



Rheinland-Pfalz

PÄDAGOGISCHES
LANDESINSTITUT



Englisch

Kompetenzstufe C

Selbstkorrekturbögen für das Zusatzmaterial

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Liebe Schülerinnen und Schüler, sehr geehrte Kursleiterinnen und Kursleiter, Herzlich willkommen zur *Autumn School English!*

Die folgenden Seiten enthalten Selbstkorrekturbögen zu den Lese- und Schreibaufgaben des Zusatzmaterials zum Üben von Grammatik und Wortschatz.

Nach den Übungen befindet sich eine „Ampel“ zur Selbsteinschätzung *Self-assessment*. Schülerinnen und Schüler kreuzen an, wie schwer sie die Aufgabe gefunden haben.

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Anschließend, in den letzten 10-15 Minuten der jeweiligen Lerneinheit, ist es sinnvoll, die Aufgaben an Hand der Selbstkorrekturbögen durchzugehen. Diese enthalten wichtige Tipps für die jeweiligen Aufgaben und die Lösungsvorschläge.

↪ Self-assessment
<i>For me, this task is...</i>
<input type="checkbox"/> 😊😊😊 easy and fun
<input type="checkbox"/> 😊😊 okay, but challenging
<input type="checkbox"/> 😞 difficult

Wir empfehlen den Schülerinnen und Schülern, die allgemeinen Tipps abzuhaken, wie z.B.:

- ich habe mich nach den Signalwörtern für *simple present* (Routine) / *present progressive* (Verlaufsform) gerichtet

Anschließend bieten sich Korrekturen im Detail an.

- ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

(anschließend folgt ein Lösungsvorschlag)

Wir werden uns über Ihre / Eure Rückmeldungen zu der Herbstschule sehr freuen.

Das Fremdsprachenteam am Pädagogischen Landesinstitut

TOPIC 1: Talking about the Present



Task 1.

Put the correct simple present verb in the gap!

Setze die passenden Verben in simple present in die Lücken ein!

Ich habe an die *simple present*-Bildung gedacht, v.a. an **He, she, it, -s muss mit!**

Ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

1. The dog **runs** after the cat.
2. My grandparents **go** for a walk with the dog!
3. My uncle **drives** a bus.
4. The baby **cries**.
5. She **goes** home.
6. I **understand** that.
7. We **sing** a song.
8. He **puts** two glasses on the table.
9. Jack **says** hello to everybody.
10. Sandy and Will **help** their father.



Task 2.

Build sentences in simple present.

Bilde Sätze im simple present.

Solutions:

1. I read a new book this month.
2. She opens the door.
3. The dog loves the cat.
4. We have a lot of homework.
5. She plays the piano every week.
6. We always open the books.
7. She sets the table.
8. They wear anoraks.



Task 3.

Present progressive or simple present?

Achte auf die Signalwörter und schreibe die Sätze!

- ich habe mich nach den Signalwörtern für *simple present* (Routine) / *present progressive* (Verlaufsform) gerichtet

- Ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

Wenn ich Fehler gemacht habe, habe ich jetzt *present progressive* (die Verlaufsform) einfach und *simple present* doppelt unterstrichen.

Solutions:

1. The workers are pulling down the house now.
2. Mr. Paul is repairing his car at the moment.
3. Peter and Mary go to school every morning.
4. I like lemonade.
5. Look! The pupils are playing football.
6. The children often watch TV.
7. Mrs. Cooper cleans the window every week.
8. Listen! He is playing her favourite song.
9. Mother is cooking lunch now.
10. The boys sometimes listen to pop music.
11. She is wearing jeans today.
12. The boss is telephoning just now.
13. Mary reads a book every month.

TOPIC 2: Whose friend is this? – Let's use the correct pronouns



Task 4.

Replace the underlined words with possessive pronouns.

Ersetze die unterstrichenen Wörter durch ein Possessivpronomen

- ich habe die Pronomen my, your, his/her/is sowie our, your, their in jedem Satz gebraucht und verstanden
- Ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

Solutions:

1. He's a friend of Mr. Miller's. >>>>> He is his friend.
2. This is Tom's cat.>>>>>>> This is his cat
3. I like Susan's hairstyle. >>>>>>I like her hairstyle.
4. The boy's pencils are in the kitchen.>>>>>>> Their pencils are in the kitchen
5. Tom's father is not at home. >>>>>>>>> His father is not at home.
6. This is the dog's bed.>>>>>>>>> This is its bed.

TOPIC 3: A Check-in Agent and a Passenger: Let's find words to say it in English!



Task 5.

Jonas wants to fly from Charleston to San Francisco. Help him with the conversation as he checks in. Complete the dialog.

Jonas möchte von Charleston nach San Francisco fliegen. Hilfe ihm beim Gespräch beim Einchecken. Vervollständige den Dialog.

