

Resource Section

Language Action Sheets (LAS)

Vocabulary Action Sheets (VAS)

Kopiervorlagen 1–68

Personal pronouns Personalpronomen

► p. 20

- **1a** Find the sentences in 1 (p. 20). Complete them. Finde die Sätze in 1 (S. 20). Vervollständige sie.

_____ Dan, the clever twin.

Yes, _____ Dan and Jo.

_____ nervous, right?

Oh, _____ twins!

_____ Jo, the mad twin.

Here are Dan and Jo. _____ twins.

And _____ Ananda.

_____ 8.30.

- **1b** Underline the *personal pronouns* (I, you ...).
Use a red pen.

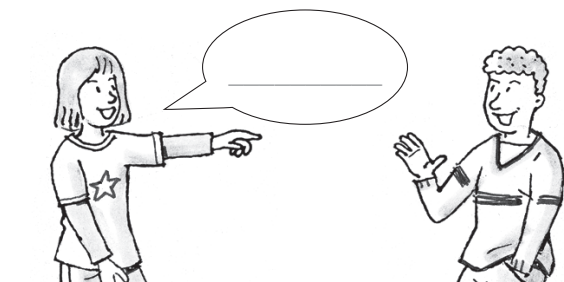
Unterstreiche die *Personalpronomen* (I, you ...).
Verwende einen roten Stift.

- **2** Write the correct pronouns in the speech bubbles.

Schreib die richtigen Pronomen in die Sprechblasen.



1st person



2nd person



3rd person



- **3** Now look at Grammar File 1 on p. 127 of your English book.

Schau dir jetzt Grammar File 1 auf S. 127 deines Englischbuches an.



The verb (to) be: long and short forms; negation

Das Verb (to) be: Lang- und Kurzformen; Verneinung

► pp. 20–21

■ **1** Look at 1 (p. 20). Write the *short forms of be* ('m, ...) in the chart. Write the *long forms* (am, ...) next to them.

Schau dir 1 (S. 20) an. Schreib die *Kurzformen von be* ('m, ...) in die Tabelle. Schreib die *Langformen* (am, ...) jeweils daneben.

Short forms	Long forms	Short forms	Long forms
I'm	I am	We	We
You	You	You	You
He	He	They	They
She	She		
It	It		

■ **2a** Find the *negative statements* in 3 (p. 21) and complete them.

Finde die *verneinten Aussagesätze* in 3 (S. 21) und vervollständige sie.

Our mum _____ here. She's in New Zealand.

We _____ 11. We're 12.

Our mum and dad _____ together.



■ **2b** Write the *long forms* of the negatives next to the *short forms*.

Schreib die *Langformen* der Verneinungen neben die *Kurzformen*.

Short forms	Long forms	Short forms	Long forms
I'm not	I _____	We aren't	We _____
You aren't	You _____	You aren't	You _____
He isn't	He _____	They aren't	They _____
She isn't	_____		
It isn't	_____		

■ **3** Now look at Grammar File 2a on p. 128.

Schau dir jetzt Grammar File 2a auf S. 128 an.



The verb (to) be: questions and short answers

► p. 21

Das Verb (to) be: Fragen und Kurzantworten

■ **1** Find the sentences in 3 (p. 21) and complete the questions.

Finde die Sätze in 3 (S. 21) und vervollständige die Fragen.

What about you, Jack? _____ 11 too?

Ananda is a nice name. _____ Indian?

_____ from India?



■ **2** Change the questions into statements. Then draw lines and show the difference.

Verwandle die Fragen in Aussagen.

Dann zeichne Linien, um die Unterschiede zu zeigen.

What about you, Jack? Are you 11 too?

~~You are~~ 11 too.

Ananda is a nice name. Is it Indian?

_____ Indian.

Are your mum and dad from India?

_____ from India.

■ **3** Make questions and complete the chart.

Bilde Fragen und vervollständige die Tabelle.

I'm a pretty parrot. ~~Am I~~ _____ a pretty parrot?

We're in Form 7PK. _____ in Form 7PK?

You're my friend. _____ my friend?

You're twins! _____ twins?

She's in our form. _____ in our form?

They're 12. _____ 12?

■ **4** Look at 3 (p. 21) again. Then answer these questions. Use **short answers**.

Schau dir 3 (S. 21) noch einmal an. Dann beantworte diese Fragen. Verwende **Kurzantworten**.

Are you a student? – Yes, _____.

Are you from England? – No, _____.

Are Dan and Jo from London? – No, _____.

■ **5** Now look at Grammar File 2b and 2c on p. 128.

Schau dir jetzt Grammar File 2b und 2c auf S. 128 an.



can („können“)

► p. 22

■ **1** Find the sentences in 6 (p. 22). Complete them.

Finde die Sätze in 6 (S. 22). Vervollständige sie.

Oh, and _____ play football?

_____ play football, but _____ play hockey.

Can you play football, Jo? – Yes, _____, Mr Kingsley.

■ **2** Colour the four boxes for each English sentence with four different colours.

Male die vier Kästchen für jeden englischen Satz mit vier verschiedenen Farben aus.

Ananda	can	play	hockey	.
--------	-----	------	--------	---

Ananda	kann			.
--------	------	--	--	---

She	can't	play	football	.
-----	-------	------	----------	---

				.
--	--	--	--	---



– Write the German sentences in the empty boxes.

Schreib die deutschen Sätze in die leeren Kästchen.

– Now colour the boxes with the German sentences.
Use the same colours for the same words:
can and **kann** should be the same colour, etc.

Nun male die Kästchen mit den deutschen Sätzen aus.
Verwende dieselben Farben für dieselben Wörter:
can und **kann** sollten mit derselben Farbe ausgemalt sein, usw.

– Look at the English and German sentences again.
What is different?

Schau dir die englischen und deutschen Sätze noch einmal an.
Was ist der Unterschied?

– Which is the correct rule for **can**: **a**, **b** or **c**?Was ist die richtige Regel für **can**: **a**, **b** oder **c**?

The main verb, e.g. play,
Das Hauptverb, z.B. play,

a is at the end of the sentence with can.
steht am Ende des **can**-Satzes.

b stays together with can.
bleibt mit **can** zusammen.

c is before can.
steht vor **can**.

■ **3** Now look at Grammar File 3 on p. 129.

Schau dir jetzt Grammar File 3 auf S. 129 an.



The verb *have got* („haben“): long and short forms; negation

Das Verb *have got* („haben“): Lang- und Kurzformen; Verneinung

► p. 24

■ **1** Find the sentences in 13 (p. 24). Complete them.

Finde die Sätze in 13 (S. 24). Vervollständige sie.

Oh, _____ a chair.

Well, no, but _____ a face like a bank robber.

Hey, what _____ next?



■ **2** Write the *short forms* of *have got*/*has got* in the chart. Write the *long forms* next to them.

Schreib die *Kurzformen* von *have got*/*has got* in die Tabelle.

Schreib die *Langformen* jeweils daneben.

Short forms	Long forms	Short forms	Long forms
I've got _____	I have got _____	We _____	We _____
You _____	You _____	You _____	You _____
He's got _____	He has got _____	They _____	They _____
She _____	She _____		
It _____	It _____		

■ **3a** This is a *negative statement*:

Dies ist ein *verneinter Aussagesatz*:

I haven't got a chair.

What makes it negative? Draw a red box around that part.

Male ein rotes Kästchen um den Teil des Satzes, in dem die Verneinung steckt.

■ **3b** Now make negative statements from these sentences:

Nun bilde verneinte Aussagesätze aus diesen Sätzen:

I've got a face like a film star. I haven't got _____ a face like a film star.

They've got a pet. _____ a pet.

She's got a twin sister. _____ a twin sister.

■ **4** Now look at Grammar File 5a on p. 130.

Schau dir jetzt Grammar File 5a auf S. 130 an.



The verb *have got* („haben“): questions and short answers

Das Verb *have got* („haben“): Fragen und Kurzantworten

► p. 24

■ **1a** *This is a question:**Dies ist eine Frage:*

Have	you	got	a	pet	?
------	-----	-----	---	-----	---

Colour the subject blue and the verb (*have got*) yellow.

Male das Subjekt blau und das Verb (*have got*) gelb an.

■ **1b** *Now make questions from these statements.**Nun bilde Fragen aus diesen Aussagesätzen.*

We've got Mr Kingsley for English.

~~Have we got~~ _____ Mr Kingsley for English?

Jack has got mad ideas.

_____ mad ideas?

Their mum has got a new partner.

_____ a new partner?

■ **2a** *Look at these two dialogues. Try and understand how the short answers work.**Schau dir die beiden Dialoge an. Versuche zu verstehen, wie die Kurzantworten funktionieren.*

Have you got water, Sophie?

– Yes, I have.

Has your friend got an MP3 player?

– No, he hasn't.

■ **2b** *Complete these dialogues with short answers.**Vervollständige diese Dialoge mit Kurzantworten.*

Have we got English now?

– Yes, we _____.

Has your mum got lots of CDs?

– No, she _____.

Have Dan and Jo got mobiles?

– Yes, they _____.

Have they got MP3 players?

– No, they _____.

Has the twins' mum got a new partner?

– Yes, she _____.

Is your name Laura/Leo?

– _____, it _____.

■ **3** *Now look at Grammar File 5b and 5c on p. 131.**Schau dir jetzt Grammar File 5b und 5c auf S. 131 an.*

The simple present: positive statements

Die einfache Form der Gegenwart: bejahte Aussagesätze

► pp. 38–39

■ **1a** Find the sentences in 1 (p. 38) and 2 (p. 39) and complete them.

Finde die Sätze in 1 (S. 38) und 2 (S. 39) und vervollständige sie.

I _____ up at 7.15 every morning.

Then we _____ to school.

You _____ up at 7.45.

You two _____ boring essays.

Sophie (She) _____ up at 9 o'clock.

They _____ rabbit food, carrots and water.

He _____ the cage.



■ **1b** Draw a red box around the subject and verb (I get, You ...) in all seven sentences.

Male ein rotes Kästchen um Subjekt und Verb (I get, You ...) in allen sieben Sätzen.

■ **1c** Which translation is best: a, b or c?

Welche Übersetzung passt am besten: a, b oder c?

On Saturday mornings, Toby cleans the cage.

a Samstagmorgens muss Toby den Käfig reinigen.

b Es ist Samstagmorgen, und Toby reinigt den Käfig.

c Samstagmorgens reinigt Toby immer den Käfig.

■ **2a** Write down the seven subjects and verbs. Then write the infinitives of the verbs. (You can find the infinitives in the Dictionary, pp. 176–188.)

Schreib die sieben Subjekt-Verb-Kombinationen auf. Dann schreib die Grundformen (Infinitive) der Verben dazu. (Du findest die Grundformen im Dictionary, S. 176–188.)

Subject + verb (Subjekt + Verb)

Infinitive (Grundform)

I get up

(to) get up



■ **2b** Two forms are different. Mark them in yellow.

Zwei Formen sind anders. Markiere sie gelb.

■ **3** Now look at Grammar File 7a and 7b on pp. 132–133.

Schau dir jetzt Grammar File 7a und 7b auf S. 132–133 an.



The simple present: negative statements

Die einfache Form der Gegenwart: verneinte Aussagesätze

► p. 40

■ 1a Find the sentences in 5 and 6 (p. 40) and complete them.

Finde die Sätze in 5 und 6 (S. 40) und vervollständige sie.

I _____ your help.

We _____ the old essay.

You _____ me.

You _____ sometimes.

He _____ on Saturdays.

They _____ to bed early.

But she _____ letters.

■ 1b Draw a red box around the subject and verb (I don't need, You ...) in all seven sentences.

Male ein rotes Kästchen um Subjekt und Verb (I don't need, You ...) in allen sieben Sätzen.

■ 2a Write down the seven subjects and verbs – negative on the left, positive on the right.

Schreib die sieben Subjekt-Verb-Kombinationen auf – links verneint, rechts bejaht.

Negative (Verneint)

Positive (Bejaht)

I don't need I need

■ 2b Look again at the verbs for he and she (positive and negative). What's different? Mark the differences in yellow.

Schau dir die Verben bei he und she (bejaht und verneint) noch einmal an. Was ist anders? Markiere die Unterschiede gelb.

■ 3 Now look at Grammar File 7c on p. 133.

Schau dir jetzt Grammar File 7c auf S. 133 an.



The simple present: Yes/No questions

Die einfache Form der Gegenwart: Entscheidungsfragen

► p. 54

■ **1a** Find the sentences in 1 (p. 54). Complete them.

Finde die Sätze in 1 (S. 54). Vervollständige sie.

_____ I _____ them?

Do we need an assistant?

_____ you _____ the colour?

Do you two need help?

_____ she _____ the colour?

_____ they _____ nice?

■ **1b** In one of the questions the first word is different. Draw a red box around it and around the word after it.In einer der Fragen ist das erste Wort anders als in den anderen.
Male einen roten Kasten um das Wort und das Wort danach.■ **2** Find the **short answers** to these questions in 1 (p. 54) and complete them.Finde die **Kurzantworten** auf diese Fragen in 1 (S. 54) und vervollständige sie.

Do you like the colour, Ananda? – No, I _____.

Does she like the colour? – No, she _____.

Do they look nice? – Yes, _____.

■ **3** Complete the questions and short answers.

Vervollständige die Fragen und Kurzantworten.

_____ Dan and Jo want MP3 players? – Yes, _____.

_____ Jack live in a flat? – No, _____.

_____ you help your parents, Ananda and Dilip? – Yes, _____.

_____ Prunella like Emily? – No, _____.

_____ the twins write to their father? – No, _____.

_____ Mr Hanson need a wheelchair? – Yes, _____.

■ **4** Now look at Grammar File 10a and 10b on p. 135.

Schau dir jetzt Grammar File 10a und 10b auf S. 135 an.



The verb (to) have to („müssen“)

► p. 57

■ **1** Find the sentences in 8 (p. 57). Complete them.

Finde die Sätze in 8 (S. 57). Vervollständige sie.

I _____ lay the table for dinner.

We _____ do our English project about free time.

Jack _____ do his homework.

■ **2** Use have to/has to and complete the chart.

Verwende have to/has to, um die Tabelle zu vervollständigen.

I _____
You _____
He _____
She _____

get up early
every day.

We _____
You _____
They _____

get up early
every day.

■ **3** Look at 8 (p. 57) again. Complete the questions.

Schau dir 8 (S. 57) noch einmal an. Vervollständige die Fragen.

Why _____ I _____ everything in this house?

Why _____ play basketball?

_____ mum _____ yoga?

■ **4** Can you complete these negative statements?
One of them is in 8 (p. 57).

Kannst du diese verneinten Sätze vervollständigen? Einer von ihnen steht in 8 (S. 57).

At least I _____ have to do yoga or
play basketball.

Prunella _____ have to help – she's
a Poltergeist!

■ **5** How do you make negative statements
with have to? Complete the rule.

Wie bildet man verneinte Sätze mit have to? Vervollständige die Regel.

To make a negative statement with have to you need
Um einen verneinten Satz mit have to zu bilden, braucht man

don't _____ or _____
oder _____

You use _____ with he, she, it.
Man verwendet _____ mit he, she, it.

With I, you, we, they, you use _____.
Mit I, you, we, they verwendet man _____.

■ **6** Now look at Grammar File 12 on p. 137.

Schau dir jetzt Grammar File 12 auf S. 137 an.



Personal pronouns: object forms

Personalpronomen: Objektformen

► p. 70

■ **1** Find the sentences in 1 (p. 70) and complete the chart.

Finde die Sätze in 1 (S. 70) und vervollständige die Tabelle.

Please invite **me** to your party.

I can't invite _____ – you're a poltergeist.

Because I like _____ too.

Because I like _____, of course.

Let's look at _____.

You don't like _____!

I like _____ both, Prunella.

Prunella, I like _____ too.



■ **2** Complete the chart with pronouns in the subject and object forms.

Vervollständige die Tabelle mit Pronomen in der Subjekt- und der Objektform.

Singular

1st person	I	<u>me</u>
2nd person	_____	you
3rd person	he	_____
	_____	her
	it	_____

Plural

1st person	we	_____
2nd person	you	_____
3rd person	_____	them

■ **3** Now look at Grammar File 13 on p. 137.

Schau dir jetzt Grammar File 13 auf S. 137 an.



The present progressive: positive and negative statements

► p. 72

Die Verlaufsform der Gegenwart: bejahte und verneinte Aussagesätze

■ **1a** Find the sentences in 7 (p. 72). Complete them.

Finde die Sätze in 7 (S. 72). Vervollständige sie.

I _____ to Jenny's now, OK?

We _____ the hamster
up to my room.

You _____ a mess.

Dan and Jo, you're going to Sophie's party on
Saturday, right?

Sophie _____ her room.

The others _____.

■ **1b** Draw a red box round the form of (to) be.
Draw a blue box round the -ing ending of the verb.Male ein rotes Kästchen um die Form von (to) be.
Male ein blaues Kästchen um die -ing-Endung des Verbs.■ **2a** Which translation is best: a, b or c?

Welche Übersetzung passt am besten: a, b oder c?

It's 12 o'clock. Sophie is tidying her room.

- a Es ist 12 Uhr. Sophie muss ihr Zimmer aufräumen.
 b Es ist 12 Uhr. Sophie räumt gerade ihr Zimmer auf.
 c Um 12 Uhr räumt Sophie immer ihr Zimmer auf.

■ **2b** Which is the correct rule for the present progressive: a, b or c?

Was ist die richtige Regel für das present progressive: a, b oder c?

You make the present progressive with
Man bildet das present progressive mit

- a verb + -ing.
 b being + verb.
 c a form of (to) be + verb + -ing.

■ **3a** Find these negative statements in 7 (p. 72).
Complete them. What makes the statements
negative? Draw a green box around that part.Finde diese verneinten Aussagesätze in 7 (S. 72). Vervollständige
sie. Male ein grünes Kästchen um den Teil des Satzes, in dem die
Verneinung steckt.

I _____ TV, dear.

He _____ help _____.

You _____ to Jenny's!

■ **3b** Now complete the chart.

Nun vervollständige die Tabelle.

I'm *not* _____ helping

we _____ helping

you _____ helping

you _____ helping

he/she _____ helping

they _____ helping

■ **4** Now look at Grammar File 15a and
15b on pp. 138–139.

Schau dir jetzt Grammar File 15a und 15b auf S. 138–139 an.



The present progressive: questions

Die Verlaufsform der Gegenwart: Fragen

► p. 73

■ **1** Find the *questions* in 9 (p. 73). Complete them.

Finde die *Fragen* in 9 (S. 73). Vervollständige sie.

_____ you still _____ Mr Green?

_____ you _____ from the station?



■ **2a** Change the questions into statements. Then colour all the forms of **(to) be** red and all the subjects yellow.

Verwandle die Fragen in Aussagen. Dann male alle Formen von **(to) be** rot und alle Subjekte gelb an.

Are you watching Mr Green?

~~You are~~ _____ watching Mr Green.

Is he getting on a train?

_____ getting on a train.



Are they going to London?

_____ going to London.

■ **2b** Find the *wh-questions* in 9 (p. 73). Complete them. Colour the forms of **(to) be** red and the subjects yellow. Underline the **wh**-words in green.

Finde die *wh-Fragen* in 9 (S. 73). Vervollständige sie.

Male die Formen von **(to) be** rot und die Subjekte gelb an.

Unterstreiche die **wh**-Wörter grün.

_____ running?

So _____ doing?

■ **3** Now look at Grammar File 15c on p. 139.

Schau dir jetzt Grammar File 15c auf S. 139 an.



The simple past: the verb (to) be

Die einfache Form der Vergangenheit: das Verb (to) be

► p. 86

- 1a Find the sentences in 1 (p. 86). Complete them.
- Finde die Sätze in 1 (S. 86). Vervollständige sie.

I was at the dress rehearsal.

Where _____?

And _____ the Music teacher happy?

How _____?

_____ all very nervous.

And were you good? – Well, I _____ bad.

- 1b Draw a red box around was or were.
- Male ein rotes Kästchen um was oder were.

- 2 Complete the charts. Use a green pen for the simple present and a red pen for the simple past.
- Vervollständige die Tabellen. Benutze einen grünen Stift für das simple present und einen roten Stift für das simple past.

SIMPLE PRESENT

Positive (Bejaht)	Negative (Verneint)
I <u>am</u>	I <u>’m not</u>
You _____	You _____
He _____	He _____
She _____	She _____
It _____	It _____
We <u>are</u>	We <u>aren’t</u>
You _____	You _____
They _____	They _____

SIMPLE PAST

Positive (Bejaht)	Negative (Verneint)
I <u>was</u>	I <u>wasn’t</u>
You _____	You _____
He _____	He _____
She _____	She _____
It _____	It _____
We _____	We _____
You _____	You _____
They _____	They _____

- 3 Which time phrase is correct: a, b or c?
- Welche Zeitangabe ist richtig: a, b oder c?

We were all very nervous ...

- a tomorrow.
- b last week.
- c now.

- 4 Now look at Grammar File 16 and 17 on p. 140.
- Schau dir jetzt Grammar File 16 und 17 auf S. 140 an.



The simple past: positive statements

► p. 87

Die einfache Form der Vergangenheit: bejahte Aussagesätze

■ **1a** Find the sentences in 3 (p. 87) and complete the chart on the left.

Finde die Sätze in 3 (S. 87) und vervollständige die Tabelle links.

'I'm home!' he shouted .

His dad _____ from the kitchen.

The band _____ two songs without a mistake.

We _____ about it last night.

Infinitive (Grundform)

shout

■ **1b** Underline the simple past-ending of each verb in red. Then write the infinitives of the verbs in the chart on the right.

Unterstreiche die Simple past-Endung jedes Verbs in Rot. Dann schreib die Infinitive der Verben in die Tabelle rechts.

■ **2** Look at the verbs in the box. Write their simple past forms in the right group.

Sieh dir die Verben im Kasten an. Schreib die Simple past-Formen in die richtige Gruppe.

close • dance • drop • fit • hurry • plan • practise • stop • tidy • try • use • worry

closeed + -ed = closed

dropped + -ed = dropped

hurryied + -ed = hurried

■ **3** Which is correct: a, b or c?

Was ist richtig: a, b oder c?

With the simple past, you can

Mit dem *simple past* kannst du

a talk about tomorrow, next week, next year,
über morgen, nächste Woche, nächstes Jahr, ... reden.

b talk about every day, today, this week,
über jeden Tag, heute, diese Woche, ... reden.

c talk about yesterday, last week, last year,
über gestern, letzte Woche, letztes Jahr ... reden.

■ **4** Now look at Grammar File 18 on p. 141.

Schau dir jetzt Grammar File 18 auf S. 141 an.



Word order in subordinate clauses
Die Wortstellung in Nebensätzen

p. 103

1 Find the sentences in 3 and 5 (p. 103).
Complete them.

Finde die Sätze in 3 und 5 (S. 103). Vervollständige sie.

I come here because _____ at home.

I hate it _____ their sentences.

And I hate it _____.

2a Read the main clauses below. Colour the boxes: use green for the subjects, yellow for the verbs, red for the objects.

Lies die Hauptsätze unten. Male die Kästchen farbig aus: Nimm grün für die Subjekte, gelb für die Verben, rot für die Objekte.

Main clause (Hauptsatz)

S	V	O
Sophie	likes	the library
Prunella	makes	a mess

Subordinate clause (Nebensatz)

because	she	likes books .
when	she	helps Sophie .



2b Now look at the subordinate clauses. Colour the boxes with the same colours: green for the subjects, yellow for the verbs, red for the objects.

Sieh dir nun die Nebensätze an. Male die Kästchen mit denselben Farben aus: grün für die Subjekte, gelb für die Verben, rot für die Objekte.

2c Write S for subject, V for verb and O for object in the correct boxes.

Schreib S für Subjekt, V für Verb und O für Objekt in die richtigen Kästchen.

2d Complete the rules for word order in English. Then colour the boxes as above.

Vervollständige die Regeln für die Wortstellung im Englischen. Dann male die Kästchen aus wie oben.

The word order in the English main clause is:
Die Wortstellung im englischen Hauptsatz ist:

S		
---	--	--

The word order in the English subordinate clause is:
Die Wortstellung im englischen Nebensatz ist:

--	--	--

3 Complete the German sentence. Then colour all the boxes: green for the subjects, yellow for the verbs, red for the objects. What's different?

Vervollständige den deutschen Satz. Dann male alle Kästchen farbig aus: grün für die Subjekte, gelb für die Verben, rot für die Objekte. Was ist der Unterschied?

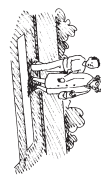
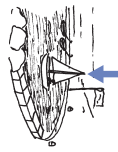
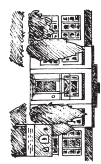
Sophie likes the library because she likes books .

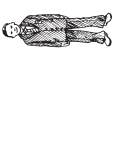
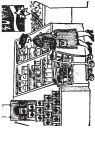
Sophie mag die Bücherei, weil _____ .

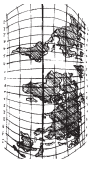
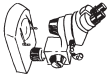
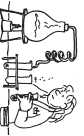
4 Now look at Grammar File 21 on p. 143.

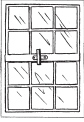
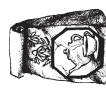
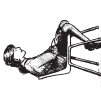
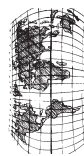
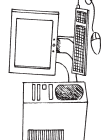
Schau dir jetzt Grammar File 21 auf S. 143 an.

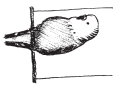
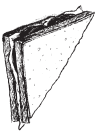
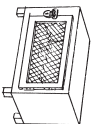


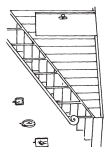
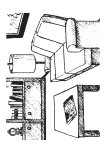
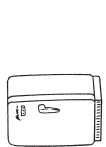
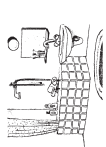
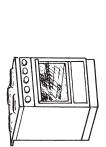
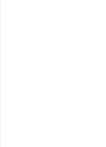
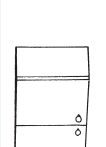
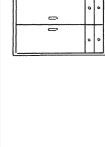
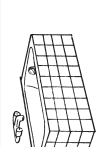
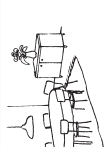
German/ English	Colours	Context	In a school bag	Pictures	The fourth word	Opposites	What we can do
1 schöne Sommer- ferien _____ _____		Hi, I'm Sophie. _____ name? _____ your _____			Dilip – he Ananda – _____ _____	full – _____ _____	
2 Schau auf Seite 3. _____ _____ 3.		_____ are you from? I'm from _____.			father, mother, baby – family pink, red, blue – c _____	yes – _____ _____	
3 Die Zahl ist richtig. _____ r _____.		Can you play football? Yes, _____. / No, _____. /			I – my mum they – _____ mum _____	(to) pull – _____ (to) _____	
4 Wir sind glücklich. _____ _____.		This is Sophie w _____ her sister Emily.			Jo – he _____ a book – _____	old – _____ _____	
5 Wir wohnen in Berlin. _____ _____ _____		Don't drop the p _____.			Germany – German England – _____ _____	(to) open – _____ (to) _____	
6 mein Lieblings- lied _____ _____ _____		w _____ are you? I'm Prunella.			Dan and Jo – brothers Sophie and Emily – _____	mother – f _____	
7 eine große Tasche a _____ _____		I n _____ felt tips, Dad.			Mr Shaw – Jo's dad _____ Hanson – Jack's mum	boy – _____ _____	
8 Ich bin 12. Und du? I'm 12. _____ about _____?		Sophie can see Prunella b _____ her mum can't see her.			red – colour park, house – p/ _____s	Yes, I can. – _____ No, _____.	

