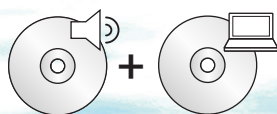


Sunshine

Handreichungen
für den Unterricht
mit Kopiervorlagen

4



mit Audio-CD
und CD-ROM



Cornelsen

Sunshine

Lehrwerk für den früh beginnenden Englischunterricht

Handreichungen für den Unterricht 4 – Neubearbeitung

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Symbole und Abkürzungen

 Bildkarten	 Storykarten	CD 1 = Track 1	S = Schüler/-in
 Minibildkarten	 Wortkarten	KV = Kopiervorlage	L = Lehrkraft

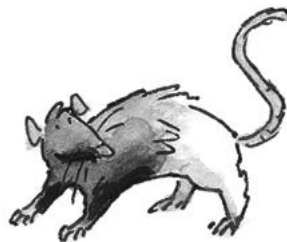
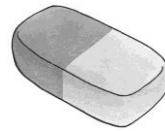
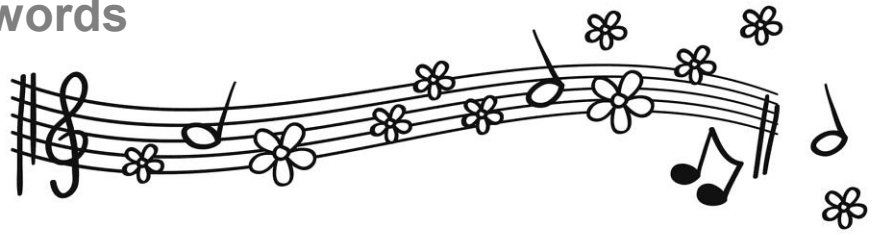
Song: English words

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

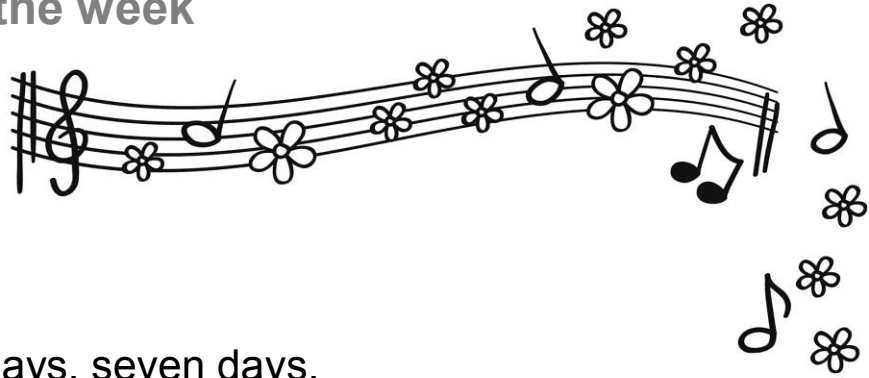
Brother, sister,
One and two,
Rubber, ruler,
Red and blue.

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.

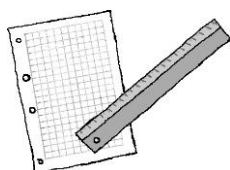
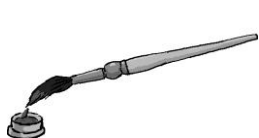


My timetable

-  **1 Fill in the timetable. Use a dictionary or look at page 5 of the Pupil's Book. Work with a partner.**

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

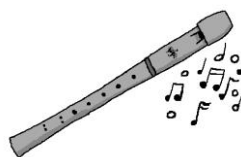
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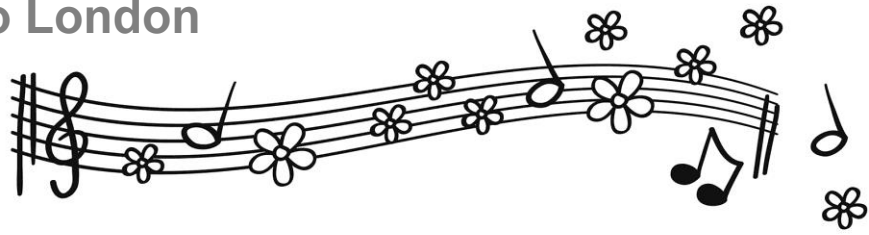
My timetable

I'm in class _____ My teacher is _____

time	Monday	Tuesday	Wednesday	Thursday	Friday



Rap: Let's go to London



Let's go to London.

Let's go today.

Let's see the sights.

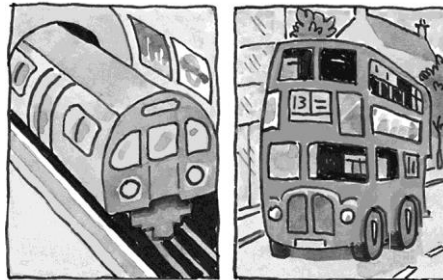
What do you say?

How do we get there?

I don't know!

Just pack a bag.

Let's go, go, go!



Refrain

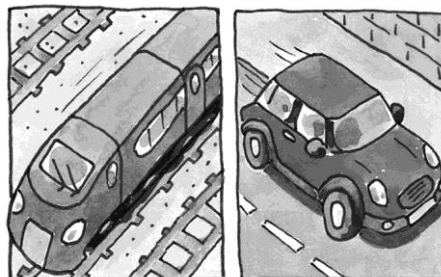
Bus, car, motorbike, train,
taxi, underground, boat or plane?

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.



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.

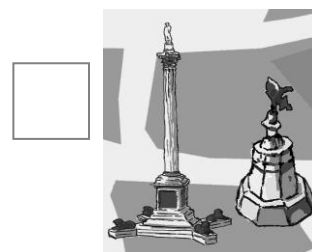
Think of a famous person.

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 River Thames? _____

Name one or two famous sights that are next to the River Thames.

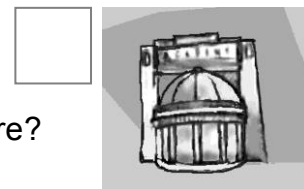


4. **Trafalgar Square** is one of the biggest squares in London.

