Sunshine 3
Handreichungen für den Unterricht
mit Kopiervorlagen
mit Audio-CD und CD-ROM

Cornelsen
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Symbole und Abkürzungen

B = Bildkarten
M = Minibildkarten
S = Storykarten
W = Wortkarten

KV = Kopiervorlage
L = Lehrkraft
S = die Schülerin/der Schüler/die Schülerinnen und Schüler

CD 1 = Audio-CD (Vollfassung), Track 1
S-CD 1 = Schüler-CD im Activity Book, Track 1
☆ Zuschaueraufgabe 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)

<p>| | | |</p>
<table>
<thead>
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<td>11</td>
<td>12</td>
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</table>
## Numbers (one–twelve)

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<td>five</td>
<td>six</td>
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<td>seven</td>
<td>eight</td>
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<tr>
<td>nine</td>
<td>ten</td>
</tr>
<tr>
<td>eleven</td>
<td>twelve</td>
</tr>
</tbody>
</table>
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
```

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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)


Name: scooter  cowboy  toast

Name: spaghetti  popcorn  cornflakes

in-lines skates  skateboard  mountain bike

soft toy  snowboard  football

snowboard  scooter  football

soft toy  scooter  jeans

scooter  popcorn  computer

cupcake  cowboy

football  skateboard  snowboard

mountain bike  cowboy  toast

in-line skates  scooter
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 _________________

It’s _________________

It’s _________________

It's _________________

It's _________________

It's _________________
Family crossword

1 Find the words and circle them. 

2 Write the words.

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

- 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
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)

4 Colours (Activity Book, Seite 10)
a) Arbeitet zu zweit. Legt eure Minibildkarten Colours bereit und stellt einen Sichtschutz auf.
b) Diktier 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
Pair check (2)

Read, write and talk.

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ____ a brother?</td>
<td>No, I ____</td>
</tr>
<tr>
<td>My favourite colour is ____</td>
<td>What’s your ____ colour?</td>
</tr>
<tr>
<td>What’s your telephone number ____?</td>
<td>My telephone number ____ …</td>
</tr>
<tr>
<td>____ you got a sister?</td>
<td>I have.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>name</th>
<th>apple</th>
<th>carrot</th>
<th>peas</th>
<th>broccoli</th>
<th>tomato</th>
<th>bread</th>
<th>none</th>
</tr>
</thead>
</table>

|   |   |   |   |   |   |   |   |
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. 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.
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.

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.
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.
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.
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)
   a) Nenne einem anderen Kind die englischen Namen der abgebildeten Tiere.
   b) Mache ein Häkchen für jedes Tier, das du genannt hast.
   c) Schreibe die englischen Wörter für die Tiere auf.

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)


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<thead>
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<th>Name:</th>
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<tbody>
<tr>
<td>cat</td>
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<tr>
<td>rat</td>
<td>hamster</td>
</tr>
<tr>
<td>fish</td>
<td>dog</td>
</tr>
<tr>
<td>frog</td>
<td>rabbit</td>
</tr>
<tr>
<td>guinea pig</td>
<td>rat</td>
</tr>
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<td>budgie</td>
<td>hamster</td>
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<td>dog</td>
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<tr>
<td>guinea pig</td>
<td>rabbit</td>
</tr>
<tr>
<td>mouse</td>
<td>hamster</td>
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<tr>
<td>carrot</td>
<td>apple</td>
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Fotos: Fotolia (Fisch: Irina Tischenko; Frosch: Cynoclub; Hamster, Ratte: Vera Kuttelvaserova; Hund: oxlikko; Kaninchen: Anatolii; Katze, Maus: Szasz-Fabian Jozsef, Meerschwein: Wojciech Kusiak; Weltsittig: Denis Tabler)
Helper dogs

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 ___________________________.

police dog
guide dog
rescue dog
sheep dog

good eyes
a good nose
good ears
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 ▶.

2 Write the words.

book · glue stick · pen · pencil · pencil case · pencil sharpener · rubber · ruler · school bag · scissors
What's missing?

1 Write.

I haven't got a

Please take your rubber, your ruler and your pencil.

I haven't got a

I haven't got a

I've got a

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.

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.
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.
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.
