

Sunshine

Handreichungen **3**
für den Unterricht
mit Kopiervorlagen



+



mit Audio-CD
und CD-ROM



Cornelsen

Sunshine

Lehrwerk für den früh beginnenden Englischunterricht

Handreichungen für den Unterricht 3 – Neubearbeitung

Englisch ab Klasse 1

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Symbole und Abkürzungen

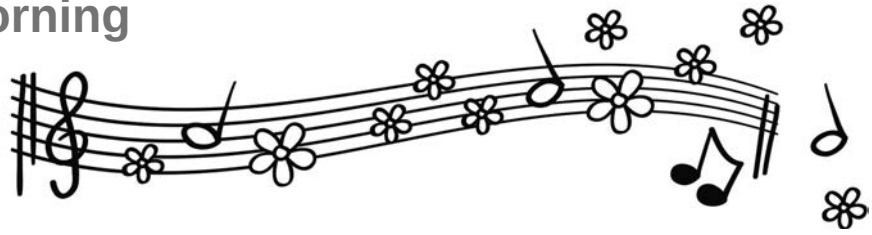
B Bildkarten	KV = Kopiervorlage
M Minibildkarten	L = Lehrkraft
S Storykarten	S = die Schülerin / der Schüler / die Schülerinnen und Schüler
W Wortkarten	

CD 1 = Audio-CD (Vollfassung), Track 1

S-CD 1 = Schüler-CD im Activity Book, Track 1

★ Zusatzaufgabe zur Differenzierung

Song: Good morning



1.

Hello! What's your name?

My name is Mr Mole.

Hello! What's your name?

My name is Mr Mole.

2.

Good morning.

Good morning.

How are you today?

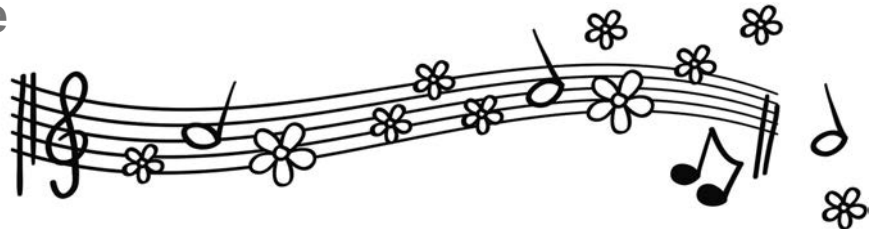
Good morning.

Good morning.

Fine, thanks. OK.



Song: Goodbye



Hey ho!

Time to go!

Time to say goodbye.

Hey ho!

Time to go!

Time to say goodbye.

Bye! ... See you!



Numbers (1–12)

Numbers (one–twelve)

one	two
three	four
five	six
seven	eight
nine	ten
eleven	twelve

Game: Hit or miss



1 Find your partner's ship. Ask: *Is it number ...?*



1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

1	2	3	4	5	6	7	8	9	10	11	12
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1	2	3	4	5	6	7	8	9	10	11	12
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1	2	3	4	5	6	7	8	9	10	11	12
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1	2	3	4	5	6	7	8	9	10	11	12
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1	2	3	4	5	6	7	8	9	10	11	12
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1	2	3	4	5	6	7	8	9	10	11	12
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1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

Pair check (1)

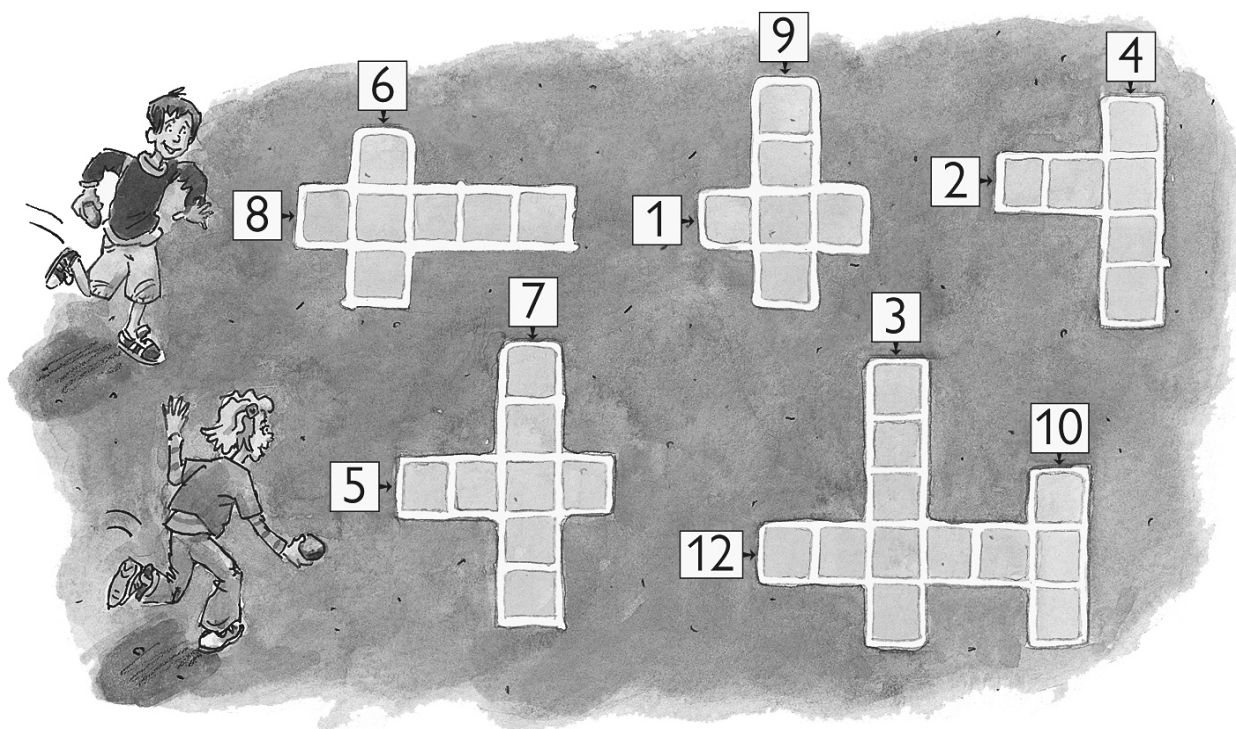
Read out loud. Tick (✓). / Draw.

Name:	Name:
 scooter ☐ cowboy ☐ toast ☐	 spaghetti ☐ popcorn ☐ cornflakes ☐
 in-lines skates ☐ skateboard ☐ mountain bike ☐	 soft toy ☐ snowboard ☐ football ☐
 snowboard ☐ scooter ☐ football ☐	 soft toy ☐ scooter ☐ jeans ☐
 scooter ☐ popcorn ☐ computer ☐	 computer ☐ cupcake ☐ cowboy ☐
 football ☐ skateboard ☐ snowboard ☐	 mountain bike ☐ cowboy ☐ toast ☐
in-line skates	scooter

Writing numbers

-  **1 Kate and Harry are playing hopscotch. Write the numbers.**

eight · five · four · nine · one · seven · six · ten · three · two · twelve



★ Which number is missing? Write it down:

Number _ _ _ _ _ is missing.

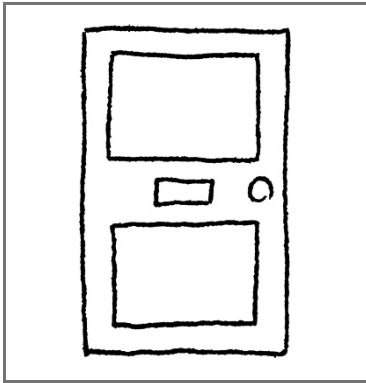
Colours

 **1 Listen. Colour the things.**

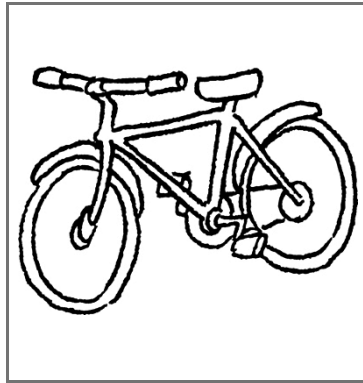
 **2 Write the words.**

blue · green · orange · pink · red · yellow

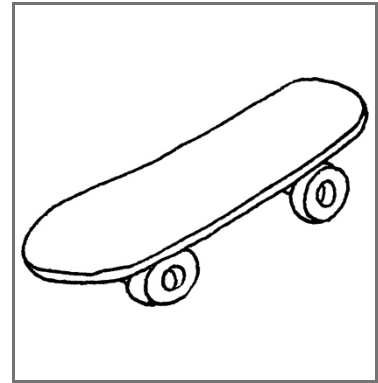
bike · house · scooter · skateboard · T-shirt



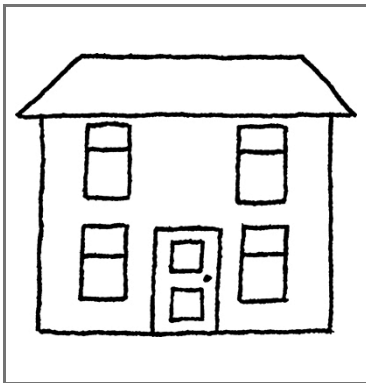
It's a _____
door.



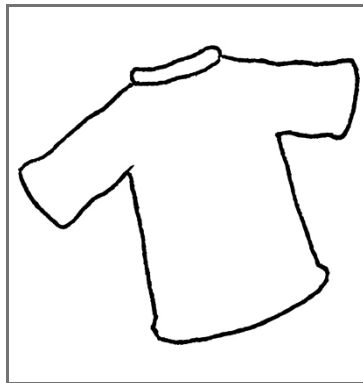
It's a _____

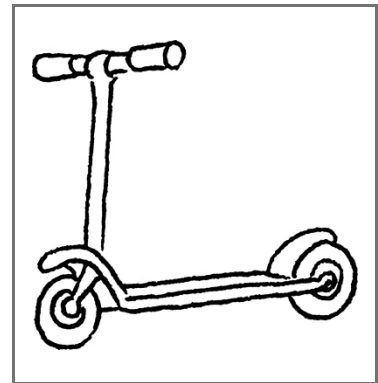


It's _____



It's _____





Family crossword



1 Find the words and circle them. ↓ →



2 Write the words.

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

aunt · baby · brother · cousin ·
grandfather · grandmother ·
father · mother · sister · uncle



Family members

 **1 Look at the pictures. Read the texts.**

 **2 Match. Draw lines.**



Lucy: father, mother,
two sisters, grandfather,
grandmother

Tim: mother, father,
one brother, one sister

Jerry: father,
grandfather,
grandmother, mother,
no brothers and sisters

 **3 What family is it? Listen to your partner and point to the pictures.**



Check your English

1 What are their names? (Activity Book, Seite 10)

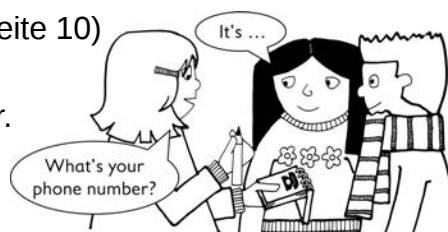
Nenne die Namen der vier Kinder, die dich durch dein Buch begleiten.
Schreibe ihre Namen auf.

2 Numbers (Activity Book, Seite 10)

- a) Spiele die CD Nr. 14 ab. Schreibe die Zahlen in die Kästchen.
Spiele den CD-Text zur Kontrolle ein zweites Mal ab.
- b) Überprüfe mit dem Lösungsblatt, wie viele der Zahlen du richtig gehört hast.