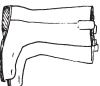
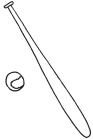
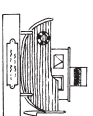
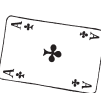
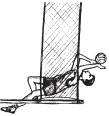
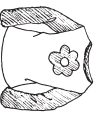
Definitions	Times and days	Context	In a house	Things	Families	Word partners	German/ English
1 a word for 'this day'	 It's 8 _____	Dan is a boy, Jo is a boy t _____	 a _____	 _____	The Kapoors are a f _____	black and – _____	Er ist bei der Arbeit. _____
2 very nice	 It's 1 _____	Berlin and Hamburg are in _____	 a f _____	 _____	Dilip is Ananda's _____	Bed & – _____	Wie spät ist es? w _____ t _____?
3 7, 26, 9, 15, 75 are	 _____	Jack Hanson is f _____ Bristol.	 a r _____	 _____	Dan and Jo Shaw are t _____ s _____	brother and – _____	Hör auf damit! _____
4 Jo, Emily, Shaw and Müller are	 _____	Jack Ananda are friends. _____	 a _____	 _____	Mr Hanson is Jack's d _____ f _____	please and – t _____ y _____	Auf geht's! L _____ g _____!
5 12:53 and 09:30 are	the first day of the week M _____	The English word f _____ 'wer' is 'who'.	 a _____	 _____	Mrs Hanson is Jack's w _____ w _____	hello and – g _____	Guten Morgen. _____
6 Seven days are a	day three of the week w _____	The Hansons h _____ a parrot.	 a _____	 _____	Sophie and Emily are s _____ s _____	here and – t _____	Viel Glück! _____
7 365 days are a	day four of the week t _____	Can you h _____ me with this exercise, Dan?	 a _____	 _____	Hannah is a b _____	_____ and Sunday s _____	Entschuldigung, dass ich zu spät bin. I'm _____.
8 a room in a school	the last day of the week s _____	The Kapoors l _____ 13 Paul Street.	 _____	 _____	Ananda, Jack, Jo and Dan are f _____ s _____	the first page – the / _____ page	ein tolles Gedicht a _____

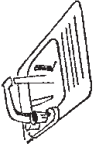
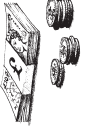
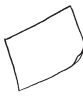
Definitions	Context	At school	Subjects	Pictures	The fourth word	Adjectives	German/ English
1 a, b, c, ..., x, y, z the _____	_____ L_____ to the teacher.	You sit in a c_____			a – book _____ – apple	Your ideas are really m_____!	Es tut mir leid. _____ _____.
2 It's black and you can write on it. b_____	Please w_____ it on the board.	a list of subjects and their times		s_____ b_____ 	I – my bag we – _____ bags	Yes, that's r_____, I'm Dan and he's Jo.	ein Witz, Scherz a _____
3 You can eat it on toast. _____	It is the first day of school. Are you n_____?	a boy or a girl at school			I – me he – _____	Oh no! That is a really b_____ joke.	eine Menge/ viele/viel _____
4 You can eat it at one o'clock. / _____	What have we got n_____? Art.	English is Jack's first / _____ on Tuesday.			songs – Music pictures – _____	I like her. She is very n_____.	Auf meinem Foto ist ein Skateboard. T_____ a _____ p_____.
5 You can sit on it. a _____	I've got an i_____. Let's play football.	r_____ your books, please.			I – have got Jack – _____	No, that's w_____. I'm eleven, not twelve.	morgens _____ _____.
6 what we eat f_____	Mr Stuart has got a face _____ a bank robber.	boys and girls together at school	$\begin{array}{r} 17 \\ + 23 \\ \hline \end{array}$		I – my pen you – _____ pen	Dan is the c_____ twin.	Gern geschehen. / Nichts zu danken. Y_____ _____.
7 a boy from Germany a _____	My phone number is 644- six- <i>d</i> _____ four ...	Maths and English are school s_____.			blue, red – colours mum, dad, sister – _____	In the classroom listen to the teacher and be q_____. _____.	Kannst du dir das merken? _____ you _____ _____?
8 a little telephone m_____	I've got lots of pens but I haven't got e_____ felt tips.	I talk to my friends in the b_____.			I – my books Ananda – _____ books	Polly the parrot is very p_____. _____.	Kannst du das buchstabieren? _____ you _____? _____?

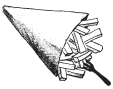
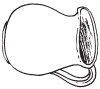
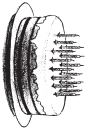
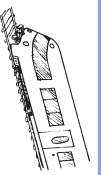
Context	What we do	Months	What we do at school	Opposites	Pictures	German/English	In a classroom
1 Can you _____ with me?	have 	Halloween is in _____.	t _____ our homework	good – _____		Wie bitte?	
2 This school is _____ from our old school.	 trees	The fifth month of the year is _____.	/ _____ music in the break	after – _____		Was haben wir als Hausaufgabe?	
3 A _____ my friends have got a computer.	play 	The month after June is _____.	_____ food	that – _____		Du bist dran.	
4 Tell me _____ your new school.	When we're late we h _____ u _____	The eleventh month of the year is _____.	 B O A – s _____ words	mum – _____		eine schlaue Klasse	
5 At the _____ of an English lesson we say goodbye.	 w _____	The last month of the year is _____.	 _____ on chairs	Do it! _____ it!		Mittagessen	
6 My friend Jack has got mad _____.	 o _____ things	The month before April is _____.	/ _____ the board.	come – _____		Tschüss.	
7 I'm _____ Germany.	play 	Valentine's Day is in _____.	w _____ our classmates	I have got I _____		Es ist wirklich leise. It's _____.	
8 I've got _____ CDs.	t _____ jokes	The first month of the year is _____.	t _____ o _____ books from our bags	big – _____		Unterrichtsende _____ of _____	school work you do at home _____

	Definitions	Pets: their homes & food	Context	Pictures	The fourth word	Pets	Opposites	German/ English
1	not right _____		I live _____ a room with my sister.		red – colour sandwich – _____		get up – _____ late – _____ to _____	sich anziehen _____
2	26th February _____		What are your _____ P_____ for the weekend?		in the – morning _____ – night		late – _____ grandma – _____	oben, an der Spitze (von) _____ (of)
3	the end of the day e_____		In the _____ I play with my computer.		play – football _____ – judo		grandma – _____ with – _____	natürlich _____
4	a young boy or girl a _____		I go _____ school at 8.15 in the morning. I play football		wash – face _____ – breakfast		son – _____ f_____ t_____	Familienstammbaum Das ist mein Zuhause. _____ is _____.
5	not very often s_____		_____ Saturday.		bird – tree fish – _____		son – _____ day – _____	also, deshalb, daher _____
6	child of your son or daughter g_____ d_____		On Sundays I sleep _____ 11 o'clock.		in – May _____ – Thursday		aunt – _____ _____	Hier bitte. _____ Y_____.
7	not difficult _____		First I feed the pets. A _____ th_____ I have breakfast.		parrot, cat, dog – pets boy, girl – P_____		married – _____ _____	die ganze Zeit _____ the
8	the end of the week _____		Dan often _____ with his brother Jo.		on – Friday night _____ – the weekend		married – _____ _____	die ganze Zeit _____ the

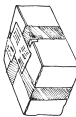
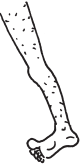
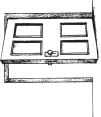
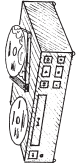
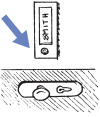
Definitions	Context	In a house	What people do every day	Families	The fourth word	What we do	Topic 2
1 not boring i _____	Harry Potter is b _____ J. K. Rowling.		 c _____ their teeth	my mum's brother my _____	he – him we – _____	 _____ windows	
2 not married _____	Can you r _____ her name?			my mum's father my _____	a boy – 10 boys a child – _____ 10 _____	 _____ pets	
3 Germany, England c _____	Sheeba is a dog, s _____ she eats meat.			my dad's sister my _____	on – Tuesday _____ the – morning	 p _____ things in boxes	
4 You sit on it at home. s _____	Sorry, mum. I'm late b _____ I was at a friend's house.			my dad's mother my _____	a week – 2 weeks a fish – _____ two _____	 g _____ other people things	
5 a short word for ‘thank you’ _____	Don't i _____ sit there. Come and help me.			the child of my dad's brother my _____	a spy – spies a tooth – _____ apple – food	 _____ a book	
6 You wear them in the sun. s _____	“Oh no! The pizza doesn't _____ into the box.”		 _____ their face	Ananda Kapoor is Mr Kapoor's _____	budgie – _____ a bag – two bags a mouse – _____ 2 _____	 w _____ jeans	
7 dogs, hamsters, cats They're p _____. _____	Let's do a q _____. Who can answer the 10 questions?			Jack is Mr and Mrs Hanson's _____	kitchen – downstairs bedroom – _____	 a _____	
8 a piece of writing on a topic e _____	Mrs Hanson is w _____ Mr Hanson.			Mary and Peter Hanson are Jack's p _____	_____	_____ homework	

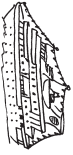
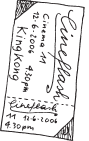
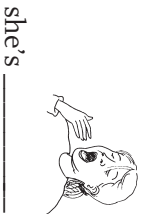
Definitions	Sports	Context	Pictures	What we wear	The fourth word	What we do	German/English
1 He/she works in a shop. _____		My shoes are _____ 39.			play – football _____ – riding		Tanzstunden, Tanzunterricht _____
2 all the time _____		Is this chair _____? Yes, you can sit down on it.			we – us they – _____		Ich singe gern. I _____ singing.
3 not today, tomorrow the _____ day		There are _____ bananas on the table.			hockey – shoes football – _____	_____ stamps, posters	..., wissen Sie./ ..., weißt du. ..., _____
4 when you do hobbies and sports _____		I'm _____ at school early. Today I was late.			8.00 – good morning 15.00 – _____	t _____ _____ shoes	die meisten Leute w _____
5 a football game a football w _____		How do _____ do you watch TV? – Every day.			do – judo _____ – swimming		Liebe Sophie, ... d _____ Sophie, ...
6 You do it when I ask you a question. a _____		Jack is _____ at homework. He doesn't need a lot of time.			Yes, he is. – answer Is he 10? – _____	_____ bikes 	Griß Jack von mir. _____
7 These people live next to you. n _____		I w _____ a new mobile phone.			the pen – the pens this pen – _____ pens	l _____ English at school	Liebe Grüße, ... L _____, ...
8 You eat it in the morning. b _____		Can you _____ my question, Dan?			football – sport reading – _____ h _____	a _____ and a _____ questions	Ich mag es so wieso nicht. I don't like it a _____

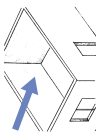
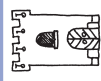
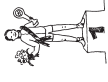
	Context	Pictures	What people do	Opposites	The fourth word	German/English	Shopping
1	I can't come. I _____ <u>h</u> _____ <u>t</u> _____ do my homework.		 _____ the table	together <u>a</u> _____	a book – two books a man – two _____	zumindest, wenigstens _____	 _____ <u>w</u> _____
2	In English, please. I don't _____ <u>a</u> _____ German.		make an <u>a</u> _____ with a partner	always _____	morning – breakfast evening – _____ <u>d</u> _____	Mein Hund spielt draußen. _____ dog _____ <u>o</u> _____	Germany – euro England – _____
3	Do you _____ <u>k</u> _____ London?		 _____ in the park	go out of a room go _____ a room	ride – a bike _____ – the guitar	ein unheimliches Geräusch _____	There's <u>o</u> _____ one CD on the table.
4	Can we _____ <u>w</u> _____ at 8 o'clock?		 _____	stop <u>s</u> _____	Sophie – a girl Jack – a _____	jetzt sofort, jetzt gerade _____	<u>h</u> _____ are the jeans? – They're € 50.
5	'Empty' is the <u>o</u> _____ of 'full'.		 _____ a match	over _____	letter – word <u>s</u> _____ – text _____ <u>e</u> _____	mein einziges Hobby my _____	 _____ <u>i</u> _____ <u>s</u> _____
6	The <u>p</u> _____ are looking for the bank robbers.		 _____ for help	like a lot <u>h</u> _____	Mr Kingsley – teacher, Sherlock Holmes – _____	Vielleicht geht es um Mr Green. <u>M</u> _____ this _____ <u>a</u> _____ Mr Green.	Here's € 10. – And here's your <u>dh</u> _____ : 20 ct.
7	Don't make so much <u>n</u> _____. The baby is sleeping.	 a _____ of _____	 _____ a friend	men <u>w</u> _____	euro – cent pound – _____	plötzlich _____	€ 40 for a T-shirt is <u>t</u> _____ much.
8	<u>A</u> _____ two and two and you get four.		_____ languages	up – <u>d</u> _____	student – learn teacher – _____	Bitte finde (das) heraus. Please <u>f</u> _____ <u>o</u> _____	This dress is only € 10. – Then I' _____ <u>t</u> _____ it.

	Party food	Definitions	Pictures	The fourth word	For breakfast	Context	Food and drink	German/English
1		ask people to come to your house		sing – a song invite – an _____		I usually have _____ toast _____ breakfast. My dog always eats _____ me to school.		süß _____
2		You wear it in your ear. e _____		chocolates – box crisps – _____		I'm still hungry. Can I have a _____ sandwich, please?		echt _____
3		where you get on a train s _____		cat – pet apple – f _____		Sorry, but we haven't got a _____ apples.		in Eile sein, es eilig haben _____ in a _____
4		not now / _____		right – wrong long – _____		_____	_____	etwas Käse s _____ cheese
5		You do this in a shop. _____ things		full – empty up – _____		I want _____ buy a new CD.		_____
6		not short / _____		banana – food tea – _____		What _____ you _____ a piece of cake?		Stichwort, Schlüsselwort _____
7		a person s _____ y _____		eat – hungry drink – _____		After lunch Jack was s _____ hungry.		in einen Bus einsteigen g _____ a bus

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Parts of the body (1)	Definitions	Pictures	Context	Parts of the body (2)	The fourth word	What we're doing	German/English
	name of a story, book or film t_____	 p_____ of _____	Please t_____ the plates into the kitchen, Jack.		garden – outside kitchen – _____	 Kate is t_____ing her room.	Das Theaterstück ist zu Ende. The _____ is _____.
	short form for 'in the afternoon'/evening		"W_____ cake would you like?" "The chocolate cake, please."		lemonade – bottle crisps – _____	 They're w_____ing the bus.	sich Notizen machen t_____ n_____
	great, very good f_____	 pa_____	There are 60 _____ s_____ in an hour.		big – small long – _____	 Ben is _____ the bus.	Es gibt keinen Obstsalat mehr. There's _____ fruit salad.
	what you win in a game or match p_____		My parents always w_____ a_____ me when I come home late.		eyes – see ears – _____	 Lucy is _____ing.	Wovon redest du? _____ _____?
	part of a play s_____		Where's Sheeba? She's o_____ in the garden.		hand – fingers food – _____	 Oliver is _____ing.	Mach dir keine Sorgen. w_____.
	you put cornflakes in it a b_____		My brother is af_____ big dogs.		afternoon – pm morning – _____	 They're _____ing the train.	sich umsehen r_____
	go into (a house) go i_____		We have to c_____ a name for our new guinea pig.		one – foot two – _____	 Penny is p_____ing r_____ the food.	keine Haustür _____ _____

Definitions	Context	What we do/ How we are	Spring Show	The fourth word	Pictures	Opposites	German/ English
1 after winter and before summer s_____	Is that c_____? Yes, I understand now.	 a house	A day before the show you have a dress r_____.	(to) sit – sat (to) be – I _____/we_____		old – Y_____	nicht viele Fehler not _____
2 in a short time s_____	Good morning, Miss White. M_____ I come in?	Jo's late. Now he's i_____		(to) say – said (to) tell – _____		take – b_____	Er kann es kaum erwarten, ... zu sehen He _____ to see ...
3 you hear it s_____	Mr Bonny k_____ the sailor with his sword.	 people a new car, house		(to) walk – walked (to) run – _____		tomorrow – Y_____	Der Fußboden ist kalt. _____ is _____.
4 a child a _____	Are you s_____ poltergeists or mice?	The band has to p_____ a lot.	parts of a play sc_____	day – night today – t_____		I think so. I _____	eine schöne Frau a b _____
5 very bad _____	A party at Sophie's house. That s_____ s great.	 he's _____	list of things in a show p_____	April – spring November – _____		I didn't see him. I _____ him.	Auf dem Schiff war es windig. It _____ _____ the ship.
6 July and August are s_____ months.	Sophie says t_____ Jack's ideas are mad.	 he's a _____	practise the play r_____	(to) talk – talked (to) go – _____		summer – cold –	endlich ein Ergebnis a _____ a _____
7 when you do something wrong w_____	It's very d_____ in here. I can't see much.	 phones, rulers, cameras,	Sophie does this in the Spring Show d_____	(to) play – played (to) have – _____		_____	Ich war zwei Tage in London. I _____ in London two _____.
8 people or things together g_____	 me the ball.	 she's _____	There was a r_____ on the Spring Show on the radio.	(to) help – helped (to) do – _____		I went – I d _____	Wie viele Anrufe? _____?

Definitions	Places	Context	What we do	Opposites	Pictures	The fourth word	German/English
1 another word for 'centre' m_____	 v_____	We need two m_____ photos for the poster.	We e_____ a new place or a country to learn about it.	start – f_____		run – ran hit – _____	Du hast Recht. You' _____.
2 a very big town c_____	the middle of a city c_____ c_____	There are two sy_____ in 'summer'	 wh_____	teacher – s_____		windy – wind funny – _____	Ich würde gern / möchte gehen. _____ go.
3 another word for 'have to' _____		This ticket is f_____. I don't want any money for it.	 _____	a quiet boy – a _____ boy	 c_____	sit – sat go – _____	Viel Spaß! _____!
4 say 'yes' to a plan/idea _____ on a plan/idea		The first s_____ is to choose a partner.	 _____	hot – _____	 h_____	see – saw take – _____	murren, nörgeln _____
5 a place where people live a t_____		The p_____ of the bike is € 250.	 s_____	different – _____	 b_____	this – that these – _____	Woher weißt / kennst du ...? _____ do you ...?
6 when you talk in front of your class pr_____		Yesterday Ananda h_____ her leg in a hockey match.	We k_____ on Mr Brown's door.	winter – _____	 f_____	elephant – big mouse – _____	aus vielen Gründen _____ lots of
7 very good friends b_____ friends		"Where is your house?" "It's o_____". t_____	p_____ a project to classmates	I'm for this idea. – I'm _____ this idea.	 a ch_____	teach – teacher play – _____	jeder, jede, jedes _____

	German/ English	Colours	Context	In a school bag	Pictures	The fourth word	Opposites	What we can do	Welcome A
1	nice summer holidays	yellow	What's	pencil case	band	she	empty	sing	
2	Look at page 3.	blue	Where	ruler	skateboard	colours	no	help	
3	The number is right.	red	Yes, I can. / No I can't.	felt tip	street/road	their	(to) push	look/see	
4	We are happy.	brown	with	pen	park	it	new	drop	
5	We live in Berlin.	pink	plates	pencil	tree	English	(to) close	talk	
6	my favourite song	black	Who	rubber	water	sisters	father	listen	
7	a big bag	orange	need	pencil sharpener	boat	Mrs	girl	laugh	
8	I'm 12. What about you?	green	but	exercise book	school	places	No, I can't.	think	

	Definitions	Times and days	Context	In a house	Things	Families	Word pairs	German/ English	Welcome B
1	today	o'clock	too	house	kite	family	white	He's at work.	
2	pretty	half past	Germany	flat	parrot	brother	Breakfast	What's the time?	
3	numbers	quarter to	from	room	uniform	twins	sister	Stop that!	
4	names	quarter past	and	bed	mp3 player	dad/father	thank you	Let's go!	
5	times	Monday	for	picture	wheelchair	mum/mother	goodbye	Good morning.	
6	week	Wednesday	have got	plate	glue stick	sisters	there	Good luck!	
7	year	Thursday	help	newspaper	shop	baby	Saturday	Sorry, I'm late.	
8	classroom	Sunday	live at	pets	book	friends	last	a great poem	

	Definitions	Context	At school	Subjects	Pictures	The fourth word	Adjectives	German/ English	Unit 1 A
1	Alphabet	listen	classroom	French	comic	an	mad	I'm sorry.	
2	board	write	timetable	Geography	school bag	our	right	a joke	
3	marmalade	nervous	student	Biology	box	him	bad	lots of	
4	lunch	next	lesson	Science	milk	Art	nice	There's a skate- board in my photo.	
5	chair	idea	take out	RE	teacher	has got	wrong	in the morning	
6	food	like	form/class	Maths	apple	your	clever	You're welcome.	
7	German	double	subjects	History	table	family	quiet	Can you remember that?	
8	mobile phone	enough	break	Drama	listen to	her	pretty	Can you spell that?	

	Context	What we do	Months	What we do at school	Opposites	Pictures	German/English	In a classroom
1	come	breakfast	October	talk about	bad	window	Sorry?	school bag
2	different	climb	May	listen to	before	bank robber	What's for homework?	timetable
3	all	basketball	July	eat	this	tea	It's your turn.	classmates
4	about	hurry up	November	spell	dad	packet of mints	a clever class	chair
5	end	work	December	sit	Don't do it!	face	lunch	poster
6	ideas	open	March	look at	go	world	Bye/See you.	write
7	from	football	February	meet	I haven't got.	calendar	It's really quiet.	computer
8	lots of	tell	January	take out	little	(foot)ball	end (of) school	homework

Unit 1 B

	Definitions	Pets: their homes & food	Context	Pictures	The fourth word	Pets	Opposites	German/English
1	wrong	basket	share	bus	food	budgie	go to bed	get dressed
2	date	cage	plans	garden	at (night)	fish	early	at the top (of)
3	evening	bowl	afternoon/ morning etc.	sandwich	do (judo)	guinea pig	grandpa	of course
4	child	hutch	go to	essay	have	hamster	without	family tree
5	sometimes	house	every	tooth	water	horse	daughter	This is my home.
6	grandchild	carrot	till	toast	on (Thursday)	mouse	night	so
7	easy	meat	after that	hand	people	rabbit	uncle	Here you are.
8	weekend	rabbit food	argues	letters	at the weekend	tortoise	divorced/ single	all the time

Unit 2 A

	Definitions	Context	In a house	What people do every day	Families	The fourth word	What we do	Topic 2
1	interesting	by	bedroom	clean their teeth	uncle	us	clean	stairs
2	single/ divorced	remember	kitchen	watch TV	grandpa/ grandfather	children	feed	armchair
3	countries	so	living room	get up	aunt	in	put	fridge
4	sofa	because	bathroom	go to bed	grandma/ grandmother	fish	give	cooker
5	thanks	just	lamp	sleep	cousin	teeth	read	dishwasher
6	sunglasses	fit	chair	wash	daughter	bird	wear	cupboard
7	pets	quiz	wardrobe	have a shower	son	mice	act	bath
8	essay	married to	table	get dressed	parents	upstairs	do	dining room

Unit 2 B

	Definitions	Sports	Context	Pictures	What we wear	The fourth word	What we do	German/ English
1	shop assistant	American football	size	guitar	boots	go	teach	dancing lessons
2	always	baseball	free	model boat	dress	them	make models	I like singing.
3	(the) next day	dancing	some	bike	jeans	boots	collect	..., you know.
4	free time	riding	usually	stamp	shirt	good afternoon	try on	most people
5	match	swimming	often	card	shoe	go swimming	walk	Dear
6	answer	table tennis	quick	piano	shorts	question	ride	Say hi to ... for me.
7	neighbours	volleyball	want	head	socks	these	learn	Love, ...
8	breakfast	judo	answer	sweatshirt	(a) top	hobby	ask, answer	anyway

Unit 3 A

	Context	Pictures	What people do	Opposites	The fourth word	German/ English	Shopping
1	have to	sink	lay	alone	men	at least	money
2	understand	skates	appointment	never	dinner	My dog plays outside.	pound
3	know	car	skate	into	play	a scary noise	only
4	meet	snake	run	start	boy	right now	How much
5	opposite	watch	win	under	sentence	my only hobby	jumble sale
6	police	man	shout	hate	detective	Maybe this is about Mr Green.	change
7	noise	piece of paper	call	women	pence	suddenly	too
8	add	woman	learn	down	teach	(Please) find out.	I'll take it.

