

Gerngross • Puchta • Holzmann • Lewis-Jones • Stranks

MORE!

4

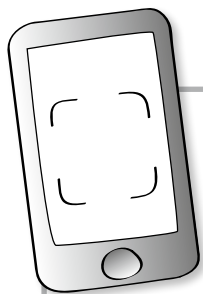
Student's Book



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Enriched course



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MORE! 4 Student's Book Enriched course

Mit Bescheid vom 15.07.2019, GZ: BMBWF-5.028/0003-IT/3/2018, hat das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel „MORE! Student's Book 4 Enriched course“ von Gerngross u.a. und das dazugehörige E-BOOK+ Angebot 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 Neuen Mittelschulen und an allgemein bildenden höheren Schulen für die Klasse 4 im Unterrichtsgegenstand Englisch (1. Lebende Fremdsprache) geeignet erklärt.

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Student's Book

MORE! 4

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

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.

Contents

Unit 1: Welcome to Ireland


8-15

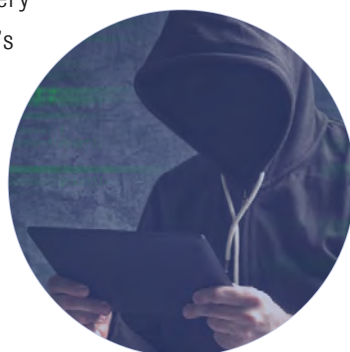
Get talking	Expressing surprise / Asking your partner to say sth / Expressing interest
Vocabulary	A very short history of Ireland: <i>put down, interfere, intention, majority, starve, cattle, cheer, famine, potato crop, landlord</i>
Grammar	Past continuous (Revision)
Reading	A very short history of Ireland / What's on in Dublin / <i>The Canterville Ghost</i>
Listening	Quiz: Do you know Ireland? / An interview with Anna from Denmark / A trip to Glendalough
Writing	A place you'd like to visit / A holiday adventure
Pronunciation	Elision
MORE!	 The Mag 1: The competition
Everyday English	<i>Whatever. / Piece of cake! / How does that grab you? / What a nerve!</i>



Unit 2: Whodunit


16-25

Vocabulary	Crime: <i>crime, suspect, steal, weapons, evidence, blackmail, illegal, witness, criminal, victim</i>
Grammar	Past perfect
Reading	The curious case of the locked room / The Locked-Room Mystery
Listening	Interviews with Jasper Ford and Oliver Wilson / Inspector Fell's theory / Interviews with Isabel Miller and Charles Dunning / The ending / Cybercrime in numbers
Writing	A short comment about a play / A detective story
Pronunciation	/a:/ vs. /ʌ/
Developing speaking competencies	 The Girl Next Door 1: The headphones



Unit 3: New York, New York


26-33

Get talking / Free flow	Say why you would/wouldn't ... / Say what you think
Vocabulary	Danger
Grammar	Reported speech (statements)
Reading	New York online / A Miracle on the Hudson / The Guggenheim Museum / Did you know ...?
Listening	The Statue of Liberty
Writing	The story of Flight 1549 in your own words / Report about a sight
MORE!	 The Mag 2: The rivals
Everyday English	<i>It's not the end of the world. / How could you? / Don't you dare! / Have you got a moment?</i>



Unit 4: A working life


34-41

Get talking / Free flow	Talking about jobs you'd like to do / Interview with a career advisor / Job interviews
Vocabulary	Professions / Doing your job
Grammar	Questions in reported speech
Reading	So you want to be an app developer / How to do a good job interview
Listening	Two teenagers with unusual careers / Two people talking about job interviews
Writing	An email about a job interview / A job description
Pronunciation	/ə/
Developing speaking competencies	 The Girl Next Door 2: The injury



Unit 5: Hungry?


42-49

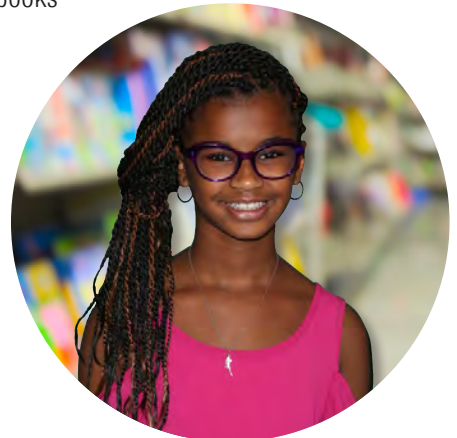
Get talking / Free flow	Talking about food / Talk about your eating habits / Talk about Shannon
Vocabulary	Food items (Revision) / Food quality
Grammar	Past perfect (Revision) / Past perfect with <i>just/after</i> / Connecting ideas
Reading	World hunger: some facts / Jamie Oliver – The Food Revolution / Shannon
Listening	World hunger: some facts
Writing	An event poster / A letter to an editor
Pronunciation	/æ/ vs. /ʌ/ vs. /e/
MORE!	 The Mag 3: The meat debate
Everyday English	<i>Beats me! / Go right ahead. / Between me and you / Not as far as I know.</i>



Unit 6: Kids make a difference

50-57

Get talking / Free flow	Talk about the importance of education / Talk about books
Vocabulary	Making a difference / <i>relate to, grateful, frustration, thrilled, in particular, small wonder, donation, community, range of, exceed, transmit</i>
Grammar	Adverbs of manner (Revision) / Question tags
Reading	Making a difference / All kinds of books for all kinds of readers
Listening	An interview: <i>Inspired</i>
Writing	A text about a book project / an inspiring project
Developing speaking competencies	 The Girl Next Door 3: The party



Unit 7: Travelling Down Under

58-65

Get talking / Free flow

Quiz: Australia / Talk about Australia as a travel agent

Vocabulary

Aborigine, walkabout, outback, track, reed, survival skills

Grammar

Present simple for future /
want someone to do something

Reading

Travel blog /
A book review: *Mutant Message Down Under*

Listening

Quiz: Australia / Australia's Flying Doctors

Writing

A description of an animal / A holiday adventure

MORE!

 The Mag 4: Australia

Everyday English

*I know how you feel. / How come? /
Not on your life! / It's not really my scene.*



Unit 8: Obsessed!

66-73

Get talking / Free flow

Talk about collectors / Collecting things / Report to the class

Vocabulary

monk, library, monastery, precious, auction, copy, furious, burn to the ground, preserve, execute, sentence to death

Grammar

Present perfect vs. past simple (Revision) /
Time expressions

Reading

Mr Sandman / The Collector /
Three Collectors

Listening

The story of Don Vicente

Writing

An email about your own collection /
A biography

Developing speaking competencies

 The Girl Next Door 4: The collection



Unit 9: Body talk

74-81

Get talking / Free flow

Discussion on piercing / Discussing travel abroad /
Talk about your appearance

Vocabulary

Weddings

Grammar

might, may, could (possibility)

Reading

Did you know ...? / A short history of body art /
Gestures and body language / A story: Goth


Listening

Listen to the ending of the story

Writing

A message to a friend /
An ending for a story

MORE!

 The Mag 5: A visitor abroad

Everyday English

*Pleased to meet you. / Don't mention it. /
I'll see what I can do. / That's settled.*



Get talking / Free flow

Discussion about Fair Trade / Say how the writers feel /
Say what you think about racism

Vocabulary

Feelings

Grammar

1st and 2nd Conditional (Revision) / 3rd Conditional

Reading

Did you know ...? / Hard work for little money /
Diary project: Living together in harmony

Listening

A journalist talking about coffee

Writing

A statement about racism / A website for a fair world

Developing speaking competencies

 The Girl Next Door 5: The meeting



Unit 11: Ready for reading

Get talking / Free flow

Which of these books looks interesting? /
Talk about your favourite books / Recommend books

Vocabulary

Types of books / *clear up, answer the door, wee, spot of bother, sort oneself out, kilt, goggles*

Grammar

Reflexive pronouns

Reading

Book review: *The Boy in the Striped Pyjamas* /
Extract from: *The Evil Within*

Listening

Kids discuss *The Boy in the Striped Pyjamas* / Julie, Farid, Lisa, Fred and Soo-Min talk about their reading habits /
Extract from: *Sputnik's Guide to Life on Earth*

Writing

A paragraph to continue a story /
A book report

MORE!

 The Mag 6: Stern gets worried

Everyday English

*What are you up to? / by the way / Let's get cracking! /
Are we still on for*



Unit 12: Space

Get talking / Free flow

Talk about travel into space / Discussing facts about space /
Talk about life in space

Vocabulary

space shuttle, orbit, astronaut, plaque, explosion, asteroid

Grammar

Phrasal verbs

Reading

Facts about space travel / A story: The Price /
Life in Space – Science-fiction or reality?

Listening

The Race for Space / A radio show

Writing

A text message about life in space / A sequel to the story

MORE!

 The Mag 7: UFOs

Everyday English

*Cross my heart. / A matter of life and death. /
Don't just stand there! / I might have known!*



Unit 13: A school mag

107-114

Get talking / Free flow

Talk in groups: What's so great about July? /
Ask and talk about holiday plans

Vocabulary

Holiday plans

Grammar

Prefixes / Suffixes

Reading

Fly High school magazine: July around the world /
Chill out at the Guilfest / Wimbledon for free /
A festival in southern India / Two interviews

Listening

Two interviews about holiday plans


Writing

A text message about a sports event / An article for
your school magazine

Pronunciation

Word stress

MORE!

 The Mag 8: Sales figures

Everyday English

Leave it out. / The penny's dropped. / I doubt it. / Get out of here!



Extra Unit 14: Talking turkeys

115-119

Get talking

Which statements are true for you? /
Talk about your reading habits

Vocabulary

Words from the poem: Talking Turkeys

Reading

The poet from Jamaica / Poem: Talking Turkeys


Listening

Benjamin Zephaniah: Talking Turkeys /
Listen to teenagers talking about why they like
reading

Writing

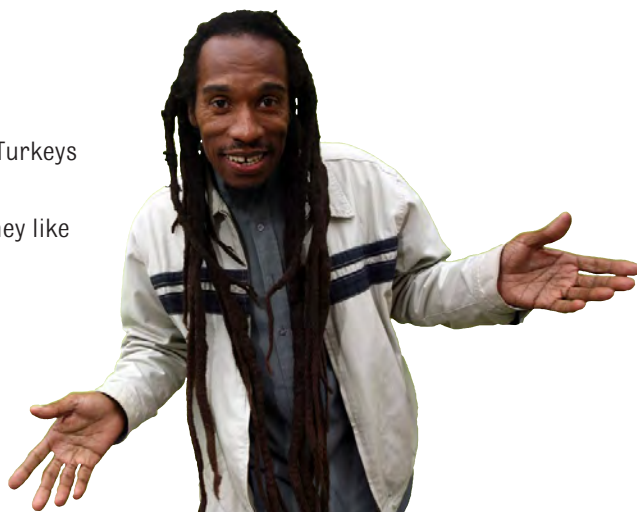
Endings to your partner's sentences

MORE!

 The Mag 9: Here's to us!

Everyday English

*Lucky you! / Better late than never! /
Let me guess / Here's to us!*



GRAMMAR

120-133

CLASSROOM LANGUAGE

134

ENGLISH SOUNDS

135

WORDLIST

136-155

UNIT 1 Welcome to Ireland

You learn

- about Ireland and its history
- about Oscar Wilde and his work
- how to use the past continuous

You can

- express your surprise and interest
- talk about places you'd like to visit
- write about holidays

CD 1
1

1

a Look at the photos. Find the places on the map.

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



Do you know

Ireland?

- 1 The capital of the Republic of Ireland is Belfast. T / F
- 2 There are about five million people in the Republic of Ireland. T / F
- 3 The official languages of Ireland are English and Irish. T / F
- 4 More than a million Irish people are fluent in Irish. T / F
- 5 Irish is spoken primarily in the west of Ireland. T / F
- 6 The Republic of Ireland is not a member of the EU. T / F
- 7 The Irish money is the pound. T / F
- 8 The Republic of Ireland is part of the United Kingdom. T / F
- 9 Ireland exports a lot of software. T / F
- 10 Northern Ireland is not part of the Republic of Ireland. T / F
- 11 The capital of Northern Ireland is Derry. T / F
- 12 Most Irish people in the Republic are Catholics. T / F

Get talking Expressing surprise / Asking your partner to say something

BiSt

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

I wasn't aware that ...

I didn't know that ...

How about you?

I had no idea that ...

BiSt

2

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

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

b Quickly go through the text and find out what happened in these years.

1845 1916 1922 1972 2007 2012



c Read the full text.

A VERY SHORT HISTORY OF IRELAND

Why do Irish football fans never support or cheer for England?

History is the answer. For many centuries the Irish fought against the British and hundreds of thousands of Irish people were killed.

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

There were already many poor people in Ireland in 1850. When they were trying to get food, one million of them died and between 1845 and 1855 another two million fled to the USA, Australia and New Zealand. After the famine, the population never rose to the level of eight million again.

In the late 19th century Charles Stewart Parnell and others fought for 'Home Rule'. They wanted to be independent. In 1916, the 'Easter Rising' of the Irish was put down by the British and 15 leaders of the rebellion were shot. A civil war followed. In 1922, the Irish Free State was founded. The Irish had to pay a price. Of the 32 counties in Ireland only 26 joined the Free State.

The province of Ulster (which is today part of Northern Ireland) and its six counties, where the majority of the people were Protestant, did not become part of the Free State, then known as the Republic of Ireland.

What followed in Northern Ireland was a period called 'the Troubles'. It began in the late 1960s when Catholic groups (most famous:

the IRA), who wanted to join the Republic of Ireland, and Protestant groups, who wanted to stay with the UK, began to fight each other. One of the most famous incidents was the Bloody Sunday Massacre. On 30 January 1972, the British Army shot dead 13 civilians (one more man died later). This was the largest number killed in one day and Irish Catholics hated the British Army even more. All in all more than 3,500 people were killed in the conflict, which more or less ended in 1998 with the Good Friday Agreement. In 2007, the British government called its soldiers home. In 2012 former IRA commander Martin McGuinness formally shook hands with Queen Elizabeth II in Belfast. Hopefully this will really be the end of the Troubles forever.

Dublin Memorial to the Famine of 1846





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

Circle T (True) or F (False).

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

Complete the sentences.

- 4 Within ten years, Ireland lost 2 million people because they
- 5 The idea of autonomy for Ireland was called
- 6 After the Easter Rebellion a

Answer the questions.

- 7 What did six counties not become part of?
- 8 What do we understand by the Troubles?
- 9 What happened that hopefully has ended the Troubles?

Vocabulary

- 4** Match the words/phrases from the text in 1 with the definitions.

- | | |
|---------------|--|
| 1 put down | <input type="checkbox"/> a man who owns land |
| 2 interfere | <input type="checkbox"/> all the potatoes produced in a year |
| 3 intention | <input type="checkbox"/> become ill or die because you do not have enough food |
| 4 majority | <input type="checkbox"/> extremely hungry because there's no food |
| 5 starve | <input type="checkbox"/> cows and pigs |
| 6 cattle | <input type="checkbox"/> short as a joke, knowing you're happy |
| 7 cheer | <input type="checkbox"/> military power to stop something |
| 8 famine | <input type="checkbox"/> a serious illness |
| 9 potato crop | <input type="checkbox"/> a plan to do something |
| 10 landlord | <input type="checkbox"/> to be involved in something |

Sounds right



- 5** Listen to the dialogue. Pay attention to the underlined parts. Then listen and repeat.

Alan I'd like to visit Spain.

Brenda Why?

Alan I've been to Barcelona. It was great. He loved it.

Brenda It must be a great city.

Alan Yes, but I don't like to go to Spain.

Brenda Why Spain?

Chris Because it's hot there. Where would you like to go?

Brenda Guess!

Chris I haven't got a clue.

Brenda Nowhere. I don't like travelling.

Get talking

Expressing interest

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

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

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

a Listen to the interview and complete the sentence below.

The main reason Anna is in Dublin is

☐ to learn English. ☐ for tourism. ☐ to work.

b Listen again and answer the questions.

- Where is Anna from?
- What does the interviewer think of Anna's English?
- What does Anna like about Dublin?
- What does she think about the economic situation?
- What does she like about Dublin?
- What is LUAS? What does Anna think about it?
- What is Anna's favourite place in Dublin?
- What does she think about the weather?

Look at the magazine text giving information about what to do in Dublin. Then read the statements and circle T (True) or F (False).



WHAT'S ON IN DUBLIN

JULY 12TH

ART

Inside, Outside and Beyond

Celebrating thirty years of painting in the National Botanic Gardens. See Gerry's new spectacular garden at the National Botanic Gardens. Opening times: 9:00–18:00. Admission: €5.

THEATRE

Ulysses

James Joyce's Bolger version of James Joyce's *Ulysses* was a massive hit at the Dublin Theatre Festival. Now at the Abbey Theatre at 8 p.m. Tickets: €13 – €45.

MUSIC

Damien Dempsey

High Gardens, Clonmel Street. 19:00–22:00. Known as one of Ireland's greatest singer-songwriters, Damien Dempsey offers a very special summer outdoor gig in Dublin's stunning Iveagh Gardens. Tickets: €40.

EXHIBITIONS

Irish Famine Exhibition

Explore the Irish Potato Famine of 1845 to 1852, also known as the Great Hunger. Stephen's Green Shopping Centre, 12:00 to 18:00. Tickets: €6 – €10.

SIGHTSEEING

Guided Cliff Walk Tours

Martello Tower Donabate, New Road, Donabate. Enjoy a guided walking tour from the Martello Tower in Donabate to the Martello Tower in Portrane, taking in the stunning views along the cliff walk and a history of the local sights along the coastline in North County Dublin from your guide. Tickets: €12 – €20 (There are reduced rates for children and groups.)

- The Botanic Gardens are open for ten hours. T / F
- The cheapest tickets to see the play are €13. T / F
- Damien Dempsey is playing songs outside. T / F
- The potato famine lasted ten years. T / F
- If you do the tour with other people you can get cheaper tickets. T / F

9 Search for the information in the text in 8 and complete the sentences.

- 1 There have been paintings at the Botanic Gardens for
- 2 The production of *Ulysses* starts
- 3 Damien Dempsey is from
- 4 The Great Hunger is another name for
- 5 The walking tour finishes in

CD 1
6

BiSt

10 a A group of British students are going on a school trip to Glendalough in Ireland. Look at the pictures and answer the questions.

- 1 Do you think these are good places for a school trip? Why / Why not?
- 2 What kind of places for school trips do you like best? Give your reasons.



The bell tower - an ideal place to hide from attackers.

b Read the questions. Listen and take notes. Then compare your notes.

- 1 What would the boys like to do at the lakes? Is it possible to do these things? Why / Why not?
- 2 How do the boys feel about the trip? Give examples.
- 3 How do the boys try to be funny? Give examples.
- 4 What does the teacher say about the bell tower that you can see in one of the photos?



There are two beautiful lakes in the valley.

Glendalough is great for hiking.



11 Quickly read the text in 13 and say what the ghost's problem is. Then read the text again and answer the questions below.

- 1 What is the famous for?
- 2 What is so special about the Canterville country house?
- 3 How do the boys feel about the trip?
- 4 What is the blood on the floor?
- 5 Why does the blood disappear?
- 6 How does Mr Otis react to the bloodstain?
- 7 What did Washington learn in the end?

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



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

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



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

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

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

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

"That is all nonsense," cried Washington Otis. "My father's Champion Stain Remover and Paragon Detergent* will clean it up in no time." And before the terrified housekeeper could interfere he had thrown upon his knees, and was rapidly scouring* the floor with a small stick of what looked like a black cosmetic. In a few moments no sign of the bloodstain could be seen.

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

The next morning, however, when they came down to breakfast, they found the terrible stain of blood once again on the floor. "I don't think it can be the fault of the Paragon Detergent," said Washington, "for I have tried it with everything. It must be the ghost." He then rubbed out the stain a second time, but the following morning it appeared again.

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

Writing for your Portfolio

A Write an email to tell a friend about a place where you would like to go for a holiday. Write 40–70 words and do not take more than 10 minutes.

Tell your friend:

- where you would like to go
- why you think it would be a great place to go
- what you would like to do there

B You have been invited to write a story for your school magazine. The story should be about a holiday adventure. It should be about 120–180 words. Do not forget to use paragraphs and do not take more than 20 minutes.

In your story, say:

- where you went
- who went with you
- what happened
- how you felt and why
- what the ending of the story was

GRAMMAR



Past continuous (Revision)

*While they **were trying** to find food, millions of them died.*

How to form it: past tense von be + -ing-Form des Verbs.



Complete: Du verwendest oft das Past continuous, um eine längere Handlung in der Vergangenheit zu beschreiben, die durch eine kürzere unterbrochen wird. Für die kürzere Handlung verwendest du das Past simple.

Du verwendest das Past continuous auch, wenn du über eine länger dauernde Handlung in der Vergangenheit sprichst oder schreibst.

*From 2000 onwards, everything **was getting** better for Ireland.*

Du verwendest das Past continuous außerdem, um zwei längere Handlungen zu beschreiben, die zur gleichen Zeit in der Vergangenheit stattgefunden haben. Für beide Handlungen verwendest du dann das Past continuous.

*While many poor people in Ireland **were starving**, Protestant Irish landlords **were sending** badly needed grain and cattle to England.*



While his mum was reading, Johnny gave her a surprise.



1

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

- 1 Liam is new to their school. T / F
- 2 He wants to be a journalist on *The Mag*. T / F
- 3 Lucy chooses more of Liam's photos than Nick's photos. T / F
- 4 Liam took all of his photos off the net. T / F
- 5 Lucy didn't know about Nick and Liam's competition. T / F
- 6 Lucy agrees to give Liam a second chance. T / F

2

Complete the sentences with no more than four words each.

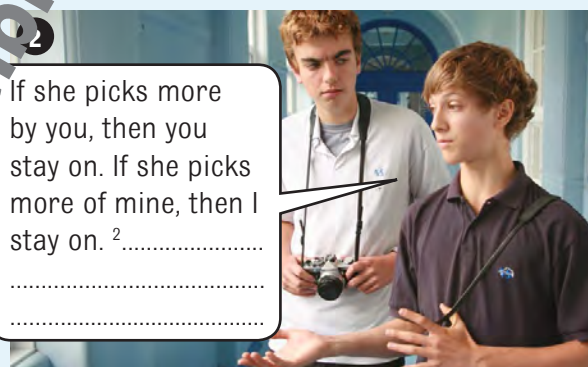
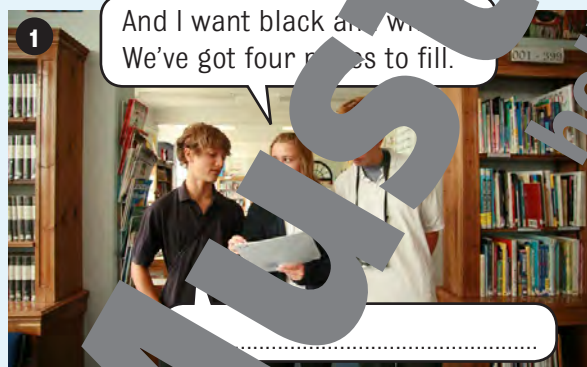
- 1 Liam is new at the school and wants to join
- 2 When Nick hears that Liam is also a photographer, he
.....
- 3 Lucy wants five photographs from each of them so she can
.....
- 4 Nick suggests to Liam that the one whose photos she picked should
.....
- 5 Liam's photos are brilliant, but the others find out he got them
.....
- 6 Lucy says Liam can't
.....

Everyday English

3

Complete the dialogues with the phrases from the box.

Whatever. Piece of cake. How about that grab you? What a nerve!



UNIT 2 Whodunit

You learn

- about locked-room mysteries
- about the problem of cybercrime
- how to use the past perfect

You can

- talk about possible theories
- talk about crime
- write a summary / detective story
- make a complaint

BiSt

1

Read scenes 1 and 2 of the murder mystery and the notes on the next page. Then complete the police crime report.

The curious case of the locked room

Scene 1 At police headquarters

Sgt Jenkins Excuse me, Inspector.

Inspector Fell What is it, Jenkins?

Sgt Jenkins Bad news, I'm afraid. We've just got a call from Murdoch Towers.

Inspector Fell The offices of the computer king?

Sgt Jenkins That's right. There's been a murder. John Murdoch is dead. He has a deep wound in his chest.

Inspector Fell I don't believe it! Five thirty on Friday! Let's hope this is an easy one. Come on, Jenkins. Get a coat!

Scene 2 At Murdoch Towers

Sgt Jenkins Inspector, this is Detective Ward. He's the reporting officer.

Inspector Fell OK, Ward. So, what have we got?

Detective Ward Well, sir, Murdoch was holding a small office party for a group of his employees. Murdoch was in the building. All the employees had left.

Inspector Fell Good. We know that it was one of them.

Sgt Jenkins We know. But which one?



POLICE CRIME REPORT

Victim: _____

Crime: Murder

Location: _____

Date: Friday 10th May

Time of report: _____

Reporting officer: _____

Investigating officers: _____

Suspects: _____

Inspector Fell That's what I'm going to find out.

Detective Ward There is one other thing, Inspector.

Inspector Fell What?

Detective Ward Well, it's very strange, but the room where Murdoch's body was found was locked from the inside. All the witnesses ...

Inspector Fell You mean suspects.

Detective Ward Yes, sir. All the suspects told me the same thing.

Inspector Fell So you've already questioned everyone?

Detective Ward Yes, sir. But only very quickly.

Inspector Fell What about the murder weapon?

Detective Ward We haven't found it.

Inspector Fell Aha! Can I see your notes?

2 Read Detective Ward's notes and write the names of the people under the pictures.

Jasper Ford / 40 years with the company / knew Murdoch's father / office clerk
 Oliver Wilson / nephew / computer programmer
 Isabel Miller / project manager / attractive / was working with Murdoch on top secret project
 Charles Dunning / head salesman / bit of a playboy / very good-looking



Name

Motive



Name

Motive



Name

Motive



Name

Motive

3 Look at the information in **2** and think about what motives the people might have had for the murder. Then read Scene 3 and make notes of Inspector Fell's theories about each suspect's motive in **2**.

Scene 3 Sgt Jenkins and Inspector Fell discuss Detective Ward's notes.

Sgt Jenkins Jasper Ford. 40 years with the company. He's a lot older than the others.

Inspector Fell And he doesn't have much of a job as all the others. He's just a clerk. All the others are in a pretty good position. What was he doing there? wonder?

Sgt Jenkins He's probably part of the family.

Inspector Fell Oh, he had to do something out of the office.

Sgt Jenkins Do you think he was blackmailing Mr Murdoch?

Inspector Fell Perhaps. He probably needs money in his old age. Keep an eye on him.

Sgt Jenkins OK. And what about Oliver Wilson, sir? Have you got any ideas there?

Inspector Fell The nephew. Hmm, that's difficult. Did John Murdoch have any children?

Sgt Jenkins No, sir. Why?

Inspector Fell Well, now that Murdoch's dead, he might be the one who gets the company.

Sgt Jenkins Right. And the other two – Charles Dunning and Isabel Miller?

Inspector Fell Isabel Miller. Hmm. Ward's notes say that she's very pretty. And Murdoch was rich! Maybe she had fallen in love with Murdoch.

Sgt Jenkins But then, why would she kill him?

Inspector Fell I'm not sure. Perhaps the secret project is the key. Let's see.

Sgt Jenkins And Dunning?

Inspector Fell Good-looking and a bit of a playboy. Well, maybe he needs money for gambling, or perhaps he's in love with Isabel Miller and he was angry about her relationship with Murdoch.

Sgt Jenkins Well, we've got a lot of ideas then.

Inspector Fell Yes, let's start the interviews.

Scenes 4 and 5 Interviews with Jasper Ford and Oliver Wilson.**What Jasper Ford said:**

He was at the party because ...

Mr Murdoch went to his office to ...

Everyone else left the room sometime during the party:

- Oliver Wilson left to ... Jasper Ford left to ...
- Isabel Miller went to ... Charles Dunning left to ...

He believes that Oliver Wilson is going to be ...

Jasper Ford does not have a good relationship with ...

His plan now is ...

He says he has got money for his old age because ...

**What Oliver Wilson said:**

He told me that next year Jasper Ford was going to ...

Mr Murdoch went to his office to ...

People who left the room at ...

When Isabel Miller broke the window she found the ...

Listen to the interviews again and write down any other information you hear from Jasper Ford and Oliver Wilson.

a Listen to Inspector Fell's theory and circle the sentences **T (True)** or **F (False)**. Underline the false information in the sentences.

Scene 6 Inspector Fell's theory

- 1 Inspector Fell says Isabel Miller climbed in through the window. T / F
- 2 He thinks the killer hid in a building across the road. T / F
- 3 The arrow didn't fit the wound in Mr Murdoch's body. T / F
- 4 The window in Mr Murdoch's room was closed. T / F
- 5 The murderer came through a secret door. T / F
- 6 Sergeant Jenkins thinks the killer had attached a rope to the arrow. T / F

b Listen again and tick the correct answers.

- 1 Inspector Fell thinks
 - ☐ he is cleverer than Jenkins.
 - ☐ Jenkins is cleverer than he is.
 - ☐ the room was not locked.
 - ☐ the killer used a bow and arrow.
- 2 Inspector Fell mentions the theory because
 - ☐ he is playing a trick on Jenkins.
 - ☐ the window was closed.
 - ☐ it is a complicated case.
 - ☐ Jenkins never listens to him.

7 Can you think of any more possible theories?

It's very likely that ... / Perhaps ...

It's likely that ... / It's possible that ... / I suppose ...

That's a possibility.

I suppose ...

CD 1
9

8 Listen to the two interviews and take notes.

Scene 7

Interview with Isabel Miller

Isabel Miller:



Scene 8

Interview with Charles Dunning

Charles Dunning:



9 Read the end of Scene 8. Inspector Fell has solved the case. Who do you think is the murderer and why?

Detective Ward Excuse me, sir. We've found something in the wastepaper bin. I think you might have been looking.

Inspector Fell Thank you, Detective Ward. (Reads paper.) Excuse me, but what I think is happening is that the suspect is ...

Sgt Jenkins All of them.

Inspector Fell Yes, Jenkins, all of them.

I think the murderer is ...
The murderer must be ... because ...
I'm not sure ... but it might be ...
I'm certain the murderer is ...

CD 1
10

10 Listen to the ending of the story and see if you were right. Then answer the questions.

Scene 9 Inspector Fell presents the solution

- Who broke the window of the door of Mr Murdoch's room?
- What did the murderer do after killing Mr Murdoch?
- How did the murderer get into the lock on the inside of the door?
- What motive did the murderer have?
- What did Mr Murdoch try to hide, and where?
- What did Mr Murdoch hide it?
- What did the murderer want from Mr Murdoch?
- Where was the murderer's weapon hidden?

BiSt

11 What is the purpose of the text *The curious case of the locked room*?

- | | |
|--|---|
| <input type="checkbox"/> To warn about criminals. | <input type="checkbox"/> To entertain. |
| <input type="checkbox"/> To give historical information. | <input type="checkbox"/> To inform about the work of a detective. |

- a Quickly read through the text and answer the following question:
Who invented the locked-room mystery?

The Locked-Room Mystery

What is it?

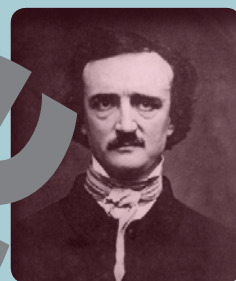
Inside the room lies the victim – there is no one else. When the murder happened, nobody could enter or leave the room unseen. Now the detective not only has to work out who committed the crime, but also how they did it.

Other popular ingredients for this 'impossible' crime are:

- The only door is locked from the inside with the key in the lock.
- There is no fireplace or chimney for escape.
- The only window is closed from the inside.
- Outside, there is fresh snow and there are no footprints.
- There is no secret door.
- First, there seems to be no murder weapon.

Who invented it?

The first writer to use the locked-room mystery was the master of the American detective story, Edgar Allan Poe (1809–1849). His *The Murders in the Rue Morgue*



Two women were found dead in their room. The police had no idea who the murderer was because the room was locked from the inside and the windows were shut. They thought it was impossible for the murderer to climb in through the window because the room was on the fourth floor. There was no motive because the two women lived alone, everybody liked them and the police found a lot of money lying around on the floor. So nobody stole anything. The police weren't able to solve the crime, but a clever man, Mr Dupin, could. He looked carefully at the window and discovered that something was broken. He realised that the killer was an excellent climber who had escaped through the window. Then the window closed automatically. When the police heard this, they laughed at Dupin's theory, but he found the murderer – it was an orang-utan that had escaped from a sailor!

b Read the full text and choose the correct sentences.

- In a locked-room mystery, the murder weapon
 - ☐ cannot usually be found.
 - ☐ is something strange.
 - ☐ is taken away by the murderer.
- In *The Murders in the Rue Morgue* by Edgar Allan Poe
 - ☐ the room was locked and none of the windows were open.
 - ☐ the police found money and broken glass on the floor.
 - ☐ the police asked detective Dupin for help.
- Dupin's investigation showed that
 - ☐ the police were looking for two killers.
 - ☐ the dead women knew their killer.
 - ☐ the killer was someone very unusual.
- The killer in the Poe story
 - ☐ was a man who was an excellent climber.
 - ☐ was a sailor who had escaped from prison.
 - ☐ was not human.
- This text might be found in
 - ☐ a biography of Edgar Allan Poe.
 - ☐ a guide to crime fiction.
 - ☐ a book used to train policemen.

c What does the text do?

- ☐ It gives information about the life of an American writer.
- ☐ It tells a funny story about an animal.
- ☐ It explains a special kind of crime story.
- ☐ It tells you about the most famous mystery stories.

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

CYBERCRIME IN NUMBERS

- 1% of US companies were hacked last year.
- Cybercrime costs the world economy ² \$ each year.
- Every day there are ³ new malware* programmes.
- 4% of personal computers were hacked last year.
- There are ⁵ social media users in the world.
- 6 Facebook accounts are attacked every day.
- 7% of people use only one password.
- One of the most common passwords with eight characters is 8
- 9 completely random* password with eight characters takes a hacker years to crack.

VOCABULARY: *malware – Schadsoftware; random – beliebig

CD 1
11

14 Listen and check. Then listen again and make notes to answer the questions. Talk to your partner.

- 1 What do we learn about Mydoom?
- 2 Why do criminals hack into personal computers?
- 3 How is social media making it easier for cyber criminals?
- 4 What other examples of bad passwords are given?
- 5 How long might it take a hacker to crack the password *mother*?
- 6 How long might it take a hacker to crack the password *mlchAel*?

Vocabulary

15 Complete these sentences from the listening text with the words in the box.

crimes
suspect
steal
weapons
evidence
blackmail
illegal
witnesses
criminals
victims

- Hackers use the computer and the internet as their “.....”.
- Their are often invisible so there are never any
- This activity is costing the global economy money.
- It’s so difficult to catch the because some were of the attack.
- The was probably from another country.
- Most crimes involve hacking into the individual’s computer to credit card information.
- They then use this information to then

16 Choose four or five of the words in **15** and describe them for your partner to guess.

People who see a crime happening.



Sounds right /a:/ vs /ʌ/

CD 1
12

17 Listen and tick.

	/ʌ/		/a:/	/ʌ/
1 car	✓	4 just		
2 son	✓	5 son		
3 bar		6 guitar		

CD 1
13

18 Listen and repeat.



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

Writing for your Portfolio

A Write a short comment about the play *The curious case of the locked room* (40–70 words).

- Say what was (not) thrilling about the story.
- Say why you liked / didn't like it.
- Say how easy/difficult it was for you to understand.

B Write your own detective story of at least 120 words with the help of the questions below. Give the story a title and think of a name for the inspector.

- Where was the inspector when the phone rang?
- What information did he/she get?
- How did he/she feel about it and why?
- What did he/she see when he came to the crime scene?
- Who were his/her assistants at the crime scene?
- Who were the suspects?
- What possible motives did they have?
- How did the inspector find the solution to the case?
- Who was the murderer and why?

GRAMMAR

Past perfect

Du verwendest das Past perfect, wenn du betonen möchtest, dass eine Handlung zu einem bestimmten Zeitpunkt in der Vergangenheit geschehen war.

*Nobody was in the building when the employees **had left**.*

How to form it

Subject + *had (n't)* + past participle of the verb

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

The murderer was an orang-utan. It had escaped from a sailor.



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

The Girl Next Door 1



DEVELOPING SPEAKING COMPETENCIES

Language function

- Complaining

Speaking strategy

- Reacting to complaint

The headphones

CD 1
14



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

Kate Hello, can we see the manager, please?

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

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

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

Kate Well, they don't work. When I plug them into my phone, I can't hear a thing.

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

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

Manager No, that's OK. I'll believe you. These headphones always worked or did they work and then suddenly stopped?

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

Manager Maybe you did something?

Kate No, I didn't.

Manager Or pulled the cord on the wire?

Kate No, I told you. They just stopped working. They're just not good enough.



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

Kate Are you saying it's my fault?

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

Kate Umm. I threw it away.

Manager That's a shame.

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

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

Kate I hope you're joking.

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

2 Answer the questions.

1 Who does Kate want to speak to?

2 What has Kate got a problem with?

3 What is the problem?

4 What are Kate's ideas for how the item* broke?

5 Why is he surprised the item has broken?

6 What does he ask to see?

7 Why does he not help Kate?

.....

.....

.....

.....

.....

.....

.....

VOCABULARY: *item – Gegenstand

Useful phrases Complaining

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

fault work joking manager good

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

? What do you think? Answer the questions.

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



Mobile homework

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

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

Speaking strategy Reading a complaint

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

- 1 Manager L..... m..... a l..... . They look fine to me. So w..... p..... ?
- 2 Manager A..... you s..... there's nothing wrong with your phone?
- 3 Manager M..... it's OK b..... you. So have they always not worked or did they work a..... stop working?
- 4 Manager..... s..... . We've never had a problem with these before.

5 **ROLE PLAY:** Work in pairs. Look at the role cards. Take 4–5 minutes to practise your roles. Then write it down. Act it out for the rest of the class.

Student A

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

Student B

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

UNIT 3 New York, New York

You learn

- about some of the history of New York
- about some of the sights of New York
- how to use reported speech

You can

- talk about places you'd like to see in New York
- write about a sight
- retell a story



1

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

BiSt

b Read the text and match the paragraph titles with the paragraphs. Write the numbers. There is one extra title you do not need to use.

- ☐ Outside the city
- ☐ When you get hungry
- ☐ When you need a rest

- ☐ Take in the game
- ☐ Politics and poverty
- ☐ How to get around

NEW YORK ONLINE

Things to do | Plan your visit | Map | Search



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



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

VOCABULARY: *fast food joint – Fast Food Kette; street vendor – Straßenverkäufer/in

c Now answer the following questions about the text.

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

Free flow

2 Discuss in groups.

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

3 Work in pairs. You have four days in New York. What are your plans to fill the days?



3 New Yorkers love their sport and are very proud of their teams. No matter how busy New York is completely relaxed. Seeing one of their favourite sports teams in action. You can choose between the Yankees or the Mets for baseball, the Jets for American football, or the Knicks for basketball. Spring, summer, fall or winter, whatever time of the year, there's always something to see. Check out our website for games and times.



4 New York is a busy city and with so much to see and do, you will need some time to relax. What better place to do this than in the world-famous Central Park where in summer you can sit and watch the world go by while enjoying an ice cream. In the evening how about a stroll on Broadway or catching one of the latest films at one of New York's many modern movie theaters?



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

- 4 Look at the photos on this and the next page. What do you know about Flight 1549? If you have never heard of it, take a guess what happened. Discuss in small groups.



- 5 Now read the text quickly and check your ideas.

A miracle on the Hudson



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

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

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

Patrick Harten was an air traffic controller on that day. At 3.27 p.m. he contacted Flight 1549 asking for a route on his course. Sully told Harten that they had hit a flock of geese and that they had lost power in both engines. He said that they were turning back and land at LaGuardia. Harten immediately contacted the airport to make preparation for an emergency landing.

But the plane was too low and didn't have enough power. Making it back to LaGuardia was no longer an option. Sully knew he was running out of choices. He contacted Harten and asked him if they could land at the nearby Teterboro airport. Harten replied immediately and told him that runway 1 at Teterboro was free. But things had become more desperate and Sully now knew he had no chance of reaching any airport. He told Harten they couldn't make runway 1. Harten offered him the choice of any runway at Teterboro. Sully told Harten they would land on the Hudson River. It was 3.28 p.m.

