



Prime Time

Coursebook

4

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Unit 1

Going abroad

p.7



Vocabulary Travelling • Talking about preferences
Grammar Questions and negations
Listening At the airport
Speaking Which way of travelling suits you best? • At the travel agency • Travelling
Reading Different ways of travelling • Ally's WWOOFing experience

Unit 2

New York

p.15



Vocabulary New York • Famous landmarks • Working with a map
Grammar Past perfect tense
Listening Ellis Island • New York neighbourhoods
Speaking Talking about NYC
Reading History of New York City
Song/Rap American Dream

Unit 3

Intelligent machines

p.23



Vocabulary Artificial intelligence
Grammar Reported speech in present and past tense
Listening What people know about artificial intelligence • Fixing a date for an interview • How intelligent machines work
Reading Ally's intelligent machines • Ally's Blog: How intelligent machines work • Problems with intelligent machines • What is artificial intelligence?

Unit 4

Going to the limit

p.31



Vocabulary Extreme sports • Extreme jobs • Stress and being healthy
Grammar Reporting offers, suggestions and orders • Reporting yes-no-questions • Reporting WH-questions
Listening Exploring one's limits • How much is too much? • Ready for an adventure?
Speaking Too much of a good thing
Reading Adrenaline junkies • Going to the limit or over the top? • Ready for an adventure?
Writing A note to Joshua
Video unXpected Xperience

Unit 5



Television and streaming

p.39

Vocabulary

Television – forms, history, opinions

Grammar

Used to + base form

Listening

Good old television • More history • The way we used to watch TV

Speaking

Good old television • The good and bad effects of television •

Watching habits • Group talk

Reading

The history of television • What's next? Interview with an expert •

Reading charts

Writing

Writing project – an interview • Design your own chart

Unit 6



Blogs

p.47

Vocabulary

All about blogs

Listening

It's all about blogs • What's a paragraph? • Five steps to start a

blog • Self-made superstars

Reading

What is a blog? • Paragraphs for more structure • Using blogs in the

classroom • From blogs to vlogs • Vlogging to make money

Speaking

It's all about blogs • Blogs

Writing

Using blogs in the classroom

Unit 7



Play IT safe

p.55

Vocabulary

Safer internet – filter bubbles, protecting data, interpreting charts

Grammar

Using modal verbs to give suggestions, advice and to express possibility/probability

Listening

Celebrating privacy

Speaking

Safer internet • A survey on civil courage • Describing charts •

Play IT safe

Reading

Ally's Blog: In the bubble • Taking action around Europe • Online hate

speech

Writing

Commenting on Ally's post • A picture story

Unit 8



Sustainability

p.63

Vocabulary

Living sustainably • Sustainable travel and lifestyle

Grammar

The passive – present and modals • The passive – all tenses

Listening

A travel podcast • Tips for a sustainable way of living

Speaking

Sustainable ways of living

Reading

What and how we consume makes a difference • Sustainability – it's a

way of life • Live a cleaner life!

Writing

Sustainable life tips

Unit 9



Express yourself

p.71

Vocabulary Forms of self-expression • Personal letters
Grammar Reflexive pronouns • each other • Linking words • Emphatic pronouns • Object pronouns vs. reflexive pronouns
Listening Art or garbage? • Hitting a grand slam and rocking the house
Reading The Perks of Being a Wallflower • I slam, therefore I am • “magnetic poetry” • Dear friend • Art in the bin
Writing Dear friend – a letter
Song/Rap New class, new self
Video You do you

Unit 10



New Zealand

p.79

Vocabulary Maori traditions • Adventures and activities
Grammar Quantifiers: *a lot of/lots of, much – many, a few – a little* • Gerund: ing-forms used as subject nouns
Listening An interview with a history professor • “The Wanderers” • A history podcast
Speaking Your favourite activity • What to know about New Zealand
Reading What to know about New Zealand • “The Wanderers” by Edith Howes • Maori legends and stories
Writing What to know about New Zealand

Unit 11

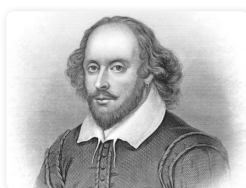


Coming back

p.87

Vocabulary Tourism • Holidays in Austria
Grammar Saying what has changed – Present perfect tense
Listening My dream holidays in Austria • Finding a place to stay
Reading Tourism in Austria • Booking online • Ally’s Blog: Coming back to Sankt Magdalena • My adventurous hiking trip in Austria
Speaking What would you recommend?
Writing An e-mail to a hotel • An adventurous trip

Unit 12



The Understudy – a play

p.95

Vocabulary The world of theatre
Grammar so/such
Listening Scene 1–4
Reading Scene 1–4
Speaking Reading between the lines: What do you think?
Pronunciation Sentence stress

Unit 13



Incredible inventions

p.103

Vocabulary

Famous inventions

Grammar

Conditional 1 and 2 • Idioms • Expressing unreal past: Conditional 3

Listening

I'll eat my hat! • The best and worst inventions of all time •

Chindogu inventions

Speaking

If I were an inventor ... • The best and worst inventions of all time •

Everyday excellence

Reading

Ada Lovelace, the programming ace • Mirror on the wall, you are the scariest of them all

Unit 14



Work hard; play hard

p.111

Vocabulary

Jobs of the future • Job applications • Personal qualities

Grammar

Talking about the future: *will - going to*

Listening

Jobs we'll lose to machines • Applying for a job by phone

Speaking

What do you want to do? • Jobs of the future

Reading

Where are they now? • Job profiles • Ally's Blog • Jobs in 2040

Writing

What I want to do one day

Unit 15



Awesome ads

p.119

Vocabulary

All about advertisements

Grammar

Comparisons • Different types of adverbs • Adjectives after verbs

Listening

Xciting or seXist computer games? • Become a critical consumer •

Let toys be toys

Reading

Better than the best • The different types of advertisements •

Have influencers become too confident?

Writing

Should ads aimed at children be banned in Austria?

Song/Rap

Ad for you

Video

It's unbelievable!

Unit 16



Fact detectives

p.127

Vocabulary

All about speaking • Going to the moon • Planetary sustainability •

IWD - International Women's Day

Listening

Reading between the lines • What is "International Women's Day"?

Reading

The Apollo 11 mission • Background information on planetary

sustainability • Travelling to the moon? • Move women forward

Speaking

Are you into speaking?

Grammar

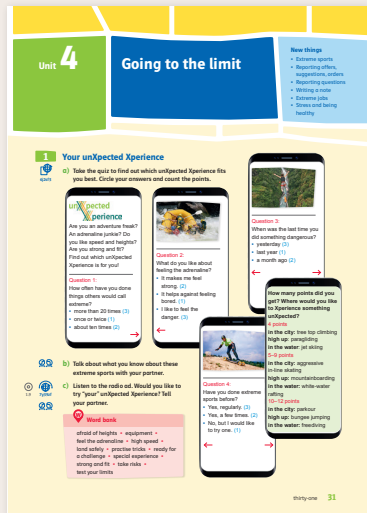
p.136

Vocabulary

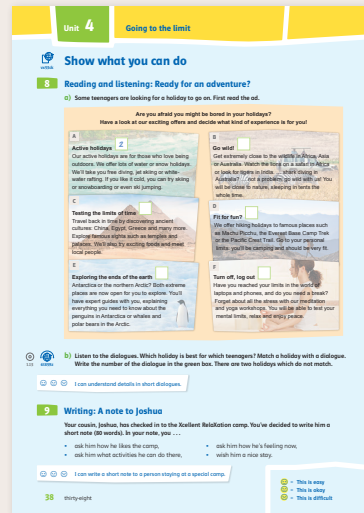
p.147

Key Show what you can do

p.191



Jede der 16 Units beginnt mit einer **Auftaktseite**. Dort findest du meistens ein Bild, das dich auf das Thema der Unit vorbereitet. In den Units gibt es Kästen mit **Redemitteln** (*Word banks, Useful phrases*), **Informationen** (*Info*) und **Grammatik** (*Grammar*).



Auf den **Show what you can do-Seiten** jeder Unit kannst du deine Lernleistung in der jeweiligen Unit selbst einschätzen. **Can do-Sätze** geben dir dabei Anhaltspunkte, wie deine Leistungen beurteilt werden könnten.

Symbole



Verweis auf die CD deiner Lehrkraft

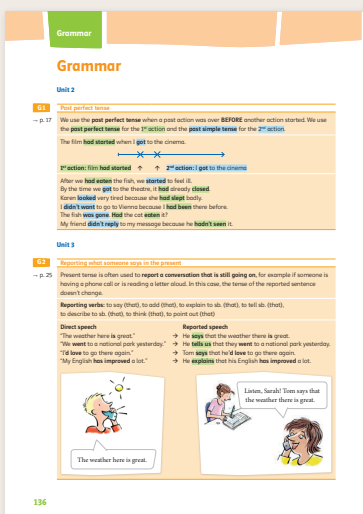


8k72g7

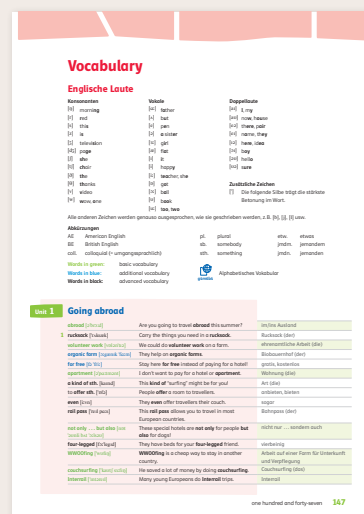
Online-Code, der zu den Audio-Dateien und den Videos im Internet führt. Gib den Code einfach in das Suchfeld auf www.oebv.at ein.



Online-Code, der zu interaktiven Übungen im Internet führt. Gib den Code einfach in das Suchfeld auf www.oebv.at ein.



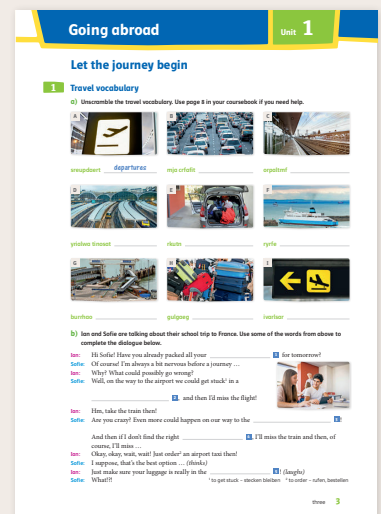
Der Abschnitt **Grammar** gibt dir einen Überblick über die **Grammatikstrukturen**, die du in diesem Jahr lernst.



Im **Vokabelteil (Vocabulary)**, ab S. 147 findest du neue Wörter in der Reihenfolge, wie sie in den Units vorkommen. Präge dir die Beispielsätze zu den Wörtern ein. **Alphabetisches Vokabular**



g4m6b4



Im **Workbook** gibt es zusätzliche Übungen zu den Inhalten der Units. Ab Unit 2 kannst du auf den **Revision-Seiten** auch Inhalte aus früheren Units wiederholen.

Unit 1

Going abroad

New things

- Different ways of travelling
- Blog: Ally's WWOOFing experience
- Talking about preferences
- At the airport

1 What's what?



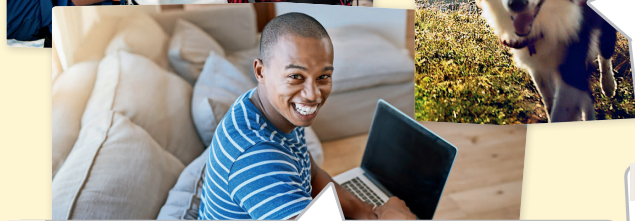
m38n8d

Match the descriptions with the names. There is one you do not need.

A Travelling while carrying the things you need packed in a rucksack. It may include adventures in nature and sleeping in tents.



B A type of volunteer work for people travelling to other countries to help and live on organic farms.



E A way of travelling that lets you enjoy your trip together with your dog. Special hotels offer special beds and food not only to you, but also to your four-legged friend!



C You want to stay somewhere for free instead of paying for a hotel or apartment? Then this kind of "surfing" might be for you! People on this internet platform offer a room or even their couch to travellers.

D A trip that you take in or around Europe using mostly the train. This rail pass allows you to travel in most European countries.



- WWOOFing
 couchsurfing
 Interrail
 backpacking

2 Have you ever travelled ...?



a) Tick the boxes that describe your travel experiences. Then ask your partner.

- by plane
 by car
 by boat
 by train
 by bike
 Where to? _____

Have you ever travelled by plane?

Yes, I have. /
No, I haven't.

Where did you travel to?

b) Report back to the class and talk about your partner's travel experiences.

Judith has travelled to Italy and Switzerland by car, but she has never travelled by plane.

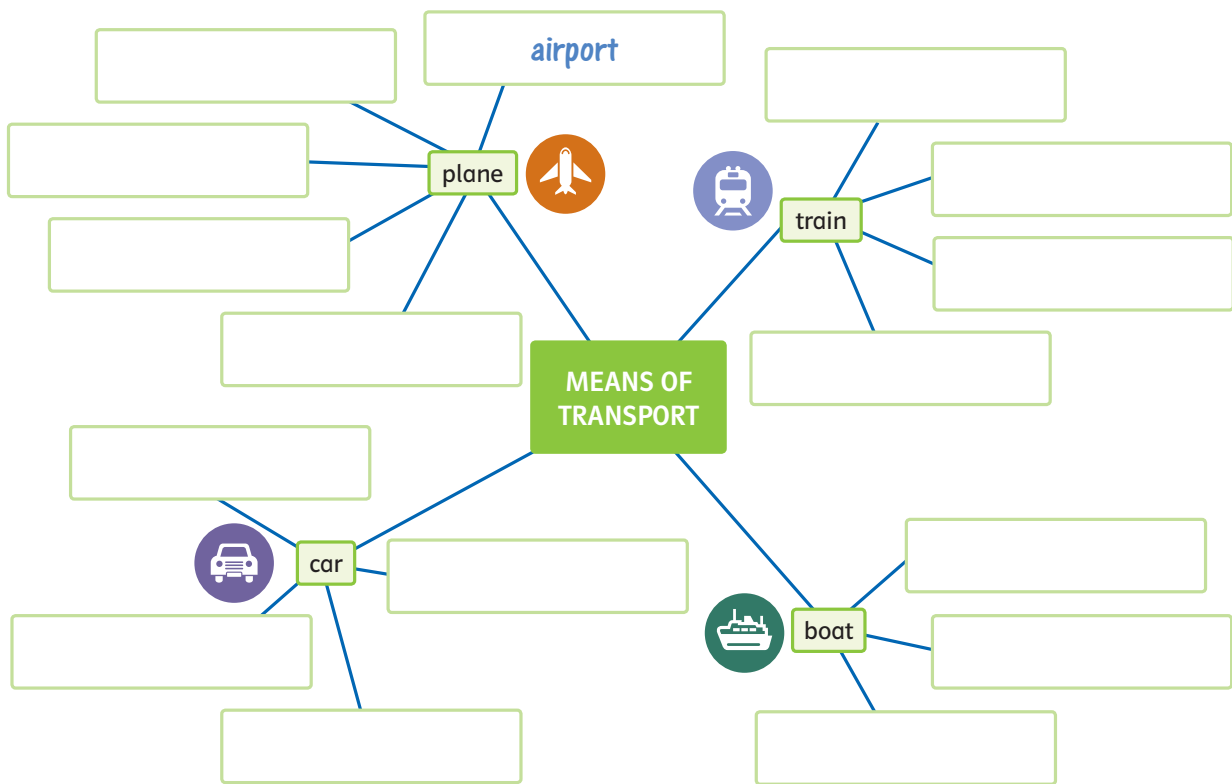


Let the journey begin

3 Language in use: Travelling vocabulary

a) Match the words and phrases from the green box with the means of transport. Some words fit more than one category. Draw more lines if you need them.

airport • arrival • boarding • check-in • cruise ship • delay • departure • ferry • flight • garage • harbour • highway • luggage • petrol station • platform • rails • railway station • sea • seasick • seat number • to rent • traffic jam • trunk • wagon



b) Explain some of the words to your partner. Ask your teacher if necessary.

What is a trunk?

A trunk is the part of a car where you can put your luggage.

4 At the travel agency

a) Read the following dialogues from a travel agency and fill in the missing questions. There is one you do not need.

How lovely! Do you know where you would like to go first?

Well, what would you recommend?

Uhm ... and are you looking for a hotel as well?

That sounds good. How long would the train ride take?

Do you already know where you want to go?

Dialogue 1

Travel agent: Hello, how can I help you?

Customer: Hello, we would like to go to Scotland in the summer.

Travel agent: _____ 1

Customer: Well, we would like to fly to Edinburgh, if possible.

Travel agent: Of course. When would you like to go, and how many tickets do you need?

Customer: We would like to leave around July 15 and stay there for two weeks. We need four tickets.

Travel agent: *(looks at screen):* _____ 2

Customer: Not really; we would like to travel around the country and stay in different bed and breakfasts.

Travel agent: Then I can recommend some car rentals. Here is our brochure ...



Dialogue 2

Travel agent: So, you would like to go to Croatia, you said.

Customer: Yes, exactly. We would like to stay at a hotel at the sea for two weeks.

Travel agent: How would you like to travel?

Customer: _____ 3

Travel agent: I would recommend the train to Rijeka, and then you could take a ferry to one of the smaller islands – we have some excellent all-inclusive resorts directly at the beach.

Customer: _____ 4

Travel agent: The train takes 10 hours to Rijeka. You would avoid any traffic jams and could enjoy the landscape. Also, it is a much cheaper option than the car.

Customer: I hadn't really thought about that ... let me talk to my friend and get back to you.

Travel agent: Of course ...



b) Act out the dialogues with a partner.



c) Write a similar dialogue at the travel agency together with a partner.

5

Listening: At the airport



1.1



b37hv9

Listen to the announcements and fill in the missing information.

1. The 7:15 flight to Paris is delayed by _____ 1.

2. Passengers travelling to Cairo should go to boarding gate _____ 2.

3. This is the final boarding call for flight _____ 3 to London.

Anja and Stephan Werner are asked to go to _____ 4 immediately.

4. Priority boarding for flight OS 051 to _____ 5 starts now.

5. The local time in Santiago de Chile is _____ 6 and the temperature is _____ 7 degrees C.

TIME	DESTINATION	STATUS
12:00	NEW YORK	DELAYED
12:15	PARIS	ON TIME
12:35	SAN FRANCISCO	ON TIME
1:00	ATLANTA	ON TIME
1:20	MIAMI	CANCELLED
1:30	HONG KONG	ON TIME
2:35	LONDON	ON TIME
2:45	HONOLULU	ON TIME
3:00	LAS VEGAS	ON TIME
4:15	CHICAGO	ON TIME
5:10	BOSTON	ON TIME
6:05	DENVER	ON TIME



The world is yours

6

Reading: Different ways of travelling

- a) Read the following descriptions of alternative ways of travelling and match them with the pictures.

Alternative ways of travelling

1. BACKPACKING

The idea of travelling with your luggage on your back has been around for a long time and is usually associated with a type of nature-loving, “hippie” way of life. It is a way of independent travel which includes the use of public transport and cheap accommodation such as youth hostels or campsites. Most backpackers believe that it is more than just a holiday. They want to experience the “real” destination and not only the typical tourism side.

2. WWOOFING

World Wide Opportunities on Organic Farms (WWOOF) has been around since the 1970s. There are WWOOF hosts in 210 countries, where you can stay for free in exchange for your help with gardening or farming activities. A homestay usually includes a place to sleep and food. A visit can last from a few days to over a year. WWOOFing lets people help the organic movement and experience rural life in a different country.

3. INTERRAIL

The Interrail Pass is a rail pass available to all European citizens. The pass allows unlimited rail travel in up to 31 countries for a certain period of time. You can choose the length of your trip and how many countries you would like to visit in advance. Interrail is a cheap way of travelling for young people across Europe.

4. COUCHSURFING

This type of travelling is a favourite among those people who are not only interested in the destination, but also in the people they meet and the friends they make. Instead of paying for a hotel or apartment, they stay with people who offer a free room or even their couch to guests from all over the world. If you want to join the couchsurfing community, you need to register on the platform and create a profile in order to get in touch with possible hosts.



b) Read the texts again and tick T (= true) or F (= false).

1. Lots of people see backpacking as more than just a holiday.
2. Backpacking is an expensive way of travelling.
3. WWOOFing can be done only all over Europe.
4. A typical WWOOFing visit lasts a few days.
5. You can only use an Interrail pass for a month.
6. Interrail passes are available to all European citizens.
7. Couchsurfing is an expensive way of travelling.

T	F
<input checked="" 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"/>
<input type="checkbox"/>	<input type="checkbox"/>

7

Questionnaire: What travelling type are you?

a) Read the questions and circle the answers (not the coloured boxes) that fit you best.

1. Do you enjoy meeting new people?	Yes, I do. The more the better. <input type="checkbox"/>	Not really, I prefer spending time with good friends only. <input type="checkbox"/>
2. When you were little, did you dream of becoming a train driver?	Yes, I did! <input type="checkbox"/>	No, when I was a kid I dreamed of being a farmer. <input type="checkbox"/>
3. Have you ever slept in something other than a real bedroom.	Yes, I have, and it wasn't a problem. <input type="checkbox"/>	Yes, I have, and I hated it. <input type="checkbox"/>
4. Is it important for you to eat organic food?	Yes, absolutely. <input type="checkbox"/>	Not really, all that matters is that it's cheap. <input type="checkbox"/>
5. Would you say that you are the "outdoorsy" type?	Yes, I could be in nature for days. <input type="checkbox"/>	No, I prefer making small talk over a cup of coffee. <input type="checkbox"/>
6. Are you comfortable with communicating online with people from all over the world?	Yes, I definitely am. <input type="checkbox"/>	No, I enjoy time without my computer once in a while. <input type="checkbox"/>

b) Now check which colour you chose most often and find out which way of travelling suits you best.

Meeting new people while you are travelling?
Try couchsurfing!

Being on your own with everything you need on your back suits you? Then backpacking might be for you!

You love nature and care about the environment?
Try WWOOFing for a different travel experience!

You should go on an Interrail tour of Europe!



Talking about *wanderlust*

8


Reading: Ally's WWOOFing experience

a) Read Ally's Blog about her summer experience in New Zealand.







Info

Did you know that some words are the same in English and in German? *Wanderlust* is one of them.


 Ally's Blog

New Zealand – new horizon!

Hello, my dear listeners and now readers!

My holidays in a land far, far away have left me without my usual podcasting equipment, but not without my voice. I find my experiences in this corner of the world too exciting not to share. So here is all I've learned about WWOOFing (yeah, you read that right!) in New Zealand:

5 WWOOFing, if you haven't heard about it, is a mix of travelling and work experience. You stay at organic farms or parks and help out in exchange for accommodation and food. I'd never thought that my parents were interested in this way of travelling, but here I am, in the middle of nowhere with only few people but hundreds of sheep for company. 😊

Here are a few things I have learned so far:

<p>10 ✓ I like spending lots of time outdoors.</p> <p>✓ I like getting to know a country through its people.</p> <p>✓ I really enjoy trying new things.</p>	<p>✗ I don't like sleeping in a tent.</p> <p>✗ I was not a big fan of sheep before, and I won't become one in the future.</p> <p>✗ I'm not good at cooking.</p>
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15 Since our arrival we have stayed at five different locations in the country. Sometimes we were the only guests; sometimes we became part of a large WWOOFing community while helping out at a farm. We also visited some of New Zealand's cities and toured the national parks in a rental car. In the beginning we didn't get very far, though, as our car broke down on a very lonely road at night...!

But more about this adventure in my next post! Keep calm and travel ON. 😊

As always, I'm interested in your comments below.

fanboy057

Hi Ally, your New Zealand trip sounds like a great adventure! I travelled through the country two years ago with a group of friends. Make sure you don't miss the *Lord of the Rings* movie set! Staying at different farms and helping sounds great, too! I think I'd like to try "WWOOFing" one day! All the best for the rest of the holiday; take care!

b) Tick the correct answer. A blog . . .

summarises a text asks for people's thoughts presents a person's opinion

c) Comment on Ally's blog post by answering some of the following questions. Write about 100 words.

- Would you choose New Zealand as a destination?
- Have you ever worked with animals?
- Would you enjoy spending a lot of time in nature?



9 Language in use: Questions and negations

a) Match the questions for Ally with the correct negations and fill in the missing words. Draw lines.

<p><u>Have</u> 1 you ever been to New Zealand before?</p>	<p>No, I'm not.</p>
<p>_____ 2 you like sleeping in a tent?</p>	<p>No, I haven't.</p>
<p>_____ 3 you enjoy being around animals?</p>	<p>No, I don't.</p>
<p>_____ 4 you good at cooking?</p>	<p>No, I didn't.</p>

b) Now write the missing questions for the following answers. (Attention, different tenses!)

1. you • ever • be • Australia

Have you ever been to Australia?

No, I haven't.

2. you • like • outdoors

_____?

Yes, I do.

3. you • go • abroad • last summer

_____?

Yes, I did.

4. Ally • be • a big fan of sheep

_____?

No, she isn't.

10 Speaking: Which way of travelling suits you best?



Talk to a partner and describe why you would/wouldn't choose one of the following ways of travelling.

- backpacking
- couchsurfing
- Interrail
- WWOOFing



Useful phrases

I'm sure I would love to try/go ... • I would prefer ... to ...
 I'd rather try/go ... • I'm more interested in ... •
 I can't wait to try/go ... • I have always dreamed of ... •
 I could never try/go ... • I couldn't imagine ... •
 ... wouldn't be my first choice



2jz37q

Show what you can do

11

Language in use: Interview with a travel blog writer

Complete the interview with the correct words.

accommodation

adventure

backpacking

~~blog~~

car

couchsurfing

hotels

train

transport

Interviewer: Sarah, you call yourself *WorldWanderer* and write a travel blog **1**.

Sarah: That's right. I've mostly been travelling and writing for the last six years.

Interviewer: Six years! Wow, that's a lot of holidays!

Sarah: I don't really see it as holidays. I try to stay in one country as long as possible. Every new

place is a new _____ **2**!

Interviewer: And what's your favourite way of travelling?

Sarah: Well, I have tried nearly every form of _____ **3** so far

(*laughs*). I like going by _____ **4** for longer distances because it's good for the environment and you see a lot of the landscape. But for some places you

need to rent a _____ **5**.

Interviewer: What about your luggage?

Sarah: I do a lot of _____ **6** where you carry your stuff on your back. This means you never take too much luggage with you.

Interviewer: And what about _____ **7**; where do you usually stay?

Sarah: I try to avoid big _____ **8** they are not always very typical of the

country. I have often used platforms such as _____ **9**, where you can stay with people from the country you are visiting. It really adds to the experience when you can chat with local people.



I can complete a text with fitting words.

12

Speaking: Travelling

Choose one of the travel topics below and prepare to speak for one minute.

- your favourite travel buddy
- the last souvenir you bought in your holidays
- the most beautiful place you've ever been to
- the worst holiday you've ever had
- a country or city you've always wanted to visit
- someone you met while you were travelling.



I can talk about a topic that I have prepared before.

14 fourteen

- 😊 = This is easy
- 😐 = This is okay
- 😞 = This is difficult

Unit 2

New York

New things

- Describing pictures
- Facts about NY
- Past perfect tense
- Ellis Island
- Famous landmarks
- Working with a map
- New York neighbourhoods

1 I ♥ NY



a) Look at the photos and use the words and phrases from the box to describe what you can see.



W Word bank

yellow taxi • statue •
huge park • street signs •
skyscrapers

P Useful phrases

In picture X, people are walking/sitting ...
Somebody else is ...
In the foreground you can see a/some ...
In the background there is/there are ...
I think the picture shows/is typical of ...

b) Numbers, numbers, numbers: Guess what the following numbers mean in connection with the city of New York.

5

1624

8,300,000

50,000,000

170

9/11/2001



c) Listen and see if you guessed correctly.



The Big Apple

2

Reading: History of New York City

- a) Read the article on the history of New York and fill in the missing sentences. There is one sentence you do not need. (You will need the words in blue for task 2b.)

History of New York City

In the early 17th century The Netherlands had established a colony in the area of modern-day New York. In 1624 they **founded** a trading post where the city is now and called it *New Amsterdam*.

After the British had taken over the Dutch settlement in 1664, they called it *New York*, in honour of the Duke of York.

Beginning in the 18th century, **waves** of new immigrants from Europe changed the composition of the city by bringing their culture with them. , the five boroughs Manhattan, Bronx, Brooklyn, Queens and Staten Island.



New York City around 1850

The Big Apple has been and still is a city of immigrants and multiculturalism, which can be seen in its many diverse neighbourhoods like *Chinatown*, *Little Italy* or *Koreatown*, as well as areas like *Brighton Beach* or *Greenpoint* where the Russian and Polish language and culture are still more **dominant**.

The Statue of Liberty, one of the most well-known **landmarks** of the city, was given to New York as a present from France.

and has become a symbol of New York, but also the United States as a whole.



Statue of Liberty in 1893

The statue stands on its own island – *Liberty Island*, which is only one of a few islands that make up the city. (To connect all these islands there are more than 60 bridges and tunnels in the city of New York).

Up until 1892 immigrants had landed at Manhattan **harbour**, but after that boats with immigrants from Europe, Africa and Asia had to go through the immigration station on Ellis Island.

, most of them coming to America to escape **poverty** and **oppression** in Europe. Today, 40 percent of all American citizens have at least one **ancestor** who came to the US through *Ellis Island*.

New York City has become the economic and cultural centre of the United States. The city has over 120 universities/higher education institutions, with over 600,000 students living in the city.

With more than 8 million people living there, New York City is not only the biggest city of the United States, but also a symbol of big city life.

1. Between 1892 and 1954, an estimated 12 million people landed on the island
2. Wall Street, in Lower Manhattan, has become the centre of the US financial industry.
3. Another island that has been important for the city's history is Ellis Island.
4. New York city grew, and by 1898 consisted of five parts
5. Finished in 1886, the statue symbolises freedom
6. New York has always been a city of immigrants,

b) Match the words in blue from 2a with the definitions below. There are two words you do not need.

1. to take the first steps in building something _____
2. a line of water moving across the sea _____
3. a person in your family who lived a long time ago _____
4. the condition of being extremely poor _____
5. a situation in which people have no freedom nor opportunities _____
6. a famous building or place that is easily recognised _____

3 Focus on form: Past perfect tense

a) Read the sentences about the history of New York. Highlight the part of the sentence that happened first.

1. After the English had won against the Dutch, they renamed the city New York.
2. Before the five boroughs were added, New York had consisted only of Manhattan.
3. After the French had given the Statue of Liberty to New York, it became a symbol for freedom.



Grammar For more details see → G 1

Past perfect tense

When I **got** to school, the lesson **had** already **started**.
The students **had** just **sat** down when the headmaster **came** in.

After we **had eaten** the fish, we **started** to feel ill.



1st action: we **had eaten** the fish **2nd action:** we **felt ill**

b) Read the grammar box and fill in the correct tense of the verb.

1. After European immigrants had landed **1** (land) in New York, they _____ **2** (build) their own little neighbourhoods.
2. Many _____ **3** (live) in poverty before they _____ **4** (come) to New York.
3. The Dutch _____ **5** (call) the city New Amsterdam after they _____ **6** (found) it as a trading post.
4. After they _____ **7** (be) on a ship for a long time, immigrants _____ **8** (feel) hopeful at the first sight of the Statue of Liberty.



A visit to Ellis Island

4

Listening: Ellis Island



a) Listen to the tour guide talking about Ellis Island. Take notes regarding the dates.

1860–1890 *first wave of immigrants*

1892

1920s

1954

1976



Ellis Island around 1918



Ellis Island today



Immigrant children around 1905



The Great Hall today

b) Listen again to complete your notes and tick the correct answers.

- The tourists ...
 - are on a boat. have got off the boat. are inside the museum.
- Most of the arriving immigrants ...
 - wanted to move to California. stayed in New York. were sent home.
- The immigration centre on Ellis Island ...
 - is still open today. was closed last year. was closed in the 1950s.

c) What else would you like to ask the tour guide? Write two questions in your notebook.

5 Rap: American Dream

1.4

Listen to the Giuseppe's personal immigration story and fill in the missing words.



In 1893 Giuseppe was a young man from Sicily
His life up to then had not been very pleasant
He'd lived, worked and starved as a peasant
He asked: "Will it change here? No never."
So his family put all their money together
To pay for a trip on a transatlantic steamer

Giuseppe was an American _____ 1

People came to stay in the USA

Different in name, but their story was the _____ 2

They left behind whatever they had been

To come and live the American Dream



Giuseppe and five others shared a cabin for two
He asked: "Where's my bed?" They said: "Shut up, you."
The food was never good, his health sometimes failing
He was often sick over the railing

He landed in America on _____ 3

And wondered, "Will this country really be my land?"

People came to stay in the USA ...

Ellis Island was the station for immigration

Giuseppe waited patiently for the call



To register in the _____ 4

He was examined by doctors. If he'd been really ill, well then
He would have stayed in hospital till he was fit again
He also proved without any fuss
That he could read and write and wasn't dangerous

People came to stay in the USA ...

America needed _____ 5

There was a great lack

Only 2% were sent back

Giuseppe passed all the inspections

He proved he had some money and no infections

So he walked through one of the gates

To immigrate into the United States

That's how it came to be that Giuseppe legally



Started his new life in the Land of _____ 6

People came to stay in the USA ...



New York: It's all here

6 New York's famous landmarks

a) Circle the names that you can find on the map.

- Central Park
- East River
- Hudson Bay
- Hudson River
- Hyde Park
- Little Italy
- Queens

b) Match some of New York's famous landmarks with the descriptions on the map.


- 1. Brooklyn Bridge
- 2. Central Park
- 3. Empire State Building
- 4. High Line
- 5. Times Square
- 6. Metropolitan Museum of Art
- 7. Coney Island



A busy and crowded square famous for its many huge screens showing advertisements.




One of the oldest and highest skyscrapers in New York.




It was originally a train line through the city above ground. Where trains once transported goods, you can now walk around and watch the sunset over the Hudson River.





One of the oldest and certainly most famous galleries in the US contains art covering a period of 5,000 years.



New York's "green lung" divides the Upper East Side from the Upper West Side and includes a lake, a zoo and baseball fields.



In just over an hour you can get from Manhattan to this old-school amusement park and beach area in Brooklyn.



The bridge that connects Manhattan and Brooklyn crossing the East River was built in 1883.

7 Find your way around: Working with a map

Finding your way is important! Use an online map of New York to find out the answers to the following questions.

- Which of the five boroughs is the largest? Manhattan
 Brooklyn Queens Staten Island Bronx
- In which borough is *Williamsburg*?
 Brooklyn Manhattan Queens
- Which neighbourhood lies further north, *Chelsea* or *Hell's Kitchen*?
 Chelsea Hell's Kitchen
- Columbia University lies next to which neighbourhood?
 Chinatown Harlem Soho
- On the corner of which streets can you find the *Flatiron Building*?
 5th Avenue & East 23rd Street Broadway & West 25th Street
- Can you find the Guggenheim Museum east or west of Central Park?
 east west
- How many blocks are between Columbus Avenue and Broadway?
 2 3 5



Info

In the US a **block** means the distance between two streets or roads.

8 Listening: New York neighbourhoods



1.5



vr2nb6

Listen and match the sentences with the correct neighbourhood.

- It's probably not a very quiet neighbourhood. C
- It's a good place to see famous people.
- It is relatively cheap to live. (2)
- It is one of the most expensive areas of New York.
- It's an artistic and multicultural neighbourhood.
- It is great for dining out without spending too much money.



Info

Tribeca means **triangle below Canal Street**



Chinatown



Tribeca



East Village



Show what you can do

9 Language in use: Ellis Island

Use the past simple or the past perfect to complete the text about Ellis Island and fill in a) or b) in the gaps.

After the immigrant ships **a)** **1** on Ellis Island, the people **2** to wait in the Great Hall. There **3** thousands of people in there at the same time. They were registered and examined by doctors. Many of them **4** scared because being sick meant that they had either to stay on the island or go back to their home countries. Immigrants **5** asked 29 questions so that the authorities could see if they could read and write. All of them **6** their most important belongings with them to start a new life in the US. Some of them, **7** their houses and everything they **8** once just to be able to buy a boat ticket to New York. It **9** them a long time to reach their destination before they **10** finally see the Statue of Liberty as a first greeting from the New World.



- | | | | |
|------------------|-----------|-------------------------|------------|
| 1. a) had landed | b) landed | 6. a) had brought | b) brought |
| 2. a) had had | b) had | 7. a) had sold | b) sold |
| 3. a) had been | b) were | 8. a) had owned | b) owned |
| 4. a) had felt | b) felt | 9. a) had taken | b) took |
| 5. a) had been | b) were | 10. a) had been able to | b) could |



I can use the correct tense to complete a text.

10 More about NYC: Talk to your class

Choose one of the topics below and use the internet to find out more about it in a group. Take notes and give a short presentation to your class.

The Empire State Building

Silicon Alley

The Statue of Liberty

Harlem

New York Subway

Trump Tower

Central Park

The MOMA

Madison Square Garden



I can present information to a group of people.

Unit 3

Intelligent machines

New things


- Artificial intelligence
- How intelligent machines work
- Reporting what someone says/said
- Problems with intelligent machines
- Privacy tips

1 Reading: Ally's intelligent machines




r6ev7r

a) Read the blog post below.



Intelligent machines around us




Home About me Topics

My parents often use a navigation app on their smartphones in the car. Such apps help them quickly to get where they want to go. Yesterday, we went to my aunt's wedding, and we were really late. The navigation app showed us all the traffic jams on the route and suggested quicker ways. It was so helpful. We got to the wedding just in time.

5 While my dad was driving the car to the wedding, I was watching videos through an online video platform. I spent hours watching one video after the other because as soon as one video was over, the platform suggested another one, and I watched them all! I really liked every single video the platform showed me. My parents gave my aunt a vacuum cleaning robot as a wedding present. Such robots are brilliant! We have one at home too. They clean your floor on their own. They find

10 their way around the apartment and know exactly where they have already cleaned and how much work there is still to do. Some vacuum cleaning robots even empty their own dustbin. It's unbelievable how many intelligent machines there are around nowadays. They can help us in so many ways. I wonder how

15 these things work, though. I'll do some research online and tell you more in my next post.



b) How do intelligent machines help Ally and her family? Make sentences. There are two ideas too many.

answers text messages on its own

cleans a room on its own

finds the quickest route

helps you to be on time

knows the size of a room

offers other videos you're interested in

puts the dust in the dustbin

shows traffic jams

shows videos other people liked

suggests more videos about the same topic

turns on the lights when it's getting dark

The navigation app shows Ally and her family all the traffic jams.



27yn4j

Intelligent machines around us

Humans are smart because of the brains inside their heads. Also robots and machines can have a brain. But their brain is like a computer. It's often called "artificial intelligence" (AI).



2

Listening: What people know about artificial intelligence



1.6



5657t3

Ally interviews people in the street for her blog series on intelligent machines. Listen to the interviews and answer the following questions.

Interview 1: Alcott

- What things is artificial intelligence good at?
 - playing board games
 - playing the piano
- Alcott would like to play chess against a computer one day.
 - true
 - false

Interview 2: Jane

- What can AI do quicker than a human? _____
- Why does Jane like the help of AI?
 - Because she can work faster.
 - Because she doesn't like reading.

Interview 3: Shelby

- Where does Shelby work? _____
- Which sentence is correct?
 - In some years, we won't need any doctors.
 - Doctors are better at talking to patients than AI.

Interview 4: Parker

- What does Parker think about the computer-generated music he has listened to on YouTube?
 - He likes some of it.
 - He doesn't like it at all.
- Why does Parker still listen to his favourite pop bands?
 - because of the quality of the music
 - because of the price

Interview 5: Edison

- Which sentence is correct?
 - Edison would like to ride in a driverless car.
 - Edison wouldn't like to ride in a driverless car.
- In what situation can a self-driving car have a problem? _____



Grammar For more details see → G 2

Reporting what someone says in the present

Direct speech	Reported speech
"I've heard AI is good at playing games."	He says that he has heard AI is good at playing games.
"I think these songs don't sound bad."	He says that he thinks these songs don't sound bad.
"I can't imagine riding in a self-driving car."	Ally says that she can't imagine riding in a self-driving car.

**Useful phrases**

reporting verbs

to say (that) • to add (that) •
to tell sb. (that) • to explain
to sb. (that) • to describe to
sb. (that) • to think (that) •
to point out (that)

3 Focus on form: Reported speech

For her blog post, Ally reports what the people said.

Help Ally to report the sentences of her street interviews with the help of the grammar box and the useful phrases.

1. Alcott: "I wouldn't play chess against a computer."

Alcott explains to me that he wouldn't play chess against a computer.

2. Jane: "I absolutely love the quick read app on my phone."

3. Jane: "I like anything that helps me to get things done more quickly."

4. Shelby: "I don't think that one day we won't need any doctors."

5. Parker: "I think these songs don't sound bad."

6. Parker: "I still like the songs of my favourite pop bands much more."

7. Edison: "I shouldn't want to ride in a self-driving car nowadays either."





78uk3y

An interview with a robotics professor

To find out more about how intelligent machines work, Ally talks to Professor Sarah Holmlund, a robotics professor.

4

Listening: Fixing a date for an interview



1.7

358av3

a) Listen to the telephone conversation.

b) Now decide if the statements are true or false. Tick the correct boxes.

- | | T | F |
|---|--------------------------|-------------------------------------|
| 1. Ally asked Professor Holmlund if she could write an article on robots. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Ally told Professor Holmlund that she was doing a podcast. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ally explained to Professor Holmlund that she had found her on the internet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ally said that she wanted to come to Professor Holmlund's office. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Professor Holmlund asked Ally if she was free on Monday morning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Professor Holmlund asked Ally where they would do the interview. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Ally answered that she didn't have time at 10 a.m. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Professor Holmlund asked Ally to show her a vacuum cleaning robot. | <input type="checkbox"/> | <input type="checkbox"/> |

5

Listening: How intelligent machines work



1.8

8jf92g

a) Listen to the interview.

b) Now decide who said what. Put an A for Ally and an H for Professor Holmlund next to the sentences.

- | | |
|---|---|
| 1. _____ I can hear you very well. | 6. _____ I don't design vacuum cleaning robots myself. |
| 2. _____ I'm so happy that you agreed to skype with me. | 7. _____ A robot is not intelligent like a human. |
| 3. _____ I am writing a post for my blog. | 8. _____ But it has sensors, little cameras, that tell the robot where the walls are. |
| 4. _____ I'm doing some research on intelligent machines. | 9. _____ It was a pleasure. |
| 5. _____ I'm very happy to talk to you. | |

c) Right after the interview Ally told her friend Peggy about it. Turn the above sentences into reported speech with the help of the grammar box.

*Professor Holmlund said that she could hear me very well.
I told her that I ...*



Reporting what someone said in the past


Direct speech	Reported speech
"I can hear you very well."	She said that she could hear me very well.
"I am writing a post for my blog."	I told her that I was writing a post for my blog.
"I'm so happy that you agreed to skype with me."	Ally said that she was so happy that Professor Holmlund had agreed to skype with her.
"I have no time on Monday morning."	Ally said that she didn't have time on Monday morning.
"I'll bring a robot vacuum cleaner."	Professor Holmlund said that she would bring a robot vacuum cleaner.

"Backshift"

can → could
 am writing → was writing
 am → was
 agreed → had agreed
 have no time → had no time / didn't have time
 will ('ll) bring → would bring





6 Reading: Ally's Blog

- Read Ally's blog post.
- Underline all the reporting verbs in red.
- Highlight the tenses in the reported statements.



Ally's Blog

How intelligent machines work


Home
About me
Topics

In my last blog post, I described a few intelligent machines which people use regularly. I was quite curious to find out how these things work. So I talked to robotics expert Professor Sarah Holmlund from Colorado State University. I was very happy about the chance to do this interview and thanked her that she had agreed to skype with me. I told her that I was writing a post for my blog and added that I was doing some research on how intelligent machines worked.

My first question was about her job. I wanted to know what a robotics professor does. Generally speaking, robotics professors design and build robots. Robots are machines that help us do things that we don't want to do or cannot do ourselves. I asked her if she also designed vacuum cleaning robots. She explained that she didn't design such robots herself but that she worked with the technology behind them.

She told me that even a robot could be intelligent in some way but that it needed a certain type of computer software to have "artificial intelligence". She pointed out that a robot could do things on its own only with the help of this special software. By means of a vacuum cleaning robot Professor Holmlund showed me how intelligent it was, how it moved along the walls and how it found its way around her apartment quite easily. She told me that it could even remember where it had been. I wondered how this was possible. She explained to me that this robot had sensors which told it where the walls were.

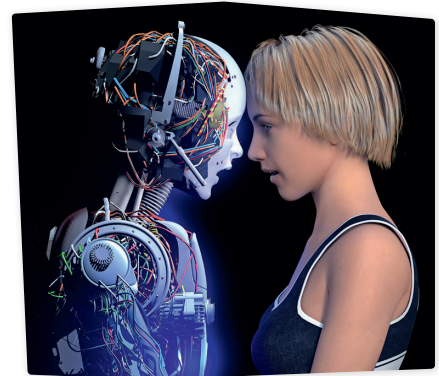
Well, I have definitely learned much from Professor Holmlund. In the end, she told me that today there was even artificial intelligence that could teach itself. Now this sounds really complicated to me! What do you think?





All that glitters is not gold

Artificial intelligence can help us in our daily lives. We use AI every day when we use our smartphones, for example. But there are also a number of problems AI brings about, therefore we should be careful of how we use artificial intelligence.



7 Reading: Problems with intelligent machines

- a) Read the short articles on AI below and find a suitable headline for each one. There is one headline too many.

Everything is becoming more and more expensive

Will you have a job tomorrow?

Is your toy spying on you?

Anyone might know where you are

newsweblink.com 1 hour ago
Problems with AI 37



1. _____
Navigation apps are among the most popular apps people use every day. It's so easy: your smartphone has a GPS-tracker and therefore always knows your exact position. The navigation app uploads that position to the servers of the navigation company. There, the company has all the important information: which streets are closed at the moment or where the most traffic is right now.

AI then finds the quickest route to where you want to go. And off you go. Wait ... Your smartphone always knows your exact position. And this position is uploaded to the navigation company. So other people also know your exact position. It's not your friends or family; it's people that you don't know at all. And are you sure that only the navigation app uploads your position? A number of apps upload your position to company servers, and you don't even know about it. Do you really want that?


newsweblink.com 4 hour ago
Problems with AI 148



2. _____
Have you ever seen a soft toy that can talk to you, a "smart" toy that can really talk to you? It doesn't just say, "I like you," or, "I want to play with you," all the time, but it knows your name, it knows what you look like, and it gives real answers to your questions. It is amazing if you see it for the first time, and kids just love a soft toy that really talks to them. But, actually, such a toy is quite problematic. A toy can only really talk to

you if it sees you and hears you through a camera and a microphone. Of course, it's also connected to the internet through WiFi. The soft toy then records whatever you do and say, and uploads all the information to the servers of the toy company. There, AI analyses the information and thinks of a response to what you've said. It sends this back to the toy, and the toy "really" answers to you. To be a "real friend" the toy might ask you for your name, your age and even your address. And this is then all uploaded to strangers ...

newsweblink.com 7 hour ago
Problems with AI 293 3.



On the one hand, artificial intelligence can make our lives easier. Robots and AI software help us to do things we don't want to do or we cannot do ourselves. While the vacuum cleaning robot is doing our housework, for example, we can relax on the sofa. On the other hand, however, robots and AI can actually take away people's jobs. What do call centre workers do if their jobs are taken by computers? Or taxi drivers if more and more driverless cars are used as taxis? Sometimes in the past, when new technology took away jobs, new types of jobs were created. Lots of people are working out if this will happen again. Apart from that, there are jobs that could be done by AI, but many people think that it's important for humans to keep them, for example, jobs in the military. Many people don't think AI should make all the decisions in our lives. What types of jobs and decisions would you trust AI to do?

b) Look at the texts in detail and find the following information.

Information	Text	Lines
what happens to the information of your exact position if you use a navigation app	1	3-5
what the navigation app needs to know to find the best route for you		
how AI can help us to have more free time		
what happened in the past when technology took away jobs		
what a "smart" toy may want to know from a child		
who will see the information of your exact position when it is uploaded to the server of the navigation company		
what a "smart" toy does		
which jobs might be taken away by AI		
what a "smart" toy needs in order to work		

8

Privacy tips



Take one sentence part from column 1 and one sentence part from column 2 to make privacy tips. Write them in your exercise book. Compare them with your partner.



Info

We have seen that AI needs a lot of data to work: our position, what we like, what we don't like and so on. Therefore, it's important that we take care of our data and our privacy.

Decide if you really
Delete an app if you are not sure
Don't allow every app
Find out which apps
Update the security settings
When you don't know what to do,

collect information about you.
get help from your parents or teachers.
of your smartphone regularly.
to use your camera and microphone.
want to share all that information.
what happens to your information.

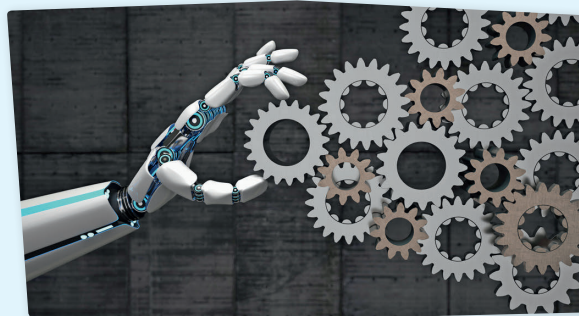


Show what you can do

9 Reading: What is artificial intelligence?

a) Read the text that explains artificial intelligence.

To be “intelligent” means that you can do four things one after the other. First, you can see or hear or smell that something is happening. For example, you smell that something is burning, and you can see smoke coming out of a room. Second, you understand what is happening. You understand that what you can see and smell means that there is a fire and that a fire is dangerous. Third, you know what the right thing to do now is. You know that you shouldn't just walk away from a fire, but that you should sound a fire alarm or tell someone about it. Finally, you know how to do what you think is right. You know how to operate the fire alarm, or you know where to go to tell someone about the fire. These four steps make up what we call “intelligence”. For many years, humans could programme machines and tell them what to do. Human programmers wrote computer software which said something like, “if this and that happens, then do this and that” for example, “if someone turns on the computer, then ask for a password”. Programmers needed to think of every situation (if) and of everything the computer should do (then). If they forgot something, the computer didn't know what to do and showed an error message. Nowadays, with the help of “artificial intelligence”, computers or robots can make their own decisions. They can take the four steps that make up intelligence on their own. They have sensors to see or hear or smell something, they can understand what is happening, they know what the right thing to do is, and they can do it on their own.



b) Are the following sentences about life in the 1990s true or false?

	T	F
1. “Intelligent” people can do four things in the right order.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. For step 1 you must be able to read.	<input type="checkbox"/>	<input type="checkbox"/>
3. If something is completely new to you, you might have problems with step 2.	<input type="checkbox"/>	<input type="checkbox"/>
4. People with a good education will do better in step 3.	<input type="checkbox"/>	<input type="checkbox"/>
5. For many years, machines couldn't make their own decisions.	<input type="checkbox"/>	<input type="checkbox"/>
6. If programmers didn't work well enough, the computer showed an error message.	<input type="checkbox"/>	<input type="checkbox"/>
7. AI-systems need humans to tell them what to do.	<input type="checkbox"/>	<input type="checkbox"/>
8. “Intelligent” robots or machines need to see or hear what's going on around them.	<input type="checkbox"/>	<input type="checkbox"/>



I can understand a short reading text about an interesting topic.

Unit 4

Going to the limit

New things

- Extreme sports
- Reporting offers, suggestions, orders
- Reporting questions
- Writing a note
- Extreme jobs
- Stress and being healthy

1 Your unXpected Xperience



a) Take the quiz to find out which unXpected Xperience fits you best. Circle your answers and count the points.

unXpected Xperience

Are you an adventure freak? An adrenaline junkie? Do you like speed and heights? Are you strong and fit? Find out which unXpected Xperience is for you!

Question 1:
How often have you done things others would call extreme?

- more than 20 times (3)
- once or twice (1)
- about ten times (2)

Question 2:
What do you like about feeling the adrenaline?

- It makes me feel strong. (2)
- It helps against feeling bored. (1)
- I like to feel the danger. (3)

Question 3:
When was the last time you did something dangerous?

- yesterday (3)
- last year (1)
- a month ago (2)

How many points did you get? Where would you like to Xperience something unXpected?

4 points
in the city: tree top climbing
high up: paragliding
in the water: jet skiing

5–9 points
in the city: aggressive in-line skating
high up: mountainboarding
in the water: white-water rafting

10–12 points
in the city: parkour
high up: bungee jumping
in the water: freediving

Question 4:
Have you done extreme sports before?

- Yes, regularly. (3)
- Yes, a few times. (2)
- No, but I would like to try one. (1)



b) Talk about what you know about these extreme sports with your partner.



c) Listen to the radio ad. Would you like to try “your” unXpected Xperience? Tell your partner.



Word bank

- afraid of heights • equipment • feel the adrenaline • high speed • land safely • practise tricks • ready for a challenge • special experience • strong and fit • take risks • test your limits




No limits

2 Reading: Adrenaline junkies: this way! →

a) Read the short texts and circle the correct answer.

1
Sam,
Your instructor has called.
The date of your freediving
course has been changed
from Friday to Saturday. Can
you call him and tell him if
you still want to go?
Judie

2
Using the half-pipe is
not recommended for
beginners!
Practise jumping over
small objects before doing
a 180 over them.
Once you can do these
jumps, try the quarter-pipe.

3

We rent
shoes if
needed.

4
Special offer!
If you go on a rafting
trip five times in one
month, you can go to
one safety course for
free!

5
If you book an
**unXpected
Xperience**
regularly, you can save
money with our
Xtra Ticket.

6


7
**JET SKI
RENTALS
THIS
WAY**
→

8


1. a) The freediving course will take place on a different day. b) Sam will not be able to go to the course at the weekend. c) The instructor cannot offer the course on Saturday.
2. What should skaters do first? a) jump over small objects b) use the quarter-pipe c) use the half-pipe
3. Climbers who do not have the right shoes, ... a) cannot participate. b) should try to protect their feet. c) can borrow them for a fee.
4. a) The rafting trips are free to people who go to the orientation course. b) This month, you can go to the orientation course and on five rafting trips without paying. c) The orientation course is free to people who go rafting five times in a month.
5. a) You need a special type of ticket if you book an unXpected Xperience regularly. b) Cheaper tickets are available for people who book an unXpected Xperience often. c) The Xtra Ticket can help everyone to save money.
6. a) You must pay to use your mountainboard here. b) You can only use your own mountainboard. c) You are not allowed to go mountainboarding here.
7. This sign is for ... a) jet skiing instructors. b) drivers who don't own a jet ski. c) people who want to buy a jet ski.
8. This sign is for ... a) mountainboarders. b) snowboarders. c) tree top climbers.

b) Fill in the missing verbs in the sentences.

advise

allow

ask

~~promise~~

warn

1. “unXpected Xperience”

promises regular customers to get a special offer.

2. “unXpected Xperience”

_____ beginners not to skate on the half-pipe.

3. Judy _____ Sam to call his instructor.

4. The landowners don't _____ mountainboarders to use their property.

5. The sign _____ snowboarders not to go to a dangerous area.



Grammar For more details see → G 4

Reporting offers, suggestions and orders

Our tree top climbing instructor **told us to wear** closed shoes.

