

A1



English G 21

Handreichungen

für den Unterricht
mit Kopiervorlagen

Cornelsen

Resource Section

Language Action Sheets (LAS)

Vocabulary Action Sheets (VAS)

Kopiervorlagen 1–67

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 <u>am</u> _____	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

► p. 24

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

■ **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

► p. 24

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

■ 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

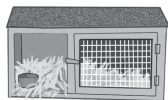
■ **1a** Find the sentences in 1 (p. 38) and 2 (p. 39) and complete them.

I _____ up at 7.15 every morning.

You _____ up at 7.45.

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

He _____ the cage.



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

Then we _____ to school.

You two _____ boring essays.

They _____ rabbit food, carrots and water.



■ **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. 179–191.)

Schreib die sieben Subjekt-Verb-Kombinationen auf. Dann schreib die Grundformen (Infinitive) der Verben dazu. (Du findest die Grundformen im Dictionary, S. 179–191.)

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. 134.

Schau dir jetzt Grammar File 7c auf S. 134 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. 136.

Schau dir jetzt Grammar File 10a und 10b auf S. 136 an.



The verb (to) have to („müssen“)

▶ p. 57

■ **1** Find the sentences in 9 (p. 57). Complete them.

Finde die Sätze in 9 (S. 57). Vervollständige sie.

I _____ lay the table for dinner.

We _____ do our English project.

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** Complete the questions. Two of them are in 9 (p. 57).

Vervollständige die Fragen. Zwei von ihnen stehen in 9 (S. 57).

_____ Mum _____ yoga?

_____ Dad _____ basketball?

Why _____ I _____ everything in this house?

■ **4** Can you complete these negative statements? One of them is in 9 (p. 57).

Kannst du diese verneinten Sätze vervollständigen? Einer von ihnen steht in 9 (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. 138.

Schau dir jetzt Grammar File 12 auf S. 138 an.



Personal pronouns: object forms

► p. 70

Personalpronomen: Objektformen

■ **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.

You don't like _____!



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

I like _____ both, Prunella.

Because I like _____ too.

Prunella, I like _____ too.

Because I like _____, of course.



Let's look at _____.

■ **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 pp. 138–139.

Schau dir jetzt Grammar File 13 auf S. 138–139 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 15 and
16a on p. 140.

Schau dir jetzt Grammar File 15 und 16a auf S. 140 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 16b on p. 141.

Schau dir jetzt Grammar File 16b auf S. 141 an.



The simple past: the verb (to) be

► p. 86

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

■ 1a Find the sentences in 2 (p. 86). Complete them.

Finde die Sätze in 2 (S. 86). Vervollständige sie.

I was at the dress rehearsal.

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

Where _____?

And _____ the Music teacher happy?

How _____?

_____ all very nervous.

■ 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 amI'm not

You _____

You _____

He _____

He _____

She _____

She _____

It _____

It _____

We areWe aren't

You _____

You _____

They _____

They _____

SIMPLE PAST

Positive (Bejaht)

Negative (Verneint)

I wasI wasn't

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 17 and 18 on pp. 141–142.

Schau dir jetzt Grammar File 17 und 18 auf S. 141–142 an.



The simple past: positive statements

► p. 87

Die einfache Form der Vergangenheit: bejahte Aussagesätze

■ 1a Find the sentences in 4 (p. 87) and complete the chart on the left.

Finde die Sätze in 4 (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 • phone • plan • stop • tidy • try • use • worry

closee + -ed = closed

dropp + -ed = dropped

hurryy + -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 19 on p. 142.

Schau dir jetzt Grammar File 19 auf S. 142 an.



The simple past: negative statements and questions

Die einfache Form der Vergangenheit: verneinte Aussagesätze und Fragen

► p. 89

■ **1** Find the sentences in 10 (p. 89). Complete them.

Finde die Sätze in 10 (S. 89). Vervollständige sie.

Negative statements

We _____ go up on stage, of course.

We _____ a lot of time.

I _____ know that.

Questions

_____ you _____ anything special?

_____ on a trip?

Where _____?

■ **2a** Change these positive statements into negative statements and questions.

Verwandle diese bejahten Aussagesätze in verneinte Aussagesätze und in Fragen.

Positive statement

Negative statement

Question

She followed Mr Green.

She didn't

Did she

?

They had a lot of time.

They

?

■ **2b** Which is the correct rule for negative statements in the simple past: a, b or c?

Was ist die richtige Regel für verneinte Aussagesätze im simple past: a, b oder c?

You make negative statements in the simple past with

Man bildet verneinte Aussagesätze im simple past mit

a didn't + infinitive.

b didn't + -ed-form of the verb.

c didn't + -ing-form of the verb.

■ **2c** Which is the correct rule for questions in the simple past: a, b or c?

Was ist die richtige Regel für Fragen im simple past: a, b oder c?

You make questions in the simple past with

Man bildet Fragen im simple past mit

a did + subject + -ing-form of the verb.

b did + subject + -ed-form of the verb.

c did + subject + infinitive.

■ **3** Complete the sentences. Use a green pen for the simple present and a red pen for the simple past.

Vervollständige die Sätze. Benutze einen grünen Stift für das simple present und einen roten Stift für das simple past.

SIMPLE PRESENT

Negative

Question

You don't like her.Do you like her?

He _____ like her.

_____ he like her?

SIMPLE PAST

Negative

Question

You didn't like her.

_____ you like her?

He _____ like her.

_____ he like her?

■ **4** Now look at Grammar File 20 and 21 on p. 143.

Schau dir jetzt Grammar File 20 und 21 auf S. 143 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

 .

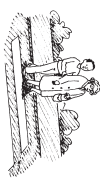
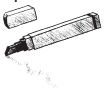
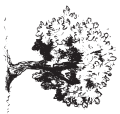
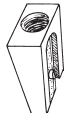
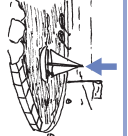
Sophie mag die Bücherei, weil

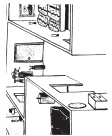
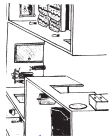
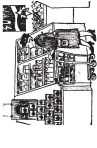
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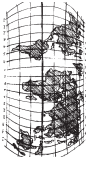
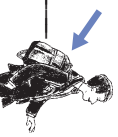
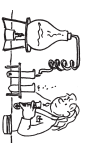
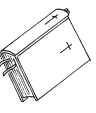
■ **4** Now look at Grammar File 23 on p. 145.

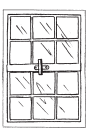
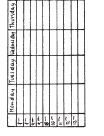
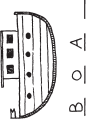
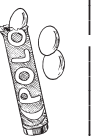
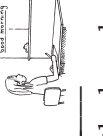
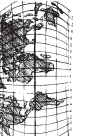
Schau dir jetzt Grammar File 23 auf S. 145 an.

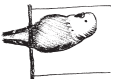
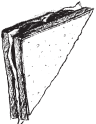
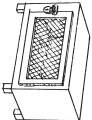


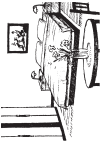
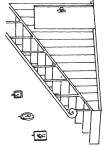
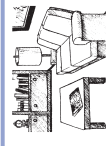
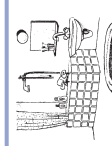
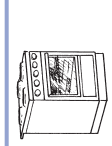
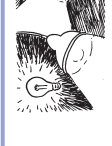
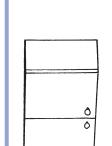
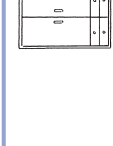
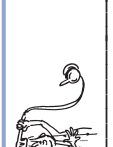
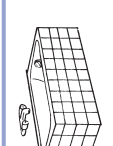
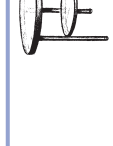
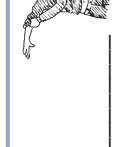
German/ English	Colours	Context	In a school bag	Pictures	The fourth word	Opposites	What we can do
1 schöne Sommer- ferien _____		Hi, I'm Sophie. _____ your name?			Dilip – he Ananda –	full –	
2 Schau auf Seite 3. _____		_____ are you from? I'm from _____.			father – family red –	yes –	
3 Die Zahl ist richtig. _____		Can you play football? Yes, _____./ No, _____.			I – my they –	(to) pull –	
4 Wir sind glücklich. _____		This is Sophie _____ her sister Emily.			Jo – he book –	new –	
5 Wir wohnen in Berlin. _____		Don't drop the _____.			Germany – German England –	(to) open –	
6 mein Lieblings- lied _____		W_____ are you? I'm Prunella.			Dan and Jo – brothers Sophie and Emily –	mother –	
7 eine große Tasche a _____		I n _____ felt tips, Dad.			dad – Mr 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 Monday –	Yes, I can. – No, _____.	

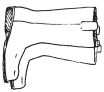
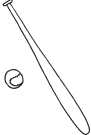
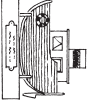
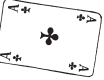
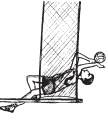
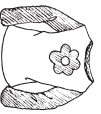
Definitions	Times and days	Context	In a house	Things	Families	Word partners	German/English
1 a word for 'this day'	 It's 8 _____	Dan is a boy, Jo is a boy t _____	 a _____	 _____	The Kapoors are a f _____	black and – _____	Er ist bei der Arbeit. _____
2 very nice	 It's h _____ p _____	Berlin and Hamburg 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 _____	boy 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 – _____	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 _____ m _____	hello and – _____	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 – _____	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	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 l _____ page	ein tolles Gedicht a _____

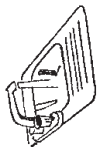
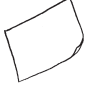
Definitions	Context	At school	Subjects	Pictures	The fourth word	Adjectives	German/ English
1 a, b, c, ..., x, y, z the _____	L_____ to the teacher.	You sit in a cl_____ / ch_____			a – book _____ – apple	Your ideas are really m_____. I	Es tut mir leid. _____.
2 It's black and you can write on it. b_____	Please w_____ it on the board.	a list of subjects and their times _____		s_____ b_____ 	I – my we – _____	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 a _____			I – me he – _____	Oh no! That is a really b_____ joke.	eine Menge/ viele/viel _____
4 You can eat it at one o'clock. l_____	What have we got ne_____? Art.	English is Jack's first l_____ on Tuesday.			songs – Music pictures – # _____	I like her. She is very n_____.	Auf meinem Foto ist ein Skateboard. T_____ a _____ in _____ p_____.
5 You can sit on it. a _____	I've got an i_____. Let's play football.	T_____ 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	boys and girls together at school f_____ / c_____	$\begin{array}{r} 17 \\ + 23 \\ \hline \end{array}$		I – my you – _____	Dan is the c_____ twin.	Gern geschehen. / Nichts zu danken. Y_____
7 a boy from Germany a _____	My phone number is 644- six- d _____ four ...	Maths and English are school s_____.			he – his we – _____	In the classroom listen to the teacher and be q_____.	Kannst du dir das merken? _____ you _____? _____?
8 a little telephone w_____	I've got lots of pens but I haven't got e_____ felt tips.	I talk to my friends in the b_____.			I – my she – _____	Polly the parrot is very p_____.	Kannst du das buchstabieren? _____ you _____? _____?

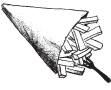
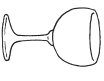
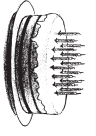
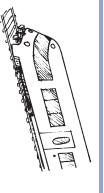
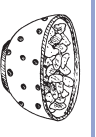
Context	What we do	Months	What we do at school	Opposites	Pictures	German/English	In a classroom
1 Can you _____ with me?	have 	Halloween is in _____.	 _____ our homework	good – _____		Wie bitte? _____?	
2 This school is _____ from our old school.	 _____ trees	The fifth month of the year is _____.	 _____ music in the break	after – _____		Was haben wir als Hausaufgabe? _____?	
3 _____ 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 _____ a _____	The eleventh month of the year is _____.	 _____ words	mum – _____	 _____	eine schlaue Klasse _____	
5 At the _____ of an English lesson we say goodbye.	 _____	The last month of the year is _____.	 _____ on chairs	Do it! _____ it!		Mittagessen _____	
6 My friend Jack has got mad _____.	 _____ things	The month before April is _____.	 _____ the board.	come – _____		Tschüss. _____.	
7 I'm _____ Germany.	play 	Valentine's Day is in _____.	 _____ our classmates	I have got _____		Es ist wirklich leise. It's _____.	
8 I've got _____ CDs.	_____ jokes	The first month of the year is _____.	 _____ books from our bags	little – _____		Unterrichtende _____ of _____	school work you do at home _____

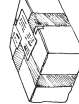
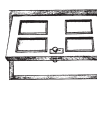
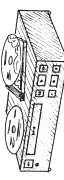
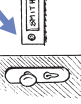
Definitions	Pets: their homes & food	Context	Pictures	The fourth word	Pets	Opposites	German/ English
1 not right _____		I live _____ a room with my sister.		red – colour sandwich – _____		get up – _____ to _____	sich anziehen _____
2 26th February _____		What are your _____ for the weekend?		in the – morning _____ – night		late – _____ _____	oben, an der Spitze (von) _____ (of)
3 the end of the day _____		In the _____ I play with my computer.		play – football _____ – judo		grandma – _____ _____	natürlich _____
4 a young boy or girl _____		I go _____ school at 8.15 in the morning.		wash – face _____ – breakfast		with – _____ _____	Familienstammbaum f_____ t_____
5 not very often _____		I play football _____ Saturday.		bird – tree fish – _____		son – _____ _____	Das ist mein Zuhause. _____ is _____.
6 child of your son or daughter _____		On Sundays I sleep _____ 11 o'clock.		in – May _____ – Thursday		day – _____ _____	also, deshalb, daher _____
7 not difficult _____		First I feed the pets. I have breakfast.		dog – pets children – _____		aunt – _____ _____	Hier bitte. _____ Y_____.
8 the end of the week _____		Dan often _____ with his brother Jo.		on – Friday night _____ – the weekend		married – _____ s_____ / _____	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 _____	What's her name? Can you r _____ / r _____ it?			my mum's father my _____	boy – boys child – _____	 _____ 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 _____	week – weeks fish – _____	 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 _____	spy – spies tooth – _____	 _____ 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 _____	apple – food budgie – _____ b _____ 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 _____	bag – bags mouse – _____	 a _____	
8 a piece of writing on a topic e _____	Mrs Hanson is m _____ Mr Hanson.		 _____	Mary and Peter Hanson are Jack's p _____	kitchen – downstairs bedroom – _____	_____ homework	

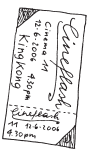
Definitions	Sports	Context	Pictures	What we wear	The fourth word	What we do	German/ English
1 He/she works in a shop. _____		My shoes are _____ 39.			play – football _____ – riding		Tanzstunden, Tanzunterricht _____
2 all the time _____		Is this chair _____? Yes, you can sit down on it.			we – us they – _____		Ich singe germ. 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 – _____	_____ shoes	die meisten Leute _____
5 a football game _____		How _____ do you watch TV? – Every day.			do – judo _____ – swimming		Liebe Sophie, ... _____ Sophie, ...
6 You do it when I ask you a question. _____		Jack is _____ at homework. He doesn't need a lot of time.			Yes, he is. – answer Is he 10? – _____	_____ bikes	Grüß Jack von mir. Jack _____
7 These people live next to you. _____		What do you _____ for your birthday?			it – they this – _____	_____ English at school	Liebe GrüÙe, ... _____, ...
8 You eat it in the morning. _____		Can you answer my _____, Dan?			football – sport reading – _____	_____ questions	Ich mag es sowieso nicht. I don't like it. _____

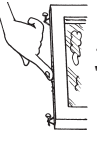
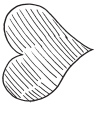
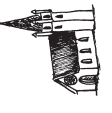
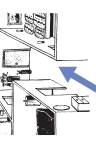
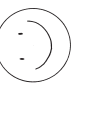
Context	Pictures	What people do	Opposites	The fourth word	German/English	Shopping
1 I can't come. I _____ h_____ t_____ do my homework.		/ _____ the table	together a _____	a book – two books a man – two _____	zumindest, wenigstens _____	 w _____
2 In English, please. I don't _____ u _____ German.		make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

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

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_____	 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." There are 60 _____s in an hour.		lemonade – bottle crisps – _____	 They're w_____ing the bus.	sich Notizen machen t_____n _____
	great, very good f_____	 pa_____	My parents always w_____ a_____ me when I come home late.		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_____		Where's Sheeba? She's o_____ in the garden.		eyes – see ears – _____	 Lucy is _____ing.	Wovon redest du? _____ _____ Mach dir keine Sorgen. w_____.
	part of a play s_____		My brother is af_____ big dogs.		into – out of in front of – _____	 Oliver is _____ing.	sich umsehen r_____
	You put cornflakes in it. a b_____		We have to c_____ a name for our new guinea pig.		afternoon – pm morning – _____	 They're _____ing the train.	keine Zeit _____
	go into (a house) go i_____				one – foot two – _____	 Penny is p_____ing the food.	

