

Gerngross • Puchta • Holzmann • Lewis-Jones • Stranks

MORE!

3

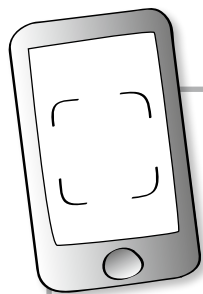
Student's Book



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Enriched course



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MORE! 3 Student's Book Enriched course

Mit Bescheid vom 17. April 2009, GZ: BMUKK-5.000/0019-V/9/2007, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „MORE! Student's Book 3 Enriched 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: BMB-5.028/0006-IT/3/2017 teilt das Bundesministerium für Bildung mit, „dass gegen die aktualisierte Fassung des Werkes MORE – Student's Book 3 Enriched course, BNR 140.674, kein Einwand besteht“.

Mit Bescheid vom 15.07.2019, GZ: BMB-5.028/0007-IT/3/2018 hat das Bundesministerium für Bildung, Wissenschaft und Forschung das E-BOOK+ Angebot zum Unterrichtsmittel „MORE! Student's Book 3 Enriched course“ als geeignet erklärt.

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Student's Book

MORE! ③

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



Enriched course

Zeichenerklärung



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



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



Dazu gibt es ein Video auf DVD.

4 CHOICES

Bei dieser Übung stehen dir zwei Varianten zur Verfügung.



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).



Diese Übung enthält wichtige Inhalte und sollte nicht ausgelassen werden.



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

Mithilfe der kostenlosen **MORE! Media App** kannst du passend zu den Übungen im Schulbuch verschiedene Inhalte über ein Smartphone oder Tablet aufrufen und abspielen. Folgende Symbole zeigen 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, welchen 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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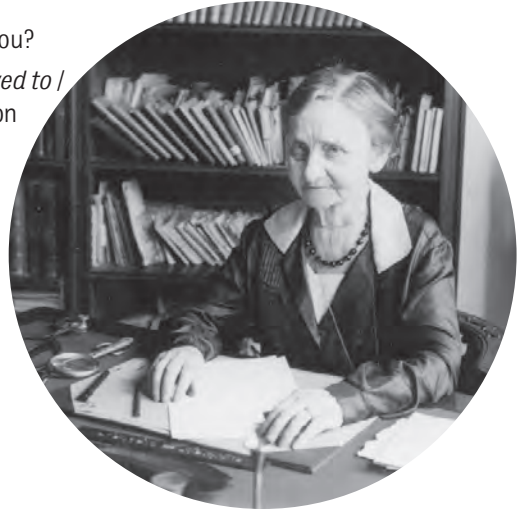
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UNIT 1 Music makes a difference

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 concert
- offer and ask for opinions



BiSt

1

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

Playing for others

On January 12th 1918 a classical music concert took place in the Konzerthaus in Vienna. The money from the tickets went to help the families of the Austrian and Hungarian soldiers who died in the First World War. It was the first example of a benefit concert and showed that music has the power to bring people together and make a difference.

The Concert for Bangladesh

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

In the 1960s, the popularity of pop music and television meant that musicians had a much bigger audience. Benefit concerts could get their messages to people all over the world.

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 the people starving in Ethiopia. He was shocked and wanted to do something to help. He decided to organise a benefit concert. With a few friends he started to make plans for a concert at Wembley Stadium in London. But his plans got bigger and bigger and he





arranged for another concert on the same day 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. Even more amazingly, 1.9 billion people in 150 different countries watched the concerts live on TV. One musician, Phil Collins, was so keen to do as much as he could that straight after his performance at Wembley he got on a plane and flew to Philadelphia so he could play at the Philadelphia concert.

The Live Aid concert featured the hit single "Don't Stop Believin'" which raised a total of \$245 million. But maybe more importantly they made the whole world aware of the terrible situation in Eastern Africa.

AMERICAN Tribute to Heroes



On September 11th 2001, New York 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 telethon without stopping for commercial breaks and 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 to be so big or have so many famous people to help out. Every year many smaller concerts take place in communities all over the world. Local bands and musicians use performances to bring people together and raise awareness of problems much closer to home. The power of music to make a difference is all around us.

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 by a benefit concert?
.....
- 8 Why do you think famous people like to appear on do benefit concerts?
.....
- 9 In what other ways can we help people?
.....



CD1
1/2

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

CD1
3

BiSt

4 Paul Sacks and Sam 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		
Sam Green		



Did 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

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

a try
training
audition
make it
takes
give up
way up
get back

"Dave, you're a brave man, but don't ¹ your real job. Sing at home under the shower, when you're not wearing that suit. But don't waste our time, OK? You're never going to ² as a pop star."

"You're not going to be our next superstar. In fact, you're not going to be a background singer in a band. You haven't got what it takes But don't be too unhappy. You gave it ⁴ that's what's important."

"Maybe you could move a little more when you're singing and not just stand there. But that's not really a problem. I think with the right ⁵ you could be a big star. We'll certainly ⁶ 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"

Get talking Giving an opinion

CD1
5

6 Work in pairs. You are the critics for a pop star. Listen to these three performers and say what you think.



... looks fantastic / doesn't look like a pop star.

... has got a beautiful / terrible voice / needs (doesn't need) training.

... is an excellent singer / is out of tune / has(n't) got what it takes.

... could be the next big star / is never going to make it as a pop star / is(n't) on the way up.

Vocabulary Musical styles

7 Rank the musical styles (1 = your favourite, 12 = your least favourite).

- | | |
|------------------------------------|---------------------------------|
| <input type="checkbox"/> classical | <input type="checkbox"/> folk |
| <input type="checkbox"/> hip-hop | <input type="checkbox"/> indie |
| <input type="checkbox"/> opera | <input type="checkbox"/> pop |
| <input type="checkbox"/> reggae | <input type="checkbox"/> techno |
| <input type="checkbox"/> jazz | |
| <input type="checkbox"/> rock | |



Read the interview and write the number of the question next to the answer.

- | | |
|--------------------------------|--|
| 1 What song do you like best? | 5 Tell us about a song that is special for you. |
| 2 Do you like dancing? | 6 Where do you like listening to music? |
| 3 Where do you get your music? | 7 What's the most important thing in a song for you? |
| 4 What's your favourite band? | |



On the spot

This week Johnny Y from Beatboyz talks about music.

- The Rolling Stones. I know they're an old band but I think they're so cool. And they've written some great tunes. I met Mick Jagger last year. He's a top guy.
- I like songs that have a good tune. Something you can sing along to. I don't care about the lyrics. I never listen to them anyway.
- "Thinking Out Loud" by Ed Sheeran. They played it when I first met my girlfriend. I asked her to dance. She said yes. I love that song. Ed Sheeran writes some great songs.
- I love anything by the Beatles. I like most of their stuff and that's so great. It's one of my girlfriend's favourites, too.
- Not really, but if the song's good, then maybe I'll get up on the dance floor for a few minutes.
- Anywhere, but I really enjoy listening to music in my car – especially when I'm in a traffic jam. It helps me relax.
- I buy CDs from my local music shop. I usually buy two or more a week. Yes, I'm a bit old-fashioned.

Look at the possible answers to the questions in 8. Match the letters with the numbers of the questions above.

- ☐ A Yes, I love it. / I don't mind it sometimes. / No, I can't stand it.
- ☐ B I like it. / I stream it online. / I listen to the radio.
- ☐ C I use my MP3-player. / On the radio. / On my phone.
- ☐ D The lyrics. / The rhythm. / A good melody.

Free flow Talking about music

a Work in pairs. Ask and answer the questions in 8.

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

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 your music

B A website is organising a writing competition about 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 songs you remember best and why
- some thoughts on the concert you want to go to next time

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 CDs every week.

How to form: I + Verb (+ s in der 3. Person Singular)

I like ... He/She/It **likes** ...

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

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

*I **like** songs with a good tune.*

*I **don't care** about the lyrics.*

*Ed Sheeran **writes** some great songs.*

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



Past simple (revision)

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

*He **wasn't** 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:

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.

The Girl Next Door 1



DEVELOPING SPEAKING COMPETENCIES

Language function

- Offering and asking for opinions

Speaking strategy

- Responding to an opinion

The new neighbour

CD 1
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 you think I'm 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 one, 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 Write answers with **Kate, Tom or both**.

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

Useful phrases Offering and asking for opinions

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

- | | |
|---|--|
| 1 Is it any good? <input type="checkbox"/> | 4 I reckon ... <input type="checkbox"/> |
| 2 I think ... <input type="checkbox"/> | 5 In my opinion ... <input type="checkbox"/> |
| 3 What did you think about ... ? <input type="checkbox"/> | 6 How about you? <input type="checkbox"/> |

? What do you think? Answer the questions.

- Are Tom and Kate going to be friends?
- What does Kate invite Tom to do next?



Mobile homework

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

Met my new neighbour today. His name's '.....'! He seems really nice and I think I've found a new friend. He likes the same '.....' as me. That's always a good thing. Anyway, can you believe he's never listened to '.....' on vinyl! So I invited him over to my house to listen to one. He tried to jump over the fence but he ripped his '.....'. It was funny and we laughed. He's got a good sense of humour! Anyway, we got to my house and we walked into the living room and guess what we saw? '.....'! It was really embarrassing.

Speaking strategy Responding to an opinion

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

- | | |
|--|--|
| 1 Kate I think they're really boring and around. | 3 Kate I can't listen to their music any more. |
| Tom M..... n..... | Tom M..... n..... |
| 2 Kate How about you? | 4 Kate It's the best they've done. |
| Tom I c..... | Tom D..... y..... |
| | t..... s..... ? |

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

- the title 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.

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 a summary of a short story
- 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

CRAZY BUT TRUE

-THE TITANIC DISASTER STORY



In 1898 the American author Morgan Robertson wrote a novel called *Futility*. It was about a huge ship on its first trip from the UK to America. In the story this 'unsinkable' ship hits an iceberg and sinks across the ocean. It sinks and most of its 2,500 passengers die. What was the name of this fictional ship? The Titan.

Fourteen years later in real life the world's most famous ship, the Titanic, was also crossing the Atlantic when it hit an iceberg. Of the 2,200 passengers only 705 survived. And there are more similarities between the two stories. Both ships were crossing the ocean in the first of April and both boats had very few lifeboats.

Lifeboats don't stop there. In 1935 another ship was crossing the Atlantic in April. This time it was travelling from Newcastle in England to Canada. As the ship got close to the area of the Titanic tragedy, a member of the crew remembered the famous ship and called to the captain to stop. When the ship finally stopped, it was metres away from a giant iceberg. All the crew were saved. And the name of that ship? The Titanian!

2

Now read the text carefully and answer the questions.

- 1 Which of these ships were real?
- 2 How many passengers died in the Titanic disaster?
- 3 What coincidences between the Titan and the Titanic are there?
- 4 Where was the Titanian going to in 1935?
- 5 Why did a member of the Titanian crew ask the captain to stop the ship?
- 6 How long after Morgan Robertson's book did the Titanian nearly hit an iceberg?

CD1
7

3

Listen to the audio from *Live on air*. Complete the sentences.

- 1 Mark Seaton opened the cupboard in a hotel room and he found
- 2 He managed to
- 3 He was staying at a hotel in New York when he found Mark's
- 4 A man was walking down a street when a baby
- 5 The man caught the baby and the baby's life.
- 6 A year later he was walking down the same street
- 7 The man and his wife
- 8 They were walking past the same house, when the fell off again.



4 Study the picture for half a minute. Then cover it up.



Get talking Talking about past activities

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

The man with a brown hat
The man with a green cap
The woman with a baby
A man in shorts
A boy and a girl
The woman at the table
Two boys
Two girls

was

buying
drinking
eating
listening
talking
trying on
paying
looking at

on her mobile.
the bill.
some digital cameras.
sunglasses.
orange juice.
a newspaper.
to music.
ice cream.

6 With a partner try to guess what happened next. Use these phrases.

The man in black ... that ... went to the police.
Suddenly ... should ... money!" ... Suddenly he saw ...

7 Listen to the audio. Then correct these sentences.

- 1 ... watching the two boys and the woman with the mobile phone.
- 2 ... decided that he wanted to steal the woman's money.
- 3 Suddenly the woman noticed that her money was missing.
- 4 She went to the police station and saw a handbag on a policewoman's desk.
- 5 The mobile phone looked exactly like hers.
- 6 When the policeman opened the handbag, there was a photo of the woman's boyfriend.
- 7 The woman found out that her boyfriend was the policewoman's brother.
- 8 The policewoman phoned the brother up and told him the story of the coincidence.

8

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!" she thought. "Of course he can,"

The young woman was sitting at a table near the window, but she didn't notice the beautiful sea in front of the window. She was reading a book. There were lots of people playing on the beach enjoying the beautiful weather and the sun. She didn't see the young man 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. "I didn't seem very happy that he was interrupting her reading. The young man over there sit at your table?" the waiter asked. "No, sir!" 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 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 seeing her again!"

A year later, Rick Cooper went to Europe for a year.

He wanted to learn languages and wanted to visit other countries. His first stay was in Paris. Rick loved the city. He loved the language and he loved the people. He took a course at one of the language schools and he learnt French quite fast. Whenever he had time, he walked through the streets of Paris. It was his happy time. There were lots of friends and there were so many things to go to. One of his favourites was a café near the river. He enjoyed to sit there for hours, watching the people walk by. Another place he loved were the bookstalls 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 the 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!"

9 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 Poems* in the Parisian bookshop. T / F
- 6 As he phoned the number in the book Rick felt nervous. T / F

Answer the questions.

- 7 What do you think Belinda thought when Rick didn't phone?
- 8 How do you think the story ends?
- 9 What's the strangest thing that has happened to you?



CD 1
9

10 Check your answers with a partner. Then listen to the audio.

11 Below is a summary of the story *Talking to Belinda*. It has 180 words. Read through it, then rewrite it in no more than 100 words. Make sure your summary has all the important information.

One day, Rick Cooper went to a restaurant, but there were no free tables. The waiter showed him to a table where a young woman was sitting. It was a beautiful day and there were lots of windsurfers on the sea in front of the restaurant. Rick noticed that the woman was reading a book by Edgar Poe. The woman's name was

Belinda. Rick and Belinda started to talk and Rick asked for her phone number. She wrote it down on a little piece of paper. Rick lost the paper and never phoned Belinda. After Rick moved to Paris. He liked the city a lot. One of his favourite places was a café near the river Seine. One day, when he was

looking at some books at the bookstalls, he saw a copy of *Stories and Poems*. He was surprised to see Belinda's name and an address in the book. He found the phone number and made a call. "Belinda does not live here any more," a woman told him. "She has moved to Paris!"

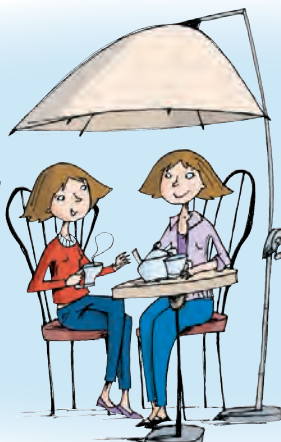
CD 1
10

12 Read and listen to the poem.

The Coincidence

I sat down at the bus stop.
She walked past me.
I asked, "Have we ever met?"
We went to have some tea.

She said, "My name is Deborah."
I said, "That's my name, too."
She said, "I am from Chichester,
but tell me more of you."



We talked and talked and soon found out
that so much was the same:
our date of birth, our favourite film,
and both our pet dogs' names.

"It's time to go. Goodbye," she said.
She walked out through the door.
And me? I am still sitting here,
just looking at the floor.

Get talking Finding coincidences

- 13** How many coincidences can you find with your classmates? Ask questions and write names in the table.



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

Me, too! What a coincidence!




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



What day of the month were you born?

I was born on the 14th.



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

Find someone who	Name
1 was doing the same thing as you at 8 p.m. last night.	
2 was doing the same thing as you last Sunday at 7 a.m.	
3 was born on the same day of the month as you.	
4 likes the same singers as you.	
5 has got the same number of brothers and sisters as you.	

Sounds right /w/ vs. /v/

CD 1
11



- 14** Listen and repeat the words.
- | | | | |
|----------|-------|--------|-----------|
| 1 waiter | woman | wonder | when |
| 2 very | video | voice | vegetable |

BiSt

15 CHOICES

Writing for your portfolio

A Write a story to answer the questions below. Use the questions below to help you.

- Pick phone. Melinda and ... reach her?
- Did they meet?
- How did the story end?

B Write what happened next in the story (100–120 words). Use the words below to help you. Find a good title for your story.

answer phone	email	phoned
lost	fell in love	found out
café	happy ending	happy
surprise	excited	no time
Eiffel Tower	taxi	message

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 ereignet hat.

What **were you doing** at 8 o'clock?

I **was walking** my dog.



(2) Du verwendest das Past continuous oft auch, um zu schildern, was am Anfang einer Geschichte alles (Hintergrund) passiert. Wenn die eigentliche Handlung beginnt, wechselst du 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 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 and complete the table with past simple and past continuous.

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

How to form it:

Du bildest das Past continuous aus der Past tense von be + -ing-Form des Verbs.



Read and write (1) on...

- ☐ The children **were sleeping**. Mum and Dad were watching TV in the living room. Suddenly Bob **came** and the dog **began** 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.

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* / *had* 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

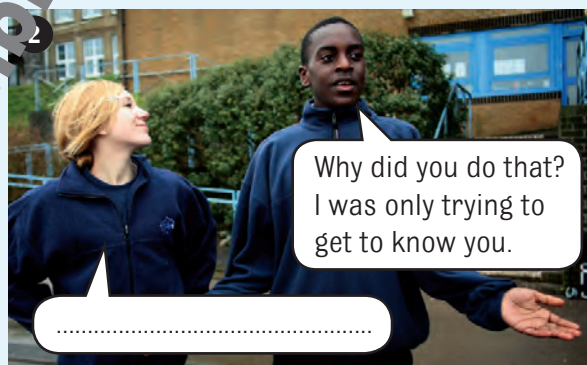
3 Complete the dialogues with the phrases from the box.

Serves you right. That's not fair. Oh no! I know what you mean.



Hey!
Are you kill me?

You're still alive,
aren't you?



Why did you do that?
I was only trying to
get to know you.



I think likes you.

Yeah, right. He was
a real gentleman.

.....
The boys at this school are so rude.



Yeah. Boys – they're
all the same.

You learn

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

You can

- talk about a holiday experience
- write about a holiday or journey
- 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 Jordan

James Holman lived more than a hundred and fifty years ago. During his lifetime, he travelled more than 400,000 km – further than almost anyone before him. And in those days travelling long distances was hard, even for fit people.

James Holman wasn't fit. In fact he was blind, and he suffered from rheumatism. He had so much pain that it was often difficult to get out of bed in the morning. But even on days when he suffered very badly, James got up and his walking stick and started to move, in spite of his pain.

Born in Exeter in the south of England in 1786, James was a healthy boy with perfect eyesight. It was his dream to see the world. At the age of twelve he joined the navy. When he found himself working extremely hard, he heard a ship sailing across the Atlantic towards the coast of Canada.

Life at sea was brutal. The freezing, wet weather had a very bad effect on 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 when they sent him back to England. He was a cripple. But things got worse. By the time he was 25, Holman was not only unable to walk, he was completely blind too.

In the early nineteenth century blind people had extremely hard lives. Medical treatment* was poor. Most of them didn't have jobs. They usually 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, nothing could stop him any more. His first journey took him to France. The roads were awful and 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 improved. He felt great. He was becoming a man of adventure.

Holman became very good at finding his way around strange cities, tap-tap-tapping his way, noticing the sounds and smells of town squares 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 take my time to explore everything deeply, using all my other senses."

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 set out 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 and went off into the wild with a young African who didn't speak English. In Ceylon he took part in an elephant hunt. He crossed Zanzibar and Tasmania on foot. And in China a swarm of wasps attacked him – a very painful experience, but he never gave up. He lived his big dream – to travel the world.



VOCABULARY: *eyesight – Sehkraft; treatment – Behandlung; beg – betteln; wasp – Wespe

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 James used a to help him walk.
- 2 James because he wanted to travel the world.
- 3 Life was for disabled people in the nineteenth century.
- 4 Holman found his first trip to France
☐ very difficult. ☐ him feel better. ☐ lonely.
- 5 Holman said his blindness
☐ helped him meet new people.
☐ made him want to know more about the world.
☐ made sightseeing more enjoyable.
- 6 Holman used the money in his books to help
☐ him travel further than Europe.
☐ more comfortably.
☐ disabilities.
- 7 What do you think he found most difficult about his travels?

- 8 you think people were so interested in travellers in those days?

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



CD 1
12/13

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



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 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 saw an opportunity 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. She began to make her dream come true and set out to Africa all on her own. 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 Congo, Cameroon and Nigeria. She lived with the people in their huts and she ate their food. 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 plants and animals for the British Museum, and she had quite a few dangerous adventures. Once while she was setting up her tent, she heard a noise outside; it was a hippo. She threw a water jug at it and it ran away. And when some hippos blocked her way, she hit them with her

umbrella. The most dangerous adventure is probably when she had to climb into a crocodile's mouth to get into her boat, and she got it with her padlock so it gave up and went back into the water. In 1895 she went to a place where no white woman had ever been before. She went to see the Fang people who were cannibals. First she took a steamboat up the Ogooué River, and then she went alone on foot. The Fang people turned out to be quite friendly, even though one man showed her a bag with a human hand, and she found three big toes, four eyes, and two ears in her tent. She ended her second adventure by climbing Mount Cameroon (4,040 metres) alone, because the men with her were too weak to get to the top. After her travels, Mary wrote two bestsellers (*Travels in West Africa* and *West African Studies*), and back in England she gave many lectures and interviews. There she criticised the Europeans, especially the missionaries, for destroying so much of the African culture, which, she said, had its own rules. Mary returned to Africa (to South Africa again) just before the Second Boer War broke out in 1899. She worked in a hospital that was full of typhoid* patients. She got typhoid and died on June 3rd, 1900. She is still seen as one of the great female explorers of the 19th century.

VOCABULARY: *rare – selten; typhoid – Typhus

CD1
14/15

5

How many of the sentences can you do? Check your answers with a partner.
Then listen to the tape.

- Mary and her mother didn't spend much time in the house. T / F
- Mary started travelling after her parents' deaths. T / F
- Mary went to Africa to meet the local people when she travelled. T / F

Complete the sentences with no more than 4 words.

- Mary was scared of and chased them away.
- Mary was the to meet the Fang people.
- Mary wasn't with what European missionaries were doing in Africa.
- Why do you think Victorian women didn't travel much?
- Which of her adventures do you think was the most amazing?
- How should we behave in foreign countries?

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 another 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 above sea level. We hope we can go up to almost 5,000 metres.

Anna and her daughter
Christine, 13



Where are you going?

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

Why?

My friends and I 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, Traveling (1)

CD 1
16

7

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

Vocabulary Travelling (2)

CD 1
17

8 Read and match the sentences with the pictures. Then listen and check.

Minnie is a pilot. Every day she flies from London Gatwick to Munich and back.



- ☐ Minnie **sets off** for work at about 5.30 a.m.
- ☐ She **gets into** her car.
- ☐ She **gets to** the airport at about 6.10 a.m.
- ☒ 1 She **gets on** the plane at 6.50 a.m., half an hour before the passengers.
- ☐ The plane **takes off** at 7.30 a.m.
- ☐ The journey **takes** about an hour and a half. The plane **lands** at about 9 a.m.
- ☐ After a rest in Munich she **flies back**. She **gets off** the plane at about 3 p.m.
- ☐ She **drives home**. She **gets out** of her car at about 5 p.m.

BiSt

9 a Quickly read through the magazine text and find the answers.

- 1 What was Eileen doing in the morning?
- 2 What was the first highlight of her day?
- 3 Who were Fergus and ...?
- 4 How long did the 99-metre climb take?

b Now read the texts carefully.

MY BEST TRIP EVER

A riding holiday

by Eileen Cooper

My best trip ever was to Ireland. I spent a week on a horse farm on the west coast last year. I was a bit afraid at first, but the people on the farm were very nice. And I soon made friends. There were six girls and two boys on holiday there, all of them quite good riders. On the first day the owner of the farm showed me 'my' horse called Wendy. The week was fun, but hard work, too. Up at six, breakfast, saddling up the horses. Then we walked the horses for half an hour to warm them up.

And then the first highlight of the day: the morning ride along the endless beach. There was never anyone there, so we could gallop as much as we wanted. We even had races, but I only won once. Then we went back to the farm to care for the horses.

In the afternoons, we rode across the fields. It rained on two days, but for the rest of the holidays we were lucky with the weather. There's nothing cooler than riding through the fields or along the beach on a beautiful day.

Eileen on her morning ride

Camping in Scotland

by Peter Harris

My best trip ever was to Glencoe in Scotland. It's got the best climbing in Britain. It's world class and a fantastic place. The view of the mountains is just wonderful. I stayed at a campsite with ten other boys. We were all there on a week's course to learn how to climb. We had to do everything ourselves: putting up the tents, cooking our own food, cleaning our stuff and so on. We had two guides, Fergus and Donald, two really experienced climbers. The first two days we just learned how to use the gear, but on the third day we climbed a cliff. It wasn't a very high one, only about fifteen metres, but when you look down a cliff from a height of fifteen metres, you feel a bit funny in your stomach. Every day we did a long climb and soon we weren't so scared any more because we'd learned so much from our guides.

On the last day we climbed Rannoch Moor. We had to walk up to the rock face first and then the climbing started. We went on the most famous route, on the face called Agag's Gully which is 99 metres long. It took us two hours to get to the top and we needed a lot of help from Fergus and Donald. When I got to the top, I felt wonderful. Fortunately we didn't have to climb back down. We took another route, an easier one. We were all tired after that week, but I would love to do it all again.

Peter on the rock face



10 Cover up the text. Complete the sentences. Then look and check.

- 1 I was scared at first because she didn't know
- 2 On the first day of her holiday showed her 'her' horse.
- 3 Before we got to the beach they had to
- 4 Eileen likes nothing better than on a beautiful day.
- 5 Peter was on a course to learn
- 6 The boys gradually did
- 7 On the last day they went up a famous
- 8 The boys were glad that they didn't have to climb back

Dialogue practice Travelling

CD 1
18



BiSt

- 11** Listen to the dialogues. Act them out in pairs.

DIALOGUE 1

Woman Yes, can I help you?
Customer We missed our flight to New York.
Woman Can I see your tickets, please? *(Pause)*
 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.

DIALOGUE 2

Man Can I help you?
Customer I want to make a reservation for a sleeping compartment on the 8 p.m. train to Glasgow.
Man How many people, sir?
Customer ...
 One moment, please. I'll see what we've got.

CD 1
19

BiSt

- 12** Listen to three people talking about their worst journey and take notes.

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

Free flow speaking about a bad experience

BiSt

- 13** In groups of three, tell each other about a journey that went wrong.

It was ... the summer holidays last year / two years ago / last weekend.

My ... and I went on a trip to ...

We started from ... First we went by train/car/plane/boat from ... to ... Then we ...

Suddenly we noticed ... / there was a problem with ... / someone ...

We couldn't ... / It was impossible to ... / We missed ... / We had a real problem with ...

We were all very angry/frustrated/sad because ...

The next day we ...

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 120–180 words about a journey you made. To help you, think about the questions and find a good title.

- Where did you go? How long did it take?
- Who was with you?
- What was interesting/boring about it?
- What did you see?
- Did anything unusual happen?
- Would you do the journey again? Why or 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 stepped on her umbrella.

Mary returned to Africa **before** the Second World War started.

After her travels, Mary wrote two novels.

While she was resting in her tent, she heard some noise outside.

He stayed in the Royal Navy **until** 1945.

By the time he was twenty-five, Holmes was completely blind.

Beachte den Unterschied zwischen *while* und *during*. Nach *while* folgt immer eine Konstruktion mit einem Verb, nach *during* eine Konstruktion mit einem Nomen.

While looking after her mother, she studied physics, chemistry, biology and maths on her own.

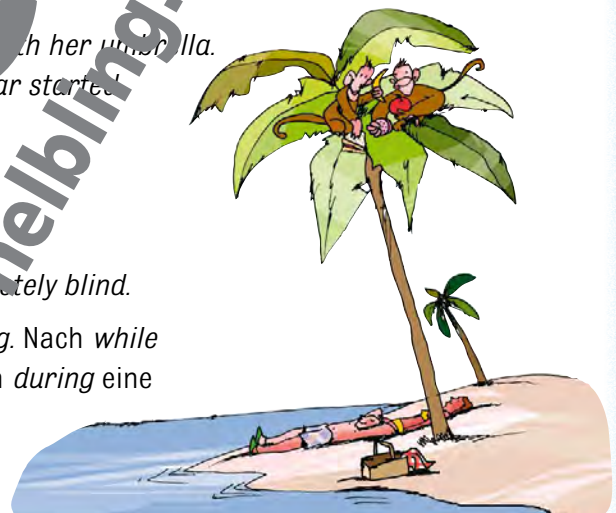
During his lifetime, he travelled more than 400,000 miles.

take time to do

How to use it: Wenn 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** to get to the top.



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

The Girl Next Door 2



DEVELOPING SPEAKING COMPETENCIES

Language function

- Recommending

Speaking strategy

- Checking information

Cuckmere Haven

CD 1
20



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? That's exactly what I want.

Tom Well, it's where the river Cuckmere meets the sea. If you go to the countryside then you should definitely see it. And don't forget to bring a camera. You'll want to take photos, I promise.

Kate So how do I get to Cuckmere Haven?

Tom Well, there's the short way or the long way via the Long Man and the Big White Horse. I'd recommend the long way. It's prettier.

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, so 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 Tom offer to do?
- 2 What is Kate doing?
- 3 Where does she want to go?
- 4 What is Cuckmere Haven?
- 5 Why is Tom confused?

.....

.....

.....

.....

.....

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

? What do you think? Answer the questions.

- 1 Does Tom go with Kate?
- 2 Does Tom 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 needed help. He's so sweet. He told me to go to a place called the Riverside, but he was confused about where it was. So I invited him along. He had to use his sister's car and it was too big for him. He looked really funny. We got lost on the way and it took us ages to get there. But it was great. It's a really lovely place. I had to leave because I needed to get back by 6 p.m. Tom had a puncture so I had to leave him behind. I felt terrible. The weather was great when I left Tom.

Speaking strategy **Checking information**

4 Complete, then check with a partner. Use the information in **1**.

- 1 **Tom** Oh, you have to go to Cuckmere Haven.
Kate D..... S..... Cuckmere Haven?
- 2 **Kate** S..... t..... right at the King's Head ...
Tom No, left.
- 3 **Kate** And the right. I t..... c..... ?
Tom Then it's

5 **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 a tourist in London. You want to know where to find the following 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.

UNIT 4 Dangerous animals

You learn

- about dangerous animals
- about comparative and superlative
- how to use *much* and *nearly*

You can

- talk about animals
- write a film review
- write a fact file

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



Cute but DEADLY

Not all animals are as lovely as they look. Here are some that you probably don't want to get so close to.

1 The slow loris

Among the trees in the forests of Southeast Asia you might find a slow loris. It's the cutest animal in the world. But be careful. This creature produces a poison to protect its young. One bite of this cutie can cause a lot of pain and could even kill.

2 Pfeffer's flathead fish

This stunning fish looks like something from another world. But when it's in the oceans around Australia, this cutie is definitely one sea creature you don't want to mess with. Its poison is as deadly as the blue-ringed octopus.

3 The leopard seal

Everyone loves a baby seal. They're soft and white and furry. But their parents are not 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 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.

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

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

Dialogue practice

CD 1
21

- 3** Listen and complete the dialogues with the expressions in the box.
Practise the dialogues in pairs.

cuter than cooler than the cutest the most aggressive 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 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 dog I've ever seen.
B Really? But her last dog Spike was cute. He was really furry and cuddly.
A I know, but Fido's Spike. He's adorable.
- 3 A Have you seen Brian's spider?
B I have. I thought it was really
A It is pretty cool, but it's his snake.
B I don't agree. I think his snake.



Vocabulary Adjectives describing animals

- 4** Look at the adjectives that can be used to describe animals. In your exercise book, put them in two lists: positive and negative. Add three of your own adjectives to each list.

elegant aggressive dangerous poisonous cuddly
stunning deadly cute

Free flow Talking about animals

- 5** Think of three dangerous animals.

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

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 6.40 a.m. The sea was still as calm as a swimming pool. Bethany lay on her surfboard moving with the small waves. She was waiting for a big wave. Her left arm was in the water. Then it happened. A 3-metre shark bit through her arm and took 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 shark. It took control. He sent Byron off to the 11 and began to take Bethany on her board back to the beach. It was about 40 metres away. Bethany was bleeding. Holt wrapped a bandage around the wound.

They went back to the beach. There were already several people there. One of them, Paul Wheeler, took control of the bleeding and kept Bethany calm. After what seemed like hours, the ambulance 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.



7 How many of these tasks do you think Bethany can do?

- 1 Bethany's mother wanted her to go home because
 - ☐ the sea wasn't good for surfing.
 - ☐ they couldn't find a good place to surf.
 - ☐ Bethany didn't need to practise surfing.
- 2 When she started surfing, Bethany
 - ☐ she started screaming.
 - ☐ she was with her friends.
 - ☐ she fell off her surfboard.
- 3 Her mother's dad
 - ☐ called the emergency services.
 - ☐ got Bethany back to the beach.
 - ☐ took her to hospital.

- 4 People from her town raised money for 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?

.....



CD 1
22

8

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

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 Institute.

Sharks also attack humans

- ☐ because it is in their nature.
- ☐ because of the noise humans make.
- ☐ because they mistake them for seals or sea lions.

2 Gillian advises against

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

Gillian explains that

- ☐ sharks usually attack under water.
- ☐ swimmers and people snorkelling are in more danger than scuba divers.
- ☐ slow swimmers are in more danger than fast swimmers.

3 Gillian says that

- ☐ most of the sharks we know don't attack humans.
- ☐ only 32 of the 350 species of sharks in the world are very dangerous.
- ☐ there have been 350 shark attacks a year.

4 Gillian explains that the most feared shark is

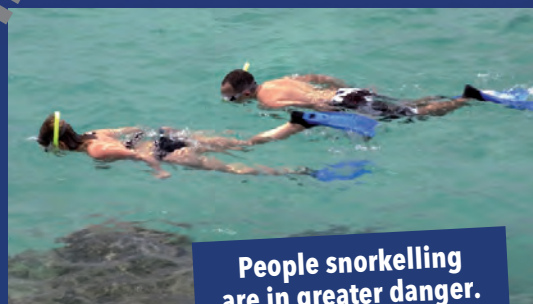
- ☐ the bull shark.
- ☐ the great white shark.
- ☐ the tiger shark.

5 The great white shark kills by

- ☐ quickly biting a big bite after big bite.
- ☐ biting the body to death.
- ☐ biting the legs first 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.



People snorkelling are in greater danger.



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

10 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 the
crocodile!



11 Read the film review. Say in one sentence what the film is about.

- 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 America. Rabbits from the spaceship turn a family of rabbits into 10-metre-high monsters. They're hungry and they don't want grass and flowers any more! Soon people start disappearing in the forest. A local science teacher and her policeman boyfriend are the only people who can save the town. But then the aliens from Mars appear. They want their UFO back and they're really happy! This is a great film. It's very scary and has some scary moments, too. It's good fun for the family.



Sounds right Word

12 Put the words in the correct column. Then listen, check and repeat.

amazing ambulance dangerous exciting
fantasy hospital scientist

■ ■ ■ (e.g. <u>crocodile</u>)	■ ■ ■ (e.g. <u>expensive</u>)
.....
.....
.....
.....
.....
.....

13 CHOICES

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 starred in it
- say who the film is for



BiSt B Your class is doing a biology project in English on a dangerous animal. Search the internet for information. Write a fact file (100–180 words). Say:

- what the animal is and what it looks like
- where it can be found
- what is dangerous about the animal
- what happens if a person comes into contact with it
- what humans can do to avoid dangerous situations with it
- how scary you personally find the animal

GRAMMAR

Comparatives (revision)

Swans are **more dangerous** than other birds.
Bethany's dream is **bigger** than his.

much / nearly

Mithilfe der Wörter *much* und *nearly* kannst du Comparative-Konstruktionen verstärken.

Swans are **much more dangerous** than other birds.

The parents are **nearly as** adorable as the young. (nicht so ähnlich so reizend wie...)

Superlatives (revision)

The slow loris is the **cutest** 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.

as ... 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!



1

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

- | | |
|---|--|
| 1 Stern wants to do a story on snakes and tigers. T / F | 4 The second man the interview has a pit bull. T / F |
| 2 The vet says all dogs can be dangerous. T / F | 5 Lucy is not sure if she should do the story. T / F |
| 3 The boy, Paul, was hurt badly. T / F | 6 Paul Atkin is 17 years old. T / F |

2

Answer the questions and say what you think.

- What story does Stern want to write about and why?
- Stern's aunt is a vet. What does she say about bull terriers?
- Paul is the boy who was attacked. How is he now?
- What does Paul's father think about the attack?
- What does the owner of another bull terrier think about the story?
- How do you feel? Should people be allowed to have dangerous dogs? Why (not)?

