

# Englisch kompetenzorientiert unterrichten mit Red Line Bayern

Webinar mit Dr. Frank Haß (Hrsg.)



**100 % Bayern. 100 % für Sie.**  
Klett für den LehrplanPLUS

# Was ist guter Unterricht?



**100 % Bayern. 100 % für Sie.**  
Klett für den LehrplanPLUS

- lernförderliches Unterrichtsklima
- Schülerorientierung
- Ziel-, Wirkungs- und Kompetenzorientierung
- Klarheit, Verständlichkeit und Strukturiertheit
- Effizienz in Klassenführung und Zeitnutzung
- vielfältige Motivierung und Aktivierung
- sinnstiftendes Kommunizieren
- angemessene Methodenvariation
- angemessener Umgang mit heterogenen Lernvoraussetzungen
- permanente Konsolidierung und intelligentes Üben

# Was ist guter Unterricht?



**100 % Bayern. 100 % für Sie.**  
Klett für den LehrplanPLUS

- lernförderliches Unterrichtsklima
- Schülerorientierung
- Ziel-, Wirkungs- und Kompetenzorientierung
- Klarheit, Verständlichkeit und Strukturiertheit
- Effizienz in Klassenführung und Zeitnutzung
- vielfältige Motivierung und Aktivierung
- sinnstiftendes Kommunizieren
- angemessene Methodenvariation
- angemessener Umgang mit heterogenen Lernvoraussetzungen
- permanente Konsolidierung und intelligentes Üben

- lernförderliches Unterrichtsklima
- Schülerorientierung
- **Ziel-, Wirkungs- und Kompetenzorientierung**
- Klarheit, Verständlichkeit und Strukturiertheit
- Effizienz in Klassenführung und Zeitnutzung
- vielfältige Motivierung und Aktivierung
- sinnstiftendes Kommunizieren
- angemessene Methodenvariation
- angemessener Umgang mit heterogenen Lernvoraussetzungen
- permanente Konsolidierung und intelligentes Üben

In a nutshell:



Guter Unterricht ist kompetenzorientiert!



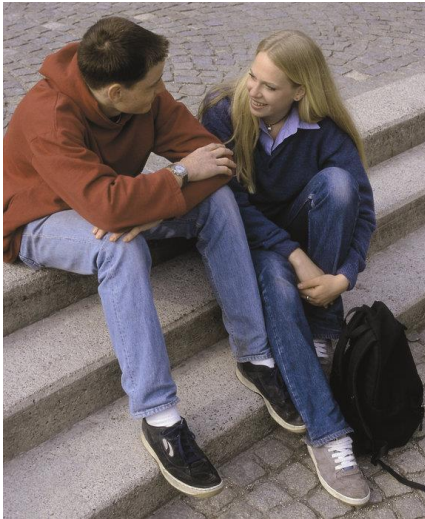


- „competere“ = zusammenfallen, zusammentreffen
- Wenn die **Herausforderungen einer lebensweltlichen Situation** mit dem individuellen Konglomerat von **Handlungsbereitschaft, Fähigkeiten, Wissen** und **Fertigkeiten eines Individuums** „zusammentreffen“, so besitzt dieses die „Kompetenz“ zur Bewältigung dieser Situation.

In a nutshell:



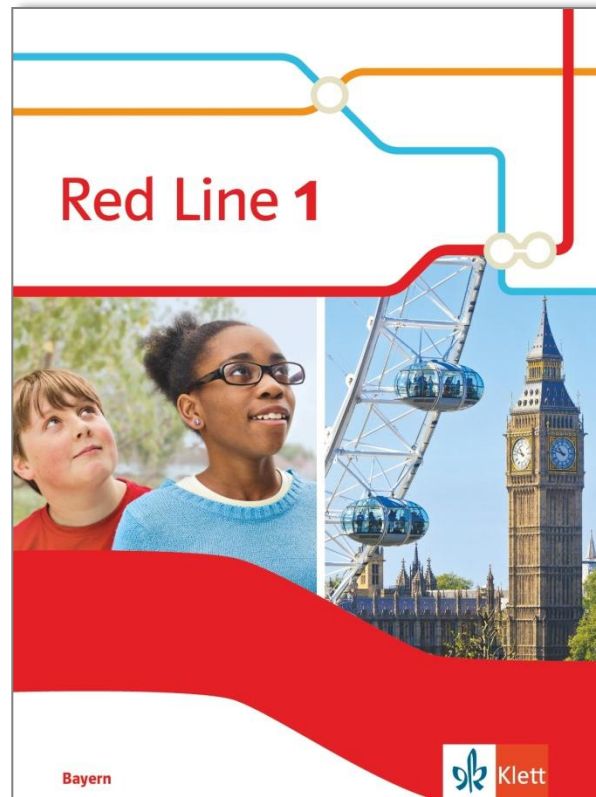
Kompetenz ist das Vermögen eines Individuums, eine lebensweltliche Situation sprachhandelnd zu bewältigen.



**100 % Bayern. 100 % für Sie.**  
Klett für den LehrplanPLUS

„Die Lehrpläne sind kompetenzorientiert ausgerichtet. Sie geben Auskunft über die im Unterricht nachhaltig aufzubauenden Kompetenzen und beschreiben, an welchen Inhalten diese erworben werden. Diese Kompetenzen gehen über reines Wissen hinaus und haben stets konkrete Anwendungssituationen im Blick. Die Schülerinnen und Schüler schaffen sich also ‘Werkzeuge’, die sie zur Lösung lebensweltlicher Problemstellungen, zur aktiven Teilhabe an gesellschaftlichen Prozessen und an kulturellen Angeboten sowie nicht zuletzt zum lebenslangen Lernen befähigen.“

- Handlungsbereitschaft herstellen (Motivation und Volition)
- Fähigkeiten entwickeln (physisch und psychisch)
- Wissen aufbauen (Sachwissen, Sprachwissen, Sozialwissen, Strategiewissen, Kulturwissen, ...)
- Fertigkeiten ausbauen (sachliche, sprachliche, strategische, kulturelle ...)
- Situationsbewältigung trainieren



1.33

## Unit 3 Intro

# My free time

# 3

Find more online:  
sc7x2y

At the end of this unit, you can ...

- talk about free-time activities.
- describe yourself.
- talk about your day.
- plan a free-time activity.
- understand a story about a dog and a film about free-time activities.

After school on Wednesdays I listen to music or watch TV. I love 'Superstars'. I want to be famous.

I play the saxophone. I've got saxophone lessons on Thursdays. On Saturdays I play netball. My team is very good. We win a lot of games. I love my team.

I've got football practice on Thursdays. We run around and then we play a game. I'm in the school team.

At the weekend I go to the cinema. I watch a new film every month. I like science fiction films. In the afternoon I often play computer games at home. I've got a lot of games on my computer!

36/1 **1** Make sentences about the boys and girls.

1. Jay listens to music on Wednesdays. - He ..... .
2. Olivia ..... She ..... .
3. Luke ..... He ..... .
4. Holly ..... .
5. Dave ..... .

**CULTURE**

There are a lot of clubs at British schools. For example, students can learn new sports, how to play an instrument or how to make a film. In a homework club, they can do their homework at school. When they need help, they can ask a teacher or other students for help. Are there clubs at your school?

36/2 **2** (TASK) My free time → V Free-time activities, p.167

Say what you do in your free time.

On Mondays	+		+		+		
After school		I		play		my friends.	
At the weekend				listen to		the cinema.	
...				go to		football.	
				watch		music.	
				meet		computer games.	
				call		a film.	
				...		...	

After school I listen to music!

52 fifty-two

I can talk about free-time activities. ✓

fifty-three 53

Topic 1
Describing yourself
3

## That's Olivia!

**1 (READING)** Read about Olivia.

**CULTURE**

You can say "I'm 1 metre 53 centimetres tall" or "I'm 5 feet and 2 inches tall". One foot (plural feet) is about 30 centimetres. One inch is about 2.5 centimetres.

How tall are you in feet and inches?

**Name:** Olivia Fraser  
**Address:** 52 Begbie Road, Greenwich  
**Phone number:** 0795 564 473  
**School:** Thomas Tallis School  
**Class:** 7RS  
**Colour of my hair:** black  
**Colour of my eyes:** brown  
**How tall:** 1.53 metres  
**How old:** 11  
**Favourite subject:** English  
**Favourite day:** Saturday! (netball training ☺)  
**Pet:** -  
**Best friend:** Holly Richardson  
**Hobbies:** netball, saxophone, art and books  
**My motto:** Always help your friends!

**2 (WRITING)** Write about Olivia.

Olivia lives in .... Her phone number is .... She's .... She goes to .... She has got .... She plays ....

**3 (LISTENING)** What is your phone number?

a) Say the phone numbers.  
 1. 0789 774 388    2. 0748 943 011    3. 0787 843 565    4. 0750 748 253

b) Listen to Dave, Luke, Jay and Holly. Who has got which telephone number?

I can describe myself. ✓

**4 What's the number?** → V Numbers 11–100, p.191

a) Say the next numbers in the line.

- 10 – 15 – 20 – 25 – ...
- 8 – 16 – 24 – ...
- 92 – 82 – 72 – ...

b) Make three more lines for your partner. Ask him or her to find the next number.

**5 (GAME)** Crack the code.

a) Use this code. Write a word in numbers.

Example: 'Art' is 31 – 48 – 50.

b) Say your numbers to your group. Who can crack the code?

**6 What hobbies do you know?**

Make a word web with hobbies and other free-time activities (sports, music, ...).

**7 (LISTENING)** Listen to Lucy and Irina. Who does what in her free time?

play the guitar

draw pictures

do judo

go horse riding

dance

play games

**8 (TASK)** Our friendship book → V Free-time activities, p.167

a) Make a friendship page about yourself.

b) Collect all your pages and make a book.

c) Use your friendship book and present it a classmate, but don't say the name. Can your classmates guess who it is?

fifty-five



Checkout
3

### Checklist

- ✓ I can talk about free-time activities. I go to ..... I play ..... I listen to ..... I help ..... I watch .....
- ✓ I can describe myself. I live in ..... My phone number is ..... My favourite subject is ..... I play ..... I like .....
- ✓ I can talk about my day. I get up at ..... I have breakfast at ..... I get home at ..... I play ..... after school. I go to bed at .....
- ✓ I can plan a free-time activity. Let's ..... What about .....? We could go to ..... Is ..... OK? ..... is fine for me. Let's meet there.
- ✓ I can understand a story about a dog.
- ✓ I can understand a film about free-time activities.

## (UNIT TASK) A class survey

Work in groups of six students. Make a survey about your free-time activities and present it to your class.

### Step 1

Find out about free-time activities in your group and take notes.

What do you do in your free time?

play football

meet friends

read books

...

watch films

Mathilda: plays football, watches films  
Louis: reads books, listens to music

### Step 2

Make a table about your free-time activities.

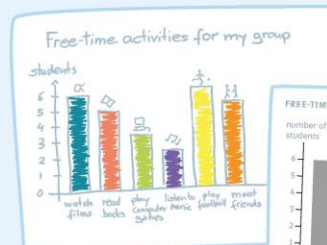
Activities	Number of students
• play with my pet	
• play football	
• watch films	
• help my family	
• ...	

### Step 3

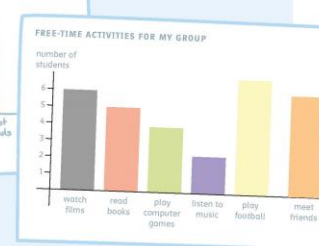
Make a graph with your information.

a) Put your graph on a transparency. OR b) Put your graph on the computer.

Free-time activities for my group



FREE-TIME ACTIVITIES FOR MY GROUP



### Step 4

Present your survey to the class.

- In our group six students play football.
- Three students read magazines and books.
- Most students meet friends after school.

STUDY SKILLS

Giving feedback:

- Is everything clear? Then you can say: "That was very good." or "It was OK."
- Isn't everything clear? Then you can say: "Sorry, it wasn't very clear. You can do better."


### Step 5

What is the most popular free-time activity in your class?

68 sixty-eight
sixty-nine 69

Checkout

**1 I can talk about free-time activities.**  
→p. 46/1  
Look at the pictures. What does Alec do in his free time? Write four sentences.



1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

**2 I can describe myself.**  
→p. 46/2  
Write sentences about yourself.

Address: I live at \_\_\_\_\_  
Phone: My number is \_\_\_\_\_  
Hair: \_\_\_\_\_  
Eyes: \_\_\_\_\_  
How tall: \_\_\_\_\_  
Hobbies: \_\_\_\_\_

**3 I can talk about my day.**  
→p. 46/3  
Write Ben's questions. Ask for the underlined words.

When do you go to school? \_\_\_\_\_ I go to school at half past eight.  
\_\_\_\_\_ I usually go by bus.  
\_\_\_\_\_ In the afternoon I do my homework and listen to music.  
\_\_\_\_\_ I do my homework in the kitchen or in my bedroom.  
\_\_\_\_\_ Yes, I play the guitar.  
\_\_\_\_\_ I go to bed at 9 p.m.

46 forty-six

Checkout 3

**4 I can plan a free-time activity.**  
→p. 46/4  
Complete the list. Put in the sentences on the right and complete them with your own ideas.

