

• LEARN •

ENGLISH

Textbook

5



Emelie Werkö
Monica Widstrand

Provkapitel - Learn English 5 textbook

MAJEMA!

Till läraren

Learn English åk 5 innehåller sex kapitel. Det är lämpligt att arbeta 5–6 veckor med varje kapitel.

Inloggning Learn English webb:

Lärare – digitalt.majema.se

Elev – learnenglish.se



Arbetsgång ett kapitel

Intro

Textbook: Här introduceras kapitlets tema. Utifrån rutan *Unit focus* går ni igenom kapitlets innehåll och vad som ska läras.

Teacher website: Visningssida.

Main Text

Textbook: Main text är en skönlitterär text med mycket bildstöd. Lyssna på och läs texten gemensamt, vid flera tillfällen. 14 glosor samt åtta chunks är valda ur texten.

Workbook: Ordförståelse, läsförståelse samt hörförståelse.

Teacher website: Text, ljudfil och gloslista.

Student website: Text, ljudfil och glosövningar.

Dialogue • Chunks

Textbook: Dialog med chunks från Main text. Titta på filmen gemensamt och öva sedan på dialogen.

Workbook: Hörövning och uppgifter med chunks.

Teacher website: Dialogfilm och visningssida.

Language • Grammar 1

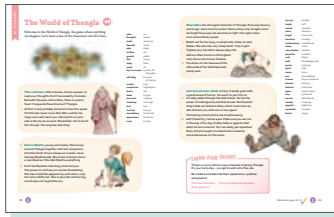
Textbook: Kapitlets första grammatikmoment presenteras. Samtala om bilden gemensamt och gå igenom exemplen.

Workbook: Grammatikuppgifter.

Teacher website: Visningssida.

Student website: Grammatikövningar.





Linked Text 1



Textbook: Linked text 1 är kopplad till kapitlets tema. Lyssna på och läs texten gemensamt. 14 glosor är valda ur texten.

Workbook: Hörförståelse, ordförståelse samt läsförståelse.

Teacher website: Text, ljudfil och gloslista.

Student website: Text, ljudfil och glosövningar.



Language • Grammar 2



Textbook: Kapitlets andra grammatikmoment presenteras. Titta på filmen gemensamt och gå igenom exemplen.

Workbook: Grammatikuppgifter.

Teacher website: Grammatikfilm och visningssida.

Student website: Grammatikfilm och grammatikövningar.

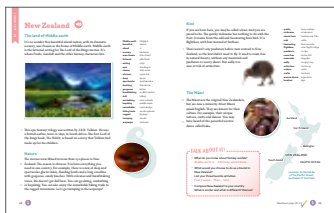


Time to Write

Textbook: Modelltext att läsa gemensamt.

Workbook: Eleverna skriver en egen text.

Teacher website: Visningssida.



Linked Text 2



Textbook: Linked text 2 är kopplad till kapitlets tema. Lyssna på och läs texten gemensamt. 14 glosor är valda ur texten.

Workbook: Hörförståelse, ordförståelse samt läsförståelse.

Teacher website: Text, ljudfil och gloslista.

Student website: Text, ljudfil och glosövningar.



Wrap it up!

Textbook: Här kan eleverna, eller du som lärare, välja en eller flera uppgifter som avslutning på arbetet med kapitlet.

Teacher website: Visningssida.

Unit Check Up!

Teacher website: Diagnos för utskrift. Fångar upp elevernas förståelse och kunskaper, kopplat till kapitlet.

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Dates & Years, Connectives, Synonyms and antonyms



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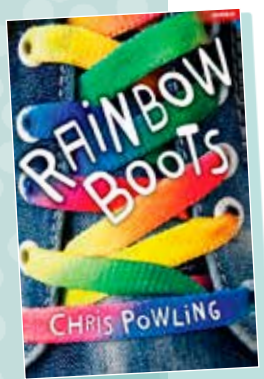
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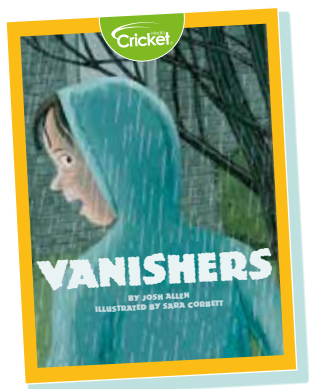
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Who knows?

It's a secret

That's the problem

Nice one

I've got it all!

What do you mean?



I'd love to

No way!

That could work

Walked all day

Keep going

Break my heart

Welcome

English is global!

The world is full of language – and English is important to know. It's spoken in most parts of the world.

You learn English to communicate and talk to others, in lots of different situations and places. *You are a part of the world!*

Through this book, you will discover real stories and real, modern English.

We will give you stories about magical cats, goofy surfers, friends making a bet, and so much more.

Buckle up, here we go! *Let's Learn English!*



Rainbow Boots

by Chris Powling



PREP TALK!

- Read the title and look at the pictures. What do you think this story is about?
- Have you ever wanted something so bad you could do almost anything to get it? What happened?
- What is trendy in your school right now?

Chapter One • The Coolest Boots

Rainbow Boots, they were called. They had big thick soles, thin flat laces and were so flashy they made you blink. It was as if somebody had dipped them in a tin of rainbow paint.

Denzil really wanted a pair of Rainbow Boots.

- 5 But his mum said, “No! Rainbow Boots are a real waste of money!”