Everyday English

3

Complete the dialogues with the phrases in the box.

Good point. don't get me wrong. Well, I'm not sure. I wouldn't think so.



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

The Thames

Length – 5 km

Time needed – 6–7 hours

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. But it's not just about the famous buildings, a walk by the river brings you close to the people who make London such a fascinating city.

Start your walk at the **Houses of Parliament** (the nearest tube station Westminster). This is one of the most famous 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 called Big Ben. Many people think it's called **Big Ben**, but they are wrong. Big Ben is actually the name of the great bell and not the tower.

Fascinating fact:

The clock hands are 2.7 and 4.3 metres long.



Cross 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 the south bank of the river, walk

down the steps and along the river to the **London Aquarium**, where you can see sharks, fish and all kinds of other sea creatures. Next door to the aquarium is the **London Dungeon**. If you are feeling brave, then go inside and enjoy the history of horror in the city. There are 16 shows, 20 rides and more rides 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 Carroll (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 you can get. 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.

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. From the top of the building there's a great view of the Millennium Bridge and St Paul's Cathedral.



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!



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!

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 is almost the same as the old one. Today you can watch Shakespeare's plays at the Globe. It's raining an umbrella; the weather does not have a rest.



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 way towards the **Tower Bridge**. On the left is the famous battle of HMS *Bellona*, which fought in the First and World War. Tower Bridge is one of the oldest bridges in London. It is a drawbridge, so when a big ship comes up the Thames, they raise the bridge so the ship can go through.

On the right side of the river is the **Tower of London** and this is where the walk ends. It was built as a castle, then it was a prison, and now it is a museum. Check out the Beefeaters whose job is to protect the Queen's Crown Jewels. Look out also for the ravens. These big black birds have always lived 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: *avoid – vermeiden; power station – Kraftwerk; bravery – Mut

2 How many of these tasks can you do?

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

Complete the sentences with no more than 4 words.

- 4 People can see at the new Globe Theatre.
- 5 There are many bridges in London that are as Tower Bridge.
- 6 The Tower 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?

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



CD 2
1

Get talking Planning a day out

BiSt

4

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

I'd like to see / go to ...
because I'm interested in ...



It would be great to see ...
because ...

Free flow Places around town

BiSt

5

Which three places in your town/area would you recommend for visitors? Why? Here are some places you could talk about.

a street a river
a bridge a museum / an art gallery
a square a shop / shopping centre
a tower a park
a building a district



I would recommend going 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.

Sounds right /ð/ v /θ/

CD 2
2

6

Listen and tick.

	/ð/	/θ/
1 thing		✓
2 there		
3 that		

	/ð/	/θ/
4 there		
5 throw		
6 Thursday		

CD 2
3

7

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



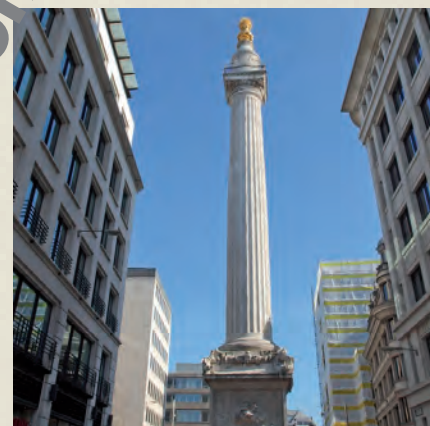


On Wednesday, the fire got weaker and on Thursday 6th September, it stopped completely.

In those four days, the fire destroyed St. Paul's Cathedral, 87 other churches and about 13,000 houses. About 80% of the city was destroyed. But amazingly, only about 15 people died.

Charles II decided to build London again, with wider streets and houses built of brick, not wood. One of the men who rebuilt the city was Christopher Wren, a great architect. His most famous building was the new St. Paul's Cathedral, which is still there today.

Near St. Paul's, you can also see the Monument, a column built in the 1670s to remember the Great Fire. It is very close to the place where the fire began.



*Pepys: /pi:ps/

In the 17th century, London was a city of narrow streets and wooden houses. On the evening of Sunday September 2nd, 1666, a fire began in a house near London Bridge. The wind was strong and the fire grew and grew. It went on during Monday and Tuesday. A famous writer called Samuel Pepys was living in London at that time. He wrote in his diary:

I went out, and looked to the Tower. There I saw all the houses at the end of the bridge on fire. The people of the Tower told me that the fire started in the King's baker's house. Pudding Lane. The fire had already burned down a church and most of Fish Street. Everybody is trying to move their things or throwing them into the river or taking them to boats.



b Now read the text carefully. Then circle T (True) or F (False).

- | | |
|--|-------|
| 1 In the 17 th century London were not wide. | T / F |
| 2 The fire began in a church. | T / F |
| 3 Samuel Pepys was a writer. | T / F |
| 4 The people threw their things into the river. | T / F |
| 5 The fire stopped on Wednesday. | T / F |
| 6 About 80% of the people in London died. | T / F |
| 7 Christopher Wren designed the new St Paul's Cathedral. | T / F |
| 8 The Monument is in St Paul's Cathedral. | T / F |

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



Madame Tussauds has been a popular tourist attraction for many years and the queues outside it these days are as long as they have ever been. People go there to see the waxworks of famous people, kings and queens alongside Brad Pitt and Jennifer Aniston. And at the moment, the attractions you can score a goal while David Beckham watches or you can sing and dance on stage with Beyoncé.

"I loved it! There's a fantastic Chamber of Horrors. It is REALLY scary. But my favourite was the Marvel 4D experience. It was like the Marvel Super Heroes battle it out to save London!"

Alan, 14

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 – it's great!"

Aisha, 14

- BiSt** **11** Here are five more comments about the places. Which place is each comment about? Write numbers.

1 The only problem is that you might spend too much money. I go there a lot to go shopping to my manga collection.



2 I love it – especially the singers like Lady Gaga. She's my favourite.

Jane, 13



3 It's cool. The old buildings are really nice and there are good shops.

Barney, 15



4 I like running 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



5 It's just got so many different things – old cars, machines, planes, and things like that. Great on a rainy Sunday!

Megan, 14





3 Megastores

London has some great megastores where you can buy games, CDs, DVDs and all kinds of toys. The one for science-fiction fans is Forbidden Planet in Shaftesbury Avenue, where you can get thousands of comics, mangas, books, DVDs, games and toys.

"This place is a must for fans of all kinds of series (Dr Who, Star Wars). But what I like best is the huge range of comics. I could spend days there..."

George, 14



4 The Science Museum

In Kensington, there's an area where three of London's biggest museums can be found together: the Natural History Museum, The Victoria and Albert Museum, and the Science Museum. The last of these is the most popular with teenagers and not only because it's free!

"I love it because there's a lot of 'hands-on' things. You know, things to touch, pull and play with. Lots of fun!"

Andy, 14



5 Hyde Park

One of several parks in central London, Hyde Park is great for people that like fresh air! With kilometres of paths, a lake and lots of trees, it's a nice place to relax or take a bit of exercise. You can also see a 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

CD 2
5
BiSt

12

Listen to three teenagers. Who talks about these things?

- 1 adventure
- 2 Hyde Park
- 3 clothes
- 4 traffic
- 5 places
- 6

Cindy

Anthony

Julie

CD 2
5
BiSt

13

Listen again and answer the questions.

- 1 How long has Cindy lived in London?
- 2 What does Cindy say about shops near her house?
- 3 What does Anthony think are bad things about London?
- 4 What sometimes happens in Hyde Park?
- 5 What does Julie like doing on the underground train?
- 6 What did Julie find last week?

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

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

- where you're staying
- some of the sights
- the thing(s) you like best
- what you've bought
- the weather
- your plans for tomorrow

GRAMMAR



Relative pronouns

How to use it:

Mithilfe eines *relative pronoun* kannst du neue Informationen zu einer Person oder einer Sache hinzufügen.

*The old theatre disappeared, but now there's a new Globe Theatre **which** looks almost the same.*

*A walk by the river brings you closer to the people **who** that make London such a fascinating city.*



Read the sentences from the texts and complete the rule with *who* / *which* / *that*.

We use *who* or *that* for people.

We use *which* or *that* for things.

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

*Check out the Beefeaters **whose** job is to protect the Queen's Crown Jewels.*

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



1

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

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

*Vocabulary: raffle – Tombola, Verlosung

2

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

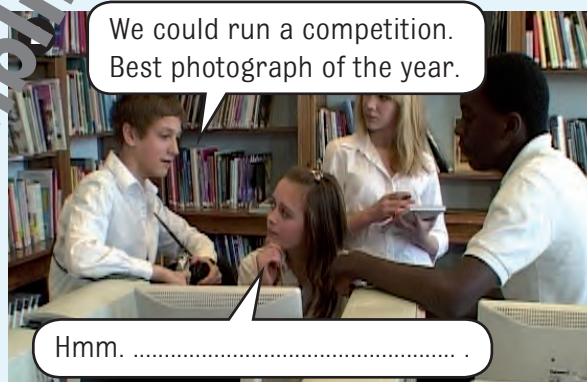
- ☐ Tyler gives his raffle ticket to Lucy, but she throws it into the bin.
- ☒ 1 The team discuss how they could sell more copies of *The Mag*.
- ☐ Tyler agrees to buy one if Lucy goes to the cinema with him when he wins the prize.
- ☐ They decide to have a raffle with a first prize of a ticket to the 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 prize.
- ☐ 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



UNIT 6

What will happen if ...?

You learn

- about superstitions in different countries
- how to use the 1st conditional
- how to use *unless*

You can

- talk about consequences
- write about superstitions
- make arrangements



1 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 real.
- Nick** Are you sure? Why don't you try it?
- Ana** Because I don't want to. What do you think, 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 and ... GET YOU!
- Ana** Stop it, Nick. It's not for real.
- Nick** Did I make you scared?
- Dan** Don't listen to him. He just wants to scare you.
- Nick** Well, that's what people are supposed to do around campfires. Scare each other.
- Ana** So it's just a game.
- Dan** Of course it is. It's just a silly superstition like if you break a mirror, it brings you seven years' bad luck.
- Ana** Or 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.
- Dan** Ignore him, Ana. He's just being silly.

Scene 2

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

Mr Wallis Are you three still awake? Everyone else is already in bed.

Nick Sorry, Mr Wallis. We're just telling some campfire stories.

Mr Wallis Nothing too scary I hope. *(laughing)* I don't want any of you waking me up in the middle of the night with your screams.

Ana Well, Nick is trying to scare me, but I know he's just being silly.

Mr Wallis Good, because I want you three in your tents and fast asleep in ten minutes. We've got a big day tomorrow and I want everyone up and having breakfast by 7 a.m.

Dan OK, I'm really ready for bed anyway.

Nick I know you are. You keep falling asleep.

Mr Wallis OK then. Goodnight and remember, be careful what you dream about.

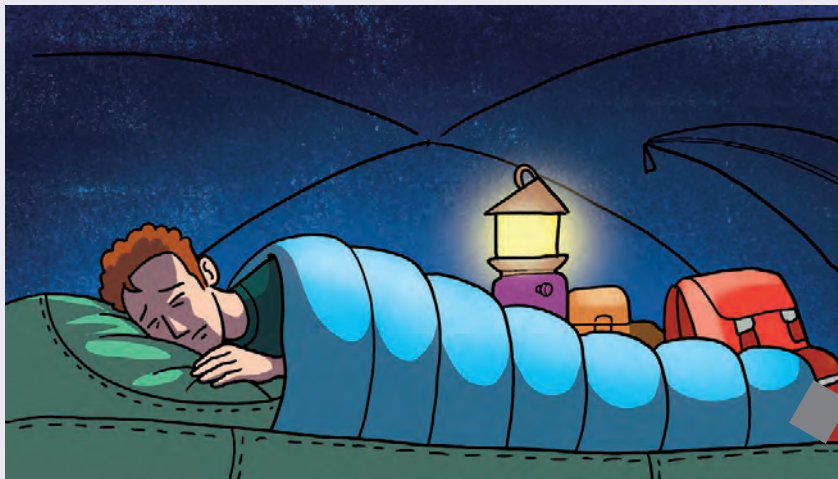
Ana What do you mean?

Mr Wallis Well, you know what they say about your first night in a new bed.

Nick No, what do they say?

Mr Wallis They say that whatever you dream about comes true.

Dan Mr Wallis! You're worse than Nick!



Scene 4

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

Ana Hi, Dan, do you mind if I sit and join you?

Dan Not at all. Have a seat.

Ana Did you sleep well?

Dan I had a wonderful night's sleep. I really didn't want to get up when my alarm clock rang.

Ana Me too. I never knew sleeping in a tent could be so good.

Dan It's all that fresh country air.

Ana So did your dreams come true?

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. Well, I guess he was right.

Ana He was right?

Dan Yes, I dreamed about eating a delicious bowl of porridge and here I am ... with a delicious bowl of porridge.

Ana Ha, ha – very funny.

Dan I'm not joking, Ana. I really did dream about eating breakfast. What about you?

Ana Well, I don't really remember very much. 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 alright. I'll go and look for him after breakfast, unless he comes here first, of course.

Scene 3

Nick is in his sleeping bag. He is dreaming.

Ana Come on, Nick. Follow me.

Nick Where are we going?

Ana Don't you worry. Just come with me.

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

Ana Oh, no one special. Just a spirit by the name of Candyman.

Nick I'm not scared.

Ana Here we are – the bathroom. After you.

Nick Dan, what are you doing here?

Dan I'm waiting for you.

Nick And Mr Wallis. Is that you?

Mr Wallis Yes, it is, Nick. We're all here.

Ana So what are you waiting for?

Nick What do you mean?

Ana There's the mirror. Remember your nightmares. Nice and loud.

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

Ana What's the matter? Are you scared?

Dan It's only a silly superstition, Ana. Well.

Ana Do it.

Dan Do it.

Mr Wallis Do it.

Nick Oh, alright. Candyman. Is that OK?

Ana A bit better.

Nick Candyman. Satisfied?

Dan And one more time.

Nick Really? Do I really have to do this?

Mr Wallis Of course you do. Come on now.

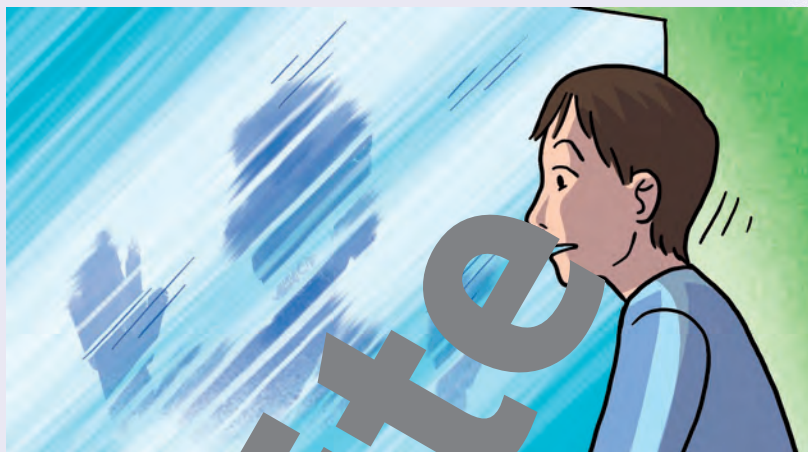
Nick CANDYMAN!



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. I promise you. Now, if you'll excuse me.
- Ana** Where are you going?
- Dan** In here. I'm just going 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** Help me! Help me!
- Dan** What! Who's that? Who's there?
- Voice** It's me, Dan. 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 a wall in front of me. Oh my god! Nick – what happened?

2 How many of these tasks can you do?

Complete the sentences. Use no more than 4 words.

- Candyman is an evil spirit who lives
- Tomorrow the children have to wake up 7 a.m.
- In his dream, Nick talked to and Mr Wallis.
- When Dan woke up,
 - ☐ wanted to stay in bed.
 - ☐ felt strange.
 - ☐ forgot he was in the countryside.
- Ana's dream
 - ☐ was unusual.
 - ☐ was funny.
 - ☐ came true.
- In scene 6, Dan
 - ☐ more worried than Ana about Nick.
 - ☐ ready to go out for the day.
- Nick is playing a trick on them.
- What do you think happened to Nick?
- What do you think happens next?
- What superstitions do you have?

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



CD2
6/7

Vocabulary Luck

4 Complete the sentences with the words in the box.

bring
come
make
wish

- 1 If you break a mirror, it you seven years' bad luck.
- 2 If you see a rainbow, you can a wish.
- 3 Those wishes never true, do they?
- 4 They come true if you for something bad.

5 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 homes and the sea.

3 Korea

If you see a magpie on the morning of New Year's, 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 Thailand

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.

CD2
8

6

Some of these superstitions are not true. Discuss with a partner which ones you think are true and which ones are false. Listen and find out.

I don't think number 1 is real. I can't believe that there are blocks of flats with holes.

Hmm ... good point. I agree with you.

Well, I'm not so sure. Look at the photograph!

7 Listen to the interviews with Aileen, Brian, Catherine and Damon. Write the first letters of their names (A, B, C and D) beside the superstitions they believe in.

- ☐ 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 kill a spider in the house, you'll have bad luck.
- ☐ 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.
- ☐ You'll have bad luck if you walk on the cracks in the pavement.



tiger's eye

Sounds right Sentence stress

8 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 don't leave a hole, the dragons won't be happy.
- 4 If you see a magpie, you'll get bad news.
- 5 If you close your eyes and make a wish, your wish will come true.

Dialogue practice Talking about consequences

9 Work in pairs. Ask and answer questions. Think of funny dialogues.
A chooses a picture, B a sentence.

- A What will happen if I look at the moon at midnight?
B Your sister will do the dishes for two weeks.



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.

10 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 the next day.

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

B Write down a list of funny superstitions (100–120 words).

e.g. If you drop your toothbrush in the morning, you'll catch a cold the next day.

- Make sure you use correct *if*-sentences.
- Make sure they have a surprise element so your readers find them funny.
- Make sure you don't repeat yourself with your ideas.

Tip:

Working in pairs. If you do that, you'll probably have more ideas. And you can help each other to get the language right.

GRAMMAR

1st Conditional

So beschreibst du, welche Folgen eine ganz bestimmte **Handlung** oder ein ganz **bestimmter Zustand** haben wird.

If you see a magpie in the morning, you **will have** bad news.
You'll have bad luck **if you walk** on cracks in the pavement.
If you don't leave a hole, the dragons **won't be** happy.

Complete with **will / present simple verb**:

If-Satz

If + Person + ¹

Hauptsatz

Person + ²

unless

How to use

Unless bedeutet das gleiche wie *if ... not*.

I'll go and look for him after breakfast, unless he comes here first.

(= ... if he doesn't come here first)

Unless you leave a hole, the dragons will be angry because they can't move.

(= If you don't leave a hole, ...)



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

The Girl Next Door 3



DEVELOPING SPEAKING COMPETENCIES

Language function

- Making arrangements

Speaking strategy

- Thinking about what to say

The lucky charm

CD 2
11



- 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 an hour away from here.

Kate Hmm ... possibly, but I'm not sure my dad will like that. He still thinks I'm a bit of a risk.

Tom We could ask my mum. She'd take us, I'm sure. Her best friend lives in Brighton so she could go and see her and pick us up after the show.

Kate That'd be great. Your mum's really cool.

Tom I know. She'll probably let me use her credit card to buy the tickets too.



Kate I'll let my dad to give me some money to buy 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** Complete the sentences.

1 ... of Tom's favourite bands have a concert in Brighton 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.

.....

.....

.....

.....

.....

.....

Useful phrases Making arrangements

3 Match the sentence halves. Check in the dialogue.

- | | |
|---------------|--|
| 1 Are you | <input type="checkbox"/> to go and see them? |
| 2 How about | <input type="checkbox"/> free? |
| 3 We could | <input type="checkbox"/> be great. |
| 4 Do you want | <input type="checkbox"/> go by train? |
| 5 That'd | <input type="checkbox"/> to. |
| 6 I'd love | <input type="checkbox"/> that? |

? What do you think? Answer the questions.

- Is Kate really superstitious?
- Do they go to the concert?



Mobile homework

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

A list of the superstitions I told Tom I believed in (and he believed me!):

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

Speaking strategy Think about what to say

4 Complete. Then check with the dialogue in 1.

- Tom The 19th are playing in Brighton a week on Friday! Are you free?
Kate s..... Am I free? Of course I'm free!
- Tom I can go by train. It's only half an hour away from here.
Kate Hmm... p....., but I'm not sure my dad will like that.

5 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 him/her.

Student B

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

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 duration
- talk about friendship
- write about an object / your best friend
- talk about health



1 Read the story.

Alessia

I've been friends with Alessia for two years, but it wasn't always that way. When she and her family moved here, I wasn't really happy.



A girl! So I couldn't play football with her. A girl from a foreign country – so it would be difficult to talk to her. "She still has to learn the language," Mum said. Fine by me I thought, let her learn it, but it's none of my business. But I knew my mum. "George," she said, "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 the one or two soft toys." "I've had those books and toys for years. I've had those books since I was a baby." "I didn't say all of them; just one or two. And I'm sure you'll get the books back once she can read them. And take her one or two games as well."

I knew my mum. Once she has made up her mind about something, she

doesn't let go. So I told her I would. She told me; I took the books and said hello to the family. They seemed really happy, and Alessia smiled and said, "Thank you very much." Mum said, "You've been a great help." Mum said, "Now let's see what else we can do for them." "Oh dear," I thought, "why can't I be a teacher that helps other people without the help of their son?"

From then on it was like this: Mum: Take this MP3-player to Alessia! Me: But... Mum: No but, you haven't used it for years, you listen to your music on your mobile phone anyway. Or: Mum: Take these roller-skates to Alessia. Me: But Mum, I've just started to use them again. Mum: Only because you knew I wanted to give them away.

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

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 doesn't want Alessia's family to move again. T / F
- 7 What do you think this text comes from?
- 8 How does George's relationship with Alessia change over time?
- 9 What do you think happens next?



CD 2
12/13

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

CD 2
14

4 Listen and complete the table.

BiSt

We asked four teenagers what they like a lot. Here are their answers.

	Q: Which of your things do you like best?	Q: How long have you had it/them?	Q: How often do you use it/them?
Nick	My MP3-player.	I've had it for I got it from on Sunday.	I use it I do my homework and before I go to sleep.
Gabriella	My laptop.	I've had it for	I use it almost every I surf the web on it and I write and get emails.
Peter	Books.	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	Soft 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
15

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.

BiSt

Get talking Talking about duration

BiSt

6 In pairs, ask and answer questions.

How long have you ...

- known your best friend?
- had your camera (mobile phone, surfboard, earrings, roller-skates, mountain bike, necklace ...)?
- lived in your house/flat?

Note:

How long have you lived in your house/flat?
For 2 months / 3 years / a long time.
Since 2010 / Christmas / I was ten / my childhood.

- Use 'for' ... can say 'lang' in German:
2 Monate lang / 3 Jahre lang, etc.

7 Tick your answers in the questionnaire. Check the results on page 62.

What KIND OF friend ARE YOU?

Do this test to find out if you're really the kind of friend you think you are.

1 You had an argument with your best friend who hasn't phoned you for two weeks. What do you do?

- ☐ a You look for a new friend.
- ☐ b You sulk for some time.
- ☐ c You call your friend and try to make up with him/her.

2 Your friend notices that you have a problem and asks you what it is. How do you react?

- ☐ a You say that you don't want to talk about your problem.
- ☐ b You share your problem with your friend.
- ☐ c You get angry and tell your friend to mind his/her own business.

3 You're at your friend's house. Your friend is laughing all the time. What do you do?

- ☐ a You're annoyed because your friend is laughing and you get angry.
- ☐ b You ask why he/she is laughing.
- ☐ c You think that laughing is childish and stop him/her from the room.

4 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 have an argument, fall out with your friend and never talk to him/her again.
- ☐ c You tell your friend that you don't like his/her haircut either.

5 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 Introduce your best friend to your new friend because you're sure they'll get on well with each other.
- ☐ 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.

6 You haven't been to the cinema since last Christmas. There's a great film on tonight. You want to go, but your girlfriend / boyfriend wants to go to a party. What do you do?

- ☐ a Your girlfriend/boyfriend goes to the party, you go to see the film, and you are still friends.
- ☐ b Break up with him/her. You don't want to be friends with someone who doesn't like what you like.
- ☐ c You say that you don't really want to see the film and go along to the party.

POINTS

- | | | | | | |
|---|---|---|---|---|---|
| 1 a 1 point
b 2 points
c 3 points | 2 a 2 points
b 3 points
c 1 point | 3 a 1 point
b 3 points
c 2 points | 4 a 3 points
b 1 point
c 2 points | 5 a 3 points
b 2 points
c 1 point | 6 a 3 points
b 1 point
c 2 points |
|---|---|---|---|---|---|

Vocabulary Relationships

8 Find the phrases in the quiz in **7** and match them with their meanings.

- | | |
|--------------------------|--|
| 1 break up with | <input type="checkbox"/> to solve your problems and be friends again |
| 2 fall out with | <input type="checkbox"/> to not interfere with other people's lives |
| 3 make up with | <input type="checkbox"/> to finish a (romantic) relationship |
| 4 get on well with | <input type="checkbox"/> to leave a place angrily |
| 5 mind your own business | <input type="checkbox"/> to have a good relationship with someone |
| 6 storm out of | <input type="checkbox"/> to stop speaking to someone |

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

A Man's Best Friend

The Actor, his Friend and the Dog

IT'S A DOG'S LIFE

They say that a dog is a man's best friend. Well, here's one famous Hollywood *star* who might just agree. Sylvester Stallone has been a successful actor for over 45 years and his films such as *Rocky*, *Rambo* and *The Expendables* have made him a household name all over the world.

But like many actors, before he found success, life wasn't always so easy. In 1975, Stallone was a *struggling* actor trying to sell his *script* for a film about boxing called *Rocky*. No one was interested and soon Stallone had no money left and nowhere to go to sleep. He only had one *possession* left and there was only one thing to do. With a broken heart, Stallone sold his house and dog to a man called Little Jimmy for \$10,000.

Now when Stallone sold his house and dog, he got a *huge sum* of money. He immediately went to see Little Jimmy and asked to buy his dog back. Little Jimmy wasn't interested because his children already moved the dog. So Stallone made him another offer for \$100,000 – 60 times the original price. Now Little Jimmy was interested but he still wanted one more thing. He wanted a *role*



in the film. Stallone agreed. And that is how Sylvester Stallone got his best friend back and Little Jimmy got himself a small part in one of the biggest films of that year. In fact, *Rocky* went on to win three Oscars at the 1976 Academy Awards including one for best picture.

10 Match the words in **italics** from the text in **9** next to their definitions.

- 1 finding it difficult to be successful –
- 2 a part (in a film) –
- 3 the words in a film –
- 4 a lot of money –
- 5 a very famous person –
- 6 something you own –

11 Match the sentence halves.

- | | |
|---------------------------------------|---|
| 1 Stallone has been a | <input type="checkbox"/> for <i>Rocky</i> , but couldn't. |
| 2 As a young man, however, | <input type="checkbox"/> a lot of money. |
| 3 Stallone tried to sell the script | <input type="checkbox"/> got his dog back. |
| 4 So with a broken | <input type="checkbox"/> success actor for many years. |
| 5 A week later he sold the | <input type="checkbox"/> want to |
| 6 The new owner, Little Jimmy, didn't | <input type="checkbox"/> in the film. |
| 7 So Stallone offered him | <input type="checkbox"/> he gave a lot of money. |
| 8 He also offered him | <input type="checkbox"/> script and wanted to buy his dog back. |
| 9 Little Jimmy agreed and Stallone | <input type="checkbox"/> he sold his dog for \$50. |

CD 2
16

12 Complete the statements with the verbs from the box in their correct form. Then listen and check.

lie
listen
hear
keep

- | | |
|--|--------------------------|
| 1 A good friend always a secret from you. | <input type="checkbox"/> |
| 2 A good friend never to you. | <input type="checkbox"/> |
| 3 A good friend to your problems. | <input type="checkbox"/> |
| 4 Good friends don't just say what you want to hear. | <input type="checkbox"/> |

Free flow Friendship

BiSt

13 In 12, tick the statements you agree with. Then say what you think.

I think it's important / not important in a friendship that he/she ...

I think a good friend ... / doesn't ...

I think that with a good friend, you can ...

16 – 18 points:
You're an excellent friend, and friendship is really important for you. Other people love being with you. Congratulations!

11 – 15 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.

6 – 10 points:
It's probably not easy to be friends with you. Try to be a bit more understanding! Then you'll make good friends.

Writing for your Portfolio

A 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 120–150 words to the editor with your ideas. In your email:

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

GRAMMAR

Present perfect with *for* / *since*

Lies den Beispielsatz. Dann beantworte die Frage.

I've been friends with Alessia for two years.
Ist der Sprecher mit Alessia noch befreundet, oder nicht?

Ja ☐ Nein ☐

I've had those books for years.
Hat die Sprecherin die Bücher noch?

Ja ☐ Nein ☐

How to use it

Du verwendest das present perfect für Handlungen, die in der Vergangenheit begonnen haben und bis in die Gegenwart andauern.

How to form it:

Person + have/has + participle

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

You **haven't used** it **for** years / **for** two months / **for** a week, etc.

(jahrelang, zwei Monate lang, eine Woche lang)

I've had those toys **since** Christmas / **since** 2015 / **since** I was seven / **since** I was a baby, etc.

He's been in the family for 800 years.



DEVELOPING SPEAKING COMPETENCIES

Language function

- Talking about health

Speaking strategy

- Showing sympathy

The problem

CD 2
17



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 other way?

Tom No, not really. I've got a bit of a stomach ache too. That does.

Kate That's terrible! Did you eat something bad?

Tom I don't think so. Nothing to remember anyway.

Kate And what's the matter on your skin?

Tom Where?

Kate There on your arm. It looks a bit red.

Tom Oh that. It's a bit of a rash. It's on my neck and stomach too.

Kate How long has this started?



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.

- Tom is because he's finding it difficult to
- He's also got a pain in
- There are red marks on his and
- This all started

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? | <input type="checkbox"/> | 5 I've got a bit of a stomach ache. | <input type="checkbox"/> |
| 2 Are you alright? | <input type="checkbox"/> | 6 What's that on your skin? | <input type="checkbox"/> |
| 3 I'm just a bit tired. | <input type="checkbox"/> | 7 Your arm looks a bit red. | <input type="checkbox"/> |
| 4 You don't look at all well. | <input type="checkbox"/> | 8 It's just a bit of a rash. | <input type="checkbox"/> |

? What do you think? Answer the questions.

- What do you think is wrong with Tom?
- Will Kate be able to help him?



Mobile homework

Watch the second part of the video and complete Tom's entry.

Found out why Tom was feeling bad. He forgot to give in his homework after the lesson so he went back to the classroom. , wasn't there so he left his book on the table, but he knocked books which was full of water. How clumsy. Anyway, he left without saying anything, but Ollie Woods it and he wanted every day otherwise could tell on Tom. I told Tom to admit what happened. He did and Mr Leathers with him.

Speaking strategy Showing sympathy

4 Complete. Then check with your partner. Dialogue in 1.7.

- Tom I told you. I'm just a bit tired. I haven't slept well for a few nights.

Kate P..... Have you got any idea why?
- Tom No, not really. I've got a bit of a stomach ache too.

Kate T.....
- Tom It's just a bit of a rash. It's on my legs and stomach too.

Kate a..... !

5 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 well. Make a list of three problems you have. When your partner asks you about your health, tell him/her what's wrong.

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

UNIT 8 Inventions

You learn

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

You can

- talk about inventions
- talk about experiences using *Have you ever ... ?*
- write about an inventor / an invention

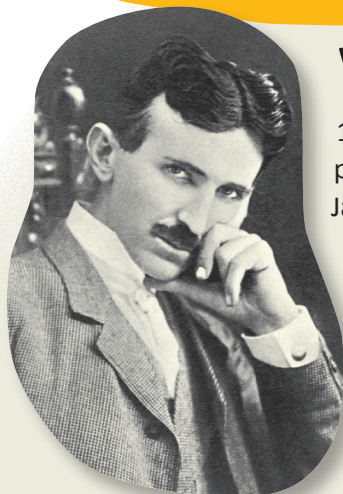


1

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



When Nikola Tesla arrived in New York in June 1884 he only had 4 cents in his pocket. When he died alone on January 7th 1943 in room 3321 of the Hotel New Yorker, he was penniless.

In the 59 years between those two dates Tesla came up with some of the most important inventions of the 20th century. He invented the electric motor, the light bulb, the neon lamp, the first remote-controlled boat and the first speedometer for cars. He also designed the world's first hydroelectric power plant* at Niagara Falls, which uses the power of the water to produce electricity.

So why was he not a billionaire when he died? Perhaps it was his most important invention that was also responsible for his bad luck. In the late 1880s Tesla discovered a new kind of electricity. His AC electrical current was cheaper and easier to use than the DC electrical current* that people used at the time. Unfortunately for Tesla, Thomas Edison, perhaps the most famous inventor of the time, had all his money invested in DC current. Edison used his influence to tell people that AC current was too



dangerous. In 1893, at the World Exposition in Chicago, Tesla went on stage to show people how safe AC current was. He passed a huge current through his body to power up light bulbs and then used his Tesla coil to shoot large electric lightning bolts into the crowd.

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 the little money he made from them he used on his next invention.

But these days we can see his 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; detect – aufspüren

2 How many of these tasks can you do?

- 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 some 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?

- 9 Do you think Tesla was a happy man? Give me an example.



CD 2
18/19

3 Check your answers with a partner. Listen to the text.

Vocabulary Inventions

4 Read the text and match the words with the meanings.

I've invented something that I think will help my science teacher – it's a time-travelling machine. It wasn't easy. First I had to discover a way of making time travel possible. That took me a few weeks. I had worked that out it wasn't too difficult. I sat down with some pens and designed my machine on paper. I experimented with different shapes and colours for the machine. I found that a red rectangle worked best, so I used an old telephone box. I improved it by putting an armchair in it. It's important to be comfortable when you travel. I've built a prototype, but I haven't tried it 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 –

Free flow Talking about inventions

5 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
- ☐ smartphone
- ☐ telephone
- ☐ microwave
- ☐ printing press
- ☐ soap
- ☐ statistics

BiSt **6** In pairs, discuss why each of these inventions was important. Decide on the most and least important.

The ... was important because it allowed us to ...

The ... meant people could ...

7 What are these inventions? Match with the words in the box.

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



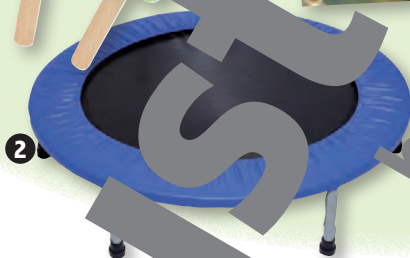
1



3



2



5



6



CD2 **20** **8** Which of the objects in 7 do you think were invented by children? Why? Listen and check your answers.

CD2 **20** **9** Listen again and match the sentences with the objects in 7.

1 The inventor was the youngest of these four inventors.

2 The invention was built in a garage.

3 The idea came to the inventor on holiday.

4 The inventor 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.

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

- 10** 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 Spastic Diplegia Cerebral Palsy. This means that problems with her muscles make it difficult for her to move about and she uses a wheelchair, *crutches*¹ or a *walker*² to help her get around.

Since her family first learned about her disability more than eight years ago, Sadie has always spent a lot of time in hospital and she has had two big operations. When she was seven she had operations on both hips. It was very complicated, but the doctors hoped it would allow Sadie to walk on her own. Sadie was in hospital for a week and after that she had to spend another four weeks resting in bed. She had a lot of time to think. One of Sadie's biggest hobbies is reading and she spends a lot of time visiting the library. She thought about how difficult the journey to the library can be for her. She can't just go up and down steps with a walker to help her, but needs to look for *ramps*³ and these aren't always in the most practical places. She started thinking of ways to make her walker more *flexible*⁴.

After several different drawings, Sadie had a design she thought might work. Now she just needed to bring her plans to life. And she had another reason for wanting to make her ideas a reality. Every year her school holds an Invention Convention where students can bring in their *inventions*⁵ and compete for prizes. For the last two years her illness had stopped Sadie from *entering*⁶. Now it was her big chance. With a little help from her family she built her *Amazing Curb*⁷ in time for the competition.

Her invention won first place in the 'Best Use of a Wheel' category and a lot of attention. But her success didn't stop there and Sadie's invention has won two more prizes including the '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: *curb – Randstein

BiSt **11** Match the titles with the paragraphs. There are two extra titles.