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!
Check your English

1 Song: My school things
   Singt das Lied gemeinsam.

2 Things in a pencil case (Activity Book, Seite 22)
   a) Spiele die CD Nr. 31 ab. Sieh dir dabei die Abbildungen an.
   b) Höre den Text ein zweites Mal. Schreibe die Zahlen aus dem CD-Text unter
die Schulgegenstände.
   c) 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)
   a) Arbeitet zu zweit. Stellt einen Sichtschutz auf.
      Diktiert euch abwechselnd, in welchen Farben
die Gegenstände angemalt werden sollen.
   b) 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: Can I have your scissors, _______?

Name: _______ you are.

Name: Sorry, I _______ a pencil.

Name: Can I have your _______, please?

Name: Is the teacher _______ the board?

Name: Yes, he _______.

Name: The _______ is In the school bag.

Name: _______ 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.

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Role cards: A funny boy

Kate’s father: Can I help you?
Boy: Yes, can I have the shirt, please?
Kate’s father: The pink shirt?
Boy: Yes, I like pink.
Kate’s father: Oh, the shirt is too big!
Boy: That’s OK. I like the shirt.

Kate and her friends (giggling): He’s funny.

Boy: Can I have the trousers, please?
Kate’s father: The yellow trousers?
Boy: Yes, I like yellow.
Kate’s father: Oh, the trousers are too small!
Boy: That’s OK. I like the trousers.

Kate and her friends (giggling): He’s so funny.

Boy: Can I have the shoes, please?
Kate’s father: The green shoes?
Boy: Yes, I like green.
Kate’s father: Oh, your feet are too small!
Boy: That’s OK. I like the shoes.

Kate and her friends (laughing): He’s so funny.

Boy: What’s so funny?
Samir: You’re funny.

Kate’s father: Can I help you?
Boy: Yes, can I have the shirt, please?
Kate’s father: The pink shirt?
Boy: Yes, I like pink.
Kate’s father: Oh, the shirt is too big!
Boy: That’s OK. I like the shirt.

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Boy: Can I have the shoes, please?
Kate’s father: The green shoes?
Boy: Yes, I like green.
Kate’s father: Oh, your feet are too small!
Boy: That’s OK. I like the shoes.

Kate and her friends (laughing): He’s so funny.

Boy: What’s so funny?
Samir: You’re funny.
Role cards: A funny boy

Kate’s father: Yes, can I help you?
Boy: Yes, can I have the shirt, please?
Kate’s father: The pink shirt?
Boy: Yes, I like pink.
Kate’s father: Oh, the shirt is too big!
Boy: That’s OK. I like the shirt.

Kate and her friends (giggling): He’s funny.

Boy: Can I have the trousers, please?
Kate’s father: The yellow trousers?
Boy: Yes, I like yellow.
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Boy: Yes, I like green.
Kate’s father: Oh, your feet are too small!
Boy: That’s OK. I like the shoes.

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Boy: What’s so funny?
Samir: You’re funny.

Kate’s father: Yes, can I help you?
Boy: Yes, can I have the shirt, please?
Kate’s father: The pink shirt?
Boy: Yes, I like pink.
Kate’s father: Oh, the shirt is too big!
Boy: That’s OK. I like the shirt.

Kate and her friends (giggling): He’s funny.

Boy: Can I have the trousers, please?
Kate’s father: The yellow trousers?
Boy: Yes, I like yellow.
Kate’s father: Oh, the trousers are too small!
Boy: That’s OK. I like the trousers.

Kate and her friends (giggling): He’s so funny.

Boy: Can I have the shoes, please?
Kate’s father: The green shoes?
Boy: Yes, I like green.
Kate’s father: Oh, your feet are too small!
Boy: That’s OK. I like the shoes.

Kate and her friends (laughing): He’s so funny.

Boy: What’s so 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.
   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 Mole’s Kleidungsstücke heißen.
   b) Überprüfe mithilfe der Trennkarte Clothes, ob du die Wörter richtig geschrieben hast.

4 Dialogue (Activity Book, Seite 28)
   Arbeiten 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.**

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<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>hat</td>
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<td>helmet</td>
<td>T-shirt</td>
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<td>trousers</td>
<td>cap</td>
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<td>coat</td>
<td>socks</td>
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<td>trousers</td>
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<tr>
<td>hat</td>
<td>scarf</td>
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Write the words

1 Find the right words.

- SHTIR
- TROUESRS
- BLTE
- TEI
- SCKOS
- SOEHS
- SCAFR
- GIEARFF
- GIATN
- TOAG
- MOSUE
- FXO
- DGO

2 Look at the numbers. Write the solution.

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.
Is it Emily?


2. Talk to your partner.

Harry is reading in the garden.

Samir is watching TV in the bedroom.

Emily is playing football in the garden shed.

Kate is listening to music in the living room.

Emily is meeting friends in the garden.

3. Write sentences. Work with a partner.

Yes, she is.

No, she isn't.
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 (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.
