

**Gymnasium**

**Besser in**

# **Englisch**

**5. Klasse**

Mit Lösungsheft  
und Audio-CD



**Cornelsen**

**SCRIPTOR**

Ingrid Preedy

**Besser in**

# ***Englisch***

**5. Klasse**

Gymnasium

**Cornelsen**

**SCRIPTOR**

### **Über die Autorin:**

Ingrid Preedy ist Britin. Sie hat langjährige Erfahrung als Englischlehrerin und ist auch in der Lehrerfortbildung tätig. Sie ist Autorin mehrerer Schulbücher und Unterrichtsmaterialien.

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Liebe Schülerin, lieber Schüler,

du hast hier ein Buch zum **Lernen, Wiederholen und Üben** in der Hand.

- ▶ Die Themen sind in kleinen, verständlichen Schritten aufbereitet.
- ▶ Schaffe dir parallel zu diesem Buch ein Arbeitsheft an, in das du hineinschreiben kannst.
- ▶ Ein Lösungsheft hilft dir, deine Ergebnisse zu kontrollieren.
- ▶ Mit der beiliegenden CD und vielen Übungen dazu kannst du dein Hörverstehen trainieren. Folgender Hinweis zeigt dir, wo du die CD verwenden musst:



Mit diesem Buch kannst du auf zweierlei Weise arbeiten:

### 1. Möglichkeit:

Wenn du dich im Fach Englisch insgesamt ein wenig unsicher fühlst, solltest du das Buch von vorn bis hinten durcharbeiten. Nimm dir aber nicht zu viel auf einmal vor. Bearbeite lieber kleinere Abschnitte und arbeite dafür regelmäßig, vielleicht sogar täglich.

### 2. Möglichkeit:

Vielleicht kommst du eigentlich gut zurecht, hast aber einige Lücken? Kläre genau, am besten mithilfe deiner Lehrerin oder deines Lehrers, wo deine Lücken sind. Sieh im Inhaltsverzeichnis nach, wähle einzelne Abschnitte aus und arbeite sie durch.

#### GOOD TO KNOW

#### Zum Arbeiten mit diesem Buch

- ▶ Manche Aufgaben kannst du im Buch lösen. Benutze ein **Arbeitsheft**, wenn du viel schreiben musst.
- ▶ Bist du beim Lösen der Übungsaufgaben unsicher, schau dir die **Beispiele** dazu noch einmal an.
- ▶ Vergleiche deine Ergebnisse immer sorgsam mit denen im **Lösungsheft**. Überprüfe genau, was du falsch gemacht hast. Aus Fehlern kann man gut lernen.
- ▶ Bearbeite dieselben Aufgaben nach einigen Tagen noch einmal. Die **Wiederholung** schafft Sicherheit.

# 1 Sprache verstehen

## Das musst du am Ende der Klasse 5 können:

- ▷ Einfache Fragen stellen
- ▷ Fragen beantworten
- ▷ Einfache Wendungen und Sätze grammatisch richtig schreiben
- ▷ Beschreiben, wo du wohnst
- ▷ Deine Schule und deine Freunde beschreiben

## 1.1 Wortart: Verb – Die Zeiten (*tenses*)

### REMEMBER

### Das *simple present*

Du benutzt das *simple present*, um zu sagen, dass etwas immer gleich ist oder normalerweise passiert, z. B. jeden Tag, manchmal, öfter.

**Signalwörter** für das *simple present* sind z. B.: *always, never, often, sometimes, usually, every day, every week, at the weekend, on Saturdays.*

Das *simple present* lässt sich wirklich „einfach“ bilden: Es entspricht dem Infinitiv – der Grundform des Verbs – außer bei *he, she, it*. Hier musst du ein *s* an den Infinitiv anfügen: Bei *he, she, it*, ein *s* muss mit.

**Beispiele:** *to learn* (= Infinitiv) – *I learn, you learn, we learn, they learn*

Aber: *he learns*

Leider kannst du nicht immer einfach ein *s* anhängen.

Ist der letzte Buchstabe des Wortes ein *y*, wird daraus *-ies*. Das gilt nicht, wenn ein Vokal (*a, e, i, o, u*) davorsteht.

**Beispiele:** *I fly, he flies*

Bei *y* nach einem Vokal wird ein einfaches *s* angehängt.

**Beispiele:** *I play, aber: he plays; I buy, aber: he buys*

Bei allen Zischlauten (*ch, sh, tch*) muss *-es* angehängt werden.

**Beispiel:** I watch, he watches

**Aufpassen:** I go → he goes     I do → he does

### 1 Make sentences.

**Write the verb *play* in the right form.**

Schreibe Sätze. Verwende die richtige Form des Verbs *play*.

#### EXAMPLE

*The boys play cards after school.*

1. Peggy  in a football team.
2. Jack  tennis on Saturdays.
3. The teacher  Bingo with the pupils.
4. I  the piano.
5. Jack and Jill  cards every Friday.
6. My father  tennis with my mother.

### 2 Make sentences.

**Write the verb in the right form.**

Schreibe Sätze. Verwende die richtige Form des Verbs.

David and Stephan (*play*) football. They (*go*) to training every Wednesday. They (*play*) with their friend, Calvin, after school. He (*live*) near the school. The boys (*like*) Calvin's mother. She always (*have*) milk and biscuits for them. Calvin (*have*) a lot of new computer games. His father (*work*) in a computer shop and often (*bring*) new games home for Calvin.

**3 Say it in English.**

Schreibe in dein Heft. Sage auf Englisch, dass ...

1. du den BVB magst.
2. deine Mutter Basketball spielt.
3. dein Freund ein Schwimmbad im Garten hat.
4. du manchmal samstags ins Kino gehst.
5. Herr Brown mit seiner Frau in einem Buchladen arbeitet.
6. sie immer am Wochenende im Garten arbeiten.

**REMEMBER***Simple present: Verneinung*

Die Verneinung im *simple present* bildest du mit **don't** bzw. bei *he, she, it* mit **doesn't**.

Ausnahmen: *is* → *isn't*, *are* → *aren't*, *can* → *can't*, *have* → *haven't*, *has* → *hasn't*

**Beispiel:** They **don't** play hockey. He **doesn't** play hockey.

**Aber:** You **can't** play hockey today. She **can't** play hockey today.

**4 Make sentences. Use *don't* or *doesn't* in the right form.**

Schreibe Sätze. Verwende die richtige Form von *don't* oder *doesn't*.

**EXAMPLE**

*Tim and Robert*      *don't*      *play tennis on Saturdays.*  
*Janet*                      *doesn't*      *learn German.*

1. The girls  like football.
2. My teacher  live in my street.

## 1.1 Wortart: Verb – Die Zeiten (*tenses*)

- The teachers \_\_\_\_\_ play enough games in lessons.
- My friend \_\_\_\_\_ like spinach.
- We \_\_\_\_\_ learn Chinese at school.
- Fish \_\_\_\_\_ fly, they swim.
- Peter \_\_\_\_\_ come from Germany.

### 5 Complete the sentences.

Ergänze die Sätze mithilfe der Bilder. Schreibe die Verneinung auf.

1. I like dogs but I \_\_\_\_\_ .



2. My father plays golf but he \_\_\_\_\_ .

3. Tigers live in India  
but they \_\_\_\_\_ .



4. My mother can ride a bike  
but she \_\_\_\_\_ .



5. I have got a rabbit but I \_\_\_\_\_ .



### 6 Say it in English.

Schreibe in dein Heft. Sage auf Englisch, dass ...

- du Wellensittiche (= budgies) nicht magst.
- dein Hund nicht in einem Korb schläft.
- deine Freunde keine Haustiere haben.
- deine Schildkröte Hunde nicht mag.
- dein Vater die Tiere nicht füttert.

