study plan REVISION Unit 4 (KW 19 – 20) class 5

Liebe Schülerinnen und Schüler,

euer **Lernpaket** für die nächsten zwei Wochen enthält ausschließlich **Übungen zur Wiederholung.** SchülerInnen, die noch nicht mit den beiden alten Plänen fertig sind, stellen erst diese fertig.

Alle Übungen in diesem Plan sind **freiwillig** und werden von euch erledigt sobald andere Schularbeiten fertig gestellt sind und ihr noch Zeit für Englisch findet. Arbeitet auch hier in der vorgegebenen **Reihenfolge.**

Lösungen erhaltet ihr **nachdem** ihr die Aufgaben gemacht habt. Es gibt Lösungsblätter für

- 1-3
- 4-5
- 6.

Sobald ihr also z.B. 1-3 bearbeitet habt, schreibt an eure Lehrerin „Dear Miss, I have finished 1-3. Please send the solutions."

Eure **Vokabeln** müsst ihr jedoch jeden Tag wiederholen und üben, in diesem Lernpaket sind das die Vokabeln von Seiten 71-95, im Vokabelteil heißt das Seite 198 (erstes Wort: „world") bis Seite 203 (letztes Wort: „price").

Jederzeit könnt ihr euch bei euren Lehrkräften melden.

5a: Frau Nix: Katrin.nix@web.de

5b: Frau Hupfer: hupfer.n@web.de

5c: Frau Weiß: weisspetra1@gmx.de

Bleibt alle gesund!

Liebe Grüße

N. Hupfer, P. Weiß und K. Nix

1, Don´t and doesn´t

A, *Sophie's mum is fed up. Complete her sentences. Use **don't** or **doesn't**.*

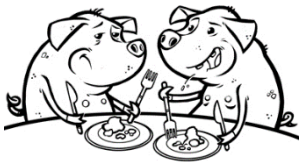
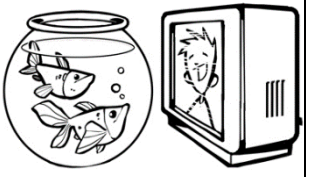
Sophie, I'm really fed up! Every morning you _____ hear the alarm clock. You _____ get up before 6.30 and you _____ get ready for school before breakfast. It's the same with your brother Harry. He _____ get ready for school. And your sister Lily _____ eat her breakfast. After school Harry _____ do his homework, and when I ask him for help, he _____ have time. And you and Lily _____ help in the house. You _____ feed your cats. You just watch TV all evening. I'm so fed up! I _____ like it when you _____ listen to me!

B, Look at Sophie's homework. Lots of the sentences are wrong! Correct them. Use *don't* or *doesn't.*

From Monday to Friday by Sophie	
Every morning my mum wakes me.	*That's right!*
I get up at 6 o'clock.	*That's wrong! She doesn't get up before 6.30.*
Then I feed my cats.	*That's wrong! She doesn't …*
Before breakfast my brother, Harry, and I get ready for school.	*That's wrong! They …*
Lily never eats her breakfast.	*That's right!*
After school Harry does his homework.	*That's wrong! He …*
He helps mum in the house.	*That's wrong! He …*
Lily and I make dinner.	*That's wrong! They …*
In the evening we all go outside and do sport.	*That's wrong! They …*
Mum doesn't like it when we don't listen to her.	*That's right!*

2, Don´t and doesn´t

Animals don't do that! Look at the pictures and make sentences with ***don't usually*** *or* ***doesn't usually.***

A pony doesn't usually sit on a tractor.		Rats don't usually		
				
				

3, Questions with **do** and **does**

This is an interview with Martha. Read the questions and the answers and match them.

1 ~~Where do you live?~~	A	Yes, I have a hamster.
2 Where do you go to school?	B	I go to the Albert Einstein Schule in Bergheim.
3 When do you usually get up?	C	No, I don't. I usually go to school by bike.
4 Do you go to school by bus?	D	At 15.30.
5 When do you come home from school?	E	No, I don't. My mum does all the work.
6 What do you do after school?	F	At 6.30.
7 Do you have an interesting hobby?	G	Yes, I like the "1. FC Köln".
8 Do you often help at home?	H	~~In Bergheim, a city near Cologne.~~
9 Do you have a pet?	I	I usually watch films for children.
10 Do you like a German football team?	J	Yes, I do. I watch TV for about 2 hours every day.
11 Do you often watch TV?	K	After school I meet my friends and we often play outside.
12 What do you watch on TV?	L	I do judo in a club.

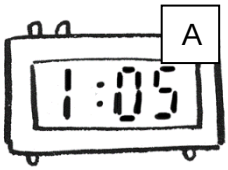
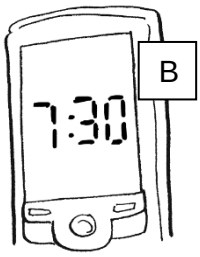
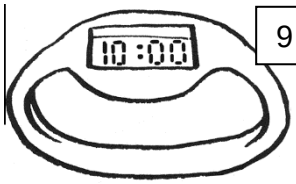
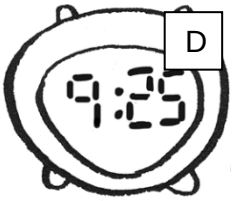
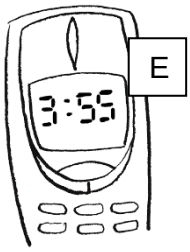
1 → *H*	2 → ___	3 → ___	4 → ___	5 → ___	6 → ___

7 → ___	8 → ___	9 → ___	10 → ___	11 → ___	12 → ___

4, What´s the time?

