

# WORKING WITH PICTURES

## Describing a picture/photo

In the picture, you can see ...	Auf dem Bild kann man ... sehen.
In the foreground, there is/are ...	Im Vordergrund ist/sind ...
In the background, there is/are ...	Im Hintergrund ist/sind ...
On the left, you can see ...	Links kann man ... sehen.
On the right, you can see ...	Rechts kann man ... sehen.
At the top, you can see ...	Oben kann man ... sehen.
At the bottom, you can see ...	Unten kann man ... sehen.
In front of ...	Vor ...
Behind ...	Hinter ...
Next to ...	Neben ...

## Jumping into a picture/photo

- I would/wouldn't like to be in this picture because ...
- If I were in this picture, I would see/smell/feel/hear ...
- If I were in this picture, I would sit/stand in/on/next to ...
- If I were in this picture, I would ask/tell the lady/man/child in the photo ...

What else would you do if you were in the picture? → If I were in the picture, I would ...

## I spy ...

I spy with my little eye ...

- something which is under/on/in/next to/ ...
- something which is small/big.
- something which is red/blue/yellow/green/ ...
- something which is round/triangular/rectangular ...
- something which has ...



# USEFUL PHRASES

## Explaining words

- It's a person who ...
- It's an animal which ...
- It's a place which/where ...
- It's something that you need to ...
- You use it to ...
- You need it ... [+ time, e.g. every morning/in the summer/around Christmas/ ...]
- You find it ... [+ place, e.g. at school/in the bathroom/in nature/ ...]
- It's a kind of ... [+ category, e.g. food/furniture/sport/ ...]
- It's ... [+ colour, e.g. red/blue/green/ ...]
- It's ... [+ form, e.g. round/oval/angular-shaped/big/small ...]
- It's the opposite of ...
- It's another word for ...
- It's the British English/American English word for ...
- Let me give you some examples: ... [e.g. bananas, apples, peaches → fruits]
- You feel this way (when you) ... [e.g. You feel this way before a test. → nervous]

## Discussion phrases

### How to introduce your statement

- Well, I think ...
- It seems to me that ...
- I'd like to say that ...
- I'm sure that ...
- I think/believe that ...

### How to agree with the previous speaker

- I (totally) agree.
- You are quite right.
- Absolutely./Precisely./Exactly.
- That's a good point/an important point.



### How to interrupt somebody

- Hold on, ...
- Wait a minute, ...
- Just a second, ...
- Sorry, but ...
- May I say/ask something?

### How to disagree with the previous speaker

- I'm of a different opinion.
- I don't agree with you.
- I don't think so.

# WORKING WITH TEXTS

## Inner conflict

- On the one hand ..., on the other hand ...
- It's obvious that ... ↔ But it's also quite clear that ...
- It might be a good idea to ... ↔ But it isn't as simple as that.
- The other side of the coin is that ...
- I'm sure that ... ↔ But then again ...
- However ...
- Nevertheless ...
- Alternatively .../Instead ...
- And what if ...?
- Maybe I could ...
- I wonder whether/why ...
- The problem is that ...



© burnhead | Fotolia.com

## Responding to an informational text

- I think it's interesting/shocking/surprising/ ... that ...
- I didn't know that .../I had no idea that ...
- I can't believe that .../It's hard to imagine that ...
- I wonder whether/why ...

## Responding to literature

- I like/dislike the chapter/text because it's captivating<sup>1</sup>/funny/moving/(not) very realistic/rather boring.
- The passage in which ... made me feel ...
- This part is very realistic/unrealistic because ...
- I think the relationship between X and Y is interesting because ...
- To me the funniest/most moving/most interesting passage is the one in which ... because ...
- I could really relate to this character because ...
- I wonder whether/why ...
- I felt sad/shocked ... when I read ...
- I didn't understand the part when ...
- I didn't understand why ...
- I think what X says is important/interesting, because ... (+ quote from the text)

<sup>1</sup> *captivating*: spannend

# WRITING AN INNER MONOLOGUE / A DIARY ENTRY / AN EMAIL

## Writing an inner monologue / a diary entry

- Dear diary, guess what happened today: ...
- Dear diary, I had such a great day today.
- Dear diary, today something really weird happened.
- I can't believe that ...
- I wonder why/how ...
- I feel so ...
- This is great/amazing/horrible/awful because ...
- How could he/she do this to me?
- What am I supposed to do now?