## REMEMBER

## Simple present: Fragen

Fragen bildest du mit **do** bzw. bei *he, she, it* mit **does**.

**Beispiel:** **Do** you learn English at your school?

**Does** he learn English at his school?

**Ausnahmen:** is, can, have, has

Can you speak English? Are you English?

## 7 Ask questions.

Schreibe die Fragen in dein Heft. Benutze KEINE Fragewörter.

## EXAMPLE

His dog is eleven years old. *Is his dog eleven years old?*

Peter's guinea pig can swim. *Can ...*

1. The big black dog lives next to the school. *Does ...*
2. The zoo is next to the library.
3. An elephant can eat 100 apples every day.
4. The pet shop sells rabbits.
5. Susan's cat eats oranges.
6. Lots of zoo animals are dangerous.
7. Elephants live in Africa.
8. Gordon likes to go to the zoo.

## 8 Ask in English.

Schreibe in dein Heft. Frage auf Englisch, ob ...

1. du einen Hund haben kannst.
2. eine Schildkröte in einem Käfig lebt.
3. Goldfische nachts schwimmen.
4. Hamster schnell laufen können.

### REMEMBER

### Häufigkeitsadverbien

Da du mit dem *simple present* sagen möchtest, dass etwas wiederholt passiert, gebrauchst du oft Häufigkeitsadverbien. Dazu gehören z. B.: **often, always, sometimes, usually, never.**

Diese Adverben stehen

→ nach dem Hilfsverb: I **always** go home after school.

→ direkt vor dem Vollverb: I **can always** ...

→ nach **am, is, are**: I **am always** going ...

**Beispiel:** Linda **always eats** cornflakes for breakfast.

Linda **has sometimes** got an apple in her school bag.

Linda **is always** hungry.

### 9 Mark the place to put the adverb of frequency.

Markiere die Stelle mit einem Haken, an die das Häufigkeitsadverb gehört.

#### EXAMPLE

(often) Gordon  goes  to the zoo  at the weekend.

1. (sometimes) He  looks at  all the animals.
2. (never) He  brings  food  for the animals.
3. (always) He  buys  food from the zoo  for the animals.
4. (sometimes) He  takes  photos of the baby animals.
5. (never) He  bangs  on the cages.
6. (sometimes) He  takes  a picnic  with him.
7. (always) He  goes  home half an hour  before the zoo closes.



**10 Choose the right answer.**

Welche Antwort ist richtig? Setze einen Haken (✓) in das richtige Kästchen.

1. When do you write to your grandmother?
  - I write to my grandmother every week.
  - I write to my grandmother at home.
  - I write to my grandmother because it is her birthday.
  
2. Where is Tom?
  - He is my friend.
  - He is at my father's house.
  - He is thirteen.
  
3. Can I see your homework, please?
  - Yes, it is my homework.
  - No, it is my homework.
  - I'm sorry, but it is at home.
  
4. Why is Janet so angry?
  - Yes, she is.
  - Because her brother has got her MP3 player.
  - No, but she is my friend.
  
5. How long does it take to get to school?
  - About fifteen minutes by bike.
  - I go by bus.
  - It starts at 8 o'clock and finishes at 2 o'clock.
  
6. What time do you get up in the morning?
  - At seventeen.
  - At seven o'clock.
  - At midnight.
  
7. Is there a post office in your town?
  - It is over there.
  - There are two.
  - Yes, it is.

## 1.1 Wortart: Verb – Die Zeiten (*tenses*)

8. What is your school like?

- Yes, I like it.
- It is old and small.
- Yes, it is.

**11** Fill in the gaps. Choose the right verb. Write the verb in the right form.

Fülle die Lücken aus. Wähle das passende Verb. Schreibe die richtige Form des Verbs auf.

*drink*   *eat*   *go*   *have*   *watch*

*get up*   *go*   *take*   *leave*

*meet*   *play*   *take*   *want*   *listen*

Anne always (1)  at 8 o'clock on Saturdays.

She (2)  into the kitchen for breakfast. Her parents are there. She often (3)  hockey at the weekend. Her father usually (4)  with her and (5)  the game.

Anne and her father always (6)  to the weather report on the radio because they (7)  to know about the weather.

They (8)  the house at 9.15. Her father usually

(9)  sandwiches and coffee with him. Anne never

(10)  before a hockey game but she always

(11)  a lot of water. She sometimes (12)  the

bus to the hockey game so she can (13)  her friends.

They always (14)  good fun on the bus.

## 12 Say it in English.

Schreibe in dein Heft. Sage auf Englisch, dass ...

1. dein Hund öfters im Garten herumrennt.
2. dein Wellensittich niemals im Wohnzimmer fliegt.
3. du manchmal mit dem Nachbarshund zum Park gehst.
4. du deinem Goldfisch immer frisches Wasser gibst.
5. dein Hund immer in deinem Zimmer schläft.

## REMEMBER

Das *present progressive*

Du benutzt das *present progressive*, um zu sagen, dass etwas gerade in diesem Moment passiert.

**Merke:** Signalwörter sind z. B.: *now, at the moment, Look!, Listen!*

Du bildest das *present progressive* mit *am, is, are* + verb + *-ing*

**Beispiel:** *I am learning English at the moment.*

*You are learning English now.*

*He/She is learning English at the moment.*

*We are learning English at the moment.*

*Look! Jack is coming.*

## GOOD TO KNOW

## Besonderheiten

Leider kannst du nicht immer einfach *-ing* anhängen.

Wenn der letzte Buchstabe des Wortes ein *e* ist, fällt das *e* weg.

**Beispiel:** *I give* → *I am giving*

Wenn die letzten drei Buchstaben Konsonant + Vokal + Konsonant sind, wird der letzte Buchstabe verdoppelt.

**Beispiel:** *I stop* → *I am stopping*

*ie* am Ende wird zu *y*.

**Beispiel:** *I lie* → *I am lying*

## 1.1 Wortart: Verb – Die Zeiten (*tenses*)

### 1 Write down the present progressive forms of these verbs.

Schreibe die *present progressive*-Formen dieser Verben auf.

