

Unit 4 Let's do something fun

SB 68/1 → S1/46

L2/17

Lernziel/Kompetenz:

- Sehenswürdigkeiten auf einem Stadtplan finden

Materialien:

- Lehrer-Audio-CD 2, Track 17
- Folie 19
- Folie 21
- △ 139/1

Zeitlicher Aufwand:

- 6 Min.

SB 68/2 → L2/18

Lernziel/Kompetenz:

- einem Hörtext Informationen entnehmen und falsche Aussagen richtigstellen

Materialien:

- Lehrer-Audio-CD 2, Track 18
- KV 1: Jay and Shahid

Zeitlicher Aufwand:

- 10 Min.

Die S lernen bekannte Sehenswürdigkeiten in Greenwich kennen. Luke und Dave informieren Jay über die vielen interessanten Aktivitäten, die man in der Freizeit in Greenwich unternehmen kann. Die S begleiten die Lehrwerkskinder bei ihren Unternehmungen und lernen den Handlungsort näher kennen.

The screenshot shows a lesson page for Unit 4 'Let's do something fun'. It features a map of Greenwich with numbered locations (1-6) and corresponding photos. Below the map are listening and speaking exercises. The listening exercise involves identifying places on a map. The speaking exercise involves correcting information about Greenwich Park. There are also vocabulary and writing tasks.

SB 69/3

Lernziel/Kompetenz:

- Wortschatz zum Thema Freizeitaktivitäten sammeln

Zeitlicher Aufwand:

- 8 Min.

→ WB 45/1-2

SB 69/4 → 6

Lernziel/Kompetenz:

- in einem Film Orte erkennen und verstehen, was man dort tun kann

Materialien:

- Lehrer-DVD, Film 6
- KV 2: A look at Greenwich
- △ 139/2

Zeitlicher Aufwand:

- 12 Min.

SB 70/1 → S1/47
L2/19

Lernziel/Kompetenz:

- auf Fragen mit *do* mit Kurzantworten antworten

Materialien:

- Lehrer-Audio-CD 2, Track 19
- KV 3: Weekend plans
- ▲ 139/3

Zeitlicher Aufwand:

- 10 Min.

→ WB 46/3

SB 70/2

Lernziel/Kompetenz:

- die Regeln für Fragen und Kurzantworten mit *do* erkennen

Materialien:

- KV 4: Jay and Holly

Zeitlicher Aufwand:

- 6 Min.

→ WB 46/4

Dave, Luke und Jay schmieden am Freitagnachmittag Pläne für das Wochenende. Sie wägen die verschiedenen Interessen ab und einigen sich auf ein gemeinsames Programm.

SB 71/5

Lernziel/Kompetenz:

- in GA Dialoge ausarbeiten und vorspielen

Materialien:

- KV 6: Observation sheet - How to: Meet your friends
- KV 7: Tandem activity: Meeting a friend
- ▲ 140/5

Zeitlicher Aufwand:

- 6 Min.

→ WB 47/5, 48/6

SB 71/3

Lernziel/Kompetenz:

- sich in PA über Vorlieben und Abneigungen bei Freizeitaktivitäten austauschen

Materialien:

- KV 5: Free time activities
- ▲ 140/4

Zeitlicher Aufwand:

- 10 Min.

SB 71/4

Lernziel/Kompetenz:

- Antworten mit *do/don't* auf Fragen vervollständigen

Zeitlicher Aufwand:

- 8 Min.

SB 72/6 → S1/49
L2/21

Lernziel/Kompetenz:

- Fragen und Kurzantworten mit *does/doesn't* zu einem Hörtext beantworten

Materialien:

- Lehrer-Audio-CD 2, Track 21
- △ 140/6
- ▲ 141/7

Zeitlicher Aufwand:

- 12 Min.

→ WB 48/7

SB 72/7

Lernziel/Kompetenz:

- die Regel zur Verwendung von *do* bzw. *does* verstehen und Fragen vollständigen

Zeitlicher Aufwand:

- 8 Min.

Olivia plant mit ihrer Familie am nächsten Wochenende einen Ausflug zur *Mudchute Farm*. Sie liest die Website der Farm und informiert ihre Eltern und Geschwister über die Vor- und Nachteile des Ausflugs.

