

Fördermappe

von

Valerie Bühl

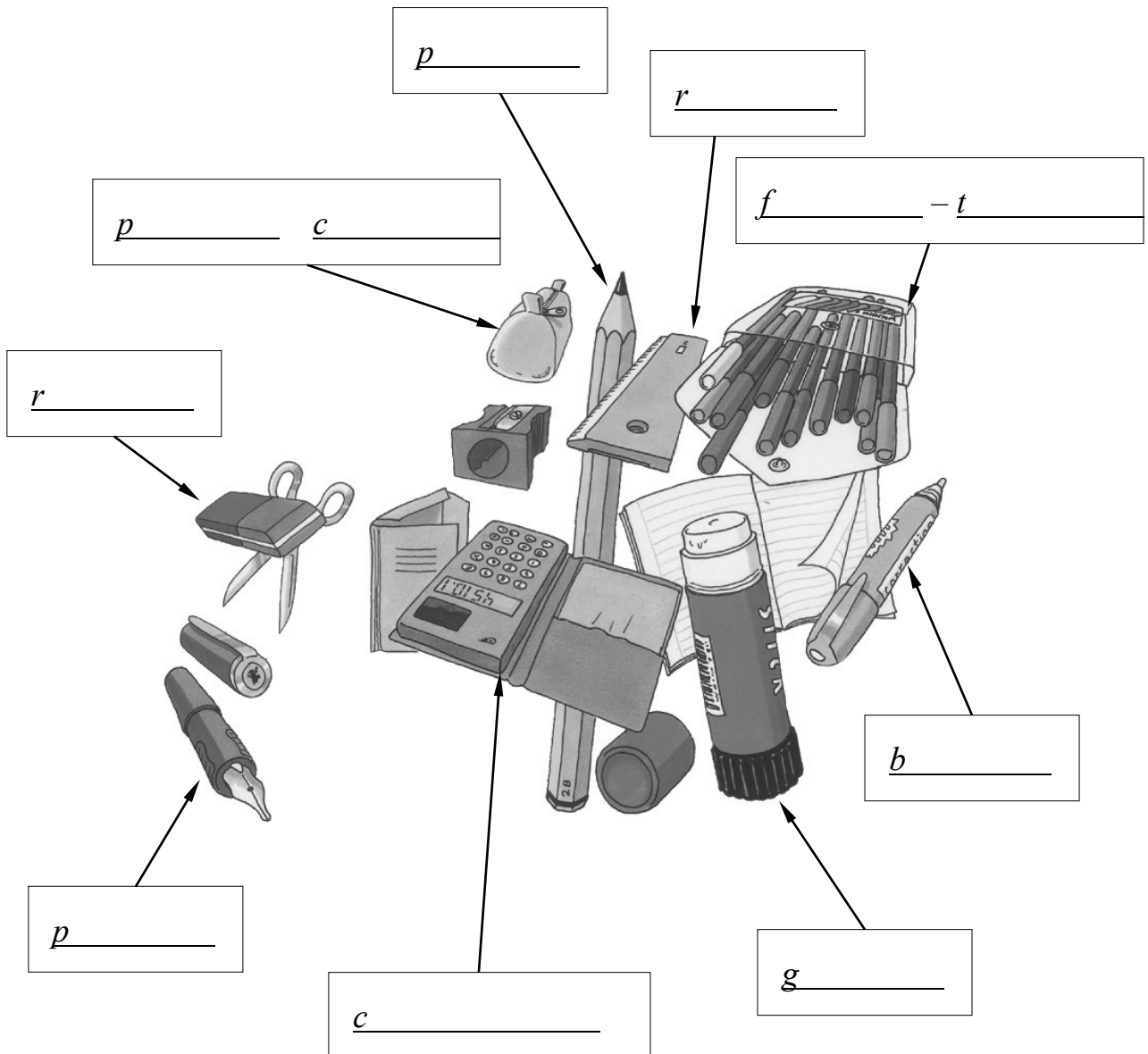


Inhaltsverzeichnis

Things in the classroom	1
What's your name?	3
Things in the classroom and in the schoolbag	4
Hello	5
I'd like to ...	6
What's this in English? Classroom words	7
Fruit, drinks, sweet things ...	8
Our favourite festivals	9
An email to an alien	10
An email from an English pen friend	11
Hello, my name is Olivia!	13
Where is Hubo?	14
What a mess!	15
He or she?	16
English in the classroom	17
English is fun!	20
Tipps und Tricks zum Umgang mit fremdsprachlichen Lesetexten	22
Monsters	25
My English class	27