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? _____

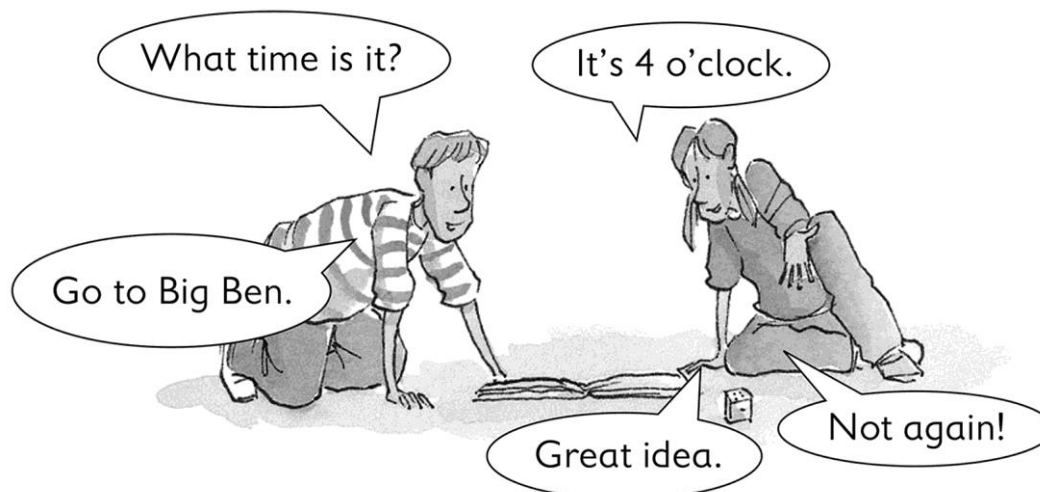


2. You can see: canons, ravens, money, weapons. / Tower Bridge is next to the Tower of London. 3. You can see the London Eye, Tower Bridge, The Houses of Parliament, Big Ben, old ships. / The River Thames is 346 km long. 4. The name of the monument is Nelson's Column. / The National Gallery is next to Trafalgar Square.

Game: Go to Big Ben

 **1 Read the sentences.**

 **2 Play the game.**

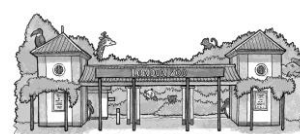
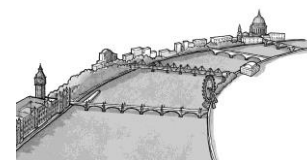
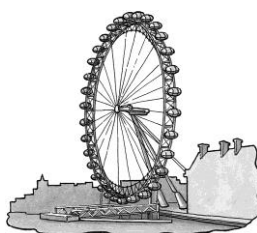


-  Go to the River Thames.
-  Got to Tower Bridge.
-  Go to London Zoo.

-  Go to Big Ben.
-  Go to the London Eye.
-  Go to Buckingham Palace.

I was there: (✓)

- | | | |
|--|---|---------------------------------------|
| ☐ Buckingham Palace | ☐ the London Eye | ☐ Tower Bridge |
| ☐ London Zoo | ☐ the River Thames | ☐ Big Ben |



What time is it?



1 Read the times. Draw lines.



It's 11:15

05:45

It's 7:30

11:15

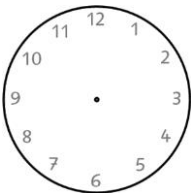
It's 5 o'clock.



It's 5:45

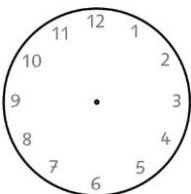


2 Draw/write the times. Write sentences.



It's _____

It's _____



It's _____

It's _____

Buying tickets



1 Complete the sentences.



2 Read the dialogue with partners. Act it out.



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



_____: Let's go to _____
(name) by _____.

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

_____: How much is it?
(name)

_____: It's £2.10.
(name)

_____: Here you are.
(name)

_____: And here's your _____.
(name)

_____: Thank you.
(name)

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?

2. What does James, the butler, make?

1. He wants to play cards. / He has no time for dinner. 2. 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?

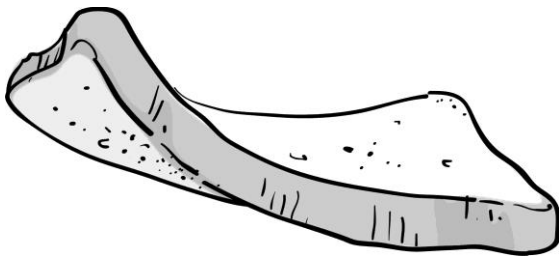
Write a shopping list.

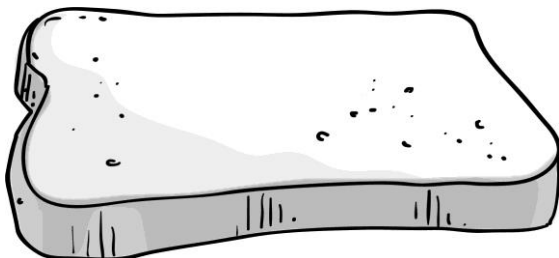
<i>My shopping list</i>	
•	
•	
•	
•	
•	
•	
•	
•	

butter · bread ·
chicken · chips ·
egg · ham ·
salad · tomato



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





Kontrollbogen



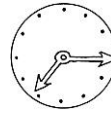
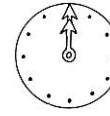
1 Listen. What day is it? What time is it? Tick the right box.



Monday

☐

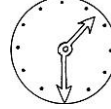
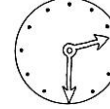
Saturday

☐

☐

☐


Wednesday

☐

Tuesday

☐

☐

☐


Sunday

☐

Wednesday

☐

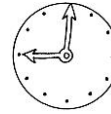
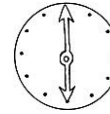
☐

☐


Thursday

☐

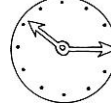
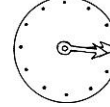
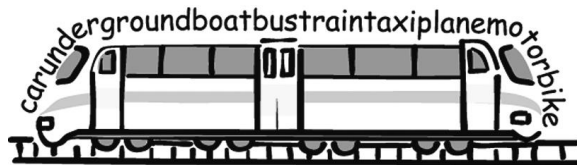
Monday

☐

☐

☐


Tuesday

☐

Friday

☐

☐

☐


2 Find the words. Write.



















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

1 Big

Eye


☐

2 Tower

Palace


☐

3 Buckingham

Ben


☐

4 the London

Zoo


☐

5 London

Thames


☐

6 the River

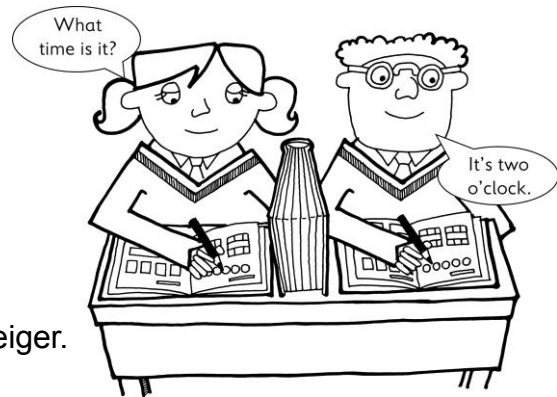
Bridge


☐

Check your English

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

- Arbeitet zu zweit. Stellt einen Sichtschutz zwischen euch auf.
- Fragt euch abwechselnd, wie spät es ist.
- Sagt die Uhrzeit und zeichnet die Zeiger in die Uhren. Macht deutliche Unterschiede zwischen dem Stunden- und dem Minutenzeiger.
- Nehmt den Sichtschutz weg und vergleicht, ob ihr die gleichen Zeiten eingetragen habt.