## Writing an email

- Dear ...
- I hope you are doing well.
- I had a great/terrible/very special day today. Let me tell you all about it!
- Please write back soon.
- Love, .../Yours, ...



## Writing about what happened

When writing about an event, use words to make your story interesting and coherent<sup>1</sup>:

- first, at the beginning
- later, some time later, an hour later
- at the end, finally
- because of this, that is why, therefore, for this reason
- but (Satzmitte), however (Satzanfang)
- although, in spite of this

## Adjectives

Also, use adjectives like *interesting*, *amazing*, *colourful*, *small*, *round*. That way, the reader can easily imagine what you describe.

<sup>1</sup> *coherent*: zusammenhängend

# FEELINGS

KV 5



## Happiness

(to) be pleased about sth.	erfreut über etw. sein
(to) be happy about sth.	glücklich über etw. sein
(to) be excited about sth.	von etw. begeistert sein
(to) be proud of sth.	stolz auf etw. sein
(to) be relieved about sth.	erleichtert über etw. sein
(to) feel at ease/comfortable	sich wohlfühlen



## Surprise

(to) be surprised about sth.	über etw. überrascht sein
(to) be amazed at/by sth. (positive)	über etw. erstaunt sein

## Sadness and loneliness

(to) be sad	traurig sein
(to) feel lonely/lonesome	sich einsam fühlen
(to) feel forlorn	sich verloren fühlen
(to) feel rejected/left out	sich zurückgewiesen fühlen

## Anger

(to) be angry/furious/ mad at/ with sb.	wütend auf jdn. sein
(to) be outraged	empört/schockiert sein
(to) feel (deeply) offended/hurt	(schwer) gekränkt sein



## Fear

(to) be intimidated	eingeschüchtert sein
(to) be afraid/frightened	Angst haben
(to) feel tense	angespannt sein
(to) be nervous about sth.	wegen etw. nervös sein
(to) be alarmed/anxious/worried about sth.	beunruhigt/besorgt über etw. sein

## Ill at ease

(to) feel ill at ease/uncomfortable	sich unwohl fühlen
(to) be ashamed of sth./embarrased by sth.	sich für etw. schämen
(to) be frustrated	frustriert sein
(to) be confused/puzzled	verwirrt sein
(to) feel totally empty	sich ganz leer fühlen
(to) feel insecure	sich unsicher fühlen
(to) feel guilty about sth.	sich für etw. schuldig fühlen



## Powerlessness

(to) be tired	müde sein
(to) be exhausted	kraftlos, geschwächt sein
(to) be discouraged	entmutigt sein
(to) feel desperate/hopeless	verzweifelt/hoffnungslos sein
(to) be downhearted	niedergeschlagen sein

Smileys © pixelleibe | Fotolia.com

# MY PERSONAL VOCABULARY CATEGORIES

KV 6

<b>positive</b> 😊	<b>negative</b> ☹️	<b>easy to learn</b> 😊	<b>hard to learn</b> ☹️
<ul style="list-style-type: none"> <li>● The word ... reminds me of/ makes me think of ...</li> <li>● I feel happy / excited/ ... when I hear the word ... because ...</li> <li>● When I was younger, I ... [+ ending with the word].</li> <li>● I enjoy / like it when ... [+ ending with the word].</li> <li>● I often / sometimes ... with my friends ...</li> </ul>	<ul style="list-style-type: none"> <li>● The word ... reminds me of/ makes me think of ...</li> <li>● I feel sad/ nervous/ ... when I hear the word ... because ...</li> <li>● When I was younger, I ... [+ ending with the word].</li> <li>● I don't like it when ... [+ ending with the word].</li> </ul>	<ul style="list-style-type: none"> <li>● The word ... is similar to the German / Latin / French / Spanish word ...</li> <li>● The German / Latin / French / Spanish word ... is almost the same.</li> <li>● I know the word ... from the song / computer game ...</li> </ul>	<ul style="list-style-type: none"> <li>● I think the word ... is hard to write. I always forget the ... [+ letter] / I always write ... [+ letter, e.g. an l] too much.</li> <li>● I think the word ... is hard to pronounce.</li> </ul>