Unit 3 B

	Party food	Definitions	Pictures	The fourth word	For breakfast	Context	Food and drink	German/ English
1	chips	invite	jug	invitation	bread	have ... for ...	chicken	sweet
2	crisps	earring	bottle	packet	marmalade	follows	chocolate	real
3	hamburger	station	glass	fruit/food	orange juice	another	potatoes	both
4	ice cream	later	disco	short	cheese	any	orange	be in a hurry
5	biscuits	buy	presents	down	milk	want to	lemonade	some
6	sweets	long	soap	drink	hot chocolate	Would you like ...?	cake	key word
7	sausages	somebody	train	thirsty	cornflakes	still	salad	get on

Unit 4 A

	Parts of the body (1)	Definitions	Pictures	Context	Parts of the body (2)	The fourth word	What we're doing	German/English
1	arm	title	piece of cake	take	hair	inside	tidying	The play is over.
2	hand	pm	roll	Which	head	packet	waiting for	take notes
3	finger	fantastic	parcel	minutes	eye	short	getting on	no more
4	leg	prize	door	worry about	ear	hear	hiding	What are you talking about?
5	knee	scene	plate	outside	nose	toes	making a mess	Don't worry.
6	foot	bowl	CD player	afraid of	mouth	am	getting off	look round
7	toes	go inside	doorbell	choose	shoulder	feet	passing round	no front door

Unit 4 B

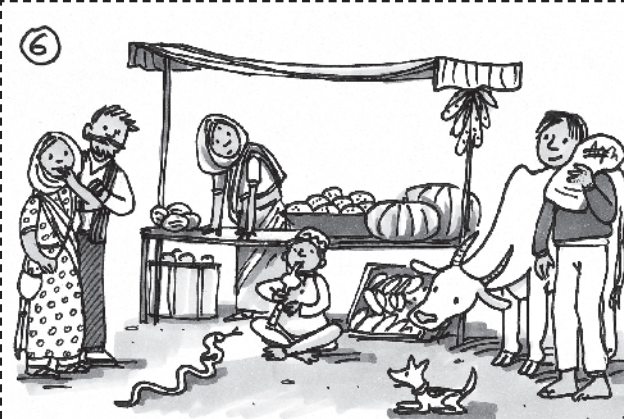
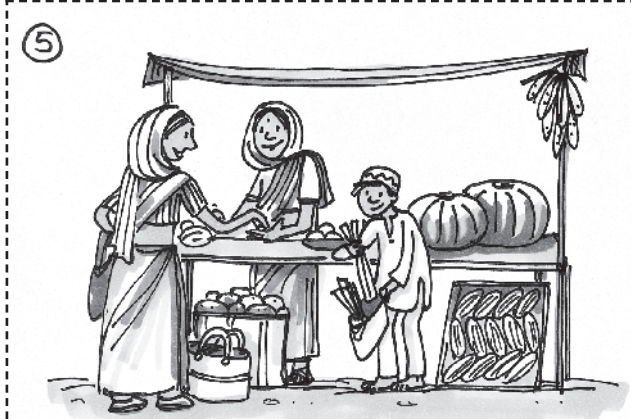
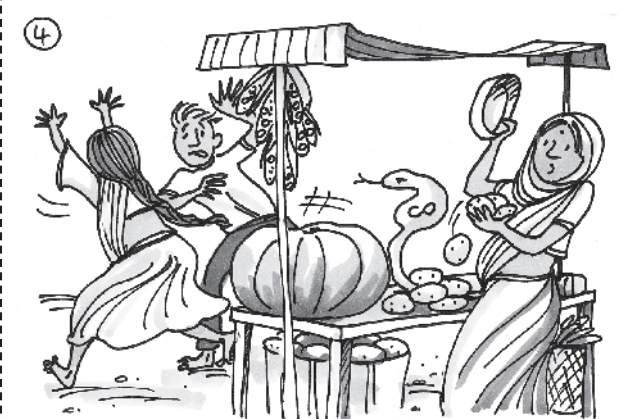
	Definitions	Context	What we do/How we are	Spring Show	The fourth word	Pictures	Opposites	German/English
1	spring	clear	paint	rehearsal	was/were	camera	young	not many mistakes
2	soon	may	in a hurry	choir	told	swimming pool	bring	can't wait
3	sound	killed	show	pirate	ran	ship	yesterday	The floor is cold.
4	kid	scared of	practise	scenes	tonight	ticket	I don't think so.	a beautiful woman
5	terrible	sounds	cold	programme	autumn	king	saw	was windy on
6	summer	that	asleep	rehearse	went	diary	winter	at last a result
7	mistake(s)	dark	use	dance	had	elephant	hot	I was in London for two days.
8	group	bring	tired	report	did	sea	I didn't go	How many phone calls?

Unit 5

	Definitions	Places	Context	What we do	Opposites	Pictures	The fourth word	German/English
1	middle	village	more	explore	finish	glue	hit	You're right.
2	city	city centre	syllables	whisper	student	detective	fun	I'd like to go.
3	must	church	free	take photos	loud	corner	went	Have fun!
4	agree	tower	step	run	cold	hall	took	grumble
5	town	museum	price	smile	same	bridge	those	How do you know ...?
6	presentation	library	hurt	knock	summer	fans	little	for ... reasons
7	best friends	station	over there	present	against	champion	player	each

Unit 6

Manu and the snake

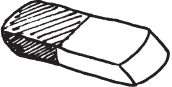
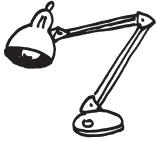




A Saturday at the Snows' house



Hake (✓) die Bilder ab, die du in der Geschichte hörst.

 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐

I can listen and talk in English

Evaluation

My name is _____ I'm in class _____

I can listen

Manu and the snake

Hörverstehen (Globalverstehen)

Lösung: 5, 3, 7, 1, 4, 6, 8, 2

Ich habe alle 8 Bilder richtig geordnet.

6 Stufen

Ich habe nur 2 Bilder falsch.

4 Stufen

Ich habe 4 Bilder falsch.

2 Stufen

A Saturday at the Snows' house

Hörverstehen (Einzelwörter)

Lösung: Tisch, Kuchen, Tasse, Sonne, Fahrrad, Baum, Katze, Vogel

Ich habe alle 8 Bilder richtig angekreuzt.

6 Stufen

Ich habe 6 Bilder richtig.

4 Stufen

Ich habe 4 Bilder richtig.

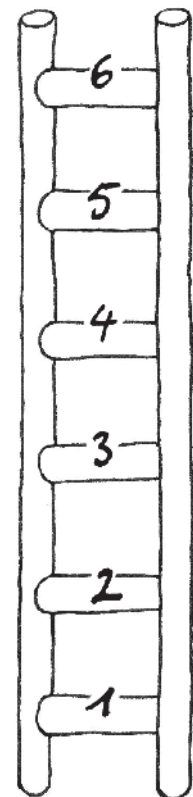
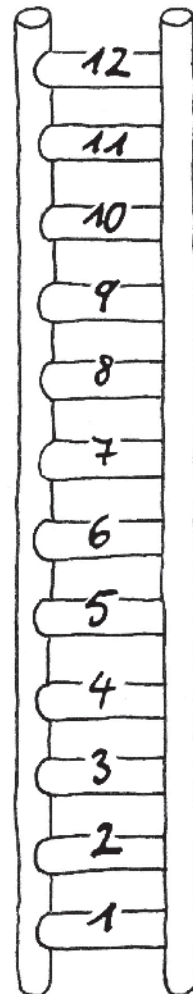
2 Stufen

I can talk

Sprechen

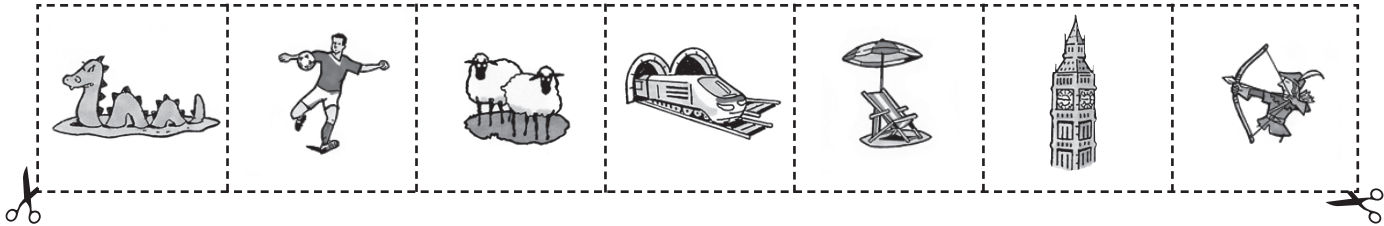
👤 Kannst du schon Englisch sprechen? Bearbeite die Karten abwechselnd mit einem Partner/einer Partnerin. Hake die Karten ab, die ihr bereits gelöst habt. Für jede richtige Lösung malt dein Partner/deine Partnerin eine Stufe deiner Leiter aus (maximal sechs Stufen).

Sag, wie du heißt, wie alt du bist und wo du wohnst.	Frag deinen Partner/deine Partnerin, wie er/sie heißt.	Sag, was du magst oder gern tust.	Frag deinen Partner/deine Partnerin, wie alt er/sie ist.
Frag deinen Partner/deine Partnerin, wo er/sie wohnt.	Frag deinen Partner/deine Partnerin, was er/sie mag oder gern tut.	Frag deinen Partner/deine Partnerin, wie es ihm/ihr geht.	Bitte deinen Partner/deine Partnerin, dir etwas zu geben.
Bedanke dich.	Zähle Dinge auf, die du in deiner Schultasche hast.	Sag, wie spät es ist.	Sing ein englisches Lied oder sag einen englischen Reim auf.





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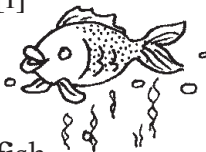
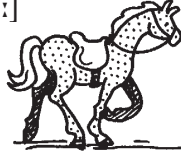
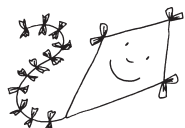
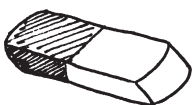
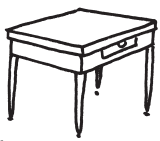
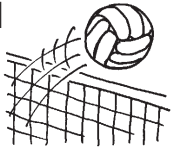
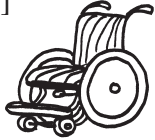


Beschreiben Sie die Piktogramme mithilfe der folgenden Kurztexte. Lesen Sie die Texte langsam vor und unterstützen Sie Ihren Vortrag durch Stimmmodulation, Mimik und Gestik.

Z = L zeigt auf eine Skizze an der Tafel oder auf Realia

G = L unterstützt das Verständnis durch Gestik und Mimik

	In Ireland there are lots of farms (Z) with sheep (Z). They make wool (Z).
	People say Robin Hood lived in Sherwood Forrest a long time ago (G). He took gold (Z) from the rich people (G) and gave it to the poor people (G).
	Big Ben is a famous tower and clock (Z) in London.
	It's very warm (G) in Cornwall in the summer. The sun (Z) shines a lot. People go there on holidays. You can go to the beach (Z) and swim in the sea (Z).
	The Channel Tunnel (Z) was built under the sea between France and England. Now you can you to England by train (Z).
	British people love (G) football. Manchester United and FC Liverpool are famous football teams.
	In the North of Scotland (Z) there's a lake (Z) called Loch Ness. People think that there's a monster in this lake. The monster's name is Nessie.

[æ]  apple	[e]  bed	[ɪ]  fish	[ɒ]  orange	[ʌ]  one
[ɑ:]  arm	[ɜ:]  girl	[i:]  tree	[ɔ:]  horse	[u:]  two
[eə]  aeroplane	[ɪə]  ear	[aɪ]  eye	[eɪ]  eight	[ɔɪ]  boy
[əʊ]  telephone	[aʊ]  house	[ə]  banana	[ʊə]  tourist	
[b]  bird	[tʃ]  chair	[d]  dog	[f]  family	[g]  garden
[h]  hamster	[dʒ]  jeans	[k]  kite	[l]  lamp	[m]  mouse
[n]  nine	[ŋ]  king	[p]  pen	[r]  rubber	[s]  sofa
[ʃ]  sheep	[ʒ]  television	[t]  table	[ð]  mother	[θ]  three
[v]  volleyball	[w]  wheelchair	[j]  yoga	[z]  puzzle	

PRUNELLA'S SONG

I'm Prunella the poltergeist,

Hee, hee, hee!

I _____ things and I _____ things,

I _____ things and I _____ things,

I _____ things

And then I laugh:

Hee, hee, hee!

I'm Prunella the poltergeist,

Hee, hee, hee!

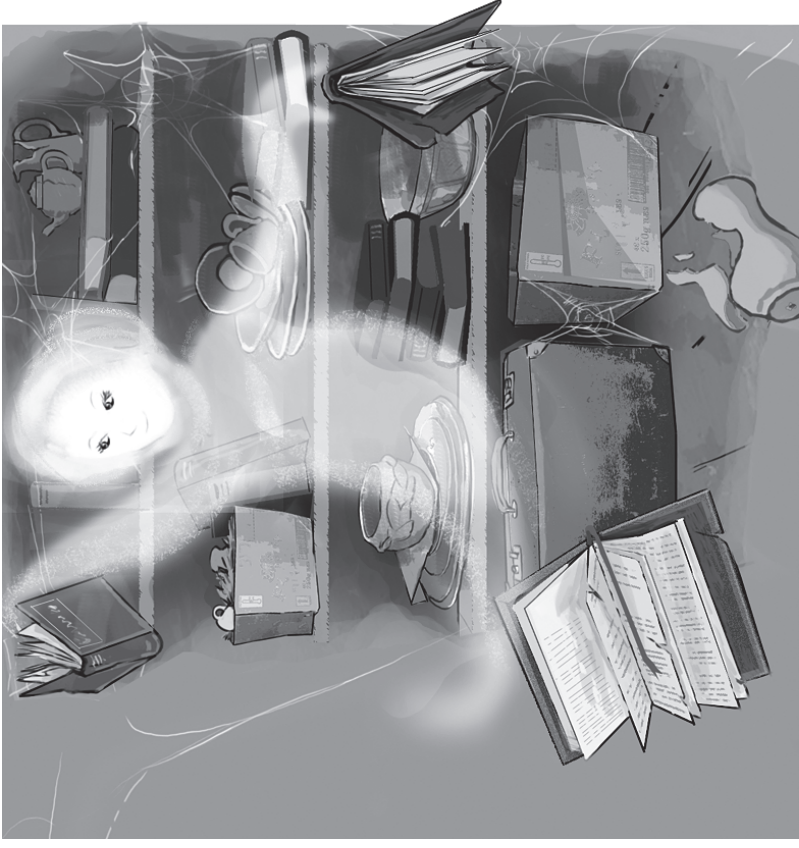
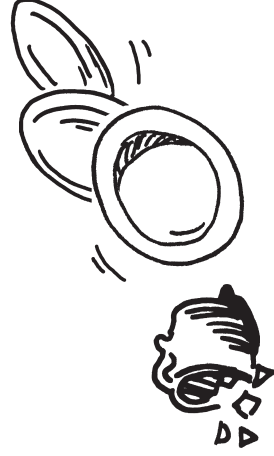
I _____ you, you _____ me,

You _____, but you _____ me,

I _____ things

And then I laugh:

Hee, hee, hee!

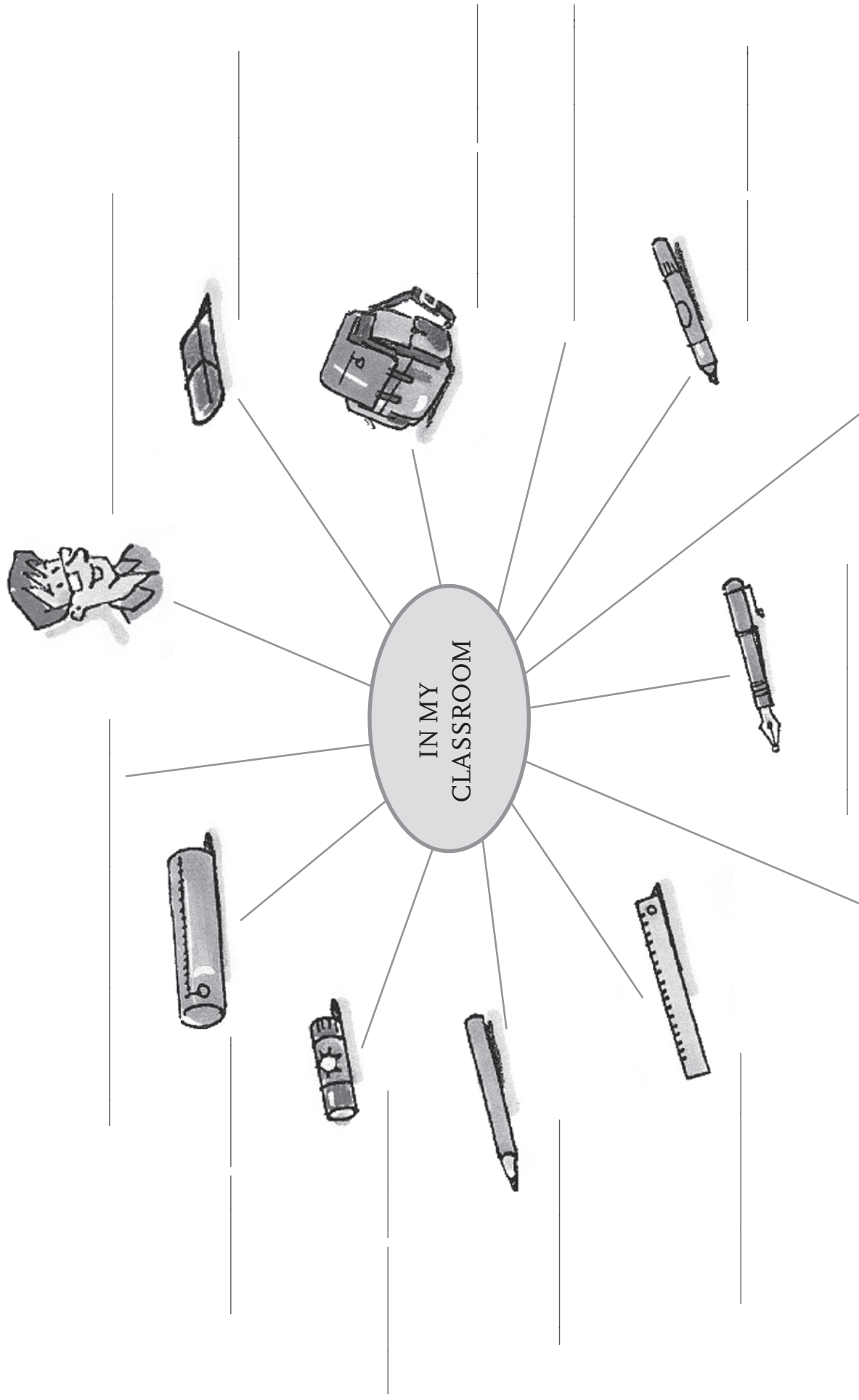


Prunella the poltergeist,

That's me.

Prunella, the poltergeist,

Hee, hee, hee!



Listen to the poem. Fill in the days of the week.

The days of the week

Day one of the week is _____,

Two _____, three _____, OK?

Then _____ and _____ and then: Hooray!

_____, _____: we can play.



Listen to the poem. Fill in the days of the week.

The days of the week

Day one of the week is _____,

Two _____, three _____, OK?

Then _____ and _____ and then: Hooray!

_____, _____: we can play.



Listen to the poem. Fill in the days of the week.

The days of the week

Day one of the week is _____,

Two _____, three _____, OK?

Then _____ and _____ and then: Hooray!

_____, _____: we can play.

- 1

Write numbers from 1 to 25 (or 25–50, ...) in the squares □ of the Bingo chart.
- 2

Your teacher or a classmate will call out numbers¹ from 1 to 25 (25–50, ...).
- 3

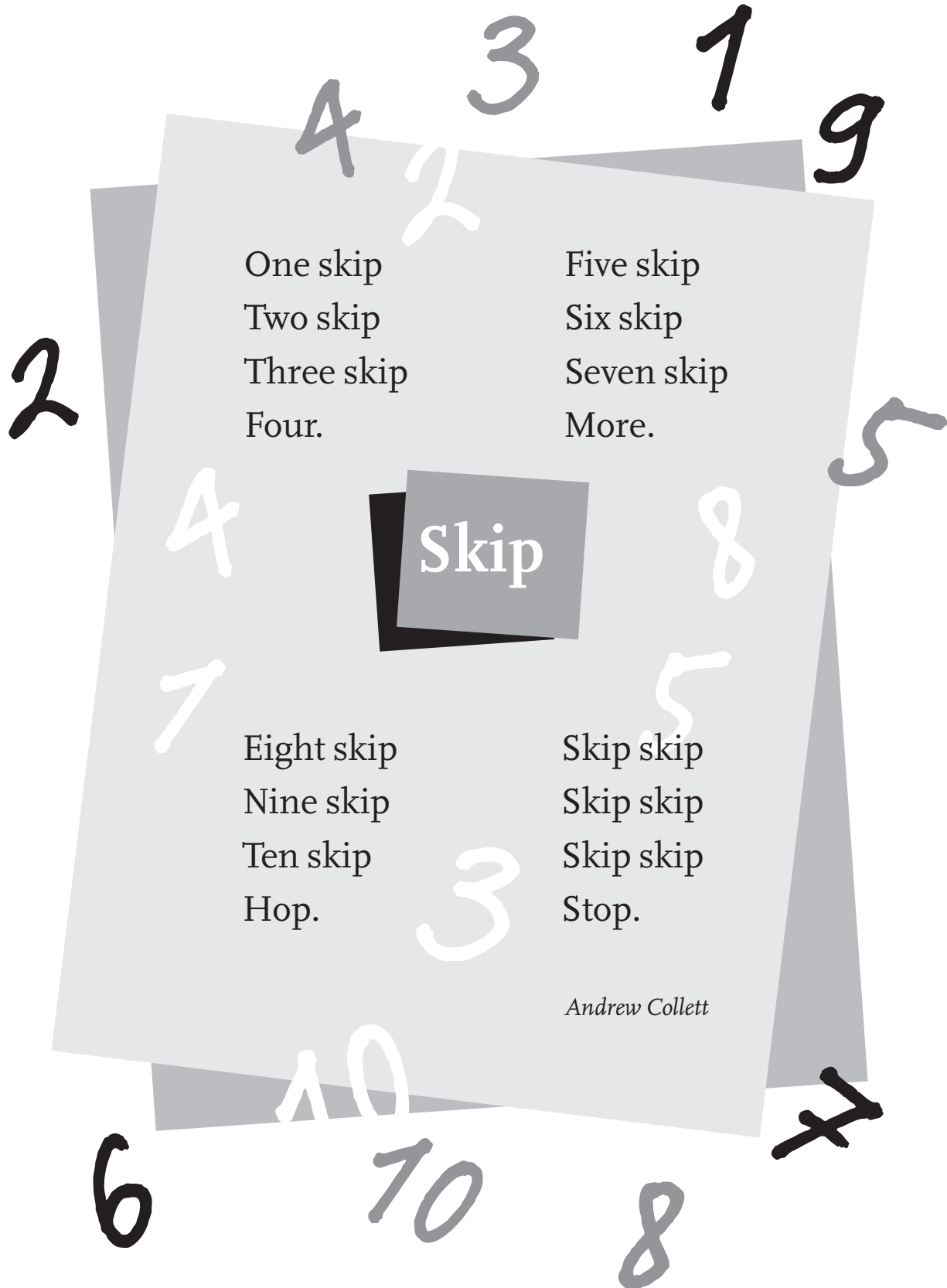
Mark the numbers you can hear. You’ve got a full line up/down ▲ ▼, left/right ◀ ▶ or diagonally ↗ ↘? Shout ‘BINGO’!

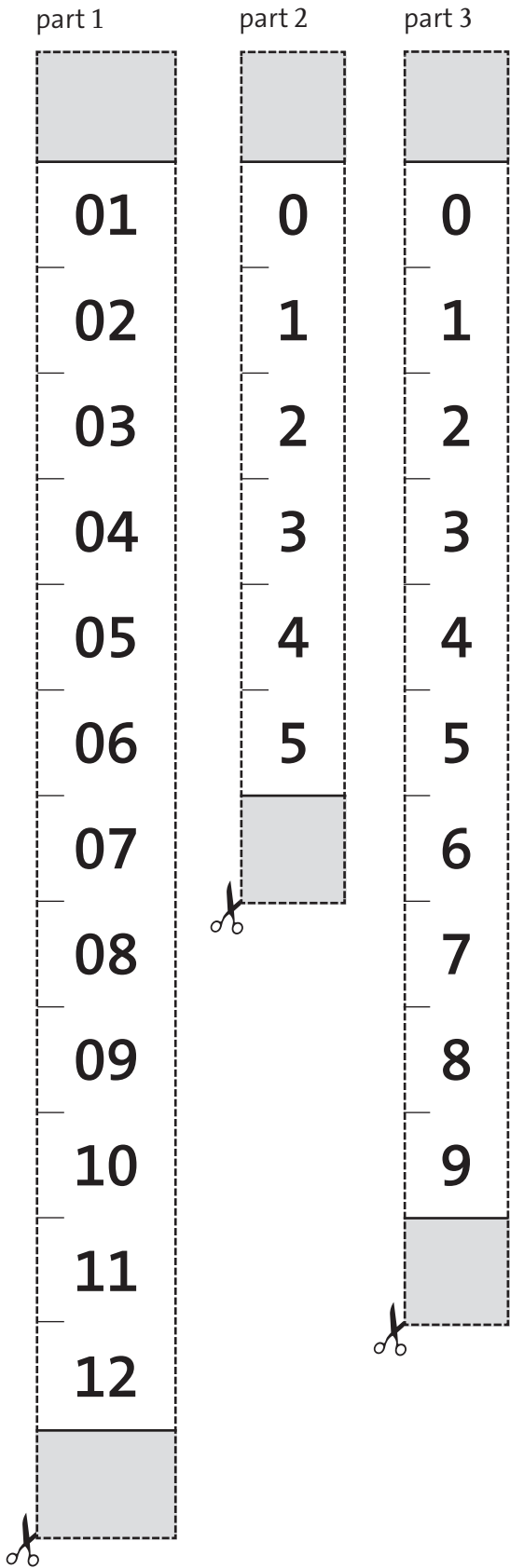
B I N G O				

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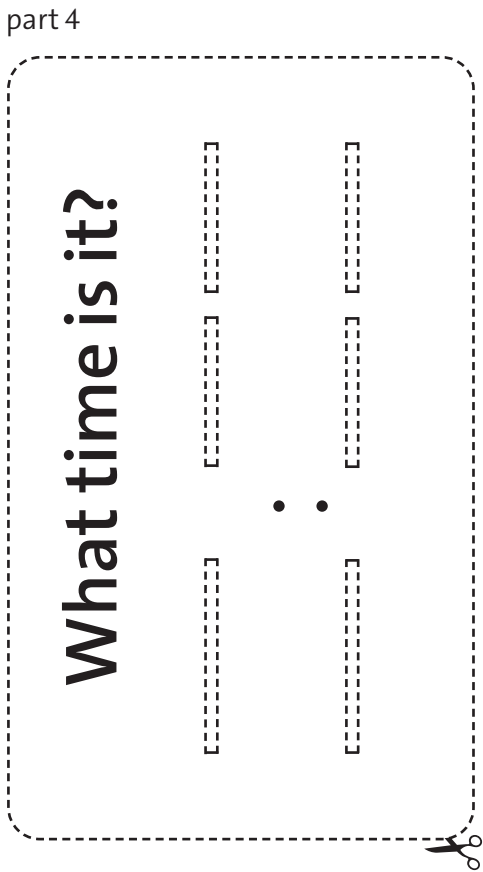
¹ will call out numbers: wird Zahlen ausrufen

Rap this poem!





