



Picture: pixabay

# Englisch

## Kompetenzstufe C

### *Travelling*

Redaktion am PL und Koordination: Anna Schönbach (PL)

Übungen erstellt von Anna Schönbach (PL), Petra Langenfeld (PL), Sabine Seybold-Leonhard (PL), Claudia Görner (BfU), Karin Braun (BfU), Stefan Behr (BfU).

Bilder: Wikimedia Creative Commons, Pixabay, Anna Schönbach, Karin Braun, Stefan Behr, Claudia Görner

## Liebe Schülerinnen und Schüler,

### herzlich willkommen!

Am Anfang der Aufgabe werdet ihr Laura auf ihrer Reise nach London (und zurück) begleiten und ihre Abenteuer mit Harry im Zug auf dem Rückweg mitverfolgen.

Hier findet ihr einige Tipps für das Lesen der Texte:



Picture: Pixabay

- Überfliegt einen Text am Anfang. Das nennt man **SKIMMING**. Konzentriert Euch darauf, was ihr versteht.
- **Unterstreicht, markiert und macht Notizen** über die Informationen, die ihr für die jeweilige Aufgabe braucht. Vielleicht könnt ihr eine Mindmap für die Texte erstellen?
- Wenn ihr einige Wörter nicht versteht, versucht **aus dem Zusammenhang** zu erschließen, was diese **Wörter in dieser Situation** bedeuten könnten. Nutzt auch Wortschatzaufgaben und Fußnoten<sup>1</sup> oder fragt eure Kursleitungen nach Wörterlisten.

Für das Schreiben:



Picture: Pixabay

- Fangt mit kurzen Sätzen oder Wörtern in Lückenaufgaben an.
- Richtet euch nach den Beispielsätzen (**example**) und nach ähnlichen Sätzen in den Texten, wenn euch noch keine eigenen Ideen einfallen.
- Macht zunächst einen Plan mit Stichwörtern, die ihr im Text nutzt.
- Überlegt Euch einen guten ersten Satz. Vielleicht findet Ihr Ideen in den Lesetexten.

Nach den Übungen findet ihr eine „Ampel“ zur Selbsteinschätzung *Self-assessment*. Kreuzt an wie die Aufgabe war. ☒ ☒ ☒ ☒ ☒ ☒ ☒ ☒ ☒ ☒

Wendet euch an eure Kursleitungen, wenn ihr Fragen habt und wenn ihr fertig seid.

### Have fun with English!

→ [Self-assessment](#)

*For me, this task is...*

- 😊😊😊 easy and fun
- 😊😊 good, but not quite sure
- 😞 difficult

<sup>1</sup> *footnote* = Fußnote. Tipp: wenn es für euch zu viele Fußnoten sind, deckt den unteren Abschnitt einfach ab!

## TOPIC 1: A trip to London



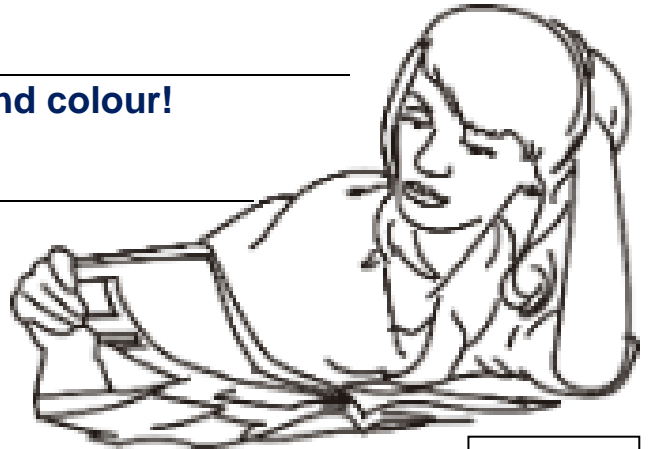
### Getting started: Read, draw and colour!

*Wir starten: Lies, zeichne und male.*

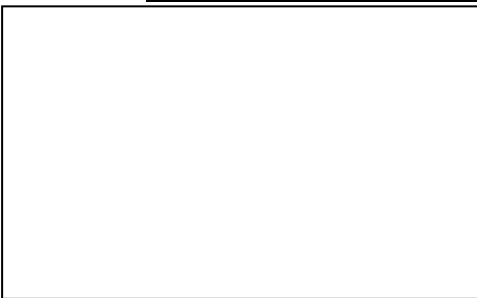


This is Laura. She is from Germany and she is eleven.

### Task 1. Colour Laura's shirt in your favourite colour<sup>1</sup>.



Pictures:  
Pixabay



Laura is now 11 years old. She lives in Germany. Laura has got a cat. The cat's name is Molly. Draw her cat.

Laura loves English. She is going to travel to London with her mother. Laura is so happy! She

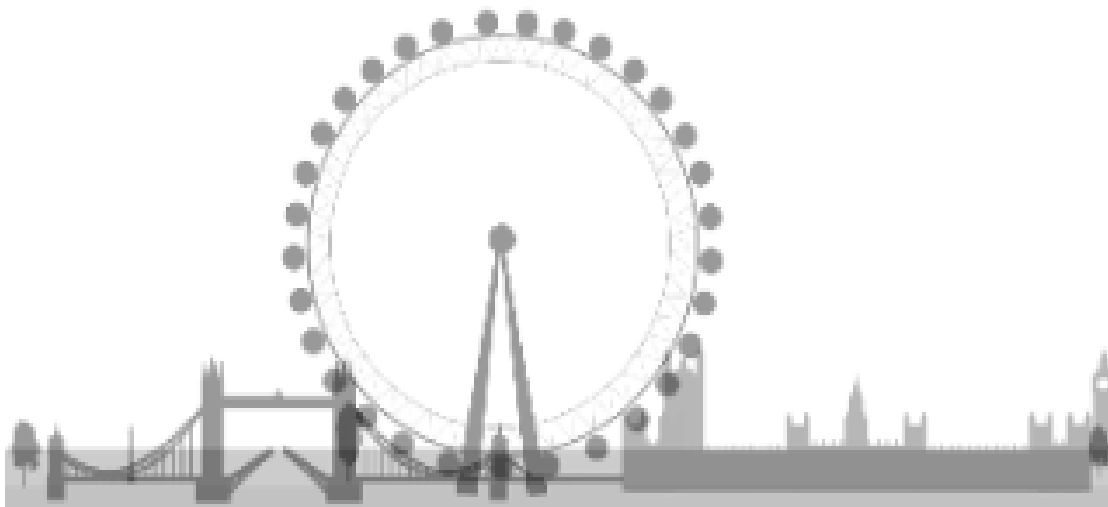
This picture is yours!

