

Gerngross • Puchta • Holzmann • Lewis-Jones • Stranks

# MORE!

# 4

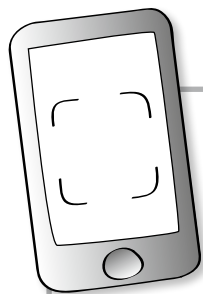
**Student's Book**



mit App für Audios,  
Videos und Stories



**General course**



# MORE! interaktiv – die MORE! Media App


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

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Starte die Media App und tippe auf . Scanne den QR-Code oder gib unter MANUELLE EINGABE den untenstehenden Code ein und bestätige die Eingabe. Die Inhalte werden der Media App hinzugefügt.

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**Code in der Demo nicht verfügbar**

## MORE! 4 Student's Book General course

Mit Bescheid vom 15.07.2019, GZ: BMBWF-5.028/0004-IT/3/2018, hat das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel „MORE! Student's Book 4 General 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**



**General course**

# Zeichenerklärung



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



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



Dazu gibt es ein Video auf DVD.

## 4 CHOICES

Bei dieser Übung stehen dir zwei Varianten zur Verfügung.



Dazu gibt es eine Hausübung im Internet. ([www.helbling-ezone.com](http://www.helbling-ezone.com))



## Online Progress Check 1

Dazu gibt es im Internet einen Progress Check. ([www.helbling-ezone.com](http://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](http://www.helbling-ezone.com))



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



Zu dieser Übung gibt es ein Grammatik-Erklärvideo oder ein Video über Kate & Tom (*The Girl Next Door*), welches du dir auf einem Smartphone oder Tablet ansehen kannst.

## Your Portfolio


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



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### MORE Essential English

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## Get talking

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# 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

## Vocabulary About a country

- 1** Make sure you know what these words/phrases mean. If necessary, ask your teacher.

*What's ... in German?*

- capital (city)
- official language
- people
- be fluent in a language
- a member of the EU
- a part of the United Kingdom
- the weather

CD 1  
1

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

## Do you know

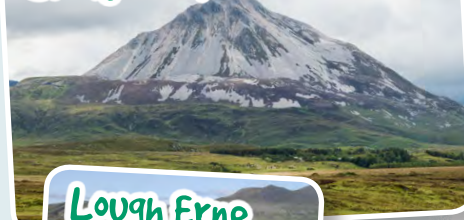
## Ireland

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

T / F  
T / F  
T / F  
T / F  
T / F  
T / F  
T / F  
T / F  
T / F  
T / F  
T / F  
T / F



croagh Patrick



Lough Erne





a Look quickly at the text. 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    2007

c Read the full text. Sum up in one sentence what the main idea of the text is.

# A VERY SHORT HISTORY OF IRELAND

Irish football fans never support the England team.

Why is that? History is the answer.

For many centuries the Irish fought against the English. In the 17th and 18th centuries, 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 left. While many poor people in Ireland were starving, Protestant Irish landowners were sending food to England to sell it there. The British government didn't help either. One official said in 1846, "It is not our intention at all to export food for the use of the people of Ireland."

There were about eight million people in Ireland in 1850. While they were trying to find food, one million of them died and between 1845 and 1855 another two million fled to the USA, Australia and other parts of the world.

In 1916, the Easter Rebellion of the Irish was put down by the British and the leaders of the rebellion were shot. A guerrilla war followed. In 1922, the Irish Free State (later the Republic of Ireland) was founded, but Ulster (which is today part of Northern Ireland), where the majority of the people were Protestant, did not become part of the Free State. What followed in Northern Ireland was a period called 'the Troubles'. It began in the late 1960s. In the conflict between the Catholics and the Protestants more than 3,500 people were killed. Finally, a peace agreement was found in 2007.



*The Battle of the Boyne 1690*



*Dublin Memorial to the Famine of 1845-1849*

**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 Easter Rebellion was stopped by .....
- 6 After the Easter Rebellion a .....

**Answer the questions.**

- 7 Which part of Ireland was not part of the Free State? .....
- 8 What do we understand by the Troubles? .....
- 9 What happened that hopefully has ended the Troubles? .....

## Vocabulary

**Match the words/phrases from the text in column A with the definitions in column B.**

- |               |  |
|---------------|--|
| 1 support     | <input type="checkbox"/> a man who owns land                                   |
| 2 put down    | <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"/> be a member of a group                                |
| 6 famine      | <input type="checkbox"/> most people   |
| 7 potato crop | <input type="checkbox"/> plan to do something                                  |
| 8 landlord    | <input type="checkbox"/> a situation (often using violence)                    |

**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 Which are the best places for school trips do you think? Give your reasons.

**Listen to the audio. 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?

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



*There are two beautiful lakes in the valley.*



*Glendalough is great for hiking.*

**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.**

- 1 Where is Anna from?
- 2 What does the interviewer think of Anna's English?
- 3 What does she like about Dublin?
- 4 What doesn't she like about Dublin?
- 5 What is LUAS and what does Anna think about it?
- 6 What is her favourite place in Dublin?
- 7 What does she think about the weather?



## Sounds right Elision

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

Alan I'd like to visit Dublin.

Brenda Why?

Alan My friend went there. He loved it. It

is a great city.

Chris I'd 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

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

I'd love to visit ...  
I'd never go to ...  
I've got no interest in going to ...

Would(n't) you? How come ... ?





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

# WHAT'S ON IN DUBLIN



JULY 12<sup>TH</sup>

## ART

### Inside, Outside and Beyond

Celebrating thirty years of painting in the National Botanic Gardens. See Gerard Byrne's spectacular garden paintings at the National Botanic Gardens. Opening times: 9:00–17:00. Admission free.

## MUSIC

### Damien Dempsey

Iveagh Gardens, Clontarf Street  
19:00–22:00  
Iveagh Gardens was one of Ireland's  
great songwriters.  
Damien Dempsey offers a very  
special summer outdoor gig in  
Dublin's stunning Iveagh Gardens.  
Tickets: €40

## THEATRE

### Ulysses

Dermot Mulroney's version of James Joyce's *Ulysses* was a massive hit at last year's Dublin Theatre Festival. The Abbey Theatre at 8 p.m.  
Tickets: €17–€45

## EXHIBITIONS

### Great 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.)

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

Search the information in the text above and complete the sentences.

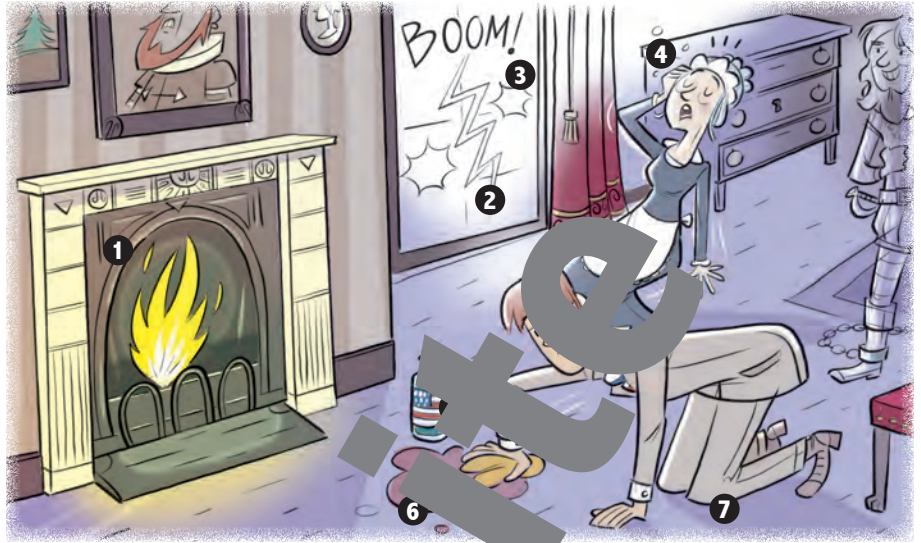
- 1 There have been paintings at the Botanic Gardens for .....
- 2 Damien Dempsey is from .....
- 3 The production of *Ulysses* starts .....
- 4 The Great Hunger is another name for .....
- 5 The walking tour finishes in .....



## Vocabulary

### 12 Match the words with the picture.

- ☐ bloodstain
- ☐ fireplace
- ☐ kneel on the floor
- ☐ stain remover
- ☐ flash of lightning
- ☐ thunder
- ☐ faint



### 13 Read the scene from *The Canterville Ghost* when the Otises move in and Mrs Otis sees a red mark on the floor.

**Oscar Wilde** (1854–1900) was one of the great Irish writers. One of his stories is *The Canterville Ghost* (1887). It is about an American family (the Otises). They bought a house from the English Lord Canterville. There is a ghost that has haunted the house for 300 years. His name is Sir Simon.

Suddenly Mrs Otis saw a red mark on the floor just by the fireplace and said to Mr Umney, "I'm afraid something has happened there."

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

"Horrible," cried Mrs Otis. "I don't like bloodstains in a sitting room. It must be removed at once."

The old woman smiled, and answered in a low, mysterious voice, "It is the blood of Lady Eleanore de Canterville. In 1572, she was murdered on that spot by her husband, Sir Simon de Canterville. Sir Simon lived for ninety years. Suddenly he was gone. His body was never found, but his ghost still haunts the house. The bloodstain cannot be removed."

"That is all nonsense," cried Washington Otis. "Pinkerton's Champion Stain Remover will clean it up in no time," and before the terrified housekeeper could stop him, he had fallen on his knees and was rapidly cleaning the floor with a small stick. In a few moments the bloodstain was gone.

"I knew Pinkerton would do it," he shouted triumphantly as he looked round at his smiling family, but as soon as he had said these words, they saw a terrible flash of lightning and heard loud thunder. They all jumped up, and Mrs Umney fainted.

[...]

The next morning, when they came down to breakfast, the bloodstain was on the floor again. Of course Washington started to clean the floor again, but the next morning the stain was back.

### 14 Read the text again and answer the questions below.

- 1 Why is there blood on the floor? .....
- 2 Does Mr Otis believe in ghosts? .....
- 3 How does Mr Otis react to the bloodstain? .....
- 4 What is Mrs Umney's reaction after the stain is gone? .....

## 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 100–150 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.*

**Form:** past tense von be + -ing-Form des Verbs.

**Complete:** Du verwendest *was/were + -ing*, 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** food to England to sell it there.*



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.

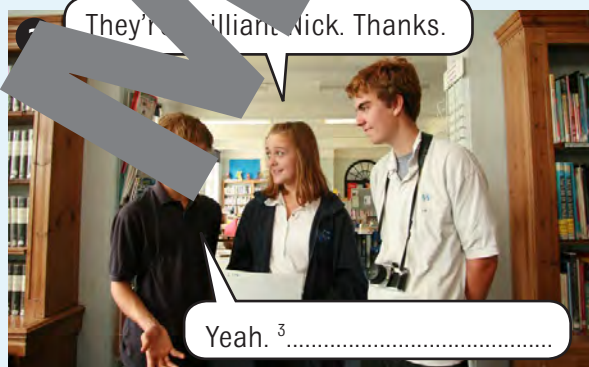
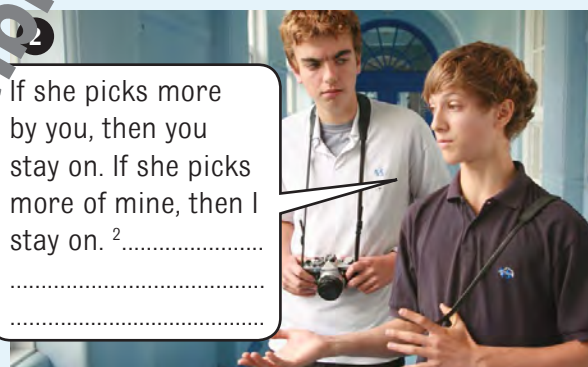
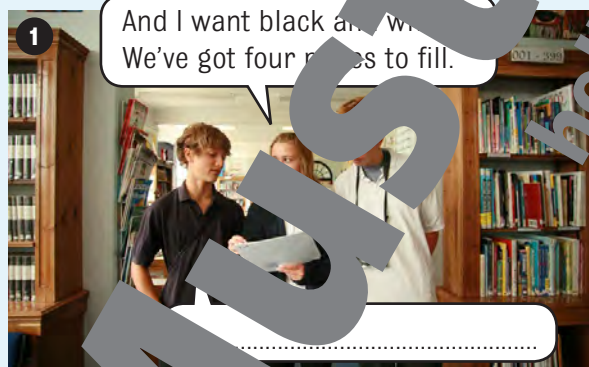
- 1 Liam is new at the school and wants to join .....
- 2 When Nick hears that Liam is also a photographer, he .....  
.....
- 3 Lucy wants five photographs from each of them so she can .....  
.....
- 4 Nick suggests to Liam that the one whose photos she picked should .....  
.....
- 5 Liam's photos are brilliant, but the other boys 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!





CD1  
6

1

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

BiSt

**Tony** Hi, Nadia. Did you go to New York?

1 .....?

**Nadia** Yes, I did.

**Tony** Did you go with your mum?

2 .....?

**Nadia** No, I went with my mum. My mum had to look after my brother.

**Tony** Did you ..... it?

**Nadia** Yes, I did. It was fantastic.

**Tony** How long did you stay there?

**Nadia** ..... for a week.

**Tony** What did you like most?

**Nadia** The shops on 5<sup>th</sup> Avenue.

**Tony** Did you ..... a lot?

**Nadia** No, I didn't. Just a few souvenirs.

CD1  
6

2

**Now cover the dialogue. Listen again and correct what is wrong in each sentence. Tick (✓) if it is correct. If not, write the correct answer.**

1 Tony went to New York a week ago. ....

2 Nadia went with her parents. ....

3 Nadia's mum had to look after her mother. ....

4 Nadia didn't enjoy New York. ....

5 Nadia stayed there for three weeks. ....

6 Nadia liked the museums on 5<sup>th</sup> Avenue best. ....

7 Nadia bought lots of clothes. ....



**3** Ask four people in your class about their holidays. Use the questions below.

Where did you go on holiday?

I went to ... /  
I stayed at home

Italy



Turkey



Greece



Croatia



Did you like it?

Did you go with your ...?

What did you do there?

Did you make some friends?

Was there something you did ...?

What did you like most?

Yes, ... / No, ...

Yes, my ... / No, I ...

We went/swam/skorkelled/walked/played ...

Yes, I ... / No, I ...

Yes, I didn't like the ... / No, everything was fine.

The ...

Martin went to ...

He went with ...

A typical day was like this. First ... Then ...

He didn't like ...

He liked ... a lot.

**4** Make a class survey.

- How many students went to Croatia?
- How many students did some sports?
- How many students went to Italy?
- How many students liked their holiday?
- How many students hated it?
- How many students went to another country?

- How many students stayed at home?
- How many students made some friends?
- How many students travelled with their family?
- How many students spoke English during their holidays?
- How many students went to a camp?

# 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



1

Read the beginning of the murder mystery and the notes. 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 the case is easy one. Come on, Jenkins. Get it sorted!

### POLICE CRIME REPORT

Victim: \_\_\_\_\_

Crime: murder

Date: Friday 10th May

Time of report: \_\_\_\_\_

Reporting officer: \_\_\_\_\_

Investigating officers: \_\_\_\_\_

Suspects: \_\_\_\_\_



### 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 with just four other employees. Nobody else was in the building. All the other employees had left.

**Inspector Fell** So you know that it was one of them?

**Sgt Jenkins** Most probably. But which one?

**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** a Read Scene 3.

b Make notes of Inspector Fell's ideas about each suspect's motive in **2**.

**Scene 3** Sgt Jenkins and Inspector Fell are looking at 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 a good job as all the others. He's in the work. All the others at the company have very good positions in the company. What was he doing? I wonder?

**Sgt Jenkins** He's probably a friend of the family.

**Inspector Fell** Or perhaps he did something wrong to his boss.

**Sgt Jenkins** Do you think he was blackmailing Mr Murdoch, sir?

**Inspector Fell** He probably needs money because of his old age. Keep an eye on him.

**Sgt Jenkins** OK. 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.



**4 Listen to the interviews with Jasper Ford and Oliver Wilson. Tick the correct answer.**



**Scenes 4 and 5**



**What Jasper Ford said:**

- 1 Mr Murdoch went to his office to
- ☐ get some papers.
  - ☐ call his wife.
  - ☐ answer a phone call.

**During the party:**

- 2 Oliver Wilson went to
- ☐ Mr Murdoch's office.
  - ☐ the toilet.
  - ☐ get some more drinks.
- 3 Isabel Miller went to
- ☐ make a phone call.
  - ☐ the toilet.
  - ☐ get a drink.

- 4 Jasper Ford went to
- ☐ get some drinks.
  - ☐ his office.
  - ☐ write an email.

- 5 Charles Dunning left to
- ☐ get some drinks.
  - ☐ go to Mr Murdoch's office.
  - ☐ make a phone call.

- 6 His plan is to
- ☐ retire.
  - ☐ work for Oliver.
  - ☐ leave the country.

- 7 Jasper Ford likes
- ☐ Oliver Wilson.
  - ☐ sell the company.
  - ☐ take over the company.
  - ☐ buy a new company.

- 8 Jasper Ford does not have
- ☐ a relationship with Oliver.
  - ☐ Charles.
  - ☐ a sister.

**What Oliver Wilson said:**

Jasper Ford was going to

- ☐ leave his job.
- ☐ work for another company.
- ☐ find a new job.

- 9 Mr Murdoch went to his

- ☐ office to get some papers.
- ☐ call his wife.
- ☐ read a book.

- 11 Jasper Ford

- ☐ left the room for a few minutes.
- ☐ didn't leave the room.
- ☐ fell asleep.

- 12 The person who unlocked the door from the inside was

- ☐ Charles Dunning.
- ☐ Isabel Miller.
- ☐ Jasper Ford.

**5 Listen to the next interview with Isabel Miller and Charles Dunning. Tick the correct answer.**

**Scenes 6 and 7**

**What Isabel Miller said:**

- 1 When Isabel Miller put her hand through the broken window she
- ☐ felt pain.
  - ☐ saw a man in the room.
  - ☐ saw a lock.

- 2 Isabel Miller left the party to
- ☐ go to the toilet.
  - ☐ go to Mr Murdoch's office.



**What Charles Dunning said:**

- 3 Two people left the room at the same time:

- ☐ Mr Murdoch and Jasper Ford.
- ☐ Mr Murdoch and Isabel Miller.

- 4 When Oliver left the room to get some drinks, someone went with him:

- ☐ Mr Murdoch.
- ☐ Isabel Miller.

- 5 The person who broke the window and opened the door was

- ☐ Isabel.
- ☐ Oliver.





**6 Read the end of Scene 7. 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 be interested.

**Inspector Fell** Thank you, Detective Ward.  
(Reads paper.) Excellent, that's what I thought. Jenkins, call in the suspects.

**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 not sure the murderer is ...

CD 1  
9

**7 Listen to the ending of the story and see if you were right.**

CD 1  
9

**8 Listen again and answer the questions.**

- 1 Who broke the window in the door of Mr Ford's room? .....
- 2 What did the murderer do after killing Mr Ford?
- 3 How did the key get into the lock on the inside of the door? .....
- 4 What motive did the murderer have? .....
- 5 What did Mr Ford try to hide and where? .....
- 6 Why did Mr Ford hide it? .....
- 7 What did the murderer want from Mr Ford?
- 8 Where was the murderer's weapon? .....

BiSt

**9 What is the purpose of the story? Choose the correct answer.**

- ☐ to warn about criminals
- ☐ to give historical information
- ☐ to entertain
- ☐ to inform about the work of a detective

**Get talking**

**10 Think about the film you know. Work with a partner. Act out similar dialogues.**

**Dialogue 1**

- A Do you watch detective films on TV?  
B Yes, a lot!  
A What's your favourite?  
B ..... It's so ...  
A What happened in the last one you saw?  
B Well, there was this ...

**Dialogue 2**

- A Do you watch detective films on TV?  
B No, not very often.  
A Why not?  
B Because they're (not) ..... I'm not really into detective films.  
A What other films do you watch then?  
B I prefer ..... films.



11

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

BiSt

## The Locked-Room Mystery

### What is it?

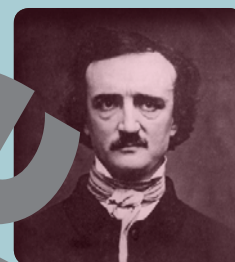
Inside the room lies the victim – there is no one else. When the murder happened, nobody could enter or leave the room unseen. Now the detective not only has to work out who committed the crime, but also how they did it.

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 (1809–1842). His *The Murders in the Rue Morgue*



Two women were found dead in their bedroom. The police had no idea who the murderer was. The room was locked from the inside and the windows were shut. They thought it was impossible for the murderer to climb through the window because the room was on the first floor and there was no motive because the two women were nice, everybody liked them and the police found a lot of money lying around on the floor, so they thought they had everything. 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 believed 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 story, but he was right and the murderer – it was an orangutan that had escaped from a sailor!

### b Read the full text and tick the correct sentences.

- In a locked-room mystery the murder weapon
  - ☐ cannot usually be found.
  - ☐ is something strange.
  - ☐ is taken away by the police.
- In *The Murders in the Rue Morgue*
  - ☐ the room was locked and 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.

**12 Use a dictionary to find out the meaning of the following words.**

weapon   witness   security   evidence   world e...   suspect   blackmail  
victim   protect   a six-character password   upper-...   se...ter

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

**VOCABULARY:** \*malware – Schadsoftware; random – beliebig

CD1  
10

**14 Listen and check.**

CD1  
10

**15 Listen again. Make notes to answer the questions.**

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

## Vocabulary

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

crimes  
steal  
evidence  
illegal  
criminals  
suspect  
weapons  
blackmail  
witnesses  
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 Russia.
- Most crimes involve hacking into the individual's computer to ..... credit card information.
- They then use this information to ..... then .....

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

People who see a crime happening.



## Sounds right /a:/ vs /ʌ/

CD1  
11

**18** Listen and tick.

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

CD1  
12

**19** 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

20

Look at the questions. Use the language to write a **new** story. Find a good title.

Where was Inspector Fell when the phone rang?

What information did he get?

How did he feel about it and why?

What did he see when he came to the crime scene?

Who were his assistants at the crime scene?

Who were the suspects?

What possible motives did they have?

What did somebody suddenly find and where?

How did Inspector Fell find the solution to the case?

Who was the murderer and why?

... on a holiday in ...

The Inspector led ...

He wasn't very pleased because ...

As soon as the inspector got to ..., he noticed ...

His assistants were ...

It was immediately clear to Inspector Fell that the main suspects were ...

... motive because ...

But Inspector Fell was wrong because ...

Suddenly ... entered the room.

A short while later Inspector Fell knew ...

The murderer was ... because ...

## GRAMMAR

### Past perfect

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

*Nobody else was in the building. All the other employees **had left**.*

#### How to form it

Person + **had** + past participle des Verbs

Look at the sentences. Circle the verbs in the past simple. Underline the verbs in the past perfect.

- The killer had escaped through a window. He was an excellent climber.
- It 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.

## DEVELOPING SPEAKING COMPETENCIES

### Language function

- Complaining

### Speaking strategy

- Reacting to complaint

## The headphones

CD 1  
13



### 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 stopped?

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

**Manager** Maybe you dropped them?

**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 she got a problem with?

3 What is the problem?

4 What are his 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 it's my ..... ?
- 5 I have a ..... .

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

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



## Mobile homework

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

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

## Speaking strategy Reacting to a complaint

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

- 1 Manager L..... the headphones. They look fine to me. So what's the problem?
- 2 Manager A..... you say there's nothing wrong with your phone?
- 3 Manager No, that's strange. I have used them for years. So have they always not worked or did they stop working?
- 4 Manager V..... We've never had a problem with these before.

**5 CHOICES**

**A** Work in pairs. Imagine you have a problem with an electronic item. Student A complains, B responds.

A My mobile phone doesn't work.

B Let me have a look. So what's the problem?

A It doesn't turn on.

B Very strange. I've not seen this before.

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

### Student A

You bought a mobile phone, but there's a problem with it. Decide what the problem is. Go back to the shop to make a complaint.

**Student B**  
You are the manager. Listen to the customer's complaint and suggest why it's not your fault.





CD1  
14

1

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

BiSt

**Nadia** (On the phone) Hi, ..... what are you ..... (Ten minutes later)  
doing right now?

**Tony** I'm <sup>1</sup> ..... my .....  
hamster and I'm also cleaning its cage.

**Nadia** Can you <sup>2</sup> ..... to my  
place?

**Tony** Why? What's gone <sup>3</sup> .....

**Nadia** Harry and I are playing a computer  
game, but I've got a problem with  
the computer.

**Tony** Give me a minute <sup>4</sup> .....

**Harry** Is it a virus?

**Tony** I don't <sup>5</sup> ..... so.

Nadia, how often do you run an anti-  
virus program?

**Nadia** Every day.

**Tony** I think there's something  
<sup>6</sup> ..... with the hard  
disk. Take it to the computer shop  
tomorrow.

**Nadia** OK.

CD1  
14

2

Listen to the dialogue again. Listen again and try to complete the sentences. Look at the  
answers on page 29.

1 Tony is .....  
2 Nadia and Harry are playing .....

3 Nadia has a problem with .....

4 Nadia runs an anti-virus .....

5 Tony thinks there is .....

6 Tony tells Nadia to take her computer .....

## Vocabulary Computers

### 3 Fill in the missing verbs.

download   run   check   save   click   send   create   surf

- 1 to ..... create ..... a backup of your files
- 2 to ..... your hard disk for viruses
- 3 to ..... an email to a friend
- 4 to ..... your files on your hard disk
- 5 to ..... some music
- 6 to ..... with a mouse
- 7 to ..... the internet
- 8 to ..... a program

## Vocabulary Free time activities

CD 1  
15

### 4 Listen and write in the numbers next to the pictures



## Get talking Answer questions about free time

BiSt

### 5 Talk to your partner about free time.

What do you do in your free time?  
How often do you do it?

I play ... / I listen to ... / I go ...  
an hour a day / two hours a  
week / once a month ...

Who do you play/do it with?

With my friend(s) / my  
brother / my sister ...

### 6 Report to the class.



# 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
- 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 power

☐ How to begin

# NEW YORK ONLINE

Things to do

Plan your visit

Map

Search



**1** The area where you find New York today has been home to people since 10,000 B.C. when the first native Americans came. But the origins of the city you know today started later. In 1609 the Dutch arrived and called it *New Netherlands*. It was called *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, during the 19<sup>th</sup> century it was the entry point to America for European immigrants. You can check out all this and more in one of our many museums or take a guided historical tour of the city.



**2** New York has people from all over the world. So it has an amazing variety of cuisines too, 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.**

- What other famous places in New York do you know that are not in the article?
- Why would you like to visit New York?
- Which place interests you the most/least and why?
- What event would you like to see most?

**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 trip to New York is complete without seeing one of their top sporting teams. 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.



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 the world-famous Central Park where 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 get there on the metro.

- 4 Look at the photos. 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 15<sup>th</sup>, 2009. Captain "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. They were waiting on the runway at New York's LaGuardia Airport ready for the takeoff, to fly to Charlotte, North Carolina. The plane was full with 150 passengers and five crew members. Less than twenty minutes later, Sully had to do what all pilots train for – a landing on water.

At 3.24 p.m. Flight 1549 started going down the runway. It was soon up into the air. Sully started to climb higher. Three minutes later there was a loud bang. The pilots knew there was a problem. The plane had hit a flock of Canada geese and both engines had burned out. Sully had to think quickly about how he was going to get the plane down safely.

Patrick Harten was an air controller on duty that day. At

3.27 p.m. Sully told Harten that they had hit a flock of birds\* and that they had no power in both engines. He also said that they were turning back to try and make an emergency landing at LaGuardia.

But the plane was too low and didn't have enough power. Things had become more desperate.

Returning back to LaGuardia was no longer an option. Sully knew he didn't have much time left. So he contacted Harten. Sully said they couldn't make the runway. He said that 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 they didn't collide with it. 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 them. Most of them feared

they were going to crash. With the plane 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 River and started swimming away from the plane. 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.

At the end of it all, co-pilot Jeff Skiles said to Captain Sullenberger 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 the pilot had performed a miracle on the Hudson River.

### VOCABULARY

\*flock of birds – Vogelschwarm  
brace – abstützen, festhalten





- 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 The plane broke into two pieces when it hit the water. 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               |

- 8** In pairs, make a list of famous New York sights. What do you know about each one?





**9** 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 ...



**Seven things you never knew about the Guggenheim!**

- 1** Few people liked the museum when it opened. Many critics said it was
- 2** Twenty-one artists signed a letter complaining about the curved walls of the museum. They said their paintings would not be able to hang properly on them.
- 3** Architect Frank Lloyd Wright wanted to colour the building red. But the man paying for it, Solomon 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** There are also several other Guggenheim museums, for example in 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.



The Guggenheim Museum in New York is one of the most popular tourist destinations. Designed by architect Frank Lloyd Wright, one of the most important architects of the 20<sup>th</sup> century, the museum has the shape of a seashell. Take an elevator to the top and walk down the spiral ramp gallery. You can enjoy an amazing selection of art from all ages including paintings such as Pablo Picasso's *Woman with Yellow Hair* and Marc Chagall's *Paris through the Window*.

**10** 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. F

**11** Search for the information in the text in **9** and complete the

- 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 .....



CD1  
18  
BiSt

**12** 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 America 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 top every day. There's no cost to visit but you do have to pay to take a ferry to the island.

CD1  
18

**13** Listen again and complete the sentences.

- The Statue of Liberty was the idea of a <sup>1</sup> ..... called Frédéric-Auguste Bartholdi.
- It was a present to celebrate America's <sup>2</sup> .....
- He first visited New York in <sup>3</sup> .....
- He organised a <sup>4</sup> ..... to pay for the statue.
- A man named Pulitzer started a campaign to pay for the <sup>5</sup> .....
- US politicians wanted the statue but didn't want to <sup>6</sup> .....
- In his first campaign, Pulitzer only raised <sup>7</sup> .....
- Boston, New York, Philadelphia and San Francisco were starting to <sup>8</sup> .....
- The statue was finally opened on <sup>9</sup> .....

**Write for your Portfolio**

- 14** Retell the story of the Statue of Liberty in your own words. Write 120–150 words and do not take more than 20 minutes. For more detailed tips on how to write a good summary, go to page 25/26 in your Workbook.

# 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 is ugly," said many critics.

Many critics said that it **was** ugly.

**past / present perfect:** "You did something that no one else has 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) after:** Tom told me he was leaving **the following day**.

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

"John phoned me **yesterday**," said Lisa. (She said it *this 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**," he said to me. → 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 he said people **couldn't** write personal emails in the office, Bill decided to use 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:

Sully **told Harten** that they had hit a flock of birds.

Sully **said (to Harten)** that they had hit a flock of birds.





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.

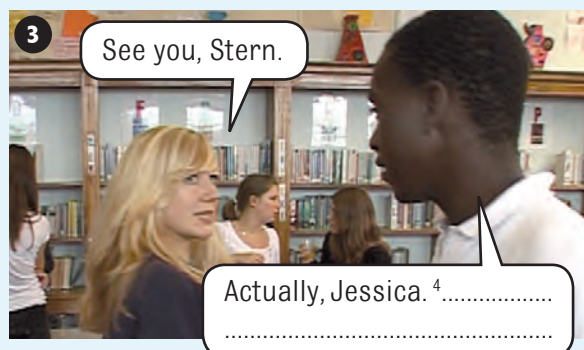
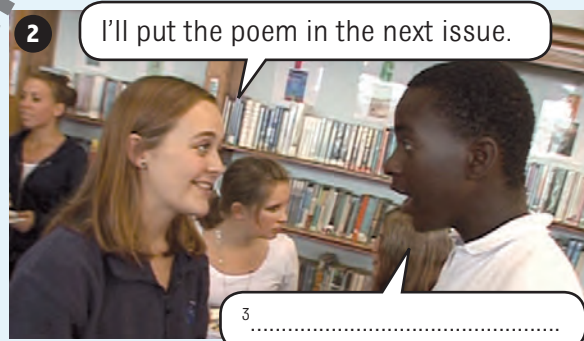
Lucy is angry because Stern has written an article for the Whiteoaks' school magazine. It's called *The Journal* and its editor is a girl called Katy Price. Stern was at the disco and she asked him to write a story about life at St. George's School. Lucy was once a student at Whiteoaks. She and Katy 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, Stern 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?





CD 1  
19

BiSt

1

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

**Tony** Boy, I'm exhausted! Walking through the shops is <sup>1</sup>.....!

**Sally** I know. That's why I'm shopping online.

**Tony** Really? You should do a lot of online shopping, you know. Maybe a bit <sup>2</sup>.....!

**Sally** I don't think so. I've never had a problem anyway. And <sup>3</sup>..... online is

**Tony** It's true. Anyway, I can't shop online.

**Sally** You haven't got a debit card.

**Sally** I ought to have a debit card. They're <sup>4</sup>.....!

**Tony** Yes, I know. I'm getting one, but it hasn't arrived yet. Actually, it's taking a long time – we asked the bank for it two weeks ago.

**Sally** I think you should find out what's happening.

**Tony** Yeah, you're right.

**Sally** Oh, look – there's Asher! Hi, Ash!

**Asher** Hi, you two. Listen, there's a great new CD shop in Station Road – you should go and have a look. They've got a fantastic second-hand section.

**Sally** Second-hand? No chance! I don't want to buy things that someone else has used.

**Asher** Oh, come on, Sally – they're CDs, not <sup>5</sup>.....!

**Sally** Well, maybe I'll go, but not now. I ought to go home.

**Tony** OK – see you, Sally! Now Asher – where's this CD store?

**2** Now cover up the dialogue in **1**. Listen again and tick the correct answer. Then look at the dialogue and check.

- |   |   |   |
|---|---|---|
| <p><b>1</b> Sally likes</p> <p><input type="checkbox"/> shopping online.</p> <p><input type="checkbox"/> buying second-hand clothes.</p> <p><input type="checkbox"/> shopping with Tony.</p> <p><b>2</b> Tony can't</p> <p><input type="checkbox"/> spend a lot of money.</p> <p><input type="checkbox"/> pay in cash.</p> <p><input type="checkbox"/> shop online.</p> | <p><b>3</b> Sally thinks that Tony should</p> <p><input type="checkbox"/> find a credit card.</p> <p><input type="checkbox"/> talk to the bank about his debit card.</p> <p><input type="checkbox"/> get money from his mother.</p> <p><b>4</b> Asher has found</p> <p><input type="checkbox"/> a good shop for</p> <p><input type="checkbox"/> a good clothes shop.</p> <p><input type="checkbox"/> an ice cream shop.</p> | <p><b>5</b> Sally is going</p> <p><input type="checkbox"/> to buy second-hand clothes.</p> <p><input type="checkbox"/> home.</p> <p><input type="checkbox"/> to the movies.</p> |
|---|---|---|

## Vocabulary Types of shops

**3** Write the words below the pictures.

chemist's  
bookshop  
clothing shop  
music shop  
newsagent  
baker's



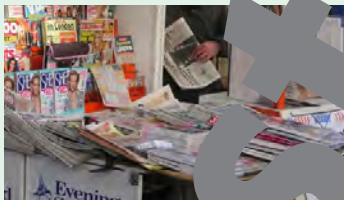
1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

## Get talking Talking about shopping

**4** Complete the dialogues. Then listen and check.

At the second-hand shop.  
Lots of clothes.  
£12.  
I've been shopping.  
Yes, that's right.  
Look, here they are.

A What have you been doing?

B .....

A What did you buy?

B .....

A How much were they?

B .....

A Only £12?

B .....

A Where did you buy them?

B .....

A Show them to me.

B .....

A Oh, they look great!

**5** Work in pairs. Do a short role play. You are meeting a friend. He/She's been shopping. Ask and answer questions: *What ...? Where ...? How much ...? Why ...?*



# 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

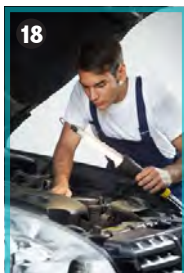
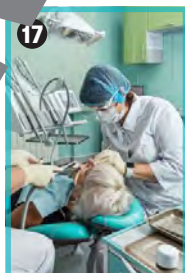
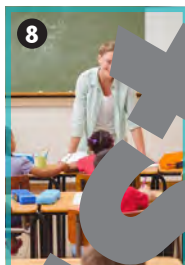
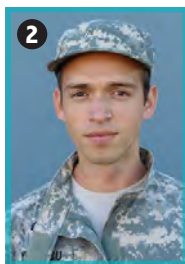
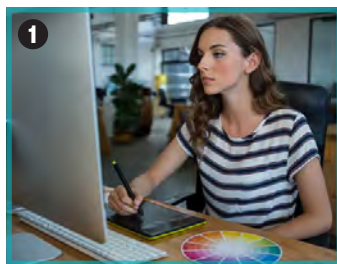
## You can

- talk about jobs and job interviews
- do a job interview
- write about your dream

## Vocabulary Professions

### 1 Match the words with the pictures.

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



## Sounds right /ə/

CD1  
21

### 2 Listen. Pay attention to the underlined sounds.



Don't want to be a secretary.

A flight attendant, that's my dream.

A waiter's life is not for me.

Be an accountant? No — I'd scream!

### 3 People often talk about the areas they work in. Which of the people on page 40 could say:

I work in

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

## Free flow

BiSt

### 4 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 like them.

CD1  
22

### 5 Listen to Philip and Mandy, two teenagers. Tick the correct boxes.

- I want to be a dancer.
- I want to be a soldier.
- My dad is a dentist.
- My dad hasn't got a job at the moment.
- Men and women should get the same money for the same job.
- I'll give up work when my children are born.

Philip Mandy

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



## 6 CHOICES

CD1  
22

### A Listen again. Tick the correct answers.

- Philip's family
  - ☐ think he should be a singer.
  - ☐ think he should be a teacher.
  - ☐ like his idea of being a dancer.
  - ☐ think he is wrong.
- Some of Philip's friends think that
  - ☐ dancing is cool.
  - ☐ he is not a good dancer.
  - ☐ it is normal for a boy to dance.
  - ☐ dancing is for boys.
- What does Mandy say she doesn't want to be?
 

<input type="checkbox"/> a waiter	<input type="checkbox"/> a soldier
<input type="checkbox"/> a dancer	<input type="checkbox"/> a teacher

### B Listen again. 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 are her thoughts on having a family and working?



7

Discuss what's your favourite app and why. Then read the text.

## So you want to be ... an app developer

Every time you open your mobile phone to check the weather, send an email or play a game of *Candy Crush* you probably open an app. Have you ever thought about who designs these apps? 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 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 then needs to make sure the app is developed quickly. And she needs to make sure it is finished in time. But there is no time for rest. As soon as one app is finished, Gillian needs to start on the next one. We asked Gillian to tell us about the pros and cons of her job.

### The Pros

"This is my dream job. I like seeing a project go from an idea in a room to becoming an app on a phone. There are lots of jobs for app developers, so the salaries\* are 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 like that so much. There are not many women in this job. I'm one of them and that's quite nice too."

### 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. I need to do special exercises so it doesn't become painful."

**VOCABULARY:** \*salary – Gehalt

CD1  
23/24



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)

- Gillian works with technology. T / F
- Gillian works in Leeds. T / F
- She's not keen on her job. T / F

Complete the sentence

- Gillian works ..... people.
- She is responsible for the app from ..... to finish.
- Gillian thinks ..... her job.