ask →

bring →

come →

do →

draw →

get →

hope →

look →

miss →

run →

try →

wave →

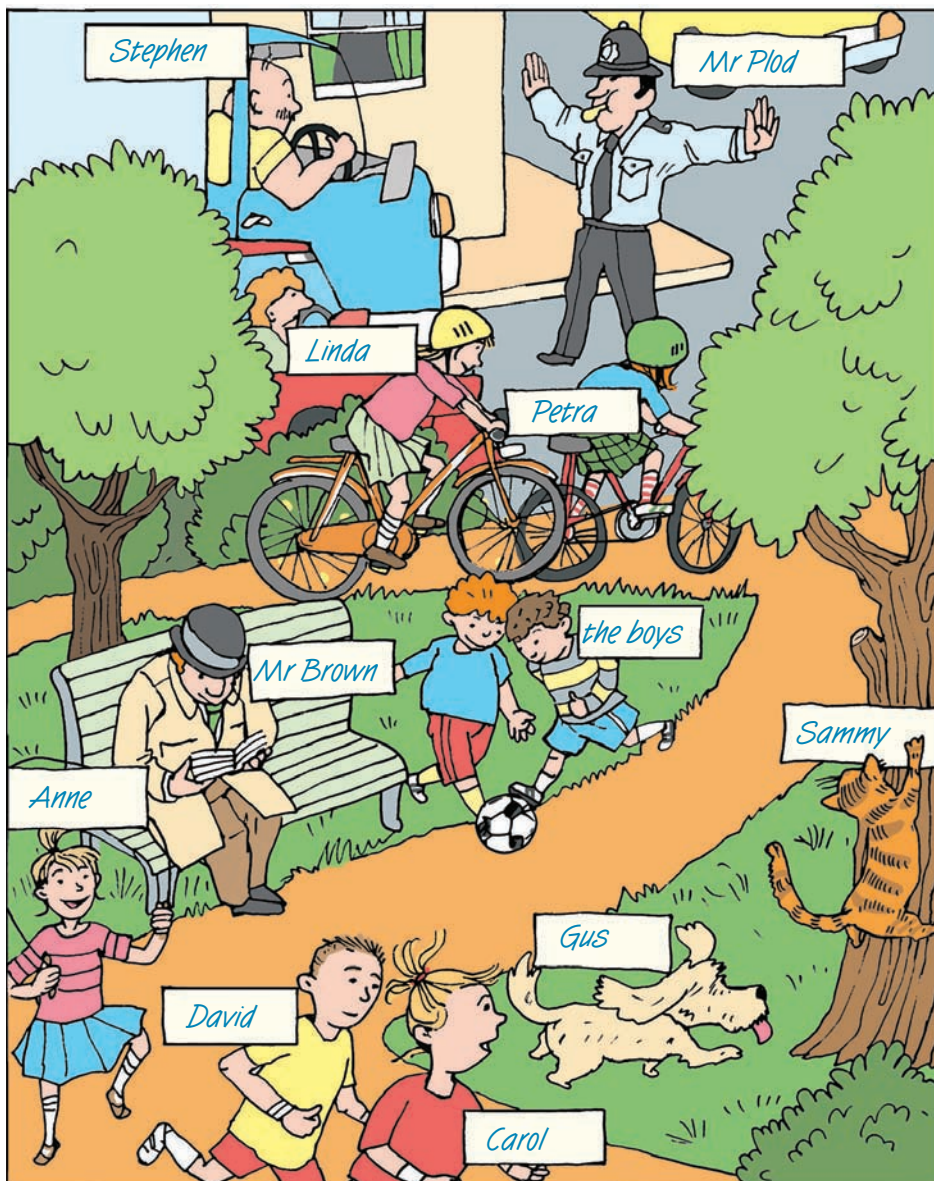
### 2 Put the verb in brackets in the right tense: simple present or present progressive.

Setze das Verb in die richtige Form: *simple present* oder *present progressive*. Schreibe in dein Heft.

1. The lesson (**begin**) at 8 o'clock every morning.
2. I never (**go**) out on Friday evenings.
3. He (**come**) to visit my mother every day.
4. She (**look**) for a new bike.
5. He (**learn**) French at the moment.
6. Colin's marks are not very good at the moment. He (**not work**) hard enough.
7. At the moment Lucy (**work**) on her project.
8. It (**rain**) very often in the south of England.
9. Look! The children (**drink**) beer.
10. The shop (**open**) at 8 o'clock every Sunday.
11. How often (**your Dad cook**) dinner?
12. They usually (**have**) dinner at 7 o'clock.
13. I (**not listen**) to the radio very often.
14. He sometimes (**go**) to the park with his dog.
15. He usually (**watch**) TV on Sundays.
16. Can you hear that? Somebody (**sing**).

- 3 Write sentences about people and what they are doing at the moment.

Schreibe auf, was die verschiedenen Personen gerade machen.



### 4 Say it in English.

Schreibe in dein Heft. Sage es auf Englisch.

1. Du schaust im Moment Fußball im Fernsehen.
2. Arsenal spielt gegen Liverpool.
3. Im Moment gewinnt Arsenal.
4. Hört! Die Arsenal-Anhänger klatschen.
5. Schau! Owen läuft mit dem Ball zum Tor.

#### REMEMBER

#### *Present progressive: Verneinung*

Die Verneinung bildest du mit **not**. **Not** steht nach der Form von **be**.

**Beispiel:** I am learning English / I am **not** learning German.

### 5 Negate these sentences.

Setze die Aussagesätze in die verneinte Form. Du kannst dabei die Langform von *be* benutzen. Schreibe die Sätze in dein Heft.

#### EXAMPLE

Tom is playing in his room. *He is not playing in his room.*

1. He is listening to his CDs.
2. He is doing his homework.
3. His friends are waiting for him.
4. Tom and his friends are playing football in the garden now.

#### REMEMBER

#### *Present progressive: Fragen*

Fragen bildest du, indem du **am, is, are** an den Satzanfang stellst.

**Beispiel:** He **is** learning English. / **Is** he learning English?

## 2 Texte verstehen

Das musst du am Ende der Klasse 5 können:

**im Bereich Lesen und verstehen:**

- ▶ Kurze, einfache Texte lesen
- ▶ Gezielt Informationen im Text finden
- ▶ Kurze, persönliche Briefe verstehen
- ▶ Einen Text so gut verstehen, dass du falsche Aussagen zum Inhalt bemerkst

**im Bereich Hören und verstehen:**

- ▶ Alltägliche Ausdrücke und einfache Sätze – z. B. kurze einfache Anweisungen – verstehen, wenn deutlich und langsam gesprochen wird
- ▶ Einzelheiten in einem Hörtext mithilfe von Bildern verstehen
- ▶ Einen Hörtext so genau verstehen, dass du sagen kannst, welche Aussagen richtig und welche falsch sind

### 2.1 Lesen und verstehen

GOOD TO KNOW

Richtig lesen

Auch wenn dir ein Text im ersten Moment schwierig vorkommt: Wenn du Schritt für Schritt vorgehst, wirst du ihn besser verstehen.

- ▶ Bevor du einen Text liest, frage dich, was die **Überschrift** bedeuten könnte. Sie kann dir einige Tipps zum Inhalt geben.
- ▶ Lies den ganzen Text durch und versuche zunächst, **unbekannte Wörter** aus dem Zusammenhang zu verstehen.
- ▶ Beim zweiten Lesen suche die wichtigsten **Schlüsselwörter** heraus.

Du sollst zeigen, dass du den Text verstanden hast. So gehst du vor:

- ▶ Lies die Aufgabenstellung sorgfältig durch.
- ▶ Suche die passende Textstelle im Text.
- ▶ Lies die Stelle im Text **und** die Aufgabenstellung noch einmal sorgfältig durch – dann löse die Aufgabe.

## A family tree

Peter is married to Susan. She is his wife and he is her husband. They have a daughter and a son. The son's name is Mark and the daughter's name is Linda. They live next to Susan's parents, Harry and Sharon. Harry is Susan's father and Sharon is her mother. Mark is Harry's grandson and Linda is Sharon's granddaughter. Susan has a sister and a brother. Her sister's name is Mary and her brother's name is Patrick. Patrick has two children, David and Samantha. Susan is their aunt and Peter is their uncle.

- 1 Complete the following using the opposite family members. The first has been done for you.**

Vervollständige die folgende Tabelle und ergänze die passenden Familienmitglieder. Das erste Beispiel ist schon fertig.

|                |               |
|----------------|---------------|
| <i>husband</i> | wife          |
| son            |               |
|                | aunt          |
|                | sister        |
| grandfather    |               |
|                | granddaughter |
| father         |               |

- 2 Answer these questions.**

Beantworte die Fragen.

1. What is the name of Peter's son?
2. Who is Linda's grandfather?
3. And who is Mark's uncle?
4. What is the name of Susan's mother?



3 There are 14 words in the puzzle. Find them.

They are hidden in these directions: → ↓ ↗ ↘ ↙ ↘

In diesem Suchrätsel sind 14 Wörter versteckt. Finde sie.

Sie sind in folgende Richtungen versteckt: → ↓ ↗ ↘ ↙ ↘.

