



ENGLISCH **1**

Schularbeits-Trainer

ÖSTERREICHISCHER LEHRPLAN

Kompetent AUFSTEIGEN ...



- Kompetenzorientiert
- Bildungsstandards

1. Klasse AHS·NMS

Die Transkription aller Texte der CD steht zum Download bereit unter:
www.ggverlag.at/produkt-kategorie/lernhilfen

www.ggverlag.at

ISBN 978-3-7074-1839-2

In der aktuell gültigen Rechtschreibung

2. Auflage 2016, unveränderter Nachdruck

Illustrationen: Elena Obermüller

CD aufgenommen im Tonstudio: Walter Till, www.euroacoustics.at

SprecherInnen: Eddie McLachlan, Lois Harrison, Mia Heck

Printed by Litotipografia Alcione, Lavis-Trento, über Agentur Dalvit, D-85521 Ottobrunn

© 2015 G&G Verlagsgesellschaft mbH, Wien

Alle Rechte vorbehalten. Jede Art der Vervielfältigung, auch die des auszugsweisen Nachdrucks, der fotomechanischen Wiedergabe sowie der Einspeicherung und Verarbeitung in elektronische Systeme, gesetzlich verboten. Aus Umweltschutzgründen wurde dieses Buch auf chlorfrei gebleichtem Papier gedruckt.

Wie schaffe ich eine Englisch-Schularbeit?

Viele Schülerinnen und Schüler haben ein mulmiges Gefühl, wenn sie an Schularbeiten denken, du vielleicht auch. Zwar können wir dir deine Unsicherheit nicht nehmen, aber wir haben ein paar hilfreiche Checklisten für dich. Denn je besser du dich auf eine Schularbeit vorbereitest, desto leichter wird sie dir fallen.

Vor der Schularbeit

- * Ständig mitlernen und auf dem Laufenden bleiben
- * Erkundigen, was genau der Schularbeitsstoff ist
- * Rechtzeitig mit dem Lernen anfangen
- * Ein Lernplan hilft, sich die Zeit und den Stoff gut einzuteilen
- * Das Wichtige zuerst lernen
- * Pausen sind völlig in Ordnung
- * Mit FreundInnen lernen und sich gegenseitig den Stoff erklären
- * Die Schularbeit zu Hause durchspielen
- * Rechtzeitig mit dem Lernen aufhören

Am Tag der Schularbeit

- * So wenig Hektik wie möglich aufkommen lassen
- * Konzentriere dich auf deine Stärken
- * Jede Angabe genau und bis zum Ende durchlesen
- * Mit dem, was dir am leichtesten fällt, beginnen
- * Die zur Verfügung stehende Zeit beachten
- * Am Ende nochmal alles durchlesen, kontrollieren und eventuell ausbessern

Wenn du die Schularbeit zurückbekommst

- * Die Schularbeit ist ein Anstoß, dich mit deinem Wissen auseinanderzusetzen
- * Fehler sind Helfer: sie zeigen, woran du noch arbeiten musst
- * Verbesserungen haben Sinn, versuch dich auf sie einzulassen
- * Problemliste anlegen und herausfinden, ob ein bestimmter Fehler immer wieder auftaucht
- * Manchmal helfen auch kleine Merksätze, z. B.: He, she, it, das s geht mit!

Viel Erfolg wünschen dir

Astrid Berger und Gabriele Broniowski

Test 1

LISTENING

Listen and tick (x) T (True) or F (False)

1. Linda is from New York.
2. She is 13.
3. She is in class 1C.
4. She likes her new school.
5. Richard is from Paris.
6. He is 10.
7. He is in year 7.
8. Richard's new classroom is big.

T	F

READING

Read the text, then answer the questions. Write sentences.

My name is Gabriel. I'm in the school band. I can sing and I can play the saxophone. There are four other boys and girls in the school band. Vicky is our singer, Mike plays the keyboard, Steve is the drummer and Sophie is the guitarist. They are all fantastic. Steve and Sophie can't sing. The school band often plays at school events (= Schulveranstaltungen). It's a lot of fun. When we play the other kids clap their hands and sing with us.

