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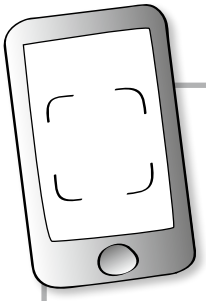
MORE! 3

Student's Book

mit App für Audios, Videos und Stories

General course

HELBLING



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MORE! 3 Student's Book General course

Mit Bescheid vom 28. August 2012, GZ: BMUKK-5.028/0015-B/8/2011, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „MORE! Student's Book 3 General course" 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 3 im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt.

Mit Bescheid vom 20.11.2017, GZ: BMBF-5.028/0004-IT/3/2017 teilt das Bundesministerium für Bildung mit, „dass gegen die aktualisierte Fassung des Werkes MORE – Student's Book 3 General course, BNR 160.403, kein Einwand besteht".

Mit Bescheid vom 15.07.2019, GZ: BMB-5.028/0008-IT/3/2018 hat das Bundesministerium für Bildung, Wissenschaft und Forschung das E-BOOK+ Angebot zum Unterrichtsmittel „MORE! Student's Book 3 General course" als geeignet erklärt.

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Student's Book

MORE! 3

Gerngross · Puchta
Holzmann · Lewis-Jones · Stranks

HELBLING

General course

Zeichenerklärung

CD1 1 — Dazu gibt es eine Tonaufnahme auf CD.
(Obere Zahl: CD Nummer / Untere Zahl: Tracknummer)

BiSt — Diese Übung bietet eine spezielle Vorbereitung auf die Bildungsstandards-Prüfungen.

DVD — Dazu gibt es ein Video auf DVD.

4 CHOICES — Bei dieser Übung stehen dir zwei Varianten zur Verfügung.

CYBER Homework 1 — Dazu gibt es eine Hausübung im Internet. (www.helbling-ezone.com)

Online Progress Check 1 — Dazu gibt es im Internet einen Progress Check. (www.helbling-ezone.com)

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

1 — Diese Übung enthält wichtige Inhalte und sollte nicht ausgelassen werden.

2 — 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 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 einen alternativen Lesetext oder *Graphic story* (Version im Comic-Stil), welche du dir auf einem Smartphone oder Tablet ansehen bzw. auch anhören kannst.

Zu dieser Übung gibt es ein Grammatik-Erklärvideo oder ein Video über Kate & Tom (*The Girl Next Door*), 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.

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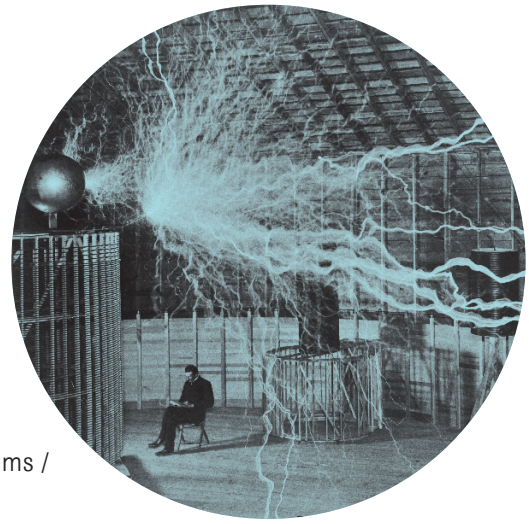

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UNIT 1 Music makes a difference

You learn
- about the history of benefit concerts
- about musical styles
- how to use the present and past simple

You can
- talk about music you like / don't like
- write about a conce
- offer and ask for o ion

BiSt

1 **When and where did the first benefit concert take place? Find the answer quickly. Then read the whole text.**

Playing for others

On January 12th 1918 a classica usic concert took place in the Ko aus in Vienna. The money from the ticke s went to help the familie Austrian and Hungarian soldiers o ed the First World War. It wa th ample of a benefit conc

he concert for B adesh

e concert in Vienna was small. many people outside of Austria learnt about it. In the 960s, television helped to make pop music extremely popular all over the world. Of course, benefit concerts started to get much bigger audiences too. The first modern-day example took place on August 1st 1971 when ex-Beatle George Harrison organised *The Concert for Bangladesh*. Harrison invited famous friends – musicians such as Bob Dylan, Ringo Starr and Ravi Shankar – to join him on stage at Madison Square Garden in New York. Money from the concert went to help refugees from East Pakistan. Harrison made a best-selling live album of the music and a documentary about the concert for cinemas all over the world.

Live Aid

In 1985 Bob Geldof, singer of the Irish band *The Boomtown Rats*, saw a news report about Ethiopia. He was shocked to see how thousands were dying of hunger and wanted to do something to help. He decided to organise a benefit concert in London. But his plans got bigger and bigger, and finally two concerts took

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CYBER Homework Revision

place on the same day – one at Wembley Stadium in London, the other at the JFK Stadium in Philadelphia. On July 13th 72,000 people in London and 100,000 in Philadelphia watched artists such as *The Who*, *Queen*, Paul McCartney, *U2* and David Bowie sing on stage. But far more people – an amazing numbe 1.9 billion people in differen countries – watche ts live on TV. One music Phi Collins, wanted to do as h as possible to in London, an quickly on a plane to the could play in Philadelphia too. Live Aid concerts and the hit single "Do They Know It's Christmas?" raised a lot of money – $245 million.

AMERIC Tribute to Heroes

September 11th 2001, New k suffered* a dreadful* attack. Terrorists flew planes into the Twin Tower buildings killing more than 2,500 people. Only ten days after the tragedy, actor George Clooney organised a telethon, a TV concert to raise money. People watched famous singers and actors on TV and then phoned in to donate money. The singers who came to perform included Bruce Springsteen, Sting, Celine Dion and Mariah Carey. Other famous actors and sports personalities such as Tom Hanks, Muhammad Ali, Cameron Diaz and Tom Cruise were there to speak and ask for money. Many of the celebrities also helped answer the phones and take the donations. All the major TV stations showed the concert. The show raised over $200 million. The money went to help the families of firefighters and policemen that died in the terrorist attacks.

Big and small

Benefit concerts don't need famous people to help out. Every year many smaller concerts take place all over the world. Local bands and musicians bring people together and ask them to donate money. The power of music gets people to help others everywhere.

VOCABULARY: ***suffer** – erleiden; **dreadful** – schrecklich

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2 How many of these tasks can you do?

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

1 The concert in the Konzerthaus was free. T / F
2 There was a film about *The Concert for Bangladesh*. T / F
3 Bob Geldof originally planned one concert for Live Aid. T / F

Choose the correct answer.

4 Phil Collins performed in both countries because
- ☐ he promised his friend Bob Geldof.
- ☐ he loves being on stage.
- ☐ he wanted to do all he could to help.

5 The main reason the celebrities went to the telethon was
- ☐ to help the victims of the terror attacks.
- ☐ to answer the telephones.
- ☐ to perform on stage.

6 The last paragraph suggests that benefit concerts
- ☐ need famous people to make them successful.
- ☐ can happen anywhere.
- ☐ are great for local musicians.

Answer the questions.

7 What cause would you like to see supported at a benefit concert?
.....

8 Why do you think famous people are happy to do benefit concerts?
.....

9 In what other ways can you help people?
.....

CD1 1/2

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

4 Work in pairs. Take turns to talk to your partner about benefit concerts.

What was the name of the first benefit concert?
When did the first benefit concert take place?
Where did *The Concert for Bangladesh* take place?
Who played in … ?
How many … ?
How much money did they raise at … ?

A What was the name of the 1971 benefit concert?
B The … .
A When did the first benefit concert … ?
B In 19… .

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CD1 3 BiSt

5 **Paul Sacks and Sally Green are critics on the hit TV talent show *Superstar*. What do they think of Dave and Jasmine? Listen and draw:** ☺ 😐 ☹

	Dave	Jasmine
Paul Sacks		
Sally Green		

Do you know ...?

Talent shows like *American Idol* or *The X Factor* have been very popular for years. They have produced singing stars like Kelly Clarkson and Jennifer Hudson in the US and Ollie Murs, *One Direction* and Leona Lewis in Britain.

Vocabulary Audition

CD1 4

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

a try | training | audition | practice | talents | give up | way up | get back

Dave, you're a brave man. Don't [1] ..... yourself. Sing at home under the shower when you're not wearing that suit. But don't waste our time, OK? You're needing [2] ..... as a pop star.

You're not going to be the next superstar. In fact, you're not even going to be a background singer in a band. You haven't got what it [3] ..... . But don't be too unhappy. You gave it [4] ..... and that's what's important.

Maybe you could move a little when you're singing and not just sitting there. That's not really a problem. I think what's right [5] ..... you could be a big star. We'll certainly [6] ..... to you.

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

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Get talking Giving an opinion

CD1 5 BiSt

7 **Work in pairs. You are the critics for *Superstar*. Listen to these three performers and say what you think.**

… looks fantastic / doesn't look like a pop star.
… 's got a beautiful/terrible voice / needs (doesn't need) train
… is an excellent singer / was out of tune / has(n't) [illegible] it takes.
… could be the next pop star / is never going to m[illegible] it / a [illegible] star / is(n't) on the way up.

8 CHOICES

Get talking Talking about music

A **Find a partner. Hold an interview with hi[illegible] Take no[illegible].**

I (don't) like …

My favour[illegible] / l[illegible]st fa[illegible]urite is …

1 What song do you like b[illegible]st.
2 What song do you hat[illegible] *I hate / d[illegible] like …*
3 Where do you get yo[illegible] mu[illegible] *download i[illegible] / I get it from friends. / I listen to the radio.*
4 What's your favourit[illegible] …

Now write a report.

Mar[illegible] Me to You" best. He hates "Yesterday".
He dow[illegible]ds s[illegible] of his music, and he gets some from his friends.
[illegible] fav[illegible]te band is …

Free flow Talking about music

BiSt

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

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Writing for your Portfolio

A **You saw your favourite singer/band in a concert last weekend. Your English friend James wanted to come along, but fell ill. Write an email (40–70 words) in which you:**

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

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

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

GRAMMAR

Present simple (revision)

How to use it: Du verwendest das Present simple, um (1) Meinungen, (2) Tatsachen und (3) Gewohnheiten auszudrücken.

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

- ☐ Every year, benefit concerts take place all over the world.
- ☐ She doesn't like dancing.
- ☐ I usually buy two or more CDs a week.

How to form: Person + Verb + **s** in der 3. Person Singular

I like … . He/She/It **likes** …

Verneinung: Person + don't / doesn't + Verb

I don't … . He/She/It **doesn't** like … .

Some people are here because they like singing.

Benefit concerts ***don't need*** *famous people.*

Music ***gets*** *people to help others.*

He ***doesn't look*** *like a pop star.*

Past simple (revision)

He ***was*** *shocked and* ***wanted*** *to do something to help.*

He ***got on*** *a plane and* ***flew*** *to the US.*

The concert in Vienna ***was*** *small and* ***didn't make*** *the news all over the world.*

Complete the rules.

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

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

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The Girl Next Door 1

DVD

DEVELOPING SPEAKING COMPETENCIES

Language function
- Offering and asking for opinions

Speaking strategy
- Responding to an opinion

The new neighbour

CD1 6

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

Tom Hello!

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

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

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

Tom Is it any good?

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

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

Kate *The Ride?* I loved it. In my opinion it's the best they've done.

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

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

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

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

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

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

2 **Answer the questions with *Kate*, *Tom* or *both*.**

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

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WB p. 9

Useful phrases Offering and asking for opinions

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

1 Is it any good? ☐
2 I think … ☐
3 What did you think about … ? ☐
4 I reckon … ☐
5 In my opinion … ☐
6 How about you? ☐

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

1 Are Tom and Kate going to be friends?
2 What does Kate inv[illegible] m[illegible] o next?

Mobile homework

Watch the second part of the video and complete Ka[illegible]ry entry.

Met my new neighbour today. His name's [1].....He [illegible]ms really nice and I think I've found a new friend. He likes the same [2]..... [illegible] as me. That's always a good thing. Anyway, can you believe he's never listened to [3]..... on vinyl! So I invited him over to my house to listen to one. He tried [illegible]ver the fence but he ripped his [4]..... . It was funny and we lau[illegible]d. He [illegible]ot a good sense of humour! Anyway we got to my house and we walked in [illegible]oom and guess what we saw? [5]..... ! It was really embarrassing.

Speaking strategy Respon[illegible] an opinion

4 **Complete the sentences. Then c[illegible] with [illegible]e dialog[illegible]n 1 .**

1 **Kate** I think they're th[illegible] band around.
Tom M..... t[illegible]

2 **Kate** How about you[illegible]
Tom I c..... [illegible]
m..... .

3 **Kate** I can't listen to their music any more.
Tom M..... n..... .

4 **Kate** It's the best they've done.
Tom D..... y.....
t..... s..... ?

5 CHOICES

A **Work [illegible] Write a list of films you [illegible]ve [illegible]een. Take turns to as[illegible]out these films.**

[illegible] k about … ?
B I [illegible] it was … / I didn't think it [illegible] …
A Me too. / Me neither.

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

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

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

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Essential English

CD1 7

1 **Listen to the dialogue and fill in the missing words.**

Nadia What's your [1]..... bedroom like, Kate?
Jack Is it big?
Kate No, it's not very big. But it's nice!
Steve Are [2]..... good posters?
Kate Yes, two. A *Coldplay* poster and …
Jack *Coldplay*? Who are *Coldplay*?
Steve Oh, come on, Jack! They're really ..... What else is there?
Kate Well – there are blue [4]..... and two blue chairs. There's a desk, and on the desk there's a …
Jack Computer?
Kate Yes, and there's a DVD player in it!
Nadia Great! Can we [5]..... some DVDs at your place?
Kate Sure. Let's go to Steve's house first and get his *Coldplay* DVDs!
Steve OK!

2 **Now open up the dialogue. Listen again and then answer the questions with *Yes* or *No*. Look at the dialogue and check.**

1 Is Kate's bedroom very big? ....No....
2 Is there a *Coldplay* poster in her room? .....
3 Are *Coldplay* famous? .....
4 Are her curtains green? .....
5 Is there a DVD player in her computer? .....
6 Are there *Coldplay* DVDs at Steve's house? .....

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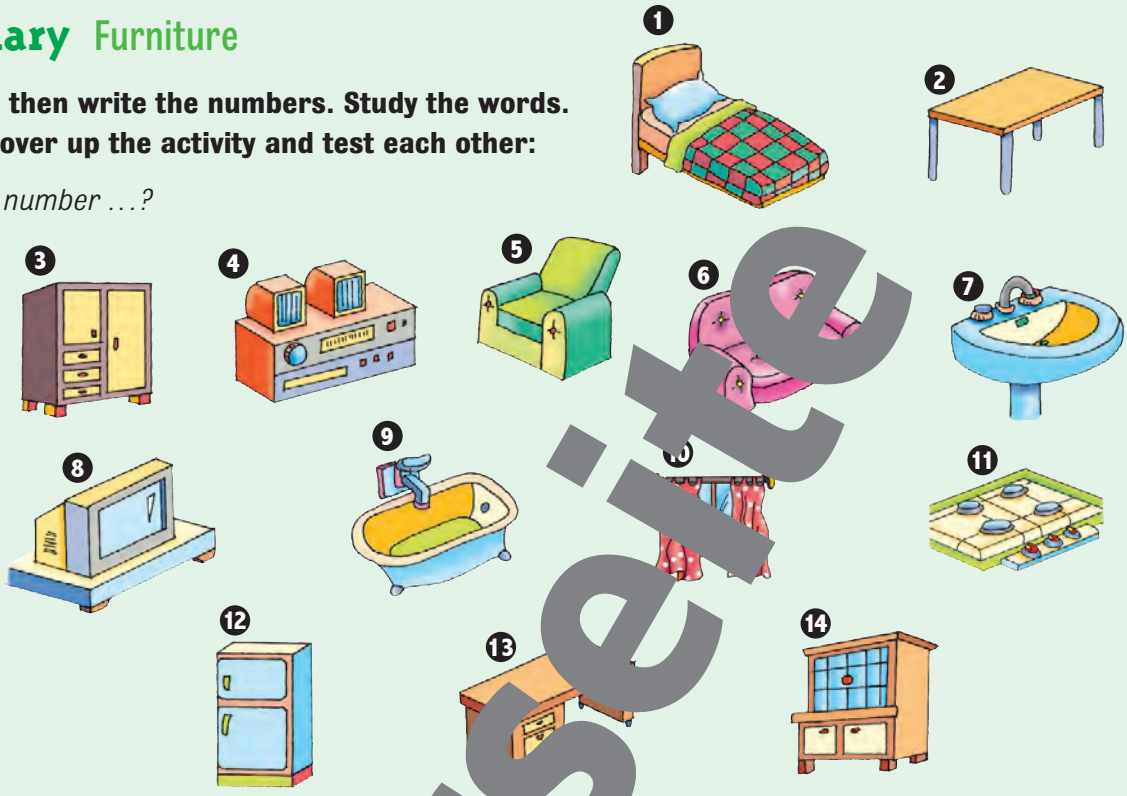
Vocabulary Furniture

CD1 8

3 **Listen, then write the numbers. Study the words. Then cover up the activity and test each other:**

What's number ...?

- washbasin
- sofa
- stereo
- bed
- bath
- cooker
- fridge
- wardrobe
- desk
- armchair
- cupboard
- table
- TV
- curtains



Get talking Furniture

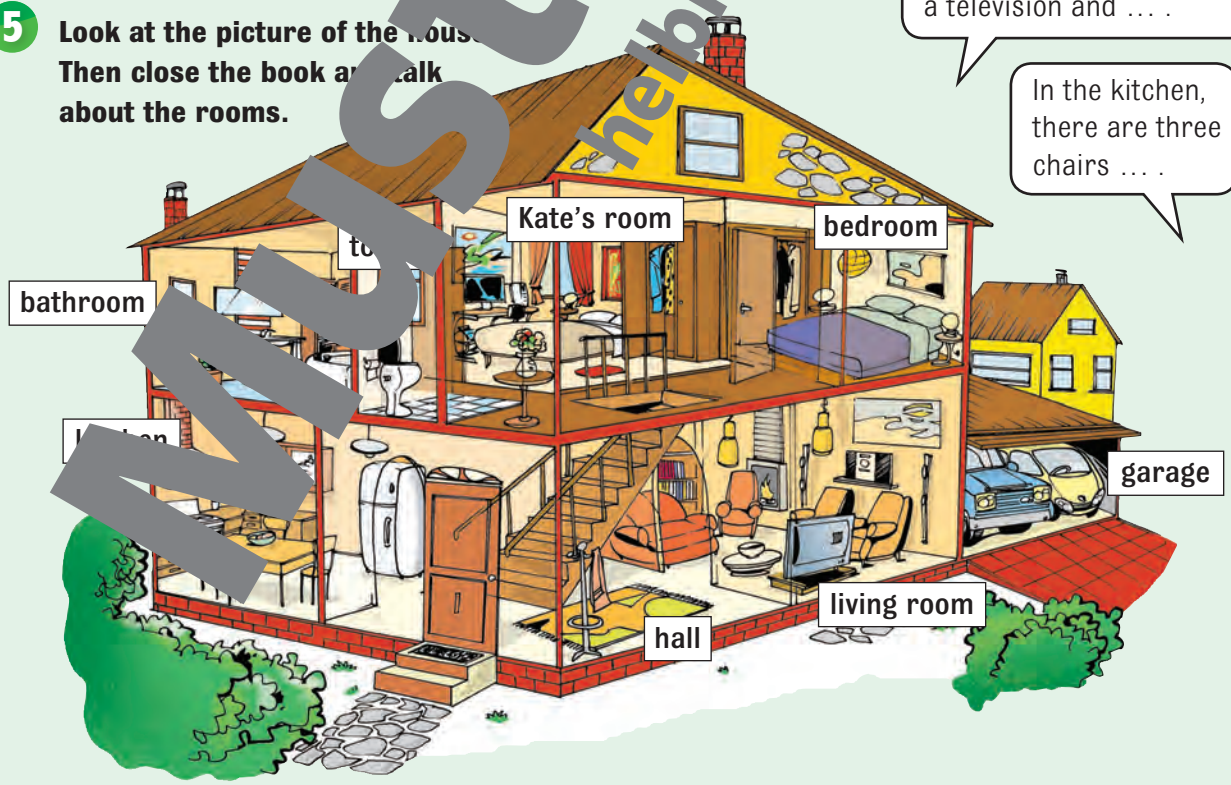
4 **Work in pairs. Cover the words i[illegible] Point to a picture and ask your partner to say the word.**

Get talking Rooms in [illegible]use

5 **Look at the picture of the [illegible]ous[illegible] Then close the book a[illegible] talk about the rooms.**

In the living room, there's a television and ... .

In the kitchen, there are three chairs ... .



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[illegible]hel[illegible]bling.com

UNIT 2 What a coincidence!

You learn
- about incredible coincidences
- how to use the past continuous

You can
- talk about coincidences and past activities
- write an ending to a story

BiSt

1 **Before you read the text, go through it quickly and find out:**

- where the accidents happened
- the names of the ships

In 1898 the A[illegible] author [illegible]gan Robertson wrote a novel called [illegible] It is about a huge ship on its first tri[illegible]om t[illegible] [illegible]a. In the story this 'unsink[illegible]le' [illegible]ip hits an i[illegible]rg halfway across the ocean. It sin[illegible] most of its 2,500 passengers die. The name of this [illegible] ship? The Titan.

Fourteen y[illegible]er in re[illegible] life the world's most famous ship, the Ti[illegible]ic, [illegible] also crossing the Atlantic when it hit an iceberg [illegible] th[illegible],20[illegible] passengers, only 705 survived. And there are m[illegible]ili[illegible]es between these two stories. Both ships [illegible]re cro[illegible]e ocean in the month of April and both [illegible]ats h[illegible] very few lifeboats.

B[illegible]nces don't stop there. In 1935 another s[illegible]ip w[illegible]ross[illegible] the Atlantic in April. This time it was [illegible]elling fr[illegible]ewcastle in England to Canada. As the ship [illegible] close to the area o[illegible]he Titanic tragedy, a member of the [illegible] membered the [illegible]mous ship and called to the captain to st[illegible]en the s[illegible]in finally stopped, it was metres away [illegible]m a giant icebe[illegible]g. All the crew were saved. And the name [illegible]f th[illegible] ship? The Titanian!

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CD1 9/10
BiSt

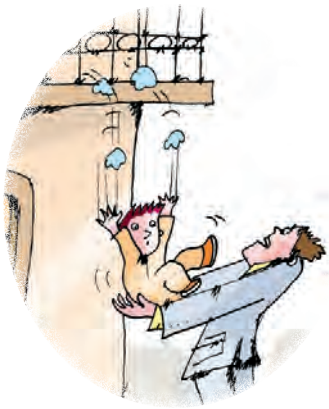
2 **Now read the text caref[illegible]d answer the qu[illegible]ions. Then listen to the text.**

1 Which of these ships were rea[illegible] .....
2 How many passenger[illegible]ed in the Titanic disa[illegible]er? .....
3 What coincidences b[illegible]tan and the Titanic are there?
.....
4 Where was the T[illegible] going to in 1935? .....
5 Why did a member of t[illegible]nian crew ask the captain to stop the ship? .....
6 How long af[illegible]rts[illegible]s book did the Titanian nearly hit an iceberg? .....

CD1 11
BiSt

3 **Listen [illegible]t from *Live on air*. Fill in the missing words.**

1 Mark Se[illegible] found [illegible]aptop in a ..... in Paris.
2 [illegible] his ..... . His name was John Silver.
3 [illegible] was w[illegible]ng down a street. A baby .....
a ba[illegible]
4 The man ..... the baby. He saved the baby's life.
5 A year later he was walking down the same street with his
..... .
6 The baby fell off the balcony again. The man saved the baby's
..... again.



WB p. 12

CYBER Homework 4 Revision

4 **Study the picture for half a minute. Then cover it up and do 5.**

Get talking Talking about past activities

5 **What did the man in black see?**
Tell your partner. Then check with the picture in 4.

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

CD1 12 BiSt

6 **Listen to what happen[illegible]n correct the sentences here.**

1 The thief was [illegible] woman in the CD shop.

.....

2 He w[illegible] the woman's money.

.....

3 [illegible] man noticed that her money was missing.

.....

4 The w[illegible] went to the police station and saw a school bag.

.....

5 There were the letters JT on the school bag.

.....

6 Both men's names were James Taylor!

.....

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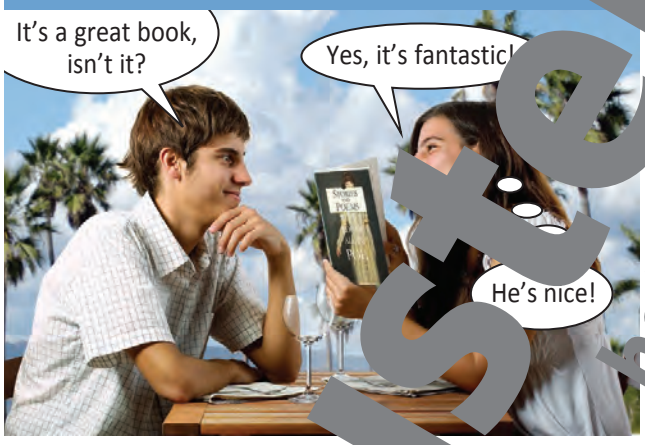
WB p. 13, 16

A **Read the photo story.**

Talking to Belinda

One evening in Los Angeles, California.

When Rick sat down, he saw the book that the young woman was reading.



Soon Rick and the young woman were having a conversation.

When Belinda and Rick were leaving the restaurant, he asked her for her phone number.

A week later … Rick lost Belinda's phone number. He went back to the restaurant to ask the waiter about her.

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WB p. 12, 13

A year later in Paris ...

From the first day in Paris, Rick loved the city. Then one day he was looking at some books. He got a surprise.

An hour later ...

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B **Look at the pictures first. Guess the story. Then read the text.**

Talking to Belinda

It was a beautiful day. The sun was shining; some children were playing on the beach. Rick walked into the restaurant.

"I'm sorry, sir," the waiter said when Rick entered the restaurant. "We're completely booked for tonight. There's not a single table free. But maybe … just a minute, please, sir!"

The young woman was sitting at a table near the window. She didn't notice the beautiful view in front of the window. She didn't see that there were lots of people on the beach enjoying the beautiful September sun. She didn't see the young people on their surfboards, riding the waves and having fun. She was reading with such interest that at first she didn't even notice that the waiter was talking to her. "I'm sorry?" she said to the waiter. She didn't seem very happy that he was interrupting her reading. "Could the young man over there sit at your table?" the waiter asked. "No way!" she thought. "Of course he can," she said.

When Rick Cooper sat down at the young woman's table, he saw the book she was reading – *Stories and Poems* by Edgar Allan Poe. He knew the book well. But he didn't want to interrupt the young woman because she was reading so intensely. When the young woman's meal arrived, she put her book down on the table.

"It's a great read, isn't it?" Rick said. "Yes, it is." Belinda answered. Five minutes later they were having a conversation. They were talking about the people on the beach in front of the restaurant and they were watching the surfers and the waves. It was OK now for Belinda that Rick ("What a nice voice he has," Belinda thought) was sitting at her table. And it was more than OK for her that Rick asked her for her phone number when she was leaving. She took a piece of paper

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WB p. 12, 13

and a pen from her handbag. With a big smile she wrote her number on the paper and next to it she wrote in big letters: *CALL ME SOON! :) Belinda*.

Rick was so happy. "What a wonderful, wonderful girl," he thought. When he was on the subway, he took out the piece of paper. He looked at Belinda's note and he looked at the :) next to her phone number. "I'll call you. I'll call you sooner than you think," he thought. "I'll ring you up tonight. Maybe we can go to the movies tomorrow!" But Rick didn't phone Belinda that night. He didn't phone her the next night. And he didn't phone her two nights later. He couldn't phone Belinda because he had lost her phone number on the subway on his way home. He was very sad and he went back to the restaurant to ask the waiter about Belinda.

"I'm sorry, sir," the waiter said. "That was the only time I've seen her here! But I'm sure she'll come back. And then I'll let you know!"

Rick phoned the restaurant every evening for more than two months. But Belinda never came back to the restaurant. Rick also went to all the bookshops he could think of. He was looking for a young woman who had an interest in books by Edgar Allan Poe. But Rick never found her. "How can I find her?" he thought. "There are 14 million people in Los Angeles. There's no chance of finding her again!"

A year later, Rick Cooper [illegible] to Europe for a year.

He wanted to learn languages [illegible] wanted to visit other countries. His first stay was in Paris. [illegible] city. He loved the language [illegible] loved the people. [illegible] took a course at one of the language schools and he learnt French quite [illegible]. Whenever he had time, he walked through the streets of Paris. [illegible] was happy there. He had lots of friends and there were so many places to go! One of his favourites was a café near the river. He liked to sit there for hours, watching the people walk by. Another place he liked were the [illegible] along the Seine. He often went there to look at the second-hand books.

"I know this book!" Rick Cooper thought. And when his hand touched a copy of *Stories and Poems* on the table in front of the bookshop, he remembered the young woman from the restaurant. He thought of the lost piece of paper with the phone number on it and felt sad. He picked up the book and opened it. He couldn't believe what he saw. There was a sticker in it with her name, Belinda Gray, and an L.A. address! "Belinda Gray! How did this book get from L.A. to Paris?" Rick thought.

Rick bought the book and went home. He found a phone number for the address. His fingers were trembling* when he dialled the phone number. A woman answered the phone.

"Belinda?" he said. "I'm sorry," the woman answered. "This isn't Belinda. Who's speaking?"

"This is Rick Cooper. I'm a friend of Belinda's. Can I talk to her, please?" Rick asked.

"I'm sorry, no. She moved out two months ago. But I can give you her new phone number!"

Rick wrote the number down: 0033 1 47 09 85 72.

"But that's a strange number. It's not an L.A. number!" he said. "It's not even a number in the US."

"That's right," the woman said. "Belinda moved to Paris two months ago!"

VOCABULARY: ***tremble** – zittern

WB p. 12, 13

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8 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

1 The waiter took Rick to ..... Belinda.

2 Rick started talking to Belinda about the ..... .

3 Rick had a plan. He thought maybe he could take Belinda ..... .

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

4 Rick found the first few months in Paris quite hard. T / F

5 Rick felt happy when he saw the copy of *Stories and Poe* he Parisian bookshop. T / F

6 As he phoned the number in the book Rick felt ne us. T / F

Answer the questions.

7 What do you think Belinda thought when Rick didn't e her? .....

8 How do you think the story ends? .....

9 What's the strangest thing that has happened to ....

CD1 13/14

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

BiSt

10 CHOICES

Writing for your Portfol

A **Write an ending to the st 70 words). Use the questions below to help you.**

- Did Rick phone Belin and he reach he
- Did they meet?
- How did the stor d?

B **Write wh happen next in the story (100–120 words). Use as many w ds fro s you want. Find a good title for your story.**

wer	email	phoned
lost	fell in love	found out
	happy ending	happy
urprise	excited	no time
ower	taxi	message

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WB p. 12, 13, 17, 18

Sounds right /w/ vs. /v/

CD1 15

11 **Listen and repeat the words.**

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

Get talking Finding coincidences

12 **Find as many coincidences with your classmates as possible. Ask questions and take notes.**

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

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

Which day of the month were you born on?

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

Me, too! What a coincidence!

I was born on the 14th.

Also ask questions about food / [illegible] and sisters / house number / free time activities / TV [illegible] pocket money / school subjects, etc.

Get talking A guessing game

13 **Guess what your partner was doing ...**

Guess what I was doing yesterday at 5 p.m.

Were you doing your homework?

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WB p. 14

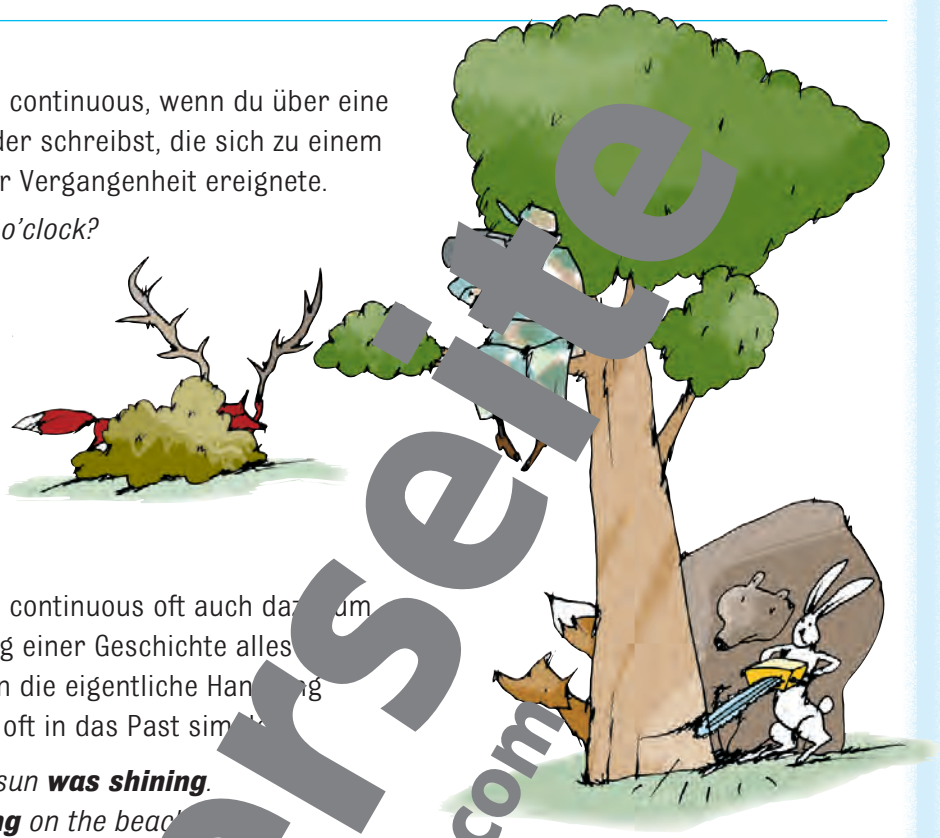
GRAMMAR

Past continuous

How to use it:

(1) Du verwendest das Past continuous, wenn du über eine längere Handlung redest oder schreibst, die sich zu einem bestimmten Zeitpunkt in der Vergangenheit ereignete.

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



(2) Du verwendest das Past continuous oft auch dazu, um zu schildern, was am Anfang einer Geschichte alles (im Hintergrund) passiert. Wenn die eigentliche Handlung beginnt, wechselst du dazu oft in das Past simple.

*It was a beautiful day. The sun **was shining**.*
*Some children **were playing** on the beach.*
*Rick **walked** into the restaurant.*

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

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

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

Du verwendest oft das [1] ..... um eine länger andauernde Handlung zu beschreiben, die durch eine kürzere unterbrochen wird. Für die kürzere Handlung verwendest du das [2] ..... .

How to form it:

Du bildest das Continuous mit der Past tense von *be* + *-ing*-Form des Verbs.

Read and write (1) or (2).

- ☐ The [illegible] was sleeping. Mum and Dad were watching TV in the living room. Suddenly Bill [illegible] started to bark.
- ☐ The detective was driving down the street. It was raining. The wind was blowing hard. Nobody was walking in the street. Suddenly, he saw a man with a gun on the other side of the street.
- ☐ At 6 o'clock I was having a shower.

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WB p. 14, 15

The Mag 1 The mystery boy

DVD

1 Watch the story. Then circle the correct words.

Nick

Jessica

Lucy

Stern

1 Nick is the *editor / photographer* of *The Mag*.
2 Jessica is the *journalist / photographer* of *The Mag*.
3 Lucy is the *editor / journalist* of *The Mag*.
4 Stern *has / has* worked for *The Mag* before.

2 Complete the summary with the words from the box.

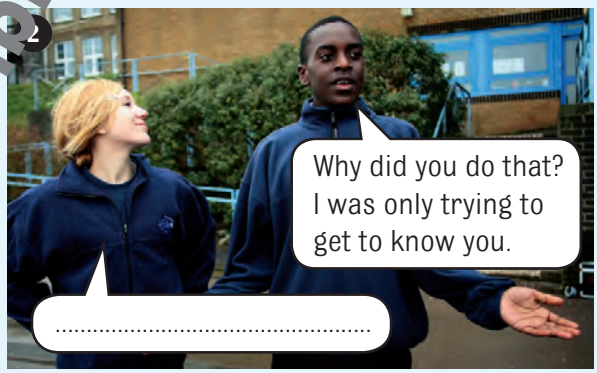
editor
The Mag
posters
complain
journalist
rude
boy

Lucy's the [1]..... , Nick's the photographer and Jessica's a [2]..... for the school magazine. They have put up [3]..... to find another journalist. One afternoon, Lucy, Jessica and Nick are sitting in the computer room. They're discussing how they could make [4]..... more interesting. One of the suggestions is a complaints column. Lucy and Jessica know what they would [5]..... about: boys at the school. They each tell a story about a very [6]..... boy. They think that all the boys are like this. Nick thinks this is unfair. He tells a story about a very polite boy. Suddenly there's a knock on the door. They're surprised to see the ..... they were all talking about!

Everyday English

3 Complete the dialogues with the phrases from the box.

Serves you right. That's not fair. Watch out! I know what you mean.



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WB p. 18

Essential English

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CD 1 16

1 Listen to the dialogue and [illegible] missing words.

Jacob Guess what just [illegible] to me!

Sally What happened?

Jacob I was walking down Ashl[illegible] Road. I [2]..... two huge lights. They were on a huge silver t[illegible] was blocking the street. Then a door opened. A lot of men came out. They had masks o[illegible]r faces. A man [3]..... up to me. He said "Why are you here?"

Sally [illegible]id you [illegible]

Jacob [illegible]ed. I [4]..... away.

Sally Wh[illegible]re th[illegible]en? Aliens in a spaceship?

J[illegible] [illegible]y're still out there.

H[illegible] [illegible]'ll go a[illegible]neck.

(A mina[illegible])

Harry Brilli[illegible], Jacob. Your aliens are [5]..... from the gas company*. They are looking for a gas leak*.

Jacob Got you!

VOCABULARY: ***gas company** – Gasgesellschaft; **gas leak** – undichte Stelle in der Gasleitung

CD 1 16

2 **Now cover up the dialogue. Listen again and tick the correct answer. Then look at the dialogue and check.**

1 Jacob was walking down …
- ☐ Ashley Road.
- ☐ Brampton Road.
- ☐ Main Street.

2 A huge silver thing …
- ☐ crashed into a tree.
- ☐ was going past him.
- ☐ was blocking the street.

3 A man came up to Jacob. He said …
- ☐ "Where is the bus stop?"
- ☐ "Hello, Jacob!"
- ☐ "Why are you here?"

4 Harry …
- ☐ went to the supermarket.
- ☐ went out to check.
- ☐ helped the two aliens.

5 The people in silver were from …
- ☐ the gas company.
- ☐ another planet.
- ☐ another country.

Vocabulary Emotions

3 **Write the words under the correct pictures.**

surprised
happy
sad
bored
angry
nervous
scared
excited

1 .....

2 b .....

3 e .....

4 .....

5 .....

6 c .....

7 .....

8 .....

Get talking Say how you feel in certain situations

4 **Work with a partner. Talk about how you feel in these situations:**

- You get a good mark in a test.
- You watch a horror film.
- You lose a game.
- You have an exam.
- Your favourite sports team wins a match.

Example

A When I get a good mark in a test, I feel happy.
B Do you often get good marks?
A Well, sometimes, yes.
B In what subjects do you get them?
A In English and Sports! What about you?
B My good marks are in Geography.

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UNIT 3 Going on a journey

You learn
- about travellers in history
- about different kinds of holidays
- how to use expressions of time

You can
- talk about your best/worst trip ever
- write about a holiday or journe
- make recommendations

1 **Read the text about James Holman.**

James Holman: THE RECORD TRAVELLER

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

William Jerdan

James Holman lived more than a hundred and fifty years ago. He travelled more than 4[illegible] km further than anyone before him. And [illegible] days travelling long distances hard, even for fit people.

But James Holman wasn't fit. He was blind, and he was ill. He suffered from rheumatism. He was in so much pain that it was often difficult for him to get out of bed in the morning. But every morning he grabbed his walking stick to go for long walks.

Born in Exeter, in the south of England in 1786, James was a [illegible] boy, and he [illegible] dream to see the world. [illegible] the age of twelve, he joined the navy. So he was on board a sailing ship across the Atlantic towards the coast of Canada, working very hard.

Life at sea was brutal. The freezing, wet weather was very bad for his health. He started to feel terrible pains in his bones. His feet hurt so badly that walking became difficult for him. He stayed in the Royal Navy until 1810. Then they sent him back to England. By the time Holman was 25, he was unable to walk, and he was completely blind too.

In those days, blind people had extremely hard lives. Most of them ended up in the streets, begging* for money. Not Holman. He got himself a metal walking stick. Listening carefully to the tap-tap-tap that came from the stick, he started to explore the streets of London, all alone. He was blind, but he learnt to 'see' using his ears.

A few years later he went on his first journey, to France. The roads were awful. The coaches were over-crowded with people. Holman didn't speak a word of French. Nobody spoke English. The blind man was all alone – but starting to travel was the best decision in Holman's life! His health became better and he felt great.

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CYBER Homework 7 Revision

Holman became very good at finding his way around strange cities, tap-tap-tapping his way, noticing the sounds and smells of streets and market places. People asked him how a blind man could enjoy sightseeing. He said, "Being blind doesn't stop me from enjoying travelling. It makes me more curious. I can't see, but I can hear. I can feel. I can smell and I can taste*."

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

The adventures of the blind man were amazing. In Brazil he accepted an invitation to a gold mine. In South Africa he taught himself to ride a horse. In Ceylon he took part in an elephant hunt. He crossed Zanzibar and Tasmania on foot. And in China a swarm of wasps* attacked h[illegible] a very painf[illegible] expe[illegible]nce. But he never [illegible]up. He lived his [illegible] dream[illegible] his dream[illegible] to '[illegible] tr[illegible]orld.

VOCABULA[illegible] [illegible]pes[illegible]tteln; **taste** – schmecken; **wasp** – Wespe

2 How many of these tasks can you do?

Complete the sentences with no more [illegible]an 4 wor[illegible]

1 James used a ..... to h[illegible]n him walk.

2 James ..... because [illegible] wanted to travel the world.

3 Life was ..... for di[illegible]abled people in the nineteenth century.

4 Holman found his first journey t[illegible]ce

☐ very difficult. ☐ [illegible]ed him [illegible] better. ☐ lonely.

5 Holman said his blindne[illegible]

☐ helped him meet [illegible] people.

☐ made him want [illegible]kn[illegible]e about the world.

☐ made sightse[illegible]ing more e[illegible]yable.

6 Holman used the m[illegible]m his book to help

☐ him tra[illegible]rther [illegible]n Europe.

☐ [illegible]e mo[illegible]tably.

☐ [illegible]isabilities.

7 [illegible]t do y[illegible]hink he found most difficult about his travels?

.....

8 Wh[illegible]u think people were so interested in travellers in those days?

.....

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

.....

CD1 17/18

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

WB p. 20, 21

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4 **Read the text about another traveller, Mary Kingsley.**

Mary Kingsley: A VICTORIAN LADY IN AFRICA

Mary Kingsley was born in North London in 1862. When she was a girl, her mother became quite ill, and her father was never at home. So Mary had to look after her mother and had little time to go to school. But while she was looking after her mother, she studied physics, chemistry, biology and maths on her own. She learned Latin and German too.

Mary had a big dream. She wanted to see the world. She wanted to be an explorer. She wanted to travel to Africa. When both her parents died in 1891, she wanted to start travelling. That was not easy because in the 19th century women did not usually travel alone. But that didn't stop Mary Kingsley. Mary made two long African journeys, one in 1893 and one in 1895. There are many wild stories about her travels.

On her first journey she went to Angola, Congo, Cameroon and Nigeria. She lived with the people in their huts and she ate their food. And Mary always dressed in black from head to toe. In the middle of the wilderness she looked like a lady going to a tea party!

She collected rare* fish for the British Museum, and she had quite a few dangerous adventures. Once she heard a leopard outside her tent.

It was a leopard; she threw a water jug* and it ran away. When some hippos blocked her way, she hit them with her umbrella. Once a crocodile tried to climb into her boat. She hit it with her paddle so it gave up and went into the water.

In 1895 she went where no white woman had ever been before. She went to see the Fang people, who were cannibals. The Fang were friendly, but one night Mary found a bag with a human hand, three big toes, four eyes and two ears in her tent. She also wanted to climb Mount Cameroon (4,040 metres). She had to do that alone, because the men with her were too weak to get to the top.

Finally, Mary went back to England. She wrote two bestsellers (*Travels in West Africa* and *West African Studies*). In her books, she criticised the Europeans, especially the missionaries, for destroying so much of the African culture. Mary returned to Africa in 1899 and worked in a hospital for typhoid* patients. She got typhoid herself and died on June 3rd, 1900. She was one of the great female explorers of the 19th century.

VOCABULARY

***rare** – selten; **jug** – Krug; **typhoid** – Typhus

CD1 19/20

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

1 Mary didn't spend much time in the house. T / F
2 Mary started looking after her parents' deaths. T / F
3 Mary didn't like to meet the local people when she travelled. T / F

Complete the sentences with no more than 4 words.

4 Mary wasn't scared of ..... and chased them away.
5 Mary was ready ..... to meet the Fang people.
6 Mary wasn't ..... with what European missionaries were doing in Africa.

7 Why do you think Victorian women didn't travel much? .....
8 Which of her adventures do you think was the most amazing? .....
9 How should we behave in foreign countries? .....

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6 **Read the text. Then say which of the two trips you would prefer and why.**

About to go on a great journey

Lara and Kevin Seymour, James, 14 and Jessica, 13.

Where are you going?

To Nepal, for 24 days, walking in the Himalaya mountains.

Why?
James and Jessica think it's great that they can do something completely different from their normal school life. Lara and I have always wanted to go to Nepal.

What do you want from this holiday?
Lara wants to meet other people from around the world. I love flights on small planes. We're all looking forward to being together for almost four weeks.

What are you looking forward to most?
The scenery. Seeing the Himalaya mountains. Sleeping in tents.

What are you most worried about?
Some people suffer from altitude sickness when they're at 3,000 metres and above. We hope we can go up to almost 5,000 metres.

Anna Hardy and her daughter Christine, 13.

Where are you going?

To Orlando in Florida for a week, to see Disney World for a week.

Why?
Friends and relatives have been there and they came back and told us it was great fun!

What do you want from this holiday?
A few days of fun. We want to get away from our place for a while and just relax. And Christine wants to go to the Superstars Studios and record her own song!

What are you looking forward to most?
To Disney World of course. But there's one other thing. We're going to hire a car and drive up to Wakulla Springs for a day or two. It's a nature park near Florida's capital city, Tallahassee. We want to get close to alligators! There are lots of them there. We're looking forward to the boat trip. Of course, you can't go without a guide.

What are you most worried about?
It's the kind of holiday that you don't worry much about. Well, there's one thing I'm a little worried about. Driving on the wrong side of the road.

Vocabulary Travelling

CD1 21

7 **Make phrases. Use a word or word group from box A and B each time. Then listen and check.**

A	hire take	be talk	suffer from meet	go up to get away	sleep get close to
B	in tents a car	other people from our place	altitude sickness a trip	with each other to each other	5,000 metres alligators

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BiSt **8** **a Quickly read through the magazine text and find out:**

What was Eileen doing at six in the morning? What was the first highlight of her day?

b Now read the text carefully.

My best trip ever was to Ireland. I spent a week on a horse farm on the west coast la[illegible] was a bit afraid at first, but the people on the far[illegible] were [illegible]ery nice. And I soon made friends. There were six [illegible] tw[illegible]oys on holiday there, all of them quite good ri[illegible] first day the owner of the farm showed [illegible] horse [illegible] Wendy. The week was fun, but hard work[illegible] at six, breakfast, saddling up the horses. The[illegible]we w[illegible] for half an hour to warm them up.

And then the firs[illegible]ght of the day. The morning ride along the endless beac[illegible] was never anyone there, so we could gallop as [illegible]s we [illegible]nted. We even had races, but I only won once [illegible] went back to the farm and to caring for the horses.

In the after[illegible] w[illegible]e across the fields. It rained on two days [illegible]t for [illegible] of the holidays we were lucky with the wea[illegible]r. Th[illegible]'s nothing cooler than riding through the fields o[illegible]ach on a beautiful day.

Eileen [illegible]er morning

9 **Cover up the text. Complete the sente[illegible]**

1 Eileen was afraid at first but ..... were very nice.
2 On the first day of her holiday ..... showed her 'her' horse.
3 Before riding to the beach they ..... .
4 Eileen likes nothing be[illegible] ..... on a beautiful day.

Dialogue practice Trave[illegible]

10 CHOICES

CD1 22 **Listen to the dialogue[illegible]ne o[illegible]hem out in pairs.**

A DIALOGUE 1

Man [illegible] I hel[illegible]
Custom[illegible] [illegible]nt to make [illegible]eser[illegible]n for a si[illegible]ng compartment [illegible] p.m. train to [illegible]Glasgow.
Man [illegible] many people, sir?
Customer Two.
Man One moment, please. I'll see what we've got.

B DIALOGUE 2

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

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CYBER Homework 8

Get talking About a trip

BiSt **11** **Now talk to a partner for three minutes about your best trip ever. The prompt card below will help you to think about the topic and ask questions. Do not take notes. Suggested preparation time: one minute.**

CD1 23 BiSt **12** **Listen to three people talking about their worst journeys and take notes.**

	from – to	went by	What was the problem?
Traveller 1			
Traveller 2			
Traveller 3			

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Get talking A terrible trip

BiSt **13** **In pairs or small groups, talk about a terrible holiday you had. Look at the photos and the language below for ideas.**

It was in the last summer holidays. We were in … We were going by train from … to …

It was two years ago. … and I were in …

We were all very angry because …

It was impossible to …

We couldn't …

Suddenly there was a problem.