## Describing animals

- My animal is small/big.
- My animal is (+ colour).
- My animal is slow/fast.
- My animal can/can't jump/fly.
- My animal has a fur<sup>1</sup>.
- My animal has spots<sup>2</sup>/stripes<sup>3</sup>.
- My animal lives in Europe/Africa ...
- My animal is a pet.
- My animal eats ...
- You can see my animal on a farm/in the zoo.



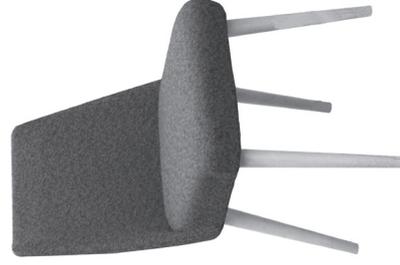
<sup>1</sup> fur: Fell

<sup>2</sup> spot: Fleck

<sup>3</sup> stripe: Streifen

## My room

- My room is a ... [e.g. living room].
- In my room there is ... [e.g. a couch].  
there are ... [e.g. four chairs].
- The couch is ... [e.g. pink].
- The chairs are ... [e.g. blue].
- On the table there is/are ...
- Next to the bed there is/are ...
- My room is big/small/cool/nice/great/fantastic/cosy.



## Talking about sports

- You practise this kind of sports inside/outside/on a football field/on a tennis court/on a pitch/in the water.
- It's a summer/winter sports.
- You play it in a team of ... players.
- You can practise alone/with friends.
- The rules are easy/complicated.
- For this kind of sports you need ...
  - a swim shorts/a bikini.
  - a helmet.
  - a racket.
  - trainers.
  - a ball.
  - a pair of skis.
  - hiking boots.
  - roller skates.
  - a canoe.
  - music.
- The equipment you need is rather cheap/expensive.
- This kind of sports is ...
  - dangerous.
  - exhausting.
  - a lot of fun.



# NUMBERS PRACTICE



4 15 26 31 44 58 62 79 83 99	four fifteen twenty-six thirty-one forty-four fifty-eight sixty-two seventy-nine eighty-three ninety-nine	7 18 22 37 41 55 63 75 82 97	seven eighteen twenty-two thirty-seven forty-one fifty-five sixty-three seventy-five eighty-two ninety-seven
9 17 26 38 49 50 61 70 84 93	nine seventeen twenty-six thirty-eight forty-nine fifty sixty-one seventy eighty-four ninety-three	13 24 32 41 56 67 78 81 94 100	thirteen twenty-four thirty-two forty-one fifty-six sixty-seven seventy-eight eighty-one ninety-four one hundred
3 12 20 33 48 54 65 71 80 91	three twelve twenty thirty-three forty-eight fifty-four sixty-five seventy-one eighty ninety-one	2 14 27 35 43 51 66 77 89 98	two fourteen twenty-seven thirty-five forty-three fifty-one sixty-six seventy-seven eighty-nine ninety-eight
1 11 23 34 46 59 64 72 80 92	one eleven twenty-three thirty-four forty-six fifty-nine sixty-four seventy-two eighty ninety-two	5 10 28 33 42 57 67 70 88 90	five ten twenty-eight thirty-three forty-two fifty-seven sixty-seven seventy eighty-eight ninety

# RUNNING DICTATION AND PARTNER DICTATION

## Running dictation

Your teacher has placed several copies of one text at different places in the classroom.