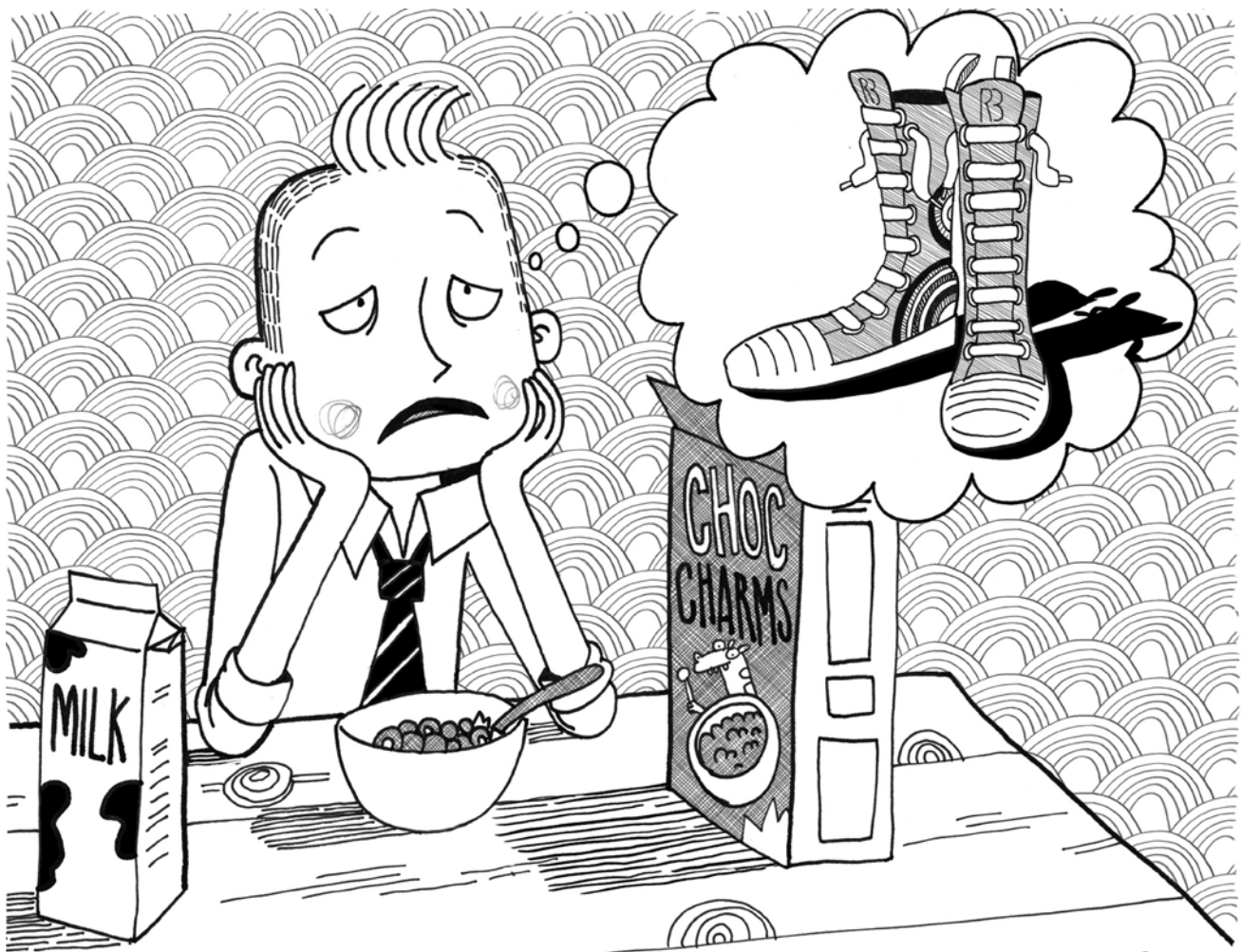
“All the other kids have got them!” Denzil wailed.

“*All* the other kids?” said Mum.

“Well, all the cool kids ...” said Denzil.

boots	kängor
thick	tjocka
soles	sulor
flat	platta
laces	skosnören
tin	burk
paint	målarfärg
waste	slöseri
wailed	klagade





“It’s time you grew up,” Mum said. “Who cares about stuff that’s trendy today and past its sell-by date tomorrow?”

“Stevie Glossop thinks Rainbow Boots are cool, and he plays football for England!” said Denzil crossly. “He makes adverts for Rainbow Boots on TV!”

“I bet they pay him loads of cash,” Mum said.

“Yes, they do!” said Denzil.

Mum laughed and went on reading her book. Being cool didn’t matter a bit to her. But it mattered a lot to Denzil.

grew up	växte upp
• stuff	grejer
• trendy	trendiga
sell-by date	bäst-före-datum
crossly	surt
• adverts	reklam
• pay	betalar
cash	slang för pengar
• didn’t matter	spelade ingen roll

Chapter Two • On Order

It mattered a lot to the other kids, too.

Later that day, a girl called Lorna came up to Denzil.

“Oh, poor you,” she said to Denzil. “You *still* don’t have any Rainbow Boots. Aren’t you fed up with those scruffy old trainers?”

“My Rainbow Boots are on order,” said Denzil, quickly.

“On order?” Lorna asked. “What do you mean?”

“Hand-made just for me,” Denzil said. “My boots will be *customised*. Not like yours, Lorna. Your Rainbow Boots are the same as everybody else’s. My boots will be special.”

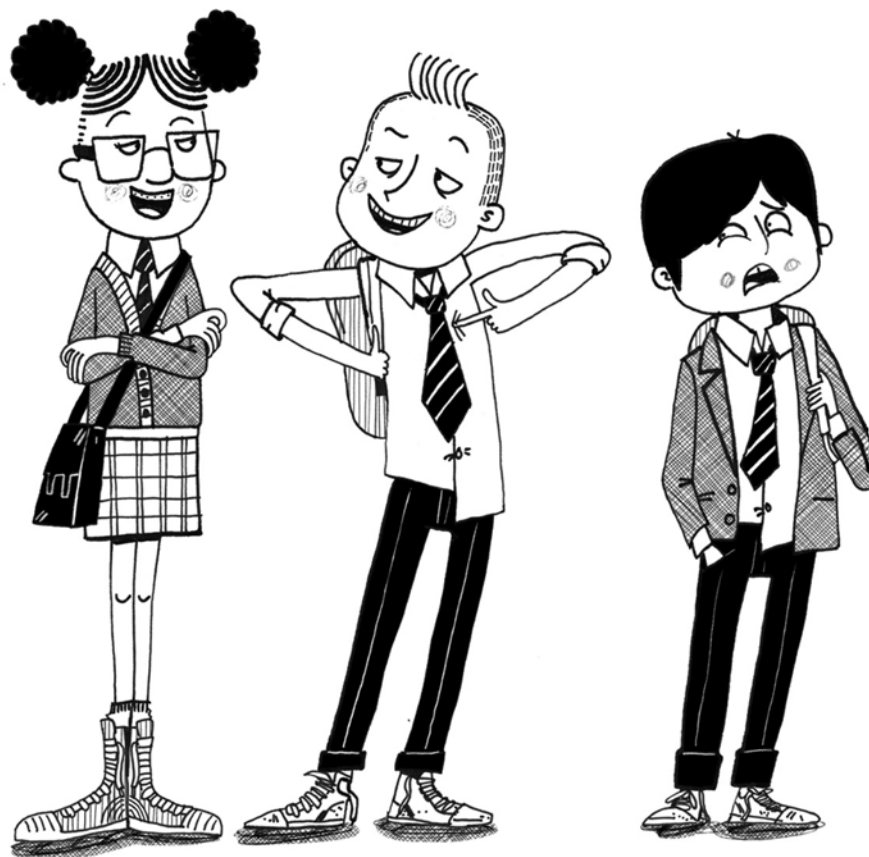
Lorna gave Denzil a sly look.