5 Vocabulary Action Sheet

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_____.	sit – sat be – I w_____/we w_____		old – y_____	nicht viele Fehler not _____
2 in a short time s_____	Good morning, Miss White. M_____ I come in?	Why are you i_____ Because I'm late.		say – said 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.	s_____ people a new car, house		walk – walked run – _____		tomorrow – y_____	Der Fußboden ist kalt. _____ is _____.
4 a child a _____	She's a fantastic singer – she has got a great v_____. a lot.	The band has to p_____	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 You can buy food there. s_____	Sophie says t_____ Jack's ideas are mad.	_____ on a _____ to Berlin	practise the play r_____	talk – talked go – _____		summer – _____	endlich ein Ergebnis a _____ / a _____
7 something that is wrong w_____	It's very d_____ in here. I can't see much.	u_____ phones, rulers, cameras	Sophie does this in the Spring Show d_____	play – played have – _____		cold – _____	Ich war zwei Tage in London. I _____ in London _____ two _____.
8 people or things together g_____	B_____ me the ball.	 she's _____	There was a r_____ on the Spring Show on the radio.	help – helped 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 hurt – _____	Du hast Recht. You' _____.
2 a very big town c _____	the middle of a city c _____ c _____	There are two sy _____ in 'summer'.	 things	shout – w/h _____		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.		turn on – turn _____		empty – full quiet – _____	Viel Spaß! _____!
4 start b _____		First choose a partner. The second s _____ is to make a list.		hot – _____		invite – invitation present – _____	aufleben _____
5 not far h _____		The p _____ of the bike is € 250.		different – _____		this – that these – _____	Woher weißt/kennst du ...? _____ do you ...? _____?
6 not be at home be o _____		Ananda sometimes h _____ her leg in hockey matches.	We k _____ on the front door.	near – f _____		play – played begin – _____	aus vielen Gründen _____ lots of _____
7 very good friends b _____ friends	 street c _____	"Where is your house?" "It's o _____." t _____	p _____ a project to classmates	I'm for this idea. – I'm _____ this idea.		teach – teacher play – _____	jeder, jede, jedes _____

	German/ English	Colours	Context	In a school bag	Pictures	The fourth word	Opposites	What we can do
1	nice summer holidays	yellow	What's	pencil case	band	she	empty	sing
2	Look at page 3.	blue	Where	ruler	skateboard	colour	no	help
3	The number is right.	red	Yes, I can. / No I can't.	felt tip	street/road	their	push	look / see
4	We are happy.	brown	with	pen	park	it	old	drop
5	We live in Berlin.	pink	plates	pencil	tree	English	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	day	No, I can't.	think

Welcome A

	Definitions	Times and days	Context	In a house	Things	Families	Word pairs	German/ English
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	girl	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

Welcome B

	Definitions	Context	At school	Subjects	Pictures	The fourth word	Adjectives	German/ English
1	alphabet	listen	classroom / chair	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	our	quiet	Can you remember that?
8	mobile phone	enough	break	Drama	listen to	her	pretty	Can you spell that?

Unit 1A

	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	big	(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	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	divorced / single	read / 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	Unit 3 A
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	question	sweatshirt	(a) top	hobby	ask	anyway	

	Context	Pictures	What people do	Opposites	The fourth word	German/English	Shopping	Unit 3 B
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	meaning	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.	

	Party food	Definitions	Pictures	The fourth word	For breakfast	Context	Food and drink	German/English	Unit 4 A
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 ...?	(birthday) cake	key word	
7	sausages	somebody	train	thirsty	cornflakes	still	salad	get on	

	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	bell	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	behind	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 time

Unit 4 B

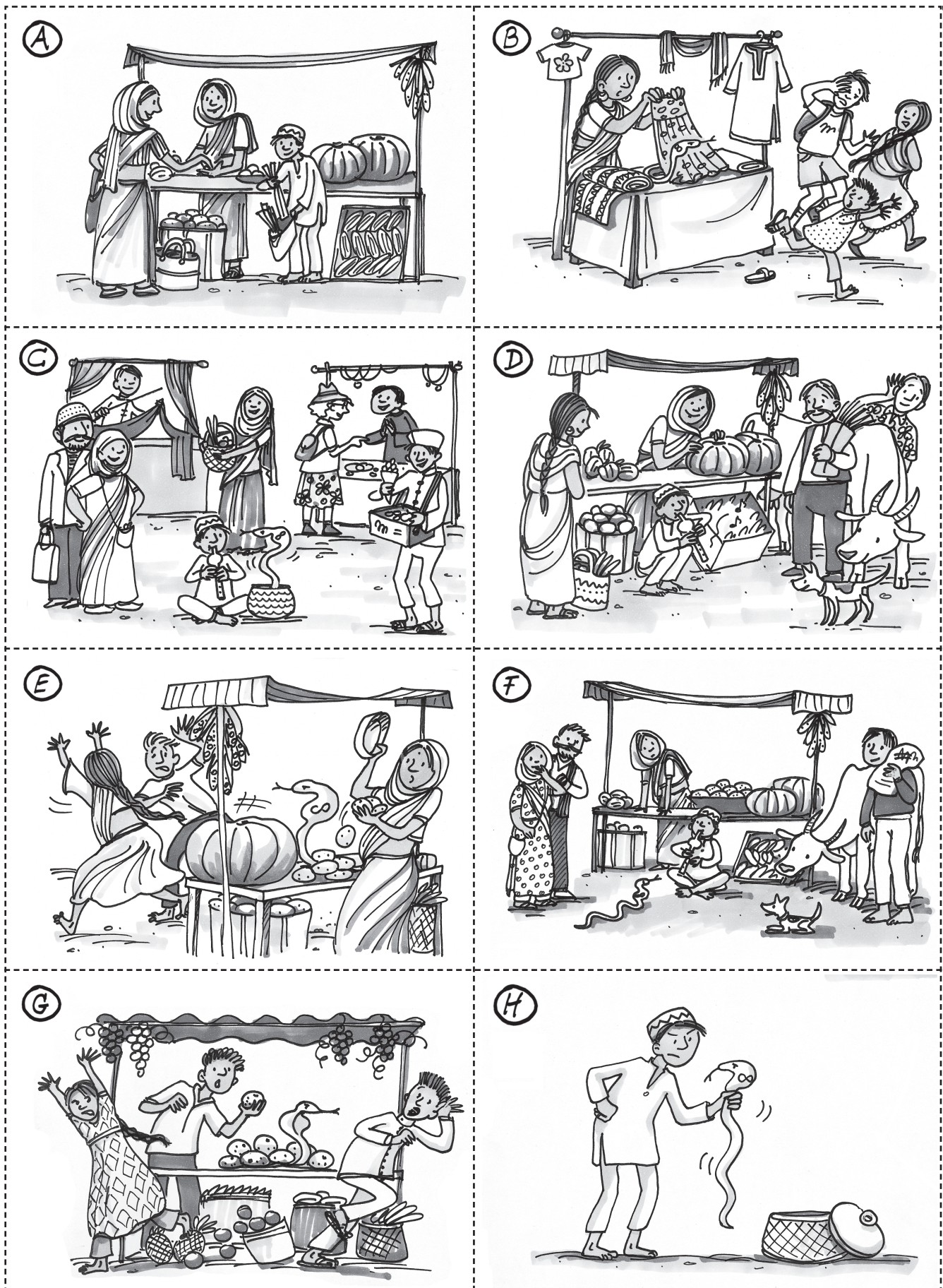
	Definitions	Context	What we do/How we are	Spring Show	The fourth word	Pictures	Opposites/Word partners	German/English
1	spring	clear	paint	rehearsal	was/were	camera	young	not many mistakes
2	soon	may	in a hurry	choir	told	sea	bring	can't wait
3	sound	killed	show	pirate	ran	ship	yesterday	The floor is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

Unit 5

	Definitions	Places	Context	What we do	Opposites	Pictures	The fourth word	German/English
1	middle	village	more	explore	finish	glue	hurt	You're right.
2	city	city centre	syllables	touch	whisper	heart	fun	I'd like to go.
3	must	church	free	take photos	off	corner	loud	Have fun!
4	begin	tower	step	run	cold	hall	presentation	stick
5	near	museum	price	smile	same	bridge	those	How do you know ...?
6	out	library	hurts	knock	far	key	began	for ... reasons
7	best friends	corner	over there	present	against	champion	player	each

Unit 6

Manu and the snake

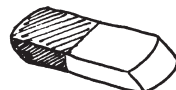
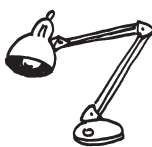
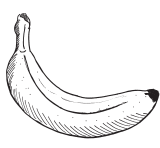




A Saturday at the Snows' house



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

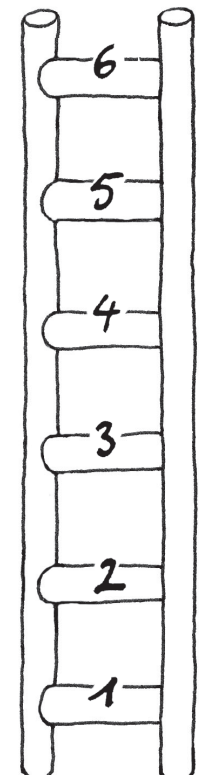
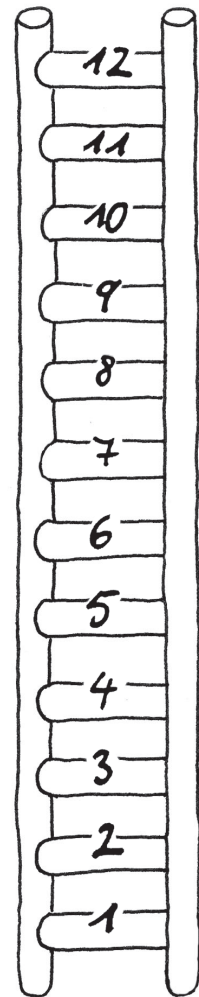
Ich habe alle 8 Bilder richtig angekreuzt. 6 Stufen
 Ich habe 6 Bilder richtig. 4 Stufen
 Ich habe 4 Bilder richtig. 2 Stufen

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. ☐



I can talk to my partner in English

<i>... name?</i>	<i>... old?</i>	<i>... from?</i>	<i>... your mum/dad from?</i>	<i>... brothers/sisters?</i>

I can talk to my partner in English

<i>... name?</i>	<i>... old?</i>	<i>... from?</i>	<i>... your mum/dad from?</i>	<i>... brothers/sisters?</i>

I can talk to my partner in English

<i>... name?</i>	<i>... old?</i>	<i>... from?</i>	<i>... your mum/dad from?</i>	<i>... brothers/sisters?</i>



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).



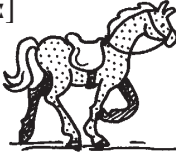
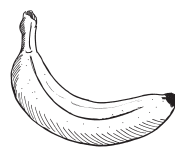
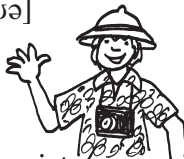
The Channel Tunnel (Z) was built under the sea between France and
England. Now you can go to England by train (Z).

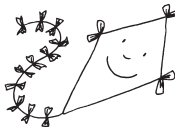
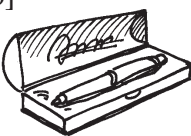
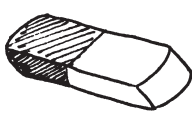
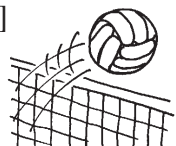


British people love (G) football. Manchester United and FC Liverpool
are famous football teams.

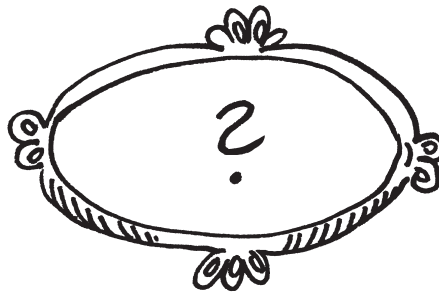
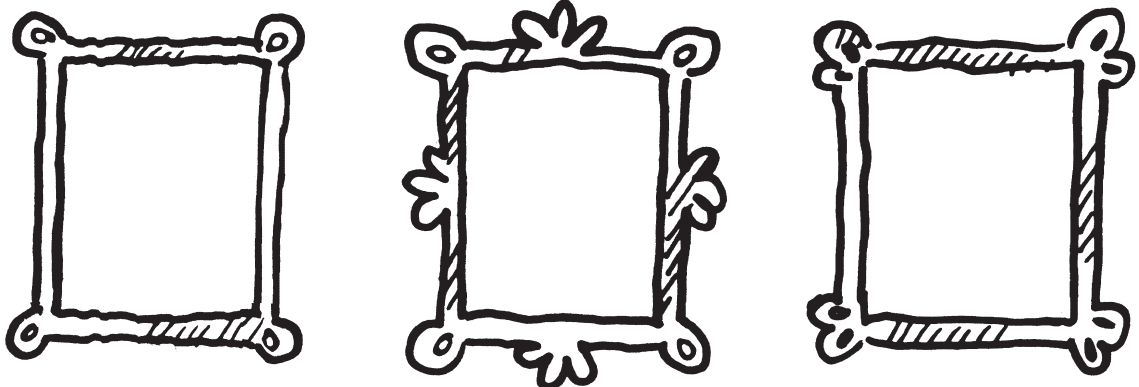
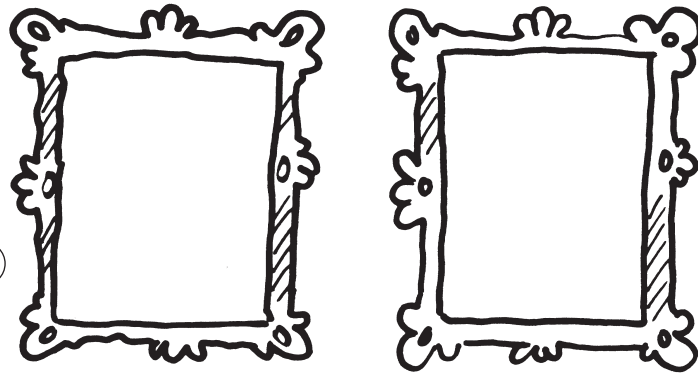


In the North of Scotland (Z) there's a lake (Z) called Loch Ness. People
think that there's a monster in this lake. The monster's name is Nessie.

[æ]  apple	[e]  bed	[ɪ]  fish	[ɒ]  orange	[ʌ]  one
[ɑː]  arm	[ɜː]  girl	[iː]  tree	[ɔː]  horse	[uː]  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	

Cut out the photos. Find out who is coming to the house. Put the correct pictures in the frame (Rahmen).
Who is not there?



Toby

Mrs Ross

Sophie

Emily

Sheeba

Rebecca



Paul

Mara

Mrs Carter-Brown

Marc

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,

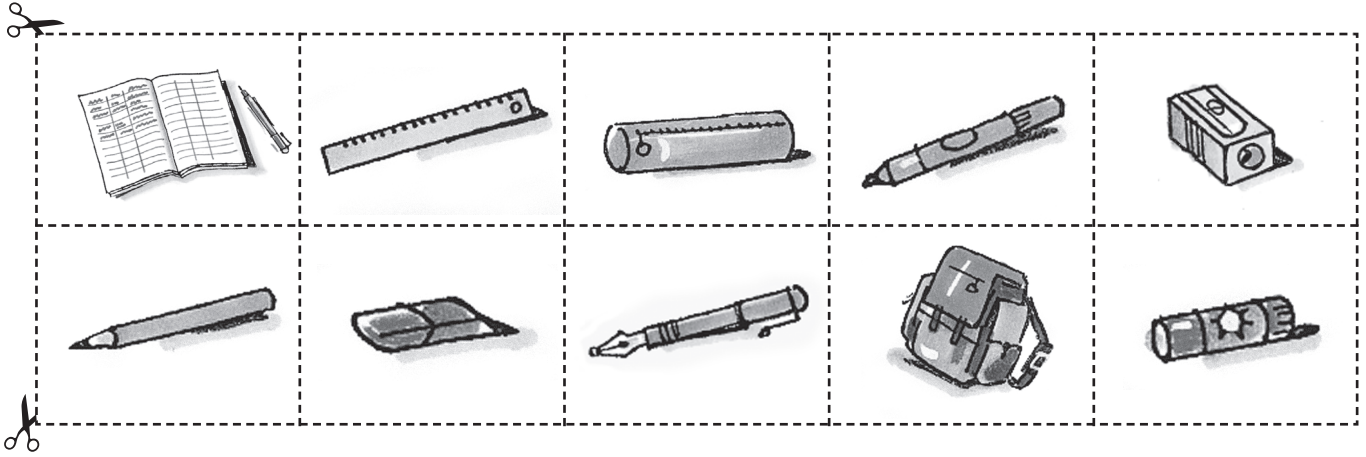
That's me.

Prunella, the poltergeist,

Hee, hee, hee!



Part A:



Part B:

school bag	pencil case	rubber	pencil
felt tips	glue stick	ruler	pencil
pencil sharpener	exercise book		

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!

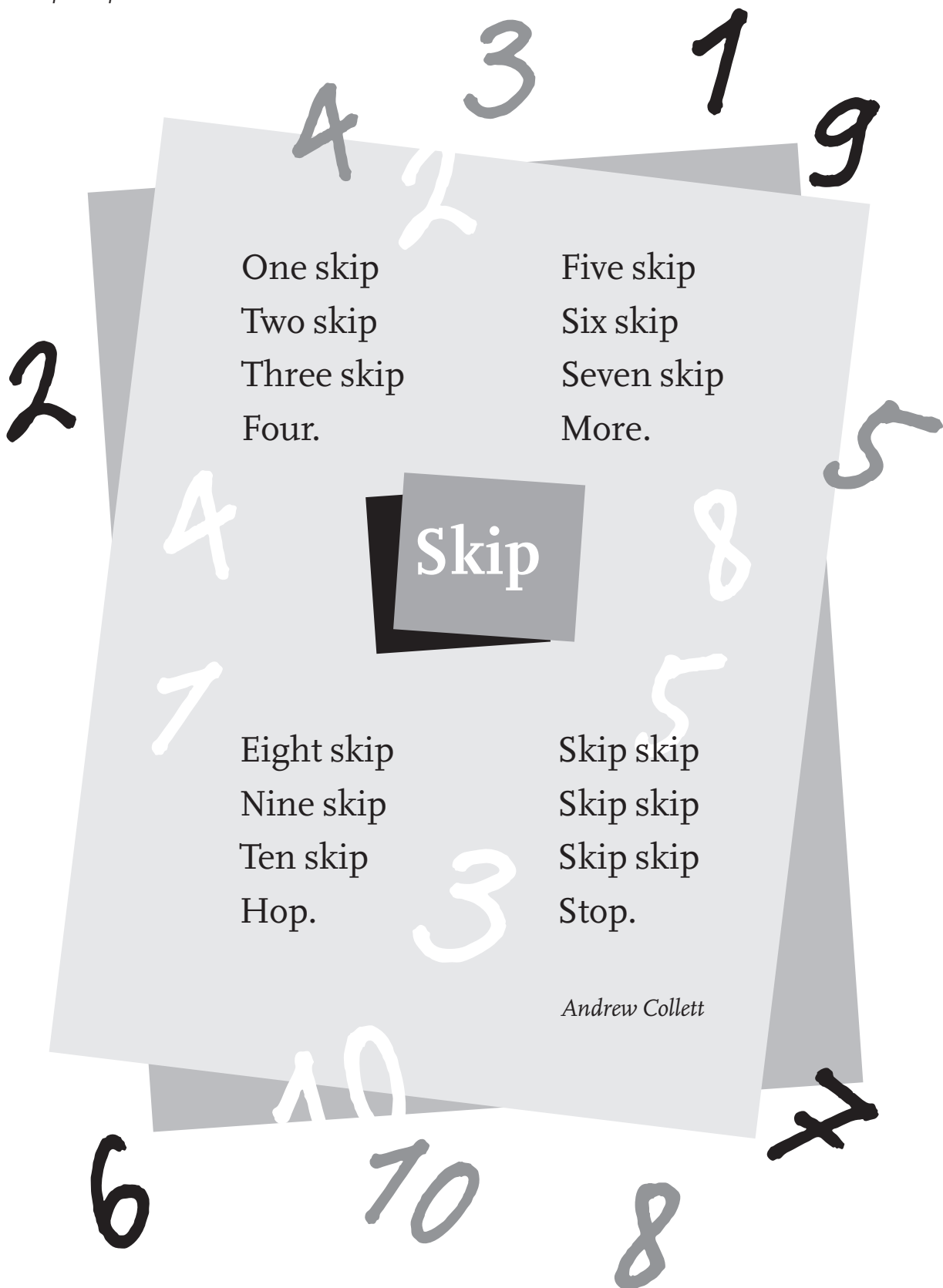
_____, _____: we can play.