SB 73/8

Lernziel/Kompetenz:

- in PA ein Frage- und Antwortspiel zur eigenen Stadt spielen

Zeitlicher Aufwand:

- 6 Min.

→ WB 49/8-9

SB 73/9

Lernziel/Kompetenz:

- Sätze umwandeln und dieselbe Information mit *doesn't* ausdrücken

Materialien:

- △ 141/8

Zeitlicher Aufwand:

- 8 Min.

→ WB 50/10

SB 73/10

Lernziel/Kompetenz:

- in einem Dialog die fehlenden Objektpronomen einsetzen

Zeitlicher Aufwand:

- 6 Min.

→ WB 50/11

SB 74/11 → L2/23 ☉

Lernziel/Kompetenz:

- Aussagen zu einem Hörtext mit richtig/falsch beantworten

Materialien:

- Lehrer-Audio-CD 2, Track 23
- Folie 20
- KV 8: A new pig at Mudchute Farm

Zeitlicher Aufwand:

- 10 Min.

SB 74/12

Lernziel/Kompetenz:

- unbekannte Wörter auf einer Website erschließen und die wesentlichen Informationen auf Deutsch zusammenfassen

Materialien:

- KV 9: Guessing new words

Zeitlicher Aufwand:

- 15 Min.

Die S lernen die *Mudchute Farm* näher kennen. Sie erhalten Informationen in einem Hörtext und lesen die Website der Farm mit unbekanntem Wörtern. Es werden Wortschließungstechniken eingeführt und für eine Mediation verwendet.

11 People and animals on the farm

On their visit to Mudchute Farm, Olivia and Holly meet Bob Green. He works on the farm. Listen and check the sentences. Are they right or wrong? Correct the wrong sentences.

Start: 1. That's wrong. Bob lives on the hill of Dogs very near the farm.

- Bob doesn't live near the farm.
- He comes to work by bike.
- He doesn't usually work on Saturdays.
- The pigs don't have lunch.
- Olivia doesn't like the pigs.
- The pigs stay hello to everyone.
- Olivia and Holly help Bob with his work.
- The pigs' breakfast looks nice.

12 Guessing new words

WELCOME TO MUDCHUTE FARM & FARM
Mudchute Farm and Farm are open for everyone. Our farm is one of the biggest near-city farms in Europe. Visitors can see over 200 animals here: large farm animals in the fields, horses and ponies in the Riding Centre and small animals in Pets Corner. If you want to visit Pets Corner, have a walk around at Mudchute Hobbit or book a riding lesson, please check the opening times below.

Mudchute Park & Farm: Farm: Tuesday - Sunday 9 - 5, Park: All day every day
Pets Corner: Monday - Sunday 9 - 4 **Mudchute Kitchen:** Tuesday - Sunday 9 - 5
Riding Centre: Monday - Thursday 9 - 5, Friday 9 - 4:30, Saturday - Sunday 9 - 5:30
How to find us: We are on the hill of Dogs. It is easy to get here by car, train, bus (D5, D55 or D55 local), on foot, by bike, near **near** Harry or the Clockwork Light Railway (the best DLR station is Crosshair).

a) Look at the website page. Guess the words and phrases in blue. What are they in German? Explain how you can guess. The box below can help.

Example: 'Welcome' is 'Willkommen'. It's like the German word.

b) You're in London with a German friend. Find the right information and answer your friend's questions (in German).

- Was für Tiere hat Mudchute Farm?
- Wann kann man die Farm besuchen?
- Wie kommt man am besten hier?
- Ich möchte so gerne auf einem Pferd reiten! Kann man das irgendwie organisieren?
- Gibt es ein Café oder ein Restaurant?

Mediation skills

Tips for guessing new words:
Is there a picture of the word?
Is it from a word family?
(Dinner - friends, live - living room)
Is it like a German word?
Do the other words in the sentence help?

Tips for giving information:
Don't translate whole sentences.
Give the important information in your own words in German.

13 Mudchute Farm

A partner wants to visit Mudchute Farm. What can you tell him or her about the farm? Look at pages 69, 72, 74 and the photos and the brochure on this page.

Useful phrases

Mudchute Farm is amazing...
There is a... / They've got...
You can see chickens / horses / lambs / pigs / rabbits... / It's easy to get there by... / On the farm you can...