- | | |
|----------------------------|----------------------------------|
| 1 Several operations | 5 Sports competitions |
| 2 Making an idea come true | 6 A lot of awards |
| 3 Unable to move | 7 Steps that make life difficult |

12 Match the words in *italics* (1–6) from the text in **10** with the definitions here.

- | | |
|---|---|
| <input type="checkbox"/> taking part in | <input type="checkbox"/> sticks to help people who have problems with walking |
| <input type="checkbox"/> able to adapt easily to different situations | <input type="checkbox"/> a slope for wheelchairs to go up |
| <input type="checkbox"/> something that has never been made before | <input type="checkbox"/> a metal frame with four legs for people who can't walk very well |

Get talking Talking about experiences

13 In pairs, practise the dialogue.

- A Have you ever entered a competition?
 B Yes, I've entered quite a few.
 A Really? What sort of competitions?
 B Competitions for inventors. I like inventing things.
 A Have you ever won one?
 B Yes, I've won three. In fact, I won a competition last week.
 A What was your invention?
 B I created some computer software to help people keep their passwords safe.
 A And what did you win?
 B I got £600.



14 Complete the questions with the correct form of the verbs in the box.

have
enter
be

- 1 Have you ever a competition?
 2 Have you ever to hospital?
 3 Have you ever an idea ion?

15 Match the follow-up questions with the questions in 14.

- a) What was it? ☐
 b) How long did you stay there for? ☐
 c) Did you win? ☐

16 Think of two more follow-up questions for each of the questions in 14.

17 In pairs ask and answer questions. Find out about your partner's experiences.

Sounds right /ɒ/

CD2
21

18 Listen and tick.

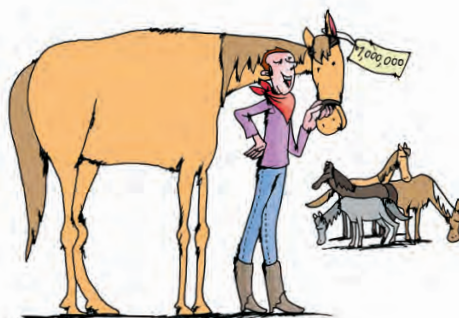
	/ɒ/	/ɔ:/
1 lot		
2 car		<input checked="" type="checkbox"/>
3 thought		

	/ɒ/	/ɔ:/
4 hot		
5 got		
6 saw		

CD2
22

19 Listen and tick.

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



20 Look at these crazy inventions. Match each one with its short description.



- ☐ A tape measure that is also a belt.
- ☐ A pair of slippers with a small red tag at the front.
- ☐ A pram attached to a scooter.
- ☐ A plastic bag with a small red tag.
- ☐ A babygro* with clear moulds attached to the arms and the legs.
- ☐ A pair of children's gloves attached to a pair of adult gloves.

VOCABULARY

*mould – Schimmel;
babygro – Krabbelanzug,
Strampler

21 Work in pairs. Choose three of the inventions. Think of a name for each one and decide who it is for. Complete the table.

		Who is it for?
6	The baby-powered floor cleaner	Busy parents who don't have enough time for housework.

Writing for your Portfolio

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

- 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

GRAMMAR

Past simple and present perfect

Du verwendest das Past simple, um das Vergangene 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 einer bestimmten Zeit.

When Sadie was seven she had operations on both hips.

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

Sadie **has had** two operations.

Sadie **has won** two more prizes.

Sadie **has spent** a lot of time in hospital.

I've just seen Spielberg's new film – Jaws XII.



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.



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.

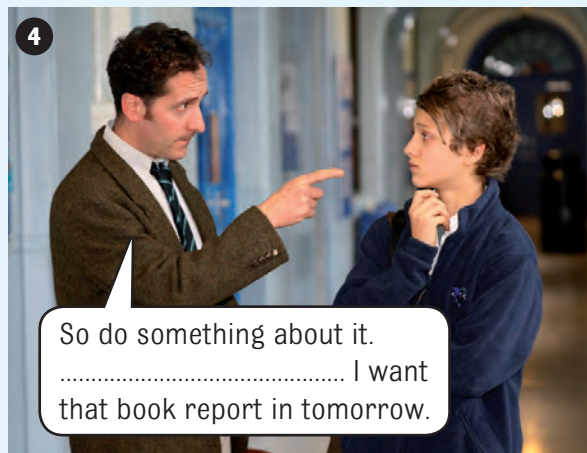
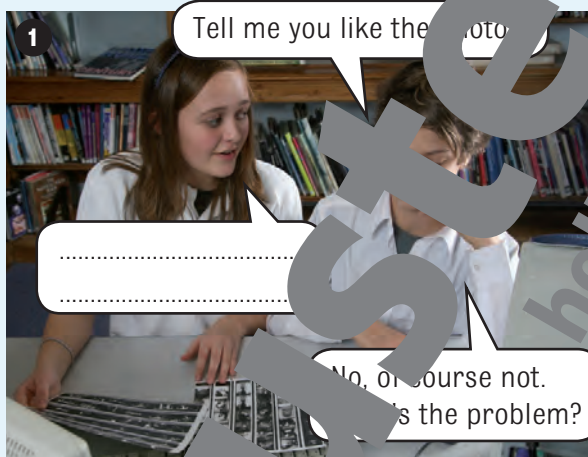
- 1 Why is Nick so tired?
- 2 Why doesn't he take part in P.E.?
- 3 What does Mr Andrews want from Nick?
- 4 Why is Nick so happy with the photos Nick took?
- 5 What does Nick's mum want him to do?
- 6 What does Nick see when he looks at the newspaper?

Everyday English

3

Complete the dialogues with the phrases from the box.

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



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*)
- write about what you are (not) allowed to do at school
- write a poem
- make offers

BiSt

1

Look at the texts quickly. How many things are Milase and Curtis not allowed to do? Then read the text carefully.

YOUR WORLD AND MINE

Meet a teenager from a big city in South Africa ... and a small town in Canada.



MEET MILASE

I'm Milase. I live in Cape Town, one of the biggest cities in South Africa. My mother is a waitress and my mother-in-law is a housewife. She goes to work two days a week and she does the cleaning for another family. Their house is much bigger than ours. I have three brothers who are six, eight and eleven. We live in a small house. We have a small garden. We aren't allowed

to play ball games there because my mum is growing vegetables there. My brothers and I are allowed to play in the street because there isn't a lot of traffic. Not many people have cars where we live.

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,

I'm not allowed to go out when it's dark – my parents say it's too dangerous.

they weren't allowed to speak Zulu at school. That was in the time of Apartheid, when black and white people weren't allowed to mix. I'm not allowed to go out when it's dark – my parents say it's too dangerous. I think my parents are right.

When my mum's away in the afternoons, I have to look after my brothers after school. I really don't like that because they usually make a mess in the house. Then my mum gets very angry with me and we aren't allowed to watch TV for a day or two. I think that's unfair because it's my brothers who always make the mess and not me.





MEET CURTIS



I'm never allowed to go hunting without my dad.

My name's Curtis. I live near Whitehorse, Canada, a town of about 25,000 people. Both my parents work. My dad's a Mountie, a policeman with the Royal Canadian Mounted Police and my mother's a dentist. My dad has two guns 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 I'm never allowed to go hunting without him.

In winter it's very cold in Whitehorse and there's a lot of snow. I love the winter. It's great fun to ride the snowmobiles, but I'm not allowed to drive too far into the woods. My dad thinks I'll get lost out there.

Last year, Dad helped me and my friend Charlie build an igloo on the banks of the Yukon river. The best thing was that our parents allowed us to spend a night in the igloo. We weren't afraid because the grizzly bears

aren't around in the winter – they all sleep. But I think our parents are worried because they picked me up very early in the morning. When it snows a lot, I have to help Dad to clear the snow from the front of the house and the garden. 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!

How many of these tasks can you do?

- 1 Milase's mother doesn't work. T / F
- 2 Milase speaks more than one language. T / F
- 3 Milase has to stay inside when it gets dark. T / F

Complete the sentences with no more than 4 words.

- 4 The population of Whitehorse is
- 5 You don't see grizzly bears
- 6 Curtis has to
- 7 Where do you think you would find a text like this?
- 8 How is your life similar to Milase's?
- 9 How is your life different from Curtis's?

CD 2
23

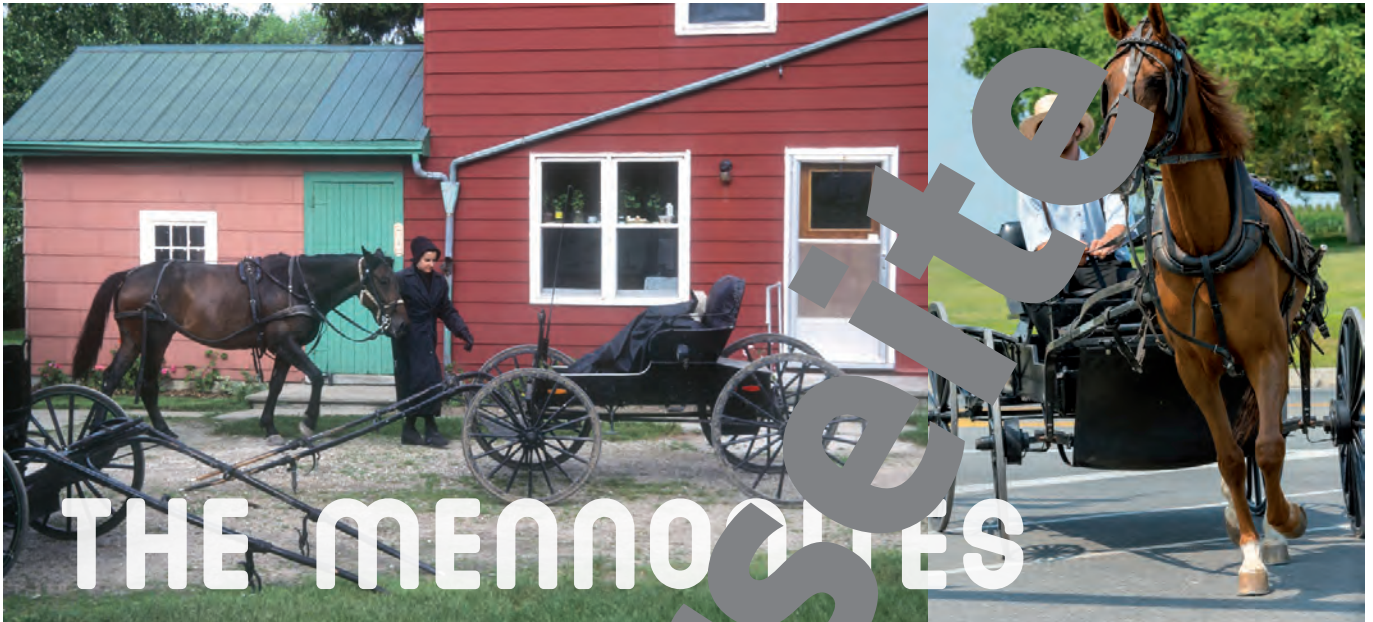


3

Check your answers with a partner. Then listen to the stories.

4 Read the text about the Mennonites and fill in the missing words from the box.

service about were thought ago began world



THE MENNONITES



The Mennonite movement ¹ in the 16th century. At that time they ² Martin Luther's reforms during the Protestant Reformation not radical enough. The Mennonites didn't like the baptism of children. The Mennonites think that only adult baptism is right.

Today there are million Mennonites all over the world. In the USA there are 26 Mennonite groups and a total of 50,000 people. The Mennonites are very peaceful people. Many Mennonites do not do military There are two groups of Mennonites. Some Mennonites way and still live like the farmers of 150 years ⁶ , without cars or electricity. But most of them live the way that most people in the Western ⁷ do.

CD 2
24

5 Listen to the interview and circle the statements T (True) or F (False).

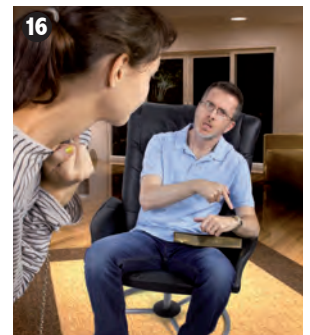
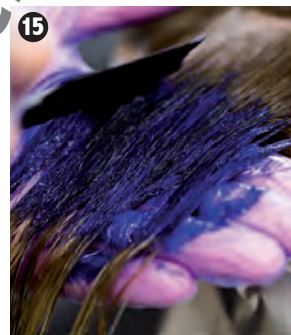
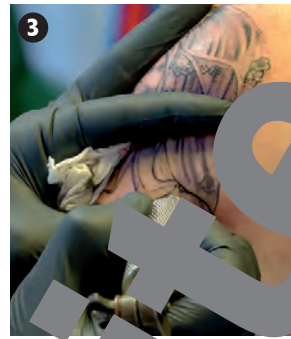
BiSt



- 1 Maria still lives with a strict Mennonite group. T / F
- 2 When Maria was growing up she couldn't watch TV. T / F
- 3 Maria often listened to the radio. T / F
- 4 Maria didn't go to school. T / F
- 5 When Maria was fourteen, she went to a public high school. T / F
- 6 When Diego was fourteen, he went to Mexico for the first time. T / F
- 7 Diego and his dad crossed the border to work on a farm. T / F
- 8 Diego was not allowed to watch TV on the farm. T / F
- 9 Now Diego's family lives in the USA. T / F
- 10 Diego likes it in the USA. T / F

Vocabulary Teen activities

6 Look, read and match.



- ☐ go to the disco (blue)
- ☐ get a tattoo
- ☐ go roller skating without pads
- ☐ buy your own clothes
- ☐ have a party at home
- ☐ use your parents' camcorder
- ☐ go to the disco
- ☐ ride your bike without a helmet

- ☐ come home after ten at the weekend
- ☐ turn your music up really loud
- ☐ eat too many sweets
- ☐ get a nose stud
- ☐ play video games all day
- ☐ watch TV after 10 o'clock
- ☐ wear earrings
- ☐ hang out in shopping centres

Dialogue practice Talking about permission

7 Read the dialogues. Then act them out.

- 1 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 it.
B Even if it's a late-night film?
A Well, if it's a really good film ... yes!
- 2 A That's a beautiful tattoo.
B Yeah, do you like it?
A I don't do. I'm not allowed to have one. Did it hurt?
B No, it didn't hurt at all. It's perfect.
A Really? Where did you get it?
B I think I'm going to get one, too. To scare my mum.

Get talking Talking about permission






8 Work in pairs. Use the prompts to make short conversations.

A Are you allowed to ... ?

B Yes, but I'm not allowed to ...

A Do your parents let you ... ?

B Yes, but they don't let me ...

	✓	✗
	go to parties	come home very late
	surf the internet	go into chat rooms
	buy your own clothes	dye my hair
	invite friends over	make a lot of noise
	go to fast food restaurants	eat fast food every day

Free flow Talking about permission

BiSt

9 Work in groups. Look at the pictures in **6**. Choose three questions. Ask your partners.



- A Are you allowed to get a nose stud?
- B No way!
- C Really? Why's that?
- B My parents hate them. I've already said no!
- A Well, I think my parents might let me, but I don't want to have a stud anyway.
- C Why not?
- A I don't think studs look nice. What about you?
- C I'm not sure. I don't know if my sister has a nose stud and I think it looks nice, but I won't get one for myself.

10 Write a group report and read it out to the class.

In our group, one student isn't allowed to have a nose stud. His parents hate them. One student thinks her parents might allow it, but she doesn't think studs look cool and so she doesn't want to have one. Another student doesn't know if he wants to have a stud or not.

Poetry project

CD 2
25

11 Read and listen to the texts. Say which text you like best and why.



1

We weren't allowed to sing.
We weren't allowed to dance.
We weren't allowed to play the drums –
that's why we left our farm
to join a band – arm in arm.



2

I'm not allowed to shoot down the moon.
I'm not allowed to sell my spoon.
I'm not allowed to hunt for bears.
I'm not allowed to paint my chairs.
I'm not allowed to sink my boat.
I'm not allowed to ride my goat –
that's why I'm leaving my sweet home
to live in the garden as a gnome.



3

I'm not allowed to move.
I'm not allowed to keep my leaves in winter.
I'm not allowed to talk to children.
I'm not allowed to throw branches at thieves.
I'm not allowed to kick people leaving my park –
that's why I'm leaving this place
to go and live on Noah's Ark.



Sound break sounds

CD 2
26

12 Listen and repeat the sentences. Pay attention to the weak sound of the underlined parts.

- 1 We aren't allowed to play in the street.
- 2 I'm not allowed to get a tattoo.
- 3 My brother and sister aren't allowed to go out.
- 4 We can't watch television after eleven.
- 5 We're leaving to go and live in another town.

13 CHOICES

Writing for your Portfolio

A You have been asked to hand in a **BiSt** short report on what you are (not) allowed to do at school. Write a text of 40–70 words. In your text write down:

- three things that you are not allowed to do
- two things you are allowed to do
- one sentence about what you think of the rules

B Read the poems from the poetry project again. Then write your own poem (theme) and draw a picture to illustrate it. Consider the following:

- your poem should have a punch line
- your poem should have to rhyme
- if you want to use rhymes, you've got a lot of freedom (see example two)
- spend your time with the illustration sticking the poem up in class

GRAMMAR

be allowed to / let

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 ball games there.

Are you allowed to have parties at home?



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 allowed to*, um auszudrücken,
- ☐ dass du etwas (nicht) darfst. ☐ dass du etwas darfst.

How to form it: person + (not) + allowed to + Verb

Mithilfe von *be allowed to* drückst du aus, dass dir jemand etwas erlaubt oder dich tun lässt.

*When I was a young boy, my parents **let me** watch it.*

*I think my parents might **let me** have a stud anyway.*

Verneinung:

*My parents **don't let me dye** my hair.*

*They **don't let me eat** fast food every day.*

DEVELOPING SPEAKING COMPETENCIES

Language function

- Making offers

Speaking strategy

- Accepting offers

The visitor

CD 2
27



1 Watch or listen to the dialogue. Then read it. What is the final offer 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 got to look after her. It's a girl. Bianca.

Kate Oh don't be so silly. Who is she anyway?

Tom Remember I told you my mum lived in Brazil for a few years when I was younger. Well, she's the daughter-in-law of my mum's Brazilian friends.

Kate Would you like me to talk to you?

Tom Would you? That would be great.

Kate So what are you so worried about?

Tom Well, she's from a hot country. She'll freeze over here.

Kate I'm sure she's thought of that, Tom. But, if not, then I could lend her some of my clothes if you like.

Tom What if they don't fit?

Kate Tom,



Tom Sorry, that would really help. But another thing. What if her English isn't very good? How am I going to talk to her?

Kate I'm sure her English will be fine. But, listen. 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 the sentences.

- 1 Tom is worried because
- 2 The visitor is from Tom
- 3 Tom is worried she'll think the UK is
- 4 Kate says she can borrow
- 5 Tom is also worried he won't be able to
- 6 Kate reminds him that Laura
- 7 Tom is most worried because he has to
- 8 Kate is going to talk with

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 be a success?



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 Making offers

4 Complete the sentences. Then compare with the dialogue in 1.

1 **Kate** Would you like me to help you?

Tom W..... ?

2 **Kate** I could lend you some of my clothes.

Tom T..... r..... h.....

3 **Kate** Why don't you talk to Laura from school. She's from Portugal.

Tom Thanks, Kate.

4 **Kate** Would you like me to ask my parents if she can stay with us?

Tom Kate W..... W..... I d..... W..... y..... ?

5 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. Tell your partner about these things.

Student B
Listen to your partner's worries. Offer to help.

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 how to get organised
- design and write a leaflet

Vocabulary Getting the message across

1 Match the expressions with the pictures.

- 1 to sign a petition
- 2 to hand out leaflets
- 3 to go on a protest march
- 4 to organise a meeting
- 5 to send out emails



2 a Look at the pictures. What problem do you think the children are talking about? What do you think they can do about it?

b Now read the play. Check your ideas.

Are cars more important than kids!

Scene 1

In a street

- Sandra** Did you hear about our plans?
- Soo-min** No. What's up?
- Sandra** They want to cut down some of the trees and make a much smaller park.
- Richard** What? Why would they do that?
- Sandra** They want to build a new three-storey car park in the middle of the park.
- Soo-min** But we won't be able to play there any longer. No more football ...
- Richard** ... and the half of the park has to go, too! We can't allow that to happen!
- Sandra** We have to do something.
- Soo-min** But what can we do?
- Sandra** I don't know. Let's go and talk to the other kids in the park.

Scene 2

In the park

- Sandra** I've found out more about the plans for the car park.
- Tony** OK, so what's the bad news?
- Sandra** Richard and I talked to a city planner yesterday. He said, "Don't worry, you'll still have half the park."
- Soo-min** But that's not true! Old ladies walk their dogs in the other half. And there's no playing field.
- Richard** That's what we told him, too.
- Tony** And?
- Sandra** He said we have to share with the other people ...
- Richard** ... and the dogs. Work's going to start in a month. We must do something. Let's organise a protest march through the park.
- Soo-min** And let's make leaflets!
- Tony** And let's write a petition. We'll ask people to sign it.



Scene 3

In the park

Tony Read the headline out to us, Sandra.

Sandra Alright. It says: "60 kids say no to the car park."

Tony Hey, that doesn't sound fair.

Sandra And it also says: "Aren't they too young for protest marches?"

Soo-min What does the other paper say?

Sandra This is better – "Surprise for city planners – over 400 people sign petition".

Richard Let's send out emails. And let's organise another march.

All Great! Yeah, let's!



Scene 4

At the meeting

Chairman Order, please, order! Mr Parker from the planning office, please.

Mr Parker People who live here want to park their cars here.

Man 1 But our kids won't be able to play here any longer.

Sandra And kids who live here want to play here.

Other kids Right! That's true! Well said, Sandra.

Chairman Order, please, order!

Mr Parker I'm sorry, but we can't let more than 100 kids sit around in the park when we want to begin our work. The parents must do something about it.

Woman And they will! They'll sit around in the park, too!

Others Yes. We will!

Man 2 I haven't got kids, I've got a car. And I have rights, too.

Richard Don't you think that kids are more important than cars?

Man 2 I'm not sure cars are more important, but we need them. You see, your dad's got a car.

Richard But cars are everywhere, and we've lost this only playing field.

Others Right! No more cars!

Chairman Mr Parker, I think you've got an idea of what the people here think.

Mr Parker That's right. Well, we've tried to come up with a solution that everyone likes, but it seems we haven't been able to find one yet.

Sandra ... and thank you very much, everybody, for your help. For your help with getting signatures, for taking part in the marches, for sitting in the park for hours and hours, for making and handing out leaflets. Thank you for helping us.

Tony And is it true that they're really looking for another site for the car park?

Richard That's what Mr Parker said.

Soo-min And have they found one yet?

Sandra No, I don't think so.

Soo-min What if they come back?

Richard We'll start again.

Sandra Right. We were able to stop them this time. We'll be able to stop them next time, too. Kids have got rights too, you know.

All Yeah!



3 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 Soo-min likes to play in the park.
- 2 The children have before work starts on the car park.
- 3 The children aren't with the headline in the first newspaper.
- 4 Mr Parker wants
 - ☐ the parents to control their children.
 - ☐ somewhere to park his car.
 - ☐ more time to make a decision.
- 5 Man 2
 - ☐ thinks cars are more important than kids.
 - ☐ is worried for the children.
 - ☐ supports the plans for the park.
- 6 At the end the children
 - ☐ are happy because they won.
 - ☐ are worried because the work is going to start soon.
 - ☐ are ready to carry on fighting if they need to.
- 7 Which side of the argument do you agree with?
- 8 Who do you think will win and why?
- 9 What changes to your town would you propose against?



CD 3
1

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

Dialogue practice

CD 3
2

BiSt

5 Listen to the dialogues. Act them out in pairs.

DIALOGUE 1

Lisa Have you heard about the accident?

John No, what is it?

Lisa They want to take down the old tree in front of the school.

John That's what I heard. It's a big tree.

Lisa We must do something.

John Let's organise a meeting.

DIALOGUE 2

Anna There's been another accident in our street.

Jerry Not again! We need traffic lights there. It's not safe for the kids.

Anna Let's organise a petition.

Jerry Right. And how about writing hundreds of emails to the city council?

Anna Good idea.

Jerry And if that doesn't help, we can organise a protest march.

Anna Great!

Get talking

BiSt

6 Work in pairs. Make similar dialogues. Here are some ideas:

- There have been several car accidents in front of the school.
- Students are not allowed to use school computers for their project work.
- The school library is not open any more in the afternoon.

Sounds right /p/

CD 3
3



7 Practise the sound 'p' – listen, then say the sentence as fast as you can!

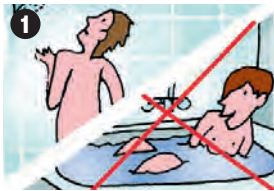
If people have a protest march and parents put pen to paper and sign the petition and Mr Parker the planner plays his part, then Peter and Paula can play in the park again.



Vocabulary How green are you?

8 Match the sentences and the pictures.

- | | | |
|--|---|---|
| <input type="checkbox"/> Don't drop litter in the streets. | <input type="checkbox"/> Recycle glass bottles. | <input type="checkbox"/> Don't ask your parents to drive short distances. Ride your bike or walk. |
| <input type="checkbox"/> Recycle paper. | <input type="checkbox"/> Don't take plastic bags at your supermarket. Bring a basket. | <input type="checkbox"/> Buy locally produced food. |
| <input type="checkbox"/> Save water. | <input type="checkbox"/> Don't leave bottles or cans on the beach. | |



9 Read the questionnaire and answer. Then check how 'green' you are.

- | | |
|--|---|
| 1 I ... save water.
a) <input type="checkbox"/> always
b) <input type="checkbox"/> sometimes
c) <input type="checkbox"/> never
d) <input type="checkbox"/> hardly ever | 6 I ... throw paper, wrappings, plastic bottles into the street.
a) <input type="checkbox"/> never
b) <input type="checkbox"/> hardly ever
c) <input type="checkbox"/> sometimes
d) <input type="checkbox"/> always |
| 2 We ... buy locally produced food.
a) <input type="checkbox"/> always
b) <input type="checkbox"/> sometimes
c) <input type="checkbox"/> hardly ever
d) <input type="checkbox"/> never | 7 I ... put paper into special containers to be recycled.
a) <input type="checkbox"/> always
b) <input type="checkbox"/> sometimes
c) <input type="checkbox"/> hardly ever
d) <input type="checkbox"/> never |
| 3 I ... use a basket or cloth bag when shopping.
a) <input type="checkbox"/> always
b) <input type="checkbox"/> sometimes
c) <input type="checkbox"/> hardly ever
d) <input type="checkbox"/> never | 8 I ... ask my parents to drive me short distances.
a) <input type="checkbox"/> never
b) <input type="checkbox"/> hardly ever
c) <input type="checkbox"/> sometimes
d) <input type="checkbox"/> always |
| 4 I ... take glass bottles to the bottle bank.
a) <input type="checkbox"/> always
b) <input type="checkbox"/> sometimes
c) <input type="checkbox"/> hardly ever
d) <input type="checkbox"/> never | |
| 5 I ... leave litter behind when leaving the beach.
a) <input type="checkbox"/> never
b) <input type="checkbox"/> hardly ever
c) <input type="checkbox"/> sometimes
d) <input type="checkbox"/> always | |

You ticked a at least six times: You are really 'green'.	You ticked b at least six times: Well done! You are quite 'green'.
You ticked c at least six times: You probably know what you should do, but you are too lazy.	You ticked d at least six times: You are a litter bug. You are not 'green' at all.

10 Listen to a radio show in which a reporter interviews a teacher about a project on women's suffrage. Answer the questions.

- 1 What does 'suffrage' mean?
- 2 What did the girls and their teacher research first?
- 3 What did they find out about women's suffrage in
 - the UK? – the US?
 - Switzerland? – Kuwait?
- 4 Why did they like the project?
- 5 What is their next project about?

Did you know ... ?

In the early 20th century women in Britain, Australia and the United States wanted the right to vote. These women were called 'suffragettes' and they had their own newspaper, *The Suffragette*.

11 Read about the history of women's rights in Austria. Get together in groups and underline the three facts that are most surprising for you.

Men and women – equal rights

Did you know that there are countries where men are still very much against women driving cars? It may sound like a joke, but for women in some parts of the world it isn't. It's real, and it's hard to believe.

At least in Europe, you might say, men and women have the same rights. Well, statistics show that this is not always the case. For example, women do not always get the same amount of money for doing the same kind of work. And often a job goes to a man although there is a woman who is better qualified for it.

In many countries women have had to fight for their rights over the years. Even in Austria women haven't always been allowed to do what men have. See for yourself:

- Until **1869**, girls were only allowed to go to school for a maximum of six years. From **1869**, they could go to school for eight years, but they had to learn different subjects than boys (they had to do a lot of needlework, and learn to cook, for example).
- In **1872** girls were allowed to pass the final exam (Matura) for the first time, but they couldn't take the exam at their school – they had to sit for it as 'Externisten' at a boys' school. However, girls were still not allowed to attend university.

- **1892** saw the first school for girls in Vienna. At the same time there were 17 Gymnasien for boys. It was only in **1906** that girls could take their final exams at a school for girls.

- **1893** saw the founding of "Allgemeine Österreichische Frauenvereine". Its goal was to help women. At the time, women still did not have the right to vote.

- From **1897** onward women were allowed to attend university but they were not allowed to study all subjects. The first Austrian female medical doctor (1897) had to study in Switzerland.

- In **1918** women were allowed to vote for the first time.

- Until **1949** female teachers were not allowed to marry. (They also earned 10% less than men and had to pay more taxes.)

- Until **1975** women were not allowed to have a job unless their husbands gave their permission.

- In **1993** a law was passed that said that men and women have to be treated as equals.

The situation is much better nowadays, but will men and women ever have the same rights completely? Here is some food for thought, and it comes from a blog entry by 13-year-old Arnie Cotton from Chester:

Men and women are not equal. They can't be. That's neither good nor bad, it's just the way it is. We can't change that, even if we want to. But men can be fair to women. That's a choice we can make, and that choice is important!



In 1897, Gabriele Possanner von Ehrental became Austria's first female medical doctor.

12

In groups, discuss the questions below. Come up with three suggestions. Present your ideas to the class.

- What rights should girls have that they have not got yet?
- Are there any rights boys should have that they have not got yet?

Useful language:

We believe that ...

Girls should have the right to ...

Girls (also) must be allowed to ...

It should be forbidden to ...

13

Read about two famous women who stood up for their rights. Summarise what they each did in one sentence.



Rosa Parks

When Rosa Parks (1913–2005) decided to give up her seat on the bus to a white man on December 1st, 1955, she wasn't just tired from work. She was also tired of sitting up again and again for white men who took her seat. The rest is American history – first, a 381-day bus boycott, and finally, in November 1956, the decision to let it be legal to have different seats for white people and African Americans. Finally, African Americans could sit on a bus, the same as white people.



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

14

Listen to interviews about children's favourite heroes/heroines. Fill in the grid.

	Who?	Why?
Hero		
John		
Natasha		

15 CHOICES

Writing for your Portfolio

A A friend has shown you the “Make cycling safe” leaflet. She has asked you to design another leaflet about safety. In your leaflet say:

- how important regular checks of your bike are
- how important good brakes are
- how important what you are wearing is

B Design a leaflet for something you want to start for. Make sure you:

- find a good slogan
- say what it is all about
- say what you are planning to do
- use a standard A4 leaflet
- come up with a good layout

MAKE CYCLING SAFE

SAY YES TO A NEW CYCLING PATH!!

Ride to the next meeting and
enjoy our best ride!

Saturday, 3 p.m.

in front of the old school.

Keep on riding!

GRAMMAR

Past ability and permission: *could*, *was/were able to*

Read the examples. Complete the exercises.
Write *could* / *couldn't* or *was* / *wasn't* or *were* / *weren't* or *was able to*.

They **couldn't take** the exam at their school.

Finally, African-Americans **could sit** on the bus,
the same as white people.

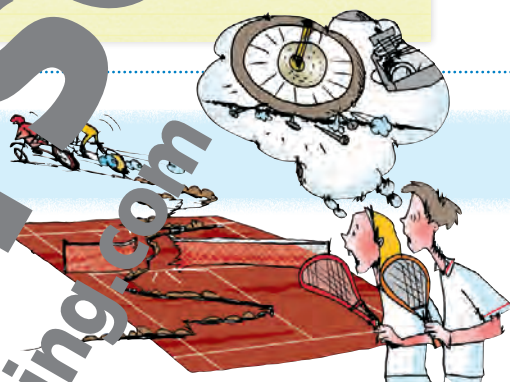
We **were able to** stop them this time.

They **weren't able to** get their bikes back.

1. ... verwirklichtest du, um
auszudrücken, dass etwas geschehen in
der Vergangenheit (nicht) möglich oder erlaubt
war. Du verwendest 2. ...
um auszudrücken, dass jemand in einem
bestimmten Moment (nicht) fähig war.

Mithilfe von *could* / *were(n't) allowed* drückst
du aus, dass jemand etwas (nicht) tun durfte.

From 1897 onward women **were allowed to**
attend university, but they **weren't allowed to**
study all subjects.



Future and present perfect ability and permission

Our kids **won't be allowed to** play here any longer.

Even in Austria women **haven't always been allowed to** do what men have.

Our kids **won't be able to** play here any longer.

We **ll be able to** stop them next time.

We **haven't been able to** find a solution to the problem yet.

Form:

Future – *will (won't) be able to* + Grundform des Verbs

Present perfect – *have(n't)/has(n't) been able to* + Grundform des Verbs



1

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

- 1 Dawn wants to play for the school football team.
- 2 Lucy is the chairperson for the debate.
- 3 Darren Mallet and Wayne Daniels play in the school team.
- 4 Mr Glass doesn't want Dawn in his team.
- 5 Stern loses the debate.
- 6 Dawn scores three goals for the school team.

T / F

T / F

T / F

T / F

T / F

T / F

2

Put the lines in the correct order to make the article in The Mag.

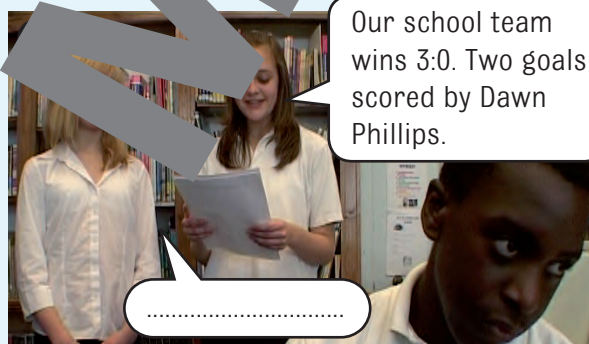
- ☐ exciting debate, Jessica pointed out that Dawn was not only a good footballer, but
- ☐ want to say is: Congratulations! — don't dream! BFF.
- ☐ vote, however, it turned out that Dawn could have a chance in the team. And it
- ☐ that she should be allowed to follow her dream. Stern argued that there 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 lines from the text.

Guess what? No chance! Nice one, I knew it!



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
- reply to a postcard
- write a text about California
- ask for more information

CD 3
6

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.

BiSt



CD 3
7

2

Listen and find out where these things are. Write a place name from the map under each photograph.

BiSt



1



2



3



4



5 San Francisco



6

3 Do the quiz. Then listen and check your answers.**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 people in Los Angeles speak?

- a) Spanish
- b) Italian
- c) Portuguese

**5**

In which part of Los Angeles do many famous film stars live?

- a) Beverly Hills
- b) Anaheim
- c) San José

**10**

This Californian group were very famous in the 1960s. Who were they?

- a) The Beatles
- b) The Rolling Stones
- c) The Beach Boys

**9**

The Napa Valley is famous for ...

- a) wine
- b) oranges
- c) cactuses

**8**

One day in 1913, the temperature in Death Valley was ...

- a) 47°C
- b) 57°C
- c) 67°C

**7**

In 1849, about 40,000 people went to California to look for ...

- a) silver
- b) gold
- c) diamonds

**6**

From 1868 to 1963, the island of Alcatraz was ...

- a) a castle
- b) a hotel
- c) a prison



HOW MUCH DO YOU KNOW ABOUT
California?

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 Bandwidth for time?

What does that mean?

Olivia Let me give you an example. A friend of mine said the other day, 'I don't think I have the bandwidth for this. I think I'd need some help'. He didn't mean that he needed help because 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

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 like living in your new place?

Olivia We've got an awesome house. It has windows that look out onto as many of the most beautiful weather here is so beautiful. Most of the time it's sunny and warm. Californians want to feel as though 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 always reminds me that people are not outside of our little bubble, the whole world is huge and wonderful. And people are all smiling – it seems like everybody loves life here. I've never heard anybody say they don't like the place.

Amelia Your mum works as a programmer, and in Silicon Valley, the world's most famous place for IT companies. How does that feel?

Olivia It's great. I'm so proud of my mum and it's fascinating to hear her 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'.

5 How many of these tasks can you do?

- Olivia has been living in Silicon Valley for
☐ almost six months. ☐ a month. ☐ one and a half months.
- Olivia's house
☐ is different from other houses in Silicon Valley. ☐ has a lot of glass. ☐ is very warm.
- Most Californians
☐ speak more than one language.
☐ are happy living there.
☐ complain about the weather.
- Olivia meets a lot of famous people in Silicon Valley. T / F
- Californian avocados are delicious but quite hard. T / F
- Olivia didn't bring her boots with her from the UK. T / F
- How happy do you think Olivia is, living in California?
- Which of the things she talks about sounds most attractive to you?
- What things would you miss most about Austria if you had to move to another country?