Die gesuchten Wörter sind die englischen Begriffe für:

1. Enkelin
2. Kinder
3. Enkel
4. Tochter
5. Eltern
6. Bruder
7. Ehemann
8. Schwester
9. Mutter
10. Vater
11. Onkel
12. Tante
13. Ehefrau
14. Sohn

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Q | K | M | N | S | I | S | T | E | R | K | S | I |
| Q | F | O | F | A | T | H | E | R | E | P | P | C |
| L | S | T | X | G | G | U | J | H | X | A | Q | Q |
| L | C | H | O | R | S | X | N | V | A | R | O | X |
| L | R | E | N | A | N | E | M | J | T | E | K | H |
| B | G | R | Z | N | R | H | B | N | K | N | J | M |
| G | R | A | N | D | D | A | U | G | H | T | E | R |
| E | M | G | L | S | Q | A | O | S | E | S | Y | R |
| N | K | I | C | O | U | L | T | P | B | V | A | E |
| F | H | B | U | N | C | L | E | C | I | A | F | D |
| C | A | D | A | U | G | H | T | E | R | I | N | N |
| B | R | O | T | H | E | R | R | O | W | V | C | D |

4 Write a text about your family in your exercise book.

Schreibe einen Text über deine Familie.

## Two sisters and the cat

Mrs Black and Mrs Jackson are sisters. Mrs Black lives in a house in Dundee and Mrs Jackson lives in a flat in Glasgow. One day Mrs Black visits her sister. When Mrs Jackson opens the door she is crying<sup>1</sup>. “What’s the matter?” Mrs Black asks. Her sister says “My old cat Sammy died<sup>2</sup> last night but where can I bury<sup>3</sup> him?”

Mrs Black is unhappy because she knows that her sister loves the cat. Then she says “I can bury your cat in my garden in Dundee and you can come and visit him.” Mrs. Jackson stops crying and the two sisters have a cup of tea.

It is now five o’clock and Mrs Black wants to go home. She fetches her jacket and Mrs Jackson puts the cat into a shopping bag. Mrs Black takes the shopping bag and walks to the bus stop. She buys a magazine. When the bus comes she gets on<sup>4</sup> the bus, sits down and puts the shopping bag on the floor next to her. She then begins to read the magazine. After two hours she gets off<sup>5</sup> the bus. She walks home.

When she gets home she says: “Oh, no, the shopping bag is still on the bus.”

<sup>1</sup> to cry = weinen

<sup>4</sup> to get on = einsteigen

<sup>2</sup> died (to die) = starb

<sup>5</sup> to get off = aussteigen

<sup>3</sup> to bury = begraben

You can also listen to the CD.



Track 1

### 1 Find the right answer.

Finde die richtige Antwort. Mache einen Haken (☑) in das richtige Kästchen.

1. Where does Mrs Black live? She lives in ...

- a flat in Dundee.
- a flat in Glasgow.
- a house in Dundee.

2. Why is Mrs Jackson unhappy? She is unhappy because ...

- her sister wants to see her cat.
- her sister died.
- her cat died.

3. What does Mrs Black do?
- She takes the cat with her on the bus.
  - She puts her magazine in the shopping bag.
  - She makes tea for her sister.
4. How does Mrs Black go home?
- She walks.
  - She goes by bus.
  - She goes by car.
5. When does Mrs Black get home? She gets home ...
- after 9 p.m.
  - after 7 p.m.
  - after 7 a.m.
6. When does Mrs Black remember Sammy? She remembers Sammy ...
- when she gets home.
  - when she gets off the bus.
  - when she gets on the bus.

**2 Find the words for these definitions. They are all in the text.**

Schreibe die richtigen Begriffe für die folgenden Erklärungen hinter die Sätze. Sie stehen alle im Text.

1. She is your mother's daughter.
2. This is a place to live and it usually has a garden.
3. You are this when you get a bad mark in a test.
4. When a person or an animal dies, you  them.
5. The teacher  a question and wants an answer.

**3 Write definitions for these words.**

Schreibe englische Erklärungen für die folgenden Begriffe auf.

*bus stop*

*shopping bag*

*magazine*

**4 All these words have double letters. Fill in the missing letters.**

Diese Wörter werden mit doppelten Buchstaben geschrieben. Ergänze die fehlenden Buchstaben.

d  r    f  t    ha  y    ma  er

sho  ing    sti     su  enly

**5 All these words have two vowels together. Fill in the missing letters.**

Diese Wörter werden mit Doppelvokalen geschrieben. Ergänze die fehlenden Buchstaben.

bec  se    h  rs    h  se    r  d    t

### Rover, a very cold dog

The Walkers have got a dog. His name is Rover. Rover lives in a dog kennel<sup>1</sup> in the garden. This is OK in the summer but now it's winter, and Rover is cold<sup>2</sup>. In his little house in the garden it's very cold. What can he do? He runs around the garden and sees the neighbours'<sup>3</sup> house. The front door is open.

He goes to the neighbours' door and into the hall. It's nice and warm in there.

Then he runs into the kitchen. The kitchen is very big. Next he goes into the living room with the sofa and a big TV. On the TV there is a film about Africa and Rover watches it, but it's boring! Next he goes into the dining room<sup>4</sup>. There are six chairs and a table. Rover runs upstairs. Here are the parents' bedroom and the children's bedrooms. There are beds in them and they look very warm.

But no, that's not what Rover wants. Behind the brown door there is a bathroom with a bath and a toilet. Rover doesn't stop here. He runs up to the attic<sup>5</sup>. There are a lot of old things here but nothing for Rover!

Rover goes back to the hall. Look, there is a long red scarf! That's it! Rover takes the scarf in his mouth<sup>6</sup> and runs back into his garden. Now the kennel is very nice and very warm. "That's better!" thinks Rover.

<sup>1</sup> kennel = Hundehütte

<sup>3</sup> neighbours = Nachbarn

<sup>5</sup> attic = Dachboden

<sup>2</sup> cold = kalt

<sup>4</sup> dining room = Esszimmer

<sup>6</sup> mouth = Mund, Maul

You can also listen to the CD.



Track 2

**1 True, false, not in the text? Put a tick (✓) in the right box.**

Richtig, falsch oder gar nicht im Text? Setze einen Haken (✓) in das entsprechende Kästchen.

|   | true                     | false                    | not in the text          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Rover is six months old.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The kennel is in the Walkers' garden.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sometimes the kennel is OK.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The neighbours are very nice.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The neighbours' kitchen is big.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The TV is in the kitchen.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There are six chairs in the dining room. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The neighbours have three children.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. There are more than two bedrooms.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The bathroom has a black door.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Rover takes a scarf from the hall.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2 Now correct the sentences that are wrong.**

Verbessere nun die falschen Aussagen in Aufgabe 1. Schreibe in dein Heft.