SB 75/13

Lernziel/Kompetenz:

- sich in PA über die erhaltenen Informationen austauschen

Materialien:

- KV 10: Tandem activity: A visit to Mudchute Farm
- ▲ 141/9

Zeitlicher Aufwand:

- 8 Min.

SB 76/14 → S1/51 ☉
L2/24, 2/26 ☉

Lernziel/Kompetenz:

- Wegbeschreibungen in Hörtexten verstehen und den Weg auf einem Stadtplan nachvollziehen

Materialien:

- Lehrer-Audio-CD 1, Track 24
- Lehrer-Audio-CD 1, Track 26
- Folie 21

Zeitlicher Aufwand:

- 20 Min.

SB 76/15

Lernziel/Kompetenz:

- in PA nach dem Weg fragen und Wegbeschreibungen zu einzelnen Sehenswürdigkeiten geben

Materialien:

- ▲ 142/10

Zeitlicher Aufwand:

- 8 Min.

→ WB 50/12, 51/13-14

Dave, Luke und Jay helfen einem Touristen in Greenwich bei der Suche nach der Touristeninformation. Die S üben anhand des Stadtplans von Greenwich, Fragen nach dem Weg zu beantworten und den Weg zu beschreiben.

Station 3 Helping visitors to your town

13/24 ☉ **Can you help me, please?**

A tourist stops Dave, Luke and Jay in a street in Greenwich.

Tourist: Excuse me. Can you help me, please? How do I get to the tourist information centre from here?

Jay: Sorry, I don't know. I'm new here.

Dave: Hi, I'm not sure ...

Luke: I can tell you the way. - Go down Nelson Road and turn left into King William Walk. Then go straight on past College Way. The tourist information centre is on the right, opposite Cutty Sark.

Tourist: Oh, lots of names! But thank you.

Dave: Don't worry about the names. We're on the way to Cutty Sark, so come with us.

Across cultures

Wenn du in Großbritannien die Straße überquerst, schau dir erst mal nach rechts, dann nach links, dann wieder nach rechts. Wie ist es, wo ihr wohnt? Warum?

14 Working with a map: Places in Greenwich

a) Find the streets in the dialogue on the map. Where are the boys and the tourist: A, B or C?

b) Look at the map again. What places do you know? What can you say about them?

13/26 ☉ c) Listen to the conversations in the street, and look at the map. Where do the conversations take you? Trace them on the map.

15 How to: Tell people the way → WB 142/10, 143/14

142/10 **143/14**

Act dialogues. Start at A, B or C and say how to get to the places.

1 from A to the Royal Observatory

2 from B to Cutty Sark

3 from B to the boating lake

4 from B to the Fan Museum

1 See David Fisher

Useful phrases

Asking the way:
Excuse me. How do I get to ...?
Can you tell me the way to ..., please?

Telling the way:
Go down/up ... | Go straight on. |
Turn left/right into ... | It's opposite ... |
It's on the left/right.

76 **77**

SB 78/16

Lernziel/Kompetenz:

- Fragen mit Fragewörtern in der Touristeninformation stellen und diese in PA beantworten

Materialien:

- Folie 21

Zeitlicher Aufwand:

- 10 Min.

→ WB51/15

SB 78/17

Lernziel/Kompetenz:

- Fragen und Antworten zur eigenen Stadt in PA üben

Materialien:

- △ 142/11

Zeitlicher Aufwand:

- 8 Min.

Die S stellen Fragen in der Touristeninformation und beantworten diese. Sie übertragen die Situation von Greenwich auf ihre Heimatstadt. Auf der *Skills*-Seite üben sie höfliche Fragen und Antworten bei Gesprächen auf der Straße.

The image shows two pages from a textbook. The left page (SB 78/16) is titled 'Station 3 Helping visitors to your town' and 'Questions at the tourist information centre'. It includes a matching exercise (a) where students connect question words (Excuse me, How, Where, What, When) with actions (do, does, do you, do you want to). It also has a 'Your turn' section (b) where students write questions and answers based on provided information about the Greenwich Foot Tunnel, Curly Salk museum, and Royal Observatory. The right page (SB 79/1) is titled 'Talking to people in the street' and 'How to talk to people in the street'. It features three sections: 1. Give friendly answers (a) with a matching exercise and a dialogue; 2. Use polite phrases (a) with a listening exercise and a list of phrases; 3. Practise dialogues (a) with a role-play exercise.

