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VOCABULARY & LANGUAGE ACTION SHEETS

Kopiervorlagen mit Lösungen



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English G Access · Band 1

Vocabulary & Language Action Sheets

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Dieses Heft enthält 27 Kopiervorlagen:

- **12 Vocabulary Action Sheets (+ Lösungen)**
- **15 Language Action Sheets (+ Lösungen)**

Vocabulary Action Sheets (VAS):

Sichere Wortschatzkenntnisse sind nur zu erreichen, wenn die eingeführten und „gelernten“ Wörter und Wendungen regelmäßig wiederholt, geübt und kontrolliert werden. Die VAS ermöglichen – unitweise – eine motivierende Beschäftigung mit dem erlernten Wortschatz: Die Schülerinnen und Schüler (S) entschlüsseln die einzusetzenden Vokabeln mithilfe von Kurzdefinitionen, vervollständigen kurze Beispielsätze, üben Wortschatz nach Wortfeldern, suchen Gegensatzpaare, versprachlichen Bilder. Auf diese Weise wird der zu beherrschende Wortschatz besser vernetzt und gespeichert, als es durch die alleinige Beschäftigung mit den Vokabellisten des Schülerbuches geschehen kann.

Zu *Here we go* und den Units des Schülerbuches **English G • Access 1** stehen jeweils zwei VAS mit dem größten Teil des produktiv zu beherrschenden Wortschatzes zur Verfügung.

Language Action Sheets (LAS):

Zu jeder Unit des Schülerbuches **English G • Access 1** werden zwei bis vier LAS angeboten, mit denen die S die zentralen grammatischen Strukturen erarbeiten und/oder festigen können. Jedes LAS beginnt mit einem Abschnitt, der die S auf eine oder mehrere Seiten im Schülerbuch **English G • Access 1** verweist. Mithilfe der genannten Stellen im Schülerbuch vervollständigen die S zunächst Sätze oder kurze Dialoge, die die zu erarbeitende grammatische Struktur enthalten. Je nach grammatischem Phänomen komplettieren die S anschließend Paradigmen, machen sich grammatische Bildungs- und Funktions-Regularitäten bewusst und vergleichen ggf. mit verwandten grammatischen Phänomenen. Dabei werden sie kleinschrittig angeleitet durch zweisprachige Arbeitsanweisungen zu den einzelnen LAS-Abschnitten. Jedes LAS endet mit einem Verweis auf den zugehörigen *Grammar File*-Abschnitt des Schülerbuches.

Die LAS können im Rahmen des flexiblen Grammatikkonzepts von **English G • Access** anstelle der *Looking at language*-Abschnitte des Schülerbuches zum Einsatz kommen (zu den Einsatzorten der LAS siehe die Inhaltsübersicht auf der nächsten Seite). Am Ende des Schuljahres halten die S eine selbst erstellte Elementargrammatik in Händen, die sie auch dann noch zum Nachschlagen und Wiederholen nutzen können, wenn sie ihre ausgeliehenen Schülerbücher zurückgegeben haben.

Vocabulary Action Sheets:

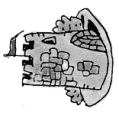
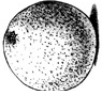
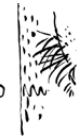
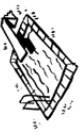
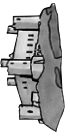
VAS	Einsatzort	VAS	Einsatzort
HWG 1	nach <i>Here we go</i>	3.1	nach Unit 3
HWG 2	nach <i>Here we go</i>	3.2	nach Unit 3
1.1	nach Unit 1	4.1	nach Unit 4
1.2	nach Unit 1	4.2	nach Unit 4
2.1	nach Unit 2	5.1	nach Unit 5
2.2	nach Unit 2	5.2	nach Unit 5

Language Action Sheets:

LAS	Thema	Einsatzort
1.1	Personal pronouns	Unit 1, S. 22
1.2	The verb <i>be</i> : long and short forms / statements	Unit 1, S. 22
1.3	The verb <i>be</i> : questions and short answers	Unit 1, S. 27
1.4	<i>can</i> („können“)	Unit 1, S. 32
2.1	The simple present: positive statements	Unit 2, S. 40
2.2	The simple present: negative statements	Unit 2, S. 45
3.1	The simple present: <i>Yes/No</i> -questions and short answers	Unit 3, S. 60
3.2	The simple present: Questions with question words	Unit 3, S. 65
4.1	The simple past of <i>be</i>	Unit 4, S. 83
4.2	The simple past: positive statements	Unit 4, S. 86
4.3	The simple past: negative statements	Unit 4, S. 89
4.4	The simple past: questions and short answers	Unit 4, S. 94
5.1	The present progressive: positive and negative statements	Unit 5, S. 106
5.2	The present progressive: questions and short answers	Unit 5, S. 110
5.3	Word order in sub-clauses	Unit 5, S. 114

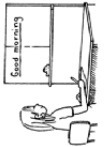
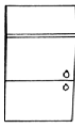
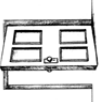
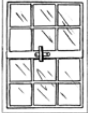
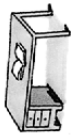
Lösungen VAS

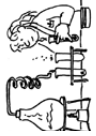
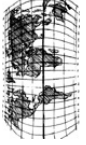
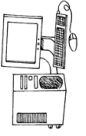
Lösungen LAS

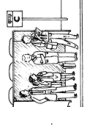
Numbers (1)	Colours	Questions	Animals (1)	Prepositions	Things in Plymouth	German/English
1 4	 b	W about you?	 b	Hi, I'm Silky. I'm f Plymouth.	 t	Willkommen in Plymouth. W Plymouth.
2 IO	 o	A you a seal?	 s	Plymouth is i England.	 s	Los geht's. H
3 I4	 r	Plymouth your hometown?	 r	Let's go t England!	 b	Folge mir. F
4 2	 y	W your name?	 c	Is Plymouth o the map?	 h	mein Lieblingstier f
5 8	 b	C you count to one hundred?	 r	There are lots o things in Plymouth.	 r	es gibt t t
6 I2	 b	are you from?	 r	Is Plymouth n London?	 p	Lass mich dir ... zeigen. L
7 3	 g	H old are you?	 h	Silky is a the Hoe.	 b	Ja, das stimmt. t
8 II	 p	Your name is Silky. A I right?	 r	It's time f English.	 c	Bis bald. s

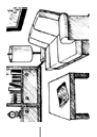
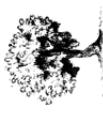
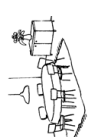
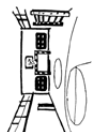
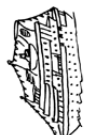
Vocabulary Action Sheet

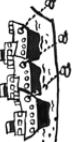
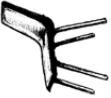
HWG 2

Numbers (2)	In a classroom	What we do	Animals (2)	Definitions	In a school bag	Context
1 40	 b _____	 p _____ things in a box	 _____	Red, green and blue are _____ s.	 s _____	Is Silky a boy or a _____ ?
2 55	 c _____	 g _____ our classmates a pen	 _____	2, 8, 68, 17 are _____ s.	 p _____	'Simon says' is a great _____ . g _____
3 15	 c _____	 c _____ to ten	 _____	12:15 and 9:30 are _____ s.	 r _____	My number is 7466 – that's seven four _____ six. d _____
4 87	 c _____	 m _____ our classmates	 _____	Seven days are a _____ .	 p _____	An ant has six _____ s.
5 66	 d _____	 o _____ our books	 _____	365 days are a _____ .	 e _____	Silky is ten – No, _____ . t _____ She's two.
6 18	 w _____	 t _____ to our teacher	 _____	Plymouth is a _____ .	 r _____	'Earfeig' is a _____ e word. s _____
7 39	 t _____	 g _____ to school	 _____	a photo a p _____	 p _____	Is Silky's song with _____ or _____ rhymes? w _____
8 100	 d _____	 s _____ things	 _____	a room in a school c _____	 g _____	E _____ day is great in Plymouth.

