

Fördermappe

von

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What's your name?

Find the correct answers to the questions.

Hello. What's your name?

- ☐ I'm fine, thanks.
☐ My name is Tina.
☐ I'm from Germany.

How old are you?

- ☐ I'm ten.
☐ Yes, I am.
☐ I'm from Hamburg.

Where are you from?

- ☐ I'm in 5a.
☐ No, I'm not.
☐ I'm from Germany.

How are you?

- ☐ I'm fine, thanks.
☐ No, I haven't.
☐ No, I'm not.

Have you got a pet?

- ☐ Yes, I have.
☐ My name is Jack.
☐ I'm ten years old.

Have you got a brother or a sister?

- ☐ Yes, I have.
☐ Yes, I am.
☐ No, I'm not.

How old is your brother?

- ☐ She's seven.
☐ He's seven.
☐ No, he isn't.

What's your telephone number?

- ☐ She's double seven-one-two-o-six.
☐ He's double seven-one-two-o-six.
☐ It's double seven-one-two-o-six.

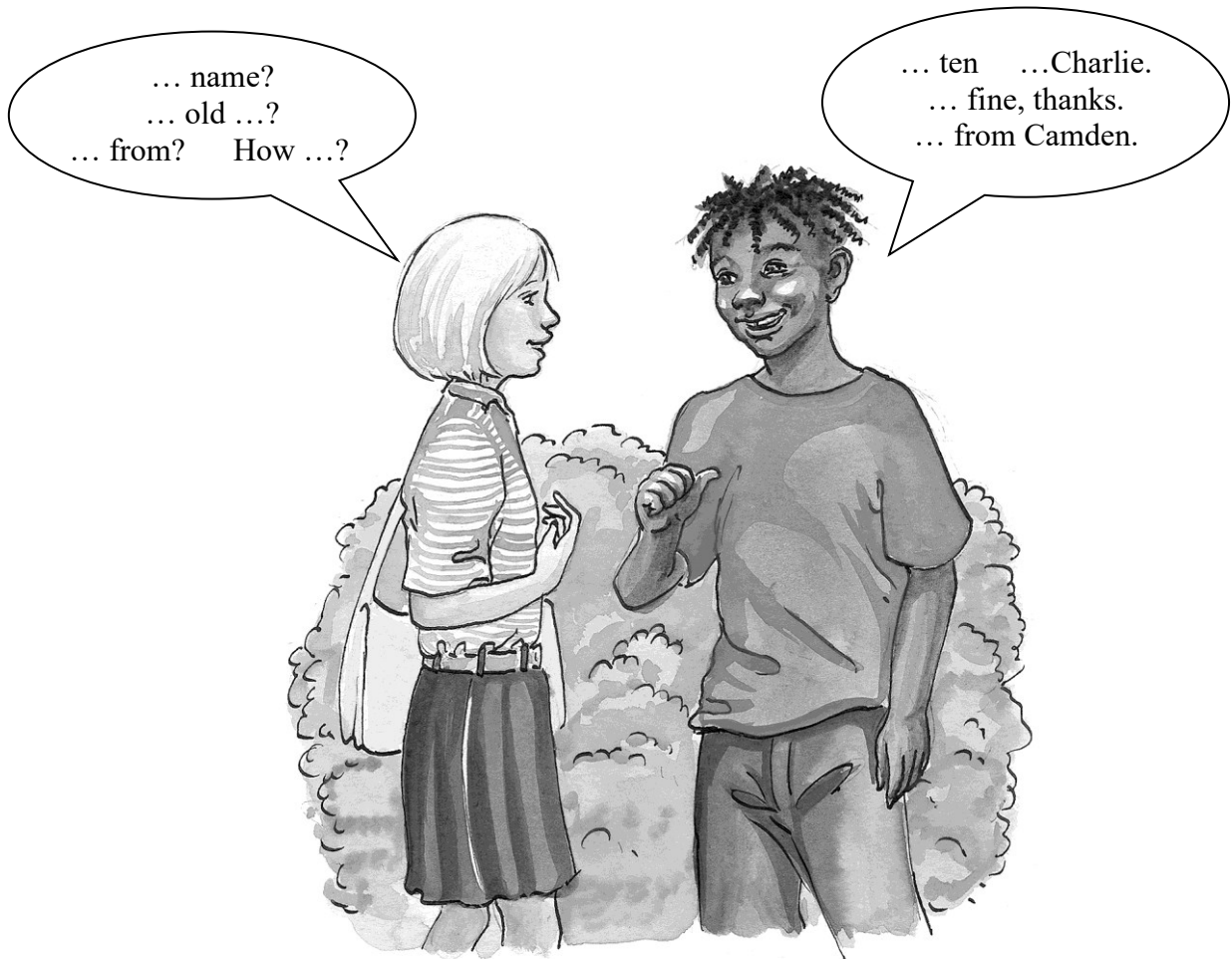
What's your favourite colour?

- ☐ It's blue.
☐ It's ten.
☐ No, I'm not.

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

Hello

A boy and a girl are speaking. But you only hear some words. Can you write the text?



Girl: Hi, I'm Emma.

What's _____

Boy: Hi, my name is _____.

Girl: How _____ are you?

Boy: I'm _____.

Girl: Where are you _____

Boy: I'm _____.

Girl: _____ are you?