Judy **wants me to go** bungee jumping with her.

I **advised her not to try** freediving.

3 Reading: Going to the limit or over the top?

a) Read Alsana's note to Joshua, the advertising manager. Tick what is true about the note.

*Hi, Joshua,
You weren't at your desk. I hope your morning has been busy so far. Please come to my office later. We need to discuss your new advertising plan. The Xtra Ticket is just too expensive for us at the moment. Try to think of a new special offer. Remember our slogan is "going to the limit", not "over the top". Don't forget that for the new ads! I can help you.
See you later, Alsana*

1. The writer ...
is Joshua's boss. doesn't know Joshua. shares her office with Joshua.
2. Alsana ...
wants to fire Joshua. is happy with Joshua's work. thinks Joshua could use help.
3. Notes like Alsana's ...
use lots of words. don't include unimportant details. are planned very carefully.

b) Finish these sentences in your exercise book.

1. Alsana asks Joshua to ...
2. She wants Joshua to ...
3. She warns Joshua not to ...
4. Alsana promises him to ...

1. Alsana asks Joshua to come to her office later that day.



Balance is the key

4

Video: Finding work-life balance



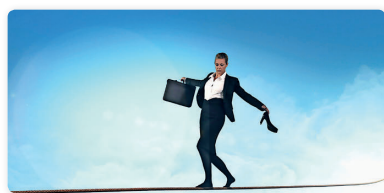
a) Watch the video ad for unXpected Xperience. Tick the extreme sports that are shown.

water skiing free diving bungee jumping tightrope walking jet skiing

b) Watch the video ad again. Then read Joshua's description Alsana wants him to write for her. There are three sentences that do not fit into the text. Highlight them.

In the new video we show how extreme sports can help if you're feeling stressed. Lots of our customers might be stressed at work or at school. This is why we say that teachers shouldn't be allowed to give homework. We have a few questions for them. First, we ask our customers if they are reaching their limits each day and if they often do lots of things at the same time. Next, we ask if they would like to work in a circus. Another question is if their life is like walking a tightrope and if they always keep the hardest part for last. We ask them if they really think that this is a good idea. Finally we advise them to check our online quiz if they are not sure which offer fits them best.

c) Read the grammar box and Joshua's text again. Complete the questions that were used in the video below the stills.



Is _____ life like
walking _____ a
_____ ?



_____ often _____
lots of things _____
same _____ ?



_____ always keep
the _____ part
_____ ?



Grammar See → G 5

Reporting yes-no-questions in the present

direct question

Do you think that this is a good idea?
Are you an adventure freak?

reported question

We **wonder** if they think that this is a good idea.
We **want** to know if they are adventure freaks.



d) Listen to Alsana's message and tick: She asks Joshua if ...

she should call a doctor. he has ever tried meditation. he's stressed.

5 Listening: Exploring one's limits



1.11 s98u54

- a) Look at the picture and tick what you think these people's job is. Then listen to see if you were right.

athlete underwater archaeologist college professor
 sports teacher historian underwater photographer



- b) Listen again and match the reported questions with Sia, Jen or Tom. Write S, J or T. Who asks ...

what makes the job special? J 1 how she would like another job? _____ 7
 what she is trying to find? _____ 2 how else she could teach others? _____ 8
 how they would like the expedition? _____ 3 what they are taught at school? _____ 9
 why they can't come with her? _____ 4 how she stays relaxed? _____ 10
 what the dangers of the job are? _____ 5 when the next expedition will be? _____ 11
 what her job is? _____ 6 who the Maya are? _____ 12



- c) With a partner, write down three more questions you would like to ask Sia.

- d) Read the grammar box. Then report your questions to the class.

We would like to know when the ancient Maya lived.



Grammar See → G 5

Reporting WH-questions in the present

direct question

When **did** the ancient Maya live?
 What is your job?

reported question

We **are wondering** when the ancient Maya lived.
 He **asks** what her job is.

- e) Before Tom and Jen do the interview, Tom writes his aunt a message. Match the sentences with the content of the message. Draw lines.

Tom asks how Sia is.

Tom tells Sia why he wants to meet.

Tom asks when they could meet.

Tom suggests where they could meet.

We're doing a project on jobs and yours is so unusual. Who could be better for this than you?

Hi! I hope things are going well.

If it's OK, we'd like to meet you at two o'clock tomorrow afternoon.

How R U? Last time I saw you, you had a cold. How's uncle Jerome?

I have a question. Could a friend and I interview you for school?

Or would next week be better for you?

Could we come to your office?



Too much of a good thing

6 Of chocoholics, shopaholics and workaholics

a) Tick what you think “-oholic” or “-aholic” means in the words above.

being an expert on something doing something too often hating something
 behaving in an unhealthy way being unable to stop doing something



b) With a partner, make up a new word ending in “-oholic” or “-aholic”. Explain its meaning.

c) Grace and Simon work for a health helpline. Last night, a workaholic needed Grace’s help, while Simon was called by a chocoholic. Write “Grace” or “Simon”.

1. Grace asked if the caller spent more than 50 hours a week in the office.
2. _____ asked if the caller was eating more than 50 grams of sugar each day.
3. _____ asked if the caller had felt exhausted at the weekend before.
4. _____ asked if the caller wanted to try healthy snacks instead.
5. _____ asked if the caller could try to talk with their boss.

d) Read the grammar box and write the direct questions Grace and Simon asked.



Grammar See → G 5

Reporting yes-no-questions in the past

direct question

Do you think about shopping all the time?

Have you felt like this before?

Can you be happy without your phone?

Were you able to say no to the drink?

reported question

Grace **asked** if he **thought** about shopping all the time.

Grace **asked** if he **had felt** like that before.

Simon **asked** if she **could** be happy without her phone.

Simon **asked** if she **had been** able to say no to the drink.

1. Do you spend more than 50 hours a week in the office?



e) With a partner, think about Grace’s or Simon’s talk on the phone. Use your own ideas, write a dialogue and act it out.

Grace: Hello, this is Grace. How can I help you?

Caller: Hi, my name’s Tonya. I’ve not been feeling so great lately. I’m so exhausted.





7 Listening: How much is too much?



1.12 s958sr

a) Listen to Lara's and Ben's presentation and fill in the gaps in the infographic.

IS IT THAT BAD? [] CAN CHANGE ...

<p>[]</p> <p>Teens with high stress are less likely to get enough rest than teens with low stress.</p> 	<p>FEELINGS</p> <p>More than 1 in [] students snap at classmates because of stress.</p> 	<p>GRADES</p> <p>1 in [] students say that their grades are [] because of being stressed.</p> 	<p>[]</p> <p>Many teens eat too much (often [] food) or miss meals when stressed.</p> 
---	---	---	---

b) Take Lara's and Ben's quiz and find out how stress can change your life.

- Would you say that you are more often stressed out than you're relaxed? yes no
- How much sleep are you getting at the moment? _____ hours
- How do you behave in class when you're stressed? _____
- Are your grades better or worse than those of your classmates? better worse
- If you ticked "worse", why do you think are they worse? _____
- What kind of food do you eat when you're stressed? _____
- Have you ever missed meals or eaten too much because of stress? yes no

c) Read the grammar box. Then read Jen's report of the project on stress. Write the numbers of the missing sentence parts in the boxes. There are two sentence parts too many.



Grammar See → G 3

Reporting WH-questions in the past

direct question

What do you do to deal with stress?

Who has never shouted at a classmate?

reported question

They asked what I did to deal with stress.

Ben wondered who had never shouted at a classmate.

In their presentation, Lara and Ben talked about stress. They asked us students **A** **4** shouted at classmates when stressed. Later they **B** . One question was how much **C** . They also asked how we behaved in class under stress and how **D** . Lara and Ben wanted to find out why students with bad grades thought their grades were **E** . They asked what food we ate in busy times and **F** missed meals.

- | | | |
|-----------------------------------|----------------------------|--------------------------|
| 1. worse than those of the others | 3. how often we | 6. sleep we were getting |
| 2. asked us to do a quiz | 4. if we had ever | 7. when we had last |
| | 5. which of them had never | 8. good our grades were |



Show what you can do

8 Reading and listening: Ready for an adventure?

a) Some teenagers are looking for a holiday to go on. First read the ad.

**Are you afraid you might be bored in your holidays?
Have a look at our exciting offers and decide what kind of experience is for you!**

A 2

Active holidays

Our active holidays are for those who love being outdoors. We offer lots of water or snow holidays. We'll take you free diving, jet skiing or white-water rafting. If you like it cold, you can try skiing or snowboarding or even ski jumping.

B

Go wild!

Get extremely close to the wildlife in Africa, Asia or Australia. Watch the lions on a safari in Africa or look for tigers in India. ... shark diving in Australia? ... not a problem; go wild with us! You will be close to nature, sleeping in tents the whole time.

C

Testing the limits of time

Travel back in time by discovering ancient cultures: China, Egypt, Greece and many more. Explore famous sights such as temples and palaces. We'll also try exciting foods and meet local people.

D

Fit for fun?

We offer hiking holidays to famous places such as Machu Picchu, the Everest Base Camp Trek or the Pacific Crest Trail. Go to your personal limits: you'll be camping and should be very fit.

E

Exploring the ends of the earth

Antarctica or the northern Arctic? Both extreme places are now open for you to explore. You'll have expert guides with you, explaining everything you need to know about the penguins in Antarctica or whales and polar bears in the Arctic.

F

Turn off, log out

Have you reached your limits in the world of laptops and phones, and do you need a break? Forget about all the stress with our meditation and yoga workshops. You will be able to test your mental limits, relax and enjoy peace.



b) Listen to the dialogues. Which holiday is best for which teenagers? Match a holiday with a dialogue. Write the number of the dialogue in the green box. There are two holidays which do not match.

☹️ ☹️ ☹️ I can understand details in short dialogues.

9 Writing: A note to Joshua

Your cousin, Joshua, has checked in to the Xcellent RelaXation camp. You've decided to write him a short note (80 words). In your note, you ...

- ask him how he likes the camp,
- ask him how he's feeling now,
- ask him what activities he can do there,
- wish him a nice stay.

☹️ ☹️ ☹️ I can write a short note to a person staying at a special camp.

😊 = This is easy
 😊 = This is okay
 ☹️ = This is difficult

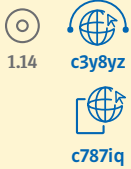
Unit 5

Television and streaming

New things

- The history of television
- TV – good or bad?
- What “used to” be
- New forms of TV
- Reading and designing charts

1 Listening: Good old television



a) Match the statements you hear about television with the fitting TV.



b) Your turn: With a partner talk about

- historic moments you watched on TV
- programmes you watch regularly
- TV programmes you remember from your childhood
- TV programmes you watch together with your family



First in colour!

2

Reading: The history of television

a) Read the article on the history of television and match the pictures with the text. Draw lines.

5 Unlike many other inventions in the history of mankind, the TV had many inventors instead of just one. Inventors from all over the world had been working on the idea of moving pictures on a screen since the 1830s, but the first real television set wasn't built until the early 20th century.

10 Five men are mostly associated with the invention we know today. Among them, a German named Paul Nipkow, invented the first rotating disk that allowed pictures to be sent over wire in 1884.

15 John Baird from Scotland became famous when he made possible the first moving pictures that were televised in Europe in 1924. He showed a human face on a screen, and later, during World War II invented the first colour picture tube.

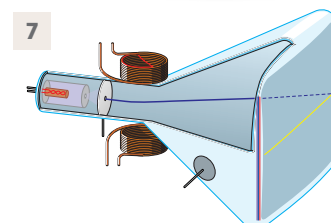
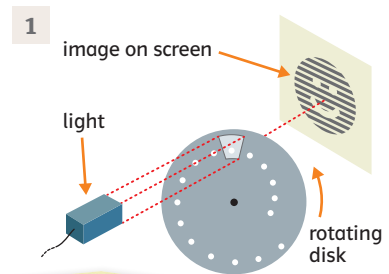
20 The American Charles Jenkins invented a mechanical television called "radiovision" which also showed one of the first moving images worldwide in 1923. He also created the first television station in North America.

25 Vladimir Zworykin from Russia invented the cathode ray tube, named *Kinescope*. Before the Kinescope, the television systems had been mechanical – now they were electronic devices.

30 Philo Farnsworth, an American farmboy, finally discovered a way to show images on a screen with the use of 60 horizontal lines in 1929, which made the picture clearer.

It wasn't until the 1950s that colour TVs were widely available and the television had become a typical household item in more than half of American homes.

35 And then, in 1956 people didn't even have to get up anymore to change the channel: the remote control had been invented.



b) Look at the text again and complete the information in the grid.

who	where from	when	what
			rotating disk, allowed pictures to be sent over wire
John Baird			
		1923	
	Russia	---	

3 Listening: More history



1.15



Listen to a guide from a museum talking about the more recent developments in television history. Then do the tasks below.

- | | T | F |
|--|--------------------------|-------------------------------------|
| 1. The last 60 years of television history have not been exciting. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. The next step in development was a recording device. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The DVD player was the first recording machine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. VCR stands for <i>Video Copy Recorder</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The VCR was developed in Japan. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The latest inventions in television include the change from typical | | |

TV programmes to _____ *services* and _____ technology.

4 Speaking: The good and bad effects of television

Read the following quote by Philo Farnsworth, one of the inventors of television.

If we were able to see people in other countries and learn about our differences, why would there be any misunderstandings? War would be a thing of the past.

(Quote from: <https://www.tweentribune.com/article/teen/farmboy-who-invented-television/>)

a) What does the quote mean? Tick the correct statements.

- Mr Farnsworth thought that television would connect mankind.
- According to Farnsworth, television would produce more wars.
- Television will teach people about differences.



b) Discuss in small groups: Do you think Farnsworth's predictions came true? If not, why? Write one sentence in your exercise book why you think he was wrong.



The way we used to

5

Listening: The way we used to watch TV

1.16



a) Listen to Aisha's grandparents Margaret and Joshua talking about what watching television was like when they were young. Which picture fits which person?





b) Listen again and tick the sentences that are true.

1. Margaret



- She used to watch TV in a neighbour's living room.
- Her family got their own TV later.
- Children and adults used to watch TV together.
- A special children's programme was broadcast on Sundays.
- She can still remember some of the characters in the stories.

- He used to watch TV in a neighbour's living room.
- He watched a children's show with kids from the neighbourhood.
- The episodes of the children's show were broadcast on Sundays.
- His family got their own TV later.
- There used to be only 4 TV channels in total.

2. Joshua



c) Complete the following words from the listening.

 : a TV or radio show.

 : to show a programme on television or radio.

 : a television or radio station.

 : one of the single parts into which a story is divided.



d) Same or different? Talk to a partner and comment on some of the statements above. Was watching TV the first time the same for you or was it different?

I can't remember watching TV for the first time.

I can't imagine ...
For me it was totally different ...

6 Focus on form: used to + base form

a) Look at some of the sentences with “used to” in exercise 5b. What do you think “used to” means?

- something that was done or experienced in the past
- something that is being done or experienced again and again

b) Read the grammar box. Then complete the following sentences with a correct form of the phrase *used to*.



Grammar For more details see → G 6

Used to + base form

thinking back to old times

When I was a little girl, we **used to** come together at another family's house once a week to watch the news on television. After the news there was a short children's programme, which we **used to** love.

Did you **use to** watch TV as a child?

No, I **didn't use to** watch TV as a child because my parents bought their first TV when I was 16 years old.

1. She • love eating chocolate when she was a child

She used to love eating chocolate when she was a child.

2. I • live in a flat when I was a child.

3. We • go to the beach every summer?

4. He • not smoke when he was younger.

5. You • play tennis when you were at school?

7 Writing project

Do an interview with someone in your family about what watching TV used to be like when he or she was a child. Write it in your exercise book.

Use some of the guiding questions below.

- Did you use to watch a lot of TV when you were young?
- Did you often watch TV together with your family or friends?
- Did you use to watch a special programme that you can still remember?
- If yes, what was it about?



Useful phrases

And what about ...?
Really?
Can you tell me more about that?
Do you remember anything specific?



Keep your eyes on the screen

8 What's next? Interview with an expert

Read the interview with Dr Rayburn and fill in the gaps with the words in green.

live TV

TV set

programme

streaming services

group experience

channel

Interviewer: Dr Rayburn, you have recently published an article about the change in watching habits. What were the most important results?

Dr Rayburn: Well, the biggest change, in my opinion, is the change from watching live TV **1** to using other, more modern forms of television.

Interviewer: What do you mean by live TV?

Dr Rayburn: I mean the traditional understanding of TV, in which you have a specific

_____ **2** that broadcasts a specific _____ **3** at a specific time.

People no longer sit in front of the old-fashioned _____ **4** in their living room watching the same programme together.

Interviewer: What do they do instead?

Dr Rayburn: First of all, watching is no longer a _____ **5**; viewers watch on their own more and more. And secondly, viewers don't want to wait around for their favourite

programmes anymore, which is why they choose _____ **6** such as *Netflix* or *YouTube* more frequently than ever before.

Interviewer: And what is your own experience with these new forms of television?

Dr Rayburn: If you had told me a decade ago, that I would not have cable TV in my house, I would have laughed at you. Today I mostly stream TV shows and movies on my computer or tablet.

9 Survey: Watching habits

a) Fill in the questionnaire about your watching habits (TV and/or streaming).

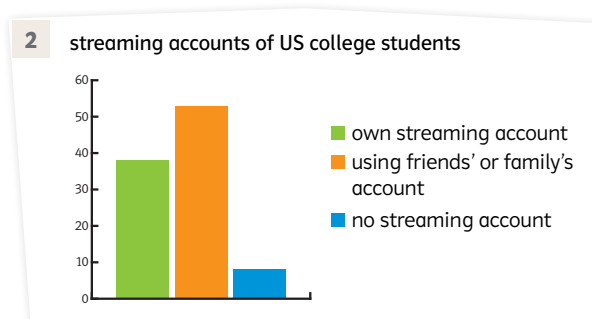
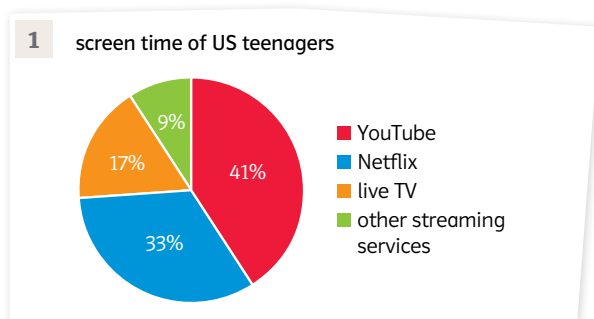
1.	How often do you watch? <input type="checkbox"/> every day <input type="checkbox"/> a few times a week <input type="checkbox"/> never
2.	How many hours a day do you watch? <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-4 hours <input type="checkbox"/> other: _____
3.	What type of programmes do you typically watch? <input type="checkbox"/> reality shows <input type="checkbox"/> films <input type="checkbox"/> TV series <input type="checkbox"/> news <input type="checkbox"/> sport <input type="checkbox"/> other: _____
4.	Do you often watch together with friends or family? <input type="checkbox"/> Yes, often. <input type="checkbox"/> Yes, sometimes. <input type="checkbox"/> Only once in a while <input type="checkbox"/> No, never.
5.	Do you sometimes feel guilty about watching too much? <input type="checkbox"/> Yes, regularly <input type="checkbox"/> Very rarely <input type="checkbox"/> No, not at all <input type="checkbox"/> other: _____



b) Now share your results with a partner.

I usually watch TV/YouTube/Netflix/... On average I spend ... hours in front of the screen.

c) Look at the charts about watching habits from recent surveys in the US. Then decide whether the statements below are true or false.



- The most used streaming service by US teenagers is *Netflix*.
- Less than a quarter of US teenagers watch live TV.
- A great majority of US teenagers prefer streaming services to live TV.
- More than half of US college students have their own streaming account.
- More than half of US college students use a streaming account.
- Less than 10 percent of US college students don't use streaming services at all.

T	F
<input type="checkbox"/>	<input checked="" 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"/>

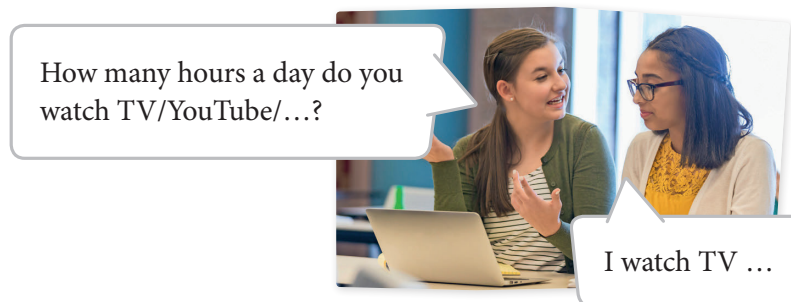
10 Design your own chart

- Choose a question about watching habits.
- Ask people in your class.
- Then design your own chart (pie chart or bar chart).
- Summarise your results in 3-5 sentences.



Tip

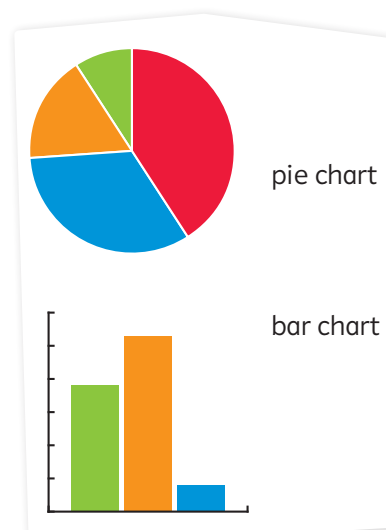
- If you ask 10 persons for your survey, each person counts for 10 percent!
- Offering some fixed answers to choose from, makes it easier for you!



Useful phrases

Describing a chart

- The chart shows ...
- 70 percent of the students said that ...
- Most students said that ...
- The majority/minority of students usually ...





Show what you can do

11 Language in use: What used to be

Think of the information in this unit and use the words and phrases from the green box to make sentences about what used to be.

before tablets and computers • before the invention of colour TV • before every family had their own TV • back in the 1960s • only watch TV in front of their TV set • watch some TV in shop windows • watch TV in black and white • be only 4 TV channels in total

1. *Before tablets and computers people used to watch TV only in front of their TV set.*
2. _____
3. _____
4. _____

😊 😐 😞 I can form sentences about what people used to do.

12 Speaking: Group talk

a) Take two minutes to prepare a short summary of this unit's topic using the questions below.

- What do you know about the invention of television?
- How has the activity of watching TV changed over the last few decades?
- What are the newest developments in television?



b) Present your summary to a small group who then give you feedback using the grid below.

😊	😞
The student mentioned the most important information.	The student only mentioned some information.
The student presented the information in an interesting way.	The student did not present the information in an interesting way.
It was easy to follow and understand the information.	It was a bit difficult to follow and understand the information.

😊 😐 😞 I can talk about a topic I have prepared before.

😊 = This is easy
 😐 = This is okay
 😞 = This is difficult

Unit 6

Blogs

New things

- All about blogs
- Paragraphs for more structure
- Write your own blog
- From blog to vlog
- Revision units 1 to 5

1 It's all about blogs



- a) Listen to the teenagers.
b) Listen again and match the pictures with the descriptions. Draw lines.



1 Tina's blog is all about travelling, especially how to travel in an eco-friendly way.

2 In Andrea's blog you can find everything about the latest technology and how to use it in the right way.

3 Taylor's blog is about health. He writes about sports and how to live a good and healthy life.

- c) Your turn: Read the questions below and answer them for yourself. Write keywords.

Have you ever ...

1. read a blog? _____
2. commented on a blog? _____
3. written a blog? _____
4. talked to somebody who writes blogs? _____



- d) Find a partner and discuss your answers from exercise 1c. Use the words/phrases below.



Useful phrases

Yes, I have. It was ... • No, I haven't, but I'd like to do so. • I think it was ... • I can't remember exactly, but I think ... • I'm (not) interested in ... • I'm (not) a big fan of ...



Word bank

Vocabulary to talk about blogs:

audio(s) • comment(s) • electronics • internet • online • post(s) • smartphone(s) • tablet(s) • technology • technical • text-based • video(s) • world wide web (WWW)




Ally's world of blogs





2

Reading: What is a blog?

a) Read Ally's blog post below.


 Ally's Blog

What is a blog?


This week's blog is all about blogs in general and what they are. You've probably read blogs before. Honestly, I was all about podcasts in the beginning, and then I found out that blogs simply give you more opportunities to get in touch with your community. But let's get back to the point. What exactly is a blog?

A blog is quite similar to a regular website. One could say that a blog is a kind of diary that is mostly written and updated by one person, a so-called "blogger". So, I'm the one who updates my blog. I do that quite often, mostly every second week. Most of the blogs on the internet are for others to see. So is mine. However, you can keep your blog private.

Blogs deal with all kinds of topics. We bloggers are so fond of our ideas that we want to share them with the rest of the world, for example on social media platforms. So, I decided to share my thoughts with as many people as possible. A blog consists of blog posts, which are written and put on the internet by a blogger. A blog post can include different elements: texts, videos, pictures, bullet points, headings and basically everything I'd like to share with the community.

In addition, readers can leave comments under the blog posts in order to start conversations on different topics. So, if you want to be a good blogger, try to keep in touch with your readers.

Thanks for reading my blog, and feel free to comment. Please stay tuned and keep on reading.



b) Read the blog again and do the tasks below.

1. What is the blog above all about? what blogs are _____
 2. What do you call a person who writes blogs? _____
 3. Blogs are usually public, but they can also be _____.
 4. A blog can deal with different _____ such as food or health.
 5. When writing blogs, you can share your _____ with people.
- | | T | F |
|--|--------------------------|--------------------------|
| 6. A blog only includes blog posts, never comments. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Blogs can include a great variety of content, for example texts, photos, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. According to the text, readers aren't allowed to leave comments on the blog. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A blogger should also answer the comments left by readers. | <input type="checkbox"/> | <input type="checkbox"/> |

c) What should a successful blogger do? Read the tips and tick the ones that are correct.

Tips for a successful blog

- | | |
|--|---|
| <input type="checkbox"/> Be yourself and be honest. | <input type="checkbox"/> Be unfriendly and negative. |
| <input type="checkbox"/> Find your focus and your interests. | <input type="checkbox"/> Include photos, links or videos. |
| <input type="checkbox"/> Set unrealistic goals. | <input type="checkbox"/> Be friendly and positive. |
| <input type="checkbox"/> Post to social networking sites. | <input type="checkbox"/> Write a blog as quickly as possible. |
| <input type="checkbox"/> Don't answer to blog comments. | <input type="checkbox"/> Write blog posts on a regular basis. |

3 Listening and reading: Paragraphs for more structure

a) Your turn: What is a paragraph? Read the definitions below and tick your choice.

A paragraph is ...

- a part of a text consisting of at least one sentence. It deals with one aspect.
- a short part of a text that begins with a new line and consists of one or more sentences.
- one of the parts that a piece of writing is divided into, consisting of one or more sentences.



1.18

t2pp9q

b) Listen and check if you were right.

c) Go back to Ally's blog in task 2 and look at the structure of the text. Then complete the grid with the missing information and draw lines.

Lines	Name of the paragraph	First sentence of the paragraph
line ____-7	introduction	<i>A blog is quite similar to a regular website. ...</i>
line 8-15	content point 1	<i>In addition, readers can leave comments ...</i>
line 1-3	content point 2	<i>Thanks for reading my blog, and feel free to comment. ...</i>
line 18		<i>This week's blog is all about blogs in general and what they are. ...</i>
line 16-____	conclusion	



e6y3zh

Let's get it started ...

4

Listening: Five steps to start a blog



1.19



47ur5z

a) Listen to Ally and her tips.

b) Listen again. Then put the steps in the correct order and fill in the missing words.



Promote your blog. Creating and writing a great blog is just the start **1**. In order to get readers for your blog you will need to spend some time promoting it, especially when you first start. To get readers post links on _____ **2** accounts like Facebook and Twitter. If your friends share the link with their friends, it automatically multiplies your readers.



Customise your blog. Thirdly, you have to _____ **3** and you will be in the administrator area. This is where you can make any changes you want to your blog. One of the great things about using *WordPress* blog is that you can change your whole layout and _____ **4** with just a few clicks.



1 **Pick a blog name.** Once you have a _____ **5** it's time to choose your blog name. A good blog name should be catchy, so readers know what your blog is all about. If you create a _____ **6** blog with a variety of topics, then use your name, since your blog is all about you, for example, *Blogging with Ally*. Once you have some blog name ideas you will need to choose a domain extension. So, *Blogging with Ally* becomes *www.bloggingwithally.com*, for example.



Get your blog online. It's time to get your blog _____ **7**. To get your blog up and running, you need two things: blog hosting and blogging software. A blog host is a company that stores all the files for your blog and delivers them to the user when they type in your blog name. You also need the _____ **8** to build your blog. For example, *WordPress* blogging software is the most popular.



Write and publish your first post. Now your blog is up and running. It's time to do some blogging! The menu gives you the _____ **9** to have "posts". On every new *WordPress* blog, you will see that there's already a post. This is a default post you don't need. Even after you have written a post, your post blog may still say "coming soon". Click " _____ **10** " and your post will be online.

5 Reading and writing: Using blogs in the classroom

a) Read the infographic and match the paragraphs on the right with some of the headings.

15 REASONS TEACHERS AND STUDENTS SHOULD BLOG		
Owning your content 	Your online hub 	All subjects 
Creativity 	Home-School connections 	Digital footprints 
Social skills & confidence 	ICT skills 	Developing thinking 
Reflections 	Classroom community 	Having a voice 
Authenticity 	Global connections 	Purposeful & productive 

1. *Your online hub*

A blog can be a place where all the bits and pieces you create in the online and offline world can be put. Blogs can keep your virtual world well organised.

2. _____

When publishing online, students have the chance to have their voices heard.

3. _____

Blogs can be used in any subject: French, history, art, physics, ... the list goes on!

4. _____

Always taking in information isn't an ideal way to learn. We need space to process and think about things, and blogging can be a great way to do so.

5. _____

A sense of understanding and tolerance can develop, and students can learn a lot about the world in which they live.

b) Read the infographic and the texts above again. Then write your own paragraph and explain why writing blogs in class can improve your skills. Use the words from the green box.

information • research • multimedia • opportunity • solution • teamwork • fun



From blogs to vlogs

6 Reading: What's the difference?

a) Read the paragraphs below and match them with the correct question and picture.

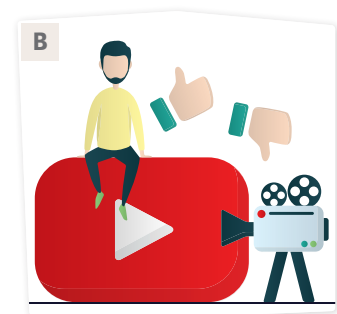
1. What exactly is a “vlog”?

To many people's surprise, the term vlogging has been used since the early 2000s, although it became popular, when *YouTube* was started. In the beginnings of the *YouTube* revolution, a camera was needed. However, phones have caught up with the vlogging generation and have got better every single year.



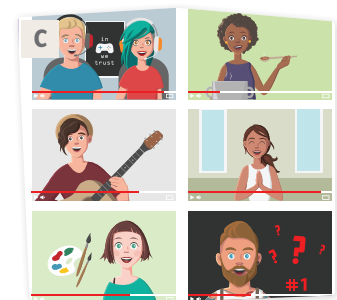
2. What's the history behind vlogs?

Once you create your video, you can upload it online or include the video within a post on your blog or website. Vloggers often record videos in a prepared setting. They record this kind of video in public, during events or performances. The topic and the style of a live vlog can vary, so there are many sub-types of recorded videos.



3. Are there different types of vlogs?

The word “vlog” is short for “video blog” and means a blog which features video content. Vlogging is similar to blogging in many ways. In fact, many bloggers have become vloggers, and many vloggers also have a blog. The main difference in the context of blog vs. vlog is the presentation and form of content.



4. How to record the vlog and what about the setting?

The list of vlogs is practically endless; there's really everything from music to fitness to education. One of the biggest genres on *YouTube* is gaming. It focuses on a person playing a game while recording it and then letting others watch the gameplay.



b) Your turn: Read the statements below and tick your choice.

I watch videos online. regularly often sometimes never

I could imagine having my own vlog. Yes, sure. Maybe. I'm not sure. No way.

7 Listening: Self-made superstars



1.20 hq87az

a) Listen to the interview with a media expert.

b) Listen again and do the tasks below. More than one answer can be correct.



- Janet Ward is a media expert.
 - The interview explains how teenagers have made themselves online _____.
 - Online _____ give you the chance to promote your way of life.
 - It's important to provide ... specific authentic unscripted material.
 - A vlog can be compared to ... a book a film an online diary a TV series.
- | | T | F |
|---|--------------------------|--------------------------|
| 6. Top <i>YouTubers</i> have got millions of followers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. So called "influencers" haven't got any chance to become successful. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Big brands have realised the importance of advertising with influencers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. It's easy to become an important vlogger and influencer. | <input type="checkbox"/> | <input type="checkbox"/> |

c) Put the words in the correct order and form sentences. Add a comma if necessary.

- video blogs • of • those • with • rather • started • kids • simple • Most

Most of those kids started with rather simple video blogs.

- usually • Teenagers • their • talk • life • everyday • thoughts • and • feelings • about

- the • While • frequency • vlogs • of • vary • can • the • is • content • unscripted • mainly

- Videos • have • better • become • in • quality • throughout • the • last • few • years

- In • celebrities • traditional • replace • to • continue • influencers • digital • top • fact



i67bc2

Show what you can do

8 Reading: Vlogging to make money

Read Ally's e-mail to her Austrian friend Leo and complete it with the missing words. All of them can be found in the text itself.

From: ally2503@worldmail.co.uk
Date: 22 November | 16:27

To: leonhard_76@yohaa.com

Subject: Vlogging

Dear Leo,

How are you? Some time ago, I started blogging. So, I'm busy with creating my blog posts, and, of course, I also include video material. Doing lots of online research, I found out that blogging **1** and especially vlogging can be a good way to make _____ **2**. Did you know that? Well, I didn't.

Most top *YouTube* stars make money from _____ **3** advertisements (usually before the video starts), other forms of working together with companies (e.g. brand deals or sponsored videos), and/or selling their own merchandise. It's really unbelievable that people make lots of money by _____ **4** and uploading videos. So, what's the secret? Well, *YouTube* _____ **5** have built active audiences, so called followers, and they stay focused, so you know what you get as a consumer. I hope that my blog will have lots of _____ **6**, too.

Hope to see you again soon ... ,

Ally



I can understand an e-mail about a familiar topic, for example blogs, and complete it with missing elements.

9 Speaking: Blogs

Prepare a short presentation and answer the questions below. Talk for about 2 minutes.

- What is a blog?
- How do you create a blog?
- Where can you find blogs?
- What can a blog be all about?
- How can you read blogs?
- What are your personal experiences with blogs?
- How can you comment?



I can talk about a topic that I have heard of and worked on before.

Unit 7

Play IT safe

New things

- Filter bubbles
- Protecting data
- Interpreting charts
- Civil courage online
- Using modals for suggestions, advice and possibility/probability

1 Safer internet quiz



8fb4rz

a) Do you know how to play IT safe? Take the quiz and find out ...

1. You receive a message from a school friend asking for someone else's phone number. What do you do?

- Send the phone number straight away.
- Check with the other person first.
- Say you can't share someone's personal information.

2. You sign up for an exciting new online game. The form asks you to submit your full name, address and phone number. What do you do?

- Submit everything because you trust them.
- Report the game. Personal info is private.
- Check their website to find out why they need these details.

3. You receive a message with a rude comment about a friend. You want to stand up for your friend. What do you do?

- Take a screenshot and send it to your friend.
- Reply to the message saying you disagree.
- Take a screenshot and post it publicly online to teach the sender a lesson.



4. Your dad allows you to use his phone. There is a message coming in, and it seems to be about you. What do you do?

- Hand the phone back to your dad.
- Read the message; it's about you after all.
- Read all your dad's messages. There might be more about you.

5. You hang out with a friend and take some selfies. You want to share a particularly good one, but your friend doesn't. What do you do?

- Share the photo anyway. It's your photo.
- Don't share it if you don't both agree.
- Try to convince your friend to post the photo.

6. Your parents allowed you to download an app to your family's tablet. The app wants to access the tablet's camera. What do you do?

- Agree and start playing with the app.
- Select "no" and find out if the app still works.
- Select "no" and ask the other family members if they're okay with it.



b) Discuss: Is the "correct" option the only way or is there some truth in the other answers as well?



The filter bubble

2



Reading: Ally's blog


a) Read the blog post below.



Ally's Blog

In the bubble



Have you ever noticed that, when you surf the internet, you always see ads for things you're interested in? For example, I was looking for a new pair of headphones last week, and since that day I've only seen ads for headphones. Of course, that's for a reason. Websites know a lot about you because they monitor how you use them. They place little files on your device called cookies. These cookies follow and remember what you do on the website. The next time you visit the site, it will personalise the content according to the information from your last visit.

By showing us only things we're interested in again and again, websites put us into a so-called filter bubble. Imagine I am a fan of the football team Leicester City. Some of my friends are also fans of Leicester City, but some of my friends support Liverpool. On my favourite social network I want to see all of my friends' posts, of course. But I usually click more on the links that are posted by my friends who support Leicester City, like me. Just before the finals I notice that my friends who support Liverpool have almost disappeared from my newsfeed and I can only see the posts from my Leicester City friends. The social network has decided for me not to show me the posts from my Liverpool friends. Can you believe it?

Sometimes, of course, this can be really helpful. Often we actually do want to see the information that we are more interested in. It can make online shopping easier, and it helps us to connect with people who like the same things as we do. But I feel a bit helpless if the internet offers to me only what it thinks I want to see. I feel I'm going to miss a lot of really interesting stuff. The question is: What can we do about it? Why don't you leave me a comment and let me know what you think?



b) Complete the sentences with not more than four words.

1. Ally describes how companies personalise online ads.
2. Cookies are little files that collect information about _____.
3. Being in a filter bubble means that we only see things _____.
4. The social network thinks you are interested in links if you _____.
5. Ally doesn't want websites to decide _____.
6. Ally asks her readers to tell her _____.

3 Writing: Commenting on Ally's post

- a) Which of the things below should you do and which shouldn't you do to break out of the filter bubble? Tick the right boxes.

	do it	don't do it
Always use your favourite search engine.		
Delete your browser cookies regularly.		
Find a search engine that doesn't track your history.		
Get information from different websites.		
Get to know your digital friends in real life.		
Inform yourself mainly through your favourite social network.		
Keep personal information on social networks private.		
Scroll through someone else's social network feed.		
Take some free time from the internet from time to time.		
Try a search engine that doesn't filter content.		

- b) Write a comment on Ally's blog. Use the modal verbs from the grammar box to give recommendations.

In your comment, you should ...

- give an example of a filter bubble in your life,
- suggest two things you should do to break out of the filter bubble,
- suggest two things you shouldn't do if you want to escape the filter bubble.

Example:

Dear Ally,
I can really understand what you are writing about. There is a filter bubble in my life, too. A few days ago I informed myself about dog food and now I am only shown ads about dog food on any website I visit. To break out of the filter bubble I think you should find a search engine that doesn't track your history. I have found one. It's called DuckDuckGo.com ...

- c) Share the comments in class and read each other's comments. Finally, imagine you are Ally and pick one comment to reply to. Use the useful phrases box.

In your comment, you should ...

- thank the reader for posting the comment,
- agree or disagree with the recommendations.



Grammar See → G 7

Using modal verbs for suggestions and advice

You **should** find another search machine.

You **shouldn't** post personal information on social media.



Useful phrases

Phrases to thank sb. for their effort:

- I really appreciate your ideas.
- Thank you for sharing your opinion.
- Thank you for taking the time to post a comment.
- You did an excellent job on that comment.



5a74gz

Data Protection Day

Every year on January 28, the international Data Protection Day is celebrated. This worldwide event wants to make people aware of privacy and to inform them on how to secure their personal information.



4 Listening: Celebrating privacy

a) Before you listen, make sure that you understand the words below. Complete the definitions with the correct words from the green boxes.

age

analyse

computers

inform

secret

special

together

data protection: rules for collecting and saving personal data on computers 1

personal data: personal information like name, _____ 2 or address

sensitive data: personal data that gets _____ 3 protection like people's religion

privacy: the right to keep personal information and relationships _____ 4

to collect data: to bring _____ 5 information from various different places

to process data: to interpret and _____ 6 data for a specific reason

to make sb. aware of sth.: to _____ 7 and especially warn sb. of sth.



1.21




226dt4

b) Listen to an interview with Colin Kemp, an expert on data privacy, and find out more about international Data Protection Day. Then do the tasks below.


- It's Colin Kemp's first time as an organiser of an event on International Data Protection Day. true false
- Why is Data Protection Day celebrated?
 - To make people aware of data privacy.
 - To promote the European Union.
 - To help people to work with a computer.
- When was Convention 108 made? _____
- What do you have to do if you collect personal data according to Convention 108?
 - You have to pay money to the people.
 - You have to inform people about it.
 - You have to sign an EU document.
- Thanks to Convention 108, people are very well informed about data protection today. true false
- Why is data protection becoming more and more important nowadays? _____


5 Reading: Taking action around Europe

- a) A lot of activities go on around Europe on Data Protection Day. Read the four ads below that invite people to an online event.




 Tweet @ primelinks 5 hours ago

“Protect your password” workshop
One way to protect your data is to use stronger passwords. In our workshop you'll create your own password and get to know tips and tricks like password managers. The ideal password has 12 characters, is composed of numbers, symbols and letters and is not in a dictionary. Register now and join us on Data Protection Day at 8 p.m. on www.strpw24.com.


 **Don't forget to back up**
Backing up your data will keep it safe in case anything goes wrong with your computer. In the back up workshop we'll show you how to store a copy of your data on the cloud or on an external device. Always remember to delete all data from your device before you give it away. Our workshop is available on <http://protectyourself.gdpr.com> at 10 a.m.

 Jimmy Hoover
Today at 08:20 38 likes 12 comments



How to configure your privacy settings
In our webinar you'll learn how to configure the privacy settings on the social media platforms you use. If you can, avoid publishing anything for anyone to see. We'll show you how to navigate through the privacy settings of most apps and will be happy to answer any of your questions. We'll be online on the YouTube channel from 2 p.m. on. Just stop by.

 Like  Comment  Share

To: rita2709@world.com **Date:** 18 January | 15:45
From: DataProtectionNet **Subject:** Safety Newsletter

 **SAFETY NEWSLETTER**
Don't trust any app!

Be mindful of the apps you install. A number of criminal apps only exist to collect people's personal data and financial information. Even if a “real” app is free, you usually pay for it with your information. Please reply to this e-mail to receive your personal invitation code to our online space.
We'll meet on Data Protection Day just after 7 p.m.

- b) Look at the ads in detail and find an event/events that ...
- deals/deal with online platforms
 - lets/let you do something on your own
 - takes/take place in the morning
 - is/are open to anyone
- c) What could happen if you don't protect your privacy? Look at the adverts above and write four sentences. Use modal verbs to express a possibility. The grammar box will help you.

If I use a weak password, somebody could use it to log on my social network. Some apps may collect my personal information. I might lose all my photos if something goes wrong with my smartphone.



Grammar See → G 8

Using modal verbs for possibility/probability

She **must** be in the safer internet workshop. *I'm sure.*
She **could** lose all her data. *It's possible.*
She **might** know how to create a safe password. *Perhaps she does.*
He **may/might** forget his password. *Perhaps he'll forget it.*



Civil courage online

Civil courage means not to look away if something bad happens around you, but to take action to stop it. Courageous people do that even if they risk personal disadvantages, like being excluded from a group.



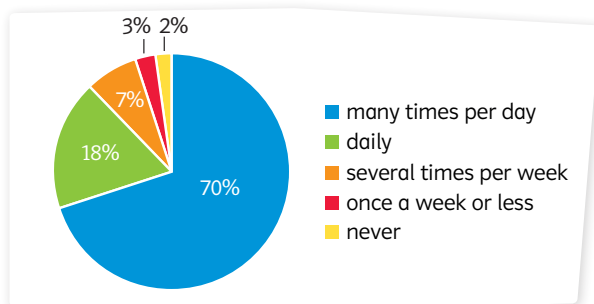
6 Speaking: A survey on civil courage

In a recent survey, nearly 2.000 students between 14 and 18 years were asked about their experience with hate and violence online and in social media.

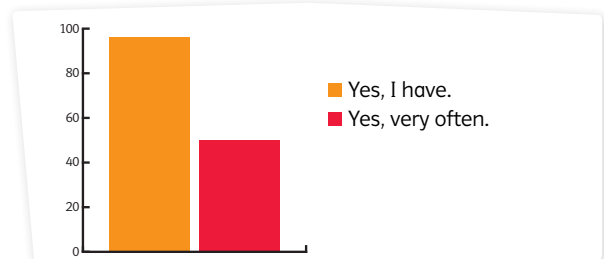


a) Look at the four questions of the survey and explain to your partner how people answered.

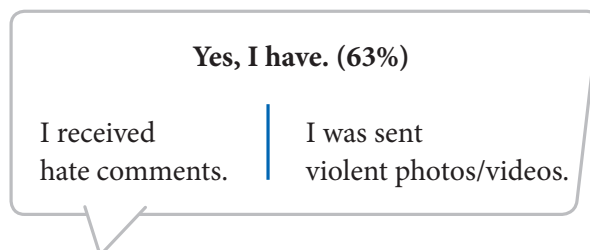
1. How often do you use social media?



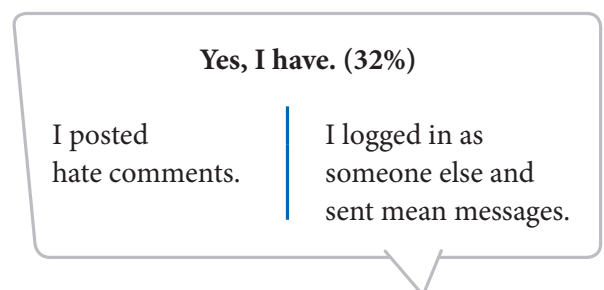
2. Have you ever seen violence there, for example hate comments or violent photos/videos?



3. Have you experienced online violence yourself?



4. Have you ever done anything violent online?



b) Choose one of the charts and talk about it. The useful phrases will help you.

The chart shows how often teenagers use social media. 70 percent of the students said that they used social media many times per day. I am surprised that 2 percent of the students never use social media.



Useful phrases

Describing charts

The chart shows ... • 70 percent of the students said that ... • Most students said that ... • More students say that ... than ... • 63 percent of students have already ...

Giving an opinion on charts

I am surprised/shocked that ... • I think so too. • I can't understand that ... • It is new to me that ...

7 Focus on form: Dos and Don'ts online

There are things that are allowed and things that are forbidden – online as well as offline.

Turn the green phrases below into questions and sentences in which you ask for and give advice. Use the useful phrases box for help.

use violent language against someone else

laugh about a bad comment on someone else

ignore people who use hate speech

stand up for someone else

do whatever you want online

share violent photos or videos

You mustn't use violent language against someone else.



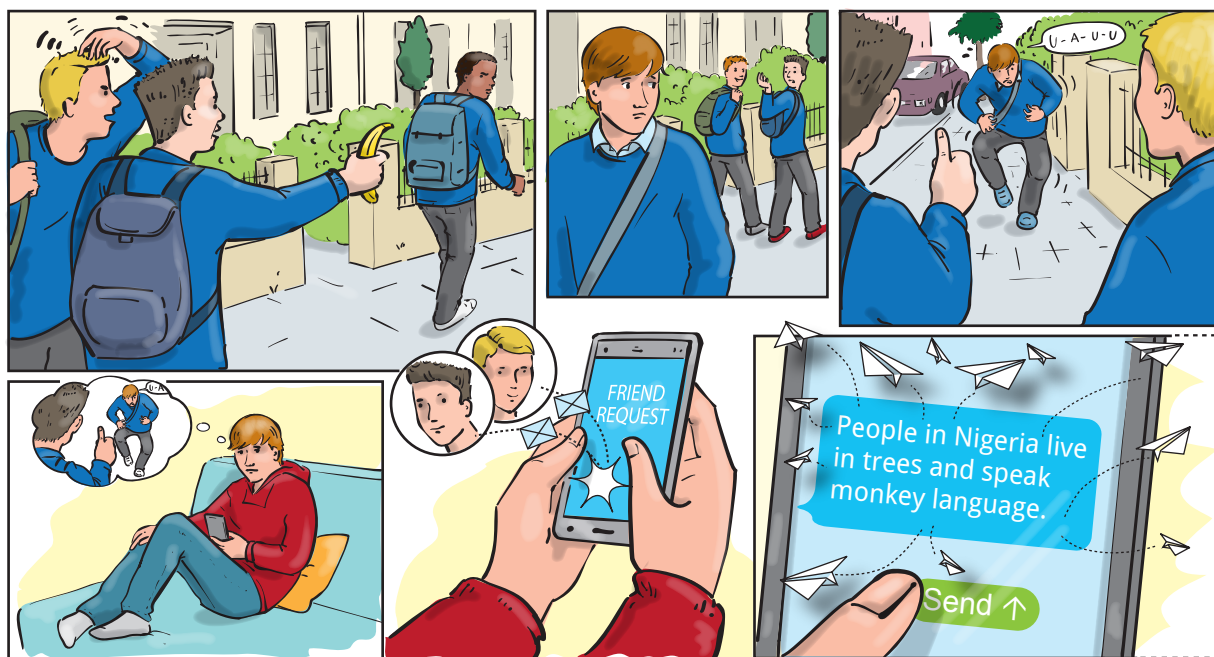
Useful phrases

Giving and asking for advice

Can/May I use ...? • You can't/may not use ... • You can/may have a ... • You should/shouldn't share ... • You mustn't laugh ...

8 Writing: A picture story

a) Have a look at the picture story below.



b) Brainstorm with a partner how the story continues. Invent an ending to the story. The questions below may help you.

How do the bullies react to the post?

How does the boy from Nigeria?

Why has the boy posted the comment at all?

Does anyone show civil courage and stand up for the boy?

c) Write the complete story in your exercise book.



23t9m6

Show what you can do

9 Reading: Online hate speech

Complete the text with the correct sentence parts (A–K). There is one sentence that you won't need.

In Finland, everyone has the right to express their opinion. This means that everybody also has the right to ____ **1**. That's why hate speech on social media and online bullying is a big topic in Finland. It's very difficult to fight or stop hate speech in Finland ____ **2**.

Usually hate speech attacks people who belong to minority groups, for example, ____ **3**. Social media have increased the problem of hate speech without a doubt. ____ **4** people can speak freely and share their thoughts anonymously. Hate speech done face to face is harder than doing it online, ____ **5**.

It's very hard to say if a comment on the internet is hate speech or not. ____ **6** you may feel it's hate speech. But that's actually not always the case. Sometimes people just have different

opinions. ____ **7**, but at the same time we must fight for freedom of speech. People should be allowed to express their opinion freely, but it mustn't be used to hurt other people's feelings. It is important to prevent hate speech, but it is hard. ____ **8** inside their heart. I believe hate is

learned from the outside. People probably get to know bad behaviour ____ **9**. I'm sure that many angry people who have hate inside them don't even like the feeling themselves. If we try

really to understand what's wrong with them, ____ **10**. So it is everybody's job to get involved.

- | | |
|---|---|
| A because it's not a crime as such | F publish anything they want on social media, except what is illegal |
| B because of their origin, skin colour, religion or a disability | G Social media is also full of |
| C from their parents, friends or role models | H The internet is a place where |
| D If someone posts a critical comment on your opinion, | I we might have an opportunity to help |
| E Nobody is born with anger and hate | J We should definitely not tolerate hate speech |
| | K where we can hide behind an online identity |



I can understand a short reading text about an interesting topic.

10 Speaking: Play IT safe

What new things did you learn in this unit? Is there anything you will change in your behavior in the future? Give a short presentation in front of the class.



I can talk about a topic that has to do with my life.

Unit 8

Sustainability

New things

- Living sustainably
- Sustainable travel
- Saving money with a sustainable lifestyle
- Passive voice

1 What does “sustainable” mean?



3a554q

Read the statements below and match them with the correct pictures.



2 You could enjoy a vegetarian meal instead of a meat-based dish maybe twice a week.



4 Instead of going to school by car, try to use public transport or go by bike or scooter.

1 Living sustainably can mean that you reduce the length of your daily shower by 3 minutes.



3 Living a sustainable life can also mean buying locally produced goods.



2 What about you?

a) Your turn: Read the questions below and tick the options that are true for you.

- How often do you eat vegetarian food? every day twice a week hardly ever never
- How do you go to school? on foot by bike/scooter by bus/train/tram by car
- How long does your daily shower take? 10 minutes or longer ~ 7 minutes ~ 5 minutes ~ 3 minutes
- How often do you go to big shopping malls and shop there? once a week once a month hardly ever never
- How often do you and your family buy locally produced food? always very often sometimes hardly ever never



b) Compare your choices with a partner. Use the phrases below to talk about your choices.



Useful phrases

My result for question number ... is ... • For question number ... I can say that ... • I've ticked ... for question number ... because ... • My partner has got ... for question number ... but I've ticked the answer ... • Question number ... was easy/not easy/difficult for me because ...



Making this world a better place

3

Reading: What and how we consume makes a difference

a) Before reading match the words with their definitions.

- | | | |
|----------------|-------------------------------------|---|
| 1. sustainable | <input type="checkbox"/> | effect that something has |
| 2. injustice | <input type="checkbox"/> | heat, gas, etc. which is sent into the atmosphere |
| 3. consumption | <input type="checkbox"/> | a situation in which there is no fairness and equality |
| 4. emissions | <input type="checkbox"/> | the amount of something used or eaten |
| 5. impact | <input checked="" type="checkbox"/> | causing little or no damage to the environment and therefore able to continue for a long time |

b) Read the text about sustainable production and consumption.

SUSTAINABILITY
MAGAZINE

The UNO – United Nations Organization – has worked out a plan that includes 17 goals which address global challenges such as poverty, inequality, climate change, pollution and injustice.

Goal number 12 deals with sustainable consumption and production. This goal is that our planet's resources should be used meaningfully and sustainably. These days many natural resources are consumed intensively, and every day more of these resources are used. This leads to problems such as air, water and soil pollution. On the one hand, food production has a huge impact (in agriculture and processing), but on the other hand, we regular household consumers influence the environment with our food choices and eating habits.

Consequently, the environment is affected by food-related energy consumption and waste production. For example, each year about a 1/3 of all food produced worldwide goes into the rubbish bins of consumers and shops or spoils due to poor transportation and harvesting practices, about 1.3 billion tons worth around \$1 trillion.

Interestingly, about 2 billion people worldwide are overweight, but at the same time thousands of people die of hunger, especially in developing countries. Moreover, the food sector is responsible for around 30% of the world's total energy consumption and around 22% of all greenhouse gas emissions. In order to produce food, much energy is consumed, which adds to climate change.

Sustainable consumption and production aim at “doing more and better with less”. This also refers to food production and consumption: from producer to final consumer. It makes a huge difference how products are made, so consumers should be informed about this.

So how can each of us try to lead a more sustainable life? Of course, sustainability is a big word, and people think it is very difficult to do anything for our planet, but it is not too complicated. Everybody can help a little bit. Think about the food that we consume, how it is produced and how this affects our planet.