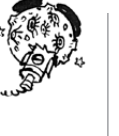
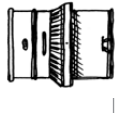
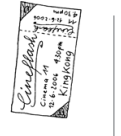
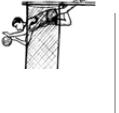
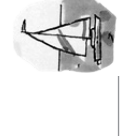
Times and days	Opposites (◀ ▶)	Subjects	Context	German/English	Pictures	What we do at school
1 time is it?	old –		Happy Now you're twelve.	einschlafen (to) <i>f</i>		<i>I</i> _____ a new language
2 It's 8	Hello –		Can you help me, _____?	Du bist zu spät.		<i>S</i> _____ words
3 It's 4	long –		<i>T</i> _____ for your help.	Tut mir leid.		<i>a</i> _____ and answer questions
4 It's 9	here – <i>t</i>		I'm from Plymouth. – Oh, Silky is from Plymouth <i>t</i> _____.	Ich weiß (es) nicht. <i>I</i> _____.		<i>r</i> _____ books
5 It's	(to) ask – (to) _____	$\begin{array}{r} 17 \\ 23+ \\ \hline \end{array}$	Black is a <i>d</i> _____ colour.	Versuch's mal. <i>H</i> _____.		<i>w</i> _____ with computers
6 the first day of the week <i>M</i>	(to) throw a ball – (to) _____ a ball		I can't _____ my homework! Where is it?	Pass auf! <i>w</i> _____!		<i>I</i> _____ the board
7 the third day of the week	I like – <i>I</i>		Sorry, but I don't <i>k</i> _____ the answer.	Wir sind fertig.		<i>k</i> _____ our classmates
8 the fourth day of the week	happy – <i>s</i>		Don't <i>f</i> _____ your homework again.	Was haben wir als Hausaufgabe auf? <i>homework</i> ?		<i>w</i> _____ in our exercise books

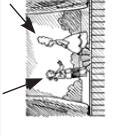
Months	The fourth word	What we do	German/English	Definitons	At school	Context
1 The first month of the year is _____.	he – his they – _____	 _____ yoghurt	die nächste Frage _____ _____	You live there. at <i>h</i> _____	 _____ <i>s</i> _____	Plymouth is a nice <i>p</i> _____.
2 The third month of the year is _____.	two – second three – _____	 _____ jeans	Freut mich, dich kennenzulernen. <i>N</i> _____.	a word for 'mother' <i>m</i> _____	 _____ <i>s</i> _____!	He isn't good, but he's the winner. I'm <i>s</i> _____!
3 Halloween is in _____.	mother – father sister – _____	 _____ a DVD	in der Schule _____ _____	a word for 'nice' <i>f</i> _____	have PE in the <i>g</i> _____	_____ colour is your workbook? – I think it's blue.
4 The month before July is _____.	man – men woman – _____	 _____ the bus	es gibt keine ... _____ _____ ...	60 minutes are an <i>h</i> _____.	 _____ <i>g</i> _____ of kids.	There aren't any girls in this <i>g</i> _____
5 The fifth month of the year is _____.	here – there this – _____	 _____ <i>a</i> _____	wir können nicht ... _____ _____ ...	not different <i>l</i> _____	short and long <i>b</i> _____	'My yoghurt is angry' is a <i>s</i> _____ sentence.
6 _____ has 28 days.	speak – speaker win – _____	 _____ in a town	gut sein in Kunst (to) be _____	all the time, without a break <i>a</i> _____	I have an <i>a</i> _____ at ten o'clock.	
7 The twelfth month of the year is _____.	things – what? people – _____?	 _____ <i>h</i> _____	in der Deanstraße 5 _____ _____	They have lots of boats. <i>the</i> _____	 _____ _____ can we start? – In five minutes.	
8 Sam's birthday is in _____.	they – them he – _____	 _____ our homework	Tante-Emma-Laden _____ _____	not big <i>l</i> _____	Geography <i>l</i> _____	We're finished. Let's go <i>b</i> _____ home.

Rooms	Prepositions	Pictures	Definitions	German/English	Food and drink	The fourth word
 _____	We have school at _____ 4 o'clock.	 _____	Fish live in it. W _____	vielleicht W _____	 _____	he – his it – _____
 _____	What's _____ lunch?	 _____	You can tell it. a S _____	nur, bloß O _____	 _____	cake – eat tea – _____
 _____	Come _____ the kitchen.	 _____	People wear them. C _____	oft O _____	 _____	two – people one – _____
 _____	There's music _____ the radio.	 _____	A kid plays with it. a T _____	natürlich, selbstverständlich O _____	 _____	he – him she – _____
 _____	Let's go _____ a walk.	 _____	People do it at night. (to) S _____	(hier) in der Nähe N _____	 _____	book – read TV – _____
 _____	The table is _____ the middle of the room.	 _____	divorced, or not married S _____	plötzlich, auf einmal S _____	 W _____	sport – do tea – W _____
 _____	Can you jump _____ the table?	 _____	(to) give animals food (to) F _____ them	Warum? W _____ ?	 _____	he – him we – _____
 _____	What do you do _____ the weekend?	 _____	You put it on a cake. C _____	einer Freundin eine SMS schicken (to) T _____ a friend	 _____	bed – sleep chair – _____

Things in a house	Opposites (↔)	What we eat	Families	German/English	Pictures	Context
 _____	upstairs – _____	in the morning: b _____	my dad's brother my _____	rennen, laufen (to) _____	 _____	I have a birthday p _____ for you.
 _____	big – _____	in the evening: d _____	His father is my dad's brother. my _____	denken, glauben (to) _____	 _____	What w _____ you like? – Tea, please.
 _____	(to) fall asleep – (to) _____	 _____	my mum's mother my _____	(mit)nehmen, (weg)bringen (to) _____	 _____	There's n _____ school on Sundays.
 _____	before – _____	 s _____	my dad's sister my _____	aussehen (to) _____	 h _____	Don't come in – go d _____!
 _____	he has time – he _____ time	 _____	Lewis and Lloyd are t _____	segeln gehen (to) _____	 _____	Let's go d _____ into the living room.
 _____	always – _____	 _____	My parents are d _____	springen (to) _____	 _____	Would you like a c _____ of tea?
 _____	hot – _____	 _____	Karen and Sam are w _____	erzählen (to) _____	 _____	Oh, no! Now we're in t _____!
 _____	(to) forget a name – (to) _____ a name	after lunch or dinner: d _____	Bill's grand- father is d _____	schreien, rufen (to) _____	 _____	I think t _____ we're finished.

What people do	Context	Pictures	Definitions	Activities (1) We do ...	The fourth word	Adjectives	German/English
 1	Here's <u>s</u> milk for the cat.		a short and very funny story: <u>i</u>	 <u>i</u>	hobby – hobbies life –	 She's	Wie geht's? <u>H</u>
 2	What's your hobby? – I <u>c</u> comics.		not too often: <u>s</u>	 <u>s</u>	yes – no (to) start – (to) <u>s</u>	Can I have some water? I'm <u>t</u>	Mittagszeit
 3	This is my dog. He's <u>c</u> Skipper.		(to) like something very much: (to) <u>i</u> something	 <u>a i</u>	John Taylor – name 14 New Street –	It's the best. It's <u>p</u>	Es geht um Emily. <u>I</u> Emily.
 4	Sorry, but I don't <u>a</u> German.		the sound of talking or singing: <u>v</u>	 <u>v</u>	thirsty – (to) drink – (to) sleep	 He's	Wie ist sie so? <u>w</u>
 5	Let's take our PE <u>k</u> and go to the gym.		You can watch it on TV. <u>p</u>	 <u>p</u>	in – the afternoon – Saturday afternoon	There's a ghost in the house! – That's <u>s</u> !	Freunde finden (to) <u>w</u>
 6	<u>t</u> a scone. They're really yummy.		12 o'clock pm: <u>w</u>	 <u>a i</u>	(to) sing – singer (to) travel –	His clothes are <u>w</u>	normalerweise, gewöhnlich
 7	She lives in a nice <u>a</u> of this town.		how old you are: your <u>a</u>	 <u>k</u>	people – (to) talk dogs – (to)	Can we meet at two o'clock? Are you <u>f</u>	Wie gefällt es dir? <u>How</u>
 8	I have an <u>i</u> ! Let's go skating.		a very young person: <u>c</u>	 <u>h</u>	afternoon – pm morning –	The film is <u>b</u>	Ich auch. <u>M</u>

Activities (2) We play ...	Opposites (◀ ▶)	What we do	Activities (3) We go ...	German/English	Pictures	Context	The fourth word
 1	loud – q	 l music	 s	sich etwas vorstellen (to) something	 i	Tell me more – I need more	someone – somebody everyone –
 the 2	old – y	s emails to our friends	 a	Na los, Dad! C Dad!	 f 2 pm 4 pm.	The club meets	address – (to) visit phone number – (to)
 3	(to) start work – (to) f work	 h voices	 a	Hör zu, Justin. Justin.	 a	Hurry up! We go now!	man – men child –
 the 4	in front of – b	i a club	 s	Finde jemanden, der ... Find ...	 r	Are you? Can we go?	€ – euro £ –
 5	all about me – h about me	v our friends in other towns	 s	Spaß haben (to)	 t	You can't swim here. The water is cold.	on – Monday – 2011
 the 6	outside –	s good food	 a	Was ist denn? What's?	 t	The potatoes smell OK, but they're really funny.	31 students – all of our class 12 students – p of our class
 7	do it now – do it /	a our friends to help us	 g	sich umdrehen (to) t	 m	I'm really tired. – Well, you work too	activity – activities diary –
 an i 8	into the house – the house	g the answer	 s	Ach, du bist es. Oh,	 s	I want to camera because I need money.	question – why? answer –