CD 3
9

6 Check your answers with a partner. Then retell the story.

Vocabulary A holiday in Death Valley

CD 3
10

BiSt

7 a Match the words with the definitions.

- | | | |
|----------------------|--|------------|
| 1 dry | <input type="checkbox"/> ruck | back |
| 2 you have no signal | <input type="checkbox"/> deep | with steep |
| 3 to spot | <input type="checkbox"/> ridges or | |
| 4 backpack | <input type="checkbox"/> made of hard earth | |
| 5 headquarters | <input type="checkbox"/> to find someone | |
| 6 dirt road | <input type="checkbox"/> area at the top of a mountain | |
| 7 ridge | <input type="checkbox"/> mobile phone doesn't | |
| 8 canyon | <input type="checkbox"/> where | |
| | <input type="checkbox"/> without water | |
| | <input type="checkbox"/> main buildings or offices | |

b Now write to Christine's story about a dramatic adventure in Death Valley and answer the questions.

- What sort of car did Oliver and Christine rent?
- What did they want to take photos?
- Why did they stop the car?
- What did they do then?
- How much water did they take with them?
- What did Oliver do when they found out that they were in the wrong canyon?
- What did Christine do?
- How was Christine rescued?



Did you know ... ?

Death Valley is about 320 km northeast of L.A. The valley is situated between two mountain ranges. It gets less than 5 cm of rain a year and is very hot – often up to 50 degrees in the summer months. In 1849, during the gold rush in California, a group of gold diggers got lost in this valley and died of thirst – that's why it's called Death Valley.

Read the texts. Put the phrases A–D in the correct places.

- A more modern
- B the stars aren't only humans
- C don't forget to go on
- D This is a place where

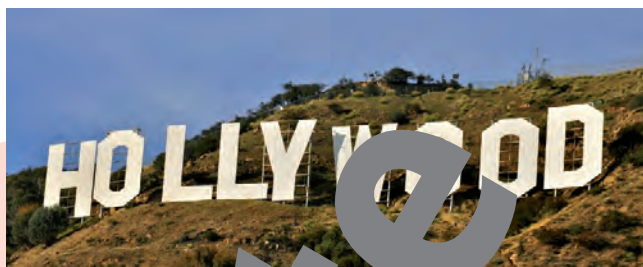
Los Angeles

Some 'must do' sightseeing things for visitors



2 Visit Universal Studios. This is one of the most famous film studios in Hollywood. See where and how some of the greatest movies of all time were made. Meet King Kong and Terminator 2 – and ☐ the Jurassic R

1 Walk along the Walk of Fame. See the stars and the hand-prints in the pavement of many famous people, like Marilyn Monroe and Elvis Presley. They're on Hollywood Boulevard and Vine Street. (And ☐ ! You can even see 'paw-prints' of Lassie, the film-star dog of the 1930s!)



4 Spend the day at The California Adventure.

This is Disney's most recent park, beside Disneyland in Anaheim, but it's ☐ than Disneyland itself. There are some great rides (like California Screaming) but also lots of cool information about the state of California (its history, its parks, its people).

3 Go to Venice Beach. Walk along the sidewalks in Venice Beach. Watch the skateboarders or just sit and eat an ice cream. Hire a bike and go cycling. ☐ you might see some famous movie stars!



Sounds right

Match the beginnings and endings of the questions. Then listen and check.

- | | | |
|--------------------|---|-------|
| 1 How long did you | <input type="checkbox"/> go first? | ↑ / ↓ |
| 2 Did you | <input type="checkbox"/> a good time? | ↑ / ↓ |
| 3 Did you have | <input type="checkbox"/> along the beach? | ↑ / ↓ |
| 4 Did you walk | <input type="checkbox"/> come back? | ↑ / ↓ |
| 5 Did you go | <input type="checkbox"/> sightseeing? | ↑ / ↓ |
| 6 Did you go | <input type="checkbox"/> spend there? | ↑ / ↓ |
| 7 When did you | <input type="checkbox"/> any good rides? | ↑ / ↓ |

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.

Get talking My holiday

11

Imagine that you have come back from a holiday. Choose 5 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



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B Search the internet for more information about California. Write a text (120–150 words) about places you would like to visit. Upload some photos to add to the page. In your text include information:

- on the place you'd like to visit
- on where it is in California
- on the reason(s) why you want to visit these places

GRAMMAR

Present perfect continuous

How to use it

Du verwendest perfect continuous, um auszudrücken, was seit long and schon einige Zeit oder in letzter Zeit beschäftigt hat 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



DEVELOPING SPEAKING COMPETENCIES

Language function

- Asking for information

Speaking strategy

- Asking for more information

The adventure

CD 3
12

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 17.45.
- Tom** OK, that gives us thirty minutes. And if you want to come back at around 20.00, 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. 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 It 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.

Useful phrases Asking for information

3 Match the questions and answers.

- | | |
|--|---|
| 1 How long does it take to get there? | <input type="checkbox"/> It's £8.40. |
| 2 How much is a return with a young person's railcard? | <input type="checkbox"/> Not on this one. |
| 3 What time is the next train? | <input type="checkbox"/> It's £2.45. |
| 4 Can you get food on the train? | <input type="checkbox"/> Platform 1. |
| 5 Can we have two returns, please? | <input type="checkbox"/> About two hours. |
| 6 What platform does the train leave from? | <input type="checkbox"/> Sure, it'll be £16.80. |

? What do you think? Answer the questions.

- Will they catch the train?
- How do they spend the rest of the day?



Mobile homework

Watch the second part of the video and put the events in Kate's diary in order.

- ☐ Took a photo of Tom's paper – he really needs to be using technology.
- ☐ Tom lost all the train info.
- ☐ Found out my phone had no battery.
- ☐ We started thinking about going back home.

Speaking strategy Asking for information

4 Complete. Then check with a partner in 1.

- Tom A..... the next one after that?
- Tom I think that's a..... i..... a.....
t....., can you get food on the train?
- Tom S..... o..... m..... t.....
What platform does the train leave from?

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

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.

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.

Student B

UNIT 12 Survival

You learn

- about natural disasters
- what to do in an earthquake
- how to use the present and past passive

You can

- explain your choices
- write a story about an earthquake

Vocabulary Natural disasters

CD 3
13

1 Write the words under the pictures. Then listen and check.

an earthquake

an avalanche

a volcanic eruption

a flood

a drought

a tsunami

a forest fire

a mudslide

a hurricane



1



4



7



2



5



8



3



6



9

2 Read the text about volcanoes.

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 been killed in volcanic eruptions over the last 100 years. In 1963 an undersea volcano erupted to form the world's newest island - Surtsey island off the coast of Iceland.

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 - but that wasn't a very big explosion.

How many volcanoes are there in the world?

It's impossible to know because many volcanoes are under the sea, but on land there are about 1,500 that have erupted sometime over the last 10,000 years. Most of these are now dormant which means they aren't expected to erupt very soon. But there are also between 50-70 volcanoes that are active every year.

What is the world's largest volcano?

Mauna Kea in Hawaii is the world's biggest volcano. It is formed by ash and layers of dried lava and is more than 4,000m high. It is also one of the world's most active volcanoes and has erupted 33 times since 1843. The last eruption was in 1984 and scientists think it won't be too long before it erupts next time. The largest volcano in our solar system is Olympus Mons on Mars although it is now extinct.

WORDS YOU NEED TO KNOW

magma - molten rock found inside volcanoes

lava - magma that has been thrown out of a volcano in an explosion and runs down the sides of the mountain

crater - the top of the volcano

dormant volcano - a volcano that hasn't erupted for a long time

extinct volcano - a volcano that no longer has eruptions

3 Complete the sentences with one or two words.

- 1 A volcano is a mountain which is open at the top.
- 2 Lava is sent down the sides of the mountain.
- 3 Many volcanoes are under the sea.
- 4 Many volcanoes on Earth are now dormant so they won't erupt soon.
- 5 One of the world's largest volcanoes has erupted 33 times since 1843.
- 6 The largest volcano in our solar system is on Mars.
- 7 Over the last 100 years, about 250,000 people have died as a consequence of volcanic eruptions.

- adventure story
- magazine article
- news report
- letter



Great disasters of the modern world

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 and Somalia to the west. Many of the coasts of these countries were hit by huge waves that were as high as buildings and even complete villages were destroyed. Almost 250,000 people were killed. Many of the bodies were never found.



During the night of December 26th 2003, when 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, but 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 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.



5

Read the text. Circle the sentences T (True) or F (False).

- 1 The Indian 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

6

Read and complete with *away* / *near* / *under*.

What to do in an earthquake

1 If you are indoors:

- Stay inside. You don't get injured by falling glass or parts of buildings.
- Keep away from windows and from heavy furniture that might fall over.
- Get down onto the floor.
- Get a strong desk, table or other piece of furniture. Hold on to it.

2 If you are outdoors:

- Go to an open space.
- Keep from buildings and power lines.

3 If you are driving:

- Stop if you can and stay inside your car.
- Try not to stop buildings or under trees and power lines.

7

Listen and write how Sally and Tom survived an earthquake.

Complete the sentences.

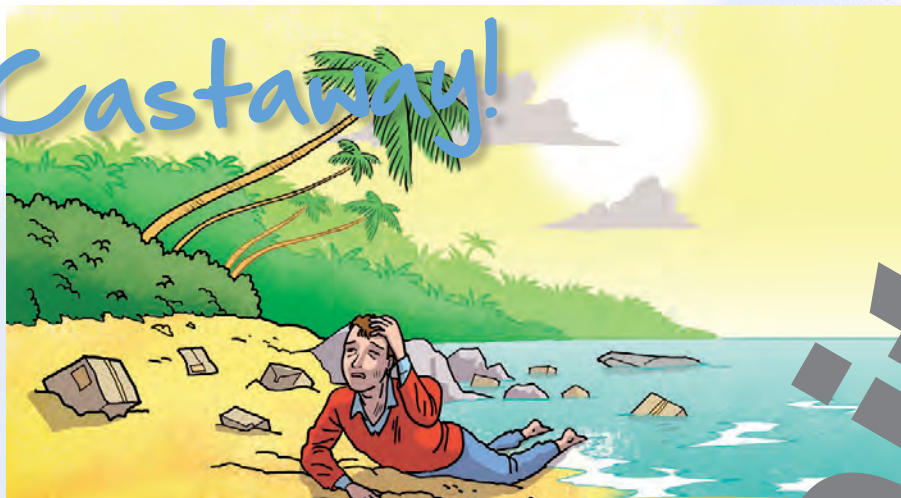
- 1 Sally was having breakfast ready when
- 2 She looked out of the window and saw
- 3 Just before the big earthquake happened, she
- 4 She shouted and some men came. They
- 5 Tom was on his way
- 6 He stopped his car and
- 7 He ran as fast as he could until he
- 8 When he came back to the car,



8

Read the first part of the story.

Castaway!



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 many kilometres with these parcels across land and sea so he could safely deliver them to the places written on them.

One fateful night Chuck was travelling with parcels on one of the company's planes when disaster struck. The plane got caught in the middle of 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. His body was covered in cuts and bruises. 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 sinking. He remembered seeing the island at night with a few flashes of light. 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 that a rescue party was on its way. He hoped to be alive. There were a few parcels from the plane on the beach. Chuck didn't open them. He still hoped to see them unopened one day. But when hours turned into days, the hope slowly disappeared. When the dead body of the pilot washed up on the beach all he could do was bury his friend 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 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 eyes on it. Now Chuck had a friend. Its name was 'Wilson'. There was still one parcel left. 'Anna Jackson, Jacksonville, USA' the address on it said. Chuck was not sure but he decided to leave it unopened.

As the years went by, Chuck got 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 he 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.



9 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 can't open the last parcel.
- 5 Sometimes Chuck saw ships in the distance but
- 6 Chuck used to build
- 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
15/16

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

CD 3
17

11 Discuss what you think happened next. Then listen to the end of the story.

CD 3
18

BiSt

12 Listen to the radio programme. Write down the things Tom Newman chooses.

- 1 CD –
- 2 film –
- 3 book –
- 4 special thing –

6.00-7.30 p.m.: Castaway Choices. Every week, Janice Jones asks a famous star to imagine spending a year on a small island. Guests are allowed 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
18

BiSt

13 Listen again and match the things in 12 with his reasons for taking them.

	CD	Film	Book	Special thing
1 It makes me feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 It makes me feel that I'm at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 It's got lots of useful advice on how to survive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 It's very interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Get the main choices

BiSt

14 Work in pairs. Choose your items for Castaway Choices and interview each other.

What (film) are you going to take?

I want	to take (Star Wars) because	it always makes me feel happy.
I'm going		I never get tired of (watching) it.
I'd like		it's my favourite (film).
		it's a moving (film).

Writing for your Portfolio

A A man has just survived an earthquake. He's writing a message to a friend about it. Write that message (40–70 words). In your message say:

- when and where the earthquake happened
- where he was and what happened to him
- how he survived and what he saw around him

B Write a story about someone who survived an earthquake (130–150 words). Use some of these words to help you.

rescue to rescue
crush to shake
seal to crack
collapse to collapse

Dialogue practice Talking about what went wrong

16 Listen and repeat.

- 1 **A** My camping holiday was a disaster.
B Why?
A My tent was blown away by the wind.
2 **B** My flight to Italy was a disaster.
A Why?
B The flight was cancelled.
- 3 **A** My trip to the restaurant / food burn
B Why?
A I was chased by a bear.
4 **B** My picnic / chased by bear
A Why?
B I was chased by a bear.
5 **A** My canoe trip / canoe hit a rock and sink
B Why?
A I was chased by a bear.
6 **B** My shopping trip / wallet stolen
A Why?
B I was chased by a bear.

Pairs have similar dialogues.

GRAMMAR

Passive (present and past)

How to use it: Das Passive wird verwendet, um auszudrücken, was mit einem Objekt oder einer Person gemacht wird (wurde). Dabei ist unwichtig (oder ohne Interesse), von wem die Handlung ausgeführt wird (wurde).

How to form it: Subj. + be + past participle

Present simple passive

Huge rocks **are sent** into the sky.
Lava **is sent** down the sides 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 wird (oder wurde), verwendest du **by + object**.

She was found **by rescue dogs**.





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.
- 3 The second mystery voice tells her to go to the bank.
- 4 Someone gave the boy 50p to give the message to Lucy.
- 5 Someone is watching Lucy.
- 6 Lucy thinks the story might be dangerous.

2

Match the sentence halves.

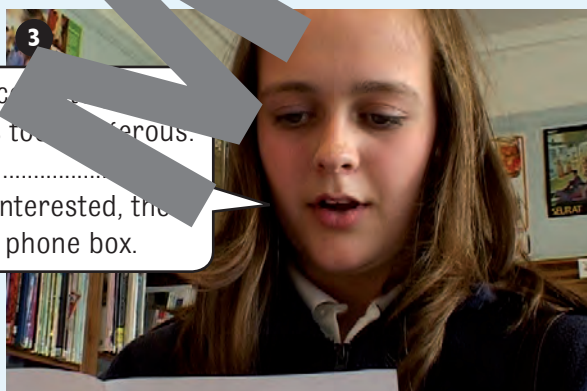
- | | |
|---------------------------------------|---|
| 1 Lucy finds a letter | <input type="checkbox"/> phone her mum in Brick Lane. |
| 2 The letter tells her to follow some | <input type="checkbox"/> under the computer lab door. |
| 3 First she has to be at a | <input type="checkbox"/> her dad that says "Go to the Youth Club". |
| 4 At the phone box she gets a call | <input type="checkbox"/> that the 'mystery' is a surprise birthday party for her. |
| 5 Outside the post office a boy hands | <input type="checkbox"/> instructions to uncover a great story. |
| 6 At the Youth Club she finds out | <input type="checkbox"/> tells 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. I'm sorry you see. Don't look at me



UNIT 13 Dilemmas

You learn

- how to talk about dilemmas
- how to use *if*-sentences

You can

- give advice to somebody
- write about a dilemma
- write a poem

Vocabulary Problems in school

1 Read the sentences and match the underlined words with the definitions.

- 1 He's not very popular because he's a bit of a nerd. ☐
 - 2 I can't play football after school because I've got detention. ☐
 - 3 Steve called Mrs Brown silly. He's really cheeky! ☐
 - 4 You came home late again. You're grounded for a week. ☐
 - 5 I hate Mr Ward. He always picks on me. ☐
- a a kind of school punishment when a student stays behind after school
 b someone who is an outsider
 c always choose the same person to punish or hurt
 d a kind of punishment when your parents don't allow you to leave the house
 e a bit rude, but in a funny way

2 a Work in pairs. Look at the picture below. What do you think the girls are talking about?

b Now read the play. Check your ideas.

The Nerd

Scene 1

In the school cafeteria

- Bianca** Don't look to your right.
Tina Why? What's wrong?
Bianca I said, don't look! Steve's looking at you.
Tina Is he? Really?
Bianca Yeah, he's been following me all the way to the school and he's checking you out!
Tina How does he do that? Is my hair OK?
Bianca You look great. You always do. *(There is a noise.)*
Tina What was that? What happened?
Bianca Steve's such fun. He's just played a trick on the Nerd.
Tina Oh my god, is the Nerd here, too?
Bianca Yeah, he was trying to get past the boys and Steve put out his leg and the Nerd tripped. It was so funny!

- Tina** Oh, come on, Bianca, I have to look. *(She turns around)* Oh my god, look at that. But it's his own fault. If he wasn't such a nerd, they wouldn't pick on him all the time. Now look at him. His food's all over the floor!

- Bianca** Serves him right.



Scene 2

In the classroom

Teacher Tina, Bianca, will you be quiet – NOW!

Bianca Of course, sir. Tina just wanted to borrow a pen.

Teacher And is that a problem?

Bianca No ...

Teacher Then why do you need to talk about it for two minutes?

(A few minutes later)

Teacher Tina. I warned you. Two afternoons of detention.

Tina But, sir ...

Teacher I'm tired of warning you all the time.

Tina But, sir, you said, "Be quiet." You didn't say anything about being silent. I was talking quietly.

Teacher Thank you for explaining and that makes three afternoons for being cheeky.

Tina But ...

Teacher Aren't three afternoons enough? Do you want more?

Scene 3

In detention

Christopher What are you doing here? I haven't seen you here before.

Tina Sorry, I don't talk to nerds.

Christopher Not even in detention? We're all the same here, you know. You'll get pretty lonely here if you don't speak to nerds.

Tina I don't care. Anyway, I'm here by mistake.

Christopher That's what everyone says. Why do you think I'm here?

Tina I don't know and I don't care. But maybe it's because nobody likes you. Not even the teachers.

Christopher Maybe.

Tina So why are you here?

Christopher So, you are interested. I'm here because I was reading poetry in the classroom.

Tina I thought teachers liked that sort of thing.

Christopher Well, Miss Bateman didn't like it when I read my poem out in the Maths lesson.

Tina You read Batty Bateman a poem? You are weird.

Christopher Well, I wanted her to stop picking on me. I thought it was the only way she'd listen to me.

Tina Did she?

Christopher I think she did. That's why I'm here.

Tina Don't take it too hard. She picks on me, too.

Teacher Hey, you two. You're here to write about why you think you deserve detention, not to talk about it.

Christopher I've got nothing to write about, because I shouldn't be here.

Tina Me neither.

Teacher OK, you've both got another detention, so you can think a bit harder.



Scene 4

In the street

Bianca So how was detention yesterday?

Tina So boring. And Miss [unclear]'s mean. She gave me more detention.

Bianca Who else was there? Anyone new?

Tina Not really.

Bianca You're going to miss the gang meeting today. Everyone's going.

Tina What about?

Bianca Tony's party. We're going to decide who wears what.

Tina I can't work. I'm going anyway. When you're out of the detention, she'll find me.

Bianca Steve's going to be at the party, you know.

Tina Yeah, I know. Isn't life great?

Scene 5

At home

Mum You know the rule, Tina. I'm sorry, but you're not going to the party this weekend. It's the only way you'll ever learn.

Tina That's silly, Mum, but it's not the party I want to go to.

Mum It isn't? What is it then?

Tina I met this boy Christopher in [unclear]. He's invited me to a poetry evening.

Mum Don't laugh. It's just a group of young people reading their poems. He'll be reading some of his, too.

Mum Nonsense, Tina, but I wasn't born yesterday.

Tina It's true, Mum. He said he'd come and pick me up so you'd get to meet him first.

Mum So who is this Christopher and why have I never heard of him?

Tina Well, he's a bit of an outsider. We always thought he was a bit of a loser so no one ever talked to him.

Mum And now he's part of your gang?

Tina Oh, no. The others don't know I want to go out with him. They wouldn't speak to me if they knew I was friends with him.

Mum So this is serious? Is he good-looking?

Tina It's not like that, Mum. He's good fun and he really listens when you talk to him. He's different from my other friends and I like that.

Mum But is he worth losing your other friends for?

Tina Well, that's my problem, Mum. Don't you see?

Mum It looks as if you've got to make a decision.

Tina Oh Mum, you're not helping. I don't want to make a decision. I want the gang and Christopher.

Mum If life were that easy, Tina, we'd be happy all year round.

Scene 6

At the cafeteria

- Bianca** And I thought I was your friend. Why didn't you tell me?
- Tina** I knew you wouldn't like it.
- Bianca** Of course I wouldn't! How can you even talk to the Nerd? And how can you actually go out with him?
- Tina** Listen, he's fun. We had a great time.
- Bianca** But he's the Nerd.
- Tina** That's so stupid!
- Bianca** What? Are you saying that me and the gang are stupid?
- Tina** What's the gang got to do with it?
- Bianca** Well, I don't think you can be part of the gang if you go on seeing the Nerd. You have to decide, Tina – the gang or the Nerd.
- Tina** Bianca, listen, we can all be friends, can't we? And I can be part of the gang and meet up with Christopher, can't I? You're seeing Daniel and the gang doesn't stop you.
- Bianca** But that's Daniel and not the Nerd.
- Tina** I told you – he's got a name and he's not a nerd!
- Bianca** I think you're turning into a nerd, too. Anyway, think about it – but don't make a decision forever.



CD3
20

CD3
21

BiSt

3 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- Bianca thinks Steve's trick on the Nerd is
.....
- Tina gets her friends' reactions for
.....
- Tina meets in detention.
- Tina won't be at the party because
☐ she got a detention at the same time.
☐ she hasn't got anything to wear to it.
☐ her mum won't let her.
- Tina's mum
☐ isn't interested in Tina's problems.
☐ doesn't believe Tina wants to go to a poetry evening at first.
☐ isn't too angry about the detention.
- Bianca tells Tina that
☐ she can't be friends with the Nerd and be in the gang.
☐ Daniel isn't really her boyfriend.
☐ the gang is not stupid.
- What do you think Tina should do?
.....
- Which character in the play do you like best?
Why?
- Which character in the play do you like least?
Why?

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

5 Listen to scene 7. What does Tina decide?

6 Match the titles to the scenes.

- Getting to know the Nerd ☐
- Finally a decision ☐
- Planning for the party ☐
- Getting into trouble ☐
- Falling out with Bianca ☐
- The practical joke ☒
- The dilemma ☐



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 was not there. When she returned she asked you what 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?

Listen to Carla and Derek talking about the dilemmas. Tick the correct answer.

1 Carla says

- ☐ she would never give an alibi if it wasn't true.
- ☐ she would definitely give her brother an alibi and told her why.
- ☐ she would give her brother an alibi without knowing why.
- ☐ she's sure her brother would never ask for an alibi.

2 Derek says

- ☐ he would give his brother an alibi if his parents told him to.
- ☐ he would definitely not give his brother an alibi.
- ☐ his brother would tell their parents to ask him for an alibi.
- ☐ he would give his brother an alibi if he told him the truth.

3 Carla says

- ☐ he would tell the teacher immediately.
- ☐ he would find it difficult to know what to do.
- ☐ she would tell the teacher after the lesson.
- ☐ she would keep quiet.

4 Derek says

- ☐ he would wait for the other kids to tell the teacher about the broken window.
- ☐ he would not tell a teacher what had happened.
- ☐ he would say he did it.
- ☐ he would tell on the other person.

5 Carla says

- ☐ she would keep it if there was no ID.
- ☐ she would put the wallet back where she found it.
- ☐ she would phone the person so he/she could pick it up.
- ☐ she would give it back or take it to the police station.

6 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.
- ☐ he wouldn't pick it up.

9 Match the sentence halves.

Dilemma 1

- | | |
|---|--|
| a If he asked me to give him an alibi, | <input type="checkbox"/> I wouldn't give him an alibi. |
| b If he didn't tell me why he wanted one, | <input type="checkbox"/> I'd tell them. |
| c If my parents asked me where he was, | <input type="checkbox"/> I'd definitely give him one. |

Dilemma 2

- | | |
|--|---|
| a If you told the teacher, | <input type="checkbox"/> you'd probably get a detention. |
| b If you didn't say anything, | <input type="checkbox"/> I'd say I didn't know. |
| c If the teacher asked me what happened, | <input type="checkbox"/> the other students would hate you. |

Dilemma 3

- | | |
|---|---|
| a If there was an ID card in the wallet, | <input type="checkbox"/> I'd take it and leave the wallet. |
| b If there wasn't an ID card in the wallet, | <input type="checkbox"/> I'd take it to the police station. |
| c If I needed the money, | <input type="checkbox"/> I'd find the owner and give it back. |

Dialogue practice Giving advice

CD 3
23

10 Listen and repeat.

Dialogue 1

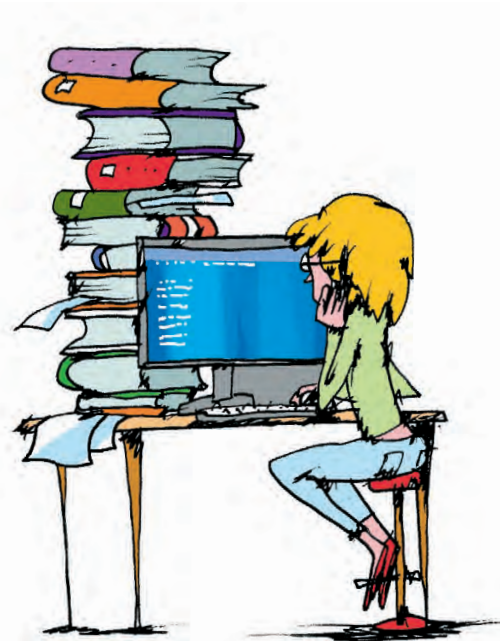
- Girl** Why are you looking at me like that?
Boy If I were you, I wouldn't wear that weird outfit.
Girl I think it looks cool.

Dialogue 2

- Boy** I need some extra money.
Girl If I were you, I'd put up a notice that says you can fix computers.
Boy That's a good idea.

11 Make dialogues using the sentences below as starters.

- I need more time to finish my portfolio.
If I were you, I'd
- I think Penny has a crush on me.
If I were you, I'd
- The coach doesn't want me to be on the football team.
If I were you, I'd
- I don't know what to give Peter for his birthday.
If I were you, I'd
- Jim has asked me out, but I don't want to go out with him.
If I were you, I'd
- She owes me 20 pounds and I really need the money.
If I were you, I'd



Free flow Discussing answers to a questionnaire

12 Do the questionnaire and discuss your answers with a partner.

HOW HONEST ARE YOU?



- 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 it. What would you do?
- a I'd offer to fix it.
 - b I'd put it back on the wall and hope nobody would notice.
 - c I'd leave it on the floor and go back to the party.



- 2** Imagine you played in the school football team and the team was in the cup final. On the day of the match you woke up and your leg was hurting. What would you do?

- a I'd want to play, but I'd say nothing.
- b I'd talk to the coach and ask for his advice.
- c I would...

- 3** Imagine you got the £150 you needed to buy a new bike. The same day your best friend phoned you and asked if he could borrow the money because he owed it to his brother. What would you do?

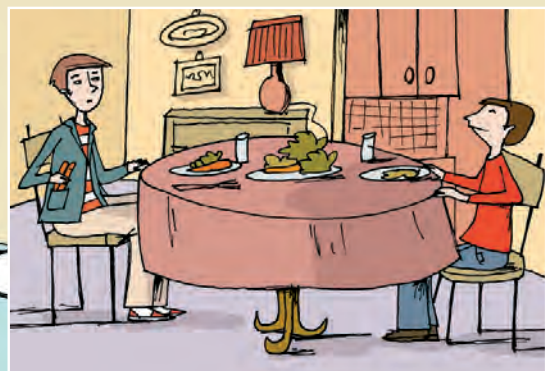
- a I'd lend him the money and buy a cheaper bike.
- b I wouldn't give him the money.
- c I'd ask him to talk to his parents about the problem.

- 4** Imagine your friend had got a new boyfriend / girlfriend, but you knew that he/she was not a very nice person. What would you do?

- a I wouldn't say anything.
- b I'd tell him/her everything I know about him/her.
- c I'd stop being his/her friend.

- 5** Imagine 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.



13 CHOICES

Writing for your Portfolio

BiSt A Send a note (40–60 words) to Tina to tell her what you think of her decision.
In your note:

- say why you (don't) like her decision
- give her an example of how you decided in a dilemma
- wish her all the best for the future and say what you hope

B On Christopher's poetry blog you find the poem "Nerd". He asks other people to send in poems like his. The words he suggests are:

gang outsider friend friendship dilemma

Choose two of the words and write two poems you'd like to send in.

Nobody calls me 'the Nerd' any more.
Ending with being alone are over.
Finding my poems to you, looking at you.
Dreaming of being together.

GRAMMAR

If-sentences (2nd Conditional)

Wenn du ausdrücken willst, was etwas oder jemand sein könnte oder dass etwas geschehen könnte, wenn ein bestimmter Umstand eintreten sollte, dann verwendest du das 2nd Conditional.

How to form it:

If-Satz

Hauptsatz

If + Person + past form of verb would + Grundform des Verbs

If he **wasn't** a nerd, they **wouldn't pick** on him all the time.

They **wouldn't speak** to me if they **knew**.

Carla **wouldn't give** him an alibi if he **told** her why he needs one.

If I **needed** money, I **keep** it and leave the wallet.

Manchmal hörst du auch die Formen *If he/she/it were*. Im Alltagsenglisch werden diese Formen aber seltener verwendet.

If he wasn't my friend, I wouldn't read his poem.



Choose the correct option.

We use the 2nd conditional to talk about something that *will / might* happen.

Vocabulary Holiday plans

1 Complete the phrases with words from the box.

book	find
buy	make
plan	find
find	hire
buy	check

- 1 book a holiday
- 2 a trip
- 3 a hotel reservation
- 4 a car
- 5 a dictionary
- 6 a map of the area

- 7 the out on the web
- 8 out what to do there
- 9 out good restaurants
- 10 information about the
best be

Your partner closes his/her book. Ask questions to check how much he/she can remember.

A What's number 3?

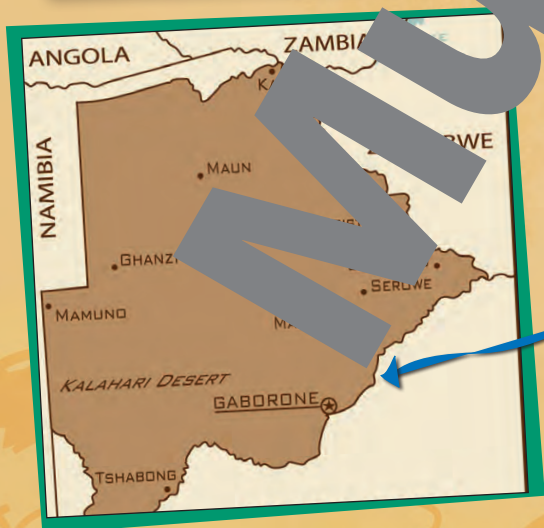
B Make a hotel reservation

2 Oliver is going to Botswana with his parents. Read the emails he writes to his friend Sam.



Facts for dimwits like my friend Sam. (Just kidding!)

Hi Sam,
Great news. Guess what? I'm going to spend my holidays in Botswana with my parents. "Where's that?" you'll ask. I'll tell you in a minute because we checked it out.
The story is this: Mum and Dad are going to help people in Botswana. They show them how they can use the little water they have in a better way. I'm not sure exactly what they're going to do, but if you're interested, I'll find out for you. Yesterday they told me that I can come along. Brilliant! We're going to fly out next week. Can you come too?
See you,
Oliver



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. Any idea how many people live there? You'll never guess. 2.4 million! Imagine. Two and a half times the size of Britain, but only 2.4 million people. There are 66 million of us in Britain, in case you've forgotten. Most of Botswana is desert, so water must be a very important thing. The official language is – you won't be able to guess again – English. Most people speak English and Setswana. So, that's enough for your little head. Look at the map. Check out where Gaborone, the capital, is. That's where we're going to fly first.

We're flying to BOTSWANA – imagine that!

3 Read the texts in 2 again and answer the questions.

- Who does Oliver write his emails to and where is that person?
- Where is Oliver going with his parents?
- What are his parents going to do there?
- How does Botswana compare to Britain (size and number of people)?
- Why is water so important for people in Botswana?
- Where does Oliver's journey start?

4 Find out what Oliver wrote from Gaborone and what he was doing there

Hi Sam,
 Sunday. Boring, boring, boring. There's not much to see here in Gaborone.
 Mum and Dad have to talk to lots of people. I've been to the museum. I've
 found out that there are lots of diamond mines in Botswana. I'm going to
 dig for diamonds tomorrow 😊. We're going to fly to Maun on Tuesday.
 Check it out on the map I sent you.
 CU
 Oliver

*My email to Sam
on Tuesday*

Hi Sam,
 Tuesday. We're in Maun now. Mum's going to do some work with people in the desert for a few days.
 Dad's going to take me to the Okavango Delta for a few days. The Okavango is a large wetland. There
 are lots of wild animals there. I hope we'll see
 lions, leopards, buffalo, rhinos, elephants, giraffes,
 zebras, and crocodiles. I'm glad I brought my new
 camera with me. We're going to fly into the delta
 tomorrow in a small plane.
 Cheers,
 Oliver

What a view!



*Hello, Oliver!
Is that a new
camera?*

Hi Sam,
 Tuesday. You know what happened at lunchtime? Mum and Dad went to
 the restaurant, but I didn't go because I wasn't hungry. The window of my
 room in the hotel was open and I saw a man on the balcony next to our room.
 He had a black beard and was wearing sunglasses. He was making a phone
 call. I didn't hear everything, but one thing was clear: the man wanted to kill
 a leopard. 😞 He said: "OK. Let's meet in two days' time at Chitabe." That's a
 camp and it's where we're going. I told Mum and Dad when they came back
 from the restaurant. "Are you going to call the police?" I asked them. Dad
 laughed. "No way!" he said. Killing leopards isn't allowed. It's a crime. They
 don't believe me! Parents! LOL!

CU

Oliver

P.S.: A surprise for you. In the afternoon I went for a walk. And then guess
 what I saw? A little shop – and in the window they had leopard skins! So
 I went in and I talked to the man in the shop. I asked if I could record our
 conversation. I'm attaching the MP3-file! Cool, eh?

*I was really shocked when I went
into this shop!*

5 Read the text in **4** again. Then complete the sentences.

- 1 Oliver didn't like it in Gaborone because ...
- 2 The Okavango Delta is ...
- 3 There you can see ...
- 4 At lunchtime Oliver heard a man who wanted to ...

6 Listen to the conversation between Oliver and the man in the shop. Circle T (True) or F (False).

- | | |
|---|-------|
| 1 Oliver thinks there are leopard skins in the shop window. | T / F |
| 2 They are just imitations. | T / F |
| 3 The shop sells lots of animal products. | T / F |
| 4 The shop doesn't sell anything made of wood. | T / F |
| 5 Leopards are in danger. | T / F |
| 6 Tourists never buy wildlife souvenirs in Africa. | T / F |
| 7 Tourists bring 5,000 illegal wildlife souvenirs back to Britain every year. | T / F |
| 8 It is illegal to bring things made of ivory into Britain. | T / F |

7 Read Oliver's messages from the camp.

Going into the Okavango Delta

Hi Sam!

Wednesday. The alarm clock rang at 5.30 this morning! Dad was ready ten minutes later. "Get up, Oliver!" he said with a smile. 😊 He was wearing beige trousers and a yellow T-shirt with a hippo on it. Why do dads always look so uncool? Today we're going to see the big five: a lion, a rhino, an elephant, a buffalo and a leopard!" he said. He was talking to a five-year-old in front of the Christmas tree.

The plane was already waiting for us when we got to the airport. The pilot was called Sam. He was really nice. The flight was only half an hour and when I looked down everything looked so small. The pilot said to me, "In five years' time you can come back and learn to fly this plane!" I thought, "I'll be a jet pilot one day," I thought. But I didn't want to be impolite.



