

# Differenzierungsaufgaben Unit 4, Englisch Jg. 6 (b/c-Kurs)

## Ich kann Details hören und verstehen
















4.1

### Healthy Food Day



**1** On Healthy Food Day Oliver, Lucy and Sarah can only get healthy food in the canteen. Look at the food. What would you like to try today?



 a veggie burger	 a sandwich	 green salad	 fruit juice	 a potato
 a grilled steak	 a banana	 carrot soup	 vegetables	 fruit salad
 a yogurt	 a fruit smoothie	 fish	 carrots	 chicken wings



**2** Listen. What healthy food do Oliver, Lucy and Sarah have for lunch? Tick the boxes.

05

	Oliver	Lucy	Sarah
a veggie burger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a potato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fruit salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
green salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
carrot soup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a grilled steak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
carrots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a fruit smoothie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
yogurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

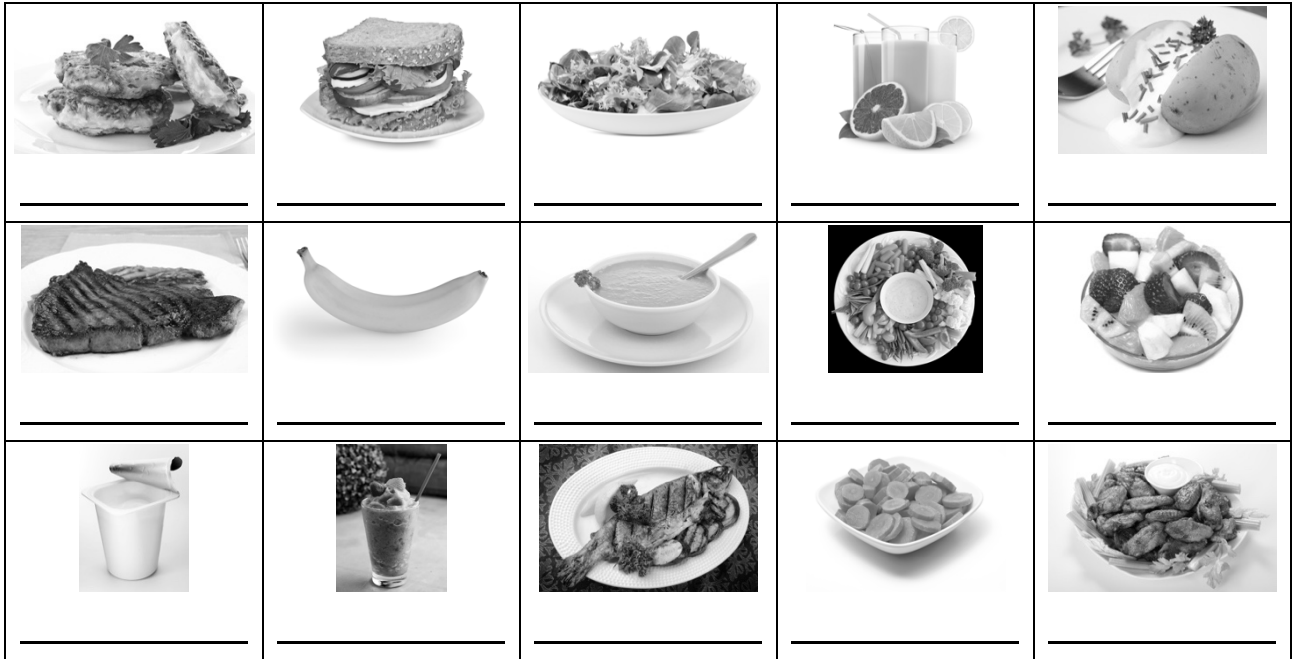
**3** Sarah doesn't like fruit. What shouldn't she have for lunch? Write two things.

Sarah shouldn't have \_\_\_\_\_ or \_\_\_\_\_.


Healthy Food Day

- 1 On Healthy Food Day Oliver, Lucy and Sarah can only get healthy food in the canteen.  
a) Label the food with the words from the box.

a banana • carrots • carrot soup • chicken wings • fish • fruit salad • green salad • a grilled steak • fruit juice • a potato • a sandwich • a fruit smoothie • vegetables • a veggie burger • a yogurt



- b) What would you like to try today? "I think the ... is yummy." "I'd like to try..."