Answer the questions.

- What part of her job might be a problem in the future?  
.....
- Why does she sometimes need to work at weekends?  
.....
- What doesn't she like about sitting at the computer for a long time?  
.....

## Vocabulary Doing your job

9

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

- |                    |   |
|--------------------|---|
| 1 pros             | <input type="checkbox"/> the happiness you get from doing your job    |
| 2 earn             | <input type="checkbox"/> extra money you get for doing your job well  |
| 3 job satisfaction | <input type="checkbox"/> the time when your work needs to be finished |
| 4 working hours    | <input type="checkbox"/> get money for your work                      |
| 5 bonus            | <input type="checkbox"/> good and bad things                          |
| 6 deadline         | <input type="checkbox"/> when you start and finish 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 and dress like this or a bit smarter. Make 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.

## Get talking

**A** Talk to a partner for 3–4 minutes. The prompts will help you to think about the topic and ask questions. You have one minute to prepare.

What do you want to do when you leave school ...?  
I'd like to be a ...

What qualifications do you need for this job?

You have to ...  
... hard ...  
... pass lots of exams ...

Why are you interested in this job?

You need to be ...  
... patient ...  
... able to speak two foreign languages ...  
... polite ...

... it's an outdoor job.  
... the money is good.  
... work with other people ...  
... it's not boring.  
... my mum thinks it's a good job.  
... work long hours.  
I would ...  
I could ...

I'd like to be a ... most ...  
because

I wouldn't like to be a ...  
because ...

Do you know somebody who is a ...?  
What's his/her day like?

## Free flow

**B** Work in pairs. One of you will play the role of a career advisor (A), the other will play the role of the student (B). Take 1 minute to prepare your part of the interview. Use the prompt cards to help you. Work for 4–5 minutes.

### Prompt Card A

You are a career advisor. You are going to interview a student and recommend a job for him/her. Before you make your recommendation, you will need to find out:

- what he/she is most enjoying doing
- what he/she doesn't like doing
- how much money is for him/her
- if he/she wants to work long hours
- what his/her personality is like (shy/sociable ...)
- if he/she wants to go to university

What other things would it 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?

**12** Listen to two people talking about their job interviews. Find out who said what and write **K (Kelly)** or **L (Liam)** next to the sentences.

- 1 He 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.

☐  
☐  
☐  
☐  
☐  
☐  
☐

## Writing for your Portfolio

BiSt

**13** Do not take longer than 20 minutes to write a text (20–180 words) about your dream job. Do not forget to use paragraphs. Write about:

- what kind of job it is
- what your dream job is like
- what you expect from it (money / standards / good friends ...)
- why you expect these things
- what is so fascinating about your dream job
- when you first heard about it
- who could help/support you
- what you will have to do for your future career

## GRAMMAR

### Questions in reported speech

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

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

Wenn du über Fragen berichtest, ändert sich die Zeit um eine Zeitstufe (z.B. present → past), wie in der indirekten Rede (siehe Unit 3).

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

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

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

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

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

"Do you have experience in journalism?" – They asked me **if I had** experience in journalism.



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 1  
26



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    2 It's really    3 It really    4 I feel    5 I can't

☐ painful.    ☐ quite dizzy.    ☐ go on.    ☐ my ankle.    ☐ hurts.

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

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



## Mobile homework

Watch part 2 of the video. Read Tom's diary entry, find and correct five mistakes.

Kate was pretty annoyed with me. Because of my leg I couldn't help out with the big clear-up of the playing field, of course. The thing is that in the afternoon I was called to see if I wanted to play basketball and because my leg was feeling much better I said yes. Problem was that Kate saw me when she was walking home with Liam. He was really angry, and shouted at me and then walked off. Anyway she got the last laugh because she broke my arm! I think she's forgiven me now because she gave me a kiss.

## Speaking strategy Sympathising

### 4 Complete. Then check with the class in 1.

Tom I've hurt my ankle. It's really painful. Kate Oh, I'm sorry. What happened?  
 Kate Oh, d..... happened?  
 Tom Well, I was running over her. She was really angry, and shouted at me and then walked off. Anyway she got the last laugh because she broke my arm! I think she's forgiven me now because she gave me a kiss.  
 Tom It really hurts. I feel quite dizzy, too.  
 Kate Then you must be in pain.

### 5 CHOICES

**A** Work in pairs. Take turns to imagine you have hurt yourself and your partner. Ask them to sympathise with you.

A I've hurt my arm. It's really painful.  
 B Ouch. You must be in pain.

**B** ROLE PLAY: Work in pairs. 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 have 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.



CD1  
27

1

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

BiSt

- Dad** Sally, how did the interview go?  
**Sally** It didn't <sup>1</sup> .....  
**Dad** Why not?  
**Sally** They don't need a secretary for four weeks only.  
**Dad** That's a pity. What did they want?  
**Sally** How long I could do the job. How fast I could do it. When a man and a woman came.  
**Dad** What did they want?  
**Sally** They wanted to talk to the boss.  
**Dad** What about the job?  
**Sally** It's a problem with designing the <sup>2</sup> .....  
**Dad** Was this the end of the interview?  
**Sally** Yes, it was. And then I went with the man and the woman.  
**Dad** Why?  
**Sally** Well, I helped them with the <sup>3</sup> .....  
*The phone starts ringing and Sally answers it.*  
**Dad** Who was it?  
**Sally** The boss. They don't need a <sup>4</sup> ..... for four weeks, but ...  
**Dad** But what?  
**Sally** They need someone to help them with their website!

CD1  
27

2

**Now listen to the dialogue. Listen again and tick the correct answer. Then look at the questions and mark.**

BiSt

- 1 Which statement is NOT true?
- ☐ Sally wanted to work as a secretary for 4 weeks.
  - ☐ Sally thought the interview was great.
  - ☐ Sally didn't get the job, but she got another one.
- 2 Sally's dad thinks
- ☐ it's not a problem that she didn't get the job.
  - ☐ it's not good that she didn't get the job as a secretary.
  - ☐ it was a mistake to go with the man and the woman.



## Vocabulary Work places

**3 Match these people to the places where they work. Write the correct number in the box.**

☐ a gym

☐ a hotel

☐ a mine

☐ a factory

☐ an office block

☐ a warehouse

☐ a laboratory

☐ a prison

☐ a court

☐ a farm



farmer



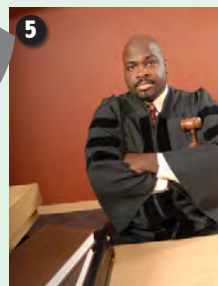
miner



factory worker



scientist



judge



office worker



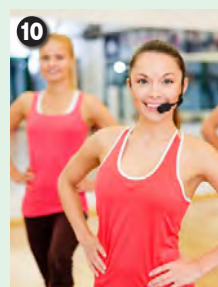
prison warden



warehouse worker



porter



aerobics teacher

**4 Choose one of the workers in the box. Mime an action that people might do for the other students to guess the job.**

You're milking a cow.  
You're on a farm.

## Get talking Talking about work places

**5 Read the dialogues and complete them with the words on the left.**

where  
prison  
criminals  
factory

### Dialogue 1

- A** What does your dad do?  
**B** He's a warden. He works in a .....  
**A** What's that?  
**B** It's a place where ..... go.

### Dialogue 2

- A** What does your mum do?  
**B** She works in a .....  
**A** What's that?  
**B** It's a place ..... people make things.

CD1  
28

**6 Listen and check. Then practise the dialogues with a partner.**

BiSt

**7 Work in pairs. Do a short role play. One of you is the reporter for a school magazine. The other chooses one of the jobs from page 40. Ask and answer questions about:**

- a typical day in the person's job
- what he/she doesn't like about it
- what he/she likes about the job
- the money

# UNIT 5 Hungry?

## You learn

- about a campaign for healthy eating
- about eating disorders
- about world hunger
- how to use past perfect

## You can

- talk about food and your eating habits
- write a letter

## Vocabulary Food items (Revision)

CD 2  
1

**1** Match the words with the pictures. Then listen and check.

- |                                       |                                   |                                  |
|---------------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> eggs         | <input type="checkbox"/> pork     | <input type="checkbox"/> chicken |
| <input type="checkbox"/> carrots      | <input type="checkbox"/> tomatoes | <input type="checkbox"/> chips   |
| <input type="checkbox"/> orange juice | <input type="checkbox"/> spinach  | <input type="checkbox"/> bread   |
| <input type="checkbox"/> rice         | <input type="checkbox"/> milk     | <input type="checkbox"/> crisps  |
| <input type="checkbox"/> beef         | <input type="checkbox"/> fish     | <input type="checkbox"/> pizza   |



**2** Look at different pieces of food above.

a Show me how much you like the food. Give it a number.

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

b Is the food healthy? Give it a letter.

A It's/They're very healthy. B C D E It's/They're unhealthy.

- |                                       |                                   |                                  |                                    |                                  |
|---------------------------------------|-----------------------------------|----------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> yoghurt      | <input type="checkbox"/> spinach  | <input type="checkbox"/> eggs    | <input type="checkbox"/> bread     | <input type="checkbox"/> apples  |
| <input type="checkbox"/> milk         | <input type="checkbox"/> chips    | <input type="checkbox"/> cheese  | <input type="checkbox"/> chocolate | <input type="checkbox"/> chicken |
| <input type="checkbox"/> pizza        | <input type="checkbox"/> tomatoes | <input type="checkbox"/> carrots | <input type="checkbox"/> rice      | <input type="checkbox"/> crisps  |
| <input type="checkbox"/> orange juice | <input type="checkbox"/> beef     | <input type="checkbox"/> pork    | <input type="checkbox"/> fish      | <input type="checkbox"/> pasta   |

### 3 Compare your ideas in groups.



For me chips is a 5. I like them a lot.

I gave it a 2. I don't like it.

I gave it an A. I think eggs are healthy.

What number did you give to orange juice?

What letter did you give to eggs?



## Get talking

### 4 What do you often eat for breakfast/lunch/dinner? Is it healthy?

### 5 Talk about food in your family.

My dad/mum/sister/brother likes ... We never have ...  
Nobody in my family can stand ... My ... is a vegetarian. He/she never ...

Oh, really?

Well, in my family ...

## 6 CHOICES

BiSt

### A A WEBSITE

#### 1 Read this website.

Match the texts and the pictures. Write numbers in the boxes.

#### 2 Read the texts again. Try to answer the questions.

- Why do most young people know how to cook things?
- Why are dinner ladies important?
- What should school dinners provide?
- What more money is needed for?

## Feed me better.com



Many young people don't know what celery or zucchini are. They don't know how to cook them. They learn about food at school and at home. Kids need lessons to teach them about food.

A school dinner should have fresh food and also all the proteins, minerals and vitamins that kids need for health.

What are young people in England eating for school dinners? Junk food! It's fattening and it's harmful. Young people need better food – now!

Dinner ladies work hard. They cook the meals for the kids. Our dinner ladies have between 35p and 45p to spend on food per kid per meal. That's about the price of a bag of crisps. They need at least 70p per person to cook a healthy meal!





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

BiSt

# Jamie Oliver – THE FOOD REVOLUTION



Jamie Oliver is a world-famous English chef. He owns a number of restaurants and trains new chefs. He also does cookery programmes on television. A few years ago, he had a TV programme called *Jamie's Food Dinners*.

Many schools in Britain give the kids a meal at lunchtime – the meals are called “school dinners” (even though they’re lunches, not dinners!). There are people called “dinner ladies” who make the meals for the kids. In his TV programme, Jamie Oliver found out a lot of school dinners were “junk food”.

## WHAT'S THE PROBLEM?

It's food that is filling, but not very healthy because it has artificial things in it. It's fattening and it's harmful. We need to get rid of the junk

and start eating fresh, tasty, healthy meals. 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 the proteins, minerals and vitamins that kids need to be healthy and grow.

Many young people probably don't know what celery or aubergine is like. And they certainly don't know how to cook. This is because they don't learn about food at school and at home.

We need to put cookery back in the timetable and have lessons to teach kids that food comes from farms, not from packets.

Now Jamie has gone further. He 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, today's children will live shorter lives than their parents, because of the food they eat. That's shocking! Jamie has a six-point plan of action to deal with childhood obesity. He thinks governments across the world should understand the importance of this.



**VOCABULARY:** \*chef – Koch/Köchin; **nutrition** – Ernährung; **obese** – fettleibig; **sugar tax** – Steuer auf Zucker; **sugary drinks** – zuckerhaltige Getränke



7

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

6 B.

Circle the correct word.

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

Answer the questions.

- 4 What food should kids get in school?  
.....
- 5 What does Jamie think it is important to teach in schools?  
.....
- 6 When is the Food Revolution taking place?  
.....

Complete the sentences with 4–6 words.

- 7 There are ..... around .....  
..... under the age of five in the world.  
..... Many children won't live as long as their parents  
because of .....  
.....
- 8 Jamie hopes governments around the world will  
take notice of his .....  
.....

## Vocabulary Food quality

8

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

- |              |              |
|--------------|--------------|
| 1 harmful    | 5 tasty      |
| 2 healthy    | 6 artificial |
| 3 nutritious | 7 filling    |
| 4 fresh      | 8 fattening  |

- ☐ has good effects on your body
- ☐ makes you become heavier
- ☐ full of the natural things your body needs
- ☐ tastes very good
- ☐ makes you feel full, that you have eaten a lot of food
- ☐ new; not frozen or in a tin
- ☐ has bad effects; doesn't do you any good
- ☐ not natural; man-made

## 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 TV before 9 p.m.



- **CLEAR LABELS** – Put clear 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. It's not necessary.
- **AT SCHOOL** – Give children access to healthy school breakfasts and lunches.
- **AT HOME** – Parents should regularly check the weight and height of children under 11. Health starts at home.

Look at the text quickly 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. Maybe I was a little overweight. 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, "Stop eating. You'll get as fat as Shannon!" That hurt.

Most of my friends at school were thinner than me. And the girls talked about thin models all the time.

Not long after the party I started to throw up after eating. At first only once or twice a week, but then it got worse. Every time I had eaten something, I had the feeling it was too much. When I looked in the mirror I thought, "Fat, fat, fat."

When I got home from school, I stuffed myself with food. After I had stuffed myself, I ran into the bathroom.

It was a terrible time. I often felt very weak and I often felt sick. My friends knew that something was wrong, but I never talked to them.

Then one day I collapsed in my gym at school. My P.E. teacher told me to come to her room. She talked to me, but I couldn't tell her about my problem. But I said I would talk to my mum.

After I had collapsed in the gym, I wrote a letter to my mum. My mother was very worried and said, "We'll solve this problem together."

I know that I've got a serious problem and that it's going to be a long way, but I want to fight the disease.

Now I go to a group therapy every week. In my group there are only girls, but there are groups for boys as well. An eating disorder can affect anyone – no matter if you're a boy or a girl.

We talk about our problems and I feel much better afterwards.

My goal is to eat regularly and not throw up any more.

What does the text do?

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

True or False? (False).

- 1 Shannon's eating problem started when she was fourteen. T / F
- 2 Right from the beginning she threw up after every meal. T / F
- 3 She often felt she had very little energy. 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





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. Then listen and check.

21,000  
9  
2,000–3,000  
10  
1.3  
300  
7.6

## WORLD HUNGER – SOME FACTS

- \* The population of the world is around 1 ..... 7.6 ..... billion people. One in 2 ..... people goes to bed hungry each night.
- \* Sadly, 3 ..... billion tons of the food we produce is thrown away.
- \* Every day, 4 ..... people die of hunger.
- \* Every 5 ..... seconds, somewhere 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.
- \* Most people suffering from hunger live in Africa. Hunger is often caused by wars and conflicts, but also by droughts – when there isn't enough water, farmers can't grow food.
- \* 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 6 ..... calories a day. In the USA, adults have an average intake of 7 ..... calories a day.

**VOCABULARY:** \*intake – Aufnahme

### Get talking

Talk to a partner for 3–4 minutes. The prompts will help you to think about the topic and ask questions. You have one minute to prepare.

#### EATING HABITS

... miss breakfast ...  
Nobody in my family / My sister ...  
... is a vegetarian ...  
... family meals ...  
... eat out ...

#### LIKES / DISLIKES

I (don't) like ...  
I hate ...  
I can't stand ...

#### COOKING

Can you cook?  
What's your favourite recipe?

#### QUALITY

natural / proteins / nutritious /  
fresh / tasty / fattening / filling /  
harmful / artificial

#### EATING DISORDERS

... allergic to ...  
overweight  
keep a diet  
gain/lose weight  
throw up

#### WORLD HUNGER

food production /  
too much ... too little / war /  
die of hunger

Sound right /e/ (apple) /ʌ/ (hungry) /e/ (egg)

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!

## Writing for your Portfolio

**A Read what Paul Harris (14) eats. Do you think his diet is healthy?**

I often miss breakfast. I'm not very hungry in the morning. At school we sometimes have a cola during the morning break. I have lunch at school – it's usually something with chips, a hamburger perhaps or some chicken nuggets. When I come in the afternoon, my mum makes me something like a ham and cheese sandwich. In the evening we usually all have dinner at different times – I have something like sausages and chips, normally.

Paul, 14

**You have just read Paul's text in a youth magazine. Write an email to Paul. It should be 40–70 words and you should not take more than 10 minutes. Write about:**

- what you think of his diet
- what you eat
- your ideal meal

**B You have read about Shannon and her eating disorder. Write a letter to her (120–180 words). Do not take longer than 20 minutes to do this.**

**Tell her:**

- how you feel about her situation
- what healthy food is
- what you think of her problem
- what a healthy diet consists of
- what your eating habits are
- what else she could do to stay healthy

**Note:**

English: a healthy diet =

German: gesunde Ernährung

But: I'm on a diet =

German: Ich bin auf Diät

## 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 verwendest das Past perfect mit 1..... und 2..... des Hauptverbs.

I felt I **had** *found* 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.



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 not eating meat.                   |

## Everyday English

3

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

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







CD 2  
6  
BiSt

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

- Nadia** Hello. Can I have chicken and chips, please?
- Woman** 1 ..... dear. Would you like cabbage 2 .....?
- Nadia** Erm – yes, please.
- Woman** OK. Here you are.
- Nadia** Thanks.
- Harry** Cabbage? You 3 .....?
- Nadia** That isn't true. I eat cabbage every week. Well, not every week.
- Harry** I hate cabbage. My mother loves it – she eats it every Sunday.
- Woman** 4 ..... for you.
- Harry** Oh, sorry! Er – can I have fish, please? With potatoes.
- Woman** 5 ..... tomatoes?
- Harry** No, thanks. Just potatoes. Oh – and a yoghurt, too, please.
- Woman** OK. Here you are.
- Nadia** I hate yoghurt, but my mother loves it. She eats it every day. She always takes yoghurt 6 ..... with her. Weird.
- Harry** Oh? I eat it about 7 ..... a week. It's good for you!

CD 2  
6  
BiSt

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

- 1 Why are Nadia and Harry talking to the woman?
- ☐ They are telling the woman about their favourite food.
  - ☐ They are complaining that there aren't any tomatoes.
  - ☐ They are telling the woman what they want to eat.
- 2 Why does Harry eat yoghurt quite often?
- ☐ Because he thinks it's better than fruit salad.
  - ☐ Because he thinks it's healthy.
  - ☐ Because his mother eats it every day.

## Get talking Ordering at a restaurant / Eating habits

CD 2  
7

### 3 Read and listen to the dialogue.

**Waiter** Are you ready to order?

**Woman** Yes, I'd like tomato soup first. And then I'll have chicken with rice and vegetables.

**Waiter** Right. Anything to drink?

**Woman** Just water, please.

**Man** I'd like cream of potato soup. And then I'll have the beef with potatoes and a salad.

**Waiter** And to drink?

**Man** A cola, please.



### 4 Look at the menu. Act out similar dialogues.



### 5 Work in pairs. Ask and answer questions.

Do you ever eat out?

What is your favourite restaurant?

What do you usually order there?

Do you ever try something new?

Do you like sweet foods or spicy foods?

What do you usually drink with your meal?

Do you often have dessert?

Yes, I sometimes/often ... No, I never ...

It's called ... It's in ...

I usually have ... I often have ...

Sometimes I have ...

I like ... best. I don't really like ...

No, I don't like sweet foods. I usually have ...

Yes, my favourite dessert is ...



# UNIT 6 Kids make a difference

## 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 Read the sentences. Match the words in *italics* with their definitions.

- 1 Read this book. I'm sure it will *inspire* you.
- 2 What is your *goal* for this school year?
- 3 Let's *support* this project.
- 4 Many people *donate* money to help people in Africa.
- 5 Does he have a good *income*?
- 6 She must study harder, otherwise she will *drop out* of university.

- ☐ the aim of what you are trying to do
- ☐ to make people want to do something
- ☐ to agree with a cause (and maybe help with it too)
- ☐ to give money or your time for free
- ☐ to stop doing something
- ☐ the money you earn from doing something

VOCABULARY \*cause = Ursache, Sache

- 2 Look at the picture. What difference does Patricia Manubay have made?



BiSt

- 3 Read the text and fill in the missing phrases. Write A–D in the gaps.

- A to reach your goals and dreams
- B contains a letter
- C donate a box
- D to be successful in school



## Making a difference

There are over 16 million children in America living in families with very low incomes. Many of them drop out of school because school supplies are too expensive. Patricia Manubay decided to do something about it.

The idea of *Dream Boxes* was to give children the school things they needed <sup>1</sup> ☐ and to make their dreams happen. The idea for the project came from Patricia's love of education – learning, reading and writing – but also from her lack of confidence.

Here's how she says *Dream Boxes* works: People from around the country can <sup>2</sup> ☐ that's packed with school things such as pencils, erasers, one or two books to read, a few notebooks, a backpack and a dream journal. In the box there is also a letter of encouragement to help inspire kids. The boxes are then handed out to poor kids. Every *Dream Box* is different.

The coolest part is, you're encouraged to make your own *Dream Box*. Use the hashtag #DreamBoxes to let us know about it.





4

**How many 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 money 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 give children the school things they need. T / F

**Complete the sentences with words or phrases from the box. There are 2 extra options.**

education    teach    older people  
things students use    inspire

- 4 Patricia started *Dream Boxes* because she loves .....
- 5 The boxes can contain ..... every day at school.
- 6 The letters in the boxes should ..... children to learn.

**Answer the questions.**

- 7 What was the result of all the hard work in the first year of the project?  
.....
- 8 What can you do to support the *Dream Boxes* project?  
.....
- 9 What can other young people learn from the project?  
.....

## Free flow

5

**Discuss the questions.**

- What would you put in your letter of encouragement?
- What encourages you to want to learn?
- Why is education important?



The goal for the first year of the project was to give 100,000 *Dream Boxes* to children across the country. Patricia hoped the project would have a positive influence on children and teens.

She believes that students should be able to find a job they like in spite of difficulties at home. *Dream Boxes* are mainly given to elementary and middle schools. They give poor children and teens hope and a sense of what it takes <sup>3</sup> ☐. Each month, more and more of them are getting *Dream Boxes*.

The team worked hard and by the end of the first year, they had successfully sent *Dream Boxes* to over 50,000 students across United States. The project is still active.

### How can I help?

All young people are encouraged to help. They can put a box together and support it. You can donate money or you can write a letter of encouragement. Each *Dream Box* ☐ talking to young people about the importance of education and dreams.

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?



## Listening

CD 2  
10  
BiSt

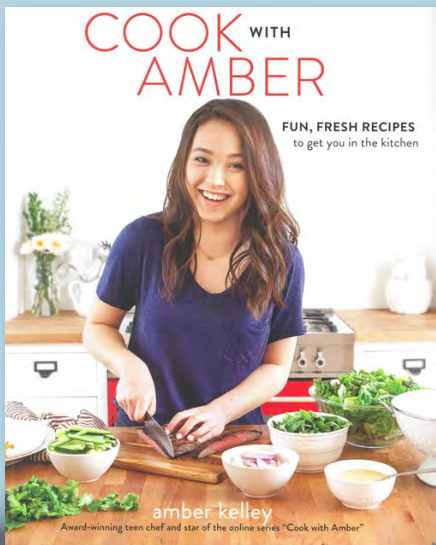
- 6 Listen to the interview with Ellen about the young star who inspires her and answer the question.

What is the main reason why Ellen finds Amber so inspiring?

- ☐ She has helped her change her life.
- ☐ She has shown her how to eat healthily.
- ☐ She has shown her what a young person can do.

CD 2  
10

- 7 Listen again and complete the text.



## Inspiring

The girl who has inspired me most is Amber Kelley. She's an American <sup>1</sup> ..... with a YouTube show called <sup>2</sup> ..... 'With Amber'. When I started watching her show, I was <sup>3</sup> ..... and I was being <sup>4</sup> ..... at school. She cooks <sup>5</sup> ..... healthy food. Her recipes are <sup>6</sup> ..... to make. Amber has always eaten healthy food because her parents are <sup>7</sup> ..... But she was bullied for bringing <sup>8</sup> ..... to school. When she was <sup>9</sup> ..... she shot a video of herself <sup>10</sup> ..... Now her videos on YouTube are really popular. She cooks lots of <sup>11</sup> ..... 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 <sup>12</sup> ..... and I do more sports. Thanks to Amber, we've started our own <sup>13</sup> ..... club at school. We're all a lot <sup>14</sup> ..... too.



Raspberry ice cream



No pasta lasagna





8

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

relate to    donation    community    range of    exceed    transmit

# ALL KINDS OF BOOKS FOR ALL KINDS OF READERS

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

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

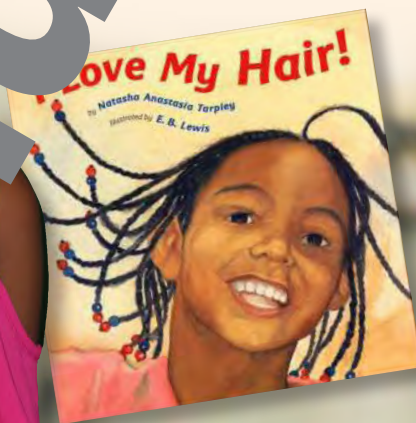
"I started this because at school I was only able to read books about white boys and then I didn't relate to them, so I didn't *learn lessons* from them," said Marley. She got a lot of support both online and offline for her project. Blogger Kelly Jensen, for example, raised nearly \$3,000 in donations to help Marley collect the books she wanted. She also lent Marley a range of picture books and young adult titles.

By June 2017, Marley had collected 9,000 'black girl books'. "In the beginning, I was worried that I wasn't going to reach my goal. But now there

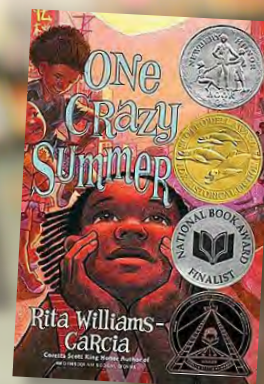
are strangers thanking me for doing this. It makes me happy. There are strangers on Facebook who are so grateful and say 'because of this book campaign my son wants to do this' and 'my daughter wants to do that'. I think that's kind of cool."

Books send messages to their readers. What is the message when some children never find a *hero* or *heroine* who is like them in the books we give them?" said Walter Dean Myers, a famous children's author. "We often hear that black children, and boys *in particular*, don't read. *Small wonder!*"

Now Marley has become an author herself. Her book is called *Marley Dias Gets it Done – And So Can You*. So why don't YOU start campaigning for something you believe in?



Marley with some of her favourite books





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

- 1 main character in a book: ..... or .....
- 2 to understand a person because they have been in a similar situation: .....
- 3 thankful: .....
- 4 learn something important for life: .....
- 5 especially: .....
- 6 I'm not surprised: .....

**10 Read the text again. Then answer the questions.**

- 1 Why did Marley start her campaign?
- 2 What helped her to reach her goal?

## Get talking

**11 Discuss in class.**

- 1 What kind of characters do you look for in books?
- 2 What can you learn from characters in books? Tell us an example.
- 3 Are there any books you would like to see in your school library that aren't there? Give examples.

**12 CHOICES**

## Writing for your Portfolio

**A Read the text about Marley again. Then write an email (40–70 words) to a friend in which you tell him or her about a book project of your own. Write about:**

- what kind of books you are interested in
- how you think you can connect with a collection
- who might be interested in your idea

**B 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.
- Explain 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 are **mainly** given to elementary and middle schools.*

*They had **successfully** sent Dream Boxes to over 50,000 students.*



### 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* und) werden Adjektive und nicht Adverbien verwendet.

*Things **look** really **bad**.*

*That doesn't **sound** **good**.*

*This food **tastes** **awful**.*



## Question tags

Um die deutschen Fragen *oder?* bzw. *nicht?* zu bilden, 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**?*

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

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

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

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

Wenn im Satz *is* oder *have* oder *modal verb* vorkommt, verwendest du ein *verb* *do* im *question tag*:

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

Das Nomen wird durch ein Pronomen ersetzt.

*Amber was only 12 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  
11



### 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 cowboy.    |
| <input type="checkbox"/> Kate dresses up as a giant white rabbit.     | <input type="checkbox"/> I decide not to wear a costume.   |
| <input type="checkbox"/> She suggests I go as a gangster.             |  |

## Speaking strategy Being dismissive

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

- Tom I hate fancy dress parties.
- Kate <sup>1</sup> W..... ?! A..... you m..... ? Everyone likes fancy dress parties.
- Tom Well, that's not entirely true. I don't..... really don't like them.
- Kate Why not? I mean..... W..... W..... you?
- Kate ... most people..... their own. They hardly spend anything.
- Tom Oh, <sup>3</sup> p..... Just..... until Saturday. Everyone will be there in designer costumes.

**5 CHOICES**

**A** Work in pairs. Take it in turns to suggest fancy dress costumes for the party. Agree or disagree with each suggestion until you find the perfect costume.

**B ROLE PLAY:** You have decided to have a party to celebrate the end of school. In pairs, decide on the following:

- |                          |                               |
|--------------------------|-------------------------------|
| • the theme 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).



CD 2  
12

1

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

BiSt

- Mum** Look. It says here if we book now we'll get <sup>1</sup> ..... to Norway?
- Sally** What for?
- Mum** A holiday in Lake District. There's too much rain. I'll stay with Grandpa and Grandma.
- Harry** I don't want to go there. There's too much rain. I'll stay with Grandpa and Grandma.
- Sally** Well, if he stays with Grandpa and Grandma, I'll go away with Lisa.
- Dad** No way. I don't want to go to Scotland? I hate mountain climbing.
- Mum** Why <sup>3</sup> ..... to Norway?
- Harry** It's always cold there.
- Mum** OK. Harry, you stay with Grandpa and Grandma. And you, Sally, you stay with Lisa.
- Sally** And what about you?
- Dad** Mum and I will go to Florida.
- Harry** <sup>4</sup> ..... We'll come with you.
- Sally** Yippee! This summer we're going to Florida!

CD 2  
12

2

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

BiSt

- What is the dialogue about?
  - ☐ Holiday in the Lake District.
  - ☐ Where the family should go on holiday.
  - ☐ How the weather is important when you're on holiday.
- Why does Mum think it's a good idea to book their holiday now?
  - ☐ Because she wants to go to Norway.
  - ☐ Because it's cheaper to book now.
  - ☐ Because Mum and Dad want to go on holiday without the kids.

- 3 What is the main reason why Mum says the children should stay with Grandma and Grandpa / Lisa?
- ☐ She would like to go on holiday just with Dad.
  - ☐ A holiday for 2 people is cheaper than for 4.
  - ☐ Mum and Dad make suggestions, but the children don't like them.
  - ☐ She thinks Florida in the summer will be too hot for the kids.

- 4 Which statement about Sally is NOT true?
- ☐ She has been mountain climbing before.
  - ☐ She doesn't like mountain climbing at all.
  - ☐ She doesn't want to stay at her grandmother's with her brother.
  - ☐ She doesn't want to go to Florida.

## Get talking Talking about alternatives

CD 2  
13

### 3 Listen and repeat.



Girl Let's go to the park.

Boy But what if it snows?

Girl Then we'll watch TV at your place.

Boy OK.

Let's go swimming after work.

Woman But what if the pool is closed?

Man Then we could play cards at my place.

### 4 Work with a partner. Look at the pictures, then match the phrases from columns A, B and C and make dialogues.



A

Let's

- take the bus ...
- go to the cinema ...
- use the computer ...
- go to Africa on holiday ...

B

- the bus is late
- the computer doesn't work
- it is too hot there
- there are no more tickets

C

- We'll go and see another film.
- We'll write a letter.
- We'll take suncream and hats.
- We'll take the next train.
- We'll take a taxi.



# 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

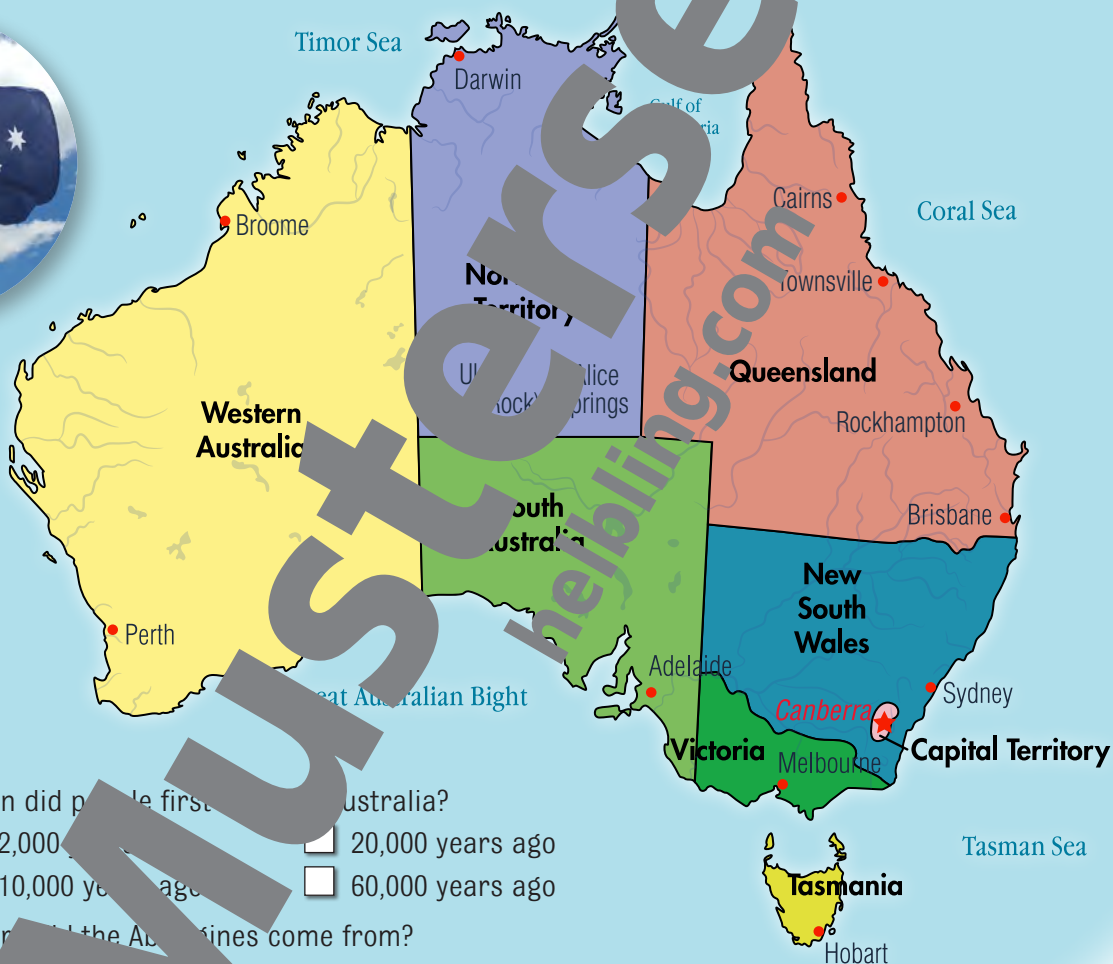
- ask and answer questions about travel
- write a description of a animal

## 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 ...?

I know that ...  
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 arrive in Australia?

- ☐ 2,000 years ago ☐ 20,000 years ago  
☐ 10,000 years ago ☐ 60,000 years ago

- 2 Where did the Aborigines come from?

- ☐ from America ☐ from Europe  
☐ from Asia ☐ from Africa

- 3 How big is Australia?

- ☐ As big as the US without Alaska.  
☐ As big as Austria.  
☐ As big as North and South America together.  
☐ As big as South America.

- 4 How many people live in Australia?

- ☐ 12 million ☐ 38 million  
☐ 24 million ☐ 50 million

- 5 What is the capital of Australia?

- ☐ Brisbane ☐ Melbourne  
☐ Canberra ☐ Sydney

6 Name three animals that we can only find in Australia.

- ☐ kangaroo, koala, wombat
- ☐ kangaroo, koala, tiger
- ☐ kangaroo, koala, rattlesnake
- ☐ kangaroo, wombat, pelican

7 Name the three biggest cities.

- ☐ Sydney, Melbourne, Canberra
- ☐ Melbourne, Adelaide, Brisbane
- ☐ Melbourne, Sydney, Adelaide
- ☐ Sydney, Melbourne, Brisbane

8 What time is it in Sydney when it is 3 p.m. in Vienna?

- ☐ 12 a.m. (midnight)
- ☐ 10 p.m.
- ☐ 4 a.m.
- ☐ 7 p.m.

9 How many states are there and how many territories?

- ☐ 8 states and 1 territory
- ☐ 7 states and 4 territories
- ☐ 5 states and 3 territories
- ☐ 6 states and 2 territories

CD 2  
14

2

Listen to the quiz programme and check your answers.

CD 2  
15

3

Listen to the travel blog. In what order does Amy visit the following places?

Sydney Opera House   Ayers Rock   Rottnest Island   Broome   Sydney Aquarium   Perth

BiSt

4

Now read the blog quickly and find the answers to the questions.

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



Ryan and Amy



Heathrow Airport



Rottnest Island



Quokka

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Hurry! We're going to Australia next Friday. We leave London at about 9 p.m. on Thursday and arrive in Perth at 00.30 on Sunday. What a long flight! We'll watch all the films they have on the plane.

## Day 1 and 2: Perth



Perth

It's winter here, but it's not cold. Perth is a great city with lots of parks. Went by boat to Rottnest Island off the coast. Hired bikes there and went round the island. Saw some funny animals called quokkas.

Dad and Mum said we have to see Ayers Rock. So we're flying into the centre of Australia tomorrow, to Alice Springs.

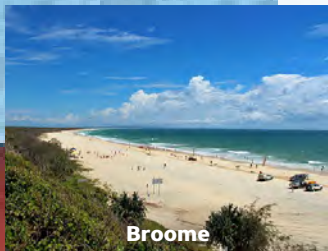




Ayers Rock



Didgeridoo



Broome



Eve and Jeremy



Saltwater crocodile



View from the Harbour Bridge

## Days 3-5: Alice Springs

Dad rented a car and we went to Ayers Rock. We were driving for hours and suddenly there was this big red mountain there. We didn't climb Ayers Rock because the Aborigines don't like that. So we just took photos. First we went to an information centre of the Aborigines. A guy called Simon told us how the Aborigines lived a long time ago. We saw examples of tents made of small trees, tree branches and leaves. Later we watched Simon playing the didgeridoo. Simon told us that most Aborigines live in or near cities now. Most have forgotten how to hunt.

