

PRE-UNIT

3. Classroom language (Activity Book, Seiten 4–5)

4:

zu Abb. 1: *Complete the text. / Write a sentence.*

zu Abb. 2: *Sing a song.*

zu Abb. 3: *Draw a line. / Draw a picture.*

zu Abb. 4: *Dance to the song. / Move to the rap.*

zu Abb. 5: *Practise with a partner. / Discuss with a partner.*

zu Abb. 6: *Listen and check.*

zu Abb. 7: *Look at the pictures. / Compare the two pictures.*

zu Abb. 8: *Read the questions. / Read the text.*

zu Abb. 9: *Ask a question.*

UNIT 1

1. Nationality, country and language (Activity Book, Seite 8)

1:

Spanish, Spain, Spanish; German, Germany, German; Swiss, Switzerland,

Swiss German / French / Italian / Rhaeto-Romanic; French, France, French

2: *Nationalität = nationalité, Land = pays, Sprachen = langues*

4. Pranav and his family (Activity Book, Seite 10)

1-2: *India, family, mother, brother, Switzerland, years, Swiss, speak, English*

6. A global language (Activity Book, Seite 12)

1:

Elias: *English, Swiss German (and English)*

Mint: *German, French, Thai*

Nick: *Italian, English, French*

UNIT 2

4. Warm-up and stretching (Activity Book, Seite 21)

1-2: Nummerierung der Bilder von oben nach unten: 4–1–6–3–2–5

5. What's the sport? (Activity Book, Seite 22)

1: *weightlifting, running, football, diving, skateboarding, basketball, boxing, tennis, cycling*

2: *a runner, a biker, basketball – a basketball player – play basketball, boxing – a boxer – box*

8. Tennis (Activity Book, Seite 25)

3:

Yellow: He is tall and agile. He has strong arms and fast legs.

Orange: To play tennis you need a racket and a tennis ball. Tennis is played on a court with a net.

Blue: There are three standard types of matches in tennis: ...

Red: ..., so tennis can be played all the year round.

Green: There are indoor and outdoor courts, ...

Purple: A very famous tennis player is Roger Federer. He is from Switzerland.

Brown: Roger is one of the best tennis players in the world and has won all four Grand Slam titles, most of them several times. He got the nickname 'Federer Express', because he often finishes his opponents off quickly in a match.

UNIT 3

2. True or false? (Activity Book, Seite 32)

1:

Herbin: true, false, false, true, false

Klee: false, false, true, true, false

2:

There is a lot of blue/black in this painting.

The light blue in Herbin's painting is a very cold colour.

At the bottom on the left there are two little circles and one rectangle.

Klee's painting has a cold blue background.

There are a lot of rectangles and triangles in this painting.

The name of this painting is 'Red bridge'.

3. What is where? (Activity Book, Seite 33)

1: (von links nach rechts)

Oberste Reihe: *one brown rhomboid, four green circles, two red houses*

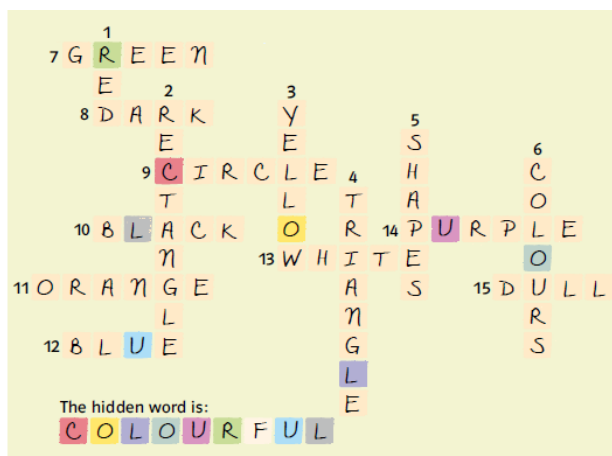
Mittlere Reihe: *a yellow square, a blue flower, three black triangles*

Unterste Reihe: *a purple star, a colourful fantasy shape, four orange Triangles*