- 05  2 Listen to Oliver, Lucy and Sarah in the canteen. What healthy food and drinks do they talk about? Circle at least six of them in **1**.

- 05  3 Listen again. What healthy food and drinks do they have for lunch?

*Oliver has* \_\_\_\_\_

*Lucy has* \_\_\_\_\_

*Sarah has* \_\_\_\_\_

- 4 Max and Ella are in the canteen too. Max is vegetarian – he doesn't eat meat or fish. Ella is allergic to fruit. What should they have for lunch? Write three things. What shouldn't they have? Write two things.

*Max should have* \_\_\_\_\_

*He shouldn't have* \_\_\_\_\_

*Ella should have* \_\_\_\_\_

*She shouldn't have* \_\_\_\_\_

Before the holidays

1 Complete the table.

verb (infinitive)	simple past	past participle
clean	cleaned	
tidy	tidied	
wash	washed	
buy	bought	
go	went	
make	made	

2 Look at the Miller family: Sam, Lilly and John. They want to get ready for their holidays. What have they already done? Write sentences on an extra sheet of paper.

- make his bed • go shopping for snacks for the trip
- tidy his room • cut the grass • wash the car •
- buy drinks for the trip • clean the bathroom •
- put his clean clothes away

Tipp: bei *he*  
→ has  
bei *they* (z. B. Lilly and John)  
→ have

*Sam has already made his bed. Lilly and John have already ...*



Before the holidays

1 Complete the table.

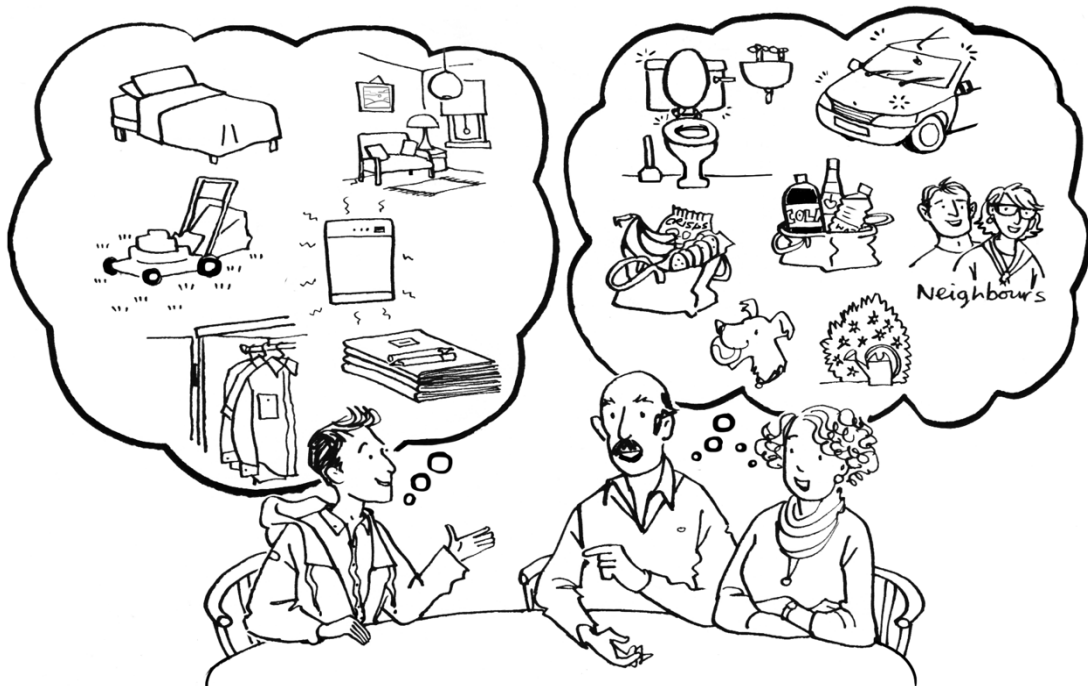
verb (infinitive)	simple past	past participle
buy		
cut		
go		
have		
put		

2 a) Look at the Miller family: Sam, Lilly and John. They want to get ready for their holidays. What have they already done? Write sentences on an extra sheet of paper.