- 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'!

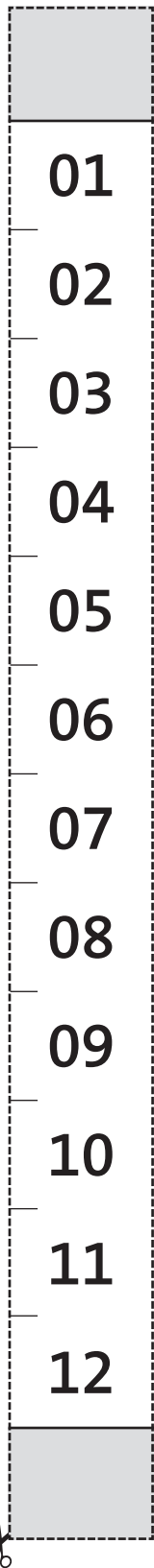
B	I	N	G	O

¹ will call out numbers: wird Zahlen ausrufen

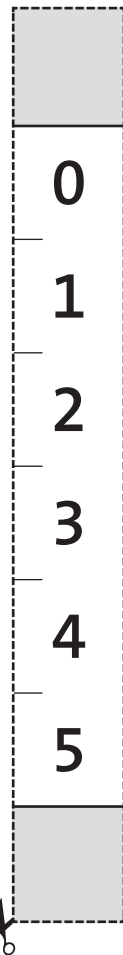
Rap this poem!



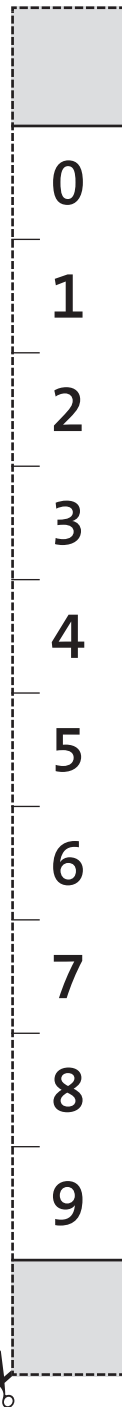
part 1



part 2



part 3

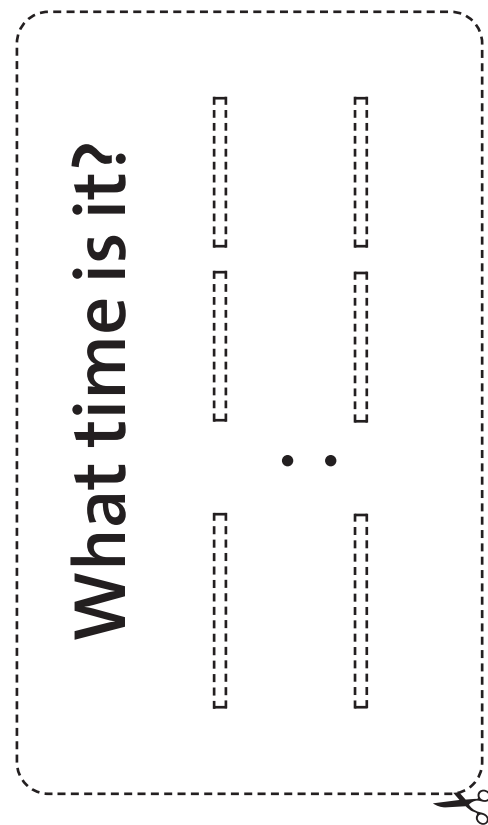


1 Cut out parts 1–4.

2 Part 4: Make slits on the double lines.¹

3 Now put the strips (part 1–3) through these slits.²

part 4



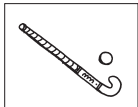
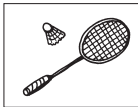
¹ Make slits on the double lines: Schlitzte die doppelt gezeichneten Linien mit der Schere ein.

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 6 and 7? 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
HXCJOBPGANANDARWEDSFRSOPHIEYNPEUJACKOKWDANYPLW
- 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 192–201. 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 126–146. 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 148–154. 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

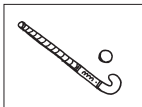
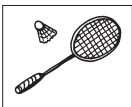


34

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 6/7? 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 192–201 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 126–146 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 148–154 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)

☐

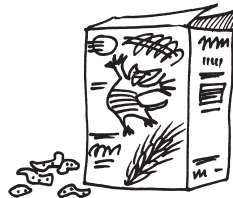
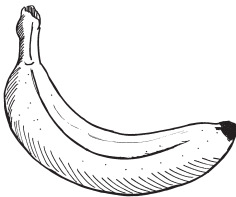
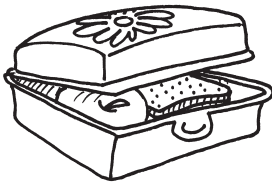
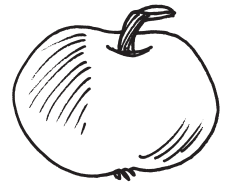
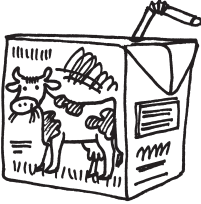
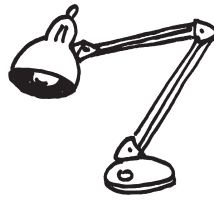
very good

(30–32 points)

☐

excellent

(33–34 points)



CD

table

chair

marmalade

school bag

apple

cornflakes

lamp

milk

money

comic

book

banana

mobile phone

clock

sandwich box

- 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



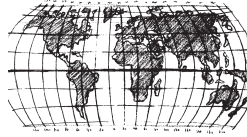
I	you	he	she
it	we	you	they
am	is	is	is
are	are	are	are

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B



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

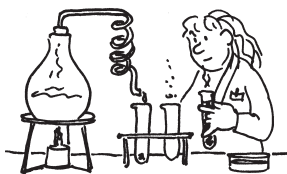


Timetable, Form 7PK TUESDAY

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		



17
+23



Find these 11 school words:

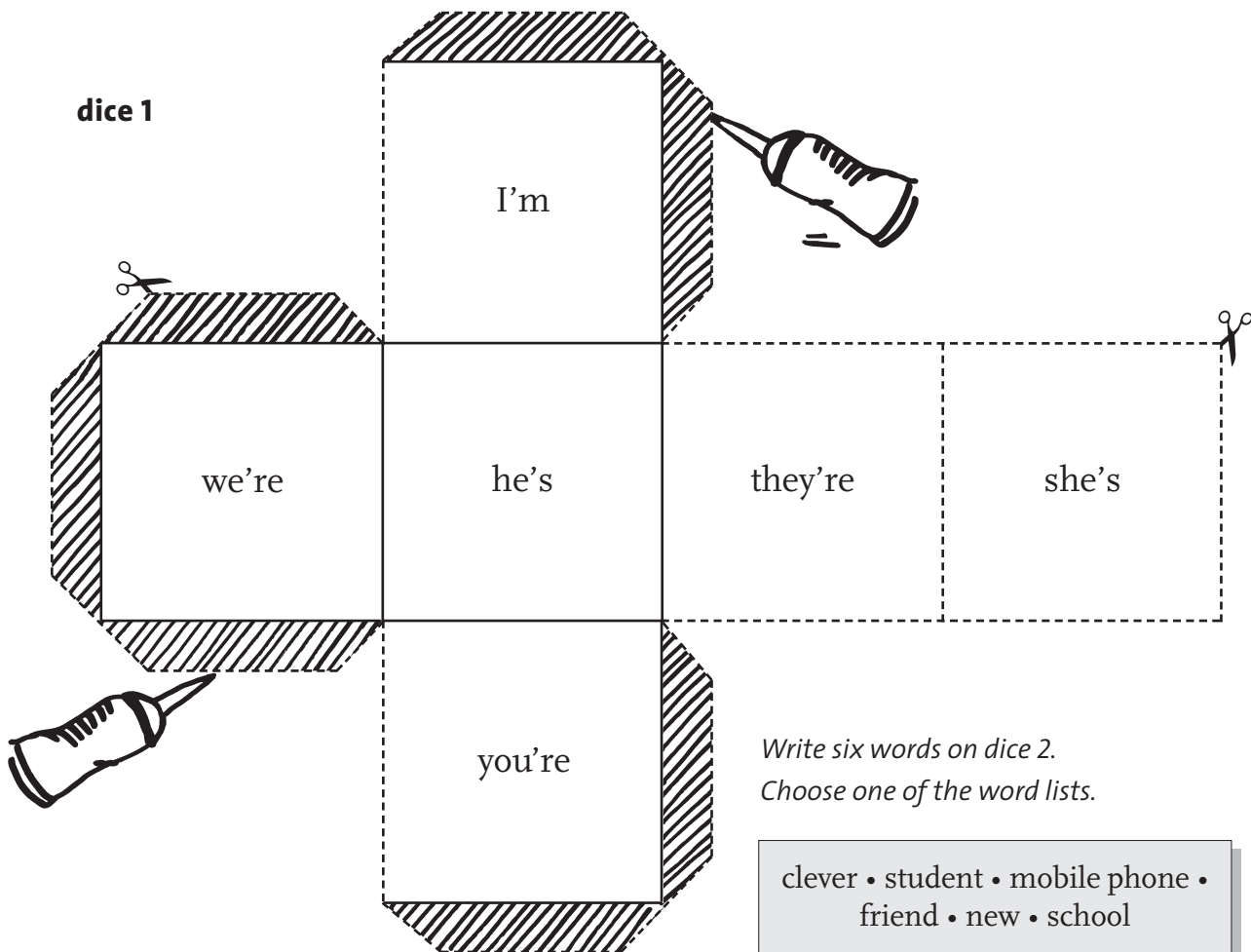
break – lunch – timetable – class – student – French – Geography
German – History – Maths – Science



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]

dice 1

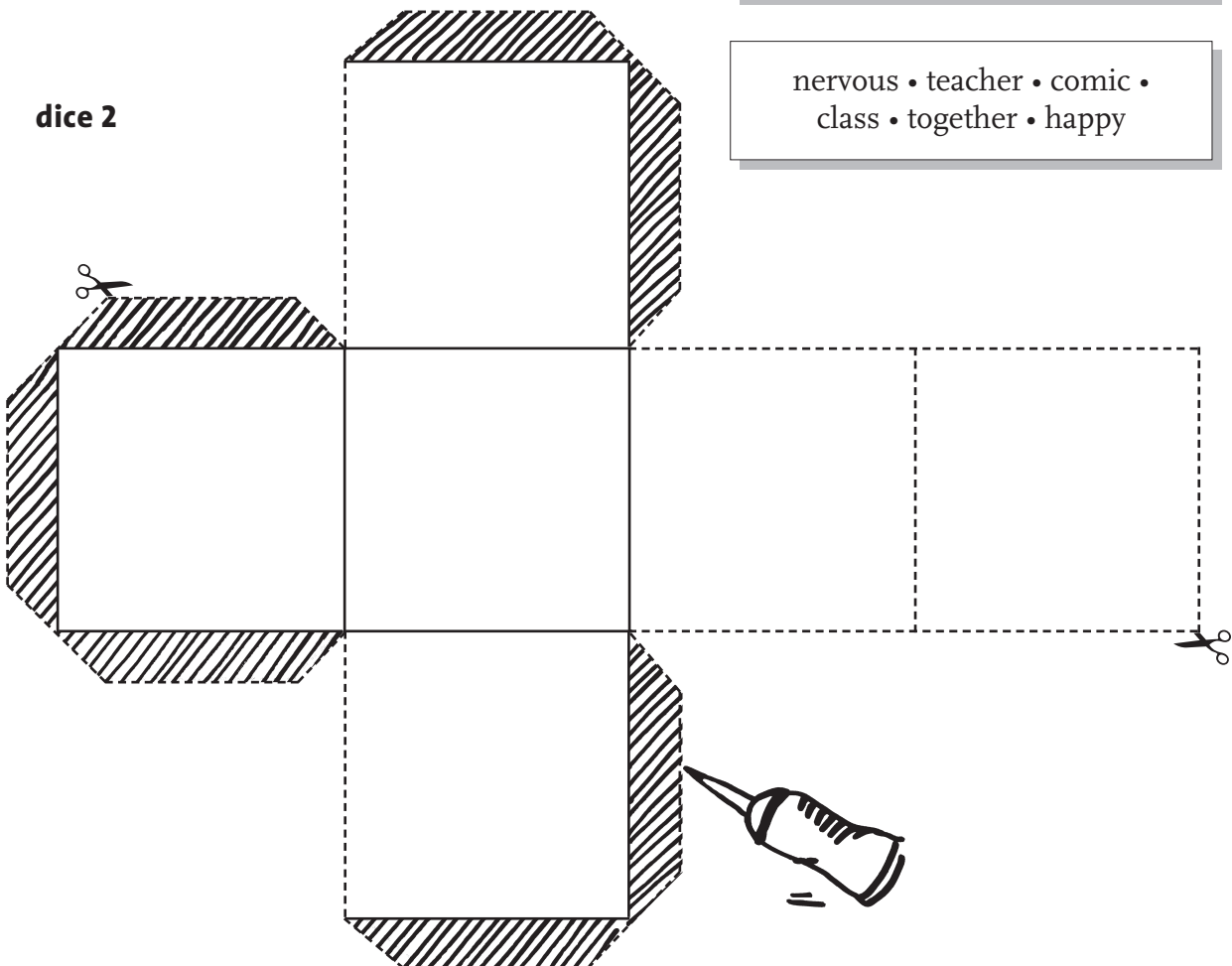


Write six words on dice 2.
Choose one of the word lists.

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

nervous • teacher • comic •
class • together • happy

dice 2



	teachers can say	students can say	students or teachers can say
Quiet, please!	✓		
What's that in English?		✓	
Can I open/close the window, please?			
Sorry, I haven't got my exercise book.			
Can I help you?			
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?			
Can you help me, please?			
What's for homework?			
Write five sentences in your exercise book.			
Can we go now, please?			

Lösung:
teachers: Quiet, please! – What's that in English? – Look at the picture. – Sorry? – Write down the words on the worksheet. –
 Write five sentences in your exercise book.
students: Can I open/close the window, please? – 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?
teacher and student: Quiet, please! – What's that in English? – Look at the picture. – Sorry? – It's your turn. – Can I help you?

Unit 1 P11 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 1 P11 WORDS The new timetable

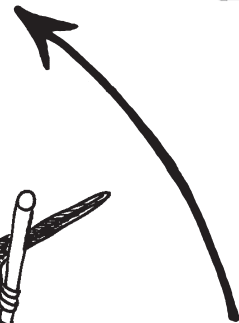
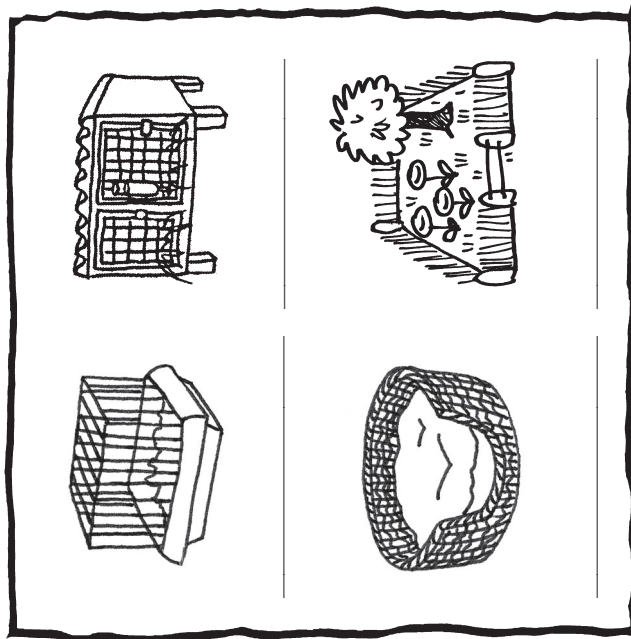
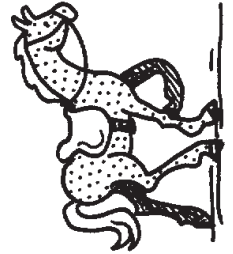
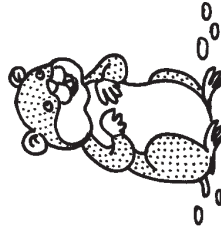
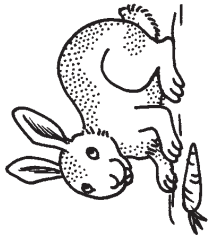
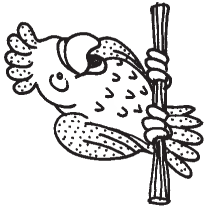
Partner A (p. 29)

	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





Dan	house	7 Hamilton street	mother in New Zealand
parents not together	cat Bill	clever twin	Jo
house	7 Hamilton street	dad	basket
cat Ben	mad twin	Ananda	flat
13 Paul Road	brother Dilip	corner shop	nice little room
dad Uganda	Sophie	big house	17 Cotham Park Road
sister Emily brother Toby	cage	Harry the hamster	dog Sheeba
Jack	B&B	Pretty Polly	parrot
Polly	cage	living room	



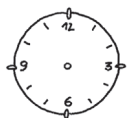
Can you find the correct order of the snippets? Then reconstruct the song.

