

• LEARN •

ENGLISH

Textbook

4



Emelie Werkö
Monica Widstrand

Provkapitel - Learn English 4 textbook

MAJEMA!

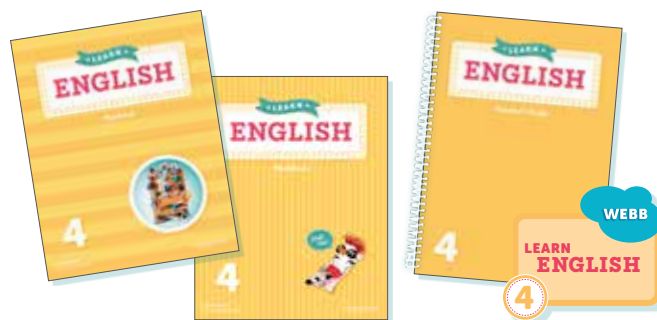
Till läraren

Learn English åk 4 innehåller sex kapitel. Det är lämpligt att arbeta 5–6 veckor med varje kapitel.

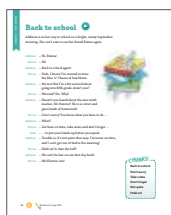
Inloggning Learn English webb:

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. 12 glosor samt sex 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.

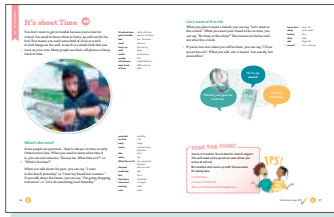
Language • Grammar 1

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

Workbook: Grammatikuppgifter.

Teacher website: Grammatikfilm och visningssida.

Student website: Grammatikfilm och grammatikövningar.



Linked Text 1

Textbook: Linked text 1 är kopplad till kapitlets tema. Lyssna på och läs texten gemensamt. 12 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. Samtala om bilden gemensamt och gå igenom exemplen.

Workbook: Grammatikuppgifter.

Teacher website: Visningssida.

Student website: 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. 12 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!

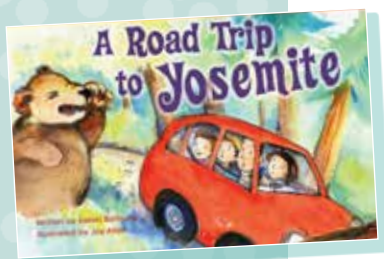
Teacher website: Diagnos för utskrift. Fångar upp elevernas förståelse och kunskaper, kopplat till kapitlet.

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- 56 **Wrap it up!**



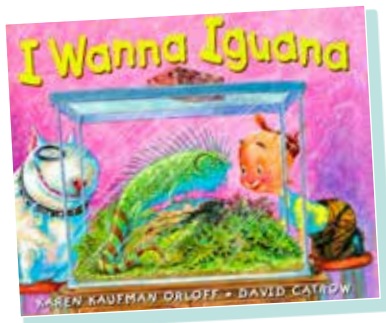
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- 114 **Language • Grammar – Summary**
 116 **Till läraren**

Hold on!

I'm starving

Guess what!

Told you!

Let's go!

Anything wrong?



Listen to this!

Too bad

Thanks for your help

Don't forget

Nice try!

Watch out!

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 a story about an extraordinary school day, a spoiled witch, a spooky house, and so much more.

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



The Sand Witch

by Alan MacDonald



PREP TALK!

- Read the title and look at the pictures. What do you think this story is about?
- What do you know about witches?

Chapter 1 • Hagbag

One morning, a letter arrived for Drusilla. It said:

THE SAND WITCH,
THE BLACK BEACH HUT
MUDLEY-ON-SEA

- 5 Drusilla opened it up.
“That’s odd,” she said to her cat, Peg. “Where’s the letter?
There’s only a crayon in here.”

The crayon jumped out of her hand. It started writing
on the wall.

- 10 Dear Drusilla,
I’m fed up with the city, I fancy a holiday.
The sea air will do me good. I’ll drive
on the east wind.
Your old friend,
15 Hagbag.

- | | |
|-------------|--------------|
| • letter | brev |
| beach hut | strandhydda |
| sea | hav |
| odd | konstigt |
| crayon | krita |
| fed up with | trött på |
| • fancy | skulle gilla |
| holiday | semester |
| air | luft |
| east | östra |



“Oh, no! Not Hagbag!” groaned Drusilla. “I hope she doesn’t want to stay for long.”

