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## Zu dieser Mappe

Die vorliegenden Kopiervorlagen bieten sich für eine schnelle Unterrichtsvorbereitung an: Sie ermöglichen eine schnelle Auswahl der Lehrplanthemen und sind ohne lange Vorbereitungszeit einsetzbar. Zu jedem Themenaspekt gibt es eine **Einstiegsseite** und **drei Arbeitsblätter mit je einer Differenzierungsstufe**. Für eine **selbstständige Lösungskontrolle** durch die Schüler werden im hinteren Teil der Mappe alle Arbeitsblätter mit Lösungseinträgen bereitgestellt. Sie können die Schüler entweder selbst wählen lassen, welche Differenzierungsstufe sie bearbeiten möchten oder Sie geben je nach Leistungsstand individuell vor, welche Aufgaben gelöst werden sollen.



Einstiegsseite



Niveaustufe 1 (leicht)



Niveaustufe 2 (mittel)



Niveaustufe 3 (schwer)

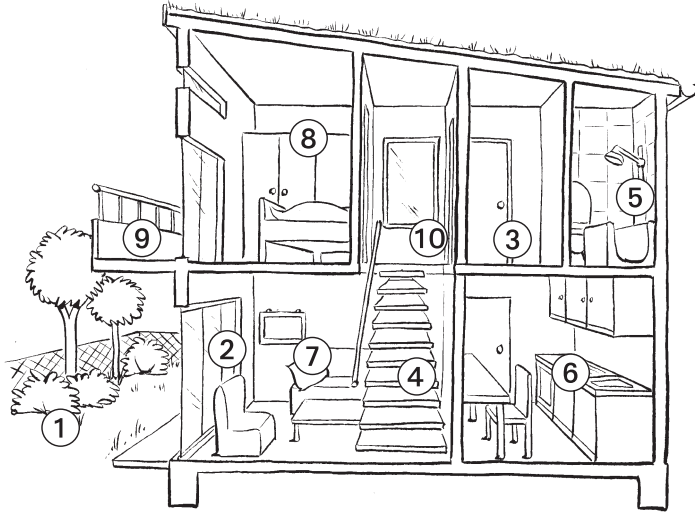


# At home – Einstieg



Let's look around the house.

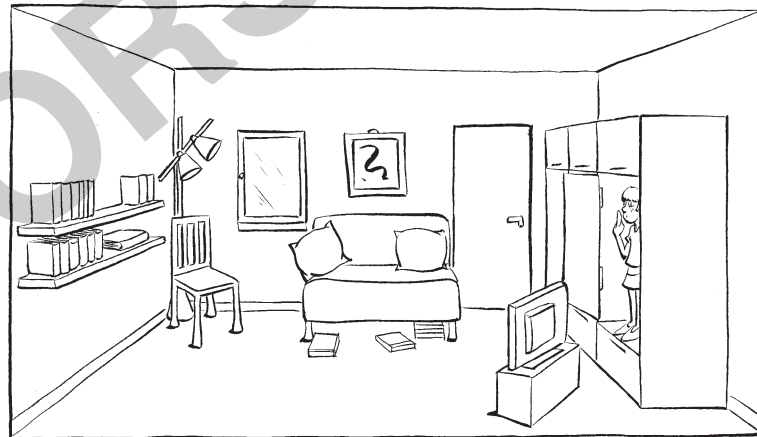
1 Match the words from the box with the numbers.



- hall    window    kitchen
- bedroom    garden    door
- living room    balcony
- stairs    bathroom