Boy: I'm _____.

Ich habe zirka _____ Minuten gebraucht.

Das kann ich super ☐

gut ☐

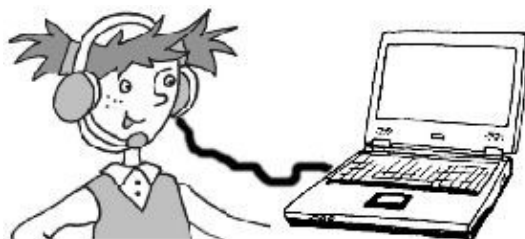
ein bisschen ☐

noch nicht so gut ☐

Tipps und Tricks zum Umgang mit fremdsprachlichen Hörtexten

Liebe Schülerin/lieber Schüler,

Texte auf Englisch sind oft ganz schön schwer zu verstehen, besonders wenn sie dir nicht schriftlich vorliegen, sondern nur als Hörtext!



Man kann das richtige Hören allerdings üben. Hier verraten wir dir ein paar Tricks, die du dir merken solltest. Sie werden dir helfen, die folgenden Seiten besser zu bearbeiten:

- Schau dir immer zuerst die Aufgaben genau an, zu denen es die Hörtexte gibt. Oft helfen Bilder oder vorangehende Übungen dabei, dich auf den Text einzustimmen.
- Lies alles in Ruhe durch, so weißt du meist schon vor dem Hören des Textes, um welches Thema es gehen wird.
- Das Symbol  zeigt dir immer, dass du nun den Text das erste Mal hören musst. In Klammern siehst du außerdem die Angabe, wie der Titel auf der CD heißt, z.B. (track 1).
- Höre den Text zunächst einmal ohne die Übungen zu machen. Achte dabei auf „Schlüsselwörter“, d. h. zu welchem Wortfeld gehören die meisten Wörter des Textes? So bekommst du einen zweiten Eindruck, worum es in diesem Text geht.
- Mache dich erst dann daran, die Aufgaben zu bearbeiten. Dafür musst du den Text nun ein zweites, vielleicht auch drittes Mal anhören. Meist müssen Aufgaben während des Hörens erledigt werden.
- Wenn du einmal ein Wort oder eine Passage nicht verstehst, gerate nicht in Panik! „Beiß“ dich nicht daran fest, sondern höre weiter aufmerksam zu. Mit diesen Arbeitsblättern hast du immer die Möglichkeit, den Text noch einmal abzuspielen. Und auch „im richtigen Leben“ kannst du ja nachfragen!
- Zum Schluss solltest du alles noch einmal anhören und deine Antworten überprüfen.

Ich habe zirka _____ Minuten gebraucht.

Das kann ich super ☐

gut ☐

ein bisschen ☐

noch nicht so gut ☐

Schoolbags

Every pupil has got a school bag. There are many things in it.



1 What have you got in your school bag? Write down five things:

I have got _____

 _____ in my schoolbag.



Here is help: a rubber: *ein Radiergummie*

a pencil-case: *eine Federmappe*

a felt-tip: *ein Filzstift*

a pair of scissors: *eine Schere*

a ruler: *ein Lineal*

a pencil: *ein Bleistift*

a sharpener: *ein Anspitzer*

a pen: *ein Füller*

a folder: *eine Mappe*

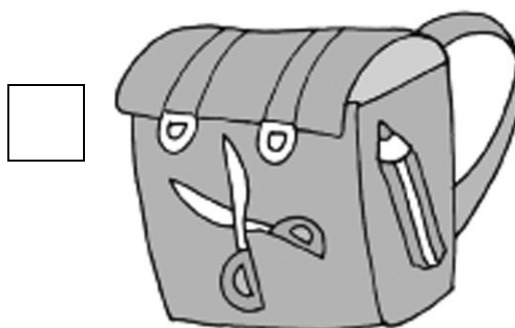
glue: *Kleber*

2 Listen to the text about schoolbags.



(track 2)

Try to understand which things are in the schoolbags.

3 Listen again. Now write the number of the schoolbag in the boxes.


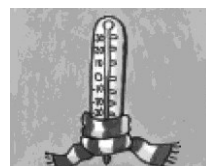
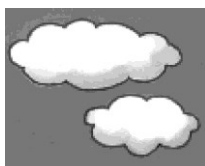
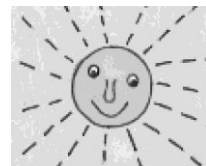
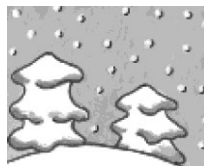
Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

What's the weather like?

1 Write the weather words under the pictures.



rainy



Here is help: rainy snowy cloudy windy
 foggy cold sunny
 weather forecast: *Wettervorhersage*

2 Listen to the weather forecast for the next week.  (track 3)


3 Listen again. Mark (x) the weather symbols.

MON

TUE

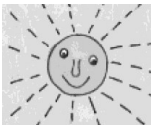
WED

THU

FRI

SAT

SUN

							
							
	X	X					
							
							
							
	X						

Ich habe zirka _____ Minuten gebraucht.

Das kann ich super ☐gut ☐ein bisschen ☐noch nicht so gut ☐

School Rap



In this picture the pupils are getting ready for their lesson. There are many things they like about school.

