Sunshine
Handreichungen für den Unterricht
mit Kopiervorlagen

mit Audio-CD und CD-ROM

Cornelsen
Sunshine
Lehrwerk für den früh beginnenden Englischunterricht

Handreichungen für den Unterricht 4 – Neubearbeitung
Englisch ab Klasse 1

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Symbole und Abkürzungen

B Bildkarten  KV = Kopiervorlage
M Minibildkarten  L = Lehrkraft
S Storykarten  S = die Schülerin/der Schüler/  
W Wortkarten die Schülerinnen und Schüler
CD 1 = Audio-CD (Vollfassung), Track 1
S-CD 1 = Schüler-CD im Activity Book, Track 1
★ Zusatzaufgabe zur Differenzierung
Song: English words

Hi boys and girls,
Off we go,
How many English words
Do you know?

Brother, sister,
One and two,
Rubber, ruler,
Red and blue.

Apple, orange,
Rabbit, rat,
Football, tennis,
Shoes and hat.

Say them fast,
Say them slow,
Say the words
That you know.
Song: Days of the week

There are seven days, seven days, seven days in a week.
One, two, three, four, five, six, seven.

There is Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday,
Saturday and Sunday.

There is Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday
And that's the weekend.
My day – pictures
My day – sentences

I get up.

I have breakfast.

I go to school.

I do my homework.

I meet my friends.

I have dinner.

I go to bed.
My day

1. Read and match. Draw lines.

- I have breakfast.
- I meet my friends.
- I do my homework.
- I get up.
- I have dinner.
- I go to bed.
- I go to school.

2. Write about your day.

in the morning · in the afternoon · in the evening
English breakfast
**My timetable**

1. Fill in the timetable. Work with a partner.

2. Talk to your partner about your timetable. Say: *On Monday I have ...*

<table>
<thead>
<tr>
<th>I'm in class</th>
<th>My teacher is</th>
</tr>
</thead>
<tbody>
<tr>
<td>time</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td>(I.C.T.)</td>
</tr>
<tr>
<td>P. E.</td>
<td>(Physical Education)</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
</tbody>
</table>
### Pair check (1)


<table>
<thead>
<tr>
<th>Name 1:</th>
<th>Name 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>P.E.</td>
</tr>
<tr>
<td>English</td>
<td>German</td>
</tr>
<tr>
<td>Music</td>
<td>Science</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Monday</td>
</tr>
<tr>
<td>Sunday</td>
<td>Friday</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Thursday</td>
</tr>
<tr>
<td>Art</td>
<td>Computers</td>
</tr>
<tr>
<td>P.E.</td>
<td>Art</td>
</tr>
<tr>
<td>Science</td>
<td>Maths</td>
</tr>
<tr>
<td>Thursday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Saturday</td>
<td>Sunday</td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>morning</td>
<td>dinner</td>
</tr>
<tr>
<td>evening</td>
<td>lunch</td>
</tr>
<tr>
<td>afternoon</td>
<td>breakfast</td>
</tr>
<tr>
<td>German</td>
<td>English</td>
</tr>
</tbody>
</table>

---

**Illustration:** Christian Bartz, Berlin (ins Bett gehen, frühstücken, Flaggen, Kalender); Volker Fredrich, Hamburg (Schultächer)

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Rap: Let’s go to London

Let’s go to London.
Let’s go today.
Let’s see the sights.
What do you say?

How do we get there?
I don’t know!
Just pack a bag.
Let’s go, go, go!

Refrain
Bus, car, motorbike, train,
taxi, underground, boat or plane?
Let’s go by bus,
All the way.
Let’s go by bus,
Is that okay?
That’s okay.
That’s fine by me.
Let’s go by bus
At half past three.
Game: Go to Big Ben

1 Read the sentences.

2 Play the game.

- What time is it?
- It’s 4 o’clock.
- Great idea.
- Not again!

- Go to Big Ben.
- Go to the London Eye.
- Go to the River Thames.
- Go to Tower Bridge.
- Go to London Zoo.
- Go to Buckingham Palace.

I was there (√):

- Buckingham Palace
- London Zoo
- the London Eye
- the River Thames
- Tower Bridge
- Big Ben
What time is it?

- It’s two o’clock.
- It’s quarter past two.
- It’s half past two.
- It’s quarter past three.

1. Look at the times. Draw lines.

   Point to the times and talk to your partner. Say: What time is it? – It’s …
   - It’s quarter to six.
   - It’s half past seven.
   - It’s five o’clock.
   - It’s quarter past eleven.

2. Read. Colour the morning times red and the afternoon and evening times blue.

3. A.m. or p.m.? Draw lines to make sentences.

   - I go to school.
   - I do my homework.
   - I get up.
   - I meet my friends.
   - I have English.
   - I have dinner.

4. Talk.
Buying tickets

1 Read the dialogues.

Let’s go to the London Eye by bus. How much is the ticket?
It’s £1.30.

2 Complete the sentences.

3 Read the dialogue with partners. Act it out.

____________________: Let’s go to ____________________________
(name)
by ____________________________.

____________________: Great idea!
(name)
A ticket to ____________________________, please.

____________________: How much is it?
(name)
____________________: It’s £______________.
(name)
____________________: Here you are.
(name)
____________________: And here’s your ticket.
(name)
____________________: Thank you.
(name)

Where do you want to go? Make up your own dialogue. Work with partners.
Postcard

[Blank postcard template]

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Story: The Earl of Sandwich (Kurzfassung)

1 Read the story.

The Earl of Sandwich is at his card table. He is playing cards. He is hungry. He says, ‘What’s for dinner, James?’ James, the butler, says, ‘Chicken and chips, Sir.’ But the Earl of Sandwich has no time for dinner. He wants to play cards. James has an idea. ‘What about some cheese and ham … and some salad, Sir?’, he says. The Earl says, ‘Cheese and ham … and a tomato, please. Oh, and an egg, but no salad, thank you.’ James puts the cheese, ham, tomato and egg on a piece of bread. Then he puts another piece of bread on top. James makes a sandwich and gives it to the Earl. The Earl is happy. He says, ‘A sandwich! Good idea, James!’ Now he can eat and play.

2 Do you know the answers?

1. Why doesn’t the Earl want to eat dinner?

   Solution: He wants to play cards / He has no time for dinner.

2. What does James, the butler, make?

   Solution: He makes a sandwich.
Role cards: The Earl of Sandwich

The Earl of Sandwich is at his card table. He is playing cards. He is hungry.

Earl: I'm hungry. What's for dinner, James?
James: Chicken and chips, Sir.