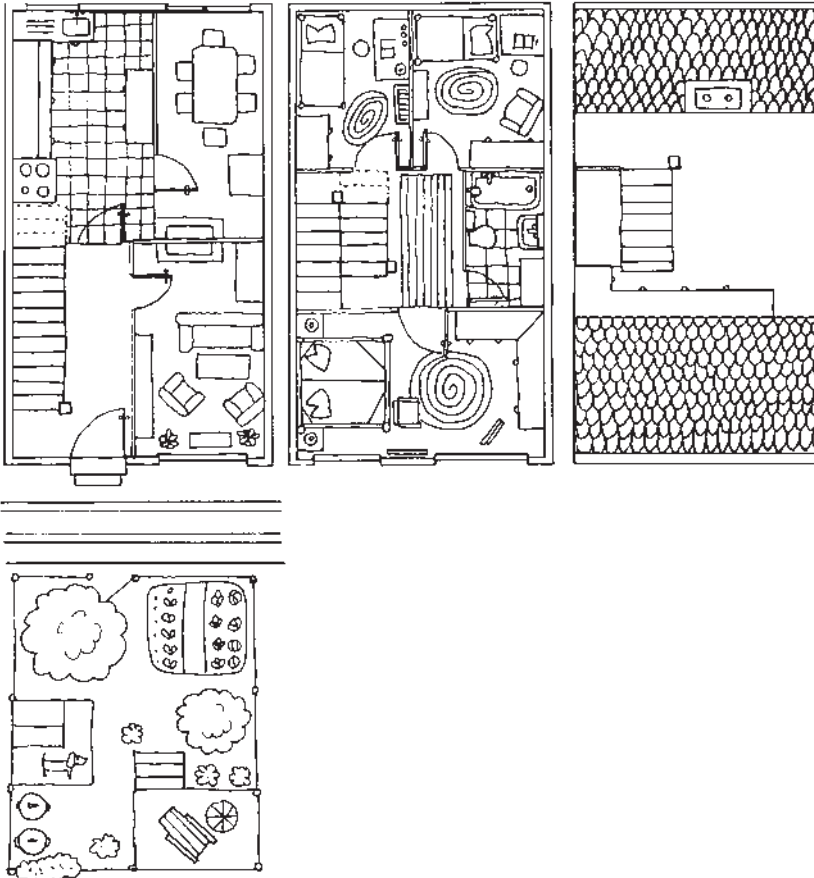
**3 Find where Rover goes. Write the sentences in your exercise book.**

Finde heraus, wohin Rover geht. Schreibe die Sätze mit den notwendigen Satzzeichen in dein Heft.

Rover is cold. He goes to the neighbours' front door and into the hall. Then he runs into the kitchen. Next he goes into the living room. Rover runs upstairs. Here are the parents' bedroom and the children's bedrooms. There is a bathroom. He runs up to the attic. Then he goes back to the hall. He runs back into his garden.

- 4** Now number the rooms to show the path that Rover takes through the house.

Zeige Rovers Weg durch das Haus. Setze Zahlen in der richtigen Reihenfolge in den Zimmern ein.



- 5** Say it in English.

Schreibe in dein Heft. Sage auf Englisch, dass ...

1. es im Winter sehr kalt ist.
2. die Tür offen ist.
3. er nach oben rennt.
4. es sehr warm aussieht.
5. es hier viele alte Sachen gibt.

## Houses

### 1 Read about the families and find the right house for them.

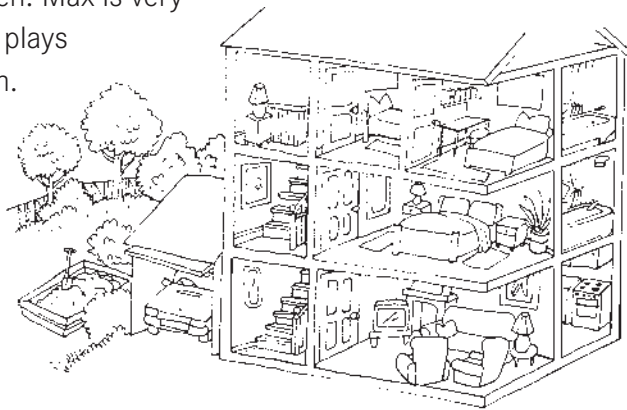
Lies die Aussagen über die Familien und finde für jede das richtige Haus.

The Green family have got three children. There is Mary. She is seven, and her twin brothers, Tim and Robert, are two. Sometimes their grandmother comes and visits them.

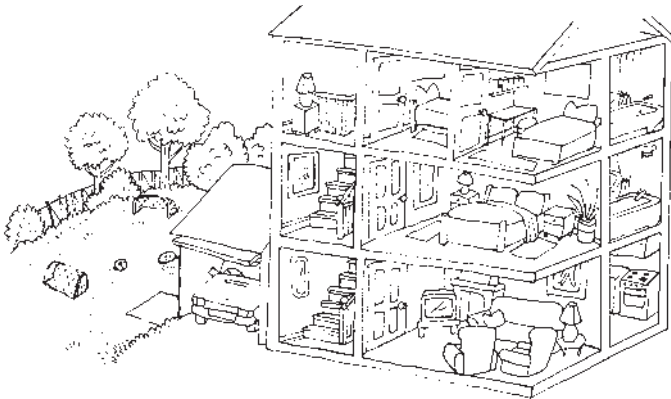
Mr and Mrs Pretty have got a six month old daughter. Her name is Caitlyn. Sometimes Caitlyn's grandfather and grandmother visit them. Caitlyn's grandfather can paint and he can make things with wood.

The Brown family have two sons. One son, Max, is fifteen and the other son, Peter, is thirteen. Max is very good at sports and plays basketball in a team.

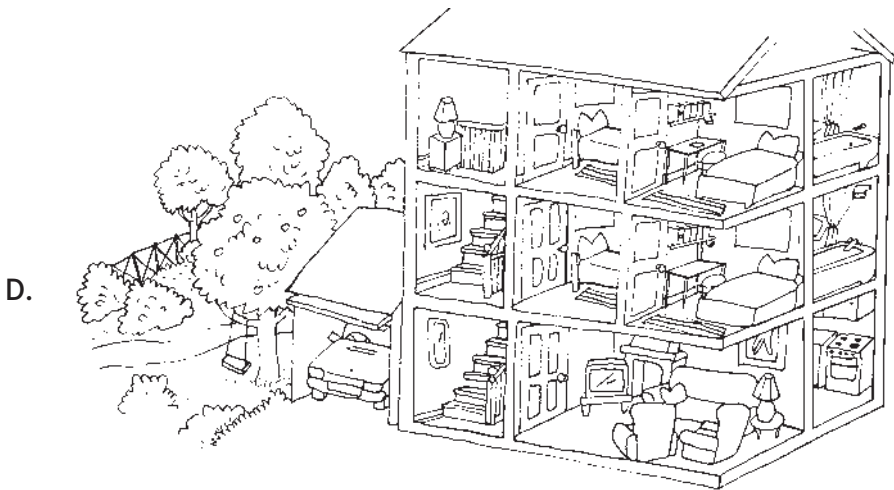
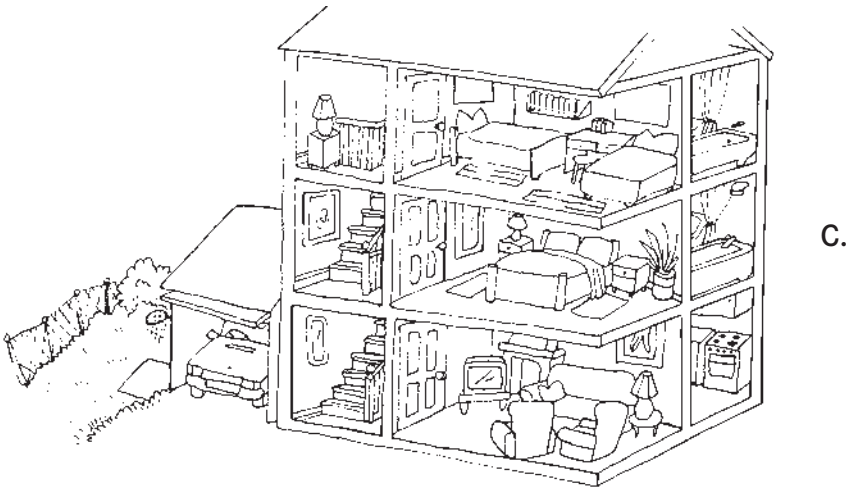
He likes football and is good at inline skating. Peter loves books. He reads and plays chess.



