

\_Christer \_Bermheden

\_Lars-\_Göran \_Sandström

\_Staffan \_Wahlgren

\_Champ #4

\_Workbook

\_Överförd från första upplagan

utgiven av \_Sanoma \_Utbildning \_\_AB,

\_Stockholm med \_\_ISBN

#978-#91-#523-#2605-#3

\_Specialpedagogiska skolmyndigheten

#2023

\_Volym ett av åtta

\_Till punktskriftsläsaren

.....

\_I boken finns många teckningar.

\_De står ibland i bildbeskrivningsrutor men oftast bara som ord i listor att jobba med.

\_Det finns en liten söt orange fågel i boken som ger dig tips.

\_När den säger något står det

\_Fågeln säger innan texten.

\_Några sidor har ord i kursiv stil. \_I punktskrift står det p#6, p#3 innan ordet.

\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se

\_Fullständigt innehåll

::

\_Siffran inom parentes hänvisar till  
förlagans sidor.

\_Volym ett

::

\_Till punktskriftsläsaren .....\_I

\_Verbs from the exercises.....#2

\_Hej!.....#5

\_A helping hand.....#9

\_Chapter #1: \_Where are you

from? (#7) .....#12

\_Ord och uttryck: hälsnings-

fraser

\_Språkliga företeelser:

\_I'm, you are; here's, that's

\_Chapter #2: \_How are you? (#11).#19

\_Ord och uttryck: artighets-  
fraser

\_Språkliga företeelser:

she's, it's; would you like

\_Volym två

::

\_Till punktskriftsläsaren .....\_I

\_Chapter #3: \_My blog (#14).....#25

\_Ord och uttryck: talen

#1--#12; familjeord

\_Språkliga företeelser:

a, an; he's, we're, they're

\_Chapter #4: \_Party time! (#20)..#38

\_Ord och uttryck: färger;

klädesplagg; frågeord

\_Språkliga företeelser:

there's, that's; one sock --

two socks; who, how, when,

what, where, why

\_Chapter #5: \_Becky and \_Henry

\_Champ (#26).....#53

\_Ord och uttryck: \_Repetition

kapitel #1--#4

\_Språkliga företeelser:

\_Repetition kapitel #1--#4

\_Volym tre

::

\_Till punktskriftsläsaren .....\_I

\_Chapter #6: \_Ollie and \_Polly

(#32) .....#67

\_Ord och uttryck: husdjur

\_Språkliga företeelser:

\_I've got, \_I haven't got,

\_Have you got ...?

\_Chapter #7: \_Our \_Favourite

\_Food \_Week (#37) .....#79

\_Ord och uttryck: veckodagarna;

talen #13--#30; maträtter,

ingredienser

\_Vi

\_Språkliga företeelser: cake,  
cakes; tomatoes, potatoes

\_Chapter #8: \_Who's who? (#42)...#89

\_Ord och uttryck: personer --  
hår, ögon, längd, klädsel

\_Språkliga företeelser:

he's got, she's got;

he's wearing, she's wearing

\_Chapter #9: \_Diego and \_Luis

(#46).....#99

\_Ord och uttryck: hobbies,  
fritidsaktiveter

\_Språkliga företeelser:

he's -- he is, they're --

they are; the; can -- can't

\_Volym fyra

:::

\_Till punktskriftsläsaren .....\_I

\_Chapter #10: \_Becky and \_Henry

\_Champ (#52) .....#113

\_Ord och uttryck: \_Repetition

kapitel #6--#9

\_Språkliga företeelser:

\_Repetition kapitel #6--#9

\_Chapter #11: \_A year with

\_Minna (#57) .....#125

\_Viii

\_Ord och uttryck: månader;

årstider

\_Språkliga företeelser:

eat/eats, leave/leaves; her,

his, their

\_Chapter #12: \_Hot \_Christmas

(#62) .....#140

\_Ord och uttryck: julord;

väderord

\_Språkliga företeelser:

\_I'll/\_I will; goes, does;

me, you, him, her; have,

haven't

\_Volym fem

::

\_Till punktskriftsläsaren .....\_I

\_Chapter #13: \_Charlie's

restaurant (#68) .....#157

\_Ord och uttryck: maträtter;

artighetsfraser; priser

\_Språkliga företeelser:

\_Nick's; \_How much is ...?

\_It's ...

\_Chapter #14: \_Breakfast time

(#72) .....#167

\_Ord och uttryck: frukostord;

artighetsfraser

\_Språkliga företeelser:

\_I don't; \_I'd like

\_Chapter #15: \_Becky and \_Henry

\_Champ (#77) .....#179

\_Ord och uttryck: \_Repetition

kapitel #11--#14

\_Språkliga företeelser:

\_Repetition kapitel #11--#14

\_Chapter #16: \_What a day!

(#83) .....#194

\_Ord och uttryck: klockan,

hel- och halvtimmar

\_Språkliga företeelser:

at half past six

\_Xi

\_Volym sex  
: :

\_Till punktskriftsläsaren .....\_I

\_Chapter #17: \_At the  
supermarket (#88) .....#204

\_Ord och uttryck: matvaror

\_Språkliga företeelser: in,  
on, under, next to, behind,  
in front of

\_Chapter #18: \_Shame on you!  
(#94) .....#218

\_Ord och uttryck: godis och  
frukt

\_Språkliga företeelser:

\_Don't ...!; there is,

there are

\_Chapter #19: \_What's the

matter? (#99) .....#228

\_Ord och uttryck: vardags-

sjukdomar

\_Språkliga företeelser:

you've got; haven't got,

hasn't got

\_Volym sju

::

\_Till punktskriftsläsaren .....\_I

\_Chapter #20: \_Becky and \_Henry

\_Champ (#103) .....#239

\_Xiii

\_Ord och uttryck: \_Repetition

kapitel #16--#19

\_Språkliga företeelser:

\_Repetition kapitel #16--#19

\_Chapter #21: \_Do you

understand? (#108) .....#252

\_Ord och uttryck: klockan,

kvart i och kvart över

\_Språkliga företeelser:

\_Do you ...? \_Yes, \_I do.

\_No, \_I don't.

\_Chapter #22: \_A bit shaky

(#113) .....#265

\_Ord och uttryck: kroppsdelar

\_Xiv

\_Språkliga företeelser:

tooth, teeth; foot, feet

\_Volym åtta

:::

\_Till punktskriftsläsaren .....\_I

\_Chapter #23: \_Sharks! (#118)...#277

\_Ord och uttryck: vanliga

småord

\_Språkliga företeelser:

swim/swims, have/has, go/goes

\_Chapter #24: \_Animal rhymes

(#123) .....#292

\_Ord och uttryck: vilda djur,

vanliga adjektiv

\_Chapter #25: \_Becky and \_Henry

\_Champ (#127).....#301

\_Ord och uttryck: \_Repetition

kapitel #21--#24

\_Språkliga företeelser:

\_Repetition kapitel #21--#24

\_A/\_B \_Övningar: \_Uppgifter

för \_B (#132).....#312

\_Xvi

=== \_Bildbeskrivning =====

\_Bokomslaget

\_Teckning av en himmel där

fåglar, fjärilar, flygplan,

ballonger, böcker och två barn

flyger.

=====

## \_Verbs from the exercises

act out\_. spela upp

answer\_. svara

ask\_. fråga

change (roles)\_. byta (roller)

choose\_. välja

circle\_. ringa in

colour\_. färglägga

compare\_. jämföra

complete\_. göra färdigt

correct\_. rätta

describe\_. beskriva

discuss\_. diskutera

draw\_. rita

draw lines\_. dra streck

explain\_. förklara

figure out\_. lista ut

fill in\_. fylla i

find\_. hitta

give examples\_. ge exempel

interview\_. intervju

learn\_. lära sig

listen\_. lyssna

match\_. para ihop

practise\_. öva

present\_. presentera, redovisa

put\_. sätta, lägga

read\_. läsa

tell\_. berätta (för)

tick off\_. kryssa för

work\_. arbeta

write (down)\_. skriva

\_Fågeln säger: *\_In italics betyder kursiv.*

:::: #3 ::::::::::::::::::::::::::::::::::::::

\_Hej!

\_Det här är din workbook. \_I den  
ska du få träna på att läsa, lyssna  
på, tala och skriva engelska. \_Vart  
femte kapitel fungerar som en  
diagnos, där du testar hur du har  
utvecklat dina förmågor.

\_Warm up

\_Alla kapitel börjar med en  
\_Warm up-övning. \_Den är tänkt som  
en inspiration och introduktion till  
kapitlet.

## \_Reflektera

\_Det här ordet betyder att du ska stanna upp och fundera på språket.

\_Du får till exempel reflektera över varför man säger eller skriver på ett visst sätt.

## \_Challenge

\_Varje kapitel avslutas med en övning som heter \_Challenge. \_Det är en uppgift som är lite mer utmanande än de andra.

## \_Do you remember?

\_Här får du en chans att repetera ord och grammatik.

## \_Self assessment

\_Självbedömningen gör du efter vart femte kapitel. \_Du får fundera på hur du har utvecklat dina förmågor och dina språkliga strategier samt vilka ord, begrepp och grammatik du nu kan.

(läsa) \_Det här ordet visar att det är en läsförståelseövning.

(lyssna) \_Det här ordet visar att det är en hörförståelseövning.

(tala) \_Det här ordet visar att du får du öva att tala och samtala på engelska.

(skriva) \_Det här ordet visar att  
du ska skriva engelska.

\_En del övningar har ingen symbol.

\_I de övningarna bygger du upp ditt  
ordförråd och övar grammatik.

\_Good luck!

\_Christer, \_Lars-\_Göran och

\_Staffan

:::: #6 ::::::::::::::::::::::::::::::

\_Fågeln säger: \_Come fly with me and  
be a \_Champ!

\_A helping hand

\_To be (att vara)

\_I am, \_I'm

you are, you're

he is, he's

she is, she's

it is, it's

we are, we're

you are, you're

they are, they're

\_To have (att ha)

\_I have, \_I've

you have, you've

he has, he's

she has, she's

it has, it's

we have, we've

you have, you've

they have, they've

\_Questions

\_Why?\_. \_Varför?

\_Where?\_. \_Var?

\_When?\_. \_När?

\_Who?\_. \_Vem?/\_Vilka?

\_What?\_. \_Vad/\_Vilken?

\_How?\_. \_Hur?

::: #7 ::::::::::::::::::::::::::::::::::::::

\_Chapter #1: \_Where are you from?  
::::::::::::::::::::::::::::::::::::

\_Warm up  
::::::::::::::::::::::::::::::::::::

(lyssna) \_Listen to the \_English  
names. \_Then listen again and repeat  
the names.

- | \_Names
- |
- | \_Aaron, \_Charlie
- |
- | \_Ella, \_Isla
- |
- | \_Jack, \_Leah
- |
- | \_Lily, \_Mary
- |
- | \_Joanna, \_Michael
- |
- | \_Rachel, \_Shawn, \_Tyler

#1 (läsa) \_Mark right or wrong  
(\_Skriv r för right och w för  
wrong.)

#1. \_Aaron and \_Leah meet on the  
beach.

#2. \_Aaron is from \_Florida.

#3. \_He lives in a house on the  
beach.

#4. \_It is a grey house.

#5. \_It has a balcony.

#6. \_Leah is from \_Dublin.

#7. \_She is in \_Florida until  
\_Sunday.

#8. \_She is a surfer.

#7

#13

:::: #8 ::::::::::::::::::::::::::::::::::::::

#2 \_Find a word in the text for  
(\_Nummer #3 är gjord.):

#1. a colour

#2. a day in a week

#3. \_Aaron boy

#4. \_Leah

#5. a place where you live

#6. sand near water

#7. a sportsman/sportswoman

#8. a father

#3 (lyssna) \_Listen and match  
names with cities and hobbies.

\_Combine. (\_Det finns #3 listor.)

\_Mary

\_Jack

\_Joanna

\_Charlie

\_Lily

#1. \_Dublin

#2. \_London

#3. \_Glasgow

#4. \_New \_York

#5. \_Sydney

#8

#15

- a. dancing
- b. surfing
- c. football
- d. gaming
- e. tennis

:::: #9 ::::::::::::::::::::::::::::::::::::::

#4 (skriva) \_Look at the text.

\_Write down what \_Aaron says.

#1. \_I'm ...

#2. \_I'm from ...

#3. \_I live ...

#4. \_That's ...

#5. \_I love to ...

#6. \_Here's ...

#5 (tala) \_Work in groups.

\_Present yourself.

\_Fågeln säger: \_Don't forget to sing  
the song.

::: #10 ::::::::::::::::::::::::::::::

\_Reflektera

::: ::::::::::::::::::::::::::::::

\_Compare the sentences.

é \_Here's my dad. -- \_Here is my  
dad.

é \_I'm \_Aaron. -- \_I am \_Aaron

\_Vad lägger du märke till?

\_När tror du man använder \_Here's,  
\_He's, \_She's och \_I'm?

#10

#17

#6 \_Write like in the example.

#1. \_That's = \_That + is

#2. \_Here's = \_Here + ---

#3. \_He's = ---

#4. \_She's = ---

#5. \_I'm = ---

\_Challenge

::

\_Where is the \_\_\_USA and where is  
\_Ireland?

\_Name three cities in each country.

\_Fågeln säger: \_Look at a map of the  
world.

:::: #11 ::::::::::::::::::::::::::::::::::::::

\_Chapter #2: \_How are you?

::

\_Warm up

::

\_Work in pairs. \_Write down words  
and phrases to say hello and  
goodbye.

#1\_A (läsa) \_Fill in the missing  
words.

\_Mr \_Hope: \_Hi. \_How --- you?

\_Leah: ---, thanks. \_And ---?

\_Mr \_Hope: \_Not too ---, --- ---.