The Earl of Sandwich has no time for dinner. He wants to play cards.

Earl: I have no time to eat dinner. Just bring me some bread and butter.

James, the butler, has an idea.

James: What about some cheese and ham ... and some salad, Sir?
Earl: Cheese, and ham .... and a tomato, please.
Oh ... and an egg, but no salad, thank you.

James: Here you are, Sir.
An Earl of Sandwich special!

Earl: A sandwich! Good idea, James!

The Earl is happy. Now he can eat and play.

The Earl of Sandwich is at his card table. He is playing cards. He is hungry.

Earl: I'm hungry. What's for dinner, James?
James: Chicken and chips, Sir.

The Earl of Sandwich has no time for dinner. He wants to play cards.

Earl: I have no time to eat dinner. Just bring me some bread and butter.

James, the butler, has an idea.

James: What about some cheese and ham ... and some salad, Sir?
Earl: Cheese, and ham .... and a tomato, please.
Oh ... and an egg, but no salad, thank you.

James: Here you are, Sir.
An Earl of Sandwich special!

Earl: A sandwich! Good idea, James!

The Earl is happy. Now he can eat and play.
Food for a sandwich

1 What do you need for your sandwich? Write a shopping list.

- butter
- bread
- cheese
- chicken
- chips
- egg
- ham
- lettuce
- tomato
- …

My shopping list

2 What’s in your sandwich? Draw and write.

[Blank lines for drawing and writing]
Kontrollbogen

1 Listen. What day is it? What time is it? Tick (√) the right boxes.

- Monday
- Wednesday
- Sunday
- Thursday
- Tuesday
- Saturday
- Tuesday
- Wednesday
- Monday
- Friday

2 Find the words. Write.

- Car
- Bus
- Boat
- Taxi
- Subway
- Plane

3 What are the London sights? Draw lines. Number the pictures.

1 Big Eye
2 Tower
3 Buckingham
4 the London
5 London
6 the River

Eye
Palace
Ben
Zoo
Thames
Bridge
Check your English

1 What time is it? (Activity Book, Seite 10)

a) Arbeitet zu zweit. Stellt einen Sichtschutz zwischen euch auf.

b) Fragt euch abwechselnd, wie spät es ist.

c) Sagt die Uhrzeit und zeichnet die Zeiger in die Uhren. Macht deutliche Unterschiede zwischen dem Stunden- und dem Minutenzeiger.

d) Nehmt den Sichtschutz weg und vergleicht, ob ihr die gleichen Zeiten eingetragen habt.

2 Let’s go to Big Ben (Activity Book, Seite 10)

a) Wählt aus euren Minibildkarten London sights und Transport je eine Karte aus.

b) Sprecht zu zweit den Dialog.

c) Tauscht die Rollen und sprechet den Dialog mit neuen Minibildkarten.

d) Hakt ab, welche der Minibildkarten ihr benutzt habt.

3 Food words (Activity Book, Seite 10)

a) Arbeitet zu zweit. Nennt euch abwechselnd die Wörter und schreibt sie auf.

b) Kontrolliert euch gegenseitig.

c) Übertragt die Wörter in eure Activity Books.

4 Minibildkarten: London sights und Transport

Pair check (2)

Read, write and talk.

I’d like · ticket · what · time · lunch · London Eye · it’s · two pounds

Name 1: What _____ is it?

Name 2: ______ one o’ clock.

What would you like for ________?

_______ do you want to see?

_______ I want to see the ________.

It’s _______.

How much is the bus ________?
More London sights

1. Read the texts. Number the pictures.

2. Find the sights on the map of London (Pupil’s Book, page 6 and 7).

Find out more. Complete the sentences.

1. At Madame Tussauds you can see wax figures of famous people from all over the world. You can see film stars, sports stars, singers, politicians and kings and queens.

   Think of a famous person.

   Name: ____________________________________________

   Why is he/she famous?

   He/She is a _________________________________________

   Is he/she in Madame Tussauds? Yes ☐ / No ☐

2. The Tower of London is a big castle. It was once a palace and a prison. What can you see at the Tower of London?

   ________________________________________________

   ________________________________________________

   What bridge is next to the Tower of London? _____________

3. The River Thames runs through London. It is a very long river.

   How long is the River Thames? _________________________

   ________________________________________________

   Name 1 or 2 famous sights that are next to the River Thames.

   ________________________________________________

4. Trafalgar Square is one of the biggest squares in London. Tourists like to meet there.

   What is the name of the monument in the middle of the square?

   ________________________________________________

   Which art museum is near the square? ___________________
The Tower of London

1  Read the text. Fill in the missing words.

The ____________________________________ is a big castle.

It was once a palace and a prison. Today the Tower of London is a museum.

Many ____________________ visit the Tower of London every year.

They come to see the famous Crown Jewels.

The guards at the Tower of London are called “Yeomen Warders” or “Beefeaters”.

They wear a special ____________________.

The Tower of London is also famous for its ravens. Six ____________________ live there. The ravens get ____________________ from the Raven Master every day. The ravens’ wings are clipped so they can’t fly away.

A story says that if the ravens leave the Tower of London, the Tower will fall down and the ____________________ will end.

2  Right or wrong? Read and tick (✓).

<table>
<thead>
<tr>
<th></th>
<th>right</th>
<th>wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tower of London is a big bridge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The guards are called “Beefeaters”.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ten ravens live at the Tower of London.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ravens can fly away.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The Raven Master gives the ravens food every day.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Song: The national anthem

God save the Queen

God save our gracious Queen!
Long live our noble Queen!
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us.
God save the Queen.
Weather words

1 Draw lines.

wind | snow | sun | rain | fog

foggy | rainy | snowy | windy | sunny

2 One word is wrong. Circle and write.

a) windy rainy twenty sunny foggy

b) funny happy foggy silly angry

b) rain snow sun fog windy

3 Write the missing words.

1. The sun is shining. It's hot and ____________.

2. I don't like the _____________. On rainy days, I can't go to the park.

3. Listen to the wind! When it is _____________, I can fly my kite.

4. It is snowy and cold in winter. I like playing in the _____________.

Sunshine 4
Illustration: Dorothee Wolters, Köln

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## Join the numbers

### A

<table>
<thead>
<tr>
<th>Draw a line from 45 to 10.</th>
<th>Draw a line from 36 to 38.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a line from 29 to 28.</td>
<td>Draw a line from 22 to 21.</td>
</tr>
<tr>
<td>Draw a line from 17 to 19.</td>
<td>Draw a line from 39 to 42.</td>
</tr>
<tr>
<td>Draw a line from 13 to 12.</td>
<td>Draw a line from 15 to 16.</td>
</tr>
</tbody>
</table>