A.



B.



**2 Which family?**

Welche Familie? Lies die Fragen und entscheide, um welche Familie es sich handelt. (Es können manchmal zwei Familien sein.)

1. Which house has sometimes got 6 people in it?
2. Which family has got a sports person?
3. Which family has got somebody to make things?
4. Which family has a quiet person?
5. Which family needs a big garden?



## The new car

Colin's father has a new car. It is very big, very fast, very expensive<sup>1</sup> and very beautiful.

Every weekend, Colin and his father wash the car. Colin's father parks it outside his house. He wants all the people in the street to see this beautiful car.

Colin loves to show his friends his father's car. His father only puts it in the garage when it is raining. Colin doesn't like rain because he wants all his friends to see the car. He wants them to say, "Oh Colin, your dad's got a great car," or "Oh Colin, that's a very fast car."

One day, Colin's father is standing outside his house. He is talking to some people about his car. Then it starts to rain.

"Oh no!" says his father, "It's raining. Wait a minute please!"

He runs inside the house. Where are the keys<sup>2</sup> to his garage? He can't find them. He looks outside. Terrible rain is falling on his car. He takes an umbrella<sup>3</sup> and runs back into the street.

"Why do you need the umbrella?" asked Colin

Colin's father laughs. "Silly boy, it's raining."

"But if you don't like the rain you can sit in your car."

Colin's father laughs. "No, Colin, the umbrella isn't for me. It's for my car."

His father opens his umbrella and stands in the rain. He holds the umbrella over his car. Soon he is very wet<sup>4</sup>. But the car's roof is dry<sup>5</sup>. More people come to watch.

"You see, Colin," says his father. "Everybody wants to see my new car. It is so big, so fast, so expensive and so beautiful."

"No, Dad," answers Colin. "They don't want to see your car. They want to see a wet man holding an umbrella over his car."

<sup>1</sup> expensive = teuer

<sup>4</sup> wet = nass

<sup>2</sup> keys = Schlüssel

<sup>5</sup> dry = trocken

<sup>3</sup> umbrella = Regenschirm

You can also listen to the CD.



Track 3

### 1 Find the right answers.

Finde die richtigen Antworten. Setze einen Haken (☑) in das entsprechende Kästchen.

1. Colin's father washes his car ...

- every week.
- every month.
- every day.

2. Colin's father parks his car outside because ...

- he wants all the people to see him.
- he wants all the people to see it.
- he can't find the keys to the garage.

3. Colin loves to show his friends his father's new car because ...

- he loves his friends.
- he loves the car.
- he loves his friends saying it is a great car.

4. When it starts to rain Colin's father is talking about ...

- some people.
- Colin.
- his car.

5. Colin's father looks for the garage keys ...

- in the garden.
- in the house.
- in the car.

6. Everybody wants to see ...

- a wet man with an umbrella.
- a man with a car.
- a wet car and a wet man.

**2 Find the opposite for these words. They are all in the text.**

Finde die Gegensätze zu den folgenden Wörtern. Sie stehen alle im Text auf Seite 62. Schreibe sie in die Tabelle.

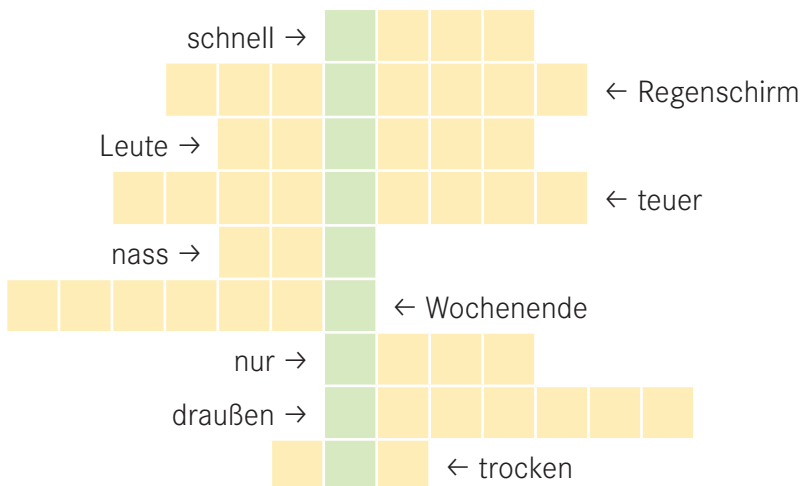
|        |  |
|--------|--|
| small  |  |
| slow   |  |
| inside |  |
| loves  |  |
| stops  |  |
| great  |  |
| closes |  |
| stand  |  |

**3 A crossword puzzle**

Write the English words in the puzzle. They are all in the text. Now find the word. It tells you where Rover goes first.

Trage die englischen Wörter in das Kreuzworträtsel ein. Sie stehen alle im Text. Das Wort auf den unterlegten Feldern sagt dir, wohin Rover zuerst geht. Die Lösung besteht aus zwei Wörtern.

Answer: He goes to the neighbours'  .



### Two in one

- 1** Here are two texts but they are mixed. Write the two texts in your exercise book.

Hier sind zwei Texte durcheinander geraten. Markiere zunächst in zwei Farben, was zusammengehört. Schreibe die beiden Texte in dein Heft.

On school days I wake up at six o'clock. We have got a new house. It is a big white house with blue windows. I go to the bathroom and wash. There is a big garden with an apple tree where my four year old brother plays. Then I go to our very small kitchen for breakfast. My big sister, Susan, has muesli with milk or yoghurt. There is a garage for the car and our bikes and John's little scooter. She drinks a cup of tea. The living room and the kitchen are downstairs and they are very big. I have toast with butter and I drink a glass of milk. At seven o'clock we leave the house. Upstairs the rooms are small. There are three bedrooms and a bathroom. At the weekend we all have breakfast at eight o'clock. From my bedroom I can see the garden. Dad and I have bacon and eggs<sup>1</sup> and mum and Susan have a soft boiled egg<sup>2</sup>. Dad is a writer and he has got an office in the house. Everybody has orange juice and lots of toast. The office is the room next to John's bedroom.

<sup>1</sup> bacon and eggs = Speck und Eier

<sup>2</sup> soft boiled egg = weich gekochtes Ei

- 2** What is each text about? Give it a title.

Worum geht es in den beiden Texten? Finde Überschriften.

- 3** Find ...

Finde die gesuchten Begriffe und schreibe sie in dein Heft.

1. words that talk about time. (There are five.)
2. names of rooms. (There are five.)
3. names for other parts belonging to a house. (There are three.)
4. things to eat and drink. (There are eight.)

**4 Which text is it? Write the name of the text (see exercise 2) behind each sentence.**

Um welchen Text geht es? Schreibe die Überschrift (von Aufgabe 2) zu den Sätzen. Schreibe in dein Heft.

1. In this text the speaker goes to school. *That is ...*
2. In this text the speaker has a sister.
3. In this text the speaker's father is a writer.
4. In this text there are four rooms upstairs.
5. In this text the house has a small kitchen.
6. In this text the speaker has a brother.

### **My mum is funny**

My mum is so funny. All my family say that she is funny. My family is my dad (he is 45 years old), my mum (she is 40 years old), my sister Molly (six years old), and me. I am ten years old. My name is Oscar. Oh, yes, and our small brown dog, Jacky. I don't know how old our dog is. My mum doesn't want to be funny. But she is. At the moment I am watching TV in the living room. My mother is in the living room, too. But now I can hear her. She is saying numbers: 15 and 89 and 72 and 45. I look at her. What is she doing? My mother is holding the TV remote control<sup>1</sup> in her hand. She is pressing the buttons<sup>2</sup> on it. She thinks it is a calculator.<sup>3</sup> I laugh and she looks at me. I tell her that it's not a calculator; it's the TV remote control. She laughs and gives it to me.