① _____	② _____
③ _____	④ _____
⑤ _____	⑥ _____
⑦ _____	⑧ _____
⑨ _____	⑩ _____

2 Where are the things in the room? Circle the right prepositions.



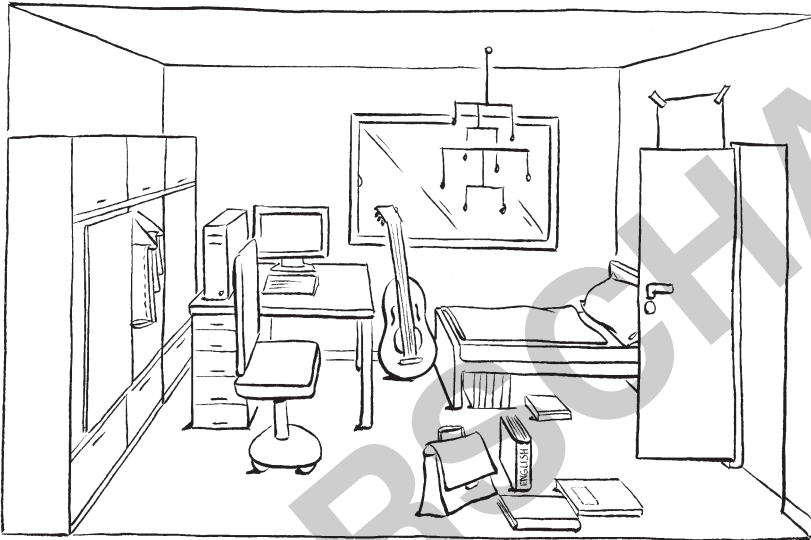
- a) The sofa is *between* / *next* the door and the window.
- b) The CDs are *under* / *on* the sofa.
- c) The cupboard is *on* / *next to* the door.
- d) The books are *under* / *on* the bookshelf.
- e) The TV is *in front of* / *behind* the cupboard.
- f) The lamp is in the corner *between* / *behind* the chair.
- g) The girl is hiding *on* / *in* the cupboard.



**1 The letters are mixed up. Match the mixed letters with their right meaning.**

- |             |          |
|-------------|----------|
| a) hciar    | sofa     |
| b) ofas     | table    |
| c) bacpudor | shelf    |
| d) edb      | poster   |
| e) batle    | bed      |
| f) stoper   | computer |
| g) mupcotre | chair    |
| h) heslf    | cupboard |

**2 Fill in the right prepositions. The words in the box will help you!**



on      under  
 in      next to  
 between      behind  
 in front of

- a) Betty's computer is \_\_\_\_\_ the desk.  
 b) Her jeans are \_\_\_\_\_ the cupboard.  
 c) The CDs are \_\_\_\_\_ the bed.  
 d) The chair is \_\_\_\_\_ the desk.  
 e) Her guitar is \_\_\_\_\_ the bed and the desk.  
 f) Betty's schoolbooks are \_\_\_\_\_ the schoolbag on the floor.  
 g) There is a poster \_\_\_\_\_ the door.

**3 What is in your room?**

**Write in your exercise book like this:**

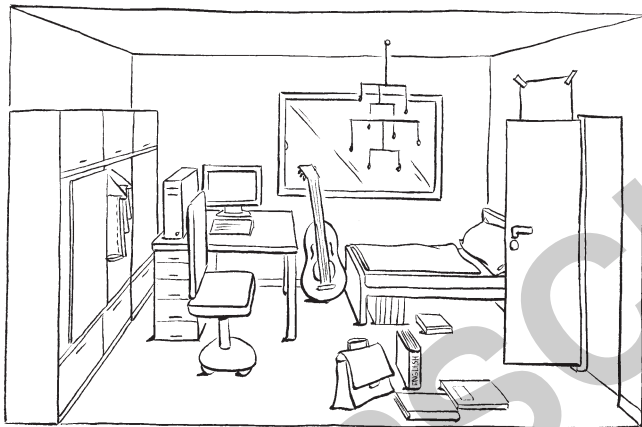
*In my room there is/are ... on/under ...*



**1 Match the German word with the English translation.**

- |          |       |          |
|----------|-------|----------|
| Stuhl    | _____ | sofa     |
| Poster   | _____ | table    |
| Bett     | _____ | shelf    |
| Schrank  | _____ | poster   |
| Tisch    | _____ | bed      |
| Computer | _____ | computer |
| Regal    | _____ | chair    |
| Sofa     | _____ | cupboard |

**2 Finish the sentences about Betty's room. Use in/on/under/next to/between/behind/in front of.**



- a) Betty's computer is \_\_\_\_\_.
- b) Her jeans are \_\_\_\_\_.
- c) The CDs are \_\_\_\_\_.
- d) The chair is \_\_\_\_\_.
- e) Her guitar is \_\_\_\_\_.
- f) Betty's schoolbooks are \_\_\_\_\_.
- g) There is a poster \_\_\_\_\_.

**3 Write a short text in your exercise book.**

a) about your room

In my room I have got ...  
In my room there is / are ...

b) about your house

In our house we have got ...  
in our house there is / are ...

# to be – Einstieg



To be or not to be...?