Clean my teeth, clean my teeth, This is the way I clean my teeth,	This is the way I clean my teeth,
Early in the morning.	This is the way I wash my face, Early in the morning.
SONG This is the way I ...	This is the way I eat my toast, Eat my toast, eat my toast,
Wash my face, wash my face,	This is the way I go to school, Go to school, go to school,
This is the way I eat my toast, Early in the morning.	This is the way I wash my face,
This is the way I go to school, Early in the morning.	

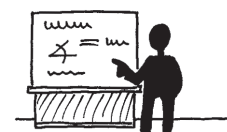
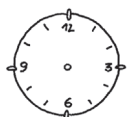
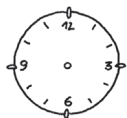
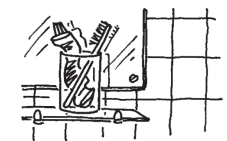
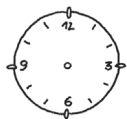
Can you find the correct order of the snippets? Then reconstruct the song.

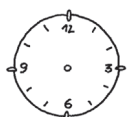
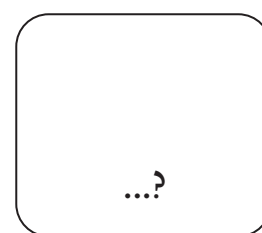
Clean my teeth, clean my teeth, This is the way I clean my teeth,	This is the way I clean my teeth,
Early in the morning.	This is the way I wash my face, Early in the morning.
SONG This is the way I ...	This is the way I eat my toast, Eat my toast, eat my toast,
Wash my face, wash my face,	This is the way I go to school, Go to school, go to school,
This is the way I eat my toast, Early in the morning.	This is the way I wash my face,
This is the way I go to school, Early in the morning.	

Draw the hands (Zeiger) of the clocks and write about your day.



I get up at ...





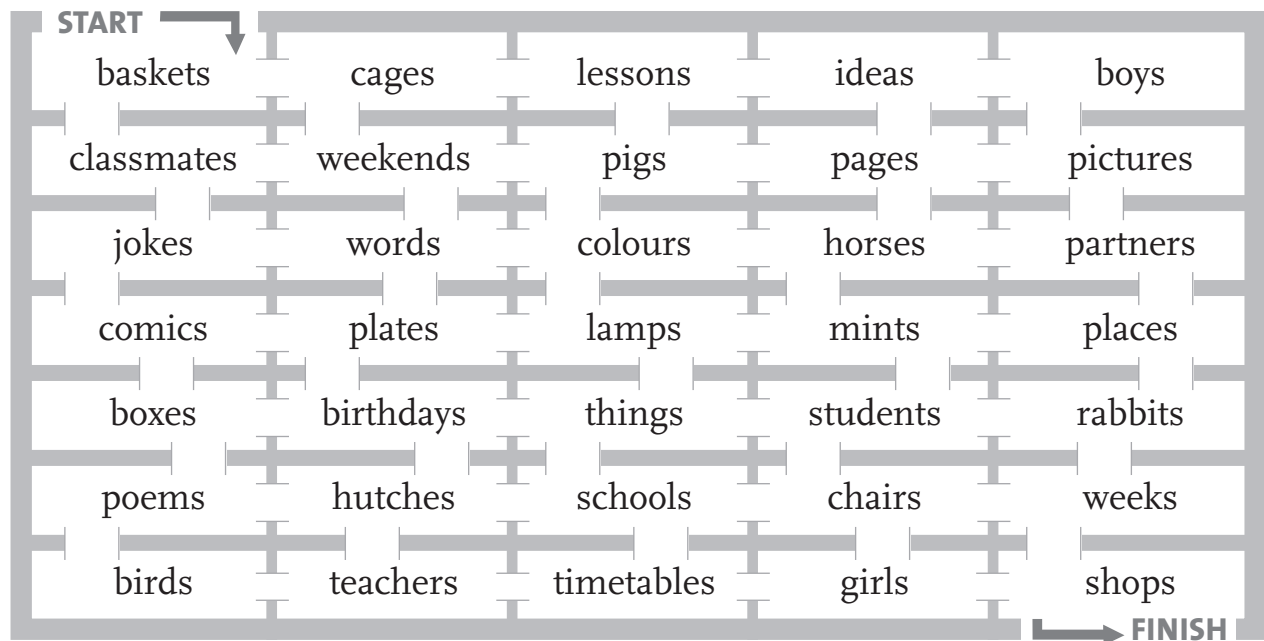






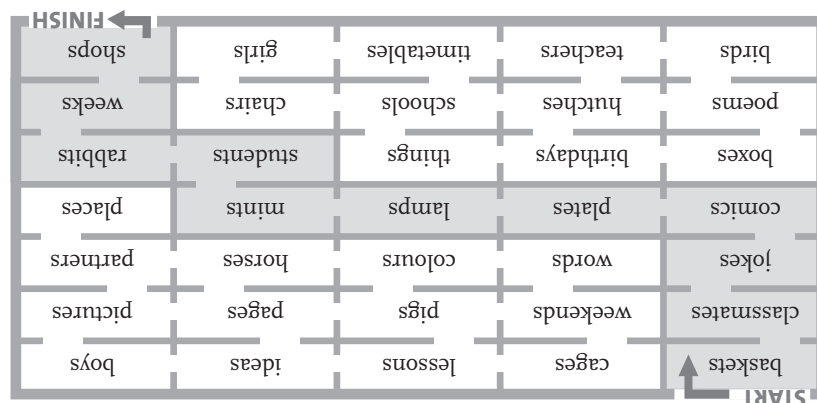
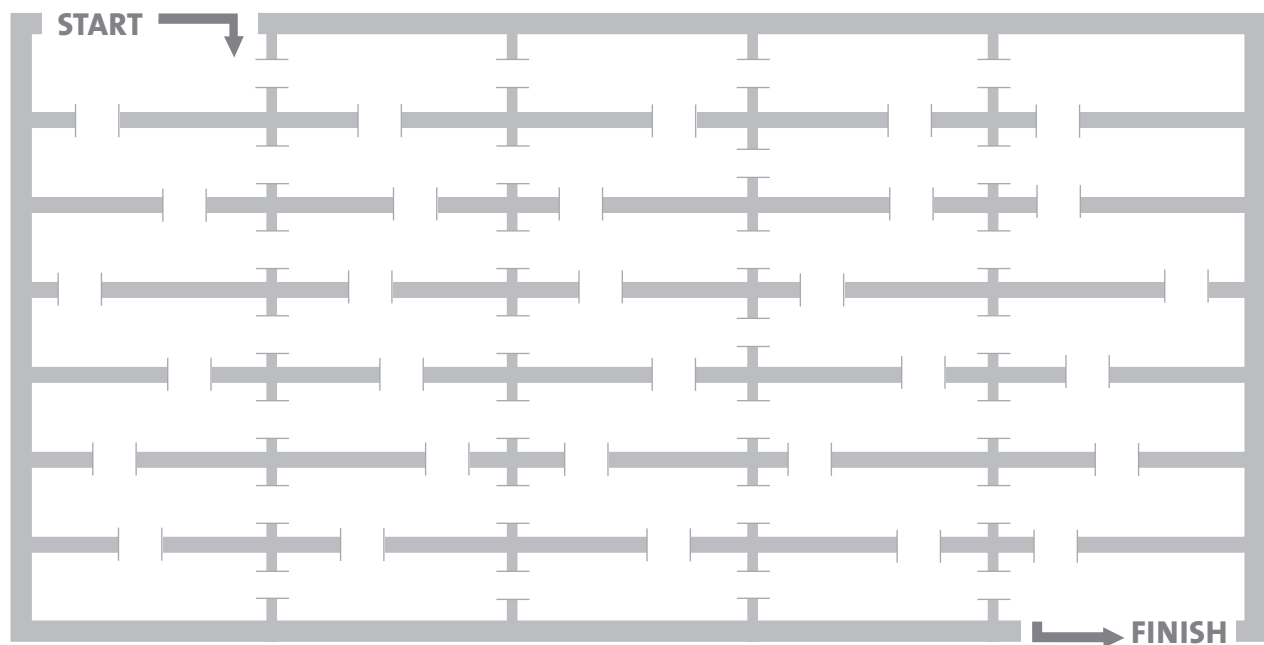
watch TV • go to school • have lunch • brush my teeth • have breakfast • play computer games • have (got) maths • do homework • play ball games • go to bed • have dinner • ...

- 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:

- 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.

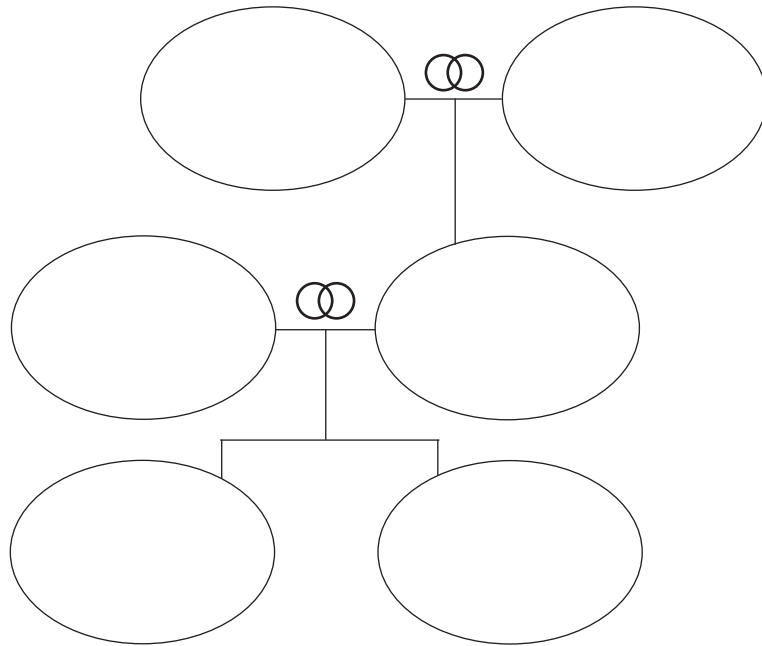
They have four children – a son and three daughters.

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.

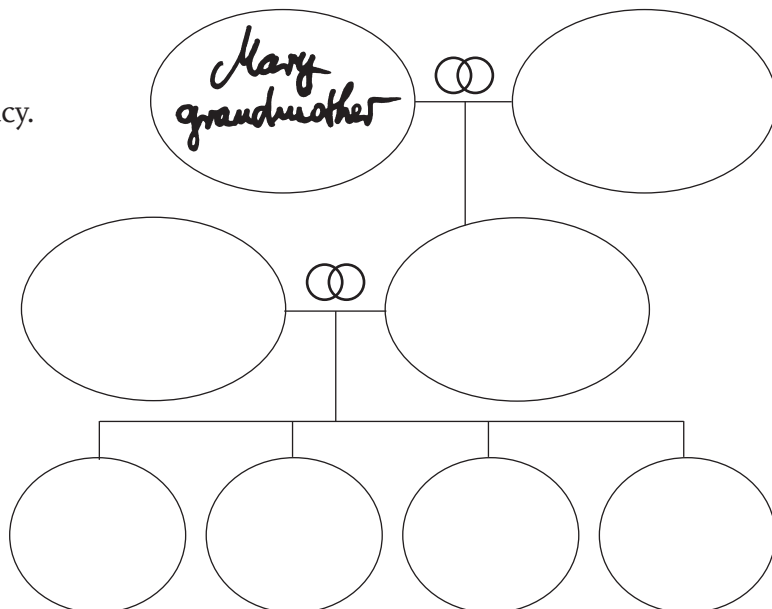
I have two daughters, Tanja and Lucy.

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)

Are you a family word expert? Find 16 family words.

D I C L H

--	--	--	--	--	--

7

T E S R P A N

--	--	--	--	--	--	--

1

R E H D I L C N

--	--	--	--	--	--	--	--

3

N O S

--	--	--

C O N I U S

--	--	--	--	--	--

12

D A E T U G H R

--	--	--	--	--	--	--	--

10

L E C N U

--	--	--	--	--

8

M E A R I R D

--	--	--	--	--	--	--

4

R E T F A H

--	--	--	--	--	--

9

R E H M O T

--	--	--	--	--	--

11

G I S E N L

--	--	--	--	--	--

13

N A R M A G D

--	--	--	--	--	--	--

D A N D D G A R

--	--	--	--	--	--	--	--

6

C O V I D D R E

--	--	--	--	--	--	--	--

5

N A T U

--	--	--	--

L I H D G D A N C R

--	--	--	--	--	--	--	--	--	--

2

			Y
--	--	--	---

1 2 3

,

--	--

4 5

--	--	--

6 7 8

					Y
--	--	--	--	--	---

9 10 11 12 13

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>watch TV</i>	<i>at 7.30</i>			
<i>go to bed</i>	<i>at 8.45</i>			

Unit 2 P16 (p. 47) **GETTING BY IN ENGLISH** English guest*Put the dialogue in the right order.*

A: Can I help you with your bags?	B: No, we haven't. Have you got a good idea?
A: Hello. Welcome to our home.	B: Thank you.
A: Have you got plans for the weekend?	B: No, thanks. We're fine.
A: Yes, and my parents have got some good ideas too.	B: That's a good time.
A: On Saturdays we have breakfast at 8:30.	B: That's great.

Unit 2 P16 (p. 47) **GETTING BY IN ENGLISH** English guest*Put the dialogue in the right order.*

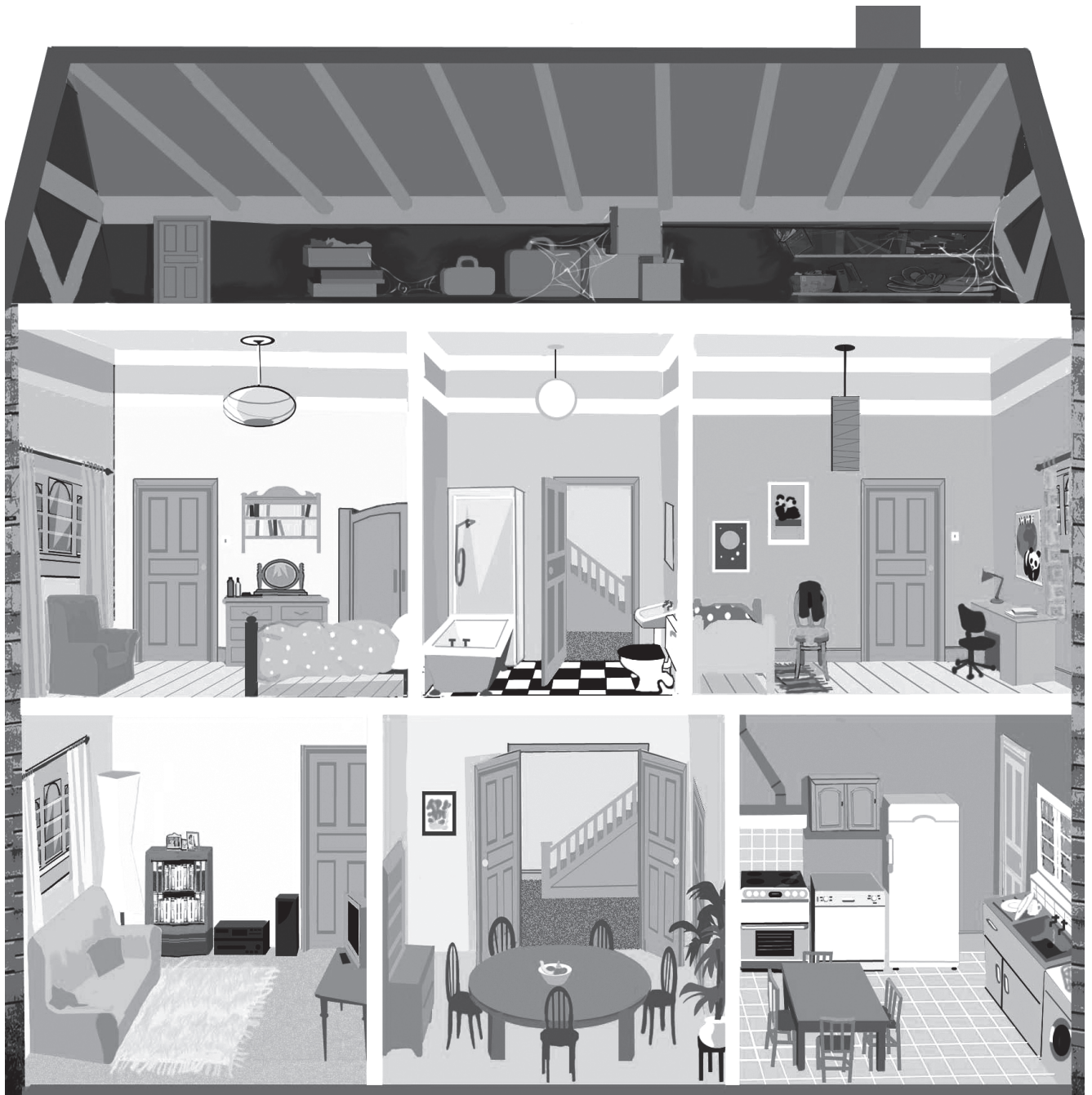
A: Can I help you with your bags?	B: No, we haven't. Have you got a good idea?
A: Hello. Welcome to our home.	B: Thank you.
A: Have you got plans for the weekend?	B: No, thanks. We're fine.
A: Yes, and my parents have got some good ideas too.	B: That's a good time.
A: On Saturdays we have breakfast at 8:30.	B: That's great.