- 1 Cut out parts 1–4.
- 2 Part 4: Make slits on the double lines.¹
- 3 Now put the strips (part 1–3) through these slits.²

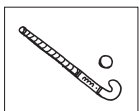
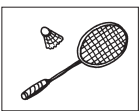


¹ Make slits on the double lines: *Schlitze die doppelt gezeichneten Linien mit der Schere ein.*
² Put ... through these slits: *Ziehe ... durch diese Schlitzte.*

Tick (✓) the correct answer.

Points

- 1 How many girls are there on the cover of your English book? 2
a) three ☐ b) two ☐ c) five ☐
- 2 What is the parrot's name on pages 8 and 9? 2
a) Quick Polly ☐ b) Pretty Baby ☐ c) Pretty Polly ☐
- 3 How many Units does your English book have? 2
a) six ☐ b) four ☐ c) nine ☐
- 4 Which Unit is about parties? 2
a) Unit 4 ☐ b) Unit 2 ☐ c) Unit 1 ☐
- 5 Can you find the names of the Bristol kids? 2
HXCJOBPGANANDARWEDSFRSOPHIEYVPEUJACKOKWDANYPLW
- 6 Which of these sports is not played by any of the Bristol kids? Look at pages 52/53. 2
a) football ☐ b) hockey ☐ c) badminton ☐




- 7 What's 'Pommes frites' in English? Look in the English-German dictionary on pages 189–197. 3
a) potatoes ☐ b) chips ☐ c) biscuit ☐
- 8 In which chapter do you learn how to do a presentation? Look in the Skills File on pages 118–125. 3
- 9 Where does Prunella live? 2
a) in the Pretty Polly's B&B ☐ b) at Cotham Park Road ☐ c) in Cotham School ☐
- 10 Who helps you in the Grammar File? Look at pages 126–144. 2
a) Polly ☐ b) Mr Hanson ☐ c) Prunella ☐
- 11 Which of these symbols means 'work with a partner'? Look at page 3. 3
a)  ☐ b)  ☐ c)  ☐
- 12 What are the Remember Boxes in the Vocabulary for? Look at pages 146–152. 3
a) for very hard words ☐ b) for words that I already know ☐ c) for very easy words ☐
- 13 Where do the kids in your English book live? 3
a) Bristol ☐ b) Oxford ☐ c) York ☐
- 14 Mark the correct town on the map. Look on the inside cover (Umschlagseite, innen) of your English book. 3

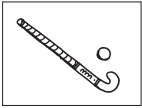
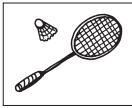


34

Hake (✓) die richtige Antwort ab.

Punkte

- 1 Wie viele Mädchen siehst du auf dem Umschlag deines Englischbuchs? 2
a) drei ☐ b) zwei ☐ c) fünf ☐
- 2 Wie heißt die Papageiendame auf den Seiten 8/9? 2
a) Quick Polly ☐ b) Pretty Baby ☐ c) Pretty Polly ☐
- 3 Wie viele Kapitel (Units) hat dein Englischbuch? 2
a) sechs ☐ b) vier ☐ c) neun ☐
- 4 In welcher Unit geht es um Partys? 2
a) Unit 4 ☐ b) Unit 2 ☐ c) Unit 1 ☐
- 5 Kannst du die Namen der Lehrwerkskinder finden? 2
HXCJOBPGANANDARWEDSFRSOPHIEYVPEUJACKOKWDANYPLW
- 6 Welche dieser Sportarten übt keines der Lehrwerkskinder aus? Schau auf den Seiten 52/53 nach, um das herauszufinden. 2
a) football ☐ b) hockey ☐ c) badminton ☐




- 7 Was heißt 'Pommes frites' auf Englisch? Schau im deutsch-englischen Wörterverzeichnis (*Dictionary*) auf den Seiten 189–197 nach. 3
a) potatoes ☐ b) chips ☐ c) biscuit ☐
- 8 In welcher Unit lernst du, wie man eine Präsentation auf Englisch macht? Schau im *Skills File* (S. 118–125) nach. 3
- 9 Wo wohnt Prunella? 2
a) im Pretty Polly's B&B ☐ b) in der Cotham Park Road ☐ c) in der Cotham School ☐
- 10 Wer begleitet dich durchs *Grammar File* und hilft dir, grammatische Regeln zu verstehen? Schau auf den Seiten 126–144 nach. 2
a) Polly ☐ b) Mr Hanson ☐ c) Prunella ☐
- 11 Welches dieser Symbole bedeutet, dass du die Aufgabe mit einem Partner oder einer Partnerin machen sollst? Wenn du nicht sicher bist, schau auf S. 3 nach. 3
a)  ☐ b)  ☐ c)  ☐
- 12 Wofür stehen die *Remember*-Kästen im *Vocabulary*? Wenn du nicht sicher bist, schau auf den Seiten 146–152 nach. 3
a) für besonders schwierige Wörter ☐ b) für Wörter, die ich wohl schon kenne ☐
c) für Wörter, die schwer auszusprechen sind ☐
- 13 Aus welcher Stadt sind die Lehrwerkskinder? 3
a) Bristol ☐ b) Oxford ☐ c) York ☐
- 14 Zeichne die richtige Stadt in die Karte ein. Schau auf die Innenseite des Umschlags deines Englischbuchs, wenn du nicht sicher bist. 3



Certificate

Name:

Class: _____

Date: _____



Total number of points: _____

☐

good

(27–29 points)

☐

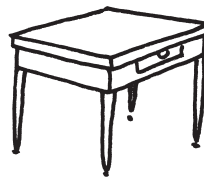
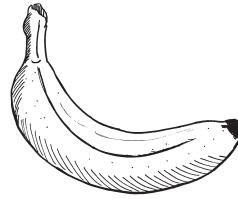
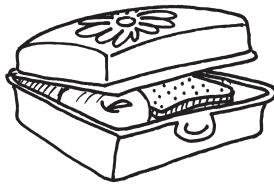
very good

(30–32 points)

☐

excellent

(33–34 points)



CD

table

chair

marmalade

school bag

apple

book

comic

milk

banana

box

mobile phone



- 1 Cut out the word cards in A.
- 2 Match the personal pronouns (I, you, ...) and the verb forms.
- 3 Now cut out the words in B and put them next to the long forms.

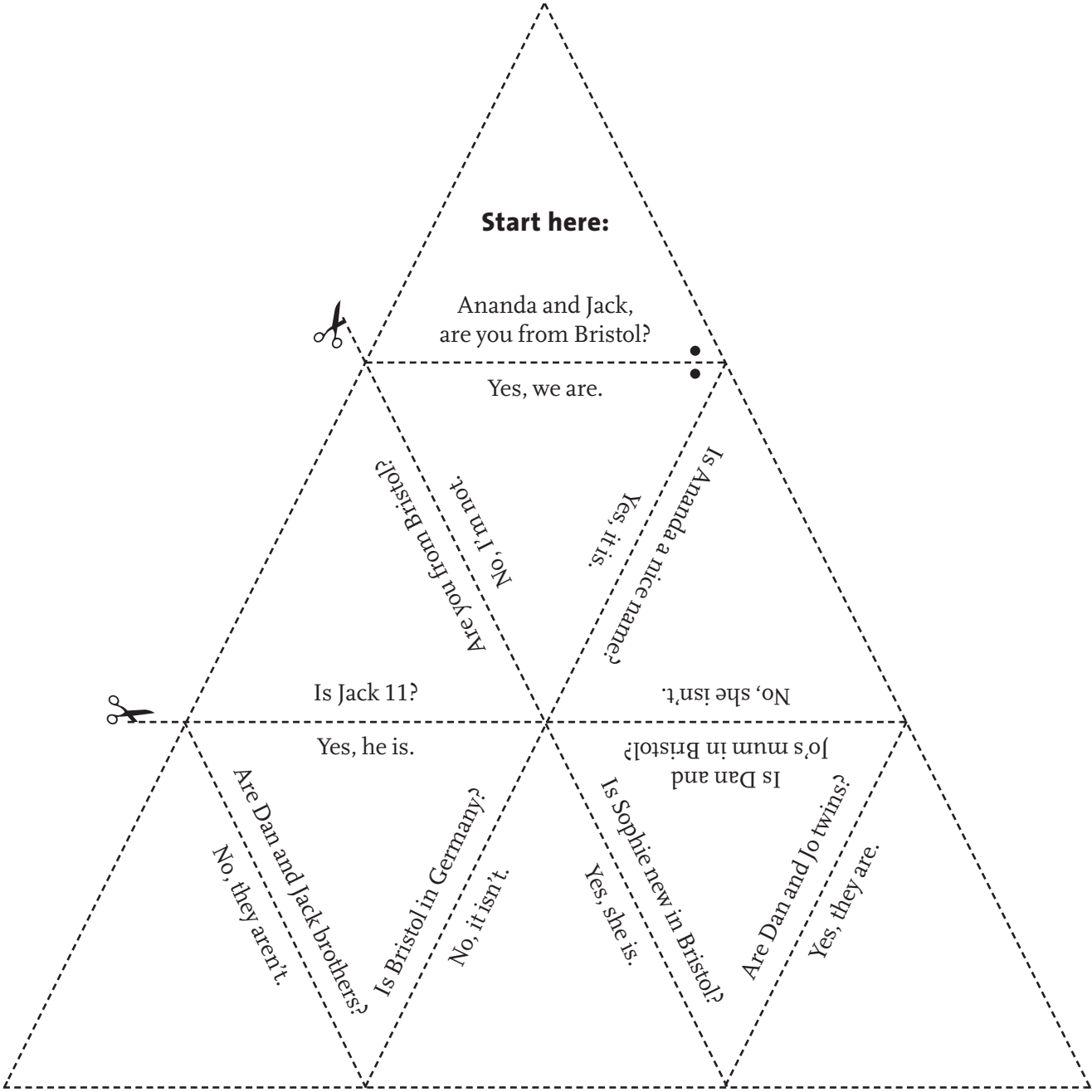
A

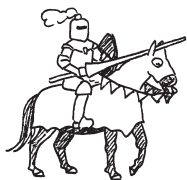
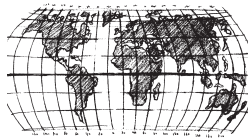
I	you	he	she
it	we	you	they
am	is	is	is
are	are	are	are

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B

I'm	you're	you're	we're
they're	he's	she's	it's





17

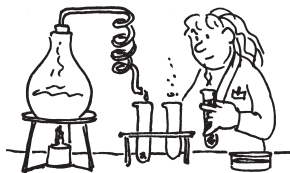
+23

Timetable, Form 7PK

TUESDAY

Time	Subject	Room
8.45	English	14
9.40	Geography	16
10.35	Morning break	-
10.50		
11.45		
12.40	Lunch break	-
1.40		
2.35		

Drama • Maths • Music • PE • RE • Science



Find these 11 school words:

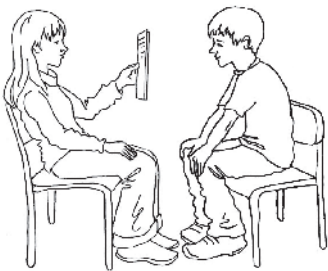
break – lunch – timetable – class – student – French – Geography
German – History – Maths – Science

▼

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

[illegible]

Tandem exercise

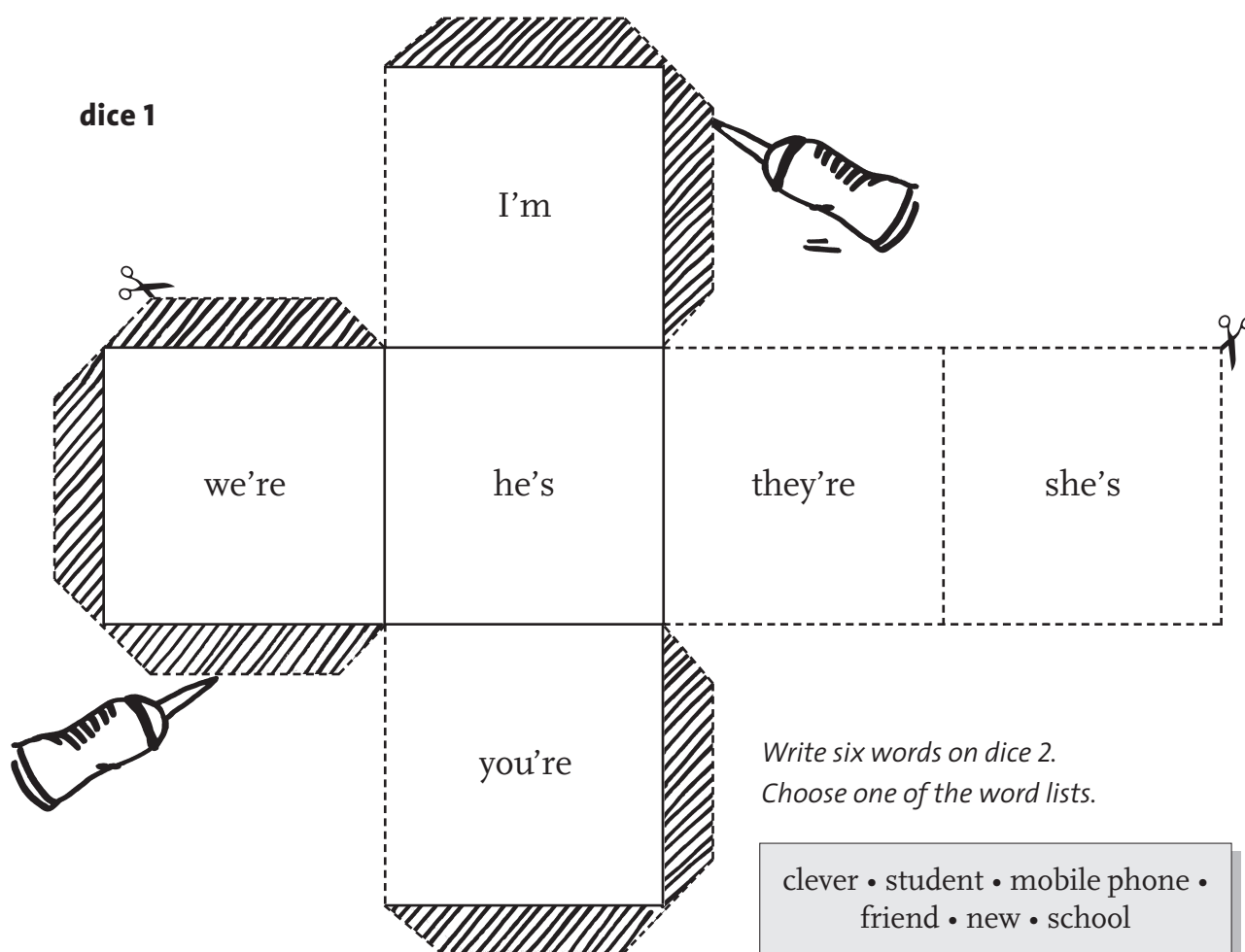


Complete the sentences with **'m (am)** • **'s (is)** • **'re (are)**

Partner A (you start)	Partner B
Ananda: Mr Kingsley is our form teacher. He _____ a nice teacher.	Ananda: Mr Kingsley is our form teacher. He's a nice teacher.
Dan and Jo are from Bristol. They're Englisch.	Dan and Jo are from Bristol. They _____ English.
Sophie: I _____ Sophie. I _____ new in Bristol.	Sophie: I'm Sophie. I'm new in Bristol.
Sophie and Emily are sisters.	Sophie and Emily _____ sisters.
Prunella: Sophie, you _____ my friend.	Prunella: Sophie, you're my friend.
Jack: This is Cotham school. It's a good school.	Jack: This is Cotham school. It _____ a good school.
Mr and Mrs Kapoor _____ Ananda's mum and dad.	Mr and Mrs Kapoor are Ananda's mum and dad.
Jack: I'm eleven.	Jack: I _____ eleven.

▲
fold here

dice 1

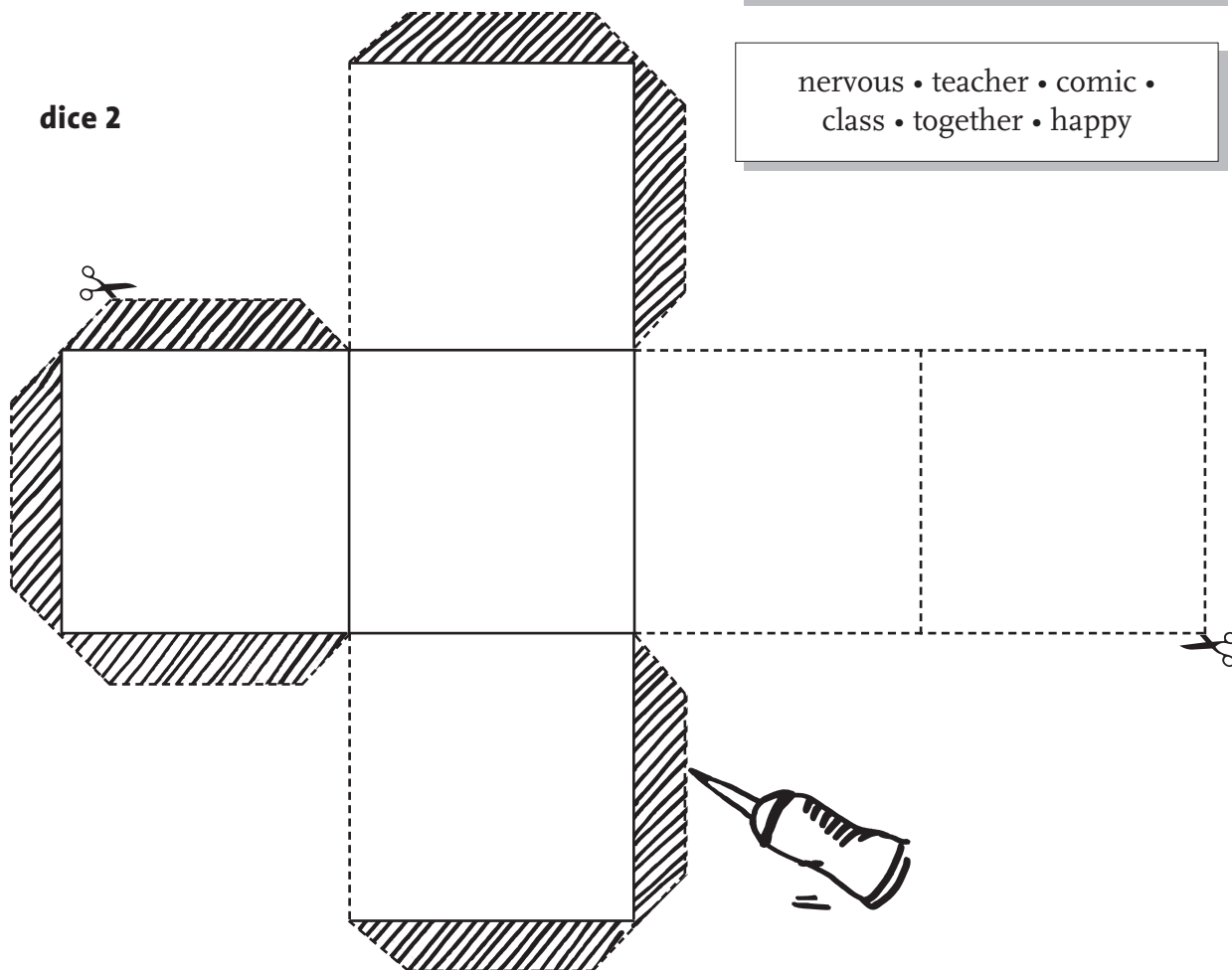


Write six words on dice 2.
Choose one of the word lists.

clever • student • mobile phone •
friend • new • school

nervous • teacher • comic •
class • together • happy

dice 2



- 1 Answer the questions.
- 2 Find three partners and ask the questions.

<i>Can you ...</i>	<i>You</i>	<i>Partner 1</i>	<i>Partner 2</i>	<i>Partner 3</i>
<i>... speak English?</i>				
<i>... do tricks?</i>				
<i>... play hockey?</i>				
<i>... sing?</i>				
<i>... tell a joke?</i>				
<i>...</i>				
<i>...</i>				

- 3** Now talk about your partners like this:

Suse can speak English and she can do tricks. She can't play hockey ...



- 1** Answer the questions.
- 2** Find three partners and ask the questions.

<i>Can you ...</i>	<i>You</i>	<i>Partner 1</i>	<i>Partner 2</i>	<i>Partner 3</i>
<i>... speak English?</i>				
<i>... do tricks?</i>				
<i>... play hockey?</i>				
<i>... sing?</i>				
<i>... tell a joke?</i>				
<i>...</i>				
<i>...</i>				

- 3** Now talk about your partner like this:

Suse can speak English and she can do tricks. She can't play hockey ...

	teachers	students	students or teachers
Quiet, please!	✓		
What's that in English?		✓	
Can I open/close the window, please?			
Sorry, I haven't got my exercise book.			
Can you help me, please?			
Look at the picture.			
What page are we on, please?			
Sorry?			
It's your turn.			
Can I go to the toilet, please?			
Write down the words on the worksheet.			
Can we work with a partner?			
What's for homework?			
Write sentences in your exercise book.			
Can we go now, please?			



	teachers	students	students or teachers
Quiet, please!	✓		
What's that in English?		✓	
Can I open/close the window, please?			
Sorry, I haven't got my exercise book.			
Can you help me, please?			
Look at the picture.			
What page are we on, please?			
Sorry?			
It's your turn.			
Can I go to the toilet, please?			
Write down the words on the worksheet.			
Can we work with a partner?			
What's for homework?			
Write sentences in your exercise book.			
Can we go now, please?			

Lösung:
teachers: Quiet, please! – Sorry? – Write down the words on the worksheet. – Write sentences in your exercise book.
students: Sorry, I haven't got my exercise book. – What page are we on, please? – Can I go to the toilet, please? – Can we work with a partner? – What's for homework? – Can we go now, please?
students or teachers: What's that in English? – Can I open/close the window, please? – Can you help me, please? – Look at the picture. – It's your turn.

Unit 1 P12 WORDS The new timetable

Partner A (p. 29)

	Monday	Tuesday	Wednesday	Thursday	Friday
1		German			
2	Science	Geography	Maths	Maths	Drama
3	Science	RE	English	English	Science
4	Drama			PE	PE
5		PE	Geography	PE	Music
6	English	Music		German	Maths

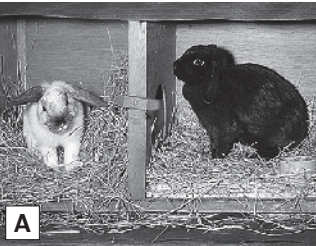
Partner B (p. 114)

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths		German	Geography	RE
2	Science	Geography		Maths	Drama
3	Science		English	English	Science
4		English	PE		PE
5	Music	PE		PE	
6		Music	Drama	German	Maths

Unit 2 Lead-in 2 WORDS Where are the pets?

Listen. Make ticks. Then fill in the name of the owner.

	cat	parrot	rabbit	dog	hamster	owner
Sheeba						
Hip and Hop						
Harry						
Polly						
Bill and Ben						



Unit 2 P7 **What they do every day**

Partner A (p. 44)

	<i>Jack</i>	<i>Ananda</i>	<i>You</i>	<i>Your partner</i>
<i>get up</i>	<i>at 7.00</i>			
<i>get dressed</i>	<i>at 7.15</i>			
<i>have breakfast</i>	<i>at 7.20</i>			
<i>clean teeth</i>	<i>at 7.45</i>			
<i>come home from school</i>	<i>at 4.00</i>			
<i>listen to CDs</i>	<i>at 6.15</i>			
<i>go to bed</i>	<i>at 9.00</i>			



Partner B (p. 114)

	<i>Ananda</i>	<i>Jack</i>	<i>You</i>	<i>Your partner</i>
<i>get up</i>	<i>at 7.30</i>			
<i>get dressed</i>	<i>at 7.40</i>			
<i>have breakfast</i>	<i>at 7.45</i>			
<i>clean teeth</i>	<i>at 8.00</i>			
<i>come home from school</i>	<i>at 4.10</i>			
<i>listen to CDs</i>	<i>at 7.30</i>			
<i>go to bed</i>	<i>at 8.45</i>			

**Unit 3 P9** **Sport in different countries**

Partner A (p. 60)

<i>Name</i>	<i>Where ... come from?</i>	<i>What sport ... do?</i>	<i>When ... do sport?</i>
<i>Sophie</i>	<i>Bristol</i>	<i>goes riding</i>	<i>on Saturdays and Sundays</i>
<i>Yoko</i>		<i>does judo</i>	
<i>Sanjay</i>	<i>Delhi</i>		<i>every Monday</i>
<i>Dan and Jo</i>		<i>go swimming</i>	<i>on Fridays</i>
<i>Britta and Lars</i>		<i>play basketball</i>	



Partner B (p. 114)

<i>Name</i>	<i>Where ... come from?</i>	<i>What sport ... do?</i>	<i>When ... do sport?</i>
<i>Sophie</i>	<i>Bristol</i>	<i>goes riding</i>	
<i>Yoko</i>	<i>Tokyo</i>		<i>at the weekend</i>
<i>Sanjay</i>		<i>plays table tennis</i>	
<i>Dan and Jo</i>	<i>Bristol</i>		
<i>Britta and Lars</i>	<i>Stockholm</i>		<i>on Mondays and Fridays</i>

Unit 5 P7 After school

Partner A (p. 92)

	Jo	Dan
Monday	play football	
Tuesday	start his Maths project	
Wednesday	work on his Maths project	
Thursday	call his mum	
Friday	listen to sport on the radio	

Partner B (p. 116)

	Jo	Dan
Monday		watch TV
Tuesday		clean his dad's car
Wednesday		listen to music
Thursday		call his mum
Friday		play cards with Jack

Unit 5 P7 After school

Partner A (p. 92)

	Jo	Dan
Monday	play football	
Tuesday	start his Maths project	
Wednesday	work on his Maths project	
Thursday	call his mum	
Friday	listen to sport on the radio	

Partner B (p. 116)

	Jo	Dan
Monday		watch TV
Tuesday		clean his dad's car
Wednesday		listen to music
Thursday		call his mum
Friday		play cards with Jack

Unit 1

P17 (p. 31)

GETTING BY IN ENGLISH

New friends

A: Hello. My name is ... (name A)	B: I'm eleven (twelve). And how old are you?
A: I'm eleven (twelve). Do you like English?	B: Hello. My name is ... (name B)
A: You're mad.	B: Yes, I like English. But my favourite subject is Maths.
A: Come and sit with me.	A: How old are you?
B: Thank you.	