1. Who is the saxophone player in the band?

2. What instrument can Mike play?

3. What can Vicky do?

4. Can Steve and Sophie sing?

5. How many boys and girls are in the school band?

GRAMMAR

1. Fill in the missing pronouns (I, you, he, she, it, we, they)

1. My brother is a nice boy.
2. Sue and Mary read a lot of books.
3. My mother and I like apples.
4. Sheila knows the answer.
5. My desk is small.
6. The curtains are brown.

2. Make the sentences negative

1. Tim and his friend are in a football team.
2. Our dog is black.

3. Form questions

1. The jeans are cool.
2. My brother is happy.

4. Fill in: a/an/-

1. I've got _____ very good idea! Let's eat _____ apple!
2. We like _____ English songs.
3. Mary wants _____ CD and _____ orange sweater for Christmas.
4. The girl has got _____ new blouse.
5. Mrs Biggs is _____ nice teacher.

5. Write the plural and the numbers

e.g. a girl (12) twelve girls

a mouse	_____	(15)
a foot	_____	(8)
a boy	_____	(42)
a shirt	_____	(11)
a child	_____	(7)
a book	_____	(50)

6. Fill in the possessive pronouns (my, her, his, our, your, their)

1. Peter and Tom do _____ homework.
2. This is my sister. _____ name is Eliza.
3. There is John and _____ friend Charly.

4. I have got a dog. The name of ____ dog is Fred.
5. Jim and I live in Graz. _____ house is very nice.
6. Greg, is this _____ pen?

7. Fill in: 's/s/-?'

1. Peter__ brother live__ in a big house. There are many flower__ in the garden.
2. Maria__ sister__ are really nice. Their name__ are Susan and Sarah.
3. Molly want__ new trouser__ but her parents say: "No!"
4. Let__ go__ to the cinema and see____ the new Harry Potter film! – That__ a good idea.
5. Take a jacket. It__ cold outside.
6. Mark like__ hot dogs and hamburgers.

EVERYDAY ENGLISH

1. What does your teacher tell you? (2+, 2-)

e.g. Copy the sentences! (+)

Don't jump out of the window! (-)

1. _____!
2. _____!
3. _____!
4. _____!

WRITING

Write a short text about yourself (± 10 sentences)

Write about

- how old you are
- where you are from
- who your friends are
- what you do with your friends
- what you can/can't do
- how you feel at the weekend
- your pet

Test 2

LISTENING

1. Listen and write down the numbers

e.g. *twenty birds, one star...*

1. _____ pirates
2. _____ magic stones
3. _____ desks
4. _____ snakes
5. _____ pencils
6. _____ smartphones
7. _____ butterflies
8. _____ football players

READING

Read the dialogue and tick (x) T (True) or F (False) for the sentences

Dog: Hi. How are you?

Cat: I'm fine, thanks. By the way (= übrigens), I'm Max. I eat mice and cat food. And you?

Dog: My name is Nikita. I'm a big dog. I eat dog food and I love cheese.

Cat: Yuk, cheese! I hate cheese but I love fish.

Dog: Well, I must go. Bye, Max!

1. Max is a dog.
2. Max loves fish.
3. Nikita is a dog.
4. Nikita eats cat food.
5. Nikita loves cheese.

T	F

GRAMMAR

1. 3rd person -s?

Peter, the terrible pirate, _____ (have) got three animals: a parrot, a monkey and a black cat. Peter _____ (like) the monkey best because (= weil) it _____ (know) lots of tricks. The animals _____ (play) on the pirate's ship. Kora, the parrot, often _____ (sit = sitzen) on Peter's

shoulder. The black cat and the monkey _____ (climb) on the pirate's ship. The monkey is always hungry. It _____ (eat) lots of bananas. Sometimes it also _____ (want) to eat the parrot's food. The parrot and the monkey _____ (like) nuts and apples.

2. Turn the sentences into questions. Make the sentences negative

1. Susan is in the classroom.
2. The children are tired.
3. My mother is in the shop.
4. His friends are hungry.

3. Fill in: is/are

1. How much _____ the pullover?
2. How much _____ the jeans?
3. How much _____ the tights?
4. How much _____ the dress?

4. Use personal (I, you, he, she, ... we ...) or possessive pronouns (my, your, his, ... our ...)

1. Ann is a nice girl. _____ is my best friend. _____ mum and dad have got a nice house.
2. Peter is ten years old. _____ has got a nice T-shirt. _____ is practical. _____ is not new. _____ shoes are terrible.
3. What colour is mum's skirt? _____ is brown.
4. What colour are your socks? _____ are green.
5. What colour are the walls in your classroom? _____ are yellow.