Unit 2 P16 (p. 47) **GETTING BY IN ENGLISH** English guest*Put the dialogue in the right order.*

A: Can I help you with your bags?	B: No, we haven't. Have you got a good idea?
A: Hello. Welcome to our home.	B: Thank you.
A: Have you got plans for the weekend?	B: No, thanks. We're fine.
A: Yes, and my parents have got some good ideas too.	B: That's a good time.
A: On Saturdays we have breakfast at 8:30.	B: That's great.





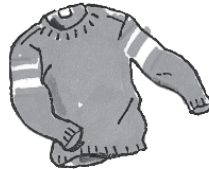
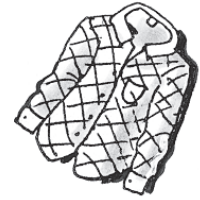


bedroom	bathroom	dining room	living room	bedroom	washing machine
kitchen	upstairs	downstairs	armchair	shelves	wardrobe
shower	bath	lamp	bed	toilet	sofa
TV	stairs	table	chairs	cooker	cupboard
desk	fridge	sink	diswasher	stereo	



go riding	ride my bike	do judo	play football	play basketball
play volleyball	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





dress

socks

shorts

shirt

jeans

sweatshirt

shoes

football boots

boots

top

hockey shoes

T-shirt

skirt

hat



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.

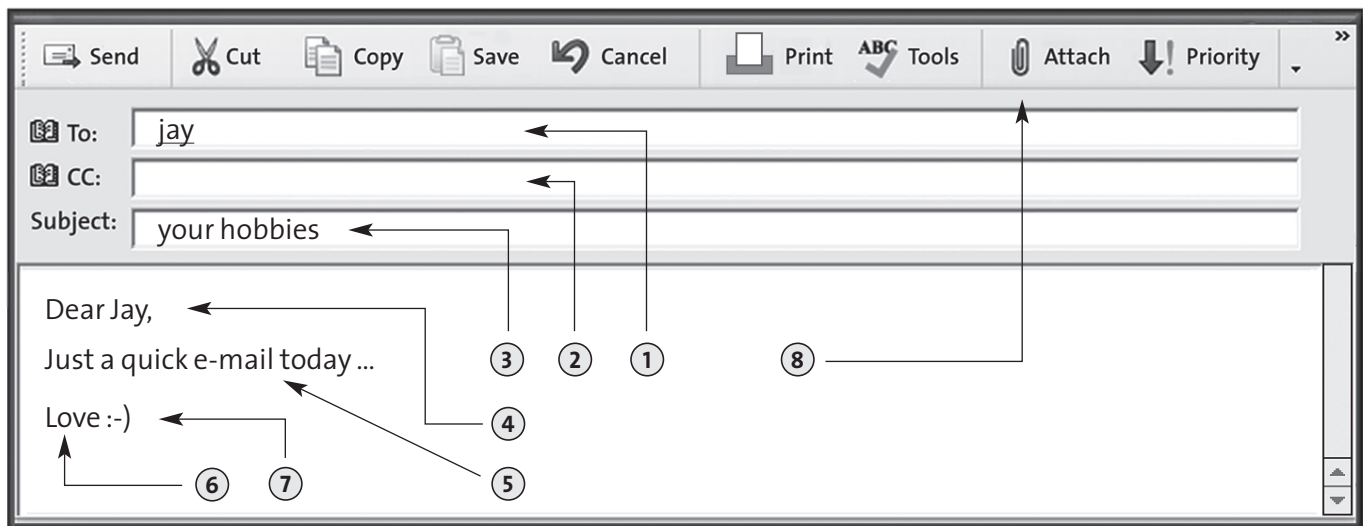
¹ your own: deine eigenen

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: 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.

Part 1 E-mails and letters are different from phone calls. What do you write in an e-mail or a letter? What do you say on the phone? Tick (✓) the right answer.

	E-mail	letter	phone
Dear Ananda			
Hi Jack!			
Hello?			
This is ...			
Bye!			
Please write back soon.			
Say hi to ... for me.			
Love, ...			
Yours, ...			

Part 2 Match the boxes to the numbers.



Write the e-mail address(es) here.



Click here to attach a photo, a text, a piece of music, ...



In e-mails some people use special language. <bg> means 'big grin' and ;-)) means 'big laugh'. And there are many more ...



This is one way to finish your e-mail. There are other possibilities, of course.



This is the body of the e-mail. Here you can write your text.



This sentence is the introduction (= beginning) of the e-mail.



Do you want to send a copy of this e-mail to other people? Put their addresses here.



This is the subject of the e-mail. Don't forget to write a keyword or a short sentence.



8 Do you know your classmates?

a) Make appointments with three classmates.

My appointments

1 o'clock _____

2 o'clock _____

3 o'clock _____

b) Are the sentences below right for you? Write 'Y' (for Yes) in a copy of the chart. Not true? Write 'N' (for No).

	me			
1 I play football in a team.				
2 I make models.				
3 I watch sport on TV.				
4 I collect stamps.				
5 I know lots of sports stars.				
6 I go to the shops every Saturday.				
7 I play the guitar.				
8 I like books: I read a lot.				



8 Do you know your classmates?

a) Make appointments with three classmates.

My appointments

1 o'clock _____

2 o'clock _____

3 o'clock _____

b) Are the sentences below right for you? Write 'Y' (for Yes) in a copy of the chart. Not true? Write 'N' (for No).

	me			
1 I play football in a team.				
2 I make models.				
3 I watch sport on TV.				
4 I collect stamps.				
5 I know lots of sports stars.				
6 I go to the shops every Saturday.				
7 I play the guitar.				
8 I like books: I read a lot.				

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 down your questions about ... True? Put a tick (✓). Not true? Put a cross (x).

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

?	me	1 o'clock	2 o'clock	3 o'clock
		 name: _____	 name: _____	 name: _____
1				
2				
3				
4				
5				

4 Tell your class about your partners:

Unit 3 P9 Sports in different countries

Partner A (p. 60)



Name	Sophie	Dan and Jo	Sanjay	Britta and Lars	Yoko
Where ... come from?	Bristol		Delhi		
What sport ... do?		go swimming		play basketball	do judo
When ... do sport?	on Saturdays		every Monday		



Partner B (p. 115)



Name	Sophie	Dan and Jo	Sanjay	Britta and Lars	Yoko
Where ... come from?		Bristol		Stockholm	Tokyo
What sport ... do?	go riding		play table tennis		
When ... do sport?		on Fridays		on Mondays and Fridays	at weekends



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

go often dancing. ① I

computer games plays never ⑥ My mum

sometimes tennis. plays ② My brother

⑦ She always to work. walks

on TV. ③ Dad watches always the news

and I sometimes talk

play hockey at school. ④ We don't often

⑧ My aunt on the phone.

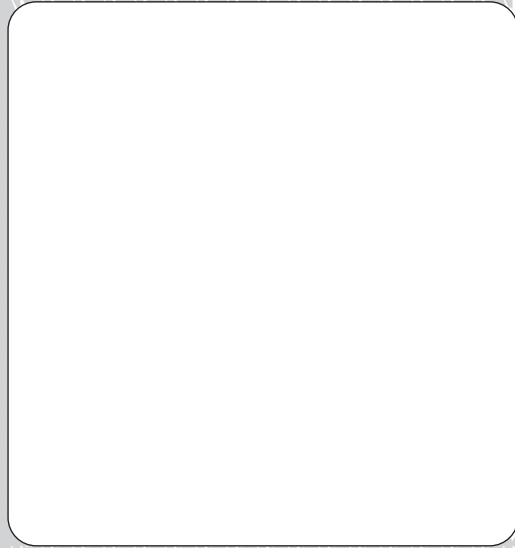
usually doesn't write

goes swimming usually ⑨ Our class on Fridays.

⑤ My sister letters.

sport. do ⑩ Our rabbits never

Lösung:
1 I often go dancing. – 2 My brother sometimes plays tennis. – 3 Dad always watches the news on TV. – 4 We don't often play hockey at school. – 5 My sister doesn't usually write letters. – 6 My mum never plays computer games. – 7 She always walks to work. – 8 My aunt and I sometimes talk on the phone. – 9 Our class usually goes swimming on Fridays. – 10 Our rabbits never do sport.

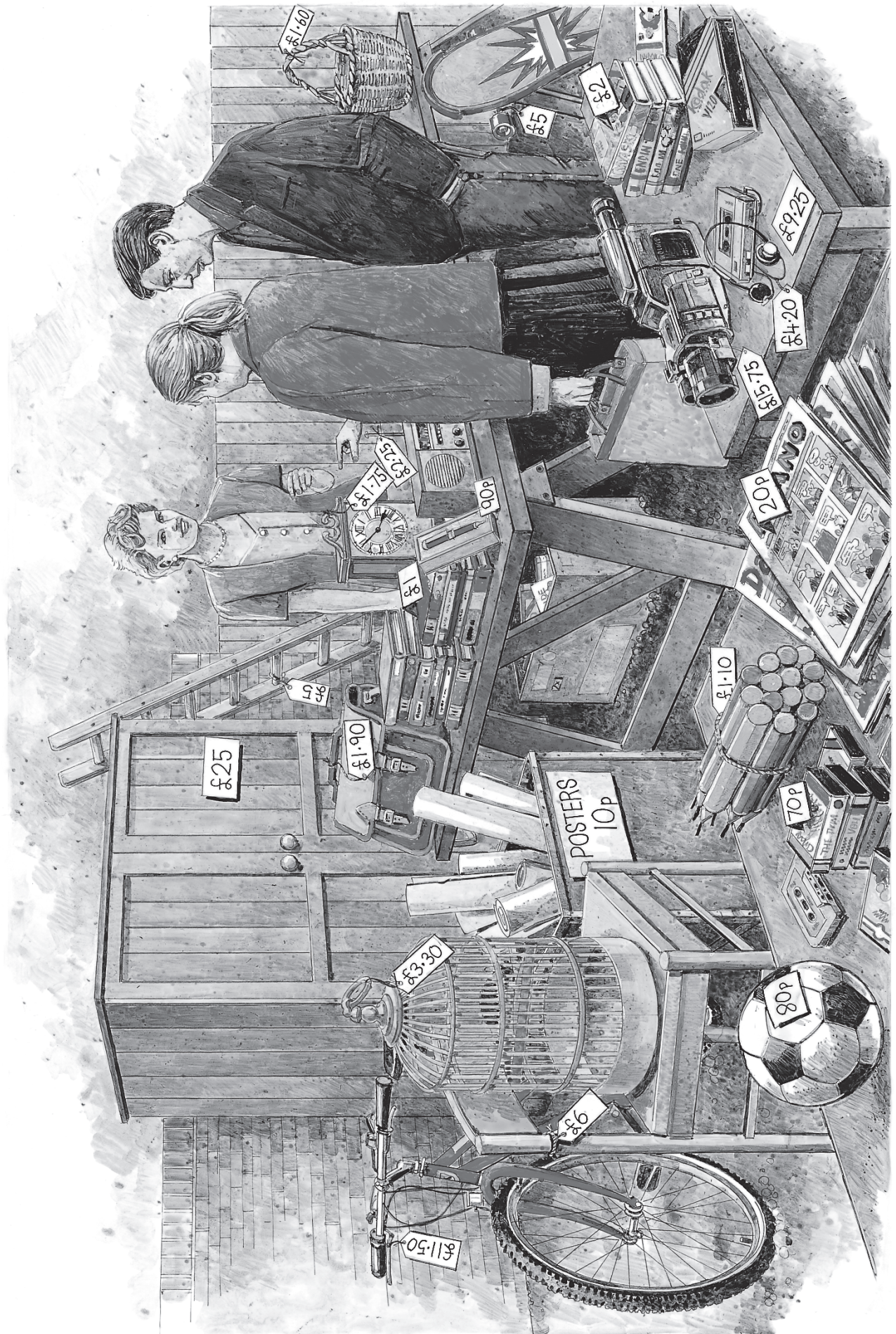


The SHoCK Team
_____ diary _____

notes by: _____



fold here



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

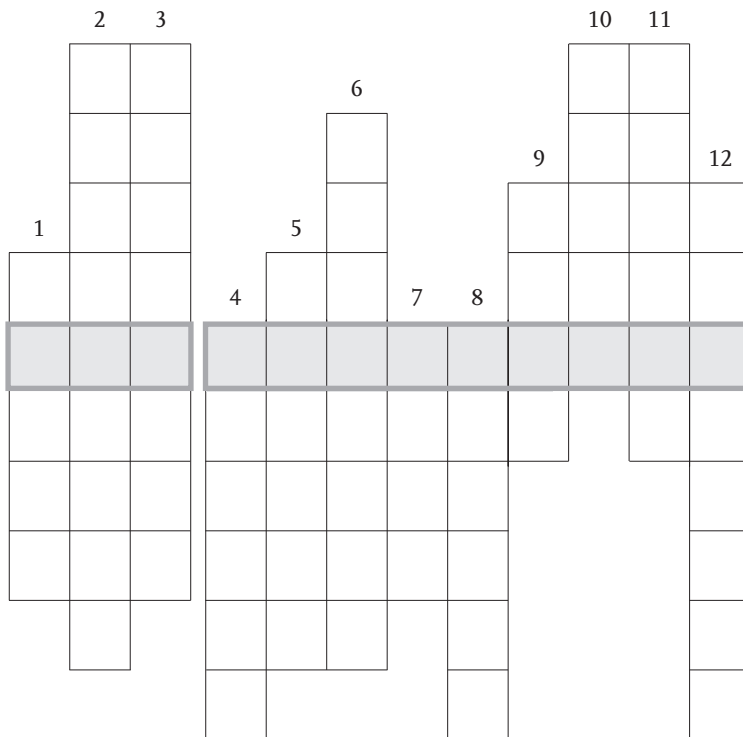
unhealthy food

healthy food

sweets

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

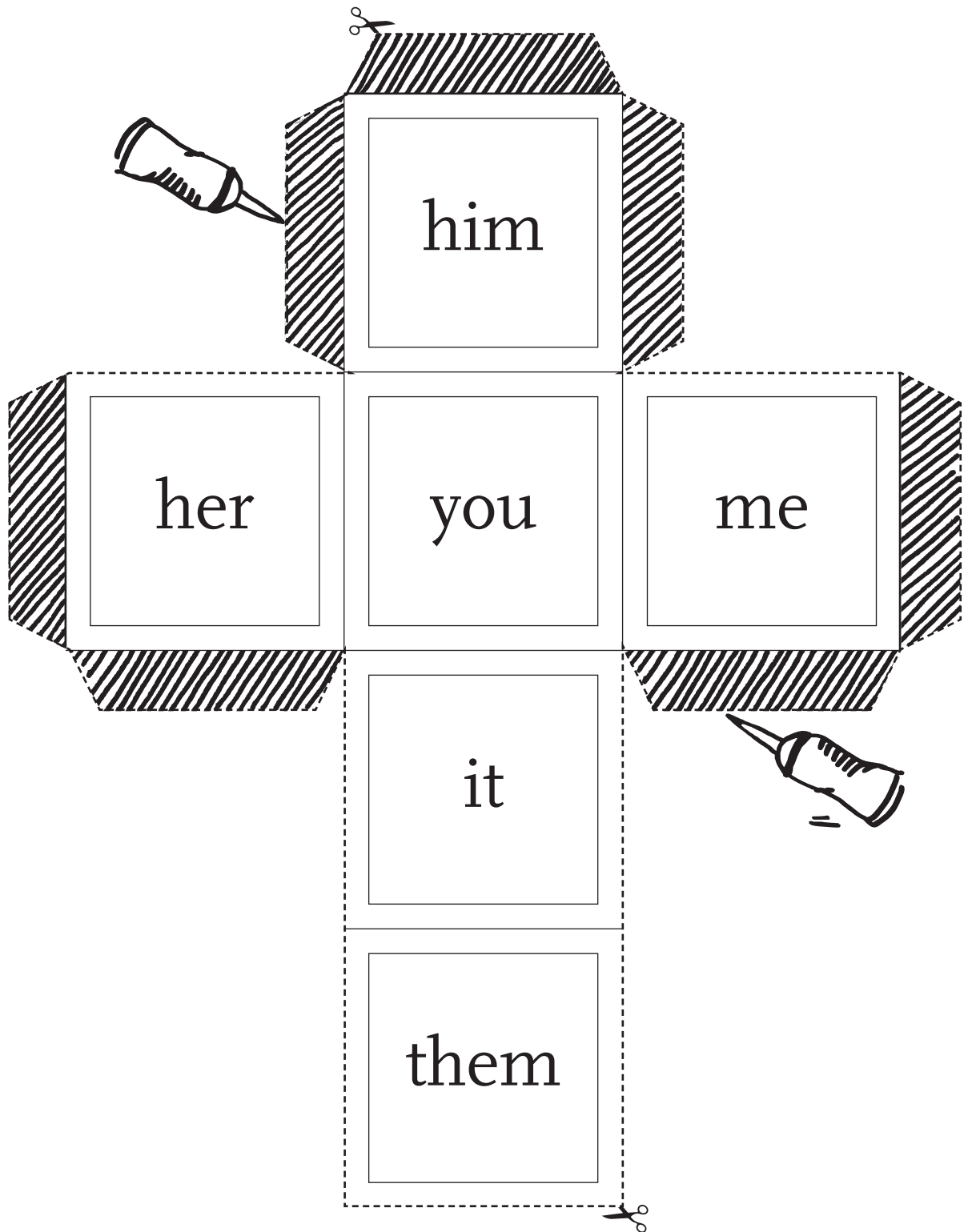
What's in the cup? ▶



- 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;
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



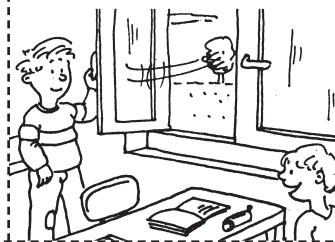


Do you know Jack and Lisa? – No, I don't know ... (1)	This is a great book. I love ... (7)
This plate looks bad. Can you wash ..., please? (2)	Who is Paul? – I don't know ... (8)
I can't find the cornflakes. Do you see ...? (3)	I'm so sad! You don't want to invite ... to your party. (9)
Where are you? 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)

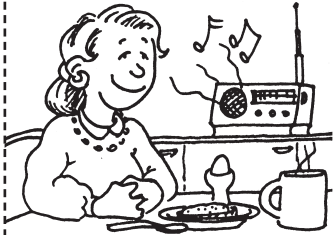




They're washing the dog.



