

• LEARN •

ENGLISH

Textbook

6



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Provkapitel - Learn English 6 textbook

MAJEMA!

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 a famous detective, a brave girl, time travelling, and so much more.

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



Contents



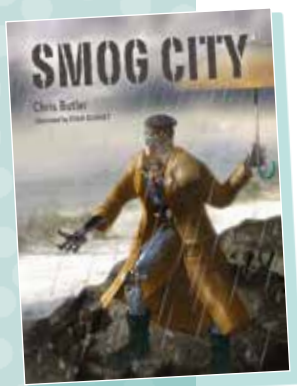
1

- 4 **Welcome**
- 6 **Good to know! Language • Grammar**
Useful phrases, Similes, Idioms
- 8 **UNIT 1 – FOR REAL?**
- 10 **Main text** – *Out of Control*
- 18 **Dialogue • Chunks** – The music project
- 20 **Language • Grammar 1** – Nouns
- 21 **Linked text 1** – Famous Fakes
- 24 **Time to write** – A news article
- 26 **Language • Grammar 2** – Adjectives
- 27 **Linked text 2** – Get in the Zone
- 30 **Wrap it up!**



2

- 32 **UNIT 2 – HEAR ME OUT**
- 34 **Main text** – *No Talking*
- 42 **Dialogue • Chunks** – Keeping a secret
- 44 **Language • Grammar 1** – Verbs
- 45 **Linked text 1** – With or Without Words
- 48 **Time to write** – A persuasive essay
- 50 **Language • Grammar 2** – Irregular verbs
- 51 **Linked text 2** – Expression through Music
- 54 **Wrap it up!**



3

- 56 **UNIT 3 – NATURE CALLING**
- 58 **Main text** – *Smog City*
- 62 **Dialogue • Chunks** – Becoming tenderfoots
- 64 **Language • Grammar 1** – Helping verbs
- 65 **Linked text 1** – You can Make a Difference
- 68 **Time to write** – A formal letter
- 70 **Language • Grammar 2** – Adverbs
- 71 **Linked text 2** – Be the Change
- 74 **Wrap it up!**



4

- 76 **UNIT 4 – WHAT'S THE STORY?**
78 Main text – *Forever Girl*
84 Dialogue • Chunks – Dress wacky day
86 Language • Grammar 1 – Me, myself and I
87 Linked text 1 – Folktales & Shamrocks
90 Time to write – A fairy tale
92 Language • Grammar 2 – Pronouns
93 Linked text 2 – Artists in Disguise
96 Wrap it up!



5

- 98 **UNIT 5 – GUILTY AS CHARGED**
100 Main text – *The Adventure of the Blue Carbuncle*
106 Dialogue • Chunks – The stolen bike
108 Language • Grammar 1 – Prepositions
109 Linked text 1 – Detectives at Work
112 Time to write – A newscast script
114 Language • Grammar 2 – Homophones, homonyms, homographs
115 Linked text 2 – Changing Times, Changing Crimes
118 Wrap it up!



6

- 120 **UNIT 6 – TIME WILL TELL**
122 Main text – *Lafff*
136 Dialogue • Chunks – As time goes by
138 Language • Grammar 1 – Connectives
139 Linked text 1 – Yesterday's Jobs
142 Time to write – An informal message
144 Language • Grammar 2 – Prefixes & suffixes
145 Linked text 2 – Telling the Future
148 Wrap it up!
- 150 **Language • Grammar – Summary**
156 **Till läraren**

It's my turn

You tell me

Could this be ...?

Sneak out

Give it a try

Are you serious?



In spite of ...

At the same time ...

Safe and sound

On the other side

How on earth ...?

You must be joking!

No Talking

by Andrew Clements



PREP TALK!

- Read the title and look at the pictures. What do you think this story is about?
- What is "Social Studies?"
- How do you think people would react if you stopped talking?

Chapter 1 – ZIPPED

Dave Packer was in the middle of his fourth hour of not talking. He was also in the middle of his social studies class on a Monday morning in the middle of November. And Laketon Elementary School was in the middle of a medium-size town in the middle
5 of New Jersey.

There was a reason Dave was in the middle of his fourth hour of not talking, but this isn't the time to tell about that. This is the time to tell what he figured out in the middle of his social studies class.

Dave figured out that not talking is *extra* hard at school. And the
10 reason? Teachers. Because at 11:35 Mrs. Overby clapped her hands and said, "Class – class! Quiet down!" Then she looked at her list and said, "Dave and Lynsey, you're next."

So Dave nodded at Lynsey and stood up. It was time to present their report about India.

15 But giving this report would ruin his experiment. Because Dave was trying to keep his mouth shut all day. He wanted to keep his lips zipped right up to the very end of the day, to not say one single word until the last bell rang at ten after three. And the reason Dave had decided to clam up ... but it still isn't the time to tell about that. This
20 is the time to tell what he did about the report.

Dave and Lynsey walked to the front of the room. Dave was supposed to begin the presentation by telling about the history of India. He looked down at his index cards, looked up at Mrs. Overby, looked out at the class, and he opened his mouth.

Elementary school	grundskola (US)
report	redovisning
ruin	förstöra
keep his mouth shut	hålla tyst
keep his lips zipped	hålla klaffen
the very end	ända till slutet
one single	ett enda
clam up	tiga som muren
index cards	talarkort

But he didn't talk.

He coughed. Dave coughed for about ten seconds. Then he wiped his mouth, looked at his index cards again, looked at Mrs. Overby again, looked at the class again, opened his mouth again, and ...
5 coughed some more. He coughed and coughed and coughed until his face was bright red and he was all bent over.

Lynsey stood there, feeling helpless. Dave hadn't told her about his experiment, so all she could do was watch – and listen to his horrible coughing. Lynsey's opinion of Dave had never been high,
10 and it sank lower by the second.

Mrs. Overby thought she knew what was happening with Dave. She had seen this before – kids who got so nervous that they made themselves sick rather than talk in front of the class. It surprised her, because Dave wasn't shy at all. Ever. In fact, *none* of this year's
15 fifth graders were the least bit shy or nervous about talking. Ever.

But the teacher took pity, and she said, "You'd better go get some water. You two can give your report later."

Lynsey gave Dave a disgusted look and went back to her desk.

20 Dave nodded at Mrs. Overby, coughed a few more times for good measure, and hurried out of the room.

And with Dave out in the hall getting a drink, it's the perfect time to tell why he was in the middle of his fourth hour of not talking, and why he had decided to keep quiet in the first place.