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

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

At the end of it all, co-pilot Jeffrey Skiles turned to his colleague and told him that he had done something no one had ever successfully done: land such a large plane on water. It was true. In just 208 seconds Chesley "Sully" Sullenberger had performed a miracle on the Hudson River.

VOCABULARY

- *make – Typ
flock of birds – Vogelschwarm
brace – abstützen, festhalten
hypothermia – Unterkühlung



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

Answer the questions.

- 1 How long had Sully been a pilot?
.....
- 2 How many people were on the plane?
.....
- 3 What happened three minutes into the flight?
.....

Complete the sentences.

- 4 The engines were damaged by a
.....
- 5 Sully's first idea was to try and
.....
- 6 Sully made the decision to land on the Hudson a
.....

Circle T (True) or F (False).

- 7 Before the plane landed on the river, it collided with the Washington Bridge. T / F
- 8 Sully went back into the plane twice to rescue people. T / F
- 9 Sully was the first pilot to land a huge plane on water. T / F

Vocabulary Danger

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

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

Free flow

- 8** Discuss the questions. Say what you think.

- 1 How would you have felt on that flight before, during and after the incident?
- 2 How do you think Sully should be rewarded for his bravery?
- 3 What other heroes/heroines can you think of?



9 In pairs. Make a list of famous New York sights. What do you know about each one?

10 Read the article quickly to find out about this building:

- What is it?
- Who designed it?
- Who paid for it?

When in NEW YORK – don't miss ...

The Guggenheim Museum



Designed by Frank Lloyd Wright, one of the most important architects of the 20th century, the seashell-shaped Guggenheim Museum is one of New York's most popular tourist destinations. Taking an elevator to the top and walking down the spiral ramp, visitors can enjoy an amazing collection of art including paintings such as Pablo Picasso's *Woman with Yellow Hair* and Marc Chagall's *Paris through the window*.

Nine things you never knew about the Guggenheim!

1 Not everyone loved the museum when it opened. One critic said it looked like a war-torn architecture and painting in which both were badly injured.

2 Twenty-one artists signed a letter complaining about the curved walls of the museum. They said their paintings would be unable to hang properly on them.

3 Architect Frank Lloyd Wright wanted the building to be crimson*, which he called the 'colour of creation'. Unfortunately for him, the man paying for it, Solomon R. Guggenheim, did not like the colour.

4 The building cost \$3 million to build in the 1950s. A restoration of the museum from 2005 to 2008 cost \$29 million.

5 Both Wright and Guggenheim died before the museum was completed. Guggenheim died ten years before it opened, while Wright missed it by six months.

6 The museum was visited by 16,000 people on the day it opened.

7 In 2008, artist Carsten Holler installed a work of art at the museum called *Revolving Hotel Room*. The piece included a bed on moving discs. Members of the public could pay to spend the night in it.

8 In 1998, *The Art of the Motorcycle* exhibition saw the spiral ramp turn into parking for 114 vintage motorbikes, which were put on display for the public.

9 There are also several other Guggenheim museums, for example in cities like Bilbao (Spain), Guadalajara (Mexico) and Venice (Italy). In 2009, there were discussions about opening one in Salzburg but the plans didn't get any further.

VOCABULARY: *crimson – karminrot

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

- | | |
|---|-------|
| 1 Frank Lloyd Wright is famous for his work in the 1800s. | T / F |
| 2 The building cost 3 million dollars. | T / F |
| 3 The building took 5 years to renovate. | T / F |
| 4 16,000 people visited the museum in the first week it opened. | T / F |
| 5 There are four Guggenheim museums in the world. | T / F |

12 Search for the information in the text in 10 and complete the answers.

- 1 The museum is shaped like
- 2 Many artists were not happy about the
- 3 The architect wanted to paint the museum
- 4 Wright died six months before



CD 1
17

BiSt

13 Listen to the woman speaking to a group of people and answer the question.

What is the woman's main job?

- ☐ a historian
☐ a tour guide
☐ an economist

Did you know...?

The Statue of Liberty is one of the most popular tourist destinations in New York with about 4 million people visiting it every year. But if you want to climb the 46 metres to the top, you need to plan carefully. Only 240 people are allowed up to the crown every day. There's no cost to visit but you do have to pay to take a ferry to the island.

CD 1
17

14 Listen again and complete the notes.

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

15 CHOICES

Writing for your portfolio

A Retell the story of the Statue of Liberty in your class (40–70 words). Make sure you include:

- the date, the architect, the captain,
- the problem was
- how the captain solved the problem

B Check out another one of the sights of New York (e.g. Empire State Building, Rockefeller Center, Central Park, Times Square) on the internet and write a report about it (120–180 words). Make sure you include the following points:

- Who built/designed it and when?
- What is it famous for?
- What does it look like?
- How many visitors are there?
- Why is it a must-see?
- Find at least one fun fact about it.

GRAMMAR



Reported speech (statements)

Tense changes

Wenn du etwas weiter erzählst, was eine andere Person zu einem früheren Zeitpunkt gesagt hat, und das *reporting verb* im *past* steht (*He/She said ... He/She told me ...*), dann werden die Zeitformen in der indirekten Rede meist verändert.

present: "It looks like a war between architecture and painting," said one critic.
One critic said that it **looked** like a war between architecture and painting.

past / present perfect: "You did something that no one else had ever done," said Jeffery Skiles.
Jeffery Skiles said to Sully that he **had done** something no one **had** ever done.

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

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

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

Reporting time references

Beim Berichten wirst du die Zeitangaben (*yesterday*, *last year*, *tomorrow*, ...) anpassen müssen:

the day (week/month/year) before, 3 days before

She said John had phoned her **the day before**.

the next/following day (week/month/year), 3 days later:

Tom told me he was leaving **the following day**.

Aber: Wenn am gleichen Tag berichtet wird, ändern sich die Zeitbezüge nicht!

"John phoned me **yesterday**," said Lisa. (Lisa said it **the morning**).

Lisa said John had phoned her **yesterday**.

Tom said, "I'm leaving **tomorrow**." (Tom told me a few hours ago).

Tom said he was leaving **tomorrow**.

Pronouns

Achtung: Passen die Personen an:

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

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

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

Other changes

Direct speech

this (time): "I'm going there **this** week."

this (referring to objects): "I want **this** sandwich."

here: "I live **here**."

Reported speech

that (time): He said he was going there **that** week.

the: She said she wanted the sandwich.

there: He said that he lived there.



When the boss said people couldn't write personal emails from work, Bill decided to try a different kind of communication.

say vs. tell

Wenn du *tell* als Einleitewort verwendest, musst du die Person(en) nennen, zu denen etwas gesagt wird/wurde:

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

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



1

Watch the story. Then circle the correct words.

- 1 Stern writes *an article* / *a poem* for another school's magazine.
- 2 Lucy is *angry* / *happy* with Stern.
- 3 Stern went to a party and met Kate, the *reporter* / *editor* of another magazine.
- 4 Kate and Lucy fought about *Stern* / *a magazine*.
- 5 Stern gives Lucy chocolates and *flowers* / *a poem*.
- 6 Stern tells Jessica that he's interested in *her* / *Kate*.

2

Find and correct seven content mistakes in the story.

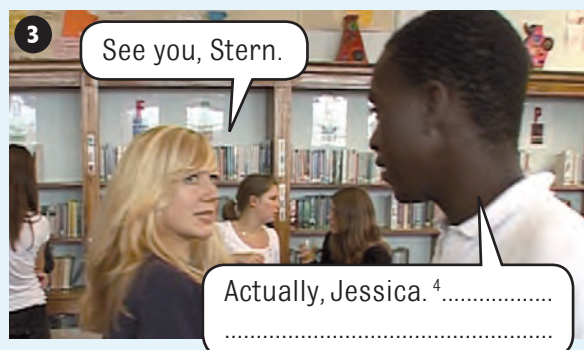
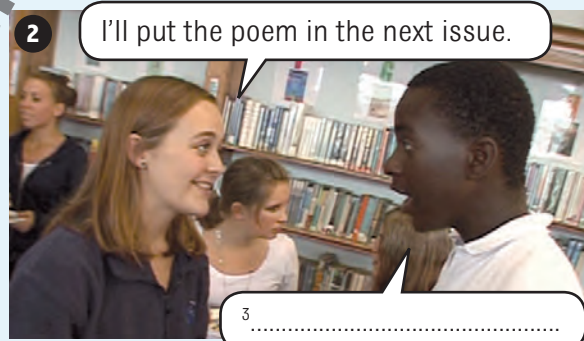
Lucy is angry because Stern has written an article for the Whiteoaks' school magazine. It's called *The Journal* and its editor is a girl called Katy Price. Stern met Lucy at the disco and she asked him to write a story about life at St. George's School. Lucy was once a student at Whiteoaks. She and Katy Pimm had an argument about a boy, and they stopped being friends. This is the real reason why Lucy was so upset. When Nick explains this to Stern, he feels really bad about writing the story, so he buys Lucy a teddy bear to say sorry. He also writes her a poem. When Lucy says she wants to put the poem in *The Mag*, Stern tells her not to because he is worried what his friends in the football team might think.

Everyday English

3

Complete the dialogues with the phrases from the box.

It's not the end of the world. ... Would you? ... Don't you dare! ... Have you got a moment?



UNIT 4 A working life

You learn

- about different job areas
- about how to do a good job interview
- how to use questions in reported speech

You can

- talk about jobs and job interviews
- do a job interview
- write a job description

Vocabulary Professions

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

- | | | |
|---|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> doctor | <input type="checkbox"/> dentist | <input type="checkbox"/> travel agent |
| <input type="checkbox"/> cook | <input type="checkbox"/> secretary | <input type="checkbox"/> waiter |
| <input type="checkbox"/> website designer | <input type="checkbox"/> nurse | <input type="checkbox"/> teacher |
| <input type="checkbox"/> flight attendant | <input type="checkbox"/> soldier | <input type="checkbox"/> receptionist |
| <input type="checkbox"/> tour guide | <input type="checkbox"/> accountant | <input type="checkbox"/> mechanic |
| <input type="checkbox"/> shop assistant | <input type="checkbox"/> bank clerk | <input type="checkbox"/> electrician |
| <input type="checkbox"/> factory worker | <input type="checkbox"/> farmer | |



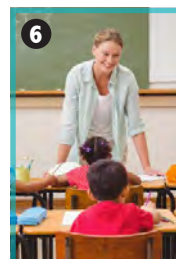
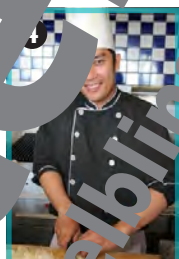
Sounds right /ə/

CD2
1



- 2 Listen. Pay attention to the underlined sounds.

Don't want to be a secretary.
A waiter's life is not for me.
A flight attendant, that's not my job.
Be an accountant? No — I'm not a

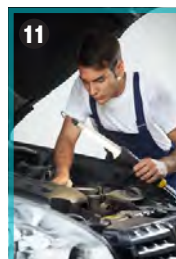


CD2
1

- 3 Listen again and say the names.

- 4 People can talk about the areas they work in. Which of the people above could say...

I work in...
 computing
 health care
 finance
 education
 sales and marketing
 the travel industry
 the hotel
 the food



Free flow

BiSt

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

CD 2
2

BiSt

- 6** a Listen to Philip and Mandy. What are they talking about? Take notes.

- b Listen again. Write P (*Philip*), M (*Mandy*) or P&M (*Philip and Mandy*) next to the questions.

- Who says that men and women should get paid the same for doing the same job?
- Who says that money is more important than job satisfaction?
- Whose dad doesn't work?
- Whose family doesn't support them?

CD 2
2

BiSt

- 7** Listen again and answer the questions.

- Why does Philip want to be a dancer?
- What do his family and friends think about his dancing?
- What jobs does he think only men should do?
- Why does Mandy want to be a soldier?
- What do her friends think about her plans?
- What job would Mandy hate to do and why?
- What does she say about having a family and working at the same time?

Philip

Mandy

Free flow

- 8** Work in pairs. One of you will play the role of a career advisor (A), the other will play the role of a student (B). Take 1 minute to prepare your part of the interview. Use the prompt cards to help you. Talk for 2 minutes, then swap roles.

Prompt Card A

You are a career advisor. You are going to interview a student. Recommend one or several jobs to him/her. Before you make your recommendation, you will need to find out:

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

What other things would be good to ask?

Prompt Card B

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

- the things you most enjoy doing
- the things you really don't like doing
- how important money is to you
- how hard you want to work
- how you would prefer to work (alone, in a team, ...)
- if you want to go to university
- What other things might be good to tell the career advisor?

So you want to be ... an app developer

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

Gillian Plant from Leeds is an app developer. She designs and develops apps for a mobile company in London where she works. She earns about £35,000 a year and she really loves her job.

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

The Pros:

"Job satisfaction, because it's my dream job. I love seeing a project go from an idea in a room to becoming an app on my phone. There are lots of jobs for app developers so the salaries are always good. I often have to travel to meet with clients, which I enjoy at the moment, but maybe when I have children I won't be so keen on that."

The Cons:

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

CD 2
3

10

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

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

Vocabulary Doing your job

11

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

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

a Look at the text below quickly and answer these two questions.

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

How to do a good job interview

Before the interview

Find out about:

- the employer you want to work for. Use the internet or talk to someone who works there.
- the job. ☐
- yourself. If you ask yourself why you want this job, you will be able to give the interviewer better answers.

Think about the questions the interviewer might ask you and prepare your answers. Question areas are likely to be:

- Skills – what you can do.
- Your plans and ambitions for the future.
- What kind of person you think you are.
- ☐

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



On the day

- Make sure you get a good night's sleep before the interview.
- Dress smart. Find out what people at the company usually wear. Dress like this or a bit smarter. Be sure your clothes are clean and ironed.
- ☐



At the interview

DO

- Shake the interviewer's hand.
- Smile confidently and sit up straight.
- Listen carefully to the questions and say if you don't understand.
- ☐
- Take your time and think about your answers.
- Be positive and enthusiastic.
- Be honest. They want to know who you really are.

DON'T

- Chew gum.
- Be too casual.
- ☐
- Be negative.
- Use expressions like 'uh huh' or 'you know'.



Read the text carefully and put the missing advice in the correct places. Write 1-6.

- 1 Lie about your skills and experiences.
- 2 Give yourself enough time to get to the interview in plenty of time.
- 3 Make eye contact with the interviewer.
- 4 What skills will you need to do it? Do you have them?
- 5 Do a practice interview with a friend or member of your family.
- 6 Why you want the job.

- 13 Rachel went for a job interview. She wrote an email to her friend after the interview. Complete the email.

Hi Annie,

Well, I had the interview today. I'm sure I won't get the job! When I was late because I didn't ¹ myself enough time to get there. I forgot to ² hands with the interviewer. I tried to answer everything quickly, and didn't ³ my time – big mistake! It was so nervous! That's why I just looked at the floor, I didn't ⁴ contact at all. Oh, and I ⁵ gum during the interview. Too!

Another interview on Friday – I'm going to ⁶ for that one!

Bye,
Rachel

Get talking Job interviews

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

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

She ... and I think that ... had idea!

It was a great idea to ...
She should never have ...
It was a big mistake to ...

I agree / I disagree, because ...



CD 2
4

- 15 Listen to people talking about their job interviews. Find out who said what and write K (Kelly) or L (Liam) next to each one.

Dialogue 1 – Kelly
Dialogue 2 – Liam

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

☐
☐
☐
☐
☐
☐
☐

16 CHOICES

Writing for your Portfolio

A Look at Rachel's email in 13 again. Imagine she got the second job and is writing an email (40–70 words) to her friend telling her how happy she is about:

- how the interview went in general
- how the job interview she liked
- what she liked best about it

B Pick one of the jobs from the list in 1 and write a job description (120–180 words). Use the internet to find information, but do not copy from there. In your text, say:

- what kind of work you'd like to do
- what the working hours and the salary are like
- what the pros/cons of the job are
- whether it is (not) a family-friendly job
- what the career prospects* are
- whether you would (not) like to do that job

VOCABULARY: *prospects – Aussichten

GRAMMAR

Questions in reported speech

Wenn du über Fragen berichtest, verwendest du **do, does** oder **did**.

*"Where do you live?" – She asked me **where I lived**.*

Wenn du über Fragen berichtest, änderst du die Zeitform eine Zeitstufe (z.B. present → past) in der indirekten Rede (siehe Unit 3).

Außerdem behältst du dann das Fragewort (**why / where / who / when / how** etc.).

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

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

*"When will you start?" – They asked me **when I could start**.*

Wenn du über Ja/Nein-Frage berichtest, verwendest du **if** und veränderst die Zeiten (... , ob ...).

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



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

The Girl Next Door 2



DEVELOPING SPEAKING COMPETENCIES

Language function

- Describing symptoms

Speaking strategy

- Sympathising

The injury

CD 2
5



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

Tom Aargh!

Kate What's the matter, Tom?

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

Kate Oh, dear. What happened?

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

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

Tom It really hurts. I feel quite dizzy.

Kate Then you must be in pain.

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

Kate Why don't you take your shoe off and we can have a better look.

Tom No, no. It hurts too much.

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

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



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

Tom Were you winning?

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

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

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

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

- 2** Complete the sentences.

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

Useful phrases Describing symptoms

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

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

? What do you think? Answer the questions.

- 1 Is Tom really hurt? 2 What might he do next?



Mobile homework

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

Kate was pretty annoyed with me. Because of my leg, I had to help out with the big clear-up of the playing field, of course. The thing is that in the afternoon Ian called to see if I wanted to play basketball and because my leg was feeling a bit better, I said yes. Problem was that Kate saw me when she was walking home with Tom. She was really angry, shouted at me and then walked off. Anyway she got the last laugh because I broke my arm! I think she's forgiven me now because she gave me a kiss.

Speaking strategy Sympathy

4 Complete. Then check with your partner in 1.

- | | |
|---|--|
| Tom I've hurt my ankle. It's really painful. | Kate Oh, d..... L..... me |
| Kate Oh, d..... what happened? | Kate s..... Well, it doesn't look too bad. |
| Tom Well, I was running..... there | Kate There's no obvious bruising. |
| to hit the..... back and I think I | Tom It really hurts. I feel quite dizzy, too. |
| twisted it. It..... | Kate Then you m..... be in |
| | p..... |

5 ROLE PLAY Your partners. Look at the role cards. Take 1 minute to practise your dialogue. Don't write it down. Act it out for the rest of the class. Talk for 4–5 minutes.

Student A
You had an accident and hurt yourself.
Think about:

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

Tell your partner and look for some sympathy.

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

UNIT 5 Hungry?

You learn

- about world hunger
- about a campaign for healthy eating
- about eating disorders
- how to use past perfect with *just* and *after*
- how to connect ideas

You can

- talk about food and your eating habits
- design a poster for a food campaign
- write a letter to an editor

Vocabulary Food items (Revision)

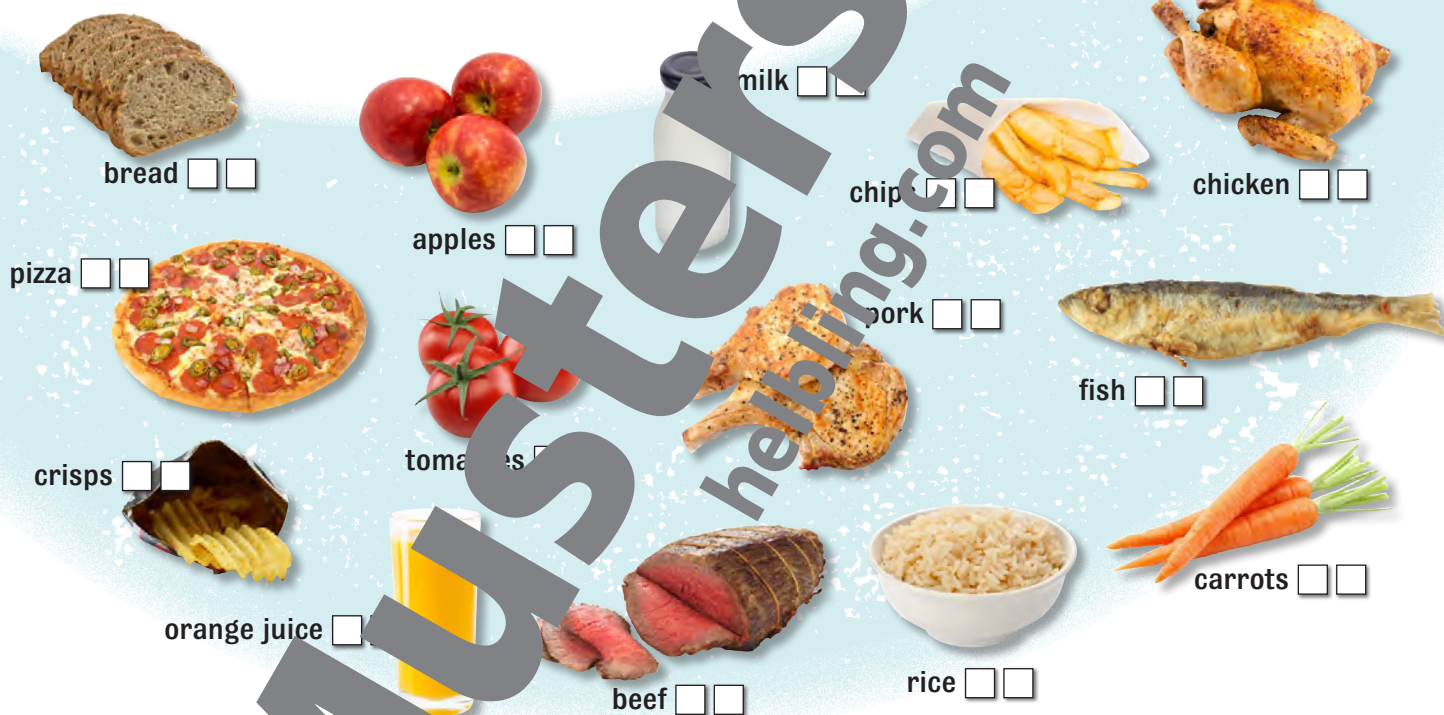
1 Look at the food items here. For each one:

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

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

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

It's/They're very healthy. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Unhealthy.



Get talking Talking about food

2 Compare your ideas in class.

I gave ... to chips because I ... them.
What letter/number did you give to orange juice?
I gave it ... because I ... it.

3 Talk about food in your family. Work in pairs.

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

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

Sounds right /æ/ (apple) /ʌ/ (hungry) /e/ (egg)

CD 2
6

4 Listen and repeat the rhymes.



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

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

227 21,000 2,000–3,000 10 1.3 300 400 815 1.5



The population of the world is around 1 billion people.
One in nine people will go to bed hungry each night.

- The world can produce enough food to feed 12 billion people so that's enough food to feed everybody. Sadly, 2 billion tons of food is wasted every year. The food we produce isn't eaten. That's one third of the food we produce. Food wasted in Europe could feed 20 million people. However, the problem is not just in Africa and Asia. In 2016, 3 people around the world were hungry because they food.
- Poverty is the cause of hunger. However, climate change and wars are also a cause of hunger. Every day, 4 people die of hunger.
- Every 5 seconds, someone in the world a child dies because they are not eating the right kind of food. Children don't get the vitamins they need to be healthy and so they die from common illnesses such as diseases.
- Most people suffering from hunger live in countries affected by war and conflict. Just one example is South Sudan. In 2017, it was recorded that more than 6 million people (over 42 percent of the population) went hungry.
- Drought is another cause of hunger. In Sub-Saharan Africa, 7 million people face hunger in countries with dry climates like Ethiopia, Niger and Mali.
- There are people around the world who get so little food that they suffer from what is called 'extreme hunger'. What is extreme hunger? It's when someone only gets about 8 calories a day.
- In the USA, adults have an average intake* of 9 calories a day.



CD 2
7

6 Listen and check.

VOCABULARY: *intake – Aufnahme



7

a Look at the text for 10 seconds. How much can you find out about the man in the picture? Compare in class.

BiSt

b Now read the text about Jamie Oliver.

Jamie Oliver – THE FOOD REVOLUTION

**EVERY CHILD
DESERVES
GOOD FOOD.**

Jamie Oliver is a world-famous English chef who owns and runs his own restaurant and trains new chefs. He has also done cookery programmes on television. A few years ago, he did a TV programme called *Jamie's School Dinners*.



Many schools in Britain give the kids a meal at lunchtime – the meals are called 'school dinners' (even though they're lunch dinners!). There are people called 'dinner ladies' who make the meal for the kids. In his TV programme, Jamie Oliver found that many of school dinners are just 'junk food'.

WHAT'S JUNK FOOD?

It's food that is filling, but not very healthy because it has artificial things in it. It's fattening and it's harmful. But a school dinner should give young people 33% of the nutrition that they need every day. That's why it should have fresh food and also all the proteins, minerals and vitamins that kids need to be healthy and grow.

Jamie is calling on us all to join the Food Revolution. The Food Revolution is a global campaign for better food and food education for all children. Around the world, 41 million children under the age of five are overweight or obese. For the first time ever, a lot of the children will live longer lives than their parents, because of the food they eat. That's shocking! Jamie has a six-point plan to deal with the food problem.

HERE IS HIS 6-POINT PLAN

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



Sugary drinks are the biggest contributor of sugar in the diets of children and teenagers. Jamie Oliver campaigned for a sugary drinks tax in the UK. He asked for a 20p tax on each can of drink. The government has agreed to a tax of 18p a litre for drinks with 5g of sugar per 100ml; and 24p a litre for those with more than 8g per 100ml. Some well-known fizzy drinks contain 35g of sugar. Some countries have already introduced a tax, including Mexico and France.



FOOD REVOLUTION

JOIN THE REVOLUTION

BE A REVOLUTIONARY

VOCABULARY

*chef – Koch/Köchin

sugar tax – Steuer auf Zucker

sugary drinks – zuckerhaltige Getränke



8

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

Circle the correct word to complete the sentences.

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

Answer the questions.

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

Complete the sentences with 4–6 words.

- Many children won't live as long as their parents because of
- Jamie believes that the main cause of obesity is
- Jamie has successfully campaigned for the government in the UK to



Vocabulary Food quality

9

Work in pairs. Match each word with food with a definition.

- | | |
|--------------|---|
| 1 artificial | <input checked="" type="checkbox"/> 3 has good effects on your body |
| 2 harmful | <input type="checkbox"/> 4 makes you become heavier |
| 3 healthy | <input type="checkbox"/> 5 full of natural things your body needs |
| 4 nutritious | <input type="checkbox"/> 6 not natural, made |
| 5 fresh | <input type="checkbox"/> 7 tastes very good |
| 6 tasty | <input type="checkbox"/> 8 makes you feel full, that you have eaten a lot of food |
| 7 revolting | <input type="checkbox"/> 9 new, not frozen or in a tin |
| 8 filling | <input type="checkbox"/> 10 has bad effects; doesn't do you any good |
| 9 fattening | <input type="checkbox"/> 11 tastes very bad |

Free flow

10

Talk for 3–5 minutes about your eating habits. Talk about:

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



11 Look at the text for 30 seconds to find the answers to these questions. Then read the text carefully and check.

- 1 What problem does Shannon talk about? 2 Does Shannon still have this problem?

Shannon

I was never really fat and I was never really thin. I was somewhere in the middle. That's what I thought. Maybe I was a little overweight.



One day, when I was fourteen, I collapsed in the gym. After the lesson my P.E. teacher told me to come to her room. She offered me a cup of tea and asked to me. I couldn't tell her about my problem, but I promised I would talk to my mum.

I wrote a letter to my mum and left it on the kitchen table one day before I left the house.

I was scared when I came home, but my mother hugged me and said, "We'll solve this problem together."

Now, every week I go to a meeting of a group of girls who have eating disorders. We talk about our problems and I feel much better. I eat regularly and don't throw up any more. And I don't look in the mirror all the time. I'm a little overweight again, but I have learned to accept it.

At Rebecca's party for her fifteenth birthday, I had a really good time. When I went home, I knew I had finally beaten my problem.

One day, when I was fourteen, I was invited to Rebecca's birthday party. When Rebecca ate the third piece of cake, I heard her sister say, "If you go on eating like that, you'll get as fat as Shannon!" That hurt. Most of my friends at school were thinner than me and being thin like a model was a topic all the girls talked about all the time.

Not long after the party, I started to throw up after eating. At first, I threw up only once or twice a week. But soon I felt that this wasn't enough. Whenever I ate something, I had the feeling it was too much. Whenever I had the chance, I looked in the mirror. I didn't like what I saw. "Fat, fat, fat," I thought.

And there were times when I opened the fridge as soon as I got home from school. I stuffed myself with food and afterwards I felt bad about it that I ran into the bathroom.

It was a terrible time because I often had stomach ache. I often felt very weak and often felt sick, so I didn't enjoy eating any more. It didn't matter what I ate. My friends knew that something was going on, but I never talked to them about it.

When we were on holiday in Italy, I tried to stop throwing up after eating. I couldn't. When I looked in the mirror, I was sure I had gained 20 kilos, but of course I hadn't.

BiSt **12** What does the text do?

- ☐ It tells you how a girl learnt to solve her eating problems.
- ☐ It tells mothers how they can help their children with problems.
- ☐ It tries to help young people how they can lose weight.
- ☐ It tells you how to keep fit and eat well.

13 True or False? (False).

- | | |
|---|-------|
| 1 Her eating problem started when she was fourteen. | T / F |
| 2 Right from the beginning she threw up after every meal. | T / F |
| 3 She tried to stop throwing up when on holiday. | T / F |
| 4 Her friends never knew what was going on. | T / F |
| 5 She told her P.E. teacher about her problem. | T / F |
| 6 She is happy that she can talk about her problem to others. | T / F |

Get talking

BiSt

14 What are your answers to the questions?

Work in groups of three.

- 1 Why did Shannon want to be "as thin as a model"?
- 2 What things did she do that were not "normal" and showed that she had a real problem?
- 3 What do you think of her mother's reaction to her letter?
- 4 Why is it important for her to meet with the group of girls?
- 5 Shannon couldn't talk about her problem to her friends, her mother and her teacher. Why?

I think

she was ashamed.
she was depressed.
she was very unhappy.
she didn't trust ...
... didn't think they could ...

... she thought ...

BiSt

15 CHOICES

Writing for your Portfolio

A For your class you're organising an event with the following motto:
Good Food = Cool School!

Design and write a poster for that event. Say:

- that everybody has to bring some healthy food/drinks
- that a committee will judge the ten best items
- where and when the event will take place

B You have just read Paul's letter in a youth magazine. Write a letter to the editor of the magazine (120–180 words). Check on p. 34 in your Workbook on how to write a formal letter. Do not forget to use paragraphs.

- Say:
- why you are worried
 - what you think of Paul's diet
- Describe:
- what you think is healthy
 - what is different from / similar to his diet
- Write about:
- your usual meal
 - healthy things you would like to eat more often

I often miss breakfast – I get up too late and I'm not very hungry in the morning. If I eat anything, it's just a banana, cereal and milk and maybe some orange juice. At school I eat some crisps and have a cola during the morning, in the break. I have lunch at school – it's usually something like a hamburger perhaps or some chicken nuggets. When I get home in the afternoon my mum makes me something like a ham and cheese sandwich, with some salad. In the evening we usually all have dinner at different times – I have something like sausages and chips, normally. Weekends are a bit different. Sometimes I meet friends and we go for a pizza or something. I guess my diet isn't very healthy, but I enjoy what I eat and I don't think I eat too much, so I'm not really worried.

Paul, 13

GRAMMAR



Past perfect (Revision)



Circle the correct option. Then complete the rule.

Du verwendest das Past perfect, wenn du unterstreichen möchtest, dass eine Handlung *vor / nach* einem bestimmten Zeitpunkt in der Vergangenheit geschehen war.

Du bildest das Past perfect mit

1 und 2

des Hauptverbs.

*When I went home, I knew I **had** finally **beaten** my problem.*

Wenn du *before* oder *after* im (Glieder-)Satz verwendest, brauchst du *meist* das Past perfect nicht zu verwenden.

*My friends **left before** I got there.*



James thought that perhaps he had forgotten something.



Past perfect with *just* / *after*



Mit *just* und *after* und dem Past perfect kannst du Ereignisse in die richtige Reihenfolge bringen. Für das erste Ereignis verwendest du tense. Für das zweite Ereignis verwendest du

For example:

After James **had eaten** the two pizzas, the burger and chips, he felt very ill.
*First, James ate the two pizzas and the burger and chips.
Then, he felt very ill.*



Sally **had just finished** her meal when I came home.
*First,
Then,*



Connecting ideas

So kannst du Sätze miteinander verknüpfen. Beispiele:

Cause/Result (Ursache/Folge)

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

Contrast (Gegensatz)

*In the UK, the average calorie intake for adults is between 2,000 and 3,000 calories a day, **although** sometimes it can be much more.*

However, the problem is not just in Africa and Asia.

Purpose (Absicht)

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

*After the lesson my P.E. teacher told me to come to her room **so that** she could talk to me.*



1

Watch the story. Complete the sentences with the words in the box. There are four you won't use.

animal	sandwiches
headmaster	pizza
Maths teacher	pocket
loves	police
handbag	hates

- The school offers veggie burgers and veggie
- Stern meat.
- Vegans don't eat any products at all.
- Mr Davis nearly got into trouble with the
- Mr Johnson is the
- Miss Chappell put the steak in her

2

Match the people with what they think.

- | | |
|-----------------|---|
| 1 Miss Chappell | <input type="checkbox"/> understands why the demonstrators are unhappy. |
| 2 Mr Davis | <input type="checkbox"/> used to demonstrate for animal rights. |
| 3 Nick | <input type="checkbox"/> found it difficult to eat vegetarian food. |
| 4 Jessica | <input type="checkbox"/> enjoys cooking vegetarian food. |
| | <input type="checkbox"/> thinks there's enough vegetarian food on the menu. |
| | <input type="checkbox"/> feels healthier eating meat. |

Everyday English

3

Complete with the phrases in the box. Then practice the dialogues.

Beats me Go right ahead Between me and you Not as far as I know



You learn

- about inspirational teenagers
- how to use adverbs of manner
- how to use question tags

You can

- talk about what inspires you
- write about your own project
- agree or disagree

Vocabulary

Making a difference

1 Match the words with the definitions.

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

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

2 Look at the picture. What difference do you think Patricia has made?

3 Read the text and write the phrases



BiSt

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



Making a difference

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

In 2016, Patricia Manubay, a student at El Camino High School in San Francisco, was given an award for her project *Dream Boxes*. The purpose of *Dream Boxes* was to give children the supplies they needed ¹ ☐ and to give them the support they needed to make their dreams happen. Patricia launched her project at the Jefferson Awards in New York City in 2015. The idea for it came from Patricia's love for education, learning, reading and writing, but also from her own struggle with bullying and her lack of confidence.

Here's how she says *Dream Boxes* works: People from around the country can ² ☐ that's packed with school supplies such as pencils, erasers, one or two books to read, a few notebooks, a backpack, a dream journal, and a letter of encouragement to help inspire kids on their academic journey. The boxes are then distributed among various communities to students in need. Every *Dream Box* is different.

The coolest part is you're encouraged to make your own *Dream Box* and share your contribution using the hashtag #DreamBoxes.

The goal for the first year of the project was to have 100,000 *Dream Boxes* distributed to children across the country. Patricia hoped the project would have a positive impact on young students and that it would inspire her peers to get involved in community service. "Doing ³ ☐ your leadership skills, and project planning skills that help you live in the future," she said.

Dream Boxes believe that students should be able to find a job they are passionate about in spite of difficulties at home. *Dream Boxes* are mainly distributed to elementary and middle schools to talk about the importance of education, and what it takes ⁴ ☐. Each month, more and more *Dream Boxes* are being sent to students and dreamers.

Everybody involved in the project worked hard and by the end of 2015, *Dream Boxes* were successfully distributed to over 50,000 students across the United States and continue to support students to this day. *Dream Boxes* has also been featured on MTV News, and has won many awards. The project continues to provide school supplies to students, schools and families nationwide, and talks are given to students about ⁵ ☐.

How can I help?

All young people are encouraged to help. You can collect basic school supplies and spread the word. You can donate money or you can write a letter of encouragement. Each *Dream Box* ⁶ ☐ telling other students the importance of education and dreams. Sharing your experience on social media will help *Dream Boxes* to expand across the country. Use the hashtag #DreamBoxes.

Patricia is just one of many young people making a difference in the world today. Why don't you join her and make a difference too?



4

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

Circle T (True) or F (False).

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

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

ambitious confident teach
people of her own age
inspire older people

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

Answer the questions.

- 7 What was the result of all the hard work in 2015?
- 8 What are young people taught to value?
- 9 What can you do to bring *Dream Boxes* to more young people?

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

Free flow

5

Discuss the questions below.

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

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

frustrated relate to donation community range of exceed transmit

"You always have words. You're able to express your emotions when you read."

**YOUNG ACTIVIST,
MARLEY DIAS**

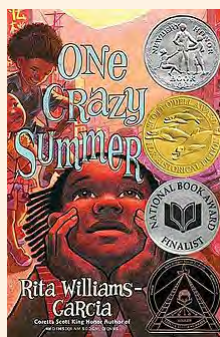
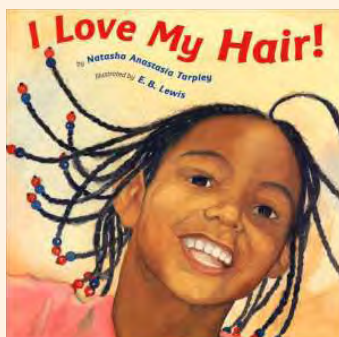
ALL KINDS OF BOOKS FOR ALL KINDS OF READERS

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

An American school girl, Marley Dias, was frustrated by the books in her school library. They were all about characters she couldn't relate to. She wanted to read someone like her, so she started her campaign #1000blackgirlbooks. Her goal was to find 1,000 'black girl books'. That's books with a black girl as the main character.

Marley Dias told another she was bored by the books that she was being given at school. Her mother, Janice Johnson Dias, asked her what she was going to do about it. In November 2015, with the help of her mother, Marley launched her campaign to find and donate 'black girl books' to communities in America.

Marley said this because in my fifth-grade class I was only able to read books about white boys and their dogs. I understood that my teacher could relate to those characters, so he asked us to read those books. But I didn't relate to them, so I didn't learn lessons from those stories," said Marley. Now, she has exceeded her goal after huge support both online and offline. Online, her hashtag #1000blackgirlbooks has taken off, and offline the author and teacher Kelly Jensen raised nearly \$3,000 in donations to help Marley collect the books she wanted. What's more, she sent Marley a huge range of picture books and young adult titles.



Marley with some of her favourite books

The bookseller Barnes&Noble also donated books to the campaign. They said that, "Some books introduce us to characters who are different from us, and that lets us see the world from a different view point. But it is also important for children to read stories about characters they can relate to and see themselves in."

When Marley had collected around 700 books, she appeared on the US chat show Ellen, and she said, "In the beginning, I was worried that we weren't going to reach our goal, but now there are strangers thanking me for doing this. It makes me feel happy because there are strangers on Facebook who are so *grateful* and say 'because of this book campaign my son wants to do this' and 'my daughter wants to do that', and I think that's kind of cool."

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

Writing on Stacked Books, blogger Kelly Jensen said she was *thrilled* to have been able to send a message to Marley, but she hadn't thought it would be so difficult to find 'black girl books'. She also said that such books are not out there, not obvious, and they need to change.

According to statistics collected by the Cooperative Children's Book Centre, of 3,500 children's books surveyed in 2014, just 84 were by African or African Americans, and just 180 featured African or African American characters.

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

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

VOCABULARY: *late – verstorben

7 Find words in the text (*in italics*) that mean:

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

Read the text again. Then answer the questions.

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

Get talking

9 Discuss in class.

- 1 What kind of characters do you look for in books?
- 2 What can you learn from characters in books? Think of an example.
- 3 Are there any books you would like to see in your local bookshop or library that aren't there? Give examples.
- 4 Do you have a problem finding a book about someone like you? Why (not)?

10



10 Listen to the interview with Ellen about the young star who inspires her and answer the question.

☐ She has helped her change her life.

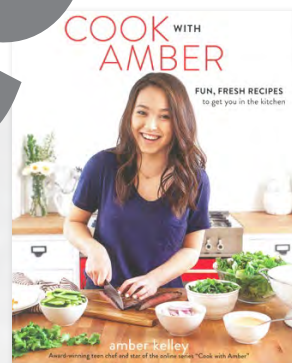
☐ She has shown that a young person can do.