1. **Go to one copy and remember the first sentence or the first part of this sentence. Pay special attention to words which are difficult to write.**
2. **Go back to your seat and write (the part of) the sentence down.**
3. **Stand up and go to another text this time. Remember the next (part of the) sentence.**
4. **Go back to your seat and write (the part of) the sentence down.**
5. **Repeat steps 1–4 until you have written down the whole text.**
6. **Look at the text in your English book. / Take a copy of the text from your teacher's desk. Take a pen of a different colour. Correct your sentences with the help of the original text.**
7. **Write each word which you misspelled three times.**

## Partner dictation

1. **Partner A: Dictate the first part of the text to your partner. Make sure to speak English during the dictation. Use the chart below for help.**
2. **Partner B: Dictate the second part of the text to your partner. Make sure to speak English during the dictation. Use the chart below for help.**
3. **Having dictated both parts to each other, each of you should correct your own sentences with the help of the original text. Use a pen of a different colour to correct your sentences.**
4. **Write each word which you misspelled three times.**

punctuation marks	communication with your partner
. full stop (BE)/period (AE)	Can you repeat this word/sentence, please? Not so fast, please!
, comma	
? question mark	
! exclamation mark	
' apostrophe	
: colon	
" " quotation marks	

# BATTLESHIP



Your person(s): .....

→ Fill in 5 X!

	play football				
last weekend					
yesterday					
in the morning					
last Monday					
a week ago					



Your partner's person(s): .....

	play football				
last weekend					
yesterday					
in the morning					
last Monday					
a week ago					

**Ask questions to find out what your partner's person(s) did at which time.**

Stelle Fragen, um herauszufinden, was die Person(en) deines Partners wann gemacht hat/haben.

Examples:

**Did** Dave play football on the weekend? –  
Yes, he **did**. / No, he **didn't**.

**Did** Holly and Sarah play football last Monday?  
Yes, they **did**. / No, they **didn't**.

**After every question you asked put an X into the lower grid if the answer was "yes". Put an O into the lower grid if the answer was "no".**

Trage nach jeder Frage, die du gestellt hast, ein X in das untere Raster ein, wenn die Antwort

„ja“ war. Trage ein O ein, wenn die Antwort „nein“ war.

**The player who has 5 X first is the winner.**

Der Spieler, der zuerst 5 X hat, hat gewonnen.

**For turboworkers: Form positive and negative sentences.**

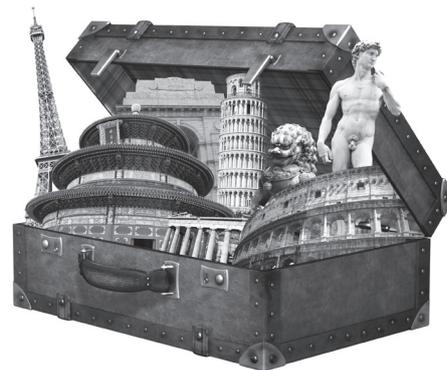
Examples:

Dave **played** football last weekend.

He **didn't play** football in the morning.

# PICTURE POSTCARDS FROM ... LA?

1. Imagine you are in a travel agency with a friend, and you are looking at pictures of different places. Choose two postcards: One of a place where you'd like to spend your next holidays, one of a place where you wouldn't like to go.



© frenta | Fotolia.com

2. Tell your friend why you'd like to go to the first place and why you wouldn't like to go to the second place. Use a gerund after the following verbs:

- |   |   |
|---|---|
| 😊 | (to) ... love – enjoy – be crazy about – be interested in – be good at – like |
| 😞 | (to) ... hate – dislike – be not good at – be tired of – find ... boring      |

### Examples:

*I'd like to go to the beach because I'm crazy about surfing.*

*I wouldn't like to go hiking in the Grand Canyon because I hate hiking when it's too hot.*

