

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

Das Aussehen beschreiben:

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

Tägliche oder wöchentliche Abläufe beschreiben:

- | | | |
|---|--------------------------------------|-------------------------------------|
| • On <i>Monday</i> / <i>Tuesday</i> I ... | • On ... he / she plays ... | • 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	☐	☐	☐	☐	☐	☐
juggle	☐	☐	☐	☐	☐	☐
play volleyball	☐	☐	☐	☐	☐	☐
climb trees	☐	☐	☐	☐	☐	☐
play the trumpet	☐	☐	☐	☐	☐	☐
read books	☐	☐	☐	☐	☐	☐
run	☐	☐	☐	☐	☐	☐

- 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	☐	☐	☐	☐	☐	☐
watch TV	☐	☐	☐	☐	☐	☐
swim	☐	☐	☐	☐	☐	☐
dive	☐	☐	☐	☐	☐	☐
draw	☐	☐	☐	☐	☐	☐