\_Look \_Aaron, --- for lunch.

\_Nice to --- you \_Leah.

\_Aaron: \_\_OK, \_Dad. \_Well, ---

\_Leah. \_See you ---.

\_Leah: \_Bye, bye, \_Aaron.

#1\_B (tala) \_Work in pairs. \_Act  
out the dialogue in exercise #1\_A.

\_Reflektera

::

\_Det står i texten att \_Aaron och  
\_Leah möts på en strand i \_Florida,  
\_\_USA. \_Finns något mer i texten som  
visar att de är i \_\_USA?

::: #12 ::::::::::::::::::::::::::::::

#2 (läsa) \_Put the sentences in  
the correct order from #1--#7.

- a) \_Thank you.
- b) \_Here you are.
- c) \_That's three dollars.
- d) \_Yes, an ice cream, please.
- e) \_Vanilla, please.
- f) \_Hello, can \_I help you?
- g) \_What flavor?

#3\_A (lyssna) \_Listen and match

the dialogues with the phrases.

a) \_Bye, bye.

b) \_Sorry!

c) \_Yes, please.

d) \_Nice to meet you.

#3\_B \_Listen again. \_Who is  
talking? \_Combine the correct  
pairs.

- a) \_Ms \_Jones
- b) \_Shawn
- c) \_Rachel
- d) \_Mr \_Taylor
- e) \_Jack
- f) \_Michael
- g) \_Mr \_Black
- h) \_Ella

:::: #13 ::::::::::::::::::::::::::::::

#4 (skriva) \_Write a dialogue.

(\_En kille pratar med en tjej.

\_Här finns plats för #8

pratbubblor.)

#5 (tala) \_Act out the dialogue in

exercise #4.

\_Fågeln säger: \_Note! \_You say \_Yes,

please and \_No, thank you.

\_Challenge

::::::::::::::::::::::::::::::::::::

\_Write a joke.

\_Fågeln säger: \_Don't forget to sing

the song.

#13

#24

\_Christer \_Bermheden

\_Lars- \_Göran \_Sandström

\_Staffan \_Wahlgren

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\_Volym två av åtta

\_Till punktskriftsläsaren

.....

\_I boken finns många teckningar.

\_De står ibland i bildbeskrivnings-  
rutor men oftast bara som ord i  
listor att jobba med.

\_Det finns en liten söt orange  
fågel i boken som ger dig tips.

\_När den säger något står det

\_Fågeln säger innan texten.

\_Några sidor har ord i kursiv  
stil. \_I punktskrift står det  
p#6, p#3 innan ordet.

\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se



\_Språkliga företeelser:

there's, that's; one sock --  
two socks; who, how, when,  
what, where, why

\_Chapter #5: \_Becky and \_Henry

\_Champ (#26) .....#53

\_Ord och uttryck: \_Repetition

kapitel #1--#4

\_Språkliga företeelser:

\_Repetition kapitel #1--#4

::: #14 ::::::::::::::::::::::::::::::::::::::

\_Chapter #3: \_My blog

::: ::::::::::::::::::::::::::::::::::::::

\_Warm up

::: ::::::::::::::::::::::::::::::::::::::

(tala) \_Match word and person.

\_Say it like this: \_This is a ...

=== \_Bildbeskrivning =====

\_Familjebild. \_Här finns: pappa,

mamma, dotter, son, farmor/mormor

och farfar/morfar.

=====

boy

daughter

brother

mum

granny

father

girl

man

dad

mother

sister

grandad

woman

son

#15

#26

::: #15 ::::::::::::::::::::::::::::::

#1\_A (läsa) \_Mark right or wrong  
(\_Skriv r för right och w för  
wrong.)

#1. \_Lily is ten.

#2. \_She is from \_London.

#3. \_Her dad is a police officer.

#4. \_Her sister \_Ella is five.

#5. \_Lily is allergic.

#1\_B \_Correct the sentences that  
are wrong.

#2 \_Fill in the crossword.

(\_Detta är ett korsord i svartrycket. \_Du har en lista att översätta. \_Siffran efter ordet säger hur många bokstäver som det engelska ordet ska ha.)

#1. pilot #5

#2. simbassäng #4

#3. familj #6

#4. lägenhet #4

#5. villa #5

#6. katt #3

#15

#28

::: #16 ::::::::::::::::::::::::::::::

#3 \_Find the numbers #1--#12.  
\_Mark them.

l e l e v e n t w e  
a p o l o v t w o k  
r o f i v e o a w t  
k r o w e r t e n w  
n i n e t l y e y e  
o x o c a o n e a m  
f a s e v e n t m a  
e p o r w s s i x a  
l o f o u r m n o s  
v o v e i g h t a v  
t w a e t h r e e t  
e k t w e l v e m a

#16

#29

\_Fågeln säger: \_Don't forget to sing  
the song.

#4 (tala) \_Ask some classmates  
about their telephone numbers.

\_Say it like this:

-- \_What's your telephone number?

é \_It's #070-#621 #23 #44

àoh-seven-oh-six-two-one-two-  
three-four-fourù

\_Name \_Telephone number

--- ---

--- ---

--- ---

--- ---

#17

#30

:::: #17 ::::::::::::::::::::::::::::::

\_Reflektera

::::::::::::::::::::::::::::::::::::

\_Compare the sentences.

é \_I \_ .am a rock star.

é \_We \_ .are from \_England.

é \_She \_ .is my sister.

\_Vad betyder de markerade orden?

\_Vad lägger du märke till?

#5 (skriva) \_Write sentences.

\_Look at the example.

(\_Här finns tre listor.)

\_Exempel: \_We are at home.

\_You

\_He

\_We

\_It

\_I

\_They

\_She

is

are

am

at home.

very nice.

hungry.

smart.

#13 years old.

\_Tom's sister.

tired.

::: #18 ::::::::::::::::::::::::::::::

\_Reflektera

::: ::::::::::::::::::::::::::::::

\_Read the words.

a house

a big ice cream

a book

a cat

a fish

an old house

an ice cream

an apple

an egg

an insect

an ice cream

a big ice cream

\_När använder man a och när  
använder man an?

#6 \_Write a or an.

#1. --- guitar

#2. --- animal

#3. --- sister

#4. --- arm

#5. --- football

#6. --- elephant

#7 (lyssna) \_Listen to \_Emma and

fill in the missing words.

#1. \_Emma is --- years old.

#2. \_Her mum's name is ---.

#3. \_Her dad is called ---.

#4. \_She has --- brothers and ---  
sisters.

#5. \_The twins are --- years old.

:::: #19 ::::::::::::::::::::::::::::::

#8 (tala) \_Work in groups. \_Your

group is your family. \_Present

your family to the other groups.

\_Say it like this: \_We are ... in  
my family. \_This is my ...

#19

#36

#9 (skriva) \_Write a blog.

\_About me

\_Family

\_Friends

\_Interests

\_Fågeln säger: \_Look at \_My blog on  
page #11 in your textbook for  
inspiration.

\_Challenge

::

\_Choose a picture of a family.

\_Write about them.

::: #20 ::::::::::::::::::::::::::::::::::::::

\_Chapter #4: \_Party time!

:::~::~::::::::::::::::::::::::::::::::::::

\_Warm up

:::~::~::::::::::::::::::::::::::::::::::::

(tala) \_What colours are the

\_T-shirts? \_Describe them.

\_Say it like this: \_This \_T-shirt is  
white and blue.

=== \_Bildbeskrivning =====

#10 tröjor i olika färger och

tryck:

é gul och grön med en sköldpadda

é röd och vit med ett hjärta

é grön och vit med en fick

é svart och orange med talet #32

é vit och blå med ett moln

é brun och svart med en drake

é lila med en rosa bläckfisk

é blå och grön med en svart

bläckfisk

é rosa med en gul smiley

é orange och svart med en robot

=====

#1 (läsa) \_Complete the sentences.

#1. \_The party begins at ---

#2. \_The party ends at ---

#3. \_At the party you can eat ---

#4. \_The party is at (address)

---

#5. \_It is a party because it is

---

:::: #21 ::::::::::::::::::::::::::::::

#2 (läsa) \_Match name #1--#6 and  
picture a--f.

#1. \_Melissa

#2. \_Oliver

#3. \_Shawn

#4. \_Jack

#5. \_Holly

#6. \_Adam

- a) \_En kille i röd luvtröja och svart kjol.
- b) \_En kille utklädd till lejon.
- c) \_En kille utklädd till gris.
- d) \_En tjej utklädd till älva.
- e) \_En kille med ett blinkande bälte.
- f) \_En pirat med en papegoja på axeln.

#3 (tala) \_Work in pairs. \_Discuss why you would like to go to the fancy dress party. \_Say it like this: \_I'd like to go to the fancy dress party because ...

#4 \_Write down the \_English words.

\_Exempel: keps cap

a) gympaskor

b) jacka

c) luvtröja

d) strumpor

e) kjol

f) bälte

\_Fågeln säger: \_Look up \_Clothes on  
page #65 in your textbook.

::: #22 ::::::::::::::::::::::::::::::

#5 (lyssna) \_Listen to people  
shopping at the department store.

\_Combine the people with the  
clothes. \_One of them gets  
nothing.

\_Jason

\_Cathy

\_Nick

\_Tom

- a) kläder
- b) skor
- c) grön jacka
- d) strumpor
- e) jeans
- f) blå jacka
- g) t-tröja
- h) keps
- i) kjol

\_Reflektera

.....

\_Compare the sentences.

é \_I've got \_-one dog;.

é \_I've got \_-three dogs;.

\_Vad lägger du märke till?

#6 \_Find five words in the plural  
on pages #12--#13 in the textbook.

:::: #23 ::::::::::::::::::::::::::::::

#7 \_Översätt listan:

#3 kepsar

#2 luvtröjor

#4 t-tröjor

#2 bälten

#3 strumpor

#1 gympasko

four \_T-shirts, ---

#23

#47

#8 (tala) \_Work in pairs.

\_Describe your scarecrow and  
listen to your classmate.

(\_Hitta på hur din fågelskrämma  
ser ut.)

\_Say it like this:

\_My scarecrow is wearing a black

...

::: #24 ::::::::::::::::::::::::::::::

#9 \_Write as you speak.

#1. \_Here is my dad.

\_Exempel: \_Here's my dad.

#2. \_I am \_Mary.

#3. \_That is \_Tyler.

#4. \_He is a rock star.

#5. \_Here is \_Ella.

#6. \_She is my sister.

#7. \_You are cute, \_Ella!

#8. \_It is my family.

#9. \_We are eight in my family.

#10 \_Fill in the gaps with am, are  
or is.

#1. \_We --- all thirsty.

#2. \_Only \_Leah --- hungry.

#3. \_I --- thirsty too.

#4. --- you hungry?

#5. \_Jason --- not there.

#6. \_And where --- \_Julie?

\_Fågeln säger: \_Remember that \_Leah  
is a she, \_Julie is a she and  
\_Jason is a he.

\_Fågeln säger: \_Don't forget to sing  
the song.

::: #25 ::::::::::::::::::::::::::::::

#11 \_Fill in the right words.

\_When? \_Why? \_Where? \_How? \_What?

\_Who?

#1. --- are you from? \_England.

#2. --- long are you here for?

\_Until \_Friday.

#3. --- is \_Oliver yellow? \_He's  
a lion!

#4. --- is the party? \_It's on  
\_Saturday.

#5. --- is that girl? \_It's my  
sister.

#6. --- is her name? \_Linda.

#25

#51

#12 (skriva) \_Write an invitation  
to a party.

\_Challenge

::

\_Work in pairs. \_Look at the picture  
on pages #12--#13 in the textbook.

\_Write a dialogue between any two  
people in the picture. \_Act it out.

\_Chapter #5: \_Becky and \_Henry

\_Champ

::: ::::::::::::::::::::::::::::::::::::::

#1 (läsa) \_Answer the questions.

#1. \_Where are \_Henry and \_Becky  
from?

#2. \_What is \_Henry's profession?

#3. \_How old is \_Becky?

#4. \_Who is a bit crazy?

#5. \_Why is \_Becky upset?

#2 (lyssna) \_Listen to the  
conversation between \_Henry and  
\_Becky. \_Answer the questions.

#1. \_What is \_Henry's new phone  
number? #074---

#2. \_What is \_Becky going to wear  
at the party?

a) a white ---

b) black ---

c) pink ---

::: #27 ::::::::::::::::::::::::::::::

#3 (tala) \_Work in pairs. \_Look at  
the pictures and act out.

=== \_Bildbeskrivning =====

#3 bilder

é \_En kille ger \_Becky en del av  
sina hörlurar så att hon kan  
lyssna.

é \_Becky räcker sin glass mot en  
annan tjej.

é \_Henry pratar med en farbror med  
hund.

=====

:::: #28 ::::::::::::::::::::::::::::::::::::::

#4\_A (skriva) \_Write a  
presentation of yourself and your  
family.

#4\_B (tala) \_Work in groups of  
four. \_Read your text to your  
classmates.

\_Fågeln säger: \_Don't forget to sing  
the song.

:::: #29 ::::::::::::::::::::::::::::::

\_Do you remember?

::::::::::::::::::::::::::::::::::::

\_Fågeln säger: \_Chapter #1--#4.

\_Vocabulary and grammar.

#1 \_Mark the correct answers.

#1. \_How are you?

a) \_Fine, thanks.

b) \_I'm a student.

c) \_And you?

#2. \_Oh, sorry!

a) \_Here you are!

b) \_It's all right.

c) \_Thank you.

#3. \_Would you like an ice cream?

a) \_Yes, \_I can.

b) \_Yes, please.

c) \_Yes, \_I know.

#4. \_How old are you?

a) \_I'm ten.

b) \_I'm a girl.

c) \_I'm thirsty.