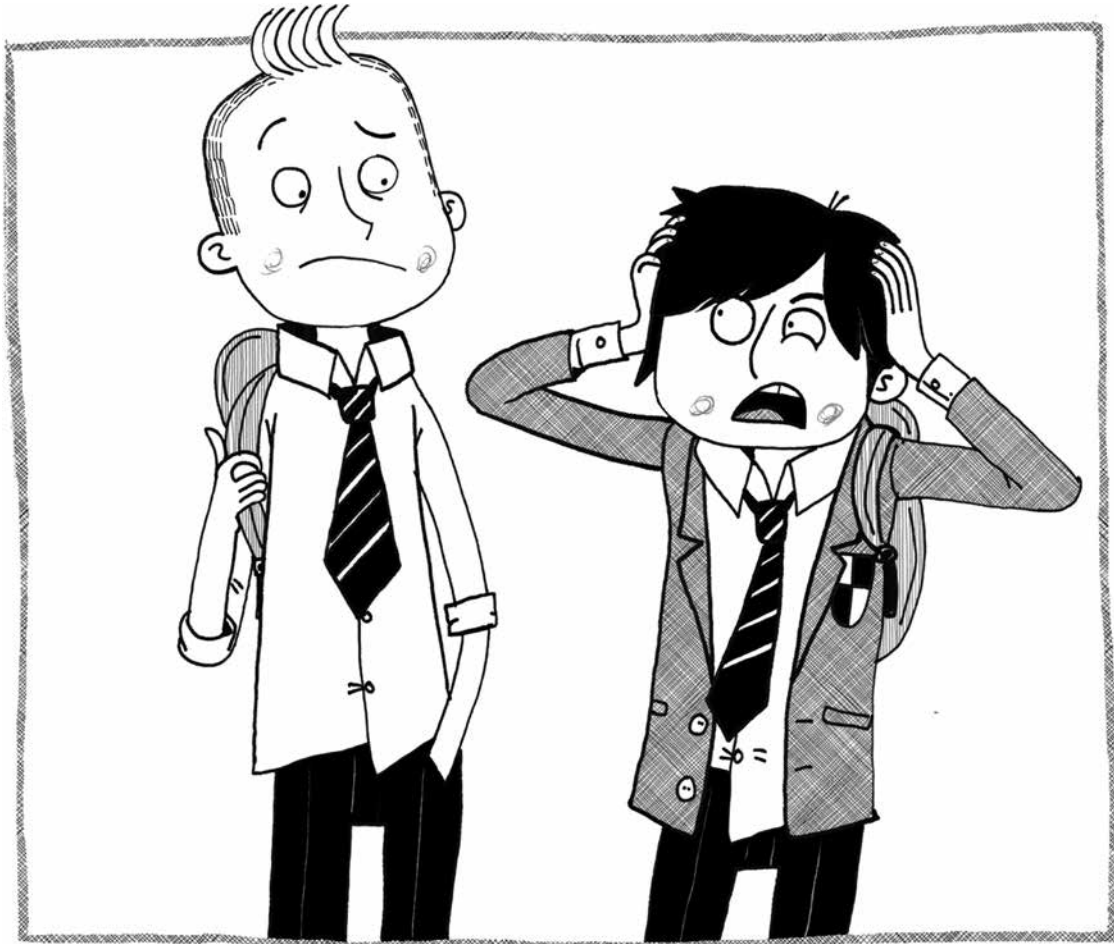
“That’s great, Denzil!” she said. “Shall I tell all the other kids? I bet they’d love to hear about the special, hand-made, customised Rainbow Boots you’ve got on order!”

“Go on then,” said Denzil.

Lorna ran off, giggling.

poor	stackars
• still	fortfarande
fed up with	less på
scruffy	utslitna
trainers	gympaskor
on order	beställda
quickly	hastigt
customised	specielltillverkade
bet	slår vad om
• giggling	fnittrande





Denzil heard a loud groan. It was Nadeem, his best friend.

“You’re such a liar,” Nadeem said to Denzil. “You haven’t got a pair of special, hand-made customised Rainbow Boots on order. You haven’t got *any* Rainbow Boots on order. You made it all up!”

groan	stön
• liar	lögnare
made it all up	hittade på alltihop
creased	nötta
gloomily	dystert

5 Denzil looked down at his trainers.

Lorna was right. They were old and scruffy. They were creased from too much football in the street. They weren’t cool.

Denzil gave a shrug.