reads a book about London.

### Task 2. Colour the sky, the Tower Bridge, and Big Ben on the front

page<sup>2</sup> of this book. Can you find them? Write where they are in this picture!

Picture: Pixabay



<sup>1</sup> favourite colour = Lieblingsfarbe

<sup>2</sup> front page = Titelseite

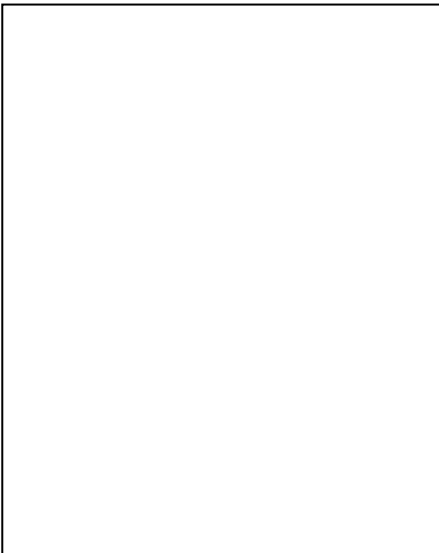


Pictures:Wikimedia Commons,  
Pixabay,  
rearranged by  
Anna Schönbach  
(PL)

There are many parks in London, and a river, the Thames.

**Task 3. Draw a line from Big Ben to Tower Bridge, and then to the London Eye along the Thames. This is how Laura wants to walk on her first day in London. Write “Thames” on the map<sup>1</sup> where the river<sup>2</sup> is.**

Plant five green trees on the map. Laura loves trees! She dreams to have an ice cream in London under a tree. Draw an ice cream: a cone<sup>3</sup> with three big scoops<sup>4</sup>: a white scoop, a blue scoop and a red scoop.



This picture is yours!

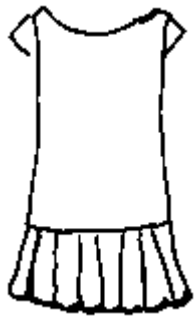
<sup>1</sup> *map* = Stadtplan oder Karte

<sup>2</sup> *river* = Fluss

<sup>3</sup> *cone* = Eiswaffel

<sup>4</sup> *scoop* = Eiskugel

Laura packs her bag. She puts into her bag: a green dress, a brown coat, blue jeans, a white T-shirts with red stripes, a yellow pullover and blue striped<sup>1</sup> socks.



**Task 4. Colour Laura's clothes!**

Picture: Sabine Seybold-Leonhard (PL)

She also puts a notebook. It is her travel diary<sup>2</sup>. She wants to write in English.



What does she write to begin her diary?

**Task 5.** Write her first two sentences<sup>3</sup>:

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Picture: Pixabay

<sup>1</sup> striped = gestreift

<sup>2</sup> travel diary = Reisetagebuch

<sup>3</sup> the first two sentences = die ersten zwei Sätze

Self-assessment

For me, this task is...

- 😊😊😊 easy and fun
- 😊😊 good, but not quite sure
- 😞 difficult



## - Laura's travel diary -

Laura travels<sup>1</sup> with her mother to London. Here is her travel diary.



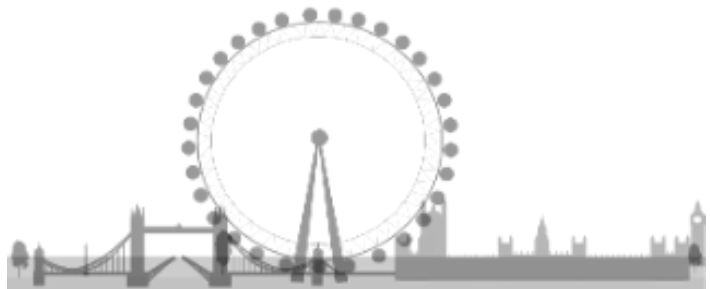
### Laura's travel diary

*First Day: Welcome to London*

Picture: Pixabay

- 2 My mother and I are on our way to London. We want to visit many interesting sights<sup>2</sup>  
of the city. Our train arrives<sup>3</sup> at St Pancras International<sup>4</sup>. Behind the exit of the  
4 station, we see one of London's typical black taxis. But a taxi is too  
expensive for us. We take the tube to  
6 the hostel near the Tower Bridge<sup>5</sup>  
and the Docks<sup>6</sup>. I love this nice  
8 hostel<sup>7</sup>! We leave our bags in our  
room, and here we are! On this  
10 beautiful evening, we go for a walk.

Picture: Pixabay



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<sup>1</sup> *to travel* = reisen

<sup>2</sup> *sights* = Sehenswürdigkeiten

<sup>3</sup> *to arrive* = ankommen; arrives at St Pancras Cross International = kommt am ... an

<sup>4</sup> *St Pancrass Cross International* ist der zentrale Eurostar Bahnhof in London; Eurostar ist ein Zug, der nach London fährt (wie ein ICE in Deutschland). Die Züge kommen aus Brüssel, Paris und anderen europäischen Städten und fahren durch den Tunnel unter dem Ärmelkanal.