### B

<table>
<thead>
<tr>
<th>Draw a line from 25 to 24.</th>
<th>Draw a line from 35 to 36.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a line from 13 to 15.</td>
<td>Draw a line from 21 to 20.</td>
</tr>
<tr>
<td>Draw a line from 43 to 45.</td>
<td>Draw a line from 29 to 30.</td>
</tr>
<tr>
<td>Draw a line from 27 to 28.</td>
<td>Draw a line from 33 to 32.</td>
</tr>
</tbody>
</table>
Numbers

1 Read the words. Write down the numbers.

<table>
<thead>
<tr>
<th>Words</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>eleven</td>
<td>11</td>
</tr>
<tr>
<td>thirty</td>
<td></td>
</tr>
<tr>
<td>thirty-six</td>
<td></td>
</tr>
<tr>
<td>forty-five</td>
<td></td>
</tr>
<tr>
<td>twelve</td>
<td>twenty-eight</td>
</tr>
<tr>
<td>forty-one</td>
<td>zero</td>
</tr>
</tbody>
</table>

2 Tick (✓) the right answer.

(1) 30
- ☐ thirty (I)
- √ thirteen (T)

(2) 35
- √ thirty-five (K)
- ☐ three-five (B)

(3) 19
- ☐ ninety (T)
- ☐ nineteen (N)

(4) 13
- ☐ fourteen (P)
- ☐ thirteen (O)

(5) 80
- ☐ eighty (W)
- ☐ eighteen (S)

(6) 12
- ☐ two (P)
- ☐ twelve (T)

(7) 43
- ☐ forty-three (H)
- ☐ thirty-three (U)

(8) 27
- ☐ twenty-seven (E)
- ☐ seventy-two (I)

(9) 42
- ☐ twenty-five (U)
- ☐ forty-two (N)

(10) 11
- ☐ eleven (U)
- ☐ twelve (S)

(11) 15
- ☐ fifteen (M)
- ☐ fifty (N)

(12) 21
- ☐ twenty-one (B)
- ☐ twelve (H)

(13) 34
- ☐ thirty-four (E)
- ☐ forty-three (R)

(14) 90
- ☐ nineteen (W)
- ☐ ninety (R)

(15) 50
- ☐ fifty (S)
- ☐ fifteen (B)

3 Write the solution.

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>(8)</td>
<td>(9)</td>
<td>(10)</td>
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<td>(13)</td>
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<td>(15)</td>
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<td></td>
</tr>
</tbody>
</table>

Solution: KNOW THE NUMBERS
Board game: The year game

A birthday in March. → Go forward 3. A cloudy Friday in September. → Miss a turn.
A cold Tuesday in summer. → Miss a turn. 15° on Christmas Day. → Go back 3.
### Pair check (1)

**Read out loud. Tick (✓). / Draw.**

<table>
<thead>
<tr>
<th>Name 1:</th>
<th>Name 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunny</td>
<td>snowly</td>
</tr>
<tr>
<td>foggy</td>
<td>cloudy</td>
</tr>
<tr>
<td>rainy</td>
<td>windy</td>
</tr>
<tr>
<td>windy</td>
<td>rainy</td>
</tr>
<tr>
<td>snowy</td>
<td>sunny</td>
</tr>
<tr>
<td>foggy</td>
<td>cloudy</td>
</tr>
<tr>
<td>cloudy</td>
<td>rainy</td>
</tr>
<tr>
<td>snowy</td>
<td>foggy</td>
</tr>
<tr>
<td>windy</td>
<td>windy</td>
</tr>
<tr>
<td>winter</td>
<td>summer</td>
</tr>
<tr>
<td>autumn</td>
<td>winter</td>
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<tr>
<td>spring</td>
<td>autumn</td>
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<tr>
<td>summer</td>
<td>winter</td>
</tr>
<tr>
<td>spring</td>
<td>autumn</td>
</tr>
<tr>
<td>winter</td>
<td>spring</td>
</tr>
</tbody>
</table>

**Draw:**
- snowdrop
- leaf
Rules for the year game

1 Read the sentences.

- Go back 1.
- Go forward 3.
- Throw again.
- Miss a turn.

2 Make your own rules.

2 A snowy Saturday in January.
5 Snowdrops in winter.
7 A birthday in March.
9 Daffodils in spring.
11 25° on Sunday.
12 A rainy Monday in June.
14 A cold Tuesday in summer.
17 Red roses in July.
20 A sunny Wednesday in August.
22 A cloudy Friday in September.
23 A windy Thursday in October.
24 Spiders in autumn.
27 A foggy Monday in November.
29 15° on Christmas Day.
Kontrollbogen

1 Listen. How many things have the boy und girl got? Write the numbers.

2 Listen to your teacher. Write the numbers.
   1. ______  2. ______  3. ______
   4. ______  5. ______

3 Find the words and circle them. Look ↓ and →.

4 Draw lines from the months to the seasons.
Check your English

1 Chant: Snowdrops in winter (Activity Book, Seite 16)
   a) Lies den chant einem Partner vor.
   b) Sage den chant, ohne dabei in das Activity Book zu schauen.

2 What’s the weather like? (Activity Book, Seite 16)
   a) Arbeitet zu zweit.
      Stellt einen Sichtschutz auf.
   b) Fragt euch abwechselnd, wie das Wetter an einem der Wochentage wird.
   c) Schreibt die Wetterwörter unter den Wochentag.
   d) Nehmt den Sichtschutz weg und vergleicht, ob ihr die Wetterwörter in der gleichen Reihenfolge eingetragen habt.

3 A weather report (Activity Book, Seite 16)
   a) Wählt eine Minibildkarte Weather und eine Minibildkarte Days of the week aus.
   b) Trage einem anderen Kind den Wetterbericht vor. Wenn du möchtest, kannst du ihn auf Seite 12 in deinem Activity Book noch einmal nachlesen.
   c) Höre einem anderen Kind zu, wie es den Wetterbericht vorträgt. Hakte den Wochentag und das Wetter ab und schreibe die Temperatur auf.

4 Board game (Kopiervorlage 26)
   Hast du alle Aufgaben geschafft? Spielt das Brettspiel.
Ordinal numbers

1 Draw lines.

1st forth
2nd second
3rd first
4th third
5th fifth

6th sixth
7th seventh
8th eighth
9th ninth
10th tenth

Write the words or numbers.