Our plane

Our lodge

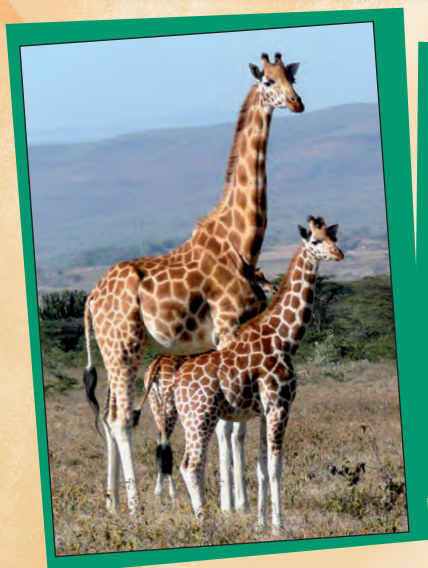


In the afternoon, we had our first trip in a Land Rover. When we drove out of the lodge, we saw a young elephant. It was blocking our road and we had to drive around it. The driver was our guide, too – his name was Alex. He explained that elephants sometimes run after humans and that you have to run zigzag if this happens. I'm glad we weren't allowed to get out of the car. I'm really not into running zigzag! (Oh, by the way – I was really glad that the driver didn't say, "In five years' time, you can come back and learn to drive this Land Rover!")

When the elephant slowly walked away, I saw some giraffes and zebras on the other side of the river. They were so cute, especially the young ones! I took lots of photos and then I suddenly saw my first leopard! What a great cat!



Really cute!



What a great cat!

Leopard facts – collected by Oliver the leopard expert – with a lot of help from my friend Alex (our guide) :))

Leopards can hear five times better than humans. They can hear sounds that we can't hear at all!

Leopards like to climb trees and sleep on the branches.

Leopards like water and they're strong swimmers. They can swim very fast (58 kilometres an hour), jump 6 metres forward and 3 metres straight up.

Leopards are extremely strong. A leopard can climb as high as 15 metres up a tree holding a dead animal in its mouth, even one that's bigger and heavier than itself! They hide their food up in the trees so that lions or hyenas can't get it. Then they can return later and eat more.

Sam,

When we were driving back, I told Alex about the man in the hotel who wanted to kill a leopard. Alex was very worried when he heard it. I told him the man wanted to go to Chitabe. "Keep your eyes open!" he said. "If you see him, tell me at once!"

Good night!

Oliver



Answer the questions.

- 1 What was Oliver's dad wearing in the morning?
- 2 What are the 'big five'?
- 3 How long did the flight to the camp take?
- 4 What did they see when they were driving out of the lodge?
- 5 Leopards are very strong. What can they do?
- 6 Who did Oliver tell about the man who wanted to kill the leopard?

Read the ending of Oliver's story.

The day I saved a leopard's life

Dear Sam,
4 days after my last message.

Today was the most exciting day of my life. We had a great trip 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 want to come out! You know what Alex said? During the day, hippos stay under water because they're afraid of getting sunburn!

Later in the afternoon we went out again. We were driving down the river when Alex suddenly said, "There's a black car in the bushes over there!" "I've never seen it before. It's not from the camp. Have you seen this car before?" he asked the other guide who was with us. He looked worried. "No," the other guide said. "Let's check it out!"

Alex drove slowly towards the black car. Suddenly the black car drove off very fast. Alex shook his head. "That's dangerous!" he said. We followed the car and when we came round a bend, he shouted "There it is! And it's going to crash!" The car lost control of the road and it went off the road down a slope. It turned over and landed on its side.

That's really true - no kidding!

Elephants are really quiet!



The lions are easy to find, but this is all we saw of the hippo!



Alex drove a bit closer. There were two men in the car. Alex and the other guide got out and helped them. One of the men had a broken arm, the other had a cut on his head. When I looked at the man with the broken arm, I couldn't believe my eyes! It was the man from the hotel who wanted to kill a leopard.

"Alex!" I whispered. "That's the man I told you about!" Alex told us to go back to the car and wait there. Then he and the other guide looked inside the black car. There were two big guns in it. Then Alex took out his walkie-talkie and called the park ranger. Half an hour later they arrived on the scene and arrested the two men. When we were going home, Alex said, "The men wanted to kill a leopard. They wanted to get a leopard skin. And then he looked at my father and said, 'Your son saved a leopard's life! With his help we arrested two criminals!'" Dad looked really proud.

Later the same evening, Alex came to our hut and said to my father, "Oliver was a great help today. I'd like to take him out for a ride and show him some more. Five minutes later I was sitting in the front seat of the big Land Rover, next to Alex. He drove for some time and then he stopped and switched the engine off. He waited for quite a long time. Neither of us said a word. And then suddenly we saw a beautiful leopard coming out of some bushes. "Look!" Alex whispered. "See that leopard? You saved its life!" I didn't say anything. I took out my digital camera and then I took the most beautiful photo of my whole life.

Oliver

And here it is! →

A great way to finish a perfect day!



Dialogue practice Talking about holiday plans

BiSt

10

Complete the dialogue with the correct words. Act it out.

camping made booked surfing holiday

A Where are you going on ¹..... this year?

B We're going to Australia on a camping holiday. I'm going to learn ²..... and windsurfing.

A Cool! Have you ³..... the flight yet?

B Yes, we have.

A Have you ⁴..... a hotel reservation?

B No, we haven't. It's a ⁵..... holiday!



11 CHOICES

Writing for your Portfolio

A Write a short summary (40–70 words) of Oliver's adventure with the leopard hunter. Make sure you write about:

- what he heard in the hotel
- what happened when they slowly drove towards the black sea
- what happened after the car crash

B Write a story about an adventure in a wildlife camp (120–170 words). Give it a good title. You can use these ideas.

In the afternoon a group of tourists left the camp in a jeep to go on a safari.
They stopped when they saw ...
One tourist got out of the car and ...

GRAMMAR

be going to (Revision)

Match the examples and the rules. Write the number in the box.

- 1 Du verwendest *be going to*, wenn du geplante zukünftige Handlungen ausdrücken willst.
- 2 Du verwendest *be going to*, wenn du Fragen über geplante zukünftige Handlungen zu stellen willst.
- 3 Du verwendest *be going to*, um auszudrücken, dass etwas mit größter Wahrscheinlichkeit 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 diamonds tomorrow.

Dad's **going to take** me to the Okavango Delta for 6 days.

I'm **not going to buy** anything that puts animals in danger.

Are you **going to call** the police?

Is he **going to shoot** the leopard?

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 hurt his *ankle* / *shoulder*.
- 6 Nick *took* / *met* didn't take any photos.

2 Match the sentence halves.

- | | |
|------------------------------------|--|
| 1 Nick goes off to write a story | <input type="checkbox"/> because his phone is broken. |
| 2 Nick falls down the mountain | <input type="checkbox"/> about some birds. |
| 3 He can't get help | <input type="checkbox"/> and his ankle. |
| 4 Nick's mum calls Lucy | <input type="checkbox"/> but he gets a good story. |
| 5 Nick is rescued by a helicopter | <input type="checkbox"/> but she's worried. |
| 6 Nick doesn't get any good photos | <input type="checkbox"/> after spending a night on the mountain. |

Everyday English

3 Complete the dialogues with the phrases from the box.

a complete waste of time. on my own. the only one. a real pain



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 (Fortwährende Form, -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 (Regelmäßige Verben)

Das *Present perfect* wird gebildet mit **has / have** und der dritten Form (*past participle* Form) des Verbs.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I've (I have) finished .	I haven't (have not) finished.	Have I finished ?	Yes, I have .	No, I haven't .
You've (You have) finished .	You haven't (have not) finished.	Have you finished ?	Yes, you have .	No, you haven't .
He's (He has) finished .	He hasn't (has not) finished.	Has he finished ?	Yes, he has .	No, he hasn't .
She's (She has) finished .	She hasn't (has not) finished.	Has she finished ?	Yes, she has .	No, she hasn't .
It's (It has) finished .	It hasn't (has not) finished.	Has it finished ?	Yes, it has .	No, it hasn't .
We've (We have) finished .	We haven't (have not) finished.	Have we finished ?	Yes, we have .	No, we haven't .
You've (You have) finished .	You haven't (have not) finished.	Have you finished ?	Yes, you have .	No, you haven't .
They've (They have) finished .	They haven't (have not) finished.	Have they finished ?	Yes, they have .	No, they haven't .

Present perfect + *already* / *yet*

Already stellst du zwischen **have** / **has** und das Verb, **yet** stellst du an das Satzende.

I've already 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** und der *-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* (Einfach- und 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) .

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	didn't.		
You laughed a lot.	You didn't (did not) laugh a lot.		you			you			
He walked home.	He didn't (did not) walk home.		he			he			
She looked good.	She didn't (did not) look good.		she			she			
It turned around.	It didn't (did not) turn around.		it			it			
We cooked dinner.	We didn't (did not) cook dinner.		we			we			
You cooked dinner.	You didn't (did not) cook dinner.		you			you			
They loved the film.	They didn't (did not) love the film.		they			they			

Past continuous / progressive (Verlaufsform, -ing-Form)

Das *Past continuous* wird gebildet mit der richtigen *past simple* Form von **be** und der *-ing* Form des Verbs.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I was playing football.	I wasn't playing football.	Was I playing football?	Yes, I was .	No, I wasn't .
You were playing football.	You weren't playing football.	Were you playing football?	Yes, 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	sein
beat	beat	beaten	schlagen
become	became	become	werden
begin	began	begun	beginnen
blow	blew	blown	blasen
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

Present	Past simple	Past participle	Übersetzung
fly	flew	flown	<i>fliegen</i>
forget	forgot	forgotten	<i>vergessen</i>
get	got	got	<i>bekommen; werden</i>
get up	got up	got up	<i>aufstehen</i>
give	gave	given	<i>geben</i>
go	went	gone	<i>gehen, fahren</i>
grow	grew	grown	<i>wachsen; züchten; anbauen</i>
hang	hung	hung	<i>hängen</i>
have	had	had	<i>haben</i>
hear	heard	heard	<i>hören</i>
hide	hid	hidden	<i>(sich) verstecken</i>
hit	hit	hit	<i>schlagen</i>
hold	held	held	<i>(fest-)halten</i>
hurt	hurt	hurt	<i>(sich) verletzen, schmerzen</i>
keep	kept	kept	<i>(be-)halten</i>
know	knew	known	<i>wissen, kennen</i>
lay	laid	laid	<i>legen</i>
learn	learnt (learned)	learnt (learned)	<i>lernen</i>
leave	left	left	<i>verlassen</i>
let	let	let	<i>lassen</i>
lie	lay	lain	<i>liegen</i>
lose	lost	lost	<i>verlieren</i>
make	made	made	<i>machen</i>
meet	met	met	<i>treffen</i>
put	put	put	<i>setzen, legen, stellen</i>
read	read	read	<i>lesen</i>
ride	rode	ridden	<i>reiten; fahren</i>
ring	rang	rung	<i>klappen</i>

Present	Past simple	Past participle	Übersetzung
run	ran	run	<i>laufen</i>
say	said	said	<i>sagen</i>
see	saw	seen	<i>sehen</i>
send	sent	sent	<i>senden, schicken</i>
set	set	set	<i>setzen</i>
shake	shook	shaken	<i>schütteln</i>
shine	shone	shone	<i>scheinen</i>
shoot	shot	shot	<i>schießen</i>
show	showed	(showed)	<i>zeigen</i>
sing	sang	sung	<i>singen</i>
sink	sank	sunk	<i>untergehen, sinken</i>
sit	sat	sat	<i>sitzen, sich setzen</i>
sleep	slept	slept	<i>schlafen</i>
smell	smelt (smelled)	smelt (smelled)	<i>riechen</i>
speak	spoke	spoken	<i>sprechen, sagen</i>
spend	spent	spent	<i>verbringen; ausgeben</i>
stand	stood	stood	<i>stehen</i>
steal	stole	stolen	<i>stehlen</i>
swim	swam	swum	<i>schwimmen</i>
take off	took off	taken off	<i>ausziehen</i>
take	took	taken	<i>nehmen</i>
teach	taught	taught	<i>lehren, unterrichten</i>
tell	told	told	<i>sagen, erzählen</i>
think	thought	thought	<i>denken</i>
understand	understood	understood	<i>verstehen</i>
wake (up)	woke (up)	woken (up)	<i>(auf-)wachen</i>
win	won	won	<i>gewinnen</i>
write	wrote	written	<i>schreiben</i>

Past time expressions

Bei diesen Wörtern verwendest du das *past*.

then	last night	after	one day	finally	yesterday	last week	last year
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FUTURE TENSE

going to-future (Zukunft mit going to)

Die *going to-future* wird mit einer Form von **be** und **going to** und der Grundform des Vollverbs gebildet.

Positive Aussagen		Negative Aussagen		Fragen		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 möchtest oder wenn etwas unmittelbar bevorsteht.

We're going to visit my uncle.
Look! It's going to rain.

will-future

Die *will-future* verwendest du, wenn du etwas vorhersagen möchtest oder 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.

BESONDERE VERBEN

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** (I have a dog) verwendet.

Die richtige Form für die 3. Person der Gegenwart (**he/she/it**) ist **has got**.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I've got (I have got) a dog.	I haven't got (I have not got) a dog.	Have/Haven't I got a dog?	Yes, I have.	No, I haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have.	No, you haven't.
He's got (He has got) a dog.	He hasn't got (has not got) a dog.	Has/Hasn't he got a dog?	Yes, he has.	No, he hasn't.
She's got (She has got) a dog.	She hasn't got (has not got) a dog.	Has/Hasn't she got a dog?	Yes, she has.	No, she hasn't.
It's got (It has got) big ears.	It hasn't got (has not got) big ears.	Has/Hasn't it got big ears?	Yes, it has.	No, it hasn't.
We've got (We have got) a dog.	We haven't got (have not got) a dog.	Have/Haven't we got a dog?	Yes, we have.	No, we haven't.
You've got (You have got) a dog.	You haven't got (have not got) a dog.	Have/Haven't you got a dog?	Yes, you have.	No, you haven't.
They've got (They have got) a dog.	They haven't got (have not got) a dog.	Have/Haven't they got a dog?	Yes, they have.	No, they haven't.

there is / there are

There is / there are wird verwendet, um auszudrücken, dass etwas vorhanden ist, oder dass es etwas gibt.

There's a 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 ... ?

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				
She			should/shouldn't			has to/doesn't have to	
It						It	
We			might/mightn't			We	have to/don't have to
You			need/needn't			You	
They						They	

I	am	allowed to	stay out late.	I	am	can	speak English well.
You	are			You	are		
He	is			He	is		
She				She			
We	are			We	are		
You				You			
They				They			

can / can't

Can ist ein Modalverb und wird deshalb immer in Verbindung mit einem Vollverb verwendet. Die Verneinung wird gebildet als **cannot** oder **can't**. Die *Past tense* Formen von **can / can't** sind **could / couldn't**.

Positive Aussagen	Negative Aussagen	Frage	Kurzantworten	
I can speak French.	I can't (cannot) speak French.	Can I speak French?	Yes, I can .	No, I can't .
You can speak French.	You can't (cannot) speak French.	Can you speak French?	Yes, you can .	No, you can't .
He can speak French.	He can't (cannot) speak French.	Can he speak French?	Yes, he can .	No, he can't .
She can speak French.	She can't (cannot) speak French.	Can she speak French?	Yes, she can .	No, she can't .
It can run fast.	It can't (cannot) run fast.	Can/Can't it run fast?	Yes, it can .	No, it can't .
We can speak French.	We can't (cannot) speak French.	Can/Can't we speak French?	Yes, we can .	No, we can't .
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can .	No, you can't .
They can speak French.	They can't (cannot) speak French.	Can/Can't they speak French?	Yes, they can .	No, they can't .

like (doing)

Mit **like (doing)** sagst du jemandem, was er mag oder sich gerne mit etwas beschäftigt. Gebildet wird es mit der einfachen Gegenwartsform von **like** oder **likes** gefolgt vom des folgenden Verbs.

Samantha doesn't like reading, but she likes listening to music.	James likes running but he doesn't like swimming.
--	---

CONDITIONAL CLAUSES

Conditional 1 (sicher/bestimmt)		Conditional 2 (unwahrscheinlich, aber möglich)	
If-Satz	Hauptsatz	If-Satz	Hauptsatz
Present simple	will / Modalverb + Hauptverb	Past simple	would(n't) + Grundform des Verbs (Conditional)
If it doesn't rain,	we'll have a party in the garden.	If I won a million euros,	I would travel around the world.
If you feel tired,	you can have a rest.	If you didn't eat so much,	you wouldn't be so fat.

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 (VERBÄDNISWÖRTER)

Generell bildet man Adverbien, indem man an die Grundform des Adjektivs **-ly** anhängt.

usual – usually	sad – sadly	furious – furiously
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Adverbs of manner (Adverbien der Art und Weise)

Mit Adverbien der Art und Weise beschreibst du, wie man 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 mit dem zählbaren Hauptwort verwendet, **an** wird vor Selbstlauten verwendet.

a bike	a teacher	a dog	Vor den Vokalen (Selbstlauten); a, e, i, o, u	an egg /ən 'eg/	an apple /ən 'æpl/
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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 – dogs	snake – snakes	cat – cats			
Unregelmäßig					
baby – babies	leaf – leaves	life – lives	child – children	mouse – mice	foot – feet

PRONOUNS (PRONOMEN)

Question words (Fragewörter)

Who	What	Where	How often
Who is she?	What's your name?	Where do you live?	How often do you go to the cinema?
Who are you?	What eats insects?	Where do you work?	
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 wiederholen willst, 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 about leaves.

some – any

Wenn du etwas Unmögliches behauptest, verwendest du **some**.

Wenn du fragst, ob etwas da ist, oder wenn du sagen willst, dass es etwas nicht gibt, verwendest du **any**.

some	any
We've got some cheese.	We haven't got any cheese.
I've got some money.	I haven't got any money.
Would you like some soup?	There aren't any onions in the kitchen.
	Is there any milk in the fridge?
	Have we got any strawberries?
	Do they sell any sweets?

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.
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Possessive pronouns (Possessivpronomen)

Besitzanzeigende Fürwörter zeigen an, wem etwas gehört.

It's my book. It's mine .	It's his book. It's his .	It's our book. It's ours .
It's your book. It's yours .	It's her book. It's hers .	It's theirs .

Possessives

Possessivpronomen stehen immer vor dem Hauptwort und zeigen an, wem oder wem etwas gehört.

I	you	he	she	it	we	they
my	your	his	her	its	our	their

whose + possessive 's (Genitiv)

Wenn du fragen willst, wem etwas gehört, verwendest du **whose**. Wenn du mit einem Namen antwortest, fügst du das Possessiv **'s** an.

Whose is this book?	It's Amanda's (book).
Whose book is this?	It's Harry Potter's.

Relative clauses

Die Relativpronomen in bestimmenden Relativsätzen sind;

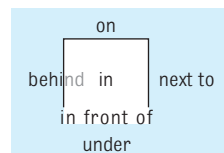
	auf Personen bezogen	auf Tiere oder Dinge bezogen
Subjekt	who oder that	which oder that
direktes Objekt	whom oder (that)	(which) oder (that)
Besitzverhältnis	whose	whose

Ist das Pronomen direktes Objekt, kann es in der Regel weglassen; in der obigen Tabelle steht es deshalb in Klammern.

The man who(m) / that you met at the party is my friend.	The car which / that we bought last month is a BMW.
The man you met ...	The car we bought ...

PREPOSITIONS (PRÄPOSITIONEN)

Präpositionen stehen vor einem Hauptwort oder Pronomen und zeigen die Richtung, den Ort, oder die Zeit an.



Time prepositions (in, on, at) (Präpositionen der Zeit)

My birthday is on February 12 th / May 28 th / September 5 th .
My sister's birthday is in December / April / June.
The film starts at 7 o'clock / half past eight / six forty-five.

We have Maths in the morning / the afternoon.
We go to bed late at night.

Prepositions of place (Directions) (Präpositionen des Ortes)

at	by	behind	in	in front of	inside	near
next to	on	opposite	outside	over	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 (Vergleich & Steigerung der Adjektive)

Einsilbige Adjektive steigerst du mit **-er** und **-est**. Bei mehrsilbigen Steigerst du mit **more** und **most**.

Eine Auflistung der am häufigsten verwendeten Adjektive findest du hier:

My bike is bigger than your bike.	My mum is the most intelligent person in our family.
--	---

Adjective	Comparative	Superlative
bad	worse	worst
big	bigger	biggest
cold	colder	coldest
easy	easier	easiest
fast	faster	fastest
good	better	best
hot	hotter	hottest
long	longer	longest
new	newer	newest
old	older	oldest
rich	richer	richest
safe	safely	safest
small	smaller	smallest
strong	stronger	strongest
tall	taller	tallest
young	younger	youngest

Adjective	Comparative	Superlative
funny	funnier	funniest
happy	happier	happiest
heavy	heavier	heaviest
pretty	prettier	prettiest
ugly	uglier	ugliest

beautiful	more beautiful	most beautiful
boring	more boring	most boring
dangerous	more dangerous	most dangerous
difficult	more difficult	most difficult
exciting	more exciting	most exciting
expensive	more expensive	most expensive
handsome	more handsome	most handsome
important	more important	most important
intelligent	more intelligent	most intelligent
poisonous	more poisonous	most poisonous
popular	more popular	most popular
relaxing	more relaxing	most relaxing

CONJUNCTIONS (KONJUNKTIONEN)

Linking words (*and, but, because*)

Konjunktionen verbinden Hauptsätze und Nebensätze miteinander.

We went to the cinema and watched a great film.
but it was closed.
because we had free tickets.

So (do/have) I / Neither (do/have) I

Wenn du jemandem zustimmen willst („ich auch“), verwendest du **So do I**. Bei einer negativen Aussage, wenn 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 / MEASURE REFERENCE (MENGENANGABEN)

How much is/are...?

Mit **how much** wird nach der Menge (bei nicht zählbaren Dingen) 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
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen

Cardinal	Ordinal
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	hundred
101	a/one hundred and one

CLASSROOM LANGUAGE

Can you understand your teacher?

We have plenty of time.
Have a go.
Have a guess.
Don't worry about your pronunciation.
Don't worry, it'll get better.
Maybe this will help you.
Can anybody correct this sentence?
That's very good.
Well done.
That's nice.
I like that.
You did a great job.
That's correct.
That's quite right.
Yes, you've got it.
That's much better.
That's a lot better.
You didn't make a single mistake.
Your pronunciation is very good.
You're getting better all the time.
Work in pairs/threes/fours/fives.
Work in groups of two/three/four.
Stand up and find another partner.

Have you finished?
Do the next activity.
Let's check the answers.
Come out and write on the board.
Repeat for me.
Again, please.
Would you like to answer question 3?
Right. Now go on to the next exercise.
Have you finished?
Next one, please.
You have ten minutes to do this.
Up to you.
Are you ready?
Any questions?
I'm afraid it's time to finish now.
We have to stop there.
Hang on a moment.
Just a moment, please.
One more thing before you go.
This is your homework.
Do exercise 9 on page 18 for your homework.
There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?
Can you help me, please?
What's ... in English, please?
I don't understand this.
Sorry, I've forgotten.
Sorry, what's our homework?

ENGLISH SOUNDS

[ɑː] **arm**
 [ʌ] **fun**
 [e] **desk**
 [ə] **a, an**
 [ɜː] **girl, bird**
 [æ] **apple**
 [ɪ] **in, it**
 [i] **every**
 [iː] **easy, eat**
 [ɒ] **orange, sorry**
 [ɔː] **all, call**
 [ʊ] **look**
 [u] **February**
 [uː] **food**
 [aɪ] **eye, buy**
 [aʊ] **our**

[eə] **there**
 [eɪ] **take, they**
 [ɪə] **here**
 [ɔɪ] **boy**
 [əʊ] **go, old**
 [ʊə] **you're**
 [b] **bag, club**
 [d] **duck, card**
 [f] **fish, laugh**
 [g] **get, dog**
 [h] **hot**
 [j] **you**
 [k] **can, duck**
 [l] **lot, small**
 [m] **more, him**
 [n] **no**

[ŋ] **song, long**
 [ɒ] **bottom, cent, top**
 [ɒ] **odd, road, not**
 [s] **stop, class**
 [t] **time, cat**
 [ʊ] **house, dogs**
 [ʒ] **television**
 [ɔː] **orange**
 [ʃ] **sure, English**
 [tʃ] **child, cheese**
 [ð] **these, mother**
 [θ] **think, mouth**
 [v] **very, have**
 [w] **what, word**

The English alphabet

A	[eɪ]	C	[sɪ]
B	[biː]	D	[diː]
C	[sɪ]	E	[iː]
D	[diː]	F	[ef]
E	[iː]	G	[dʒi]
F	[ef]	H	[ertʃ]
G	[dʒi]	I	[aɪ]
H	[ertʃ]	J	[dʒeɪ]
I	[aɪ]	K	[keɪ]
J	[dʒeɪ]	L	[el]
K	[keɪ]	M	[em]
L	[el]	N	[en]
M	[em]	O	[əʊ]
N	[en]	P	[piː]
O	[əʊ]		
P	[piː]		

WORDLIST

U6/10 = Unit 6 Exercise 10; **D** = DVD (The Mag); **G** = Grammar; **DSC** = Developing Speaking Competencies;
MORE 1 = Wörter, die schon in MORE 1 vorgekommen sind; **MORE 2** = Wörter, die schon in MORE 1 vorgekommen sind.

A

ability U10	[ə'biləti]	Fähigkeit; hier: Möglichkeit
(be) able to do U7/DSC3	[bi: 'eɪbl tə 'du:]	tun können
(be) about U1	[bi ə'baʊt]	handeln von
about (5.30 a.m.) U3/9	[ə'baʊt]	so gegen (halb sechs Uhr morgens)
(be) about to do something U3/7	[ə'baʊt tə du: sʌmθɪŋ]	im Begriff sein, etw. zu tun
above MORE 1	[ə'baʊ]	über
absolutely MORE 2	[æbsə'lu:tli]	absolut
AC electrical current U8/1	[er'si: i'lektrikəl kʌrənt]	Wechselstrom
accept U3/1	[ək'sept]	akzeptieren, annehmen
accident MORE 1	['æksɪdɪnt]	Unfall
accidental U8/9	[æksɪ'dɪntl]	zufällig
ache MORE 2	[eɪk]	Schmerz(en)
across MORE 2	[ə'krɒs]	über
act U1/DSC5	[ækt]	handeln; hier: auftreten
active MORE 2	['æktɪv]	aktiv
activity MORE 1	[æk'tɪvəti]	Tätigkeit
actor/actress U1/1	['æktə, 'æktres]	Schauspieler/in
actually MORE 2	['æktʃuəli]	eigentlich, sogar
add MORE 2	[æd]	addieren
adapt U8/12	[ə'dæpt]	anpassen
address MORE 1	[ə'dres]	Adresse
admire U4/5	[əd'maɪə]	schätzen
admit U7/DSC3	[əd'mɪt]	zugestehen
adorable U4/1	[əd'ɒrəbl]	hervorragend, wertvoll
adult U4/1	[əd'ʌlt]	erwachsen
(in) advance U5/1	[əd'vɑ:ns]	im Voraus
adventure MORE 1	[əd'ventʃə]	Abenteuer
adventure story U4/1	[əd'ventʃə stɔ:ri]	Abenteuer-geschichte
advice MORE 2	[əd'vaɪs]	Rat
advise somebody against sth U4/9	[əd'vaɪs sɒməbði ə'ɡeɪns s'mθɪŋ]	jdm von etwas abraten, jemanden vor etwas warnen
aeroplane MORE 2	['eərəpleɪn]	Flugzeug
(be) afraid (of) MORE 2	['bi ə'freɪd]	Angst haben / sich fürchten (vor)
I'm afraid (so) MORE 2	[aɪm,ə'freɪd]	leider

African U3/4	['æfrɪkən]	Afrikaner/in; afrikanisch
African-American U10/13	['æfrɪkən æmərɪkən]	Afroamerikaner/in; afroamerikanisch
after U7	[ɑ:ftə]	nachdem
after all MORE 1	[ɑ:ftə'ɔ:l]	schließlich
afterwards U1/DSC3	[ɑ:ftəwədz]	nachher
again MORE 1	[ə'ɡeɪn]	wieder
age MORE 2	[eɪdʒ]	Alter
aggressive U1	[ə'ɡresɪv]	aggressiv
ago MORE 1	['æɡəʊ]	vor
agree (with) MORE 2	[ə'ɡri:]	übereinstimmen (mit)
ahead U1	[ə'hed]	vor
air MORE 1	['eə]	Luft
airport U6/1	['eə'pɔ:t]	Flughafen
alarm clock U6/1	[ə'lɑ:m klɒk]	Wecker
album U1/1	['ælbəm]	Album
alarm U14/D1	[ə'lɜ:t]	Alarm
alibi U13/8	[æləbaɪ]	Alibi
alive MORE 2	[ə'laɪv]	lebendig, am Leben
alone U1	[ɔ:l ə'ləʊn]	ganz alleine
all over MORE 2	[ɔ:l 'əʊvə]	überall
alligator U13/8	['ælɪ'ɡertə]	Alligator
(be not) allowed to do something U4/D2	[bi: ə'laʊd tə 'du: s'mθɪŋ]	etwas (nicht) tun dürfen
almost MORE 2	['ɔ:l'məʊst]	fast, beinahe
along U1/8	[ə'lɒŋ]	entlang
alongside U5/10	[ə'lɒŋ'saɪd]	entlang, neben
already MORE 2	[ɔ:l'redɪ]	schon
alright MORE 1	[ɔ:l'raɪt]	in Ordnung
although U4/9	[ɔ:l'ðəʊ]	obwohl
altitude sickness (no pl) U3/7	['æltɪtju:d 'sɪknəs]	Höhenkrankheit
always MORE 1	['ɔ:lweɪz]	immer, stets
amazing MORE 1	['æmeɪzɪŋ]	verblüffend
ambulance MORE 1	['æmbjələns]	Krankenwagen
American MORE 2	[ə'merɪkən]	Amerikaner/in; amerikanisch
among U2/3	[ə'mʌŋ]	unter
amount U10/11	[ə'maʊnt]	Betrag, Menge
angry MORE 1	['æŋɡrɪ]	wütend, verärgert
animal MORE 1	['ænɪml]	Tier
ankle MORE 2	[æŋkl]	Knöchel
another MORE 1	[ə'nəðə]	noch ein/e
another MORE 1	[ə'nəðə]	ein/e andere/r

answer MORE 1	['a:nsə]	die Antwort; Lösung; antworten; abheben
antibiotic U8/5	[æntɪbajə'ɒtɪk]	antibiotisch
(not) any more MORE 2	['nɒt eni 'mɔ:]	nicht mehr
anybody MORE 2	['eni'bɒdi]	irgendjemand
anyone MORE 1	['eniwʌn]	irgendjemand
Anything else? MORE 1	['æniθɪŋ 'els]	Sonst noch was?
anyway MORE 2	['eni'weɪ]	sowieso; jedenfalls
anywhere U1/2	['eniweə]	irgendwo, überall
appear MORE 2	[ə'piə]	erscheinen
aquarium U5/1	[ə'kwɛəriəm]	Aquarium
architect U5/1	['ɑ:kɪtekt]	Architekt/in
area MORE 2	['eəriə]	Gebiet, Region
Argentina U6/5	[ɑ:dʒən'ti:nə]	Argentinien
argue U10/D2	['ɑ:gju:]	argumentieren
argument MORE 2	[ɑ:gjumənt]	Streit
ark U9/11	[ɑ:k]	Arche
armchair MORE 2	[ɑ:mtʃɛə]	Sessel
around U5/1	[ə'raʊnd]	ungefähr
arrange (for) U1/1	[ə'reɪn(d)ʒ]	etw. veranlassen, organisieren
arrangement U6/DSC	[ə'reɪndʒmənt]	Vorbereitung
arrest U10/13	[ə'rest]	Verhaftung
arrive MORE 1	[ə'raɪv]	(an-)kommen
arrow U11/10	['æɹəʊ]	Pfeil
artist U1/1	['ɑ:tɪst]	Künstler/in
as MORE 1	[æz]	als; wie
as if U13/2	[æz ɪf]	als ob
as though U11/4	[æz ðəʊ]	als ob
ash U12/4	[æʃ]	Asche
ask somebody to do something U1/8	[ɑ:sk 'sʌmbədi tə du: 'sʌmθɪŋ]	jdn. etw. fragen
ask somebody out (for) U13/11	['ɑ:sk sʌmbədi 'aʊt]	man jdn. um ein Date fragen
assistant MORE 2	[ə'sɪstənt]	Mitarbeiter/-in, Verkäufer/-in
at first MORE 1	[ət fɜ:st]	zunächst
at least MORE 2	[ət 'li:st]	wenigstens
at the age of U3/1	[ət ðə eɪdʒ əv]	mit dem Alter von
at the same time U2/1	[ət ðə seɪm taɪm]	gleichzeitig
attach something (to an email) U7	[ə'tʌtʃ 'sʌmθɪŋ (tu: ən i'meɪl)]	etwas (an eine Mail) anhängen
attached to U8	[ə'tʌtʃtə]	verbunden mit
attack MORE 2	[ə'tæk]	Angriff, angreifen
attend (university) U10/11	[ə'tend (ju:nɪvɜ:sti)]	(eine Universität) besuchen
attendant U3/13	[ə'tendənt]	(Zug-)Begleiter/in
attention U9/11	[ə'tenʃn]	Aufmerksamkeit
attraction U5/1	[ə'trækʃn]	Attraktion
attractive U11/5	[ə'træktɪv]	attraktiv, ansprechend

audience U1/1	['o:diəns]	Publikum, Zuschauer
audition U1/7	[ɔ:'dɪʃn]	Vorsprechen
aunt MORE 1	[ɑ:nt]	Tante
Austrian MORE 2	['ɒstriən]	Österreicher/in, österreichisch
author U2/1	['ɔ:θə]	Autor/in
avalanche U12/1	[ə'velənʃ]	Lawine
average MORE 2	['ævərɪʒ]	durchschnittlich
(on) average U4	[ɒn 'ævərɪʒ]	im Durchschnitt
avoid U4/13	[ə'vɔɪd]	vermeiden
(be) awake U6/1	[ə'weɪk]	wach sein
award U8/1	[ə'wɔ:əd]	Preis, Auszeichnung
(be) aware (of) U6/1	[ə'weə]	wissen, sich etw. bewusst sein
awareness U6/1	[ə'weənəs]	Bewusstsein
awesome MORE 2	['ɔ:səm]	beeindruckend
awful MORE 2	['ɔ:fl]	furchtbar, schrecklich, scheußlich
back MORE 2	[bæk]	zurück
back pocket U2/7	[bæk 'pɒkɪt]	Gesäßtasche
back seat U9/5	['bæk 'si:t]	Rücksitz
background MORE 2	['bæk'graʊnd]	Hintergrund
backpack (AE) U11/7	['bæk'pæk]	Rucksack
hair day U8/L1	['hæd heɪ deɪ]	Tag, an dem einfach alles schiefgeht
bad luck U6/1	['bæd 'lʌk]	Pech
badly U13/10	['bædli]	hier: dringend
bag MORE 1	[bæg]	Tasche
balcony U2/3	['bælkəni]	Balkon
baptism U9/4	['bæptɪz(ə)m]	Taufe
bark U9/10	[bɑ:k]	(Baum-)Rinde, Borke
bark MORE 2	[bɑ:k]	bellen
base U1/G	[beɪs]	Fuß, Basis
basket MORE 2	[bɑ:skɪt]	Korb
battery U11/DSC3	['bætri]	Batterie, Akku
battle U5/1	['bætl]	Kampf, Gefecht, Schlacht
battle it out U5/10	['bætl ɪt aʊt]	es auskämpfen
battleship U5/1	['bætlʃɪp]	Schlachtschiff
be friends U1/DSC3	[bi: frendz]	befreundet sein
beach MORE 1	['bi:tʃ]	Strand
beard MORE 1	['biəd]	Bart
beat U4/6	['bi:t]	schlagen, klopfen
beautiful MORE 1	['bjʊ:tɪfl]	schön
because of MORE 2	[bi'kɒz əv]	wegen
become MORE 1	[bi'kʌm]	werden
Beefeater U5/1	['bi:f'i:tə]	Beefeater, Tower-Wächter

before MORE 2	[br'fɔ:r]	vorher, vor
beg (for) U2/7	[beg]	bitten, anflehen
behave MORE 2	[br'herv]	sich benehmen
believe MORE 1	[br'li:v]	glauben
belong to MORE 2	[br'lɒŋ tə]	gehören
beloved U7/9	[br'lʌvd]	geliebt
below MORE 1	[br'ləʊ]	unten; unterhalb
belt U8/20	[belt]	Gürtel
bend U14/9	[bend]	Kurve
benefit concert U1	['benəfit'kɒnsət]	Benefizkonzert
beside MORE 2	[br'saɪd]	neben
bestselling U1/1	['bes'selɪŋ]	Bestseller-
(You) bet. U11/2	[ju: 'bet]	Das kannst du mir glauben. / Aber sicher!
between MORE 1	[br'twi:n]	zwischen
bill U2/5	[bɪl]	Rechnung
billionaire U8/1	[bɪljə'neər]	Milliardär/in
bin U5/D2	[bɪn]	Mülleimer/-kübel
binoculars U2/G	['bɪnɒkjʊləz]	Fernglas
bird MORE 1	[bɜ:d]	Vogel
birth U2/12	[bɜ:θ]	Geburt
bite MORE 1	[baɪt]	Biss; beißen
blame somebody U12/11	[bleɪm 'sʌmbədi]	jdn. beschuldigen
blanket U3/13	['blæŋkɪt]	(Bett-)Decke
bleed U4/6	[bli:d]	bluten
bleeding U4/5	['bli:dɪŋ]	Blutung
blindness U3/2	['blaɪndnəs]	Blindheit
block U3/4	[blɒk]	Block
block of flats U6/6	['blɒk əv 'flæts]	Mehrfamilienhaus, Wohnblock
blow U2/G	[bləʊ]	blasen, blasen
(on) board MORE 1	[ɒn 'bɔ:d]	Bord
board U4/6	[bɔ:d]	Brett, Platte
boat MORE 1	[bəʊt]	Boot
bomb MORE 1	[bɒm]	Bombe
bone MORE 2	[bəʊn]	Knochen
book U2/8	[bʊk]	buchieren, buchen
bookstall U2/8	['bʊkstɔ:l]	Bücherstand
boot U11/4	[bu:t]	Stiefel
border U9/5	['bɔ:də]	Grenze
boring U3/15	['bɔ:ɪŋ]	langweilig
be born MORE 1	[bi:bɔ:n]	geboren (sein/ werden)
I wasn't born yesterday. U13/2	['i:znt 'bɔ:n 'jestədeɪ]	Ich bin nicht von gestern.
borrow (from) MORE 2	['bɒrəʊ]	ausleihen (von)
both MORE 1	[bəʊθ]	beide
bottle MORE 1	['bɒtl]	Flasche
bottle bank U10/9	['bɒtl 'bæŋk]	Altglascontainer

bottom U3/DSC1	['bɒtəm]	untere; Boden
bounce U8/8	[baʊns]	springen, federn
bowl MORE 2	[bəʊl]	Schüssel
boycott U10/13	['bɔɪ'kɒt]	Boikott
boyfriend MORE 1	['bɔɪfrend]	Freund
brake U10/15	[breɪk]	Bremse
branch MORE 1	brʌntʃ	Zweig; Ast
brave MORE 2	bræv	mutig, unerschrocken
bravery U5/1	['breɪvəri]	Tapferkeit, Mut
Brazilian U6/6	brə'zi:ljən	Brasilianer/in; brasilianisch
break MORE 1	[breɪk]	brechen, kaputt machen
break down in tears U12/11	breɪk daʊn ɪn tiəz]	in Tränen ausbrechen
break out U3/1	[breɪk aʊt]	ausbrechen
break up U3/1	[breɪk 'ʌp]	sich trennen, beenden
brick U5/8	[brɪk]	(Ziegel-)Stein
bright U5/8	[braɪt]	hell, leuchtend
bring people together U5/8	[brɪŋ 'pi:pl tə'geðə]	Menschen zusammenbringen
bring to life U8/10	[brɪŋ tə laɪf]	zum Leben erwecken
British U10/12	[ðə 'brɪtɪʃ]	(die) Briten
broadcasting system U8/1	[brɔ:dkɑ:stɪŋ sistəm]	Rundfunksystem
brother MORE 1	['brʌðə]	Bruder
bruise U12/8	[bru:z]	Prellung, Beule
brush teeth U6/1	[brʌʃ ti:θ]	Zähne putzen
bubble U11/4	['bʌbl]	Blase
building MORE 2	['bɪldɪŋ]	Gebäude
built of U5/6	[bɪlt əv]	aus ... gebaut
bull shark U4/9	['bʊl ʃɑ:k]	Bullenhai
bull terrier U4/D1	[bʊl 'teriər]	Bullterrier
bully sb MORE 2	[bʊli]	jdn. mobben
bump into ... MORE 1	[bʌmp 'ɪntə]	zusammenstoßen
burn down U5/8	[bɜ:n 'daʊn]	abbrennen
bus ride U3/13	bʌs raɪd]	Busfahrt
business U8/1	['bɪznəs]	Geschäft
bury U12/8	['beri]	begraben
busy U3/DSC1	['bɪzi]	beschäftigt
buy MORE 1	[baɪ]	kaufen
by (somebody) U1/8	[baɪ]	von (jemandem)
by U1/2	[baɪ]	durch
by U3/DSC1	[baɪ]	neben, nahe
by accident MORE 2	[baɪ æksɪdənt]	durch Zufall
by mistake U13/2	[baɪ mɪ'steɪk]	aus Versehen, versehentlich
by the time U3/1	[baɪ ðə taɪm]	als, wenn
by the way U14/7	['baɪ ðə 'weɪ]	übrigens