Another trip by plane tomorrow. We leave Alice 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 has got the most beautiful beach. It's 12 km long. Mum, Ryan and I want to swim and lie on the beach, but Dad wanted to 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 had told us their story, Dad decided to stay in Broome!

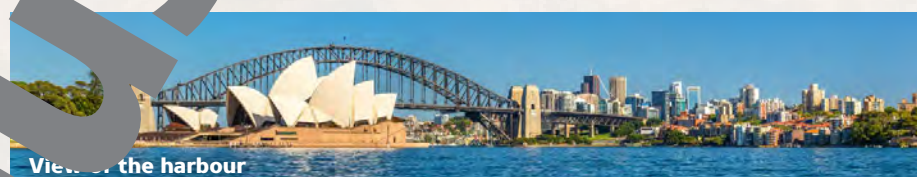
Eve and Jeremy's story:

*My girlfriend and I were camping on the Pentecost River. During the second night something started to shake our tent. We were in a panic and we crawled out of the tent and ran to the car. Fortunately it 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 was trying to drag the tent into the river. After a while, the crocodile gave up and went back into the water. We watched it for a long time and by our headlights went out. It was the battery – it was flat. We were too scared to go back into the tent, so we slept in the car. In the morning we could still see the crocodile near the river bank. The next morning our car wouldn't start. We jump-started\* our car and left.*

## Days 8-10: Sydney

We've got a nice three days on the beach, swimming, snorkelling and playing frisbee. We say goodbye to Broome today. We are on our way to Sydney.

## Days 11-13: Sydney



View of the harbour

**Day 11:** We went around the harbour on a boat, did a tour through the opera house and some shopping. Bought three presents and six T-shirts.

**Day 12:** We spent the morning at the aquarium. I liked watching the sharks best. In the afternoon we did some more shopping.

**Day 13:** We did the bridge climb – 3 ½ hours!!! We climbed to the highest point of the bridge. There's a wonderful view from there. But if you're scared of heights, don't do the climb.

Tomorrow we fly back to London at 5 p.m. A great holiday!

**VOCABULARY:** \*jump-start – Starthilfe geben



5 Look at the map on page 70. Draw the route of the trip there.

6 a Answer the following questions.

- 1 How long did the flight take from London to Perth?
- 2 What did they do on Rottnest Island?
- 3 How did they spend their time at Ayers Rock?
- 4 How did they get from Alice Springs to Broome?
- 5 What did they like best about Broome?
- 6 Why didn't they go camping in the Kimberley wilderness?
- 7 What places did they visit in Sydney?

BiSt

b Tick the correct answers.

- 1 What is the purpose of the text? To ...
  - ☐ sell holidays in Australia.
  - ☐ tell you how to book flights in Australia.
  - ☐ give information about holidays in Australia.
  - ☐ tell you about different countries.
- 2 What does 'tan' (Day 10) mean?
  - ☐ a person on the beach
  - ☐ a person who sells drinks on a beach
  - ☐ dark skin that is brown from the sun
  - ☐ a swimming pool

## Vocabulary

CD 2  
16

7 Match the words with the pictures. Then listen and check.



- ☐ distance
- ☐ ambulance
- ☐ European Union
- ☐ twice
- ☐ drugs
- ☐ bandage

CD 2  
17

8 Pauline works as a pilot for Australia's Flying Doctors. Listen and circle the correct word(s).

- 1 That's a problem with businesses in Australia. The *distances* / *problems* between doctors and patients are great.
- 2 There are *far* / *near* airports that are more than 500 km away from the nearest town.
- 3 The Royal Flying Doctor service is for people who live *far away from* / *near* towns.
- 4 There are about 450 people who *fly planes for* / *work for* the Royal Flying Doctors.
- 5 On a typical day the doctors make about *twenty* / *a hundred* landings.
- 6 A hundred years ago, doctors had to travel by horse or by camel to get to their *families* / *patients*.
- 7 In 1917, a young man had an idea. He *solved* / *spoke about* the problem of the great distances.
- 8 Most people living far away from towns have a *cupboard* / *box* with drugs, bandages and other first aid material.

## Vocabulary

**9** Match the words with the picture. In pairs, create a story using the words.

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> Aborigine  | <input type="checkbox"/> reed                       |
| <input type="checkbox"/> high heels | <input type="checkbox"/> suck water from the ground |
| <input type="checkbox"/> leaf       | <input type="checkbox"/> bush fly                   |
| <input type="checkbox"/> worm       |   |



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

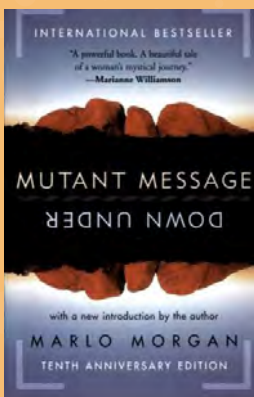
- |                   |  |
|-------------------|--|
| 1 Aborigine       | <input type="checkbox"/> the Australian wilderness                                 |
| 2 walkabout       | <input type="checkbox"/> a native Australian                                       |
| 3 outback         | <input type="checkbox"/>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



- 11 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"/> The first meal         | <input type="checkbox"/> Help from the insects | <input type="checkbox"/> Unprepared    |
| <input type="checkbox"/> Footprints in the sand | <input type="checkbox"/> Danger everywhere     | <input type="checkbox"/> Finding water |

## BOOK REVIEW



### Mutant Message Down Under

This book 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 wanted Morgan to cross Australia on foot with them. There are many scenes in the story that are very realistic. Here are my favourite ones:

- 1 Marlo was invited to meet a group of Aborigines. When she arrived in her high heels and normal clothes, they told her they were ready to leave. She had no idea what they were talking about, but they invited her to come with them on their walkabout across Australia. They said it would take about three months. After thinking for a few minutes she decided to go with them! Soon her feet were swollen and cut. But she didn't give up, just took her shoes off.
- 2 Marlo's first meal was a shock. The women in the group stopped to find some large leaves. Then they started looking under dead trees and then they found some and wrapped it in a leaf. Marlo looked closer, she couldn't believe her eyes. Each leaf contained a large, white worm. She was sure she would never eat it, but when the women cooked the food on a fire, it didn't taste like a worm any longer. Marlo tried it and it tasted good.
- 3 Marlo was amazed by the group's survival skills. They couldn't see where there was absolutely no sign of it. Marlo says she could actually hear the water underground and then they would suck water from the ground with the help of long hollow reeds.
- 4 Marlo was also impressed by the Aborigines' tracking skills. They could tell what animals were nearby from footprints on the ground. They could even tell how fast the animals had been running.
- 5 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 when it's hot because they have big noses. He told Marlo that her problem was that her nose was too small.

**VOCABULARY:** \*fictional – erfunden

- 12 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 How did they tell from the footprints in the sand?
- 5 What were bush flies important for the Aborigines?
- 6 What did the Aborigines say about breathing in hot weather?



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

- Would you eat worms? Why (not)?
- What did Marlo think of the bush flies? What did she learn about them?



## Writing for your Portfolio

14

Here are four animals that are typical of Australia. Pick one, research it on the internet and write a brief description (50–70 words). In your text, say:

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



koala



wallaby



dingo



kookaburra

## 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.

We **arrive** in Perth at 00.30 on Sunday.

We **leave** Alice Springs at 10 o'clock.

Tomorrow, we **fly** back to London.

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 this Sunday.

We **ve got** another plane trip to Perth.



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, dass du möchtest, dass eine andere Person etwas Bestimmtes (nicht) tut.

**Form:** want + Person + to-Infinitiv

They **want** us **to cross** Australia on foot with them.

Lucy **wants** him **to be** the new editor.

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

tell: I **told her to stop** worrying.

ask: They **asked her to come** to the party.



1

Watch the story. Cross out the incorrect word(s) and correct them.

- 1 Lucy's family's moving to Perth. Sydney
- 2 Liam has forgotten his old friends. ....
- 3 Lucy doesn't like Australian music. ....
- 4 Lucy wants Stern to be the new editor. ....
- 5 Liam gives Lucy a present. ....

2

Put the events in the order that they happen.

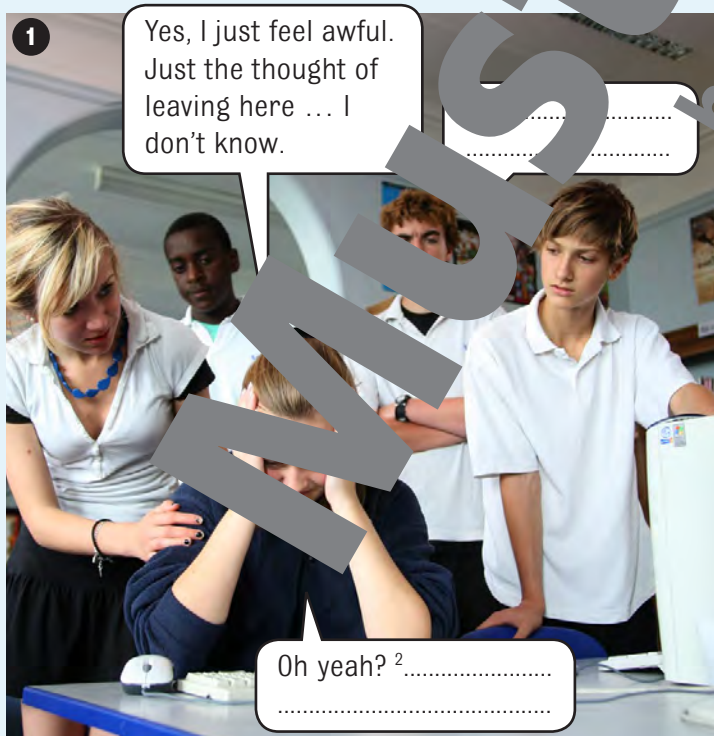
- ☐ Liam tells Lucy about his experiences of moving
- ☐ Stern talks about all the great things there are in Australia
- ☐ Lucy tells the team she's not moving any more.
- ☐ Lucy decides she's really looking forward to moving
- ☐ Nick gives Lucy a goodbye present.
- ☐ Lucy tells the team that she's moving to Australia.
- ☐ Jessica promises to look after the magazine.

## Everyday English

3

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

I know how you feel. ... Come? ... Not on your life! ... it's not really my scene.





CD 2  
18

1

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

BiSt

- Tony** I <sup>1</sup>..... great film on Channel 5 yesterday.
- Sally** Really? What was it like?
- Tony** It was great. It was about kids who got these <sup>2</sup>..... phone calls. Their mobile rang, then they were ..... and then they heard a strange voice said: "Your <sup>3</sup>....."
- Sally** Oh, come on. That's a bit scary. That's not scary.
- Tony** That's what the kids thought too. They believed it was a joke but each time something ..... had happened to them. One boy fell off a bridge, a truck hit a girl. They had all kinds of .....  
....., then?
- Sally** Yes, it was so real. Then my phone rang at midnight. I got quite a shock.
- Sally** What was the title of the film? Not *The Phone*?
- Tony** Yes, it was!
- Sally** That film's rubbish.  
(Sally's mobile rings)
- Sally** Hang on! Yes?
- Voice** Your end is near.
- Sally** Ha, ha, very funny.
- Voice** Your end is near.
- Sally** I said stop it. <sup>6</sup>....., Harry? (getting more nervous)
- Voice** Yes, it is. Listen, Sally. I saw a great film on Channel 5 yesterday.
- Sally** Oh, no. Don't tell me about it!

CD 2  
18

2

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

BiSt

- What was the dialogue about?  
A scary film called  
☐ *Your end is near.*  
☐ *The Phone.*  
☐ *Channel 5.*
- Why did Sally get nervous at the end when someone phoned her?  
☐ Because she thought it was Harry.  
☐ Because she wasn't sure who it was and the person said "Your end is near".  
☐ Because there was a horror film on Channel 5.



- 3 How did Tony react when his phone rang at midnight?
- ☐ He thought it was a trick.
  - ☐ He just laughed about it.
  - ☐ He was really frightened.
  - ☐ He answered it and heard "Your end is near".

- 4 What does "That film's rubbish." mean?
- ☐ It's fantastic.
  - ☐ It's interesting.
  - ☐ It's nonsense.
  - ☐ It's the best film I've ever seen.

## Get talking Talking about a film / an event

CD 2  
19

### 3 Listen and repeat.

- A What did you do last night?  
 B I watched a film.  
 A What film was it?  
 B It's called *Kung Fu Panda*.  
 A Was it good?  
 B It was really funny. I loved it.  
 A What is it all about?  
 B It's about a Panda who wants to be a Kung Fu master.  
 A Does he become a Kung Fu master?  
 B Well, not really, but he saves his village.  
 A Sounds interesting. Maybe I can get the DVD.



### 4 a Ask and answer questions about films. For each answer, choose two sentences from the box.

What was the film like yesterday?

... the story.

It was quite funny. I laughed a lot.

There is ...

... was quite good.  
 ... very good.  
 ... as I ...  
 It was OK.  
 ... very exciting.  
 ... was super.

I laughed a lot.  
 I turned it off.  
 I hated it.  
 My mum and dad watched it, too.  
 I don't want the DVD.  
 I really loved it.

### b Ask and answer questions about other events in your lives. Use the phrases above.

What was your weekend / Maths lesson like?

It was awful/great!

# 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
- order food in a restaurant

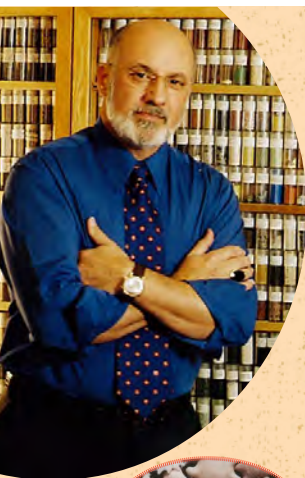
BiSt

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 at the time.

### Why did you change your mind?

My wife worked for a very intelligent and clever colleague who started bringing me sand from lots of exotic 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've collected between 10,000 and 19,000 different types of sand since I started my hobby. Last year I had a wonderful collection

from a geology professor in North Carolina. It took four days for the two of us to pack them. The total weight was 2,722 kilos. They are 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 40 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.

Check out [www.sandcollectors.org](http://www.sandcollectors.org) for more!

1



2



3



4



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

BiSt

2

Complete the missing from the text above. 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.



## Vocabulary

CD2  
20

**3** Listen and write the words under the pictures.

monastery library librarian  
monk robber bookshop  
an expensive old book



1 .....



3 .....

4 .....

5 .....

6 .....

7 .....

## 4 CHOICES

CD2  
21

BiSt

Listen to this true story. It is about a man called Don Vicente. He loved books, but in an abnormal way.

**A** Which picture is about the true ending of the story: A, B or C?



Ending A

Ending B

Ending C

**B** Complete the sentences with words from **3**.

- 1 Don Vicente was ..... in a ..... in Tarragona, Spain.
- 2 He ..... ..
- 3 One day ..... broke into the ..... They stole gold, silver and ..... books.
- 4 Don Vicente moved to Barcelona where he opened a special .....
- 5 One day Don Vicente saw ..... He wanted to buy it, but he couldn't.
- 6 A bookseller named Augustino Patxot bought the book. Don Vicente was very angry. Three days later there was a fire in Augustino's ..... Augustino was dead.





5

**Read through the text quickly to answer the question below. Then read the text carefully.**

BiSt

- Where in the schoolyard does the narrator want people to leave him presents?

## The collector

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



I was playing *Legion* online. The other player was new to the game, so I could've killed him easily, but I didn't. That wouldn't have been so much fun. Then a really weird thing happened. I could suddenly hear his thoughts in my head. I thought I had gone crazy. I was so confused I lost the game. 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 was ... wow! any more – it was cool! Then I found out another thing. I could influence the other players by whispering commands. 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 new game. I gave my 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 hard to believe – was I going crazy, or was I on my way to becoming the Master of the Universe? Right now I'm thinking about giving out more serious commands. "Leave me a present under the tree in the schoolyard." That would be OK, wouldn't it?

But ...

I have a feeling things are getting strange. 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!

CD 2  
22/23

6

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



- The narrator collects mobile phones. T / F
- He thinks most other players are better than him at gaming. T / F
- The narrator thinks he's addicted to playing games. T / F
- The narrator didn't kill the other player because
  - ☐ his phone didn't work.
  - ☐ he didn't know how to.
  - ☐ he enjoyed playing with him.
- The narrator lost the *Legion* game
  - ☐ because he was new to it.
  - ☐ because he couldn't concentrate.
  - ☐ because the other player could hear him.
- When the narrator discovered his new power he
  - ☐ thought he had gone mad.
  - ☐ wanted to keep on gaming.
  - ☐ felt tired.
- Why did the narrator feel bored after some time? .....
- What did the narrator have to do to give commands to other players? .....
- What do you think is happening to the narrator at the end of the story? .....

- 7** Get together in pairs and speculate about how the story could continue. Write down five keywords and give them to another pair. They have to come up with an ending to the story using the five key words.

BiSt

## 8 CHOICES

### Get talking

- A** Talk to a partner for 3–4 minutes. The prompts will help you to think about the topic and ask questions. You have one minute to prepare.



### Report to the class.

I interviewed three classmates who collected ... when he/she was ...  
He/She still has got ... One collects ... He/She has collected ... since/for ...  
He's/She's got ... One ... never collected anything, but knows someone who ...

### Free flow

- B** Talk about collectors for 1–2 minutes. The questions will help you to think about the topic. You have one minute to prepare.

- What have you heard/read about collectors?
- Why are they called “crazy collectors”?
- What do you think about them?
- What do you think about people who collect birds’ eggs, butterflies ...?
- Do you know anybody who collects unusual things?
- What do they collect?
- Would you like to be a collector? Why / Why not?

9 a 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. But not any 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 ten, 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 SCULLS (12)

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

- b Read the blog entries and put a ☒ in the correct boxes. Sometimes a ☒ can be for more than one person.

This person's collection	Janet	James	Martin
1 started on his/her own birthday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 is virtual.	<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 another bedroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 started with a collection of an animal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 was started by her parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Read the texts again and answer the questions.

- 1 How does Janet have a lot of opportunities to add to her collection?
- 2 How did Janet's collection start?
- 3 What are her favourite objects in her collection?
- 4 How does James collect characters and costumes for his game?
- 5 What other ways could he collect these things?
- 6 What do his parents think about his collection?
- 7 What team does Martin support?
- 8 How does he get many of his shirts?
- 9 Where does he keep his collection?



## 11 CHOICES

### Writing for your Portfolio

In your text, try not to use language from the tasks below.

**A** Decide on something you want to collect. Then write an email (50–70 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
- how they can help you
- what the aim of your collection is

**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 lived
- what he/she collects/collected
- how large the collection is/was
- what is/was special about the collection
- when 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 (Revision)

Read the sentences. Then answer the questions.

- 1) I've **collected** between 18,000 and 19,000 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) What **have** you **heard** about collectors?

1 Which of these sentences talk about actions that:

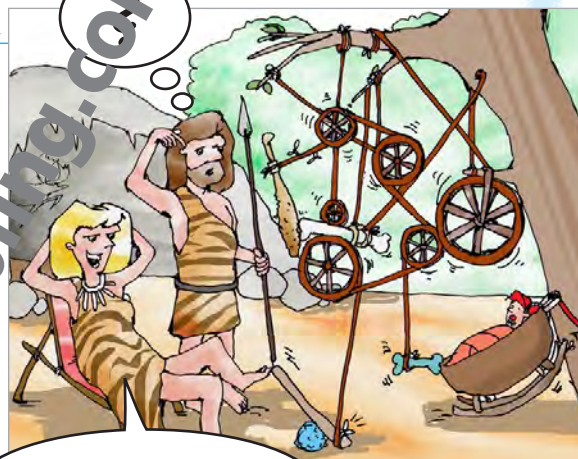
- a began in the past and are still going on?
- b began in the past and are finished?

2 Which of the sentences are in the past simple and which are in 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 / (not) yet



Haven't you heard of modern technology?

# 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  
24



### 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 Write 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 staying together or | <input type="checkbox"/> |
| 5 Could I have it without ... ?            | <input type="checkbox"/> | separately?                   | <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? Why?



## 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 1.....
- number of packets at last count: 2.....
- has packets from 3..... such as 3.....
- favourite is 4.....
- the packet is 5.....
- latest packets from 6.....

## Speaking strategy Buying to check facts

### 4 Complete the sentences. Check with the dialogue in 1.

- Kate** A small, please. Does the burger have any sauce in it?
- Assistant** L..... s..... Yes, it does. It's got tomato ketchup.
- Kate** Could I have ... please?
- Assistant** I..... n..... s..... It's my first day here. I.....  
j..... Yes, you can. It will be a few extra minutes.

### 5 CHOICES

**A** Work in pairs. Role-play ordering something from a fast food restaurant.

- A** Are you ready to order?
- B** Yes, I'd like a burger and chips.
- A** Would you like ketchup on the burger?
- B** Yes, please.

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

#### Student A

You are 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.





CD2  
25

1

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

BiSt

**Sally** Harry? Were you in my

1 ..... yes?

**Harry** No, I wasn't. Why?

**Sally** I can't find my 2 .....

**Harry** Well, I wasn't in there. I was in the living

room. There was a game

3 .....

**Sally** When was this?

**Harry** From 8 to 10.

**Sally** 4 .....! I was

at half past ten. You weren't there.

**Harry** I was. Mum and I were there all the time.

**Sally** Mum?

Mum?

**Sally** I can't find my diary. I think Harry was

in my room.

**Harry** No, I wasn't.

**Mum** Your diary? It's in the kitchen.

On the 5 .....

You were there yesterday evening. With your diary.

**Sally** Was I? Ah, I 6 .....

Sorry, Harry. Mum, is my MP3-player there too?

**Harry** Your MP3-player? Err, um ...

**Sally** What?

**Harry** The game 7 ..... so ...

**Sally** Harry!!

CD2  
25

2

**Now listen to the dialogue. Listen again and circle the sentences T (True) or F (False). Then look at the dialogue and check.**

1 Sally can't find her diary. T / F

2 Harry was in the living room from 8 to half past ten. T / F

3 Sally was there at 10 o'clock, too. T / F

4 Mum has got the diary. T / F

5 It was in the hall. T / F

6 Sally is sorry. T / F

7 Harry wasn't in her room. T / F

## Read the text and tick the correct answers.

Yesterday I was late for karate training. When Mum came home from work I said, "Can you take me to karate practice, please? It's raining."

"Sure," said Mum. I just want to eat an orange."

So she ate the orange and we put on our coats. But at the door she said, "Where are my car keys?"

"I'm sure you put them on the kitchen table," I answered. We looked there and everywhere else in the kitchen, but we couldn't find the keys. We looked in the hall. We checked the car. Nothing.

"Let's think," said Mum. "When did I last have the keys?" Then I had an idea. "The keys were on the table when you ate your orange. Maybe you threw them into the rubbish bin with the orange peel." And sure enough, there they were.



1 Where is the text taken from?

- ☐ a book of jokes
- ☐ a collection of teenage stories
- ☐ a report about how much people forget

3 Where did they NOT look for the keys?

- ☐ in the car
- ☐ in the garage
- ☐ in the hall

2 What is the best title for this text?

- ☐ The stolen car keys
- ☐ Karate training on a rainy day
- ☐ A surprise in the rubbish bin

4 What does "orange peel" mean?

- ☐ the part of the orange that you do not eat
- ☐ an orange that is so sour you cannot eat it
- ☐ the paper bag in which you buy oranges

Work in pairs. You are going home from school. One of you has just discovered that he/she has lost something important. The other tries to be helpful. Take 1 minute to prepare your discussion. Use the prompt cards to help you. Talk for 4–5 minutes.

#### Prompt Card A

You are going home from school. Suddenly you notice that you have lost something important. You are with a friend. Try to be helpful.

- What is it that you have lost?
- What does it look like?
- Why is it important for you? What can you not do without it?
- When did you last have it?
- What could you do to find it?

#### Prompt Card B

You are with a friend, and you are on your way home from school. Suddenly your friend notices that he/she has lost something important. You are trying to be helpful.

- Find out what your friend has lost.
- Find out what it looks like.
- Ask why it is so important for your friend. What could he/she not do without it?
- Ask your friend when he/she last had it. Make suggestions about what your friend could do to find it.



# 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. Cover it up and write down the names of the countries in it.**

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

Did you know...?

Body piercing and tattooing can be a serious health risk. Every year a large number of people get infections and diseases (even hepatitis) when needles that are not sterile are used for piercing and tattooing. In Austria nobody can have a tattoo under the age of 16. Young people from ages 16 to 18 need their parents' written consent.

## A SHORT HISTORY OF

# Body art

a form of rebellion for young people. Later, it lost its rebellious meaning and just became fashionable.

## 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 18<sup>th</sup> 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 and 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.

## 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 status and class. That's why it was popular with the Pharaohs in Egypt, for example. The oldest mummy found in 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 that if their tongues were pierced, they could communicate better with the gods.

## Piercing in the time of Queen Elizabeth I

In Elizabethan England, a lot of famous men like Shakespeare, Walter Raleigh and Sir Francis Drake wore gold rings in their ears. It showed their wealth. In those days, men 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





## 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 eyesight

- 4 The Aztecs performed tongue piercing as a part of ... ceremony.
- 5 Having a pierced ear in Elizabethan England showed that you were ...
- 6 Sailors in Elizabethan times thought that pierced ears would make your ... better.

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? ...

## 3 Find words in the text that mean:

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

## Free flow

BiSt

## 4 Work in pairs. One of you plays the role of a teenager (A), the other one the role of a parent (B). Take 2 minutes to prepare your discussion. Use the prompt cards to help you. Talk for 4 minutes.

### Prompt Card A

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

You start the discussion. You can use the following arguments if you want to:

- Be fashionable. (Give examples.)
- You think it looks 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. You 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 CHOICES

BiSt

**A** Read the texts.

- 1 Match them with the photos. (One text doesn't have a photo!)
- 2 Put the missing expressions in the texts.

are "dirty"      "no"      It's a rude sign  
is unclean      feel good      not polite



### ○ Middle and Far East:

1. Don't point with your index finger. It is ..... in some cultures and might insult\* people.  
2. Don't point with an open hand, never with your index finger.

### ○ Thailand:

3. Don't show the soles of your feet or shoes! People think the soles .....  
2. ....

### ○ Austria/Japan:

4. When we ..... , we smile. In Japan, people may smile also when they are confused or angry.

### ○ The "V" sign:

The "V" sign means victory in many countries. But don't turn the palm of your hand towards your face.  
4. .... in some countries. It could get you into trouble.

### ○ Middle and Far East:

5. Don't give something to another person with your left hand. People could be hurt. They think the left hand .....  
5. ....

### ○ Greece/Bulgaria:

6. Do you think nodding your head up and down means "yes"? You might be surprised if you go to Greece or Bulgaria. In those countries, nodding means ..... !

**VOCABULARY:** \*insult – beleidigen

## B A story: GOTH

### Vocabulary Weddings

CD 3  
3

- 1 Listen to the words. Look at the picture.  
Where can you see ...

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

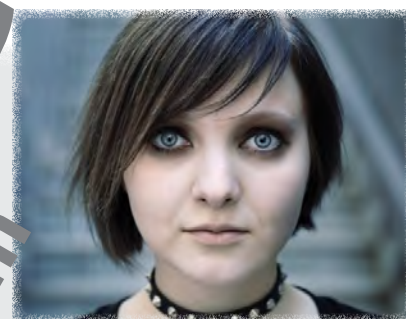
The bride is number ...



- 2 Look at the girl in the picture below. Would you like to be her friend? Why / Why not?

- 3 Read the story and choose the best title for

- ☐ They both giggled  
☐ Unfunny Uncle Jack    ☐ The spider's web  
☐ It must be her age



When Mum and I came into the sitting room, Aunt Nancy sighed and Uncle Jack looked at me and shouted, "Look, it's Dracula's daughter!" And then he 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 eye makeup, white face, black eye makeup, black lipstick. Totally, totally goth.

Then Mum said, "It's a phase, it's a phase," and 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 explanation. They both giggled. "I hope she doesn't look like that on the wedding day," Aunt Nancy said. "No, I wouldn't want her to look like that." "Oh, Mum said quickly. "She'll wear the dress Joy bought for her. Won't you, Felicity?" "Mum, please!" I said. "Sorry, Felicity – as she likes to be called now," Mum said to Aunt Nancy. "And what's that on its neck?" Uncle Jack shouted. "A tarantula," I said. "A tarantula of a spider's web." "Not a real one!" Mum said, hastily again. "It's a wash-off one." "Wash-off, eh?" my uncle said. I ignored him. I was embarrassed. I would have liked a real tarantula and not my wash-off one. 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, I felt terrible. But Joy looked really happy, so I tried to smile, too. Everyone was wearing suits and flowery dresses – yuck. And then I saw a decent-looking boy. He had a suit and short 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."



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

Which of the people in the story:

- 1 was a goth? ..... **F**
- 2 called Felicity "Dracula's daughter"? .....
- 3 didn't find Uncle Jack's jokes funny at all? .....
- 4 had a wedding? .....
- 5 was the bridesmaid? .....
- 6 bought a dress for Felicity? .....
- 7 had a tattoo that could be washed off? .....
- 8 thought Lawrence was good-looking? .....

Felicity = **F**

Uncle Jack = **U**

Lawrence = **L**

CD 3  
4

#### 5 Listen to the ending of the story. Then put the pictures into the correct order.



CD 3  
5

#### 6 Underline the correct words to get a summary of the story. Then listen and write the text into your exercise book.

Felicity hated normal <sup>1</sup>clothes / people. She liked black clothes and heavy boots. She liked having a <sup>2</sup>black / white face, dark eyes, and black lipstick. Felicity was a goth. Uncle Jack made lots of jokes about her.

But then her <sup>3</sup>cousin / mother, had her <sup>4</sup>birthday / wedding. Felicity was her <sup>5</sup>bridesmaid. She bought her a <sup>6</sup>dress / skirt. It was violet and white. Felicity didn't like it. So she <sup>7</sup>put it on / changed it, so she put the dress on. On the day of the wedding Felicity met a boy, Lawrence. Lawrence was wearing a normal suit. But Felicity <sup>8</sup>liked / hated him.

Later at the wedding party, Felicity put on her goth clothes again. Suddenly she saw that Lawrence had changed his <sup>9</sup>money / clothes too. He was also a goth. Felicity was very <sup>10</sup>sad / surprised. Uncle Jack was surprised, too.

#### 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.

## Free flow

BiSt

- 6** Read the questions. Take one minute to prepare them. Then talk for two minutes.

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

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 ...

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



## Sounds right /p/ at the beginning of words

CD 3  
6

- 7** Listen and say the sentences as clearly as possible.

Young people use pocket money to pay for pocket things.  
Parents aren't prepared to pay the price to give permission!



## 8 CHOICES

### Writing for your Portfolio

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

- why you decided to have a nose stud
- how you got it
- what your parents said before and after piercing

**B** Write another ending for Felicity's story on p. 93, which you will read out to your classmates later. Use the questions to help you and write about 120–180 words. Take about 20 minutes. Do not forget to use paragraphs!

- Did Lawrence like Felicity?
- Did Felicity like Lawrence?
- Did Felicity wear the violet and white dress all evening?
- What was a big surprise for Felicity?
- How did Uncle Jack react to that?
- What happened with Felicity and Lawrence in the end?

## Free flow

**9 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 wear a school uniform? Why / Why not?
- 4 How much do you care about what you look like?

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

## GRAMMAR



### might / may / could (possibility)



#### Circle the correct words:

#### How to use it:

Wenn du über <sup>1</sup>Möglichkeiten / Sicherheiten sprichst, kannst du die Modalverben **might** / **may** / **could** verwenden.

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

It's a rude sign in some countries and **could get** you into trouble.

In Japan, people **may smile** also when they are confused or angry.

These questions **may help** you.

It **could get** you into trouble.

Nach einem Modalverb kommt die Nennform oder die -ing-Form.

There are other ways of talking about possibility:

There is a **chance that** a smile **could get** you into trouble.

You use **likely** + to + gerund.

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

You use **likely** + to + gerund.

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.

They might not be hungry!







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. Then practise the dialogues.

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





CD 3  
7

BiSt

1

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

**Nadia** What are you <sup>1</sup>.....?

**Harry** Today is Friday.

**Nadia** I know. So what?

**Harry** It's my dad's birthday. I want to get him a special present.

<sup>2</sup>.....

**Nadia** Why special?

**Harry** Dad helped me with my Maths homework.

**Nadia** You're lucky. Mum always helped me. What would your dad like?

**Harry** I'm not sure.

**Nadia** What does he like to do?

**Harry** He likes fishing.

**Nadia** That's easy then. There's a shop over there that sells fishing stuff.

**Harry** He's got <sup>4</sup>..... for fishing.

**Nadia** What about giving him chocolates?

**Harry** He doesn't like <sup>5</sup>.....

What did you give your dad for his last birthday?

**Nadia** My dad reads a lot. So I got him a book.

**Harry** Yes, that's it. Let's go over to the book store.

**Nadia** Yeah, let's <sup>6</sup>..... books about fishing.

CD 3  
7

BiSt

2

**Now listen to the dialogue. Listen again and tick the correct answer. Then look at the**

**True or False.**

1 What is the dialogue about?

☐ Buying birthday presents for parents.

☐ Finding the right present for Harry's father.

☐ The present that Nadia will buy for her dad's birthday.

2 Harry

☐ likes one of Nadia's ideas.

☐ isn't interested in what Nadia wants to buy.

☐ tries to help Nadia to decide what to buy.

## Vocabulary Presents

### 3 Write the words below the pictures.

MP3-player  
snowboard  
necklace  
bracelet  
earrings  
clothes  
diary  
mobile phone  
globe  
microscope



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....

### 4 Read and act out the dialogues.

**Adam** What would you like for your birthday?

**Daisy** A microscope.

**Adam** Do you think you'll get it?

**Daisy** I don't know. It's pretty expensive.

**Adam** What would you like for your birthday?

**Mia** A bracelet.

**Adam** Do you think you'll get it?

**Mia** Yes, I'm sure. I heard Mum telling my aunt on the phone.

### 5 Act out similar dialogues.

### 6 Play the game with your partner. A thinks of a gift for B. B has got twenty questions to guess it. A can only answer with "Yes" or "No".

Is it for outdoors?

Is it cheap/expensive?

Is it for school / free time?

Is it small/big/round/useful/heavy?

Can I play with it? Can I watch it? Can I listen to it? Can I read it?

Do I use it every day?

Is it made of plastic/metal/paper/wood?

Do I use it when I ...?



# 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 ...  
Her dad was also ...  
She works very ... , but ...  
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.  
She has heard about farmers who ...  
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. 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.

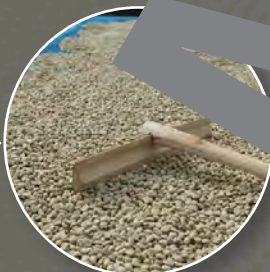
Coffee beans are ...



... picked ...



... selected ...



... dried ...



... & roasted.

CD3  
8  
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  
8

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?  
.....
- 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?



6

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?

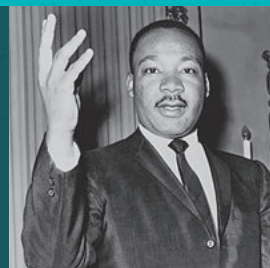
E.g.: *they* refers to "whites" / white people

## 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? (Martin, 15, male)

Whites often believe they are better than black people. But what about the positive things blacks are doing? It's not 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 (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 wants to have a son-in-law who's black. I don't understand why he makes the comment 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.



#### Why? (Jason, 15, male)

I CANNOT BELIEVE what happened today! Some idiots threw EGGS at K's house because she's Muslim 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 ...
		helpless because ...
		angry because ...
		frustrated because ...
		surprised because ...
		proud of ...
		misunderstood by ...

Martin Amy Jason	believes	it is wrong that ...
	thinks	that people ...
	wants	whites/blacks ...
	thinks	everybody/nobody should ...
	wants	people / ... father / ... to ...
	thinks	that people don't ...

**9** Say what you think about racism.

In my opinion, ...  
I feel very strongly that ...

I see what you mean.  
I can't understand that / why ...  
I think people should ...

**10** Do the 'word sum' to make the noun forms of the adjectives above.

Adjective	suffix (-)	add (+)	= Noun
1 angry	ry	er	anger
2 annoyed	.....	ance	annoyance
3 frustrated	.....	ion	frustration
4 helpless	—	.....	helplessness
5 misunderstood	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.

- Write your texts. Look at the text below for a model.
- Write an introduction identifying the problem.
- Give one or 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 nowhere

There are over 900 million 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



## 1<sup>st</sup> and 2<sup>nd</sup> 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.

..... : Der/Die Sprecher/in wird die Farm verkaufen, wenn er/sie ein gutes Angebot erhält.



If you had read the invitation, you would have known what to wear.



## 3<sup>rd</sup> Conditional

- If Fair Trade **had existed** when her dad started the farm, he **wouldn't have** sold it.  
 If Vicente **had known** that Fair Trade paid a fine price, he **would have joined** earlier.  
 If black slaves **hadn't built** America, it **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 it:

If-Satz ..... Hauptsatz

If + Person + **perfect** ..... Person + **would (not) have + past participle**  
 (3<sup>rd</sup> form)



## DEVELOPING SPEAKING COMPETENCIES

### Language function

- Making up excuses

### Speaking strategy

- Expressing annoyance

## The meeting

CD 3  
9



### 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 the meeting for something that I really care about. I thought you cared about it too. You obviously don't. The meeting was really 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      3 be / Kate / don't / that / like      5 excuse / I / it's / no /  
2 call / I / you / to / meant      4 worry / want / I / to / you / didn't      know

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

- 1 What is Tom's excuse?      2 Does Kate forgive him?



## Mobile homework

Watch the second part of the video and complete your diary entry with 1–4 words.

Unbelievable! I've <sup>1</sup> ..... for the second time this year. This time it was all my fault. I'd just collected <sup>2</sup> ..... from the shop. There was much <sup>3</sup> ..... than I'd expected. Anyway, I was <sup>4</sup> ..... so getting them home was going to be difficult. I probably should have <sup>5</sup> ..... but I didn't. Anyway, on my way home I <sup>6</sup> ..... 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 with the dialogue in 1.

- Tom** I know. I know I wasn't there. I was going to call ...  
**Kate** No, no. You ..... d ..... to s ..... a ..... It's OK.  
**Tom** Kate. I feel really bad. I meant to ..... I really did, but ...  
**Kate** B ..... n ..... Tom. I organised a meeting for something that I really care about. I thought you'd be about it, too. You obviously don't. There's n ..... r ..... to t ..... .

### 5 CHOICES

**A** Work in pairs. Take turns to apologise to your partner for the things.

- You forgot his/her birthday.
- You broke his/her phone.
- You didn't call him/her last night.

- A** Sorry I forgot your birthday. I know it's no excuse but I was studying for a test.  
**B** You don't need to say anything. It's OK.

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

**Student A:** You promised your partner to go over to their 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 night but forgot. Listen to his/her apology but remember – you are still really annoyed.