44th thirty-first
twenty-seventh 55th

2 Look at the picture. Talk about the children in the line.
Who is first / second / … pupil? Talk. Say: Tom is the first pupil.

3 Look at the children in the line. Write the ordinal numbers.

4 Who is the first / … pupil? Write sentences.

Tom is the first pupil. Ruby _______________________.

Lily is the pupil. Amy _______________________.

Dan is the pupil. Joe _______________________.
Birthdays

1 Talk about your birthday.

Say: My birthday is on the ....

2 Write.

My birthday is on the __________ of ______________.

<table>
<thead>
<tr>
<th>1st</th>
<th>first</th>
<th>11th</th>
<th>eleventh</th>
<th>21st</th>
<th>twenty-first</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>second</td>
<td>12th</td>
<td>twelfth</td>
<td>22nd</td>
<td>twenty-second</td>
</tr>
<tr>
<td>3rd</td>
<td>third</td>
<td>13th</td>
<td>thirteenth</td>
<td>23rd</td>
<td>twenty-third</td>
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<tr>
<td>6th</td>
<td>sixth</td>
<td>16th</td>
<td>sixteenth</td>
<td>26th</td>
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<td>8th</td>
<td>eighth</td>
<td>18th</td>
<td>eighteenth</td>
<td>28th</td>
<td>twenty-eighth</td>
</tr>
<tr>
<td>9th</td>
<td>ninth</td>
<td>19th</td>
<td>nineteenth</td>
<td>29th</td>
<td>twenty-ninth</td>
</tr>
<tr>
<td>10th</td>
<td>tenth</td>
<td>20th</td>
<td>twentieth</td>
<td>30th</td>
<td>thirtieth</td>
</tr>
</tbody>
</table>

3 Ask your classmates: When is your birthday?

Make a list.

<table>
<thead>
<tr>
<th>Name</th>
<th>Birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Mole</td>
<td>the eighth of March</td>
</tr>
</tbody>
</table>

January · February · March · April · May · June · July · August · September · October · November · December

Present your list. Say: Mr Mole’s birthday is on the eighth of March.

Sunshine 4
Illustration: Christian Bartz, Berlin (Zahlen); Mary Hall, Bath, England (Mr Mole)
Song: Animals

The lion is the king of the jungle.

The elephant is big and strong.

The crocodile is very dangerous.

The snake is very long.

The monkey likes to swing through the branches.

The camel likes to walk, walk, walk.

The hippo likes to sit in the mud all day.

The parrot likes to talk, talk, talk, talk, talk,
Talk, talk, talk, talk, talk.
Write the words

1 Find the words. Write the words.

- ROCLOEDIC
- RORPAT
- WAEHL
- LEETAPHN
- IONL
- KOMNEY
- DAUNIRSO

2 Write down the letters with numbers. What’s the answer?

Solution: HAPPY TOGETHER
Funny animals

1 Cut out the animal parts. Mix the parts. Make three funny animals.

2 Show your animals to your partner. Read the names.

☆ Write three sentences about your favourite animal.

☆ Read the sentences to your partner. Ask your partner: What’s my animal’s name?
Story: Harry’s night at the museum (Kurzfassung)

1 Read the story.

Harry is in the museum. The museum is closed. It is night time. Harry goes upstairs to room 21. There is a lion there with strong teeth. He goes downstairs to room 15. There is an elephant there with big ears. Then Harry goes to room 45. There is a monkey there with long arms. In room 39 he sees a dinosaur. The dinosaur has big feet. ‘I wish I had strong teeth like the lion, big ears like the elephant, long arms like the monkey and big feet like the dinosaur,’ Harry thinks. Then Harry sees himself in the glass door. ‘Oh, no! Help!’ he cries.

2 Do you know the answers?

1. Why does Harry say, ‘Oh, no! Help!’?

2. What does Harry look like? What is different about Harry?

Solutions:

1. He is worried because his wishes have come true. He is worried because he looks so funny.

2. Harry has teeth like a lion, ears like an elephant, arms like a monkey and feet like a dinosaur.
Wishes

Write the missing words.

1. I wish I had ________________________________
   a monkey’s · a whale’s · an elephant’s
   strong tail · big ears · long arms

2. I wish I had ________________________________

3. I wish I had ________________________________

4. I wish I had ________________________________

My museum

Fill in the names of the animals in your museum.
Find out where the animals are in your partner’s museum.
Write your partner’s name and the words.

My museum

parrot · crocodile ·
   dinosaur ·
   elephant · lion ·
   monkey · whale

's museum
1 Listen. What animal is it? Tick (✓) the right word.

1. parrots ☐ crocodiles ☐
2. lions ☐ parrots ☐
3. whale ☐ elephant ☐
4. crocodiles ☐ lions ☐
5. elephants ☐ whales ☐
6. dinosaur ☐ monkey ☐

2 Read and draw lines.

Know loudly.
Speak pictures.
Look at your text.
Show the class.

3 Write the words for the body parts.

Elephants have got two big ________ and two long _________. They’ve got four strong _________. They haven’t got _________.

An elephant’s ________ isn’t long.
Check your English

1 Rhyme: The elephant (Activity Book, Seite 22)
   a) Höre den Reim von der CD (Track-Nr. 32) und lies dabei mit.
   b) Lies den Reim einem anderen Kind vor.
   c) Sage den Reim auswendig.

   The elephant goes
   Like this, like that. He’s terribly big,
   And he’s terribly fat. He has no fingers.
   He has big toes, And goodness gracious,
   What a nose!

2 Where are the lions? (Kopiervorlage 37, Activity Book, Seite 22)
   a) Arbeitet zu zweit und stellt einen Sichtschutz auf.
   b) Tragt beide in euer Museum auf der linken Seite die Tiernamen ein.
   c) Findet heraus, wo euer Partner die Tiere ausgestellt hat, und schreibt deren Namen in das rechte Museum.
   d) Vergleicht, ob eure Eintragungen übereinstimmen.

3 Talking about animals (Activity Book, Seite 21, 22)
   a) Stelle einem anderen Kind deine Tier-Portfolioseite vor.
   b) Lass dir von einem anderen Kind etwas über dessen Tier erzählen.
   c) Kreuze die Körperteile an, über die du etwas gehört hast.