1. Make a suggestion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Say yes.

\_\_\_\_\_

\_\_\_\_\_

3. Say you can't.


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5 I can understand a story about a dog.**  
→p. 46/5

My friend Maggie has got a dog. His name is William and she needs him because she can't see. William takes her to school and helps her with things. He is one of the family. He sleeps in Maggie's room and gets up with her in the morning. They always get up at 7:15 a.m. Maggie washes her face but William doesn't wash his face. He's hungry. He goes to the kitchen for breakfast. They walk to school at quarter to nine and William sits with Maggie in her lessons. He's very good. Maggie can do PE with William too. After school Maggie sometimes goes to the park with her friends. They play games with them. Maggie says he is my pet and my best friend and he's my eyes. We all love William.



Read the story and the sentences. Are they right or wrong or is the information not in the text? Tick ✓ the right box.

	right	wrong	not in the text
1. William is Maggie's dog.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. He can't see.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. William and Maggie get up at quarter past seven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. William eats dog biscuits for breakfast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maggie and her friends always go to the park after school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47 forty-seven

Step by step

**1 I can talk about free time-activities.**

a) Draw lines and match the sentences.

play   go to   listen to   help   watch

free time   movies   music   the cinema   my family

b) What do you do in your free time? Write two sentences.

In my free time \_\_\_\_\_

At the weekend \_\_\_\_\_

**2 I can describe myself.**


Match the headings and the sentences.

- Address: I am one metre fifty-five.
- Phone: Black like my mother's.
- Hair: I live in 13 Park Road, Greenwich.
- Eyes: My number is seven eight four three double oh two.
- How tall: I play the saxophone and I often play football.
- Hobbies: They are blue and green.

**3 I can talk about my day.**

Complete the questions.

- When do \_\_\_\_\_? I usually get up at seven o'clock.
- \_\_\_\_\_ do you do next? I brush my teeth next.
- When do you \_\_\_\_\_? I go to school at half past eight.
- \_\_\_\_\_ go to school? I go to school by bus.
- What do you do \_\_\_\_\_? In the evening I do my homework and play games.
- \_\_\_\_\_ go to bed? I go to bed at half past eight.



48 forty-eight

Step by step **3**

**4 I can plan a free-time activity.**

a) Match the sentence parts. Draw lines.

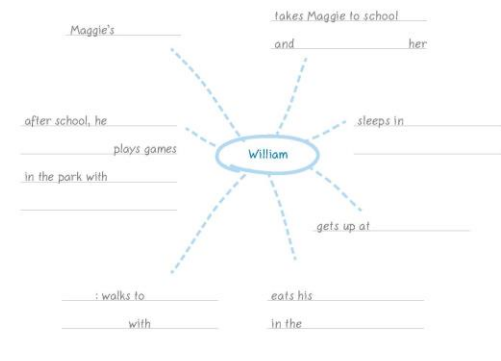
- I often help                      why not!
- That's a                              the football match on TV.
- Let's go                                I can't.
- We could watch                    my mum in the garden on Saturdays.
- Yes,                                      good idea.
- What about                          to the park on Sunday.
- I'm sorry,                              a game of tennis?

b) With which sentences can you suggest something, say yes or say you can't? Write the numbers.

Make a suggestion. \_\_\_\_\_ Say yes. \_\_\_\_\_ Say you can't. \_\_\_\_\_

**5 I can understand a story about a dog.**

Read the text about William on page 47 again and complete the mind map about him.



Maggie's \_\_\_\_\_                      takes Maggie to school \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ her

after school, he \_\_\_\_\_                      sleeps in \_\_\_\_\_

\_\_\_\_\_ plays games \_\_\_\_\_

in the park with \_\_\_\_\_

\_\_\_\_\_ gets up at \_\_\_\_\_


\_\_\_\_\_ : walks to \_\_\_\_\_                      eats his \_\_\_\_\_

\_\_\_\_\_ with \_\_\_\_\_                      in the \_\_\_\_\_

fortynine 49

Checkout

**1 I can talk about free-time activities.**  
→p. 46/1  
Look at the pictures. What does Alec do in his free time? Write four sentences.



1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

**2 I can describe myself.**  
→p. 46/2  
Write sentences about yourself.

Address: I live at \_\_\_\_\_  
Phone: My number is \_\_\_\_\_  
Hair: \_\_\_\_\_  
Eyes: \_\_\_\_\_  
How tall: \_\_\_\_\_  
Hobbies: \_\_\_\_\_

**3 I can talk about my day.**  
→p. 46/3  
Write Ben's questions. Ask for the underlined words.

When do you go to school? \_\_\_\_\_ I go to school at half past eight.  
\_\_\_\_\_ I usually go by bus.  
\_\_\_\_\_ In the afternoon I do my homework and listen to music.  
\_\_\_\_\_ I do my homework in the kitchen or in my bedroom.  
\_\_\_\_\_ Yes, I play the guitar.  
\_\_\_\_\_ I go to bed at 9 p.m.

46 forty-six

Checkout 3

**4 I can plan a free-time activity.**  
→p. 46/4  
Complete the list. Put in the sentences on the right and complete them with your own ideas.

1. Make a suggestion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Say yes.

\_\_\_\_\_

\_\_\_\_\_

3. Say you can't.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5 I can understand a story about a dog.**  
→p. 46/5

My friend Maggie has got a dog. His name is William and she needs him because she can't see. William takes her to school and helps her with things. He is one of the family. He sleeps in Maggie's room and gets up with her in the morning. They always get up at 7:15 a.m. Maggie washes her face but William doesn't wash his face. He's hungry. He goes to the kitchen for breakfast. They walk to school at quarter to nine and William sits with Maggie in her lessons. He's very good. Maggie can do PE with William too. After school Maggie sometimes goes to the park with her friends. They play games with them. Maggie says he is my pet and my best friend and he's my eyes. We all love William.



Read the story and the sentences. Are they right or wrong or is the information not in the text? Tick ✓ the right box.

	right	wrong	not in the text
1. William is Maggie's dog.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. He can't see.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. William and Maggie get up at quarter past seven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. William eats dog biscuits for breakfast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maggie and her friends always go to the park after school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47 forty-seven

Checkout
3

### Checklist

- ✓ I can talk about free-time activities. I go to ..... I play ..... I listen to ..... I help ..... I watch .....
- ✓ I can describe myself. I live in ..... My phone number is ..... My favourite subject is ..... I play ..... I like .....
- ✓ I can talk about my day. I get up at ..... I have breakfast at ..... I get home at ..... I play ..... after school. I go to bed at .....
- ✓ I can plan a free-time activity. Let's ..... What about .....? We could go to ..... Is ..... OK? ..... is fine for me. Let's meet there.
- ✓ I can understand a story about a dog.
- ✓ I can understand a film about free-time activities.

## (UNIT TASK) A class survey

Work in groups of six students. Make a survey about your free-time activities and present it to your class.

### Step 1

Find out about free-time activities in your group and take notes.

What do you do in your free time?

play football
meet friends

read books
...

watch films

Mathilda: plays football, watches films  
Louis: reads books, listens to music

### Step 2

Make a table about your free-time activities.

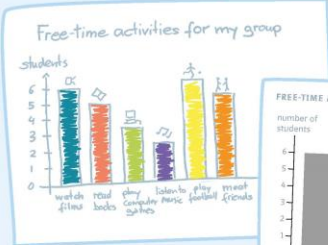
Activities	Number of students
• play with my pet	
• play football	
• watch films	
• help my family	
• ...	

### Step 3


Make a graph with your information.

a) Put your graph on a transparency. OR b) Put your graph on the computer.

Free-time activities for my group



FREE-TIME ACTIVITIES FOR MY GROUP



### Step 4

Present your survey to the class.

- In our group six students play football.
- Three students read magazines and books.
- Most students meet friends after school.

### Step 5

What is the most popular free-time activity in your class?

#### STUDY SKILLS

Giving feedback:

- Is everything clear? Then you can say: "That was very good." or "It was OK."
- Isn't everything clear? Then you can say: "Sorry, it wasn't very clear. You can do better."

68 sixty-eight
sixty-nine 69

Checkout
3

### Checklist

- ✓ **I can talk about free-time activities.**  
I go to ..... • I play ..... • I listen to ..... • I help ..... • I watch .....
- ✓ **I can describe myself.**  
I live in ..... • My phone number is ..... • I go to ..... • My favourite subject is ..... • I play ..... • I like .....
- ✓ **I can talk about my day.**  
I get up at ..... • I have breakfast at ..... • I get home at ..... • I play ... after school. • I go to bed at .....
- ✓ **I can plan a free-time activity.**  
Let's ..... • What about ...? • We could go to ..... • Is ... OK? • ... is fine for me. • Let's meet there.
- ✓ **I can understand a story about a dog.**
- ✓ **I can understand a film about free-time activities.**

## (UNIT TASK) A class survey

Work in groups of six students. Make a survey about your free-time activities and present it to your class.

### Step 1

Find out about free-time activities in your group and take notes.

What do you do in your free time?

play football
meet friends

read books
...

watch films

Mathilda: plays football, watches films  
Louis: reads books, listens to music

### Step 2

Make a table about your free-time activities.

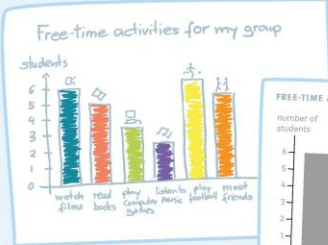
Activities	Number of students
• play with my pet	
• play football	
• watch films	
• help my family	
• ...	

### Step 3

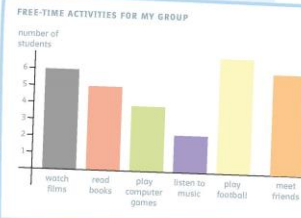
Make a graph with your information.

a) Put your graph on a transparency. OR b) Put your graph on the computer.

Free-time activities for my group



FREE-TIME ACTIVITIES FOR MY GROUP



**STUDY SKILLS**

Giving feedback:

- Is everything clear? Then you can say: "That was very good." or "It was OK."
- Isn't everything clear? Then you can say: "Sorry, it wasn't very clear. You can do better."

68 sixty-eight
sixty-nine 69

- Handlungsbereitschaft herstellen (Motivation und Volition)
- Fähigkeiten entwickeln (physisch und psychisch)
- Wissen aufbauen (Sachwissen, Sprachwissen, Sozialwissen, Strategiewissen, Kulturwissen, ...)
- Fertigkeiten ausbauen (sachliche, sprachliche, strategische, kulturelle ...)
- Situationsbewältigung trainieren

Unit 3 Intro  
**My free time**

After school on Wednesdays I listen to music or watch TV. I love 'Superstars'. I want to be famous.

I play the saxophone. I've got saxophone lessons on Thursdays. On Saturdays I play netball. My team is very good. We win a lot of games. I love my team.

At the end of this unit, you can ...

- talk about free-time activities.
- describe yourself.
- talk about your day.
- plan a free-time activity.
- understand a story about a dog and a film about free-time activities.

Find more online: sc7x2y

36/1 **1** Make sentences about the boys and girls.

1. Jay listens to music on Wednesdays. - He ....
2. Olivia ..... She .....
3. Luke ..... He .....
4. Holly ..... She .....
5. Dave .....

**CULTURE**

There are a lot of clubs at British schools. For example, students can learn new sports, how to play an instrument or how to make a film. In a homework club, they can do their homework at school. When they need help, they can ask a teacher or other students for help. Are there clubs at your school?

36/2 **2** (TASK) My free time → V Free-time activities, p. 36

Say what you do in your free time.

On Mondays	+ I +	play	my friends.
After school	+ I +	listen to	the cinema.
At the weekend	+ I +	go to	football.
...	+ I +	watch	music.
	+ I +	meet	computer games.
	+ I +	call	a film.
	+ I +	...	...

I can talk about free-time activities.


At the weekend I go to the cinema. I watch a new film every month. I like science fiction films. In the afternoon I often play computer games at home. I've got a lot of games on my computer!





Unit 1

Word bank: **In my room**




1. table	6. carpet	11. poster	16. computer
2. chair	7. window	12. lamp	17. box
3. wardrobe	8. door	13. alarm clock	18. DVD
4. bed	9. shelf/shelves	14. phone	19. CD
5. floor	10. notice board	15. book	20. bag

162 one hundred and sixty-two

„Die Schülerinnen und Schüler wenden den in der Grundschule erworbenen Wortschatz in bereits bekannten und neuen Zusammenhängen an. Sie nutzen neuen Wortschatz, der sich auf die Themen unter 5.5. bezieht, um sich in einfachen alltäglichen Kommunikationssituationen (z. B. beim Einkaufen) zu verständigen und sich zu Themen aus dem unmittelbaren persönlichen Erfahrungsbereich (z. B. Familie) zu äußern. Dabei verwenden sie u.a. folgende grundlegende Wendungen und Strukturen ...“

Unit 1

Word bank: **In my room**



1. table      6. carpet      11. poster      16. computer  
2. chair      7. window      12. lamp      17. box  
3. wardrobe      8. door      13. alarm clock      18. DVD  
4. bed      9. shelf, shelves      14. phone      19. CD  
5. floor      10. notice board      15. book      20. bag

162 one hundred and sixty-two

Unit 3
V

**Unit 3 My free time**

Am Ende dieser Unit kannst du ...