2-3: *There is, There are, there are, there is, there is, there is, there is*

4. Shapes and colours crossword (Activity Book, Seite 34)

1:



2-3: *colourful*

7. Colour experiment (Activity Book, Seite 36)

1-2:

1 – Zeichnung oben rechts

2 – Zeichnung Mitte links

3 – Zeichnung oben links

4 – Zeichnung unten

5 – Zeichnung Mitte rechts

UNIT 4

3. Sounds: ea and ee (Activity Book, Seite 44)

3:

ea und *ee* werden meistens als langes [i:] gesprochen. (Im Deutschen entspricht das u. a. dem *ie* und *ih*.) Es gibt jedoch Ausnahmen wie *bread* und *breakfast*, die als [e] ausgesprochen werden.

4-5: *we, green, speak, teacher, seat, sweets*

4. A Sunday breakfast (Activity Book, Seite 45)

1:

Tom: *He's got toast, egg, bacon, baked beans, tea and orange juice on his table. He hasn't got cornflakes, muesli, poha ... on the/his table.*

Shanoo: *She's got poha, mango, bananas, rice and green tea on her table. She hasn't got toast, bread, butter, eggs ... on her table.*

5. A school snack (Activity Book, Seiten 46–47)

1: *They are making fruit kebabs (fruit sticks / fruit skewers).*

3: *apples, pears, bananas, melon, orange, pineapples, grapes*

4: *apples and pears, oranges, bananas, melon*

5: *bananas: eat, mash, cut in half, peel, cut into slices;*

(mögliche Lösung) *apples: peel, cut in half, cut into slices, grate (raffeln), cook, steam, bake*

6. What's in a biscuit? (Activity Book, Seite 48)

1: 2 Italy, 3 France, 4 Switzerland, 5 Britain

2-3: *The Jaffa cakes and Amaretti are the sweetest.*

4-5: *The crackers have no sugar and no butter.*

6-7: (von links nach rechts) *Galettes, Jaffa cakes, crackers, Butterfly-Feingebäck, Amaretti*

7. An international product (Activity Book, Seite 49)

1: Französisch, Englisch, Deutsch, Italienisch

4-6:

Regionale Produkte, die nur für eine bestimmte Sprachregion hergestellt werden, weisen die Angaben oft nur in einer Sprache aus.

UNIT 5

1. Animals can do amazing things (Activity Book, Seite 55)

1-2:

Horses can dance.

Sheep can recognise human faces.

Elephants can use a cursor or a joystick.

Dogs can lead disabled people.

Pigs can jump.

4. The first part of the story (Activity Book, Seite 57)

1-2:

The story is about Jack and a piglet called Pigwig.

Jack's father asks Jack to look after the piglet.

5. Jack's problem (Activity Book, Seiten 58–59)

4:

She can find things. / She can find him anywhere.

She learns how to open every door so she can follow Jack.

She learns how to play rugby.

She can tackle well.

She can play with a ball.

Every afternoon Pigwig walks to the bus stop and waits for Jack's school bus.

But Jack's father wants to sell Pigwig. Pigwig is a big pig. She weighs about a hundred kilos. Jack's father wants to take her to the market in Skipton.

6. A robber on the moors (Activity Book, Seite 60)

1-4:

z. B. unbekannte Wörter unterstreichen und deren Bedeutung erfragen, Parallelwörter erkennen, Vorwissen aktivieren und Hypothesen bilden, auf Tonfall und Soundeffekte achten, verschiedene gesprochene Stimmen wahrnehmen.

7. Jack and the robber (Activity Book, Seite 61)

1-2:

1. The robber opens the door. / 2. Jack thinks: 'Oh no, the door is open.' / 3. Jack thinks: 'Oh no, my mobile phone is in the kitchen!' / 4. The robber is in the dining room. / 5. Jack goes down the stairs very quietly. / 6. Suddenly the robber is in front of him. He has a gun in his hand. / 7. The robber says: 'Go in there and lie down!' / 8. The robber says: 'I'm going to tie you up. Lie still, boy!'

8. The end (Activity Book, Seite 62)

2: *I think the ending is (good, exciting, a happy end, boring, unexpected ...)*