

- ① Stelle dich selbst oder einen Freund (Freunde) in Form eines Textes vor (~ 120 w).

### Auskünfte über Namen, Alter, Wohnort und Beruf geben:

- |                                  |                                            |                             |
|----------------------------------|--------------------------------------------|-----------------------------|
| • My name is ... / I'm ...       | • This is ...                              | • These are ... and ...     |
| • I'm ... years old.             | • He / She <b>is</b> ... years old.        | • They are ... years old.   |
| • I live in ...                  | • He / She <b>lives</b> in ...             | • They live in ...          |
| • I'm from ...                   | • He / She <b>is</b> from ...              | • They are from ...         |
| • I am a <i>teacher</i> .        | • He / She <b>is</b> a <i>bus driver</i> . | • They are <i>farmers</i> . |
| • I want to be a <i>doctor</i> . | • He / She <b>wants</b> to be a ...        | • They want to be ...       |

### Das Aussehen beschreiben:

- |                                                   |                                                  |                                             |
|---------------------------------------------------|--------------------------------------------------|---------------------------------------------|
| • I am <i>tall</i> / <i>short</i> / <i>slim</i> . | • He / She <b>is</b> <i>happy</i> / <i>sad</i> . | • They are <i>twins</i> / <i>siblings</i> . |
| • I have got ...                                  | • He / She <b>has</b> got ...                    | • They have got ...                         |
| • My hair is <i>blond</i> / <i>black</i> .        | • His / Her hair <b>is</b> <i>brown</i> .        | • Their hair <b>is</b> <i>ginger</i> .      |
| • My ... are <i>big</i> / <i>blue</i> .           | • His / Her ... are <i>long</i> .                | • Their ... are <i>small</i> .              |
| • I like wearing ...                              | • He / She <b>likes</b> wearing ...              | • They like wearing ...                     |
| • I often wear ...                                | • He / She <b>never wears</b> ...                | • They usually wear ...                     |

### Tägliche oder wöchentliche Abläufe beschreiben:

- |                                           |                                      |                                     |
|-------------------------------------------|--------------------------------------|-------------------------------------|
| • On <i>Monday</i> / <i>Tuesday</i> I ... | • On ... he / she <b>plays</b> ...   | • On ... they go ...                |
| • At the weekend I ...                    | • On <i>Friday</i> he / she ...      | • On <i>Saturday</i> they ...       |
| • During the <i>week</i> I ...            | • During the <i>day</i> he / she ... | • During the <i>winter</i> they ... |
| • In the <i>morning</i> I ...             | • In the <i>evening</i> he / she ... | • In the <i>afternoon</i> they ...  |
| • I ... <i>three times</i> a week.        | • He / she ... <i>once</i> a year.   | • They ... <i>twice</i> a day.      |

### Beschreiben, was man (nicht) kann:

- |                             |                                 |                               |
|-----------------------------|---------------------------------|-------------------------------|
| • I can ... (a little bit). | • He / She can ... (very well). | • They can ... (very well).   |
| • I cannot / can't ...      | • He / She cannot / can't ...   | • They can't ... (very well). |

### Beschreiben, was man (nicht) mag:

- |                                                 |                                              |                                            |
|-------------------------------------------------|----------------------------------------------|--------------------------------------------|
| • I <i>love</i> / <i>like</i> ... (++, +)       | • He / She <i>loves</i> / <i>likes</i> ...   | • They <i>love</i> / <i>like</i> ...       |
| • I <i>don't like</i> / <i>hate</i> ... (-, --) | • ... <i>doesn't like</i> / <i>hates</i> ... | • They <i>don't like</i> / <i>hate</i> ... |



#### can-Regel:

Nach can wird immer die **Nennform** (ohne **-s**) des Zeitwortes angehängt.

*My sister can dance.*  
*They can't juggle.*  
*I can play the drums.*



#### s-Regel:

Bei *he, she* und *it* wird in der Gegenwart ein **-s** an das Zeitwort angehängt.

Merke:  
*He, she, it ->*  
*ein -s geht mit!*



#### ing-Regel:

Nach *love, like* und *hate* wird an das Zeitwort immer ein **-ing** angehängt.

*He likes singing.*  
*I love playing football.*  
*They hate dancing.*

- ② Kreuze an, was du (nicht) kannst und ob du es magst, oder nicht.  
Schreibe einen kurzen Bericht über deine Talente und Vorlieben (Abneigungen).

|                  | can                   | can't                 | love                  | like                  | don't like            | hate                  |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| play cards       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| juggle           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| play volleyball  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| climb trees      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| play the trumpet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| read books       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| run              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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- ③ Interviewe deinen Sitznachbarn, was er (nicht) kann, und was er (nicht) mag.  
Stelle die Fragen (im Flüsterton) folgendermaßen:  
1. *Can you play the violin?* + *Yes, I can.* - *No, I can't.*  
2. *Do you like playing the violin?* ++ *Yes, I love it.* + *Yes, I do.* - *No, I don't.* - - *No, I hate it.*  
Schreibe danach einen Bericht über deinen Sitznachbarn.

|                     | can                   | can't                 | love                  | like                  | don't like            | hate                  |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| play computer games | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| watch TV            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| swim                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| dive                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| draw                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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