Chapter 2 – GANDHI

25 When something happens, there's usually a simple explanation. But that simple explanation is almost never the full story. Here's the simple explanation anyway: Dave had decided to stop talking for a whole day because of something he'd read in a book.

30 See? Very simple, very clear. But it's not the whole story.

So here's a little more.

Dave and a partner had to prepare a report on India – not a long one, just some basic facts. Something about the history,

• cough	hosta
helpless	hjämlös
• opinion	åsikt
• sink	sjunka
by the second	för varje sekund
• rather than	hellre än
• shy	blyg
ever	någonsin
the least bit	det allra minsta
take pity	visa medlidande
disgusted	äcklad
for good measure	för sakens skull
in the first place	från första början
• explanation	förklaring
basic	grundläggande



something about the government, something about the land and the industry, something about the Indian people and their culture. Five minutes or less.

5 Dave's report partner was Lynsey Burgess, and neither one of them was happy about that – there were some boy-girl problems at Laketon Elementary School. But this isn't the time to tell about that.

10 Even though Dave and Lynsey had to *give* their report together, they both agreed that they did *not* want to *prepare* it together. So they divided the topics in half, and each worked alone.

Dave was a good student, and he had found two books about India, and he had checked them out of the library. He hadn't read both books, not completely – he wasn't *that* good a student. But he had read parts of both books.

15 Dave thought the most interesting section in each book was the part about how India became independent, how the country broke away from England to become a free nation – sort of like the United States did.

20 And Dave thought the most interesting person in the story of India's independence was Mahatma Gandhi.

25 Dave was amazed by Gandhi. This one skinny little man practically pushed the whole British army out of India all by himself. But he didn't use weapons or violence. He fought with words and ideas. It was an incredible story, all of it true.

And in one of the books, Dave read this about Gandhi:

For many years, one day each week Gandhi did not speak at all. Gandhi believed this was a way to bring order to his mind.

30 Dave read that bit of information on Thursday afternoon, and he read it again on Sunday night as he prepared for his oral report. And it made him wonder what that would be like – to go a whole day without saying a single word. And Dave began to wonder if not talking would bring
35 order to *his* mind too.

• government	regering
land	rike, mark
• less	mindre
even though	även om
• divide	dela upp
• topic	ämne, ämnesområde
section	del
• independent	självständigt
break away	bryta sig loss
sort of like	ungefär som
skinny	mager
practically	praktiskt taget
push	fösa
army	armé
weapon	vapen
• violence	våld
fight	slåss, strida
bring order	skapa ordning
mind	sinne
oral	muntlig



In fact, Dave wondered what that meant, “to bring order to his mind.” Could something as simple as not talking change the way your mind worked? Seemed like it must have been good for Gandhi. But what would it do for a regular kid in New Jersey?

5 Would not talking make him ... smarter? Would he finally understand fractions? If he had more order in his mind, would he be able to look at a sentence and *see* which word was an adverb – instead of just guessing? And how about sports? Would someone with a more orderly mind be a better baseball player?

10 Powerful questions.

So Dave decided to zip his lip and give it a try.

Was it hard for him to keep quiet? You bet, especially at first, like when he got to the bus stop, where his friends were arguing about why the Jets had lost to the Patriots. But Dave had learned
15 quickly that by nodding and smiling, by frowning and shrugging, by shaking his head, by giving a thumbs-up or a high five, or even by just putting his hands in his coat pockets and turning away, not talking was possible. And by the time he'd ridden the bus
20 to school, Dave had gotten pretty good at fitting in without speaking up.

There. That explains what's going on a little better. And it's probably enough, at least for the moment. But there's more. There's *always* more.

And now we're back in class on Monday with Dave, who got
25 through the rest of social studies without saying a word. And when the bell rang at the end of the period, it was time for fifth-grade lunch.

More than a hundred and twenty-five kids began hurrying toward the cafeteria. And by the time they got there, the fifth graders
30 were already talking like crazy – all except one.

fractions	bråktal
be able to	kunna, ha förmåga
orderly	ordningsam
argue	bråka, tjafsa
thumbs-up	tummen-upp
fit in	passa in
period	lektion



Chapter 3 – INSULTS

“If you had to shut up for five minutes, I bet the whole top of your head would explode!” As those words flew out of his mouth, Dave had two thoughts.

5 First, he thought, *Darn it!* – because he remembered he’d been trying not to talk at all.

And his second thought was, *Gandhi probably wouldn’t have said that*. Because it wasn’t a very nice thing to say.

But that’s what Dave said, and he said it to Lynsey Burgess, and there was a reason he said it.

10 So it’s time to back up a little and explain.

Dave had gotten through the lunch line without a peep. He had pointed at the pizza plate, then pointed at the fruit cup. He had nodded for “yes, please” and shook his head for “no, thanks.”

15 He had grabbed some milk from the cooler and flashed his lunch pass at Mrs. Vitelli. And he had smiled a lot.

No talking? No problem.

Then he’d sat down at a table with some of his friends, just like always. But instead of jumping into the conversation, Dave had kept a pleasant look on his face, and he’d kept his mouth full

20 of food.

No talking? No problem.

And because he wasn’t talking, Dave had focused all his energy on listening.

25 Listening at the lunch table, really *listening*, was a brand-new experience for him. Because most of the time Dave was a loudmouth.

30 See? There’s something more about Dave. And it makes Dave’s reaction to Gandhi make more sense. Because if Dave himself was a loudmouth, a real tongue-flapper, then someone like Gandhi who could keep completely quiet would seem that much more amazing.

Because Dave really did love to talk. He could talk and talk and talk about almost anything – baseball, cars, dinosaurs, rock hunting, soccer, snowboarding, waterskiing, favorite books, best football

• insult	förolämpning
darn it	jäklar
get through	ta sig igenom
cooler	kyl
flash	hastigt visa
brand-new	sprillans ny
loudmouth	pratkvarn
tongue-flapper	ordblajare



players, camping, canoeing, PlayStation, Nintendo, Xbox, comic books, TV shows, movies – you name it. Dave had a long, long list of interests, and he had plenty of opinions.

5 Plus, talking always made Dave feel like he was in charge. It was sort of like being a police officer out in the middle of traffic. As long as *he* did the talking, the traffic went the way *he* wanted it to. This was especially useful if insults started flying around. When it came to dishing out the put-downs, Dave was a pro.