☐ She has shown her how to eat healthily.



10

11 Listen again and complete the text.



Inspired

The girl who has inspired me most is Amber Kelley.
She's an American ¹ YouTube
show called ² With Amber. I

started watching her show, I was ³ and as long

4 _____ at school. She cooks 5 _____ healthy food and

her recipes are ⁶ to make. Amber has always been healthy

food because her parents are wellness ⁷ But she was bullied

for bringing healthy packed ⁸ to school she was ⁹ she shot

a video of herself cooking. Her videos were really popular. She cooks lots of ¹⁰

things like raspberry ice cream with only three ingredients – almond milk, frozen raspberries and

bananas. That's easy, isn't it?

Now that I eat healthily, I have a lot more and I do more sports. Thanks to Amber,

we've started our own ¹² club at school. We're all a lot ¹³ too.

12 CHOICES

Writing for your Portfolio

A Read the text about Marley Dias again. Then write an email (40–70 words) to a friend in which you tell him/her about her project of your choice. Write a title.

- what kind of business you are interested in
- how much money you can come up with
- how big a collection
- who might be interested in your idea

Part 2 Your local council is organising a competition to find young people who are making a difference in the world. Write a text of about 120–180 words about a project you would like to start or an inspiring project you have read or heard about. Remember to use paragraphs.

- Introduce the young person and tell us a little about him or her and why he/she started the project.
- Describe the project.
- Say how it will benefit other kids.
- Explain how successful it has been and what it has achieved.
- Say why it is a great project.
- Comment on the future of the project.

GRAMMAR

Adverbs of manner (Revision)

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

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

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

Complete: Regelmäßige Adverbien werden mit dem gebildet.

Beachte die Ausnahmen:

good – **well** fast – **fast** hard – **hard** [hardly = kaum, e.g. *I hardly slept at all last night.*]

*Everybody worked **hard**.*

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

Bei einigen Zeitwörtern (*look, sound, feel, taste, smell, find*) werden Adjektive und nicht Adverbien verwendet.

*Things **look** really **bad**. That doesn't **sound good**. This **tastes awful**.*

Question tags

Um die deutschen Fragen *oder?* bzw. *nicht wahr?* zu stellen, verwendest du im Englischen sogenannte *question tags*. Hierbei gelten folgende Regeln:

Bei bejahenden Sätzen verwendest du einen verneinenden *tag*, bei verneinenden einen bejahenden.

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

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

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

Im *question tag* wiederholst du das Hilfsverb (*be* oder *have*) bzw. das *modal verb* (z.B. *can / should / will / might*).

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

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

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

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

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

Wenn im Satz kein Hilfsverb oder *modal verb* vorkommt, verwendest du eine Form von *do* im *question tag*:

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

Das Nomen wird durch ein Pronomen ersetzt.

*Amber was only 11 at the time, **wasn't she?***



The Girl Next Door 3



DEVELOPING SPEAKING COMPETENCIES

Language function

- Agreeing and disagreeing

Speaking strategy

- Being dismissive

The party

CD 2
13



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

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

Tom Yeah, I did.

Kate You don't sound very excited.

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

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

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

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

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

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

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

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

Tom Oh, please. I won't go until Saturday. Even if I will be in designer costumes.



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

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

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

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

Kate Oh, you're so grumpy.

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

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

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

Kate Relax. It's not.

2 Complete the sentences with a name.

- 1 has invited Kate to a party on Saturday.
- 2 is not looking forward to the party.
- 3 thinks fancy dress parties are for show-offs*.
- 4 thinks most people like to make their own costumes.
- 5 is keeping their costume a secret.
- 6 hasn't decided whether or not to go to the party yet.
- 7 is having a party on Friday.

VOCABULARY

*show-off – Angeber/in

Useful phrases Agreeing and disagreeing

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

- | | |
|--|---|
| 1 That's not entirely true. <input type="checkbox"/> | 4 You might be right. <input type="checkbox"/> |
| 2 I'm not so sure about that. <input type="checkbox"/> | 5 You're absolutely right. <input type="checkbox"/> |
| 3 You've got a point there. <input type="checkbox"/> | |

? What do you think? Answer the questions.

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



Mobile homework

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

- | | |
|---|--|
| <input type="checkbox"/> Kate goes bright red – she's so embarrassed. | <input type="checkbox"/> She suggests I go as a superhero. |
| <input type="checkbox"/> She suggests I go as a pirate. | <input type="checkbox"/> She suggests I go as a gangster. |
| <input type="checkbox"/> Kate dresses up as a giant white rat. | <input type="checkbox"/> She suggests I go as a cowboy. |
| | <input type="checkbox"/> I decide not to wear a costume. |

Speaking strategy Dismissive

4 Complete. Then check with a partner. 1

Tom I hate fancy dress parties.

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

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

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

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

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

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

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

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

UNIT 7 Travelling Down Under

You learn

- about Australia
- about Aboriginal customs
- how to use present simple for future
- to say you want someone to do something

You can

- ask and answer questions about travel
- write a description of an
- write about a holiday a

Get talking

1

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

I've no idea.

I haven't got a clue.

What do you think?

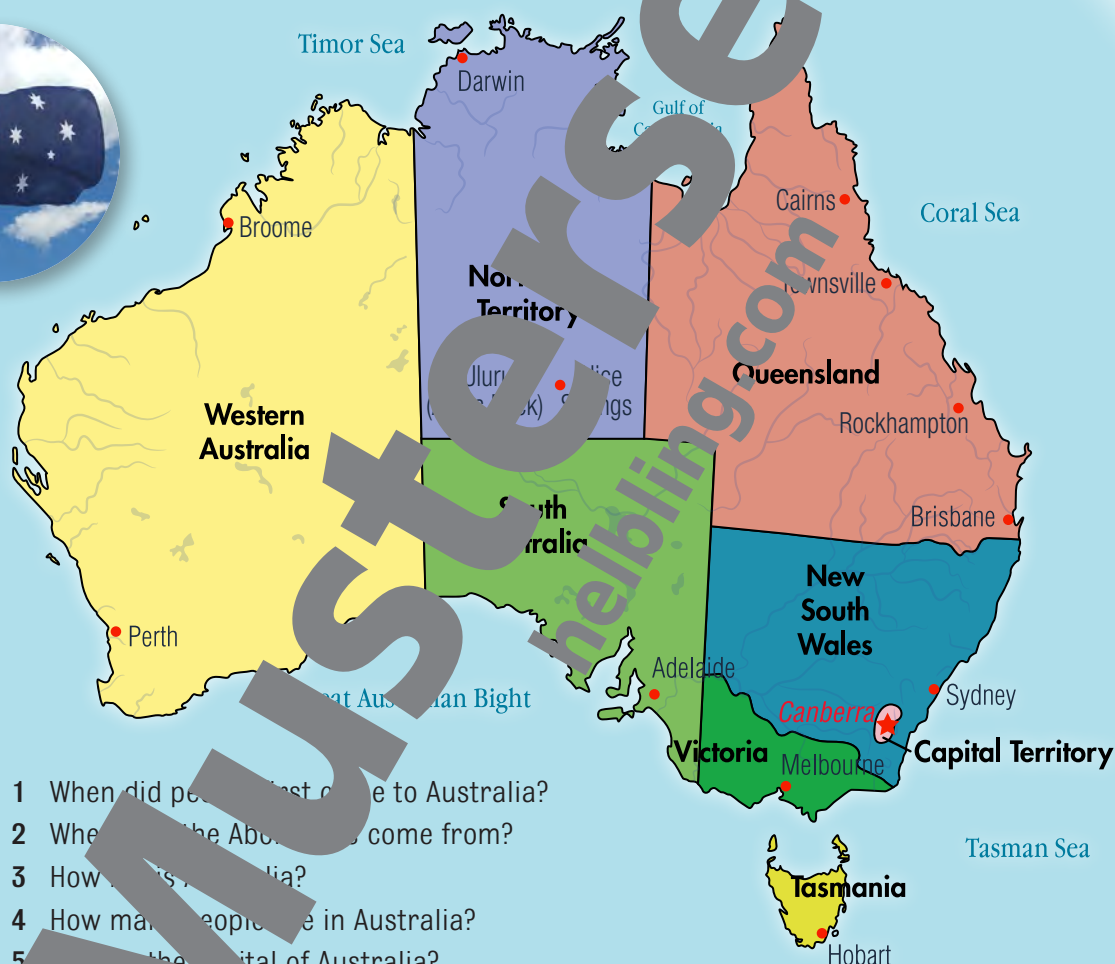
Have you got any idea?

I'm not sure.

I'm pretty sure the answer's ...

I'm not 100% sure, but I think ...

I've got a feeling the answer's ...



- 1 When did people first come to Australia?
- 2 Where do the Aboriginals come from?
- 3 How many states are there in Australia?
- 4 How many people live in Australia?
- 5 What is the capital of Australia?
- 6 Name three animals that we can only find in Australia.
- 7 Name the three biggest cities in Australia.
- 8 What time is it in Sydney when it is 3 p.m. in Vienna?
- 9 How many states are there? And how many territories are there?
- 10 Who is the head of state?

CD 2
14

2

Listen to the quiz programme and check your answers.

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

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

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Travel Blog

Ryan and Amy

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Heathrow Airport



Rottneest Island



Quokka



Ayers Rock



Aboriginal man

The surprise of the century! Yesterday Dad came home with airline tickets. Next Friday we're off to Australia! We leave London at about 9 p.m. and arrive in Perth at 10.30 on SUNDAY. What a long flight! We'll watch all the films they show on the plane.

Days 1 and 2: Perth



Perth

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

Days 3-5: Alice Springs

Dad rented a car and we went to the famous rock. We were driving for hours and suddenly there was this big red mountain there, like a huge birthday cake.

Ayers Rock is very important to the Aborigines. They call it Uluru and they believe the ghosts of their ancestors live there. This is why it is forbidden to climb the mountain.

So we just took photos. In the evening there are lots of people with cameras there waiting for the sun to go down. At that moment the colour of the rock changes to a deep red.



Didgeridoo



Goanna



Eve and Jeremy



Saltwater crocodile

We went to an Aboriginal heritage centre. A guy called Simon led us around a bush trail telling us about how his ancestors used the land for everything they needed. We saw examples of tents made of small trees, tree bark and leaves. We also saw how they made traps to catch big goannas. They took a little rock and attached a piece of string to it. Then they put a bigger rock on top of the little rock and waited until a goanna went under the big rock for the shade. Then they pulled on the string! (I'm sure you can imagine the rest of the trap.)

At the end of the bush walk we all sat and watched Simon playing the didgeridoo. Simon told us that most Aboriginals live in or near cities now and that a lot of them have forgotten how to make the traps.

Tomorrow we've got another place to try. We leave Broome Springs at 10 o'clock. Back to Perth. Two boring hours at the airport and then we fly off to Broome.

Days 6 and 7: Broome



Broome

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

Here's their story:

My girlfriend and I were camping at this campsite on the Pentecost River. During the second night something started shaking our tent really violently. We were in a panic and we crawled out of the tent and ran to the car. Fortunately, the car wasn't locked and the key was in the car. I started the car and put the headlights on – and I saw a big crocodile. It was about to drag the tent into the river. We were so lucky that the crocodile hadn't grabbed our legs. After a while, the crocodile gave up and went back into the water. We watched it for a long time, but suddenly our headlights went out. It was the battery – it was flat. We were too scared to go back to the tent so we slept in the car. In the morning we could still see the crocodile near the river bank.

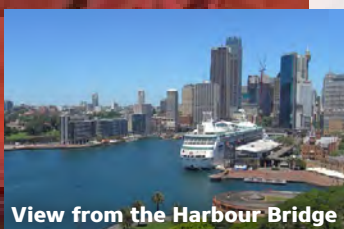
I tried to start the car, but no luck. So I left Eve and walked to the Gibb River Road, to wait for a car. After three hours a car came and took me back to our campsite. We jump-started the car and left.*

Days 8-10

We've got a nice tan. Three days on the beach, swimming, snorkelling and playing frisbee. No surfing at Broome because there aren't any good waves. Later today we say goodbye to Broome and in the early afternoon fly to Sydney, the last stop on our trip.

VOCABULARY: *jump-start – Starthilfe geben





Days 11-13: Sydney



View of the harbour

Three days in Sydney. Everyone wants to go to a fair. Mum wants to do a harbour cruise. Dad wants to see the Opera House. I want to go shopping for presents for my friends and my sister. Brother wants to do the 3-hour tour to the top of the Sydney Harbour Bridge.

Day 11

We did the harbour cruise, did a tour through the opera house and did some shopping. Bought three presents and two T-shirts. I saw a poster when I was shopping. There's a beach party on Sunday. I really want to go. Mum and Dad said they would think about it.

Day 12

We spent the morning at the aquarium watching the sharks best. In the afternoon we did some more shopping. Bought four presents and a cheap bag to put them in. And guess what? In the evening we all went to the beach party. It was fun.

Day 13

To keep Ryan happy I did the bridge climb – 3 ½ hours!!! First a guy told us what not to do – not jump off the bridge (just kidding) and then we climbed to the highest point of the bridge. There's a wonderful view from the top. If you're scared of heights, don't do the climb. Some more shopping afterwards. More presents. My new bag's full. Dad says I'll have to watch the excess weight from my pocket money. ;-)) Tomorrow we fly back to London at 5 p.m. A great holiday.

VOCABULARY: *excess weight – Übergewicht

4 Look at the map on page 53. Draw the route of the trip there.

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

Circle T (True) or F (False).

- 1 The village thinks that the island is a good place to relax. T / F
- 2 Uluru is a big birthday cake. T / F
- 3 Even today many Aborigines are very good at hunting. T / F

Complete the sentences.

- 4 I didn't want to stay in Broome because he wanted
- 5 Jerod and Eve couldn't leave the campsite because
- 6 Broome is not good for

Answer the questions.

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

CD 2
15



Vocabulary

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

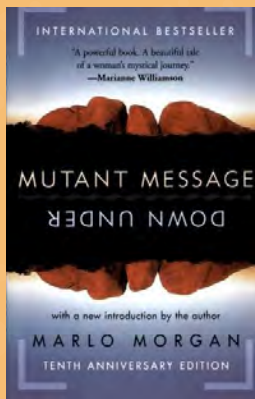
- | | |
|-------------------|--|
| 1 Aborigine | <input type="checkbox"/> follow animals by looking at their footprints |
| 2 walkabout | <input type="checkbox"/> what you need to know so you do not die in the wilderness |
| 3 outback | <input type="checkbox"/> a native Australian |
| 4 track | <input type="checkbox"/> a type of tall grass |
| 5 reed | <input type="checkbox"/> the Australian wilderness |
| 6 survival skills | <input type="checkbox"/> a long journey taken by Aborigines |



7 Read the text and match the paragraph titles with the paragraphs. Write the numbers. There is one extra title you do not need to use.

- | | | |
|---|--|--|
| <input type="checkbox"/> Knowing your environment | <input type="checkbox"/> What is a mutant? | <input type="checkbox"/> Prepared |
| <input type="checkbox"/> Help from the insects | <input type="checkbox"/> The first meal | <input type="checkbox"/> Danger everywhere |

BOOK REVIEW



Mutant Message Down Under

Mutant Message Down Under was written in 1990 by an American doctor called Marlo Morgan. In this book she describes her fictional* 'walkabout' with a group of Aborigines. These Aborigines called themselves "Mutant People" and wanted Morgan (the mutant) to cross Australia on foot with them. Here are some of my favourite scenes from the book:

1 Marlo was invited to meet a group of Aborigines. Dressed in high heels and normal clothes, she was picked up by a driver at the hotel. When she met the group, they told her they were going to leave. She was invited to come with them. It would take about three months. Amazingly, she decided to go. After a few hours, her feet were swollen and cut. But she had to go up, just too many shoes on.

2 Marlo became quite a shock. The Aborigines stopped to gather some large leaves. Then they started digging under dead trees. Even now, and then they found something and wrapped it in a leaf.

When Marlo looked closer she saw that the leaf contained a large, white worm. She was sure she would eat it, but when they cooked the food on a fire and served it, it didn't look like a worm any longer. Marlo tried it and it tasted good.

3 Marlo was amazed by the group's survival skills. They could find water where there was absolutely no sign of it. Marlo says they could actually hear the water under the sand and then they would suck water from the ground with long hollow reeds.

Marlo was also impressed by the Aborigines' tracking skills. They could tell what creatures were nearby from footprints on the ground. They could even tell how fast the animals were travelling.

4 One part I really liked was when Marlo complained about bush flies. The flies were crawling in everybody's ears and noses. The leader of the group told her that she shouldn't think bush flies are bad. They crawl down the ears and noses and clean out the wax and the sand. This is why Aborigines have perfect hearing. And they find it easier to breathe in the heat because they have big noses. He told Marlo that her nose was too small.

5 At the end of the book the Aborigines tell Marlo about the difference between mutants and real people. The Aborigines believe that mutants are all those people who have no idea how to live in the wild. Most mutants spend their time in buildings, and can't digest* real food. All mutants have fear. Real people have no fear because they know that the universe has a plan for them. I really like the idea that real people believe that there is a plan, so they don't worry as much as we do.

VOCABULARY: *fictional – erfunden; digest – verdauen

8

Answer the questions.

- 1 What was Marlo's problem with walking through the desert?
- 2 Why did she eat the worm in the end?
- 3 How did the Aborigines drink the water?
- 4 What could they tell from the footprints in the sand?
- 5 Why are bush flies important for the Aborigines?
- 6 What do the Aborigines say about breathing in hot weather?
- 7 Why do mutants have fear?



9

Get together in groups of four and discuss the review of Marlo's text. Use the following points:

- Would you just walk off into the desert? Why (not)?
- Would you eat worms when on such a walkabout?
- What did Marlo think of the bush flies? What did the Aborigines say about them?
- You are, of course, mutants. What do you think of the Aborigines' description of mutants?

CD 2
16

10

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

- | | |
|--|---|
| 1 The problem with illnesses in Australia is | <input type="checkbox"/> by horse or by camel to get to their patients. |
| 2 The Royal Flying Doctor Service | <input type="checkbox"/> 500 km away from the nearest town. |
| provides important | <input type="checkbox"/> have a box with drugs, bandages and other |
| 3 On a typical day they make | first aid material. |
| 4 There are about 450 people | <input type="checkbox"/> medical services for people who live far |
| 5 There are farms that are more | away from towns. |
| 6 A hundred years ago, doctors had to | <input type="checkbox"/> about how to solve the problem of the |
| travel | enormous distances. |
| 7 Most people living far away from towns | <input type="checkbox"/> realise that there are often great distances |
| 8 In 1917, a young man had an idea | between doctors and patients. |
| | <input type="checkbox"/> who work for the Royal Flying Doctors. |
| | <input type="checkbox"/> about a hundred landings. |

Free flow

BiSt

11

Work in pairs. One of you will play the role of a travel agent (A), the other will play the role of a tourist (B). Have 1 minute to prepare your discussion. Use the prompt cards to help you. Talk for 5 minutes.**Prompt Card A**

You are a travel agent. You are going to talk to someone interested in going to Australia.

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

Prompt Card B

You want to go on holiday to Australia. You are going to talk to a travel agent.

- What do you want to know about the country?
- Think about what kind of holiday you want (cities/wildlife/beaches/sport).
- Ask for recommendations for places to visit.

12 CHOICES

Writing for your Portfolio

A Select an animal that is typical of Australia (e.g. the koala, the wallaby, the dingo, the kookaburra, ...). Research the animal on the internet and write a brief description (40–70 words). In your text, say:

- what the animal is and what it looks like (size, ...)
- where exactly it lives and what it eats
- whether it is dangerous, shy, hard to find, etc.

B Your English teacher is organising a story writing competition about a holiday adventure. Write 120–180 words, and take 20 minutes for it. Do not forget to use paragraphs! Write about:

- the place and why people go there
- the person in the story
- what happened, and to whom
- how the people reacted
- how the adventure ended
- how the person in the story would like to go there again and why (not)

GRAMMAR

Present simple for future


Du verwendest oft das Present simple für Handlungen, die in der Zukunft stattfinden, wenn etwas fest vereinbart ist (Fahrpläne, Flugpläne, usw.).

Zum Beispiel:

We **leave** London at about 9 p.m. on Friday.
Our plane to Alice Springs **leaves** at 8.30 tomorrow.
Today we **say** goodbye to Bruce and **fly** to Sydney.

Du kannst auch *there is/are* oder *have got* verwenden, um über fix vereinbarte Handlungen in der Zukunft zu sprechen.

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



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

want someone to do something

So drückst du aus, was jemand möchte, dass eine andere Person etwas Bestimmtes (nicht) tut.

Form: Person + **verb** + **to** + Infinitiv

Mum and Dad **want us to** see Ayers Rock.
They **wanted Morgan to** cross Australia on foot with them.

Andere Verben, die dieselbe Struktur haben (Verb + Person + *to*-Infinitiv):

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

UNIT 8 Obsessed!

You learn

- about people with unusual collections
- when to use the present perfect or the past simple
- about time expressions

You can

- talk about collecting things
- write a biography or summary
- order food in a fast food restaurant

BiSt

1

Look at the photo and the text for thirty seconds. What does the man collect? When did he start? Then read the magazine article carefully and check your answers.

NOTE:

Sand is normally only used in singular. Sands is rare and means "types of sand"



Mr Sandman

Sun, sea and surf are the last things on Nick D'Errico's mind during a trip to the beach. An interview with a sand collector



How did your fascination with sand begin?

It all started on my honeymoon. My wife and I went to Jamaica. When I was walking along the beach one day, I decided to collect some sand to take home with me. I did it to have some memories of our wonderful holiday. I wasn't thinking of starting a new hobby then.

Why did you change your mind?

My wife worked for a travel agent and her colleagues started bringing sand for me from different places. When I looked at the sands through a microscope, I discovered that they were all different. I was fascinated. That's how it all started.

How many kinds of sand do you have and where do you keep them?

I have collected between 18,000 and 20,000 different kinds of sand since I started my hobby. Last year I got a wonderful collection from a geology professor in North Carolina. It took several days for the two of us to pack them all up. The total weight was 2,722 kilos. They're still in the packages they arrived in and they have taken over the whole house.

What is the most expensive sand?

Probably moon sand. It hasn't turned up on the black market yet, but when it does, it will go for a lot of money.

If I wanted to become a sand collector, how would I go about it?

Just go to the beach and stand there. Take your time and look closely. Start comparing the sands. When you see how different they all are, your fascination will begin.

How many members are there in the Sand Society?

The Sand Society started about 50 years ago. It had only six members, but since then 240 people in 14 countries have joined. We also have a magazine called *The Sand Paper* with news for our members.

Nick D'Errico (*2012), director of the International Sand Collector's Society
(1) Star Sand, Tonga, South Pacific; (2) Sacoma, Majorca; (3) Coromandel, New Zealand;
(4) Papakolea, Hawaii

Check out
www.sandcollectors.org
for more!

- 2** Four sentences are missing from the text on p. 66. Find them in the list below and write the correct numbers in the boxes in the text. Careful – one sentence is not from the text!

- 1 I have not unpacked most of them.
- 2 It costs thousands and thousands of dollars to make a few tons.
- 3 The sands were different in colour, size and shape.
- 4 Not long ago some very rare moon sand was stolen.
- 5 Take sand from different places on the beach.

- 3** The man in the pictures below, Don Vicente, was a monk who later had a bookshop. He suffered from “bibliomania”. What do you think that is?

- 4** a Look at the pictures and think of a story. Take notes. Then tell your story to a partner.



- b** Now listen and put the pictures in the correct order. Write numbers 1–8.

- 5** Again, take notes to answer the questions.

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

Vocabulary

- 6** Use a dictionary to check the words and phrases in the box you don't know. Use the words to write a summary of the Don Vicente story (150 words).

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

Note: Writing a summary

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



- 7** Read through the text quickly to answer the questions. **Read the text carefully.**

- 1 What is a FOMO?
- 2 Where in the schoolyard does the narrator want people to leave him presents?

The collector



OK, so I'm a FOMO-guy, like 90% of all the other kids in school.

The first to call us this was my History teacher – he thought he was being witty. But then other teachers started calling us it too, which is kind of funny, because most of them spend a lot of time on their phones too. My dad would explain: FOMO means Fear of Missing Out. But I guess our fears are different from theirs. The kids in my family WhatsApp groups like to be clever on social media sites.

But I use my phone mainly for gaming because I'm a gamer. And I play a lot. I collect all kinds of games – and I'm good at them. Some people call it an addiction, but I call it a hobby.

Of course, I use my phone for textin', chatting and looking at stuff too. I like to know what's going on. That's only normal for a 15-year-old boy.

But all this doesn't really make me a mobile phone addict, does it?

But then one day something happened ...

I was playing a game online. The other player was new to the game, so I couldn't beat him easily, but didn't, because that wouldn't have been so much fun. Then a really weird thing happened. Suddenly I

could hear his thoughts in my head. I was so surprised that I couldn't concentrate any longer and lost the game. I also thought I had gone crazy, so I decided to take a break.

A few hours later I started playing again with a new player; it was a girl – and again I could hear her thoughts. It wasn't weird any more – it was cool! This was also addictive. I spent more and more time on my mobile phone, so I got little sleep, and I looked pale and a bit unhealthy. Then I found out another thing. I could influence the other players! By whispering commands that gave me an advantage, I could influence the game! I was the king of kings in the gaming world!

However, after a while it all got a bit boring. If all you do is win, there's no fun in gaming. And

then I had a brilliant idea. I was playing a friend, and I gave him the command, "Meet me at seven in the park." I laughed at my idea, but I was curious so I went there a few minutes before seven – and he really turned up! I stayed hidden – it was a little bit scary.

So that was my new thing. Giving out commands for the real world – and they all worked! I found it very hard to believe ... was I going crazy or was I on my way to being the Master of the Universe? I wanted to tell someone, but who? They'd have taken me away to the mad house.

So I'm currently adding new people to my personal collection of online slaves. So far I have quite a nice collection. I don't make them do anything stupid but I'm thinking about giving out more serious commands like "Leave me a present under the tree in the schoolyard." and stuff like that. That would be OK, wouldn't it?

But ...

I have a feeling things aren't quite as simple as they seem. What am I doing in bed still? It's 2 p.m., I'm not tired and I don't feel ill. I want to get out. And why am I turning on my phone? What's that? No, I don't want to delete my contact list. I don't. I've spent weeks collecting. I really don't want to, but it's happening. My finger is moving towards that button. There's nothing I can do to stop it!



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

Circle T (True) or F (False).

- 1 The narrator doesn't think he's a FOMO-guy. T / F
- 2 The teachers use their mobile phones as much as the students. T / F
- 3 The narrator uses his mobile phone for gaming mostly. T / F

Choose the correct answer.

- 4 The narrator thinks his gaming is
 - ☐ an addiction.
 - ☐ a hobby.
 - ☐ a way of meeting friends.
- 5 The narrator lost the *Legion* game
 - ☐ because he was new to it.
 - ☐ because he couldn't concentrate.
 - ☐ because the other player could hear him.

- 6 When the narrator discovered his new power he
 - ☐ thought he had gone mad.
 - ☐ wanted to keep on gaming.
 - ☐ felt tired.

Answer the questions.

- 7 Why does the narrator feel bored after some time?

.....
- 8 Why does the narrator not tell anyone about what was happening?

.....
- 9 What do you think is happening to the narrator at the end of the story?

.....

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

Free flow

- 10 Think about these questions and write your answers on a sheet of paper. Take three minutes.

- 1 You have read/heard about three people. What does/did each of them collect?
- 2 What do you think about them? Are they "crazy collectors"? Why / Why not?
- 3 Do you know anybody who collects unusual things? What do they collect?
- 4 Would you like to be a collector? Why / Why not?
- 5 What things should it be illegal to collect?

Get talking

- 11 Interview three classmates about their collections.



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

- 12 Report to the class.

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

Read the following texts quickly and answer the questions.

1 What do these people collect?

2 What is the basic difference in their collections?

THREE COLLECTORS



JANET WISE (16) collects souvenirs. She has many souvenirs; if possible, she tries to find kitschy ones. Her parents travel a lot and often take her with them. One day, when she was in a small town in Germany, she saw a little porcelain deer, and she asked her parents to buy it for her.

Now Janet has a room full of souvenirs from many different countries. Her favourites are a small painting from Vietnam, a plastic skull and a little brass gondola from Venice – and the little porcelain deer, of course. She has them all on a shelf in her bedroom.



JAMES SCULLY (13) doesn't collect things in the real world.

His collections are online. James spends a lot of his time playing games on his game console. His favourite game is 'Plants vs Zombies'. There are many different characters in the game and by collecting coins and completing tasks, James can unlock new ones. He can also get different costumes for each character. You can also get these things by paying for them, but James thinks this is too easy. "My parents don't really understand my collection," says James. "They think collecting should be about things like stamps or real coins."



MARTIN SHAW (19) has more than 30 football shirts in his collection.

He got his first one when he was ten. It was a birthday present and it was the shirt of his favourite team Leeds United. Of course, he can't wear many more because it's too small for him. He collects shirts from teams all over the world. His dad travels a lot for work and often brings him a shirt when he returns home. He sometimes wears the shirts but mostly he keeps them in the wardrobe in his bedroom.

Read the texts again and put a ☐ in the correct boxes. Sometimes a ☐ can be for more than one person.

Person's collection	Janet	James	Martin
1 started on his/her tenth birthday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 is worn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 has things from different countries in it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 is kept in his/her bedroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 started with a model of an animal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 confuses his/her parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 CHOICES

Writing for your Portfolio

A Decide on something you (want to) collect. Then write an email (40–70 words) to all your friends in which you ask them to help you with your collection. Write about:

- what kind of objects you (want to) collect
- what the aim of your collection is
- how they can help you

B Invent your own collector. Write the biography (120–180 words) of him/her. Write about:

- who the person is/was and when and where he/she was born
- what he/she collected
- how the collection is/was
- what is special about the collection
- where the collection is/was stored
- whether the collector is in contact with other collectors

If possible, illustrate your text.

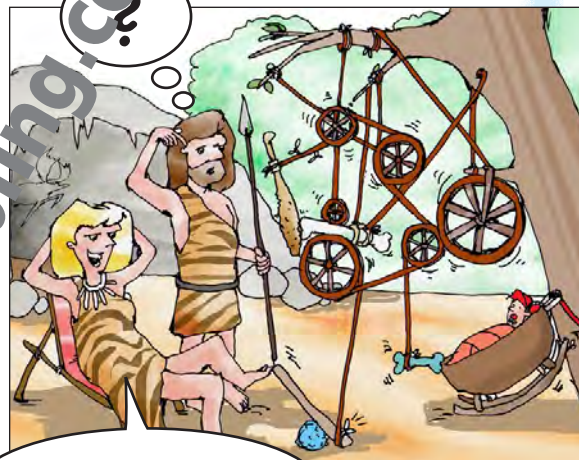
GRAMMAR

Present perfect vs. past simple (Review)

Read the sentences. Then answer the questions.

- 1) I **’ve collected** between 18,000 and 20,000 different kinds of sand since I **started** my hobby.
- 2) Last year I **got** a wonderful collection from a geology professor in North Carolina.
- 3) A few hours later I **started** playing again with a new player.
- 4) It **hasn’t turned up** on the blackboard yet.

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



Time expressions

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

- 1 You often use the following time expressions with the :
yesterday / last year (month, weekend, Friday, ...) / in 2013 / 2 months ago
- 2 You often use the following time expressions with the :
just / already / never / recently / (not) yet

The Girl Next Door 4



DEVELOPING SPEAKING COMPETENCIES

Language function

- Ordering in a fast food restaurant

Speaking strategy

- Buying time to check facts

The collection

CD 2
20



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

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



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

2 Complete the order form.

1 x	big burger meal with no
1 x	meal
2 x	
Total: £	

Useful phrases Ordering in a fast food restaurant

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

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

? What do you think? Answer the questions.

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



Mobile homework

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

Tom's sugar collection

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

Speaking strategy Buying to check facts

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

- | | | | |
|-----------|---|-----------|---|
| Kate | A small, please. Does the hamburger have any sauce in it? | Assistant | I n.....
s..... It's my first day here. I j.....
c..... Yes, you can. It will be a few extra minutes. |
| Assistant | L.....
s....., it does. It's got tomato ketchup. | | |
| Kate | Could I have it without, please? | | |

5 Practice the role cards. Take 4–5 minutes to practise your dialogue. Don't write down what you say out for the rest of the class.

Student A

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

Student B

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

UNIT 9 Body talk

You learn

- about the history of body modifications
- about body language around the world
- how to use *might/may/could* for possibility

You can

- talk about your appearance
- talk about your culture
- write an ending to a story



1

a Look at the text for a minute. Then write down the names of the countries in it.

b Read the text and check your answer to task a.



A SHORT HISTORY OF

Body art



The trendy Iceman

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

Piercing in the ancient world

In the ancient world, body piercing was often a symbol of courage* and class. That's why it was popular with the Pharaohs in Egypt and with important people in ancient Rome. The oldest mummy from Egypt with ear piercing is over 5,000 years old. Tongue piercing was part of a religious ritual of the high priests of the Aztecs. They believed their tongues were a way to communicate better with the gods.

Piercing in Africa and Central America

In these areas, people believed that demons could enter the body through the ears. So they pierced their ears and put ornaments in.

The Iceman had that the metal was stored in his body getting in the blood.

Piercing in the time of Queen Elizabeth I

In Elizabethan England, a lot of famous men like Shakespeare, Sir Walter Raleigh and Sir Francis Drake got piercings in their ears. It showed their wealth. In those days, sailors also wore earrings, for two reasons: firstly, they thought they could see better if their ears were pierced; and secondly, they thought, 'If our ship sinks and we die, and our bodies are found on the beach, the gold earrings will pay for our funeral.'

Piercing today

It was in the 1960s that body piercing became popular in Western cultures. This was when young people began to travel to India and nose piercings became popular. In the United States in the 1960s, body piercing became a form of rebellion for young people. Later, it lost its rebellious meaning and just became fashionable.

Do you know ... ?

Piercing and tattooing can be a serious health risk. Every year a large number of people get infections and other illnesses (even hepatitis) when needles that are not sterilised are used for piercing. In Austria nobody can get a piercing under the age of 16. Young people aged 16 to 18 need their parents' written permission. Doctors say that tattoos might create health problems later on in life.

Tattoos

Tattoos, another popular form of body art, also have a long history. The Ötzi Iceman is also the oldest man discovered in Europe with tattooed skin.

The word tattoo comes from the Tahitian 'tatau', which means to mark something. It was introduced to the English language in the 18th century by the explorer Captain James Cook. In 1769, he wrote in his ship's log book that men and women of Tahiti painted their bodies. He also noted that it was called 'tattoo' in their language and that the black ink was put under the skin so that it was permanent. He concluded that it was a painful operation and was done once in their lifetimes. Cook's science officer, Joseph Banks, returned to England with a tattoo. Many of the sailors also came back with tattoos. Tattooing became associated with sailors in Europe. However, many European kings such as George V of England, King Alfonso XIII of Spain, Kaiser Wilhelm II and Tsar Nicholas II of Russia also had tattoos.

VOCABULARY

*courage – Mut, Tapferkeit



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

Choose the correct answer.

- 1 Ötzi, the Iceman, was found in ☐ Egypt. ☐ South America. ☐ Europe.
- 2 He had his ... pierced. ☐ ears ☐ tongue ☐ lips
- 3 In ancient Egypt, piercing showed that you were ☐ poor. ☐ brave. ☐ unhappy.

Complete the sentences with words from the box. There are 4 words left.

marriage intelligent religious rich teach Africa

- 4 The Aztecs performed tongue piercing as a part of ceremony.
- 5 In, people pierced their ears to keep spirits out.
- 6 Having a pierced ear in Elizabethan England showed that you

Answer the questions.

- 7 In 1960s America, how did young people rebel?
- 8 How was the word tattoo introduced into the English language?
- 9 What do you think has the tattoo become today?

BiSt

3 Find words in the text that mean:

- 1 very fashionable
- 2 very old / from a long time ago
- 3 devils
- 4 a ceremony when a dead body is buried or burned
- 5 a journal where the captain records the daily activity on a ship
- 6 staying forever

Free flow

BiSt

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

Prompt Card A

You are 14 and want to have your nose pierced. Your parents are very strict. You don't want a fight, but you need to discuss the situation with your parents. They will give you their permission.

You start the discussion – you can use the following ideas:

- body piercing isn't new (Give examples.)
- you think it's good (Some stars have it, too.)
- you are 14 – you want to decide for yourself
- lots of your friends have done it
- you will pay for it with your pocket money

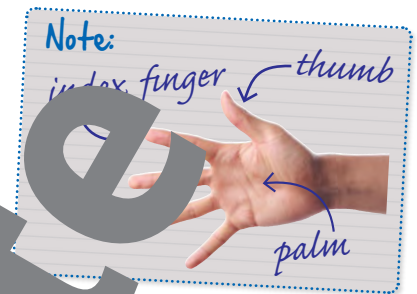
Prompt Card B

- You are a strict parent and are absolutely against body piercing. Your son/daughter wants to talk with you about getting their nose pierced. You are very worried about this, but you want to talk about the situation.
- Your son/daughter starts the discussion. You can use the following arguments if you want to:
- you aren't interested in hearing how old body piercing is
- you think body piercing looks awful
- 14-year-olds can't decide for themselves – their parents have to
- you don't care what your son's/daughter's friends do
- piercing can be a health risk

5 Look at the photos.

a Work in pairs. Choose three of the photos. Create a short story to explain what happens in each of them.

Example: Photo 2 shows a girl. She's 16 and Japanese, her name is Aki. She's going to a shopping centre with one of her friends. She's happy, this is why she's smiling. Her friend has taken the photo on her mobile.



b Compare your stories in class.



- In the Middle and Far East, it is not polite to point with your index finger. You should only point with an open hand (or your thumb in Indonesia), never with your index finger.
- If you show the soles of your feet or shoes in Thailand, people could think you want to insult* them. The soles are the lowest part of the body, so people think they
- Do you smile when you want to greet someone in a friendly way? In some cultures people don't smile in this situation and in others people smile for different reasons. The Japanese, for example, may smile when they or angry.
- The "V" sign means victory in many cultures. But if the palm of your hand towards your face, it is a rude sign in some cultures and might insult people.
- In countries of the Middle and Far East, you should never pass something to another person with your left hand. People think the left hand In Japan, always use both hands to pass something on.
- In many countries of the world, the gesture means "OK". But it could get you in some countries. In Brazil, for example, it means In Japan, by the way, it means "money", and in France it means "zero" or "worthless".
- Every culture has a "comfort zone" for personal space when people talk to one another. For Western Europeans and Americans, a distance between people of 35 – 45 cm is comfortable. In the UK, people prefer a little more distance (60 cm); in Japan, even more (90 cm). People in the Middle East may feel strange if the person they're talking to keeps so far away: they prefer shorter distances, around 15 cm.
- Do you think nodding your head up and down means "yes" all over the world? You might be surprised if you go to Greece or Bulgaria. In those countries, nodding means "no"!

VOCABULARY: *insult – beleidigen

6 a Read the texts. For each one say which of the photos it goes with. (One text doesn't have a photo!)

b Put the missing expressions in the text.

a dirty is comfortable
is are confused
is too is unclear

c Work in a partner. Which countries might you have the most problems in? Explain why.

Japan would be difficult because there are so many things to remember.

Get talking

Read the questions. Take a few minutes to think about them. Make notes of your thoughts. Then discuss your answers in groups or with the whole class.

- Which countries have you been to?
- How many people from different cultures have you met?
- What things are the same in other cultures as in your own? (food, family life, school life, sports, ...)
- What things are different?

I know a family who moved to Austria from ... They ...
One of our neighbours is from ...
He/She ...

I've been to ...
A few years ago I went to ...
My mum/dad/sister/brother/
friend went on a trip to ...
He/She told me that there ... /
people don't ...

Vocabulary Weddings

- 8** Look at the picture.
Where can you see ...

- a a bride?
- b a wedding dress?
- c a bridegroom?
- d a wedding suit?
- e a bridesmaid?

The bride is number ...



BiSt

- 9** a Look at the girl in the picture below. Would you like to be her friend? Why / Why not?
b Read the story and choose the best one for it.

- ☐ They both giggled
- ☐ The spider's web
- ☐ A goth bridesmaid
- ☐ It must be her age



When Mum and I came into the sitting room, Aunt Nancy laughed and Uncle Jack looked at me and shouted, "Look, it's Dracula's daughter!" and then they both laughed like mad.

