



REDEMittel ZUR REALISIERUNG DER UNTERRICHTLICHEN KOMMUNIKATION

1. BASIC CLASSROOM PHRASES: TEACHER TALK

Die nachfolgenden Verben in den Arbeitsanweisungen sind verbindlicher Bestandteil des rezeptiven Wortschatzes. Schülerinnen und Schüler können sie verstehen und entsprechend handeln.

Act out the dialogue with your partner.

Add more words.

Ask for information.

Check your answers.

Close your book.

Colour in the picture.

Come to the front.

Complete the sentences.

Copy the word.

Cut out the picture.

Cross out wrong words.

Drag and drop.

Draw a picture.

Fill in the right word(s).

Find a partner.

Fold the paper.

Glue it on.

Turn to page 15 in your textbooks.

Open your textbook at page 24.

Listen to the dialogue.

Look at the pictures.

Match the answers to the questions.

Number the sentences.

Put the pictures in the correct order.

Read the text out loud.

Roll the dice.

Show me your right hand.

Sing the song.

Sit in a circle.

Stand up / Sit down.

Swap folders with your partner.

Take out your pencil.

Talk to your partner.

Tick the correct answer.

Work with a partner.

Write about Peter.

2. BASIC CLASSROOM PHRASES: STUDENT TALK

Die folgenden Redemittel sind verbindlicher Bestandteil des rezeptiven und produktiven Wortschatzes. Die Schülerinnen und Schüler können sie situationsgerecht anwenden.

I have a question.

Can you repeat that, please?

Can you help me, please?

Sorry,

... I'm late.

... I forgot my book.

Thank you. – You're welcome.

What's... in English?

What page are we on?

May I

... go to the bathroom, please?

... open/close the window, please?

... work with my friend?

... have your pencil?

REDEMittel ZUR REALISIERUNG VON SPRACHHANDLUNGEN

Die folgenden Redemittel sind verbindlicher Bestandteil des rezeptiven und produktiven Wortschatzes der Schülerinnen und Schüler am Ende der Jahrgangsstufe 4.

Anlass der Kommunikation	Redemittel	
Begrüßen	<i>Hello.</i> <i>Hi.</i> <i>Good morning/afternoon/evening.</i>	
Verabschieden	<i>Goodbye. Bye. Bye-bye.</i> <i>Good night.</i> <i>See you (later).</i> <i>Have a nice day.</i>	
Befinden erfragen/ausdrücken	<i>How are you?</i>	<i>I'm...</i> <i>Thanks.</i>
Erbitten/erfragen	<i>May I have..., please?</i> <i>Have you got a/an...?</i>	<i>Yes. Here you are.</i> <i>I/We have / haven't got...</i>
Bedanken	<i>Thanks. Thank you.</i>	<i>You're welcome.</i>
Entschuldigen	<i>Sorry. I'm sorry.</i> <i>Excuse me, please.</i>	<i>That's okay.</i> <i>Don't worry.</i>
Einladen	<i>I would like to invite you to ...</i> <i>Come to my party.</i>	
Gratulieren	<i>Happy birthday!</i> <i>Congratulations!</i> <i>Great job! Well done!</i>	
Vorschlagen	<i>Let's...</i> <i>Would you like...?</i>	<i>Yes, I would. / No, I wouldn't.</i>
Vorlieben/Abneigungen ausdrücken	<i>Do you like...?</i> <i>What's your favourite...?</i>	<i>Yes, I do. / No, I don't.</i> <i>My favourite... is...</i>

REDEMittel ZUR REALISIERUNG DER KOMMUNIKATIVEN INHALTE

Die folgenden Redemittel sind verbindlicher Bestandteil des rezeptiven und produktiven Wortschatzes der Schülerinnen und Schüler am Ende der Jahrgangsstufe 4.