- über deine Freizeit sprechen.
- dich beschreiben.
- über deinen Tagesablauf sprechen.
- eine Freizeitaktivität planen.

- eine Geschichte über einen Hund und einen Film zum Thema „Freizeit in England“ verstehen.

p. 52	free time [ˈfriːˈtaɪm]	Freizeit	I play tennis in my free time.
<b>Intro</b>			
	after [ˈɑːftə]	nach	After school I play tennis or netball.
	to watch TV [wɒtʃˈtiːvɪ]	fernsehen	
	netball [ˈnetbɔːl]	Korbball	On Saturdays I play netball.
	team [tiːm]	Team, Mannschaft	
	to win [wɪn]	gewinnen, siegen	We win. We are good.
p. 53	practice [ˈpræktɪs]	Training, Übung	Football practice is on Thursday.
	to run around [rʌn əraʊnd]	herumrennen, herumlaufen	My dog runs around in the park.
	animal rescue shelter [æniməl ˈreskjʊːˌʃeltə]	Tierheim	My cat is from the animal rescue shelter.
	animal [æniməl]	Tier	animals: bat, cat, dog, ...
	horse [hɔːs]	Pferd	
	weekend [ˈwiːkənd]	Wochenende	Saturday + Sunday = weekend
	cinema [ˈsɪnəmə]	Kino	
p. 52	film [fɪlm]	Film	film [R] ʃɪləm
p. 53	every [ˈevri]	jede	I play football every day. I love it.
	month [mʌnθ]	Monat	There are seven days and twelve months.
	science fiction [saɪəns ˈfɪkʃn]	Science-Fiction	Star wars is a science fiction movie.
	afternoon [ˌɑːftəˈnuːn]	Nachmittag	afternoon = 12:00 – 17:00 Uhr

<b>Topic 1</b>			
p. 54	hair [heə]	Haar, Haare	
	tall [tɔːl]	groß	
	metre [ˈmiːtə]	Meter	⚠ Achtung Schreibweise! met <u>r</u> e
	best [best]	beste	Laura knows the best shops.
Words that I know			
<b>numbers 11 – 100</b>			
eleven 11 [ˈiːvən]	elf	twenty-one 21 [ˈtwentiːwʌn]	einundzwanzig
twelve 12 [ˈtwelv]	zwölf	twenty-two 22 [ˈtwentiːtuː]	zweiundzwanzig
thirteen 13 [ˈθɜːˈtiːn]	dreizehn	thirty 30 [ˈθɜːti]	dreißig
fourteen 14 [ˈfɔːˈtiːn]	vierzehn	forty 40 [ˈfɔːti]	vierzig
fifteen 15 [ˈfɪfˈtiːn]	fünfzehn	fifty 50 [ˈfɪfti]	fünfzig
sixteen 16 [ˈsɪksˈtiːn]	sechzehn	sixty 60 [ˈsɪksɪ]	sechzig
seventeen 17 [ˈsevnˈtiːn]	siebzehn	seventy 70 [ˈsevnɪ]	siebzig
eighteen 18 [ˈeɪtˈtiːn]	achtzehn	eighty 80 [ˈeɪti]	achtzig
nineteen 19 [ˈnaɪnˈtiːn]	neunzehn	ninety 90 [ˈnaɪnti]	neunzig
twenty 20 [ˈtwenti]	zwanzig	a/one hundred 100 [ˈhʌndrəd]	ein hundred
<b>Topic 2</b>			
p. 54	interview [ˈɪntəvjuː]	Interview, Befragung	Mark does an interview with Olivia.
	article [ˈɑːtɪkəl]	Artikel, Bericht	We'd like to write an article about you.
	of course [əv ˈkɔːrs]	natürlich, selbstverständlich	Do you like chocolate? – Yes, of course!
	to practise [ˈpræktɪs]	üben, trainieren	I practise every day.
	much [mʌtʃ]	viel	I like chocolate but I don't eat much.
	before [bɪˈfɔː]	bevor	Say goodbye before you go.
	to get up [ˌget ˈʌp]	aufstehen	I get up at 6:30.
	early [ˈɜːli]	früh	I get up early on Sundays.
	morning [ˈmɔːnɪŋ]	Morgen, Vormittag	School is in the morning.
	usually [ˈjuːʒli]	normalerweise, gewöhnlich	Holly is usually early, but today she's late.
	o'clock [əˈklɒk]	Uhr (Zeitangabe bei vollen Stunden)	⚠ Achte auf die Schreibweise! It's six o'clock.

1.33

## Unit 3 Intro

# My free time

At the end of this unit, you can ...

- talk about free-time activities.
- describe yourself.
- talk about your day.
- plan a free-time activity.
- understand a story about a dog and a film about free-time activities.

**3**

Find more online: sc7x2y

After school on Wednesdays I listen to music or watch TV. I love 'Superstars'. I want to be famous.

I play the saxophone. I've got saxophone lessons on Thursdays. On Saturdays I play netball. My team is very good. We win a lot of games. I love my team.

I've got football practice on Thursdays. We run around and then we play a game. I'm in the school team.

At the weekend I go to the cinema. I watch a new film every month. I like science fiction films. In the afternoon I often play computer games at home. I've got a lot of games on my computer!

36/1 **1** Make sentences about the boys and girls.

1. Jay listens to music on Wednesdays. - He ....
2. Olivia .... - She ....
3. Luke .... - He ....
4. Holly ....
5. Dave ....

CULTURE

There are a lot of clubs at British schools. For example, students can learn new sports, how to play an instrument or how to make a film. In a homework club, they can do their homework at school. When they need help, they can ask a teacher or other students for help. Are there clubs at your school?

36/2 **2** (TASK) My free time → V Free-time activities, p.167

Say what you do in your free time.

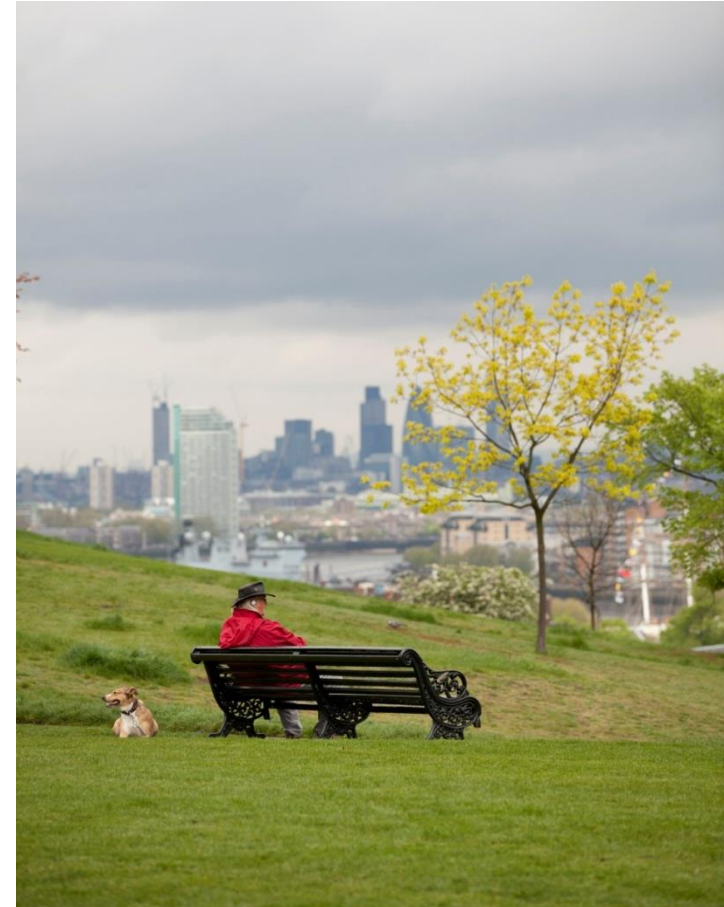
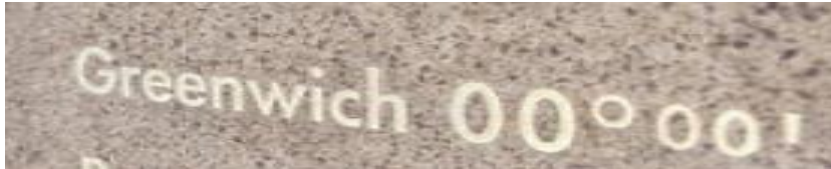
On Mondays	+		+		+		+		+		+	
After school		I		play		listen to		my friends.		the cinema.		
At the weekend				go to		go to		football.		music.		
...				watch		meet		computer games.		a film.		
				call		...						
				...								

After school I listen to music!

I can talk about free-time activities. ✓

fifty-three 53

„Die Schülerinnen und Schüler stellen auf der Basis grundlegender Kenntnisse über das Alltagsleben in Großbritannien Vergleiche mit der eigenen Lebenswelt (u.a. im sozialen und schulischen Umfeld) an.“







## Olivia Fraser

- schlagfertig, energiegeladen
- mag Kunst, ihr Rad und Sport

## Jay Azad

- selbstbewusst, immer lächelnd und cool
- neu in Greenwich

## Luke Elliot

- guter Fußballer
- Haustier: Hund Sherlock



## Dave Preston

- liebt Computerspiele und Science Fiction
- Haustier: Kater Sid

## Holly Richardson

- ruhig, ein bisschen verträumt
- Haustiere: Meerschweinchen Fluff und Honey

## SPEAKING SKILLS

### How to be polite in English

In England, it is very important to be polite. Here you can learn what to say or do to be polite in English.



108 one hundred and eight



Speaking is fun!

**1** What can you say to be polite in English?

Think of what you say in German to be polite. That can help you.

**2** Watch the film.

a) What are the four magic words in English?

What else can you do to be polite? Look at the people's faces and listen to their voices.

b) What is right?

1. When Laura opens the door
  - she says "Please!"
  - the woman says "Thank you!"
2. The woman in the queue says to Laura
  - "Excuse me! There's a queue."
  - "Don't do that, please!"
3. The man on the escalator says
  - "Wake up!"
  - "Excuse me!"

**3** Make short dialogues for the speakers in the pictures on the left.

Look at the pictures. Imagine you are one of the people in the picture. Ask yourself: What is the situation? What do the people in the pictures want?

- |                               |                 |
|-------------------------------|-----------------|
| Is it OK to sit here, please? | Oh, sorry!      |
| Excuse me.                    | Thank you!      |
| Here - have a sweet.          | Yes, of course. |
| Can I help you?               | No thanks.      |

**4** Read the situations. What can the people say? Act short dialogues with your partner.

Use polite words and phrases. Think of your face and your voice too.

- You see a woman. She needs help with her bag. It is too heavy for her.
- You want to use a ruler at school, but your ruler is at home. Your classmate has got a ruler on his/her desk.
- It is cold in your classroom. The windows are open.



one hundred and nine 109



1.33

## Unit 3 Intro

# My free time

At the end of this unit, you can ...

- talk about free-time activities.
- describe yourself.
- talk about your day.
- plan a free-time activity.
- understand a story about a dog and a film about free-time activities.

**3**

Find more online: sc7x2y

After school on Wednesdays I listen to music or watch TV. I love 'Superstars'. I want to be famous.

I play the saxophone. I've got saxophone lessons on Thursdays. On Saturdays I play netball. My team is very good. We win a lot of games. I love my team.

I've got football practice on Thursdays. We run around and then we play a game. I'm in the school team.

At the weekend I go to the cinema. I watch a new film every month. I like science fiction films. In the afternoon I often play computer games at home. I've got a lot of games on my computer!

36/1 **1** Make sentences about the boys and girls.

1. Jay listens to music on Wednesdays. - He ....
2. Olivia .... - She ....
3. Luke .... - He ....
4. Holly ....
5. Dave ....

**CULTURE**

There are a lot of clubs at British schools. For example, students can learn new sports, how to play an instrument or how to make a film. In a homework club, they can do their homework at school. When they need help, they can ask a teacher or other students for help. Are there clubs at your school?

**2** (TASK) My free time → V Free-time activities, p.167

36/2 Say what you do in your free time.

On Mondays After school At the weekend ...	+	I	+	play listen to go to watch meet call ...	+	my friends. the cinema. football. music. computer games. a film. ...
---	---	---	---	---	---	---

After school I listen to music!

52 fifty-two

I can talk about free-time activities. ✓

fifty-three 53

Topic 1
Describing yourself

## That's Olivia!

**1 (READING)** Read about Olivia.

**CULTURE**

You can say "I'm 1 metre 53 centimetres tall" or "I'm 5 feet and 2 inches tall". One foot (plural: 'feet') is about 30 centimetres. One inch is about 2.5 centimetres.

How tall are you in feet and inches?

**Name:** Olivia Fraser  
**Address:** 5 Begbie Road, Greenwich  
**Phone number:** 0795 564 473  
**School:** Thomas Tallis School  
**Class:** 7RS  
**Colour of my hair:** black  
**Colour of my eyes:** brown  
**How tall:** 1.53 metres  
**How old:** 11  
**Favourite subject:** English  
**Favourite day:** Saturday! (netball training ☺)  
**Pet:** -  
**Best friend:** Holly Richardson  
**Hobbies:** netball, saxophone, art and books  
**My motto:** Always help your friends!

