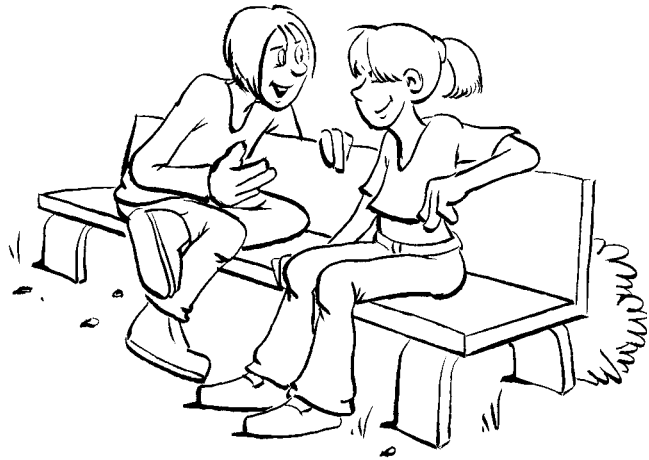




Can you do it?

4. **Circle the correct form of "to be".**

- a) Sam *are / is / am* good at soccer.
- b) Betty and Sue *is / am / are* best friends.
- c) I *is / are / am* German.
- d) My mum *am / are / is* at home.
- e) Jenny and I *am / are / is* at the same school.
- f) The cat *are / is / am* in the garden.
- g) Your family *is / are / am* nice.
- h) Susan *are / is / am* in the hockey team.
- i) Our school *am / is / are* modern.



5. **Write negative sentences in your exercise book.**

- a) Betty / 11
- b) The library / new
- c) My parents / at home
- d) The dog / brown
- e) The teacher / friendly
- f) I / English

6. **Fill in the correct form of "be".**

My school _____ St. James School. It _____ an old school.

Sam and Betty _____ my friends. We _____ in class 5.

Our school has got a big sports hall. We can play hockey there.

I _____ very good at hockey. Betty _____ not so good.

Sam _____ good at soccer. Mr Davis and Mrs Grey _____ my favourite teachers.

Mr Davis _____ the English teacher and Mrs Grey _____ the German teacher.

They _____ not very old. I _____ very happy at my school.

A day with my friends at school _____ never boring.

7. **Write the questions in your exercise book.**

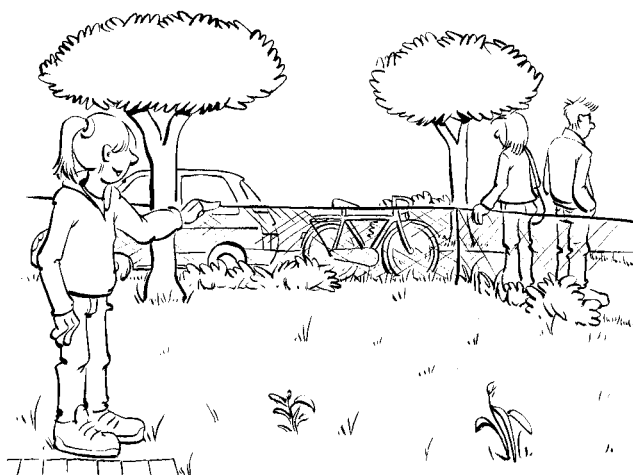
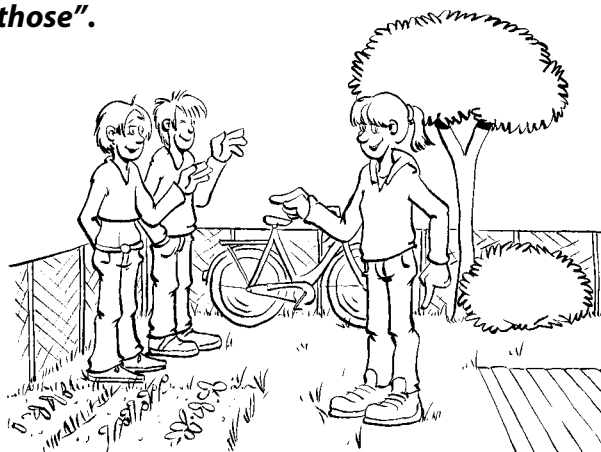
- a) you / from England?
- b) he / your best friend?
- c) Sam and Sue / in your class?
- d) Mrs Grey / the teacher?
- e) Betty / good at hockey?
- f) the library / modern?



5/Grammar

1. Look at the picture and fill in "this, that, these and those".

- a) _____ here are my trainers.
- b) _____ is our garden.
- c) _____ are my friends.
- d) _____ here is my bike.



- e) _____ are Dan's friends.
- f) _____ is the Richards' car.
- g) _____ are Betty's cats over there.
- h) _____ is Sam's bike over there.

Wichtig: Sprichst du über Dinge, die nah bei dir sind, so benutzt du **'this'** (für die Einzahl) und **'these'** (für die Mehrzahl).
Signalwörter sind: **'here / next to me'**

Sprichst du über Dinge, die weiter entfernt sind, so benutzt du **'that'** (für die Einzahl) und **'those'** (für die Mehrzahl).
Signalwörter sind: **'there / over there'**

2. Fill in "a/an".

- | | | |
|------------------------|---------------------------|----------------------|
| a) _____ exercise book | b) _____ elephant | c) _____ ruler |
| d) _____ old pen | e) _____ car | f) _____ ball |
| g) _____ book | h) _____ apple | i) _____ orange ball |
| j) _____ nice uniform | k) _____ interesting book | l) _____ felt tip |

Wichtig: Im Englischen gibt es den unbestimmten Artikel **'a / an'**.
 Wenn ein Wort im Englischen mit einem Vokal „a, e, i, o, u“ beginnt, dann benutzt man als unbestimmten Artikel **'an'**. Dadurch erleichtert sich die Aussprache.