- c) Read the text again and highlight the phrases from the green box in the text.

are consumed • are made • are used • is affected • is consumed •
is produced • should be informed • should be used

4 Focus on form: Passive voice

- a) Read the grammar box. Use the grammar guide in the back of your coursebook for more details.
- b) Read the rules about passive voice and match the sentence halves.

- The passive voice is used ...
- It is not very important who ...
- The object of the active sentence ...
- We need to use the correct ...



Grammar See → G 9

The passive voice – present and modals

It makes a difference how products **are made**.
Our climate **is affected** by the food choices we make.
People **should be informed** about food consumption.
More locally grown products **should be used**.

performs this action.

form of “to be” and the past participle.

when we focus on the action.

becomes the subject of the passive sentence.

- c) Rewrite the sentences from active to passive.

- We use a lot of fresh water nowadays.

A lot of fresh water is used nowadays (by us).

- Some farmers use too many chemicals on their fields.

- We should buy more vegetables and fruits from local farmers.

- Society should treat resources such as water and land very carefully.

- d) Go back to the text in 3b and find a sentence in active voice. Then rewrite this sentence using passive voice.



w9j4x3

Sustainable travel

5

Listening: A travel podcast – part I



1.22



36kt4r

a) Listen to the podcast. Which of the titles below fit the podcast best?

- A How to travel safely and quickly by train
- B How to save a lot of money when travelling to another country
- C Sustainable travel by airplane is possible
- D Trips by train are the better choice – for you and for nature



b) Listen again and complete the statements with phrases from the green box.

can be reduced

~~have been chosen~~

have been influenced

have often been spent

needs to be stopped

1. Within the last few years, long-distance journeys have been chosen more often by tourists.
2. For several years, holidays _____ in faraway countries.
3. Local culture and nature _____ through the years by tourism and the tourists' behaviours.
4. Your ecological footprint _____ in a number of ways.
5. I said to myself: flying _____.

6

Listening: A travel podcast – part II



1.23



65e754

a) Continue with the second part of the travel podcast and listen to the speaker.

b) Listen again and tick the words that are mentioned in the podcast.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> snow-covered mountains | <input type="checkbox"/> glaciers | <input type="checkbox"/> Italy |
| <input type="checkbox"/> animals | <input type="checkbox"/> mountain lakes | <input type="checkbox"/> villages |
| <input type="checkbox"/> The Alps | <input type="checkbox"/> ruins | <input type="checkbox"/> restaurants |
| <input type="checkbox"/> national park | <input type="checkbox"/> viaducts | <input type="checkbox"/> castles |
| <input type="checkbox"/> train station | <input type="checkbox"/> altitude | <input type="checkbox"/> engineering |

7 Focus on form: The Bernina Express

- a) Read the grammar box. Use the grammar guide in the back of your coursebook for more details.
- b) Complete the information brochure on the Bernina Express with the correct form of passive voice.



Grammar See → G 9

The passive voice – all tenses

It makes a difference how products **are made**.
Our climate **has been affected** by the food choices we make.
Before train lines **had been established**, horse coaches **were used** by lots of people for travelling.
Locally grown products **will be used** in the future.

The Bernina Express

In the year 1904, the *Bernina-Bahngesellschaft* (BB) was established **1** (establish) and two years later a railway line between St. Moritz and Tirano, through the Bernina Pass, _____ **2** (open). The line _____ electrically _____ **3** (operate) with DC (direct current) from the start. In 1935 the voltage _____ **4** (increase) from 750 to 1000 volts. Originally, the Bernina Railway _____ **5** (design) for use only in summer, but due to growing tourism in 1913/14, winter operations _____ **6** (plan) as well. That's why many avalanche barriers _____ **7** (build). This all led to even more costs. In the first years of its existence, the BB was always close to bankruptcy. In the year 1943, it _____ **8** (take) over by the Rhaetian Railway (RhB) and the line _____ **9** (modernise). The section at the top of the pass _____ **10** (renew) completely, too. Previously, the north ramp of the Bernina Pass _____ **11** (lay) out in curves, giving passengers amazing views. Since the mid-1980s, the natural and technical attractions of the Bernina Railway _____ **12** (advertise) especially to tourists by the Rhaetian Railway. In 2011, the Bernina Express _____ **13** (photograph) and _____ **14** (put) on *Google Street View* as the first railway line in the world. So, the Bernina Express _____ **15** (visit) by even more tourists in the future.





Live sustainably and save money

8 Reading: Sustainability – it's a way of life

a) Read the texts below and circle the correct answer for each of them.

Different ways of life – but all sustainable	What does the person do?
 <p>1. “Hey, I’m Elsa from Vienna. I’ve been living in this city for many years and I’m a great fan of city gardening. Lots of people think that you can’t grow vegetables and fruit in the city ... but you can. I grow my own tomatoes, herbs, pumpkins, ... on my rooftop. It’s healthy, sustainable and cheap.”</p>	<p>a) buying local grocery b) eating organic food c) growing vegetables on the rooftop d) growing vegetables on a farm</p>
 <p>2. “Hi! My name’s Audrey, and I live near Paris. Some time ago I decided to live a more sustainable life and go by bike instead of using my car. I go almost everywhere by bike. It’s not only good for the environment, but also for my health and my budget.”</p>	<p>a) living in a big city b) using public transport c) the dangers of biking d) the pros of riding your bike</p>
 <p>3. “Hey, we’re Linda and Katy from Munich, and we love composting. Why? Well, food waste makes up about 1/3 of household waste. Buying food that goes to waste and waste disposal are both expensive. We try to buy less, compost what we don’t eat and rebuild soil for our plants. All in all, we save money in a sustainable way.”</p>	<p>a) gardening in big cities b) using food waste for a better garden soil c) household waste in Munich d) throwing away food</p>
 <p>4. “Hi, I’m Marco from Milano, and I’m a great fan of second-hand shopping. In today’s world we buy too much. So, why not reuse some of the stuff, for example clothes? I take some of my old clothes to the second-hand store, and there I get cheap and cool fashion.”</p>	<p>a) flea market fashion b) sharing clothes with others c) buying clothes that aren’t new d) buying new fashion</p>

b) Which of these tips on how to live a sustainable life do you find useful? Which ... do you already use? Which ... would you like to try? Use the phrases below and tell the class.



Useful phrases

In my opinion, number ... is the best because ... • I prefer number ... because ... • From my point of view, number ... is a good idea because ... • My favourite tip is number ... but I also like number ... because ... • I couldn’t imagine doing number ... but number ... is great because...

c) Read the texts in 8a again and complete the information brochure below.

Live a cleaner life!

1. With city _____ you can grow your own fruits and _____ in the city. It's cheap, healthy and sustainable!



2. Second-hand clothing helps you to _____ some of things you or somebody else doesn't want to wear any longer. It's cool and cheap!

3. Riding your bike instead of driving your car isn't only good for the _____, but also for your health and your budget.



4. Food _____ doesn't have to end up in your rubbish bin. You can use it for _____, and so you rebuild soil and save money.

9

Writing: Sustainable life tips

Your school has decided to take part in a competition called "It's our world – take care of it". Every student is invited to share their ideas for a better and more sustainable planet.

- Either work
 - on your own,
 - with a partner or
 - in a group of three.
- Design a creative piece of writing, for example,
 - a poster,
 - a collage,
 - an acrostic,
 - a word cloud,
 - a poem,
 - etc.
- Use the keywords in the word cloud as an inspiration.





Show what you can do

10 Listening: Tips for a sustainable way of living



- a) Listen to the expert.**
b) Then tick whether the statements are T (= true), F (= false) or NG (= not given).

	T	F	NG
1. Sustainability cannot be included in our daily routine easily.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Every single product has got its environmental footprint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shopping is absolutely okay if you feel like it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You should think about whether you really need the product you want to buy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You should try to avoid plastic packaging and take unwrapped products instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Plastic bags are still sold in many supermarkets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. You should try to use reusable bags when going to the shops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Shopping locally does not make a difference to our planet at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- c) Listen again and correct the statements that are false.**

😊 😐 😞 I can understand a spoken text about a familiar topic.

11 Speaking: Sustainable ways of living

Go back to the aspects covered in this unit and speak for about 2 minutes on “sustainability”. Include the following aspects:

- sustainable production and consumption
- how to travel sustainably
- living a sustainable life
- sustainable ways of life
- how to save money by living sustainably
- train trips as a sustainable way to travel



😊 😐 😞 I can talk about a familiar topic that I have practised before.

Unit 9

Express yourself

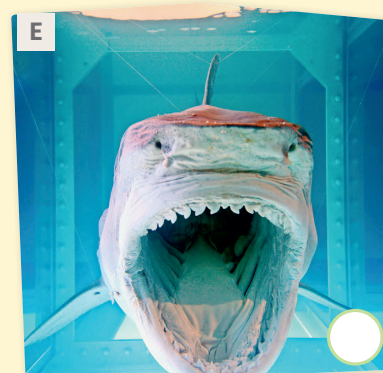
New things

- Forms of self-expression
- Reflexive and emphatic pronouns
- “each other”
- Linking words
- A song
- Personal letters

1 Art or garbage?



a) Look at the pictures. Tick the boxes of those pictures you think show a work of art.



b) Listen to find out more about the pictures.

c) Read the statements about the pictures. Then listen again and write the correct letter(s) next to the statements.

1. It had to be made again.

B

5. This is part of a series.

2. You can see this in Vienna.

6. It's a work of art.

3. This has a German title.

7. It looks like a snapshot.

4. It was put together in the 90s.

8. It was made by Swiss artists.



The perks of expressing yourself

2

Reading: Secret Santa

- a) Read the letter from the book *The Perks of Being a Wallflower* by Stephen Chbosky.



Info

In *The Perks of Being a Wallflower* 15-year-old Charlie writes letters to a “friend” to tell them about how he feels at his new school. Charlie finds new friends who are a bit older than he is. With them, he plays “Secret Santa”. Everyone picks a person to give Christmas presents to.

December 11, 1991

Dear friend,

Patrick loved the tape! I think he knows that I’m his Secret Santa, though, because I think he knows that only I would do a tape like that. He also knows what my handwriting looks like. I don’t know why I don’t think of these things until it’s too late. I really should have saved it for my last present.

Incidentally, I have thought of my second gift for Patrick. It is magnetic poetry. Have you heard of this? In case you haven’t, I will explain. Some guy or girl put a whole bunch of words on a sheet of magnet and then cut the words into separate pieces. You put them on your refrigerator, and then you write poems while you make a sandwich. It’s very fun.

The gift from my Secret Santa wasn’t anything special. That makes me sad. I bet you anything that Mary Elizabeth is my Secret Santa because only she would give me socks.

Love always,
Charlie

- b) Decide if these statements are true (T), false (F) or if the information is not given (NG).

	T	F	NG
1. Charlie writes this letter about two weeks before Christmas Eve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Charlie writes this letter to his Secret Santa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Patrick picked Charlie’s name for the game “Secret Santa”.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charlie is worried Patrick knows who his Secret Santa is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charlie wrote a poem as Patrick’s first present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Charlie thinks he knows who his Secret Santa is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Charlie doesn’t like his third present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- c) Charlie mentions three forms of self-expression: music, written language and fashion. Use different colours to highlight the ways of expressing oneself in the text above.

- d) Complete the table on page 73 in your exercise book. Use the phrases from the green box.

arranging poetry on the fridge • designing a tattoo • doodling in a notebook • making a collage • performing on stage • posting a comment on social media • practising a choreography • practising hand lettering • putting on make-up • recording a mix tape • sewing a dress • singing a song • taking a selfie • wearing a suit • writing a diary entry

music	written language	body (fashion ...)	visual arts
recording a mix tape			



- e) Work with a partner. Find one more example of self-expression for each category and add your examples to the table.



Info

Visual arts are art forms such as painting, drawing, photography, video, design and architecture.

3 Reading: I slam, therefore I am

- a) Read how and why poetry slams were started.

19-year-old Mark Kelly Smith was in love with Sandy, who was studying English and liked poetry very much. So Mark became interested in poetry, too.

Finally, he got the girl and then got divorced, but never lost his love for poetry. When they were still married, Mark and Sandy often found themselves at poetry readings, trying to enjoy themselves.

- 5 Although both loved poems, these readings were just too boring. He remembers, “I often asked myself that: ‘If poetry was an art form about life and emotions, why did it feel dead?’”

In spite of this, Mark’s love for poetry did not die, and in 1986 he started the Uptown Poetry Slam at the Green Mill in Chicago. Poets presented their own poems and used props, costumes and music. The audience judged the performances with cheers. Today Mark calls himself “Slampapi”.

- 10 Mark has written a book called *The Complete Idiot’s Guide to Slam Poetry*. In this book he says that people in the audience don’t like it when poets are full of themselves. Another tip of his is, “Don’t make yourself at home on the stage! Don’t overstay your welcome or the audience will slam you. Instead, try to hit a grand slam and rock the house!”

- b) Read the grammar box and highlight the reflexive pronouns in the text above.



Grammar For more details see → G 10

Reflexive pronouns

I don’t know how to express **myself** in writing, I prefer painting pictures.

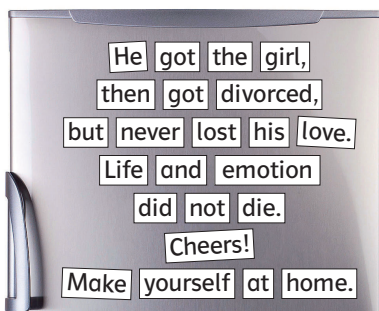
Don’t call **yourself** Picasso – yet. Remember that practice makes perfect.

Do you think she has seen **herself** in the mirror? I wouldn’t wear make-up like that in public.

When we are making collages in arts, the teacher always tells us that we mustn’t cut **ourselves**.

Would you and Li like to introduce **yourselves** to the artists? They’ve helped **themselves** to the snacks.

- c) Read this poem in “magnetic poetry” fashion. Then choose phrases from a text in your coursebook to write your own magnetic poem.



Tip

In his letter Charlie explains what magnetic poetry is.

Try to write at least five lines and make sure your poem makes sense. You can decorate and illustrate your poem and put it up in your classroom.

By the way, the text that was used for this magnetic poem can be found in this unit. Which one is it?



All you need is rhythm and beat

4

Song: New class, new self



1.26

a) Listen to the song.

**Kids today always say
Express yourself enjoy yourself
Live your style play the star
Never forget who you really are**

First there's Claire, she's a fashion friend
She doesn't care 'bout the latest trend
She sews all her clothes herself
She doesn't copy anyone else
She and her boyfriend Giles
Help themselves to looks and styles

Kids today always say ...

Next in black there's goth boy Jack
He wears eyeliner, nothing's finer
He listens to Bauhaus and The Damned
He calls himself a poet but he was slammed
By Ralph, the star of the poetry slam
Who says, I write therefore I am
He also says, do a good deed
We must help those in need



**Kids today always say
Express yourself enjoy yourself
Live your style play the star
Never forget who you really are
Father mother sister brother
Respect yourself respect each other**

And lastly there's Patricia the punk
With her safety pin and her cheeky grin
She always wears Dr. Martens boots
Sex Pistols are her musical roots
She never bothers herself with rave and funk
She hates being late, she's a punctual punk
Although she thinks punk is cool
She's not ashamed of being good at school

Kids today always say ...

b) Read what Matt says about the kids in his new class and decide who each statement is about. Write the first letter of the correct name next to the statement.

- | | | | |
|---|---------------|--|---------------|
| 1. always the first one to show up in class | <u> P </u> | 5. always wears dark clothes and make-up | <u> </u> |
| 2. helps poor people | <u> </u> | 6. will probably be a designer | <u> </u> |
| 3. his girlfriend seems to make his clothes | <u> </u> | 7. one of the best students | <u> </u> |
| 4. writes brilliant poems | <u> </u> | 8. uses an old sewing machine | <u> </u> |

c) Read the grammar box and write 1 or 2 next to the sentences below.

- Claire respects herself.
- Giles respects Claire.
- Claire respects Giles.
- Giles respects himself.



Grammar For more details see → G 11

Reflexive pronouns vs. "each other"

- Claire and Giles respect **themselves**.
- Claire and Giles respect **each other**.

5 Listening: Hitting a grand slam and rocking the house

1.27 3p9pw6

a) Listen to three poems being presented at a poetry slam. Tick the flyer that fits best.



b) Listen again and write the correct number(s) next to the statements.

- | | | | |
|---|-------------|---|-------|
| 1. These poems mention plastic. | <u>1, 3</u> | 4. This poem sounds like a recipe. | _____ |
| 2. These poems are about the problems animals have. | _____ | 5. This poem includes a language that we don't understand. | _____ |
| 3. These poems criticise that humans pollute the earth. | _____ | 6. This poem has lines that repeat themselves as well as questions. | _____ |

c) Listen to the first poem again and circle the linking words that are used.

although as despite even though first however
 lastly **next** since then whereas

d) Tick the correct answer. The linking words you circled help to ...

give examples order different steps give reasons contrast ideas



Grammar For more details see → G 12

Linking words

First, think of a topic you're interested in. **Next**, express yourself by writing your poem. **Although** some people think it's hard to write poetry, you'll see that it is easy if you're creative. **Lastly**, practise performing your poem. **When** you are on stage, try to relax **in spite of** all the people in the audience.

e) Do you remember the phrases from the poems? Use the words in the green boxes and reflexive pronouns to complete the sentences.

be ~~first~~ help
 in the mirror look at ~~put~~

- Katie's so selfish. She always puts herself first.
- Don't try to be someone else on stage. Just _____!
- I would be so ashamed if I was one of these politicians who don't care for the environment.
Do you think they can _____?
- Nobody seems to be responsible for the buffet. Let's just _____.



Wallflower power

6

Reading and writing: Dear friend

- a) Imagine you are Charlie's "dear friend". Read the end of *The Perks of Being a Wallflower*.

Tomorrow, I start my sophomore year of high school. And believe it or not, I'm really not that afraid of going. I'm not sure if I will have the time to write any more letters because I might be too busy trying to "participate."
So, if this does end up being my last letter, please believe that things are good with me, and even when they're not, they will be soon enough. And I will believe the same about you.
Love always,
Charlie

- b) You decide to answer Charlie's letter. Tick the best beginning.

I'm busy myself. Everything is different this year. Everybody in my class is so cool – myself not included. Don't stop writing because I really need advice.

Dear Charlie,
I really hope that things are good with you. But as you said yourself, they will be soon enough. I have started a new school year myself and there are so many things I would like to tell you. Although I know some of the kids in my new class, I feel shy around the "cool" kids.

- c) Look at the green box. Use two colours to highlight phrases about "kids in my new class" and "things I'm looking forward to".

organise a poetry slam • makes her skirts herself • little cliques have formed • read more books in English • all of them wear black • learn about pop music genres • have known each other for a long time • into fashion • join a drama club • really good at hand lettering • go to different art galleries • nerds • do a fashion project • dance at parties

- d) Read the grammar box. Then tick. The reflexive pronouns are used . . .

because the subject and object are the same

to emphasise the subject

to emphasise the object

because the subject and object are different



Grammar For more details see → G 13

Emphatic pronouns

I know you're busy. But I'm busy **myself**.
As you said **yourself**, things will be good.
He has started a new school year **himself**.

- e) Now write your letter to Charlie. Write between 120 and 180 words and use linking words. In your letter you should . . .

- write about the kids in your new class,
- mention the things you are looking forward to this school year,
- persuade Charlie to continue writing his letters.

7 Video: You do you



a) Before watching, look at the stills. Tick what the video might be about. Tell your partner.



an artist expressing herself learning to respect yourself meeting new people



d47n2f

b) Watch the video. What is the main idea? Did you guess correctly?

c) Match the sentence halves.

- | | | |
|--|-------------------------------------|-----------------------------------|
| 1. Even though Cecilia has been a freshman for only a few weeks, | <input type="checkbox"/> | she soon changed her mind. |
| 2. When she was invited to a party, | <input type="checkbox"/> | Sean was wearing a suit. |
| 3. However, | <input type="checkbox"/> | Cecilia has accepted herself. |
| 4. Since the party celebrated the moon landing, | <input type="checkbox"/> | Cecilia met Ezra. |
| 5. Despite its release in 1992, | <input type="checkbox"/> | she wanted to change who she was. |
| 6. Whereas Luke had dressed up as an astronaut, | <input type="checkbox"/> | the DJ played "Man on the Moon". |
| 7. Finally, | <input checked="" type="checkbox"/> | she feels much wiser already. |
| 8. Although she still feels like a wallflower, | <input type="checkbox"/> | they danced to music from 1969. |

d) Read the grammar box. Fill in the gaps with object pronouns, reflexive pronouns, or leave them empty.

I feel _____ **1** so much wiser than a few weeks ago. In fact, I would call

_____ **2** as wise as an owl. Susan invited _____ **3** to a party and I told _____ **4**

I would come. After I had dressed _____ **5**, I started to get very nervous. But I pushed

_____ **6** and went, and it was great. We all really enjoyed _____ **7**, and later Susan

introduced _____ **8** to Ezra. As usual, I was too shy to text _____ **9** the next day.

But then he texted _____ **10**! I've been working hard to accept _____ **11**. I'm not

hiding _____ **12** anymore, and I've stopped worrying _____ **13** about being a wallflower.



Grammar For more details see → G 14

Object pronouns vs. reflexive pronouns

I didn't like **myself** because I thought the kids in my new class didn't like **me**. So I tried to change or hide. Let **me** tell **you**: it was a waste of time. Just be **yourself**!



Show what you can do

8 Reading: Art in the bin

a) Read the article and complete the table below with your notes on the two “art disasters”.

In 2011 a cleaner in Dortmund put a work of modern art in the bin. **1** Despite the simple looks of the sculpture “When It Starts Dripping From the Ceiling”, it was worth more than €800,000. The artwork by Martin Kippenberger consisted of a bucket that stood under a wooden tower. Inside the bucket, the artist had sprayed paint to make it look like rainwater. **2** Since the cleaner

5 thought that the bucket was just dirty and didn’t realise that this was part of the artwork, she decided to make it look brand new.

There have been a few other cases of artwork thought to be garbage. For example, in 2001 British artist Damien Hirst collected bottles, ashtrays and coffee cups to arrange them on the floor.

3 Although the artwork known as “Untitled” looked like garbage left after a party, it actually

10 was designed to show the life of an artist. **4** When a cleaner noticed the “mess” after arriving for work at the Eyestorm Gallery in London the next morning, he decided to clean it up. “**5** As soon as I saw everything, I was shocked. It didn’t look like art to me. I thought it was just very dirty.” **6** Even though his work of art was put in the bin, the artist was able to laugh about it.

7 But one critic of modern art said, “**8** As the cleaner is able to say what is real art and what

15 is garbage, he should be an art critic! He was right to put garbage in the bin.”

Name of the artist	Year, city	Title of the artwork	Elements of the artwork	What the cleaner did
Martin Kippenberger				

b) Rewrite the beginnings of eight sentences from the text above in your exercise book. Use the words in the green boxes and write the first six words of each sentence.

- As soon as
- Since
- Even though
- When
- In spite of
- Although
- However,
- As

1. In spite of the simple looks ...

Although some modern art looks simple, I think ...

c) Make notes on the question “Is modern art rubbish?”. Think about at least three reasons why you agree or disagree. Then give your opinion on this topic. Use linking words.



I can understand an article and say what I think about the topic.

- = This is easy
- = This is okay
- = This is difficult

Unit 10

New Zealand

New things

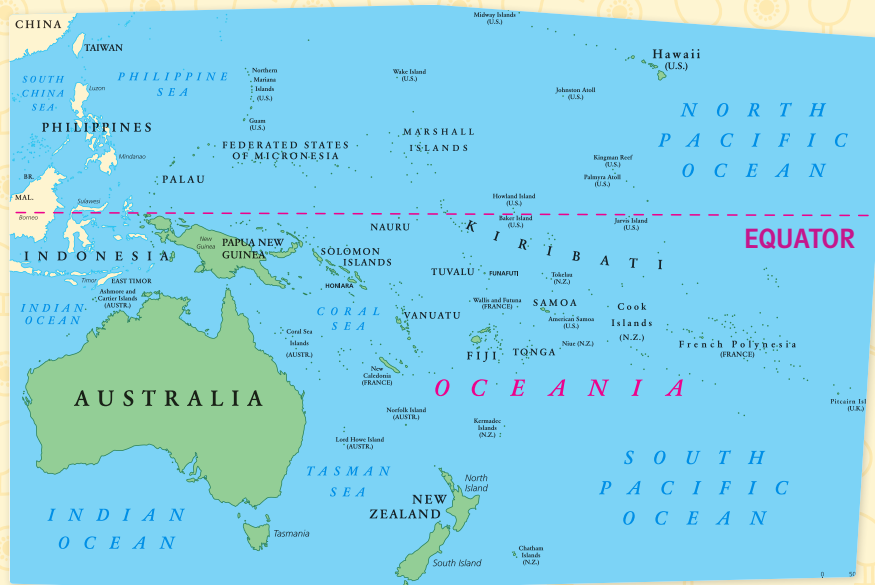
- Maori traditions
- Adventures and activities
- Quantifiers: a lot of/ lots of, much – many, a few – a little
- Using gerund as subject nouns

1 Where is New Zealand?



u37e3n

a) Look at the map below and circle the words that you can find in the map. Work with a partner.



- Philippines Indonesia Europe Great Barrier Reef Australia East Timor
- Coral Sea New Zealand South Pacific Ocean Equator Oceania North Pacific Ocean
- Africa Asia USA Melbourne Atlantic Ocean Thailand Tasman Sea

b) Read the statements below and tick the ones that are true.

1. New Zealand is an island in the South Pacific Ocean.
2. New Zealand is the only island in the South Pacific Ocean.
3. Asia is the continent which is closest to New Zealand.
4. New Zealand consists of two large main islands – a North and a South Island.
5. Indonesia is the country which is closest to New Zealand.
6. Oceania is a geographic region and New Zealand is part of it.

c) Listen and check whether you were right.



2.1 c3n3ha



Facts worth remembering

2

Reading: What to know about New Zealand

a) Read the info texts below and match the titles from the green box.

Maori culture • Mountains and volcanoes • Wildlife and nature • The two main islands • The people



Info

The **Maori** are the indigenous/native people of the islands of Polynesia, for example New Zealand.

1. The two main islands

New Zealand isn't just a collection of lots of islands in the southeastern Pacific Ocean. In fact, there're a lot of islands and there're two, big main islands, the North and South Island, are separated by the "Cook Strait". Connecting the North and the South Island, the strait is a narrow area of sea which links the two areas of New Zealand.

2. _____

Coming out of the ocean by volcanic power, the two main islands were created about 23 million years ago. There aren't a lot of prairies and deserts, but there are lots of volcanoes in New Zealand and some of them are still active today. Besides those volcanoes, there're also a lot of mountains with lots of snow. The South



Mount Cook

Island is home to the highest mountain peak in New Zealand. Its name is "Mount Cook" and it rises to 3,754 meters.

3. _____

In the past, a lot of New Zealanders, or "Kiwis" as they are also called informally, worked as farmers and lived in the countryside. Now, though, most New Zealanders live in cities, such as Wellington and Auckland. Around 86% of the population lives in cities.

4. _____

They arrived by canoe from islands in Polynesia near Tahiti around 1000 AD. In fact, the Maori culture is very much respected by New Zealanders, and a lot of the land once taken away by the British in the 18th and 19th century was returned to the Maori people in the late 20th century. Lots of British settlers came to New Zealand, which was called "Aotearoa – the Land of the Long White Cloud" by the Maori. Are there a lot of Maori people? Yes – around 800,000.

5. _____

Having a great distance to other countries, New Zealand has got a lot of unusual animals that can't be seen anywhere else in the world. Nearly all the land animals are birds, and lots of these species have lost the ability to fly. However, other



wild kiwi

animals were introduced to the islands by the Maori people and the Europeans, and the flightless birds had no chance to fight against them. The number of birds went down a lot, as they couldn't escape their enemies. For example, there are not a lot of wild kiwis left – only 75,000 remain.

b) Go back to the text in 2a. Look for "a lot of" and "lots of" and underline them.

3 Focus on form: *a lot of/lots of* and *much* vs. *many*

- a) Study the grammar box and look at the words that follow “a lot of/lots of” and “much” or “many”. Underline them.
- b) Read the interview with a history professor and complete the dialogue with “much”, “many”, “a lot of”, “lots of”.

Interviewer: Welcome to today’s school radio interview. With me today: Dr Sumner from the University of Auckland, New Zealand.

Dr Sumner: Hello.

Interviewer: Dr Sumner, you have

brought a lot of/lots of **1** material which deals with New Zealand and

especially the Maori culture. How _____ **2** do we know about their culture and history?

Dr Sumner: Well, there are _____ **3** interesting facts about the history and lives of the Maori in New Zealand.

Interviewer: For example: how _____ **4** do we know about the arrival of the Maori?

Are there _____ **5** written stories about their arrival?

Dr Sumner: Hmmm. There isn’t too _____ **6** exact information about their arrival,

but where to start. _____ **7** Maori arrived by canoes from islands in Polynesia around 1000 AD. They developed their own culture, language, a rich

mythology and _____ **8** things such as crafts and weapons.

Interviewer: So, _____ **9** Maori men were good at fighting back in those days?

Dr Sumner: Yes, they were. _____ **10** Maori were strong and fearless. Tribal conflicts were common at that time, and they also had to fight against new people coming to New Zealand.

Interviewer: So, how _____ **11** weapons did the Maori have for fighting others?

c) Were you right? Listen to the interview and check your answers.

d) Which words can you use with “much” (uncountable) and which with “many” (countable)? Make a list in your notebook.



Grammar See → G 15

Quantifiers: a lot of/lots of

On mountain tops you can find **a lot of** snow.
Lots of people want to travel to New Zealand.
 There are not **a lot of** flightless birds left.
 Are there **lots of** Maori people in New Zealand?

Quantifiers: much – many

There isn’t **much** time left to get on the airplane to Auckland.
 How **much** money do we need for going to New Zealand?
 There aren’t **many** sights in my hometown.
 How **many** students want to travel to another country?



2.2 gh4rv9



Maori culture



4

“The Wanderers” by Edith Howes

a) Read the beginning of the story.

Somewhere far across the sea lies Hawaiki, that wonderful Motherland where the sun’s rays glow from early dawn to sudden night. Nobody knows now where that old land is, nobody has ever found it again, but its [...] sons and daughters still tell of its remembered glories, its radiant sunshine, its flowers and butterflies, its white-topped mountains and its mighty streams. Some think it may have
5 been India, while others say it must have been some age-old continent which has sunk and now lies buried under the Pacific Ocean.

The brave people of that old Motherland were ready for adventure. When wars and famine drove them out from their ancient homes, they said, “Let us set out across the sea that we may find new homes in which to live.”

10 They sailed across tropical seas to the islands of the Pacific, [...] setting up their homes where the coconut and breadfruit grow. There they lived their island lives, swimming, diving, fishing, boating: sometimes making long voyages in their carved canoes far out into the great unknown seas. One voyager returned with a few stories of a new land seen far to the south, with white-topped mountain peaks [...]. “Let us go to that land. These islands here are already overfull,” said some. [...]

(Abridged from: Edith Howes, Maoriland Fairy Tales)

b) What do you think the story is all about?

- Europeans discovering New Zealand Maori trying to find a better life
 Maori having a conflict with Europeans Maori discovering New Zealand



c) Listen to the rest of the story. Then decide what type (genre) of story it is.

- science fiction poetry fairy tale mystery drama autobiography

d) Listen again and tick the correct answers.

1.	“The Wanderers” tells the story of Maori ...	a) trying to find animals for hunting. <input type="checkbox"/>	b) having a conflict with other people on their island. <input type="checkbox"/>	c) discovering a new island to have a better life. <input checked="" type="checkbox"/>
2.	The people in the story find new land and they call it ...	a) “country of the great sun.” <input type="checkbox"/>	b) “land of the long, white cloud.” <input type="checkbox"/>	c) “land of the bright, blue sea.” <input type="checkbox"/>
3.	“Ngatoro” is one of the story’s characters. He is the ...	a) king. <input type="checkbox"/>	b) leader. <input type="checkbox"/>	c) magician. <input type="checkbox"/>
4.	He tells his people ... while he’s away to explore the new land.	a) not to eat <input type="checkbox"/>	b) not to sing <input type="checkbox"/>	c) not to sleep <input type="checkbox"/>
5.	The god of fire creates ...	a) mountains. <input type="checkbox"/>	b) volcanoes. <input type="checkbox"/>	c) tornadoes. <input type="checkbox"/>

5 Reading: Maori legends and stories

a) Read the article about Maori stories and legends.

Maori legends and stories

New Zealand's indigenous people came from the islands of Polynesia a little more than 1000 years ago. Learning to live in New Zealand formed their thinking and their beliefs until they became "Te Māori", a race clearly distinct from other Polynesian cultures. Maori oral history names a few people in their stories, but "Kupe" was the first explorer to discover New Zealand. He and his companion, "Ngahue", captained a few canoes, and sailed south from "Hawaiki" to see what was beyond the horizon. The story of Kupe's great voyage, and other such adventures, were passed on from one generation to the next by storytelling and song. The tradition of oral history – the telling of a few ancient stories, myths and legends – continues till today.

Prose narrative – non-verse literature – forms

a great part of Maori stories and legends. A few of these stories are said to be sacred, but many of the legends are well-known stories told as entertainment in the long nights of winter.



Statue of "Kupe" in Wellington

However, these stories aren't simply a few fairy tales or stories which are told by adults. They are important, not only as entertainment, but also because they present a few of their beliefs, such as the origin of fire, death, and the land in which they have lived. A few stories even have a moral lesson, for example understanding right from wrong or the importance of keeping promises as in the story "The Wanderers".

b) Read the text again and highlight the phrases "a little" and "a few". Which words can you use with "a little" (uncountable) and which with "a few" (countable)? Make a list in your notebook.

c) Look at the grammar box. Then complete the sentences with "a little" and "a few".

- There are a few new students from New Zealand at our school.
- We had _____ snow when travelling to New Zealand last year.
- _____ pupils were interested in the history lesson on Maori culture.
- Our teacher from New Zealand spends _____ time playing rugby.
- My mum has got _____ relatives in New Zealand and Australia.
- I need _____ sleep. I am so tired from our trip to Mount Cook.
- Could you buy _____ bottles of water for our hiking tour tomorrow?



Grammar See → G 16

Quantifiers: a few (for countable nouns) – a little (for uncountable nouns)

I have got **a few** friends in New Zealand.
There are **a few** hiking tours that we could do.
She needs **a little** money for her flight to Polynesia.
All we need is **a little** luck to catch our flight.



Adventure is out there

6 Pure excitement

a) Match the pictures with the activity. Write the letters below the activities.

- 1. Skydiving
- 2. Horse riding
- 3. Kayaking
- 4. Bungee jumping
- 5. Rafting
- 6. Whale watching



b) Complete the statements below with the activities from exercise 6a.

- 1. Rafting can be great fun, I guess. But there are so many people in one boat.
- 2. _____ is awesome. I love animals.
- 3. I could never jump out of a plane. I think I'm afraid of _____.
- 4. Jo is afraid of heights. _____ is an absolute nightmare for him.
- 5. _____ is her favourite sport. Lia tried it last summer holiday.
- 6. _____ seems to be difficult because you have to be lucky.



c) What's your favourite activity? Circle your choice and explain to your partner why. Have you ever done any of these activities? If yes, tell your partner about it.

7 Focus on form: using gerunds as subject nouns

- a) Read the grammar box.
- b) Complete the e-mail below with the missing form of the gerund. Use the words from the green boxes.

be ~~learn~~ learn read

speak talk travel watch



Grammar See → G 17

Gerund: ing-forms used as subject nouns

Going to another country is great fun and interesting.
Travelling to New Zealand is a dream of mine.
Flying makes me nervous, so I won't get on an airplane.

To: marsha@worldmail.com
Date: 12 March | 15:45

Subject: New Zealand

Hello Marsha,

Finally: my parents said "YES" to one year abroad in New Zealand. I'm so excited! You may ask why I want to do that. Well, learning **1** about other cultures and countries is really fascinating. Of course, _____ **2** books or magazines can also help you to get know new countries. But: _____ **3**, documentaries or films can never replace a real-life experience. Also think about your English language skills: _____ **4** and _____ **5** English at school is okay, but _____ **6** to native speakers in the country itself is a whole new experience. Besides, _____ **7** is always great fun and exciting. However, _____ **8** on an airplane for such a long time makes me a bit nervous. But that's a different story. I hope to hear from you soon ...

Your friend,
Maria

- c) Read Maria's e-mail again and write down her arguments for going abroad.

Learning about new cultures,

- d) Your turn: what do you think about going abroad? Tick the arguments you like best.

- | | |
|--|--|
| <input type="checkbox"/> Getting to know a new school system | <input type="checkbox"/> Trying unknown food |
| <input type="checkbox"/> Finding new friends | <input type="checkbox"/> Seeing different places |
| <input type="checkbox"/> Experiencing new adventures | <input type="checkbox"/> Learning a new language |



a5z6nd

Show what you can do

8

Listening: A history podcast



2.4



t8w86b

- a) Listen to the podcast.
b) Listen again and match the sentence halves.



Statue of Captain Cook

- | | |
|---|---|
| <p>1. The Maori came to New Zealand around 1000 AD</p> <p>2. New Zealand was named “Nieuw Zeeland” after a region</p> <p>3. Captain James Cook arrived with his ship in 1769, and he and his men</p> <p>4. The British colonialists signed a treaty with the Maori, but</p> <p>5. A war against the British for control of the North Island began,</p> <p>6. In the 1870s,</p> <p>7. New Zealand was part of the British Empire for a long time, before</p> | <p><input type="checkbox"/> founded settlements for the British crown.</p> <p><input type="checkbox"/> and this war lasted for about 12 years.</p> <p><input checked="" type="checkbox"/> 1 by canoe from islands in Polynesia near Tahiti.</p> <p><input type="checkbox"/> it became independent from Britain.</p> <p><input type="checkbox"/> the Maori protested against the treaty and a war began.</p> <p><input type="checkbox"/> in the Netherlands, as Abel Tasman was Dutch.</p> <p><input type="checkbox"/> the war came to an end.</p> |
|---|---|



I can understand spoken information about a familiar topic.

9

Speaking and writing: What to know about New Zealand

Prepare a short presentation (ca. 2 minutes) about “New Zealand”.

Take notes and include some of the topics below:

- | | |
|---|--|
| <ul style="list-style-type: none"> • history • geography • culture | <ul style="list-style-type: none"> • Maori traditions • activities • adventures |
|---|--|

Location: South Pacific, close to Australia, ...



I can talk about a familiar topic that I have practised before and take notes.

Unit 11

Coming back

New things

- Kinds of tourism
- Holidays in Austria
- Coming back: What has changed?
- Expressing changes; present perfect simple active and passive

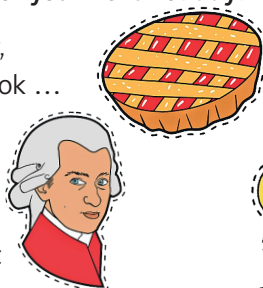
1 Where should you travel next?



Do you know where to go for your next holiday? Take the test and find out

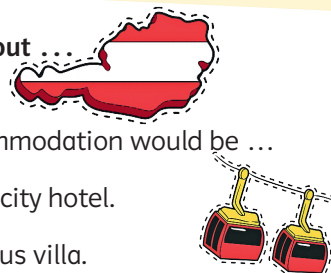
1. When picking a holiday, you're most likely to book ...

- a) hotel only
- b) all-inclusive
- c) bed & breakfast



4. Your ideal accommodation would be ...

- a) a stylish city hotel.
- b) a luxurious villa.
- c) a lodge somewhere in the wood.



2. The purpose of your holiday is to ...

- a) discover new people and places.
- b) get away from it all.
- c) experience the thrills of your life.



5. What footwear describes you best?

- a) comfortable walking shoes
- b) barefoot
- c) hiking boots



3. Your perfect holiday would be spent ...

- a) sightseeing in a city.
- b) relaxing on a beach.
- c) mountain biking.



6. Who do you want to travel with?

- a) a friend
- b) your family
- c) a group



If you answered mostly a) ...

... then it's time for a city break. You enjoy falling asleep in a fancy hotel room right in the middle of the action. Why not visit Vienna and spend a few days discovering the famous sights of the world's capital of music and culture? Or visit the city of Salzburg where you can follow the footsteps of one of the world's greatest composers: Wolfgang Amadeus Mozart. Austria has a lot to offer!

If you answered mostly c) ...

... then you're out for an adventure. And there are plenty of adventures in Austria. Why not hike through the woods and see roe deer, hike through the mountains and stay overnight in a lodge or admire the beautiful glaciers on Großglockner, Austria's highest peak? There are endless opportunities ...

If you answered mostly b) ...

... then you're looking for a holiday at a lake enjoying all the food and drink included in your all-inclusive holiday resort. Luckily, there are various places in Austria where you can get just that. Discover peaceful and quiet resorts in Carinthia or Burgenland and take a relaxing break from your stressful life. Enjoy fantastic local food and try watersports like water-skiing or windsurfing.



Lots of things to do ...

2 Reading: Tourism in Austria

- a) Study the information flyer below.
- b) Fill in the correct titles.
There are two titles too many.

Hiking and walking

Playing golf

Relaxing in a spa

Sightseeing and city trips

~~Skiing and snowboarding~~

Windsurfing and sailing

Skiing and snowboarding

1

More than 50% of tourists come to Austria to enjoy winter sports. There's usually a lot of snow well into spring on Austria's pistes. World-class ski schools for all levels with instructors from all over the world offer lots of opportunities to learn new moves and techniques. After an exciting day in the snow, people like to party and relax in one of many après-ski events. Family-run, friendly guest houses are extremely popular to stay at.



Austria is the ideal place to explore mountains on foot.

There is a great number of trails from easy to difficult ones so that you can go on self-guided tours. Whether you explore one of the national parks, experience the beauty of the Alps on a long-distance trail or go out on a family day hike, Austria offers unlimited opportunities. And let's not forget all those family-run mountain restaurants with their traditional food and drinks ...



2

3

The two most popular cities to go to are Vienna and Salzburg. Vienna, Austria's capital, is famous for its historic buildings, coffee houses, and the very special Viennese charm. Tourists also enjoy attending the Vienna Staatsoper or seeing the Vienna Boys' Choir. Salzburg is the birthplace of Wolfgang Amadeus Mozart and a UNESCO World Heritage Site. It's also popular among tourists



because of the Trapp family and *The Sound of Music*.



Looking for a relaxing, peaceful holiday? Austrian spas offer

massages, thermal water and delicious, healthy food. It's a great way to spend your holiday in Austria. The mineral-rich waters at Austria's spas help to ease back pain and skin problems and can even have a positive effect on illnesses such as rheumatism and arthritis. In many spas, you have a choice of various saunas and steam rooms to let you forget the stress of your daily life.

4

3 Listening: My dream holidays in Austria



Listen to four people talking about their dream holidays in Austria and answer the following questions.

Interview 1: Leon

1. Where could Leon never spend his holidays?
- on a farm
 in a theme park
 in a city



2. What does Leon like to do in the evening?
-

Interview 2: Owen

3. Why does Owen not like most sports?
-
4. Why does Owen love snowboarding so much?
- You can meet a lot of nice people.
 Because it's not expensive.
 He gets a great feeling.

Interview 3: Maya

5. Why is Maya's job stressful?
- She has bad working schedules.
 She has little time for herself.
 She doesn't like students.
6. Maya doesn't like massages.
- true
 false

Interview 4: Amelia

7. Where did Amelia fall in love with hiking?
-
8. What's so special about hikers?
- They take their rubbish home with them.
 They are out and about every weekend.
 They always greet each other.

4 Speaking: What would you recommend?



a) Which option from task 2 is the best for Leon, Owen, Maya and Amelia? Discuss with a partner.



b) Act out short dialogues with a partner. One of you is Leon, Owen, Maya or Amelia and the other is a travel agent. Use the useful phrases box.

In your dialogue ...

- ask about your customer's wishes
- discuss different options
- recommend the ideal holiday



Useful phrases

Giving recommendations

Have you tried ... • How about ... •
 I really think you should ... • It's usually
 a good idea to ... • My suggestion is
 (to) ... • One idea is to ... • One thing
 you could do is ... • Why don't you ... •
 You could ...



Going to Sankt Magdalena

Ally and her parents want to travel to Sankt Magdalena in Tyrol. They are studying a booking website and are discussing where they could stay.









Info

In British English you generally use **twin beds** for **two separate beds** with some free space between them.

5 Reading: Booking online

Study the website below.

	Room type	Price for 6 nights
 <p>1. Hotel Montana*** Situated 1,200m above sea level, Hotel Montana is located right next to the ski slope and the ski lift. All rooms offer direct views of the surrounding mountains.</p> <p>The rooms have cable TV, a safe, and a bathroom with hairdryer. Most rooms have balconies. Guests may use the hotel's sauna and steam room. Free Wi-Fi is available in public areas.</p> <p>The town of St. Magdalena is a 10-minute drive away from Hotel Montana, and the Hochschönberg ski area can be reached in 20 minutes. Trails into the Almenbühel hiking area start right at the doorstep.</p> 	<p>Double room 1 large double bed or twin beds</p> <p>Junior suite 1 sofa bed and 1 large double bed</p>	<p>€601 Breakfast included</p> <p>€763 Breakfast and dinner included</p> <p>€1,054 Breakfast included</p>
 <p>2. Hotel Alpina**** Hotel Alpina offers large, comfortable rooms in a central location in the historic centre of St. Magdalena. There is a wellness area and a swimming pool. This traditional, family-run hotel also has modern seminar rooms. The restaurant serves traditional cuisine and seasonal dishes made with products from surrounding farms. Hotel Alpina is the ideal starting point to enjoy the many sports and leisure options nearby. In winter the slopes and ski lifts of the Hochschönberg winter sports region can be reached by car quickly and easily.</p> 	<p>Standard double room 1 large double bed or twin beds</p>	<p>€845 Breakfast included</p>
 <p>3. Organic farm Windhagenbauer The Windhagenbauer is a traditional farmhouse with an outdoor pool on the outskirts of Sankt Magdalena, a 3-minute drive from the centre. Each apartment offers free Wi-Fi and a balcony overlooking the mountains and the garden. The large, Alpine-style apartments come with a kitchenette, satellite TV, and a bathroom. Hiking and mountain bike trails start right outside, and bicycles are provided free of charge. The Horn Park Aerial Forest is 6 km away, and Hundalm Ice Cave is 15 km away. Hochschönberg ski region can be reached by car or bus in 10 minutes.</p> 	<p>One-bedroom apartment 2 large double beds and 1 sofa bed</p> <p>Two-bedroom apartment 2 large double beds, 2 single beds and 2 sofa beds</p>	<p>€482 Breakfast included</p> <p>€9.50 per person/day</p> <p>€602 Breakfast included</p> <p>€9.50 per person/day</p>

6 Listening: Finding a place to stay



- a) Listen to the dialogue and tick the points that are important to Ally and her parents.
- b) Then look at the descriptions in detail and find out which hotels offer what Ally and her parents are looking for. Tick the correct hotels.

	important	Hotel 1	Hotel 2	Hotel 3
1. no extra costs for breakfast	✓	✓	✓	
2. direct access to a ski slope				
3. swimming pool				
4. free Wi-Fi in the rooms				
5. opportunity to cook in the rooms				
6. sauna				
7. space for more than three people				
8. not more than EUR 1,100 for three people				
9. bicycles available for hire				

- c) Which hotel best fits Ally's and her parents' needs? _____

7 Writing: An e-mail to a hotel

Ally writes an e-mail to the hotel to ask for more information and place a booking. Fill the gaps with words in green. There are two words too many.

arrive ~~apartment~~ breakfast dog information
nights pay platform restaurant wonderful

To: info@ferienambauernhof.co.at
Date: March 13 | 11:15

Subject: Booking 5 nights in July

Dear team,

My parents and I would like to book a one-bedroom apartment **1** for five _____ **2** with breakfast from July 14th to July 19th.

We've got a promotional code from an Austrian tourism _____ **3**: MH2219. Can you confirm that this code includes _____ **4**? We plan to _____ **5** at about 8 p.m. Will there be dinner available at your place or can you recommend a good _____ **6** nearby?

One last question: Are pets allowed in the apartment? We would like to bring our _____ **7** Nilly.

Please could you confirm the booking? Let me know if you need any further _____ **8**. Many thanks.

With kind regards,
Ally McArthur



Childhood memories

8

Reading: Ally's Blog

Ally asked her mum to write a post on her blog as a guest author.

a) Read the post.


 Ally's Blog

Coming back to Sankt Magdalena






Dear readers of Ally's Blog,

I'm Ally's mum. Now, after 40 years, we have come back to Sankt Magdalena, the place where I was born and where I spent most of my childhood. Of course, the village isn't the same as it was 40 years ago.

It used to be such a quiet place with little traffic and just one tiny corner shop next to the school building. Today it is a touristy place.

They have built two ski lifts in the nearby mountains, and some of the beautiful meadows have been turned into car parks. The village centre used to be our favourite meeting place. We used to meet in the little park in front of the school, buy ourselves some ice cream in the summer and sit under the huge willow tree, where we chatted for hours.



I can't tell you how I feel about all the changes. What used to be our park has become a public swimming pool. They have cut down our beloved willow tree, and, of course, the ice cream stand has gone too.

The school has been completely modernised. This is a fine change. They have mended the old roof and have painted the whole building. Also, the windows have been renewed.

I must admit that I really feel nostalgic about the corner shop next to the school. It's where I used to buy those lovely crisp rolls for breakfast, which we miss a lot back home in England. The whole building has been pulled down and a huge supermarket has been built in its place.

Well, St Magdalena is no longer what it used to be for me as a little girl, but I suppose changes must happen otherwise we'd be left behind.





b) Read the post again and take notes.

In the past	
There was ...	<i>little traffic</i>
It used to be ...	
I/We used to ...	
Today	
There is ...	<i>a swimming pool</i>
There are ...	

9

Focus on form: Saying what has changed

Look at the sentences below and fill the grid with the missing sentences. Pay attention to the active and the passive forms.

1. They have built car parks.
2.
3. They have pulled down the corner shop.
4.
5. They have painted the school.
6.



Grammar See → G 18

Saying what has changed

Present perfect tense

They **have built** a charming small park.

A charming small car park **has been built**.

OR

<i>Car parks have been built.</i>
Two ski lifts have been built.
The roof has been mended.
The windows have been renewed.



Show what you can do

10 Reading: My adventurous hiking trip in Austria

Read the text below and fill in the missing words. There are two words too many.

beautiful beds bread come ~~delicious~~ deer grey hear hikers
lodge ski slope mountain place see tour

I just love hiking: the fresh air, the mountains, and all the delicious **1** food you can get after a long _____ **2**. Recently, I went to Austria to hike the Gamskarkogel (2,467 m). When I got up early in the morning, it was _____ **3** and misty. But it turned out to be a _____ **4** day. Once I started walking up the mountain, the sky turned cloudless, blue, absolutely spectacular. I could _____ **5** birds singing and counted 19 roe _____ **6** in total. Following the signs, I soon reached my day's highest point. From the top of the Gamskarkogel I could _____ **7** for miles. A wooden cross marked the top of the _____ **8**. I got cold, so I decided to look for a _____ **9** to stay overnight. After a while, I saw a wooden _____ **10**. I was going to walk by, but a man on the doorstep asked me to _____ **11** in. The room was full of shelves stacked with cheese. It smelled delicious. The man started slicing some _____ **12** and homemade cheese. I just couldn't resist. Soon I found myself making friends with a family of _____ **13** in the dining room next door.

😊 😐 😞 I can understand a short text about a familiar topic.

11 Writing: An adventurous trip

Write a short text about one of your holiday adventures.

- Where did you go, and what was so special about this place?
- What was your adventure, and how did you feel?
- Who went with you, and what was their part in the adventure?
- Will you do something like this again?

😊 😐 😞 I can write a short text about a personal experience.

Unit 12

The Understudy – a play

New things

- William Shakespeare's *Romeo and Juliet*
- Performing a play
- The world of theatre
- Pronunciation: Sentence stress
- so/such

1

William Shakespeare's *Romeo and Juliet*



The play "The Understudy" is about a school production of *Romeo and Juliet*, one of William Shakespeare's most famous plays and probably one of the most famous plays in the world.

What do you know about *Romeo and Juliet*? Tick what you think is right.

1. *Romeo and Juliet* is a comedy. history. tragedy.
2. In the original version Juliet is 16 18 13 years old.
3. The most famous scene involves a castle. balcony. beach.
4. The story takes place in Ireland. Italy. France.



Info

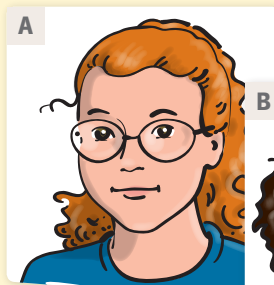
The **understudy** at a play is the person who learns the part of another actor in case someone gets ill.



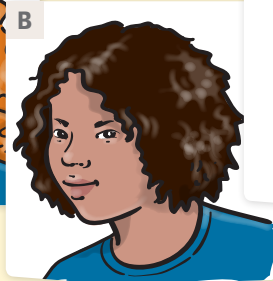
2

Meet the cast

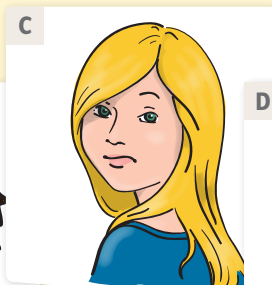
In the school's stage performance of a Shakespeare play there are five main characters. Guess their **roles** and **character** descriptions.



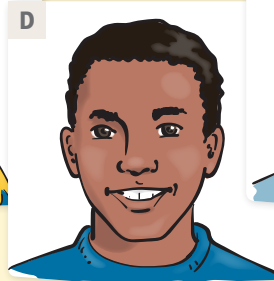
Deva



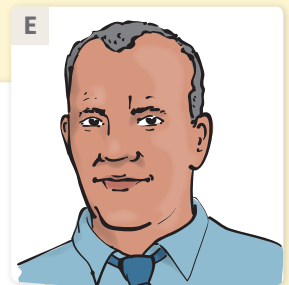
Blossom



Jade Chapman



Ross



Mr Gillespie

- honest, loyal self-centred, always hungry pretty, lazy, angry
 loves Shakespeare shy, bright, romantic dreams of being an actor
 stage manager plays Juliet drama teacher plays Romeo
 the director of the play understudy for the role of Juliet Deva's friend

3 Scene 1: The Read-Through



a) Listen to scene 1 and read along.

The drama group are in the school auditorium for the first read-through of the script of *Romeo & Juliet*. The technical crew are making a balcony out of chairs. Blossom is handing out scripts. Ross is walking around practising his lines. He comes up and stands behind Deva who is studying her part.

Ross: Did my heart LOVE till now? ...
Did my heart love till NOW? ...
For I never saw true beauty till this NIGHT!
For I never saw true beauty till THIS night!

Deva smiles at him delighted, as if the words were for her. Ross walks away, and continues repeating his lines.

Deva: (to Blossom) Isn't Ross a wonderful Romeo, Blossom! He's such a wonderful actor!

Blossom: You think everything about Ross is wonderful, Deva.

Deva: (embarrassed) No, I don't! ... I just think he deserves a better Juliet than Jade Chapman!