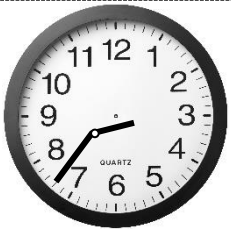
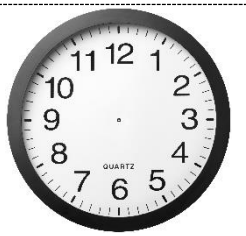
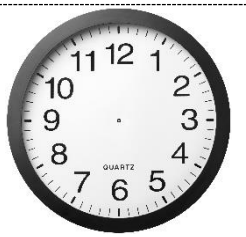
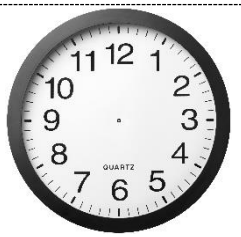
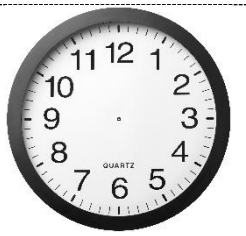
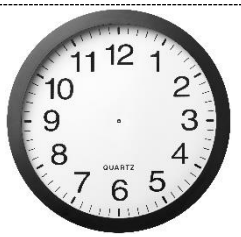
A, *Look at the clocks and watches. What time is it? Match the pictures with the sentences.*

1 [B] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ]

1		6		A	It's one oh five.
2		7		B	It's six forty.
3		8		C	It's nine twenty-five.
4		9		D	It's four forty-five.
5		10		E	It's ten o'clock.

F	It's two fifteen.	G	It's quarter past eight.
H	It's seven thirty.	I	It's quarter past twelve.
J	It's three fifty-five.		

B, *Draw the lines in the clocks.*

	It's twenty-five to three.		
	It's two o'clock.		
	It's quarter to five.		It's quarter past five.
	It's half past three.		It's five past four.

5, I feel great / I feel fed up

Read the story and complete it. Write: **I feel great** *or* **I feel fed up**.

Often I don't have a good start in the morning.

When I get up at 6 o'clock, I feel _____!

First I go to the bathroom. But when my sister is there, I _____. After breakfast I go to school by bus. I _____ when I meet my friends at the bus stop.

We talk about football and music. When Sally is there too, I _____. She is really nice.

I don't like school days with maths – maths is terrible! Sometimes I can't do an exercise. Then I _____. When we get lots of homework, I _____ too. We have lunch at school. Sometimes we have "Vegetable Day". Then I _____ because I don't like vegetables. After school I often play football with my friends. I _____ when my team is good.

In the evening I _____ when I can watch my favourite TV series. But often my sister is in the living room with her friends. She often says, "Go to your room!" That's not fair because there isn't a TV in my room. Then I _____.

Sometimes I can stay in my room and play computer games or listen to music. Then I _____. But sometimes my mum says, "You can't go to your room. Stay here and help me in the kitchen." Then I _____.

6, Reading a difficult text

A. *Read the text.*

A class project on sharks

It's 11 o'clock, time for biology. Anna, Sarah and Paul are very nervous. Today is their presentation on sharks in the biology lesson. "Are you ready?" Ms Roberts, the biology teacher, asks. The three friends are at the board. Anna has some cue cards with notes in her hands, Sarah writes the word "Sharks" on the board and Paul has some pictures.

"Our project is about sharks," Anna starts. Then Paul shows a picture of a shark on the overhead projector. "This is a picture of a sand tiger shark," Anna goes on. "They live in tropical parts of the Atlantic and Pacific Oceans, and the Mediterranean. They can be about 4 metres long. They eat small fish and weigh from 91 to 159 kilos. They live for about 15 years."

Now Sarah goes on and Paul shows a picture of a hammerhead shark. Five minutes later they finish their presentation. A girl asks "Where is the information from?" Anna says "From the National Marine Aquarium here in Plymouth. They are very nice and helpful."
"What a good idea, Anna, Sarah and Paul!" Ms Roberts says. "Your project was excellent. Thank you." Anna, Sarah and Paul feel great! Then a boy asks "Why don't we do a class trip to the aquarium, Ms Roberts?" "I'll think about it," Ms Roberts says. "It's 11.20. We still have time for another presentation."

B,

*Do you need a dictionary to understand the text? Underline the words that you can guess **in green**. Underline the words that you need to look up in a dictionary **in red**. Then write these words in your exercise book. Look up the words in a dictionary and write the German word next to the English word*.

C,

1. What's the class project about? _____

_____

2. Who is Ms Roberts? _____

_____

3. How do Anna, Sarah and Paul feel before the lesson? _____

_____.

4. How do they feel at the end? _____

_____

5. Where can they go for a class trip? _____

_____

D, *Complete Anna's notes on sand tiger sharks:*

- live in tropical parts of the _____
  and _____
  and the _____
- are _____ long, eat _____
  _____, weigh _____
- live for about _____ years