All of a sudden, there was a puff of blue smoke. Hagbag had arrived. She was a large witch with three chins and purple hair.

“Drusilla, you old witch!” cackled Hagbag.

She gave Drusilla a hug that nearly squeezed the life out of her. Hagbag plumped herself down in Drusilla’s rocking chair. Peg leaped off with a yowl.

“Scram, cat!” cried Hagbag. She turned to Drusilla. “Now, what’s for breakfast, ducky? I’m starving.”

hope	hoppas
• stay	stanna
• chins	hakor
cackled	kacklade
• hug	kram
• nearly	nästan
squeezed	kramade
plumped down	damp ner
rocking chair	gungstol
leaped off	skuttade iväg
a yowl	ett ylande
scram	stick
cried	tjöt
turned to	vände sig till
ducky	raring, sötnos
starving	utsvulten





Hagbag sat at the table while Drusilla waited on her. She ate ten slices of toast and a whole jar of jellyfish jam. She drank six mugs of seaweed tea and gobbled all the crab cakes.

5 “Now, ducky,” she said. “What do you do for fun around here?”

“I’m afraid you’ll be bored,” said Drusilla. “It’s so quiet by the sea.”

“Perfect,” said Hagbag. “I need a good rest. I may stay for a week.”

10 Drusilla turned pale. A whole *week*? How could they stand a whole week of Hagbag?

while	medan
waited on	serverade
• slices	skivor
toast	rostat bröd
jar	burk
jellyfish	manet
jam	sylt
seaweed	sjögräs
gobbled	glufsade i sig
I’m afraid	jag är rädd att
• bored	uttråkad
• quiet	tyst
by	vid
• rest	vila
may stay	kanske stannar
turned pale	bleknade
stand	stå ut med

Chapter 2 • Make Yourself at Home

Hagbag spent the next day lazing on the beach. Then she read Drusilla's new Spell Book.

But after five minutes Hagbag was hungry.

“Do you know what I fancy?” she said.

5 “A nice ice cream. Be a poppet and get me one, Drusilla.”

Drusilla walked all the way to the shops. She carried back two dripping ice creams. One for Hagbag and one for herself.

“Two? You are spoiling me!” said Hagbag. She grabbed both ice creams.

10 All day, Drusilla fetched and carried things for Hagbag.

“Got any sun cream, ducky?” she'd ask. Or, “Did I hear you say tea?”

By the end of the day, Drusilla was worn out. It was a relief when Hagbag said she was ready for bed.

spent	tillbringade
lazing	lata sig
Spell Book	bok med trollformler
• hungry	hungrig
poppet	raring
all the way	hela vägen
carried back	bar tillbaka
dripping	droppande
are spoiling	skämmer bort
both	båda
worn out	utsliten
relief	lättnad



“Night night, Drusie. Sleep tight!” Soon, the whole hut shook with the sound of her horrible snoring.

- 5 “That settles it, Peg,” said Drusilla. “We’ve got to get rid of her. The question is, how?”



night night	god natt
sleep tight	sov gott
shook	skakade
sound	ljud
• horrible	hemsk
snoring	snarkning
settles it	avgör saken
get rid of	bli av med
question	fråga
how	hur
lay	låg
on top of	upp på
loudly	högt
of course	självklat
clever	smarta
drive away	köra iväg

Drusilla’s Spell Book lay on the table. Peg leaped on top of it. He miaowed loudly.

“Of course, you clever cat!” said Drusilla.

- 10 “We’ll make a spell to drive Hagbag away.”



Drusilla looked through her Spell Book.
At last, she found the spell she was looking for.

“Perfect!” she said. “We’ll make her think she’s got the Squoozles. I know just how to do it.”

looked through	tittade igenom
at last	till slut
found	hittade
was looking for	letade efter
was mixing	blandade
pot	kittel

- 5 All night, Drusilla was mixing something in her big pot and singing her spell.



Grasp the text together

- Describe Hagbag. What is she like?
- What does Drusilla think about Hagbag?
- What magic things and creatures are in the story?
- What do you think *the Squoozles* are?



Finish the story on the student website!

Question words



what

when

where

why

who

which

how



Let's practice!