I ignored them and walked across their horrible orange carpet to the sofa. From there I could see myself in the mirror.

I looked cool.

I looked goth.

Black clothes, fishnet stockings, heavy boots. White face, black eyeliner, black lipstick. Totally, totally goth.

They all looked at me. Mum said, "It's her age, you know. It's a phase." Aunt Nancy smiled sadly

and Uncle Jack said, "Does it speak?" "Ha-ha!" I said. "Yes, I can hear and speak." "Good," he said, "because with all that black stuff round your eyes, you probably can't see." He looked at Mum and his wife for some applause and they both giggled.

"I hope she doesn't look like that on the wedding day," Aunt Nancy said. "Joy wouldn't want her to look like that." "Oh no," Mum said quickly. "She'll wear



Read the story again. Write letters for the people's names next to the sentences.

Mum = **M**Uncle Jack = **U**Felicity = **F**Joy = **J**Aunt Nancy = **A**Lawrence = **L**

the dress Joy bought for her. Won't you, Felicity?" "Mum, please!" I said. "Sorry, Flicka – as she likes to be called now," Mum said to Aunt Nancy. "And what's that on its neck?" Uncle Jack shouted. "A ta too," I said. "A ta too of a spider's web." "Not a real one!" Mum said hastily again. "It's a wash-off one" "Wash-o , eh?" my uncle said.

I ignored him because I was embarrassed. I would have liked a real ta too and not my wash-off one so I didn't say anything for the rest of the evening.

The dress Joy gave me was terrible. All violet and white and cute. But I've always liked my cousin Joy. "I know I'm asking a lot, but I really want you to wear it for the wedding," Joy said. "You're my bridesmaid and I want everything to be just right."

On the day of the wedding it was terrible. But Joy looked really happy so I tried to smile. Even though I was wearing a suit and my hair was – yuck. And then I saw a good-looking boy. He had a suit and slicked hair, but he didn't look bad. Not bad at all.

A few minutes later he walked over to me. "Cousin of the bride?" he said. "Yes," I said. "And who are you?" "I'm Lawrence. Cousin of the bridegroom."

Which of the people in the story:

- 1 was a goth? **F**
- 2 called Felicity "Flicka's daughter"?.
- 3 found Uncle Jack's jokes funny?
- 4 didn't find Uncle Jack's jokes funny at all?
- 5 had a tattoo?
- 6 was the bridesmaid?
- 7 bought a dress for Felicity?
- 8 wanted to be called Flicka?
- 9 had a ta too that could be washed off?
- 10 was very happy on the day of the wedding?
- 11 was the cousin of Joy's future husband?
- 12 thought Lawrence was good-looking?

Free flow

1

a In pairs, do the following: Choose one question and tell your partner all you can think of. Talk as long as you can. Your partner times you.

- 1 Would you ever consider getting your nose pierced? Why / Why not?
- 2 Would you ever consider getting a tattoo? Why / Why not?
- 3 Would you like to have a school uniform? Why / Why not?
- 4 How much do you care about what you look like? Why / Why not?

b Tell your partner which of his/her ideas you found most interesting and why. Tell your partner how long he/she was talking.

12 CHOICES

Writing for your Portfolio

A Imagine you've just got a nose stud. Write a message about it to your best friend (40–70 words) and explain:

- why you decided on a nose stud
- how the piercing went
- what your parents said before and after the piercing

B Write an ending for Felicity's story on p. 78/79. Use the questions to help you and write about 100–180 words. Take about 20 minutes. Do not forget to use paragraphs!

- Did Felicity like it?
- Did Felicity tell Lawrence?
- Did Felicity wear a violet and white dress that evening?
- What was her surprise for Felicity?
- Did Uncle Jack react to that?
- What happened with Felicity and Lawrence in the end?

CD 3
3

13 Listen to the ending of the story. Then answer the questions in **12 B**.

GRAMMAR



might / may / could
(possibility)



Circle the correct words:

Wenn du über ¹Möglichkeiten / ²Sicherheiten sprechen willst, kannst du die Modalverben **might** / **may** / **could** verwenden.

If you go to Greece or Bulgaria, you **might be** surprised.

It is a rude sign in some countries and **might** insult you.

Japanese people **might** smile when they are not happy.

These questions **may** help you.

It **could get** you into trouble in some countries.

Nach einem Modalverb kommt immer die ²Nennform / -ing-Form.

There are also other ways of talking about possibility:
There is a **chance that** a smile could get you into trouble.

You use **likelihood** + of + gerund:

The **likelihood of insulting** someone is quite high.

You use **likely to** + infinitive:

You are **likely to offend** the Japanese if you blow your nose into a handkerchief.

She's **not likely to win**, if she doesn't practise more.





1

Watch the story. Circle the correct words.

- 1 Katia is *Jessica's* / *Lucy's* penfriend.
- 2 Katia's *mum* / *dad* is from Hungary.
- 3 The headmaster didn't like Katia's *shoes* / *boots*.
- 4 Lucy *wants* / *doesn't want* to do a story on school uniform.
- 5 Most people at the school *are* / *aren't* in favour of school uniform.
- 6 *Nick* / *Liam* wants to take photos of Katia.

2

Complete the sentences.

- 1 Nick speaks slowly to Katia because
- 2 Katia speaks perfect English because
- 3 The headmaster objects* to Katia's shoes because
- 4 Lucy doesn't want to do an article on school uniform because
- 5 Nick wants to take photos of Katia because

VOCABULARY: *object – ablehnen

Everyday English

3

Complete with the missing phrases and practise the dialogues.

That's settled I'll see what I can do I'm pleased to meet you Don't mention it



UNIT 10 A fair world

You learn

- about Fair Trade
- about racism
- how to use conditional sentences

You can

- talk about feelings
- write a statement about racism
- design your own website
- make ex...

Did you know ... ?

Coffee is the most popular drink in the world.

A coffee tree can produce up to 6 kilos of coffee a year.

A third of the world's coffee is produced in Brazil.

Oil is the number 1 product that is bought and sold in the world. Coffee is number 2.

- 1** a Look at the pictures and guess the answers to these questions.

- 1 Who are the people?
- 2 Where do they live?
- 3 What are they doing?

- b Read the text and check your answers.

- 2** In your exercise book, complete the fact sheet about Sofia and Vicente.

Sofia works for ...
She works very ...
She hasn't got a car, ... a ... for a ...
She has ... who ...
Her dad should have sold ...

Vicente is not as worried about ... as ...
Vicente is part of a ...
Vicente gets a fixed ...



Hard work for little money

Sofia Gomez works for a large coffee company in the hills of Honduras. Her dad was a coffee farmer too, but he sold his farm to the company because he couldn't make enough money to make a living. Sofia works very hard, getting up at daybreak and getting to bed very late, but she can never save any money. She has just enough to buy food and clothes for herself and for her two children and her mother. She hasn't got a car, she hasn't got a TV, she only has an old fridge and a small radio. From the radio she's heard about Fair Trade. They pay small coffee farmers a fair price for their coffee. This helps them to live without having to worry about food, clothes and medicine.

"If Fair Trade had existed when my dad still had the farm, he wouldn't have sold it," she says. "And my life would be better! Now all I can hope for is to keep my job and maybe a pay rise."



Vicente Peres's farm is only three hours away from Sofia's. Vicente is not as worried as Sofia. Vicente and twenty other farmers are part of a Fair Trade project. They get a fixed price for their coffee and they don't use pesticides. On their small farms there are lots of trees that give shade to the coffee plants and there are also banana trees and avocado trees. This is good for the environment.

Vicente joined the project a year ago. If he had known that Fair Trade pays a fixed price, he would have joined earlier. Now he is happy because he doesn't have to worry about feeding his children or buying them clothes or books for school.

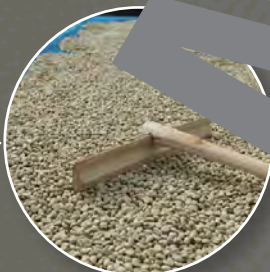
Coffee beans are ...



... picked ...



... sorted ...



... dried ...



... & roasted.

CD3
4
BiSt

3

Listen to a journalist talking to students and tick the correct answer.

The journalist is explaining

- ☐ the economics of coffee.
- ☐ how coffee is made.
- ☐ the history of coffee.



CD3
4

4

Listen again and answer the questions.

- 1 Why did coffee prices never fall below a minimum until 1989?
.....
- 2 When was the International Coffee Agreement stopped?
.....
- 3 What was the minimum price for half a kilo of coffee before 1989?
.....
- 4 What is the price now?
.....
- 5 What does the concept of "fixed price" mean?
.....
- 6 How much do the farmers get for a kilo of Fair Trade coffee?
.....

Free flow

5

Work in groups. Discuss these questions and report your findings to the class.

- 1 Are there any shops that sell Fair Trade products where you live?
- 2 Why are Fair Trade products more expensive than "normal" products?
- 3 Do you buy Fair Trade products? Why / Why not?

a Who is the man in the first picture? What do you know about him?

b Read the blog entries and put a ☒ in the correct boxes.

This person	Martin	Amy	Jason
1 has a friend who has suffered from racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 gets upset by racist comments made by a family member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 believes that black people don't get enough recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 isn't trying to be a black person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 doesn't understand how people can be so mean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 believes we can defeat racism if we work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c Look at the underlined words in the text. What does each refer to?

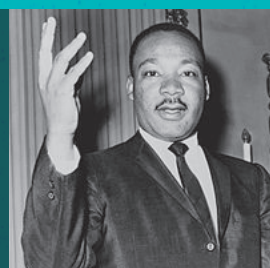
E.g.: *they* refers to "whites" / white people

Diary Project Living together in harmony

Racism

Martin Luther King Jr., winner of the Nobel Peace Prize, said, "I want to be the white man's brother, not his brother-in-law."

Racism comes from fear and ignorance of other cultures. But you can make a difference. Because, in the end, we're all the same – we're just human beings. Write us an email in the form of a diary entry.



Why are blacks always put down? (by Martin, 15, male)

Whites often believe that they are better than black people. But what about the positive things blacks are doing? It's possible that even in history books blacks are not respected enough for their work. Blacks have done great things in history that many people don't know about. If black slaves hadn't been in America, it wouldn't have become the country we know. Our grandfathers overcame slavery. Let's all work together now – we can overcome racism!



Hurtful comments (by Amy, 14, female)

Whenever my dad sees me watching TV shows or listening to music with a black actor or singer/rapper, he makes a comment like "Look at my little black girl." I'm white. He always says he's going to have a son-in-law who's black. I don't understand why he makes the comments. I'm hanging out with a lot of black people. But I'm not trying to be them, I just love hanging out with my friends. I have white friends, too, and I wish my dad would think before he makes comments that hurt my feelings.



???? (by Jason, 15, male)

I can't BELIEVE what happened today! Some idiots threw EGGS at K's house because she's Middle Eastern!!!! It was awful: the stink of half-rotten eggs and the foot-high letters in red spray paint on the garage door saying TERRORISTS GO HOME. Why would people attack my best friend just because of her religion and where she's from????? I helped her clean it up ... she was crying. I'd never seen her cry before. I can't see why people would do this when she's just trying to be a normal 16-year-old!

Vocabulary Feelings

7 Use a dictionary to find the meaning of the words below.

angry helpless proud annoyed hurt shocked
frustrated misunderstood surprised

Get talking

8 Work with a partner. For each blog entry, say how the person feels and what they believe and want to achieve.

Martin Amy Jason	feels	annoyed because ...
		hurt by ... because ...
		shocked because ...
		angry because ...
		frustrated because ...
		surprised because ...
		proud of ...
		misunderstood by ...

Martin Amy Jason	believes	... is wrong that ...
		... people ...
		whites/blacks ...
		everybody/nobody should ...
	wants	people / ... father / ... to ...
		...
		...
		that people don't ...

9 Say what you think about racism.

In my opinion, ...
I feel very strongly that ...

... see what you mean. In my opinion ...
I can/can't understand that / why ...
I think people should ... because ...

10 Do the 'word sums' to make the noun forms of the adjectives above.

Adjective	minus (-)	add (+)	= Noun
1 angry		er	anger
2 annoyed		ance	annoyance
3 frustrated		ion	frustration
4 helpless	—		helplessness
5 proud	ood	anding	
6 proud		ide	pride
7 shocked	ed	—	
8 surprised		—	surprise

Writing for your Portfolio

A Look at the Diary Project in 6 again and then write your own statement about racism (40–70 words). Write about:

- who is being treated unfairly
- what you do about it
- what people in general should do

B Work in groups. Look at the website below and then develop your own website. Check on the internet for ideas you want to write about, e.g. Fair Trade, fair food, racial fairness, fairness to animals, fairness to the planet Earth, etc. Remember to use paragraphs.

- Write your texts. Look at the text below for a model.
- Write an introduction identifying the problem.
- Give (at least) two examples.
- Make suggestions about what could be done to improve the situation.
- Don't forget to give your text an interesting title!
- Illustrate your text.

www. A Fair World .com

Fair Trade

Fair Food

Fair planet Earth

Fair to animals

Racial fairness

On the road to hell

There are over 1 billion cars in the world today. Experts say that the number of cars on Earth will double in the next 30 years. This creates a lot of problems.

First, lots of cars mean a lot of pollution. The air in some of the big cities has become so bad that many people suffer from the smog.

But it's not only people who suffer – pollution is bad for trees, rivers and lakes.

Secondly, there are lots of accidents every year because there are so many cars. It is terrible that one million people every year die in road accidents.

So what can we do? I think there should be more buses and trains in big cities and people should use them more often. But there should also be more bicycle tracks so people can ride their bikes safely.



GRAMMAR



1st and 2nd Conditional (Revision)

- 1 If I get a good price, I will sell the farm.
- 2 If I got a good price, I would sell the farm.



Write 1 or 2.

How to use it:

..... : Der/Die Sprecher/in würde die Farm verkaufen, wenn er/sie ein gutes Angebot erhielte. Es ist aber unwahrscheinlich, dass das passieren wird (z.B. weil die Farm sehr teuer ist).

..... : Der/Die Sprecher/in wird die Farm verkaufen, wenn er/sie ein gutes Angebot erhält. Es ist wahrscheinlich, dass das passieren wird.



If I had read the invitation, you would have known what to wear.



3rd Conditional

"If Fair Trade **had existed** when my dad sold the farm, he **wouldn't have** sold it," she says.
 If Vicente **had known** that Fair Trade pays a fair price, he **would have joined** earlier.
 If black slaves **hadn't built** America, they **wouldn't have become** the country we know.



Tick the correct statement.

How to use it:

- ☐ Der/Die Sprecher/in redet über etwas, das in der Vergangenheit liegt. Es ist nicht mehr zu ändern.
- ☐ Er/Sie redet über etwas, das in der Zukunft liegt. Er/Sie kann es vielleicht ändern.

How to form

If-Satz	Hauptsatz
If + Person + past perfect (had + 3 rd form)	Person + would (not) have + past participle (3 rd form)

DEVELOPING SPEAKING COMPETENCIES

Language function

- Making up excuses

Speaking strategy

- Expressing annoyance

The meeting

CD 3
5



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

Tom Hi, Kate.

Kate Oh, it's you. I didn't recognise the number.

Tom Yeah, I'm on the house phone. Listen, about the meeting.

Kate The meeting?

Tom Yes, your meeting to organise a Fair Trade event.

Kate Oh, that meeting. I'd forgotten. Like someone else ...

Tom I know. I know I wasn't there. I was going to call ...

Kate No, no. You don't need to say anything. It's OK.

Tom Kate. I feel really bad. I meant to call you. I really did, but ...

Kate But nothing, Tom. I only forgot to mention for something that I really care about. I thought you cared about it too. You obviously don't. The meeting is really important to talk about.

Tom Come on, don't be like that, Kate. Let me explain. Something happened and I didn't want to worry you.



Kate You didn't want to worry me. That's very kind. Tom, the meeting was yesterday. Why are you apologising now?

Tom Well, I was going to call you last night but my phone's broken. I know it's no excuse but I think you'll understand when you see me.

Kate When I see you? I'm not really sure I want to see you at the moment.

Tom Please, Kate. Let me come round.

Kate Well, OK. But you'll have to be quick. I'm meeting up with all the people who did come to the meeting. Luckily, I didn't have to rely just on you.

Tom I'll be round in five. I think you're going to forgive me.

2 Decide if the sentences are T (True) or F (False).

- 1 Tom usually phone Kate on his house phone. T / F
- 2 Tom is calling about the Fair Trade meeting. T / F
- 3 Tom doesn't want to go to the meeting. T / F
- 4 Kate is upset with Tom. T / F
- 5 Kate thinks Tom is late with his apology. T / F
- 6 Tom thinks he has a good excuse. T / F
- 7 Not many people went to the meeting. T / F
- 8 Kate doesn't want to see him. T / F

Useful phrases Making up excuses

3 Put the words in order. Check in the dialogue in 1.

- | | |
|-------------------------------|--|
| 1 call / I / was / to / going | 4 worry / want / I / to / you / didn't |
| 2 call / I / you / to / meant | 5 excuse / I / it's / no / know |
| 3 be / don't / that / like | |

? What do you think? Answer the questions.

- What is Tom's excuse?
- Does Kate forgive him?



Mobile homework

Watch the second part of the video and complete the diary entry with 1–4 words for each space.

Unbelievable! I've ¹ the same mistake a second time this year. And this time it was all my fault. I'd just collected ² from the shop. They were much ³ than I'd expected. Anyway, I was ⁴ , so getting the home was going to be difficult. I probably should have ⁵ , but I didn't. Anyway, on my way home I ⁶ and that's how it all happened. At least Kate's forgiven me for missing the meeting.

Speaking strategy Expressing annoyance

4 Complete. Then check in the dialogue in 1.

Tom I know. I know I was going to call ...

Kate No, no. You to s a It's OK.

Tom Kate. I feel really I meant to call you. I really did, but ...

Kate B , Tom. I organised a meeting for something that I really care about. I wish you cared about it too. You obviously don't. There's n to c a

5 ROLE PLAY. Pick any role cards below. Take 4–5 minutes to practise your dialogue. Do it in pairs. Act it out for the rest of the class.

Student A

You promise your partner to go over to his/her house and help him/her with their homework. But you didn't. It's the next day and you are trying to apologise. What is your excuse?

Student B

Your partner promised to come and help you with your homework last evening but forgot. Listen to his/her apology but remember – you are still really annoyed.

UNIT 11 Ready for reading

You learn

- about different types of books
- how to use reflexive pronouns

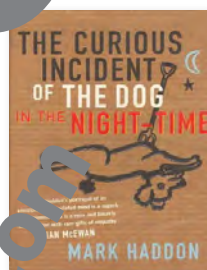
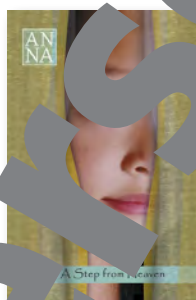
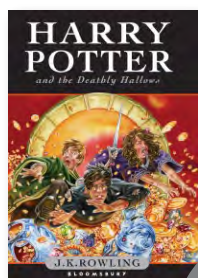
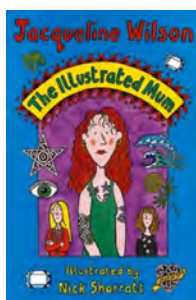
You can

- talk about what you like to read
- read extracts from novels written in English
- write a book report

Get talking

- 1 Which of these books looks interesting to you? If you had to pick one, which one would it be and why?

I'd pick ... because it looks interesting/funny/thrilling/exciting ...
I like thrillers, love/hate sci-fi stories.
I've already read ... by the same author.



- 2 Read Brenda's book review. Does she recommend the book?

Brenda's Books



Hi, this is Brenda. I found this book online, and this was really, really grabbed me. It's *The Boy in the Striped Pyjamas* by John Boyne. It came out in 2006. My history teacher told me about it, so I got myself a copy and I finished the book in one go. I passed it on to some of my friends and they all were really moved by the book.



The Boy in the Striped Pyjamas

by John Boyne ★★★★★

Bruno is nine and he lives in Berlin with his parents. His father is a soldier. One day his father and the family are sent to a place called Out-With. The place is terrible. There is nobody to play with and Bruno is bored. So he starts exploring and finds out that there are people living in a large camp on the other side of a high fence. Bruno notices that they all wear striped pyjamas. Then he sees a boy on the other side of the fence. The boy is called Shmuel. They get talking, but they can't play together because of the fence between them.

Bruno visits Shmuel as often as he can. One day Shmuel tells Bruno that his father has gone missing somewhere in the camp. Bruno crawls through a small hole in the fence, puts on striped pyjamas and helps Shmuel explore the camp.

The fascinating thing about the book is that we see everything through Bruno's eyes. Bruno has no idea that Out-With is the concentration camp of Auschwitz. He's mostly interested in his world of games and dreams and he only finds out the truth about the concentration camp very slowly. Through the eyes of this innocent little boy, the reader sees and feels the horrors of that time. A great read, not only for people who are interested in history, but for everyone.

3 Read the review again and put the events in the order they happen in the book.

- | | |
|--|--|
| <input type="checkbox"/> Bruno makes a new friend. | <input type="checkbox"/> Bruno goes to help his friend. |
| <input type="checkbox"/> Bruno's friend tells him about a problem. | <input type="checkbox"/> Bruno starts looking around his new home. |
| <input type="checkbox"/> Bruno sees many people wearing striped pyjamas. | |
| <input type="checkbox"/> Bruno and his family move to another place. | |

CD 3
6
BiSt

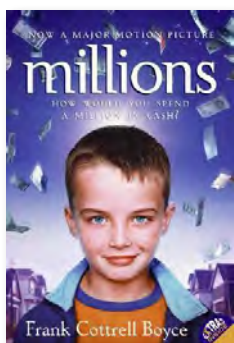
4 a Listen to Max and Chloe talking about *The Boy in the Striped Pyjamas* and answer the question.

Which is true of Max?

- | | |
|---|---|
| <input type="checkbox"/> He preferred the book. | <input type="checkbox"/> He liked the book and the film the same. |
| <input type="checkbox"/> He preferred the film. | |

b Listen again. What do they say about the film? What do they say about the ending? Which other books do they recommend? Discuss in groups of four.

5 Look at the cover of the book. Then guess which book (the text on the back cover) goes with the book.



- 1 This is a great book for animal lovers! It's about a boy who wins a lot of money and opens a donkey sanctuary with it.
- 2 This is a fantastic book about a boy who suddenly gets a lot of money – and has to spend it quickly.
- 3 This is a story about a young millionaire who gives away all his money and goes to enjoy himself by travelling around the world.

CD 3
7

6 Listen to five people talking about books and match the people 1–5 with opinions A–F. Use each letter only once. There is one letter left.

1 Julie




2 Fred




3 Lisa




4 Farid




5 Soo-Min




- | | |
|--------------------------------------|---|
| A is too busy to read a lot. | D only reads what the teachers give for homework. |
| B prefers watching films to reading. | E is a fan of fantasy novels. |
| C likes books about the past. | F reads a book about every two weeks. |

Vocabulary Types of books

7 Match the types of books with the definitions.

- | | |
|------------------------------|--|
| 1 poetry anthology | <input type="checkbox"/> a collection of short pieces of fiction |
| 2 novel | <input type="checkbox"/> a book about someone's life |
| 3 anthology of short stories | <input type="checkbox"/> a work of fiction to be performed on stage |
| 4 biography | <input type="checkbox"/> a collection of poems |
| 5 play | <input type="checkbox"/> a reference book used when you want to find the meaning of a word |
| 6 dictionary | <input type="checkbox"/> a work of fiction to be performed on stage |
| 7 screenplay | <input type="checkbox"/> a long piece of fiction |
| 8 comic | <input type="checkbox"/> a fictional story in pictures |

Free flow

8 Look at the questions and make notes of your answers. Then discuss the questions in small groups.

- 1 What other types of books can you think of?
- 2 Which of these types of books do you enjoy reading most?
- 3 Which of these types of books do you read least?
- 4 Imagine you can only look at four books for the rest of your life. What books would you choose and why?



9 Work in pairs. One of you will play the role of a librarian (A), the other will play the role of a student (B). Take 5 minutes to prepare your discussion. Use the prompt cards to help you. Talk for 2–3 minutes.

Prompt Card A

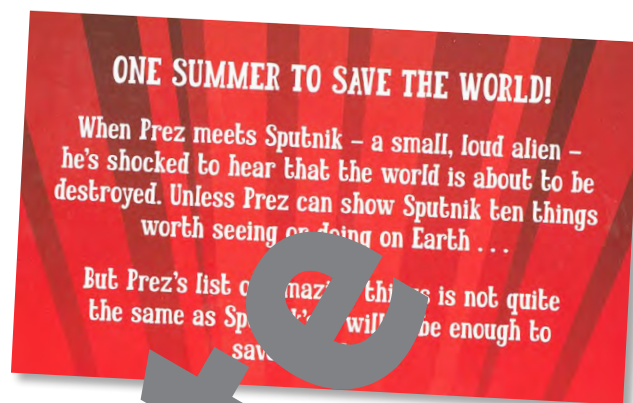
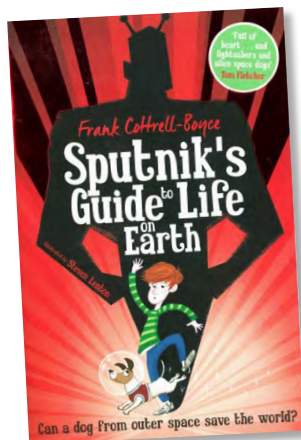
You are a librarian. You are going to recommend some books to a teenager.

- Find out what kind of books he/she likes.
- Find out what his/her favourite book is.
- Talk about some books you have recommended that he/she really enjoyed. What were they about and what did you like most about them?

- You love reading but have run out of books to read. Ask the librarian for some recommendations. Think about:
- what kind of books you enjoy most
- what kind of books you don't really like
- the last few books you read and what you liked / didn't like about them
- some authors you really like

Prompt Card B

- 10** Look at the book cover and read the blurb. Would you be interested in reading the book? Why / Why not?



- 11** Look at the illustration on the right that shows Sputnik. Can you think of an explanation for the illustration?



Vocabulary

- 12** Match the words and the definitions.

- | | |
|--------------------|--|
| 1 clear up | <input type="checkbox"/> go and open the door for a visitor |
| 2 answer the door | <input type="checkbox"/> a small problem |
| 3 wee | <input type="checkbox"/> spectacles that fit close to your face to protect your eyes |
| 4 spot of bother | <input type="checkbox"/> succeed in dealing with a problem |
| 5 sort oneself out | <input type="checkbox"/> making a place tidy |
| 6 kilt | <input type="checkbox"/> a skirt (used mainly in Scotland) |
| 7 goggles | <input type="checkbox"/> a traditional Scottish skirt for men |

CD 3
8

- 13** Prez is an orphan and lives in a home for orphans, called The Temporary. One summer he goes to spend some time with a farmer and his family where he meets Sputnik, a small alien from outer space. Sputnik is the only person Prez speaks to and only Prez sees Sputnik as he really is. The family just see a small dog. Listen to the passage when Prez first meets Sputnik. Answer the questions.

- Why doesn't Prez answer the doorbell?
- Why doesn't he answer doorbells?
- Why can't Prez live with his grandfather at the moment?
- What is Prez's opinion about the way Sputnik looks?
- What weapon does Sputnik have?
- How does Prez greet Sputnik?
- What does Sputnik do?

- 14** Sputnik comes to see if there are ten things worth seeing or doing on Earth. If there are, Earth will not be destroyed. Get together in groups of four and make your own list to save the planet. Compare your list with another group's.

In Catherine MacPhail's *The Evil Within* she tells the story of a young Henry Jekyll and a beast that runs wild in Edinburgh. The action is set before the events in Robert Louis Stevenson's famous novella *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886).

In this extract, Henry talks to Mary, a servant girl in the Jekyll-household.



"Good morning, Mary." It is a moment before I dare to go
 "I believe you had a very exciting night last night."
 Her face flushes. Even her freckles seem to glow. "Oh, sir,
 a night it was indeed," then she stops. Her hand flies to her
 mouth. "Get back in there, words," she cries. "Don't let me come out!"
 I smile. Mary always makes me smile. "No, Mary," I say. "I hear tell me everything.
 No one else will. It will be our secret. Did you see the creature? Is he really a
 monster?"

She says nothing for a moment. I can see she is unsure whether to obey* me, or to
 obey everyone else in the house, Mrs Kerr and the maids, my mother.

At last, I win. Mary answers my question.

"I didn't see him myself, no, sir," she says. "My mother wouldn't allow her bairns* to
 look at him in case their eyes crossed forever. When she sees my smile she shakes
 her head. "That can happen you know."

I nod and try to look serious. "I believe you."

"But my father saw him clear as day," she goes on. "He said he was bent double*, out
 of shape, a strange creature with hair over his face and long nails like the claws of a
 bird on his feet and on his hands and blood and scratches all over him." She pauses.
 "That would be from all the killing he does."

I can picture him myself crawling through the alleys of the Old Town, scratching
 with those long nails at the doors and windows. My heart beats faster.

"But has he killed anyone, Mary?"

Mary does not hesitate for a second. "Oh yes, sir, for sure. Cats and stray dogs he
 has killed, we know that. There will be more, everyone is saying it." She nods her
 head. "Oh yes, the bodies will turn up soon. You wait and see."

"Has he confessed?" I ask.

Now she looks at my head. "Not yet, sir." She sounds disappointed. "He doesn't talk
 at all. He goes about like an animal. Oh I am so glad he's been caught, sir."

"Soon I will," I tell her. "You will tell me if you hear anything else, Mary?"

"I will, sir." Her nose scrunches*. "I'm always being told I talk too much."

"I will tell you, I promise," I say. I take a step closer to her. "You are the only one I can
 rely on, Mary."

Her face beams with pleasure. "Then you can rely on me, sir. If I hear any more
 about the Beast, I will be sure to let you know."

VOCABULARY: *obey – gehorchen; bairns – Kinder;
 bent double – zusammengekrümmt; scrunch – rümpfen



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

Circle T (True) or F (False).

- 1 Mary isn't very excited about the incident*. T / F
- 2 Mary shouldn't tell young Jekyll about the monster. T / F
- 3 Henry promises it'll be their secret. T / F

Complete the sentences.

- 4 Mary isn't sure who to
- 5 Mary believes when looking at a monster your
- 6 The blood and the scratches on the creature came

Answer the questions.

- 7 What evidence is there that the creature they caught is the monster?
.....
- 8 How does Henry react to Mary's story?
.....
- 9 What does he make Mary promise?
.....

VOCABULARY: *incident – Zwischenfall

17 CHOICES

Writing for your Portfolio

A Next day Mary hears again about the Beast. She tells Henry about it. Write that paragraph to continue the story (40-70 words). Write about:

- where and when she has heard about the Beast
- what exactly happened
- how Henry reacts

BSt B Write a report on a book you've read. Use the text in **2** as a model. Write 100-150 words. Do not forget to use paragraphs. Include the

- the title of the book and the author
- what the book is about
- the content of the book
- what you like about the book and why
- what you don't like about the book and why
- who you would (not) recommend the book to

GRAMMAR



Reflexive pronouns

How to use it:

- 1) Wenn das Subjekt und das Objekt eines Verbs die gleiche Person sind, verwendest du ein Reflexivpronomen als Objekt.
- 2) Mithilfe des Reflexivpronomens kannst du betonen, dass die jeweilige Person etwas selbst getan hat / tun wird oder der Person selbst etwas zugestoßen ist.



Which kind of reflexive is it?

Write 1 or 2 after each example sentence:

*He decides to enjoy **himself** by travelling with his wife.*

1.....

*I wrote the book **myself**. (= only me, no one helped me)*

2.....

*I'll look after **myself**.*

*She asks **herself** a big question.*

*They're free to have parties and enjoy **themselves**.*

*We bought the book **ourselves**.*

*We're going to enjoy **ourselves** a lot.*

*Would **you** call **yourself** a reader?*

*You'll have to read the book **yourself**.*





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

- 1 Jessica and Stern aren't going to the cinema any more. T / F
- 2 Mr Ricks runs a theatre group at the school. T / F
- 3 Liam goes with Jessica to interview Mr Ricks. T / F
- 4 Linda is Stern's new girlfriend. T / F
- 5 Stern thinks Jessica likes Liam. T / F

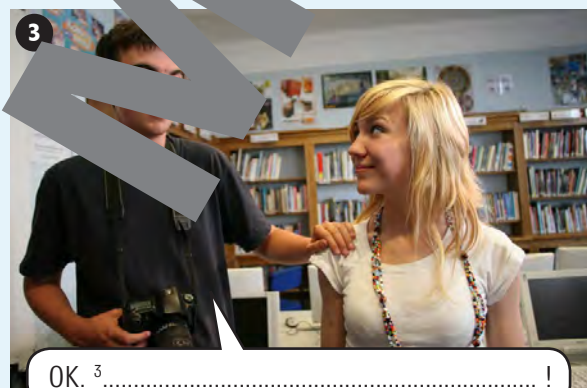
2 Answer the questions and say what you think.

- 1 Stern says he and Jessica should not hang out with each other so often. Why does he say that?
- 2 How does Jessica react and how does she feel about it?
- 3 What happens when Lucy wants an interview with Mr Ricks, their teacher?
- 4 One day Stern's mum wakes him up in the middle of a rather bad dream. What was it about?
- 5 How does Stern feel when he hears that Linda has a new girlfriend, Linda?
- 6 Why does Stern ask Jessica at the end of the episode if she is disappointed?

Everyday English

3 Complete with the phrases in the box. Then practise the dialogues.

What are you up to By the way Let's not crackling Are we still on for



UNIT 12 Space

You learn

- about space travel
- about living in outer space
- how to use phrasal verbs

You can

- check facts
- talk and write about life in space
- write a sequel to a story

Vocabulary

- 1 Make sure you know what the words in the box mean. Use a dictionary to help you.

a space shuttle an explosion a plaque
an astronaut an orbit an asteroid

Free flow

- 2 Discuss the questions in pairs.

- 1 Would you like to travel into space?
Why / Why not?
- 2 What facts do you know about space travel?

BiSt

- 3 Read the text. Match the paragraphs with the paragraphs. There is one you won't use.

- 1 A day in space
- 2 When things go wrong
- 3 Eating in space
- 4 A message on the moon
- 5 Paying passengers
- 6 Who goes space

Get talking

- 4 Match the facts from the text. Put them together with a partner and tell the class.

Who was the first ...? How often ...?
When did he set foot ...? How much ...?
Why did the McDonnell Douglas company want to ...?



In 1972, the engineering company McDonnell Douglas paid NASA \$66,000 to take Charlie Walker, a person who worked for them, on their STS-41D flight to do some research. In 2001, Dennis Tito paid \$20 million to become officially the world's first space

A space shuttle takes 90 minutes to orbit the Earth. In these 90 minutes, daylight and night time constantly change for the astronauts. In fact, they see 16 sunsets and 16 sunrises! Altogether, 45 minutes of the journey are spent in daylight, and 45 minutes in the dark.

Astronauts on the shuttle can choose from about 100 different food items and 50 drinks. However, a word of warning – the taste of food often changes in space and your favourite food on the ground might taste disgusting 200 kilometres above the Earth.

Everyone knows that Neil Armstrong was the first man to walk on the moon. But did you know that his Apollo 11 mission left a plaque on the moon? It says, *Here men from the planet Earth first set foot upon the Moon. July 1969, A.D. We came in peace for all mankind.*

Space travel has always been a dangerous business. Two of the most tragic accidents in the last 30 years were the *Challenger* and *Columbia* space shuttle disasters. The *Challenger* exploded after 1 minute of its flight in 1986. In 2003, the *Columbia* broke up when it re-entered the Earth's atmosphere. On both flights all seven members of the crew died.

Listen to the radio advert and complete the text.

The race for space

Human history is full of stories of explorers who have risked their lives to go places no one has ever been before – from the top of the highest mountain to the bottom of the deepest sea. Would you like to join them? You can win \$¹..... million at the same time!

We offer the Ansari X Prize to the first people to build a spaceship that can be used more than once. Interested? These are the rules:

- The spaceship must be able to carry ²..... a full crew.
- The spaceship must reach a height of ³..... This is where a space orbit begins.
- The spaceship must return with no ⁴..... and injury to any of the crew.
- A second flight must be made within ⁵..... weeks using the same spacecraft.
- No government ⁶..... can be used in the project.

Does that sound easy? What are you waiting for?



Listen to the radio news and tick the correct options.

1 How high did the spaceship fly?

- ☐ 110 km
☐ 115 km
☐ 125 km

2 When did the flight take place?

- ☐ 04/10/2004
☐ 04/11/2004
☐ 14/10/2004

3 What is the idea behind the Ansari X Prize?

- ☐ To get to a height of about 100 km and then return to Earth.
☐ To get to a height of about 100 km and then return to Earth and develop private space travel.
☐ To get 3,000 people into space over the next 5 years.

4 Who flew the plane?

- ☐ Peter Diamandis
☐ Paul Binnie
☐ Brian Binnie

5 Which company wants to use SpaceShipOne for commercial flights?

- ☐ Virgin Space
☐ Virgin Galaxy
☐ Virgin Galactic

6 How much will a flight into space cost?

- ☐ \$20,000
☐ \$200,000
☐ \$2,000,000

7 The Ansari X Prize was sponsored by

- ☐ a man named Paul Allen.
☐ a man named Richard Branson.
☐ two businessmen.



a **The Price** is a story about a girl called Emily who loves to paint. Look at the pictures. What kind of things does she paint? Read the first part of the story quickly to check.

b Read the story and answer the questions at the end of each section.

The Price

Emily was a quiet kid. She didn't say much, even to her mother. Her father was always too busy to listen anyway. She never caused any problems. Her grades at school were good. She got on well with everyone. So her mother never worried. Until the space paintings.

Emily had always loved to paint and she was good at it, too – very good. She spent all her pocket money on paint and paper. When she was seven, she'd started painting. At first it had always been about flowers and other things that she saw out of her bedroom window. As she grew, her subjects changed: cars, then people, then sports events. Nothing changed there. But then one day Emily was looking for something new to paint – scenes of outer space. But they weren't pictures of Mars or Saturn and things. These were paintings of weird and wonderful worlds. They showed alien cities on planets that had no suns. And there were strange forests where strange animals lived. Her mother sometimes looked at the painting and although she didn't know why, she felt a little bit scared. There was something a bit weird about the scenes. She asked her daughter where her ideas came from.

"I see them at night," she explained.

"What are your dreams?" she asked.

"Yeah, so..." Emily replied.

- 1 Why was Emily's mother not worried at first about her daughter?
- 2 What things had Emily liked to paint at different times in her life?
- 3 What did Emily say about her ideas for her space paintings?

Emily's mother wanted to talk to her husband about the pictures, but she didn't. Emily's father was a writer. A few years before, he had written a very successful science-fiction series for TV. He was famous and got lots of work. But now people were starting to forget about him, because he hadn't come up with anything good for a long time. So he had become depressed. He didn't want to talk to anyone and he often got angry very quickly if someone disturbed him.

Emily was in her room. She had run out of paint, but she had no pocket money left. She couldn't disturb her dad. He was in his office and no one was allowed to go in there – not even Emily's mother. Emily didn't want to wait, so she picked up some of her paintings and set off for the art shop. She explained to the owner that she needed some paint, but she hadn't got any money. She asked the man if he wanted to buy some of her space scenes.

"OK," said the man, "I'll give you £20 for all four of them." Emily didn't think twice. She took the money, bought some paint and went home.

A few days later, Emily's dad was walking past the art shop when he stopped and looked in the window. He saw the four paintings that Emily had done and was fascinated by them. He walked into the shop and bought them.

Emily's dad took the paintings home and put them on the wall in his office. He sat down in his chair, looked at the paintings and started to write. For the next week, neither Emily nor her mother saw her dad. Day after day, night after night, he locked himself in his office. All they heard was the sound of him working at his computer. Then one day he came out of the office. They had never seen him so happy.

"It's finished," he told them. "My masterpiece." A week later they were celebrating. The TV studio had loved his ideas for his new series and they were going to start filming it as soon as possible. A famous Hollywood actor was going to be in it. The series was secretly called *Alien Worlds*.

The next morning Emily's mum went into her daughter's room. There was no sign of Emily. Her mum knew that something was wrong. She went to her husband. He came quickly. The front door was open. They looked into the garden, but there was no sign of Emily. Then they walked over to the table where Emily usually did her painting. There was a picture lying there.

For some reason they didn't want to look, but they had to.

It was Emily's most perfect picture ever – an alien spaceship taking off from Earth. Emily's father looked at the picture more closely. There at the door was a teenage girl. It was Emily. Emily's father and mother looked at each other. They knew she was never coming back.