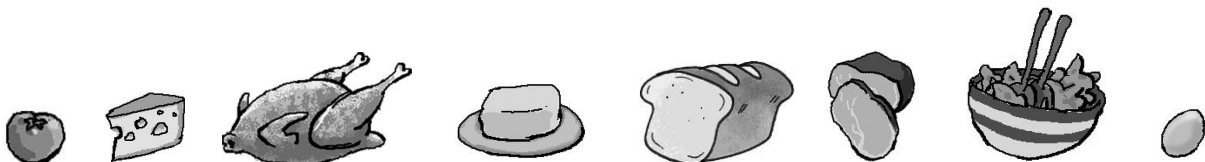


2 Let's go to Big Ben (Activity Book, Seite 10)

- Wählt aus euren Minibildkarten *London sights* und *Transport* je eine Karte aus. *Boat* und *train* dürfen nicht gewählt werden.
- Sprecht zu zweit den Dialog.
- Tauscht die Rollen und sprecht den Dialog mit neuen Minibildkarten.
- Hakt ab, welche der Minibildkarten ihr benutzt habt.

3 Food words (Activity Book, Seite 10)

- Arbeitet zu zweit. Nennt euch gegenseitig die Wörter und schreibt sie auf.



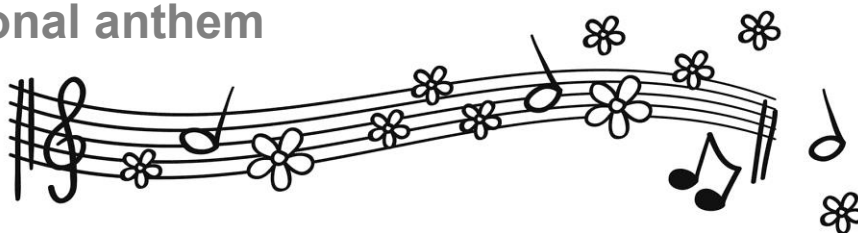
_____	_____
_____	_____
_____	_____
_____	_____

4 Minibildkarten: *London sights* und *Transport*

Hast du alle Aufgaben geschafft?

Spielt zu zweit oder in der Gruppe ein Spiel mit den Minibildkarten *London sights* und *Transport*, z. B. *Snap* oder ein Ratespiel.

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!



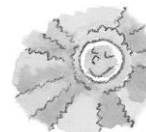
Weather words



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 | _____ |
| c) rain | snow | sun | fog | windy | _____ |



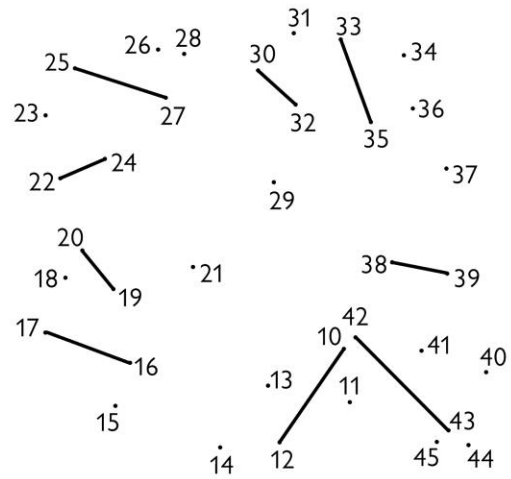
3 Write the missing words.

- The sun is shining. It's _____. 
- I don't like the _____. On rainy days, I can't go to the park. 
- Listen to the wind! When it is _____, I can fly my kite. 
- It is snowy in winter. I like playing in the _____. 

Join the numbers

A

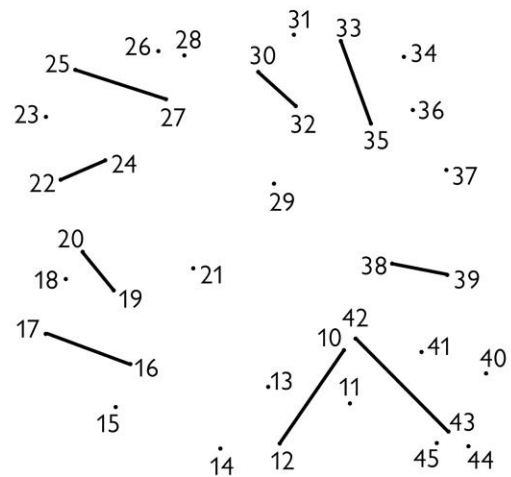
Draw a line from 45 to 10 .	Draw a line from 36 to 38 .
Draw a line from 29 to 28 .	Draw a line from 22 to 21 .
Draw a line from 17 to 19 .	Draw a line from 39 to 42 .
Draw a line from 13 to 12 .	Draw a line from 15 to 16 .



✂

B

Draw a line from 25 to 24 .	Draw a line from 35 to 36 .
Draw a line from 13 to 15 .	Draw a line from 21 to 20 .
Draw a line from 43 to 45 .	Draw a line from 29 to 30 .
Draw a line from 27 to 28 .	Draw a line from 33 to 32 .



Numbers



1 Read the words. Write down the numbers.

eleven

11

thirty

thirty-six

thirty-three

forty-five

twenty-four

twelve

twenty-eight

forty-one

zero

12

33

41

45

36

0

28

11

30

24



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)

Write the solution.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)

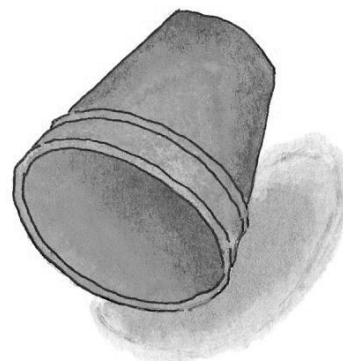
I KNOW THE NUMBERS

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.**



1



2



3



4



5





- 2 Listen to your teacher. Write the numbers.**

1. _____ 2. _____ 3. _____

4. _____ 5. _____

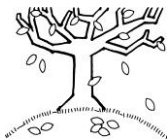


- 3 Find the words (↓ / →) and circle them.**

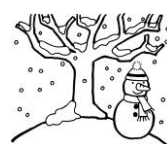
C	L	E	W	I	S	Y	N	U	N
G	O	F	O	K	U	L	L	A	E
C	N	D	W	I	N	D	Y	D	A
L	C	E	T	V	N	U	F	I	A
O	F	O	G	G	Y	S	T	S	I
U	Y	P	O	D	R	A	I	N	Y
D	O	K	N	A	R	E	P	O	L
Y	M	U	C	I	L	Z	K	W	I
N	D	A	X	Y	J	E	L	Y	Q