4 Minibildkarten: Animals
   Hast du alle Aufgaben geschafft?
   a) Führe mit einem anderen Kind ein Bilddiktat durch. Stellt einen Sichtschutz auf. Diktiert euch abwechselnd, in welcher Reihenfolge die Minibildkarten Animals abgelegt werden sollen.
   b) Vergleicht, ob eure Karten in der gleichen Reihenfolge liegen.
Pair check (2)

Read, write and talk.

straight ahead · parrots · nose · bush · upstairs · want to see · what · live

<table>
<thead>
<tr>
<th>Name 1:</th>
<th>Name 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="excuse-me-please-where-are-the.png" alt="Image" /></td>
<td><img src="they-are-in-room-31.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="lions-live-in.png" alt="Image" /></td>
<td><img src="where-do-lions.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="i-want-to-see-the-hippos.png" alt="Image" /></td>
<td><img src="they-are.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="goodness-gracious.png" alt="Image" /></td>
<td><img src="i-wish-i-had-an-elephants-big.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Song: Reach for the sky

Clap your hands,
Touch your toes,
Turn around and
Put your finger on your nose.
Flap your arms,
Jump up high,
Wiggle your fingers
And reach for the sky.
Animals in the jungle

- Baboon
- Oryx
- Rhinoceros
- Zebra
- Tiger
- Boar
Story: Giraffes can’t dance (Kurzfassung)

1 Read the story.

Gerald the giraffe likes dancing. But when he dances, his legs get in the way and he falls down. The other animals laugh at Gerald on the dance floor. They shout out: ‘Giraffes can’t dance!’ Poor Gerald! He leaves the dance floor. He feels sad and lonely. A cricket sees Gerald and says: ‘Don’t be sad. You can dance! Everyone can dance. Just listen to the music around you!’ Gerald listens to the music around him. His legs start to move and then his neck starts to sway. Gerald is so excited. ‘I can dance. I can dance.’ He feels wonderful. The other animals see Gerald dancing. They start to clap. ‘Wow, Gerald, you are a really good dancer!’ they say. Gerald is so proud that he can dance. ‘Thank you, thank you!’ he says. Now all the animals are his friends. He feels very happy.

2 Do you know the answers?

1. Why isn’t Gerald a good dancer?

2. How does he learn to dance?

3. How does Gerald feel at the beginning of the story?

4. How does Gerald feel at the end of the story?

Solution:
1. When he dances his legs get in the way.
2. A cricket helps him.
3. He feels sad and lonely.
4. He feels very happy.
Kontrollbogen

   - Ann
   - Tom
   - Bob
   - Mike
   - Sue
   - Jenny

2. Write the number to each picture.
   1. Bend your knees.
   2. Hop to the board.
   3. Move your arms.
   4. Put your left leg on the table.
   5. Stretch your legs.
   6. Touch your toes.

3. Write the words.
Check your English

1 Song: Reach for the sky (Activity Book, Seite 30)
Singe mit der Klasse das Lied.

2 Fitness in the classroom (Activity Book, Seite 26)
Lies deinem Partner das Fitnessprogramm auf Seite 26 im Activity Book vor oder erstelle eine neue Übung. Überprüfe, ob dein Partner die Bewegungen richtig macht.

3 Can you …? (Activity Book, Seite 30)
   a) Arbeite zu zweit. Fragt euch abwechselnd, welche Sportarten ihr könnt.
   b) Trage die Sportarten, die dein Partner kann, in dein Activity Book ein.

4 Ein Interview führen (Activity Book, Seite 30)
   a) Befrage ein anderes Kind zu dessen Interessen im Bereich Sport.
   a) Kreuze alle Sportarten an, die ihr im Interview besprochen habt.

5 Minibildkarten: Sport
Hast du alle Aufgaben geschafft?
Spielt zu zweit ein Spiel mit den Minibildkarten Sport, z. B. Snap.
## Pair check (1)

**Read out loud. Tick (✓). / Draw.**

<table>
<thead>
<tr>
<th>Name 1:</th>
<th>Name 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>leg</td>
</tr>
<tr>
<td>leg</td>
<td>should</td>
</tr>
<tr>
<td>back</td>
<td>head</td>
</tr>
<tr>
<td>toe</td>
<td>knee</td>
</tr>
<tr>
<td>foot</td>
<td>back</td>
</tr>
<tr>
<td>shoulder</td>
<td>foot</td>
</tr>
<tr>
<td>head</td>
<td>toes</td>
</tr>
<tr>
<td>tummy</td>
<td>head</td>
</tr>
<tr>
<td>back</td>
<td>knee</td>
</tr>
<tr>
<td>ride a horse</td>
<td>do judo</td>
</tr>
<tr>
<td>do ballet</td>
<td>play basketball</td>
</tr>
<tr>
<td>snowboard</td>
<td>ski</td>
</tr>
<tr>
<td>stretch your arms</td>
<td>bend your knees</td>
</tr>
<tr>
<td>touch your nose</td>
<td>flap your arms</td>
</tr>
<tr>
<td>wiggle your fingers</td>
<td>clap your hands</td>
</tr>
</tbody>
</table>

### Table tennis
- club poster

### Pet club poster

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Sunshine 4
Illustration: Christian Bartz, Berlin (Mädchen, Junge); Mary Hall, Bath, England (Körperteile, Judo);
Katharina Wierer, Berlin (Tänzerin)
Game: Questions and answers

How old are you?

When is your birthday?

Where are you from?

What’s your name?

What’s your nickname?
Rap: Matt’s rap

1.
Welcome to New York,
Welcome to the sights,
Welcome to the city
That never sleeps at nights.

2.
Go to Central Park,
Have a picnic in the sun.
Skate, skate, play or walk,
Have lots of fun.

*Refrain:*
New York City is the place to be. Yo!
New York City is the place for me.

3.
The Empire State Building
Is very high.
One hundred an’ three floors
Up to the sky.

4.
Over Brooklyn Bridge
You can bike, walk or ride
Or take a yellow cab
From side to side.

*Refrain:*
New York City is the place to be. Yo!
New York City is the place for me.

5.
One more sight
You have to see
And that’s the famous
Statue of Liberty.
Yo!
Boy and girl

I'm from Great Britain.
I live in London.
My address is 50 King Street.

I'm from the USA.
I live in New York.
My address is 21 Pearl Street.
Song: My mother is a teacher

My mother is a teacher, yes she is.
Scratch, scratch on the board.
My mother is a teacher, yes she is.
Scratch, scratch on the board.
My mother is a teacher.
My mother is a teacher.
My mother is a teacher, yes she is.
Scratch, scratch on the board.