SB 79/1

Lernziel/Kompetenz:

- höfliche Antworten Situationen auf der Straße zuordnen

Zeitlicher Aufwand:

- 5 Min.

SB 79/2 → L2/28

Lernziel/Kompetenz:

- Aussagen in einem Hörtext verstehen und unhöfliche Aussage höflich formulieren

Materialien:

- Lehrer-Audio-CD 2, Track 28

Zeitlicher Aufwand:

- 10 Min.

→ WB 52/16

SB 79/3

Lernziel/Kompetenz:

- selbstständig Dialoge zu Szenen auf der Straße ausarbeiten

Zeitlicher Aufwand:

- 8 Min.

SB 80/Step 1

Lernziel/Kompetenz:

- einen Vorschlag für eine Umfrage auswählen

Zeitlicher Aufwand:

- 5 Min.

→ WB 53/17, 53/18

SB 80/Step 2

Lernziel/Kompetenz:

- die Umfrage planen und entsprechende Fragestellungen ausarbeiten

Material:

- KV 11: Peer evaluation – A survey about free time (Preparation)

Zeitlicher Aufwand:

- 20 Min.

→ WB 53/19

Die S bereiten in Gruppenarbeit eine Umfrage zur Freizeitgestaltung vor. Sie führen Gespräche, sammeln Informationen und werten diese in einer abschließenden Präsentation aus.

A survey about free time

After pages 70–79, you know different ways to ask for and give information. In this task, you do a survey about free time. You interview a group of classmates, and that group can interview your group. At the end, all the groups present what they find out.

Step 1 Choose a survey → WB 53/16

What information is interesting? Look at the two different surveys and choose one for your group.

Survey A: Find out which free time activities aren't popular with your classmates. Do girls and boys like different activities? Find out.

Survey B: Find out if your classmates are happy with the places for free time activities. Do your town (leisure centre, park, ...) Are there more/new ideas for free time activities in your town? Find out.

Step 2 Plan and write your survey → WB 53/19

a) Different surveys need different forms of questions and answers. Look at the examples and match them with the surveys in Step 1. Which examples can help with your survey?

1 What's your favourite activity?	2 Do you ...	Yes	No
Girls Boys	visit museums?	✓	✓
skating football	go swimming?	✓	✓

3 What do you think of ...	useful	OK	great
the sports centre?	✓	✓	✓
the park?	✓	✓	✓

4 What does our town need?
more places for skateboarding ...

b) What free time activities or places do you want to ask about? Talk about it in your group and make a list.

c) Now write your group's survey. Make your questions short and clear. Write them on a big piece of paper. Leave space for the answers!

Step 3 Do your survey interviews → WB 54/20

Work with another group and interview each other.

Thank you for your help!

Excuse me. Can we ask you our questions, please?

Start and finish your interviews with polite phrases.

For help with polite language, look back at the Skill page in this unit and at Across cultures 1 too.

Step 4 Look at, present and talk about the information → WB 54/21

a) First, look at all the answers from your survey. What do you know now? Put the information into words in a short text (4–6 sentences). Tony's example and the useful phrases can help you.

My survey is about free time for kids in Greenwich. The favourite place for fun is the cafe/arts at TTS – 'Well, that isn't a surprise!'

Useful phrases

My survey is about ...
The favourite place / free time activity is ...
Our class / they / doesn't like ...
Lots of / Some people like / don't like ...
Two boys and one girl / Only one boy ...
Girls / Boys play ... but they don't play ...
Football / The park ... it / isn't popular with ...
Everyone thinks our town needs ...

b) Now present the information from your text to the class.

c) After each group presents its survey information, talk about the different ideas together. What free time activities are there in your class? Are your town's places for free time activities OK?

You can find more help here:
- Station 1: Saying what people like / don't like
- Station 2: Giving information about places

For help with writing your questions, look back at the Starter:
- Stations 1 & 2: Questions with do/does
- Station 3: Questions with what/ where/when/how/why + do/does (What do ...? Where does ...? How do ...?)

SB 81/Step 3

Lernziel/Kompetenz:

- die Interviews für die Umfrage durchführen

Zeitlicher Aufwand:

- 10 Min.

→ WB 54/20

SB 81/Step 4

Lernziel/Kompetenz:

- die Antworten schriftlich auswerten und die Ergebnisse in der Klasse vorstellen

Material:

- KV 12: Peer evaluation – A survey about free time (Presentation)

Zeitlicher Aufwand:

- 10 Min.