1 What do you like about school? Write three things you like:

I like to play, _____



Here is help:

lesson: *Schulstunde*

to play: *spielen*

to read: *lesen*

to paint: *malen*

to sing: *singen*

to run: *rennen*

to calculate: *rechnen*

to chat: *schwatzen*

to get ready: *sich vorbereiten auf etw.*

to meet friends: *Freunde treffen*

to like about: *mögen an*

to write: *schreiben*

to draw: *zeichnen*

2 Now listen to the school rap.  (track 4)

3 Listen again. Then mark (x) the words that you hear:

☒ read☐ play☐ write☐ draw☐ sing☐ run☐ learn☐ chat

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

Sit down, please!

1 Look at the picture. What do you think the teacher is saying?



- | | |
|--|--|
| ☐ Be quiet. | ☐ Listen to me. |
| ☐ Close the window. | ☐ I don't understand. |
| ☐ Sit down, please. | ☐ That's fantastic. |

2 Listen to the text.  (track L1.3)

3 Listen again. Complete the sentences.

Sit down and be quiet, _____. Tom, _____, please.

Olivia and Amy, _____ talking now. _____ on page 15.

_____ along. Now _____ your exercise books.

Here is help: Close the door: *Macht die Tür zu.*
Listen and read along: *Hört zu und lest mit.*
Take out your exercise books: *Nehmt eure Hefte heraus.*



Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

**Ausgangstext:**

Teacher:

Sit down and be quiet, please. Tom, close the door, please. Olivia and Amy, stop talking now. Open your books on page 15. Listen and read along. Now take out your exercise books and turn to page ...

Colours

1 Do you know the names of the colours?

- a) Apples are red.
- b) Bananas are y_____w.
- c) Grass is g_____n.
- d) The sky is bl_____.
- e) Chocolate is b_____n.
- f) Many girls like the colour p_____.
- g) Snow is w_____.
- h) An orange is o_____.
- i) My grandmother likes a mixture of pink and red called p_____.
- j) A piano is often _____k.



Here is help: purple pink orange green
 yellow black blue red brown white

2 Listen to Gillian, David and Caroline talking.



(track 25)

What colours do you hear?

Find the names of the colours and mark the boxes.

red	X
brown	
white	
blue	
purple	
green	
black	
pink	
yellow	
orange	

3 Listen again and cross out the right answer.
Gillian

- What colour is her top? ~~white~~ – red – black
- What colour is her hair? purple – brown – black
- What colour is her cat? green, yellow, pink – red, brown, white


David

- What colour are his jeans? blue – red – green
- What colour is his T-shirt? pink – yellow – blue

Caroline

- What colour is her T-shirt? purple – green – blue
- What colour is her hair? black – brown – grey



Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

Directions at school

In this text you will hear a school rap with directions. Look at the following directions:



walk



sit



jump up



stretch



bend your knees



throw the dice



turn around



touch your feet

- 1** Listen to the rap and try to understand the directions.



(track 9)

- 2** Now read the text with the gaps.

Stand up, please

then _____ your knees.

_____ on the spot

and _____ a lot.

_____ your feet.

Do you feel the beat?

_____ up high

and say goodbye.

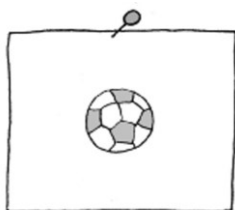
- 3** Listen again. Fill in the missing words. The pictures on top will help you.

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

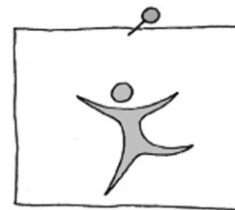
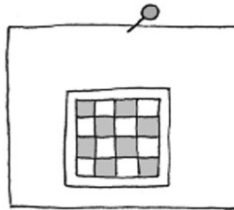
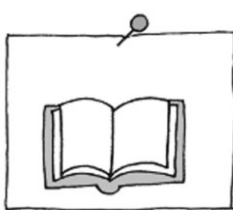
School Clubs

Most schools have school clubs in the afternoon.

1 Do you know the names of these clubs? Write them under the picture.



football club



2 In this text Richard, Melanie, Andrew and Emma are talking about their school clubs. Listen to the text and check the names of the clubs.  (track 17)

3 Listen again and match the children's names and the clubs.



Richard is in the football club.



Melanie is in the _____.



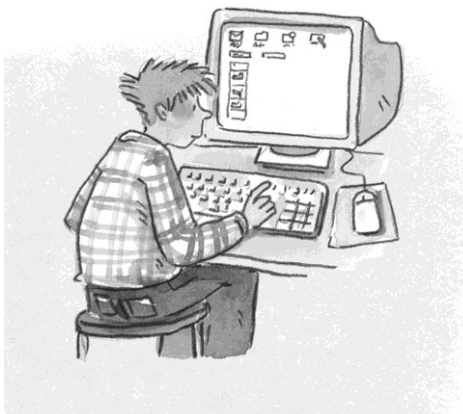
Andrew is in the _____.



Emma is in the _____.

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

An email to an alien



Tim is an 11-year-old boy.
He loves his computer!
And he loves aliens, too!

- 1** Tim is writing an email to an alien. He is reading his email aloud. Listen.



(track 16)

- 2** Listen again and fill in the missing words:

Hello out there. My name is Tim. I'm from planet _____.