Tipp: bei *he*  
 → has  
 bei *they* (z. B. Lilly and John)  
 → have

- make his bed
- go shopping for snacks for the trip
- tidy his room
- cut the grass
- wash the car
- buy drinks for the trip
- clean the bathroom
- put his clean clothes away
- speak to the neighbours
- fill the dishwasher
- water the garden
- do his homework
- walk the dog

*Sam has already made his bed. Lilly and John have already ...*









b) What haven't the Millers done yet? Think of 3 things and write them down.  
*Sam hasn't had breakfast yet. Lilly and John haven't tidied their bedroom yet.*

How are you today?


1 Ben, Zoe and Dilip aren't feeling well. Finish their sentences. Then cut out the cards.

headache • stomach ache • sore arm • sore throat • temperature • worried

<div style="border: 1px dashed black; padding: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30px; float: left; margin-bottom: 5px;">1</div>  <p><i>I'm worried.</i> _____</p> <p>_____</p> </div>	<div style="border: 1px dashed black; padding: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30px; float: left; margin-bottom: 5px;">2</div>  <p><i>I have a</i> _____</p> <p>_____</p> </div>	<div style="border: 1px dashed black; padding: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30px; float: left; margin-bottom: 5px;">3</div>  <p><i>I have a</i> _____</p> <p>_____</p> </div>
<div style="border: 1px dashed black; padding: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30px; float: left; margin-bottom: 5px;">4</div>  <p><i>I have a</i> _____</p> <p>_____</p> </div>	<div style="border: 1px dashed black; padding: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30px; float: left; margin-bottom: 5px;">5</div>  <p><i>I have a</i> _____</p> <p>_____</p> </div>	<div style="border: 1px dashed black; padding: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 30px; float: left; margin-bottom: 5px;">6</div>  <p><i>I have a</i> _____</p> <p>_____</p> </div>

2 Tell Ben, Zoe and Dilip what they should do. Cut out the cards and match them with the cards in 1.

<p>You should drink tea and wear warm clothes. You shouldn't speak too much.</p>	<p>You shouldn't eat junk food – you should eat better food.</p>	<p>You shouldn't move your arm too much.</p>
<p>You should drink some water. You should go for a walk.</p>	<p>You should stay in bed and sleep a lot. You should drink lots of tea or water.</p>	<p>You should relax. You should talk to a friend about the problem.</p>

 3 Find a partner. Take turns being partner A and B.

Partner A: You aren't feeling well. Pick a card from 1 and act it out for the doctor.

Partner B: You are the doctor. Tell partner A what he/she should do.

B Good morning/afternoon! How are you today?

A Oh, I'm not feeling well. I often ... and I .... What can I do?

B Oh dear. You have a/feel ...

A Yes, that's right. Oder No, I feel .../ I think I have a ...

B Right. I think you should/shouldn't .... Or maybe you should/shouldn't ...

A That's a good idea. Thank you.

### How are you today?

- 1 Look at the people in the pictures. They aren't feeling well. What's the matter with them?  
What should or shouldn't they do?



*Oh dear, I think I have a*

---

*I really should*

---

*and I shouldn't*

---

*Oh dear, I'm so*

---

*I really should*

---

*early this evening.*

---



*Oh dear, I have a bad*

---

*I really should*

---

*and I shouldn't*

---



*Oh dear, I have a*

---

*I really shouldn't*

---



*Oh dear, I have a*

---

*I really should*

---

- 2 Find a partner. Take turns being partner A and B.

Partner A: You aren't feeling well. Think of a problem and act it out for the doctor.

Partner B: You are the doctor. Tell partner A what he/she should/shouldn't do.  
Name 2 things.





## All about me

### Checkliste

- Hast du eine persönliche Anrede geschrieben? Z. B. *Dear Lily* oder *Hi Max!*
- Hast du dich vorgestellt, deinen Namen, dein Alter und deinen Wohnort genannt?
- Hast du auch etwas über deine Familie geschrieben?
- Hast du dich beschrieben, gesagt, wie du dich siehst und/oder wie andere dich sehen?
- Hast du von deinen Hobbys und deinen Vorlieben erzählt?
- Hast du geschrieben, warum du einen Internet-Brieffreund oder eine Internet-Brieffreundin haben möchtest?
- Hast du deinen Internet-Brieffreund/deine Internet-Brieffreundin gefragt, was du über ihn/sie wissen möchtest?
- Hast du deine E-Mail mit einem freundlichen Gruß (z. B. *Best wishes, Love, Lots of love, All the best, ...*) und deinem Namen beendet?
- Hast du auf folgende Fehler geachtet:
  - Hast du die richtigen Zeitformen verwendet?
  - Sind die Wörter richtig geschrieben?
  - Ist die Fragestellung korrekt?