Bsp. a tree an apple
 a cup an elephant

Achtung: the old book an old book

Hier beginnt „book“ zwar nicht mit einem Vokal, aber das Wort „old“ direkt hinter dem „an“ schon. Es kommt also immer darauf an, welches Wort nach dem unbestimmten Artikel steht.



2. Read the text about the monster, then draw the monster.

The monster has got four long arms. Two arms are red, two arms are green.

On each hand the monster has got six fingers.

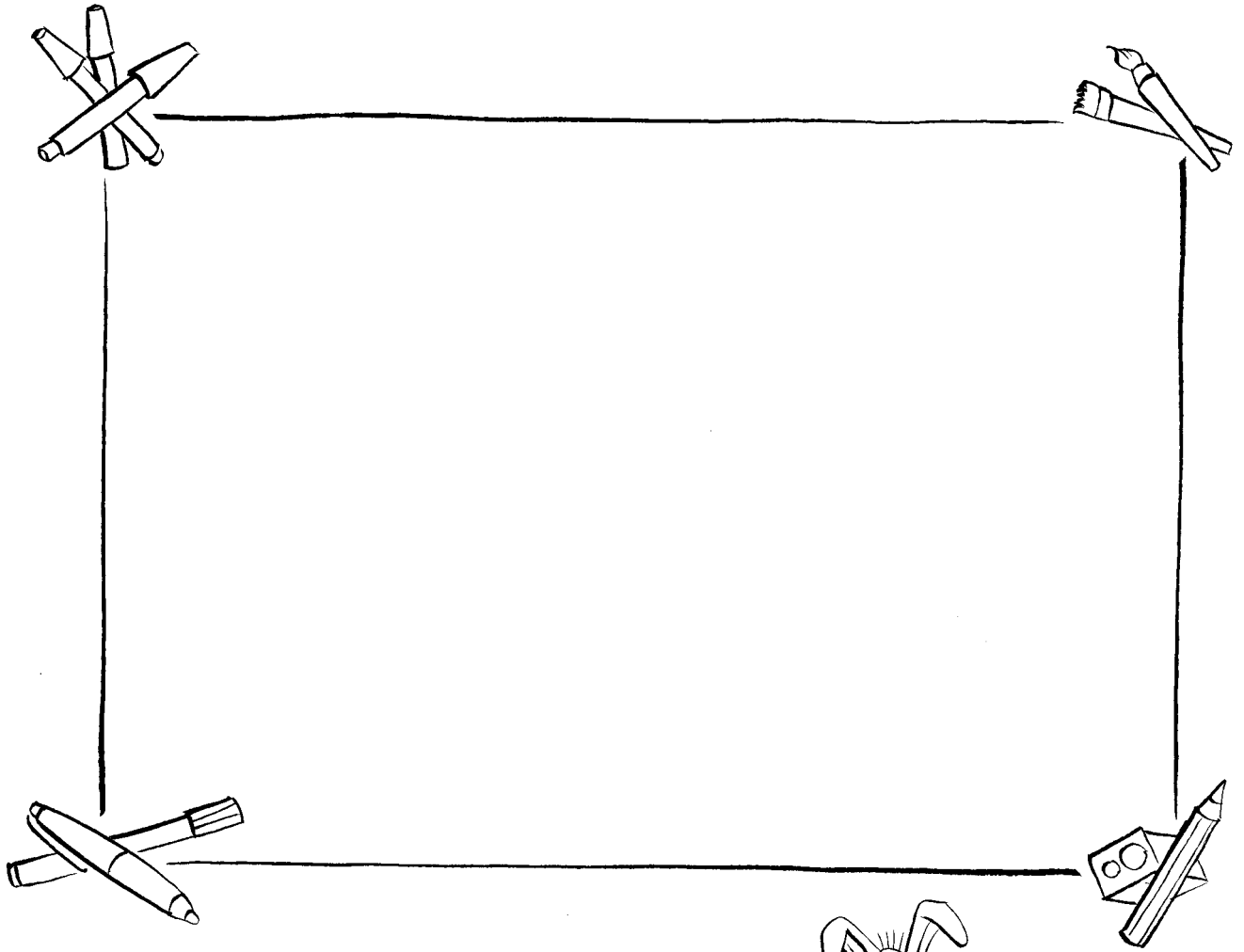
It has got five legs. Three legs are yellow, two legs are blue. The feet are brown and on each foot there are three toes.

The monster's body is pink. The belly button is black.

On its head the monster has got one big ear and one small ear. The ears are orange.

The monster has got one big green eye in its yellow face. The nose is small, round and green.

The mouth is big and open. You can see the monster's long, sharp, brown teeth. The monster has got a red tongue and on its head the monster has got six long blue hairs.



3. Look at the monster. It has got a funny body.

Describe the monster.

Write sentences like this:

The monster has got three arms. ...





6/Vocabulary

Nr. 1

- | | |
|------------|----------------|
| ① head | ② neck |
| ③ shoulder | ④ arm |
| ⑤ elbow | ⑥ hand |
| ⑦ finger | ⑧ chest |
| ⑨ stomach | ⑩ belly button |
| ⑪ bottom | ⑫ leg |
| ⑬ knee | ⑭ foot |
| ⑮ toe | ⑯ face |
| ⑰ eye | ⑱ nose |
| ⑲ ear | ⑳ mouth |
| ㉑ tongue | ㉒ tooth |

Nr. 2

Hier kommt es darauf an, dass das Bild der Kinder den Anweisungen des Textes entspricht.

Nr. 3

Hier kommt es auf die richtige Satzstruktur und die richtige Schreibweise der Vokabeln an.