ]	Schlittschuh laufen
I'd like	MORE 1	[aɪd laɪk]	ich möchte
if	MORE 1	[ɪf]	wenn
ill	MORE 1	[ɪl]	krank
illness	U15/10	[ˈɪlnəs]	Krankheit
imagine	U7/10	[ɪˈmæɪn]	vorstellen
imaginary	U5	[ɪˈmæɪnəri]	erfunden
immediately	U5	[ɪˈmɪdiətli]	sofort
important	MORE 1	[ɪmˈpɔ:tnt]	wichtig
in fact	U4/2	[ɪn ˈfækt]	genau genommen
in one go	MORE 1	[ɪn wʌn ˈgəʊ]	auf einmal
in this way	U9/1	[ɪn ðɪs ˈweɪ]	dadurch, auf diese Weise
inch (pl. inches)	U6/10	[ɪntʃ, ˈɪntʃɪz]	Zoll (2,54 cm)
indeed	U5	[ɪnˈdi:d]	in der Tat, wirklich
India	MORE 1	[ˈɪndiə]	Indien
Indians	U15/10	[ˈɪndɪənz]	Indios (Ureinwohner Südamerikas)
Indian	MORE 1	[ˈɪndiən]	Indianer/in
information	U1/2	[ɪnfəˈmeɪʃn]	Information, Auskunft
informatics	U1/2	[ɪnfəˈmeɪʃn]	Informatik
technology (IT)	U1/4	tekˈnɒlədʒi]	
injure	U15/14	[ˈɪndʒə]	verletzen
ink	U1/11	[ɪŋk]	Tinte
inside	U1/6	[ɪnˈsaɪd]	innen; hinein
instead	U1/4	[ɪnˈsted]	stattdessen
intelligent	U5/13	[ɪnˈtelɪdʒənt]	intelligent
intention	U8/1	[ɪnˈtenʃn]	Vorhaben, Absicht
interested (in)	MORE 1	[ˈɪntrəstɪd]	interessiert (an)
interesting	MORE 1	[ˈɪntrəstɪŋ]	interessant
interrupt	U6/DSC2	[,ɪntəˈrʌpt]	unterbrechen
intersect	U15/NYC3	[,ɪntəˈsekt]	(sich) (über-)kreuzen
interview	MORE 1	[ˈɪntəvjʊ:]	Interview
into	MORE 1	[ˈɪntə]	in
invent	U11/2	[ɪnˈvent]	erfinden
invention	U11/2	[ɪnˈvenʃn]	Erfindung
investigation	U9/9	[ɪnˌvestɪˈgeɪʃn]	Untersuchung, Ermittlung
invitation	MORE 1	[ɪnvɪˈteɪʃən]	Einladung
invite	MORE 1	[ɪnˈvaɪt]	einladen
Italy	U11/2	[ˈɪtəli]	Italien
Italian	U6/4	[ɪˈtæljən]	italienisch/e/r/s
item	U6/DSC2	[ˈaɪtəm]	Punkt, Objekt

J

jam U11/9	[dʒæm]	Marmelade
Japan U1/6	[dʒə'pæn]	Japan
jewel U2/2	['dʒu:əl]	Juwel
jewellery U11/2	['dʒu:əlri]	Schmuck
job MORE 1	[dʒɒb]	Arbeit; Aufgabe
join U3/DSC1	[dʒɔɪn]	sich anschließen/treffen
join (in) MORE 1	[dʒɔɪn 'ɪn]	teilnehmen (an), mitmachen (bei)
joke U7/7	[dʒəʊk]	Witz
journey U9/1	['dʒɜ:nɪ]	Reise
juggle U11/9	[dʒʌɡl]	jonglieren
juggler U11/3	['dʒʌɡlə]	Jongleur/in
juice MORE 1	[dʒu:s]	Saft
jump MORE 1	[dʒʌmp]	hüpfen; springen
jungle U1/1	['dʒʌŋɡl]	Dschungel
junior U17/6	['dʒu:nɪə]	Junioren-, Jugend-
junior prom C/p.138	[dʒu:nɪə 'prɒm]	Unterstufenabschlussball
just U8/7	[dʒʌst]	gerade eben

K

karate EU/1	[kə'rɑ:ti]	Karate
(be) keen on U4/13	[bi ki:n ɒn]	sich begeistern für
keep MORE 1	[ki:p]	(be-)halten
keep calm U12/5	[ki:p 'kɑ:m]	ruhig bleiben
keep safe U18/7	[ki:p seɪf]	(ab-)sichern, sich machen
keep someone company U18/7	[ki:p 'sʌmwʌn 'kʌmpəni]	jdm. selbst 'kʌmpəni]
keep watch U7/S3	[ki:p 'wʌtʃ]	Wachschau/Wach halten
key MORE 1	[ki:]	Schlüssel
kick U4/13	[kɪk]	Tritt, Stoßen, treten, kicken
kidnap U9/10	['kɪdnæp]	entführen
kill MORE 1	[kɪl]	töten
kilogram U5/13	[kɪ'lɒɡrəm]	Kilogramm
what kind (of) MORE 1	[wʌt kaɪnd]	für
kiss U2/2	[kɪs]	küssen
kitchen MORE 1	['kɪtʃən]	Küche
kitty U18/NYC4	['kɪti]	Kätzchen
knife (pl knives) U4/4	[naɪf, 'naɪvz]	Messer
knight U4/S2	[naɪt]	Ritter
knock MORE 1	[nɒk]	Klopfen; klopfen
know MORE 1	[nəʊ]	wissen; kennen
kph (kilometres per hour) U5/8	['kɪlə'mɪtəs pə aʊə]	Kilometer pro Stunde

L

lab (informal) U14/DSC5	[læb]	Labor
lake U7/1	[leɪk]	See
lamb U10/1	[læm]	Lamm
lamp U14/3	[læmp]	Lampe
lamp post U6/F	['læmp pəʊst]	Leuchtmast
land U5/6	[lænd]	Land
land U9/1	[lænd]	landen
language MORE 1	[ˈlæŋɡwɪdʒ]	Sprache
large U5/6	[lɑ:dʒ]	groß
late MORE 1	[leɪt]	(zu) spät
later MORE 1	[ˈleɪtə]	später
laugh MORE 1	[lɑ:ʃ]	lachen
laughter U2/2	['lɑ:ftə]	Gelächter
lay off (informal) U10/NYC3	[leɪ 'ɒf ,sʌmbədi]	jemanden in Ruhe lassen
lead U13/10	[li:d]	(an-)führen
leaf (pl leaves) MORE 1	[li:f, li:vz]	Blatt
leaflet U3/2	['li:flət]	Broschüre
learn MORE 1	[lɜ:n]	lernen; herausfinden
at least U16/12	[ət 'li:st]	mindestens, wenigstens
leather U11/3	['leðə]	Leder
leave MORE 1	[li:v]	verlassen, weggehen
leave behind U14/DSC4	[li:v br'haɪnd]	zurücklassen
left U6/6	[left]	übrig
left-hand U7/2	['left'hænd]	linke/r/s
less (than) U15/10	[les]	weniger (als)
lesson MORE 1	['lesən]	Unterrichtsstunde
letter MORE 1	['letə]	Brief; Buchstabe
Let's see. U15/NYC3	[lets si:]	Schauen wir mal.
librarian U14/DSC5	[laɪ'breəriən]	Bibliothekar/in
library MORE 1	['laɪbrəri]	Bibliothek, Bücherei
lie MORE 1	[laɪ]	liegen; sich legen
lie U8/7	[laɪ]	Lüge
life (pl lives) MORE 1	[laɪf, laɪvz]	Leben
life jacket U7/3	['laɪf dʒækɪt]	Schwimmweste
lift (up) MORE 1	[lɪft]	(hoch-)heben
light U9/6	[laɪt]	Licht
light U11/3	[laɪt]	leicht
lights U6/9	[laɪts]	Ampel
(be) like 1/12	[laɪk]	wie etwas sein, ähnlich sein
limo (informal) C/p.138	['lɪməʊ]	Limousine
line MORE 1	[laɪn]	Linie
lion MORE 1	['laɪən]	Löwe
Lisbon U1/1	['lɪzbən]	Lissabon
list U4/10	[lɪst]	Liste
Listen up here. U15/NYC3	[.lɪsən 'ʌp hɪə]	Hör(t) mal zu.

