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Unit 1: Welcome to English

9–14

English is a word game – a song.

Numbers and telephone numbers.

Radio London: **Keep fit. Colour** the pictures.

Listen to goblins in the classroom.

Plurals of nouns: star – stars, chair – chairs.

Simple questions: What's your telephone number?



Unit 2: Sweets and snacks

15–18



Grammar rhythms. Read and act out dialogues.

Radio London: **Learn through mime.**

What I **like**, what I **hate**. **A sketch.**

a – an; Do you like . . . ? – Do you want . . . ?

Unit 3: It's party time

19–23

School things. **Listen to the story** of Sarah's party.

Grammar rhythms and a **party song**. Saying hallo.

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Sarah's pen, Tom's biro.



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24–28



Picture-dictionary game. **Money.**

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At the market. Radio London: **Learn through mime.**

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29–32

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Study and change.

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Unit 6: Circus, circus

33–39



Listen to the circus of the talking animals.

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The alphabet song. Study and change.

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Prepositions: on, in, under, behind, in front of

Unit 7: My body

40–45

The body song. Listen to the dialogues: Ouch! It hurts!

“How are you today?” – a sketch. **The lolly monster and the toffee monster. Grammar rhythm.**

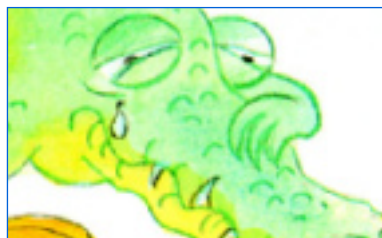
Study and change.

Possessives: my, your, his, her, its, our, your, their



Unit 8: Arnold Croc, the crocodile

46–51



The days of the week. **Bad luck for Arnold** – a story and a song. Guess the **picture puzzle**.

Study and change.

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Unit 9: What's the time?

52–57

Watches and clocks. **Listen to Anna's day.**

Talk about **your day**. Time around the world.

Study and change.

Telling the time.

Present simple and 3rd person “s”.



Unit 10: That's me

58–63



Grammar rhythm. Talk about what you're good at.

Percy, the penguin – a story. Study and change.

I can . . . – I can't . . . ; I'm good at . . . –

I'm not good at . . .

Unit 11: Food

64–68

Listen to people ordering food. **In a fast-food restaurant.**

Munchie and Crunchie and their **favourite food.**

What my teacher likes – **a guessing game.**

Grammar rhythm. Study and change.

Questions with "do" and "does".



Unit 12: Collecting things

69–74



What do **your classmates collect**? British children:

What do they collect? **The swapping song.**

The swapping game. Radio London: **Learn through mime.** Listen to the story of **Generous George.**

Study and change.

lots of . . . – a lot of . . . – How many . . . ?

Unit 13: Rooms

75–81

Where are the noises coming from?

Carol's bedroom. **What are the people doing?**

Sorry, I can't do it now: Listen to the dialogues.

Grammar rhythm. Study and change.

there is . . . – there are . . . ; there isn't . . . – there aren't . . .

Present progressive: I'm having a shower.



Unit 14: Happy birthday

82–85



The months of the year. Ordinal numbers.

Maggie's birthday present – a story. Act out the story.

The birthday-song game. Study and change.

Cardinal and ordinal numbers.

Unit 15: Breakfast

86–91

It's breakfast time: dialogues **at the breakfast table.**

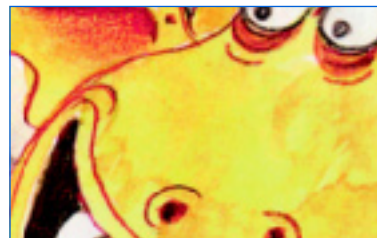
Grammar rhythms. Listen to the American breakfast.

The monster breakfast game.

The cat's favourite breakfast – **a picture story.**

Study and change.

a – an – some; Would you like . . . ? – I'd like . . .



Unit 16: Brothers, sisters and friends

92–98



My brother and sister – **a poem.** Keith's **letter to Lisa.**

Talk about yourself. **Christopher** – a story.

A brother, a sister, a friend – a song.

Good night, big one – **a cartoon.**

Creative grammar practice. Study and change.

Personal pronouns: me, you, him, her, us, you, them

Unit 17: Jennifer

99–105

Jennifer's new jeans – a story. Listen to Patricia,

Simon, Keith and Cindy – Do they like the story?