Things in the classroom

1 Write the correct word next to the pictures.



Here is help: pencil: *Bleistift*

pencil case: *Federmappe*

calculator: *Taschenrechner*

felt-tips: *Filzstifte*

biro: *Kugelschreiber*

rubber: *Radiergummi*

pen: *Füller*

glue: *Kleber*

ruler: *Lineal*

2 Listen to the text.

(track 23)

3 Listen again and write down the words.

- | | |
|---------------------------------|---------------------------|
| 1. <u>a uniform</u> | 14. _____ |
| 2. _____ | 15. _____ |
| 3. <u>pencil cases</u> | 16. _____ |
| 4. <u>an overhead projector</u> | 17. <u>exercise books</u> |
| 5. <u>a whiteboard</u> | 18. <u>a cupboard</u> |
| 6. <u>an English book</u> | 19. _____ |
| 7. _____ | 20. _____ |
| 8. _____ | 21. <u>cartridges</u> |
| 9. <u>a blackboard</u> | 22. <u>an apple</u> |
| 10. _____ | 23. _____ |
| 11. _____ | 24. <u>an MP3-player</u> |
| 12. _____ | 25. <u>a duster</u> |
| 13. <u>windows</u> | 26. <u>a sponge</u> |



Here is help:

rulers	pens	a bin	schoolbags
desks	books	walls	posters
computers	rubbers	a door	a map

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

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 ☐

Things in the classroom and in the schoolbag

Finish the sentences.

There are 3 computers

There are _____

... in my classroom.

There are _____

There are _____



Here is help: a book – 15 desks – 3 computers – a rubber –
a pen – 6 posters – 2 windows – a folder

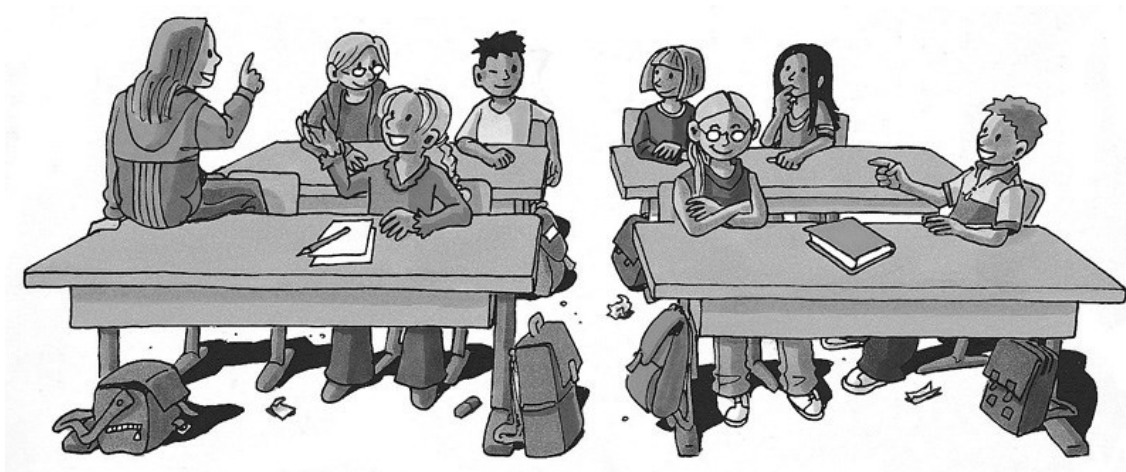
There is a book

There is _____

... in my schoolbag.

