

KV9: Role play

Unterrichtsgespräche Partner/in A, Partner/in B

1. A: Begrüße deine Lehrerin, Frau Schneider, und begrüße deinen Partner/deine Partnerin.
2. B: Sage „Guten Morgen“. Frage deinen Partner/deine Partnerin, was „Fenster“ auf Englisch heißt.
3. A: Sage, dass es „window“ heißt.
4. B: Frage, ob es nicht „cupboard“ ist.
5. A: Sage, dass das nicht stimmt und dass „cupboard“ „Schrank“ heißt.
6. B: Erkundige dich nach der Hausaufgabe.
7. A: Sage, dass sie an der Tafel steht.
8. B: Frage, ob ihr auf Seite 19 seid.
9. A: Sage, dass er/sie auf Seite 21 blättern soll.
10. B: Bedanke dich.
11. A: „Bitte schön!“

Classroom talk Partner A, Partner B

- A: _____

- B: _____

- A: _____
- B: _____
- A: _____






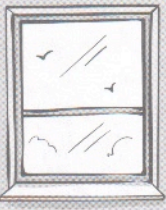
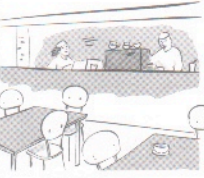
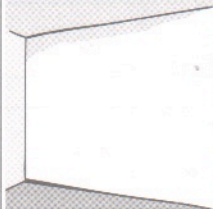









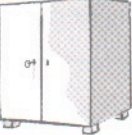

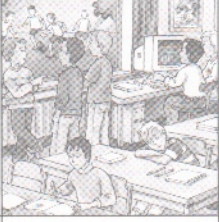




- B: _____
- A: _____
- B: _____
- A: _____
- B: _____
- A: _____

Lösung: 1. A: Good morning/Hello, Mrs Schneider, Hi/Hello, ... 2. B: Good morning ... What's "Fenster" in English? 3. A: It's "window". 4. B: Isn't it "cupboard"? 5. A: No, that's wrong. "Cupboard" is "Schrank" in German. 6. B: What's the homework? 7. A: It's on the board. 8. B: Are we on page 19? 9. A: Turn to page 21. 10. B: Thank you. 11. A: You're welcome.

KV10: A word game

Schneide die Kärtchen aus.

Dieses Spiel wird wie Memory gespielt. Versuche Bild- und Wortpaare zu finden. Wer die meisten Paare hat, gewinnt.

					
					
					
					
mouse	board	chair	tree	girl	window
cafeteria	wall	door	pencil	ruler	football
letter	apple	pen	cards	book	cupboard
table	classroom	rubber	school bag	playground	boy

KV2: The friends

a) Beantworte die Fragen. Verwende Possessivbegleiter.

1. Is it the Jacksons' garden?	Yes, it's <u>their</u> garden.
2. Are they Terry's drums?	Yes, they're _____ drums.
3. Lisa, is it the Brooks' dog?	No, it's _____ dog.
4. Sam, is it Emma's mobile?	Yes, it's _____ mobile.
5. Oh, two pencils. Mrs Carter, are they Sam's or my pencils?	They aren't his pencils. They're _____ pencils.

b) Put in the forms of **to be** and possessive determiners (Possessivbegleiter).

Lisa and Emma: Look, Sam. This is _____ new school. And it's _____ new school, too.

Sam: _____ I in _____ tutor group, Lisa?

Lisa: Yes, you _____. And Emma is in _____ tutor group, too.

Emma: We _____ in Mrs Carter's tutor group. Mrs Carter _____ our tutor.

Sam: _____ she nice?

Emma: Yes, she is. The teachers at TTS _____ OK.

Sam: Emma, _____ you good at German?

Emma: Yes, I _____.

c) Put in **they're**, **their** or **there**.

1. Lisa and Terry are friends. _____ from Greenwich.

2. _____ school is in Greenwich, too.

3. Mrs Carter is _____ tutor. Look, _____ is Mrs Carter. Hello, Mrs Carter!

KV5: Grammar

a) have got / has got

I / we / you / they _____
he / she _____



Aussage

I have got _____ a room.

You _____ a sister.

He _____ a house.

She _____ a dog.

It _____ a window.

We _____ a flat.

You _____ a garden.

They _____ a shop.

Verneinung

I haven't got _____ a cat.

You _____ a brother.

He _____ a garden.