3 What's your telephone number? (Activity Book, Seite 10)

Frage zwei Kinder nach ihren Telefonnummern.
Notiere die Namen und Telefonnummern der Kinder.
Überprüfe dein Ergebnis.

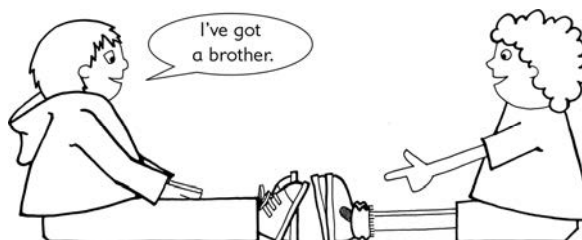


4 Colours (Activity Book, Seite 10)

- a) Arbeitet zu zweit. Legt eure Minibildkarten *Colours* bereit und stellt einen Sichtschutz auf.
- b) Diktiert einander abwechselnd die Reihenfolge eurer Farbkarten.
- c) Vergleicht, ob eure Karten in derselben Reihenfolge liegen.
- d) Schreibt die Farbwörter in dieser Reihenfolge auf.
- e) Hast du richtig geschrieben? Sieh auf der Trennkarte *Colours* in der Wortschatzkiste nach.

5 My family (Activity Book, Seite 10)

Stelle deinem Partner deine Familie vor.



6 Minibildkarten: *Colours* und *Numbers*

Hast du alle Aufgaben geschafft?
Spielt zu zweit ein Spiel mit den Minibildkarten *Colours* und *Numbers*,
z. B. *Bingo*.

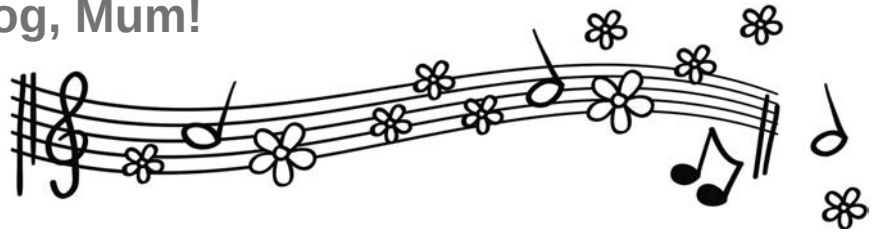
Pair check (2)

Read, write and talk.

favourite · got · have · haven't · is · number · yellow · yes

Name:	Name:
 Have you _____ a brother?	No, I _____. 
 My favourite colour is _____.	What's your _____ colour? 
 What's your telephone _____?	My telephone number _____ ... 
 _____, I have.	_____ you got a sister? 

Rap: I want a dog, Mum!



1. Harry: Can I have a dog, Mum?
Can I have a dog?
I really want a dog, Mum.
Please let me have a dog!
2. Harry: Kate's got a hamster, Mum.
Emily's got a cat.
Samir's got a guinea pig.
Mother: And you've got a rabbit and a rat!
3. Harry: But I want a dog, Mum.
I really want a dog.
Can I have a dog, Mum?
Please let me have a dog!
4. Mother: What about a budgie, Harry?
What about a frog?
What about a guinea pig?
Harry: No, Mum! I (just) want a dog!



Class survey: Food

-  1 Talk to your classmates. Ask: *What's your favourite food?*
-  2 Write the names.
-  3 Tick (✓) the answers.

name							none

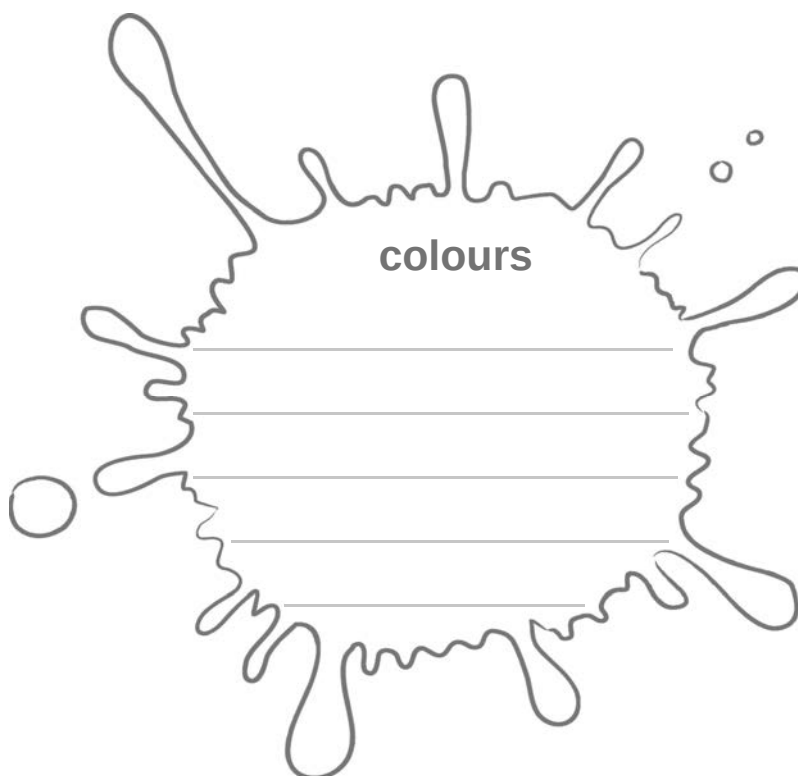
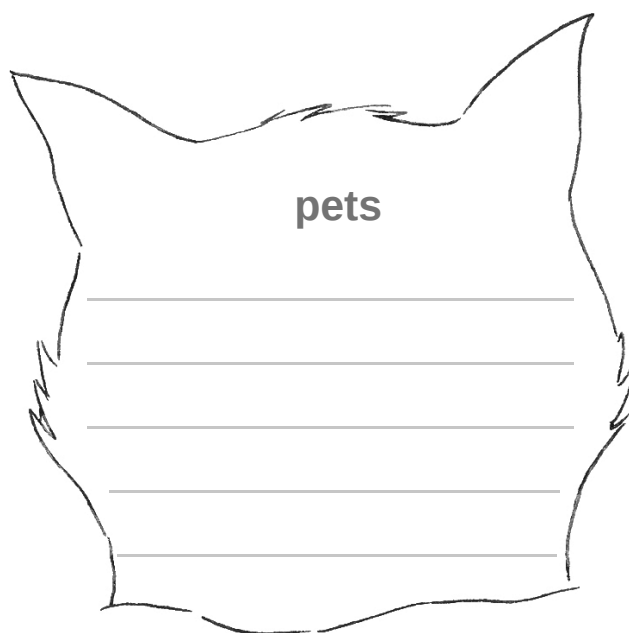
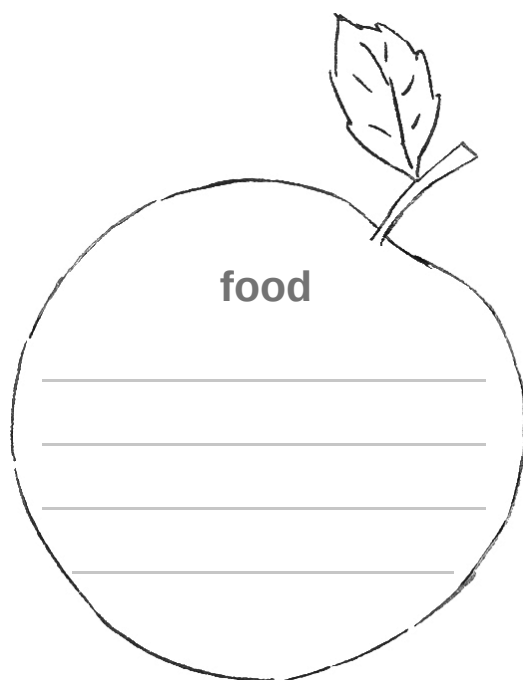
Pets – food – colours



1 What do you like? Look at page 12 in your Activity Book.



2 Write or draw.



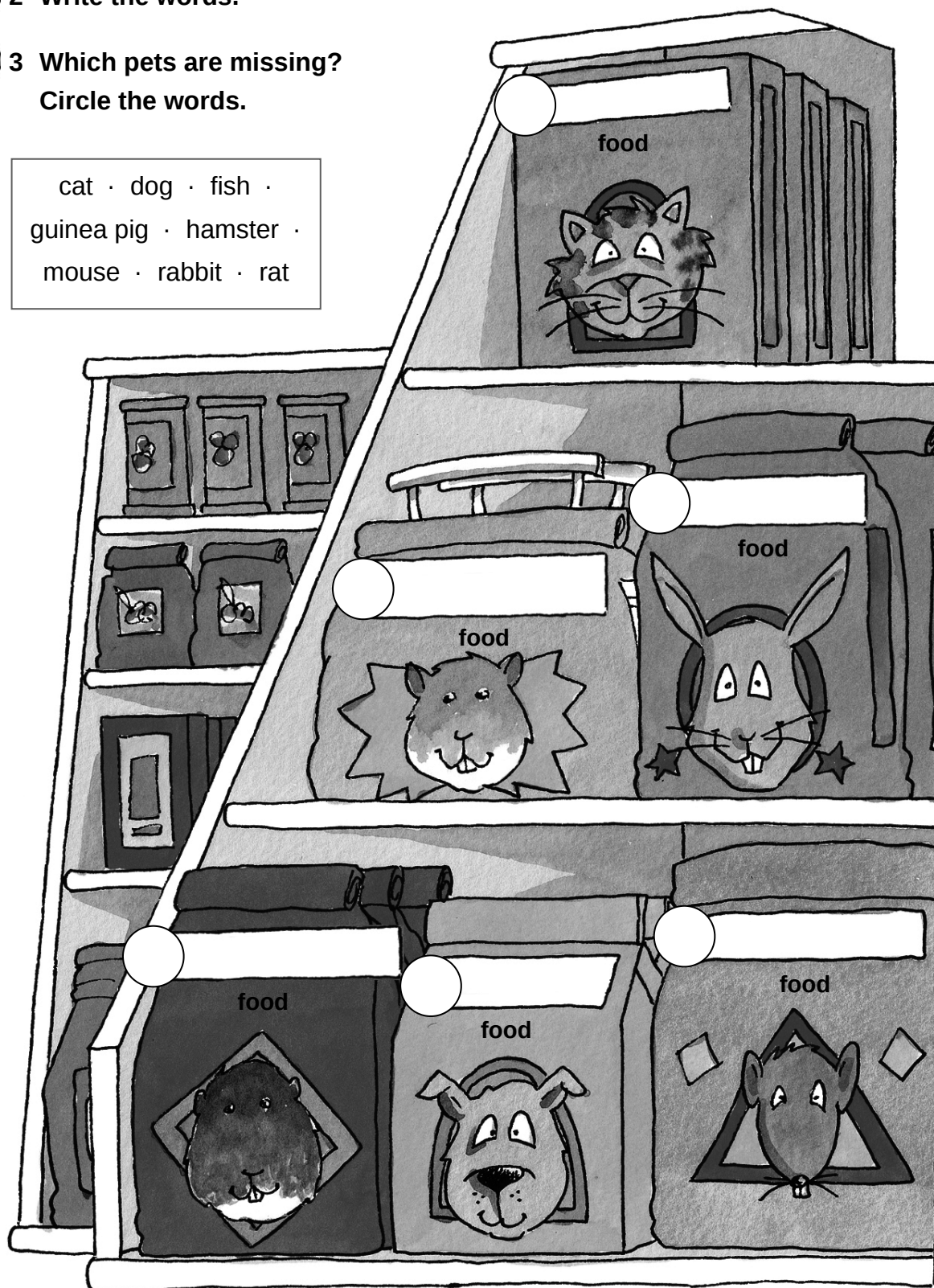
Pet food

 **1 Listen. Number the pet foods.**

 **2 Write the words.**

 **3 Which pets are missing?
Circle the words.**

cat · dog · fish ·
guinea pig · hamster ·
mouse · rabbit · rat



Story: Rabbit's party (Kurzfassung)



1 Read the story.



It's Rabbit's party. His friends are all there.