<sup>5</sup> *Tower Bridge* ist die berühmte historische Brücke

<sup>6</sup> *The Docks* sind die alten Hafenanlagen in London; heute liegen da nur kleine Boote

<sup>7</sup> *hostel* = Jugendherberge





*Second Day: The sights of London and the Thames*

2 Today, we visit<sup>1</sup> the Tower of London. We listen to the guard who tells us a lot of  
stories in English. It is hard, even for my mother, to understand everything. But I am  
4 proud I know the names of so many kings and queens. I see a lot of rooms with  
beautiful ceilings<sup>2</sup> and the crown jewels<sup>3</sup>. I can stay here all day!

6 But there are more things to see in London. We travel to Camden Market<sup>4</sup> in the  
afternoon. I find a beautiful baseball cap and a bag with golden letters on them. It  
8 reads<sup>5</sup>: "Queen".

10 *Third Day: The streets of London and the Thames*

The London Eye is an interesting sight<sup>6</sup>, so is the Shard. We don't go there. They  
12 both are too expensive<sup>7</sup>! We first see Westminster Abbey, a famous church<sup>8</sup>, from  
outside<sup>9</sup>. But we like the boats on the Thames. We take a boat at Westminster, near  
14 Big Ben. My mother explains: "This is the clock tower of the Palace of Westminster.  
There are five big bells inside. The name of the biggest bell<sup>10</sup> is Big Ben". From the  
16 boat, we see the Tower Bridge and many other sights. It's really great! We get off the  
boat<sup>11</sup> in Greenwich and walk to see the park and the Royal Observatory<sup>12</sup>. We are  
18 so tired<sup>13</sup> at the end of the day!

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<sup>1</sup> *to visit* = besichtigen

<sup>2</sup> *ceiling* = die Decke (oben in jedem Raum)

<sup>3</sup> *Crown jewels* = Kronjuwelen

<sup>4</sup> *Camden Market* = ein Markt und eine beliebte Touristenattraktion

<sup>5</sup> *It reads* = darauf steht: ...

<sup>6</sup> *sight* = Sehenswürdigkeit

<sup>7</sup> *expensive* = teuer

<sup>8</sup> *a famous church* = berühmte Kirche

<sup>9</sup> *from outside* = von außen

<sup>10</sup> *the biggest bell* = die größte Glocke

<sup>11</sup> *we get off the boat* = wir steigen ... aus

<sup>12</sup> *Royal Observatory* = königliche Sternwarte

<sup>13</sup> *tired* = müde

### Fourth Day: Travelling back

- 2 On the last day, we plan to go to Madame Tussauds to see the wax figures of  
famous people, but we can't buy the tickets online. The queuing crowd<sup>1</sup> is too large,  
4 and we don't have so much time. So we go to a little Sherlock Holmes museum  
instead because I like the audio book stories<sup>2</sup>. A little museum is so much fun and so  
6 exciting<sup>3</sup>! And Baker Street 221B is now real for me.

- Now it is time to say good bye, London! We travel back home to Germany with a lot  
8 of pictures to show and stories to tell<sup>4</sup>.



#### **Task 1.**

Please read Laura's diary and tick (☑) her and her mum's activities:

*Lies bitte Lauras Tagebuch und kreuze ihre Aktivitäten an:*

- A** visiting the Museum of the Old Bridge
- B** visiting the Tower of London
- C** shopping in Camden Market
- D** a ride on the London Eye
- E** visiting the Shard
- F** going inside of Westminster Abbey
- G** taking a boat from Greenwich to Westminster
- H** taking a boat from Westminster to Greenwich
- I** going to Madam Tussauds

<sup>1</sup> *the queuing crowd* = die (große) Warteschlange

<sup>2</sup> *Audio book stories* = Hörbücher

<sup>3</sup> *exciting* = spannend

<sup>4</sup> *pictures to show and stories to tell* = Bilder zum Zeigen und Geschichten zum Erzählen





**Task 2.**

What can we see in London? Find ten London words in the grid:

Finde in diesem Suchsel 10 Wörter, die mit London zu tun haben:

**Places and things in London**

*There is some help on the next page ↗!*

K	H	L	P	Y	P	D	I	N	B	P	A	R	K	F
K	O	N	X	N	L	B	W	Q	M	F	Q	R	S	D
D	C	B	D	B	A	C	W	W	K	R	I	V	E	R
E	L	Z	F	U	H	R	W	S	C	I	E	T	X	S
D	O	F	L	R	K	O	C	T	C	M	A	B	I	O
J	C	A	X	F	M	W	K	A	G	U	L	O	P	T
E	K	I	F	S	E	N	I	T	Z	S	O	A	D	U
I		O	V	H	N		J	I	X	E	L	T	V	B
W	T	N	S	O	O	J	U	O	X	U	I	Y	C	E
H	O	Q	O	S	Y	E	C	N	U	M	M	M	G	T
E	W	B	M	T	M	W	J	V	M	C	C	H	V	R
Y	E	E	D	E	D	E	I	H	C	H	U	R	C	H
E	R	H	K	L	C	L	A	X	B	B	N	L	H	V
Q	K	O	P	C	V	S	Y	R	S	I	G	H	T	Q
S	I	Z	F	U	N	X	W	V	B	G	V	G	U	P

For me, this task is...

[↗ Self-assessment](#)

- 😊😊😊 easy and fun     😊😐😐 good, but not quite sure     😐😐😐 difficult

Too many letters? You can find some help here:

Zu viele Buchstaben? Eine kleine Hilfe findet ihr auf der nächsten Seite!