She _____ a mouse.

The cat _____ a wardrobe.

We _____ a car.

You _____ a shed.

They _____ a dog.

Frage

_____ you _____ a computer?

_____ they _____ a dog?

_____ she _____ a new CD?

Antwort

Yes, I _____.

No, they _____.

Yes, she _____.

b) Genitive

This is _____ shed.

This is _____ book.

This is the _____ car.



Terry




































Mrs Carter



The Taylors

KV9: Can you read the pictures?

Can you read the pictures? Bilde aus den Anfangsbuchstaben der Wörter „Familienwörter“.

<p>Example:</p> <p>1      </p> <p>shed Italian flag sofa time England Russia <u>sister</u></p>
<p>   2</p> <p>_____</p>
<p> aunt ∞ ?  3</p> <p>_____</p>
<p>   4 </p> <p>_____</p>
<p> yes  5  11</p> <p>_____</p>
<p> X   6   9</p> <p>_____</p>
<p>   7   8 </p> <p>_____</p>
<p>  question ↔ ?  8  90 &</p> <p>_____</p>

Lösung: 2. drums, alphabet, dog; 3. manager/man, uncle, mobile; 4. apple, under, next to, TV; aunt house, eight, rubber; brother 8. garden, read, answer, ninety, downstairs, mouse, and; grandma

KV4: A sentence rap

S	A	V	O	...
I	never	play	music	on Fridays.
They	often	eat	lunch	in the cafeteria.
My friends	always	like	our school day.	

In der Tabelle erkennst du die Reihenfolge der Satzteile in englischen Aussagesätzen:

S (ubjekt) - **V** (erb) - **O** (bjekt) sind die wichtigsten Satzteile.

Make new sentences.

- go / to the Sports Club / never / on Fridays / I _____

- Dog Club / The / park / is / in / the _____

- Football Club / to / go / often / Lisa and Terry / the _____

- boys and girls / finish / The / volleyball / at 4:30 _____

- Drama Club / The / starts / at 3:00 / always _____

- on Saturdays / take / sometimes / our dog / We / for a walk _____

S - V - O! S - V - O!

Clap your hands and then let's go!

S is for **friends** and for **I** and for **they**.

V is for **like** and for **eat** and for **play**.

O is for **music** and for **lunch** and
for **school day**.

Now my English is OK!



Lösung: 1. I never go to the Sports Club on Fridays. 2. The Dog Club is in the park. 3. Lisa and Terry often go to the Football Club. 4. The boys and girls finish volleyball at 4:30. 5. The Drama Club always starts at 3:00. 6. We sometimes take our dog for a walk on Saturdays.

KV5: My day

Write about your day!

come home

have dinner

go to school

get up

do my homework

go to bed

eat breakfast



I get up
at _____



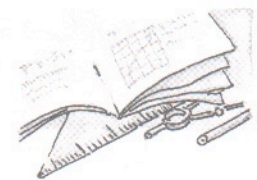
I _____
at _____



I _____











10 An e-mail

a) Read the e-mail. (Lies die E-Mail.)

Hi David!

I'm at school with my friends. But it isn't a lesson – it's a party. Yes, a party in the classroom! That's cool! My tutor, Mrs Carter, is here, too, and Tom. Tom isn't very big, but he's cool. Tom is a mouse! There are nice sandwiches on the tables, and there are crisps in a big bag in the cupboard. They're my favourite crisps. One very big crisp is for Tom. Goodbye!

Sam

TIPP

Lies zuerst den Text.
Dann lies die Fragen.
Lies den Text jetzt
noch einmal durch
und markiere die
Antworten.

b) Tick (✓) the right box. (Markiere (✓) das richtige Kästchen.)

- | | | | |
|---------------------------|--------------------------|-----------------------------------|--------------------------|
| 1. The e-mail is from ... | | 4. Tom is ... | |
| a) Sam. | <input type="checkbox"/> | a) cool. | <input type="checkbox"/> |
| b) David. | <input type="checkbox"/> | b) nice. | <input type="checkbox"/> |
| c) Tom. | <input type="checkbox"/> | c) boring. | <input type="checkbox"/> |
| 2. At school there is ... | | 5. In the classroom there are ... | |
| a) a lesson. | <input type="checkbox"/> | a) sandwiches but no crisps. | <input type="checkbox"/> |
| b) a playground. | <input type="checkbox"/> | b) crisps but no sandwiches. | <input type="checkbox"/> |
| c) a party. | <input type="checkbox"/> | c) sandwiches and crisps. | <input type="checkbox"/> |
| 3. Mrs Carter is ... | | 6. For Tom there is ... | |
| a) a mouse. | <input type="checkbox"/> | a) an apple. | <input type="checkbox"/> |
| b) a tutor. | <input type="checkbox"/> | b) a crisp. | <input type="checkbox"/> |
| c) the caretaker. | <input type="checkbox"/> | c) a sandwich. | <input type="checkbox"/> |

c) Match the parts of the sentences. (Verbinde die Teilsätze.)