My father drives a taxi, yes he does.
Hoot, hoot. Watch out.
Scratch, scratch on the board …

My sister is a hairdresser, yes she is.
Snip, snip. Not my ear!
Hoot, hoot. Watch out.
Scratch, scratch on the board …

My brother is a show-off, yes he is.
So cool. Give me five.
Snip, snip. Not my ear!
Hoot, hoot. Watch out.
Scratch, scratch on the board.
Mind map: Writing an email

Dear e-pal,

- About me (name, age)
- My family
  - My family's jobs
- My home
- Pets
- Free-time activities
A teacher and his twenty pupils are on a bus in New York. They want to see the sights. The bus stops at the Brooklyn Bridge. They all get out of the bus to look at the bridge. Andy looks at the yellow taxis. The teacher and his pupils get back on the bus. They forget Andy. The bus stops at the Empire State Building. They all get out to look at the building. Emma looks at the shops. The teacher and his pupils get back on the bus. They forget Emma. The bus stops at a big river. They all get out. ‘Look over there!’ says the teacher. ‘That’s the Statue of Liberty.’ Justin looks at the ships on the river. The teacher and his pupils get back on the bus. They forget Justin. The bus stops again at Central Park. The teacher counts his pupils. Three are missing!

2 Do you know the answers?

1. How many pupils are in the class? ______________________________________________________________________

2. How many pupils are missing? ______________________________________________________________________

3. Who is missing? ______________________________________________________________________

4. Where are the missing pupils? ______________________________________________________________________

Solutions: 1. There are twenty pupils in the class. 2. Three pupils are missing. 3. Andy, Emma, and Justin are missing. 4. Andy is at the Brooklyn Bridge, Emma is at the Empire State Building, and Justin is at the river. The teacher calls the police.
### Role cards: A day in New York

**Teacher:** On the bus, please.

**Bus driver:** Off we go!

**Teacher:** Here’s the Brooklyn Bridge. Let’s get out and have a look.

**Pupils:** Oh, what a great bridge.

**Andy:** (sighing) I wish I was a taxi driver in New York.

**Teacher:** On the bus, please.

**Bus driver:** Off we go!

**Teacher:** Here’s the Empire State Building. Let’s get out and have a look.

**Pupils:** Oh, what a great building.

**Emma:** (sighing) I wish I was a shop assistant in New York.

**Teacher:** On the bus, please.

**Bus driver:** Off we go!

**Teacher:** Over there is the Statue of Liberty. Let’s get out and have a look.

**Pupils:** Oh, what a great statue.

**Justin:** (sighing) I wish I was a mechanic in New York.

**Teacher:** On the bus, please. Let’s go to the police station.

**Bus driver:** OK. Off we go!

**Teacher:** Please help me. I’ve lost three of my pupils.

**Police officer:** No problem. Here they are.

**Emma:** I wish I was a police officer in New York.

**Justin:** I wish I was a police officer in New York.

**Andy:** I wish I was a police officer in New York.

**Teacher:** (whispering) I wish I was at home.

**Teacher:** On the bus, please.

**Bus driver:** Off we go!

**Teacher:** Here’s the Brooklyn Bridge. Let’s get out and have a look.

**Pupils:** Oh, what a great bridge.

**Andy:** (sighing) I wish I was a taxi driver in New York.

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**Bus driver:** Off we go!

**Teacher:** Over there is the Statue of Liberty. Let’s get out and have a look.

**Pupils:** Oh, what a great statue.

**Justin:** (sighing) I wish I was a mechanic in New York.

**Teacher:** On the bus, please. Let’s go to the police station.

**Bus driver:** (shouting) Off we go!

**Teacher:** Here’s Central Park. Let’s get out and have a picnic.

One, two, three … seventeen? Oh no!

Where are Andy, Emma and Justin?

On the bus, please. Let’s go to the police station.

**Bus driver:** OK. Off we go!

**Teacher:** Please help me. I’ve lost three of my pupils.

**Police officer:** No problem. Here they are.

**Emma:** I wish I was a police officer in New York.

**Justin:** I wish I was a police officer in New York.

**Andy:** I wish I was a police officer in New York.

**Teacher:** (whispering) I wish I was at home.
Role cards: A day in New York

Teacher: On the bus, please.
Bus driver: Off we go!
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**Andy: (sighing)** I wish I was a taxi driver in New York.

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Teacher: Here’s Central Park. Let’s get out and have a picnic.
One, two, three … seventeen? Oh no!
Where are Andy, Emma and Justin?
On the bus, please. Let’s go to the police station.

Bus driver: OK. Off we go!
Teacher: Please help me. I’ve lost three of my pupils.
Police officer: No problem. Here they are.

**Emma:** I wish I was a police officer in New York.

**Justin:** I wish I was a police officer in New York.

**Andy:** I wish I was a police officer in New York.

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Teacher: On the bus, please.
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Bus driver: (shouting) Off we go!
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One, two, three … seventeen? Oh no!
Where are Andy, Emma and Justin?
On the bus, please. Let’s go to the police station.

Bus driver: OK. Off we go!
Teacher: Please help me. I’ve lost three of my pupils.
Police officer: No problem. Here they are.
Emma: I wish I was a police officer in New York.
Justin: I wish I was a police officer in New York.
Andy: I wish I was a police officer in New York.
Teacher: (whispering) I wish I was at home.
Kontrollbogen

1 Listen. Number the answers.

☐ It’s red. ☐ He’s from the USA.
☐ In November. ☐ She’s 69.
☐ She’s a hairdresser. ☐ Yes, I’ve got two guinea pigs.

2 Write the missing family words.

1 My _____________ was a shop assistant in a big supermarket.
2 My _____________ is 42 years old. He’s a taxi driver. His taxi is yellow.
3 My _____________ is a teacher at a school. She’s 41.
4 My _____________ is 21. He’s a mechanic.
5 My _____________ is a baby. She’s very funny.

3 Write the missing words.

1 I wish I was a __________________________.
2 I wish I was a __________________________.
3 __________ I was __________________________.
4 __________ I was __________________________.
5 __________ I was __________________________.
6 __________ I was __________________________.
Check your English

1 Where do you live? (Activity Book, Seite 36)
   a) Sage einem anderen Kind, wo du wohnst.
   b) Frage das andere Kind nach seiner Adresse.

2 Matt’s family (Activity Book, Seite 36)
   a) Beschrifte Matts Familie.
   b) Sage, welche Berufe seine Mutter, sein Vater und sein Bruder ausüben.
   c) Erzähle, welche Berufe deine Eltern haben.

3 My email (Activity Book, Seite 35, 36)
   a) Zeige einem anderen Kind deine Portfolioseite und lies ihm die E-Mail vor, die du geschrieben hast.
   b) Lass dir von einem anderen Kind dessen E-Mail vorlesen. Schreibe den Namen auf.