litter tray	U18/1	['lɪtə treɪ]	Katzenklo
live	MORE 1	[lɪv]	leben
lobby	U16/11	['lɒbi]	Eingangshalle, Foyer
(door) lock	U4/5	['dɔː lɒk]	(Tür-)Schloss
lock	U13/2	[lɒk]	abschließen
look	U11/3	[lʊk]	Aussehen; Blick
look after	MORE 1	[lʊk 'ɑːftə]	sich kümmern um
look at	MORE 1	['lʊk ət]	betrachten, sehen
look for	MORE 1	['lʊk fɔː]	suchen nach
look forward to	U9/DSC3	[lʊk fɔːwəd tu]	sich freuen auf
look like	U7/7	[lʊk laɪk]	aussehen wie
lose	U3/DSC1	[luːz]	verlieren
(get) lost	U6/7	[get 'lɒst]	sich verirrt haben
lost and found office	U14/DSC5	[lɒst ənd faʊnd 'ɒfɪs]	Fundbüro
a lot (of)	MORE 1	[ə 'lɒt]	viel/e
lots of	MORE 1	['lɒts,əv]	viel, jede Menge
lots of love	U3/1	[,lɒts əv 'lʌv]	alles Liebe, liebe Grüße
loud	MORE 1	[laʊd]	laut
lovely	U16/5	['lʌvli]	schön
low	U16/1	[ləʊ]	niedrig, schwach
luck	MORE 1	[lʌk]	Glück
bad luck	U14/DSC5	[,bæd 'lʌk]	Pech, Unglück
luckily	U3/1	['lʌkli]	glücklicherweise
be lucky	MORE 1	[biː 'lʌki]	Glück haben

M

machine	U3/4	[mə'ʃiːn]	Maschine
madam	MORE 1	['mædəm]	gnädige Frau (Bede)
made of	MORE 1	[meɪd əv]	aus ... sein
magic	U13	['mædʒɪk]	Magie, Zauber
main	U10/7	[meɪn]	Haupt
main course	U10/7	[meɪn kɔːs]	Hauptgericht
make friends	U17/11	[meɪk freənz]	Freundschaft schließen
make sure	U6/DSC2	[meɪk 'ʃʊə]	sicher sein, darauf achten
make up	U5/18	[meɪk ʌp]	finden
malaria	U5/10	[mə'lɪəriə]	Malaria
mammal	U5/10	['mæməl]	Säugetier
man (pl men)		[mæn]	Mann
manage sth.	U17/11	[mænɪdʒ]	etwas schaffen
many	MORE 1	['meni]	viele
map	U6/3	[mæp]	(Land-)Karte
marble	U15/NYC3	['mɑːbl]	aus Marmor
market	U18/NYC4	['mɑːkɪt]	Markt
market square	U6/9	[,mɑːkɪt skweə]	Marktplatz
married	U12/9	['mæriɪd]	verheiratet

mask	U4/3	[mɑːsk]	Maske
master	U2/S1	['mɑːstə]	Meister
match	MORE 1	[mætʃ]	zuordnen
material	U14/DSC5	[mə'tɪəriəl]	Stoff, Material
mathematician	U12/15	['mæθəmə'tɪʃn]	Mathematiker/in
It doesn't matter.	MORE 1	['ɪt dʌznt meɪtə]	Das ist nicht wichtig.
maximum	U16/4	['mæksɪmə]	Maximum
maybe	U2/2	['meɪbi]	vielleicht
mean	U4/5	[miːn]	gemein
mean	MORE 1	[miːn]	bedeuten; meinen
meat	U10/2	[miːt]	Fleisch
medal	U2/1	['medl]	Medaille
medical science	U15/10	['medɪkl saɪəns]	medizinische Wissenschaft
medicine (no)	U1/9	['medsən]	Medizin, Medikament/e
medicine man	U10	['medsən mæn]	Medizinmann
meet up	U17	[miːt ʌp]	(sich) treffen
melt	U10	[melt]	schmelzen
memory	MORE 1	['memrɪ]	Gedächtnis; Erinnerung
mention	MORE 1	['mentʃən]	erwähnen
menu	U10/7	['menjuː]	Speisekarte
mess	U2/2	[mes]	Unordnung, Durcheinander
metal	U14/DSC5	['metl]	Metall
metallic	U9/9	[mə'tælkɪk]	metallisch
metre	MORE 1	['miːtə]	Meter
middle	MORE 1	['mɪdl]	Mitte
midnight	MORE 1	['mɪdnɑːt]	Mitternacht
might	U8	[maɪt]	könnte; vielleicht (tun, sein)
mild	U16/10	[maɪld]	sanft; mild
mile	U16/10	[maɪl]	Meile
million	MORE 1	['mɪljən]	Million
mine	U14/7	[maɪn]	meine/r/s
mineral water	MORE 1	['mɪnərəl 'wɔːtə]	Mineralwasser
miss	U8/10	[mɪs]	verpassen
miss	U12/5	[mɪs]	vermissen
missing	MORE 1	['mɪsɪŋ]	vermisst
mission	U13/S6	['mɪʃən]	Auftrag, Mission
mixed-up	U8/7	[,mɪkst'ʌp]	durcheinander
mobile (phone)	MORE 1	[məʊbaɪl fəʊn]	Handy
modern	U3/2	['mɒdn]	modern
mom (AE)	C/p.138	[mɒm]	Mama, Mutti
Mongolian	U14/1	[mɒŋ'gəʊliən]	mongolisch
monster	U4/2	['mɒnstə]	Monster, Ungeheuer
monument	U11/2	['mɒnjəmənt]	Denkmal, Monument
moon	U7/1	[muːn]	Mond

morph MORE 1	[mɔ:f]	morphen, sich verwandeln
mosquito (pl -es or -s) U5/10	[mɒ'ski:təʊ]	Stechmücke, Moskito
(the) most MORE 1	[ðə 'məʊst]	am meisten; die meisten
most of the time U6/6	['məʊst əv ðə taɪm]	meistens
mostly U11/2	['məʊstli]	hauptsächlich
motorway U7/1	['məʊtəweɪ]	Autobahn
mountain MORE 1	['maʊntɪn]	Berg
mountain biking U17/1	['maʊntɪn ,baɪkɪŋ]	Mountainbiken
mountain climbing U17/1	['maʊntɪn ,klaɪmɪŋ]	Bergsteigen
mountain climber U17/4	['maʊntɪn ,klaɪmə]	Bergsteiger/in
mouse (pl mice) MORE 1	[maʊs, maɪs]	Maus
move U7/5	[mu:v]	übersiedeln; (sich) bewegen
move house U15/G	[mu:v haʊs]	umziehen
move in U12/9	['mu:v ɪn]	einziehen
moveable U14/1	['mu:vəbl]	beweglich, transportierbar
movie U16/11	[mu:vi]	Film
mph (miles per hour) U16/3	[,maɪlz pə 'aʊə]	Meilen pro Stunde
Ms U5/NYC1	[mæz]	Frau (Anrede)
mummy U11/1	['mʌmi]	Mumie
museum U2/2	[mju:'zi:əm]	Museum
mushroom U10/4	['mʌʃru:m]	Pilz
music shop U6/2	['mju:zɪk ,ʃɒp]	Musikladen
musician MORE 1	['mju:'zɪn]	Musiker/in
must MORE 1	[mʌst]	müssen
mustn't U11/10	['mʌsənt]	nicht müssen
myself U12/5	[maɪ'self]	sich; hier: selbst
mystery U18/NYC4	['mɪstəri]	Rätsel; Geheimnis