Jennifer's favourite story: **The panda princess.**

Act out the story. **Don't ask me why** – a song.

Text writing.

Why . . . ? – Because . . .



Unit 18: What's on TV?

106–109



Listen to **scenes from TV programmes.**

Talk about **your favourite TV programmes.**

The golden bracelet – a story. Study and change.

always, often, sometimes, never

Unit 19: The box of nuts

110–113

Read the story about **three hamsters stealing nuts.**

Which ending do you like best? **A reading puzzle.**

Write your own ending.

Let's . . .



Unit 20: The great magician

114–118



Frank Osbert, the great magician –

a play in five scenes. Act out the play.

Frank Osbert Superstar – a song. Study and change.

this – that

Unit 21: The elephant, the hippo . . .

119–122

Who is stronger: George, Willie or Fred?

Read the story. Act out the story.

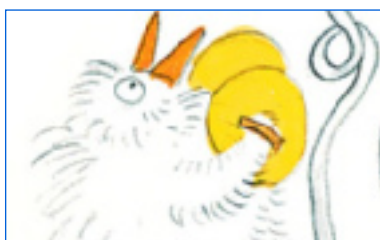
A picture story: Find your own ending.

must



Unit 22: We had a lot of fun

123–126



Grammar rhythm. Listen to the song of

Peregrine, the penguin. Martin's birthday party.

Say what really happened at the party.

Study and change.

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Unit 23: The pink racket

127–129

Read the story about **Helen's pink tennis racket**.

Talk about the story. **Helen talks to her friends:**

Complete the dialogue, then listen to it and act it out.

Some more regular and irregular past simple forms.



Unit 24: Greedy Oliver

130–133



Bad luck for Sally – a picture story. **Greedy Oliver:**

Read the story, listen to it and **spot the differences**.

Text writing: What happened to Michael?

Some more regular and irregular past simple forms.

Unit 25: What are you going to do?

134–138



Listen and find out **what the children are going to do**.
Make phone calls with a partner. **Grammar rhythms**.
 Make a text with the help of letters and pictures.
 Study and change.
going to

Unit 26: Holidays

139–142

Countries and flags. Where are the children from?
A holiday in the USA – a song. **Talk about your plans**
 for the summer holidays. Study and change.



Extra Unit: Christmas

143–146

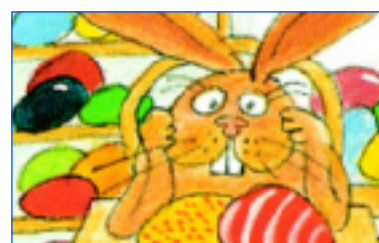


It's Father Christmas – a song.
 Read the story of **Father Christmas in trouble**.
Christmas in England.
 Draw and cut out your Christmas shapes.

Extra Unit: Easter

147–149

Help for the Easter bunny – a story.
 Talk about your Easter Sunday.
Joe Lampton, the funny bunny – a song.



Lists

150–160

Pronunciation table. Word list. Classroom communication.



Diese Texte bzw. Übungen befinden sich auf CD.



Texte bzw. Übungen mit erhöhten Leistungsanforderungen.