CD 3  
10  
BiSt

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

- Asher** Hey, Nadia. We're going to South America in the summer.
- Nadia** Wow! Where are you going?
- Asher** Texas.
- Nadia** That's not South America. Did you <sup>1</sup> ..... in Geography?
- Asher** Not really. The subject is boring. It's hot in Texas. That's why I <sup>2</sup> ..... it's in South America.
- Nadia** It is hot <sup>3</sup> ..... , but Texas isn't in ..... America. It's in the south of the USA. The USA is North America.
- Asher** But South America is Mexico, isn't it?
- Nadia** No. Mexico is in ..... .
- Asher** Hang on. What's South America then?
- Nadia** Well, for example Brazil, Argentina, Chile, ...
- Asher** Alright. Sorry. I need to go.
- Nadia** Where are you going?
- Asher** I need to look at a good <sup>4</sup> ..... . I want <sup>5</sup> ..... to see where Texas is.
- Nadia** Hey. Shall I also teach you some History?
- Asher** No, please don't.

CD 3  
10

## 2 Now read the dialogue. Listen again and underline the correct word in each sentence.

- Asher is going to *Mexico* / *Texas* in the summer.
- He thinks Texas is in *South* / *North* America.
- Texas is in *the USA* / *Central America*.
- Mexico is in *the USA* / *Central America*.
- Brazil and Argentina are in *South* / *Central* America.
- Asher thinks he needs to look at his *atlas* / *Geography book*.



## Vocabulary Subjects

### 3 Write the words under the pictures.

Geography History English French P.E. Design and Technology  
Maths Information Technology Art Music Science



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....

CD 3  
11

### 4 Listen to the dialogue and write out.

Brian You look happy, Jenna.  
Jenna Yeah, I got a Maths prize.  
Brian Really? I never get a Maths prize.  
Jenna It's my favourite subject. What's yours?  
Brian I like Information Technology.  
Jenna You should try to do better at them.  
Brian Sure. Are there any subjects you don't like?  
Jenna I don't like English and French. I think they are really difficult.  
Brian I think so too. And we get so much homework.  
Jenna How about doing our homework together?  
Brian Brilliant idea.



### 5 Talk about the following with a partner.

- Your favourite subjects.
- Subjects you are good at.
- Subjects you dislike.
- Subjects where you get a lot of homework.

# UNIT 11 Ready for reading

## You learn

- about different types of books
- how to use reflexive pronouns

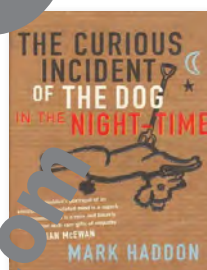
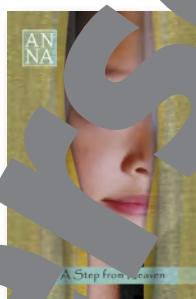
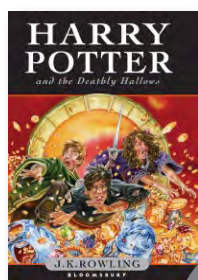
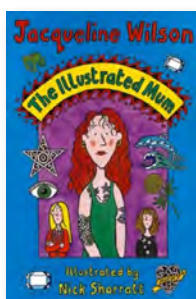
## You can

- 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/horror/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's Books. I found this book online, and this was the first one I recommended. It 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  
12  
BiSt

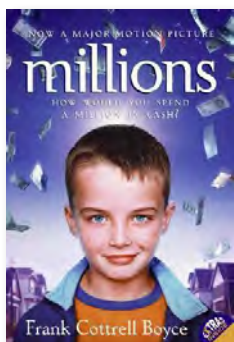
**4 a Listen to Max and Chloe talking about *The Boy in the Striped Pyjamas* and answer the question.**

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 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 book about a young millionaire who gives away all his money and decides to enjoy himself by travelling around the world.

CD 3  
13

**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.**

<p><b>1 Julie</b></p>	<p><b>2 Fred</b></p>	<p><b>3 Lisa</b></p>	<p><b>4 Farid</b></p>	<p><b>5 Soo-Min</b></p>
-----------------------	----------------------	----------------------	-----------------------	-------------------------

- |   |  |
|---|--|
| <b>A</b> is too busy to read a lot.         | <b>D</b> only reads what the teachers give for homework. |
| <b>B</b> prefers watching films to reading. | <b>E</b> is a fan of fantasy novels.                     |
| <b>C</b> likes books about the past.        | <b>F</b> reads a book about every two weeks.             |



## Vocabulary Types of books

### 7 Match the types of books with the definitions.

- |                              |  |
|------------------------------|--|
| 1 novel                      | <input type="checkbox"/> a collection of short pieces of fiction                           |
| 2 anthology of short stories | <input type="checkbox"/> a fictional story in pictures                                     |
| 3 biography                  | <input type="checkbox"/> a work of fiction to be performed on stage                        |
| 4 play                       | <input type="checkbox"/> a reference book used when you want to find the meaning of a word |
| 5 dictionary                 | <input type="checkbox"/> a book about someone's life                                       |
| 6 comic                      | <input type="checkbox"/> a long piece of fiction   |

### Free flow

BiSt

### 8 Give a short talk about your reading habits. You have one minute to prepare, then you will talk for 2–3 minutes. You can talk about:

- how often you read
- when and where you read
- why you read
- how many books you read a year
- where you get the books from
- what types of books you can think of
- which of them you read most
- what books you would choose if you could only have three books for the rest of your life
- why you would choose them
- why you like / don't like reading



### 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 1 minute to prepare your discussion. Use the prompt cards to help you. Talk for 4–5 minutes.

#### Prompt Card A

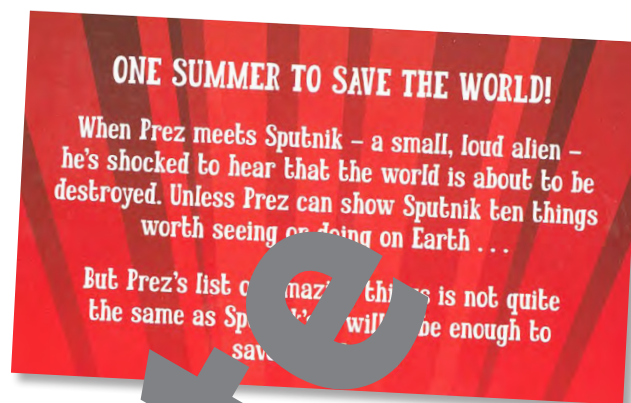
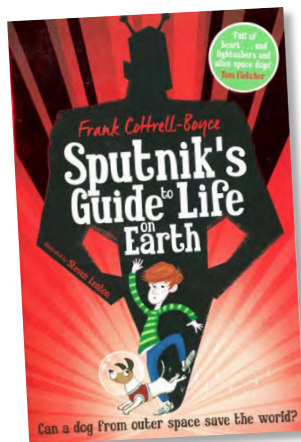
You are a librarian. You are going to recommend some books to a teenager.

- Find out what kind of books he/she likes.
- Find out about his/her favourite authors.
- Think about the books you have read and enjoyed. What were they about and what did you like most about them?

#### Prompt Card B

- 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

- 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  
14

- 13** Prez is an orphan and lives in a home for orphans (the Temporary). One summer he goes to spend some time with a father 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 must see a small dog. Listen to the passage when Prez first meets Sputnik and 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.

- 15** Read the summary of David A. Hill's story *The Boy Who Could Fly*. Answer the questions.

- a Imagine humans could fly. What would be good about this? What problems might it cause?
- b Imagine finding out that you could fly. How would your life change?

### The Boy Who Could Fly, by David A. Hill

No one knows where Michael comes from or who his parents are. One day he starts to grow wings and his life changes forever. Michael moves from hospitals to research clinics to the isolation on a remote island. Will he ever manage to have a normal life?



- 16** Read the extract and find out what happens when Michael gets older.

Michael stayed in this special hospital for a year. The bones in his shoulders grew bigger, and new muscles developed around them. After the first six months white feathers started to grow on the bones and it was clear to everyone, including Michael, that they were wings. Slowly he found he could move the new bones by using the muscles in his chest.



Every morning a team of doctors examined him. Then in the afternoons other doctors tried to help him to remember his past, before Sarah found him. But he couldn't remember anything.

Michael didn't like staying at the hospital. The only things he liked were the lessons he had with his teacher, Mr Smith, and the visits from George and Sarah on Sundays.

[...]

And then one fine morning nine months after Michael arrived at the special hospital, he flew for the first time. His wings were now covered with beautiful, long, white feathers. He was in the gym doing exercises, when suddenly he rose into the air. Michael was so surprised that he stopped moving his wings and he fell to the ground.

One day when Michael was twelve years old, Dr Reed came to see them. He wanted to talk about something.

"I got a call from my boss in London," he said. "The BBC have asked if they can make a film about Michael."

Sarah looked worried. She still had bad memories of reporters, photographers and television crews.

"I'm not sure it's a very good idea," she said.



**17** Read the texts on p. 114 again and answer the questions.

- 1 Where did Michael come from and what was special about him?
- 2 How did the people at the hospital try to help him?
- 3 How did Michael feel about staying at the hospital?
- 4 Where was Michael when he discovered he could fly?
- 5 What was it like for him to discover he could fly?
- 6 What kind of offer did Michael get when he was twelve?

**18** Use the words from the box to complete the summary of what happens next in the story.

film   made   money   worried   respectful   secret   island   reporters   wanted

George and Sarah <sup>1</sup>..... only the boy, Michael, and Sarah especially was <sup>2</sup>..... when she heard about the plan to make a film about the boy. But when Michael heard that he would get a <sup>3</sup>..... for the TV show, he said yes. Soon, he moved to an <sup>4</sup>..... together with George and Sarah. The BBC wanted to make the <sup>5</sup>..... there. The filming went very well, and the film crew were very good at keeping where Michael lived a <sup>6</sup>..... Sarah liked that she didn't want the boy to be followed round by <sup>7</sup>..... all the time. But not everybody was so <sup>8</sup>..... Some people thought, "This boy can fly. That can help us a lot!" And some <sup>9</sup>..... a plan ...

**19 CHOICES**

**Writing for your Portfolio**

**A** The people made a plan. They wanted to get the boy who can fly. Write about their plan (50–70 words). Write about:

- why they wanted the boy
- what exactly their plan was
- if they were successful

**BiSt B** Write a book report. Use the text in **2** as a model. Write 120–180 words. Do not forget to use paragraphs. Include the following:

- the title of the book and the author
- what type of book it is
- the content of the book
- what you like and what you don't like about the book
- reasons for your likes/dislikes
- 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 es 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 got **myself** a copy of the book.* .....

*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.

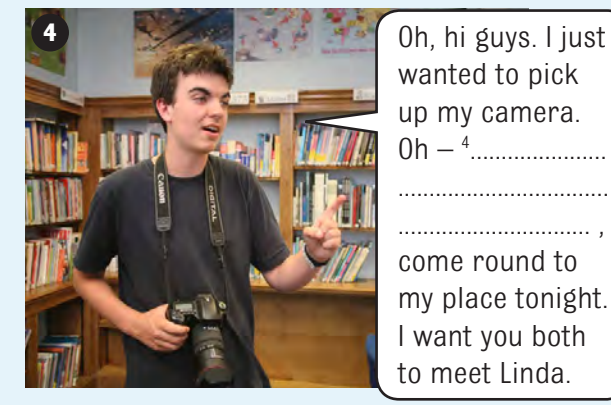
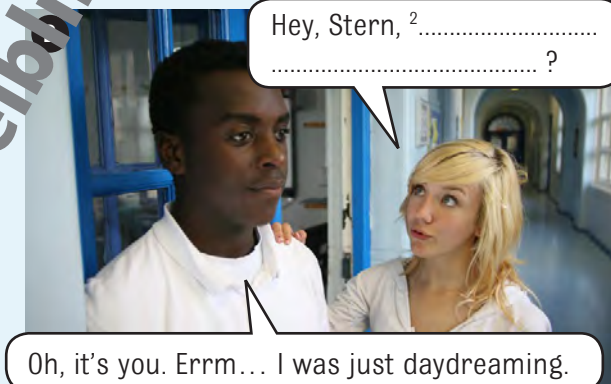
- 1 Stern says he and Jessica should not hang out with each other so often. Why does he say that?
- 2 How does Jessica react and how does she feel about it?
- 3 What happens when Lucy wants an interview with Stern and their teacher?
- 4 One day Stern's mum wakes him up in the middle of a rather bad dream. What was it about?
- 5 How does Stern feel when he hears that Linda is his 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







CD 3  
15

BiSt

1

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

- Asher** Hey, Sally, I'm really bored. Can I borrow your book? I'll go and <sup>1</sup> .....  
..... at the weekend.
- Sally** Can't you see I'm reading a book?
- Asher** Come on. You can ..... it later.
- Sally** I'm sorry. It's such a good book I can't put it down.
- Asher** Are you reading anyway?
- Sally** It's a book by Scott Westerfield. It's called *Uglies*.  
..... it's that <sup>3</sup> ..... then?
- Sally** Do you really want to know? Or are you just bored?
- Asher** How can you say such a thing? Of course <sup>4</sup> .....  
..... Honestly.
- Sally** Well, OK. So it all takes place in the future. All kids are Uglies until they're 16. Then they have an operation and <sup>5</sup> .....  
..... Pretties. Pretties are good-looking and have parties all the time.
- Asher** It sounds like fun.
- Sally** Yeah, but it's not what it seems. There's this group of kids who run away to escape the operation. It's called The Smoke. The <sup>6</sup> ..... are after them before they find out the truth. It's all very exciting.
- Asher** It all seems very strange to me.
- Sally** Yeah, but if you start reading it you'll really get into it, I promise.
- Asher** You know, I'm so bored I might just do that. Give me the book.
- Sally** No way. You'll have to wait until I've finished!

- 2** Now cover up the dialogue in **1**. Listen again and tick the correct answer. Then look at the dialogue and check.

1 What is the dialogue about?

- ☐ Sally's boyfriend Asher and his friends. ☐ Young people's strange lives in the past.  
☐ A book that Sally is reading.

2 What is the main reason why Sally doesn't want to give Asher the book?

- ☐ She thinks she won't get it back. ☐ She thinks he won't understand it.  
☐ She hasn't finished reading it yet.

## Vocabulary Give reasons

- 3** Write the correct answers. Then listen and check.

- 1 It was so great I didn't want it to end. It was so noisy I couldn't talk to anyone.  
 2 It was so exciting I couldn't put it down. It was so long I slept most of the way.

A How was the book?

.....

B How was the journey?

.....

- 4** Work with a partner. Student A chooses a picture to ask about. Student B chooses prompts from the A and B boxes to reply.

A How was the film?



film



rollercoaster



pizza



test



beach



hotel bed

B It was so boring that I walked out of the cinema.

**A**  
 boring | hot  
 comfortable | good  
 exciting | difficult

**B**  
 walk out of cinema | not want to get out of it  
 get a headache | have another  
 want another piece | go straightaway  
 spend all the time in the water

# UNIT 12

## 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 ... / Actually, I don't really ...  
I love it when ... / There's nothing better than ... / I 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

Hi,

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 How many days does the festival last?
- 2 Who did Olivia go with?
- 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?



olivia, 5c

FLY HIGH

## CHILL OUT AT THE GUILFEST

Want some ideas for things to do in July? Here's my highlight from last July. My elder brother Daniel and I went to the Guilfest in Guildford for three days.

**What is it?** A three-day festival held on the edge and went down in the middle of the crowd. Suddenly on Friday and went on for three days. Great bands! I liked M... three people sat down and everyone else did the same. *Runner, Nizlopi, Gary... Wednesday and Big...* As far as autographs go, it was really successful. I got autographs from John and Luke... one from Gary... Daniel has been going to the Guilfest for a couple of years. And know 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 edge and went down in the middle of the crowd. Suddenly on Friday and went on for three days. Great bands! I liked M... three people sat down and everyone else did the same. *Runner, Nizlopi, Gary... Wednesday and Big...* As far as autographs go, it was really successful. I got autographs from John and Luke... one from Gary... Daniel has been going to the Guilfest for a couple of years. And know 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

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.



**4** Read the text. What do these numbers refer to?

- a 1,500
- b 14
- c 400
- d 160

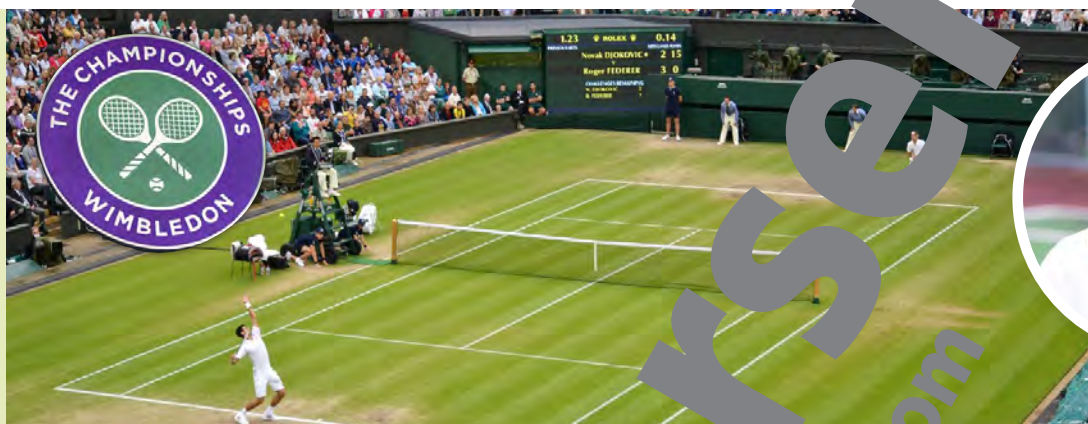
**BiSt**

**5**

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 BBGs need to be trained.
- ☐ How BBGs are chosen.
- ☐ How being a BBG can help you in later life.

FLY HIGH



James, 40

## 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 / beginning of July every year. But only a few of them actually get a chance to see the matches live, for a price of about £1,500 per match!
- 2** But you can get in for free – honestly! If you're keen on tennis, you can apply for a job. "If you were a BBG as a teenager, 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 and girls 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!





**6 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 part of the god Shiva is carried through the streets and people go to the roof of their houses and throw ripe mangoes. Imagine the mango hitting your head! Wham! Ouch! I asked my mum about the legend behind the festival. Here's what she told me.

Karaikal Ammaiyar 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

**7 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 because
  - 7 Karaikal told her husband that
  - 8 Nayana wants to see
- ☐ a picture of the festival.
  - ☐ 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

FLY HIGH



- 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

- 1 to ..... plans
- 2 to ..... nothing
- 3 to ..... out around the house
- 4 to ..... out with friends
- 5 to ..... up on Netflix
- 6 to ..... some money
- 7 to ..... away for a holiday
- 8 to ..... the house
- 9 to ..... the project
- 10 to ..... time
- 11 to ..... a new sport
- 12 to ..... care of the kids

## Get talk

- 10** Get together with a partner and ask each other about your plans for July. Then switch roles.

What are you up to this July?

I'm not sure yet. / I've got loads of plans.



Adrian is very much looking forward to July. Next week she wants to do nothing at all, even though her mum expects her to take care of her little sister. When chilling 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 really 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. He won't have to work all the time as every afternoon he has three hours to himself. 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.

## 11 CHOICES

### 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?
- What are all the necessary facts?
- What is the history of the event?
- How has it changed over the years?
- What do you like about it?
- Why would you like to go there?

## Sounds right Word stress

CD 3  
18

### 12 Listen and mark the stress in the words.

meaningless    illegal    disagree    impossible  
beautiful    irregular    incorrect    misunderstand

CD 3  
18

### 13 Listen again and repeat.

## GRAMMAR



### Prefixes (Vorsilben)

Die Vorsilben **in-**, **il-**, **im-**, **ir-** oder **un-** in Adjektiven bedeutet *nicht* oder *das Gegenteil* von:  
*correct* – **incorrect** / *legal* – **illegal** / *possible* – **impossible** / *regular* – **irregular** / *fair* – **unfair**

Die Vorsilbe **mini-** in Nomen bedeutet *klein*:

*skirt* – **miniskirt** / *bus* – **minibus** / *cam* – **minicam** (Kameras)

Die Vorsilben **dis-** in Verben bedeuten *nicht* oder *das Gegenteil* von, und **mis-** bedeutet *schlecht*:  
*agree* – **disagree** / *understand* – **misunderstand**

### Suffixes (Nachsilben)

Die Nachsilbe **-ness** verändert ein Adjektiv in ein Nomen:

*happy* – **happiness** / *dark* – **darkness** / *blind* – **blindness**

Die Nachsilbe **-ful** verändert ein Nomen in ein Adjektiv:

*success* – **successful** / *care* – **careful** / *meaning* – **meaningful** / *beauty* – **beautiful**

Die Nachsilbe **-less** verändert ein Nomen in ein Adjektiv und bedeutet *ohne*:

*hope* – **hopeless** / *home* – **homeless** / *meaning* – **meaningless**







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 ghosts.
- 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 and death. don't just stand there. I might have known.





CD 3  
19  
BiSt

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

- |              |  |              |  |
|--------------|--|--------------|--|
| <b>Harry</b> | I haven't <sup>1</sup> ..... for ..... time.   | <b>Nadia</b> | No. Only after the match.  |
| <b>Nadia</b> | I was training for Wimbledon.  | <b>Harry</b> | Did they pay you?  |
| <b>Harry</b> | You are kidding, aren't you?   | <b>Nadia</b> | No, they didn't.   |
| <b>Nadia</b> | No, this year they asked me to be a ball girl for a .....<br><sup>2</sup> ..... and my ..... sent me .....<br><sup>3</sup> ..... | <b>Harry</b> | Too bad. Did you get some<br><sup>4</sup> ..... ?                      |
| <b>Harry</b> | Wow! How long did ..... train?   | <b>Nadia</b> | Yes, six. And a few<br><sup>5</sup> ..... photos<br>too.               |
| <b>Nadia</b> | We started training in early January. The matches started in June.   | <b>Harry</b> | Could I have one of the photos?  |
| <b>Harry</b> | Five months training. It's not easy to get it. It isn't<br>difficult to pick up tennis balls.                                    | <b>Nadia</b> | If you <sup>6</sup> .....<br>me an ice cream, I might<br>give you one. |
| <b>Nadia</b> | You have to run very fast.<br>Then you sometimes stand very still<br><sup>3</sup> .....  | <b>Harry</b> | It's a deal!   |
| <b>Harry</b> | Did you talk to the players?   |              |  |

CD 3  
19  
BiSt

## 2 Now read the dialogue and tick the correct answer. Then listen to the dialogue again and check your answers.

- |   |  |
|---|--|
| 1 Which statement about Harry is NOT true?  | 2 Nadia  |
| <input type="checkbox"/> A Harry doesn't believe that Nadia trained for Wimbledon.      | <input type="checkbox"/> thinks it wasn't fair that she didn't get paid.           |
| <input type="checkbox"/> B Harry thinks it's difficult to work as a ball girl.          | <input type="checkbox"/> says she spoke to some of the players during the matches. |
| <input type="checkbox"/> C Harry asks Nadia if she got any money for being a ball girl. | <input type="checkbox"/> likes the photos she got at Wimbledon.                    |

## Vocabulary Special events

CD 3  
20

**3 Match the words with the pictures. Then listen and check.**

- |  |  |                                       |                                      |
|--|--|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> book fair         | <input type="checkbox"/> rock festival | <input type="checkbox"/> fashion show | <input type="checkbox"/> car show    |
| <input type="checkbox"/> tennis tournament | <input type="checkbox"/> opening night | <input type="checkbox"/> cycling race | <input type="checkbox"/> school fête |



**4 Where would you expect to find these people?**

actors and actresses   fans   sportsmen and sportswomen  
teachers   models   authors   pop stars   journalists

## Get talking Talking about events

CD 3  
21

**5 Complete the dialogues with the replies. Then listen and check.**

I loved it. I saw Nadal play.  
Yes, I went to Glastonbury last year.  
Yes, I went on a school trip to London two years ago.  
It was fantastic. All my favourite bands were there.

### Dialogue 1

A Have you ever been to a rock festival?

B 1 Yes, I went to Glastonbury last year.

A What was it like?

B 2

A Have you ever been to a tennis tournament?

B 3

A What was it like?

B 4

**6 Work with a partner. Ask each other questions about the events in 3. Use the dialogues from 5 to help you.**





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.

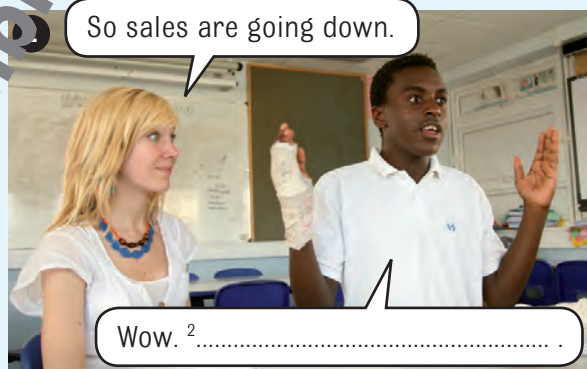
- Why is Lucy worried? .....
- Why don't they want to do another raffle? .....
- What does Miss Elliot think? .....
- Why doesn't Jessica think Stern would be a good agony uncle? .....
- Why doesn't Stern think Nick would be a good music critic? .....

## Everyday English

3

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

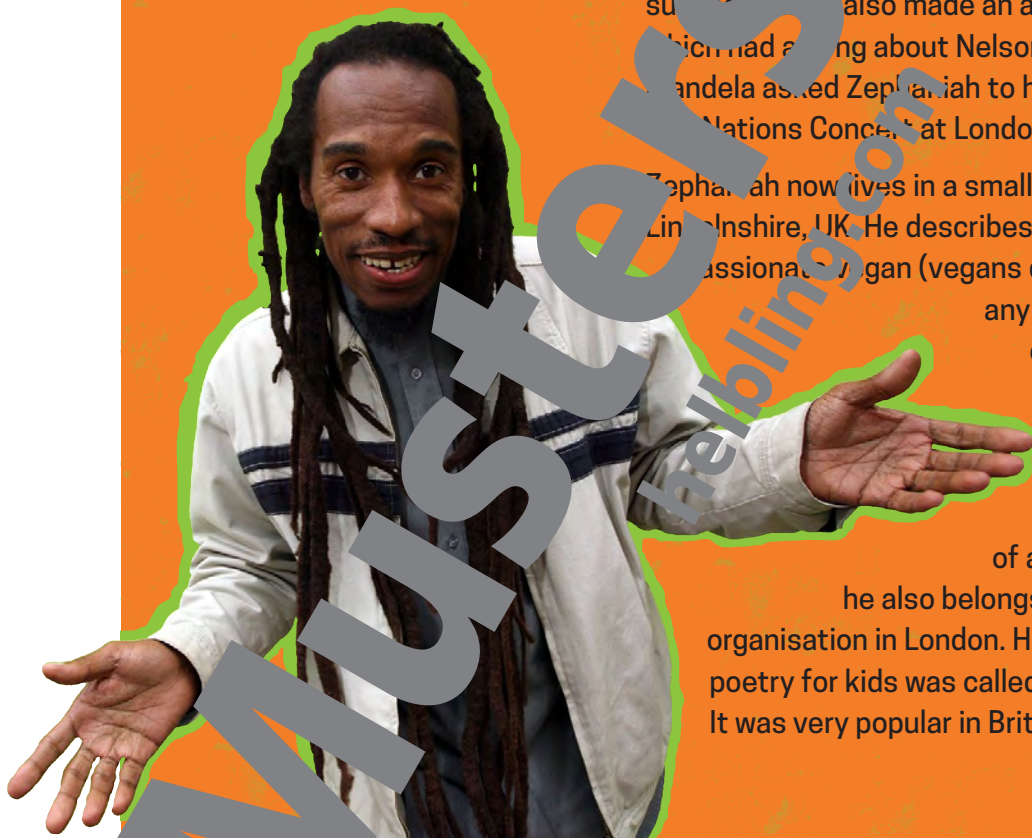
Leave it out    The person who ..... doubt it    You must be joking



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 15<sup>th</sup> 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 meet 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 *Talkin' Turkeys*. Tick what the poem is about.

- 1 Some people like to keep turkeys as pets. ☐
- 2 Some turkeys haven't got any friends. ☐
- 3 People should not eat turkey 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 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

<sup>1</sup> Be nice to your turkeys this Christmas,  
<sup>2</sup> Because turkeys just want to have fun.  
<sup>3</sup> Turkeys are cool, and turkeys are wicked,  
<sup>4</sup> And every turkey has a mum.

<sup>5</sup> Be nice to your turkey this Christmas.  
<sup>6</sup> Don't eat it – keep it alive!  
<sup>7</sup> It could be your mate, and not on your plate –  
<sup>8</sup> Say: "Yo! Turkey, I'm on your side".

<sup>9</sup> I've got lots of friends who are turkeys,  
<sup>10</sup> And all of them fear Christmas time.  
<sup>11</sup> They say: "Benji, I want to enjoy it, but those  
<sup>12</sup> humans have destroyed it,  
<sup>13</sup> And those humans are out of their mind."

<sup>14</sup> Yes, I've got lots of friends who are turkeys,  
<sup>15</sup> They all have the right to a life.  
<sup>16</sup> Not to be caged up and genetically altered  
<sup>17</sup> By a farmer and a wife.

<sup>18</sup> No, turkeys just want to play on the grass,  
<sup>19</sup> Turkeys just want to live.  
<sup>20</sup> Have you ever seen a nice young turkey  
<sup>21</sup> saying: "I cannot wait for the chop?"

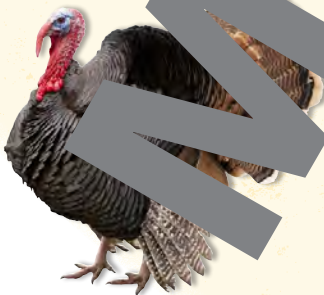
<sup>22</sup> No, turkey would like to have presents,  
<sup>23</sup> Turkeys would like to watch Christmas TV.  
<sup>24</sup> Turkeys have brains, and turkeys feel pain,  
<sup>25</sup> In many ways like you and me.

<sup>26</sup> I once saw a turkey, his name was ... Turkey,  
<sup>27</sup> He said "Benji explain to me please.  
<sup>28</sup> What is the turkey in Christmas?  
<sup>29</sup> And what happens to Christmas trees?"

<sup>30</sup> I said "I'm not too sure, Turkey,  
<sup>31</sup> But I've got nothing to do with Christ Mass.  
<sup>32</sup> No, humans get greedy and waste more  
<sup>33</sup> than they need for  
<sup>34</sup> And businessmen make lots of cash."

<sup>35</sup> So, be nice to your turkeys this Christmas.  
<sup>36</sup> Invite them indoors for some greens.  
<sup>37</sup> Let them eat cake and let them partake  
<sup>38</sup> In a plate of organic grown beans.

<sup>39</sup> Be nice to your turkeys this Christmas,  
<sup>40</sup> And spare them the cut of the knife.  
<sup>41</sup> Join "Turkeys United" and they'll be delighted.  
<sup>42</sup> 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 be 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.

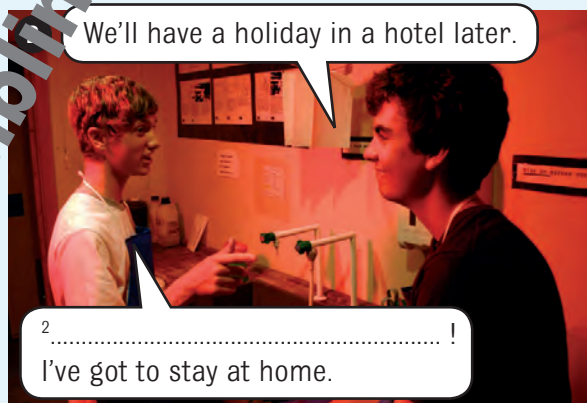
- 1 What are they going to do in the holidays? What are their future jobs?
  - a Liam: .....
  - b Nick: ..... h Nick: .....
  - c Lucy: ..... Lucy: .....

## 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







CD 3  
22

1

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

- Asher** Sally, I think I'm lost.  
**Sally** Where are you?  
**Asher** I don't really know. I'm walking along the river at the moment and the farm is on the other side. I can see horses / cows.  
**Sally** Horses? Or can you see horses / cows?  
**Asher** Sally, please. There are lots of horses in the field on the other side of the river.  
**Sally** Can you see a GPS with you?  
**Asher** No, it's very flat here.  
**Sally** Asher! You've got your GPS with you, haven't you? You can't forget it at home?  
**Asher** No, I didn't see it when I put your address in.  
**Sally** The one I sent you by email, right?  
**Asher** Yeah, I think so. I didn't print it out.  
**Sally** So you put in an address you remembered.  
**Asher** That's what I did.  
**Sally** And what's the address you put in?  
**Asher** 45, Rosebush Lane.  
**Sally** Ah, a GPS unit is a great thing, but you didn't put in the correct address.  
**Asher** Isn't it right?  
**Sally** No, it isn't. It's 45 Rosewood Lane. See you in an hour.  
**Asher** Oh no!

CD 3  
22

2

**Now listen to the dialogue. Listen again and circle the correct word. Then look at the questions and choose the correct answer.**

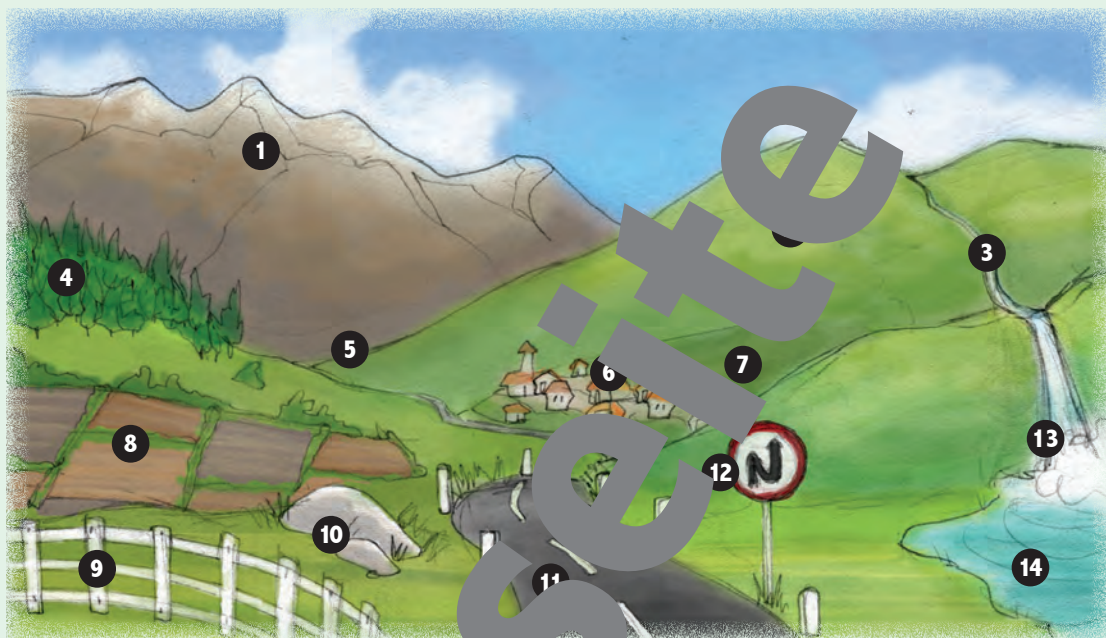
- 1 Asher lost Sally because he has lost his *way* / *GPS unit*.
- 2 Asher can see *horses* / *cows* on the other side of the river.
- 3 Asher put Sally's address in his GPS when he got off the *train* / *bus*.
- 4 Sally sent her address by *post* / *email*.
- 5 Asher put in the *correct* / *wrong* address.
- 6 Asher will be *at the bus stop* / *at Sally's place* in about an hour.

## Vocabulary Geographical features

CD 3  
23

**3** Match the words with the picture. Then listen and check.

- ☐ hill
- ☐ fence
- ☐ valley
- ☐ meadow
- ☐ rock
- ☐ forest
- ☐ signpost
- ☐ fields
- ☐ mountain
- ☐ road
- ☐ village
- ☐ lake
- ☐ waterfall
- ☐ stream



**4** Test your partner.



**5** Complete the dialogue with the words in the box. Then practise the dialogues in pairs.

road  
cache  
coordinates  
forest  
lake  
hill

**Matthew** So, where do we go now? Into the 1.....?

**Jill** No, I'd rather go up the hill. I think the cache is up there.

**Matthew** Are you sure? Read your 2..... again.

**Jill** Yes, I'm pretty sure. I don't want to go into the forest. I want to walk up the 3.....

**Matthew** Let's take the 4..... down into the valley.

**Arch** No, let's walk through the field. Then we can go down to the 5.....

**Helen** No, not the field! I want to walk on a real road.

**Matthew** But a 6..... is never so close to the road!

**6** Interview your partner.

Do you like to go for walks or hikes?

How often do you do that?

Where do you like to walk/hike?

How long does your walk/hike usually last?

Do you know people who like walking/hiking?

Do you know why they walk/hike?

## 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 <b>like</b> London.	I <b>don't (do not)</b> like London.	<b>Do/Don't</b> I like London?	Yes, I <b>do</b> .	No, I <b>don't</b> .
You <b>like</b> London.	You <b>don't (do not)</b> like London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
He <b>likes</b> London.	He <b>doesn't (does not)</b> like London.	<b>Does/Doesn't</b> he like London?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
She <b>likes</b> London.	She <b>doesn't (does not)</b> like London.	<b>Does/Doesn't</b> she like London?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
It <b>likes</b> fish.	It <b>doesn't (does not)</b> like fish.	<b>Does/Doesn't</b> it like fish?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .
We <b>like</b> London.	We <b>don't (do not)</b> like London.	<b>Do/Don't</b> we like London?	Yes, we <b>do</b> .	No, we <b>don't</b> .
You <b>like</b> London.	You <b>don't (do not)</b> like London.	<b>Do/Don't</b> you like London?	Yes, you <b>do</b> .	No, you <b>don't</b> .
They <b>like</b> London.	They <b>don't (do not)</b> like London.	<b>Do/Don't</b> they like London?	Yes, they <b>do</b> .	No, they <b>don't</b> .

#### Present continuous / present progressive (Gegenwartsfortschrittsform, -ing-Form)

Das *Present continuous* wird mit der richtigen Form von **be** und der **-ing**-Form des Verbs gebildet.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I'm (I <b>am</b> ) <b>playing</b> football.	I'm <b>not</b> (I <b>am not</b> ) <b>playing</b> football.	<b>Am</b> I <b>playing</b> football?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You <b>are not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> / No, you're <b>not</b> .
He's (He <b>is</b> ) <b>playing</b> football.	He <b>isn't</b> (He's <b>not</b> ) <b>playing</b> football.	<b>Is</b> he <b>playing</b> football?	Yes, he <b>is</b> .	No, he <b>isn't</b> / No, he's <b>not</b> .
She's (She <b>is</b> ) <b>playing</b> football.	She <b>isn't</b> (She's <b>not</b> ) <b>playing</b> football.	<b>Is</b> she <b>playing</b> football?	Yes, she <b>is</b> .	No, she <b>isn't</b> / No, she's <b>not</b> .
It's (It <b>is</b> ) <b>raining</b> .	It <b>isn't</b> (It's <b>not</b> ) <b>raining</b> .	<b>Is</b> it <b>raining</b> ?	Yes, it <b>is</b> .	No, it <b>isn't</b> / No, it's <b>not</b> .
We're (We <b>are</b> ) <b>playing</b> football.	We <b>aren't</b> (We <b>are not</b> ) <b>playing</b> football.	<b>Are</b> we <b>playing</b> football?	Yes, we <b>are</b> .	No, we <b>aren't</b> / No, we're <b>not</b> .
You're (You <b>are</b> ) <b>playing</b> football.	You <b>aren't</b> (You <b>are not</b> ) <b>playing</b> football.	<b>Are</b> you <b>playing</b> football?	Yes, you <b>are</b> .	No, you <b>aren't</b> / No, you're <b>not</b> .
They're (They <b>are</b> ) <b>playing</b> football.	They <b>aren't</b> (They <b>are not</b> ) <b>playing</b> football.	<b>Are</b> they <b>playing</b> football?	Yes, they <b>are</b> .	No, they <b>aren't</b> / No, they're <b>not</b> .