Here are lots of _____ and _____ and many _____.

We've got _____, _____ and _____.

I go to _____. I live with my _____ in a _____.

I've got a _____.

Love, Tim



Here is help: scooters: *Roller* dog planet Earth: *der Planet Erde*
cars: *Autos* family house trees: *Bäume*
animals: *Tiere* flowers: *Blumen* school bikes: *Fahrräder*

- 3** Now listen once more. Check your answers.

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

What's your name?



1 Complete the answers. Fill in the right words.

is (3x)

am (2x)

live

like

Lisa: What's your name?

Ben: My name is Ben.

Lisa: How old are you?

Ben: I 12 years old.

Lisa: Where are you from?

Ben: I from India.

Lisa: When is your birthday?

Ben: My birthday in December.

Lisa: What is your hobby?

Ben: My hobby playing hockey.

Lisa: Where do you live?

Ben: I in Berlin.

Lisa: What do you like?

Ben: I chocolate.

Englisch – Deutsch

what – *was*where – *wo*how – *wie*when – *wann*

Ich habe zirka Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐



My name is Oscar

1 Match the sentences.

My name is _____ 12 years old.

I go _____ Oscar.

I live _____ to school.

I play _____ football.

I'm _____ in Bristol.

2 Complete the email. Fill in the right words.

.....
 is (3x) am are have got go (2x) like live (2x) play

Dear Hugo,

My name is Oscar Miller and I _____ twelve years old. I _____ in
 Bristol with my mum and my two sisters Lea and Sally. We _____ in a big house
 with a garden. We _____ a cat. Her name _____ Silver.

In the mornings, I _____ to school. I _____ English, but I don't like Art.

In the afternoons, I _____ football. I _____ ice skating with my sisters in winter.

What _____ your hobbies? How _____ school like in Germany?

Please write back soon!

Oscar

Ich habe zirka _____ Minuten gebraucht.

Das kann ich super ☐

gut ☐

ein bisschen ☐

noch nicht so gut ☐



He or she?

1 He or she? Circle the words **(he)** or make a square **she**.

My sister Bob

Lisa Henry

my brother Dad

 Sally

 Mum

 Mrs Miller

Mr Tailor



he = *er*

she = *sie*

2 He or she? Fill in the right words.

Peter is my best friend. He is from England.

Mary lives in London. _____ is ten years old.

Mr Cooper is my English teacher. _____ is very nice.

My sister likes fast food. _____ loves hot dogs.

My mum loves music. _____ plays the piano and the guitar.

My father plays football. _____ plays football every Sunday.

Mrs Jackson is our neighbour. _____ has got three cats.

Ich habe zirka _____ Minuten gebraucht.

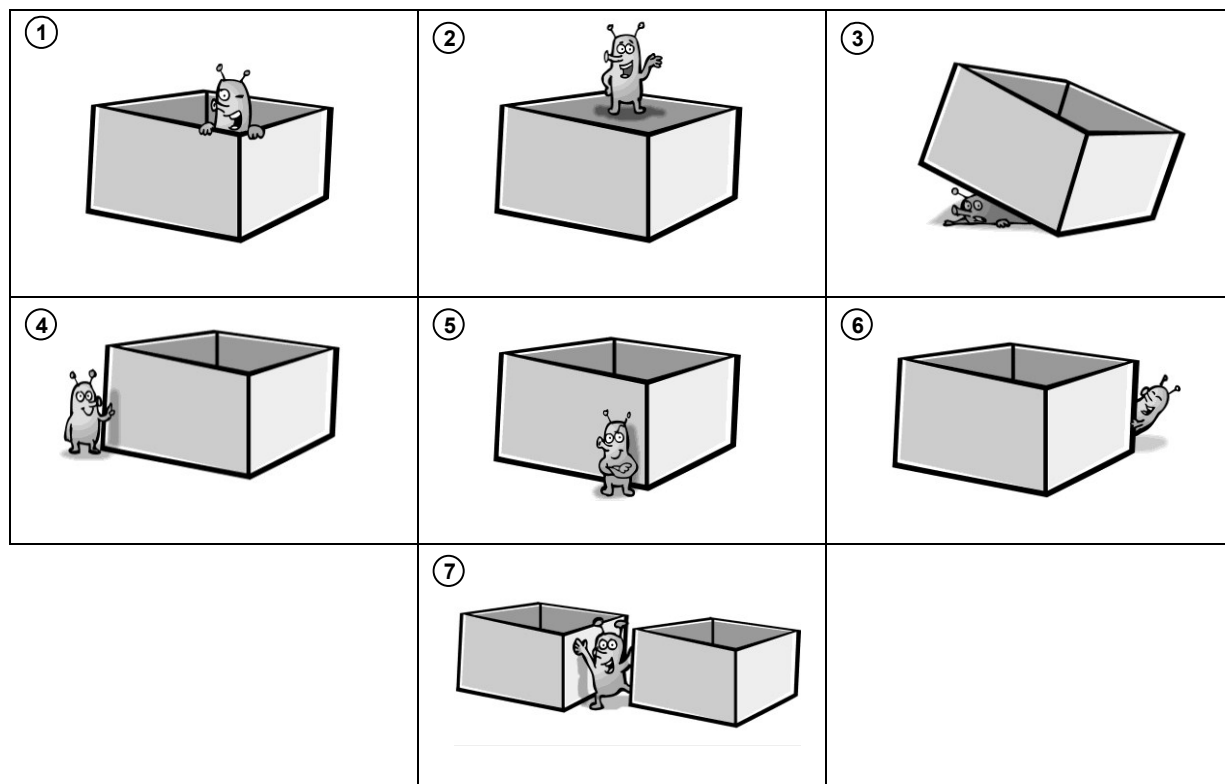
Das kann ich super ☐

gut ☐

ein bisschen ☐

noch nicht so gut ☐

Where is Hubo?