What we do	Context	Pictures	What I did yesterday	Parts of the body	At the sea	Adjectives	German/English
1  b _____ things	I need your help – can we do it t _____ ?	 _____	I g _____ up at 7 o'clock.	 _____	In my last h _____ I was at the sea.	My dog's ears are soft and s _____ .	Stell dir vor, Dad ... a _____ , Dad ...
2  s _____ at home	In German schools, a 2 is good, but a 2+ is b _____ .	 _____	I w _____ still very tired.	 _____	Devon is a c _____ with lots of beaches.	Be c _____ ! This dog can bite.	Wir konnten nicht zurückgehen. We c _____ go back.
3  s _____ points	Your p _____ is great – you sound very English!	 _____	I h _____ breakfast at 8 o'clock.	 _____	Our beach was one k _____ long.	 It's very s _____ .	auf dem Weg nach on _____
4  a _____ in a town	When you talk about last Friday, use the p _____ .	 l _____	Then I w _____ to school.	 _____	We made a castle of s _____ on the beach.	He has no money. He is really p _____ .	auf dem Strand umher a _____ beach
5  w _____ the bus	I'm so e _____ about the final!	 z _____	After school, I s _____ my friends.	 _____	I was happy to wear my new sh _____ .	 It's very h _____ .	Mir ist kalt.
6  u _____ a mobile phone	We played a _____ the best team.	 _____	We p _____ football in the park.	 _____	We also made sandwiches for a p _____ on the beach.	She has an elephant at home. – Really? Is that t _____ ?	Es tut mir leid wegen ... I' _____ ...
7  s _____	I think the man was b _____ forty and fifty.	 _____	My team w _____ , of course!	 _____	We also sailed to Ivy l _____ .	 It's not f _____ .	viel zu tun haben (to) _____
8  l _____ the house	The Barbican is one of the s _____ in Plymouth.	 _____	When I c _____ home, I was tired again.	 _____	Everyone in the boat had a l _____ .	This exercise wasn't too h _____ .	hinüber zu o _____

Our school paper	Opposites (↔)	What people do	The fourth word	German/English	Pictures	Context	What we did in our holidays
1 Our school paper is like a small <u>m</u> .	(to) push – (to) _____	<u>s</u> _____ 	(to) drink – thirsty (to) eat – _____	Handy		Do your homework <u>b</u> _____ you meet your friends.	We _____ <u>w</u> _____ up late in the morning.
2 It has lots of <u>n</u> about our school.	boring – <u>e</u> _____	<u>p</u> _____ their English 	water – much people – _____	einkaufen gehen (to) _____		Can I have <u>a</u> _____ scone? They're fantastic!	We _____ <u>w</u> _____ our friends.
3 <u>p</u> _____ 	(to) sell – (to) _____	<u>w</u> _____ too much 	this – these that – _____	mit dem Auto fahren (to) _____		Do you want more or do you have <u>e</u> _____ ?	We _____ <u>r</u> _____ our bikes.
4 <u>t</u> _____ 	You're right. – <u>y</u> _____	<u>w</u> _____ their arms 	(to) ride – a ride (to) visit – a _____	Wovon handelt die Geschichte? What _____ ? <u>s</u> _____		That T-shirt doesn't really <u>g</u> _____ your shorts.	We _____ <u>s</u> _____ in the sea.
5 <u>c</u> _____ 	dark eyes – <u>b</u> _____ eyes	<u>g</u> _____ nice presents 	match – matches half – _____	die fehlenden Wörter the <u>w</u> _____		My brother can't read – he's <u>o</u> _____ four.	We _____ <u>a</u> _____ good food.
6 <u>d</u> _____ 	(to) go down – (to) go _____	<u>s</u> _____ a boat 	summer – winter spring – _____ <u>a</u> _____	Hast du es verstanden? Did <u>y</u> _____ ?		Sue is hurt – her car <u>h</u> _____ another car this morning.	We _____ <u>w</u> _____ cards to our grandparents.
7 <u>o</u> _____ of the pages.	(to) get up late – (to) get up <u>e</u> _____	<u>s</u> _____ other people 	today – do yesterday – _____	sich etwas wünschen (to) <u>w</u> _____		Let's run <u>o</u> _____ the beach into the sea!	We _____ <u>w</u> _____ new friends.
8 Can you <u>t</u> _____ a good story for our school paper?	soft – _____	<u>d</u> _____ when they are old 	mum & dad – parents grandma & grandpa – _____	Hat es Spaß gemacht? Was _____ ?		Don't ask so many questions – <u>i</u> _____ do it!	We _____ <u>w</u> _____ very happy!

	What people do	Opposites (◀ ▶)	By the sea	Context	German/English	Pictures	Prepositions
1	 h _____ under the bed	cheap – _____	 _____	She knows a lot – she's really c _____.	wichtig _____	 _____	We have a house b _____ the sea.
2	 s _____	good – _____	 h _____	The aquarium is very i _____ – there's a lot to see.	Schlafparty _____	 t _____	She likes all kinds _____ films.
3	 f _____	everybody – _____	 _____	We didn't have a big lunch – just a s _____.	I bin dran. l _____.	 s _____	Sorry, but I don't agree _____ you.
4	 c _____ their emails	poor – _____	 c _____	I'm sad that my holidays a _____.	endlich, schließlich a _____	 _____	Don't point your finger _____ me!
5	 c _____ someone's homework	over 18 – _____ 18	 o _____	The t _____ to Cawsand Beach was great!	fast, beinahe _____	 v _____	We can't agree _____ a day for our party.
6	 h _____ things	slow – _____	 _____	You can play later, but do your homework f _____.	Überprüfung _____	 _____	Let me explain this _____ you.
7	 p _____ breakfast	likes – _____ d _____	 _____	Are you ready? – No, n _____. Give me 5 minutes.	Waren, Güter _____	 _____	He pointed _____ a ship far away on the sea.
8	 t _____ photos	That's hard! That's e _____! r _____	 r _____	He has no friends – he's very l _____.	eine Rede halten (to) g _____	 _____	She doesn't feel happy _____ the moment.

What I did yesterday	The fourth word	Pictures	German/English	Definitions	Two-part verbs	Context
1 I <u>s</u> _____ in my bed.	today – feel yesterday – _____		bald	Great Britain and Northern Ireland the <u>U</u> _____ (—)	(to) run _____ sb.	The film is in English, but it has German <u>s</u> _____.
2 I <u>w</u> _____ my new jeans.	angry – (to) shout happy – _____ (to) _____		Figur, Person (aus Buch oder Film) <u>c</u> _____	a bright hair colour <u>b</u> _____	(to) go _____ 	Why are your looking at me <u>l</u> _____?
3 I <u>s</u> _____ my old bike.	eyes – (to) see sth. nose – _____ (to) _____ sth.		Theaterstück	another word for the 'middle' the <u>c</u> _____	(to) turn _____ 	The piano doesn't go <u>t</u> _____ the door – it's too big.
4 I <u>r</u> _____ an interesting book.	good – the best big – _____ _____ <u>p</u> _____		Schlüsselwort	not different from sth. the <u>s</u> _____ sth.	(to) look _____ sth. 	How did you <u>g</u> _____ here? – By bus.
5 I <u>s</u> _____ emails to my friends.	9 am – time £35 – _____ _____		Ausdruck, Redewendung	(to) make a picture with a pencil (to) <u>d</u> _____	Let's stop now and go _____ after the break.	Don't jump from the rocks – it's <u>d</u> _____!
6 I <u>g</u> _____ a talk about Plymouth.	(to) travel – traveller (to) smuggle – _____ _____		Nebensatz	100 years; for example 1900–1999 <u>c</u> _____	(to) get _____ the bus 	Cawsand is not a town – it's a <u>v</u> _____.
7 I <u>t</u> _____ everyone about my holidays.	(to) know a lot – clever (to) weigh a lot – <u>f</u> _____ _____		Wortstellung <u>w</u> _____	he or she writes books an <u>d</u> _____	(to) go _____ <u>w</u> _____ 	I have to go now. <u>a</u> _____!
8 I <u>s</u> _____ a lot of English.	'good' – word 'g' – _____ <u>l</u> _____		Viel Glück! <u>a</u> _____	a part of a film or play <u>s</u> _____	(to) sit _____ 	Did you <u>f</u> _____ sad when you left Plymouth?

Personal pronouns

► pp. 20–22

Personalpronomen

1 Look at 1 and 2 (p. 20) and complete these sentences.

Sieh dir 1 und 2 (S. 20) an und vervollständige diese Sätze.

____'m new here. ____'m from London.

Hurry up ... ____'re late.

Hey, ____'re at Plymstock School.

Sam, Lucy, you're in class 7EB.

____'s in class 7EB. ____'s new at Plymstock.

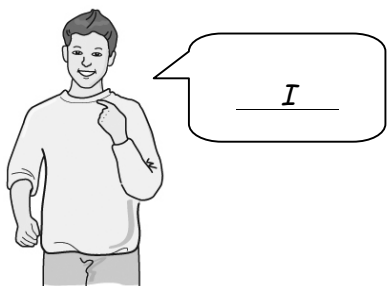
Sam and Lucy are at Plymstock. They're eleven.

____'s eleven. ____'s in Year 7.

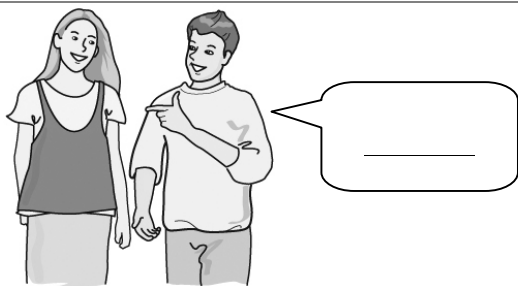
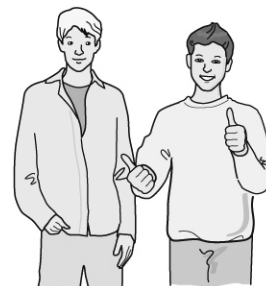
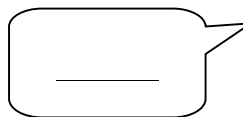
Oh Lucy, look at the time. ____'s 8:25.