**4 What's the number?** → V Numbers 11–100, p.191

a) Say the next numbers in the line.

- 10 – 15 – 20 – 25 – ...
- 8 – 16 – 24 – ...
- 92 – 82 – 72 – ...

b) Make three more lines for your partner. Ask him or her to find the next number.

13	thirteen	21	twenty-one	30	thirty
14	fourteen	22	twenty-two	40	forty
15	fifteen	23	twenty-three	50	fifty
16	sixteen	24	twenty-four	60	sixty
17	seventeen	25	twenty-five	70	seventy
18	eighteen	26	twenty-six	80	eighty
19	nineteen	...	...	90	ninety
20	twenty	29	twenty-nine	100	a/one hundred

**5 (GAME)** Crack the code.

a) Use this code. Write a word in numbers.

Example: 'Art' is 31 – 48 – 50.

A	B	C	D	E	F	G	H	I	J	K	L	M
31	32	33	34	35	36	37	38	39	40	41	42	43

b) Say your numbers to your group. Who can crack the code?

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
44	45	46	47	48	49	50	51	52	53	54	55	56

**6 What hobbies do you know?**

Make a word web with hobbies and other free-time activities (sports, music, ...).

**7 (LISTENING)** Listen to Lucy and Irina. Who does what in her free time?

play the guitar

draw pictures

do judo

go horse riding

dance

play games

**8 (TASK)** Our friendship book → V Free-time activities, p.167

a) Make a friendship page about yourself.

b) Collect all your pages and make a book.

c) Use your friendship book and present a classmate, but don't say the name. Can your classmates guess who it is?

**2 (WRITING)** Write about Olivia.

Olivia lives in .... Her phone number is .... She's .... She goes to .... She has got .... She plays ....

**3 (LISTENING)** What is your phone number?

a) Say the phone numbers.

1. 0789 774 388   2. 0748 943 011   3. 0787 843 565   4. 0750 748 253

b) Listen to Dave, Luke, Jay and Holly. Who has got which telephone number?

**54**   fifty-four

**55**   fifty-five

100% Bayern. 100% für Sie.  
Klett für den LehrplanPLUS

„Die Schülerinnen und Schüler verstehen kurze erzählende und dialogische Texte (z. B. Geschichten, Dialogszenen, Foto-Stories) sowie Lieder, Gedichte und einfache Gebrauchstexte (z. B. Anleitungen, Speisekarten), die Themen aus dem unmittelbaren Erfahrungsbereich behandeln, eine klare Struktur aufweisen und weitestgehend bekanntes bzw. sehr leicht erschließbares Sprachmaterial (z. B. Internationalismen) enthalten. Beim stillen Lesen erfassen sie den Gesamtzusammenhang und entnehmen gezielt grundlegende Informationen.“

Topic 1
Describing yourself

## That's Olivia!

**1 (READING)** Read about Olivia.

**CULTURE**

You can say "I'm 1 metre 53 centimetres tall" or "I'm 5 feet and 2 inches tall". One foot (plural: 'feet') is about 30 centimetres. One inch is about 2.5 centimetres.

How tall are you in feet and inches?

13 thirteen	21 twenty-one	30 thirty
14 fourteen	22 twenty-two	40 forty
15 fifteen	23 twenty-three	50 fifty
16 sixteen	24 twenty-four	60 sixty
17 seventeen	25 twenty-five	70 seventy
18 eighteen	26 twenty-six	80 eighty
19 nineteen	...	90 ninety
20 twenty	29 twenty-nine	100 a/one hundred

**2 (WRITING)** Write about Olivia.

Olivia lives in .... Her phone number is .... She's .... She goes to .... She has got .... She plays ....

**3 (LISTENING)** What is your phone number?

a) Say the phone numbers.

1. 0789 774 388   2. 0748 943 011   3. 0787 843 565   4. 0750 748 253

1,34 b) Listen to Dave, Luke, Jay and Holly. Who has got which telephone number?

**4 What's the number?** → V Numbers 11–100, p.191

a) Say the next numbers in the line.

- 10 – 15 – 20 – 25 – ...
- 8 – 16 – 24 – ...
- 92 – 82 – 72 – ...

b) Make three more lines for your partner. Ask him or her to find the next number.

**5 (GAME)** Crack the code.

a) Use this code. Write a word in numbers.

Example: 'Art' is 31 – 48 – 50.

b) Say your numbers to your group. Who can crack the code?

**6 What hobbies do you know?**

Make a word web with hobbies and other free-time activities (sports, music, ...).

**7 (LISTENING)** Listen to Lucy and Irina. Who does what in her free time?

play the guitar
 draw pictures
 do juggling
 go horse riding
 dance
 play games

**8 (TASK)** Our friendship book → V Free-time activities, p.167

a) Make a friendship page about yourself.

b) Collect all your pages and make a book.

c) Use your friendship book and present a classmate, but don't say the name. Can your classmates guess who it is?

54   fifty-four
I can describe myself. ✓
fifty-five   55

„Die Schülerinnen und Schüler verfassen mithilfe detaillierter inhaltlicher und sprachlicher Vorgaben kurze, einfache Texte (z. B. persönliche Mitteilungen, Notizen, Einladungen, Postkarten, kommentierte Bildergeschichten, Beschreibungen von Vergangenem) zu Themen aus ihrer unmittelbaren Erfahrungswelt und vervollständigen einfache Formulare mit grundlegenden Informationen zur eigenen Person. Dabei wenden sie bekannte sprachliche Mittel an, berücksichtigen grundlegende formale Regeln (u. a. Anrede- und Schlussformeln) und achten auf orthographische Richtigkeit.“

Topic 1
Describing yourself

## That's Olivia!

**1 (READING)** Read about Olivia.

**CULTURE**

You can say "I'm 1 metre 53 centimetres tall" or "I'm 5 feet and 2 inches tall". One foot (plural: 'feet') is about 30 centimetres. One inch is about 2.5 centimetres.

How tall are you in feet and inches?

**37/1** **2 (WRITING)** Write about Olivia.

Olivia lives in ..... Her phone number is ..... She's .....  
She goes to ..... She has got ..... She plays ..... \*

**3 (LISTENING)** What is your phone number?

a) Say the phone numbers.

1. 0789 774 388   2. 0748 943 011   3. 0787 843 565   4. 0750 748 253

1,34 b) Listen to Dave, Luke, Jay and Holly. Who has got which telephone number?

**4 What's the number?** → V Numbers 11–100, p.191

a) Say the next numbers in the line.

- 10 – 15 – 20 – 25 – ...
- 8 – 16 – 24 – ...
- 92 – 82 – 72 – ...

b) Make three more lines for your partner. Ask him or her to find the next number.

**5 (GAME)** Crack the code.

a) Use this code. Write a word in numbers.







Example: 'Art' is 31 – 48 – 50.

b) Say your numbers to your group. Who can crack the code?

**6 What hobbies do you know?**

Make a word web with hobbies and other free-time activities (sports, music, ...).

**1,35 37/3** **7 (LISTENING)** Listen to Lucy and Irina. Who does what in her free time?

 play the guitar
  draw pictures
  do juggling
  go horse riding
  dance
  play games

**8 (TASK)** Our friendship book → V Free-time activities, p.167

a) Make a friendship page about yourself.

b) Collect all your pages and make a book.

c) Use your friendship book and present a classmate, but don't say the name. Can your classmates guess who it is?

54 fifty-four

I can describe myself. ✓

fifty-five 55




Topic 2
Talking about your day
Topic 2 **3**

## An interview with Olivia

**1** The school magazine does an interview with Olivia. Can you guess why?

1.36 **2** (READING) Read the interview.



**Mark:** Wow, you get up early in the morning?

**Olivia:** Usually I get up at 7 o'clock. We have breakfast at quarter to 8, so I can practise before breakfast.

**Mark:** What other activities do you do in your free time?

**Olivia:** After school I have tea with my little sister and my dad. Then I play with my friends and do my homework. Oh, and I always go to Art Club on Monday afternoon.

**Mark:** Do you like art?

**Olivia:** Yes, painting is fun. I like to do things with my hands.

**Mark:** And what do you do at the weekend?

**Olivia:** I play netball on Saturdays. And I often meet my mum. She doesn't live with us.

**Mark:** Does she live in Greenwich too?

**Olivia:** Yes, she does. We often go to the cinema together or watch a film at home. And sometimes there is a netball match on Sunday. Then she comes with me and watches me.

**Mark:** That's nice. Well, you've got a lot of talents: you play the saxophone, you like art and you're good at sports – wow! Thank you for the interview, Olivia.

**Hi Olivia!** I'm Mark. Can I do an interview with you for the school magazine?

**OK, why not?**

**1** **Mark:** Great, thanks. We'd like to write an article about you. Is that OK?

**Olivia:** Oh, cool. Why?

**Mark:** Well, because you're the winner of the talent show, of course! You're very good at playing the saxophone. Do you practise much?

**Olivia:** No, I don't because I haven't got much time. I've got saxophone lessons on Thursdays. So I often practise on Wednesdays ... And sometimes, I practise before school.

**3** **What does Olivia do in her free time?**

a) Make a list of Olivia's activities in the morning, in the afternoon, at the weekend, ...

b) Choose one of Olivia's activities and act it. Can your classmates guess what it is?

**CULTURE**

In Britain school usually begins at 9 o'clock and ends at 4 o'clock. After school the children often have tea at home. 'Tea' is usually a meal with tea or a soft drink and biscuits or small sandwiches. But 'tea' can also mean 'dinner'. Do you have meals like 'tea' at home?


38/1 **4** **What time is it, please?**

a) Say the time. Use **past** or **to**.

- 8:05 – "It's five **past** eight."
- 11:45 – "It's quarter **to** twelve."
- 2:15 – "It's ...."
- 7:30
- 10:50
- 4:18
- 3:53
- 1:49

b) You can say the time like this too. Use numbers.

- 9:30 – "It's nine thirty."
- 6:05 – "It's six – oh – five."
- 8:45 – "It's ...."
- 3:03
- 10:11
- 2:07
- 12:36
- 5:25




In English you only use the numbers 1 – 12 to say the time. For 21:00 you say 'It's nine o'clock' or 'It's nine p.m.'

38/2 **5** (GAME) **Show the time!**

a) Imagine that you are a clock. Think of a time. Show it with your arms. Your classmates must guess what time it is.

b) Think of a time and say it. Your classmates must show it with their arms. Are they right?



1.37 **6** (LISTENING) **How is Holly's day?** → V My day, p.192

39/3-4 a) Listen to Holly: What does she do when? When does she do what? Take notes.

1. at 7:30?	5. at 4:45?
2. at 8:00?	6. do homework?
3. brush her teeth?	7. at 7:50?
4. walk to school?	8. go to bed?

b) Think of your day and talk about it with a partner. What do you do at 7:30 - at 8:00 - ...? When do you brush your teeth - ...?

56 fifty-six
fifty-seven 57

Topic 2
3

**Language detectives** → G11, p. 140

Do you like tennis? – Yes, I do.  
Do you play tennis? – No, I don't.  
Does your sister play tennis? – Yes, she does. - No, she doesn't.

Read the questions and the answers.  
When do you use do/don't? When do you use does/doesn't?

**9 Do you remember?** → M Peer correction, p. 154

**Language** → G11, p. 140  
Does Olivia play the saxophone?  
When does Olivia play the saxophone?

a) Make questions.

When	do	Olivia get up?
Why	does	her mother live?
Where		Olivia practise on Wednesdays?
What		Lucy and her father have tea with Olivia?
		Olivia and her mum do at the weekend?
		she go to on Monday afternoon?
		Olivia like painting?

b) Answer the questions. Look at page 56 for help.

c) Check your answers with a partner. Who has got more right answers?

**10 What do they do?**

Partner A: Make a question. Choose the right form: Is it do or does?  
Partner B: Look at the pictures. Answer the question.  
Take turns.

- Olivia - football - do/does - play - ?
- do/does - ? - sing - Jay
- ? - when - Jay - help - do/does - his uncle
- Luke and Sherlock - do/does - football - play - ? - where
- Holly - get up - ? - do/does - when
- what - ? - Dave and Luke - do/does - do - after school

**7 Do they do it?**

a) Look at the table and write eight questions. Use do and does.

1. Does Dave ...? 2. Do Holly and Jay ...? 3. ...

	Dave	Holly	Luke	Jay	Olivia
make his/her/their bed	-	+	+	+	-
have tea after school	+	+	-	-	+
do his/her/their homework in the evening	+	-	-	-	+
help in the kitchen	-	+	+	+	-
go to bed early	+	-	-	-	+

b) Ask and answer your questions from a) with a partner. Take turns.

c) Does your partner do these things? Ask him/her.

**8 (OVER TO YOU) Interview your partners.**

a) Make a group of four: A works with B. C works with D. A and C: Ask your partner about his/her day. Take notes. B and D: Answer the questions.

Do you ...