1 Where is Hubo? Fill in the right words.

1. Hubo is in the box.

5. Hubo is _____ the box.

2. Hubo is _____ the box.

6. Hubo is _____ the box.

3. Hubo is _____ the box.

7. Hubo is _____ the boxes.

4. Hubo is _____ the box.



Präpositionen geben an, **wo** sich bestimmte Dinge befinden.
Diese Präpositionen kommen besonders häufig vor:

on: *auf*

under: *unter*

between: *zwischen*

in: *in*

behind: *hinter*

in front of: *vor*

next to: *neben*

Ich habe zirka _____ Minuten gebraucht.

Das kann ich super ☐

gut ☐

ein bisschen ☐

noch nicht so gut ☐

What a mess!



1 Where are all the things? Fill in the right words.

The books are on the bed.

The pullover is under the bed.

The trousers are in the desk.

The T-shirt is between the bed and the wardrobe.

The pencils are on the wardrobe.

The socks are under the desk.

The ball is in front of the desk and the bed.

on (2x) – between (2x) – under – in front of – behind

Here is help: desk: *Schreibtisch* wardrobe: *Kleiderschrank*
bed: *Bett* pencil: *Bleistift* trousers: *Hose*



Ich habe zirka Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

I or you?

1 I or you? Fill in the right words.

Charlie: Hi! I'm Charlie. I'm from England.

Where are you from?

Anna: _____'m from Italy, but _____ live in London.

Where do _____ live?

Charlie: _____ live in London, too.

Have _____ got a hobby?

Anna: Yes, _____ play the guitar.

I = *ich*
you = *du*
he = *er*
she = *sie*



2 I, you, he or she? Fill in the right words.

Hi, my name is Jack. I am 12 years old and _____ live in Nottingham.

Mum is a teacher. _____ is very funny. Dad loves music. _____ plays the

piano. I've got a brother, Brian. _____ is 10 years old and _____ likes

reading comics. My sister is 7 years old. Her name is Emma. _____ has got a

cat. Have _____ got a brother or a sister?

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

English in the classroom

Can you understand your English teacher?



1 Find the correct German sentences. Circle the right answer.

Sit down, please.

Steh bitte auf.

Setz dich/setzt euch, bitte.

Nein, danke.

Go to the board, please.

Geh bitte zur Tafel.

Mir ist langweilig.

Geh bitte zum Fenster.

Open your books, please.

Macht die Tür zu.

Arbeite mit einem Partner.

Öffnet bitte eure Bücher.

Sit in a circle, please.

Stellt euch neben die Tür.

Setzt euch bitte in einen Kreis.

Setzt euch bitte auf den Boden.

2 Read the dialogue. Match the photos to the correct parts of the dialogue.


photo 1



photo 2



photo 3



photo 4

English on Friday

It is Friday afternoon. We are class 4b. We're having our English lesson now. Mrs Cohen is our English teacher.

Mrs Cohen: Hello children! How are you?

photo 1

Class 4b: Hello Mrs Cohen. We are fine, thank you.

Mrs Cohen: Open your books at page 15, please. What can you see?

Class 4b: Two children.

Mrs Cohen: Yes, good. It is a dialogue. Read the dialogue, please.

Class 4b: Yes, Mrs Cohen.



Mrs Cohen: Johannes and Maria! Stop talking! Read your books!

photo _____

Johannes and Maria: Sorry, Mrs Cohen.



Mrs Cohen: Now please read the dialogue with your partner.

photo _____



Mrs Cohen: Thank you. Close your books, please.
Sit in a circle, please.

photo _____

Class 4b: Yes, Mrs Cohen.

Mrs Cohen: We are going to play a game.

Class 4b: Cool!



Here is help: sit down: *setz dich/setzt euch hin*

circle: *Kreis*

afternoon: *Nachmittag*

lesson: *Unterrichtsstunde*

(to) talk: *reden, quatschen*

game: *Spiel*

3 And you?

Do you like learning English?

What is your teacher's name?

What is your favourite activity? (Playing a game / reading books / singing songs)

What is your favourite English word?

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

English is fun!

- 1** What does your teacher say to you in English? Match the pictures and the sentences.

Sit down!

Read the dialogue with your partner.

Write on the board, please.

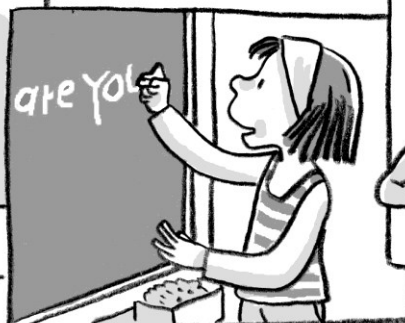
Read your dialogues to the class.

picture 3

Sit in groups.



picture 1



picture 2



picture 3



picture 4



picture 5

2 Read the story.

English is fun! Our English lesson is on Tuesday afternoon. The pupils are in the classroom. Where is our teacher? Ah, here she is! "Hello children," says Mrs Cohen. "How are you? Open your books at page 12, please. Here is a dialogue. Please read the dialogue with your partner."