Blossom: Well, you're her understudy, and she's late. Where is she this time?

Deva: She had better turn up soon. I'd be too terrified to play Juliet.

Mr Gillespie: (entering) Okay, cast! Gather round, please! Everyone gathers around Mr G., the director, at the centre of the stage.

Mr G.: Now, our drama is based on Shakespeare's famous play, which was written in 1596.

Members of the cast: Wow! / That's over 400 years ago! / That's so old! / Such a long time ago!

Mr G.: Indeed. It's about two teenagers about your age who are madly in love with each other.

Members of the cast: (laughter) Oooh!

Mr G.: But it's not a rom-com, in fact it's one of Shakespeare's great tragedies. You see, Romeo and Juliet love each other ...

Blossom: But their families are big enemies, right, sir?

Mr G.: That's right, Blossom. Romeo is a Montague and Juliet is a Capulet.

Members of the cast: Oh no! / It can't be a happy ending. / Doesn't look good.

Mr G.: Now can anyone tell us the main idea of Shakespeare's play?

Deva: True love always wins in the end? (she looks dreamily at Ross). Even when it seems impossible ...

Mr G.: Very good, Deva. (to Ross) Now, Romeo Montague, you're head over heels in love with Juliet Capulet ... (sighs) Oh no, where is our Juliet now?

Members of the cast: She's late again, sir. / She's always late.

Mr G.: We can't rehearse without a Juliet! Deva, you're her understudy, so you can play Juliet.

Deva: But sir ... I ... I ...

Mr G.: It's just for today, Deva, we need our female lead!

Jade runs in breathless.

Mr G.: Ah, there you are, Jade.

Jade: Sorry, sir! But an elephant escaped from the zoo and the traffic was terrible ...



Info

A read-through is a first reading of a play at which actors read their parts from scripts.



Everyone laughs.

Mr G.: (annoyed) ... Jade! I don't want to hear your colourful excuses. If you're late again, your part will go to your understudy. Now, the whole cast is finally here, let's read the script. Scene One!

4 Pronunciation: Sentence stress



a) Read the pronunciation box and then reread Ross' sentences from scene 1 aloud and see how the meaning of the sentence changes.

Ross: Did my heart LOVE till now? ...
Did my heart love till NOW? ...
For I never saw true beauty till this NIGHT!
For I never saw true beauty till THIS night!



b) Now read aloud this sentence, stressing one of the underlined words each time.

I asked you to buy me a bunch of red roses.



Pronunciation

Sentence stress

Sentence stress is the **accent** we put on **certain words**. This makes the rhythm of spoken English. The stressed words carry the **meaning** of the sentence.

5 Scene 2: Learning the part



Listen and read along.

In Deva's bedroom. Blossom is helping Deva learn her part.

Deva: (lying on the bed and looking at the ceiling) ... Two of the fairest stars in all heaven.

Blossom: You what?

Deva: It's how Romeo describes Juliet's eyes. Well of course she totally falls for him. Imagine if a boy said that sort of thing to you!

Blossom: You really understand Juliet, huh! Jade should be *your* understudy! She never knows her part.

Deva: During rehearsal the prompt has to feed her pretty much every line!

Blossom: And she's always late, always has some crazy excuse.

Deva: What was it last time, 'Someone tried to kidnap me on the way to rehearsal, sir'?

They laugh.

Blossom: Or 'I couldn't learn my part because I came down with a nut allergy'.

Deva: To be fair, I think Jade is actually allergic to nuts.

Blossom: Humph! With Jade Chapman you never know what's true.

Deva: Hey, listen to Romeo's lines when he first sees Juliet: (reading the script) "Did my heart love till now? (Romeo shakes his head) For I never saw true beauty till this night!" (Deva sighs.) He's saying he's never seen a girl as beautiful as Juliet!

Blossom: Hmmm, in the opening scene, Romeo says he's never seen a girl as beautiful as ... what was her name?



- Deva:** Rosalind.
- Blossom:** So he sees Juliet and suddenly his girlfriend is history? She's suddenly his ex? This guy's totally flaky!
- Deva:** You just don't understand him, Blossom! When he sees Juliet, he feels true love for the first time!
- Blossom:** Deva, this is Romeo we're talking about, right? ... Or is it maybe Ross?
- Deva:** (*upset*) Oh Blossom! I'm afraid he'll fall in love with Jade Chapman!!
- Blossom:** Hey, it's a stage play, remember? Ross is only acting!
- Deva:** (*crying*) ... But how am I going to watch him kiss her!!
- Blossom:** (*puts her hand on Deva's shoulder*) Well, maybe you won't have to ...
- Deva:** Huh?

6 Scene 3: Rehearsal



a) Listen and read along.

In rehearsal. Ross and Jade are rehearsing a scene. Jade is reading from her script.

- Jade:** Romeo, Romeo wherefore ... er ... er ...?
- Prompt:** Wherefore art thou Romeo?
- Jade:** What on earth does *wherefore* mean?
- Mr G.:** In Elizabethan English *wherefore* means *why*. She's wondering out loud why she had to fall in love with a boy from an enemy family. Carry on, please.
- Ross:** Did my heart love till now? ... (*shakes his head*) For I NEVER saw true beauty till this night!
- A long pause ...*
- Jade:** Huh? Is it my turn? Oh! ... er ... where are we in the script?
- Ross:** (*repeats his line louder*) I never saw true beauty till this NIGHT ...!
- Jade:** ... Where are we?! I can't find my line!
- Ross:** (*throws his hands up, frustrated*) Argh!
- Mr G.:** Okay, everyone. Let's take a break!
- Ross:** (*privately to Mr. G.*) I can't perform like this, sir! Jade doesn't understand a word she's saying!
- Mr G.:** (*sighs*) Give her time, Ross, give her time.
- A member of technical crew:** Sir, are we using just one spotlight for the balcony scene?
- Mr G. turns to talk to the technical crew.*
- Blossom:** Poor you, Ross. Looks like you need an energy boost.
- Ross:** I certainly do!
- Blossom:** Here, have a nut 'n granola bar.
- Ross:** Oh, cool, Blossom. I'm hungry. (*he starts to eat the nut 'n granola bar*) There could be talent scouts in the audience on opening night, how can I give my best performance with a Juliet like that!
- Blossom:** Talent scouts ...?
- Ross:** Sure, the Royal Shakespeare Company are always looking for new talent.
- Blossom:** Would they really come to a performance at our school?
- Ross:** Definitely, I could soon be on the London stage!



Info

A **rehearsal** is a practice performance of a play for later public performance. All the people involved in the play are there and practise together. A **prompt** is somebody who helps an actor to remember what to say next.

Blossom pats Ross's arm, leaves him to finish his nut 'n granola bar, and goes back to Deva.

Deva: (excited) Ross spoke to you, Blossom, what did he say?!

Blossom: He's worried about his acting career. He really needs a new Juliet ...

Deva: I saw you give him something, what was it?

Blossom: Oh, just a nut 'n granola bar. He was hungry as usual.

Deva: Ah, that's so sweet of you, Blossom.

Mr G.: (comes centre stage) Okay, cast! Places! Let's get the balcony scene right this time!

Everyone takes their places.

Mr G.: So, Romeo has climbed up to Juliet's balcony window in the dark. The lovers are about to have their first kiss. Juliet says her famous goodnight lines – then he kisses her.

Deva: (whispers to Blossom, covering her eyes) Eee! I can't watch!

Blossom: Trust me, Deva, it's going to be okay.

Deva: How can you say that ...?

Mr G.: Ross, you can't deliver Shakespeare's fine lines with your mouth full of nut 'n granola ...

Ross: Sorry, sir! (he swallows the last bit of the bar)

Deva: Huh! Blossom ...!

I think I know what you've done!

Ross: Ah Juliet!

Jade: Good night, good night,

Parting is such sweet sorrow /

that I shall say good night till it be morrow!

Mr G.: (directing) Go in for the kiss!



Info

Shakespearean → modern English

art → are

fairest → prettiest

for → because

morrow → tomorrow

parting → saying good bye

Soft! → Listen!

this night → tonight

thou → you

thy father → your father

till now → before now

wherefore → why

yonder window → that window

7

Reading between the lines: What do you think?



2.12



cf6d2j

First, discuss the following questions. Then listen and read on.

- What do you think Blossom has done?
- How is Deva going to react?
- What would you do in this situation?

Ross goes to kiss Jade on the balcony.

Deva: STOP!! Don't kiss her! You mustn't ...!

I mean ...

Mr G.: What? Why not, Deva?

Jade: You've totally ruined the scene!

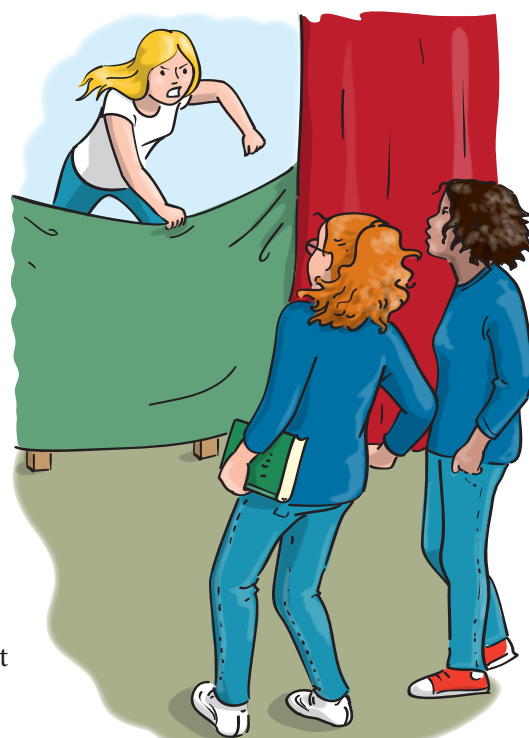
Deva: I'm **so** sorry, but I think the kiss ... should come later, much later ... er ... I've been reading about Shakespeare's times ...

Mr G.: Have you?

Deva: (she holds up a book) Yes, sir, in the sixteenth century, people definitely didn't kiss on a first date!

Mr G.: Hmm, brilliant background research Deva ... Well done!

Jade: (furious) But this is **such** a romantic scene! It has to end with the kiss!



Mr G.: No, Deva's right, I think it's too early for the kiss.

Members of the cast: Maybe they could just high-five?

Everyone laughs.

Mr G.: Play it again, and cut the kiss!

Ross climbs up the balcony again.

Ross: Ah Juliet!

Jade: Parting is **such** sweet sorrow / that I shall say good night till it be morrow!

This time Ross blows Juliet a kiss. Everybody claps.

Mr G.: Thank you everybody! See you back here tomorrow!

Deva: (*angry*) What on earth were you thinking, Blossom! You know Jade's allergic to nuts.

Blossom: I did it for you, Deva!

Deva: I know, Blossom, you're **such** a loyal friend. But I had to stop the scene. She could have got an allergic shock if he kissed her!

Jade: (*marches up to Deva, furious*). How dare you! You ruined my scene!

Deva: I'm **so** sorry, Jade ... I had to!

Jade: You're just an understudy, you're never going to play Juliet! How does Romeo describe Juliet's eyes? 'Two of the fairest stars in all heaven.' Whoever heard of a Juliet in glasses? Back off, four-eyes! Romeo's mine!

Jade leaves the stage.

8

Focus on form: so/such



m4ii54

Look at the grammar box and the highlighted words on this page. Then complete the rules with the words in green.

adjective

noun

noun

adverb

1. We use **so** before an _____ or
an _____.

2. We use **such** before a _____ or an adjective + _____.



Grammar For more details see → G 19

so/such

He is **so** friendly.

I am **so** sorry.

He acts **so** beautifully.

This is **such** a romantic scene.

They are **such** good friends.

9

Scene 4: Dress rehearsal



2.13



6vg3ij

At the dress rehearsal. The costume designers are dressing the actors. The make-up artists are making them up.

A make-up artist: Wow, you all really look the part in costume and make-up!

Mr G.: Well done, costume and make-up artists!

Jade: (*to Mr G.*) I've really worked on my role, sir.

Mr G.: I hope so, Jade.

Jade: You'll see, sir!

Mr G.: Let's rehearse the balcony scene. Positions please, cast! Lights! Spot on the balcony! Silence on the set!

The actors get in position. The lights go down. Juliet's bedroom light comes on.

Ross: But soft! What light through yonder window breaks?



Info

The **dress rehearsal** is the last rehearsal of a play or live show in which everything is done as it would be in the real performance, e.g. make-up and costumes.

Juliet comes out onto the balcony.

Jade: (happy) Romeo, oh Romeo!

Mr G.: Huh?! No, no, no Jade ..., we rehearsed this, she's not happy. She's sad. She's in love with an enemy, Romeo's a Montague ... remember?

Jade: Oh yeah. I'll do it again.

Mr G.: Positions please!

Juliet's bedroom light comes on.

Ross: But soft! What light through yonder window breaks?

Juliet comes out on the balcony

Jade: (her hands in her hair, very melodramatic) Romeoooo, ... Oooh Romeoooo!

Mr G.: No, no, no, Jade! Not so sad ... You see she's happy to be in love, but she's sad that it's with the enemy.

Jade: Happy and sad? How do I act that?

Mr G.: (sighs) Just continue please ...

Jade: (trying to remember her lines) Er ... er ... um.

Mr G.: You haven't learned your lines, have you Jade!

Prompt: (prompting) Wherefore.

Jade: Oh yeah, (looking into the dark) ... Where are you, Romeo?

Prompt: Wherefore art thou Romeo?

Jade: Oh yeah, I remember. (says her lines fast with no emotion) Romeo-oh-Romeo-wherefore-art thou Romeo, is that right?

Ross: (takes off his hat and throws it down) This is hopeless! I quit!

Mr G.: I'm sorry, Jade, please come down off the balcony.

Jade: But sir ...! I'm Juliet!

Ross: Not anymore!

Jade: This is sooo unfair!

Jade storms off stage.

Mr G.: Stage manager, where's the understudy?

Blossom: She's still in costume and make-up, sir. I'll get her.

Blossom runs off stage.

Mr G.: Let's not waste time. Dancers! Let's rehearse your dance! Lights up! Music!

Elizabethan lute music starts and the dancers go through their steps for a few minutes.

Mr G.: Very good, dancers! Excellent!

Blossom returns pulling a very shy Deva in costume with a veil over her face.

Deva: (to Blossom) ... I haven't got my glasses!

Blossom: Huh? Where are they?

Deva: I took them off in the make-up room, and when I went to put them on, they weren't there!

Blossom: I bet Jade stole them!

Deva: ... I can't see a thing!

Blossom: Oh my God! How will you read the script?

Deva: How will I find the balcony!

Ross: Sir, maybe we can try the scene with the kiss this time?

Mr G.: Why not, Ross. Positions please, cast. A final read-through of the balcony scene.



The actors get in position for the balcony scene. Juliet's bedroom light comes on and Deva comes out onto the balcony. She lifts her veil. Without glasses she looks transformed as Juliet.

The cast and technical crew: Wow! She looks so beautiful!

Ross: But soft! What light through yonder window breaks? /
It is the East and Juliet is the sun!

Deva: (shakes her head, confused)
Wherefore art thou Romeo?
Deny thy father and refuse thy family name
and I'll no longer be a Capulet.

Ross: (puts down his script) Shall I hear more, or
shall I speak at this?

Deva puts down her script and plays the part by heart.

Jade has come back and looks on from the wings.

Deva: It's only your name Montague that is
my enemy:
What's Montague? What's in a name?
A rose by any other name
Would smell as sweet.

Mr G.: Excellent. Let's do the end of the scene.
Are you ready?

Ross: Ah Juliet!

Deva: Good night, good night, parting is such sweet sorrow / that I shall say good night till it be
morrow!

A pause. Romeo kisses her. All the cast and technical crew cheer.

Everyone: Bravo! Bravo! That was brilliant! / She's such a good Juliet! / Wow! / She can act!

Jade: Ugh! But I'm Juliet! This is so unfair!

Throws down Deva's glasses and storms off across the stage.

Mr G.: Same time tomorrow for Act 3 everyone!

The main stage lights go off, the cast and crew leave. Ross and Deva are alone on the stage.

Ross: You were absolutely brilliant, Deva, I never knew you could act! With you as my Juliet
I'm sure to be spotted by the scout (to himself). Hollywood could call one day ...

Blossom has picked up Deva's glasses from the stage floor, returns them to her and exits.

Deva: Thanks, Bloss.

Ross: What's that Deva?

Deva: (embarrassed) Oh, just my glasses. (She goes to hide them away in her bag.)

Ross: Don't put them away, Deva.

Deva: Huh?

Ross: I quite like you with them on.

Slowly, he takes the glasses from her, places them on her face and gazes at her. A pause. Blossom has crept back and watches secretly from the wings.

Ross: Ah! Two of the fairest stars in all heaven ...
Did my heart love till now? ... (shakes his head)

Blossom clasps her hands in joy for Deva.

Ross: For I NEVER saw TRUE BEAUTY till THIS night!!

They kiss. Blossom in the wings jumps for joy and silently punches the air.

THE END



Unit 13

Incredible inventions

New things

- Famous inventions
- Idiomatic language
- Conditional clauses
- Ada Lovelace's life
- Dystopian stories
- Chindogu inventions

1

If I were an inventor ...



i8m8qm

- a) Imagine you and your partner are taking part in a contest looking for inventions that make people's lives easier. Tick one characteristic from each category.



Where the invention would be used	Who the invention would be for	A special characteristic the invention would have
on the bus <input type="checkbox"/>	for firefighters <input type="checkbox"/>	you must be able to hide it <input type="checkbox"/>
in outer space <input type="checkbox"/>	for a teacher <input type="checkbox"/>	your mum or dad must hate it <input type="checkbox"/>
in an outdoor pool <input type="checkbox"/>	for siblings <input type="checkbox"/>	it must have wheels <input type="checkbox"/>
at home <input type="checkbox"/>	for your grandma <input type="checkbox"/>	it must have the shape of a triangle <input type="checkbox"/>



- b) With your partner, imagine some details of your invention and complete the table.

Name of our invention:	
Its particular function:	
Materials used:	
A slogan for our invention:	
A drawing of our invention:	

- c) Complete these sentences about your invention. Write in your exercise book.

1. If we really were inventors, we would ...
2. If we could use all the money in the world to build our invention, we would ...
3. If we had only very little money for building our invention, it would ...
4. We would buy our own invention if ...
5. The world would be a better place if our invention ...

If we were inventors, we would ...

- d) Present your invention in class. Mention some of the ideas you collected earlier.



Would you have known it all?

2

Listening: I'll eat my hat!



a) Look at the board and discuss the following questions with a partner:

- What do you think the listening text will be about?
- Which words on the board do you not know?



b) Listen and tick what this text is about.

- cool inventors a history exam
- finding a partner for a classroom activity
- a guessing game a quiz show
- taking someone's temperature helping blind people
- a timeline of inventions learning about idioms

c) Listen again and add all the information the children mention in the table below.

invention	year	points
<i>the internet</i>		
	1906	
	1593	
<i>wheel</i>		



d) Try to complete the table in pairs. Order the inventions and guess the year of each invention.



e) Listen again to see if you were right.

f) Now write the points you got for each invention. Who has won the game?



Tip

Remember how points are given: The pair with the nearest year of an invention gets one point. If you have the exact year, you'll get two bonus points.

3 Language in use: Conditionals and idioms



a) Listen and match the sentence parts. Then fill in the missing verbs in the correct form.

- | | | |
|--|-------------------------------------|-------------------------------------|
| 1. If you _____ 1 chatting, | <input type="checkbox"/> | my parents will buy me a new phone. |
| 2. If nobody _____ 2 any questions, | <input type="checkbox"/> | I _____ 7 my hat. |
| 3. We <i>'ll be</i> _____ 3 out of the game | <input type="checkbox"/> | we won't play the game. |
| 4. We _____ 4 confused | <input type="checkbox"/> | you'll get up with fleas. |
| 5. If I'm not right about this, | <input checked="" type="checkbox"/> | 3 if Ms Campbell sees it. |
| 6. If you _____ 5 down with dogs, | <input type="checkbox"/> | we'll get started. |
| 7. If we go on like this, | <input type="checkbox"/> | if we don't do this step by step. |
| 8. If I _____ 6 an A, | <input type="checkbox"/> | we _____ 8 this thing! |

b) Read the grammar box and write 1 or 2 next to the statements below.

- | | |
|---------------------------------------|-------------------------------------|
| This is an imagined situation. | <input checked="" type="checkbox"/> |
| It's possible that this might happen. | <input type="checkbox"/> |
| We use the present tense and "will". | <input type="checkbox"/> |
| This probably won't happen. | <input type="checkbox"/> |
| We use the past tense and "would". | <input type="checkbox"/> |



Grammar For more details see → G 20

Conditional 1 and 2

If we **go on** like this, we'll win the game. (1)
If we **could use** all the money in the world, our invention **would be** incredible. (2)

c) Use words/phrases from each box to fill in the gaps with idioms. Write in your exercise book.

serve • know- • I'm • knows • If you lie down • I'll eat • step	my • by • it- • a thing • with dogs, you'll get • us • just	kidding • right • all • hat • up with fleas • step • or two • right
---	---	---

A: Ada's an expert on programming. She really ... **1** about programming language.

B: Sometimes she seems to think that she knows so much more than all the others. Isn't she a bit of a ... **2**?

A: Well if you know more than she does about maths and computers, ... **3**!

B: Okay, would you like me to season it with salt and pepper? Don't worry, ... **4**

C: If we don't win this game, it will ... **5**. We really should have paid more attention in Ms Campbell's history class.

D: Well, as my grandma likes to say, "... **6**".

C: Are you telling me you didn't pay enough attention because of me?

D: I mean, you really love to chat. Listen, I still want to win, but we shouldn't hurry through everything. Let's do this ... **7**

1. knows a thing or two



Tech savvy or tech slaves?

4

Reading: Ada Lovelace, the programming ace

- a) Read the biography of Ada Lovelace, who is known as the first computer programmer. Write a title for each paragraph.

Working with her mentor

Her personal life

Her early years

~~Ada's life in a nutshell~~

Ada's life in a nutshell

1

Augusta Ada Byron, Countess of Lovelace, better known as “Ada Lovelace”, was born in 1815 and died in 1852. The computer language “Ada” was named after her.



2

- Ada Lovelace was the daughter of the famous poet Lord Byron and Lady Anne Byron. Ada's father left the family only weeks after the child was born and she grew up without knowing him. Ada's childhood was unusual for a girl at that time. Her mother wanted her to study mathematics and science. She believed that if Ada spent her time studying, she wouldn't become as moody as her father. Ada also had to lie still for hours because her mother thought it would help her to control herself.

3

- When Ada was 17, she met Charles Babbage, a mathematician and inventor. Today, Babbage is called the father of the computer. He planned to invent a machine that could be used for complex calculations. Ada was asked to translate an article about the machine Babbage had in mind. But she didn't just translate the text, she also wrote her own thoughts about the machine. In her notes, she had ideas on how to make a machine that could work with letters, symbols and numbers. So she became a computer programmer even before the first computer was invented.

4

In 1835, Ada married the Earl of Lovelace. Her marriage was happy, but she developed health problems. She had to take painkillers, which made her moody. Another problem in her personal life was being poor. Ada tried to use her skills in mathematics for gambling. However, this plan didn't work out, and she lost a lot of money.

- b) Who could have said these sentences? Write the names in your exercise book.

- If only I hadn't married this good-for-nothing man, I wouldn't have had to worry about little Ada.
- If I had been born a boy, it wouldn't have been so unusual for me to study science.
- If I hadn't left my family, I would have been able to get to know my daughter.
- If I hadn't had Ada's help, my invention wouldn't have been that brilliant.
- If Ada hadn't had those health problems, she wouldn't have taken any pills.
- If I hadn't tried to earn money by gambling, we wouldn't have become poor.



Grammar For more details see → G 21

Expressing unreal past: Conditional 3

If I **had learned** about Ada Lovelace sooner, I **would have done** my presentation on her. If Ada **hadn't translated** Babbage's article, she probably **wouldn't have become** the first computer programmer.

1. Lady Anne Byron

5 Reading: Mirror on the wall, you are the scariest of them all

Each episode of the dystopian TV series *Black Mirror* is about technology and its dangers. What would have happened if these things had been invented in real life?



Info

A **dystopia** is an imaginary place where everything is bad and unpleasant.

- a) Scan the descriptions of inventions shown in *Black Mirror* episodes. As quickly as possible, try to find out what these things are. Write the explanations in the table below.

merits	<i>bonus points people can earn by cycling long enough, they have replaced money</i>
Arkangel	
Infinity	
Nosedive	
Callister	


Black Mirror

In the episode "Nosedive", people use a social network site to say how well they like other people the same way we do with restaurants and hotels. If lots of people like you, you can rent a nicer flat or have a better job.


In another dystopian society shown in the series, people have to cycle on stationary bikes to produce electricity. If they cycle long enough, they get "merits". These are bonus points people use instead of money.

One episode is about a digital DNA scanner that people use to create lifelike avatars of real people. These avatars are used in a virtual reality game called "Infinity". The avatars, who are on board the spaceship "Callister", even have the same memories as the people they copy.

This episode also shows what happens if adverts can react to people's eye movements. If they look away from the screen, the ad pauses. Once they look at it again, the ad continues.



"Arkangel" is a tool that can be implanted into a child's head. The parents can then control their child by using a tablet. They always know where their child is and can even view the world through the child's eyes. If the parents don't like what the kids experience, they can change their memories easily.



- b) The sentence "What would have happened if these things had been invented in real life?" is about ...

a past that never was real. a present situation. a possible future situation.

- c) Match each sentence with one of the words in the green boxes in a).

- If I had not behaved so badly, I would have been allowed to move to Manhattan.
- Lucy wouldn't have had so many nightmares if she had not seen the car accident.
- If I had been stronger, I would have been able to buy some food for dinner.
- His avatar would have been stronger if he hadn't experienced so many bad things.

1. Nosedive



The good, the bad, the weird

6 The best and worst inventions of all time



a) With a partner decide which of the inventions in the green box are five of the best and worst of all time. Use the table below for your lists. One invention should be on both lists.

internet • bicycle • television • landmines • mobile phones •
light bulb • nuclear bomb • telephone • plastic bags

best inventions	survey	worst inventions	survey



Info

In 2014 a survey was made in Britain to find out what the people thought were the best and worst inventions of all time.

b) Choose three inventions from both lists and say why they are some of the best or worst inventions. Use the sentence builder and write your reasons in your exercise book.

If ... hadn't been invented, • If ... had never invented ..., • If nobody had ever invented ..., • If ... hadn't been produced,	there would never have been ... • nobody would have ... • I would (not) have ...	e-mails and blogs • that much ocean pollution • travel to school in a green way • watch the moon landing • horrible attacks • talk to grandpa • read until ten • waste of energy • take a selfie	this morning • last week • yesterday • last night • many years ago • in 1969 • in the Second World War • last year
--	--	---	--

If Karl von Drais hadn't invented the bicycle, I would have been late for school this morning.

c) Read the example sentence in b) and tick the correct statements.

Karl von Drais invented the bicycle.

I was late for school this morning.

The if-part of the sentences is about an imagined event in the present.

The other part of the sentence is about an imagined result or activity in the past.



d) Now listen and find out if your list is the same as the one in the survey. Make a tick next to the inventions to mark that you agree. Make a cross to mark that you disagree.

7 Listening: Chindogu inventions



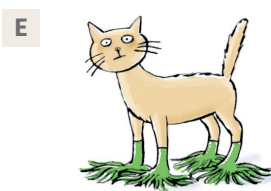
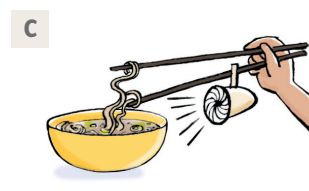
2.17

n4n4bz

a) Listen and tick. A Chindogu invention ...

is completely useless. seems useful but isn't in real life. is very useful.

b) Listen again and match each picture with one description. Write the numbers in the circles.



c) Talk to your partner about how your week would have been different if these inventions had really been produced.



Useful phrases

If the duster socks had been made,
I would (not) have ...
If this had really been produced, last
week would have ...
I definitely would(n't) have ...
if someone had made this.



Info

Chindogu inventions were thought
up by Japanese Kenji Kawakami.
“Chin” means “strange” and “dogu”
means “tool”. It’s hard to believe
today, but the selfie stick was a
Chindogu invention in 1995!

d) Choose two of these items and combine them to make up your own Chindogu invention.

bicycle

dishwasher

dog bowl

pencil

running shoe

sunglasses

toothbrush



e) Present your Chindogu invention to your partner without mentioning the two items you chose. Your partner then guesses which ones you picked.

f) Match each of the Chindogu inventions below with their slogan.

1. goldfish walker

Cool sport, cool toes!

2. ice skate sandals

Wake up slowly. In your own time.

3. silent alarm clock

No need for batteries anymore!

4. solar-powered flashlight

Rainy? Going to the pool? No problem! They won't be spoiled.

5. waterproof teabags

Now you can take your little pet with you on your daily walks.



Show what you can do

8

Speaking: Everyday excellence



- a) You and your partner have to do a presentation on an invention most people need every day. Read the short descriptions of the inventions you can choose from.

Hedy Lamarr: GSM cell phone system

This Hollywood actress, who was born in Austria, developed a system for radio communication. The idea is still used in the GSM cell phone system.



William Addis: toothbrush

When Addis was in prison, he only had some salt and coal dust to clean his teeth. He invented a toothbrush and made lots of money once he was out.



Florence Parpart: fridge

Parpart invented the first fridge that used electricity. She was also very successful at selling the product.



Joseph Friedman: straw

When Friedman watched his little daughter try to drink a milkshake, he got an idea. It would be far easier to drink through a straw that could be bent. Friedman started a company to produce his invention.



Margaret Knight: paper bag

Knight invented a machine that folded paper to make a bag you could use to take small things with you easily. When someone tried to steal her idea, she showed her original plans to the judges, and she won her case.



Garrett Morgan: traffic light

After seeing a terrible traffic accident, Morgan invented a system with colours for "Stop", "Go" and "Stop everyone". His idea was later used for the electronic traffic light.



- b) Choose an invention you would like to do a presentation on. You have got three minutes to prepare. Think about these questions:

- Which invention seems the most interesting for your presentation?
- What wouldn't you have been able to do this morning if it had not been invented?



- c) Now talk to your partner. You have to agree on one invention.



I can talk with a partner and show that I am interested in what others say, e.g. about which invention they would like to present.

Unit 14

Work hard; play hard

New things

- Jobs of the future
- Personal qualities
- Job profiles
- What I want to do one day
- Applying for a job
- Talking about the future

1 Reading: Where are they now?



mc55q3

At a 10-year high school reunion, all the old classmates talk about their jobs and where they are now.

a) Read what three high school students wrote when they finished school.



Geoffrey: One day, I would like to have a job in sports. My biggest dream is to

become a professional basketball player, but I could also become a sports agent who helps teams find new players. I'm sure I have all the qualities that I need. I'm ambitious and disciplined. I have no problem exercising every day.



Gillian: I love helping other people, so I'd like to have a job in the service

industry one day. I could really make a difference. I think I'm cooperative and friendly. My mum always says I'm patient. I don't know exactly which job I should pick yet. Maybe I'll become a receptionist or a call centre agent.



Patsy: I'm really creative. I love drawing and painting and building stuff. I

dream of getting a job in the arts one day. Maybe I'll be an artist who draws pictures for children's books. Or I'll paint pictures that are sold in big galleries. I'm just full of energy. I don't know exactly what to do now.

b) Now have a look at what they said at the high school reunion. Can you guess who said what? Draw lines.

1. After a summer job in tourism, I realised that this was something I didn't want to do. But I got more and more interested in medicine. So I trained as a nurse. Today I work in a retirement home and take care of elderly people. It's a hard job, but I love it.

2. When I turned 21, I had a mountain bike accident. It took me a few weeks to recover. After that, I couldn't continue my training. So I decided to do something completely different and studied meteorology. Today I tell you how the weather's going to be the next day.

3. I'm really happy with the job I'm doing at the moment. I have become an interior designer. I have specialised in designing hotel rooms. Last year, I designed the luxury suites of a big hotel in Las Vegas. For me, my dream has come true.

2 Speaking: What do you want to do?

Speak about your dream jobs.



Useful phrases

I really don't know at the moment. • I want to be a ... when I get older. • I'd love to be a ... • I'd really like to be a ... • When I get older, I want to be a ...



Jobs of the future

3 Listening: Jobs we'll lose to machines

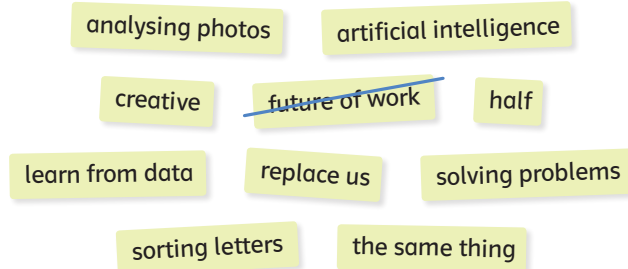
a) Look at the words below. Make sure you know what they mean.

researcher	to do a study	the future of work
50 percent	artificial intelligence	to learn from data
to analyse a photo	creativity	to solve a problem
to repeat sth.	to deal with a new situation	to replace sb.



b) Listen to a presentation by Dr Antonella Arulappan on jobs of the future.

c) Complete the sentences with words and phrases from the green boxes. There are two too many.



- In 2013, a study on the future of work **1** was done at Oxford University.
- The study showed that _____ **2** of all our jobs could be done by machines or computers.
- _____ **3** means that machines can learn from data and then do humans' jobs.
- Machines can do easy tasks like _____ **4** automatically.
- However, they can also assist doctors with difficult tasks like _____ **5**.
- Computers are very good at jobs where you have to do _____ **6** over and over again.
- Humans are much better at _____ **7** they've never seen before.
- To have a job in the future, we will have to be _____ **8** and flexible.

4 Speaking: Jobs of the future

a) Look at the jobs below. Tick the jobs which you think can be done by a machine. Otherwise draw a cross.



b) Then ask two classmates and write down what they think.

Job	You	Name 1:	Name 2:
Call centre agent			
Hotel receptionist			
Shop assistant			
TV journalist			
Taxi driver			
Veterinarian			
Chef			
Teacher			

c) Why do you think so? Use the sentence generators below.

I think that I believe that I feel that In my view In my opinion In my eyes	machines can work as machines can't work as	call centre agents hotel receptionists shop assistants TV journalists taxi drivers veterinarians chefs teachers ...
Call centre agents Hotel receptionists Shop assistants TV journalists Taxi drivers Veterinarians Chefs Teachers	always never often sometimes usually	deal with the same problems again and again do something that nobody has done before find out the reasons for something help other people understand things lift or carry heavy things meet new people every day need a lot of training need to be very creative for their job need to help people with their individual problems solve different problems every day talk a lot to other people ...

I think that machines can work as call centre agents. Call centre agents often deal with the same problems again and again ...



Personal qualities

5 Reading: Job profiles

a) Read the texts and do the tasks below.

1 **Parker:** I work as a social worker. A social worker helps people deal with challenges in their lives, like losing a job or having a serious illness. I mainly work with children and people with disabilities. In my job, I have to do a lot of talking. I have to find out what my clients need and how I
5 can best help them. Then we develop plans together to improve my clients' situations. I need to know a lot about where to get help, so I can make helpful suggestions to my clients. As a social worker, you need to be patient, very well organised and flexible, because you never know which challenges you'll face with your next client.



1. In which situation might a social worker assist somebody?
 - set up a training plan to take part in a marathon
 - organise life when a relative becomes seriously ill
 - fix a broken-down car on the motorway
2. You have to study at university to become a social worker.
 - true
 - false
 - we don't know
3. Why do you need to be flexible as a social worker? _____

1 **Sheila:** I am a choreographer in the National Ballet Company. A choreographer creates dance routines that are shown on stage in a theatre. Our company puts on five shows per year and one impressive Christmas event. As a choreographer I make sure that the audience will
5 watch a spectacular dance show and that my dancers like what they do. I have to listen very carefully to the piece of music that is being used and work out the timing of the dance steps. We spend a lot of time together practicing my choreographies, so that the dance is perfect for the audience to see. As a choreographer, you have to be creative, of course.
10 But you also have to be very disciplined.



4. Where does this choreographer work? _____
5. Why does the choreographer need to pay so much attention to the music?
 - to prepare the perfect dance steps for the music
 - to make sure to use the latest top hits
 - to find music that the orchestra can play

1 **Pat:** I've worked as a hairdresser for quite some time now. A hairdresser
 is a specialist for cutting, colouring and styling hair to make people look
 good. When a client comes to me for the first time, I usually listen
 carefully and discuss how he or she wants to look. I love to attend
 5 training courses regularly so that I'm able to offer clients the latest style
 or cut. My special area of expertise is hair restoration. That means I
 specialise in styling toupees and artificial hair. As a hairdresser I need to
 address customers in a friendly manner. I need good communication
 skills, but I also have to be open to learning new ideas and techniques.
 10 Attention to detail is very important and, of course, cleanliness.



6. What does a hairdresser do to people's hair? _____
7. This hairdresser likes to get to know new ideas and styles. true false
 we don't know
8. Why does a hairdresser need good communication skills?



- b) Do you think that these jobs could be done by machines? Why? Why not? Make a list of reasons together with a partner.

6 Writing: What I want to do one day

- a) Match each statement below with one or more personal qualities from the word bank.

1. adventurous I take risks.
2. _____ I like to learn.
3. _____ I am easy to work with.
4. _____ I can do multiple things at the same time.
5. _____ I am able to work long hours.
6. _____ I think outside the box.



Word bank

Personal qualities

adventurous • ambitious • cheerful •
 clever • cooperative • creative •
 curious • easy-going • energetic •
 flexible • friendly • honest •
 open-minded • organised • patient •
 punctual • responsible

- b) Write a job profile like the ones you saw in exercise 5. Go online for ideas and further information.

In your text you should tell ...

- what you have to do in the job you chose,
- which personal qualities are needed in your job,
- why you are interested in this job.



- c) Work together with a partner. Show each other your texts and talk about the jobs you have chosen.




Ally's Blog





7

Reading: Ally's Blog

a) Read Ally's newest post on her blog.



Getting ready for a summer job

Home
About me
Topics

Summer is coming nearer and nearer and so is the question what to do with all the free time. I mean, of course we've already planned a family trip. We're going to travel to Austria to visit the place where my mum spent her childhood. But apart from that I haven't made any plans yet. Mum reminded me yesterday, "You'd better apply for a summer job soon.

The internet is full of job offers. If you don't start writing to companies, you're not going to get a summer job you like". Mum's right of course, but I don't have to tell her that, do I?

All right, what could be a summer job I like? I think I won't help on a farm this year and I won't work in the animal shelter either. I'd like to work with people. It's all over the internet that more and more jobs will be done by machines in the future. But I read that jobs where you take care of people will be quite safe from automation. So I've made a decision. I'm going to apply for a summer job in a retirement home.

I'll start looking for job offers right away and I'll keep you updated. As always, I'm curious what you think. Just leave a comment below. Bye for now!

Dear Ally, I think this is a wonderful idea! I worked in a retirement home last year, and it was a great experience for me. I'll send you the contact details as a private message. Maybe you'll get the chance to work there. By the way, I found what you wrote about machines really interesting. I'm sure that machines won't replace carers who work in retirement homes. All the best, Eve



b) Look at the text in detail and find examples of the future tense. Copy them into the correct column. Use the grammar box on p. 117 for help.

will			going to
Predictions	Spontaneous decisions	Offers and promises	Plans/Intentions
<i>more and more jobs will be done by machines</i>			



Grammar See → G 22

Talking about the future: will**Predictions**

Machines **will take over** more and more jobs of humans.

I don't think machines **will work** as hairdressers.

I'm sure I **won't have** the same job all my life.

Spontaneous decisions

I think I'll **go** to school by bus today.

I'll **meet** dad for lunch today. He's just called.

Offers and promises

I'll **help** you study for the English test.

I promise, I **won't tell** your parents.

Don't call. We'll **send** you an e-mail.



Grammar See → G 22

Talking about the future: going to**Plans/Intentions**

I'm **going to apply** for a summer job.

They are **going to move** to Manchester.

Predictions because we can see something happening

Let's go inside quickly. Can you hear the thunder? The thunderstorm's **going to be** here any minute.

You'd better put on some sunscreen. Your skin's already turned red. You're **going to get** sunburned.

8


Listening: Applying for a job by phone

2.19



th4y6t

- a) Listen to Ally calling a retirement home to apply for a summer job.
- b) The manager at the retirement home completes a form with Ally's details. Fill in the missing information.

Home Care Application form		
Name:	Ally McArthur	
Age:		
Previous jobs:		
Personal qualities:		
Why interested in job?		



Show what you can do

9 Reading: Jobs in 2040

a) Read the text below.

They say more and more jobs will be done by machines in the future. Many people are afraid that they will lose their jobs and won't earn any money. But that's not true. Rather than killing jobs, artificial intelligence changes jobs and turns them into something new. Here are a few examples of jobs that might be around in 2040. Of course, technology will play an important role. But it will be our job to make sure technology works the way it should.



1. Robot support crew: Robots can take over more and more tasks from humans. They will be able to drive cars, fly planes or transport things. But they will always need a support crew to make sure they work well. We will need people who repair broken robots or develop new ones. People will also think about ethical aspects, for example, if a robot should replace a school nurse.

2. 3D printing designers: Many things will be produced with 3D printers in the future. We will be able to use more and more materials to print things and to do it at greater speed. Therefore, we will need people who design all the things that are printed: 3D food designers or 3D specialists for medicine.

3. Space technology ground crew: Maybe, we will be able to fly to Mars in 2040 and will have opened all kinds of space centres on distant planets. Every day, space tourism rockets will leave the earth. To make all this happen, we will need people who make sure all these space travels go as planned: space mission planners, space meteorologists or space tourism agents.

4. Smart home professionals: More and more "smart" things in our homes can be managed online through the "internet of things (IoT)". We can turn our heating on or off even if we are not at home or use technology to make our homes safer. There will be a lot of jobs around the internet of things, such as IoT home designers, IoT security experts or IoT smart clothing designers.

b) Do the exercises below.

1. Many people fear that they will be jobless because of a machine. true false

2. How can humans support robots? _____

3. What things could be printed in the future? _____

4. The author of the article doesn't think that we'll spend our holidays in space one day. true false

5. IoT stands for "internet of things". true false

😊 😐 😞 I can understand a short text about a contemporary topic.

Unit 15

Awesome ads

New things

- Slogans
- Comparisons
- Types of adverbs
- Expressing opinions
- Adjectives after verbs
- A rap
- Ads for children

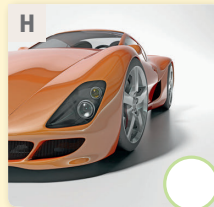
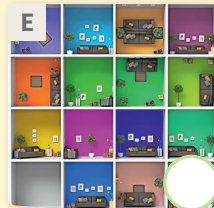
1

Get cre-ad-ive!



pg4b72

a) What could these slogans be advertising? Match each slogan with one picture.



1. Get movin'. Start livin'.

2. Growing up is for grown-ups.

3. It's not a cup. It's not a cake. It makes my day.

4. Think outside the box.

5. You can buy clothes. Or you can buy fashion.

6. There's a jungle right there.

7. Four wheels. For real.

8. Let's plant the tree of knowledge.

9. Sweetness and flight.



b) With a partner, choose two pictures and think of another slogan. Share your slogans in class and vote for the best one.

c) Tick what you think is true for a good slogan.

- It's funny. You can remember it easily. It's short. It makes you think.
- It informs about the product. It rhymes. It uses lots of adjectives.
- It repeats words. It speaks to a certain group of people. It speaks to everybody.
- It's easy to understand. It uses slang. It plays on your emotions.



v8552r

Persuade me!

2 Reading: Better than the best

a) Read which language techniques are frequently used in advertisements.

	Technique	Example
1.	comparison	Cake as light as a feather.
2.	addressing the reader directly	Don't you worry, we've got this!
3.	questions	Who wouldn't want to lose 20 pounds in two weeks?
4.	adverbs	Amazingly generous offers today! Call us immediately!
5.	adjectives	You will love how clean and fresh your clothes are!
6.	exaggeration	It's the most wonderful time of the year. Celebrate with the most wonderful food.
7.	alliteration	Get your piece of perfect pizza!
8.	rhyme	Sportswear that won't tear.
9.	repetition	We clean. We care.
10.	humour	We know it looks delicious. But please don't eat this ad.

b) Find one example of each of the techniques in a) in the advertisement.

c) Make up an advertisement for one of the products and services in 1a). Use different language techniques to persuade your readers. Then present it in class.

d) Which of the ads that were presented in class is ...

- ... the cleverest?
- ... the most surprising?
- ... the least boring?
- ... the funniest?
- ... simply the best?

CreamyCupcake

Cake as light as a feather, cream as soft as a dream.

Take a bite quickly, or it might be gone!

Wanna enjoy your party without worrying?

Order your party box with a selection of our most delicious cupcakes.

With our super-fast delivery of freshly made cupcakes, the only thing you have to worry about is that your guests might be quicker than you!



It's not a cup. It's not a cake. It makes my day.



Grammar For more details see → G 23

Comparison of adjectives (revision)

CreamyCupcakes are **as light as** a feather, and they are **not as expensive as** DreamyCupcakes. The **most expensive** ones are SteamyCupcakes. Some say they are **the best** because they are even **lighter than** the other cupcakes, but I think the cream is **a bit fatter**. But homemade ones are **the least expensive** and **just as good**.

3 Listening and writing: Xciting or seXist computer games?

a) Look at the two ads and decide which statements match which ad. Write 1 or 2.



1. To describe this ad, you would probably use the words *colourful* and *peaceful*. 1
2. You can easily tell that this ad was designed to attract girls.
3. The characters are fighting each other aggressively.
4. You can see the figures' faces quite clearly.
5. Obviously, this ad was designed to attract boys.
6. You can hardly see the figures' faces.
7. The characters are talking with each other in a friendly way.

b) Read the adjectives and decide which ones could be used in a radio ad for the computer games shown in a). Use two colours to highlight them.

- cute cool exciting scary sparkling beautiful little
 adventurous excited fastest powerful perfect brave
 delicious evil wonderful



2.20



r6kp23

c) Listen to the radio ads. Make a tick if you were right in b), and a cross if you weren't.

d) Look at the grammar box and highlight the adverbs in a).

e) What do you think about the ads? Use some of the phrases to express your opinion. Write about 50 words.



Useful phrases

Personally, I think ...
 Clearly, this is ...
 Obviously, these ads ...
 Frankly, I believe ...
 Surely companies should ...



Grammar For more details see → G 24

Different types of adverbs (revision)

Personally, I think ads for kids are **usually** done **rather** well. They **clearly** appeal to children and try to sell the product in an **exciting** way. But **lately** I've noticed that some of these ads are **just terribly** sexist. This is **definitely** a development we should watch **quite carefully**.



Appealing or appalling?

4

Reading: The different types of advertisements

a) Match the types of advertisements with their descriptions.

TV ad

note in a shop window

billboard

magazine ad

product placement

radio ad

_____ 1 This type of ad needs to communicate its message quickly because the readers probably won't stop to look at it more carefully.

_____ 2 These ads are usually not designed professionally. They simply try to catch the attention of possible buyers.

_____ 3 These adverts cleverly combine music, moving images and language to make the product seem attractive to its target audience. Typically, they interrupt series or films.

_____ 4 In these ads, only music and spoken language are used to make the product sound interesting. The listeners can remember the message easily.

_____ 5 Some of these ads look really amazing – these are hardly your cheap, annoying ads but usually look like a work of art. They advertise more expensive, beautifully designed products.

_____ 6 Some of these are hardly noticed by the viewers. A product is casually being used by characters in a film – and it immediately seems attractive to the audience.

Lately, there have been new forms of advertising. You'll find out more about these shortly.

b) Cover up the descriptions in a) and use the words below to fill in adjectives and adverbs.

immediate • annoying • good • open • professional • casual • hard • typical • quick • attractive

While notes in a shop window don't look _____ 1, some magazine ads

_____ 2 look like an ad at all – if they are _____ 3 done,

you could even call them art. Billboards, on the other hand, need to express their messages

_____ 4. Probably the most _____ 5 thing about radio and

TV ads is that they _____ 6 interrupt regular programmes. When products are not

advertised as _____ 7, we call it product placement. Characters in a film use

a product _____ 8 and lots of viewers will _____ 9 find

it _____ 10.

5 Reading: Have influencers become too confident?

a) Read the text and write the numbers of the missing sentences in the boxes.

... **1** Usually, they are personally invited by hotel brands to come and stay a few nights – for free. In exchange, they will post pictures of themselves in the hotel room on social media.

... **2** So many “influencers” (with not that many followers) feel so confident that they are expecting to stay at the most beautiful resorts, of course, without having to pay for anything.

5 “You can tell very quickly who’s a professional influencer and who’s just a wannabe. ... **3** Most e-mails we get are really badly written. They sound so informal, as if these “influencers” were texting a friend, trying to invite themselves over for dinner,” the manager of a five-star resort in the Maldives complains about this new form of celebrity endorsement.

Influencers say that they help hotels directly target new audiences in a natural way. ... **4** For lots of
10 hotels it is quite attractive to work with influencers, as the photos they take often look amazing. But surely, it’s not wrong for hotel managers to remain critical. ... **5**

This is not completely wrong.

But lately, hotels have become more careful.

They should look carefully at who they are inviting to stay for free.

For some of the most well-known influencers these days, working means travelling the world. **1**

The wannabes just seem a bit silly.



Grammar For more details see → G 25

Adjectives after verbs

Most influencers think they **look amazing**. But sometimes their posing **seems** so silly and their post can **sound** a bit stupid. I have **become** so bored of them. I wish I felt more **confident**!

b) Read the grammar box and highlight the adjectives that are used after a verb in a).

6 Video: It’s unbelievable!



g2c2ak

a) Watch the video and tick the main idea. You shouldn’t ...

order anything online. trust your friends. believe everything you see in ads.

b) In the video, the opposites of these adjectives are used. Write them in your exercise book.

tidy • comfortable • expensive • perfect • believable • honest



c) What do you think about the video? Use some of the phrases to tell your partner.



Useful phrases

looks (un)professional • (not) well done • seems a bit silly/done in a rather silly way • so bad it’s good • the acting could be more natural/is (un)natural • makes me uncomfortable/laugh/smile • find it surprisingly witty/unusual/really bad • of high/low quality • would have done ... differently • could be better/worse • appeals to me/doesn’t appeal to me • unbelievably (un)cool • quite sexist • Clearly, this is ...



Awesome or awful?



Info

Not all ads try to market a product. Public interest ads are designed to make people think about a social problem.

7

Listening: Become a critical consumer



a) Listen to the public interest ads and match each ad with a picture.



b) Do some online research to find out more about these terms. Then match each term with one or two of the pictures in a). Highlight the terms using three different colours.

- best before • buy one get one free • e-waste • composting • DIY • fast fashion • food waste • haul video • landfill • leftover dishes • lifespan • meal planning • portion sizes • upcycling

c) Fill in the gaps in the leaflets. Use fitting adverbs and adjectives.

1

Follow our tips and you'll see how easy **1** it is to make a #haulalternative video!
 You could show your viewers how to fix their clothes _____ **2** with a simple sewing kit. The more creative, the _____ **3**! Before you upload your video, make _____ **4** to include 'haulalternative' in the title.

2

WE ASK FOR: Devices that can be repaired _____ **5** • Products that are designed to last _____ **6** than two and a half years • Repairing instructions that are _____ **7** to use • Materials that are not _____ **8** for the environment.

3

Sometimes, there's just too much food on your plate. Ask for _____ **9** portions in restaurants.
 It's a _____ **10** idea to bring containers for leftovers. Just remember to put these in the fridge as _____ **11** as possible once you're home. Enjoy your _____ **12**-cooked meal the next day!

d) Write the correct numbers in the boxes.

Which of the leaflet addresses ...?

consumers vloggers producers

8 Rap: Ad for you



a) Tell your partner what you know about these advertising concepts.

limited offer • target • hidden persuader • big data • polling



b) Listen to the rap.

2.22

Hello, my friend, I'm your friend
I'm Advertising Ad for you
Let me tell you what to do
Buy my product because it's fun
Perfectly perfect for everyone

Believe me, and you will see
 My product is the biggest and the best
 Definitely better than all the rest
 It makes every man, woman, boy and girl
 Happy, happier, the happiest person in the whole
 wide world

I'm Advertising Ad for you
 You don't need my product
 But the price is nice
 It's so cheap it's practically free
 I'm giving it to you personally
 It's a limited offer, don't be late
 It would be a shame to wait
I'm Advertising Ad for you ...

Believe me when I say:
 My product is really finger and lip licking good
 Have it all your way. You're born to play
 Come on, think differently, just do it
 Say you're loving it because you're worth it

Imagine. It's yours. It's very very fine
 There is absolutely no finish line
 You can work hard, have fun and make history
 Whatever ... It all makes money for me
I'm Advertising Ad for you ...

I'm the global market, you are my target
 I've always been the hidden persuader
 Today you call me big data
 Influencing you through and through
I'm Advertising Ad for you
 You do what I tell you, you've got no choice
 Everywhere you hear my voice
 Everywhere you look, wall or book,
 plastic bag, airport, car
 You see me, wherever you are
I'm Advertising Ad for you
 Everything that's smart makes you a part
 Of my global marketing industry
 Polling and controlling you totally
 And, frankly, let me tell you one more thing, my
 friend
 Today's just the beginning, not the end

I'm Advertising Ad for you ...

c) Tick the line below each statement to show how much you agree or disagree.

1. Consumers buy products they don't need because of advertising strategies.

never hardly ever sometimes regularly

2. Consumers cannot control what they buy because of marketing tricks.

surely not perhaps probably definitely

d) Highlight the advertising strategies and marketing tricks that are mentioned in the rap.



Show what you can do

9

Listening: Let toys be toys



a) Listen to Mira's podcast on how children's toys are advertised and do the tasks below.

- When watching afternoon cartoons on TV, Mira was ...
 - annoyed by how loud the ads were.
 - shocked that the ads showed violent behaviour.
 - angry that the ads had problematic messages.
- Take notes to complete the grid.

How boys are portrayed	How girls are portrayed

b) Fill in the missing numbers.

The advertising industry is huge. Advertisers spend _____ 1 billion dollars a year marketing to young people, and children see more than _____ 2 advertisements on TV alone. Marketing for children can be problematic because children might imitate the role models they see in ads. Only _____ 3% of open source programmers and only _____ 4% of video game developers are women. Some people think advertising directed specifically at children needs to stop. Quebec has banned advertisements for people under the age of _____ 5, and in Sweden advertisers must not target children younger than _____ 6.

c) Write what you think about Mira's suggestion. Should ads aimed at children be banned in Austria? Write about 50 words and use some of the adverbs below.

- frankly surely definitely personally obviously clearly



I can understand general ideas and details expressed in a podcast and write about my opinion on these.

- = This is easy
- = This is okay
- = This is difficult

Unit 16

Fact detectives

New things

- How to improve your speaking skills
- Going to the moon
- Planetary sustainability
- Moon tourism
- International Women's Day – IWD

It's all about speaking

1

Are you into speaking?



fb75ws

a) Read the questions below. Then answer them for yourself on a scale from 0 to 10.