We had a … problem. We missed … in in …

We were really frustrated because …

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Writing for your Portfolio

A **Your family went for a short holiday recently that was the worst journey you ever made. You are back home now. Write an email to a friend in the USA (40–70 words). Tell him or her:**

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

B **There's a story-writing competition in your school magazine. Write 120–150 words about a jou[illegible] you made. To help you, think [illegible]out [illegible] questions below and find [illegible] titl[illegible]**

- When [illegible]u go? [illegible]long did it take?
- Who wa[illegible] you?
- [illegible]at was inte[illegible] boring about it?
- Wha[illegible] you see?
- Did anyt[illegible]usual happen?
- [illegible]u do [illegible]e journey again? Why [illegible]not?

GRAMMAR

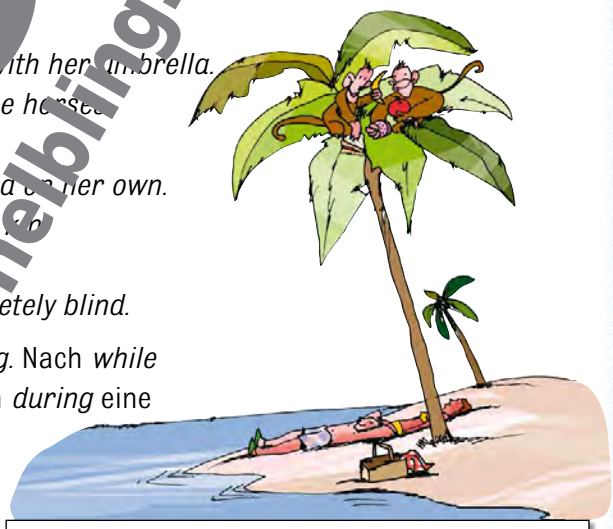
when, before, after, while, during, until, by the time

How to use it: Du verwendest *when, before, after, while, during, until, by the time* als Einleitewörter für Zeitsätze.

When *some hippos blocked her way, she [illegible] with her umbrella.*
Before *riding to the beach, they [illegible] warm up the horses.*
Mary started travelling ***after*** *her [illegible]s.*
While *she was looking after her [illegible]other, she studied [illegible] her own.*
During *his lifetime, he travel[illegible] m[illegible]n 400,000 [illegible]n[illegible]*
He stayed in the Royal Navy u[illegible]10.
By the time *he was twen[illegible]e, Holm[illegible] was completely blind.*

Beachte den Unterschied zwis[illegible]hile und *during*. Nach *while* folgt immer eine Kon[illegible]tion m[illegible]einem Verb, nach *during* eine Konstruktion [illegible]inem N[illegible]

While we we[illegible] *[illegible]he island, the weather suddenly change[illegible]*
During [illegible]***rip*** *the [illegible]n ran out of food.*



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

take tim[illegible] do

How to use it: We[illegible] du ausdrücken willst, wie lange man braucht, um etwas zu tun, dann verwendest du *take time to do*.

How to form it: *it* + *take* [+ Person] + Zeit [+ *to do*], z.B.:

The journey ***took me two days***. *It* ***took us two hours***.

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The Girl Next Door 2

DVD

DEVELOPING SPEAKING COMPETENCIES

Language function
- Recommending

Speaking strategy
- Checking information

Cuckmere Haven

CD1 24

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

Kate Oh, hi, Tom. Come on in.
Tom Do you need a hand?
Kate No, I'm alright. I'm just checking over my bike. See if it's still working OK after the move.
Tom You going anywhere special?
Kate I thought I'd do some exploring and get to know the countryside around my new home town. Can you recommend anywhere?
Tom Oh, you have to go to Cuckmere Haven.
Kate Did you say Cuckmere Haven? What is that exactly?
Tom Well, it's where the River Cuckmere meets the sea. If you like countryside then you should definitely start there. And don't forget to bring a camera. You'll want to take photos, I promise.
Kate So how do I get to this Cuckmere Haven?
Tom Well, there's the short way or the long way via the Long Man of the Big White Horse. I'd recommend the long way. It's pretty.
Kate I'm not completely sure what you're talking about, but it sounds fun. I'll take the long way then. Which way is it?
Tom OK, go down to the bottom of the road, then take a right, then keep on going until you reach the King's Head pub. Then it's left and left again …
Kate So that's right at the King's Head …
Tom No, left.
Kate And then right. Is that correct?
Tom No, left. Or is it right? I'm getting confused. Let me start again.
Kate You know what. Why don't you come with me? If you're not doing anything, of course.
Tom No. Yes. I mean no, I'm not busy and yes, I'd love to come. I'll just get my bike.
Kate OK, I'll see you around the front.

2 **Answer the questions.**

1 What does Kate offer to do?
2 What is Kate doing?
3 Where does she want to go?
4 What is Cuckmere Haven?

Useful phrases Recommending

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

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

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What do you think? Answer the questions.

1 Does Tom go with Kate?

2 Does he really know the way to Cuckmere Haven?

Mobile homework

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

I was getting my bike ready to go on a ride when Tom asked if I needed [illegible] s so sweet. He told me to go to a place called the Riverside, but he was [illegible] d about where it was. So I invited him along. He had to use his sister's bike [illegible] it was too [illegible] him. He looked really funny. We got lost on the way and it took us ages [illegible] here. But it was great. It's a really lovely place. I had to leave because I needed to get ba[illegible] 6 p.m. Tom had a puncture so I had to leave him behind. I felt terrible. T[illegible] we[illegible]er was great when I left Tom.

Speaking strategy Checking inform[illegible]ion

4 Complete, then check with the dialogue [illegible].

1 **Tom** Oh, you have to go to Cuckme[illegible]en.
Kate D..... y..... s..... Cu[illegible]mere Haven?

2 **Kate** S..... t..... [illegible]ght at the King[illegible] Head ...
Tom No, left.

3 **Kate** And then right. I..... .... c..... ?
Tom No, then left.

5 CHOICES

A **Student A: Recommen[illegible] od [illegible]staura[illegible]/cinema/book shop, etc. and say where it is.**
Student B: Check [illegible] have th[illegible]ght information.

A You have to try Mama[illegible] Brook Lane.
B Did you say [illegible] Mia[illegible] Brook Street?
A No, [illegible]ane.

B **ROLE PLA[illegible] ork [illegible]rs. Look at your role cards. Take 4–5 minutes to practise your di[illegible]ue. Do [illegible]write it down. Act it out for the rest of the class.**

Stude[illegible] You are a tourist in town. You want to know where to find the fo[illegible]g things (add two ideas of your own):
- a good restaurant
- a good cinema
- a swimming pool, etc.

Go to the tourist office and ask for recommendations.
Check you understand the correct information.

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

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Essential English

CD1 25

1 Listen to the dialogue and fill in the missing words.

Lisa Hi, Harry. I didn't see you at the youth club [1] ..... Where were you?

Harry I went to Paris for the weekend with my [2] .....

Lisa Great! Did you like it? Did you go by car and ferry*? How long did it take?

Harry Slow down. Too many [3] ..... .

Lisa OK, sorry.

Harry It was really great. "magnifique" as they say in Paris. We didn't take the ferry – we went by ..... .

Lisa What did you do in Paris? Did you go there to shop?

Harry No, we went up the Eiffel Tower and we had lunch in Montmartre. And in the evening we saw a show.

Sue How long did you [5] ..... then?

Harry Three days. The only bad thing was that I lost my wallet* on the last day.

Lisa Oh no!

VOCABULARY: ***ferry** – Fähre; **wallet** – Brieftasche

CD1 25

2 Now open up the dialogue. Listen again and answer the questions. Then look at the grammar and vocabulary box.

1 How did Harry and his parents go to Paris? .....
2 How long did they stay? .....
3 Did he like it? .....
4 What did they do in Paris? .....
5 Did they go there to shop? .....
6 What happened to Harry on the last day? .....

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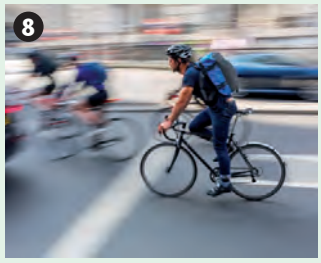
Vocabulary Transport

CD1 26

3 **Write the numbers next to the correct word. Then listen and check.**

- ☐ bike
- ☐ tube
- ☐ coach
- ☐ car
- ☐ bus
- ☐ train
- ☐ tram
- ☐ plane
- ☐ taxi
- ☐ scooter
- ☐ ferry
- ☐ motorbi



Get talking Talking about transport

4 **Read the dialogue. Fill in the right price. Then act it out.**

Assistant Next, please.
Woman How much is a ticket to Leeds?
Assistant Return or single?
Woman Return, please.
Assistant Let me see. That's £42.
Woman What time's the next train?
Assistant The next train leaves at half past three.
Woman Good, I'd like two return tickets to Leeds, please.
Assistant That's £..... .
Woman Here you are.
Assistant Here are your tickets and change. Have a nice journey.
Woman Thanks.

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UNIT 4 Dangerous animals

You learn
- about dangerous animals
- about comparison and superlative
- how to use *much* and *nearly*

You can
- talk about animals
- write a film review
- write about a dangerous anim

1 **Read the magazine article. Which two of these animals are the best parents?**

Cute but DEADLY

Not all anima[illegible]e as lovely [illegible]y look. Here a[illegible]s [illegible]me that you probab[illegible] want to g[illegible]o close to.

1 The slow loris

Among the trees in the forests o[illegible] Asia you might find a slow loris. It's the cute[illegible]mal [illegible]he world. ☐. But be careful. This cr[illegible] produ[illegible] a poison to protect its young. One bite [illegible]his cutie can cause a lot of pain and co[illegible]d even ki[illegible]

2 Pfeffer's fla[illegible]ovan[illegible]sh

This stunning [illegible]re looks like something from another world. Bu[illegible]n t[illegible]nd in the oceans around Australia. This cut[illegible]sh is [illegible]nitely one sea creature you d[illegible] ☐. Its poison is as deadly as the [illegible]s bla[illegible]octopus.

3 The leopard [illegible]

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

4 The poison dart frog

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

5 The swan

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

6 The Siberian chipmunk

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

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CYBER Homework Revision

BiSt **2** **Now read the article again. Complete it with the lines below. Write the letters in the boxes.**

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

Dialogue practice Talking about pets

CD 2 1 **3** **Listen and complete the dialogues with the expressio[illegible]e box. Practise the dialogues in pairs.**

cuter than | cooler than | the cutest | the most a[illegible]sive | not as cool as

1 **A** Have you seen Dave's new lizard?
B Yes, I have.
A What did you think of it?
B I thought it was really cute.
A Cute! Are you crazy? It tried to bite my [illegible] ..... pet ever.

2 **A** Have you seen Jade's new dog Fido?
B No, I haven't. What's it like?
A It's really cute. In fact it's ..... [illegible]og I've ever seen.
B Really? But her last dog Spik[illegible] was [illegible]te. He was really furry and cuddly.
A I know, but Fido's ..... S[illegible] He's adorable.

3 **A** Have you seen Brian[illegible]ider?
B I have. I thought it was rea[illegible]
A It is pretty cool, b[illegible]t's ..... his snake.
B I don't agree. I th[illegible] ..... his snake.

Vocabulary Adjec[illegible] describing animals

4 **Look at the ad[illegible]es th[illegible] can be used to describe animals. In your exercise book, put them i[illegible] lists[illegible]e and negative. Add three of your own adjectives to each list.**

elegant | [illegible]ssive | dangerous | poisonous | cuddly
[illegible] | stunning | deadly | cute

Free flow [illegible]king about animals

BiSt **5** **Think of three 'dangerous' animals.**

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

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BiSt

6 **Look at the pictures. How do you think the girl lost her arm? Read the text very quickly to find out if you were right. Then read the text carefully.**

Brave Bethany back on board

It was early in the morning on Halloween. Bethany Hamilton and her mother arrived at Cannons Beach, Hawaii looking for a good place to surf.

The waves were small. Her mother thought they should go back but Bethany wanted to stay. Then her best friend Alana Blanchard arrived with her 15-year-old brother Byron and their dad, Holt. Bethany stayed with her friends.

Bethany needed all the practice she could get because she wanted to be a professional surfer one day. Her family also believed in her. They were saving money to help her dream come true.

The kids ran to Tunnels Beach. They hoped to find better waves there. Just before Bethany jumped in the water she looked at her watch. It was [illegible] a.m. The sea was still [illegible] as a swimming pool. [illegible] lay on her surfboard [illegible] with the small [illegible]. She [illegible] waiting for [illegible] left arm was in [illegible]. Then it happened. A 3-metre [illegible] shark bit through her arm and through her surfboard. Then it was gone. Bethany watched in horror as the water around her turned bright red. She looked at her arm, but it wasn't there.

Bethany didn't panic. In a loud but calm voice she told her friends about the s[illegible] took control. He[illegible] Byron [illegible] to call 911 and [illegible] to pu[illegible] Bethany on he[illegible] back to the beach. It was a[illegible] metres a[illegible] was bleedin[illegible] Holt wrapped his shirt aro[illegible] wound.

They got [illegible] beach. There were already several people [illegible] one of them, Paul Wheeler, helped control the people and keep Bethany calm. It [illegible] seemed like hours, the ambulance finally arrived and took her to hospital. Bethany needed two operations. When she left the hospital, the doctor told her to stay out of the water for four weeks. Bethany thought she would never surf again. But then after a few days, she started to dream about going back to surfing.

The local people were great. In her first weeks at home people were always there to help her and her family. They called around with meals and flowers. A few weeks after the attack

there was an event at a hotel in Lihue. The people collected $75,000 for Bethany.

An organization called Save Our Seas contacted her. They offered her the chance to train to be an ocean photographer. She thought about it. It was an interesting offer, but there was still one thing she had to do.

The day before Thanksgiving, Bethany went to the beach with her family and a group of friends. Under her right arm was a surfboard. Alana and Bethany walked into the water, just like on Halloween. The waves were good and Bethany used her one arm to take her out to the action. She tried one wave, but it didn't work. Neither did the next or next. But then it happened. A wave picked her up. She put her hand on her surfboard and pushed. Suddenly she was standing on the board surfing. Back on the beach she heard a huge cheer.

Of course, Bethany is still scared of meeting another shark when she's in the sea. Her heart beats faster every time she sees something dark in the water. And she still has nightmares. But this doesn't stop her going in the sea.

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7 **How many of these tasks [illegible] do?**

1 Bethany's mother wa[illegible] to go home because
- ☐ the sea wasn't go[illegible] su[illegible]g.
- ☐ they couldn't [illegible] good [illegible]ce to surf.
- ☐ Bethany [illegible] need [illegible] practise [illegible]re.

2 Whe[illegible] Bethany
- ☐ she [illegible]ed s[illegible]aming.
- ☐ [illegible] her friends.
- ☐ [illegible] fell [illegible]er surfboard.

3 Her f[illegible]dad
- ☐ called the emergency services.
- ☐ got Bethany back to the beach.
- ☐ took her to hospital.

4 [illegible]ople from her town raised money [illegible] Bethany. T / F

5 Bethany wasn't interested in being an ocean photographer. T / F

6 Bethany has no fear when she is in the sea now. T / F

7 How do you think Bethany felt immediately after the attack?

.....

8 Why did Bethany think she had to get back in the sea?

.....

9 How do you think she felt when she first got back on her surfboard?

.....

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

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CD 2 4

9 **Read and listen to the poem.**

The crocodile

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

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

BiSt **10** **Read the film review. Say in one sentence what the fi out.**

1 What's the story of the film?
2 Did the writer like the film? Say why (not).

Giant rabbits from Mars

A UFO crashes into a quiet forest in Americ ati
from the spaceship turns a family of rab s into
10-metre-high monsters. They're hun d they don't
want grass and flowers any more! Soon p start
disappearing in the forest. A local s ce te r and
her policeman boyfriend are the y p le who can
save the town. But then the alie fro Ma appear
They want their UFO back and the y happ
This is a great film. It's ve y and has some scary
moments, too. It's good fu he family.

Sounds right Word

CD 2 5

11 **Put the words in rect umn. Then listen, check and repeat.**

amazing mbulan dangerous exciting
fantas hospital scientist

■■ crocodile)	■■■ (e.g. expensive)
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

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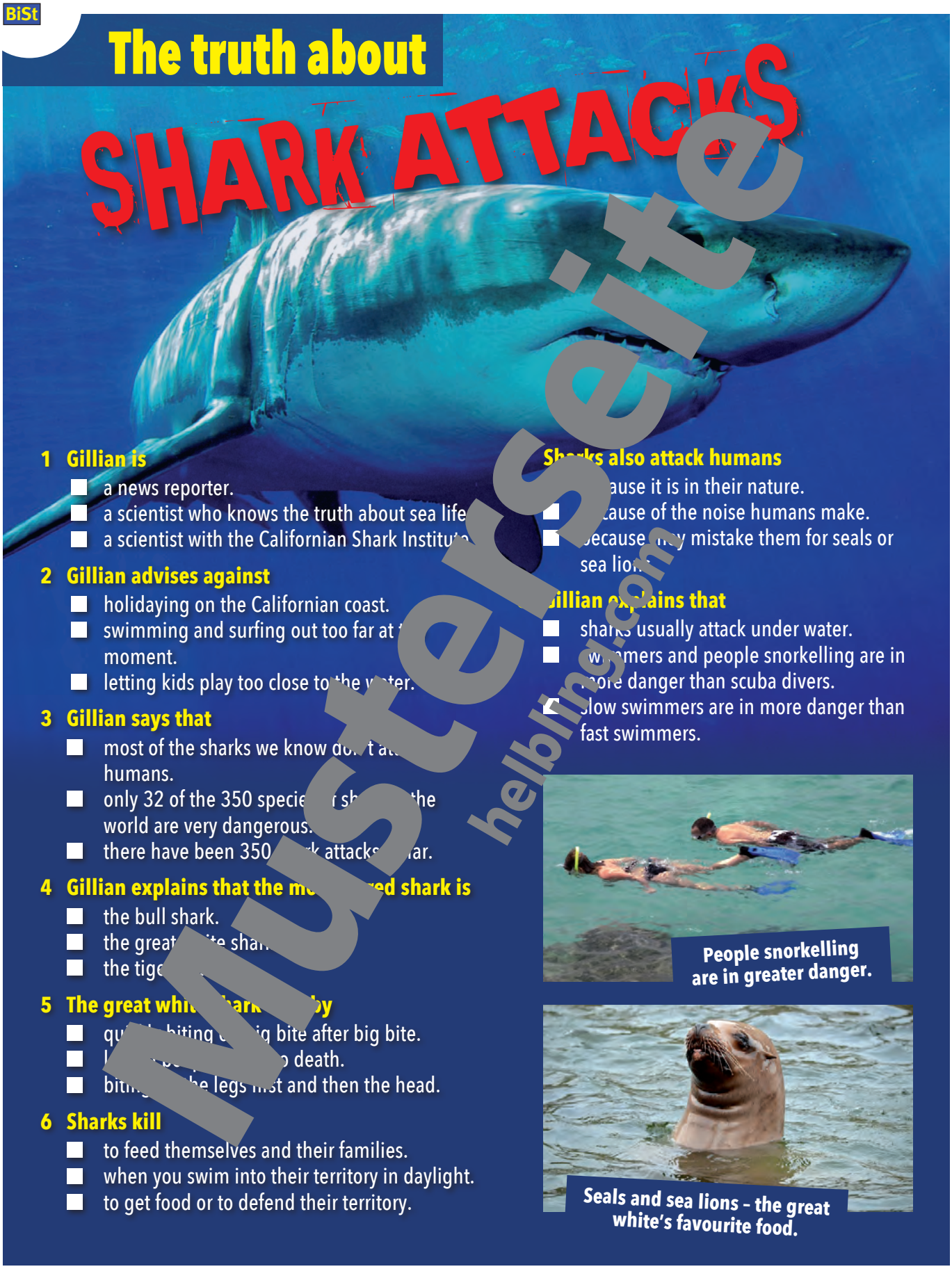
CYBER Homework

CD 2 6

BiSt

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

The truth about SHARK ATTACKS



1 Gillian is
- ☐ a news reporter.
- ☐ a scientist who knows the truth about sea life
- ☐ a scientist with the Californian Shark Institu

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

3 Gillian says that
- ☐ most of the sharks we know don't at humans.
- ☐ only 32 of the 350 specie r sh the world are very dangerous.
- ☐ there have been 350 k attacks ar.

4 Gillian explains that the m red shark is
- ☐ the bull shark.
- ☐ the great te shar
- ☐ the tige

5 The great whi hark by
- ☐ qu biting ig bite after big bite.
- ☐ l o death.
- ☐ bitin he legs st and then the head.

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

Sharks also attack humans
- ☐ ause it is in their nature.
- ☐ ause of the noise humans make.
- ☐ ecause y mistake them for seals or sea lio

illian explains that
- ☐ sharks usually attack under water.
- ☐ w mers and people snorkelling are in ore danger than scuba divers.
- ☐ low swimmers are in more danger than fast swimmers.

People snorkelling are in greater danger.

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

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WB p. 29

Writing for your Portfolio

A **Look at the film posters. Imagine you have seen one of these films. Write a short review of it for your school magazine (40–70 words). In your review:**

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

B **Your class is doing a biology project in English on [illegible] animal. Search the internet for information. Write a fa[illegible] file ([illegible]0 words). Say:**

- what the animal is and what it looks like
- where it can be found
- what is dangerous about the animal
- wha[illegible] a person comes into contact with it
- what [illegible] do to avoid dangerous situations [illegible] it
- [illegible] scary you perso[illegible] find the animal

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GRAMMAR

Comparatives (revision)

*Swans are **more dangerous** [illegible] other birds.*
*Bethany's dream is **bigger t**[illegible] b*

much / nearly

Mithilfe der Wörter *much* und [illegible] kannst du Comparative-Kons[illegible]nen [illegible]stärken.

Swans are al[illegible]h mor[illegible]rous than other birds.
The parents are [illegible]ne[illegible] adorable as the you[illegible] (nicht [illegible]ähernd so reizend wie…)

Superl[illegible] (revision)

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

[illegible] *as* (revision)

*The sea was **as** calm **as** a swimming pool.*
*The parents are **not as** adorable **as** the young.*

Complete with *as / the / than:*

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

She was hoping for bigger waves!

WB p. 30, 31, 33, 34
CYBER Homework 12
Online Progress Check 1

The Mag 2 Dangerous dogs

DVD

DVD **1** **Watch the story. Then circle T (*True*) or F (*False*).**

1 Stern wants to do a story on snakes and tigers. T / F
2 The vet says all dogs can be dangerous. T / F
3 The boy, Paul, was hurt badly. T / F
4 The second man th[illegible]view has a pit bull. T / F
5 Lucy is not sure i[illegible] hou[illegible]o the story. T / F
6 Paul Atki[illegible] is [illegible] yea[illegible] T / F

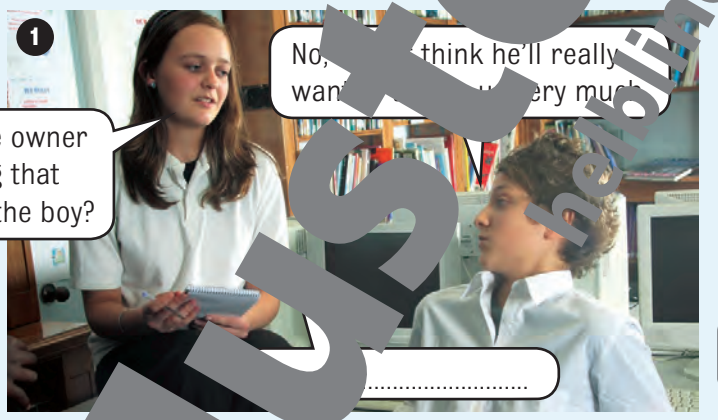
2 **Answer the questions and say what you think.**

1 What story does Stern want to write about and why?
2 Stern's aunt is a vet. What does she say about bul[illegible]?
3 Paul is the boy who was attacked. How is he nov[illegible]
4 What does Paul's father think about the attack?
5 What does the owner of another bull terrier [illegible]nk abou[illegible]e story?
6 How do you feel? Should people be allowe[illegible] h[illegible]gerous dogs? Why (not)?

Everyday English

3 **Complete the dialogues with the phrase[illegible] the box.**

Good point. don't get me wr[illegible]s. [illegible]ell, I'm not sure. I wouldn't think so.



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[illegible]ing.com

WB p. 34

Essential English

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CD 2 7

1 Listen to the dialogue and fill in the missing words.

Kate There's a new boy in my [1] ..... class!

Nadia Oh really?

Kate Yeah, he's French, I think. [illegible]ish, [2] ..... – I'm not sure. His name's Alain.

Nadia Well, he's probably French. It's a French name. Is he good-looking?

Kate Yeah – he's tall, and he's got [3] ..... hair and [illegible] and he's 14.

Nadia Alright! Has he got an accent?

Kate Yes, he has. It's great. I think [4] ..... accents* are really cool!

Nadia Me too! Oh look! Is that him?

Kate Yes, it is – and he's [5] ..... Jennifer Parks!

Nadia Oh, no.

VOCABULARY: **probably** – wahrscheinlich; **foreign accent** – ausländischer Akzent

CD 2 7

2 Listen again and correct what is wrong in each sentence. Look at the dialogue and check.

1 There's a new ~~girl~~ boy in Kate's brother's class. .....
2 The boy's name is André. .....
3 He's got green eyes. .....
4 Kate thinks foreign accents are not cool. .....
5 Nadia is happy that Alain's with Jennifer Parks. .....
6 Alain is short. .....

Vocabulary Parts of the body

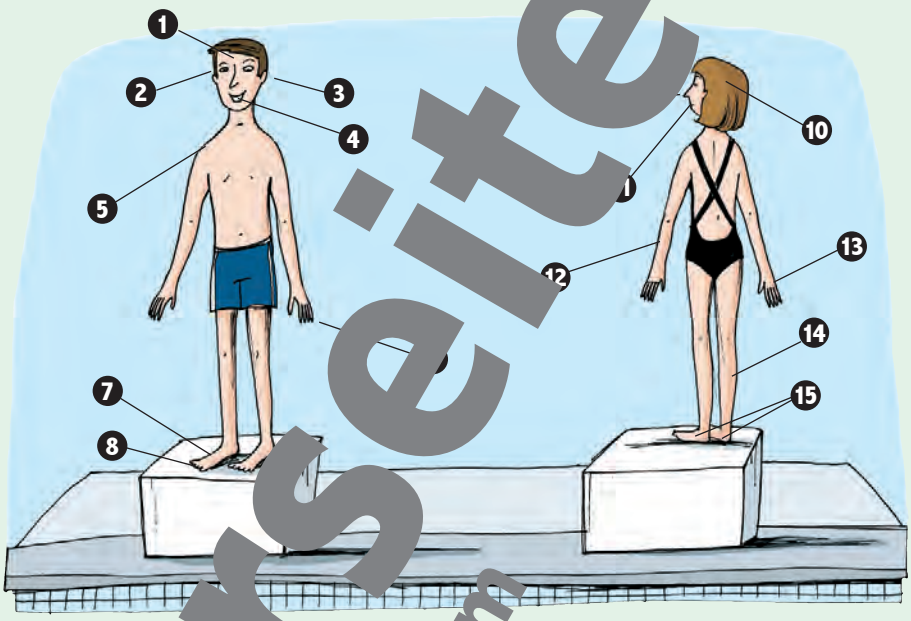
CD 2 8

3 **Listen, then write the numbers. Study the words. Cover them up and test your partner.**

What's number ...?

- [ ] hair
- [ ] left arm
- [ ] right leg
- [ ] right hand
- [ ] fingers
- [ ] mouth
- [ ] eyes
- [ ] nose
- [1] head
- [ ] ears
- [ ] right foot
- [ ] feet
- [ ] right shoulder
- [ ] toes
- [ ] teeth

Note:
1 foot – 2 feet
1 tooth – 2 teeth



Get talking Describing people

4 **Play the game.**

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UNIT 5 London calling!

You learn
- facts about sights in London
- about the history of London
- how to use relative pronouns

You can
- talk about a day in London
- talk about your town or area
- write about a trip to London

1 Read the text about London.

WALKING THROUGH LONDON

One of the best ways to see many of London's most celebrated sights is to take a walk along the banks of its river – the Thames.

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

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

Cross over the river Thames at **Westminster Bridge**. Don't forget to look back for a great view of the Houses of Parliament and Big Ben! On this side of the river, walk down the steps and along the river to the **London Aquarium**. Here you can see sharks, fish and all kinds of other sea creatures. Next door to the Aquarium is **London Dungeon**. If you are feeling brave then go inside and enjoy the history of horror in the city. There are 18 shows which bring the dark side of London to life, including the Great Fire of London and Jack the Ripper.

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

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

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

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WB p. 36, 37

CYBER Homework 13 Revision

From the London Eye walk on, past the street artists and galleries, past the National Theatre, until you get to **Tate Modern**. This was an old power station* and is now an art gallery whose collection of modern art is one of the best in the world. It was opened in 2000 and every year around five million people visit the gallery.

Fascinating fact:
In 2016 the museum added a new futuristic building. More than 143,000 visitors came to see it on the day it opened – a record number of visitors!

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

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

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

Continue your walk towards **Tower Bridge**. It is one of the oldest bridges in London. It is a drawbridge, so when a big ship comes up the river, they raise the bridge so that the ship can go through.

On the other side of the river is the **Tower of London** and this is where your walk ends. Built in 1078 as a castle, then it was a prison, and now it is a museum. Look out for the ravens. These big black birds live at the Tower.

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

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

2 **How many of these ta[illegible] do?**

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

Co[illegible] sentences with no more than 4 words.

4 People [illegible] ..... at the new Globe Theatre.
5 There are [illegible] many bridges in London that are as ..... [illegible]
6 The [illegible] of London was originally ..... .
7 Where do you think you would find this text? .....
8 Which of the attractions would you like to see most and why? .....
9 Which of the *fascinating facts* is most interesting? .....

CD 2 9/10

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

WB p. 36, 37

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Get talking Explaining what you want to see

BiSt **4** **You have one day in London. You can go to two places. Which ones do you want to see and why?**

First I want to see the London Aquarium because I like animals.

Then I want to see/visit … because I'm interested in …

First I want to go on the London Eye because I want to get a great view of

Then I want to … because …

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

Your top 4 places in London

1 Madame Tussauds

Madame Tussauds has [illegible] popular tourist attraction for many years and the queues outside [illegible] are as long as they have always been. People go there to see wax [illegible]s of famous people; kings and queens alongside [illegible] Pitt and Jennifer Aniston. And at the interactive attractions you [illegible] David Beckham watches or sing and dance on stage [illegible] Beyoncé.

"I loved it! There's a fantastic Chamber of Horrors that is REALLY scary. But my favourite was the Marvel 4D Experience. The Marvel Super Heroes battle it out to save London!"
Alan, 14

2 Covent Garden

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

"I love going there in the summer. You can stand in the square and watch the street entertainment – and it's great!"
Aisha, 14

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WB p. 38, 40

3 The Science Museum

In Kensington, there's an area where three of London's bigge[illegible] muse[illegible] can be found together: The Natural History Museum, The V[illegible]ria and Albert Museum, and The Science Museum. The last of thes[illegible] popular with teenagers – and not only because it's free[illegible]

> *"I love it because there's a lot of 'hands-on' th[illegible] you know, things to touch and pull and play with. Lots of fu[illegible]*
> Andy, 13

[illegible]de Park

[illegible] of several parks in central London, [illegible]k is great for people that like fresh a[illegible]! With kilometres of paths, a lake a[illegible] lots of trees, it's a nice place to relax [illegible]ake a bit of exercise. You can also see [illegible] memorial to Princess Diana.

> *"Hyde Park is one of the reasons I like living in London. When I'm there, I'm a long way away from traffic and noise. Do you like nature? Go there!"*
> Joanna, 15

BiSt

6 CHOICES

A **Circle T (*True*) or F (*Fa[illegible]*).**

1 Tourists have alway[illegible] me Tussauds. T / F
2 There are no wax[illegible] fam[illegible]s sports people at Madame Tussauds. T / F
3 In Covent Garden, [illegible] are [illegible] places where you can eat. T / F
4 Not many young peop[illegible] he Science Museum. T / F
5 Hyde Park is [illegible]de of [illegible]ndon. T / F
6 Hyde [illegible] is the [illegible] in the centre of London. T / F

B **Here are [illegible] mments about the places. Which place is each comment about? W[illegible] numb[illegible]**

☐ *"Fantas[illegible]ok my photo with lots of famous people!"* Jane, 13
☐ *"It [illegible] The old buildings are really nice and there are good shops."* Barney, 15
☐ *"I like ru[illegible]ng there at the weekend. When I get tired I stop and feed the ducks. It's one of my favourite places in the whole city."* Marsha, 14
☐ *"It's just got so many different things – old cars, machines, planes, and things like that. Great on a rainy Sunday!"* Megan, 14

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WB p. 38, 40

BiSt

7 CHOICES

CD 2 11

Listen to two teenagers talking about London.

A Tick the correct answers.

1 How long has Cindy lived in London?
- ☐ for 10 years
- ☐ for 7 years
- ☐ for 5 years

2 What does Cindy like about London?
- ☐ the different people
- ☐ the weather
- ☐ the cinemas

3 What does Anthony think is a bad thing about London?
- ☐ too much traffic
- ☐ too much noise
- ☐ too much rain

4 Where are there free concerts?
- ☐ in Oxford Street
- ☐ in Hyde Park
- ☐ in the museums

B Listen and tick the things they talk about.

Cindy		Anthony	
a square	☐	parks	☐
a bridge	☐	[illegible]	☐
different kinds of clothes	☐	dirty streets	☐
food	☐	the police	☐
traffic	☐	music	☐
museums	☐	a building	☐
different people	☐	restaurants	☐
[illegible]wer	☐	traffic	☐

Sounds right /ð/ vs. /θ/

CD 2 12

8 Listen and tick.

		/θ/
1 thing		✓
2 the[illegible]		
3 tha[illegible]		
4 there		
[illegible]		
6 [illegible]day		

CD 2 13

9 Listen and repeat.

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

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WB p. 40

CYBER Homework 14

Get talking Places around town

10 **Where in the picture can you see the following?**

a street a square some buildings a tower a river a museum
an art gallery a park a shop a shopping centre

11 **Which thi[illegible] plac[illegible] your town/area would you recommend to visitors? Look at 10 fo[illegible]deas.**

Visitors should go to the park in our town. You can play football or volleyball, or have a picnic there. There's also a pond with lots of ducks.

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Writing for your Portfolio

A **You are in London for the weekend. Write a short email (40–70 words) to your friend Millie in Scotland in which you say:**

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

B **You are in London with your family. You are writi email (120–180 words) to a friend. Write about:**

- where you're staying
- some of the sights
- the thing(s) you like best
- what yo be nt
- the wea r
- your plan row

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GRAMMAR

Relative pronouns

How to use it:
Mithilfe eines *relative pronoun* ka st du neue Informationen zu einer rson oder einer Sache hinzufügen.

The old theatre disappeared, b ow there's a new Globe Thea ***ich*** / ***at*** *looks almost the same.*

Hyde Park is great fo le ***who*** / ***that*** *li h air.*

Cycling is great for people who like fresh air.

Read th tence om the texts and complete the rule with *who / which / that.*

We us ..... for people. We use [2]..... or ..... for things.

Im Englischen v est du *whose*, wenn du im Deutschen *dessen* oder *deren* sagst. *Whose* kann sich auf Personen, Dinge und Tiere beziehen.

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

WB p. 38, 39, 41, 42

CYBER Homework

The Mag 3 The raffle ticket

DVD

DVD **1** **Watch the story. Then circle T (*True*) or F (*False*).**

1 Lots of students write poems for *The Mag*. T / F
2 Stern's father is the owner of a cinema. T / F
3 Tyler wants to take Lucy to the cinema. T / F
4 Lucy throws Tyler's raffle* ticket away. T / F
5 The winning number is 43. T / F
6 Lucy and Tyler have a good time at the cinema. T / F

VOCABULARY: * raffle – Tombola, Verlosung

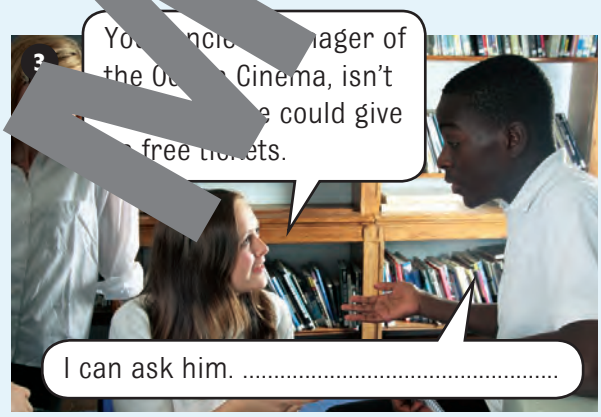
2 **Put the lines in the correct order to make a summary of the story.**

- [ ] Tyler gives his raffle ticket to Lucy, but she throws it into the bin.
- [1] The team discuss how they could sell more copies of *The Mag*.
- [ ] Tyler agrees to buy one if Lucy goes to the cinema with him when he wins the prize.
- [ ] They decide to have a raffle with a first prize of tickets to the cinema.
- [ ] Lucy says that she had a great evening with Tyler.
- [ ] Lucy asks Tyler to buy a copy of *The Mag* and tells him about the raffle.
- [ ] Stern says that Tyler's ticket has won the raffle.
- [ ] Jessica and Stern take Tyler's ticket out of the bin.

Everyday English

3 **Complete the dialogues with the phrases from the box.**

There's a thought. It's worth a deal. In your dreams



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WB p. 42

Essential English

CD 2 14

1 **Listen to the dialogue and fill in the missing words.**

Sally Let's ask someone again.

Harry No, I [1]..... asking. Let me look at the

Olivia Come on. Should we ask? We're lost.

Harry No, we're not. I can figure it out. We're here at the corner of Market Street and Cooper Lane. We [2]..... right at the end of Cooper Lane and then take the second street left, we'll be near the church.

Sally There's the church. And from there?

Olivia I think we [3]..... ask somebody now.

Harry Hang on. From the church we walk [4]..... on as far as the post office. There … I think I'm lost, so let me start again.

Olivia No, Harry. Let's ask someone.

Sally Excuse me, [5]..... the shopping arcade?

Woman Just cross the street and turn right. It's right over there!

Sally Thanks! Come on, Harry!

CD 2 14

2 **Now open up the dialogue. Listen again and circle T (*True*) or F (*False*). Then look at the [illegible] the answer key.**

1 Harry [illegible] to look at the map. T / F
2 Olivia wants to ask the way. T / F
3 They are at the corner of Cooper Lane and Main Street. T / F
4 Harry says they have to go to the end of Cooper Lane. T / F
5 Harry finds the way on the map. T / F
6 The shopping arcade is very close. T / F

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Vocabulary Directions and places

CD 2 15

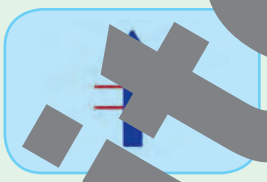
3 **Listen and repeat.**

go straight ahead

turn left

take the second right

go past the



cross

go as far as

CD 2 16

4 **Match the places to the correct numbers. Then listen and check.**

- ☐ railway station
- ☐ tourist office
- ☐ cinema
- ☐ police station
- ☐ bank
- ☐ shopping centre
- ☐ chemist's
- ☐ church
- ☐ restaurant
- ☐ post office
- ☐ hospital
- ☐ hotel

Get talking Asking for and giving directions

CD 1 17

5 **Listen and repeat.**

A Where's the post office, please?
B Go straight ahead and take the second left.

A How do I get to the railway station, please?
B Straight ahead and take the first left.

6 **Work with a partner. Choose different places from 4 and give directions from ✕.**

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UNIT 6 What will happen if ...?

You learn
- about superstitions in different countries
- how to use the 1st conditional

You can
- talk about consequences
- write about superstitions
- make arrangements

1 CHOICES

A **Read the story.**

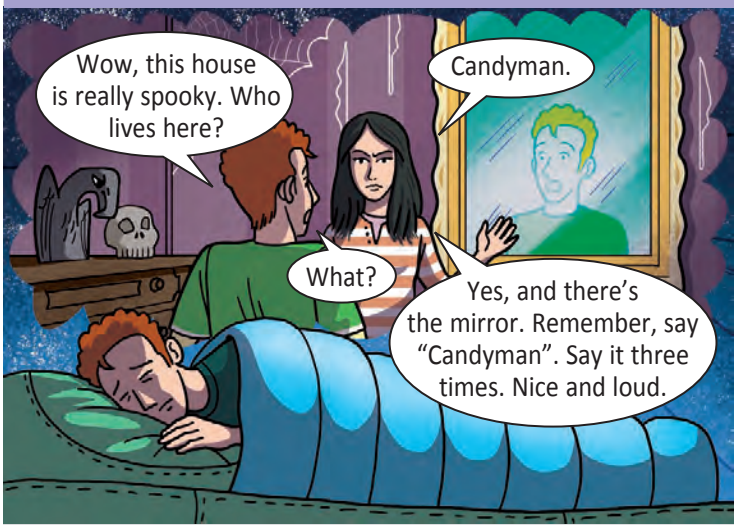
Candyman

Ana, Nick and Dan are on a school trip in the countryside. They are sitting around a campfire. It's midnight.

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

Mr Wallis wishes them a good night.

Nick is in his tent. He is sleeping.



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WB p. 44, 45
CYBER Homework 16 Revision

The next morning. Dan is sitting eating his breakfast. Ana joins him.

Dan and Ana meet outside the camp washroo .

Dan is in the washroom.

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B **Read the play.**

Candyman

Scene 1

Ana, Nick and Dan are on a school trip in the countryside. They are sitting around a late-night campfire.

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

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

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

Dan What ...? What ...? I'm sorry. I think I fell asleep for a few minutes. What are you talking about?

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

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

Ana Stop it, Nick. It's not funny.

Dan Don't listen to him, Ana. He just wants to scare you.

Ana It's not true.

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

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

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

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

Ana Oh, Nick! Don't talk nonsense!

Scene 2

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

Mr Wallis Listen, everyone. We've got a big day tomorrow. I want everyone up and having breakfast by 7 a.m.

Dan OK, I'm going to bed then.

Nick Me too.

Mr Wallis Goodnight. Remember, be careful what you dream about.

Ana What do you mean?

Mr Wallis They say that whatever you dream about in a new bed comes true.

Dan Mr Wallis! You're worse than Nick.

Scene 3

Nick is in his sleeping bag. He is dreaming.

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

Ana A ghost, a spirit by the name of Candyman.

Nick What? I don't believe it.

Ana So, Nick! There's the mirror. Now say "Candyman". Say it three times. Nice and loud.

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

Ana Why not? Are you scared? Do it.

Dan Do it.

Mr Wallis Do it.

Nick Oh, alright. Candyman. Is that OK?

Ana And again.

Nick Candyman. Happy now?

Dan And one more time.

Nick CANDYMAN!

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WB p. 44, 45

Scene 4

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

Ana Hi, Dan, can I join you?

Dan Of course you can.

Ana And did you sleep well?

Dan Yes, very well. I really didn't want to get up this morning.

Ana And did your dreams come true, Dan?

Dan Did my dreams come true? I'm not sure what you mean.

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

Dan Oh yes, I remember. Do you remember any dreams at about you?

Ana Well, I think I dreamed about Nick. He went missing and no one could find him. It was very strange.

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

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

Dan Oh all right, I'll go and look for him after breakfast.

Scene 5

Dan and Ana meet outside the camp washrooms.

Ana Any luck?

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

Ana I'm starting to get really worried.

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

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

Dan He'll be here [illegible] you. Now if you [illegible] me.

Ana Where are you going?

Dan In here. I just go to wash my face and brush my teeth.

Scene 6

Dan is in the washroom brushing his teeth.

Dan ♪ Because I'm happy ... happy ... h.a.p.p.y ... happy ♪♪

Voice Hello ...

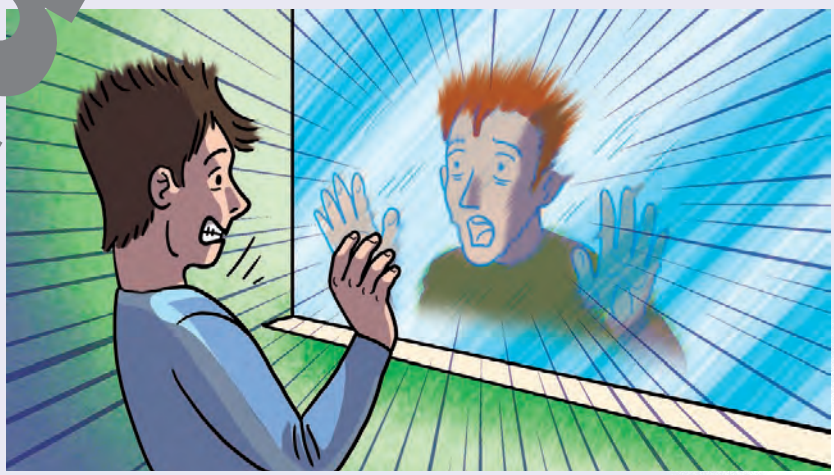
Dan What! Who's that? Who's there?

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

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

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

Dan What does he mean, right in front of me. There's nothing but mirror in front of ... Oh my god! Nick – what happened?



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WB p. 44, 45

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

1 Candyman is an evil spirit who lives ..... .

2 Tomorrow the children have to wake up ..... 7 a.m.

3 In his dream Nick talks to ..... and Mr Wallis.

4 When Dan woke up he
- ☐ wanted to stay in bed.
- ☐ felt strange.
- ☐ forgot he was in the countryside.

5 Ana's dream
- ☐ was very unusual.
- ☐ was funny.
- ☐ came true.

6 In scene 5 Dan is
- ☐ more worried than Ana about Nick.
- ☐ ready to go out for the day.
- ☐ sure that Nick is playing a trick on them.

7 What do you think happened to Nick? .....

8 What do you think happens next? .....

9 What superstitions do you have? .....

CD 2 18/19

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

CD 2 20 BiSt

4 Listen to the interviews with Aileen, Brian, and Catherine. Write the first letters of their names (A, B, C) in the boxes.

tiger's eye

ladder

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

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WB p. 44, 45, 48

5 **a** **Read the texts about superstitions in different countries.**

SUPERSTITIONS

1 Argentina

If you find some money in the street, pick it up because then you'll get even more money.

2 Hong Kong

Some buildings in front of the mountains have a big hole in them. This is to let the dragons that live in the mountains move freely between their home and the sea.

3 Korea

If you see a magpie in the morning, you'll get bad news.

4 Brazil

If you eat carrots on the first of January, you'll have enough money for the whole year.

5 Poland

If you dream that a snake is holding you tightly, you'll meet your boyfriend/girlfriend soon.

6 Russia

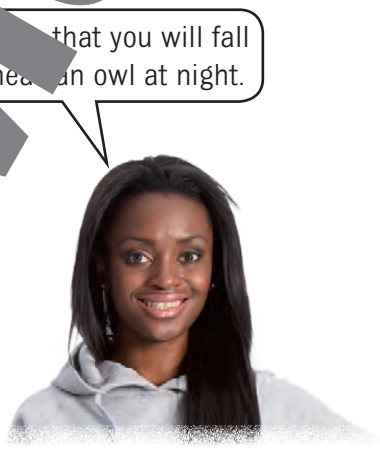
If you put an empty bottle on the table, you'll have bad luck.

CD 2 21

b **Some of these superstitions are not true. Discuss with a partner which ones you think are made up. Then listen and find out.**

Free flow Talking about superstitions

6 **Talk about superstitions you have heard or read about.**



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Sounds right Sentence stress

CD2 22

7 **Listen to the sentences and mark the stressed words. Then say the sentences yourself.**

1 If you break a mirror, you'll have bad luck.
2 If you kill a spider, you'll have bad luck.
3 If you close your eyes and make a wish, your wish will come true.

Dialogue practice Talking about consequences

8 **Work in pairs. Think of funny dialogues. A chooses a picture, B a sentence.**

- You will take a trip to New York.
- Your sister will do the dishes for two weeks.
- You will get a wonderful present.
- You will lose your watch.
- You will win a lot of money.
- You will visit London very soon.

A What will happen if I look at the m[illegible]

B Your sister will do the dishes for two weeks.

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WB p. 46, 48

9 CHOICES

Writing for your Portfolio

A **Make up six funny superstitions (40–70 words). Write them down.**

e.g. If you drop your toothbrush in the morning, you'll catch a cold t[illegible]ne[illegible]ay.

- Start your sentences with *if*.
- Mind the tense in the main clause.

B **Make a list of superstitions that people in Aus[illegible]a b[illegible]lieve in. [illegible] your family and friends. Then write an article about superstiti[illegible] Austria for a British school magazine (120–150 words).**

Things that will bring you bad luck:

- walking under a ladder
- black cats crossing the street from left to right
- etc.

Things [illegible]at [illegible] bring you good luck:

- if yo[illegible]k s[illegible]e china or glass
- [illegible] you s[illegible]mney sweep*, grab hold [illegible]f o[illegible] your buttons and make a wish
- [illegible]

OCABULA[illegible]Y: *chim[illegible]ey sweep — Rauchfangkehrer/in

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GRAMMAR

1st Conditional

How to use it:

Mit dem 1st Conditional besch[illegible]bs[illegible]lche Folge[illegible]ine ganz bestimmte Handlung oder ein ganz bestimmter Zustand habe[illegible]rd.