What is going on here?

When is it time for lunch?

Where are my keys?

Why are you late?

Who is that boy?

Which pizza do you prefer?

How tall is your sister?

What is that?

When can we meet?

Where were you yesterday?

Why are you crying?

Who wants to have cake?

Which season is your favorite?

How old are you?



Summary

Question word:	When you ask about:
what	things and actions
when	time
where	place and location
why	reasons
who	people and animals
which	alternatives
how	form and manner

LET'S TALK!

Make questions for your classmate.
Use the question words.

What is your ...? Why? Who is ...?
When do you ...?

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.



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Workbook

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Provkapitel - Learn English 4 workbook

MAJEMA!

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- 118 **Till läraren**

3 Vocabulary



letter fancy stay chins hug nearly
slices bored quiet rest hungry horrible

A Write the words.



1. _____ 2. _____ 3. _____ 4. _____

B Circle and write the missing words.

1. Can we get something to eat? I'm _____ . **hungry / quiet**
2. Hagbag had many _____ . **hug / chins**
3. Stop screaming! It sounds _____ . **quiet / horrible**
4. I really _____ your new jacket. **fancy / bored**

C Write the missing words.

1. Wanna play a game or something? I'm _____ .
2. Please be _____ , I'm on the phone.
3. You're _____ two hours late!
4. Don't go! Please _____ !

D Choose some of the vocabulary words and write sentences.

Reading comprehension



A Circle true or false.

- | | | |
|---|------|-------|
| 1. The name of Drusilla's cat is Licorice. | True | False |
| 2. Hagbag's hair is purple. | True | False |
| 3. Drusilla was happy that Hagbag was staying for a week. | True | False |
| 4. Drusilla bought two ice creams and Hagbag took both. | True | False |
| 5. Drusilla used the spell book to get rid of Hagbag. | True | False |

B Number the events in order 1-4.

- | | |
|---|--|
| <input type="radio"/> Drusilla found a spell. | <input type="radio"/> A letter arrived. |
| <input type="radio"/> Nobody could sleep because Hagbag snored. | <input type="radio"/> Hagbag wanted ice cream. |

C Answer the questions.

1. Who is Peg?

2. What does Hagbag look like?

3. What did Hagbag eat for breakfast when she arrived?

D What do you think Drusilla mixes in her big pot?



Listening comprehension



A Listen to Drusilla and Peg.



B Listen again. Circle the answers.



- | | |
|---|--|
| 1. Drusilla will sleep ... | in her bed. / on the sofa. |
| 2. The biggest problem is that Hagbag ... | took Peg's chair. / eats everything. |
| 3. Hagbag ate every slice of ... | bread. / cheese. |
| 4. Drusilla wanted to make ... | jam. / a dessert. |
| 5. Peg is happy because ... | they have a plan. / Hagbag won't eat cat food. |

C Answer the questions.

1. What do you think Hagbag dreams about, while sleeping?

2. Do you think Hagbag will eat the cat food or not? Why?

Vocabulary



letter fancy stay chins hug nearly
slices bored quiet rest hungry horrible

Solve the crossword.

1. plural of chin
2. like
3. I eat when I'm ...
4. nothing to do
5. It's ... 3 o'clock.
- 6.



8. awful
9. Don't go!



11. silent
- 12.



			1								
			2								
3											
			4								
			5								
			6								
			7								
			8								
			9								
			10								
11											
			12								

Write the hidden words.

_____ really liked _____!

Question words

A Circle and write the missing words.

- | | | |
|----------|--------------------------|----------------------------|
| 1. _____ | is your name? | what / when / who |
| 2. _____ | is your idol? | what / why / who |
| 3. _____ | are you from? | where / when / who |
| 4. _____ | is your birthday? | where / when / why |
| 5. _____ | old are you? | which / how / who |
| 6. _____ | aren't you coming? | what / how / why |
| 7. _____ | is your favorite season? | where / how / which |
| 8. _____ | are you talking to? | who / which / how |

B Write the missing words.

A cup of tea

1. _____ time is it?
2. _____ is that lady?
3. _____ is she so angry?
4. _____ did she put her bag?
5. _____ is she going home?
6. _____ landed on her cup?
7. _____ are her dogs?
8. _____ is she alone?
9. _____ flavor is her tea? Peach or mint?
10. _____ many cookies will she eat?