There is _____

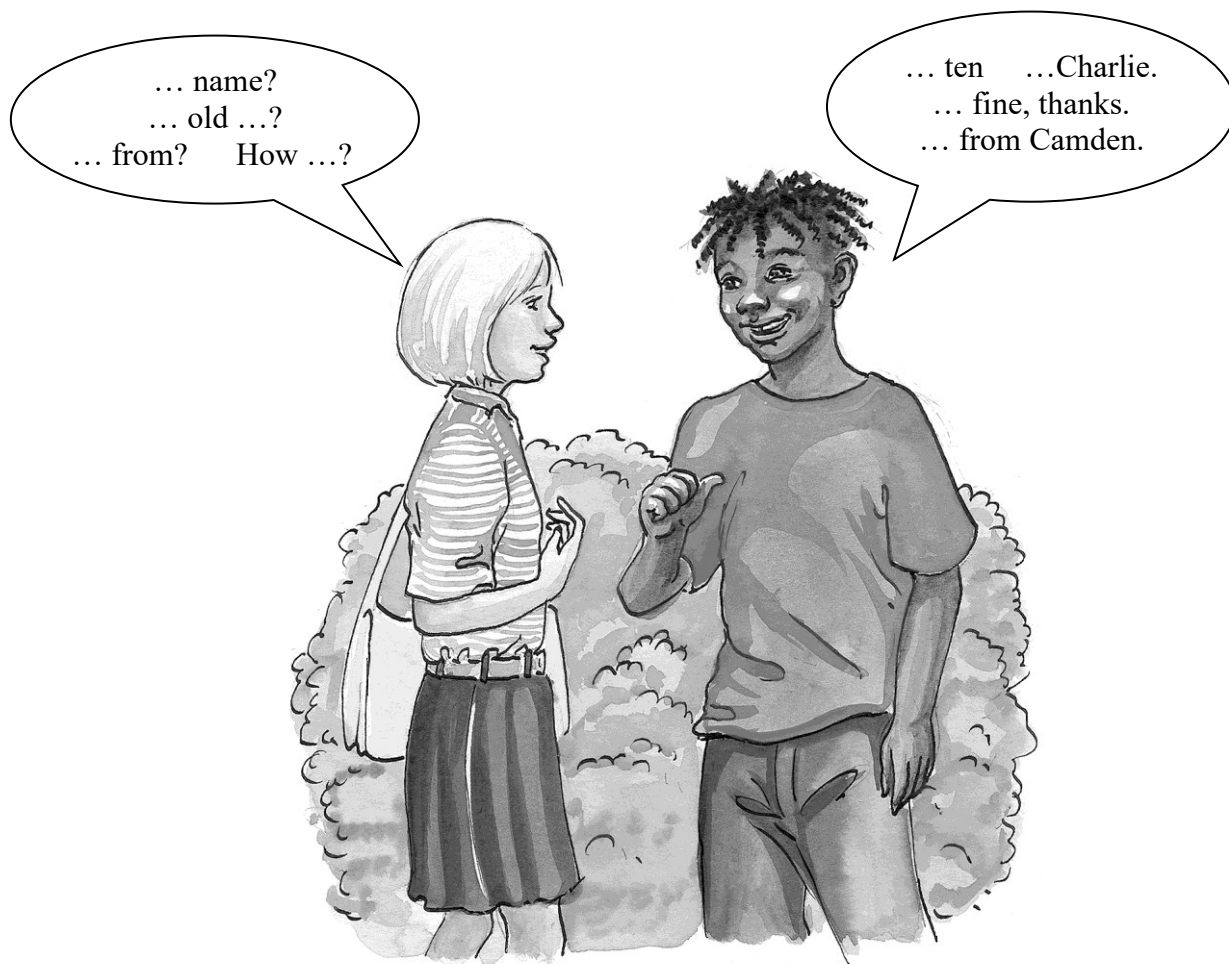
There is _____



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 ☐



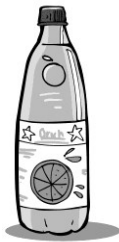
I'd like to ...

1 What would they like to do? Write sentences.

Wünsche kannst du so äußern: *I want to eat chocolate.*

Höflicher:

I would like to eat chocolate. Kurzform: I'd like to eat chocolate.

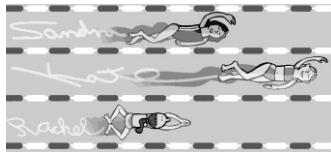


Molly:

I would like to drink an orange juice.