2 Write the correct **personal pronouns** in the speech bubbles.

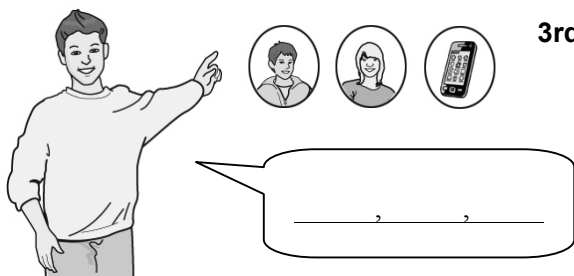
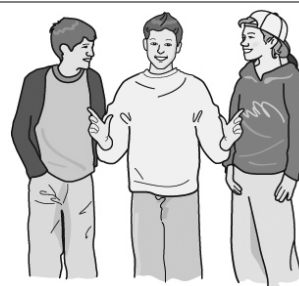
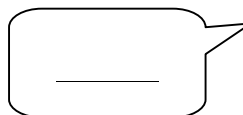
Schreib die richtigen **Personalpronomen** in die Sprechblasen.



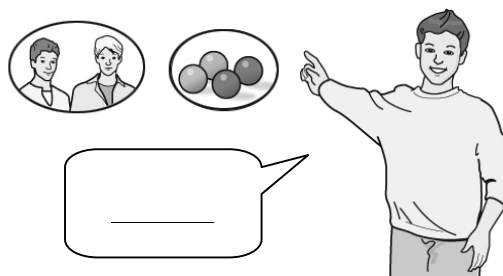
1st person



2nd person



3rd person



3 Now look at **Grammar File 1** on p. 157 of your English book.



Schau dir jetzt **Grammar File 1** auf S. 157 deines Englischbuches an.

The verb **be**: long and short forms / statements

► pp. 20–22

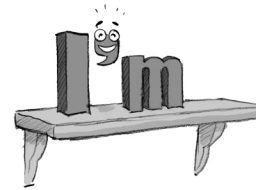
Das Verb **be** („sein“): Lang- und Kurzformen / Aussagen

- 1** Look at **1** and **2** (p. 20) and complete the **short forms of be** ('m, ...).
Then write the **long forms** (am, ...) next to them.

Sieh dir **1** und **2** (S. 20) an und vervollständige die **Kurzformen** von **be** ('m, ...).
Dann schreibe die **Langformen** (am, ...) daneben.

Short forms	Long forms
I 'm _____	I <u>am</u> _____
You' _____	You _____
He' _____	He _____
She' _____	She _____
It' _____	It _____

Short forms	Long forms
We' _____	We _____
You' _____	You _____
They' _____	They <u>are</u> _____



- 2 a)** Look at **1** (p. 20) again and complete these **negative statements**.

Sieh dir **1** (S. 20) noch einmal an und vervollständige diese **verneinten Aussagen**.

My first day at a new school and you _____ 't there.

Don't go. We _____ 't late.

You _____ 't from Plymouth. – No, I' _____.

- b)** Write the **long forms** of the negatives next to the **short forms**.

Schreibe die **Langformen** der Verneinungen neben die **Kurzformen**.

Short forms	Long forms
I'm not	I _____
You aren't	You _____
He isn't	He _____
She isn't	She _____
It isn't	It _____

Short forms	Long forms
We aren't	We _____
You aren't	You _____
They aren't	They _____

- 3** Now look at **Grammar File 2a** on p. 158.



Schau dir jetzt **Grammar File 2a** auf S. 158 an.

The verb **be**: questions and short answers

► pp. 26–27

Das Verb **be** („sein“): Fragen und Kurzantworten

1 Look at 1 (p. 26) and complete these questions.

Sieh dir 1 (S. 26) an und vervollständige diese Fragen.

_____ you in a football team? – No, _____.

_____ you from Plymouth? – Yes, _____.

_____ your dad from the USA? – No, he _____.

2 Change the questions into statements.
Then draw lines to show the difference.
(Look at the example first.)

Verwandle die Fragen in Aussagen.

Dann zeichne Linien ein, um die Unterschiede zu zeigen. (Schau dir erst das Beispiel an.)

Example: Is Sam from London?Sam is from London.

Is Maya at Coombe Dean?

_____ at Coombe Dean.

Are they in Year 7?

_____ in Year 7.

3 Look at the statements. Then complete the
questions and short answers.

Sieh dir die Aussagen an. Dann vervollständige die
Fragen und Kurzantworten.

statement	question	short answer
I'm a student.	<u>Are you</u> a student?	– Yes, <u>I</u> _____.
Maya is eleven.	_____ Lucy eleven too?	– _____, _____.
Sam and Lucy are in Year 7.	_____ Holly in Year 7 too?	– No, _____.
Lucy is from Plymouth.	_____ Sam from Plymouth too?	– _____, _____.
The Pascoes are from England.	_____ your parents from England?	– _____, <u>they</u> _____.

4 Now look at **Grammar File 2b** and **2c**
on p. 158.

Schau dir jetzt **Grammar File 2b** und **2c** auf S. 158 an.

can („können“)

► p. 32

- 1** Look at these sentences from 3 and 4 (p. 32).
Complete them.

Sieh dir diese Sätze aus 3 und 4 (S. 32) an.
Vervollständige sie.

(see) I can see a yellow pencil.

(see) Boris _____ a yellow pencil.

(spell) I _____ “cupboard”.

(say) I can't _____ it in English.

(say) _____ you _____ it in German? – Yes, I _____. / No, I can't.

(go) _____ I _____ to the toilet, please? – Yes, you _____.

(open) _____ I _____ the window, please? – No, you _____.

- 2 a)** Look at this English sentence.
Colour the boxes: use green for **can**, red for **spell** and blue for **her name**.

Sieh dir diesen englischen Satz an.
Male die Kästchen aus: Verwende grün für **can**,
rot für **spell** und blau für **her name**.

My sister

can

spell

her name.

Meine Schwester

kann

– Now complete the German translation and
colour the boxes. Use the same colours:
green for **kann**, blue for **ihren Namen**, etc.

Vervollständige jetzt die deutsche Übersetzung und
male die Kästchen aus. Verwende dieselben Farben:
grün für **kann**, blau für **ihren Namen** usw.

– Compare the English and the German
sentence. What is different?

Vergleiche den englischen und den deutschen Satz.
Was ist der Unterschied?

- b)** Which is the correct rule for **can** – a, b or c?

Was ist die richtige Regel für **can** – a, b oder c?

The verb, for example **spell**,
Das Verb, zum Beispiel **spell**,

- a** comes before **can**.

steht vor **can**.

- b** stays together with **can**.

bleibt mit **can** zusammen.

- c** is at the end of the sentence,
after the object.

steht am Ende des Satzes, nach dem Objekt.

- 3** Now look at **Grammar File 5** on p. 160.



Schau dir jetzt **Grammar File 5** auf S. 160 an.

The simple present: positive statements

► pp. 38–40

Die einfache Form der Gegenwart: bejahte Aussagen

- 1 a) Look at 3 (p. 39) and complete these sentences.

“That’s Skip. I _____ him in the morning.”

“Hey, you _____ a nice bedroom.”

“He always _____ the paper there.”

“Mink, our cat – she _____ the sofa.”

Sieh dir 3 (S. 39) an und vervollständige diese Sätze.

“Dad likes games. We _____ at weekends.”

“Wow, you _____ lots of games.”

Then Maya and Abby go for a walk with Skip.

- b) Draw a red box around all the subjects (I, you, ...).

Draw a blue box around all the verbs (feed, ...).

Male ein rotes Kästchen um alle Subjekte (I, you, ...).

Male ein blaues Kästchen um alle Verben (feed, ...).

- c) Which translation is best: a, b or c?

Welche Übersetzung passt am besten: a, b oder c?

In the afternoon, we play football.

a Es ist Nachmittag, und wir spielen Fußball.

b Nachmittags können wir Fußball spielen.

c Nachmittags spielen wir immer Fußball.

- 2 a) Look again at your sentences in 1a). Complete the table with the verbs.

Sieh dir deine Sätze in 1a) noch einmal an.

Vervollständige die Tabelle mit den Verben.

Subject + verb

I feed _____

You _____

He _____

She _____

Subject + verb

We _____

You _____

They _____

- b) Some verb forms have an -s at the end. Mark them in yellow. Then draw a red box around their subjects.

Manche Verbformen haben ein -s am Ende.

Markiere sie gelb. Dann male ein rotes Kästchen um ihre Subjekte.

- 3 Now look at **Grammar File 6a** and **6b** on pp. 160–161.



Schau dir jetzt **Grammar File 6a** und **6b** auf S. 160–161 an.

The simple present: negative statements

► pp. 44–45

Die einfache Form der Gegenwart: verneinte Aussagen

- 1 a) Look at 1 (p. 44) and complete these sentences.