#5. \_Where are you from?

a) \_I'm eleven.

b) \_I'm fine.

c) \_I'm from \_Sweden.

#6. \_How long are you here for?

a) \_Two metres.

b) \_Until \_Friday.

c) \_No, thanks.

#2 (skriva) \_Write questions to  
the answers.

#1. ---? \_I'm from \_Sweden.

#2. ---? \_I'm ten years old.

#3. ---? \_It's my mum.

#4. ---? \_He's at work.

#5. ---? \_On \_Saturdays.

#6. ---? \_My favourite hobby is  
dancing.

:::: #30 ::::::::::::::::::::::::::::::

#3 \_Fill in a or an.

#1. --- ice cream

#2. --- pilot

#3. --- teacher

#4. --- rock star

#5. --- police officer

#6. --- programmer

#7. --- animal keeper

#8. --- caretaker

#9. --- eagle

#4 \_Fill in the gaps with am, are  
or is.

\_I --- from \_Sweden. \_My mum ---  
#40. \_She --- a teacher.

\_My dad --- #42. \_He --- an animal  
keeper. \_They --- very nice.

\_My siblings --- #11 and #6.

\_Joanna --- tall for her age and

\_Robbie --- quite short. \_They ---  
both dog lovers.

#5 \_Fill in the words and answer

the question.

(\_Detta är ett korsord i

svarttrycket. \_Du har en lista att

översätta. \_Siffran efter ordet

säger hur många bokstäver som det

engelska ordet ska ha.)

\_Where can you read about

\_Melissa's party?

\_It is on ---: (skriv på engelska:

sida #12).

- #1) rosa #4
- #2) jeans #5
- #3) åtta #5
- #4) bälte #4
- #5) vit #5
- #6) brun #5
- #7) sju #5
- #8) gul #6
- #9) elva #6
- #10) skor #5

::: #31 ::::::::::::::::::::::::::::::::::::::

\_Self assessment

::: ::::::::::::::::::::::::::::::::::::::

\_Förmågor

\_Hur pass säker känner du dig på  
följande påståenden?

\_Svara så här:

o \_Osäker

lo \_Lite osäker

gs \_Ganska säker

s \_Säker

(läsa) \_Jag kan läsa och förstå  
texten om \_Henry och \_Becky.

(lyssna) \_Jag förstår hörövningen  
om \_Henry och \_Becky.

(skriva) \_Jag kan presentera mig själv och andra personer skriftligt.

(tala) \_Jag kan inleda samtal och presentera mig själv och andra muntligt.

\_Språkliga företeelser

\_Markera ordgrupperna om du vet vad orden betyder och kan använda dem:

a) a/an

b) one sock -- two socks

c) where, who, why, what, when,  
how

d) \_I'm, you're, he's, she's,  
it's, we're, they're

e) here's, that's, there's

\_Fågeln säger: \_Om du känner att du  
behöver öva mer, gå till \_Do you  
remember på sidan #29.

\_Språkliga strategier

\_Skriv färdigt meningarna.

\_När jag inte riktigt förstår det  
jag läser eller hör, så ---

\_När jag inte kommer på ett ord  
eller uttryck när jag talar eller  
skriver, så ---

\_Christer \_Bermheden

\_Lars- \_Göran \_Sandström

\_Staffan \_Wahlgren

\_Champ #4

\_Workbook

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\_Stockholm med \_\_ISBN

#978-#91-#523-#2605-#3

\_Specialpedagogiska skolmyndigheten

#2023

\_Volym tre av åtta



\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se



\_Ord och uttryck: veckodagarna;  
talen #13--#30; maträtter,  
ingredienser

\_Språkliga företeelser: cake,  
cakes; tomatoes, potatoes

\_Chapter #8: \_Who's who? (#42)...#89

\_Ord och uttryck: personer --  
hår, ögon, längd, klädsel

\_Språkliga företeelser:

he's got, she's got;

he's wearing, she's wearing

\_Chapter #9: \_Diego and \_Luis

(#46) .....#99

\_Ord och uttryck: hobbies,  
fritidsaktiveter

\_Språkliga företeelser:

he's -- he is, they're --

they are; the; can -- can't

:::: #32 ::::::::::::::::::::::::::::::::::::::

\_Chapter #6: \_Ollie and \_Polly  
::

\_Warm up  
::

\_Give examples of pets you know.

\_Write in \_English.

#1\_A (läsa) \_Mark right or wrong

(\_Skriv r för right och w för  
wrong.)

#1. \_Alfie has a black and white  
hamster.

#2. \_Ollie is a parrot.

#3. \_Polly can say "\_Nice to meet  
you".

#32

#67

#4. \_It is \_Alfie's birthday  
today.

#5. \_Alfie: \_Polly is smart.

#6. \_Ollie: \_I like \_Polly.

(\_Guess!)

#1\_B \_Correct the sentences that  
are wrong.

::: #33 ::::::::::::::::::::::::::::::

#2 (läsa) \_Översätt orden som står  
på svenska

\_A rabbit with ...

a) black fur

b) long white ears

c) four babies -- one baby is  
white

d) one baby is brown

e) two babies are grey

#3 \_Match the \_English word #1--#11

and the translations a--k.

#1. rabbit

#2. snake

#3. kitten

#4. guinea pig

#5. gold fish

#6. parrot

#7. hamster

#8. puppy

#9. tortoise

#10. spider

#11. budgie

#33

#70

- a) marsvin
- b) valp
- c) undulat
- d) spindel
- e) sköldpadda
- f) guld fisk
- g) kanin
- h) orm
- i) hamster
- j) papegoja
- k) kattunge

:::: #34 ::::::::::::::::::::::::::::::

\_Reflektera

::::::::::::::::::::::::::::::::

\_Compare the sentences.

é \_What is this?

é \_What's this?

\_Vad lägger du märke till?

\_När tror du man använder what's  
this?

\_Fågeln säger: \_Don't forget to sing  
the song.

#4 \_Write with an apostrophe (').

#1. \_What is this?

\_Exempel: \_What's this?

#2. \_It is a tortoise.

#3. \_He is sweet.

#4. \_Who is \_Emma?

#5. \_She is smart.

#6. \_I am \_Andy.

#5 \_Write without an apostrophe

(').

#1. \_I've got a dog.

\_Exempel: \_I have (got) a dog.

#2. \_He's sweet.

#3. \_He's called \_Ollie.

#4. \_I'm \_Polly.

#5. \_She's green and yellow.

#6. \_You're smart, \_Polly.

::: #35 ::::::::::::::::::::::::::::::

#6\_A (lyssna) \_Listen and write  
the correct animal. \_Also, write  
the animal's age. \_Ett exempel  
är delvis gjort. \_Tinas djur är  
#1 år.

\_Du kan välja mellan följande  
djur: \_Spider, hamster, parrot,  
rabbit, tortoise

\_Tina: animal: --- age: #1

\_David: animal: --- age: ---

\_Philip: animal: --- age: ---

\_Julie: animal: --- age: ---

#35

#75

#6\_B (tala) \_Work in pairs.

\_Use the table in exercise #6\_A  
and tell your classmate about the  
pets.

\_Say it like this:

\_Hello, \_I'm ..., \_I've got a ...,

\_He's/\_She's ... years old.

\_He's/\_She's called ... (if you  
remember the name).

#7\_A (tala) \_Work in pairs.

\_Choose a picture each. \_B is on  
page #132.

\_Describe your pictures. \_Cross  
out the pets that you both have.

\_Say it like this:

-- \_Have you got a budgie?

\_Yes, \_I've got a budgie. /

\_No, \_I haven't got a budgie.

=== \_Bildbeskrivning =====

#6 djur:

kanin spindel hund

orm hamster sköldpadda

=====

#36

#77

:::: #36 ::::::::::::::::::::::::::::::

#8 (skriva) \_Write five facts  
about a pet.

\_Facts

\_Fågeln säger: \_Look at page #17 in  
your textbook for inspiration.

\_Challenge

::::::::::::::::::::::::::::::::::::

\_Bring your favourite cuddly toy to  
school. \_Tell your classmates about  
it.

\_Fågeln står på en krokodil och  
säger: \_He's a present from my  
grandmother. \_He's not dangerous

...

::: #37 ::::::::::::::::::::::::::::::::::

\_Chapter #7: \_Our \_Favourite \_Food

\_Week

::: ::::::::::::::::::::::::::::::::::

\_Warm up

::: ::::::::::::::::::::::::::::::::::

\_Write down the days of the week in  
\_English.

"o""""

t""""

""d""""

"h""""

""i""

""u""

"u""

#1 (läsa) \_Answer the questions.

#1. \_How many meatballs will each student get?

#2. \_Which day is jam and whipped cream served?

#3. \_Which is your favourite day?

#4. \_Why?

\_Reflektera

::

\_Tror du att \_Kieran tycker om att laga mat? \_Varför? \_Varför inte?

#2 \_Write the numbers.

- a) twelve #12
- b) fifteen
- c) twenty
- d) thirty
- e) eighteen
- f) twenty-seven
- g) seventeen
- h) fourteen
- i) twenty-four
- j) thirteen
- k) twenty-one
- l) twenty-two

#3 \_Addera talen och välj rätt

summa!

\_Summor: #55, #72, #74, #84, #87

#1. sixteen + five + twelve +  
+ twenty-three + ten + three +  
+ eighteen

#2. twenty-seven + thirteen +  
+ fifteen

#3. twenty-eight + eleven +  
+ seventeen + twenty-eight

#4. nineteen + two +  
+ twenty-seven + fifteen + eleven

#5. six + twenty-one + sixteen +  
+ eighteen + eleven

#39

#82

#4 (lyssna) \_Listen to the dialogues and fill in the right figures.

#1. \_Kelly lives at number ---  
\_Carnaby \_Street.

#2. \_Olivia has --- bottles.

#3. \_Rachel is --- years old.

#4. \_Ms \_Cook buys ---  
hamburgers.

=== \_Bildbeskrivning =====

\_Spanish omelette. \_Ingredienser:

\_Tomater, gul lök, röd paprika,

potatis, ägg, ost och ett rivjärn.

=====

#5 (skriva) \_Write down what you  
need to make a \_Spanish omelette.  
\_Write like this: \_I need four ...  
\_Fågeln säger: \_Note! \_Potatoes and  
tomatoes  
\_Fågeln säger: \_Look up \_Fruit and  
vegetables on page #68 in your  
textbook.

::: #40 ::::::::::::::::::::::::::::::

#6\_A (tala) \_Work in pairs.

\_Choose a crossword each. \_B is on page #132. \_Describe the words in your crossword. \_Let your classmate guess.

\_Say it like this: \_Number #16 across. \_You can eat it. \_It is round. \_It is green, etc. (= pea)  
( \_Detta är ett korsord i svartrycket. \_Du har en lista att översätta. \_Siffran efter ordet säger hur många bokstäver som det engelska ordet ska ha.)

#40

#85

#14 down: --- #5

#17 across: --- #5

#18 down: --- #4

#19 down: salmon

#20 across: meatballs

#25 down: tacos

#27 across: --- #8

#30 across: coke

#40

#86

::: #41 ::::::::::::::::::::::::::::::

#7 (skriwa) \_Make your own  
favourite food week.

\_My favourite food week

\_Monday

\_Tuesday

\_Wednesday

\_Thursday

\_Friday

\_Saturday

\_Sunday

\_Fågeln säger: \_Don't forget to sing  
the song.

#41

#87

\_Challenge

.....

\_Think of a nice dinner. \_Write  
about it and tell your classmates.

::: #42 ::::::::::::::::::::::::::::::::::::::

\_Chapter #8: \_Who's who?

:::~::~::::::::::::::::::::::::::::::::::::

\_Warm up

:::~::~::::::::::::::::::::::::::::::::::::

(lyssna) \_Listen to the description  
and mark who is \_Jeremy \_Hicks.

=== \_Bildbeskrivning =====

#4 killar

a) \_Ganska lång. \_Kort, ljust

hår och blå ögon. \_Röd keps,

grå luvtröja, jeans och svarta

skor.

b) \_Ganska lång. \_Kort, ljus hår  
och blå ögon. \_Gul keps, grön  
lövtröja, röda byxor och vita  
skor.

c) \_Ganska lång. \_Brunt, lite  
långt hår och bruna ögon. \_Röd  
keps, grå lövtröja, jeans och  
svarta skor.

d) \_Lång med bruna ögon. \_Röd  
keps, grå lövtröja, jeans och  
vita skor.

=====

#1 (läsa) \_Fill in the right  
information.

é \_Poppy

\_Eye colour

\_Hair colour

\_Clothes

é \_Noah

\_Eye colour

\_Hair colour

\_Clothes

é \_Amelia

\_Eye colour

\_Hair colour

\_Clothes

#43

#91

::: #43 ::::::::::::::::::::::::::::::

#2 \_Solve the puzzle.

(\_Varje bokstav är ersatt av ett nummer. \_Några bokstäver är ifyllda.)

ord #1: #22 #18 #9 #12

ord #2: #11 l u #8

ord #3: #11 r o #10 #9

ord #4: #11 l #7 c #12

ord #5: #26 r #8 #8 #9

ord #6: #10 #21 #18 #14 #8

ord #7: o r #7 #9 #26 #8

ord #8: #22 u r #22 l #8

ord #9: #25 #8 l l o #10

#43

#92

\_Reflektera

.....

\_Compare the sentences.

é \_Poppy is tall.

é \_Poppy has long hair.

\_Vad är det för skillnad på tall och  
long?

#3 \_Write the opposites.

#1. tall

#2. dark

#3. small

#4. long

#5. new

#6. bad

#4 (lyssna) \_Listen to the  
description and fill in the  
information about \_Pearl and  
\_Denver.

é \_Pearl

size

hair

eyes

clothes

shoes

é \_Denver

size

hair

eyes

clothes

shoes

#44

#95

::: #45 ::::::::::::::::::::::::::::::

#5\_A (skriva) \_Describe the boy  
and the girl.