1 Fill in the correct form of *to be*. Use *is* (3x) / *are* (4x) / *am* (1x).

pronoun	long form of <i>be</i>	short form of <i>be</i>	Pronomen	Form von „sein“
I	<i>am</i>	<i>I'm</i>	ich	<i>bin</i>
you			du	
he		<i>he's</i>	er	
she			sie	
it			es	
we		<i>we're</i>	wir	
you			ihr	
they			sie	

**Wichtig:** Im Englischen gibt es nur 3 Formen des Verbs *be* (sein): *am* / *is* / *are*.  
 Du kannst dir das also leicht merken!  
 Du kannst bei allen eine lange Form und eine kurze Form bilden:  
 I am – I'm                      he is – he's                      we are – we're

2 Put the negative sentences in the correct order.

- a) Carol / not / from Berlin / is.    b) am / I / English / not.    c) not / are / we / in class 10.

who?	be	not	what?
a) Carol	is	not	from Berlin.
b)			
c)			

**Wichtig:** Wenn du sagen willst, was etwas oder jemand **nicht** ist (Verneinung), fügst du *not* hinter die Form von *be*.

3 Put the questions in the correct order.

- a) Betty / from London / is?    b) you / are / German?    c) the school / is / modern?

be	who?	what?
a) Is	Betty	from London?
b)		
c)		

**Wichtig:** Um eine Frage zu stellen, musst du nur **Subjekt** und **Prädikat** vertauschen.

Bsp. **Betty** is a girl.  
Is **Betty** a girl?



**1 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.



**2 Fill in the negative forms of to be: isn't, aren't or am not.**

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

**3 Fill in the right form of to be: am, is or are.**

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.

**4 Write the questions.**

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



Can you do it?

**1 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.



**2 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

**3 Fill in the correct form of to 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.

**4 Write the questions.**

- 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?  
\_\_\_\_\_

# have got / has got – Einstieg



What have you got? What haven't you got?

**1 What have the children got? Fill in *have got* / *has got*.**

- a) Cathy and Dan \_\_\_\_\_ a big room.
- b) Sue \_\_\_\_\_ a hamster.
- c) The Richards \_\_\_\_\_ a nice house.
- d) Dave \_\_\_\_\_ two brothers.

**Wichtig:** Du benutzt **have got** um zu sagen, was jemand hat.  
Auch hier gilt bei der 3. Person Singular die Regel:  
**He, she, it – the 's' with it**

I	have got
you	have got
he / she / it	<i>has got</i>
we	have got
you	have got
they	have got

**2 What haven't they got? Fill in *haven't got* / *hasn't got*.**

- a) Dan \_\_\_\_\_ a brother or a sister.
- b) Jenny and her sister \_\_\_\_\_ a double bedroom.
- c) The children \_\_\_\_\_ lessons on Saturdays.
- d) The cat \_\_\_\_\_ a basket in the kitchen.

**Wichtig:** Um zu sagen, was jemand nicht hat, fügst du **not** zwischen *have / has* und *got*.  
Bsp. I have \_\_\_\_\_ got a sister.  
I have **not** (haven't) got a sister.  
She has \_\_\_\_\_ got a pencil.  
She has **not** (hasn't) got a pencil.

**3 Have they got it? Fill in *have got* / *has got* for a question.**

- a) \_\_\_\_\_ Cathy \_\_\_\_\_ a nice room?
- b) \_\_\_\_\_ Betty and Sue \_\_\_\_\_ a tree house?
- c) \_\_\_\_\_ the hamster \_\_\_\_\_ a big cage?

**Wichtig:** Um zu erfragen, ob jemand etwas hat, musst du das **Subjekt** zwischen have/has und got stellen.  
Bsp. **Sue** has got a dog.  
Has **Sue** got a dog?

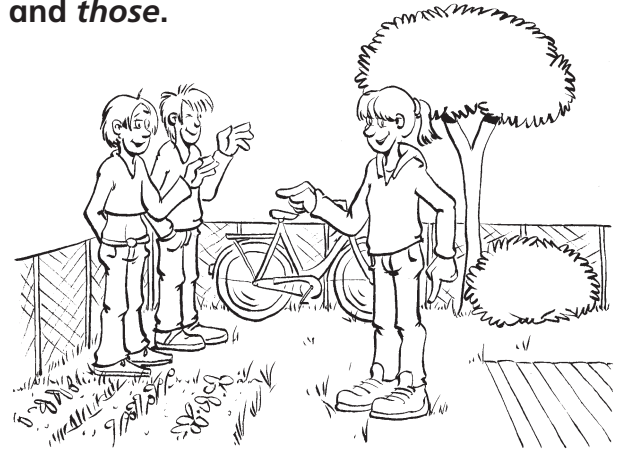
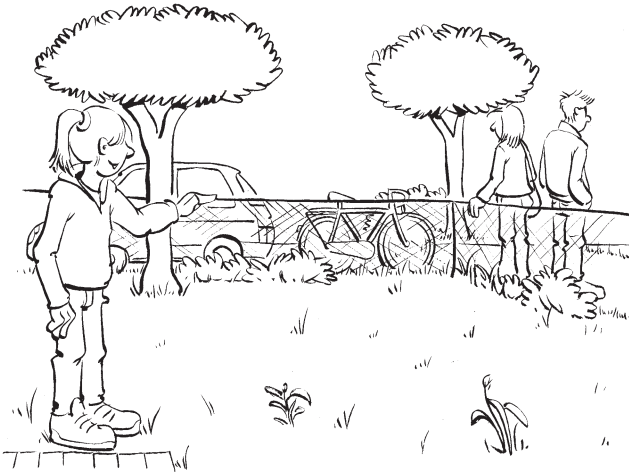