I _____ like cricket, Uncle.

You don't _____ cricket!

He _____ time for sport.

She _____ to Plymstock, Uncle.

Sieh dir 1 (S. 44) an und vervollständige diese Sätze.

We _____ all _____ in India.

They _____ in South Africa.

- b) Draw a red box around all the subjects (I, You, ...) in your sentences.

Draw a blue box around all the verbs (like, ...).

Male ein rotes Kästchen um alle Subjekte (I, You, ...) in deinen Sätzen.

Male ein blaues Kästchen um alle Verben (like, ...).

- 2 a) Look again at your sentences in 1a). Complete the table with the subjects and verbs.

Sieh dir deine Sätze in 1a) noch einmal an.

Vervollständige die Tabelle mit den Subjekten und Verben.

Subject + verb

I don't like

You _____

Subject + verb

We _____ live

- b) What is different with the 3rd person singular (he, she, it)?

Mark the differences in yellow.

Was ist anders bei der 3. Person Singular (he, she, it)? Markiere die Unterschiede gelb.

- c) Now complete the rule for negative statements in the simple present.

Nun vervollständige die Regel für verneinte Aussagen im simple present.

Simple present, negative statements: I, you, we, they + _____ + infinitive
he, she, it + _____ + infinitive

- 3 Now look at Grammar File 6c on p. 162.



Schau dir jetzt Grammar File 6c auf S. 162 an.

The simple present: Yes/No-questions and short answers

► pp. 58–60

Die einfache Form der Gegenwart: Entscheidungsfragen und Kurzantworten

1 a) Look at 1 (p. 58) and 4 (p. 59) and complete these sentences.

_____ I _____ any good jokes? Yes, of course.
 _____ you _____ a camera? – Yes, I _____.
 Mukesh? _____ he like it? – Yes, he _____.
 _____ she _____ in a nice house?
 – Yes, _____.
 _____ Plymstock _____ a tennis club?
 – No, it _____.

Sieh dir 1 (S. 58) und 4 (S. 59) an und vervollständige diese Sätze.

_____ we _____ maths homework?
 _____ you go sailing, Abby and Maya?
 – Yes, we _____.
 What about her brothers?
Do they _____ sailing too?
 – Yes, _____.



b) What is different with he, she, it?
 Mark the differences in yellow.

Was ist anders bei he, she, it?
 Markiere die Unterschiede gelb.

2 a) Look at the examples first.
 Then complete the **short answers**.

Sieh dir zuerst die Beispiele an.
 Dann vervollständige die **Kurzantworten**.

Examples: Do you play basketball? – Yes, I do. / – No, I don't.
 Does Sam know any good jokes? – Yes, he does. / – No, he doesn't.

Do Abby and Lucy like Sam's jokes? – No, they _____.
 Does Abby know Justin? – No, _____.
 Do Lucy's friends go to a school club? – Yes, _____.
 Does Abby live near the sea? – Yes, _____.

b) Now complete these questions and short answers.

Jetzt vervollständige diese Fragen und Kurzantworten.

_____ you and your family do sport? – _____, we _____.
 _____ your mum have any brothers or sisters? – _____, _____ _____.
 _____ your dad like the sea? – _____, _____ _____.
 _____ you go to a school club? – _____, I _____.

3 Now look at **Grammar File 8a** on p. 163.



Schau dir jetzt **Grammar File 8a** auf S. 163 an.

The simple present: Questions with question words

► pp. 64–65

Die einfache Form der Gegenwart: Fragen mit Fragewörtern

1 Look at 1 (p. 64) and complete these sentences. Sieh dir 1 (S. 64) an und vervollständige diese Sätze.

_____ you work now? – Near Boston harbour. In a TV studio.

_____ you do there? – I edit TV programmes.

_____ you _____ work? – I finish at 7 o'clock.

How _____ you _____ the video camera? – It's great, Dad.

_____ Dad work so much? – Because he loves his work, Justin.



2 a) Look at the answers and complete the questions with the right **question words**. Sieh dir die Antworten an und vervollständige die Fragen mit den richtigen **Fragewörtern**.

_____ sport do you do? – I do judo. And I play football.

_____ do you do judo? – In the gym at school.

_____ do you go to judo training? – On Friday evenings.

_____ often do you play football? – We play every day, after school.



b) Now complete these questions with the right question words and **do** or **does**. Jetzt vervollständige diese Fragen mit den richtigen Fragewörtern und **do** oder **does**.
(The answers can help you.) (Die Antworten können dir helfen.)

_____ you want to go? – We want to go to Italy.

_____ you want to go? – In May.

_____ you want to go to Italy? – Because my mum loves Italy.

_____ she love Italy? – Because it's nice and warm there.

_____ you want to do there? – We want to visit Rome and go swimming in the sea.

3 Now look at **Grammar File 8b** on p. 164.



Schau dir jetzt **Grammar File 8b** auf S. 164 an.

The simple past of **be**

► pp. 82–83

Die einfache Form der Vergangenheit von **be**

- 1 a) Find the sentences in 1 (p. 82).
Complete them.

Finde die Sätze in 1 (S. 82). Vervollständige sie.

Dad, where _____ you last weekend? – I _____ busy at the weekend, so I _____ at home.

_____ the video OK? – It _____ really good.

We _____ in a film, Dad. – What film _____ it?

– No, Dad, we _____ at the cinema. It _____ our film. We _____ the actors.

So, _____ you the cameraman? – Yes, I _____.

- b) Draw a red box around all the forms of **was**
and **were**.

Male ein rotes Kästchen um alle Formen von **was** und **were**.

- 2 Complete the tables. Use a green pen for the
simple present and a red pen for the simple
past.

Vervollständige die Tabellen. Verwende einen grünen
Stift für das simple present und einen roten Stift für das
simple past.

POSITIVE STATEMENTS

simple present

simple past

I amI was

You _____

You _____

He/She/It _____

He/She/It _____

We are

We _____

You _____

You _____

They _____

They _____

NEGATIVE STATEMENTS

Simple present

simple past

I'm notI wasn't

You _____

You _____

He/She/It _____

He/She/It _____

We aren't

We _____

You _____

You _____

They _____

They _____

- 3 Which time phrase goes with this sentence:
a, b or c?

Welche Zeitangabe passt zu diesem Satz:
a, b oder c?I was sick ...

a next week.

b now.

c yesterday.

- 4 Now look at **Grammar File 11** on p. 165.

Schau dir jetzt **Grammar File 11** auf S. 165 an.

The simple past: positive statements

► pp. 84–86

Die einfache Form der Vergangenheit: bejahte Aussagesätze

- 1 a) Find the sentences in 1 (pp. 84–85).
Complete them. Then write the infinitives of the
verbs in the table on the right.

Sieh dir diese Sätze aus 1 (S. 84–85) an.
Vervollständige sie. Dann schreib die Infinitive der
Verben in die Tabelle rechts.

On Saturday morning, Plymouth play against Devonport.

“We _____ there by minibus. Mr Tyler _____ too.”

“In the last minute, we _____ Devonport’s best player.”

“Then I _____ two points ... And so we _____ the match.”

“Then I _____ Dad in the car and _____ him my medal.”

Infinitive (Grundform)

(to) play

(to) _____ (to) _____

(to) _____

(to) _____ (to) _____

(to) _____ (to) _____

- b) Four of the verbs in 1a) are **regular**. Draw a
green box around their simple past-endings.

Vier der Verben in 1a) sind **regelmäßig**. Male ein
grünes Kästchen um ihre Simple past-Endungen.

The other four verbs in 1a) are **irregular**. Mark
them in yellow.

Die anderen vier Verben in 1a) sind **unregelmäßig**.
Markiere sie gelb.

- 2 Look at the verbs in the box.
Write their simple past forms in the right group.

Sieh dir die Verben im Kasten an.
Schreib ihre Simple past-Formen in die richtige Gruppe.

arrive • come • copy • dance • go • have • hurry • live • love • plan • shop • stop • try • win

arrive + -ed = arrived

plan + -ed = planned

copy + -ed = copied

come – came (irregular)

- 3 Which is correct – a, b or c?

Was ist richtig – a, b oder c?

With the *simple past*, you can ...

a talk about next week, next year, ...

b talk about every day, now, ...

c talk about yesterday, last week, last year, ...

- 4 Now look at **Grammar File 12** on
pp. 165–166.



Schau dir jetzt **Grammar File 12** auf S. 165–166 an.

The simple past: negative statements

► pp. 88–89

Die einfache Form der Vergangenheit: verneinte Aussagesätze

- 1 a) Find the sentences in 1 (p. 88).
Complete them.

Finde die Sätze in 1 (S. 88). Vervollständige sie.

Sam _____. He walked. He _____ happy.

“I saw our school in Plymstock.” – “I _____ Plymstock School – it was too far away.”

“Sam _____ the ride, Dad.”

“And he _____ *look* out.”

- 2 a) Which is the correct rule for **negative statements in the simple past** – a, b or c?

Was ist die richtige Regel für **verneinte Aussagesätze im simple past** – a, b oder c?

You make negative statements
in the *simple past* with ...

- a *didn't* + infinitive.
b *didn't* + *ed*-form of the verb.
c *doesn't* + *ed*-form of the verb.

