UNIT 1: Trends and fashion

2. Different types of clothing (Activity Book, Seite 4)

1:

Headgear: cap, beanie, fancy lady's hat, cowboy hat
Upper body clothing: T-shirt, jumper, jacket, blouse
Lower body clothing: shorts, jeans, tights, trousers
Footwear: sneakers, boots, sandals, slippers

3. Do you know these patterns? (Activity Book, Seite 4)

1:

tartan, floral, checked, striped, spotted

4. From picture to text (Activity Book, Seite 5)

1-5:

Der Text links gehört zu Abbildung A, der Text in der Mitte zu G, der Text rechts zu F.

7. The history of jeans (Activity Book, Seite 8)

1-2:

A Jeans from Genoa
B Trousers with strong pockets
C Jeans for cowboys and workers
D Trendsetter James Dean
E From designer wear to everday clothes
F Indigo, the colour of jeans

9. Jeans in other languages (Activity Book, Seite 9)

1-5:

1. *Spanish, Dutch, Serbian, Turkish, Norwegian*
2. Das türkische Wort *blucin*
3. Das spanische Wort *vaqueros* (von *vaca* = cow)
4. *Spiker* = Nagel, *broek* = Hose

10. What do people think about school uniforms? (Activity Book, Seite 10)

1-3:

Pro: (Cameron)
—*The uniform is practical and comfortable.*
—*I never have to think of what to wear.*
—*I can save my good stuff for nights and weekends.*
—*All my friends wear the same things.*
—*My mum and dad can save quite a bit of money.*

Con: (Bronwyn)
—*The uniform isn't at all fashionable.*
—*I have to wear the same clothes every day.*
—*I can't add my own accessories to the uniform.*
—*I don't think it's comfortable.*
—*After a couple of washings the clothes look out of shape.*
—*The choir uniform is too formal.*
—*The blue ribbon looks ridiculous.*

4:

Hörtext, Track 13
I like
What's good too
My mum thinks it's good because

Hörtext Track 14
I really get fed up
isn't at all
I don't think it's
I wish we had

5:

a = false, b = true, c = true, d = false, e = true, f = false, g = false, h = true

UNIT 2: The Alps – a tourist attraction

1. Holiday regions (Activity Book, Seite 19)

1-2:

Genève: *purple*

Lake Geneva Region: *yellow*

Wallis/Valais: *blue*

Fribourg Region: *green*

Drei-Seen-Land / Pays des Trois-Lacs: *blue*

Berner Oberland: *red*

Bern: *purple*

Basel: *yellow*

Luzern/Lucerne: *orange*

Zurich: *blue*

Ostschweiz: *red*

Graubünden: *green*

Ticino: *yellow*

2. Swiss place names in other languages (Activity Book, Seite 20)

1-3:

Regionen und Städte mit englischen Versionen ihres Namens sind entweder von internationaler Bedeutung wie *Geneva* oder *Basle (an industrial city on the Rhine,* The New Oxford Dictionary of English) oder bekannte Touristenorte, deren Namen Englischsprachige nur schwer aussprechen können *(Lucerne — z/c)* oder deren Namen sie anglisiert haben *(Bernese Oberland).*

4:

Genève, Vaud, Jura, Neuchâtel, (Valais, Fribourg)

3. Holiday plans (Activity Book, Seiten 20–21)

1:

Phone call one: Pat — mother (Sue)

Phone call two: father (Jeff) — mother (Sue)

Phone call three: Jimmy — mother (Sue)

Phone call four: Jenny — Liz

2:

Phone call one: Statements 2 and 4 are correct, Pat's joke is statement 4

Phone call two: Statements 1, 3 and 4 are correct

3:

He is going to ride a horse today.