**Here is some help for Task 2:**

These words are hidden here:

- |                      |                |                      |
|----------------------|----------------|----------------------|
| 1 sight _____        | 2 museum _____ | 3 station _____      |
| 4 tube _____         | 5 hostel _____ | 6 crown jewels _____ |
| 7 church _____       | 8 boat _____   | 9 river _____        |
| 10 clock tower _____ | 11 park _____  |                      |



**Task 3.**

Laura and her mother don't go to some places. Why not?

*Laura und ihre Mutter besichtigen mehrere Sehenswürdigkeiten nicht.*

*Warum nicht?*

**Example:** They don't go to the London Eye and the Shard because *they are too expensive.*

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[↪ Self-assessment](#)

For me, this task is...

- 😊😊😊 easy and fun     😊😊 good, but not quite sure     😞 difficult



### Task 4.

Read the text again and find information about the places where Laura and her mother go. Complete the text boxes pointing to the sights on the city map:

*Lies den Text wieder durch und finde Informationen über die Sehenswürdigkeiten, die Laura und ihre Mutter besichtigen. Ergänze die Kästen, die diese Sehenswürdigkeiten auf dem Stadtplan zeigen.*

Westminster Abbey

- \_\_\_\_\_

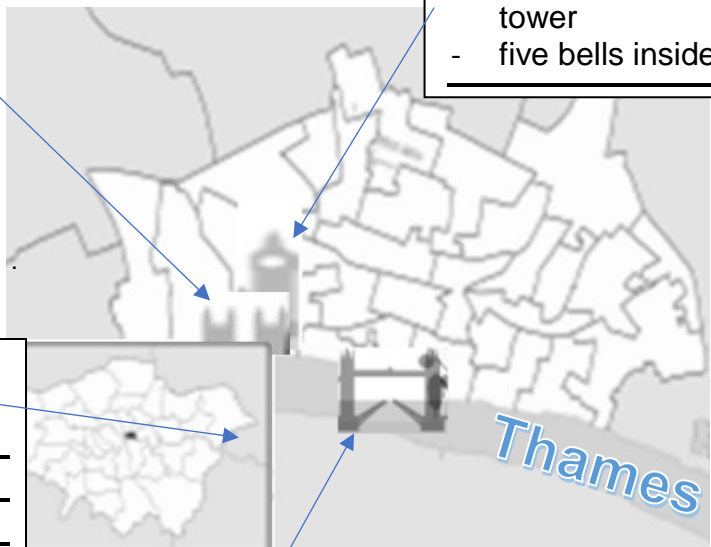
- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

# London

**Example:** Big Ben  
- the famous clock tower  
- five bells inside



Greenwich

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

Tower Bridge

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

Picture: Wikimedia Commons, The map of London is from: CC-BY-SA Nilfanion, 2011, überarbeitet von Anna Schönbach

→ Self-assessment

For me, this task is...

- 😄 😄 😄 easy and fun
- 😊 😊 good, but not quite sure
- 😞 difficult



### Task 5: Vocabulary – adjectives

The following words are called **adjectives**. They make nouns more colourful. So their job is to go together with a noun. Can you match each adjective with the correct noun from the text? Sometimes there are many adjectives for a noun. Choose one match for each noun!

*Die folgenden Wörter heißen Adjektive. Sie schmücken Nomen. Ihr Job ist es, zusammen mit einem Nomen aufzutreten. Kannst Du die Adjektive mit den Nomen aus den Texten zuordnen? Manchmal gibt es mehrere Adjektive für ein Nomen. Wähle eine Möglichkeit für jedes Nomen.*

interesting

expensive

beautiful

little

famous

typical

nice

exciting

museum

hostel

taxis

evening

baseball cap

church

→ Self-assessment

For me, this task is...

- 😊😊😊 easy and fun
- 😊😊 good, but not quite sure
- 😞 difficult





## Topic 2. Talking about animals

4 Laura and her mother are on their way home from  
London. They travel by train and it is a long  
journey<sup>1</sup>. A boy with a dog is sitting next to them.

6 Harry: Excuse me, I hope you don't mind my dog's sitting  
here.

Laura: It's all right, I like dogs.

8 Harry: Thank you.

Laura: That's a cute dog. What's its name?

10 Harry: His name is Pluisje.

Laura: That's a funny name.

12 Harry: Well, it's a Dutch<sup>2</sup> name. We are from the  
Netherlands.

14 Laura: Oh, that's interesting. We are from Germany. My  
name is Laura.

16 Harry: I'm Harry. Do you have any pets<sup>3</sup>, too?

18 Laura: Yes, I have a cat. Her name is Molly and she is very clever. She likes mice<sup>4</sup>  
and fish and milk of course<sup>5</sup>.

20 Harry: Pluisje eats dog food and drinks water. He sometimes goes for walks with me  
in the zoo. We like to look at the parrots and the monkeys.

Laura: What about lions and tigers?

22 Harry: Pluisje doesn't like big cats. So, we don't go there.

Laura: Oh, I see.



Picture: CC BY Karin Braun



Picture:  
pixabay

<sup>1</sup> A long journey = eine lange Reise

<sup>2</sup> Dutch = holländisch, niederländisch, aus Holland, aus den Niederlanden

<sup>3</sup> pets = Haustiere

<sup>4</sup> mice = Mäuse (Mehrzahl von mouse)

<sup>5</sup> Of course = natürlich



**Task 1.**

Read the text. How many animals can you find? Write them down.