10 But this lunchtime, all the *other* loudmouths were getting a chance to spout off.

So Dave had chewed his pizza, and sipped his milk, and listened. And after a minute or two he began listening to Lynsey Burgess. But only because he couldn't help it.

15 Even though she was sitting behind him at the next table, and even though the cafeteria was almost bursting with noise, Lynsey had a sharp voice, the kind that cuts like a hacksaw.

20 "... so I said, 'Are you serious?' and she said, 'What's wrong with you?' and I said, 'Because I saw it first,' and I did, and it was a great color for me, because my hair's brown, and her hair's that mousy blond color, but her mom was right there in the store, so she picked it up and took it over to her, and her mom bought it! Can you believe that? She *knew* I wanted that sweater more than anything, and she bought it anyway. And then? After school on Friday at soccer practice? She *smiled* at me, like she wanted to be friends or something – as *if!* Can you believe that?"

30 No, Dave couldn't believe it. He couldn't believe that anyone could flap and yap her mouth so fast, and say so many words, and be so boring and stupidsounding, all at the same time. He took another bite of pizza and tried to stop listening, but Lynsey was just getting warmed up.

35 "... because then, she comes over *after* practice? And she says, 'Here, this is for you,' and she tries to *give* me the sweater. So I pull my hands away like she's holding a dead skunk or something, and I say, 'You think I want *that?* That thing is so ugly, I would *never* wear that!' And she says, 'Oh' – just like that – just, 'Oh' – and she walks away with the sweater. Except now, I wish I hadn't said that, because it really is the *best* color, and it's really soft ..."

be in charge	ha kontroll
dishing out	dela ut
put-downs	förminskande kommentarer, sänkningar
spout off	låta munnarna gå
chew	tugga
burst	hålla på att sprängas
hacksaw	bågfil
flap and yap	babbla



By this point, Dave was wishing he had his cellphone. Because if he had one, and if it hadn't been against school rules, he could have plugged up both his ears and cranked the volume. Anything to get away from the sound of Lynsey's voice.

5 "... because once I tried wearing this sweater that was made of wool? And it made my neck itch *so* much, like, I couldn't even wear it for two minutes, but it was okay, because then my mom found this turtleneck way down in the bottom of my dresser, and I'd forgotten I even had it, and it was pink, so then I put that on first, and then the sweater was fine, because, really, it was like the two colors went together *perfectly*, almost like a picture in a magazine. Because last week in *Teen People*? Jenna and Lori and Keith were at this party, like, in Hollywood or somewhere? And Jenna had on a sweater that was almost like that wool one I have, and she was wearing these ..."

And that was the moment when Dave completely forgot about keeping silent, and he turned around and almost shouted, "If you had to shut up for five minutes, I bet the whole top of your head would explode!"

20 And Dave was glad he'd said it, even if it wasn't nice, and even though it ended his experiment. Because after he said it, Lynsey stopped talking.

But the quiet only lasted about three seconds.

Lynsey said, "Is your *cough* all better? Because I thought I just heard a whiny little voice." She and her friends stared at Dave. "Did you say something?"

"Yeah, I did," he said. "I *said*, I bet if you had to shut up for five minutes, the top of your head would explode. Like a volcano. From all the hot gas that usually comes out of your mouth. When you talk and talk and talk and never stop talking. Yeah. That's what I said. To you."

Lynsey tilted her head and looked at Dave, sort of the way a bird looks at a bug it's about to eat.

35 "Oh, like there's something *wrong* with talking? You never have any trouble with *yourself* blabbing and blabbing every day. We've all *heard* you." And the other girls nodded and made faces.

by this point	vid det här laget
plug up	plugga igen
crank the volume	dra upp volymen
wool	ull
neck	hals
itch	klia
like	typ
turtleneck	polotröja
way down	långt ner
• whiny	gnällig
tilt	luta
bug	insekt
make faces	göra miner

“Well,” Dave said, “talking’s okay, when there’s stuff worth saying.”

- **worth** värd
- trade** bli utbytt
- in a row** i sträck
- punch line** slutreplik
- particular** specifik, särskild

Lynsey said, “*Ohhh* – so boys can say things like, ‘Hey, did you hear this guy got traded to that team, and that guy got traded to this team, and, hey, he hit real good last year, and, ooh yeah, he can really catch!’ Boys can talk and talk like that, but girls can’t talk about clothes sometimes? Is *that* it?”

Dave said, “No ... but I don’t talk the way you talk, like, for a million minutes in a row without stopping. And ... and ...”

Dave was hunting for something strong to say, a real punch line, something that would shut Lynsey up and end this conversation. So he said, “ ... and anyway, boys *never* talk as much as girls do, ever!”

Please take a careful look at that last thing Dave just said.

Because with this particular group of fifth graders, *that* was a dangerous thing to say.

And now is a good time to tell a little more about the fifth-grade boys and the fifth-grade girls at Laketon Elementary School – to explain why it was a bad idea for Dave to say what he just said.

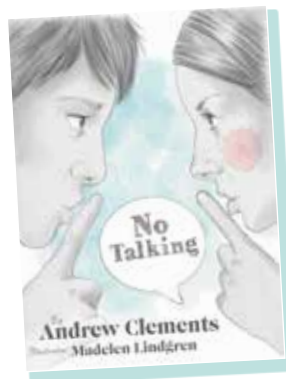
Because Dave should have kept his mouth shut.

He really should have.



Grasp the text together

- Why did the students think that not talking in school was extra hard? Do you agree?
- What about Gandhi did Dave find so fascinating?
- What made Dave forget about keeping silent?
- What do you think happens next? Why?



Finish the story on the student website!

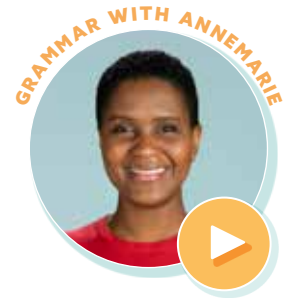
Irregular verbs

Brush up!

	past simple	present perfect
hit	Penny hit the ball over the fence in the last game.	She has hit hard before, but this was a record by far.
build	Last year Leo built a bird nesting box.	Now he has built a treehouse in his backyard.
speak	I spoke to them yesterday about their behavior.	As a result, they have not spoken to me all day.