Themenbereich: Persönliches und soziales Umfeld

Inhalt der Kommunikation	Redemittel	
Name	<i>What's your name?</i>	<i>My name is...</i>
Alter	<i>How old are you?</i>	<i>I'm...</i>
Heimatland	<i>Where are you from?</i> <i>Where do you live?</i>	<i>I'm from...</i> <i>I live in...</i>
Geburtstag	<i>When is your birthday?</i> <i>What do you wish for?</i>	<i>My birthday is in/ on ...</i> <i>I'd like to have... / I wish for...</i>
Familienmitglieder/Freunde	<i>Have you got a brother/ sister?</i> <i>Do you have a brother/ sister?</i> <i>How many cousins/ uncles/ ...</i> <i>have you got/ do you have?</i> <i>Who's this?</i> <i>What's his/ her name?</i> <i>How old is he/ she?</i>	<i>Yes, I have. / No, I haven't.</i> <i>Yes, I do. / No, I don't.</i> <i>I've (got)... / I have...</i> <i>This is [name]'s</i> <i>brother/ sister/ friend/...</i> <i>His/ Her name is...</i> <i>He/ She is...</i>
Hobbys/Interessen	<i>What is your hobby?</i> <i>Can you sing/ play basketball/</i> <i>ride a bike/ ...?</i>	<i>My hobby is...</i> <i>I like...</i> <i>Yes, I can... / No, I can't...</i>
Körperteile und Gesundheit	<i>What's the matter?</i> <i>Get well soon.</i>	<i>I've got a stomach ache/ headache/...</i> <i>My stomach/ head/ear/... hurts.</i> <i>I'm sick.</i>
Kleidung	<i>What are you wearing?</i>	<i>I'm wearing...</i>
Mein Zuhause	<i>We have a big/ ... house.</i> <i>This is my room. It's small/ ...</i> <i>Where is/ are ...?</i>	<i>He/ She/ It is in the...</i> <i>They are...</i>

Inhalt der Kommunikation	Redemittel	
Tagesablauf	<i>What do you do in the morning/ afternoon/ evening?</i>	<i>I get up/ go to school/ go to bed/ ...</i>
Uhrzeit	<i>What time is it?</i>	<i>It's... o'clock.</i>
Wochentage	<i>What day is it today? When can we meet?</i>	<i>Today is... We can meet on... Let's meet on...</i>
Monatsnamen	<i>When is your birthday?</i>	<i>My birthday is in...</i>
Schule	<i>I'm in year/ grade/ group... My English/ maths/ art/... teacher is... What's your favourite subject?</i>	<i>My favourite subject is...</i>
Schulutensilien	<i>Where is...? May I use your..., please?</i>	<i>The... is in/ on/ under/ in front of/ behind/ next to... Here you are.</i>
Zahlen bis 100	<i>How much is it? How many... can you see/count?</i>	<i>It's... There are...</i>
Farben	<i>What's your favourite colour? What colour is your...?</i>	<i>My favourite colour is... My... is...</i>
altersangemessene Begriffe aus der (digitalen) Medienwelt	<i>How much time do you spend on the internet/ on your smartphone/ watching TV?</i>	<i>One hour a day.</i>
Nahrungsmittel und gesunde Ernährung	<i>What do you like for breakfast/ lunch/ dinner? Do you like...? What fruit/ vegetable do you like? What's in your lunch box?</i>	<i>For..., I like... Yes, I do. / No, I don't. I like apples/... In my lunch box, there are...</i>
Einkaufsgespräche	<i>Can I help you? Would you like...? May I have..., please? How much is...?</i>	<i>Yes, please. / No, thank you. Yes, please. / No, thank you. / I'd like... Here you are. / Yes, you may. It's...</i>
nachhaltiges Handeln in Familie und Schule	<i>Do you switch off the light/ recycle your rubbish/ throw away food/ use plastic bags for shopping/ buy second hand...? How do you get to school?</i>	<i>Yes, I do. / No, I don't. I go by... / I walk to school./ ...</i>

Inhalt der Kommunikation	Redemittel	
Lebensgewohnheiten und Traditionen in englischsprachigen Kulturkreisen		Merry Christmas! Happy Halloween!/ St. Patrick's Day!/ ...

Themenbereich: Natur

Inhalt der Kommunikation	Redemittel	
Pflanzen	<i>What does this plant need? What colour are the leaves?</i>	<i>The... needs light/ water/ sun. The leaves are...</i>
Wettererscheinungen	<i>What's the weather like today/ on... ? What's the weather like in [country]?</i>	<i>Today/ On... it's ... In..., it's ...</i>
Jahreszeiten	<i>Which season do you like best? What's the weather like in...? What do you wear in winter/ summer/...?</i>	<i>I like... best. In..., it's... In..., I wear...</i>
Tiere	<i>Have you got a pet? Where do [animal]s live? What do [animal]s eat/ drink? Has it got/ does it have horns / a tail/ wings...? Can it run/ climb/ jump/...?</i>	<i>No, I/ we haven't got a pet. / Yes, I/ we have got a... Its name is... It's black/... They live in... They eat/ drink... It has got/ It has... It can...</i>
Umwelt und Naturschutz	<i>What can we do to protect nature? Where do the batteries/ wrappers/ cans/... go?</i>	<i>We can... The... go into the plastic bag/ glass container/ general waste/...</i>