\_Say it like this: \_She's ...,

\_She's got ..., \_She's wearing ...

=== \_Bildbeskrivning =====

\_En kille och en tjej.

\_Killen har ljus hår och blå

ögon. \_Han har på sig: en svart

keps, en lila luvjacka, jeans och

gula skor.

\_Tjejen har brunt hår och bruna

ögon. \_Hon har på sig en vit hatt,

en grön t-tröja, en röd kjol och

#45

#96

vita skor.

=====  
#5\_B \_Write what you are wearing  
today.

\_I'm ---

#6 (tala) \_Ask your classmates to  
help you find someone.

\_Start like this:

-- \_Excuse me. \_Can you find

(\_Moa) for me, please?

é (\_Moa) who?

-- \_Well, she's ...

#45

#97

\_Fågeln säger: \_Look up \_Clothes and  
\_Body, hair, face on pages #65 and  
#66 in your textbook.

\_Challenge

.....

\_Bring a picture of your idol.

\_Give a presentation and describe  
him/her as much as you can.

\_Chapter #9: \_Diego and \_Luis  
::

\_Warm up  
::

\_A \_Mark the activities (a--r) you  
like to do in your spare time.

- a) go fishing
- b) read
- c) play golf
- d) dance
- e) play volleyball
- f) play computer games
- g) go to the cinema
- h) draw

- i) play chess
- j) play basketball
- k) play floorball
- l) go swimming
- m) sleep
- n) play football
- o) sing
- p) watch \_\_TV
- q) go jogging
- r) other activity

\_B (tala) \_Ask your classmates

what they like.

\_Say it like this:

-- \_What do you like to do in your  
spare time?

é \_I like to ...

::: #47 ::::::::::::::::::::::::::::::

\_Fågeln säger: \_Where is

\_California?

#1 (läsa) \_Answer the questions.

#1. \_Where are \_Diego and \_Luis from?

#2. \_Why can \_Diego and \_Luis play tricks on people?

#3. \_What are the brothers interested in?

#4. \_Who is \_Ava?

#5. \_How does \_Ava know who is who?

#6. \_What is the difference between \_Diego and \_Luis?

#2 (läsa) \_Combine sports #1--#4

and a--d (\_Para ihop sporterna.)

#1. \_Super \_Bowl

#2. \_\_NHL

#3. \_\_NBA

#4. \_World \_Series

a) basket

b) amerikansk fotboll

c) baseboll

d) ishockey

:::: #48 ::::::::::::::::::::::::::::::

#3 \_Write what you can do in your  
spare time.

\_You can play ...

| golf fotboll volleyboll

|

| badminton tennis

\_Fågeln säger: \_Look up \_Sports on  
page #67 in your textbook.

\_You can go ...

| rida simma dansa

|

| fiska springa

\_Fågeln säger: \_You can go diving.

::: #49 ::::::::::::::::::::::::::::::

#4\_A (lyssna) \_How many pupils do the ten activities? \_Listen to the radio programme and fill in the correct numbers in the lists, in exercise #3.

- a) golf
- b) fotboll
- c) volleyboll
- d) badminton
- e) tennis
- f) rida
- g) simma
- h) dansa

i) fiska

j) springa

#4\_B \_ Use the result from exercise

#4\_A and fill in the top five.

#1. --- is number one.

#2. \_Jogging is number ---

#3. ---

#4. ---

#5. ---

\_Reflektera

.....

\_Compare the sentences.

é \_I can see a man. \_The man is old.

é \_I want an apple. \_The apple is  
red.

\_Vad är det för skillnad mellan  
a man, the man och an apple,  
the apple?

#5 \_Fill in a or the.

#1. \_I have --- new bike. ---  
bike is green.

#2. \_I have a friend who has ---  
spider. --- spider is dangerous.

#3. \_There is --- dog in the car.  
--- dog looks sad.

#4. \_I have --- cat. --- cat is  
over there.

#5. \_I have --- computer game.  
\_I think --- game is difficult.

::: #50 ::::::::::::::::::::::::::::::

#6 (skriva) \_Write about the  
animal activities during a week.

\_M \_Hamstrarna spelar golf

\_Tu \_Hundarna spelar fotboll.

\_W \_Papegojorna rider.

\_Th \_Kaninerna spelar volleyboll.

\_F \_Katterna fiskar.

\_Sa \_Undulaterna joggar.

\_Su \_Ormarna simmar.

\_The hamsters play ---

::: #51 ::::::::::::::::::::::::::::::

#7\_A \_Fill in your calendars.

\_Write down activities of your  
own.

\_M ---

\_T ---

\_W ---

\_T ---

\_F ---

\_S ---

\_S ---

\_Notes: ---

\_Fågeln säger: \_Don't forget to sing  
the song.

#51

#110

#7\_B (tala) \_Work in pairs.

\_Use your calendars (exercise #7\_A) and make up a dialogue.

\_Start like this:

-- \_Can we play badminton on  
\_Fridays?

é \_Sorry, \_I can't. \_I go dancing  
on \_Fridays.

-- \_What about ...?

\_Challenge

.....

\_Write about an activity that you like. \_Start with a list. \_Write down words that have to do with your activity. \_Write as much as you can about it.

\_Christer \_Bermheden

\_Lars- \_Göran \_Sandström

\_Staffan \_Wahlgren

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\_Volym fyra av åtta

\_Till punktskriftsläsaren

.....

\_I boken finns många teckningar.

\_De står ibland i bildbeskrivnings-  
rutor men oftast bara som ord i  
listor att jobba med.

\_Det finns en liten söt orange  
fågel i boken som ger dig tips.

\_När den säger något står det

\_Fågeln säger innan texten.

\_Några sidor har ord i kursiv  
stil. \_I punktskrift står det  
p#6, p#3 innan ordet.

\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se



\_Ord och uttryck: månader;

årstider

\_Språkliga företeelser:

eat/eats, leave/leaves; her,

his, their

\_Chapter #12: \_Hot \_Christmas

(#62) .....#140

\_Ord och uttryck: julord;

väderord

\_Språkliga företeelser:

\_I'll/\_I will; goes, does;

me, you, him, her; have,

haven't

\_Chapter #10: \_Becky and \_Henry

\_Champ

::: ::::::::::::::::::::::::::::::::::::::

#1\_A (läsa) \_Mark right or wrong

(\_Skriv r för right och w för  
wrong.)

#1. \_Becky's test is tonight.

#2. \_Becky is nervous.

#3. \_Henry likes spelling.

#4. \_It is nine o'clock.

#5. \_School starts at nine  
tomorrow.

#6. \_Becky understands \_Henry's  
spelling trick.

#1\_B \_Correct the sentences that  
are wrong in exercise #1\_A.

#2 (lyssna) \_Listen to the  
dialogue between \_Becky and her  
classmate \_Jimmie.

\_What's their favourite sport?

\_Becky likes --- best and \_Jimmie  
likes ---

::: #53 ::::::::::::::::::::::::::::::

#3 (skriva) \_Write a presentation  
about \_Becky and her classmate  
\_Jimmie.

\_Becky gillar: fotboll, badminton,  
glass, hamstrar, simma, köttbullar  
och att simma.

\_Jimmie gillar: fiska, \_\_TV, kina  
mat, fåglar, springa, golv och  
fisk med potatis.

\_Becky: \_I like ... ---

\_Jimmie: \_I'm wearing ... ---

\_Fågeln säger: \_Don't forget to sing  
the song.

#53

#115

#4 (tala) \_Work in pairs.

\_Describe everything you can about yourself (clothes, looks, family, interests, friends, etc.).

::: #54 ::::::::::::::::::::::::::::::::::::::

\_Do you remember?

::: ::::::::::::::::::::::::::::::::::::::

\_Fågeln säger: \_Chapter #6--#9.

\_Vocabulary and grammar.

#1 \_Mark the correct answers.

#1. \_What colour is it?

a) \_It's yellow.

b) \_It's my mum.

c) \_It's old.

#2. \_What's her name?

a) \_I'm sorry.

b) \_She's called \_Jo.

c) \_She's my sister.

#3. \_Can you help me?

a) \_Thank you.

b) \_Excuse me.

c) \_I'm sorry, \_I can't.

#4. \_Anything else?

a) \_No, thank you.

b) \_Happy birthday!

c) \_She's smart.

#5. \_Who's that?

a) \_It's my turn.

b) \_It's the new girl in our class.

c) \_He is in town.

#6. \_Well, \_I must go now. \_See you later.

a) \_Where are you from?

b) \_Bye, bye.

c) \_Sorry, just joking.

#2 \_Sort out the days of the week.

#1. ysadautr

#2. dsueayt

#3. saruhtyd

#4. sdeenwyad

::: #55 ::::::::::::::::::::::::::::::

#3 \_Write as you speak.

#1. \_I am twelve. \_I'm twelve.

#2. \_She is clever.

#3. \_You are smart.

#4. \_We are brothers.

#5. \_She is my best friend.

#6. \_Who is this?

#7. \_I am fine, thanks.

#4 (tala) \_Work in pairs. \_Tell  
each other how many you can see of  
each animal. \_Start like this:  
-- \_I see five parrots. \_And you?  
é \_I see ...

=== \_Bildbeskrivning =====

\_Djur

papegojor #12 st

katter #6 st

hundar #8 st

ormar #5 st

spindlar #6 st

hamstrarar #12 st

kaniner #7 st

=====

#55

#120

:::: #56 ::::::::::::::::::::::::::::::

\_Self assessment

::::::::::::::::::::::::::::::::::::

\_Förmågor

\_Hur pass säker känner du dig på  
följande påståenden?

\_Svara så här:

o \_Osäker

lo \_Lite osäker

gs \_Ganska säker

s \_Säker

(läsa) \_Jag kan läsa och förstå  
texten om \_Henry och \_Becky.

(lyssna) \_Jag förstår hörövningen  
om \_Becky och \_Jimmie.

#56

#121

(tala) \_Jag kan beskriva vänner  
skriftligt (utseende, kläder, vad de  
tycker om och inte tycker om --  
intressen, djur, mat).

(skriva) \_Jag kan beskriva mig  
själv muntligt (familj, utseende,  
kläder, vänner, vad jag tycker om  
och inte tycker om -- intressen,  
djur, mat osv.).

## \_Språkliga företeelser

\_Markera ordgrupperna om du vet vad orden betyder och kan använda dem:

a) the

b) he's got, she's got

c) \_I've got, \_I haven't got,

\_Have you got?

d) can -- can't

e) cake -- cakes, potato --

potatoes

f) he's wearing, she's wearing

g) he's/he is, they're/they are

\_Fågeln säger: \_Om du känner att du  
behöver öva mer, gå till \_Do you  
remember på sidan #54.

\_Språkliga strategier

\_Skriv färdigt meningarna.

\_När jag inte riktigt förstår det  
jag läser eller hör, så ---

\_När jag inte kommer på ett ord  
eller uttryck när jag talar eller  
skriver, så ---

::: #57 ::::::::::::::::::::::::::::::::::::::

\_Chapter #11: \_A year with \_Minna  
::

\_Warm up  
::

\_A \_Solve the puzzle. (\_Varje  
bokstav är ersatt av ett nummer.

\_Några bokstäver är ifyllda.)

s #6 r #7 #8 #9

s #10 m m #11 r

a #10 t #10 m #8

#12 #7 #8 t #11 r

\_B \_Fill in the months.

\_Winter

\_Autumn

\_Spring

\_Summer

\_C (tala) \_Which is your favourite month? \_Why?

\_Fågeln säger: \_Look up your toolbox on page #59 in your textbook for help.

::: #58 ::::::::::::::::::::::::::::::

#1\_A (läsa) \_Find the right end to  
the sentence. \_Combine.

(\_Efter #123-listan finns en  
abc-lista.)

#1. \_In \_July ...

#2. \_In \_October ...

#3. \_In \_November ...

#4. \_In \_March ...

#5. \_In \_May ...

- a) the swallows arrive in \_Africa.
- b) the swallows open their eyes.
- c) the swallows reach \_England.
- d) the swallows leave \_South  
\_Africa.
- e) the swallows leave \_England.

#1\_B \_Fill in the missing words.

#1. \_Minna is a barn --- and she  
is very ---.

#2. \_Minna and her family --- all  
day and --- at night.

#3. \_When they get ---, they fly  
along a --- and scoop up ---.

#4. \_After four --- in \_Natal, it  
is --- to go home again.

#1\_C \_Mark right or wrong (\_Skriv r  
för right och w för wrong.)

#1. \_You only find swallows in  
\_Africa.

#2. \_Swallows eat insects.

#3. \_The swallows lay eggs in the  
summer.

#4. \_Some swallows can fly faster  
than #40 kms/h.

#5. \_It takes one month before a  
chick opens its eyes for the first  
time.

::: #59 ::::::::::::::::::::::::::::::

#2 \_Fill in he, she, it or they.

\_Uppgifterna #1 och #3 är redan gjorda.

#1. \_Andy he

#2. \_Mum

#3. the dog it

#4. \_Tom and \_Becky

#5. \_Julie

#6. my parents

#7. the supermarket

#8. \_Dad

\_Reflektera

.....

\_Compare the sentences.

é \_I open the door. -- \_He opens the  
door.

é \_Minna and her family fly all day.

-- \_Minna flies over \_Brighton.

\_Vad lägger du märke till?

\_Fågeln säger: \_Look at the

spelling: they fly but she flies.

#3 (skriiva) \_Write sentences with  
words from the three lists.

\_Lista #1

\_Minna

\_I

\_He

\_They

\_Lista #2

open/opens

play/plays

like/likes

leave/leaves

fly/flies

#59

#133

\_Lista #3

swallows.

tennis.

\_Africa.

the door.

to \_England.

in a band.