There are peanuts, carrots, apples and lettuce on the table.

Rabbit's friends like the party food. Cat comes in.

He says: Mm ... hamsters, guinea pigs and rats. My favourite food!

Rabbit says: Dog ... come in!

Cat jumps out of the window.

Rabbit's friends are very happy.

Rat says: Great trick!

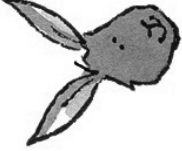


2 Do you know the answer?

Why does Cat jump out of the window?

Solution: Cat doesn't like Dog. / Cat is afraid of Dog.

Role cards: Rabbit's party

Rabbit:	Hello, Hamster. It's Rabbit.		
Hamster:	Can you come to my party?		
Rabbit:	Yes, I can. Thank you.		
Guinea Pig:	Hello, Guinea Pig. It's Rabbit.		
Rabbit:	Can you come to my party?		
	Yes, I can. Thank you.		
Rat:	Hello, Rat. It's Rabbit.		
	Can you come to my party?		
	Yes, I can. Thank you.		
Rabbit:	Come in, please, Rat.		
Rat:	Mm, apples, carrots, lettuce – and peanuts!		
	I like peanuts!		
Rabbit:	Come in, please, Hamster.		
Hamster:	Mm, peanuts, carrots, lettuce – and apples!		
	I like apples!		
Rabbit:	Come in, please, Guinea Pig.		
Guinea Pig:	Mm, peanuts, carrots, apples – and lettuce!		
	I like lettuce!		
Rabbit:	Who's that? Oh, it's you, Cat.		
Cat:	Peanuts? Carrots? Apples? And lettuce?		
	Yuk, I don't like your food!		
	What can I eat? Mm, a hamster, a rat – and a guinea pig. I like guinea pigs!		
Rabbit:	Dog, come in!		
Rat:	Great trick!		
Rabbit:	Let's have a party. Come on, let's eat and drink.		

Role cards: Rabbit's party

Rabbit: Hello, Hamster. It's Rabbit. Can you come to my party? Yes, I can. Thank you. Hello, Guinea Pig. It's Rabbit. Can you come to my party? Guinea Pig: Yes, I can. Thank you. Rabbit: Hello, Rat. It's Rabbit. Can you come to my party? Yes, I can. Thank you. Rabbit: Come in, please, Rat. Mm, apples, carrots, lettuce – and peanuts! I like peanuts! Rabbit: Come in, please, Hamster. Mm, peanuts, carrots, lettuce – and apples! I like apples! Rabbit: Come in, please, Guinea Pig. Guinea Pig: Mm, peanuts, carrots, apples – and lettuce! I like lettuce! Rabbit: Who's that? Oh, it's you, Cat. Peanuts? Carrots? Apples? And lettuce? Yuk, I don't like your food! What can I eat? Mm, a hamster, a rat – and a guinea pig. I like guinea pigs! Rabbit: Dog, come in! Great trick! Rabbit: Let's have a party. Come on, let's eat and drink.	 Guinea Pig
Rabbit: Hello, Hamster. It's Rabbit. Can you come to my party? Yes, I can. Thank you. Hello, Guinea Pig. It's Rabbit. Can you come to my party? Guinea Pig: Yes, I can. Thank you. Rabbit: Hello, Rat. It's Rabbit. Can you come to my party? Yes, I can. Thank you. Rabbit: Come in, please, Rat. Mm, apples, carrots, lettuce – and peanuts! I like peanuts! Rabbit: Come in, please, Hamster. Mm, peanuts, carrots, lettuce – and apples! I like apples! Rabbit: Come in, please, Guinea Pig. Guinea Pig: Mm, peanuts, carrots, apples – and lettuce! I like lettuce! Rabbit: Who's that? Oh, it's you, Cat. Peanuts? Carrots? Apples? And lettuce? Yuk, I don't like your food! What can I eat? Mm, a hamster, a rat – and a guinea pig. I like guinea pigs! Rabbit: Dog, come in! Great trick! Rabbit: Let's have a party. Come on, let's eat and drink.	 Rat

Role cards: Rabbit's party

Rabbit: Hello, Hamster. It's Rabbit.

Can you come to my party?

Hamster: Yes, I can. Thank you.

Rabbit: Hello, Guinea Pig. It's Rabbit.

Can you come to my party?

Guinea Pig: Yes, I can. Thank you.

Rabbit: Hello, Rat. It's Rabbit.

Can you come to my party?

Rat: Yes, I can. Thank you.

Rabbit: Come in, please, Rat.

Rat: Mm, apples, carrots, lettuce – and peanuts!

I like peanuts!

Rabbit: Come in, please, Hamster.

Hamster: Mm, peanuts, carrots, lettuce – and apples!

I like apples!

Rabbit: Come in, please, Guinea Pig.

Guinea Pig: Mm, peanuts, carrots, apples – and lettuce!

I like lettuce!

Rabbit: Who's that? Oh, it's you, Cat.

Cat: **Peanuts? Carrots? Apples? And lettuce?**

Yuk, I don't like your food!

What can I eat? Mm, a hamster, a rat – and a guinea pig. I like guinea pigs!

Rabbit: Dog, come in!

Rat: Great trick!

Rabbit: Let's have a party. Come on, let's eat and drink.



Cat

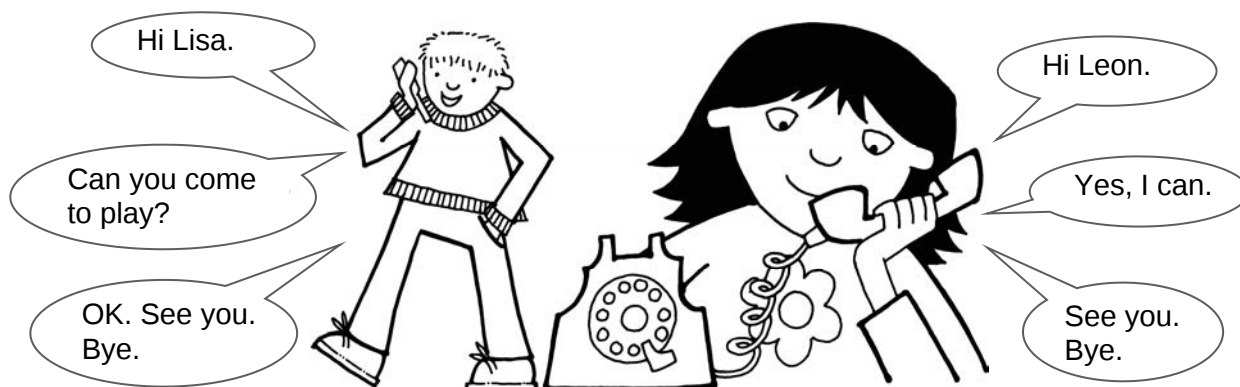
Check your English

1 Rap: I want a dog, Mum! (Activity Book, Seite 16)

Singt den Rap gemeinsam.

2 Can you come and play with me? (Activity Book, Seite 16)

Arbeitet zu zweit. Ladet einander in einem Telefongespräch zum Spielen ein.



3 Pets (Activity Book, Seite 16)

- Nenne einem anderen Kind die englischen Namen der abgebildeten Tiere.
- Mache ein Häkchen für jedes Tier, das du genannt hast.
- Schreibe die englischen Wörter für die Tiere auf.
- Hast du richtig geschrieben? Sieh auf der Trennkarte *Pets* in der Wortschatzkiste nach.

4 My pet (Activity Book, Seite 15, 16)

Stelle einem anderen Kind deine Portfolioseite über dein (Lieblings-)Haustier vor.



5 Food (Activity Book, Seite 15)

Schreibe Wörter auf, die du zum Thema *Food* kennst.

6 Minibildkarten: *Pets* und *Food*

Hast du alle Aufgaben geschafft?

Spielt zu zweit *Pick a pair* mit den Minibildkarten *Pets* und *Food*.

Pair check (1)

Read out loud. Tick (✓). / Draw.

Name:	Name:
 cat ☐ rat ☐ fish ☐	 mouse ☐ hamster ☐ dog ☐
 frog ☐ guinea pig ☐ budgie ☐	 rabbit ☐ rat ☐ hamster ☐
 fish ☐ rabbit ☐ mouse ☐	 dog ☐ budgie ☐ frog ☐
 mouse ☐ rabbit ☐ budgie ☐	 rabbit ☐ hamster ☐ guinea pig ☐
 dog ☐ guinea pig ☐ mouse ☐	 guinea pig ☐ rabbit ☐ hamster ☐
carrot 	apple 

Helper dogs

police dog
guide dog
rescue dog
sheep dog

-  **1 What dog is it? Write.**
-  **2 Circle the (important) body parts.**



-  **3 Complete the sentences.**

★ **Write the words.**

1. Guide dogs need good eyes.

2. Rescue dogs need

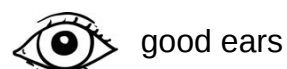
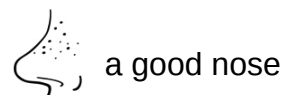
_____.

3. Sheep dogs need

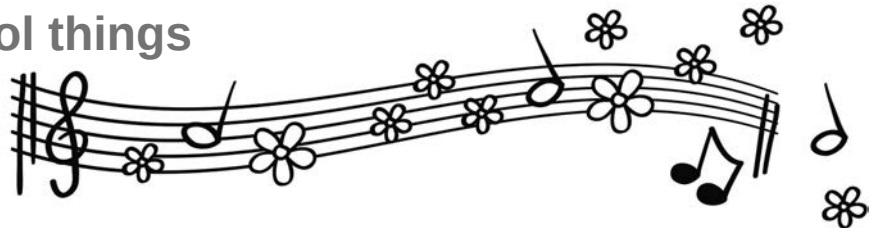
_____.

4. Police dogs need

_____.

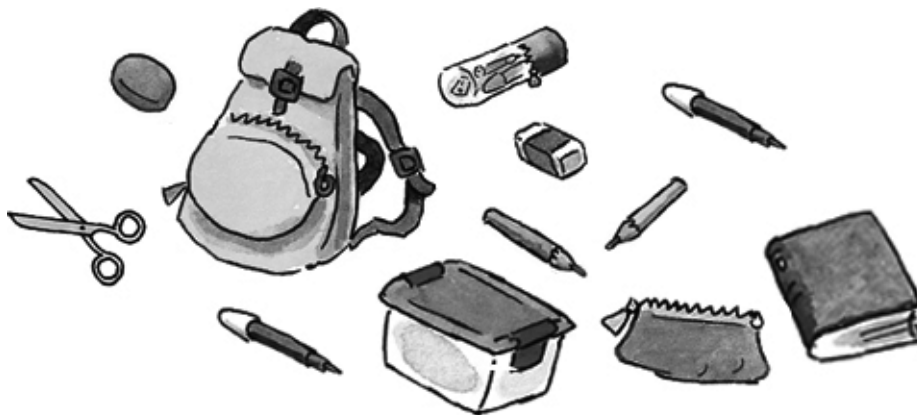


Song: My school things



What's in my school bag
When I go to school?
My books and my pencil case,
My lunch box, too.