*Lies den Text. Wie viele Tiere findest du? Schreibe sie auf.*

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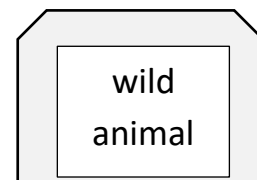
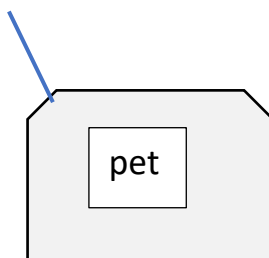
**Task 2.**

Are these animals pets or wild animals? Add them to the mindmap below and draw lines. Sometimes there is more than one possibility. **Extra:** you can add more animals.

*Sind diese Tiere Haustiere oder Wildtiere? Schreibe sie in die Mindmap auf, und verbinde sie mit der passenden Gruppe: pets oder wild animals. Manchmal gibt es mehrere Möglichkeiten. **Extra:** Du kannst auch noch weitere Tiere dazu schreiben*

cat • zebra • dog, monkey, rabbit, fish, cow, hamster, tiger, giraffe, elephant, horse, parrot, lion, mouse, fox, badger, ....

cat



zebra



**Task 3: A word snake**

Find **12** animals in the snake.

Finde **12** Tiere in der Schlange.

Schreibe die Wörter mit **regelmäßigen Pluralformen** (-s Endung) in die linke Spalte, mit **unregelmäßigen Pluralformen** in die rechte Spalte.

petsfishparrotsmonkeyslionstigersmicefoxeselephantgiraffesbadgershorses

Write down the animals with  
regular plural ending: -s

with irregular plural forms

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*For me, tasks 2 and 3 are...*

[↪ Self-assessment](#)

- 😊😊😊 easy and fun     😊😊 good, but not quite sure     😞 difficult



**Task 4.**

Read the rule in the box. Then put the verbs in into the correct form. Use simple present.

Lies die Regel im Kasten. Setze dann das Verb in die richtige Form. Verwende die einfache Form der Gegenwart (simple present).

**Das Simple Present hat zwei Formen:****I / you / we / they + verb****he / she / it + verb + s**

Bestimmt kennst du die Regel:

He, she, it, das -s muss mit!

- 1. The cat eats (eat) fish
- 2. It \_\_\_\_\_ (sleep) in a basket.
- 3. The hamster \_\_\_\_\_ (drink) water.
- 4. You can \_\_\_\_\_ (play) with the rabbit.
- 5. We \_\_\_\_\_ (like) our pets.
- 6. She \_\_\_\_\_ (go) for walk with her dog.
- 7. They \_\_\_\_\_ (feed) their fish.
- 8. The fox \_\_\_\_\_ (live) in the forest.

[↪ Self-assessment](#)*For me, this task is...*

- 😊😊😊 easy and fun
- 😊😊 good, but not quite sure
- 😞 difficult

**Task 5.**

Read the rule in the box. Write **negative** statements.

Lies die Regel im Kasten. Schreibe **verneinte** Aussagen.

**Du verneinst das simple present mit  
*don't* oder *doesn't* + Verb:**

**I / you / we / they *don't* + verb**

**he/ she / it *doesn't* + verb**

Achtung: bei he, she, it, hängt jetzt kein -s  
mehr am Verb!

- 1. I don't like (not like) spiders
- 2. You \_\_\_\_\_ (not play) with a mouse.
- 3. Betty \_\_\_\_\_ (not feed) the tiger.
- 4. The lion \_\_\_\_\_ (not eat) fish.
- 5. Dogs \_\_\_\_\_ (not drink) milk.
- 6. The fish \_\_\_\_\_ (not sleep) in a bed.
- 7. Peter \_\_\_\_\_ (not go) for a walk.
- 8. Cows \_\_\_\_\_ (not jump) very high.

→ Self-assessment

For me, this task is...

- 😊😊😊 easy and fun
- 😊😊 good, but not quite sure
- 😞 difficult



**Bei Fragen mit *Fragewörtern* stellst du das Fragewort vor *do / does*.**

**Why do you like cats?**

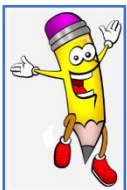
**What does the dog eat?**

**Fragewörter:**

**who = wer      what = was**

**when = wann    where = wo**

**why = warum    how = wie**



### **Task 7.**

Read the rule. Complete the questions.

*Lies die Regel. Vervollständige die Fragen.*

- 1.      Why do cats eat mice?
- 2.      Where \_\_\_\_\_ the badger sleep?
- 3.      Who \_\_\_\_\_ you feed?
- 4.      What \_\_\_\_\_ the fox drink?
- 5.      How \_\_\_\_\_ you call your pet?
- 6.      When \_\_\_\_\_ you play with your dog?

[↪ Self-assessment](#)

*For me, this task is...*

- 😊😊😊 easy and fun
- 😊😊 good, but not quite sure
- 😞 difficult



## Writing

### Task 8.

Read the text and answer the questions **in complete sentences**.

*Lies den Text und beantworte die Fragen **in ganzen Sätzen**.*

### My cat

I have a cat at home. Her name is Molly. She's a very small cat and she is black and white. Molly is cute and clever. She likes cat food and milk. Molly likes to play with me when I come home from school. We play together in the garden every day.

1. What pet is the text about? => It's about \_\_\_\_\_.
2. What's the pet's name? => \_\_\_\_\_
3. What does the pet look like? => \_\_\_\_\_
4. What does the pet eat or drink? => \_\_\_\_\_
5. What does the pet like to do? => \_\_\_\_\_

For me, this task is...

[↪ Self-assessment](#)

😊😊😊 easy and fun     😊😊 good, but not quite sure     😞 difficult



### Task 9:

Describe your dog or the dog you want to have.

Help: Answer the questions on the next page. You can use the words in brackets.

*Beschreibe deinen Hund oder den Hund, den du gerne hättest.*

*Hilfe: Beantworte die Fragen auf der nächsten Seite. Die Wörter in Klammern helfen dir.*

- a) What's your dog's name?