Learn more

Learn irregular verbs by pattern.
It is helpful to say them like a chant.



Let's practice!

all three the same	hurt	hurt	hurt
	cost	cost	cost
	quit	quit	quit
last two the same	stand	stood	stood
	hold	held	held
	catch	caught	caught
all different	begin	began	begun
	hide	hid	hidden
	steal	stole	stolen



LET'S TALK!

Say the verbs like a chant.

burst
stand
sing



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 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 **lärar-** och **elevwebb**. I lärarwebben finns alla texter med tillhörande ljudfil, samt dialog- och grammatikfilmer. Här finns också underlag för **bedömning**.

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

I **Teacher's guide** finns lektionsplanering och kopieringsunderlag.



• LEARN •

ENGLISH

Workbook

6

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Provkapitel - Learn English 6 workbook



MAJEMA!

Contents

1

UNIT 1 – FOR REAL?

- 4 **Main text** – Vocabulary, Reading comprehension, Listening comprehension
- 10 **Chunks, chunks, chunks**
- 12 **Language and grammar 1** – Nouns
- 14 **Linked text 1** – Famous Fakes
- 16 **Time to write** – A news article
- 18 **Language and grammar 2** – Adjectives
- 20 **Linked text 2** – Get in the Zone
- 22 **Extra** – Pick and choose

2

UNIT 2 – HEAR ME OUT

- 24 **Main text** – Vocabulary, Reading comprehension, Listening comprehension
- 30 **Chunks, chunks, chunks**
- 32 **Language and grammar 1** – Verbs
- 34 **Linked text 1** – With or Without Words
- 36 **Time to write** – A persuasive essay
- 38 **Language and grammar 2** – Irregular verbs
- 40 **Linked text 2** – Expression through Music
- 42 **Extra** – Pick and choose

3

UNIT 3 – NATURE CALLING

- 44 **Main text** – Vocabulary, Reading comprehension, Listening comprehension
- 50 **Chunks, chunks, chunks**
- 52 **Language and grammar 1** – Helping verbs
- 54 **Linked text 1** – You can Make a Difference
- 56 **Time to write** – A formal letter
- 58 **Language and grammar 2** – Adverbs
- 60 **Linked text 2** – Be the Change
- 62 **Extra** – Pick and choose

4 UNIT 4 – WHAT’S THE STORY?

- 64 **Main text** – Vocabulary, Reading comprehension, Listening comprehension
- 70 **Chunks, chunks, chunks**
- 72 **Language and grammar 1** – Me, myself and I
- 74 **Linked text 1** – Folktales & Shamrocks
- 76 **Time to write** – A fairy tale
- 78 **Language and grammar 2** – Pronouns
- 80 **Linked text 2** – Artists in Disguise
- 82 **Extra** – Pick and choose

5 UNIT 5 – GUILTY AS CHARGED

- 84 **Main text** – Vocabulary, Reading comprehension, Listening comprehension
- 90 **Chunks, chunks, chunks**
- 92 **Language and grammar 1** – Prepositions
- 94 **Linked text 1** – Detectives at Work
- 96 **Time to write** – A newscast script
- 98 **Language and grammar 2** – Homophones, homonyms, homographs
- 100 **Linked text 2** – Changing Times, Changing Crimes
- 102 **Extra** – Pick and choose

6 UNIT 6 – TIME WILL TELL

- 104 **Main text** – Vocabulary, Reading comprehension, Listening comprehension
- 110 **Chunks, chunks, chunks**
- 112 **Language and grammar 1** – Connectives
- 114 **Linked text 1** – Yesterday’s Jobs
- 116 **Time to write** – An informal message
- 118 **Language and grammar 2** – Prefixes & suffixes
- 120 **Linked text 2** – Telling the Future
- 122 **Extra** – Pick and choose

- 124 **Vocabulary**
- 127 **Chunks**
- 128 **Language • Grammar – Summary**
- 136 **Till läraren**

2

Vocabulary



cough opinion sink less divide rather than
 explanation government argue independent
 violence topic shy insult whiny worth

A Which vocabulary word could replace the underlined word?

- I hope you have a good answer to why you did this. _____
- Being self-sufficient is our main goal. _____
- I don't want to discuss this with you. _____
- The temperature will drop when the sun goes down. _____
- Let's split the cost and pay half each. _____
- It is not meaningful discussing this anymore, let's move on. _____

B Write the missing words.

- I have a fever and a _____, I might need medicine.
- Careful. Your joke could be taken as an _____.
- My kitten is very _____, that's why she's hiding under the table.
- People in my class all have different _____, so we discuss things a lot.
- I would prefer having one really cool beanie _____ many that are just okay.
- Finishing the essay took _____ time than I thought.
- The _____ has been slow to react to the protest going on.
- Even if you are angry, _____ won't solve the problem.
- The main _____ of today's meeting was longer school breaks.
- Sometimes you are so _____, complaining about everything!

C Answer the questions.

1. Something is not **worth** the money? Why?

2. How can you tell someone is **shy**?

3. **Argue** that homework should be banned. What would you say?

4. Describe an **independent** person.

5. When might you be **whiny**? Give examples.



D Write sentences showing each word's meaning.

1. _____

2. _____

3. _____

insult

rather
than

explanation

Reading comprehension



A Number the events in order, 1–6.

- | | |
|--|---|
| <input type="radio"/> Dave reads about Gandhi. | <input type="radio"/> Dave forgets to keep quiet. |
| <input type="radio"/> Dave experiences listening instead of talking. | <input type="radio"/> Lynsey tells her friends about a sweater. |
| <input type="radio"/> Dave decides to try not talking. | <input type="radio"/> Mrs. Overby thinks Dave fakes being sick. |

B Answer the questions.

1. Why did Dave decide not to talk for the whole day?

2. How did keeping quiet affect Dave's day? Give examples.

3. Describe Lynsey.

4. What did Dave experience while listening?

5. Who is the best at arguing, Dave or Lynsey? Explain your thoughts.

C ANALYZE

Describe Dave.

Facts

Personality

Thoughts

Actions

D THINK ABOUT IT

What challenges would you face if you stopped talking for a day? Give examples.



Listening comprehension



A Listen and answer the questions.



- What is special about this day?

<input type="checkbox"/> it's exciting	<input type="checkbox"/> it's the last day of high school
<input type="checkbox"/> it's the 4th of July	<input type="checkbox"/> it's speech day at school
- What year is it? _____
- What examples of difficulties and stress does Jazz talk about? Tick two boxes.