4. From scene to sound (Activity Book, Seite 22)

1-3:

	scene	*sound*
hiking	✗	✗
off-piste skiing	✗	✗
paragliding	✗	
swimming		
climbing	✗	✗
mountain biking	✗	
tobogganing	✗	
walking (with family)	✗	✗
enjoying a picnic / relaxing	✗	
snowboarding	✗	✗
bungee jumping		

5. What's up in Zermatt? (Activity Book, Seite 23)

1-3:

In einigen Sätzen kommen mehrere Wörter vor, im vierten Satz kommt kein Wort vor.

Deutsch	Français	Italiano	English
anlocken	attirer	attirare	*attracting/attract*
Ferien	vacances	vacanze	*vacation*
Aktivitäten	activités	attività	*activities*
Landschaft	paysage	paesaggio	*landscape*
Gast	hôte	ospite	*guests*
Paradies	paradis	paradiso	*paradise*
Geld	argent, monnaie	denaro, moneta	*money*
garantieren	garantir	garantire	*guarantee*
Führer	guide	guida	*guide*

6. A class trip to Switzerland (Activity Book, Seiten 24–25)

1-3:

The only activities for good weather are: having a picnic, walking to the gorge, visiting a rope park, playing mini golf

4:

Mit Grün markieren:

— *We all tried fresh milk at an Alpine dair y this afternoon.*

— *We played minigolf … / Had a great day: walked to a gorge and visited a rope park.*

— *Yesterday we went to a rope park.*

— *Our class played table tennis with them and we learnt some Japanese.*

Mit Orange markieren:

— *Tomorrow we're going to visit a rope park.*

— *Going to beat you too soon!*

— *Going to have lunch now.*

— *We're going to play minigolf with them tomorrow.*

5-6:

Rita: Wednesday — after dinner / in the evening

Mike: Thursday — after dinner / in the evening

Luke: Friday — in the morning / before lunch, 12th June

Stella: Wednesday — after dinner / in the evening, 10th June

8. Writing text messages (Activity Book, Seite 26)

1:

a — 3
b — 4
c — 6
d — 5
e — 1
f — 2

2:

(Ideen)

Played minigolf. I'm class champion! going 2 beat u soon.

Walked 2 a gorge.

visited a rope park. B4n. M

Went to rope park, cool! Now lunch. Txs 4 pocket money! Cu! Luke

Japanese group at our hostel. Played table tennis & learnt Japanese.

2morrow minigolf 4 all! h2cus! S x

9. Navigation help (Activity Book, Seite 27)

Mrs Helpful: Oh, that's easy. Hmm ... I think it's best if you ==take the next road on the right==. ==Follow that road until you come to a crossing.== *Now wait a minute ... oh yes,* ==turn left at the crossing== *and then* ==turn right== *again. Then* ==walk along the road until== *you get to a big red building.* ==That's the== *supermarket.* ==Walk past== *the supermarket. Then* ==turn right==. *I think you can see the station from* ==there==. *Oh no, you can't. But it isn't far. Just* ==follow the road until== *you get to a big car park; it's right* ==next to== *the station.*

Andy: Okay, let me see if I got that correct: ==first to the right==, *then* ==straight on== *to the crossing, then I* ==turn left==, ==then right again==. ==Past== *the supermarket, then I turn* ==right==, ==keep walking== *to the car park, and* ==there's== *the station.*

10. For tourists from all over the world (Activity Book, Seite 28)

4-6:

Alle drei Sätze beginnen mit der Ortsangabe. Nachher werden im deutschen Satz das Subjekt und Verb (Prädikat) vertauscht, denndas Deutsche setzt das Verb (Prädikat) immer an die zweite Stelle. Die deutschsprachigen S merken, dass der Satz «Von Sankt Moritz ,aus *die Reise beginnt* auf der spektakulären Albulalinie» falsch klingt. Die zweite Ortsangabe verhält sich hingegen bei allen Sätzen gleich, wobei im Französischen der Begriff «Albula-Linie» mit «ligne de l'Albula» umschrieben wird. In englischen Sätzen bleibt die Reihenfolge der Satzbausteine stets gleich (vgl. Randspalte). «Auf dem Pausenplatz die Kinder spielen Fussball» und «Im Schulzimmer alle arbeiten am Platz» sind deshalb typische Fehler für Englischsprachige.