Unit 2

P17 (p. 47)

GETTING BY IN ENGLISH

English guests

Dialogue 1

Dialogue 2

B: Thank you.	A: Have you got plans for the weekend?
B: No, thanks. We don't need your help.	B: That's a good time.
A: Can I help you with your bags?	B: No, we haven't.
A: Hello. Welcome to our home.	A: On Saturdays we have breakfast at 8.30.

Unit 3

P18 (p. 64)

GETTING BY IN ENGLISH

In a sports shop

B: I need new football boots, please. Size 36.	B: OK. Thanks a lot for your help.
A: Good afternoon. Can I help you?	B: Yes, please.
B: Thank you. Can I try them on?	A: Here you are, size 36.
C: Yes, they do. Do they fit?	C: Yes, I do. Try it on.
C: Do you need me? I have to go home.	B: Yes, they do.
B: Do they look good?	C: Bye.
A: Yes, of course.	A: Do you want them?
B: Bye.	

Unit 4 P15 (p. 80) GETTING BY IN ENGLISH Would you like ...?

John: I'd like some potato salad, please.	Marcel: Ja bitte.
Oma: Frag John, ob er etwas essen möchte.	Oma: Möchte er Orangensaft oder Wasser?
Oma: Mag er Würstchen zum Salat?	Marcel: Would you like orange juice or water?
Marcel: Would you like Frankfurter sausages with your salad?	Marcel: John, would you like something to eat?
Marcel: Er möchte Kartoffelsalat.	John: Yes, please.
Marcel: Oma, er möchte gerne Orangensaft.	John: I'd like some orange juice, please.
Marcel: Ja, möchte er.	Oma: Hat er Durst?
Oma: Frag ihn, ob er ein Brötchen oder etwas Kartoffelsalat möchte.	Marcel: Are you thirsty?
	John: Yes, I am.

Unit 5 P18 (p. 95) GETTING BY IN ENGLISH Last weekend

Dialogue 1

Dialogue 2

A: How was your weekend?	B: Was it good?
B: The first band was terrible.	A: On Saturday I got up late. In the afternoon I went swimming.
A: Where the bands good?	B: And where were you on Sunday?
B: It wasn't bad. I was at a school show and saw two bands.	A: It was fantastic.
A: Was the second band terrible too?	B: Yes, of course. How was your weekend?
B: They were fantastic. I can't wait to see their next show.	A: I went to a basketball match.
A: Can I go with you?	

Dialogue A

Mr Hanson: Tell me about your new form.	Jack: His name is Mr Kingsley. He's nice too.
Mr Hanson: Are there nice boys in your form?	Jack: Yes, Ananda and Sophie. They're very nice.
Mr Hanson: And what about your timetable?	Jack: Well, the form is very nice.
Mr Hanson: And who is your form teacher?	Jack: Yes, there are Dan and Jo. They're twins. They're clever.
Mr Hanson: Are there nice girls in your form too?	Jack: It's OK, Dad.

Dialogue B

Prunella: And, are there nice boys in your form too?	Sophie: ... and Dan and Jo. They are twins. They're clever. You can't see who is Dan and who is Jo.
Prunella: How's your new school, Sophie?	Sophie: Yes, Jack is great. He has got really mad ideas.
Prunella: Go on, Sophie. Jack and ...?	Sophie: There's a nice girl, Ananda.
Prunella: Tell me everything about your classmates.	Sophie: Mr Kingsley. He's nice too.
Prunella: And who is your form teacher?	Sophie: Well, Prunella, the form is very nice.

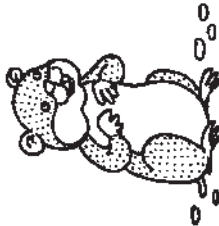
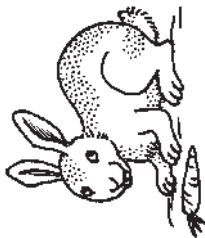
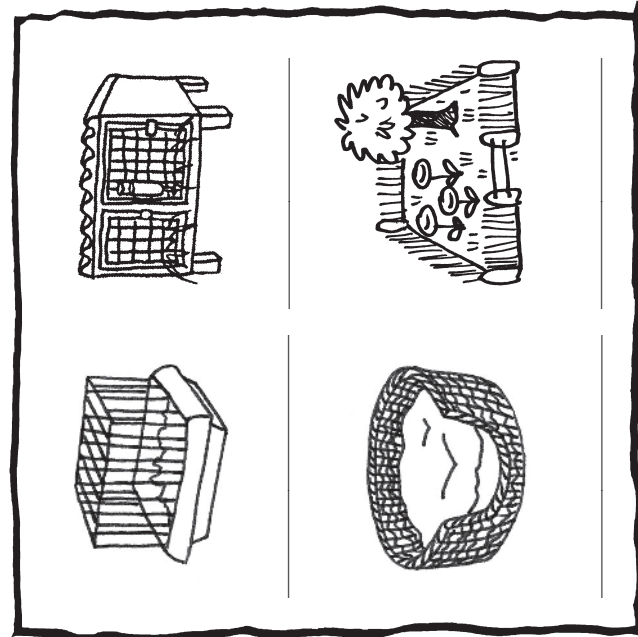
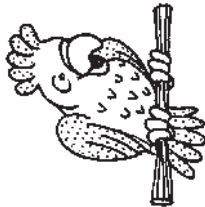
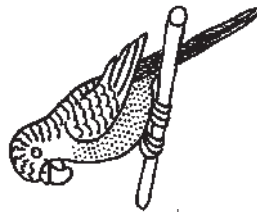
Cut out the sentence cards of the dialogues.
Put them in the right order.

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Lösung:

Dialogue A
Mr Hanson: Tell me about your new form.
Mr Hanson: And who is your form teacher?
Mr Hanson: Are there boys in your form too?
Mr Hanson: And what about your timetable?
Mr Hanson: Are there nice girls in your class too?
Mr Hanson: Yes, Ananda and Sophie. They're very nice.
Jack: Yes, there are Dan and Jo. They're twins. They're clever.
Jack: It's OK, Dad.
Jack: Well, the form is nice.
Jack: His name is Mr Kingsley. He's nice too.
Jack: Yes, Ananda and Sophie. They're very nice.
Sophie: Well, Prunella, the form is very nice.
Sophie: There's a nice girl, Ananda.
Sophie: Mr Kingsley. He's nice too.
Sophie: Yes, Jack is great. He has got really mad ideas.
Sophie: ... and Dan and Jo. They are twins. They're clever. You can't see who is Dan and who is Jo.
Prunella: And, are there nice boys in your form too?
Prunella: How's your new school, Sophie?
Prunella: Go on, Sophie. Jack and ...?
Prunella: Tell me everything about your classmates.
Prunella: And who is your form teacher?

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Cut out the sentence cards. Listen to the song and put the cards in the right order.



This is the way I go to school,
Go to school, go to school,
This is the way I go to school,
Early in the morning.

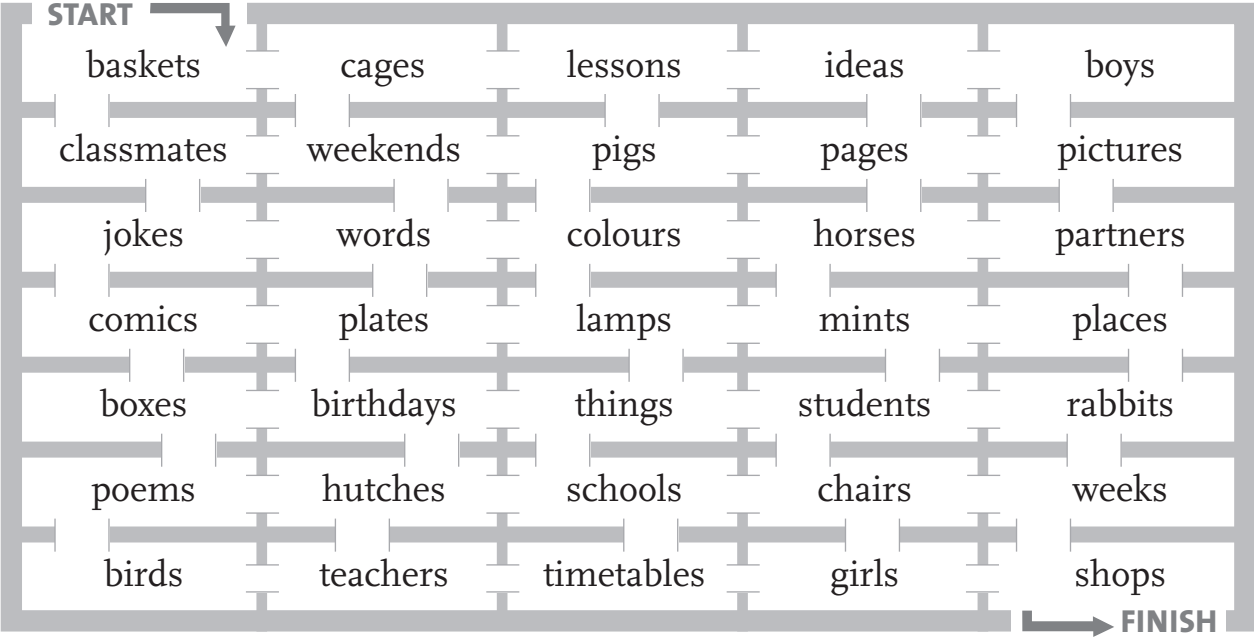
This is the way I wash my face,
Wash my face, wash my face,
This is the way I wash my face,
Early in the morning.

This is the way I clean my teeth,
Clean my teeth, clean my teeth,
This is the way I clean my teeth,
Early in the morning.

This is the way I eat my toast,
Eat my toast, eat my toast,
This is the way I eat my toast,
Early in the morning.

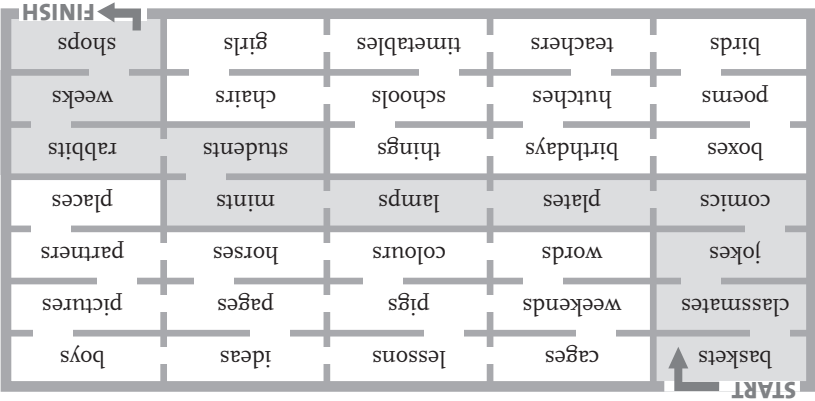
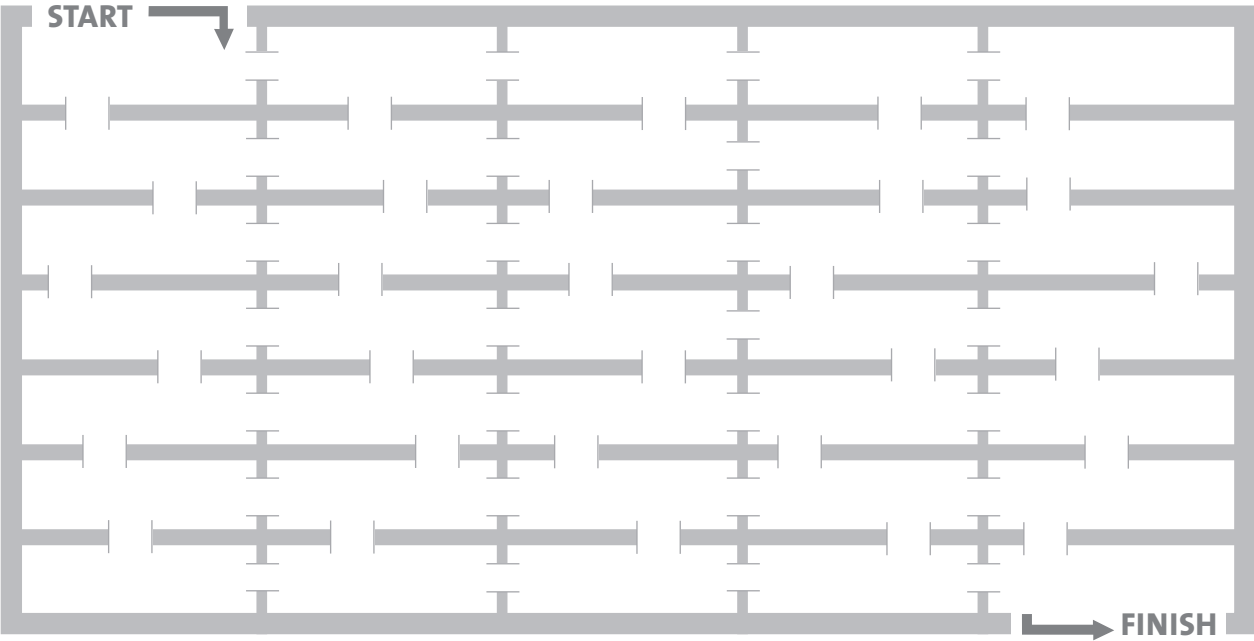


1 Find your way through the maze.¹ You can go up (▲) and down (▼) or left and right (◀ ▶). But you can only go if² the plural of the word has the sound [-s]!



2 Make your own maze!

¹ through the maze: durch den Irrgarten ² if: wenn



Lösung:

Find these 11 words:

aunt – children – cousin – daughter – divorced – grandchild – grandma
married – parents – son – uncle

▼

►

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

- 1 Read this text to your partner. Your partner draws the Blacks' family tree. Is it right?
- 2 Listen to your partner and draw the Whites' family tree.

Partner A

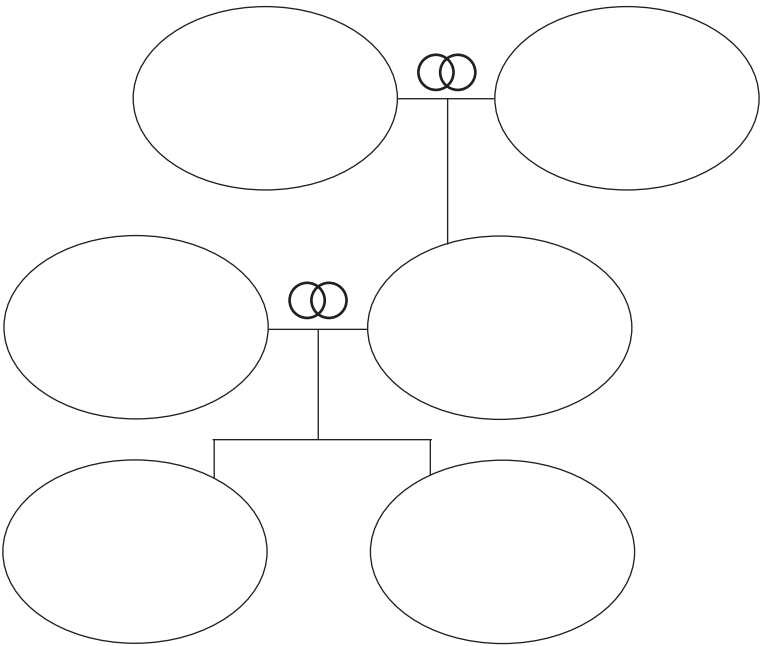
The Blacks

Hello.
Here's my family.
My grandma's name is Mary.
My grandfather's name is George.
My father's name is John.
My mother's name is Susan.
They have four children – a son
and three daughters.
I have three sisters. I don't have
a brother.
Who am I?

Peter • Rita • Jean
Eric • Tanja • Lucy

mother • father
daughter • daughter
mother • father

The Whites



Lösung: Paul Black (son)

- 1 Read this text to your partner. Your partner draws the Whites' family tree. Is it right?
- 2 Listen to your partner and draw the Blacks' family tree.

Partner B

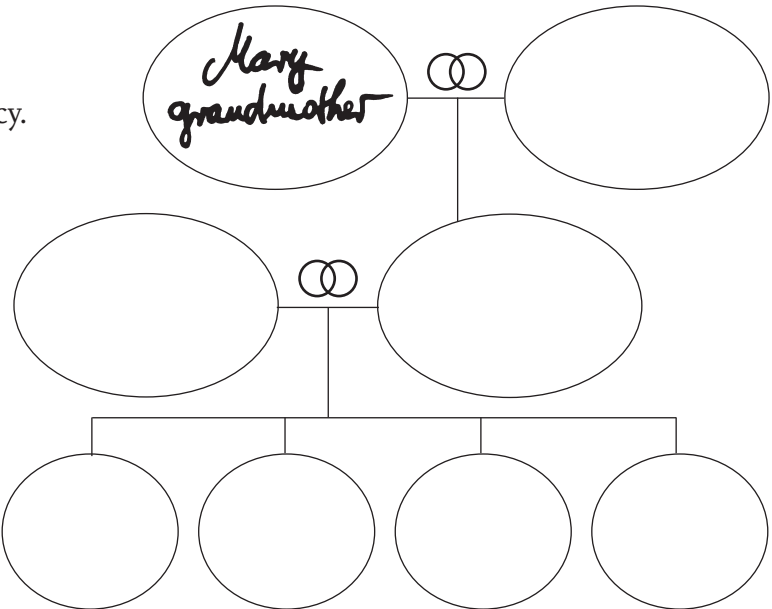
The Whites

Here's my family.
My father's name is Peter.
My mother's name is Rita.
I have two daughters, Tanja and Lucy.
Their mother's name is Jean.
Who am I?

John • George • Susan
Mary • Cindy • Debby
Sophie • Paul

grandmother • daughter
daughter • son
grandfather • daughter
mother • father

The Blacks



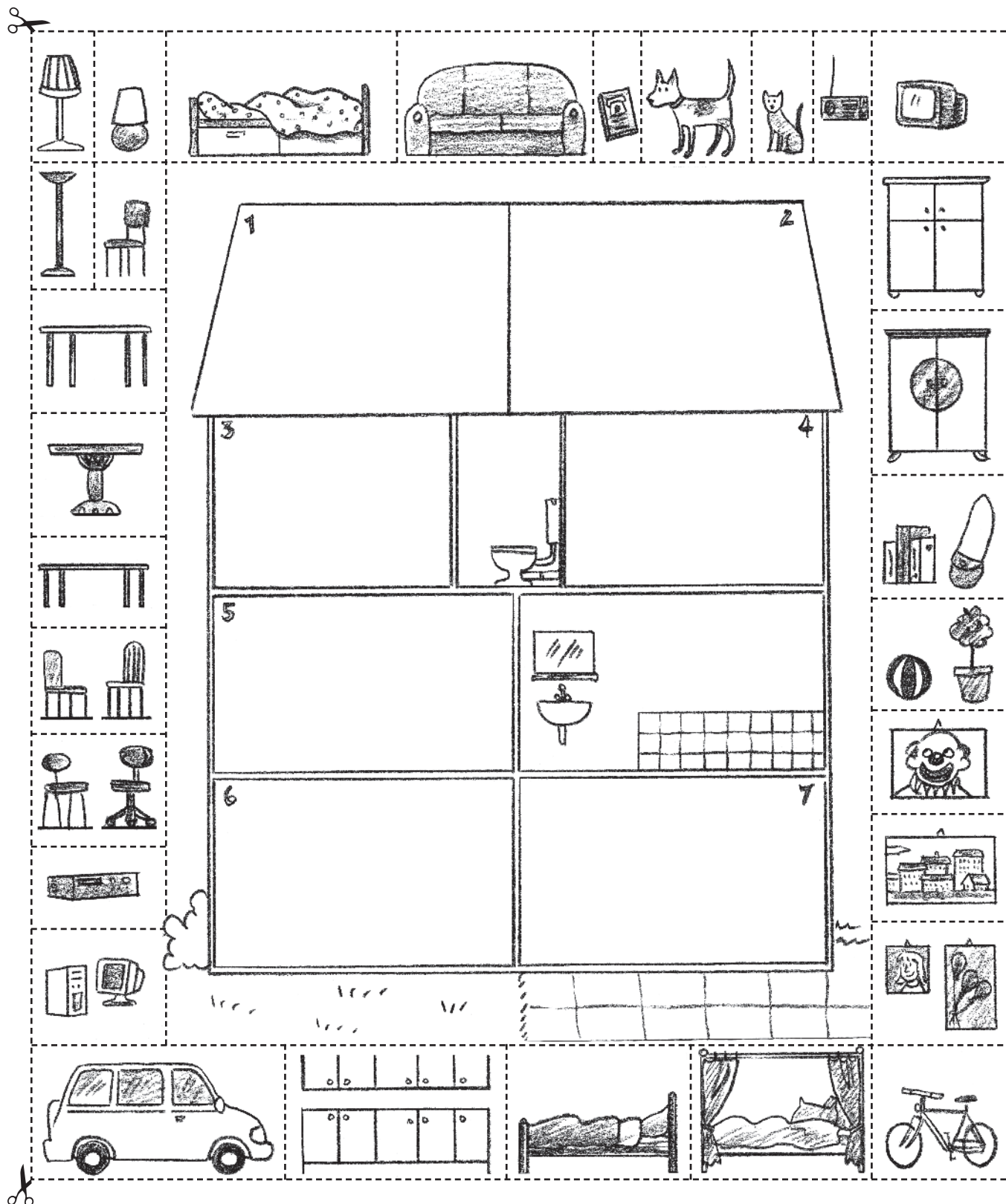
Lösung: Eric White (father)

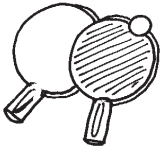
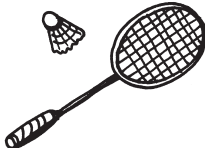
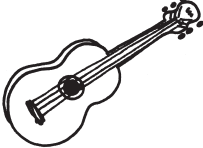
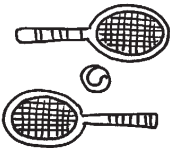
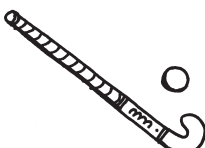
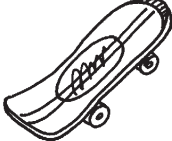
Partner A

- 1 Cut out the picture cards. Put them in the rooms of your house.
- 2 Tell your partner about your house like this:
There's a sofa in the living room. There are ...

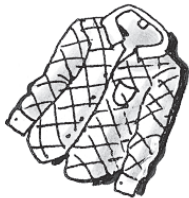
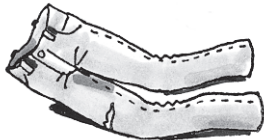
Partner B

- 1 Cut out the picture cards.
- 2 Listen to your partner. Put the picture cards where your partner tells you. Ask questions like this:
Is room number 6 your living room?



				
				
				
				
				
go riding	ride my bike	do judo	play football	play basketball
go dancing	read books	go skiing	play computer games	play tennis
go swimming	build models	collect cards/stamps	play the piano	play the guitar
play hockey	play badminton	play table tennis	go skateboarding	go skating
listen to music	watch TV	meet friends	play with my dog	write letters

Scissors icon at top left.

			
			
			
	hat	dress	socks
shorts	shirt	jeans	sweatshirt
shoes	football boots	boots	top
hockey shoes	T-shirt		

Scissors icon at bottom left.

Dialogue 1

A:

▼

B: Yes, please. I need a green T-shirt.

▼

A:

▼

B: Size S, please.

▼

A:

▼

B: Thanks.

▼

A: Does it fit?

▼

B:

▼

A: Do you like it?

▼

B:



Dialogue 2

A: Good afternoon. Can I help you?

▼

B:

▼

A: What size?

▼

B: Size 5, please.

▼

A:

▼

B: Thanks.

▼

A:

▼

B: No, they don't. They're too small.

▼

A: Please try these boots. They're size 6. – Do they fit?

▼

B:

Here you are, size S.	Do they fit?	Yes, they do. I'll take them.
Yes, please. I need football boots.	Yes, it does.	No, I don't. It's blue!
Here you are, size 5.	What size?	Good afternoon. Can I help you?

- 1 Cut out the sentence cards and complete dialogues 1 and 2. Act them out with your partner.
- 2 Make your own¹ dialogues and act them out.

¹ your own: deine eigenen

Lösung:
Dialogue 1: A: Good afternoon. Can I help you? – B: Yes, please. I need a green T-shirt. – A: What size? – B: Size S, please. – A: Here you are, size S. – B: Thanks. – A: Does it fit? – B: Yes, it does. – A: Do you like it? – B: No, I don't. It's blue!
Dialogue 2: A: Good afternoon. Can I help you? – B: Yes, please. I need football boots. – A: What size? – B: Size 5, please. – A: Here you are, size 5. – B: Thanks. – A: Do they fit? – B: No, they don't. They're too small. – A: Please try these boots. They're size 6. – Do they fit? – B: Yes, they do. I'll take them.

- 1 Cut out the answer cards and read them. Can you find the right questions?
- 2 Cut out the question cards and make questions. Match them to the right answer cards.

Answer cards

I play football.	No, I don't. I don't like tennis.	Yes, they do. My parents often go to school matches.
I play football every Friday afternoon.	I play football at school.	No, he/she doesn't. He/She doesn't like football.

Question cards

What do you	How often do you	Do you
Does your friend	Do your mum and dad	Where do you
play tennis?	do in your free time?	watch when you play football?
play football too?	play football?	play football?

Lösung:
1 What do you do in your free time? I play football. – 2 Do you play tennis? No, I don't. I don't like tennis. – 3 Does your friend play football too? No, he/she doesn't. He/She doesn't like football. – 4 How often do you play football? I play football every Friday afternoon. – 5 Where do you play football? I play football at school. – 6 Do your mum and dad watch when you play football? – Yes, they do. My parents often go to school matches.

Complete the questions and ask three students in your class.

Yes/No questions	Student 1		S2		S3	
	yes	no	yes	no	yes	no
Do you ... _____? Do you ... _____?	☐	☐	☐	☐	☐	☐
_____?	☐	☐	☐	☐	☐	☐
Multiple-choice questions	S1		S2		S3	
How often do you ... _____?						
● every day	☐		☐		☐	
● every week	☐		☐		☐	
● every weekend	☐		☐		☐	
● never	☐		☐		☐	
Where/When do you ... _____?						
● _____	☐		☐		☐	
● _____	☐		☐		☐	
● _____	☐		☐		☐	

- 1 What do you have to do at home? Tick (✓) the activities.
- 2 Ask your partner what he or she has to do at home. Tick (✓) his/her activities.

ACTIVITY I have to ...	I	My partner
do my homework		
help in the kitchen		
lay the table		
clean my room		
play with my little brother/sister		
buy milk		
make my bed		
go to school		
drink tea		
feed my pet		
wash my hands and face		
open the window in the morning		
go to bed at 9 o'clock		
get up at 6 o'clock		

- 3 Talk about your partner like this:

Steffen has to do his homework, he has to help in the kitchen ...