#### Present perfect (Regelmäßige Verben) (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 <b>have</b> ) <b>finished</b> .	I <b>haven't</b> (I <b>have not</b> ) <b>finished</b> .	<b>Have</b> I <b>finished</b> ?	Yes, I <b>have</b> .	No, I <b>haven't</b> .
You've (You <b>have</b> ) <b>finished</b> .	You <b>haven't</b> (You <b>have not</b> ) <b>finished</b> .	<b>Have</b> you <b>finished</b> ?	Yes, you <b>have</b> .	No, you <b>haven't</b> .
He's (He <b>has</b> ) <b>finished</b> .	He <b>hasn't</b> (He <b>has not</b> ) <b>finished</b> .	<b>Has</b> he <b>finished</b> ?	Yes, he <b>has</b> .	No, he <b>hasn't</b> .
She's (She <b>has</b> ) <b>finished</b> .	She <b>hasn't</b> (She <b>has not</b> ) <b>finished</b> .	<b>Has</b> she <b>finished</b> ?	Yes, she <b>has</b> .	No, she <b>hasn't</b> .
It's (It <b>has</b> ) <b>finished</b> .	It <b>hasn't</b> (It <b>has not</b> ) <b>finished</b> .	<b>Has</b> it <b>finished</b> ?	Yes, it <b>has</b> .	No, it <b>hasn't</b> .
We've (We <b>have</b> ) <b>finished</b> .	We <b>haven't</b> (We <b>have not</b> ) <b>finished</b> .	<b>Have</b> we <b>finished</b> ?	Yes, we <b>have</b> .	No, we <b>haven't</b> .
You've (You <b>have</b> ) <b>finished</b> .	You <b>haven't</b> (You <b>have not</b> ) <b>finished</b> .	<b>Have</b> you <b>finished</b> ?	Yes, you <b>have</b> .	No, you <b>haven't</b> .
They've (They <b>have</b> ) <b>finished</b> .	They <b>haven't</b> (They <b>have not</b> ) <b>finished</b> .	<b>Have</b> they <b>finished</b> ?	Yes, they <b>have</b> .	No, they <b>haven't</b> .



## Present perfect + *already* / *yet*

**Already** stellst du zwischen **have** / **has** und die dritte Form des Verbs, **yet** stellst du an das Satzende.

I've <b>already</b> washed the car.	I <b>haven't done</b> my homework <b>yet</b> .
We've <b>already</b> seen this film.	She <b>hasn't</b> told him <b>yet</b> .

## Present perfect + *ever* / *never*

**Ever** und **never** stellst du zwischen **have** / **has** und die dritte Form des Verbs.

Have you <b>ever</b> been to Hollywood?	I've <b>never</b> been to Hollywood.
Has she <b>ever</b> met a famous person?	She's <b>never</b> 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 <b>been</b> here <b>since</b> yesterday / last week / three o'clock.
I <b>haven't</b> seen her <b>for</b> 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 <b>been waiting</b> here since eleven o'clock.
They've <b>been sitting</b> 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 <b>was</b> tired.	I <b>wasn't</b> (was not) tired.	<b>Was / Wasn't</b> I tired?	Yes, I <b>was</b> .	No, I <b>wasn't</b> (was not).
You <b>were</b> tired.	You <b>weren't</b> (were not) tired.	<b>Were / Weren't</b> you tired?	Yes, you <b>were</b> .	No, you <b>weren't</b> (were not).
He <b>was</b> nice.	He <b>wasn't</b> (was not) nice.	<b>Was / Wasn't</b> he nice?	Yes, he <b>was</b> .	No, he <b>wasn't</b> (was not).
She <b>was</b> nice.	She <b>wasn't</b> (was not) nice.	<b>Was / Wasn't</b> she nice?	Yes, she <b>was</b> .	No, she <b>wasn't</b> (was not).
It <b>was</b> blue.	It <b>wasn't</b> (was not) blue.	<b>Was / Wasn't</b> it blue?	Yes, it <b>was</b> .	No, it <b>wasn't</b> (was not).
We <b>were</b> busy.	We <b>weren't</b> (were not) busy.	<b>Were / Weren't</b> we busy?	Yes, we <b>were</b> .	No, we <b>weren't</b> (were not).
You <b>were</b> busy.	You <b>weren't</b> (were not) busy.	<b>Were / Weren't</b> you busy?	Yes, you <b>were</b> .	No, you <b>weren't</b> (were not).
They <b>were</b> busy.	They <b>weren't</b> (were not) busy.	<b>Were / Weren't</b> they busy?	Yes, they <b>were</b> .	No, they <b>weren't</b> (were not).

## Regular verbs (Regelmäßige Verben)

Positive Aussagen	Negative Aussagen	Fragen		Kurzantworten			
I liked London.	I <b>didn't (did not)</b> like London.	Did	I	like London? rain?	Yes, it rained.	I	didn't.
You laughed a lot.	You <b>didn't (did not)</b> laugh a lot.		you			you	
He walked home.	He <b>didn't (did not)</b> walk home.		he			he	
She looked good.	She <b>didn't (did not)</b> look good.		she			she	
It turned around.	It <b>didn't (did not)</b> turn around.		it			it	
We cooked dinner.	We <b>didn't (did not)</b> cook dinner.		we			we	
You cooked dinner.	You <b>didn't (did not)</b> cook dinner.		you			you	
They loved the film.	They <b>didn't (did not)</b> 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 V. gebildet.

Positive Aussagen	Negative Aussagen	Fragen	Kurzantworten	
I <b>was playing</b> football.	I <b>wasn't playing</b> football.	<b>Was I playing</b> football?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
You <b>were playing</b> football.	You <b>weren't playing</b> football.	<b>Were you playing</b> football?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
He <b>was playing</b> football.	He <b>wasn't playing</b> football.	<b>Was he playing</b> football?	Yes, he <b>was</b> .	No, he <b>wasn't</b> .
She <b>was playing</b> football.	She <b>wasn't playing</b> football.	<b>Was she playing</b> football?	Yes, she <b>was</b> .	No, she <b>wasn't</b> .
It <b>was raining</b> .	It <b>wasn't raining</b> .	<b>Was it raining?</b>	Yes, it <b>was</b> .	No, it <b>wasn't</b> .
We <b>were playing</b> football.	We <b>weren't playing</b> football.	<b>Were we playing</b> football?	Yes, we <b>were</b> .	No, we <b>weren't</b> .
You <b>were playing</b> football.	You <b>weren't playing</b> football.	<b>Were you playing</b> football?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
They <b>were playing</b> football.	They <b>weren't playing</b> football.	<b>Were they playing</b> football?	Yes, they <b>were</b> .	No, they <b>weren't</b> .

## Irregular verbs (Unregelmäßige Verben)

Present	Past simple	Past participle	Übersetzung	Present	Past simple	Past participle	Übersetzung
be	was/were	been	sein	eat	ate	eaten	essen
beat	beat	beaten	schlagen	fall (asleep)	fell (asleep)	fallen (asleep)	fallen; (einschlafen)
become	became	become	werden	feed	fed	fed	fressen; füttern
begin	began	begun	beginnen	feel	felt	felt	fühlen
blow	blew	blown	blasen	fight	fought	fought	kämpfen
break	broke	broken	brechen	find	found	found	finden
bring	brought	brought	bringen	flee	fled	fled	fliehen
build	built	built	bauen	fly	flew	flown	fliegen
burn	burnt (burned)	burnt (burned)	brennen	forget	forgot	forgotten	vergessen
buy	bought	bought	kaufen	get	got	got	bekommen; werden
catch	caught	caught	fangen	get up	got up	got up	aufstehen
choose	chose	chosen	(aus-)wählen	give	gave	given	geben
come	came	come	kommen	go	went	gone	gehen; fahren
cut	cut	cut	schneiden	grow	grew	grown	wachsen; züchten; anbauen
dig	dug	dug	graben	hang	hung	hung	hängen
do	did	done	tun, machen	have	had	had	haben
draw	drew	drawn	zeichnen	hear	heard	heard	hören
dream	dreamt (dreamed)	dreamt (dreamed)	träumen	hide	hid	hidden	(sich) verstecken
drink	drank	drunk	trinken	hit	hit	hit	schlagen
drive	drove	driven	fahren, treiben				

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		Frage		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 von der Vergangenheit immer noch andauern.

I'd been waiting there since 10 o'clock.	They'd been sitting there for hours.
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## 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.
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### 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.
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## to be – affirmative, negative

Das Verb **be** wird wie das deutsche Verb **sein** verwendet.

Positive Aussagen	Negative Aussagen
I'm (I am) tired.	I'm <b>not</b> tired.
You're (You are) clever.	You <b>aren't</b> / You're <b>not</b> tired.
He's (He is) nice.	He <b>isn't</b> / He's <b>not</b> nice.
She's (She is) in class 3B.	She <b>isn't</b> / She's <b>not</b> in class 3B.
It's (It is) blue.	It <b>isn't</b> / It's <b>not</b> blue.
We're (We are) busy.	We <b>aren't</b> / We're <b>not</b> busy.
You're (You are) busy.	You <b>aren't</b> / You're <b>not</b> busy.
They're (They are) twelve.	They <b>aren't</b> / They're <b>not</b> twelve.

## Questions with be

Fragen	Kurzantworten
Am I tired?	Yes, you <b>are</b> . No, I'm <b>not</b> .
Are/Aren't you tired?	Yes, I <b>am</b> . No, you <b>aren't</b> . / No, you're <b>not</b> .
Is/Isn't he nice?	Yes, he <b>is</b> . No, he <b>isn't</b> . / No, he's <b>not</b> .
Is/Isn't she in class 3B?	Yes, she <b>is</b> . No, she <b>isn't</b> . / No, she's <b>not</b> .
Is/Isn't it blue?	Yes, it <b>is</b> . No, it <b>isn't</b> . / No, it's <b>not</b> .
Are/Aren't we busy?	Yes, we <b>are</b> . No, we <b>aren't</b> . / No, we're <b>not</b> .
Are/Aren't you busy?	Yes, you <b>are</b> . No, you <b>aren't</b> . / No, you're <b>not</b> .
Are/Aren't they twelve?	Yes, they <b>are</b> . No, they <b>aren't</b> . / No, they're <b>not</b> .

## 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 <b>have</b> .	No, I <b>haven't</b> .
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 <b>have</b> .	No, you <b>haven't</b> .
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 <b>has</b> .	No, he <b>hasn't</b> .
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 <b>has</b> .	No, she <b>hasn't</b> .
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 <b>has</b> .	No, it <b>hasn't</b> .
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 <b>have</b> .	No, we <b>haven't</b> .
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 <b>have</b> .	No, you <b>haven't</b> .
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 <b>have</b> .	No, they <b>haven't</b> .

## 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	go 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		
You	need/needn't		You	have to / don't have to	
They			They		

I	am	allowed to	stay out late.	I	am	able to	speak English well.
You	are			You	are		
He	is			He	is		
She				She			
We				We			
You	are			You	are		
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 <b>can speak</b> French.	I <b>can't (cannot) speak</b> French.	<b>Can</b> I speak French?	Yes, I <b>can</b> .	No, I <b>can't</b> .
You <b>can speak</b> French.	You <b>can't (cannot) speak</b> French.	<b>Can</b> you speak French?	Yes, you <b>can</b> .	No, you <b>can't</b> .
He <b>can speak</b> French.	He <b>can't (cannot) speak</b> French.	<b>Can</b> he speak French?	Yes, he <b>can</b> .	No, he <b>can't</b> .
She <b>can speak</b> French.	She <b>can't (cannot) speak</b> French.	<b>Can/Can't</b> she speak French?	Yes, she <b>can</b> .	No, she <b>can't</b> .
It <b>can run</b> fast.	It <b>can't (cannot) run</b> fast.	<b>Can</b> it run fast?	Yes, it <b>can</b> .	No, it <b>can't</b> .
We <b>can speak</b> French.	We <b>can't (cannot) speak</b> French.	<b>Can/Can't</b> we speak French?	Yes, we <b>can</b> .	No, we <b>can't</b> .
You <b>can speak</b> French.	You <b>can't (cannot) speak</b> French.	<b>Can/Can't</b> you speak French?	Yes, you <b>can</b> .	No, you <b>can't</b> .
They <b>can speak</b> French.	They <b>can't (cannot) speak</b> French.	<b>Can/Can't</b> they speak French?	Yes, they <b>can</b> .	No, they <b>can't</b> .

## 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** oder **-ing** des folgenden Verbs.

Samantha <b>doesn't like</b> reading books. She <b>likes</b> listening to music.	James <b>likes</b> running, but he <b>doesn't like</b> swimming.
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## -ing-Form

Die *-ing*-Form eines Verbs kann als Hauptwort in einem Satz verwendet werden.

Swimming is fun.	I hate flying.
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## want someone to do something

Wenn man etwas von jemandem will, verwendet man **want to** mit der Grundform des entsprechenden Verbs.

I <b>want you to</b> lend me your new DVD.	She <b>wanted him to</b> 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, <b>can't you?</b>	They haven't done their homework, <b>have they?</b>	She loves her job, <b>doesn't she?</b>
He can't swim, <b>can he?</b>	You've done your homework, <b>haven't you?</b>	You don't like making up your mind, <b>do you?</b>
He's afraid, <b>isn't he?</b>	You will come to my party, <b>won't you?</b>	They flew to Africa, <b>didn't they?</b>
You're not afraid, <b>are you?</b>	They won't have time, <b>will they?</b>	He likes the film, <b>doesn't he?</b>

## 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	<b>will / Modalverb + Hauptverb</b>	Past simple	<b>would (n't) + 3. Form des Verbs</b>	Present perfect	<b>would (n't) have + 3. Form des Verbs (past participle)</b>
If it <b>doesn't</b> rain,	we'll <b>have</b> a party in the garden.	If I <b>won</b> a million euros,	I <b>would</b> travel all over the world.	If I <b>had</b> known that,	I <b>wouldn't</b> have given you the money.
If you <b>feel</b> tired,	you <b>can</b> have a rest.	If you <b>didn't</b> eat so much,	you <b>would</b> be thinner.	If she <b>hadn't</b> stopped so quickly,	she <b>would</b> have hit the wall.

## PASSIVE

Das *passive* wird mit der entsprechenden Form von **be** und dem *past participle* gebildet.

VW cars <b>are made</b> in Germany.	Rome <b>wasn't built</b> in a day.
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Bei Verben mit zwei Objekten (z.B. They gave *me* three books *on my* birthday.) bildest du das Passiv so:

I <b>was given</b> three books for my birthday.
---

*by* + Substantiv wird verwendet, um beim Passiv zu sagen, wem etwas gemacht wird.

I was chased <b>by</b> a dog.
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## ADVERBS (ADVERBIEN)

Generell bildet man Adverbien, indem man an das Grundform des Adjektivs **-ly** anhängt.

usual – usually	sad – sadly	furious – furiously
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## Adverbs of manner (Adverbien der Art und Weise)

Mit Adverbien der Art und Weise beschreibst du, wie 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 <b>to give</b> her the book.
Aussagen	I <b>have</b> a headache. I <b>had</b> a headache yesterday. I'll <b>see</b> a doctor tomorrow.	She said she <b>had</b> a headache. He said she <b>had</b> a headache the day before. She said she <b>would see</b> a doctor the next day.
Fragen	Can you help me? Have you <b>seen</b> a doctor? Will he <b>see</b> you tomorrow?	She asked me <b>if I could</b> help her. He asked her <b>if she had seen</b> a doctor. I asked her <b>if she would see</b> 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 **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	tooth – teeth	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 (Persönlichpronomen)

Persönlichpronomen können als Subjekt oder Objekt eines Satzes verwendet werden.

Das unpersönliche deutsche **man** kann im Englischen durch **you**, **the** oder **one** ausgedrückt werden.

Subjekt	I	You	He	She	It	We	They	Objekt	me	you	him	her	it	us	them
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### one – ones

Wenn du ein Hauptwort nicht wiederholen willst, kannst du es durch **one** / **ones** ersetzen.

What <b>book</b> are you reading? – <b>One</b> about a man travelling around the world.	What <b>kind of books</b> do you like? – <b>Ones</b> about travel.
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### some – any

Wenn du etwas Unzählbares beschreiben willst, verwendest du **some**.

Wenn du fragen willst, ob etwas gibt, oder wenn du sagen willst, dass es etwas nicht gibt, verwendest du **any**.

some	any	
We've got <b>some</b> cheese.	We haven't got <b>any</b> cheese.	Is there <b>any</b> milk in the fridge?
I've got <b>some</b> money.	I haven't got <b>any</b> money.	Have we got <b>any</b> strawberries?
Would you like <b>some</b> onions?	There aren't <b>any</b> onions in the kitchen.	Do you want <b>any</b> 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 <b>this</b> jumper here.	I like <b>that</b> jumper over there.	I like <b>these</b> shoes here.	I like <b>those</b> shoes over there.
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## Possessive pronouns (Possessivpronomen)

Besitzanzeigende Fürwörter zeigen an, wem etwas gehört.

It's <b>my</b> book. It's <b>mine</b> .	It's <b>his</b> book. It's <b>his</b> .	It's <b>our</b> book. It's <b>ours</b> .
It's <b>your</b> book. It's <b>yours</b> .	It's <b>her</b> book. It's <b>hers</b> .	It's <b>their</b> book. It's <b>theirs</b> .

## 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.

<b>Whose</b> is this book?	It's Amanda's (book).	<b>Whose</b> 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 <b>who(m)</b> / <b>that</b> you met at my house is my uncle.	The car <b>which</b> / <b>that</b> 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 <b>herself</b> in the mirror.				We did the job <b>ourselves</b> .			
myself	yourself	himself	herself / itself	ourselves	yourselves	themselves	

## Reciprocal pronouns

*Reciprocal pronouns* werden verwendet, wenn Personen einander und nicht sich selber etwas (an-)tun.

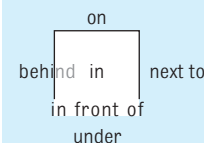
<b>each other</b>	<b>one another</b>	They met <b>each other</b> / <b>one another</b> on holiday in America.
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## PREFIXES AND SUFFIXES (VORSILBEN UND NACHSILBEN)

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 <b>on</b> February 12 <sup>th</sup> / May 28 <sup>th</sup> / September 5 <sup>th</sup> .
My sister's birthday is <b>in</b> December / April / June.
The film starts <b>at</b> 7 o'clock / half past eight / six forty-five.

We have Maths <b>in</b> the morning / the afternoon.
We go to bed late <b>at</b> 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 <b>as</b> intelligent <b>as</b> my sister.
---

### Comparatives & Superlatives (Vergleiche & Steigerung der Adjektive)

Einsilbige Adjektive steigertest du mit **-er** und **-est**. Bei mehr als zwei Silben steigertest du mit **more** und **most**.

Eine Auflistung der am häufigsten verwendeten Adjektive findest du hier:

My bike is <b>bigger</b> than your bike.	My mum is the <b>most intelligent</b> person in our family.
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Adjective	Comparative	Superlative
bad	<b>worse</b>	<b>worst</b>
big	<b>bigger</b>	<b>biggest</b>
cold	<b>colder</b>	<b>coldest</b>
easy	<b>easier</b>	<b>easiest</b>
fast	<b>faster</b>	<b>fastest</b>
good	<b>better</b>	<b>best</b>
hot	<b>hotter</b>	<b>hottest</b>
long	<b>longer</b>	<b>longest</b>
new	<b>newer</b>	<b>newest</b>
old	<b>older</b>	<b>oldest</b>
rich	<b>richer</b>	<b>richest</b>
safe	<b>safely</b>	<b>safest</b>
small	<b>smaller</b>	<b>smallest</b>
strong	<b>stronger</b>	<b>strongest</b>
tall	<b>taller</b>	<b>tallest</b>
young	<b>younger</b>	<b>youngest</b>

Adjective	Comparative	Superlative
funny	<b>funnier</b>	<b>funniest</b>
happy	<b>happier</b>	<b>happiest</b>
heavy	<b>heavier</b>	<b>heaviest</b>
pretty	<b>prettier</b>	<b>prettiest</b>
ugly	<b>uglier</b>	<b>ugliest</b>

beautiful	<b>more beautiful</b>	<b>most beautiful</b>
boring	<b>more boring</b>	<b>most boring</b>
dangerous	<b>more dangerous</b>	<b>most dangerous</b>
difficult	<b>more difficult</b>	<b>most difficult</b>
exciting	<b>more exciting</b>	<b>most exciting</b>
expensive	<b>more expensive</b>	<b>most expensive</b>
handsome	<b>more handsome</b>	<b>most handsome</b>
important	<b>more important</b>	<b>most important</b>
intelligent	<b>more intelligent</b>	<b>most intelligent</b>
poisonous	<b>more poisonous</b>	<b>most poisonous</b>
popular	<b>more popular</b>	<b>most popular</b>
relaxing	<b>more relaxing</b>	<b>most relaxing</b>

## 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?
--	----------------------------	------------------------------	----------------------------

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 you 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	22 twenty-two	thirtieth
7 seven	seventh	23 twenty-three	fortieth
8 eight	eighth	24 twenty-four	fiftieth
9 nine	ninth	25 twenty-five	sixtieth
10 ten	tenth	26 twenty-six	seventieth
11 eleven	eleventh	27 twenty-seven	eightieth
12 twelve	twelfth	28 twenty-eight	ninetieth
13 thirteen	thirteenth	29 twenty-nine	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 <b>and</b> watched a great film.
<b>but</b> it was closed.
<b>because</b> 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.

<b>Cause/Result</b> (Ursache/Ergebnis)	They can't play together <b>because of</b> the fence between them.
<b>Contrast</b> (Gegensatz)	<b>Although</b> he's a very young writer, he's already won an important award. The film was good. A bit too long, <b>however</b> .
<b>Purpose</b> (Absicht)	He has taken a course in business administration <b>in order to</b> become a manager. I'll use a microphone <b>so that</b> 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 <b>like</b> rap. – <b>So do I</b> .	I <b>don't like</b> rock. – <b>Neither do I</b> .
I've <b>got</b> a laptop. – <b>So have I</b> .	I <b>haven't got</b> a laptop. – <b>Neither have I</b> .
I <b>can</b> play the piano. – <b>So can I</b> .	I <b>can't play</b> the piano. – <b>Neither can I</b> .
I <b>went</b> to the cinema last night. – <b>So did I</b> .	I <b>didn't go</b> to the cinema last night. – <b>Neither did I</b> .

## why / because

Um die Ursache von etwas zu erfragen bzw. zu erklären, verwendest du **why** bzw. **because**.

<b>Why</b> did you go to the store? – <b>Because</b> 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

[ɑ:] **arm**  
 [ʌ] **fun**  
 [e] **desk**  
 [ə] **a, an**  
 [ɜ:] **girl, bird**  
 [æ] **apple**  
 [ɪ] **in, it**  
 [i] **every**  
 [i:] **easy, eat**  
 [ɒ] **orange, sorry**  
 [ɔ:] **all, call**  
 [ʊ] **look**  
 [u] **February**  
 [u:] **food**  
 [aɪ] **eye, buy**  
 [aʊ] **our**

[eə] **there**  
 [eɪ] **take, they**  
 [ɪə] **here**  
 [ɔɪ] **boy**  
 [əʊ] **go, old**  
 [ʊə] **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] **present, top**  
 [ɪ] **bird, right**  
 [s] **stop, class**  
 [t] **time, cat**  
 [z] **rose, dogs**  
 [ʒ] **television**  
 [ɔ:] **orange**  
 [ʃ] **sure, English**  
 [tʃ] **child, cheese**  
 [ð] **these, mother**  
 [θ] **think, mouth**  
 [v] **very, have**  
 [w] **what, word**

## The English alphabet

<b>A</b>	[eɪ]	<b>Q</b>	[kw]
<b>B</b>	[bi:]	<b>R</b>	[ɑ:]
<b>C</b>	[sɪ]	<b>S</b>	[s]
<b>D</b>	[di:]	<b>T</b>	[t]
<b>E</b>	[i:]	<b>U</b>	[ju:]
<b>F</b>	[ef]	<b>V</b>	[vi:]
<b>G</b>	[dʒi]	<b>W</b>	['dʌbəlju:]
<b>H</b>	[ertʃ]	<b>X</b>	[eks]
<b>I</b>	[aɪ]	<b>Y</b>	[waɪ]
<b>J</b>	[dʒeɪ]	<b>Z</b>	[zed/zi:]
<b>K</b>	[keɪ]		
<b>L</b>	[el]		
<b>M</b>	[em]		
<b>N</b>	[en]		
<b>O</b>	[əʊ]		
<b>P</b>	[pi:]		



# WORDLIST

**U6/10** = Unit 6 Exercise 10; **D** = DVD; **ME** = More Essential English; **G** = Grammar; **DSC** = Developing Speaking Competencies;  
**MORE 1** = Wörter, die schon in MORE 1 vorgekommen sind; **MORE 2** = Wörter, die schon in MORE 2 vorgekommen sind;  
**MORE 3** = Wörter, die schon in MORE 3 vorgekommen sind

## A

<b>(be) able to do</b> MORE 3	[bi: 'eɪbl tə 'du:]	tun können
<b>abnormal</b> U8/4	[əb'no:məl]	ungewöhnlich
<b>Aborigine</b> U7/1	[əbə'ridʒɪni:]	australische/r Ureinwohner/in
<b>(be) about</b> MORE 3	[bi ə'baʊt]	handeln von
<b>(be) about to do sth</b> U4/DSC	[bi ə'baʊt tə 'du: s'mθɪŋ]	im Begriff sein etw zu tun
<b>about (5.30 a.m.)</b> MORE 3	[ə'baʊt]	so gegen (halb sechs Uhr morgens)
<b>above</b> MORE 1	[ə'baʊ]	über
<b>abroad</b> U9/D	[ə'brɔd]	im/ins Ausland
<b>absolutely</b> MORE 3	[æbsə'lu:tli]	absolut
<b>access</b> U5/6	['æk,sɛs]	Zugang; Zugriff
<b>accident</b> MORE 1	['æksɪdənt]	Unfall
<b>accountant</b> U4/1	[ə'kaʊntənt]	Buchhalter/in
<b>achieve</b> U6/12	[ə'tʃi:v]	erreichen
<b>across</b> MORE 3	[ə'krɒs]	über
<b>act</b> MORE 3	[ækt]	handeln; auf
<b>active</b> MORE 3	['æktɪv]	aktiv
<b>actor/actress</b> MORE 3	['æktə, 'æktɹəs]	Schauspieler/in
<b>actually</b> MORE 2	['æktʃuəli]	eigentlich, tatsächlich
<b>ad (=advert, advertisement)</b> U5/6	[æd, 'ædvɜ:t, əd'vɜ:tismənt]	Werbung; Anzeige
<b>add</b> MORE 3	[æd]	hinzufügen
<b>addicted</b> U8/5	[ə'dɪktɪd]	süchtig, abhängig
<b>addiction</b> U8/5	[ə'dɪkʃn]	Süchtigkeit
<b>admission</b> U1/13	[əd'mɪʃn]	Eintritt, Einlass
<b>advice</b> MORE 3	[əd'vaɪs]	Rat
<b>aerobics trainer</b> U4/M	[ə'reɒbɪks 'treɪnə]	Aerobictrainer/in
<b>(be) afraid (of)</b> MORE 3	['bɪ ə'freɪd əv]	Angst haben / sich fürchten (vor)
<b>against</b> MORE 3	[ə'geɪnst]	gegen
<b>age</b> MORE 2	[eɪdʒ]	Alter
<b>agree</b> MORE 3	[ə'ɡri:]	zustimmen
<b>agreement</b> U1/6	[ə'ɡri:mənt]	Zustimmung; hier: Abkommen
<b>ahead (of)</b> MORE 3	[ə'hed əv]	vor
<b>aim</b> U6/1	[eɪm]	Ziel
<b>air controller</b> U3/5	[eə kən'trəʊlə]	Flugsicherungsleiter/in

<b>airplane</b> U3/7	['eəpleɪn]	Flugzeug
<b>airport</b> MORE 2	['eə'pɔ:t]	Flughafen
<b>album</b> MORE 3	['ælbəm]	Album
<b>alive</b> MORE 2	[ə'laɪv]	lebendig, am Leben
<b>all over</b> MORE 3	['ɔ:l 'əʊvə]	überall in/auf
<b>allergic</b> U5/13	[ə'lɜ:dʒɪk]	allergisch
<b>(be not) allowed to do sth</b> MORE 3	[bi: ə'laʊd tə 'du: s'mθɪŋ]	etw (nicht) tun dürfen
<b>almost</b> MORE 3	['ɔ:l'məʊst]	fast, beinahe
<b>already</b> MORE 3	[ɔ:l'reɪdɪ]	schon
<b>although</b> MORE 3	[ɔ:l'dəʊ]	obwohl
<b>amazing</b> MORE 3	[ə'meɪzɪŋ]	unglaublich, großartig
<b>ambition</b> U10	[æm'bɪʃn]	Ehrgeiz
<b>ambulance</b> MORE 1	['æmbjələns]	Krankenwagen
<b>American</b> MORE 3	[ə'merɪkən]	Amerikaner/in; amerikanisch
<b>amount</b> U5/6	[ə'maʊnt]	Menge, Anteil
<b>ancient</b> U9/1	['eɪnfənt]	uralt; antik
<b>anger</b> U1/10	['æŋɡə]	Zorn, Ärger
<b>angry</b> MORE 1	['æŋɡri]	verärgert, wütend
<b>animal product</b> U13/1	['æniml 'prɒdʌkt]	Tierprodukt
<b>ankle</b> MORE 2	['æŋkl]	Knöchel
<b>announcement</b> U3/5	[ə'naʊnsmənt]	Durchsage; Ankündigung
<b>annoyance</b> U10/10	[ə'noɪəns]	Verärgerung, Belästigung
<b>annoyed</b> U4/DSC	[ə'noɪd]	verärgert, gereizt
<b>answer the door</b> U11/12	[ɑ:nsə ðə dɔ:(r)]	an die Tür gehen, jdn hereinlassen
<b>anthology</b> U11/7	[æn'θɒlədʒi]	Sammelband
<b>(not) any more</b> MORE 3	['nɒt eni 'mə:]	nicht mehr
<b>anybody</b> MORE 2	['eni'bɒdi]	irgendjemand
<b>anyone</b> MORE 3	['eniwʌn]	irgendjemand
<b>Anything else?</b> MORE 3	['æniθɪŋ 'els]	Sonst noch was?
<b>anyway</b> MORE 3	['eni'wei]	sowieso; jedenfalls
<b>apologise, apologize (AE)</b> MORE 2	[ə'pɒlədʒaɪz]	sich entschuldigen
<b>apology</b> U10/DSC	[ə'pɒlədʒi]	Entschuldigung
<b>app developer</b> U4/7	[æp dɪ'veləpə]	App-Entwickler/in
<b>appearance</b> U9/1	[ə'piərəns]	Erscheinen; Aussehen
<b>applause</b> MORE 2	[ə'plɔ:z]	Applaus

<b>aquarium</b> MORE 3	[ə'kweəriəm]	Aquarium
<b>architect</b> MORE 3	['ɑ:kitekt]	Architekt/in
<b>Are we still on for ...?</b> U11/D	[ə(r) wi stɪl ɒn fɔ]	Steht unsere Verabredung noch?
<b>area</b> MORE 2	['eəriə]	Gebiet, Region
<b>Argentina</b> MORE 3	[ɑ:dʒən'ti:nə]	Argentinien
<b>argument</b> U3/D	['ɑ:gjumənt]	Argument; Streit
<b>army</b> MORE 3	['ɑ:mi]	Armee
<b>arrest</b> U8/4	[ə'rest]	verhaften; Verhaftung
<b>artificial</b> U5/6	[ɑ:ti'fiʃl]	künstlich
<b>artist</b> MORE 3	['ɑ:tɪst]	Künstler/in
<b>ask somebody out</b> MORE 3	['ɑ:sk sʌmbədi 'aʊt]	jemanden einladen
<b>associate</b> U9/1	[ə'səʊsiət]	in Zusammenhang bringen; assoziieren
<b>at first</b> U12/ME	[ət fɜ:st]	anfangs, zuerst
<b>at least</b> MORE 3	[ət 'li:st]	wenigstens
<b>at some point</b> U2/4	[ət səm pɔɪnt]	irgendwann
<b>at the same time</b> MORE 3	[ət ðə 'seɪm 'taɪm]	gleichzeitig
<b>attack</b> MORE 3	[ə'tæk]	Angriff; angreifen
<b>attacker</b> U1/9	[ə'tækə(r)]	Angreifer/in
<b>attention</b> MORE 3	[ə'tenʃn]	Aufmerksamkeit
<b>attraction</b> MORE 3	[ə'trækʃn]	Attraktion
<b>attractive</b> MORE 3	[ə'træktɪv]	attraktiv, hübsch
<b>Austrian</b> MORE 3	['ɒstriən]	Österreicher, österreichisch
<b>autograph</b> U12/3	['ɔ:təgrɑ:f]	Autogramm
<b>(on) average</b> U2/14	['ævərɪdʒ]	(auf) Durchschnitt, durchschnittlich
<b>avoid</b> MORE 3	[ə'vɔɪd]	(ver-)meiden
<b>award</b> MORE 3	[ə'wɔ:d]	Preis, Auszeichnung
<b>(be) aware (of)</b> MORE 3	[bi ə'weər əv]	bewusst
<b>awesome</b> MORE 2	['ɔ:səm]	großartig
<b>awful</b> MORE 3	['ɔ:fl]	schrecklich, schmerzhaft

## B

<b>background</b> MORE 3	[ˈbækgraʊnd]	Hintergrund
<b>backpack (AE)</b> MORE 3	['bækpæk]	Rucksack
<b>baker</b> U3/ME	['beɪkə]	Bäcker/in
<b>balcony</b> MORE 3	[bəl'kɒni]	Balkon
<b>ban</b> U5/6	[bæn]	verbieten
<b>bandage</b> MORE 2	['bændʒ]	Verband
<b>bark</b> MORE 3	['bɑ:k]	(Baum-)Rinde, Borke
<b>base</b> MORE 2	[beɪs]	Fuß, Basis
<b>basic</b> U8/9	['beɪsɪk]	grundlegend
<b>battery</b> U7/3	['bætri]	Batterie
<b>battle</b> MORE 2	['bætl]	Kampf, Gefecht, Schlacht

<b>be born</b> MORE 3	['bɔ:n]	geboren (sein/ werden)
<b>be good at sth</b> U4/5	[bi ɡʊd ət sʌmθɪŋ]	etw gut können
<b>be in a panic</b> U7/3	[bi ɪn eɪ 'pænik]	in Panik geraten
<b>be in pain</b> U4/DSC	[bi ɪn peɪn]	Schmerzen haben
<b>be into sth</b> U11/6	[bi ɪntə sʌmθɪŋ]	etw mögen, gerne tun
<b>be round in five</b> U10/DSC	[bi raʊnd ɪn faɪv]	in 5 Minuten dort/ da sein
<b>beat sb</b> U5/9	[bi:t sb]	jdn besiegen
<b>Beats me.</b> U5/D	[bi:tz mi]	Da bin ich überfragt.
<b>because of</b> MORE 3	[bi'kɒz ɒv]	wegen
<b>become</b> MORE 3	[bi'kʌm]	werden
<b>beef</b> MORE 1	[bi:f]	Rindfleisch
<b>beg</b> MORE 3	[beg]	betteln, bitten
<b>beggar</b> MORE 3	['begə(r)]	Bettler/in
<b>behave</b> MORE 3	[bi'heɪv]	sich benehmen
<b>believe</b> MORE 1	[bi'li:v ɪn]	glauben (an)
<b>bell tower</b> MORE 3	[bel 'təʊə(r)]	Glockenturm
<b>belong to</b> MORE 3	[bi'lɒŋ tə]	gehören
<b>below</b> MORE 3	[bi'ləʊ]	unten; unterhalb
<b>bend</b> U9/3	[bend]	beugen
<b>beside</b> MORE 2	[bi'saɪd]	neben
<b>Better late than never.</b> U10	['betə(r) leɪt ðən 'nevə(r)]	Besser spät als nie!
<b>between</b> MORE 3	[bi'twi:n]	zwischen
<b>beyond</b> U1/13	[bi'jɒnd]	jenseits; außerhalb
<b>bill</b> MORE 3	[bɪl]	Rechnung
<b>bin</b> MORE 3	[bm]	Mülleimer, Müllkübel
<b>biography</b> MORE 3	[baɪ'ɒgrəfi]	Biografie
<b>black market</b> U8/1	[blæk 'mɑ:kɪt]	Schwarzmarkt
<b>blackmail</b> U2/3	[blækmeɪl]	erpressen
<b>bloodstain</b> U1/4	[blʌdstem]	Blutfleck
<b>blow one's nose</b> U9/G	[bləʊ wʌnz nəʊz]	sich die Nase putzen
<b>blow up</b> U3/5	[bləʊ 'ʌp]	explodieren
<b>blurb</b> U11/5	[blɜ:b]	Klappentext
<b>(on) board</b> MORE 3	[ɒn 'bɔ:d]	an Bord
<b>body art</b> U9/1	['bɒdi ɑ:t]	Körperkunst
<b>body language</b> U9	['bɒdi læŋɡwɪdʒ]	Körpersprache
<b>body modification</b> U9	['bɒdi mɒdɪfɪ 'keɪʃn]	Körperveränderung
<b>bomb</b> MORE 3	[bɒm]	Bombe
<b>bonus</b> U4/7	[bəʊnəs]	Prämie, Zulage
<b>book</b> MORE 3	[bʊk]	reservieren, buchen
<b>book report</b> U11	[bʊk ri'pɔ:t]	Buchrezension
<b>bookseller</b> U8/4	['bʊksələ(r)]	Buchhändler/in
<b>bookshop</b> U3/ME	['bʊkʃɒp]	Buchhandlung
<b>boot</b> MORE 2	[bu:t]	Stiefel
<b>border</b> MORE 3	['bɔ:də]	Grenze
<b>(be) bored</b> MORE 1	[bi bɔ:d]	gelangweilt sein