UNIT 3: Chocolate – a sweet story

1. Vocabulary from the cocoa plantation (Activity Book, Seite 37)

1-2:

1: banana-tree leaves
2: lift
3: ripe
4: pollinate
5: husk
6: turn

2. Our cocoa plantation (Activity Book, Seiten 38–39)

1-3:

Bild 1: *Cocoa tree and cocoa fruit;* Blüten sind weiss / Kakaofrucht ist grün

Bild 2: *Pollination;* Blüten sind weiss

Bild 3: *Harvest;* Kakaofrucht ist orangegelb

Bild 4: *Removing the husk;* Fruchtschale ist orangegelb / Kakaobohnen sind weiss

Bild 5: *Fermentation;* Kakaobohnen sind weiss

Bild 6: *Drying and turning;* Kakaobohnen sind braun

Bild 7: *Grading the cocoa;* Kakaobohnen sind braun

Bild 8: *Arriving at the warehouse;* Kakaobohnen sind braun

3. The reporter on the cocoa plantation (Activity Book, Seite 40)

1:

They grow near the equator.
A ripe fruit is orange.
They take them down with special knives or other tools.
So that the beans can ferment.
The truck takes them to the warehouses in the city.

2:

Do you like chocolate?
What (types of) chocolate do you like?
When do you eat chocolate?

4. Chocolate ingredients (Activity Book, Seite 41)

1:

cocoa mass, sugar, cocoa butter, vanilla

2:

Milk chocolate: cocoa mass, sugar, cocoa butter, milk powder, vanilla
White chocolate: cocoa butter, sugar, milk powder, vanilla

4:

Fruit: raisin, orange, berries, ...
Nuts: hazelnut, coconut, almond, walnut, macademia, peanuts, ...
Spices: pepper, salt (fleur du sel), chilli, peppermint, cardamon,
cinnamon, ...
Sweet things: caramel, marzipan, biscuits, honey, nougat, ...

6. In the chocolate factory (Activity Book, Seite 43)

1-3:

Cocoa mass (cocoa liquor) gehört ins Feld in der Mitte,
cocoa butter ins kleinere Feld unten.

4-5:

storage of cocoa beans — cleaning — crushing — roasting — grinding — (cocoa mass / cocoa liquor) — pressing — (cocoa cake, cocoa powder) / (cocoa butter) — mixing — kneading — conching — pouring

7. Question forms in different languages (Activity Book, Seite 44)

1-2:

Est-ce que tu te brosses les dents après avoir mangé du chocolat?
Putzt du deine Zähne nach dem Essen von Schokolade?
Tuesch du dini Zähn nach em Schoggi esse putze?
Ti lavi i denti dopo aver mangiato la cioccolata?

8. Ask and answer questions (Activity Book, Seite 45)

1-2:

How much wird im Zusammenhang mit *non-countable nouns* verwendet, wenn die Nomen im Singular stehen und wenn die Menge ein Anteil eines Ganzes oder nicht zählbar ist.
How many wird im Zusammenhang mit einer Stückzahl verwendet, wenn die Nomen zählbar sind *(countable nouns)* und es darum geht, die Anzahl zu erfragen.
— *how many* = wie viele: *How many sweets / chocolate bunnies / apples / cups of tea …*
— *how much* = wie viel: *How much milk / honey / money / mineral water / tea …*

3:

You are two chocolate experts!

9. How much do you know about the history of chocolate? (Activity Book, Seite 46)

1-2:

1. They made a drink from the fruit of the cocoa tree.
2. South and Central America
3. It tasted very bitter.
4. in France
5. in 1819
6. Daniel Peter
7. a new mixing machine, called the conche
8. Because Swiss milk was added that gave the chocolate a refined taste. /
Because the conching process made chocolate melt in your mouth.