1. get up early?	5. go shopping?
2. watch science fiction films?	6. clean your room?
3. play computer games?	7. do sports?
4. watch TV?	8. play the saxophone?

b) Now swap partners: A works with D. B works with C. B and D: Ask questions about the partner from a). A and C: Answer the questions. Use your notes from a).

B: Does D get up early?	D: Does B get up early?
C: Yes, he/she does.	A: No, he/she doesn't.

58 fifty-eight
fifty-nine 59

Topic 2

**11 (MEDIATION)** Erzählt euch auf Deutsch, wie Ben und sein schottischer Cousin Bob den Sonntag verbringen.

Partner A

**BEN'S SUNDAY**

11 p.m.: have late breakfast with family in living room

11.50 p.m.: play board games with Ken

1.20 a.m.: watch favourite TV show ('Britain's next top bat') on Bat TV

3.45 a.m.: go out and have fun with bat friends in Greenwich Park

7.30 a.m.: go to bed and read scary stories (with a torch)

**BOB'S SUNDAY**

8.00 a.m.: go to bed

5.30 a.m.: watch 'Batman' with sisters (style: bat 'n' roll!)

2.20 a.m.: practise with band BAT BEAT

11.50 p.m.: help mum in kitchen with brothers

10.30 p.m.: play football in castle garden and sisters in castle kitchen

9.15 p.m.: have breakfast with brothers

Partner B

**12 (SONG)** Listen and sing 'My daily routine'.

1 I wake up and I hit snooze,  
I get up and take a shower,  
I get dressed and go downstairs,  
"Good morning, how are you?"

5 I sit down, have some toast,  
Drink some juice to get more power,  
Take my school bag, leave the house,  
It's time to go to school.

10 It's always the same, but that's okay.  
This is how I start my day,  
This is how I want it to be,  
This is my daily routine,  
This is my daily routine.

**13 (TASK)** My partner's day → V My day, p.192

a) Find out about your partner's day in three minutes. Take notes.

When do you ...? Do you ...?

b) Make a card about your partner. Write five to eight things about him/her.

c) Your teacher takes all the cards and reads one to the class. Who can say the name first?

Lukas

- gets up at ...
- has breakfast at ...
- plays the guitar after school
- has got football training on ...
- goes to bed at ...
- ...

60 sixty

I can talk about my day. ✓

„Die Schülerinnen und Schüler formulieren mithilfe bekannter sprachlicher Mittel und ggf. auf der Basis von Bildmaterial einfache Aussagen zu Themen aus dem unmittelbaren persönlichen Erfahrungsbereich (z. B. Hobbys) sowie zu aus dem Unterricht bekannten Themen und stellen sich und andere in einfachen Sätzen vor.“

Topic 2

**11 (MEDIATION)** Erzählt euch auf Deutsch, wie Ben und sein schottischer Cousin Bob den Sonntag verbringen.

Partner A

**BEN'S SUNDAY**

11 p.m.: have late breakfast with family in living room

11.50 p.m.: play board games with Ken

1.20 a.m.: watch favourite TV show ('Britain's next top bat') on Bat TV

3.45 a.m.: go out and have fun with bat friends in Greenwich Park

7.30 a.m.: go to bed and read scary stories (with a torch)

**BOB'S SUNDAY**

9.15 p.m.: have breakfast with brothers and sisters in castle kitchen

10.30 p.m.: play football in castle garden with brothers

11.50 p.m.: help mum in kitchen

2.20 a.m.: practise with band BAT BEAT (style: bat n' roll!)

5.30 a.m.: watch 'Batman' with sisters

8.00 a.m.: go to bed

Partner B

**12 (SONG)** Listen and sing 'My daily routine'.

1 I wake up and I hit snooze,  
I get up and take a shower,  
I get dressed and go downstairs,  
"Good morning, how are you?"

5 I sit down, have some toast,  
Drink some juice to get more power,  
Take my school bag, leave the house,  
It's time to go to school.

10 It's always the same, but that's okay.  
This is how I start my day,  
This is how I want it to be,  
This is my daily routine,  
This is my daily routine.

**13 (TASK)** My partner's day → V My day, p.192

a) Find out about your partner's day in three minutes. Take notes.

When do you ...? Do you ...?

b) Make a card about your partner. Write five to eight things about him/her.

c) Your teacher takes all the cards and reads one to the class. Who can say the name first?

Lukas

- gets up at ...
- has breakfast at ...
- plays the guitar after school
- has got football training on ...
- goes to bed at ...
- ...

60 sixty

I can talk about my day. ✓

Topic 2
Talking about your day

---

Topic 2
3

---

## An interview with Olivia

**1** The school magazine does an interview with Olivia. Can you guess why?

1.36 **2** (READING) Read the interview.

**1** Mark: Great, thanks. We'd like to write an article about you. Is that OK?  
**Olivia:** Oh, cool. Why?  
**Mark:** Well, because you're the winner of the talent show, of course! You're very good at playing the saxophone. Do you practise much?  
**Olivia:** No, I don't because I haven't got much time. I've got saxophone lessons on Thursdays. So I often practise on Wednesdays ... And sometimes, I practise before school.

**3** What does Olivia do in her free time?

a) Make a list of Olivia's activities in the morning, in the afternoon, at the weekend, ...

b) Choose one of Olivia's activities and act it. Can your classmates guess what it is?

**CULTURE**

In Britain school usually begins at 9 o'clock and ends at 4 o'clock. After school the children often have tea at home. 'Tea' is usually a meal with tea or a soft drink and biscuits or small sandwiches. But 'tea' can also mean 'dinner'. Do you have meals like 'tea' at home?

**Mark:** Wow! Do you get up early in the morning?  
**Olivia:** Usually I get up at 7 o'clock. We have breakfast at quarter to 8, so I can practise before breakfast.  
**Mark:** What other activities do you do in your free time?  
**Olivia:** After school I have tea with my little sister and my dad. Then I play with my friends and do my homework. Oh, and I always go to Art Club on Monday afternoon.  
**Mark:** Do you like art?  
**Olivia:** Yes, painting is fun. I like to do things with my hands.  
**Mark:** And what do you do at the weekend?  
**Olivia:** I play netball on Saturdays. And I often meet my mum. She doesn't live with us.  
**Mark:** Does she live in Greenwich too?  
**Olivia:** Yes, she does. We often go to the cinema together or watch a film at home. And sometimes there is a netball match on Sunday. Then she comes with me and watches me.  
**Mark:** That's nice. Well, you've got a lot of talents: you play the saxophone, you like art and you're good at sports – wow! Thank you for the interview, Olivia.

**38/1** **4** What time is it, please?

a) Say the time. Use **past** or **to**.

- 8:05 – "It's five **past** eight."
- 11:45 – "It's **quarter** to twelve."
- 2:15 – "It's ...."
- 7:30
- 10:50
- 4:18
- 3:53
- 1:49

b) You can say the time like this too. Use numbers.

- 9:30 – "It's nine thirty."
- 6:05 – "It's six – oh – five."
- 8:45 – "It's ...."
- 3:03
- 10:11
- 2:07
- 12:36
- 5:25

**LISTENING SKILLS**

Read the exercise before you listen. Do you know what to do? Now listen and note the times. Then listen again and note the activities.

56 fifty-six
fifty-seven 57


„Die Schülerinnen und Schüler wenden mit Hilfestellung sehr einfache Strategien des Lese-, Hör- und Hörsehverstehens an. Sie nutzen einfache visuelle und akustische Hilfen (z. B. Bildmaterial, Aktion von Schauspielern, Filmkulisse, klar erkennbare Geräusche) sowie den situativen Kontext, um Texte zu verstehen.“

Topic 2
Talking about your day

## An interview with Olivia

**1** The school magazine does an interview with Olivia. Can you guess why?

1.36 **2** (READING) Read the interview.



OK, why not?

Hi Olivia! I'm Mark. Can I do an interview with you for the school magazine?

Mark: Wow! Do you get up early in the morning?

15 Olivia: Usually I get up at 7 o'clock. We have breakfast at quarter to 8, so I can practise before breakfast.

Mark: What other activities do you do in your free time?

20 Olivia: After school I have tea with my little sister and my dad. Then I play with my friends and do my homework. Oh, and I always go to Art Club on Monday afternoon.

Mark: Do you like art?

25 Olivia: Yes, painting is fun. I like to do things with my hands.

Mark: And what do you do at the weekend?

Olivia: I play netball on Saturdays. And I often meet my mum. She doesn't live with us.

30 Mark: Does she live in Greenwich too?

Olivia: Yes, she does. We often go to the cinema together or watch a film at home. And sometimes there is a netball match on Sunday. Then she comes with me and watches me.

35 Mark: That's nice. Well, you've got a lot of talents: you play the saxophone, you like art and you're good at sports – wow! Thank you for the interview, Olivia.

**3** What does Olivia do in her free time?

a) Make a list of Olivia's activities in the morning, in the afternoon, at the weekend, ...

b) Choose one of Olivia's activities and act it. Can your classmates guess what it is?

**CULTURE**

In Britain school usually begins at 9 o'clock and ends at 4 o'clock. After school the children often have tea at home. 'Tea' is usually a meal with tea or a soft drink and biscuits or small sandwiches. But 'tea' can also mean 'dinner'. Do you have meals like 'tea' at home?

56 fifty-six

Topic 2
3


a.m. = 0:00 – 12:00    p.m. = 12:00 – 0:00



**LISTENING SKILLS**

Read the exercise before you listen. Do you know what to do? Now listen and note the times. Then listen again and note the activities.



## LISTENING SKILLS

### Luke's home and family



30 thirty



Are you good at listening?

#### 1 What can you see in the picture?

Look at the picture before you listen to the text. This can help you.

#### 1, 15 2 Where are they?

Listen to the sounds in the house. Where are the people?

- In the dining room.
- ...

- the garden
- Irina's bedroom
- the kitchen
- the bathroom
- the living room
- the dining room
- Luke's bedroom

What can you hear in the background? It can tell you where the people are.

#### 1, 16 3 Who is it?

Listen to the people in Luke's house. Who can you hear?

- That's Luke.
- ...

- Luke's mum
- Luke
- his brother Jamie
- Luke's dad
- his sister Irina

You don't have to understand every word. You only have to find out who it is.

#### 1, 17 18/1 19/2-3 4 Choose the right word.

- Let's play a computer game! nice game - computer game
- This game is \_\_\_\_\_. great - nice
- Hello. \_\_\_\_ Holly. This is - I am
- Is Luke \_\_\_\_? here - there
- Is this your \_\_\_\_? shirt - football

First try to understand what the text is about. Then try to find out details: How do the sentences begin? How do they go on?

thirty-one 31

„Die Schülerinnen und Schüler formulieren einfache Aussagen, stellen und beantworten einfache Fragen, äußern Bitten sowie Aufforderungen und reagieren sprachlich angemessen.

- word order, clauses and sentences (basic sentence structures with and, but, because, or, ...)
- adverbs of time, place and frequency
- yes-no questions, questions with who, what, which, whose, where, why, when, how
- short answers
- negations
- imperatives

## An interview with Olivia

### 1 The school magazine does an interview with Olivia. Can you guess why?

### 1.36 2 (READING) Read the interview.



Hi Olivia! I'm Mark. Can I do an interview with you for the school magazine?

OK, why not?

- 1 Mark: Great, thanks. We'd like to write an article about you. Is that OK?
- Olivia: Oh, cool. Why?
- Mark: Well, because you're the winner of the talent show, of course! You're very good at playing the saxophone. Do you practise much?
- Olivia: No, I don't because I haven't got much time. I've got saxophone lessons on Thursdays. So I often practise on Wednesdays ... And sometimes, I practise before school.

### 3 What does Olivia do in her free time?

- a) Make a list of Olivia's activities in the morning, in the afternoon, at the weekend, ...
- b) Choose one of Olivia's activities and act it. Can your classmates guess what it is?

Mark: Wow! Do you get up early in the morning?

15 Olivia: Usually I get up at 7 o'clock. We have breakfast at quarter to 8, so I can practise before breakfast.

Mark: What other activities do you do in your free time?

20 Olivia: After school I have tea with my little sister and my dad. Then I play with my friends and do my homework. Oh, and I always go to Art Club on Monday afternoon.

Mark: Do you like art?

25 Olivia: Yes, painting is fun. I like to do things with my hands.

Mark: And what do you do at the weekend?

30 Olivia: I play netball on Saturdays. And I often meet my mum. She doesn't live with us.

Mark: Does she live in Greenwich too?

35 Olivia: Yes, she does. We often go to the cinema together or watch a film at home. And sometimes there is a netball match on Sunday. Then she comes with me and watches me.

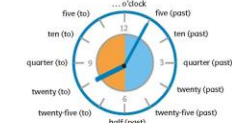
Mark: That's nice. Well, you've got a lot of talents: you play the saxophone, you like art and you're good at sports - wow! Thank you for the interview, Olivia.

#### CULTURE

In Britain school usually begins at 9 o'clock and ends at 4 o'clock. After school the children often have tea at home. 'Tea' is usually a meal with tea or a soft drink and biscuits or small sandwiches. But 'tea' can also mean 'dinner'. Do you have meals like 'tea' at home?