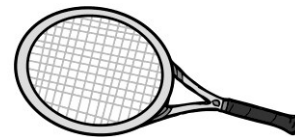


Jack:

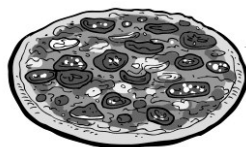


Emma:

I'd like to



Linda:



Tia:



Tom:

Here is help: drink an orange juice: *einen Orangensaft trinken*
 read a book: *ein Buch lesen*
 eat an ice cream: *ein Eis essen*
 play tennis: *Tennis spielen*
 eat a pizza: *eine Pizza essen*
 go swimming: *schwimmen gehen*



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

What's this in English? Classroom words

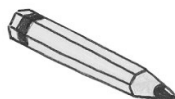
Fill in the missing parts of the sentences.

Example:

What's this in English?



It's a pen.



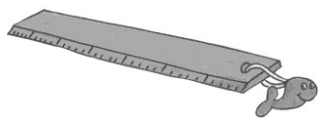
1. What's this in English?

It's a



2. What's this in English?

It's a



3. What's this in English?

_____.



4. What's this _____?

_____.



5. What's _____?

_____.

Here is help: book – school bag – ruler –
~~pen~~ – bin – pencil



Ich habe zirka _____ Minuten gebraucht.

Das kann ich super ☐

gut ☐

ein bisschen ☐

noch nicht so gut ☐

Fruit, drinks, sweet things ...

1 Match the words. Write them in the lists.

banana – juice – cake – water – biscuits – apple – lemonade – tea
orange – lemon – chocolate – milk

fruit	drinks	Sweet things
banana		

2 What do you eat and drink for breakfast? What does your friend eat and drink?

I eat

I drink

My friend eats/drinks

Here is help: cornflakes: *Cornflakes* cheese: *Käse* honey: *Honig*
toast with jam: *Toast mit Marmelade* bread: *Brot*



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

Our Favourite Festivals

- 1** Do you know the names of some festivals? Write down the words you remember.

Easter, Christmas,

- 2** Look at the following pictures. Write the words for the festivals under the pictures.



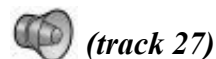
Bonfire Night



Here is help:

Halloween – April Fool's Day – Bonfire Night –
Valentine's Day – Christmas – New Year's Day

- 3** Listen to the texts about some festivals and answer the questions.



A Halloween

B _____

C _____

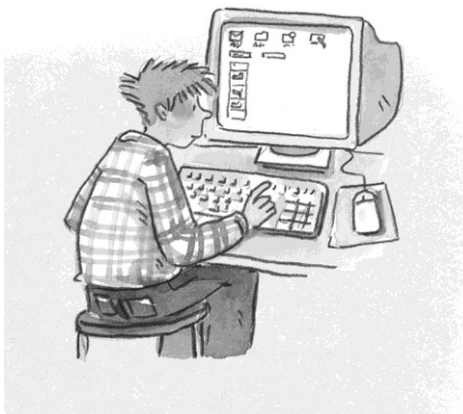
D _____

E _____

F _____

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 ☐

An email from an English pen friend



Jemandem sprachlich aushelfen:

- Es geht darum, dass du nur die wichtigsten Informationen vermittelst.
- Du musst nicht Wort für Wort übersetzen

An email from your English pen friend!

Your grandmother cannot understand it. She has got a lot of questions about the boy. Can you help your grandmother?

1 Read the email.

Hello,

My name is Hugo Mason and I'm 12 years old. I live in Manchester with my mum, my dad and my two sisters Janet and Romy. Janet is 15, Romy is 8 years old. We live in a big house with a garden. We have four pets: two hamsters, a dog and a cat. I like our cat best. Her name is Silvia.

In the mornings, I go to school. I like Geography, but I hate Music. In the afternoons, I play football. I play in a team. I also like reading books and playing computer games.

What are your hobbies? What's school in Germany like?

Please write back soon!

Best wishes
Hugo

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

**2** Here are your grandma's questions. Please answer them in German.

1. Wie heißt der Junge?

2. Wie alt ist er?

3. Wo wohnt er?

4. Hat er Geschwister? Wie heißen sie und wie alt sind sie?

5. Hat er auch Haustiere?

6. Was ist sein Lieblingsfach in der Schule?

7. Welche Hobbys hat er?

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



Hello, my name is Olivia!