***If** you **have** a tiger's eye o[illegible]t **will bring** you good luck.*
***If** you **see** a magpie in the mor[illegible] ou'**ll get** bad news.*
*You'**ll get** rich **if** you [illegible] cu[illegible]o and shake your money.*
***If** you **don't** [illegible]hole, t[illegible]gons **won't be** happy.*

Complete with [illegible] / Pr[illegible]t simple / Verb:

How t[illegible]

If-Satz

If + Person + [1]……

Hauptsatz

Person + [2]…… + [3]……

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

WB p. 46, 47, 49, 50

CYBER Homework 18

The Girl Next Door 3

DVD

DEVELOPING SPEAKING COMPETENCIES

Language function
- Making arrangements

Speaking strategy
- Thinking about what to say

The lucky charm

CD 2 23

1 **Watch or listen to the dialogue. Then read it. What's Kate's problem?**

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

Kate Really? Lucky me.

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

Kate Let me see, am I free? Of course I'm free!

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

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

Tom We could go by train. It's only half [illegible] away from here.

Kate Hmm … possibly, but I'm [illegible] my dad will like that. He still thinks [illegible]

Tom We could ask my mum. [illegible] take us, I'm sure. Her best friend li[illegible] so she could go and see her [illegible] pic[illegible]s up after the show.

Kate That'd be great. Your mu[illegible] cool.

Tom I know. She'll p[illegible] let[illegible] use her credit [illegible] buy the [illegible]s too.

Kate I'll get my dad to give me some money to pay you back. So let me just put this in my diary. So Friday next week, you say.

Tom That's right.

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

Tom Have you got something else arranged?

Kate No, I haven't. It's just that next Friday is the 13th! … Friday the 13th! I can't travel anywhere. It's unlucky!

Tom You're joking, right.

Kate I'm not. Sorry.

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

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

2 **C[illegible] the s[illegible]ences.**

1 [illegible]f Tom's [illegible]ourite bands have a concert in Br[illegible] this Friday. .....
2 Kate doesn't really like *The 1975*. .....
3 Tom thinks they should take a bus to the concert. .....
4 Tom's dad doesn't always let him do what he wants to do. .....
5 Tom's mum's sister lives in Brighton. .....
6 Tom's going to ask his dad to buy the tickets. .....

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WB p. 49

Useful phrases Making arrangements

3 **Match the sentence halves. Check in the dialogue.**

1 Are you	**4** Do you want	☐ to go and see them?	☐ go by train?
2 How about	**5** That'd	☐ free?	☐ to.
3 We could	**6** I'd love	☐ be great.	☐ that?

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

1 Is Kate really superstitious? **2** Do they go to the c[illegible]?

Mobile homework

Watch the second part of the video and complete Kate's d[illegible]ntry.

A list of the superstitions I told Tom I believed in (an[illegible]e b[illegible]ved me!):

- Never travel on ..... .
- Never walk under a ..... .
- Always knock on wood ..... [illegible]r good luck.
- Breaking a mirror brings ..... .
- Never have a ..... cat.
- Throw spilled salt over ..... for good luck.

Speaking strategy Thinki[illegible]ut [illegible]at to s[illegible]

4 **Complete. Then check w[illegible] dialo[illegible] in 1[illegible].**

1 **Tom** *The 1975* are playi[illegible] a week [illegible]riday! Are you free?
Kate L..... s..... . Am I free? Of course I'm free!

2 **Tom** We could go b[illegible]ly half an [illegible]our away from here.
Kate Hmm … p[illegible] but I'm n[illegible] sure my dad will like that.

5 **CHOICES**

A **Take t[illegible] arran[illegible] to do t[illegible] [illegible]our partner. [illegible]k be[illegible] a[illegible] the [illegible]vitation.**

A [illegible]u free [illegible] Satu[illegible]
B Hmm … p[illegible]sibly. Why?
A Do you want to go for a picnic?
B I'd love to.

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

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

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

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Essential English

CD 2 24

1 Listen to the dialogue and fill in the missing words.

Harry What are you going to do on Saturday, Olivia?

Olivia I don't know.

Sally We're going to [1] ..... Alton Towers. Would you like to come with us?

Olivia Alton Towers? Is that a [2] ..... ?

Tony No, it's a theme park. There are all kinds of thrill rides*.

Harry And there's a haunted house.

Olivia I don't really like theme parks.

Tony Why not?

Olivia I think they're [3] ..... , and I'm [4] ..... of thrill rides.

Harry Alright. So what are you going to do on Sunday?

Olivia I'm not sure.

Harry Would you like to come to the cinema with me? We could see a film at the Odeon and then go to the [5] ..... club.

Olivia Oh, now I remember. I can't. I'm going to have dinner at Michael's place.

VOCABULARY: **theme park** – Freizeitpark; **thrill ride** – eine Fahrt mit Nervenkitzel

CD 2 24

2 Check the dialogue. Listen again and fill in the missing words. Then look at the [illegible] the answer key.

1 Tony, [illegible] and Harry ..... to Alton Towers on Saturday.
2 Alton Towers is a ..... park with great thrill rides.
3 Olivia doesn't want to come along ..... she doesn't like thrill rides.
4 On Sunday Harry wants to go to the ..... with Olivia.
5 Olivia ..... go to the cinema with Harry.
6 She's going to ..... at Michael's place.

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Get talking Talking about future plans

CD2 25

3 **Complete the dialogue with the phrases in the box. Then listen and check.**

I'm going to meet | I'd love to | She didn't invite me | I'm going to watch

Kevin What are your plans for the weekend?

Dawn Well, [1] ..... DVDs tomorrow night. Do you want to watch them with me?

Kevin [2] ..... , but I can't.

Dawn Oh, why not?

Kevin [3] ..... Jenny. She's having a party!

Dawn What? [4] .....

4 **Work with a partner. Read the table and tick the things you are going to do. Ask and answer questions.**

Tell me, Jenna, are you going to meet your friends tomorrow?

No, I'm not. I'm going to visit my grandparents. What about you, Taylor?

	Me	My partner
meet friends tomorrow		
stay at home on Sunday		
play volleyball tomorrow		
do homework on Saturday		
go to the sports centre on Saturday		
go to a party at the weekend		
watch TV this evening		
cook dinner tomorrow		
play football on Saturday		

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UNIT 7 You've got a friend!

You learn
- about friendship and relationships
- what kind of friend you are
- how to use the present perfect with *for* and *since*

You can
- talk about friendship
- describe an object
- write about your best friend
- talk about health

1 **Read the story.**

Alessia

I've been friends with Alessia for two years now. When she and her family moved here, I wasn't really happy at first.

A girl from a foreign country – so it would be difficult to talk to her. "She still has to learn the language," Mum said. "George, you must help her." "Why me?" I said. "I've never done anything like that. I'm not a teacher. All I can do is teach her how to play football." "Don't be silly," Mum said. "And take her some of your old books, the simple ones. And some of your soft toys too." "Mum!" I cried. "I've had those books for years. I like them. And the soft toys too. I've had them since I was a baby."

I knew my mum. So I took what she told me. I took the stuff and said nothing. They seemed really happy, and Alessia smiled and smiled – but didn't say a word.

"You've been a great help," Mum said when I came back. "Now let's see what else we can do for them."

From then on it was like this: Mum: Take this MP3 player to Alessia. Me: But … Mum: No buts, you don't used it for years, you listen to your music on your mobile phone anyway.

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

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

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

VOCABULARY: ***step in** – eingreifen, dazwischen gehen

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WB p. 52, 53

CYBER Homework 19 Revision

2 How many of these tasks can you do?

1 When Alessia's family moved in near George's
- ☐ he was disappointed.
- ☐ he was happy.
- ☐ he invited her to play football.

2 George's mum told him to
- ☐ teach her how to play football.
- ☐ go and say hello.
- ☐ take her some of his things.

3 When he first took Alessia some of his things
- ☐ she said thank you.
- ☐ she looked happy.
- ☐ her parents didn't seem very happy.

4 George was happy to give away his MP3-player. T / F

5 George was worried about children bullying him at school. T / F

6 George [illegible] Alessia's family t[illegible] T / F

7 [illegible] do y[illegible] this text comes [illegible]

8 How do[illegible]ge's relationship with [illegible]sia change in the text?

9 Wh[illegible]u think happens next?

CD 2 26/27

3 Check your answers with a partner. Then listen [illegible] sto[illegible].

CD 2 28

4 Listen and complete the table.

BiSt

We asked four teenagers what they like a lo[illegible] here are [illegible]eir answers.

	Q: Which of your things do you like best?	Q: How lon[illegible] you [illegible]/them?	Q: How often do you use it/them?
Nick	My MP3-player.	[illegible]e ha[illegible]e ..... [illegible] I got it fo[illegible]nday.	I use it ..... I do my homework and before I go to sleep.
Gabriella	My lapt[illegible]	[illegible] had it for	I use it almost every ..... . I surf the web on it and I write and get emails.
Peter	[illegible]oks.	Since ..... , when I learnt to read. I get lots of books and I buy lots.	I love reading. I read every ..... before I go to bed.
Sandy	[illegible]ft toys on my bed.	I've had them for .... I got most of them before I started school.	Almost ..... . I don't play with them any more, but I don't want to throw them away.

CD 2 29

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

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Vocabulary Relationships

6 **Match the phrases with their meanings.**

1 break up with
2 fall out with
3 make up with
4 get on well with
5 mind your own business
6 storm out of

- ☐ to solve your problems and be friends again
- ☐ to not interfere with other people's lives
- ☐ to finish a (romantic) relati
- ☐ to leave a place angrily
- ☐ to have a good relationshi son ne
- ☐ to stop speaking one

CD2 30

7 **Complete the statements with words from the b Then list heck.**

lie
listen
hear
keep

1 A good friend always ..... a secret fo
2 A good friend never ..... to you.
3 A good friend ..... to your probl
4 Good friends don't just say what you want to ..... .

8 **Tick your answers in the questionnaire. Ch the results on page 77.**

ARE YOU A GOOD friend?

Do this test to find out 're really the good friend you think you are.

1 **Your best friend hasn't you for two weeks. What do yo o?**

- ☐ **a** You look for a friend.
- ☐ **b** You get angr
- ☐ **c** You call your to him/her.

2 **You're at your frie ce. Your friend is laughing ll the tim at do you do?**

- ☐ **a** You that ur friend is ghing and you get
- ☐ **b** you he/she is laughing all ime.
  You that laughing is childish me.

3 **You've got a new haircut, but your friend says that you look awful. What do you do?**

- ☐ **a** You aren't happy, but you know that good friends are honest.
- ☐ **b** You never talk to your friend again.
- ☐ **c** You tell your friend that you don't like his/her haircut either.

4 **Your best friend has been ill for three weeks. In the meantime, you've found another friend. Today your best friend is back at school. What do you do?**

- ☐ **a** You tell your best friend about your new friend.
- ☐ **b** You don't talk to your new friend any more.
- ☐ **c** You tell your best friend that you haven't got time to meet him/her any more.

POINTS

1	2	3	4
a 1 point	**a** 1 point	**a** 3 points	**a** 3 points
b 2 points	**b** 3 points	**b** 1 point	**b** 2 points
c 3 points	**c** 2 points	**c** 2 points	**c** 1 point

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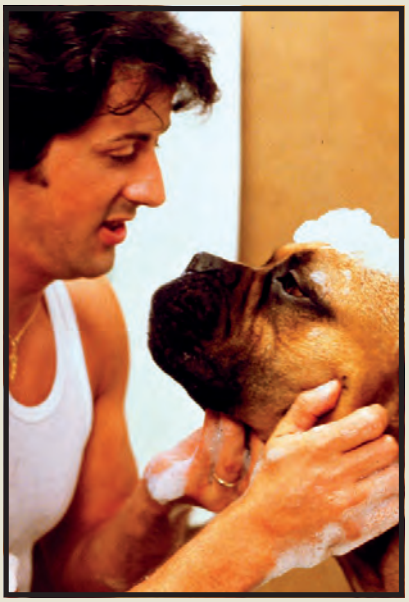
WB p. 56

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

A Man's Best Friend | **IT'S A DOG'S LIFE**

The Actor, his Friend and the [illegible]



Sylvester Stallone is a famous [illegible]od star. Many people all over the world love his fi[illegible]

When Stallone was a you[illegible] ma[illegible] his life wasn't easy. Stallo[illegible] was trying to sell his s[illegible]ipt fo[illegible] a film called *Rocky*. [illegible]one [illegible]as interested and he h[illegible] left and no place [illegible] The was only one th[illegible] he could[illegible] Stallone loved [illegible]og, but he sold it to a man [illegible] little Jimmy for $5[illegible] A week [illegible]ne sold the script fo[illegible] *Roc[illegible]* He [illegible]t a lot of money f[illegible]e w[illegible]happy. O[illegible] he w[illegible]k to Litt[illegible]mmy. He wanted to buy his [illegible]og back. Little Jimmy wasn't interested because his children all loved the dog. So Stallone said, "I'll give you $3,000 for the dog. Please sell it to me." Now Little Jimmy was interested, but he [illegible]id, "OK. You can have your dog [illegible]ack for $3,000. But I want a part [illegible]n the film." Stallone said yes. And that is how Sylvester Stallone got his best friend back and Little Jimmy got a small part in one of the biggest films of that year.

10 **Cover up the text. Co[illegible]let[illegible]entences.**

1 Stallone is ..... .

2 When he was a yo[illegible]n, his life ..... .

3 He had no m[illegible]ey, so he [illegible] ..... .

4 A we[illegible]ter he[illegible] ..... .

5 The [illegible] Little Jimmy, didn't ..... .

6 So Stal[illegible] offe[illegible]m ..... .

7 [illegible]n as[illegible]d and also asked for ..... .

8 [illegible] Jimmy [illegible]ed and Stallone ..... .

4 – 6 points: It's probably not easy to be friends with you. Try to be a bit more understanding! Then you'll make good friends.	**7 – 9 points:** Lots of people would like to be friends with you. You haven't found your best friend yet? Take it easy – you soon will.	**10 – 12 points:** You're an excellent friend, and friendship is really important for you. Other people love being with you. Congratulations!

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Free flow Friendship

BiSt **11** **Say what you think about friendship.**

Get talking Saying what's on your mind

BiSt **12** **Get together with a partner and talk about the following situation.**

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WB p. 56

Writing for your Portfolio

A **In your class, you are doing a guessing game. Write about an object you like (40–70 words). Read your text out to your class. The others guess what it is. In your text don't say what the object is, but include:**

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

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

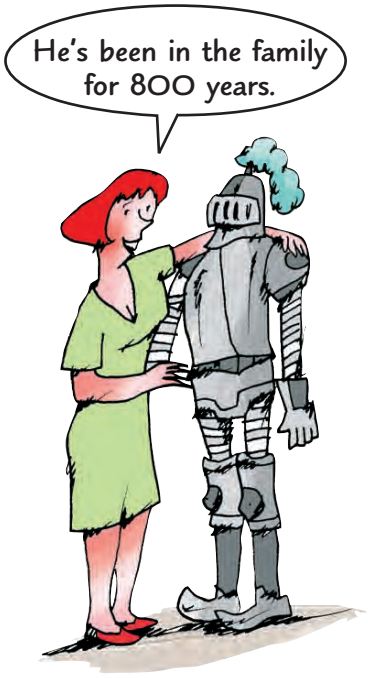
- give a few facts about your friend
- say since when you have been friends
- mention why you are such good friends
- say what you (don't) like about your friend
- say why you will be friends for many years

GRAMMAR

Present perfect with *for / since*

Lies den Beispielsatz. Dann beantworte die Frage.

*I'**ve had** my computer **for** a year.*
Hat der Sprecher / die Sprecherin seinen/ihren Computer noch oder nicht?
Ja ☐ Nein ☐



Du verwendest das Present perfect für Handlungen oder Zustände, die in der Vergangenheit angefangen haben und bis in die Gegenwart andauern.

So bildest du das Present perfect:

Person + *have/has* + past participle

Wenn deutlich wird, wie lange etwas schon andauert, kannst du *for / since* verwenden. *For* verwendest du dann, wenn du im Deutschen *lang* einsetzen kannst.

*I'**ve known** her **for** 2 days / **for** 3 weeks / **for** a month, etc.*
(2 Tage, 3 Wochen, einen Monat lang)
*I'**ve had** this **since** Christmas / **since** 2015 / **since** I was seven, etc.*

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The Girl Next Door 4

DVD

DEVELOPING SPEAKING COMPETENCIES

Language function
- Talking about health

Speaking strategy
- Showing sympathy

The problem

CD2 31

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

Kate There you are. I've spent the last hour looking for you. And you weren't on the bus this morning or yesterday.
Tom What?
Kate I said … Tom, what's the matter? Are you alright?
Tom Yeah. Yeah. It's nothing. I'm just a bit tired.
Kate It's not nothing. You don't look at all well.
Tom I told you. I'm just a bit tired. I haven't slept well for a few nights.
Kate Poor you. Have you got any [illegible]?
Tom No, not really. I've got a bit of [illegible] ache too. That does [illegible]
Kate That's terrible! Did you [illegible] something bad?
Tom I don't think so. Nothing I can remember anyway.
Kate And what's that on your s[illegible]
Tom Where?
Kate There on your arm. [illegible]ks a bit red.
Tom Oh that. It's a bit of a rash. It's on my [illegible] and stomach too.
Kate How long ago did this start?
Tom A couple of days ago.
Kate About the same time you started sleeping badly and getting stomach ache?
Tom Yeah, I suppose so.
Kate I don't think you're ill, Tom. I think you're stressed.
Tom Stressed? What do you mean?
Kate I think something happened a few days ago and you're worried about it. That's why you're feeling this way. Now, if I'm right and you consider me a good friend, I think you should tell me. After all, that's what good friends are for.

2 **Complete the medical report for Tom.**

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

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WB p. 56

Useful phrases Talking about health

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

1 What's the matter? ☐
2 Are you alright? ☐
3 I'm just a bit tired. ☐
4 You don't look at all well. ☐
5 I've got a bit of a stomach ache. ☐
6 What's that on your skin? ☐
7 Your arm looks a bit red. ☐
8 It's just a bit of a rash. ☐

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

1 What do you think is wrong with Tom?
2 Will Kate [illegible] to help him?

Mobile homework

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

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

Speaking strategy Showing sympathy

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

1 **Tom** I told you. I'm just a bit tired. I haven't slept well for a few nights.
Kate P..... y..... Have you got any idea why?

2 **Tom** No, not really. I've got a bit of stomach ache too.
Kate T..... .

3 **Tom** Oh that. It's just a bit of a rash. It's on my legs and stomach too.
Kate H..... a..... .

5 CHOICES

A **Take turns. A friend doesn't look very well. Find out what's wrong and show sympathy.**

A You don't look very well. What's the matter?
B I've got a headache.
A Poor you.

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

Student A: You don't feel good. Make a list of three problems you have. When your partner asks you about your health, tell them what's wrong.

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

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Essential English

CD 2 32

1 Listen to the dialogue and fill in the missing words.

Sally Hi, Olivia, how do you like school in the UK?

Olivia I think it's great. It's better than school in Australia. The teachers there are [1] ..... stricter. Um ... can I ask you [2] ..... , Sally?

Sally Sure. What is it?

Olivia There's this boy at school, he's got blond hair and a face. He's really nice. He's as tall as me and his eyes are blue, blue as your eyes, I think.

Sally I think I know the boy. He [3] ..... wears a red jacket.

Olivia That's right.

Sally Do you want his [4] ..... number?

Olivia Sure. Can I [5] ..... a pen? Who is he?

Sally It's Harry. He's my brother.

CD 2 32

2 Complete the dialogue. Listen again and circle the sentences T (*True*) or F (*False*). Look at the dialogue and check.

1 Olivia is from Australia. T / F
2 The teachers in England are much stricter. T / F
3 Olivia likes the boy with the black hair. T / F
4 The boy is as tall as Olivia. T / F
5 Sally knows the boy. T / F
6 The boy is Sally's cousin. T / F

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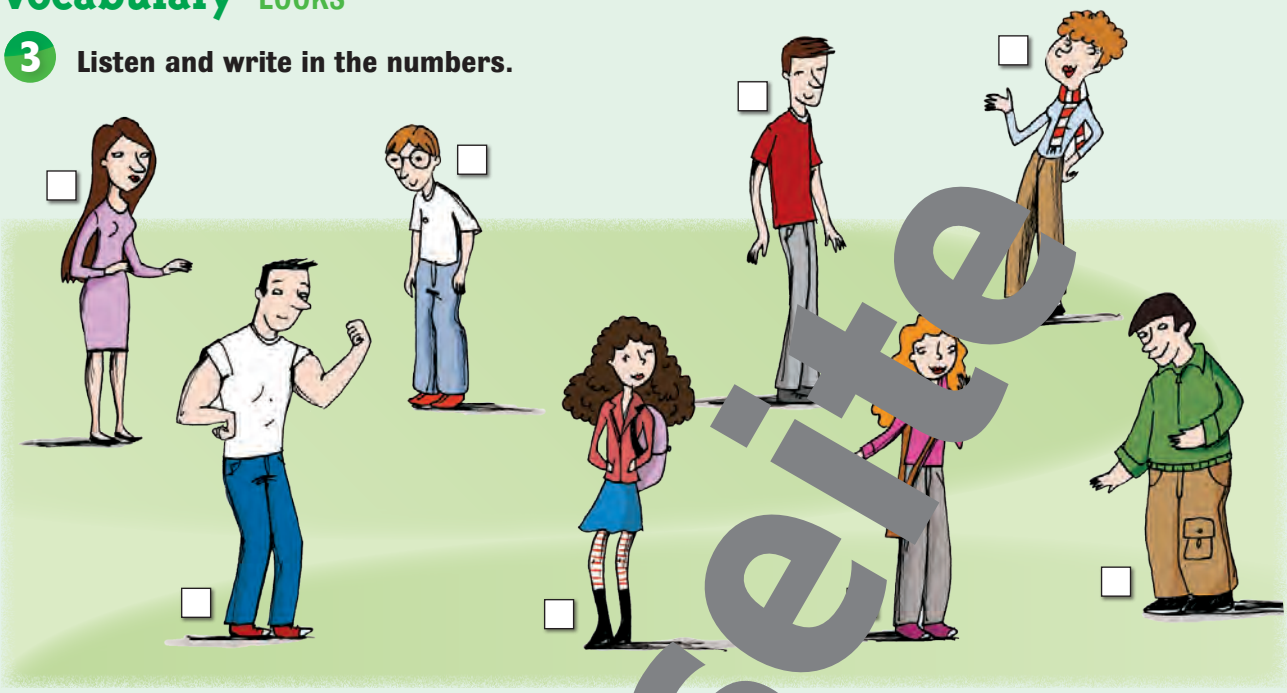
Vocabulary Looks

CD2 33

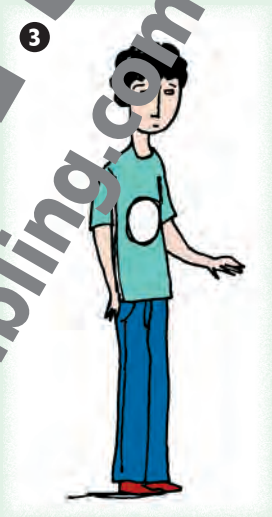
3 **Listen and write in the numbers.**

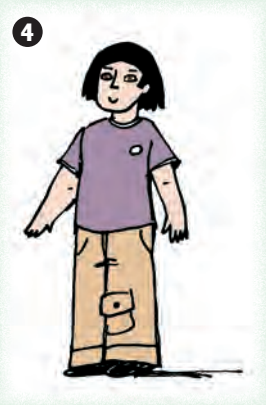


Get talking Describing people (2)

BiSt

4 **Read and write the names of the boy under the pictures.**





....

Paul is tall and [illegible] n't wear glasses. He's got brown eyes, and [illegible] hair [illegible] black and curly.

Kevin is short and thin. He wears glasses and he's got blue eyes. His hair is brown and curly.

Ben is sh[illegible] a little bit plump. He's got brown eyes and his hair is long, black and straight.

Tom is short and thin. He wears glasses and he's got green eyes. His hair is long, brown and wavy.

5 **Work in pairs. Describe a person in your class. Your partner guesses who it is.**

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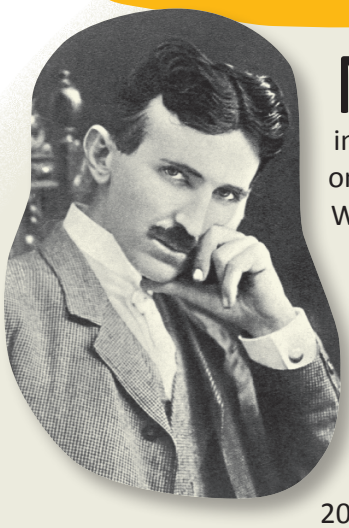
UNIT 8 Inventions

You learn
- about inventors and their inventions
- when to use the past simple or present perfect

You can
- talk about inventions
- write about an inventor / an in

1 **What do you know about the Serbian-Austrian inventor Nikola Tesla? Make a class list. Read through the text quickly to see if it mentions any of your ideas. Then read the text carefully.**

Nikola Tesla: THE MAN WHO INVENTED THE 20TH CENTURY



Nikola Tesla was a Serbian-Austrian. When he arrived in New York in June 1884 he only had 4 cents in his pocket. When he died alone on J 7th 1943 in room 3327 the Hotel New Yorker, he money at al

In the 5 between those two da up with so of the m important ent of the 20th century. he electric motor, fluorescent light bulbs on signs, the first remote-co boat and the first speedometer for cars. He signed the world's first hydr ric p er plant* at Niagara Fal ich us ower of the water to pro city.

So why was esla enaire when he died? Perhaps s his most important inventi esponsible for his bad luc e late s Tesla developed AC electrical cu a new kind of electricity. It was cheaper than DC electrical current* that people used at the time. But Thomas Edison, perhaps the most famous inventor of the time, had all his money invested in DC current.

So he as against AC current. He told people that it was very dangerous.

In 1 t the World Exposition in Chicago, Tesla went on stage. He wanted to show people t at was OK to use AC current. He passed a huge c ent through his body to power up light bulbs.

Tesla had to spend much of his life trying to show people how great his ideas were. Many of them were 'years before their time'. People thought he was crazy when he promised a wireless broadcasting system* to send pictures and sounds around the world. They laughed at him when he said he could send energy waves through water to detect German submarines at the beginning of the First World War. Tesla had so many brilliant ideas, but he made very little money from them. And that money he used again on his next invention.

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

VOCABULARY: ***hydroelectric power plant** – Wasserkraftwerk; **AC electrical current** – Wechselstrom; **DC electrical current** – Gleichstrom; **wireless broadcasting system** – drahtloses Sendesystem

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WB p. 59, 60

CYBER Homework 22 Revision

CD 3 1/2

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

1 Tesla made a lot of money in his life. T / F
2 Tesla invented the speedboat. T / F
3 Edison told people not to use Tesla's electricity. T / F
4 Tesla went on stage and passed electrical current through his body
☐ to show it wasn't dangerous. ☐ to entertain people. ☐ to turn on the lights.
5 One of Tesla's biggest problems was
☐ he spent too much money. ☐ he was mad.
☐ people didn't believe his ideas were possible.
6 These days
☐ people call Tesla the greatest inventor of all time. ☐ Tesla's ideas are everywhere.
☐ not many people know about Tesla.
7 Which of Tesla's inventions do you think is the most important?
.....
8 Who do you think is the greatest inventor of all time and why?
.....
9 Do you think Tesla was a happy man? Give your reasons.
.....

Vocabulary Inventions

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

I've ***invented*** something that I think might impress my science teacher – it's a time travelling machine. It wasn't easy. First I had to ***discover*** the way of making time travel possible. That took me a few weeks but once I had ***worked*** that ***out*** it was easy. I sat down with some pens and ***designed*** my machine on paper. I ***experimented*** with different shapes and colours for the machine and found that a red rectangle worked best, so I used an old telephone box ***to build*** it by putting an engine in it. It's important to be comfortable when you travel through time. I built a prototype but I haven't ***tried*** it ***out*** yet. I'm quite confident it will work and if it does I think I'll have to start ***producing*** my machines so that all families can have one.

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

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WB p. 59, 60, 63

Free flow Talking about inventions

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

1 Babylonians (2800 BC)
2 Johannes Gutenberg (1439)
3 Alexander Graham Bell (1876)
4 Karl Benz (1886)
5 Alexander Fleming (1929)
6 Ole Kirk Christiansen (1949)
7 Tim Berners-Lee (1989)
8 IBM and Belsouth (1992)

- ☐ World Wide Web
- ☐ Lego
- ☐ smartphon
- ☐ telephone
- ☐ m
- ☐ pri ess
- ☐ soap
- ☐ tics

BiSt **5** **In pairs discuss why each of these inventions wa rtant. Decide on the most and least important.**

The … was important because it allowed us to …

e … meant people could …

6 **What are these inventions? Match with the us in the box.**

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

CD 3 3 **7** **Which of these ts ve do you think were invented by children? Why? Listen ck yo swers.**

CD 3 3 **8** **Listen aga nd n the sentences with the objects in 6.**

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

VOCABULARY
***accidental** – zufällig

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WB p. 60

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

Helping herself, helping others

9-year-old Sadie McCallum suffers from a terrible illness. It's an illness of the muscles. To move around, she uses a wheelchair*, crutches* or a walker. Sadie has spent a lot of time in hospital and she has had two big operations. But they didn't help her. She still can't walk.

One of Sadie's biggest hobbies is reading. She often visits the library, but the journey there is difficult for her. She cannot walk up steps. She needs to look for ramps for her wheelchair. These aren't always in the most practical places. And sometimes there are no ramps. So Sadie started thinking of ways to make her walker more flexible so it can help her to walk up steps.

After several different drawings, Sadie had a design she thought might work. Now she just needed to bring her plans to life. Every year, Sadie's school holds a competition where students can win prizes for their inventions. That was her big chance. With a little help from her father, Sadie built her *Amazing Steps* just in time for the competition.

Her invention won first prize in the 'Best Use of a Wheelchair' category at the school convention. But Sadie's invention has won more prizes including a 'Microsoft Technology Award'.

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

VOCABULARY
***wheelchair** – Rollstuhl;*
***crutches** – Krücken*

BiSt **10** **Match the titles with the paragraphs. There is one extra title.**

1 More ideas
2 A lot of awards
3 Unable to move
4 Making an idea come true
5 Seven operations
6 Steps that make life difficult

Sounds right /ɒ/ vs. /ɔː/

CD 3 4 **11** **Listen and tick.**

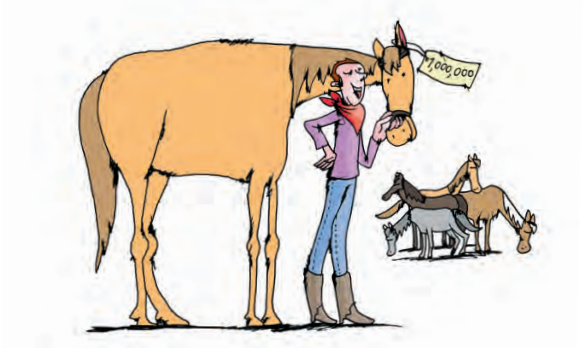
	/ɒ/	/ɔː/
1 lot	✓	
2 caught		✓

	/ɒ/	/ɔː/
3 thought		
4 hot		

	/ɒ/	/ɔː/
5 got		
6 saw		

CD 3 5 **12** **Listen and repeat.**

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



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Writing for your Portfolio

A **You have just read about an inventor on the internet. Write an email to your friend in which you tell him/her what you've read (40–70 words).**

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

B **Search the internet for crazy inventions and describe one of them or come up with a crazy invention yourself and write a description (100–150 words). Write about:**

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

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GRAMMAR

Past simple and present perfect

Du verwendest das Past simple, um Vergangenes zu reden, das zu einem bestimmten Zeitpunkt geschehen ist. Du verwendest es auch mit Zeitangaben, wie ein Datum, einen Zeitabschnitt, eine Uhrzeit oder Signalwörter wie ***last Monday/month/year, a week/year ago, yesterday*** bzw. Fragen nach einem bestimmten Zeitpunkt.

When he arrived in New York in June 1884 *he only* ***had*** *4 cents in his pocket.*

Du verwendest das Present perfect, um auszudrücken, dass etwas vor kurzem oder zu einem bestimmten Zeitpunkt passiert ist. Die genauen Zeitumstände interessieren dabei aber nicht. In Fragen willst du wissen, ob etwas überhaupt passiert ist und nicht, wann genau etwas geschehen ist. Die Signalwörter sind oft: ***ever, never, always, just.***

Sadie ***has had*** *two* *operations.*
Sadie's *has* *two more prizes.*
Sadie ***has always spent*** *a lot of time in hospital.*

Now circle the correct options.

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

WB p. 61, 62, 64, 65 CYBER Homework 24 Online Progress Check 2

The Mag 4 Bad hair day

DVD

DVD **1** **Watch the story. Then circle the correct words.**

1 Nick was up late because he was *doing his homework* / *uploading photos*.
2 Nick has hurt *his ankle* / *his foot*.
3 Mr Andrews wants to see Nick's *book report* / *photos*.
4 Nick took too many photos of *the band* / *his girlfriend*.
5 The *TV* / *DVD* is broken.
6 The date is *Friday 13th* / *Thursday 13th*.

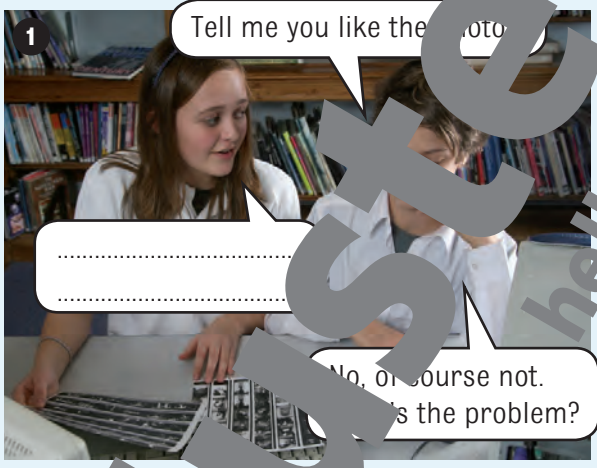
2 **Answer the questions.**

1 Why is Nick so tired?
2 Why doesn't he take part in P.E.?
3 What does Mr Andrews want from Nick?
4 Why are they happy with the photos Nick took?
5 What does Nick's mum want him to do?
6 What does Nick see when he looks at the newspaper?

Everyday English

3 **Complete the dialogues with the phrases from the box.**

more or less. | The sooner the better. | You're having my son, aren't you? | Leave it out!



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WB p. 65

Essential English

CD 3 6

1 Listen to the dialogue and fill in the mi[illegible]ng words.

Mrs Elton Look here, everybody, Aunt [illegible]hy [1]..... to[illegible]w. Harry, put all the DVDs [illegible] the shelves.

Harry Why? I'm still [2]..... them. And Au[illegible]thy isn't going to stay in my room[illegible] I h[illegible]e to clean it?

Sally Because M[illegible] wan[illegible] you to!

Harry OK, Miss Pe[illegible]

Mrs Elton Stop it. [illegible]rry, you'r[illegible]oing to do what I told you. A[illegible]lly, you're going to help me [illegible]th [3]..... and [illegible]

(Thr[illegible] hours later)

Sa[illegible]y That was quite a lot of [4]..... .

Harry It really was.

[illegible]rs Elton Sorry, everybody. I've just [5]..... my emails. Aunt Dorothy's not going to come – she's going to see us sometime next month.

Sally & Harry You must be kidding*, Mum!

VOCABU[illegible]Y: [illegible] – Staub abwischen; **You must be kidding** – Jetzt machst du aber einen Scherz!

CD 3 6

2 C[illegible] the [illegible]logue. Listen again and circle T (*True*) or F (*False*). Then look at the [illegible]ue a[illegible]k.

1 Aunt [illegible]y arrives tomorrow. T / F
2 Harry has [illegible] put the DVDs in his school bag. T / F
3 Sally is going to help her mum with cooking. T / F
4 Mum has just checked her emails. T / F
5 Aunt Dorothy's not going to see them. T / F
6 She's going to see them next week. T / F

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Vocabulary TV programmes and films

CD 3 7

3 **Write the number of the TV programmes into the boxes next to the films or shows. Then listen and check.**

- ☐ detective film
- ☐ horror film
- ☐ mus[illegible]how
- ☐ ca[illegible]
- ☐ the news
- ☐ quiz
- ☐ western
- ☐ sports programme
- ☐ science-fiction film
- ☐ nature programme
- ☐ romantic film

Get t[illegible]lking about TV

4 **Ta[illegible]ut TV [illegible] your partner.**

I watch TV [illegible]out one/two/three/… hour(s) a day.

How about you?

I	always usually sometimes never	watch TV	in the morning. in the afternoon. in the evening. at the weekend.	I really like (love) I don't like (hate)	cartoons. nature programmes. detective films. …

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UNIT 9 Young people today

You learn

- about teenagers in different countries
- words for teen activities
- how to use *be allowed to* and *let*

You can

- talk about permission (using *allowed to* and *let*)
- talk about rules in your family
- write about what you are (not) allowed to do/have
- make offers

BiSt **1** **Look at the interview quickly. What is Milase not allowed to do? What were her mother and father not allowed to do when they were young?**

CD 3 8/9 **2** **a Listen to the interview.**

b Read the text from a youth magazine.

MEET MILASE

Interviewer: Milase, you live in South Africa. What languages do you speak there?

Milase: At home we speak Zulu, but at school we speak English most of the time because all our subjects are in English. When my parents were children, they were allowed to speak Zulu at school. That was in the time of Apartheid.

Interviewer: Yeah, I see. That was terrible, wasn't it? Can you tell me a little about your family?

Milase: Well, my father's a waiter in a hotel. My mother's a housewife. I have three brothers who are between eight and eleven.

Interviewer: Do you live in a flat or a house?

Milase: We live in a small house. We have a small garden too.

We aren't allowed to play in the garden. My mum's growing vegetables there.

Interviewer: And where do you and your friends hang out?

Milase: There isn't much to do here, but there's a youth club next to the church. That's where I go on Saturdays and Sundays. But I'm not allowed to go out when it's dark – my parents say it's too dangerous.

Interviewer: Thank you for the interview, Milase.

Did you know ...?

Apartheid: From 1948 to 1994 black and white people in South Africa were not allowed to mix.

Check up on the text. Try to complete the sentences. Then read and check.

1 Milase is from ..... .
2 Milase speaks ..... .
3 Milase's mother works ..... .
4 Milase's family lives ..... .
5 Milase goes to a youth club ..... .
6 Milase is not allowed to ..... .

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WB p. 67, 68

CYBER Homework 25 Revision

BiSt

3 **Look at the text quickly. How many things is Curtis not allowed to do? Then read the text carefully.**

MEET CURTIS

My name's Curtis. I live [illegible] Whitehorse, Canada, a town [illegible] of about 25,000 people [illegible] my parents work. My dad [illegible] Mountie, a police [illegible] with the Royal Canadian [illegible] police and my mother's a [illegible] dad has two [illegible] at home, but I'm not allowed to touch them. My dad has taught me to shoot because sometimes we go hunting for deer but he doesn't let me go hunting without him.

In winter it's very cold in Whitehorse and there's a lot of snow. In the winter it's great fun to drive the snowmobile, but I'm not allowed to drive too far into the woods. My mum thinks I'll get lost out there. Last year [illegible] helped me and my friend Charlie to build an igloo on the frozen Yukon river. The best [illegible] was that our parents allowed us to spend a night [illegible] igloo. We weren't afraid because the grizzly bears aren't around in the winter – they all sleep. But I think our parents were worried because they picked us up very early in the morning. When it snows a lot, I have to help Dad clear the snow in front of the house and the garage. I don't have to do any housework, but I have to tidy up my room.

My room's quite big. I have a PC there, a stereo and my own television, but I'm not allowed to watch TV after 9.30. There's one other thing I'm not allowed to do – turn the volume of my stereo up full when my parents are at home. They say my music gives them a headache!

4 **How many of these tasks can you do?**

1 The population of Whitehorse is 20,000. T / F
2 Curtis's father works for the police. T / F
3 His mother works in a medical profession. T / F

Complete the sentences with no more than 4 words.

4 Curtis is older and allowed to ..... .
5 [illegible] and his friend were allowed to ..... .
6 [illegible] can't see grizzly bears ..... .
7 Where do you think you would find a text like this? .....
8 How is your life similar to or different from Curtis's? .....
9 What do you like better – summer or winter? Say why. .....

CD 3 10/11

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

WB p. 67, 68

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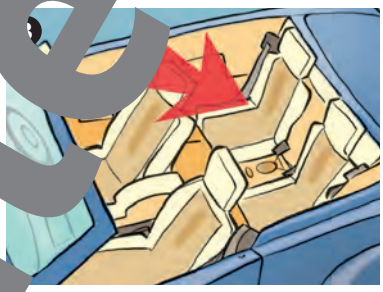
Vocabulary Crossing borders

6 **Write the numbers next to the correct words.**

☐ border	☐ field	☐ hide
☐ garage	☐ back seat of a car	☐ passport



7 CHOICES

CD 3 12

BiSt

Listen to Diego's story.

A **Circle T (*True*) or F (*False*) the sentences below.**

1 When Diego was fourteen, he went to Mexico for the first time. T / F
2 When he crossed the border, he had to hide under the seat of a car. T / F
3 Diego and his dad crossed the border to work on a farm. T / F
4 Diego was not allowed to watch TV on the farm. T / F
5 Now Diego's family lives in the USA. T / F
6 Diego likes it in the USA. T / F

B **Listen and complete the sentences.**

1 When Diego was 14, ...
2 Diego's father often crossed ..... .
3 When they crossed the border, they ..... .
4 Diego and his father went ..... .
5 They gave Diego's father a ..... .
6 Diego likes the US because ..... .

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WB p. 68

Sounds right Weak sounds

CD 3 13

8 **Listen and repeat the sentences. Pay attention to the weak sound of the parts in italics.**

1 We aren't ***a***llowed ***to*** play in ***the*** street.
2 I'm not ***a***llowed ***to*** get ***a*** tattoo.
3 My broth***er and*** sist***er*** aren't ***a***llowed ***to*** go out.
4 We can't watch televisi***on*** after elev***en***.
5 We're leaving ***to*** go ***and*** live in anoth***er*** town.

CD 3 14

9 **Listen to the mini-dialogues. Then say things that are true for you.**

A My mother's a saleswoman.
B My mother isn't. She's a housewife.

A We live in a house.
B We don't. We live in a flat.

A I can speak two languages. Ger[illegible]n [illegible] En[illegible]sh.
B I can speak three – German, Engl[illegible] [illegible]manian. My mother's from Romania.

A I like sports.
B I don't. I hate sports.

A Ther[illegible] youth [illegible]r village.
B The[illegible] [illegible]h club where I live.

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Vocabulary Teen activities

10 **Look, read and match the pictures to the activities.**

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- ☐ [illegible] (blue)
- ☐ [illegible] a tatto[illegible]
- ☐ to go [illegible]-skating without pads
- ☐ to buy your own clothes
- ☐ to have a party at home
- ☐ to use your parents' camcorder
- ☐ to go to the disco
- ☐ to ride your bike without a helmet
- ☐ to come home after ten at the weekend
- ☐ to turn your music up really loud
- ☐ to eat too many sweets
- ☐ to get a nose stud
- ☐ to play video games all day
- ☐ to watch TV after 10 o'clock
- ☐ to wear earrings
- ☐ to hang out in shopping centres

WB p. 71

CYBER Homework 26

Dialogue practice Talking about permission

11 CHOICES

Read the dialogues. Then act one of them out.

A

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

B

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

12 Read the text below. Then imagine you are a pet and create your own funny text.

I'm allowed to sleep in Ken's bed.
I'm not allowed to chew his shoes.
I'm not allowed to fight with other dogs.
That's why I'm leaving home.

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Get talking

BiSt **13** **Talk to a partner for three minutes. The prompt card will help you to think about the topic and ask questions. Do not take notes. Suggested preparation time: one minute.**

What (are the) rules …?

How often do … have to …
… look a…
… clean …?

I have to …
… (un)load the dishwasher.
… tidy my room.
… feed the cat.

Are you allowed to …
… get a …?
… dye …?
… hang out …?

FAMILY RULES

What happens, if you (don't) …

Do you have to …
… help with …?
… carry out the rubbish?
… wash …?

If I (don't) …
… I am grounded …
… I'm allowed to …
… I don't …

Is your mum / dad …
… strict?
… generous?
… tolerant?

My parents don't let me …
… invite … /… play … /
… surf … / … watch … /
… stay out …

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WB p. 69

Writing for your Portfolio

BiSt 14

Write a text of 80–100 words about what you are allowed to / not allowed to do or have, and what you think about these rules.

You can write about:

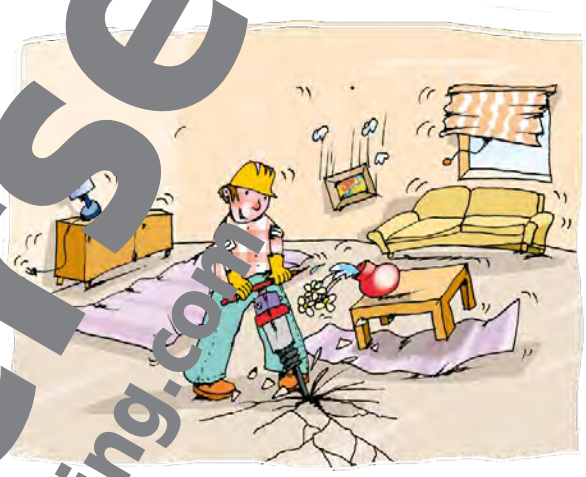
- TV
- loud music
- going out
- bed time
- hairstyle
- nose stud / tattoo / piercing

GRAMMAR

be allowed to

Du verwendest *be (not) allowed to*, um auszudrücken, dass du etwas (nicht) darfst oder dir jemand etwas (nicht) erlaubt.

*I'**m not allowed to go out** when it's dark – my parents say it's too dangerous.*
*We **aren't allowed to play** in the garden.*
***Are** you **allowed to stay up** late and **watch** t*



Tommy didn't know he wasn't allowed to drill for oil in the living room.

Match.

1 Du verwendest *be allowed to*, um auszudrücken,
2 Du verwendest *be not allowe* n auszudrücken,

☐ dass du etwas nicht darfst
☐ dass du etwas darfst.

How to form it:

Person + *be (not)* + *allowed to* + h

let

Mithilfe von *le* aus, dass dir jemand etwas erlaubt oder dich tun lässt.

*When there's a go film o my parents **let me** watch it.*
*I think **let me** have a stud anyway.*

Verneinu

*He **doesn't le** hunting without him.*

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The Girl Next Door 5

DVD

DEVELOPING SPEAKING COMPETENCIES

Language function
- Making offers

Speaking strategy
- Accepting offers

The visitor

CD 3 15

1 **Watch or listen to the dialogue. Then read it. Wh[illegible] is the final t[illegible] that Kate offers to do?**

Kate So, why did you want to see me, Tom? What's up? You look worried.
Tom I am. Mum's just told me.
Kate Told you what?
Tom We've got a visitor next week. And I've got to look after her.
Kate So? What's the problem?
Tom Did you hear what I said. Her – I've [illegible] to look after her. It's a girl. Bianca[illegible]
Kate Oh don't be so silly. Who is she any[illegible]
Tom Remember I told you my mum lived in Brazil for a few years when [illegible] wa[illegible] younger. Well, she's the dau[illegible] on[illegible] of my mum's Brazilian fr[illegible]nds.
Kate Would you like me t[illegible] you?
Tom Would you? That wou[illegible]
Kate So what are you so [illegible]rried ab[illegible]
Tom Well, she's from a [illegible]t c[illegible]y. She'll freeze over here.
Kate I'm sure she's [illegible]ought of t[illegible], Tom. But, if not, then I co[illegible] her some of my clothes if [illegible]u like.
Tom W[illegible]t if th[illegible]
Kate [illegible]
Tom Sorry that would really help. But anot[illegible]r thing. What if her English isn't ve[illegible]good? How am I going to talk to her?
Kate I'm sure her English will be fine. But, [illegible]sten. Why don't I talk to Laura from school. She's from Portugal.
Tom Really? Thanks, Kate. That's a great idea.
Kate It's no trouble. I'm sure you'll have a great time.
Tom Yeah, but the worst thing is she's going to stay in my bedroom. That means I've got to sleep on the sofa.
Kate Do you want me to ask my parents if she can stay with us? She could sleep in my room with me.
Tom Kate, what would I do without you?

2 **Complete [illegible] sen[illegible]es.**

1 [illegible] because ..... .
2 [illegible] visitor is [illegible]om ..... .
3 Tom [illegible]ed she'll think the UK is ..... .
4 Kate says [illegible]e can borrow ..... .
5 Tom is also worried he won't be able ..... .
6 Kate reminds him that Laura ..... .
7 Tom is most worried because he has to ..... .
8 Kate is going to talk with ..... .

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WB p. 72

Useful phrases Making offers

3 **Complete with the verbs in the box.**

ask
help
talk
lend

Kate Would you like me to [1]..... you?
Kate I could [2]..... her some of my clothes if you like.
Kate Why don't I [3]..... to Laura from school.
Kate Do you want me to [4]..... my parents if she can stay with us?