5. Choose the correct personal and possessive pronoun

(= wähle das richtige persönliche und besitzanzeigende Fürwort)

e.g. Tony: he, his brother

Sarah and Lisa: they, their cat

1. Sandra: _____; _____ room
2. Peter: _____; _____ bike
3. Susan and I: _____; _____ classroom
4. Tom and Jack: _____; _____ friends
5. The pen: _____; _____ colour
6. I: _____ sister
7. You: _____ schoolbag

6. Fill in: a/an/-

Tina and her mum go shopping. Tina needs ___ new jeans and ___ red sweater for school. In the shop Tina asks her mum, "Can I have ___ orange T-shirt, too?" "Yes, why not?" her mum says.

Later (= später) they go to ___ snack bar. Tina eats ___ hot dog and her mum has ___ sandwich and ___ apple.

7. Find the questions

1. _____?

Yes, I am tired.

2. _____?

Yes, the girls are at home.

3. _____?

No, the car is not red.

4. _____?

Yes, my sister is a good student.

8. Answer the following questions and use short forms

1. Are you sad?

No, I _____.

2. Is Mr Smith a teacher?

No, _____.

3. Are the flowers for Grandma?

No, _____.

4. Are Tim and Andy good at swimming?

No, _____.

WRITING

Write a short text about Woody, the garden monster

Write about

- where he lives
- what he likes/doesn't like
- what he has got/has not got
- his eyes, mouth, arms

Test 3

LISTENING

1. Listen and tick (x) the correct sentences:

- | | |
|--|--|
| 1. Mrs Nutter sends Inspector Clueless a message.
Mrs Nutter phones Inspector Clueless. | <input type="checkbox"/>
<input type="checkbox"/> |
| 2. Mrs Nutter can't find her dog.
Mrs Nutter can't find her cat. | <input type="checkbox"/>
<input type="checkbox"/> |
| 3. The dog's name is Rover.
The dog's name is Rocket. | <input type="checkbox"/>
<input type="checkbox"/> |
| 4. It's a white and black dog.
It's a white and brown dog. | <input type="checkbox"/>
<input type="checkbox"/> |
| 5. Rocket is hungry.
Rocket is dirty. | <input type="checkbox"/>
<input type="checkbox"/> |

2. Listen and circle the correct word:

- | | |
|------------------------------------|------------------------------------|
| 1. Lena is sad/happy . | 5. Kate is nervous/scared . |
| 2. Tom is angry/scared . | 6. Peter is cold/happy . |
| 3. Tim is nervous/excited . | 7. Jim is hot/hungry . |
| 4. Mimi is hungry/bored . | 8. Carina is angry/sad . |

GRAMMAR

1. Fill in: a or an

- | | | |
|-------------------|--------------------|-----------------|
| _____ nice book | _____ orange ball | _____ good film |
| _____ green apple | _____ American boy | _____ old house |

2. Fill in: am, is, are

"Let's meet in the park," Susan says to her friends. "It _____ the beginning of the holidays."
At 3 o'clock there _____ many children in the park. They _____ all happy. Only Sally
_____ sad because her knee hurts. "Playing in the park _____ great fun," Paul says.
"I _____ so happy! Let's play football!"

3. Write the numbers and the plural forms

- a foot – (2) _____
 a woman – (10) _____
 a tooth – (32) _____
 a girl – (5) _____

4. 3rd person -s?

1. Tom's feet _____ (hurt) very much.
2. The cake monster _____ (eat) lots of cake.
3. Martin _____ (like) Rapid.
4. I _____ (think) her bike is blue.
5. The children _____ (read) the book.
6. My brother _____ (go) to school in Bregenz.

5. Use personal pronouns: I – you – he – she – it – we – they

1. Tom is in his room.
2. The books are under the desk.
3. The dog has got a ball in its mouth.
4. Sue likes pizza.
5. John and I have got roller-skates.

6. Fill in: have got/has got

1. Sarah _____ a blue bicycle. Her brothers and sisters _____ new scooters.
2. Our teacher _____ a red car.
3. My mother _____ a cold.
4. My grandparents (= Großeltern) _____ a lot of time.
5. Bob and Paul _____ a big room.