1 Read the short texts.



Olivia:

Hello, my name is Olivia. I live in Germany, in Berlin. I like the mountains.

Anand:

I'm eleven years old and I live in London. My dad is from India. I love playing football.

Jamie:

Hi, I'm Jamie. I have got a brother. He is nine years old. We live on a farm in Ireland. I like playing computer games.

Susan:

Hello, I am Susan and I'm ten years old. I'm from England, from Brighton. My favourite food is spaghetti.

Here is help: mountains: *Berge*
farm: *Bauernhof*

India: *Indien*
favourite food: *Lieblingsessen*



2 What do you know about Olivia, Anand, Jamie and Susan? Tell your friend. Write sentences in German.

Olivia wohnt in Berlin und mag Berge.

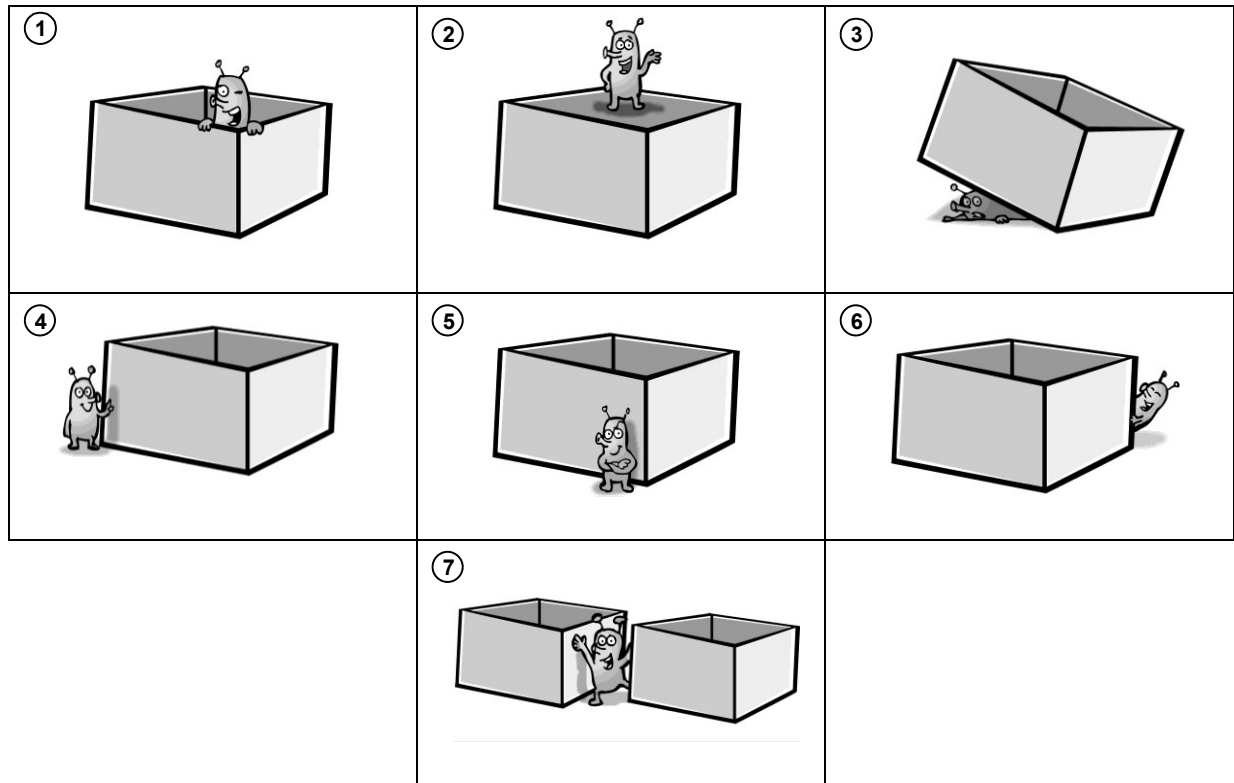
Anand ist elf Jahre alt. Er

Jamie

Susan

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 <u>in</u> 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 ☐



He or she?