She is not funny all the time. But she is always different to other mums. My friends do not have a mum like my mum.

For example, what is she doing now? She is turning on the computer. The computer is also in the living room. It is the family computer. My mother is playing a computer game! But I want my dinner. I'm hungry and my sister is hungry, too.

<sup>1</sup> remote control = Fernbedienung

<sup>2</sup> buttons = Knöpfe

<sup>3</sup> calculator = Taschenrechner

“Mum, when is dinner?” I ask. “Not now, dear,” she says. “I want to see how many Lemming levels I can play,” is her answer. Lemming levels! I look at the computer and yes, my mother is playing Lemmings again! It’s a computer game. It’s not easy. You must save lemmings. “But, Mum, that computer game! You play it every day. And I am hungry,” I say. “Yes, yes.” is the answer I get. Not a good answer, I think. What can I do now? Turn off the computer? No! Shout? No! Phone a pizza restaurant? Good idea. So I phone a pizza restaurant and in thirty minutes my sister and I are eating pizza in the kitchen. Mum? She is still playing!

You can also listen to the CD.



Track 4

**1 Read the sentences. Put a tick (✓) in the right box.**

Lies die folgenden Sätze. Setze einen Haken (✓) in das richtige Feld.

|   | true                     | false                    | not in the text          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Oscar is eleven years old.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Molly is in the first class at school.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Oscar’s mum has a job.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Oscar’s mum is funny.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Oscar’s mum thinks the pocket calculator is a TV remote control. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Oscar’s mum likes computer games.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Oscar’s mum is good at computer games.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Oscar likes computer games.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Oscar’s sister is hungry.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Oscar likes salami pizza.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2 Write all the wrong sentences in your exercise book and make them right.**

Schreibe die falschen Aussagen in dein Heft und korrigiere sie.

**3 Who thinks this? Read the sentences and write *Oscar* or *his mother* after each sentence.**

Wer denkt das? Lies die Sätze und schreibe *Oscar* oder *his mother* hinter jeden Satz.

1. Why is my mum different to my friends' mothers? That is .
2. I hope mum doesn't change my TV programme. That is .
3. Now where is that pocket calculator? That is .
4. Have we got enough money for pizzas? That is .
5. This is the ninth level – great! That is .
6. I can't cook. That is .
7. I'm hungry. That is .
8. I think Molly likes pizza. That is .

**4 Put the sentences in the right order.**

Schreibe die Sätze in der richtigen Reihenfolge auf.

She plays computer games every day.

Oscar has a funny mother.

When she plays computer games she forgets to make dinner.

She often does funny things.

Sometimes she uses the remote control to calculate.

She loves computer games.

Then Oscar gets pizza from a pizza restaurant.

**5 Oscar writes an email to his grandmother. He tells her about his mother and computer games.**

Schreibe Oscars E-Mail an seine Großmutter. Erzähle ihr von seiner Mutter und von Computerspielen.

## Test

### Max

**A.** Max is nine years old and lives near a river in a very big house. He has a very big family. He lives with his two brothers and two sisters, his mum and dad, his grandmother and grandfather and his uncle Bob. What a big family!

But Max is not happy. He is very small. His brothers and sisters laugh at him because he is so small. When they go to the shop for ice-cream Max can't go fast. "Ha, ha, ha!" they laugh, and they leave Max behind<sup>1</sup>. They are not nice to him and when they play basketball with their friends, he can often only watch.

<sup>1</sup> leave Max behind = Max zurücklassen

**B.** One day there is a bad storm. It rains and rains and rains. Water fills the river and soon it is very big and very fast and the water goes into the street.

Max's house is now an island<sup>2</sup>. There is water all around it.

It rains for six days. Everybody stays in the house and they eat all the food<sup>3</sup> in the house. After six days there is no food to eat.

"No food and no electricity<sup>4</sup>," says Max's father. "What can we do? Why can't I swim? Nobody<sup>5</sup> can swim in this family."

<sup>2</sup> island = Insel

<sup>5</sup> nobody = keiner

<sup>4</sup> electricity = Strom

<sup>3</sup> food = Nahrung

**C.** Nobody? Max can swim. He has swimming lessons at school.

He looks at the fast river. Then he jumps into the water and starts to swim.

"Look!" shout his brothers and sisters. "Look at Max! He is swimming!"

Then Max is at the next house. This house has a telephone and he phones the police. After 30 minutes the police come in boats<sup>6</sup> and take the family to a dry place and give them food.

Max is very tired<sup>7</sup> but very happy. Everyone in the family is very proud<sup>8</sup> of him ... and they never leave him behind again.

<sup>6</sup> boats = Boote

<sup>7</sup> tired = müde

<sup>8</sup> proud = stolz

You can also listen to the CD.



Track 5



**1 Find the right endings.**

Finde die richtigen Ergänzungen. Verbinde sie mit Linien.

|                          |   |
|--------------------------|---|
| Max                      | come and take the family to a dry place.          |
| Max                      | rains for six days.                               |
| Max                      | has no electricity.                               |
| His brothers and sisters | can swim.   |
| Then it                  | is no food in the house.                          |
| Soon there               | is nine years old.                                |
| The house                | is very small.                                    |
| Only Max                 | lives with his family in a big house.             |
| The police               | can play basketball with his brothers and sister. |
| Now Max                  | often play basketball with friends.               |

**2 Write the answers to these questions in your exercise book.**

Schreibe die Antworten zu den folgenden Fragen in dein Heft.

Who ...

1. is Bob?
2. is the smallest in the family?
3. do Max's brothers and sisters play basketball with?
4. stays in the house?
5. can swim?
6. does Max phone?
7. is very happy?

Where ...

1. does Max live?
2. does Max jump?
3. does Max swim to?

**3 Find all the information about Max from the text.**

**Now write about him in your exercise book. Start like this:**

Finde die Informationen, die im Text über Max stehen. Schreibe in deinem Heft einen eigenen Text. So kannst du anfangen:

Max is ... years old. He has ... family. He is ...

**4 Note taking – keywords – titles**

Notizen machen – Schlüsselwörter – Überschriften

1. Read part **A** of the story again. Look at the underlined words. They are the important words in part **A**. You can use them to take notes. Lies Teil **A** noch einmal. Sieh dir die unterstrichenen Wörter an. Das sind Schlüsselwörter in Teil **A**. Du kannst sie benutzen, um dir Notizen zu machen.

2. Now underline the keywords in parts **B** and **C**.  
Unterstreiche nun die Schlüsselwörter in Teil **B** und **C**.

3. Find headings for **A**, **B**, and **C**.  
Finde Überschriften für Teil **A**, **B** und **C**. Hier findest du einige Ideen:

Too small                      Big family                      What brothers and sisters!  
A bad storm!                      ...

**5 Say it in English.**

Schreibe in dein Heft. Sage auf Englisch, dass ...

1. Max nicht glücklich ist.
2. er sehr stolz ist.
3. er sehr klein ist.
4. er nicht schnell ist.
5. er sehr müde ist.

### Das musst du am Ende der Klasse 5 können:

- ▷ Eine einfache Postkarte oder E-Mail schreiben, z. B. mit Feriengrüßen
- ▷ Einen Steckbrief über dich oder andere schreiben
- ▷ Einfache Sätze schreiben
- ▷ Eine Mindmap zu einem bestimmten Thema erstellen
- ▷ Kurze Gedichte schreiben
- ▷ Einen Text nach einer Vorlage schreiben
- ▷ Deinen Stundenplan auf Englisch schreiben

## 3.1 Wortfeldarbeit

### GOOD TO KNOW

### Mindmaps nutzen

Bevor du einen Text schreibst, sammle Stichwörter für deinen Text. Hierfür kannst du eine **Mindmap** erstellen. Schreibe zunächst Oberbegriffe auf und danach Unterbegriffe.