### 38/1 4 What time is it, please?

- a) Say the time. Use **past** or **to**.
  1. 8:05 - "It's five **past** eight."
  2. 11:45 - "It's **quarter to** twelve."
  3. 2:15 - "It's **...**"
  4. 7:30
  5. 10:50
  6. 4:18
  7. 3:53
  8. 1:49



a.m. = 0:00 - 12:00 p.m. = 12:00 - 0:00

### b) You can say the time like this too. Use numbers.

1. 9:30 - "It's nine thirty."
2. 6:05 - "It's six - oh - five."
3. 8:45 - "It's **...**"
4. 3:03
5. 10:11
6. 2:07
7. 12:36
8. 5:25



In English you only use the numbers 1 - 12 to say the time. For 21:00 you say 'It's nine o'clock' or 'It's nine p.m.'

### 38/2 5 (GAME) Show the time!

- a) Imagine that you are a clock. Think of a time. Show it with your arms. Your classmates must guess what time it is.
- b) Think of a time and say it. Your classmates must show it with their arms. Are they right?



### 1.37 39/3-4 6 (LISTENING) How is Holly's day? → V My day, p.192

- a) Listen to Holly: What does she do when? When does she do what? Take notes.
 

1. at 7:30?	5. at 4:45?
2. at 8:00?	6. do homework?
3. brush her teeth?	7. at 7:50?
4. walk to school?	8. go to bed?

#### LISTENING SKILLS

Read the exercise before you listen. Do you know what to do? Now listen and note the times. Then listen again and note the activities.

- b) Think of your day and talk about it with a partner. What do you do at 7:30 - at 8:00 - ...? When do you brush your teeth - ...?

Topic 2

**Language detectives** → G11, p. 140

Do you like tennis? – Yes, I do.  
Do you play tennis? – No, I don't.  
Does your sister play tennis? – Yes, she does. – No, she doesn't.

Read the questions and the answers.  
When do you use do/don't? When do you use does/doesn't?

**7 Do they do it?**

a) Look at the table and write eight questions. Use do and does.

1. Does Dave ...? 2. Do Holly and Jay ...? 3. ...

	Dave	Holly	Luke	Jay	Olivia
make his/her/their bed	-	+	+	+	-
have tea after school	+	+	-	-	+
do his/her/their homework in the evening	+	-	-	-	+
help in the kitchen	-	+	+	+	-
go to bed early	+	-	-	-	+

b) Ask and answer your questions from a) with a partner. Take turns.

c) Does your partner do these things? Ask him/her.

**8 (OVER TO YOU) Interview your partners.**

a) Make a group of four: A works with B. C works with D. A and C: Ask your partner about his/her day. Take notes. B and D: Answer the questions.

Do you ...

1. get up early?	5. go shopping?
2. watch science fiction films?	6. clean your room?
3. play computer games?	7. do sports?
4. watch TV?	8. play the saxophone?

b) Now swap partners: A works with D. B works with C. B and D: Ask questions about the partner from a). A and C: Answer the questions. Use your notes from a).

B: Does D get up early?	D: Does B get up early?
C: Yes, he/she does.	A: No, he/she doesn't.

58 fifty-eight

**3**

**9 Do you remember?** → M Peer correction, p. 154

Language → G11, p. 140

Does Olivia play the saxophone?  
When does Olivia play the saxophone?

a) Make questions.

When	do	Olivia get up?
Why	does	her mother live?
Where		Olivia practise on Wednesdays?
What		Lucy and her father have tea with Olivia?
		Olivia and her mum do at the weekend?
		she go to on Monday afternoon?
		Olivia like painting?

b) Answer the questions. Look at page 56 for help.

c) Check your answers with a partner. Who has got more right answers?

**10 What do they do?**

Partner A: Make a question. Choose the right form: Is it do or does?  
Partner B: Look at the pictures. Answer the question.  
Take turns.

- Olivia - football - do/does - play - ?
- do/does - ? - sing - Jay
- ? - when - Jay - help - do/does - his uncle
- Luke and Sherlock - do/does - football - play - ? - where
- Holly - get up - ? - do/does - when
- what - ? - Dave and Luke - do/does - do - after school

fifty-nine 59

Topic 2
3

**Language detectives** → G11, p. 140

Do you like tennis? – Yes, I do.  
Do you play tennis? – No, I don't.  
Does your sister play tennis? – Yes, she does. - No, she doesn't.

Read the questions and the answers.  
When do you use do/don't? When do you use does/doesn't?

**7 Do they do it?**

a) Look at the table and write eight questions. Use do and does.

1. Does Dave ...? 2. Do Holly and Jay ...? 3. ...

	Dave	Holly	Luke	Jay	Olivia
make his/her/their bed	-	+	+	+	-
have tea after school	+	+	-	-	+
do his/her/their homework in the evening	+	-	-	-	+
help in the kitchen	-	+	+	+	-
go to bed early	+	-	-	-	+

b) Ask and answer your questions from a) with a partner. Take turns.

c) Does your partner do these things? Ask him/her.

**8 (OVER TO YOU) Interview your partners.**

a) Make a group of four: A works with B. C works with D. A and C: Ask your partner about his/her day. Take notes. B and D: Answer the questions.

Do you ...

1. get up early?	5. go shopping?
2. watch science fiction films?	6. clean your room?
3. play computer games?	7. do sports?
4. watch TV?	8. play the saxophone?

b) Now swap partners: A works with D. B works with C. B and D: Ask questions about the partner from a). A and C: Answer the questions. Use your notes from a).

B: Does D get up early?	D: Does B get up early?
C: Yes, he/she does.	A: No, he/she doesn't.

**9 Do you remember?** → M Peer correction, p. 154

**Language** → G11, p. 140  
Does Olivia play the saxophone?  
When does Olivia play the saxophone?

a) Make questions.

When	do	Olivia get up?
Why	does	her mother live?
Where		Olivia practise on Wednesday?
What		Lucy and her father have tea with Olivia?
		Olivia and her mum do at the weekend?
		she go to on Monday afternoon?
		Olivia like painting?

b) Answer the questions. Look at page 56 for help.

c) Check your answers with a partner. Who has got more right answers?

**10 What do they do?**

Partner A: Make a question. Choose the right form: Is it do or does?  
Partner B: Look at the pictures. Answer the question.  
Take turns.

- Olivia - football - do/does - play - ?
- do/does - ? - sing - Jay
- ? - when - Jay - help - do/does - his uncle
- Luke and Sherlock - do/does - football - play - ? - where
- Holly - get up - ? - do/does - when
- what - ? - Dave and Luke - do/does - do - after school

58 fifty-eight
fifty-nine 59

## Unit 3

### G11 Die einfache Gegenwart: Fragen

The simple present: questions



Do you have a pet?  
What does your pet do?

Bei Fragen mit Vollverben, auf die man mit Ja oder Nein antworten kann, steht immer **do** oder **does** am Satzanfang. Du kannst diese Fragen mit Kurzantworten beantworten.

Frage	Kurzantwort ●	Kurzantwort ●
Do I have ...? Habe ich ...?	Yes, you do.	No, you don't.
Do you have ...? Hast du ...? / Haben Sie ...?	Yes, I do.	No, I don't.
Does he have ...? Hat er ...?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
Does she have ...? Hat sie ...?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
Does it have ...? Hat es ...?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .
Do we have ...? Haben wir ...?	Yes, you do.	No, you don't.
Do you have ...? Habt ihr ...? / Haben Sie ...?	Yes, we do.	No, we don't.
Do they have ...? Haben sie ...?	Yes, they do.	No, they don't.

Bei Fragen mit Fragewörtern steht das Fragewort immer am Satzanfang. **Do** oder **does** kommen erst danach.

What do you do on Saturdays?	Was machst du samstags?
Where do they practise for the talent show?	Wo üben sie für den Talentwettbewerb?
When does the talent show start?	Wann beginnt der Talentwettbewerb?
Which song do you like?	Welches Lied magst du?

(TEST YOURSELF) Make questions.

- you - do - like the instrument - ?
- they - ? - do - walk to school - why
- Olivia's parents - when - do - ? - come
- Jay - ? - does - love - music
- ? - the friends - do - go to the cinema
- does - Holly - a horse - ? - want

Topic 2

**11 (MEDIATION)** Erzählt euch auf Deutsch, wie Ben und sein schottischer Cousin Bob den Sonntag verbringen.

Partner A

**BEN'S SUNDAY**

11 p.m.: have late breakfast with family in living room

11.50 p.m.: play board games with Ken

1.20 a.m.: watch favourite TV show ('Britain's next top bat') on Bat TV

3.45 a.m.: go out and have fun with bat friends in Greenwich Park

7.30 a.m.: go to bed and read scary stories (with a torch)

**BOB'S SUNDAY**

8.00 a.m.: go to bed

5.30 a.m.: watch 'Batman' with sisters (style: bat 'n' roll!)

2.20 a.m.: practise with band BAT BEAT

11.50 p.m.: help mum in kitchen with brothers

10.30 p.m.: play football in castle garden and sisters in castle kitchen

9.15 p.m.: have breakfast with brothers

Partner B

**12 (SONG)** Listen and sing 'My daily routine'.

1 I wake up and I hit snooze,  
I get up and take a shower,  
I get dressed and go downstairs,  
"Good morning, how are you?"

5 I sit down, have some toast,  
Drink some juice to get more power,  
Take my school bag, leave the house,  
It's time to go to school.

10 It's always the same, but that's okay.  
This is how I start my day,  
This is how I want it to be,  
This is my daily routine,  
This is my daily routine.

**13 (TASK)** My partner's day → V My day, p.192

a) Find out about your partner's day in three minutes. Take notes.

When do you ...? Do you ...?

b) Make a card about your partner. Write five to eight things about him/her.

c) Your teacher takes all the cards and reads one to the class. Who can say the name first?

Lukas

- gets up at ...
- has breakfast at ...
- plays the guitar after school
- has got football training on ...
- goes to bed at ...
- ...

60 sixty

I can talk about my day. ✓

Topic 2

**11 (MEDIATION)** Erzählt euch auf Deutsch, wie Ben und sein schottischer Cousin Bob den Sonntag verbringen.

Partner A

**BEN'S SUNDAY**

- 11 p.m.: have late breakfast with family in living room
- 11.50 p.m.: play board games with Ken
- 1.20 a.m.: watch favourite TV show (Ben's next top bot) on Bot TV
- 3.45 a.m.: go out and have fun with bot friends in Greenwich Park
- 7.30 a.m.: go to bed and read scary stories (with a torch)

**BOB'S SUNDAY**

- 8.00 a.m.: go to bed
- 5.30 a.m.: watch 'Botman' with sisters (style: bot 'n' roll)
- 2.20 a.m.: practice with band BAT BEAT
- 11.50 p.m.: help mum in kitchen with brothers
- 10.30 p.m.: play football in castle garden and sisters in castle kitchen
- 9.15 p.m.: have breakfast with brothers

Partner B

**12 (SONG)** Listen and sing 'My daily routine'.

1 I wake up and I hit snooze,  
I get up and take a shower,  
I get dressed and go downstairs,  
"Good morning, how are you?"

2 I sit down, have some toast,  
Drink some juice to get more power,  
Take my school bag, leave the house,  
It's time to go to school.

10 It's always the same, but that's okay.  
This is how I start my day.  
This is how I want it to be.  
This is my daily routine.  
This is my daily routine.

**13 (TASK)** My partner's day → V My day, p. 192

a) Find out about your partner's day in three minutes. Take notes.

When do you ...? Do you ...?

b) Make a card about your partner. Write five to eight things about him or her.

c) Your teacher takes all the cards and reads one to the class. Who can say the name first?

Lukas  
- gets up at ...  
- has breakfast at ...  
- plays the guitar after school  
- has got football training on ...  
- goes to bed at ...  
...

60 sixty

I can talk about my day. ✓



„Die Schülerinnen und Schüler erschließen einfache, kurze Texte, die Themen aus dem unmittelbaren Erfahrungsbereich behandeln und weitestgehend bekanntes oder sehr leicht erschließbares Sprachmaterial enthalten (z. B. Speisekarten, Fahrpläne, Stundenpläne, touristische Hinweisschilder), indem sie grundlegende Informationen sowie klar erkennbare Details entnehmen und sinngemäß auf Deutsch wiedergeben.“

Topic 2

**11 (MEDIATION)** Erzählt euch auf Deutsch, wie Ben und sein schottischer Cousin Bob den Sonntag verbringen.

Partner A

**BEN'S SUNDAY**

11 p.m.: have late breakfast with family in living room

11.50 p.m.: play board games with Ken

1.20 a.m.: watch favourite TV show (Ben's next top bat) on Bot TV

3.45 a.m.: go out and have fun with bat friends in Greenwich Park

7.30 a.m.: go to bed and read scary stories (with a torch)

8.00 a.m.: go to bed

5.30 a.m.: watch 'Botman' with sisters (style: bot 'n' roll!)

2.20 a.m.: practice with band BAT BEAT

11.50 p.m.: help mum in kitchen with brothers

10.30 p.m.: play football in castle garden and sisters in castle kitchen

9.15 p.m.: have breakfast with brothers

**BOB'S SUNDAY**


Partner B

**12 (SONG)** Listen and sing 'My daily routine'.

1 I wake up and I hit snooze,  
I get up and take a shower,  
I get dressed and go downstairs.  
"Good morning, how are you?"