- 4 Draw lines from the months to the seasons.**



autumn



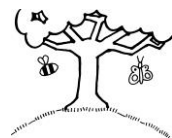
winter

December July October

June November August

February April March

May January September



summer



spring

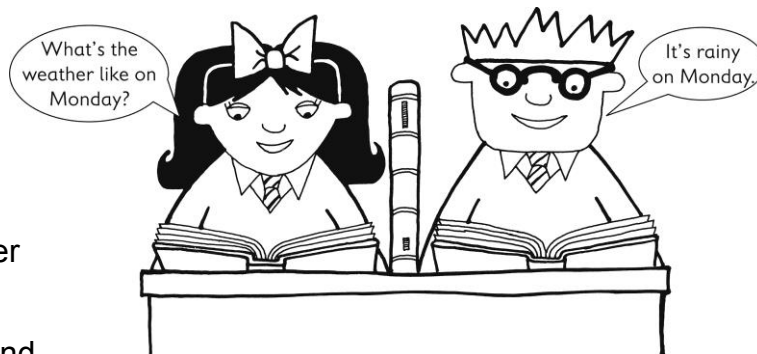
Check your English

1 Chant: Snowdrops in winter (Activity Book, Seite 16)

- Lies den *chant* einem Partner vor.
- Sage den *chant*, ohne dabei in das Activity Book zu schauen.

2 What's the weather like? (Activity Book, Seite 16)

- Arbeitet zu zweit.
Stellt einen Sichtschutz auf.
- Fragt euch abwechselnd, wie das Wetter an einem der Wochentage wird.
- Schreibt die Wetterwörter unter den Wochentag.
- Nehmt den Sichtschutz weg und vergleicht, ob ihr die Wetterwörter in der gleichen Reihenfolge eingetragen habt.



3 A weather report (Activity Book, Seite 16)

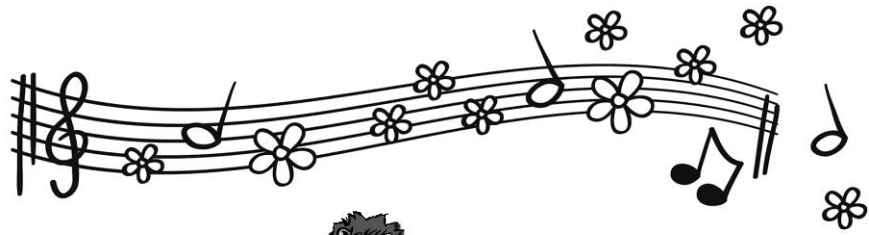
- Wähle eine Minibildkarte *Weather* und eine Minibildkarte *Days of the week* aus.
- Trage einem anderen Kind den Wetterbericht vor. Wenn du möchtest, kannst du ihn auf Seite 12 in deinem Activity Book noch einmal nachlesen.
- Höre einem anderen Kind zu, wie es den Wetterbericht vorträgt. Hake den Wochentag und das Wetter ab und schreibe die Temperatur auf.



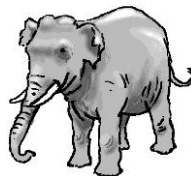
4 Board game (Pupil's Book, Seite 14, Kopiervorlage 18)

Hast du alle Aufgaben geschafft?
 Spiele das Spiel mit einem Kind, das andere Spielregeln hat als du.
 Ihr habt jetzt unterschiedliche Anweisungen für einige der Spielfelder.
 Wenn dein Partner auf ein Spielfeld kommt, lies aus deinem Activity Book vor, was er zu tun hat.

Song: Animals



The lion is the king of the jungle.



The elephant is big and strong.



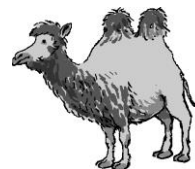
The crocodile is very dangerous.



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, talk.



Write the words



1 Find the words. Write the words.

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

ROCLOEDIC

--	--	--	--	--	--	--	--	--

8



RORPAT

--	--	--	--	--	--

4

2

6



WAEHL

--	--	--	--	--

1

11



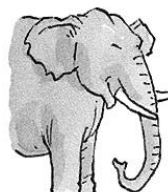
LEETAPHN

--	--	--	--	--	--	--	--

3

10

9



IONL

--	--	--	--

7



KOMNEY

--	--	--	--	--	--

5



DAUNIRSO

--	--	--	--	--	--	--	--

12



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

--	--	--	--	--

1

2

3

4

5

		G					
--	--	---	--	--	--	--	--

6

7

8

9

10

11

12

HAPPY TOGETHER

Funny animals

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



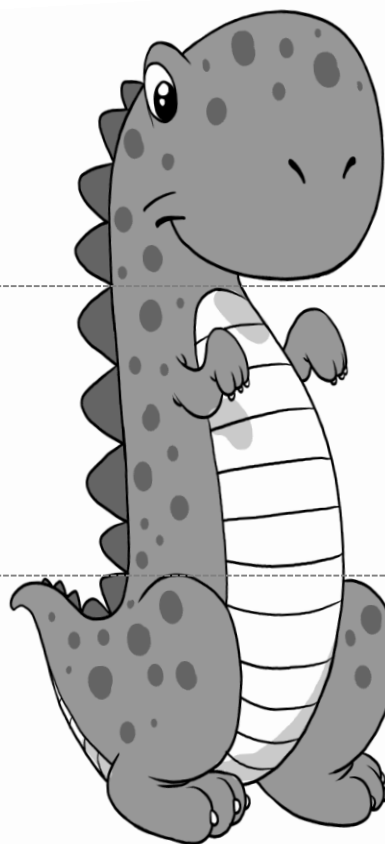
2 Show your animals to your partner. Read the names.



★ Write three sentences about your favourite animal.



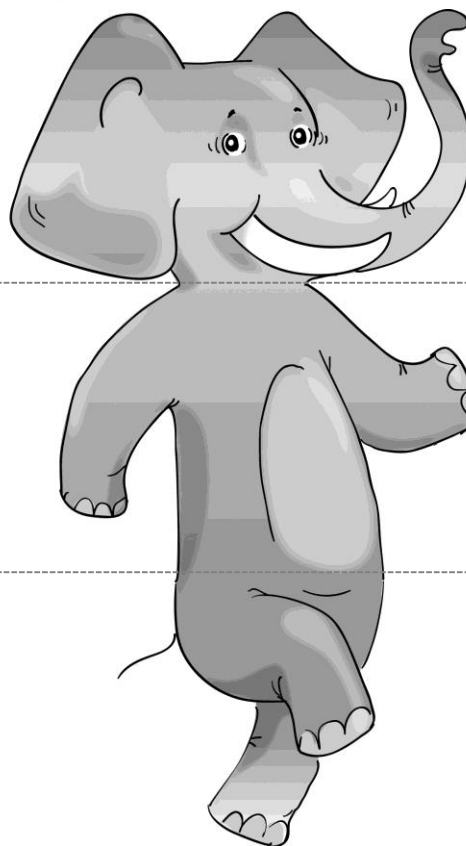
★ Read the sentences to your partner. Ask your partner: *What's my animal's name?*