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

1 How will Kate and Bianca get on?
2 Will the visit [illegible]?

Mobile homework

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

To do:
- Go to book shop and buy a .....
  → Done – Pick up on .....
- Sort clothes out for Bianca – ..... and .....
- Get Brazilian snacks from shop in .....

Update: Don't believe it! Bianca is ..... because .....

Speaking strategy Accepting offers

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

1 **Kate** Would you like me to help you with W..... y..... ?
2 **Kate** I could lend her some my clothes.
Tom T..... w..... r..... h..... .
3 **Kate** Why don't I talk to Laura from school? She's from Portugal.
Tom R..... think Kate.
4 **Kate** Do you want me to ask my parents if she can stay with us?
Tom Kate, w..... w..... I d..... w..... y..... ?

5 **CHOICES**

A **Make a list of the problems you have. Make [illegible]**

A I can't understand my Maths homework.
B Why don't I have a look at it with you?
A Really? What would I do without you?

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

Student A: You are going to spend a month with your Spanish penfriend next week. Make a list of all your worries and of all the things you still need to do before you go.

Student B: Listen to your partner's worries. Offer to help.

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Essential English

CD 3 16

1 Listen to the dialogue and fill in the missing words.

Harry This is boring!

Sally Oh, Harry. Be quiet! There's a party [1] ..... and I want some new clothes.

Lisa Do you like this top?

Sally No, not really. But the top's nice. How much is it?

Lisa Let's see. It's £12.99.

Tony Wow – that's [illegible] how much [2] ..... have you got, [illegible]

Sally £25.

Lisa Look [illegible] the [illegible] ..... are [illegible] there's no price on them.

Sally Excuse me – how much are those trousers?

Assistant They're £29.99.

Sally Thanks. Oh dear – and I've only got £25!

Tony Don't [4] ....., Sally – I can lend* you £5.

Sally Thanks, Tony! Excuse me – can I try* these trousers on, please?

Assistant Sure. The changing rooms* are over there.

VOCABULARY
***lend** – borgen; **try on** – anprobieren; **changing rooms** – Umkleidekabinen

CD 3 16

2 C[illegible] the [illegible]logue. Listen again and correct what is wrong in each sentence. [illegible] [illegible]alogue and check.

1 Ther[illegible] ~~[illegible]tball match~~ tonight. ..... party .....
2 The top is £[illegible]2.50. .....
3 Sally's got £50. .....
4 Tony shows Sally some nice trousers. .....
5 The trousers are £19.99. .....
6 Tony lends Sally £15. .....

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Vocabulary Clothes

CD 3 17

3 **Listen and repeat.**

4 **Look again. Then work with a partner. A looks up the picture. B tries to remember the things in the picture.**

Get talking Holding interviews

5 **Interview your partner.**

Do you wear T-shirts with pictures?
Do you wear black/black/white clothes?
Do you wear jeans with holes?
Do you buy your own clothes?
Do you get clothes for your birthday?
How many caps have you got?
How many pairs of shoes have you got?
Do you like red/blue/…?
Have you got …?
Do you …?

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UNIT 10 Stand up for your rights

You learn
- about people who stand up for their rights
- about past ability and permission
- about future and present perfect ability and permission

You can
- talk about what it means to be 'green'
- write a letter to complain about something

1 **Look at the pictures and the text quickly and circle the correct option.**

1 The kids are worried about *the park* / *their school*.
2 The kids *skateboard* / *play tennis* in the park.
3 Oliver and Karen go to *the city council* / *the headmaster*.
4 Rick and Claire are *organising a party* / *handing out leaflets* at school.

2 **Now read scenes 1, 2 and 3 of the play.**

Are cars more important than kids?

Scene 1
In a street

Karen Have you heard about our park? There are plans to cut down lots of trees.
Rick What!? Why do they want to do that?
Karen They want to build a multi-storey car park near Southdown Road.
Claire But that's where we skateboard. They can't do that!
Oliver Let's get organised. What are we doing tomorrow, Karen? Are we going to the city council.

Scene 2
In the park

Karen Well, we went to the city council. We weren't able to talk to anybody. So we phoned a newspaper. The rumours* are true.
Oliver But we've got plans.
Karen We're meeting at my house tomorrow night.

Scene 3
At Karen's home

Karen Let's check again what we're doing.
Rick Claire and I are handing out leaflets at school tomorrow morning.
Karen And don't forget, we're meeting a man from the council on Thursday evening. It's very important. This is our chance to stand up for our rights! We've been allowed to play in the park for years. Nobody has been able to stop us.
Oliver But remember. We're not having a demonstration on Wednesday. Let's wait and see how the meeting goes first.

VOCABULARY: ***rumours** – Gerüchte

3 **Say what you think will happen next.**

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WB p. 75, 76

CYBER Homework 28 Revision

4 **Read the end of the story.**

Scene 4

In the park

Rick Read the newspaper to us.

Karen Alright. It says: '60 kids say no to car park!'

Oliver Wow! Let's send out emails too. And let's have a demonstration.

Scene 5

At the town council meeting room

Chairman Mr Parker from the planning office, please.

Mr Parker People who live here want to park their cars here!

Man 1 But what about the kids? They won't be able to play there any more. The park is for them.

Man 2 I haven't got kids, I've got a car. And I have right[illegible]o.

Oliver Don't you think that kids are more important th[illegible] ca[illegible]

Others Well said, Oliver! You're right.

Chairman OK, I think we've got an idea of what the p[illegible]e here think. Now what we need is a solution tha[illegible]one likes – we haven't been able to find a solution y[illegible]

[illegible] 6

In[illegible]

So is it true that they're really [illegible]oking for another place for [illegible] car park?

[illegible]ve That's what Mr Parker said.

[illegible]lai[illegible] But what if they come back?

[illegible]ver We'll start again. But I'm sure we'll be allowed to play here for many more years.

Karen Right. We were able to stop them this time, and we'll be able to stop them the next time. Kids have got rights, too.

5 **How many of these tasks can yo[illegible]**

Complete the sentenc[illegible] no m[illegible]han 4 wo[illegible]ds.

1 There are plans for a ..... near the park.

2 The children go to ..... .

3 The children organis[illegible] ..... .

4 Mr Parker wants

☐ the parents [illegible]ntrol t[illegible] children. ☐ a place for people to park their cars.

☐ more time to m[illegible]ecision.

5 Man 2

☐ [illegible] cars [illegible] important than kids. ☐ is worried for the children.

☐ [illegible] plans for the park.

6 At the e[illegible]he ch[illegible]en

[illegible] ha[illegible] because they won. ☐ are worried because the work is going to start soon.

[illegible]carry [illegible]iting.

7 Which [illegible] f the argument do you agree with? .....

8 What do you think will happen if the council doesn't find another place for a car park?

.....

9 What changes to your town would you protest against? .....

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

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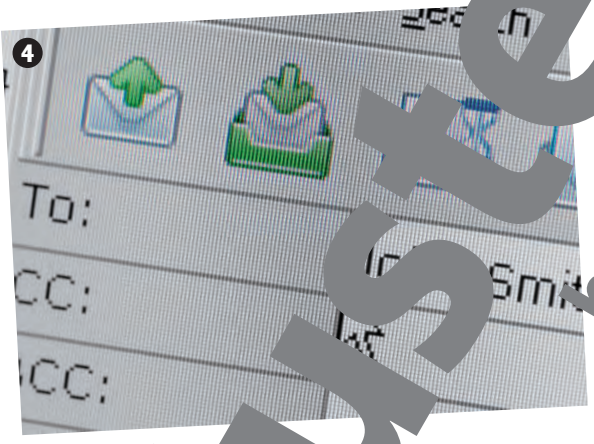
WB p. 75, 76

Vocabulary Getting the message across

7 **Match the expressions with the pictures.**

- ☐ to send out emails
- ☐ to hand out leaflets
- ☐ to go on a protest march
- ☐ to organise a meeting
- ☐ to sign a petition



Sounds right /p/

CD 3 19

8 **[illegible] 'p' – listen, [illegible] the sentence as fast as you [illegible]**

If people have a protest march and parents put pen to paper and sign the petition and Mr Parker the planner plays his part, then Peter and Paula can play in the park again.

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WB p. 79

9 CHOICES

BiSt

A **Read the text about a famous woman who stood up for her rights. Then circle T (*True*) or F (*False*).**

Wangari Maathai

(1940 – 2011) from Kenya won the Nobel Peace Prize in 2004 for her fight for democracy and for the environment*. She was the first African woman to win the prize. Maathai started the Green Belt movement in Kenya in 1977, which has planted more than 10 million trees. She was in prison many times because of her fight for the rights of women and because of her work for the environment. In 2002, she won a seat in the Kenyan parliament.

1 Wangari Maathai is from Africa. T / F
2 She wo[illegible]he [illegible]el Peace Prize i[illegible] T / F
3 She [illegible]ared [illegible]out the [illegible]nment. T / F
4 [illegible]terested in [illegible]olitics. T / F
5 [illegible]d a green belt in judo. T / F
6 She s[illegible]t a lot of time in [illegible]rison. T / F

V[illegible]ABULARY: ***environment** – Umwelt

B **Read the texts about two famous women w[illegible] stood up for their rights. For each one, tick the sentence that you think sums up [illegible]st [illegible]hey did.**

Rosa Parks

When Rosa Parks (1913 – 2005) refused to give up her seat on the bus to a white man on December 1, 1955, she wasn't just tired from work. She was also tired of getting up again and again for white men who wanted her seat. African-A[illegible]ricans we[illegible] not allowed to sit on the first [illegible]r ro[illegible]f a bus. The rest is American history [illegible] 381-day bus boycott, and, finally, in [illegible]vem[illegible] 1956, the decision that it was i[illegible] to have [illegible]ferent seats for white people and A[illegible]Americans. Finally, African-Ame[illegible]ans coul[illegible]on a bus, the same as white pe[illegible]hite [illegible]ouldn't tell Blacks to sta[illegible] for the[illegible]ore.

Erin Brockovich

In the early 1990s, Erin Brockovich (b. 1960), a single mother of three, was working for a law firm. While organising papers one day, she discovered that many people who lived in and around Hinkley, California, in the 1960s, 70s and 80s were very ill. She later found out that there was poison in the water. It came from a gas and electricity company. In 1996, she and lawyer* Ed Masry won $333 million for more than 600 people from Hinkley.

VOCABULARY: ***lawyer** – Anwalt, Anwältin

- ☐ She helped [illegible]nge[illegible] African-Americans.
- ☐ She [illegible]elped ma[illegible]ublic transport better.
- ☐ Sh[illegible]ng women's rights.
- ☐ She fought for the rights of single mothers.
- ☐ She fought for better health education.
- ☐ She fought against a big business.

CD 3 20
BiSt

10 **Listen to two interviews about children's favourite heroes/heroines. Fill in the grid.**

	Who?	Why?
Hannah		
John		

WB p. 76

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[illegible]hering.com

Vocabulary How green are you?

11 **Match the sentences and the pictures.**

- ☐ Don't drop litter in the streets.
- ☐ Recycle paper.
- ☐ Recycle glass bottles.
- ☐ Don't take plastic bags at your supermarket. Bring a basket.
- ☐ Save water.
- ☐ Don't ask your parents to drive short distances. Rid[illegible] bike or walk.
- ☐ Buy locally p[illegible]duc[illegible] food.
- ☐ Don't leave b[illegible] or c[illegible]s on the beach.

12 **Complete this questionnaire. Tick yo[illegible]swers and then [illegible]heck how 'green' you are.**

How gr[illegible]en [illegible]re you?

	always	sometimes	never
1 I … save water.	☐ 3 points	☐ 2 points	☐ 0 points
2 I … take a basket whe[illegible] go[illegible]ing.	☐ 3	☐ 2	☐ 0
3 I … take glass bottl[illegible] to [illegible] bot[illegible]bank.	☐ 3	☐ 2	☐ 0
4 I … put paper into spe[illegible]ntainers to be recycled.	☐ 3	☐ 2	☐ 0
5 I … ask [illegible]rents [illegible]me short distances.	☐ 0	☐ 2	☐ 3
6 I … drop [illegible]r i[illegible]treet.	☐ 0	☐ 2	☐ 3
7 I [illegible]ve bo[illegible]or cans behind in a park or in [illegible]	☐ 0	☐ 2	☐ 3
8 We … [illegible]ally produced food.	☐ 3	☐ 2	☐ 0

THE RESULTS:

20 – 24 points: You are really 'green'.

14 – 19 points: You are quite 'green'.

6 – 13 points: You probably know what you should do, but you're too lazy.

0 – 5 points: You are a litter bug. You're not 'green' at all.

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WB p. 79

Get talking

BiSt 13 **Talk to a partner for three minutes. The prompt card will help you to think about the topic and ask questions. Do not take notes. Suggested preparation time: one minute.**

BEING GREEN

Where can you …
… buy locally produced …?

How often do y
… to …
spe
… the bottle ba

What do you do with …
… empty bottles and cans?
… waste paper?
… used batteries?

How do you …
… save …?
… protect …?

Do you know someone o
… is a litter bug?
… dumps … ille
… is very green
… brings a basket …?

How do you get to …
… music lessons / sports training?
… a friend's place?
… the cinema?

OTHER IDEAS?

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Writing for your Portfolio

A **Read the play *Are cars more important than kids?* again. Imagine you are Karen. Before organising the protest, you write a letter to the city council (40–70 words). In this letter you tell the city authorities:**

- why you and your friends are against the multi-storey car park
- what you usually do in the park
- how often you meet there
- what you are going to do about the city council's plans

B **Look at the following notice. Then write a letter to the head teacher asking him/her to reopen the computer room (40 words).**

Unfortu[illegible] tel[illegible] many [illegible]ts have not stuck to [illegible]les for the computer ro[illegible] like [illegible]d in, not en[illegible]ess [illegible] surfing [illegible]net, not printing out too [illegible]ages, etc. So now, the room is close[illegible]l further notice*.

VOCA[illegible]Y: *[illegible] further notice – bis auf Weiteres

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GRAMMAR

Past ability and permission: *could[illegible]* *were able to* and *was/were allowe[illegible]*

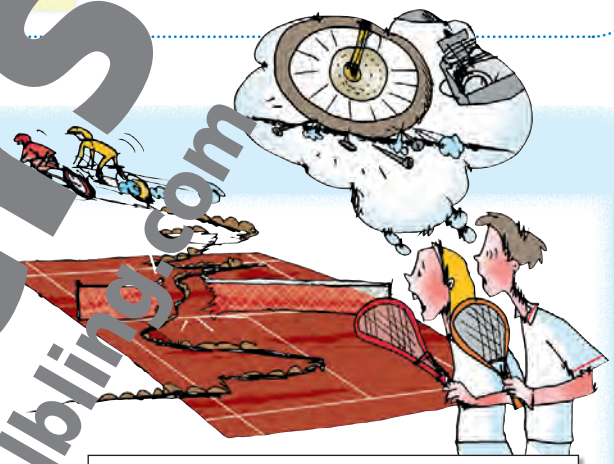
Read the examples. Complete [illegible]les. Write *could/couldn't* or *was(n't)/(n't) able to.*

*Whites **couldn't tell** Blacks to[illegible] and up for them any more.*
*Finally, African-Americans **could sit** on [illegible]bus, the same as white people.*
*We **were able to** stop them thi[illegible]*
*They **weren't able to** [illegible] their [illegible]s back.*

[1] ..... [illegible]ndest du, um auszudrücken, [illegible] im Allgemeinen in der Vergangenhe[illegible]icht, [illegible]glich oder erlaubt war. Du [illegible] ..... um au[illegible]cken, [illegible]mand in einem bestimmten [illegible]nt zu etwas (nicht) fähig war.

Mithilfe von *was(n't)/were(n't) allowed* drückst du aus, dass jemand etwas (nicht) tun durfte.

*African-Americans **weren't allowed to** sit on a bus.*



We'll be able to stop them next time.

Future and present perfect ability and permission

*They **won't be able to** play there any more.*
*Our kids **won't be able to** play here any more.*
*We'**ll be able to** stop them next time.*
*We'**ve been allowed to** play in the park for years.*
*Nobody **has been able to** stop us.*

How to form it:
Future – *will (won't) be able/allowed to* + Grundform des Verbs
Present perfect – *have(n't)/has(n't) been able/allowed to* + Grundform des Verbs

WB p. 77, 78, 80, 81

CYBER Homework 30

The Mag 5 Girls and football

DVD

DVD **1** **Watch the story. Then circle T (*True*) or F (*False*).**

1 Dawn wants to play for the school football team. T / F
2 Lucy is the chairperson for the debate. T / F
3 Darren Mallet and Wayne Daniels play in the school team. T / F
4 Mr Glass doesn't want Dawn in his team. T / F
5 Stern loses the debate. T / F
6 Dawn scores three goals for the school team. T / F

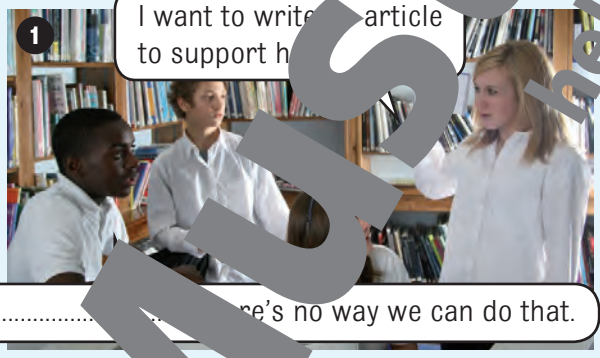
2 **Put the lines in the correct order to make the article in *The Mag*.**

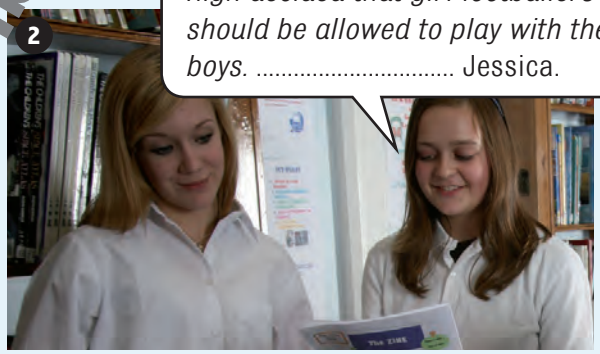
- [ ] exciting debate, Jessica pointed out that Dawn was only a good footballer, but
- [ ] want to say is: Congratulations! – don't dream BE in
- [ ] vote, however, it turned out that Dawn could have a chance in the team. And it
- [ ] that she should be allowed to follow her dream. Stern argued that there were
- [1] 'History is made at school debate'. Last Monday the kids of St George's
- [ ] sports for girls, and that you couldn't be part of a team that didn't want you. After the
- [ ] High decided that girl footballers should be allowed to play with the boys. In an
- [ ] was the right result! In her first game Dawn scored two goals for our team! All we

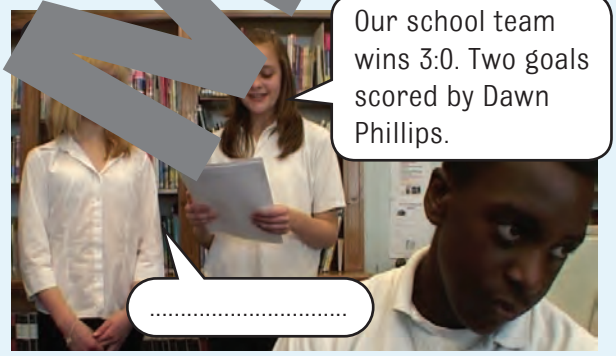
Everyday English

3 **Complete the dialogues with the phrases from the box.**

Guess what? No chance. Nice one, I knew it!







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WB p. 81

Essential English

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CD 3 21

1 Listen to the dialogue and fill in the missing words.

Sally Harry?
Harry What is it, Sally?
Sally Can you do [1] ..... for me?
Harry What is it?
Sally They're planning to [2] ..... a motorway* [3] ..... our village.
Harry Rough trade. That's [illegible] *!
Sally Exactly. That's why* I need your help.
Harry Help with what?
Sally We're going to hand out [4] ..... to all the people in the village.
Harry That's a brilliant [5] ..... .
Sally Will you help us?
Harry Of course.

VOCABULARY: **motorway** – Autobahn; **That's ridiculous!** – Das ist lächerlich!; **That's why…** – Deshalb…

CD 3 21

2 Complete the dialogue. Listen again and try to answer the questions. Then look at the dialogue and check.

1 What is the problem that Sally is talking about?
2 What does Sally want from Harry?
3 What do Sally and her friends want to do?
4 Sally wants Harry to help her. What does he think of this?
5 Will Harry help her?

Vocabulary Things to do

CD 3 22

3 **Match the phrases with the pictures. Listen and check. Then study the phrases. Cover up the phrases and test your partner.**

What's number …?

- ☐ buy an ice cream
- ☐ go shopping
- ☐ fix your bike
- ☐ wash the dishes
- ☐ borrow some money
- ☐ write a letter

Get talking Making requests*

CD 3 23

4 **Listen and test out similar dialogues with a partner.**

1 A Can you do something for me?
B What is it?
A Can you post a letter for me?
B OK, I'll do it straightaway.

2 A Can you do something for me?
B What is it?
A Can you make a cheese sandwich for me?
B I'm sorry, I can't. I have to do my homework.

3 A Can you … ?
B What … ?
A Can you … ?
B OK / I'm sorry …

VOCABULARY: *making requests – um etwas bitten

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UNIT 11 California Dreaming

You learn
- about places, sights and life in California
- how to use the present perfect continuous

You can
- talk about your holiday
- write a postcard
- write a text about California
- ask for more information

CD 3 24 BiSt

1 **Jake's family went on holiday to California. They rented a car and drove around. They started in San Francisco. Listen and draw their route.**

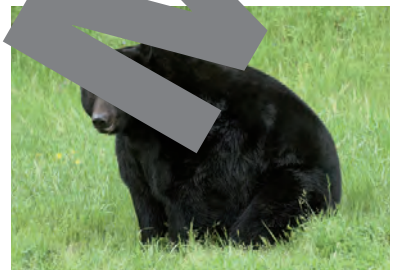
CD 3 25 BiSt

2 **Listen and find out where Jake takes these things. Write a place name from the map under each photograph.**

1 .....

2 .....

3 .....



4 .....

5 San Francisco

6 .....

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CYBER Homework 31 Revision

CD 3 26

3 **Do the quiz. Then listen and check your answers.**

HOW MUCH DO YOU KNOW ABOUT California?

1 **How many people live in California?**
a) about 15 million
b) about 25 million
c) about 40 million

2 **Which city is the state capital of California?**
a) Los Angeles
b) Sacramento
c) San Francisco

3 **Which Californian city has the biggest number of Chinese people outside China?**
a) Los Angeles
b) San Diego
c) San Francisco

4 **What language do many p[illegible] Los Angeles s[illegible]**
a) Spanish
b) Italian
c) Port[illegible]

5 **In which part of Los Angeles do many famous film stars live?**
a) Beverly Hills b) Anaheim c) San José

6 **From 1868 to 1963, the island of Alcatraz was ...**
a) a castle
b) a hotel
c) a prison

7 **In 1849, about 40,000 people went to California to look for ...**
a) silver b) gold c) diamonds

8 **One day in 1913, the temperature in Death Valley was ...**
a) 47ºC
b) 57ºC
c) 67ºC

9 **The Napa Valley is famous for ...**
a) wine b) oranges c) cactuses

10 **This Californian group were very [illegible]ous in the 1960s. [illegible]no were they?**
a) The Beatles
b) The Rolling Stones
c) The Beach Boys

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WB p. 84

4 **Read the interview with Olivia.**

HOME FROM HOME

A few months ago Olivia Thornbury's mother, Claire, got a job as a programmer in Silicon Valley, so she moved to California with her 15-year-old daughter from Manchester in England. Amelia, a classmate of Olivia's from her previous school in Manchester has interviewed her for the school magazine.

Amelia How long have you been living in California, Olivia?

Olivia A bit less than half a year.

Amelia And where do you live?

Olivia In Silicon Valley, but everybody calls it 'The Valley' here, just as they call San Francisco 'The City'. Actually, we lived in San Francisco at first, and my mum commuted* to The Valley every day. But she really didn't like driving for more than two hours every day – or much longer when the traffic was bad. So we moved. We've been living here for about six weeks now.

Amelia How do you [illegible]ing in your new place?

Olivia We've got an awes[illegible] hou[illegible] It has window[illegible] the [illegible] as many of t[illegible]e weather here is [illegible]tiful. Most of the time it's sunny [illegible]m. Californians want to feel as [illegible]ough they're ALWAYS outside! And when you walk round, it's not uncommon* to hear many different languages in the street. There is such a great mix of different cultures, which is just awesome. It alw[illegible]inds me that [illegible]t outside of our little bub[illegible], th[illegible]ne [illegible]rld is huge and wor[illegible] And [illegible]ople are all [illegible]mil[illegible] it se[illegible]ybody loves [illegible]ere. I've never heard [illegible]ybody [illegible] [illegible]he place.

[illegible]elia Your mum wo[illegible]s as a pr[illegible]mer, and [illegible]on Valley [illegible]ld's m[illegible]amous place[illegible] IT companies. How does that feel?

[illegible]It's great. I'm so proud of [illegible]um and it's fascinating to hear [illegible]r talking about her work. But I seriously need to stop acting like I've just met a celebrity when I meet someone who works (or has worked) at Google or Facebook. Because that's pretty normal around here. But STILL – it is awesome! Oh, and another thing. The techies – as they call themselves – speak a funny language sometimes.

Amelia What do you mean?

Olivia Well, I'll give you an example. They use 'bandwidth' for 'time'.

Am[illegible] B[illegible]dw[illegible]h for time? W[illegible]es [illegible] mean?

[illegible]via Le[illegible] give you an example. [illegible]friend of mine said the other day, [illegible]k I have the bandwidth for this. I think I'd need some help'. [illegible]e didn't mean that he needed help [illegible]use his internet connection was slow. He meant that he hadn't got enough TIME …

Amelia What other things are you finding different in California?

Olivia Well, fruits and vegetables are fresher. A lot of the fruit you buy from the grocery store is actually local, so you can really taste the difference in freshness. There are farmers' markets on nearly every corner too. And then there's the best avocado in the world – it's like butter! I've been eating avocado every day since we first came here. Before I didn't even like it. Californians put avocado into everything!

Amelia And finally, is there anything that is completely different from how you imagined it?

Olivia Yes, boots. All the girls wear boots. And it's summer now, and really hot. "Why would I need boots in sunny California?" I thought, and left mine at home. Big mistake. Everyone wears boots. I look silly in my flip-flops. But now you have to excuse me. I'm on my way to our garage.

Amelia Sorry?

Olivia Yes, I'm building the next multi-million dollar tech company!

Amelia In your dreams!

VOCABULARY: ***commute** – pendeln; **uncommon** – ungewöhnlich

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[illegible]elbling.com

WB p. 83, 84

5 How many of these tasks can you do?

1 Olivia has been living in Silicon Valley for
- ☐ almost six months.
- ☐ a month.
- ☐ one and a half months.

2 Olivia's house
- ☐ is different from other houses in Silicon Valley.
- ☐ has a lot of glass.
- ☐ is very warm.

3 Most Californians
- ☐ speak more than one language.
- ☐ are happy living there.
- ☐ complain about the weather.

4 Olivia meets a lot of famous people in Silicon Va T
5 Californian avocados are delicious but quite hard. F
6 Olivia didn't bring her boots with her from UK T / F
7 How happy do you think Olivia is, living in ia?
8 Which of the things she talks about sou s most a ctive to you?
9 What things would you miss most ab stria if you mov to another country?

6 Check your answers with a part listen to the story.

Vocabulary Visiting Death Va

7 Match the words and phr ith th definiti s.

1 dry
2 you have no signal
3 to spot
4 backpack
5 headquarters
6 dirt road
7 ridge
8 car

- ☐ ucksac
- ☐ steep sides
- ☐ ade of hard earth
- ☐ to se one)
- ☐ area at the top of a mountain
- ☐ your mobile doesn't work here
- ☐ without water
- ☐ main offices

Did you know ...?

Death Valley is northeast of Los Angeles. There is very little rain and it is very hot – often 50° Celsius in the summer. In 1849 a group of gold diggers got lost in this valley. They died of thirst – and that's how Death Valley got its name.

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8 CHOICES

CD 3 28 BiSt

Listen to Christine's story about a dramatic adventure in Death Valley.

A **Write numbers to put the pictures in the correct order.**

B **Answer the questions.**

1 What sort of car did Oliver and ristine re?
2 Where did Oliver want to take pi
3 Why did they stop the c
4 What did they do then?
5 How much water did they take w em?
6 What did Oliver do w the found out that they were in the wro
7 What did Christin do?
8 How was Christine d?

Sounds right

CD 3 29

9 **Match the beginnings and endings of the questions. Then listen and check.**

1 How long you	☐	go first?	↑ / ↓
2	☐	a good time?	↑ / ↓
3 have	☐	along the beach?	↑ / ↓
4 Did y	☐	come back?	↑ / ↓
5 Did you go n	☐	sightseeing?	↑ / ↓
6 Did you go	☐	spend there?	↑ / ↓
7 When did you	☐	any good rides?	↑ / ↓

CD 3 29

10 **Listen again and repeat the questions. Does the voice go up or down at the end of each question? Circle the correct arrows in 9.**

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WB p. 84

Get talking My holiday

BiSt **11** **Imagine that you have come back from a holiday. Choose five places (cities, parks, attractions, etc.) that you went to see. In pairs, ask and answer questions. Use the questions in 9 to help you.**

12 CHOICES

Writing for your Portfolio

A **Here's a postcard that Megan wrote to a friend in the UK. Read it and imagine you are that friend. Write a postcard back (40–60 words). In your postcard:**

- react to what she's saying
- write about what you're doing
- suggest when you could meet again

B **Search the internet for more information about California. Write a text (130–170 words) about places you would like to visit. Download some photos to add to the page. In your text include information:**

- on the places you'd like to
- on where they are in California
- on the reason(s) why you would like to visit these places

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GRAMMAR

Present perfect continuous

How to use it:
Du verwendest das Present perfect continuous, um auszudrücken, wie lange etwas schon einige Zeit oder in letzter Zeit besteht bzw. was schon seit einiger Zeit vor sich geht.

*How long have you **been living** in California, Olivia?*
*We'**ve been living** here for about six weeks now.*
*I'**ve been eating** avocado every day since we first came here.*

How to form it:
Person + *has/have* + *been* + *-ing*-Form des Verbs

The Girl Next Door 6

DVD

DEVELOPING SPEAKING COMPETENCIES

Language function
- Asking for information

Speaking strategy
- Asking for more information

The adventure

CD 3 30

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

Tom Now, it's not the quickest way to get to Chichester. But trust me, you'll love it. And besides, there are hardly any steam train lines left.

Kate But do you really need to go to the information desk? I can get it all on my phone! Oh, he's gone.

Tom Hello. We want to go to Chichester using the Bluebell steam service. And we need some information.

Assistant Sure. How can I help you?

Tom So, let's see. How long does it take to get there?

Assistant It's about two hours.

Tom Really? It's not that far.

Assistant Yes, you have to change at Grinstead onto main line services, I'm afraid.

Tom And how much is a return for a young person's railcard?

Assistant £8.40.

Tom That's not too bad. And what time is the next train?

Assistant It's at 15.

Tom OK, that gives us thirty minutes. And if we want to come back at around 6 p.m., what train should we get?

Assistant There's one at 17.44.

Tom And what's the next one after that?

Assistant 18.44. They're every hour until 20.44. Then that's the last train. Would you like a copy of the timetable?

Tom No, it's OK. I'm writing it all down. OK, I think that's all. No. Actually, there is another thing, can you get food on the train?

Assistant Not on this one. But there's a café on the platform.

Tom Can we have two returns, please?

Assistant Sure, that'll be £16.80.

Tom And, sorry, just one more thing. What platform does the train leave from?

Assistant Platform 1. Here are your tickets. Have a nice journey.

Tom Come on, Kate, let's get something to eat before we get on the train.

2 Complete the sentences with the missing numbers and times.

1 Takes ..... hours to get to Chichester by train.
2 The journey involves ..... change.
3 It costs ..... to get there and back.
4 Tom decides to get the train at ..... .
5 The time now is ..... .
6 The last train back is at ..... .
7 Tom pays £..... for the tickets.
8 They have to go to platform ..... to catch the train.

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WB p. 88

Useful phrases Asking for information

3 **Match the questions and answers.**

1 How long does it take to get there?
2 How much is a return with a young person's railcard?
3 What time is the next train?
4 Can you get food on the train?
5 Can we have two returns, please?
6 What platform does the train leave from?

- ☐ It's £8.40.
- ☐ Not on this one.
- ☐ It' 10.45.
- ☐ atfo 1.
- ☐ out hours.
- ☐ S be £16.80.

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

1 Will they catch the train? 2 How do they spend th t of the day?

Mobile homework

Watch the second part of the video and put the in te's diary in order.

- ☐ Took a photo of Tom's paper – he really needs to start using technology.
- ☐ Tom lost all the train info.
- ☐ Fou my phone had no battery.
- ☐ rted thinking about going back home.

Speaking strategy Asking for mo formatio

4 **Complete. Then check with the og in 1 .**

1 **Tom** A..... w..... the xt one after that?
2 **Tom** I think that's all. ..... , t..... i..... a..... t..... , ca t fo d on the tr in?
3 **Tom** S..... i..... o..... m..... t..... . What platform es th rain leave fr m?

5 CHOICES

A **Work in pairs.**

A Deci
- journey to Lon is.
  How m it costs.
  next / train back is.

B Ask ab
- How long the journey is.
- How much it costs.
- What time the next / last train back is.

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

Student A: You work in an information office. Make up the length of the journey to London, number of changes, cost of a ticket, times of the trains there and back, if you can get food on the train and the platform.

Student B: You want to go to London by train. Find out about: the length of the journey, number of changes, cost of a ticket, times of the trains there and back, if you can get food on the train and the platform.

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Essential English

CD 3 31

1 **Listen to the dialogue a[illegible]n the missing words.**

Sally Hi, Fred. Sally spea[illegible]g[illegible]ng to th[illegible]
[1]..... in the afternoon.
Would you like [illegible] joi[illegible]
Fred I'm not sure. I t[illegible] mi[illegible] rain.
Harry Oh, get rea[illegible]ook ou[illegible]e – blue sky!
No [2]..... . It won't rain. No way.
Fred OK. Se[illegible] in ten [illegible]nutes.

(Ten m[illegible]ter Fre[illegible]nes in.)
Fred [illegible] you want to go to the beach?
Sally Of c[illegible]se. It [illegible]be hot and sunny for the rest of the day.
F[illegible] [illegible]hink. There'll be a [3]..... . Why don't we stay in?
We can [illegible]tch a Harry Potter [4]..... .
Sally [illegible]d. Not Harry Potter again!
Harry Let's go.
Fred Hey, wait! Do you [5]..... that? It's raining.

VOCABULARY: ***get real** – Bleib am Boden!

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CD 3 31

2 **Cover up the dialogue. Listen again and circle T (*True*) or F (*False*). Then look at the dialogue and check.**

1 Sally and Harry want to go to the beach in the afternoon. T / F
2 Fred thinks it might rain. T / F
3 There are some clouds in the sky. T / F
4 Sally thinks the weather will be good for the rest of the day. T / F
5 Fred thinks there might be a thunderstorm. T / F
6 Sally wants to watch a Harry Potter movie.

Vocabulary Weather words

CD 3 32

3 **Write the correct numbers next to the words. Then listen and check.**

- ☐ sunny
- ☐ windy
- ☐ rainy/showers
- ☐ cloudy
- ☐ snow
- ☐ foggy
- ☐ thunderstorms
- ☐ hot
- ☐ cold

CD 3 33

4 **Listen and repeat.**

A What's the weather like in Prague?
B It's very hot and cloudy.

A What's the weather like in Stockholm?
B It's foggy and only 4°C.

5 **Work with a partner. Your partner says what the weather is like and you guess the place.**

Vienna		12°C
London		14°C
New York		22°C
Zagreb		14°C
Dublin		16°C
Berlin		16°C
Warsaw		12°C
San Francisco		26°C

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UNIT 12 Survival

You learn
- about natural disasters
- what to do in an earthquake and in case of fire
- how to use the present and past passive

You can
- explain your choices
- write a message about a crash
- write about someone who survived an earthquake

Vocabulary Natural disasters

CD 3 34

1 Write the words under the pictures. Then listen and check.

an earthquake
a flood
a forest fire
an avalanche
a drought
a mudslide
a volcanic eruption
a tsunami
a hurricane

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

BiSt

2 CHOICES

A Read the article. Then choose T (*True*) or F (*False*).

A GREAT DISASTER

It was the night of December 26th 2003. Most people were sleeping. The Iranian city of Bam was hit by an earthquake that measured 6.6 on the Richter scale. Most of the city was destroyed. Over 26,000 people lost their lives and more than 30,000 were hurt.

The next day an international rescue operation began. Very few survivors were found. The most amazing rescue was that of 97-year-old Sharbanou Mazandarani. She was trapped under her collapsed home for eight days. Then she was found by rescue dogs. It took rescue workers three hours to free her.

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WB p. 91, 92, 95

CYBER Homework 34 Revision

1 The disaster happened on the morning of December 26th 2003. T / F
2 Bam, a city in Iran, was hit by an earthquake. T / F
3 Most people were in bed when the earthquake happened. T / F
4 More than 100,000 people were killed or hurt. T / F
5 An old woman survived under her house for more than a week. T / F
6 She was found by her son. T / F
7 After an hour, rescue workers freed her. T / F

B **1 Look at the text quickly and decide what type of text.**

- adventure story
- magazine article
- news report
- letter

At 07:58:53 on 26th December 2004, a huge undersea earthquake happened in the Indian Ocean near the western coast of the Indonesian island of Sumatra. The earthquake created tsunamis which travelled quickly towards the coasts of several different countries, including Indonesia and Thailand to the east, Bangladesh to the north, and India, Sri Lanka and even the African countries of Kenya a[illegible] Somalia to the west. Many o[illegible] the coasts of these countries were hit by huge waves [illegible] to 15 metres high. [illegible]ildings even complete[illegible] were destroyed. Almo[illegible] people were killed [illegible]ny [illegible] bodies were never fo[illegible]

During the ni[illegible] December 26th 2003, when [illegible] people [illegible]ping, the Iranian [illegible]y o[illegible]am[illegible]as hit by an earth[illegible] th[illegible]easured [illegible] 6 [illegible] the [illegible]scale. M[illegible]st [illegible] city was destroy[illegible]d. [illegible] [illegible]ople lost their lives and [illegible]e than 30,[illegible]00 were hurt. The next day an i[illegible]nal rescue operation [illegible]egan [illegible]ut very few survivors were [illegible]und. The most amazing [illegible]scue was that of 97-year-[illegible] Sharbanou Mazandarani. [illegible]e was trapped under her [illegible]ollapsed home for eight days until she was found by rescue dogs. It took rescue workers three hours to free her.

Most of the locals on the Philippine island of Luzon did not even know they were living on the side of a volcano. Mount Pinatubo was covered by jungle. In March 1991, some small earthquakes were felt and scientists warned the volcano could erupt. The volcano activity became stronger in April and May and on June 3rd the first large explosion happened. 60,000 people were evacuated. On June 15th the volcano finally erupted. It sent ash and rocks 34 km into the air and the lava ran for 16 km. 300 people were killed, but luckily the evacuation saved thousands of lives.

2 [illegible] the te[illegible] then circle T (*True*) or F (*False*).

1 The [illegible] Ocean disaster happened exactly a year after the Bam earthquake. T / F
2 The international rescue operation in Bam saved a lot of people. T / F
3 Sharbanou Mazandarani survived under her house for more than a week. T / F
4 The locals on Luzon always knew that they were living in danger. T / F
5 60,000 people on the island of Luzon had to leave their homes. T / F

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3 **Read the text about volcanoes.**

All you need to know about ...

VOLCANOES

So what exactly is a volcano?

A volcano is a mountain which is open at the top. It also has a hole running down through it to a pool of magma under the surface of the Earth. Think of it as a gateway to the centre of the Earth!

Why do volcanoes erupt?

Inside the volcano there is a lot of gas and this gas creates a lot of pressure*. An eruption happens when the pressure becomes too much and the gases force their way out* through the crater. This causes a huge explosion and huge rocks are thrown into the sky. Lava is sent down the sides of the mountain, destroying everything that gets in the way. The power of a volcano is enormous. For example, an eruption of Mount St Helen's in 1980 had the power of 500 atom bombs – and that wasn't a very big explo[illegible]

How many volcanoes are there in the world?

It's impossible [illegible] know because many volcanoes are under the sea, but on[illegible] there are about 1,500 that have erupted sometime over [illegible] 00 years. Most of these are now dormant, [illegible]ch means they aren't expected to erupt very soon. But there [illegible] also between 50–70 volcanoes that are active e[illegible].

Wh[illegible]is the [illegible]rld's largest volcano?

M[illegible]a in Hawaii is the world's biggest volcano. It is formed [illegible]rs and layers of dried lava and is more than [illegible]m high. It is also one of the world's most active volcanoes and has erupted 33 times since 1843. The last e[illegible]tion was in 19[illegible] and scientists think it won't be too long [illegible] next one. The largest volcano in our solar system* is Olympus Mons on Mars although it is now extinct.

VOCABULARY: ***pressure** – Druck; **[illegible] way out** – einen Weg hinaus bahnen; **solar system** – Sonnensystem

WORDS YOU NEED TO KNOW

magma – [illegible]elte[illegible] found inside volcanoes
lava – mag[illegible]at is [illegible]rown out of a volcano in an explosion and ru[illegible]down the [illegible] of the mountain
crater [illegible] of the volcano
d[illegible]rmant vo[illegible] – a volcano that hasn't erupted for a long time
e[illegible] volc[illegible]o – a volcano that no longer has eruptions

Did you know ... ?

The word volcano comes from the Roman god of fire. He was called Vulcan. Early man thought that volcanoes were punishment from the gods. About 250,000 people have [illegible]d in volcanic eruptions over the last [illegible]00 [illegible]rs. In 1963 an undersea volcan[illegible]d to[illegible]rm the world's ne[illegible]est i[illegible] Surtsey island off the coast of Iceland.

BiSt **4** **Complete [illegible] se[illegible]s with one or two words.**

1 [illegible]no i[illegible] mountain which is open at the ..... .
2 [illegible]e roc[illegible] ..... into the sky.
3 Lav[illegible] ..... down the sides of the mountain.
4 Many vol[illegible]oes are under the ..... .
5 Many volcanoes on Earth are now ..... so they won't erupt soon.
6 One of the world's ..... volcanoes has erupted 33 times since 1843.
7 The ..... volcano in our solar system is on Mars.
8 Over the last 400 years, about 250,000 people have died as a consequence of ..... .

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5 **Read the first part of the story.**

Chuck worked for a worldwide delivery company* in the USA. It was his job to get the really important parcels to their addresses. He often had to travel great distances with these parcels. He had to travel across land and sea so he could safely deliver them to the places written on them.

One night, Chuck was travelling with a parcel on one of the company's planes when disaster struck. The plane got into a huge tropical storm. There was nothing the pilot could do as the plane fell from the night sky into the ocean below.

Chuck woke up. He was lying on a golden sandy beach. He had cuts all over his body. He was in a lot of pain. His clothes were wet and torn. For a while he remembered nothing, but then his memories came back. He remembered the plane hitting the water and breaking up. He remembered seeing the island at night in the light of the flashes of lightning. He remembered swimming towards the island. He remembered how he was almost dying as he was climbing over the rocks.

The first few hours were full of hope. He hoped maybe the pilot was also somewhere on the island. He hoped they would soon find him. He was happy to be alive. There were few parcels from the plane on the beach. Chuck couldn't open them. He still had to deliver them. But as the days turned into days, the hope slowly faded. One day the dead body of the pilot washed up on the beach. Chuck buried his body in the sand. There was no rescue plane coming. Chuck was on his own.

Now he had to use all his energy to survive. He had to learn how to make a fire. It took him days. When he finally saw some flames, he laughed with joy. He couldn't just survive on coconut water. He had to learn how to catch fish. It took him days and when he finally caught one he cried with happiness. He built himself a shelter from the rain, he built himself a bed from coconut tree leaves. He didn't want to die on this island and he did everything he could to survive.

One day he decided to open the parcels. There was little in them – just clothes and a volleyball with 'Wilson' written on it. Chuck looked at the ball. Using ash from the fire he drew a mouth and two eyes on it. Now Chuck had a friend. His name was Wilson. There was still one parcel left. 'Anna Bridgebridge, Jacksonville, USA' the address on it said. Chuck wanted to know why, but he decided to leave it unopened.

As the years went by, Chuck got so used to the island that he knew it as well as he knew his hometown. And Chuck got used to 'having conversations' with Wilson. In his imagination, the volleyball wasn't a ball any more, he was a person. So Wilson heard all about Chuck's life back in the USA. He heard all of Chuck's dreams for the future. He shared Chuck's hopes when occasionally* a ship passed by far away on the horizon. He shared his sadness as the ship disappeared.

Then one day Chuck woke up and knew he could stay on the island no longer. He had to get back home even if it killed him. From now on he spent every day building a raft from pieces of wood he found on the island. He took his time. After a few months he was finally happy with his work.

He picked up Wilson and placed him on the raft. He put the unopened parcel next to him. Chuck pushed the raft into the water and jumped on.

VOCABULARY: ***delivery company** – Zustellfirma; **occasionally** – gelegentlich

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6 **How many of these tasks can you do?**

1 Chuck was on the aeroplane for work. T / F
2 Chuck didn't know how he got to the island. T / F
3 At first Chuck thought he wouldn't be on the island for very long. T / F

Complete the sentences with no more than 4 words.

4 Chuck wasn't ..... he ..... the last parcel.
5 Sometimes Chuck saw ships in the distance but ..... .
6 Chuck used ..... .

7 What do you think happens next? .....
8 Why do you think Wilson was so important for Chuck? .....
9 How would you spend your time if you were a castaway? .....

CD 3 35/36 **7** **Check your answers with a partner. Then listen to the story.**

CD 3 37 **8** **Listen to the end of the story.**

CD 3 38 **9** **Listen to the radio programme. Write down the things Tom Newman chooses.**

1 CD – .....
2 film – .....
3 book – .....
4 special thing – .....

7.00-7.30 p.m.: ***Castaway Choices.*** Every week, Janice Jones asks a famous star to imagine spending a year on a small island. Guests are invited to take four things with them that they really like. The guest in the studio this week is actor Tom Newman from *The Bad and the Beautiful*.

CD 3 38 BiSt **10** **Listen again and match the items in 9 with his reasons for taking them.**

	CD	Film	Book	Special Thing
1 It makes me feel happy.	☐	☐	☐	☐
2 It makes me feel that I'm at home.	☐	☐	☐	☐
3 It's got lots of practical advice on how to survive.	☐	☐	☐	☐
4 It's really interesting.	☐	☐	☐	☐

Get talking: Explaining choices

11 **With a partner, choose your items for a desert island and interview each other.**

What do you going to take? Why?

I	want 'm going 'd like	to take ..... because	it always makes me feel happy. I never get tired of .....ing it. it's my favourite ..... . it's a moving ..... . it gives practical advice. I need company.

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CYBER Homework 35

Vocabulary Fire safety

12 **Match the words to the definitions.**

1 Smoke detectors
2 Escape route
3 Fire drills
4 Meeting place
5 Check doors
6 Crawl low
7 Stop, Drop & Roll

- ☐ plan a place to meet after leaving the house
- ☐ feel the door – if it's hot, don't open it
- ☐ get under the smoke – crawl on [illegible]nds and knees to the nearest exit
- ☐ plan two ways to get out of eve[illegible]n
- ☐ what you do if your cl[illegible]e on fi[illegible]
- ☐ check the batteries and [illegible] them
- ☐ practise the esc[illegible] plan again [illegible]gain

13 **Read and complete the sentences with the words from th[illegible] There is one that you should not use.**

hide	emergency	smoke detectors	[illegible]nni[illegible]	drop
crawl	missing	practice	[illegible]es	

1 Don't play w[illegible] ..... and light[illegible]rs.

2 [illegible] ..... on [illegible]y fi[illegible]nd in [illegible] sle[illegible]g areas of you[illegible] They can [illegible] lives.

3 In case of fire don't ..... go outside!

4 To escape during a fire: Fall & ..... . It is easier to breathe in a fire if you stay low while getting out.

5 If your clothes are on fire: Stop, ... & Roll until the fire is out. Shout for help, but don't run. Running makes a fire burn faster.

6 Have an escape plan and ..... it with your family.

7 **NEVER** go back into a burning building for any reason. If someone is ..... tell the firefighters.

8 Know your local ..... number.

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Writing for your Portfolio

A **Imagine you were in a plane crash on a desert island. Write a message in a bottle (40–70 words). Write about:**

- what happened
- your food
- the island
- other people

B **Write a story (120–180 words) about someone who survived an earthquake. Use some of these words to help you.**

to escape | to rescue | to crush | to shake | to crack | to collapse

GRAMMAR

Passive (present and past)

How to use it:

Das Passiv wird verwendet, um auszudrücken, was mit einem Objekt oder einer Person gemacht wird (wurde). Dabei ist unwichtig (oder ohnehin klar), von wem die Handlung ausgeführt wird (wurde).

How to form it:

Subjekt + *be* + *past participle*

Present simple passive

*Huge rocks **are thrown** into the sea.*
*Lava **is sent** down the side of the mountain.*

Past simple passive

*More than 150,000 people **were killed**.*
*She **was trapped** under her home for eight days.*

Wenn du trotzdem erwähnen möchtest, von wem (oder wovon) die Handlung ausgeführt wurde, verwendest du *by* + *object*.