3. Having talked about both places, move on to the next set of postcards.

## What you can do at the different places:

### Nature / mountains

*hike – go skiing/hit the slopes – take photos of nature – ride a horse – have great views from the mountain tops – observe animals – have a picnic*

### Beach

*swim – take a walk along the beach – relax at the beach – take a boat tour – stay in a hotel close to the beach – play beach volleyball – get a sun tan – surf – build a sand castle – fly a kite – watch the sunset – listen to the waves*

### Cities

*go shopping – visit famous sights/museums/churches – walk a lot – relax in a café – take a boat tour – climb a tower – have a great view from a tower – see a big city by night – stay in a hotel in the city centre – have lunch in a nice restaurant – go on a sightseeing tour*

# SO MANY PROBLEMS TO SOLVE! (1/2)

1. Each player gets one problem card. Shuffle the advice cards.  
Then, give each player the same number of advice cards.
2. Player 1 begins. He says which problem he has. Player 2 looks at his cards. If he has some good advice for player 1, he gives his advice using an if-clause, e.g.: *If I had a sore throat, I would/wouldn't ...*  
  
If he has got more advice for partner 1, he gives these pieces of advice. He gets a point for each correctly formulated piece of advice. Player 1 checks whether the sentence is formulated correctly with the help of his problem card.
3. Then, it's player 3's turn to give player 1 some advice. Player 4 follows. Note: Player 1 cannot give himself any advice.
4. Next, player 2 says which problem he has, and the others try to help him.
5. The winner is the student with the highest number of points.



<p><b>Problem:</b> My grades in English are bad. <i>If my grades in English were bad, I ...</i> → would learn/study/participate/read/watch ... → wouldn't forget ...</p>	<p><b>Problem:</b> I'm ill. <i>If I were ill, I ...</i> → would go/take/dress/drink/watch ... → wouldn't go ...</p>
<p><b>Advice:</b> learn the vocabulary words regularly</p>	<p><b>Advice:</b> go to the doctor</p>
<p><b>Advice:</b> learn the irregular verbs regularly</p>	<p><b>Advice:</b> not go outside but stay at home</p>
<p><b>Advice:</b> not forget my homework</p>	<p><b>Advice:</b> not go to school</p>
<p><b>Advice:</b> study a lot for the tests</p>	<p><b>Advice:</b> take a hot bath</p>

# SO MANY PROBLEMS TO SOLVE! (2/2)



<p><b>Advice:</b> participate more in the English lessons</p>	<p><b>Advice:</b> dress warmly</p>
<p><b>Advice:</b> read books in English</p>	<p><b>Advice:</b> drink a cup of hot tea</p>
<p><b>Advice:</b> watch films in English</p>	<p><b>Advice:</b> not meet my friends</p>
<p><b>Problem:</b> My mother reads my diary. <i>If my mother read my diary, I ...</i> → would hide/start/tell/put/buy/write ... → wouldn't leave ...</p>	<p><b>Problem:</b> My brother always steals my cookies. <i>If my brother stole my cookies, I ...</i> → would hide/eat/steal/buy/tell/install/inform ...</p>
<p><b>Advice:</b> hide my diary</p>	<p><b>Advice:</b> hide the cookies</p>
<p><b>Advice:</b> start a new diary on my computer</p>	<p><b>Advice:</b> eat the cookies quickly</p>
<p><b>Advice:</b> not leave my diary in my room</p>	<p><b>Advice:</b> steal his cookies, too</p>
<p><b>Advice:</b> tell my mother she needs to respect my privacy</p>	<p><b>Advice:</b> buy a second packet of cookies just for him</p>
<p><b>Advice:</b> put the diary into a drawer which can be locked</p>	<p><b>Advice:</b> tell my brother we can share my cookies if we can share his ones, too</p>
<p><b>Advice:</b> buy a diary with a key</p>	<p><b>Advice:</b> install a video camera in my room to catch the cookie thief</p>
<p><b>Advice:</b> write a new diary with lots of funny stories – just for my mum</p>	<p><b>Advice:</b> inform the police about the cookie thief</p>