→ WB 54/21

SB 82/1 → S1/54–60

L2/30–36

L2/29

Lernziel/Kompetenz:

- einen Hörtext verstehen und Geräusche einordnen
- eine Mindmap mit *sea words* anlegen

Materialien:

- Lehrer-Audio-CD 2, Track 30–36
- Lehrer-Audio-CD 2, Track 29
- Folie 22

Zeitlicher Aufwand:

- 20 Min.


Dave, Luke und Jay besichtigen die Cutty Sark und hören eine spannende Geschichte, die ein alter Matrose den Jugendlichen während der Besichtigung des Schiffes erzählt.

4 Story

5176-40 12/20 10 **The captain and the cabin boy**

1 **Sea sounds, sea words**

1.1/29 a) Listen to the sea sounds. What sounds do you know the words for?
b) Start a mind map for sea words.



Dave, Luke and Jay go aboard Cutty Sark. They see an old sailor on the deck of the ship. He says hello to the visitors. "Story, boys? I'm from a family of sailors, and I know lots of exciting stories about the sea. Tell me: Do you like stories?" "Yeah," Jay answers. "We like good stories," Luke says. "Well then, listen to this story about Cutty Sark..."

A It's 1875. Cutty Sark is on the way to England with tea from China. She's a fast ship, but it's a very long way. Lots of things can happen when there's lots of water and no land. After only a week at sea a bad storm starts. Big waves throw the ship here and there. The captain can't hold the wheel.

"Reef the sails, everyone! Fast!" the captain shouts to his sailors. "You too!" he tells the cabin boy Ben Briggs.

B It isn't easy to climb the rigging, and in a storm it's dangerous too. Ben is fourteen. The boy does his best, but the work is new for him and he's slow. The captain doesn't like what he sees. He thinks Ben is scared. "Cutty Sark needs better sailors!" he shouts. "Come down, Briggs – you're in the way!"

"This is awful for Ben. He really wants to be a sailor."

C The sailors climb the rigging and reef the sails. Now the captain can hold the wheel with the help of the first mate. Everyone is tired, but there's no time to sleep. The storm is very dangerous.

"Bring us something to drink, Briggs!" the captain shouts. Ben runs and comes back to the deck with water. But he doesn't get to the wheel – because just then a monster wave hits Cutty Sark!

Story 4

D Whooosh!! The wave hits the wheel, and the first mate falls into the sea. "Help!" he shouts. "I can't swim! Save me!" The captain throws a lifeboat, but the first mate can't get to it. "Lifeboat!" the captain shouts. Two sailors run to one of Cutty Sark's lifeboats, but Ben knows the first mate needs help right away. Ben can swim. He jumps into the water. He swims to the lifeboat and takes it to the first mate. He stays with the first mate till the lifeboat comes.

E Well, and that's how the captain finds out he's wrong about his cabin boy. He's sorry about his angry words, and after the storm he talks to Ben. "Brave people make good sailors," he says. "I'm very happy to have you on Cutty Sark, Briggs!"

"Wow, that's a great story. Thank you very much," Jay says. "I think the cabin boy is cool." Luke says. "How do you know his story?" Jay asks. "Well, boys, remember: I'm from a family of sailors," the man answers. "Wait a minute. What's your name?" Dave asks. "Briggs," says the sailor. "My name is Briggs."

READING **2 Questions about the story** → WB 55/22–23

- Where is Cutty Sark in 1875?
- Why can't the captain hold the wheel?
- Why does he think Ben is scared?
- What does Ben bring for the captain?
- Why doesn't Ben get to the wheel?
- What happens to the first mate?
- How does Ben save the first mate?
- What does the captain find out about Ben?

WRITING **3 Working with headings** → WB 55/12 → WB 55/13


a) Read the skills box.

b) In your exercise book, write down important words for parts C, D and E. Then write your own headings for all five parts of the story.

Reading skills

Why are headings useful? A heading tells the reader what is important in a part of a story. Good headings have often got action verbs to motivate the reader. When you can write headings, it shows that you understand what is important.

Example: In parts A & B, you see some words in green. In Part A, it's important that the storm starts. Here are two possible headings: 1. A bad storm starts. 2. A storm at sea.