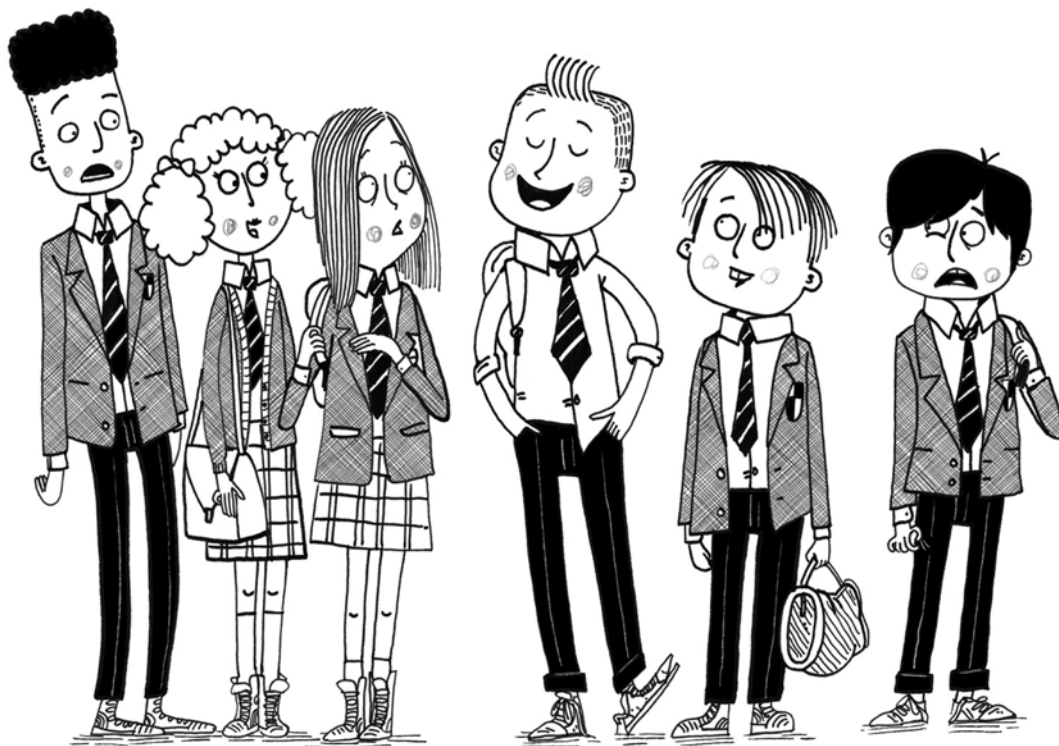
10 “OK,” he said. “So I made it all up. The other kids don’t know that, do they?”

“Not yet,” said Nadeem, gloomily. “But how long before they find out?”

Chapter Three • Gossip

Soon almost everyone in the school was talking about the Rainbow Boots Denzil had on order. At lunchtime, kids crowded round him.

• gossip	skvaller
crowded	samlades



“Will your boots really be hand-made?” someone asked.

5 “Every stitch,” said Denzil.

“And customised?” added another kid.

Denzil nodded. “You bet.”

“You mean, even better than Stevie Glossop’s Rainbow Boots on TV?” called a third kid.

10 “Much better,” said Denzil.

“So when do we get to see them?” asked the first kid.

This was the killer question. Denzil was thinking hard as he stared up at the smart green roof of the school’s new assembly hall.

stitch	stygn
• nodded	nickade
you bet	självklart
smart	eleganta
roof	tak
assembly hall	samlingsal

“Who knows?” he said, at last. “It takes weeks to make Rainbow Boots like mine. If you rush them they could be ruined.”

Even Lorna was impressed.

5 “Nice one, Denzil,” she said. “You’ve got all the kids hooked now. They can’t wait to see your boots.”

“No problem,” Denzil said.

“No problem?” exclaimed Nadeem on the way home. “These special, hand-made customised boots of yours don’t exist. That’s the problem!”

10 “Look,” said Denzil. “I’ll get it sorted, OK?”

“How?” asked Nadeem.

Denzil shook his head. He had no idea how. But a clever kid like him was bound to think of something.

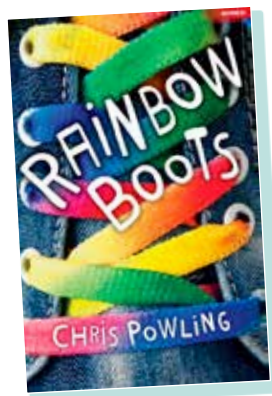
15 Well, wasn’t he?

rush	skyndar på
• ruined	förstörda
• impressed	imponerad
• hooked	intresserade
exclaimed	utbrast
exist	existerar
get it sorted	fixa, ordna det
• clever	smart
was bound to	borde väl kunna



Grasp the text together

- Describe Lorna, Denzil and Nadeem. What are they like?
- Why do you think rainbow boots are so popular?
- What did Denzil’s mother think?
- What do you think happens next?



Finish the story on the student website!

Irregular verbs in the past tense



tell

told

have/has told

go

went

have/has gone

Let's practice!

Verb	Past simple	Present perfect
do	did	have/has done
feel	felt	have/has felt
cut	cut	have/has cut
know	knew	have/has known
make	made	have/has made
run	ran	have/has run
say	said	have/has said
see	saw	have/has seen

I **do** my chores on the weekends.

I **did** the dishes real quick.

I **have done** everything on the list.

You **run** so fast!

You **ran** five miles yesterday.

You **have run** many marathons.



Summary

Irregular verbs change in different ways in the past tense.

To form the present perfect tense, you also use **have** or **has**.

LET'S TALK!

Make sentences about the past using these irregular verbs.

feel know run see

Learn English

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I åk 4–6 utgår arbetet med det engelska språket från **Textbook** som innehåller skönlitterära texter och andra texttyper. Lärandet bygger på gemensamt arbete med texterna och de tillhörande prat- och diskussionsövningarna. I textbook finns också grammatik, dialoger och modelltexter för skrivande.

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Elevwebben innehåller alla texter med ljudfiler, filmer samt glos- och grammatikövningar.

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ENGLISH

Workbook

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Emelie Werkö
Monica Widstrand

Provkapitel - Learn English 5 workbook

MAJEMA!

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Vocabulary



nod trendy pay advert matter impressed stuff
 still giggle liar gossip ruined hooked clever

A Read the clues and write the words.

1. Thing or things.
2. Tells you to buy a product or service.
3. Laugh just a little.
4. Broken and destroyed.
5. Give money for goods.
6. Say yes without words.

B Write the missing words.