4 Why was Emily's dad unhappy?

5 Why did Emily go to the art shop?

6 What happened when Emily's dad saw the paintings?

7 What effect did the paintings have on Emily's dad?

8 Why do you think her parents knew their daughter would never come back?



8 You are going to read an article about humans living in outer space. In pairs, discuss your ideas about these questions.

- 1 When might this happen?
- 2 What are the greatest challenges?
- 3 Where would we go?
- 4 Who would be the first humans to go?
- 5 How might future humans evolve?
- 6 Why would we want to live in space?



9 Read the text and match the questions in **8** with the paragraphs that answer them. There are two extra questions.



LIFE IN SPACE

– Science-fiction or reality?

There are several answers. Firstly, we're simply running out of space on Earth. There are now more than 7.5 billion people living on our planet and this number is rising every day. This is a danger that one day we will use all of the resources we need to live upon our planet. We won't have a choice. We will have to look to outer space for places to live. In fact, the world-famous scientist Stephen Hawking has predicted that we only have another 1,000 years before the Earth will be uninhabitable.

Secondly, human beings have always liked to explore and go further.

There are few places on Earth that we haven't been to. Space is the next challenge. We already have the technology to take off from our planet and the technology we need to set up homes elsewhere in our solar system is not so far away. Soon there will be nothing to stop us from going to places we once thought were impossible to reach.

There are two options. Our new homes may be enormous spaceships that orbit around the Earth, like the moon. An Austro-Hungarian rocket scientist called Herman Potočník first had this idea in the 1920s. He imagined huge circular crafts* that rotate to create an artificial gravity*. They would also use a large mirror to focus the sun's light which could be used for energy. There could be many of these spaceships floating above the Earth, each one inhabited by thousands of people.

VOCABULARY: *craft – Fahrzeug; gravity – Schwerkraft



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

- 1 The population of Earth is
- 2 Stephen Hawking thought we can only survive on the Earth for
- 3 The spaceships that Herman Potočnik talked about were in shape.
- 4 On Mars we would live in biospheres because
 - ☐ it would be too dangerous to live on the surface of the planet.
 - ☐ we would need to create an atmosphere like Earth's.
 - ☐ it would be easier to control the experiment.
- 5 Colonising outside our solar system would be
 - ☐ too expensive. ☐ impractical. ☐ impossible.
- 6 Food and water would have to come from
 - ☐ the new colony. ☐ Earth. ☐ new technologies.
- 7 What physical problem might colonists experience?
- 8 What did the Mars-500 project show?
- 9 Why might the colonists' bodies begin to change over time?



The second option is to set up our new homes on other planets or moons. The idea is to build enormous dome-shaped habitats called biospheres on the surface. We can then create the same conditions as on Earth inside them so that people could live inside them. This is unlikely to happen for this to happen. It's a challenge because it's the closest planet to us, but scientists think it might be possible on a few of the moons of Jupiter. There are no plans though to find new homes outside our solar system because of the enormous amount of time it would take to travel to them.

There are many. One of the biggest challenges would be the need for the new colony to become self-sufficient* as soon as possible – that is for the people living there to find sources of food and water. It would not be possible to rely on Earth for these. Then there are the challenges to our bodies. Living in an atmosphere with lower levels of gravity can lead to serious problems with bones and muscles. It also causes increased pressure in the head causing bad headaches and problems with the eyes.

And finally we would need to look seriously at how the people living in these new environments might behave. A research project called The Mars-500 was set up to look at this. Six people were locked in a small room for 520 days – the time it would take to travel to the planet. Three of them suffered serious psychological or physical problems.

The big question is would we be able to reproduce* in space? If we were, then over time each colony would start to develop its own culture and possibly start speaking new languages. There would also probably be physical changes over generations as our bodies adapt to living with lower gravity. We might use genetic engineering to design new organs that let us breathe carbon dioxide, which would mean we could leave the biospheres and start living on the surface of our new planet.

VOCABULARY

*self-sufficient – autark, selbstversorgend
reproduce – sich vermehren

11 Discuss in groups.

- 1 Do you think the colonisation of space will happen in your lifetime? Why (not)?
- 2 Would you like the idea of living in space? Why (not)?
- 3 Imagine you had to leave Earth, what would you miss most?
- 4 You can only take three items, what would they be?

12 CHOICES

Writing for your Portfolio

A Finally life in space is possible. Text (40–70 words) you send from space and let them know what life in space is like. Write about:

- the living conditions
- things to do there
- the best and worst thing in space

B Remember the story *The Price* (p. 10–11). How would the story continue? Choose one of these three texts to start and then write your sequel (120–180 words).

Think about:

- Who is the main character? (Who are the main characters?)
- What will happen to him/her/ them?
- What will be the twist*?
- Will there be an open ending?
- Will there be a final solution?

VOCABULARY

*twist – (unerwartete) Wendung

A It was exactly the way Emily had left. Her mum and dad were in her room. They hadn't changed anything and they came here every day to think of their daughter. Suddenly Emily's mum saw something strange.

B The flight had been long and tiring for Emily, but she was glad to be back in her room. Her dad was standing her spaceship close to the city. The commander was waiting for her at headquarters. "I have an important message for you," he said.

Claire, a girl from Emily's class, was sitting in her room. She wanted to check her emails when suddenly a window popped up on the screen on her computer. "Click here if you want to help a friend," it said. At first, Claire didn't want to open it, but then she clicked on the window.



Phrasal verbs

How to use it:

Im Englischen stehen Präpositionen, die zu einem Verb gehören, häufig nach dem Verb:

*What are you **waiting for**?*

*She **spent** all her pocket money **on** paint and paper.*

Gelegentlich gibt die Präposition dem Verb eine spezielle Bedeutung:

*Astronauts can **choose from** 100 different food items.*

*The Challenger **broke up** when it re-entered the Earth's atmosphere.*

*When Emily's mother **looked at** the paintings, she felt a little bit uncomfortable.*

*She **picked up** some of her paintings.*

Manchmal erhält das Verb durch die Verwendung einer oder mehrerer Präposition(en) eine völlig andere Bedeutung.

*We already have the technology to **take off** from this planet.*

*She **got on** well **with** everyone.*

*She **set off** for the art shop.*

*She'd **run out of** paint, but she had no paint anymore left.*

*He hadn't **come up with** anything good for a while.*

*The second option is to **set up** our homes on other planets or moons.*



When Green set off to hunt for his neighbours couldn't believe their eyes.

Write the phrasal verbs above next to their meanings.

- 1 start (a journey, a trip)
- 2 leave the ground and go to the sky
- 3 to build/make/start a new business
- 4 think of an idea
- 5 have a relationship with
- 6 finished completely

Vorsicht!

Wie im Deutschen, haben auch im Englischen oft mit einer Präposition verbunden. Die Präpositionen sind im Englischen aber häufig anders als im Deutschen, daher musst du die jeweilige Präposition immer mit dem Verb mitlernen.

warten **auf** / wait **for**

denken **an** / think **of**



1

Watch the story. Cross out the incorrect word(s) and make the correction.

- 1 Liam shows ~~Jessica~~ the photos on his camera. ~~Lucy~~
- 2 The photos on the camera are of ghosts.
- 3 Liam's school bag goes missing from the computer lab.
- 4 Lucy has the key to the library.
- 5 They tell the headmaster the photos are of a tennis match.

2

Complete the sentences with the missing names.

Lucy
Stern
Liam

- 1 believes they've got a real story.
- 2 leaves the camera in the lab.
- 3 doesn't believe the photos are of UFOs.
- 4 suggests that aliens have taken the camera.
- 5 tells the headmaster the photos are of a sports match.
- 6 is embarrassed by their visit to the headmaster.

Everyday English

3

Complete with the missing phrases and practise the dialogues.

cross my heart. a matter of life or death. don't just stand there. I might have known.



UNIT 13 A school mag

You learn

- about the Guilfest
- about being a ball boy/girl at Wimbledon
- about the Mangani festival in India
- how to use prefixes and suffixes

You can

- talk about your holiday plans
- write about a sports event
- write an article for a school magazine

Get talking

- 1 a** What's so great about July?
Talk in groups. Use the prompts in the speech bubbles to answer the question.

What makes July great is ...
It's the time when ...
I love it when ...
There's nothing better than ...

Actually, I don't really like it because ...

BiSt

- b** Read the letter from the editor. What summer activities does she mention?

What's so great about July?

The next issue of the school magazine is all about our favourite month – July! And we want to know what makes it so great. Send us your ideas.

FLY HIGH

Five Oaks Middle School Magazine

JULY AROUND THE WORLD

A letter from the editor



Welcome to the new edition of FLY HIGH, the school magazine of Five Oaks Middle School. The last two weeks have been terribly busy for the magazine team thanks to you. You sent us so many great ideas, photos and texts – a clear sign that making *July around the world* the topic for this issue was a good choice.

Whenever you decide to read this edition – right now before the end of the school year, or later during the holidays when you're lying on the beach, climbing in the Himalayas, scuba-diving (sorry, there isn't a water-proof edition of FLY HIGH), or whatever – enjoy your holidays!

With best wishes from me and the team,

Claire, 14

- 2** Imagine your perfect festival. Which five artists/bands would play? Read the text below quickly and find the names of five artists/bands who played at the Guilfest.

- 3** Read the text again carefully and answer the following questions.

- 1 Who did Olivia go with?
- 2 How many days does the festival last?
- 3 Which band did Olivia get autographs from?
- 4 Where did they play?
- 5 What can you tell you gathered of listening to the band?
- 6 Where in Guildford is the festival?



CHILL OUT AT THE GUILFEST

Want some ideas for things to do in July? This is my highlight from last July. My elder brother Daniel and I went to the Guilfest in Guildford.

What is it? A three-day festival with six stages. It started on Friday and went on for three days. Great bands! I liked M... Runner, Nizlopi, Gary... Wednesday and B... As far as autographs go, it was successful. I got autographs from John and Luke... one from Gary... Daniel has been going to the Guilfest for a couple of years. And knew what he told me? The first time Nizlopi came to the Guilfest, they played in a tent with about a thousand people in it. When they'd been playing for some time, they got

on the stage and went down in the middle of the crowd. Suddenly three people sat down and everyone else did the same. Daniel says that it was a really special moment. Everyone kept really quiet, and Daniel says he had the feeling that the band were playing just for him.

We camped at the Guilfest and if you have the money, you can rent a camper. And if you get tired of listening to the bands, you can walk over to the Guildford outdoor swimming pool and spend some time there.

Four more things I liked:

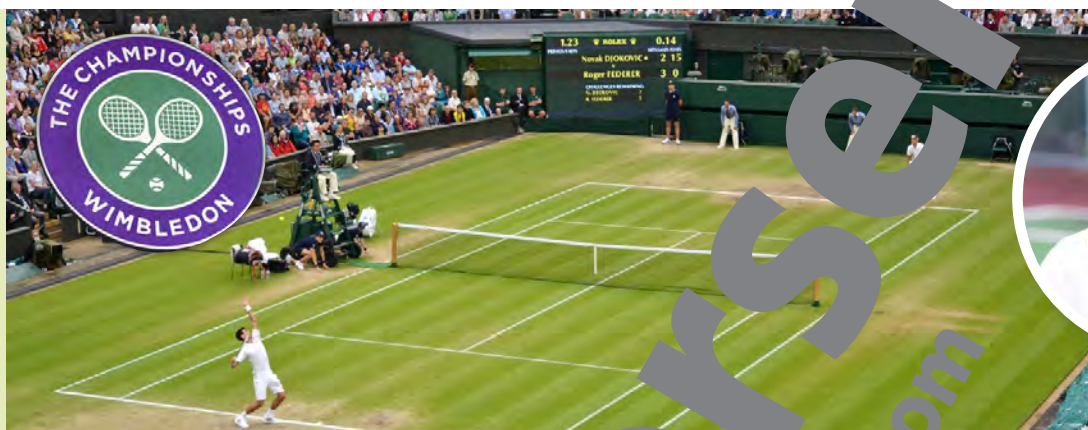
- 1 There's a big leisure centre nearby. So having a shower's not a problem.
- 2 Stoke Park, where the festival's held, is really beautiful.
- 3 There was a theatre tent, too. We went to the Guilfest for the music, of course, but it's nice to have something else to do occasionally.
- 4 Last but not least, the toilets were clean.

Read the text. What do these numbers refer to?

- a 400
- b 160
- c 1,500
- d 14

In which paragraphs does James talk about these things? Write numbers in the boxes.

- ☐ Accidents that can happen to BBGs.
- ☐ How difficult it is to get a ticket.
- ☐ How to get into Wimbledon without paying.
- ☐ How popular Wimbledon is.
- ☐ Minimum age for BBGs.
- ☐ How fit BBGs need to be.
- ☐ How BBGs are chosen.
- ☐ How being a BBG can help you in later life.



James, 40

FLY HIGH

WIMBLEDON FOR FREE

- 1** Thousands of people would love to get a ticket for the world's most important tennis tournament at the end of June, the beginning of July every year. But only a few of them actually get a chance to see the match as live for a price of about £1,500 per match!
- 2** But you can get in for free – later, when you're looking for a job. "If you were a BBG as a ball boy, it tells the interviewer that you've probably got a lot of discipline," says Kay Williams, a BBG some years ago herself and now a student at Oxford University.
- 3** About 400 boys apply to become a BBG every year, but only 200 are chosen, after they've been for training (four times a week, from mid-February to mid-July). BBGs don't get paid. But if you've been a BBG, it can help
- 4** "What's so difficult about picking up a tennis ball?" you might ask. Sorry, but you have no idea! Being a BBG can be tough. When you apply, for example, you have to show that you can run for twelve minutes and stand still for four minutes!
- 5** And it can be dangerous! One year, a ball boy broke his leg running into the net during a match. He finished the match and then he was taken to hospital! And don't forget that in some of the serves, the ball can reach speeds of more than 160 kph. A few years ago, a BBG called Abdalla was hit by a 200 kph serve from champion Pete Sampras. "The crowd let out an 'Ooooh', and it hurt, but I had to smile and keep going," he said. And in 1995, Tim Henman was disqualified from Wimbledon for hitting a ball at a ball girl's head!
- 6** As you can see, there are easier things than being a BBG at Wimbledon. But not many are as interesting!

Read the text. Which of these does Nayana not talk about?

- ☐ How long the Mangani festival lasts.
- ☐ What people wear in the Mangani festival.
- ☐ The story behind the Mangani festival.
- ☐ Where the Mangani festival takes place.



A FESTIVAL IN SOUTHERN INDIA

Hurray! In July I'm going to visit my grandmother in Pondicherry in southern India. There's an interesting event there, the Mangani Festival. It lasts for a month. A picture of the god Shiva is carried through the streets and people go to the roof of their houses to throw ripe mangoes. Imagine a ripe mango hitting your head! Ouch! I asked my mum about the legend behind the festival. Here's what she told me.

Karaikal Ammaivar was the wife of a rich man. One day her husband gave her a basket of mangoes as a present. He gave them to his wife to keep for him. Then he went to work. A little later, a beggar arrived at the house. (In fact, it was the god Shiva.) Karaikal wanted to give the poor beggar some food, so

she gave him some rice and one of the mangoes. When her husband came back from work, he ate the other mango with his lunch. The mango tasted so good that he wanted the second one. His wife was scared of her husband's reaction and didn't know what to do. So she prayed to Shiva and suddenly, there was

Match the sentence halves.

- 1 Nayana's grandmother
 - 2 In the Mangani Festival, people carry
 - 3 They also throw
 - 4 Nayana's mum
 - 5 Karaikal's husband gave his wife
 - 6 Karaikal was scared of her husband
 - 7 Karaikal told her husband that
 - 8 Nayana wants to see
- ☐ a picture of the god Shiva.
 - ☐ the people who walk over red-hot coals.
 - ☐ two mangoes.
 - ☐ the second mango was a present from Shiva.
 - ☐ mangoes from southern India.
 - ☐ the story behind the legend.
 - ☐ she had given the second mango away.
 - ☐ the mangoes.



she gave him a mango in her hand. She gave it to her husband and told him that it was a present from Shiva. Her husband didn't believe her. So she went away and prayed again. And suddenly another mango was in her hands. From that day on, her husband believed whatever his wife said.



Mum said that there's another festival in July, too. In the other one, people dressed in yellow clothes who haven't eaten for 40 days walk over red-hot coals. I must really see that, but I don't think I'll try it.

See you in September.
Best,
Nayana

- 8 Read the two summaries of interviews FLY HIGH did with two students about July. Then listen to the interviews and find the mistakes in the summaries. There are three mistakes in each one.

Vocabulary Holiday plans

- 9 Use the verbs in the box to complete the phrases. Listen to the interviews again to check.

help	stay	take
catch	go	kill
get involved	make	hang
make	do	take

- to plans
- to nothing
- to out around the house
- to out with friends
- to up on Netflix series
- to some money
- to a new hobby for a holiday
- to at home
- to a project
- to
- to up a new sport
- to of the kids

Free flow

- 10 Get together in pairs. One partner asks the other about his/her plans for July. Then switch roles.

What are you planning to do this July?

I'm not sure yet. / I've got loads of plans. / I might ...



Adrian is very much looking forward to the next week she wants to do nothing at all, even though her mum expects her to take care of her little sister. When shilling out for a week she's got a summer job lined up for a few weeks. This means she won't be able to catch up on some Netflix series, but she usually quite enjoys her job at the ice cream parlour and she is glad she can earn some money and save up for some clothes. She'll be going away in August, but doesn't yet know where.



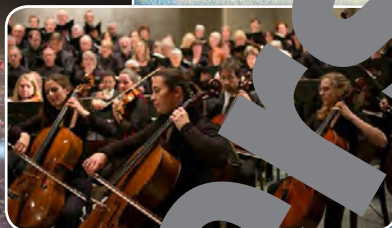
Adrian is also looking forward to July, because he'll be off to Scotland. He's going to be involved in a summer camp project and will be taking care of a group of 12-year-olds. He'll help out the official camp leaders and go rafting with the kids. He's looking forward to that because he is a very active person. Every afternoon he has three hours to himself so he won't have to work all the time. To kill time he'll be taking up a new sport, taekwondo. Adrian can stay at the camp for free, the course is very cheap and in addition he'll get some pocket money.

Writing for your Portfolio

A You are attending a sports event and it's the break. Text a friend (40–70 words) and tell him/her about the event. Write about:

- what kind of event it is
- what you are looking forward to
- what the current situation is

B Work in groups. Choose a month that you want to write about. Look at the texts from FLY HIGH in this unit again. Brainstorm possible topics that take place in this month, e.g. important sports events, international festivals, music events, famous people whose birthday it is, etc.



Use the internet, your school library, magazines and books to find information. Then write an article for your school magazine (120–180 words). Make sure to include attractive pictures from the internet.

In your text, include the following:

- What is the article about?
- How has it changed over the years?
- What are all the necessary facts?
- What do you like about it?
- What is the history of the event?
- Why would you like to go there?

Sounds right Word stress

12 Listen and mark the stress in the words.

meaningless illegal disagree impossible
beautiful irregular incorrect misunderstand

13 Listen again and repeat.

GRAMMAR



Die Vorsilben **in-**, **il-**, **im-**, **ir-** oder **un-** in Adjektiven bedeutet *nicht* oder *das Gegenteil von*:
*correct – **in**correct / legal – **il**legal / possible – **im**possible / rule – **ir**regular / fair – **un**fair*

Die Vorsilbe **mini-** in Nomen bedeutet *klein*:

skirt – **mini**skirt / bus – **mini**bus / cam – **mini**cam (kamera)

Die Vorsilben **dis-** in Verben bedeuten *nicht* oder *das Gegenteil von*, und **mis-** bedeutet *schlecht*:
agree – **dis**agree / understand – **mis**understand

Suffixes (Nachsilben)

Die Nachsilbe **-ness** verändert ein Adjektiv in ein Nomen:

happy – happ**iness** / dark – dar**kness** / blind – blind**ness**

Die Nachsilbe **-ful** verändert ein Nomen in ein Adjektiv:

success – success**ful** / care – care**ful** / meaning – mean**ingful** / beauty – beaut**iful**

Die Nachsilbe **-less** verändert ein Nomen in ein Adjektiv und bedeutet *ohne*:

hope – hope**less** / home – hom**less** / meaning – mean**ingless**





1

Watch the story. Complete the sentences with the words in the box. There are four you won't use.

120	down
music column	Lucy
horoscope	up
150	librarian
Jessica	doctor

- Sales of *The Mag* are going
- The last issue of the magazine sold copies.
- Miss Elliot is the school
- Liam suggests putting a in the magazine.
- Nick wants to do a in the magazine.
- In the end, a really good idea.

2

Answer the questions.

- Why is Lucy worried?
- Why don't they want to do another raffle?
- What does Miss Elliot think?
- Why doesn't Jessica think Stern would be a good agony uncle?
- Why doesn't Stern think Nick would be a good music critic?

Everyday English

3

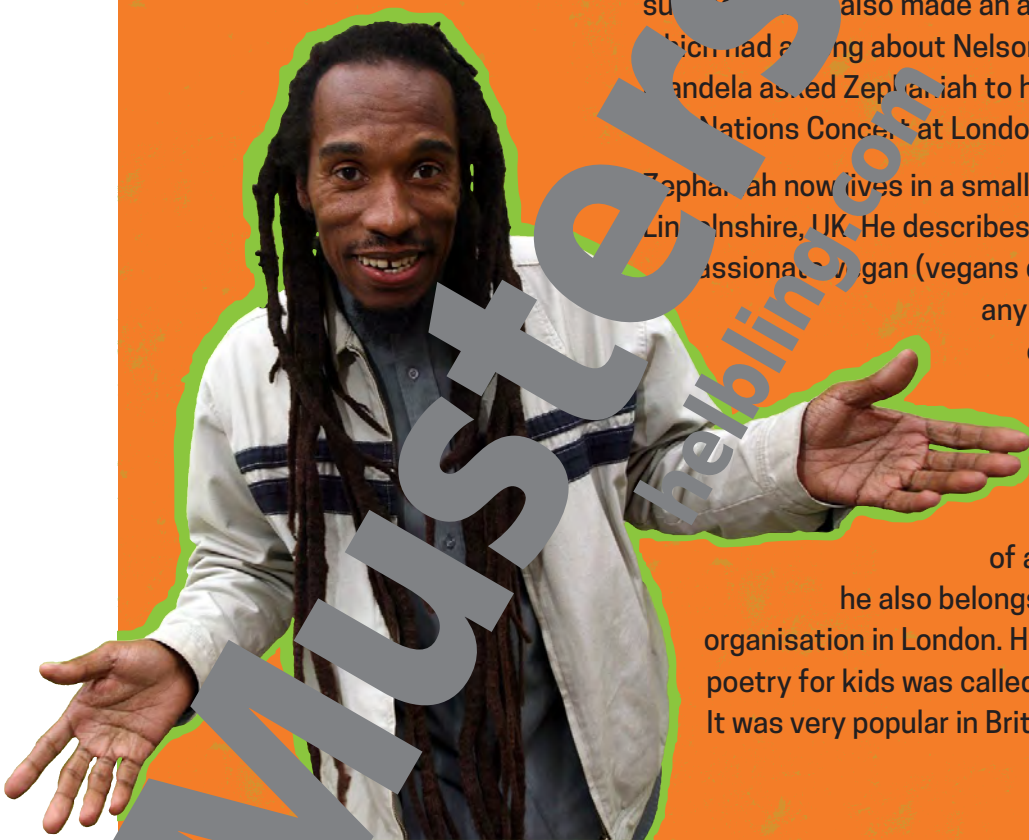
Complete with the phrases in the box. Then practise the dialogues.

Leave it out The pen has slipped Doubt it You must be joking



1 Read the text and answer the questions that follow it.

The poet from Jamaica



Benjamin Zephaniah, poet, novelist and songwriter, was born on the 15th April 1958, in Birmingham, UK. His parents were Jamaican. He spent part of his childhood in Jamaica, and as a young man he also spent two years in prison for fighting.

Zephaniah started writing poetry when he was very young. He published his first book of poems *Pen Rhythm*, in 1980. It was very successful. He also made an album called *Rasta*, which had a song about Nelson Mandela. In 1996, Mandela asked Zephaniah to host the president's Nations Concert at London's Royal Albert Hall.

Zephaniah now lives in a small village in Lincolnshire, UK. He describes himself as a passionate vegan (vegans don't eat meat or any animal products like eggs or milk) and he belongs to The Vegan Society. Zephaniah is a big supporter of animal rights, and he also belongs to an anti-racist organisation in London. His first book of poetry for kids was called *Talking Turkeys*. It was very popular in Britain.

- 1 When and where was he born?
- 2 Where were his parents from?
- 3 Why did he spend two years in prison?
- 4 Which famous person did he have contact with in 1996?
- 5 Which three things does Zephaniah feel strongly about?
- 6 What was his first book of poetry for kids?

- 2** Look at the photos. Which one is Zephaniah happy to see, do you think?

Which one is he not happy to see? Why?



- 3** Watch Benjamin Zephaniah reading *Turkeys*. Tick what the poem is about.

- 1 Some people like to keep turkeys. ☐
- 2 Some turkeys haven't got any friends. ☐
- 3 People should not eat turkeys at Christmas. ☐
- 4 Turkeys and people are not the same. ☐

Note:

Zephaniah speaks Jamaican English. So his pronunciation is different from many other speakers of English. One important thing is that Zephaniah pronounces 'th' as /d/ or /t/. For example:

- instead of 'these' he says 'dese'
- instead of 'this' he says 'dis'
- instead of 'their' he says 'deir'
- instead of 'nothing' he says 'noting'

- 4** Watch again. Tick the poem on the next page at the same time. Which line (or part of a line) in the poem says these things?

- 1 Turkeys are not at Christmas. ☐
- 2 People are crazy. ☐
- 3 Turkeys should not be kept in cages on farms. ☐
- 4 "I don't want to be killed." ☐
- 5 Turkeys are intelligent. ☐
- 6 People waste too much and throw many things away. ☐
- 7 Some people make a lot of money from Christmas. ☐
- 8 Invite a turkey into your house to eat some vegetables. ☐
- 9 Don't cut turkeys with a knife. ☐
- 10 Turkeys will be very happy if you join them. ☐



Talking Turkeys

by Benjamin Zephaniah

¹ Be nice to your turkeys this Christmas,
² Because turkeys just want to have fun.
³ Turkeys are cool, and turkeys are wicked,
⁴ And every turkey has a mum.

⁵ Be nice to your turkey this Christmas.
⁶ Don't eat it – keep it alive!
⁷ It could be your mate, and not on your plate –
⁸ Say: "Yo! Turkey, I'm on your side".

⁹ I've got lots of friends who are turkeys,
¹⁰ And all of them fear Christmas time.
¹¹ They say: "Benji, I want to enjoy it, but those
¹² humans have destroyed it,
¹³ And those humans are out of their mind."

¹⁴ Yes, I've got lots of friends who are turkeys.
¹⁵ They all have the right to a life.
¹⁶ Not to be caged up and genetically altered
¹⁷ By a farmer and a wife.

¹⁸ No, turkeys just want to play on the grass.
¹⁹ Turkeys just want to live.
²⁰ Have you ever seen a nice young turkey
²¹ saying: "I cannot wait for the chop?"

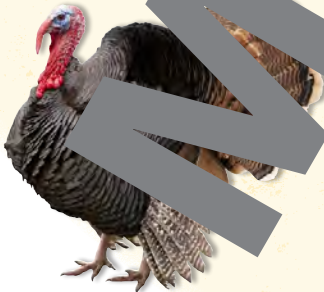
²² No, turkey would like to have presents,
²³ Turkeys would like to watch Christmas TV.
²⁴ Turkeys have brains, and turkeys feel pain,
²⁵ In many ways like you and me.

²⁶ I once saw a turkey, his name was ... Turkey,
²⁷ He said "Benji explain to me please.
²⁸ What is the turkey in Christmas?
²⁹ And what happens to Christmas trees?"

³⁰ I said "I'm not too sure, Turkey,
³¹ But I've got nothing to do with Christ Mass.
³² No, humans get greedy and waste more
³³ than they need for
³⁴ And businessmen make lots of cash."

³⁵ So, be nice to your turkeys this Christmas.
³⁶ Invite them indoors for some greens.
³⁷ Let them eat cake and let them partake
³⁸ In a plate of organic grown beans.

³⁹ Be nice to your turkeys this Christmas,
⁴⁰ And spare them the cut of the knife.
⁴¹ Join "Turkeys United" and they'll be delighted.
⁴² And you'll make new friends for life.



- 5 Find these words in the poem and match them with the definitions. The number in brackets tells you which paragraph to look in.**

- | | |
|---|--------------------------------|
| <input type="checkbox"/> cool/wicked [paragraph 1] | a friend |
| <input type="checkbox"/> mate [paragraph 2] | b kept in a small space |
| <input type="checkbox"/> out of their minds [paragraph 3] | c someone who wants everything |
| <input type="checkbox"/> caged up [paragraph 4] | d money |
| <input type="checkbox"/> greedy [paragraph 8] | e vegetables |
| <input type="checkbox"/> cash [paragraph 8] | f great |
| <input type="checkbox"/> greens [paragraph 9] | g very happy |
| <input type="checkbox"/> delighted [paragraph 10] | h crazy |



- 6 Watch teenagers talking about why they like reading.**

- a Take notes about the main idea each of them expresses.**
b Match these statements with the names of the person who said them.

Sharier	Hazel	Stephen	Dandre	Claudia	Maria
Emma	Monica	Marianne	M	Alexis	Jed



- I do a lot of reading at home just before I go to sleep. —
- I never know what's going to happen on the next page. —
- If you're having problems, suddenly they don't seem as big. —
- It's probably better to play on a computer or watching TV. —
- It's really interesting and it's a whole new world. —
- Mostly when I read because of school. —
- There are many things you can learn from books. —
- You can always find a book. —

Get talking

- 7** Which statements in **6** are true for you, too?
- 8** Work in pairs. How do you think your partner would finish these sentences? Write the endings and then check with your partner.

- I think it's important for kids my age to read because ...
- I like reading because ...
- I do a lot of reading ...
- At the moment I'm reading ...



1

Watch the story. Write one word to complete the sentences.

- 1 Liam's going to work on his uncle's in the summer.
- 2 Last year, Nick did a round.
- 3 Lucy's job is with *The Daily Herald*.
- 4 Her first story will be about the
- 5 Now, Lucy works for a magazine.
- 6 Now, Nick and work together.

2

Answer the questions.

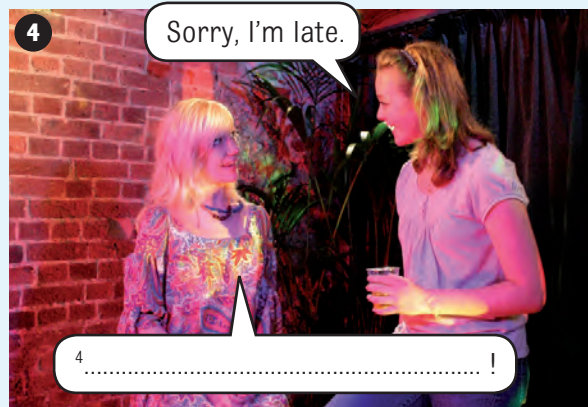
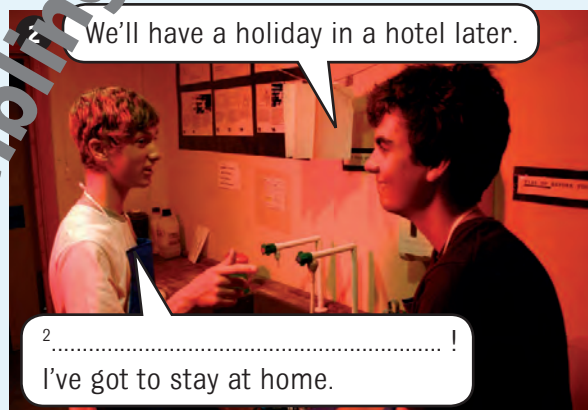
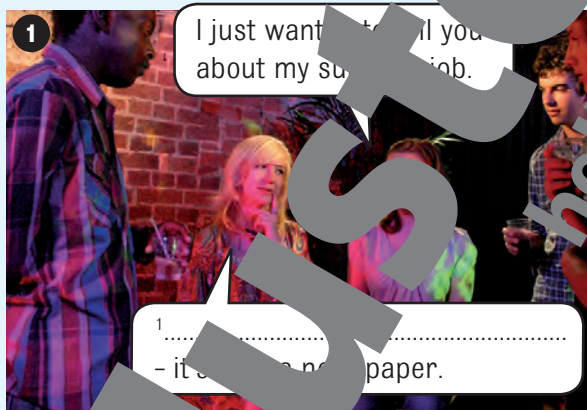
- 1 What are they going to do in the holidays? What are their future jobs?
 - a Liam:
 - b Nick: h Nick:
 - c Lucy: Lucy:

Everyday English

3

Complete with the missing phrases. Then practise the dialogues.

Lucky you Better late than never Let me guess Here's to us



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 (Gegenwartsfortschrittsform, -ing-Form)

Das *Present continuous* wird mit der richtigen Form von **-ing** des Verbs gebildet.

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're 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're 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're 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're 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 mit der ersten Form (*have*) und der dritten Form (*past participle*) des Verbs gebildet.

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 die dritte Form des Verbs, **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 mit **have** / **has been** und der -ing-Form des Verbs gebildet. Es wird meistens mit **since** / **for** bei Handlungen verwendet, 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* (Einfachvergangenheitsform)

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 mit der richtigen *Past simple* Form von **be** und der *-ing*-Form des Verbs gebildet.

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)	brennen
buy	bought	bought	kaufen
catch	caught	caught	fangen
choose	chose	chosen	(aus-)wählen
come	came	come	kommen
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

Present	Past simple	Past participle	Übersetzung
eat	ate	eaten	essen
fall (asleep)	fell (asleep)	fallen (asleep)	fallen; (einschlafen)
feed	fed	fed	fressen; füttern
feel	felt	felt	fühlen
fight	fought	fought	kämpfen
find	found	found	finden
flee	fled	fled	fliehen
fly	flew	flown	fliegen
forget	forgot	forgotten	vergessen
get	got	got	bekommen; werden
get up	got up	got up	aufstehen
give	gave	given	geben
go	went	gone	gehen; fahren
grow	grew	grown	wachsen; züchten; anbauen
hang	hung	hung	hängen
have	had	had	haben
hear	heard	heard	hören
hide	hid	hidden	(sich) verstecken
hit	hit	hit	schlagen

Present	Past simple	Past participle	Übersetzung
hold	held	held	(fest-)halten
hurt	hurt	hurt	(sich) verletzen; schmerzen
keep	kept	kept	(be-)halten
know	knew	known	wissen; kennen
lay	laid	laid	legen
learn	learnt (learned)	learnt (learned)	lernen
leave	left	left	verlassen
let	let	let	lassen
lie	lay	lain	liegen
lose	lost	lost	verlieren
make	made	made	machen
meet	met	met	treffen
put	put	put	geben, setzen, stellen
read	read	read	lesen
ride	rode	ridden	reiten; fahren
ring	rang	rung	läuten
run	ran	run	laufen
say	said	said	sagen
see	saw	seen	sehen
send	sent	sent	senden, schicken
set	set	set	setzen
shake	shook	shaken	schütteln

Present	Past simple	Past participle	Übersetzung
shine	shone	shone	scheinen
shoot	shot	shot	schießen
show	showed	shown (showed)	zeigen
sing	sang	sung	singen
sink	sank (sunk)	sunk	untergehen, sinken
sit	sat	sat	sitzen, sich setzen
sleep	slept	slept	schlafen
smell	smelt (smelled)	smelt	riechen
speak	spoke	spoken	sprechen, sagen
spend	spent	spent	verbringen; ausgeben
stand	stood	stood	stehen
steal	stole	stolen	stehlen
swim	swam	swum	schwimmen
take off	took off	taken off	ausziehen; starten
take	took	taken	nehmen
teach	taught	taught	lehren, unterrichten
tell	told	told	sagen, erzählen
think	thought	thought	denken
understand	understood	understood	verstehen
wake (up)	woke (up)	woken (up)	(auf-)wachen
win	won	won	gewinnen
write	wrote	written	schreiben

Past perfect

Das *Past perfect* wird mit **had** und der dritten Form (*past participle*) des Verbs gebildet.

Positive Aussagen		Negative Aussagen		Fragen		Kurzantworten	
I'd (I had)	finished.	I	had not finished.	I	finished?	Yes, I had.	No, I hadn't.
You'd (You had)		You		you		Yes, you had.	No, you hadn't.
He'd (He had)		He		he		Yes, he had.	No, he hadn't.
She'd (She had)		She		she		Yes, she had.	No, she hadn't.
It'd (It had)		It		it		Yes, it had.	No, it hadn't.
We'd (We had)		We		we		Yes, we had.	No, we hadn't.
You'd (You had)		You		you		Yes, you had.	No, you hadn't.
They'd (They had)		They		they		Yes, they had.	No, they hadn't.

Past perfect continuous (Verlaufsform, -ing-Form)

Das *Past perfect continuous* wird mit **had been** und der **-ing**-Form des Verbs gebildet. Es wird meistens mit **since / for** bei Handlungen verwendet, die in der Vergangenheit immer noch andauerten.

I'd been waiting there since 10 o'clock.	They'd been sitting there for hours.
--	--------------------------------------

Past time expressions

Bei diesen Wörtern verwendest du beim Erzählen das *past*.

then	ago	later	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.

Present simple for future

Das *Present simple* wird als Zukunftsform verwendet, wenn es um einen Zeit- oder Fahrplan geht.

The plane leaves tomorrow at three o'clock.	Hurry up! The train leaves in ten minutes.
---	--

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** (haben / nicht haben) 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			He	
She			should/shouldn't			She	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	able to	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/Can't she speak French?	Yes, she can .	No, she can't .
It can run fast.	It can't (cannot) run fast.	Can it run fast?	Yes, it can .	No, it can't .
We can speak French.	We can't (cannot) speak French.	Can/Can't we speak French?	Yes, we can .	No, we can't .
You can speak French.	You can't (cannot) speak French.	Can/Can't you speak French?	Yes, you can .	No, you can't .
They can speak French.	They can't (cannot) speak French.	Can/Can't they speak French?	Yes, they can .	No, they can't .

like (doing)

Mit **like doing** sagst du, ob jemand gerne etwas macht oder sich gerne mit etwas beschäftigt. Gebildet wird es mit der einfachen Gegenwartsform von **like** und der **-ing**-Form des folgenden Verbs.

Samantha doesn't like reading books, but she likes listening to music.	James likes running, but he doesn't like swimming.
--	--

-ing-Form

Die **-ing**-Form eines Verbs kann als Hauptwort in einem Satz verwendet werden.

Swimming is fun.	I hate flying.
------------------	----------------

want someone to do something

Wenn man etwas von jemandem will, verwendet man **want to** mit der Grundform des entsprechenden Verbs.

I want you to lend me your new DVD.	She wanted him to buy her a present.
--	---

Question tags

Um die deutschen Fragen „oder?“ bzw. „nicht wahr?“ auszudrücken, verwendest du sogenannte *question tags*. Diese richten sich nach dem verwendeten Hauptverb: bei allen Formen von den Hilfs- und Modalverben **be, have, have got, can, must, should, will, might** wird das Verb in der gleichen Zeitform wieder aufgenommen; bei anderen Verben verwendest du **do(es) / do(es)n't** oder **did / didn't**. Nach einer positiven Aussage ist der *question tag* negativ. Nach einer negativen Aussage ist der *question tag* positiv.

You can swim, can't you?	They haven't done their homework, have they?	She loves her music, doesn't she?
He can't swim, can he?	You've done your homework, haven't you?	You don't like maths, do you?
He's afraid, isn't he?	You will come to my party, won't you?	They flew to America, didn't they?
You're not afraid, are you?	They won't have time, will they?	Do you like the film, do you?

CONDITIONAL CLAUSES

Conditional 1 (sicher/bestimmt)		Conditional 2 (unwahrscheinlich, aber möglich)		Conditional 3 (unmöglich)	
IF-Satz	Hauptsatz	IF-Satz	Hauptsatz	IF-Satz	Hauptsatz
Present simple	will / Modalverb + Hauptverb	Past simple	would (n't) + 3. Form des Verbs	Present perfect	would (n't) have + 3. Form des Verbs (past participle)
If it doesn't rain,	we'll have a party in the garden.	If I won a million euros,	I would travel all over the world.	If I had known that,	I wouldn't have given you the money.
If you feel tired,	you can have a rest.	If you didn't eat so much,	you would lose weight.	If she hadn't stopped so quickly,	she would have hit the wall.