## How to be fit for school

Are you often tired? Is it hard for you to concentrate in class?

These ideas will help you feel better!

**Sleep well:** you should **sleep** at least **8** hours every night so that you're not tired during the day.



**Eat well:** eat a healthy breakfast of muesli and milk every morning.

This will help you thi



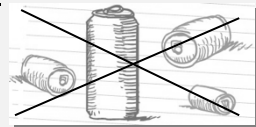
A little bit later in the day, eat some fruit and drink some fruit juice.

This will give you energy. Eat a light lunch, but don't eat junk food.

Eat vegetables, meat or fish and a healthy dessert like yogurt or fruit.

**Drink enough:** drink water all day long! Drink at least 1.5 litres every day, more if you do sport. Take a water bottle with you.

If you drink water in class (not cola!) your teacher won't mind.



**Move your body:** start your day with some sport! Walk or ride your bike to school. You'll get some fresh air and you'll feel great!

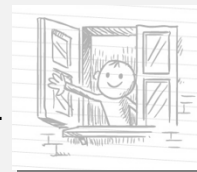
At school, go outside in the **breaks** and walk around.

**Healthy classes:** your class can get fit together!

Open the window to let some fresh air into the room.

Do stretching exercises together!

This will help you to concentrate on school.



## How to be fit for school

1 Scan the poster and complete the sentences.

The poster is about ...

- how to do sport at school.
- how to concentrate better at school.

The poster is for ...

- teachers.
- students.

2 Match the sentences halves. You won't need all the sentence halves on the right.

Am Morgen solltest du
Zwischendurch solltest du
Zum Mittagessen solltest du
Damit du immer trinken kannst,
In den Pausen solltest du

etwas Leichtes essen und auf Fast Food verzichten.
etwas Obst essen und Fruchtsaft trinken.
nach draußen gehen und ein bisschen herumlaufen.
nimm immer eine Wasserflasche mit.
Cola trinken, um fit zu werden.
ein gesundes Frühstück aus Müsli und Milch essen.

3 Your little brother has some questions about the poster. Write down your answers in German.

Warum steht „8“ da?

Warum ist da eine Glühbirne?

Was ist mit Cola?

Warum fährt die Person da

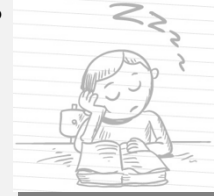
Was machen die da zum Schluß? Das sieht ja lustig aus!

## How to be fit for school

Are you often tired? Is it hard for you to concentrate in class?

These ideas will help you feel better!

**Sleep well:** you should **sleep** at least **8** hours every night so that you're not tired during the day.



**Eat well:** eat a healthy breakfast of muesli and milk every morning.

This will help you think!



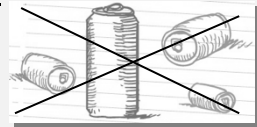
A little bit later in the day, eat some fruit and drink some fruit juice.

This will give you energy. Eat a light lunch, but don't eat junk food.

Eat vegetables, meat or fish and a healthy dessert like yogurt or fruit.

**Drink enough:** drink water all day long! Drink at least 1.5 litres every day, more if you do sport. Take a water bottle with you.

If you drink water in class (not cola!) your teacher won't mind.



**Move your body:** start your day with some sport! Walk or ride your bike to school. You'll get some fresh air and you'll feel great!

At school, go outside in the **breaks** and walk around.

**Healthy classes:** your class can get fit together!

Open the window to let some fresh air into the room.

Do stretching exercises together!

This will help you to concentrate on school.



## How to be fit for school

**1** Scan the poster and complete the sentences.

The poster is about ...

- how to do sport at school.
- how to concentrate better at school.

The poster is for ...

- teachers.
- students.

**2** Your friend Alina has some questions about the poster. Write down your answers in German.

Warum muss ich 8 Stunden schlafen?