- b) Look at the positive statements on the left.
Complete the negative statements on the right.

Sieh dir die bejahten Aussagen links an.
Vervollständige die verneinten Aussagen rechts.

positive statement

negative statement

Abby missed the bus.

Sam _____ the bus.

Lucy and Maya saw lots of sights.

Sam _____ any sights.

- 3 Complete and compare.
Use a green pen for the simple present and
a red pen for the simple past.

Vervollständige und vergleiche.
Verwende einen grünen Stift für das simple present und
einen roten Stift für das simple past.

SIMPLE PRESENT

I **like** the Big Wheel, but my parents _____ *like* it. It's too high for them.Mukesh **likes** computer games, but he _____ cricket.

SIMPLE PAST

I **liked** our day at the Hoe last Sunday, but my parents _____ it.Lucy and her friends **liked** the Big Wheel, but Sam _____ *like* it.

- 4 Now look at **Grammar File 13** on p. 166.

Schau dir jetzt **Grammar File 13** auf S. 166 an.

The simple past: questions and short answers

► pp. 92–94

Die einfache Form der Vergangenheit: Fragen und Kurzantworten

- 1 Find the sentences in 1 (p. 92).
Complete them.

Finde die Sätze in 1 (S. 92). Vervollständige sie.

Did you _____ a good Sunday? – Yes, I _____.

_____ Maya tell you about it? – No, she _____.

Where _____ you _____? – We sailed to a beach near Ivy Island.

_____ you see? – Seals! There was a big group of seals on the beach.

_____ you _____ baby seals on Sunday too? – No, I _____.

- 2 a) Which is the correct rule for **questions in the simple past** – a, b or c?

Was ist die richtige Regel für **Fragen im simple past** – a, b oder c?

You make questions in the *simple past* with ...

a **did** + subject + **ed-form** of the verb.

b **did** + subject + **infinitive**.

c **do** + subject + **ed-form** of the verb.

- b) Look at the statements on the left. Complete the questions and short answers on the right.

Sieh dir die Aussagen links an. Vervollständige die Fragen und Kurzantworten rechts.

statement

Abby went sailing with Maya.

Maya and Justin liked Lucy's party.

question

Did Lucy _____ sailing too? – No, she _____.

_____ Abby _____ the party? – Yes, she _____.

- 3 Complete and compare.
Use a green pen for the simple present and a red pen for the simple past.

Vervollständige und vergleiche.

Verwende einen grünen Stift für das simple present und einen roten Stift für das simple past.

SIMPLE PRESENT

I **like** hockey. What about you? _____ you like hockey?

Sam **likes** basketball. And Justin? _____ Justin _____ basketball?

SIMPLE PAST

I **liked** our day at the Hoe last Sunday. And you? _____ you _____ it?

Lucy **liked** the Big Wheel, but what about Sam? _____ Sam _____ it?

- 4 Now look at **Grammar File 14** on p. 167.



Schau dir jetzt **Grammar File 14** auf S. 167 an.

The present progressive: positive and negative statements

▶ pp. 104–107

Die Verlaufsform der Gegenwart: bejahte und verneinte Aussagen

1 Look at 1 (p. 104) and complete these sentences.

Sieh dir 1 (S. 104) an und vervollständige diese Sätze.

I' look at rock pools.

We' _____ back home.

Sam tell jokes again.

They' _____ tag.

She' _____ a pink top.

It' _____ from my rucksack.

2 a) Which translation is best: a, b or c?

Welche Übersetzung passt am besten: a, b oder c?

Sam is running after the girls.

a Sam läuft immer hinter den Mädchen her.

b Sam läuft gerade hinter den Mädchen her.

c Sam wird hinter den Mädchen herlaufen.

b) You make the present progressive with ...
a, b oder c? Mark the correct answer in yellow.Man bildet das present progressive mit ... a, b oder c?
Markiere die richtige Antwort gelb.

a being + verb

b 'm/'re/'s + verb + ing

c verb + ing

3 Now complete these negative sentences from
1 (p. 104).

Vervollständige jetzt diese verneinten Sätze aus 1 (S. 104)

The others are swimming now. I'm _____ . It's too cold for me.

Come on Sam – you _____ running fast enough.

Justin _____ now. I'm filming.

They _____ smiling at her. They're making silly faces.

4 Look at the verbs in the box.

Sieh dir die Verben im Kasten an.

Where do they go – in group A, B or C?

Wohin gehören sie – in Gruppe A, B oder C?

A wear → wearing B smile → smiling C run → running

arrive • call • come • film •
get • go • make • sit • swim5 Now look at Grammar File 16a and 16b on
p. 168.

Schau dir jetzt Grammar File 16a und 16b auf S. 168 an.

The present progressive: questions and short answers

► pp. 108, 110

Die Verlaufsform der Gegenwart: Fragen und Kurzantworten

1 Look at 1 (p. 108) and complete these dialogues. Sieh dir 1 (S. 108) an und vervollständige diese Dialoge.

Are those kids really sleep? – Yes, they are.

_____ you _____ the fish? – No, we _____. We're watching a film about fish.

What's that diver _____? – It's feeding time, so he's feeding the sharks.

_____ you push that boy? – What boy?

That blond boy. _____ you _____ with him? – No, _____.

2 Change the questions into statements.
Then draw lines to show the difference.
(Look at the example first.)

Verwandle die Fragen in Aussagen.
Dann zeichne Linien ein, um die Unterschiede zu zeigen. (Schau dir erst das Beispiel an.)

Example:

Are they working?



They are working.

Is Lucy fighting with Holly?

_____ with Holly.

Are they having fun?

_____ fun.

3 Now complete these questions and short answers.

Vervollständige jetzt diese Fragen und Kurzantworten.

Are you _____ your homework at the moment? – Yes, I _____. / No, I' not.

_____ you _____ fun?

– Yes, I _____. / No, I' _____.

_____ your dad help you?

– Yes, he _____. / No, he _____.

_____ your mum work in the garden now?

– Yes, she _____. / No, she _____.

_____ Morph _____ cards?

– _____.



4 Now look at **Grammar File 16c** on p. 169.



Schau dir jetzt **Grammar File 16c** auf S. 169 an.

Word order in sub-clauses

Die Wortstellung in Nebensätzen

▶ pp. 112, 114

- 1 Find the sentences in 1 (p. 112). Complete them. Finde die Sätze in 1 (S. 112). Vervollständige sie.

I know that because _____ in the village.

We have to know what our mini-talk is about before _____.

- 2 a) Read the **main clauses** below.

Colour the boxes: use red for the subjects, orange for the verbs and green for the objects.

Lies die **Hauptsätze** unten.

Male die Kästen aus: Verwende rot für die Subjekte, orange für die Verben und grün für die Objekte.

Main clause (Hauptsatz)

S	V	O
Maya	likes	Plymouth
The students	asked	questions

Sub-clause (Nebensatz)

	_____	_____	_____
because	she	loves	the sea.
when	Sam and Justin	finished	their talk.

Now look at the sub-clauses in 2a).

– Colour the boxes with the same colours: red for the subjects, orange for the verbs and green for the objects.

– Write **S** for **subject**, **V** for **verb** and **O** for **object** in the correct boxes.

Sieh dir nun die Nebensätze in 2a) an.

– Male die Kästen mit denselben Farben aus: rot für die Subjekte, orange für die Verben und grün für die Objekte.

– Schreib **S** für **Subjekt**, **V** für **Verb** und **O** für **Objekt** in die richtigen Kästen.

- b) Complete the rules for word order in **English sentences**. Then colour the boxes. Use the same colours as in 2a).

Word order in the English main clause:

Die Wortstellung im englischen Hauptsatz:

S	_____	_____
---	-------	-------

Vervollständige die Regeln für die Wortstellung in englischen Sätzen. Dann male die Kästen aus. Nimm dieselben Farben wie in 2a).

Word order in the English sub-clause:

Die Wortstellung im englischen Nebensatz:

_____	_____	_____
-------	-------	-------

- 3 Complete the German sentence. Colour all the boxes. Use the same colours as in 2. What is different?

Morph likes the library because

he

likes

books.

Morph mag die Bücherei, weil

_____.

Vervollständige den deutschen Satz. Male alle Kästen aus. Nimm dieselben Farben wie in 2. Was ist der Unterschied?

- 4 Now look at **Grammar File 17** on pp. 169–170.



Schau dir jetzt **Grammar File 17** auf S. 169–170 an.

Vocabulary Action Sheets – Lösungen

	Numbers (1)	Colours	Questions	Animals (1)	Prepositions	Things in Plymouth	German/English	HWG 1
1	four	black	What	bear	from	tower	Welcome to Plymouth.	
2	ten	orange	Are	snake	in	sea	Here we go.	
3	fourteen	red	Is	dog	to	boat	Follow me.	
4	two	yellow	What's	cat	on	hill(s)	my favourite animal	
5	eight	brown	Can	bird	of	river	there is, there are	
6	twelve	blue	Where	rabbit	near	pool	Let me show you ...	
7	three	green	How	horse	at	big wheel	Yes, that's right.	
8	eleven	pink	Am	rat	for	castle	See you.	