N

nail U13/6	[neɪl]	Nagel
naked U11/3	[neɪkəd]	nackt, unbekleidet
national park U11/10	[ˌnæʃənəl 'pɑ:k]	Nationalpark
nearly MORE 1	['niəli]	fast; beinahe
need MORE 1	[ni:d]	brauchen
need to U6/9	[ni:d tu:]	müssen
neighbour MORE 1	['neɪbə]	Nachbar/in
Neither do I. U18/7	['naɪðə du 'aɪ]	Ich auch nicht.
nervous MORE 1	[nɜ:vəs]	nervös
network U13/10	['netwɜ:k]	Netzwerk

never MORE 1	['nevə]	nie(mals)
news (pl) MORE 1	[nju:z]	Nachrichten
newspaper MORE 1	['nju:zpeɪpə]	Zeitung
next door U14/7	[nekst 'dɔ:]	nebenan
New Zealand U1/2	[ˌnju:'zi:lənd]	Neuseeland
nice MORE 1	[naɪs]	nett; schön, angenehm
nightmare C/p.138	['naɪtmə]	Schmerztraum
nil U17/8	[nɪl]	Null; nichts, null
Nile U11/2	['naɪl]	Nil
no longer U9/9	[nəʊ lɒŋə]	nicht mehr
No way! MORE 1	[nəʊ weɪ]	Auf keinen Fall!
nobody MORE 1	['nəʊbɒdi]	niemand
noise MORE 1	[nɔɪz]	Lärm, Krach; Geräusch
none U13/S6	[nʌn]	keine/r/s
nonsense U5/7	['nɒnsns]	Unsinn
normal U18	['nɔ:məlɪ]	normalerweise
north U11/10	[nɔ:θ]	nördlich, Nord-; Norden
North Pole U11/10	[nɔ:θ pəʊl]	Nordpol
the north U11/10	['nɔ:ðən 'aɪələnd]	Nordirland
northwest U9/141	[ˌnɔ:θ'west]	nordwestlich, Nordwest-; Nordwesten
not any longer U13/S6	[nɒt 'eni 'lɒŋɡə]	nicht mehr
not any more U7/7	[nɒt 'eni mɔ:]	nicht mehr
not at all. U6/3	[nɒt æt ɔ:l]	Nichts zu danken.
not longer U13/S6	[nɒt 'lɒŋɡə]	nicht mehr
not feel well U8/7	[nɒt fi:l wel]	sich unwohl fühlen
not only... but also U3/7	[nɒt 'əʊnli bʌt 'ɔ:lsəʊ]	nicht nur ... sondern auch
not that difficult U12/5	[nɒt ðæt 'dɪfɪklɪt]	nicht so schwer
not until U9/DSC3	[nɒt ən'tɪl]	erst
not yet U13/S6	[nɒt jet]	noch nicht
note MORE 1	[nəʊt]	Notiz; Ankündigung
notebook U12/13	['nəʊtbʊk]	Notebook(-Computer)
nothing MORE 1	['nʌθɪŋ]	nichts
notice MORE 1	['nəʊtɪs]	bemerkten
number C/p.140	['nʌmbə]	Anzahl

O

object U7/8	['ɒbdʒɪkt]	Objekt, Gegenstand, Sache
obsessed U17/10	[əb'sest]	besessen
ocean U17/10	['əʊʃn]	Meer, Ozean
octopus (pl -es) U1/6	['ɒktəpəs]	Tintenfisch
the odd one out U9/5	[ðɪ 'ɒd wʌn 'aʊt]	das fünfte Rad am Wagen; hier: das Wort, das nicht dazugehört

of course	MORE 1	[əv 'kɔ:s]	natürlich
off	MORE 1	[ɒf]	aus; weg
be off	U7/S3	[bi: ɒf]	fortgehen, weggehen
Off you go.	U2/2	[,ɒf ju: 'gəʊ]	Geh(t) schon., Gehen Sie schon.
offer	U5/16	[ˈɒfə]	Angebot
office	U2/2	[ˈɒfɪs]	Büro
officer	U7/7	[ˈɒfɪsə]	Offizier/in; Beamter, Beamtin
often	MORE 1	[ˈɒftən]	oft, häufig
older	U1/2	[ˈəʊldə]	älter
olive	U10/4	[ˈɒlɪv]	Olive
the Olympic Games	C/p.139	[ði əʊˌlɪmpɪk 'ɡeɪmz]	die Olympischen Spiele
on his own	U1/6	[ɒn hɪs 'əʊn]	allein, auf sich gestellt
on my own	U17/8	[ɒn maɪ 'əʊn]	alleine
on time	U9/DSC3	[ɒn 'taɪm]	pünktlich
once	MORE 1	[wʌns]	einmal
once upon a time	U4/S2	[ˈwʌns əpən ə 'taɪm]	es war einmal
one by one	U9/1	[wʌn baɪ wʌn]	nacheinander
onto	MORE 1	[ˈɒntə]	auf
operation	U3/1	[,ɒpə'reɪʃn]	Operation
opposite	U6/4	[ˈɒpəzɪt]	gegenüber
order	MORE 1	[ˈɔ:də]	Reihenfolge
order	U10/5	[ˈɔ:də]	bestellen
order	U12/DSC4	[ˈɔ:də]	Bestellung
organise	U3/1	[ˈɔ:ɡnaɪz]	organisieren
organisation	C/p.138	[,ɔ:ɡənə'zɪʃən]	Einrichtung, Organisation
ostrich	U5/11	[ˈɒstrɪtʃ]	(Vogel) Strauß
other	U1/6	[ˈʌðə]	anderer/s
ours	U14/7	[ˈaʊəz]	uns, unser/s
outdoor	U7/1	[ˈaʊtˌdɔ:]	im Freien
out loud	U3/1	[aʊt laʊd]	laut, lautstark
out of	MORE 1	[ˈaʊt əv]	aus
outlook	U16/3	[ˈaʊtlʊk]	Aussicht
outside	MORE 1	[aʊt'saɪd]	außen, außerhalb
out there	U9/8	[aʊt 'ðeə]	dort, da, dort
over	MORE 1	[əvə]	über, herüber
own	MORE 1	[əʊn]	eigen, eigen/r/s
owner	MORE 1	[ˈəʊnə]	Besitzer/in, Eigentümer/in
ox (pl oxen)	U11/6	[ɒks, 'ɒksən]	Ochse
oxygen	U15/10	[ˈɒksɪdʒən]	Sauerstoff