*She was found **by rescue dogs**.*

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The Mag 6 The phone call

DVD

DVD **1** **Watch the story. Then circle T (*True*) or F (*False*).**

1 The first message tells Lucy to go to the phone box at 5 p.m.
2 Lucy phones her mum before she leaves the computer lab. T / F
3 The second mystery voice tells her to go to the bank.
4 Someone gave the boy 50p to give the message to Lucy. T / F
5 Someone is watching Lucy. T / F
6 Lucy thinks the story might be dangerous.

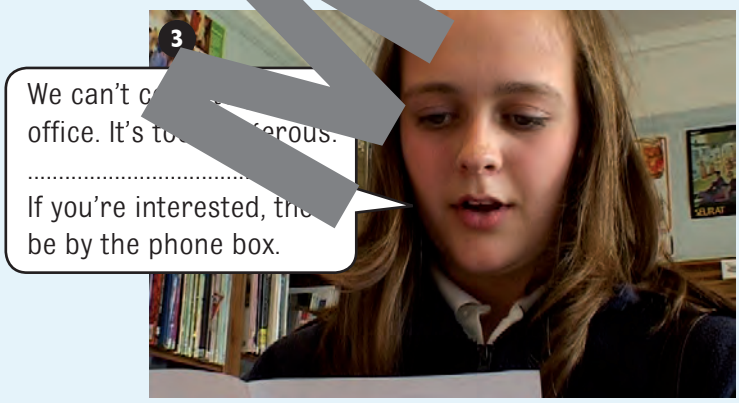
2 **Match the sentence halves.**

1 Lucy finds a letter	☐ phone Brick Lane.
2 The letter tells her to follow some	☐ under the computer lab door.
3 First she has to be at a	☐ her a[illegible] the days "Go to the Youth Club".
4 At the phone box she gets a call	☐ [illegible]t the "mystery" is a surprise birthday party for her.
5 Outside the post office a boy hands	☐ instructions to uncover a great story.
6 At the Youth Club she finds out	☐ tell her to go to the post office.

Everyday English

3 **Complete the dialogues with the phrases from the box.**

It's up to you. just in case. [illegible] you [illegible]. Don't look at me



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Essential English

CD 3 39

1 Listen to the dialogue and fill in the missing words.

Mum Get up, Harry. Time for sch[illegible]

Harry Oh, Mum, I can't. [illegible] a [illegible] [1] ..... [illegible]

Mum Shall I get you a cup of tea and an aspirin?

Harry Yes, please, Mum.

Mum Alright. Let's go and [illegible] [2] ..... Sally first.

Mum Sally! Get up, [illegible] – time to get up.

Sally [illegible] My [3] ..... [illegible]ts.

Mum OK, Harry, here's your tea. Sally is ill, too.

Harry Really? But she's got a [4] ..... test today.

Mum Aha. How very interesting. Harry? Have you got a test today, too?

Harry Yes, but it's only a [5] ..... test.

Mum This is the oldest trick in the book, Harry. Get out of bed now!

CD 3 39

2 Check the dialogue. Listen again and match the sentence halves. Then look at the [illegible] and [illegible]k.

1 It's time ☐ "I've got a headache."
2 Harry says, ☐ a Science test.
3 Sally says, ☐ "This is a trick! Get out of bed."
4 Sally has got ☐ Harry and Sally to get up.
5 Harry has got ☐ a Maths test.
6 Mum says, ☐ "My stomach hurts."

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Vocabulary Aches and pains

CD 3 40

3 **Match the pictures and expressions. Then listen and check. Study the words. Cover them up and test a partner.**

What's number . . . ?

- ☐ stomach ache
- ☐ earache
- ☐ toothache
- ☐ backache
- ☐ a headache
- ☐ a cold
- ☐ a sore throat
- ☐ My knee hurts.
- ☐ a broken ankle
- ☐ I feel dizzy.

Get talking Talking about illness

4 **Work in pairs. Act out a problem and talk about it.**

5 **Complete the dialogues with the words in the box. Practise the dialogues in pairs.**

hurt
broke
head
toothache

1 **A** Does your ..... hurt?
B I broke into a lamp post.

2 **A** What's the matter?
B I ..... my toe in the game yesterday.

3 **A** Why are you walking like that?
B I ..... my ankle when I was jogging.

4 **A** Where are you going?
B To the dentist's. I've got ..... .

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UNIT 13 Dilemmas

You learn
- how to talk about dilemmas
- how to use *if*-sentences

You can
- give advice to somebody
- write a poem

BiSt **1** **Read the dilemmas and match them with the pictures.**

Dilemma 1
Imagine your older brother asked you to give him an alibi for last night. He asked you to tell your parents he was with you. What would you do?

Dilemma 2
Imagine someone broke the classroom window when your teacher wasn't there. She returned and asked you who it was. What would you do?

Dilemma 3
Imagine you were walking down the street and you found a wallet on the ground. What would you do?

CD 3 41 BiSt **2** **Listen to Carla and Derek talking about the dilemmas. Tick the correct answer.**

1 Carla says
- ☐ she would tell the teacher.
- ☐ she would keep it.
- ☐ she would find it difficult to know what to do.

2 Derek says
- ☐ he would wait for the other kid to tell the teacher about the broken window.
- ☐ he would not tell a teacher about it.
- ☐ he would tell on the other person.

3 Carla says
- ☐ she would keep it if there was no ID.
- ☐ she would phone the person so he/she could pick it up.
- ☐ she would give it back or take it to the police station.

4 Derek says
- ☐ he would try to find the owner or give it to the police.
- ☐ he would keep the money.
- ☐ he would keep the money and drop the wallet in front of a police station.

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CYBER Homework 37 Revision

3 Match the sentence halves.

Dilemma 1

a If he asked me to give him an alibi, ☐ I wouldn't give him an alibi.
b If he didn't tell me why he wanted one, ☐ I'd tell them.
c If my parents asked me where he was, ☐ I'd definitely give him one.

Dilemma 2

a If you told the teacher, ☐ you'd probab[illegible]ete[illegible]on.
b If you didn't say anything, ☐ I'd s[illegible] th[illegible] did[illegible].
c If the teacher asked me what happened, ☐ the o[illegible]dents would hate you.

Dilemma 3

a If there was an ID card in the wallet, ☐ I'd [illegible]nd leave the wallet.
b If there wasn't an ID card in the wallet, ☐ I'd take it [illegible] police station.
c If I needed the money, ☐ [illegible] the owner and give it back.

Dialogue practice Giving advice

4 CHOICES

CD 3 42

A Listen and repeat. Act out the dialog[illegible]

DIALOGUE 1

Girl 1 Why are you looking at me li[illegible]
Boy 1 If I were you, I wouldn't we[illegible] ha[illegible] weird outfit.
Girl 1 I think it looks coo[illegible]

[illegible]IALOGUE 2

Boy 2 I need some extra money.
Girl 2 If I were you, I'd put up a note that [illegible]ays you can fix computers.
Boy 2 That's a good idea.

B Look at the pictures. Write thre[illegible] dialog[illegible]e[illegible]. Act them out.

lose you[illegible]

see a famous person

see your teacher at the school disco

be headmaster of your school

1
A What would you do if you lost your door key?
B I'd go to my friend's house.

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[illegible]elling.com

5 **Do the questionnaire and discuss your answers with a partner.**

1 **Imagine you were at a party. You took a picture off the wall to look at. You dropped it and it broke. Nobody saw you do [illegible] would you do?**

a I'd offer to fix it.
b I'd put it back on the wall [illegible] pe no[illegible] would notice.
c I'd leave it on the floor and go b[illegible] party.

2 **Imagine you played in the school football team and the team was in the cup final. On the day of the game you woke up and your leg was hurting [illegible] uld you do?**

a I'd want to pla[illegible] I [illegible]ould [illegible] say anything.
b I'd talk to the co[illegible] for his advice.
c I wou[illegible]y.

3 **[illegible]50 you needed to [illegible] a [illegible]w bike. [illegible]ame day your best frien[illegible]d you and asked if he could borrow £[illegible]se he owed it to his [illegible] What would you do?**

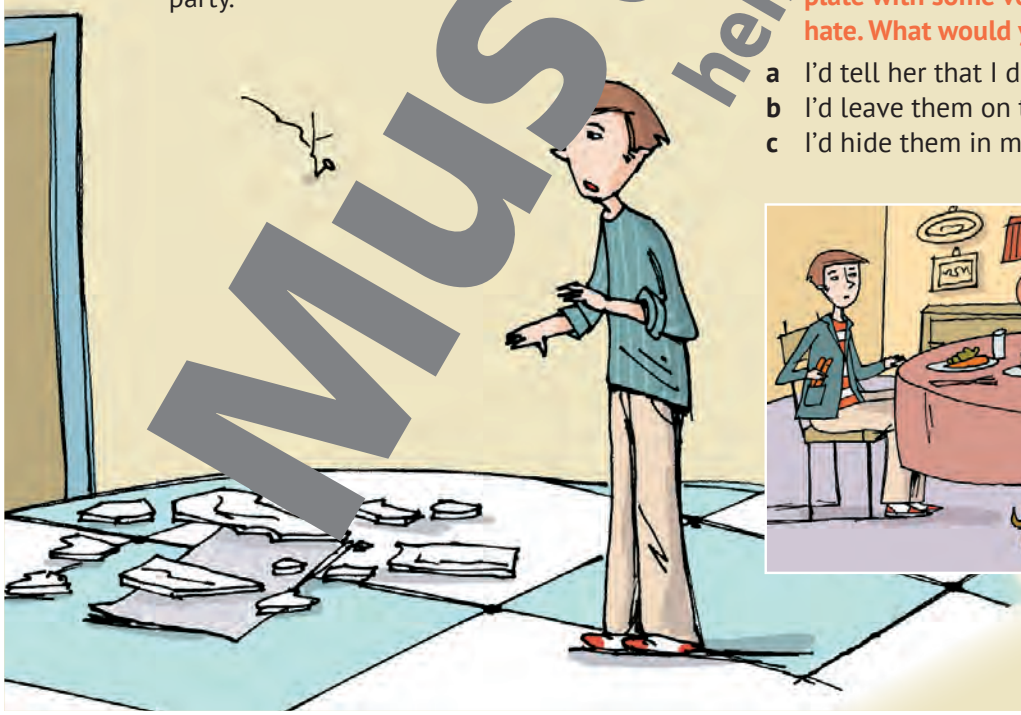
a [illegible]d le[illegible] hi[illegible] the money and buy a cheaper [illegible]
b I [illegible] give him the money.
c I'd tell him to talk to his parents about the [illegible]m.

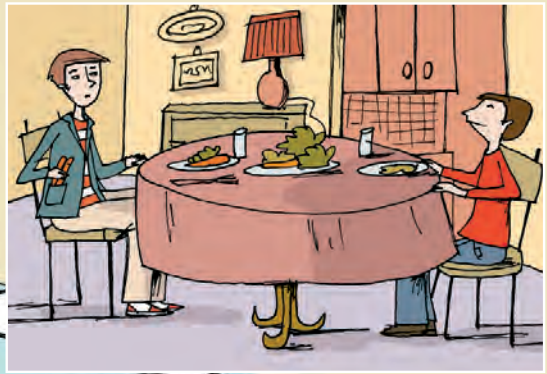
4 **[illegible]ne your friend had got a new boyfriend/girlfriend, [illegible] you knew that he/she was not a very nice [illegible]on. What would you do?**

a I would [illegible] say anything.
b I'd tell [illegible]m/her everything I know about her [illegible]m.
c I'd stop being his/her friend.

5 **[illegible]agine you were having dinner at your friend's house and his mother gave you a plate with some vegetables that you really hate. What would you do?**

a I'd tell her that I don't like them.
b I'd leave them on the plate.
c I'd hide them in my coat pockets.





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CYBER Homework 38

Writing for your Portfolio

6 **Choose a word from the box and write a poem. Follow the example below.**

gang | ~~nerd~~* | outsider | friend | friendship | dilemma

Nobody calls me 'the Nerd' any more.
Endless times of being alone are over.
Reading my poems to you, looking at you.
Dreaming of being together.

VOCABULARY: ***nerd** — hochintelligente, aber kontaktarme Pers[illegible]ber/in

GRAMMAR

If-sentences (2nd Conditional)

How to use it:

Wenn du ausdrücken willst, wie etwas oder jem[illegible]in könnte oder dass etwas geschehen könnte, wenn [illegible] Umstand[illegible] eintreten sollte, dann verwendest du das [illegible] Co[illegible]itional.

How to form it:

If-Satz

If + Person + *past form*

Hauptsatz

Person + *would* + Grundform [illegible]

If he ***didn't tell*** *me why h[illegible]nted o[illegible]*
I ***wouldn't give*** *him an alib[illegible]*

If I ***were*** *you, I* ***would[illegible]ear*** *t[illegible] outfit.*

What ***would*** *[illegible] you l[illegible]ur door key?*

If I ***were*** *you, I'[illegible]t up[illegible]*

Manch[illegible]hst du auch die Formen *If he/s[illegible]ere.* [illegible]senglisch werden diese Formen abe[illegible]er verwendet.

Choose the correct option.

We use the 2nd conditional to talk about something that *will / might* happen.

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Essential English

CD 3 43

1 **Listen and read.**

A girl I like.

If she was a colour, she'd be blue.
If she was a sound, she'd be the ro[illegible] of [illegible]wat[illegible]all.
If she was a smell, she'd be fresh bi[illegible]
If she was an animal, she'[illegible]at.
If she was food, she'd be pe[illegible]d cr[illegible]m.

2 **Complete.**

was
animal
green
he'd
sound

A boy I like.

If he was a colour, he [illegible]ht [1] ..... .
If he was a [2] ..... , he'd be guitar music.
If he was [illegible] smell, ... be summer rain.
If he w[illegible] ..... , he'd be an eagle.
If he [5] ..... food, he'd be a strawberry cheesecake.

3 **W[illegible]em.**

That[illegible]e!

If I was a colou[illegible], I'd be ..... .
If I was a sound, I'd be ..... .
If I was a smell, I'd be ..... .
If I was an animal, I'd be ..... .
If I was food, I'd be ..... .

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CD 3 44

4 **Listen and repeat.**

Dialogue 1

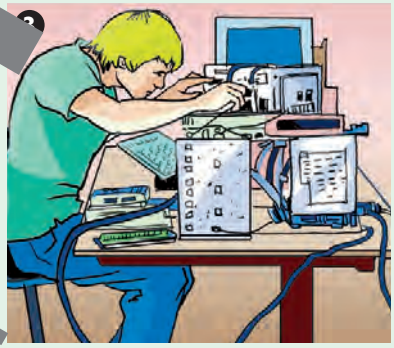
Girl 1 I need to get more exercise.
Boy 1 If I were you, I'd go running every morning.
Girl 1 Hmm. But I hate running!

Dialogue 2

Boy 2 I need some extra money.
Girl 2 If I were you, I'd get a job at the café.
Boy 2 I can't, I'm too young.

5 **Match the expressions and the pictures.**

- ☐ cut the grass
- ☐ take a dog for a walk
- ☐ wash cars
- ☐ fix computers
- ☐ paper round
- ☐ ba



6 **Work** [illegible] **ake dialogues like those from 4 .**

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Extra UNIT 14 Into the heart of the wilderness

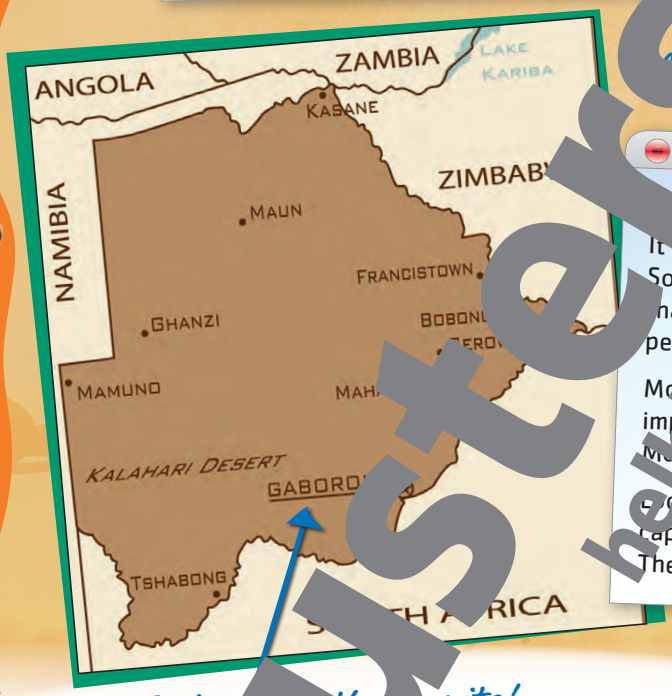
CD 3 45

1 **Oliver is going to Botswana with his parents. Read the emails he writes to his friend Sam.**

Hi Sam,

Great news. I'm going to spend my holidays in Botswana with my parents. Mum and Dad are going to help people in Botswana. They are going to show them how to use the little water wells in a better way. Yesterday Mum and Dad told me that I can come along. Brilliant! We're going to fly out next week. Can you imagine it? :-)

See you
Oliver



Oliver's emails to Sam.

Botswana.

It's not in South America, it's in Africa. Just north of South Africa. It's almost two and a half times bigger than Great Britain. But there are only 2.4 million people.

Most of Botswana is desert, so water is a very important thing. The official language is English. Most people speak English and Setswana.

Look at the map. Check out where Gaborone, the capital, is. That's where we're going to fly first. Then we're going to fly to Maun.

Gaborone, the capital

Facts for dimwits like my friend Sam. (Just kidding!)

2 **Cover up the texts and try to complete the sentences. Then look at the texts and check.**

1 Oliver writes his email to .....
2 Oliver is going on holiday to .....
3 His parents are going to show people how they can .....
4 It is very hot in Botswana and so .....
5 The official language in Botswana .....
6 The capital of Botswana .....

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CYBER Homework 40 Revision

3 **Read what Oliver wrote from Gaborone.**

Hi Sam,

Tuesday. We're in Maun now. Mum's going to do some work here for a week. Dad's going to take me to the Okavango Delta for 6 days. The Okavango is a large wetland. There are lots of wild animals there. I hope we see lions, leopards, buffalo, rhinos, elephants, giraffes, zebras and crocodiles. We're going to fly into the delta tomorrow in a small plane.

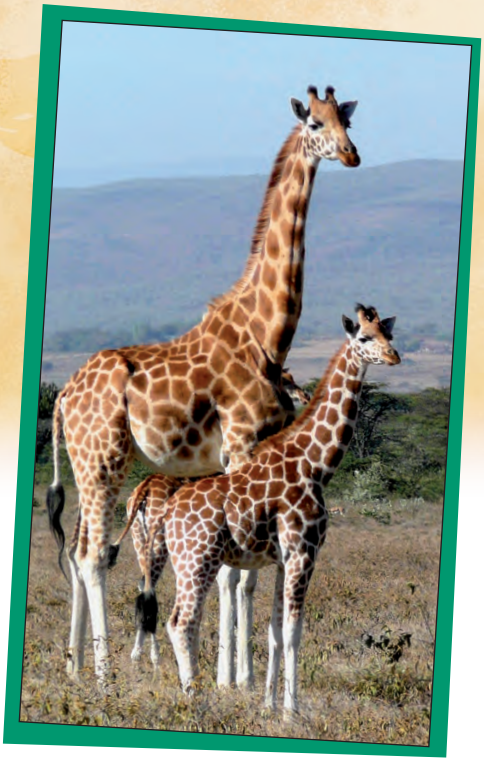
Today at lunchtime, Mum and Dad went to the restaurant. I wasn't hungry and stayed in the hotel. The window of my room was open. I saw a man on the balcony. He had a big beard and was wearing sunglasses. He was making a phone call. I heard that the man wanted to kill a leopard. :-o He said: "OK. Let's meet in Chitabe." Chitabe is the place where we are now!!!

Killing leopards isn't allowed. It's a crime. Later, Mum and Dad came back from the restaurant. I told them about the man. "Are you going to call the police?" I asked. Dad laughed. "No!" he said. Mum and Dad don't believe me!

CU
Oliver

P.S.: In the afternoon, I went for a walk. I saw a little shop. In the window they had leopard skins! So I went in. I talked to the man in the shop. I asked if I could record our conversation. I'm attaching the MP3-file! Cool, eh?

The Okavango Delta as seen from a plane



BiSt **4** **Read the text in 2 again. Then complete the sentences.**

1 Oliver's dad is going to take him to …
2 The Okavango Delta is …
3 They can see …
4 At lunchtime Oliver heard a man who wanted to …

CD 3 46 BiSt **5** **Listen to the conversation between Oliver and the man in the shop. Put the sentences in the correct order.**

- ☐ He asks the price of the leopard skins.
- ☐ He says, "They're imitations from China."
- ☐ Oliver finds out that all the products are made of wood or plastic.
- ☐ 1 Oliver sees some leopard skins in the shop window.
- ☐ The man in the shop tells Oliver that leopards are in danger.
- ☐ The man tells Oliver that they are very cheap.

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6 **Read Oliver's messages from the camp.**

Going into the Okavango Delta

Hi Sam!

Wednesday. We're here in Chitabe at the [illegible]p!

In the afternoon, we had our first trip in [illegible] [illegible]ove[illegible] [illegible]he driver, Alex, is also our guide. We saw a you[illegible] ele[illegible]hant[illegible] [illegible]le of the road.

We also saw some giraffes and ze[illegible] [illegible]hey were so cute, especially the young ones! I took lot[illegible] of pho[illegible] [illegible]enly saw my first leopard! What a great cat[illegible]

When we were driving back, I to[illegible] [illegible]bout the man who wanted to kill a leopard. Alex was very worried [illegible]e heard it. I told him the man wanted to go to Chi[illegible] [illegible]p you[illegible]eyes open!" he said. "If you see him, tell me!"

Good night!

Oliver

[illegible] lodge

Leopard facts – collected by Oliver the leopard expert – with a lot of help from my friend Alex (our guide) :))

- Leopards have very good ears.
- Leopards like to climb trees and [illegible]le[illegible] in the trees.
- Leopards are good swimmers. T[illegible] can run very fast and jump 3 [illegible]etres high.
- Leopards are very strong. A[illegible] can climb 15 metres up a [illegible]ree holdin[illegible] a dead animal in its mou[illegible] [illegible]ey [illegible]e their food up in the trees so [illegible]ns or hyenas can't get [illegible] [illegible] co[illegible] back later and eat [illegible]d.

BiSt **7** **An[illegible] the que[illegible]ons.**

1 Where [illegible]r on Wednesday?
2 What's the name of the guide?
3 What animals did Oliver see on the first trip?
4 Oliver told Alex about the man who wanted to kill a leopard. How did Alex react?
5 What can leopards do?
6 Why do leopards hide their food in trees?

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WB p. 106, 107

8 **Read the ending of Oliver's story. Cover up the text and try to complete the sentences. Then read and check.**

The day I saved a leopard's life!

Dear Sam,

Saturday. In the morning, we saw buffalo, a lion, lots of elephants and the ears of two hippos. They were in the river, and didn't come out.

In the afternoon, we were driving down by the river. Alex suddenly stopped. "There's a black car in the bushes over there!" he said. "It[illegible] not from our camp."

Suddenly the black car drove off very fast. Alex shook his head. "That's dangerous!" he said. We followed the black car. It was driving very fast. Suddenly the car went off the road. It turned over and landed on i[illegible]

There were two men in the black car. One of the men was the ma[illegible] fro[illegible] the hotel who wanted to kill a leopard! "Alex!" I whispered. "That [illegible] man!" "Go back to the car. Wait there," said Alex. He and th[illegible] ther g[illegible] looked inside the black car. They found two big guns insid[illegible]

Alex and the other guide arrested the two men. Alex said: [illegible] wanted to kill a leopard." And then he said to my fath[illegible] "Oliver sav[illegible] a leopard's life!" Dad looked really happy. Later the sa[illegible] vening, A[illegible] said to my father. "Oliver was a great help today. I'd like [illegible] him out for a ride." Five minutes later I was sitting in the front seat [illegible] big Land Rover, next to Alex. He drove for twenty minut[illegible] he s[illegible]ped. We waited for a long time. Suddenly we saw a le[illegible]rd c[illegible]ng out of some bushes. "Look!" Alex whispered. "See that leo[illegible]d? [illegible]u s[illegible]d its life." I didn't say a word. I took out my camera. I too[illegible] [illegible]eautiful [illegible] of my whole life.

Oliver

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[illegible]helbling.com

1 On S[illegible] afternoon Oliver's group ..... down by the river.
2 Suddenly A[illegible]x ..... a black car.
3 The driver of the black car drove off very fast and had ..... .
4 Oliver saw that one of the men was the man who wanted to ..... .
5 Alex called the park ranger and they ..... the two men.
6 "You saved a leopard's life!" Alex ..... Oliver.

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Dialogue practice Talking about holiday plans

BiSt **9** **Complete the dialogue with the correct words. Act it out.**

camping made booked surfing holiday

A Where are you [illegible] [1] ..... this year?

B We're going to [illegible] a camping holiday [illegible] going [illegible] [2] ..... [illegible] and windsurfing.

A [illegible] Have you [illegible] ..... the flight yet?

B Yes, we [illegible]

A [illegible] [4] ..... a hotel [illegible]?

B [illegible] It's a [5] ..... holiday!

10 CHOICES

Writing for your Portfolio

A **Write the words to get a summary of Oliver's story. Then write the text in your exercise book.**

saw saw parents life kill

Oliver went to Botswana with his [1] ..... In a hotel in Gaborone he [2] ..... a man. [illegible] a black beard. He wanted to [3] ..... a leopard. Oliver's dad took him to the Okavango Delta for six days. It was fantastic. Oliver [4] ..... lions, [illegible]ds, elephants, giraffes and zebras. But he also saw a car, and in it was the [5] ..... [illegible] the black beard. Oliver told Alex, the guide, about the man. Alex arrested the man [illegible] saved a leopard's [6] ..... .

BiSt **B** **Write a summary (100–130 words) of Oliver's trip to Botswana. Make sure you write about:**

- who he went with
- [illegible] parents went there
- what he [illegible] card in the hotel
- what he saw at the camp
- what happened on the trip on the afternoon of the second day

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WB p. 110, 111, 112

Get talking

BiSt **11** **Talk to a partner for three minutes. The prompt card will help you to think about the topic and ask questions. Do not take notes. Suggested preparation time: one minute.**

HOLIDAY PLANS

TRANSPORT
How are you going to get there?
By … bike / train / car / ferry* / plane / ocean liner* …

PREPARATION
Have you …
… read a travel guide?
… made a … reservation?
… started packing?
… booked the …?

DESTINATION
Where are you going (to go) on holiday this year?
I / We are going (to travel) to …

COMPANY
Who is coming with you?
My parents / … / best friend / …

ACTIVITIES
What are you going to do?
We're / I'm going to …

ACCOMMODATION
Where are you going to stay?
At a … bed and breakfast / camp site / hotel …

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VOCABULARY: ***ferry** – Fähre; **ocean liner** – Kreuzfahrtschiff

WB p. 110

GRAMMAR

be going to (Revision)

Match the examples and the rules. Write 1, 2 or 3.

1 Du verwendest *be going to*, wenn du geplante zukünftige Handlungen au[illegible] willst.

2 Du verwendest *be going to*, um Fragen über geplante zukünftige Handlu[illegible] ste[illegible].

3 Du verwendest *be going to*, um auszudrücken, dass etwas mit [illegible] Wahr[illegible]lichkeit eintreten wird.

> *The car's out of control – it'**s going to crash**.*
> *Look at all those clouds – it'**s going to rain**.*

> *I'**m going to dig** for diam[illegible]ds tom[illegible].*
> *Dad'**s going to take** me [illegible] the [illegible]ngo Delta for 6 days.*
> *I'**m not going to buy** an[illegible] tha[illegible]ts animals in danger.*

> ***Are** you **going to call** the polic[illegible]?*
> ***Is** he **going to shoot** the le[illegible]ru[illegible]*

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WB p. 108, 109
CYBER Homework 42
Online Progress Check 4

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DVD

DVD **1** **Watch the story. Then circle the correct words.**

1 Nick wanted to write a story about *birds* / *fish*.
2 Nick went to the mountains *with Stern* / *on his own*.
3 Nick tried to phone his *mum* / *dad*.
4 Nick went to the mountains *by bus* / *by train*.
5 Nick [illegible] *ankle* / *shoulder*.
6 Nick [illegible] *didn't take any* phot[illegible]

2 **Match the sentence halves.**

1 Nick goes off to write a story ☐ becau[illegible] phone is broken.
2 Nick falls down the mountain ☐ about some[illegible] birds.
3 He can't get help ☐ an[illegible] his ankle.
4 Nick's mum calls Lucy ☐ b[illegible] he [illegible] a food story.
5 Nick is rescued by a helicopter ☐ b[illegible] sh[illegible] worried.
6 Nick doesn't get any good photos ☐ after [illegible]ing a night on the mountain.

Everyday English

3 **Complete the dialogues with the phr[illegible] from the box.**

a complete waste of time. on my own. the only one. a real pain

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WB p. 112

Essential English

CD 3 47

1 Listen to the dialogue and fill in the missing words.

Fred Hi, Harry. What's up?

Harry Oh, hi, Fred. I'm going to Africa. [1] .....

Fred Really?

Harry Yeah. I'm going to go on a [2] ..... the Okavango Delta.

Fred Wow! That sounds fantastic.

Harry Cool, isn't it? I'm sorry, I have to go now. I have to get a safari h[illegible]

Fred [illegible] Ah, here [illegible]

Sally Hi, Fred. Have you [3] ..... the bicycle helmet, Harry?

Harry Well, I was just going to …

Fred Bicycle helmet?

Sally Yes, we're going on a bike tour [4] ..... Cornwall with our parents.

Fred Uh? I [5] ..... Harry was going to South Africa.

Sally South Africa? In his dreams!

Fred You show-off!*

VOCABULARY: ***You show-off!** – Du Angeber!

CD 3 47

2 Check the dialogue. Listen again and try to complete the sentences. Look at the [illegible] box.

1 Harry says he's going ..... .
2 He says he's going to ..... .
3 Fred thinks that's ..... .
4 Sally arrives. She says that ..... .
5 Harry is going on a bike tour ..... .
6 Fred thinks that Harry ..... .

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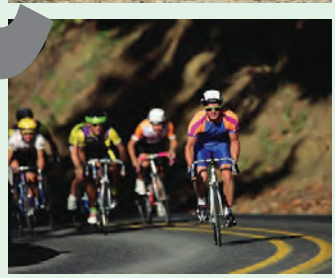
Vocabulary Holiday activities

CD2 48

3 **Match the pictures with the activities. Then listen and check.**

- ☐ go cycling
- ☐ go shopping
- ☐ learn scuba diving
- ☐ go canoeing
- ☐ see the wildlife
- ☐ go sightseeing



Get talking Asking about someone's [illegible]

4 **A guessing game. Think of three places [illegible]d three [illegible]tivities for your partner. Write them down. Your partner chooses th[illegible]laces and three [illegible]tivites too and tells you where he/she is going for a holiday and [illegible]Did you gu[illegible]s correctly? Count up your points. (One point for each corre[illegible]try o[illegible]activity.)**

South Africa Canada Ne[illegible]stralia [illegible]ondon
San Francisco Irela[illegible] Florid[illegible] Botswa[illegible]

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GRAMMAR

TENSES (ZEITEN)

PRESENT TENSE

Present simple (Einfache Gegenwartsform)

Die Form des *Present simple* ist für alle Personen gleich.
Ausnahme: In der 3. Person Singular wird ein ***-s*** angehängt.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I **like** London.	I **don't** (**do not**) **like** London.	**Do**/**Don't** I **like** London?	Yes, I **do**.	No, I **don't**.
You **like** London.	You **don't** (**do not**) **like** London.	**Do**/**Don't** you **like** London?	Yes, you **do**.	No, you **don't**.
He **likes** London.	He **doesn't** (**does not**) **like** London.	**Does**/**Doesn't** he **like** London?	Yes, he **does**.	No, he **doesn't**.
She **likes** London.	She **doesn't** (**does not**) **like** London.	**Does**/**Doesn't** she **like** London?	Yes, she **does**.	No, she **doesn't**.
It **likes** fish.	It **doesn't** (**does not**) **like** fish.	**Does**/**Doesn't** it **like** fish?	Yes, it **does**.	No, it **doesn't**.
We **like** London.	We **don't** (**do not**) **like** London.	**Do**/**Don't** we **like** London?	Yes, we **do**.	No, we **don't**.
You **like** London.	You **don't** (**do not**) **like** London.	**Do**/**Don't** you **like** London?	Yes, you **do**.	No, you **don't**.
They **like** London.	They **don't** (**do not**) **like** London.	**Do**/**Don't** they **like** London?	Yes, they **do**.	No, they **don't**.

Present continuous / present progressive (Verlaufsform, -ing-Form)

Das *Present continuous* wird gebildet mit der richtigen Form von **be** und der ***-ing***-Form des Verbs.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I'**m** (I **am**) **playing** football.	I'**m not** (I **am not**) **playing** football.	**Am** I **playing** football?	Yes, I **am**.	No, I'**m not**.
You'**re** (You **are**) **playing** football.	You **aren't** (You **are not**) **playing** football.	**Are** you **playing** football?	Yes, you **are**.	No, you **aren't**./No, **you're not**.
He's (He **is**) **playing** football.	He **isn't** (He's **not**) **playing** football.	**Is** he **playing** football?	Yes, he **is**.	No, he **isn't**./No, **he's not**.
She's (She **is**) **playing** football.	She **isn't** (She's **not**) **playing** football.	**Is** she **playing** football?	Yes, she **is**.	No, she **isn't**./No, **she's not**.
It's (It **is**) **raining**.	It **isn't** (It's **not**) **raining**.	**Is** it **raining**?	Yes it **is**.	No, it **isn't**./No, **it's not**.
We're (We **are**) **playing** football.	We **aren't** (We **are not**) **playing** football.	**Are** we **playing** football?	Yes, we **are**.	No we **aren't**./No, we're **not**.
You're (You **are**) **playing** football.	You **aren't** (You **are not**) **playing** football.	**Are** you **playing** football?	Yes, you **are**.	No you **aren't**./No, you're **not**.
They're (They **are**) **playing** football.	They **aren't** (They **are not**) **playing** football.	**Are** they **playing** football?	Yes, they **are**.	No, they **aren't**./No, they're **not**.

Present perfect – Regulär (Regelmäßige Verben)

Das *Present perfect* wird gebildet mit ***has*** / ***have*** und der dritten Form (*past participle* Form) des Verbs.

Positive Aussagen		Negative Aussagen			Fragen			Kurzantworten	
I'**ve** (I **have**)	finished.	I	**haven't** (**have not**)	finished.	**Have**	I	finished?	Yes, I **have**.	No, I **haven't**.
You'**ve** (You **have**)		You				you		Yes, you **have**.	No, you **haven't**.
He's (He **has**)		He	**hasn't** (**has not**)		**Has**	he		Yes, he **has**.	No, he **hasn't**.
She's (She **has**)		She				she		Yes, she **has**.	No, she **hasn't**.
It's (It **has**)		It				it		Yes, it **has**.	No, it **hasn't**.
We'**ve** (We **have**)		We	**haven't** (**have not**)		**Have**	we		Yes, we **have**.	No, we **haven't**.
You'**ve** (You **have**)		You				you		Yes, you **have**.	No, you **haven't**.
They'**ve** (They **have**)		They				they		Yes, they **have**.	No, they **haven't**.

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Present perfect + *already / yet*

Already stellst du zwischen ***have*** / ***has*** und das Verb, ***yet*** stellst du an das Satzende.

I'**ve already** washed the car.	I **haven't done** my homework **yet**.
We'**ve already** seen this film.	She **hasn't told** him **yet**.

Present perfect + *ever / never*

Ever und ***never*** stellst du zwischen ***have*** / ***has*** und die dritte Form des Verbs.

Have you **ever been** to Hollywood?	I'**ve never been** to Hollywood.
Has she **ever met** a famous person?	She'**s never met** a famous person.

Present perfect + *since / for*

Since verwendest du bei Angabe eines bestimmten Zeitpunktes.
For verwendest du bei Angabe eines Zeitraumes oder einer Zeitdauer.

I'**ve been** here **since** yesterday / last week / three o'clock.
I **haven't seen** her **for** a long time / three weeks / two years.

Present perfect continuous / progressive (Verlaufsform, *-ing*-Form)

Das *Present perfect continuous* wird gebildet mit ***have*** / ***has been*** + ***-ing***-Form des Verbs. Es wird meistens mit ***since*** / ***for*** verwendet bei Handlungen, die immer noch andauern.

I'**ve been waiting** here **since** eleven o'clock.
They'**ve been sitting** there **for** hours.

PAST TENSE

Past simple – *was / were* (Einfache Vergangenheitsform)

Das *Past simple* wird bei regelmäßigen Verben mit *-ed* gebildet (siehe „regular verbs"), bei unregelmäßigen Verben mit der zweiten Form (siehe „irregular verbs").

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I **was** tired.	I **wasn't** (**was not**) tired.	**Was/Wasn't** I tired?	Yes, I **was**.	No, I **wasn't** (**was not**).
You **were** tired.	You **weren't** (**were not**) tired.	**Were/Weren't** you tired?	Yes, you **were**.	No, you **weren't** (**were not**).
He **was** nice.	He **wasn't** (**was not**) nice.	**Was/Wasn't** he nice?	Yes, he **was**.	No, he **wasn't** (**was not**).
She **was** nice.	She **wasn't** (**was not**) nice.	**Was/Wasn't** she nice?	Yes, she **was**.	No, she **wasn't** (**was not**).
It **was** blue.	It **wasn't** (**was not**) blue.	**Was/Wasn't** it blue?	Yes, it **was**.	No, it **wasn't** (**was not**).
We **were** busy.	We **weren't** (**were not**) busy.	**Were/Weren't** we 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**).

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Regular verbs (Regelmäßige Verben)

Positive Aussagen	Negative Aussagen	Fragen			Kurzantworten				
I liked London.	I **didn't** (**did not**) **like** London.	**Did**	I	like London? rain?	Yes,	I		I	**didn't.**
You laughed a lot.	You **didn't** (**did not**) **laugh** a lot.		you			you		you	
He walked home.	He **didn't** (**did not**) **walk** home.		he			he		he	
She looked good.	She **didn't** (**did not**) **look** good.		she			[illegible]		she	
It turned around.	It **didn't** (**did not**) **turn** around.		it			it		it	
We cooked dinner.	We **didn't** (**did not**) **cook** dinner.		we			we		we	
You cooked dinner.	You **didn't** (**did not**) **cook** dinner.		you					you	
They loved the film.	They **didn't** (**did not**) **love** the film.		they			they		they	

Past continuous / progressive (Verlaufsform, *-ing*-Form)

Das *Past continuous* wird gebildet mit der richtigen *past simple* Form von ***be*** und der ***-ing***-Form des Verbs.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I **was playing** football.	I **wasn't playing** football.	**Was** I **playing** football?	Yes, I **was**.	No, I **wasn't**.
You **were playing** football.	You **weren't playing** football.	**Were** you **playing** football?	Yes, you **were**.	No, you **weren't**.
He **was playing** football.	He **wasn't playing** football.	**Was** he **playing** football?	Yes, he **was**.	No, he **wasn't**.
She **was playing** football.	She **wasn't playing** football.	**Was** she **playing** football?	Yes, she **was**.	No, she **wasn't**.
It **was raining**.	It **wasn't raining**.	**Was** it **raining**?	Yes, it **was**.	No, it **wasn't**.
We **were playing** football.	We **weren't playing** football.	**Were** we **playing** football?	Yes, we **were**.	No, we **weren't**.
You **were playing** football.	You **weren't playing** football.	**Were** you **playing** football?	Yes, you **were**.	No, you **weren't**.
They **were playing** football.	They **weren't playing** football.	**Were** they **playing** football?	Yes, they **were**.	No, they **weren't**.

Irregular verbs (Unregelmäßige Verben)

Present	Past simple	Past participle	Übersetzung
be	was/were	been	
beat	beat	beaten	*schlagen*
become	became	become	
begin	began	begun	*beginnen*
blow	blew	blown	*wehen*
break	broke	broken	*brechen*
bring	brought	brought	*bringen*
build	built	built	*bauen*
burn	burnt (burned)	burnt (burned)	*(ver-)brennen*
buy	bought	bought	*kaufen*
catch	caught	caught	*fangen*
choose	chose	chosen	*(aus-)wählen*
come	came	come	*kommen*

Present	Past simple	Past participle	Übersetzung
cut	cut	cut	*schneiden*
dig	dug	dug	*graben*
do	did	done	*tun, machen*
draw	drew	drawn	*zeichnen*
dream	dreamt (dreamed)	dreamt (dreamed)	*träumen*
drink	drank	drunk	*trinken*
drive	drove	driven	*fahren; treiben*
eat	ate	eaten	*essen*
fall (asleep)	fell (asleep)	fallen (asleep)	*fallen (einschlafen)*
feel	felt	felt	*fühlen*
fight	fought	fought	*kämpfen*
find	found	found	*finden*

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Present	Past simple	Past participle	Übersetzung
fly	flew	flown	*fliegen*
forget	forgot	forgotten	*vergessen*
get	got	got	*bekommen; werden*
get up	got up	got up	*aufstehen*
give	gave	given	*geben*
go	went	gone	*gehen, fahren*
grow	grew	grown	*wachsen; züchten; anbauen*
hang	hung	hung	*hängen*
have	had	had	*haben*
hear	heard	heard	*hören*
hide	hid	hidden	*(sich) verstecken*
hit	hit	hit	*schlagen*
hold	held	held	*(fest-)halten*
hurt	hurt	hurt	*(sich) verletzen, schmerzen*
keep	kept	kept	*(be-)halten*
know	knew	known	*wissen, kennen*
lay	laid	laid	*legen*
learn	learnt (learned)	learnt (learned)	*lernen*
leave	left	left	*verlassen*
let	let	let	*lassen*
lie	lay	lain	*liegen*
lose	lost	lost	[illegible]
make	made	made	*ma[illegible]*
meet	met	met	*[illegible]offen*
put	put	put	*[illegible]eben [illegible]n, [illegible]*
read	read	read	[illegible]
ride	rode	ridden	*[illegible]iten; fa[illegible]en*
ring	rang	rung	[illegible]

Present	Past simple	Past participle	Übersetzung
run	ran	run	*laufen*
say	said	said	*sagen*
see	saw	seen	*sehen*
send	sent	sent	*senden, schicken*
set	set	[illegible]	*setzen*
shake	shook	[illegible]k	*schütteln*
shine	shon[illegible]	s[illegible]	*scheinen*
shoot	shot	shot	*schießen*
show	sho[illegible]d	(showed)	*zeigen*
sing	sang	[illegible]ng	*singen*
sink	[illegible]nk)	sunk	*untergehen, sinken*
sit	sa[illegible]	sat	*sitzen, sich setzen*
sleep	[illegible]	slept	*schlafen*
s[illegible]	smelt (smelled)	smelt (smelled)	*riechen*
[illegible]	[illegible]e	spoken	*sprechen, sagen*
[illegible]pend	[illegible]ent	spent	*verbringen; ausgeben*
[illegible]tand	stood	stood	*stehen*
[illegible]	stole	stolen	*stehlen*
[illegible]swim	swa[illegible]	swum	*schwimmen*
t[illegible] off	t[illegible]k off	taken off	*ausziehen*
[illegible]ke	[illegible]ook	taken	*nehmen*
teach	[illegible]aught	taught	*lehren, unterrichten*
tell	told	told	*sagen, erzählen*
thin[illegible]	thought	thought	*denken*
un[illegible]stand	understood	understood	*verstehen*
[illegible]ake (up)	woke (up)	woken (up)	*(auf-)wachen*
win	won	won	*gewinnen*
write	wrote	written	*schreiben*

Past time expre[illegible]

Bei diesen Wörtern verwen[illegible] du [illegible]ählen das *past*.

then	[illegible]	la[illegible]	after	one day	finally	yesterday	last week	last year

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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		Kurzantworten
I'**m**	**going to play** football.	I'**m not**	**going to play** football.	**Am** I / **Am** I **not**	**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**).

Die *going to-future* verwendest du, wenn du eine feste Absicht ausdrücken m[illegible] wenn etwas unmittelbar bevorsteht.

We'**re going to** visit my uncle.
Look! It'**s going to** rain.

will-future

Die *will-future* verwendest du, wenn du etwas vorhersagen m[illegible] der versprichst.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I'**ll** (I **will**) see you tomorrow.	I **won't** (**will not**) see you tomorrow.	**Will** I see you tomorrow?	Yes, I **will**.	No, I **won't** (**will not**).
You'**ll** (You **will**) see me tomorrow.	You **won't** (**will not**) see me tomorrow.	**Will** you see me tomorrow?	Yes, you **will**.	No, you **won't** (**will not**).
He'**ll** (He **will**) see her tomorrow.	He **won't** (**will not**) see her tomorrow.	**Will** he see her tomorrow?	Yes, he **will**.	No, he **won't** (**will not**).
She'**ll** (She **will**) see him tomorrow.	She **won't** (**will not**) see him tomorrow.	**Will** she see him tomorrow?	Yes, she **will**.	No, she **won't** (**will not**).
It'**ll** (It **will**) rain tomorrow.	It **won't** (**will not**) rain tomorrow.	**Will** it rain tomorrow?	Yes, it **will**.	No, it **won't** (**will not**).
We'**ll** (We **will**) see you tomorrow.	We **won't** (**will not**) see you tomorrow.	**Will** we see you tomorrow?	Yes, we **will**.	No, we **won't** (**will not**).
You'**ll** (You **will**) see us tomorrow.	You **won't** (**will not**) see us tomorrow.	**Will** you see us tomorrow?	Yes, you **will**.	No, you **won't** (**will not**).
They'**ll** (They **will**) see you tomorrow.	They **won't** (**will not**) see you tomorrow.	**Will** they see you tomorrow?	Yes, they **will**.	No, they **won't** (**will not**).

Present continuous for future

Das *present continuous* verwendest du als Zukunftsform, wenn ein Plan oder eine Vereinbarung gemacht worden ist.

We'**re leaving** for London tomorrow.

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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** tired.
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.
You'**re** (You **are**) busy.	You **aren't**/You'**re not** busy.
They'**re** (They **are**) twelve.	They **aren't**/They'**re not** twelve.

Questions with *be*

Fragen	Kurzantworten	
Am I tired?	Yes, you **are**.	No, I'**m not**.
Are/**Aren't** you tired?	Yes, I **am**.	No, you **aren't**. / No, you'**re not**.
Is/**Isn't** he nice?	Yes, he **is**.	No, he **isn't**. / No, he'**s not**.
Is/**Isn't** she in class 3B?	Yes, she **is**.	No, she **isn't**. / No, she'**s not**.
Is/**Isn't** it blue?	Yes, it **is**.	No, it **isn't**. / No, it'**s not**.
Are/**Aren't** we 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** (h[illegible]t.
Die richtige Form für die 3. Person der Gegen[illegible]rt (**he**/**she**/[illegible]st ***has*** [illegible]

Positive Aussagen	Negative Au[illegible]en	[illegible]gen	Kurzantworten	
I'**ve got** (I **have got**) a dog.	I **haven't got** ([illegible] **got**) [illegible]og.	**Have**/**Haven't** I **got** a dog?	Yes, I **have**.	No, I **haven't**.
You'**ve got** (You **have got**) a dog.	You **ha**[illegible] (**have n**[illegible]) 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 go**[illegible] **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.	S[illegible] **sn't got** (h[illegible] **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 **ha**[illegible] **got**) big ears.	**Has**/**Hasn't** it **got** big ears?	Yes, it **has**.	No, it **hasn't**.
We'**ve got** (We **have got**) a[illegible]	[illegible] **haven't** [illegible] **ve 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 [illegible]	[illegible] **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.	[illegible]**hey ha**[illegible] **got** (**have not got**) a dog.	**Have**/**Haven't** they **got** a dog?	Yes, they **have**.	No, they **haven't**.

there is / [illegible] are

There is / ***there are*** wir[illegible]det, um auszudrücken, 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.

There was / There were (Past simple)	**There has been / There have been** (Present perfect)	**There will be / There's going to be / There are going to be** (Future)

Negativ	**There isn't / There aren't … .**	**Fragen**	**Is there…? / Are there…?**

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Modal verbs (Modalverben)

Die wichtigsten Modalverben sind ***should*** / ***shouldn't***, ***have to*** / ***don't have to***, ***might*** / ***might not***, ***must*** / ***mustn't***, ***can*** /***can't***, ***could*** / ***couldn't***, ***will*** / ***won't***, ***would*** / ***wouldn't***, ***shall*** / ***shall not***, und ***may*** / ***may not***.

I	**can/can't**	come today.	I	**have to/don't have to**	to school.
You			You		
He	**must/mustn't**		He	**has to/doesn't hav**	
She	**should/shouldn't**		She		
It			It		
We	**might/mightn't**		We	**have to/do**	
You	**need/needn't**		You		
They			They		

I	am	**allowed to**	stay out late.	I	am		speak English well.
You	are			You	are		
He	is			He	is		
She				She			
We	are			We			
You				You			
They				They			

can / can't

Can ist ein Modalverb und wird deshalb immer in Verbindung mit [illegible]llverb verw[illegible]et. Die Verneinung wird gebildet als ***cannot*** oder ***can't***. Die *Past tense* Formen von ***can*** / ***can'*** [illegible]***uld*** / [illegible]***ldn't***.