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!
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Nick (shouting): I like playing football!

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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.
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Harry (thinking out loud): What can we do?
Harry: Have you got a football, Nick?
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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?
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Harry (shouting): Yes, Nick. – But not in the living room!
Nick: Oh dear, sorry.
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.
Check your English

1 Rooms (Kopiervorlage 46, Aufgaben 1 und 2)
   a) Spiele die CD Nr. 49 mehrmals ab. Verbinde die Gegenstände mit den Zimmern, in denen sie sich befinden.
   b) Vervollständige die Sätze.
   c) Vergleiche deine Sätze mit denen eines anderen Kindes und lies diesem die Sätze vor.

2 Activities (Activity Book, Seite 34)
   a) Arbeitet zu zweit. Diktiert einander abwechselnd, in welcher Reihenfolge die Tätigkeiten nummeriert werden sollen.
   b) 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)
   a) Frage ein anderes Kind, was es gerne tut.
   b) Mache ein Härkchen bei den Tätigkeiten, die das andere Kind mag.
   c) Tauscht die Rollen. Sage dem anderen Kind, was du gerne machst.

5 Reading (Kopiervorlage 46, Aufgabe 3)
   a) Lies die Sätze leise und schreibe die Nummern zu den passenden Bildern.
   b) Vergleiche deine Eintragungen mit denen eines anderen Kindes und mit dem Lösungsblatt.
   c) Lest einander die Sätze vor.

6 Minibildkarten: Free-time activities
Rooms

1. Listen. Draw lines.

2. Complete the sentences.

- The shoes are in the ________________.
- The book is in the ________________.
- The pullover is in the ________________.
- The lunch box is in the ________________.

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.
## Pair check (2)

Read, write and talk.

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

**Name:**

- Do you like _______?
- Yes, it _______ in the bathroom.
- What about _______?
- That’s _______.

**Name:**

- _______, I do. I like singing.
- Is it in the _______?
- _______ idea.
- _______ 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.

<table>
<thead>
<tr>
<th>Smiley</th>
<th>Sad</th>
</tr>
</thead>
</table>

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.
Harry: A vanilla ice cream for me.
Samir: A lemon 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.

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.
Samir: A strawberry ice cream for me.
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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.
Role cards: Where’s my ice cream?

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Harry: I’m hot too!
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Kate: There she is.
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All: And where’s your chocolate ice cream?
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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.
Role cards: Where’s my ice cream?

Kate: Phew, I’m hot.
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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)
   a) Höre dir die CD Nr. 58 mehrmals an.
   b) Trage die richtigen Preise ein.
   c) Vergleiche deine Eintragungen mit denen eines anderen Kindes.
   d) Lest euch eure Sätze abwechselnd vor.

2 Word search (Activity Book, Seite 40, Kopiervorlage 55)
   a) Finde sechs bekannte Wörter in dem Buchstabenrätsel.
   b) Male sie farbig an.
   c) Vergleiche dein Ergebnis mit dem Lösungsblatt.
   d) 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)
   a) Lies das Einkaufsgespräch mit einem anderen Kind zweimal laut durch. Wechselt euch in den Rollen ab.
   b) 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)
   a) Schreibe deinen Namen und den eines anderen Kindes in die Tabelle.
   b) Stellt einen Sichtschutz auf und hakt ab, welches Eis ihr selbst mögt.
   c) Fragt euch gegenseitig und füllt aus, was das andere Kind mag.
   d) Vergleicht, ob alle Hämchen an der richtigen Stelle sind.

6 Minibildkarten: Fruit
   Hast du alle Aufgaben geschafft?
   Spielt zu zweit ein Spiel mit den Minibildkarten Fruit.
Word search

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Solution

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## Pair check (1)

**Read out loud. Tick (✓). / Draw.**

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<td>orange</td>
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</table>
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

Illustration: Beehive Illustration, Cirencester, England: Neil Chapman
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
ting
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


Illustration: Christian Bartz, Berlin; Beehive Illustration, Cirencester, England: Neil Chapmann, Mike Philipps; Mary Hall, Bath, England; Katharina Wieker, Berlin
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