1. How much do you enjoy talking to others?



2. How much do you like speaking in class?



3. How comfortable are you with speaking English in general?



4. How much do you enjoy speaking English in class?



b) Find a partner and exchange your results.

c) Look at the pictures below and pick one tip that you could use to practise speaking.

DEVELOP YOUR VOICE



Improve your intonation by listening and singing along to songs.

PRONOUNCE YOUR WORDS



CORRECTLY

Practise consonant sounds which are difficult for speakers of your first language. Practise pronouncing them loudly and clearly. Think about your tongue, teeth and airflow.

BE CONFIDENT



Be confident when you speak. Try not to hesitate. Don't worry too much about what other people think.



A journey to the moon (Unit 1)

1 Your turn: Starter questions

a) **Getting started: Read the questions below and tick your answer.**

- | | | |
|---|---------------------------------------|---|
| 1. Have you ever heard anything about the moon landing? | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |
| 2. Have you ever thought about being an astronaut? | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |
| 3. Have you ever thought of travelling to the moon? | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |
| 4. Have you ever heard about the "Apollo" missions? | <input type="checkbox"/> Yes, I have. | <input type="checkbox"/> No, I haven't. |



b) **Find a partner and share your answers with him/her.**

2 Be a fact detective: The Apollo 11 mission

a) **Read the paragraphs below. Then match the texts with the questions and draw lines.**

- | | |
|--|---|
| <p>1. More than 50 years ago, the US astronauts Buzz Aldrin and Neil Armstrong became the first people to walk on the moon. On 21 July in 1969, Armstrong stepped onto the surface of the moon. As he did so, he spoke the famous words, "That's one small step for man, one giant leap for mankind."</p> | <p>A How did they get to the moon, and how long did it take them?</p> |
| <p>2. The simple reason is that it had never been done before, and it was a big step for countries, and their space programmes, to be the first to land on the moon's surface. The US was competing with the Soviet Union in the so-called "space race". This race started when the Soviets, their enemy during the Cold War, launched the first Soviet Sputnik satellite in 1957.</p> | <p>B When did the first moon landing happen, and who was involved?</p> |
| <p>3. The US astronauts were launched into space in a Saturn V rocket, which carried them out of Earth's gravity. The Apollo 11 mission had three spacecraft: the Command Module Columbia, a Service Module and the Lunar Module Eagle. It took them four days, six hours and 45 minutes to reach the moon.</p> | <p>C What did they do on the moon, and what was their job?</p> |
| <p>4. While many people see the lunar landing mainly as an outstanding technological achievement, others value it for scientific reasons. The aim was to make it possible for humans to live and work in a lunar environment. The astronauts carried out experiments on the surface and brought back samples of moon soil and broken rock to be studied on Earth.</p> | <p>D Why was the moon landing so important for the USA?</p> |



Info

What is the "moon"?

The moon is a large, natural object that travels around Earth. After the sun it is the brightest object in the sky. The average distance between the moon and Earth is about 384,400 km. Compared to the distance between other planets and Earth, this distance is rather small.



b) **Were you right? Listen to the audio and check your answers.**

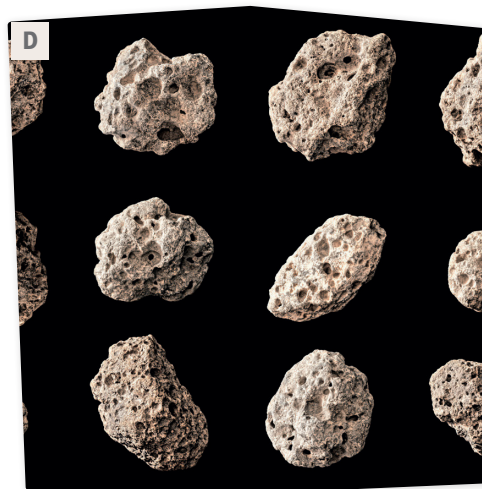
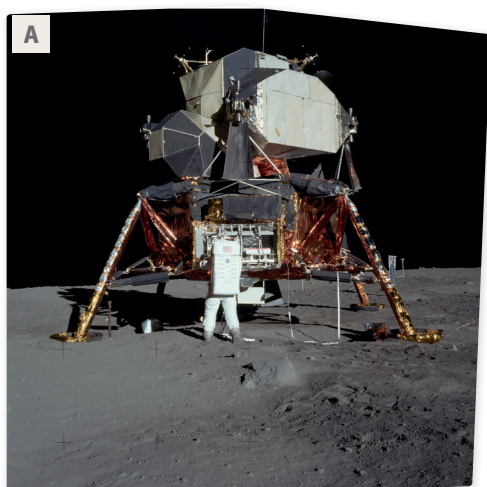
3 The moon landing in numbers and pictures

a) Match the sentence halves.

- | | | |
|--|-------------------------------------|---|
| 1. About 400,000 people ... | <input type="checkbox"/> | on Earth, the mission had taken 8 days, 3 hours, 18 minutes and 35 seconds. |
| 2. The Apollo 11 mission cost the NASA ... | <input type="checkbox"/> | 45 minutes to get to the moon. |
| 3. It took four days, six hours and ... | <input checked="" type="checkbox"/> | worked on the Apollo 11 mission. |
| 4. By the time the crew landed back ... | <input type="checkbox"/> | around \$25 billion. |

b) Look at the pictures below and match them with phrases from the green box. There's one option you don't need.

Neil Armstrong • Saturn V • Lunar Module Eagle • moon rocks • The NASA





Planetary sustainability (Unit 8)

1 Reading between the lines

a) Read the quote by John F. Kennedy in 1963.

“[...] The problems of the world cannot possibly be solved by the skeptics and cynics whose horizons are limited by the obvious realities. We need men who can dream of things that never were and ask why not. [...]”

b) What does the quote above mean? Tick your choice.

- He says that a world has many problems which cannot be solved by ordinary people, but only scientists and professors.
- He says that people who question things can make great dreams come true.
- Great things can only be achieved by people who dare to find solutions to problems that seem impossible.



c) Listen to the explanation and check if you were right.

2 Be a fact detective: NASA's vision on planetary sustainability

a) Read the words below and match them with their definitions.

- | | | |
|-----------------|-------------------------------------|---|
| 1. planetary | <input type="checkbox"/> | These letters stand for the US-American National Aeronautics and Space Administration. |
| 2. NASA | <input type="checkbox"/> | the ability to think about or plan the future with your imagination and wisdom |
| 3. solar system | <input checked="" type="checkbox"/> | relating or belonging to a planet or planets; or relating to the Earth as a planet |
| 4. vision | <input type="checkbox"/> | collection of 8 planets and their moons in orbit round the sun, together with smaller bodies in the form of asteroids, meteoroids, and comets |

b) Read the first part of the interview below.

Interviewer: So, NASA doesn't just focus on going to the moon. It's more than that.

Prof Sanders: Exactly, it's more than building spacecraft and exploring the universe. I'd like to focus on a mission called "planetary sustainability".

Interviewer: What does it do?

Prof Sanders: Well, its vision is explained in a quote by former US president John F. Kennedy, namely, "The problems of the world cannot possibly be solved by the skeptics and cynics whose horizons are limited by the obvious realities. We need men who can dream of things that never were and ask why not. [...]"

Interviewer: Interesting quote. How does it relate to the NASA's planetary sustainability?



2.26

a82e5e

c) Listen to the second part of the interview.

d) Listen again and tick the statements that are true.

1. NASA has got a vision for planetary sustainability.
2. These goals basically focus on a better future for our planet.
3. The research they do is all about climate change and natural disasters.
4. One question is how to get enough energy from our solar system.
5. By having enough energy, people have more problems with food production.
6. More research is done on getting economic growth from renewable resources.
7. The interview explains how the USA can benefit from this kind of research.

3

Reading: Background information on planetary sustainability

a) Read the paragraphs below.

1. A general introduction

In 1969, the Earth was first viewed in a new way: from the surface of another planet of our solar system. Planet Earth as a precious jewel in the dark sea of the universe. Since then, NASA has done research in many areas to understand Earth better.

2.

In fact, there are lots of different people who contribute to the research on planetary sustainability: information scientists, computer engineers, astrobiologists, ecologists, nanotechnologists, modelers, robotics and sensor engineers, and systems engineers try to make a significant change.

3.

Fossil fuels seem to have reached their limits of availability, and with climate change, pollution, and the question of energy, new challenges of getting alternative and clean energy have come up. The solar system might help us to solve these problems.

4.

NASA systems are also used to observe our planet, from land and ecosystem processes to the oceans and the atmosphere, because all of these systems help to find out more about Earth's climate. All of this information can help scientists to predict certain situations and may also lead to the right response.

b) Read the paragraphs again and choose the correct heading from the green boxes for each paragraph in the text.

~~A general introduction~~

Different professions

Clean energy

Monitoring our planet



Lunar tourism (Unit 11)

1

Reading: Travelling to the moon?

a) What is the report below all about? Skim it quickly and choose the correct answer.

- The moon can never be a real travel destination for tourists.
- Moon vacations may be possible in the near future but cost a lot of money.
- A journey to the moon might be spectacular, but only possible for astronauts.
- Tourists won't be interested in extraordinary travel destinations.

b) Read the report again.

Have you ever thought about an extraordinary travel destination? In fact, travel websites predict there will be an explosion in the number of extraordinary travel destinations, for example, under-water hotel rooms, which may become a travel option for everybody. Other tourist attractions which might become interesting include a supersonic aircraft that will fly from London to Sydney in only two hours. The most unusual and special tourist destination, however, will be journeys to the moon.

The most surprising and interesting destination for holidaymakers will be a trip to the moon or a stay in space. Travel experts have just released information about what holidays in the near future might look like. Together with international technology experts, they have done research on the future of travelling. In fact, the future of travel in the next 20 years includes destinations of previously unimaginable vacation choices for thrill-seeking travellers.

Holidays in space are probably the most spectacular prediction. Orbital space travel will be the next hot ticket, and commercial companies such as "Virgin Galactic" or "SpaceX" are planning to make more affordable choices for travellers. For now, however, only very rich people can afford these choices, because the cost of one seat on the Virgin spacecraft (a lunar round trip) is about \$250,000. So this kind of travelling is only possible for a few people, and not for you and me.

c) Then complete the statements below and circle a), b) or c).

- The text says that ...

a) the future of travelling is boring.	b) new destinations are dangerous.	c) moon vacations are expensive.
---	---	---
- The report mentions ...

a) more than one travel website.	b) one website that explains future travels.	c) two websites for moon travel.
---	---	---
- People just like you and me ...

a) have the chance to go the moon.	b) haven't got enough money for space travel.	c) should save more money.
---	--	-----------------------------------
- Travelling to the moon will be ...

a) extremely dangerous.	b) possible soon, but only for astronauts.	c) very expensive.
--------------------------------	---	---------------------------
- The report mentions ... which plan space travel in the near future.

a) two companies	b) three companies	c) one company
-------------------------	---------------------------	-----------------------



Info

What does "lunar" mean?

The word "lunar" comes from the Latin word "lunaris" and means relating to the moon or of the moon. E.g. The lunar surface has got lots of rocks.

d) Read the words from the report and match them with their definitions.

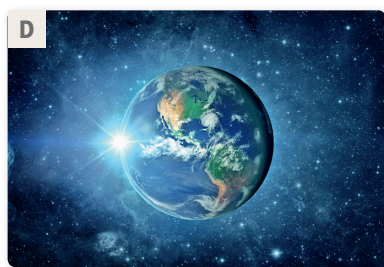
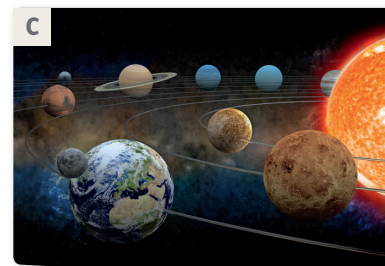
- | | | |
|----------------|-------------------------------------|--|
| 1. lunar | <input type="checkbox"/> | able to be bought by people who aren't extremely rich |
| 2. destination | <input type="checkbox"/> | to say that an event or action will happen in the future |
| 3. affordable | <input type="checkbox"/> | a place where someone is going to or is being sent to |
| 4. to predict | <input checked="" type="checkbox"/> | having to do with the moon |

2 Be a fact detective: Coming soon – your vacation to the moon

a) Look at the pictures and read the paragraphs below.

- | | |
|----|--|
| 1. | In 1969, Neil Armstrong became the first man to set foot on the moon. Nowadays, the idea of moon tourism is gaining more attraction within society. |
| 2. | Half a century later, only a handful of people, all astronauts, have left their footprints on the lunar landscape, but a ticket to the moon for ordinary people, or at least people with a few million dollars to spend, may soon finally be available. |
| 3. | The first lunar tourists – two unnamed people who have paid SpaceX an unnamed (but probably very large) amount of money for the chance to be part of its Dragon 2 capsule crew on a lunar trip – could take off within the next few years. |
| 4. | Most of the current tourism plans are focused on getting people into orbit around the moon, rather than providing guided tours on the moon's surface. However, if lunar tourism really takes off, which isn't given at this point, because the price is astronomical, then eventually people want to see the sites on the ground, too. |
| 5. | It's unlikely, though not impossible, that many of us will ever look down at planet Earth from the moon, but our grandkids might take their grandkids there on vacation someday. |

b) Match the pictures with the paragraphs and draw lines. There's one picture too many.





IWD – International Women’s Day (Unit 14/15)

1 Your turn: Find someone who ...

a) Walk around in class and find people who can name examples from the grid below.

... can name a famous sportswoman.	... can name a female politician.	... can name a famous female scientist.
Student’s name:	Student’s name:	Student’s name:
Answer:	Answer:	Answer:
... can name a famous female superhero (from a comic/film)?	... can name an activist for the equality of men and women?	... can name the year in which women in Austria first voted?
Student’s name:	Student’s name:	Student’s name:
Answer:	Answer:	Answer:

b) Could you complete the grid? Compare your answers with your classmates.



c) Listen to some examples for each category.

2 Be a fact detective: What is “International Women’s Day”?



a) Listen to the explanation.

b) Listen again and tick T (= true), F (= false) or NG (= not given).

	T	F	NG
1. International Women’s Day is celebrated on March 18 every year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The first International Women’s Day took place in Denmark in 1912.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It’s important to celebrate women’s political, social and economic achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, the situation for women hasn’t really got any better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lots of girls and women worldwide aren’t treated equally and fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In India, men give presents and flowers to the women they know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In some parts of the world, girls aren’t allowed to go to school or college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. In Austria, women are always treated and paid equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Reading: Move women forward


a) Read the infographic below.

INTERNATIONAL WOMEN'S DAY


People have held International Women's Day (IWD) every March 8 for over **100 YEARS.**

In 1975, the United Nations made IWD an official, worldwide celebration of women's rights and world peace.


THE MAIN AIMS OF INTERNATIONAL WOMEN'S DAY ARE:



to celebrate the great things that women around the world have done



to motivate people to make things fairer for women



to give women and girls around the world more power

Did you know?

- Only **23%** of the people in all the national parliaments of the world are women.
- Women, on average, earn **25-40%** less than men who do the same jobs.
- Over **60%** of all the people who cannot read are women.

b) Use the information from the infographic and complete the summary below.

More than 100 **1** years ago, the first International Women's Day (IWD) took place. Ever since, it has taken place on the 8th of _____ **2**. In the year _____ **3** the United _____ **4** Organization (UNO) made this day an official day for world peace and women's rights. The big question is: Why is this day still important in the 21st century? Well, when it comes to jobs and earning money, women usually earn about 25 to 40% _____ **5** than men who do the same jobs. Over 60% of the people who cannot read are _____ **6**.

IWD wants to improve the situation for girls and women worldwide, and there are several main reasons for IWD. First, it is a worldwide _____ **7** of women and what they have done. Secondly, women all around the world need to be _____ **8** to demand equal treatment. Last but not least, this day is meant to give women around the world more _____ **9** to take action.

Grammar

Unit 2

G1 Past perfect tense

→ p. 17

We use the **past perfect tense** when a past action was over **BEFORE** another action started. We use the **past perfect tense** for the **1st action** and the **past simple tense** for the **2nd action**.

The film **had started** when I **got** to the cinema.



1st action: film **had started** ↑ ↑ **2nd action:** I **got** to the cinema

After we **had eaten** the fish, we **started** to feel ill.

By the time we **got** to the theatre, it **had** already **closed**.

Karen **looked** very tired because she **had slept** badly.

I **didn't want** to go to Vienna because I **had been** there before.

The fish **was gone**. **Had** the cat **eaten** it?

My friend **didn't reply** to my message because he **hadn't seen** it.

Unit 3

G2 Reporting what someone says in the present

→ p. 25

Present tense is often used to **report a conversation that is still going on**, for example if someone is having a phone call or is reading a letter aloud. In this case, the tense of the reported sentence doesn't change.

Reporting verbs: to say (that), to add (that), to explain to sb. (that), to tell sb. (that), to describe to sb. (that), to think (that), to point out (that)

Direct speech

"The weather here **is** great."

"We **went** to a national park yesterday."

"I'd **love** to go there again."

"My English **has improved** a lot."

Reported speech

→ He **says** that the weather there **is** great.

→ He **tells us** that they **went** to a national park yesterday.

→ Tom **says** that he'd **love** to go there again.

→ He **explains** that his English **has improved** a lot.



G 3**Reporting what someone said in the past**

→ p. 27

Mostly, past tense is used to report a conversation. In this case, the tense of the reported sentence has to change. This is called “**backshift**”.

Present simple → Past simple

are → were

have/has → had

can → could

go/goes → went

am/is → was

do/does → did

know/knows → knew

...

Past simple → Past perfect

went → had gone

knew → had known

Will → Would

will go/... → would go/...

...

Direct speech“I **went** to the theatre yesterday.”“We **are writing** a test tomorrow.”“We’ve **never been** here before.”

“It’s so quiet here.”

→ Alice **said** that she **had gone** to the theatre the day before.→ He **told** me that they **were writing** a test the next day.→ Bob **explained** that they **had never been** there before.→ She **said** that it **was** so quite there.**Reported speech****Unit 4****G 4****Reporting offers, suggestions and orders**

→ p. 33

We use verbs like “tell”, “want”, “advise”, “allow”, “ask”, “promise” and “warn” to report what someone offers, suggests or orders.

We use the structure: **verb + object** (person/name, me, you, him, her ...) + (not) **to + base form**

Direct speech

“Bring closed shoes.”

“I need your report as soon as possible.”

“It’s better to try easy tricks first.”

“Do not cross this line!”

“Could you put together the questionnaire?”

“I could make copies, no problem!”

“Don’t you ever leave during office hours again!”

Reported speech→ She **told** me **to bring** closed shoes→ Alsana **wanted** Joshua **to finish** the report quickly.→ They **advise** skaters **to try** easy tricks first.→ The sign **doesn’t allow** snowboarders **to cross** the line.→ Lara **has asked** Ben **to put** together a questionnaire.→ Ben **has promised** Lara **to make** copies of the questionnaire.→ Sasha **warns** Gary **not to leave** during office hours.

G5 Reporting questions→ p. 34,
35, 36,
37

We can report **yes-no-questions** (Do you ...? / Has she ...? / Did he ...? / Will you ...?) and **WH-questions** (What/When/Where/Why/Who/How ...?).

If the **reporting verb** is in the **present** tense (She asks ... / He wants to know ...), the tense of the verb in the reported question stays the **same**.

“**Have** you tried bungee jumping?” → She **asks** Tom if he **has** tried bungee jumping.
“When **did** you start having sleeping problems?” → He **wants** to know when she **started** having sleeping problems.

If the **reporting verb** is in the **past** tense (He asked ... / She wanted to know ...), the tense of the verb in the reported question **changes**. This is called **backshift**. (See G3, p. 137, are → was/were, can → could, ...)

“**Are** you afraid of heights?” → He **asked** me if I **was** afraid of heights.
“When **can** you start?” → She **wanted** to know when he **could** start.

Unit 5

G6 Used to + base form

thinking back to old times

→ p. 43

With **used to** we can tell about what it was like in old times.
We can talk about a situation or a former habit.

When I was little, I **used to** love olives. Now I can't stand them anymore.
My family **used to** live next to a lake, but when I was five years old, we moved to another house.

Did you **use to** live next to a lake?
Did you **use to** like broccoli as a child?

Hank **didn't use to** like broccoli as a child.
Rufus **didn't use to** do a lot of sport when he was younger.

LillyXY23 8:30 p.m.



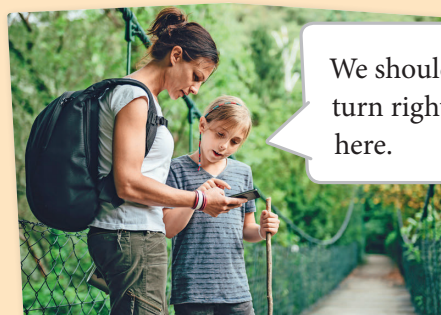
We used to live here
when I was five.

Unit 7

G7 Using modal verbs for suggestions and advice

→ p. 57

You **should** find another search machine.
You **shouldn't** post personal information on social media.
You **could** talk to your teacher and ask her.
You **might** consider taking up piano classes.
Shall we throw a party sometime next week?



G 8**Using modal verbs for possibility/probability**

→ p. 59

He **may** know Susan's telephone number. *Perhaps he knows it.*
 I **might** see you later. *Perhaps I'll see you later.*
 They **may** come by train. *Perhaps they'll come by train.*
 They **might** be at work. *Perhaps they are at work.*
 He **may/might** forget his password. *Perhaps he'll forget it.*
 If we don't hurry up, we **could** be late. *It's possible we'll be late.*
 In Canada it **can** be very cold in winter. *Cold winters are possible in Canada.*
 She **could** lose all her data. *It's possible.*
 She **must** be in the safer internet group. *I'm sure.*
 Where are they? They **must** be at work. *I'm sure.*

Unit 8**G 9****The passive voice – all tenses**→ p. 65,
67

You use the passive if the action is more important than the actual person performing this action.
 E.g.: A lot of fresh water **is wasted**. Many natural resources **are consumed** intensively.

Du verwendest das Passiv, wenn die Aktion/Tätigkeit wichtiger ist als die Person, die diese ausführt.

This is how it works: The object of an active sentence becomes the subject of the passive sentence.

Wenn wir das Passiv verwenden, wird das Objekt im aktiven Satz zum Subjekt im passiven Satz.

Active: We waste **a lot of fresh water**.

Passive: **A lot of fresh water** is wasted. Here it is not important WHO wastes it.

Sometimes it can be important. Look at this sentence:

Active: **Jack** wastes a lot of fresh water.

Passive: A lot of fresh water is wasted **by Jack**.

This can mean e.g. not by his sister. In this case you add this information with **by**.

We form the passive by putting the verb "to **be**" into whatever tense we need and then adding the **past participle** (= last form of the verb).

Das Passiv wird mit der jeweiligen Form von „to be“ gebildet. D.h. du musst auf die Zeitform achten und zusätzlich das „past participle“ verwenden.

Form: tense and form of **be + past participle** (+ **by** with further information)
 (= last form of the verb)

The condition of our planet **has been affected** mainly **by** our food choices.
 Air travel **must be reduced**.

The issue of climate change **was spread** all over the world **by** Greta Thunberg.

Too much food **is wrapped** in plastic.

Some places **will be visited** more often in the future.

A new railroad line **is going to be planned** for next year.

Unit 9

G10 Verbs with and without reflexive pronouns

→ p. 73 Try to remember when to use reflexive pronouns. We don't use reflexive pronouns in English as often as we do in German.

Reflexive pronouns are: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

phrases with reflexive pronouns

to be hard on yourself
to be full of yourself
to behave yourself
to call yourself something
to cut yourself
to enjoy yourself
to express yourself
to help yourself to something
to hurt yourself
to introduce yourself to somebody
to laugh about yourself
to look after yourself
to look at yourself
to make yourself at home
to protect yourself from something
to push yourself
to put yourself first
to talk to yourself

verbs without reflexive pronouns

to change
to complain
to concentrate
to dress
to feel
to hide
to hurry
to imagine
to look forward to
to meet
to move
to relax
to remember
to shave
to shower
to sit down
to wash
to worry

G11 Reflexive pronouns vs. "each other"

→ p. 74 **1.** We use **reflexive pronouns** when the **subject** and the **object** are the **same**:

Lola and I enjoyed **ourselves** at the party last night.

Dad served snacks and drinks shouting, "Help **yourselves, kids!**"

They love taking selfies. **They** take pictures of **themselves**.

2. We use **each other** to describe an action **between two people**.

The **subject** and the **object** are **not the same**.

Lola and I haven't seen **each other** for ages.

I haven't seen **Lola**, and **Lola** hasn't seen **me** for ages.

Ted and Laurie have never stopped giving **each other** birthday presents.

Ted gives a present to **Laurie**, and **Laurie** gives a present to **Ted**.

They love taking pictures of **each other**.

Giles takes a picture of **Claire**, and **Claire** takes a picture of **Giles**.

G 12**Linking words and phrases**

→ p. 75

You already know lots of linking words and phrases that you can use to structure your texts.

New linking words and phrases to express **contrast** are: even though, although, despite, in spite of

We use **even though** and **although** with a **verb**:

Even though I **sing** so badly, I love music.

Although these jeans **are** really expensive, I'm going to buy them.

We use **despite** and **in spite of** with a **noun** or a **pronoun**:

Despite my bad **singing**, I love music.

In spite of their **price**, I'm going to buy these jeans.

These jeans are really expensive. **Despite this**, I'm going to buy them.

Linking words and phrases to give **reasons** are: since, as

Since modern art is real art, it shouldn't land in the bin.

As Mark Kelly Smith found poetry readings too boring, he invented the poetry slam.

Linking words and phrases to talk about **time** are: as soon as, when

He felt shy **as soon as** he met his new classmates.

When she saw how easy sewing was, she started to make her own clothes.

G 13**Reflexive pronouns and emphatic pronouns**

→ p. 76

The pronouns "myself", "yourself", "herself", "himself", "itself", "ourselves", "yourselves" and "themselves" can be used as **reflexive** or **emphatic** pronouns.

Reflexive pronouns are used when the **subject** and the **object** of a sentence are the **same**.

I wish **I** could express **myself** the way she can.

Have **you** looked at **yourself** in the mirror this morning?

The **poet** introduced **herself** on the slam stage.

Hi! I'm Queen
Lara ...



Emphatic pronouns are used to **emphasise** the **subject** of a sentence.

Did **you** sew this dress **yourself**? – Nobody helped you?

You yourself told me the T-shirt looked good! – It was you who told me, not anybody else!

It's hard to find a date for an interview. **He's** busy **himself**. (= He, too, is busy.)

G 14**Object pronouns****vs. reflexive pronouns**

→ p. 77

Object pronouns: the **subject** and the **object** are **not the same**.

Susan introduced **Cecilia** to **Ezra**.

Susan introduced **her** to **him**.

Reflexive pronouns: the **subject** and the **object** are **the same**.

I was too shy to introduce **myself**.

Ezra didn't introduce **himself** either.

Unit 10

G15

Quantifiers: a lot of / lots of much – many

→ p. 81

You use quantifiers such as “a lot of”, “lots of”, “much” and “many” to talk about amounts, degrees and quantities.

Du verwendest diese Zahlwörter, wenn du eine Mengenangabe, die Anzahl und den Grad von Dingen beschreiben möchtest.

There is a difference between

- **countable** nouns (countries, sights, stories, women, volcanoes, facts, ...) and
- **uncountable** nouns (snow, time, money, air, water, ...).



countable



uncountable



Es besteht ein Unterschied zwischen **zählbaren** (Länder, Sehenswürdigkeiten, Geschichten, ...) und **unzählbaren** (Schnee, Zeit, Geld, ...) Begriffen.

A lot of and **lots of** are synonyms. You can use **a lot of** and **lots of** for **countable** as well as **uncountable** nouns. You can use them in **positive** and **negative sentences** as well as in **questions**.

There are **a lot of / lots of** volcanoes in New Zealand.

Are there **a lot of / lots of** sights in your hometown? There aren't **a lot of / lots of** sights in this city.

Is there **a lot of / lots of** snow in your country? There isn't **a lot of / lots of** snow in my country.

Note:

For questions starting with “How ...?” you must use “**How much ...? / How many ...?**”.

You use **much** for **uncountable** nouns and **many** for **countable** nouns. You can use them in **positive** and **negative sentences** as well as in **questions**. With **much** you use **singular**, with **many** **plural**. In colloquial English, you rather use **lots of/a lot of** in positive statements.

Negative sentences:

There **isn't much** time left left to get on the plane.

We didn't have **much** snow this year.

There **aren't many** women in our group.

There **aren't many** sights in this city.

You can't see **many** wild birds in winter.

Questions:

Is there **much** snow in your country?

How **much** money do we need for the journey?

Are there **many** sights in your hometown?

How **many** students are going to fly to New Zealand?

How **many** wild birds live in this area?

Tip:

If you can use a **number** with the noun, you use “**many**”. → three facts, five women, 20 sights, 300 students, ...

G16**Quantifiers: a little – a few**

→ p. 83

You can use the quantifiers “a little” and “a few” instead of “some”, but the meaning is slightly different (not as much/many as when you use “some”).

Du verwendest diese Zahlwörter, wenn du eine unbestimmte Mengenangabe wie „ein wenig“ (a little) „ein paar“/„wenige“ (a few) machen möchtest.

Use **a few** for **countable nouns** such as friends, eggs, rooms, etc. It means “not many”.

A few friends of mine want to go to New Zealand.

My dad has got **a few** relatives in Australia and New Zealand.

Use **a little** for **uncountable nouns** such as rain, money, luck, snow, etc. It means “not much”.

Yesterday we had **a little** rain (= not much) when hiking in the mountains.

A little snow is okay for our tour, but too much of it could be a problem.

Note: You can also use “a little” with **adjectives**. Our trip was **a little** exhausting.

G17**Gerund: ing-forms used as subject nouns**

→ p. 85

A gerund is a noun made from a verb by adding “-ing”. The gerund form of “read” is “**reading**”. In this case, the gerund is used as a **subject**.

Das Gerundium ist ein Substantiv, das von einem Verb abgeleitet wird (substantiviertes Verb).

Reading English books improves your language skills.

Trying new food maybe makes you interested in other cultures.

Unit 11**G18****Saying what has changed with the present perfect tense**

→ p. 93

PAST	CHANGE + present perfect simple		NOW
	Active	Passive	
When I left, my car was dirty.	They have cleaned it.	It has been cleaned .	It is clean now.
There was a tall tree in front of our house.	They have cut it down.	It has been cut down.	There is no tree in front of our house now.
My village used to be a lonely place.	They have built lots of hotels there.	Lots of hotels have been built there.	It's a touristy and noisy place now.

Unit 12**G19****so/such**

→ p. 100

So and **such** often have the same meaning of “very”.

We use **so** before an **adjective** or an **adverb**.

He is **so** friendly.

I am **so** sorry.

He acts **so** beautifully.

We use **such** before a **noun** or an **adjective + noun**.

This is **such** a romantic scene.

They are **such** good friends.

Unit 13

G 20

Conditional 1 and 2

→ p. 105 We use the **first conditional** to talk about a situation that will possibly happen.

Form:	conditional clause	main clause
	if + present simple	will ('ll)/can/may + base form

If we try hard, we can win the guessing game! I think we can do it!

I will (I'll) pick the fridge if I **have to do** a presentation next week.

We use the **second conditional** to talk about an unreal situation or a situation that probably won't happen.

Form:	conditional clause	main clause
	if + past simple	would ('d)/could/might + base form

If I were/was an inventor, **I would ('d) invent** a robot that does my homework. But I'm not an inventor.

His parents **would ('d) buy** him the newest smartphone if he **got** an A in five subjects. But he's such a bad student!

We use the **zero conditional** to talk about results that always happen.

Form:	conditional clause	main clause
	if + present simple	present simple

If you work with radioactive material for too long, **you get** sick.

G 21

Conditional 3

→ p. 106 We use the **third conditional** to talk about an **imagined** event and its results in the **past**. We use it to talk about an unreal situation in the past, something that can't be changed because it's too late.

Form:	conditional clause	main clause
	if + past perfect	would ('d)/could/might + have + last form

If nobody had invented the internet, **I wouldn't have e-mailed** my penfriend this morning.

→ *The internet was invented, so the situation is unreal. I was able to e-mail my penfriend – and I did!*

Marie Curie **wouldn't have become** sick if she **had known** about the dangers of radioactivity.

→ *She did become sick and she did not know about these dangers.*

Clauses to say what would be different in the present

We can talk about **imagined** events in the past and their unreal results in the **present**.

Form:	conditional clause	main clause
	if + past perfect	would/could/might + base form

If Marie Curie hadn't isolated radium, **we couldn't produce** radon.

If the duster socks had been produced, the floor in my room **would** always **be** shiny.

Unit 14

G 22

Talking about the future: will and going to

→ p. 117

will	going to
Form: will / will not (won't) + base form	Form: am, is are + going to + base form
Functions	
<p>Predictions: There will be heavy rain and strong winds tomorrow. In the future machines will do most of our jobs. I'm sure I won't live in Vienna all my life.</p> <p>Spontaneous decisions: Don't move, I'll go and get your glasses, Granny. Don't worry, we'll find a solution. There are no eggs left! – Well, in this case we won't have fried eggs for breakfast.</p> <p>Offers and promises: I won't lie to you anymore. We'll send you lots of photos, Mum. It's raining really hard. I'll drive you home, okay?</p>	<p>Plans/Intentions: Eliza is going to share an apartment with Maureen. I'm going to watch the race on television. They are going to get married in September. We are going to grow our own vegetables.</p> <p>Predictions because we can see something happening: He is standing on a wobbly ladder He is going to fall! Judy is so tired she can't keep her eyes open. She is going to fall asleep any minute now. Watch out! That boy is going to break that glass.</p>

Unit 15

G 23

Comparison of adjectives (revision)

→ p. 120

When we want to talk about **similarities and differences** between things or people, we can use adjectives for comparing.

(not) as ... as; (just) as ... as

This ad is **not as creative as** that one. But I think the smoothie it is advertising is **just as good as** the other one.

Comparative

This smoothie is **a bit more expensive** but **slightly less attractive than** my favourite. I think it should be **a lot cheaper**.

Superlative

This one is **the best**: it is **the healthiest** and **most delicious** of all the smoothies I know. It's also the **least expensive** one.

Remember these **special forms**:

happy – **happier** – (the) **happiest**
fat – **fatter** – (the) **fattest**
clever – **cleverer** – (the) **cleverest**

bad – worse – (the) **worst**
good – better – (the) **best**
little – less – (the) **least**

G 24 Different types of adverbs (revision)

→ p. 121 You already know different types of adverbs. We use adverbs to give information on an event or to express our opinion.

1. Adverbs of **manner** express how something is done.

Some influencers work **hard** to present a product **casually**.

Some adverbs do not end in **-ly**: fast, hard, well, in a friendly way, in a silly way

2. Adverbs of **degree** can give more information on an adjective.

It's **really** difficult to notice that this is advertising, too. This is a **completely** new form of celebrity endorsement.

3. Adverbs of **probability** express how likely something is.

Influencers will **probably** become even more important in the advertising industry.

4. Adverbs of **opinion** express how the speaker thinks about something.

Personally, I find these new forms of advertising amazing. They are **clearly** more creative than most TV ads.

5. Adverbs of **frequency** express how often something is done.

My favourite blogger **usually** posts about some cool products. I was **never** disappointed when I bought them myself.

G 25 Adjectives after verbs

→ p. 123 We use **adjectives** after these verbs: **be, look, smell, get, become, seem, sound, feel, taste**.

These verbs don't describe an activity. They tell us what someone or something is like (**be, seem, look**), how someone or something changes (**get, become**), or what we notice about someone or something with our eyes, ears, etc. (**smell, sound, feel, taste**).

This ad **is** brilliant. It makes the yogurt **look** delicious, and I **get** hungry as soon as I see it. It **sounds** healthy, too. I'm sure it **smells** and **tastes** amazing. Maybe it **seems** better than it really is.

Careful: "well" can be used after some of these verbs when it means "healthy".

I'm not **well** today, so I'll stay in bed.

You don't look **well**. You might get a cold.

Get **well** soon!

You don't sound **well** at all. Do you have a sore throat?

Yesterday I didn't feel **well**, but I'm much better today.



I'm not well!

Vocabulary

Englische Laute

Konsonanten

[ɒ]	morning
[r]	red
[s]	this
[z]	is
[ʒ]	television
[dʒ]	page
[ʃ]	she
[tʃ]	chair
[ð]	the
[θ]	thanks
[v]	video
[w]	wow, one

Vokale

[ɑ:]	father
[ʌ]	but
[e]	pen
[ə]	a sister
[ɜ:]	girl
[æ]	flat
[ɪ]	it
[i]	happy
[i:]	teacher, she
[ɒ]	got
[ɔ:]	ball
[ʊ]	book
[u:]	too, two

Doppellaute

[aɪ]	I, my
[aʊ]	now, house
[eə]	there, pair
[eɪ]	name, they
[ɪə]	here, idea
[ɔɪ]	boy
[əʊ]	hello
[ʊə]	sure

Zusätzliche Zeichen

[ˈ] Die folgende Silbe trägt die stärkste Betonung im Wort.

Alle anderen Zeichen werden genauso ausgesprochen, wie sie geschrieben werden, z. B. [b], [j], [l] usw.

Abkürzungen

AE	American English	pl.	plural	etw.	etwas
BE	British English	sb.	somebody	jmdm.	jemandem
coll.	colloquial (= umgangssprachlich)	sth.	something	jmdn.	jemanden

- Words in green:** basic vocabulary
- Words in blue:** additional vocabulary
- Words in black:** advanced vocabulary



Alphabetisches Vokabular

Unit 1

Going abroad

abroad [ə'brɔ:d]	Are you going to travel abroad this summer?	im/ins Ausland
1 rucksack ['rʌksæk]	Carry the things you need in a rucksack .	Rucksack (der)
volunteer work [vɒlən'tiə]	We could do volunteer work on a farm.	ehrenamtliche Arbeit (die)
organic farm [ɔ:gə'nɪk 'fɑ:m]	They help on organic farms .	Biobauernhof (der)
for free [fɔ 'fri:]	Stay here for free instead of paying for a hotel!	gratis, kostenlos
apartment [ə'pɑ:tmənt]	I don't want to pay for a hotel or apartment .	Wohnung (die)
a kind of sth. [kaɪnd]	This kind of "surfing" might be for you!	Art (die)
to offer sth. [ˈɒfə]	People offer a room to travellers.	anbieten, bieten
even [i:vn]	They even offer travellers their couch.	sogar
rail pass ['reɪl pɑ:s]	This rail pass allows you to travel in most European countries.	Bahnpass (der)
not only ... but also [nɒt 'əʊnli bʌt 'ɔ:lsəʊ]	These special hotels are not only for people but also for dogs!	nicht nur ... sondern auch
four-legged [fɔ:'legɪd]	They have beds for your four-legged friend.	vierbeinig
WWOOOing ['wʊʊfɪŋ]	WWOOOing is a cheap way to stay in another country.	Arbeit auf einer Farm für Unterkunft und Verpflegung
couchsurfing ['kʌʊtʃ sɜ:ʃɪŋ]	He saved a lot of money by doing couchsurfing .	Couchsurfing (das)
Interrail ['ɪntəreɪl]	Many young Europeans do Interrail trips.	Interrail

backpacking ['bækpækɪŋ]	My friends and I went backpacking last summer.	Rucksackreise (die)
2 Where to? [weə 'tʊ]		Wohin?
3 category ['kætəɡrɪ]	Some words fit more than one category .	Kategorie (die)
arrival [ə'raɪvl]	We apologise for the late arrival of the train.	Ankunft (die)
boarding [bɔːdɪŋ]	Boarding will begin in fifteen minutes.	Boarding (das), Einsteigen (das)
check-in ['tʃekɪn]	We apologise for the delays at check-in .	Check-in (der/das)
cruise ship ['kruːz ʃɪp]	They spent their holiday on a cruise ship .	Kreuzfahrtschiff (das)
delay [dɪ'leɪ]	There will be a delay of two hours.	Verspätung (die)
departure [dɪ'pɑːtʃə]	Departure times may change due to the weather.	Abfahrt (die)
ferry ['feri]	You can take a ferry to the island.	Fähre (die)
flight [flaɪt]	I overslept and almost missed my flight .	Flug (der)
harbour ['hɑːbə]	Our ship is leaving the harbour in one hour.	Hafen (der)
highway ['haɪweɪ]	There has been an accident on the highway .	Autobahn (die), Bundesstraße (die)
luggage ['lʌɡɪdʒ]	We have been waiting for our luggage for 2 hours!	Gepäck (das)
petrol station ['petrəl steɪʃn]	Where is the nearest petrol station ?	Tankstelle (die)
platform ['plætfɔːm]	The train is leaving from platform 9.	Bahnsteig (der)
rails [reɪlz]	A tree has fallen onto the rails .	Schienen (die)
seasick ['siːsɪk]	I hope I don't get seasick on the ferry.	seekrank
to rent [rent]	They decided to rent a car at the airport.	mieten
traffic jam ['træfɪk dʒæm]	We got stuck in a traffic jam on our way home.	Verkehrsstau (der)
trunk (BE) [trʌŋk]	He put the luggage in his trunk .	Kofferraum (der)
wagon [wəɡən]	Which train wagon are you in?	Wagon (der), Wagen (der)
4 travel agency ['trævl eɪdʒnsɪ]	They booked the trip with a new travel agency .	Reisebüro (das)
as well [əz 'wel]	Are you looking for a hotel as well ?	auch, ebenfalls
to sound good [saʊnd 'ɡʊd]	That sounds good .	gut klingen
train ride [treɪn raɪd]	How long would the train ride take?	Zugfahrt (die)
to take (long/time) [teɪk 'lɒŋ]	The train ride to the centre takes about an hour.	(lang/eine Zeit) dauern
travel agent ['trævl eɪdʒnt]	One of you is the travel agent .	Reisebüroangestellte(r) (der/die)
to leave [liːv]	We would like to leave around July 15.	weggehen, wegfahren
to stay [steɪ]	We want to stay there for two weeks.	übernachten, wohnen
bed and breakfast [bed ən 'brekfəst]	They want to stay in different bed and breakfasts .	Frühstückspension (die)
island ['aɪlənd]	You could take a ferry to the island .	Insel (die)
excellent ['eksələnt]	There are excellent restaurants at the beach.	ausgezeichnet
all-inclusive resort [ɔːlɪnklʊsɪv riːzɔːt]	We have great all-inclusive resorts on the island.	hier: alles inklusiv Hotelanlage
directly [daɪ'rektli]	Most of the hotels are directly at the beach.	direkt
to avoid sth. [ə'vɔɪd]	If you take the train, you can avoid traffic jams.	etw. vermeiden
option ['ɒpʃn]	The train is a much cheaper option than the car.	Wahlmöglichkeit (die), Option (die)
to get back to sb. [get 'bæk tə]	Let me talk to my friend and get back to you!	sich wieder bei jmdm. melden
similar ['sɪmlə]	Write a similar dialogue.	ähnlich
5 announcement [ə'naʊnsmənt]	Did you hear the announcement ?	hier: Durchsage (die)
delayed [dɪ'leɪd]	The 7:15 flight to Paris is delayed by 20 minutes.	verspätet
passenger ['pæsɪndʒə]	Passengers travelling to Cairo should go to boarding gate 22.	Fahrgast (der), Passagier (der), Passagierin (die)

(boarding) gate [geɪt]	Please go to boarding gate 32 now.	Flugsteig (der), Gate (das)
boarding call ['bɔːdɪŋ kɔːl]	This is the final boarding call for flight HP394.	Aufruf zum Einsteigen (der)
immediately ['ɪmiːdiətli]	Please go to gate 7 immediately .	sofort
priority boarding [praɪərɪti]	Priority boarding starts now.	Vorrang beim Einsteigen
degree [dɪ'ɡriː]	The local temperature is 9 degrees Celsius.	Grad (der)
6 alternative [ɒl'tɜːnətɪv]	Read about alternative ways of travelling.	alternativ
to be around [biː ə'raʊnd]	This idea has been around for a long time.	existieren
to be associated with sth. [ə'səʊsiətɪd]	Backpacking is associated with a "hippie" way of life.	mit etw. assoziiert werden
type [taɪp]	You wear this type of luggage on your back.	Art (die), Typ (der)
nature-loving ['neɪtʃə lʌvɪŋ]	Backpacking is perfect for nature-loving people.	naturverbunden
hippie ['hɪpi]	There were a lot of hippies in the 60s.	Hippie (der)
independent travel [ɪndɪpendənt 'trævl]	Backpacking is a way of independent travel .	Individualreise (die)
accommodation [əkəmə'deɪʃn]	Tom usually looks for cheap accommodation .	Unterkunft (die)
youth hostel ['juːθ hɒstl]	We usually go to a youth hostel .	Jugendherberge (die)
campsite ['kæmpsaɪt]	Is there a campsite near here?	Campingplatz (der)
backpacker ['bækpækə]	Most backpackers believe that it is more than just a holiday.	Rucksacktourist (der), Rucksacktouristin (die)
destination [destɪ'neɪʃn]	They want to experience the "real" destination .	Reiseziel (das)
opportunity [ɒpə'tjuːnəti]	You get the opportunity to work on a farm.	Wahl (die), Option (die)
host [həʊst]	There are WWOOF hosts in 210 countries.	Gastgeber (der), Gastgeberin (die)
in exchange for sth. [ɪks'tʃeɪndʒ]	You stay there for free in exchange for your help.	im Austausch für etw.
gardening ['gɑːdnɪŋ]	For example, you could help with gardening .	Gartenarbeit (die)
farming ['fɑːmɪŋ]	They often help with farming .	Landwirtschaft (die)
homestay ['həʊmsteɪ]	A homestay includes a place to sleep and food.	Ferien bei einer Gastfamilie
to visit ['vɪzɪt]	How many countries would you like to visit ?	besuchen, besichtigen
a few [fjuː]	A typical WWOOFing visit lasts a few days.	einige, ein paar
organic movement [ɔː'gæɪnɪk mʊːvmənt]	WWOOFing lets people help the organic movement .	Bio-Bewegung (die)
rural life ['rʊərəl]	You can experience rural life in a different country.	Landleben (das)
available [ə'veɪləbl]	The Interrail Pass is available to all European citizens.	verfügbar, erhältlich
unlimited [ʌn'lɪmɪtɪd]	The pass allows unlimited rail travel in Europe.	unbegrenzt
rail travel ['reɪl trævl]	Rail travel is much more relaxing than flying.	Bahnreise (die)
certain ['sɜːtɪn]	You can only travel in certain countries.	bestimmt, gewiss
period of time ['pɪərɪəd]	You can travel for a certain period of time .	Zeitspanne (die)
length [leŋθ]	Have you thought about the length of your trip?	Länge (die)
in advance [ɪn əd'vɑːns]	You can choose the length of your trip in advance .	im Voraus
across Europe ['jʊərəp]	It's a cheap way of travelling across Europe .	europaweit
favourite ['feɪvərɪt]	Backpacking is a favourite among young people.	Favorit (der), Favoritin (die)
among [ə'mʌŋ]	It's also popular among nature-loving people.	unter, bei
community [kə'mjuːnəti]	Do you want to join the couchsurfing community ?	Gemeinschaft (die)
to register ['redʒɪstə]	You need to register on the platform.	sich registrieren, sich anmelden
profile ['prəʊfaɪl]	I created a profile on the website ...	Profil (das)

	in order to [ɪn ɔːdə tʊ]	... in order to get in touch with hosts.	um zu
7	questionnaire [kwɛstʃə'neə]	Fill out the questionnaire on travelling.	Fragebogen (der), Umfrage (die)
	the ... the ... [ðə ðə]	The more new people I meet the better.	je ... umso/desto ...
	train driver ['treɪn draɪvə]	Did you dream of becoming a train driver ?	Lokführer (der), Lokführerin (die)
	farmer ['fɑ:mə]	I dreamed of being a farmer .	Bauer (der), Bäuerin (die)
	organic [ɔ:'gæɪnɪk]	Is it important for you to eat organic food?	bio, Öko-
	absolutely [æbsə'lu:tli]	Yes, absolutely .	absolut
	to matter ['mætə]	All that matters is that it's cheap.	zählen, von Bedeutung sein
	outdoorsy [aʊt'dɔ:zi]	Would you say that you are the " outdoorsy " type?	gerne in der freien Natur
	small talk [smɔ:l tɔ:k]	I prefer making small talk .	Smalltalk (der/das)
	to be comfortable with sth. [kəm'fɜ:təbl]	Are you comfortable with communicating online?	mit etw. zufrieden sein
	once in a while [wʌns ɪn ə 'waɪl]	I enjoy time without my computer once in a while .	hin und wieder
	to suit sb. [su:t]	Which way of travelling suits you best?	(zu) jmdm. passen, jmdm. stehen
	to care about sb./sth. [keə]	Do you care about the environment?	jmdn./etw. wichtig nehmen
	environment [ɪn'vaɪrnmənt]	How are you protecting the environment ?	Umwelt (die)
8	usual ['ju:ʒʊəl]	I won't use my usual equipment today.	üblich
	to find [faɪnd]	I find my experiences too exciting not to share.	als etw. empfinden, finden
	mix [mɪks]	It's a mix of travelling and work experience.	Mischung (die)
	work experience ['wɜ:k ɪk'spɪəriəns]	WWOOFing is a great work experience .	Arbeitserfahrung (die)
	to help out [help 'aʊt]	You stay at organic farms or parks and help out .	aushelfen
	the middle of nowhere [mɪdl əv 'nəʊweə]	I am in the middle of nowhere .	in der Pampa, am Ende der Welt
	for company [fə kʌmpəni]	I have hundreds of sheep for company .	als Gesellschaft
	location [ləʊ'keɪʃn]	We have stayed at five different locations .	Ort (der)
	to tour sth. [tʊə]	We toured the national parks.	etw. bereisen
	rental car ['rentl kɑ:]	They drove around the country with a rental car .	Mietauto (das)
	though [ðəʊ]	We didn't get very far, though .	hier: jedoch
	to break down [breɪk 'daʊn]	Our car broke down on a very lonely road at night.	versagen, liegen bleiben
	post [pəʊst]	More about this adventure in my next post !	Beitrag (der), Post (der)
	to travel on [trævl 'ɒn]	Keep calm and travel on .	weiterreisen
	set [set]	We visited the <i>Lord of the Rings</i> movie set !	Drehort (der), Set (das)
	All the best for ... [ɔ:l ðə 'best fə]	All the best for the rest of the holiday!	Alles Gute für ...
	Take care! [teɪk 'keə]		Mach's gut!
	to comment on sth. ['kɒment]	Comment on Ally's blog post below.	etw. kommentieren
10	I'd rather ... [aɪd 'ra:ðə]	I'd rather go backpacking than couchsurfing.	Ich würde lieber ...
11	to add sth. to sth. [æd]	Chatting with local people adds to the experience.	hier: etw. zu etw. beitragen
12	topic ['tɒpɪk]	Choose one of the travel topics below.	Thema (das)