What's in my pencil case when I go to school?
A pen and pencil, a pencil sharpener, too.
A rubber and a ruler, scissors and glue,
And three coloured pencils – orange, red and blue.
That's in my pencil case when I go to school,
And all my felt tips – what about you?



Word search: School things



1 Find 10 words. Circle the words. Look ↓ and →.

P	E	N	C	I	L	X	G	S	O	A	N	I	L	G	A
E	G	M	K	O	M	E	L	M	G	K	U	E	M	P	R
N	U	S	N	S	U	H	U	S	P	K	U	H	I	C	H
C	P	E	T	C	A	M	E	B	S	S	M	E	P	E	N
I	T	O	R	O	H	E		O	M	T	S	I	U	P	L
L	S	A	S	C	I	S	S	O	R	S	G	S	T	S	E
	E	K	I	E	K	H	T	K	E	G	I	C	A	N	I
S	U	C	I	N	U	S	I	E	A	C	U	H	K	S	A
H	T	H	L	C	H	M	C	P	P	E	N	O	H	E	I
A	R	I	R	T	I	S	K	T	S	G	L	O	E	H	C
R	U	B	B	E	R	T	G	O	G	K	R	L	I	U	N
P	L	K	S	R	U	E	A	N	U	K	P		L	S	E
E	O	N	E	T	L	R	I	T	H	K	U	B	H	P	I
N	I	E	T	P	E	N	C	I	L		C	A	S	E	O
E	H	S	H	L	R	P	R	A	S	R	U	G	U	S	P
R	U	N	C	S	O	G	I	U	R	H	E	P	L	U	S



2 Write the words.

book · glue stick · pen · pencil · pencil case ·
pencil sharpener · rubber · ruler · school bag · scissors



What's missing?



1 Write.



Do you know more school things? Write or draw.

Song: Where's Mr Mole?

Where's Mr Mole?
Where can he be?
Where's Mr Mole?
Let me see.

Is he in the school bag?
Is he on the book?
Or under the table?
Let's have a look.

No! Not there!

Behind the teacher?
In front of the door?
Next to the scissors?
Or is he on the floor?

No! Not there!

Where's Mr Mole?
Where can he be?
Where's Mr Mole?
Where is he?



Prepositions

 **1 Talk about the picture. Write sentences.**



book
chair
lunch box
pencil
ruler
sandwich
school bag
table

behind
in
next to
on
under

The pencil is on the ruler.

The ruler is _____

 **2 Draw your own picture. Talk to a partner.**



★ **Write sentences.**

Story: Jack's bad day (Kurzfassung)



1 Read the story.



Jack is at school with Kate, Emily, Harry and Samir.

Jack doesn't have his school things with him.

He takes Kate's book. Then he takes Samir's pencil.

Then he takes Emily's felt tip.

They all say: Give it back, Jack!

Jack gives them their school things back.

When it's time for lunch, Jack takes Harry's lunch box.

Ouch, ouch, my finger!, says Jack. Something bit me!

Harry laughs.



2 Do you know the answer?

What bit his finger?

Solution: Harry's rat bit his finger.

Role cards: Jack's bad day

Teacher: Please take out your books.

Read the text on page 6.

Jack (*thinking out loud*): Oh dear! I haven't got my book.

Kate: That's my book. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out your pencils.

Draw an apple.

Jack (*thinking out loud*): Oh dear! I haven't got a pencil.

Samir: That's my pencil. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out a red felt tip.

Colour the apple red.

Jack (*thinking out loud*): Oh dear! I haven't got a red felt tip.

Emily: That's my felt tip. Give it back, Jack!

Jack: Sorry.

Teacher: It's time for lunch.

Please take out your lunch boxes.

Jack (*thinking out loud*): Oh dear! I haven't got my lunch box.

Jack: Ouch!

Harry (*laughing*): That's my rat. Give it back, Jack!

Jack: Ouch!

Teacher: Please take out your books.

Read the text on page 6.

Jack (*thinking out loud*): Oh dear! I haven't got my book.

Kate: That's my book. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out your pencils.

Draw an apple.

Jack (*thinking out loud*): Oh dear! I haven't got a pencil.

Samir: That's my pencil. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out a red felt tip.

Colour the apple red.

Jack (*thinking out loud*): Oh dear! I haven't got a red felt tip.

Emily: That's my felt tip. Give it back, Jack!

Jack: Sorry.

Teacher: It's time for lunch.

Please take out your lunch boxes.

Jack (*thinking out loud*): Oh dear! I haven't got my lunch box.

Jack: Ouch!

Harry (*laughing*): That's my rat. Give it back, Jack!

Jack: Ouch!

Role cards: Jack's bad day

Teacher: Please take out your books. Read the text on page 6. Jack (<i>thinking out loud</i>): Oh dear! I haven't got my book. Kate: That's my book. Give it back, Jack! Jack: Sorry. Teacher: Please take out your pencils. Draw an apple. Jack (<i>thinking out loud</i>): Oh dear! I haven't got a pencil. Samir: That's my pencil. Give it back, Jack! Jack: Sorry. Teacher: Please take out a red felt tip. Colour the apple red. Jack (<i>thinking out loud</i>): Oh dear! I haven't got a red felt tip. Emily: That's my felt tip. Give it back, Jack! Jack: Sorry. Teacher: It's time for lunch. Please take out your lunch boxes. Jack (<i>thinking out loud</i>): Oh dear! I haven't got my lunch box. Jack: Ouch! Harry (<i>laughing</i>): That's my rat. Give it back, Jack! Jack: Ouch!	Teacher: Please take out your books. Read the text on page 6. Jack (<i>thinking out loud</i>): Oh dear! I haven't got my book. Kate: That's my book. Give it back, Jack! Jack: Sorry. Teacher: Please take out your pencils. Draw an apple. Jack (<i>thinking out loud</i>): Oh dear! I haven't got a pencil. Samir: That's my pencil. Give it back, Jack! Jack: Sorry. Teacher: Please take out a red felt tip. Colour the apple red. Jack (<i>thinking out loud</i>): Oh dear! I haven't got a red felt tip. Emily: That's my felt tip. Give it back, Jack! Jack: Sorry. Teacher: It's time for lunch. Please take out your lunch boxes. Jack (<i>thinking out loud</i>): Oh dear! I haven't got my lunch box. Jack: Ouch! Harry (<i>laughing</i>): That's my rat. Give it back, Jack! Jack: Ouch!
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Kate



Samir

Role cards: Jack's bad day

Teacher: Please take out your books.

Read the text on page 6.

Jack (*thinking out loud*): Oh dear! I haven't got my book.

Kate: That's my book. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out your pencils.

Draw an apple.

Jack (*thinking out loud*): Oh dear! I haven't got a pencil.

Samir: That's my pencil. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out a red felt tip.

Colour the apple red.

Jack (*thinking out loud*): Oh dear! I haven't got a red felt tip.

Emily: That's my felt tip. Give it back, Jack!

Jack: Sorry.

Teacher: It's time for lunch.

Please take out your lunch boxes.

Jack (*thinking out loud*): Oh dear! I haven't got my lunch box.

Jack: Ouch!

Harry (*laughing*): That's my rat. Give it back, Jack!

Jack: Ouch!

Teacher: Please take out your books.

Read the text on page 6.

Jack (*thinking out loud*): Oh dear! I haven't got my book.

Kate: That's my book. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out your pencils.

Draw an apple.

Jack (*thinking out loud*): Oh dear! I haven't got a pencil.

Samir: That's my pencil. Give it back, Jack!

Jack: Sorry.

Teacher: Please take out a red felt tip.

Colour the apple red.

Jack (*thinking out loud*): Oh dear! I haven't got a red felt tip.

Emily: That's my felt tip. Give it back, Jack!

Jack: Sorry.

Teacher: It's time for lunch.

Please take out your lunch boxes.

Jack (*thinking out loud*): Oh dear! I haven't got my lunch box.

Jack: Ouch!

Harry (*laughing*): That's my rat. Give it back, Jack!

Jack: Ouch!



Harry



Emily

Check your English

1 Song: My school things

Singt das Lied gemeinsam.

2 Things in a pencil case (Activity Book, Seite 22)

- Spiele die CD Nr. 31 ab. Sieh dir dabei die Abbildungen an.
- Höre den Text ein zweites Mal. Schreibe die Zahlen aus dem CD-Text unter die Schulgegenstände.
- Vergleiche dein Ergebnis mit der Lösung an der Tafel.
Trage ein, wie viele Gegenstände du richtig nummeriert hast.

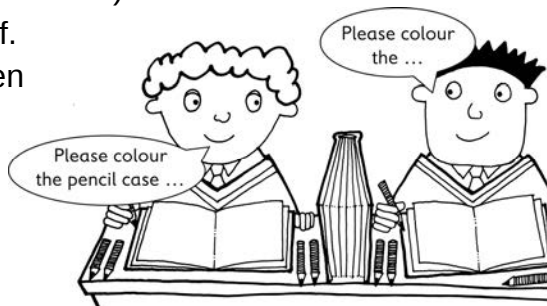
3 Things in my pencil case (Activity Book, Seite 22)

Sage einem anderen Kind, welche der abgebildeten Gegenstände du in deiner Federmappe hast und welche nicht.



4 Colours and school things (Activity Book, Seite 22)

- Arbeitet zu zweit. Stellt einen Sichtschutz auf.
Diktiert euch abwechselnd, in welchen Farben die Gegenstände angemalt werden sollen.
- Vergleicht, ob eure Bilder die gleichen Farben haben.



5 Minibildkarten: School

Hast du alle Aufgaben geschafft?

Spielt zu zweit ein Spiel mit den Minibildkarten *School*, z. B. *Snap* oder ein Ratespiel.

Pair check (2)

Read, write and talk.

in front of · here · haven't got · where · please · book · pencil · is

Name:	Name:
 Can I have your scissors, _____?	_____ you are. 
 Sorry, I _____ a pencil.	Can I have your _____, please? 
 Is the teacher _____ the board?	Yes, he _____. 
 The _____ is In the school bag.	_____ is the book? 

Song: Put on your clothes

Wake up, get up, put on
your clothes.

It's a lovely day today!

Wake up, get up, put on
your clothes.

We're going out to play.

Put on your trousers.

Put on your shirt.

Put on your dress
or your jeans or skirt.

Wake up, get up, put on
your clothes.

It's a lovely day today!

Put on your jacket.

Put on your shoes.

Put on your gloves.

No time to lose!

Wake up, get up, put on
your clothes.

It's a lovely day today!

Put on your scarf.

Put on your hat.

Ready at last –
and that is that!



Favourite clothes



Story: A funny boy (Kurzfassung)



1 Read the story.



Kate and her friends are in a second-hand shop.

They are trying on clothes.

A boy comes into the shop.

He asks for a pink shirt. He puts the pink shirt on. It's much too big.

Then he asks for yellow trousers. He puts the yellow trousers on. They are much too small.

Then he asks for green shoes. He puts the green shoes on. They are much too big.

The boy says: Great! I like the shirt and trousers. And I like the shoes.

Kate and her friends start to laugh. The boy looks so funny.



2 Do you know the answers?

1. Why do Kate and her friends laugh at the boy?

2. What does the boy look like?

3. Why does the boy want the clothes?

Solution: 1. They laugh at the boy because he looks so funny. 2. He looks like a clown. 3. He wants the clothes because he is a clown in the school play.