Find these 15 words:

badminton – baseball – basketball – card – collect – dancing – football – guitar
hockey – judo – model – riding – swimming – tennis – volleyball

▼

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

1 Make appointments with three classmates for 1, 2 and 3 o'clock like this:

You: Can we meet at ... o'clock? Your partner: Yes, OK. / No, sorry.
Write their names in your chart.

2 Answer the questions about your free time activities. True? Put a tick (✓). Not true? Put a cross (x).

3 Go to your appointments. Ask them questions about their free time activities. Put a tick (✓) for 'true' and a cross (x) for 'not true'.

?	1 o'clock			2 o'clock			3 o'clock		
	me:	name:		me:	name:		me:	name:	
1 Do you play football?									
2 Do you make models?									
3 Do you watch sport on TV?									
4 Do you collect stamps?									
5 Do you know lots of sports stars?									
6 Do you go to the shops every Saturday?									
7 Do you play the guitar?									
8 Do you like books? Do you read a lot?									

4 Tell your class about your partners like this:

This boy/girl plays football in a team. He/she doesn't make models, but he/she ...

SendCutCopySaveCancelTestToolsAttachPriority

From:

To:

CC:

Subject:

Cut out the words and put correct sentences into the e-mail.

gooften dancing. 1 I

sometimes tennis. plays 2 My brother

Sports TV. 3 My dad watches always

never sport. 4 My cousin does

usually goes swimming

5 Our class on Friday.

riding. goes never 6 My mum

7 She always in the morning. walks

don't often 8 We play hockey at school.

doesn't usually play 9 My sister football.

watch school matches. always

10 My friends and I.

Lösung:
1 I often go dancing. – 2 My brother sometimes plays tennis. – 3 My dad always watches Sports TV. – 4 My cousin never does sport. – 5 Our class usually goes swimming on Friday. – 6 My mum never goes riding. – 7 She always walks in the morning. – 8 We don't often play hockey. – 9 My sister doesn't usually play football. – 10 My friends and I always watch school matches.

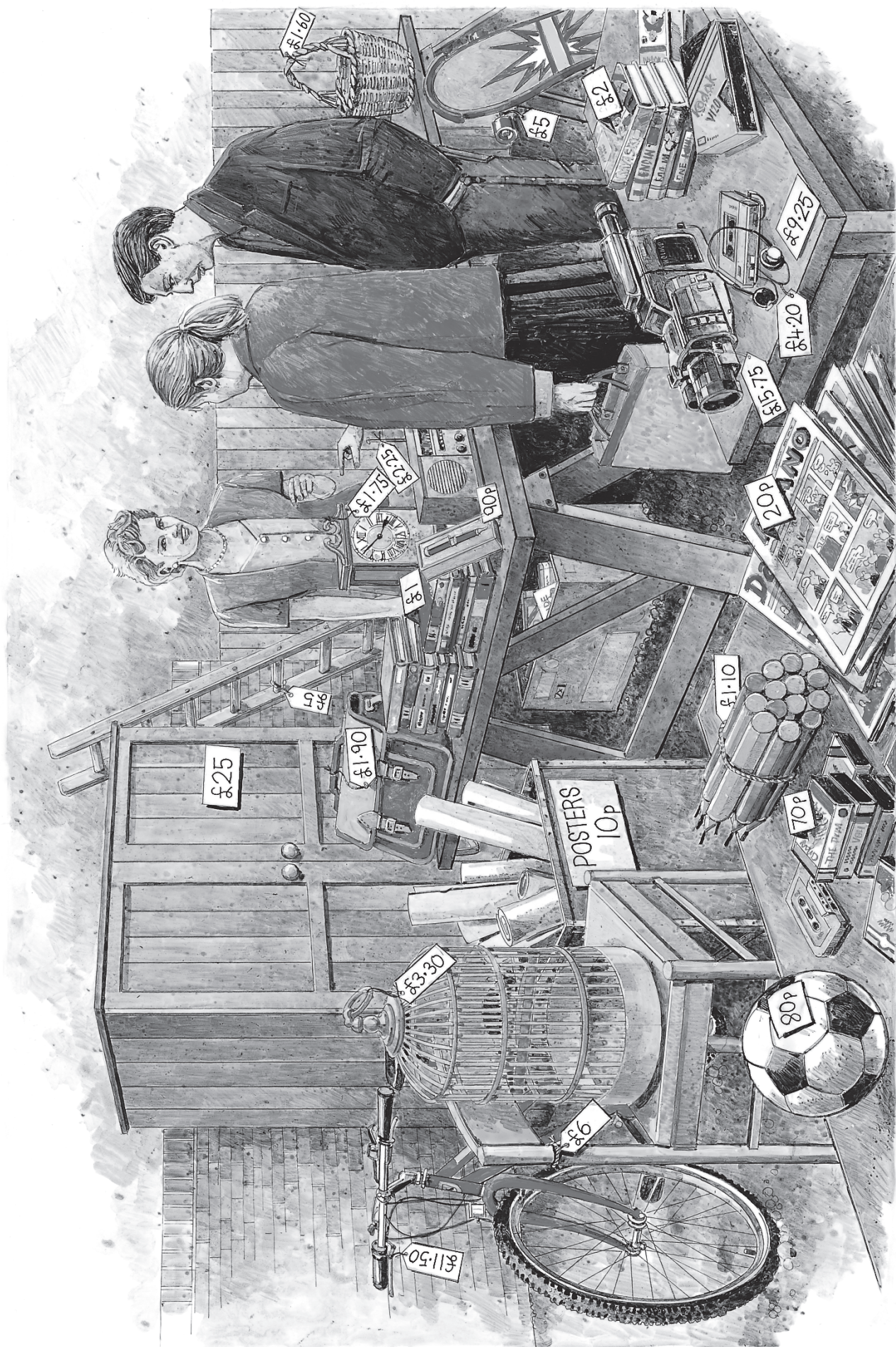
The SHOCK Team

_____ diary _____

notes by: _____

fold here

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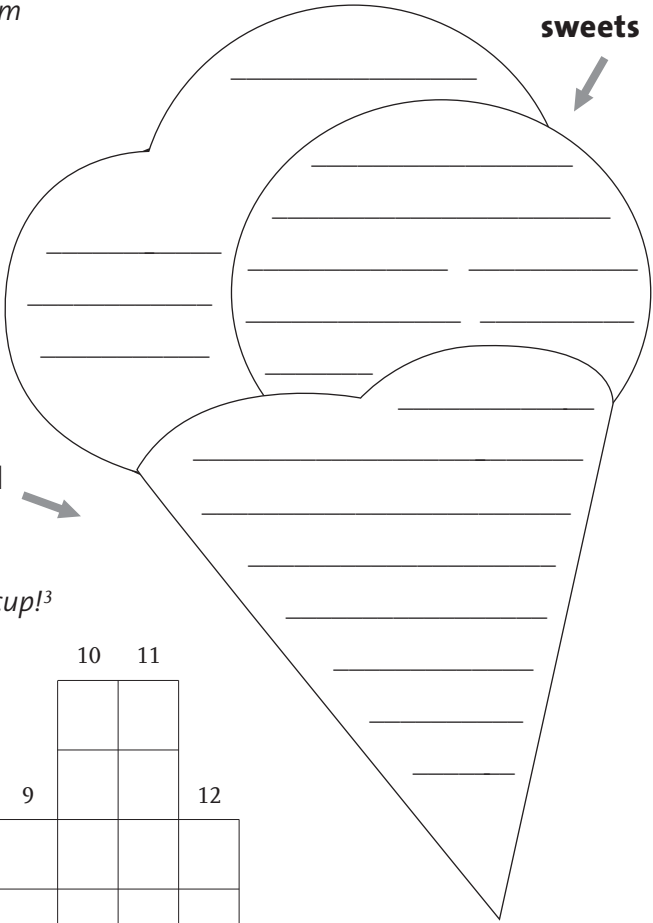


1 Healthy or unhealthy¹ food? Write the food words from the box into the ice cream cone.²

biscuits • bread •
cake • cheese • chicken •
chips • chocolate •
crisps • fruit salad •
hot chocolate •
ice cream • lemonade •
milk • orange juice •
oranges • pizza •
potatoes • sausages •
sweets

unhealthy food

healthy food



2 Fill in the crossword and find out what drink is in the cup!³

What's in
the cup? ▶

1

2

3

4

5

6

7

8

9

10

11

12



- 1 You eat them with ketchup or mayonnaise.

2 It's brown and sweet.

3 You make chips and crisps with them.

4 They make a lot of noise when you eat them.

5 It's yellow and you can put it in your sandwich.

6 It's a sweet cold drink.

7 'Do want a fruit ... or a chocolate ... for your birthday?'

8 The fruit's colour is its name!

9 It's white and we get it from cows.

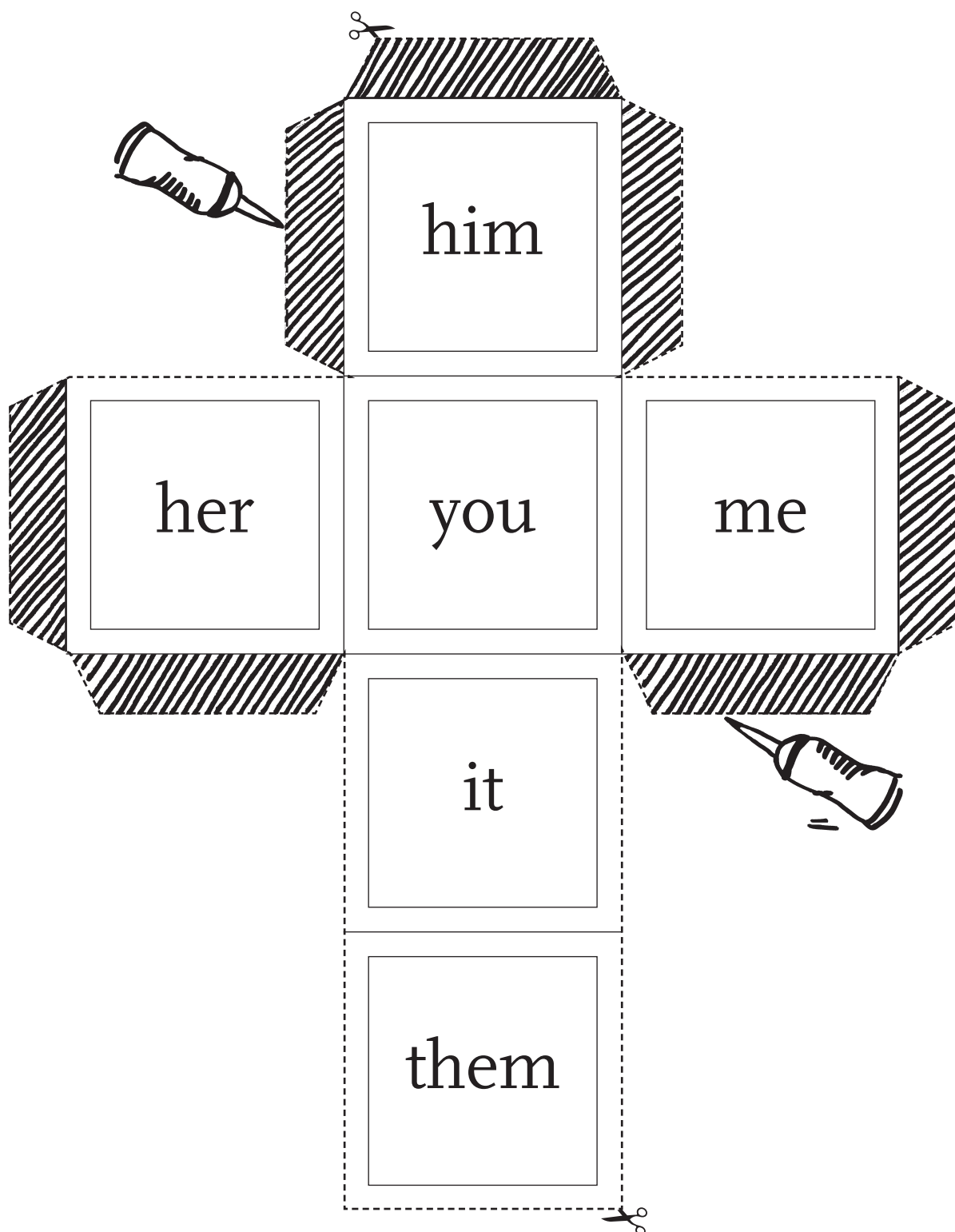
10 Italy is known for its great ...

11 'Don't eat too many ... They're bad for your teeth.'

12 You eat it on hot summer days.

¹ (un)healthy: (un)gesund ² ice cream cone: Eistüte ³ cup: Tasse

Lösung:
1 unhealthy food: pizza, crisps, sausages, chips; sweets: ice cream, chocolate, hot chocolate, lemonade, biscuits, cake, sweets;
healthy food: orange juice, fruit salad, potatoes, oranges, chicken, cheese, bread, milk
2 1 chips – 2 chocolate – 3 potatoes – 4 crisps – 5 cheese – 6 lemonade – 7 cake – 8 orange – 9 milk – 10 pizza – 11 sweets –
12 ice cream



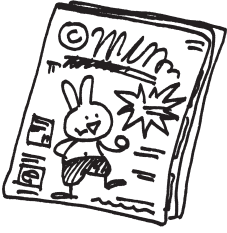
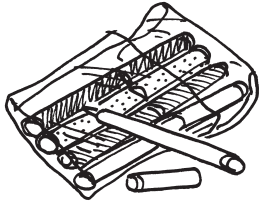
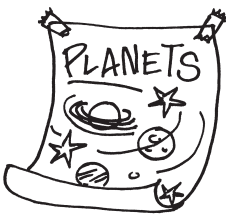


Do you know Jack and Lisa? – No, I don't know ... 1	This is a great book. I love ... 7
This plate looks bad. Can you wash ..., please? 2	Who is Paul? – I don't know ... 8
I can't find the cornflakes. Do you see ...? 3	I'm so sad! You don't want to invite ... to your party. 9
Where are you? I can't see ... 4	You can bring your sister to my party. I really like 10
This pizza is great. Try ...! 5	Helen can't open this bottle. Can you open it for ...? 11
My maths homework is too difficult. Can you help ...? 6	Jimmy needs his glasses. Do you want to give ... to ...? 12



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1 Write in the names of the presents. Think of more presents and draw them¹ on cards.

 s _ _ _ s	 c _ _ _ _	 p _ _ _ _ c _ _ _ _	 c _ _ _ _ t _
 f _ _ _ _ t _ _ s	 f _ _ _ _ _	 _ _ _	 p _ _ _ _
 s _ _ _ _ s	 T- _ _ _ _ _	 p _ _ _ _ _	 b _ _ _ _

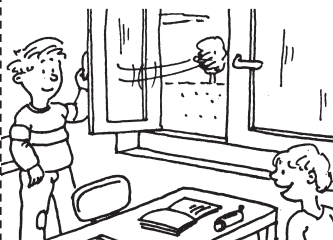
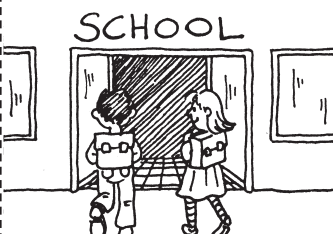
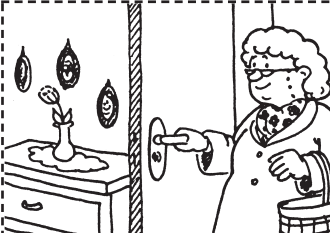
2 Scrambled dialogue

- a) Cut out the dialogue (between Partner A and Partner B) and put it into the correct order. Act out the dialogue with a partner.
- b) Make a new dialogue with your own ideas² (presents, name of friend). Act it out with a partner.

No, she has got lots of books.	That's a good idea. She needs a pencil case for her felt tips.
OK. No T-shirt. Let's buy her a nice pencil case.	Let's buy Nina a book.
Yes, I have. Let's buy her a funny T-shirt.	No, she doesn't like T-shirts.
Well, have you got any ideas?	

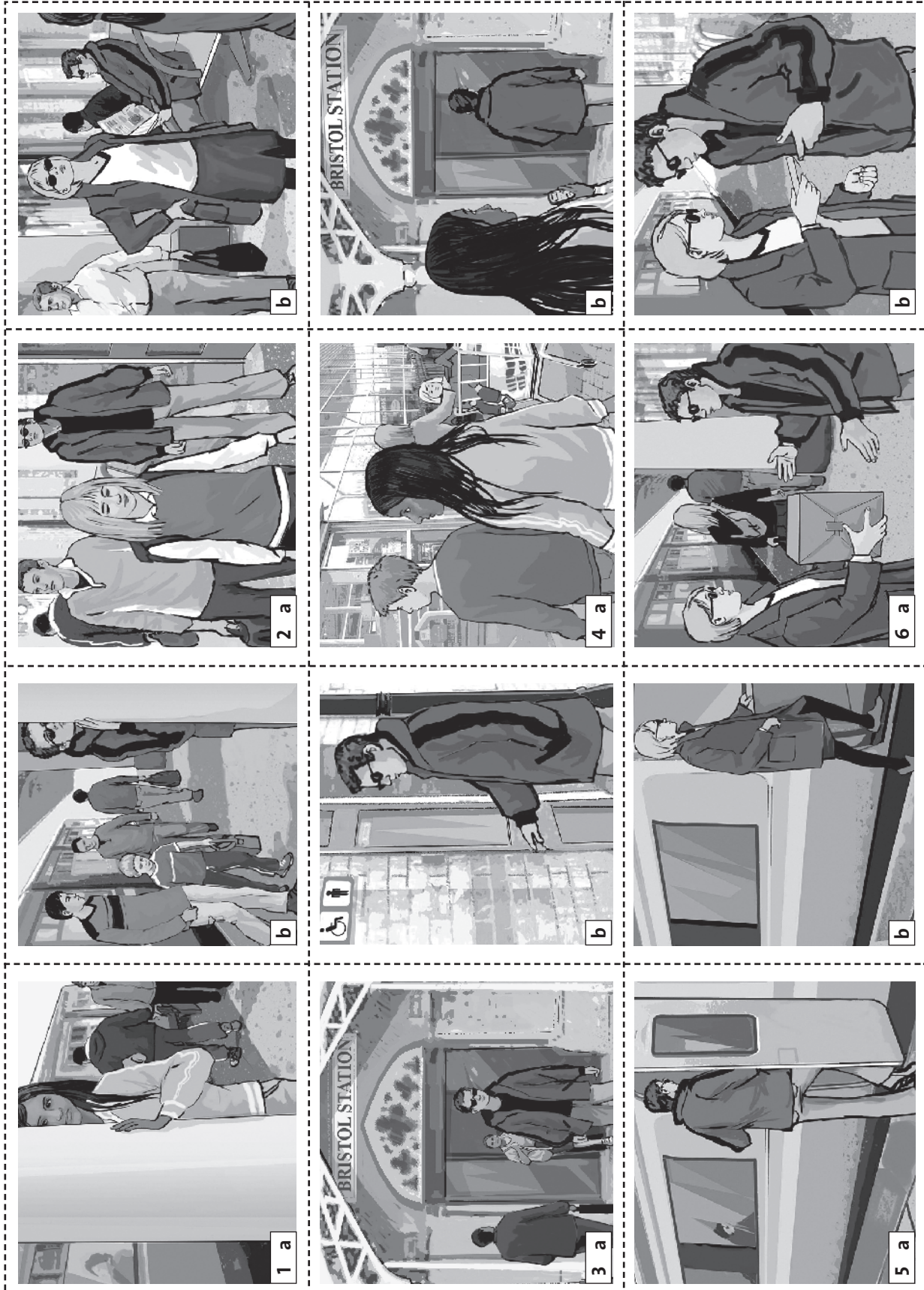
¹ draw them: zeichne sie ² your own ideas: deine eigenen Ideen

Lösung:
A: Let's buy Nina a book. – B: No, she has got lots of books. – A: That's a good idea. She needs a pencil case for her felt tips.
A: No, she doesn't like T-shirts. – B: OK, no T-shirt. Let's buy her a nice pencil case. – A: That's a good idea. She needs a pencil case for her
– A: Yes, I have. Let's buy her a funny T-shirt. – B: Yes, I have. Let's buy her a nice pencil case. – A: That's a good idea. She needs a pencil case for her

	They're washing the dog.		She's listening to music.
	She's sitting on a sofa.		He's reading a book.
	She's writing a letter.		They're playing with their cat.
	She's coming into the room.		She's cleaning the bathroom.
	They're going to school.		He's tidying up the kitchen.
	They're working in the garden.		He's opening the window.

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1 Which pictures are right for text 9 in your book on p. 73? Is it a or b? 2 Cut out the pictures and put them in the right order.





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- 1 Partner A: Look at the picture for two minutes. Read your questions, then ask your partner. Are your partner's answers correct?
- 2 Look at the picture again. Answer your partner's questions.
- 3 Partner B: Read exercises 1 and 2. Follow the instructions.¹

Partner A

- 1 Where's bus number four going to?
- 2 How many people are waiting for it?
- 3 What's the little girl at bus stop five doing?
- 4 Where's bus number six going to?
- 5 What's the man at bus stop five doing?

Partner B

- 1 Where's bus number five going to?
- 2 How many people are waiting for it?
- 3 What's the old woman at bus stop four doing?
- 4 Which bus is going to Bath?
- 5 What are the people at bus stop six doing?

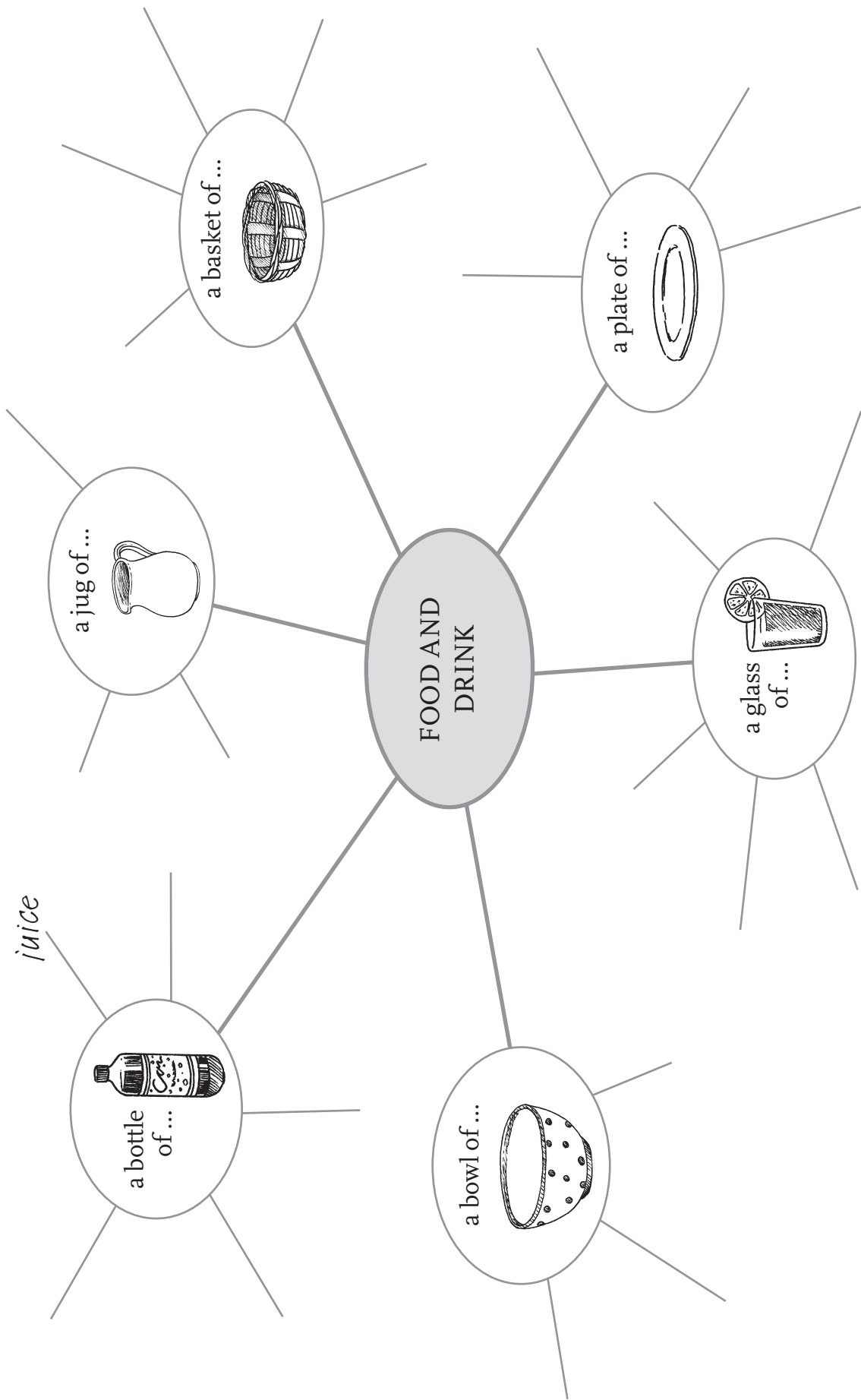
¹ Follow the instructions: Befolge die Anleitungen.

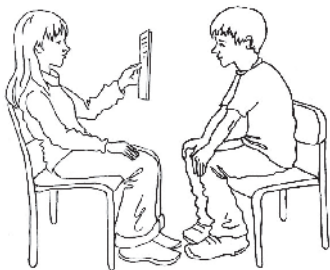
Lösung:
 Partner A: 1 to Bath – 2 five – 3 She's eating an apple. – 4 to Birmingham – 5 He's reading a newspaper. – Partner B: 1 to London – 2 six – 3 She's talking to a boy. – 4 number four – 5 They're getting on the bus.

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1 Fill in food and drink words from page 75 (ex. 1) of your English book.