::: #60 ::::::::::::::::::::::::::::::

#4\_A \_Fill in the missing words.

\_Words: my your her his our  
their

#1. \_I love this book! \_It's ---  
favourite book.

#2. \_We live in \_England.

\_This is --- new house.

#3. \_Look at \_Henry! \_I like ---  
brown hoodie.

#4. \_Happy birthday! \_Here you  
are. \_This is --- present.

#5. \_Becky's got a new pet.  
\_It's --- first dog.

#60

#135

#6. \_The swallows reach ---  
winter home in \_Natal.

#4\_B (skriva) \_Write your own  
sentences with my, your, his, her,  
our and their.

#5 (lyssna) \_Listen to the quiz  
and write down the first letter of  
each month.

\_What is his name?

\_Fågeln säger: \_Make sure you know  
the words after, before, later.

::: #61 ::::::::::::::::::::::::::::::

#6\_A (tala) \_Work in pairs. \_Read  
the dialogue.

-- \_Guess when my birthday is.

é \_In \_April?

-- \_Wrong! \_It's later.

é \_In \_August?

-- \_Sorry, it's before that.

é \_In \_July?

-- \_Right!

\_Fågeln säger: \_Don't forget to sing  
the song.

#6\_B \_Act out the dialogue in #6\_A  
and let your classmates guess when  
your birthday is.

#7 (skriva) \_Write about your  
favourite month.

\_Write like this: \_My favourite  
month is ... because ...

\_Challenge

.....

\_Bring a picture of a bird. \_Write at least five facts about it and present the bird to your classmates.

\_Write something like this:

\_A pigeon is ... (colour).

\_It's ... (size).

\_You can find pigeons ... (where they live).

\_The pigeon lives on ... (food), etc.

pigeon\_. duva

::: #62 ::::::::::::::::::::::::::::::::::::::

\_Chapter #12: \_Hot \_Christmas  
::

\_Warm up  
::

\_A (lyssna) \_Combine the correct  
number, #1--#6, with a letter,  
a--f (bokstav).

#1. \_Danny

#2. \_Mum

#3. \_Dad

#4. \_Granny

#5. \_Grandad

#6. \_Emma

a) boken "\_The \_Riddle"

b) kattunge

c) fotboll

d) lampa

e) mobil

f) chokladask

\_B \_Mark the \_Christmas words you know.

- a) \_Christmas tree
- b) sack
- c) \_Father \_Christmas
- d) chimney
- e) coloured lights
- f) glass balls
- g) reindeer
- h) \_Christmas presents
- i) sleigh
- j) stockings
- k) \_Christmas pudding
- l) turkey

m) \_Christmas carols

\_Fågeln säger: \_Look up the words  
you don't know.

::: #63 ::::::::::::::::::::::::::::::

#1\_A (läsa) \_One word in each  
sentence is wrong. \_Mark it and  
correct it.

#1. \_Well, he talks like a teddy  
bear.

#2. \_He does nothing, just swims  
there in the tree.

#3. \_We'd like to sit inside when  
the sun goes down ...

#63

#143

#4. \_The \_Christmas stocking is  
full of swallows ...

#5. \_Oh, there's the meatballs  
and the \_Christmas pudding ...

#6. \_I look out of the window and  
the rabbit's still there.

#1\_B \_Write the correct words from  
exercise #1\_A. \_Write the smallest  
word first and the largest last.  
(\_Skriv det minsta ordet först och  
det största sist.)

s""s

""""s

""""

""""

""s""

""s""

#1\_C (tala) \_Work in pairs.

\_Compare the \_Australian

\_Christmas with \_Christmas in

\_Sweden.

\_Fågeln säger: \_Don't forget to sing

the song.

::: #64 ::::::::::::::::::::::::::::::

#2\_A (lyssna) \_Listen to the  
weather forecast and write the  
numbers #1--#4 with the correct  
letter a--c. (\_Skriv siffran och  
välj sedan rätt alternativ a, b, c  
eller d.)

a) väster -- blåsigt

b) norr -- soligt

c) öster -- regn

d) söder i bergen \_Mount

\_Kosciuszko -- snö

#2\_B \_Fill in the missing words.

\_Words: cold hot snow rain  
sunny windy.

#1. \_In the north it is --- and  
---.

#2. \_There is heavy --- in the  
east.

#3. \_It is --- in the west.

#4. \_In the south it is --- and  
lots of ---.

::: #65 ::::::::::::::::::::::::::::::

\_Reflektera

:::~::~::::::::::::::::::::::::::::

\_Compare the sentences.

é \_I will stay inside tonight. --

\_I'll stay inside tonight.

é \_He will stay another day. --

\_He'll stay another day.

\_Vad lägger du märke till?

#3 \_Write as you speak.

#1. \_I will go to \_Mc\_Laren next  
year.

\_Exempel: \_I'll go ---

#2. \_You will meet her later.

#3. \_He will stay inside.

#4. \_She will buy something to  
eat.

#5. \_They will leave \_Australia  
soon.

#6. \_We will help you.

#4 \_Fill in the missing words.

\_Words: me you him her them

#1. \_He looks at --- and \_I  
look back at ---.

#2. \_Look at ---. \_I can swim!

#3. \_Bob is not happy. \_You  
must go and see ---.

#4. \_She is a great football  
player. \_You can meet --- after  
the match.

#5. \_Happy birthday to you ...  
\_Look, a surprise! \_It is for  
---.

#6. \_My friends play in a rock  
band. \_I listen to --- every  
\_Friday.

::: #66 ::::::::::::::::::::::::::::::

\_Reflektera

::: ::::::::::::::::::::::::::::::

\_Compare the sentences.

é \_I do nothing. -- \_He does  
nothing.

é \_We go to the gym every day. --

\_She goes to the gym every day.

\_Vad lägger du märke till?

#5\_A \_Read \_Elke's letter.

\_I love summer. \_Every day \_I go to the beach and swim in the sea.

\_I also play beach volleyball.

\_In the evenings \_I do many things. \_I help \_Dad with the house for example. \_Before \_I go to bed, \_I read for an hour or so.

\_Then \_I sleep for at least eight hours.

\_Elke

#5\_B (skriva) \_Write down what

\_Elke does every day. \_Change \_I  
to she.

\_Start like this: \_Elke loves  
summer. \_Every day she ...

::: #67 ::::::::::::::::::::::::::::::

#6\_A (tala) \_Work in pairs.

\_Choose a picture each. \_B is on  
page #133. \_Find the differences  
in your pictures. \_Mark them.

\_Ask like this:

-- \_What have you got?

-- \_How many ... have you got?

-- \_Have you got ...?

#67

#154

\_Answer like this:

é \_I've got ...

é \_I haven't got ...

é \_Yes, \_I have./ \_No, \_I haven't.

=== \_Bildbeskrivning =====

\_Jul saker

julstrumpor #4 st

kalkoner #3 st

tomte #1 st

julgran #1 st

julklappar #5 st

julsäckar #2 st

bok #1 st

stuga med snö på taket #2 st

=====

#67

#155



\_Christer \_Bermheden

\_Lars- \_Göran \_Sandström

\_Staffan \_Wahlgren

\_Champ #4

\_Workbook

\_Överförd från första upplagan

utgiven av \_Sanoma \_Utbildning \_\_AB,

\_Stockholm med \_\_ISBN

#978-#91-#523-#2605-#3

\_Specialpedagogiska skolmyndigheten

#2023

\_Volym fem av åtta



\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se

\_Innehåll volym fem

::

\_Siffran inom parentes hänvisar till  
förlagans sidor.

\_Till punktskriftsläsaren .....\_I

\_Chapter #13: \_Charlie's

restaurant (#68) .....#157

\_Ord och uttryck: maträtter;

artighetsfraser; priser

\_Språkliga företeelser:

\_Nick's; \_How much is ...?

\_It's ...

\_Chapter #14: \_Breakfast time

(#72) .....#167

\_Iii

\_Ord och uttryck: frukostord;

artighetsfraser

\_Språkliga företeelser:

\_I don't; \_I'd like

\_Chapter #15: \_Becky and \_Henry

\_Champ (#77) .....#179

\_Ord och uttryck: \_Repetition

kapitel #11--#14

\_Språkliga företeelser:

\_Repetition kapitel #11--#14

\_Chapter #16: \_What a day!

(#83) .....#194

\_Ord och uttryck: klockan,

hel- och halvtimmar

\_Språkliga företeelser:

at half past six

::: #68 ::::::::::::::::::::::::::::::

\_Chapter #13: \_Charlie's restaurant  
::::::::::::::::::::::::::::

\_Warm up  
::::::::::::::::::::::::::::

(tala) \_Put together your own  
lunch.

\_Say it like this: \_I choose ...

| \_Food  
|  
| a kebab, a hamburger,  
|  
| a cheeseburger, chicken nuggets,  
|  
| a pizza, a salad,  
|  
| fish and chips, a large \_Coke,  
|  
| a small \_Fanta, carrots,  
|  
| an ice cream, a glass of milk,

#68

#157

| a bottle of water,  
|  
| a medium coffee, a milkshake

#1\_A (läsa) \_Answer the questions.

#1. \_Why are \_Nick and his mother  
at \_Charlie's restaurant?

#2. \_How much is everything they  
order altogether?

#3. \_Who pays for the food and  
drink?

#4. \_What does \_Nick promise?

#1\_B \_Write down what \_Ms \_Gordon  
and \_Nick order.

::: #69 ::::::::::::::::::::::::::::::

#2 (skriva) \_Fill in the missing questions and answers.

\_Question: ---

\_Answer: \_I'd like a salad.

\_Question: \_What would you like to drink?

\_Answer: ---

\_Question: ---

\_Answer: \_Oh, and a medium coffee, please.

\_Question: ---

\_Answer: \_It's ~1#8.50, please.

\_Question: ---

\_Answer: \_Thank you.

#3 \_Fill in the crossword.

(\_Detta är ett korsord i svartrycket. \_Du har en lista att översätta. \_Siffran efter ordet säger hur många bokstäver som det engelska ordet ska ha.)

\_Across

#2. twenty + thirty #5

#5. ten + ten #6

#7. thirty + forty #7

#8. ten + twenty #6

\_Down

#1. forty + fifty #6

#3. sixty -- twenty #5

#4. ninety -- eighty #3

#6. seventy + ten #6

#7. ten + fifty #5

#4 (tala) \_Practise saying the  
prices.

#1. ~1#2

#2. ~1#3.50

#3. ~1#1.65

#4. ~1#7.34

#5. #40p

#6. ~1#28.90

#70

#161

::: #70 ::::::::::::::::::::::::::::::

#5 (lyssna) \_Listen to the dialogues. \_Fill in the prices of the six items.

#1. -- \_How much is it?

é \_It's ~l---

#2. -- \_How much is it?

é \_It's ~l---

#3. -- \_How much are they?

é \_They're ~l---

#4. -- \_How much is it?

é \_It's ~l---

#5. -- \_How much is it?

é \_It's ~l---

#6. -- \_How much are they?

é \_They're ~l---

#6 \_Fill in who owns the things.

\_Fågeln säger: \_Don't forget the  
apostrophe (').

é \_Andy \_Black -- bil

é \_Sarah -- bok

é \_Kelly -- hund

é \_Eric -- t-tröja

é \_Jo -- present

é \_Mrs \_Cook -- cykel

#1. \_It is --- book.

#2. ---

#3. ---

#4. ---

#5. ---

#6. ---

::: #71 ::::::::::::::::::::::::::::::::::::::

#7\_A (tala) \_Work in pairs. \_Pick  
a menu each. \_B is on page #133.

\_Ask each other about the missing  
prices. \_Fill them in.

\_Say it like this:

-- \_How much is a ...?

é \_It's ...

\_Menu

\_Hamburger ~1#6.75

\_Cheeseburger ---

\_Chicken burger ~1#8.95

\_Veggie burger ---

\_Kebab ~1#6.60

\_Fish and chips ---

\_Drinks

small ~1#1.90

medium ---

large ~1#3.35

\_Challenge

.....

\_Put together a menu with prices and everything. \_Present your menu to your classmates or your family.

\_Say it like this: \_A hamburger is ~1#2.40 ...

\_Fågeln säger: \_Don't forget to sing the song.

::: #72 ::::::::::::::::::::::::::::::

\_Chapter #14: \_Breakfast time  
::::::::::::::::::::::::::::

\_Warm up  
::::::::::::::::::::::::::::

\_A \_Mark what you have for  
breakfast.

| \_Food  
|  
| hot chocolate, porridge,  
|  
| bread, cheese, butter,  
|  
| coffee, orange juice,  
|  
| yoghurt, crisps, eggs,  
|  
| salt, milk, marmalade,  
|  
| ham, cereals, sugar,  
|  
| toast, tea

#72

#167

\_B (tala) \_Ask your classmates  
what they have for breakfast.

\_Say it like this:

-- \_Tell me about your breakfast.

é \_For breakfast \_I have ...

#1 (läsa) \_Answer the questions.

#1. \_When is breakfast time?

#2. \_What does \_Mr \_Evans have  
for breakfast?

#3. \_Why can't \_Rachel have milk?

#4. \_What day is it?

#5. \_What time is lunch?

\_Reflektera

.....

\_Vad menar mamman med

\_Rachel! \_This is not a restaurant.

..... #73 .....

#2 \_Write the \_English words.

\_Fågeln säger: \_Note!, \_New words:

porridge, butter, marmalade

#1. te

#2. gröt

#3. varm choklad

#4. rostad bröd

#5. socker

#6. ägg

#73

#169

- #7. sylt
- #8. bröd
- #9. mjölk
- #10. ost
- #11. skinka
- #12. smör
- #13. apelsin juice
- #14. kaffe
- #15. flingor

::: #74 ::::::::::::::::::::

\_Reflektera

::: ::::::::::::::::::::

\_Compare the sentences.