4 Minibildkarten: Jobs
   Hast du alle Aufgaben geschafft?
New York board game

1 Play the game.
   ② Read the sentence. Miss a turn.  ① Read the sentence. Throw again.

- ① Read the sentence. Throw again.
- ② Read the sentence. Miss a turn.
- ③ Finish
- ④ 3
- ⑤ 4
- ⑥ 5
- ⑦ 6
- ⑧ 7
- ⑨ 8
- ⑩ 10
- ⑪ 11
- ⑫ 12
New York board game (sentences)

Board game: Welcome to New York

1. Here’s a yellow taxi. Hop in!
2. Stop the car. Look at the Brooklyn Bridge. Wow, what a big bridge!
3. Let’s go by underground. In New York it’s called the subway. It’s fast.
4. This is Chinatown. I’m hungry. Let’s eat some Chinese food.
5. This is Little Italy. Look at that house. It’s painted green, white and red.
6. Wait. Let’s watch the parade and listen to the Irish music.
7. Let’s go by subway. It’s very fast.
8. What a big park. There are some horses. Let’s take a carriage.
9. I like Central Park. Let’s have a picnic.
10. There’s a basketball game today. Let’s watch the game.
11. There’s the Empire State Building. Wow, it’s big!
12. Let’s go by boat to the Statue of Liberty.
**Pair check (2)**

*Read, write and talk.*

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<tr>
<th>mechanic · nickname · job · I wish I was · have you got · bus driver · from · New York</th>
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<th>Name 1:</th>
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<td>Where are you ________?</td>
<td>I’m from ________ ________</td>
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<td>Yes, my ________ is Mr Mole.</td>
<td>________ ________ a nickname?</td>
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<td>What ________ does your mum do?</td>
<td>She’s a ________</td>
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<td>I wish I was a ________ ________</td>
<td>________ ________ a hairdresser.</td>
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*Sunshine 4*

Illustration: Christian Bartz, Berlin
My New York Police mini book

1 Match the pictures with the sentences.

2 Choose three or four pictures and sentences. Stick them into your mini book.

- I always patrol Central Park on horseback.
- My motorbike is faster than a police car.
- In the city, I drive a police car.
- Sometimes I fly in the police helicopter.
Story: The school inspector (Kurzfassung)

1 Read the story.

Harry, Emily, Kate and Samir are at school. Mrs Brown, the teacher, tells the pupils that the school inspector is coming today. There is a knock at the door. A man walks in. He looks very angry. His name is Mr McTidy. He asks the pupils questions. ‘Can you talk about animals? Can you say a rhyme? Can you read a story?’ He says, ‘What a bad class!’

Then a woman walks in. Her name is Ms Honey. She talks to the pupils. She says, ‘What a nice class!’ Now Mrs Brown is very happy. Ms Honey is the real school inspector! And Mr McTidy? He is the new caretaker.

2 Do you know the answers?

1. What’s Mr McTidy’s job? ________________________________
2. What’s Ms Honey’s job? ________________________________
3. What’s Mrs Brown’s job? ________________________________
4. What does Mr McTidy say about the class? ________________
Word search: School things

1 Find the words. Circle the words. Look ↓ and →.

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2 Write the words.

book · chair · pen · pupil · rubber · ruler · table · teacher · scissors

________________________ ________________________

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________________________ ________________________
The school inspector (scenes 1–3)

Pupil: Welcome ladies and gentlemen, girls and boys.
Welcome to our play 'The school inspector'.

---

Scene 1 Good morning, children

Pupil 1: The teacher is coming!
Teacher: Good morning, children.
Class: Good morning, Mrs Brown.
Teacher: Please write the day on the board.
Pupil 2: Today is [...] and it's [...].
Teacher: Where's Sally?
Pupil 3: She's ill, Mrs Brown.
Teacher: Today, the school inspector is coming.
Oh – that's the school inspector now. Be quiet, children.
Pupil 4: Oh, sorry I'm late, Mrs Brown.
Teacher: Yes, you are Simon! Sit down.

---

Scene 2 Have you got your books?

Teacher: Have you got your books?
Class: Yes, we've got our books, Mrs Brown.
Teacher: Good. What about your pencil cases?
Have you got your rulers, your pens, your pencils and
your pencil sharpeners?
Pupil 1: Oops, I forgot my pencil.
Pupil 2: Give it back, Jack! That's my pencil!
Teacher: Quiet children, quiet please!

---

Scene 3 Good morning, Inspector

Inspector: Goodness gracious. What – is – this?
Teacher: Oh, Mr ...?
Inspector: I'm Mr McTidy.
Teacher: Nice to meet you, Inspector. I'm Mrs Brown. Please come in.
Inspector: Good morning, children.
Class: Good morning, Inspector.
Inspector: Your class is very loud. I'm very angry. What a bad class!
Teacher: No, Inspector, they're good pupils.
The school inspector (scenes 4–6)

Scene 4  Do you know about animals?

Inspector: Do you know about animals?
Class: Of course, we do!
Pupil 1: I want to speak about [...].
Inspector: That was bad. I’m scared of [...]! What a bad class.
Teacher: That isn’t right, Inspector! They’re good pupils.

Scene 5  Do you know a rhyme?

Inspector: Do you know a rhyme?
Class: Of course, we do!
Pupil 1: I can say [...].
Pupil 2: I know another rhyme: [...].
Inspector: You. Say another rhyme!
Pupil 3: I can’t, Mrs Brown.
Inspector: I’m very angry. What a bad class.
Teacher: That isn’t right, Inspector. They’re good pupils.

Scene 6  What do you know about London?

Inspector: Can you read?
Class: Of course, we can.
Pupil 1: The Earl of Sandwich is at his card table. He is playing cards.
   He is hungry.
   ‘What’s for dinner, James?’ ‘Chicken and chips, Sir.’
   The Earl of Sandwich has no time for dinner. He wants to play cards.
   He says, ‘I have no time for dinner. Just bring me some bread and butter.’
   James, the butler, has an idea.
   ‘What about some cheese and ham and some salad, Sir?’
   ‘Cheese and ham and a tomato, please. Oh, and an egg, but no salad, thank you.’ ‘Here you are, Sir. An Earl of Sandwich special!’
   ‘A sandwich! Good idea, James!’
   The Earl is happy. Now he can eat and play.