- Ich habe nicht Wort für Wort übersetzt, sondern auf die Bedeutung geachtet

- Ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

Agent : Good afternoon, where are you flying to?
Jonas : Good afternoon. I am flying to San Francisco.
Agent : Do you have your tickets with you?
Jonas : Here is my ticket.
Agent : Would you like a window seat or an aisle seat?
Jonas : I would be very happy if I could get a window seat. I would like to see the city from above.
Agent : All right.
Jonas : Wonderful, thank you. Is it also possible to bring my guitar?
Agent : Sure, are you checking in any other luggage?
Jonas : Yes, my backpack.
Agent : Please put it on the scale.
Jonas : Yes, of course.
Agent : Okay. Here is your boarding pass. Be at the gate G at least 45 minutes before departure time.
Jonas : Thank you for your help, have a nice day.
Agent : Thank you, have a good flight.



Task 6.

Write a dialogue at a counter in a train station in London. A person would like to buy a train ticket from London to Speyer. They have to change in Brussels (Belgium), in Cologne and in Mannheim. Please write at least 200 words.

Schreibe einen ähnlichen Dialog über den Kauf einer Fahrkarte für den Zug aus London nach Speyer. Es gibt Anschlüsse in Brüssel (Belgien), Köln und Mannheim. Schreibe mindestens 200 Wörter.

ich habe auf den Zweck der Unterhaltung immer im Blick gehabt

ich habe Umstiege berücksichtigt

ich habe auch kreative Ideen umgesetzt

ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

Agent: Good morning, how can I help you:

Passenger: I would like to travel from London to Speyer in Germany.

Agent: Alright. You will leave at St Pancras International in London. When would you like to travel?

Passenger: I would like to travel next weekend.

Agent: Can you spell the name of your destination please.

Passenger: Yes, Speyer. S-P-E-Y-E-R.

Agent: Alright, it is in Germany. You have three trains to choose from: on Saturday, leaving at 11, on Sunday leaving at 10 and on Sunday leaving at 14.

Passenger: Is there a huge price difference?

Agent: The train on Sunday leaving at 10 o'clock in the morning is the cheapest. It makes a difference of 30 pounds.

Passenger: I will take this train then. How often do I have to change?

Agent: Here is your connection. You can see it on the display and I will also print it out for you. You leave at 10 o'clock in the morning. It means that you need to be at the Eurostar terminal an hour earlier, at 9 o'clock in the morning. You have 55 minutes in Brussels. It is not very long given that you will have to pass the border control and change the platform. You must take the train in Brussels on track 5 at 13:55. Then you change in Cologne at 16:50. You have 25 minutes to change the trains there. In Mannheim, you have 9 minutes to catch the train to Speyer. Does this connection suit you?

Passenger: Perfect. I would like to make a reservation please.

Agent: You have to make a reservation for the Eurostar train, and I will be happy to make a reservation for the other trains for you. Would you like an aisle seat?

Passenger: I would prefer a seat at the window, please. I would like to see the landscapes.

Agent: Certainly. It is 150 pounds please.

Passenger: Are you sure this is the cheapest ticket?

Agent: A lot of people are travelling over the weekend I am afraid. Yes, it is the cheapest connection available. If you can travel on Monday, you can save 60 pounds.

Passenger: It is a difference, but I still prefer travelling at the weekend.

Agent: Thank you. I know the prices have gone up a little bit. Would you like to use cash or a card?

Passenger: Cash please.

Agent: Thank you. Here you go. You can find your connection on this sheet. You can find the current information about your train at this website and you can call this number for further assistance anytime. Thank you for travelling with Eurostar, and please remember to arrive an hour before the train's departure and to bring your vaccination certificate with you.

Passenger: I will remember that. Thanks a lot.

Agent: Have a nice day and a have a safe journey.

TOPIC 4: Autumn: Reading Comprehension and Writing



Task 7.

Read the text and underline important information.

Lies den Text und unterstreiche wichtige Informationen.

ich habe nur wichtige Stichwörter unterstrichen

ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

Autumn celebrations

Autumn, also known as 'fall' in American English, is a special season. People around the English-speaking world have different festivities. It is often so windy that you can fly your kite.

Let's look at North America. It gets colder and darker outside and people in the USA celebrate Halloween on the 31st of October to chase away the ghosts. They put pumpkins with candles in front of their houses and children in disguise walk from door to door and say "trick or treat" to get some sweets.

On the fourth Thursday of November Thanksgiving is celebrated to thank God for the harvest. Everyone invites their families to have a meal together which usually includes turkey.

The British have also got a famous celebration in autumn. It is called Guy Fawkes Day or Bonfire Night. Guy Fawkes belonged to a group that wanted to blow up Parliament in 1605. But he was caught with loads of gunpowder in the cellar of the Houses of Parliament and there was no danger anymore. Today people still celebrate this day with bonfires and fireworks and every child knows the famous verse:

Remember, remember the fifth of November, gunpowder treason and plot. We see no reason why gunpowder treason should ever be forgot!



Task 8.

Do the autumn crossword. You can find the missing words in the text above.
Löse das Herbsträtsel. Du kannst die fehlenden Wörter im Text oben finden.

ich habe die Wörter im Text gefunden

ich habe meine Lösung mit der Musterlösung abgeglichen und ergänzt

1 November

7 October

2 treason

8 fall

3 turkey

9 Bonfire

4 gunpowder

10 kite

5 Parliament

11 pumpkin

6 Thanksgiving

12 treat



Task 9.