<input type="checkbox"/> fake news	<input type="checkbox"/> the climate	<input type="checkbox"/> social studies
<input type="checkbox"/> school	<input type="checkbox"/> sports	<input type="checkbox"/> exams
- For how long have the students gone to high school together? _____
- What are examples of things the students have done together? Tick two boxes.

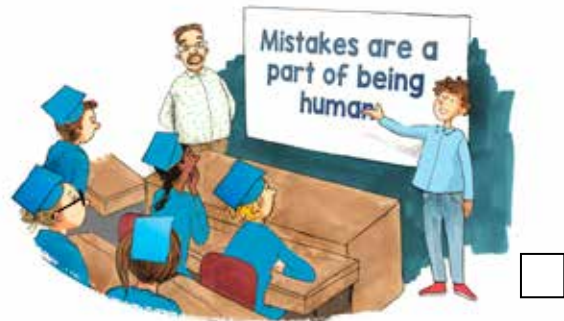
<input type="checkbox"/> danced	<input type="checkbox"/> played boardgames	<input type="checkbox"/> fallen in love
<input type="checkbox"/> overslept	<input type="checkbox"/> studied	<input type="checkbox"/> watched butterflies
- Who is Mr. Graham? _____
- Who does Jazz especially want to thank?

<input type="checkbox"/> the graduates	<input type="checkbox"/> the whole staff
<input type="checkbox"/> the teachers	<input type="checkbox"/> himself
- Jazz says the students could act like ... _____
- What is the quote about?

<input type="checkbox"/> mistakes are ok	<input type="checkbox"/> don't make mistakes
<input type="checkbox"/> school is important	<input type="checkbox"/> life is hard
- What was Ms. Ortega good at?

<input type="checkbox"/> baking	<input type="checkbox"/> talking
<input type="checkbox"/> selling stuff	<input type="checkbox"/> listening

11. Which picture matches Jazz giving his speech?



B Listen to Jazz talking about what they learned. Circle the answers.



1. Twelve years ago, the students ... got Batman boxes. / began school. / took pictures.
2. According to Jazz, greatness means ... good grades. / being popular. / finding your passion.
3. The teachers have been ... smiling. / hard. / supportive.
4. One advice is to ... meet new people. / follow others. / start a company.

C Write three things you learned from Jazz's speech.

1. _____
2. _____
3. _____

Irregular verbs

Find the verbs on page 135.

Brush up!

A Write the missing verbs. Use the past simple tense.

go set lie dig drink bring hurt

1. My family _____ down on the blanket so I could take this photo.
2. Did you hear that he _____ a new record with that jump?
3. Last week I _____ my arm at football practice.
4. I _____ to see the new show. It was magical.
5. Yesterday we _____ a hole in the garden for the new cherry tree.
6. I almost _____ the whole cup. I was so thirsty.
7. I _____ you a jacket in case it gets cold. Here you go.



B Write sentences.

- | | |
|-----------------------|-------|
| 1. past simple _____ | build |
| present perfect _____ | |
| 2. past simple _____ | speak |
| present perfect _____ | |
| 3. past simple _____ | catch |
| present perfect _____ | |
| 4. past simple _____ | throw |
| present perfect _____ | |
| 5. past simple _____ | begin |
| present perfect _____ | |

Learn more !!



C Complete the charts.

All three the same

Last two the same

All different

- sleep
- bite
- leave
- find
- blow
- wear
- spread
- shake
- split
- quit
- send
- hit

D Jackson went camping last weekend. Write what happened.
Use three or more of the verbs from above.



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 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 **lärar-** och **elevwebb**. I lärarwebben finns alla texter med tillhörande ljudfil, samt dialog- och grammatikfilmer. Här finns också underlag för **bedömning**.

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

I **Teacher's guide** finns lektionsplanering och kopieringsunderlag.



• LEARN •

ENGLISH

Teacher's Guide

6

2

UNIT TWO

HEAR ME OUT

READ!

- No Talking
- With or Without Words
- Expression through Music



CHUNKS!

- Keep quiet
- In the first place
- The whole story
- Just like always
- Give it a try
- Are you serious?
- Sort of
- Not completely
- Can you believe that?

WRITE!

A persuasive essay

Language • Grammar

- Verbs
- Irregular verbs



Vocabulary

No Talking

cough
opinion
sink
rather than
shy
explanation
government
less
divide
topic
independent
violence
argue
insult
whiny
worth

With or Without Words

rule
law
deliver
diversity
riot
poetry
express
tool
overcome
strength
joy
patience
embrace
flabbergasted
grieve
victorious

Expression through Music

term
impact
theme
lyrics
equal rights
justice
laid-back
eavesdrop
casual
speaker
rhyme
background
back and forth
urban
emphasis
contain

Practice
vocabulary on
the student
website!

Poster

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

Vocabulary

På s. 55 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**.

Game

If I Ruled the World

En pratlek där eleverna övar att framföra, förklara och argumentera för eller emot olika idéer.

Kopieringsunderlag 25.



TEXTBOOK

Intro Unit 2

Textbook s. 32–33 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: *mike, speak up, opinion, speech, stage, listeners, singer-songwriter, nervous, applause.*

Fler frågor: *Where could this be? In what situations would you use a microphone? Do you like being on stage? Why/Why not? What would you do if you forgot what to say?*

Unit focus

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

Chunks!

Läs de nio 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!

- Låt eleverna parvis prata om när de själva stått på scen eller vad de upplevt som åskådare.

Main text

No Talking by Andrea Chambers

PREP TALK

- Read the title and look at the pictures. What do you think the story is about?
- What is "Social Studies"?
- How do you think people would react if you stopped talking?

Chapter 1 – ZIPPED

Dave Packer was in the middle of his fourth hour of not talking. He was also in the middle of his social studies class on a Monday morning in the middle of November. And Laketon Elementary School was in the middle of a no-talking time in the middle of the day.

There was a reason Dave was in the middle of his fourth hour of not talking, but this isn't the time to tell about that. This is the time to tell how Dave was in the middle of his social studies class.

Dave signed out last week for talking at an all-school assembly. He was supposed to be in the middle of his fourth hour of not talking, but this isn't the time to tell about that. This is the time to tell how Dave was in the middle of his social studies class.