# Demonstrative pronouns and the indefinite article – Einstieg



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 Richard's 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 **a**pple  
a cup an **e**lephant

**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 unmittelbar nach dem unbestimmten Artikel steht.



**1 Underline the right simple present form.**

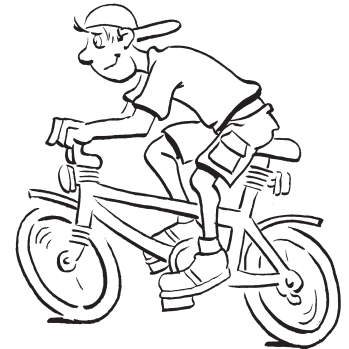
- a) Mrs Grey *teach* / *teaches* Maths at school every day.
- b) Sally the cat *eats* / *eat* a mouse every morning.
- c) Cathy and Sue *play* / *plays* games in the afternoon.
- d) Dave *does* / *do* his homework at 5 o'clock.
- e) Dan always *read* / *reads* a comic before he goes to bed.
- f) The Richards *ride* / *rides* their bikes on Sundays.
- g) My sister and I *eat* / *eats* cornflakes for breakfast.
- h) She *go* / *goes* shopping every Friday.

**2 Which sentence is right? Tick ✓ it.**

- |   |  |
|---|--|
| a) Sue often plays hockey. <input type="checkbox"/>           | b) Dave gets up at 4 o'clock never. <input type="checkbox"/>     |
| Sue play often hockey. <input type="checkbox"/>               | Dave never gets up at 4 o'clock. <input type="checkbox"/>        |
| c) Cathy goes sometimes ice skating. <input type="checkbox"/> | d) Sam rides his bike always to school. <input type="checkbox"/> |
| Cathy sometimes goes ice skating. <input type="checkbox"/>    | Sam always rides his bike to school. <input type="checkbox"/>    |

**3 Make negative sentences. Which form is right? Cross out the wrong one.**

- a) The friends *don't meet* / *doesn't meet* in the park.
- b) The Richards *don't live* / *doesn't live* in London.
- c) Dave *don't watch* / *doesn't watch* a quiz show.
- d) Cathy *doesn't play* / *don't play* chess in the chess team.
- e) Betty *don't listen* / *doesn't listen* to pop songs.
- f) Susan *doesn't play* / *don't play* basketball.
- g) The children *don't go* / *doesn't go* to the cinema.



**4 What do the children do? What don't they do? Write sentences in your exercise book like this: Betty plays hockey. Betty doesn't play soccer.**

children	☺	☹ → doesn't/don't
Betty	play hockey	play soccer
Betty and Cathy	sing hip hop songs	sing pop songs
Ben	read comics	read books
Dave and Sam	do card tricks	do their homework
Sue	eat lunch at school	eat lunch at home
The Richards	live in a house	live in a flat

**5 Now you! What do you do? What don't you do? Write 5 sentences in your exercise book. Here are some ideas: sports – hobbies – favourite subject**



1 Look at the picture. What are they doing?



A woman		listening to music.	_____
A boy		running.	_____
A girl	is	sleeping.	_____
Two boys	are	reading.	_____
A man		playing soccer.	_____
A girl		walking the dog.	_____

2 Look at the picture in 1 again.

a) Write questions for your partner in your exercise book. Many different solutions are possible: **Are the boys eating ice cream?**

Are	the woman	sleeping?
Is	the boy	eating ice cream?
	the boys	playing chess?
	the man	playing the guitar?
	the girl	singing?

b) Answer your partner's questions. Write your answers in your exercise book.

3 Circle the right negative form of the present progressive.

- Sue *isn't reading / aren't reading* a book.
- Dan *aren't doing / isn't doing* his homework.
- The children *isn't meeting / aren't meeting* in the park.
- Betty and Cathy *aren't playing / isn't playing* hockey.
- The dog *isn't sleeping / aren't sleeping* in the garden.
- I *am not writing / isn't writing* a postcard.