Positive Aussagen	Negative Aussagen	Fr[illegible]	Kurzantworten	
I **can speak** French.	I **can't** (**cannot**) **speak** French.	**Ca**[illegible]eak French?	Yes, I **can**.	No, I **can't**.
You **can speak** French.	You **can't** (**cannot**) **spe**[illegible]	**Ca**[illegible] you spe[illegible]ch?	Yes, you **can**.	No, you **can't**.
He **can speak** French.	He **can't** (**cannot**) **speak** F[illegible]	**Can/Can't** he speak [illegible]ench?	Yes, he **can**.	No, he **can't**.
She **can speak** French.	She **can't** (**cannot**) **speak** F[illegible]nch.	[illegible]**an't** she [illegible]ak French?	Yes, she **can**.	No, she **can't**.
It **can run** fast.	It **can't** (**cannot**) **run** [illegible]	**Can/Can't** it run [illegible]t?	Yes, it **can**.	No, it **can't**.
We **can speak** French.	We **can't** (**cannot**) **s**[illegible] Fr[illegible]	**Can/Can't** we [illegible]ak French?	Yes, we **can**.	No, we **can't**.
You **can speak** French.	You **can't** (**cannot**) **sp**[illegible]nch.	**Can/Can't** you speak French?	Yes, you **can**.	No, you **can't**.
They **can speak** French.	They **can't** (**ca**[illegible]**eak** Fren[illegible]	**Can/Can't** they speak French?	Yes, they **can**.	No, they **can't**.

like (doing)

Mit ***like (doing)*** sagst [illegible] and g[illegible]s macht oder sich gerne mit etwas beschäftigt. Gebildet wird es mit der einfachen Gegenwartsform von ***lik***[illegible]m des folgenden Verbs.

Samantha **doesn't like reading** [illegible] he **like**[illegible]**istening** to music.	James **likes running** but he **doesn't like swimming**.

CONDITIONAL CLAUSES

Conditional 1 (sicher/bestimmt)	
If-Satz	**Hauptsatz**
Present simple	***will*** / **Modalverb + Hauptverb**
If it **doesn't** rain,	**we'll have** a party in the garden.
If you **feel** tired,	you **can have** a rest.

Conditional 2 (unwahrscheinlich, aber möglich)	
If-Satz	**Hauptsatz**
Past simple	***would(n't)*** **+ Grundform des Verbs (Conditional)**
If I **won** a million euros,	I **would travel** around the world.
If you **didn't eat** so much,	you **wouldn't be** so fat.

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PASSIVE

Das *passive* wird mit der entsprechenden Form von ***be*** und dem *past participle* gebildet.

VW cars **are made** in Germany.	Rome **wasn't built** in a day.

Bei Verben mit zwei Objekten (z.B. My sister gave *me three books* for my birthday.) bildest du das Passiv so:

I **was given** three books for my birthday by my sister.

by + Substantiv wird verwendet, um beim Passiv zu sagen, von wem etwas gemacht wird.

I was chased **by** a dog.

IMPERATIVES (IMPERATIV / BEFEHLSFORMEN)

Die Befehlsform ist immer gleich wie die Grundform des Verbs (ohne ***to***).
Die Verneinung wird mit ***do not*** (***don't***) + Grundform gebildet.

Run!	Don't run!
Sit down.	Don't sit down.
Open the window.	Don't open the window.

ADVERBS (ADVERBIEN)

Generell bildet man Adverbien, indem man an die Grundform des Adjektivs ***-ly*** anhängt.

usual – usually	sad – sad**ly**	furious – furious**ly**

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 (always, often, usually, sometimes, never) (Häufigkeitsadverbien)

0%	→	→	→	100%
never	sometimes	often	usually	always

We **sometimes** go to the cinema on Fridays.
She's **always** happy.

ARTICLES (ARTIKEL)

Indefinite article (unbestimmter Artikel)

Der unbestimmte Artikel 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 ˈeg/	**an** apple /ən ˈæpl/

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 vor ***-y*** bleibt ***-y***) und ***-f*** oder ***-fe*** zu ***-ves***. Es gibt auch einige unregelmäßige Pluralformen.

Regelmäßig		
dog – dog**s**	snake – snake**s**	cat – cat**s**

Unregelmäßig					
baby – bab**ies**	leaf – lea**ves**	life – li**ves**	child – children	mouse – mice	foot – feet

PRONOUNS (PRONOMEN)

Question words (Fragewörter)

Who	What	Where	How often
Who is she?	**What**'s your name?	**Where** do you live?	**How often** do you go to the cinema?
Who are you?	**What** eats insects?	**Where** do you live?	
Who likes ice cream?	**What** does your dog eat?		
Who do you like?			

Personal pronouns / Subject and object pronouns (Personalpronomen)

Personalpronomen können als Subjekt oder Objekt eines Satzes verwendet werden.
Das unpersönliche deutsche **man** kann im Englischen durch ***you***, ***they*** oder ***one*** ausgedrückt werden.

Subjekt	I	You	He	She	It	We	they

Objekt	me	you	him	her	it	us	them

one – ones

Wenn du ein Hauptwort nicht wiederholst, kannst du es durch ***one*** / ***ones*** ersetzen.

What **book** are you reading? **One** about a man travelling around Africa.
What **kind of books** do you like? **One**s about travel.

some – any

Wenn du etwas Unzählbares bejahst, verwendest du ***some***.
Wenn du fragst, verneinst, oder wenn du sagen willst, dass es etwas nicht gibt, verwendest du ***any***.

some	any	
We've got **some** cheese.	We haven't got **any** cheese.	Is there **any** milk in the fridge?
I've got **some** money.	I haven't got **any** money.	Have we got **any** strawberries?
Would you like **some** soup?	There aren't **any** onions in the kitchen.	Do they sell **any** sweets?

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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** jumper here.	I like **that** jumper over there.	I like **these** shoes here.	I like **those** shoes over there.

Possessive pronouns (Possessivpronomen)

Besitzanzeigende Fürwörter zeigen an, wem etwas gehört.

It's **my** book. It's **mine**.	It's **his** book. It's **his**.	[illegible]**ur** book. It's **ours**.
It's **your** book. It's **yours**.	It's **her** book. It's **hers**.	[illegible] **theirs**.

Possessives

Possessivpronomen stehen immer vor dem Hauptwort und zeigen an, wem od[illegible] etwas gehört.

I	you	he	she	[illegible]	we	they
my	**your**	**his**	**her**	**it[illegible]**	**our**	**their**

whose + possessive *'s* (Genitiv)

Wenn du fragen willst, wem etwas gehört, verwendest du ***whose***[illegible]n du mit e[illegible]n Namen antwortest, fügst du das Possessiv ***'s*** an.

Whose is this book?	It's Amanda**'s** (book).
Whose book is this?	It's Harry Pott[illegible]

Relative clauses

Die Relativpronomen in bestimmenden Relati[illegible]nd:

	auf Person[illegible]n	**auf Tiere oder Dinge bezogen**
Subjekt	**[illegible]o** oder **that**	**which** oder **that**
direktes Objekt	**wh[illegible]hom**) oder (**th[illegible]**	(**which**) oder (**that**)
Besitzverhältnis	**[illegible]e**	**whose**

Ist das Pronomen direktes Objekt, kann[illegible] in der Regel weglassen; in der obigen Tabelle steht es deshalb in Klammern.

The man **who(m)** / **that** you met at [illegible]use is m[illegible]e.	The car **which** / **that** we bought last month is a BMW.
The man you met …	The car we bought …

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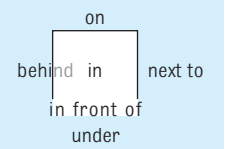
PREPOSITIONS (PRÄPOSITIONEN)

Präpositionen stehen vor einem Hauptwort oder Pronomen und zeigen die Richtung, den Ort, oder die Zeit an.



Time prepositions (in, on, at) (Präpositionen der Zeit)

My birthday is **on** February 12th / May 28th / September 5th.	We have Maths **in** the morning / the afternoon.
My sister's birthday is **in** December / April / June.	We go to bed late **at** night.
The film starts **at** 7 o'clock / half past eight / six forty-five.	

Prepositions of place (Directions) (Präpostitionen des Ortes)

at	by	behind	in	in front	inside	near
next to	on	opposite	outside	over	and	under

ADJECTIVES (ADJEKTIVE)

as ... as

Wenn du sagen willst, dass etwas (nicht) gleich ist wie etwas anderes, verwendest du ***(not) as ... as***.

I am **as** intelligent **as** my sister.

Comparatives & Superlatives (Vergleichs- & Steigerungsformen der Adjektive)

Einsilbige Adjektive steigerst du mit ***-er*** und ***-est***. Bei mehr als zwei Silben steigerst du mit ***more*** und ***most***.

Eine Auflistung der am häufigsten verwendeten Adjektive findest du hier.

My bike is bigg**er** than your bike.	My mum is the **most intelligent** person in our family.

Adjective	Comparative	Superlative
bad	worse	worst
big	bigg**er**	bigg**est**
cold	cold**er**	cold**est**
easy	easi**er**	easi**est**
fast	fast**er**	fast**est**
good	better	best
hot	hotter	hottest
long	longer	long**est**
new	new**er**	new**est**
old	older	old**est**
rich	richer	rich**est**
safe	safer	saf**est**
small	smaller	small**est**
strong	strong**er**	strong**est**
tall	tall**er**	tall**est**
young	young**er**	young**est**

Adjective	Comparative	Superlative
funny	funn**ier**	funn**iest**
happy	happ**ier**	happ**iest**
heavy	heav**ier**	heav**iest**
pretty	pretti**er**	pretti**est**
ugly	ugl**ier**	ugl**iest**

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

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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*** / ***because***.

Why did you go to the store? – **Because** I needed bread.

QUANTITY / MEASUREMENT (MENGENANGABEN)

How much is/are…?

Mit ***how much*** wird nach der Menge (bei nicht zählbaren Hauptwörtern) 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?

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	**eleven**th
12	twelve	**twelf**th
13	thirteen	**thirteen**th
14	fourteen	**fourteen**th
15	fifteen	**fifteen**th

Cardinal		Ordinal
16	sixteen	**sixteen**th
17	seventeen	**seventeen**th
18	eighteen	**eighteen**th
19	nineteen	**nineteen**th
20	twenty	**twentie**th
21	twenty-one	**twenty-first**
30	thirty	**thirtie**th
40	forty	**fortie**th
50	fifty	**fiftie**th
60	sixty	**sixtie**th
70	seventy	**seventie**th
80	eighty	**eightie**th
90	ninety	**ninetie**th
100	hundred	**hundred**th
101	a/one hundred and one	**the (one) hundred and first**

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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 [illegible]s.
Come out and w[illegible] the board.
Repeat [illegible]r me.
Again, please.
Would you like to a[illegible] question 3?
Right. N[illegible] go on to the next exercise.
Have y[illegible] fini[illegible]ed?
Next one [illegible]
Y[illegible] have ten minutes to do this.
[illegible]p.
A[illegible] you re[illegible]?
Any questions?
[illegible] afraid it's time [illegible] finish now.
W[illegible]ve to stop [illegible]ere.
Hang on a moment.
[illegible]st a mo[illegible] please.
One mo[illegible]ing before you go.
This [illegible] your homework.
Do [illegible]cise 9 on page 18 for your homework.
The[illegible] is no homework today.

When you have a problem, s[illegible]:

Sorry? / Pardon?
Can you help me, ple[illegible]
What's … in English, p[illegible]?
I don't understand this.
Sorry, I've for[illegible]
Sorry, what's ou[illegible] work?

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ENGLISH SOUNDS

[ɑː] **ar**m
[ʌ] f**u**n
[e] d**e**sk
[ə] **a**, an
[ɜː] g**ir**l, b**ir**d
[æ] **a**pple
[ɪ] **i**n, **i**t
[i] ever**y**
[iː] **ea**sy, **ea**t
[ɒ] **o**range, s**o**rry
[ɔː] **a**ll, c**a**ll
[ʊ] l**oo**k
[u] Febr**u**ary
[uː] f**oo**d
[aɪ] **eye**, b**uy**
[aʊ] **ou**r

[eə] th**ere**
[eɪ] t**a**ke, th**ey**
[ɪə] h**ere**
[ɔɪ] b**oy**
[əʊ] g**o**, **o**ld
[ʊə] y**ou're**
[b] **b**ag, clu**b**
[d] **d**uck, car**d**
[f] **f**ish, lau**gh**
[g] **g**et, do**g**
[h] **h**ot
[j] **y**ou
[k] **c**an, duc[illegible]
[l] **l**ot, sm[illegible]
[m] **m**ore, [illegible]
[n] **n**o[illegible]

[ŋ] so**ng**, lo**ng**
[[illegible]] [illegible]ent, to**p**
[[illegible]] [illegible]d, [illegible]t
[s] [illegible], cla**ss**
[t] **t**ime, ca**t**
[[illegible]] [illegible]se, dog**s**
[ʒ] televi**si**on
[[illegible]] oran**ge**
[ʃ] **s**ure, Engli**sh**
[tʃ] **ch**ild, **ch**eese
[ð] **th**ese, mo**th**er
[θ] **th**ink, mou**th**
[v] **v**ery, ha**v**e
[w] **wh**at, **w**ord

The English alphabet

A [eɪ]
B [biː]
C [siː]
D [diː]
E [iː]
F [ef]
G [ʤi]
H [eɪtʃ]
I [aɪ]
J [ʤeɪ]
K [keɪ]
L [el]
M [em]
N [en]
O [əʊ]
P [piː]
Q [[illegible]]
[ɑː]
S [[illegible]]
T [[illegible]]
[juː]
[viː]
['dʌbəljuː]
X [eks]
Y [waɪ]
Z [zed/ziː]

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WORDLIST

U6/10 = Unit 6 Exercise 10; **D** = DVD; **ME** = More Essential English; **G** = Grammar; **DSC** = Developing Speaking Competencies
MORE 1 = Wörter, die schon in MORE 1 vorgekommen sind; **MORE 2** = Wörter, die schon in MORE [illegible] men sind

A

ability U10	[ə'bɪləti]	Fähigkeit
(be) able to do U7/DSC3	[biː 'eɪbl tə 'duː]	tun können
(be) about U1/1	[bi ə'baʊt]	handeln von
(be) about to do sth U3/7	[bi ə'baʊt tə duː]	vorhaben etwas zu tun
about MORE 1	[ə'baʊt]	ungefähr
above MORE 1	[ə'bʌv]	über
absolutely MORE 2	[æbsə'luːtli]	absolut
AC current U8/1	[ˌeɪ 'siː 'kʌrənt]	Wechselstrom
accent U4/ME1	['æksnt]	Akzent, Betonung
accept U3/1	[ək'sept]	akzeptieren, annehmen
accident MORE 1	['æksɪdənt]	Unfall
accidental U8/9	[ˌæksɪ'dentl]	zufällig
accomodation U14/11	[əˌkɒmə'deɪʃn]	Unterkunft, Unterbringung
ache MORE 2	[eɪk]	Schmerz(en)
acoustics U8/8	[ə'kuːstɪks]	Akustik
acrobat MORE 2	['ækrəbæt]	Akrobat/in
across U2/1	[ə'krɒs]	ü[illegible]
act U1/DSC5	[ækt]	ha[illegible]er: auf[illegible]
act out MORE 1	['ækt 'aʊt]	nachspielen
active MORE 2	['æktɪv]	[illegible]iv, täti[illegible]
activity MORE 1	[æk'tɪvəti]	[illegible]: [illegible]ftig[illegible] Bewegun[illegible]
actor/actress U1/1	['æktə, 'æktrəs]	[illegible]spieler/in
actually MORE 2	['æktʃuə[illegible]]	e[illegible]n, ta[illegible]chlich
add sth (to sth) MORE 2	[illegible]	[illegible]s (zu etwas) hinzufügen
address MORE 1	[illegible]res]	Adresse
admire U4/5	[əd[illegible]ə]	bewundern
admit U7/DSC3	[illegible]	zugeben
adorable U4/1	[illegible]	liebenswert, bezaubernd
adult MORE 1	[illegible]	erwachsen; Erwachsene/r
(in) advance U5/1	[ɪn əd'vɑːns]	im Voraus
adventure MORE 1	[əd'ventʃə]	Abenteuer
adventure story MORE 1	[əd'ventʃə 'stɔːri]	Abenteuer-geschichte
advice MORE 2	[əd'vaɪs]	Rat(schlag)
advise sb against sth U4/12	[illegible] s'n[illegible]i ə'g[illegible]	jdm von etwas abraten, jdn vor etwas warnen
aeroplane MORE [illegible]	[illegible]n]	Flugzeug
(be) afr[illegible] (of) MORE 2	[illegible]eɪd]	Angst haben, sich fürchten (vor)
I'm afraid (so) MO[illegible]	[illegible]m ə'freɪd]	leider; Es tut mir leid.
African [illegible]	[illegible]efrɪkən]	Afrikaner/in; afrikanisch
African [illegible]n U10/9b	['æfrɪkən ə'merɪkən]	Afroamerikaner/in; afroamerikanisch
a[illegible] MORE 1	['ɑːftə]	nachdem
[illegible]er a[illegible] 2	[ɑːftər'ɔːl]	schließlich
[illegible]rds [illegible] DSC5	['ɑftəwədz]	danach, anschließend
again MORE 1	[ə'gen]	wieder
[illegible]gainst sth/sb [illegible]	[biː ə'genst]	gegen etw/jdn sein
ag[illegible] RE 2	[eɪdʒ]	Alter
aggressive U4/[illegible]	['əgresɪv]	aggressiv
[illegible]o days) [illegible]g[illegible] MORE 1	[ə'gəʊ]	vor (zwei Tagen)
[illegible]gree MO[illegible]	[ə'griː]	zustimmen
ahead [illegible]	[ə'hed]	vor; kommend
air conditioning U3/13	[eə kən'dɪʃənɪŋ]	Klimatisierung
a[illegible] MORE 2	['eə'pɔːt]	Flughafen
a[illegible]m U1/1	['ælbəm]	Album
[illegible]ert U14/D	[ə'lɜːt]	Alarm
[illegible]ibi U13/1	['æləbaɪ]	Alibi
alive MORE 2	[ə'laɪv]	lebendig, am Leben
all alone U3/1	[ɔːl ə'ləʊn]	ganz allein
all over MORE 2	['ɔːl 'əʊvə]	überall in/auf
all over the world U1/1	['ɔːl əʊvər]	auf der ganzen Welt, überall auf der Welt
(be) all smiles U11/4	[biː ɔːl smaɪlz]	über das ganze Gesicht strahlen
alligator U3/7	['ælɪ'geɪtə]	Alligator
allow sth U9/5	[ə'laʊ]	etwas erlauben, ermöglichen, gestatten
(be not) allowed to do sth U4/D2	[biː ə'laʊd tə 'duː]	etwas (nicht) tun dürfen
almost MORE 2	['ɔːlməʊst]	fast, beinahe
along U1/9	[ə'lɒŋ]	entlang
already MORE 2	[ɔːl'redi]	schon
although U4/12	[ɔːl'ðəʊ]	obwohl, obgleich

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altitude sickness U3/7	['æltɪtjuːd 'sɪknəs]	Höhenkrankheit
amazing MORE 1	[ə'meɪ.zɪŋ]	erstaunlich
ambulance MORE 1	['æmbjələns]	Krankenwagen
American MORE 2	[ə'merɪkən]	Amerikaner/in; amerikanisch
among U4/1	['əmʌŋ]	unter, inmitten
angry MORE 1	['æŋri]	wütend
animal MORE 1	['ænɪml]	Tier
ankle MORE 2	['æŋkl]	Knöchel
another MORE 1	[ə'nʌðə]	noch ein/e; ein/e andere/r
answer MORE 1	['aːnsə]	Antwort; antworten
answer the phone MORE 1	[ɑːnsər ðə fəʊn]	ans Telefon gehen
antibiotic U8/5	[ˌæntibaɪ'ɒtɪk]	antibiotisch
(not) any more MORE 2	['nɒt eni 'mɔː]	nicht mehr
anybody MORE 2	['eni'bɒdi]	irgendjemand
anyone MORE 2	['eniwʌn]	irgendjemand
Anything else? MORE 1	['ænɪθɪŋ 'els]	Sonst noch was?
anyway MORE 1	['eni'weɪ]	sowieso; jedenfalls
anywhere U1/2	['eni'weə]	irgendwo; überall
Apartheid U9/2	[ə'pɑːt'heɪt]	Apartheid, Rassentrennung
apartment U6/5b	[ə'pɑːtmənt]	Wohnung; Apartment
appear MORE 2	[ə'pɪə]	erscheinen
aquarium U5/1	[ə'kweəriəm]	Aquarium
(shopping) arcade U5/ME1	[ɑː'keɪd]	(Einkaufs-)Pa[illegible]
area MORE 2	['eəriə]	Ge[illegible]on
Argentina U6/5a	[aːdʒən'tiːnə]	Arg[illegible]
argue U10/D2	['aːgjuː]	[illegible]mentieren
argument MORE 2	['ɑːgjumənt]	[illegible]reit
armchair MORE 2	['aːmtʃeə]	[illegible]hl
around MORE 1	[ə'raʊnd]	herum
arrange U6/DSC1	[ə'reɪndʒ]	[illegible]anlass[illegible], [illegible]n
arrangement U6/DSC	[ə'reɪn[illegible]t]	Ab[illegible]chung, [illegible]reitung
arrest MORE 2	[illegible]	[illegible]haftung; verhaften
arrive MORE 1	[illegible]	ankommen
arrow U11/10	['ɑːr[illegible]	Pfeil
art gallery U5/[illegible]	[illegible]	Kunstgalerie
artist U1/1	[illegible]'ɑːtɪst]	Künstler/in
as U1/5	[illegible]	wie
as ... as MORE 1	[əz [illegible]	(genau-)so ... wie
as though U11/4	[əz ðəʊ]	als ob
as well as MORE 2	[əz wel əz]	sowie, und auch
ash U12/2b	[æʃ]	Asche
ask about sb U2/7a	[ɑːsk ə'baʊt]	sich nach jdm erkundigen
ask sb for sth MORE 1	['ɑːsk fə]	jdn um etwas bitten
ask sb to do sth U1/1	[ɑːsk tə duː]	jdn bitten etwas zu tun
ask the way U5/ME2	[ɑːsk ðə weɪ]	nach dem Weg fragen
(be) asleep MORE 1	[bi[illegible]	schlafen
assistant MORE 2	[illegible]istə[illegible]	Mitarbeiter/in, Verkäufer/in
(not) at all U1/DSC1	[illegible]	überhaupt nicht
at first MORE 1	[ət fɜːst]	zuerst
at least MORE 2	[illegible]t 'liːs[illegible]	mindestens, wenigstens
at the same ti[illegible] U7/DSC1	[æt ðə 'seɪm 'taɪm]	gleichzeitig
attach sth (to an ema[illegible] U14/3	[illegible]æt̬ʃ]	etwas (an eine Mail) anhängen
attack [illegible]RE 2	[ə'tæk]	angreifen
attack	[ə'tæk]	Angriff
att[illegible]dant [illegible]	[ə'tendənt]	Begleiter/in, Aufseher/in
[illegible]	[ə'trækʃn]	Attraktion
att[illegible]tive [illegible]5	[ə'trektɪv]	attraktiv, anziehend
audience [illegible]1	[ɔːdiəns]	Publikum
[illegible]udition U1/5	[ɔː'dɪʃn]	Vorsprechen
[illegible]ORE 1	[ɑːnt]	Tante
Aust[illegible]an MORE [illegible]	['ɒstriən]	österreichisch; Österreicher/in
[illegible]thor U2/[illegible]	['ɔːθə]	Autor/in
[illegible]uthority [illegible]3/14	[ɔːθɒrəti]	Autorität
avalanc[illegible] U12/1	['ævə'lɑːntʃ]	Lawine
avoid [illegible]5/[illegible]	[ə'vɔɪd]	vermeiden
a[illegible]ard U8/11	[ə'wɔːd]	Preis, Auszeichnung
a[illegible]y (from) MORE 1	[ə'weɪ frəm]	weg (von)
[illegible]wesome MORE 2	['ɔːsəm]	beeindruckend
[illegible]wful MORE 1	['ɔːfl]	furchtbar, schrecklich, scheußlich

B

back MORE 2	[bæk]	Rücken
back pocket U2/6	[bæk 'pɒkɪt]	Gesäßtasche
back seat U9/6	['bæk 'siːt]	Rücksitz
backache MORE 2	['bækeɪk]	Rückenschmerzen
background singer U1/5	['bæk'graʊnd]	Hintergrundsänger/in
backpack (AE) U11/7	['bæk'pæk]	Rucksack
bad hair day U8/D	['bæd heə deɪ]	Tag, an dem einfach alles schiefgeht
bad luck U6/1a	['bæd 'lʌk]	Pech
bad news U6/5a	[bæd njuːz]	schlechte Nachrichten

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badly MORE 2	['bædli]	schlecht; hier: sehr
bag MORE 1	[bæg]	Tasche
balcony U2/3	['bælkəni]	Balkon
bark MORE 2	[bɑːk]	bellen
base U1/G	[beɪs]	Fuß, Basis
basket MORE 2	['bɒːskɪt]	Korb
bath MORE 2	[bɑːθ]	Badewanne
bathroom MORE 1	['bɑːθrʊm]	Badezimmer
battery U10/13	['bætri]	Batterie, Akku
beach MORE 1	[biːtʃ]	Strand
bear MORE 1	[beə]	Bär
beard MORE 1	[bɪəd]	Bart
beat U4/6	[biːt]	schlagen, klopfen
beautiful MORE 1	[bjutɪfəl]	schön
because of MORE 2	[bɪ'kəz əv]	wegen
become MORE 1	[bɪ'kʌm]	werden
before U2/1	[bɪ'fɔː]	vorher, bevor
beg U2/6	[beg]	bitten, betteln
begin MORE 2	[bɪ'gɪn]	anfangen, beginnen
behave MORE 2	[bɪ'heɪv]	sich benehmen
believe MORE 1	[bɪ'liːv]	glauben
below MORE 1	[bɪ'ləʊ]	unten; unterhalb
belt MORE 2	[belt]	Gürtel
benefit concert U1/1	['benɪfɪt 'kɒnsət]	Benefizkonzert
beside MORE 2	[bɪ'saɪd]	neben
bestseller U3/4	[ˌbest'selə]	Bestseller
bestselling U1/1	[best'selɪŋ]	Bestseller-
You bet. U11/2	[juː 'bet]	Da[illegible] kan[illegible] du [illegible] g[illegible] aber sich[illegible]
between MORE 1	[bɪ'twiːn]	zwis[illegible]en
bicycle U14/ME1	['baɪsɪkl]	[illegible]rad
bill U2/5	[bɪl]	[illegible]ech[illegible]
billion U1/1	[bɪljən]	[illegible]de
billionaire U8/1	[ˌbɪljə'neə]	Milliard[illegible]
bin U5/D2	[bɪn]	[illegible]mer
binoculars U2/G	['bɪ'nɒk[illegible]ləz]	Fe[illegible]
birthday MORE 1	['bɜːθde[illegible]	[illegible]tstag
bite MORE 2	[illegible]	[illegible], beißen
bleed U4/6	[illegible]	bluten
bleeding U4/5	[illegible]	Blutung
blindness U3/2	['blai[illegible]s]	Blindheit
block sth U2/M[illegible]	[illegible]	etwas blockieren
block of apartmen[illegible] U6/5b	[illegible]lɒk əv [illegible]ents]	Wohnblock
blond U7/ME1	[blɒ[illegible]	blond
blow U2/G	[bləʊ]	wehen, blasen
board U4/6	[bɔːd]	Tafel, Brett; hier: Surfbrett
(on) board MORE 1	[ɒn 'bɔːd]	an Bord
boat MORE 1	[bəʊt]	Boot
boat ride U11/2	[bəʊt raɪd]	Bootsfahrt
bomb MORE 1	[bɒm]	Bombe
bone U3/1	[bəʊn]	Knochen
book U2/7b	[bʊk]	reservieren, buchen
book report U8/D1	['bʊk rɪ'pɔːt]	Inhaltsangabe
bookstall U2/7b	['bʊk'stɔːl]	Bücherstand
boot U11/4	[illegible]	Stiefel
border U9/6	[illegible]ɔːd[illegible]	Grenze
bored MORE 2	[illegible]	gelangweilt
boring U3/15	['bɔːrɪ[illegible]]	langweilig
(be) born MORE [illegible]	[illegible]ɔːn]	geboren (sein/werden)
borrow (from) MORE 2	['bɒrəʊ]	ausleihen (von)
both MORE 1	[illegible]ʊθ]	beide
bottle M[illegible]	['bɒtl]	Flasche
bottle [illegible]k U[illegible]12	['bɒtl 'bæŋk]	Altglascontainer
bottom	[bɒtəm]	untere; Boden
b[illegible]e U8/[illegible]	[baʊns]	aufspringen, federn
... ([illegible]al) U11/2	[bɔɪ]	Junge, Junge …
[illegible]	['bɔɪ'kɒt]	Boykott
boyfriend [illegible]RE 1	['bɔɪfrend]	Freund
brave MORE 2	[breɪv]	mutig, unerschrocken
[illegible] U5/1	['breɪvəri]	Mut
bread MORE 1	[bred]	Brot
[illegible]ak sth M[illegible]RE 1	['breɪk]	etwas zerbrechen
[illegible]eak up wi[illegible] U[illegible]/6	[breɪk 'ʌp]	sich trennen
breathe MORE 2	[briːð]	atmen
bridge MORE 1	[brɪdʒ]	Brücke
br[illegible]t MORE 2	[braɪt]	hell, leuchtend
bri[illegible]nt MORE 2	['brɪliənt]	hervorragend
b[illegible]g good/bad [illegible]ck U6/1b	[brɪŋ gʊd bæd lʌk]	Glück/Pech bringen
bring people together U1/1	[brɪŋ 'piːpl tə'geðər]	Menschen zusammenbringen
(the) British MORE 2	[ðə 'brɪtɪʃ]	britisch; (die) Briten
broadcast U8/1	['brɔːdkɑːst]	senden, übertragen
brush teeth U6/1a	[brʌʃ tiːθ]	Zähne putzen
bubble U11/4	['bʌbl]	Blase
buffalo MORE 1	['bʌfələʊ]	Büffel
bug U10/12	[bʌg]	Käfer, Wanze
build MORE 2	[bɪld]	bauen
building MORE 2	['bɪldɪŋ]	Gebäude
bull shark U4/12	['bʊl ʃɑːk]	Bullenhai
bull terrier U4/D1	[bʊl 'teriər]	Bullterrier
bully MORE 2	['bʊli]	mobben
burn MORE 2	[bɜːn]	(ver)brennen
bury U12/5	['beri]	begraben
bus ride U3/13	['bʌs raɪd]	Busfahrt
bus stop U2/ME2	['bʌs stɒp]	Bushaltestelle

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bush MORE 1	[bʊʃ]	Busch
business U10/9b	['bɪznəs]	Geschäft
busy MORE 2	['bɪzi]	beschäftigt
button MORE 1	['bʌtn]	Knopf
buy MORE 1	[baɪ]	kaufen
by U4/6b	[baɪ]	durch
by U1/2	[baɪ]	von
by MORE 2	[baɪ]	bis, nicht später als
by bus U14/D1	[baɪ 'bʌs]	mit dem Bus
by train U3/13	[baɪ 'treɪn]	mit dem Zug

C

cactus (pl cactuses, cacti) U11/3	['kæktəs]	Kaktus (Kakteen)
Californian U4/12	['kælɪ'fɔːniən]	Kalifornier/in; kalifornisch
call MORE 1	[kɔːl]	rufen; hier: anrufen
call MORE 1	[kɔːl]	Anruf
called MORE 1	['kɔːld]	hier: genannt
caller U2/3	['kɔːlə]	Anrufer/in
calm MORE 2	[kɑːm]	ruhig, friedlich; windstill
camcorder U9/10	['kæmkɔːdər]	Videokamera
camp MORE 2	[kæmp]	Zeltlager
camp site MORE 1	[kæmp saɪt]	Zelt-, Campin[illegible]
campfire U6/1a	['kæmpfaɪə]	Lagerfeuer
can MORE 1	[kæn]	Dose
Canadian U9/3	[kə'neɪdiən]	K[illegible]; ka[illegible]
cannibal U3/4	['kænɪbl]	Kan[illegible] Kannibalin
canoeing MORE 2	[kə'nuːɪŋ]	[illegible]ufahr[illegible]
canvas U8/8	['kænvəs]	[illegible]
canyon U11/7	['kænjən]	[illegible]acht
capital (city) MORE 2	['kæpɪtl]	[illegible]uptst[illegible]
capsule U5/1	['kæpsjuːl]	
captain MORE 1	['kæptɪ[illegible]	Ka[illegible]
car park U10/2	[illegible] pɑːk]	[illegible]latz
careful MORE 1	[illegible]	[illegible]rsichtig, sorgsam
carry MORE 1	[illegible]rɪŋ]	tragen
carry on U10/5	['k[illegible]n]	fortfahren, weitermachen
carry out U9/[illegible]	[illegible]	austragen, durchführen
cartoon MORE 1	[illegible]n]	Zeichentrickfilm
case MORE 2	[keɪs]	Fall; Hülle
cast away U12/5	['kɑːstə'weɪ]	Schiffbrüchige/r
castle MORE 1	['kɑːsl]	Schloss; Burg
catch MORE 1	[kætʃ]	fangen
catch (the train) U11/DSC2	[kætʃ ðə treɪn]	(den Zug) erreichen
catch a cold U6/9	[ˌkætʃ ə 'kəʊld]	sich erkälten
cause U1/2	[kɔːz]	Ursache, Grund
cause U4/1	[kɔːz]	verursachen, auslösen
celebrated U5/1	['selɪbreɪtɪd]	gefeiert
celebrity U1/1	[sɪ'lebrɪti]	Promi, Star
central U5/5	[illegible]	zentral, Mittel-
century U3/2	[illegible]ntʃ[illegible]	Jahrhundert
CEO (= chief executive officer) U8/8	[illegible]zek[illegible] 'ɒf[illegible]	Geschäftsführer/in
certainly MORE [illegible]	['sɜːtnli]	sicher(lich); bestimmt
chairm[illegible] (pl chairme[illegible]) [illegible]4	[illegible]n, 'tʃeəmen]	Vorsitzende/r; Vorstand
chairperson U10/[illegible]	[illegible]eə'pɜːsn]	Vorsitzende/r
chance U[illegible]	[illegible]ɑːns]	Möglichkeit; Chance
change [illegible]ORE [illegible]	[tʃeɪndʒ]	(sich) (ver-)ändern; Wechselgeld
change	[tʃeɪndʒ]	Veränderung, Wechsel
[illegible]nge [illegible]2	[tʃeɪndʒ]	umsteigen
[illegible]g ro[illegible] U9/ME1	['tʃeɪndʒɪŋ 'ruːm]	Umkleidekabine
channel U[illegible]	['tʃænl]	Kanal
charge U3/11	[tʃɑːdʒ]	Gebühr
[illegible]se sb away U3/5	[tʃeɪs ə'weɪ]	jdn verjagen
ch[illegible] MORE 1	[tʃiːp]	billig, preiswert
cheer U4/6	[tʃɪə]	Jubel
[illegible]ck MORE [illegible]	[tʃek]	überprüfen
[illegible]eck out [illegible] U4/1	[tʃek 'aʊt]	etwas untersuchen, überprüfen
chemi[illegible]'s MORE 2	['kemɪsts]	Apotheke
ch[illegible] [illegible]/12	[tʃuː]	kauen
chic[illegible] U4/1	[tʃɪk]	Küken
c[illegible]ish U7/8	['tʃaɪldɪʃ]	kindisch
chimney U6/9	['tʃɪmni]	Kamin
china U6/9	['tʃaɪnə]	Porzellan
chipmunk U4/1	['tʃɪpmʌŋk]	Streifenhörnchen
choice U12	[tʃɔɪs]	Wahl
choose MORE 1	[tʃuːz]	auswählen
church MORE 2	[tʃɜːtʃ]	Kirche
cinema MORE 1	['sɪnəmə]	Kino
circle MORE 1	['sɜːkl]	umkreisen
circus U8/9	['sɜːkəs]	Zirkus
city council U10/2	['sɪti 'kaʊnsl]	Stadtrat
classical music U1/1	['klæsɪkl 'mjuːzɪk]	klassische Musik
classmate MORE 2	['klɑːsmeɪt]	Klassenkamerad/in, Mitschüler/in
clean MORE 1	[kliːn]	putzen
clear the snow U9/3	['klɪə ðə 'snəʊ]	Schnee räumen
climb MORE 1	[klaɪm]	klettern
clock MORE 1	[klɒk]	Uhr
close MORE 1	[kləʊz]	schließen

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close U2/1	[kləʊs]	nahe
close down U10/10	[kləʊz 'daʊn]	schließen, zumachen
clothes (no pl) MORE 1	['kləʊðz]	Kleider, Kleidung
cloudy MORE 2	['klaʊdi]	bewölkt, bedeckt
clumsy U7/DSC3	['klʌmzi]	ungeschickt
coach U13/5	[kəʊtʃ]	Trainer/in
coach U3/1	[kəʊtʃ]	(Reise-)Bus
coast MORE 2	[kəʊst]	Küste
coat MORE 1	[kəʊt]	Mantel
coconut U12/5	['kəʊkə'nʌt]	Kokosnuss
coincidence U2	[kəʊ'ɪnsɪd(ə)ns]	Zufall; Glück, Fügung
cold U8/8	[kəʊld]	Kälte
cold U6/9	[kəʊld]	Erkältung
collapse U12/2a	[kə'læps]	zusammenbrechen, einstürzen
collect MORE 1	[kə'lekt]	sammeln
collection U5/1	[kə'lekʃn]	Sammlung
column U2/D2	['kɒləm]	Säule; hier: Spalte
come along MORE 2	['kʌm ə'lɒŋ]	mitkommen
come back U2/7b	[kʌm bæk]	zurückkommen
Come on ... MORE 1	['kʌm 'ɒn]	Komm jetzt ..., Jetzt hör aber auf ...
come true MORE 1	['kʌm 'truː]	wahr werden
come up U5/1	['kʌm 'ʌp]	hochkommen, hoch fahren
come up to MORE 1	['kʌm 'ʌp tə]	hinkommen
comfortable MORE 2	['kʌmftəbl]	g[illegible]ütli[illegible] a[illegible]
comment U5/6	['kɒment]	Kom[illegible] Bemerkung
commonly U4/1	['kɒmənli]	[illegible]cherweise
commute (to) U11/4	[kə'mjuːt]	[illegible]
company MORE 2	['kʌmp(ə)ni]	[illegible]scha[illegible]rma
comparison U4	[kəm'pærɪs[illegible]	[illegible]ergleic[illegible]
compartment U3/11	[kəm'pɑːtmənt]	[illegible]
competition MORE 2	[kɒmpə[illegible]n]	W[illegible]werb
complain MORE 2	[illegible]m'pleı[illegible]	[illegible]eschweren
complaint U2/D2	[illegible]nt]	[illegible]chwerde, Klage
complaints column U2/D2	[illegible]	"Meckerecke"
complete MORE 1	[kəm[illegible]]	vervollständigen; vollständig
completely U2/7b	[kəm'pl[illegible]]	völlig
cone U8/8	[illegible]	Kegel
confident U8/4	['kɒ[illegible]dənt]	selbstbewusst
confused MORE 2	[kən'fjuːzd]	verwirrt
congratulation MORE 1	[kənˌgrætʃu'leɪʃn]	Gratulation, Glückwunsch
connection U11/4	[kə'nekʃn]	Verbindung
consequence MORE 2	['kɒnsɪkwəns]	Folge, Konsequenz
consider U7/DSC1	[kən'sɪdə]	beachten, bedenken
contact MORE 1	['kɒntækt]	Kontakt
contact sb MORE 1	['kɒntækt]	sich mit jdm in Verbindung setzen
container U10/12	[kən'teɪnə]	Behälter
continue MORE 2	[kən'tɪnjuː]	fortsetzen
control sth MORE 1	[illegible]	etwas regulieren/ kontrollieren
convention U8/10	[illegible]ʃn]	Tagung, Versammlung
conversation [illegible]	[ˌkɒnvə'seɪʃn]	Gespräch
convert MORE 2	[illegible]	umwandeln
cook M[illegible]1	[illegible]	kochen
cooker MORE [illegible]	['kʊkə]	Herd
copy U2/7b	[illegible]pi]	Kopie; hier: Exemplar
corner [illegible]ORE 1	['kɔːnə]	Ecke
correc[illegible] [illegible]	[kə'rekt]	richtig
correct s[illegible]	[kə'rekt]	etwas korrigieren
[illegible] MORE 2	[kɒst]	kosten; die Kosten
[illegible]ld	[kʊd]	könnte(n)/könntest/ könntet
council [illegible]	['kaʊnsl]	(Gemeinde-/Stadt-) Rat
[illegible]nt MORE 1	[kaʊnt]	zählen
co[illegible] MORE 1	['kʌntri]	Staat, Land
countryside MO[illegible]2	['kʌntri'saɪd]	Land(schaft)
[illegible] couple o[illegible]7/DSC1	[ə 'kʌpl əv]	einige, ein paar
[illegible]ourse M[illegible]2	[kɔːs]	Kurs, Lehrgang
cover M[illegible]2	['kʌvə]	Titelseite
cover up MORE 1	['kʌvər 'ʌp]	abdecken
crac[illegible] [illegible]12/13	[kræk]	aufspringen, rissig werden
c[illegible]k U6/2	[kræk]	Spalte, Riss
crash U12	[kræʃ]	Unfall; Absturz
crash U4/10	[kræʃ]	abstürzen
crash into sth U2/ME2	['kræʃ 'ɪntə]	mit jdm/etwas zusammenstoßen
crater U12/3	['kreɪtər]	Krater
crawl U12/11	[krɔːl]	kriechen, krabbeln
crazy MORE 2	['kreɪzi]	verrückt
create MORE 1	[kri'eɪt]	erschaffen, kreieren
creative U8/8	[kri'eɪtɪv]	kreativ
creature MORE 2	['kriːtʃə]	Kreatur, Lebewesen
credit card U2/6	['kredɪt 'kɑːd]	Kreditkarte
crew U2/2	[kruː]	Besatzung
crime MORE 1	[kraɪm]	Straftat; Kriminalität
critic U1/5	['krɪtɪk]	Kritiker/in
criticise U3/4	['krɪtɪsaɪz]	kritisieren
croc (= crocodile) U4/9	[krɒk]	Krokodil
cross MORE 2	[krɒs]	durchqueren, überqueren; Kreuz

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crowded U3/1	['kraʊdɪd]	überfüllt, voll
crush U12/13	[krʌʃ]	zusammendrücken; zerquetschen
crutch U8/9	[krʌtʃ]	Krücke
cry MORE 1	[kraɪ]	weinen; hier: schreien
CU (= see you) (informal) U14/3	['siː 'juː]	Bis bald.
cuckoo U6/4	['kʊkuː]	Kuckuck
cuddly U4/1	['kʌdli]	kuschelig
cupboard MORE 2	['kʌbəd]	Schrank
curious U3/1	['kjʊəriəs]	neugierig
curly U7/ME4	['kɜːli]	gewellt, gekräuselt, lockig
curtain MORE 2	['kɜːtən]	Vorhang
customer MORE 1	['kʌstəmə]	Kunde/Kundin
cut (down) MORE 2	[kʌt]	schneiden, fällen
cute U4/1	[kjuːt]	süß, niedlich
cutie U4/1	['kjuːti]	Schätzchen
cuttlefish U4/1	['kʌtlfɪʃ]	Tintenfisch
cycling MORE 1	['saɪklɪŋ]	Radfahren

D

daily MORE 2	['deɪli]	täglich
danger MORE 2	['deɪndʒə]	Gefahr
be in danger U14/5	[biː ɪn 'deɪndʒə]	in Gefahr sei[illegible]
dangerous MORE 1	['deɪndʒərəs]	g[illegible]
dart frog U4/1	[dɑːt frɒg]	Gol[illegible]frosch
daylight U4/12	['deɪlaɪt]	Tage[illegible]cht
DC current U8/1	[ˌdiː'siː 'kʌrənt]	[illegible]hstrom
dead MORE 2	[ded]	[illegible]t
deadly U4/1	['dedli]	[illegible], lebensge[illegible]ich
deal U5/D3	[diːl]	
death U3/5	[deθ]	T[illegible]
debate U10/D1	[dɪ'beɪt]	D[illegible]te, [illegible]ssion
decide MORE 2	[illegible]	(sich) entscheiden
decision MORE 2	[illegible]n]	Entscheidung; Beschluss
deep MORE 1		tief
deer U9/3	[illegible]ə]	Hirsch
defend U4/12	[illegible]d]	verteidigen
definitely MORE 2	['def[illegible]tli]	eindeutig, definitiv; auf jeden Fall
definition U11/7	['defə'nɪʃn]	Definition, Erklärung
degree (°) MORE 2	[dɪ'griː]	Grad (°)
delayed U3/13	[dɪ'leɪd]	verspätet, verzögert
delicious U11/5	[dɪ'lɪʃəs]	köstlich, lecker
deliver U12/5	[dɪ'lɪvə]	liefern
delivery U12/5	[dɪ'lɪvəri]	Lieferung
delta MORE 2	['deltə]	Delta
democracy U10/9a	[dɪ'mɒkrəsi]	Demokratie
demonstration U10/2	['d[illegible]treɪʃn]	Demonstration, Vorführung
dentist U9/3	[illegible]	Zahnarzt/Zahnärztin
departure U3/11	[d[illegible]	Abreise
depend MORE [illegible]	[dɪ'pend]	abhängen von
describe MORE 1	[illegible]	beschreiben
descrip[illegible] MORE 1	[d[illegible]pʃn]	Beschreibung
desert U11/12	['dezət]	Wüste
desert island U12/8	[illegible]zət 'aɪlənd]	einsame Insel
design	[dɪzaɪn]	entwerfen; Entwurf
desk M[illegible]E 1	[desk]	Schreibtisch
destina[illegible] [illegible]4/5	[ˌdestɪ'neɪʃn]	Reiseziel
d[illegible]y MORE [illegible]	[dɪ'strɔɪ]	zerstören
[illegible]ect	[dɪ'tekt]	entdecken, aufspüren
(get/have) [illegible]tention U13/3	[dɪ'tenʃn]	nachsitzen müssen
[illegible]elop U8/1	[dɪ'veləp]	entwickeln
de[illegible] U8/8	[dɪ'vaɪs]	Gerät
dial MORE 1	['daɪəl]	wählen (Telefonnummer)
[illegible]amond [illegible]	['daɪəmənd]	Diamant
diary [illegible]try U1/DSC3	['daɪəri 'entri]	Tagebucheintrag
die M[illegible]1	[daɪ]	sterben
di[illegible]irst U11/7	[daɪ əv θɜːst]	verdursten
di[illegible]out U14/5	[daɪ 'aʊt]	aussterben
[illegible]ifference MORE 1	[dɪfərənts]	Unterschied
[illegible]fferent MORE 1	['dɪfrənt]	unterschiedlich, anders
difficult MORE 2	['dɪfɪkəlt]	schwierig
dilemma U13	[dɪ'lemə]	Dilemma, Zwangslage
dimwit U14/1	['dimwit]	Dummkopf
direct flight U3/13	[daɪ'rekt 'flaɪt]	Direktflug
directions MORE 2	[dɪ'rekʃəns]	Anweisungen
dirt road U11/7	['dɜːt 'rəʊd]	Feldweg
dirty MORE 2	['dɜːti]	schmutzig
disability U3/2	[ˌdɪsə'bɪləti]	Behinderung; Unfähigkeit
disabled U3/2	[dɪs'eɪbld]	behindert, unfähig
disappear MORE 2	[dɪsə'pɪə]	verschwinden
disappointed MORE 2	[dɪsə'pɔɪntɪd]	enttäuscht
disaster U2/1	[dɪ'zɑːstə]	Katastrophe, Unglück

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discover MORE 2	[dɪ'skʌvə]	herausfinden, entdecken
discuss MORE 2	[dɪ'skʌs]	besprechen, diskutieren
disease U4/1	[dɪ'ziːz]	Krankheit
dishwasher U9/13	['dɪʃwɒʃə]	Geschirrspüler
distance U3/1	['dɪstəns]	Strecke; Entfernung
diver U4/12	['daɪvə]	Taucher/in
dizzy U12/ME3	['dɪzi]	schwindlig
Do you think so? U1/DSC1	[duː ju θɪŋk səʊ]	Meinst du?
do sth about sth U10/14	[duː ə'baʊt]	etwas gegen etwas unternehmen
do the dishes U6/8	['duː ðə 'dɪʃɪz]	(ab-)spülen, abwaschen
documentary U1/1	[ˌdɒkju'mentri]	Dokumentarfilm
Don't be silly. U6/1a	[dəʊnt bi 'sɪli]	Sei nicht albern.
Don't get me wrong. U1/DSC1	[dəʊnt get miː 'rɒŋ]	Versteh mich nicht falsch!
donate U1/1	[dəʊ'neɪt]	spenden
donation U1/1	[dəʊ'neɪʃən]	Spende
dormant U12/3	['dɔːmənt]	inaktiv, ruhend
down U2/3	[daʊn]	entlang
dragon MORE 2	['drægən]	Drache
dramatic U11/8	[drə'mætɪk]	dramatisch
draw MORE 1	[drɔː]	zeichnen
drawbridge U5/1	['drɔːbrɪdʒ]	Zugbrücke
drawing U8/10	['drɔːɪŋ]	Zeichnung; P[illegible]
dreadful U1/1	['dredfəl]	furchtbar, entsetzlich
dream MORE 1	[driːm]	T[illegible]
dream (about) UMORE 1	[driːm ə'baʊt]	trau[illegible]
dress MORE 1	[dres]	Kleid[illegible]
drill U9/G	[drɪl]	[illegible]en
drive off U14/8	['draɪv 'ɒf]	[illegible]rtr[illegible]r: [illegible]en
drive up to U3/7	[draɪv ʌp tə]	hinauffah[illegible]
drop MORE 2	[drɒp]	[illegible]n (lassen)
drought U12/1	[draʊt]	[illegible]eit, Dürre
dry MORE 2	[draɪ]	tr[illegible]en
duck MORE 2	[illegible]	
dump U10/13	[illegible]	wegwerfen
dungeon U5/1	[illegible]dʒ[illegible]	Verlies, Kerker
during MORE 2	['dj[illegible]]	während
dusting U8/ME1	[illegible]	Staubwischen
dye sth U9/10	['daɪ]	etwas färben