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

My sister

Bob

Lisa

Henry

Dad

my brother

Mr Tailor

Sally

Mum

Mrs Miller



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 ☐

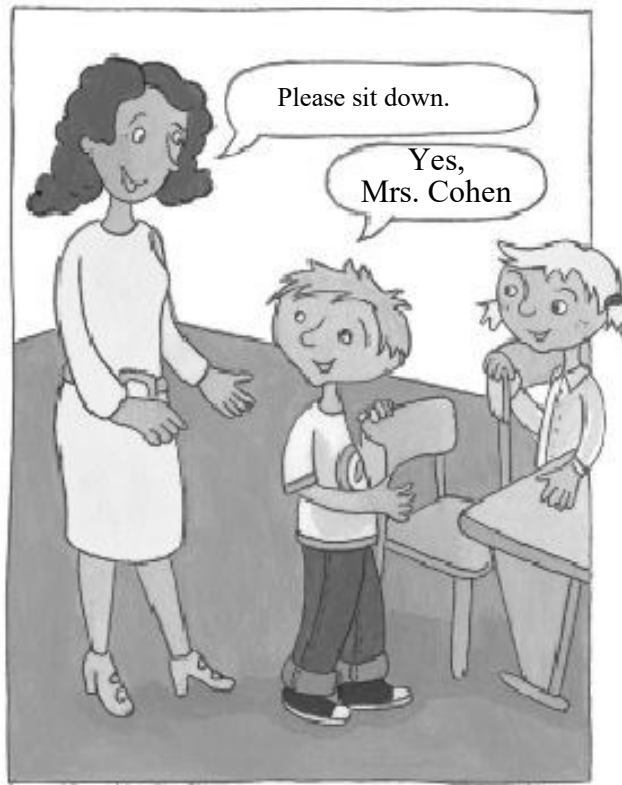
gut ☐

ein bisschen ☐

noch nicht so gut ☐

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 ☐

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.

- a) Who are the people in the picture? Can you find David?
Can you find his mum and dad? Can you see Uncle Paul?
- b) Who are the children in picture 2?
- c) Where are they? Are they at school? Are they at David's home?
- d) 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 _____.

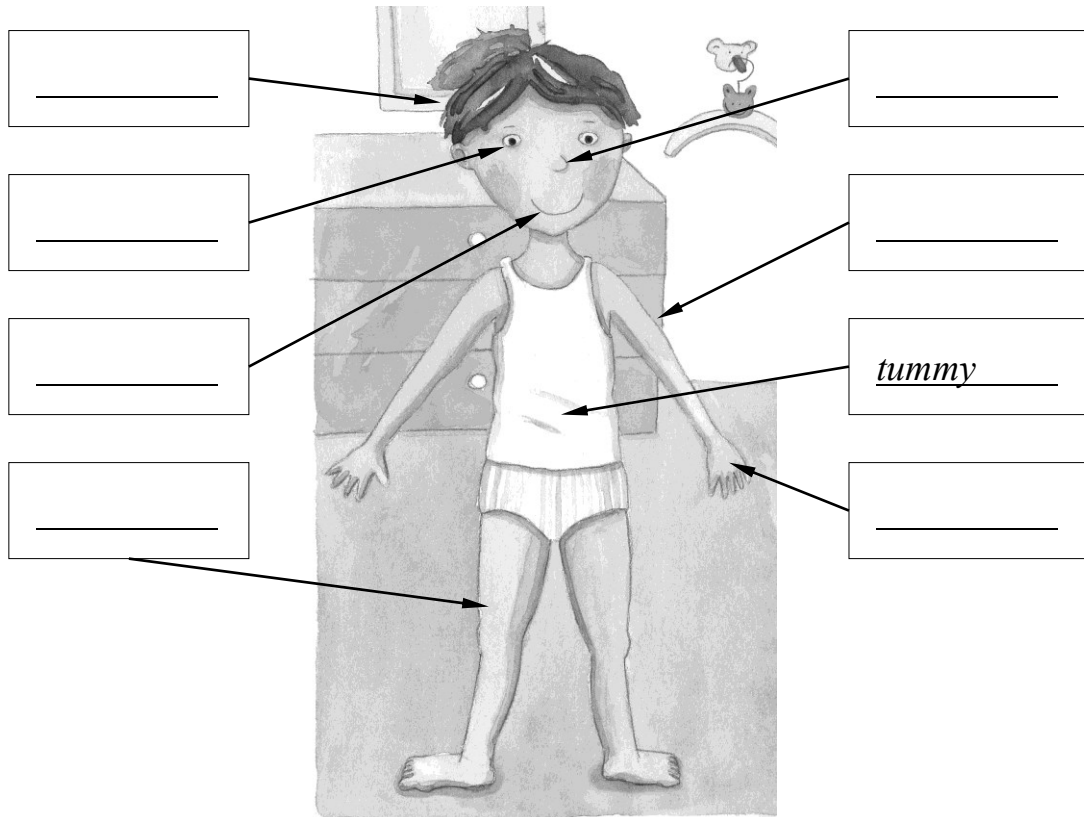
2 What are the names of the guests of his party?