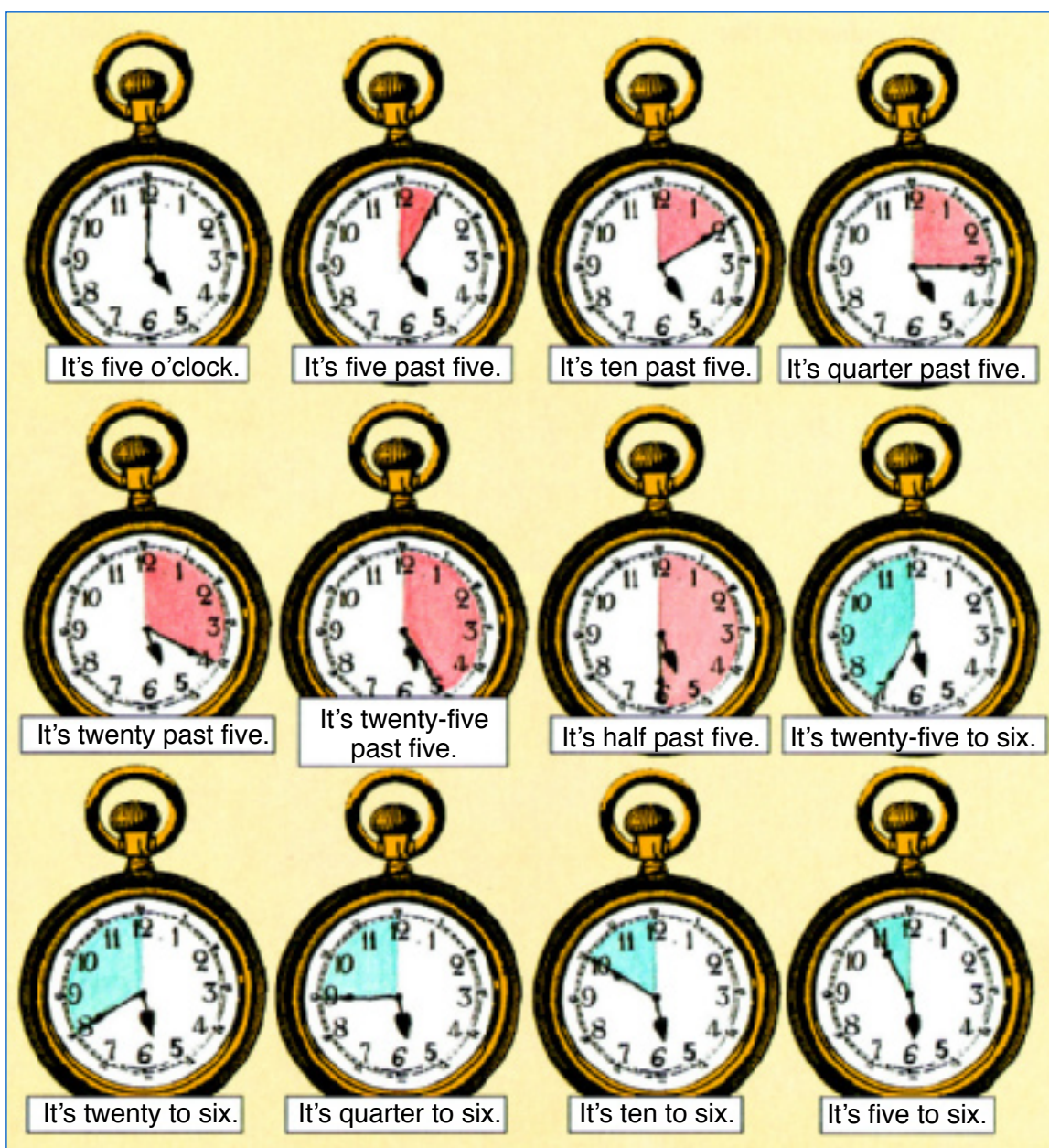
Symbol verweist auf Internetübungen.

Unit 9

What's the time?



