

TB, p. 84, ex. P1-3

P1 Words: adjectives to describe things

fancy, wonderful, interesting, exciting, fantastic, perfect, great, amazing

P2 Words: phrases to describe places

1–D 2–F 3–A 4–B 5–E 6–C

P3 Writing: a text about the waterbus

Lösungsvorschlag

A waterbus tour is the perfect way to see a lot of interesting things in London.

You can see London Zoo, Regent's Park, Pirate Castle and many other fantastic places.

The tour starts at 10am and 1pm every day and takes

TB, p. 86, ex. P6a+b Words: making plans

Lösungsvorschlag

Lara: Hello?

Katie: Hi Lara. It's Katie.

Lara: Hi!

Katie: What are you doing?

Lara: Well, I'm tidying up my room.

Katie: Oh, that's boring.

Lara: Yes, it is.

Katie: Let's go shopping

Lara: That's a good idea. At what time?

Katie: Let's say at 4.

Lara: Sorry, but that's too early. I really have to tidy up my room.

Katie: Is 4.30 OK?

Lara: OK. Let's meet at the bus stop.

Katie: OK, see you later.

Lara: Bye!

TB, p. 88, ex. P11 Words: writing a letter

Lösungsvorschlag

D *Dear Sophie,*

B *Thank you for your letter.*

G *It's good to hear from you.*

H *How are you?*

I *I'm fine.*

C *London is great!*

F *Yesterday we helped the police in Camden.*

A *Write back soon.*

E *Bye*

J *Caroline*

TB, p. 90/91, ex. O1 + O2a-c

O 1 Lösung/Lösungsvorschlag

The Mystery Mob are on a train to London. They are in a carriage with a man with a briefcase.

Another man, who is wearing a big black hat and dark glasses, comes in. Suddenly all the lights go out. When the lights come back on, the other man with the briefcase says that his briefcase isn't there. He tells the Mystery Mob that he is a scientist and that there are top-secret

plans for a new deep space rocket in the briefcase. The Mystery Mob have to solve the mystery about the man and briefcase.

O2 Lösung/Lösungsvorschlag

a) **! WANTED !**

Ila Nickitoff

She has got long blonde hair.

Ila sometimes looks like a man with a big black hat, dark glasses and a long mac.

b) *briefcase · lights go out · scientist · secret plans · spy · check the train · whacks the driver · stop the train · policeman*

c) *Dwayne: We are on the train to London. Suddenly, the lights go out. When the lights come back on, one of the two men with us in the carriage isn't there. Then the other man says that his briefcase isn't there. He says he is a scientist and that there are top-secret plans for a new deep space rocket in the briefcase.*

Gummy: So we check the train and Dwayne and I see the spy in the driver's cab. We go in. The spy drops the briefcase. I take it and swing it round my head. Then I lose my balance and the briefcase whacks the spy and the train driver.

Dwayne: Then Dwayne tells me to pull a lever and the train stops. When the spy's hat falls off, we see that the spy isn't a man – it's a woman! At that moment a policeman comes into the cab and arrests the spy.

TB, p. 87, ex. P10 Reading: the pickpockets

Lösung

- 1. George saw the two pickpockets again at Camden Lock Market.*
- 2. The pickpockets took another purse so the friends went up to the gallery.*
- 3. George talked to a policeman but the policeman laughed at his story.*
- 4. Caroline went to the main entrance and waited for George and the policeman.*
- 5. Charlie saw the pickpockets from the gallery so George switched on his mobile phone.*
- 6. The pickpockets started to run away but the policeman stopped them.*

Hinweis: Die Übungen im Workbook werden wird gemeinsam besprechen, sobald wir uns im Unterricht wiedersehen können!