	Numbers (2)	In a classroom	What we do	Animals (2)	Definitions	In a school bag	Context	HWG 2
1	forty	board	put	frog	colours	sharpener	girl	
2	fifty-five	cupboard	give	whale	numbers	pencil	game	
3	fifteen	chair	count	ant	times	rubber	double	
4	eighty-seven	clock	meet	butterfly	week	pen	legs	
5	sixty-six	door	open	lion	year	exercise book	that's wrong	
6	eighteen	window	talk	monkey	town	ruler	strange	
7	thirty-nine	teacher	go	pig	picture	pencil case	without	
8	a / one hundred	desk	see	guinea pig	classroom	glue stick	Every	

	Times and days	Opposites	Subjects	Context	German/English	Pictures	What we do at school	Unit 1.1
1	What	new	French	birthday	fall asleep	football	learn	
2	o'clock	Bye	Science	please	You're late.	shoe	spell	
3	half past eleven	short	Religion	Thank you	(I'm) sorry.	swimmer	ask	
4	quarter to twelve	there	History	too	I don't know.	yoghurt	read	
5	quarter past eleven	answer	Maths	dark	Have a go.	trainers	work	
6	Monday	catch	PE	find	Watch out!	toilet	look at	
7	Wednesday	don't like	Geography	know	We're finished.	flat	help	
8	Thursday	sad	ICT	forget	What's for homework?	page	write	

Vocabulary Action Sheets – Lösungen

	Months	The fourth word	What we do	German/English	Definitions	At school	Context
1	January	their	eat	the next question	home	student	place
2	March	third	wear	Nice to meet you.	mum	uniform	surprised
3	October	brother	watch	at school	friendly	gym	What
4	June	women	wait for	there aren't any	hour	library	group
5	May	that	act out	we can't	like	breaks	silly
6	February	winner	live	good at art	always	canteen	appointment
7	December	who?	hurry up	at 5 Dean Street	navy	timetable	When
8	September	him	do	corner shop	little	lessons	back

Unit 1.2

	Rooms	Prepositions	Pictures	Definitions	German/English	Food and drink	The fourth word
1	living room	till	hair	water	maybe	bread	its
2	classroom	for	fish	story	only	potatoes	drink
3	bathroom	into	house	clothes	often	cake	person
4	bedroom	on	tree	toy	of course	cheese	her
5	dining room	for	plate	sleep	near here	sandwiches	watch
6	kitchen	in	tea	single	suddenly	meat	make
7	gym	onto	garden	feed	Why?	milk	us
8	library	at	ship	cream	text	vegetables	sit

Unit 2.1

	Things in a house	Opposites	What we eat	Families	German/English	Pictures	Context
1	armchair	downstairs	breakfast	uncle	run	crab	present
2	lamp	small	dinner	cousin	think	police officer	would
3	TV	wake up	soup	grandma / grandmother	take	seagull	no
4	sofa	after	scones	aunt	look	harbour	away
5	bed	doesn't have	ice cream	twins	go sailing	trophy	down
6	table	never	fruit salad	divorced	jump	basket	cup
7	computer	cold	jam	married	tell	paper	trouble
8	chair	remember	dessert	dead	shout	road	that

Unit 2.2

Vocabulary Action Sheets – Lösungen

	What people do	Context	Pictures	Definitions	Activities (1) We do ...	The fourth word	Adjectives	German/ English	Unit 3.1
1	get up	some	hand	joke	judo	lives	tired	How are you?	
2	turn ... on	collect	mouth	sometimes	yoga	stop	thirsty	lunchtime	
3	edit	called	bottle	love	job	address	perfect	It's about	
4	get	understand	chocolate	voice	gymnastics	tired	sick	What's she like?	
5	ride	kits	coin	programme	gardening	on	scary	make friends	
6	walk	Try/Take	letter	midnight	jump	traveller	wet	usually	
7	grow	area	bike	age	kung fu	bark	free	How do you like it?	
8	clean	idea	beach	child	homework	am	boring	Me too	

	Activities (2) We play ...	Opposites	What we do	Activities (3) We go ...	German/ English	Pictures	Context	The fourth word	Unit 3.2
1	basketball	quiet	listen to	swimming	imagine	museum	information	everybody	
2	guitar	young	send	skating	Come on	ghost	from ... to	call	
3	cards	finish	hear	dancing	Listen	attic	have to	children	
4	drums	behind	join	running	someone who	moon	ready	pound	
5	chess	nothing	visit	shopping	have fun	money	too	in	
6	piano	inside	smell	singing	the matter	ticket	taste	part	
7	volleyball	later	ask	riding	turn around	table	much	diaries	
8	instrument	out of	guess	sailing	it's you	umbrella	sell	because	

	What we do	Context	Pictures	What I did yesterday	Parts of the body	At the sea	Adjectives	German/ English	Unit 4.1
1	break	together	garage	got	hand	holidays	silky	Guess what, Dad ...	
2	stay	better	box	was	head	county	careful	We couldn't go back.	
3	score	pronunciation	cinema	had	nose	kilometre	slow	on the way to	
4	arrive	past	lake	went	ear	sand	poor	around the beach	
5	miss	excited	zoo	saw	eye	shorts	high	I'm cold.	
6	use	against	actors	played	mouth	picnic	true	I'm sorry about	
7	smile	between	chain	won	leg	Island	far	be busy	
8	leave	sights	bell	came	hair	life jacket	hard	over to	

Vocabulary Action Sheets – Lösungen

	Our school paper	Opposites	What people do	The fourth word	German/English	Pictures	Context	What we did in our holidays
1	magazine	pull	sit down	hungry	mobile (phone)	cage	before	woke
2	news	exciting	practise	many	go shopping	worm	another	met
3	paragraph	buy	weigh	those	go by car	sun	enough	rode
4	title	You're wrong.	move	visit	What is the story about?	orange	go with	swam
5	caption	bright	get	halves	the missing words	spot	only	ate
6	drawing	up	steer	autumn	Did you get it?	invitation	hit	wrote
7	order	early	save	did	make a wish	island	over	made
8	think of	hard	die	grandparents	Was it fun?	minibus	just	were

Unit 4.2

	What people do	Opposites	By the sea	Context	German/English	Pictures	Prepositions
1	hide	expensive	ferry	clever	important	face	by
2	sneeze	bad	harbour	interesting	sleepover	tourist	of
3	fall	nobody	seagull	snack	It's my turn.	sign	with
4	check	rich	coast	are over	at last	rucksack	at
5	copy	under	ocean	trip	almost	village	on
6	hold	fast	aquarium	first	check	planet	to
7	prepare	dislikes	shark	not yet	goods	line	to
8	take	easy	rock	lonely	give a talk	paper	at

Unit 5.1

	What I did yesterday	The fourth word	Pictures	German/English	Definitions	Two-part verbs	Context
1	slept	felt	farmer	soon	United Kingdom (UK)	after	subtitles
2	wore	laugh	market	character	blond(e)	down	like that
3	sold	smell	cart	play	centre	around	through
4	read	the biggest	pepper	keyword	same as	for	get
5	sent	price	light	phrase	draw	on	dangerous
6	gave	smuggler	dress	sub-clause	century	off	village
7	told	fat	sword	word order	author	with	Goodbye
8	spoke	letter	prison	Good luck!	scene	down	feel

Unit 5.2

LAS 1.1

- 1 I'm new here. I'm from London.
Hey, **you're** at Plymstock School.
He's in class 7EB. **He's** new at Plymstock.
She's eleven. **She's** in Year 7.
Oh Lucy, look at the time. **It's** 8:25.
- 2 I **we**
you **you**
he, she, it **they**
- Hurry up ... **we're** late.
Sam, Lucy, **you're** in class 7EB.
Sam and Lucy are at Plymstock. **They're** eleven.

LAS 1.2

- 1 I'm I am We're We are
You're You are You're You are
He's He is They're They are
She's She is
It's It is
- 2 a) My first day at a new school and you **aren't** there.
Don't go. We **aren't** late.
You **aren't** from Plymouth. – No, I'm not.
- b) I'm not I am not We aren't We are not
You aren't You are not You aren't You are not
He isn't He is not They aren't They are not
She isn't She is not
It isn't It is not

LAS 1.3

- 1 Are you in a football team? – No, **I'm not**.
Are you from Plymouth? – Yes, **I am**.
Is your dad from the USA? – No, **he isn't**.
- 2 Is Maya at Coombe Dean? Are they in Year 7?
Maya is at Coombe Dean. **They are** in Year 7.
- 3 I'm a student. Are you a student? – Yes, **I am**.
Maya is eleven. Is Lucy eleven too? – Yes, **she is**.
Sam and Lucy are in Year 7. Is Holly in Year 7 too? – No, **she isn't**.
Lucy is from Plymouth. Is Sam from Plymouth too? – No, **he isn't**.
The Pascoes are from England. Are your parents from England? – No, **they aren't**. oder Yes, they are.

LAS 1.4

- 1 (see) I **can see** a yellow pencil.
(see) Boris **can see** a yellow pencil.
(spell) I **can spell** "cupboard".
(say) I **can't say** it in English.
(say) **Can you say** it in German? – Yes, I **can**. / No, I **can't**.
(go) **Can I go** to the toilet, please? – Yes, you **can**.
(open) **Can I open** the window, please? – No, you **can't**.