83 eightythree

SB 83/2

Lernziel/Kompetenz:

- Fragen zum Inhalt einer Geschichte beantworten

Zeitlicher Aufwand:

- 6 Min.

→ WB 55/22–23

SB 83/3

Lernziel/Kompetenz:

- Überschriften zu den Abschnitten einer Geschichte finden

Materialien:

- △ 142/12
- ▲ 142/13

Zeitlicher Aufwand:

- 8 Min.

SB 84/1 → 7

Lernziel/Kompetenz:

- einen Filmausschnitt sehen und mit Worthilfen Bildern beschreiben

Materialien:

- Lehrer-DVD, Film 7
- KV 13: What is geocaching?
- Karteikarten

Zeitlicher Aufwand:

- 15 Min.

→ WB 56/24

SB 84/2

Lernziel/Kompetenz:

- Fragen zu einem Filmausschnitt beantworten

Zeitlicher Aufwand:

- 10 Min.

Die S sehen einen Kurzfilm und erfahren, dass sich die Filmcharaktere in ihrer Freizeit mit Geocaching beschäftigen. Sie lernen das Hobby näher kennen und vertiefen ihr Hör-/Sehverstehen.

The screenshot shows a lesson plan page titled "A trip to the country" with the following activities:

1 What is geocaching? → WB 56/24
a) Look at the pictures and words. Then watch the first part of the film (00:00–02:34).

2 A good day for Laura and Jinsoo?
a) Look at the pictures. What does Laura want? What does Jinsoo think?
b) Watch the end of the film (from 02:34). What can you say about Laura and Jinsoo now?

3 Your turn: Geocaching
Where would you like to go geocaching? What would you put in a cache? What name would your write in the book? Write a short text.
Start: I'd like to go geocaching in/near ... I'd put ...

Can you ...

- talk about free time activities? ... Do you like ...? I don't play/go ...
- ask for information about places? ... Does the museum open ...? How do I get to ...?
- give information about places? ... It doesn't cost ...? It's near/opposite ...
- tell people the way? ... Go down/past ...? Turn left/...

1 Put in the correct forms

2 What do you ask?
You're at Mudchute Farm. Make questions.

- You don't know when the farm closes.
- You don't know how to get to Pets Corner.
- You need to find out where the sign lives.
- You want to know what the big rabbit eats.

3 Can you tell me the way, please?
Lou doesn't know the way to the Mouse Museum. What does Tony tell her?
Start: Go down ...

SB 84/3

Lernziel/Kompetenz:

- anhand von Fragen einen kurzen Text zum Hobby der Filmcharaktere verfassen

Materialien:

- KV 14: A mini-survey about geocaching in your class
- Karteikarten

Zeitlicher Aufwand:

- 8 Min.

→ WB 56/25

Die S wiederholen auf der *Check-out*-Seite die Inhalte der Unit und überprüfen ihre Ergebnisse selbst anhand der Lösungen.

SB 85/Can you ...

Lernziel/Kompetenz:

- sich über Freizeitaktivitäten austauschen
- nach dem Weg fragen und den Weg beschreiben

Zeitlicher Aufwand:

- 5 Min.

→ WB 57

The screenshot shows a lesson page titled 'A trip to the country' with three main sections:

- 1 What is geocaching?** Includes a task to look at pictures and words (need, phone, GPS device, cache, look with things, take something out, put something back in, write name in book) and a speaking exercise where students describe pictures to classmates.
- 2 A good day for Laura and Jinsoo?** Includes a task to watch the end of a film and a speaking exercise where students ask questions about the film.
- 3 Your turn: Geocaching** Includes a task to write a short text about geocaching and a speaking exercise where students ask for directions to a museum.

There are also 'Can you ...' exercises on the right side of the page, such as 'Put in the correct forms' and 'What do you ask?'.

SB 85/1

Lernziel/Kompetenz:

- einen Dialog mit *do/does* bzw. *don't/doesn't* vervollständigen

Zeitlicher Aufwand:

- 8 Min.

SB 85/2

Lernziel/Kompetenz:

- Fragen mit Fragewörtern und *do/does* stellen

Zeitlicher Aufwand:

- 6 Min.

SB 85/3

Lernziel/Kompetenz:

- einen Weg anhand einer Straßenkarte beschreiben

Zeitlicher Aufwand:

- 5 Min.