C

cactus (pl cactuses, cactai) U11/3	['kæktəs]	Kaktus
cage MORE 1	[keɪdʒ]	Käfig
Californian U4/7	['kæli'fɔ:nɪən]	Kalifornier/in; kalifornisch
call MORE 1	[kɔ:l]	Anruf
call MORE 2	[kɔ:l]	rufen, anrufen; nennen
caller U2/3	['kɔ:lə]	Anrufer/in
calm MORE 2	[kɑ:m]	ruhig, gelassen
camcorder U9/6	['kæmkɔ:də]	Videokamera
campfire U6/1	['kæmpfaɪə]	Lagerfeuer
campsite MORE 1	[kæmpsait]	Campingplatz
can MORE 1	[kæn]	können; Dose
Canadian U9/1	[kə'neɪdiən]	Kanadier/in; kanadisch
cancel U12/16	['kænsld]	absagen, streichen
cannibal U3/4	['kænɪbl]	Kannibale
canoe MORE 2	[kə'nu:]	Kanu
canvas U8/8	[kænvəs]	Leinwand
canyon U11/7	['kænjən]	Schlucht
cap MORE 1	[kæp]	Kappe
capital MORE 2	['kæpɪtl]	Hauptstadt
capsule U5/1	['kæpsju:l]	Kapsel
captain MORE 1	['kæptɪn]	Kapitän
car park U10/2	[kɑ: pɑ:k]	Parkplatz
care for MORE 2	['keə fə]	sich kümmern
careful MORE 2	['keəfl]	vorsichtig, achtsam
careless U2/7	['keələs]	unvorsichtig; leichtsinig
carry MORE 1	['kæri]	tragen, ansprechen
carry on U10/3	['kæri ɒn]	weitergehen
case MORE 1	[keɪs]	Fall; Hülle
castaway U12/8	['kɑ:stə'weɪ]	Verdriftete/r
castle MORE 1	['kɑ:sl]	Schloss
catch MORE 1	['kætʃ]	fassen
catch the train U11/DSC2	[dʌ treɪn]	Zug erwischen
catch a cold U6/10	[kætʃ ə kɔld]	sich erkälten
cause U1/2	[kɔ:z]	Anlass, Ursache
cause U4/1		verursachen
celebrate U5/1	['selɪbreɪt]	feiern
celebrity U1/1	['selɪbrəti]	Berühmtheit
central U5/10	['sentrəl]	zentral, Mittel-
century U3/1	['sentʃəri]	Jahrhundert
CEO (=chief executive officer) U8/8	[si: i: 'əʊ]	Geschäftsführer/in
certainly MORE 1	['sɜ:tnli]	sicher(lich); bestimmt

chairman (pl chairmen) U10/2	['tʃeəməən, 'tʃeəmen]	Vorsitzende/r; Vorstand
chairperson U10/D1	['tʃeə'pɜ:sn]	Vorsitzende/r
chance U2/8	[tʃɑ:ns]	Möglichkeit; Chance
change MORE 1	[tʃeɪndʒ]	(sich) (ver)ändern
change U12/3	[tʃeɪndʒ]	Veränderung, Wechsel
change U11/DSC1		umsteigen
character U13/3	['tʃærəktə]	Figur, Person
charge U3/12		Gebühr
chase somebody away U3/5	[tʃeɪs ə'weɪ]	jdn. verjagen
cheap MORE 1	[tʃi:p]	billig, preiswert
check out U5/1	[tʃek aʊt]	anschauen, austesten
cheeky U13/1	['tʃi:ki]	frech, dreist
cheer U4/1	[tʃiə]	Jubel
chemist U3/4	['kemɪstri]	Chemie
chick U10/1	[tʃɪk]	Küken
childhood U10/1	['tʃaɪld'hʊd]	Kindheit
childish U7/6	['tʃaɪldɪʃ]	kindisch
chimpanzee U10/1	['tʃɪmpənz]	Streifenhörnchen
choice U10/1	[tʃɔɪs]	Wahl
choose MORE 1	[tʃu:z]	auswählen
church MORE 2	[tʃɜ:tʃ]	Kirche
circle U12/11	['sɜ:kl]	umkreisen
city council U10/3	['sɪti 'kaʊnsəl]	Stadtrat
City Hall U5/1	['sɪti 'hɔ:l]	Stadtverwaltung; Rathaus
classical U10/1	['klæsɪkl]	klassisch, zeitlos
classmate MORE 2	['kla:smet]	Klassenkamerad/in, Mitschüler/in
clean MORE 1	[kli:n]	putzen
(do the) cleaning U9/1	[du: ðə 'kli:nɪŋ]	sauber machen, putzen
clear the snow U9/1	['kleə ðə 'snəʊ]	Schnee räumen
cliff MORE 2	[klɪf]	Klippe, Kliff
climb MORE 1	[klaɪm]	klettern
climber MORE 2	[klaɪmə]	Kletterer, Kletterin
climbing U3/5	['klaɪmɪŋ]	Bergsteigen, Klettern
close U1/1	[kləʊs]	nahe
close down U10/14	[kləʊz 'daʊn]	schließen, zumachen
cloth bag U10/8	[klɒθ bæɡ]	Stofftasche
clothes (no pl) MORE 1	['kləʊðz]	Kleider, Kleidung
clumsy U7/DSC3	[klʌmzi]	ungeschickt
coach U13/11	[kəʊtʃ]	Trainer/in
coach U3/1	[kəʊtʃ]	Reisebus
coast MORE 2	[kəʊst]	Küste
coat MORE 2	[kəʊt]	Mantel
coconut U12/8	['kəʊkənʌt]	Kokosnuss
coil U8/1	[kəɪl]	Spule, Rolle
coincidence U2	[kəʊ'ɪnsɪd(ə)ns]	Zufall; Glück, Fügung
cold U3/13	[kəʊld]	Kälte

cold U6/10	[kəʊld]	Erkältung
collapse U12/4	[kə'ləps]	einstürzen
collect MORE 2	[kə'lekt]	sammeln
collection U5/1	[kə'lekʃn]	Sammlung
column U4/11	['kɒləm]	Säule; hier: Spalte
come along U1/11	[kam ə'lon]	mitkommen
come into contact with U4/13	[kam ɪntə kɒntækt wɪð]	mit etw. in Kontakt kommen
come true MORE 1	[kam 'tru:]	wahr werden
come up with a solution U10/2	[kam 'ʌp wɪð ə sə'lu:ʃn]	eine Lösung finden
comfortable MORE 2	['kʌmfəbl]	gemütlich
comment U5/7	['kɒment]	Kommentar, Bemerkung
commercial break U1/1	[kə'mɜ:ʃl breɪk]	Werbepause
commonly U4/1	['kɒmənli]	üblicherweise
community U1/1	[kə'mju:nəti]	Gemeinschaft
commute U11/4	[kə'mju:t]	pendeln
company MORE 2	['kʌmp(ə)ni]	Gesellschaft, Firma
comparison U4	[kəm'pærɪsn]	Vergleich
compartment U3/12	[kəm'pɑ:tmənt]	Abteil
compete U8/10	[kəm'pi:t]	konkurrieren
competition MORE 2	['kɒmpə'tɪʃn]	Wettbewerb
complain (about) MORE 2	[kəm'pleɪn]	sich beschweren
complaints column U2/D2	[kəm'pleɪnts 'kɒləm]	Beschwerderubrik
complete U1/5	[kəm'pli:t]	ganz, sämtlich
completely U2/8	[kəm'pli:tli]	völlig
complicated MORE 2	[kəm'plɪkətɪd]	kompliziert
computer lab U12/D1	[kəm'pjʊ:tər læb]	Computerraum
cone U8/8	[kəʊn]	Kegel
confident U8/4	[kɒnfɪdənt]	sich selbstbewusst
confused MORE 2	[kən'fju:zd]	verwirrt
connect MORE 2	[kə'nekt]	verbinden
connection U11/4	[kə'nekʃn]	Verbindung
consequence MORE 2	['kɒnsɪkwəns]	Folge, Konsequenz
consider U7/DSC1	[kən'sɪdər]	betrachten, bedenken
contact MORE 1	[kɒntækt]	Kontakt
contact somebody MORE 2	[kɒntækt səmɒdi]	sich mit jemandem in Verbindung setzen
container U10/8	[kən'teɪnər]	Behälter
continue MORE 2	[kən'tɪnju:]	fortsetzen
control something MORE 1	[kən'trɒl sɒmθɪŋ]	etwas regulieren/kontrollieren
convention U8/10	[kən'venʃən]	Tagung, Versammlung
conversation MORE 2	['kɒnvə'seɪʃn]	Gespräch
cook MORE 1	[kʊk]	kochen
copy U1/13	['kɒpi]	Kopie; hier: Exemplar
coral (no pl) U14/6	['kɒrəl]	Koralle
corner MORE 1	['kɪnər]	Ecke

correct something MORE 1	[kə'rekt sʌmθɪŋ]	etwas korrigieren
cost U8/11	[kɒst]	kosten
country MORE 1	['kʌntri]	Land, Staat
countryside U3/1	['kʌntri'saɪd]	Land(schaft)
(a) couple of U7/DSC1	[ə 'kʌpl əv]	einige, ein paar
courage U10/14	['kʌrɪdʒ]	Mut
course MORE 2	[kɜ:s]	Kurs, Lehrgang
cover something (up) MORE 1	[kʌvər sɒmθɪŋ]	bedecken
covered in U12/6	[kʌvəd ɪn]	mit etw. bedeckt sein
crack U6/7	[kræk]	Riss, Spalt; hier: Fuge
crack U6/7	[kræk]	(zer-)brechen, (zer-)springen
crash MORE 2	[kræʃ]	zu Bruch fahren
crash U1/1	[kræʃ]	Unfall; hier: Absturz
crater U2/2	['kreɪtər]	Krater
crazy MORE 1	['kreɪzi]	verrückt
create MORE 1	['kri'eɪt]	erschaffen, kreieren
creature MORE 2	['kri:tʃə]	Kreatur, Lebewesen
credit card U7/7	['kredit 'kɑ:d]	Kreditkarte
crew U2/1	[kru:]	Besatzung
criminal U14/9	['krɪmɪnl]	Verbrecher/in
crippled U3/1	['krɪpl]	Krüppel (veralt.)
critic U1/6	['krɪtɪk]	Kritiker/in
criticise U3/4	['krɪtɪsaɪz]	kritisieren
crocodile (= crocodile) U4/10	[kroʊk]	Krokodil
cross MORE 2	[krɒs]	durchqueren, überqueren; Kreuz
crowd U8/1	[kraʊd]	(Menschen-)Menge; Zuschauermenge
crowded U3/1	['kraʊdɪd]	überfüllt, voll
Crown Jewels (no pl) U5/1	['kraʊn 'dʒu:əlz]	Kronjuwelen
crush U12/7	[kraʃ]	zusammendrücken; zerquetschen
crutch U8/10	[kraʊtʃ]	Krücke
cry MORE 1	[krai]	weinen, schreien
cuckoo U6/7	['kʊku:]	Kuckuck
cuddly U4/1	['kʌdli]	kuschelig
culture U3/4	['kʌltʃər]	Kultur
cupboard MORE 2	['kʌbəd]	Schrank
curious U3/1	['kjʊəriəs]	neugierig
customer MORE 1	[kʌstəmə]	Kunde, Kundin
cut U12/8	[kʌt]	Schnitt(wunde)
cut (down) MORE 2	[kʌt]	schneiden, fällen
cute U4/1	[kju:t]	süß, niedlich
cutie U4/1	['kju:ti]	Schätzchen
cuttlefish U4/1	['kʌtlɪʃ]	Tintenfisch
cycling MORE 1	['saɪklɪŋ]	Radfahren

D

daily MORE 2	['deɪli]	täglich
dance floor U1/8	['da:ns flɔ:]	Tanzfläche, Tanzparkett, Tanzboden
danger MORE 2	['deɪndʒə]	Gefahr
dangerous MORE 1	['deɪndʒərəs]	gefährlich
dark MORE 2	['dɑ:k]	dunkel
dart frog U4/1	['dɑ:t frɒg]	Giffrosch
date of birth U2/12	['deɪt əv 'bɜ:θ]	Geburtsdatum; Geburtsstag
daughter MORE 2	['dɔ:tər]	Tochter
daylight (no pl) U4/9	['deɪ'laɪt]	Tageslicht
dead MORE 2	[ded]	tot
deadly U4/1	['dedli]	tödlich
dear MORE 1	[dɪər]	liebe/r
death U3/5	[deθ]	Tod
debate U10/D1	[drɪ'beɪt]	Debatte, Diskussion
decide MORE 2	[drɪ'saɪd]	(sich) entscheiden; beschließen
decision MORE 2	[drɪ'sɪʒn]	Entscheidung
deep MORE 1	[di:p]	tief
deeply U3/1	[di:pli]	zutiefst
deer U9/1	[dɪə]	Hirsch
defend U4/9	[drɪ'fend]	verteidigen
definitely MORE 2	['defənətli]	eindeutig, definitiv; in jedem Fall
definition U11/5	['defə'nɪʃn]	Definition, Erklärung
degree (°) MORE 2	[drɪ'ɡri:]	Grad
delayed U3/13	[drɪ'leɪd]	verspätet, verzögert
delicious U6/1	[drɪ'lɪʃəs]	delicioso, lecker
deliver U12/8	[drɪ'lɪvər]	fernbringen, liefern
delivery U12/8	[drɪ'lɪvəri]	Lieferung
dentist U9/1	['dentɪst]	Zahnarzt/Zahnärztin
departure U3/12	[drɪ'pɑ:tʃə]	Abreise
depend MORE 2	[drɪ'pend]	abhängen von
describe MORE 1	[drɪ'skraɪ]	beschreiben
description MORE 1	[drɪ'skɹɪpʃn]	Beschreibung
desert MORE 2	['dezət]	Wüste
desert island U12/11	['dezət 'aɪlənd]	einsame Insel
deserve U13/2	[drɪ'zɜ:v]	verdienen
design MORE 2	[drɪ'zeɪn]	planen, designen
destroy MORE 2	[drɪ'strɔɪ]	zerstören
detect U8/1	[drɪ'tekt]	aufspüren, entdecken
(get/have) detention U13/1	[drɪ'tenʃn]	nachsitzen müssen
develop U8/1	[drɪ'veləp]	(sich) entwickeln
device U8/8	[drɪ'vaɪs]	Gerät
dial MORE 1	['daɪəl]	wählen

diamond MORE 2	['daɪəmənd]	Diamant
diary entry U1/DSC3	['daɪəri 'entri]	Tagebucheintrag
die MORE 1	[daɪ]	sterben
die out U14/6	[daɪ 'aʊt]	aussterben
difference MORE 1	['dɪfrəns]	Unterschied
different (from) MORE 1	['dɪfrənt]	anders, unterschiedlich
difficult MORE 2	['fɪkəl]	schwierig
dilemma U13	['dɪləmə]	Dilemma, Zwangslage
dimwit U14/2	['dɪmwɪt]	Dummkopf, Hohlkopf
direct U8/1	['dɪrɪkt]	leiten, führen; hier: Regie führen
direct flight U14/1	[dɪ'rekt flɑ:t]	direkter Flug
dirt road U11/7	['dɜ:t 'rəʊd]	Feldweg
dirty MORE 1	['dɜ:ti]	schmutzig
disability U3/2	[dɪsə'bɪləti]	Behinderung; Unfähigkeit
disabled U13/2	[dɪs'eɪbld]	behindert
disappear MORE 2	[dɪsə'pɪə]	verschwinden
disappoint MORE 2	[dɪsə'pɔɪntɪd]	enttäuscht
disaster U2	[drɪ'zɑ:stə]	Katastrophe, Unglück
disease U11	[drɪ'zi:z]	Krankheit
discover MORE 2	[drɪ'skʌvə]	herausfinden, entdecken
discuss MORE 1	[drɪ'skʌs]	besprechen, diskutieren
dish U6/9	[dɪʃ]	Speise, Gericht
distance U3	['dɪstəns]	Entfernung
district U13/3	['dɪstrɪkt]	Gebiet, Bezirk
diver U1/9	['daɪvə]	Taucher/in
do the dishes U6/9	['du: ðə 'dɪʃɪz]	(ab-)spülen, abwaschen
Do you mind? U6/1	[du: ju maɪnd]	Macht es dir was aus?
Do you think so? U1/DSC1	[du: ju θɪŋk səʊ]	Meinst du?
documentary U1/1	[ˌdɒkju'mentri]	Dokumentarfilm
donate U1/1	[dəʊ'neɪt]	etw. spenden
donation U1/1	[dəʊ'neɪʃn]	Spende
Don't get me wrong. U1/DSC1	[dəʊnt get mi: 'rɒŋ]	Versteh mich nicht falsch!
dormant U12/2	['dɔ:mənt]	inaktiv, ruhend
down MORE 1	[daʊn]	hinunter, hinab
down U3/1	[daʊn]	entlang
dragon MORE 2	['dræɡən]	Drache
dramatic U11/7	[drə'mætɪk]	dramatisch
dreadful U1/1	['dredfl]	furchtbar, entsetzlich
dream MORE 1	[dri:m]	Traum; träumen
dress U3/4	[dres]	sich kleiden
drill U9/G	[dres]	bohren
drive MORE 1	[draɪv]	fahren

drop MORE 2	[drɒp]	fallen (lassen)
drought U12/1	[draʊt]	Trockenheit, Dürre
drum MORE 1	[drʌm]	Trommel
dry MORE 2	[draɪ]	trocken
duck MORE 2	[dʌk]	Ente
dungeon U5/1	['dʌndʒən]	Kerker
duration U7	[djʊ'reɪʃn]	Dauer
during MORE 2	[dʒɜrɪŋ]	während
dye something U9/6	['daɪ 'sʌmθɪŋ]	etwas färben

E

e.g. U8/3	['i:dʒi:]	z. B.
each MORE 1	[i:tʃ]	jede/r/s
each other MORE 2	['i:tʃ 'ʌðə]	einander
early MORE 1	[ɜ:li]	früh
earn U10/11	[ɜ:n]	verdienen
earring U7/6	['iəriŋ]	Ohrring
earth MORE 1	[ɜ:θ]	Erde
earthquake U12/1	['ɜ:θ'kweɪk]	Erdbeben
editor U2/D2	['edɪtə]	Herausgeber/in
effect U8/6	['i:fekt]	Auswirkung, Folge; hier: Effekt
(not) either U7/6	[nɒt 'aɪðə]	auch nicht
electric U8/1	['i:lektrɪk]	elektrisch, Elektro-
electricity MORE 2	['i:lek'trɪsəti]	Elektrizität
embarrassing MORE 2	['ɪm'bærəsɪŋ]	unangenehm, peinlich
emergency services MORE 1	['ɪmɜ:dʒənsi sɜ:vɪs]	Rettungsdienste
empty MORE 2	['empti]	leer
end up U3/1	[end 'ʌp]	enden
endless U3/10	['endləs]	unendlich
engine U14/9	['endʒɪn]	Motor
enjoy MORE 1	['ɪn'dʒɔɪ]	genießen
enjoyable U3/2	['ɪn'dʒɔɪəbl]	angenehm, erfreulich
enormous U12/2	['ɪnɔ:məs]	riesig
enough MORE 1	['ɪnəf]	genugend, ausreichend, genug
ensure U10/10	['ɪnʃʊə]	sicherstellen, garantieren
enter U2/8	['entə]	betreten
entertain U8/2	['entə'teɪn]	unterhalten
entertainment U5/10	['entə'teɪnmənt]	Unterhaltung
entirely U8/8	['ɪn'taɪəli]	ganz, vollkommen
entry U1/11	['entri]	Eintritt; Eintrag
equal rights U10/10	['i:kwəl raɪts]	Gleichberechtigung; gleiche Rechte
erupt U12/3	['ɪrʌpt]	ausbrechen
eruption U12/3	['ɪrʌpt]	Ausbruch

escape MORE 2	['ɪskeɪp]	(ent-)fliehen; entkommen
escape U12/7	['ɪskeɪp]	Entkommen, Ausweg
especially MORE 2	['ɪspeʃəli]	besonders
evacuate U12/4	['ɪvækju'eɪt]	evakuieren, räumen
evacuation U12/4	['ɪvækju'eɪʃn]	Evakuierung, Räumung
even MORE 2	['i:vən]	selbst; sogar
even though U3/4	['i:vən θəʊ]	obwohl
ever MORE 1	['evə]	je
every MORE 1	['evri]	jede/r/s
everybody MORE 1	['evribɒdi]	jede/r; alle
everyone MORE 1	['evriwʌn]	jede/r; alle
everything MORE 1	['evriθɪŋ]	alles
everywhere MORE 1	['evriweə]	überall
evil U6/1	['i:vəl]	böse
exactly MORE 1	['ɪɡzæktli]	genau
exam U1/1	['ɪɡzɑ:m]	Prüfung
example MORE 1	['ɪɡzɑ:mpəl]	Beispiel
excellent MORE 1	['eksələnt]	ausgezeichnet, hervorragend
excited MORE 1	['ɪksaɪtɪd]	aufgeregt
exciting MORE 1	['ɪksaɪtɪŋ]	aufregend; spannend
exercise U5/10	['eksəsaɪz]	Bewegung
exist U1/4	['ɪgzɪst]	existieren
expect U12/2	['ɪkspekt]	erwarten
expensive MORE 2	['ɪkspensɪv]	teuer
experience U5/1	['ɪkspiəriəns]	Erfahrung
experienced U3/10	['ɪkspiəriənst]	erfahren, geschult
expert MORE 2	['ekspɜ:t]	Experte/Expertin
explain MORE 2	['ɪkspleɪn]	erklären
explore MORE 1	['ɪksplɔ:]	erforschen, erkunden
explorer U3/4	['ɪksplɔ:rə]	Forscher/in
explosion U12/2	['ɪkspləʊʒn]	Explosion
expression U4/3	['ɪkspreʃn]	Ausdruck, Äußerung
extinct U12/2	['ɪkstɪŋkt]	ausgestorben; hier: erloschen
extra MORE 2	['ekstrə]	zusätzlich, extra-
extract U2/3	['ekstrækt]	Auszug, Exzerpt
extremely U3/1	['ɪkstri:mli]	äußerst, überaus
eyesight U3/1	['aɪsaɪt]	Sehkraft

F

face MORE 1	['feɪs]	Gesicht
fact MORE 2	['fækt]	Fakt, Tatsache
fake U8/20	['feɪk]	falsch, gefälscht
fall asleep MORE 2	['fɔ:l ə'sli:p]	einschlafen
fall ill U1/11	['fɔ:l ɪl]	krank werden
fall in love U2/15	['fɔ:l ɪn 'lʌv]	sich verlieben

fall off MORE 2	[fɔ:l ɒf]	herunterfallen, abfallen
fall out (with) U7/9	[fɔ:l 'aʊt]	sich (zer-)streiten
famous MORE 1	['feɪməs]	berühmt
fantastic U1/4	[fæn'tæstɪk]	fantastisch
far MORE 1	[fɑ:(r)]	weit, fern
farm MORE 1	[fɑ:m]	Farm, Bauernhof
fascinating MORE 2	['fæsmɪnɪŋ]	faszinierend
fast MORE 1	[fɑ:st]	schnell
fateful U12/8	[fɛrtfl]	schicksalhaft, verhängnisvoll
fault MORE 2	[fɔ:lt]	Schuld
It's his own fault. U13/2	[ɪts hɪz 'əʊn 'fɔ:lt]	Er ist selbst schuld.
fear MORE 2	[fiə]	Angst; fürchten
feast U3/G	[fi:st]	Festmahl, Festessen
feed MORE 1	[fi:d]	zu essen geben, füttern
feed U8/5	[fi:d]	fressen, weiden
feel sorry for U4/D3	[fi:l 'sɒri fə]	jemandem Leid tun
female U3/4	[fi:meɪl]	weiblich
fence MORE 2	[fens]	Zaun
(for a) few (minutes) MORE 2	['fju:]	einige (Minuten lang)
fictional U2/1	['fɪkʃənəl]	frei erfunden, ausgedacht
field MORE 2	[fi:ld]	Feld
fight MORE 1	[faɪt]	kämpfen
final U9/DSC1	['faɪnəl]	letzte/r/s
finally MORE 2	[famaɪli]	endlich, zuletzt
find MORE 2	[faɪnd]	finden, entdecken; empfehlen
fine U4/10	[faɪn]	schön
fine by me U7/1	[faɪn baɪ mi]	das ist mir in Ordnung
finish MORE 2	[fɪnɪʃ]	beenden
firefighter U1/1	[ɪfaɪəfɑ:tə]	Feuerwehrmann/- frau
firstly U12/12	[fɜ:stli]	zuerst, vorerstens
fix MORE 2	[fɪks]	reparieren
flame U12/8	[fleɪm]	Flamme
flash of lightning U12/8	[flæʃ ɒf laɪtnɪŋ]	Blitzstrahl
flat MORE 1	[flæt]	Wohnung
flexible U8/10	[fɪksəbəl]	flexibel, anpassungsfähig
flight MORE 2	[flaɪt]	Fliegen; Flug
float MORE 2	[fləʊt]	schwimmen, oben bleiben
flood U12/1	[flʌd]	Überschwemmung, Hochwasser
fluorescent U8/1	[flɔ:'resnt]	glimmernd
follow MORE 1	['fɒləʊ]	folgen
following MORE 1	['fɒləʊɪŋ]	folgende/r/s
food for thought U10/11	[fu:d fə θɔ:t]	Denkanstoß

for U7/1	[fɔ:]	seit
for a while U3/2	['fɔ ə 'waɪl]	eine Weile
for years U1/6	[fə 'jɪəz]	seit Jahren, jahrelang
forbid MORE 2	[fə'bɪd]	verbieten
force U12/2	[fɔ:s]	Kraft ausüben
foreign U3/5	[fə'reɪn]	fremd, ausländisch
forest fire U12/1	[fɒrɪst 'faɪə]	Waldbrand
forever U13/2	[fə'revə]	ewig
forget MORE 1	[fə'ɡet]	vergessen
form MORE 2	[fɔ:m]	Form, Gestalt; formen, gestalten
fortunate U3/1	['fɔ:ʃənətli]	zum Glück
forward(s) MORE 2	['fɔ:wəd]	nach vorn(e)
four-wheel drive U11/1	[fɔ:wi:l'draɪv]	mit Allradantrieb
frame U11/1	[freɪm]	Rahmen
free MORE 1	[fri:]	gratis
free someone MORE 1	[fri: 'sʌmbədi]	jdn. befreien
(have) free time U2/1	[fri:]	nichts vorhaben, Zeit haben
freedom U11/1	[fri:dəm]	Freiheit
freeze MORE 1	[fri:z]	frieren
freezing U8/1	[fri:zɪŋ]	eiskalt
French MORE 1	[frentʃ]	französisch, Franzose/Französin
fresh U5/10	[freʃ]	frisch
freshness U11/4	['freʃnəs]	Frische
friendly MORE 2	[frendli]	freundlich
frightening U4/9	['fraɪtnɪŋ]	Furcht erregend, beängstigend
from head to toe U3/4	[frəm hed tə təʊ]	von Kopf bis Fuß
from now on U12/8	[frəm naʊ ɒn]	von jetzt an
front seat U14/9	['frʌnt 'si:t]	Vordersitz
frustrated U3/13	[frʌ'streɪtɪd]	frustriert
full of U3/4	[fʊl əv]	voll mit
fun MORE 1	[fʌn]	Spaß
funny MORE 1	['fʌni]	lustig; komisch
furniture MORE 2	['fɜ:nɪtʃə]	Möbel
furry U4/1	['fɜ:ri]	pelzig
further U3/1	[fɜ:ðə]	weiter, ferner

G

gallery U5/1	['gæləri]	Galerie
gallop U3/10	['gæləp]	galoppieren
gap U5/1	[gæp]	Lücke
gateway U12/2	['geɪtweɪ]	Tor; Übergang
gear U3/10	[ɡɪə]	Ausrüstung, Sachen
get a message across U10/1	[get ə 'mesɪdʒ ə'krɒs]	eine Botschaft rüberbringen
get away U3/8	['get ə'weɪ]	fortkommen, wegkommen

get back U1/4	[get 'bæk]	zurückkommen
get back to somebody U1/4	[get 'bæk tu: sʌmbədi]	sich mit jdm nochmals in Verbindung setzen
get close to U3/2	[get kləʊz tu:]	aus der Nähe sehen
get into something U3/4	[get 'intə 'sʌmθɪŋ]	in etwas einsteigen
get into trouble MORE 2	[get intə trʌbl]	in Schwierigkeiten geraten
get lost MORE 2	[get lɒst]	sich verlaufen
get off U3/9	[get 'ɒf]	aussteigen (aus)
get on MORE 2	[get 'ɒn]	einsteigen (in)
get on well (with) U1/DSC1	['get ɒn 'wel wɪð]	sich gut verstehen
get ready (for something) U5/1	[get 'redi]	sich (für etwas) bereit machen
get tired of something U12/11	['get 'taɪəd əv sʌmθɪŋ]	etwas satt haben
get to U3/4	['get tu:]	ankommen, gelangen
get to know somebody U2/D3	[get tə 'nəʊ s'mbədi]	jemanden kennenlernen
get up MORE 1	[get ʌp]	aufstehen
get worse U1/DSC1	[get wɜ:s]	sich verschlechtern
ghost MORE 2	[gəʊst]	Geist
giant MORE 2	['dʒaɪənt]	riesig; Riesen-
girlfriend MORE 2	[gɜ:lfrend]	Freundin
give away U7/1	[gɪv ə'weɪ]	weggeben
give advice to somebody U13	[gɪv əd'vaɪs tə sʌmbədi]	jdm. einen Ratschlag geben
give something a try U1/4	['gɪv sʌmθɪŋ ə 'traɪ]	etw. ausprobieren
give up MORE 2	[gɪv ʌp]	aufgeben
(be) glad MORE 2	[glæd]	glücklich sein
glove U8/8	[glʌv]	Handschuh
gnome U9/11	[nəʊm]	Zwerg
go ahead U9/5	[gəʊ ə'hed]	fortfahren, weitermachen
go for a walk MORE 2	['gəʊ fɔ: ə 'wɔ:k]	spazieren gehen
go off MORE 2	[gəʊ ɒf]	abgehen, abreisen
go to sleep MORE 1	[gəʊ tə 'sli:p]	einschlafen
go up U7/8	[gəʊ ʌp]	erscheinen
go wrong MORE 2	[gəʊ rɒŋ]	schief gehen
goat MORE 2	[gəʊ]	Ziege
gold digger U11/7	['gəʊld dɪŋɡə]	Goldgräber
gold rush U11/7	['gəʊld rʌʃ]	Goldrausch
(be) good at U3/1	[gʊd ət]	etw. gut können
good luck U6/1	[gʊd 'lʌk]	Glück
Good point. U4/D3	[gʊd 'pɔɪnt]	Ganz richtig! Stimmt!
government U5/1	['gʌvnmənt]	Regierung
grab U3/1	[græb]	zugreifen
gradually U3/11	['grædʒuəli]	allmählich

great MORE 1	[greɪt]	großartig
greedy U12/11	['ɡri:di]	gierig
green U10/8	[ɡri:n]	umweltfreundlich
grid U10/14	[ɡrɪd]	Rahmen; Tabelle
grizzly bear U9/1	['ɡrɪzli beə]	Grizzlybär
grocery store U11/4	[ɡrəʊəri stɔ:r]	Lebensmittelgeschäft
ground somebody U13/2	[ɡraʊnd sʌmbədi]	jdm. Hausarrest geben
(be) grounded U13/2	[bi 'ɡraʊndɪd]	Hausarrest haben
group MORE 1	[ɡru:p]	Gruppe
grow MORE 2	[ɡrəʊ]	wachsen; hier: werden
grow something U13/2	['ɡrəʊ 'sʌmθɪŋ]	etwas anbauen, etwas wachsen lassen
grow up MORE 2	[ɡrəʊ ʌp]	erwachsen werden; entstehen
guess MORE 2	[ɡes]	(er-)raten
Guess what? U1/DSC3	[ɡes 'wɒt]	Stell dir vor!
guest MORE 2	[ɡest]	Gast
guide MORE 2	[ɡaɪd]	Reiseführer/in, Reiseleiter/in
guy U1/8	[ɡaɪ]	Typ, Kerl
H		
haircut U7/7	['heə'kʌt]	Haarschnitt, Frisur
half-pipe U10/2	[hɑ:f paɪp]	Halfpipe
halfway U2/4	[hɑ:f 'weɪ]	auf halbem Weg
hand U1/1	[hænd]	Zeiger (Uhr)
hand in U9/13	[hænd ɪn]	abgeben
hand out U10/1	[hænd 'aʊt]	austeilen, verteilen
handbag U2/7	['hænd'bæg]	Handtasche
hands-on things U5/7	[hændz 'ɒn θɪŋz]	Dinge zum Anfassen
hang on U2/7	['hæŋ ɒn]	warten
hang out U9/6	['hæŋ 'aʊt]	heraushängen; hier: rumhängen
happen MORE 2	['hæpən]	geschehen
happiness U12/8	['hæpɪnəs]	Glück, Fröhlichkeit
hard MORE 2	[hɑ:d]	anstrengend, hart
hardly (ever) U10/9	['hɑ:dli]	kaum
hat MORE 1	[hæt]	Hut
hate MORE 1	[heit]	hassen
have an interest in something U2/8	[hæv ən 'ɪntrəst ɪn sʌmθɪŋ]	an etwas Interesse haben, sich für etwas interessieren
have what it takes U1/4	[hæv wɒt ɪt teɪks]	das Zeug dazu haben
headache MORE 2	[hedeɪk]	Kopfschmerzen
headline MORE 1	['hed'laɪn]	Schlagzeile
headphones U2/7	['hedfəʊnz]	Kopfhörer

headquarters (plural) U11/7	['hed'kwɔ:tez]	Hauptquartier, Zentrale
health U3/1	[helθ]	Gesundheit
healthy U3/1	['helθi]	gesund
heart U4/6	['hɑ:t]	Herz
heating U3/13	['hi:tɪŋ]	Heizung
heavy MORE 2	['hevi]	schwer
height U3/10	[haɪt]	Höhe
helmet MORE 2	['helmt]	Helm
help (out) U1/1	[help aʊt]	(aus-)helfen
help desk U3/13	['help 'desk]	Information
hero, heroine U1/1	['hɪərəʊ/ 'herəʊm]	Held, Heldin
herself U10/10	[hə'self]	sich; sich selbst; sie/ ihr (selbst)
hide MORE 1	[haɪd]	verstecken
high MORE 2	[haɪ]	hoch
high school MORE 2	['haɪ sku:l]	Gymnasium
hippo MORE 1	['hɪpəʊ]	Nilpferd
hire (something) MORE 1	[haɪər]	etw. mieten
hit MORE 1	[hɪt]	Hit, Erfolg; schlagen
hit (by an earthquake) U12/4	[hɪt baɪ ən 'ɜ:θkweɪk]	vom Erdbeben erfasst werden
hold MORE 2	[həʊld]	halten, hier: abhalten
hold on to something U12/6	[həʊld ɒn tə 'sʌmθɪŋ]	an etw. festhalten
hold somebody tight(ly) U6/5	['həʊld sʌmbədi 'taɪt]	jemanden (fest-)halten
hole MORE 1	[həʊl]	Loch
holiday MORE 1	['hɒlədeɪ]	Urlaub
hometown U12/8	['həʊmtaʊn]	Heimort, -stadt
honest U7/7	['ɒnɪst]	ehrlich
(to be) honest U11/4	[tə bi: 'ɒnɪst]	in die Wahrheit zu sagen; ehrlich gesagt
hope MORE 1	[həʊp]	hoffen; Hoffnung
horizon U12/8	[hə'reɪzn]	Horizont
horrible MORE 2	['hɒrəbəl]	schrecklich
hospital MORE 1	['hɒspɪtl]	Krankenhaus
(the) Houses of Parliament (pl) U5/1	['həʊsɪz əv 'pɑ:liəmənt]	das Parlament (von Großbritannien)
household name U7/9	['haʊs həʊld 'neɪm]	allgemein bekannter Begriff
housewife (pl housewives) U11/10	['haʊs'waɪf/ 'waɪvz]	Hausfrau
housework U8/21	['haʊs'wɜ:k]	Hausarbeit
How about ...? U1/DSC1	['haʊ əbaʊt]	Was ist mit ...?, Wie wäre es mit ...?
however U4/9	[haʊ'eva]	jedoch
huge MORE 1	[hju:dʒ]	riesig
human MORE 2	[hju:mən]	menschlich; Mensch
humour U1/DSC3	['hju:mə]	Humor, Laune