P

pack	U16/7	[pæk]	packen
pain	U15/1	[peɪn]	Schmerz

paint	EU/1	[peɪnt]	malen, streichen
painting	U11/3	[ˈpeɪntɪŋ]	Bild, Gemälde
pair	MORE 1	[peə]	Paar
palm leaves	U11/3	[ˈpɑ:m li:vz]	Palmenblätter
pancakes	U10/1	[ˈpænkɛɪkz]	Palatschinken, Pfannkuchen
panic	U12/5	[ˈpænɪk]	in Panik geraten
paper	MORE 1	[ˈpeɪpə]	Papier; Zeitung
papyrus	U11/1	[ˈpæpɪrəs]	Papyrus
paragraph	MORE 1	[ˈpærəɡrɑ:f]	Absatz, Abschnitt
parents	MORE 1	[ˈpɛərənts]	Eltern
part	MORE 1	[pɑ:t]	Teil
partner	U1/2	[ˈpɑ:tnə]	Partner/in
party	MORE 1	[ˈpɑ:ti]	Party
pass (a test)	U5/6	[ˈpɑ:s]	(eine Prüfung) bestehen
pass on	U3/6	[ˈpɑ:s ɒn]	weitergeben
pass through	U13/1	[ˈpɑ:s 'θru:]	durchlaufen; hier: durchgehen durch
passenger	C/p.141	[ˈpæsəndʒə]	Passagier-
password	U6/6	[ˈpɑ:swɔ:d]	Passwort
past	U7/1	[pɑ:st]	nach; vorbei an
path	U6/2	[pɑ:θ]	Weg, Pfad
patient	U15/1	[ˈpeɪʃənt]	Patient/in
pattern	U14/DSC5	[ˈpætən]	Muster
pay	MORE 1	[peɪ]	bezahlen
peas	MORE 1	[pi:]	Erbsen
peach	U10/1	[pi:tʃ]	Pfirsich
peak	U16/3	[pi:k]	Gipfel, Bergspitze
pear	U2/11	[peə]	Birne
penguin	U18/10	[ˈpeŋɡwɪn]	Pinguin
penance	C/p.139	[ˈpenənt]	Wimpel (dreieckige Flagge)
people (pl)	MORE 1	[ˈpi:pl]	Leute, Menschen
people person	U17/10	[ˈpi:pl pɜ:sən]	geselliger Mensch
pepperoni	U12/DSC4	[ˌpepə'reʊni]	(scharfe) Salami
per	U5/8	[pɜ:]	pro
per cent (%)	U11/2	[pɜ:'sent]	Prozent (%)
perfect	U1/12	[ˈpɜ:fekt]	perfekt
perfume	U11/3	[ˈpɜ:fju:m]	Parfüm
perfumed	U11/3	[ˈpɜ:fju:md]	parfümiert
person	U1/7	[ˈpɜ:sn]	Person, Mensch
Peru	U14/1	[pə'ru:]	Peru
pet shop	U18/7	[ˈpet ʃɒp]	Tierhandlung
pharaoh	U11/2	[ˈfeərəʊ]	Pharaoh
photo	U3/DSC1	[ˈfəʊtəʊ]	Foto
photograph	U9/9	[ˈfəʊtəgrɑ:f]	Foto(grafie)
physical education		[ˈfɪzɪkl ,edʒu'keɪʃn]	Sport(unterricht)
picture	MORE 1	[ˈpɪktʃə]	Bild
pick up	MORE 1	[pɪk 'ʌp]	aufheben, abholen
picnic	U3/DSC1	[ˈpɪknɪk]	Picknick

pie U10/1	[paɪ]	Kuchen; Pastete
piece MORE 1	[pi:s]	Stück
pig U5/1	[pɪg]	Schwein
pineapple U12/DSC4	[ˈpaɪn,æpl]	Ananas
pitch (AE) U10/NYC2	[pɪtʃ]	werfen
pitcher (AE) C/p.139	[ˈpɪtʃə]	(Ball-)Werfer
pity U9/DSC3	[ˈpɪti]	hier: schade, dass
plain U14/DSC5	[pleɪn]	einfarbig, ungemustert; einheitlich
plan U3/1	[plæn]	planen
plan U14/6	[plæn]	(Lage-)Plan
plane U2/2	[pleɪn]	Flugzeug
planet U9/1	[ˈplænɪt]	Planet
plant U11/2	[plɑ:nt]	Pflanze
plastic U14/DSC5	[ˈplæstɪk]	Plastik, Kunststoff
play MORE 1	[pleɪ]	Theaterstück; Spiel
play a trick/tricks on somebody U4/3	[pleɪ ə ˈtrɪk ɒn]	jemanden einen Streich spielen
player MORE 1	[ˈpleɪər]	Spieler/in
plenty of U4/12	[ˈplenti əv]	eine Menge von
plum U10/1	[plʌm]	Zwetschke, Pflaume
pocket U4/7	[ˈpɒkɪt]	(Hosen-)Tasche
point (at) U7/7	[pɔɪnt]	zeigen (auf)
point U15/14	[pɔɪnt]	Punkt; Argument
poison U1/9	[ˈpɔɪzn]	Gift
poisonous U1/6	[ˈpɔɪznəs]	giftig
police (no pl) MORE 1	[pəˈli:s]	Polizei
police station U2/2	[pəˈli:s ˌsteɪʃn]	Polizeistation
policeman (pl -men) MORE 1	[pəˈlɪ:smən]	Polizist
policewoman (pl -women) U6/7	[pəˈli:s,wʊmən]	Polizistin
politely U6/DSC2	[pəˈlɪ:tli]	höflich
poor MORE 1	[pɔ:ɹ]	arm
Poor you! U7/S3	[pɔ:ɹ ju:]	Armer/Arme!
pond U7/7	[pɒnd]	Teich
popular U5/6	[ˈpɒpjələ]	beliebt
pork U10/1	[pɔ:k]	Schweineweis
Portuguese U12/9	[pɔ:tuˈɡi:z]	Portugiesisch
possible U16/12	[ˈpɒsəbəl]	möglich
post U3/6	[pɒst]	schreiben, einen Beitrag verfassen (online)
posting U3/6	[ˈpɒstɪŋ]	Posting, Beitrag (online)
post office U6/2	[ˈpɒst ˌɒfɪs]	Postamt
pot U13/7	[pɒt]	Topf
pound (£) MORE 1	[paʊnd]	Pfund
power MORE 1	[ˈpaʊər]	Kraft; Macht
powerful U4/S2	[ˈpaʊəfəl]	mächtig
practice MORE 1	[ˈpræktɪs]	Übung
practise MORE 1	[ˈpræktɪs]	üben; Übung

prayer U1/2	[preə]	Gebet
prepare U1/2	[prɪˈpeə]	(vor-/zu-)bereiten
(be) prepared U17/8	[bi: prɪˈpeəd]	vorbereitet sein
present MORE 1	[ˈpreznt]	Geschenk
presentation U8/2	[ˌprezənˈteɪʃən]	Präsentation
president MORE 1	[ˈprezɪdnt]	Präsident/in
press MORE 1	[pres]	drücken; klicken
pretty MORE 1	[ˈprɪtɪ]	schön
pretty U7/7	[ˈprɪtɪ]	ziemlich
priest U11/8	[ˈpri:st]	Priester/in
print out U12/13	[prɪnt aʊt]	ausdrucken
prison U3/6	[ˈprɪzən]	Gefängnis
private U1/2	[ˈpraɪvət]	privat, Privat-
prize MORE 1	[praɪz]	Preis, Auszeichnung
probably U11/7	[ˈprɒbəbli]	wahrscheinlich
produce U15/6	[ˈprɒdju:s]	erzeugen
profession U17/9	[prəˈfeɪʃn]	professionell, hauptberuflich
professor U11/7	[prəˈfesə]	Professor/in
profile U11/7	[ˈprəʊfaɪl]	Profil
project U8/2	[ˈprɒdʒekt]	Projekt
prom C/p.138	[prɒm]	(Abschluss-)Ball
promise MORE 1	[ˈprɒmɪs]	versprechen; Versprechen
prompt U6/DSC2	[prɒmt]	Hinweis
promptly (informal) U2/2	[ˈprɒntə]	sofort
protect U4/S2	[prəˈtekt]	schützen
proud (of) U3/7	[praʊd]	stolz sein (auf)
public U5/NYC3	[ˈpʌblɪk]	öffentlich, staatlich
pull MORE 1	[pʊl]	ziehen
pumpkin U4/1	[ˈplʌmpkɪn]	Kürbis
push MORE 1	[pʊʃ]	schieben
push U9/11	[pʊʃ]	drücken
push yourself U17/10	[pʊʃ jɔ:ˈself]	sich selbst motivieren, anspornen
put MORE 1	[pʊt]	setzen, legen, stellen
put a spell on sb U13/6	[pʊt ə ˈspel ɒn ˈsʌmbədi]	jemanden verzaubern
put on U1/2	[pʊt ɒn]	anziehen
put out U13/7	[pʊt aʊt]	löschen
pyjamas (no pl) U18/13	[pɪˈdʒɑ:məz]	Pyjama, Schlafanzug
pyramid U11/1	[ˈpɪrəmɪd]	Pyramide

Q

quarter MORE 1	[ˈkwɔ:tə]	Viertel(stunde)
quick MORE 1	[kwɪk]	schnell; kurz
quiet MORE 1	[ˈkwaɪət]	leise, ruhig
quite U1/11	[kwaɪt]	ziemlich