C You interview a cricket player.
Write questions that match the answers.

1. Q: What is your name?
A: My name is Ava.
2. Q: _____
A: I'm twelve.
3. Q: _____
A: I live in Canberra.
4. Q: _____
A: My favorite day of the week is Thursday.
5. Q: _____
A: Because I play cricket on Thursdays.
6. Q: _____
A: My goal is to make it to the Olympics.
7. Q: _____
A: My favorite player is Alyssa Healy.
9. Q: _____
A: Our next game is on Saturday.

D You interview someone famous. Write your questions.

Name of famous person: _____

Q: _____

Q: _____

Q: _____

Q: _____



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ENGLISH

Teacher's Guide

4

3

UNIT THREE

WHAT'S COOKING?

READ!

- The Sand Witch
- Afternoon Tea
- Australian Barbie



CHUNKS!

- That settles it I'm starving
The question is Worn out
Get rid of Fed up with

WRITE!

My afternoon tea party

Language • Grammar

- Question words
- Sing or sings?



Vocabulary

The Sand Witch

letter
fancy
stay
chins
hug
nearly
slices
bored
quiet
rest
hungry
horrible

Afternoon Tea

cup
tasty
cut
cakes
doughnuts
jam
cream
pour
sugar
full
enjoy
meal

Australian Barbie

celebrate
cook
invite
delicious
sausages
vegetarian
veggies
feast
turkey
pass me
sauce
lay the table

Practice vocabulary on the student website!

What's Cooking?

UNIT THREE

Poster

Kopiera affischen för Unit 3, 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. 57 i textbook finns de tre gloslistorna för texterna i Unit 3 samlade, samt aktuella chunks.

Extra!

På s. 56–57 i workbook finns fler uppgifter till Unit 3, för de elever som behöver utmaningar.

Lärarwebben

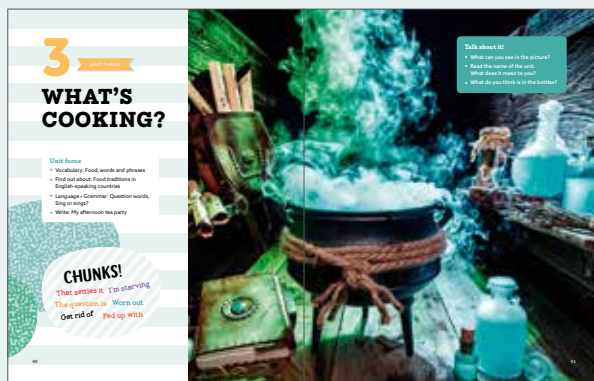
- **Ljudfiler** till texterna i textbook samt till hörövningarna i workbook.
- **Filmer** till Dialogue · Chunks och till Language · Grammar 1, i textbook.
- **Tips på musik** som passar kapitlets tema, samt ett arbetsblad.
- **Warm ups!**
- **Exit tickets.**
- Unit check up!

Elevwebben

- **Ljudfiler** och texter.
- **Film** till Language · Grammar 1.
- Öva glosor.
- Öva grammatik.
- Boken *The Sand Witch* – att läsa klart.

Game

Question words game
Kopieringsunderlag 22.



TEXTBOOK

Intro Unit 3

Textbook s. 40–41 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: *pot*, *bottles*, *parchment* (pergament), *quill* (fjäderpenna), *potion* (trolldryck).

Fler frågor: *Where do you think this is? What do you think is in the pot? Who is cooking or making something? Why? Which kind of book is on the floor? What do you think it's about?*

Unit focus

Läs fokusområdena för Unit 3 gemensamt och förklara för eleverna vad de kommer att få lära sig.

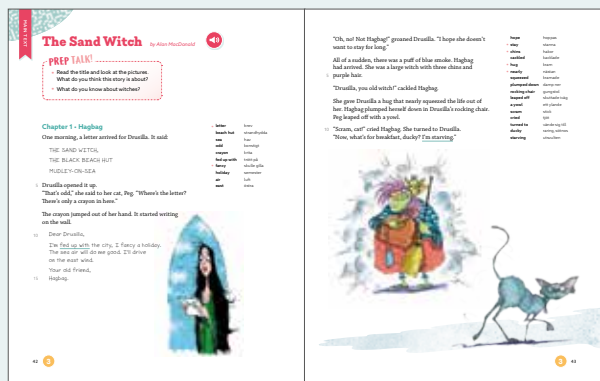
Chunks!