What do you do in autumn? Write a text of about 100 words. You can use the given ideas. Add own key words before you start.

Was machst du im Herbst? Schreibe einen Text von ca. 100 Wörtern. Du kannst die vorgegebenen Ideen verwenden. Ergänze eigene Stichwörter bevor du zu schreiben beginnst.

ich habe auf den Inhalt des Textes geachtet

ich habe im *simple present* geschrieben

ich habe eigene Ideen umgesetzt

ich habe meine Lösung mit der Musterlösung abgeglichen und sinnvolle Ergänzungen gemacht

Example text:

In autumn I often make a kite and let it fly in the fields when it is windy enough. Together with my family I gather chestnuts and we cook and eat them in the evening or use them as decoration. We also pick apples and sometimes we make apple juice or bake a cake. Before Halloween I carve a pumpkin and put a candle into it. On the 31st October I dress up like a ghost and my friends and I walk from door to door and collect sweets. With my little brother I make a lantern for St. Martin and on the 11th November, we take part in the St. Martin's procession.



Task 10.

Simple present or present progressive? Put the signal words in the right column of the chart.

Füge die Signalwörter in die richtige Spalte der Tabelle ein.



ich habe meine Antworten mit diesen verglichen und einige Ideen auf meinem Aufgabenblatt ergänzt

Signal words used with the simple present	Signal words used with the present progressive
<i>often</i> <i>usually</i> <i>always</i>	<i>now</i> <i>at the moment</i> <i>today</i> <i>right now</i>



Task 11.

Make your own sentences with the different signal words.
Bilde eigene Sätze mit den unterschiedlichen Signalwörtern.

ich habe meine Antworten mit diesen verglichen und einige Ideen auf meinem Aufgabenblatt ergänzt

Possible Solution:

My sentences:

Often → *I often listen to Irish music.*

Never → *I never eat Irish stew.*

Always → *My father always reads the newspaper.*

Usually → *I usually play outside with my friends.*

Today → *My school was closed today.*

Right now → *Right now I am playing my brother's computer game.*

At the moment → *At the moment my mother is working.*



Picture: pixabay



Picture: pixabay



Task 12.

First find the signal words. Then put in the right tenses: simple present/present progressive.

Finde die Signalwörter. Dann fülle die Lücken mit den richtigen Zeitformen: simple present/present progressive.

ich habe meine Antworten mit diesen verglichen und einige Ideen auf meinem Aufgabenblatt ergänzt

- 1 I am stuck (to be stuck) at home that is why I am reading (to read) Aoife's
2 message about Ireland now.
- 3 Ireland seems (to seem) to be a very interesting place to visit. Although I am not
4 traveling (not + to travel) at the moment, I like (to like) reading information
5 about countries and their culture.
- 6 People speak (to speak) English in Ireland but are (to be) always ready to help
7 foreigners who do not speak English. If you do not (don't) understand (not +
8 to understand) them, never feel (to feel) uncomfortable and ask (to ask) them to
9 repeat slowly.
- 10 The weather in Ireland usually changes (to change) very quickly. It is (to be) often
11 windy but it can be quite sunny and hot, too. According to the weather forecast on the
12 internet, it is raining (to rain) today. But it does not matter. Ireland is (to be) always
13 worth visiting. That is the reason why I am preparing (to prepare) now my next to
14 this beautiful country.



picture: pixabay



Task 13.

Read the following sentences and underline the mistakes with the -ing form. There are eight mistakes.

Lies die folgenden Sätze und unterstreiche die Fehler mit der -ing-Form. Es gibt acht Fehler.

ich habe acht Fehler gefunden.

ich habe meine Antworten mit diesen verglichen und einige Ideen auf meinem Aufgabenblatt ergänzt

I am enjoing some time in Ireland. It is really great because I am talking with my Irish friends every day so that I am tremendously improving my English. Second, we are doing lots of things together: we are looking at great landscapes, like the Wicklow Mountains on the East coast and Lough Neagh which is the largest lake on the Irish island. But today we are planning a sightseeing tour in Dublin. Our schedule is the following: we are puting our sneakers and are joging in Merrion Square Park, then we are haveing a great Irish meal (I love boxty!). After lunch we are buing some souvenirs from family and friends and then we are danceing on the big square in front of Dublin castle and claping at puppeteers. What a great day!



Task 14.

Then fill the following chart to correct the mistakes.

Dann ergänze die folgende Tabelle, um die Fehler zu verbessern.

ich habe meine Antworten mit diesen verglichen und einige Ideen auf meinem Aufgabenblatt ergänzt

Mistakes from the sentences	Correct forms
enjoing	→ <i>enjoying</i>
planing	→ <i>planning</i>

puting	→ <i>putting</i>
joging	→ <i>jogging</i>
haveing	→ <i>having</i>
buing	→ <i>buying</i>
danceing	→ <i>dancing</i>
claping	→ <i>clapping</i>