2 Complete the network with 'a piece of' and 'a packet of'. Match the right food words.





Tandem exercise

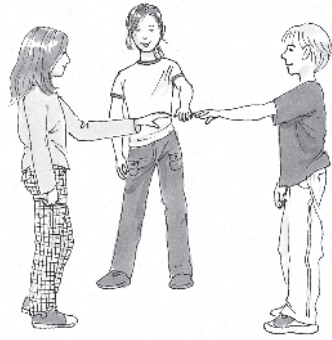
Partner A (you start)	Partner B
It's 4 o'clock on Sunday and the twins _____ (to drink) tea at their grandparents' house.	It's 4 o'clock on Sunday and the twins are drinking tea at their grandparents' house.
Grandma Shaw is talking about their family.	Grandma Shaw _____ (to talk) about their family.
Now it's 5 o'clock and Sophie _____ (to help) her mum.	Now it's 5 o'clock and Sophie is helping her mum.
Jack and Mr Hanson are talking to Polly.	Jack and Mr Hanson _____ (to talk) to Polly.
Ananda _____ (to buy) a new pair of jeans.	Ananda is buying a new pair of jeans.
Dilip is helping his dad in the corner shop.	Dilip _____ (to help) his dad in the corner shop.
It's 6 o'clock. Mrs Kapoor _____ (to call) her mother.	It's 6 o'clock. Mrs Kapoor is calling her mother.
It's 8 o'clock. Mr Kapoor is watching TV.	It's 8 o'clock. Mr Kapoor _____ (to watch) TV.
It's 9 o'clock. Sophie _____ (to go) to bed.	It's 9 o'clock. Sophie is going to bed.

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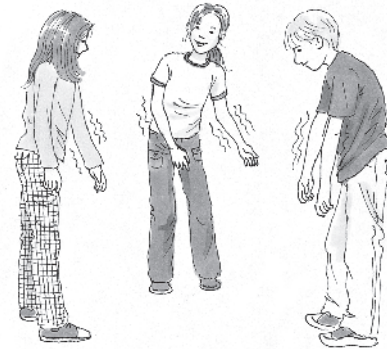


fold here





'You put your left (right) arm in,
your left (right) arm out.'



'Shake it all about.'



'You put your whole self in,
your whole self out.'



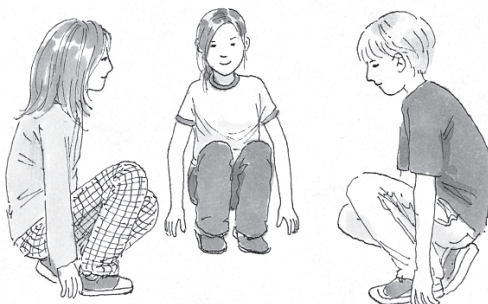
'You do the hokey-cokey and
you turn around.'



'That's what it's all about.'



'Oh-oh, the hokey-cokey.'

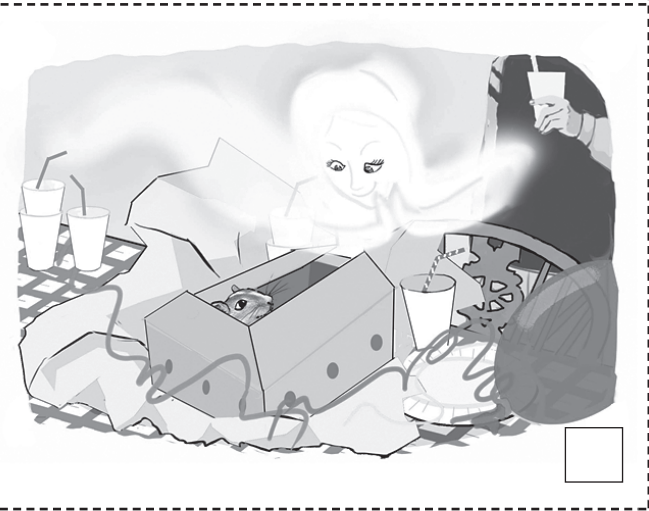


'Knees bend.'

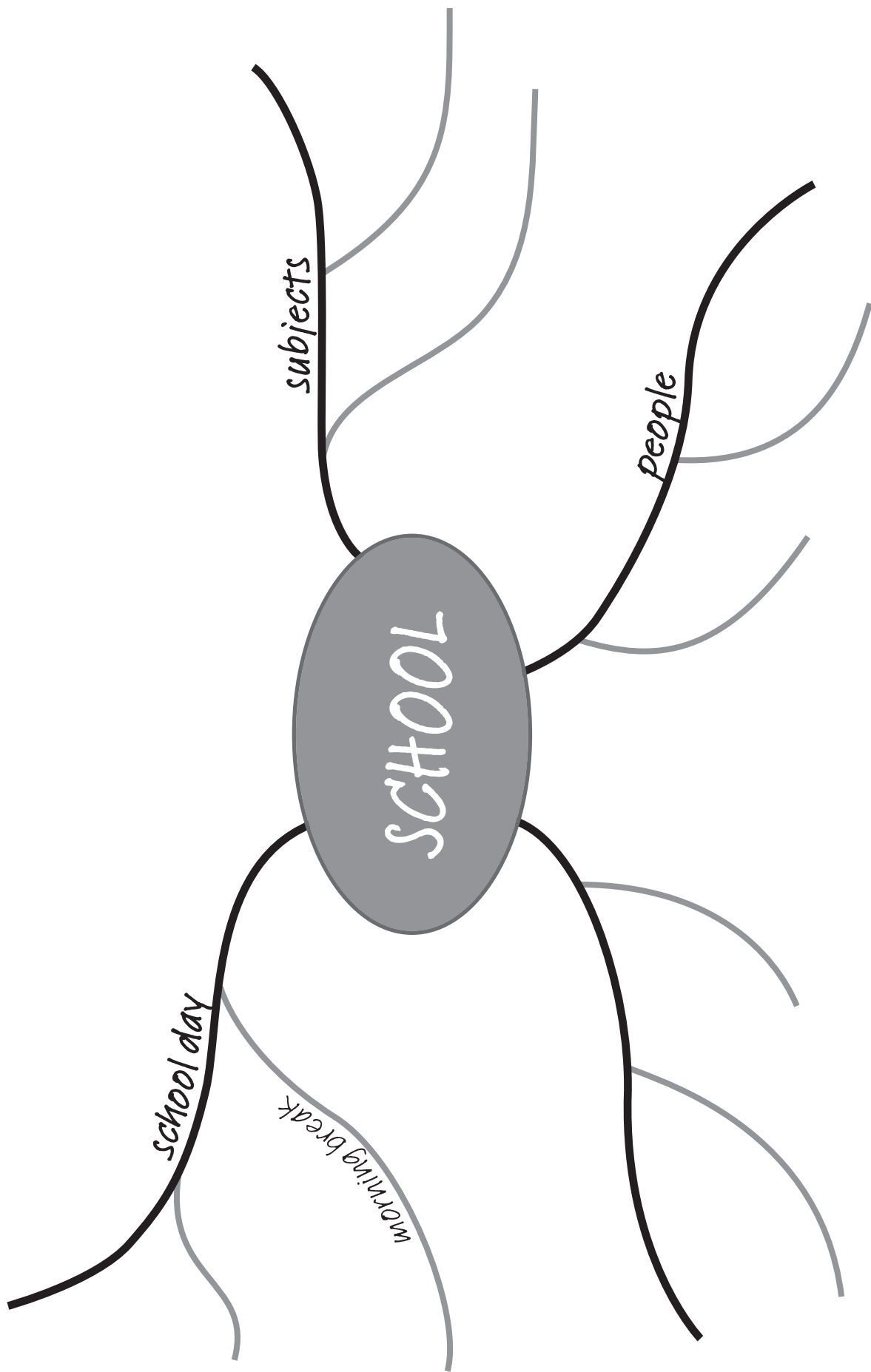


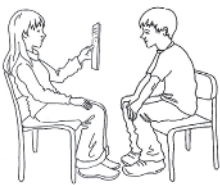
'Arms stretch – ra-ra-ra!'

- 1 Cut out the pictures and the sentence cards. Match them.
- 2 Put the pictures and the sentences in the right order. Check with your partner.



Now all the guests are there. Prunella is looking at Jack and Ananda's present.	
The party games are over – but now Prunella is playing games.	
After tea it's time for some party games.	





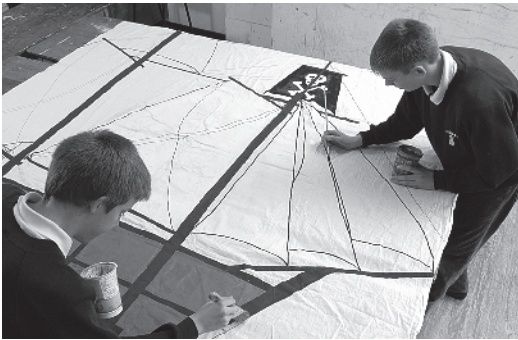
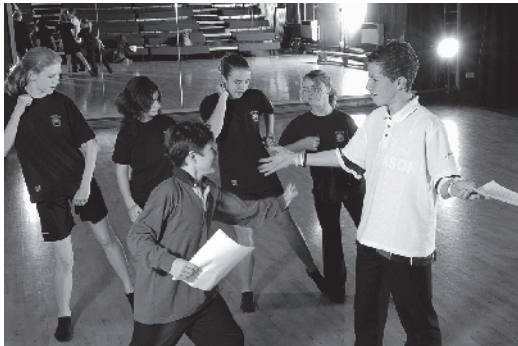
Tandem exercise

Partner A (you start)	Partner B
The _____ is on 6th May.	The Spring Show is on 6th May.
All clubs at Cotham School are rehearsing for the big day.	All _____ at Cotham School are rehearsing for the big day.
The Junior _____ is singing songs.	The Junior Choir is singing songs.
The Dance Club and the Drama Club are rehearsing together.	The _____ Club and the _____ Club are rehearsing together.
The Computer Club is making the _____.	The Computer Club is making the programme .
The Art Club is painting the pirate ship .	The Art Club is _____ the pirate _____.
The Junior Band is _____ for the show.	The Junior Band is practising for the show.
The Camera Club is taking photos.	The _____ Club is taking photos.

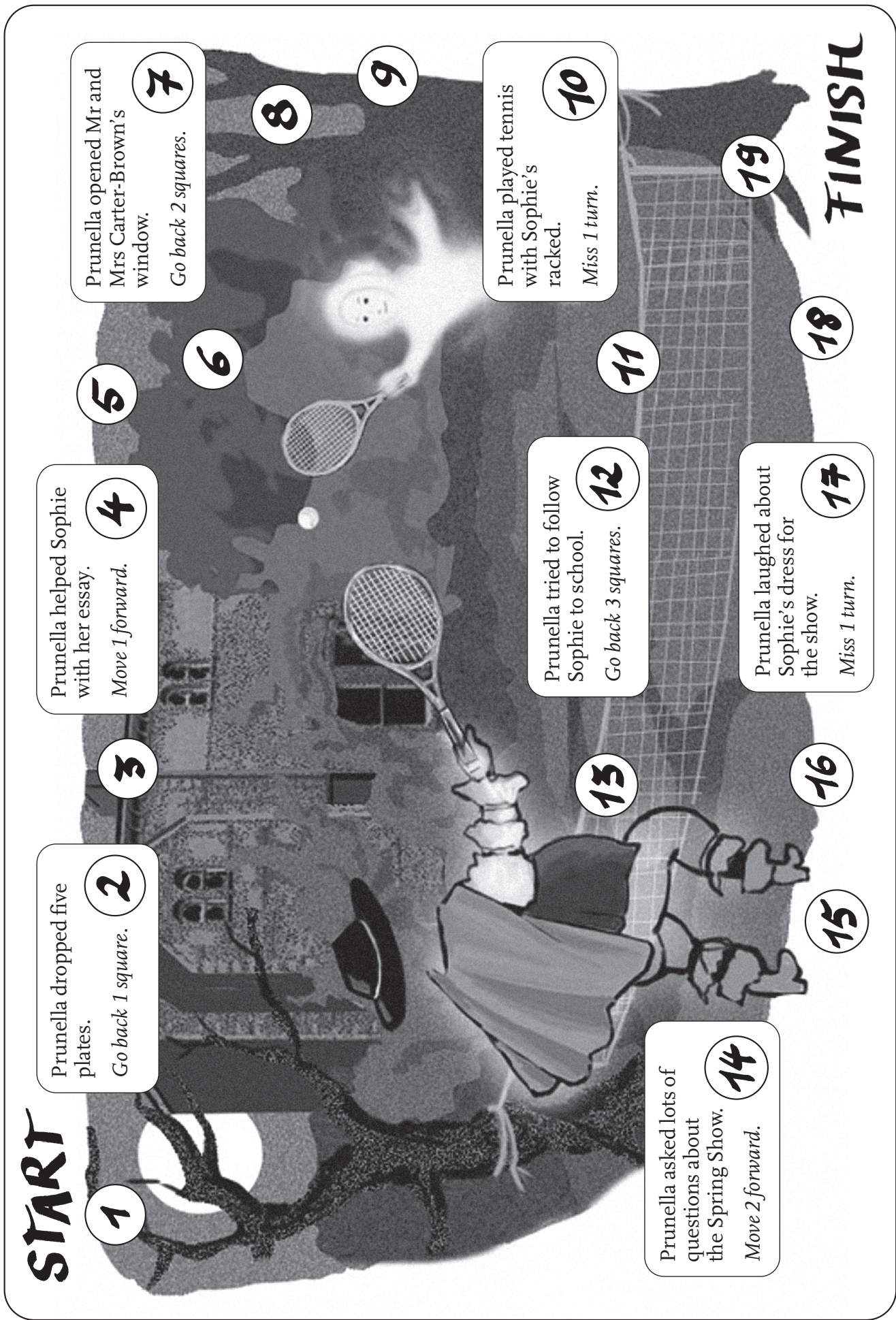
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fold here



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START

1

Prunella dropped five plates.
Go back 1 square.

2

3

Prunella helped Sophie with her essay.
Move 1 forward.

4

5

6

Prunella opened Mr and Mrs Carter-Brown's window.
Go back 2 squares.

7

8

9

Prunella played tennis with Sophie's rackets.
Miss 1 turn.

10

11

Prunella tried to follow Sophie to school.
Go back 3 squares.

12

13

Prunella asked lots of questions about the Spring Show.
Move 2 forward.

14

15

16

Prunella laughed about Sophie's dress for the show.
Miss 1 turn.

17

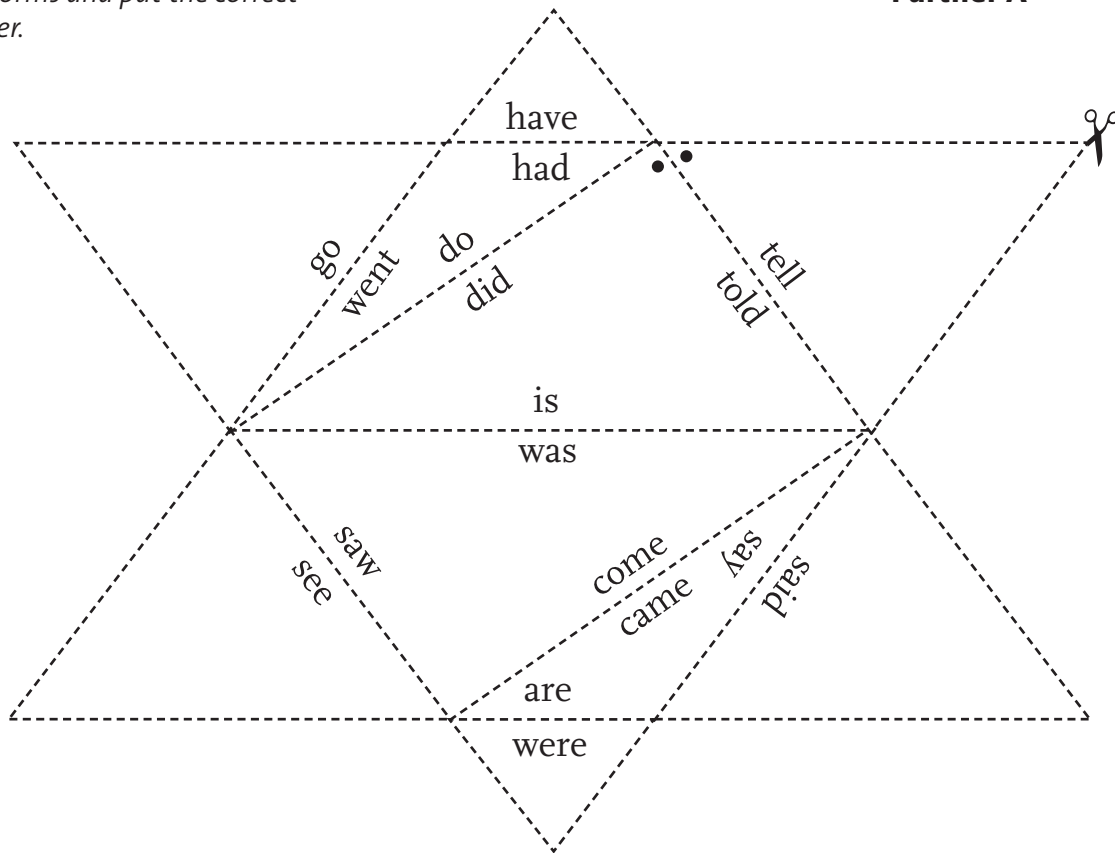
18

19

FINISH

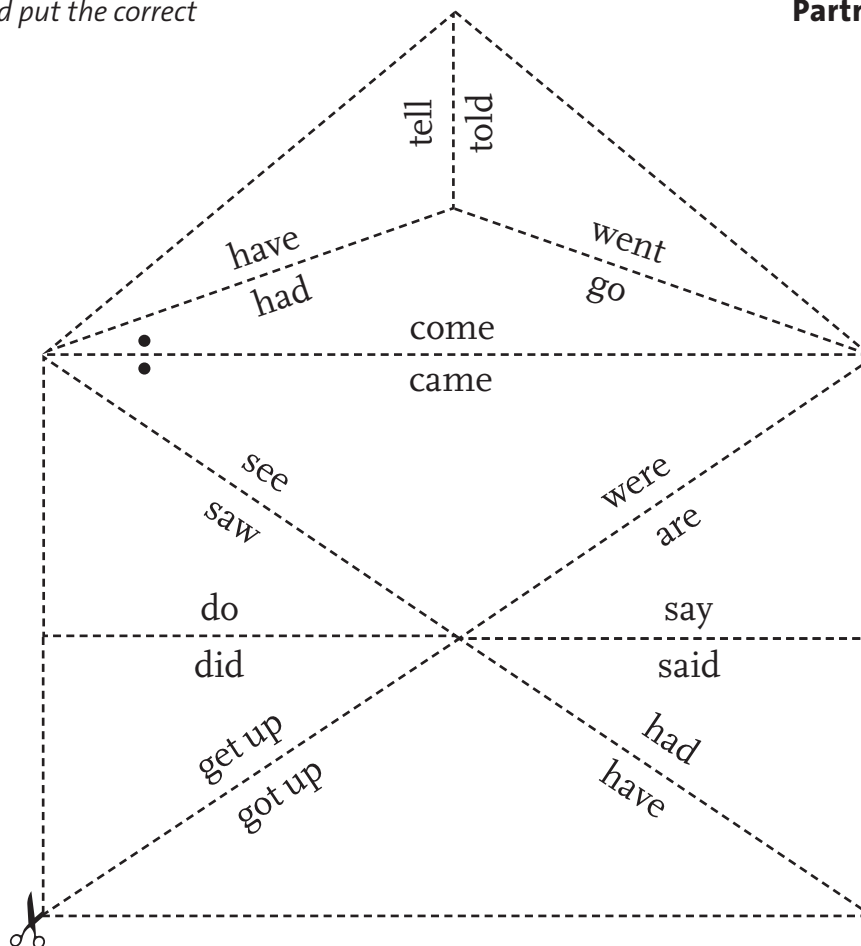
Cut out the forms and put the correct parts together.

Partner A



Cut out the forms and put the correct parts together.

Partner B



Wenn du einen Text geschrieben hast, solltest du dir Zeit nehmen, alles noch einmal durchzulesen. Hier sind ein paar Tipps, worauf du achten solltest.

Sortiere die folgenden Schreibhilfen in einer sinnvollen Reihenfolge. Wenn alle Satzstreifen richtig geordnet sind, erhältst du einen Lösungssatz.



E

Jetzt kannst du mit dem Schreiben anfangen.
Manchmal ist der erste Satz (oder ein Textgerüst) schon vorgegeben.

T

Hast du die richtige Zeitform für deinen Text gewählt?

E

Bei der Satzstellung gilt im Englischen immer:
S – V – O (*subject – verb – object*). Beispiel:

subject	verb	object
My sister	loves	chocolate.
I	can't find	my pencil.

E

Schreib deinen Text nach dem Überarbeiten sauber in dein Heft oder auf ein extra Blatt.

G

Lies dir die Aufgabenstellung genau durch und überlege, was du tun sollst.

T

Wenn du im Präsens geschrieben hast: Hast du an das -(e)s der 3. Person Singular gedacht?
Beispiel: *My mother often watches tennis matches.*

R

Sammle und ordne deine Ideen vor dem eigentlichen Schreiben. Dazu kannst du z.B. Listen, Tabellen oder Mindmaps benutzen.

A

Wenn du mit dem Schreiben fertig bist, lies deinen Text noch einmal durch.
Einige Dinge kannst du selbst überprüfen. Zum Beispiel:

X

Hast du alles richtig geschrieben? Schau im Zweifel lieber noch einmal im Wörterbuch nach (z.B. im *Dictionary* deines Englischbuchs).

Lösungssatz:

1

2

3

4

5

6

7

8

9

!

Find these 15 words:

article – choir – group – mistake – paint – part – practise – programme –
rehearsal – show – sound – spring – stage – ticket – voice

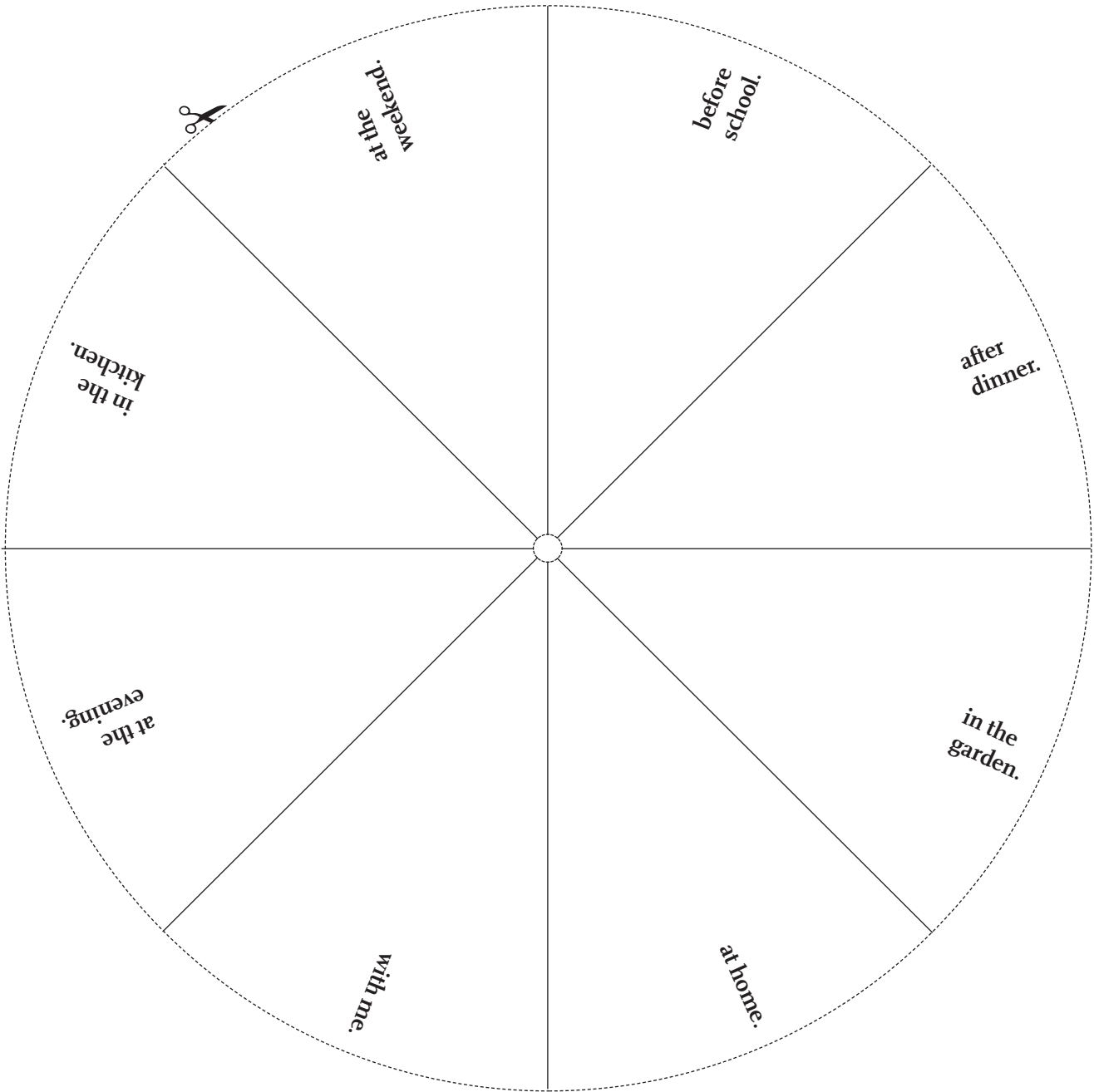
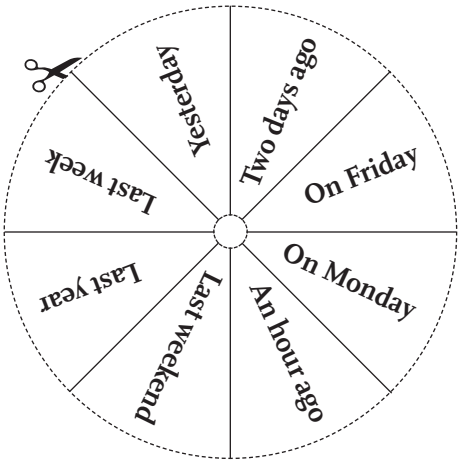
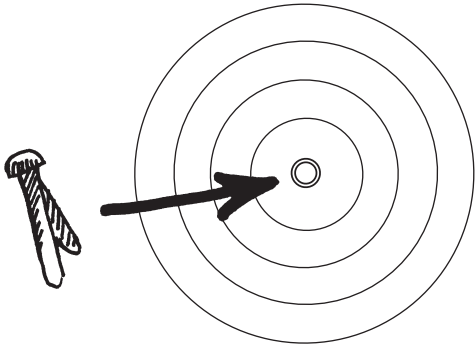
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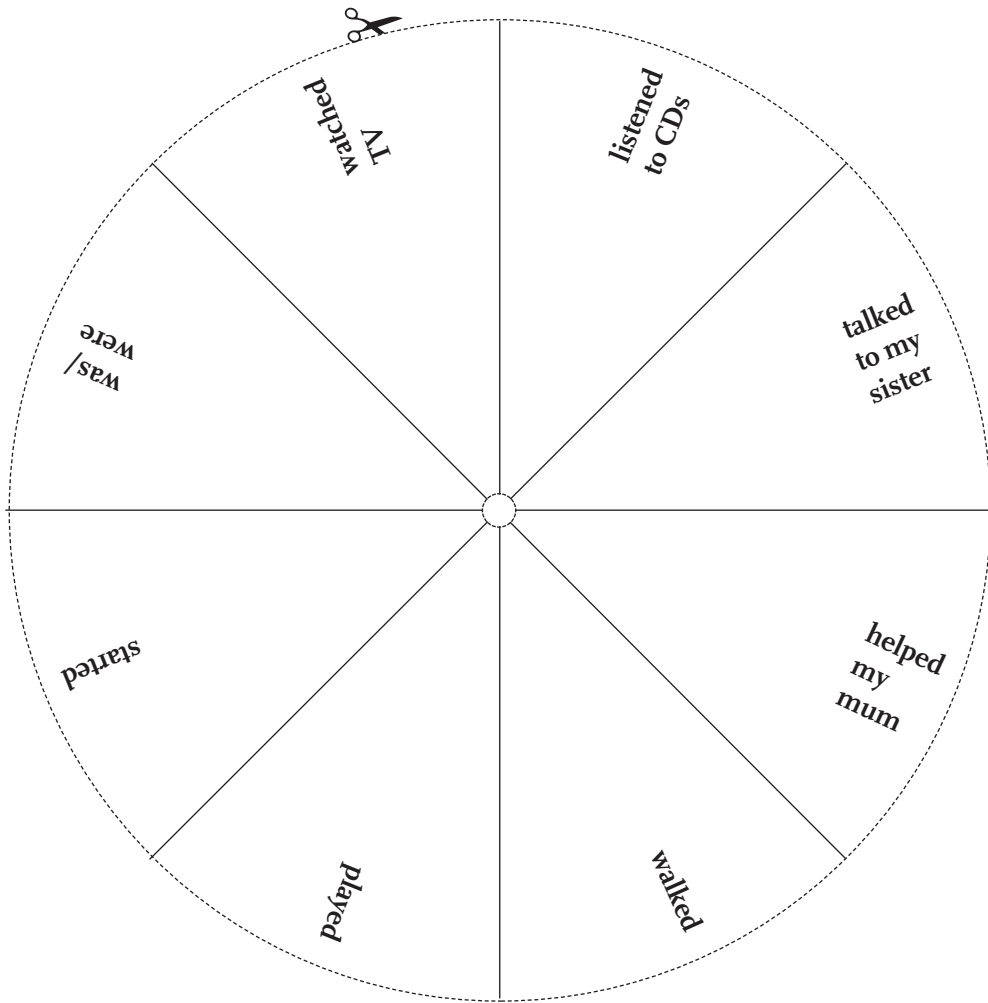
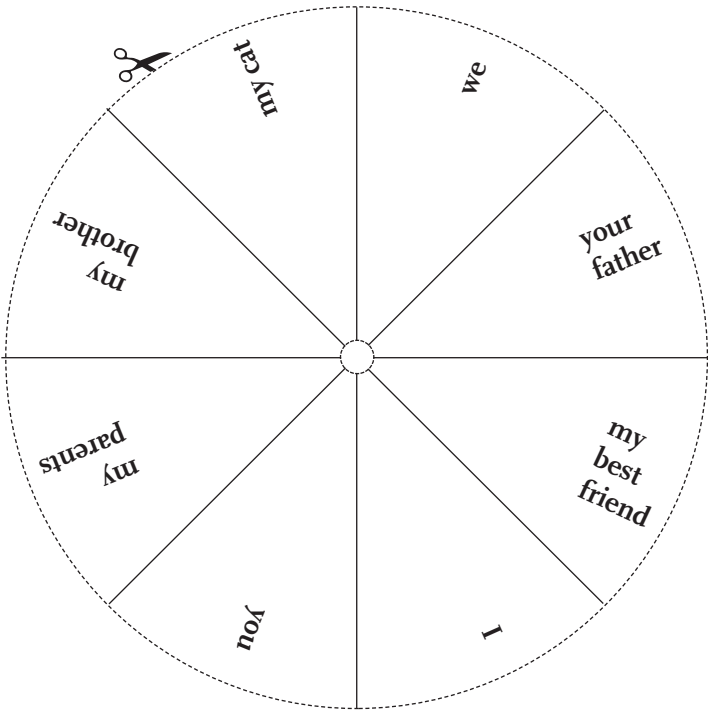
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F	R	U	G	S	Q	O	C	T	D	U	T	Z	B	N	K	U	W	I	L	M	R	W	I	L	K
P	D	L	O	D	I	Z	Y	K	D	U	N	B	K	U	I	W	F	D	P	K	O	E	F	H	N
R	K	D	E	N	A	H	K	D	X	J	H	A	D	C	V	N	A	L	A	Y	M	C	V	D	A
A	E	M	U	N	V	D	A	K	D	L	O	C	C	B	A	K	H	L	R	Q	W	R	T	S	D
C	K	K	M	N	A	K	I	U	M	L	D	Z	X	R	P	A	I	N	T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