My dog's name is \_\_\_\_\_



- b) What does your dog look like?

My dog is \_\_\_\_\_ (brown / white / grey / ...).

He / She has a \_\_\_\_\_ (long / short / grey / ... ) tail and \_\_\_\_\_ (big / small / black / dark/...) ears.

- c) What does he/she eat and drink?

He / She eats \_\_\_\_\_ (dog food / ...) and drinks \_\_\_\_\_.

- d) What does your dog like to do?

He / She likes to \_\_\_\_\_ (go for a walk / play in the park / sleep on the sofa / ...)

- e) What do you like about your dog?

My dog is \_\_\_\_\_ (cute / clever / funny / ....)

[↪ Self-assessment](#)

For me, this task is...

- 😄 😄 😄 easy and fun  
 😊 😊 good, but not quite sure  
 ☹️ difficult





### Topic 3: Let's talk about the future... with a fortune teller



Helloooooouuu. My name is Martha the Mystical Mademoiselle. I can see into the future. Come closer.

You can ask me any question for only 5 euros.



Pictures: pixybay

1 Laura and Harry go on looking for good apps to entertain<sup>1</sup> them. Harry finds an  
2 unusual<sup>2</sup> app "Martha, the mystical fortune teller". She answers questions that start  
3 with "Will I". But wait a minute. Harry and Laura take turns to ask questions. Martha  
4 answers. How mysterious<sup>3</sup> ....

5 Laura: *Will I be rich in 2030?*

6 Fortune Teller: *No, you won't be rich in 2030.*

7 Harry: *Will I be a pop star in 2030?*

8 Fortune Teller: *No, you won't be a pop star in 2030.*

<sup>1</sup> to entertain = unterhalten

<sup>2</sup> unusual = ungewöhnlich

<sup>3</sup> mysterious = rätselhaft



- 9 Laura: Oh, come on. There must be something that you can see. Will I be married<sup>1</sup> in  
10 2030?  
11 Fortune Teller: Yes, you will be married in 2030.  
12 You: „Nice. Mmmmmh.“ What else can I ask her?

## The Fortune Teller



### **Task 1.**

Please read the text above again and tick (☑) the correct answers.

*Lies bitte den Text oben noch einmal und kreuze die richtige Aussage an.*

- A1** The friends think travelling is boring<sup>2</sup>.
- A2** The friends don't talk to each other.
- A3** The friends talk to an app.
- 
- B1** The app shows pictures.
- B2** The app answers questions.
- B3** The app calls you "Martha".
- 
- C1** Harry will be rich in 2030.
- C2** Laura will be married in 2030.
- C3** Harry won't be a pop star in 2030.
- 
- D1** Harry's questions start with "Will I".
- D2** Laura's questions start with "Will I".
- D3** If Martha says "no", she uses "won't" in her answers.

[↪ Self-assessment](#)

For me, this task is...

- 😄 😄 😄 easy and fun     😊 😊 good, but not quite sure     😞 difficult

<sup>1</sup> *married* = verheiratet

<sup>2</sup> *boring* = langweilig



**Task 2.**

Find 6 future words in this word grid and write them down.

*Finde 6 Wörter, die mit Zukunft zu tun haben und schreibe sie auf.*

**My personal mystery**

P	R	O	B	A	B	L	Y	D	A	W	K	U
T	O	M	O	R	R	O	W	X	J	W	M	
Q	N	E	X	T	W	E	E	K	Y	E	Y	
V	B	W	I	L	L	B	E	X	Y	O	Q	F
S	K	I	F	O	R	E	S	E	E	D	V	U
F	U	T	U	R	E	T	E	N	S	E	H	I
H	B	V	U	Z	V	D	U	H	I	Q	P	R
C	F	F	T	Z	W	S	O	O	N	S	H	I

Write them down:

*probably* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Self-assessment

*For me, this task is...*

- 😊😊😊 easy and fun
- 😊😊 good, but not quite sure
- 😞 difficult

**Task 3.**

Fill in the correct form of the **will-future**. Tick the box if your answer is correct. Ask your teacher for the solution sheet.

*Benutze das **Will-Future** zum Vervollständigen des Lückentextes. Hake richtige Aufgaben ab und frage dann die Kursleitung nach Lösungen.*

**Das will future...**

**wird für Vermutungen über die Zukunft verwendet.**

**Positive Aussagen: I / you / he / she / it / we / they + will + verb**

**Negative Aussagen: I / you / he / she / it / we / they + won't (= will not) + verb**

- 1. You think you \_\_\_\_\_ lots of money in the future. (have)
- 2. Fortune Teller: 'You \_\_\_\_\_ lots of money when you are older.' (not have)
- 3. You \_\_\_\_\_ many books about fortune tellers in the school library. (not find)
- 4. What \_\_\_\_\_ if a fortune teller says crazy things about the future? (happen)
- 5. \_\_\_\_\_ it \_\_\_\_\_ much warmer in Canada in 2025? (be)
- 6. Where \_\_\_\_\_ in 30 years? (people/live)
- 7. What \_\_\_\_\_ if you find a million \$ ? (you/do)

[↪ Self-assessment](#)

For me, this task is...

- 😊😊😊 easy and fun     😊😊 good, but not quite sure     😞 difficult



#### **Task 4.**

Write the sentences again. Use short forms for will/will not.

- 1. We will (= \_\_\_\_\_) still burn wood to heat our houses in the future.
- 2. I think lots of people will not have (= \_\_\_\_\_) any cars in 2100.
- 3. What will cities be like in 100 years? They will be (= \_\_\_\_\_) more dangerous.

[↪ Self-assessment](#)

For me, task 4 is...