EVERYDAY ENGLISH

Match the questions and answers

- | | |
|--------------------------------|------------------------|
| 1. What colour are the jeans? | a) No, I can't. |
| 2. Where are you from? | b) It's Wednesday. |
| 3. Can you stand on your head? | c) No, she isn't |
| 4. What's your name? | d) It's in the tree. |
| 5. What day of the week is it? | e) He is twelve. |
| 6. Is she hungry? | f) I'm from London. |
| 7. How old is he? | g) They are dark blue. |
| 8. Where is the cat? | h) My name is Marla. |

VOCABULARY

Complete the sentences with the words from the box

touch road carry poem fast why famous real eyes favourite

1. _____ are you sad? – My cat is ill.
2. The teacher tells me to write a _____.
3. This bag is heavy. I can't _____ it alone.
4. My father always drives _____.
5. Where is the supermarket? – At the end of the _____.
6. She is a _____ writer.
7. Dana Blue is not her _____ name.
8. Close your _____. This is a surprise.
9. Can you _____ your toes?
10. John's _____ ice cream is chocolate.

WRITING

Write about your friend. Say what he/she can or can't do. Write about 7 sentences.

Test 4

LISTENING

Listen and tick (x) T (True) or F (False)

	T	F
1. Tina is Mary's friend.	<input type="checkbox"/>	<input type="checkbox"/>
2. Tina is happy.	<input type="checkbox"/>	<input type="checkbox"/>
3. Peter has got an old mobile phone.	<input type="checkbox"/>	<input type="checkbox"/>
4. Kate and Tom play in a football team.	<input type="checkbox"/>	<input type="checkbox"/>
5. Paul collects stickers.	<input type="checkbox"/>	<input type="checkbox"/>
6. Susan is between the door and the window.	<input type="checkbox"/>	<input type="checkbox"/>

GRAMMAR

1. Fill in: a/an/-

In __ box in the cellar (= Keller) Tom finds __ old book. In the book there is __ interesting story about __ old witch (= Hexe). She is __ friendly woman who likes to help people (= Leute). She lives in __ old house and her best friend is __ dog called Rufus.

2. Fill in: "am", "is", or "are"

- Peter _____ a very nice boy.
- My friends _____ in the park.
- The cat _____ black and white.
- You _____ a good singer.
- I _____ happy because it's my birthday.
- Sally and Lisa _____ in class 1c.

3. Put the following sentences into the plural (Setze folgende Sätze in die Mehrzahl)

- The baby is hungry.
- The child plays in the garden.
- The mouse hides behind the cupboard.
- The pencil is on the desk.
- The box is on the table.

Kompetent AUFSTEIGEN



Kompetenzen erwerben und festigen



Bildungsstandards erreichen

Die neue Reihe *Kompetent AUFSTEIGEN* entspricht dem **neuen, aktuellen Unterricht** an österreichischen AHS und NMS. Schülerinnen und Schüler sollen den Lernstoff **wirklich verstehen** und das Gelernte **eigenständig anwenden** können.

Kompetent AUFSTEIGEN hilft den Lernenden, ihr **Wissen** und ihr **Können zu verbinden**. Die Reihe basiert auf den festgelegten **Bildungsstandards** und bietet Erfolgserlebnisse, **Sicherheit und Freude am Lernen!**

- Zahlreiche unterschiedliche Übungen, die Abwechslung bieten und das Denken anregen – kein „mechanisches Ausfüllen“
- Österreichischer Lehrplan
- Kann neben jedem Schulbuch verwendet werden
- Verfasst von erfahrenen, kompetenten österreichischen Pädagoginnen und Pädagogen
- Leicht verständliche Erklärungen, einprägsame Merksätze
- Ein ausführliches, beigelegtes Lösungsheft zur einfachen Selbstkontrolle

Kompetent AUFSTEIGEN Englisch 1 – Schularbeits-Trainer

Jetzt mit Hörverständnis-CD!

Kompetenz erlangen in den Bereichen:

- Listening
- Reading
- Grammar
- Writing
- Everyday English
- Vocabulary

ISBN 978-3-7074-1839-2



Infos und Musterseiten zu allen erschienenen Titeln unter
www.ggverlag.at