Hungarian U1/1	[hʌŋ'geəriən]	ungarisch, Ungar/in
hungry MORE 1	['hʌŋɡri]	hungrig
hunt (for) MORE 1	['hʌnt]	jagen
hunter U2/G	['hʌntər]	Jäger/in
(be) hurt U2/3	['hɜ:t]	verletzt sein
husband MORE 1	['hʌzbənd]	Ehemann
hut MORE 1	['hʌt]	Hütte
hydroelectric U8/1	['haɪdrə'lektɪk]	Wasserkraft-
hyena U14/7	['hi:ənə]	Hyäne

I beg your pardon. U2/7	['bi: ʒə 'pɑ:dn]	Entschuldigung., Tut mir leid.
I can't stand it. U11/10	['aɪ kʌnt stænd]	Ich ertrage es nicht.
I couldn't agree more. U1/DSC1	[aɪ kədnt ə'ri: mɔ:]	Ich bin ganz der gleichen Meinung.
I don't care about U11/10	[aɪ dəʊnt keər ə'baʊt]	Das ist mir egal.
I guess. U11/10 DSC1	[aɪ ges]	Ich denke (schon).
I know. U11/10	[aɪ nəʊ wɒt ju mi:n]	Ich weiß, was du meinst.
I see. U3/1	[aɪ si:]	Ich verstehe.
I suppose ... U4/9	[aɪ sə'pəʊz]	Ich nehme an ...
Island U12/2	['aɪslənd]	Island
ID (= Identification) U13/7	['aɪ'dɪ: aɪ'dentɪfɪ'keɪʃn]	Ausweis
Identity U4/10	[aɪ'dentɪti]	Identität
Idol U1/1	['aɪdl]	Idol, Vorbild
if MORE 2	[ɪf]	wenn, falls, ob
ignore U6/1	[ɪɡ'nɔ:r]	ignorieren
ill MORE 2	[ɪl]	krank
illegal U10/13	['rɪli:ɡl]	ungesetzlich, rechtswidrig, illegal
illegally U9/5	['rɪli:ɡəli]	ungesetzlich, illegal
illness MORE 2	['ɪlnəs]	Krankheit, Erkrankung
illustrate U9/13	['ɪləstreɪt]	darstellen, erläutern
illustration U9/13	['ɪlə'streɪʃn]	Darstellung, Abbildung
I'm afraid. U3/12	[aɪm ə'freɪd]	Leider.
I'm sorry. U1/4	[aɪm 'sɒri]	Das tut mir leid.
I'm sorry? U2/8	[aɪm sɒri]	Wie bitte?
I'm sure. U1/4	[aɪm 'ʃʊə]	Ich bin mir sicher.
imagination U12/8	[ɪ,mædʒɪ'neɪʃn]	Vorstellungskraft
imagine MORE 1	[ɪ,mædʒɪn]	sich vorstellen
imitation EU/3	['ɪmɪ'teɪʃn]	Imitation, Nachahmung
immediately MORE 2	['ɪmɪ'di:ətli]	sofort
impolite U14/7	['ɪmpə'laɪt]	unhöflich
important MORE 1	[ɪm'pɔ:tnt]	wichtig

impossible U3/14	[ɪmˈpɒsəbl̩]	unmöglich
impress U8/4	[ɪmˈpres]	beeindrucken
improve U3/1	[ɪmˈpruːv]	verbessern
in case ... U14/2	[ɪn ˈkeɪs]	für den Fall, dass ...; falls ...
in fact MORE 2	[ɪn ˈfækt]	genau genommen
in front of MORE 1	[ɪn frʌnt əv]	vor
in my opinion U1/DSC1	[ɪn maɪ əˈpɪnjən]	meiner Meinung nach
in order to U3/DSC3	[ɪn ɔːdə tə]	um ... zu
in spite of U3/1	[ɪn spaɪt əv]	trotz
in your dreams U5/D3	[ɪn jɔː driːmz]	in deinen Träumen
include U11/7	[ɪnˈkluːd]	beinhalten, einschließen
including U1/1	[ɪnˈkluːdɪŋ]	einschließlich
incredible U2	[ɪnˈkredəbl̩]	unglaublich
indeed MORE 2	[ɪnˈdiːd]	in der Tat, wirklich
Indonesian U12/5	[ˈɪndəʊˈniːʒən]	Indonesier/in; indonesisch
indoors U12/6	[ɪnˈdɔːz]	im Haus
influence U8/1	[ˈɪnfluəns]	Einfluss
information office U11/DSC5	[ɪnfəˈmeɪʃn ˈɒfɪs]	Auskunftsbüro
injured MORE 2	[ˈɪndʒəd]	verletzt
inside MORE 1	[ɪnˈsaɪd]	innen
institute U4/7	[ˈɪnstɪˈtjuːt]	Institut
instruction MORE 1	[ɪnˈstrʌkʃn]	Anleitung, Anweisung
intensely U2/8	[ɪnˈtensli]	intensiv; aufrichtig
interactive U5/10	[ɪntərˈæktɪv]	interaktiv
interest U2/8	[ˈɪntrəst]	Interesse
interested MORE 2	[ˈɪntrəstɪd]	interessiert
interesting MORE 2	[ˈɪntrəstɪŋ]	interessant
interfere (with something) U7/8	[ˈɪntəˈfɪə]	sich (in etw.) mischen
interrupt U2/8	[ˈɪntəˈrʌpt]	unterbrechen
into MORE 1	[ˈɪntə]	in ... hinein
intonation U11/9	[ɪnˈtəneɪʃn]	Intonation
introduce U1/DSC1	[ɪnˈtrɒdʒ]	vorstellen
invent MORE 2	[ɪnˈvent]	erfinden
invention MORE 2	[ɪnˈvenʃən]	Erfindung
inventor U8	[ɪnˈventər]	Erfinder/in
invest U8/1	[ɪnˈvest]	investieren
invitation MORE 1	[ɪnˈvɪtəʃən]	Einladung
invite (somebody over) MORE 1	[ɪnˈvaɪt ˈsʌmbədi ˈəʊvə]	jdn. (zu sich) einladen
involve U11/DSC2	[ɪnˈvɒlv]	einbeziehen
Iranian U12/5	[ɪˈreɪniən]	Iraner/in; iranisch
island MORE 1	[aɪlənd]	Insel
issue U10/D3	[ˈɪʃuː]	Ausgabe; Nummer

(somebody has got what) it takes (informal) U1/8	[ˈsʌmbədi əz gɒt wɒt ɪt ˈteɪks]	jemand kann was, jemand bringt's
it takes ... U1/7	[ɪt ˈteɪks]	man braucht ...
item U12/12	[ˈaɪtəm]	Gegenstand
It's a deal. U5/D3	[ɪts ə ˈdiːl]	Abgemacht.
It's about ... U6/1	[ɪts ə ˈbaʊt ...]	Es geht um ...
It's worth a try. U5/D3	[ɪts ɪz wɜːθ ə ˈtriː]	Es ist einen Versuch wert.
itself U11/7	[ɪt ˈself]	selbst
ivory (no pl) U1	[ˈaɪvəri]	Elfenbein

J

jet U14/7	[dʒet]	(Düsen-)Jet
jewel MORE 2	[dʒuːəl]	Juwel
join U1	[dʒɔɪn]	sich jdm. anschließen
joke MORE 2	[dʒəʊk]	Scherz, Witz
journalist U2/8	[ˈdʒɜːnəlɪst]	Journalist/in
journey U2/8	[dʒɜːni]	Reise
joy U2/8	[dʒɔɪ]	Freude
jump MORE 2	[dʒʌmp]	springen
jungle U12/4	[dʒʌŋɡl̩]	Dschungel
just MORE 1	[dʒʌst]	nur
just in case U12/8	[ˈdʒʌst ɪn ˈkeɪs]	für alle Fälle

(be) keen on MORE 2	[kiːn]	sich begeistern für
keep away (from) U9/6	[ˈkiːp əˈweɪ]	sich fernhalten (von)
keep doing something U1/DSC1	[kiːp duːɪŋ sʌmθɪŋ]	etw. weiter machen
keep quiet U13/8	[kiːp kwaɪət]	schweigen
Kenya U12/4	[ˈkenjə]	Kenia
kick MORE 2	[kɪk]	stoßen, treten
kill MORE 1	[kɪl]	töten
killer whale U4/1	[kɪlə weɪl]	Orca, Schwertwal
kind of MORE 1	[kaɪnd əv]	Art von
knock MORE 1	[nɒk]	Klopfen; klopfen
know MORE 1	[nəʊ]	kennen, wissen
Korean U6/6	[kəˈriən]	Koreaner/in; koreanisch

L

lab (= laboratory) U12/D2	[læb, ləˈbɒrət(ə)ri]	Labor(atorium)
ladder U6/7	[ˈlædə]	Leiter
lake MORE 2	[leɪk]	See
land MORE 1	[lænd]	landen

land mass U12/2	['lənd mæs]	Landmasse
large MORE 2	['lɑ:dʒ]	groß
late-night U6/1	['leɪt 'naɪt]	Spät; spät am Abend
(the) latest MORE 1	[ðə 'leɪtəst]	der/die/das jüngste/ letzte; hier: das Neueste
Latin U3/4	['læt'n]	Latein, lateinisch
laugh MORE 1	['lɑ:f]	lachen
lava (no pl) U12/3	['lɑ:və]	Lava
law firm U10/13	['lɔ: 'fɜ:m]	Anwaltskanzlei
lawyer U10/13	['lɔə]	Anwalt/Anwältin
layer U12/2	['leɪər]	Schicht
lazy U10/9	['leɪzi]	faul; träge
leaf (pl leaves) MORE 1	['li:f, li:vz]	Blatt
leaflet U10/1	['li:flət]	Prospekt; hier: Flugblatt
at least MORE 2	[ət 'li:st]	mindestens, wenigstens
(at) least MORE 2	['li:st]	am wenigsten
least U1/7	['li:st]	geringste/r/s; wenigste/r/s
leave MORE 1	['li:v]	verlassen, weggehen
Leave it out! U8/D3	['li:v ɪt 'aʊt]	Hör auf!; Ist nicht wahr!
leave somebody behind U3/DSC3	['li:v sʌmbədi br'haɪnd]	jdn. zurücklassen
lecture U3/4	['lektʃər]	Vorlesung
lend U9/DSC1	['lend]	leihen; borgen
length U4/9	['lenkθ]	Länge
lentil U6/6	['lentɪl]	Linsen (n)
leopard U14/4	['lepəd]	Leopard
leopard seal U4/1	['lepəd si:l]	Leopardendelphin
letter MORE 1	['letə]	Brief; (Buchstabe)
lie U4/6	['laɪ]	lügen; liegen
life (pl lives) MORE 1	['laɪf, laɪvz]	Leben
lifeboat U2/1	['laɪfbəʊt]	Lebensboje; Rettungs- boot
light MORE 2	['laɪt]	hell; leicht
light bulb U8/1	['laɪt bʌl]	Glimmerbirne
lightning bolt U8/1	['laɪtnɪŋ bɔlt]	Blitzschlag
like MORE 1	['laɪk]	mögen; ähnlich wie; zum Beispiel
lips U11/7	['lɪps]	Lippen
listen (to) MORE 1	['lɪsn]	(zu-)hören
litter U10/9	['lɪtə]	Abfall, Müll; ver- streuen, wegwerfen
litter bug U10/9	['lɪtə bʌg]	Umweltver- schmutzer/in
little U1/4	['lɪtl]	klein, wenig
live U2/11	['laɪv]	live, lebend
living room MORE 1	['lɪvɪŋ ru:m]	Wohnzimmer
lizard MORE 1	['lɪzəd]	Eidechse, Echse
loads of U5/12	['ləʊdz ɒv]	sehr viele

local U1/1	['ləʊkl]	hiesig, örtlich
local U4/1	['ləʊkl]	Einheimische/r, Ortsansässige/r
locally U10/8	['ləʊkəli]	am/vor Ort
lodge U14/7	['lɒdʒ]	Hütte; hier: Lager
LOL (= laugh out loud) U14/4	['eləʊ'el]	Abkürzung in Emails; laut lachen
lonely U3/2	['lɒnli]	einsam
look after MORE 1	['lʊk 'ɑ:tə]	sich kümmern um
look for MORE 1	['lʊk 'fɔ:]	suchen nach
look forward to	['lʊk 'fɔ:wəd]	sich freuen auf
look into U6/1	['lʊk ɪn'tu:]	hineinschauen
look through U10/8	['lʊk θru:]	durch etw. durchschauen
lose MORE 2	['lʊz]	verlieren
loser U17/1	['lʊzə]	Verlierer/in
lousy U17/1	['laʊzi]	lausig
love MORE 1	['lʌv]	lieben
lovely MORE 1	['lʌvli]	entzückend
lover U4/1	['lʌvə]	Freund/in; Liebhaber/in
luck MORE 2	['lʌk]	Glück; Erfolg
luckily MORE 1	['lʌkɪli]	glücklicherweise
(the) lucky MORE 1	['lʌki]	Glück haben
lunchtime MORE 1	['lʌntʃ'taɪm]	Mittagszeit; Mittagspause
lyrics (pl) U1/8	['lɪrɪks]	(Lied-)Text
mad MORE 1	['mæd]	verrückt, wütend
magazine U10/2	['mæɡ]	Zeitschrift, Magazin
magpie U6/5	['mæɡpaɪ]	Elster
main reason U1/2	['meɪn 'ri:zn]	Hauptgrund
major U1/1	['meɪdʒə]	bedeutend, hauptsächlich
make a call U2/9	['meɪk ə 'kɔ:l]	telefonieren
make a mess U9/1	['meɪk ə mes]	Unordnung machen
make a wish U6/1	['meɪk ə 'wɪʃ]	sich etwas wünschen
make friends MORE 2	['meɪk 'frendz]	sich anfreunden
make fun of U7/1	['meɪk fʌn əv]	sich über etw./jdn. lustig machen
make it U1/4	['meɪk ɪt]	es schaffen
make sure MORE 2	['meɪk 'ʃʊ:]	sich versichern, darauf achten
make the news U1/1	['meɪk ðə nju:z]	in die Nachrichten kommen
make up (with somebody) U7/7	['meɪk 'ʌp]	sich (mit jdm) versöhnen
mammal MORE 2	['mæml]	Säugetier
map MORE 2	['mæp]	Landkarte
mark U7/8	['mɑ:k]	Markierung

market MORE 1	['mɑ:kɪt]	Markt
married MORE 2	['mæɪd]	verheiratet
marry U10/11	['mæri]	heiraten
massive U1/DSC1	['mæsɪv]	gewaltig, groß
match MORE 1	['mætʃ]	Spiel
maybe MORE 2	['meɪbi]	vielleicht, möglicherweise
Me neither. U1/DSC1	[mi 'naɪðə]	Ich auch nicht.
Me too. U2/13	['mi 'tu:]	Ich auch.
meal U2/8	['mi:l]	Mahlzeit, Essen
mean MORE 1	['mi:n]	meinen, bedeuten
meaning U7/8	['mi:nɪŋ]	Bedeutung
(in the) meantime U7/7	[ɪn ðə 'mi:ntaɪm]	in der Zwischenzeit, inzwischen
measure U12/4	['meʒə]	(ab-)messen
medical report U7/DSC2	[medɪkl rɪ'pɔ:t]	Arztbericht
medical treatment U3/1	[medɪkl trɪ:t'mənt]	medizinische Versorgung
meet up with MORE 2	['mi:t 'ʌp]	sich treffen
meeting U3/13	['mi:tɪŋ]	Treffen
mega-store U5/10	['megə stɔ:]	riesiges Kaufhaus
melody U1/9	['melədi]	Melodie
melt MORE 2	['melt]	schmelzen
member U2/1	['membə]	Mitglied
memorial U5/10	[mə'mɔ:riəl]	Denkmal
memory MORE 1	['meməri]	Erinnerung
Mennonite U9/3	['menənait]	Mennonite/Mennonitin
mention MORE 2	['menʃn]	erwähnen
mess MORE 2	[mes]	Unordnung, Durcheinander
message MORE 1	['mesɪdʒ]	Botschaft, Botschaft
metal U1/9	['metl]	Metall
might MORE 2	['maɪt]	vielleicht (kun, sein)
military service U9/3	['mɪlɪ(ə)ri 'sɜ:vɪs]	Militärdienst
mind U3/1	['maɪnd]	Verstand
I don't mind. U1/9	[aɪ dɒnt maɪnd]	Ich habe nichts dagegen.
mind one's own business U7/7	[maɪnd ʌn əʊn 'biznəs]	sich um seine eigenen Angelegenheiten kümmern
mine MORE 2	['maɪn]	mein(-e, -er)
mine U3/1	['maɪn]	Mine (Ausgrabung)
miracle U12/11	['mɪrəl]	Wunder
mirror U6/1	['mɪrə]	Spiegel
miss MORE 2	['mɪs]	etw. verpassen
missing MORE 1	['mɪsɪŋ]	verschwunden, fehlend
missionary U3/4	[mɪʃənri]	Missionar/in

mistake something for something U4/9	[mɪ'steɪk 'sʌmθɪŋ fə 'sʌmθɪŋ]	etwas mit etwas verwechseln
mix U8/8	[mɪks]	(ver-)mischen
mixing stick U8/8	[mɪksɪŋ stɪk]	Mixstab
modern MORE 2	['mɒdn]	modern
money MORE 1	['mʌni]	Geld
monkey MORE 1	['mʌni]	Affe
moon MORE 1	['mu:n]	Mond
more or less U8/D3	[mɔ: 'les]	mehr oder weniger
most-feared U4	[məʊst 'feəd]	meistgefürchtet
motor car U8/5	[məʊtə kɑ:]	Kraftfahrzeug
mould U8/2	['maʊld]	Schimmel
mountain range U11/7	['maʊntɪn 'reɪndʒ]	Gebirgszug
mounted police U9/1	[məʊntɪd pə'li:s]	berittene Polizei
Mounted Police U9/1	['maʊntɪ]	berittene/r Polizist/in der Royal Canadian Mounted Police
mouth MORE 1	[maʊθ]	Mund
move U1/13	[mu:v]	Umzug
move in U10/1	[mu:v ɪn]	einziehen
move out U2/8	[mu:v 'aʊt]	ausziehen (aus)
move to ... U2/8	['mu:v tə]	nach ... kommen/gehen
movement U9/4	['mu:vmənt]	Bewegung
movie MORE 2	['mu:vi]	(Kino-)Film
movies U11/2/8	[ðə 'mu:vɪz]	das Kino
moving U1/9	['mu:vɪŋ]	bewegend, ergreifend
MP3-file U14/4	['empi:'θri:'faɪl]	MP3-Datei
mud U12/1	['mʌd'slaɪd]	Schlammlawine, Murenabgang
multicultural U5/12	['mʌltɪ'kʌltʃərəl]	multikulturell
multi-storey U10/2	['mʌltɪ stɔ:ri]	Parkhaus
car park U10/2	['kɑ: pɑ:k]	
muscle U8/10	['mʌsl]	Muskel
musical style U1	['mju:zɪkl stɑɪl]	Musikstil
musician MORE 1	[mju:'zɪn]	Musiker/in
must do U11/7	['mʌst 'du:]	etwas, was man unbedingt machen muss
mystery voice U12/D1	['mɪst(ə)ri vɔɪs]	geheimnisvolle Stimme

N

name MORE 1	[neɪm]	(be-)nennen
narrow U5/8	['nærəʊ]	eng, schmal
natural U12/1	['nætʃərəl]	Natur-
nature park U3/7	[neɪtʃə pɑ:k]	Naturpark
near MORE 1	[nɪə]	nahe
nearly MORE 2	['nɪəli]	fast, beinahe
neat U11/2	[ni:t]	prima; großartig

necklace U6/7	['nekləs]	(Hals-)Kette
need (to) MORE 2	[ni:d tə]	etw. brauchen, müssen
need a hand U7/12	['ni:d ə hænd]	Hilfe brauchen
needlework U10/11	['ni:dlwɜ:k]	Handarbeit
neighbour MORE 1	['neɪbə]	Nachbar/in
neither ... nor U10/11	['naɪðə nə:]	weder ... noch
neither (of us) U14/9	['naɪðə]	keine/r (von beiden)
nerd U13/1	[nɜ:d]	Streber
nest U4/2	[nest]	nisten
never MORE 1	['nevə]	niemals
news report U1/1	[nju:z rɪ'pɔ:t]	Nachrichtenbericht
newspaper MORE 1	['nju:zpeɪpə]	Zeitung
next to MORE 1	[nekst tə]	neben
next-door MORE 2	[nekst 'dɔ:]	nebenan
nice MORE 1	[naɪs]	nett
Nice one. U10/D3	['naɪs 'wʌn]	Nicht schlecht!
nightmare U4/6	['naɪt'meə]	Albtraum
No chance. U10/D3	[nəʊ 'tʃɑ:ns]	Niemals!
No way! MORE 2	[nəʊ weɪ]	Niemals!
Noah's ark U9/10	['nəʊəz 'ɑ:k]	Arche Noah
noise MORE 1	[nɔɪz]	Geräusch, Lärm
non-violent U10/13	[nɒn 'vaɪələnt]	nicht gewalttätig
none U7/1	[nʌn]	keine/r/s
northeast U11/5	['nɔ:θ'i:st]	nordöstlich, Nordost
nose stud U9/6	[nəʊz stʌd]	Nasenring
not at all MORE 2	[nɒt ət ɔ:l]	überhaupt nicht
not even U1/4	[nɒt 'i:vən]	(noch) nicht einmal
note MORE 1	[nəʊt]	Notiz, Bemerkung
note U3/12	[nəʊt]	zur Not bemerken
notice MORE 1	['nəʊtɪs]	bemerkbar, bemerken
novel U2/1	['nɒvl]	romanhaft, Roman
nowhere U7/9	['nəʊweə]	nirgendwo, nirgendwohin

O

occasionally U12/8	[ə'keɪznəl]	gelegentlich
of course MORE 1	[əv 'kɔ:s]	natürlich
offer MORE 2	['ɒfə]	anbieten
offer an opinion U1/DSC	['ɒfə ə'nɒn]	Meinung äußern
offer to do U3/DSC	['ɒfə tə du:]	anbieten, etw. zu tun
officer MORE 2	['ɒfɪsə]	Polizist/in, Beamter/Beamtin
official language U14/2	['ɒfɪʃl 'læŋgwɪdʒ]	Amtssprache
often MORE 1	['ɒfn]	oft
oil U9/G	[ɔɪl]	Öl
old MORE 1	[əʊld]	alt
on board U3/1	[ɒn bɔ:d]	an Bord
on foot U3/1	[ɒn fʊt]	zu Fuß
on the way U8/5	[ɒn ðə 'weɪ]	unterwegs

on the way up U1/4	[ɒn ðə 'weɪ ʌp]	auf dem Weg nach oben
on top U11/5	[ɒn 'tɒp]	oben; obenauf
once MORE 1	[wʌns]	sobald, einmal
one more time U6/1	[wʌn mɔ: taɪm]	noch einmal
onto MORE 1	['ɒntə]	auf ... hinauf
onward U10/11	['ɒnwəd]	fortschreitend
open space U12/7	['ɒpən speɪs]	Freifläche
opera U1/7	['ɒpə]	Oper
operation MORE 1	['ɒpə'reɪʃən]	Operation
opinion U1/8	['ɒpɪnjən]	Meinung
opportunity U3/4	['ɒpə'tju:nə'ti]	Gelegenheit
Order (please) U10/2	['ɔ:də 'plɪz]	Ruhe (bitte)!
order MORE 2	['ɔ:də]	anweisen; ordnen; Bestellung
organisa- tion U4/8	['ɔ:gənə'zeɪʃən]	Organisation
organise U4/8	['ɔ:gə'naɪz]	organisieren, koordinieren
otherwise MORE 2	['ʌðə]	weitere/r/s
otherwise U13/1	['ʌðə'waɪz]	andernfalls, sonst
(be) out of U1/6	[aʊt əf 'tju:n]	falsch singen/spielen
outdoor MORE 2	['aʊt'dɔ:]	im Freien, draußen
outside MORE 1	[aʊt'saɪd]	außen, außerhalb
outstanding U13/1	[aʊt'saɪdə]	Außenstehende/r; Außenseiter/in
(be) over U3/1	[bi: 'əʊvə]	vorbei/aus sein
over the top U1/4	['əʊvə ðə tɒp]	übertrieben
over there MORE 1	['əʊvə 'ðeə]	dort drüben
overall U1/DSC5	['əʊvər'ɔ:l]	insgesamt, im Großen und Ganzen
owe U1/12	['əʊ 'sʌmbədi]	jdm. etwas schulden
own U4/2	[əʊn]	besitzen
owner MORE 1	['əʊnə]	Besitzer/in

P

Pacific coast/Ocean U3/1	[pə'sɪfɪk]	Pazifikküste, Pazifik
pad U9/5	[pæd]	Pad; hier: Schützer, Schoner
paddle U3/4	['pædl]	Paddel
pain MORE 2	[peɪn]	Schmerz
painful U3/1	[peɪnfl]	schmerzhaft
paint MORE 2	[peɪnt]	malen, zeichnen
pair U1/6	[peə]	Paar
panic U4/6	['pænik]	in Panik geraten; Panik
(be in) panic U4/7	[bi in 'pænik]	panische Angst haben
papers U10/13	[peɪpəz]	hier: Akten, Dokumente
paragraph MORE 1	['pærəgrɑ:f]	Absatz

parcel MORE 1	['pɑ:sl]	Paket
parent U3/5	['peərənt]	Elternteil
park MORE 1	[pɑ:k]	Park
park U10/2	[pɑ:k]	parken
(be) part of U10/D2	[bi pɑ:t əv]	Teil von etw. sein
pass MORE 2	[pɑ:s]	hier: bestehen, absolvieren
pass by U12/8	[pɑ:s baɪ]	vorbeifahren
passenger U2/1	['pæsɪndʒə]	Fahrgast; Passagier/in
passport U3/13	['pɑ:spɔ:t]	Pass
path MORE 2	[pɑ:θ]	Weg, Pfad
patient MORE 2	['peɪnt]	Patient/in
pavement U6/7	['peɪvmənt]	Gehsteig
paw U11/8	[pɔ:]	Pfote
pay MORE 1	[peɪ]	bezahlen, zahlen
pay attention to U9/11	['peɪ ə'tenʃn tə]	Acht geben; aufpassen
peaceful U9/4	['pi:sfl]	friedlich
penfriend U9/DSC5	['penfrend]	Brieffreund/in
penniless U8/1	['penɪləs]	pleite
penny U5/1	['peni]	Groschen
people (pl) MORE 1	['pi:pl]	Leute, Menschen
per person U3/12	[pɜ: 'pɜ:sən]	pro Person
perform U1/1	[pə'fɔ:m]	auftreten, performen
performance U1/1	[pə'fɔ:məns]	Vorführung
performer U1/8	[pə'fɔ:rmə]	Künstler/in
perhaps MORE 1	[pə'hæps]	vielleicht
permission U9	[pə'mɪʃən]	Erlaubnis
pet MORE 1	[pet]	Haustier
petition U10/1	[pe'tɪʃn]	Petition
Philippine U12/5	['fɪlɪpi:n]	philippinisch
phone box U12/D1	['fəʊn 'bɒks]	Telefonbooth
phone up somebody U2/7	[fəʊn 'ʌp sʌmbədi]	etw. anrufen
phone-in programme U2/3	['fəʊn'in 'prəʊgrəm]	Sendung mit telefonischer Publikumsbeteiligung
photograph U5/D3	['fəʊtə'grəf]	Fotografie
photographer U2/D2	['fəʊtə'grəfə]	Fotograf/in
pick on somebody U13/1	['pɪk ɒn sʌmbədi]	auf jdm. herumhacken
pick up (the phone) U13/3	['pɪk ʌp]	abheben
pick up on U9/D1	['pɪk ʌp ɒn]	etw. bemerken
pick sb up MORE 1	['pɪk 'sʌmbədi ʌp]	jdn. abholen
picture U2/4	['pɪktʃə]	hier: Film
pistol U3/1	['pɪstl]	Pistole
place MORE 2	[pleɪs]	Ort, Platz; hier: jemandes Zuhause
plan MORE 1	[plæn]	Plan, Vorhaben
plane MORE 2	[pleɪn]	Flugzeug
planner U10/2	['plænə]	Planer/in

planning office U10/2	['plænnɪŋ 'ɒfɪs]	Planungsbüro, Planungsamt
plastic U8/20	['plæstɪk]	Plastik, Kunststoff
plate U12/7	[pleɪt]	Teller
platform MORE 2	[plæt'fɔ:m]	Bahnsteig
play MORE 1	[pleɪ]	Theaterstück
playing field U10/2	['pleɪɪŋ 'fi:ld]	Sportplatz
please U1/D1	[pli:z]	eine Freude machen, erfreuen
pleasure (no pl) U12/1	['pleʒə]	Freude, Vergnügen
plenty MORE 2	['plenti]	eine Menge
poem MORE 1	['pəʊm]	Gedicht
poetry U11/1	['pəʊtri]	Dichtung, Lyrik
point MORE 1	[pɔɪnt]	Punkt
point out U10/D2	[pɔɪnt aʊt]	auf etwas hinweisen
poison U11/1	['pɔɪzn]	Gift
poisonous MORE 1	['pɔɪznəs]	giftig
police station MORE 1	[pə'li:s steɪʃn]	Polizeistation
police man MORE 1	[pə'li:smən]	Polizist
police woman MORE 1	[pə'li:swoman]	Polizistin
polite U2/1	[pə'laɪt]	höflich
pond MORE 2	[pɒnd]	Teich
poor U13/1	[pɔ:]	schlecht; schwach
Poor you! U7/DSC1	[pɔ: ju]	Du Arme(r)!
pop U11/1	[pɒp]	Popmusik
popicle U8/8	[pɒpsɪkl]	Eis am Stiel
popular MORE 2	['pɒpjələ]	beliebt
popularity U11/1	['pɒpjʊ'lærəti]	Beliebtheit
population U9/2	[pɒpjʊ'leɪʃn]	Bevölkerung
porridge U6/1	['pɒrɪdʒ]	Haferbrei
port U13	[pɔ:t]	Hafen
possession U7/9	[pə'zeʃn]	Besitz
possible MORE 2	['pɒsɪbl]	möglich
possibly U6/DSC1	['pɒsəblɪ]	möglicherweise
post office MORE 2	[pəʊst'ɒfɪs]	Post
postcard MORE 1	[pəʊstkɑ:d]	Postkarte
power MORE 1	['paʊə]	Kraft
power (up) U8/1	['paʊə]	mit Energie versorgen
power line U12/6	['paʊə 'laɪn]	Stromkabel
power station U5/1	['paʊə 'steɪʃn]	Kraftwerk
practical U8/8	['præktɪkl]	praktisch
practical joke U13/6	['præktɪkəl dʒəʊk]	Streich
practice MORE 1	['præktɪs]	Übung
practise MORE 1	['præktɪs]	üben
pram U8/20	[præm]	Kinderwagen
prefer something U3/7	[prɪ'fɜ: sʌmθɪŋ]	etwas vorziehen, etwas bevorzugen
present MORE 1	['preznt]	Geschenk
pressure U12/2	[preʃə]	Druck

pretty MORE 2	['prɪti]	ziemlich
previous U11/4	['pri:vɪəs]	vorherig
print U11/8	['prɪnt]	Abdruck
printing press U8/5	['prɪntɪŋ pres]	Druckerpresse
prison MORE 2	['prɪzn]	Gefängnis
prize MORE 1	['praɪz]	Preis
probably MORE 2	['prɒbəbli]	wahrscheinlich
produce MORE 2	['prə'dju:s]	erzeugen; hier: hervorbringen
product U8/8	['prɒdʌkt]	Produkt, Erzeugnis
programmer U11/4	['prəʊgræmə]	Programmierer/in
promise MORE 2	['prɒmɪs]	versprechen; Versprechen
prompt U9/8	['prɒmpt]	Hilfe
protect MORE 2	['prə'tekt]	schützen
protest U10/3	['prə'test]	protestieren
protest march U10/1	['prəʊtest 'mɑ:tʃ]	Protestmarsch
Protestant U9/3	['prɒtɪstənt]	Protestant/in; protestantisch
prototype U8/4	['prəʊtətaɪp]	Muster, Modell
proud MORE 1	['praʊd]	stolz
PS (= postscript) U14/4	['pi:'es, 'pəʊst'skript]	PS (= Post- skriptum)
public U9/5	['pʌblɪk]	öffentlich
pull MORE 1	['pʊl]	ziehen
punch line U9/13	['pʌntʃ laɪn]	Pointe
puncture U3/DSC3	['pʌŋktʃə]	Patschen, Reifenpanne
punish U13/1	['pʌnɪʃ]	bestrafen
punishment U12/2	['pʌnɪʃmənt]	Büße, Strafe
push MORE 1	['pʊʃ]	schubben, drücken
put down	['pʊt 'daʊn]	etwas hinsetzen
something U2/8	sə'mθɪŋ]	etwas
put pen to paper U10/7	['pʊt pen tə peɪpə]	festlegen
put up U2/D2	['pʊt 'ʌp]	aufhängen, aufstellen