Role cards: A funny boy

 Boy		 Kate's father	
Kate's father:	Can I help you?	Kate's father:	Can I help you?
Boy:	Yes, can I have the shirt, please?	Boy:	Yes, can I have the shirt, please?
Kate's father:	The pink shirt?	Kate's father:	The pink shirt?
Boy:	Yes, I like pink.	Boy:	Yes, I like pink.
Kate's father:	Oh, the shirt is too big!	Kate's father:	Oh, the shirt is too big!
Boy:	That's OK. I like the shirt.	Boy:	That's OK. I like the shirt.
Kate and her friends (<i>giggling</i>): He's funny.		Kate and her friends (<i>giggling</i>): He's funny.	
Boy:	Can I have the trousers, please?	Boy:	Can I have the trousers, please?
Kate's father:	The yellow trousers?	Kate's father:	The yellow trousers?
Boy:	Yes, I like yellow.	Boy:	Yes, I like yellow.
Kate's father:	Oh, the trousers are too small!	Kate's father:	Oh, the trousers are too small!
Boy:	That's OK. I like the trousers.	Boy:	That's OK. I like the trousers.
Kate and her friends (<i>giggling</i>): He's so funny.		Kate and her friends (<i>giggling</i>): He's so funny.	
Boy:	Can I have the shoes, please?	Boy:	Can I have the shoes, please?
Kate's father:	The green shoes?	Kate's father:	The green shoes?
Boy:	Yes, I like green.	Boy:	Yes, I like green.
Kate's father:	Oh, your feet are too small!	Kate's father:	Oh, your feet are too small!
Boy:	That's OK. I like the shoes.	Boy:	That's OK. I like the shoes.
Kate and her friends (<i>laughing</i>): He's so funny.		Kate and her friends (<i>laughing</i>): He's so funny.	
Boy:	What's so funny?	Boy:	What's so funny?
Samir:	You're funny.	Samir:	You're funny.

Role cards: A funny boy

 Samir		 Kate	
Kate's father:	Yes, can I help you?	Kate's father:	Yes, can I help you?
Boy:	Yes, can I have the shirt, please?	Boy:	Yes, can I have the shirt, please?
Kate's father:	The pink shirt?	Kate's father:	The pink shirt?
Boy:	Yes, I like pink.	Boy:	Yes, I like pink.
Kate's father:	Oh, the shirt is too big!	Kate's father:	Oh, the shirt is too big!
Boy:	That's OK. I like the shirt.	Boy:	That's OK. I like the shirt.
Kate and her friends (giggling): He's funny.		 Harry	
Boy:	Can I have the trousers, please?	Boy:	Can I have the trousers, please?
Kate's father:	The yellow trousers?	Kate's father:	The yellow trousers?
Boy:	Yes, I like yellow.	Boy:	Yes, I like yellow.
Kate's father:	Oh, the trousers are too small!	Kate's father:	Oh, the trousers are too small!
Boy:	That's OK. I like the trousers.	Boy:	That's OK. I like the trousers.
Kate and her friends (giggling): He's so funny.		 Emily	
Boy:	Can I have the shoes, please?	Boy:	Can I have the shoes, please?
Kate's father:	The green shoes?	Kate's father:	The green shoes?
Boy:	Yes, I like green.	Boy:	Yes, I like green.
Kate's father:	Oh, your feet are too small!	Kate's father:	Oh, your feet are too small!
Boy:	That's OK. I like the shoes.	Boy:	That's OK. I like the shoes.
Kate and her friends (laughing): He's so funny.		Kate and her friends (laughing): He's so funny.	
Boy:	What's so funny?	Boy:	What's so funny?
Samir:	You're funny.	Samir:	You're funny.

Check your English

1 Clothes (Activity Book, Seite 28)

- a) Spiele die CD Nr. 39 ab. Sieh dir dabei die Abbildungen an.
- b) Höre den CD-Text ein zweites Mal. Schreibe die Zahlen aus dem CD-Text unter die Kleidungsstücke.
- c) Einige der Kleidungsstücke kommen auf der CD nicht vor. Wie viele sind es? Schreibe diese Wörter auf.
- d) Hast du richtig geschrieben? Sieh auf der Trennkarte *Clothes* in der Wortschatzkiste nach.
- e) Vergleiche dein Ergebnis mit dem Lösungsblatt.

2 Song: Put on your clothes (Activity Book, Seite 28)

Singe das Lied gemeinsam mit einem anderen Kind.

3 What's Mr Mole wearing? (Activity Book, Seite 28)

- a) Schreibe auf, wie Mr Moles Kleidungsstücke heißen.
- b) Überprüfe mithilfe der Trennkarte *Clothes*, ob du die Wörter richtig geschrieben hast.

4 Dialogue (Activity Book, Seite 28)

Arbeitet zu zweit. Fragt einander abwechselnd, ob euch die Kleidungsstücke auf den Bildkarten gefallen.



5 My favourite clothes (Activity Book, Seite 27)

- a) Stelle einem anderen Kind das Bild auf deiner Portfolioseite vor.
- b) Lies zum Schluss den Satz vor, den du zu deinem Bild geschrieben hast.

6 Minibildkarten: Clothes

Hast du alle Aufgaben geschafft?

Spielt zu zweit ein Spiel mit den Minibildkarten *Clothes*, z. B. *Snap*, *Bingo* oder ein Ratespiel.



Pair check (1)

Read out loud. Tick (✓). / Draw.

Name:	Name:
 hat ☐ helmet ☐ trousers ☐	 coat ☐ T-shirt ☐ cap ☐
 coat ☐ jacket ☐ pullover ☐	 socks ☐ gloves ☐ boots ☐
 T-shirt ☐ trousers ☐ pullover ☐	 jacket ☐ boots ☐ dress ☐
 jacket ☐ boots ☐ socks ☐	 dress ☐ gloves ☐ scarf ☐
 cap ☐ dress ☐ swimsuit ☐	 helmet ☐ pullover ☐ trousers ☐
hat 	scarf 

Write the words



1 Find the right words.



SHTIR

--	--	--	--	--

4



TROUESRS

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

2



BLTE

--	--	--	--

14



TEI

--	--	--

7



SCKOS

--	--	--	--	--

8



SOEHS

--	--	--	--	--



SCAFR

--	--	--	--	--

9



GIEARFF

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

5

11



GIATN

--	--	--	--	--

10

13



TOAG

--	--	--	--

12



MOSUE

--	--	--	--	--

6



FXO

--	--	--

3



DGO

--	--	--

1

belt

dog

fox

giant

giraffe

goat

mouse

scarf

shirt

shoes

socks

tie

trousers



2 Look at the numbers. Write the solution.

1	2	3	4	5	6

7	8

9

10	11	12	13	14

Solution: George is a giant.

Song: That's what I like

Football, music, books, TV.
Bikes and comics, friends, PC.
Tell me, tell me,
What about you?
Do you like the things I do?



That's what I like.
That's what I like.

Playing football
Is what I like.
Watching TV,
Riding my bike.



Listening to music,
Tapping my feet,
Meeting friends
In the street.



Reading books
And comics, too.
Playing computer games,
What about you?

That's what I like.
Yeah, that's what I like.



Class survey: Free-time activities

 1 Talk to your partners about free-time activities. Ask: *Do you like ...?*

★ Find more words and write or draw them.

								
								
								
								
								
								
								
								
								
name								

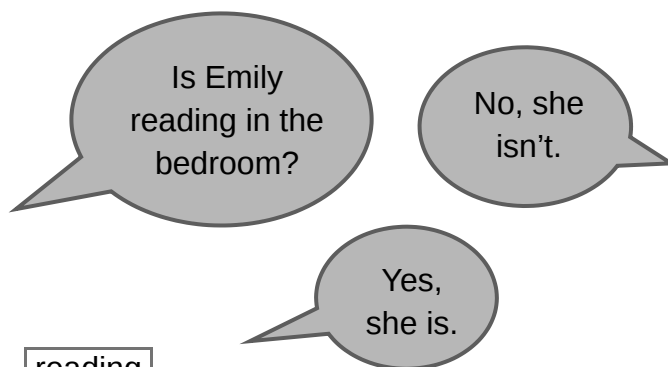
Is it Emily?



1 Make sentences. Draw lines.



2 Talk to your partner.



Harry is

reading

in the garden

watching TV

playing football

Samir is

in the bedroom

listening to music

meeting friends

Emily is

in the garden shed

singing

rope skipping

Kate is

in the living room

riding his/her bike



3 Write sentences. Work with a partner.

Story: The babysitters (Kurzfassung)



1 Read the story.



Emily, Harry, Samir and Kate are at Nick's house.

They are babysitting Nick. They are playing a game in the kitchen.

Nick doesn't want to play the game.

Boring! he says.

What about listening to music or reading a book? says Emily.

Boring, boring! he says.

Nick goes out of the kitchen. He wants to play football.

Suddenly the babysitters hear a loud noise from the living room.

Crash! Bang!



2 Do you know the answer?

What do you think happens next?

Solution: Nick kicks the ball. / The ball hits a vase. / The vase falls down. / The vase breaks.

Role cards: The babysitters

Nick: This is boring. Kate: What about reading a book? Here's a good book. Nick: Oh no, I don't like reading. Reading is boring. Emily: What about listening to music? Here's a great CD. Nick: Oh no, I don't like listening to music. Listening to music is boring. Samir: What about playing computer games? Here's a good computer game. Nick: Oh no, I don't like playing computer games. Playing computer games is boring. Harry (<i>thinking out loud</i>): What can we do? Harry: Have you got a football, Nick? What about playing football? Nick: Great idea! But where's my football? Kate: Is your football in your bedroom? Nick: No, it isn't in my bedroom. Where's my football? Harry: Is your football in the living room? Nick (<i>shouting</i>): Yes, here it is! Harry (<i>thinking out loud</i>): I'm a good babysitter. Nick (<i>shouting</i>): I like playing football! ALL (noise): Bang! Crash! Bang! Crash! Harry (<i>shouting</i>): Yes, Nick. – But not in the living room! Nick: Oh dear, sorry.	Nick  Nick  Kate This is boring. What about reading a book? Here's a good book. Oh no, I don't like reading. Reading is boring. What about listening to music? Here's a great CD. Oh no, I don't like listening to music. Listening to music is boring. What about playing computer games? Here's a good computer game. Oh no, I don't like playing computer games. Playing computer games is boring. <i>(thinking out loud)</i>: What can we do? Have you got a football, Nick? What about playing football? Great idea! But where's my football? Is your football in your bedroom? No, it isn't in my bedroom. Where's my football? Is your football in the living room? <i>(shouting)</i>: Yes, here it is! <i>(thinking out loud)</i>: I'm a good babysitter. <i>(shouting)</i>: I like playing football! ALL (noise): Bang! Crash! Bang! Crash! <i>(shouting)</i>: Yes, Nick. – But not in the living room! Oh dear, sorry.
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Role cards: The babysitters

Nick: This is boring. Kate: What about reading a book? Here's a good book. Nick: Oh no, I don't like reading. Reading is boring. Emily: What about listening to music? Here's a great CD. Nick: Oh no, I don't like listening to music. Listening to music is boring. Samir: What about playing computer games? Here's a good computer game. Nick: Oh no, I don't like playing computer games. Playing computer games is boring. Harry (<i>thinking out loud</i>): What can we do? Harry: Have you got a football, Nick? What about playing football? Nick: Great idea! But where's my football? Kate: Is your football in your bedroom? Nick: No, it isn't in my bedroom. Where's my football? Harry: Is your football in the living room? Nick (<i>shouting</i>): Yes, here it is! Harry (<i>thinking out loud</i>): I'm a good babysitter. Nick (<i>shouting</i>): I like playing football! ALL (noise): Bang! Crash! Bang! Crash! Harry (<i>shouting</i>): Yes, Nick. – But not in the living room! Nick: Oh dear, sorry.	Nick: This is boring. Kate: What about reading a book? Here's a good book. Nick: Oh no, I don't like reading. Reading is boring. Emily: What about listening to music? Here's a great CD. Nick: Oh no, I don't like listening to music. Listening to music is boring. Samir: What about playing computer games? Here's a good computer game. Nick: Oh no, I don't like playing computer games. Playing computer games is boring. Harry (<i>thinking out loud</i>): What can we do? Harry: Have you got a football, Nick? What about playing football? Nick: Great idea! But where's my football? Kate: Is your football in your bedroom? Nick: No, it isn't in my bedroom. Where's my football? Harry: Is your football in the living room? Nick (<i>shouting</i>): Yes, here it is! Harry (<i>thinking out loud</i>): I'm a good babysitter. Nick (<i>shouting</i>): I like playing football! ALL (noise): Bang! Crash! Bang! Crash! Harry (<i>shouting</i>): Yes, Nick. – But not in the living room! Nick: Oh dear, sorry.
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Emily



Samir

Role cards: The babysitters

Nick: This is boring.