1. Things that are _____ today are probably out next year.
2. This series is thrilling. I can't stop watching, I'm _____!
3. They love fashion, so clothes really _____ to them.
4. Always tell the truth, don't be a _____.
5. It's not okay to spread rumors. You shouldn't listen to _____.
6. You were really _____ by my results, weren't you?
7. Are you _____ here? I thought you'd left!
8. I solved the problem on my own, because I'm so _____!

C WORD RIDDLE – which word am I?

We think alike you and me, I'm what you do when you agree. _____

D Answer the questions.

1. How do you feel about **gossip**? Why?

2. What kind of situation could make someone a **liar**?

3. Where do you find a lot of **adverts**? Why?

4. You're **impressed** by someone. What did they do?

E



Write sentences with 7 or more words.
Use one of the vocabulary words in each sentence.

1.

clever

2.

giggle

3.

still

4.

trendy

Reading comprehension



A Circle true or false.

- | | | |
|---|------|-------|
| 1. Rainbow boots had lights in the soles. | True | False |
| 2. Denzil's mom cared about trendy things. | True | False |
| 3. Denzil wanted to be cool. | True | False |
| 4. Lorna's boots were different from the others'. | True | False |
| 5. Denzil made up stories about the boots. | True | False |
| 6. Nadeem thought Denzil was doing great. | True | False |

B Answer the questions.

1. What do rainbow boots look like?

2. Who is Stevie Glossop?

3. What were Denzil's arguments to get the boots?

4. Why did Denzil lie to his friends about the boots?

C Explain the expression.

Denzil's mom said: "Who cares about stuff that's trendy today and **past its sell-by date** tomorrow." What does **past its sell-by date** mean?

D ANALYZE

Who are the main characters of the story? Describe them.

Character	Description

E THINK ABOUT IT

Why were the boots so important to Denzil?

What do you think about trends?



Share your thoughts with a classmate.

Listening comprehension



A Listen and answer the questions.



1. Where are Mia and Josh?

- at the mall in school
 in a shoe store at a café

2. What had stopped Mia from going last week? _____

3. Why haven't Josh and Mia been to the store before?

- it's not cool it's expensive
 it's new it's been closed

4. Why do they text their parents?

- they'll be late they need money
 they are still in school they are buying boots

5. What does Mia find? _____

6. How does Mia feel about talking to the shop assistant?

- annoyed relaxed
 stressed embarrassed

7. What does the shop assistant look for?

- a colleague the price
 another color another size

8. What does Mia realize she has forgotten to do?

- check the price call her parents
 try the size bring her wallet

9. Which t-shirt did Josh ask for?



B Listen to the shop assistant and circle the answers.



- | | |
|--|---|
| 1. The shop assistant finds ... | the right size. / the right color. / another print. |
| 2. Mia and Josh had missed ... | the t-shirts. / a text. / the 2 for 1 deal. |
| 3. The shop assistant thinks that Mia and Josh ... | were nervous. / were in a hurry. / were hiding. |
| 4. Karen is asked to get ... | t-shirts and coffee. / sweatshirts. / the kids. |

C Write three things the shop assistant did.

1. _____
2. _____
3. _____

Irregular verbs in the past tense

Find the verbs on page 130.

A Write the verbs. Use the past simple tense.

1. There you are! I _____ I would never see you again.
2. Ouch! I just _____ myself on that paperclip.
3. The kids laughed when they _____ me making funny faces.
4. Ali _____ the email out loud.
5. Hey! You _____ my seat! Move over please.
6. I _____ that song for the first time yesterday.
7. Chad _____ the cheapest cap in the store.

see
cut
choose
think
take
read
hear

B Underline the verbs in the story.

Where are they?

My keys are lost! I tell my sister about it, but she has no idea. I know I have to find them, so I keep looking. Finally, exhausted, I give up. I sit down on the floor. That's when I feel them in the back pocket of my jeans.



C Rewrite the story. Make it past simple tense.

Where were they?

Last night, my keys were lost!

D Complete the chart.

Verb	Past simple	Present perfect
grow		
pay		
meet		
eat		
shut		
buy		
swim		



E Choose three of the verbs from above. Write sentences using the past simple and the present perfect tense.

_____ past simple _____
 _____ present perfect _____

_____ past simple _____
 _____ present perfect _____

_____ past simple _____
 _____ present perfect _____

F Write what the twins have done this week. Use the verbs in the present perfect tense.

come write put



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ENGLISH

Teacher's Guide

5

2

UNIT TWO

SPEND OR SAVE

READ!

- Rainbow Boots
- Online or In-store Shopping?
- School Saves Birds



CHUNKS!

Loads of cash

That's great!

What do you mean?

Nice one

Had no idea

Waste of money

That's the problem

Made it all up

WRITE!

An ad for a new shop

Language • Grammar

- Dog's or dogs'?
- Irregular verbs in the past tense



Vocabulary

Rainbow Boots

stuff
trendy
advert
pay
matter
still
giggle
liar
gossip
nod
ruined
impressed
hooked
clever

Online or In-store Shopping

however
prefer
pleasant
bill
coin
buy
go browsing
account
allowance
borrow
expensive
discount
cheap
replace

School Saves Birds

save
charity
event
despite
lazy
cause
audience
ticket
contribute
have a blast
bring in
support
participate
deal

Practice vocabulary on the student website!

Poster

Kopiera affischen för Unit 2, gärna i A3, och sätt upp på väggen i klassrummet. Här får både elever och föräldrar en överblick över vad som ska övas och läras.

Vocabulary

På s. 45 i textbook finns de tre gloslistorna för texterna i Unit 2 samlade, samt aktuella chunks.

Extra!

På s. 42–43 i workbook finns fler uppgifter, kopplade till Unit 2, för de elever som behöver utmaningar.

Lärarywebben

- **Ljudfiler** till texterna i textbook samt till hörövningarna i workbook.
- **Filmer** till Dialogue · Chunks och till Language · Grammar 2, i textbook.
- **Tips på musik** som passar kapitlets tema, samt arbetsblad.
- **Warm ups!**
- **Exit tickets.**
- **Unit check up!**

Elevwebben

- **Ljudfiler** och texter.
- **Film** till Language · Grammar 2.
- Öva glosor.
- Öva grammatik.
- Boken *Rainbow Boots* – att läsa klart.