R

race U17/10	[reɪs]	Wettfahrt; Wettkampf
radiator U14/3	['reɪdiətə]	Heizkörper
railway U6/2	['reɪlweɪ]	Gleise, Schienen; (Eisen)bahn
railway station U6/2	['reɪlweɪ 'steɪʃn]	Bahnhof
rain MORE 1	[reɪn]	Regen; regnen
raincoat U16/7	['reɪnkəʊt]	Regenmantel
rainfall U16/10	['reɪnfɔ:l]	Niederschlag
rainforest U15/10	['reɪnfɔ:rist]	Regenwald
rainy U16/2	['reɪni]	regnerisch
range C/p.140	[reɪndʒ]	hier: Gebirgskette
rattle U13/1	['rætl]	klappern, rasseln
reach U17/G	[ri:tʃ]	erreichen, ankommen
react U9/DSC3	[ri'ækt]	reagieren
ready MORE 1	['redi]	fertig, bereit
real MORE 1	[riəl]	wirklich; echt, real
really MORE 1	['riəli]	wirklich
reason U3/8	['ri:zn]	Grund
receptionist U16/5	[ri'sepʃənɪst]	Rezeptionist/in
recipe U10/7	['resəpi]	Rezept
record U16/10	['rekɔ:d]	Rekord
record EU/1	[ri'kɔ:d]	aufzeichnen
the Red Cross U12/9	[ðə 'red 'krɒs]	das Rote Kreuz
reddish U10/NYC2	['rediʃ]	rötlich
reed U14/1	['ri:d]	Schilf(rohr)
refugee U12/3	[.refjʊ'dʒi:]	Flüchtling
refugee camp U12/3	[refjʊ'dʒi:kæmp]	Flüchtlingslager
region C/p.140	['ri:dʒən]	Region, Gegend
religion U11/2	[ri'lɪdʒən]	Religion
religious C/p.138	[ri'lɪdʒəs]	religiös, Religiöser
remember MORE 1	[ri'membər]	sich erinnern (an)
remind U12/DSC4	[ri'maɪnd]	erinnern
repeat MORE 1	[ri'pi:t]	wiederholen
reply MORE 1	[ri'plai]	antworten
report U16/4	[ri'pɔ:t]	berichten
reptile U5/6	['reptail]	Kriechtier
request U17/DSC6	['ri:kwest]	Bitte
rescue MORE 1	['reskjʊ]	retten; retten
reservation C/p.139	[rezə'veɪʃən]	Reservat
respond MORE 1	[ri'spɒnd]	antworten
response MORE 1	['spɒns]	Antwort
responsibly U3	['rɒnsɪbli]	verantwortungsvoll
rest U13/7	[rest]	Rest
rest U17/8	[rest]	Ruhe; Pause
result EU/1	[ri'zʌlt]	Folge; Ergebnis
return MORE 1	[ri'tɜ:n]	zurückkehren
revenge U9/DSC3	[ri'vendʒ]	Rache
revision U1	[ri'vɪʒən]	Wiederholung

reward U18/NYC4	[ri'wɔ:d]	Belohnung
rhino (=rhinoceros) U5/13	['raɪnəʊ]	Nashorn, Rhinoceros
rhyme MORE 1	[raɪm]	Reim
rice pudding U10/1	[raɪs 'pu:dɪŋ]	Milchreis
rich MORE 1	[rɪtʃ]	reich
right away U1/2	[raɪt əweɪ]	sofort
right-hand U7/2	['raɪthænd]	Rechte/r/s
Right here. U18/NYC4	['raɪt hɪə]	hier
right now U13/8	['raɪt naʊ]	jetzt gerade
ring MORE 1	[rɪŋ]	anrufen
ring U17/3	[rɪŋ]	Kreis
rise U16/4	['raɪz]	steigen
river MORE 1	['rɪvə]	Fluss
road MORE 1	['rəʊd]	Straße
roam U17/3	['rəʊm]	wandern
roast U17/3	['rəʊst]	rösten
roasted potato U10/6	['rəʊstəd pə'tetəʊ]	Ofenkartoffel
robber U10/1	['rɒbər]	Räuber/in
role U3/DSC3	['rəʊl]	Rolle
roll U11/12	['rəʊl]	rollen
roller-skating U12/6	['rəʊləsketɪŋ]	inlineskateln
Roman U7/7	['rəʊmən]	römisch
Romania U6/6	[rʊ'meɪniə]	Rumänien
Romanian U6/6	[rʊ'meɪniən]	rumänisch
Rome U11/1	[rəʊm]	Rom
roof MORE 1	[ru:f]	Dach
room U9/1	[ru:m]	Platz
rope U2/S1	[rəʊp]	Seil
rose U3/2	[rəʊz]	Rose
rotten U13/7	['rɒtən]	verfault, verdorben
round U6/4	[raʊnd]	um ... herum
round U9/1	[raʊnd]	rund
rounders C/p.139	['raʊndəz]	Schlagball (Sportart)
routine U1/3	[ru:'ti:n]	Routine
row U9/DSC3	[rəʊ]	(Sitz-)Reihe
rubbish (informal) U9/DSC3	['rʌbɪʃ]	mies, schlecht
rug U14/3	[rʌɡ]	Teppich
rugby practice U1/2	['rʌɡbi 'præktɪs]	Rugbytraining
rule MORE 1	[ru:l]	Regel; beherrschen
runaway U18/NYC4	['rʌnəweɪ]	entlaufen
running U17/1	['rʌnɪŋ]	Laufen

S

sacred	U11/2	['seɪkrəd]	heilig
safe	U5/1	[seɪf]	sicher
sail	U16/G	[seɪl]	Segeln
salad	MORE 1	['sæləd]	Salat
salt	MORE 1	[sɔ:lt]	Salz
the same	MORE 1	[ðə 'seɪm]	der-/die-/dasselbe
sand	U1/6	[sænd]	Sand
sandal	U11/3	['sændl]	Sandale
sausage	MORE 1	['sɔ:sɪdʒ]	Wurst, Würstchen
save	MORE 1	[seɪv]	retten
say sorry	U3/1	[seɪ 'sɔ:ri]	sich entschuldigen
scale	U16/1	[skeɪl]	Skala, Maßstab
scare	U4/13	[skeə]	Angst machen, erschrecken
be scared (of)	MORE 1	[bi: 'skeəd əv]	Angst haben (vor)
scary	U3/8	['skeəri]	furchterregend; unheimlich
scene	MORE 1	[si:n]	Szene
science	MORE 1	['saɪəns]	Naturwissenschaft
scientist	U9/9	['saɪəntɪst]	Wissenschaftler/in
scooter	MORE 1	['sku:tə]	Roller
score	U15/G	[skɔ:]	erreichen, erzielen (Tore)
score	U15/1	[skɔ:]	Punktstand, Spielstand
Scotland	U16/4	['skɒtlənd]	Schottland
scream	U13/1	[skri:m]	schreien; kreischen
screen	MORE 1	[skri:n]	Leinwand; Bildschirm
sculpture	U3/2	['skʌlptʃə]	Bildhauerei, Skulptur, Plastik
sea	MORE 1	[si:]	Meer
sea level	U16/10	['si: ,level]	Meeresspiegel
seat	U2/2	[si:t]	(Sitz)platz
second	U9/10	['sekənd]	Sekunde
secret	U2/2	['sɪkrət]	Geheimnis
secretary	U14/DSC5	['sekrətəri]	Sekretärin
security	U2/2	[sɪ'kjʊərəti]	Sicherheit
seed	U9/1	[si:d]	Saat, Samen
seem	U10/NYC2	[si:m]	erscheinen
sell	MORE 1	[sel]	verkaufen
send	MORE 1	[send]	schicken, schicken
senior prom	C/p	['si:njə 'prɒm]	Maturaball
sergeant	U2/2	['sɜ:dʒənt]	Sergeant; hier: Polizeimeister
series	MORE 1	['siəri:]	Serie; Reihe
serious	U10/NYC2	['siəriəs]	ernst(haft)
servant	MORE 1	['sɜ:vənt]	Diener/in
serve	U10/10	[sɜ:v]	servieren
several	U7/7	['sevərəl]	einige, mehrere
shall	U3/DSC1	[ʃæl]	sollen; wollen
shake	U1/11	[ʃeɪk]	schütteln