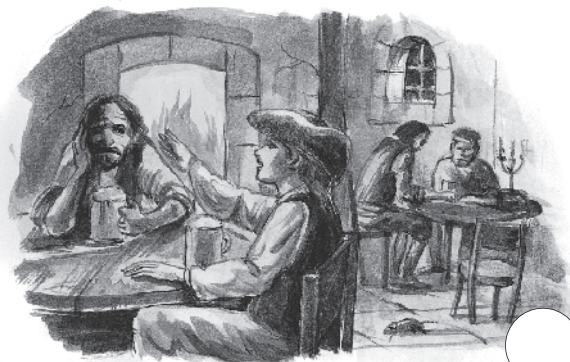
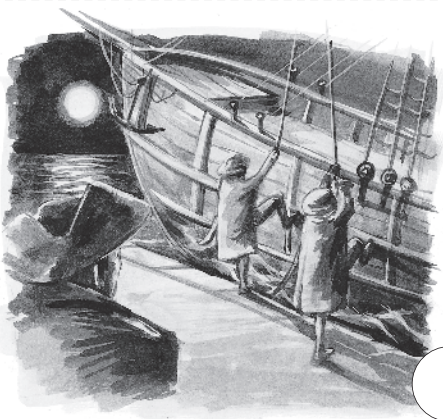


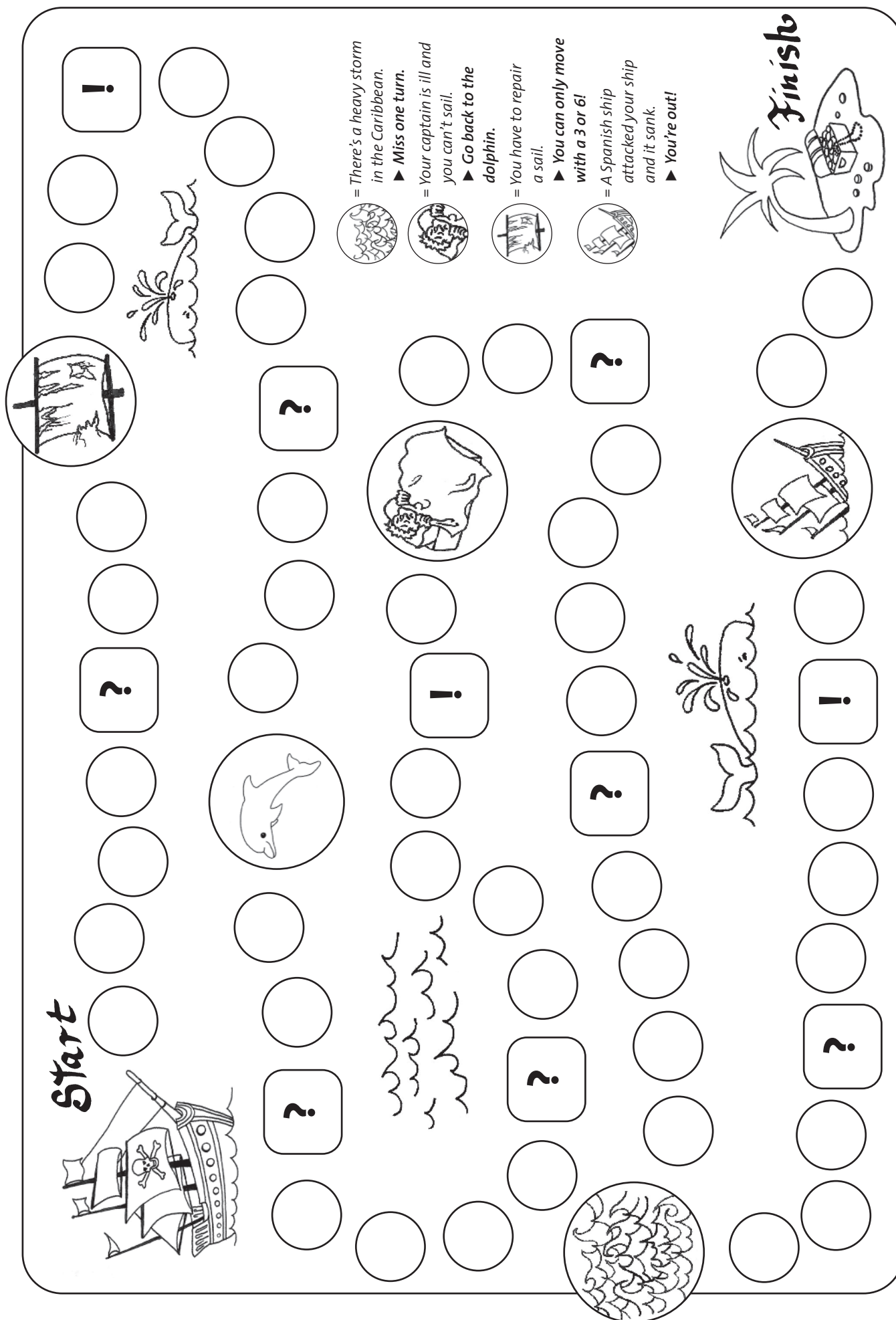
Cut out the sentence wheels and put them together like this.



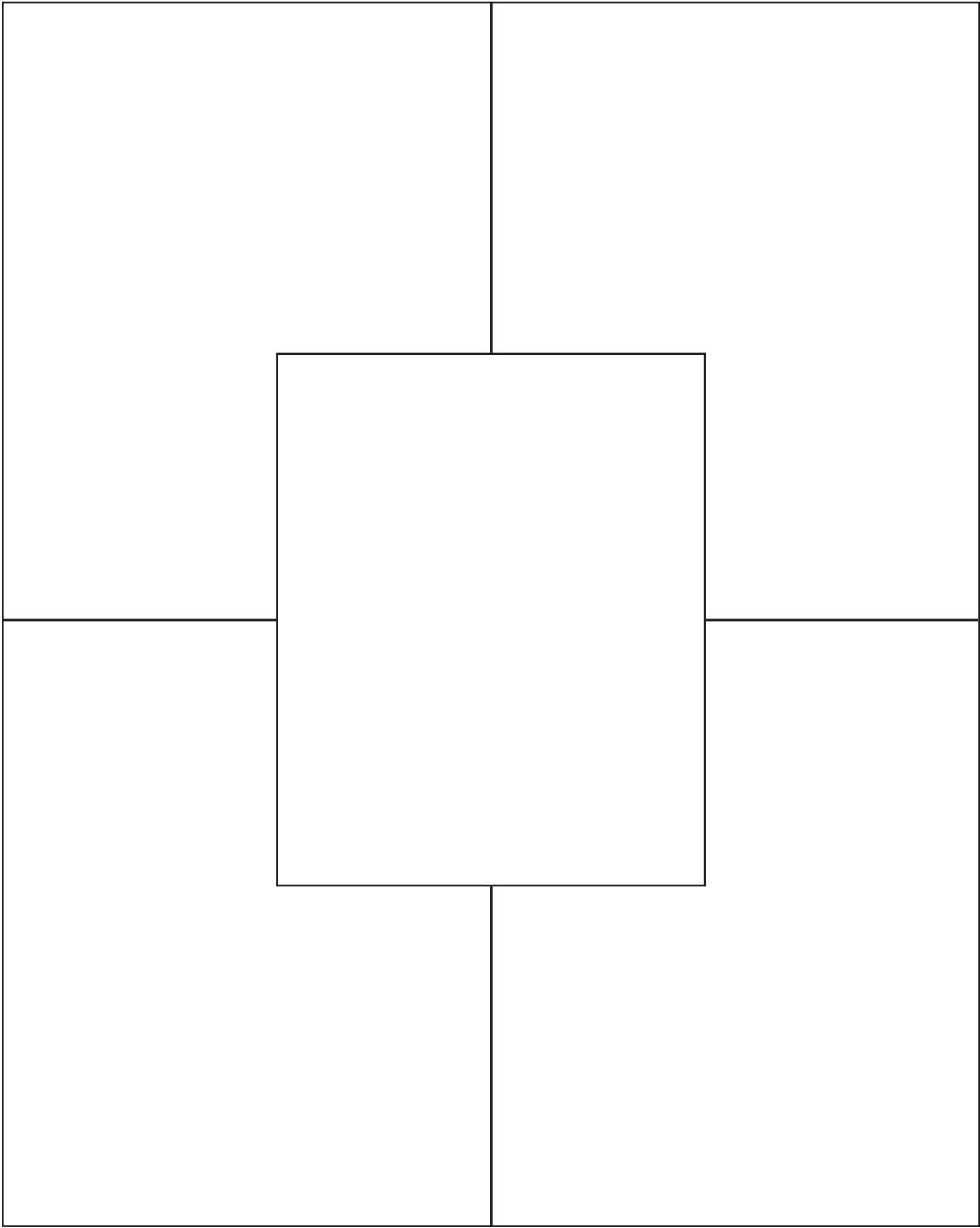


Lisa _____ Ah, here, let's go in here.
Pat _____ Yes, there's only one person in there.
Rob _____ OK. Erm, excuse me, are these seats all free?
Stranger _____ Yes, yes, of course.
Lisa _____ Oh, great.
Pat _____ Thanks.
Rob _____ Ah, that's nice!
Pat _____ Hey, Lisa, do you think that man is okay?
Lisa _____ What do you mean?
Pat _____ Well, look all at those little pieces of paper.
Rob _____ Ooh! Why is he doing that?
Lisa _____ Well, I don't think it's right! Now someone has to tidy up all those little pieces.
Rob _____ Now look at that! He's throwing the pieces of paper out of the window!
Pat _____ What's he doing?
Rob _____ Throwing the pieces of paper out of the window. He must be mad.
Pat _____ Hey, I don't like this. Let's go.
Lisa _____ No, wait a minute. He doesn't look dangerous. Let's ask him.
Rob _____ OK, you can ask him what he's doing.
Lisa _____ Excuse me, why are you doing that?
Stranger _____ Doing what?
Lisa _____ Well, you know, throwing pieces of newspaper out of the window.
Stranger _____ Oh that! Well, everybody knows that!
Lisa _____ Erm, no. Sorry, we don't know.
Stranger _____ No? Well, I'm doing it to scare away the elephants, of course.
Rob, Pat, Lisa _____ What ??!!
Stranger _____ I'm scaring away the elephants. Don't you understand English?
Pat _____ But ... but There are no elephants here!
Stranger _____ Of course not, silly! I'm scaring them away! Elephants hate little pieces of paper flying through the air.
Rob, Pat, Lisa _____ What?!
Ticket Inspector _ Tickets please! – Oh, it's you! You're doing it!
Stranger _____ What do you mean, it's me?
Ticket Inspector _ You're throwing those pieces of newspaper out of the window. Well, please stop it.
Stranger _____ I can't stop it. It's very important.
Rob _____ Yes. He's scaring away the elephants!
Ticket Inspector _ And that's the problem, sir!
Woman _____ Yes, listen to me. Your pieces of newspaper are coming into the luggage van.
Stranger _____ The luggage van?
Woman _____ Yes, at the end of the train.
Stranger _____ So, what are you doing in the luggage van?
Woman _____ I'm there with my elephant – and he's really scared!





? Who had a bad dream? a Jo b Dan c Sophie Lösung: a	? What's the captain's name? a Jack Beckham b Jack Rackham c Francis Drake Lösung: a	? What is 'Mr' Bonny's first name? a Anthony b Ann c Jane Lösung: b	? What's the simple past of '(to) see'? Lösung: saw
? Who is in the Computer Club? a Jack b Sophie c Ananda Lösung: c	? What's the simple past of '(to) go'? Lösung: went	? Who painted the pirate ship for the Spring Show? a Jack b Dan c Sophie Lösung: b	? What's the simple past of '(to) come'? Lösung: came
? Which word isn't a 'ship word'? sailor – cabin – lesson – sail Lösung: lesson	? What's the cabin boy's name? a Jesse b James c Jonah Lösung: c	? What's the simple past of '(to) tell'? Lösung: told	? What's the name of the ship? a Silver Dolphin b Silver Swordfish c Silver Fish Lösung: b
? When does the story take place?¹ a in 1719 b in 1819 c in 1970 ¹take place: <i>spielen, stattfinden</i> Lösung: a	? What's the German word for – sword – silver – captain Lösung: Schwer, Silber, Kapitän	! Mime this activity: Clean the deck.	! Mime this activity: Walk the plank.
! Sing the chorus of <i>The Pirate King</i>. Lösung: For I am the Pirate King! And it is, it is a glorious thing to be a Pirate King!	! Walk like a pirate with a wooden¹ leg. ¹wooden: <i>aus Holz, Holz-</i>	! Draw a ship in 30 seconds.	! Draw a pirate flag¹ in 30 seconds. ¹flag: <i>Flagge</i>



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What about ...?	I'm for ... because	I'm against ... because ...
I think ... is a good idea.	I don't think ... is a good idea.	Let's take the ...
I think so too.		

Topic ▶ **Great places for kids in** _____

Our group ▶ _____

Step 1 ▶ **Three great places in our city/town/village:**

Place 1: _____
Place 2: _____
Place 3: _____

Step 2 ▶ **Information about the places:**

	Place 1	Place 2	Place 3
<i>Is it interesting or fun?</i>			
<i>Is it easy to get there?</i>			
<i>Is the price OK?</i>			

Step 3 ▶ **Poster**

Photos: _____

Text/Material: _____

Step 4 ▶ **Presentation**

Speaker: _____
Place 1: _____
Place 2: _____
Place 3: _____

1 Make appointments with three classmates for 1, 2 and 3 o'clock like this:

You: Can we meet at ... o'clock? Your partner: Yes, OK. / No, sorry.
Write their names in your chart.

2 Write questions like these: Do you hate it when ...? Then answer them. True? Put a tick (✓). Not true? Put a cross (x).

3 Go to your appointments. Ask them questions. Put a tick (✓) for 'true' and a cross (x) for 'not true'.

Do you hate it when ...?	me: _____	name: _____	1 o'clock 	name: _____	2 o'clock 	name: _____	3 o'clock 
1							
2							
3							
4							
5							

4 Tell your class about yourself¹ and your partners like this:

Lennart hates it when ...
I hate it when ...

¹ about yourself: über dich selbst

Find these 15 words:

bridge – church – city – corner – explore – library – middle – museum –
near – school – shop – station – tower – town – village

▼

►

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



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1 Fill in the gaps.

- 1 _____ is my MP3 player. _____ is Jenny's MP3 player.
- 2 _____ are my books. _____ is Jenny's book.
- 3 _____ are my trainers. _____ are Jenny's trainers.
- 4 _____ are my CDs. _____ are Jenny's CDs.
- 5 _____ are my magazines. _____ are Jenny's magazines.
- 6 _____ are my T-shirts. _____ are Jenny's T-Shirts.

2 Make more sentences like these.

THE END OF THE STORY

Listen to the CD. Look at the pictures.

Which pictures go with the story?

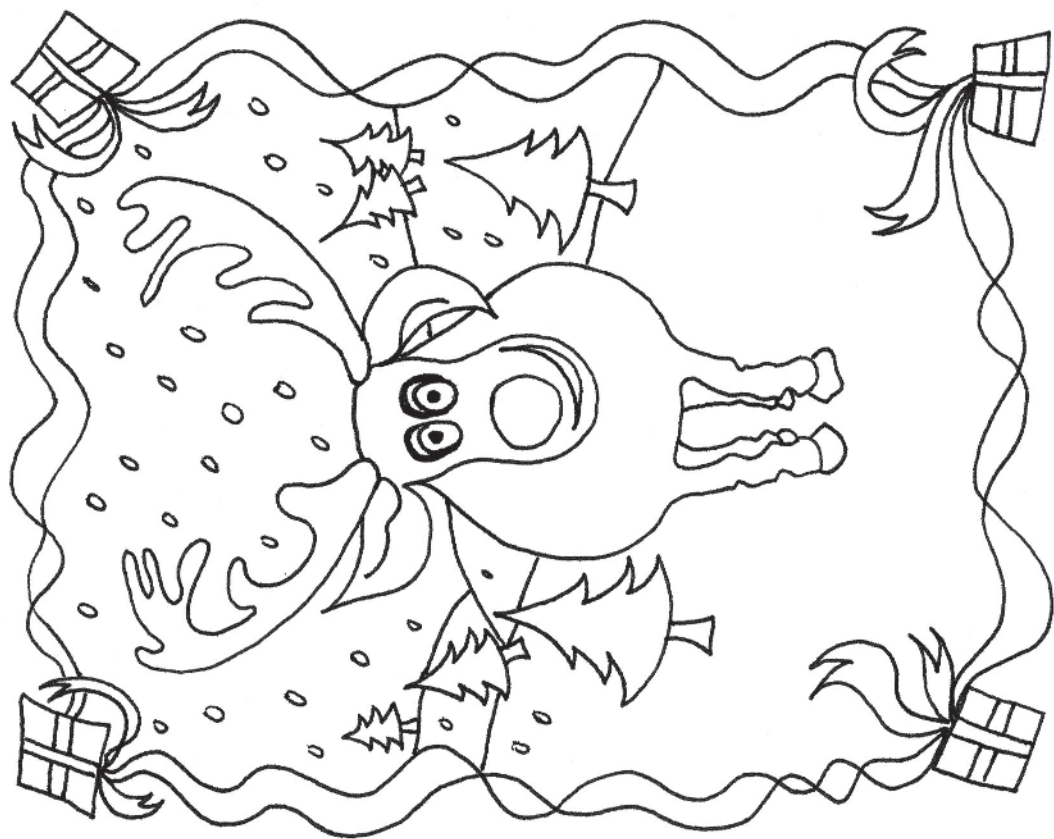
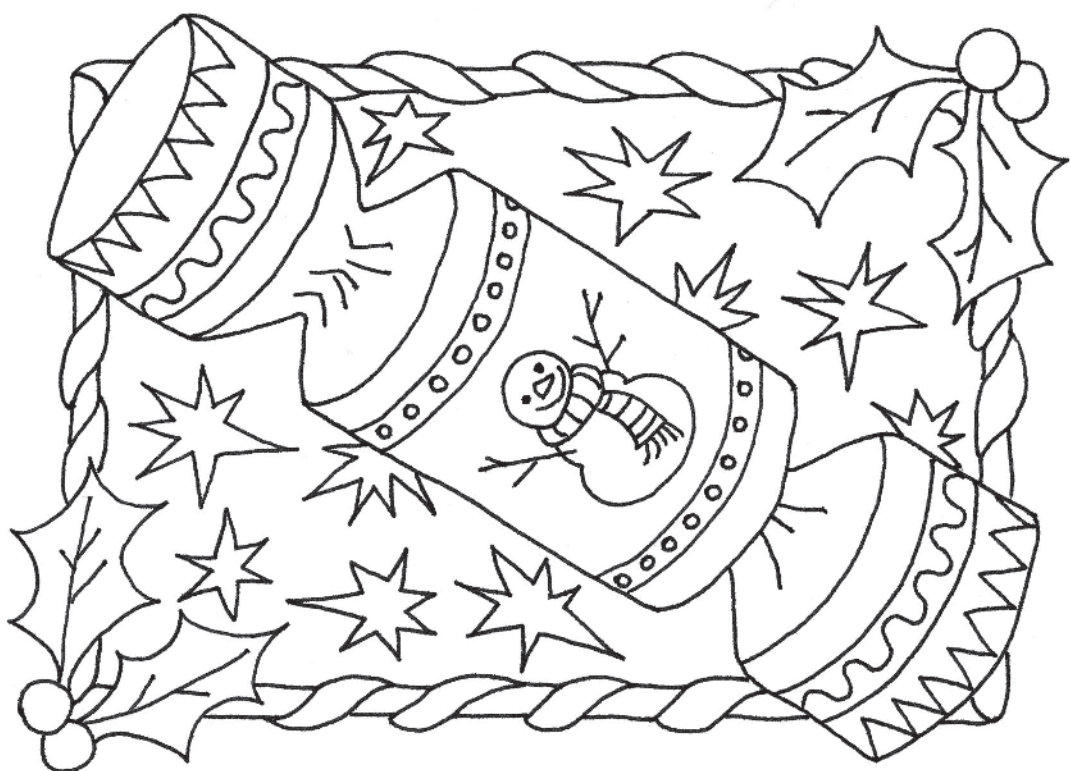


- 1 Cut out the sentences and put them in the right order.
- 2 Use the sentences to write a short text about Mr Green. How does your story end?



- A A man in black followed him all the time.
- B But his boss Howard gave him only £500.
- C When he left school he worked for a software company.
- D When he was a boy Mr Green wasn't very good at school.
- E So Mr Green left the company.
- F But he always loved computers.
- G He invented the game 'The Smith Family' for his company. It made a lot of money.
- H The man in black wanted his new game.
- I Then he invented the game 'City maker'.
- J Mrs Hanson helped him.





Bildquellen

Roland Beier, Berlin: KV 2, KV 5, KV 25, KV 55, KV 66

Johann Brandstetter, Winhöring/Kronberg: KV 58

Corel Library, Berlin: KV 57 (*school 100 years ago*)

Das Fotoarchiv, Essen: Manfred Vollmer: KV 57 (*school now*)

Graham-Cameron Illustration, UK: Fliss Cary: KV 4, KV 10 (C), KV 45, KV 50, KV 53, KV 67 (A)

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Constanze Schargan, Berlin: KV 49

Katherine Wells, Hamburg: KV 25 (*basket, cage, hutch*), KV 46, KV 61, KV 68

Katharina Wieker, Berlin: KV 14, KV 29, KV 32, KV 41 (*cup*), KV 44, KV 47

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„Wonderful world“ von Lou Adler, Herb Alpert & Sam Cooke. EMI MUSIC PUBLISHING GERMANY & CO. KG (F. ABKCO MUSIC PUBLISHING GMBH).

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