- 😄 😄 😄 easy and fun     😊 😊 good, but not quite sure     😞 difficult



#### **Task 5.**

After you close the fortune teller app you want to tell all your friends about it. You take out your smartphone. What could you write? What will your future be like? Think about good #hashtags and colour the worksheet or draw a picture of your future. Use the language help in the box.

*Verfasse einen Post über deinen Besuch bei der Wahrsagerin. Wie wird deine Zukunft wohl aussehen? Überlege dir Hashtags # und male das Arbeitsblatt aus. Nutze die Satzanfänge im Kasten.*

#### **You can use these phrases.**

**Hey everybody, guess what happened to me.....**

**I met a fortune teller online and she looked into my future.**

**In 2022 I will ...**

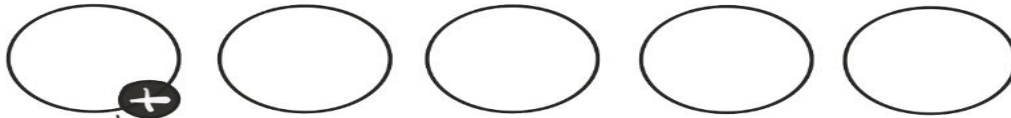
**In 2035 I will ....**

**I think I will...**

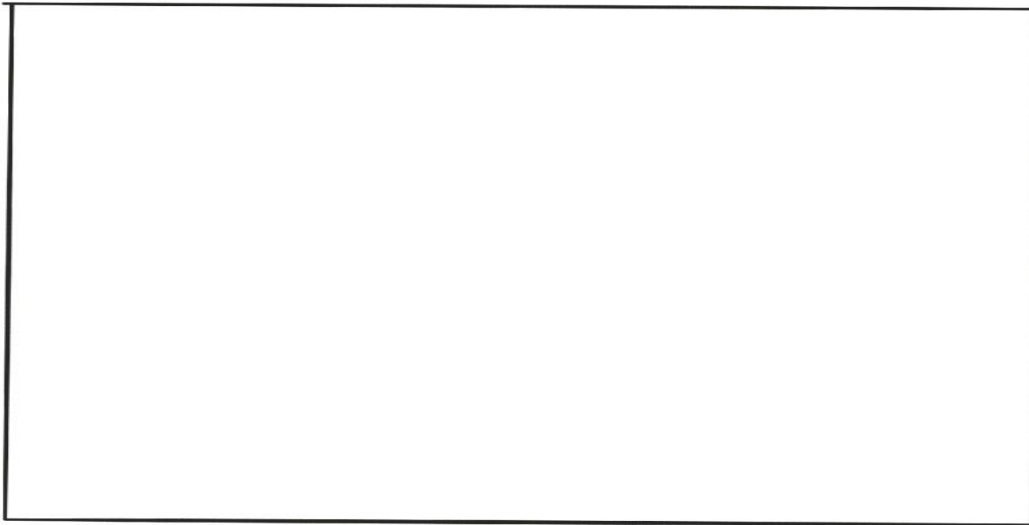
**I don't think I will...**



# Instahgram



your story



# \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

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Picture: CC BY Stefan Behr

[Self-assessment](#)

For me, task 5 is...

😄 😄 😄 easy and fun     😄 😄 good, but not quite sure     😞 difficult



## Topic 4. Writing a postcard

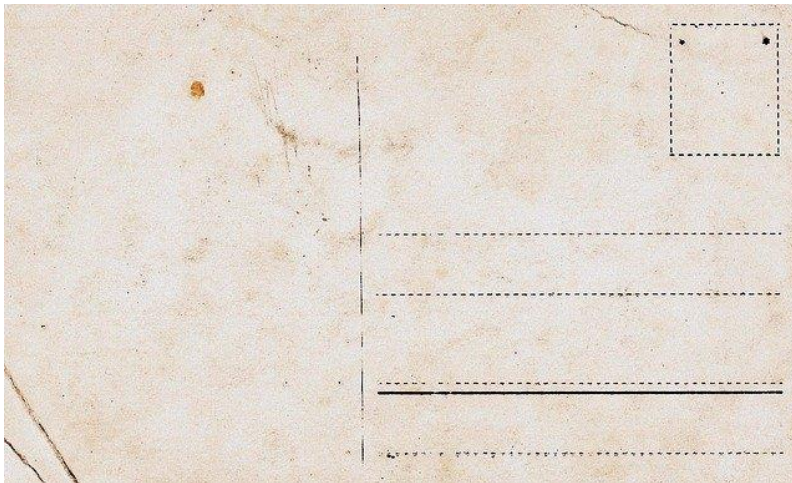


Laura and Harry cannot use their mobiles any more because the batteries are empty. To pass the time, the two friends think to whom they can write postcards. Their grandparents don't use mobile phones, but they love postcards. And they can write one!

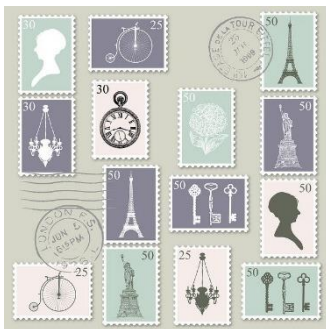


Pictures: pixabay

### What a postcard looks like:



Picture: pixabay



### How to write a postcard:

- on the left hand-side you can write your text
- on the right -hand side you put the name / address / country of the person you want to write to
- If you want to, you can put a stamp<sup>1</sup> on your card and send it to your friend or parents or school!

<sup>1</sup> stamp = Briefmarke



Laura and Harry want to write an interesting postcard to Harry's English grandma about the things they **did** (simple past) during their time in London. That's why they use **adjectives** and **adverbs**.

REMEMBER:

**Adjectives** make **nouns** more colourful: an **exciting** adventure

**Adverbs** make **verbs** more colourful: to walk **quickly**



**Task 1.**

Fill in the missing verbs in the **simple past** and use the given **adjectives** / **adverbs**.