Kate: What about reading a book?

Here's a good book.

Nick: Oh no, I don't like reading.

Reading is boring.

Emily: What about listening to music?

Here's a great CD.

Nick: Oh no, I don't like listening to music.

Listening to music is boring.

Samir: What about playing computer games?

Here's a good computer game.

Nick: Oh no, I don't like playing computer games.

Playing computer games is boring.

Harry (*thinking out loud*): What can we do?

Harry: Have you got a football, Nick?

What about playing football?

Nick: Great idea! But where's my football?

Kate: Is your football in your bedroom?

Nick: No, it isn't in my bedroom. Where's my football?

Harry: Is your football in the living room?

Nick (*shouting*): Yes, here it is!

Harry (*thinking out loud*): I'm a good babysitter.

Nick (*shouting*): I like playing football!

ALL (*noise*): Bang! Crash! Bang! Crash!

Harry (*shouting*): Yes, Nick. – But not in the living room!

Nick: Oh dear, sorry.



Harry

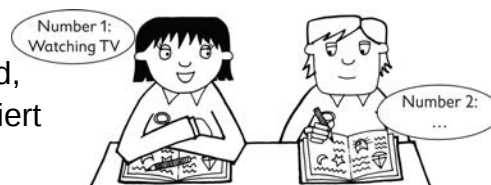
Check your English

1 Rooms (Kopiervorlage 46, Aufgaben 1 und 2)

- Spiele die CD Nr. 49 mehrmals ab. Verbinde die Gegenstände mit den Zimmern, in denen sie sich befinden.
- Vervollständige die Sätze.
- Vergleiche deine Sätze mit denen eines anderen Kindes und lies diesem die Sätze vor.

2 Activities (Activity Book, Seite 34)

- Arbeitet zu zweit. Diktiert einander abwechselnd, in welcher Reihenfolge die Tätigkeiten nummeriert werden sollen.
- Vergleicht eure Ergebnisse.



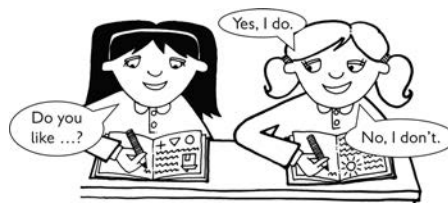
3 Rhyme: Where's the cat? (Pupil's Book, Seite 27)

Sage einem anderen Kind den Reim *Where's the cat?* auf.
Die Bilder helfen dir dabei.



4 What do you like? (Activity Book, Seite 34)

- Frage ein anderes Kind, was es gerne tut.
- Mache ein Häkchen bei den Tätigkeiten, die das andere Kind mag.
- Tauscht die Rollen. Sage dem anderen Kind, was du gerne machst.



5 Reading (Kopiervorlage 46, Aufgabe 3)

- Lies die Sätze leise und schreibe die Nummern zu den passenden Bildern.
- Vergleiche deine Eintragungen mit denen eines anderen Kindes und mit dem Lösungsblatt.
- Lest einander die Sätze vor.

6 Minibildkarten: *Free-time activities*

Hast du alle Aufgaben geschafft? Spielt zu zweit ein Spiel mit den Minibildkarten *Free-time activities*, z. B. *Four in a hand*.

Rooms



1 Listen. Draw lines.



2 Complete the sentences.

bathroom · bedroom · kitchen · living room



The shoes are in the _____.



The book is in the _____.



The pullover is in the _____.



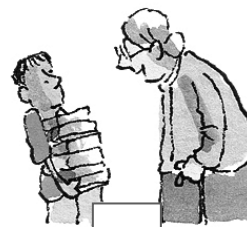
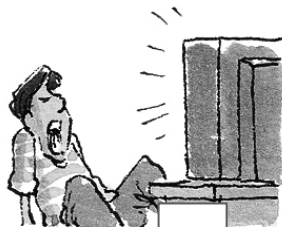
The lunch box is in the _____.



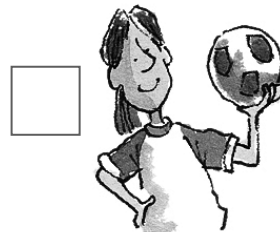
★ Can you see more? Write your own sentence.



3 Read the sentences. Fill in the right numbers.



- 1 What about playing football?
- 2 I like reading.
- 3 Watching TV is boring.
- 4 Do you like listening to music? – No, I don't.
- 5 Here's a computer game for you.
- 6 Do you like meeting friends? – Yes, I do.



Pair check (2)

Read, write and talk.

bathroom · boring · great · is · playing football · singing · what · yes

Name:  Do you like _____? 	Name: _____, I do. I like singing. 
 Yes, it _____ in the bathroom. 	Is it in the _____? 
 What about _____? 	_____ idea. 
 That's _____. 	_____ about watching TV? 

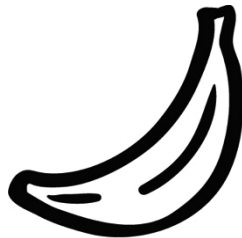
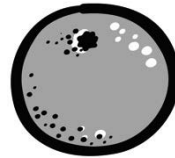
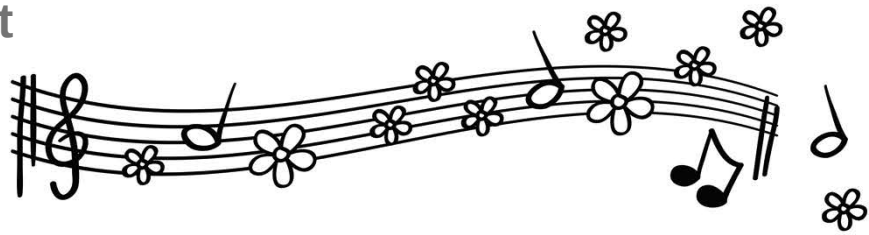
Rhyme: I like pink

I like pink,
I like blue,
I like cats.
What about you?
Yes. No.
Maybe so.
Yes. No.
Out you go!



Song: I like fruit

Orange, lemon,
 Apple, peach –
 I want to have one of each.
 Strawberry, banana,
 Cherry, plum –
 I like fruit,
 Yum yum yum!



I like ... / I don't like ...

 **1 What do you like? Write.**

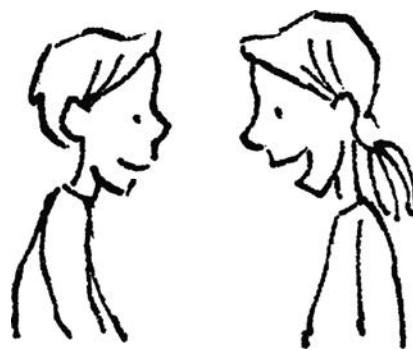
 **2 Talk to your partner.**



Do you like apples?

Yes, I do.
I like apples.

No, I don't.
I like bananas.



apple · banana · cherry · lemon · orange · plum · strawberry

juice · milk

How much is it?



A

How much is it?

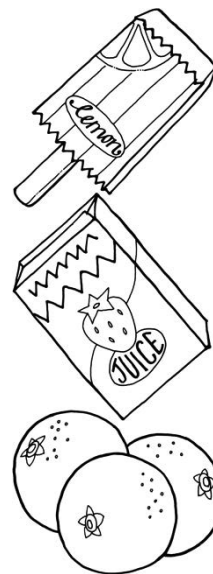
The banana milk is 50 p.

A lemon ice cream is 30 p.

The peach juice is 90 p.

An orange is 10 p.

The strawberry juice is 40 p.



B

How much is it?

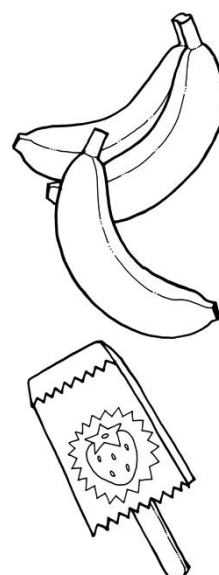
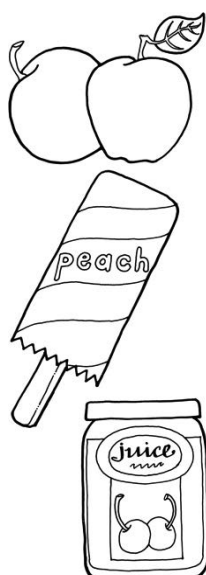
A banana is 20 p.

A strawberry ice cream is 60 p.

The cherry juice is 80 p.

An apple is 10 p.

A peach ice cream is 70 p.



Story: Where's my ice cream? (Kurzfassung)



1 Read the story.



Emily and her friends are in the park.

They all want an ice cream. Emily buys four ice creams.

She buys a strawberry ice cream for Samir, a lemon ice cream for Harry, a vanilla ice cream for Kate and a chocolate ice cream for herself.

Emily takes the ice creams back to her friends.

The sun is shining. It's very hot!

Oh no! There is chocolate ice cream on Emily's hand, lemon ice cream on her fingers and vanilla ice cream on her arm!

There is ice cream everywhere!



2 Do you know the answers?

1. What does Emily do with the ice cream on her hand, fingers and arm?

2. How does Emily feel in the end?

Solution: 1. Emily eats the ice creams. 2. Emily is not well.

Role cards: Where's my ice cream?