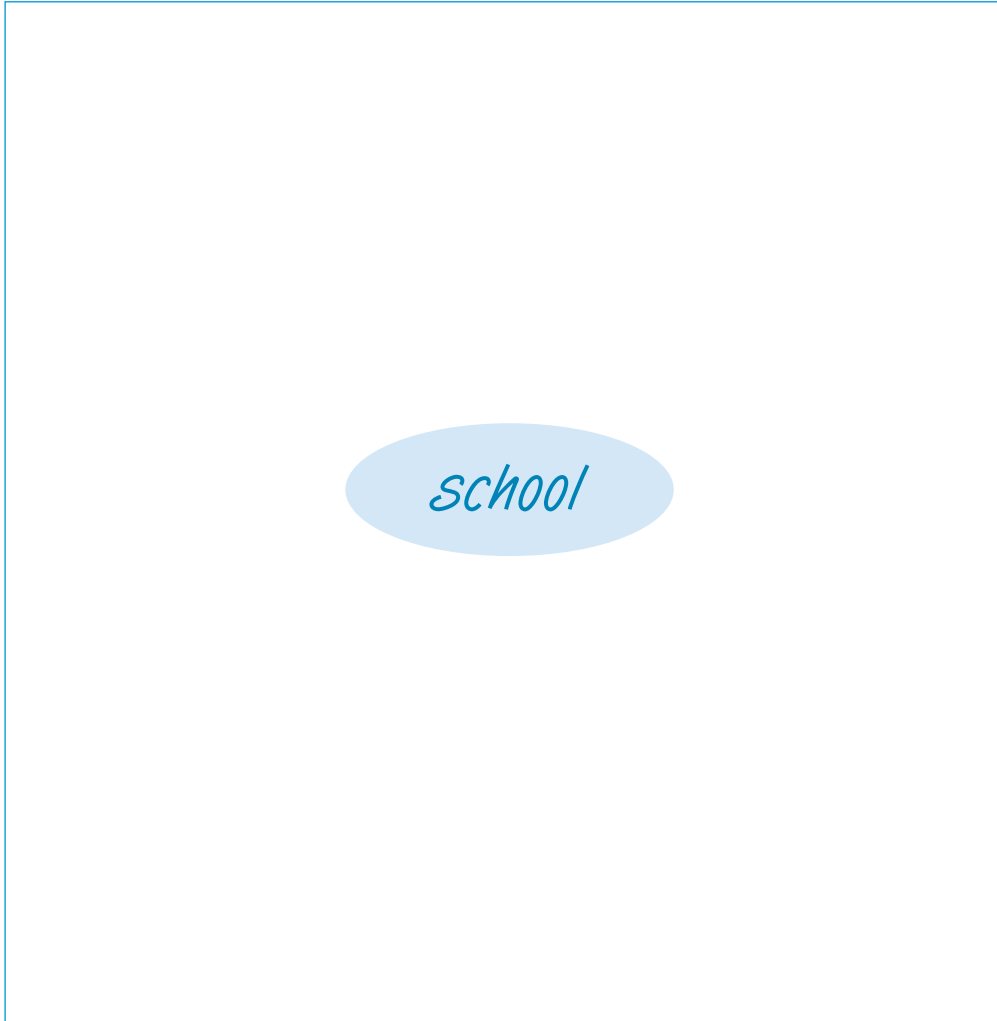
Mindmap bedeutet Gedankenkarte. In der Mitte steht der Hauptbegriff, davon zweigen wie auf einer Karte die Oberbegriffe ab. Diese verzweigen sich weiter. Dort stehen die Unterbegriffe.

#### Tipps für das Schreiben:

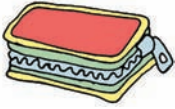
- ▶ Schreibe zuerst kurze, einfache Sätze auf.
- ▶ Du kannst einen Text, einen Brief oder eine Postkarte aus dem Buch als Muster nehmen.
- ▶ Überlege dir eine Überschrift.
- ▶ Fange nicht jeden Satz gleich an.
- ▶ Verbinde Sätze mit **and** oder **but**.

**1 Put these words into a mindmap.**

Schreibe die Wörter in eine Mindmap zum Thema *school* hinein.

*canteen**classroom**English**German**maths**pupils**subjects**teachers**timetable**uniform**rooms**people**gym**break*

- 2** What belongs where? Write the correct numbers in the boxes.  
 There are some words that do not belong. Put a cross in the boxes.  
 Was gehört wozu? Es gibt einige Wörter, die nicht dazugehören.  
 Setze ein Kreuz in die Kästchen dieser Wörter.



1. *my pencil case*      2. *school bag*      3. *my books*      4. *my snacks*

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> <i>an apple</i>         | <input type="checkbox"/> <i>a biro</i>             | <input type="checkbox"/> <i>a bottle of water</i> | <input type="checkbox"/> <i>a cake</i>        |
| <input type="checkbox"/> <i>an exercise book</i> | <input type="checkbox"/> <i>a felt-tip</i>         | <input type="checkbox"/> <i>a folder</i>          | <input type="checkbox"/> <i>a pen</i>         |
| <input type="checkbox"/> <i>a pencil</i>         | <input type="checkbox"/> <i>a pencil sharpener</i> | <input type="checkbox"/> <i>a phone</i>           | <input type="checkbox"/> <i>a ruler</i>       |
| <input type="checkbox"/> <i>a rubber</i>         | <input type="checkbox"/> <i>a sandwich</i>         | <input type="checkbox"/> <i>a shirt</i>           | <input type="checkbox"/> <i>a tennis ball</i> |
| <input type="checkbox"/> <i>a textbook</i>       | <input type="checkbox"/> <i>a yoyo</i>             |   |   |

- 3** Make a mindmap with your own words for your classroom.  
 Erstelle eine Mindmap mit Dingen aus deinem Klassenzimmer.

## A language school

- 1** Underline all the words for things that you can find in your classroom.  
 Unterstreiche alle Bezeichnungen für Gegenstände, die in deinem Klassenzimmer vorhanden sind.

board   book   CD player   chair   clock   computer

cupboard   desk   door   exercise book   floor

noticeboard   pencil case   poster   rubber   ruler

school bag   timetable   TV   wall   window

2 Look at the picture and fill in the table.

Schau dir das Bild an und fülle die Tabelle aus.



| Name    |  | how old |
|---------|--|---------|
| Michael |  |         |
| Marcus  |  |         |
| Susanna |  |         |
| Andrew  |  |         |
| Wayne   |  |         |

- 3 Write four sentences each about Tim, Robert, Hannah and yourself. Read the example first.**

Schreibe je vier Sätze über Tim, Robert, Hannah und dich. Lies zuerst das Beispiel.

#### EXAMPLE

*Mia - ten - nice - not London / Liverpool - English*

*Mia is ten. She is nice. She isn't from London. She is from Liverpool.*

*She is English.*

1. Tim - eleven - funny - not Leeds/Manchester - Manchester United fan.
2. Robert - eleven - German - not Frankfurt/Berlin - Quentin Blake School.
3. Hannah - nine - good at sports - not English/German - in year 6.
4. You - how old? - are you English? Are you German? football fan? school?

- 4 Answer Wayne's questions.**

Beantworte Waynes Fragen. Trage die Antworten ein.

Hello, what is your name?

My name is  .

Where are you from?

I am from  .

How old are you?

I am  .

How old is your best friend?

She is  .