DI
NO
SAUR



CRO
CO
DILE



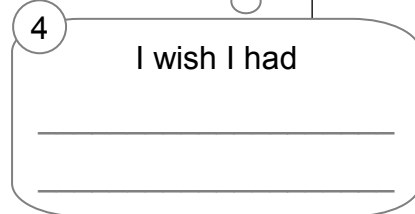
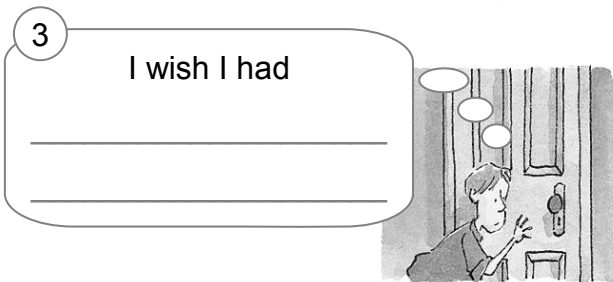
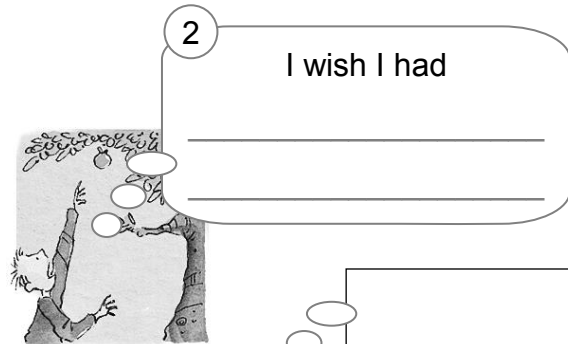
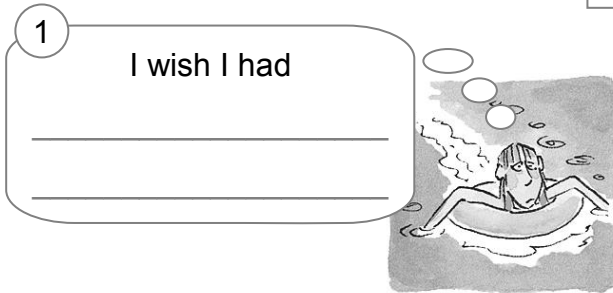
E
LE
PHANT

Wishes



1 Write the missing words.

a monkey's · a whale's · an elephant's
strong tail · big ears · long arms

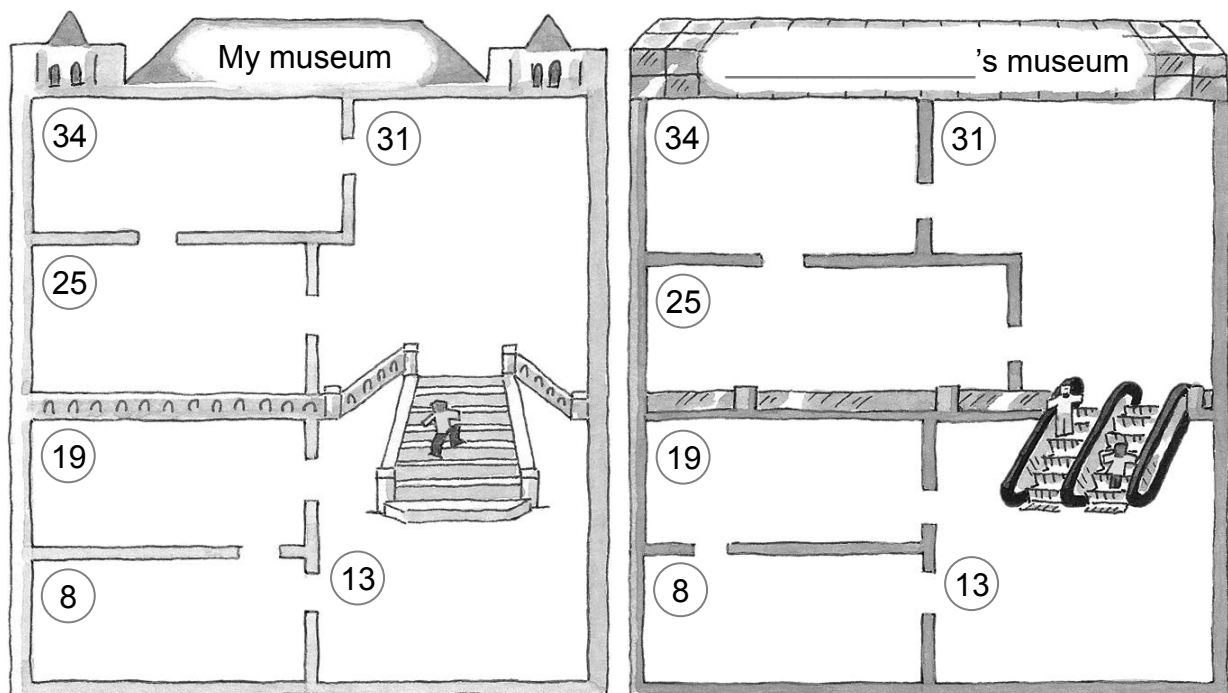


2 Fill in the names of the animals in your museum.

Find out where the animals are in your partner's museum.

Write your partner's name and the words.

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



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, help!'?

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

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.

Kontrollbogen



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 Draw lines.



Know

loudly.



Speak

pictures.



Look at

your text.



Show

the class.



3 Write the words for the parts of the body.

Elephants have got two big



_____ and

two long



_____. They've got four strong



_____. They haven't got



An elephant's



_____ isn't long.

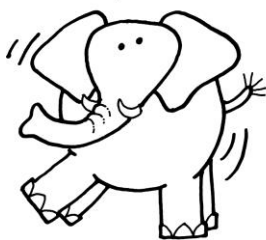
Check your English



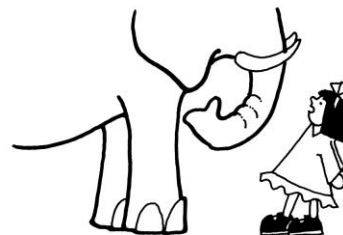
1 Rhyme: The elephant (Activity Book, Seite 22)

- Höre den Reim von der CD Nr. 34 und lies dabei mit.
- Lies den Reim einem anderen Kind vor.
- 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 24, Activity Book, Seite 22)

- Arbeitet zu zweit und stellt einen Sichtschutz auf.
- Tragt beide in euer Museum auf der linken Seite die Tiernamen ein.
- Findet heraus, wo euer Partner die Tiere ausgestellt hat, und schreibt deren Namen in das rechte Museum.
- Vergleicht, ob eure Eintragungen übereinstimmen.