1 Picture dictionary

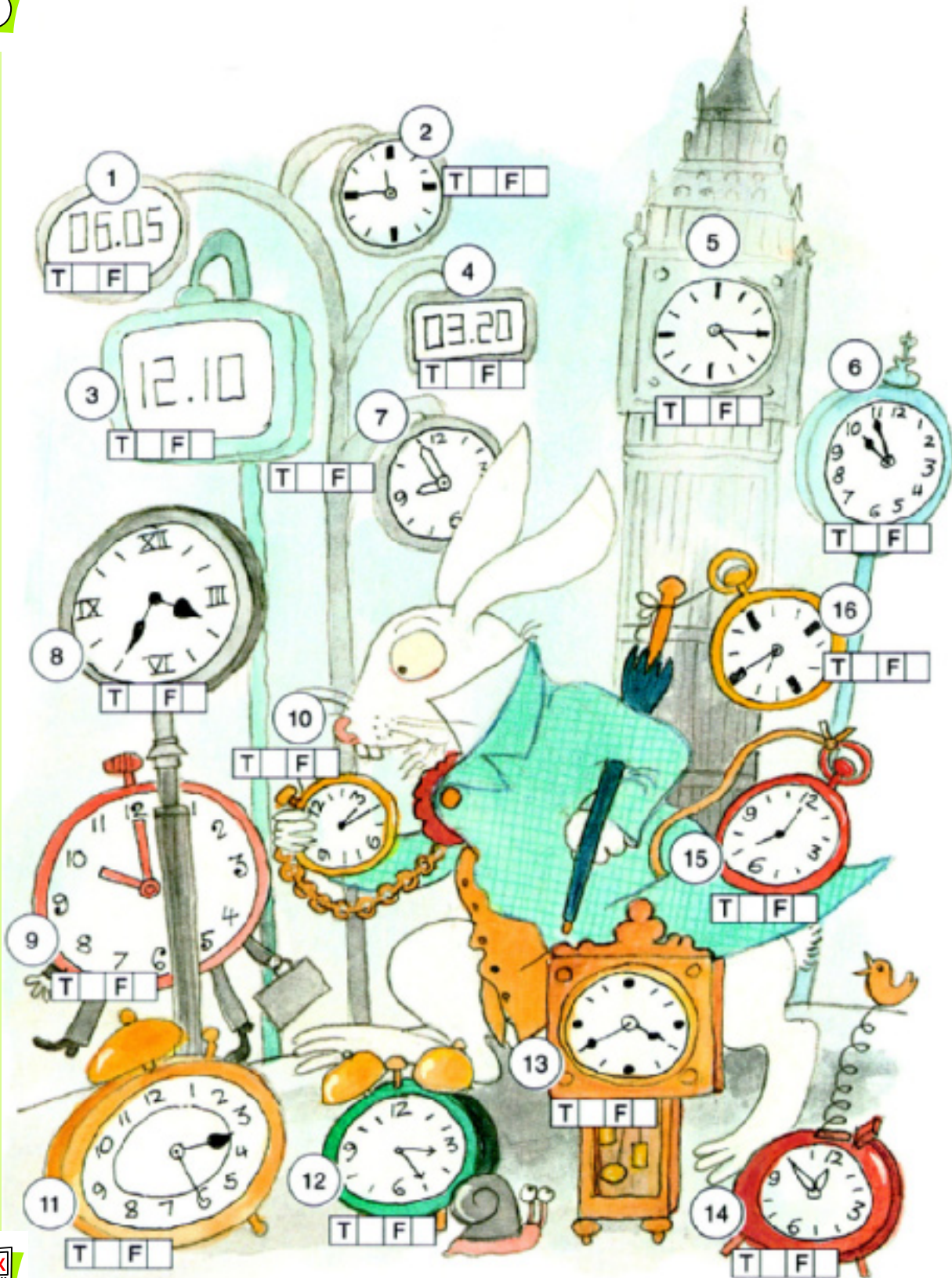


2

Look at the watches and clocks. Read out the times.
Then listen. ✓ Tick true or false.



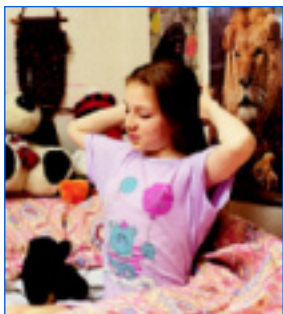
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3

Anna's day*Look at the pictures. Listen to the text. Fill in the times.*

2/2



get up/

_____ o'clock

have breakfast/
at halfgo to school/
at ten pastschool starts/
at quarter

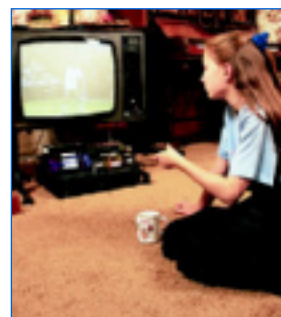
school ends/

_____ o'clock



get home/

_____ to five

Then
do
home-
workor
play
with
friendsor
watch
TV

go to bed/at quarter past



4

Make sentences about Anna.

Anna gets up at . . .

She has . . .

She goes to . . .

School starts at . . .

School ends at . . .

She . . .

Then she . . .

...



5

Make sentences about yourself.

I get up at . . .

I go to school at . . .