She's listening to music.



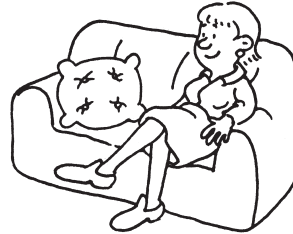
She's sitting on a sofa.



He's reading a book.



She's writing a letter.



They're playing with their cat.



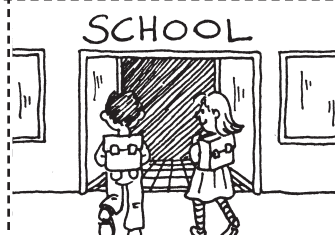
She's coming into the room.



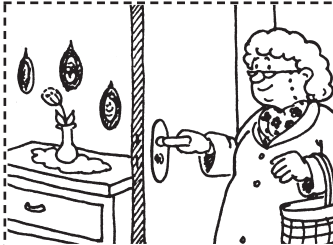
She's cleaning the bathroom.



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 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?

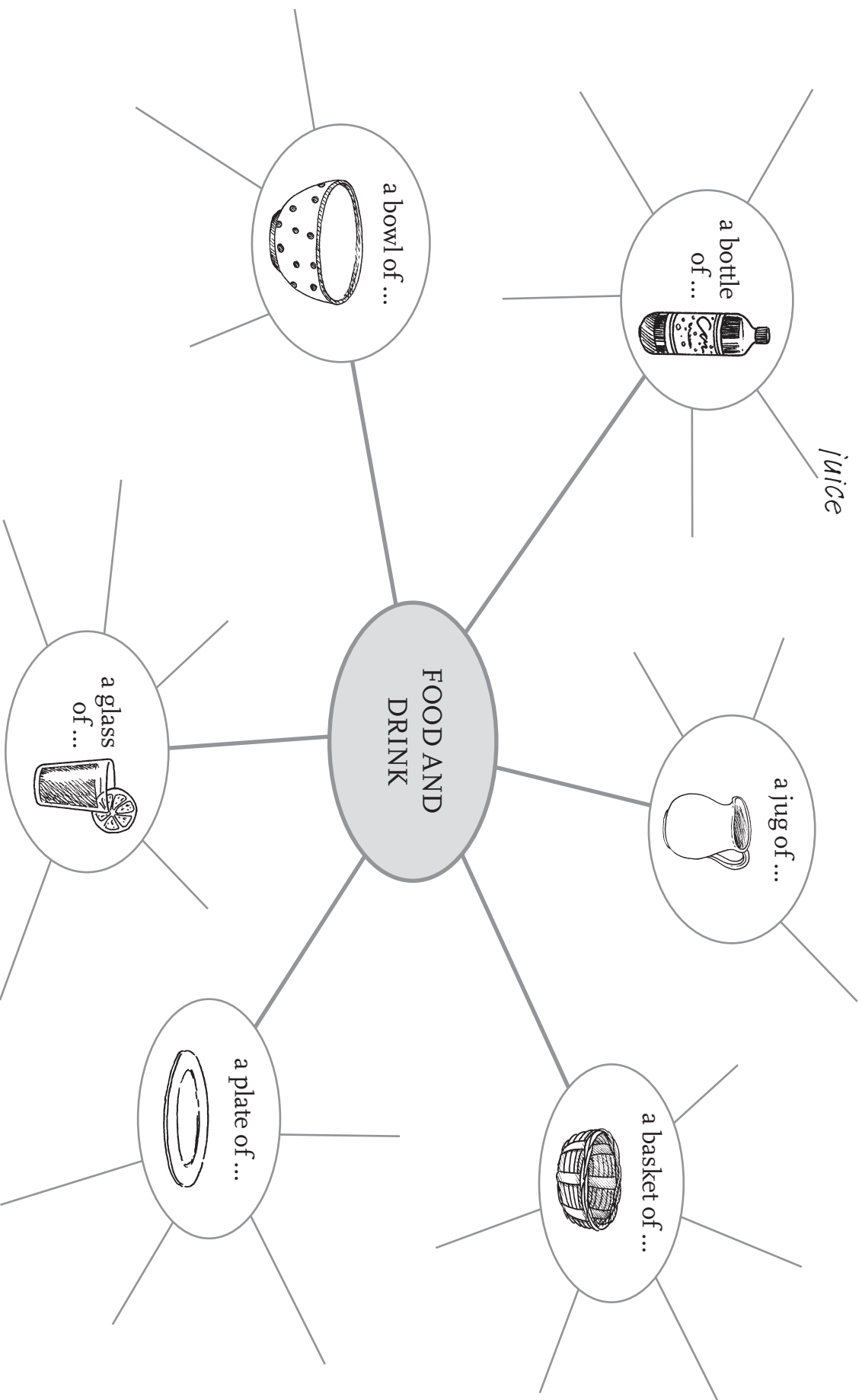
Partner B

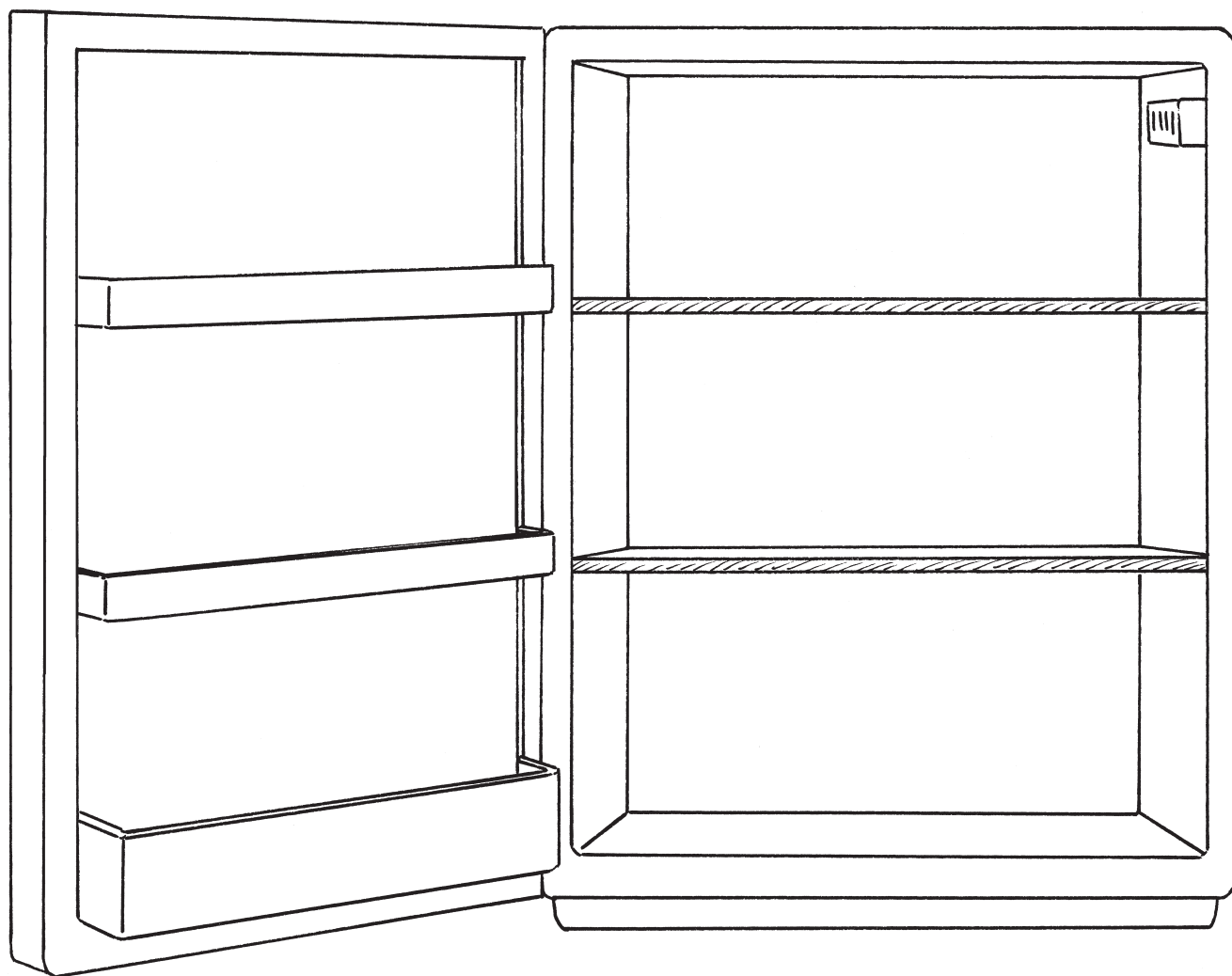
- 1 Where's bus number five going to?
- 2 How many people are waiting for it?
- 3 What's the old woman at bus stop four doing?
- 4 Which bus is going to Bath?
- 5 What are the people at bus stop six doing?

¹ Follow the instructions: Befolge die Anleitungen.

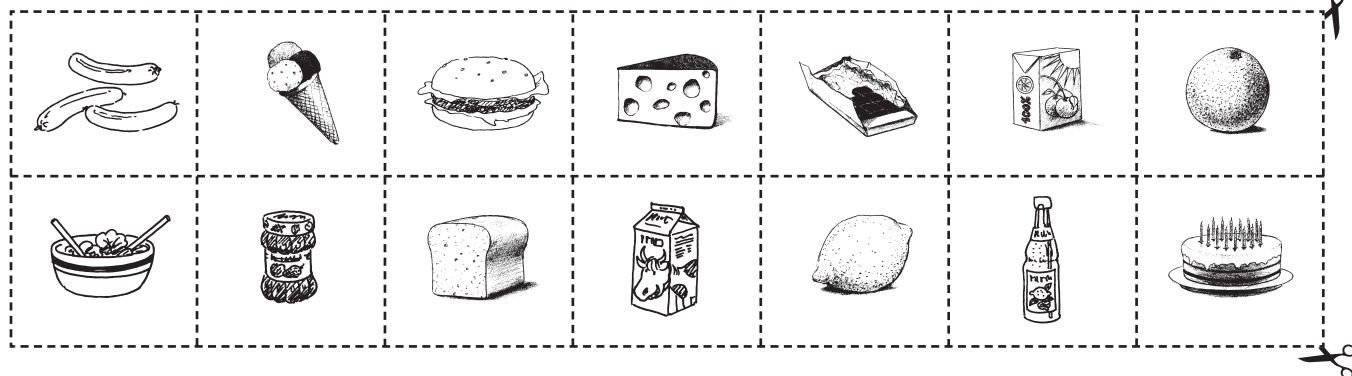
Lösung:
 Partner A: 1 to Bath – 2 five – 3 She's eating an apple. – 4 to Birmingham – 5 He's reading a newspaper. – Partner B: 1 to London – 2 six – 3 She's talking to a boy. – 4 number four – 5 They're getting on the bus.

- 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.





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Cut out the pictures (fridge, food and drink).

1 Partner A: Put food and drinks into your fridge. Tell your partner how many pictures you have got in your fridge.

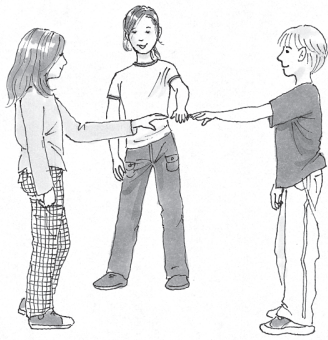
Partner B: Ask your partner what he/she has got in the fridge. If your partner says *Yes, there is.* / *Yes, there are ...*, put your flashcard in your fridge, too. If your partner says *No, there isn't.* / *No, there aren't.* ask again.

Swap roles after five minutes.

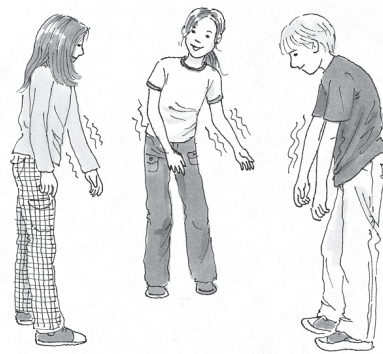
2 Partner A: Put 6–10 pictures into your fridge.

Partner B: Write a shopping list into your exercise book. Ask your partner about the things on your list: *Is there / Are there any ... in the fridge, Lukas?* How many things do you have to buy in the end?

Swap roles after five minutes.



'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.'



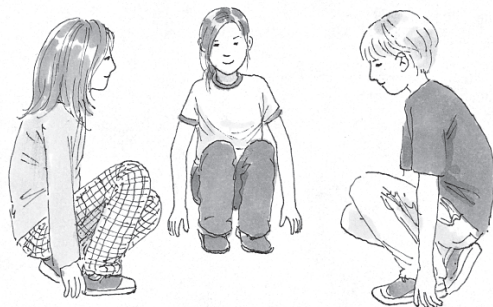
'You do the hokey-cokey and
you turn around.'



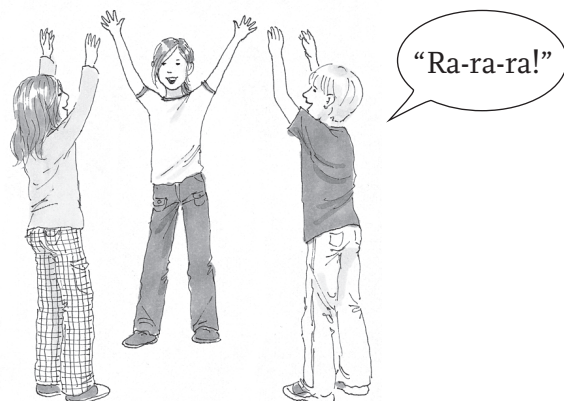
'That's what it's all about.'



'Oh-oh, the hokey-cokey.'

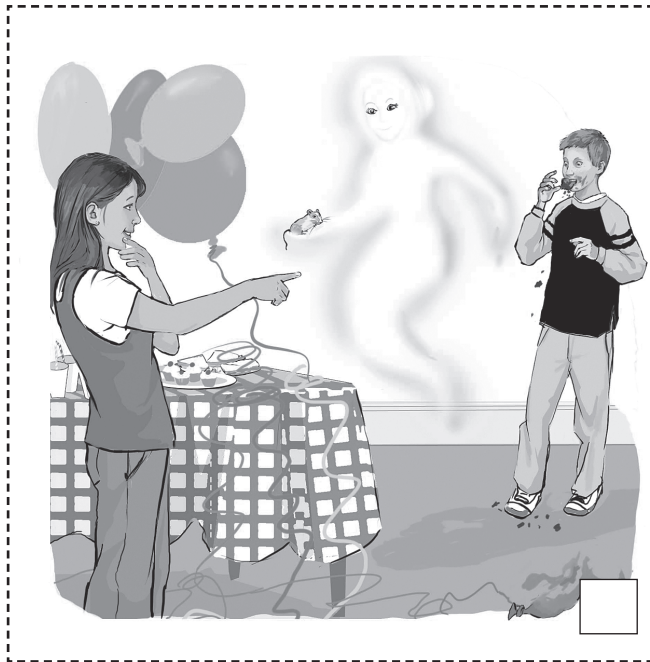


'Knees bend.'



'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.

☐

Find the food words and write them under the correct photos. Tick your favourite ingredients and make a doorstopper.

1 T U T E R B

2 Y C E H U T N

3 P R E P P E

4 S T E O O T A M

5 U C U C B E R M

6 D O V O C A A

7 M I L A S A

8 D A E R B

9 A L S T

10 T U C E T L E

11 M A H

12 S E C H E E



Lösung: 1 butter – 2 chutney – 3 pepper – 4 tomatoes – 5 cucumber – 6 avocado – 7 salami – 8 bread – 9 salt – 10 lettuce – 11 ham – 12 cheese

Scrambled dialogue

Cut out the sentences and listen to the CD. Put the dialogue in correct order.

- O** 'We were fantastic, Dad! Yesterday we were terrible!
But today the band played two songs without a mistake.'
- O** 'That's great. Mum and I can't wait to see this show. We talked about it last night.'
- W** Jack stopped at Mr Green's room. There were people in there. Jack listened.
'Look at this!' It was Mr Green.
- D** 'Where is Mum?' Jack asked.
Upstairs, I think. She was here a minute ago.'
- K** 'I have to tell the SHoCK Team. But ... my mother – a part of this?!'
- O** Then there was another voice. It was very quiet.
It was a woman's voice, but who was it? The woman talked again. 'I see you're using
plastic explosives now.'
- G** Jack was home at 6 o'clock. 'Hi, Mum. Hi, Dad – I'm home!' he shouted.
'I'm in here, Jack,' his dad answered from the kitchen. 'How was your rehearsal?'
- R** Then Jack realized: the woman in Mr Green's room was Jack's mother.
Jack walked to the stairs. 'Plastic explosives!'

START

1

Prunella dropped five plates.

2

Go back 1 square.

3

Prunella helped Sophie with her essay.

4

Move 1 forward.

5

Prunella opened Mr and Mrs Carter-Brown's window.

7

Go back 2 squares.

6

8

9

Prunella played tennis with Sophie's rackets.

10

Miss 1 turn.

11

Prunella tried to follow Sophie to school.

12

Go back 3 squares.

13

Prunella asked lots of questions about the Spring Show.