3 Talking about animals (Activity Book, Seite 21, 22)

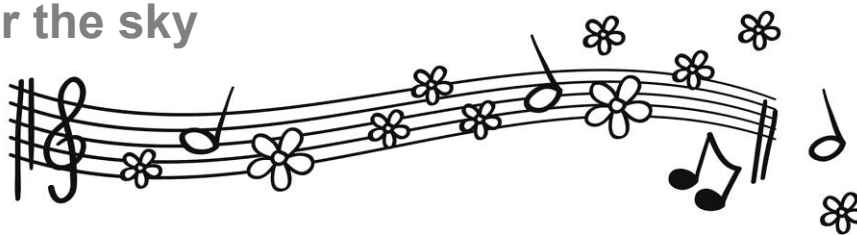
- Stelle einem anderen Kind deine Tier-Portfolioseite vor.
- Lass dir von einem anderen Kind etwas über dessen Tier erzählen.
- Kreuze die Körperteile an, über die du etwas gehört hast.

4 Minibildkarten: *Animals*

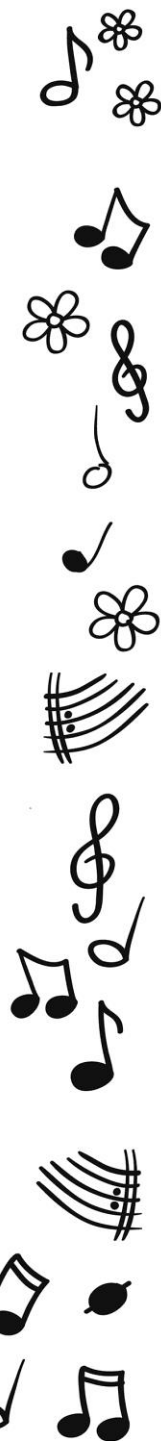
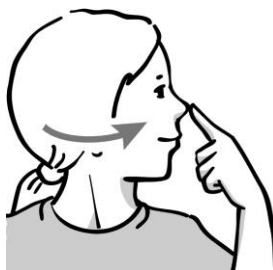
Hast du alle Aufgaben geschafft?

- Führe mit einem anderen Kind ein Bilddiktat durch. Stellt einen Sichtschutz auf. Diktiert euch abwechselnd, in welcher Reihenfolge die Minibildkarten *Animals* abgelegt werden sollen.
- Vergleicht, ob eure Karten in der gleichen Reihenfolge liegen.

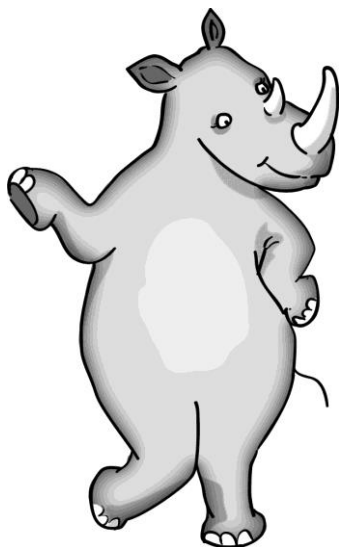
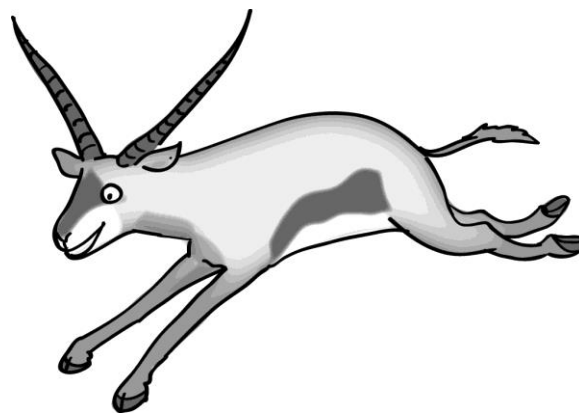
Song: Reach for the sky



Clap your hands,
touch your toes,
Turn around and
put a finger on your nose.
Flap your arms,
jump up high,
Wiggle your fingers
and reach for the sky.



Animals in the jungle



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



1 Listen. What can they do? Draw lines.

Ann

Tom

Bob

Mike

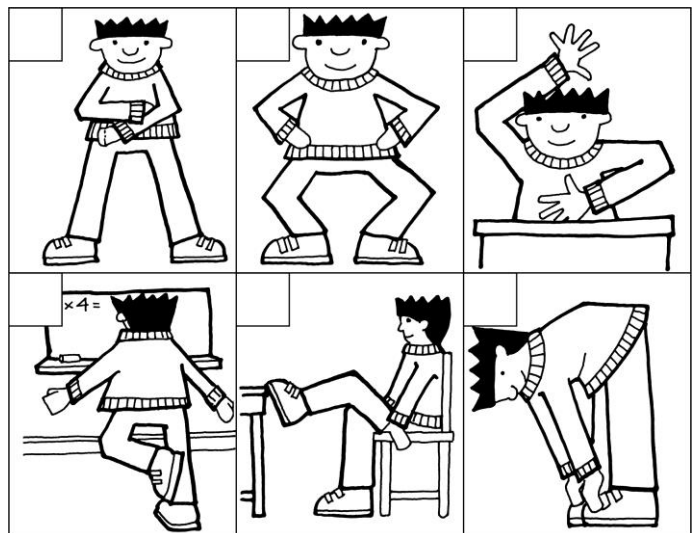
Sue

Jenny

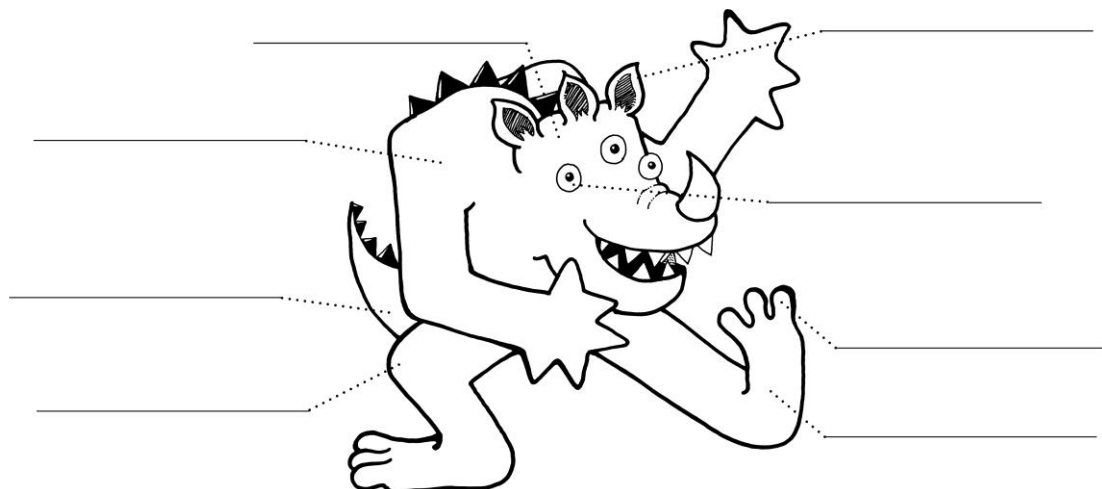


2 Write the number to each picture.

- 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)

a) Singe mit der Klasse das Lied.