- 13 Dear \_\_\_\_\_,
- 14 You won't believe what happened to me! We travelled to London and
- 15 \_\_\_\_\_ (to have) a \_\_\_\_\_ (**exciting**) adventure.
- 16 First, we \_\_\_\_\_ (to feel lost,
- 17 **completely**) and \_\_\_\_\_ (to miss, family, very
- 18 much).
- 19 After a while, things \_\_\_\_\_ (go **better**) and
- 20 we \_\_\_\_\_ (to start visiting, **wonderful** city)
- 21 We \_\_\_\_\_ (to go) to the museum, \_\_\_\_\_ (to visit)
- 22 Buckingham Palace and even \_\_\_\_\_ (to meet **happily**) one of the
- 23 Queen's dogs. It \_\_\_\_\_ (to be) such a \_\_\_\_\_
- 24 (**beautiful**) corgi! Then I \_\_\_\_\_ (to decide) to have a boat tour on the



25 river Thames. It \_\_\_\_\_ (to be, **absolutely amazing**). All  
26 these \_\_\_\_\_ (**enormous**) buildings around us. Some of them are very  
27 well-known sights like The Palace of Westminster, Tower Bridge and many more.  
28 After a few days, I \_\_\_\_\_ (not to have) any money left, so we  
29 \_\_\_\_\_ (to ask) in a café if we \_\_\_\_\_ (can) work there.  
30 But I couldn't. I was too young. And there is good news: guess who I \_\_\_\_\_  
31 (to meet) there? Billie Eilish. What an adventure! Now I must say good-bye.

32 I hope to \_\_\_\_\_  
33 \_\_\_\_\_  
34 Love, \_\_\_\_\_

→ Self-assessment

For me, this task is...

- 😄 😄 😄 easy and fun  
 😊 😊 good, but not quite sure  
 😞 difficult



### **Writing:**

Now it's your turn! You also want to write a postcard to your family / friend / teacher / school. Choose between the 3 following tasks and write on an extra sheet of paper:

- a) You are still **a little bit unexperienced** as a time traveller and postcard writer
1. **Draw a postcard** in your exercise book and **copy the text above**.
  2. **Underline** the **adjectives** in **blue** and the **adverbs** in **red**. Of course, you can add new ideas.
  3. Use a double page<sup>1</sup> in your exercise book.
- b) You have **some experience** as a time traveller and postcard writer
1. **Read** the text above **again**.
  2. **Write** about a **different** place, not London.
  3. You can use the text above as help.

<sup>1</sup> double page = Doppelseite





4. Add your **own ideas / adventures**.
5. Typical verbs to use are: **to see / to visit / to go / to travel / to do / to come / to take a bus** etc.

**REMEMBER: If you want to talk about interesting things, you have to use *adjectives* (beautiful, awesome etc.).**

**If you want to make verbs more colourful, you have to use *adverbs* (well, excitedly, fantastically, nicely, happily, carefully etc.).**

c) You are **an expert** as a postcard writer

1. Write a postcard from a **well-known place** (a big city, an airport, a famous place).
2. Tell your family / friends something **interesting** or even an adventure you had in 1989.

**REMEMBER: If you want to talk about interesting things, you have to use *adjectives* (beautiful, awesome etc.).**

**If you want to make verbs more colourful, you have to use *adverbs* (well, excitedly, fantastically, nicely, happily, carefully etc.).**

3. Use the **simple past** and pay attention to **irregular** verb forms (go – went)
4. Use **signal words** for the simple past: **last week, ago, yesterday** etc.
5. Typical verbs to use are: **to see / to visit / to go / to travel / to do / to come / to take** etc.
6. Write at least (mindestens) **10** sentences.

7. Start with **Dear XY** and end with **I hope to see you soon. Love, + your name**

NOW it's your turn. Write your postcard!



**Start like this:**

Dear \_\_\_\_\_,

*You won't believe what happened to me! I time travelled to... and had a great adventure.*

Go on an extra sheet (or ask your teacher for a postcard sheet !)

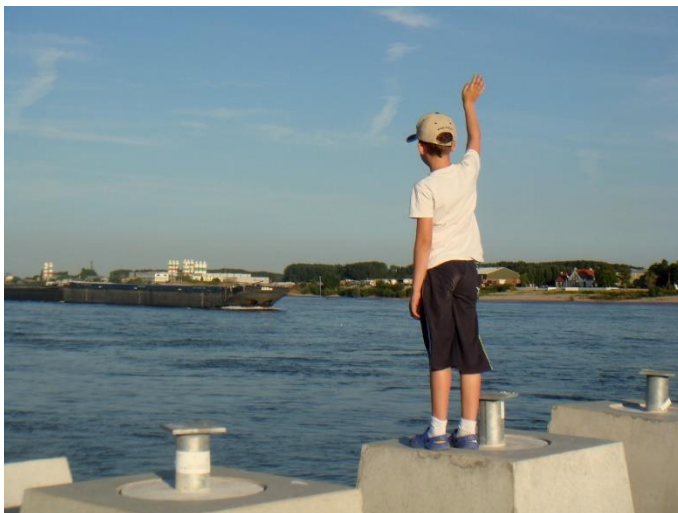
↪ Self-assessment

For me, task 5 is...

😄 😄 😄 easy and fun     😄 😄 good, but not quite sure     😞 difficult

It's time for Harry and Laura to say good-bye. It was a wonderful trip together!

HAVE FUN AND ENJOY WHAT YOU ARE DOING 😄



↪ Self-assessment

For me, the summer school tasks were overall...

😄 😄 😄 easy and fun  
 😄 😄 good, but not quite sure  
 😞 difficult

(Picture: pixabay)



Turn this sheet and write your postcard! ↗