Unit 2 New York

1	in connection with [ɪn kə'nekʃn wɪð]	Guess what the numbers mean in connection with the city.	im Zusammenhang mit, bezüglich
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statue [stætʃuː]	The statue stands in the middle of an island.	Statue (die)
skyscraper [ˈskaɪskreɪpə]	New York has a lot of skyscrapers .	Wolkenkratzer (der)
2 to establish sth. [ɪˈstæblɪʃ]	The Netherlands established a colony in the US.	etw. gründen, etw. errichten
colony [ˈkɒləni]	The colony was established near modern-day NY.	Kolonie (die)
to found sth. [faʊnd]	In 1624 they founded New Amsterdam.	etw. gründen
trading post [ˈtreɪdɪŋ pəʊst]	New Amsterdam was a trading post .	Handelsniederlassung (die)
Dutch [dʌtʃ] (sg. and pl.)	The English fought the Dutch for their American colonies.	Niederländer (der/die), Niederländerin(nen) (die)
to rename sth. [riːˈneɪm]	They won and renamed the city <i>New York</i> .	etw. umbenennen
in honour of [ˈhɒnəʃ]	They renamed the city <i>New York</i> , in honour of ...	zu Ehren von
duke [djuːk]	... the Duke of York.	Herzog (der)
immigrant [ˈɪmɪgrənt]	New immigrants brought new cultures into NYC.	Einwanderer (der), Einwanderin (die)
composition [kɒmpəˈzɪʃən]	New immigrants changed the city's composition .	Zusammenstellung (die)
borough [ˈbɒrəʊ]	New York is divided into five boroughs .	Bezirk (der), Stadtteil (der)
still [stɪl]	NY has been and still is a city of immigrants.	noch immer
multiculturalism [mʌltiˈkʌltʃrəlɪzəm]	It is a city of immigrants and multiculturalism .	Multikulturalismus (der)
diverse [daɪˈvɜːs]	The city has many diverse neighbourhoods.	vielfältig, multikulturell, divers
as well as [əz ˈwel əz]	There are diverse neighbourhoods as well as areas like Greenpoint.	sowie, und auch
area [ˈeəriə]	It is one of the most expensive areas of New York.	Gegend (die)
dominant [ˈdɒmɪnənt]	The Polish language is dominant in Greenpoint.	vorherrschend, dominant
Statue of Liberty [stætʃuː əv ˈlɪbətɪ]	The Statue of Liberty was given to New York as a present from France.	Freiheitstatue (die)
landmark [ˈlændmɑːk]	It is one of the most well-known landmarks of NY.	Wahrzeichen (das)
as a whole [əz ə ˈhəʊl]	It has become a symbol of the US as a whole .	gesamt, Gesamt-
to make up sth. [meɪk ˈʌp]	<i>Liberty Island</i> is only one of a few islands that make up the city.	hier: etw. ausmachen
to land [lænd]	Immigrants landed at Manhattan harbour.	an Land gehen
immigration station [ɪmɪˈɡreɪʃən steɪʃən]	They had to go through the immigration station on Ellis Island.	Immigrantensammelstelle (die)
poverty [ˈpɒvəti]	They came to America to escape poverty .	Armut (die)
oppression [əˈpreʃən]	Most wanted to escape poverty and oppression .	Unterdrückung (die)
percent [pəˈsent]	Today, 40 percent of all American citizens are connected to <i>Ellis Island</i> .	Prozent (das)
ancestor [ˈænsəstə]	Many American citizens have an ancestor who came through Ellis Island.	Vorfahre (der), Vorfahrin (die)
economic centre [iːkənɒmɪk ˈsentə]	New York City has become the economic centre of the United States.	Wirtschaftszentrum (das)
higher education institution [haɪə edʒʊˈkeɪʃən ɪnstɪtjuːʃən]	The city has over 120 universities and higher education institutions .	Hochschule (die)
big city life [bɪɡ ˈsɪti laɪf]	New York is a symbol of big city life .	Großstadtleben (das)
estimated [ˈestɪmeɪtɪd]	An estimated 12 million people landed there.	geschätzt
financial industry [faɪnænʃl ˈɪndəstri]	Wall Street has become the centre of the US financial industry .	Finanzindustrie (die)
to consist of sth. [kənˈsɪst]	By 1898, New York City consisted of five parts.	aus etw. bestehen
to symbolise sth. [ˈsɪmbəlaɪz]	Finished in 1886, the statue symbolises freedom.	etw. symbolisieren

	definition [defɪ'nɪʃn]	Match the words with the definitions below.	Definition (die)
	condition [kən'dɪʃn]	The condition of being extremely poor is called poverty.	Zustand (der)
	situation [sɪtʃu'eɪʃn]	Most immigrants were in a difficult situation .	Situation (die)
	to recognise sth. ['rekəɡnaɪz]	This famous building is easily recognised .	etw. erkennen
3	to highlight sth. ['haɪlaɪt]	Highlight the part that happened first.	etw. hervorheben, markieren
	hopeful ['həʊpfl]	The immigrants felt hopeful ...	hoffnungsvoll
	sight [saɪt]	... at the first sight of the Statue of Liberty.	Anblick (der)
4	regarding sth. [rɪ'ɡɑ:dɪŋ]	Take notes regarding the dates.	bezüglich, hinsichtlich
	date [deɪt]	Write down the dates mentioned by the guide.	Datum (das)
5	immigration [ɪmɪ'ɡreɪʃn]	Listen to Giuseppe's personal immigration story.	Einwanderung (die)
	Sicily ['sɪsɪli]	Giuseppe was a young man from Sicily .	Sizilien (das)
	pleasant ['pleznt]	His life had not been very pleasant .	angenehm, nett
	peasant ['peznt]	He lived and worked as a peasant .	Bauer (der), Bäuerin (die)
	transatlantic steamer [trænsət'læntɪk 'sti:zmə]	The family paid for a trip on a transatlantic steamer .	Transatlantik-Dampfer (der)
	cabin ['kæbɪn]	Giuseppe and five others shared a cabin for two.	Kabine (die)
	to shut up (coll.) [ʃʌt 'ʌp]	They said: " Shut up , you."	den Mund halten
	railing [reɪlɪŋ]	He was often sick over the railing .	Geländer (das), Reling (die)
	patiently ['peɪʃntli]	Giuseppe waited patiently .	geduldig
	call [kɔ:l]	We waited for the call to register.	Aufruf (der), Ruf (der)
	to examine sb. [ɪg'zæmɪn]	They were examined by doctors.	jmdn. untersuchen
	to prove sth. [pru:v]	He also proved that he could read and write.	etw. beweisen
	without [wɪð'aʊt]	He did it without any fuss.	ohne
	a lack of sth. [læk]	There was a great lack of workers.	ein Mangel an etw.
	inspection [ɪn'spekʃn]	Giuseppe passed all the inspections .	Kontrolle (die), Inspektion (die)
	infections [ɪn'fekʃn]	He proved he had no infections .	hier: infektiöse Erkrankungen (die)
	gate [geɪt]	They walked through one of the gates .	Tor (das), Schranke (die)
	to immigrate ['ɪmɪɡreɪt]	He wanted to immigrate to the United States.	einwandern
	legally ['li:ɡəli]	Giuseppe legally started his new life in the US.	legal, rechtmäßig
6	bay [beɪ]	There are many islands in Hudson Bay .	Bucht (die)
	crowded ['kraʊdɪd]	Times Square is always busy and crowded .	überfüllt, gedrängt
	square [skweə]	It is a square famous for its many huge screens.	hier: Platz (der)
	advertisement [əd'vɜ:tɪsmənt]	The screens show different advertisements .	Werbung (die)
	train line ['treɪn laɪn]	It was originally a train line through the city.	Eisenbahnlinie (die)
	above ground [əbʌv 'graʊnd]	The trains used to run above ground .	oberirdisch
	once [wʌns]	These trains once transported goods.	einst, früher (einmal)
	to transport sth. [træn'spɔ:t]	Trains can transport goods and people.	etw. transportieren
	goods [ɡʊdz]	Our goods are produced and sold locally.	Güter (die)
	sunset ['sʌnset]	You can watch the sunset over the Hudson River.	Sonnenuntergang (der)
	to divide sth. [dɪ'vaɪd]	Central Park divides the Upper East Side from the Upper West Side.	teilen, hier: trennen
	certainly [sɜ:tənli]	It is certainly the most famous gallery in the US.	bestimmt, sicher
	gallery [ɡæləri]	This is the most famous painting in the gallery .	hier: Museum (das)
	to contain sth. [kən'teɪn]	The gallery contains 2000 paintings and sculptures.	etw. enthalten, etw. beinhalten

	to cover a period of time [kʌvər ə priəd]	The museum covers a period of 5,000 years.	eine Zeitspanne abdecken
	old-school ['əʊldsku:l]	It is an old-school amusement park.	altmodisch, traditionell
	amusement park [ə'mju:zmənt]	The amusement park is about an hour from Manhattan.	Vergnügungspark (der)
	to connect sth. [kə'nekt]	The bridge connects Manhattan and Brooklyn.	etw. verbinden
7	block [blɒk]	How many blocks are between Soho and Tribeca?	(Häuser)block (der)
8	relatively ['relətɪvli]	The neighbourhood is relatively cheap.	relativ, verhältnismäßig
	artistic [ɑ:'tɪstɪk]	It's an artistic and multicultural neighbourhood.	künstlerisch
	to dine out [daɪn 'aʊt]	Chinatown is a great place for dining out .	auswärts essen
9	either ... or ['aɪðə]	They either had to stay on the island or go back home.	entweder ... oder
	the authorities [ə:'θɒrətɪz]	The authorities wanted to see if they could read and write.	Behörden (die)
	belongings [brɪ'lɒŋɪŋz]	They had their most important belongings with them.	persönliche Sachen, Hab und Gut (das)
	greeting [gri:tɪŋ]	The Statue was like a first greeting from the New World.	Begrüßung (die)
	to own sth. [əʊn]	They sold everything they owned to buy a ticket.	etw. besitzen
10	to present sth. [prɪ'sent]	I can present information to a group.	präsentieren, zeigen

Unit 3

Intelligent machines

1	machine [mə'ʃi:n]	Machines can help us in many ways.	Maschine (die)
	navigation app [nævɪ'geɪʃn æp]	The navigation app showed us all the traffic jams.	Navigationsapp (die/das)
	wedding ['wedɪŋ]	We went to my aunt's wedding .	Hochzeitsfeier (die)
	route [ru:t]	The navigation app showed us the route .	Route (die), Strecke (die)
	vacuum cleaning robot ['vækju:m kli:nɪŋ rəʊbɒt]	My parents gave my aunt a vacuum cleaning robot as a wedding present.	Staubsaugerroboter (der)
	such [sʌtʃ]	Such robots are very expensive.	solcher, solche, solches
	brilliant ['brɪljənt]	Some of these robots are brilliant .	hier: hervorragend
	dustbin ['dʌstbɪn]	The robot empties its own dustbin .	Mistkübel (der), Staubbehälter (der)
	unbelievable [ʌnbɪ'li:vəbl]	It's unbelievable what machines can do.	unglaublich
	to be around [bi: ə'raʊnd]	There are so many intelligent machines around .	da sein, existieren
	nowadays ['naʊədeɪz]	Nowadays everyone has a vacuum cleaning robot.	heutzutage
	text message ['tekst mesɪdʒ]	Phones can answer text messages on their own.	Kurznachricht (die), SMS (die)
	size [saɪz]	The robot knows the size of the room.	Größe (die)
	human ['hju:mən]	It's important for humans to keep those jobs.	Mensch (der)
	robot ['rəʊbɒt]	Robots and machines can have a brain.	Roboter (der)
	artificial intelligence (AI) [ɑ:tɪfɪʃl ɪn'telɪdʒəns]	What things is artificial intelligence good at?	künstliche Intelligenz (die)
2	piano [pi'ænəʊ]	Are robots able to play the piano ?	Klavier (das)
	to play against sb. [ə'geɪnst]	I would like to play chess against a computer.	gegen jmdn. spielen
	patient ['peɪʃnt]	Doctors are better at talking to patients .	Patient (der), Patientin (die)
	computer-generated [kəm'pjʊ:tə 'dʒenəreɪtɪd]	What does Parker think about computer-generated music?	computergeneriert
	driverless car [draɪvələs 'kɑ:]	He would like to ride in a driverless car .	fahrerloses Auto (das)

Vocabulary

	self-driving car [selfdraɪvɪŋ]	Self-driving cars have problems.	selbstfahrendes Auto (das)
	direct speech [daɪrəkt 'spi:tʃ]	The sentences below are written in direct speech .	direkte Rede (die)
	reported speech [rɪpɔ:tɪd]	Put the sentences into reported speech .	indirekte Rede (die)
	to point out that ... [pɔɪnt 'aʊt ðæt]	She pointed out that a robot could do things on its own.	darauf hinweisen, dass ...
3	to get sth. done [get sʌmθɪŋ dʌn]	The robot helps me to get things done more quickly.	etw. erledigen
4	robotics [rəʊ'bɒtɪks]	Ally talked to a robotics professor.	Robotik (die)
	to fix a date [fiks ə 'deɪt]	We have to fix a date for our meeting.	einen Termin festlegen
	conversation [kɒnvə'seɪʃn]	Listen to the telephone conversation .	Unterhaltung (die), Konversation (die)
	to be free [fri:]	I am free on Monday morning.	Zeit haben
5	sensor ['sensə]	Sensors tell the robot where the walls are.	Sensor (der)
	pleasure ['pleʒə]	It was a pleasure talking to you.	Freude (die), Vergnügen (das)
6	generally speaking ['dʒenrəli spi:kɪŋ]	Generally speaking , robotics professors design and build robots.	im Allgemeinen, im Großen und Ganzen
	technology [tek'nɒlədʒi]	She works with the technology behind the robots.	Technologie (die)
	computer software [kəm'pjʊ:tə sɒftweə]	It needed a certain type of computer software .	Computersoftware (die)
	complicated ['kɒmplɪkeɪtɪd]	It sounds complicated , but it's actually quite easy.	kompliziert
7	to glitter ['glɪtə]	All that glitters is not gold.	glitzern, funkeln
	daily life [deɪli 'laɪf]	Artificial intelligence can help us in our daily lives .	Alltag (der), tägliches Leben (das)
	a number of [ə 'nʌmbər əv]	But there are also a number of problems with AI.	einige, etliche
	therefore [ðeəfɔ:]	The phone therefore always knows where you are.	daher, deshalb
	suitable ['sju:təbl]	Find a suitable headline for each article.	geeignet, passend
	to spy on sb. [spaɪ]	Is your toy spying on you?	jmdn. ausspionieren, jmdn. bespitzeln
	popular ['pɒpjələ]	What are the most popular apps?	beliebt
	GPS-tracker [dʒi:pi:'es trækə]	Your smartphone has a GPS-tracker .	GPS-Tracker (der)
	exact [ɪg'zækt]	It always knows your exact position.	genau, exakt
	position [pə'zɪʃn]	Your smartphone knows your exact position .	Standort (der), Position (die)
	server ['sɜ:və]	The app uploads your data to a server .	Server (der)
	navigation company [nævi'geɪʃn kʌmpəni]	The navigation company has a lot of information about you.	Firma die Navigationssysteme herstellt (die)
	closed [kləʊzd]	It tells you which streets are closed .	gesperrt, geschlossen
	at the moment ['mʌmənt]	Is this street closed at the moment ?	momentan
	right now [raɪt 'naʊ]	The app shows you where the most traffic is right now .	im Augenblick
	off you go [ɒf jʊ 'gəʊ]	AI finds the quickest route, and off you go .	los geht's
	soft toy ['sɒft tɔɪ]	Kids love a soft toy that really talks to them.	Kuscheltier (das)
	problematic [prɒblə'mætɪk]	But such a toy is quite problematic .	problematisch
	to connect sth. [kə'nekt]	The toy is also connected to the internet.	etw. verbinden
	WiFi ['waɪfaɪ]	It's connected to the internet through WiFi .	WLAN (das)
	whatever [wɒt'evə]	The soft toy records whatever you say.	was, was auch immer
	response [rɪ'spɒns]	AI analyses the information and thinks of a response .	Antwort (die)
	on the one hand, ... [ɒn ðə 'wʌn haʊnd]	On the one hand , AI can make our lives easier.	einerseits, ...

while [waɪl]	While the robot is working, we can relax.	während
housework [haʊswɜ:k]	The robot is doing our housework .	Hausarbeit (die)
on the other hand, ... [ɒn ði: 'ʌðə haʊnd]	On the other hand , AI can take away people's jobs.	andererseits, ...
however [haʊ'evə]	However , robots are not without problems.	allerdings, jedoch
to take away sth. [teɪk ə'weɪ]	AI can actually take away people's jobs.	etw. wegnehmen
call centre worker ['kɔ:l sentə wɜ:kə]	What do call centre workers do if their jobs are taken by computers?	Telefonberater (der), Telefonberaterin (die)
taxi driver ['tæksi draɪvə]	Taxi drivers might lose their jobs.	Taxifahrer (der), Taxifahrerin (die)
to work out sth. [wɜ:k 'aʊt]	We are working out if this will happen again.	etw. herausfinden; etw. berechnen
apart from sth. [ə'pɑ:t frəm]	Apart from these, there are many jobs that AI can't do.	abgesehen von etw.
the military ['mɪlɪtri]	Humans should keep jobs in the military .	das Militär
to trust sb. to do sth. [trʌst]	What types of jobs would you trust AI to do ?	jmdm. etw. zutrauen
8 privacy ['prɪvəsi]	It's important that we take care of our privacy .	Privatsphäre (die), Privatleben (das)
data ['deɪtə]	AI needs a lot of data to work.	Daten (die)
column ['kɒləm]	Take a word from column 1 and a word from ...	hier: Spalte (die)
to update [ʌpdeɪt]	Update the security settings of your smartphone.	aktualisieren
security settings [sɪ'kjʊərəti setɪŋ]	You should regularly update the security settings .	Sicherheitseinstellungen (die)
9 smoke [sməʊk]	I can see smoke coming out of a room.	Rauch (der)
to sound an alarm [saʊnd ən ə'lɑ:m]	You should sound a fire alarm .	einen Alarm auslösen
fire alarm ['faɪə ə'lɑ:m]	Can you hear the fire alarm ?	Feueralarm (der)
to operate [ə'pəreɪt]	She knows how to operate the fire alarm.	hier: etw. bedienen
to programme ['prəʊgræm]	She knows how to programme the machine.	programmieren
programmer ['prəʊgræmə]	The programmers wrote the computer software.	Programmierer/-in (der/die)
error message [ɪə' məsɪdʒ]	The computer showed an error message .	Fehlermeldung (die)
AI-systems [eɪ'ɑɪ sistəmz]	AI-systems need humans to tell them what to do.	KI-System (das)

Unit 4

Going to the limit

limit ['lɪmɪt]	You have to know your own limits .	Grenze (die), Limit (das)
to go to the limit [gəʊ tə ðə 'lɪmɪt]	She likes going to the limit .	ans Limit gehen
1 adventure freak [əd'ventʃə fri:k]	Are you an adventure freak ?	Abenteuerfanatiker (der), Abenteuerfanatikerin (die)
adrenaline junkie [ə'drænəlɪn]	Extreme sports are for adrenaline junkies ?	Adrenalinjunkie (der)
speed [spi:d]	Do you like speed ?	(hohe) Geschwindigkeit (die)
heights [haɪts]	I don't really like heights .	Höhen (die)
previous ['pri:vɪəs]	Click here to see the previous page.	vorig, vorhergehend
extreme sports [ɪk'stri:m]	What you know about extreme sports ?	Extremsport (der)
high up [haɪ 'ʌp]	A sport you can do high up is paragliding.	hoch oben
tree top climbing ['tri: tɒp klɑ:mɪŋ]	Have you ever been tree top climbing ?	„Klettern auf Baumwipfeln“ (im Hochseilgarten)
aggressive in-line skating [ə'ɡresɪv ɪnlaɪn 'skeɪtɪŋ]	Aggressive in-line skating can be dangerous.	Freestyle-Skating (das), Aggressive-Skating (das)

mountainboarding [ˈmaʊntɪnbɔːdɪŋ]	She goes mountainboarding every weekend.	Mountainboarding (das)
white-water rafting [ˈwaɪtwɔːtə ɾɑːftɪŋ]	We are going white-water rafting this summer.	Wildwasserrafting (das)
parkour [pɑːˈkʊə]	He gets a lot of exercise doing parkour .	Parkour (der)
bungee jumping [ˈbʌŋdʒɪː dʒʌmpɪŋ]	Have you ever gone bungee jumping ?	Bungeejumping (das)
freediving [ˈfriːdɑːvɪŋ]	A lot of tourists go freediving there.	Freitauchen (das)
ad (advertisement) [æd]	Listen to the radio ad .	Werbung (die), Werbespot (der)
to be afraid of heights [əˈfreɪd əv haɪts]	You shouldn't go bungee jumping if you're afraid of heights .	Höhenangst haben
challenge [ˈtʃælɪndʒ]	I am ready for a new challenge !	Herausforderung (die)
to test one's limits [test wʌnz ˈlɪmɪts]	This sport will test your limits .	seine Grenzen austesten
to take risks [teɪk ˈrɪskz]	He never takes any risks .	Risiken eingehen
2 this way [ˈðɪs weɪ]	Adrenaline junkies: this way !	hier entlang
instructor [ɪnˈstrʌktə]	Your freediving instructor has called.	Lehrer (der), Lehrerin (die)
course [kɔːs]	The date of your course has been changed.	Kurs (der)
half-pipe [ˈhɑːfpaɪp]	Don't use the half-pipe if you're not ready.	Halfpipe (die)
beginner [bɪˈɡɪnə]	The half-pipe is not recommended for beginners !	Anfänger (der), Anfängerin (die)
a 180 [wʌn ˈeɪti]	Don't do a 180 over these objects.	Drehung um 180°
quarter-pipe [ˈkwɔːtəpaɪp]	Once you can do these jumps, try the quarter-pipe .	Quarterpipe (die)
to rent [rent]	We rent shoes if needed.	hier: verleihen
to book sth. [bʊk]	If you book regularly, you can save money.	etw. buchen
jet ski [ˈjet ski]	You can rent a jet ski here.	Wassermotorrad (das)
rentals [ˈrentlɪz]	They have jet ski rentals over there.	Miet-
private property [praɪvət ˈprɒpəti]	This is private property !	Privatgrund (der), Privatbesitz (der)
avalanche area [ˈævələntʃ eəriə]	We mustn't ski there – it's an avalanche area .	Lawinengebiet (das)
skater [ˈskeɪtə]	What should skaters do first?	hier: Rollschuhfahrer/-in (der/die)
climber [ˈklaɪmə]	Climbers need to have the right shoes.	Kletterer (der), Kletterin (die)
to participate [pɑːˈtɪsɪpeɪt]	You cannot participate without the right shoes.	teilnehmen
fee [fiː]	You can borrow the right shoes for a fee .	Gebühr (die)
free [friː]	The rafting trips are free to regular customers.	gratis, kostenlos
snowboarder [ˈsnəʊbɔːdə]	This sign is for snowboarders .	Snowboarder/-in (der/die)
tree top climber [ˈtriː tɒp klaɪmə]	Tree top climbers mustn't be afraid of heights.	Baumkletterer (der), Baumkletterin (die)
to advise sb. (not) to do sth. [ədˈvaɪz]	We advise you not to use the half-pipe.	jmdm. raten etw. (nicht) zu tun
to warn sb. [wɔːn]	Signs warn snowboarders about avalanches.	jmdn. warnen
regular customer [ˈregjələ]	Regular customers get a free experience.	Stammkunde (der), -kundin (die)
special offer [speʃl ˈɒfə]	We have a special offer for regular customers.	Sonderangebot (das), Aktion (die)
to skate [sket]	Do not skate on the half-pipe.	Rollschuh fahren
landowner [ˈlændəʊnə]	The landowners don't allow mountainboarders to use their property.	Grundbesitzer (der), Grundbesitzerin (die)
offer [ˈɒfə]	The company made us a great offer .	Angebot (das)

	suggestion [sə'dʒestʃn]	May I make a suggestion ?	Vorschlag (der)
	order ['ɔ:də]	You can't give me orders !	Befehl (der)
3	over the top [əʊvə ðə 'tɒp]	I think he's gone a bit over the top .	übertrieben
	slogan ['sləʊgən]	Our slogan is "going to the limit".	Slogan (der)
	boss [bɒs]	The writer is Joshua's boss .	Chef (der), Chefin (die)
	to fire sb. ['faɪə]	Alsana wants to fire Joshua.	jmdn. feuern
	unimportant [ʌnɪm'pɔ:tnt]	Her notes include unimportant details.	unwichtig
4	balance ['bælns]	How is your balance of work and private life?	Gleichgewicht (das), Balance (die)
	work-life balance [wɜ:klaɪf 'bælns]	You need to find a healthy work-life balance .	Vereinbarkeit von Berufs- und Privatleben
	water skiing [wɔ:tə ski:ɪŋ]	Water skiing might help you relax.	Wasserskifahren (das)
	tightrope walking ['taɪtrəʊp]	You need a good balance for tightrope walking .	Seiltanz (der)
	jet skiing ['dʒet ski:ɪŋ]	I tried jet skiing last summer, it was amazing!	Wassermotorradfahren (das)
	stressed [strest]	She asks Joshua if he's stressed .	gestresst
	to reach your limits [ri:tʃjə 'lɪmɪts]	I reach my limits each day.	an seine Grenzen stoßen
	to keep sth. for last [ki:p fə 'lɑ:st]	He always keeps the hardest part for last .	etw. für den Schluss aufheben
5	to explore one's limits [ɪk'splɔ:z]	People explore their limits when they do extreme sports.	seine eigenen Grenzen erforschen
	underwater [ʌndə'wɔ:tə]	I would never do an underwater sport.	Unterwasser-
	archaeologist [ɑ:kɪ'biɒlədʒɪst]	My friend is an underwater archaeologist .	Archäologe (der), Archäologin (die)
	college professor [kɒlɪdʒ prə'fesə]	My neighbour is a college professor .	Universitätsprofessor (der), Universitätsprofessorin (die)
	sports teacher ['spɔ:ts ti:tʃə]	We have a new sports teacher .	Sportlehrer (der), Sportlehrerin (die)
	historian [hɪ'stɔ:riən]	We have asked a historian about it.	Historiker (der), Historikerin (die)
	the (ancient) Maya [maɪə]	When did the ancient Maya live?	die (alten) Mayas
	ancient culture [eɪnʃnt 'kʌltʃə]	What do you know about ancient cultures ?	antike Kultur (die)
6	chocoholic [tʃɒkə'hɒlɪk]	I am such a chocoholic , I just ate a whole chocolate bar!	Schokosüchtiger (der), Schokosüchtige (die)
	shopaholic [ʃɒpə'hɒlɪk]	She goes shopping so often, she could be a shopaholic .	Einkaufssüchtiger (der), Einkaufssüchtige (die)
	workaholic [wɜ:kə'hɒlɪk]	Workaholics are stressed and exhausted all the time.	Arbeitssüchtiger (der), Arbeitssüchtige (die)
	health helpline [h'helθ helplaɪn]	Simon works for a health helpline .	Gesundheitsberatungsstelle (die)
	caller ['kɔ:lə]	Grace asked the caller some questions.	Anrufer (der); Anruferin (die)
	instead [ɪn'sted]	Do you want to try healthy snacks instead ?	stattdessen
	before [bɪ'fɔ:z]	Have you felt exhausted at the weekend before ?	hier: schon einmal
	lately ['leɪtli]	I've not been feeling so great lately .	in letzter Zeit
	stress [stres]	Find out how stress can change your life.	Stress (der)
7	infographic [ɪnfəʊ'græfɪk]	Fill in the gaps in the infographic .	Informationsgrafik (die)
	rest [rest]	Teens with less stress usually get more rest .	hier: Erholung (die)
	grade [greɪd]	My grades are better than yours.	Note (die)
	at the moment [ət ðə 'məʊmənt]	How much sleep are you getting at the moment ?	im Moment, momentan
	to act [ækt]	How do you act in class when you're stressed?	hier: sich verhalten

	to deal with sth. [di:l]	What do you do to deal with stress?	mit etw. umgehen
8	Antarctica [æn'tɑ:kɪkə]	Have you ever been to Antarctica ?	Antarktis (die)
	the northern Arctic ['ɑ:kɪk]	Polar bears live in the northern Arctic .	nördliche Arktis (die)
	to be open for/to sb. ['əʊpɪn]	Both extreme places are now open for you to explore.	jmdm. offenstehen
	penguin ['peŋgwɪn]	They explained everything about the penguins .	Pinguin (der)
	whale [weɪl]	We saw a whale near our boat today.	Wal (der)
	polar bear [pəʊlə 'beə]	Climate change is especially hard for polar bears .	Eisbär (der)
	to travel back in time [trævl bæk ɪn 'taɪm]	Travel back in time by discovering ancient cultures.	in die Vergangenheit reisen
	temple ['tempəl]	Explore famous sights such as temples .	Tempel (der)
	trek [trek]	Only very fit people can do this trek .	Trekkingtour (die)
	trail [treɪl]	We did the Pacific Crest Trail last year.	Weg (der), Pfad (der)
	lion ['laɪən]	Watch the lions on a safari in Africa.	Löwe (der)
	Africa ['æfrɪkə]	Have you ever been to Africa ?	Afrika (das)
	tiger [taɪgə]	We want to look for tigers in India.	Tiger (der)
	shark diving ['ʃɑ:k daɪvɪŋ]	You can do shark diving in Australia.	Haitauchen (das)
	to log out [lɒg 'aʊt]	To relax, you should log out of social media.	sich ausloggen, sich abmelden
	meditation [medɪ'teɪʃn]	Meditation will help you relax.	Meditation (die)
	yoga [jəʊgə]	Try our yoga workshop.	Yoga (das)
9	to check in/into [tʃek 'ɪn]	Joshua has checked in to the Relaxation camp.	bei etw. einchecken
	camp [kæmp]	How do you like the camp ?	Camp (das), (Zelt)lager (das)
	stay [steɪ]	Wish him a nice stay .	Aufenthalt (der)

Unit 5

Television and streaming

1	statement ['steɪtmənt]	Match the statements with the fitting picture.	Aussage (die)
	historic moment [hɪstərɪk]	Which historic moments did you watch on TV?	historischer Moment (der)
2	unlike [ʌn'laɪk]	Unlike many other inventions, the TV had many inventors.	anders als, im Gegensatz zu
	invention [ɪn'venʃn]	The world changed after the invention of TV.	Erfindung (die)
	mankind [mæn'kaɪnd]	What is the greatest invention of mankind ?	Menschheit (die)
	television set ['telɪvɪʒn set]	The first television sets were very expensive.	Fernsehgerät (das)
	to be associated with sth. [ə'səʊsɪeɪtɪd]	Five men are associated with the invention of TV.	mit etw. in Zusammenhang stehen
	rotating disk [rəʊteɪtɪŋ 'dɪsk]	Nipkow invented the first rotating disk .	rotierende Scheibe (die)
	wire ['waɪə]	He was able to send pictures over wire .	Draht (der), Leitung (die)
	to televise sth. ['telɪvaɪz]	The first moving pictures were televised in 1924.	etw. im Fernsehen übertragen
	colour picture tube ['kɒlə pɪktʃə tju:ɪb]	John Baird invented the first colour picture tube .	Farbbildröhre (die)
	mechanical [mə'kænɪkl]	Charles Jenkins invented a mechanical television.	mechanisch
	television station ['telɪvɪʒn steɪʃn]	He created the first television station in North America.	Fernsehsender (der)
	electronic device [elekt'rɒnɪk dɪ'vaɪs]	Television systems are electronic devices .	elektronisches Gerät (das)
	farmboy ['fɑ:mɔɪ]	Philo Farnsworth was a farmboy from America.	Bauernjunge (der)

horizontal [hɒrɪ'zɒntl]	He showed images with 60 horizontal lines.	horizontal, waagrecht
widely [waɪdli]	In the 1950s, colour TVs became widely available.	weitgehend
household item [haʊshəʊld 'aɪtəm]	The television became a popular household item .	Haushaltsgegenstand (der)
remote control [rɪməʊt kən'trəʊl]	In 1956, the remote control was invented.	Fernbedienung (die)
3 recording device/machine [rɪkɔːdɪŋ dɪ'vaɪs]	The next step in development was a recording device .	Aufnahmegerät (das)
DVD player [dɪvɪ'diː pleɪə]	The DVD player was the first recording machine.	DVD-Player (der)
copy ['kɒpi]	VCR stands for Video Copy Recorder.	Kopie (die)
recorder [rɪkɔːdə]	Few people have video recorders nowadays.	Aufnahmegerät (das), Rekorder (der)
latest [leɪtɪst]	The latest inventions in television include ...	letzte, neueste
streaming service ['striːmɪŋ sɜːvɪs]	... the change to streaming services such as Netflix or YouTube.	Streaming-Dienst (der)
4 quote [kwəʊt]	Read the following quote by Philo Farnsworth.	Zitat (das)
misunderstanding [mɪsʌndə'stændɪŋ]	He believed that there wouldn't be any misunderstandings .	Missverständnis
to connect sb. [kə'nekt]	He thought that television would connect mankind.	jmdn. miteinander verbinden
according to sb./sth. [ə'kɔːdɪŋ tʊ]	According to Farnsworth, television would produce more wars.	jmdm./etw. zufolge, laut jmdm./etw.
prediction [prɪ'dɪkʃn]	His predictions didn't come true.	Vorhersage (die)
5 sb. used to do sth. [juːst tə 'duː]	She used to watch TV in a neighbour's living room.	jmd. hat früher (immer) etw. getan
to broadcast sth. – broadcast – broadcast ['brɔːdkɑːst]	A special children's programme was broadcast on Sundays.	etw. ausstrahlen, etw. senden
single part [sɪŋgl 'pɑːt]	The story is divided into several single parts .	Einzelteil (das)
totally ['təʊtli]	For me it was totally different.	völlig, total
6 the news (= singular) [njuːz]	We used to watch the news on television.	die Nachrichten
to smoke [sməʊk]	He used to smoke when he was younger.	rauchen
7 guiding question ['ɡaɪdɪŋ kwɛstʃən]	Use some of these guiding questions for your interview.	Leitfrage (die)
8 live TV [laɪv tiːviː]	We used to watch live TV but now we mainly use streaming services.	hier: Fernsehen im traditionellen Sinn
recently ['riːsntli]	You have recently published an article.	kürzlich, vor Kurzem
to publish sth. ['pʌblɪʃ]	Dr Rayburn published an article about the change in watching habits.	etw. veröffentlichen, etw. herausgeben
habit ['hæbɪt]	There have been great changes in watching habits .	Gewohnheit (die)
no longer [nəʊ 'lɒŋɡə]	People no longer sit in front of the TV set.	nicht mehr
old-fashioned [əʊld 'fæʃnd]	TV sets are quite old-fashioned now.	altmodisch
viewer [vjʊə]	Viewers watch TV on their own more and more.	Zuschauer (der), Zuschauerin (die)
to wait around (for sth.) [weɪt ə'raʊnd]	Viewers don't want to wait around for their favourite programmes anymore.	(auf etw.) warten
frequently ['friːkwntli]	They use streaming services more frequently than ever before.	häufig
decade ['dekeɪd]	A decade ago she still had cable TV.	Jahrzehnt (das), Dekade (die)
cable TV ['keɪbl tiːviː]	I don't have cable TV in my house.	Kabelfernsehen (das)
to stream sth. [striːm]	I stream TV shows on my computer.	etw. streamen

9	to feel guilty [gɪlti]	Do you feel guilty about watching too much?	sich schuldig fühlen, ein schlechtes Gewissen haben
	rarely [ˈreəli]	We rarely watch TV together.	selten
	screen time [ˈskri:n taɪm]	How much screen time do US teenagers have on average?	Zeit, die man vor Bildschirmen verbringt
	majority [məˈdʒɔrəti]	The majority of US teenagers prefer streaming services to live TV.	Mehrheit (die)
10	to count for sth. [kaʊnt]	Each person counts for 10 percent.	etw. wert sein
	fixed [fɪkst]	Offer some fixed answers to choose from.	fest
	minority [maɪˈnɔrəti]	The minority of students owns a TV set.	Minderheit (die)
11	shop window [ˈʃɒp wɪndəʊ]	She used to watch TV in shop windows .	Schaufenster (das), Auslage (die)
	to form sth. [fɔ:m]	Form sentences about what people used to do.	etw. bilden, etw. formen
12	to mention sth. [ˈmenʃn]	He mentioned the most important information.	etw. erwähnen

Unit 6

Blogs

1	eco-friendly [ˈi:kəʊ frendli]	I'm trying to travel in an eco-friendly way.	umweltfreundlich
	text-based [ˈtekst beɪst]	I have a simple text-based blog.	textbasiert
2	in general [ɪn ˈdʒenrəl]	This article is about blogs in general .	allgemein, generell
	to be all about sth. [ɔ:l əˈbaʊt]	This week's blog is all about blogs in general.	um etw. gehen
	to get to the point [ðə ˈpɔɪnt]	But let's get back to the point .	auf den Punkt kommen
	so-called [ˈsəʊkəɪld]	Blogs are written by so-called "bloggers".	so genannt
	blogger [ˈblɒgə]	Bloggers write blog posts on the internet.	Blogger (der), Bloggerin (die)
	private [praɪvət]	You can keep your blog private .	privat
	to deal with sth. [di:l]	Blogs deal with all kinds of topics.	etw. behandeln
	to be fond of sth. [fɒnd]	We are so fond of our ideas that we want to share them.	etw. gerne mögen
	element [ˈelɪmənt]	A blog post can include different elements .	Element (das)
	bullet point [ˈbʊlɪt pɔɪnt]	You can also use bullet-points in your blog.	Aufzählungspunkt (der)
	content [ˈkɒntent]	Blogs can include a great variety of content .	Inhalt (der)
	heading [ˈhedɪŋ]	A blog post can include elements such as texts, videos, pictures or headings .	Überschrift (die)
	basically [ˈbeɪsɪkli]	You basically post anything you'd like to share.	im Grunde
	to feel free to do sth. [fi:l ˈfri:]	Thanks for reading my blog, and feel free to comment.	sich keinen Zwang antun, etw. ruhig tun
	to stay tuned [steɪ tju:nd]	Please stay tuned for more.	an etw. dranbleiben
	to keep on doing sth. [ki:p ɒn ˈdu:ɪŋ]	Keep on reading my blogs.	etw. weiterhin tun
	successful [səkˈsesfl]	What should a successful blogger do?	erfolgreich
	focus [ˈfəʊkəs]	Find your focus and your interests.	Fokus (der), Blickpunkt (der)
	to set a goal [set ə ˈgəʊl]	It helps if you set yourself some goals .	ein Ziel setzen
	unrealistic [ʌnrɪəˈlɪstɪk]	People often set unrealistic goals.	unrealistisch
	social networking site [ˈnetwɜ:kɪŋ]	Post to social networking sites .	soziales Online-Netzwerk
	on a regular basis [regjələ ˈbeɪsɪs]	Write blog posts on a regular basis .	regelmäßig
3	paragraph [ˈpærəgrɑ:f]	Read the paragraphs below.	Absatz (der)

	structure [ˈstrʌktʃə]	Look at the structure of the text.	Struktur (die), Aufbau (der)
	choice [tʃɔɪs]	Read the definitions and tick your choice .	Wahl (die), Entscheidung (die)
	aspect [ˈæspekt]	A paragraph deals with one aspect .	Aspekt (der), Gesichtspunkt (der)
4	to get sth. started [sta:tɪd]	Let's get this blog started .	mit etw. beginnen
	to promote sth. [prə'məʊt]	You should promote your blog.	hier: für etw. werben
	automatically [ɔ:tə'mætɪkli]	If you promote your blog, you automatically get more readers.	automatisch
	to multiply sth. [ˈmʌltɪplai]	Sharing the link with friends automatically multiplies your readers.	etw. vermehren, etw. vervielfachen
	to customise sth. [ˈkʌstəmaɪz]	You can customise your blog quite easily.	etw. individuell anpassen
	administrator [əd'mɪnɪstreɪtə]	Go to the administrator area.	Administrator/-in (der/die)
	layout [ˈleɪaʊt]	You can change your layout with a few clicks.	Layout (das)
	click [klɪk]	Make a few clicks to customise your blog.	Klick (der)
	to pick sth. [pɪk]	Pick a good blog name.	etw. auswählen, etw. aussuchen
	catchy [ˈkætʃi]	A good blog name should be catchy .	eingängig, einprägsam
	domain extension [də'meɪn ɪkstenʃn]	You need to choose a domain extension .	Domainendung (die)
	to get sth. up and running [ʌp ən 'rʌnɪŋ]	To get your blog up and running , you need two things.	etw. zum Laufen bringen
	blog hosting ['blɒg həʊstɪŋ]	For your blog, you need blog hosting .	Blog-Hosting (das)
	blog host ['blɒg həʊst]	The blog host stores all the files for your blog.	Blogbetreiber (der)
	to store sth. [stɔ:]	The companies store all your files.	etw. speichern, etw. lagern
	to deliver sth. [dɪ'lɪvə]	They then deliver the files to the user.	etw. liefern, etw. zustellen
	user [ju:zə]	The users will find your blog more easily.	User (der), Userin (die)
	to type in sth. [taɪp]	To find your blog, they type in your blog name.	etw. eintippen
	to publish sth. ['pʌblɪʃ]	Write and publish your first post.	etw. veröffentlichen
	default post [dɪ'fɔ:lt pəʊst]	This is a default post you don't need.	voreingestellt, Standard-
5	to blog – blogged – blogged [blɒg] [blɒgd]	Why should teachers blog ?	bloggen
	hub [hʌb]	Your blog will become your online hub .	Basis (die), Zentrum (das)
	digital footprint [dɪdʒɪtl 'fʊtprɪnt]	When you post things online, you leave a digital footprint .	digitaler Fußabdruck (der)
	social skills [səʊʃl skɪlz]	Team activities help you develop your social skills .	soziale Kompetenzen
	confidence [ˈkɒnfɪdəns]	Writing a blog will give you confidence .	Selbstvertrauen (das), Selbstbewusstsein (das)
	ICT skills [aɪsi:'ti: skɪlz]	You don't need special ICT skills to create a blog.	IuK-Kompetenzen
	thinking ['θɪŋkɪŋ]	Writing regularly develops thinking .	Denken (das)
	reflection [rɪ'flekʃn]	Blogging can be a great way to practise reflection .	Nachdenken (das), Reflexion (die)
	classroom community ['klɑ:sru:m kəmju:nəti]	Class projects build classroom community .	Klassengemeinschaft (die)
	authenticity [ɔ:θen'tɪsəti]	Give your blog authenticity by talking about yourself.	Echtheit (die), Authentizität (die)
	global [ˈɡləʊbl]	You will make many global connections.	weltweit, global
	purposeful ['pɜ:pəsfl]	Make your blog purposeful and productive.	zweckdienlich, sinnvoll
	productive [prə'dʌktɪv]	I'm more productive in the afternoon.	produktiv
	bits and pieces [bɪts ən 'pi:səz]	You put all the bits and pieces you create onto a blog.	Sachen (die)

virtual ['vɜ:tʃʊəl]	Blogs can keep your virtual world well organised.	virtuell
organised ['ɔ:gənaɪzd]	Keep your virtual world organised .	geordnet, organisiert
to have a chance to do sth. [tʃɑ:ns]	Students have the chance to express their opinion.	eine Möglichkeit haben, etw. zu tun
to have your voice heard [həv jə 'vɔɪs hɜ:d]	Blogs are a great way to have your voice heard .	Gehör bekommen, ein Mitspracherecht haben
The list goes on! [ðə lɪst ɡəʊz 'ɒn]		Die Liste ist lang!
to take in sth. [teɪk 'ɪn]	Always taking in information isn't an ideal way to learn.	etw. aufnehmen
ideal [aɪ'diəl]	What is the ideal way to learn?	ideal
space [speɪs]	We need space to think about things.	Platz (der), Raum (der)
to process ['prəʊses]	We need space to process .	verstehen, verarbeiten
a sense of sth. [sens]	They can develop a sense of understanding.	ein Gefühl für etw.
understanding [ʌndə'stændɪŋ]	Some people have no understanding of what is important for other people.	Verständnis (das)
tolerance ['tɒləns]	We have no tolerance for hate comments.	Toleranz (die)
to improve [ɪm'pru:v]	Writing blogs in class can improve your skills.	verbessern
multimedia [mʌltɪ'mi:diə]	Multimedia blogs usually contain videos.	Multimedia-, multimedial
6 vlog (video blog) [vlɒɡ]	What's the history behind vlogs ?	Vlog (der)
to sb.'s surprise [sɜ:'praɪz]	To many people's surprise , "vlogging" is not new.	zu jemandes Überraschung
term [tɜ:m]	The term has been used since the early 2000s.	Begriff (der), Ausdruck (der)
vlogging ['vlɒɡɪŋ]	Vlogging is similar to blogging.	Vloggen (das)
revolution [revlu:ʃn]	It was the beginning of the <i>YouTube</i> revolution .	Revolution (die)
However, ... [haʊ'əvə]	However , all you need is a phone.	Allerdings ...
to catch up with sth. [kætʃ 'ʌp wɪð]	Phones have caught up with the vlogging generation.	jmdn. einholen
generation [dʒenə'reɪʃn]	Are you part of the vlogging generation ?	Generation (die)
every single year [evri sɪŋɡl 'jɪə]	Smartphones have got better every single year .	jedes Jahr, Jahr für Jahr
within [wɪð'ɪn]	You can include the video within a post.	innerhalb
vlogger ['vlɒɡə]	In fact, many bloggers have become vloggers .	Vlogger (der), Vloggerin (die)
setting ['setɪŋ]	Vloggers record videos in a prepared setting .	Rahmen (der), Umgebung (die)
in public [ɪn 'pʌblɪk]	They record this kind of video in public .	in der Öffentlichkeit
style [staɪl]	Decide on the style of your blog.	Stil (der)
to vary ['veəri]	The topic of a vlog can vary .	variieren, verschieden sein
sub-type ['sʌbtaɪp]	There are many sub-types of videos.	Untertyp (der)
to feature sth. ['fi:tʃə]	A vlog is a blog which features video content.	etw. zeigen, etw. beinhalten
endless ['endləs]	The list of vlogs is practically endless .	endlos
gaming [ɡeɪmɪŋ]	One of the biggest genres on YouTube is gaming .	Gamen (das), Zocken (das)
to focus on sth. ['fəʊkəs]	Gaming vlogs focus on a person playing a game.	sich auf etw. konzentrieren
gameplay ['ɡeɪmpleɪ]	The gamers let others watch the gameplay .	Spielablauf (der)
No way. [nəʊ 'weɪ]		Ausgeschlossen. Auf keinen Fall.
7 self-made [self'meɪd]	These teenagers are self-made superstars.	selbstgeschaffen
superstar ['su:pəstɑ:]	She was already a superstar at a very young age.	Superstar (der)
to provide sth. [prə'vaɪd]	It's important to provide good material.	etw. zur Verfügung stellen
authentic [ɔ:'θentɪk]	Viewers want the vloggers to be authentic .	authentisch

unscripted material [ʌnskriptɪd mə'tɪərɪəl]	Many vloggers provide unscripted material .	improvisiertes Material
follower ['fɒləʊə]	Top YouTubers have got millions of followers .	Follower (der), Followerin (die)
influencer ['ɪnflʊənsə]	Influencers can become very successful.	Influencer (der), Influencerin (die); <i>jmd. der Einfluss auf andere hat</i>
brand [brænd]	Big brands want to advertise with influencers.	Marke (die)
to realise sth. ['rɪəlaɪz]	They have realised the importance of advertising.	sich einer Sache bewusst werden
to advertise with sb. [ˈædvətəɪz]	They want to advertise with influencers.	mit jmdm. werben
rather ['rɑːðə]	They started with rather simple video blogs.	hier: ziemlich, recht
everyday ['evrɪdeɪ]	Teenagers write about their everyday life.	alltäglich, Alltags-
frequency ['friːkwənsɪ]	The frequency of vlogs can vary.	Häufigkeit (die), Frequenz (die)
mainly ['meɪnli]	Their content is mainly unscripted.	hauptsächlich
throughout [θruː'əʊt]	Videos have become better throughout the last few years.	während, hindurch
celebrity [sə'lebrəti]	Influencers have replaced traditional celebrities .	Berühmtheit (die), Star (der)
to replace sb./sth. [rɪ'pleɪs]	These online influencers have replaced celebrities in many areas.	jmdn./etw. ersetzen
digital [dɪdʒɪtl]	Do you have any digital friends?	digital
top [tɒp]	Who are the top influencers of our time?	Spitzen-, beste/bester/bestes
8 to make money (from sth.) [meɪk 'mʌni]	Most YouTube stars make money from online advertisements.	(mit etw.) Geld verdienen
brand deals ['brænd diːlz]	Work with companies and get brand deals .	Geschäfte mit Markenfirmen
sponsored ['spɒnsəd]	Their videos are sponsored by companies.	gesponsert
merchandise ['mɜːtʃndaɪz]	Some sell their own merchandise .	Handelsware (die)
secret ['siːkrət]	So, what's their secret ?	Geheimnis (das)
active audiences [æktɪv 'ɔːdiənsəz]	Well, YouTube stars have built active audiences .	aktive Zuschauer (die), aktive Zuschauerinnen (die)
consumer [kən'suːmə]	With them, you know what you get as a consumer .	Konsument (der), Konsumentin (die)

Unit 7

Play IT safe

to play it safe [seɪf]	We should play it safe and check again.	auf Nummer sicher gehen
1 to receive [rɪ'siːv]	You received a message from a school friend.	erhalten, bekommen
straight away [streɪt ə'weɪ]	Send the phone number straight away .	sofort, gleich
to check with sb. [tʃek]	Check with the other person first.	bei jmdm. nachfragen
to sign up for sth. [saɪn 'ʌp]	I signed up for a new online game.	sich bei etw. anmelden
form [fɔːm]	The form asks you to submit your full name.	Formular (das)
to submit sth. [səb'mɪt]	Please submit your full name and address.	etw. absenden, etw. einreichen
rude [ruːd]	He made a rude comment about a friend.	unhöflich, unfreundlich
to stand up for sb. [stænd 'ʌp]	Do you stand up for your friend?	sich für jmdn. einsetzen
screenshot ['skriːnʃɒt]	Take a screenshot and send it to your friend.	Screenshot (der)
to reply to sth. [rɪ'plɑː]	Reply to the message immediately.	etw. beantworten
publicly [pʌblɪkli]	Should I post the picture publicly online?	öffentlich
sender ['sendə]	Who is the sender of this message?	Absender (der), Absenderin (die)
to teach sb. a lesson ['tiːtʃ]	We should teach them a lesson .	jmdm. eine Lehre erteilen

	to hand sth. to sb. [hænd]	Hand the phone back to your dad.	jmdm. etw. reichen
	after all [ɑ:ftər 'ɔ:l]	The message is about you after all .	schließlich, immerhin
	particularly [pə'tɪkjələli]	You want to share a particularly good photo.	besonders
	to do sth. anyway ['eniweɪ]	I'll share the photo anyway .	etw. trotzdem machen
	to agree [əgri:]	Don't share it if you don't both agree .	sich einig sein/werden
	to convince sb. [kən'vɪns]	I convinced my friend to post the photo.	jmdn. überzeugen
	to access sth. [æk'ses]	The app wants to access the tablet's camera.	auf etw. zugreifen
	to select sth. [sɪ'lekt]	Select "no" and find out if the app still works.	etw. auswählen
2	filter bubble ['fɪltə bʌbl]	Websites put us into a so-called filter bubble .	Filterblase (die)
	to surf the internet [sɜ:f]	When I surf the internet , I always see ads.	im Internet surfen
	to monitor ['mɒnɪtə]	Websites monitor how you use them.	überwachen, beobachten
	to place sth. somewhere [pleɪs]	They place little files on your device.	etw. irgendwohin setzen/stellen/legen
	(browser) cookies ['kʊkɪz]	Those little files on your device are called cookies .	(Browser-)Cookies (die)
	to personalise sth. [pɜ:sənəlaɪz]	The site will personalise the content.	etw. persönlicher gestalten
	according to [ə'kɔ:dn̩ tʊ]	It personalises the content according to the information from your last visit.	hier: entsprechend, gemäß
	to support a team [sə'pɔ:t]	Some of my friends support Liverpool.	ein Team unterstützen
	final ['faɪnəl]	The football final is next week.	hier: Endspiel (das), Finale (das)
	(news)feed ['nju:zfi:d]	They have almost disappeared from my newsfeed .	Newsfeed (der/das)
3	search engine [sɜ:tʃ 'endʒɪn]	Always use your favourite search engine .	Suchmaschine (die)
	to track sth. [træk]	Many search engines track your history.	etw. verfolgen
	history ['hɪstri]	This search engine doesn't track your history .	hier: Verlauf
	to scroll [skrɔ:l]	Scroll through someone else's social network feed.	scrollen
	to filter sth. ['fɪltə]	Try a search engine that doesn't filter content.	etw. filtern
	modal verb [məʊdl 'vɜ:b]	Use the modal verbs from the grammar box.	Modalverb (das)
	recommendation [rekəmen'deɪʃn]	Use modal verbs to give recommendations .	Empfehlung (die), Rat (der)
	effort ['efət]	I want to thank you for your effort .	Mühe (die), Bemühung (die)
	to appreciate sth. [ə'pri:ʃiət]	I really appreciate your ideas.	etw. zu schätzen wissen
4	to be aware of sth. [ə'weə]	They want to make people aware of privacy.	sich einer Sache bewusst sein
	to secure sth. [sɪ'kɪʊə]	You should secure your personal information.	etw. absichern, etw. schützen
	data protection ['deɪtə prətektʃn]	Data protection is important to our company.	Datenschutz (der)
	to save sth. [seɪv]	Find out how they save your personal data.	etw. sichern, etw. speichern
	personal data [pɜ:snl 'deɪtə]	We show you how to secure your personal data .	persönliche Daten (die)
	sensitive data [sensɪtv 'deɪtə]	Sensitive data get special protection.	vertrauliche Daten (die)
	relationship [rɪ'leɪʃnʃɪp]	I want to keep my relationships private.	Beziehung (die)
	to process data [prəʊses]	Your data is processed automatically.	Daten verarbeiten
	to warn sb. of sth. [wɔ:n]	They warned us of sharing private information.	jmdn. vor etw. warnen
	European Union (EU) [jʊərə'pi:ən 'ju:njən]	The European Union has rules about personal data and privacy.	Europäische Union (die)
	convention [kən'venʃn]	When was Convention 108 made?	Abkommen (das)
	thanks to sth. [θæŋks]	Thanks to this, people are very well informed about data protection.	dank, wegen

5	to take action [teɪk 'ækʃn]	If something bad happens, take action to stop it.	handeln, etw. unternehmen
	to be going on [gəʊɪŋ 'ɒn]	A lot of activities go on around Europe on Data Protection Day.	geschehen, passieren
	password manager [ˈpɑːswɜːd mænɪdʒə]	Find out how to use a password manager .	Passwort-Manager (der)
	character [ˈkærəktə]	The ideal password has 12 characters .	hier: Zeichen (das)
	to be composed of [kəm'pəʊzɪd əv]	The password should be composed of numbers, symbols and letters.	sich aus etw. zusammensetzen
	to configure [kən'fɪgjə]	Immediately configure the privacy settings on a new social media platform.	etw. konfigurieren
	settings [ˈsetɪŋz]	You can change the privacy settings here.	Einstellungen (die)
	webinar [ˈwebɪnɑː]	In our webinar you'll learn about privacy settings.	Webseminar (das)
	to navigate sth. [ˈnævɪgeɪt]	We'll show you how to navigate through the privacy settings.	hier: sich zurechtfinden
	to stop by [stɒp 'baɪ]	Just stop by when you have the time.	vorbeischauchen, vorbeikommen
	to back up sth. [ˈbæk ʌp]	Backing up your data will keep it safe.	etw. sichern
	in case [ɪn keɪs]	Back up your data in case anything goes wrong.	falls
	the cloud [klaʊd]	Store a copy of your data on the cloud .	Cloud (die)
	external device [ɪk'stɜːnl]	You could store your data on an external device .	externes Gerät (das)
	mindful [ˈmaɪndfəl]	Be mindful of the apps you install.	achtsam, aufmerksam
	to install sth. [ɪn'stɔːl]	Don't install apps you don't trust.	etw. installieren
	a number of [ə 'nʌmbəɹ əv]	There are a number of criminal apps trying to steal your data.	etliche
	criminal [ˈkrɪmɪnl]	Criminal apps collect people's personal data.	kriminell
	financial information [faɪ'næŋʃl ɪnfəmeɪʃn]	They often also collect your financial information .	Finanzdaten (die)
	even if ... [ˈiːvn ɪf]	Even if an app is free, you pay for it with your information.	selbst wenn
	open to sb. [əʊpɪn]	The event is open to anyone.	für jmdn. zugänglich
	possibility [pɒsə'bɪləti]	Use modal verbs to express a possibility .	Möglichkeit (die)
6	civil courage [sɪvəl 'kʌrɪdʒ]	Civil courage means not to look away if something bad happens.	Zivilcourage (die)
	courageous [kə'reɪdʒəs]	Courageous people take action ...	mutig
	to risk sth. [rɪsk]	... even if they risk personal disadvantages.	etw. riskieren
	hate [heɪt]	Students were asked about their experience with hate online.	Hass (der)
	violence [vaɪələns]	Have you experienced online violence yourself?	Gewalt (die)
	hate comment [ˈheɪt kɒment]	Have you ever seen hate comments on social media?	Hasskommentar (der)
	several ['sevrəl]	I use social media several times per week.	einige, ein paar
7	violent language [vaɪələnt 'læŋgwɪdʒ]	You mustn't use violent language against someone else.	gewalttätige Ausdruckweise (die)
8	to brainstorm [ˈbreɪnstɔːm]	Brainstorm with a partner how the story continues.	ein Brainstorming machen
	ending ['endɪŋ]	Invent an ending to the story.	Ende (das)
	bully (pl. bullies) ['bʊliː]	How do the bullies react to the post?	jmd., der/die andere einschüchtert, bedroht oder verletzt
	at all [ət 'ɔːl]	Why has the boy posted the comment at all ?	überhaupt

9	hate speech ['heit spi:tʃ]	Ignore people who use hate speech .	Hassrede (die), Hetzrede (die)
	to fight sth. [faɪt]	It's very difficult to fight hate speech in Finland.	etw. bekämpfen
	minority group [maɪ'nɔ:rəti gru:p]	Usually hate speech attacks people who belong to minority groups .	Minderheit (die)
	without a doubt [wɪðaʊt ə 'daʊt]	This is without a doubt a great problem.	zweifellos, ohne Zweifel
	to increase [ɪn'kri:z]	The problem was increased by social media.	zunehmen, sich verstärken
	anonymously [ə'nɒnɪməsli]	People can share their thoughts anonymously .	anonym
	face to face [feɪs tə feɪs]	Hate speech done face to face is harder than doing it online.	persönlich
	to be the case [keɪs]	That's actually not always the case .	zutreffen, der Fall sein
	freedom of speech [fri:dəm əv 'spi:tʃ]	We must fight for freedom of speech .	Redefreiheit (die)
	to prevent sth. [prɪ'vent]	It is important to prevent hate speech.	etw. verhindern
	behaviour [bi'heɪvjə]	They probably learned this bad behaviour from their parents.	Verhalten (das)
	to get involved [ɪn'vɒlvd]	It is everybody's job to get involved .	mitmischen, sich auf etw. einlassen
	as such [əz 'sʌtʃ]	In Finland, hate speech is not a crime as such .	eigentlich, an sich
	role model ['rɒl mɒdl]	Parents can be role models .	Vorbild (das)
	illegal [ɪ'lɪɡl]	You can't publish anything illegal on social media.	illegal, rechtswidrig
	to tolerate sth. ['tɒləreɪt]	We should definitely not tolerate hate speech.	etw. tolerieren, etw. dulden
	online identity [ɒnlaɪn aɪ'dentəti]	It's easy to hide behind an online identity .	Online-Identität (die)