E

e.g. U4/11	['iː'dʒiː]	z. B.
each MORE 1	[iːtʃ]	jede/r/s
each other MORE 2	['iːtʃ 'ʌðə]	einander
eagle MORE 2	['iːgl]	Adler
earache MORE 2	['ɪəreɪk]	Ohrenschmerzen
earring U9/10	['ɪərɪŋ]	Ohrring
early MORE 1	['ɜːli]	früh
earth MORE 1	[ɜːθ]	Erde
earthquake U12	['ɜːθ'kweɪk]	Erdbeben
east MORE 2	[iːst]	Osten
editor U2/D1	[illegible]	Herausgeber/in
education MORE 2	[illegible]dʒu[illegible]ʃn]	(Aus-)Bildung
effect U8/2a	[illegible]	Auswirkung, Folge; hier: Effekt
(not) either U7/[illegible]	[nɒt 'aɪðə]	auch nicht
electric [illegible]/1	[illegible]	elektrisch, Elektro-
electricity MO[illegible]	[ɪ'[illegible]trɪsəti]	Elektrizität
elegant U4/1	['elɪgənt]	elegant
embarrassing MORE [illegible]	[illegible]'bærəsɪŋ]	peinlich, unangenehm
emerg[illegible]y se[illegible]ces MORE [illegible]	[iˈmɜːdʒənsi 'sɜːvɪsɪs]	Notfalldienst
emotion [illegible]	[ɪ'məʊʃn]	Gefühl, Emotion
[illegible]ty MORE 2	['empti]	leer
[illegible]	['end 'ʌp]	landen; schließlich etwas tun
endless [illegible]	['endləs]	endlos, unendlich lang
[illegible]gy U8/1	['enədʒi]	Energie, Kraft
en[illegible] MORE 1	[ɪn'dʒɔɪ]	genießen
enjoyable U3/2	[ɪn'dʒɔɪəbl	angenehm, erfreulich
[illegible]ormous [illegible]	[ɪ'nɔːməs]	enorm, riesig
enough [illegible]RE 1	[ɪ'nʌf]	genügend, ausreichend, genug
ente[illegible] [illegible]2/7b	['entə]	betreten
en[illegible]rtain U8/2	[ˌentə'teɪn]	unterhalten
[illegible]'e[illegible]tainment U5/5	['entə'teɪnmənt]	Unterhaltung
e[illegible]tirely U8/8	[ɪn'taɪəli]	völlig, komplett
entry U1/9	['entri]	Eintrag; Eintritt
environment U10/9a	[ɪn'vaɪrənmənt]	Umgebung; hier: Umwelt
erupt U12/2b	[ɪ'rʌpt]	ausbrechen
eruption U12/4	[ɪ'rʌpʃən]	Ausbruch
escape MORE 2	[ɪ'skeɪp]	(ent-)fliehen; entkommen
escape U12/4	[ɪ'skeɪp]	Entkommen, Ausweg
especially MORE 2	[ɪ'speʃəli]	besonders
Ethiopia MORE 2	[ˌiːθi'əʊpiə]	Äthiopien
evacuate U12/2b	[ɪ'vækju'eɪt]	evakuieren, räumen
evacuation U12/2b	[ɪ'vækju'eɪʃn]	Evakuierung, Räumung
even MORE 2	['iːvn]	selbst; sogar
even more U6/5a	['iːvn mɔː]	sogar noch mehr
event U4/6	[ɪ'vent]	Ereignis
ever MORE 1	['evə]	je, jemals

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every MORE 1	['evri]	jede/r/s
everybody MORE 2	['evribɒdi]	jede/r; alle
everyone MORE 1	['evriwʌn]	jede/r; alle
everything MORE 1	['evriθɪŋ]	alles
everywhere MORE 1	['evriweə]	überall
evil U6/1a	['iːvl]	böse
exactly MORE 2	[ɪg'zæktli]	genau
exam U2/ME4	[ɪg'zæm]	Prüfung
example (of) MORE 1	[ɪg'zɑːmpl əv]	Beispiel
excellent MORE 1	['eksələnt]	ausgezeichnet, hervorragend
excited MORE 1	[ɪk'saɪtɪd]	aufgeregt
exciting MORE 1	[ɪk'saɪtɪŋ]	aufregend; spannend
Excuse me. U1/DSC1	[ɪk'skjuːz mi]	Entschuldige.
exercise U5/5	['eksəsaɪz]	hier: Bewegung
exist U5/5	[ɪg'zɪst]	existieren
exit U12/11	['eksɪt]	Ausgang
expect U12/3	[ɪk'spekt]	erwarten
expensive MORE 2	[ɪk'spensɪv]	teuer
experience U3/1	['k'spɪəriəns]	Erfahrung; erfahren
experiment MORE 2	[ɪk'sperɪmənt]	Experiment
expert MORE 2	['ekspɜːt]	Experte/Expertin
explain MORE 2	[ɪk'spleɪn]	erklären
explore MORE 1	[ɪk'splɔː]	erforschen, erkunden
explorer U3/4	[ɪk'splɔːrə]	Forscher/in
explosion U12/2b	[ɪk'spləʊʒn]	Explosion
expression U4/3	[ɪk'spreʃn]	Ausdruck, Äu[illegible]
extinct U12/3	[ɪk'stɪŋkt]	e[illegible]inaktiv; aus[illegible]
extra MORE 2	['ekstrə]	zusa[illegible]ich,
extract U2/3	['ekstrækt]	[illegible]ug, Exzerpt
extremely U1/1	[ɪk'striːmli]	[illegible]ßer[illegible] aus

F

face MORE 2	[feɪs]	G[illegible]
fair U4/ME1	[feə]	h[illegible], hell
fake U9/11	[illegible]	[illegible]ch, gefälscht
fall MORE 1	[illegible]	fallen
fall asleep MORE 2	[illegible] 'sliːp]	einschlafen
fall down U12/4	[fɔːl [illegible]]	hinunterfallen
fall ill U1/9	[illegible]	krank werden
fall in love U2/10	[illegible]'fɔːl ɪn 'lʌv]	sich verlieben
fall off MORE 2	[illegible]	zurückgehen; hier: herausfallen aus, herunterfallen von
fall out (with) U7/6	[fɔːl 'aʊt]	sich (zer-)streiten
fall over U12/3	[fɔːl 'əʊvə]	umfallen
famous MORE 1	[feɪməs]	berühmt
fan U12/8	[fæn]	Ventilator, Fächer
fantastic MORE 1	[fæn'tæstɪk]	großartig, toll
far away U11/DSC1	[fɑːr ə'weɪ]	weit weg
farm MORE 1	[fɑːm]	Bauernhof, Farm
farmers' market U11/4	['fɑːmərz 'mɑːkɪt]	Bauernmarkt
fascinating U5/1	['fæsɪneɪtɪŋ]	faszinierend
fast MORE 1	[fɑ[illegible]st]	schnell
favourite; my ... song / **my least ... song** U1/8	[illegible]	mein Lieblingslied / das Lied, das ich am wenigsten mag
fear MORE 2	[fɪə]	Angst; fürchten
feared U4/12	[fɪəd]	gefürchtet
feast U3[illegible]	[illegible]	Festmahl, Festessen
feed MORE 1	[fiːd]	zu essen geben, füttern
feed U4/[illegible]	[illegible]iːd]	fressen, weiden
feel (a[illegible]t) U[illegible]	[fiːl ə'baʊt]	etwas empfinden
female [illegible]	['fiːmeɪl]	weiblich
fe[illegible]e MO[illegible]	[fens]	Zaun
[illegible]y U3/[illegible]	['feri]	Fähre
[illegible]	[fjuː]	wenige
fic[illegible]nal U[illegible]	['fɪkʃənl]	fiktiv, erfunden
field MOR[illegible]	[fiːld]	Feld
[illegible]ht MORE 2	[faɪt]	Kampf; Streit
[illegible]ith) MOR[illegible]	[faɪt wɪð]	streiten, kämpfen
fight back U10/[illegible]	[faɪt bæk	sich verteidigen, zurückschlagen
[illegible]ure out [illegible]	['fɪgər 'aʊt]	herausfinden; ausrechnen; verstehen
file U14/[illegible]	[faɪl]	Datei
fi[illegible] in [illegible]/ME1	[fɪl ɪn]	einfüllen
f[illegible]l U9/DSC1	['faɪnl]	letzte/r/s
[illegible]nally MORE 2	['faɪnəli]]	endlich, zuletzt
[illegible]nd MORE 1	[faɪnd	finden, entdecken
find out MORE 2	[faɪnd aʊt]	herausfinden
fine U4/9	[faɪn]	hier: schön
finish MORE 2	['fɪnɪʃ]	beenden, abschließen
fire MORE 2	['faɪə]	Feuer
firefighter U1/1	['faɪəfaɪtə]	Feuerwehrmann, Feuerwehrfrau
firm U10/9b	[fɜːm]	fest, standhaft
first MORE 1	[fɜːst]	zuerst, als Erstes; hier: zum ersten Mal
fix MORE 2	[fɪks]	festmachen; reparieren
flamboyant U4/1	[flæm'bɔɪənt]	extravagant
flame U12/5	[fleɪm]	Flamme
flash of lightning U12/5	[flæʃ əv 'laɪtnɪŋ]	Blitzstrahl
flat MORE 1	[flæt]	Wohnung

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flexible U8/10	['fleksəbl]	flexibel, anpassungsfähig
flight MORE 2	[flaɪt]	Fliegen; Flug
flood U12	[flʌd]	Überschwemmung, Hochwasser
floor MORE 2	[flɔː]	Boden; hier: Stockwerk
flower market U5/5	['flaʊə'mɑːkɪt]	Blumenmarkt
fluorescent U8/1	[ˌflɔː'resnt]	fluoreszierend, glimmernd
fly MORE 2	[flaɪ]	fliegen
fly out U14/1	['flaɪ 'aʊt]	ausfliegen
foggy MORE 2	['fɒgi]	neblig
follow MORE 1	['fɒləʊ]	folgen
following MORE 1	['fɒləʊɪŋ]	folgende/r/s
for U1	[fɔː]	hier: nach
for U1/6	[fɔː]	seit
for a while U3/6	['fər ə 'waɪl]	eine Weile
for example MORE 2	[fər ɪg'zɑːmpl]	zum Beispiel
for now U4/12	[fə naʊ]	vorerst, erstmal
for the first time U9/7	[fə ðə 'fɜːst 'taɪm]	zum ersten Mal
for the fun of it U1/5	[fər ðə fʌn əv ɪt]	zum Spaß
for years U1/5	[fə 'jɪəz]	seit Jahren, jahrelang
force U12/3	[fɔːs]	Kraft ausüben
foreign U3/5	['fɒrɪn]	ausländisch, fr[illegible]
forest MORE 2	['fɒrɪst]	Wald
forest fire U12/1	['fɒrɪst 'faɪə]	Waldbrand
forget MORE 2	[fə'get]	vergess[illegible]
form U1/G	[fɔːm]	f[illegible]rm
four-wheel drive U11/8	['fɔːwiːl'draɪv]	mit [illegible]
frame U8/8	[freɪm]	[illegible]men
free MORE 1	[friː]	[illegible]ati[illegible]
free MORE 1	[friː]	[illegible]en
(be) free U2/7a	[friː]	[illegible]nichts v[illegible]ben, [illegible]haben
freely U6/1a	['friːli]	fr[illegible] willig
freezing U3/1	['friːzɪŋ]	ei[illegible]t, gefrierend
fresh U5/5	[illegible]	[illegible]n
freshness U11/4	[illegible]	Frische
fridge MORE 2	[illegible]	Kühlschrank
be friends (with) U1/DSC3	[biː [illegible]dz]	(mit jdm) befreundet sein
friendly MORE 2	['frend[illegible]	freundlich
be frightened U2/ME1	[illegible]ɪtnd]	sich fürchten
frightening U4/12	['fra[illegible]ŋ]	Furcht erregend, beängstigend
from ... to ... MORE 1	['frəm 'tə]	von ... nach ...
from head to toe U3/4	[frəm hed tə təʊ]	von Kopf bis Fuß
front seat U14/8	['frʌnt 'siːt]	Vordersitz
frustrated U3/14	[frʌ'streɪtɪd]	frustriert
be full of U12/5	[biː 'fʊl əv]	voller ... sein
fun MORE 1	[fʌn]	lustig, amüsant; Spaß
funny MORE 1	['fʌni]]	lustig, komisch
furniture MORE 2	['fɜːnɪtʃə]	Möbel
furry U4/1	['fɜːri]	pelzig
further U3/1	[illegible]	weiter, ferner
futuristic U5/1	[illegible]uːtʃ[illegible]stɪk	futuristisch

G

gallery [illegible]	[illegible]	Galerie
gallop U3/9	['gæləp]	galoppieren
gap U5/1	[illegible]æp]	Lücke
gas comp[illegible] [illegible]/ME1	[illegible]æs'kʌmpəni]	Gasunternehmen
gas lea[illegible] [illegible]2/M[illegible]	[gæs liːk]	Gasleck
gatewa[illegible] [illegible]12[illegible]	['geɪtweɪ]	Tor; Übergang
generou[illegible]	['dʒenərəs]	großzügig
g[illegible] [illegible]2/7a	[get]	hier: gelangen, kommen
[illegible] [illegible]om [illegible]ere) U2/7b	[get]	hier: ankommen, erreichen
get a mes[illegible]ge [illegible]across U10/7	[get ə 'mesɪdʒ ə'crɒs]	eine Botschaft rüberbringen
[illegible]y U7/8	[get 'æŋgrɪ]	böse werden
get away U3/7	['get ə'weɪ]	fortkommen, wegkommen
[illegible] back U[illegible]/1[illegible]	[get 'bæk]	zurückkommen
get back [illegible]o s[illegible] U1/5	[get 'bæk tuː]	sich mit jdm nochmals in Verbindung setzen
get [illegible]ose to U2/1	[get kləʊz tuː]	aus der Nähe sehen
get [illegible]to sth U12/5	[get 'ɪntə]	in etwas einsteigen
g[illegible]on well (with) U1/DSC1	['get ɒn 'wel wɪð]	sich gut verstehen
get out of bed U12/ME1	['get 'aʊt əv 'bed]	aufstehen
get ready (for sth) U3/DSC3	[get 'redi]	sich (für etwas) bereit machen
get real (informal) U11/ME1	['get 'rɪəl]	am Boden bleiben
get sb/sth wrong U1/DSC1	[get 'rɒŋ]	jdn/etwas falsch verstehen
get tired of sth U12/11	['get 'taɪəd əv]	etwas satt haben
get to U1/DSC3	['get tuː]	ankommen, gelangen
get to know sb U2/D3	[get tə 'nəʊ]	jdn kennenlernen
get together U7/12	[get tə'geðə]	zusammenkommen, sich treffen
get up MORE 1	[get ʌp]	aufstehen
get worse U1/DSC1	[get wɜːs]	schlechter werden
ghost MORE 2	[gəʊst]	Geist
giant MORE 2	['dʒaɪənt]	riesig

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giraffe MORE 2	[dʒə'rɑːf]	Giraffe
girlfriend MORE 2	['gɜːlfrend]	Freundin
give directions MORE 2	['gɪv dɪ'rekʃnz]	den Weg beschreiben
give sth a try U1/5	['gɪv ə 'traɪ]	etwas ausprobieren/versuchen
give in U7/DSC3	[gɪv ɪn]	nachgeben
give up MORE 2	[gɪv 'ʌp]	aufgeben
glasses MORE 2	['glɑːsɪz]	Brille
glove U8/8	[glʌv]	Handschuh
go (to) U3/4	[gəʊ]	hier: fahren
go as far as U5/ME3	[gəʊ əz fɑː əz]	bis zu … gehen
go by (sth) U3/12	['gəʊ 'baɪ]	hier: mit (etwas) fahren
go crazy U12/8	[gəʊ 'kreɪzi]	durchdrehen, ausflippen
go down U3/3	[gəʊ 'daʊn]	hinuntergehen; hier: hinunterfahren
go for a walk MORE 2	['gəʊ fɔːr ə 'wɔːk]	spazieren gehen
go in U5/1	['gəʊ 'ɪn]	hineingehen
go missing U6/1a	[gəʊ 'mɪsɪŋ]	verloren gehen
go off (the road) U14/8	['gəʊ 'ɒf]	hier: (die Straße) verlassen; (von der Straße) abkommen
go shopping U2/3	['gəʊ 'ʃɒpɪŋ]	einkaufen
go through U2/1	['gəʊ 'θruː]	durchgehen
go to bed MORE 1	[gəʊ tə bed]	ins Bett geh
go to sleep MORE 1	['gəʊ tə 'sliːp]	einschlafen
go with U3/10	['gəʊ 'wɪð]	g ; pass
gold digger U11/7	['gəʊld 'dɪgə]	Gold aber
gold rush U11/3	['gəʊld 'rʌʃ]	rausch
golden MORE 1	['gəʊldən]	is en
good luck U6/1b	[gʊd 'lʌk]	
Good point. U4/D3	[gʊd 'pɔɪnt]	Ganz ric Stimmt!
good-looking MORE 2	['gʊd'lʊkɪŋ]	ssehend
Got you (informal) U2/ME1	['gɒt 'j	Er d!
government U5/1	mənt]	erung
grab U3/1		(zu-)greifen
grab hold of sb/sth U6/9	[g hə	jdn/etwas ergreifen
grandparent U6	[græ rənt]	Großelternteil
great MORE 1		großartig; berühmt
green U10	riːn]	grün, umweltfreundlich, ökologisch
grid U10/10	[grɪd]	Rahmen; Tabelle
grizzly bear U9/3	['grɪzli beə]	Grizzlybär
grocery store U11/4	['grəʊsəri stɔː]	Lebensmittelgeschäft
ground MORE 2	[graʊnd]	Boden, Grund
(be) grounded U9/13	[bi 'graʊndɪd]	Hausarrest haben
grow MORE 2	[grəʊ]	wachsen, anbauen; hier: werden
guess MORE 1	[ges]	(er-)raten
Guess what? U1/DSC3	[ges 'wɒt]	Stell dir vor…; Stellt euch vor…
guessing game MORE 1	['gesɪŋ 'geɪm]	Ratespiel
guest MORE 1	st]	Gast
guide MORE 2	d]	Reiseführer/in

H

haircut 8	[' t]	Haarschnitt, Frisur
halfway U2/1	[ˌhɑːf'weɪ]	auf halbem Weg
hall U1/ME5	l]	Halle
hand U5	['hænd]	Zeiger (Uhr)
hand o U10	['hænd 'aʊt]	austeilen, verteilen
handba	['hændbæg]	Handtasche
ha s-on t 4	[hændz 'ɒn θɪŋz]	Dinge zum Anfassen
g o 12	[hæŋ ɒn]	Warte mal kurz.
mal)	['hæŋ 'aʊt]	heraushängen; hier: rumhängen
happen E 2	['hæpən]	passieren, stattfinden
ess U12/5	['hæpinəs]	Fröhlichkeit
hap MORE 1	['hæpi]	glücklich
ppy ending U2/10	['hæpi 'endɪŋ]	Happy End
happy to do sth U1/2	[biː hæpi tə duː]	etwas gerne machen
hard MORE 2	[hɑːd]	hart; hier: schwierig, anstrengend
ha les MORE 2	['hɑːmləs]	harmlos
hat MORE 1	[hæt]	Hut
h MORE 1	[heɪt]	hassen
haunted MORE 2	['hɔːntɪd]	Spuk-
have a conversation U12/5	[həv ə 'kɒnvəseɪʃn]	ein Gespräch führen
have a good time U5/D1	['hæv ə gʊd 'taɪm]	sich amüsieren
have a look U5/DSC5	[həv ə 'lʊk]	sich ansehen
have an interest in sth U2/7b	[hæv ən 'ɪntrəst ɪn]	an etwas Interesse haben, sich für etwas interessieren
have bad luck U6/4	[həv bæd lʌk	Pech haben
have fun MORE 2	[həv fʌn]	Spaß haben
have lunch U3/ME1	['hæv 'lʌntʃ]	zu Mittag essen
head teacher U10/14	[ˌhed 'tiːtʃə]	Schulleiter/in
headache MORE 2	['hedeɪk]	Kopfweh
headmaster/ headmistress MORE 2	[ˌhed'mɑːstə]	Schuldirektor/in
headquarters MORE 2	[hed'kwɔːtez]	Hauptquartier, Zentrale
health U3/1	[helθ]	Gesundheit

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healthy MORE 2	['helθi]	gesund
heart U4/6	[hɑːt]	Herz
heavy MORE 2	['hevi]	schwer
helmet U9/10	['helmɪt]	Helm
help desk U3/13	['help 'desk]	Information
help MORE 1	[help]	Hilfe
help out U1/1	[help aʊt]	(aus-)helfen
helpful U3/12	['helpfl]	hilfsbereit
hero/heroine U1/1	['herəʊɪn]	Held/in
hide MORE 1	[haɪd]	verstecken
high MORE 2	[haɪ]	hoch
hippo MORE 1	['hɪpəʊ]	Nilpferd
hire a car U3/7	['haɪə ə kɑː]	ein Auto mieten
history MORE 2	['hɪstri]	Geschichte
hit U1/1	[hɪt]	Erfolg, Hit
hit MORE 1	[hɪt]	treffen; schlagen
hold MORE 1	[həʊld]	halten, tragen
hold an interview U1/8	[həʊld ən'ɪntəvjuː]	ein Interview führen
hold on to sth U12/3	[həʊld ɒn tə]	sich an etwas festhalten
hold sb tight(ly) U6/5a	['həʊld 'taɪt]	jdn (fest-)halten
hole MORE 1	[həʊl]	Loch
hometown U12/5	['həʊmtaʊn]	Heimatstadt
honest U7/8	['ɒnɪst]	ehrlich
to be honest U7/8	[tə biː 'ɒnɪst]	um die Wahrh[illegible] sagen; ehrli[illegible] gesagt
honestly MORE 2	['ɒnɪstli]	w[illegible]klich, [illegible]hrlic[illegible]
hoodie U9/ME3	['hʊdi]	K[illegible]llover
hope (for) MORE 2	[həʊp]	hoff[illegible]
hope MORE 2	[həʊp]	H[illegible]ffnung
horizon U12/5	[hə'raɪzn]	[illegible]rizont
horrible MORE 2	['hɒrəbl]	[illegible]
horse riding U7/5	['hɔːs raɪdɪŋ]	[illegible]
hospital MORE 1	['hɒspɪtl]	[illegible]ankenh[illegible]s
(the) Houses of Parliament U5/1	[ðə 'haʊzɪz əv 'pɑːləm[illegible]]	[illegible]ament (von Gr[illegible]tannien)
housewife (pl housewives) U9/2	[illegible]aʊs'wa[illegible] [illegible]aɪvz]	[illegible]rau
housework U9/3	[illegible]	Hausarbeit
How about ...? U8/ME4	[[illegible]'bau[illegible]	Was ist mit ...?, Wie wäre es mit ...?
How about you?	[illegible]ju]	Wie sieht's bei dir aus?
How come? U7/12	[illegible]kʌm]	Wie kommt's?
how many MORE 1	[hau [illegible]eni]	wie viele
how much MORE 1	[haʊ mʌtʃ]	wie viel
however U4/12	[haʊ'evə]	egal wie; jedoch
huge MORE 1	[hjuːdʒ]	riesig
human U3/4	['hjuːmən]	menschlich; Mensch
humour U1/DSC3	['hjuːmər]	Humor, Laune
Hungarian U1/1	[hʌŋ'geərɪən]	ungarisch, Ungar/in
hunger U1/1	['hʌŋgə]	Hunger
hungry MORE 1	['hʌŋgri]	hungrig
hunt MORE 2	[hʌnt]	Jagd
hunter U2/G	['hʌntə]	Jäger/in
hurt U2/3	[illegible]	verletzt, verwundet
husband MORE 1	[illegible]ʌzb[illegible]]	Ehemann
hut MORE 1	[illegible]	Hütte
hydroelectric	[illegible]ktrɪk]	Wasserkraft-
hyena U14/6	[haɪ'iːnə]	Hyäne

I

I beg you[illegible] U2/6	[illegible] 'beg jə 'pɑːdn]	Entschuldigung., Tut mir leid.
I can't [illegible]ke U6/DSC[illegible]	[aɪ kɑːnt meɪk ɪt]	Ich schaffe es nicht. (Ich habe keine Zeit.)
[illegible]uldn[illegible]ee more. [illegible]	[aɪ kədnt ə'griː mɔː]	Ich bin ganz deiner Meinung.
I d[illegible]t rea[illegible]ake any not[illegible] U12/4	[aɪ'dɪdnt'riːəli teɪk'eni'nəʊtɪs]	Ich habe es gar nicht wahrgenommen.
[illegible] guess. U6/2	['aɪ 'ges]	Vermutlich.
[illegible] what you [illegible] U1/D1	[aɪ nəʊ wɒt ju miːn]	Ich weiß, was du meinst.
I see. U3/11	[aɪ 'siː]	Aha!; Ich verstehe.
[illegible] afraid [illegible] [illegible]/11	[aɪm ə'freɪd]	Leider ...
[illegible]m off to [illegible] U14/ME4	[aɪm ɒf tə]	Ich fahre nach ...
I'm sor[illegible] MORE 1	[aɪm 'sɒri]	Das tut mir leid.
I'm sorry? U2/7b	[aɪm 'sɒri]	Wie bitte?
I'm s[illegible]e. U1/5	[aɪm ʃʊə]	Ich bin mir sicher.
I[illegible]land U12/3	['aɪsləndɪ]	Island
[illegible] (= identification) U13/2	['aɪ'diː, aɪ'dentɪfɪ'keɪʃn]	Ausweis
identity U4/12	[aɪ'dentɪti]	Identität
idol U1/5	['aɪdl]	Idol, Vorbild
if MORE 2	[ɪf]	wenn, falls, ob
igloo U9/3	['ɪgluː]	Iglu
illegal U10/9a	[ɪ'liːgl]	ungesetzlich, rechtswidrig, illegal
illegally U9/7	[ɪ'liːgəli]	ungesetzlich, illegal
illness MORE 2	['ɪlnəs]	Krankheit, Erkrankung
imagination U12/5	[ɪˌmædʒɪ'neɪʃn]	Vorstellungskraft
imagine MORE 2	[ɪ'mædʒɪn]	sich vorstellen
imitation U14/5	['ɪmɪ'teɪʃn]	Imitation, Nachahmung
immediately MORE 2	[ɪ'miːdiətli]	sofort
important MORE 1	[ɪm'pɔtənt]	wichtig
impossible U3/14	[ɪm'pɒsəbl]	unmöglich
impress U8/4	[ɪm'pres]	beeindrucken

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improve U8/4	[ɪm'pruːv]	verbessern
in case ... U12/11	[ɪn 'keɪs]	für den Fall, dass…; falls…
in fact MORE 2	[ɪn 'fækt]	genau genommen
in front of MORE 1	[ɪn frʌnt əv]	vor
in my opinion U1/DSC1	[ɪn maɪ ə'pɪnjən]	meiner Meinung nach
in order to U3/DSC3	[ɪn ɔːdər tə]	um … zu
in the distance U12/6	[ɪn ðə 'dɪstəns]	in der Ferne
in the meantime U7/8	[ɪn ðə 'miːntaɪm]	in der Zwischenzeit
in the street U6/3	['ɪn ðə 'striːt]	auf der Straße
including U5/1	[ɪn'kluːdɪŋ]	einschließlich
incredible U2	[ɪn'kredəbl]	unglaublich
indeed MORE 2	[ɪn'diːd]	in der Tat, wirklich
Indonesian U12/2b	['ɪndəʊ'niːʒən]	Indonesier/in; indonesisch
indoors U12/3	[ˌɪn'dɔːz]	drinnen
influence U8/1	['ɪnfluəns]	Einfluss
information MORE 2	[ɪnfə'meɪʃn]	Information, Auskunft
information office U11/DSC5	[ˌɪnfə'meɪʃn 'ɒfɪs]	Auskunftsbüro
injure MORE 2	['ɪndʒə]	verletzen
inside MORE 1	[ˌɪn'saɪd]	innen
institute U4/12	['ɪnstɪtjuːt]	Institut
instruction MORE 1	[ɪn'strʌkʃn]	Anweisung, Anleitung
intensely U2/7b	[ɪn'tensli]	äußerst, inte[illegible]
interest U2/7b	['ɪntrəst]	In[illegible]
interfere (with sth) U7/6	['ɪntə'fɪə]	sich [illegible]s) ein[illegible]
interrupt U2/7b	[ɪntə'rʌpt]	[illegible]chbrechen
intonation U9/8	[ˌɪntə'neɪʃn]	[illegible]ton[illegible]
introduce U1/DSC1	[ɪntrədjuːs]	[illegible] st[illegible]
invent MORE 2	[ɪn'vent]	erfinden
invention MORE 2	[ɪn'ventʃən]	[illegible]dung
inventor U8	[ɪn'vent[illegible]]	E[illegible]in
invest U8/1	[ɪn'ves[illegible]	in[illegible]ieren
invitation MORE 1	[illegible]teɪʃn]	[illegible]dung
invite MORE 1	[illegible]	einladen
involve U11/DSC2	[illegible]lv]	einbeziehen
Iranian U12/2a	[ɪ'reɪ[illegible]	Iraner/in; iranisch
island MORE 1	[illegible]	Insel
isle U5/1	[illegible]aɪl]	kleine Insel
issue U10/D3	[illegible]	Ausgabe; Nummer
it says U10/4	[ɪt 'se[illegible]	hier steht
(sb has got what) it takes (informal) U1/5	[əz gɒt wɒt ɪt 'teɪks]	jemand kann was, jemand bringt's
it takes ... U3/G	[ɪt 'teɪks]	man braucht …
It's a deal. U5/D3	[ɪts ə 'diːl]	Abgemacht.
It's worth a try. U5/D3	[ɪts 'wɜːθ ə 'traɪ]	Es ist einen Versuch wert.
italics U8/4	[ɪ'tælɪks]	kursiv
item U12/8	['aɪtəm]	Punkt; hier: Gegenstand

J

jacket MORE 1	[illegible]ʒæk[illegible]	Jacke
jaws U4/12	[illegible]	Maul
join U1/1	[dʒɔ[illegible]	beitreten; hier: sich anschließen
joke MO[illegible]	[illegible]	Witz, Scherz; scherzen
journalist U2/[illegible]	['dʒɜːnəlɪst]	Journalist/in
journey MORE 2	[illegible]ʒɜːni]	Reise
joy U12/[illegible]	[illegible]ʒɔɪ]	Freude
jump o[illegible] sth [illegible]/DS[illegible]	[dʒʌmp 'əʊvər]	über etwas springen
jungle U[illegible]	['dʒʌŋgl]	Dschungel
j[illegible] U4/6	[dʒʌst]	genau
[illegible]	[dʒʌst]	(jetzt) gerade
ju[illegible] case [illegible]2/D3	['dʒʌst ɪn 'keɪs]	für alle Fälle
just kidd[illegible] U14/1	[dʒʌst kɪdɪŋ]	nur scherzhaft gemeint

K

[illegible]ep away from U12/3	[kiːp ə'weɪ frəm]	sich fernhalten von
[illegible]ep doing [illegible] thing U1/DSC1	[kiːp duːɪŋ sʌmθɪŋ]	etwas weiter machen
Keny[illegible] [illegible]10/9a	['kenjən]	Kenianer/in; kenianisch
key [illegible]RE 1	[kiː]	Schlüssel
kill MORE 1	[kɪl]	töten
[illegible]iller whale U4/1	['kɪlə weɪl]	Orca, Schwertwal
[illegible]ind U3	[kaɪnd]	Art, Sorte
kitchen MORE 1	['kɪtʃɪn]	Küche
kitchen table U12/4	['kɪtʃɪn 'teɪbl]	Küchentisch
kite U14/D	[kaɪt]	Drachen
knee U12/11	[niː]	Knie
knock MORE 1	[nɒk]	Klopfen; klopfen
know MORE 1	[nəʊ]	wissen, kennen
You must be kidding. U8/ME1	[jʊ 'mʌst biː 'kɪdɪŋ]	Das meinst du doch nicht im Ernst!, Das soll wohl ein Witz sein!

L

lab (= laboratory) U12/D1	[læb, lə'bɒrət(ə)ri]	Labor
ladder U6/4	['lædə]	Leiter
lake MORE 2	['leɪt'naɪt]	See
lamp post U12/ME5	['læmp pəʊst]	Laternenpfahl

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land mass U12/3	['lænd mæs]	Landmasse
language U1/9	['læŋwɪdʒ]	Sprache
language school U2/7b	['læŋwɪdʒ skuːl]	Sprachschule
large U4/1	[lɑːdʒ]	groß, weit
last MORE 1	[lɑːst]	letzte/r; hier: vorige/r
late-night U9/11	['leɪt'naɪt]	Spät-; spät am Abend
laugh MORE 1	[lɑːf]	lachen
laugh at U7/1	[lɑːf ət]	auslachen
lava U12/2b	['lɑːvə]	Lava
law firm U10/9b	['lɔː 'fɜːm]	Anwaltskanzlei
lawyer U10/9b	['lɔːjə]	Rechtsanwalt, Rechtsanwältin
layer U12/3	['leɪər]	Schicht
lazy U10/12	['leɪzi]	faul; träge
leaf (pl leaves) MORE 2	[liːf, liːvz]	Blatt
leaflet MORE 2	['liːflət]	Prospekt, Flugblatt
leak U2/ME1	[liːk]	Leck
least favourite U1/8	[liːst 'feɪvərɪt]	am wenigsten beliebt(e/er/es)
leave MORE 1	[liːv]	weggehen, verlassen
Leave it out! U8/D3	['liːv ɪt 'aʊt]	Hör auf!; Ist nicht wahr!
leave sb/sth behind U3/DSC3	['liːv bɪ'haɪnd]	jdn/etwas zurücklassen
lend U9/DSC1	[lend]	leihen; borg[illegible]
length U4/12	[leŋkθ]	Länge
lentil U6/5b	['lentəl]	Li[illegible]
leopard U3/4	['lepəd]	Le[illegible]
Let's get organised. U10/2	[lets get 'ɔːgənaɪzd]	Pac[illegible]
Let's see. U7/1	[lets 'siː]	[illegible]ment[illegible]
letter MORE 1	['letə]	[illegible]
letter MORE 1	['letə]	[illegible]
lie U7/7	[laɪ]	[illegible]gen
lie MORE 1	[laɪ]	
life (pl lives) MORE 1	[laɪf, la[illegible]	Le[illegible]
lifeboat U2/1	[illegible]fbəʊt]	[illegible]ngsboot
light U13/ME2	[illegible]	[illegible] (Haarfarbe)
light bulb U8/1	[illegible]	Glühbirne
lighter U12/5	['la[illegible]	Feuerzeug
lightning U12/5	[illegible]	Blitz
like MORE 1	[illegible]	ähnlich; so wie
like sth/sb best U1/[illegible]	[illegible] 'best]	etw/jdn am liebsten mögen
Like what? U9/7	[laɪk [illegible]ɒt]	Was denn zum Beispiel?
line U2/3	[laɪn]	Linie; Zeile; hier: (Telefon-)Leitung
lips U11/8	[lɪps]	Lippen
listen (to) MORE 1	['lɪsn tə]	anhören, zuhören
litter U10/11	['lɪtə]	Abfall, Müll; verstreuen, wegwerfen
litter bug (informal) U10/12	['lɪtə'bʌg]	Umweltverschmutzer/in; Schmutzfink
live U2/3	[laɪv]	live, lebend
lizard MORE 1	['lɪzəd]	Eidechse
loads of (informal) U5/7	['l[illegible]	eine Menge
local U1/1	[illegible]k	hiesig, örtlich
local U1/1	['l[illegible]	Einheimische/r, Ortsansässige/r
locally U10/11	[illegible]ləʊkə[illegible]	am/vor Ort
lodge U[illegible]	[illegible]	Hütte; Lager
lonely U3/2	['ləʊnli]	einsam
look MORE 1	[illegible]ʊk]	aussehen
look after [illegible]	[illegible]ʊk 'ɑːftə]	sich kümmern um
look around U[illegible]	['lʊk ə'raʊnd]	sich umsehen/umschauen
look at [illegible]	[lʊk ət]	ansehen
look for MORE [illegible]	['lʊk fə]	suchen nach
look forward to U3/7	['lʊk 'fɔːwəd]	sich freuen auf
look for[illegible] [illegible]/1	[lʊk aʊt fə]	Ausschau halten
lord MORE [illegible]	[lɔːd]	Lord, adeliger Herr
lose U2/ME4	[luːz]	verlieren
lovely MORE 1	['lʌvli]	entzückend
low [illegible]RE 2	[ləʊ]	niedrig, tief
luck MORE 2	[lʌk]	Glück; Erfolg
lucky MORE [illegible]	['lʌki]	glücklich, Glück haben
lucky charm U6/DSC	['lʌki tʃɑːm]	Glücksbringer
Lucky me! U6/DSC1	['lʌki mi]	Ich Glückspilz!
luckily MORE 2	['lʌkɪli]	glücklicherweise
lunch time MORE 1	['lʌntʃ'taɪm]	Mittagszeit; Mittagspause
sb would like to do sth U7/10	[wʊd 'laɪk tə 'duː]	jemand möchte etwas tun

M

mad MORE 1	[mæd]	verrückt, wütend
made of MORE 1	['meɪd 'əv]	bestehend aus
mag (= magazine) U2/D	[mæg]	Zeitschrift, Magazin
magpie U6/5a	['mægpaɪ]	Elster
main MORE 2	[meɪn]	Haupt-, wichtigste
major U1/1	['meɪdʒər]	bedeutend, hauptsächlich
make a phone call U14/3	['meɪk ə 'fəʊn kɔːl]	telefonieren
make a wish U6/1b	['meɪk ə 'wɪʃ]	sich etwas wünschen
make friends MORE 2	[meɪk 'frendz]	sich anfreunden
make fun of sb U7/1	[meɪk fʌn əv]	sich über jdn lustig machen

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make it U1/5	['meɪk ɪt]	es schaffen
make sb do sth U3/2	['meɪk 'duː]	jdn dazu bringen/ veranlassen, etwas zu tun
make sth U1/1	['meɪk]	etwas machen, etwas herstellen
make sure MORE 2	[meɪk 'ʃɔː]	sich versichern, darauf achten
make up (with sb) U7/6	[meɪk 'ʌp]	sich (mit jemandem) versöhnen
mammal MORE 2	['mæml]	Säugetier
map MORE 2	[mɑːtʃ]	Landkarte
march U10/7	[mɑːtʃ]	Marsch; Demonstration
mark U2/ME4	[mɑːk]	Note, Zensur
mark U6/7	[mɑːk]	markieren, kennzeichnen
market MORE 1	['mɑːkɪt]	Markt
mask MORE 2	[mɑːsk]	Maske
massive U1/DSC1	['mæsɪv]	gewaltig, groß
matter U7/DSC1	['mætə]	Materie; Angelegenheit; Frage; Thema; hier: Problem
maybe MORE 2	['meɪbi]	vielleicht, möglicherweise
Me neither. U1/DSC1	[mi 'naɪðər]	Ich auch nicht.
Me too. U1/DSC1	['mi 'tuː]	Ich auch.
meal U2/7b	[miːl]	Mahlzeit, Ess
mean MORE 1	[miːn]	m[illegible]nen: [illegible]deut
meaning U7/6	['miːnɪŋ]	B[illegible]
in the meantime U7/8	[ɪn ðə 'miːn 'taɪm]	in d[illegible] zeit, inzwischen
measure U12/2a	['meʒə]	[illegible]messen
medical report U7/DSC2	['medɪkl rɪ'pɔːt]	[illegible]
meet MORE 1	[miːt]	b[illegible]nen; [illegible]) treffen
meet U1/DSC3	[miːt]	[illegible]menkommen
meeting U10/2	['miːtɪŋ]	Ve[illegible]nlung; Tr[illegible]n; [illegible]staltung
melt MORE 2	[illegible]	schmelzen
member U2/1	[illegible]bə]	Mitglied
memorial U5/5	[mə [illegible]l]	Denkmal
memory MORE [illegible]	[illegible]	Erinnerung
mention MORE 2	['menʃn]	erwähnen
mess MORE 2	[illegible]	Unordnung, Durcheinander
message MORE 1	['mesɪdʒ]	Nachricht
in the middle of U3/4	[ɪn ðə 'mɪdl əv]	in der Mitte von
midnight MORE 1	['mɪdnaɪt]	Mitternacht
might MORE 2	[maɪt]	könnte; vielleicht (tun, sein)
military U8/1	['mɪlətri]	Militär
mind U3/1	[maɪnd]	Geist, Verstand
mind one's own business U7/6	[maɪnd wʌnz əʊn 'bɪznəs]	sich um seine eigenen Angelegenheiten kümmern
mine MORE 2	[illegible]	mein/e/s
mirror U6/1a	[illegible]ɪrə]	Spiegel
miss MORE 2	[illegible]	verpassen
missing MORE [illegible]	['mɪs[illegible]	fehlend, verschwunden, vermisst
missiona[illegible] U3[illegible]	['mɪ[illegible]ri]	Missionar/in
mistake sth for U4/12	[mɪ'steɪk fə]	etwas mit etwas verwechseln
mix U8/[illegible]	[mɪks]	(ver-)mischen
monke[illegible] MORE [illegible]	['mʌŋki]	Affe
month [illegible]	[mʌnθ]	Monat
m[illegible] MORE [illegible]	[muːn]	Mond
[illegible]re [illegible] U8/D3	['mɔːr ɔː 'les]	mehr oder weniger
[illegible]ared [illegible]/12	[məʊst fɪəd]	meistgefürchtet
motorwa[illegible] [illegible]RE 2	['məʊtəweɪ]	Autobahn
[illegible]mounted police U9/[illegible]	['maʊntɪd pə'liːs]	berittene/r Polizist/in
Mo[illegible]e U9/3	['maʊnti]	berittener Polizist der Royal Canadian Mounted Police
[illegible]ove MORE [illegible]	[muːv]	sich bewegen
move U3/D[illegible]C1	[muːv]	Umzug
move ou[illegible] (of) U2/7a	['muːv 'aʊt]	ausziehen (aus)
m[illegible] ... U2/7a	['muːv tə]	nach ... ziehen; nach ... gehen
m[illegible]vement U10/9a	['muːvmənt]	Bewegung
[illegible]ovie (AE) MORE 2	['muːvi]	(Kino-)Film
(the) movies U2/7a	[ðə 'muːviz]	das Kino
moving U12/11	['muːvɪŋ]	hier: bewegend, ergreifend
MP3-file U14/3	['empiː'θriː'faɪl]	MP3-Datei
mudslide U12/1	['mʌd'slaɪd]	Schlammlawine, Murenabgang
multi-storey car park U10/2	['mʌlti stɔːrɪ 'kaː paːk]	Parkhaus
multicultural U5/7	['mʌlti'kʌltʃərəl]	multikulturell
muscle U8/10	['mʌsl]	Muskel
musical style U1	['mjuːzɪkl staɪl]	Musikstil, -richtung
musician MORE 1	[mju'zɪʃn]	Musiker/in
must MORE 1	[məst]	müssen
mystery U2/D	['mɪstrɪ]	Geheimnis
mystery voice U12/D1	['mɪst(ə)ri vɔɪs]	geheimnisvolle Stimme

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N

natural U12/1	['nætʃərəl]	Natur-
nature U4/12	['neɪtʃə]	Natur; hier: Charakter
near MORE 1	[nɪə]	nahe, in der Nähe von
nearly MORE 2	['nɪəli]	beinahe, fast
neat U11/2	[niːt]	prima; großartig
necklace MORE 1	['nekləs]	(Hals-)Kette
need MORE 1	[niːd]	brauchen
need to MORE 2	[niːd tu]	müssen
neighbour MORE 1	['neɪbər]	Nachbar/in
neither U4/6	['naɪ.ðər]	keine/r/s
nerd U13/6	[nɜːd]	Streber/in
nervous MORE 2	['nɜːvəs]	nervös
nest U4/2	[nest]	nisten
never MORE 1	['nevər]	nie, niemals
new MORE 1	[njuː]	neu
news report U1/1	[njuːz rɪ'pɔːt]	Nachrichtenbericht
newspaper MORE 1	['njuːzpeɪpə]	Zeitung
next U1/5	[nekst]	nächste/r
next-door MORE 2	[nekst dɔːr]	nebenan
Nice one. U10/D3	['naɪs 'wʌn]	Nicht schlecht!
nightmare U4/6	['naɪt'meə]	Albtraum
No chance. U10/D3	[nəʊ 'tʃɑːns]	Niemals!
no way MORE 1	[nəʊ weɪ]	auf keinen F
Nobel Peace Prize U10/9a	[nəʊ'bel piːs 'praɪz]	Friedens[illegible]
noise MORE 1	[nɔɪz]	Lärm
nonsense MORE 2	['nɒnsns]	Unsinn
northeast U11/7	['nɔːθ'iːst]	östlich, Nordost-
nose stud U9/10	[nəʊz stʌd]	[illegible]
not even U1/5	[nɒt 'iːvn]	nich[illegible] mal
not so much U4/12	[nɒt səʊ m[illegible]	nicht wi[illegible]
note MORE 1	[nəʊt]	
note U3/1	[nəʊt]	zu[illegible]ntnis nehmen
notice MORE 1	[illegible]ʊtɪs]	[illegible]rken
notice U10/14		[illegible]teilung, Ankündigung
novel U2/1	['[illegible]	Roman

O

occasionally U12/5	[illegible]ʒnəli]	gelegentlich
ocean MORE 2	['[illegible]	Ozean
ocean liner U14/11	['əʊʃn 'laɪnə]	Kreuzfahrtschiff
octopus MORE 2	['ɒktəpəs]	Tintenfisch
of course MORE 1	[əv 'kɔːs]	natürlich
offer U1/DSC2	['ɒfə]	anbieten
offer MORE 2	['ɒfə]	Angebot
offer an opinion U1/DSC	['ɒfər ən ə'pɪnjən]	eine Meinung äußern
officer MORE 2	['ɒfɪsə]	Beamter/Beamtin, Polizist/in
official language U14/1	[ə'fɪʃl 'læŋgwɪdʒ]	Amtssprache
on air U2/3	[ɒn 'eə]	auf Sendung
on average U4/12	[[illegible]ʒ]	im Durchschnitt
on fire U12/11	[illegible]'faɪ[illegible]	in Flammen, brennen
on my own MORE 2	[ɒ[illegible]	ich selbst, ich alleine
on the way U3/D[illegible]	[illegible] ðə [illegible]eɪ]	unterwegs
on the [illegible]up U1/5	[illegible]weɪ ʌp]	auf dem Weg nach oben
on top U11/8	[ɒn 'tɒp]	oben; obenauf
once MORE [illegible]	[illegible]ʌns]	einmal; sobald
one da[illegible] [illegible]/7a	[wʌn deɪ]	eines Tages
(the) o[illegible]on [illegible]14/[illegible]	[ði 'əʊnli 'wʌn]	der/die/das Einzige
(be) ope[illegible]	['əʊpən tə]	geöffnet für
o[illegible] space U12/[illegible]	['əʊpən speɪs]	offener Platz, Freifläche
[illegible] M[illegible]2	['ɒpə'reɪʃn]	Operation
opinion U[illegible]	[ə'pɪnjən]	Meinung
organise, organize (AE) MORE 2	['ɔːgənaɪz]	organisieren, koordinieren
[illegible]ation, orga[illegible]ization (AE) U4/6	['ɔːgənaɪ'zeɪʃn]	Organisation
[illegible]iginally U1/2	[ə'rɪdʒənəli]	ursprünglich; originell
[illegible]ther MORE [illegible]	['ʌðə]	weitere/r/s
otherwi[illegible] U14/5	['ʌðə'waɪz]	andernfalls, sonst
out of MORE 2	['aʊt əv]	außerhalb
([illegible]) o[illegible] of tune U1/7	[aʊt əf 'tjuːn]	falsch singen/spielen
[illegible] there MORE 2	['aʊt ðeə]	da draußen
[illegible]utdoor U12/3	[aʊtdɔː]	Außerhalb-
outside MORE 1	[aʊt'saɪd]	außen, außerhalb
outsider U13/6	[aʊt'saɪdə]	Außenseiter/in
over U1/1	['əʊvə]	mehr als
(be) over U13/6	[biː 'əʊvə]	vorbei/aus sein
over the top U1/5	['əʊvə ðə tɒp]	übertrieben
over there MORE 1	['əʊvə 'ðeə]	dort drüben
overall U1/DSC5	[ˌəʊvər'ɔːl]	insgesamt
owe U13/5	[əʊ]	schulden
owl U6/6	[aʊl]	Eule
own U8/6	[əʊn]	besitzen
owner MORE 1	['əʊnə]	Besitzer/in