PASSIVE

Das *passive* wird mit der entsprechenden Form von **be** und dem *past participle* gebildet.

VW cars are made in Germany.	Rome wasn't built in a day.
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Bei Verben mit zwei Objekten (z.B. They gave *me three books* for my birthday.) bildest du das Passiv so:

I was given three books for my birthday.

by + Substantiv wird verwendet, um beim Passiv zu sagen, wem etwas gemacht wird.

I was chased by a dog.

ADVERBS (ADVERBIEN)

Generell bildet man Adverbien, indem man an die Grundform des Adjektivs **-ly** anhängt.

usual – usually	sad – sadly	furious – furiously
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Adverbs of manner (Adverbien der Art und Weise)

Mit Adverbien der Art und Weise schreibst du, wie jemand etwas macht. Regelmäßige Adverbien werden mit **-ly** gebildet.

Regular (+ -ly) (Regelmäßig)			Irregular (Unregelmäßig)	
bad – badly	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.

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.
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REPORTED SPEECH

	Direkte Rede	Indirekte Rede
Befehle	Give me the book!	She told him to give her the book.
Aussagen	I have a headache. I had a headache yesterday. I'll see a doctor tomorrow.	She said she had a headache. He said she had had a headache the day before. She said she would see a doctor the next day.
Fragen	Can you help me? Have you seen a doctor? Will he see you tomorrow?	She asked if I could help her. He asked if she had seen a doctor. I asked her if he would see her the next day.

PHRASAL VERBS

Verb	Übersetzung	Verb	Übersetzung
get hold of	erreichen, erwischen	go out	ausgehen
get in	einsteigen	put down	kritisieren; niederschlagen
get off	aussteigen	put off	aufschieben
get on	zusteigen	pull	anziehen
get on well with	sich (gut) verstehen mit	put up	jemanden unterbringen
get out of somebody's way	jemandem aus dem Weg gehen	put up with	tolerieren
get rid of	loswerden	take care	aufpassen
get to	ankommen	take over	übernehmen
give up	aufgeben	take place	stattfinden
go on	weitermachen		

ARTICLES (ARTIKEL)

Indefinite article (Unbestimmter Artikel)

Der unbestimmte Artikel **a** wird vor einem zählbaren Hauptwort verwendet, **an** wird vor Selbstlauten verwendet.

a bike	vor den Vokalen (Selbstlauten): a, e, i, o, u
a teacher	an egg /ən 'eg/
a dog	an apple /ən 'æpl/

Definite article (Bestimmter Artikel)

Der bestimmte Artikel, **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** (bei Vokal vor **-y** bleibt **-y**) und **-f** oder **-fe** zu **-ves**. Es gibt auch einige unregelmäßige Pluralformen.

Regelmäßig				
dog – dogs	snake – snakes	cat – cats	boy – boys	
Unregelmäßig				
baby – babies	leaf – leaves	life – lives	child – children	foot – feet

PRONOUNS (PRONOMEN)

Question words (Fragewörter)

Who	What	Where	How often
Who is she?	What's your name?	Where are you now?	How often do you go to the cinema?
Who are you?	What eats insects?	Where do you live?	
Who likes ice cream?	What does your dog eat?		
Who do you like?			

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 **one** oder **the** 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 möchtest, kannst du es durch **one** / **ones** ersetzen.

What book are you reading? – One about a man travelling around the world.	What kind of books do you like? – Ones about travel.
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some – any

Wenn du etwas Unzählbares beschreiben möchtest, verwendest du **some**.

Wenn du fragen willst, ob etwas da ist, verwendest du **any**. 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 chocolate?	There aren't any onions in the kitchen.
	Do you want any chocolate?

this / that, these / those

This / that, these / those sind Demonstrativpronomen, die verwendet werden, um Nähe oder Ferne auszudrücken.

This / these beschreibt etwas in der Nähe, **that / those** etwas weiter Entferntes.

I like this 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 their book. It's theirs .

Possessives

Possessivpronomen stehen immer vor dem Hauptwort und zeigen an, wem oder zu 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 dem Namen antwortest,fügst du das Possessiv **'s** an.

Whose is this book?	It's Amanda's (book).	Whose book is this?	It's Susan Potter's (book).
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Relative clauses (Relativsätze)

Die Relativpronomen in bestimmenden Relativsätzen sind:

	auf Personen bezogen	auf Tiere oder Dinge bezogen
Subjekt	who oder that	which oder that
direktes Objekt	(who) oder (whom) (that)	(which) oder (that)
Besitzverhältnis	whose	whose

Ist das Pronomen direktes Objekt, kannst du es in der Regel weglassen; in der obigen Tabelle steht es deshalb in Klammern.

The man who(m) / that you met at my house is my uncle.	The car which / that we bought last month is a BMW.
The man you met ...	The car we bought ...

Reflexive pronouns (Reflexivpronomen)

Reflexive pronouns werden verwendet, wenn jemand sich selber etwas antut oder um zu betonen, dass jemand etwas selbst macht.

She saw herself in the mirror.				We did the job ourselves .			
myself	yourself	himself	herself / itself	ourselves	yourselves	themselves	

Reciprocal pronouns

Reciprocal pronouns werden verwendet, wenn Personen einander und nicht sich selber etwas (an-)tun.

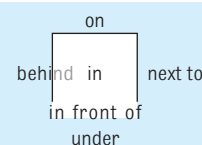
each other	one another	They met each other / one another on holiday in America.
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PREFIXES AND SUFFIXES (VORSILBEN UND NACHSILBEN)

Vorsilben = nicht / das Gegenteil von	Nachsilben
in- il- ir- un- dis- mis-	-ness (Hauptwort/Substantiv) -ful (Adjektiv) -less (Adjektiv = ohne)
possible – impossible	agreement – disagreement

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 der Orte)

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 (Vergleiche & Steigerung der Adjektive)

Einsilbige Adjektive steigerst du mit **-er** und **-est**. Bei mehr als zwei Silben steigerst du mit **more** und **most**.

Eine Auflistung der am häufigsten verwendeten 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	s safer	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

How much is/are...?

Mit **how much** wird nach der Menge (bei nichtzählbaren Hauptwörtern) oder nach dem Preis gefragt.

How much ice cream do you eat every day?	How much is the ice cream?	How much money have you got?	How much are the trainers?
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Um kleine Mengen anzugeben, verwendest du:

not a lot of
not much = a little / a bit (Einzahl, unzählbar)
not many = a few (Mehrzahl, zählbar)
They didn't have much money and only a little food.
There weren't many sheep on the farm and only a few cows.

Um größere Mengen anzugeben, verwendest du:

a lot of / lots of (Einzahl und Mehrzahl, zählbar und unzählbar, vor allem in positiven Aussagesätzen und Fragen)
much (Einzahl, unzählbar, vor allem in verneinten Aussagesätzen und Fragen)
many (Mehrzahl, zählbar, vor allem in verneinten Aussagesätzen und Fragen)
We had a lot of homework last week.
Did she have much homework yesterday?
She has lots of friends at school.
Do they have many friends in the village?

Ordinal numbers

Cardinal	Ordinal	Cardinal	Ordinal
1 one	first	17 seventeen	seventeenth
2 two	second	18 eighteen	eighteenth
3 three	third	19 nineteen	nineteenth
4 four	fourth	20 twenty	twentieth
5 five	fifth	21 twenty-one	twenty-first
6 six	sixth	30 thirty	thirtieth
7 seven	seventh	40 forty	fortieth
8 eight	eighth	50 fifty	fiftieth
9 nine	ninth	60 sixty	sixtieth
10 ten	tenth	70 seventy	seventieth
11 eleven	eleventh	80 eighty	eightieth
12 twelve	twelfth	90 ninety	ninetieth
13 thirteen	thirteenth	100 hundred	hundredth
14 fourteen	fourteenth	101 a/one hundred and one	the (one) hundred and first
15 fifteen	fifteenth	1,000 a thousand	the one thousandth
16 sixteen	sixteenth	1,000,000 a million	the millionth

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.

Connecting ideas

Um Elemente innerhalb eines Satzes oder Sätze innerhalb eines Textes zu verbinden, kannst du verschiedene Konnektoren oder Verbindungswörter verwenden.

Cause/Result (Ursache/Ergebnis)	They can't play together because of the fence between them.
Contrast (Gegensatz)	Although he's a very young writer, he's already won an important award. The film was good. A bit too long, however .
Purpose (Absicht)	He has taken a course in business in order to become a manager. I'll use a microphone so that everybody can hear me.

So (do/have) I / Neither (do/have) I

Wenn du jemandem zustimmen willst („ich auch“), verwendest du **So do I**. Bei einer negativen Aussage, der du zustimmst („ich auch nicht“), verwendest du **Neither do I**.

Bei Modalverben und **have** wiederholst du das Verb, ansonsten verwendest du **do**.

I like rap. – So do I .	I don't like rock. – 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 erklären, verwendest du **why** bzw. **because**.

Why did you go to the store? – Because I needed bread.

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.
Stop there.
Are you ready?
Any questions?
Be 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, root**
 [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]	Q	[kw]
B	[biː]	R	[ɑː]
C	[sɪː]	S	[s]
D	[diː]	T	[t]
E	[iː]	V	[vɪː]
F	[ef]	W	[wɪː]
G	[dʒi]	X	[ˈdʌbəljuː]
H	[ertʃ]	Y	[eks]
I	[aɪ]	Z	[waɪ]
J	[dʒeɪ]		[zed/ziː]
K	[keɪ]		
L	[el]		
M	[em]		
N	[en]		
O	[əʊ]		
P	[piː]		

WORDLIST

U6/10 = Unit 6 Exercise 10; **D** = DVD; **G** = Grammar; **DSC** = Developing Speaking Competencies;

MORE 1 = Wörter, die schon in MORE 1 vorgekommen sind; **MORE 2** = Wörter, die schon in MORE 2 vorgekommen sind;

MORE 3 = Wörter, die schon in MORE 3 vorgekommen sind

A

ability MORE 3	[ə'biləti]	Fähigkeit; Möglichkeit
(be) able to do MORE 3	[bi: 'eɪbl tə 'du:]	tun können
abnormal U8/4	[əb'nɔ:məl]	ungewöhnlich
Aborigine U7/1	[əbə'ridʒɪni:]	australische/r Ureinwohner/in
(be) about MORE 3	[bi ə'baʊt]	handeln von
about (5.30 a.m.) MORE 3	[ə'baʊt]	so gegen (halb- sechs Uhr morgens)
above MORE 1	[ə'boʊv]	über
abroad U9/D	[ə'brɔ:d]	im/ins Ausland
absolutely MORE 3	[æbsə'lʊtli]	absolut
academic U6/3	[,ækə'demɪk]	akademisch, wissenschaftlich
access U2/14	[,æk'ses]	Zugang; Zugriff
accident MORE 1	[,æksɪdɪnt]	Unfall
according to U5/6	[ə'kɔ:dɪŋ tə]	laut, nach
accountant U4/2	[ə'kaʊntənt]	Buchhalter/in
ache MORE 2	[eɪk]	Schmerz (n)
achieve U6/1	[ə'tʃi:v]	erzielen
across MORE 3	[ə'krɒs]	über
act MORE 3	[ækt]	handeln; auftreten
active MORE 3	[,æktɪv]	aktiv
activist U6/6	[,æktɪvɪst]	Aktivist
actor/actress MORE 3	[,æktə, 'æktɹəs]	Schauspieler/in
actually MORE 2	[,æktʃʊəli]	eigentlich, genau genau
ad (=advert, advertisement) U5/7	[æd, 'æd 'vɜ:tɪsmənt]	Werbung, Anzeige
adapt MORE 3	[æd'æpt]	anpassen
add MORE 2	[æd]	hinzufügen
addict U8/7	[ə'dɪkt]	Abhängige/r
addiction U8/7	[ə'dɪkʃən]	Sucht
admire MORE 2	[əd'maɪə]	bewundern
admission U1/8	[əd'mɪʃən]	Eintritt
advantage U8/7	[əd'vɑ:ntɪdʒ]	Vorteil
advice MORE 3	[əd'vaɪs]	Rat
(be) affected by sth U5/5	[bi ə'fektɪd baɪ 'sʌmθɪŋ]	von etw betroffen/ beeinflusst sein
afford U5/5	[ə'fɔ:d]	sich leisten können
(be) afraid (of) MORE 3	[bi ə'freɪd əv]	Angst haben / sich fürchten (vor)

African MORE 3	[,æfrɪkən]	Afrikaner/in; afrikanisch
African-American U1/13	[,æfrɪkən 'æmərɪkən]	Afroamerikaner/in; afroamerikanisch
aged (11) MORE 3	[eɪdʒd]	(11) Jahre alt
agree MORE 3	[ə'ɡri:]	zustimmen
agree on MORE 3	[ə'ɡri: ɒn 'sʌmθɪŋ]	sich über etw einig werden
agreement MORE 3	[ə'ɡri:mənt]	Zustimmung; hier: Abkommen
ahead (of) MORE 3	[ə'hed əv]	vor
aircraft MORE 3	[,eəkra:ft]	Flugzeug
airline U7/3	[,eəlaɪn]	Fluggesellschaft
airport MORE 2	[,eə'pɔ:t]	Flughafen
alarm clock MORE 3	[ə'la:m klɒk]	Wecker
alive MORE 2	[ə'laɪv]	lebendig, am Leben
all MORE 1	[ɔ:l 'ɪn ɔ:l]	alles in allem
all over MORE 3	[ɔ:l 'əʊvə]	überall in/auf
(not) all well to do something MORE 3	[bi: ə'laʊd tə 'du: s'mθɪŋ]	etwas (nicht) tun dürfen
alley U1/13	[,æli]	Gasse
almost MORE 2	[ɔ:lməʊst]	fast, beinahe
along MORE 2	[ə'lɒŋ]	entlang
already MORE 2	[ɔ:l'redi]	schon
although MORE 3	[ɔ:l'dʒəʊ]	obwohl
altogether U12/3	[,ɔ:l'tə'geðə(r)]	insgesamt, zusammen
amazed U7/7	[ə'meɪzd]	erstaunt, verblüfft
amazingly U7/7	[ə'meɪzɪŋli]	erstaunlich, verblüffenderweise
ambition U4/12	[æm'bɪʃn]	Ehrgeiz, Zielsetzung
ambitious U6/4	[æm'bɪʃəs]	ehrgeizig
ambulance MORE 1	[,æmbjələns]	Krankenwagen
American MORE 3	[ə'merɪkən]	Amerikaner/in; amerikanisch
among MORE 3	[ə'mʌŋ]	unter
amount MORE 3	[ə'maʊnt]	Menge
analyse, analyze (AE) U2/8	[,ænəlaɪz]	analysieren
ancestor U7/3	[,ænsəstə(r)]	Vorfahre/Vorfahrin
ancient MORE 2	[,eɪnʃənt]	uralt, antik
anger U10/10	[,æŋɡə]	Zorn, Ärger
(not) any more MORE 3	[,nɒt eni 'mɔ:]	nicht mehr
ankle MORE 2	[,æŋkl]	Knöchel

announcement U3/5	[ə'naʊnsmənt]	Durchsage, Mitteilung	attraction MORE 3	[ə'trækʃn]	Attraktion
annoyance U10/10	[ə'noɪəns]	Verärgerung, Belästigung	attractive MORE 3	[ə'træktɪv]	attraktiv
(be) annoyed with sth/sb U4/DSC	[bi ə'noɪd wɪð 'sʌmθɪŋ/'sʌmbədi]	über etw/jdn verärgert sein	auction U8/5	['ɔ:kʃn]	Auktion, Versteigerung
answer the door U11/12	['ɑ:nsə ðə dɔ:(r)]	an die Tür gehen, jdn hereinlassen	Austrian MORE 3	['ɒstriən]	Österreicher/in, österreichisch
anthology U11/7	[æn'thɒlədʒi]	Sammelband	autograph U13/3	['ɔ:təgrəf]	Autogramm
anybody MORE 2	['eni'bɒdi]	irgendjemand	automatically U2/12	[ə'ɒmə'tɪkli]	automatisch
anyone MORE 3	['eniwʌn]	irgendjemand	autonomy U1/2	[ə'ɒnəmi]	Unabhängigkeit, Autonomie
Anything else? MORE 3	['æniθɪŋ 'els]	Sonst noch was?	available U5/6	[ə'veɪləbl]	erhältlich, verfügbar
anyway MORE 3	['eni'wei]	sowieso; jedenfalls	average MORE 2	['ævərɪdʒ]	durchschnittlich
apologise, apologize (AE) MORE 2	[ə'pɒlədʒaɪz]	sich entschuldigen	(on) average MORE 3	[ɒn 'æv(ə)rɪdʒ]	im Durchschnitt
apology U10/DSC	[ə'pɒlədʒi]	Entschuldigung	avoid MORE 3	['ɔɪd]	(ver-)meiden
appear MORE 2	[ə'pɪə]	erscheinen	award MORE 3	[ə'wɔ:d]	Preis, Auszeichnung
appearance MORE 3	[ə'pɪərəns]	Erscheinen; Auftritt	(be) aware (of) MORE 3	[bi ə'weə əv]	sich etw bewusst sein
apply U12/4	[ə'plai]	anfragen; sich bewerben	awful MORE 3	['ɔ:fl]	furchtbar, schrecklich, scheußlich
architect MORE 3	['ɑ:kɪtekt]	Architekt/in			
Are we still on for ...? U11/D	[ə(r) wi stɪl ɒn fɔ]	Steht unsere Verabredung noch?	back then U11	[bæk ðen]	damals
area MORE 2	['eəriə]	Gebiet, Region	background MORE 3	['bæk'graʊnd]	Hintergrund
argument U9/4	['ɑ:gjʊmənt]	Argument, Meinung	back (AE) MORE 3	['bæk'pæk]	Rucksack
army MORE 3	['ɑ:mi]	Armee	badly MORE 3	['bædli]	dringend
arrest MORE 3	[ə'rest]	verhaften	beach U11/15	[bi:tʃ]	Strand
arrival U1/1	[ə'raɪvl]	Ankunft	ban U5/7	[bæn]	verboten
arrow MORE 3	['ærəʊ]	Pfeil	bandage MORE 2	['bændɪdʒ]	Verband
artificial U5/7	[ɑ:ti'fɪʃl]	künstlich	bark MORE 3	[bɑ:k]	(Baum-)Rinde, Borke
ashamed MORE 2	[ə'ʃeɪmd]	beschämt	base MORE 2	[beɪs]	Fuß, Basis
ask somebody out (for) MORE 3	['ɑ:sk sʌmbədi 'aʊt]	jemanden (auf) etwas fragen	basic U6/3	['beɪsɪk]	grundlegend
assistant MORE 2	[ə'sɪstənt]	Assistent	basically U14/6	[beɪsɪkli]	grundsätzlich, prinzipiell
associate U9/1	[ə'səʊsiət]	verknüpfen, assoziieren	be fond (of) MORE 1	[bi fɒnd əv]	(etw) gerne mögen
asteroid U12/1	['æstərɔɪd]	Gesteinskörper	be into sth U11/6	[bi 'ɪntə 'sʌmθɪŋ]	etw mögen, gerne tun
(not) at all MORE 2	[nɒt ət ɔ:l]	gar nicht	beast U11/15	[bi:st]	Biest
at any time U2/4	[ə'tʌni taɪm]	zu jeder Zeit	beat MORE 3	[bi:t]	schlagen, klopfen
at first MORE 1	[ət fɜ:st]	zunächst	Beats me. U5/D	[bi:ts mi]	Da bin ich überfragt.
at least MORE 3	[ət li:st]	wenigstens	beat sb MORE 3	['bi:t sʌmbədi]	jdn besiegen
at once U1/11	[ət ɒns]	auf einmal	because of MORE 3	[br'kɔz əv]	wegen
at some point U11/12	[ət sʌm pɔɪnt]	irgendwann	become MORE 1	[br'kʌm]	werden
at the same time MORE 3	[ət ðə seɪm taɪm]	gleichzeitig	beg MORE 3	[beg]	betteln, bitten
atmosphere U12/3	[ə'tməsfɪə(r)]	Atmosphäre	beggar U13/6	['begə(r)]	Bettler/in
attach something (to an email) MORE 3	[ə'tætʃ 'sʌmθɪŋ]	etwas (an eine Mail) anhängen	behave MORE 2	[br'heɪv]	sich benehmen
attack MORE 3	[ə'tæk]	Angriff; angreifen	believe (in sth) U1/11	[br'li:v ɪn 'sʌmθɪŋ]	(an etw) glauben
attend MORE 3	[ə'tend]	etw besuchen, teilnehmen	(not) believe one's eyes U12/G	[nɒt br'li:v wʌnz aɪz]	seinen Augen nicht trauen
attention MORE 3	[ə'tenʃn]	Aufmerksamkeit	bell tower U1/10	[bel 'tʌwə(r)]	Glockenturm
			belong to MORE 3	[br'lɒŋ tə]	gehören

below MORE 2	[br'ləʊ]	unten; unterhalb
bend U9/3	[bend]	beugen
beside MORE 2	[br'saɪd]	neben
between MORE 2	[br'twi:n]	zwischen
beyond U1/8	[br'jɒnd]	jenseits, außerhalb
bibliomania U8/3	[bɪblɪə'meɪniə]	Büchersammelwut
bill MORE 3	[bɪl]	Rechnung
bin MORE 3	[bɪn]	Mülleimer, Müllkübel
biography MORE 3	[baɪ'ɒgrəfi]	Biografie
biosphere U12/9	['baɪəʊsfɪə(r)]	Lebensraum, Biosphäre
black market U8/1	[blæk 'mɑ:kɪt]	Schwarzmarkt
blackmail U2/3	[blækmeɪl]	erpressen
blindness MORE 3	['blaɪndnəs]	Blindheit
bloodstain U1/11	[blʌdsteɪn]	Blutfleck
blow MORE 3	[bləʊ]	wehen, blasen
blow up U3/5	[bləʊ 'ʌp]	explodieren
blurb U11/5	[blɜ:b]	Klappentext
(on) board MORE 3	[ɒn 'bɔ:d]	an Bord
bomb MORE 3	[bɒm]	Bombe
bone MORE 2	[bəʊn]	Knochen
bonus U4/9	[bəʊnəs]	Bonus
book MORE 3	[bʊk]	reservieren, buchen
book report U11	[bʊk rɪ'pɔ:t]	Buchrezension
bookseller U6/6	['bʊksələ(r)]	Buchhändler
boot MORE 2	[bu:t]	Stiefel
border MORE 3	['bɔ:də]	Grenze
borrow (from) MORE 2	['bɒrəʊ]	aus... (von) leihen
bow U2/6	[bəʊ]	Bogen
bowl MORE 2	[bəʊl]	Schüssel
brace U3/5	[breɪs]	Stütze
brain U14/3	[breɪn]	Gehirn
brass U8/13	[brɑ:s]	Poliermetall
brave MORE 3	[breɪv]	mutig, tapfer
Brazilian MORE 3	[brə'zɪliən]	Brazilianer/in; brasilianisch
break up U12/3	[breɪk ʌp]	hier: auseinanderbrechen
bride U9/8	[braɪd]	Braut
bridegroom U9/8	[brɪdɡru:m]	Bräutigam
bridesmaid U9/8	['braɪdzmɛɪd]	Brautjungfer
brief U7/12	[brɪf]	kurz
bright MORE 2	[braɪt]	hell, leuchtend
(the) British MORE 3	[ðə 'brɪtɪʃ]	die Briten
brochure MORE 2	['brəʊʃə(r)]	Broschüre, Prospekt
bruising U4/DSC	['bru:zɪŋ]	Bluterguss, Prellung
built of MORE 3	[bɪlt ɒv]	aus... gebaut

bull U1/4	[bʊl]	Bulle, Stier
bully MORE 2	['bʊli]	tyrannisieren
burn out U3/5	[bɜ:n ʌʊt]	ausbrennen, herunterbrennen
burn to the ground U8/4	[bɜ:n tə ðə graʊnd]	abbrennen
bury MORE 3	['berɪ]	begraben
business MORE 3	['bzɪnəs]	Geschäft, Angelegenheit
businessman (pl -men) MORE 3	['bzɪnəsmən]	Geschäftsmann
busy U3/1	['bɪzi]	beschäftigt; hier: belebt, hektisch
button MORE 3	['bʌtn]	Knopf
by the way MORE 3	['baɪ ðə 'weɪ]	übrigens
C		
cabbage U2/2	['kæbɪdʒ]	Kohl, Kraut
cadet U4/1	[kə'det]	Kadett
cake MORE 1	[keɪk]	Käfig
call MORE 3	[kɔ:l]	eingesperrt
caller MORE 3	['kɔ:lə]	anrufen; nennen
calm MORE 3	[kɑ:m]	Anrufer/in
calm down MORE 2	[kɑ:m 'daʊn]	ruhig, gelassen
calorie U5/5	['kæləri]	sich beruhigen
camcorder MORE 3	['kæmkɔ:də]	Kalorie
campaign U2/4	[kæm'peɪn]	Videokamera
campaign U3/7	[kæm'peɪn]	Kampagne, Aktion
capacity U3/5	[kə'pæsəti]	sich einsetzen/ engagieren
capital (city) MORE 1	['kæpɪtl 'sɪti]	Kapazität
carbon dioxide U12/9	['kɑ:bən daɪ'ɒksaɪd]	Hauptstadt
career advisor U4/8	[kə'ɪə(r) əd'vaɪzə]	Kohlendioxid
care for MORE 2	['keə fə]	Berufsberater/in
carefully U2/12	[keəfəli]	sich kümmern um
careless MORE 3	['keələs]	vorsichtig, sorgfältig
carpet MORE 2	['kɑ:pɪt]	unvorsichtig, leichtsinnig
carry MORE 1	['kæri]	Teppich
case MORE 1	[keɪs]	tragen, befördern
cash U14/3	[kæʃ]	Fall
casual U4/12	['kæʒuəl]	Bargeld
catch sight of U1/11	[kætʃ 'saɪt əv]	hier: sportlich, leger
Catholic U1/1	['kæθlɪk]	erblicken, erkennen
cattle MORE 2	['kætl]	Katholik/in; katholisch
cause MORE 3	[kɔ:z]	Rinder; Vieh
celebrate MORE 3	[selɪbreɪt]	Anlass, Ursache; verursachen
		feiern

celebration U2/4	[sɛlɪˈbreɪʃn]	Feier, Fest
central MORE 3	['sentrəl]	zentral, Mittel-
century MORE 3	['sentʃəri]	Jahrhundert
ceremony U9/2	['serəməni]	Zeremonie
certainly MORE 1	['sɜ:tnli]	sicher(lich); bestimmt
challenge MORE 2	['tʃælɪndʒ]	Herausforderung
chance MORE 3	[tʃɑ:ns]	Möglichkeit; Chance
change one's mind MORE 2	[tʃeɪndʒ wʌnz maɪnd]	seine Meinung ändern
change MORE 3	[tʃeɪndʒ]	Veränderung; (sich) verändern
character MORE 3	[kærəktə(r)]	Charakter, Figur
charge MORE 3	[tʃɑ:dʒ]	Gebühr
cheap MORE 3	[tʃi:p]	billig, preiswert
cheer U1/2	[tʃiə]	jubeln
chef MORE 2	[ʃef]	Koch/Köchin
cheque U7/2	[tʃek]	Scheck
chest U2/1	[tʃest]	Brust
childhood (no pl) U7/5	['tʃaɪld'hʊd]	Kindheit
childish MORE 3	['tʃaɪldɪʃ]	kindisch
chimney U2/12	['tʃɪmni]	Kamin
choice MORE 3	[tʃɔɪs]	Wahl
choose MORE 2	[tʃu:z]	(aus-)wählen
chop U14/3	[tʃɒp]	abhacken
circular U12/9	['sɜ:kjələ(r)]	rund, kreisförmig
circumstance U1/11	[sɜ:kəmstəns]	Umstand
civilian U1/2	[səˈvɪliən]	Zivilist/in
claim U10/8	[kleɪm]	behaupten
clap of thunder U1/11	[klæp əv 'θʌndə(r)]	Donner, Schlag
classic MORE 3	['klæsɪk]	klassisch
classical MORE 3	['klæsɪkl]	klassisch, elitös
classmate MORE 2	['kla:smet]	Klassenkollege/-in, Klassenkammergenosse
claw U11/15	[kloʊ]	Kralle
clean sth up U1/11	[kli:n sʌmθɪŋ ʌp]	etw. aufräumen, sauber machen,
clear as day U11/15	[kliə əz deɪ]	klar, eindeutig
clear up MORE 3	[kliə ʌp]	aufklären, aufräumen
(office) clerk U2/2	[kɑ:k]	(Büro-)Angestellte/r
client U4/9	['kliənt]	Kunde/Kundin
cliff MORE 3	[klɪf]	Klippe, Kliff
climate change U11/15	['klaɪmətʃeɪndʒ]	Klimawandel
climb MORE 3	[klaɪm]	klettern
climbing MORE 3	['klaɪmɪŋ]	Klettern; hier: Klettermöglichkeiten
close MORE 3	[kləʊs]	nahe
close down MORE 3	[kləʊz 'daʊn]	schließen, zumachen
clue MORE 1	[klu:]	Hinweis
coach MORE 3	[kəʊtʃ]	Trainer/in

coal U13/6	[kəʊl]	Kohle
coastline U1/8	['kəʊstlaɪn]	Küste
coin MORE 2	[kɔɪn]	Münze
coincidence MORE 3	[kəʊɪnsɪd(ə)ns]	Zufall; Fügung
cold MORE 3	[kəʊld]	Kälte; Erkältung
collapse U5/11	[kə'ləps]	zusammenbrechen
colleague U2/8	['kɒliːg]	Kollege/Kollegin
collect MORE 1	['leɪkəl]	sammeln
collection MORE 3	['kɒləʃən]	Sammlung
college MORE 3	['kɒlɪdʒ]	Gymnasium, College
collide with sth U11/15	[kə'laɪd wɪð]	mit etw zusammen- stoßen
colonisation U11/15	[kə'lənəɪ'zeɪʃn]	Besiedlung
colonist U12/10	['kɒlənɪst]	Ansiedler/in
colony U12/9	['kɒləni]	Kolonie, Siedlung
column MORE 3	['kɒləm]	Säule; Spalte
come out U11/15	[kʌm aʊt]	hier: veröffentlicht werden
come up to U11/15	[kʌm 'ʌp tə]	hinkommen auf
come up with sth U6/12	[kʌm 'ʌp wɪð 'sʌmθɪŋ]	sich etw einfallen lassen
comedy MORE 3	['kɒmədi]	Komödie
comfort zone U9/5	['kʌmfət zəʊn]	Komfortzone
command MORE 2	[kə'mɑ:nd]	befehlen, verlangen
commander U1/2	[kə'mɑ:ndə(r)]	Kommandant/in
comment MORE 3	['kɒment]	Kommentar, Bemerkung
comment on sth U11/15	['kɒment]	kommentieren, anmerken
commercial U12/6	[kə'mɜ:ʃl]	kommerziell
commit U2/12	[kə'mɪt]	begehen
committee U5/15	[kə'mɪti]	Komitee, Ausschuss
common U2/12	['kɒmən]	üblich, gewöhnlich
communicate U9/1	[kə'mju:nɪkeɪt]	kommunizieren
community MORE 3	[kə'mju:nəti]	Gemeinschaft
community service U6/3	[kə'mju:nəti 'sɜ:vɪs]	gemeinnützige Arbeit
company MORE 3	['kʌmp(ə)ni]	Firma, Gesellschaft
compare MORE 2	[kəm'peə(r)]	vergleichen
(by) comparison U5/6	[baɪ kəm'pærɪsn]	(im) Vergleich
competition MORE 1	[kɒmpə'tɪʃn]	Wettbewerb; Konkurrenz
complain MORE 3	[kəm'pleɪn]	sich beschweren
complaint MORE 3	[kəm'pleɪnt]	Beschwerde, Klage
completely MORE 3	[kəm'pli:tli]	völlig, komplett
computing U4/4	[kəm'pu:tɪŋ]	Computerwesen; Datenverarbeitung
concentrate U8/7	['kɒnsntreɪt]	konzentrieren
concentration camp U11/2	[kɒnsn'treɪʃn kæmp]	Konzentrationslager
concept U10/4	['kɒnsɛpt]	Konzept

conclude U9/1	[kən'klu:d]	beenden; schlussfolgern
conclusion U2/4	[kən'klu:ʒn]	Schlussfolgerung, Ergebnis
condition U3/7	[kən'diʃn]	Zustand; Bedingung
confess U11/15	[kən'fes]	gestehen; beichten
confidence U6/3	['kɒnfɪdəns]	Selbstbewusstsein
confidently U4/12	['kɒnfɪdəntli]	selbstbewusst
confirm U2/8	[kən'fɜ:m]	bestätigen
conflict U1/2	['kɒnflɪkt]	Konflikt; Streit
confused MORE 2	[kən'fju:zd]	verwirrt
confusion U2/4	[kən'fju:ʒn]	Verwechslung, Durcheinander
connect MORE 2	[kə'nekt]	anschießen; verbinden
consent U9/1	[kən'sent]	Einwilligung, Zustimmung
consequence MORE 3	['kɒnsɪkwəns]	Folge, Konsequenz
consider MORE 3	[kən'sɪdə(r)]	bedenken, berücksichtigen
constantly U12/3	['kɒnstəntli]	ständig, andauernd
contact MORE 3	['kɒntækt]	Kontakt
contact sb MORE 3	['kɒntækt 'sʌmbədi]	sich mit jdm in Verbindung setzen
contain U5/7	[kən'teɪn]	enthalten
content U3/D	['kɒntent]	Inhalt
contestant U7/2	[kən'testənt]	Kandidat/in
continue MORE 3	[kən'tɪnju:]	fortsetzen
contrast U5/G	['kɒntrɑ:st]	vergleichen; gegensätzlich sein
contribution U6/3	[kɒntri'bju:ʃn]	Beitrag, Spende
contributor U5/7	[kən'trɪbjətə(r)]	Beitragender, Mitwirkender
cooking programme U5/7	['kʊkəri 'prəʊɡræm]	Kochsendung
cooperative U10/3	[kəʊ'ɒpərətɪv]	kooperativ
copy MORE 3	['kɒpi]	Kopie; Exemplar
correct sth MORE 3	[kə'rekt sʌmθɪŋ]	korrigieren
cosmetic U1/11	[kɒz'metɪk]	kosmetisch
cost MORE 3	['kɒst]	Kosten
costume MORE 2	['kɒstju:m]	Kostüm
country house U1/11	['kʌntri haʊs]	Landhaus
county U1/8	['kaʊnti]	Bezirk
(a) couple of MORE 3	[ə 'kʌpl əv]	einige, ein paar
courage MORE 3	['kʌrɪdʒ]	Mut, Tapferkeit
cover MORE 3	['kʌvə]	bedecken; Abdeckung; Cover
crack MORE 3	['kræk]	(zer-)brechen
crash MORE 2	['kræʃ]	zu Bruch fahren
crash MORE 3	['kræʃ]	Unfall; Absturz
crawl MORE 3	['krɔ:l]	kriechen
create MORE 2	['kri'eɪt]	erschaffen, kreieren
creature MORE 2	['kri:tʃə]	Kreatur, Lebewesen

credit card MORE 3	['kredɪt 'kɑ:d]	Kreditkarte
crew MORE 3	['kru:]	Besatzung
crime MORE 1	['kraɪm]	Verbrechen, Kriminalität
crime scene U2/12	['kraɪm si:n]	Tatort
criminal MORE 3	['krɪmɪnl]	Verbrecher/in
crimson U3/10	['krɪzən]	karminrot
crisis U1/7	['kraɪsɪs]	Krise
critic MORE 3	['krɪtɪk]	Kritiker/in
crop U1/2	['krɒp]	Ernte
cross MORE 2	['krɒs]	durchqueren, überqueren
Cross my heart U12/D3	['krɒs maɪ hæ:t]	Ehrenwort!, Ich schwöre!
crowd MORE 3	['kraʊd]	(Menschen-)Menge; Zuschauermenge
crowdfunding U13	['kraʊdfʌndɪŋ]	Gruppenfinanzierung
cruelty MORE 3	['kru:əlti]	Grausamkeit; Quälerei
cuisine U3/1	['kwi:'zi:n]	Küche
culture U7	['kʌltʃə(r)]	Kultur
curious MORE 3	['kjʊəriəs]	neugierig
currently U1	['kʌrəntli]	derzeitig, momentan
custom U7	['kʌstəm]	Brauch, Sitte
customer MORE 1	['kʌstəmə(r)]	Kunde/Kundin
cut MORE 3	['kʌt]	Schnitt(wunde)
cut oneself U2/8	['kʌt wʌn'self]	sich schneiden
cute MORE 3	['kju:t]	süß, niedlich
cybercrime U2/3	['saɪbəkraɪm]	Internetverbrechen