<b>borrow (from)</b> MORE 2	['bɒrəʊ]	ausleihen (von)
<b>both</b> MORE 1	[bəʊθ]	beide
<b>bowl</b> MORE 2	[bəʊl]	Schüssel
<b>brace</b> U3/5	[breɪs]	abstützen, festhalten
<b>bracelet</b> U9/ME	['breɪslət]	Armband
<b>brass</b> U8/9	[brɑ:s]	Messing
<b>brave</b> MORE 3	[breɪv]	mutig, unerschrocken
<b>Brazilian</b> MORE 3	[brə'zɪliən]	Brasilianer/in; brasilianisch
<b>break into pieces</b> U3/6	[breɪk ɪntə pi:si:z]	in Stücke zerbrechen
<b>bride</b> U9/5	[braɪd]	Braut
<b>bridegroom</b> U9/5	[braɪdgru:m]	Bräutigam
<b>bridesmaid</b> U9/5	[braɪdzmeɪd]	Brautjungfer
<b>bright</b> MORE 2	[braɪt]	hell, leuchtend
<b>brilliant</b> MORE 1	['brɪliənt]	brilliant, hervorragend
<b>bring down</b> U3/7	[brɪŋ daʊn]	herunterbringen
<b>(the) British</b> MORE 3	[ðə 'brɪtɪʃ]	die Briten
<b>bruising</b> U4/DSC	['bru:zɪŋ]	Prellung, Bluterguss
<b>build</b> MORE 2	[bɪld]	bauen
<b>bully</b> MORE 2	['bʊli]	tyrannisieren
<b>burn out</b> U3/5	[bɜ:n aʊt]	ausbrennen, herunterbrennen
<b>burn to the ground</b> U8/4	[bɜ:n tə ðə graʊnd]	niederbrennen, abbrennen
<b>bury</b> U9/3	['beri]	begraben
<b>business</b> MORE 3	['biznəs]	Geschäft
<b>businessman</b> (pl -men) MORE 3	['biznəsmæn, 'biznəsmen]	Geschäftsmann
<b>busy</b> U3/1	['bɪzi]	beschäftigt, eifrig, hektisch
<b>butterfly</b> U8/8	['bʌtəflaɪ]	Schmetterling
<b>button</b> MORE 2	['bʌtn]	Knopf
<b>by (sb)</b> MORE 3	[baɪ 'sʌmbədʒ]	von (jdm)
<b>by</b> MORE 3	[baɪ]	durch
<b>by comparison</b> U5/12	[baɪ kəm'pærɪsn]	im Vergleich
<b>by the end of</b> U6/3	[baɪ ðə end əv]	bis Ende ...
<b>by the way</b> MORE 3	[baɪ ðə 'weɪ]	beim Weg

## C

<b>cabbage</b> MORE 2	['kæbɪdʒ]	Kohl, Kraut
<b>cadet</b> U4/5	['kædɪt]	Kadett
<b>cage</b> MORE 1	[keɪdʒ]	Käfig
<b>caged up</b> U13/3	[keɪdʒd ʌp]	eingesperrt
<b>call</b> MORE 3	[kɔ:l]	anrufen; nennen
<b>caller</b> MORE 3	['kɔ:lə]	Anrufer/in
<b>calm</b> MORE 3	[kɑ:m]	ruhig, gelassen
<b>calm down</b> MORE 2	[kɑ:m 'daʊn]	sich beruhigen
<b>calorie</b> U5/12	['kæləri]	Kalorie
<b>campaign</b> U3/12	[kæm'peɪn]	Kampagne; Aktion

<b>camper</b> U12/3	['kæmpə(r)]	Wohnmobil
<b>Canadian</b> MORE 3	[kə'neɪdiən]	Kanadier/in; kanadisch
<b>I can't stand something</b> MORE 3	[aɪ kənt 'stænd sʌmθɪŋ]	etwas nicht leiden können
<b>canteen</b> MORE 1	[kæn'ti:n]	Kantine, Mensa
<b>capital (city)</b> MORE 1	['kæpɪtəl]	Hauptstadt
<b>care about sth</b> U9/9	[keə ə'baʊt sth]	sich um etw bemühen
<b>care for</b> MORE 3	[keə fɔ:]	sich kümmern um
<b>career</b> U4/11	[kə'riə(r)]	Karriere
<b>career advisor</b> U11/12	[kə'riə ədvaɪsə]	Berufsberater/in
<b>carefully</b> U2/1	[keəfəli]	sorgfältig, gewissenhaft
<b>Caribbean</b> U11/6	[kærɪ'bi:ən]	Karibik; karibisch
<b>carpet</b> MORE 2	['kɑ:pɪt]	Teppich
<b>case</b> MORE 1	[keɪs]	Fall; Hülle
<b>cash</b> U3/1	[kæʃ]	Bargeld
<b>casual</b> U4/10	['kæʒuəl]	hier: leger, lässig
<b>catholic</b> U11/12	['kæθlɪk]	Katholik/in; katholisch
<b>cause</b> MORE 3	[kɔ:z]	Anlass, Ursache; verursachen
<b>celebrate</b> U3/12	[selɪbreɪt]	feiern
<b>cellar</b> U5/6	[seləri]	Sellerie
<b>central</b> MORE 3	['sentrəl]	zentral, Mittel-
<b>century</b> MORE 3	['sentʃəri]	Jahrhundert
<b>ceremony</b> U11/12	['serəməni]	Zeremonie
<b>certainly</b> MORE 1	['sɜ:tnli]	sicher(lich); bestimmt
<b>challenge</b> MORE 2	['tʃælɪndʒ]	Herausforderung
<b>chance</b> MORE 3	[tʃɑ:ns]	Möglichkeit; Chance
<b>change</b> MORE 3	[tʃeɪndʒ]	(ver-)ändern; Veränderung
<b>change one's mind</b> U8/1	[tʃeɪndʒ wʌnz maɪnd]	seine Meinung ändern
<b>character</b> U2/12	['kærəktə(r)]	hier: Buchstabe, Schriftzeichen
<b>character</b> U6/8	['kærəktə(r)]	Figur, Person
<b>charge</b> MORE 3	[tʃɑ:dʒ]	Gebühr
<b>cheap</b> MORE 3	[tʃi:p]	billig, preiswert
<b>chef</b> U5/6	[ʃef]	Koch/Köchin
<b>cheque</b> U7/2	[tʃek]	Scheck
<b>chest</b> U2/1	[tʃest]	Brust
<b>childhood (no pl)</b> MORE 3	['tʃɪld'hʊd]	Kindheit
<b>childish</b> MORE 3	['tʃɪldɪʃ]	kindisch
<b>chill out</b> U12/3	[tʃɪl aʊt]	faulenzen, sich entspannen
<b>choice</b> MORE 3	[tʃɔɪs]	Wahl
<b>choose</b> MORE 2	[tʃu:z]	auswählen
<b>chop</b> U13/3	[tʃɒp]	abhacken
<b>church</b> MORE 2	[tʃɜ:tʃ]	Kirche



<b>claim</b> U10/8	[kleɪm]	behaupten
<b>classic</b> MORE 3	['klæsɪk]	klassisch
<b>classical</b> MORE 3	['klæsɪkl]	klassisch, zeitlos
<b>classmate</b> MORE 2	['klɑːsmet]	Klassenkamerad/in, Mitschüler/in
<b>clean</b> U4/10	[kliːn]	sauber
<b>(do the) cleaning</b> MORE 3	[duː ðə 'kliːnɪŋ]	sauber machen, putzen
<b>clear up</b> U11/12	['kliə 'ʌp]	aufräumen
<b>(office) clerk</b> U2/2	['ɒfɪs klaːk]	(Büro-)Angestellte/r
<b>cliff</b> MORE 3	[klɪf]	Klippe, Kliff
<b>climate</b> MORE 3	['klaɪmət]	Klima
<b>climb</b> MORE 3	[klaɪm]	klettern
<b>climbing</b> MORE 3	['klaɪmɪŋ]	Klettern; hier: Klettermöglichkeiten
<b>close</b> MORE 3	[kləʊs]	nahe
<b>close relative</b> U2/4	[kləʊz 'relatɪv]	enge/r Verwandte/r
<b>clothes (no pl)</b> MORE 1	['kləʊðz]	Kleider, Kleidung
<b>clue</b> MORE 1	[kluː]	Hinweis, Tipp
<b>coach</b> U1/9	[kəʊtʃ]	Bus
<b>coal</b> U12/6	[kəʊl]	Kohle
<b>coastline</b> U1/13	['kəʊstlaɪn]	Küste
<b>coin</b> MORE 2	[kɔɪn]	Münze
<b>cold</b> MORE 3	[kəʊld]	Erkältung; Kälte
<b>collapse</b> U5/9	[kə'leɪps]	zusammenbrechen
<b>colleague</b> U8/1	['kɒliːg]	Kollege/Kollegin
<b>collect</b> MORE 1	[kə'lekt]	sammeln
<b>collection</b> MORE 3	[kə'leɪʃn]	Sammlung
<b>college</b> MORE 3	['kɒlɪdʒ]	Universität, College
<b>collide with sth</b> U3/5	[kə'laɪd wɪð 'sʌmθɪŋ]	mit etw zusammenstoßen
<b>column</b> MORE 3	['kɒləm]	Spalte; Spalte
<b>come true</b> MORE 1	[kʌm 'truː]	in Erfüllung gehen
<b>come up with a solution</b> MORE 3	[kʌm 'ʌp wɪð ə sə'luːʃn]	mit einer Lösung kommen
<b>comedy</b> MORE 3	['kɒmədi]	Komödie
<b>command</b> MORE 2	[kə'mɑːnd]	Befehl, Befehlen
<b>comment</b> MORE 3	['kɒment]	Kommentar, Kommentar
<b>communicate</b> U9/1	[kə'mjuːkət]	kommunizieren
<b>community</b> MORE 3	[kə'mjuːnɪti]	Gemeinschaft
<b>company</b> MORE 3	['kʌmpəni]	Gesellschaft, Firma
<b>compare</b> MORE 3	['kəmpeɪ]	vergleichen
<b>competition</b> MORE 3	[kə'mpiːtɪʃn]	Wettbewerb; Konkurrenz
<b>compilation</b> MORE 3	[kəm'pleɪʃn]	Sammlung; Zusammenstellung
<b>complain</b> MORE 3	[kəm'pleɪn]	sich beschweren
<b>complaint</b> MORE 3	[kəm'pleɪnt]	Beschwerde, Klage
<b>completely</b> MORE 3	[kəm'pliːtli]	völlig, komplett
<b>computer programmer</b> U2/2	[kəm'pjʊːtə(r) 'prəʊgræmə(r)]	Programmierer/in

<b>computing</b> U4/3	[kəm'pjʊːtɪŋ]	Computerwesen; Datenverarbeitung
<b>concentrate</b> U8/6	['kɒnsntreɪt]	konzentrieren
<b>concentration camp</b> U11/2	[,kɒnsn'treɪʃn kæmp]	Konzentrationslager
<b>concept</b> U10/4	['kɒnsept]	Konzept
<b>conclude</b> U9/1	[kən'kluːd]	beenden, schlussfolgern
<b>condition</b> U3/7	[kən'dɪʃn]	Zustand; Bedingung
<b>confidently</b> U4/10	['kɒfɪdəntli]	selbstbewusst
<b>conflict</b> U1/6	['kɒnflikt]	Konflikt; Streit
<b>confused</b> MORE 2	[kən'fjuːd]	verwirrt
<b>connect</b> MORE 2	[kən'nekt]	anschießen; verbinden
<b>consent</b> U9/1	[kən'sent]	Einwilligung, Zustimmung
<b>consequence</b> MORE 3	['kɒnsɪkwəns]	Folge, Konsequenz
<b>consider</b> U9/1	[kən'sɪdə(r)]	hier: in Betracht ziehen
<b>consist of</b> MORE 3	[kən'sɪst əv]	bestehen aus
<b>contact</b> MORE 3	['kɒntækt]	Kontakt
<b>contact sb</b> MORE 3	['kɒntækt 'sʌmbədi]	sich mit jdm in Verbindung setzen
<b>content</b> U1/19	['kɒntent]	Inhalt
<b>contestant</b> U7/2	[kən'testənt]	Kandidat/in
<b>continue</b> MORE 3	[kən'tɪnjuː]	fortsetzen
<b>cook</b> U4/1	['kʊk]	Koch; kochen
<b>cooking programme</b> U3/6	['kʊkɪŋ 'prəʊgræm]	Kochsendung
<b>cooperative</b> U10/3	[kəʊ'pɒərətɪv]	Genossenschaft
<b>coordinate</b> U13/ME	[kəʊ'ɔːdɪnət]	Koordinate
<b>copy</b> MORE 3	['kɒpi]	Kopie; Exemplar
<b>correct something</b> MORE 3	[kə'rekt 'sʌmθɪŋ]	etwas korrigieren
<b>cost</b> MORE 3	[kɒst]	kosten
<b>costume</b> MORE 2	['kɒstjuːm]	Kostüm
<b>(a) couple of</b> MORE 3	[ə 'kʌpl əv]	einige, ein paar
<b>courage</b> MORE 3	['kʌrɪdʒ]	Mut, Tapferkeit
<b>course</b> MORE 3	[kɔːs]	Kurs, Lehrgang
<b>court</b> U4/ME	[kɔːt]	Gericht
<b>cover</b> MORE 2	['kʌvə]	bedecken
<b>cover</b> MORE 3	['kʌvə]	Abdeckung; Cover
<b>crack</b> U2/13	[kræk]	knacken; aufbrechen
<b>crash</b> MORE 2	[kræʃ]	abstürzen
<b>crash into sth</b> MORE 3	[kræʃ 'ɪntə 'sʌmθɪŋ]	gegen etw krachen
<b>crawl</b> MORE 3	[krɔːl]	kriechen
<b>crazy</b> MORE 1	['kreɪzi]	verrückt
<b>create</b> MORE 2	[kri'eɪt]	erschaffen, kreieren
<b>creature</b> MORE 2	['kri:tʃə]	Kreatur, Lebewesen
<b>credit card</b> MORE 3	['kredɪt 'kɑːd]	Kreditkarte
<b>crew</b> MORE 3	[kruː]	Besatzung

<b>crime</b> MORE 3	[kraɪm]	Verbrechen; Kriminalität
<b>crime scene</b> U2/20	[kraɪm si:n]	Tatort
<b>criminal</b> MORE 3	['krɪmɪn]	Verbrecher/in
<b>critic</b> MORE 3	['krɪtɪk]	Kritiker/in
<b>crop</b> U1/6	[krɒp]	Ernte
<b>cross</b> MORE 2	[krɒs]	durchqueren, überqueren
<b>cross out</b> MORE 3	[krɒs 'aʊt]	ausstreichen, durchstreichen
<b>crowd</b> MORE 3	[kraʊd]	(Menschen-)Menge; Zuschauermenge
<b>crown</b> U3/12	['kraʊn]	Krone
<b>cruelty</b> MORE 2	['kru:əlti]	Grausamkeit; Quälerei
<b>cuisine</b> U3/1	[kwɪ'zi:n]	Küche; Kulinarik
<b>culture</b> U9	['kʌltʃə(r)]	Kultur
<b>curious</b> U2/1	['kjʊəriəs]	neugierig; hier: merkwürdig
<b>custom</b> U7	['kʌstəm]	Brauch
<b>customer</b> MORE 1	['kʌstəmə(r)]	Kunde/Kundin
<b>cut</b> U13/4	[kʌt]	Schnitt(wunde)
<b>cute</b> MORE 3	[kju:t]	süß, niedlich
<b>cybercrime</b> U2	['saɪbəkraɪm]	Internetkriminalität

## D

<b>daily</b> MORE 3	['deɪli]	täglich
<b>damage</b> MORE 3	['dæmɪdʒ]	schaden; (be-)schädigen
<b>dancer</b> MORE 2	['dɑ:nsə(r)]	Tänzer
<b>danger</b> MORE 2	['deɪndʒə]	Gefahr
<b>dangerous</b> MORE 2	['deɪndʒərəs]	gefährlich
<b>dare</b> MORE 1	[deə]	herausfordern; sich trauen
<b>daybreak</b> U10/2	['deɪbreɪk]	Taganbruch
<b>daydream</b> U11/D	['deɪdri:m]	Tagträume
<b>dead</b> MORE 2	[ded]	tot
<b>deadline</b> U4/7	['dedlaɪn]	Frist; Abgabetermin
<b>deadly</b> MORE 3	['dedli]	tödlich
<b>deal with</b> U5/6	[di:l wɪθ]	umgehen; um etw kümmern
<b>death</b> MORE 3	[deθ]	Tod
<b>debate</b> MORE 3	['deɪbeɪt]	Debatte, Diskussion
<b>debit card</b> U3/1	['deɪtɪ kɑ:d]	Bankomatkarte
<b>decent-looking</b> U9/1	['di:sntləʊkɪŋ]	ganz gut aussehend
<b>decide</b> MORE 3	[dɪ'saɪd]	(sich) entscheiden; beschließen
<b>decision</b> MORE 3	[dɪ'sɪʒn]	Entscheidung
<b>deep</b> MORE 3	[di:p]	tief
<b>deer</b> MORE 3	[dɪə]	Hirsch
<b>defeat</b> U10/6	[dɪ'fi:t]	besiegen, überwältigen

<b>definitely</b> MORE 2	['defənətli]	eindeutig, definitiv; auf jeden Fall
<b>definition</b> MORE 3	['defə'nɪʃn]	Definition, Erklärung
<b>delete</b> MORE 2	[dɪ'li:t]	streichen, löschen
<b>delicious</b> MORE 3	[dɪ'liʃəs]	köstlich, lecker
<b>delighted</b> U13/3	[dɪ'laɪtɪd]	erfreut
<b>demand</b> U10/3	[dɪ'mənd]	hier: Nachfrage
<b>demonstrate</b> U5/D	[dɪ'mɒnstreɪt]	demonstrieren
<b>dentist</b> MORE 3	['dentɪst]	Zahnarzt/Zahnärztin
<b>depend</b> MORE 2	[dɪ'pend]	abhängen von
<b>description</b> MORE 3	[dɪ'skrɪpʃn]	Beschreibung
<b>desert</b> U1/1	['dezət]	Wüste
<b>deserve</b> MORE 3	[dɪ'zɜ:v]	verdienen
<b>design</b> MORE 2	[dɪ'zaɪn]	entwerfen, gestalten
<b>desperate</b> U7/5	[dɪ'spərət]	aussichtslos, verzweifelt
<b>despite</b> U11/6	[dɪ'spaɪt]	trotz
<b>destination</b> MORE 2	[,destɪ'neɪʃn]	(Reise-)Ziel
<b>destroy</b> MORE 3	[dɪ'strɔɪ]	zerstören
<b>detective</b> MORE 1	[dɪ'tektɪv]	Detektiv/in
<b>develop</b> MORE 3	[dɪ'veləp]	(sich) entwickeln
<b>die of hunger</b> U5/12	[daɪ əv 'hʌŋgə(r)]	an Hungersnot sterben
<b>diet</b> U5/13	[daɪət]	Ernährung; Diät
<b>difference</b> MORE 3	['dɪfrəns]	Unterschied
<b>difficulty</b> U6/3	['dɪfɪkəlti]	Schwierigkeit
<b>employer</b> U5/6	['dɪmɔ(r) 'leɪdɪ]	Mitarbeiterin einer Schulkantine
<b>director</b> MORE 3	[dɪ'rektə]	Direktor/in
<b>disagree</b> MORE 2	[dɪsə'gri:mənt]	Meinungsverschie- denheit
<b>disappear</b> MORE 2	[dɪsə'piə]	verschwinden
<b>disappointed</b> MORE 2	[dɪsə'pɔɪntɪd]	enttäuscht
<b>disappointment</b> U11/4	[dɪsə'pɔɪntmənt]	Enttäuschung
<b>discover</b> MORE 2	[dɪ'skʌvə]	herausfinden, entdecken
<b>discuss</b> MORE 3	[dɪ'skʌs]	besprechen, diskutieren
<b>dishwasher</b> MORE 3	['dɪʃwɒʃə(r)]	Geschirrspüler
<b>dislike</b> U5/13	[dɪs'lʌk]	nicht mögen
<b>disqualified</b> MORE 3	[dɪs'kwɒlɪ'faɪd]	disqualifiziert
<b>distance</b> MORE 3	['dɪstəns]	Entfernung
<b>district</b> MORE 3	['dɪstrɪkt]	Gebiet, Bezirk
<b>dizzy</b> U4/1	['dɪzi]	schwindlig
<b>do sth about sth</b> U6/3	[du: 'sʌmθɪŋ ə'baʊt 'sʌmθɪŋ]	etw gegen etw unternehmen
<b>donate</b> MORE 3	[dɒs'neɪt]	spenden
<b>donation</b> MORE 3	[dɒs'neɪʃn]	Spende
<b>Don't be like that.</b> U10/DSC	[dʌnt bi laɪk ðæt]	Sei nicht so.
<b>Don't be silly!</b> U4/DSC	[dʌnt bi 'sɪli]	Sei nicht albern!
<b>Don't mention it!</b> U9/D	[dʌnt menʃn ɪt]	Nichts zu danken!

<b>Don't you dare!</b> U3/D	[dəʊnt ju ðə(r)]	Wag (es) ja nicht!
<b>doorbell</b> MORE 2	['dɔːbel]	Türklingel
<b>double</b> U10/11	['dʌbl]	doppelt, hier: verdoppeln
<b>down</b> MORE 1	[daʊn]	hinunter, hinab
<b>Down Under</b> U7	[daʊn 'ʌndə(r)]	Australien
<b>drag</b> U7/3	[dræg]	ziehen, schleppen
<b>dramatic</b> MORE 3	[drə'mætɪk]	dramatisch
<b>dream journal</b> U6/3	[dri:m 'dʒɜːnl]	Traumtagebuch
<b>dress</b> U4/10	[dres]	Kleid; hier: sich klei- den
<b>dress up</b> MORE 3	[dres 'ʌp]	sich herausputzen; sich verkleiden
<b>dried</b> U10/2	[draɪd]	getrocknet
<b>drop</b> U10/3	[drɒp]	fallen, abnehmen
<b>drop out</b> U6/1	[drɒp aʊt]	hier: abrechenen
<b>drought</b> MORE 3	[draʊt]	Trockenheit, Dürre
<b>drug</b> U7/7	[drʌɡ]	Medikament
<b>duration</b> MORE 3	[djʊ'reɪʃn]	Dauer
<b>Dutch</b> U3/1	[dʌtʃ]	niederländisch; Nie- derländer/in

## E

<b>e.g.</b> MORE 3	['iː'dʒiː]	z. B.
<b>each (one)</b> MORE 1	[iːtʃ 'wʌn]	jede/r/s
<b>each other</b> MORE 3	['iːtʃ 'ʌðə]	einander
<b>eating disorder</b> U5	['iːtɪŋ dɪs'ɔːdə(r)]	Essstörung
<b>earn</b> U4/9	[ɜːn]	verdienen
<b>earring</b> MORE 3	['iəriŋ]	Ohrring
<b>earth</b> MORE 2	[ɜːθ]	Erde
<b>easy read</b> U11/6	['iːzi riːd]	leicht zu lesen
<b>economics</b> U10/3	[iːkə'nɒmɪks]	Wirtschaftswiss- schaft
<b>economist</b> U3/12	[iːkənə'mɪst]	Wirtschaftswissen- schafter/in
<b>economy</b> U1/2	[iːkənə'mi]	Wirtschaft
<b>edition</b> U12/1	[iːdɪʃn]	neue Auflage
<b>editor</b> MORE 3	['edɪtə]	Herausgeber/in
<b>education</b> MORE 2	[edʒu'keɪʃn]	Bildung; Erziehung
<b>effect</b> MORE 3	[ɪ'fekt]	Auswirkung, Folge
<b>(not) either</b> MORE 3	[iːðə 'uðə]	auch nicht
<b>elder</b> U12/3	['eldə]	älter
<b>electrician</b> U4/10	[ɪ'lektrɪʃən]	Elektriker/in
<b>elevator (AE)</b> U3/5	[ɪ'elɪveɪtə]	Aufzug
<b>embarrassed</b> MORE 2	[ɪm'bærəst]	verlegen, beschämt
<b>emergency landing</b> U3/5	[ɪ'mɜːdʒənsi 'lændɪŋ]	Notlandung
<b>employee</b> U2/1	[ɪm'plɔɪiː]	Angestellte/r
<b>employer</b> U4/10	[ɪm'plɔɪə(r)]	Arbeitgeber/in
<b>encourage</b> MORE 1	[ɪn'kʌrɪdʒ]	ermutigen, fördern
<b>encouragement</b> U6/3	[ɪn'kʌrɪdʒmənt]	Ermutigung, Zuspruch

<b>end up</b> MORE 3	[end ʌp]	enden; landen
<b>endless</b> MORE 3	['endləs]	endlos, unendlich lang
<b>engine</b> MORE 3	['endʒɪn]	Motor
<b>enjoy (oneself)</b> U11/5	[ɪn'dʒɔɪ wʌn'self]	sich amüsieren
<b>enough</b> MORE 1	['ɪnʌf]	genügend, aus- reichend, genug
<b>enter</b> MORE 3	['entə]	betreten
<b>entertain</b> U2/9	['entərteɪn]	unterhalten
<b>entertainment</b> MORE 3	['entərteɪnmənt]	Unterhaltung
<b>enthusiastic</b> U4/10	[ɪn'θjuːzi'æstɪk]	begeistert, engagiert
<b>entry</b> MORE 3	['entri]	Eintritt; Eintrag
<b>envelope</b> U7/2	['envələʊp]	Briefumschlag, Kuvert
<b>environment</b> MORE 3	[ɪn'vaɪrənmənt]	Umgebung; Umwelt
<b>escape</b> MORE 3	['ɪskeɪp]	(ent-)fliehen; entkommen
<b>escape</b> MORE 3	['ɪskeɪp]	Entkommen, Ausweg
<b>(= European Union)</b>	[iː 'juː (jʊərəpiːən 'juːniən)]	Europäische Union
<b>evacuate</b> MORE 3	['ɪvækju'eɪt]	evakuieren, räumen
<b>even</b> MORE 2	['iːvn]	selbst; sogar
<b>ever</b> MORE 2	['evə]	je
<b>every</b> MORE 1	['evri]	jede/r/s
<b>everybody</b> MORE 1	['evrɪbɒdi]	jede/r; alle
<b>everyone</b> MORE 2	['evriwʌn]	jede/r; alle
<b>everything</b> MORE 1	['evriθɪŋ]	alles
<b>everywhere</b> MORE 2	['evriweə]	überall
<b>evidence</b> U2/16	['eɪdəns]	Beweis
<b>exactly</b> MORE 1	[ɪɡ'zæktli]	genau
<b>exam</b> MORE 3	[ɪɡ'zæm]	Prüfung
<b>excellent</b> MORE 1	['eksələnt]	ausgezeichnet, hervorragend
<b>excited</b> MORE 1	[ɪk'saɪtɪd]	aufgeregt
<b>exciting</b> MORE 1	[ɪk'saɪtɪŋ]	aufregend; spannend
<b>excuse</b> MORE 2	[ɪk'skjuːs]	Ausrede
<b>exercise</b> MORE 3	['eksəsaɪz]	Aufgabe; Bewegung
<b>exhausted</b> U3/ME	[ɪɡ'zɔːstɪd]	erschöpft
<b>exhibition</b> U1/13	[ˌeksɪ'bɪʃn]	Ausstellung
<b>exist</b> U10/2	[ɪɡ'zɪst]	existieren
<b>exotic</b> U8/1	[ɪɡ'zɒtɪk]	exotisch
<b>expect</b> U4/13	[ɪk'spekt]	erwarten
<b>expensive</b> MORE 3	[ɪk'spensɪv]	teuer
<b>experience</b> MORE 3	[ɪk'spiəriəns]	Erfahrung
<b>experienced</b> MORE 3	[ɪk'spiəriənst]	erfahren, geschult
<b>expert</b> MORE 3	['ekspɜːt]	Experte/Expertin
<b>explain</b> MORE 2	[ɪk'spleɪn]	erklären
<b>explanation</b> U11/11	[ˌeksplə'neɪʃn]	Erklärung



<b>explode</b> MORE 2	[ɪk'spləʊd]	explodieren
<b>explore</b> MORE 3	[ɪk'splɔ:]	erforschen, erkunden
<b>explorer</b> MORE 3	[ɪk'splɔ:rə]	Forscher/in
<b>export</b> U1/2	[ɪk'spɔ:t]	exportieren
<b>express</b> MORE 1	[ɪk'spres]	ausdrücken; äußern
<b>expression</b> MORE 2	[ɪk'spreʃn]	Ausdruck; Äußerung
<b>extra</b> MORE 3	['ekstrə]	zusätzlich, extra-
<b>extract</b> MORE 3	['ekstrækt]	Auszug, Exzerpt
<b>extreme</b> MORE 2	[ɪk'stri:m]	extrem
<b>eyesight</b> U9/2	['aɪsaɪt]	Sehvermögen

## F

<b>factory</b> MORE 3	['fæktri]	Fabrik; Werk
<b>factory worker</b> U4/1	['fæktri 'wɜ:kə(r)]	Fabrikarbeiter/in
<b>faint</b> U1/3	[feɪnt]	in Ohnmacht fallen
<b>Fair Trade</b> U10	[fəə(r) treɪd]	fairer Handel
<b>fairness</b> U10/11	['feənəs]	Gerechtigkeit
<b>fairy</b> U11/6	['feəri]	Fee
<b>fall (AE)</b> MORE 3	[fɔ:l]	Herbst
<b>fall asleep</b> MORE 2	[fɔ:l ə'sli:p]	einschlafen
<b>fall in love</b> MORE 3	[fɔ:l ɪn 'lʌv]	sich verlieben
<b>fall out (with)</b> MORE 3	[fɔ:l 'aʊt]	sich (zer-)streiten
<b>famine</b> U1/6	['fæmɪn]	Hungersnot
<b>(be) famous for</b> U3/10	['feɪməs fə(r)]	für etw berühmt sein
<b>fantasy novel</b> U11/6	['fæntəsi 'nɒvl]	Fantasieroman
<b>far away</b> MORE 3	[fɑ:(r) ə'weɪ]	weit weg
<b>farm</b> MORE 1	[fɑ:m]	Bauernhof
<b>farmer</b> MORE 2	['fɑ:mə(r)]	Bauer
<b>fascinating</b> MORE 3	['fæsmeɪtɪŋ]	faszinierend
<b>fascination</b> U8/1	[,fæsi'neiʃn]	Faszination
<b>fashionable</b> U9/1	['fæʃnəbl]	modisch, modisch
<b>fattening</b> U5/6	['fætnɪŋ]	fettmachend
<b>fault</b> MORE 2	[fɔ:lt]	Schuld
<b>fear</b> MORE 3	[fiə]	fürchten
<b>feed</b> MORE 1	[fi:d]	zufüttern, füttern
<b>feel sorry for sb</b> MORE 2	[fi:l 'sɔ:ri fə]	mitleiden
<b>feeling</b> MORE 1	['fi:liŋ]	Gefühl; Eindruck
<b>female</b> MORE 3	['fi:meɪl]	weiblich
<b>fence</b> MORE 2	[fens]	Zaun
<b>(for a) few (minutes)</b> MORE 3	[fɔ:(r) ə 'fju: (mɪnɪts)]	einige (Minuten lang)
<b>ferry</b> MORE 3	['feri]	Fähre
<b>fiction</b> U11/7	['fɪkʃn]	Erzählliteratur
<b>fight</b> MORE 3	[faɪt]	Kampf; kämpfen
<b>fight against</b> U1/3	[faɪt ə'genst]	gegen jdn kämpfen
<b>final</b> MORE 3	['faɪnl]	letzte/r/s
<b>finally</b> MORE 1	['faɪnəli]	endlich; schließlich
<b>finance</b> U4/3	['faɪnəns]	Finanzwesen

<b>fine</b> MORE 3	[faɪn]	gut; schön
<b>fire</b> MORE 1	['faɪə(r)]	Feuer
<b>fireplace</b> MORE 1	['faɪəpleɪs]	Kamin, Feuerstelle
<b>first aid</b> U7/8	[fɜ:st eɪd]	Erste Hilfe
<b>fishnet stockings</b> U9/5	['fɪʃnet 'stɒkɪŋz]	Netzstrumpfhose
<b>fix</b> MORE 3	[fiks]	reparieren
<b>flash of lightning</b> U1/3	[flæʃ əv 'lɪŋɪŋ]	Blitzstrahl
<b>flat</b> U7/3	[flæt]	hier: leer
<b>flee</b> MORE 3	[fli:]	fliehen
<b>flight</b> MORE 2	[flaɪt]	Flug
<b>flight attendant</b> U11/6	[flaɪt ə'tendənt]	Flugbegleiter/in
<b>flock of birds</b> U3/5	[flɒk əv 'bɜ:dz]	Vogelschwarm
<b>flowery</b> U5/5	['fləʊəri]	geblümt
<b>fluent</b> U1/1	['flu:ənt]	fließend
<b>fly back</b> U7/7	[flaɪ bæk]	zurückfliegen
<b>fly off</b> U11/6	[flaɪ ɒf]	abfliegen, wegfliegen
<b>folk (informal)</b> U11/6	[fəʊk]	Leute
<b>follow</b> MORE 3	['fɒləʊ]	(ver-)folgen
<b>following</b> MORE 3	['fɒləʊɪŋ]	folgende/r/s
<b>fond</b> MORE 1	[fɒnd]	(etw) gerne mögen
<b>food industry</b> U4/3	[fu:d 'ɪndəstri]	Lebensmittelbranche
<b>for</b> MORE 3	[fɔ:]	seit
<b>for a while</b> MORE 3	['fɔ: ə 'waɪl]	eine Weile
<b>for instance</b> U1/4	[fɔ: 'ɪnstəns]	zum Beispiel
<b>for now</b> MORE 1	[fɔ:(r) naʊ]	vorerst; im Moment
<b>for years</b> MORE 3	[fɔ: 'jɪəz]	seit Jahren, jahrelang
<b>foreign language</b> MORE 2	['fɒrən 'læŋɡwɪdʒ]	Fremdsprache
<b>foreigner</b> U1/10	['fɒrənə(r)]	Ausländer/in; Fremde/r
<b>forever</b> MORE 3	[fə'revə]	ewig
<b>forgive</b> MORE 2	[fə'ɡɪv]	verzeihen
<b>fortunately</b> MORE 3	['fɔ:tʃənətli]	zum Glück
<b>forward(s)</b> MORE 3	['fɔ:wəd]	nach vorn(e)
<b>free</b> MORE 1	[fri:]	frei; kostenlos
<b>free time</b> U2/ME	[fri:'taɪm]	Freizeit
<b>fresh</b> MORE 3	[freʃ]	frisch
<b>friendship</b> MORE 1	['frendʃɪp]	Freundschaft
<b>frightening</b> MORE 3	['fraɪtɪŋ]	Furcht erregend, beängstigend
<b>front door</b> MORE 1	[,frʌnt 'dɔ:(r)]	Vordertür; Haustür
<b>frozen</b> U5/8	['frɒzən]	gefroren
<b>fruit salad</b> U5/ME	[fru:t 'sæləd]	Fruchtsalat
<b>frustrated</b> MORE 3	[frʌ'streɪtɪd]	frustriert
<b>frustration</b> U10/10	[frʌ'streɪʃn]	Frust
<b>full</b> MORE 2	[fʊl]	voll
<b>funeral</b> U9/1	['fju:nərəl]	Begräbnis
<b>fungus</b> U1/6	['fʌŋɡəs]	Pilz
<b>fur</b> MORE 3	[fɜ:]	Fell

<b>furious</b> MORE 2	['fjʊəriəs]	wütend
<b>furniture</b> MORE 3	['fɜ:nɪtʃə]	Möbel
<b>G</b>		
<b>gain weight</b> U5/13	[gem weɪt]	zunehmen
<b>gallery</b> MORE 3	['gæləri]	Galerie
<b>genetically</b> U13/3	[dʒə'netikli]	genetisch; gentechnisch
<b>geology</b> U8/1	[dʒi'ɒlədʒi]	Geologie
<b>get a message across</b> MORE 3	[get ə 'mesɪdʒ ə'crɒs]	eine Botschaft rüberbringen
<b>get away</b> MORE 3	['get ə'weɪ]	fortkommen, wegkommen
<b>get back</b> MORE 3	[get 'bæk]	zurückkommen
<b>get back to sb</b> MORE 3	[get 'bæk tu: səmbədi]	sich mit jdm nochmals in Verbindung setzen
<b>get hold of sth</b> U2/7	[get həʊld əv 'sʌmθɪŋ]	etw auftreiben; etw zu fassen bekommen
<b>get in touch with sb</b> U11/6	[get ɪn tʌtʃ wɪð 'sʌmbədi]	sich mit jdm in Verbindung setzen
<b>get into sth</b> MORE 3	[get 'ɪntə 'sʌmθɪŋ]	in etw einsteigen
<b>get off</b> MORE 3	[get 'ɒf]	aussteigen (aus)
<b>get off stage</b> U12/3	[get ɒf steɪdʒ]	von der Bühne gehen
<b>get on</b> MORE 3	[get 'ɒn]	einsteigen (in)
<b>get on well (with)</b> MORE 3	['get ɒn 'wel wɪð]	sich gut verstehen
<b>get out of sb's way</b> U6/1	[get 'aʊt əv səmbədɪz 'weɪ]	jdn aus dem Weg räumen
<b>get ready (for sth)</b> MORE 3	[get 'redi]	sich beredern
<b>get rid of sb/sth</b> U5/6	[get rɪd əv 'sʌmbədi/ 'sʌmθɪŋ]	etw loswerden
<b>get tired of sth</b> MORE 3	['get 'taɪəd əv 'sʌmθɪŋ]	etwas satt sein
<b>get together</b> MORE 3	[get tə'geðə(r)]	zusammenkommen
<b>ghost</b> MORE 2	[gəʊst]	Geist, Gespenst, Geist
<b>giant</b> MORE 3	[dʒaɪənt]	Riese, Riesen-
<b>gift</b> U3/12	[ɡɪft]	Geschenk
<b>gig</b> U1/13	[ɡɪɡ]	Auftritt
<b>giggle</b> U9/5	['ɡɪɡl]	kichern
<b>give orders</b> U3/12	[ɡɪv 'ɔ:dəz]	Befehle geben
<b>give up</b> MORE 3	[ɡɪv ʌp]	aufgeben
<b>glad</b> MORE 2	[ɡlæd]	froh
<b>glide down</b> U3/5	[ɡlaɪd ɒn]	hinuntergleiten
<b>global</b> MORE 2	['ɡləʊbəl]	weltweit
<b>globe</b> U9/ME	[ɡləʊb]	Globus
<b>go about sth</b> U8/1	[ɡəʊ ə'baʊt 'sʌmθɪŋ]	etw angehen
<b>go ahead</b> MORE 3	[ɡəʊ ə'hed]	fortfahren, weitermachen