- | | | |
|-------------------------|---|---------------------|
| 1. I'm at school | — | a) on the tables. |
| 2. Tom isn't very big, | | b) is for Tom. |
| 3. There are sandwiches | — | c) with my friends. |
| 4. There are crisps | | d) in the cupboard. |
| 5. One very big crisp | | e) but he's cool. |

10 In the garden

Find the mistakes in the pictures.
(Finde die Fehler in den Bildern.)

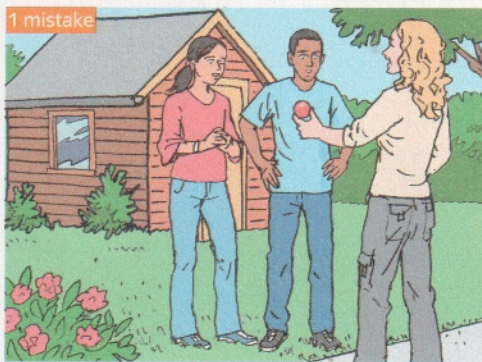
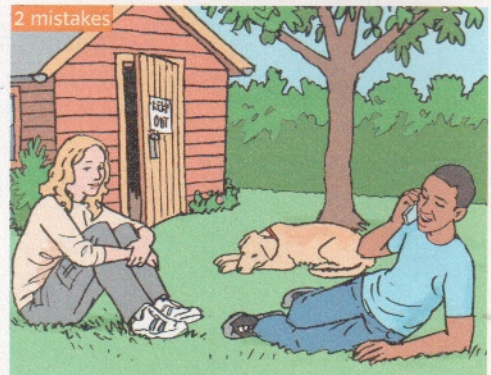


1. Terry and Emma are in Terry's garden. It's nice in the garden, but it's boring. What can they do? What is that sound? It's Terry's mobile.

Terry: Hello?
 Lisa: Hi, Terry. It's Lisa. Are you in the shed?
 Terry: Hi, Lisa! No, I'm in the garden. Emma is here, too.
 Lisa: Can I come with Barker?
 Terry: Oh, I'm sorry, Lisa, our cat Tiger is here. But *you* can come.

TIPP

Es ist leichter, wenn du die Geschichte zweimal liest.

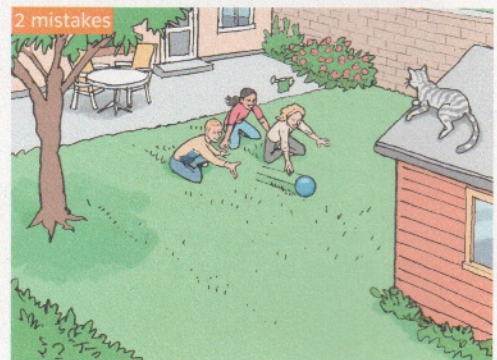


2. Now Lisa is in the garden with Terry and Emma. She has got a big blue ball.

Lisa: Let's play football!
 Emma: I can't play football.
 Lisa: Then let's make a new game with the ball.
 Terry: Yes, we can make new rules.

3. They make a funny game. It isn't football!

Terry: Here are the rules:
 1. Take the ball.
 2. Roll¹ it.
 3. Start at the house.
 4. Finish at the tree where Tiger is.
 It's a great game and it's funny.



4. Emma is good at this game.

Terry: Emma, it's your turn now!

Now Emma has got the ball. She is at the tree. But where is Tiger?

Emma: I'm at the tree. But Tiger isn't here!
 Terry: Oh, no. Tiger, where are you? What's that sound?

5. Emma, Lisa and Terry are at the shed door. Tiger is on Terry's drums.

Emma: Oh, no.
 Terry: Tiger, come here!
 Lisa: What a funny cat!



¹to roll [rɔʊl] = rollen