Dave and Lynsey walked to the front of the room. Dave was supposed to help the presentation by telling about the history of India. He looked down at his index card, looked up at Mrs. Overby, looked out at the class, and he signed his name.

Chapter 2 – GANDHI

It was something happen, there's usually a simple explanation. But the simple explanation is almost never the full story. There's the simple explanation answer. Dave had decided to stop talking for the whole day because not talking was something that he had to do for the whole day.

Chapter 3 – GANDHI

It was something happen, there's usually a simple explanation. But the simple explanation is almost never the full story. There's the simple explanation answer. Dave had decided to stop talking for the whole day because not talking was something that he had to do for the whole day.

Chapter 4 – GANDHI

It was something happen, there's usually a simple explanation. But the simple explanation is almost never the full story. There's the simple explanation answer. Dave had decided to stop talking for the whole day because not talking was something that he had to do for the whole day.

TEXTBOOK

2 Vocabulary

A Which vocabulary word could replace the underlined word?

- I hope you have a good reason to why you did this.
 - 1. being difficult to see with you
 - 2. I don't want to decide this with you.
 - 3. The temperature will drop when the sun goes down.
 - 4. Let's get the rest and pay half each.
 - 5. It is not meaningful discussing this anymore, let's move on.

B Write the missing words.

- I have a fever and I _____ I might need medication.
- Could I have some milk to take with it _____?
- My kitten is very _____ that's why she's hiding under the table.
- People in my class all have different _____ so we discuss things a lot.
- I would prefer having one really good lesson _____ many that are just okay.
- Studying the way math _____ than that I thought.
- The _____ has been slow to react to the problem going on.
- Even if you are angry _____ won't solve the problem.
- The main _____ of today's meeting was longer school breaks.
- Sometimes you are so _____ complaining about everything!

C Answer the question.

- Something that means the money? Why? _____
- How can you tell someone is shy? _____
- Argue that homework should be banned. What would you say? _____
- Describe an independent person. _____
- When might you be selfish? Give examples. _____

D Write sentences choosing each word's meaning.

_____ (mean)
 _____ (rather than)
 _____ (explanation)

WORKBOOK

No Talking

Textbook s. 34–41 och webb

Prep talk!

Läs textens titel tillsammans. Titta på alla bilder i texten. Låt eleverna berätta vad de tror att texten kommer att handla om. Skriv gärna stödord på tavlan. T.ex. *elementary school, presentation, silent, report, India, cafeteria, argument.*

Låt någon elev som vill, svara på vad ämnet Social Studies motsvarar på svenska (SO).

Den tredje frågan kan eleverna prata om i par. Lyft gärna några exempel.

Listen to the text together

Lyssna och följ med i texten, på webben. Använd gärna textmarkering. Pausa och ställ frågor för att fånga upp elevernas förståelse av texten.

- s. 34 – *Who are Dave Packer and Mrs. Overby? What is Dave supposed to start talking about?*
- s. 35 – *How does Dave's behavior affect Lynsey's opinion of him? Why has Dave decided to stop talking?*
- s. 36 – *What kind of problem was there at Laketon Elementary School? What does Dave think keeping quiet might do to him?*
- s. 37 – *How does Dave communicate?*
- s. 38 – *What does Dave suddenly say? How did Dave normally feel about talking?*
- s. 39 – *What is Lynsey telling her friends about? What does Dave think about Lynsey's talking?*
- s. 40 – *Why does Dave wish he had his cellphone? How does Lynsey react when Dave says what he says about her head exploding?*

s. 41 – *How does Dave describe girls' talking? How does this part of the story end?*

Vocabulary – Main text

Läs de 16 markerade glosorna och låt eleverna läsa efter. Glosorna finns samlade och inlästa i en lista på webben. Uppmärksamma att eleverna förstår orden.

Grasp the text together

Läs frågorna en i taget. Låt eleverna fundera och komma med förslag till svar. Formulera gärna några svar gemensamt och skriv på tavlan. Ett alternativ kan vara att dela in eleverna i grupper om fyra, låta dem fundera på varsin fråga och sedan redovisa sitt svar för gruppen.

Vocabulary

Workbook s. 24–25

Här får eleverna öva förståelsen av textens 16 glosor.

Uppgift D

Eleverna utmanas att skriva meningar som visar ordens betydelse. Skriv gärna en exempelmening tillsammans innan eleverna arbetar vidare på egen hand, t.ex. *I drink milk rather than water, because I love milk.* Förklara för eleverna att det är ok att ändra orden, t.ex. substantiven från singular till plural och verben till en annan tidsform. Låt några elever läsa sina meningar.

PRACTICE MORE!

- Öva glosorna på elevwebben.

Main text

No Talking by Andrew Clements

PREP TALK!
Read the text and look at the picture. What do you think the story is about? What is "Social Studies"? How do you think people would react if you stopped talking?

Chapter 1 – ZIPPER
Dave Pickett was in the middle of his fourth hour of not talking. He was also in the middle of his social studies class on a Monday morning in the middle of Pennsylvania. And Eugene (Eugene?) looked like he was in the middle of a million-dollar town in the middle of New Jersey.

There was a reason Dave was in the middle of his fourth hour of not talking. He had just the reason to talk about class. This is the time to talk what he figured out in the middle of his social studies class.

That figured out after something went bad or about half the lesson? "Teacher. Because at 11:30 Mr. Crowley dipped his hands and said, "Class. Quiet down!" Then she looked at her list and said, "There and Eugene, you're out."

So Dave nodded at Eugene and stood up. It was time to present this report about birds.

But giving this report would not be his agreement. Because Dave was trying to keep his hands that all day. He wanted to keep his legs straight up to the very end of the day. He wanted to keep his feet still and his back leaning on his chair. And the reason Dave had decided to do this up – but it was just the time to not about that. This is the time to talk what he figured out the report.

Dave and Eugene walked to the front of the room. Dave was supposed to begin the presentation by telling about the history of birds. He looked down at his notes card, looked up at Mrs. Crowley, looked out at the class, and he opened his mouth.

Chapter 2 – GANDHI
When something happens, there's usually a simple explanation. But that simple explanation is about never the first one. Here's the simple explanation answer. Dave had decided to stop talking for a whole day because of something that happened in a book.

See? They simple, very clear. But it's not the whole story. It's just a part of the story.

Dave and Eugene had to prepare a report on birds – not a long one, just some basic facts. Something about the history of birds.