D

daily MORE 3	['deɪli]	täglich
damage MORE 3	['dæmɪdʒ]	Schaden; (be-)schädigen
danger MORE 2	['deɪndʒə]	Gefahr
dangerous MORE 2	['deɪndʒərəs]	gefährlich
dare MORE 1	[deə]	herausfordern; sich trauen
darkness U13/G	['dɑ:knəs]	Dunkelheit
day after day U12/7	[deɪ ɑ:ftə deɪ]	Tag für Tag
daybreak U10/2	['deɪbreɪk]	Tagesanbruch
daydream U11/D	['deɪdri:m]	tagträumen
daylight (no pl) MORE 3	['deɪ'lʌɪt]	Tageslicht
dead MORE 2	[ded]	tot
deadline U4/9	['dedlaɪn]	Frist, Abgabetermin
deadly MORE 3	['dedli]	tödlich
deal with sth U5/7	[di:l wɪð sʌmθɪŋ]	etw erledigen, sich um etw kümmern
death MORE 3	[deθ]	Tod
debate MORE 3	[dɪ'beɪt]	Debatte, Diskussion
decent-looking U9/9	['di:sntləʊkɪŋ]	einigermaßen gut aussehend

decide on sth U6/DSC	[dɪ'saɪd ɒn 'sʌmθɪŋ]	über etw entscheiden, etw festlegen	dislike U5/10	[dɪs'lʌk]	nicht mögen
decision MORE 3	[dɪ'sɪʒn]	Entscheidung	disqualified MORE 3	[dɪs'kwɒlɪ'faɪd]	disqualifiziert
deep MORE 1	[di:p]	tief	distance MORE 3	['dɪstəns]	Entfernung
deer MORE 3	[diə]	Hirsch	distribute U5/6	[dɪ'strɪbjʊ:t]	austeilen
defeat U10/6	[dɪ'fi:t]	besiegen, überwältigen	district MORE 3	['dɪstrɪkt]	Gebiet, Bezirk
definitely MORE 2	['defənətli]	eindeutig, definitiv; auf jeden Fall	disturb U12/7	[dɪ'stɜ:b]	stören
definition MORE 3	['defə'nɪʃn]	Definition, Erklärung	dizzy MORE 3	['dɪzi]	schwindelig
delete MORE 2	[dɪ'li:t]	streichen, löschen	do sth about sth MORE 3	[dʊ 'sʌmθɪŋ 'sʌmθɪŋ]	etw gegen etw unternehmen
delicious MORE 3	[dɪ'liʃəs]	köstlich, lecker	dome-shaped U10/9	[dəʊm'ʃeɪpt]	kuppelförmig
delighted U14/3	[dɪ'laɪtɪd]	erfreut	donate MORE 3	[dəʊ'neɪt]	spenden
demand U10/3	[dɪ'mɑ:nd]	fordern, verlangen; hier: Nachfrage	donation MORE 3	[dəʊ'neɪʃn]	Spende
demon MORE 2	['di:mən]	Dämon	Don't mention U9/D3	[dɒnt meɪnʃn ɪt]	Nichts zu danken.
demonstrate U5/D	['dɛmənstreɪt]	vorführen, aufzeigen	Don't you dare!	[dɒnt ju deə(r)]	Wage es ja nicht!
dentist MORE 3	['dentɪst]	Zahnarzt/Zahnärztin	doorbell MORE 2	[dɔ:bəl]	Türklingel
depend MORE 2	[dɪ'pend]	abhängen von	double U11/4	['dʌbl]	verdoppeln
depress U1/11	[dɪ'pres]	deprimieren	Down Under	[daʊn 'ʌndə(r)]	Australien
description MORE 3	[dɪ'skrɪpʃn]	Beschreibung	drag U7/10	[dræg]	schleppen, ziehen
desert MORE 2	['dezət]	Wüste	dramatic MORE 3	[drə'mætɪk]	dramatisch
deserve MORE 3	[dɪ'zɜ:v]	verdienen	dream U6/3	[dri:m 'dʒɜ:nl]	Traumtagebuch
desperate U3/5	['despəreɪt]	aussichtslos, verzweifelt	dreamer U6/3	['dri:mə(r)]	Träumer/in
despite U11/6	[dɪ'spaɪt]	trotz	dress up MORE 3	[dres 'ʌp]	sich herausputzen; sich verkleiden
destroy MORE 2	[dɪ'strɔɪ]	zerstören	dried U10/2	[draɪd]	getrocknet
detergent U1/11	[dɪ'tɜ:dʒənt]	Putzmittel	drop out U6/1	[drɒp aʊt]	hier: abbrechen
determined U2/DSC	[dɪ'tɜ:mɪnd]	entschlossen, bestimmt	drop MORE 2	[drɒp]	fallen, sinken
develop MORE 3	[dɪ'veləp]	(sich) entwickeln	drought MORE 3	[draʊt]	Trockenheit, Dürre
developer U4/9	[dɪ'veləpə]	Entwickler	drug U7/10	[drʌg]	Medikament
devil U9/3	['devl]	Teufel	dull U6/11	[dʌl]	matt, trüb
diet U5/7	[daɪət]	Ernährung, Diät	duration MORE 3	[dʒʊ'reɪʃn]	Dauer
difference MORE 3	['dɪfrəns]	Unterschied	E		
difficulty U6/3	['dɪfɪkəlti]	Schwierigkeit	each MORE 3	['i:'dʒi:]	z. B.
digest U7/7	['dɪdʒest]	verdauen	each of MORE 1	['i:tʃ əv]	jede/r/s von
dinner lady U5/7	['dɪnə'lædi]	Mitarbeiterin einer Schulkantine	each other MORE 3	['i:tʃ 'ʌðə]	einander
disagree MORE 2	[dɪ'səɡri:]	widersprechen	earn MORE 3	[ɜ:n]	verdienen
disagreement U11/6	[dɪ'səɡri:mənt]	Meinungsverschie- denheit	earring MORE 3	['ɪərɪŋ]	Ohrring
disappear MORE 2	[dɪ'səpiə]	verschwinden	earth MORE 2	[ɜ:θ]	Erde
disappointed MORE 2	[dɪ'səpaɪntɪd]	enttäuscht	earthquake MORE 3	['ɜ:θ'kweɪk]	Erdbeben
disappointment MORE 2	[dɪsə'pɔɪntmənt]	Enttäuschung	easy read U11/6	['i:zi ri:d]	leichte Lektüre
disaster MORE 3	[dɪ'zɑ:stə]	Katastrophe, Un- glück	eating disorder U5	['i:tɪŋ dɪs'ɔ:də(r)]	Essstörung
discipline U13/4	['dɪsəplɪn]	Disziplin	economics U10/3	['i:kə'nɒmɪks]	Wirtschaftswissen- schaft
discover MORE 2	[dɪ'skʌvə]	herausfinden, ent- decken	economy U1/2	['ɪkənəmi]	Wirtschaft
			edition U13/1	['ɪdɪʃn]	Ausgabe
			editor MORE 3	['edɪtə]	Herausgeber/in
			educate sb U5/G	['edʒukert 'sʌmbədi]	jdn erziehen, bilden
			education MORE 2	[edʒu'keɪʃn]	(Aus-)Bildung; Erziehung
			effect MORE 3	['ɪfekt]	Auswirkung, Folge

(not) either MORE 3	[nɒt 'aɪðə]	auch nicht
electrician U4/1	[ɪˌlek'trɪʃn]	Elektriker/in
elision U1/5	[ɪ'lɪʒn]	Auslassung
elsewhere MORE 3	[els'weə(r)]	woanders
embarrassed MORE 2	[ɪm'bærəst]	verlegen, beschämt
emergency landing U3/5	[ɪ'mɜːdʒənsi 'ləndɪŋ]	Notlandung
employee U2/1	[ɪm'plɔɪi]	Angestellte/r
employer U4/12	[ɪm'plɔɪə(r)]	Arbeitgeber/in
encourage U6/5	[ɪn'kærɪdʒ]	ermutigen, anspornen
encouragement U6/3	[ɪn'kærɪdʒmənt]	Ermutung, Förderung
end up MORE 3	[end 'ʌp]	landen
endless MORE 3	['endləs]	endlos, unendlich lang
engine MORE 3	['endʒɪn]	Motor
engineering U12/3	[endʒɪ'nɪərɪŋ]	Ingenieurwesen; Maschinenbau
enjoy oneself U11/5	[ɪn'dʒɔɪ wʌn'self]	sich amüsieren
enormous MORE 3	[ɪ'nɔːməs]	riesig
enough MORE 1	[ɪ'nʌf]	genügend, ausreichend, genug
entertain MORE 3	['entə'teɪn]	unterhalten
entertainment MORE 3	['entə'teɪnmənt]	Unterhaltung
enthusiastic U4/12	[ɪnθjuːzɪ'æstɪk]	begeistert, engagiert
entry MORE 3	['entri]	Eintritt; Eintritt
envelope U7/2	['envələʊp]	Briefumschlag, Klappzettel
environment MORE 3	[ɪn'vaɪrənmənt]	Umwelt, Umwelt
escape MORE 2	[ɪ'skeɪp]	(ent-)fliehen, entkommen
especially MORE 2	[ɪ'speʃəli]	besonders
estimate U5/6	['estɪmət]	schätzen
EU (= European Union) U1/1	[iː 'juː (jʊərəpiən 'juːniən)]	Europäische Union
evacuate MORE 3	[ɪˈvækju'eɪt]	evakuieren, räumen
even MORE 2	['iːvən]	selbst; sogar
even though MORE 3	[ɪˈvən ðəʊ]	obwohl
evenly U5/6	['iːvnli]	gleichmäßig
everybody MORE 3	['evriwɒdi]	jede/r/s; alle
everyone MORE 2	['evriwʌni]	jede/r/s; alle
everything MORE 1	['evriθɪŋ]	alles
everywhere MORE 2	['evriweə]	überall
evidence U2/15	['evidəns]	Beweis
evil MORE 3	['iːvəl]	böse
evolve U12/8	['ɪvəlv]	entwickeln, herausbilden
exceed U6/6	[ɪk'siːd]	übertreffen

excellent MORE 1	['eksələnt]	hervorragend, großartig
excited MORE 1	[ɪk'saɪtɪd]	aufgeregt
exciting MORE 1	[ɪk'saɪtɪŋ]	aufregend; spannend
exclaim U1/11	[ɪk'skleɪm]	ausrufen
excuse MORE 2	['ɛkskjuːs]	Ausrede
execute U8/6	['ɛksɪkjuːt]	hinrichten
exhibition U1/8	[ɪk'zɪbɪʃn]	Ausstellung
exist MORE 3	[ɪɡ'zɪst]	existieren
exotic MORE 2	[ɪɡ'zɒtɪk]	exotisch
expand U1/3	[ɪk'spænd]	ausdehnen, erweitern
expect MORE 3	[ɪk'spekt]	erwarten
expensive MORE 3	[ɪk'spensɪv]	teuer
experience MORE 3	[ɪk'spɪəriəns]	Erfahrung
experienced MORE 3	[ɪk'spɪəriənst]	erfahren, geschult
expert MORE 3	['ekspɜːt]	Experte/Expertin
explain MORE 3	[ɪk'spleɪn]	erklären
explanation U11/11	[ˌɛksplə'neɪʃn]	Erklärung
explore MORE 3	[ɪk'splɔː]	erforschen, erkunden
explorer MORE 3	[ɪk'splɔːrə]	Forscher/in
explosion MORE 3	[ɪk'spləʊʒn]	Explosion
export U1/1	[ɪk'spɔːt]	exportieren
express MORE 3	[ɪk'spres]	ausdrücken
expression MORE 3	[ɪk'spreʃn]	Ausdruck, Äußerung
extra MORE 3	['ekstrə]	zusätzlich, extra-
extract MORE 3	['ekstrækt]	Auszug, Exzerpt
extreme MORE 2	[ɪk'striːm]	extrem
eyelashes U9/13	['aɪləʃɪz]	Wimpern
face MORE 1	[feɪs]	sich zuwenden, ins Auge sehen
factory MORE 3	['fæktri]	Fabrik; Werk
faint U1/11	[feɪnt]	in Ohnmacht fallen
Fair Trade U10	[feə(r) treɪd]	fairer Handel
fairness U10/11	['feənəs]	Gerechtigkeit
fairy U11/6	['feəri]	Fee
fake MORE 3	[feɪk]	falsch, gefälscht
fall (AE) MORE 3	[fɔːl]	Herbst
fall in love MORE 3	['fɔːl ɪn 'lʌv]	sich verlieben
fall off MORE 2	[fɔːl ɒf]	herunterfallen
fall upon the knees U1/11	[fɔːl ə'pɒn ðə niːz]	auf die Knie fallen
famine U1/2	['fæmɪn]	Hungersnot
famous MORE 1	['feɪməs]	berühmt
fantasy novel U11/6	['fæntəsi 'nɒvl]	Fantasieroman
farmer MORE 3	['fɑːmə(r)]	Landwirt/in
fascinated U8/1	['fæsmɪtɪd]	fasziniert

fascinating MORE 3	[ˈfæsnertɪŋ]	faszinierend
fascination U8/1	[ˌfæsnɪˈneɪʃn]	Faszination, Begeisterung
fashionable U9/1	[ˈfæʃnəbl]	modisch, schick
fattening U5/7	[ˈfætɪnɪŋ]	dickmachend
fault MORE 2	[fɔːlt]	Schuld
favour MORE 2	[ˈfeɪvə(r)]	Gefallen
fear MORE 3	[fiə]	Angst; fürchten
feed U5/5	[fiːd]	ernähren, füttern
feel sorry for sb MORE 3	[fiːl ˈsɒri fə]	jdn bemitleiden
female MORE 3	[ˈfiːmeɪl]	weiblich
fence MORE 2	[fens]	Zaun
(for a) few (minutes) MORE 3	[fər ə ˈfjuː mɪnɪts]	einige (Minuten lang)
fiction U2/12	[ˈfɪkʃn]	Erzählliteratur
fictional MORE 3	[ˈfɪkʃənl]	erfunden, ausgedacht
fight MORE 3	[faɪt]	Streit; Kampf
fight against U1/2	[faɪt əˈɡenst]	gegen jdn kämpfen
fight each other U1/2	[faɪt ɪːtʃ ˈʌðə(r)]	einander bekämpfen
fight for sth/sb U1/2	[faɪt fə ˈsʌmθɪŋ/ˈsʌmbədi]	für etw/jdn kämpfen
figure U5/6	[ˈfɪɡə(r)]	Zahl, Betrag
finally MORE 1	[ˈfaɪnəli]	endlich, schließlich
finance U4/4	[ˈfaɪnəns]	Finanzwesen
fine MORE 3	[faɪn]	gut; schön
fireplace MORE 1	[ˈfaɪəpleɪs]	Feuerstelle
first aid U7/10	[fɜːst eɪd]	Erste Hilfe
first of all MORE 3	[ˈfɜːst ɒv ɔːl]	erstens
firstly MORE 3	[ˈfɜːstli]	erst, zunächst
fishnet stockings U9/9	[ˈfɪʃnet ˈstɒkɪŋz]	Netzstrümpfe
fix MORE 3	[fiks]	reparieren
fizzy drink U5/7	[ˈfɪzi drɪŋk]	energiehaltiges Getränk
flash of lightning U1/12	[flæʃ əv ˈlaɪtnɪŋ]	Blitzstrahl
flat U7/3	[flæt]	flach; leer
flee MORE 3	[fliː]	fliehen
flight MORE 2	[flaɪt]	Fliegen, Flug
flight attendant U4/2	[ˈflaɪt əˈtendənt]	Fliegebegleiter/in
float MORE 2	[fləʊt]	fliegen, oben bleiben
flock of birds U3/5	[ˈflɒk əv bɜːd]	Vogelschwarm
flowery U9/9	[ˈflaʊəri]	geblümt
fluent U1/1	[ˈfluːənt]	fließend
flush U11/15	[flʌʃ]	erröten
fly off U7/3	[ˈflaɪ ɒf]	abfliegen, wegfliegen
focus on sth U12/9	[ˈfəʊkəs ɒn ˈsʌmθɪŋ]	sich auf etw konzentrieren
folk (informal) U11/13	[fəʊk]	Leute
follow MORE 1	[ˈfɒləʊ]	(ver-)folgen
following MORE 3	[ˈfɒləʊɪŋ]	folgende/r/s

footprint MORE 2	[ˈfʊtprɪnt]	Fußabdruck
for instance U11/4	[fər ˈɪnstəns]	zum Beispiel
for now MORE 1	[fə(r) naʊ]	fürs Erste
for some reason U12/7	[fə(r) səm ˈriːzn]	aus irgendeinem Grund
for the sake of it U14/6	[fə(r) ðə seɪk əv ɪt]	wegen, um ... willen
forbid MORE 2	[fəˈbɪd]	verbieten
foreigner U1/7	[ˈfɒrɪŋə(r)]	Fremde/r; Ausländer/in
forever MORE 3	[fəˈrevə]	ewig
forgive MORE 2	[fəˈɡɪv]	verzeihen
formal MORE 5	[ˈfɔːml]	formell
fortunately MORE 3	[ˈfɔːtʃənətli]	zum Glück
forward(s) MORE 3	[fɔːwəd]	nach vorne, vorwärts
freckle U11/1	[ˈfreklz]	Sommersprossen
free MORE 1	[friː]	gratis
(be) free MORE 1	[bi friː tə ɡəʊ]	(jdm) frei stehen zu gehen
fresh MORE 3	[freʃ]	frisch
frightening MORE 3	[ˈfraɪtɪŋ]	Furcht erregend, beängstigend
frustrated MORE 3	[frʌˈstreɪtɪd]	frustriert
frustration U6/6	[frʌˈstreɪʃn]	Frust
funeral U9/1	[ˈfjuːnərəl]	Begräbnis
fungus U1/2	[ˈfʌŋɡəs]	Pilz
fur MORE 3	[fɜː]	Fell
furious MORE 2	[ˈfjʊəriəs]	wütend, aufgebracht

G

gain U5/11	[ɡeɪn]	zunehmen
gallery MORE 3	[ˈɡæləri]	Galerie
gather U7/7	[ɡæðə(r)]	sammeln; pflücken
gear U7/3	[ɡɪə]	Gang
genetic engineering U12/9	[dʒəˈnetɪk ˌendʒɪˈnɪərɪŋ]	Gentechnik; Genmanipulation
geology U8/1	[dʒɪˈɒlədʒi]	Geologie
gesture U9/5	[dʒestʃə(r)]	Geste
get a message across MORE 3	[get ə ˈmesɪdʒ əˈkrɒs]	eine Botschaft rüberbringen
get hold of sth U2/10	[get həʊld əv ˈsʌmθɪŋ]	etw in die Finger bekommen
get into trouble MORE 2	[get ɪntə ˈtrʌbl]	in Schwierigkeiten geraten
get involved in U1/4	[get ɪnˈvɒlvd ɪn]	sich engagieren, mitmischen
get lost U2/4	[get lɒst]	verloren gehen; sich verirren
get off MORE 3	[get ˈɒf]	aussteigen (aus)
get on MORE 3	[get ˈɒn]	einsteigen (in)
get on well (with) MORE 3	[ˈget ɒn ˈwel wɪð]	sich gut verstehen

get ready (for sth) MORE 3	[get 'redi fə sʌmθɪŋ]	sich (für etw) bereit machen
get tired of sth MORE 3	['get 'taɪəd əv sʌmθɪŋ]	etw satt haben
get together U1/12	[get tə'geðə(r)]	zusammenkommen
ghost MORE 2	[gəʊst]	Geist, Gespenst
giant MORE 3	['dʒaɪənt]	riesig; Riesen-
gig U1/8	[gɪg]	Auftritt
giggle U9/9	['gɪɡl]	kichern
give up MORE 3	[ɡɪv 'ʌp]	aufgeben
glad MORE 2	[glæd]	froh
glide down U3/5	[ɡlaɪd daʊn]	im Gleitflug nach unten segeln
global MORE 2	['ɡləʊbl]	global, weltweit
glow U11/15	[ɡləʊ]	glühen, leuchten
goal U6/1	[ɡəʊl]	Ziel
go about sth U8/1	[ɡəʊ ə'baʊt 'sʌmθɪŋ]	etw angehen
go ahead MORE 3	[ɡəʊ ə'hed]	fortfahren, weitermachen
go hungry U5/5	[ɡəʊ haŋɡri]	hungern
go mad U8/8	[ɡəʊ məd]	verrückt werden
go missing U3/3	[ɡəʊ 'mɪsɪŋ]	verloren gehen
go through U1/2	[ɡəʊ θru:]	durchmachen; durchgehen
go to get sth/sb U2/4	[ɡəʊ tə get 'sʌmθɪŋ/ 'sʌmbədi]	etw/jdn holen gehen
go wrong MORE 3	[ɡəʊ 'rɒŋ]	schief gehen
goggles U11/12	['ɡɒɡlz]	Stoßbrille, Schwimmbrille
gondola U8/13	['ɡɒndələ]	Gondola
gorgeous U7/3	[ɡɔ:'dʒəs]	wunderschön
goth U9/9	[ɡɒθ]	Goth, Gothi
government MORE 3	['ɡʌvnmənt]	Regierung
grab MORE 2	[ɡræb]	greifen, zuklappen
grain U1/2	[ɡreɪn]	Getreide
gravity U12/9	['ɡrævəti]	Gravitation, Schwerkraft
greedy MORE 3	['ɡri:di]	gierig
grid MORE 3	[ɡrɪd]	Gitter; Tabelle
(be) grounded MORE 3	[bɪ'ɡraʊndɪd]	hausearrest haben
grow U1/1	[ɡrəʊ]	hier: (an-)steigen
grunt U11/15	[ɡrʌnt]	grunzen, knurren
guarantee U10/6	[ɡə'renti]	garantieren
guerilla war U4/1	[ɡə'rɪlə wɔ:]	Guerillakrieg
guess MORE 1	[ɡes]	(er)raten
Guess what? MORE 3	[ɡes wʌt]	Stell dir vor!
guided tour U1/8	['ɡaɪdɪd təʊ(r)]	geführte Tour
gun MORE 1	[ɡʌn]	(Schuss-)Waffe

H

habit U5	['hæbɪt]	Gewohnheit
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hand out MORE 3	[hænd 'aʊt]	austeilen, verteilen
handbag MORE 3	['hænd'bæg]	Handtasche
handkerchief U2/8	['hæŋkətʃɪf]	Taschentuch
harbour U7/3	['hɑ:bə(r)]	Hafen
hardly (ever) MORE 3	['hɑ:dlɪ]	kaum
harmful U5/7	['hɑ:mfl]	schädlich
harmony U10/6	['hɑ:məni]	Harmonie
hastily U9/9	['hæstɪli]	hastig, voreilig
haunted MORE 2	['haʊntɪd]	Spuk-
Have you got a moment? U3/D	[hæv ju got ei 'məʊmənt]	Hast du einen Moment?
head of state U7/1	['hed əv steɪt]	Staatsoberhaupt
headlight U7/7	['hedlaɪt]	Scheinwerfer
headline MORE 3	['hed'laɪn]	Schlagzeile
headphones MORE 3	['hedfəʊnz]	Kopfhörer
headquarters (pl) MORE 3	['hed'kwɔ:tez]	Hauptquartier, Zentrale
head sales U12/1	[hed 'seɪlzmən]	Verkaufschef
health MORE 3	[helθ]	Gesundheit
healthy U5/2	['helθi]	gesund
heart MORE 3	['hɑ:t]	Herz
heat U7/7	['hi:t]	Hitze
heavy MORE 2	['hevi]	schwer
height MORE 2	[haɪt]	Körpergröße; Höhe
hell U3/11	[hel]	Hölle
help out U1/3	[help aʊt]	(aus-)helfen
helpless U10/7	['helpləs]	hilflos
helplessness U10/10	['helpləsnəs]	Hilflosigkeit
hepatitis U8/1	[,hepə'taɪtɪs]	Hepatitis
heritage U7/3	['herɪtɪdʒ]	Erbe
hero MORE 3	['hɪərəʊ, 'herəʊn]	Held/in
hesitate U11/15	['hezɪteɪt]	zögern
hire MORE 1	['haɪə(r)]	mieten
historian U3/10	[hɪ'stɔ:riən]	Historiker/in
hole MORE 1	[həʊl]	Loch
hollow U7/7	['hɒləʊ]	hohl
homeless U13/13	['həʊmləs]	obdachlos
honest MORE 3	['ɒnɪst]	ehrlich
honeymoon U8/1	['hʌnɪmu:n]	Flitterwochen
hope MORE 2	[həʊp]	hoffen; Hoffnung
hopefully MORE 2	['həʊpfəli]	hoffentlich
hopeless MORE 1	['həʊpləs]	hoffnungslos
horrible MORE 3	['hɒrəbl]	schrecklich
host U14/1	[həʊst]	veranstalten, ausrichten
housekeeper U1/11	['haʊski:pə(r)]	Haushälter/in
How about ...? MORE 3	['haʊ ə'baʊt]	Wie wäre es mit ...?
How come? MORE 3	[həʊ kʌm]	Wie kommt es, dass ...?
How could you? U3/D	[həʊ kəd ju]	Wie konntest du?

How does that grab you? U1/D	[haʊ dʌz ðæt græb ju]	Was hältst du davon?
however MORE 3	[haʊ'evə]	jedoch
huge MORE 1	[hju:dʒ]	riesig, enorm
human MORE 1	['hju:mən]	menschlich
hunger strike MORE 3	['hʌŋgə 'straɪk]	Hungerstreik
hunt MORE 1	[hʌnt]	jagen
hurt MORE 3	[hɜ:t]	verletzt
hurtful U10/6	['hɜ:tfʊl]	verletzend
husband MORE 1	['hʌzbənd]	Ehemann
hypothermia U3/5	[haɪpə'θɜ:mia]	Unterkühlung

I beg you! U2/10	[aɪ beg ju]	Ich flehe dich an!
I'd rather ... U1/5	[aɪd 'ra:ðə(r)]	Ich möchte eher ...
I guess so. U2/4	[aɪ ges səʊ]	Ich schätze schon.
I might have known. U12/D	[aɪ maɪt həv nəʊn]	Das hätte ich mir denken können.
I see. MORE 3	[aɪ si:]	Ich verstehe.
I suppose ... MORE 3	[aɪ sə'pəʊz]	Ich nehme an ...
I wasn't aware that ... U1/1	[aɪ wəznt ə'weə(r) ðæt]	Ich war mir nicht bewusst, dass ...
ideal U1/10	[aɪ'di:əl]	ideal
identify U10/11	[aɪ'dentɪfaɪ]	identifizieren
identity MORE 3	[aɪ'dentɪti]	Identität
ignorance U10/6	['ɪgnərəns]	Unwissenheit, Ignoranz
ignore MORE 3	[ɪg'nɔ:(r)]	ignorieren
illegal MORE 3	[ɪ'li:gl]	ungesetzlich, rechtswidrig, illegal
illness MORE 3	['ɪlnəs]	Krankheit, Erkrankung
illustrate U8/15	['ɪləstreɪt]	veranschaulichen, illustrieren
illustration U11/11	['ɪlə'streɪʃn]	Veranschaulichung, Illustration
I'm afraid (so) MORE 3	[aɪm,ə'freɪd səʊ]	Ich bin (so) besorgt, ich fürchte (so)
immediately MORE 3	[ɪ'mɪdiətli]	sofort
immigrant U3/1	['ɪmɪgrənt]	Einwanderer, Einwanderin
impact U6/3	['ɪmpækt]	Wirkung, Effekt
impolite MORE 3	['ɪmpəlaɪt]	unhöflich
importance U1/12	['ɪmpə'təns]	Bedeutung, Wichtigkeit
impossible MORE 3	['ɪm'pɒsəbl]	unmöglich
impractical U1/11	['ɪm'præktɪkəl]	unpraktisch
impress MORE 3	['ɪm'pres]	beeindrucken
improve MORE 3	['ɪm'pru:v]	verbessern
in addition U13/8	[ɪn ə'dɪʃən]	außerdem; zudem
in case ... MORE 3	[ɪn 'keɪs]	für den Fall, dass ...; falls ...
(be) in danger MORE 3	[bi ɪn 'deɪndʒə(r)]	in Gefahr sein
in fact MORE 3	[ɪn 'fækt]	genau genommen
in general U4/16	[ɪn 'dʒenrəl]	im Allgemeinen

in need U6/1	[ɪn ni:d]	in Not, bedürftig
in no time U1/11	[ɪn nəʊ taɪm]	sofort
in one go U11/2	[ɪn wʌn gəʊ]	in einem Zug, ohne zu unterbrechen
in order to MORE 3	[ɪn 'ɔ:də(r) tə]	um ... zu
in spite of MORE 3	[ɪn spaɪt əv]	trotz
incident U1/2	['ɪnɪdɪnt]	Zwischenfall
include MORE 3	[ɪn'klu:d]	beinhalten, einschließen; beifügen
including MORE 3	[ɪn'klu:dɪŋ]	einschließlich
income U6/1	['ɪŋkʌm]	Einkommen
increase U2/14	['ɪnkrɪs]	erhöhen, steigern
incredible MORE 3	[ɪn'krɛdəbl]	unglaublich
indeed MORE 3	[ɪn'di:d]	in der Tat, wirklich
independent U1/2	[ɪndɪ'pendənt]	unabhängig
index finger U1/11	['ɪndeks 'fɪŋgə(r)]	Zeigefinger
individual U2/11	[ɪndɪ'vɪdʒuəl]	einzeln, persönlich
indoors U10/11	[ɪn'dɔ:z]	im Haus, drinnen
industry U10/11	['ɪndəstri]	Industrie
infection U10/11	[ɪn'fekʃn]	Infektion, Ansteckung
influence U10/11	['ɪnfluəns]	beeinflussen
inform sb U10/11	[ɪn'fɔ:m sʌmbədi]	jdn informieren
ingredient U2/12	[ɪn'grɪdiənt]	Bestandteil; Zutat
inhabit U12/9	[ɪn'hæbɪt]	bewohnen, bevölkern
injured MORE 3	['ɪndʒəd]	verletzt
injury MORE 3	['ɪndʒəri]	Verletzung
ink U9/1	[ɪŋk]	Tinte
innocent U11/2	['ɪnəsnt]	unschuldig
inspire U6/1	[ɪn'spaɪə(r)]	begeistern, inspirieren
instead MORE 3	[ɪn'sted]	stattdessen
insult U9/5	[ɪn'sʌlt]	beleidigen
intake U5/5	['ɪnteɪk]	Aufnahme
intention MORE 2	[ɪn'tenʃn]	Absicht, Vorhaben
interest MORE 3	['ɪntrəst]	Interesse
interfere (with sth) MORE 3	['ɪntə'fɪə]	sich (in etw) einmischen
interrupt MORE 3	['ɪntə'rʌpt]	unterbrechen
introduce U5/7	['ɪntrə'dju:s]	hier: einführen
introduction U10/11	['ɪntrə'dʌkʃn]	Einleitung
invent MORE 2	[ɪn'vent]	erfinden
investigate U2/1	[ɪn'vestɪgeɪt]	ermitteln, untersuchen
investigation MORE 2	[ɪnvestɪ'geɪʃn]	Ermittlung, Untersuchung
invisible U2/15	[ɪn'vɪzəbl]	unsichtbar
issue MORE 3	['ɪʃu:]	Ausgabe; Streitpunkt
it takes ... MORE 3	[ɪt 'teɪks]	man braucht ...
item MORE 3	['aɪtəm]	Gegenstand

It's not really my scene. U7/D	[ɪts nɒt 'ri:əli maɪ si:n]	Das ist nichts für mich.
It's not the end of the world. U3/D	[ɪts nɒt ðə end əv ðə wɜ:lð]	Das ist nicht das Ende der Welt.

J

jet ski U1/10	[dʒetski:]	Jetski
join MORE 2	[dʒɔɪn]	beitreten
journalism U4/15	[ˈdʒɜ:nəlizəm]	Journalismus
journalist MORE 3	[ˈdʒɜ:nəlist]	Journalist/in
judge U5/15	[dʒʌdʒ]	beurteilen, einschätzen
jump to one's feet U1/11	[dʒʌmp tə wʌnz fi:t]	aufspringen, auf die Beine kommen
junk food MORE 1	[ˈdʒʌŋk fu:d]	ungesundes Essen
Just kidding! MORE 3	[dʒʌst kɪdɪŋ]	Nur ein Scherz!

K

(be) keen on MORE 2	[ki:n]	sich begeistern für
keep an eye on sb/sth U2/3	[ki:p ən aɪ ɒn 'sʌmbədi/ 'sʌmθɪŋ]	jdn/etw im Auge behalten
keep away (from) MORE 3	[ˈki:p ə'weɪ]	sich fernhalten (von)
keep quiet MORE 3	[ki:p 'kwaɪət]	still sein, schweigen
keyword U8/9	[ˈki:wɜ:d]	Stichwort, Schlagwort
kidnap MORE 3	[ˈkɪdnæp]	entführen
killer U2/6	[ˈkɪlə(r)]	Killer, Mörder
kilt U11/12	[kɪlt]	Schottenrock
kind MORE 1	[kaɪnd]	nett, freundlich
kitschy U8/13	[kɪtʃi]	kitschig
knife (pl knives) MORE 2	[naɪf, naɪvz]	Messer
knock MORE 1	[nɒk]	knöpfen, klopfen

L

lab (= laboratory) MORE 3	[læb, lə'bɒrətɔ:ri]	Laboratorium
label U5/7	[leɪbl]	Bezeichnung, Beschriftung, Etikett
lack U5/6	[læk]	Mangel, Knappheit
ladder MORE 3	[ˈlædə]	Leiter
land owner U1/3	[ˈlænd əʊnə(r)]	Grundbesitzer/in
landlord U1/2	[ˈlændlɔ:d]	Vermieter
last U13/6	[lɑ:t]	(an-)dauern
(the) latest MORE 3	[ˈleɪtəst]	der/die/das jüngste/letzte; das Neueste
laugh MORE 1	[lɑ:f]	lachen
laugh at U2/12	[lɑ:f ət]	jdn auslachen
launch U4/9	[lɔ:ntʃ]	auf den Markt bringen, einführen
law MORE 1	[lɔ:]	Gesetz; Recht

leader MORE 3	['li:də]	Leiter/in, Führer/in
leadership skills U6/3	['li:dəʃɪp skɪlz]	Führungsqualitäten
leaf (pl leaves) MORE 2	[li:f, li:vz]	Blatt
leather MORE 2	['leðə(r)]	Leder
Leave it out! MORE 3	['li:v ɪt 'aʊt]	Hör auf!; Ist nicht wahr!

legal U13/6	[li:ɡl]	legal
leisure U12/3	[ˈleɪʒə]	Freizeit
length MORE 3	[leŋθ]	Länge
Let's get crackin'! U11/D	[lets ɡet ˈkrækɪŋ]	Lass uns loslegen!
librarian MORE 2	[ˈbrɪəriən]	Bibliothekar/in
lie MORE 3	[laɪ]	lügen
light up U1/11	[laɪt ʌp]	aufleuchten, erhellen
likelihood U9/6	[ˈlaɪklihʊd]	Wahrscheinlichkeit
likely U8/13	['laɪkli]	wahrscheinlich
lipstick U9/9	['lɪpstɪk]	Lippenstift
litre U5/13	[li:tə(r)]	Liter
litter MORE 3	['lɪtə]	Abfall, Müll; verstreuen, wegwerfen
live on U11/12	[lɪv ɒn sʌmθɪŋ]	von etw leben
living conditions U12/12	['lɪvɪŋ kən'dɪʃnz]	Lebensbedingungen
loads of MORE 3	[ləʊdz ɒv]	sehr viele
local MORE 3	['ləʊkl]	hiesig, örtlich
(door) lock MORE 2	['dɔ: lɒk]	(Tür-)Schloss
lock MORE 2	[lɒk]	zusperren, abschließen
log book U3/11	[lɒɡ bʊk]	Logbuch
look after oneself U11/G	[lʊk 'ɑ:ftə wʌn'self]	auf sich aufpassen
look for MORE 1	['lʊk fə]	suchen nach
look forward to MORE 3	['lʊk 'fɔ:wəd tə]	sich freuen auf
look round U1/11	[lʊk raʊnd]	sich umschauen
lose weight U5/12	[lu:z weɪt]	abnehmen
(be in) love MORE 3	[bi: ɪn 'lʌv]	verliebt sein
loved ones U2/14	[lʌvd wʌnz]	nahestehende Personen
lover MORE 3	['lʌvə]	Freund/in; Liebhaber/in
low U1/11	[ləʊ]	hier: leise
luck MORE 3	[lʌk]	Glück; Erfolg
luckily MORE 3	['lʌkɪli]	glücklicherweise
luggage U11/13	['lʌɡɪdʒ]	Gepäck
lunchtime MORE 3	['lʌntʃ'taɪm]	Mittagszeit; Mittagspause

M

mag (= magazine) MORE 3	[mæg]	Zeitschrift, Magazin
main character U6/6	[meɪn kærəktə(r)]	Hauptfigur
mainly U6/3	['meɪnli]	hauptsächlich

majority U1/2	[mə'dʒɔrəti]	Mehrheit
make friends MORE 3	[meɪk 'freɪndz]	sich anfreunden
make fun of MORE 1	[meɪk fʌn əv]	sich lustig machen
make history U12/6	[meɪk 'hɪstri]	Geschichte schreiben
make sure MORE 2	[meɪk 'ʃʊ:]	sich versichern, darauf achten
make up (with sb) MORE 3	[meɪk 'ʌp]	sich (mit jdm) versöhnen
male U4/6	[meɪl]	männlich
malnourished U5/6	[mæl'nʌrɪʃt]	unterernährt
malware programme U2/13	['mælweə(r) 'prəʊgrəm]	Schadsoftware
manage sth MORE 3	['mænɪdʒ sʌmθɪŋ]	etw bewältigen; leiten
mankind U12/3	[mæn'kaɪnd]	Menschheit
manner U11/13	['mænə(r)]	hier: Benehmen, Manieren
map MORE 1	[mæp]	(Land-)Karte
march MORE 3	[mɑ:tʃ]	marschieren
mark MORE 3	[mɑ:k]	Markierung
market MORE 3	['mɑ:kɪt]	Markt
marketing U4/4	['mɑ:kɪtɪŋ]	Vertrieb, Marketing
married MORE 2	['mæɪrɪd]	verheiratet
martial arts U13/8	[mɑ:'lɑ:ts]	Kampfkünste
mass U14/3	[mæs]	Messe
massive MORE 3	['mæsɪv]	groß
masterpiece U12/7	['mɑ:stəpi:s]	Meisterwerk
mate U8/DSC	[meɪt]	Kumpel; Freund
meal MORE 3	[mi:l]	Mahlzeit; essen
mean MORE 2	[mi:n]	mein; bedeuten
meaning MORE 3	['mi:nɪŋ]	Bedeutung
meaningful U13/G	[mi:nɪŋfl]	Bedeutungsvoll
meaningless U13/12	[mi:nɪŋləs]	bedeutungslos
(in the) meantime MORE 3	[ɪn ðə 'mi:ntaɪm]	in der Zwischenzeit, inzwischen
measles U5/5	['mi:zlz]	Masern
meat MORE 2	[mi:t]	Fleisch
mechanic U4/1	[mə'kænɪk]	Mechaniker/in
medical service U7/10	[mə'dɪkəl 'sɜ:vɪs]	Arztdienst
meeting MORE 3	[mi:tɪŋ]	Treffen
member MORE 3	['mɛmbə]	Mitglied
memorial MORE 3	[mə'mɔ:riəl]	Denkmal
memorise U4/1	[mə'mɔ:ri:]	sich einprägen
memory MORE 1	['meməri]	Gedächtnis; Erinnerung
mention MORE 1	['menʃən]	erwähnen
mess MORE 2	[mes]	Unordnung
metal MORE 3	['metl]	Metall
microscope U8/1	['maɪkrəskəʊp]	Mikroskop
Middle Eastern U10/6	['mɪdl 'i:stən]	aus dem Nahen Osten

might MORE 2	[maɪt]	könnte; vielleicht (tun, sein)
military power U1/4	['mɪlətri 'paʊə(r)]	Militärmacht
miracle MORE 3	['mɪrəkl]	Wunder
mirror MORE 3	['mɪrə]	Spiegel
miss out on sth U8/7	[mɪs aʊt ɒn sth]	etw versäumen
mistress U11/15	['mɪstrɪs]	hier: Herrin
misunderstanding U10/10	[mɪs'ʌndə'stændɪŋ]	Missverständnis
misunderstood U10/10	['mɪsʌndə'stʊd]	missverstanden
modification U9/1	[ˌmɒdɪfɪ'keɪʃn]	Veränderung
monastery U8/11	['mɒnəstri]	Kloster
monk U8/3	[mɒŋk]	Mönch
more or less MORE 3	[mɔ: ɔ: les]	mehr oder weniger
mostly U11/13	['mɔ:stli]	größtenteils, hauptsächlich
motive U11/13	['mɔ:tɪv]	Motiv
motto U5/1	['mɒtəʊ]	Motto
move to MORE 3	['mu:v tə]	nach ... kommen; nach ... ziehen
move towards ... U8/7	[mu:v tə'wɔ:dz]	sich in Richtung ... bewegen
movement MORE 3	['mu:vmənt]	Bewegung
movie MORE 3	['mu:vi]	(Kino-)Film
mummy MORE 2	['mʌmi]	Mumie
murder U1/11	['mɜ:də(r)]	(er-)morden
murderer U2/1	['mɜ:dərə(r)]	Mörder/in
muscle MORE 3	['mʌsl]	Muskel
must-see U5/15	[mʌstsi:]	etwas, das man sehen muss
mutant U7/7	['mju:tənt]	Mutant
mysterious U1/11	[mɪ'stɜ:riəs]	mysteriös
mystery MORE 3	['mɪst(ə)ri]	Rätsel; Geheimnis
mystery story U2/12	['mɪstri 'stɔ:ri]	Detektivgeschichte

N

name MORE 3	[neɪm]	(be-)nennen
narrator U8/7	[nə'reɪtə(r)]	Erzähler/in
NASA U12/3	['næsə]	ationale Luft- und Raumfahrtbehörde
nationwide U6/3	[neɪʃn'waɪd]	landesweit, überregional
native U3/1	['neɪtɪv]	eingeboren, ursprünglich
natural MORE 3	['nætʃərəl]	natürlich; Natur-
naturally U4/12	['nætʃrəli]	natürlich, selbstverständlich
nearby U3/1	[nɪə'baɪ]	in der Nähe
nearly MORE 1	['nɪəli]	beinahe, fast
necessary MORE 3	['nesəs(ə)ri]	nötig, notwendig, erforderlich

neck MORE 2	[nek]	Hals; Nacken
needle U9/1	['ni:dl]	Nadel
neither (of us) MORE 3	['naɪðə]	keine/r (von beiden)
neither ... nor MORE 3	['naɪðə(r) nə:(r)]	weder ... noch
Never mind. U2/8	['nevə(r) maɪnd]	Macht nichts., Egal.
Nice try! U7/D	[naɪs traɪ]	Netter Versuch!
nightmare MORE 3	['naɪt'meə]	Albtraum
no one U3/5	['nəʊ wʌn]	niemand, keiner
Nobel Peace Prize MORE 3	[nəʊ'bel 'pi:s praɪz]	Friedensnobelpreis
nod U9/5	[nɒd]	nicken
none MORE 2	[nʌn]	keine/r/s, nichts
nonsense (no pl) MORE 3	['nɒns(ə)ns]	Unsinn, Quatsch
northeast MORE 3	['nɔ:'θi:st]	nordöstlich, Nordost-
Not as far as I know. U5/D	[nɒt əz fɑ:r əz aɪ nəʊ]	Soweit ich weiß nicht.
not even MORE 3	[nɒt 'i:vən]	(noch) nicht einmal
Not on your life! U7/D	[nɒt ɒn jɔ:(r) laɪf]	Nie im Leben!
note MORE 2	[nəʊt]	Notiz
note MORE 3	[nəʊt]	zur Kenntnis nehmen
notice MORE 1	['nəʊtɪs]	bemerken
novel MORE 3	['nɒvl]	Roman
novelist U14/1	['nɒvəlɪst]	Romanautor
novella U11/15	[nə'velə]	Novelle, Erzählung
nowhere MORE 3	['nəʊweə]	nirgends
nurse U4/1	[nɜ:s]	Krankenschwester/in
nutrition U5/7	[nju'trɪʃn]	Ernährung
nutritious U5/7	[nju'trɪʃəs]	ernährungsreich