2 Fitness in the classroom (Activity Book, Seite 26)

a) 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) Arbeitet 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

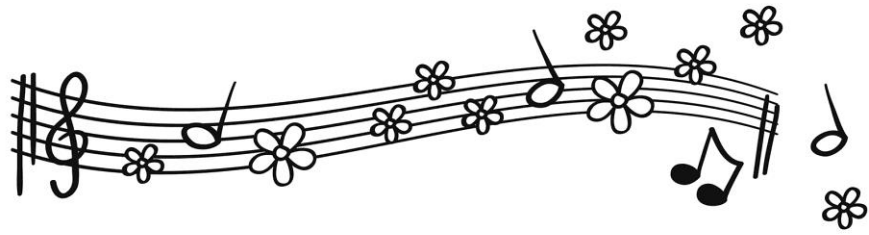
Hast du alle Aufgaben geschafft?

Spielt zu zweit ein Spiel mit den Minibildkarten *Sport*, z. B. *Snap*.

Game: Questions and answers

How old are you?	I'm ten years old.
When is your birthday?	My birthday is in May.
Where are you from?	I'm from Germany.
What's your name?	My name is ...
What's your nickname?	My nickname is ...

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 n' 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.

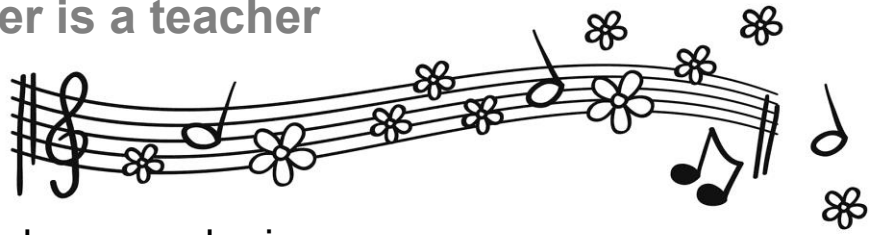
Refrain:

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!



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.

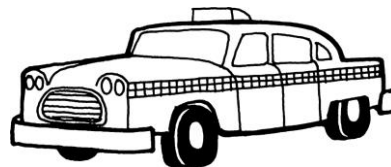
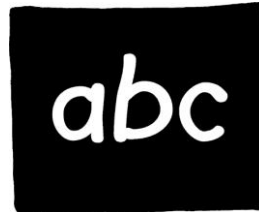
Scratch, scratch on the board.

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.

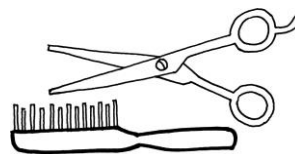
Scratch, scratch on the board ...

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.

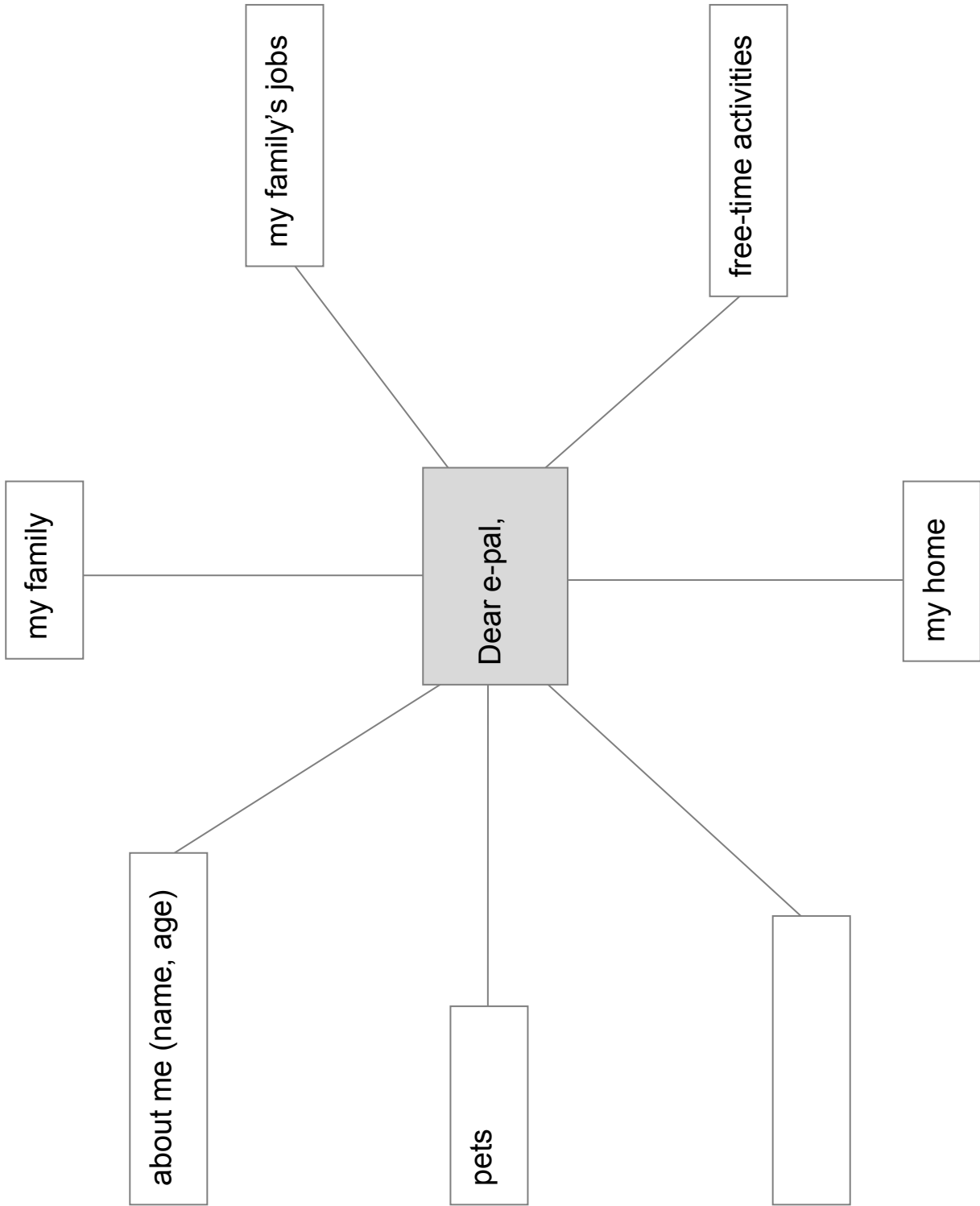
Snip, snip. Not my ear!