Inspector: What do you know about London?
Pupil 2: This is Big Ben.
Pupil 3: Here’s the London Eye.
Pupil 4: This is London Zoo.
Pupil 5: Here’s the River Thames.
Pupil 6: This is Tower Bridge.
Pupil 7: And this is … I don’t know the word.
Inspector: ‘Buckingham Palace.’ That was bad. I’m very angry. What a bad class.
Teacher: That isn’t right, Inspector. They’re good pupils.
The school inspector (scenes 7 and 8)

Scene 7 My name is Ms Honey
Inspector: You’re right, Mrs Brown.
And I’m not the school inspector. I’m Mr McTidy, the new caretaker.
Class: Oh no! Not the school inspector! Goodness gracious!
Teacher: That wasn’t nice, Mr McTidy.
Inspector: Sorry – it wasn’t OK. And here’s Ms Honey. She’s the school inspector.
Ms Honey: Sorry I’m late. My name is Ms Honey.
Class: Good morning, Ms Honey.

Scene 8 What a nice class
Ms Honey: What’s your name?
Pupil 1: My name is Ann.
Ms Honey: And who are you?
Pupil 2: I’m Tobias.
Ms Honey: That’s a German name. Do you speak German?
Pupil 2: Yes, I do. Guten Morgen, Ms Honey.
Ms Honey: When’s your birthday?
Pupil 3: My birthday is in March. Look, here’s my name on our birthday calendar.
Pupil 4: What about singing a song for Ms Honey?
Class: Good idea! ‘Head and shoulders …’
Ms Honey: Oh, what a nice class, Mrs Brown!
I’m very happy.
Goodbye, children. Have a nice day.
Class: Goodbye, Ms Honey.

Pupil: Ladies and gentlemen, girls and boys.
That was our play ‘The school inspector’.
Thank you very much. Have a nice day.
The school inspector (extra scenes)

Extra scene 1  What’s in the lunch box?
Pupil 1: What a big lunch box. What’s in there?
Pupil 2: My rat.
Pupil 1: Your rat!
Pupil 2: Ha, ha, of course not! Look. I’ve got three peanut butter sandwiches and — yuck — carrots.
Pupil 3: Carrots? Oh, I like carrots.
Pupil 2: Here, you can have my carrots.

Extra scene 2  The classroom must look nice
Teacher: The classroom must look nice.
Pupil 1: Can I wipe the board, Mrs Brown?
Pupil 2: Can I open the window?
Teacher: Very good. And a chair and a table for the inspector. Can you help me, please, Tom and Sandy?
Pupil 3/4: Yes, of course.
Teacher: Oh, look at your hands, Tom. Please wash your hands.

Extra scene 3  Do you know a song?
Inspector: Do you know a song?
Class: Of course, we do!
Teacher: Class, let’s please sing […]
Inspector: I don’t like that song. What a bad class.
Teacher: That isn’t right, Inspector. They’re good pupils.

Extra scene 4  What do you know about New York?
Inspector: Do you know about computers?
Class: Of course we do!
Pupil 1: I’ve got an e-pal in New York. His name is Matt.
Inspector: Ha, what do you know about New York?
Pupil 2: There are a lot of cars and buses in the streets.
Pupil 3: The taxis are yellow.
Inspector: And how many taxis are there in New York?
Pupil 4: Sorry, I don’t know.
Inspector: That was bad. I’m very angry. What a bad class.
Teacher: That isn’t right, Inspector. They’re good pupils.
Do you know the rhymes?

1. Read the rhyme, the chant and the rap.

**Do you know a rhyme?**

**Of course, I do!**

**The elephant**

The elephant goes
Like this, like that.
He’s terribly big,
And he’s terribly fat.
He has no fingers,
He has big toes,
And goodness gracious,
What a nose!

**Holidays**

I was in London,
She was in Rome,
He was in Ankara,
And where were you?
I was at home.

**Matt’s rap**

Welcome to New York,
Welcome to the sights,
Welcome to the city
That never sleeps at nights.

Go to Central Park.
Have a picnic in the sun.
Skate, skate, play or walk,
Have lots of fun.

New York City is the place 2 B. Yo!
New York City is the place 4 me.
Ghost game: Is there a ghost in A2?

1 Find three ghosts. Work with a partner.
1 What can you see in the witch’s kitchen? Talk about the picture.
Mini lift-the-flap book: In my witch’s kitchen

1 How to make your book:

1. Cut out three yummy pictures and three yucky pictures.
2. Stick three yucky pictures into your book on the left pages.
3. Stick three yummy pictures for the flaps on the yucky pictures.
4. Stick the kitchen pictures onto the right pages.

Yucky:

| rabbit poo | slimy frogspawn | worms and snakes | spider webs | rotten apples | fleas |

Yummy:

| sweets | a toast | chocolate | crunchy popcorn | a muffin | cherry ice cream |

Kitchen:

| book | toaster | cup | stove | bowl | glass |

2 Read the sentences to your partner. Choose yummy or yucky things.

Say: There is/are … in my witch’s kitchen.

There is rabbit poo behind the stove in my witch’s kitchen.
Song: Rudolph, the red-nosed reindeer

Rudolph, the red-nosed reindeer,
Had a very shiny nose.
And if you ever saw it,
You would even say it glows.

And all of the other reindeer
Used to laugh and call him names.
They never let poor Rudolph
Join in any reindeer games.

Then one foggy Christmas Eve,
Santa came to say,
Rudolph with your nose so bright,
Won’t you guide my sleigh tonight?

Then all the reindeer loved him,
And they shouted out with glee,
Rudolph, the red-nosed reindeer,
You’ll go down in history.
Make your own Rudolph

You need:

- a glue stick
- a black felt tip or pencil
- scissors
- brown paper
- white paper
- red paper

How to make a Rudolph face:

1. Cut out two white circles for the eyes. Cut out a big red circle for the nose.


3. Put your left hand on the brown paper. Draw around your hand. Do the same with your right hand.

4. Cut out the two hands. Stick them onto your foot to look like antlers.

5. Stick the eyes (the two white circles) onto your foot. Draw a little black circle in each eye.

Now your Rudolph face is ready.
The first moccasins
Indians: pictures

- Bear
- Rug
- Person sleeping with a moon
- Person with a thought bubble
- Bedroll
- Saddlebag
- Person with a thought bubble
- Person with a raised finger
- Person with a thought bubble
- Person with a raised finger
- Person with a thought bubble
Indians: words

- bear
- idea
- carpet
- dream
- moccasin
- stone
- (to) walk
- world
Crossword / Draw a moccasin

1. Look at the pictures.
   Find the matching words.

2. Fill in the words.

3. Draw your favourite moccasin.

   Write about your moccasin.

Solution:

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My favourite moccasin is ...
big · small · yellow · red · ...
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