Kate: Phew, I'm hot. Harry: I'm hot too! Samir: What about some ice cream? Kate: Good idea. A vanilla ice cream for me. A lemon ice cream for me. A strawberry ice cream for me. And a chocolate ice cream for me. I'll go to the kiosk. All: That's nice of you. Woman: Can I help you? Emily: Yes. Four ice creams, please. I'd like a strawberry, a lemon, a chocolate and a vanilla ice cream, please. Woman: Here you are. Four ice creams. Emily: Thank you. How much is that? Woman: That's £1.60. Emily: £1.60. Here you are. Samir: Where's Emily? Kate: There she is. Harry: Where's my lemon ice cream? Samir: Where's my strawberry ice cream? Kate: Where's my vanilla ice cream? Kate: Where's my vanilla ice cream? All: And where's your chocolate ice cream? Emily: Sorry. Oh, I'm not well.	Kate: Phew, I'm hot. Harry: I'm hot too! Samir: What about some ice cream? Kate: Good idea. A vanilla ice cream for me. Harry: A lemon ice cream for me. Samir: A strawberry ice cream for me. Emily: And a chocolate ice cream for me. I'll go to the kiosk. All: That's nice of you. Woman: Can I help you? Emily: Yes. Four ice creams, please. I'd like a strawberry, a lemon, a chocolate and a vanilla ice cream, please. Woman: Here you are. Four ice creams. Emily: Thank you. How much is that? Woman: That's £1.60. Emily: £1.60. Here you are. Samir: Where's Emily? Kate: There she is. Harry: Where's my lemon ice cream? Samir: Where's my strawberry ice cream? Kate: Where's my vanilla ice cream? All: And where's your chocolate ice cream? Emily: Sorry. Oh, I'm not well.
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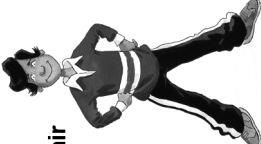


Kate



Harry

Role cards: Where's my ice cream?

	
Kate: Phew, I'm hot. Harry: I'm hot too! Samir: What about some ice cream? Kate: Good idea. Harry: A vanilla ice cream for me. A lemon ice cream for me. Samir: A strawberry ice cream for me. Emily: And a chocolate ice cream for me. I'll go to the kiosk. All: That's nice of you. Woman: Can I help you? Emily: Yes. Four ice creams, please. I'd like a strawberry, a lemon, a chocolate and a vanilla ice cream, please. Woman: Here you are. Four ice creams. Emily: Thank you. How much is that? Woman: That's £1.60. Emily: £1.60. Here you are.	Samir 
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Kate: Phew, I'm hot. Harry: I'm hot too! Samir: What about some ice cream? Kate: Good idea. Harry: A vanilla ice cream for me. A lemon ice cream for me. Samir: A strawberry ice cream for me. Emily: And a chocolate ice cream for me. I'll go to the kiosk. All: That's nice of you. Woman: Can I help you? Emily: Yes. Four ice creams, please. I'd like a strawberry, a lemon, a chocolate and a vanilla ice cream, please. Woman: Here you are. Four ice creams. Emily: Thank you. How much is that? Woman: That's £1.60. Emily: £1.60. Here you are.	Emily Kate: Where's Emily? There she is. Harry: Where's my lemon ice cream? Where's my strawberry ice cream? Where's my vanilla ice cream? All: And where's your chocolate ice cream? Emily: Sorry. Oh, I'm not well.

Role cards: Where's my ice cream?



Woman

Kate: Phew, I'm hot.
Harry: I'm hot too!
Samir: What about some ice cream?
Kate: Good idea.
A vanilla ice cream for me.
Harry: A lemon ice cream for me.
Samir: A strawberry ice cream for me.
Emily: And a chocolate ice cream for me.
I'll go to the kiosk.
All: That's nice of you.

Woman: Can I help you?
Emily: Yes. Four ice creams, please. I'd like a strawberry, a lemon, a chocolate and a vanilla ice cream, please.

Woman: Here you are. Four ice creams.

Emily: Thank you. How much is that?

Woman: That's £1.60.

Emily: £1.60. Here you are.

Samir: Where's Emily?
Kate: There she is.
Harry: Where's my lemon ice cream?
Samir: Where's my strawberry ice cream?
Kate: Where's my vanilla ice cream?

All: And where's your chocolate ice cream?

Emily: Sorry. Oh, I'm not well.

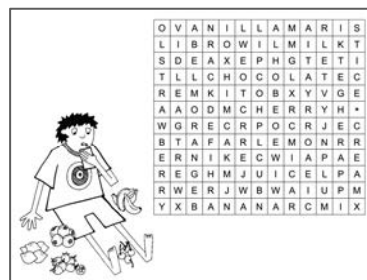
Check your English

1 How much is it? (Activity Book, Seite 40)

- Höre dir die CD Nr. 58 mehrmals an.
- Trage die richtigen Preise ein.
- Vergleiche deine Eintragungen mit denen eines anderen Kindes.
- Lest euch eure Sätze abwechselnd vor.

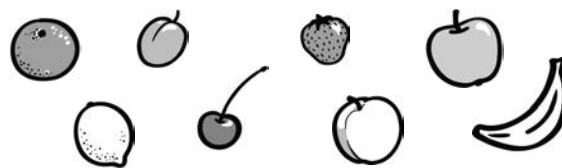
2 Word search (Activity Book, Seite 40, Kopiervorlage 55)

- Finde sechs bekannte Wörter in dem Buchstabenrätsel.
- Male sie farbig an.
- Vergleiche dein Ergebnis mit dem Lösungsblatt.
- Schreibe die Wörter auf.



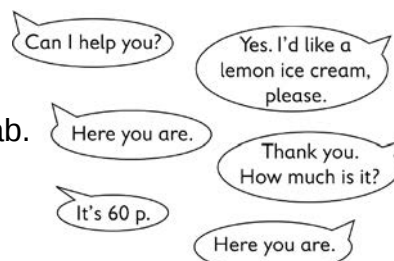
3 Song: I like fruit (Activity Book, Seite 40)

Singe mit einem anderen Kind das Lied
I like fruit vor.



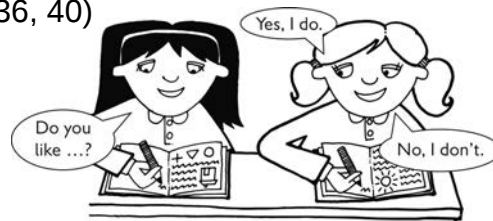
4 Can I help you? (Activity Book, Seite 40)

- Lies das Einkaufsgespräch mit einem anderen Kind zweimal laut durch. Wechselt euch in den Rollen ab.
- Wählt eine beliebige Minibildkarte *Fruit* und spielt damit das Gespräch nach. Wechselt euch in den Rollen ab.



5 Our favourite ice cream (Activity Book, Seiten 36, 40)

- Schreibe deinen Namen und den eines anderen Kindes in die Tabelle.
- Stellt einen Sichtschutz auf und hakt ab, welches Eis ihr selbst mögt.
- Fragt euch gegenseitig und füllt aus, was das andere Kind mag.
- Vergleicht, ob alle Häkchen an der richtigen Stelle sind.



6 Minibildkarten: *Fruit*

Hast du alle Aufgaben geschafft?

Spielt zu zweit ein Spiel mit den Minibildkarten *Fruit*.

Word search



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

Solution

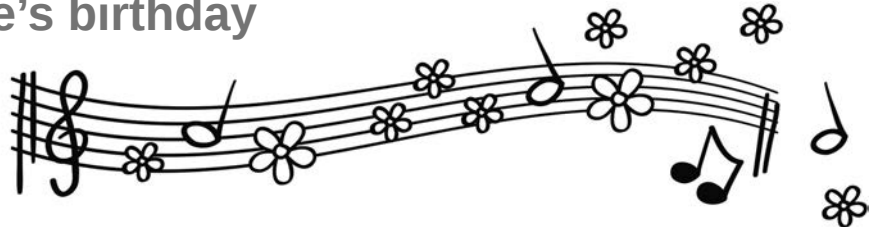
O	V	A	N	I	L	L	A	M	A	R	I	S
L	I	B	R	O	W	I	L	M	I	L	K	T
S	D	E	A	X	E	P	H	G	T	E	T	I
T	L	L	C	H	O	C	O	L	A	T	E	C
R	E	M	K	I	T	O	B	X	Y	V	G	E
A	A	O	D	M	C	H	E	R	R	Y	H	*
W	G	R	E	C	R	P	O	C	R	J	E	C
B	T	A	F	A	R	L	E	M	O	N	R	R
E	R	N	I	K	E	C	W	I	A	P	A	E
R	E	G	H	M	J	U	I	C	E	L	P	A
R	W	E	R	J	W	B	W	A	I	U	P	M
Y	X	B	A	N	A	N	A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

Pair check (1)

Read out loud. Tick (✓). / Draw.

Name:	Name:
 ice cream ☐ juice ☐ peach ☐	 strawberry ☐ cherry ☐ plum ☐
 chocolate ☐ milk ☐ drink ☐	 grass ☐ park ☐ water ☐
 cherry ☐ peach ☐ lemon ☐	 plum ☐ banana ☐ lemon ☐
 tree ☐ grass ☐ park ☐	 peach ☐ cherry ☐ banana ☐
 orange ☐ plum ☐ lemon ☐	 ice cream ☐ milk ☐ orange juice ☐
banana	orange

Song: Someone's birthday



Someone's birthday is today, is today, is today.
Someone's birthday is today, and it's our (...).

Let's prepare a birthday cake,
Birthday cake, birthday cake.
Let's prepare a birthday cake,
Just for our (...).

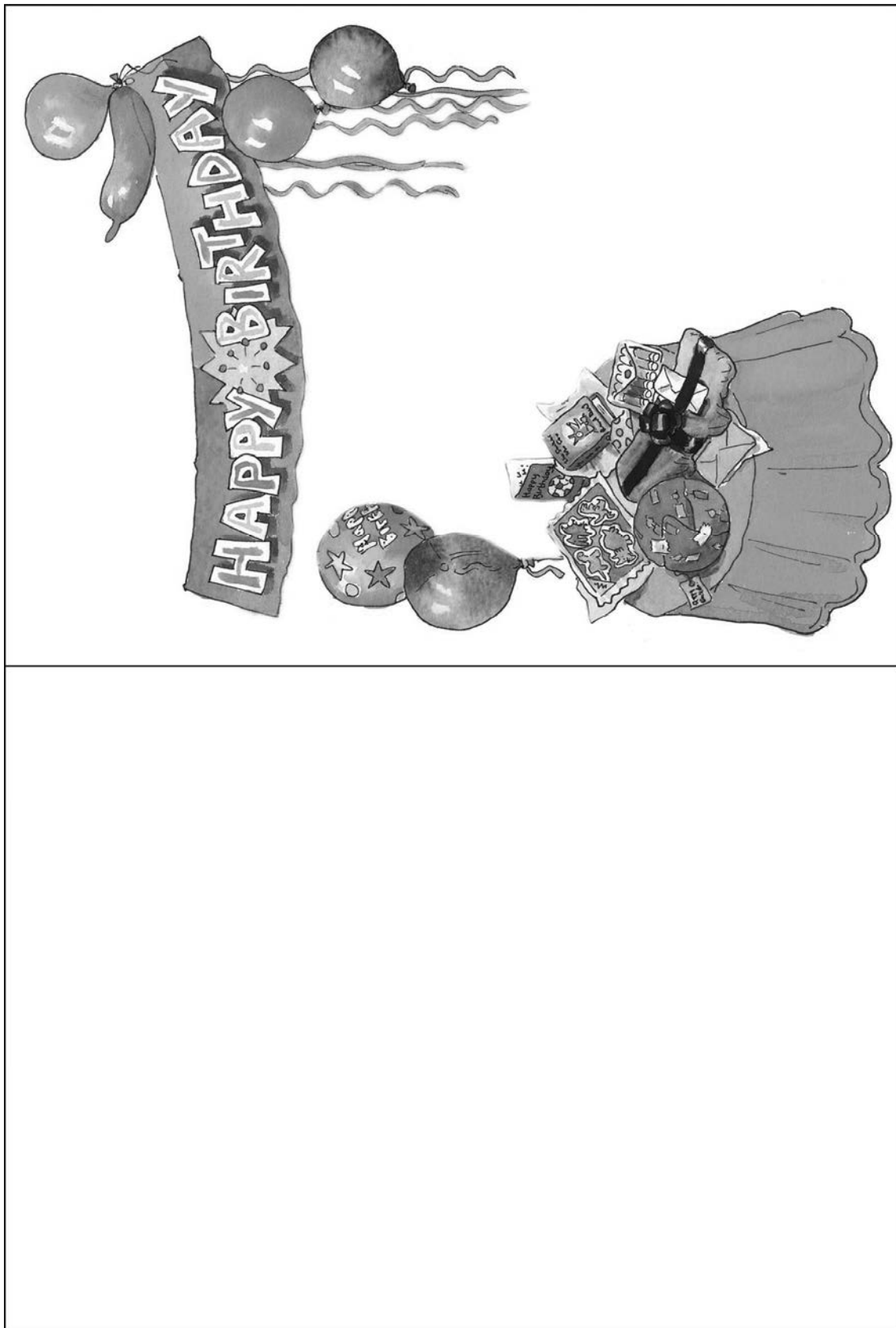
Add a candle for each year,
For each year, for each year.
Add a candle for each year,
Just for our (...).