5 I sit down, have some toast,  
Drink some juice to get more power,  
Take my school bag, leave the house,  
It's time to go to school.

10 It's always the same, but that's okay.  
This is how I start my day.  
This is how I want it to be.  
This is my daily routine.  
This is my daily routine.



**13 (TASK)** My partner's day → V My day, p. 192

a) Find out about your partner's day in three minutes. Take notes.

When do you ...?

Do you ...?

b) Make a card about your partner. Write five to eight things about him or her.

Lukas

- gets up at ...
- has breakfast at ...
- plays the guitar after school
- has got football training on ...
- goes to bed at ...
- ...

c) Your teacher takes all the cards and reads one to the class. Who can say the name first?

60 sixty

I can talk about my day. ✓

Topic 2

**11 (MEDIATION)** Erzählt euch auf Deutsch, wie Ben und sein schottischer Cousin Bob den Sonntag verbringen.

Partner A

**BEN'S SUNDAY**

11 p.m.: have late breakfast with family in living room

11.50 p.m.: play board games with Ken

1.20 a.m.: watch favourite TV show ('Britain's next top bat') on Bot TV

3.45 a.m.: go out and have fun with bat friends in Greenwich Park

7.30 a.m.: go to bed and read scary stories (with a torch)

8.00 a.m.: go to bed

5.30 a.m.: watch 'Botman' with sisters (style: bot 'n' roll!)

2.20 a.m.: practice with band BAT BEAT

11.50 p.m.: help mum in kitchen with brothers

10.30 p.m.: play football in castle garden and sisters in castle kitchen

9.15 p.m.: have breakfast with brothers

**BOB'S SUNDAY**

Partner B

**12 (SONG)** Listen and sing 'My daily routine'.

1 I wake up and I hit snooze,  
2 I get up and take a shower,  
3 I get dressed and go downstairs.  
4 "Good morning, how are you?"

5 I sit down, have some toast,  
6 I drink some juice to get more power,  
7 I take my school bag, leave the house,  
8 It's time to go to school.

9 It's always the same, but that's okay.  
10 This is how I start my day.  
11 This is how I want it to be.  
12 This is my daily routine.  
13 This is my daily routine.

**13 (TASK)** My partner's day → V My day, p. 192

a) Find out about your partner's day in three minutes. Take notes.

When do you ...? Do you ...?

b) Make a card about your partner. Write five to eight things about him or her.

c) Your teacher takes all the cards and reads one to the class. Who can say the name first?

Lukas

- gets up at ...
- has breakfast at ...
- plays the guitar after school
- has got football training on ...
- goes to bed at ...
- ...

60 sixty

I can talk about my day. ✓



„Die Schülerinnen und Schüler erfassen kurze Hör- und Hörsehtexte (z. B. Gespräche in der Familie, einfache songs / raps, didaktische Filmsequenzen) zu Themen des unmittelbaren persönlichen Erfahrungsbereichs und entnehmen ihnen globale Informationen sowie leicht verständliche Details. Trotz einzelner unbekannter Wörter, die für das Textverständnis nicht notwendig sind, verstehen sie den Gesamtzusammenhang.“

Topic 2

**11 (MEDIATION)** Erzählt euch auf Deutsch, wie Ben und sein schottischer Cousin Bob den Sonntag verbringen.

Partner A

**BEN'S SUNDAY**

11 p.m.: have late breakfast with family in living room

11.50 p.m.: play board games with Ken

1.20 a.m.: watch favourite TV show ('Britain's next top bat') on Bot TV

3.45 a.m.: go out and have fun with bat friends in Greenwich Park

7.30 a.m.: go to bed and read scary stories (with a torch)

**BOB'S SUNDAY**

9.15 p.m.: have breakfast with brothers and sisters in castle kitchen

10.30 p.m.: play football in castle garden with brothers

11.50 p.m.: help mum in kitchen

2.20 a.m.: practice with band BAT BEAT (style: bat 'n' roll!)

5:30 a.m.: watch 'Botman' with sisters

8.00 a.m.: go to bed

Partner B

**12 (SONG)** Listen and sing 'My daily routine'.

1 I wake up and hit snooze,  
2 I get up and take a shower,  
3 I get dressed and go downstairs.  
4 "Good morning, how are you?"

5 I sit down, have some toast,  
6 Drink some juice to get more power,  
7 Take my school bag, leave the house,  
8 It's time to go to school.

9 It's always the same, but that's okay.  
10 This is how I start my day.  
11 This is how I want it to be.  
12 This is my daily routine.  
13 This is my daily routine.

**13 (TASK)** My partner's day → V My day, p. 192

a) Find out about your partner's day in three minutes. Take notes.

When do you ...?

Do you ...?

b) Make a card about your partner. Write five to eight things about him or her.

Lukas

- gets up at ...
- has breakfast at ...
- plays the guitar after school
- has got football training on ...
- goes to bed at ...
- ...


c) Your teacher takes all the cards and reads one to the class. Who can say the name first?


60 sixty

I can talk about my day. ✓

Planning a free-time activity Topic 3 — 3


## Let's do something fun!

1.39  (READING) Read the dialogue. What is the boys' plan?



1 Dave: Hey you two. Let's do something fun at the weekend.  
Luke: Great! What about playing football in the park with Sherlock?  
5 Jay: Oh no, please! We always play with him in the park.  
Dave: That's right.  
Luke: Hmm, let me think... We could go swimming at the swimming pool.  
10 What do you think?  
Jay: Yeah, why not?... Oh, I can't! I need new swimming trunks. My old trunks are too small.  
Luke: No problem. I've got two. I can give you one of them.  
15 Jay: Fantastic! That's very nice of you.  
Dave: Cool. Is Sunday afternoon OK?

16 Jay: No, I'm sorry. In the afternoon I'm with Uncle Hamid. I always help him at his restaurant. But we could go in the morning. What about 11 o'clock?  
Dave: 11 is fine for me. What about you, Luke?  
Luke: No problem! Let's meet there!  
25 Jay: OK. Where is it?  
Dave: You don't know where the swimming pool is?  
Jay: Well, my family never goes swimming.  
Dave: But you can swim, can't you?  
30 Jay: Of course I can swim! I love swimming.  
Luke: Jay, we can go by car with my dad. We can be at your house at quarter to eleven.  
Jay: That's great, thanks.

42/1  2 Put the sentences in the right order. Which word do you get? It is the name of Uncle Hamid's hometown.

O He can have one of Luke's trunks.  
E They can go by car with Luke's dad.  
L Dave wants to meet Luke and Jay at the weekend.  
H They could go swimming, but Jay needs some new trunks.  
A Jay doesn't want to play football in the park.  
R Jay doesn't know where the swimming pool is.

sixty-one 61

Topic 3
3

42/2-3 **3** Change the underlined parts. Use **him, her, it or them**. Language → G12, p. 161

Ben has got many friends. He likes (1) his friends. Football is their favourite game. They often play (2) football in the park. Robin is his friend too. Ben sees (3) Robin every day. Ann is Ben's grandmother. On Mondays Ben has tea with (4) Ann. He loves (5) tea with Ann. She has got biscuits for (6) Ben. Ben always eats too many of (7) the biscuits.

Ben loves his grandmother.  
He loves her.

**4** How can you make a suggestion? What can you answer?

a) Look at the text on page 61 and make a list.

Suggestions	Answers	
Let's .../ ...	Great! ...	Oh, I can't! ...

b) What else can you say? Add more phrases.

**5** (SPEAKING) Look at the pictures and make dialogues. A3/A4

Partner A: Make a suggestion. Partner B: Say yes or no and say why. Then take turns.  
Example: A: Let's play tennis! B: Oh no, tennis is boring. - Great idea! I like tennis.

**Language detectives** → G13, p. 142

Luke and Sherlock often play football in the park.  
Dove never goes to school by bike.  
Olivia sometimes plays the saxophone before school.  
Joy always helps in the restaurant on Sundays.

**What is right?**  
Words like never, sometimes, often and always come ...

a) at the beginning of the sentence.  
b) in the middle of the sentence.  
c) before the verb.  
d) at the end of the sentence.

43/5 **6** Put the words in the right place. → M Peer correction, p. 154

- Holly helps at the animal rescue shelter after school. (++)
- She does her homework in the afternoon. (+++)
- She plays football in the park. (-)
- But she watches her friends' match. (-)
- She goes to bed late. (++)
- She forgets to play with Fluff and Honey. (-)

- = never	+
+ = sometimes	++
++ = often	+++
+++ = always	▲

43/6 **7** (OVER TO YOU) Make sentences about yourself. Use **always, often, sometimes or never**.

listen to music in bed
read a book
play computer games with friends

do my homework at school
watch TV in the morning
go to bed late
...

44/7 **8** (SOUNDS) How do you say it?

1,40 a) Listen to these phrases again. When does the voice go up?

- That's great!
- What about football?
- Yeah, why not?
- Is Sunday afternoon OK?
- No problem.
- Of course I can swim!

b) Say the phrases.

**SPEAKING SKILLS**

When you say a sentence, your voice goes up and down. Listen to English people and try to sound like them.

Let's do something fun!

**9** (TASK) A role play A's calendar

→ V Free-time activities, p. 167  
→ M Read and look up, p. 155

a) Make a role play with your partner. You want to do something together at the weekend. Look at the calendars on the right. Think of an activity and find a good day and a time.

b) Act your dialogue in class. Use phrases from your lists from exercise 3.

A: What about ... on ...?  
B: Great! Let's ... at ... o'clock!  
A: Oh no ... at ... o'clock.  
I always ... at ... o'clock.  
What about ...?  
B: ...

**SATURDAY**

2.30-3.15 p.m.  
music lesson

5-6 p.m.  
football practice

**SUNDAY**

11-12 a.m.  
help grandmother in her garden

**SUNDAY**

9.30-10.45 a.m.  
tennis match

3-4.30 p.m.  
family picnic at sports club

7 p.m.  
family dinner

8.15 p.m.  
watch TV in the park

**SATURDAY**

watch TV

I can plan a free-time activity. ✓

62 sixty-two
sixty-three 63

Topic 3
3

42/2-3 **3** Change the underlined parts. Use **him, her, it or them**. Language → G12, p. 161

Ben has got many friends. He likes (1) his friends. Football is their favourite game. They often play (2) football in the park. Robin is his friend too. Ben sees (3) Robin every day. Ann is Ben's grandmother. On Mondays Ben has tea with (4) Ann. He loves (5) tea with Ann. She has got biscuits for (6) Ben. Ben always eats too many of (7) the biscuits.  
Ben loves his grandmother.  
He loves her.

**4** How can you make a suggestion? What can you answer?

a) Look at the text on page 61 and make a list.

Suggestions	Answers
Let's .../ ...	Great! ...
	Oh, I can't! ...

b) What else can you say? Add more phrases.

**5** (SPEAKING) Look at the pictures and make dialogues.

Partner A: Make a suggestion. Partner B: Say yes or no and say why. Then take turns.  
 Example: A: Let's play tennis! B: Oh no, tennis is boring. - Great idea! I like tennis.

1

2

3

4

5

6

**Language detectives** → G13, p. 142

Luke and Sherlock often play football in the park.  
 Dave never goes to school by bike.  
 Olivia sometimes plays the saxophone before school.  
 Jay always helps in the restaurant on Sundays.

**What is right?**  
 Words like never, sometimes, often and always come ...

a) at the beginning of the sentence.  
 b) in the middle of the sentence.  
 c) before the verb.  
 d) at the end of the sentence.

43/5 **6** Put the words in the right place. → M Peer correction, p. 154

- Holly helps at the animal rescue shelter after school. (++)
- She does her homework in the afternoon. (+++)
- She plays football in the park. (-)
- But she watches her friends' match. (-)
- She goes to bed late. (++)
- She forgets to play with Fluff and Honey. (-)

-	never
+	sometimes
++	often
+++	always

43/6 **7** (OVER TO YOU) Make sentences about yourself. Use **always, often, sometimes or never**.

listen to music in bed
read a book
play computer games with friends

do homework at school
watch TV in the morning
go to bed late ...

44/7 **8** (SOUNDS) How do you say it?

44/8 a) Listen to these phrases again. When does the voice go up?

- That's great!
- What about football?
- Yeah, why not?
- Is Sunday afternoon OK?
- No problem.
- Of course I can swim!

b) Say the phrases.

**SPEAKING SKILLS**

When you say a sentence, your voice goes up and down. Listen to English people and try to sound like them.

Let's do something fun!

**9** (TASK) Role play

→ V Free-time activities, p. 167  
 → M Read and look up, p. 155

44/8 a) Make a role play with your partner. You want to do something together at the weekend. Look at the calendars on the right. Think of an activity and find a good day and a time.

b) Act your dialogue in class. Use phrases from your lists from exercise 3.

A: What about ... on ...?  
 B: Great! Let's ... at ... o'clock  
 A: Oh no, I can't at ... o'clock.  
 I always ... at ... o'clock.  
 What about ...?  
 B: ...