Chapter 3 – GANDHI
When something happens, there's usually a simple explanation. But that simple explanation is about never the first one. Here's the simple explanation answer. Dave had decided to stop talking for a whole day because of something that happened in a book.

See? They simple, very clear. But it's not the whole story. It's just a part of the story.

Dave and Eugene had to prepare a report on birds – not a long one, just some basic facts. Something about the history of birds.

TEXTBOOK

Reading comprehension

A. Number the events in order 1-4.

- Dave reads about Gandhi.
- Dave forgets to keep quiet.
- Dave experiences something limited of talking.
- Eugene tells her friends about a message.
- Dave decides to try not talking.
- Mrs. Crowley thinks Dave looks being sick.

B. Answer the questions.

- Why did Dave decide not to talk for the whole day?
- How did keeping quiet affect Dave's day? Give examples.
- Describe Eugene.
- What did Dave experience when learning?
- Who is the best at arguing, Dave or Eugene? Explain your thoughts.

C. ANALYZE
Describe Dave

FACTS

PERSONALITY

THOUGHTS

ACTIONS

D. THINK ABOUT IT
What challenges would you face if you stopped talking for a day? Give examples.

WORKBOOK

No Talking

Textbook s. 34–41 och webb

Summarize the text together

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

Who is the main character? Which other characters are in the story? Where does the story take place?

What happens in the story? How does the story begin? What are some things that happen throughout the story? How does the story end?

Låt eleverna föreslå meningar som sammanfattar handlingen. Skriv deras förslag på tavlan. En variant är att eleverna sammanfattar texten i små grupper och redovisar sina förslag.

Practice reading

Välj ett sätt att läsa texten som passar dina elever. På s. 8 finns förslag på olika sätt att öva läsning. För någon elev kanske det är bra att få lyssna på hela texten igen, innan arbetet med läsförståelsefrågorna i workbook.

Reading comprehension

Workbook s. 26–27

Eleverna gör läsförståelseuppgifterna A–D.

Uppgift C

Eleverna ska göra en enkel textanalys och beskriva Dave. Låt gärna eleverna föreslå något som kan passa i modellen. Försäkra dig om att alla elever har förstått analysmodellen.

Uppgift D

Här får eleverna tänka vidare utifrån texten. Avsluta med att låta eleverna läsa för varandra vad de har tänkt om en dag i tystnad. Uppmuntra dem att ställa frågor eller delge tankar till varandra. *That's an interesting idea ..., I also think that ..., I don't believe ..., I would love it if ...*

PRACTICE MORE!

- Lyssna på berättelsen på elevwebben.
- Öva att läsa berättelsen med flyt och inlevelse.
- Välj en bild, händelse eller karaktär ur texten och låt eleverna skriva och berätta om den.
- Läs klart boken *No Talking* på elevwebben.
- Skriv *My Book Report*, kopieringsunderlag 4–5.

Finish the story on the student website!

Exit ticket

"When can silence be effective?"

Homework

Reading – kopieringsunderlag 19
Vocabulary – kopieringsunderlag 18
Extra vocabulary – kopieringsunderlag 8

Main text

Listening comprehension

A Listen and answer the questions.

- What is special about this day?
 It's exciting. It's the last day of high school.
 It's the 4th of July. It's speech day at school.
- What year is it?

- What examples of difficulties and stress does Jazz talk about? Tick two boxes.
 She sees the stress school studies
 about exams exams
- Has Jazz ever been the student given to high school together?
 Yes No
- What are examples of things the students have done together? Tick two boxes.
 danced played basketball danced in line
 celebrated studied studied together
- Who is Mr. Gaskins?

- Who does Jazz especially want to thank?
 Her grandma The whole staff
 The teachers Himself
- Just say the students could act like ...

- What is the quote about?
 Mistakes are ok Don't make mistakes
 It's hard to organize It's hard
- What was Mr. Chengs good at?
 Making Writing
 Reading Learning

11. Which picture matches Jazz's speech?

B Listen to Jazz talking about what they learned. Circle the answer.

- Teachers say the students ... got better grades / began school / took pictures.
- According to Jazz, grandma never ... good grades / being popular / finding your parents.
- The teachers have been ... reading / hard / supportive.
- Our advice is to ... meet new people / follow others / start a company.

C Write three things you learned from Jazz's speech.

- _____
- _____
- _____

WORKBOOK

Listening comprehension

Workbook s. 28–29 och webb

Uppgift A

Berätta för eleverna att de kommer få höra en 18-årig student, Jazz, på *Wyndham High School* som håller ett tal på avslutningen. Han pratar om skoltiden och tackar sina lärare. Det är tänkt att eleverna ska besvara frågorna under tiden de lyssnar. Hörövningen är uppdelad med instruktioner och pauser.

- Låt eleverna lyssna på ljudfil A och följa instruktionen. Uppmärksamma eleverna på att de ibland ska kryssa flera rutor. Har frågan skrivrad ska de skriva ett kort svar, inte en hel mening. Vid fråga 11 ska eleverna välja den bild som stämmer bäst överens med Jazz tal.
- 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 bild, på fråga 11.

Uppgift B

Berätta för eleverna att de nu kommer att få höra avslutningen på talet. Läs meningarna och svarsalternativen gemensamt, innan ni lyssnar.

- Låt eleverna lyssna på ljudfil B och följa instruktionen. De ska ringa in den avslutning som stämmer bäst.
- Lyssna en gång till om det behövs.
- Gå igenom och läs meningarna tillsammans.

Uppgift C

Här ska eleverna skriva tre saker de lärt sig från talet. Uppmuntra dem att skriva personligt och variera sitt språk. Avsluta gärna med att några elever läser vad de skrivit.

Hörmanus uppgift A

Instruction

Listen to the student Jazz and his speech at Wyndham High School's graduation ceremony.

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

Good afternoon, ladies and gentlemen. In the front – my fellow graduates. Further back – but not less important – guests, family and friends. To my left, our supportive principal, Mr. Edwards. Today is a special day. To my surprise, and maybe everyone's surprise, I was chosen to speak on this very last day of high school. Graduates of 2024, can you believe that school's out? I'm Jazz, by the way. I don't know if you all know me, but we went to high school together.

I want to congratulate everyone, including myself, for being here today. We've come a long way and despite all the odds, the difficulties we've had to face, the stress we've had to deal with – like global warming, social media, fake news and how our hair looked – we still managed to graduate. We made it! We deserve a big round of applause!