Unit 8

Sustainability

	sustainability [sə'steɪnə'bɪləti]	Our company is committed to environmental sustainability .	Nachhaltigkeit (die)
1	sustainable [sə'steɪnəbl]	Living a sustainable life is easier than you think.	nachhaltig
	to reduce sth. [rɪ'dju:s]	Reduce the length of your daily shower.	etw. verringern, etw. verkürzen
	meat-based dish [mi:tbeɪst 'dɪʃ]	You could eat fewer meat-based dishes .	Fleischgericht (das)
	locally produced goods [ləʊkli prədju:st 'ɡʊdz]	How often do you buy locally produced goods ?	lokal hergestellte Güter (die)
2	vegetarian [vedʒə'teəriən]	How often do you eat vegetarian food?	vegetarisch
	hardly ever [hɑ:dli 'evə]	I hardly ever go to big shopping malls.	fast nie, selten
	(shopping) mall ['ʃɒpɪŋ mɔ:l]	How often do you go to big shopping malls ?	Einkaufszentrum (das)
3	to make a difference [meɪk ə 'dɪfrəns]	What and how we consume makes a difference .	hier: etw. verändern, etw. bewegen
	effect [ɪ'fekt]	Food choices have an effect on the environment.	Auswirkung (die)
	injustice [ɪn'dʒʌstɪs]	We want to fight injustice .	Ungerechtigkeit (die)
	atmosphere [æt'mɔ:sfɪə]	The gas is sent into the atmosphere .	Atmosphäre (die)
	consumption [kən'sʌmpʃn]	The consumption of energy has increased.	Verbrauch (der)
	fairness ['feənəs]	We want fairness and equality.	Fairness (die), Gerechtigkeit (die)
	equality [ɪ'kwɒləti]	In many countries there is no equality yet.	Gleichberechtigung, Gleichheit (die)
	emissions [ɪ'mɪʃnz]	They are responsible for around 22% of all greenhouse gas emissions .	hier: Emissionen (die)

impact ['ɪmpækt]	Food production has a huge impact on the environment.	Auswirkung (die)
to cause damage to sth. [kɔːz 'dæmɪdʒ]	We try not to cause any damage to the environment.	bei etw. Schaden anrichten
production [prə'dʌkʃn]	Read the text about sustainable production .	Produktion (die)
the UNO (United Nations Organization) [juːn'eɪʃn]	The UNO has worked out a plan.	UNO (die)
to address sth. [ə'dres]	We need to address the main problem.	etw. ansprechen
global challenges [glɔːbl 'tʃælɪndʒəz]	The plan includes 16 goals which address global challenges .	weltweite Herausforderungen (die)
poverty ['pɒvəti]	This decision could lead to mass poverty .	Armut (die)
inequality [ɪnɪ'kwɒləti]	Women still face many inequalities in their daily lives.	Ungleichheit (die)
(natural) resources [natʃrəl rɪzɔːsəz]	Our planet's natural resources should be used sustainably.	natürliche Ressourcen (die)
intensively [ɪn'tensɪvli]	Many natural resources are consumed intensively .	intensiv
soil [sɔɪl]	This leads to problems such as soil pollution.	Erde (die), Boden (der)
agriculture ['ægrɪkʌltʃə]	Climate change also affects agriculture .	Landwirtschaft (die)
processing ['prəʊsesɪŋ]	We need to make changes in food processing .	Verarbeitung (die)
to influence sth./sb. [ɪnfluəns]	We influence the environment with our food choices.	etw./jmdn. beeinflussen
eating habit ['iːtɪŋ hæbɪt]	Consumers influence the environment with their eating habits .	Essgewohnheit (die)
Consequently, ... [kɒnsɪkwəntli]	Consequently , the environment is affected by our choices.	Folglich ...
to affect sth. [ə'fekt]	The environment is affected by waste production.	beeinflussen
food-related ['fuːdrɪleɪtɪd]	Food-related energy consumption adds to climate change.	nahrungsbezogen
energy ['enədʒi]	We should reduce our energy consumption.	Energie (die)
waste production [weɪst prə'dʌkʃn]	Our waste production is extremely high.	Abfallerzeugung (die)
to spoil [spɔɪl]	The food spoiled and was thrown away.	verderben, schlecht werden
poor [pɔː]	The reason for this is poor transportation.	hier: mangelhaft, dürrftig
harvesting practice [ˈhɑːvɪstɪŋ prækʃɪs]	Poor harvesting practices lead to food waste.	Ernteverfahren (das)
ton [tʌn]	Each year, we throw away 1.3 billion tons of food.	Tonne (die)
Interestingly, ... [ɪn'trestɪŋli]	Interestingly , about 2 billion people worldwide are overweight.	Interessanterweise ...
at the same time [ət ðə 'seɪm taɪm]	2 billion people are overweight, but at the same time people die of hunger.	gleichzeitig, trotzdem
developing country [dɪ'veləpɪŋ kʌntri]	Thousands of people die of hunger, especially in developing countries .	Entwicklungsland (das)
food sector ['fuːd sektə]	The food sector consumes a lot of energy.	Lebensmittelsektor (der)
responsible [rɪ'spɒnsəbl]	It is responsible for around 30% of the world's total energy consumption.	verantwortungsvoll, verantwortlich
greenhouse gas emissions [ˈɡriːnhəʊs ɡæs ɪmɪʃnz]	Around 22% of all greenhouse gas emissions are produced by the food sector.	Treibhausgasemissionen (die)
to aim at sth. [eɪm]	Sustainable consumption and production aim at "doing more and better with less".	etw. zum Ziel haben

	final consumer ['fainl kənsju:mə]	From producer to final consumer we aim at doing more and better with less.	Endverbraucher (der), Endverbraucherin (die)
4	passive voice [pæsiv 'vɔis]	Complete the text with the correct form of passive voice .	Passiv (das)
	to perform an action [pə'fɔ:m ən 'ækʃn]	It is not very important who performs this action .	eine Aktivität durchführen
	subject ['sʌbdʒekt]	The object becomes the subject of the passive sentence.	Subjekt (das)
	fresh [frefʃ]	We use a lot of fresh water nowadays.	frisch
5	long-distance journey [lɒŋdistns 'dʒɜ:nɪ]	Long-distance journeys have been chosen more often.	Langstreckenfahrt (die)
	faraway country [fɑ:rəweɪ 'kʌntri]	Holidays have often been spent in a faraway country .	fernes Land (das)
	tourism ['tʊərɪzəm]	Nature has been affected by tourism .	Tourismus (der)
	ecological footprint [i:kələdʒɪkl 'fʊtprɪnt]	Your ecological footprint can be reduced in a number of ways.	ökologischer Fußabdruck (der)
6	snow-covered mountains [snəʊkəvəd məʊntɪnz]	Nature offers snow-covered mountains and glaciers.	schneebedeckte Berge (die)
	the Alps [ælpz]	Many tourists want to go skiing in the Alps .	die Alpen
	ruin [rɔɪn]	Let's visit the old ruin on the hill.	Ruine (die)
	viaduct ['vaɪədəkt]	On your journey you can see viaducts and tunnels.	Viadukt (das)
	altitude ['æltɪtju:d]	The train reaches an altitude of 2253 m.	Seehöhe (die)
	engineering [ˌendʒɪ'nɪərɪŋ]	The Bernina Express route is an impressive piece of railway engineering .	Technik (die)
7	railway line ['reɪlweɪ laɪn]	They opened a new railway line .	Bahnstrecke (die)
	electrically operated [ɪlektʁɪkli 'ɒpəreɪtɪd]	The line was electrically operated .	elektrisch betrieben
	DC (= direct current) [di:si:]	They operated the railway line with DC .	Gleichstrom (der)
	from the start [frəm ðə stɑ:t]	It was operated electrically from the start .	von Anfang an
	voltage ['vɒltɪdʒ]	The voltage was increased to 1000 volts.	elektrische Spannung (die)
	to increase (in sth.) [ɪn'kri:z]	In 1935, the voltage was increased .	erhöhen
	volts [vɒlts]	They changed the voltage from 750 to 1000 volts .	Volt
	originally [ə'ɒrɪnəlɪ]	Originally , the Bernina Railway was designed for use only in summer.	ursprünglich
	due to [dju: tə]	Due to growing tourism in 1913/14, it was also used in winter.	wegen, aufgrund von
	winter operation ['wɪntə'ɒpəreɪʃn]	Winter operations were planned as well.	Winterbetrieb (der)
	avalanche barrier ['ævlɑ:nʃ 'bæriə]	That's why many avalanche barriers were built.	Lawinenschutzdamm (der)
	existence [ɪg'zɪstns]	In the first years of its existence , the company did well.	Bestehen (das)
	bankruptcy ['bæŋkrəptsi]	They were always close to bankruptcy .	Konkurs (der), Insolvenz (die)
	to take over sth. [teɪk 'əʊvə]	In the year 1943, the Rhaetian Railway took over the Bernina-Bahngesellschaft.	etw. übernehmen
	to modernise sth. [ˈmɒdənaɪz]	The line was taken over and modernised .	etw. modernisieren
	section ['sekʃn]	The section at the top of the pass was renewed.	Abschnitt (der)
	pass [pa:s]	The railway line went through a pass .	Pass (der)
	to renew sth. [rɪ'nju:]	They completely renewed the section at the top.	etw. erneuern

previously [prɪvɪəslɪ]	Previously , the line had been owned by the BB.	zuvor, vorher
ramp [ræmp]	The north ramp of the Bernina Pass was renewed.	hier: Bahntrasse
to lay out sth. [leɪ 'aʊt]	The north ramp was laid out in curves.	etw. anlegen
curve [kɜ:v]	The curves give passengers amazing views.	Kurve (die)
to photograph sth. ['fəʊtəgrɑ:f]	In 2011, the Bernina Express was photographed .	etw. fotografieren
even more ['ɪvn mɔ:]	There will be even more tourists in the future.	noch mehr
8 (city) gardening ['sɪti ɡɑ:dnɪŋ]	I'm a great fan of city gardening .	Gärtnern (das) (in der Stadt)
rooftop ['ru:ftɒp]	I grow my own tomatoes on my rooftop .	Dach (das)
grocery ['grəʊsɪ]	Try to buy your groceries locally.	Lebensmittel (die)
food waste ['fu:d weɪst]	Food waste makes up 1/3 of household waste.	Lebensmittelabfälle (die)
to go to waste [gəʊ tə 'weɪst]	Many households let their food go to waste .	verderben
waste disposal ['weɪst dɪspəʊzəl]	Waste disposal is expensive.	Müllentsorgung (die)
to rebuild sth. [rɪ'bi:ld]	We try to rebuild soil for our plants.	erneuern, wieder aufbauen
second-hand [seknd'hænd]	I'm a great fan of second-hand shopping.	gebraucht, secondhand
to reuse sth. [ri:'ju:z]	Why not reuse some of the stuff?	etw. wiederverwenden
fashion ['fæʃn]	I get cheap and cool fashion .	Mode (die)
flea market ['fli: mɑ:kɪt]	I sometimes buy clothes at the flea market .	Flohmarkt (der)
to end up [end 'ʌp]	A lot of food ends up in your rubbish bin.	enden
9 competition [kəmpeɪ'tɪʃn]	Your school has decided to take part in a competition .	Wettbewerb (der)
acrostic [əkrəʊstɪk]	Design an acrostic about sustainable living.	Akrostichon (das)
word cloud [wɜ:d klaʊd]	Create a word cloud about this unit.	Wörterwolke
inspiration [ɪnspɪ'reɪʃn]	Use the keywords as an inspiration .	Inspiration (die)
10 environmental footprint [ɪnvaɪn'mentl fʊtprɪnt]	Every product has got its environmental footprint .	ökologischer Fußabdruck (der)
whether ['weðə]	tick whether the statements are "true" or "false".	ob
packaging ['pækɪdʒɪŋ]	You should try to avoid plastic packaging .	Verpackung (die)
unwrapped [ʌn'ræpt]	You could buy unwrapped products instead.	unverpackt
reusable bag [ri:'ju:zəbl 'bæg]	Use reusable bags when going to the shops.	wiederverwendbare Tasche (die)

Unit 9

Express yourself

1 garbage ['ɡɑ:bɪdʒ]	Do you think this is art or garbage ?	Müll (der)
work of art [wɜ:k əv 'ɑ:t]	Which of these pictures show a work of art ?	Kunstwerk (das)
to put together sth. [tə'geðə]	This piece of art was put together in the 90s.	etw. zusammenstellen
2 perk [pɜ:k]	What are the perks of expressing yourself?	Vorteil (der)
Secret Santa [sɪ:kɹət 'sæntə]	I think he knows that I'm his Secret Santa .	schenkende Person beim Wichteln
wallflower ['wɔ:lflaʊə]	People say that I'm a wallflower .	Mauerblümchen (das)
(mix) tape [mɪks teɪp]	Patrick loved the mix tape !	Mixtape (das), <i>Zusammenstellung von Liedern auf einer Musikkassette</i>
handwriting ['hændraɪtɪŋ]	He knows what my handwriting looks like.	Handschrift (die)
Incidentally, ... [ɪnsɪ'dentli]	Incidentally , I have found another gift.	Übrigens, ...
gift [ɡɪft]	I have thought of a gift for Patrick.	Geschenk (das)
magnetic [mæɡ'netɪk]	You can put the magnetic pieces on your fridge.	magnetisch

a bunch of [bʌntʃ]	Someone put a whole bunch of words on a sheet of magnet.	hier: eine Menge (die), ein Haufen (der)
sheet of magnet [ʃi:t əv mægnət]	You then cut the sheet of magnet into pieces.	Magnetplatte (die)
separate [ˈseprət]	The sheet is cut into separate pieces.	einzel, getrennt
refrigerator [rɪˈfrɪdʒreɪtə]	You put the magnets on your refrigerator .	Kühlschrank (der)
Christmas Eve [krɪsməs ˈi:v]	He wrote the letter before Christmas Eve .	Heiliger Abend (der)
self-expression [selfɪkˈspreʃn]	Charlie mentions three forms of self-expression .	Selbstdarstellung (die)
written language [ˈrɪtn læŋgwɪdʒ]	The forms of self-expression are music, written language and fashion.	Schriftsprache (die)
suit [su:t]	Sean was wearing a suit .	Anzug (der)
to arrange sth. [əˈreɪndʒ]	You arrange the words into poetry.	etw. ordnen, etw. arrangieren
choreography [kəʊrɪˈɒɡrəfi]	We have to practise our choreography .	Choreografie (die)
to sew sth. [səʊ]	I sewed this dress myself.	etw. nähen
to doodle [ˈduːdl]	She doodles in her notebook in class.	kritzeln
hand lettering [ˈhænd letrɪŋ]	He's gotten really good at hand lettering !	mit der Hand schreiben
diary entry [ˈdaɪəri ɛntri]	I write a diary entry every day.	Tagebucheintrag (der)
visual arts [vɪʒʊəl ˈɑ:ts]	Visual arts are art forms such as painting, photography and architecture.	bildende Künste (die)
design [dɪˈzaɪn]	Design and architecture are both visual art forms.	Design (das)
3 poetry slam [ˈpəʊɪtri slæm]	Read how poetry slams were started.	Poetry-Slam (der)
divorced [dɪˈvɔ:st]	My parents got divorced when I was four.	geschieden
to find oneself somewhere [ˈfaɪnd wʌnsɛlf sʌmweə]	Mark and Sandy often found themselves at poetry readings.	sich wo befinden
poetry reading [ˈpəʊɪtri]	Have you been to a poetry reading before?	Dichterlesung (die)
to enjoy oneself [ɪnˈdʒɔɪ]	They were trying to enjoy themselves .	sich amüsieren
dead [ded]	Why does poetry feel dead ?	tot
In spite of this, ... [spat]	In spite of this , Mark's love for poetry did not die.	Trotz alledem, ...
prop [prɒp]	They used props , costumes and music.	Requisite (die)
to judge [dʒʌdʒ]	The audience judged the performances.	beurteilen, bewerten
cheer [tʃɪə]	There were cheers from the audience.	Jubel (der), Beifallsruf (der)
to be full of oneself [ˈfʊl əv wʌnsɛlf]	People don't like it when poets are full of themselves .	wichtigtuierisch sein
to make oneself at home [meɪk wʌnsɛlf ət ˈhəʊm]	Don't make yourself at home on the stage!	es sich bequem machen
to overstay your welcome [əʊvəˈsteɪ]	Don't overstay your welcome on stage.	die Gastfreundschaft überbeanspruchen
to slam sb. (coll.) [slæm]	the audience will slam you.	jmdn. herunterputzen
to hit a grand slam [ˈgrænd slæm]	Try to hit a grand slam !	etwa: alles gewinnen (Anspielung auf Tennismeisterschaft)
to rock the house [rɒk ðə]	We're going to rock the house !	das Haus zum Wackeln bringen
reflexive pronoun [rɪfleksɪv ˈprəʊnəʊn]	Highlight the reflexive pronouns in the text.	Reflexivpronomen (das)
practice makes perfect [ˈpræktɪs meɪks ˈpɜ:fekt]	Remember that practice makes perfect .	Übung macht den Meister
to introduce oneself to sb. [ɪntrəˈdju:s]	Would you like to introduce yourself to the artists?	sich jmdm. vorstellen
4 rhythm [ˈrɪðm]	All you need is rhythm .	Rhythmus (der), Takt (der)

beat [bi:t]	Can you feel the beat of the music?	Beat (der), Takt (der)
self [self]	New class, new self !	Selbst (das)
to help oneself (to sth.) [ˈhelp wʌnsɛlf]	They help themselves to looks and styles.	sich etw. nehmen, zugreifen
look [lʊk]	I like your new look !	Aussehen (das), Look (der)
goth [ˈɡɒθ]	Goth boy Jack is dressed in black.	Grufti (der)
good deed [ɡʊd di:d]	He says you should do a good deed .	gute Tat (die)
in need [ɪn ˈni:d]	We must help those in need .	bedürftig, in Not
punk [pʌŋk]	Patricia is a punk .	Punker (der), Punkerin (die)
safety pin [ˈseɪfti pi:n]	She wears safety pins in her ears.	Sicherheitsnadel (die)
cheeky grin [tʃi:ki ˈɡrɪn]	He gave me a cheeky grin .	freches Grinsen (das)
to bother oneself with sth. [ˈbɒðə]	She never bothers herself with rave and funk.	sich über etw. Gedanken machen
rave [reɪv]	I mostly listen to rave .	Rave (der)
funk [fʌŋk]	My favourite type of music is funk .	Funk (der)
punctual [ˈpʌŋktʃʊəl]	She is a very punctual person.	pünktlich
to show up [ʃəʊ ˈʌp]	Patricia is always the first one to show up in class.	erscheinen, auftauchen
designer [diˈzaɪnə]	She will probably be a designer .	Designer (der), Designerin (die)
sewing machine [ˈseʊɪŋ]	I use an old sewing machine .	Nähmaschine (die)
each other [i:tʃ ˈʌθə]	Claire and Giles respect each other .	einander
5 flyer [ˈflaɪə]	I designed the flyer for the poetry slam.	Flugblatt (das), Flyer (der)
to criticise [ˈkrɪtɪsaɪz]	These poems criticise humans.	etw. kritisieren
to pollute [pəˈlu:t]	Humans pollute the earth.	verschmutzen
despite [dɪˈspart]	Despite my bad singing, I love music.	trotz
whereas [weəˈæz]	Whereas Luke had dressed up, Sean was wearing a suit.	während, wohingegen
even though [i:vn ˈðəʊ]	Even though they destroyed his work of art, he was able to laugh about it.	obwohl, wenn auch
since [sɪns]	Since the party celebrated the moon landing, the DJ played "Man on the Moon".	hier: da, weil
to contrast sth. [kənˈtra:st]	With these expressions you can contrast ideas.	etw. (einander) gegenüberstellen
to put oneself first [pʊt wʌnsɛlf ˈfɜ:st]	Katie's so selfish, she always puts herself first .	sich selbst an die erste Stelle setzen
buffet [ˈbʊfeɪ]	Nobody seems to be responsible for the buffet .	Buffet (das)
6 sophomore year [ˈsɒfəmə: jɪə]	The sophomore year is the second year in US high school.	<i>zweites Jahr an der Highschool</i>
freshman year [ˈfreʃmən jɪə]	The first year is called freshman year .	<i>erstes Jahr an der Highschool</i>
soon enough [su:n ɪˈnʌf]	Things will be good soon enough .	schon bald
clique [kli:k]	People stayed in their cliques during lunch break.	Clique (die)
to form [fɔ:m]	After a few weeks, little cliques had formed .	sich bilden
drama club [ˈdra:mə klʌb]	I am going to join drama club next year.	Theatergruppe (die)
art gallery [ɑ:t ɡæləri]	Let's go to a few art galleries .	Kunstgalerie (die)
nerd [nɜ:d]	The new kid in my class is a bit of a nerd .	hier: Streber (der), Streberin (die)
to emphasise [ˈemfəsaɪz]	How can you emphasise the subject?	etw. betonen
emphatic pronoun [ɪmˈfætɪk prəʊnaʊn]	Emphatic pronouns are a useful tool.	betontes Personalpronomen (das)

	to persuade sb. [pə'sweɪd]	Persuade Charlie to continue writing his letters.	jmdn. überzeugen, jmdn. überreden
7	moon landing ['mu:n lændɪŋ]	I saw the moon landing on TV.	Mondlandung (die)
	release [rɪˈliːs]	The video's release was in 1992.	Veröffentlichung (die)
	astronaut ['æstrənɔ:t]	Luke dressed up as an astronaut .	Astronaut (der)
	wise [waɪz]	She feels much wiser already.	weise
	owl [aʊl]	I feel as wise as an owl .	Eule (die)
8	cleaner ['kli:nə]	A cleaner put a work of modern art in the bin.	Reinigungskraft (die)
	modern art [mɒdən ɑ:t]	Some modern art looks like garbage.	moderne Kunst (die)
	sculpture ['skʌlptʃə]	The sculpture was worth more than €800,000.	Skulptur (die), Plastik (die)
	to drip [drɪp]	There was water dripping from the ceiling.	tropfen
	artwork ['ɑ:twɜ:k]	This artwork was created by Martin Kippenberger.	Kunstwerk (das)
	wooden tower [wɒdn taʊə]	It consisted of a bucket under a wooden tower .	Holzturm
	to spray [spreɪ]	The artist had sprayed paint inside the bucket.	besprühen
	paint [peɪnt]	The cleaner didn't know it was paint .	Farbe (die), Lack (der)
	brand new [brænd 'nju:]	She decided to make it look brand new .	nagelneu
	case [keɪs]	There have been a few other cases of artwork thought to be garbage.	Fall (der)
	ashtray ['æʃtreɪ]	He collected ashtrays for his artwork.	Aschenbecher (der)
	coffee cup ['kɒfi kʌp]	He arranged bottles and coffee cups on the floor.	Kaffeebecher (der)
	untitled [ʌn'taɪtld]	The artwork was left untitled .	ohne Titel
	art critic ['ɑ:t krɪtɪk]	He should be an art critic !	Kunstkritiker (der), Kunstkritikerin (die)

Unit 10

New Zealand

	New Zealand [nju: 'zi:lənd]	I want to visit New Zealand one day.	Neuseeland (das)
1	South Pacific Ocean [saʊθ pə'sɪfɪk 'əʊʃn]	New Zealand is an island in the South Pacific Ocean .	Südpazifik (der)
	Asia ['eɪʒə]	Have you ever been to a country in Asia ?	Asien (das)
	Indonesia [ɪndəʊ'ni:zə]	Indonesia is the country closest to New Zealand.	Indonesien (das)
	Oceania [əʊʃi'ɑ:nɪə]	New Zealand is part of Oceania .	Ozeanien (das)
	geographic region [dʒɪəgræfɪk 'rɪ:dʒn]	Oceania is a geographic region .	geografische Region (die)
2	Maori culture [mɑʊri 'kʌltʃə]	The Maori culture is respected in New Zealand.	Maorikultur (die)
	separated ['seprətɪd]	The islands are separated by the "Cook Strait".	getrennt
	strait [streɪt]	The strait is a narrow area of sea.	Meerenge (die)
	narrow ['nærəʊ]	There is a narrow area of sea between the islands.	eng, schmal
	to link sth. [lɪŋk]	The strait links the two areas of New Zealand.	etw. verbinden
	volcanic power [vɒlkænɪk 'paʊə]	The two main islands were created through volcanic power .	vulkanische Kräfte (die)
	mountain peak ['maʊntɪn pi:k]	It is the highest mountain peak in New Zealand.	Berggipfel (der)
	to rise [raɪz]	Mount Cook rises to 3,754 meters.	ragen, sich erheben
	informal [ɪn'fɔ:ml]	New Zealanders are also informally called "Kiwis".	familiär, informell
	countryside ['kʌntrɪsaɪd]	A lot of New Zealanders lived in the countryside .	Land (das), Landschaft (die)
	population [pɒpjə'leɪʃn]	Around 86% of the population lives in cities.	Bevölkerung (die)
	canoe [kənu:]	The Maori arrived by canoe .	Kanu (das)

Polynesia [pɒliˈniːzə]	They came from islands in Polynesia near Tahiti.	Polynesien (das)
AD (anno domini) [eɪˈdiː]	Around 1000 AD , they came to the island.	n. Chr. (nach Christus)
species (pl. species) [ˈspiːʃiːz]	lots of these species have lost the ability to fly.	Art (die), Spezies (die)
to introduce sth. to sth. [ɪntrəˈdʒuːs]	Other animals were introduced to the islands.	hier: einführen, einschleppen
flightless [ˈflaɪtləs]	The flightless birds had no chance to fight against them.	flugunfähig
to go down [gəʊ daʊn]	The number of birds went down .	hier: sinken, fallen
enemy [ˈenəmi]	The birds couldn't escape their enemies .	Feind (der), Feindin (die)
kiwi [kiːwiː]	There are not a lot of wild kiwis left.	hier: Kiwi (der)
to remain [rɪˈmeɪn]	Only 75,000 wild kiwis remain .	hier: übrig bleiben, überleben
3 quantifier [ˈkwɒntɪfəɪə]	Complete the text with the correct quantifiers .	Zahlwort (das)
mythology [mɪˈθɒlədʒi]	The Maori have a rich mythology .	Mythologie (die)
crafts [kraːfts]	They developed crafts and weapons.	Kunsthandwerk (das)
tribal [ˈtraɪbl]	Tribal conflicts were common at that time.	Stammes-
conflict [ˈkɒnflɪkt]	Maori had conflicts with Europeans.	Konflikt (der)
4 wanderer [ˈwɒndrə]	They were a people of wanderers .	hier: ein nicht sesshaftes Volk
motherland [ˈmʌðələnd]	Across the sea lies Hawaiki, that wonderful motherland .	Heimatland (das)
ray [reɪ]	There the sun's rays glow from early dawn to sudden night.	Strahl (der)
to glow [gləʊ]	The candle glowed in the dark.	leuchten, scheinen
dawn [dɔːn]	She woke up just before dawn .	Morgendämmerung (die)
sudden night [ˈsʌdn ˈnaɪt]	They hadn't expected such a sudden night .	plötzlicher Nachteinbruch (der)
glory [ˈglɔːri]	They still tell of its remembered glories .	Ruhm (der), Pracht (die)
radiant [ˈreɪdɪənt]	They tell of its radiant sunshine and its flowers.	strahlend
white-topped mountains [waɪtɒpt ˈmaʊntɪnz]	She looked at the beautiful white-topped mountains .	Berge mit schneebedeckten Gipfeln
mighty stream [ˈmaɪti ˈstriːm]	This land has mighty streams .	mächtiger Strom (der)
age-old [eɪdʒ ˈəʊld]	Others say it must have been some age-old continent.	uralt
brave [breɪv]	The brave people were ready for adventure.	mutig, kühn
tropical [ˈtrɒpɪkl]	They sailed across tropical seas.	tropisch
coconut [ˈkəʊkənʌt]	The people set up their homes where the coconut grows.	Kokosnuss (die)
breadfruit [ˈbredfruːt] (pl.)	Everyone ate coconuts and breadfruit .	Brotfrucht (die)
to boat [bəʊt]	They lived their lives swimming and boating .	Boot fahren
voyage [ˈvɔɪdʒ]	We sometimes made long voyages into the seas.	Reise (die), Seereise (die)
carved [kɑːvd]	They made long voyages in their carved canoes.	geschnitzt
voyager [ˈvɔɪdʒə]	One voyager returned with stories of a new land.	Seereisender (der), Seereisende (die)
to the south [tə ðə ˈsaʊθ]	He could see a new land seen far to the south .	südlich, im Süden
overfull [ˈəʊvəfʊl]	These islands here are already overfull .	übertoll
fairy tale [ˈfeəri teɪl]	My favourite fairy tale is "Snow White".	Märchen (das)
mystery [ˈmɪstri]	I read a lot of mystery novels.	Krimi (der)
drama [ˈdraːmə]	Shakespeare wrote a lot of dramas .	Drama (das)
autobiography [ɔːtəbaɪˈɒɡrəfi]	She has written her autobiography .	Autobiografie (die)

hunting [ˈhʌntɪŋ]	They are trying to find animals for hunting .	Jagen (das), Jagd (die)
leader [ˈliːdə]	Ngatoro is the leader of the Maori.	Anführer (der), Anführerin (die)
5 legend [ˈledʒənd]	Many of the legends are well-known stories.	Legende (die)
indigenous [ɪnˈdɪdʒɪnəs]	New Zealand's indigenous people came from the islands of Polynesia.	indigen, einheimisch
belief [biˈliːf]	Learning to live in New Zealand formed their beliefs .	Glaube (der)
clearly [ˈkliəli]	The Maori culture has clearly developed differently.	eindeutig, offensichtlich
race [reɪs]	The race of the Maori is different from other Polynesian cultures.	Volk (das), (Volks)gruppe (die), Ethnie (die)
to be distinct from sth. [diˈstɪŋkt]	“Te Māori” became a race clearly distinct from other Polynesian cultures.	sich von etw. unterscheiden
oral history [ɔːrəl ˈhɪstri]	The tradition of oral history continues till today.	mündlich überlieferte Geschichte (die)
to name sth./sb. [neɪm]	Maori oral history names a few people in their stories.	etw./jmdn. nennen
companion [kəmˈpænjən]	His companion was called “Ngahue”.	Gefährte (der), Gefährtin (die)
to captain sth. [ˈkæptən]	Together, they captained a few canoes.	etw. anführen, etw. befehlen
storytelling [ˈstɔːrɪtelɪŋ]	They were passed on by storytelling and song.	Geschichtenerzählen (das)
tradition [trəˈdɪʃn]	The tradition of oral history continues till today.	Tradition (die)
myth [mɪθ]	Oral history includes ancient myths and legends.	Mythos (der)
prose narrative [ˈprəʊz nɛərətɪv]	Their oral history consists mostly of prose narrative .	Prosaerzählung (die)
non-verse literature [nɒnvɜːs ˈlɪtərətʃə]	Non-verse literature is commonly called „prose“.	verslose Literatur (die)
to form sth. [fɔːm]	Prose forms a great part of Maori legends.	hier: etw. ausmachen
said to be sth. [sed]	A few of these stories are said to be sacred.	als etw. gelten
sacred [ˈseɪkrɪd]	These stories are sacred to them.	heilig
moral lesson [ˈmɔːl lesn]	A few stories even have a moral lesson .	Moral (die)
to keep a promise [ˈprɒmɪs]	It's important to keep one's promises .	ein Versprechen halten
to catch one's flight [flaɪt]	We need a little luck to catch our flight .	seinen Flug erwischen
relative [ˈrelətɪv]	My mum has got relatives in New Zealand.	Verwandte (die), Verwandter (der)
6 pure [pjʊə]	Bungee jumping is pure excitement to me.	rein, pur
excitement [ɪkˈsaɪtmənt]	She loves the excitement of skydiving.	Aufregung (die)
skydiving [ˈskaɪdaɪvɪŋ]	I would never go skydiving .	Fallschirmspringen (das)
kayaking [ˈkaɪækɪŋ]	We're going kayaking next weekend.	Kajakfahren (das)
whale watching [ˈweɪl wɒtʃɪŋ]	They went whale watching , but didn't see a single whale.	Walbeobachtung (die)
absolute [ˈæbsəluːt]	This is an absolute nightmare!	absolut, total
nightmare [ˈnaɪtməə]	Skydiving is my personal nightmare .	Albtraum (der)
to be lucky [lʌki]	You have to be lucky for whale watching.	Glück haben
7 gerund [ˈdʒerənd]	Complete the text with the gerund .	Gerundium (das)
fascinating [ˈfæsɪneɪtɪŋ]	Learning about other cultures is fascinating .	faszinierend
real-life [riəl ˈlaɪf]	Documentaries can never replace a real-life experience.	real, echt
school system [ˈskuːl sɪstəm]	You will get to know a new school system .	Schulsystem (das)
8 crown [kraʊn]	They founded settlements for the British crown .	Krone (die), hier: Königshaus (das)
treaty [triːti]	The British signed a treaty with the Maori.	Vertrag (der), Abkommen (das)

control [kən'trəʊl]	A war against the British for control of the North Island began.	Kontrolle (die), Herrschaft (die)
to protest against sth. [prə'test]	The Maori protested against the treaty.	gegen etw. protestieren
to come to an end [kʌm tʊ ən 'end]	In the 1870s, the war came to an end .	ein Ende nehmen, aufhören

Unit 11 Coming back

1 to be likely to ['laɪkli]	Are you more likely to book a hotel or a bed and breakfast?	wahrscheinlich
purpose ['pɜ:pəs]	What is the purpose of your holiday?	Grund (der), Zweck (der)
to get away from it all [get ə'wei frəm ɪt ɔ:l]	He just wants to get away from it all .	dem Alltag entfliehen
thrill [θrɪl]	I want to experience the thrills of my life.	Nervenkitzel (der)
perfect ['pɜ:fɪkt]	Where would you spend your perfect holiday?	perfekt
accommodation [əkəmə'deɪʃn]	What would your ideal accommodation be?	Unterkunft (die)
stylish ['staɪlɪʃ]	I would stay in a stylish city hotel.	modisch, elegant
luxurious [lʌdʒʊəriəs]	We would prefer a luxurious villa.	luxuriös
villa ['vɪlə]	A luxurious villa would be my favourite.	Villa (die)
lodge [lɒdʒ]	Let's stay in a lodge in the mountains.	hier: (Berg)hütte (die)
footwear ['fʊtweə]	What footwear describes you best?	Schuhwerk (das), Schuhe (die)
walking shoes ['wɔ:kɪŋ ʃu:z]	Please bring comfortable walking shoes .	hier: leichte Wanderschuhe (die)
barefoot ['beəfʊt]	Do not walk barefoot on this floor.	barfuß
hiking boots ['haɪkɪŋ bu:tɪz]	You will need hiking boots for this trip.	Bergschuhe (die)
to fall asleep [fɔ:l ə'sli:p]	She enjoys falling asleep in a fancy hotel room.	einschlafen
footsteps ['fʊtstɛps]	In Salzburg, follow the footsteps of Mozart.	Fußstapfen (die), Spur (die)
composer [kəm'pəʊzə]	He was one of the world's greatest composers .	Komponist (der), Komponistin (die)
watersport [wɔ:tə]	Try watersports like waterskiing or windsurfing.	Wassersport (der)
plenty ['plenti]	There are plenty of adventures in Austria.	viel, genug, mehr als genug
to hike [haɪk]	Why not hike through the woods?	wandern
roe deer (pl. deer) ['rəʊ ,diə]	Hike through the woods and see roe deer .	Reh (das), Rehe (die)
2 spa [spa:]	Let's go relax in a spa this weekend.	Heilbad (das), Therme (die)
piste [pi:st]	There's a lot of snow on Austria's pistes .	Skipiste (die)
world-class [wɜ:ld'kla:s]	We have world-class ski schools.	von Weltklasse
level ['levl]	There are classes for all levels .	hier: Niveau (das), Stufe (die)
move [mu:v]	The instructors will teach you new moves .	Bewegung (die)
technique [tek'ni:k]	You will learn the best techniques .	Technik (die), Methode (die)
to party ['pa:ti]	In the evening, people like to party .	feiern
après-ski event [æpre'ski: ɪvent]	People like to relax in one of many après-ski events .	Après-Ski-Veranstaltung
family-run [fæmli 'rʌn]	All the local guest houses are family-run .	in Familienbesitz, familiengeführt
guesthouse ['gesthaʊz]	Guesthouses are extremely popular to stay at.	Gasthof (der), Pension (die)
self-guided tour [self'gaɪdɪd 'tʊə]	You can go on self-guided tours .	individuelle Tour (die)
long-distance trail [lɒŋ'dɪstns 'treɪl]	Experience the beauty of the Alps on a long-distance trail!	Fernwanderweg (der)

hike [haɪk]	We could go out on a family day hike .	Wanderung (die)
historic [hɪ'stɔːrɪk]	Vienna is famous for its historic buildings.	historisch
coffee house ['kɒfi ˌhaʊs]	You should go to a Viennese coffee house .	Kaffeehaus (das)
Viennese [vɪə'niːz]	Come and enjoy Viennese culture.	Wiener-, wienerisch
charm [tʃɑːm]	The people here have a very special charm .	Charme (der)
to attend sth. [ə'tend]	Tourists also enjoy attending operas.	etw. besuchen, an etw. teilnehmen
UNESCO (United Nations Educational Scientific and Cultural Organization) [juː'neskəʊ]	Salzburg is a UNESCO World Heritage Site.	<i>Organisation der Vereinten Nationen für Bildung, Wissenschaft und Kultur</i>
World Heritage Site [wɜːld 'herɪtɪdʒ saɪt]	World Heritage Sites are protected by UNESCO.	Weltkulturerbe (das), Weltkulturdenkmal (das)
massage ['mæsɑːʒ]	You can get a massage or relax in the water.	Massage (die)
thermal water ['θɜːml wɔːtə]	This spa offers thermal water and massages.	Thermalwasser (das)
delicious [dɪ'lɪʃəs]	Our restaurant offers delicious , healthy food.	köstlich, lecker
mineral-rich ['mɪnrl rɪtʃ]	The mineral-rich waters will help you relax.	reich an Mineralien
to ease a pain [iːz]	The waters help to ease your pains .	Schmerzen lindern
back pain ['bæk peɪn]	They will also help with back pain .	Rückenschmerzen (die)
rheumatism ['ruːmətɪzəm]	Spas can have a positive effect on rheumatism .	Rheuma (das)
arthritis [ɑː'θraɪtɪs]	Thermal water may help you with arthritis .	Arthritis (die), Gelenkentzündung (die)
sauna [səʊ'nə]	You have a choice of various saunas .	Sauna (die)
steam room ['stiːm ruːm]	Many spas also have steam rooms .	Dampfbad (das)
3 theme park ['θiːm pɑːk]	He would love to go to a theme park .	Themenpark (der)
working schedule [ˌwɜːkjɪŋ ʃedjuːl]	Maya has good working schedules .	Arbeitszeiten
to greet sb. [griːt]	Hikers always greet each other.	jmdn. (be)grüßen
5 booking website ['bʊkɪŋ websaɪt]	They are studying a booking website to see where they could stay.	Buchungsseite (die)
ski slope ['skiː sləʊp]	Hotel Montana is located next to the ski slope .	Skipiste (die)
ski lift ['skiː lɪft]	We are only a few metres from the ski lift .	Skilift (der)
surrounding [sə'raʊndɪŋ]	Our rooms offer direct views of the surrounding mountains.	umliegend
safe [seɪf]	All rooms have safes .	Safe (der), Tresor (der)
hairdryer ['heədraɪə]	There are hairdryers in every bathroom.	Haartrockner (der), Föhn (der)
balcony [bæl'kɒni]	Most rooms have balconies .	Balkon (der)
drive [draɪv]	St. Magdalena is a 10-minute drive away.	Fahrt (die)
right at the doorstep [ˈraɪt ət ðə ˈdɔːstɛp]	Trails into the Almenbühel hiking area start right at the doorstep .	direkt vor der Haustür
central location [ˌsentrl ləʊkeɪʃn]	Hotel Alpina is in a central location of St. Magdalena.	zentrale Lage (die)
wellness ['welnəs]	There is a wellness area and a swimming pool.	Wellness (die)
seminar room [ˌsemɪnɑː ruːm]	Our hotel also has modern seminar rooms .	Seminarraum (der)
to serve sth. [sɜːv]	The restaurant serves Austrian dishes.	etw. servieren
cuisine [kwiː'ziːn]	We offer traditional Austrian cuisine .	Küche (die)
seasonal dish [ˌsiːznl dɪʃ]	Our seasonal dishes are made with products from surrounding farms.	saisonales Gericht (das)
starting point [ˌstɑːtɪŋ pɔɪnt]	Hotel Alpina is the ideal starting point for hikes.	Ausgangspunkt (der)
leisure options ['leɪʒə ɒpʃnz]	There are many leisure options nearby.	Freizeitmöglichkeiten (die)

	nearby [niə'baɪ]	Can you recommend a good restaurant nearby ?	in der Nähe, nahegelegen
	farmhouse ['fɑ:mhaʊs]	The Windhagenbauer is a traditional farmhouse .	Bauernhaus (das)
	outdoor pool [aʊt'dɔ: 'pu:l]	We also have an outdoor pool .	Außenbecken (das), Freibad (das)
	outskirts [aʊtskɜ:ts]	The hotel is situated on the outskirts of London.	Stadttrand (der), Außenbezirke (die)
	overlooking sth. [əʊvə'lʊkɪŋ]	Each room has a balcony overlooking the mountains.	etw. überblicken
	Alpine-style ['ælpainstail]	I love their Alpine-style apartments.	alpiner Stil (der)
	to come with sth. ['kʌm wɪð]	Our apartments come with a kitchenette.	mit etw. ausgestattet sein
	kitchenette [kɪtʃn'et]	Each apartment has a kitchenette .	Kochnische (die)
	satellite TV [sætələɪt ti:'vi:]	The large apartments come with satellite TV .	Satellitenfernsehen (das)
	free of charge [fri: əv 'tʃɑ:dʒ]	Bicycles are provided free of charge .	kostenfrei
6	cost [kɒst]	There is no extra cost for breakfast.	Kosten (die), Preis (der)
	access to sth. ['ækses]	You have direct access to a ski slope.	Zugang zu etw.
	for hire ['haɪə]	Bicycles are available for hire .	zu vermieten
7	booking ['bʊkɪŋ]	Ally writes an e-mail to place a booking .	Reservierung (die), Buchung (die)
	promotional code [prə'məʊʃnl kəʊd]	We've got a promotional code from a website.	Aktionscode (der)
	to confirm [kən'fɜ:m]	Please could you confirm the booking?	bestätigen
	further [fɜ:ðə]	Let me know if you need any further information.	weitere
	With kind regards, ... [wɪð kaɪnd ri'gɑ:dʒ]		Mit freundlichen Grüßen, ...
8	guest author [ˈgest ə:θə]	Ally asked her mum to write a post on her blog as a guest author .	Gastautor (der), Gastautorin (die)
	corner shop ['kɔ:nə ʃɒp]	There was a tiny corner shop next to the school.	Greissler (der)
	touristy ['tuəri:sti]	Today it has become a touristy place.	touristisch
	car park ['kɑ: pɑ:k]	They have been turned into car parks .	Parkplatz (der)
	meadow ['medəʊ]	Some of the beautiful meadows are gone now.	Wiese (die)
	meeting place ['mi:tɪŋ pleɪs]	The park used to be our favourite meeting place .	Treffpunkt (der)
	willow tree ['wɪləʊ tri:]	We used to sit under the huge willow tree .	Weidenbaum (der)
	to cut down a tree [kʌt 'daʊn]	They cut down many trees.	einen Baum fällen
	beloved [br'ləvɪd]	Our beloved willow tree has been cut down.	geliebt
	stand [stænd]	The ice cream stand has gone too.	Stand (der)
	to modernise sth. ['mɒdənaɪz]	The school has been completely modernised .	etw. modernisieren
	fine [faɪn]	This is a fine change.	in Ordnung, gut
	to mend sth. [mend]	They have mended the old roof.	etw. reparieren, etw. ausbessern
	to renew sth. [ri'nju:]	The windows have been renewed .	etw. erneuern
	to admit sth. [əd'mɪt]	I must admit that I feel sad about this.	etw. zugeben
	nostalgic [nɒʃ'tældʒɪk]	I feel nostalgic about the corner shop.	nostalgisch
	to pull down a building [ˈbɪldɪŋ]	The whole building has been pulled down .	ein Gebäude abreißen
	otherwise [ˈʌðəwaɪz]	Changes must happen otherwise we'd be left behind.	andernfalls, sonst
10	adventurous [əd'ventʃrəs]	My hiking trip in Austria was quite adventurous !	abenteuerlich
	misty ['mɪsti]	The weather was misty .	leicht nebelig, dunstig
	cloudless ['klaʊdləs]	After a while, the sky turned cloudless .	wolkenlos
	spectacular [spek'tækjələ]	The sky looked absolutely spectacular .	fantastisch, atemberaubend

Unit 12 The Understudy – a play

stacked with sth. [stækt]	All the shelves were stacked with cheese.	hier: gefüllt mit etw.
homemade [həʊm'meɪd]	The man was slicing homemade cheese.	hausgemacht
to resist [rɪ'zɪst]	I just couldn't resist .	hier: widerstehen
1 understudy ['ʌndə'stʌdi]	The understudy learns the part of another actor.	Zweitbesetzung (die)
tragedy ['trædʒədi]	<i>Romeo and Juliet</i> is a tragedy .	Tragödie (die)
version ['vɜːʃn]	In the original version Juliet is much younger.	Version (die), Fassung (die)
to involve sth. [ɪn'vɒlv]	The most famous scene involves a balcony.	etw. beinhalten
2 stage performance ['steɪdʒ pə'fɔːməns]	In the school's stage performance there are five main characters.	Theatervorstellung (die)
loyal ['lɔɪəl]	Romeo has two loyal friends.	treu, loyal
self-centred [self'sentəd]	He is a very self-centred person.	egozentrisch
bright [braɪt]	She's a bright girl. She'll achieve great things!	hier: intelligent
romantic [rə'mæntɪk]	We can both be very romantic sometimes.	romantisch
stage manager ['steɪdʒ mænɪdʒə]	The stage manager knows where everything is.	Bühnenmeister (der), Bühnenmeisterin (die)
drama teacher ['dra:mə ti:tʃə]	This play was directed by our drama teacher .	Schauspiellehrer (der), Schauspiellehrerin (die)
3 read-through ['riːdθruː]	We should do a read-through of the play first.	Durchlesen (das)
script [skrɪpt]	The actors read their parts from scripts .	Skript (das)
drama group ['dra:mə gruːp]	The drama group meet for a first read through.	Theatergruppe (die)
school auditorium ['skuːl ɔːdɪtɔːriəm]	Everyone meets in the school auditorium .	Schulaula (die)
technical crew ['teknɪkl kruː]	The technical crew are making a balcony.	hier: Bühnenarbeiter/-innen
to hand out sth. [hænd 'aʊt]	Blossom is handing out scripts.	etw. austeilen
part [pɑːt]	Deva is studying her part .	hier: Rolle (die), Part (der)
delighted [dɪ'laɪtɪd]	Deva smiles at him delighted .	hoherfreut, begeistert
lines [laɪnz]	He continues repeating his lines .	hier: Text (der)
to deserve sth./sb. [dɪ'sɜːv]	I think he deserves a better Juliet.	etw. verdienen
She had better ... [ʃɪ həd 'betə]	She had better turn up soon.	Es wäre besser, wenn sie ...
to turn up [tɜːn 'ʌp]	Has she turned up yet?	auftauchen, erscheinen
to gather round [gæðə 'raʊnd]	Gather round , please!	sich versammeln, zusammenkommen
to be based on sth. [beɪst]	Our drama is based on Shakespeare's famous play.	auf etw. basieren
Indeed! [ɪn'diːd]		Ja, wirklich! In der Tat!
madly in love ['mædli ɪn lʌv]	The teenagers are madly in love with each other.	unsterblich verliebt
rom-com [rɒmkɒm]	But it's not a rom-com , it's a tragedy.	Liebeskomödie (die)
happy ending [hæpi 'endɪŋ]	It can't be a happy ending .	Happy End (das)
dreamily ['driːmɪli]	She looks dreamily at Ross.	verträumt
to seem [siːm]	True love always wins, even when it seems impossible.	scheinen
impossible [ɪm'pɒsəbl]	It's impossible to work with her!	unmöglich
head over heels in love [hɪzɪz]	Romeo is head over heels in love with Juliet.	bis über beide Ohren verliebt
to rehearse [rə'hɜːs]	We can't rehearse without a Juliet!	proben

female [ˈfi:meɪl]	There are two female roles left.	weiblich
lead [li:d]	We need a female lead .	Hauptrolle (die)
breathless [ˈbreθles]	Jade runs in breathless .	außer Atem, atemlos
colourful [ˈkʌləfl]	I don't want to hear your colourful excuses.	hier: lebhaft
4 sentence stress [ˈsentəns stres]	Sentence stress is the accent we put on certain words.	Satzakzent (der)
to reread sth. [rɪˈri:d]	Read the sentences silently and then reread them aloud.	etw. noch einmal lesen
to read aloud [ri:d əˈlaʊd]	Read Ross' sentences from scene 1 aloud .	laut lesen
accent [ˈæksnt]	Sentence stress is the accent on certain words.	hier: Betonung (die)
to carry the meaning [kæri ðə ˈmi:nɪŋ]	These words then carry the meaning of the sentence.	die Bedeutung tragen
bunch of (flowers) [bʌnθf əv]	I asked you to buy me a bunch of red roses.	(Blumen)strauß (der)
5 ceiling [ˈsi:lɪŋ]	Deva is lying on the bed and looking at the ceiling .	(Zimmer)decke (die)
fair [feə]	Two of the fairest stars in all heaven.	hier: schön
to fall for sb. [fɔ:l fə]	Juliet falls for Romeo.	sich in jmdn. verlieben
rehearsal [rɪˈhɜ:səl]	Today is the first rehearsal of our play.	Probe (die)
prompt [prɒmpt]	Every good play has a prompt .	Souffleur (der), Souffleuse (die)
to feed sb. lines [fi:d laɪnz]	You have to feed her pretty much every line!	jmdm. (den Text) soufflieren
to kidnap sb. [ˈkɪdnæp]	Someone tried to kidnap me on the way home.	jmdn. entführen
to come down with sth. [kam ˈdaʊn wɪð]	She came down with a nut allergy.	hier: an etwas erkranken
nut allergy [ˈnʌt ælədʒi]	I can't eat that. I have a nut allergy .	Nussallergie (die)
To be fair ... [tə bi: ˈfeə]	To be fair , I think Jade is actually allergic to nuts.	Zugegeben, ...
Humph! (coll.) [hʌmf]		Hm!
opening scene [ˈəʊpənɪŋ si:n]	In the opening scene , Romeo talks about Rosalind.	Anfangsszene (die)
to be history [ˈhɪstri]	His girlfriend is history now.	erledigt sein, vorbei sein
ex [eks]	So his girlfriend is suddenly his ex ?	Ex (der/die)
flaky (coll.) [ˈfleɪki]	The guy's totally flaky!	seltsam, unzuverlässig
Huh? (coll.) [hə]		Hä?
6 public performance [pʌblɪk pəˈfɔ:məns]	After enough rehearsals, we will have a public performance .	öffentliche Aufführung (die)
<i>Wherefore art thou Romeo?</i> [weəfə: ɑ:t ðəʊ ˈrəʊmɪəʊ]		Warum bist du Romeo?
What on earth ...? [wɒn ɜ:θ]	What on earth does <i>wherefore</i> mean?	Was in aller Welt ...?
Elizabethan [ɪlɪzəˈbi:θn]	In Elizabethan English <i>wherefore</i> means <i>why</i> .	elisabethanisch, <i>aus der Zeit von Queen Elizabeth I</i>
to wonder out loud [ˈwʌndə əʊt ˈlaʊd]	She's wondering out loud why she had to fall in love with him.	laut nachdenken
enemy [ˈenəmi]	She fell in love with a boy from an enemy family.	feindlich
till [tɪl]	Did my heart love till now?	bis
to be sb.'s turn [tɜ:n]	Is it my turn ?	an der Reihe sein
to throw up your hands [θrəʊ ʌp jə ˈhændz]	Ross throws his hands up , frustrated.	die Hände über dem Kopf zusammenschlagen
frustrated [frʌsˈtreɪtɪd]	Ross is frustrated about the rehearsal.	frustriert
Arggh! [ɑ:g]		Aah! Verflixt!
privately [praɪvətli]	Ross spoke privately to Mr. G.	hier: heimlich, unter vier Augen

spotlight [ˈspɒtlaɪt]	Are we using a spotlight for the balcony scene?	Scheinwerfer (der)
energy boost [ˈenədʒi bu:st]	Looks like you need an energy boost .	Energieschub (der)
nut 'n granola bar [nʌtɪŋgrə'nəʊlə bɑ:]	Have a nut 'n granola bar .	Müsliriegel (der)
talent scout [ˈtælənt skaʊt]	There could be talent scouts in the audience.	Talentscout (der)
opening night [ˈəʊpənɪŋ naɪt]	I will give my best performance on opening night .	Premierenabend (der)
career [kə'riə]	He's worried about his acting career .	Karriere (die)
to be about to do sth. [əbaʊt tə 'du:]	The lovers are about to have their first kiss.	im Begriff sein, etw. zu tun
to get sth. right [get 'raɪt]	Let's get the balcony scene right this time!	etw. richtig machen
to take one's place [teɪk wʌnz 'pleɪs]	All of them take their places .	seinen Platz einnehmen
to whisper ['wɪspə]	Deva whispers to Blossom, covering her eyes.	flüstern
to deliver one's lines [dɪ'lɪvə]	You can't deliver Shakespeare's fine lines with your mouth full.	seinen Text sagen
to swallow sth. ['swɒləʊ]	He swallows the last bit of the bar.	etw. (hinunter)schlucken
to part (with sb.) [pa:t]	I never want to part with you!	sich (von jmdm.) trennen
sorrow ['sɒrəʊ]	Parting is such sweet sorrow .	Kummer (der), Leid (das)
<i>morrow</i> ['mɒrəʊ]	I shall say good night till it be morrow !	Morgen (der), morgen
7 to react [rɪ'ækt]	How is Deva going to react ?	reagieren
to ruin sth. ['ru:ɪn]	You've totally ruined the scene!	etw. zerstören
to hold up – held up sth. [həʊld][held]	Deva holds up a book.	etw. hochhalten
first date [fɜ:st 'deɪt]	People definitely didn't kiss on a first date !	erstes Treffen (das), erstes Date (das)
background research ['bækgraʊnd rɪsɜ:tʃ]	I've done some background research .	Hintergrundrecherche (die)
furious ['fjʊəriəs]	Jade is furious because the scene is ruined.	sehr wütend
to blow sb. a kiss [bləʊ]	Ross blows Juliet a kiss .	jmdm. ein Küsschen zuwerfen
to march up to sb. [mɑ:tʃ]	Jade marches up to Deva, furious.	auf jmdn. zumarschieren
Back off! [bæk 'ɒf]		Lass mich in Ruhe!
four-eyes (coll.) [fɔ:raɪz]	Back off, four-eyes !	Brillenschlange (die)
9 dress rehearsal [dres rɪ'hɜ:sl]	The dress rehearsal is the last rehearsal of a play.	Generalprobe (die)
costume designer ['kɒstjʊ:m dɪ'zainə]	The costume designers did great work.	Kostümbildner (der), Kostümbildnerin (die)
to dress sb. [dres]	They are dressing the actors.	jmdn. anziehen
to make up sb. [meɪk 'ʌp]	The make-up artists are making up the actors.	jmdn. schminken
to look the part [lʊk ðə 'pa:t]	Wow, you all really look the part in costume and make-up!	optisch zur Rolle passen
I hope so! [aɪ 'həʊp səʊ]		Das hoffe ich!
silence [saɪləns]	Silence on the set!	Ruhe (die)
to get in position [pə'zɪʃn]	The actors get in position .	seinen Platz einnehmen
to go down (lights) [gəʊ 'daʊn]	The lights go down .	hier: ausgehen (Licht)
soft [sɒft]	But soft !	hier: leise
<i>yonder</i> ['jɒndə]	What light through yonder window breaks?	jener/jene/jenes ... dort drüben
melodramatic [mələʊdrə'mæɪtɪk]	Jade says her lines in a very melodramatic way.	melodramatisch
er (coll.) [ə] / um (coll.) [əm]		äh, ähm

hopeless ['həʊpləs]	This is hopeless !	hoffnungslos
to quit [kwɪt]	That's it, I quit !	aufgeben, aufhören
to storm off stage [stɔ:m]	Jade storms off stage .	von der Bühne stürmen
to waste time [weɪst 'taɪm]	Let's not waste time .	Zeit verschwenden
Lights up! [laɪts 'ʌp]		Lichter an!
lute [lu:t]	Elizabethan lute music starts.	Laute (die)
to go through one's steps [steps]	The dancers go through their steps for a few minutes.	Die (Tanz)schritte durchgehen
to return [rɪ'tɜ:n]	Blossom returns to the stage.	zurückkehren
veil [veɪl]	Deva has a veil over her face.	Schleier (der)
not a thing [nɒt ə 'θɪŋ]	I can't see a thing !	gar nichts
final ['faɪnəl]	Let's do a final read-through of the balcony scene.	letzte/letzter/letztes
to lift sth. [lɪft]	She lifts her veil.	etw. heben
transformed [træns'fɔ:md]	Without glasses she looks transformed as Juliet.	verwandelt
to deny sth. [dɪ'naɪ]	Deny thy father!	etw. verleugnen
to refuse sth. [rɪ'fju:z]	Refuse thy family name!	etw. verweigern
ugh (coll.) [ʊ:] [ʊx]		wäh, igitt
to act (on stage) [ækt]	Wow, she can act !	schauspielen
to spot sth./sb. [spɒt]	I'm sure to be spotted by the scout!	etw./jmdn. entdecken
to gaze at sb. [geɪz]	Ross gazes at Deva.	jmdn. anstarren
to creep – crept [kri:p] [krept]	Blossom has crept back to the stage.	hier: schleichen
wings [wɪŋz]	She watches them secretly from the wings .	Kulissen (die)
to jump for joy [dʒʌmp fə 'dʒɔɪ]	Blossom jumps for joy .	vor Freude springen
to punch the air [pʌnθf ðɪ eə]	She silently punches the air .	die Faust in die Luft stoßen