**A's calendar**

**SATURDAY**

2.30-3.15 p.m.  
music lesson

5-6 p.m.  
football practice

**SUNDAY**

11-12 a.m.  
help grandmother in her garden

**SUNDAY**

9.30-10.45 a.m.  
tennis match

3-4.30 p.m.  
family picnic at sports club

**SATURDAY**

8.15 p.m.  
watch TV in the park

7 p.m.  
family dinner

I can plan a free-time activity. ✓

sixty-three 63



„Die Schülerinnen und Schüler sprechen einfache Sätze mit bekanntem Sprachmaterial, aufbauend auf den in der Grundschule erworbenen phonetischen Grundlagen, mit verständlicher Aussprache (*BE* oder *AE*) sowie in typischen Intonationsmustern (z. B. bei Aussage-, Frage- und Befehlssätzen) aus.“

Topic 3
3

42/2-3 **3** Change the underlined parts. Use **him, her, it or them**. Language → G12, p. 161

Ben has got many friends. He likes (1) his friends. Football is their favourite game. They often play (2) football in the park. Robin is his friend too. Ben sees (3) Robin every day. Ann is Ben's grandmother. On Mondays Ben has tea with (4) Ann. He loves (5) tea with Ann. She has got biscuits for (6) Ben. Ben always eats too many of (7) the biscuits.  
Ben loves his grandmother.  
He loves her.

**4** How can you make a suggestion? What can you answer?

a) Look at the text on page 61 and make a list.

Suggestions	Answers	
Let's .../ ...	Great! ...	Oh, I can't! ...

b) What else can you say? Add more phrases.

**5** (SPEAKING) Look at the pictures and make dialogues.

Partner A: Make a suggestion. Partner B: Say yes or no and say why. Then take turns.  
 Example: A: Let's play tennis! B: Oh no, tennis is boring. - Great idea! I like tennis.

**Language detectives** → G13, p. 142

Luke and Sherlock often play football in the park.  
 Dave never goes to school by bike.  
 Olivia sometimes plays the saxophone before school.  
 Jay always helps in the restaurant on Sundays.

**What is right?**  
 Words like never, sometimes, often and always come ...

a) at the beginning of the sentence.  
 b) in the middle of the sentence.  
 c) before the verb.  
 d) at the end of the sentence.

43/5 **6** Put the words in the right place. → M Peer correction, p. 154

- Holly helps at the animal rescue shelter after school. (++)
- She does her homework in the afternoon. (+++)
- She plays football in the park. (-)
- But she watches her friends' match. (-)
- She goes to bed late. (++)
- She forgets to play with Fluff and Honey. (-)

- = never  
 + = sometimes  
 ++ = often  
 +++ = always

43/6 **7** (OVER TO YOU) Make sentences about yourself. Use **always, often, sometimes or never**.

listen to music in bed
read a book
play computer games with friends

do homework at school
watch TV in the morning
go to bed late ...

44/7 **8** (SOUNDS) How do you say it?

44/8 a) Listen to these phrases again. When does the voice go up?

- That's great!
- What about football?
- Yeah, why not?
- Is Sunday afternoon OK?
- No problem.
- Of course I can swim!

b) Say the phrases.

**SPEAKING SKILLS**

When you say a sentence, your voice goes up and down. Listen to English people and try to sound like them.

Let's do something fun!

**9** (TASK) Role play

→ V Free-time activities, p. 167  
 → M Read and look up, p. 155

44/8 a) Make a role play with your partner. You want to do something together at the weekend. Look at the calendars on the right. Think of an activity and find a good day and a time.

b) Act your dialogue in class. Use phrases from your lists from exercise 3.

A: What about ... on ...?  
 B: Great! Let's ... at ... o'clock.  
 A: Oh no, I can't at ... o'clock.  
 I always ... at ... o'clock.  
 What about ...?  
 B: ...

**A's calendar**

SATURDAY	SUNDAY
2.30-3.15 p.m. music lesson	11-12 a.m. help grandmother in her garden
5-6 p.m. football practice	

**B's calendar**

SATURDAY	SUNDAY
9.30-10.45 a.m. tennis match	3-4.30 p.m. family picnic in the park
7 p.m. family dinner	8.15 p.m. watch TV



62 sixty-two
I can plan a free-time activity. ✓
sixty-three 63

Text
3

## Sherlock's story



**1** What do you remember about Sherlock? → M Think - pair - share, p. 156

1.41 **2** (READING) Read the story. → M Buzz reading, p. 152



1 Hello. I'm Sherlock. My family are the Elliots - Anna, Jack, Jamie, Irina and Luke. I love everybody in the family, but Luke is my pet. He's really great! We have a lot of fun together.

20 Luke and I have got a nice bedroom in our house. Every morning I get up at half past seven and wash Luke's face. Then he gets up and washes his face again. He always does that - I don't know why. After that he makes my breakfast in the kitchen. I love breakfast! Then Luke has his breakfast.



20 Jack usually goes to work early. Then at twenty past eight Luke, Irina and Jamie go to school. I always help Luke with his school bag. At quarter to nine Anna says goodbye too. She comes home at two o'clock. Then we have lunch together in the kitchen.

20 In the mornings I must look after the house for the family. Sometimes there are cats in my garden. That's bad - it isn't their garden! So I always bark. Then they think I'm scary and they run away.

20 On Saturdays Luke and I go to dog school. I like school and I have a lot of fun. Luke learns new tricks. One trick is: I listen for the word "Sit!" But I run away. Then the teacher always says, "You must learn much more!" Yes, Luke must learn much more.

25 On Sundays I sometimes go with my family to Greenwich Park. It's great fun: I always see other dogs with their families. My family likes picnics. I like picnics too because there is no table. Sometimes Jamie puts his food next to me and I eat it. Yummy!

25 In the evenings my family often sits in the living room and watches TV. Then we play a game. I watch TV too, and they throw shoes at me. I take the shoes in my room. I like shoes!

45 At nine o'clock Luke and I go to our room. He's a good pet so he can sleep in my bed. I always sleep well. After my busy day I'm very tired.

**3** Talk about the story.

a) Make a survey in class. How many students like the story? How many don't like it?

b) Why do/ don't you like the story? Say why.  
I think it is .... - I (don't) like it because ....

good	funny	bad
boring	scary	...

64 sixty-four
sixty-five 65


„Die Schülerinnen und Schüler haben Freude am Lesen, indem sie altersgemäßen Texten (z.B. kurzen Geschichten, Songs, Reimen, Bildergeschichten) wesentliche Inhalte entnehmen (z.B. Schlüsselwörter, Informationen zu Personen, Handlung, Ort oder Zeit).“

Text
3


## Sherlock's story

**1** What do you remember about Sherlock? → M Think - pair - share, p.156


1.41 **2** (READING) Read the story. → M Buzz reading, p.152



1 Hello, I'm Sherlock. My family are the Elliotts - Anna, Jack, Jamie, Irina and Luke. I love everybody in the family, but Luke is my pet. He's really great! We have a lot of fun together.



2 Luke and I have got a nice bedroom in our house. Every morning I get up at half past seven and wash Luke's face. Then he gets up and washes his face again. He always does that - I don't know why. After that he makes my breakfast in the kitchen. I love breakfast! Then Luke has his breakfast.



3 Jack usually goes to work early. Then at twenty past eight Luke, Irina and Jamie go to school. I always help Luke with his school bag. At quarter to nine Anna says goodbye too. She comes home at two o'clock. Then we have lunch together in the kitchen.



4 In the mornings I must look after the house for the family. Sometimes there are cats in my garden. That's bad - it isn't their garden! So I always bark. Then they think I'm scary and they run away.




5 On Saturdays Luke and I go to dog school. I like school and I have a lot of fun. Luke learns new tricks. One trick is: I listen for the word "Sit!" But I run away. Then the teacher always says, "You must learn much more!" Yes, Luke must learn much more.



6 On Sundays I sometimes go with my family to Greenwich Park. It's great fun: I always see other dogs with their families. My family likes picnics. I like picnics too because there is no table. Sometimes Jamie puts his food next to me and I eat it. Yummy!



7 In the evenings my family often sits in the living room and watches TV. Then we play a game. I watch TV too, and they throw shoes at me. I take the shoes in my room. I like shoes!



8 At nine o'clock Luke and I go to our room. He's a good pet so he can sleep in my bed. I always sleep well. After my busy day I'm very tired.

**3** Talk about the story.

a) Make a survey in class. How many students like the story? How many don't like it?

b) Why do/ don't you like the story? Say why.  
I think it is .... - I (don't) like it because ....

good	funny	bad
boring	scary	...

64 sixty-four
sixty-five 65

**Text**

**4 What is Sherlock's day?**  
 Make a table with his activities:  
 What does he do **when?** **Where** is he?

	Mondays to Fridays	Saturdays	Sundays
in the morning: - gets up at 7:00, in Luke's bedroom - ...	in the afternoon: - ...	in the evening: - ...	... ...

1,42 **5 (LISTENING) Which picture is it?**  
 Look at the pictures and listen to the sounds. Match the sounds and the pictures. Say why.  
 1. That's picture ... because ...



1




2




3




4



5



6



7



8

**6 Find headings for the pictures.**  
 Picture 1: Sherlock and his family  
 Picture 2: ...

45/1 **7 (TASK) Choose one of the tasks.**

- Choose a new time or day in Sherlock's life. Draw a picture and write a text for it.  
 At night/at lunchtime/in the afternoon/ ...
- What can Luke say about his dog Sherlock? Choose one part of the story. Write the text again in Luke's words.
- Have you got a pet? Write a funny story about its day. Decorate it with pictures.

66 sixty-six I can understand a story about a dog. ✓

„Die Schülerinnen und Schüler erfassen kurze Hör- und Hörsehtexte (z. B. Gespräche in der Familie, einfache songs / raps, didaktische Filmsequenzen) zu Themen des unmittelbaren persönlichen Erfahrungsbereichs und entnehmen ihnen globale Informationen sowie leicht verständliche Details. Trotz einzelner unbekannter Wörter, die für das Textverständnis nicht notwendig sind, verstehen sie den Gesamtzusammenhang.“

Film — 3

## Who is the fastest?

Meet Laura, Alicia, Jinsoo and Marley again.



**1 Talk about your free time.**  
What do you like to do in your free time?

**2 (VIEWING) Watch the film.**

a) Put the pictures in the right order.

b) Answer the questions.

1. When is the race?
2. When does Jinsoo get up?
3. Where do the friends play football?
4. Who is the fastest?

**3 What do they think?**  
Write thought bubbles for Laura, Jinsoo and Marley. Here are some ideas:

I win, I win!	I don't like this.
What a race!	Well done!
Fantastic!	...

**VIEWING SKILLS**  
What days of the week and what times can you hear in the film? They can help you to answer the questions.



I can understand a film about free-time activities in England. ✓

sixty-seven 67



Checkout
3

### Checklist

- ✓ I can talk about free-time activities.  
I go to .... • I play .... • I listen to .... • I help .... • I watch ....
- ✓ I can describe myself.  
I live in .... • My phone number is .... • I go to .... • My favourite subject is .... • I play .... • I like ....
- ✓ I can talk about my day.  
I get up at .... • I have breakfast at .... • I get home at .... • I play ... after school. • I go to bed at ....
- ✓ I can plan a free-time activity.  
Let's .... • What about ...? • We could go to .... • Is ... OK? • ... is fine for me. • Let's meet there.
- ✓ I can understand a story about a dog.
- ✓ I can understand a film about free-time activities.

## (UNIT TASK) A class survey

Work in groups of six students. Make a survey about your free-time activities and present it to your class.

### Step 1

**Find out about free-time activities in your group and take notes.**

What do you do in your free time?

play football
meet friends

read books
...

watch films

Mathilda: plays football, watches films  
Louis: reads books, listens to music

### Step 2

**Make a table about your free-time activities.**

Activities	Number of students
• play with my pet	
• play football	
• watch films	
• help my family	
• ...	

### Step 3

**Make a graph with your information.**

a) Put your graph on a transparency. OR b) Put your graph on the computer.

Free-time activities for my group

FREE-TIME ACTIVITIES FOR MY GROUP

### Step 4

**Present your survey to the class.**

- In our group six students play football.
- Three students read magazines and books.
- Most students meet friends after school.

**STUDY SKILLS**

**Giving feedback:**

- Is everything clear? Then you can say: "That was very good." or "It was OK."
- Isn't everything clear? Then you can say: "Sorry, it wasn't very clear. You can do better."

### Step 5

**What is the most popular free-time activity in your class?**

68 sixty-eight
sixty-nine 69

„Die Lehrpläne sind kompetenzorientiert ausgerichtet. Sie geben Auskunft über die im Unterricht nachhaltig aufzubauenden Kompetenzen und beschreiben, an welchen Inhalten diese erworben werden. Diese Kompetenzen gehen über reines Wissen hinaus und haben stets konkrete Anwendungssituationen im Blick. Die Schülerinnen und Schüler schaffen sich also ‘Werkzeuge’, die sie zur Lösung lebensweltlicher Problemstellungen, zur aktiven Teilhabe an gesellschaftlichen Prozessen und an kulturellen Angeboten sowie nicht zuletzt zum lebenslangen Lernen befähigen.“

**Vielen Dank für Ihre Aufmerksamkeit!**