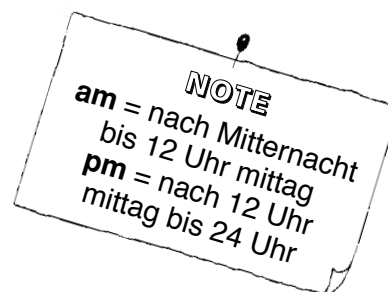
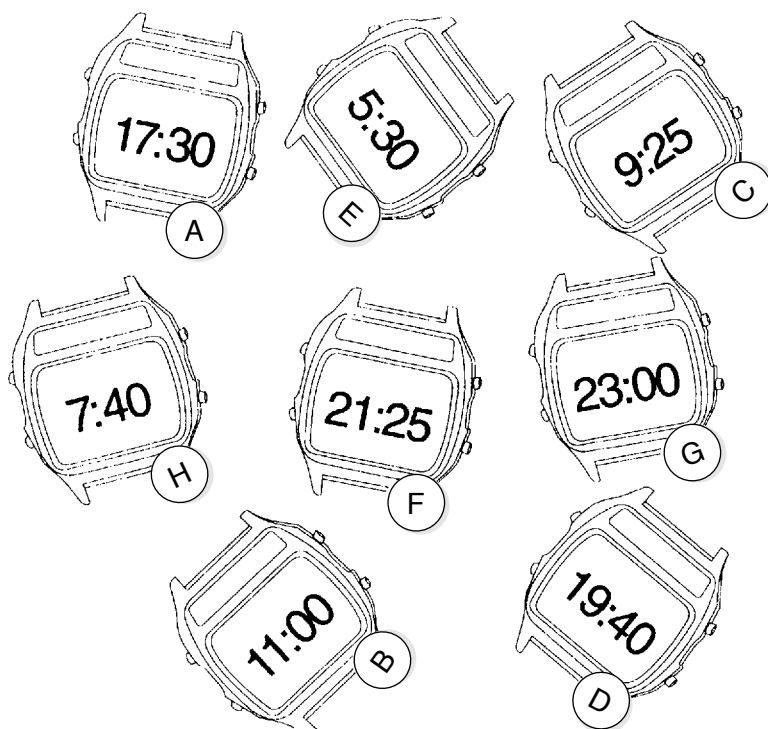
I get home at . . .

Then I . . .

I go to bed at . . .

6

Look at the watches and fill in the correct letters.



- ☐ It's nine twenty-five pm.
- ☐ It's seven forty pm.
- ☐ It's eleven am.
- ☐ It's five thirty pm.
- ☐ It's five thirty am.
- ☐ It's eleven pm.
- ☐ It's nine twenty-five am.
- ☐ It's seven forty am.

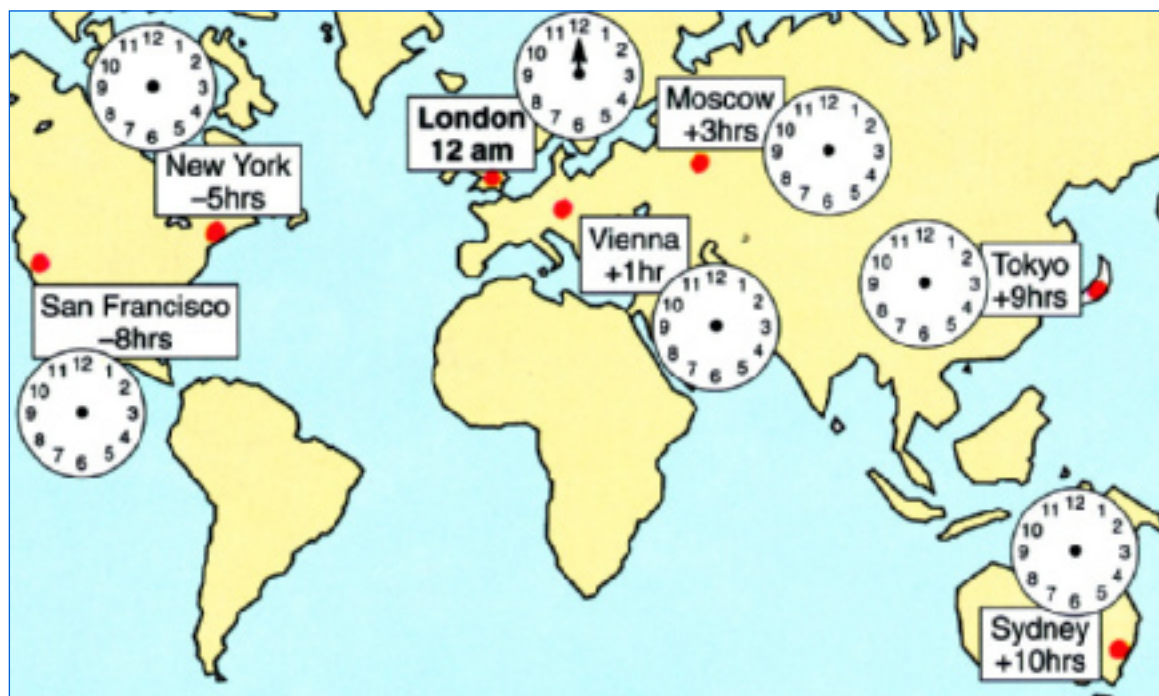
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Look at the time zones. It's 12 am in London.
Draw the correct times for the other cities on the clocks.
Then say what time it is in the other cities.