Game

Spend and save - a board game

Eleverna övar på fraser och vokabulär kopplat till kapitlets tema.

Kopieringsunderlag 22–26.



TEXTBOOK

Intro Unit 2

Textbook s. 28–29 och webb

Look at the picture together

Titta på fotot tillsammans, på webben. Låt eleverna fundera en stund över vad fotot föreställer.

Talk about it!

Läs och samtala gemensamt, utifrån de tre frågorna. Användbara ord: *ground, sneakers, leaves, dirt, laces, worn out.*

Fler frågor: *What does this picture mean to you? What do you think has happened to the old shoes? Who owns the new pair of shoes? Who owns the old ones? What do you do with old or broken things? Are new things and clothes important? When is spending necessary? Have you ever saved up for something? What?*

Unit focus

Läs fokusområdena för Unit 2, gemensamt och förklara för eleverna vad de kommer att få lära sig.

Chunks!

Läs de åtta uttrycken, eller spela upp dem från webben, och låt eleverna härma. Fråga dem om de hört uttrycken förut och om de vet vad de betyder.

MORE TO DO!

- **Find opposites!** Spend och save är verb och motsatsord. Låt eleverna parvis komma på fler verb som är varandras motsats. T.ex. *stand – sit, give – take, laugh – cry, teach – learn, sweat – freeze.*

Main text

Rainbow Boots by Chris Pootley

PREP TALK!

Read for five minutes each at the beginning of the lesson. What do you think this story is about? Have you ever wanted something you had your mind set on something for ages? What happened? What is it ready for your school night now?

Chapter One - The Coolest Boots

Rainbow Boots, they were called. They had big thick soles, thin flat bases and were so shiny they made you blind. It was as if somebody had dipped them in a tin of rainbow paint.


Denzil only wanted a pair of Rainbow Boots.

But his mum said, "No! Rainbow Boots are a real waste of money!"

"All the other kids have got them!" Denzil whined.

"All the other kids..." said Mum.

"Well, all the cool kids..." said Denzil.



grew up grew up
used to used to
used to be used to be
would be would be
would have would have
used to have used to have
used to do used to do
used to be doing used to be doing
used to have been used to have been
used to have been doing used to have been doing
used to have been doing used to have been doing

"It's time you grew up," Mum said. "This comes about stuff that's really silly and just to push by your imagination!"

"Denzil always thinks Rainbow Boots are cool, and he plays football for England," said Denzil proudly. "He makes adverts for Rainbow Boots on TV!"

"I bet they pay him loads of cash," Mum said.

"Yes, they do!" said Denzil.

Mum brought out her own reading list book. Being good didn't mean a kid is cool. But it cost a lot to be cool.

TEXTBOOK

Reading comprehension

A Circle true or false.

- Rainbow boots had light in the soles. True False
- Denzil's mum cared about trends though. True False
- Denzil seemed to be cool. True False
- Lorna's boots were different from the others. True False
- Denzil made up stories about the boots. True False
- His mum thought Denzil was doing great. True False

B Answer the questions.

- What do rainbow boots look like? _____
- Who is Denzil's mum? _____
- What were Denzil's arguments to get the boots? _____
- Why did Denzil lie to his friends about the boots? _____
- Why did Denzil lie to his friends about the boots? _____

C Explain the expression.

Denzil's mum said "This comes about stuff that's really silly and just to push by your imagination." What does *push by* mean by that time?

D ANALYZE

Who are the main characters of the story? Describe them.

Character	Description

E THINK ABOUT IT

Why were the boots so important to Denzil?

What do you think about trends?

Show your thoughts with a classmate.

WORKBOOK

Rainbow Boots

Textbook s. 30–35 och webb

Listen to the text together

What is this story about? Do you remember? Här kan det passa bra att ta hjälp av bilderna.

Lyssna och följ med i texten, på webben eller i textbook.

What happens in the story? Sammanfatta handlingen gemensamt. Skriv på tavlan.

T.ex. 1. Denzil begs his mum for a pair of Rainbow Boots, but she says no. 2. Denzil and mum discuss whether it's important to have "cool stuff." 3. Denzil lies about having ordered Rainbow Boots. 4. Lorna runs and tells the other kids. 5. Nadeem calls Denzil a liar. 6. Kids crowds around Denzil, asking questions about the boots. 7. Denzil gets a "killer question." 8. Nadeem is worried and asks Denzil how he's going to solve this problem. Denzil doesn't know how to solve the problem.

Can you find the chunks? Läs dem gemensamt, i sitt sammanhang i texten.

Practice reading

Välj en del av texten, t.ex. s. 34–35. Låt eleverna stafett-läsa i mindre grupper eller i par. En annan variant är att eko-läsa gemensamt.

Reading comprehension

Workbook s. 26–27

Eleverna gör läsförståelseuppgifterna A–E. Påminn dem att använda sin textbook för att hitta svaren på frågorna.

Uppgift C

Här ska eleverna förklara ett uttryck från texten, s. 31 i textbook. Tipsa dem om att läsa hela stycket där uttrycket står med, för att få hjälp med betydelsen.

Uppgift D

Eleverna ska göra en enkel textanalys utifrån character – description. De väljer tre av textens huvudkaraktärer och beskriver deras utseende och egenskaper. Det senare kräver delvis en egen tolkning utifrån karaktärernas agerande. Försäkra dig om att alla elever har förstått analysmodellen.

Uppgift E

Här får eleverna tänka vidare utifrån textens innehåll. Avsluta med att låta eleverna läsa för varandra vad de har tyckt och tänkt om trender och deras betydelse.

PRACTICE MORE!

- Lyssna på texten på elevwebben. Pausa och härma.

Exit ticket

"Your best argument to get new shoes?"

Homework

- Reading – kopieringsunderlag 8
- Vocabulary – kopieringsunderlag 19
- Extra vocabulary – kopieringsunderlag 10

Main text

Rainbow Boots by Chris Reading

PREP TASK!