What a shame!	[wɒt ə 'ʃeɪm]	Wie schade!	
U9/DSC3			
That's a shame.	[ðæt ə 'ʃeɪm]	Wie schade!	
U15/6		So ein Jammer!	
share	U9/DSC3	[ʃeə]	teilen
shed	MORE 1	[ʃed]	Schuppen, Stall
sheep (pl sheep)	U11/3	[ʃi:p]	Schaf
shell	U1/6	[ʃel]	Schale; Muschel
(animal) shelter	U18/7	['æniməl 'ʃeltə]	Tierheim
shock	U11/7	[ʃɒk]	Schock
shocked	U11/7	[ʃɒkt]	shockiert, entsetzt
shopping centre	U11/7	[ʃɒpɪŋ 'sentə]	Einkaufszentrum
short for	U15/8	[ʃɔ: 'fɔ:r]	kurz, kurz für
should	U11/7	[ʃʊd]	sollte/n, solltest
show	U11/7	[ʃəʊ]	zeigen
shower	U11/7	[ʃaʊə]	Regenschauer
shocking	U9/11	[ʃəʊkɪŋ]	Vorführung
sick	U11/7	[sɪk]	krank
sigh	U11/7	[fi:l 'saɪk]	sich schlecht fühlen
side	U4/5	[saɪd]	Seite
sight	U1/11	[saɪt]	Anblick
sightseeing	U11/7	[gəʊ 'saɪt, si:ɪŋ]	Sehenswürdigkeiten besichtigen
sign	U6/3	[saɪn]	Zeichen, Schild
signal	U18/10	['sɪgnəl]	Signal; Zeichen
simply	MORE 1	['sɪli]	dumm, albern
similar (to)	MORE 1	['sɪmɪlə tə]	ähnlich (wie)
simple	U15/G	['sɪmpl]	einfach
simply	U16/9	['sɪmpli]	einfach
since	U15/14	[sɪnts]	seit
sing	MORE 1	[sɪŋ]	singen
Singapore	U2/2	[,sɪŋə'pɔ:]	Singapur
single parent	U12/9	['sɪŋgl 'peərənt]	Alleinerziehende/r
sink	U14/3	[sɪŋk]	Waschbecken, Spüle
sister	MORE 1	['sɪstə]	Schwester
sit up	U2/2	[sɪt 'ʌp]	sich aufsetzen
situation	MORE 1	[sɪtʃu'eɪʃn]	Situation, Lage
size	U1/9	[saɪz]	Größe
ski	MORE 1	[ski:]	Skifahren
sky	U9/1	[skaɪ]	Himmel
slave	U11/3	[sləv]	Sklave, Sklavin
sleep	U9/11	[sli:p]	Schlaf
slice	U10/3	[slaɪs]	Scheibe
slippers	U3/9	['slɪpəz]	Hausschuhe
slow	MORE 1	[sləʊ]	langsam
small talk	U16/5	['smɔ:l ,tɔ:k]	Small Talk, Plauderei
smart	EU/1	[smɑ:t]	schlau
smart phone	U12/DSC4	['smɑ:t ,fəʊn]	Smartphone

smell MORE 1	[smel]	riechen
smelly C/p.138	['smeli]	übelriechend
smile MORE 1	[smaɪl]	lächeln
smoke MORE 1	[sməʊk]	Rauch; rauchen
snack U7/7	[snæk]	Snack, Imbiss
snow U18/10	[snəʊ]	Schnee
snowy U16/2	['snəʊi]	verschneit
so-called U7/7	[,səʊ'kɔ:ld]	so genannt
So do I. U18/7	[səʊ du aɪ]	Ich auch.
So what? U1/6	[səʊ 'wɒt]	Na und?
sofa U5/15	['səʊfə]	Sofa
soil C/p.141	[sɔɪl]	Erde, Boden
soldier U11/8	['səʊldɪə]	Soldat/in
sold out U9/DSC3	[səʊld aʊt]	ausverkauft
solo U17/10	['səʊləʊ]	Solo-
solve MORE 1	[sɒlv]	lösen
somebody MORE 1	['sʌmbədi]	jemand
someone MORE 1	['sʌmwʌn]	jemand
something MORE 1	['sʌmθɪŋ]	etwas
something else U7/7	['sʌmθɪŋ els]	sonst etwas
sometimes MORE 1	['sʌmtaɪmz]	manchmal
somewhere U1/6	['sʌmweər]	irgendwo
son MORE 1	[sʌn]	Sohn
soon MORE 1	[su:n]	bald
sort MORE 1	[sɔ:t]	Sorte, Art
sound U4/4	[saʊnd]	Geräusch
sound U8/5	[saʊnd]	klingen
south U1/2	[saʊθ]	südlich
South East Asia U5/10	[saʊθ ɪst 'eɪzə]	Südostasien
South Island U1/2	[saʊθ 'aɪlənd]	Südinse
southern U17/10	['sʌðən]	südlich
Southern Ocean U17/10	['sʌðən 'əʊʃn]	Südpazifik
spa U1/1	[spa:]	Bad
space U9	[speɪs]	Weg
space U18/7	[speɪs]	Platz, Raum
spaceship U4/S2	['speɪsʃɪp]	Raumfahrt
space station U9/4	['speɪs ɪstəʃən]	Raumstation
speak MORE 1	[spi:k]	sprechen
speed U17/10	[spi:d]	Geschwindigkeit, Tempo
spell MORE 1	[spel]	buchstabieren
spell U13/7	[spel]	Zauber, Bann
put a spell on sb U13/6	[pʊt ə 'speɪl ɒn sɒdɪ]	jemanden verzaubern
spend MORE 1	[spend]	ausgeben (Geld); verbringen (Zeit)
sphinx U11/1	[sfɪŋks]	Sphinx
spirit U11/8	['spɪrɪt]	Geist
spontaneous U16	[spɒn'teɪniəs]	spontan
spoon U15/1	[spu:n]	Löffel

sports centre U17/DSC6	[spɔ:ts 'sentə]	Sportzentrum
sportsman (pl -men) U17/3	['spɔ:tsmən, spɔ:tsmən]	Sportler
sportswoman (pl -women) U17/3	['spɔ:tswʊmən, 'spɔ:tswʊmɪn]	Sportlerin
spotted U14/DSC5	['spɒtəd]	gepunktet
sprinkle U13/6	['sprɪŋkl]	besprenkeln, sprengen
square U6/8	[skwɛə]	Quadrat, Platz
stage MORE 1	[steɪdʒ]	Bühne
stain U13/1	[steɪn]	Fleck
staircase U4/1	['steɪkəs]	Treppe
stairs U4/3	[steəz]	Treppe
stand up MORE 1	[stænd 'ʌp]	aufstehen
stand up (for) MORE 1	[stænd 'ʌp]	sich einsetzen (für)
star MORE 1	[stɑ:]	Stern
starter U9/7	['stɑ:tə]	Vorspeise
starting point U2/2	['stɑ:tɪŋ pɔɪnt]	Ausgangspunkt
station U2/2	['steɪʃn]	Bahnhof, Station
statue U2/2	['stætʃu:]	Statue, Standbild
stay MORE 1	[steɪ]	bleiben
stay (at) U12/1	[steɪ]	übernachten (bei)
stay calm U12/5	['steɪ kɑ:m]	ruhig bleiben
steal U2/3	[sti:l]	stehlen
step U6/9	[step]	Schritt
step U11/8	[step]	Stufe
step U10/1	[stju:]	Eintopf
sticker U4/3	['stɪkə]	Sticker
stiff U2/7	[stɪf]	steif
still MORE 1	[stɪl]	(immer) noch
stilts U4/1	[stɪltz]	Stelzen
stolen U13/7	['stəʊlən]	gestohlen
stomach U15/3	['stʌmək]	Magen
Stomachache U15/3	['stʌmək ,eɪk]	Magen-/Bauchschmerzen
storey C/p.141	['stɔ:ri]	Stockwerk
storm C/p.141	[stɔ:m]	Sturm
straight ahead U6/1	[streɪt ə'hed]	genau vor, geradeaus
straight on U6/3	[streɪt ɒn]	geradeaus
straightaway U10/7	[streɪtə'weɪ]	sofort
strange MORE 1	[streɪndʒ]	sonderbar
strap U14/DSC5	[stræp]	Band
strawberry U10/1	['strɔ:bəri]	Erdbeere
street MORE 1	[stri:t]	Straße
stretch (from) C/p.140	['stretʃ frəm]	sich erstrecken (von)
stripe MORE 1	[straɪp]	Streifen
striped U14/DSC5	[straɪpt]	gestreift
stroke U18/1	[strəʊk]	streicheln
strong MORE 1	[strɒŋ]	stark
strongest MORE 1	['strɒŋgəst]	stärkste/r/s
get stuck U13/2	[get 'stʌk]	steckenbleiben

