

Didaktische und methodische Hinweise

Die präsentierten Bände dienen der Vermittlung, Festigung und Überprüfung elementarer Grundkenntnisse der englischen Sprache. Je nach Bedarf oder Wunsch lassen sich die Bände ganz oder in Auszügen (Schwerpunkte daraus bzw. einzelne Seiten) verwenden. Die Werke eignen sich in kompletter Form für Schülerinnen und Schüler im herkömmlichen Unterricht sowie im Rahmen der Wochenplansarbeit und Freiarbeit. Sowohl für einzelne Schülerinnen und Schüler als auch für die gesamte Klasse können die direkt einsetzbaren Vorlagen benutzt werden.

Einerseits sind die Arbeitsblätter gewöhnlich schnell überschaubar, zum anderen bieten sie genügend Platz für schriftliche Eintragungen. Die Schülerinnen und Schüler benötigen dafür keine weiteren Einzelblätter, Schreibblöcke oder Hefte. Auf vielen Arbeitsblättern werden als Hilfestellung beispielsweise Satzanfänge oder ungeordnete Lösungshinweise vorgegeben.

Im Anschluss an die Arbeitsblätter gibt es in jedem Band zwei Leistungskontrollen, die im Unterricht als Tests oder Klassenarbeiten eingesetzt werden können. Dabei können jeweils 100 Punkte erzielt werden.

Im Anhang zum Band sind die Lösungen zu den einzelnen Arbeitsblättern und Leistungskontrollen aufgelistet. Ideal ist es, wenn der Lehrer/die Lehrerin den Schülerinnen und Schülern die Gelegenheit gibt, ihre Antworten selbst im Anhang zu überprüfen.

Genug der Vorbemerkungen! Die folgenden Materialien sprechen für sich, sodass ganz bewusst auf weitere didaktische und methodische Anmerkungen verzichtet wird. Letztlich bleibt es den Lehrerinnen und Lehrern überlassen, welche der hier vorgestellten Materialien sie in den Unterricht aufnehmen.



1

All about you

Exercise 1: Translate the 20 characteristics into German. Look at yourself. How is your character like? Mark it with a cross.

a) attractive =

b) vain =

c) clever =

d) tidy =

e) friendly =

f) polite =

g) fair =

h) helpful =

i) reliable =

j) hard-working =

k) honest =

l) reserved =

m) shy =

n) sensitive =

o) romantic =

p) curious =

q) breve =

r) amusing =

s) jolly =

t) wild =

not 1	a little 2	unde- cided 3	much 4	very much 5

Exercise 2: What do your classmates and friends think about you?

2 Feelings

Feelings attend us. You can have good and bad feelings.

Exercise 1: Which of the following feelings are good and which of them are bad?

happy - sad - nervous - funny - lucky - proud - bored - in love - angry - disappointed

good feelings:

bad feelings:

Exercise 2: Write down another two good and bad feelings.

good feelings: bad feelings:

Exercise 3: What is your "feeling factor" at this moment?



My feeling factor is _____.

Explain your feeling: I feel _____

Exercise 4: When do you have good feelings? Give 3 examples.



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2 Feelings

Exercise 5: When do you have bad feelings? Give 3 examples.



Exercise 6: Imagine, you have bad feelings. What could you do to feel better?

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Exercise 7: "A person without any feelings." – What does it mean?



Exercise 8: What is the opposite of feeling?
Answer in a complete sentence.

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Life is like a roller coaster. You have good times, but you also have bad times.

Exercise 1: Which people causes you troubles?

Sometimes I have troubles with ...

Exercise 2: Do you have any problems at the moment? Did you have any problems in the past?

At the moment I have ...

In the past I ...

Exercise 3: Describe a problem.

Exercise 4: What can you do if you have a problem?

- You can talk to ...
- You can cry ...
- You can listen to ...
- You can play ...
- You can go ...

What do you do if you have a problem?

Differences between girls and boys

Exercise 1: Which of the following attributes are typical for girls and which of them are typical for boys? Fill in and translate into German.

work harder at school - are heavier - pay more attention to their clothes - are more romantic - are more aggressive - are stronger - are taller - cannot give birth to babies - can run faster - cause more troubles - get better marks at school - have a clitoris - have a penis - have a vagina - have a womb - have egg cells - have longer hair - have more muscles - have sperm - have testicles - have breasts - love dancing - play football - use less cosmetics - ...

Girls	Boys
 _____	 _____

Exercise 2: Do you know more differences between girls and boys?
Write down:



Exercise 1: Describe: What do you see in the picture? What could be the situation? What do the boy and the girl talk about?



a) In the picture you see

b) The girl

c) The boy

d) They

e) The says:

f) The answers:

g) Behind the girl

h) On the right side of the picture

i) The dog

j) In the sky the sun

6 The boy/girl of my dreams



Exercise 1: Complete the sentences.

- a) Her/His name is ...
- b) He/She comes from ...
- c) His/Her hair is ...
- d) The colour of his/her eyes ...
- e) He/She has (got) ...
- f) His/Her figure is ...
- g) He/She wears ...
- h) Our hobbies are ...
- i) We don't like ...
- j) The nickname of my darling is ...
- k) I call my darling ...
- l) We want to ...

Exercise 2: Write down more informations about the person of your dreams.

Looking for a boyfriend/girlfriend



Exercise 1: a) How should your boyfriend/girlfriend look like?

My boyfriend/ girlfriend should ...

b) Where can you meet a boyfriend/girlfriend?

You can meet ...

c) How are you dressed if you are looking for a boyfriend/girlfriend?

I wear ...

d) What can you say if you are interested in a boy/girl?

You can say ...

e) What could you do with a boy/girl?

You could ...

f) What present could you give to your boyfriend/girlfriend?

You can give ...

g) How can you say goodbye to a boyfriend/girlfriend?

You can say ...

Exercise 1: Translate the following phrases into German. This might be the start of a conversation.



a) 'Excuse me, can you help me?'



b) 'Can you tell me what time it is?'



c) 'Are you here for the first time?'



d) 'Would you like a drink?'



e) 'Would you like to dance?'



f) 'Do you have a little time for me?'



g) 'You have got beautiful eyes!'



h) 'May I see you again?'



i) 'May I ask you for your telephone number?'



j) 'Would you like to go for a walk?'