- 2 a) My sister

can

spell

her name.

Meine Schwester

kann

ihren Namen

buchstabieren.

- b) Lösung b ist korrekt: The verb, for example *spell*, **stays together with can**.
Das Verb, zum Beispiel *spell*, **bleibt mit can zusammen**.

LAS 2.1

- 1 a) "That's Skip. I **feed** him in the morning."
 "Hey, you **have** a nice bedroom."
 "He always **reads** the paper there."
 "Mink, our cat – she **likes** the sofa."
- "Dad **likes** games. We **play** at weekends."
 "Wow, you **have** lots of games."
 Then Maya and Abby **go** for a walk with Skip.
- c) Lösung c ist korrekt: **In the afternoon, we play football.** **Nachmittags spielen wir immer Fußball.**
- 2 a) I **feed**
 You **have**
 He **reads**
 She **likes**
- We **play**
 You **have**
 They **go**

LAS 2.2

- 1 a) I **don't like** cricket, Uncle.
 You **don't like** cricket!
 He **doesn't have** time for sport.
 She **doesn't go** to Plymstock, Uncle.
- We **don't** all **live** in India.
 They **don't live** in South Africa.
- 2 a) I **don't like**
 You **don't like**
 He **doesn't have**
 She **doesn't go**
- We **don't live**
 They **don't live**
- 2 c) Simple present, negative statements: **I, you, we, they + don't + infinitive**
he, she, it + doesn't + infinitive

LAS 3.1

- 1 a) Do I **know** any good jokes? Yes, of course.
 Do you **have** a camera? – Yes, **I do**.
 Mukesh? **Does he like** it? – Yes, **he does**.
 Does she **live** in a nice house? – Yes, **she does**.
 Does Plymstock **have** a tennis club? – No, **it doesn't**.
- Do we **have** maths homework?
 Do you **go** sailing, Abby and Maya? – Yes, **we do**.
 What about her brothers?
 Do they **go** sailing too? – Yes, **they do**.
- 2 a) Do Abby and Lucy like Sam's jokes?
 Does Abby know Justin?
 Do Lucy's friends go to a school club?
 Does Abby live near the sea?
- No, **they don't**.
 – No, **she doesn't**.
 – Yes, **they do**.
 – Yes, **she does**.
- b) Do you and your family do sport?
 Does your mum have any brothers or sisters?
 Does your dad like the sea?
 Do you go to a school club?
- Yes, **we do**. *oder* No, **we don't**.
 – Yes, **she does**. *oder* No, **she doesn't**.
 – Yes, **he does**. *oder* No, **he doesn't**.
 – Yes, **I do**. *oder* No, **I don't**.

LAS 3.2

- 1 **Where do you work** now? – Near Boston harbour. In a TV studio.
What do you do there? – I edit TV programmes.
When do you finish work? – I finish at 7 o'clock.
How do you like the video camera? – It's great, Dad.
Why does Dad **work** so much? – Because he loves his work, Justin.
- 2 a) **What sport do you do**? – I do judo. And I play football.
Where do you do judo? – In the gym at school.
When do you go to judo training? – On Friday evenings.
How often do you play football? – We play every day, after school.
- b) **Where do you want to go**? – We want to go to Italy.
When do you want to go? – In May.
Why do you want to go to Italy? – Because my mum loves Italy.
Why does she love Italy? – Because it's nice and warm there.
What do you want to do there? – We want to visit Rome and go swimming in the sea.

LAS 4.1

- 1 a) Dad, where **were** you last weekend? – I **was** busy at the weekend, so I **wasn't** at home.
Was the video OK? – It **was** really good.
We **were** in a film, Dad. – What film **was** it?
– No, Dad, we **weren't** at the cinema. It **was** our film. We **were** the actors.
So, **were** you the cameraman? – Yes, I **was**.
- 2
- | | | | |
|---------------------|----------------------|------------------------|-------------------------|
| I am | I was | I'm not | I wasn't |
| You are | You were | You aren't | You weren't |
| He/She/It is | He/She/It was | He/She/It isn't | He/She/It wasn't |
| We are | We were | We aren't | We weren't |
| You are | You were | You aren't | You weren't |
| They are | They were | They aren't | They weren't |
- 3 Lösung c ist korrekt: **I was sick yesterday.**

LAS 4.2

- 1 a) On Saturday morning, Plymstock **played** against Devonport. (to) **play**
"We **went** there by minibus. Mr Tyler **came** too." (to) **go** (to) **come**
"In the last minute, we **stopped** Devonport's best player." (to) **stop**
"Then I **scored** two points ... And so we **won** the match." (to) **score** (to) **win**
"Then I **saw** Dad in the car and **showed** him my medal." (to) **see** (to) **show**
- 2
- | | | | |
|---------------|----------------|----------------|-------------------|
| danced | shopped | hurried | go – went |
| lived | stopped | tried | have – had |
| loved | | | win – won |
- 3 Lösung c ist korrekt: **With the simple past, you can talk about yesterday, last week, last year, ...**

LAS 4.3

- 1 a) Sam **didn't run**. He walked. He **didn't look** happy.
"I saw our school in Plymstock." – "I **didn't see** Plymstock School – it was too far away."
"Sam **didn't like** the ride, Dad."
"And he **didn't look** out."
- 2 a) Lösung a ist korrekt: **You make negative statements in the simple past with didn't + infinitive.**
- b) Abby missed the bus. Sam **didn't miss** the bus.
Lucy and Maya saw lots of sights. Sam **didn't see** any sights.
- 3 **SIMPLE PRESENT** I **like** the Big Wheel, but my parents **don't like** it. It's too high for them.
Mukesh **likes** computer games, but he **doesn't like** cricket.
- SIMPLE PAST** I **liked** our day at the Hoe last Sunday, but my parents **didn't like** it.
Lucy and her friends **liked** the Big Wheel, but Sam **didn't like** it.

LAS 4.4

- 1 **Did** you **have** a good Sunday? – Yes, I **did**.
Did Maya **tell** you about it? – No, she **didn't**.
Where **did** you **go**? – We sailed to a beach near Ivy Island.
What did you **see**? – Seals! There was a big group of seals on the beach.
Did you **see** baby seals on Sunday too? – No, I **didn't**.
- 2 a) Lösung b ist korrekt: **You make questions in the simple past with did + subject + infinitive.**
- b) Abby went sailing with Maya. **Did** Lucy **go** sailing too? – No, she **didn't**.
Maya and Justin liked Lucy's party. **Did** Abby **like** the party? – Yes, she **did**.
- 3 **SIMPLE PRESENT** I **like** hockey. What about you? **Do** you **like** hockey?
Sam **likes** basketball. And Justin? **Does** Justin **like** basketball?
- SIMPLE PAST** I **liked** our day at the Hoe last Sunday. And you? **Did** you **like** it?
Lucy **liked** the Big Wheel, but what about Sam? **Did** Sam **like** it?

LAS 5.1

- 1 I'm **looking** at rock pools. We're **going** back home.
 Sam **is telling** jokes again. They're **playing** tag.
 She's **wearing** a pink top.
 It's **coming** from my rucksack.
- 2 a) Lösung b ist korrekt: **Sam is running after the girls.** Sam läuft gerade hinter den Mädchen her.
 b) Lösung b ist korrekt: **You make the present progressive with 'm/'re/'s + verb + ing.**
- 3 The others are swimming now. I'm **not swimming**. It's too cold for me.
 Come on Sam – you **aren't running** fast enough.
 Justin **isn't filming** now. I'm filming.
 They **aren't smiling** at her. They're making silly faces.
- 4 call → calling arrive → arriving get → getting
 film → filming come → coming sit → sitting
 go → going make → making swim → swimming

LAS 5.2

- 1 Are those kids really **sleeping**? – Yes, they are.
 Are you **watching** the fish? – No, we **aren't**. We're watching a film about fish.
 What's that diver **doing**? – It's feeding time, so he's feeding the sharks.
 Why **are** you **pushing** that boy? – What boy?
 That blond boy. Are you **fighting** with him? – No, I'm **not**.
- 2 Is Lucy fighting with Holly? Are they having fun?
 Lucy **is fighting** with Holly. They **are having** fun.
- 3 Are you **doing** your homework at the moment? – Yes, I **am**. / No, I'm **not**.
 Are you **having** fun? – Yes, I **am**. / No, I'm **not**.
 Is your dad **helping** you? – Yes, he **is**. / No, he **isn't**.
 Is your mum **working** in the garden now? – Yes, she **is**. / No, she **isn't**.
 Is Morph **playing** cards? – Yes, he **is**.

LAS 5.3

- 1 I know that **because I saw a sign about it** in the village.
 We have to know what our mini-talk is about **before we make the poster**.
- 2 b) Word order in the English **main clause**: Word order in the English **sub-clause**:
 Die Wortstellung im englischen Hauptsatz: Die Wortstellung im englischen Nebensatz:
- | | | | | | |
|---|---|---|---|---|---|
| S | V | O | S | V | O |
|---|---|---|---|---|---|
- 3 Morph likes the library because **he** **likes** **books**.
 Morph mag die Bücherei, weil **er** **Bücher** **mag**.

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und
Lehrerinnen

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