student U1/6	['stju:dnt]	Student/in; Schüler/in
study U1/2	['stʌdi]	studieren; lernen
stuff (informal) U13/7	[stʌf]	Zeug
stupid MORE 1	['stju:pɪd]	dumm, blöd
subject U1/4	['sʌbdʒekt]	(Schul-)Fach
success U3/1	[sək'ses]	Erfolg
such U3/6	[sʌtʃ]	solche/r/s
suddenly MORE 1	['sʌdnli]	plötzlich, auf einmal
suggest MORE 1	[sə'dʒest]	vorschlagen
suggestion MORE 1	[sə'dʒestʃn]	Vorschlag
summary U7/S3	['sʌmri]	Zusammenfassung
sun MORE 1	[sʌn]	Sonne
sunglasses U14/DSC5	['sʌŋ,glɑ:sɪz]	Sonnenbrille
sunshine MORE 1	['sʌnʃaɪn]	Sonnenschein
superglue U4/5	['su:pəglu:]	Superkleber
supermarket U6/2	['su:pəmɑ:kɪt]	Supermarkt
superstar U12/3	['su:pəstɑ:]	Superstar
supper U1/2	['sʌpə]	Abendessen
be supposed to U5/NYC1	[bi: sə'pəʊzd tʊ]	sollen
(be) sure U6/DSC2	[ʃʊ:]	sicher (sein)
surf (the net) U12/13	[sɜ:f ðə 'net]	surfen (im Internet)
surfer U17/6	['sɜ:fə]	Surfer/in
surprise MORE 1	[sə'praɪz]	Überraschung
swallow U15/1	['swɒləʊ]	(hinunter-)schlucken
swap U6/DSC2	[swɒp]	(ver-)tauschen
sweep U1/2	[swi:p]	kehren, fegen
sweet MORE 1	[swi:t]	süß
sweets (pl) MORE 1	[swi:ts]	Süßigkeiten
swim MORE 1	[swɪm]	schwimmen
swimmer U5/1	['swɪmə]	Schwimmer/in
swimming trunks U16/7	['swɪmɪŋ trʌŋks]	Badehose
swing U2/2	[swɪŋ]	hin- und her-schwingen
Swiss U17/6	[swɪs]	Schweizerisch
switch off U12/13	[swɪtʃ'ɒf]	abschalten
symbol U16/3	['sɪmbəl]	Symbol, Zeichen
system C/p.138	['sɪstəm]	System

T

table MORE 1	['teɪbl]	Tisch
tackle U17/18	['tʌkl]	attackieren (im Sport)
taipan U5/10	['taɪpæn]	Taipan-Schlange
take an order U12/DSC4	[teɪk ən 'ɔ:ɔdə]	eine Bestellung aufnehmen
take away U12/DSC4	[teɪk ə'wei]	mitnehmen
take down U14/1	[teɪk daʊn]	abbauen
take it easy U8/4	[teɪk ɪt 'i:zi]	sich entspannen

take off U9/1	[teɪk 'ɒf]	abheben, starten
take off U13/1	[teɪk 'ɒf]	abnehmen
take out MORE 1	[teɪk 'aʊt]	herausnehmen
take over U9/10	[teɪk 'əʊvə]	übernehmen; erobern
take (time) MORE 1	[teɪk 'taɪm]	(Zeit) brauchen/dauern
take turns U8/12	[teɪk 'tu:ns]	sich abwechseln
tall MORE 1	[tɔ:l]	groß
tan U16/11	[tæn]	Bräune
tar C/p.138	[tɑ:]	Teer
task MORE 1	[tɑ:sk]	Aufgabe
teach MORE 1	[ti:tʃ]	beibringen; unterrichten
team U5/1	[ti:m]	Team
teatime U5/15	['ti:tam]	Teestunde
technology U9/9	[tek'nɒlədʒi]	Technologie
teen U11/1	[ti:n]	Teenager, Teenie
telegram U11/1	['telɪgræm]	Telegramm
television U11/1	['telɪvɪʒn]	Fernseher
telephone U8/1	[tel ə laɪn]	lügen
telescope U16/1	[tel 'ɒf]	ausschimpfen
temperature U16/1	['temprɪtʃə]	Temperatur
temple U11/1	['templ]	Tempel
term EU/1	[tɜ:m]	Semester
terrible MORE 1	['terəbl]	schrecklich, furchtbar
terrified C/p.11	[bi: 'terəfaɪd]	große Angst haben
text U3/DSC1	[tekst]	eine SMS schicken, simsen
text message MORE 1	['tekst 'mesɪdʒ]	Textnachricht, SMS
Thailand U5/10	['taɪlənd]	Thailand
than U5/10	[ðæn]	(mehr) als
thank God U11/S5	[θæŋk ɡɒd]	Gott sei Dank
thank sb MORE 1	[θæŋk]	jemandem danken
theirs MORE 1	[ðeə]	ihr/e
theirs U14/7	[ðeəz]	ihre/r/s
them MORE 1	[ðem]	sie, ihnen
these MORE 1	[ði:z]	diese
thick U16/3	[θɪk]	dicht; dick
thief (pl thieves) U2/2	[θi:f, θi:vz]	Dieb/in
though U10/NYC2	[ðəʊ]	aber, allerdings
thrill U17/10	[θrɪl]	Nervenkitzel
throat U15/3	[θrəʊt]	Hals
through U6/1	[θru:]	durch
throughout the year U16/10	[θru:'aʊt ðə 'jɪə]	das ganze Jahr (über)
throw MORE 1	[θrəʊ]	werfen
thunderstorm U16/2	['θʌndəstɔ:m]	Gewitter
tidy (up) U8/1	['taɪdi ,ʌp]	aufräumen
tight U1/11	[taɪt]	fest
till U12/12	[tɪl]	bis
time machine U9/4	['taɪm məʃi:n]	Zeitmaschine