14

Move 2 forward.

15

16

Prunella laughed about Sophie's dress for the show.

17

Miss 1 turn.

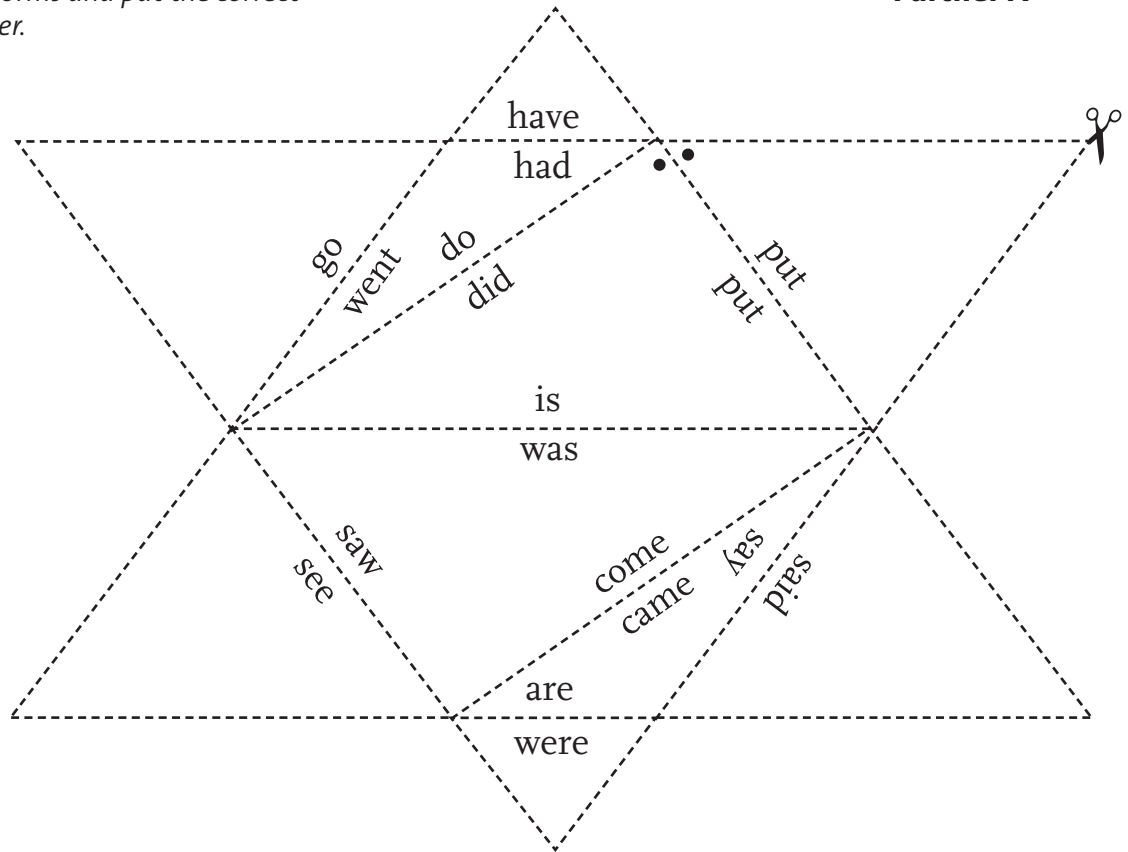
18

19

FINISH

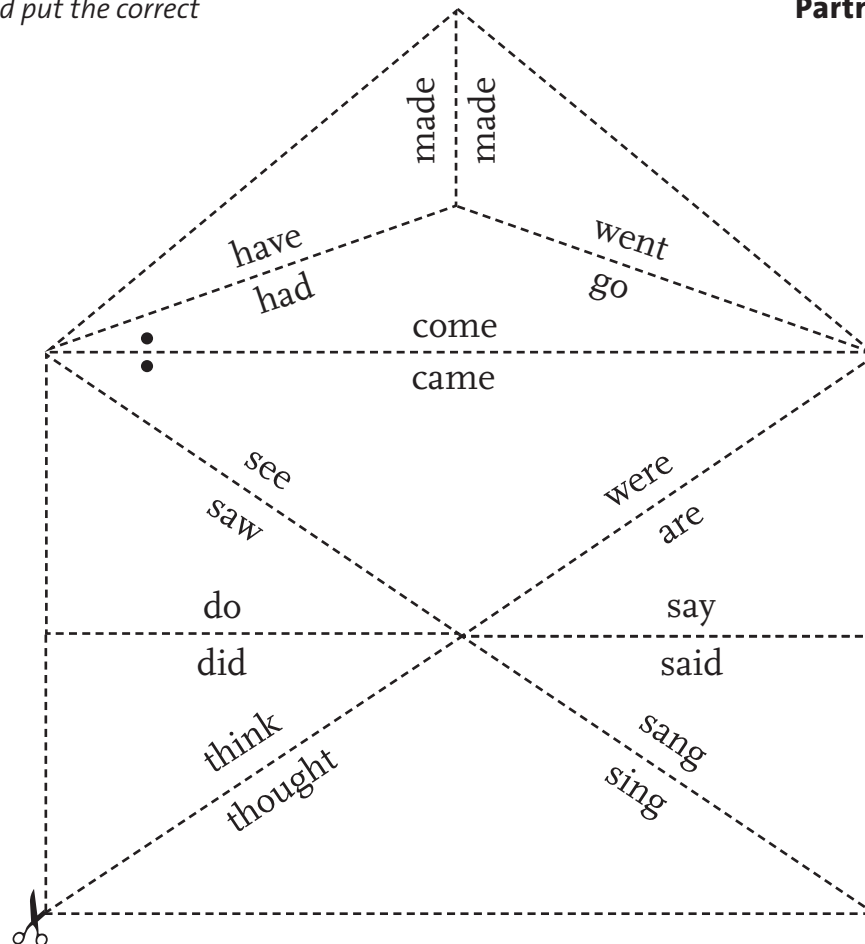
Cut out the forms and put the correct parts together.

Partner A

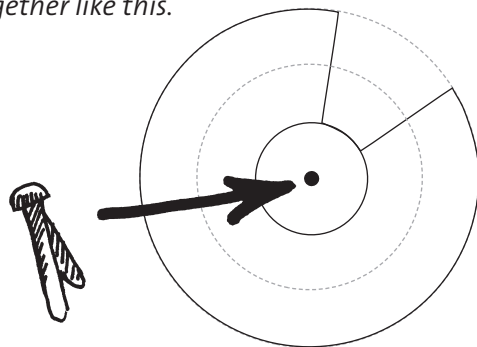


Cut out the forms and put the correct parts together.

Partner B



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

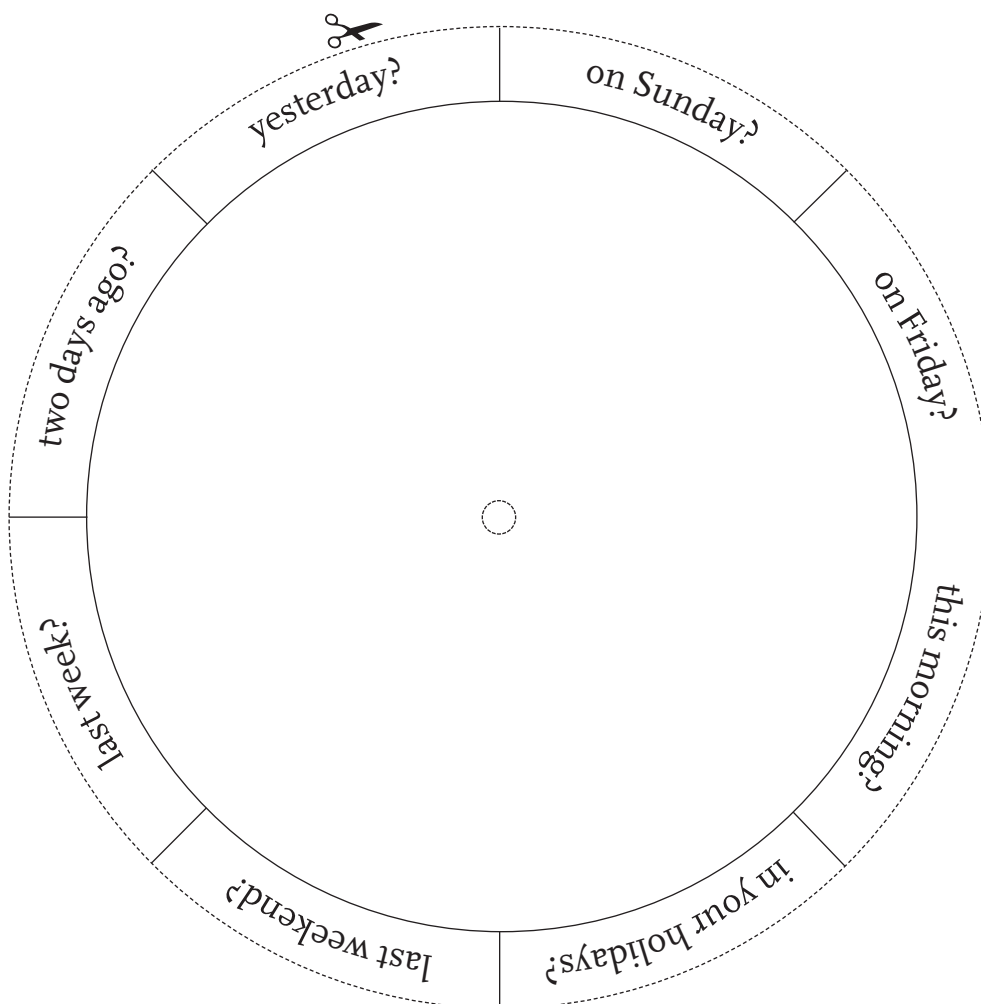


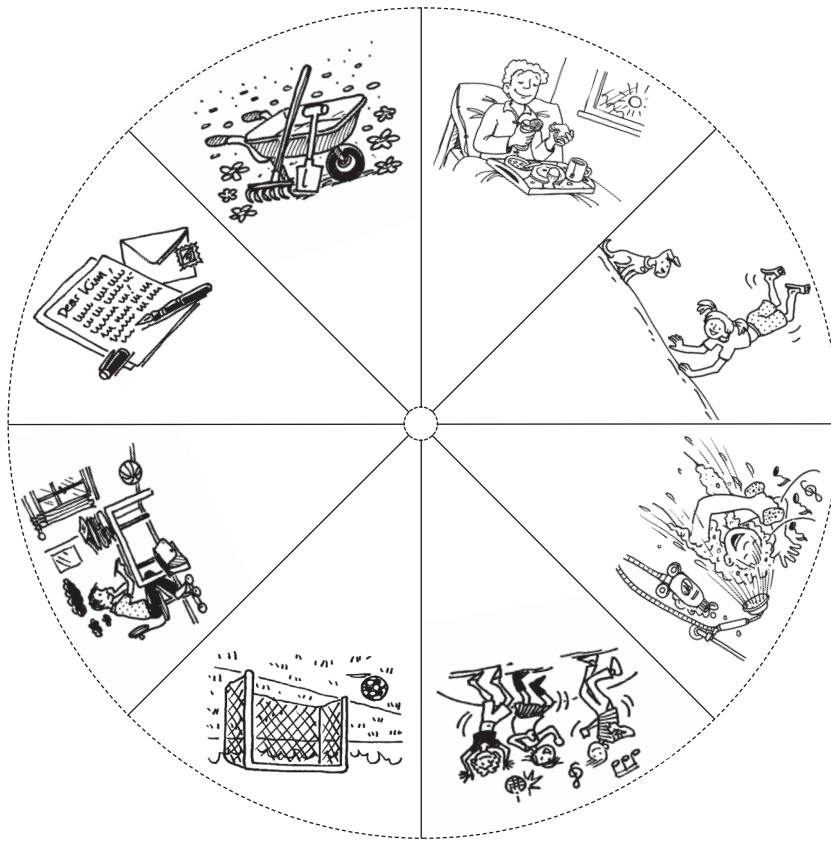
part 1 ► part 2 ► part 3 ► part 4

part 4

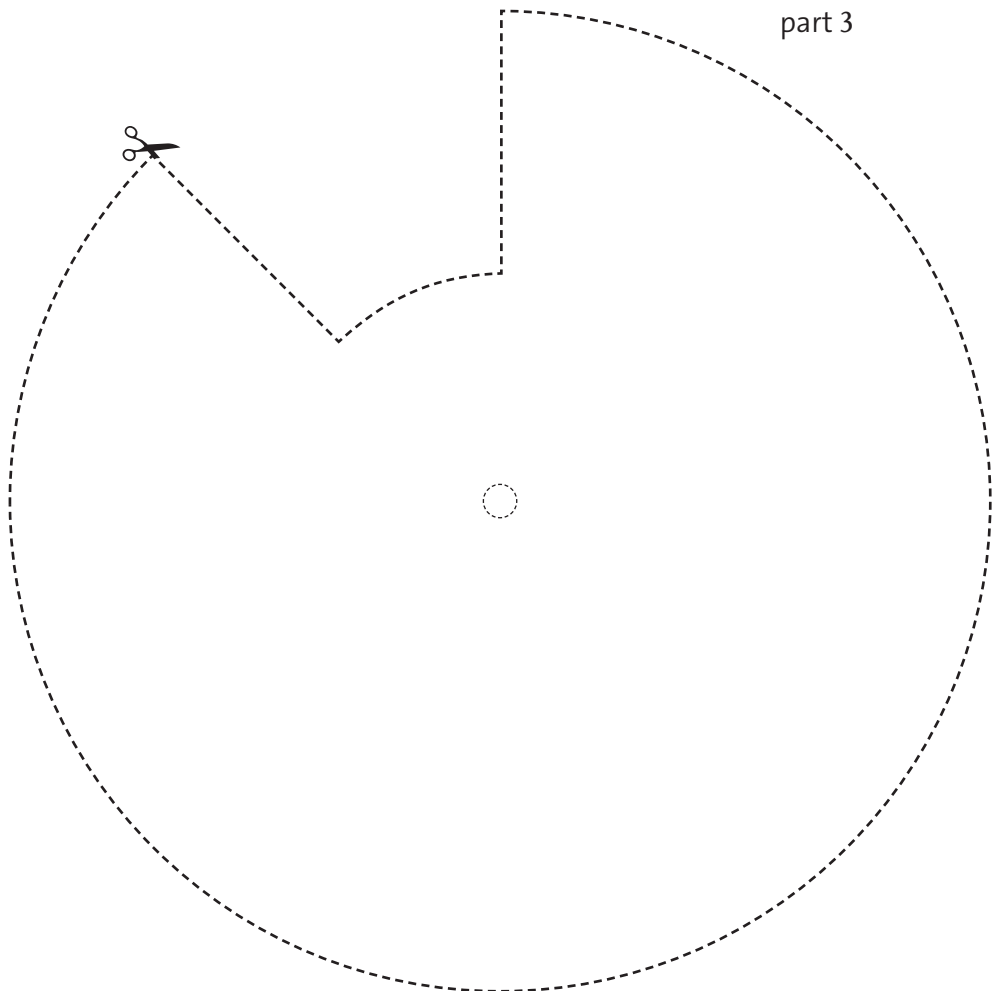
Did
you ...?

part 1





part 2



part 3

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
<i>My sister</i>	<i>loves</i>	<i>chocolate.</i>
<i>I</i>	<i>can't find</i>	<i>my pencil.</i>

T 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
---	---	---	---

!