- Read the text and think about the questions.
- What do you think the story is about?
- How do you see someone controlling the food in a shop?
- What do you think is going to happen?
- What do you think is going to happen?

Chapter One - The Coolest Boots


Rainbow Boots, they were called. They had big thick soles, thin flat tops and were as flexible as their maker's wish. In one way or another they'd slipped them in a tin of rainbow paint.

Denzil really wanted a pair of Rainbow Boots.

But his mum said, "No! Rainbow Boots are a real waste of money!"

"All the other kids have got them!" Denizil whined.

"No! All the other kids!" said Mum.



Chapter Two - The Coolest Boots

Denzil really wanted a pair of Rainbow Boots. But his mum said, "No! Rainbow Boots are a real waste of money!"

"All the other kids have got them!" Denizil whined.

"No! All the other kids!" said Mum.

Denzil really wanted a pair of Rainbow Boots. But his mum said, "No! Rainbow Boots are a real waste of money!"

"All the other kids have got them!" Denizil whined.

"No! All the other kids!" said Mum.

TEXTBOOK

Listening comprehension

A. Listen and answer the questions.

- Where are Mia and Josh?
 - In the mall
 - In a shoe store
 - In a cafe
 - In a shop
- Why had stopped Mia from going last week?
 - It's not cool
 - It's expensive
 - It's new
 - It's been closed
- Why do they test their parents?
 - They're too busy
 - They need money
 - They are still in school
 - They are buying boots
- What does Mia do?
 - She designs clothes
 - She designs shoes
 - She designs bags
 - She designs hats
- What does Mia do about talking to the shop assistant?
 - She talks to him
 - She talks to her
 - She talks to him
 - She talks to her
- What does the shop assistant look like?
 - Tall and thin
 - Short and fat
 - Tall and fat
 - Short and thin
- What does Mia realize she has forgotten to do?
 - Ask for parents
 - Check the price
 - Buy the shoes
 - Check her wallet

B. Listen to the shop assistant and circle the answers.

- The shop assistant thinks ...
 - the right size / the right color / another print
 - the shoes / a pair / the shoes / a pair
 - the shoes / a pair / the shoes / a pair
 - the shoes / a pair / the shoes / a pair
- Mia and Josh had missed ...
 - some money / news in a hurry / some things
 - some money / news in a hurry / some things
 - some money / news in a hurry / some things
 - some money / news in a hurry / some things
- The shop assistant thinks that Mia and Josh ...
 - are in a hurry / some things
 - are in a hurry / some things
 - are in a hurry / some things
 - are in a hurry / some things
- Karen is about to get ...
 - some money / news in a hurry / some things
 - some money / news in a hurry / some things
 - some money / news in a hurry / some things
 - some money / news in a hurry / some things

C. Write three things the shop assistant did.

- _____
- _____
- _____

WORKBOOK

Rainbow Boots

Textbook s. 30–35

Practice reading

Låt eleverna öva att läsa texten enskilt, under 10 minuter. Blir man klar börjar man om från början.

Listening comprehension

Workbook s. 28–29 och webb

Uppgift A

Berätta för eleverna att de kommer att få höra två ungdomar och ett butiksbiträde, *shop assistant*, prata. Det är tänkt att eleverna ska besvara frågorna under tiden de lyssnar. Hörövningen är i tre delar, med instruktioner och pauser.

- Låt eleverna lyssna på ljudfil A och följa instruktionen. De ska skriva **ett ord** som svar på fråga 2 och 5 och kryssa i **en av rutorna** på övriga frågor. Vid fråga 9 ska eleverna välja den t-shirt som stämmer bäst överens med beskrivningarna av hur den såg ut.
- Lyssna gärna en gång till om det behövs, så att eleverna kan kolla sina svar.
- Gå igenom svaren tillsammans. Låt några elever motivera sitt val av t-shirt, på fråga 9.

Uppgift B

Berätta för eleverna att de nu kommer att få höra butiksbiträdet prata för sig själv och med en arbetskamrat, Karen. Läs meningarna och svarsalternativen gemensamt, innan ni lyssnar.

- Låt eleverna lyssna på ljudfil B och följa instruktionen. De ska ringa in hur varje mening fortsätter.
- Lyssna en gång till om det behövs.
- Gå igenom och läs meningarna tillsammans.

Uppgift C

Här ska eleverna skriva tre saker som butiksbiträdet gjorde. Avsluta gärna med att några elever läser vad de skrivit.

PRACTICE MORE!

- Öva att läsa texten *Rainbow Boots* med flyt och inlevelse.
- Välj en bild, händelse eller karaktär ur texten. Låt eleverna skriva och berätta om den.
- Låt eleverna skriva en tankebobla till bilden på s. 31.
- Låt eleverna fundera över frågan *You're Denizil's dad. What do you have to say about the boots?* Redovisa svaren gemensamt.

Hörmanus uppgift A

Instruction

Listen to Josh and Mia going to the mall on their way home from school. They used to go there now and then, just to hang out. But it's been a while.

Before you start, read the questions 1, 2 and 3. Pause. Now, listen and answer the questions.

Josh – I haven't been to this mall for ages.
Mia – Me neither. I was planning to go last week but I got a cold, so I couldn't.
Josh – Bummer. My parents don't want me to spend money on stuff I really don't need. Like those boots everyone is talking about in school.
Mia – Huh. I actually got them for my birthday but now that everyone is wearing them it's not as much fun. Hey, Josh! Look at that store. Have you seen it before?
Josh – No, never. It looks brand new. Let's go inside.

Finish answering questions 1, 2 and 3. Pause. Now, read the questions 4, 5 and 6. Pause. Listen and answer the questions.

Mia – Hey Josh. Wait a minute. I have to text my parents that I'll be late. Hold on.
Josh – Good idea. I'll text my dad. There.
Shop assistant - Welcome. How can I help you?
Mia – Um, we're good. Just browsing.
Shop assistant - Okay. Let me know if you need anything.
Josh – Yeah, sure. I mean, thanks.
Mia – They have all kinds of stuff! Come on, I found the coolest t-shirt. Look!
Josh – That's fab, I agree. I really like the print. Born to Shine, that's totally you.
Mia – I wonder if they have it in my size. Bet they don't.
Josh – Just ask.
Mia – Ask? I don't want to. It's embarrassing.
Josh – How is it embarrassing? I'll do it.
Mia – Oh, gosh.