Hoot, hoot. Watch out.

Scratch, scratch on the board.



Mind map: Writing an email



Story: A day in New York (Kurzfassung)



1 Read the story.



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? _____

Solution
 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.

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.
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.



Teacher

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.
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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.



Bus driver

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.
 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.



Andy

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.
 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.



Emma

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.
 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.



Justin

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.
 Bus driver: *(shouting)* Off we go!
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 Andy: I wish I was a police officer in New York.
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Police officer

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.

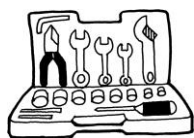


3 Write the missing words.



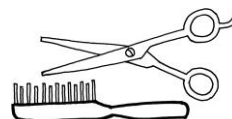
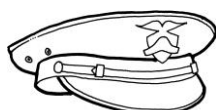
1 I wish I was a _____

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)

- Sage einem anderen Kind, wo du wohnst.
- Frage das andere Kind nach seiner Adresse.



2 Matt's family (Activity Book, Seite 36)

- Beschrifte Matts Familie.
- Sage, welche Berufe seine Mutter, sein Vater und sein Bruder ausüben.
- Erzähle, welche Berufe deine Eltern haben.



3 My email (Activity Book, Seite 35, 36)

- Zeige einem anderen Kind deine Portfolioseite und lies ihm die E-Mail vor, die du geschrieben hast.
- Lass dir von einem anderen Kind dessen E-Mail vorlesen. Schreibe den Namen auf.

4 Minibildkarten: *Jobs*

Hast du alle Aufgaben geschafft?

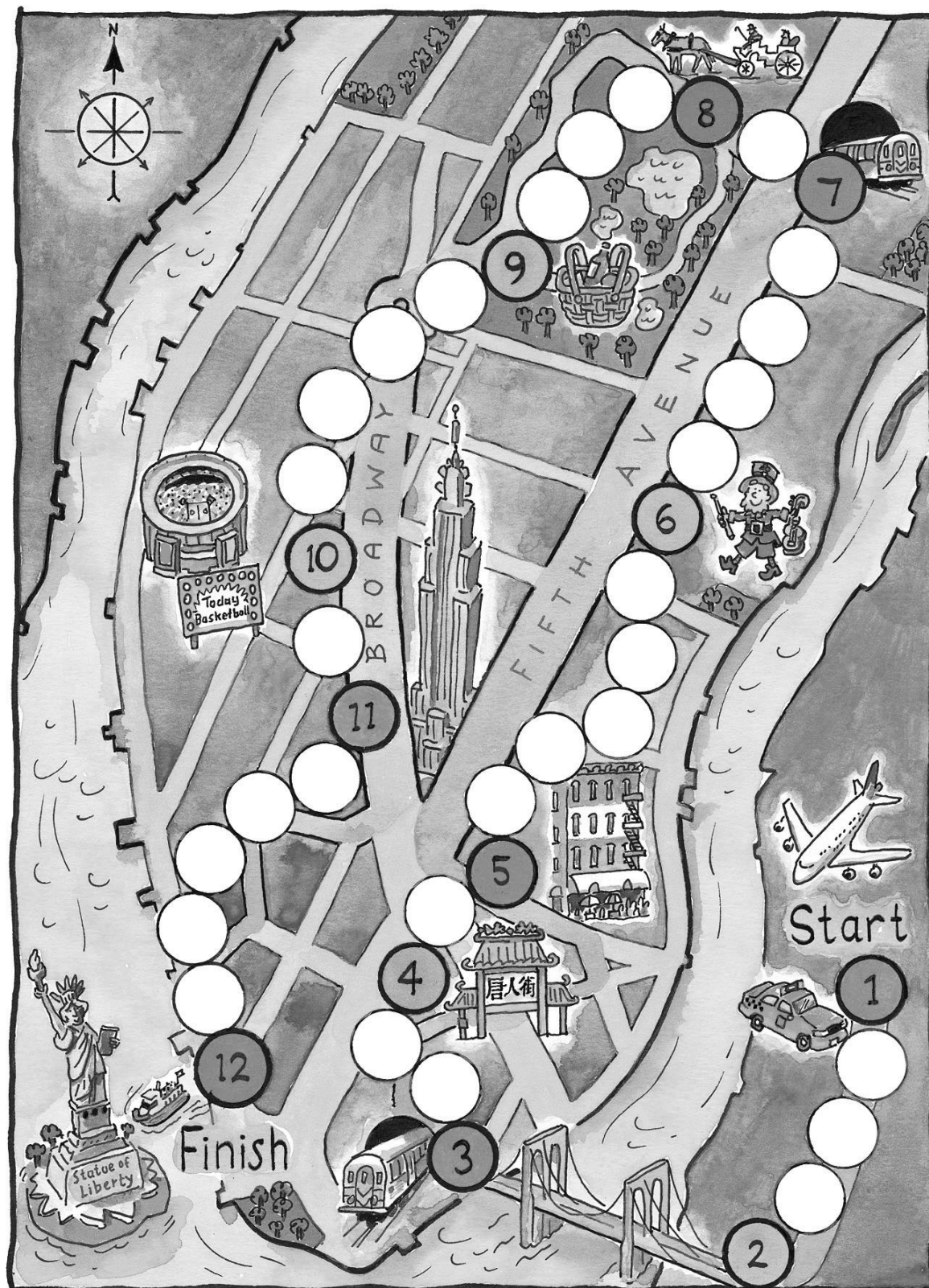
Spiele mit einem anderen Kind *Pick a pair*. Benutzt die Minibildkarten *Jobs* und ein zusätzliches Set, auf das ihr euch einigt. Ihr habt dann insgesamt 24 Karten. Benennt die Karten, die ihr aufdeckt. Nur Paare mit Berufen dürfen aus dem Spiel genommen werden.

New York board game

 1 Play the game. Your teacher gives you the sentences.

 Read the sentences. Miss a turn.

 Read the sentences. Throw again.



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.
-

Board game: Welcome to New York

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My New York Police mini book



1 Match the pictures with the sentences.



2 Choose 3 or 4 pictures and sentences. Stick them in 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.



Word search: School things



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



2 Write the words.

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



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? _____

1. He's a caretaker. 2. She's a school inspector. 3. She's a teacher. 4. He says, 'What a bad class!'