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

It was only four years ago that we came here to Wyndham High School. Let me recap those four years for you: Lost, nervous and shy, we hid in the halls, pretending to be older and cooler than we were. Those were great and not-so-great times. But we also danced and created some silly dance moves. Remember this?

We played video games and couldn't handle losing. Or winning, for that matter. We had crushes and butterflies in our stomachs. We gave each other nicknames such as Diddy, Bubba and Lala. We tried to stay awake in class although we hadn't slept much. We stayed up all night chatting instead of finishing that English assignment. Sorry, for that, Mr. Graham. Yet here we are, all dressed up in our smart-looking caps and gowns. Who would have thought ...

Finish answering questions 4, 5 and 6. Pause. Now, read the questions 7, 8, 9 and 10. Pause. Listen and answer the questions.

On behalf of all graduates, I want to thank the school staff, especially the teachers, who kept bugging us with assignments and homework. But only because


they wanted us to go the extra mile and succeed. You never gave up on us, even when we acted like children and honestly, screwed things up. I bet you're nervous to send us out into the world!

In our defense, I'm going to include a quote here: "Mistakes are a part of being human. Appreciate your mistakes for what they are: precious life lessons that can only be learned the hard way." This quote demonstrates how we shouldn't be afraid of messing things up, as long as we learn something from it.

Also, a warm thanks to Ms. Ortega in the cafeteria, who let us choose something from the secret snack box whenever we had a bad day. You listened to our problems and gave us good advice. I claimed to have at least one bad day a week! That was a much nicer place than the principal's office, where some of us spent quite some time ...

Finish answering questions 7, 8, 9 and 10. Pause. Look at question number 11. Which picture matches Jazz giving his speech?

Facit:

- | | |
|-------------------------------------|---|
| 1. it's the last day of high school | 8. "children" |
| 2. "2024" | 9. mistakes are okay |
| 3. fake news, the climate | 10. listening |
| 4. "four years" | 11.  |
| 5. danced, fallen in love | |
| 6. "the English teacher" | |
| 7. the teachers | |

Hörmanus uppgift B

Instruction

First, read the sentences and the alternatives. Pause. Now listen to Jazz talking about what they learned. Circle the answers.

So, let's talk about what we have learned from these four years at Wyndham.

But first, let's go back in time. Twelve years ago, we all were 6, and I remember the first day of school. Do you remember yours? On my first day I was so excited about my Batman lunchbox. My parents were there taking pictures, wishing me good luck. And here we are now. In some ways, not much has changed. OK, so I didn't bring my Batman lunchbox, but my parents are here taking pictures, wishing me good luck. And, today is the first day of the rest of our lives. What has changed is that we're taller, at least some of us, we're hopefully wiser, and definitely more independent.

Together we've learned that despite the mistakes we will make, we can achieve greatness. I want you to remember what greatness is. Because greatness has nothing to do with grades, or with likes, or with popularity, money or things. Greatness is finding your passion. That is the most important thing in life. Why? Because when life gets hard – and trust me, it sometimes will be hard – your passion, whatever makes you smile, is what is going to get you through it. Smile, and the world will smile at you. It's true. This is what our teachers have shown us by being supportive and positive when we needed it the most.

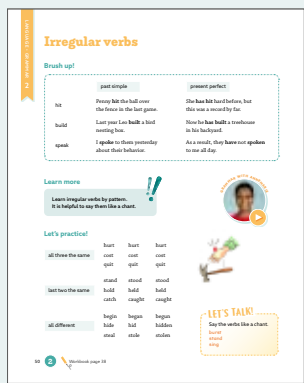
To sum it up, my three pieces of advice for you all are as follows:

1. Make the most of every moment. 2. Be your own best friend. It's the longest and closest friendship you'll ever have! and 3. Meet new people and talk to them, make new friends. Also, take care of your loved ones and make them happy. Class of 2024, it's been a splendid, I mean, hashtagawesome, four years together. Remember, the world is ours. We're amazing. Thank you.

Facit:

1. began school
2. finding your passion
3. supportive
4. meet new people

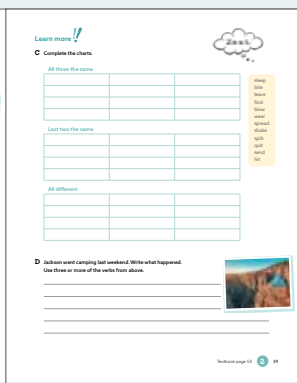
Language · Grammar 2



TEXTBOOK



WORKBOOK



Irregular verbs

Textbook s. 50 och webb

Brush up!

Låt eleverna förklara vad *irregular verbs* är. Läs exempelmeningarna för att repetera hur oregelbundna verb kan böjas i *past simple* och *present perfect*. Uppmärksamma gärna eleverna på att verbet *hit* inte ändras, att verbet *build* böjs till *built* i både *past simple* och *present perfect*, samt att verbet *speak* ändras i båda formerna.

Learn more !

Se mönster och öva de oregelbundna verbens tema som ramsor.

Watch the film together ▶

Berätta för eleverna att de kommer att få se en kort film där Annemarie pratar om hur man kan öva oregelbundna verb. Titta på filmen tillsammans.

Let's practice!

Körläs verben i den första kategorin. Fråga om eleverna vet fler oregelbundna verb som inte ändras. T.ex. *shut, bet, cut, let, set, put*.

Körläs verben i den andra kategorin. Fråga eleverna om de vet fler oregelbundna verb som har de två sista formerna lika. T.ex. *lose, sit, keep, bring, sleep, tell, make*.

Körläs verben i den sista kategorin. Fyll gärna på med några fler exempel: *write, take, wake, know, draw, swim, see*.

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

Let's talk!

Låt eleverna parvis öva att ta tema på verben och säga dem som ramsor.

Irregular verbs

Workbook s. 38–39

Eleverna arbetar med uppgifterna uppdelade under rubrikerna *Brush up* och *Learn more*.

Uppgift B

Låt några elever läsa sina meningar.

Uppgift D

Låt några elever läsa sina texter.

PRACTICE MORE!

- Öva *irregular verbs* 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 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 lärar- och **elevwebb**. I lärarwebben finns alla texter med tillhörande ljudfil, samt dialog- och grammatikfilmer. Här finns också underlag för **bedömning**.

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

I **Teacher's guide** finns lektionsplanering och kopieringsunderlag.