P

pack MORE 2	[pæk]	packen
pad U9/10	[pæd]	Pad; hier: Schützer, Schoner

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paddle U3/4	['pædl]	Paddel
pain MORE 2	[peɪn]	Schmerz
painful U3/1	['peɪnfl]	schmerzhaft
pair U1/4	[peər]	Paar
panic MORE 2	['pænɪk]	in Panik geraten
paper(s) U10/9b	['peɪpə(z)]	Dokument(e), Schriftstück(e)
parcel MORE 1	['pɑːk]	Paket
park ranger U14/8	[pɑːk 'reɪndʒə]	Parkaufseher/in; Förster/in
park sth U10/4	['pɑːk]	etwas (ein-)parken
parliament U5/1	['pɑːləmənt]	Parlament
part MORE 1	[pɑːt]	Teil
be part of sth U10/D2	[biː pɑːt əv]	Teil von etwas sein
pass U8/1	[pɑːs]	vorbeigehen; hier: durchlaufen
passenger U2/1	['pæsɪndʒə]	Passagier/in
passport U3/13	['pɑːspɔːt]	Reisepass
path MORE 2	[pɑːθ]	Weg, Pfad
patient MORE 2	['peɪʃnt]	Patient/in
pavement (BE) U6/G	['peɪvmənt]	Gehsteig
pay MORE 1	[peɪ]	(be-)zahlen
pay attention to U9/8	['peɪ ə'tenʃn tə]	Acht geben; aufpassen
pay back U6/DSC1	[peɪ bæk]	rückerstatten, zurückzahlen
peach MORE 2	[piːtʃ]	Pfirsich
penfriend U9/DSC5	['penfrend]	Brieffreund/
penguin MORE 2	['peŋgwɪn]	Pi[illegible]guin
people MORE 1	['piːpl]	L[illegible]schen
per person U3/11	[pɜː 'pɜːsən]	pro
perform U1/1	[pə'fɔːm]	a[illegible]führen
performer U1/7	[pə'fɔːrmə]	[illegible]stler/
perhaps U4/ME1	[pə'hæps]	[illegible]uell
permission U9	[pə'mɪʃən]	Erlaubnis
personality U1/1	[ˌpɜːsə'nælə[illegible]	[illegible]rsönlic[illegible]eit
pet MORE 1	[pet]	[illegible]
petition U10/7	[pe'tɪʃ[illegible]	Pe[illegible]on
phone box U12/D1	[illegible]n bɒk[illegible]	[illegible]nzelle
phone call U12/D	[illegible]ll	Anruf
phone-in programme U2/3	[illegible]n'[illegible] 'p[illegible]æm]	Sendung mit telefonischer Publikumsbeteiligung
photograph U[illegible]	[illegible]	fotografieren
photographer U2/[illegible]	[illegible]'tɒgrəfə]	Fotograf/in
phrase U1/DSC3	[illegible]	Satz; Ausdruck, (Rede-)Wendung
pick up sth MORE 1	['pɪk 'ʌp]	aufheben, abholen; hier: nehmen
pick up on sth U9/DSC3	[pɪk ʌp ɒn]	etwas bemerken
piece of paper U2/3	[piːs əv 'peɪpə]	Blatt Papier
pilot U2/3	['paɪlət]	Pilot/in

sombody's place MORE 1	[pleɪs]	Wohnung
place name U11/2	['pleɪs 'neɪm]	Ortsname
plan MORE 2	[plæn]	planen
plane MORE 2	[pleɪn]	Flugzeug
planet U2/ME2	['plænɪt]	Planet
planner U10/5	['plæn[illegible]	Planer/in
planning office U10/4	[illegible]ɪs]	Planungsbüro, Planungsamt
plant sth U10/9a	[illegible]	etwas pflanzen
plastic U10/11	['pla[illegible]	Plastik, Kunststoff
plate U12/4	[pleɪt]	Teller
platform [illegible]11/DSC[illegible]	[illegible]]	Bahnsteig
play (mus[illegible]) U[illegible]	[ple[illegible]ɪnjuːzɪk]	Musik machen, spielen
play MORE 1	[illegible]ɪ]	hier: Theaterstück
pleasure	['pleʒə]	Freude, Vergnügen
plenty [illegible]RE 2	['plenti]	eine Menge
plump	[plʌmp]	rund
po[illegible]et mo[illegible]	['pɒkɪt 'mʌni]	Taschengeld
[illegible]m M[illegible] 1	['pəʊɪm]	Gedicht
[illegible]	[pɔɪnt]	zeigen, deuten
po[illegible] MORE [illegible]	[pɔɪnt]	Punkt
point out [illegible]0/D2	[pɔɪnt aʊt]	auf etwas hinweisen
[illegible]ison MORE 2	['pɔɪzn]	Gift
[illegible]us MORE [illegible]	['pɔɪznəs]	giftig
police station [illegible]ORE 2	[pə'liːs 'steɪʃn]	Polizeistation
[illegible]iceman/ [illegible]olicewom[illegible]n [illegible]ORE 1	[pə'liːsmən pə'liːswʊmən]	Polizist/in
polite U2/[illegible]02	[pə'laɪt]	höflich
pond M[illegible] 2	[pɒnd]	Teich
Poor [illegible]! U7/DSC1	[pɔː juː]	Du Armer!
po[illegible]ular MORE 2	['pɒpjələr]	beliebt
p[illegible]ulation U9/4	[ˌpɒpju'leɪʃn]	Bevölkerung
p[illegible]rt U3/13	[pɔːt]	Hafen
possible MORE 2	['pɒsɪbl]	möglich
possibly U6/DSC1	['pɒsəbli]	möglicherweise
post sth U10/ME4	['pəʊst]	etwas (per Post) verschicken
post office MORE 2	[pəʊst 'ɒfɪs]	Post
power U1/1	['paʊər]	Kraft, Energie; Strom
power (up) U8/1	['paʊər]	mit Energie versorgen
power line U12/3	['paʊə laɪn]	Stromleitung
power plant U8/1	['paʊə plɑːnt]	Kraftwerk
power station U5/1	['paʊə 'steɪʃn]	Kraftwerk
practical U8/10	['præktɪkl]	praktisch
practice MORE 1	['præktɪs]	Übung
practise MORE 1	['præktɪs]	üben
prefer sth U3/6	[prɪ'fɜː]	etwas vorziehen, etwas bevorzugen
preparation U3/12	['prepə'reɪʃn]	Vorbereitung

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present MORE 1	['preznt]	Geschenk
press MORE 1	[pres]	drücken
pressure U12/3	[preʃər]	Druck
pretty MORE 2	['prɪti]	ziemlich
previous U11/4	['priːviəs]	vorherig
princess U5/1	[ˌprɪn'ses]	Prinzessin
print (out) MORE 2	[prɪnt]	(aus-)drucken
prison MORE 2	['prɪzn]	Gefängnis
prize MORE 1	[praɪz]	Preis
probably MORE 2	['prɒbəbli]	wahrscheinlich
produce MORE 2	[prə'djuːs]	erzeugen; hier: hervorbringen
product U8/8	['prɒdʌkt]	Produkt, Erzeugnis
profession U9/4	[prə'feʃn]	Beruf
programmer U11/4	['prəʊgræmə]	Programmierer/in
promise MORE 1	['prɒmɪs]	versprechen; Versprechen
prompt U3/12	[prɒmpt]	Hilfe
protect MORE 2	[prə'tekt]	schützen
protest (against) U10/5	[prə'test]	protestieren
protest U10/7	['prəʊtest]	Protest-
protest march U10/7	['prəʊtest 'mɑːtʃ]	Protestmarsch
prototype U8/4	['prəʊtətaɪp]	Prototyp, Modell
proud MORE 1	[praʊd]	stolz
public U10/9b	['pʌblɪk]	öffentlich
pull MORE 1	[pʊl]	ziehen
puncture U3/DSC3	['pʌŋktʃə]	Reifenpanne
punishment U12/3	['pʌnɪʃmənt]	Bestrafung, S
push MORE 1	[pʊʃ]	s rücken
put pen to paper U10/8	[pʊt pen tə 'peɪpə]	unte
put up U2/D2	[pʊt ʌp]	ängen; fste

Q

quake U12/4	[kweɪk]	n
questionnaire U7/8	['kwestʃ 'neə]	F gen
queue U5/1	[kjuː]	(W e-)Schlange,
quickly U1/1		schnell
quiet MORE 1		leise, ruhig
quite MORE 1	[kw	ziemlich

R

rabbit MORE 1	['ra	Kaninchen
rabies U4/1	['reɪbiːz]	Tollwut
race MORE 2	[re's]	Rennen
radar U8/1	['reɪdɑː]	Radar
radiation U4/10	[reɪdi'eɪʃən]	Strahlung
raffle U5/D1	['ræfl]	Tombola, Verlosung
raffle ticket U5/D1	['ræfl 'tɪkɪt]	Lotterielos
raft U12/5	[rɑːft]	Floß
railcard U11/DSC1	['reɪlkɑːd]	Bahnfahrkarte
railway MORE 2	['reɪlweɪ]	Gleise, Schienen; (Eisen-)Bahn
rain MORE 1	[reɪn]	Regen
rainbow MORE 1	[	Regenbogen
rainy MORE 2	ɪni]	regnerisch
raise U5/1	[	(an-)heben, hochziehen
raise money U	[reɪz mʌni]	Geld sammeln, aufbringen
ramp U	[	Rampe
ranger U14/8	['reɪndʒə]	Aufseher/in; Förster/in
rare U3/	ə]	selten
rash U SC1	[ræʃ]	Ausschlag
raven	['reɪvn]	Rabe
reach M	[riːtʃ]	erreichen
r t MORE 2	[ri'ækt]	reagieren
a n	[bi ə 'rɪəl 'peɪn]	eine echte Nervensäge sein
realise, r e (AE) U12/4	['riːəlaɪz]	erkennen, begreifen
son MORE 2	['riːzn]	Grund
r y U3/15	['riːsntli]	kürzlich, vor kurzem, neulich
kon U1/D C1	['rekən]	meinen, vorschlagen
recomm d U3/DSC	['rekə'mend]	empfehlen
reco mendation U3/D C3	[ˌrekəmen'deɪʃn]	Empfehlung
r ord U1/DSC2	['rekɔːd]	Schallplatte, Aufzeichnung
record MORE 2	[rɪ'kɔːd]	aufnehmen; eine Aufnahme machen
rectangle U8/4	['rektæŋgl]	Rechteck
recycle U10/11	[rɪ'saɪkl]	recyceln, wiederaufbereiten
red kite U14/D	[red 'kaɪt]	Roter Milan (Greifvogelart)
redwood tree U11/2	['redwʊd 'triː]	Mammutbaum
refugee MORE 2	[refjʊ'dʒiː]	Flüchtling
refuse U10/9b	[rɪ'fjuːz]	sich weigern
relationship U7	[rɪ'leɪʃnʃɪp]	Beziehung
relax U3/6	[rɪ'læks]	sich entspannen
remarkable U8/8	[rɪ'mɑːkəbl]	bemerkenswert
remember MORE 1	[rɪ'membə]	sich erinnern
remind U9/DSC2	[rɪ'maɪnd]	erinnern
remote MORE 1	[rɪ'məʊt]	Fernbedienung
rename U8/8	[ˌriː'neɪm]	umbenennen
rent sth U11/1	['rent]	etwas mieten
repeat MORE 1	[rɪ'piːt]	wiederholen

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report MORE 2	[rɪ'pɔːt]	Bericht
request U10/ME4	[rɪ'kwest]	Anfrage, Bitte
rescue MORE 1	['reskjuː]	Rettung; retten
rescue dog U12/2a	['reskjuː 'dɒg]	Such- und Rettungshund
rescue operation U12/2a	['reskjuː ɒpə'reɪʃn]	Rettungseinsatz
research U8/8	[rɪ'sɜːtʃ]	Forschung
reservation U3/11	['rezə'veɪʃn]	Reservierung, Buchung
respond MORE 2	[rɪ'spɒnd]	antworten, reagieren
responsible U8/1	[rɪ'spɒnsəbl]	verantwortlich
result MORE 2	[rɪ'zʌlt]	Resultat, Ergebnis
return MORE 1	[rɪ'tɜːn]	zurückkehren; Rückkehr
review U4	[rɪ'vjuː]	Überprüfung; hier: Kritik, Rezension
revision MORE 2	[rɪ'vɪʒn]	Wiederholung
rhino MORE 2	['raɪnəʊ]	Nashorn
rich MORE 1	[rɪtʃ]	reich
Richter scale U12/2a	['rɪktə 'skeɪl]	Richterskala (zur Bestimmung der Stärke eines Erdbebens)
rheumatism U3/1	['ruːmətɪzəm]	Rheuma
ride MORE 1	[raɪd]	reiten
ride MORE 1	[raɪd]	Fahrt, Ritt
ride the waves U2/7b	[raɪd ðə weɪvz]	Wellen reite[illegible] surfen
rider U3/8	['raɪdə]	R[illegible]
ridge U11/7	[rɪdʒ]	Grat[illegible]kamm
ridiculous U10/ME1	[rɪ'dɪkjʊləs]	läch[illegible]ich, [illegible]rd
rig U8/8	[rɪg]	[illegible]r: A[illegible]ung
right U2/6	[raɪt]	[illegible]ng[illegible]y
right U5/ME1	[raɪt]	genau; gl[illegible]
right now MORE 1	[raɪt 'naʊ]	[illegible] sofo[illegible], gleich
right(s) U5/5	[raɪt]	R[illegible]
ring sb up U2/7b	[rɪŋ ʌp[illegible]	jd[illegible]rufen
rip U1/DSC3	[illegible]	[illegible]ißen
river MORE 1	[illegible]	Fluss
roar U13/ME1	[illegible]	hier: das Rauschen
rock MORE 1	[rɒk[illegible]	Stein, Fels
roll MORE 2	[illegible]	rollen
roller-skating M[illegible]	['rəʊlə sk[illegible]ɪŋ]	inlineskaten
Romanian MORE 2	[illegible]nɪən]	rumänisch; Rumäne/Rumänin
romantic MORE 1	[rəʊ'mæntɪk]	romantisch
roof MORE 2	[ruːf]	Dach
round U5/1	[raʊnd]	rund
route U11/1	[ruːt]	Strecke, Route
row U6/4	[rəʊ]	Reihe
royal U5/1	['rɔɪəl]	königlich
rubbish MORE 2	['rʌbɪʃ]	Müll
rucksack U11/7	['rʌksæk]	Rucksack
rude U2/D2	[ruːd]	unhöflich
rule MORE 1	[ruːl]	Regel
rumour U10/2	['ruː[illegible]]	Gerücht
run U12/3	[illegible]	hier: fließen
run away U2/ME1	[illegible] ə[illegible]]	weglaufen
run out (of sth) U3/G	[illegible]	ausgehen (Essen/Geld/Zeit)

S

sad MORE 1	[sæd]	traurig
saddle up a horse	['sædl ʌp ə 'hɔːs]	ein Pferd satteln
sadness U[illegible]	[illegible]ædnəs]	Traurigkeit
safari [illegible] ME[illegible]	[sə'fɑːri]	Safari
safe M[illegible] 2	[seɪf]	sicher
safely U[illegible]	['seɪfli]	sicher, wohlbehalten
s[illegible]y U8/8	['seɪfti]	Sicherheit
M[illegible]	[seɪl]	fahren, reisen, segeln
s[illegible] [illegible]/1	[seɪl]	Verkauf
salesman / **saleswoman** U9/9	['seɪlzmən, 'seɪlz'wʊmən]	Verkäufer/in, Handelsvertreter/in
[illegible] MORE 2	[sɔːlt]	Salz
sa[illegible] [illegible]ORE 1	[seɪm]	gleich, selbe
sandy U12/5	['sændi]	sandig
[illegible]e (money, [illegible]fer) [illegible]4/6	[seɪv 'mʌni]	sparen
save [illegible]ORE 1	[seɪv]	retten
scare [illegible] MORE 2	[skeə]	jdn erschrecken
sca[illegible]d (of) MORE 1	[skeəd]	verängstigt
scar[illegible] MORE 2	['skeəri]	furchterregend; unheimlich
scene MORE 1	[siːn]	Szene
scenery U3/7	['siːnəri]	Landschaft
science MORE 2	['saɪəns]	Wissenschaft
scientist MORE 2	['saɪəntɪst]	Wissenschaftler/in
score a goal U10/D1	[skɔːr eɪ gəʊl]	ein Tor erzielen
script U7/9	[skrɪpt]	Drehbuch
scream MORE 2	[skriːm]	schreien; kreischen
scuba diver U4/12	['skuːbə 'daɪvə]	Sporttaucher/in
scuba diving U14/ME3	['skuːbə 'daɪvɪŋ]	Sporttauchen
sea life U4/12	['siːlaɪf]	Meereswelt
sea lion U4/12	['siː 'laɪən]	Seelöwe
seal U4/1	[siːl]	Seehund, Robbe
search U4/13	[sɜːtʃ]	durch-, absuchen
seat U5/1	[siːt]	Sitz (Politik)
secret MORE 2	['siːkrət]	geheim; Geheimnis
see MORE 1	[siː]	hier: wissen, verstehen
see sb U2/7b	['siː]	jdn treffen

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See you. (informal) U14/1	['siː jə]	Bis bald.
seem U1/DSC3	[siːm]	scheinen
sell MORE 1	[sel]	verkaufen
send off U4/6	[send ɒf]	losschicken, fortschicken
send out sth U10/4	[send 'aʊt]	etwas versenden, verschicken
sensational U1/5	[sen'seɪʃnəl]	sensationell, fantastisch
sense of humour U1/DSC3	[sens əv 'hjuːmər]	Sinn für Humor
seriously U11/4	['sɪriəsli]	ernsthaft
Serves you right. U2/D3	['sɜːvz jə 'raɪt]	Das geschieht dir recht.
set U8/8	[set]	festlegen, aufstellen
seven years bad luck U6/1b	['sevn jɪərz bæd lʌk]	sieben Jahre Pech
several MORE 2	['sev(ə)rəl]	einige; verschiedene
shade U11/8	[ʃeɪd]	Schatten
shake MORE 2	[ʃeɪk]	schütteln
shall U12/ME1	[ʃæl]	sollen
shape U4/12	[ʃeɪp]	Form, Gestalt
share U12/5	[ʃeə]	teilen
great white shark U4/12	['greɪt'waɪt 'ʃɑːk]	weißer Hai
shelf (pl shelves) U8/ME1	[ʃelf, ʃelvz]	Regal
shelter U12/5	['ʃeltə]	Unterschlup[illegible] Schutz
shine U2/7b	[ʃaɪn]	s[illegible]euchten
ship MORE 1	[ʃɪp]	Sch[illegible]
shocked MORE 2	[ʃɒkt]	schockiert
shoot MORE 1	[ʃuːt]	[illegible]eßen
shopping arcade U5/ME1	['ʃɒpɪŋ ɑː'keɪd]	[illegible]nka[illegible]ge
shopping mall U2/6	['ʃɒpɪŋ mɔːl]	[illegible]ucht[illegible] Einkaufs[illegible]um
shorts U2/5	[ʃɔːts]	[illegible] Hose, Shorts
shoulder MORE 1	['ʃəʊldə]	S[illegible]
shout MORE 1	[ʃaʊt]	s[illegible]ien, rufen
show MORE 2	[illegible]	[illegible]n, vorführen
show-off U14/ME1	[illegible]	Angeber/in
shower MORE 2	[illegible]	Dusche; Regenschauer
sick MORE 2	[illegible]	krank
be sick U3/12	['bi[illegible]	sich übergeben; krank sein
sight MORE 2	[illegible]	Anblick
sights U5	[saɪts]	Sehenswürdigkeiten
sightseeing U3/2	['saɪt'siːɪŋ]	Besichtigungen, Sightseeing; Sightseeing-
sign MORE 2	[saɪn]	Zeichen
sign sth U10/7	['saɪn]	etwas unterschreiben/ unterzeichnen
signal MORE 1	['sɪgn(ə)l]	Zeichen, Signal; hier: Empfang
silly MORE 2	['sɪli]	dumm
silver U2/ME1	['s[illegible]	Silber
similar MORE 1	[illegible]mɪlə[illegible]	ähnlich
similarity U2/1	[illegible]ərəti]	Ähnlichkeit
since MORE 2	[sɪ[illegible]	seit
sing MORE 1	[sɪŋ]	singen
singer MORE 1	[illegible]er]	Sänger/in
single [illegible]	[illegible]	Single (Lied)
single mother [illegible]	['sɪŋgl 'mʌðə]	allein erziehende Mutter
sink MORE [illegible]	[illegible]ŋk]	Waschbecken
sink U[illegible]	[sɪŋk]	sinken, untergehen
site U[illegible]	[saɪt]	Stelle, Platz; hier: Gelände
s[illegible] MORE 2	[saɪz]	Größe
[illegible]n U[illegible]	[skɪn]	Haut, Fell
s[illegible] MORE [illegible]	[skɜːt]	Rock
sleeping [illegible] U6/1b	['sliːpɪŋ bæg]	Schlafsack
sleeping [illegible]partment U3/1[illegible]	['sliːpɪŋ kəm'pɑːtmənt]	Schlafabteil (Zug)
sl[illegible]own MORE [illegible]	['sləʊ 'daʊn]	verlangsamen; langsamer werden
[illegible]wly U12/5	['sləʊli]	langsam
[illegible]ell MORE 2	[smel]	Geruch; Gestank; riechen
smile MORE 1	[smaɪl]	Lächeln; lächeln
sm[illegible]e MORE 1	[sməʊk]	Rauch; rauchen
sm[illegible]e detector U12/11	[sməʊk dɪ'tektə]	Rauchmelder
s[illegible]ke MORE 1	[sneɪk]	Schlange
sn[illegible]rkel U4/2	['snɔːkl]	schnorcheln
so far U1/DSC1	['səʊ fɑː]	so weit; hier: bisher
soap U8/5	[səʊp]	Seife
soap opera U12/8	['səʊp 'ɒp(ə)rə]	Seifenoper
soft U4/1	[sɒft]	weich
soft toy U7/1	['sɒft 'tɔɪ]	Stofftier, Kuscheltier
solar system U12/4	[səʊlər sɪstəm]	Sonnensystem
soldier MORE 2	['səʊldʒər]	Soldat/in
solution U8/4	[sə'luːʃn]	Lösung
solve MORE 1	[sɒlv]	lösen
solve one's problems U7/6	[sɒlv wʌns 'prɒbləms]	seine Probleme lösen
somebody MORE 1	['sʌmbədi]	jemand
someone MORE 1	['sʌmwən]	jemand
someone else U2/3	['sʌmwʌn 'els]	jemand anders
something MORE 1	['sʌmθɪŋ]	etwas
sometimes MORE 1	['sʌmtaɪmz]	manchmal
somewhere MORE 2	['sʌmweə]	irgendwo

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soon MORE 2	[suːn]	bald
sore throat U12/ME3	[sɔː ˈθrəʊt]	Halsschmerzen
sb feels/is sorry for sb/sth U4/D3	[fiːlz, ɪz ˈsɒri fə]	jemand/etwas tut jdm leid
sort out U9/DSC3	[sɔːt aʊt]	sortieren; klären
South Africa U9/2	[ˈsaʊθ ˈæfrɪkə]	Südafrika
(English)-speaking U11/3	[ˈspiːkɪŋ]	(englisch)-sprachig
special effect U1/DSC5	[ˈspeʃl ɪˈfekt]	Spezialeffekt
species (pl species) U4/12	[ˈspiːʃiːz]	Spezies, Art
speedboat U8/2	[ˈspiːdbəʊt]	Schnellboot
speedometer U8/1	[spiːˈdɒmɪtə]	Tachometer
spend (time) MORE 1	[spend]	(Zeit) verbringen
spider MORE 1	[ˈspaɪdə]	Spinne
spirit MORE 2	[ˈspɪrɪt]	Geist, Seele
spooky U6/1a	[ˈspuːki]	gruselig
spot sb U11/7	[ˈspɒt]	jdn entdecken/ bemerken
spread (a disease) U4/1	[spred eɪ dɪˈziːz]	(eine Krankheit) verbreiten
square MORE 2	[ˈskweə]	Quadrat, Platz
stage MORE 1	[steɪdʒ]	Bühne
stand up for our rights U10	[ˈstænd ˈʌp fə ˈaʊə ˈraɪts]	unsere Rechte einfordern
statement MORE 1	[ˈsteɪtmənt]	Äußerung
stay U2/7b	[steɪ]	Aufenthalt
stay MORE 2	[steɪ]	untergebrac[illegible] wohnen
stay away from U4/1	[steɪ əˈweɪ frəm]	s[illegible]ten von
stay in U11/ME1	[ˈsteɪ ˈɪn]	zu H[illegible]ben
stay low U12/12	[steɪ ləʊ]	unten bleib[illegible]
stay out of U4/6	[steɪ aʊt əv]	[illegible]raushalten
stay up late U9/11	[steɪ ʌp leɪt]	[illegible] s[illegible]ben
steal MORE 2	[stiːl]	stehlen
steep U11/7	[stiːp]	[illegible]
step MORE 2	[step]	S[illegible]
stereo U1/ME3	[steriəʊ]	St[illegible]anlage
stick U3/1	[illegible]	[illegible]
stick to sth U10/14	[illegible]	sich an etwas halten
still MORE 1	[illegible]	immer noch
still U11/4	[stɪl]	trotzdem, dennoch
stomach MORE [illegible]	[illegible]	Magen
stomach ache M[illegible]	[ˈstʌmək [illegible]]	Bauchschmerzen
stone U6/4	[illegible]	Stein
storm out (of) U7/6	[stɔ[illegible] aʊt]	hinausstürmen (aus)
story MORE 1	[ˈstɔːri]	Geschichte
straight U7/ME4	[streɪt]	glatt (Haare)
straight ahead MORE 2	[streɪt əˈhed]	genau vor, geradeaus
straightaway MORE 2	[ˌstreɪtəˈweɪ]	sofort, geradewegs
strange MORE 2	[streɪndʒ]	seltsam, merkwürdig
strawberry U13/ME2	[ˈstrɔːbəri]	Erdbeere
street artist U5/1	[striːt ˈɑːtɪst]	Straßenkünstler/in
stressed U6/7	[strest]	hervorgehoben, markiert
strict U7/ME1	[s[illegible]	streng
strike U12/5	[illegible]aɪk]	einschlagen, treffen
stud U9/10	[illegible]	Stecker; hier: Nasenpiercing
study sth U1/M[illegible]	[ˈstʌdɪ]	hier: etwas eingehend betrachten
study U[illegible]	[illegible]	Untersuchung, Studie
stuff (informal) [illegible]	[stʌf]	hier: solche Sachen
stunning U4/[illegible]	[illegible]ʌnɪŋ]	atemberaubend
stupid [illegible]	[ˈstjuːpɪd]	dumm, albern
subma[illegible] U[illegible]	[ˌsʌbməˈriːn]	Unterseeboot
subway [illegible]	[ˈsʌbweɪ]	U-Bahn
s[illegible]ssful U1/2	[səkˈsesfl]	erfolgreich
[illegible]h M[illegible]	[sʌtʃ]	solch/er/es; so
[illegible] U1/[illegible]	[sʌtʃ əz]	wie zum Beispiel
suddenly [illegible]E 2	[ˈsʌdənli]	plötzlich
suffer U1/1	[ˈsʌfə]	erleiden
[illegible]r from sth U3/[illegible]	[ˈsʌfə frəm]	an/unter etwas leiden
suggest MORE 2	[səˈdʒest]	vorschlagen
[illegible]gestion MORE 2	[səˈdʒestʃn]	Vorschlag
[illegible]it U1/5	[suːt]	Anzug
suitca[illegible]e [illegible]/3	[ˈsuːtˈkeɪs]	Koffer
sum up U10/9b	[sʌm ʌp]	zusammenfassen
su[illegible]ary U2/D2	[ˈsʌməri]	Zusammenfassung; Inhaltsangabe
s[illegible]burned U14/G	[sʌnbɜːnt]	Sonnenbrand haben
sunglasses U2/5	[ˈsʌnglɑːsɪz]	Sonnenbrille
sunny MORE 1	[ˈsʌni]	sonnig
superstition U6	[suːpəˈstɪʃn]	Aberglaube
superstitious U6/4	[suːpəˈstɪʃəs]	abergläubisch
support U1/2	[səˈpɔːt]	unterstützen
suppose U4/12	[səˈpəʊz]	annehmen, vermuten
be (not) sure U2/7b	[biː ˈʃɔː]	sich (nicht) sicher sein
surf the web U7/4	[sɜːf ðə web]	im Internet surfen
surface U12/3	[sɜːfɪs]	Oberfläche
surfboard U2/7b	[ˈsɜːfˈbɔːd]	Surfbrett
surfer MORE 2	[ˈsɜːfə]	Surfer/in
surfing U4/6	[ˈsɜːfɪŋ]	Surfen, Wellenreiten
surprise MORE 1	[səˈpraɪz]	überraschen; Überraschung
surprised U2/ME2	[səˈpraɪzd]	überrascht

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survival U12	[sə'vaɪvl]	Überleben
survive U2/1	[sə'vaɪv]	überleben
survivor U12/2a	[sə'vaɪvə]	Überlebende/r
suspect U5/1	[sə'spekt]	Verdächtige/r
swan U4/1	[swɒn]	Schwan
swarm U3/1	[swɔːm]	Schwarm
sweater MORE 1	['swetə]	Pullover
sweep MORE 2	[swiːp]	kehren
sweets MORE 1	[swiːts]	Süßigkeiten
go for a swim U4/1	[gəʊ fə eɪ swɪm]	schwimmen gehen
sympathy U7/DSC	['sɪmpəθi]	Mitleid

T

table MORE 1	['teɪbl]	Tisch
table MORE 1	['teɪbl]	Tabelle; Liste, Verzeichnis
take U1/5	[teɪk]	hier: dauern
take a course U2/7b	['teɪk ə 'kɔːs]	einen Kurs besuchen, belegen
take a photo U3/DSC1	[teɪk ə 'fəʊtəʊ]	ein Foto machen
take care U4/12	[teɪk keə]	Pass auf dich auf!
take control U4/6	[teɪk kən'trəʊl]	die Kontrolle übernehmen
take it easy MORE 2	[teɪk ɪt 'iːzi]	sich schonen; sich keinen Stress machen
take notes U1/8	['teɪk 'nəʊts]	(sich) Notizen machen
take part in U3/1	[teɪk pɑːt ɪn]	teilnehmen
take place MORE 1	[teɪk pleɪs]	stattfinden
take sb out U2/7b	['teɪk 'aʊt]	jdn (zum Essen, einen Drink) einladen
take sth to sb U2/8	['teɪk tə]	etwas [illegible]gen
take turns MORE 2	[teɪk tɜːns]	etwas ab[illegible]selnd
talent U1/5	['tælənt]	[illegible]
talk U10/10	[tɔːk]	sp[illegible]hen; hier: [illegible]äch
talk about sth U1	[illegible]ʊt]	über etwas sprechen
talk nonsense U6/1b	[illegible]	Unsinn reden
tame U4/9	[illegible]	zahm
tan MORE 2	[illegible]	Bräune
task MORE 1	[illegible]sk]	Aufgabe, Auftrag
taste U3/1	[illegible]	Geschmack; schmecken; kosten
tasty U3/12	['teɪsti]	lecker
teach MORE 2	[tiːtʃ]	unterrichten, lehren
tear U12/5	[teə]	reißen
tech company U11/4	[tek 'kʌmpəni]	Technologie-unternehmen
teen MORE 2	[tiːn]	Teenager
telethon U1/1	['telɪθɒn]	Spendenmarathon (im Fernsehen)
tell a lie MORE 2	[tel eɪ laɪ]	eine Lüge erzählen
tell on sb U7/DSC3	[tel 'ɒn]	jdn verpetzen
tent U3/4	[tent]	Zelt
terrible MORE 1	[illegible]	entsetzlich, furchtbar
territory U4/12	[illegible]	Gebiet, Territorium
terrorist attack U11/[illegible]	['te[illegible]k]	Terroranschlag
(the river) Thames U5/1	[ðə 'temz]	die Themse
That's right. U[illegible]/7a	[illegible]raɪt]	Das stimmt.; Das ist richtig.
the oldest trick in the book [illegible]/ME1	[illegible]əʊldest 'trɪk [illegible] ðə 'bʊk]	der älteste Trick, den es gibt
The sooner, the better. [illegible]8/[illegible]	[ðə 'suːnə ðə 'betə]	Je eher, desto besser.
theatre	['θɪətə]	Theater
theme park U[illegible]/12	['θiːm pɑːk]	Themenpark
themselves [illegible]/12	[ðem'selvz]	sich; (sie) selbst
That's a the[illegible]ght. U5/D3	['ðeəz ə 'θɔːt]	Das ist eine gute Idee.
thief (pl thieves) MORE 2	[θiːf, θiːvz]	Dieb/in
thin [illegible]/ME4	[θɪn]	dünn
think about U3/[illegible]	[θɪŋk ə'baʊt]	nachdenken
think of (sb/sth) U2/7b	['θɪŋk 'əv]	an (jdn/etwas) denken; sich ausdenken
think sth of sth U1/5	['θɪŋk 'əv]	etwas von etwas halten, eine Meinung zu etwas haben
thirst U11/7	[θɜːst]	Durst
thirsty MORE 1	['θɜːsti]	durstig
thrill ride U6/ME1	['θrɪl raɪd]	Fahrgeschäft
thrilling MORE 1	[θrɪl]	aufregend; faszinierend
throat MORE 2	[θrəʊt]	Hals
through MORE 2	[θruː]	durch
throughout the year MORE 2	[θruː'aʊt ðə 'jɪə]	im ganzen Jahr
throw MORE 1	[θrəʊ]	werfen
throw a party U5/9	['θrəʊ ə 'pɑːti]	eine Party geben
throw away MORE 1	['θrəʊ ə'weɪ]	wegwerfen
thunderstorm MORE 2	['θʌndəstɔːm]	Gewitter
tick MORE 1	[tɪk]	ankreuzen, abhaken
ticket U1/1	['tɪkɪt]	Eintrittskarte
tidy (up) MORE 2	['taɪdi ʌp]	aufräumen
tiger shark U4/6	['taɪgə 'ʃɑːk]	Tigerhai
tiger's eye U6/4	['taɪgəz aɪ]	Tigerauge (Halbedelstein)

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tightly U6/5a	['taɪtli]	fest
timetable MORE 2	['taɪmteɪbl]	Fahrplan
tiny MORE 1	['taɪni]	winzig
tired MORE 1	['taɪəd]	müde
(be) tired of sth MORE 2	['taɪəd əv]	etwas satt haben
title MORE 1	[taɪtl]	Titel
together MORE 1	[tə'geðə]	zusammen
tolerant U9/13	['tɒlərənt]	tolerant
tooth (pl teeth) MORE 1	[tuːθ, tiːθ]	Zahn
toothache MORE 2	['tuːθeɪk]	Zahnschmerzen
toothbrush U6/9	['tuːθ'brʌʃ]	Zahnbürste
topic MORE 2	['tɒpɪk]	Thema
torture U5/5	['tɔːtʃə]	Folter
touch MORE 1	[tʌtʃ]	anfassen, berühren
tourist office MORE 2	['tʊərɪst 'ɒfɪs]	Reisebüro
toward(s) MORE 1	[tə'wɔːdz]	in Richtung, nach
town council U10/4	['taʊn 'kaʊnsl]	Stadtrat
track U11/8	[træk]	Weg, Pfad
traffic U5/5	['træfɪk]	Verkehr
tragedy U1/1	['trædʒədi]	Tragödie
train MORE 2	[treɪn]	Zug
tram U3/ME3	[træm]	Straßenbahn, Tram
translate MORE 2	[træns'leɪt]	übersetzen
transport U3/ME3	['trænspɔːt]	Transport, Beförderung
(be) trapped U12/2a	[bi 'træpt]	eingeschlos[illegible] sein
travel MORE 2	['trævl]	reisen; Reise[illegible]
travel guide U14/11	['trævl gaɪd]	R[illegible]führ[illegible]/in
traveller U3	['træv(ə)lə]	Re[illegible]
travelling U3/1	['træv(ə)lɪŋ]	Reis[illegible]
tray MORE 2	[treɪ]	T[illegible]ett
tremble U2/7b	['trembl]	[illegible]tern[illegible]
tremor U12/4	['tremə]	Erschütter[illegible]
tribute U1/1	['trɪbjuːt]	[illegible]mmag[illegible]hrung
trick U6/2	[trɪk]	
trip MORE 1	[trɪp]	Re[illegible] Ausflug
tropical storm U12/5	[illegible]pɪkl st[illegible]nsturm
trouble U9/DSC1		Problem, Schwierigkeit
truth MORE 1	[tr[illegible]	Wahrheit
try MORE 1	[traɪ]	Versuch; versuchen
try on MORE 1	[illegible]	anprobieren
try to do sth U1/9	[illegible]ɪ tə duː]	versuchen, etwas zu tun
(the) tube U3/ME3	[ðə [illegible]b]	die Londoner U-Bahn
tune U1/7	[tjuːn]	Melodie
turn MORE 2	[tɜːn]	werden; abbiegen
turn into U12/5	[tɜːn 'ɪntuː]	(sich) verwandeln in
turn left/right U5/ME1	[tɜːn left raɪt]	links/rechts abbiegen
turn on/off MORE 2	[tɜːn ɒn / ɒf]	ein-, ausschalten
turn out U10/D2	[tɜːn aʊt]	sich herausstellen
turn over U14/8	[tɜːn 'əʊvə]	(sich) umdrehen; hier: überschlagen
turn round U6/4	[tɜːn 'raʊnd]	(sich) umdrehen
typhoid U3/4	['taɪf[illegible]d]	Typhus

U

UFO (= unident[illegible] flying object) M[illegible]	['juː ef [illegible]əʊ]	Ufo (unbekanntes Flugobjekt)
umbrell[illegible] [illegible]ORE 1	[illegible]ə]	Regenschirm
(be) unable t[illegible]	[ʌn'eɪbl tə]	nicht imstande sein, etwas zu tun
unbelieva[illegible] [illegible]1/8	[illegible]nbɪ'liːvəbl]	unglaublich
uncle [illegible]E 2	['ʌŋkl]	Onkel
uncom[illegible] [illegible]/4	[ʌn'kɒmən]	ungewöhnlich
uncover [illegible]	[ʌn'kʌvə]	abdecken, enthüllen
[illegible]r MORE 1	['ʌndə]	unter
[illegible] MORE 2	[ˌʌndə'graʊnd]	U-Bahn
un[illegible]heath [illegible]ORE 2	[ˌʌndə'niːθ]	darunter, unterhalb
undersea [illegible]2/2b	['ʌndə'siː]	Unterwasser-
[illegible]derstanding U7/[illegible]	['ʌndə'stændɪŋ]	verständnisvoll
[illegible]nately M[illegible]RE 2	[ʌn'fɔːtʃənətli]	unglücklicherweise
unhappy MORE [illegible]	[ʌn'hæpi]	unglücklich
[illegible]urt U2/3	[ʌn'hɜːt]	unverletzt
[illegible]e United S[illegible]a MORE 1	[ðə juː'naɪtɪd 'steɪts]	die Vereinigten Staaten
unluc[illegible] [illegible]/DSC1	[ʌn'lʌki]	unglücklich
un[illegible]en[illegible]d U12/5	[ʌn'əʊpənd]	ungeöffnet
unp[illegible]k MORE 2	[ʌn'pæk]	auspacken
u[illegible]kable U2/1	[ˌʌnsɪŋkəbl]	unsinkbar
un[illegible]il MORE 1	[ən'tɪl]	bis
unusual MORE 1	[ʌn'juːʒʊəl]	ungewöhnlich
unwell U7/DSC5	[ʌn'wel]	unwohl
up U3/8	[ʌp]	hier: aufstehen
be up late U8/D1	[biː 'ʌp 'leɪt]	lange aufbleiben
up to MORE 2	['ʌp tə]	bis zu
it's up to you U12/D3	[ɪts ʌp tʊː juː]	es liegt an dir
upload sth MORE 2	['ʌp'ləʊd]	etwas hochladen
upon MORE 1	[ə'pɒn]	auf, an
(be) upset about sth U7/12	[bi ʌp'set ə'baʊt]	aufgebracht, verärgert sein
(the) US (= United States) U1/1	[ðə 'juː'es]	die USA
used U10/13	['juːsd]	gebraucht, benutzt
used to doing sth U12/5	['juːsd tə 'duːɪŋ]	etwas normalerweise tun
usually MORE 1	['juːʒʊəli]	gewöhnlich, normalerweise

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V

valley MORE 2	['væli]	Tal
variety U4/1	[və'raɪəti]	Vielfalt
version U1/5	['vɜːʒn]	Version, Fassung
vet MORE 2	[vet]	Tierarzt, Tierärztin
victim U1/2	['vɪktɪm]	Opfer
view U3/12	[vjuː]	Sicht; (Aus-)Blick, Aussicht
village MORE 1	['vɪlɪdʒ]	Dorf
(non-)violent U10/10	['vaɪələnt]	(nicht) gewalttätig
visa U9/7	['viːzə]	Visum
visit MORE 1	['vɪzɪt]	Besuch; besuchen
visitor MORE 1	['vɪzɪtə]	Besucher/in
vocabulary U12/8	[və'kæbjələri]	Wortschatz
voice MORE 1	[vɔɪs]	Stimme
volcanic eruption U12/1	[vɒl'kænɪk ɪ'rʌpʃən]	Vulkanausbruch
volcano U3/1	[vɒl'keɪnəʊ]	Vulkan
vote MORE 2	[vəʊt]	wählen; Wahlstimme

W

wait (for) MORE 1	[weɪt]	warten (auf)
waiter/waitress MORE 2	['weɪtə, 'weɪtrəs]	Kellner/in
wake up MORE 1	[weɪk ʌp	aufwachen
walk by U2/7b	['wɔːk baɪ]	vorbeigehen
walk down U2/3	['wɔːk 'daʊn]	h[illegible]en
walk the dog MORE 2	[wɔːk ðə dɒg]	de[illegible]assi führ[illegible]
walker U8/9	['wɔːkər]	G[illegible]hilfe
walkie-talkie U8/7	[wɔːki tɔːki]	[illegible]ägba[illegible] [illegible]ät
walking stick U3/1	['wɔːkɪŋ stɪk]	[illegible]ock
wall MORE 2	[wɔːl]	Wand
wallet MORE 2	['wɒlɪt]	[illegible]che
want MORE 1	[wɒnt]	w[illegible]
want sb to do sth U8/D2	[illegible]nt tə [illegible]n, dass [illegible]and etwas tut
war MORE 2	[illegible]	Krieg
wardrobe MORE 2	[illegible]rəʊ[illegible]	Kleiderschrank
warm up U3/9	[wɔ[illegible]	(er-)wärmen; aufwärmen
warn U12/2b	[wɔːn]	warnen
warning U4/2	[illegible]ɪŋ]	Warnung
wash U6/1a	[wɒ[illegible]	waschen
wash up U12/5	[wɒʃ ʌp]	anschwemmen
washbasin U1/ME3	['wɒʃ'beɪsn]	Waschbecken
washroom U6/1a	['wɒʃruːm]	Waschraum
wasp U3/1	[wɒsp]	Wespe
waste U1/5	[weɪst]	verschwenden
waste of time MORE 2	[weɪst əv taɪm]	Zeitverschwendung
watch MORE 1	[wɒtʃ]	beobachten, zusehen
watch MORE 1	[wɒtʃ]	Uhr
watch out U2/D3	[wɒtʃ aʊt]	aufpassen
water jug U3/4	['wɔːtə dʒʌg]	Wasserkrug
water-talkie U8/6	[illegible]	Unterwasser Funksprechgerät
waterfall MORE 2	[illegible]ɔːl]	Wasserfall
wave MORE 1	[we[illegible]	Welle
wave MORE 1	[weɪv]	winken
wavy U7/[illegible]4	[illegible]	wellig, gewellt, Wellen-
(on the) way [illegible]	[ɒn ðə weɪ ʌp]	auf dem Weg nach oben
way MORE [illegible]	[illegible]eɪ]	Art, Weise
way U[illegible]	[weɪ]	Weg
weak [illegible]	[wiːk]	schwach
wear MO[illegible]	[weə]	tragen (Kleidung)
[illegible]ther MORE 1	['weðə]	Wetter
[illegible]rd	[wɪəd]	sonderbar, schräg
We[illegible]nd! [illegible]4	[wel sed]	Gut gesprochen!; Ich stimme dir zu!
[illegible]west U3/4	[west]	westlich
[illegible](ward) U12/[illegible]	[west, 'westwəd]	westwärts, nach Westen
wet MORE 1	[wet]	nass
[illegible]land U1/[illegible]	['wetlænd]	Sumpfgebiet
[illegible]hat MO[illegible]	[wɒt]	welche/r/s
What a[illegible] [illegible]2	[wɒt ə]	Was für ein ...!
What ab[illegible]t you? U2/12	[wɒt ə'baʊt ju]	Was ist mit dir?
Wha[illegible]e is there? U1/[illegible]E1	[wɒt els ɪz ðeər]	Was gibt es da noch?
W[illegible] is it? U7/ME1	['wɒt ɪz 'ɪt]	Was gibt's?
What's ... like? U1/ME1	['wɒts 'laɪk]	Wie ist ...?
What's the matter? MORE 2	[wɒts ðə 'mætə]	Was ist denn los?
whatever U6/1a	[wɒt'evə]	was auch immer
wheel MORE 1	[wiːl]	Rad
wheelchair U8/9	['wiːltʃeər]	Rollstuhl
whenever U2/7b	[wen'evə]	wann auch immer
while MORE 2	[waɪl]	während
whisper MORE 1	['wɪspə]	flüstern
who MORE 2	[huː]	der/die/das
whole MORE 1	[həʊl]	ganz, gesamt
whose U1/DSC2	[huːz]	wessen
wide MORE 1	[waɪd]	breit, weit
wife (pl wives) MORE 1	[waɪf]	Ehefrau
wild MORE 1	[waɪld]	wild, wüst
wilderness U3/4	['wɪldənəs]	Wildnis
wildlife MORE 2	['waɪld'laɪf]	wilde Tierwelt; Natur-

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willing to do sth U1/5	['wɪlɪŋ tə 'duː]	bereit/gewillt sein, etwas zu tun
win MORE 1	[wɪn]	gewinnen
windsurfing MORE 2	['wɪndsɜːfɪŋ]	Windsurfen
windy MORE 2	['wɪndi]	windig
wine U11/3	[waɪn]	Wein
wink one's eye U4/9	['wɪŋk wʌnz 'aɪ]	zwinkern; blinzeln
wire U8/8	['waɪə]	Draht
wireless U8/1	['waəɪləs]	drahtlos
wish MORE 1	[wɪʃ]	Wunsch; sich wünschen
without MORE 2	[wɪ'ðaʊt]	ohne
wonderful MORE 1	['wʌndəfl]	wunderbar
wood MORE 1	[wʊd]	Holz
wooden MORE 1	['wʊdn]	hölzern
work MORE 1	[wɜːk]	Arbeit
work hard U1/5	[wɜːk hɒːd]	hart arbeiten
work in pairs U1/4	[wɜːk ɪn peəz]	in Zweiergruppen arbeiten
work in the field U9/7	[wɜːk ɪn ðə fiːld]	auf dem Feld arbeiten
World War I/II U1/1	['wɜːld wɔː 'wʌn/'tuː]	1./2. Weltkrieg
worldwide MORE 2	['wɜːldwaɪd]	weltweit
worried MORE 2	['wʌrid]	besorgt sein
worry MORE 1	['wʌri]	sich sorgen
worry U9/DSC5	['wʌri]	Sorge
the worst U3/13	[ðə 'wɜːst]	der/die/das Schlimmste
(be) worth MORE 2	[wɜːθ]	w[illegible]
be worth a try U5/D3	[biː 'wɜːθ ə 'traɪ]	eine [illegible] wert sein
wound MORE 2	[wuːnd]	[illegible]unden; Wunde
wow (informal) U6/1	[waʊ]	[illegible]ow, [illegible]
wrap U4/6	[ræp]	[illegible]wick[illegible] (ein-)wick[illegible]
wrist U8/8	[rɪst]	[illegible]dgelenk
writer MORE 2	['raɪtə]	[illegible]eller/in

Y

(31)-year-old U4/6	[illegible]	(31)-jährig, (31) Jahre alt
yeah (informal)	[illegible]	ja(wohl)
year MORE 1	[illegible]	Schuljahr
yesterday MORE 1	[illegible]tədeɪ]	gestern
yet U6/1a	[illegible]	schon
You bet! (informal) U11/2	[jʊ 'bet]	Das kannst du mir aber glauben!; Aber sicher!
You see … U4/7	[jʊ 'siː]	Siehst du…
Your turn. U11/ME5	[jɔː tɜːn]	Du bist an der Reihe.
You're having me on! U8/D3	[jɔː 'həvɪŋ mi 'ɒn]	Du willst mich wohl auf den Arm nehmen!
You're joking! U11/2	[jʊə dʒəʊkɪŋ]	Das meinst du doch nicht im Ernst! Das soll wohl ein Witz sein!
You're right. U1/5	[illegible]	Du hast Recht.
You're welcome. MORE 1	[illegible]'we[illegible]m]	Nichts zu danken., Keine Ursache., Gern geschehen.
young MORE 1	[jʌŋ]	jung
yourself (pl yourselves) MORE 1	[illegible]'selvz]	du selbst
youth MORE 1	[juːθ]	Jugend
youth club U3/ME1	[illegible]uːθ 'klʌb]	Jugendzentrum
youth ma[illegible] U9/2b	[illegible]uːθ ˌmægə'ziːn]	Jugendmagazin

Z

[illegible]a MORE 1	['zebrə]	Zebra

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