I read the text with my best friend, Peter. Alex stands up and talks to his friend Amy. "Alex! SIT DOWN, PLEASE!" says Mrs Cohen. Alex sits down. Oh Alex! It is a nice dialogue. "Stop, please!" says Mrs Cohen. "Read your dialogue to the class." Alice and Mimi read a dialogue.

"Let's make a poster," says Mrs Cohen. Oh good! That's fun! "Please sit in groups." My group makes a cool poster. "Stop, please," says Mrs Cohen. "Thank you for your work. It's time to go home now. Bye bye!"

3 One picture does not fit the story. Which? Picture ____.



Here is help: (to) match: *zuordnen* (to) go home: *nach Hause gehen*
 sit down: *setz dich hin* lesson: *Unterrichtsstunde* afternoon: *Nachmittag*
 stand up: *steh auf* (to) talk: *reden, quatschen* (to) fit: *passen*

4 What can you NOT do? Cross out the wrong word.

read: a book
 a comic
~~a board~~

ask: your partner
 your teacher
 your book

write: a hamster
 a dialogue
 a story

go: to school
 dog
 home

Ich habe zirka ____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

My English class

1 Match the pictures and the actions.

a) interview your partner

b) draw

c) sit down

d) listen

e) open your book



2 Read the dialogues. Match the correct picture to the dialogue.



Mr Hartmann, English teacher



Anna, pupil



Lucas, pupil

Dialogue 1

Mr Hartmann: Good morning, children. Please sit down.

All pupils: Good morning, Mr Hartmann.

Mr Hartmann: How are you, Lucas?

picture c

Lucas: I'm fine, thank you.

Mr Hartmann: Good! And how are you, ...?

Dialogue 2

Mr Hartmann: Please open your books at page 10.

Lucas: Sorry? Which page?

Mr Hartmann: Page 10.

Lucas: Thank you.

picture

Anna: My book is at home.

Mr Hartmann: Oh Anna! Please sit next to Lucas.

Dialogue 3

Mr Hartmann: My hobby is football. Lucas, what is your hobby?

Lucas: My hobby is reading books. I love Harry Potter..

Mr Hartmann: That is a nice hobby. Children, please interview your partner about his or her hobby.

Lucas: Anna, what is your hobby?

picture _____

Anna: My hobby is swimming.

Dialogue 4

Mr Hartmann: Sophie and Paul are from England. Sophie interviews Paul about his hobby. Please listen to the CD.

CD:

Sophie: Hello Paul.

picture _____

Paul: Hi Sophie.

Sophie: What is your hobby, Paul?

Paul: My hobby is cooking. I make nice cakes.

Sophie: That's a nice hobby. Yummy! I'm hungry!

Mr Hartmann: What is Paul's hobby?

Anna: Cooking.

Dialogue 5

Mr Hartmann: Please draw a picture of your hobby.

Anna: Oh! My pen is at home!

picture _____

Mr Hartmann: Oh Anna! Here is a pen for you.

Lucas: Look! This is a picture of me and my favourite book.

Anna: What a nice picture! This is me at the swimming pool.



Here is help: (to) draw: *zeichnen*

sit down: *setz dich/setzt euch*

picture: *Bild*

which: *welche*

page: *Seite*

next to: *neben*

about: *über*

cake: *Kuchen*

yummy: *lecker*



3 Read the sentences below. What CAN'T you do?

1)

Interview your partner .
 ~~you eat.~~
 your teacher.

2)

Draw a house.
 in the swimming pool.
 your best friend.

3)

Sit down please.
 on a chair.
 on a house.

4)

Listen to your partner.
 TV.
 to the music.

5)

Open the window.
 your book at page 15.
 your dog.

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

Tipps und Tricks zum Umgang mit fremdsprachlichen Lesetexten

Liebe Schülerin/lieber Schüler,

Texte auf Englisch sind oft ganz schön schwer zu verstehen, besonders weil du vermutlich manchmal nicht alle Wörter im Text kennst.



Man kann das richtige Verstehen und Bearbeiten von Texten allerdings üben. Hier verraten wir dir ein paar Tricks, die du dir merken solltest. Sie werden dir helfen, die folgenden Seiten besser zu bearbeiten:

- ☐ Bei jedem Text gibt es zur Einstimmung für dich Vorübungen. Diese helfen dir, dich an wichtige Vokabeln zu erinnern und zeigen dir mit einem Bild, worum es in dem Text gehen wird. Schau dir die Übungen an und überlege: Worum könnte es in dem folgenden Text gehen?
- ☐ Lies die Überschrift des Textes. Passt sie zu den Vorübungen und Bildern oder gibt sie zusätzliche Informationen?
- ☐ Nun bist du startklar: Lies den Text zunächst ein erstes Mal oberflächlich. Du musst nicht alle Wörter verstehen! Hat sich deine Vermutung, worum es inhaltlich gehen wird, bestätigt?
- ☐ Die „Here is help“-Box gibt dir Vokabelhilfen!
- ☐ Lies den Text jetzt ein zweites Mal. Sei gründlich. Versuche die W-Fragen zu beantworten: Wer tut was? Mit wem? Warum? Wann? Wo? Notizen am Textrand helfen dir.
- ☐ Wenn du einmal ein Wort oder eine Passage nicht verstehst, gerate nicht in Panik! „Beiß“ dich nicht daran fest, sondern folge dem Inhalt des Textes weiter.
- ☐ Mache dich erst jetzt daran, die Aufgaben zu bearbeiten. Dafür musst du den Text nun ein drittes, vielleicht auch viertes Mal lesen.
- ☐ Zum Schluss solltest du noch einmal deine Antworten überprüfen.