é \_I eat porridge. -- \_I don't eat  
porridge.

é \_We need a new car. -- \_We don't  
need a new car.

\_Vad lägger du märke till? \_Vad  
innebär det när man använder  
don't?

#3 \_Write like in the example.

#1. \_I like hot chocolate.

\_Exempel: \_I don't like hot  
chocolate.

#2. \_They want chips.

#3. \_They play golf on \_Sundays.

#4. \_We go dancing on \_Fridays.

#5. \_I need your help.

#6. \_I swim every day.

#7. \_I play tricks on you.

#8. \_We sleep on \_Sundays.

\_Reflektera

.....

\_Compare the sentences.

é \_I would like some milk.

é \_I'd like some milk.

\_Vad lägger du märke till?

\_Vilka bokstäver ersätter apostrofen  
i den andra meningen?

::: #75 ::::::::::::::::::::::::::::::

#4\_A (tala) \_Work in pairs. \_Read  
the dialogues. \_Change roles and  
change the words in italics.

-- \_What would you like?

é \_I'd like some *\_tea*, please.

-- \_Here you are.

é \_Thank you.

-- \_Would you like some *\_toast*?

é \_Yes, please. / \_No, thank you.

-- \_Here you are.

é \_Thanks.

-- \_Can you pass me the \_.butter,  
please?

é \_Yes, of course. \_Here you are.

-- \_Thank you.

#4\_B \_Work in groups. \_You are  
sitting at a breakfast table.

\_Use phrases you know and act out.

#5 (lyssna) \_Listen to the  
interviews and write the names  
under each breakfast.

#1. juice, te, banan, ägg och  
toast

#2. te, toast och  
apelsinmarmelad, juice

#3. kaffe, flingor och #3 ägg

#4. varm choklad, gröt och ägg

:::: #76 ::::::::::::::::::::::::::::::

#6 (skriva) \_Work in pairs. \_Write  
a dialogue. \_This time you are up  
early but your dad is late. \_Act  
it out.

\_Fågeln säger: \_Look at page #33 in  
your textbook for inspiration.

\_Fågeln säger: \_Don't forget to sing  
the song.



::: #77 ::::::::::::::::::::::::::::::::::::::

\_Chapter #15: \_Becky and \_Henry

\_Champ

::: ::::::::::::::::::::::::::::::::::::::

#1 (läsa) \_Compare the three  
pictures. \_Which one is correct?

\_Explain your answer.

=== \_Bildbeskrivning =====

#3 bilder, på alla bilder hänger  
\_Henry ut från fönstret.

#1. \_Bredvid \_Henry står stegen  
och det är färg skvätt på honom  
väggen och marken.

#2. \_Stegen ligger på marken och det är färg skvätt på \_Henry och stegen.

#3. \_Stegen ligger på marken men det är inte färg någonstans.

=====

#2 (läsa) \_Mark the correct answers.

#1. \_Who is the text about?

a) \_Becky and \_Laura

b) \_Henry and \_Becky

c) \_Laura and \_Henry

#2. \_What does \_Becky do after school?

a) \_She does her homework.

b) \_She helps her dad.

c) \_She meets her friend \_Laura.

#3. \_Becky goes upstairs when she comes home. \_Why?

a) \_Because she hears sounds.

b) \_Because she looks for \_Henry.

c) \_Because she wants a hot drink.

#4. \_Where is \_Henry when \_Becky comes home?

- a) \_He is hanging from the window.
- b) \_He is lying on the grass.
- c) \_He is standing on the ladder.

#5. \_What colour is the paint on the ladder?

- a) \_Black
- b) \_Green
- c) \_White

#6. \_How does \_Henry get down?

- a) \_He climbs in through the window.
- b) \_He jumps down.
- c) \_He climbs down the ladder.

::: #78 ::::::::::::::::::::::::::::::

#3 (lyssna) \_Listen to \_Becky and  
find out where her phone is.

\_Becky's phone is ---

#4 (tala) \_Work in groups. \_You  
and your friends go to \_Charlie's  
restaurant.

\_Act it out.

#5 (skriva) \_Write down what  
happens when \_Becky comes home  
from school. \_Use these words:  
shout, look around, walk upstairs,  
hear, see, walk, run, pick up,  
put.

\_Start like this:

\_When \_Becky gets home from  
school, she ...

\_Fågeln säger: \_Don't forget to sing  
the song.

::: #79 ::::::::::::::::::::::::::::::

\_Do you remember?

::::::::::::::::::::::::::::::

\_Fågeln säger: \_Chapter #11--#14.

\_Vocabulary and grammar.

#1 \_Mark the correct answers.

#1. \_What's the weather like?

a) \_It's raining.

b) \_He'll stay inside.

c) \_That's all for now.

#79

#184

#2. \_Have you got a pet?

a) \_No, thank you.

b) \_Another surprise!

c) \_No, \_I haven't.

#3. \_What would you like?

a) \_I drink a lot of \_Coke.

b) \_Tea, please.

c) \_Here you are.

#4. \_Can you pass me the milk,  
please.

a) \_No tea for me, thank you.

b) \_I'd like an egg, please.

c) \_Of course. \_Here you are.

#5. \_Anything else?

a) \_Yes, please. \_A banana.

b) \_She plays volleyball.

c) \_I'm sleepy.

#6. \_How much are the white jeans?

a) \_They're over there.

b) \_They're from \_Australia.

c) \_They're ~1#49.

#2 (tala) \_Work in pairs.

\_Put the sentences in order.

\_Act out the dialogue. (\_Nummer #1 är gjord.)

\_Dad: \_Good morning, \_Becky.

\_Are you hungry?

#1 \_Becky: \_Good morning.

\_Dad: \_Here you are.

\_Becky: \_I'd like ham and eggs,  
please.

\_Dad: \_No, thanks. \_I must go now.

\_Bye, darling.

\_Becky: \_Thank you. \_Some more  
tea, \_Dad?

\_Becky: \_Oh yes. \_I'm very hungry!

\_Dad: \_What would you like?

\_Becky: \_Bye, \_Dad.

::: #80 ::::::::::::::::::::::::::::::

#3\_A \_Write the months.

#4 \_Write the weather words.

\_Här finns sex bilder på olika

väder: blåsig, kallt, snö,

soligt, hett, regn

(\_Översätt och skriv väderorden).

""

""i"

""w"

""d"

""y"

""u""

::: #81 ::::::::::::::::::::::::::::::

#5 (tala) \_Study the picture for  
one minute. \_Then close the book  
and say what \_Jenny has on her  
table. \_How many things do you  
remember?

\_Say it like this: \_She's got ...

=== \_Bildbeskrivning =====

\_Ett frukostbord med:

te, juice, mjölk,

toast, smör, sylt,

flingor, socker, bananer, ägg

=====

#6\_A (tala) \_Work in pairs.

\_Choose a picture each. \_B is on page #134. \_Read your numbers from left to right and let your classmate write them down.

\_Then change roles. \_Compare your numbers afterwards.

#81

#56

#13

#48

#97

#62

#30

#79

#81

#190

\_Self assessment

::::::::::::::::::

\_Förmågor

\_Hur pass säker känner du dig på

följande påståenden?

\_Svara så här:

o \_Osäker

lo \_Lite osäker

gs \_Ganska säker

s \_Säker

(läsa) \_Jag kan läsa och förstå

texten om \_Henry och \_Becky.

(lyssna) \_Jag förstår hörövningen

om \_Becky och \_Jimmie.

(skriva) \_Jag kan skriva en text  
om \_Beckys dag.

(tala) \_Jag kan spela upp en scen  
som utspelar sig på en  
snabbmatrestaurang.

\_Språkliga företeelser

\_Markera ordgrupperna om du vet  
vad orden betyder och kan använda  
dem:

a) me, you, him, her

b) her, his, their

c) \_I'll, \_I will

d) \_Nick's

e) eat/eats, leave/leaves

f) go/goes, do/does

g) have, haven't

h) \_I don't

\_Fågeln säger: \_Om du känner att du behöver öva mer, gå till \_Do you remember på sidan #79.

\_Språkliga strategier

\_Skriv färdigt meningarna.

\_När jag inte riktigt förstår det jag läser eller hör, så ---

\_När jag inte kommer på ett ord eller uttryck när jag talar eller skriver, så ---

::: #83 ::::::::::::::::::::::::::::::

\_Chapter #16: \_What a day!

:::~::~::::::::::::::::::::::::::::

\_Warm up

:::~::~::::::::::::::::::::::::::::

(tala) \_What time is it? \_Say it

like this: \_It's ...

k1. #1

#15:#00

k1. #11

#22:#00

#05:#00

k1. #9

#08:#00

k1. #6

#83

#194

#1 (läsa) \_Correct the sentences  
from the text.

#1. \_Granny is in \_Rachel's room.

#2. \_Rachel has breakfast at  
seven o'clock.

#3. \_School starts at half past  
eight.

#4. \_Rachel collects \_Ryan from  
the circus.

#5. \_Rachel goes fishing at  
seven.

::: #84 ::::::::::::::::::::::::::::::::::::::

\_Reflektera

:::~::~::::::::::::::::::::::::::::::::::::

\_Varför berättar inte morfar att han tänkt bjuda \_Rachel på cirkus, tror du?

#2 (läsa) \_Answer the questions.

#1. \_What is grandad's surprise for \_Rachel?

#2. \_Why is \_Rachel tired?

#3. \_How many animals has \_Rachel got at home?

#4. \_What subjects does \_Rachel have on \_Friday afternoon?

#84

#196

#5. \_What does \_Rachel do after school? \_Give at least one example.

#3 (läsa) \_Write about \_Rachel's day.

#1. \_Rachel gets up at #6.30.

#2. \_She --- #7.30

#3. --- #8.00

#4. --- #11.30

#5. --- #6.00

#6. --- #7.00



#4 \_Write what time it is.

#1. \_Exempel: \_Klockan är halv

#12. \_It's half past eleven.

#2. \_Klockan är #7.

#3. \_Klockan är halv #6.

#4. \_Klockan är halv #3.

#5. \_Klockan är halv #7.

\_Fågeln säger: \_Look at page #58 in  
your textbook for help.

::: #86 ::::::::::::::::::::::::::::::

#5 \_Fill in the crossword.

(\_Detta är ett korsord i svartrycket. \_Du har en lista att översätta. \_Siffran efter ordet säger hur många bokstäver som det engelska ordet ska ha.)

\_Down

#1. \_Schoolwork you do at home.

#8

\_Across

#1. \_At ... is where you live. #4

#2. \_At ... you learn how to read and write. #6

#86

#200

#3. \_The day after today is ...

#8

#4. \_The day after \_Monday is ...

#7

#5. \_If you are dirty, you should  
take a ... #6

#6. \_A pet. \_It has four legs.

\_Rachel has a ... #3

#7. \_If you go to a ..., you can  
see clowns and animals. #6

#8. \_The first meal of the day is  
... #9

::: #87 ::::::::::::::::::::::::::::::

#6 (lyssna) \_Listen to \_Jim \_Baker  
and fill in the missing times.

\_Write like this: #5.30

#1. \_Jim \_Baker gets up at ---.

#2. \_He has breakfast at ---.

#3. \_He has lunch at ---.

#4. \_He goes home at ---.

\_What is his job? \_He is a ---.

#7\_A (skriva) \_Write about your  
own day.

\_Write like this: \_I get up at ...

#7\_B (tala) \_Work in pairs. \_Take  
turns and tell each other about  
your day.

\_Challenge

::

\_Write about your dream day.

\_Fågeln säger: \_Don't forget to sing  
the song.

\_Christer \_Bermheden

\_Lars- \_Göran \_Sandström

\_Staffan \_Wahlgren

\_Champ #4

\_Workbook

\_Överförd från första upplagan

utgiven av \_Sanoma \_Utbildning \_\_AB,

\_Stockholm med \_\_ISBN

#978-#91-#523-#2605-#3

\_Specialpedagogiska skolmyndigheten

#2023

\_Volym sex av åtta

\_Till punktskriftsläsaren

.....

\_I boken finns många teckningar.

\_De står ibland i bildbeskrivnings-  
rutor men oftast bara som ord i  
listor att jobba med.

\_Det finns en liten söt orange  
fågel i boken som ger dig tips.

\_När den säger något står det

\_Fågeln säger innan texten.

\_Några sidor har ord i kursiv  
stil. \_I punktskrift står det  
p#6, p#3 innan ordet.

\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se

\_Innehåll volym sex  
 ::

\_Siffran inom parentes hänvisar till  
 förlagans sidor.

\_Till punktskriftsläsaren .....\_I

\_Chapter #17: \_At the  
 supermarket (#88).....#204

\_Ord och uttryck: matvaror

\_Språkliga företeelser: in,  
 on, under, next to, behind,  
 in front of

\_Chapter #18: \_Shame on you!  
 (#94) .....#218

\_Ord och uttryck: godis och  
frukt

\_Språkliga företeelser:

\_Don't ...!; there is,  
there are

\_Chapter #19: \_What's the  
matter? (#99) .....#228

\_Ord och uttryck: vardags-  
sjukdomar

\_Språkliga företeelser:

you've got; haven't got,  
hasn't got

::: #88 ::::::::::::::::::::::::::::::

\_Chapter #17: \_At the supermarket  
::::::::::::::::::::::::::::

\_Warm up  
::::::::::::::::::::::::::::

\_Work in pairs. \_Look up \_Fruit and  
vegetables on page #68 in the  
textbook. \_Learn as many words you  
can in two minutes.

\_Then close the textbook. \_Test  
yourself. \_What do you call these  
things in \_English?

- a) svamp
- b) apelsin
- c) jordgubbe
- d) banan
- e) gurka
- f) sallad
- g) citron
- h) lök
- i) morot
- j) körsbär

#1 (läsa) \_Write down everything  
that \_Harry and \_Emily buy at the  
supermarket.