Läs de sex 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.

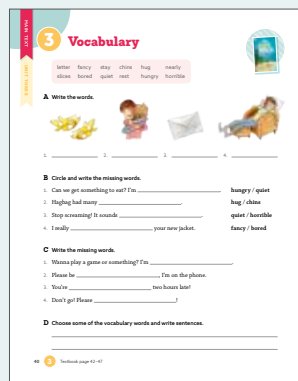
MORE TO DO!

- Lär er en magisk ramsa tillsammans: "*Double, double toil and trouble; Fire burn and caldron bubble.*" (Ur Shakespeare's *Macbeth*)
- Hitta på egna ramsor.

Main text



TEXTBOOK



WORKBOOK

The Sand Witch

Textbook s. 42–47 och webb

Prep talk!

Läs textens titel tillsammans. *What does the title sound like? What does the word sandwich mean? What do you think a Sand Witch is?*

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. *letter, broom, frog, cat, purple hair.*

Den andra 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. 42 – *Who are in the story? Who is Hagbag? What is happening?*
- s. 43 – *What is going on? What is Hagbag? What does she say?*
- s. 44 – *What does Hagbag call Drusilla? What does Hagbag eat? Why does Drusilla turn pale?*
- s. 45 – *Where are they now? What does Hagbag want? How does Drusilla feel?*
- s. 46 – *Why does the hut shake? What do Drusilla and Peg want? What does Peg do?*
- s. 47 – *What does Drusilla find? What does Drusilla do all night? What will happen to Hagbag?*

Vocabulary – Main text

Läs de 12 markerade glosorna och låt eleverna läsa efter. Glosorna finns samlade och inlästa, i en lista på webben. Uppmärksamma att eleverna förstår orden.

Listen to the text again

Lyssna tillsammans på texten igen, utan pauser.

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.

Vocabulary

Workbook s. 40

Här får eleverna öva förståelsen av textens 12 glosor. Låt gärna några elever läsa sina meningar från uppgift D.

PRACTICE MORE!

- Öva glosorna på elevwebben.

Main text

The Sand Witch by Alan MacDonald

PREP TALK!
Read the title and look at the picture. What do you think the story is about? What do you know about witches?

Chapter 1 - Hagbag
One morning, a letter arrived for Drusilla. It said:

THE SAND WITCH
THE BLACK BEACH HUT
HOLEY-ON-SEA

Drusilla opened it up.
"That's odd," she said to her cat, Peg. "Who's the letter? There's only a croquet in here."


The croquet popped out of her hand. It started writing on the wall.

Dear Drusilla,
The old cat with the city. I fancy a holiday. The sand will do me good. I'll drive out the next week.
Your old friend,
Hagbag.

"Oh, but that Hagbag!" gasped Drusilla. "I hope she doesn't want to stay for long."
All of a sudden, there was a puff of blue smoke. Hagbag had arrived. She was a large witch with three eyes and purple hair.

"Drusilla, you old witch!" cackled Hagbag.
She gave Drusilla a bag that made it squeaky the like out of her. Hagbag plumped herself down in Drusilla's rocking chair. "I'll be right back, duck!"

"Scram, cat!" cried Hagbag. She turned to Drusilla. "Now, what's for breakfast, duck? I'm starving."



TEXTBOOK

Reading comprehension

A Circle true or false.

- The name of Drusilla's cat is Lisa Lisa. True False
- Hagbag lives in purple. True False
- Drusilla was happy that Hagbag was staying for a week. True False
- Drusilla bought two ice creams and Hagbag took both. True False
- Drusilla used the spell book to get rid of Hagbag. True False

B Number the events in order 1-4.

- Drusilla found a spell.
- Nobody could sleep because Hagbag snored.
- A letter arrived.
- Hagbag wanted ice cream.

C Answer the questions.

- Who is Peg?
- What does Hagbag look like?
- What did Hagbag eat for breakfast when she arrived?

D What do you think Drusilla mixes in her big pot?

WORKBOOK

The Sand Witch

Textbook s. 42–47 och webb

Listen to the text together

What is this story about? Do you remember?