<b>go for a walk</b> MORE 3	['ɡəʊ fɔ: ə 'wɔ:k]	spazieren gehen
<b>go mad</b> U8/6	[ɡəʊ məd]	verrückt werden
<b>go missing</b> U11/12	[ɡəʊ 'mɪsɪŋ]	verloren gehen
<b>go to sleep</b> MORE 3	['ɡəʊ tə 'sli:p]	einschlafen
<b>go wrong</b> MORE 3	[ɡəʊ 'rɒŋ]	schief gehen
<b>goal</b> U6/1	[ɡəʊl]	hier: Ziel
<b>goat</b> U1/9	[ɡəʊt]	Ziege
<b>goggles</b> U11/12	['ɡɒɡl]	Schutzbrille; Schwimmbrille
<b>gondola</b> U8/9	['ɡɒndələ]	Gondel
<b>good luck</b> MORE 3	[ɡʊd lʌk]	Glück
<b>goth</b> U9/5	[ɡɒt]	Grufti
<b>government</b> MORE 3	['ɡʌvnmənt]	Regierung
<b>grateful</b> U6/8	['ɡreɪtfl]	dankbar
<b>greedy</b> MORE 3	['ɡri:di]	gierig
<b>greens (for food)</b> U11/5	['ɡri:nz]	Grünzeug, Gemüse
<b>grid</b> MORE 3	[ɡrɪd]	Rahmen; Tabelle
<b>ground sb</b> MORE 3	['ɡraʊnd səmbədi]	jdm Hausarrest geben
<b>have sb ground</b> MORE 3	[bi 'ɡraʊndɪd]	Hausarrest haben
<b>group</b> MORE 3	[ɡru:p]	Gruppe; Konzern
<b>grow</b> MORE 2	[ɡrəʊ]	wachsen; werden
<b>grow sth</b> MORE 3	['ɡrəʊ 'sʌmθɪŋ]	etw anbauen, etw wachsen lassen
<b>grub</b> U1/9	[ɡrʌb]	Fressalien (ugs.)
<b>guarantee</b> U10/3	[,ɡærən'ti:]	garantieren
<b>guerrilla war</b> U10/6	[ɡə'ɪlə wɔ:(r)]	Guerrillakrieg
<b>guess</b> MORE 1	[ɡes]	(er-)raten
<b>Guess what?</b> MORE 3	[ɡes 'wɒt]	Stell dir vor!
<b>guide</b> MORE 2	[ɡaɪd]	(Reise-)Führer/in
<b>gun</b> MORE 1	[ɡʌn]	(Schuss-)Waffe
<b>gym</b> MORE 2	[dʒɪm]	Turnhalle; Fitnessstudio

## H

<b>habit</b> U5	['hæbɪt]	Gewohnheit
<b>hall</b> MORE 1	[hɔ:l]	Halle; Flur
<b>hand out</b> MORE 3	[hænd 'aʊt]	austeilen, verteilen
<b>handbag</b> MORE 3	['hænd'bæg]	Handtasche
<b>handkerchief</b> U9/G	['hæŋkətʃɪf]	Taschentuch
<b>hang out</b> MORE 3	['hæŋ 'aʊt]	heraushängen; rumhängen
<b>happen</b> U1/6	['hæpən]	passieren; stattfinden
<b>happiness</b> MORE 3	['hæpɪnəs]	Glück, Fröhlichkeit
<b>harbour</b> U7/3	['hɑ:bə(r)]	Hafen
<b>hardly (ever)</b> MORE 3	['hɑ:dlɪ]	kaum
<b>harmful</b> U5/6	['hɑ:mfl]	schädlich
<b>harmony</b> U10/6	['hɑ:məni]	Harmonie
<b>hastily</b> U9/5	['heɪstɪli]	hektisch

<b>haunt</b> U1/4	['hɑ:nt]	spuken
<b>have an argument</b> U3/D	[həv ən 'ɑ:gjumənt]	streiten
<b>have an interest in sth</b> MORE 3	[hæv ən 'intrəst in sʌmθɪŋ]	an etw Interesse haben, sich für etw interessieren
<b>have sth in common</b> U9/1	[hæv 'sʌmθɪŋ in 'kɒmən]	etw miteinander gemein haben
<b>head of state</b> U7/2	[,hed əv 'steɪt]	Staatsoberhaupt
<b>head salesman</b> U2/2	[hed 'seɪlzmən]	Verkaufschef
<b>headlight</b> U7/3	[,hedlaɪt]	Scheinwerfer
<b>headline</b> MORE 3	[,hed'laɪn]	Schlagzeile
<b>headmaster</b> MORE 1	[,hed'mɑ:stə(r)]	Schulleiter/in, Direktor/in
<b>headphones</b> MORE 3	[,hedfəʊnz]	Kopfhörer
<b>headquarters (pl)</b> MORE 3	[,hed'kwɔ:tez]	Hauptquartier, Zentrale
<b>health</b> MORE 3	[helθ]	Gesundheit
<b>health care</b> U4/3	[helθ keə(r)]	Gesundheitspflege
<b>health risk</b> U9/1	[helθ rɪsk]	Gesundheitsrisiko
<b>healthy</b> MORE 2	[,helθi]	gesund
<b>heart</b> MORE 3	[hɑ:t]	Herz
<b>heavy</b> MORE 2	[,hevi]	schwer
<b>height</b> U5/6	[haɪt]	Körpergröße; Höhe
<b>hell</b> U10/11	[hel]	Hölle
<b>help out</b> MORE 3	[help aʊt]	(aus-)helfen
<b>helpful</b> MORE 3	[,helpfl]	hilfsbereit
<b>helpless</b> U10/10	[,helpləs]	hilflos
<b>helplessness</b> U10/10	[,helpləsnəs]	Hilflosigkeit
<b>hepatitis</b> U9/1	[,hepə'taɪtɪs]	Hepatitis
<b>Here you are.</b> MORE 1	[hɪə(r) ju ə(r)]	Hier ist es für Sie.
<b>Here's to us!</b> U13/D	[hɪəz tə əs]	Auf uns!
<b>hero, heroine</b> MORE 3	[,hɪərəʊ/ 'herəʊɪn]	Held, Heldin
<b>hiking</b> MORE 2	[,haɪkɪŋ]	Wandern
<b>hill</b> MORE 2	[hɪl]	Hügel
<b>hire</b> MORE 1	[,haɪə(r)]	mieten
<b>historian</b> U3/12	[hɪ'stɔ:riən]	Historiker/in
<b>historical</b> U2/9	[hɪ'stɔ:riəl]	historisch
<b>hold</b> MORE 2	[həʊld]	veranstalten, abhalten
<b>hole</b> MORE 1	[həʊl]	Loch
<b>(be) home to sb/sth</b> U3/1	[bi'ɦəʊm tə sɪmθɪŋ]	Heimat für jdn/etw sein
<b>honest</b> MORE 3	[,ɒnɪst]	ehrlich
<b>honeymoon</b> U8/1	[,hʌniːmʌn]	Flitterwochen
<b>hope</b> MORE 1	[həʊp]	hoffen; Hoffnung
<b>horrible</b> MORE 3	[,hɒrəbl]	schrecklich
<b>host</b> U13/11	[həʊst]	veranstalten, ausrichten
<b>hotel industry</b> U4/3	[həʊ'tel 'ɪndəstri]	Hotellerie
<b>housekeeper</b> U1/4	[,haʊski:pə(r)]	Haushälter/in

<b>How about ...?</b> MORE 3	[,haʊ ə'baʊt]	Was ist mit ...?, Wie wäre es mit ...?
<b>How does that grab you?</b> U1/D	[haʊ dʌz ðæt græb ju]	Was hältst du davon?
<b>however</b> MORE 3	[haʊ'eva]	jedoch
<b>hug</b> U4/DSC	[hʌg]	Umarmung
<b>huge</b> MORE 1	[hʌʒ]	riesig
<b>human</b> MORE 3	[hju:mən]	menschlich
<b>hunger</b> U1/8	[,hʌŋɡə]	Hunger
<b>hungry</b> MORE 1	[,hʌŋɡri]	hungrig
<b>hunt</b> MORE 1	[hʌnt]	jagen
<b>hurt</b> MORE 3	[hɜ:t]	verletzt
<b>hurtful</b> U3/6	[,hɜ:tfl]	verletzend
<b>husband</b> MORE 1	[,hʌzbənd]	Ehemann
<hr/>		
<b>I beg you.</b> U2/1	[aɪ beg ju]	Ich flehe dich an!
<b>I'd like to ...</b> MORE 3	[aɪd laɪk tə ...]	Ich möchte gerne ...
<b>I'd rather ...</b> U7/11	[aɪd 'rɑ:ðə(r)]	Ich möchte eher ...
<b>I don't ...</b> MORE 3	[aɪ dəʊnt 'maɪnd]	Ich habe nichts dagegen.
<b>I (don't) think so.</b> U3/ME	[aɪ (dəʊnt) θɪŋk səʊ]	Ich denke schon/nicht.
<b>I guess so.</b> U2/4	[aɪ ges səʊ]	Ich schätze schon.
<b>I think that you mean ...</b> U10/1	[aɪ si: wɒt ju mi:n]	Ich verstehe, was du meinst.
<b>ideal</b> U1/9	[aɪ'di:əl]	ideal, optimal
<b>identify</b> U10/11	[aɪ'dentɪfaɪ]	identifizieren
<b>identity</b> MORE 3	[aɪ'dentɪti]	Identität
<b>ignorance</b> U10/6	[,ɪgnərəns]	Unwissenheit, Ignoranz
<b>ignore</b> U9/5	[ɪg'nɔ:(r)]	ignorieren
<b>illegal</b> MORE 3	[ɪ'li:gl]	ungesetzlich, rechtswidrig, illegal
<b>illness</b> MORE 3	[ɪlnəs]	Krankheit, Erkrankung
<b>illustrate</b> U8/11	[ɪ'ləstreɪt]	illustrieren
<b>illustration</b> U2/11	[ɪ'lə'streɪʃn]	Illustration
<b>I'm afraid (so)</b> MORE 2	[aɪm,ə'freɪd səʊ]	leider
<b>I'm sorry.</b> MORE 3	[aɪm 'sɒri]	Das tut mir leid.
<b>immediately</b> MORE 3	[ɪ'mi:diətli]	sofort
<b>immigrant</b> U3/1	[ɪ'mɪɡrənt]	Einwanderer, Einwanderin
<b>impolite</b> MORE 3	[ɪmpə'laɪt]	unhöflich
<b>importance</b> U5/6	[ɪm'pɔ:tns]	Bedeutung, Wichtigkeit
<b>impossible</b> MORE 3	[ɪm'pɒsəbl]	unmöglich
<b>impressed</b> MORE 3	[ɪm'prest]	beeindruckt
<b>improve</b> MORE 3	[ɪm'pru:v]	verbessern
<b>(be) in contact with sb</b> U8/11	[bi in 'kɒntækt wɪð 'sʌmbədi]	mit jdm in Kontakt sein
<b>in fact</b> MORE 3	[ɪn 'fækt]	genau genommen



<b>in favour of</b> U9/D	[ɪn 'feɪvə(r) əv]	zugunsten
<b>in general</b> U10/11	[ɪn 'dʒenrəl]	im Allgemeinen
<b>in my opinion</b> U10/9	[ɪn maɪ ə'pɪnjən]	meiner Meinung nach
<b>in one go</b> U11/2	[ɪn wʌn ɡəʊ]	in einem Zug, ohne zu unterbrechen
<b>in spite of</b> U6/3	[ɪn spaɪt əv]	trotz
<b>in the meantime</b> U3/12	[ɪn ðə 'miːntaɪm]	in der Zwischenzeit
<b>in time</b> U4/7	[ɪn taɪm]	rechtzeitig
<b>(be) in trouble</b> U3/5	[bɪ ɪn 'trʌbl]	in Schwierigkeiten sein
<b>include</b> MORE 3	[ɪn'kluːd]	beinhalten, einschließen; beifügen
<b>including</b> MORE 3	[ɪn'kluːdɪŋ]	einschließlich
<b>income</b> U6/1	['ɪnkʌm]	Einkommen
<b>incredible</b> MORE 3	[ɪn'kredəbl]	unglaublich
<b>indeed</b> MORE 2	[ɪn'diːd]	in der Tat, wirklich
<b>independent</b> U1/2	[,ɪndɪ'pendənt]	unabhängig
<b>index finger</b> U9/5	['ɪndeks 'fɪŋɡə(r)]	Zeigefinger
<b>indoors</b> MORE 3	[ɪn'doːz]	im Haus, drinnen
<b>industry</b> MORE 3	['ɪndəstri]	Industrie
<b>infection</b> U9/1	[ɪn'fekʃn]	Infektion
<b>influence</b> MORE 3	['ɪnfluəns]	Einfluss; beeinflussen
<b>inform sb</b> U2/9	[ɪn'fɔːm 'sʌmbədi]	jdn informieren
<b>information centre</b> U7/3	[,ɪnfə'meɪʃn 'sentə(r)]	Informationszentrum
<b>information technology (IT)</b> MORE 2	[ɪnfə'meɪʃn tek'nɒlədʒi]	Informationstechnik
<b>ingredient</b> U2/11	[ɪn'ɡriːdiənt]	Bestandteil
<b>injury</b> MORE 3	['ɪndʒəri]	Verletzung
<b>ink</b> U9/1	[ɪŋk]	Tinte
<b>innocent</b> U11/2	['ɪnəsnt]	unschuldig
<b>inspector</b> MORE 1	[ɪn'spektə(r)]	Kommissar
<b>inspire</b> U6/1	[ɪn'spaɪə(r)]	inspirieren
<b>instead</b> MORE 3	[ɪn'sted]	anstatt
<b>insult</b> U9/5	[ɪn'sʌlt]	beleidigen
<b>intake</b> U5/12	['ɪnteɪk]	Nahme
<b>intention</b> U1/6	[ɪn'tenʃən]	Absicht, Vorhaben
<b>interest</b> MORE 3	['ɪntərəst]	Interesse
<b>interfere (with sth)</b> MORE 3	['ɪntə'fɪə]	sich (in etw) einmischen
<b>interrupt</b> MORE 3	['ɪntə'rʌpt]	unterbrechen
<b>introduce</b> MORE 3	['ɪntro'djuːs]	vorstellen; einführen
<b>introduction</b> U10/11	[,ɪntro'dʌkʃn]	Einleitung
<b>invent</b> MORE 2	[ɪn'vent]	erfinden
<b>investigate</b> U2/1	[ɪn'vestɪɡeɪt]	ermitteln, untersuchen
<b>investigation</b> MORE 2	[ɪn'vestrɪ'geɪʃn]	Ermittlung, Untersuchung

<b>invitation</b> MORE 1	[,ɪnvɪ'teɪʃn]	Einladung
<b>involve</b> MORE 3	[ɪn'vɒlv]	einbeziehen; beinhalten
<b>iron</b> U4/10	['aɪən]	bügeln
<b>issue</b> MORE 3	['ɪʃuː]	Ausgabe; Nummer
<b>item</b> MORE 3	['aɪtəm]	Punkt; Gegenstand
<b>It's a deal.</b> MORE 3	[ɪt's ə 'diːl]	Abgemacht.
<b>It's about ...</b> MORE 3	[ɪt's ə 'baʊt]	Es geht um ...
<b>It's not the end of the world.</b> U3/D	[ɪt's nɒt ðə ɛnd əv ðə 'wɜːld]	Davon geht die Welt nicht unter.
<b>It's not really my ...</b> U7/D	[ɪts nɒt 'riːəli]	Das ist nichts für mich.

## J

<b>Japanese</b> MORE 3	[ˌjæpə'niːz]	Japaner/in; japanisch
<b>jet ski</b> U9	[dʒetskiː]	Jetski
<b>job interview</b> U4	[dʒɒb 'ɪntəvjʊː]	Vorstellungsgespräch
<b>join</b> MORE 3	[dʒɔɪn]	beitreten; sich zusammentun
<b>journalism</b> U12	['dʒɜːnəlɪzəm]	Journalismus
<b>journalist</b> MORE 3	['dʒɜːnəlɪst]	Journalist/in
<b>judge</b> MORE 3	[dʒʌdʒ]	Richter/in
<b>junk food</b> U5/6	['dʒʌŋk fuːd]	ungesundes Essen
<b>just</b> MORE 3	[dʒʌst]	genau; nur; gerade

<b>(be) keen on</b> MORE 2	[kiːn]	sich begeistern für
<b>keep an eye on sb/sth</b> U2/7	[kiːp ən aɪ ɒn 'sʌmbədi/ 'sʌmθɪŋ]	jdn/etw im Auge behalten
<b>keep away (from)</b> MORE 3	['kiːp ə'weɪ]	sich fernhalten (von)
<b>keep quiet</b> U2/7	[kiːp 'kwaɪət]	schweigen; sich ruhig verhalten
<b>kidnap</b> MORE 3	['kɪdnæp]	entführen
<b>kill</b> U1/6	[kɪl]	töten
<b>kilt</b> U11/12	[kɪlt]	Schottenrock
<b>kind</b> MORE 1	[kaɪnd]	nett, freundlich
<b>kiss</b> U4/DSC	[kɪs]	Kuss
<b>kitschy</b> U8/9	[kɪtʃi]	kitschig
<b>kneel</b> U1/3	[niːl]	knien
<b>knife (pl knives)</b> MORE 2	[naɪf, naɪvz]	Messer
<b>knock</b> MORE 1	[nɒk]	Klopfen; klopfen
<b>Korean</b> MORE 3	[kə'riən]	Koreaner/in; koreanisch

## L

<b>lab (= laboratory)</b> MORE 3	[læb, lə'bɒrət(ə)rɪ]	Labor(atorium)
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<b>label</b> U5/6	['leɪbl]	Beschriftung, Etikett
<b>ladder</b> MORE 3	['lædə]	Leiter
<b>land</b> MORE 1	['lænd]	landen
<b>land owner</b> U1/4	['lændəʊnə(r)]	Grundbesitzer/in
<b>landlord</b> U1/6	['lændlɔ:d]	Vermieter
<b>last</b> U12/3	['lɑ:st]	(an-)dauern
<b>last but not least</b> U12/3	['lɑ:st bət nɒt li:st]	zu guter Letzt
<b>(the) latest</b> MORE 3	[ðə 'leɪtəst]	der/die/das jüngste/letzte; das Neueste
<b>laugh</b> MORE 1	['lɑ:f]	lachen
<b>leader</b> MORE 3	['li:də]	Leiter/in, Führer/in
<b>leading</b> U1/2	['li:dɪŋ]	führend/e/r/s
<b>leaf (pl leaves)</b> MORE 2	['li:f, li:vz]	Blatt
<b>leaflet</b> MORE 3	['li:flət]	Prospekt; hier: Flugblatt
<b>learn a lesson</b> U6/8	['lɜ:n ɪ 'lesn]	eine Lehre aus etw ziehen
<b>at least</b> MORE 2	[ət 'li:st]	mindestens, wenigstens
<b>(at) least</b> MORE 2	['li:st]	am wenigsten
<b>leather</b> MORE 2	['leðə(r)]	Leder
<b>Leave it out!</b> MORE 3	['li:v ɪt 'aʊt]	Hör auf!; Ist nicht wahr!
<b>leisure</b> U12/3	['leɪzə(r)]	Freizeit
<b>length</b> MORE 3	['lenθ]	Länge
<b>Let's get cracking!</b> U11/D	[lets get 'krækɪŋ]	Lass uns loslegen
<b>Let me guess.</b> U13/D	[let mi ges]	Lass mich raten
<b>Let me know.</b> U4/12	[let mi nəʊ]	Lass (es) mich wissen
<b>Let's see ...</b> U2/3	[lets si:]	Mal sehen
<b>liberty</b> U3/12	['lɪbəti]	Freiheit
<b>librarian</b> U8/3	['laɪ'breəriən]	Bibliothekar/in
<b>lie</b> MORE 3	['laɪ]	liegen
<b>life (pl lives)</b> MORE 1	['laɪf, laɪvz]	Leben, Lebenszeit
<b>lifetime</b> U9/1	['laɪftaɪm]	Lebenszeit
<b>likelihood</b> U9/G	['laɪklihʊd]	Wahrscheinlichkeit
<b>likely</b> U4/10	['laɪkli]	wahrscheinlich, wahrscheinlich
<b>lip</b> MORE 3	['lɪp]	Lippe
<b>lipstick</b> U9/5	['lɪpstɪk]	Lippenstift
<b>litter</b> MORE 3	['lɪtə]	Abfall, Müll; verstreuen, wegwerfen
<b>loads of</b> MORE 3	['ləʊdz]	sehr viele
<b>local</b> MORE 3	['ləʊkl]	hiesig, örtlich
<b>location</b> U3/12	['ləʊʃən]	Standort, Lage
<b>(door) lock</b> MORE 2	['dɒs.lɒk]	(Tür-)Schloss
<b>log book</b> U9/1	['lɒg bʊk]	Protokollbuch
<b>look after oneself</b> U11/G	[lʊk 'ɑ:ftə wʌn 'self]	auf sich aufpassen
<b>look for</b> MORE 1	['lʊk fə]	suchen nach
<b>look forward to</b> MORE 3	['lʊk 'fɔ:wəd tə]	sich freuen auf

<b>lose weight</b> U5/10	['lu:z weɪt]	abnehmen
<b>(be in) love</b> MORE 3	[bi: ɪn 'lʌv]	verliebt sein
<b>lover</b> MORE 3	['lʌvə]	Freund/in; Liebhaber/in
<b>luck</b> MORE 3	['lʌk]	Glück; Erfolg
<b>luckily</b> MORE 3	['lʌklɪli]	glücklicherweise
<b>(be) lucky</b> MORE 1	['lʌki]	Glück haben
<b>Lucky you!</b> U13/D	['lʌki ju:]	Du Glückspilz!
<b>luggage</b> U11/13	['lʌɡɪdʒ]	Gepäck
<b>lunchtime</b> MORE 3	['lʌntʃtaɪm]	Mittagszeit; Mittagspause
<b>M</b>		
<b>mad</b> U4/DSC	['mæd]	verrückt
<b>mag (= magazine)</b> MORE 3	['mæɡ]	Zeitschrift, Magazin
<b>magazine article</b> U1/6	['mæɡə'zi:n 'ɑ:tɪkl]	Zeitungsartikel
<b>magic</b> MORE 3	['mædʒɪk]	magisch, Zauber-
<b>main dish</b> U5/ME	['mem dɪʃ]	Hauptspeise
<b>mainly</b> MORE 3	['memli]	hauptsächlich
<b>majority</b> U1/12	[mə'dʒɔrəti]	Mehrheit
<b>make a call</b> MORE 3	['meɪk ə 'kɔ:l]	telefonieren
<b>make a difference</b> U5/10	[meɪk ɪ 'dɪfrəns]	etw bewirken
<b>make eye contact</b> U4/10	[meɪk aɪ 'kɒntækt]	Augenkontakt herstellen
<b>make friends</b> MORE 3	[meɪk 'frendz]	sich anfreunden
<b>make sure</b> MORE 2	[meɪk 'ʃʊ:]	sich versichern, darauf achten
<b>make sth up</b> U10/DSC	[meɪk sʌmθɪŋ 'ʌp]	etw erfinden, ausdenken
<b>make up (with sb)</b> MORE 3	[meɪk 'ʌp]	sich (mit jdm) versöhnen
<b>male</b> U4/5	[meɪl]	männlich
<b>manage sth</b> U6/3	['mænɪdʒ sʌmθɪŋ]	etw leiten; schaffen
<b>manner</b> U11/13	['mænə(r)]	hier: Benehmen, Manieren
<b>march</b> MORE 3	[mɑ:tʃ]	marschieren
<b>mark</b> MORE 3	[mɑ:k]	Markierung
<b>market</b> MORE 3	['mɑ:kɪt]	Markt
<b>marketing</b> U4/3	['mɑ:kɪtɪŋ]	Vertrieb, Marketing
<b>married</b> MORE 2	['mæɪrɪd]	verheiratet
<b>mass</b> U13/3	[mæs]	Messe
<b>massive</b> MORE 3	['mæsɪv]	gewaltig, groß
<b>mate</b> U8/DSC	[meɪt]	Kumpel, Freund
<b>maybe</b> MORE 3	['meɪbi]	vielleicht, möglicherweise
<b>Me, too.</b> MORE 3	['mi 'tu:]	Ich auch.
<b>meal</b> MORE 3	[mi:l]	Mahlzeit, Essen
<b>mean</b> MORE 2	[mi:n]	meinen, bedeuten
<b>mean to do sth</b> U10/DSC	[mi:n tə du: 'sʌmθɪŋ]	beabsichtigen etw zu tun

<b>meaning</b> MORE 3	['mi:nɪŋ]	Bedeutung
<b>meat</b> MORE 2	[mi:t]	Fleisch
<b>mechanic</b> U4/1	[mə'kænik]	Mechaniker/in
<b>meet up</b> MORE 3	['mi:t 'ʌp]	sich treffen
<b>meeting</b> MORE 3	['mi:tɪŋ]	Treffen
<b>member</b> MORE 3	['membə]	Mitglied
<b>memorial</b> MORE 3	[mə'mo:riəl]	Denkmal
<b>memorise</b> U4/10	['meməraɪz]	sich etw einprägen
<b>memory</b> MORE 1	['meməri]	Gedächtnis, Erinnerung
<b>mention</b> MORE 1	['menʃn]	erwähnen
<b>mess</b> MORE 2	[mes]	Unordnung
<b>metal</b> MORE 3	['metl]	Metall
<b>metro</b> U3/1	['metrəʊ]	U-Bahn
<b>microscope</b> U8/1	['maɪkrəskəʊp]	Mikroskop
<b>Middle Eastern</b> U10/6	['mɪdl 'i:stən]	aus dem Nahen Osten
<b>middle school</b> U6/3	['mɪdl sku:l]	Mittelschule
<b>midnight</b> MORE 1	['mɪdnaɪt]	Mitternacht
<b>milk</b> U4/ME	[mɪlk]	hier: melken
<b>mime</b> MORE 1	[maɪm]	etw pantomimisch darstellen
<b>mine</b> U4/ME	[maɪn]	Mine
<b>miner</b> U4/ME	[maɪnə]	Minenarbeiter/in
<b>miracle</b> MORE 3	['mɪrəkl]	Wunder
<b>mirror</b> MORE 3	['mɪrə]	Spiegel
<b>misunderstanding</b> U10/10	[,mɪsʌndə'stændɪŋ]	Missverständnis
<b>misunderstood</b> U10/7	[,mɪsʌndə'stʊd]	missverstanden
<b>mix</b> MORE 3	[mɪks]	(ver)mischen
<b>model</b> U10/11	['mɒdl]	Modell, -ie
<b>monastery</b> U8/3	['mɒnəstri]	Kloster
<b>monk</b> U1/9	[mɒŋk]	Mönch
<b>more or less</b> MORE 3	[mɔ: ɔ: les]	mehr oder weniger
<b>mostly</b> MORE 2	['məʊstli]	hauptsächlich, meistens, hauptsächlich
<b>motive</b> U2/2	['məʊtɪv]	Bewegungsgrund, Beweggrund
<b>move to ...</b> MORE 3	['mu:v tu:]	nach ... kommen; nach ... ziehen
<b>move towards</b> U8/5	['mu:v tə'wɔ:ds]	nach ... in Richtung ... bewegen
<b>movement</b> MORE 3	['mu:vmənt]	Bewegung
<b>movie</b> MORE 3	['mu:vi]	(Kino-)Film
<b>(the) movies (pl)</b> MORE 3	['mu:vi:]	das Kino
<b>moving</b> MORE 3	['mu:vɪŋ]	bewegend, ergreifend
<b>mummy</b> MORE 2	['mʌmi]	Mumie
<b>murder</b> U1/4	['mɜ:də(r)]	ermorden; Mord
<b>murderer</b> U2/6	['mɜ:dərə(r)]	Mörder/in
<b>mysterious</b> U1/4	[mɪ'striəriəs]	geheimnisvoll, rätselhaft
<b>mystery</b> MORE 2	['mɪst(ə)rɪ]	Rätsel; Geheimnis

## N

<b>name</b> MORE 3	[neɪm]	(be-)nennen
<b>narrator</b> U8/5	[nə'reɪtə(r)]	Erzähler/in
<b>narrow</b> MORE 3	['nærəʊ]	eng, schmal
<b>native</b> U3/1	['neɪtɪv]	einheimisch, ursprünglich
<b>natural</b> MORE 3	[nætʃərəl]	natürlich; Natur-
<b>naturally</b> U4/10	[nætʃərəli]	natürlich; selbstverständlich
<b>nearby</b> U3/1	[,niə'baɪ]	nahegelegen
<b>nearly</b> MORE 1	['niəli]	beinahe, fast
<b>necessary</b> MORE 3	['nesəsəri]	nötig, notwendig, erforderlich
<b>neck</b> MORE 2	[nek]	Hals; Nacken
<b>necklace</b> U7/7	['nekls]	(Hals-)Kette
<b>needle</b> U1/1	['ni:dl]	Nadel
<b>neither</b> U1/10	['naɪðə]	keine/r (von beiden)
<b>nephew</b> U1/1	['nefju:]	Neffe
<b>net</b> U1/D	[net]	hier: Internet
<b>newsstand</b> MORE 1	[nju:zeɪdʒənt]	Zeitschriftenkiosk
<b>nightmare</b> MORE 3	['naɪt'meə]	Albtraum
<b>No chance</b> MORE 3	[nəʊ 'tʃɑ:ns]	Niemals!
<b>no one</b> U2/11	['nəʊ wʌn]	niemand
<b>Nobel Peace Prize</b> U10/10	[nəʊ'bel 'pi:s praɪz]	Friedensnobelpreis
<b>nobody</b> MORE 3	['nəʊbədi]	niemand
<b>nod</b> U9/5	[nɒd]	nicken
<b>none</b> MORE 3	[nʌn]	kein/e/r/s; nichts
<b>nonsense (no pl)</b> MORE 3	['nɒns(ə)ns]	Unsinn, Quatsch
<b>north-east</b> MORE 3	['nɔ:θ'i:st]	nordöstlich, Nordost-
<b>nose stud</b> MORE 3	[nəʊz stʌd]	Nasenring
<b>Not as far as I know.</b> U5/D	[nɒt əz fɑ:r əz aɪ nəʊ]	Soweit ich weiß nicht.
<b>not even</b> MORE 3	[nɒt 'i:vən]	(noch) nicht einmal
<b>note</b> MORE 2	[nəʊt]	Notiz
<b>note</b> U9/1	[nəʊt]	zur Kenntnis nehmen
<b>notice</b> MORE 1	['nəʊtɪs]	bemerken
<b>novel</b> MORE 3	['nɒvl]	Roman
<b>novelist</b> U13/1	['nɒvəlɪst]	Romanautor/in
<b>nowhere</b> MORE 3	['nəʊweə]	nirgends, nirgendwo
<b>nurse</b> U4/1	[nɜ:s]	Krankenpfleger/in
<b>nutrition</b> U5/6	[nju'trɪʃn]	Ernährung
<b>nutritious</b> U5/6	[nju'trɪʃəs]	nahrhaft

## O

<b>obese</b> U5/6	[əʊ'bi:s]	fettleibig
<b>obesity</b> U5/6	[əʊ'bi:səti]	Fettleibigkeit



<b>object to sth</b> U8/D	['ɒbdʒɪkt tə 'sʌmθɪŋ]	etw ablehnen
<b>obsessed</b> U8	[əb'sesd]	besessen
<b>obvious</b> U4/DSC	['ɒbvɪəs]	offensichtlich
<b>occasionally</b> MORE 3	[ə'keɪʒnəli]	gelegentlich
<b>of course</b> MORE 1	[əv 'kɔ:s]	natürlich
<b>offend</b> U9/G	[ə'fend]	beleidigen, verletzen
<b>offer</b> MORE 3	['ɒfə]	Angebot; anbieten
<b>office block</b> U4/ME	['ɒfis blɒk]	Bürogebäude
<b>officer</b> MORE 2	['ɒfisə(r)]	Polizist/in
<b>official</b> U1/6	[ə'fɪʃl]	Beamter/Beamtin
<b>official language</b> MORE 3	[ə'fɪʃl 'læŋɡwɪdʒ]	Amtssprache
<b>officially</b> U4/7	[ə'fɪʃəli]	offiziell
<b>on duty</b> U3/5	[ɒn 'dju:ti]	im Dienst
<b>on the way</b> MORE 3	[ɒn ðə 'wei]	unterwegs
<b>on top</b> MORE 3	[ɒn 'tɒp]	oben; obenauf
<b>(the) only one</b> MORE 3	[ði 'əʊnli 'wʌn]	der/die/das Einzige
<b>onward(s)</b> U1/G	['ɒnwəd(z)]	vorwärts, weiter
<b>opera</b> MORE 3	['ɒp(ə)rə]	Oper
<b>operation</b> MORE 3	['ɒpə'reɪʃn]	Operation
<b>opinion</b> MORE 3	[ə'pɪnjən]	Meinung
<b>opportunity</b> U8/10	[,ɒpə'tju:nəti]	Gelegenheit, Möglichkeit
<b>organic</b> U13/3	[ɔ:'ɡænik]	biologisch
<b>organisation</b> MORE 3	['ɔ:gənə'zeɪʃn]	Organisation
<b>organise, organize (AE)</b> MORE 3	['ɔ:gə'naɪz]	organisieren, koordinieren
<b>origin</b> U3/1	['ɒrɪdʒɪn]	Ursprung, Herkunft
<b>orphan</b> U11/13	['ɔ:fən]	Waise
<b>otherwise</b> MORE 3	['ʌðə'waɪz]	andernfalls
<b>(sb) ought to</b> U3/ME	['sʌmbədi 'ɔ:t tə]	hätte, sollte
<b>(be) out of one's mind</b> U13/3	[bi aʊt əv wʌnz maɪnd]	verrückt sein
<b>(the) outback</b> U7/10	[ðə'aʊtbæk]	australische Innertafel
<b>outdoor(s)</b> MORE 3	['aʊt'dɔ:]	außen, draußen
<b>outer space</b> U11/13	['aʊtə'speɪs]	Weltraum
<b>outside</b> MORE 1	['aʊtsaɪd]	außen, außerhalb
<b>(be) over</b> MORE 3	['əʊvə]	vorbei/aus sein
<b>over there</b> MORE 3	['əʊvə ðeə]	dort drüben
<b>overcome</b> U10/6	[,əʊvə'kʌm]	überwinden, bewältigen
<b>overweight</b> U5/	['əʊvə'weɪt]	übergewichtig
<b>own</b> MORE 3	['əʊn]	besitzen
<b>owner</b> MORE 1	['əʊnə]	Besitzer/in

## P

<b>pack</b> MORE 2	[pæk]	packen
<b>package</b> MORE 3	['pækɪdʒ]	Paket
<b>packet</b> U5/6	['pækɪt]	Packung

<b>painful</b> MORE 3	['peɪnfl]	schmerzhaft
<b>palm</b> U9/5	[pɑ:m]	Handfläche
<b>panic</b> MORE 3	['pænɪk]	in Panik geraten; Panik
<b>park</b> MORE 3	[pɑ:k]	parken
<b>(be) part of sth</b> MORE 3	[bi pɑ:t əv 'sɪθ]	Teil von etw sein
<b>pass</b> MORE 2	[pɑ:s]	absolvieren
<b>pass sth on</b> U11/2	[pɑ:s əv 'sɪθ]	weitergeben
<b>passage</b> U11/13	['pɑ:sɪdʒ]	Passage, Abschnitt
<b>passenger</b> MORE 3	['pæsɪndʒə]	Fahrgast; Passagier/in
<b>passion</b> U13/1	['pæʃən]	leidenschaftlich
<b>path</b> MORE 2	[pɑ:θ]	Weg, Pfad
<b>patient</b> U4/11	['peɪʃnt]	geduldig
<b>pay attention</b> MORE 3	[peɪ ə'tenʃn tə]	Acht geben; aufpassen
<b>pay rise</b> U10/	[peɪ raɪz]	Gehaltserhöhung
<b>pedestal</b> U9/13	['pedɪstl]	Sockel
<b>pen friend</b> U9/D	['penfrend]	Brieffreund/in
<b>person</b> MORE 3	[pɜ: 'pɜ:sən]	pro Person
<b>perform</b> MORE 3	[pə'fɔ:m]	aufführen
<b>performance</b> MORE 3	[pə'fɔ:məns]	Vorführung
<b>perhaps</b> MORE 1	[pə'hæps]	vielleicht
<b>permanent</b> U9/1	['pɜ:mənənt]	dauerhaft, endgültig
<b>permission</b> MORE 3	[pə'mɪʃən]	Erlaubnis
<b>personal</b> U2/13	['pɜ:sən]	persönlich
<b>personality</b> MORE 3	[,pɜ:sə'næləti]	Persönlichkeit
<b>pesticide</b> U9/2	['pestɪsaɪd]	Pestizid
<b>photograph</b> MORE 3	['fəʊtə'ɡrɑ:f]	fotografieren
<b>photographer</b> MORE 3	['fəʊtə'ɡrəfə]	Fotograf/in
<b>physical</b> U4/5	['fɪzɪkl]	körperlich
<b>pick up</b> U11/D	['pɪk 'ʌp]	aufheben
<b>Piece of cake!</b> U1/D	[pi:s əv keɪk]	Das ist ein Kinderspiel!
<b>pilot</b> MORE 3	['paɪlət]	Pilot/in
<b>plant</b> U8/9	[plɑ:nt]	Pflanze
<b>plastic</b> MORE 3	['plæstɪk]	Plastik, Kunststoff
<b>plate</b> MORE 3	[pleɪt]	Teller
<b>playing field</b> MORE 3	['pleɪɪŋ 'fi:ld]	Sportplatz
<b>Pleased to meet you.</b> U9/D	[pli:zd tə mi:t ju]	Freut mich, dich/Sie kennenzulernen.
<b>pleasure (no pl)</b> MORE 3	['pleʒə]	Freude, Vergnügen
<b>plenty</b> MORE 3	['plenti]	eine Menge
<b>pocket</b> MORE 2	['pɒkɪt]	Tasche
<b>pocket money</b> MORE 3	['pɒkɪt 'mʌni]	Taschengeld
<b>poet</b> U13/1	['pəʊɪt]	Dichter/in
<b>poetry</b> MORE 3	['pəʊɪtri]	Dichtung, Lyrik
<b>point (at)</b> U9/5	[pɔɪnt ət]	zeigen, deuten (auf)
<b>polite</b> MORE 3	[pə'laɪt]	höflich
<b>politician</b> U3/12	[,pɒlə'tɪʃn]	Politiker/in
<b>politics</b> U3/1	['pɒlətɪks]	Politik

<b>pollution</b> U10/11	[pə'lu:ʃn]	Verschmutzung
<b>poor</b> MORE 3	[pɔ:]	arm, mittellos
<b>popular</b> MORE 1	['pɒpjələ(r)]	beliebt
<b>population</b> MORE 1	[.pɒpjə'leɪʃn]	Bevölkerung
<b>porcelain</b> U8/9	['pɔ:səli:n]	Porzellan-
<b>pork</b> MORE 2	[pɔ:k]	Schweinefleisch
<b>porter</b> U4/ME	['pɔ:tə(r)]	Gepäckträger/in
<b>position</b> U2/3	[pə'zi:ʃn]	Position, Stelle
<b>possibility</b> U9	[.pɒsə'bɪləti]	Möglichkeit
<b>possible</b> MORE 2	['pɒsɪbl]	möglich
<b>power</b> MORE 1	['paʊə(r)]	Kraft; Gewalt
<b>practise</b> MORE 1	['præktɪs]	üben; Übung
<b>pray</b> MORE 3	[preɪ]	beten
<b>prefer sth</b> MORE 3	[pri'fɜ: səmθɪŋ]	etw vorziehen, bevorzugen
<b>prepare</b> MORE 1	[pri'peə(r)]	vorbereiten
<b>present</b> U2/8	['preznt]	präsentieren, vorstellen
<b>pretty</b> MORE 1	['prɪti]	hübsch
<b>pride</b> MORE 3	[praɪd]	Stolz
<b>priest</b> MORE 2	[pri:st]	Priester/in
<b>primarily</b> U1/2	[praɪ'merəli]	hauptsächlich
<b>primary school</b> U1/2	['praɪməri sku:l]	Volksschule
<b>prison</b> MORE 2	['prɪzn]	Gefängnis
<b>prison warden</b> U4/ME	[prɪzn 'wɔ:dn]	Gefängniswärter/in
<b>prize</b> MORE 2	[praɪz]	Preis
<b>probably</b> MORE 2	['prɒbəbli]	wahrscheinlich
<b>produce</b> MORE 3	[prə'dju:s]	erzeugen; produzieren
<b>producer</b> MORE 3	[prə'dju:sə]	Hersteller; Produzent
<b>product</b> MORE 3	['prɒdʌkt]	Produkt, Erzeugnis
<b>production</b> MORE 3	[prə'dʌkʃn]	Produktion
<b>profession</b> MORE 3	[prə'feʃn]	Beruf
<b>profit</b> U10/3	['prɒfɪt]	Gewinn
<b>project manager</b> U4/8	['prɒdʒekt 'mænɪdʒə]	Projektleiter/in
<b>promise</b> MORE 2	['prɒmɪs]	versprechen; versprochen
<b>prompt</b> MORE 3	['prɒmpt]	Hilfe
<b>pronounce</b> U13/3	[prə'naʊns]	aussprechen, betonen
<b>pronunciation</b> U13/3	[prə'naʊnɪ'seɪʃn]	Betonung
<b>proper</b> U1/9	['prɒpə(r)]	angemessen, korrekt
<b>protect</b> MORE 2	[prə'pekt]	schützen
<b>protein</b> U5/6	['prəʊti:n]	Protein
<b>protest</b> MORE 3	[prə'test]	protestieren
<b>Protestant</b> MORE 3	['prɒtɪstənt]	Protestant/in; protestantisch
<b>proud (of)</b> MORE 1	[praʊd]	stolz