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)

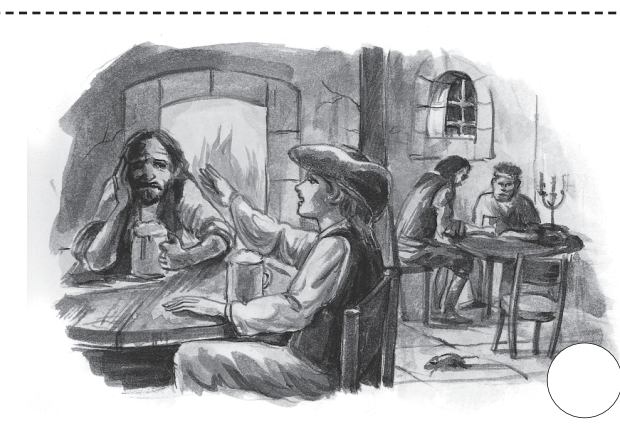
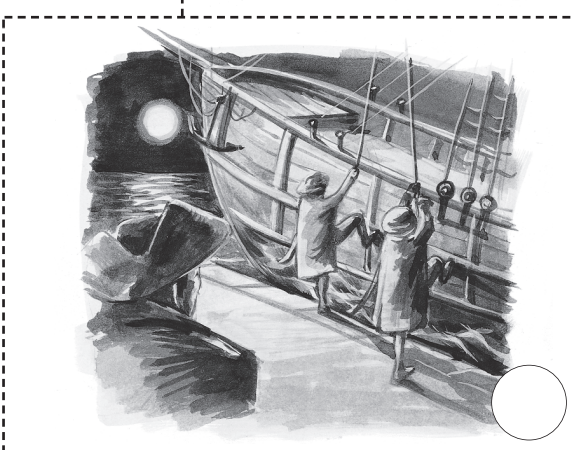
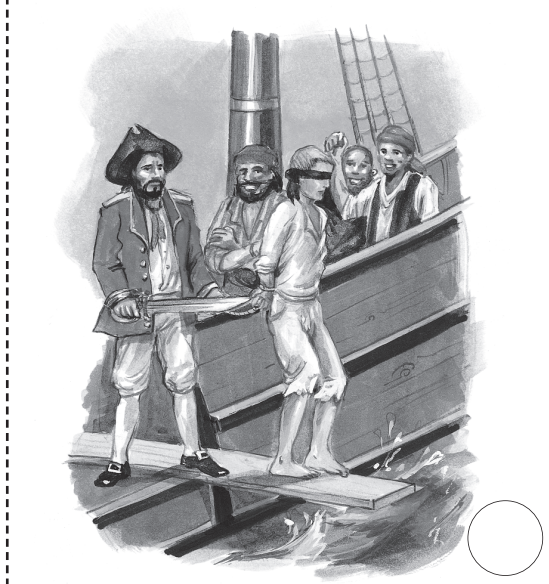
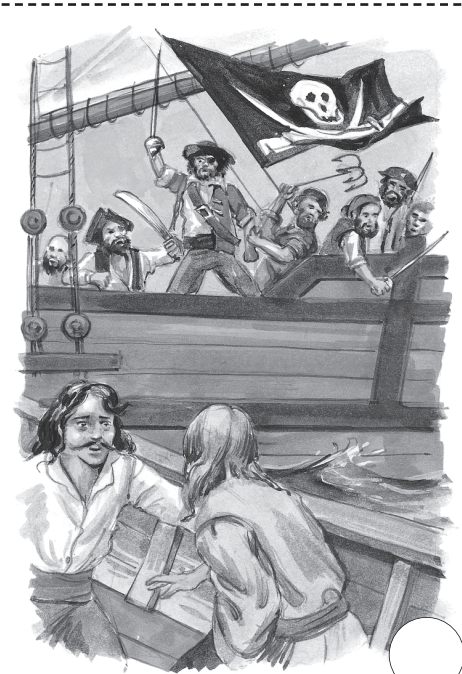
	Jo	Dan
Monday		watch TV
Tuesday		clean his dad's car
Wednesday		listen to music
Thursday		call his mum
Friday		play cards with Jack

**Unit 5 P7** **After school***Partner A (p. 92)*

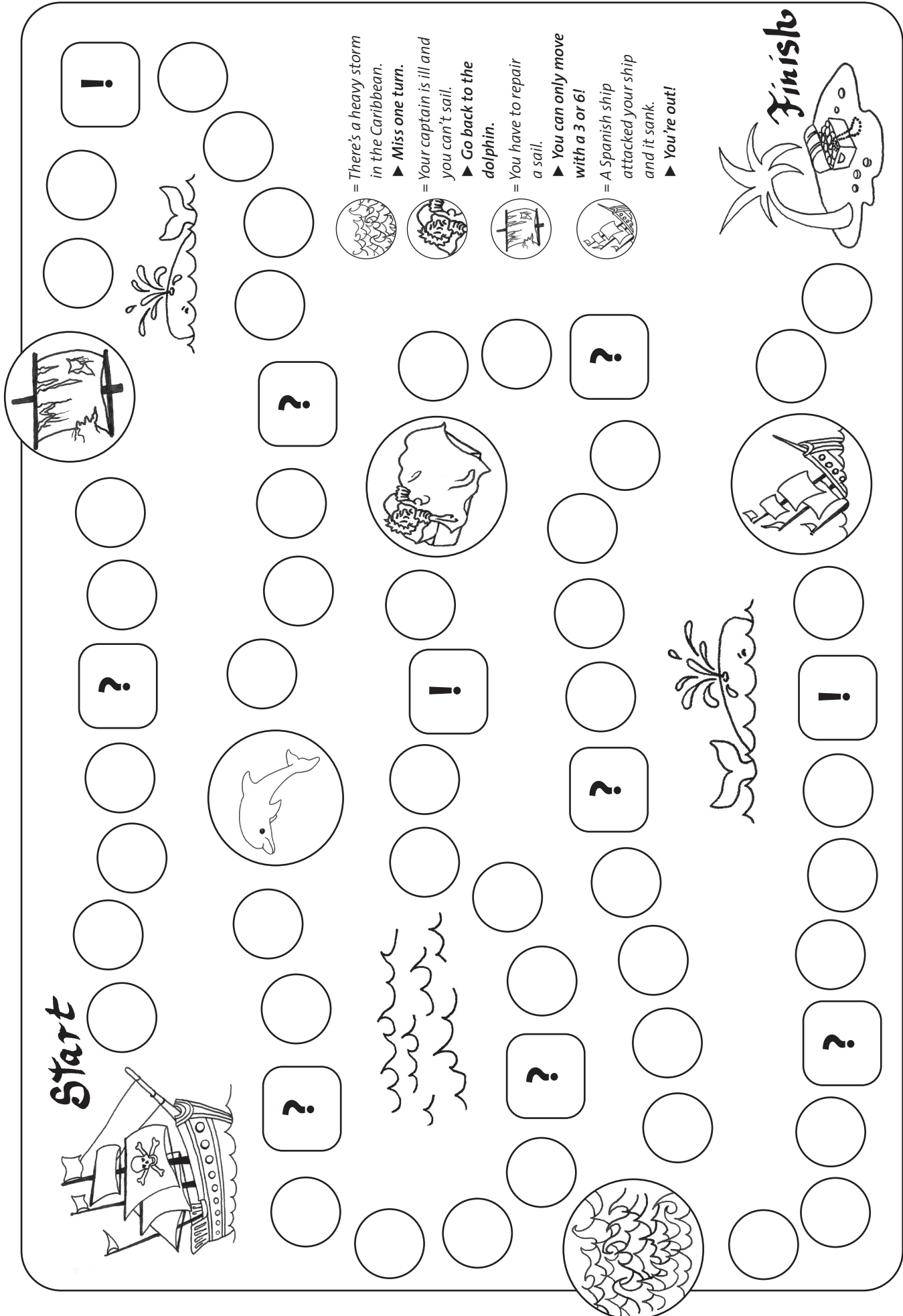
	Jo	Dan
Monday	play football	
Tuesday	start his Maths project	
Wednesday	work on his Maths project	
Thursday	call his mum	
Friday	listen to sport on the radio	

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



Lösung: Look at pages 96–98 of your English book.





?

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: b

?

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

¹ take place: spielen, stattfinden

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 *The Pirate King*.

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.

¹ wooden: aus Holz, Holz-

!

Draw a ship in 30 seconds.

!

Draw a pirate flag¹ in 30 seconds.

¹ flag: Flagge



Part A

These words are from two different poems. Make sure you know all words.

Then match them to the poems *Halfway down* and *Rain*.

Check with your partner, then listen to the CD.



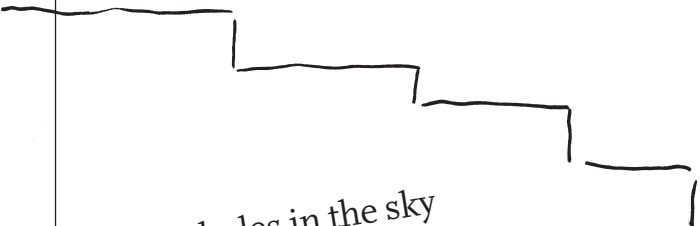
Halfway down

halfway down

stairs

rain

holes in the sky



where I sit

where I always stop

top

bottom

thin



Rain

Part B: Blue is the sea

What words come to your mind when you think of blue (green, white, ...)? Write them down.

Can you use them to make a poem?

Blue: _____

Green: _____

White: _____

Black: _____

Brown: _____

Red: _____

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:

	<i>Place 1</i>	<i>Place 2</i>	<i>Place 3</i>
<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: _____

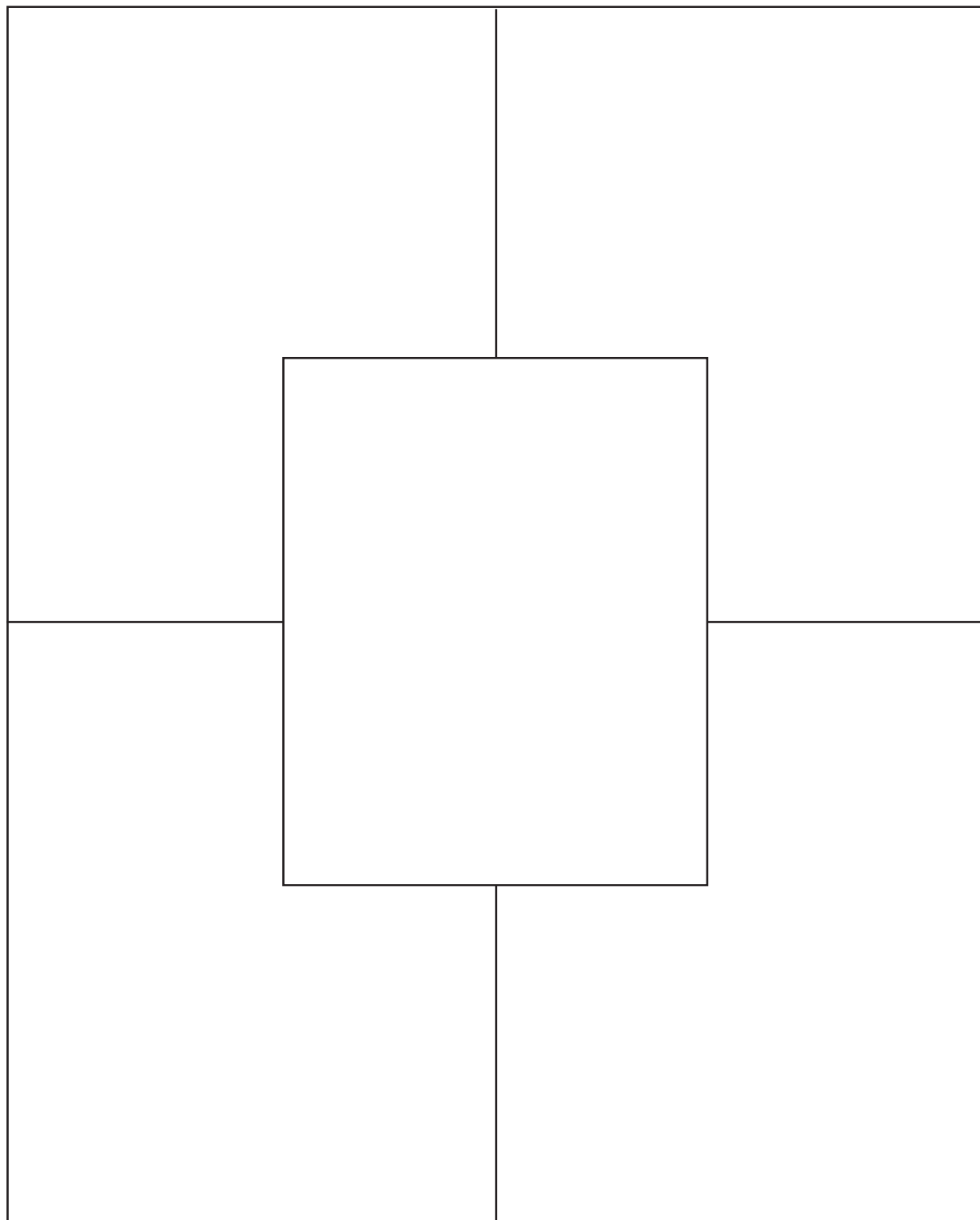
Step 4 ► Presentation

Speaker: _____

Place 1: _____

Place 2: _____

Place 3: _____





1 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.

Find 20 'place' words.

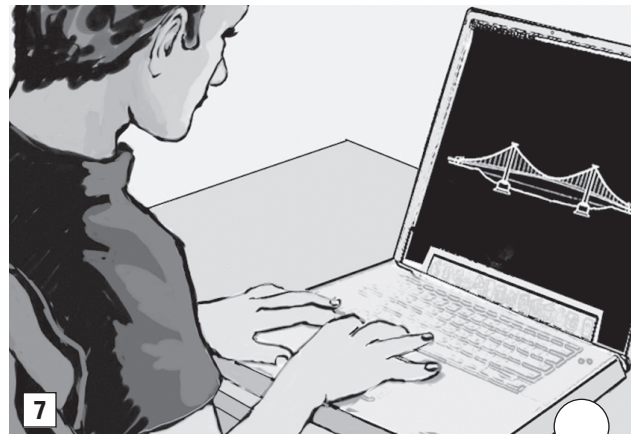


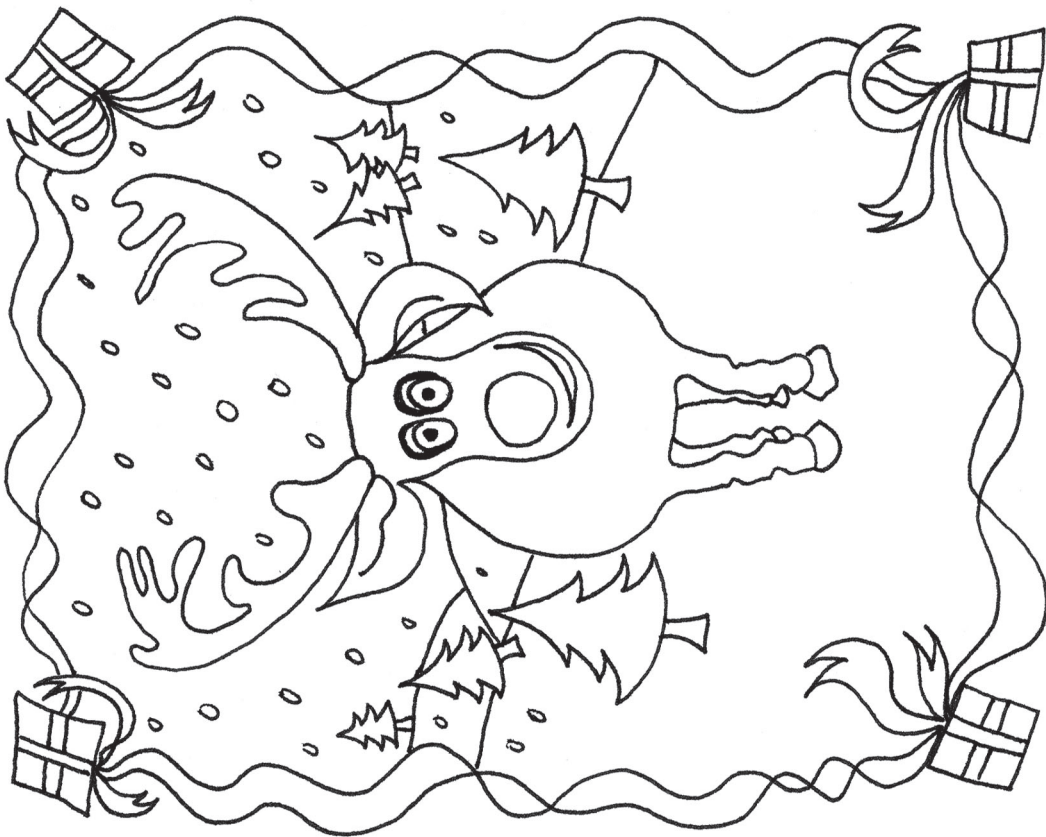
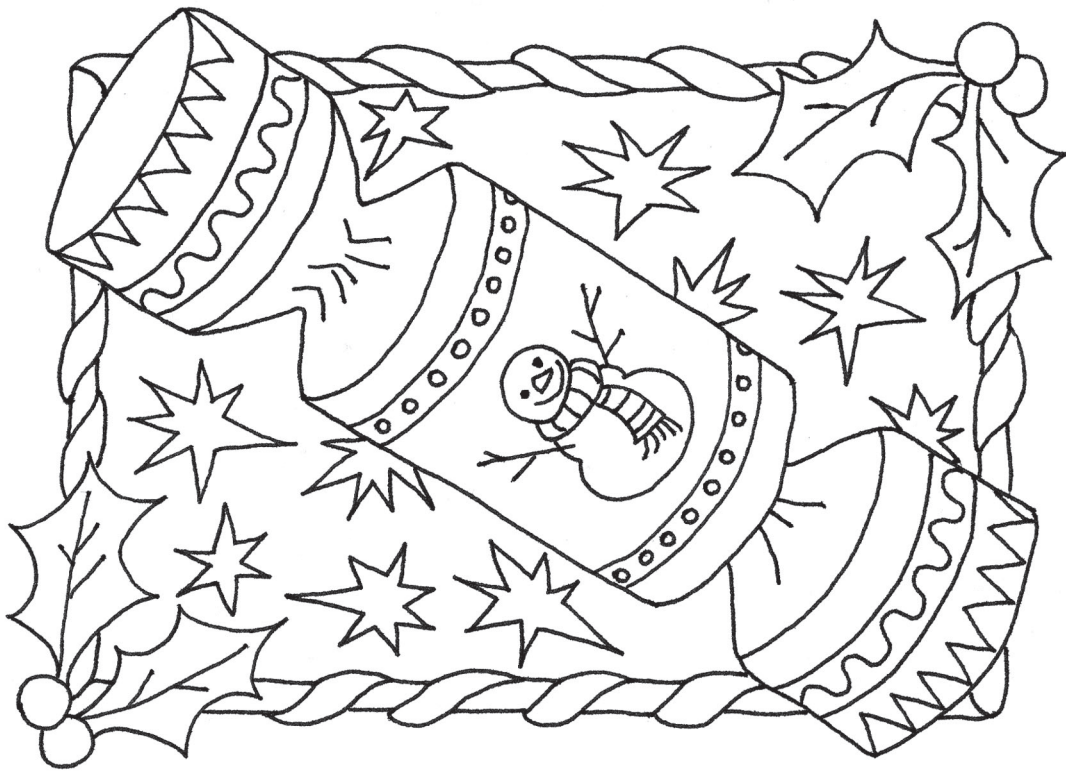
F	R	U	C	O	R	N	E	R	D	K	T	Z	B	N	K	U	W	I	A	M	R	Q	W	Z	K
N	D	L	O	D	I	Z	Y	K	D	U	N	B	K	U	I	W	F	D	W	K	O	E	F	H	C
W	K	B	E	N	A	H	K	D	X	J	H	A	C	H	U	R	C	H	K	Y	M	C	V	D	I
O	E	R	U	N	V	D	A	K	D	L	O	C	C	B	A	K	H	L	R	Q	W	R	T	S	T
D	K	I	M	N	A	K	I	U	M	E	V	E	R	Y	W	H	E	R	E	C	B	A	D	G	Y
R	K	D	L	M	N	A	D	C	E	P	K	U	N	B	K	D	X	B	K	L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

The Mr Green mystery

Listen to the CD. Look at the pictures.

Which pictures go with the story?





Cornelsen

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