

## **Französisch Klasse 5**

### **Teil 1: Präpositionen**

In unserer neuen Lektion haben wir Wörter kennengelernt, die Präpositionen heißen. Diese Wörter geben an, WO sich etwas oder jemand befindet.

Benutze dein Französischbuch und finde heraus, was die folgenden Präpositionen auf Deutsch heißen:

- dans
- sur
- sous
- devant
- derrière

Notiere diese Präpositionen und ihre Übersetzung in deinem Französischhefter, im Teil „Grammaire“ unter der Überschrift *les prépositions*

Löse die folgenden Aufgaben direkt darunter oder im Arbeitsheft:

1. Lehrbuch Seite 26/5a
2. Arbeitsheft Seite 28/4a und b
3. Arbeitsheft Seite 24/9a und b
4. Suche zwei Präpositionen aus und schreibe einen Satz dazu (z.B. Le chat est sur le carton.) Zeichne deine Ideen jeweils auf ein A4-Blatt. (Das heißt, z.B. ein Bild mit einer Katze auf einem Karton) Sei kreativ 😊

### **Teil 2: Wiederholung Alphabet und Lesen**

1. Wiederhole das französische Alphabet und buchstabiere deinen Namen laut. Suche dir mindestens drei andere Namen, die du laut buchstabierst.
2. Arbeitsheft Seite 27/14 a, b, c
3. Arbeitsheft Seite 27/16

## **Tasks for class 8a**

### **Part I: reading “A journey into the unknown”**

1. Copy the vocab at page 208-210 (“Story”, from “the unknown” to “be stuck”)
2. Read the story “A journey into the unknown” (page 92-93) and do the following tasks:
  - a. page 94/2a
  - b. page 94/3a and b
  - c. page 94/4
  - d. Think of how the story might continue. Write a diary entry (length: at least one page). The following ideas can help you  
- a broken wagon wheel – a large herd of bison - a group of Native Americans arrives

### **Part II: “This story sounds great”**

1. Copy the vocab at page 205-206 (Station 1, from “bat” to “conclusion” + the box “adverbs” at page 205)
2. Read the text “This story sounds great” (page 82) and do the following tasks:
  - a. page 83/2a and b
  - b. Work through G6 (“The long, hard voyage to America”) at page 174 and 175. Create your own overview of this topic in your folder (grammar part). Include rules and examples. You can create your overview in English or in German
  - c. page 83/3a and b
  - d. page 83/4
  - e. page 139/3

### **Part III: The Wild West**

Do task 5 (a and b) at page 97. Write at least 2 pages for number b.

## **Tasks for class 9a**

### **Part I: CV and application letter**

1. Finish the CV that you started working on at school. Use your book at page 57/6 and 57/7 for help.  
Tip: Don't start every sentence with "I" at your personal profile. Use sentence adverbs like "furthermore, additionally,..." or reformulate your ideas (for example write "My hobbies are ..." instead of "I like...")
2. Read the application letter at page 51/8. Copy the application letter into your folder (in topics). You don't have to copy it by hand!
3. Work through G6 "How to sound more formal" at page 154 in your books. Create an overview of this topic in your folder (in topics). Include rules and examples. You can create your overview in English or in German.
4. Do task 9a, b and c under your overview.
5. Write your own application letter for a job that you like.  
➔ The CV and the application letter will be collected in your next English lesson and will be marked!  
➔ You have to write both with the computer. Hand-written texts will not be accepted!

### **Part II: reading "The Giver"**

1. Copy the vocab for the story at pages 189 to 191 (from "giver" to "literature")
2. Read the story "The Giver" at pages 62 to 66 in your books.
3. Do tasks 1-7.

## **Tasks for class 10a**

### **Part I: Environmental films and songs**

1. Work through page 68 at your book and do tasks 1 and 2 at this page.
2. Work through page 69 at your book and do tasks 1, 2, 3 and 4. Listen to the song on YouTube.
3. Search for more environmental films or songs online.  
Choose one film OR song and prepare a 5-minute presentation for your classmates.  
Include at least the following criteria: content of the song/film, atmosphere, message, why did you choose it, do you think it is effective (why/why not)
  - ➔ We will start listening to your presentations at your next English lesson.
  - ➔ You have to work alone.
  - ➔ Please bring the song or trailer to class (stick), or copy the link.
  - ➔ You don't need a PowerPoint presentation!
  - ➔ You are allowed to use keywords for your presentation, no sentences!
  - ➔ The presentations will be marked.

### **Part II: How to save the environment**

Think of ways to save the environment. Create a flyer including at least 5 ideas. The flyer should be for teenagers at your age. Your flyer should include:

- the title of your topic
  - at least five ideas how to save the environment including short texts (5-10 sentences for each idea) of how to do it
  - pictures or drawings
  - sources
- ➔ You have to work alone!
  - ➔ Your flyer will be collected at your next English lesson and will be marked!

## **Tasks for course 11**

### **Part I: Your own first-time book for children**

Work on your first-time book for children. All of you have the criteria at your copy! It may be advisable to work alone but you don't have to.

### **Part II: Saving the planet**

1. Work through the text "Eine unbequeme Wahrheit" at page 179 and do task 4.
2. Go to <https://footprint.wwf.org.uk/#/>  
Do the test in order to find out your own environmental footprint.  
Create an overview of how the environmental footprint is calculated, i.e. which questions are asked and which topics covered?  
Do you think such a test is useful to raise more awareness to this topic or do you have other ideas?
3. Go to <https://science.howstuffworks.com/environmental/green-science/save-earth-top-ten1.htm>  
Summarize the ways of saving the environment in your folder. (list with short explanation of each idea)
4. What do you personally do in order to protect the environment and what are the most effective ways in your opinion?  
Write a composition (introduction, main part, conclusion). Write at least 350 words.

### **Extra online exercises**

You want to do more exercises?

You want to do exercises in reading, listening, speaking or writing at your individual English level?

You want to practise different aspects of vocab or grammar?

You find **additional online exercise** at the following pages:

- <https://learnenglish.britishcouncil.org/>
- <https://www.englishexercises.org/>
- <https://www.englishgrammar.org/exercises/>

I recommend the sites of the **British Council**; there you find very good exercises for different skills, vocab and grammar. You can select different degrees of complexity and difficulty and you can check most of your answers online. You should do skills exercises at **level B2-C1**, but you can of course do easier exercises as well.

Aufgaben Frau Heinz

Bei Fragen bitte an [anne-marie.heinz@schule.thueringen.de](mailto:anne-marie.heinz@schule.thueringen.de) wenden

## **Tasks for course 12**

### **Part I: How to describe pictures**

Finish your own worksheet and don't forget to hand it in via mail.

### **Part II: Street Art**

1. Read the text "A London scene set by guerrilla art" at pages 216-217 in your books.
2. Do tasks 1 and 2 at page 217.

### **Part III: Architecture**

1. Read "Britain's ugliest buildings" at pages 218-219.
2. Do tasks 1 and 2a at page 219.  
You find help for your letter to the editor at page 269.

**Please contact me via email if you want to have more exercises for your exam preparation!**

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