timetable	U1/5	['tʌmteɪbəl]	Stundenplan
tip	U3/6	[tɪp]	Hinweis, Tipp
tired of	U14/1	[taɪəd ɒv]	etwas satt haben; überdrüssig
today	MORE 1	[tə'deɪ]	heute
to-do list	U17/DSC6	[tə'duː ,lɪst]	Aufgabenliste
toe	U15/6	[təʊ]	Zeh/e
together	MORE 1	[tə'geðə]	zusammen, gemeinsam
tomb	U11/1	[tu:m]	Grab, Gruft
tomorrow	MORE 1	[tə'mɒrəʊ]	morgen
ton	U5/10	[tʌn]	Tonne (1000 kg)
tongue	MORE 1	[tʌŋ]	Zunge
tongue-twister	U11/9	[tʌŋ 'twɪstə]	Zungenbrecher
tonight	MORE 1	[tə'naɪt]	heute Abend
too	MORE 1; U1/11	[tuː]	auch; zu
tool	U12/7	[tuːl]	Werkzeug
tooth (pl teeth)	MORE 1	[tuːθ, ti:θ]	Zahn
toothache	U15/3	['tu:θeɪk]	Zahnschmerzen
top	U4/3	[tɒp]	ganz oben, Gipfel, Spitze
topic	U15/1	['tɒpɪk]	Thema
topping	U12/DSC4	['tɒpɪŋ]	Belag
torch	U11/10	[tɔ:tʃ]	Taschenlampe
tornado	C/p.140	[tɔ:'neɪdəʊ]	Wirbelsturm
total	U12/DSC4	['təʊtəl]	gesamt; völlig
touch	MORE 1	[tʌtʃ]	berühren
touchdown	C/p.139	['tʌtʃ'daʊn]	Touchdown
tour	U3/DSC1	[tuə]	Tour
tourist	MORE 1	['tuəɪst]	Tourist/in
tourist centre	U11/10	['tuəɪst 'sentə]	Tourist*zentrum
tourist office	U6/2	['tuəɪst 'ɒfɪs]	Fremdenverkehrs*büro
towards	MORE 1	[tə'wɔːdz]	in Richtung
towel	U5/1	['təʊəl]	Handtuch
tower	U6/DSC2	['taʊə]	Turm
town	MORE 1	['taʊn]	Stadt
(running) track	EU/1	[træk]	Anlage; Laufbahn
tractor	U12/5	['træktə]	Traktor
tradition	U4/3	['trædɪʃən]	Tradition
traditional	U17/10	['trædɪʃənəl]	traditionell
traffic lights	U6/DSC2	['træfɪk laɪts]	Verkehrssampel
trailer	U14/1	['treɪlə]	Anhänger, Wohnwagen
train	U6/6	[treɪn]	Zug
train	U17/6	[treɪn]	trainieren
trainer	MORE 1	['treɪnə]	Turnschuh
trainer	U17/8	['treɪnə]	Trainer/in
translate	U12/9	[træns'leɪt]	übersetzen
transmitter	U18/10	[trænz'mɪtə]	Sender
trap	U7/S3	[træp]	fangen; in einer Falle
travel	U1/1	['trævl]	reisen

tray	U18/1	[treɪ]	Tablett
treasure	MORE 1	['treʒə]	Schatz
treasure hunt	U7/7	['treʒə ,hʌnt]	Schatzsuche
treat	U4/3	['tri:t]	Vergnügen, Belohnung
tree house	U7/3	['triː haʊs]	Baumhaus
trick or treat	U4/3	['trɪk ɔː 'tri:t]	Süßes oder Saures (Frage beim Hallo- gen-Umzug)
tricky	U11/2	['trɪki]	listig; betrügerisch; schwierig, kompliziert
trip	MORE 1	[trɪp]	Ausflug, Reise
triplets	U8	['trɪplɪts]	Drillinge
(it's no) trouble	U10/NYC2	['ɪts nəʊ 'trʌbl]	keine Ursache
get into trouble	U5/1	['ɪntuː 'trʌbl]	Probleme/Ärger bekommen
trust	U4	['trʌst]	Vertrauen
truth	MORE 1	['tru:θ]	Wahrheit
try	MORE 1	[traɪ]	versuchen
truth key	U11/1	['tʁ:ki]	Truthahn
turn	U3/6	[tɜ:n]	werden; abbiegen
turn off	MORE 1	[tɜ:n 'ɒf]	abschalten
turn on	MORE 1	[tɜ:n 'ɒn]	einschalten
turn up	U3/6	[tɜ:n 'ʌp]	auftauchen
turn down	U3/7	[tɜ:n 'ʌp/daʊn]	lauter/leiser stellen
TV	MORE 1	[ti:'vi:]	Fernseher; Fernsehen
twice	MORE 1	[twɑɪs]	zweimal
twins	U3/DSC1	[twɪn]	Zwilling, Zwillingss-
type (of)	MORE 1	[taɪp]	Art; Typ; Sorte
UFO (=unidentified flying object)	U9/9	[ju:'ef'əʊ]	Ufo (unbekanntes Flugobjekt)
ufologist	U9/9	[ju:'fɒlədʒɪst]	Ufologe, Ufologin
ugly	U5/6	['ʌɡli]	hässlich
uncle	U12/1	['ʌŋkl]	Onkel
unconscious	U9/S4	[ʌn'kɒnʃəs]	bewusstlos
underground	U6/6	['ʌndəgraʊnd]	U-Bahn
underline	U10/11	[,ʌndə'laɪn]	unterstreichen
underneath	U14/1	[,ʌndə'ni:θ]	unterhalb
understand	MORE 1	[ʌndə'stænd]	verstehen
understanding	U6/DSC2	[,ʌndə'stændɪŋ]	Verständnis
unfair	U4/4	[ʌn'feə]	unfair
unfortunately	EU/1	[ʌn'fɔ:tʃənətli]	unglücklicherweise
unfriendly	U13/7	[ʌn'frendli]	unfreundlich
unhappy	MORE 1	[ʌn'hæpi]	unglücklich
unidentified	U9/9	[,ʌnaɪ'dentɪfaɪd]	unbekannt, nicht identifiziert

wild	MORE 1	[waɪld]	wild
wildlife	U15/10	['waɪldlaɪf]	Tierwelt
will	MORE 1	[wɪl]	werden (Zukunft)
win	MORE 1	[wɪn]	gewinnen
wind	MORE 1	[wɪnd]	Wind
windsurfing	U17/1	['wɪndzɜːfɪŋ]	Windsurfen
windy	U16/2	['wɪndi]	windig
winner	U9/DSC3	['wɪnə]	Gewinner/in
wish	MORE 1	[wɪʃ]	Wunsch
witch	U4/1	[wɪtʃ]	Hexe
without	U12/5	[wɪð'aʊt]	ohne
witness	U2/7	['wɪtnəs]	Zeuge, Zeugin
wizard	U4/2	['wɪzəd]	Zauberer
wolf (pl wolves)	MORE 1	[wʊlf, wʊlvz]	Wolf
woman (pl women)	MORE 1	['wʊmən, 'wɪmɪn]	Frau
(no) wonder	U7/7	['wʌndə]	(kein) Wunder
wonderful	MORE 1	['wʌndəfʊl]	wunderbar
wood	MORE 1	[wʊd]	Wald; Holz
wooden	MORE 1	['wʊdn]	Holz-, hölzern
wool	U11/3	['wʊl]	Wolle
work	U2/2	[wɜːk]	hier: funktionieren
work out	U12/G	['wɜːk aʊt]	trainieren
worker	U11/3	['wɜːkə]	Arbeiter/in
workman (pl workmen)	U11/8	['wɜːkmən]	Handwerker
worldwide	U5/10	['wɜːld,waɪd]	weltweit
be worried	U3/1	[bi 'wʌrɪd]	besorgt
worry about	U16/7	[wʌri ə'baʊt]	sich Sorgen machen
worrier	U8/10	['wʌrɪə]	Schwarzmaier/in
be worth	U3/2	[bi 'wɜːθ]	wert
wound	U11/8	[waʊnd]	Wunde
write down	U3/DSC1	[raɪt daʊn]	niederschreiben
writer	U15/14	['raɪtə]	Schreiber/in

Y

yacht	U17/10	[jɒt]	Yacht
yachtswoman	U17/10	['jɒtswɪmən]	Yachterin
year	MORE 1	[jɪə]	Jahr; Jahrgangsstufe
not ... yet	U17/10	[nɒt jet]	noch nicht
yours	U2/2	[jɔː]	deine/r/s; Ihre/r/s; eure/r/s
yourself	MORE 1	[jɔː'self]	du/Sie/ihr selbst
youth	U7/10	[juːθ]	Jugend
youth camp	U7/10	[juːθ kæmp]	Jugendlager
yurt	U14/1	[jʊət]	Jurte

Z

zombie	U4/2	['zɒmbi]	Zombie
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