Make a special birthday card,
Birthday card, birthday card.
Make a special birthday card,
Just for our (...).

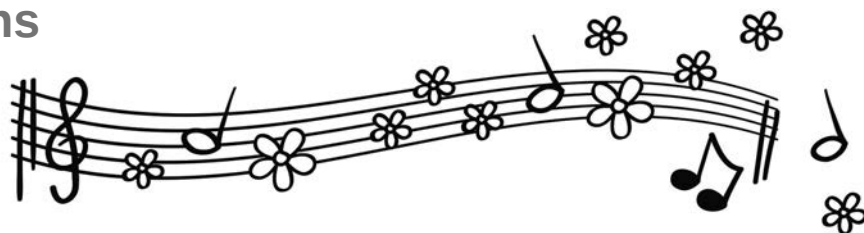
Sing the Happy Birthday song,
Birthday song, Birthday song.
Sing the Happy Birthday song,
Just for our (...).



Birthday card

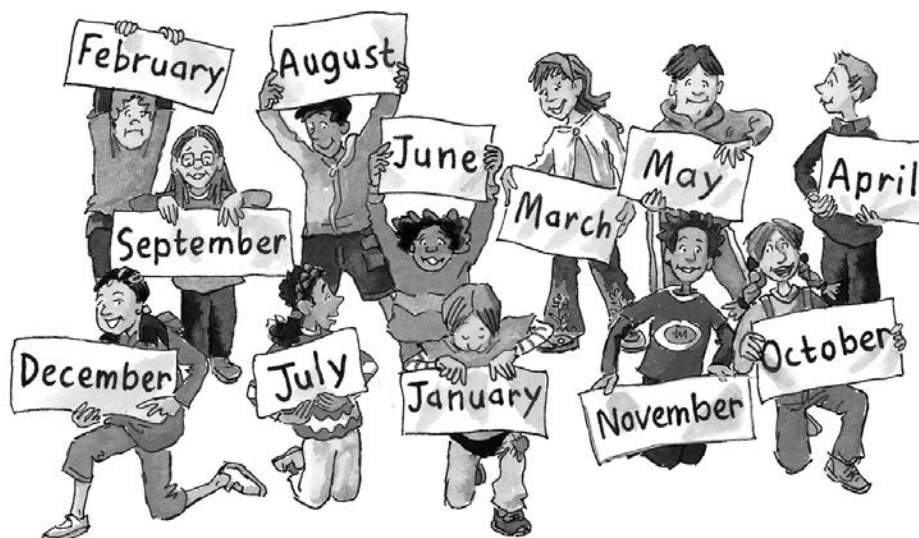


Song: 12 months



January, February, March, April,
May, June, July, August,
September, October, November, December,
Then we turn around.

December, November, October, September,
August, July, June, May,
April, March, February, January,
Then we turn around.



Christmas words

 **1 Draw lines. Write the words.**


Christ


cking


sto


sent


rein


mas

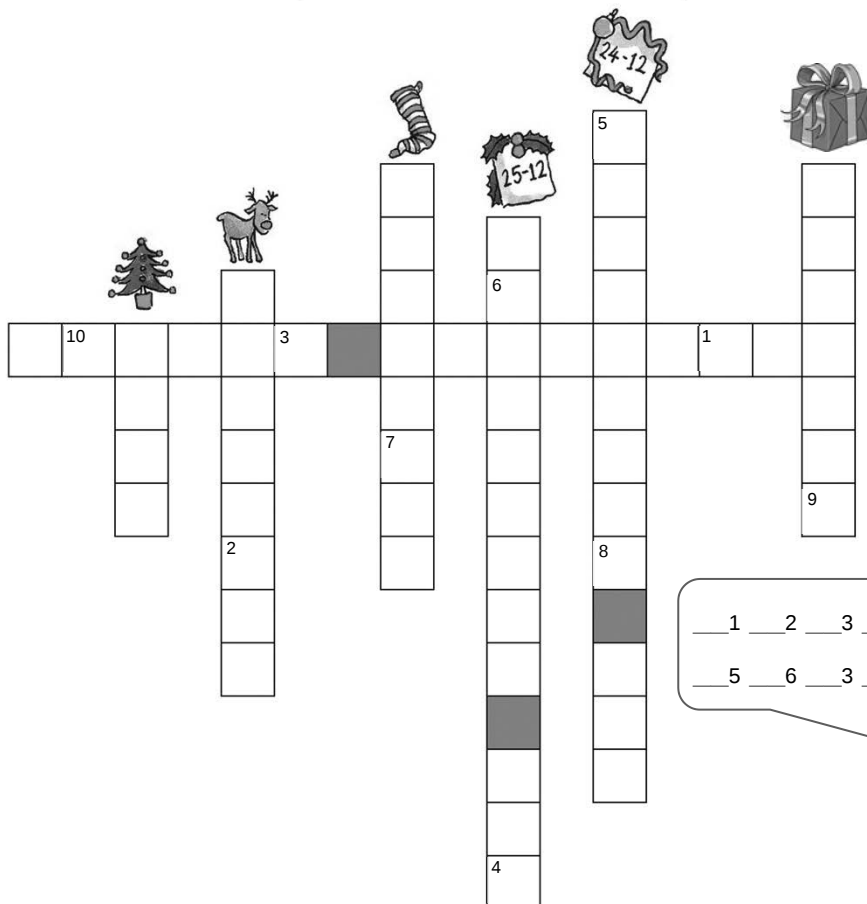

pre


deer

 **2 Write the words in the crossword.**

 **3 Write the solution.**

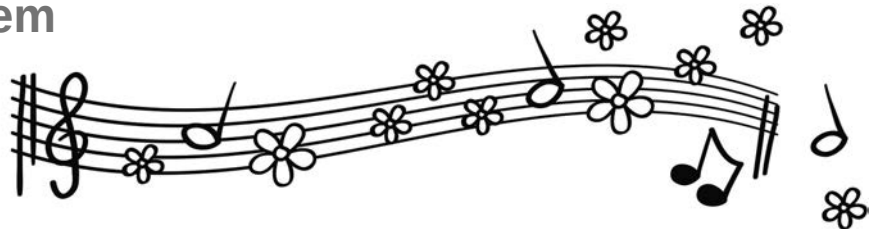
Christmas Day · Christmas Eve
Father Christmas · present · reindeer · stocking · tree

1 2 3 3 4

5 6 3 7 8 9 1 10 8

Song: I hear them



I hear them, I hear them,
I hear them on the roof!

The reindeer are coming,
I hear each prancing hoof!

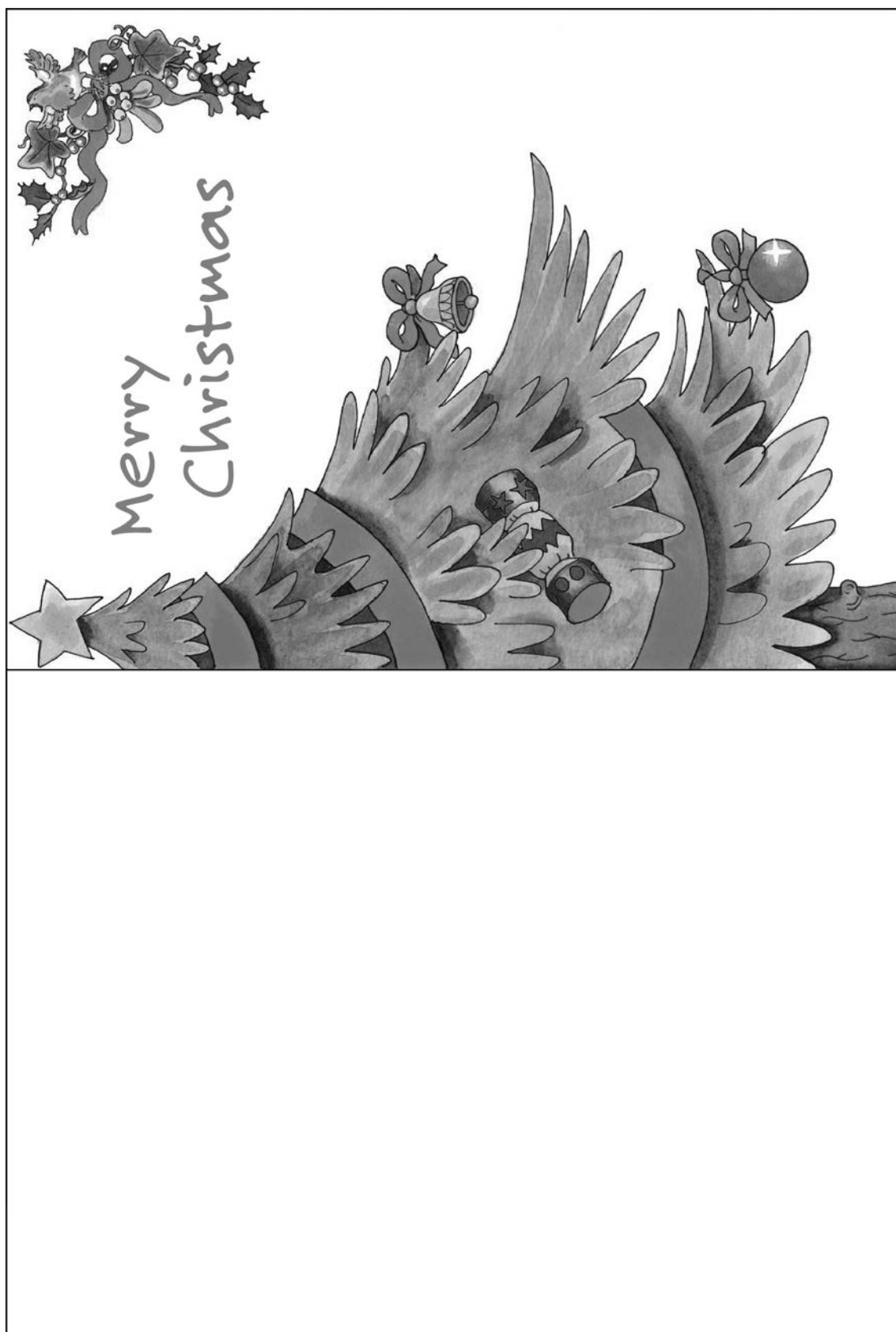
With a jingle, jingle bell,
And a clop, clop, clop,

And a clatter, clatter, clatter
At the chimney top.

I hear them, I hear them,
I hear them on the roof!



Christmas card



My Valentine card