Finish answering questions 4, 5 and 6. Pause. Now, read the questions 7 and 8. Pause. Listen and answer the questions.

Josh – What size should I ask for?
Mia – Small. Oh no, she's coming!
Shop assistant – Are you finding everything okay?
Josh – I'd like this T-shirt in small, please.
Shop assistant – Hm. Gimme a minute to check the storage. I'll see if we have your size in stock. It's been very popular, so I'm not sure there are any

left. What color? The purple is gorgeous.
Josh – Black, please. Just like this one. We'll wait over here.
Mia – Thanks, Josh. Hey! Did you ever look at the price tag?
Josh – No, didn't you?
Mia – No, I totally forgot! What if it's super expensive? I don't have a lot of money.
Josh – That's embarrassing. I don't think anything is cheap in this store. Wanna leave?
Mia – D-uh. Yes, please! She's coming! Hurry!
Both – BYE!

Finish answering questions 7 and 8. Pause. Look at question number 9. Which t-shirt did Josh ask for?

Facit:

1. at the mall
2. "a cold"
3. it's new
4. they'll be late
5. "a t-shirt"
6. embarrassed
7. another size
8. check the prize
- 9.



Hörmanus uppgift B

Instruction

First, read the sentences and the alternatives. Then, listen to the shop assistant talking. Circle your answers.

"Look, I found the right size but only in this color, we're out of the black ones. I hope you like blue. Hello?" Where did they go? "Karen, did you see where the kids went? ... They left? Hm. They wanted this T-shirt, but now ... Well, I guess I'll put it among the others then."

Too bad I didn't get to tell them it's on a two for one offer. I don't think they saw the sign. It's their loss. I'm so tired of people just leaving. They could at least have thanked me. Maybe they were in a hurry. "Karen, could you make sure all sizes are in the store? There were more smalls and mediums where I found this. Thank you. And while you're at it, bring me a cup of coffee, will you?"

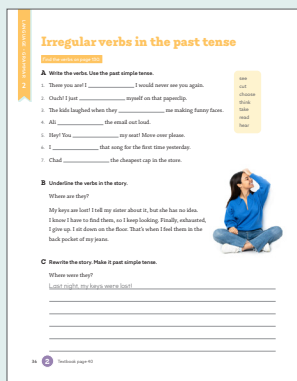
Facit:

1. the right size
2. the 2 for 1 deal
3. were in a hurry
4. t-shirts and coffee

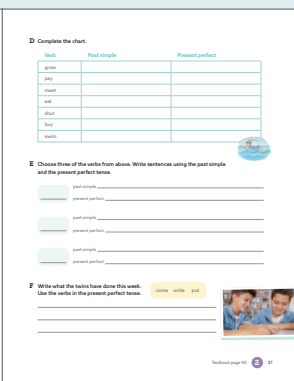
Language · Grammar 2



TEXTBOOK



WORKBOOK



Irregular verbs in the past tense

Textbook s. 40 och webb

Watch the film together

Berätta för eleverna att de kommer att få se en kort film där Thomas går igenom oregelbundna verb i preteritum (dåtid). De kommer alltså nu att möta verb som **inte** böjs enligt ett förutsägbart mönster, jämfört med de regelbundna verben.

- Titta på filmen tillsammans.
- Läs de två exemplen på s. 40, böjningen av verben *tell* och *go*, gemensamt.

Let's practice!

Läs de tre spalterna med oregelbundna verb och hur de böjs i *Past simple* (preteritum) och *Present perfect* (perfekt/pluskvamperfekt), tillsammans. Rabbla ett par gånger.

Titta närmare på verben i spalten *Present perfect*. Repetera att hjälpverbet *have* eller *has*, framför verbet, ändras beroende på vem som har gjort något. T.ex. *I **have** told you many times. He **has** told you many times.*

Läs exempelmeningarna tillsammans.

Titta på filmen en gång till för att befästa och repetera det grammatiska momentet.

Avsluta gärna med *The quiz*, som finns på lärarwebben.

Let's talk!

Låt eleverna parvis öva att säga meningar. Lyft gärna några av meningarna gemensamt i klassen.

Irregular verbs in the past tense

Workbook s. 36–37

Eleverna arbetar med uppgifterna A–F. Uppmärksamma dem på att de oregelbundna verb de ska använda och böja i övningarna, finns i workbook på s. 130.

Uppgift E

Uppmärksamma eleverna på att de ska skriva verbet de valt två gånger, både i *past simple tense* och *present perfect tense*. Tipsa dem om att prova att säga meningarna innan de skriver verbet.

Uppgift F

Här ska eleverna hitta på egna meningar utifrån bilden och de givna orden. Påminn dem om att meningarna ska skrivas i *present perfect tense*, de ska alltså använda hjälpverben *have* eller *has* samt böja verbet.

Låt gärna några elever läsa sina meningar från uppgift F.

PRACTICE MORE!

- Öva *irregular verbs in the past tense* på elevwebben.

Learn English

LEARN ENGLISH är ett basläromedel i engelska för åk 1–6.

I åk 4–6 utgår arbetet med det engelska språket från **Textbook** som innehåller både skönlitterära texter och andra texttyper. Lärandet bygger på gemensamt arbete med texterna och de tillhörande prat- och diskussionsövningarna. I textbook finns också grammatik, dialoger och modelltexter för skrivande.

I **Workbook** arbetar eleverna vidare med ordkunskap, läsförståelse och hörövningar, utifrån texterna i textbook. Här finns också grammatik- och skrivuppgifter. Allt kopplat till textbook.

I Learn English **webb** ingår både **lärarwebb** och **elevwebb**. I lärarwebben finns text och ljudfiler för alla texter i textbook, samt dialogfilmer och grammatikfilmer. Elevwebben innehåller alla texter med ljudfiler, filmer samt glos- och grammatikövningar.

I **Teacher's guide** ingår diagnoser, terminstester och stöd för bedömning.