::: #89 ::::::::::::::::::::::::::::::

#2 (läsa) \_Fill in the missing  
word.

#1. \_What else is on the ---?  
trolley, basket, list

#2. \_Is that ---?  
all, list, counter

#3. \_It's there, right in --- of  
you.  
front, over, behind

#4. \_Can \_I --- you?  
need, help, go

#5. \_We'd --- some smoked ham.  
like, drink, mustard

#6. \_Is this ---?

basket, shelf, enough

#7. \_Anything ---?

buy, ham, else

#8. \_Have a nice ---!

vegetable, day, salad

#3 \_Write down the words in

\_English.

a) tomater

b) äpplen

c) potatisar

d) sallad

e) ost

f) skinka

g) bröd

h) senap

i) lökar

j) gurkor

| \_Words  
|  
| apples, cheese,  
|  
| cucumbers, ham,  
|  
| lettuce, mustard,  
|  
| onions, tomatoes,  
|  
| potatoes, bread

::: #90 ::::::::::::::::::::::::::::::

#4\_A \_Draw/write six things you can  
eat.

#4\_B (tala) \_Work in pairs. \_Find  
out what your classmate has on  
his/her drawing/list.

\_Say it like this:

-- \_Have you got potatoes?

é \_Yes, \_I have./\_No, \_I haven't.

#5 \_Find ten words from the text in  
the snake. \_Mark them.

\_Fågeln säger: \_The last letter of  
a word is also the first letter of  
the next word.

orm:

cucumber righthenosenoughamustard-  
donioneed

#91

#210

::: #91 ::::::::::::::::::::::::::::::::::::::

#6\_A (lyssna) \_Look at the picture  
while you listen.

\_Answer the questions you hear and  
mark yes or no.

#1. yes no

#2. yes no

#3. yes no

#4. yes no

#5. yes no

#6. yes no

=== \_Bildbeskrivning =====

\_I ett rörigt rum finns massor av saker.

é en flicka är under sängen

é på sängen ligger en kattunge och en hatt

é en häst står på en hylla

é cykeln står bakom lampan

é framför fotbollen finns en skateboard

=====

#6\_B (skriva) \_Answer the  
questions.

\_Words: on, under, next to,  
behind, in front of, between

#1. \_Where is \_Emily? \_She is ---  
(under sängen)

#2. \_Where is the kitten? \_It ---  
(bredvid nallen)

#3. \_Where is the football? ---  
(bakom skateboarden)

#4. \_Where is the hat? --- (under  
äpplet)

#5. \_What is on the shelf? ---  
(hästen)

#6. \_What is behind the bananas?

--- (pennor)

\_Fågeln säger: \_Don't forget to sing  
the song.

::: #92 ::::::::::::::::::::::::::::::

#7\_A (läsa) \_Harry describes a picture. \_Read the description.

\_It is a picture with a house.

\_It is an old house. \_Behind it there is a big tree. \_I can also see a small bus next to the house.

\_And there is something in the bus. \_It is a dog! \_And there is a football under the bus.

\_I can see a cat too but the cat is in the tree. \_What else?

\_Yes, of course, in front of the house there is a bike.

#92

#215

#7\_B (tala) \_Work in pairs.

\_Describe the picture without  
looking at the text.

:::: #93 ::::::::::::::::::::::::::::::

#8 (skriva) \_Write a description.

\_Look at exercise #7\_A for  
inspiration.

\_Fågeln är på olika ställen runt  
ett träd. \_Hon säger:

\_I'm over the tree. (över)

\_I'm behind the tree. (bakom)

\_I'm in the tree. (i)

\_I'm under the tree. (under)

=== \_Bildbeskrivning =====

\_Fåglarna är på olika ställen runt  
trädet.

=====

\_Challenge

:::::::::::::::::::::::::::::::

\_Make a shopping list with food you  
need to make a nice dish. \_Let your  
classmates guess what you are going  
to make.

\_Chapter #18: \_Shame on you!

:::~::~::::::::::::::::::::::::::::::::::::

\_Warm up

:::~::~::::::::::::::::::::::::::::::::::::

\_Put the words in the right list.

| \_Words

|  
|  
|  
|  
|  
|  
|  
|  
|  
|  
|

- popcorn, lollipops,
- chewing gums, crisps,
- oranges, gummy bears,
- chocolate bars, peanuts,
- apples, nachos,
- bananas, grapes

#3 lists (gör #3 listor med dessa rubriker):

\_Fruit

\_Sweets/\_Candy

\_Snacks

\_Fågeln säger: \_Don't forget to sing the song.

::: #95 ::::::::::::::::::::::::::::::

#1 (läsa) \_Who thinks or says something like this?

\_Write \_A (\_Amos), \_T (\_Tyler) or \_\_SO (the shop owner).

#1. \_I have no money.

#2. \_I have only two people in my store.

#3. \_That's my little neighbour.

#4. \_I'll just take two.

#5. \_I'm an idiot.

#6. \_The old man is here again.

#7. \_My parents will be angry.

#8. \_I like you very much.

#2 (skriva) \_Write down what happens in the \_Boston store one day.

#3 (tala) \_Work in pairs. \_Read the description of \_Tyler and \_Amos (looks and clothes) and describe them in \_English.

(\_Läs den svenska beskrivningen av hur \_Tyler och \_Amos ser ut och beskriv dem på engelska.)

\_Tyler har brunt hår och blå ögon.

\_Han har på sig: blå keps, blå t-tröja, blå shorts och blå skor.

\_Amos har grått hår och bruna ögon. \_Han har på sig: gul jacka, jeans och skinnskor.

:::: #96 ::::::::::::::::::::::::::::::

#4 (lyssna) \_Listen to the

dialogue and mark the things \_Gary

\_Fix buys.

a) äpplen

b) choklad

c) bananer

d) godisklubbor

e) jordnötter

f) glass

g) popcorn

h) citroner

i) tuggummi

j) apelsiner

k) druvor

#96

#222

#5 \_There are three examples of  
there is/there are on pages  
#40--#41 in the textbook.

\_Write down the sentences.

::: #97 ::::::::::::::::::::::::::::::

\_Reflektera

:::~::~::::::::::::::::::::::::::::

\_Compare the two sentences.

é \_There is one customer in the  
store.

é \_There are two customers in the  
store.

\_Vad lägger du märke till? \_Kan du  
förklara skillnaden?

#6\_A (tala) \_Work in pairs.

\_Choose one picture each. \_B is on  
page #134. \_Find out the  
differences between your pictures.

\_Mark them.

\_Say it like this: \_In my picture  
there's (there is) ...

\_In my picture there are ...

=== \_Bildbeskrivning =====

\_Frukt och godis

godisklubbor #6 st

glasstrut #1 st

citroner #4 st

apelsin #1 st

bananer #2 st

vindruvor #1 klase

chokladkaka #1 st

äpplen #3 st

tuggummi #3 st

=====

#97

#225

::: #98 ::::::::::::::::::::::::::::::

#7 (tala) \_Work in groups. \_Act  
out scenes where someone says:

\_Don't ...

\_Use the words in the words below.

\_Words: cry, move, be nervous,  
stop, steal, look

#8 (skriva) \_Write a new end to  
the story. \_Start from line #9 on  
page #40.

\_When he looks up again ...

\_Challenge

.....

\_Write ten crazy rules that start with \_Don't ... \_Read them aloud in class. \_Which one is the funniest?

\_Say it like this: \_Don't play football on your bed.

::: #99 ::::::::::::::::::::::::::::::

\_Chapter #19: \_What's the matter?

:::~::~::::::::::::::::::::::::::::

\_Warm up

(tala) \_Learn the nursery rhyme and  
practise reading it with the whole  
class.

\_Miss \_Polly

\_Miss \_Polly had a dolly

who was sick, sick, sick.

\_So she phoned for the doctor

to be quick, quick, quick.

\_The doctor came

with his bag and his hat,

and he rapped on the door  
with a rat-a-tat-tat.

\_He looked at the dolly  
and he shook his head.

\_Then he said, "\_Miss \_Polly,  
put her straight to bed."

\_He wrote on a paper  
for a pill, pill, pill.

"\_I'll be back in the morning  
with my bill, bill, bill."

::: #100 ::::::::::::::::::::::::::::::

#1 (läsa) \_Who says something like  
this? \_Write \_R (\_Rachel) or \_D  
(\_Dad) .

#1. \_I feel awful, really awful.

#2. \_Mum says she's got a cold  
too.

#3. \_I like \_P.\_E.

#4. \_So you've got a cough too?

#5. \_Let's call \_Dr \_Miller.

#6. \_Don't be silly.

#7. \_Is the disco tonight?

#8. \_No, you can't, dear.

#100

#230

#2 \_Fill in the missing words.

\_Words: liar chemist's disco  
sleepy hate examine

#1. \_When you are awake many  
hours, you get ---.

#2. \_If you are ill, the doctor  
must --- you.

#3. \_If you need medicine, you  
can go to the ---.

#4. \_If you really don't like  
something, you --- it.

#5. \_You can listen to music and  
dance at a ---.

#6. \_If you say things that aren't true, you are a ---.

::: #101 ::::::::::::::::::::::::::::::

#3 \_Write down what they are saying.

a) \_Han har ont i halsen.

b) \_Hon har feber.

c) \_Hon har ont i huvudet.

d) \_Han har hosta.

\_Reflektera

.....

\_Compare the sentences.

é \_I've got a temperature, but \_I  
haven't got a sore throat.

é \_She's got a headache, but she  
hasn't got a temperature.

\_Vad lägger du märke till?

#4 \_Fill in the right words.

#1. \_I've got a headache, but \_I  
--- got a sore throat.

#2. \_Dave's got a cough, but he  
--- got a temperature.

#3. \_Cathy's got a cold, but she  
--- got a headache.

#4. \_Granny's got toothache, but  
she --- got backache.

#5. \_I've got a temperature, but  
\_I --- got a headache.

::: #102 ::::::::::::::::::::::::::::::

#5 (tala) \_Work in pairs. \_Act out the dialogue. \_Then change the words in italics and act it out again.

-- \_Let's \_-play volleyball; today.

é \_I'm sorry, \_I can't.

-- \_What's the matter? \_Are you ill?

é \_Well, \_I've got a \_headache.

-- \_Oh, sorry to hear that. \_Let's hope you're better tomorrow.

#102

#235

#6 (lyssna) \_Listen to \_Dr \_Miller  
talking to three patients. \_Write  
down what is wrong with them.

#1. \_Mr \_Adams has ---

#2. \_Mr \_Wood has ---

#3. \_Ms \_Turner has ---

#7 (skriva) \_You are ill. \_Write  
an e-mail to your teacher and  
explain why you can't go to  
school.

```
| email  
|  
| _Send, _Edit, _Insert, _Tools,  
| _Help (_Detta är knappar.)  
|  
| _To ---  
|  
| _Cc ---  
|  
| _Subject ---  
|  
| _Dear --- (_Skriv meddelandet  
| här.)  
|  
| _Best regards --- (_Skriv ditt  
| namn här.)
```

#102

#237

\_Challenge

.....

\_Find a nursery rhyme on the internet. \_Present it to your classmates.

\_Christer \_Bermheden

\_Lars-\_Göran \_Sandström

\_Staffan \_Wahlgren

\_Champ #4

\_Workbook

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#978-#91-#523-#2605-#3

\_Specialpedagogiska skolmyndigheten

#2023

\_Volym sju av åtta

\_Till punktskriftsläsaren

.....

\_I boken finns många teckningar.

\_De står ibland i bildbeskrivningsrutor men oftast bara som ord i listor att jobba med.

\_Det finns en liten söt orange fågel i boken som ger dig tips.

\_När den säger något står det

\_Fågeln säger innan texten.

\_Några sidor har ord i kursiv stil. \_I punktskrift står det p#6, p#3 innan ordet.

\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se

\_Innehåll volym sju  
 ::

\_Siffran inom parentes hänvisar till  
 förlagans sidor.

\_Till punktskriftsläsaren .....\_I

\_Chapter #20: \_Becky and \_Henry

  \_Champ (#103) .....#239

  \_Ord och uttryck: \_Repetition

  kapitel #16--#19

  \_Språkliga företeelser:

  \_Repetition kapitel #16--#19

\_Chapter #21: \_Do you

  understand? (#108) .....#252

\_Ord och uttryck: klockan,

kvart i och kvart över

\_Språkliga företeelser:

\_Do you ...? \_Yes, \_I do.

\_No, \_I don't.

\_Chapter #22: \_A bit shaky

(#113) .....#265

\_Ord och uttryck: kroppsdelar

\_Språkliga företeelser:

tooth, teeth; foot, feet

::: #103 ::::::::::::::::::::::::::::::

\_Chapter #20: \_Becky and \_Henry

\_Champ

::: ::::::::::::::::::::::::::::::

#1\_A (läsa) \_Write down three

mistakes you can make in a

kitchen.

#1\_B \_What is a champacho?

#1\_C \_Fill in the missing words.

\_Words: add, serve, put, enjoy,  
taste, mix, cut

\_Fågelin säger: \_You can use the  
verbs twice.

#1. --- the vegetables in small  
pieces.

#2. --- lemon juice, chicken  
broth, vinegar ...

#3. --- the vegetables in the  
broth for ten minutes.

#4. --- all the vegetables.

#5. --- more broth to make a nice  
soup.

#6. --- everything in a bowl.

#7. --- it.

#8. --- it cold with croutons.

#9. --- your meal!

\_Fågeln säger: \_Don't forget to sing  
the song.

::: #104 ::::::::::::::::::::::::::::::

#2\_A (tala) \_Work in pairs.

\_Choose a picture each. \_B is on  
page #135. \_Take turns and  
describe your picture. \_Find seven  
differences. \_Mark them.