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. Drusilla gets a letter from Hagbag. 2. Hagbag arrives. 3. Hagbag eats a lot. 4. They are on the beach, Hagbag eats both ice creams. 5. Drusilla is worn out. 6. They go to bed, Hagbag snores. 7. Peg knows how to get rid of Hagbag. 8. Drusilla is mixing something in her pot.

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

Practice reading

Välj ett stycke ur texten. Läs, eller spela upp från webben, och låt eleverna läsa efter, ekoläsning.

Reading comprehension

Workbook s. 41

Eleverna gör läsförståelseuppgifterna A–D. Påminndem att använda sin textbook för att hitta svaren på frågorna.

Uppgift D

Här får eleverna möjlighet att tänka vidare, utifrån texten. Låt gärna några elever läsa vad de skrivit om ingredienserna i Drusillas häxbrygd.

PRACTICE MORE!

- Lyssna på texten på elevwebben. Pausa och härma.

Exit ticket

"What would you give Hagbag to eat to keep her happy?"

Homework

Vocabulary and reading – kopieringsunderlag 19
Extra vocabulary – kopieringsunderlag 5

Main text

The Sand Witch by Alice MacDougal

PREP TALK

- Read the title and look at the pictures. What do you think the story is about?
- What do you know about witches?

Chapter 1 - Hagbag

One morning, a letter arrived for Drusilla. It said:

THE SAND WITCH,
THE BLACK BEAGS OUT,
MIDDLE-ON-SEA.

Drusilla opened it up. "That's odd," she said to her cat, Peg. "There's the letter! There's only a crayon in here."

The crayon jumped out of her hand. It started writing on the wall.

Dear Drusilla,
I've been with the city. I fancy a holiday. The best of all will be me going. I'll drive off the next week.
Your old friend,
Hagbag.

"Oh, are the Hagbags?" guessed Drusilla. "I hope she doesn't want to stay for long!"

All of a sudden, there was a puff of blue smoke. Hagbag had arrived. She was large and fat with three blue and purple hats.

"Drusilla, you old witch!" roared Hagbag.

She gave Drusilla a hug that nearly opened the lid out of her Hagbag plump and bowed down in Drusilla's rocking chair. Peg jumped off with a yowl.

"Scam, cat!" cried Hagbag. She turned to Drusilla. "Now, what's for breakfast, ducky? I'm starving!"

TEXTBOOK

Listening comprehension

A. Listen to Drusilla and Peg.

B. Listen again. Circle the answers.

Drusilla will sleep... *in her bed / on the sofa.*

The biggest problem is that Hagbag... *took Peg's chair / eats everything.*

Hagbag got away from... *breakfast / dinner.*

Drusilla wanted to make... *jam / a dessert.*

Peg is happy because... *they have a plan / Hagbag won't eat cat food.*

C. Answer the questions.

1. What do you think Hagbag dreams about, while sleeping?

2. Do you think Hagbag will see the cat food or not?

Vocabulary

letter fancy stay check hug nearly
allow bored quiet rest hungry horrible

Solve the crossword.

1. plural of chin
2. She
3. I eat when I'm...
4. something to do
5. SW - 3-club

6. useful
7. Don't get
8. ...
9. about
10. ...

Write the hidden words.
_____ really liked _____

WORKBOOK

The Sand Witch

Textbook s. 42–47

Practice reading

Låt eleverna öva att läsa en del av texten i par, grupp eller enskilt.

Listening comprehension

Workbook s. 42 och webb

Uppgift A

Berätta för eleverna att de kommer att få höra *Drusilla* och katten *Peg*, från Main text, prata med varandra. De talar om *Hagbag* och allt hon har tagit och ätit.

- Låt eleverna lyssna på ljudfil A och följa instruktionen. De ska dra streck från *Hagbag* till det hon har tagit eller ätit. Påminn eleverna om att det blir fyra saker över.
- Lyssna en gång till om det behövs.
- Gå igenom vilka saker som *Hagbag* har tagit eller ätit och vilka som blev över.

Uppgift B

Berätta för eleverna att de ska lyssna på samma dialog en gång till, men nu lyssna efter andra saker. Läs meningarna och svarsalternativen gemensamt, innan ni lyssnar.