Die folgenden Seiten sollen dir helfen, die Tipps und Tricks einzuüben. Viel Spaß dabei!

Reading tips in practice

Tip 1: Use the pictures to help you!

1. Look at the picture. Who can you see? Children? Animals? A teacher?
2. Where are the people? At home? At school? In a park?
3. What do you think is this story about?

Tip 2: Look at the headline!

1. "The special day" – What special day could it be?
Christmas? A birthday? Easter?
2. Does the headline match the pictures?

The special day



Nathan is happy. Today is a special day: his birthday. His mum and dad have made a cake for him. On the cake there are nine candles. He has a nice present from Uncle Paul – a black magician's hat. "Thank you Uncle Paul! That's great!" he says. Nathan and Uncle Paul have a hobby: magic. Nathan learns magic tricks from Uncle Paul. Uncle Paul is a magician. Tina, Rebecca, Ritesh, Emily and Billy come to his house. Nathan and Uncle Paul do magic tricks for Nathan's friends. Uncle Paul can take a white rabbit from a hat and Nathan can do card tricks. What a great show!



Here is help: cake: *Kuchen*
magician: *Zauberer*

candle: *Kerze*
great: *toll*

present: *Geschenk*
rabbit: *Kaninchen*

Tip 3: Read the text quickly once.

Now look at the pictures again and answer the questions.

- Who are the people in the picture? Can you find David?
Can you find his mum and dad? Can you see Uncle Paul?
- Who are the children in picture 2?
- Where are they? Are they at school? Are they at David's home?
- What is the special day? Why does he have presents today?

Tip 4: Read the text again.

Underline the answers to these questions in your text.

Who? Nathan, mum & dad, Uncle Paul (Tina, Rebecca, Ritesh, Emily and Billy)

What? Nathan's birthday, a cake with candles, magic show

Why? Birthday party

Where? At David's house.

Now try to answer the questions.

1 Why is it a special day for Nathan?

It's his _____.

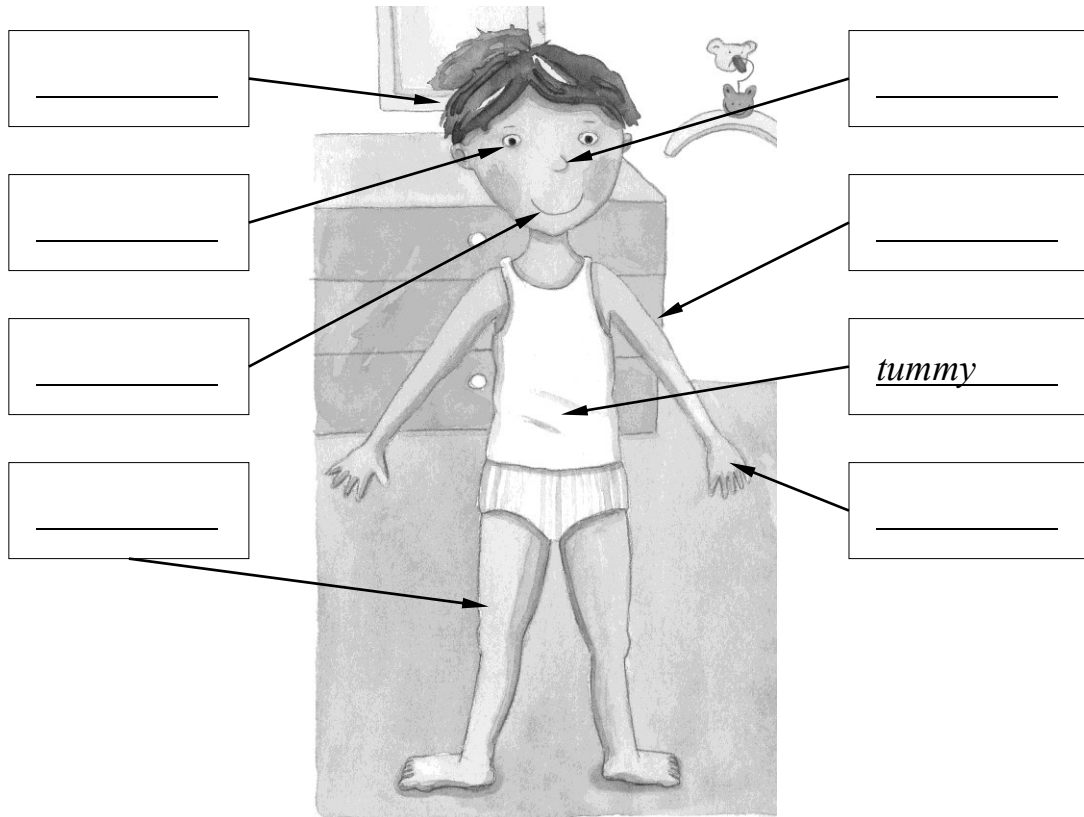
2 What are the names of the guests of his party?