**Ich wünsche euch und euren Familien alles Gute für diese schwierigen Zeiten!
Bleibt zuhause und bleibt vor allem gesund!**

Falls sich für euch oder eure Eltern Fragen ergeben sollten, erreicht ihr mich unter voss@gsgvelbert.de

Herzliche Grüße

Katrin Voss ☺

Übungsblatt zu den Notenwerten

1. Klatsche die folgenden Rhythmen je 2x direkt hintereinander oder spiele sie auf einem Instrument. Bringe 3 davon einem deiner Eltern oder einem anderen größeren bei. Sei nicht zu streng mit deinem „Schüler“ ;-)

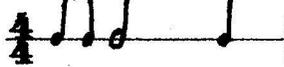
a)  b)  c) 

d)  e) 

2. In jedem dieser vier Takte fehlt ein bestimmter Notenwert, der diesen Takt vollständig macht. Finde die Lücke und trage dort die fehlende Note mit Bleistift ein!



3. Fülle diese sechs Takte mit den Notenwerten, die in Klammern darüber stehen!

a) (1 x Halbe, 2 x Viertel)  b) (2 x Achtel, 1 x Halbe, 1 x Viertel)  c) (1 x Viertel, 4 x Achtel, 1 x Viertel) 

1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +

d) (2 x Halbe)  e) (1 x Viertel, 2 x Achtel, 1 x Halbe)  f) (2 x Achtel, 1 x Viertel, 2 x Achtel) 

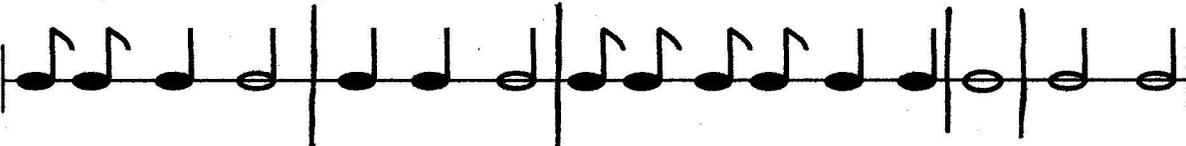
1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 + 1 + 2 + 3 + ←→

Wir ergänzen fehlende Taktstriche

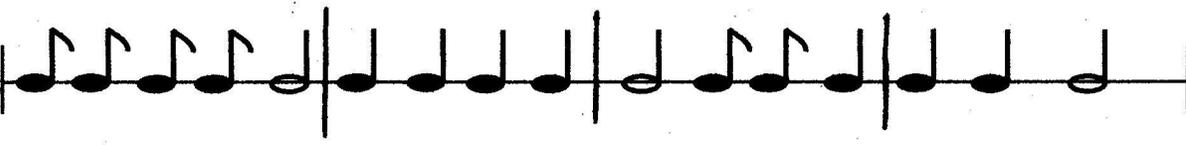
Hier siehst du mehrere Takte. Leider fehlen die Taktstriche. Setze sie an der richtigen Stelle ein.

Beachte: jeder Takt hat 4 Grundschläge.

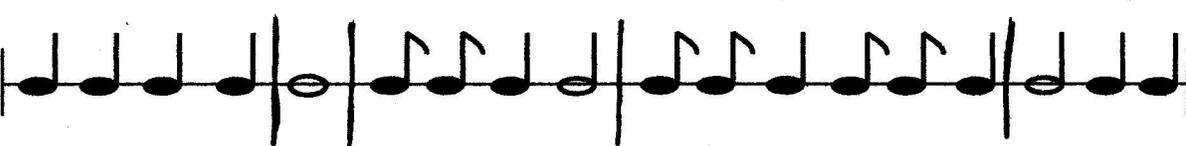
A
4
4



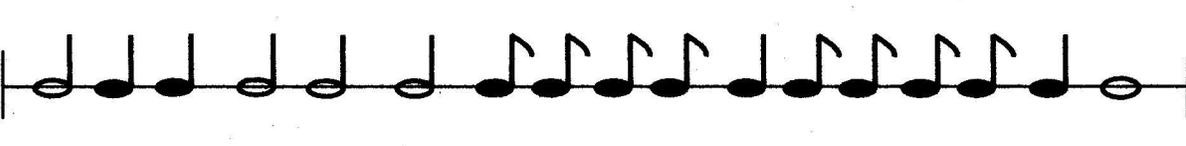
B
4
4



C
4
4



D
4
4



E
4
4



F
4
4



G
4
4