<b>prove</b> U2/7	[pru:v]	beweisen
<b>provide</b> U5/6	[prə'vaɪd]	versorgen, bereitstellen
<b>public</b> MORE 3	['pʌblɪk]	öffentlich
<b>publish</b> U13/1	['pʌblɪʃ]	veröffentlichen
<b>pull</b> MORE 1	[pʊl]	ziehen
<b>punishment</b> MORE 3	['ʌnɪʃmənt]	Bestrafung, Strafe
<b>purpose</b> U2/9	['ɜ:pəʊz]	Zweck; Absicht
<b>push</b> MORE 2	[pʊʃ]	schieben, drücken
<b>put down</b> U1/6	[pʊt daʊn]	niederschlagen
<b>put on</b> MORE 2	[pʊt ɒn]	anziehen
<b>put up</b> MORE 3	[pʊt ʌp]	aufhängen; aufstellen

## Q

<b>qualification</b> U10/11	[.kwɒlɪfɪ'keɪʃn]	hier: Ausbildung, Kompetenzen
<b>quality</b> U10/11	['kwɒləti]	Qualität
<b>quantity</b> U5/6	['kwɒntəti]	Menge, Anzahl
<b>questionnaire</b> U2/1	['kwestʃən 'sæmbədi]	jdn befragen
<b>questionnaire</b> MORE 3	['kwestʃə'neə]	Fragebogen
<b>quite</b> MORE 1	[kwat]	ziemlich
<b>quota</b> U10/3	['kwɒtə]	Quote

## R

<b>racism</b> U10/11	['reɪsɪzəm]	Rassismus
<b>racist</b> U10/11	['reɪsɪst]	rassistisch
<b>racket</b> U4/OSC	['rækt]	Schläger
<b>raffle</b> MORE 3	['ræfl]	Tombola, Verlosung
<b>rafting</b> U12/8	[rɑ:ftɪŋ]	Rafting
<b>rainy</b> MORE 2	['remi]	regnerisch
<b>raise (money)</b> MORE 3	[reɪz]	(Geld) aufbringen/ auftreiben
<b>ramp</b> MORE 3	[ræmp]	Rampe
<b>range of</b> U6/8	[reɪndʒ əv]	zahlreiche, eine Reihe von
<b>rapidly</b> U1/4	['ræpɪdli]	schnell, rasch
<b>rare</b> MORE 3	[reə(r)]	selten, nicht oft
<b>rate</b> U1/13	[reɪt]	Rate
<b>rattlesnake</b> U7/1	['rætlsneɪk]	Klapperschlange
<b>reach</b> MORE 3	[ri:tʃ]	erreichen
<b>react</b> MORE 2	[ri'ækt]	reagieren
<b>reaction</b> U1/5	[ri'ækʃn]	Reaktion
<b>read out</b> MORE 3	[ri:d 'aʊt]	laut vorlesen
<b>reader</b> MORE 3	['ri:də]	Leser/in
<b>ready (for)</b> MORE 1	['redi fə(r)]	bereit (für)
<b>realise, realize (AE)</b> MORE 3	['riə'laɪz]	sich bewusst sein/ werden
<b>realistic</b> MORE 3	['riə'lɪstɪk]	realistisch
<b>reason</b> MORE 2	['ri:zn]	Grund

<b>rebel</b> U9/2	['rebl]	rebellieren
<b>rebellion</b> U1/6	['ri'beljən]	Aufstand
<b>recently</b> MORE 3	['ri:sntli]	kürzlich, vor kurzem, neulich
<b>receptionist</b> MORE 2	['ri'sepʃənɪst]	Rezeptionist/in
<b>recipe</b> MORE 2	['resəpi]	Rezept
<b>recognise, recognize (AE)</b> U10/6	['rekəɡnaɪz]	(an-)erkennen
<b>recognition</b> U10/6	['rekəɡ'nɪʃn]	Anerkennung
<b>recommend</b> MORE 3	['rekə'mend]	empfehlen
<b>recommendation</b> MORE 3	['rekəmen'deɪʃn]	Empfehlung
<b>record</b> MORE 3	['rekɔ:d]	(Schall-)Platte
<b>record</b> U9/3	['rɪ'kɔ:d]	aufzeichnen
<b>recycle</b> MORE 3	['rɪ'saɪkl]	recyclen
<b>reduce</b> U1/13	['rɪ'dju:s]	verringern, reduzieren
<b>refer (to)</b> U10/6	['rɪ'fɜ:(r) tə]	sich auf etw beziehen
<b>reference book</b> U11/7	['refrəns bʊk]	Nachschlagewerk
<b>refuse</b> MORE 3	['rɪ'fju:z]	ablehnen
<b>regularly</b> U5/6	['regjələli]	regelmäßig
<b>relate to sb/sth</b> U6/8	['rɪ'leɪt tə 'sʌmbədi/ 'sʌmθɪŋ]	sich mit jdm/etw identifizieren
<b>relationship</b> MORE 3	['rɪ'leɪʃnʃɪp]	Beziehung
<b>relative</b> U2/4	['relatɪv]	Verwandte/r
<b>relax</b> MORE 3	['rɪ'læks]	sich entspannen
<b>release</b> MORE 3	['rɪ'li:s]	freilassen; hier: veröffentlichen
<b>rely on sb</b> U10/DSC	['rɪ'laɪ ɒn 'sʌmbədi]	sich auf jdn verlassen
<b>remember</b> MORE 1	['rɪ'membə(r)]	sich erinnern
<b>remove</b> U1/4	['rɪ'mu:v]	entfernen, abheben
<b>renovate</b> U3/10	['renəveɪt]	renovieren
<b>rent sth</b> MORE 3	['rent 'sʌmθɪŋ]	etw mieten
<b>repeat</b> MORE 1	['rɪ'pi:t]	holen
<b>reply</b> MORE 1	['rɪ'plai]	antworten, antwort
<b>report</b> MORE 2	['rɪ'pɔ:t]	berichten
<b>reporter</b> U3/D	['rɪ'pɔ:tə]	Reporter/in
<b>rescue</b> MORE 1	['reskjʊ]	Rettung; retten
<b>rescue boat</b> U3/5	['reskjʊ bəʊt]	Rettungsboot
<b>research</b> MORE 3	['ri:səʃ]	Forschung
<b>research sth</b> MORE 3	['ri:səʃ 'sʌmθɪŋ]	etw erforschen; etw recherchieren
<b>respected</b> U10/6	['respektəd]	respektiert
<b>responsible (for)</b> U10/6	['rɪ'spɒnsəbəl]	verantwortlich (für)
<b>rest</b> MORE 3	['rest]	(Ruhe-)Pause
<b>restoration</b> U3/9	['restə'reɪʃn]	Restauration
<b>retell</b> U3	['ri:'tel]	nacherzählen
<b>retire</b> U2/4	['rɪ'taɪə(r)]	in Pension gehen
<b>return</b> MORE 1	['rɪ'tɜ:n]	zurückkehren, zurückkommen
<b>review</b> MORE 3	['rɪ'vju:]	Kritik, Rezension

<b>revolutionary</b> U5/6	['revə'lu:ʃənəri]	revolutionär
<b>rewrite</b> MORE 3	['ri:'raɪt]	neu schreiben; umschreiben
<b>rhyme</b> U5/14	['raɪm]	Reim
<b>rhythm</b> MORE 3	['rɪðəm]	Rhythmus, Takt
<b>rich</b> MORE 1	['rɪtʃ]	reich
<b>right now</b> MORE 3	['raɪt naʊ]	jetzt, sofort, gleich
<b>right(s)</b> MORE 3	['raɪt]	Recht(e)
<b>ripe</b> U12/6	['raɪp]	reif
<b>ritual</b> U9/1	['rɪtʃuəl]	Ritual
<b>rival</b> U3/D	['raɪvl]	Rivale/Rivalin
<b>roast</b> MORE 2	['rəʊst]	rösten
<b>robber</b> U9/3	['rɒbə(r)]	Räuber
<b>robbery</b> MORE 1	['rɒbəri]	Raubüberfall
<b>rotten</b> MORE 3	['rɒtn]	verfault
<b>round</b> MORE 1	['raʊnd]	rund
<b>route</b> MORE 3	['ru:t]	Route
<b>royal</b> MORE 1	['rɔɪəl]	königlich
<b>rubbish</b> MORE 2	['rʌbɪʃ]	Müll
<b>rude</b> MORE 1	['ru:d]	unhöflich, grob
<b>run</b> U3/D	['rʌn]	hier: leiten
<b>run out of</b> MORE 3	['rʌn 'aʊt əv]	ausgehen
<b>runway</b> U3/5	['rʌnweɪ]	Landebahn
<b>sadly</b> U5/12	['sædli]	hier: leider
<b>safe</b> MORE 1	['seɪf]	sicher
<b>sailor</b> U2/11	['seɪlə(r)]	Seefahrer/in; Segler/in
<b>saint</b> U11/6	['seɪnt]	Heilige/r
<b>salary</b> U4/7	['sæləri]	Gehalt
<b>sales</b> U4/3	['seɪlz]	Verkauf
<b>saltwater crocodile</b> U7/3	['sɔ:ltwɔ:tə(r) 'krɒkədai]	Salzwasserkrokodil
<b>sanctuary</b> U11/4	['sæŋktʃuəri]	Zufluchtsort; hier: Tierheim
<b>satisfaction</b> U4/9	['sætɪs'fækʃn]	Zufriedenheit; Genugtuung
<b>save</b> MORE 1	['seɪv]	retten
<b>save (money)</b> MORE 3	['seɪv 'mʌni]	(Geld) sparen
<b>scared of heights</b> U7/3	['skeəd əv haɪts]	Höhenangst haben
<b>scary</b> MORE 1	['skeəri]	furchterregend; unheimlich
<b>school supplies</b> U6/3	['sku:l sə'plaɪz]	Schulsachen
<b>schoolyard</b> U8/5	['sku:ljɑ:d]	Schulhof
<b>scientist</b> MORE 2	['saɪəntɪst]	Wissenschaftler/in
<b>score</b> MORE 2	['skɔ:(r)]	Spielstand
<b>scream</b> MORE 2	['skri:m]	schreien; kreischen
<b>scuba-diving</b> MORE 3	['sku:bə 'daɪvɪŋ]	(Sport-)Tauchen
<b>sculptor</b> U3/12	['skʌlptə(r)]	Bildhauer/in
<b>sculpture</b> U3/1	['skʌlptʃə(r)]	Skulptur



<b>search</b> MORE 3	[sə:tʃ]	(durch-)suchen
<b>seashell</b> U3/9	['si:ʃəl]	Muschelschale
<b>secret</b> MORE 2	['si:kɹət]	geheim; Geheimnis
<b>secretary</b> MORE 2	['sekɹətəri]	Sekretär/in
<b>section</b> U3/ME	['sekʃn]	Abschnitt; Abteilung
<b>security</b> MORE 2	[sɪ'kjʊəɹəti]	Sicherheit
<b>see sth coming</b> U11/4	[si: 'sʌmθɪŋ 'kʌmɪŋ]	etw kommen sehen
<b>selection</b> U3/9	[sɪ'lekʃn]	Auswahl
<b>send out</b> MORE 3	[send 'aʊt]	ausschicken
<b>separately</b> U8/DSC	['sepəɹətli]	getrennt
<b>serious</b> MORE 2	['siəriəs]	ernsthaft
<b>serve</b> MORE 1	[sɜ:v]	bedienen
<b>service</b> U7/8	['sɜ:vɪs]	(Dienst-)Leistung
<b>set up</b> U2/3	[set 'ʌp]	aufbauen, gründen
<b>several</b> MORE 3	['sev(ə)rəl]	einige; verschiedene
<b>shade (no pl)</b> MORE 3	[ʃeɪd]	Schatten
<b>shake</b> MORE 2	[ʃeɪk]	schütteln
<b>shake hands</b> U4/10	[ʃeɪk hændz]	Hände schütteln
<b>(What) shall (I do?)</b> MORE 3	['ʃel]	(Was) soll (ich tun?)
<b>shape</b> MORE 3	[ʃeɪp]	Form, Gestalt
<b>share</b> MORE 2	[ʃeə(r)]	teilen
<b>ship</b> U3/12	[ʃɪp]	verschiffen, versenden
<b>shocked</b> MORE 2	[ʃɒkt]	schockiert
<b>shocking</b> U5/6	[ʃɒkɪŋ]	schockieren
<b>shoot sb</b> U1/6	[ʃu:t 'sʌmbədi]	jdn erschießen
<b>shop assistant</b> MORE 1	[ʃɒp ə'sɪstənt]	Verkäufer/in
<b>short story</b> MORE 3	[ʃɔ:t 'stɔ:ri]	Kurzgeschichte
<b>shorten</b> U9/5	[ʃɔ:tn]	kürzen
<b>shorts</b> MORE 3	[ʃɔ:ts]	kurze Hose, Shorts
<b>shower</b> MORE 3	[ʃaʊə]	regnen, duschen
<b>shut</b> MORE 2	[ʃʌt]	schließen, zumachen
<b>shy</b> U4/11	[ʃaɪ]	schüchtern
<b>sick</b> MORE 2	[sɪk]	krank
<b>sigh</b> U9/5	[saɪ]	seufzen
<b>sights (pl)</b> MORE 3	['saɪts]	Senswürdigkeiten
<b>sightseeing</b> MORE 3	['saɪtsi:ŋ]	Besichtigungen, Sightseeing
<b>sign</b> MORE 2	['saɪn]	Zeichen
<b>silver</b> MORE 3	['sɪlvə]	Silber
<b>similar</b> MORE 3	['sɪmlə]	ähnlich
<b>since</b> MORE 3	['sɪns]	seit
<b>single</b> MORE 3	['sɪŋɡl]	einzig/r/s
<b>sink</b> MORE 2	[sɪŋk]	sinken
<b>sit up straight</b> U4/10	[sɪt ʌp streɪt]	aufrecht sitzen
<b>sitting room</b> U1/4	['sɪtɪŋ ru:m]	Wohnzimmer
<b>size</b> MORE 2	[saɪz]	Größe
<b>skill</b> U4/10	[skɪl]	Fähigkeit

<b>skin</b> MORE 3	[skɪn]	Haut
<b>skull</b> U8/9	[skʌl]	Totenkopf
<b>slave</b> MORE 2	[slerv]	Sklave/Sklavin
<b>slavery</b> U10/6	['slervəri]	Sklaverei
<b>slice</b> MORE 2	[slas]	Scheibe
<b>slightly</b> U11/13	['slɑ:tlɪ]	ein bisschen
<b>slowly</b> MORE 3	['sləʊli]	langsam
<b>smart</b> U4/10	['smɑ:t]	hier: schick, elegant
<b>smell</b> MORE 3	[smel]	Geruch; riechen
<b>smile</b> MORE 3	[smɑɪ]	Lächeln
<b>smog</b> U10/11	['smɒɡ]	Smog
<b>smoked trout</b> U5/ME	['sməʊd traʊt]	geräucherte Forelle
<b>snorkel</b> MORE 3	['snɔ:kl]	schnorcheln
<b>so far</b> MORE 3	[səʊ fa:]	so weit; bisher
<b>sociable</b> U11/12	[səʊsəbl]	kontaktfreudig, umgänglich
<b>society</b> U11/12	[sə'saɹəti]	Gesellschaft
<b>soft drink</b> U7/8	[.sɒft 'drɪŋk]	alkoholfreies Getränk
<b>soldier</b> U9/5	['səʊldʒə(r)]	Soldat/in
<b>sole</b> U9/5	[səʊl]	Sohle
<b>solid</b> U3/5	['sɒlɪd]	stabil
<b>solution</b> MORE 3	[sə'lu:ʃn]	Lösung
<b>solve</b> MORE 2	[sɒlv]	lösen
<b>somebody</b> MORE 3	['sʌmbədi]	jemand
<b>someone</b> MORE 3	['sʌmwʌn]	jemand
<b>someone else</b> MORE 3	['sʌmwʌn 'els]	jemand anders
<b>something</b> MORE 1	['sʌmθɪŋ]	etwas
<b>sometimes</b> MORE 1	['sʌmtaɪmz]	manchmal
<b>sort oneself out</b> U11/12	[sɔ:t wʌn'self aʊt]	zu sich (selbst) finden
<b>sour</b> U8/ME	['saʊə(r)]	sauer
<b>souvenir</b> U1/ME	[.su:və'niə(r)]	Andenken, Souvenir
<b>space</b> U12/4	[speɪs]	Weltraum
<b>spare</b> U13/3	[speə(r)]	verschonen
<b>spectacular</b> U1/13	[spek'tækjələ(r)]	spektakulär
<b>speculate</b> U8/7	['spekjuleɪt]	spekulieren
<b>spicy</b> U5/ME	['spaisi]	scharf
<b>spider's web</b> U9/5	['spaɪdə(r)z web]	Spinnennetz
<b>spiky hair</b> U9/5	['spaɪki heə(r)]	in Spitzen abstehende Haare
<b>spill</b> U1/4	[spɪl]	verschütten
<b>spiral</b> U3/9	['spairəl]	spiralförmig
<b>spot</b> U1/4	['spɒt]	Fleck; Punkt
<b>spot of bother</b> U11/12	[spɒt əv 'bɒðə(r)]	Ärger
<b>spring</b> MORE 3	[sprɪŋ]	Frühling
<b>sprinkle</b> MORE 2	['sprɪŋkl]	sprengeln, sprengen
<b>square</b> MORE 2	['skweə]	Quadrat, Platz
<b>stain</b> MORE 2	[stem]	Fleck
<b>stairs (pl)</b> MORE 3	[steəz]	Treppe

<b>stamp</b> U8/9	[stæmp]	Briefmarke
<b>stardom</b> U4/13	['stɑ:dəm]	Berühmtheit
<b>start</b> MORE 3	[stɑ:t]	starten; verursachen
<b>starter</b> MORE 2	['stɑ:tə(r)]	Vorspeise
<b>starve</b> U1/6	[stɑ:v]	verhungern
<b>state</b> U1/6	[stet]	Staat
<b>statue</b> MORE 2	['stætʃu:]	Statue
<b>stay</b> MORE 3	[stei]	Aufenthalt
<b>stay</b> MORE 3	[stei]	untergebracht sein, wohnen
<b>stay at home</b> U1/ME	[stei ət həʊm]	zu Hause bleiben
<b>stay behind</b> MORE 3	['stei br'haɪnd]	zurückbleiben
<b>sterile</b> U9/1	['sterail]	steril
<b>stick</b> MORE 3	[stɪk]	Stock
<b>stink</b> U10/6	[stɪŋk]	Gestank; stinken
<b>stomach</b> MORE 2	['stʌmək]	Magen
<b>store</b> U3/ME	[stɔ:(r)]	Geschäft
<b>store sth</b> U8/11	[stɔ:(r) 'sʌmθɪŋ]	etw lagern, aufbewahren
<b>straight ahead</b> MORE 2	[streɪt ə'hed]	genau vor, geradeaus
<b>strange</b> MORE 1	[streɪndʒ]	seltsam
<b>stranger</b> U6/8	['streɪndʒə(r)]	Fremde/r
<b>street vendor</b> U3/1	[stri:t 'vendə(r)]	Straßenverkäufer/-in
<b>stress</b> U12/12	[stres]	Betonung
<b>strict</b> MORE 3	[strikt]	streng
<b>striped</b> U11/2	[straɪpt]	gestreift
<b>stud</b> MORE 3	[stʌd]	Stecker; hier: prägnant
<b>study sth</b> MORE 3	['stʌdi sʌmθɪŋ]	etw eingehend studieren
<b>stuff (informal)</b> MORE 1	[stʌf]	Zug, Kram
<b>stuff oneself</b> U5/9	[stʌf wʌn'self]	etw vollstopfen
<b>stunning</b> MORE 3	['stʌnɪŋ]	atemberaubend, beeindruckend
<b>success</b> MORE 3	[sək'ses]	Erfolg
<b>successful</b> MORE 3	[sək'sesfʌl]	erfolgreich
<b>such</b> MORE 2	[sʌtʃ]	suchen; (es); so
<b>suddenly</b> MORE 1	['sʌdnli]	plötzlich
<b>suffer from sth</b> MORE 3	['sʌfə frʌm sʌmθɪŋ]	unter etw leiden
<b>sugary</b> U5/6	['ʃʊəri]	zuckerhaltig
<b>suggest</b> MORE 1	[sə'dʒest]	vorschlagen
<b>suggestion</b> MORE 1	[sə'dʒestʃən]	Vorschlag
<b>suit</b> MORE 3	[su:t]	Anzug
<b>sum up</b> MORE 3	[sʌm ʌp]	zusammenfassen
<b>summarise</b> MORE 3	['sʌməraɪz]	zusammenfassen
<b>summary</b> U2/1	['sʌməri]	Zusammenfassung
<b>support</b> MORE 3	[sə'pɔ:t]	unterstützen; Unterstützung
<b>suppose</b> MORE 3	[sə'pəʊz]	annehmen
<b>surely</b> U8/DSC	[ʃʊəli]	wohl, sicherlich

<b>surprise</b> MORE 3	[sə'praɪz]	Überraschung
<b>surprised</b> MORE 3	[sə'praɪzd]	überrascht
<b>surprising</b> MORE 3	[sə'praɪzɪŋ]	überraschend
<b>survey</b> MORE 2	['sɜ:veɪ]	Umfrage
<b>survival</b> MORE 3	['sə'vaɪvəl]	Überleben
<b>survive</b> MORE 3	[sə'veɪv]	überleben
<b>suspect</b> MORE 3	['sʌspekt]	Verdächtige/r
<b>switch</b> U12/10	[swɪtʃ]	wechseln; tauschen
<b>sword</b> MORE 1	[sɜ:d]	Schwert
<b>sympathise</b> U4/ME	['sɪmpəsaɪz]	mitfühlen, Mitleid haben
<b>sympathy</b> MORE 3	['sɪmpəθi]	Mitgefühl
<b>symptom</b> U4/ME	['sɪmptəm]	Symptom

## T

<b>take</b> MORE 3	[teɪk]	nehmen; dauern
<b>take a photo</b> MORE 7	['teɪk ə 'fəʊtəʊ]	ein Foto machen
<b>take a tour</b> MORE 7	[teɪk ə 'tʊə]	an einer Tour teilnehmen
<b>take care</b> MORE 3	[teɪk keə]	Pass auf dich auf!
<b>take it easy</b> MORE 3	[teɪk ɪt 'i:zi]	sich schonen; sich keinen Stress machen
<b>take notice of sth</b> U1/7	[teɪk 'nəʊtɪs əv 'sʌmθɪŋ]	auf etw aufmerksam werden
<b>take over</b> MORE 2	[teɪk 'əʊvə(r)]	übernehmen
<b>take sb away</b> U2/7	[teɪk 'sʌmbədi ə'wei]	hier: abführen
<b>take sb seriously</b> U4/5	[teɪk 'sʌmbədi 'sɪəriəsli]	jdn ernst nehmen
<b>take turns</b> MORE 3	[teɪk tɜ:ns]	etw abwechselnd tun
<b>take up</b> MORE 2	[teɪk ʌp]	abheben; ausziehen
<b>take off</b> U3/5	[teɪkɒf]	Abflug, Start
<b>tan</b> MORE 2	[tæn]	Sonnenbräune
<b>taste</b> MORE 3	[teɪst]	schmecken; Geschmack
<b>tasty</b> MORE 3	['teɪsti]	lecker
<b>tax</b> U5/6	[tæks]	Steuer
<b>technique</b> MORE 3	[tek'ni:k]	Technik, Verfahren
<b>technology</b> MORE 2	[tek'nɒlədʒi]	Technologie
<b>teen</b> MORE 3	[ti:n]	Teenager
<b>tell off</b> MORE 2	[tel 'ɒf]	ausschimpfen
<b>temporary</b> U11/13	[temprəri]	vorübergehend
<b>tent</b> MORE 3	[tent]	Zelt
<b>term</b> MORE 2	[tɜ:m]	Semester; Schuljahresabschnitt
<b>terrific</b> U11/14	[tə'rɪfɪk]	toll, fantastisch
<b>terrified</b> MORE 2	['terɪfaɪd]	erschrocken, entsetzt
<b>territory</b> MORE 3	['terətəri]	Gebiet, Territorium
<b>That's a pity!</b> U4/ME	[ðætʃs eɪ 'ptɪ]	Wie schade!

<b>That's a shame!</b>	U2/DSC	[ðæts eɪ ʃeɪm]	Das ist aber schade!
<b>That's settled.</b>	U9/D	[ðæts 'setld]	Das hätten wir.
<b>theatre</b>	MORE 3	['θiətə]	Theater
<b>theory</b>	U2/11	['θiəri]	Theorie
<b>thief (pl thieves)</b>	MORE 2	[θi:f, θi:vz]	Dieb/in
<b>thin</b>	MORE 3	[θɪn]	dünn
<b>think up</b>	U4/7	[θɪŋk ʌp]	ausdenken
<b>though</b>	U3/12	[ðəʊ]	jedoch, obwohl
<b>thrilling</b>	MORE 3	['θrɪlɪŋ]	aufregend
<b>through</b>	MORE 2	[θru:]	durch
<b>through the eyes of sb</b>	U11/2	[θru: ði aɪz əv 'sʌmbədi]	aus der Sicht von jdm
<b>throw away</b>	MORE 1	[θrəʊ ə'weɪ]	wegwerfen
<b>throw up</b>	U5/9	[θrəʊ ʌp]	sich übergeben
<b>thumb</b>	U9/5	[θʌm]	Daumen
<b>thunder</b>	U1/3	['θʌndə(r)]	Donner
<b>tidy (up)</b>	MORE 2	['taɪdi (ʌp)]	aufräumen
<b>tin</b>	MORE 1	[tɪn]	Dose
<b>(be) tired of sth</b>	MORE 3	['bi 'taɪəd əv sʌmθɪŋ]	etw satt haben
<b>tiring</b>	U3/ME	['taɪərɪŋ]	ermüdend, anstrengend
<b>title</b>	MORE 3	['taɪtl]	Titel
<b>tongue</b>	MORE 1	[tʌŋ]	Zunge
<b>top secret</b>	U2/2	[tɒp 'si:kret]	streng geheim
<b>topic</b>	MORE 3	['tɒpɪk]	Thema
<b>torch</b>	MORE 2	[tɔ:tʃ]	Taschenlampe
<b>total</b>	MORE 2	['təʊtl]	gesamt
<b>tour guide</b>	U3/12	[tʊə(r) gaɪd]	Reiseleiter/in
<b>tourism</b>	U1/10	['tʊərɪzəm]	Tourismus
<b>tourist</b>	MORE 1	['tʊərɪst]	Tourist/in
<b>towards</b>	MORE 1	[tə'wɔ:dz]	Richtung
<b>track</b>	MORE 3	[træk]	Schack
<b>trader</b>	MORE 3	['treɪdə]	Händler/in
<b>traditional</b>	MORE 1	[trə'dɪʃənəl]	Traditionen
<b>traffic</b>	MORE 3	['træfɪk]	Verkehr
<b>traffic jam</b>	MORE 3	['træfɪk dʒəm]	Stau
<b>train ride</b>	U3/1	[traɪn raɪd]	Fahrt
<b>tram</b>	MORE 3	[træm]	Straßenbahn
<b>transport</b>	MORE 3	['træns'pɔ:t]	Transport; transportieren
<b>travel</b>	MORE 2	['trævl]	reisen
<b>travel agent</b>	U4/3	['trævl eɪnt]	Reiseberater/in
<b>travel industry</b>	U4/3	['trævl 'ɪndəstri]	Reiseindustrie
<b>travelling (no pl)</b>	MORE 3	['trævlɪŋ]	Reisen; Wander-
<b>treat sb</b>	U10/11	[tri:t 'sʌmbədi]	jdn behandeln
<b>trendy</b>	U9/1	['trendi]	modisch
<b>trilogy</b>	U11/6	['trɪlədʒi]	Trilogie
<b>triumphantly</b>	U1/4	[traɪ'ʌmfəntli]	triumphierend
<b>truth</b>	MORE 1	[tru:θ]	Wahrheit

<b>try</b>	MORE 3	[traɪ]	Versuch; versuchen
<b>turkey</b>	MORE 1	['tɜ:ki]	Truthahn
<b>turn back</b>	U3/5	['tɜ:n 'bæk]	umkehren
<b>turn into sth</b>	MORE 3	['tɜ:n ɪntə 'sʌmθɪŋ]	(zu) etw werden, sich in etw verwandeln
<b>turn off/on</b>	MORE 1	[tɜ:n ɒf/ɒn]	ein-/ausschalten
<b>turn out</b>	MORE 3	[tɜ:n aʊt]	sich herausstellen
<b>turn round</b>	MORE 3	[tɜ:n raʊnd]	(sich) umdrehen
<b>turn up</b>	U8/1	[tɜ:n ʌp]	auftauchen
<b>twice</b>	MORE 1	[twɑ:]	zweimal
<b>twist</b>	U4/DSC	['twɪst]	verdrehen
<b>typical</b>	MORE 1	['tɪpɪkəl]	typisch

## U

<b>ugly</b>	MORE 3	['ʌgli]	hässlich
<b>unbelievable</b>	MORE 3	[ʌnbɪ'li:vəbl]	unglaublich
<b>unclean</b>	U5/5	[ʌn'kli:n]	unrein
<b>unconscious</b>	MORE 3	[ʌn'kɒnʃəs]	bewusstlos; unbewusst
<b>underground</b>	MORE 3	['ʌndə'graʊnd]	U-Bahn
<b>understand</b>	MORE 3	[ʌndə'stændɪŋ]	verständnisvoll
<b>unemployed</b>	U4/5	[ʌnɪm'plɔɪd]	arbeitslos
<b>unexpected</b>	U11/4	[ʌnɪk'spektɪd]	unerwartet
<b>unfortunately</b>	MORE 2	[ʌn'fɔ:tʃənətli]	unglücklicherweise
<b>unhappy</b>	U9/5	[ʌn'fʌni]	unlustig
<b>unhealthy</b>	MORE 1	[ʌn'hæpi]	unglücklich
<b>united</b>	U1/7	[ʌn'helθi]	ungesund
<b>united</b>	U1/7	[ju'naɪtɪd]	vereint
<b>universe</b>	MORE 1	['ju:nɪvɜ:s]	Universum
<b>unlock</b>	U3/4	[ʌn'lɒk]	aufsperrern; entsperren
<b>unpack</b>	U2/11	[ʌn'pæk]	auspacken
<b>until</b>	MORE 2	[ən'tɪl]	bis
<b>unusual</b>	MORE 1	[ʌn'ju:ʒʊəl]	ungewöhnlich
<b>upset</b>	MORE 2	[ʌp'set]	verärgert, aufgebracht

<b>(be) used to</b>	MORE 3	[bi 'ju:sd tə]	gewöhnt sein an
<b>useful</b>	MORE 3	['ju:sfl]	nützlich, brauchbar
<b>usually</b>	MORE 1	['ju:ʒʊəli]	gewöhnlich, normalerweise

## V

<b>valley</b>	MORE 2	['væli]	Tal
<b>variety</b>	MORE 3	[və'reɪəti]	Vielfalt
<b>various</b>	U12/8	['veəriəs]	verschiedene, mehrere
<b>vegan</b>	U5/D	['vi:gən]	vegan; Veganer/in
<b>vegetarian</b>	U5/5	[,vedʒə'teəriən]	vegetarisch; Vegetarier/in
<b>veggie</b>	U5/D	['vedʒi]	vegetarisch
<b>version</b>	MORE 3	['vɜ:ʒn]	Version, Fassung



<b>vet</b> MORE 2	[vet]	Tierarzt/Tierärztin
<b>victim</b> MORE 3	['vɪktɪm]	Opfer
<b>victory</b> U9/5	['vɪktəri]	Sieg, Triumph
<b>view</b> MORE 3	[vju:]	Sicht; (Aus-)Blick, Aussicht
<b>village</b> MORE 1	['vɪlɪdʒ]	Dorf
<b>violence</b> U1/8	['vaɪələns]	Gewalt
<b>violet</b> U9/5	['vaɪələt]	violett
<b>virtual</b> U8/9	['vɜ:tʃuəl]	virtuell
<b>visitor</b> MORE 3	['vɪzɪtə]	Besucher/in
<b>vitamin</b> U5/6	['vɪtəmɪn]	Vitamin
<b>vote</b> MORE 3	[vəʊt]	wählen; Wahl

## W

<b>waiter, waitress</b> MORE 2	['weɪtə(r), 'weɪtrəs]	Kellner/in
<b>walk away</b> U9/5	[wɔ:k ə 'wei]	weggehen
<b>walk off</b> U4/DSC	[wɔ:k ɒf]	weggehen
<b>walk over to sb</b> U9/5	[wɔ:k 'əʊvə(r) tə 'sʌmbədi]	zu jdm hinlaufen
<b>walk the dog</b> MORE 3	['wɔ:k ðə 'dɒg]	den Hund ausführen
<b>want someone to do something</b> U7	[wɒnt 'sʌmwʌn tə du: 'sʌmθɪŋ]	wollen, dass jemand etwas tut
<b>war</b> MORE 2	[wɔ:(r)]	Krieg
<b>wardrobe</b> MORE 2	['wɔ:drəʊb]	Kasten, Schrank
<b>warehouse</b> U4/ME	['weəhaʊs]	Lagerhaus
<b>warn</b> MORE 3	[wɔ:n]	warnen
<b>wash off</b> U9/5	[wɒʃ ɒf]	wegwaschen
<b>waste</b> MORE 3	[weɪst]	verschwendung
<b>wastepaper bin</b> U2/6	[,weɪst 'peɪpə bɪn]	Papiermülleimer
<b>water-proof</b> U12/1	['wɔ:təpru:f]	wasserdicht
<b>weak</b> MORE 3	[wi:k]	schwach
<b>wealth</b> U9/1	[welθ]	Reichtum
<b>weapon</b> U2/1	['wepən]	Waffe
<b>wear</b> MORE 1	[weə(r)]	tragen
<b>wedding</b> U9/5	['wedɪŋ]	Hochzeit
<b>wedding dress</b> U9/5	['wedɪŋ drɛs]	Hochzeitskleid
<b>wee</b> U11/12	[wi:]	winzig
<b>weight</b> U5/6	[weɪt]	Gewicht
<b>weird</b> MORE 3	['wiəd]	sonderbar, schräg
<b>western</b> MORE 2	['westən]	westlich
<b>What a ...!</b> MORE 1	[wɒt ə 'æt ɪz]	Was für ein ...!
<b>What about ...?</b> MORE 1	[wɒt əbaʊt ...?]	Was ist mit ...?
<b>What are you up to?</b> U11/D	[wɒt ər ju ʌp tə]	Was hast du vor?
<b>What's the matter?</b> MORE 1	[wɒts ðə mətə]	Was ist los?
<b>whatever</b> MORE 3	[wɒt 'evə(r)]	was auch immer; egal
<b>wheelchair</b> MORE 3	['wi:lʃeə(r)]	Rollstuhl
<b>whenever</b> MORE 3	[wen 'evə]	wann auch immer

<b>wherever</b> MORE 2	[wer 'evə]	wo(hin) auch immer
<b>whether</b> U6/DSC	['weðə(r)]	ob
<b>whisper</b> MORE 1	['wɪspə(r)]	flüstern
<b>whodunit</b> U2	[,hu: 'dʌnɪt]	Krimi(roman)
<b>wicked</b> U13/3	['wɪkɪd]	stark, cool (ugs.)
<b>wild</b> MORE 1	[waɪld]	wild, wüst
<b>wilderness</b> MORE 3	['wɪldənəs]	Wildnis
<b>wildlife</b> MORE 3	['waɪld laɪf]	wilde Tierwelt
<b>wine</b> MORE 3	[waɪn]	Wein
<b>wing</b> U3/5	[wɪŋ]	Flügel
<b>wish</b> MORE 3	[wɪʃ]	Wunsch; sich wünschen
<b>within</b> MORE 3	[wɪðɪn]	innerhalb
<b>witness</b> MORE 2	['wɪtnəs]	Zeuge/Zeugin
<b>wombat</b> U7/1	['wɒmbæt]	Beutelmaus
<b>wonder</b> MORE 1	['wʌndə(r)]	sich wundern
<b>wooden</b> MORE 1	['wʊdn]	Holz-; hölzern
<b>work as ...</b> U4/ME	[wɜ:k əz]	als ... arbeiten
<b>work long hours</b> U7/11	[wɜ:k lɒŋ 'aʊə(r)z]	Überstunden machen
<b>workplace</b> U4/ME	[wɜ:k pleɪs]	Arbeitsplatz
<b>worker</b> MORE 1	['wɜ:kə(r)]	Arbeiter/in
<b>working hours</b> U4/7	['wɜ:kɪŋ 'aʊə(r)z]	Arbeitszeit
<b>world hunger</b> U5	[wɜ:ld 'hʌŋgə(r)]	Welthunger
<b>worried</b> MORE 2	['wʌrɪd]	besorgt sein
<b>wound</b> MORE 2	[wu:nd]	Wunde
<b>wrap</b> MORE 3	[ræp]	einpacken, einwickeln
<b>wrapping</b> MORE 3	['ræpɪŋ]	Verpackung

## Y

<b>(16-)year-old</b> MORE 3	[jɪə 'əʊld]	(sechzehn-)jährig, (sechzehn) Jahre alt
<b>you know ... (informal)</b> U3/ME	[ju nəʊ]	weißt du ...
<b>You're welcome.</b> MORE 3	[jə 'welkəm]	Nichts zu danken., Gern geschehen.
<b>young</b> MORE 1	[jʌŋ]	jung
<b>youth</b> MORE 1	[ju:θ]	Jugend
<b>youth magazine</b> MORE 3	[ju:θ ,mægə'zi:n]	Jugendmagazin
<b>yuck (informal)</b> U9/5	[jʌk]	igitt, pfui

## Z

<b>zombie</b> MORE 2	['zɒmbi]	Zombie
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