3 Who is doing a magic show with Nathan?

1) birthday;
2) Tina, Rebecca,
Ritesh, Emily and
Billy;
3) Uncle Paul

Ich habe zirka _____ Minuten gebraucht. Das kann ich super ☐ gut ☐ ein bisschen ☐ noch nicht so gut ☐

Monsters



1 This is Bertha. Can you match the parts of her body? Fill in the following words:

head eye nose mouth arm leg tummy hand

2 Read the text.

Bertha is a little girl, a nice little girl. She goes to Hendon Primary School in London. But Bertha is not from London. She is from the planet Zog. In the day, she goes to school and at night she is a monster, a nice monster. She goes to boys and girls when they sleep and gives them nice, funny dreams. She has 3 heads, 3 mouths, 6 arms, 6 hands and 4 legs, so she can go to lots of children. She has 4 noses; one nose is on her tummy. Her cousin Rog is not so nice. Sometimes he goes to boys and girls and gives them bad dreams. The next night Bertha comes again and brings extra nice dreams!



Here is help:

nose: *Nase*

night: *Nacht*

head: *Kopf*

leg: *Bein*

dream: *Traum*

eye: *Auge*

tummy: *Bauch*

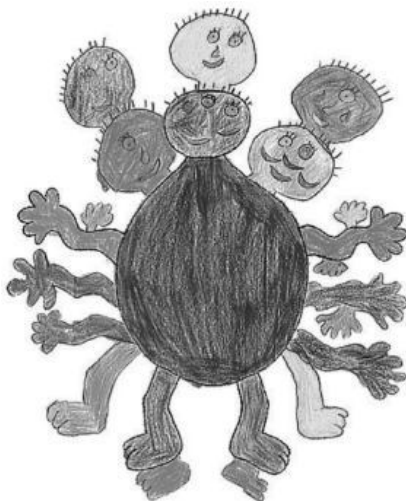
funny: *lustig*

mouth: *Mund*

day: *Tag*

bad: *schlecht, böse*

- 3** Read the text again. Can you find the body words from the picture of Bertha? Underline the body words in the text.

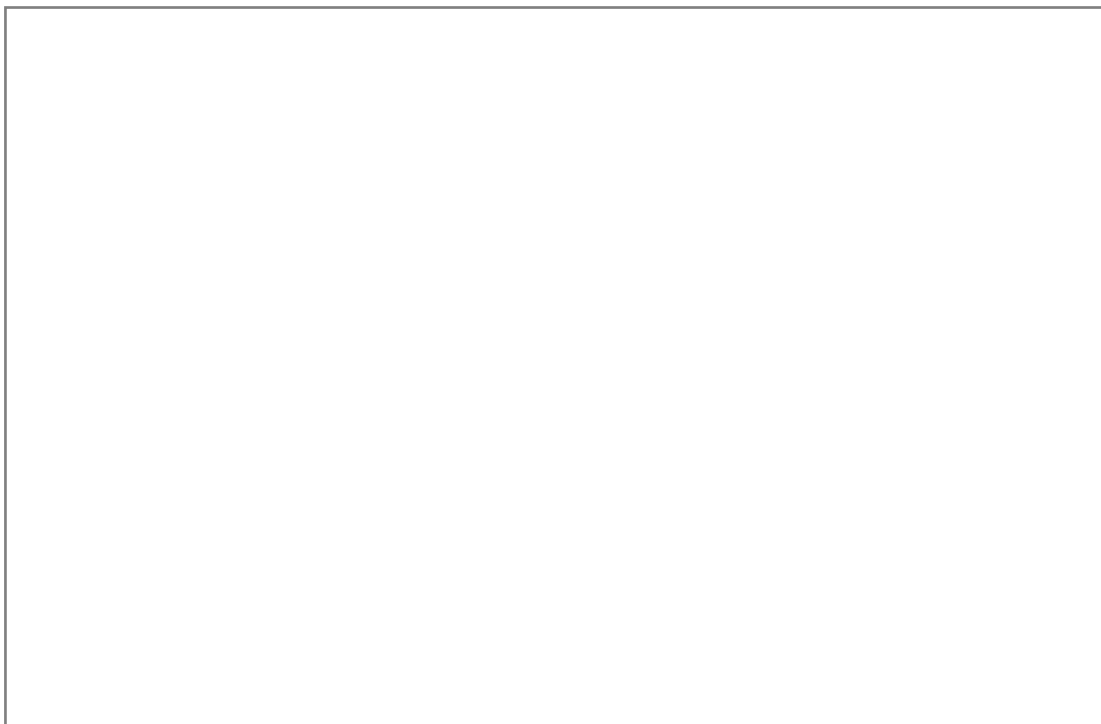


This is Rog, the bad monster.

- 4** Answer the questions about Rog and Bertha.

- a) Is Bertha a nice or a bad monster? She is a _____ monster.
 b) Is her cousin Rog a nice or a bad monster? He is a _____ monster.

- 5** Read the text once more. Draw a picture of Bertha the monster.



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