Unit 13 Incredible inventions

incredible [ɪn'kredəbl]	These inventions are all incredible!	unglaublich
1 to take part in sth. [teɪk 'pɑ:t]	You are taking part in a contest.	an etw. teilnehmen
firefighter ['faɪəfaɪtə]	The firefighters worked all night.	Feuerwehrmann (der), -frau (die)
sibling ['sɪblɪŋ]	I have three siblings : a brother and two sisters.	Geschwister (das)
triangle ['traɪæŋɡl]	The invention has the shape of a triangle .	Dreieck (das)
function ['fʌŋkʃn]	What is your invention's function ?	Funktion (die)
slogan ['sləʊɡən]	Think of a slogan for your product!	Slogan (der)
2 to eat one's hat [i:t wʌnz 'hæt]	If the internet isn't the most recent invention, I'll eat my hat .	einen Besen fressen
thermometer [θə'mɒmɪtə]	The thermometer says it's 30°C outside.	Thermometer (das)
microscope ['maɪkrəskəʊp]	It's amazing what you can see through a microscope .	Mikroskop (das)
printing press ['prɪntɪŋ pres]	The printing press was invented around 1450.	Druckerpresse (die)
to take sb.'s temperature [ˈtempərəʃə]	We'll take your temperature first.	jmds. Temperatur messen
blind [blaɪnd]	This is a useful tool for blind people.	blind
idiom ['ɪdɪəm]	Do you know what these idioms mean?	Redewendung (die)
3 conditional [kən'dɪʃnəl]	The third conditional expresses unreal past.	Bedingungssatz (der)

flea [fli:]	If you lie down with dogs, you'll get up with fleas .	Floh (der); <i>Wer mit Hunden zu Bett geht, steht mit Flöhen auf.</i>
to go on like this [gəʊ 'biː laɪk ðɪs]	If we go on like this , we'll win!	so weitermachen
step by step [step baɪ 'step]	We should do this step by step .	stufenweise, Schritt für Schritt
to know a thing or two about sth. [knəʊ ə θɪŋ ə tu:]	Ada knows a thing or two about programming language.	sich mit etw. auskennen
know-it-all ['nəʊɪtɔ:l]	Isn't she a bit of a know-it-all ?	Besserwisser/-in (der/die)
to serve sb. right [sɜ:v]	If we don't win this game, it will serve us right .	jmdm. recht geschehen
programming ['prəʊgræmɪŋ]	Ada's an expert on programming .	Programmieren (das)
programming language ['prəʊgræmɪŋ læŋgwɪdʒ]	I know two programming languages .	Programmiersprache (die)
to season sth. [si:zn]	Would you like me to season it with pepper?	etw. würzen
4 tech savvy ['tek sævi]	Ada is really tech savvy !	technikerfahren
tech slave ['tek sleɪv]	I'm such a tech slave , I can't leave the room without my phone.	Techniksklave (der), Techniksklavin (die)
ace [eis]	Lovelace was a programming ace .	Ass (das)
computer programmer [kəm'pjʊ:tə prəʊgræmə]	She is known as the first computer programmer .	Computerprogrammierer (der), Computerprogrammiererin (die)
mentor ['mentə]	Charles Babbage became her mentor .	Mentor (der), Mentorin (die)
in a nutshell [ɪn ə 'nʌtʃəl]	Here is Ada's life in a nutshell .	kurz gesagt
countess ['kaʊntes]	Her full name was Augusta Ada Byron, Countess of Lovelace.	Gräfin (die)
poet ['pəʊt]	Her father was the famous poet Lord Byron.	Poet (der)
to control yourself [kən'trəʊl]	Her mother thought it would help her to control herself.	sich beherrschen
mathematician [mæθmə'tɪʃn]	She met Charles Babbage, a mathematician and inventor.	Mathematiker (der), Mathematikerin (die)
complex calculations [kəmpleks kælkjəleɪʃnz]	The machine would be used for complex calculations .	komplexe Berechnungen
to translate [trænz'leɪt]	Ada translated an article about the machine.	übersetzen
to have sth. in mind [ɪn 'maɪnd]	This is the machine Babbage had in mind .	etw. im Sinn haben
marriage ['mæɪdʒ]	Their marriage was happy.	Ehe (die)
painkiller ['peɪnkɪləz]	She had to take painkillers .	Schmerzmittel (das)
gambling ['gæmblɪŋ]	Ada tried to use her skills in mathematics for gambling .	Glücksspiel (das)
to work out [wɜ:k 'aʊt]	Her plan didn't work out .	hier: klappen
pill [pɪl]	Ada took pills because of her health problems.	Tablette (die), Pille (die)
5 dystopia [dɪ'stəʊpiə]	All my favourite books are dystopias .	Dystopie (die)
imaginary [ɪ'mædʒɪnəri]	Fantasies are usually set in an imaginary place.	erfunden, imaginär
unpleasant [ʌn'pleznt]	In a dystopia everything is unpleasant .	unerfreulich, unangenehm
dystopian [dɪ'stəʊpiən]	The dystopian TV series <i>Black Mirror</i> is about technology and its dangers.	dystopisch
merit ['merɪt]	If they cycle long enough, they get " merits ".	hier: Verdienst (der)
DNA [di:en'eɪ]	They scan their DNA with a digital scanner.	DNA (die), DNS (die)
scanner ['skænə]	People use a digital DNA scanner to create avatars.	Scanner (der)
lifelike ['laɪflaɪk]	These then create lifelike avatars of real people.	lebensecht, naturgetreu

	avatar [ˈævətɑː]	These avatars are used in a game called “Infinity”.	Avatar (der)
	virtual reality game [vɜːtʃʊəl rɪˈæləti geɪm]	“Infinity” is a virtual reality game .	Virtual-Reality-Spiel (das)
	society [səˈsaɪəti]	Dystopian societies are usually different from ours.	Gesellschaft (die)
	to cycle [saɪkl]	People have to cycle all day to produce electricity.	Rad fahren
	stationary bike [steɪʃnəri baɪk]	People have to cycle on stationary bikes .	Standrad (das)
	eye movements [ˈaɪ muːvmənts]	The adverts react to people’s eye movements .	Augenbewegungen (die)
	to implant sth. [ɪmˈplɑːnt]	It’s a tool that can be implanted into one’s head.	etw. implantieren
	to control sb./sth. [kənˈtrəʊl]	Parents can control their child by using a tablet.	jmdn. unter Kontrolle haben
	to view sth. through sb.’s eyes [vjuː]	They can view the world through the child’s eyes .	etw. durch jmds. Augen sehen
	memory [ˈmeməri]	The avatars have the same memories .	hier: Gedächtnis
6	weird [wɪəd]	What are the weirdest inventions of all times?	seltsam, komisch
	bicycle [ˈbaɪsaɪkl]	The bicycle was invented over a century ago.	Fahrrad (das)
	landmine [ˈlændmaɪn]	Landmines belong to the worst inventions of all times.	Landmine (die)
	nuclear bomb [ˈnjuːklɪə bɒm]	The nuclear bomb should never have been invented.	Atombombe (die)
	in a green way [grɪn ˈweɪ]	Try to travel to school in a green way .	auf umweltfreundliche Weise
	attack [əˈtæk]	Without the nuclear bomb, the horrible attacks in Japan would not have happened.	Angriff (der)
	a waste of sth. [weɪst]	I think this invention was just a waste of energy.	Verschwendung von etw.
7	useless [juːsləs]	This invention is completely useless .	nutzlos, sinnlos, zwecklos
	duster [ˈdʌstə]	You’ll love these special duster socks for your cat!	Staubtuch (das), Staubwedel (der)
	item [ˈaɪtəm]	Choose two of these items and combine them.	Gegenstand (der)
	to combine [kəmˈbaɪn]	Combine the words to make up new words.	kombinieren
	toothbrush [ˈtuːθbrʌʃ]	Change your toothbrush every 3 months.	Zahnbürste (die)
	dog bowl [ˈdɒg bɔʊl]	He refills the dog bowl three times a day.	Hundenapf (der)
	running shoes [ˈrʌnɪŋ ʃuːz]	Never use new running shoes for a race.	Laufschuhe (die)
	in your own time [ɪn jɔː ˈɒn taɪm]	Wake up in your own time .	in Ruhe, im eigenen Tempo
	solar-powered [səʊləˈpaʊəd]	Would you buy a solar-powered flashlight?	solarbetrieben
	flashlight (AE) [ˈflæʃlaɪt]	Every family should have at least one flashlight .	Taschenlampe (die)
	waterproof [ˈwɔːtəpruːf]	Make sure to wear waterproof boots on your trip.	wasserdicht
	teabag [ˈtiːbæg]	Waterproof teabags would be completely useless.	Teebeutel (der)
8	excellence [ˈeksələns]	Our school is well-known for its excellence .	Vorzüglichkeit (die), Güte (die)
	radio communication [ˈreɪdɪəʊ kəmjuːnɪkəʃn]	She developed a system for radio communication .	Funkverbindung (die)
	system [ˈsɪstəm]	The idea is used in the GSM cell phone system .	System (das)
	coal dust [ˈkəʊl dʌst]	He only had salt and coal dust to clean his teeth.	Kohlenstaub (der)
	straw [strɔː]	Joseph Friedman invented a new type of straw .	Strohhalme (der)
	to bend – bent – bent sth. [bend] [bent]	He designed a straw that could be bent .	etw. verbiegen
	judge [dʒʌdʒ]	She showed her original plans to the judges .	Richter (der), Richterin (die)
	case [keɪs]	Margaret Knight won her case .	Rechtsfall (der)

Unit 14 **Work hard; play hard**

1	high school reunion [haɪ sku:l rɪ'ju:njən]	They met again at a 10-year high school reunion .	Klassentreffen (das)
	professional [prə'feɪnəl]	My dream is to become a professional basketball player.	Profi-, Berufs-
	sports agent ['spɔ:ts eɪdʒnt]	I could also become a sports agent .	Spieleragent (der), Spieleragentin (die)
	player ['pleɪə]	A sports agent helps teams find new players .	Spieler (der), Spielerin (die)
	quality ['kwɒləti]	I'm sure I have all the qualities that I need.	Eigenschaft (die)
	ambitious [æm'bɪʃəs]	Geoffrey is a very ambitious boy.	ehrgeizig
	disciplined ['dɪsəplɪnd]	I wish I was more disciplined .	diszipliniert, ordentlich
	service industry ['sɜ:vɪs ɪndəstri]	Gillian wants to work in the service industry .	Dienstleistungsbranche (die)
	cooperative [kəʊ'ɒprətɪv]	I think I'm cooperative and friendly.	kooperativ, hilfsbereit
	patient ['peɪjnt]	My mum always says I'm patient .	geduldig
	receptionist [rɪ'sepʃnɪst]	Maybe I'll become a receptionist .	Rezeptionist (der), Rezeptionistin (die)
	call centre agent ['kɔ:l sentər eɪdʒnt]	I work as a call centre agent .	Telefonberater (der), Telefonberaterin (die)
	interior designer [ɪntɪəriə drɪ'zænə]	You could become an interior designer .	Innenarchitekt (der), Innenarchitektin (die)
	to specialise in sth. ['speʃlaɪz]	I have specialised in designing hotel rooms.	sich auf etw. spezialisieren
	luxury suite ['lʌkʃrɪ swi:t]	She designed the luxury suites of a big hotel.	Luxussuite (die)
	meteorology [mi:tɪr'ɒlədʒi]	I decided to study meteorology .	Meteorologie (die)
	medicine ['medɪsn]	I am interested in medicine .	Medizin (die), Arztberuf (der)
	to train as sth. ['treɪn əz]	So I trained as a nurse.	eine Ausbildung in etw. machen
	nurse [nɜ:s]	My brother is a nurse at the hospital.	Krankenpfleger (der), Krankenschwester (die)
	retirement home [rɪ'taɪəmənt həʊm]	She works in a retirement home .	Pensionistenheim (das), Altersheim (das)
	elderly people ['eldli pi:pəl]	He takes care of elderly people .	ältere Menschen (die)
3	researcher [rɪ'sɜ:tʃə]	I'm a researcher at the University of Vienna.	Forscher (der), Forscherin (die)
	study ['stʌdi]	Researchers did a study on job preferences.	Studie (die), Untersuchung (die)
	automatically [ɔ:tə'mætɪkli]	Machines can do easy tasks automatically .	automatisch
	to assist sb. [ə'sɪst]	They assist doctors with difficult tasks.	jmdm. helfen, jmdm. assistieren
	over and over again [əʊvər ənd 'əʊvər əɡeɪn]	They have to do the same thing over and over again .	immer und immer wieder
	flexible ['fleksɪbl]	To keep our jobs, we will have to be flexible .	flexibel
4	TV journalist [ti:'vi: dʒɜ:nəlist]	My best friend works as a TV journalist .	TV-Journalist (der), TV-Journalistin (die)
	veterinarian (vet) [vetrɪ'neəriən]	I brought my cat to the veterinarian .	Tierarzt (der), Tierärztin (die)
	chef [ʃef]	She works as a chef in a big restaurant.	Chefkoch (der), Chefköchin (die)
	In my view, ... [ɪn 'maɪ vju:]	In my view , machines can't work as chefs.	Meiner Ansicht nach, ...
	individual [ɪndɪ'vɪdʒʊəl]	Machines can't help people with their individual problems.	individuell, einzeln
5	job profile [dʒɒb prəʊfaɪl]	Write a job profile for a social worker.	Tätigkeitsprofil (das)
	social worker ['səʊʃl wɜ:kə]	A social worker helps people with challenges in their lives.	Sozialarbeiter (der), Sozialarbeiterin (die)

client [klaɪənt]	I try to make helpful suggestions to my clients .	Kunde (der), Kundin (die)
to improve sth. [ɪmˈpruːv]	We try to improve our clients' situations.	etw. verbessern
to face sth. [feɪs]	You never know which challenges you'll face .	mit etw. konfrontiert sein
to set up a plan [set ˈʌp]	He set up a training plan .	einen Plan aufstellen
marathon [ˈmæərəθn]	She wants to take part in a marathon .	Marathon (der)
relative [ˈrelatɪv]	A relative of hers became seriously ill.	Verwandter (der), Verwandte (die)
broken-down car [brəʊkndaʊn ˈkɑː]	Have you ever fixed a broken-down car ?	liegendegebliebenes Auto (das)
motorway [ˈmɔʊtəweɪ]	The car broke down on the motorway .	Autobahn (die), Schnellstraße (die)
choreographer [kɔrɪˈbɒgrəfə]	As a choreographer , you have to be creative.	Choreograf (der), Choreografin (die)
ballet [ˈbæleɪ]	He's a famous choreographer in a ballet company.	Ballett (das)
dance routine [ˈdɑːns ruːtiːn]	A choreographer creates dance routines .	Tanznummer (die)
company [kʌmpəni]	Everyone in our company works hard to make a great show.	hier: Ensemble (das), Theatergruppe (die)
to put on a show [pʊt ɒn ə ˈʃəʊ]	We put on five shows a year.	eine Show aufführen
impressive [ɪmˈpresɪv]	Our company puts on an impressive Christmas event every year.	beeindruckend
piece of music [piːs]	Listen very carefully to the piece of music .	Musikstück (das)
timing [ˈtaɪmɪŋ]	We worked out the timing of the dance steps.	Timing (das)
dance step [ˈdɑːns step]	Let's rehearse the dance steps again.	Tanzschritt (der)
orchestra [ˈɔːkɪstrə]	We need to find music that the orchestra can play.	Orchester (das)
hairdresser [ˈheədresə]	I've worked as a hairdresser for a long time.	Frisör (der), Frisörin (die)
specialist [ˈspeʃlɪst]	A hairdresser is a specialist for cutting hair.	Spezialist (der), Spezialistin (die)
to colour sth. [ˈkɒlə]	I colour my hair in a different colour every month.	etw. färben
to style hair [stɑɪl ˈheə]	This hairdresser styled my hair for the wedding.	die Haare frisieren, stylen
training course [ˈtreɪnɪŋ kɔːs]	I love to attend training courses regularly.	Schulung (die), Fortbildung (die)
cut [kʌt]	I'm able to offer clients the latest cut .	Schnitt (der)
area of expertise [eəriə əv ɛkspɜːˈtiːz]	My special area of expertise is hair restoration.	Fachgebiet (das)
hair restoration [ˈheə restɪˈeɪʃn]	For hair restoration you use artificial hair.	Haarwiederherstellung (die)
toupee [ˈtuːpeɪ]	I specialise in styling toupees .	Toupet (das)
artificial hair [ɑːtɪfɪl ˈheə]	Styling artificial hair is much more difficult.	Kunthaar (das)
to address sb. [əˈdres]	I need to address customers in a friendly manner.	jmdn. ansprechen
manner [ˈmænə]	I always talk to people in a polite manner .	Art (die), Weise (die)
to be open to sth. [əʊpən tʊ]	You have to be open to learning new techniques.	für etw. offen sein
attention to detail [ətenʃn tə ˈdiːteɪl]	Attention to detail is very important.	Detailgenauigkeit (die)
cleanliness [ˈklenlɪnəs]	Cleanliness is an important part of being a hairdresser.	Sauberkeit (die)
6 cheerful [ˈtʃiəfəl]	She's such a cheerful person!	fröhlich, heiter
responsible [rɪˈspɒnsɪbl]	We are looking for a responsible person to do this job.	verantwortungsvoll, verantwortlich
multiple [ˈmʌltɪpl]	Can you do multiple things at the same time?	mehrere, mehrfach
to work long hours [wɜːk ˈlɒŋ ˈaʊəz]	I am able to work long hours .	Überstunden machen
to think outside the box [θɪŋk aʊtsaɪd ðə ˈbɒks]	You need to think outside the box .	unkonventionell denken

7	to remind sb. (of sth.) [rɪ'maɪnd]	Mum reminded me to look for a job.	jmdn. (an etw.) erinnern
	to apply for sth. [ə'plai]	You'd better apply for a summer job soon.	sich für etw. bewerben
	summer job ['sʌmə dʒɒb]	I've never had a summer job before.	Sommerjob (der)
	job offer [dʒɒb 'ɒfə]	The internet is full of job offers .	Stellenangebot (das)
	all over sth. [ɔ:l 'əʊvə]	This rumour is all over the internet!	überall in etw.
	to be safe from sth. [seɪf]	Jobs taking care of people will be quite safe from automation.	vor etw. sicher sein
	automation [ɔ:tə'meɪʃn]	Many jobs are cut due to automation .	Automatisierung (die)
	right away [raɪt ə'weɪ]	I'll start looking for job offers right away .	sofort, gleich
	to keep sb. updated [ʌp'deɪtɪd]	I'll keep you updated about my summer job.	jmdn. auf dem Laufenden halten
	Bye for now! ['baɪ fə naʊ]		Tschüss erstmal! Bis bald!
	contact details ['kɒntækt di:teɪlz]	I'll send you the contact details as a private message.	Kontaktdaten (die)
	carer [keərə]	I'm sure that machines won't replace carers .	Betreuer (der), Betreuerin (die)
	spontaneous [spɒn'teɪniəs]	Ally made a spontaneous decision.	spontan
	promise ['prɒmɪs]	I can't make any promises .	Versprechen (das)
	thunderstorm ['θʌndəstɔ:m]	The thunderstorm's going to be here any minute.	Gewitter (das)
	sunscreen ['sʌnskri:n]	You'd better put on some sunscreen .	Sonnencreme (die)
	to turn red [tɜ:n 'red]	Your skin's already turned red .	rot werden
	to get sunburned ['sʌnbɜ:nd]	You're going to get sunburned .	einen Sonnenbrand bekommen
8	application form [æplɪ'keɪʃn fɔ:m]	Ally completes an application form .	Bewerbungsformular
9	rather than ... ['rɑ:ðə ðən]	Rather than killing jobs, AI changes jobs.	hier: anstatt, dass ...
	support crew [sə'pɔ:t kru:]	They need a support crew to make sure the robots work well.	hier: Personal zur Unterstützung (das)
	ethical ['eθɪkl]	People will also think about ethical aspects.	ethisch
	3D printing [θri:di: 'prɪntɪŋ]	3D printing is the future.	3D-Druck (der)
	space technology ['speɪs tek'nɒlədʒi]	There will be more jobs in space technology .	Weltraumtechnologie (die)
	ground crew ['graʊnd ,kru:]	Space travel always needs a ground crew .	Bodenpersonal (das)
	space centre ['speɪs sentə]	We will have space centres on distant planets.	Raumfahrtzentrum (das)
	distant ['dɪstnt]	There will be space centres on distant planets.	fern
	space tourism ['speɪs tʊəɪzɪm]	Space tourism rockets will leave the earth.	Weltraumtourismus (der)
	space mission planner ['speɪs mɪʃn plænə]	You could become a space mission planner .	Weltraummissionsplaner (der), Weltraummissionsplanerin (die)
	meteorologist [mi:tɪr'ɒlədʒɪst]	We will need space meteorologists .	Meteorologe (der), Meteorologin (die)
	smart home [smɑ:t 'həʊm]	More and more people have smart homes .	intelligente Haustechnik (die)
	professional [prə'feʃnl]	We are looking for IT professionals .	Fachkraft (die)
	internet of things (IoT) [ɪntənət əv θɪŋz]	Things in our homes can be managed through the " internet of things ".	Internet der Dinge (das)
	security expert [sɪ'kjʊərəti ekspɜ:t]	It's important to have enough IoT security experts .	Sicherheitsexperte (der), Sicherheitsexpertin (die)
	smart clothing [smɑ:t kləʊðɪŋ]	I want to be an IoT smart clothing designer.	intelligente Kleidung (die)
	jobless ['dʒɒbles]	Many people fear that they will be jobless because of a machine.	arbeitslos

Unit 15 Awesome ads

1	grown-up [ˈgrəʊnʌp]	Growing up is for grown-ups .	Erwachsener (der), Erwachsene (die)
	to make one's day [meɪk wʌnz 'deɪ]	This cupcake just made my day !	jmdm. den Tag versüßen
	jungle [dʒʌŋɡl]	There's a jungle right there.	Dschungel (der), Urwald (der)
	tree of knowledge [tri: əv 'nɒlɪdʒ]	Let's plant the tree of knowledge .	Baum der Erkenntnis (der)
	sweetness ['swi:tənəs]	Vanilla adds sweetness to your cake.	Süße (die)
	to rhyme [raɪm]	A slogan is better if it rhymes .	sich reimen
	slang [slæŋ]	The slogan uses slang .	Slang (der)
	to play on one's emotions [ɪ'məʊʃnz]	The ad plays on your emotions .	sich jmds. Gefühle zunutze machen
2	to persuade sb. [pə'sweɪd]	They use different techniques to persuade you.	jmdn. überzeugen, jmdn. überreden
	light [laɪt]	Cake as light as a feather.	hier: leicht
	We've got this! [wɪ:v ɡɒt ðɪs]		Wir schaffen das!
	immediately [ɪ'mi:diətli]	Call us immediately !	gleich, sofort
	exaggeration [ɪgzædʒə'reɪʃn]	Adverts are full of exaggerations .	Übertreibung (die)
	alliteration [əlɪtə'reɪʃn]	Alliteration helps you remember a slogan.	Alliteration (die), Stabreim (der)
	rhyme [raɪm]	Many slogans also use rhyme .	Reim (der)
	sportswear [spɔ:tsweə]	We sell sportswear that won't tear.	Sportkleidung (die)
	humour ['hju:mə]	Advertisements frequently use humour .	Humor (der)
	to take a bite [teɪk ə 'baɪt]	Take a bite quickly, or it might be gone!	abbeißen, reinbeißen
	selection [sɪ'leɪʃn]	Order a box with a selection of cupcakes.	Auswahl (die), Sortiment (das)
	delivery [dɪ'lɪvri]	The company has super-fast delivery .	Lieferung (die)
	service ['sɜ:vɪs]	Make up an ad for the products and services .	hier: Dienstleistung (die)
3	sexist ['seksɪst]	Many popular computer games are sexist .	sexistisch
	you can tell that ... [jʊ kən 'tel]	You can easily tell that this ad was designed to attract girls.	man merkt, dass ...
	figure ['fɪɡə]	You can see the figures' faces quite clearly.	Gestalt (die), Figur (die)
	obviously [ə'bvɪəslɪ]	Obviously , this ad was designed to attract boys.	offensichtlich, deutlich
	scary [skeəri]	It was a very scary experience.	gruselig, unheimlich
	sparkling ['spɑ:klɪŋ]	She was wearing a sparkling dress.	glitzernd, funkelnd
	evil ['i:vəl]	The ad makes the bacteria look evil .	böse
	frankly ['fræŋkli]	Frankly , I believe that this ad is sexist.	ehrlich gesagt
	surely ['ʃʊ:li:]	Surely it's wrong to advertise sweets to children.	sicher, bestimmt
	to appeal to sb. [ə'pi:l]	These radio ads clearly appeal to children.	jmdn. ansprechen, jmdn. reizen
4	appealing [ə'pi:lɪŋ]	Fast food ads always make the food look more appealing than it is.	attraktiv, verlockend
	appalling [ə'pɔ:lɪŋ]	I just saw the most appalling advert!	schockierend, entsetzend
	billboard ['bɪlbɔ:d]	Billboards need to express their messages quickly.	Reklametafel (die), Plakatwand (die)
	product placement [ˈprɒdʌkt pleɪsmnt]	In product placement , the product is not openly advertised.	Produktplatzierung (die)
	to stop to do sth. [stɒp]	The readers probably won't stop to look at it more carefully.	anhalten, um etw. zu tun

	to catch sb.'s attention [ə'tenʃn]	They try to catch the people's attention .	jmds. Aufmerksamkeit erregen
	buyer [baɪə]	Possible buyers will see the ad and remember it.	Käufer (der), Käuferin (die)
	target audience [tɑ:ɡɪt 'ɔ:diəns]	The ad makes the product seem attractive to its target audience .	Zielgruppe (die)
	typically ['tɪpɪkli]	Typically , ads interrupt series or films.	normalerweise
	to interrupt sth. [ɪntə'rʌpt]	Radio and TV ads interrupt regular programmes.	etw. unterbrechen
	hardly ['hɑ:dli]	Some of these are hardly noticed by the viewers.	kaum, fast nicht
	casual ['kæʒʊəl] / casually ['kæʒʊəli]	The product is advertised through a casual comment. / It is casually being used by characters in a film.	beiläufig
	shortly [ʃɔ:tli]	You'll find out more about these shortly .	in Kürze, bald
	immediate [ɪ'mi:diət]	They want an immediate reaction from the viewers.	sofort, unmittelbar
5	in exchange [ɪn ɪks'tʃeɪndʒ]	In exchange , they will post pictures of themselves in the hotel room.	dafür, als Ersatz
	wannabe ['wɒnəbi]	You can tell who's a professional influencer and who's just a wannabe .	Möchtegern (der)
	hotel manager ['həʊtel mænɪdʒə]	For hotel managers it is quite attractive to work with influencers.	Hoteldirektor (der), Hoteldirektorin (die)
	five-star resort [faɪvstɑ: rɪ'sɔ:t]	He is the manager of a five-star resort in the Maldives.	Fünf-Sterne-Hotel (das)
	celebrity endorsement [sə'leɪbrəti ɪndə:smənt]	This is a new form of celebrity endorsement .	Prominentenwerbung (die)
	to target sb. [tɑ:ɡɪt]	They help hotels directly target new audiences.	sich an jmdn. richten, auf jmdn. abzielen
	critical ['krɪtɪkl]	Hotel managers should remain critical .	kritisch
	posing ['pəʊzɪŋ]	Sometimes the posing influencers do seems so silly.	posieren
6	to order sth. [ɔ:də]	You shouldn't order anything online.	etw. bestellen
	tidy ['taɪdi]	Buy our product to keep your room tidy .	sauber, aufgeräumt
	comfortable ['kʌmfətəbl]	This chair is really comfortable .	gemütlich
	believable [br'i:ɪvəbl]	The actors are not very believable .	glaubwürdig, glaubhaft
	unprofessional [ʌnprə'feɪnəl]	This ad looks rather unprofessional .	unprofessionell
	unnatural [ʌn'nætʃrəl]	The acting is just unnatural .	unnatürlich
	uncomfortable [ʌn'kʌmfətəbl]	Watching this makes me uncomfortable .	unbehaglich, unwohl
	witty ['wɪti]	He made a witty comment, and everyone laughed.	geistreich, witzig
	of high/low quality ['kwɒləti]	This advertisement is of rather low quality .	hochwertig/minderwertig
	uncool [ʌn'ku:l]	Ads with emojis are unbelievably uncool .	uncool
7	to market sth. [mɑ:kɪt]	Most ads try to market a product.	vermarkten
	public interest ad [pʌblɪk 'ɪntərəst æd]	Public interest ads don't market a product.	Werbung öffentlichen Interesses
	social ['səʊʃl]	They make you think about a social problem.	sozial
	best before (date) [best br'fɔ: deɪt]	Best before dates are not exact.	Mindesthaltbarkeitsdatum (das)
	e-waste [i:'weɪst]	Smart phones alone create so much e-waste .	Elektroschrott (der), E-Müll (der)
	composting ['kɒmpəʊstɪŋ]	Try composting your food waste in your garden.	Kompostieren (das)
	DIY (do it yourself) [di:ar'waɪ]	My sister is a real DIY genius!	Heimwerken (das), Heimwerker-
	fast fashion ['fɑ:st fæʃn]	Fast fashion gives you new types of clothes every week.	Wegwerfmode (die), Fast Fashion (die)

	haul [hɔ:l]	This vlogger posts haul videos every week.	Ausbeute (die), „Fang“ (der)
	landfill ['lændfɪl]	Landfills are not the solution.	Mülldeponie (die)
	leftover dish [lɛftəʊvə 'dɪʃ]	Leftover dishes often end up in the rubbish bin.	übrig gebliebenes Essen (das)
	lifespan ['laɪfspæn]	The lifespan of electronic devices is much shorter than before.	Lebensdauer (die)
	meal planning ['mi:l plænɪŋ]	With a bit of meal planning , you can avoid waste.	Essensplanung (die)
	portion size ['pɔ:ʃn saɪz]	Think about portion sizes when you cook.	Portionsgröße (die)
	replaceable part [rɪpleɪsəbəl]	Does the device have many replaceable parts ?	ersetzbares Teil (das)
	upcycling ['ʌpsaɪklɪŋ]	Have you tried upcycling your broken things?	Upcycling (das), Abfallveredelung (die)
	leaflet ['li:fli:t]	Fill in the gaps in the leaflets .	Prospekt (der/das), Flugblatt (das)
	sewing kit ['səʊɪŋ kɪt]	Fix your clothes with a simple sewing kit .	Nähzeug (das), Nähetaui (das)
	container [kən'teɪnə]	It's a good idea to bring containers .	Behälter (der), Gefäß (das)
	leftovers ['lɛftəʊvəz]	You can put your leftovers in a container.	Essensreste (die)
8	concept [kɒnsept]	Ally knows a lot about advertising concepts .	Konzept (das)
	limited offer [lɪmɪtɪd 'ɒfə]	This limited offer ends tomorrow.	befristetes Angebot (das)
	target [tɑ:ɡɪt]	Young people are the target of hidden persuaders.	Ziel (das)
	hidden persuader [hɪdn pə'sweɪdə]	I didn't realise he was a hidden persuader .	geheimer Verführer (der), geheime Verführerin (die)
	big data ['bɪɡ deɪtə]	All these companies collect big data .	Big Data, Massendaten
	to poll sb. [pɒl]	They're constantly polling people on their website.	jmdn. befragen
	practically ['præktɪkli]	It's so cheap, it's practically free.	praktisch, fast
	shame [ʃeɪm]	It would be a shame to wait.	Schande (die), Jammer (der)
	finger licking good [fɪŋɡə lɪkɪŋ ɡʊd]	My product is really finger licking good .	köstlich, lecker
	Have it your way. [həv ɪt 'jɔ: weɪ]		Mach, was du willst.
	to be born to do sth. [bɔ:n]	I was born to play this game.	dazu bestimmt sein, etw. zu tun
	finish line ['fɪnɪʃ laɪn]	There is absolutely no finish line .	Ziellinie (die)
	Whatever. [wɒt'evə]		Was auch immer.
	global market [ɡlɔ:ʊbl 'mɑ:kɪt]	Everyone wants to be part of the global market .	Weltmarkt (der)
	advertising strategy ['ædvətərɪzɪŋ strætədʒi]	They buy products they don't need because of advertising strategies .	Werbestrategie (die)
	marketing ['mɑ:kɪtɪŋ]	Consumers cannot control what they buy because of marketing tricks.	Marketing (das), Vermarktung (die)
9	to portray sb./sth. [pɔ:'treɪ]	Girls are portrayed as cute, nice and pretty.	jmdn./etw. darstellen
	advertising industry ['ædvətərɪzɪŋ ɪndəstri]	The advertising industry is huge.	Werbebranche (die)
	advertiser ['ædvətərɪzə]	Advertisers spend billions of dollars a year marketing to young people.	Werbeteibender (der), Werbeteibende (die)
	open source programmer [əʊpən 'sɔ:s prəʊɡræmə]	Very few open source programmers are women.	Open Source Programmierer (der), Open Source Programmiererin (die) („offene Quelle“ = Software, deren Quelltext öffentlich und meist kostenlos ist)
	video game developer ['vɪdɪəʊ ɡeɪm dɪveləpə]	Most video game developers are men.	Spielentwickler (der), Spielentwicklerin (die)
	specifically [spə'sɪfɪkli]	These ads are directed specifically at girls.	speziell, besonders
	to direct sth. at sb. [daɪ'rekt]	Advertising directed specifically at children needs to stop.	etw. an jmdn. richten
	general ['dʒenrəl]	I can understand general ideas and details.	Haupt-, generell

Unit 16 Fact detectives

1	scale [skeɪl]	Answer the questions on a scale from 0 to 10.	Skala (die)
	average [ˈævərɪdʒ]	The average distance between the moon and Earth is about 384,400 km.	Durchschnitts-, durchschnittlich
	intonation [ɪntəˈneɪʃn]	Improve your intonation by singing along to songs.	Intonation (die), Satzmelodie (die)
	consonant sound [ˈkɒnsənənt saʊnd]	Practise difficult consonant sounds .	Konsonant (der)
	tongue [tʌŋ]	Where is your tongue when you make this sound?	Zunge (die)
	airflow [ˈeəfləʊ]	Think about your tongue, teeth and airflow .	Luftstrom (der)
2	to step [step]	Armstrong stepped onto the surface of the moon.	steigen, treten
	surface [sɜːfɪs]	In 1969, they landed on the surface of the moon.	Oberfläche (die)
	giant [ˈdʒaɪnt]	“That’s one small step for man, one giant leap for mankind.”	riesig
	leap [li:p]	This was a great leap for space science.	Sprung (der)
	space programme [ˈspeɪs prəʊgræm]	It was a big step for space programmes to land on the moon’s surface.	Weltraumprogramm (das)
	Soviet Union [səʊviət ˈjuːniən]	The US was competing with the Soviet Union .	Sowjetunion (die)
	Cold War [kəʊld ˈwɔː]	The Soviets were their enemy during the Cold War .	kalter Krieg (der)
	to launch sth. [lɔːntʃ]	They launched the first Soviet Sputnik satellite.	hier: etw. in den Weltraum schießen
	satellite [ˈsætlaɪt]	The Soviets launched the first satellite in 1957.	Satellit (der)
	gravity [ˈgrævəti]	The rocket carried them out of Earth’s gravity .	Schwerkraft (die)
	spacecraft [ˈspeɪskra:ft]	The Apollo 11 mission had three spacecraft .	Raumschiff (das)
	Command Module [kəˈmɑːnd mɒdju:l]	One of those spacecrafts was the Command Module Columbia.	Kommandokapsel (die)
	Service Module [ˈsɜːvɪs]	They also had a Service Module .	Servicemodul (das)
	Lunar Module [ˈluːnə mɒdju:l]	The Eagle was the Lunar Module .	Mondlandeeinheit (die)
	lunar [ˈluːnə]	Many people saw the lunar landing on TV.	Mond-, lunar
	outstanding [aʊtˈstændɪŋ]	The lunar landing mainly was an outstanding technological achievement.	bemerkenswert, außergewöhnlich
	to carry out sth. [kæri ˈaʊt]	They carried out experiments on the moon.	etw. durchführen
	aim [eɪm]	The aim was to make it possible to live there.	Ziel (das), Absicht (die)
	sample [ˈsɑːmpl]	They brought back samples of moon soil.	Probe (die), Stichprobe (die)
3	NASA [ˈnæsə]	The Apollo 11 mission cost the NASA around \$25 billion.	NASA (die)
1	planetary [ˈplænɪtri]	I’d like to focus on planetary sustainability.	Planeten-, planetarisch
	skeptic (AE)/sceptic (BE) [ˈskeptɪk]	The problems of the world cannot be solved by the skeptics .	Skeptiker (der), Skeptikerin (die)
	cynic [ˈsɪnɪk]	Cynics have limited horizons.	Zyniker (der), Zynikerin (die)
	horizon [həˈraɪzn]	This event opened up new horizons .	Horizont (der)
	limited [ˈlɪmɪtɪd]	Their horizons are limited by their beliefs.	eingeschränkt, begrenzt
	obvious [ˈɒbvɪəs]	For obvious reasons, skeptics will never invent anything.	offensichtlich
	reality [rɪˈæləti]	Reality keeps them from imagining great things.	Realität (die), Wirklichkeit (die)
	ordinary [ˈɔːdnəri]	Can these problems be solved by ordinary people?	gewöhnlich, normal
	to question sth. [kwɛstʃən]	Critics are people who question things.	etw. in Frage stellen
	to fulfil sth. [fʊlˈfɪl]	With imagination you can fulfil great dreams.	etw. erfüllen

2 aeronautics [æə'reɪnɔ:tɪks]	The NASA is the National Aeronautics and Space Administration.	Luftfahrt (die), Flugtechnik (die)
administration [æd'mɪnɪ'streɪʃn]	They are also responsible for space administration .	Verwaltung (die)
wisdom ['wɪzdəm]	A vision is the ability to plan the future with imagination and wisdom .	Weisheit (die)
solar system ['səʊlə sɪstəm]	We don't know how many solar systems there are.	Sonnensystem (das)
to relate to sth. [rɪ'leɪt]	How does it relate to the NASA's planetary sustainability?	mit etw. zu tun haben
vision ['vɪʒn]	NASA's vision is explained in this quote.	Vision (die), Vorstellung (die)
former ['fɔ:mə]	Read the quote by former US president Kennedy.	ehemalig, früher
orbit ['ɔ:bɪt]	There are 8 planets and their moons in orbit round the sun.	Umlaufbahn (die)
body ['bɒdi]	There are also smaller bodies in orbit.	hier: Himmelskörper (der)
asteroid [æ'strɔɪd]	Thousands of asteroids pass Earth every year.	Asteroid (der)
meteoroid [ˈmi:tɪərɔɪd]	Some of those smaller bodies are meteoroids .	Meteoroid (der)
comet ['kɒmɪt]	We saw a comet going across the night sky.	Komet (der)
namely ['neɪmli]	We need to focus on one problem, namely planetary sustainability.	nämlich
economic growth [i:kənɒmɪk 'grəʊθ]	More research is done on getting economic growth .	Wirtschaftswachstum (das)
renewable resources [rɪ'nju:əbl rɪ'zɔ:sɪz]	They are researching ways of using renewable resources .	erneuerbare Ressourcen (die)
to benefit from sth. ['benɪfɪt]	The interview explains how the USA can benefit from this.	aus etw. Nutzen ziehen
3 precious ['preʃəs]	Planet Earth looked like a precious ...	kostbar, wertvoll
jewel [dʒu:l]	... jewel in the dark sea of the universe.	Edelstein (der), Juwel (der)
to contribute to sth. [kən'trɪbjʊ:t]	Lots of different people contribute to the research.	zu etw. beitragen
information scientist [ɪnfə'meɪʃn saɪəntɪst]	Information scientists contribute to our research.	Informatiker (der), Informatikerin (die)
computer engineer [kəm'pjʊ:tə endʒɪnɪə]	We need more computer engineers for our project.	Computertechniker (der), Computertechnikerin (die)
astrobiologist [æstrə'ɒbɪlədʒɪst]	I work as an astrobiologists for NASA.	Astrobiologe (der), Astrobiologin (die)
ecologist [i'kɒlədʒɪst]	We need ecologists now more than ever.	Umweltforscher (der), -forscherin (die)
nanotechnologist [nænə'tek'nɒlədʒɪst]	She wants to become a nanotechnologist .	Nanotechnologe (der), Nanotechnologin (die)
modeler (AE)/modeller (BE) ['mɒdlə]	Modelers are trying to predict further developments.	Modellierer (der), ModelliererIn (die)
robotics engineer [rəʊ'bɒtɪks endʒɪnɪə]	Our robotics engineers have worked on this robot for years.	Robotikingenieur (der), Robotikingenieurin (die)
sensor engineer ['sensə]	Have you worked as a sensor engineer before?	Sensortechniker/-in (der/die)
system engineer ['sɪstəm]	Our system engineer is very responsible.	Systemingenieur/-in (der/die)
significant [sɪg'nɪfɪknt]	They are trying to make a significant change.	bedeutsam
fossil fuel [fɒsl 'fjʊəl]	We still rely on fossil fuels in many ways.	fossiler Brennstoff (der)
availability [ə'veɪlə'bɪlətɪ]	Fossil fuels have reached their limits of availability .	Verfügbarkeit (die)
to observe sth. [əb'zɜ:v]	NASA systems are also used to observe our planet.	etw. beobachten
ecosystem ['i:kəʊsɪstəm]	They are studying various ecosystems .	Ökosystem (das)

	to predict sth. [prə'dɪkt]	Scientists try to predict certain situations.	etw. vorhersagen
	profession [prə'feɪʃn]	People of different professions contribute to the research.	Beruf (der)
	to monitor sth. ['mɒnɪtə]	NASA systems are monitoring our planet.	etw. beobachten, etw. kontrollieren
1	extraordinary [ɪk'strɔːdɪnəri]	I'm interested in extraordinary travel destinations.	außergewöhnlich, außerordentlich
	supersonic aircraft [suːpəsəʊnɪk 'eɪkrɑːft]	A supersonic aircraft might fly from London to Sydney in only two hours.	Überschallflugzeug (das)
	holidaymaker ['hɒlədeɪmeɪkə]	The most surprising destination for holidaymakers will be the moon.	Urlauber (der), Urlauberin (die)
	to release sth. [rɪ'liːs]	They released the information yesterday.	herausgeben
	unimaginable [ʌnɪ'mædʒɪnəbl]	There will be a choice of previously unimaginable destinations ...	unvorstellbar
	thrill-seeking ['θrɪlsɪːkɪŋ]	... for thrill-seeking travellers.	sensationslüstern
	orbital space travel ['ɔːbɪtəl speɪs trævəl]	They will make orbital space travel possible.	Weltraumtourismus (der)
	hot ticket [hɒt 'tɪkɪt]	Orbital space travel will be the next hot ticket .	der letzte Schrei
	commercial company [kə'mɜːʃl 'kʌmpəni]	Commercial companies are planning to make more affordable choices.	Handelsgesellschaft (die)
	affordable [ə'fɔːdəbl]	They provide affordable choices for travellers.	leistbar, erschwinglich
2	to set foot on sth. [set 'fʊt ɒn]	Neil Armstrong was the first man to set foot on the moon.	etw. betreten
	to gain sth. [ɡeɪn]	The idea of moon tourism is gaining attraction.	(an) etw. gewinnen
	a handful ['hændfʊl]	A handful of people have been on the moon.	Handvoll (die)
	unnamed [ʌn'neɪmd]	Two unnamed people have paid SpaceX an unnamed amount of money.	ungenannt
	capsule [kæpsjuːl]	The capsule could take off soon.	Kapsel (die)
	to take off [teɪk 'ɒf]	If lunar tourism really takes off , people want to see the sites on the ground.	abheben, starten; einschlagen, gut ankommen
	current ['kʌrənt]	The current tourism plans are focused on getting people into orbit.	aktuell, gegenwärtig
	to be given ['ɡɪvən]	Lunar tourism becoming real isn't given at this point.	selbstverständlich sein, gegeben sein
	astronomical [æstrə'nɒmɪkl]	The price for lunar tourism is astronomical .	astronomisch
	eventually [ɪ'ventʃʊəli]	Eventually people want to travel to the moon.	eines Tages, irgendwann
	site [saɪt]	The tourists will want to see the sites .	Stelle (die), Ort (der)
	unlikely [ʌn'laɪkli]	It's unlikely that many of us will ever go there.	unwahrscheinlich
	grandkid (coll.) ['grændkɪd]	Our grandkids might take their grandkids there on vacation someday.	Enkelkind (das)
1	sportswoman ['spɔːtswʊmən]	Can you name a famous sportswoman ?	Sportlerin (die)
	activist ['æktɪvɪst]	She is a women's rights activist .	Aktivist (der), Aktivistin (die)
	to vote [vəʊt]	In which year did women in Austria first vote ?	wählen, stimmen
2	achievement [ə'tʃiːvmənt]	Let's celebrate women's achievements .	Leistung (die), Errungenschaft (die)
3	to hold sth. [həʊld]	The International Women's Day is held every year.	hier: etw. abhalten
	official [ə'fɪʃl]	It is now an official day for women's rights.	offiziell
	unequal [ʌn'ɪːkwəl]	Discuss the unequal treatment of women & men.	ungleich, ungerecht
	to motivate sb. ['məʊtɪveɪt]	The day aims to motivate people to make things fairer for women.	jmdn. motivieren
	when it comes to ... [wen ɪt kʌmz tə]	When it comes to earning money, women usually earn about 25 to 40% less than men.	wenn es um ... geht

Unit 1 Going abroad

task 11

1. blog; 2. adventure; 3. transport; 4. train; 5. car; 6. back-packing; 7. accommodation; 8. Hotels 9. couchsurfing

task 12

Individuelle Antworten der Schülerinnen und Schüler

Unit 2 New York

task 9

1. had landed; 2. had; 3. were; 4. felt; 5. were; 6. had brought; 7. had sold; 8. had owned; 9. had taken; 10. could

Unit 3 Intelligent machines

task 9

1. T; 2. F; 3. T; 4. T; 5. T; 6. T; 7. F; 8. T

Unit 4 Going to the limit

task 8

A. 2; B. 1; C. 4; D. 3; E. - F. -

task 9

Sample text:

Hi Joshua, I've heard that you signed up for the Xtreme Relaxation camp. That sounds very exciting! How do you like it? Is the food good? What kind of activities can you do at the camp? Is it only yoga classes, or do they offer meditation as well? I really hope that staying at the camp will make you feel better. Please tell me if things have become better for you. Anyway, I hope that everything will be wonderful. Have a nice stay! Yours, Nicole

Unit 5 Television and streaming

task 11

Sample answers:

1. Before tablets and computers people used to watch TV only in front of their TV set.
2. Before the invention of colour TV, programmes used to be in black and white.
3. Before every family had their own TV, people used to join others in watching TV/people used to watch together with others.
4. Before TV sets became a household item, people used to watch some TV in shop windows.

Unit 6 Blogs

task 8

1. blogging; 2. money; 3. online/video; 4. creating; 5. stars/celebrities; 6. followers

task 9

Sample text:

A blog can be compared to a regular website. Usually bloggers focus on a special topic such as fitness, health, food, electronics, music or something special they are interested in. Blogs can be found online, for example on social media channels, and everybody can read them. Of course, you can also have a private blog, but most bloggers want others to read their work and thoughts. So, the blogger creates posts on a regular basis and the readers can also comment on these posts. Of course, as you are online, you should follow the rules of "netiquette" – you can be honest, but in a respectful way. Blogs cannot only have a variety of topics, they can also present lots of different material: texts, pictures, videos, etc. Recently, video bloggers have become quite successful. Those people make videos on a special topic and post them on a video platform. Many followers or people who watch those videos help the vloggers to become successful.

Unit 7 Play IT safe

task 9

1. publish anything they want on social media, except what is illegal – F
2. because it's not a crime as such – A
3. because of their origin, skin colour, religion or a disability – B
4. The internet is a place where – H
5. where we can hide behind an online identity – K
6. If someone posts a critical comment on your opinion, – D
7. We should definitely not tolerate hate speech – J
8. Nobody is born with anger and hate – E
9. from their parents, friends or role models – C
10. we might have an opportunity to help – I

Unit 8 Sustainability

task 10

b) 1. F; 2. T; 3. NG; 4. T; 5. T; 6. NG; 7. T; 8. F

c) False statements corrected:

1. Sustainability can be included in our daily routine easily.
8. Shopping locally really makes a difference to our planet.
Not given:
3. Shopping is not always okay; think before you buy.
6. Plastic bags are still sold in supermarkets, but it is not in the text.

Unit 9 Express yourself

task 8

a)

Name	Martin Kippenberger	Damien Hirst
Year, city	2011, Dortmund	2001, London
Title	"When It Starts Dripping from the Ceiling"	"Untitled"
Elements	bucket, wooden tower with sprayed paint	bottles, ashtrays, coffee cups
What cleaner did	She cleaned the bucket.	He cleaned up the mess.

- b) 1. In spite of the simple looks ...
 2. As the cleaner thought that the ...
 3. Even though the artwork known as ...
 4. As soon as a cleaner noticed ...
 5. When I saw everything, I was shocked.
 6. Although his work of art was ...
 7. However, one critic of modern art ...
 8. Since the cleaner is able to ...

c) Sample answers:

Although some modern art looks simple, I think that the ideas behind these pieces of art are fascinating.

For example, "Hahns Abendmahl" was planned carefully before it was put together.

As I like the meaning behind most modern art, I don't think that it is rubbish.

Even though lots of people say that modern art is so great, it's just too simple for my taste.

For example, the elements of Damien Hirst's piece "Untitled" were just bottles, ashtrays and coffee cups.

Since I think that art should look beautiful, I don't think modern artwork is real art.

Unit 10 New Zealand

task 8

Sample text:

Location: South Pacific; close to Australia; North and South Island – connection between them is "Cook Strait"; highest mountain "Mount Cook"; Captain James Cook – British seaman and explorer; towns: Wellington and Auckland; lots of interesting animals and wildlife; many national parks – offer a lot of attractions and adventures (rafting, kayaking, skydiving, ...); Maori came from Polynesia – indigenous people of New Zealand; rich culture and mythology; etc.

Unit 11 Coming back

task 10

1. delicious; 2. tour; 3. grey; 4. beautiful; 5. hear;
 6. deer; 7. see; 8. mountain; 9. place; 10. lodge;
 11. come; 12. bread; 13. hikers

task 11

Sample text:

Last year, I went to Wales in my holidays. Normally, it's quite windy in Wales and not warm at all. But that summer was really special, it was hotter than in Greece. One day, my parents and I went dolphin watching. A small boat took us out in the open sea where we could see dolphins and even small whales swimming just beside our boat. I thought I could touch them because they were so close. My parents took lots of photos of me and the dolphins. I will always remember this trip and I'll definitely come back to Wales.

Unit 14 Work hard; play hard

task 9

1. T; 2. By making sure the robots work well: repair broken robots or develop new ones. 3. food, or even medicine;
 4. F; 5. T

Unit 15 Awesome ads

task 9

- a) 1. c) angry that the ads had problematic messages.
 2. How boys are portrayed: powerful, strong, aggressive, they do stuff, build and destroy things, rarely caring or showing emotions; How girls are portrayed: cute, little, pretty, they care for others, but mostly for their looks

- b) 1. 17; 2. 25000; 3. 3; 4. 11.5; 5. 13; 6. 12

c) Sample texts:

Frankly, I've never noticed how sexist some of the ads really are. But quite clearly, it hasn't influenced me. I'm a girl, and I want to work in technology one day. So it's surely not necessary to ban adverts for children in Austria. Personally, I think advertisers should try to show different role models.

I think ads directed at children should definitely be banned. Obviously, sexist ads have a negative effect on children. Frankly, I think it's quite shocking that so few women work in technology. Surely that could be changed if girls saw more active role models who do cool things with technology.