10. Preparing for the project task (Activity Book, Seite 47)

1-2:

Spalte 1:

How much chocolate does Switzerland export?

What is the first production step in the chocolate factory?

What are the ingredients of dark chocolate?

How many tons of chocolate does Switzerland sell every year?

Spalte 2:

Do you eat chocolate every day?

Where do you buy your chocolate?

Do you prefer sweet or salty snacks?

Does your family eat a lot of chocolate in a week?

Spalte 3:

When did Cortez bring chocolate to Europe?

Who created the first bar of chocolate?

What was the name of the first chocolate factory in Switzerland?

Did the Aztecs have a big treasure full of gold and silver?

UNIT 4: Story time

1. Wanted (Activity Book, Seite 53)

5:

Wanted for piracy: He is wearing long black boots, a black three-cornered hat, a purple velvet jacket. He is carrying a sword. He smells of fish.

2. Help from a pirate? (Activity Book, Seiten 54–55)

4-5:

(mögliche Lösung)
Today I met a pirate! His name is Gappy Todd. He's real and he carries a sword. He said he had been a bad man in his lifetime and that he had walked as a ghost for 300 years because he had to help 300 people. Now I'm number 300 and he wanted to help me to become friends with Caroline. And then I said that I didn't want his help and ran away.

4. Mime and highlight (Activity Book, Seite 57)

3-5:

— *Nathan went with his class to support his school and of course to see Caroline play. (He is excited, happy to see Caroline.)*
— *Nathan thought about Gappy Todd and went very red. (He feels embarrassed because he knows where this smell comes from.)*
— *Poor Nathan went even redder. Oh no! (He feels trapped and even more embarrassed because Caroline thinks he is the smelly one.)*
— *'Well, come on — stop talking,' Nathan said to Josh. (He feels jealous of Josh, because Caroline has smiled at Josh and has thanked him f or catching her.)*
— *Nathan was furious. (He is very angry with the pirate.)*

5. From text to diary (Activity Book, Seiten 58–59)

3:

(mögliche Lösung)
Today was a horrible day!! First, Gappy Todd pushed Caroline off the bus and she went flying down the steps into Josh's arms. Then he was actually on the bus and I told him that pushing Caroline was a bad idea. Josh heard what I said to the pirate and thought I was speaking to him. The pirate just grinned and said: 'He can't see me.' And now Josh thinks I'm mad. And I don't know what to do!!

6. Helping Nathan (Activity Book, Seite 60)

1-2:

—*Caroline thinks that Nathan is an idiot / a bad-tempered idiot.*

—*Josh doesn't want to be with Nathan.*

—*Gappy Todd threatens to hurt Josh if Nathan doesn't do what the pirate wants.*

—*Nathan doesn't know what to do.*

3:

(Beispiel)

Josh: riecht den Fischgestank, daneben der Pirat, der ihn mit dem Säbel bedroht.

Caroline: Gedankenblase, wie sie sich über Nathan aufregt *(Nathan is a bad-tempered idiot!)*.

7. From picture to text (Activity Book, Seiten 61–62)

3-4:

1 True

2 False: Nathan was shouting for Caroline.

3 False: The ghost was running behind Caroline.

4 True

5 True

6 True

7 False: Sandytown won the match.

8 True

9 False: Caroline was angry with Nathan.

10 True

7:

(mögliche Lösung)

Nathan: You won't believe me, but I'll tell you / let me tell you the whole story.

Josh: What's wrong? — Let me think, I have a plan.

Caroline: Nathan is a real idiot! / I can't believe what Nathan said!

8. Flow chart (Activity Book, Seite 63)

1-2:

The pirate appeared and offered to help Nathan with Caroline.

The pirate pushed Caroline off the bus.

Caroline thought Nathan was stinking of fish.

The pirate stood next to Josh and pulled out his sword.

Caroline's team lost the match.

Caroline was angry at Nathan after the match.

Josh listened to Nathan. Then he said: 'Let me think, I have a little plan.'