Q

qualified U10/11	['kwɒlɪfaɪd]	qualifiziert
questionnaire U7/7	['kwestʃənneə]	Fragebogen
queue U5/1	['kju:]	Schlange, Reihe
quick MORE 1	['kwɪk]	schnell
quiet MORE 1	['kwaɪət]	leise, still
quite MORE 2	['kwaɪt]	ziemlich, durchaus

R

rabbit MORE 1	['ræbɪt]	Kaninchen
rabies U4/1	['reɪbi:z]	Tollwut
race MORE 2	['reis]	Rennen
radiation U4/11	['reɪdɪ'eɪʃn]	Strahlung
radical U9/4	['rædɪkl]	radikal, drastisch

raffle U5/D1	['ræfl]	Tombola, Verlosung
raffle ticket U5/D1	['ræfl 'tɪkɪt]	Los
raft U12/8	['rɑ:ft]	Floß
railcard U11/DSC1	['reɪlkɑ:d]	Bahnkarte
rainbow MORE 1	['reɪnbəʊ]	Regenbogen
rainy MORE 2	['reɪnɪ]	regnerisch
raise U5/1	['reɪz]	(an-)heben, hochziehen
raise awareness U1/1	['reɪz ə'veənəs]	Bewusstsein schaffen
raise money U1/1	['reɪz 'mʌni]	Geld aufbringen/ auftreiben
ramp U1/1	['ræmp]	Rampe
ranger U14/9	['reɪndʒə]	Parkaufseher/in; Förster/in
rank-order U14/D3	['ræŋk-ɔ:də]	der Reihenfolge nach ordnen
rare U1/1	['reə]	selten
rash U7/1	['ræʃ]	Ausschlag
reach MORE 2	['ri:tʃ]	erreichen
react U1/1	['ri:'ækt]	reagieren
read U7/1	['ri:d 'əʊt]	laut vorlesen
reader MORE 1	['ri:də]	Leser/in
(be a) real pain U14/D3	['bi ə 'ri:əl 'peɪn]	eine echte Nervensäge sein
realize (A) U12/1	['ri:ə'ləɪz]	sich bewusst sein/ werden
really MORE 1	['ri:əli]	wirklich, sehr
reason MORE 2	['ri:zn]	Grund
rebuild U1/8	['ri:'bɪld]	wieder aufbauen
recently U1/15	['ri:sntli]	kürzlich, vor kurzem, neulich
reckon U1/DSC1	['rekən]	meinen, glauben
recommend U3/DSC	['rekə'mend]	empfehlen
recommendation U3/DSC3	['rekəmen'deɪʃn]	Empfehlung
record MORE 2	['rekɔ:d]	Rekord
record U1/1	['rekɔ:d]	(Schall-)Platte
record MORE 2	['rɪ'kɔ:d]	aufnehmen; eine Aufnahme machen
rectangle U8/4	['rektæŋɡl]	Rechteck
recycle U10/8	['ri'saɪkl]	recyclen, wiederaufbereiten
red kite U14/D1	['red 'kaɪt]	Roter Milan (Greifvogelart)
redwood U11/2	['red 'wʊd]	Mammutbaum
reform U9/4	['ri'fɔ:m]	Reform
reformation U9/3	['refə'meɪʃn]	Reformierung
refugee MORE 2	['refju'dʒi:]	Flüchtling
refuse U10/13	['ri'fju:z]	ablehnen
relationship U7	['ri'leiʃnʃɪp]	Beziehung
relax U1/8	['ri'læks]	sich entspannen
remarkable U8/8	['ri'mɑ:kəbl]	bemerkenswert
remember MORE 1	['ri'membə]	sich erinnern

remind U9/DSC2	[rɪ'maɪnd]	jdn. erinnern
remote-controlled U8/1	[rɪ'məʊt kən'trəʊld]	ferngesteuert
rename U8/8	[rɪ'neɪm]	umbenennen
rent something U11/1	['rent 'sʌmθɪŋ]	etwas mieten
repeat MORE 1	[rɪ'pi:t]	wiederholen, nachsprechen
reply MORE 2	[rɪ'plai]	Antwort
report MORE 2	[rɪ'pɔ:t]	Bericht
rescue MORE 1	['reskjʊ:]	Rettung; retten
rescue dog U12/4	[reskjʊ: dɒg]	Rettungshund
rescue operation U12/5	['reskjʊ: ɒpə'reɪʃn]	Rettungsoperation
research U8/8	[rɪ'sɜ:tʃ]	Forschung
research something U10/9	[rɪ'sɜ:tʃ 'sʌmθɪŋ]	etwas erforschen; etwas recherchieren
reservation U3/12	['rezə'veɪʃn]	Reservierung, Buchung
respond MORE 1	[rɪ'spɒnd]	antworten
responsible U8/1	[rɪ'spɒnsɪbl]	verantwortlich
rest MORE 2	[rest]	(Ruhe-)Pause
result U7/7	[rɪ'zʌlt]	Resultat, Ergebnis
return MORE 1	[rɪ'tɜ:n]	zurückkehren
review U4	[rɪ'vju:]	Überprüfung; hier: Kritik, Rezension
rewrite U2/11	['ri:'raɪt]	neu schreiben; umschreiben
rheumatism U3/1	['ru:mətɪzəm]	Rheuma
rhythm U1/9	['rɪðəm]	Rhythmus, Takt
rich MORE 1	[rɪtʃ]	reich
Richter scale U12/5	['rɪktə 'skeɪl]	Richterskala (zur Bestimmung der Stärke eines Erdbebens)
ride MORE 1	[raɪd]	reiten, fahren, fahren, fahren
rider U3/10	['raɪdə]	Reiter/in
ridge U11/7	[rɪdʒ]	Bergkamm, Gipfel eines Berges
rig U8/8	[rɪg]	Anlage, Vorrichtung
right now MORE 1	[raɪt naʊ]	sofort, gleich
right(s) U10	[raɪt]	Recht(e)
ring U6/1	[rɪŋ]	klingeln
ring up somebody U2/8	['rɪŋ]	jemanden anrufen
rip U1/DSC3	[rɪp]	zerreißen
river MORE 1	['rɪvə]	Fluss
road MORE 1	[rəʊd]	Weg, Straße
rock face U3/10	['rɒk 'feɪs]	Felswand
roller-skating MORE 2	['rəʊlə sketɪŋ]	inlineskaten
Roman MORE 2	[rəʊmən]	römisch, Römer/in
roof MORE 1	[ru:f]	Dach
round MORE 2	[raʊnd]	rund

route U3/10	[ru:t]	Route, Strecke
row U6/7	[rəʊ]	Reihe
royal U9/1	['rɔɪəl]	königlich
rucksack U11/7	[rʌksæk]	Rucksack
rude U2/D2	[ru:d]	unhöflich
rule MORE 1	[ru:l]	Regel
run U12/5	[rʌn]	hier: fließen
run away U3/4	[rʌn ə'weɪ]	weglaufen
Russian U6/6	['rʌʃən]	Russe/Russin; russisch
S		
sad MORE 1	[sæd]	traurig
saddle up a horse U10/8	['sædl ʌp ə 'hɔ:s]	ein Pferd satteln
sadness U10/8	['sædnəs]	Traurigkeit
safe MORE 2	[seɪf]	sicher
safety U8/8	['seɪfti net]	Sicherheitsnetz
sail MORE 1	[seɪl]	segeln
sale U1/1	[seɪl]	Verkauf, Ausverkauf
salt MORE 1	[sɔ:lt]	Salz
the same MORE 1	[sem]	der-/die-/dasselbe
sandy U1/1	[sændi]	sandig
satisfied U6/1	['sætɪsfaid]	zufrieden
save MORE 1	[seɪv]	retten
save U10/8	[seɪv]	sparen
scare MORE 2	[skeə]	erschrecken
scared MORE 1	[skeəd]	verängstigt
scary MORE 2	['skeəri]	furchterregend; unheimlich
scene U3/7	['si:nəri]	Landschaft
scientist MORE 2	['saɪəntɪst]	Forscher/in
score U5/10	[skɔ:r]	erzielen, punkten
cream MORE 2	[skri:m]	schreien; kreischen
script U7/9	[skript]	Drehbuch
scuba diver U4/9	['sku:bə 'daɪvə]	Sporttaucher/in
sea life U4/9	['si:lɑɪf]	Meereswelt
sea lion U4/9	['si: 'laɪən]	Seelöwe
seal U4/1	[si:l]	Seehund, Robbe
search U4/13	[sɜ:tʃ]	(durch-)suchen
seat MORE 1	[si:t]	Sitz, Platz
seat U10/11	[si:t]	Sitz (Politik)
see for yourself U10/11	[si: fər jɔ:'self]	überzeuge dich selbst, schau es selbst an
secret MORE 2	['si:krət]	geheim; Geheimnis
seem U1/DSC3	[si:m]	scheinen
sell U5/12	[sel]	verkaufen
send in U13/13	[send ɪn]	einsenden
send off U4/6	[send ɒf]	aussenden, verschicken
send out U10/1	[send 'aʊt]	ausschicken

sensational U1/4	[sen'seɪʃnəl]	sensationell, fantastisch
sense U3/1	[sens]	Sinn
seriously U11/4	[sɪəriəsli]	ernsthaft
Serves you right. U2/D3	['sɜ:vz jə 'raɪt]	Das geschieht dir recht.
set about U8/8	[set ə'baʊt]	beginnen, in Angriff nehmen
set off U3/9	[set 'ɒf]	aufbrechen
set out U3/1	[set aʊt]	aufbrechen
several MORE 2	['sev(ə)rəl]	einige; verschiedene
shade (no pl) U11/7	[ʃeɪd]	Schatten
shake MORE 2	[ʃeɪk]	schütteln
(What) shall (I do?) U2/7	['ʃel]	(Was) soll (ich tun?)
shape U4/7	[ʃeɪp]	Form, Gestalt
share U7/7	[ʃeə]	teilen
shark attack U4/9	[ʃɑ:k ə'tæk]	Haiangriff
shelter U12/8	[ʃeltə]	Unterschlupf, Zuflucht
shine U2/8	[ʃaɪn]	scheinen, leuchten
ship MORE 1	[ʃɪp]	Schiff
shock U1/1	[ʃɒk]	erschüttern, schockieren
shoot somebody (dead) U1/1	['ʃu:t 'sʌmbədi]	jemanden erschießen
short story MORE 1	['ʃɔ:t 'stɔ:ri]	Kurzgeschichte
shorts U2/5	[ʃɔ:ts]	kurze Hose, S...
shout MORE 1	[ʃaʊt]	schreien
show MORE 1	[ʃəʊ]	vorstellen, beweisen
shower U1/4	[ʃaʊə]	Dusche
Siberian U4/1	[saɪə'brɪəriən]	sibirisch
sick MORE 2	[sɪk]	krank
sidewalk (AE) U11/8	['saɪdwa:k]	Zeichen, Signal; hier: Empfang
sight MORE 2	[saɪt]	Ansicht
sights (pl) U11/5	[saɪts]	Zeichensw...
sightseeing U3/2	['saɪt'si:ɪŋ]	Besichtigungen, Sightseeing
sign U6/1	[saɪn]	zeichnen
sign something U10/1	[saɪn smɪŋ]	etw unterschreiben/ unterzeichnen
signal MORE 1	['sɪgnəl]	Zeichen, Signal; hier: Empfang
signature U10/2	['sɪgnətʃə]	Unterschrift
silent U13/2	['saɪlənt]	still; ruhig
silly MORE 1	['sɪli]	blöd, dumm
silver U11/3	['sɪlvə]	Silber
similar MORE 1	['sɪmələ]	ähnlich
similarity U2/1	[ˌsɪməˈlærəti]	Ähnlichkeit
simple U7/1	['sɪmpl]	einfach
since MORE 2	[sɪns]	seit

sing (along) U1/8	[sɪŋ ə'ləŋ]	(mit-)singen
singer MORE 1	['sɪŋə]	Sänger/in
single U1/1	['sɪŋɡl]	Single (Lied)
single U2/8	['sɪŋɡl]	einzig(e)/r/s
single mother U10/13	['sɪŋɡl 'mʌðə]	alleinerziehende Mutter
sink U2/1	[sɪŋk]	sinken, untergehen
site U10/2	[saɪt]	Stelle, Platz; hier: Gelände
(be) situated U1/7	[bɪ'sɪtʃəd]	liegen
size MORE 2	[saɪz]	Größe
skin U5/1	[skɪn]	Haut; Fell
sleeping bag U1/1	['slɪpɪŋ bæɡ]	Schlafsack
sleeping compartment U3/7	['slɪpɪŋ kəm'pɑ:tmənt]	Schlafabteil (Zug)
slippers	['slɪpə]	Hausschuhe
slope U1/2	[sləʊp]	Hang
slow MORE 1	[sləʊ]	langsam
small MORE 1	[smɔ:l]	klein
smell U3/1	[smel]	Geruch
smile U1/1	[smaɪl]	Lächeln
snake MORE 1	[sneɪk]	Schlange
snorkel U1/1	['snɔ:kl]	schnorcheln
snowmobile U9/1	[snəʊməbi:l]	Schneemobil
snow storm U5/9	['snəʊ'stɔ:m]	Schneesturm
so far U4/7	['səʊ fa:]	so weit; hier: bisher
sop U8/5	[səʊp]	Seife
sop opera U1/2	['səʊp 'ɒp(ə)rə]	Seifenoper
soft toy U1/1	['sɒft 'tɔɪ]	Kuscheltier, Stofftier
solar system U12/3	[səʊlə sistəm]	Sonnensystem
soldier MORE 2	['səʊldɪə]	Soldat/in
solution U8/4	[sə'lu:ʃn]	Lösung
solve MORE 1	[sɒlv]	lösen
somebody MORE 1	['sʌmbədi]	jemand
someone MORE 1	['sʌmwʌn]	jemand
someone else U2/3	['sʌmwʌn 'els]	jemand anders
something MORE 1	['sʌmθɪŋ]	etwas
sometimes MORE 1	['sʌmtaɪmz]	manchmal
somewhere MORE 2	['sʌmweə]	irgendwo
soon MORE 2	[su:n]	bald
sort of U8/13	[sɔ:t əv]	irgendwie, sozusagen
sort out MORE 1	[sɔ:t aʊt]	aussortieren
sound MORE 2	[saʊnd]	Klang, Ton, Sound
species U4/9	[spi:'ʃi:z]	Art, Gattung
(English)-speaking U5/12	['spi:kɪŋ]	(englisch)-sprachig
speedboat U8/2	[spi:dbəʊt]	Schnellboot
spend time U3/5	[spend taɪm]	Zeit verbringen
spirit MORE 2	['spɪrɪt]	Geist
spooky U6/1	[spu:ki]	gruselig

spoon MORE 2	[spu:n]	Löffel
spot somebody U11/7	['spɒt 'sʌmbədi]	jemanden entdecken/bemerken
spread (a disease) U4/1	[spred]	(eine Krankheit) verbreiten
sprinkle MORE 2	['sprɪŋkl]	sprengen, sprengen
square MORE 2	['skweə]	Quadrat, Platz
stage MORE 2	[steɪdʒ]	Bühne
stand MORE 1	[stænd]	stehen
stand up for something MORE 2	[stænd ʌp fə sʌmθɪŋ]	für etw. einstehen
star in a film U1/13	['stɑ:r ɪn ə fɪlm]	in einem Film die Hauptrolle spielen
(for a) start U4/7	[fɔ:r ə 'stɑ:t]	zunächst (einmal)
start U13/3	[stɑ:t]	hier: verursachen
starving U1/1	[stɑ:v]	(ver-)hungernd
state U10/10	[steɪt]	Staat
statement U6/6	[steɪtmənt]	Aussage
station MORE 2	['steɪʃn]	Haltestelle
statistics U10/11	[stə'tɪstɪks]	Statistik
stay U2/3	[steɪ]	Aufenthalt
stay MORE 2	[steɪ]	untergebracht sein, wohnen
stay away from U4/1	[steɪ ə'weɪ frəm]	sich von etw. fernhalten
stay behind U13/1	['steɪ br'hænd]	zurückbleiben
stay out of U4/6	[steɪ aʊt əv]	sich aus etw. raushalten
steal MORE 2	[sti:l]	stehlen
steamboat U3/4	['sti:m'bəʊt]	Dampfschiff
steep U11/7	[sti:p]	steil
step MORE 2	[step]	Stufe
step in U7/1	[step ɪn]	eingreifen, einschreiten, dazwischenkommen
stick U9/10	[stɪk]	Stange, Stiel
still MORE 1	[stɪl]	(immer) noch
still U4/6	[stɪl]	noch
still U11/4	[stɪl]	hier: trotzdem
stop sb from doing sth U3/1	['stɒp frəm dɔɪŋ sth]	jemanden etw. abhalten
stomach MORE 2	['stʌmək]	Magen
stomach ache MORE 2	['stʌmək eɪk]	Bauchweh
stone MORE 1	[stəʊn]	Stein
storm out (of) U1/1	[stɔ:m aʊt (ɒf)]	hinausstürmen (aus)
straight after U1/1	[streɪt ɑ:ftə]	gleich danach
strange MORE 1	[streɪŋ]	seltsam, komisch
stream U1/9	[stri:m]	streamen
street artist U5/1	[stri:t ɑ:tɪst]	Straßenkünstler/in
stressed U6/8	[strest]	hervorgehoben, markiert
strict U9/5	[strikt]	streng
strike U12/8	[stræk]	einschlagen

strong MORE 1	[strɒŋ]	stark
struggle U7/9	['strʌɡl]	sich abmühen, kämpfen
stud U7/1	[stʌd]	Stecker; hier: Nasenpiercing
study U12/3	['stʌdi]	Untersuchung, Studie
study something U3/1	['stʌdi sʌmθɪŋ]	hier: etw. eingehend betrachten
stuff (informal) MORE 1	[stʌf]	Zeug, Kram
stuffed U14/6	[stʌfəd]	ausgestopft
stunning U4/1	[stʌnɪŋ]	atemberaubend
stupid MORE 1	['stʌpɪd]	blöd
submarine U8/1	[sʌb'ma:ri:n]	Unterwasser-
subway (AE) U1/1	['sʌb'weɪ]	U-Bahn
success MORE 2	[sək'ses]	Erfolg
successful MORE 2	[sək'sesfl]	erfolgreich
such MORE 2	[sʌtʃ]	solche/r/s; so
such as U1/1	[sʌtʃəz]	wie etwa (z.B.)
suddenly U1/1	['sʌdnli]	plötzlich
suffer U1/1	['sʌfə]	erleiden
suffer from something U1/1	['sʌfə frəm sʌmθɪŋ]	an/unter etw. leiden
suffrage U10/10	['sʌfrɪdʒ]	Wahlrecht, Stimmrecht
suffragette U10/10	['sʌfrə'dʒet]	Frauenrechtlerin
suggest MORE 2	[sə'dʒest]	vorschlagen
suggestion MORE 2	[sə'dʒestʃn]	Vorschlag
suit U1/4	[su:t]	Anzug
suitcase U2/3	['su:t'keɪs]	Koffer
sulk U7/7	[sʌlk]	schmollen; beleidigt sein
sum U7/7	[sʌm]	Summe
summarise U10/13	['sʌmə'reɪz]	zusammenfassen
summary MORE 2	['sʌməri]	Zusammenfassung
sunburn (no pl) U14/9	['sʌn'bɜ:n]	Sonnenbrand
sunglasses (pl) U2/5	['sʌŋɡlə:sɪz]	Sonnenbrille
superstition U6	[su:pə'stɪʃn]	Aberglaube
superstitious U6/7	[su:pə'stɪʃəs]	abergläubisch
support U1/2	[sə'pɔ:t]	unterstützen
suppose U4/9	[sə'pəʊz]	annehmen
(be) supposed to MORE 2	[sə'pəʊzd tə]	sollen
surface U12/2	[sɜ:fɪs]	Oberfläche
surfing U4/6	['sɜ:fɪŋ]	Surfen, Wellenreiten
surprise U2/3	[sə'praɪz]	überraschen
surprised U2/9	[sə'praɪzd]	überrascht
surprising U10/11	[sə'praɪzɪŋ]	überraschend
survival U12	['sə'vaɪvəl]	Überleben
survive U2/1	[sə'vaɪv]	überleben
survivor U12/4	[sə'vaɪvə]	Überlebende/r
suspect MORE 2	[sə'spekt]	Verdächtige/r

swan U4/1	[swɒn]	Schwan
swarm U3/1	[swɔ:m]	Schwarm
sweet MORE 1	[swi:t]	süß, nett
switch (on/off) MORE 2	[switʃ]	ein-/ausschalten
Switzerland U10/9	['switsələnd]	die Schweiz
sympathy U7/DSC5	['sɪmpəθi]	Mitgefühl

T

take U3/1	[teɪk]	hier: dauern
take a course U2/8	['teɪk ə 'kɔ:s]	einen Kurs besuchen, belegen
take an exam U10/11	[teɪk ən ɪg'zæm]	eine Prüfung ablegen
take a photo U7/5	['teɪk ə 'fəʊtəʊ]	ein Foto machen
take a picture U8/6	['teɪk ə 'pɪktʃə]	ein Foto machen
take a tour U8/4	[teɪk ə 'tuə]	an einer Fahrt teilnehmen
take care U4/9	[teɪk keə]	Pass auf dich auf!
take forever U13/2	[teɪk fə'evə]	ewig brauchen
take it easy MORE 2	[teɪk ɪt 'i:zi]	sich schonen; sich keinen Stress machen
take off U3/9	[teɪk ɒf]	abheben, starten
take out U2/8	[teɪk aʊt]	ausführen
take part in U3/1	[teɪk pɑ:t ɪn]	teilnehmen
take place U1/1	[teɪk pleɪs]	stattfinden
take something somewhere U2/1	['teɪk sʌmθɪŋ sʌmweə]	etwas irgendwo bringen
take time to do something U3/1	[teɪk taɪm tə du: sʌmθɪŋ]	sich Zeit nehmen; etwas zu tun
talent U1/4	['tælənt]	Talent
talk MORE 1	[tɔ:k]	sprechen; Gespräch
tall MORE 2	[tɔ:l]	hoch
tame U4/10	[teɪm]	zähmen
tap U3/1	[tæp]	knöpfen; anstoßen
tape measure U8/20	[teɪp meʒə]	Maßband
taste U3/1	[teɪst]	kosten; kosten
tax U10/11	[tæks]	Steuern
teach MORE 2	[ti:tʃ]	unterrichten, lehren
tech company U11/4	[tekəpəni]	Technologie-Unternehmen
techie U11/4	[teɪki]	Technikfreak
teen MORE 2	[ti:n]	Teenager-
telephone MORE 1	[tə'leɪfəʊn]	jd. anrufen
telethon U1/1	[tə'leθən]	Spendenmarathon
tell on somebody U13/3	[tɛl ɒn sʌmbədi]	jemanden verpetzen
tent U3/4	[tent]	Zelt
terrible MORE 1	['terəbl]	schrecklich
territory U4/9	['terətri]	Gebiet, Territorium
terrorist attack U1/1	['terər ə'tæk]	Terroranschlag
(the river) Thames U5/1	[ðə 'temz]	die Themse

Thanksgiving U4/5	['θæŋks'grɪvɪŋ]	Thanksgiving (amerikanisches Erntedankfest)
The sooner, the better! U8/D3	[ðə 'su:nə ðə 'betə]	Je eher, desto besser.
theatre U5/1	['θiətə]	Theater
themselves U4/7	[ðəz ə'selvz]	sich; (sie) selbst
There's a thought. U5/D3	[ðəz ə 'θɔ:t]	Das ist eine gute Idee.
these days U3/2	[ði:z 'deɪz]	heutzutage
thief (pl thieves) MORE 2	[θi:f, θi:vz]	Dieb/in
thirst U7/1	[θɜ:st]	Durst
thirsty MORE 1	['θɜ:sti]	durstig
thought U1/11	[θɔ:t]	Gedanke
thrilling MORE 1	['θrɪlɪŋ]	aufregend
through MORE 1	[θru:]	durch
throughout U1/1	[θru:'aʊt]	während
throughout the year U5/2	[θru:'aʊt ðə 'jɪə]	im ganzen Jahr
throw U5/1	[θrəʊ]	werfen
throw a party U5/7	['θrəʊ ə 'pɑ:ti]	eine Party geben
ticket sale U1/1	['tɪkɪt seɪl]	Kartenverkauf
tidy (up) MORE 2	['taɪdi ʌp]	aufräumen
tiger shark U4/6	['taɪgə 'ʃɑ:k]	Tigerhai
tiger eye U6/7	['taɪgəz aɪ]	Tigerauge (Halbedelstein)
tight MORE 2	[taɪt]	fest
time travel U3/1	[taɪm 'trævl]	Zeitreise
timetable U11/DSC1	[taɪmteɪbl]	Fahrplan
tiny MORE 1	['taɪni]	winzig
tired MORE 1	['taɪəd]	müde
(be) tired of something MORE 2	['bi 'taɪəd əv sʌmθɪŋ]	etwas satt haben
title MORE 1	['taɪtl]	Titel
tooth (pl teeth) MORE 1	[tu:θ, ti:θ]	Zahn
toothbrush U6/10	['tu:θ'brʌʃ]	Zahnbürste
topic MORE 2	['tɒpɪk]	Thema
tortoise shell U14/6	['tɔ:təs'ʃel]	Schildkrötenpanzer
touch U2/8	[tʌtʃ]	anfassen
tourist attraction U5/10	['tuərɪst ə'trækʃn]	Touristenattraktion
tourist office MORE 2	['tuərɪst ɒfis]	Reisebüro
towards U3/1	[tə'wɔ:dz]	nach, zu
tower U5/1	['taʊə]	Turm
town MORE 1	['taʊn]	Kleinstadt
track U11/7	[træk]	Weg, Pfad
traffic U5/7	['træfɪk]	Verkehr
traffic jam U1/8	['træfɪk 'dʒæm]	Stau
traffic light U10/5	['træfɪk 'laɪt]	Ampel
tragedy U1/1	['trædʒədi]	Tragödie
train MORE 2	[treɪn]	Zug

(be) trapped U12/4	[bi 'træpt]	eingeschlossen sein
travel MORE 2	['trævl]	reisen
traveller U3	['træv(ə)lə]	Reisende/r
travelling (no pl) U3/1	['træv(ə)lɪŋ]	Reisen; Wander-
tray MORE 2	[treɪ]	Tablett, Schale
treat U10/11	['tri:t]	behandeln
tremble U2/8	['trembl]	zittern, beben
tremor U12/7	['tremə]	Beben; Erschütterung
tribute U1/1	['tribju:t]	Hommage, Ehrung
trip U2/1	['trɪp]	stolpern
tropical storm U12/8	['trɒpɪkl stɔ:m]	Tropensturm
troubled U7/12	['traʊbl]	besorgt, beunruhigt
truth MORE 1	[tru:θ]	Wahrheit
try U1/4	[traɪ]	Versuch
try on MORE 1	[traɪ 'ɒn]	anprobieren
try out U8/4	[traɪ aʊt]	ausprobieren
tube U5/1	['tju:b]	Londoner U-Bahn
tune U1/6	['tju:n]	Melodie
turn into something U4/1	['tɜ:n ɪntə 'sʌmθɪŋ]	(zu) etwas werden
turn out U3/4	[tɜ:n aʊt]	sich herausstellen
turn over U14/9	[tɜ:n 'əʊvə]	(sich) umdrehen; hinüberschlagen
turn on MORE 2	[tɜ:n ɒn]	einschalten
turn round U6/7	[tɜ:n 'raʊnd]	(sich) umdrehen
turn up U9/1	[tɜ:n 'ʌp]	aufdrehen; lauthier machen
twin sister U2/7	[twɪn 'sɪstə]	Zwilling, Zwester
typhoid U3/4	['taɪfɔɪd]	Typhus

U

umbrella MORE 1	[ʌm'brelə]	Regenschirm
(be) unable (to do something) U3/1	[ʌn'eɪbl]	nicht imstande sein, nicht in der Lage sein, zu tun
unbelievable U11/7	['ʌnbɪ'lɪvəbl]	unfassbar, unglaublich
uncle MORE 2	['ʌŋkl]	Onkel
uncommon U11/4	['ʌnkɒmən]	unüblich, ungewöhnlich
uncover U12/D2	['ʌnkʌvə]	enthüllen, abdecken
under MORE 1	['ʌndə]	unter, unterhalb
underground U5/12	['ʌndə'graʊnd]	unterirdisch
underneath MORE 1	['ʌndə'ni:θ]	unter
undersea U12/2	['ʌndə'si:]	Unterwasser-
understand MORE 1	['ʌndə'stænd]	verstehen
understanding U7/6	['ʌndə'stændɪŋ]	verständnisvoll
unfortunately MORE 2	[ʌn'fɔ:tʃənətli]	unglücklicherweise
unhappy MORE 2	[ʌn'hæpi]	unglücklich
unhurt U2/3	[ʌn'hɜ:t]	unverletzt
unless U6	[ən'les]	außer, sofern
unlucky U6/DSC1	[ʌn'lʌki]	glücklos

unopened U12/8	[ʌn'əʊpənd]	ungeöffnet
unpack MORE 2	[ʌn'pæk]	auspacken
unsinkable U2/1	[ʌnsɪŋkəbl]	unsinkbar
until MORE 1	[ən'tɪl]	bis
unusual MORE 1	[ʌn'ju:ʒʊəl]	ungewöhnlich
up U3/5	[ʌp]	hier: aufstehen
(be) up late U8/D1	[bi 'ʌp leɪt]	spät noch auf sein
(it's) up to you U12/D3	['ɪts ʌp tu:jə]	es hängt von dir ab
upload something MORE 2	[ʌp'ləʊd 'sʌmθɪŋ]	etwas hochladen
(the) US (= United States) U1/1	[ðə 'ju:zəs]	die USA
(be) used to U9/1	[bi 'ju:zəd tə]	gewöhnt sein an
useful MORE 1	['ju:sfl]	nützlich, brauchbar
usually MORE 1	[ju:ʒʊəli]	gewöhnlich, normalerweise

V

valley U11/1	['væli]	Tal
variety U4/1	[və'reɪəti]	Vielfalt
vegetable U12/2	['vedʒtəbl]	Gemüse
version U1/1	['vɜ:ʒn]	Version, Fassung
vet MORE 1	[vet]	Tierarzt
victim U1/2	['vɪktɪm]	Opfer
view U7/10	[vju:]	Sicht; (Aus-)Blick, Aussicht
village MORE 1	['vɪlɪdʒ]	Dorf
visa U9/5	['vi:zə]	Visum
visit MORE 1	['vɪzɪt]	Besuch; besuchen
visitor MORE 1	['vɪzɪtə]	Besucher/in
voice MORE 1	[vɔɪs]	Stimme
vulcanic eruption U12/1	[vʊl'kænik ɪ'rʌpʃn]	Vulkanausbruch
vulcano U3/1	[vʊl'keɪnəʊ]	Vulkan
vote MORE 2	[vəʊt]	wählen; Wahl

W

waiter, waitress MORE 2	['weɪtə 'weɪtrəs]	Kellner, Kellnerin
wait MORE 1	[weɪt]	warten
wake up MORE 2	[weɪk ʌp]	aufwachen
walk MORE 2	[wɔ:k]	Spaziergang
walk by U2/8	['wɔ:k baɪ]	vorbeigehen
walk out U2/14	['wɔ:k 'aʊt]	gehen
walk the dog U2/13	['wɔ:k ðə 'dɒg]	den Hund ausführen
walker U8/10	['wɔ:kə]	Gehhilfe
walkie-talkie U14/9	['wɔ:ki 'tɔ:ki]	(tragbares) Funksprechgerät
walking stick U3/1	[wɔ:kɪŋ stɪk]	Gehstock
wall MORE 2	[wɔ:l]	Wand
wallet MORE 2	['wɒlɪt]	Geldtasche
want MORE 1	[wɒnt]	wollen

warm up U3/10	[wɔ:m, 'ʌp]	(er-)wärmen; aufwärmen
warn U4/2	[wɔ:n]	warnen
wash up U12/8	[wɒʃ ʌp]	anschwemmen
washroom U6/1	[wɔ:n]	Waschraum
wasp U3/1	[wɒsp]	Wespe
waste U1/7	[weist]	verschenden
watch MORE 1	[wɒtʃ]	beobachten, zusehen
watch MORE 1	[wɒtʃ]	Uhr
Watch out! U2/D3	[wɒtʃ aʊt]	Pass auf!
water-talkie U8/7	[wɔ:tər tɔ:ki]	Unterwasser Funksprechgerät
water jug U3/4	[wɔ:tər dʒʌg]	Wasserkrug
wave MORE 1	[weɪv]	Welle
waxwork U5/10	[wækswɜ:k]	Wachsfigur
way U5/1	[wei]	Weg, hier: Möglichkeit
weak U3/4	[wi:k]	schwach
wear MORE 1	[weə]	tragen, anhaben
weather MORE 1	[ˈweðər]	Wetter
weird U13/2	[wiəd]	sonderbar, schräg
Well done! U3/4	[wel dʌn]	Gut gemacht!
west(ward) U3/1	[west, 'westwəd]	westwärts, nach Westen
wet MORE 1	[wet]	nass
wetland U14/4	[ˈwetlənd]	Sumpfgebiet
What a ...! U2	[wɒt ə]	Was für ein ...
what else U7/1	[wɒt els]	was sonst noch
whatever U6/1	[wɒt'evər]	was auch immer
wheel U5/1	[wi:l]	Rad
wheelchair U8/12	[wi:l'tʃeə]	Rollstuhl
whenever U2/8	[wen'evə]	wann auch immer
which MORE 1	[wɪtʃ]	welche/r/s
while MORE 2	[waɪl]	Während, während
who MORE 2	[hu:]	Wer, was, wie/das
whole U1/1	[həʊl]	ganz, ge-
whose U1/DSC2	[hu:z]	Wessen
wife (pl wives) MORE 2	[waɪf wɪvz]	Ehefrau
wilderness U3/4	[wɪldənəs]	Wüste
wildlife MORE 2	[waɪlaɪf]	Wilde Tierwelt
willing to do something U1/4	[wɪlɪŋ tu: dʌi sɒmθɪŋ]	bereit/gewillt sein, etwas zu tun
wine U11/3	[waɪn]	Wein
wink one's eye U11/3	[wɪŋk ən's aɪ]	zwinkern; blinzeln
wire U8/8	[waɪə]	Draht, Kabel
wireless U8/1	[waɪələs]	drahtlos
wish MORE 1	[wɪʃ]	Wunsch; sich wünschen
without MORE 2	[wɪ'ðaʊt]	ohne
wonderful U2/8	[ˈwʌndəfl]	wundervoll
wood MORE 2	[wʊd]	Holz
wooden MORE 1	[ˈwʊdn]	Holz-, hölzern

from all around the world U3/2	[frəm ə'raʊnd ðə 'wɜ:ld]	aus aller Welt
work MORE 1	[wɜ:k]	Arbeit; funktionieren
work out MORE 2	[wɜ:k aʊt]	herausfinden, lösen
worker MORE 2	[wɜ:kər]	Arbeiter/in
worldwide MORE 2	[wɜ:ldwaɪd]	weltweit
(be) worried (about) MORE 2	[wɪ'ɒrɪd əbaʊt]	um etw. besorgt sein
worry MORE 2	[wɒri]	Sorge
(be) worth U5/D3	[wɜ:θ]	wert sein
wound U4/6	[wu:nd]	Wunde
wrap U4/8	[ræp]	herumwickeln; einwickeln
wrapping U10/1	[ˈræpɪŋ]	Verpackung
wrong MORE 1	[rɒŋ]	falsch, verkehrt

Y

year MORE 1	[jɪə]	Jahrgang
(31)-year-old U11/2	[jɪə 'əʊld]	(31-)jährig, (31) Jahre alt
Yesterday U11/2	[ˈjestədeɪ]	gestern
yet U6/1	[jet]	bisher, noch
young U2/1	[jʌŋ]	jung
You're having me on! U11/2	[jʊ: 'hævɪŋ mi 'ɒn]	Du willst mich wohl auf den Arm nehmen!
You're joking! U11/2	[jʊər dʒəʊkɪŋ]	Du machst wohl Witze!
You're right! U11/2	[jʊər raɪt]	Du hast Recht.
You're welcome. U9/5	[jə 'welkəm]	Nichts zu danken., Keine Ursache., Gern geschehen.
youself U11/2	[jə'self,jə'selvz]	du selbst
yourself(you yourselves) MORE 1	[jə'selvz]	
youth MORE 1	[ju:θ]	Jugend

Z

zigzag U14/7	[ˈzɪgzæg]	im Zickzack
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