NOTE
1 hr = 1 hour
= 60 minutes



In Vienna it's one pm . . .
In New York . . .



8

Get together with a partner.
Ask your partner questions like this:



It's half past nine am in Vienna.
What's the time in San Francisco?

It's half past twelve am.



Study and change

Read this text by an English schoolgirl.
Then write a text about your day or your friend's day.

I get up at half past seven and I have breakfast at quarter to eight.
I go to school at quarter past eight. School starts at nine o'clock and ends
at four o'clock. I get home at five o'clock. Then I do my homework, watch TV
or play with my friends. I go to bed at nine o'clock.

Grammar

So fragst du nach der Uhrzeit



What's the time, please?

It's ten to seven.



What time is it, please?

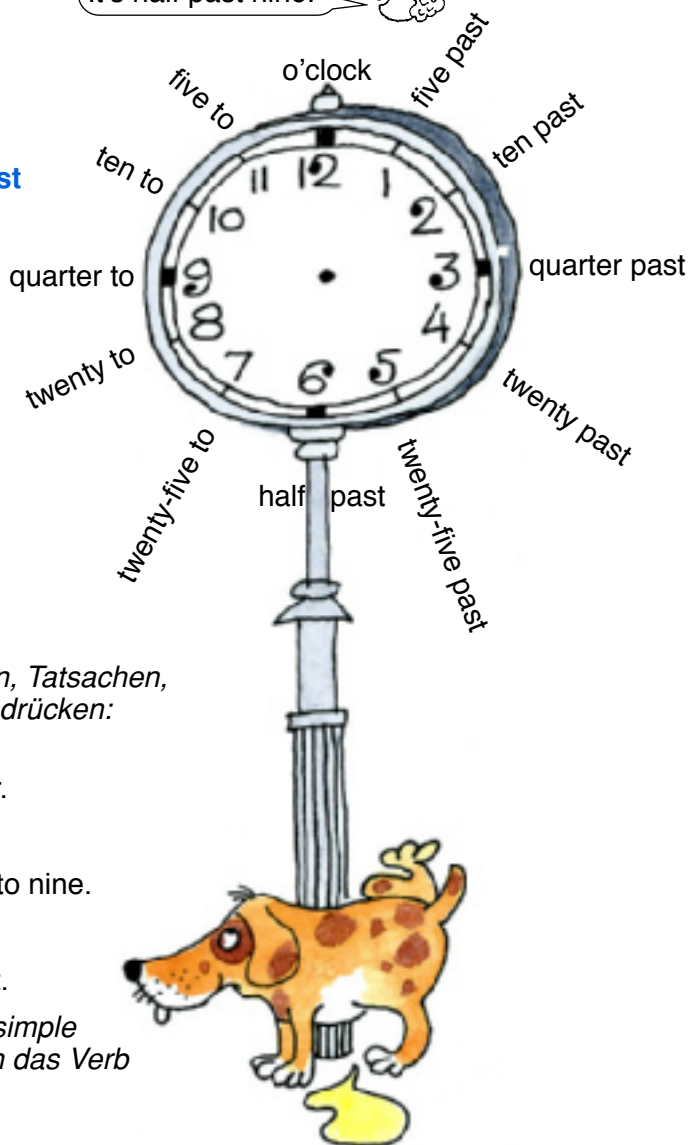
It's half past nine.



So sagst du, wie spät es ist

Examples:

It's ten past three.
It's quarter to four.



Present simple

So kannst du Gewohnheiten, Tatsachen, Gedanken und Gefühle ausdrücken:

I hate peppermint.
You have got my pen, Peter.
He wants an ice cream.
She likes chocolate.
School (It) starts at quarter to nine.
We get up at six.
You speak good English.
They think the book is great.

*Meist musst du im present simple in der 3. Person Singular an das Verb ein **s** anhängen:*

He **likes** TV.
Susan **gets** up at six.

Achtung!

go → **goes**
watch → **watches**
have → **has**

Mr Franklin **goes** to school at eight.
Joanne always **watches** TV with me.
She **has** breakfast at six.