---

---

Warum ist da eine Glühbirne?

---

---

Warum soll ich kein Junk Food essen?

---

---

Ist denn ein Nachtschisch erlaubt?

---

---

OK, ich soll bestimmt Wasser trinken. Wie

---

---

Aber wir dürfen nicht im Unterricht trinken!

---

---

Warum fährt dieser Junge mit dem Rad?

---

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Da steht „breaks“ – was sollen wir dann

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Was machen die da zum Schluß? Das sieht ja lustig aus!


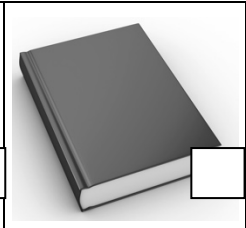

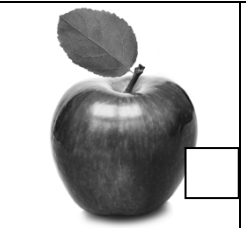
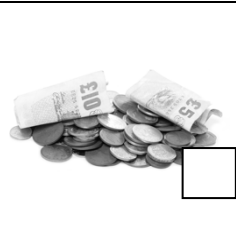
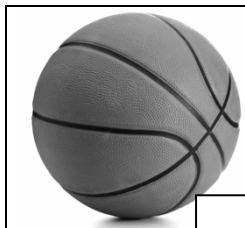
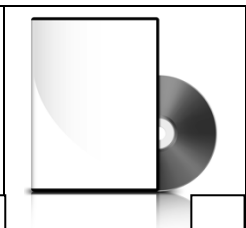



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**Much, many, a lot of / lots of**

**1** Bei welchen Wörtern kannst du ein -s anhängen und die Pluralform bilden?  
Mache einen Haken.

Die meisten Dinge kann man zählen, d.h. man kann ein -s anhängen und die Pluralform bilden:  
*one apple – two apples; one pen – three pens*  
Bei einigen Wörtern geht das nicht, sie bleiben immer unverändert: *fruit, meat, food, milk, time, money, water.*

				
water	book	mobile	apple	money
				
ball	DVD	time	hat	milk

Wenn du fragen möchtest, wie viel von etwas vorhanden ist, verwendest du:

- how many** bei zählbaren Dingen (*apples, pens*)
  - how much** bei nicht zählbaren Dingen (*food, time, money*)
- Wenn du sagen möchtest, dass von etwas **viel** vorhanden ist, verwendest du in bejahten Sätzen **a lot of** oder **lots of**.



**2** Katie is getting ready for her birthday party. Her friend Anna wants to know how much food Katie has for her party. Make Anna's questions by writing *much* or *many*.

- |                                   |                              |
|-----------------------------------|------------------------------|
| How _____ tea do you have?        | I have lots of tea!          |
| And how _____ sweets do you have? | I have 6 bags of sweets.     |
| How _____ fruit do you have?      | I have a lot of fruit!       |
| How _____ muffins do you have?    | I have 15 muffins.           |
| How _____ chocolate do you have?  | I don't have much chocolate. |
| How _____ sausages do you have?   | I only have 3 sausages.      |



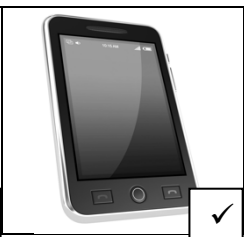
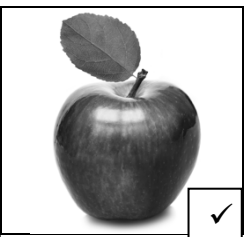

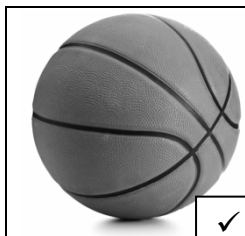
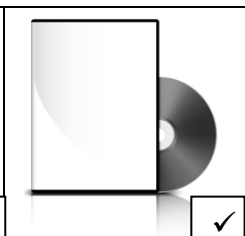


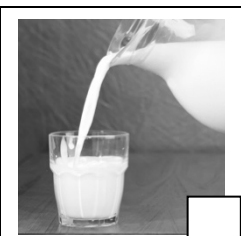
OK, I'll bring some more chocolate and sausage.