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*

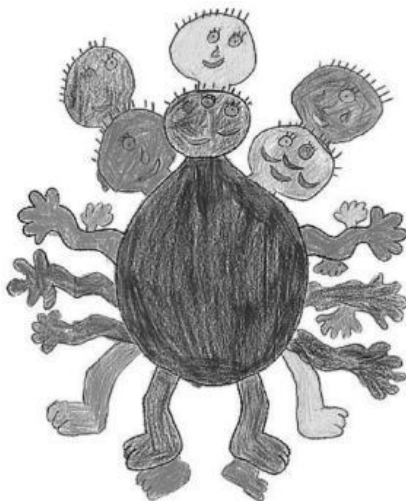
funny: *lustig*

mouth: *Mund*

day: *Tag*

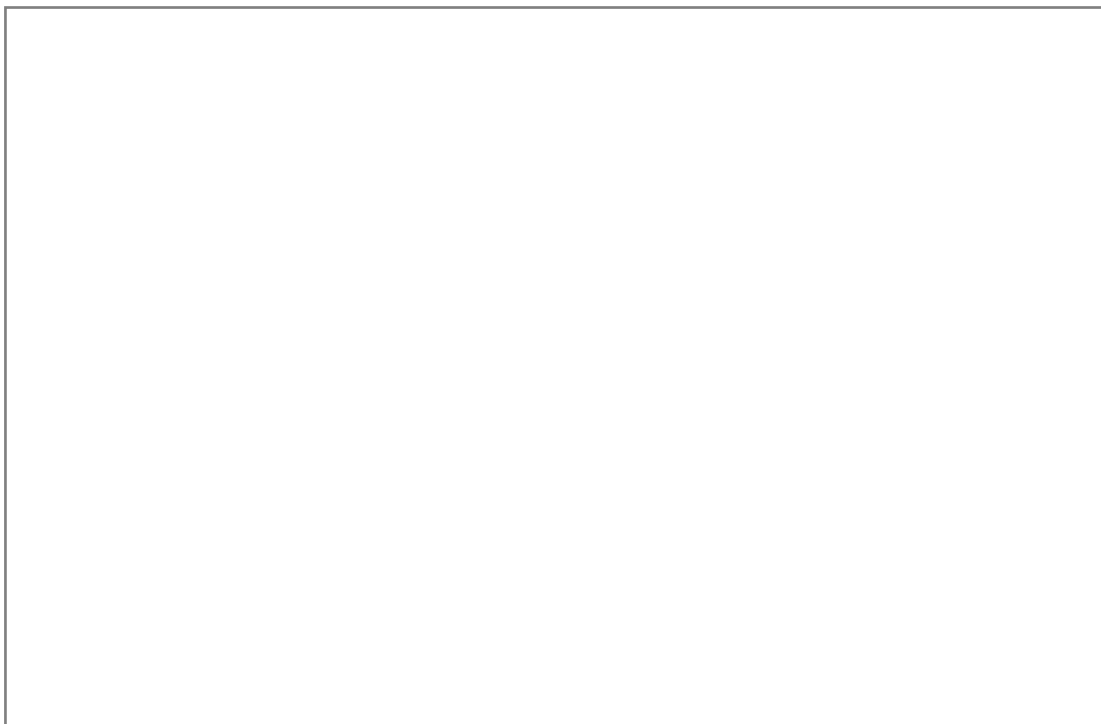
bad: *schlecht, böse*

- 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.



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 ☐