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

Uppgift C

Här får eleverna fundera vidare kring två frågor utifrån hörövningen. Avsluta gärna med att några elever läser vad de skrivit.

Vocabulary

Workbook s. 43

Eleverna löser korsordet. Påminn dem om att stavningen är viktig i korsord!

PRACTICE MORE!

- Öva att läsa texten med flyt.
- Välj en bild från texten. Prata eller skriv om bilden.
- Läs klart boken *The Sand Witch*, på elevwebben.
- Fyll i *My Book Report* – kopieringsunderlag 4.

Hörmanus uppgift A

Instruction

Hagbag has finally fallen asleep. Drusilla and Peg are exhausted. Listen to them talking about Hagbag. Circle the things Hagbag has taken or eaten. There will be four things left.

Drusilla: Is she finally sleeping?

Peg: I think so. Listen to the snoring!

Drusilla: What a day! I can't believe she took my bed. And even my pillow! I'll have to sleep on the sofa. It's not fair!

Peg: Hey! She took *my* favorite chair! Where am I supposed to sleep? That lady drives me mad!

Drusilla: That's not the biggest problem, Peg.

Peg: Maybe not yours. It's definitely *my* biggest problem!

Drusilla: No, Peg. She eats everything she can see.

Peg: You're right. That's even worse. That's the biggest problem, I agree. She ate all the bread, every slice!

Drusilla: I know. And, she drank all the milk.

Peg: No way! There's no milk left?

Drusilla: Not a single drop.

Peg: What about the cheese? Please, tell me she left some.

Drusilla: Hm ... I don't think she took the cheese. But I know she took all of the strawberries. I was going to make strawberry jam!

Peg: Well, I'm glad I have my cat food. She surely won't touch that.

Drusilla: Are you sure? Maybe she likes it. She seems to like everything. Oh, Peg. What are we going to do?

Peg: I have no idea. We have to think of something. "Be a poppet, Drusie."

Drusilla: Oh, stop it!

Facit:



Hörmanus uppgift B

Instruction

First, read the sentences and the alternatives. Then listen to Drusilla and Peg one more time. Circle your answers.

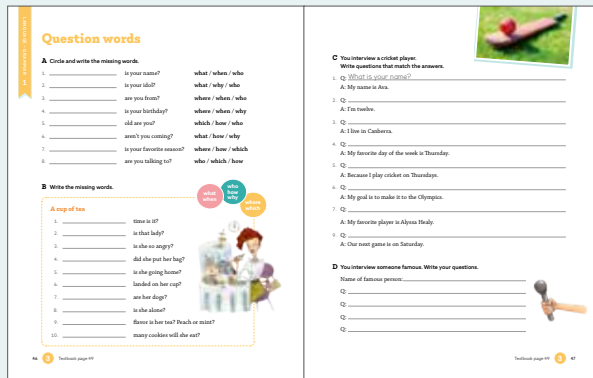
Facit:

1. in her bed. / **on the sofa.**
2. took Peg's chair. / **eats everything.**
3. **bread.** / cheese.
4. **jam.** / a dessert.
5. they have a plan. / **Hagbag won't eat cat food.**

Language · Grammar 1



TEXTBOOK



WORKBOOK

Question words

Textbook s. 49 och webb

Watch the film together

Berätta för eleverna att de kommer att få se en kort film där Natasha går igenom frågeord på engelska. *Watch the film and listen carefully!*

- Titta på filmen tillsammans.
- Läs de sju frågeorden överst på s. 49, gemensamt. Läs dem gärna flera gånger. Uppmärksamma eleverna på varför de kallas *WH question words*. Fråga om de ser mönstret.
- Titta på filmen en gång till.

Let's practice!

Läs exempelmeningarna gemensamt t.ex. genom ekoläsning eller körläsning.

Uppmärksamma eleverna på skillnaden mellan *how* och *who*. Ge exemplet *How are you?* och *Who are you?* Låt eleverna härma uttalet av orden *how* och *who* några gånger.

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

Let's talk!

Låt eleverna parvis öva att säga meningar.

Lyft gärna några av meningarna i klassen.

Question words

Workbook s. 46–47

Eleverna arbetar med uppgifterna A–D.

Låt gärna några elever läsa sina frågor från uppgift D.

PRACTICE MORE!

- Öva *Question words* 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.