See you soon

**Much, many, a lot of / lots of**

**1** Bei welchen Wörtern kannst du ein -s anhängen und die Pluralform bilden? Mache einen Haken.

Die meisten Dinge kann man zählen, d.h. man kann ein -s anhängen und die Pluralform bilden: *one apple – two apples; one pen – three pens*  
Bei einigen Wörtern geht das nicht, sie bleiben immer unverändert: *fruit, meat, food, milk, time, money, water.*

				
water <input type="checkbox"/>	book <input checked="" type="checkbox"/>	mobile <input checked="" type="checkbox"/>	apple <input checked="" type="checkbox"/>	money <input type="checkbox"/>
				
ball <input checked="" type="checkbox"/>	DVD <input checked="" type="checkbox"/>	time <input type="checkbox"/>	hat <input checked="" type="checkbox"/>	milk <input type="checkbox"/>

Wenn du fragen möchtest, wie viel von etwas vorhanden ist, verwendest du:

- how many** bei zählbaren Dingen (*apples, pens*)
  - how much** bei nicht zählbaren Dingen (*food, time, money*)
- Wenn du sagen möchtest, dass von etwas **viel** vorhanden ist, verwendest du in bejahten Sätzen **a lot of** oder **lots of**.



**2** Katie is getting ready for her birthday party. Her friend Anna wants to know how much food Katie has for her party. Make Anna's questions by writing *much* or *many*.

- How much tea do you have? I have lots of tea!
- And how many sweets do you have? I have 6 bags of sweets.
- How much fruit do you have? I have a lot of fruit!
- How many muffins do you have? I have 15 muffins.
- How much chocolate do you have? I don't have much chocolate.
- How many sausages do you have? I only have 3 sausages.

OK, I'll bring some more chocolate and sausage.

See you soon!

## Molly the monster

- 1 a) Read the text about Molly.  
 b) Check the dictionary entries for the underlined words. Which German words are the best to describe Molly? Underline them.

Hi, I'm Molly the monster. I'm a friendly monster. I'm slim. I have three big eyes and two white ears. My hair is straight and long. My teeth were like a bag of chips, so I must wear a brace now. I have long arms and I wear a watch on my left arm. I always wear boots. My favourite food? I like to eat fruit and little flies.

**boot**<sup>1</sup> *Verb*  
 1 treten  
 2 booten, starten  
**boot**<sup>2</sup> *Substantiv*  
 1 Schuh, Stiefel  
 2 Kofferraum

**brace** *Substantiv*  
 1 Zahnsperre  
 2 *plural* braces  
 Hosenträger

**fly**<sup>1</sup> *Verb*  
 1 fliegen  
 2 wehen, flattern  
**fly**<sup>2</sup> *pl flies* *Substantiv*  
 Fliege

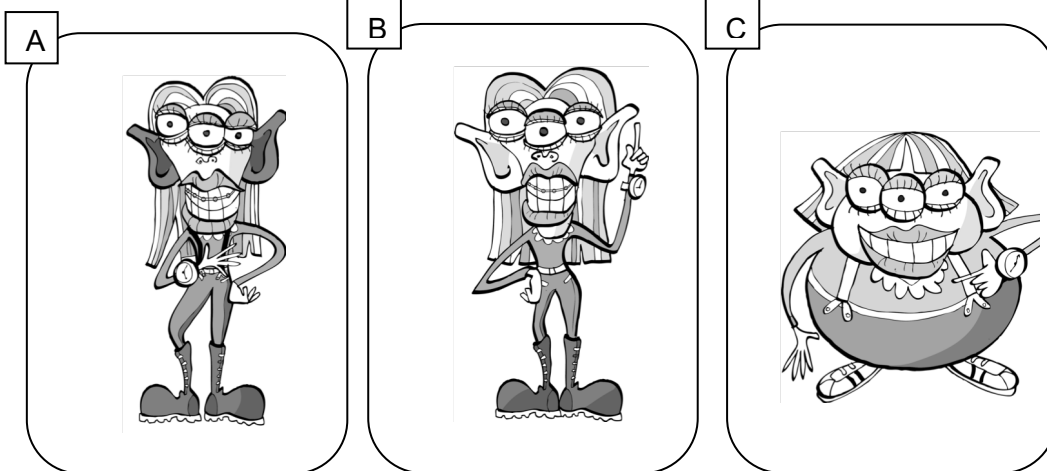
**slim** *Adjektiv*  
 1 schlank  
 2 gering, hauchdünn

**straight** *Adjektiv*  
 1 offen, ehrlich, direkt  
 2 gerade, glatt  
 3 nacheinander

**watch**<sup>1</sup> *Verb*  
 1 beobachten, zuschauen  
 2 aufpassen auf  
**watch**<sup>2</sup> *Substantiv*  
 1 Wache, Schicht  
 2 Armbanduhr

Manche englischen Wörter haben im Deutschen zwei oder mehr Bedeutungen. Lies also immer den ganzen Eintrag im Wörterbuch und entscheide dann, was passt.