O

obese U5/7	[əʊ'bi:s]	fettleibig
obesity U5/7	[əʊ'bi:səti]	Fettleibigkeit
obey U11/15	[ə'beɪ]	gehören
obsessed MORE 2	[ə'besd]	besessen
obvious U4/DSC	[ə'vɪʃ]	deutlich, offensichtlich
occasionally MORE 3	[ə'keɪʃən]	gelegentlich, hin und wieder
offend U9/G	[ə'fend]	beleidigen, verletzen
offer MORE 3	['ɒfə]	Angebot; anbieten
officer MORE 2	['ɒfɪsə(r)]	Polizist/in
official MORE 3	[ə'fɪʃl]	Beamter/Beamtin
official language MORE 3	[ə'fɪʃl 'læŋgwɪdʒ]	Amtssprache
officially U4/9	[ə'fɪʃəli]	offiziell
once again U1/11	[wʌns ə'ɡen]	erneut, noch einmal
on duty U3/5	[ɒn 'dju:ti]	diensthabend, im Dienst

on the way MORE 3	[ɒn ðə 'weɪ]	unterwegs
one in nine U5/5	[wʌn ɪn naɪn]	eine/r/s von neun
one third U5/5	[wʌn θɜ:d]	ein Drittel
onward(s) MORE 3	['ɒnwəd(z)]	vorwärts, weiter
operation MORE 3	['ɒpə'reɪʃn]	Operation
opinion MORE 3	[ə'pɪniən]	Meinung
opposite MORE 2	['ɒpəzɪt]	gegenüber; entgegengesetzt
option U3/5	['ɒpʃən]	Option, Möglichkeit
orbit U12/1	['ɔ:bɪt]	Umlaufbahn; umkreisen
order MORE 2	['ɔ:də]	befehlen, anordnen; bestellen
organ U12/9	['ɔ:gən]	Organ
organic U14/3	['ɔ:gənɪk]	biologisch
organisation U5/3	['ɔ:gənə'zeɪʃn]	Organisation
organise/organize (US) MORE 3	['ɔ:gə'naɪz]	organisieren, koordinieren
ornament U12/1	['ɔ:nəmənt]	Verzierung, Schmuckstück
orphan U12/1	['ɔ:fən]	Waisenkind
outback U7/6	[ðə'ʌʊtbæk]	australisches Hinterland
outdoor(s) MORE 3	['aʊt'dɔ:]	im Freien, draußen
outer space U11/17	[aʊtə 'speɪs]	Weltall
over time U12/9	['əʊvə taɪm]	im Laufe der Zeit
overcome U10/6	[əʊvə'kʌm]	überwinden, bewältigen
overweight U6/7	[əʊvə'weɪt]	übergewichtig
own MORE 3	[əʊn]	besitzen
owner MORE 1	['əʊnə(r)]	Besitzer/in

P

pack MORE 2	[pæk]	packen
package MORE 3	['pækɪdʒ]	Paket
packet U5/7	['pækɪt]	Packung
painful MORE 3	['peɪnfl]	schmerzhaft
pale U8/7	[peɪl]	blass
palm U9/5	[pɑ:m]	Handfläche
panic MORE 3	['pænɪk]	in Panik geraten; Panik
(be in) panic MORE 3	[bi ɪn 'pænɪk]	panische Angst haben
park MORE 3	[pɑ:k]	parken
partake U14/3	[pɑ:'teɪk]	teilnehmen, teilhaben
passage U11/13	['pæsɪdʒ]	Passage, Abschnitt
passenger MORE 3	['pæsɪndʒə]	Fahrgast; Passagier/in
passionate U6/3	['pæʃənət]	leidenschaftlich, passioniert
pathetic U12/D	[pə'θetɪk]	erbärmlich, armselig
patient MORE 2	['peɪʃnt]	Patient/in

pay attention to MORE 3	['peɪ ə'tenʃn tə]	Acht geben; aufpassen
pay rise U10/2	[peɪ raɪz]	Gehaltserhöhung
peer U6/3	[piə(r)]	Gleichaltrige/r
penfriend MORE 3	['penfrend]	Brieffreund/in
per day U5/6	[pər deɪ]	pro Tag
percent U5/5	[pə 'sent]	Prozent
perform MORE 3	[pə 'fɔ:m]	aufführen
performance MORE 3	[pə 'fɔ:məns]	Vorführung
perhaps MORE 1	[pə 'hæps]	vielleicht
period U1/2	['piəriəd]	Zeit(raum)
permanent U9/1	['pɜ:mənənt]	dauerhaft, endgültig
permission MORE 3	[pə'mɪʃən]	Erlaubnis
personal U2/13	['pɜ:sənl]	privat, persönlich
pesticide U10/2	['pestɪsaɪd]	Pestizid
physical U4/6	['fɪzɪkl]	körperlich
pick U1/D	['pɪk]	(aus-)wählen
Piece of cake! U1/D	[pi:s əv keɪk]	Das ist ein Kinderspiel!
pill U7/10	[pɪl]	Pille
plant U8/13	[plɑ:nt]	Pflanze
plaque U12/1	[plæk]	Tafel
plastic MORE 3	['plæstɪk]	Plastik, Kunststoff
plate MORE 3	[pleɪt]	Teller
play MORE 1	[pleɪ]	Theaterstück
playing field U10/2	['pleɪɪŋ 'fi:ld]	Sportplatz
Pleased to meet you. U9/D	[pli:zd tə mi:t ju]	Freut mich, (S)ie kennenzulernen
pleasure (no pl) MORE 3	['pleʒə]	Freude, Vergnügen
plenty MORE 3	['plenti]	eine Menge
plug into U2/DSC	[plʌg 'ɪntə]	anschießen, stecken
pocket money MORE 3	['pɒkɪt 'mʌni]	Taschengeld
poetry MORE 3	['pəʊtri]	Poesie, Dichtung
point MORE 3	[pɔɪnt]	Punkt; Argument
point (at) MORE 1	[pɔɪnt æt]	auf (auf)
polite MORE 3	[pə'laɪt]	höflich
politics U3/1	['pɒlətɪks]	Politik
pollution U10/11	[pə'lju:ʃən]	Verunreinigung, Verschmutzung
poor MORE 3	[pəʊ]	arm, mittellos
pop up U12/12	[pɒp ʌp]	auftauchen, erscheinen
popular MORE 1	['pɒpjə]	beliebt
population MORE 1	['pɒpjə'leɪʃən]	Bevölkerung
porcelain U8/13	[pɔ:'selɪn]	Porzellan-
pork MORE 2	[pɔ:k]	Schweinefleisch
position MORE 3	[pə'zɪʃən]	Position, Stellung
possibility U2/7	[.pɒsə'bɪləti]	Möglichkeit
possible MORE 2	['pɒsɪbl]	möglich
poverty U5/5	['pɒvəti]	Armut
practice MORE 1	['præktɪs]	Übung

practise, practice (AE) MORE 1	['præktɪs]	üben
pray MORE 3	[preɪ]	beten
precious U8/6	['preʃəs]	kostbar, wertvoll
predict U12/9	[prɪ'dɪkt]	voraussagen
prefer MORE 3	[prɪ'fɜ:]	bevorzugen
present MORE 1	['preznt]	Geschenk
preserve U8/6	['prezəv]	schützen, erhalten
pressure MORE 3	['preʃə]	Druck
pride U10/10	[praɪd]	Stolz
priest MORE 2	['pri:st]	Priester/in
primarily U1/1	['prɪmə'li]	hauptsächlich
primary school U4/1	['prɪmə'ri sku:l]	Volksschule
print run U13/3	[prɪnt rʌn]	Druckauflage
prison MORE 2	['prɪzn]	Gefängnis
prize MORE 1	[praɪz]	Preis
probable MORE 1	['prɒbəbli]	wahrscheinlich
produce MORE 3	[prə'dju:s]	erzeugen; hervorbringen
producer MORE 3	[prə'dju:sə]	Hersteller, Produzent
product MORE 3	['prɒdʌkt]	Produkt, Erzeugnis
production MORE 3	[prə'dʌkʃn]	Produktion, Herstellung
profession MORE 3	[prə'feʃən]	Beruf
profit U10/3	['prɒfɪt]	Gewinn
programmer MORE 3	['prəʊgræmə(r)]	Programmierer/in
project manager U2/2	['prɒdʒekt 'mænɪdʒə(r)]	Projektleiter/in
promise MORE 2	['prɒmɪs]	versprechen; Versprechen
prompt MORE 3	[prɒmpt]	Hilfe; Vorgabe
properly U3/10	['prɒpəli]	passend, richtig
prospect U4/16	['prɒspekt]	Aussicht, Erwartung
protect MORE 2	[prə'tekt]	(be-)schützen
protein U5/7	['prəʊti:n]	Protein
Protestant MORE 3	['prɒtɪstənt]	Protestant/in; protestantisch
proud MORE 1	[praʊd]	stolz
prove U2/10	[pru:v]	beweisen
provide U6/4	[prə'vaɪd]	bereitstellen, versorgen
psychological U12/9	[saɪkə'lɒdʒɪkl]	psychologisch
public MORE 3	['pʌblɪk]	öffentlich
public transport U1/7	[pʌblɪk 'trænspɔ:t]	öffentliche Verkehrsmittel
publish U14/1	['pʌblɪʃ]	veröffentlichen, herausgeben
pull on sth U2/DSC	[pʊl ɒn 'sʌmθɪŋ]	an etw ziehen
punishment MORE 3	['pʌnɪʃmənt]	Bestrafung, Strafe
purpose U2/11	['pɜ:pəs]	Absicht, Ziel
push MORE 2	[pʊʃ]	schieben, drücken
put down U1/2	[pʊt 'daʊn]	hier: niederschlagen

put sth on display	U3/10	[pʊt 'sʌmθɪŋ ɒn drɪ'spleɪ]	etw ausstellen
put up	MORE 3	[pʊt 'ʌp]	aufhängen; aufstellen

Q

quantity	U5/7	['kwɒntəti]	Menge, Anzahl
questionnaire	MORE 3	['kwestʃə'neə]	Fragebogen
queue	MORE 3	[kju:]	(Warte-)Schlange; sich anstellen
quickly	MORE 3	['kwɪkli]	schnell
quota	U10/3	['kwɒtə]	Quote

R

race	MORE 2	['reis]	Rennen
racism	U10	['reɪsɪzəm]	Rassismus
racist	U10/6	['reɪsɪst]	rassistisch
racket	U4/DSC	['rækt]	Schläger
raffle	MORE 3	['ræfl]	Tombola, Verlosung
raise (money)	MORE 3	['reɪz]	(Geld) aufbringen/ auftreiben
random	U2/13	['rændəm]	beliebig, wahllos
(a) range of	U6/6	[reɪndʒ əv]	zahlreiche
rapidly	U1/11	['ræpɪdli]	schnell
rare	MORE 3	['reə]	selten
rate	U1/8	[reɪt]	(Zahlungs-)R
rather	U4/8	['rɑːðə(r)]	eher, ziemlich
reach	MORE 3	[ri:tʃ]	erreichen
react	MORE 2	[ri'ækt]	reagieren
reaction	U5/14	[ri'ækʃn]	Reaktion
realise, realize (AE)	MORE 3	['riə'laɪz]	sich bewusst werden
realistic	MORE 3	['riə'lɪstɪk]	realistisch
reason	MORE 2	['ri:zn]	gründen
rebel	U9/2	['rebl]	rebellieren
rebellion	U1/3	[ri'beljən]	Rebellion
rebellious	U9/1	[ri'beljəs]	rebellisch, aufsässig
receipt	U2/DSC	['si:pt]	Einzahlung, Kassenbon
recently	MORE 3	['ri:ntli]	vor kurzem, neulich
receptionist	MORE 2	[ri'seɪʃənɪst]	Rezeptionist/in
recipe	MORE 2	['resəpi]	Rezept
recognise, recognize (AE)	U10/6	['rɪkə'nɪz]	(an-)erkennen
recognition	U10/6	['rɪkə'nɪʃn]	Anerkennung
recommend	MORE 3	['rekə'mend]	empfehlen
recommendation	MORE 3	[ˌrekə'men'deɪʃn]	Empfehlung
record	MORE 3	['rekɔ:d]	(Schall-)Platte
record	MORE 2	[rɪ'kɔ:d]	aufnehmen, aufzeichnen
recycle	MORE 3	[rɪ'saɪkl]	recyclen

reduce	U1/8	[rɪ'dju:s]	reduzieren, verringern
reed	MORE 2	[ri:d]	Schilfrohr
refer (to)	U3/G	[rɪ'fɜ:(r) tə]	sich auf etw beziehen
reference book	U11/7	['refrəns bʊk]	Nachschlagewerk
refuse	MORE 3	['refju:s]	ablehnen
regularly	U2/14	['regjələ]	regelmäßig
relate to sb/sth	U6/6	['reləʊ tə sɪ/ðə]	nachempfinden, sich mit jdm/etw identifizieren
relationship	MORE 3	['relɪʃənʃɪp]	Beziehung
relative	U4	['relatɪv]	Verwandte/r
relax	MORE 3	[rɪ'læks]	sich entspannen
release	MORE 3	['ri:li:s]	freilassen; veröffentlichen
rely on	U10/13	[rɪ'laɪ ɒn]	sich auf jdn verlassen
remove	MORE 3	[rɪ'mu:v]	entfernen, beseitigen
rename	MORE 3	[ri:'neɪm]	umbenennen
rent	MORE 3	['rent 'sʌmθɪŋ]	etw mieten
repeat	MORE 3	[ri'pi:t]	wiederholen
reply	MORE 3	[rɪ'plai]	Antwort; (be-)antworten
report	MORE 2	[rɪ'pɔ:t]	Bericht; berichten
reporter	U4/15	[rɪ'pɔ:tə(r)]	Reporter/in
reproduce	U12/8	[ri:'prɒ'dju:s]	hier: sich fortpflanzen
requirement	U5/6	[rɪ'kwaɪəmənt]	Voraussetzung; Anforderung
rescue	MORE 1	['reskju:]	Rettung; retten
rescue boat	U3/5	['reskju: bəʊt]	Rettungsboot
research	MORE 3	[ri'sɜ:tʃ]	Forschung
research something	MORE 3	[ri'sɜ:tʃ 'sʌmθɪŋ]	etwas erforschen; etwas recherchieren
resource	U12/9	[rɪ'sɔ:s]	Mittel, Ressource
respected	U10/6	[rɪ'spektɪd]	respektiert
responsible	MORE 3	['rɪ'spɒnsəbl]	verantwortlich
rest	MORE 3	[rest]	(Ruhe-)Pause
restoration	U3/10	[restə'reɪʃn]	Restauration, Erneuerung
restroom	U2/8	['restru:m]	Toilette
result	MORE 2	[rɪ'zʌlt]	Ergebnis, Resultat
retell	U3	[ri:'tel]	nacherzählen
retire	U2/4	[rɪ'taɪə(r)]	in Pension gehen
return (home)	U8/13	[rɪ'tɜ:n]	(nach Hause) zurückkehren
reverend	U7/10	['revərənd]	Pastor/in; Geistliche/r
review	MORE 3	[rɪ'vju:]	Kritik, Rezension
revolting	U5/9	[rɪ'vɒlɪŋ]	ekelhaft, abstoßend
revolution	U3/1	[revə'lju:ʃən]	Revolution

revolutionary U5/7	[revəˈluːʃənəri]	revolutionär, bahnbrechend
reward U3/8	[rɪˈwɔːd]	jdn belohnen; prämiieren
rewrite MORE 3	[ˈriːˈraɪt]	neu schreiben; umschreiben
rhyme MORE 1	[raɪm]	Reim
rhythm MORE 3	[ˈrɪðəm]	Rhythmus, Takt
right away MORE 2	[raɪt əˈweɪ]	sofort
right now MORE 3	[raɪt ˈnaʊ]	jetzt, sofort, gleich
right(s) MORE 3	[raɪt]	Recht(e)
ripe U13/6	[raɪp]	reif
rise MORE 2	[raɪz]	(an-)steigen, zunehmen
ritual U9/1	[ˈrɪtʃuəl]	Ritual
river bank U7/3	[ˈrɪvəbæŋk]	Flussufer
roar U11/15	[rɔː(r)]	brüllen
roast MORE 2	[rəʊst]	rösten
rob U8/4	[rɒb]	berauben
robbery U8/4	[ˈrɒbəri]	Raubüberfall
rocket U12/9	[ˈrɒkɪt]	Rakete
rope MORE 1	[rəʊp]	Seil
rotate U12/9	[rəʊˈteɪt]	drehen, rotieren
rotten MORE 2	[ˈrɒtn]	verfault
royal MORE 3	[ˈrɔɪəl]	königlich
rubbish MORE 2	[ˈrʌbɪʃ]	Müll
rub out U1/11	[rʌb aʊt]	(aus-)reiben, ausradieren
rude MORE 3	[ruːd]	unhöflich, grob
run MORE 3	[rʌn]	laufen
runway U3/5	[ˈrʌnweɪ]	Landebahn
run out of MORE 3	[rʌn ˈaʊt əv]	ausgehen

S

safe MORE 2	[seɪf]	sicher
sailor U2/12	[ˈseɪlə(r)]	Seefahrer/in;
salary U4/10	[ˈsæləri]	Gehalt
sanctuary U11/5	[ˈsæŋktʃuəri]	Heiligtum; Zufluchtsort; hier: Asyl
satisfaction U4/6	[sætɪsˈfækʃən]	Genugtuung, Zufriedenheit
save MORE 3	[seɪv]	retten; sparen
(be) scared of U7/3	[fəˈskæəd əv]	Höhenangst haben
scary MORE 1	[ˈskəri]	furchterregend; unheimlich
school supplies U6/3	[skuːl səˈplaɪz]	Schulsachen
science MORE 1	[ˈsaɪəns]	Wissenschaft
score MORE 2	[skɔː(r)]	Spielstand
scour U1/11	[ˈskaʊə(r)]	reinigen, putzen
scratch U11/15	[skrætʃ]	kratzen

scream MORE 2	[skriːm]	schreien; kreischen
screenplay U11/7	[ˈskriːnpleɪ]	Drehbuch
scrunch U11/15	[skrʌntʃ]	knirschen; zerkauen
scuba-diving MORE 3	[ˈskuːbə ˈdɑːvɪŋ]	(Sport-)Tauchen
search MORE 3	[sɜːtʃ]	(durch-)suchen
secret MORE 2	[ˈsiːkret]	geheim; Geheimnis
secretary MORE 2	[ˈsekɪtəri]	Sekretär/in
security MORE 2	[sɪkjəˈrɪti]	Sicherheit
see sth coming U11/4	[siː stʌθ ˈkʌmɪŋ]	etw kommen sehen
select U7/12	[sɪˈlekt]	auswählen
selection U7/10	[sɪˈlekʃən]	Auswahl
self-sufficient U9	[self səˈfɪʃnt]	autark, selbstversorgend
sentence to death U8	[ˈsentəns tə deθ]	zum Tode verurteilen
sequel U2	[ˈsiːkwəl]	Fortsetzung
serious U2	[ˈsɪəriəs]	ernst, schwerwiegend
servant MORE 1	[ˈsɜːvənt]	Diener/in
serve U11/15	[sɜːv]	bedienen
set foot (on) U12/3	[set fʊt ɒn]	betreten
set off MORE 3	[set ˈɒf]	aufbrechen
set up U12/9	[set ˈʌp]	aufbauen, gründen
settle U7/10	[ˈsetl̩mənt]	Ansiedlung
several MORE 3	[ˈsev(ə)rəl]	einige; verschiedene
shade (no pl) MORE 3	[ʃeɪd]	Schatten
shake MORE 2	[ʃeɪk]	schütteln
shake hands with sb U4/12	[ʃeɪk hændz wɪð ˈsʌmbədi]	jdm die Hand schütteln
(What) shall (I do?) U11/15	[ˈʃel]	(Was) soll (ich tun?)
shape MORE 3	[ʃeɪp]	Form, Gestalt; formen
share MORE 2	[ʃeə(r)]	teilen
shock MORE 3	[ʃɒk]	Schock
shocked MORE 2	[ʃɒkt]	schockiert
shoot sb MORE 3	[ˈʃuːt ˈsʌmbədi]	jdn erschießen
short story MORE 3	[ˈʃɔːt ˈstoːri]	Kurzgeschichte
shut MORE 2	[ʃʌt]	schließen, zumachen
shuttle U12/3	[ˈʃʌtl̩]	Raumfähre
shy U7/12	[ʃaɪ]	schüchtern
sick MORE 2	[sɪk]	krank
sigh U9/9	[saɪ]	seufzen
sight U4/7	[saɪt]	Anblick
sights (pl) MORE 3	[saɪts]	Sehenswürdigkeiten
sightseeing MORE 3	[ˈsaɪtˈsiːɪŋ]	Besichtigungen, Sightseeing;
similar MORE 3	[ˈsɪmɪlə]	ähnlich
simply MORE 2	[ˈsɪmpli]	lediglich, schlichtweg

single MORE 3	['sɪŋɡl]	einzig/r/s
sitting room U1/11	['sɪtɪŋ ru:m]	Wohnzimmer
(be) situated MORE 3	[bi 'sɪtʃu'etɪd]	gelegen, befindlich
size MORE 2	[saɪz]	Größe
skill U4/12	[skɪl]	Fähigkeit
skin MORE 3	[skɪn]	Haut
skull U8/13	[skʌl]	Schädel
slap sb U9/13	[slæp 'sʌmbədi]	jdn schlagen
slave MORE 2	[sleɪv]	Sklave/Sklavin
slavery U10/6	['sleɪvəri]	Sklaverei
sleeve U9/13	[sli:v]	Ärmel
slightly U11/13	['slartli]	schwach, gering, ein bisschen
smart U4/12	[smɑ:t]	hier: elegant, schick
smell MORE 3	[smel]	Geruch; riechen
smog U10/11	[smɒɡ]	Smog
snorkel MORE 3	['snɔ:kl]	schnorcheln
so far MORE 3	['səʊ fɑ:]	so weit; bisher
so that U5/5	[səʊ ðæt]	sodass, damit
society U6/5	[sə'saɪəti]	Gesellschaft
soft drink U10/3	[,sɒft 'drɪŋk]	alkoholfreies Getränk
solar system MORE 3	['səʊlə sistəm]	Sonnensystem
soldier MORE 2	['səʊldɪʒə(r)]	Soldat/in
sole U9/5	[səʊl]	Sohle
solution MORE 3	[sə'lu:ʃn]	Lösung
solve MORE 2	[sɒlv]	lösen
somebody MORE 1	['sʌmbədi]	jemand
someone MORE 2	['sʌmwʌn]	jemand
someone else MORE 3	['sʌmwʌn 'els]	jemand anders
something MORE 1	['sʌmθɪŋ]	etwas
sometimes MORE 1	['sʌmtaɪnz]	manchmal
somewhat U14/6	['sʌmwɒt]	einiges
somewhere MORE 2	['sʌmwɛə(r)]	irgendwo
sort oneself out U11/12	[sɔ:t wʌn'self aʊt]	sich (selbst) ordnen
sort out a problem U2/DSC	[sɔ:t aʊt ə 'prɒbləm]	ein Problem lösen
source U12/9	[sɔ:s]	Quelle; Ursprung
southeast U7/2	[saʊθi:st]	Südosten
space MORE 3	[speɪs]	Lücke; Weltraum
spacecraft U12/9	['speɪskrɑ:ft]	Raumschiff
spare U14/3	[spə]	verschonen
spectacular U1/8	[spek'tækjələ(r)]	spektakulär, atemberaubend
speculate U1/12	['spekjuleɪt]	spekulieren, vermuten
speed MORE 2	[spi:d]	Geschwindigkeit
spicy U11/13	['spaisi]	scharf
spiky hair U9/5	['spaɪki heə(r)]	in Spitzen abstehende Haare

spill U1/11	[spɪl]	verschütten
spit MORE 3	[spɪt]	(aus-)spucken
sponsor U12/6	['spɒnsə(r)]	finanzieren, unterstützen
spoon MORE 3	[spu:n]	Löffel
spot U1/12	['spɒt]	Fleck; Stelle
spot of bother U11/12	[spɒt əv bəʊə(r)]	Ärger
spread the word U6/3	[spred ðə wɜ:ð]	weitersagen
square kilometre U7/10	[skwɪə 'kɪləmi:tə]	Quadratkilometer
stain MORE 2	[steɪn]	Fleck
stairs (pl) MORE 2	['steɪz]	Treppe
stammer U9/12	['stʌmə(r)]	stottern
stamp U8/13	[stæmp]	Briefmarke
starch U5/6	[stɑ:tʃ]	Speisestärke
start MORE 3	[stɑ:t]	starten; verursachen
starve MORE 2	[stɑ:v]	(ver-)hungern
state MORE 3	[steɪt]	Staat, Land
statement MORE 1	['steɪtmənt]	Aussage
stay MORE 2	[steɪ]	Aufenthalt
stay on U1/D	[steɪ ɒn]	untergebracht sein, wohnen
stay up U9/1	[steɪ ʌp]	(länger) bleiben
sterile U1/11	['sterail]	(länger) bleiben
stick U1/11	[stɪk]	steril
store U8/15	[stɔ:(r)]	Stock
strange MORE 3	[streɪndʒ]	lagern, aufbewahren
stranger U6/3	['streɪndʒə(r)]	seltsam, fremd
stray U1/15	[streɪ]	Fremde/r
stress MORE 1	[stres]	streunend; verirrt
strict MORE 3	[strikt]	Betonung; betonen
string U7/3	[striŋ]	streng
striped MORE 2	[straɪpt]	Schnur, Kette
struggle MORE 3	['strʌɡl]	gestreift
stud MORE 3	[stʌd]	ringen, kämpfen
study MORE 3	['stʌdi]	Stecker; hier: Nasenpiercing
stuff MORE 1	[stʌf]	studieren, lernen
stuff oneself U5/11	[stʌf wʌn'self]	Zeug, Kram
stunning MORE 3	['stʌnɪŋ]	sich vollstopfen
success MORE 3	[sək'ses]	atemberaubend, umwerfend
successful MORE 3	[sək'sesfl]	Erfolg
such MORE 2	[sʌtʃ]	erfolgreich
suck U7/7	[sʌk]	solch(er, es); so
suffer from sth MORE 3	['sʌfə frəm 'sʌmθɪŋ]	saugen
sugary U5/7	['ʃʊɡəri]	an/unter etwas leiden
suggest MORE 1	[sə'dʒest]	zuckerhaltig
suggestion MORE 2	[sə'dʒestʃn]	empfehlen, vorschlagen

suit MORE 3	[su:t]	Anzug
summary U2/1	['sʌmə'ri]	Zusammenfassung
sunrise U12/3	['sʌnraɪz]	Sonnenaufgang
sunset U12/3	['sʌnset]	Sonnenuntergang
support MORE 3	[sə'pɔ:t]	Unterstützung; unterstützen
supporter U14/1	[sə'pɔ:tə(r)]	Unterstützer/in
suppose MORE 3	[sə'pəʊz]	annehmen
surface MORE 3	['sɜ:fɪs]	Oberfläche
surprise MORE 3	[sə'praɪz]	Überraschung; überraschen
surprised MORE 3	[sə'praɪzd]	überrascht
survey MORE 2	['sɜ:veɪ]	Umfrage
survival skills U7/6	['sə'vaɪvəl]	Überlebensfähig- keiten
survive MORE 3	[sə'vaɪv]	überleben
suspect MORE 3	[sə'spekt]	Verdächtige/r
suspicion U2/8	[sə'spɪʃn]	Verdacht
swap MORE 2	[swɒp]	(aus-)tauschen, wechseln
switch U13/10	[swɪtʃ]	tauschen, wechseln
swollen MORE 1	['swɒlənd]	geschwollen
sword MORE 1	[sɔ:d]	Schwert
sympathise U4/DSC	['sɪmpəθaɪz]	mitfühlen, Mitleid haben
sympathy MORE 3	['sɪmpəθi]	Mitgefühl
symptom U4/DSC	['sɪmptəm]	Symptom

T

take MORE 3	[teɪk]	nehmen, vern
take a photo MORE 3	['teɪk ə 'fəʊtəʊ]	einfotografieren
take a tour MORE 3	[teɪk ə 'tuə]	eine Tour nehmen
take care MORE 3	[teɪk keə]	aufpassen, auf!
take notes U1/10	[teɪk nəʊts]	sich Notizen machen, mitschreiben
take over MORE 2	[teɪk 'əʊvə(r)]	übernehmen
take part in MORE 3	[teɪk pɑ:t ɪn]	anw teilnehmen
take pity on sb U1/10	[teɪk 'pɪti ɒn]	Mitleid haben
take place MORE 1	[teɪk pleɪs]	stattfinden
take sb away U2/10	[teɪk sɒn 'əweɪ]	hier: abführen
take turns MORE 3	[teɪk tu:ns]	etwas abwechselnd tun
takeoff U3/5	[teɪk ɒf]	Start; Abflug
tan MORE 2	[tæn]	Sonnenbräune
taste MORE 3	[teɪst]	Geschmack; schmecken
tasty MORE 3	['teɪsti]	lecker
tax MORE 3	[tæks]	Steuer, Gebühr
technology MORE 2	[tek'nɒlədʒi]	Technologie

temporary U11/13	[temprəri]	vorübergehend
tent MORE 3	[tent]	Zelt
term MORE 2	[tɜ:m]	Semester; Schuljah- resabschnitt
terrific U11/14	[tə'rifɪk]	toll, fantastisch
terrified MORE 2	['terɪfaɪd]	entsetzt, erschrocken
territory MORE 3	['terɪtri]	Gebiet, Territorium
That's a shame. U2/DSC	[ðæt ɪz ʃaɪm]	Das ist schade.
That's settled. U2/DSC	[ðæt ɪz 'setlɪd]	Das hätten wir.
theatre MORE 3	['θiətə]	Theater
theory U1/8	['θiəri]	Theorie
thief (pl thieves) MORE 2	['θi:f, 'θi:vz]	Dieb/in
thin U5/11	[θɪn]	dünn
this is why U1/11	[θɪs ɪz waɪ]	deshalb
though MORE 3	[ðəʊ]	aber, obwohl
thrilling U1/11	['θrɪlɪŋ]	aufregend
throat MORE 3	[θrəʊt]	Hals
through MORE 2	[θru:]	durch
throw out of sight of sb U1/11	[θru: ðɪ aɪz əv 'sʌmbədi]	aus der Sicht von jdm
throw away MORE 1	[θrəʊ ə'weɪ]	wegwerfen
throw up U5/11	[θrəʊ ʌp]	sich übergeben
thumb U9/5	[θʌm]	Daumen
thunder U1/11	['θʌndə(r)]	Donner
tidy (up) MORE 2	['taɪdi (ʌp)]	aufräumen
tin MORE 1	[tɪn]	Dose, Büchse
tiring U1/12	['taɪərɪŋ]	ermüdend
title MORE 3	['taɪtl]	Titel
to this day U6/3	[tə ðɪs deɪ]	bis zum heutigen Tag
ton MORE 2	[tʌn]	Tonne
tongue MORE 1	[tʌŋ]	Zunge
topic MORE 3	['tɒpɪk]	Thema
top U9/13	[tɒp]	hier: Oberteil
top secret U2/2	[tɒp 'si:kret]	streng geheim
tough U13/4	[tʌf]	hart, schwierig
tourism U1/7	['tʊərɪzəm]	Tourismus
tourist MORE 1	['tʊərɪst]	Tourist/in
track MORE 3	[træk]	Weg, Pfad
trade U10	['treɪd]	Handel
traffic MORE 3	['træfɪk]	Verkehr
tragic U12/3	['trædʒɪk]	tragisch
trail MORE 3	[treɪl]	Weg, Pfad
tram U1/7	[træm]	Straßenbahn, Tram
transmit U6/6	[trænz'mɪt]	senden, übermitteln
trap MORE 3	[træp]	Falle
travel MORE 2	['trævl]	reisen
travel agent U4/1	['trævl eɪdʒənt]	Reiseberater/in
treat sb MORE 2	[tri:t 'sʌmbədi]	jdn behandeln

treatment U3/5	['tri:tmənt]	Behandlung
trendy U9/1	['trendi]	modisch, modern
trilogy U11/6	['trilədʒi]	Trilogie
triumphantly U1/11	['traɪ 'ʌmfəntli]	triumphierend
trust U5/14	['trʌst]	vertrauen
try MORE 3	['traɪ]	Versuch
turn out MORE 3	['tɜ:n aʊt]	sich herausstellen
turn round MORE 3	['tɜ:n 'raʊnd]	(sich) umdrehen
turn up MORE 3	['tɜ:n 'ʌp]	auftauchen
twist U4/DSC	['twɪst]	verdrehen
typical MORE 1	['tɪpɪkl]	typisch

U

unbelievable MORE 3	['ʌnbɪ'li:vəbl]	unglaublich
unclean U9/6	['ʌn'kli:n]	unrein
uncomfortable U12/6	['ʌn'kʌmfətəbl]	ungemütlich
unconscious U1/12	['ʌn'kɒnʃəs]	unbewusst; bewusstlos
underground MORE 3	['ʌndə'graʊnd]	U-Bahn
unemployed U4/6	['ʌnɪm'plɔɪd]	arbeitslos
unexpected U11/4	['ʌnɪk'spektɪd]	unerwartet
unfortunately MORE 2	['ʌn'fɔ:tʃənətli]	unglücklicherweise
unhappy MORE 1	['ʌn'hæpi]	unglücklich
unhealthy MORE 1	['ʌn'helθi]	ungesund
uninhabitable U12/9	['ʌnɪn'hæbɪtəbl]	unbewohnbar
united U14/3	['ju'nartɪd]	vereint
unless MORE 3	['ən'les]	außer, es sei ansonsten
unlock U2/4	['ʌn'lɒk]	aufsperr(en)
unpack MORE 2	['ʌn'pæk]	auspacken
unprepared U7/7	['ʌnpri'peəd]	unvorbereitet
unsure U11/15	['ʌn'ʃʊə(r)]	unsicher
unsurprisingly U3/1	['ʌnsə'praɪzɪŋli]	überraschend
until MORE 2	['ən'tɪl]	bis
unusual MORE 1	['ʌn'ju:ʒʊəl]	ungewöhnlich
upon MORE 1	['ə'pɒn]	auf, an
upset MORE 2	['ʌp'set]	aufgeregt
use up U12/9	['ju:z ʌp]	aufbrauchen
(be) used to MORE 3	['bi:z əd tə]	gehabt sein an
useful MORE 3	['ju:səf]	nützlich, brauchbar
usually MORE 1	['ju:ʃuəli]	gewöhnlich, normalerweise

V

value U6/4	['vælju:]	(wert-)schätzen
various U6/3	['veəriəs]	verschiedene, mehrere
vegan U5/D	['vi:gən]	vegan; Veganer/in
vegetarian U5/3	['vedʒə'teəriən]	vegetarisch; Vegetarier/in
veggie U5/3	['vedʒi]	vegetarisch

version MORE 3	['vɜ:ʒn]	Version, Fassung
vet MORE 2	['vet]	Tierarzt/Tierärztin
victim MORE 3	['vɪktɪm]	Opfer
victory U9/5	['vɪktəri]	Sieg, Triumph
view MORE 3	['vju:]	Sicht; (Aus-)Blick, Aussicht
village MORE 1	['vɪlɪdʒ]	Dorf
violently U7/3	['vaɪələntli]	gewaltsam
virtual U8/14	['vɜ:tʃʊəl]	virtuell
visitor MORE 3	['vɪzɪtə]	Besucher/in
vitamin U5/5	['vɪtəmin]	Vitamin
voice MORE 1	['vɔɪs]	Stimme
voluntary U13/1	['vɒləntəri]	freiwillig
vote MORE 3	['vəʊt]	wählen; Wahl

W

waiter, waitress MORE 2	['weɪtə(r), 'weɪtrəs]	Kellner/in
walk by MORE 1	['wɔ:k baɪ]	vorbeigehen
walk off MORE 1	['wɔ:k ɒf]	weggehen, davonlaufen
walkabout U6/6	['wɔ:kəbaʊt]	Buschwanderung
want someone to do something U7	[wɒnt 'sʌmwʌn tə du: 'sʌmθɪŋ]	wollen, dass jemand etwas tut
war U2/2	['wɔ:(r)]	Krieg
warn MORE 3	['wɔ:n]	warnen
warning MORE 3	['wɔ:nɪŋ]	Warnung, Warnhinweis
wash off U9/10	[wɒʃ ə'fɔ:]	wegwaschen
waste MORE 3	[weɪst]	verschwenden
waste paper bin U2/9	[,weɪst 'peɪpə bɪn]	Papierkorb
waterproof U13/1	['wɔ:təpru:f]	wasserdicht
wave MORE 3	[weɪv]	Welle
wax U7/7	[wæks]	Wachs
weak MORE 3	[wi:k]	schwach
wealth U9/1	[welθ]	Reichtum, Wohlstand
weapon U2/1	['wepən]	Waffe
wedding U9/8	['wedɪŋ]	Hochzeit
wee U11/12	[wi:]	klein, winzig
weight U5/7	[weɪt]	Gewicht
weird MORE 3	[wɪəd]	sonderbar, schräg
well-known MORE 3	['wel'nəʊn]	(allgemein) bekannt; berühmt
western U5/6	['westən]	westlich
What a ...! MORE 3	[wɒt ə]	Was für ein ...!
What a nerve! U1/D	[wɒt ə nɜ:v]	Was für eine Frechheit!
What about ...? MORE 3	[wɒt ə'baʊt]	Was ist mit ...?
What are you up to? U11/D	[wɒt ər ju ʌp tə]	Was hast du vor?
What is it? U1/1	[wɒt ɪz ɪt]	Was gibt's?

whatever MORE 3	[wɒt'evə(r)]	was auch immer; egal
whenever MORE 3	[wen'evə]	wann auch immer
whether U6/DSC	['weðə(r)]	ob
whisper MORE 1	['wɪspə(r)]	flüstern
whodunit U2	[hu:'dʌnɪt]	Krimi(roman)
whom MORE 2	[hu:m]	wem, welchen, den
wicked U14/3	['wɪkɪd]	stark, cool (ugs.)
wilderness MORE 3	['wɪldənəs]	Wildnis
wildlife MORE 3	['waɪld'laɪf]	wilde Tierwelt
wing U3/5	[wɪŋ]	Flügel
wire MORE 3	['waɪə(r)]	Kabel; Leitung
wish MORE 3	[wɪʃ]	Wunsch; sich wünschen
within MORE 3	[wɪð'in]	innerhalb
without MORE 2	[wɪ'ðaʊt]	ohne
witness MORE 2	['wɪtnəs]	Zeuge/Zeugin
witty U8/7	['wɪti]	originell, geistreich
wonder U2/3	['wʌndə(r)]	sich wundern
wonderful MORE 1	['wʌndəfl]	wundervoll
wooden MORE 1	['wʊdn]	Holz-, hölzern
work out MORE 3	[wɜ:k aʊt]	funktionieren; trainieren
worker MORE 2	['wɜ:kə(r)]	Arbeiter/in
world hunger U5/5	[wɜ:ld 'hʌŋgə(r)]	Welthunger
worm U7/7	[wɜ:m]	Wurm
worry MORE 1	['wʌri]	sich sorgen
worthless U9/5	['wɜ:θləs]	wertlos; unwertvoll
wound MORE 2	[wu:nd]	verwunden; Wunde verletzt; Verletzung
wrap MORE 3	[ræp]	einwickeln; einpacken einwickeln

Y

you know ... (informal) U9/9	[ju nəʊ]	weißt du ... (ugs.)
young MORE 1	[jʌŋ]	jung
youth MORE 1	[ju:θ]	Jugend
youth magazine MORE 3	[ju:θ 'maɡəzɪn]	Jugendzeitschrift
yuck (informal) U9/5	[jʌk]	pfui (ugs.)

Z

zero U2/14	[zɪərə]	null
zombie MORE 1	[zɒmbi]	Zombie

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