- c) Which monster is Molly? Tick ✓.



- 2 Pick one of the other two monsters and describe it. You can use the words from 1 a) and b).

Hi, I'm \_\_\_\_\_ the monster. I'm a \_\_\_\_\_ monster.

I'm \_\_\_\_\_ and I have \_\_\_\_\_ eyes. My hair is

\_\_\_\_\_ and \_\_\_\_\_. I wear \_\_\_\_\_. I have

\_\_\_\_\_ ears. I wear a \_\_\_\_\_ on my \_\_\_\_\_

arm.

Molly the monster

- 1 a) Read the text on the right about Molly.  
 b) Check the dictionary entries for the underlined words. Which German words are the best to describe Molly the monster? Underline them.

Manche englischen Wörter haben im Deutschen zwei oder mehr Bedeutungen. Lies also immer den ganzen Eintrag im Wörterbuch und entscheide dann, was passt.

Hi, I'm Molly the monster. I'm a friendly monster. I'm slim. I have white ears, three big eyes and fair hair. It's straight and long. My teeth were like a bag of chips, so I must wear a brace now. I have long arms and I wear a watch on my left arm. I always wear boots. My favourite food? I like to eat bats and flies.

**bat**<sup>1</sup> *Verb*  
 schlagen  
**bat**<sup>2</sup> *Substantiv*  
 1 Schläger  
 2 Fledermaus

**boot**<sup>1</sup> *Verb*  
 1 treten  
 2 booten, starten  
**boot**<sup>2</sup> *Substantiv*  
 1 Schuh, Stiefel  
 2 Kofferraum

**brace** *Substantiv*  
 1 Zahnsperre  
 2 *plural* braces  
 Hosenträger

**fair**<sup>1</sup> *Adjektiv*  
 1 fair, gerecht  
 2 sehr gut, viel  
 3 blond  
**fair**<sup>2</sup> *Substantiv*  
 1 Jahrmarkt  
 2 Messe, Ausstellung

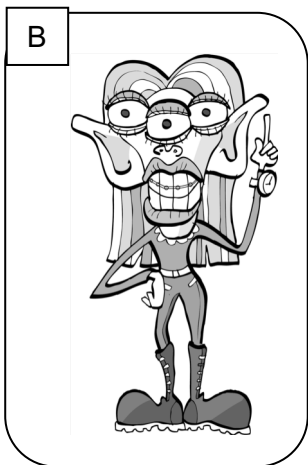
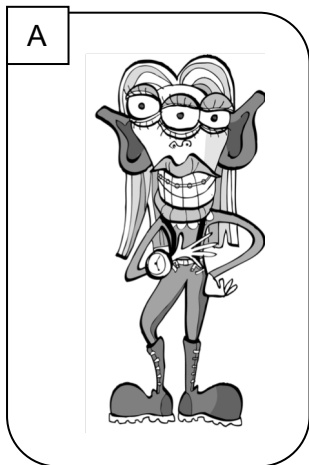
**fly**<sup>1</sup> *Verb*  
 1 fliegen  
 2 wehen, flattern  
**fly**<sup>2</sup> *pl flies*  
*Substantiv*  
 Fliege

**slim** *Adjektiv*  
 1 schlank  
 2 gering, hauchdünn

**straight** *Adjektiv*  
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**watch**<sup>1</sup> *Verb*  
 1 beobachten, zuschauen  
 2 aufpassen auf  
**watch**<sup>2</sup> *Substantiv*  
 1 Wache, Schicht  
 2 Armbanduhr

- c) Which monster is Molly?



- 2 Pick one of the other monsters or draw your own monster. Give it a name and describe it in your exercise book