\_Say it like this:

-- \_There are ... in the box.

é \_Yes, correct!/ \_No, there are

...

\_Words: in on under next to  
behind in front of

=== \_Bildbeskrivning =====

\_Godis i en låda.

\_Apelsiner framför en katt.

\_Böcker bakom jordnötter.

\_Druvor på en stol.

\_Glass bakom en sko.

\_Godis i en sko.

\_Bananer på jeansen.

\_Citroner bredvid en hund.

\_Äpplen under borden.

\_Choklad på ett bord.

=====

#3 (lyssna) \_Listen to the dialogues. \_Write down the missing word when you hear the beep sound.

(#4 st)

#4 (skriva) \_Write some rules for the kitchen or something of your own choice. (#4 st)

::: #105 :::~::~::~:

\_Do you remember?

:::~::~::~:

\_Fågeln säger: \_Chapter #16--#19.

\_Vocabulary and grammar.

#1 \_Mark the correct answers.

#1. \_What's the matter?

a) \_I'm ill.

b) \_I like cereal.

c) \_I can sing.

#2. \_Anything else?

a) \_No, \_I don't think so.

b) \_Let's call the doctor.

c) \_Good luck.

#105

#245

#3. \_What time is it?

a) \_No, \_I don't.

b) \_It's the first time.

c) \_It's half past two.

#4. \_I'd like some smoked ham.

a) \_Shame on you.

b) \_That's a pity.

c) \_Certainly.

#5. \_Is this enough?

a) \_I'm hungry.

b) \_That's fine, thank you.

c) \_I'm always busy.

#2 \_Write down examples of fruit,  
vegetables and snacks/candy in

#3 lists.

::: #106 ::::::::::::::::::::::::::::::

#3 (tala) \_Work in pairs. \_Read  
the times to each other.

\_Say it like this:

-- \_What time is it?

é \_It's ...

- a) kl. #11
- b) kl. #1
- c) kl. halv sju
- d) kl. #8
- e) kl. halv #10
- f) kl. halv #1

#106

#247

#4 \_Figure out the phrases.

#1. matter the what's

#2. day what a

#3. \_I you help can

#4. so think \_I don't

#5. day a nice have

#5 (tala) \_Work in pairs. \_Look up

\_The kitchen on page #69 in your

textbook. \_Describe three things

and let your classmate guess the

words.

\_Say it like this: \_You use it

when you want to mix fruit/to make

a smoothie. (blender)

#107

#248

::: #107 ::::

\_Self assessment

:::~::~

\_Förmågor

\_Hur pass säker känner du dig på följande påståenden?

\_Svara så här:

o \_Osäker

lo \_Lite osäker

gs \_Ganska säker

s \_Säker

(läsa) \_Jag kan läsa och förstå texten om \_Henry och \_Becky.

(lyssna) \_Jag förstår hörövningen om \_Becky och hennes vänner.

(skriva) \_Jag kan skriva korta instruktioner.

(tala) \_Jag kan samtala om var föremål är placerade.

\_Språkliga företeelser

\_Markera ordgrupperna om du vet vad orden betyder och kan använda dem:

a) in, under, on, behind, next to,  
in front of

b) at half past

c) you've got

d) there is, there are

e) \_Don't ...

f) haven't got, hasn't got

\_Fågeln säger: \_Om du känner att du  
behöver öva mer, gå till \_Do you  
remember på sidan #105.

\_Språkliga strategier

\_Skriv färdigt meningarna.

\_När jag inte riktigt förstår det  
jag läser eller hör, så ---

\_När jag inte kommer på ett ord  
eller uttryck när jag talar eller  
skriver, så ---

::: #108 ::::::::::::::::::::::::::::::

\_Chapter #21: \_Do you understand?  
::::::::::::::::::::::::::::

\_Warm up

(tala) \_Ask your classmates five  
questions. \_Sit down when you have  
a \_Yes, \_I do to all questions.

#1. \_Do you like grilled salmon?

\_Yes, \_I do. \_Name:

#2. \_Do you play computer games  
every day?

\_Yes, \_I do. \_Name:

#3. \_Do you like music?

\_Yes, \_I do. \_Name:

#4. \_Do you speak \_English?

\_Yes, \_I do. \_Name:

#5. \_Do you hate football?

\_Yes, \_I do. \_Name:

#1\_A (läsa) \_Fill in the missing questions and answers.

\_Reporter: \_What's your name?

\_Keira \_Folan: ---

\_Reporter: ---

\_Keira \_Folan: \_In \_Spring \_Lane.

\_Reporter: ---

\_Keira \_Folan: \_Yes, \_I do.

\_Reporter: ---

\_Keira \_Folan: \_A \_\_TV star?

#108

#253

\_Reporter: ---

\_Keira \_Folan: \_Well, of course \_I  
do. \_It's a bottle of \_Crick.

#1\_B (tala) \_Work in pairs. \_Act  
out the dialogue in exercise #1\_A.  
\_Change roles.

::: #109 ::::::::::::::::::::::::::::::

#1\_C (läsa) \_Fill in the missing  
words.

\_Do you --- to --- a \_\_TV star?

--- \_Crick, the super pop!

\_Everybody --- it,

everybody --- it!

\_Reflektera

.....

\_Varför är \_Keira irriterad på  
reportern, tror du?

#2 \_Write questions. \_Use the words  
in the lists #1--#5 and a--e.

#1. play

#2. read

#3. speak

#4. walk

#5. like

a) to the supermarket

b) pancakes

c) magazines

d) \_Irish

e) \_American football

#1. \_Do you ---?

#2. \_Do ----?

#3. ----?

#4. ----?

#5. ----?

:::: #110 ::::::::::::::::::::::::::::::::::::::

\_Reflektera

::

\_Compare the two clocks.

\_It is a quarter to six.

(\_Kl. kvart i #6.)

\_It is a quarter past six.

(\_Kl. kvart över #6.)

\_Vad lägger du märke till? \_Vad

betyder to och past i de här

fallen?

#3 \_Write the time.

#1. \_kl. #20 i #7

#2. \_kl. #10 över #11

#3. \_kl. kvart över #4

#4. \_kl. #5 i #12

#5. kl. kvart i #8

::: #111 ::::::::::::::::::::::::::::::

#4\_A (tala) \_Work in pairs.

\_Choose a \_\_\_TV guide each. \_B is  
on page #135.

\_Ask each other about the missing  
hours. \_Fill them in.

\_Start like this:

-- \_What time is the \_News?

é \_It's at ...

\_On tv tonight!

--- \_The \_News

#07:#30 \_The \_Teenage magazine

#08:#10 \_Today's sport

--- \_Sing with me

#08:#30 \_The \_Horse show

--- \_Happy \_Harry (film)

--- \_A good story

#11:#05 \_Your money

#11:#20 \_My favourite music

--- \_Tomorrow's weather

#111

#260

#5 (lyssna) \_Listen to the  
interview and answer the  
questions.

#1. \_Where is \_Dominic from?

#2. \_How old is \_Moirira?

#3. \_What is \_Dominic's favourite  
food?

#4. \_What is strange about  
\_Dominic's breakfast? \_He drinks  
---

#5. \_What is \_Moirira's favourite  
animal, do you think?

::: #112 ::::::::::::::::::::::::::::::

#6 (tala) \_Work in pairs. \_Read  
the dialogue. \_Then change the  
words in italics and change roles.  
-- \_Excuse me. \_Can \_I ask you  
some questions?  
é \_Yes, of course. \_No problem.  
-- \_What's your name?  
é \_My name's \_- \_Susan \_Brown;.  
-- \_Where do you live?  
é \_I live in \_.\_Manchester with my  
family.

-- \_I see. \_Do you like \_.sport?

é \_Yes, \_I do. \_I really love  
\_.basketball.

-- \_Have you got an idol?

é \_Yes, \_I love \_- \_Jane  
\_Williams;.

#7 (skriva) \_Write down five  
questions you would like to ask  
another person.

\_Fågeln säger: \_Who would you like  
to interview?

\_Fågeln säger: \_Don't forget to sing  
the song.

#112

#263

\_Challenge

.....

\_Read the slogan on page #47 in the  
textbook. \_Now write your own slogan  
about anything you like.

::: #113 ::::::::::::::::::::::::::::::

\_Chapter #22: \_A bit shaky

::: ::::::::::::::::::::::::::::::

\_Fågeln säger: \_Look up the words  
you don't know.

\_Warm up

::: ::::::::::::::::::::::::::::::

\_Write down what the parts of your  
body are called.

| \_Words

| arm, leg, hand,

| knee, feet, toe,

| eye, back, teeth,

| belly, nose, ear,

| mouth, finger, forehead

\_Uppgift #9 i listan nedan är  
löst. \_Där står på engelska "arm".

#1. panna

#2. öga

#3. öra

#4. näsa

#5. mun

#6. tänder

#7. mage

#8. rygg

#9. arm

#10. hand

#11. finger

#12. knä

#113

#266

#13. ben

#14. fot

#15. tå

:::: #114 ::::::::::::::::::::::::::::::

#1\_A (läsa) \_Correct the sentences  
from the text.

#1. \_I can't eat much. \_I can't  
hear much.

#2. \_Could you sit down, please.

#3. \_Do you often go for a break?

#4. \_I've got a swollen finger.

#5. \_Do you think my feet are all  
right?

#6. \_Look at my head.

#114

#267

#7. \_I must say you seem old for  
your age.

#8. \_My big problem today is my  
left eye.

#9. \_No need to cry.

#10. \_My husband smiles, you see.

#1\_B \_Answer the questions.

#1. \_What is \_Mrs \_Hill's  
problem?

#2. \_Why has \_Mrs \_Hill got an  
earplug in her ear?

::: #115 ::::::::::::::::::::::::::::::

#2 \_Solve the puzzle. \_Find the  
words.

(\_Varje bokstav är ersatt av ett  
nummer. \_Några bokstäver är  
ifyllda.)

e #8 e

t o e

#9 e #10

e a #12

#14 o s e

#13 #14 e e

#15 a #14 d

#16 o o t

#115

#269

#17 a #18 #13

#19 o u t #15

t o o t #15

#16 i #14 #10 e #12

\_Reflektera

::

\_Compare the sentences.

é one arm -- two arms

é one foot -- two feet

é one tooth -- two teeth

\_Vad lägger du märke till?

::: #116 ::::::::::::::::::::::::::::::

#3 (tala) \_Describe what the  
monster looks like. \_Say it like  
this: \_He's got green hair ...

=== \_Bildbeskrivning =====

\_Ett monster som jonglerar med #6  
bollar. \_Monstret har:

#4 ögon

#3 ben

#4 armar

#2 händer (ena paret armar har  
bara #1 finger)

#2 huggtänder

=====

#116

#271

#4 (lyssna) \_Listen to the body

bingo and cross out the pictures  
when they are mentioned.

\_Choose a bingo card first.

\_Bingobricka #1

fötter, mun

tår, näsa

hand, knä

öra, öga

tänder, mage

arm, ben

#116

#272

\_Bingobricka #2

mun, tänder

finger, fötter

arm, ben

näsa, öga

öra, knä

tår, mage

\_Bingobricka #3

näsa, öra

knä, mun

ben, panna

fötter, öga

arm, mun

mage, tår

#116

#273

#5 (tala) \_Work in groups.

\_Say how many of each part of your body you have altogether.

\_Say it like this: \_We've got three heads, six ears ...

#116

#274

::: #117 ::::::::::::::::::::::::::::::

#6 (tala) \_Work in pairs. \_Make  
eight questions. \_Ask each other  
and answer the questions.

\_Do you ---

drink ...

go ...

eat ...

like ...

play ...

read ...

speak ...

stay ...

#117

#275

#7 (skriva) \_Write a dialogue

between a doctor and a patient.

\_Fågeln säger: \_Don't forget to sing  
the song.

\_Challenge

::

\_Make up a dialogue when \_Mrs \_Hill  
returns home to her husband. \_What  
do they say?

\_Christer \_Bermheden

\_Lars-\_Göran \_Sandström

\_Staffan \_Wahlgren

\_Champ #4

\_Workbook

\_Överförd från första upplagan

utgiven av \_Sanoma \_Utbildning \_\_AB,

\_Stockholm med \_\_ISBN

#978-#91-#523-#2605-#3

\_Specialpedagogiska skolmyndigheten

#2023

\_Volym åtta av åtta

\_Till punktskriftsläsaren

.....

\_I boken finns många teckningar.

\_De står ibland i bildbeskrivnings-  
rutor men oftast bara som ord i  
listor att jobba med.

\_Det finns en liten söt orange  
fågel i boken som ger dig tips.

\_När den säger något står det

\_Fågeln säger innan texten.

\_Några sidor har ord i kursiv  
stil. \_I punktskrift står det  
p#6, p#3 innan ordet.

\_Det finns inget facit i boken.

\_Lycka till!

\_Skicka gärna dina synpunkter på  
anpassningen av denna bok till  
anpassningsfunktionen~àspsm.se



\_Chapter #25: \_Becky and \_Henry

\_Champ (#127).....#301

\_Ord och uttryck: \_Repetition

kapitel #21--#24

\_Språkliga företeelser:

\_Repetition kapitel #21--#24

\_A/\_B \_Övningar: \_Uppgifter

för \_B (#132).....#312

::: #118 ::::::::::::::::::::::::::::::

\_Chapter #23: \_Sharks!

:::~::~::::::::::::::::::::::::::::

\_Warm up

:::~::~::::::::::::::::::::::::::::

\_Write words that you think of when  
you see a shark.

#1\_A (läsa) \_Find the right end to  
each sentence. \_Combine #1--#6  
with a--f.

- #1. \_Alex \_Marston
- #2. \_Alex's mum
- #3. \_A baby shark
- #4. \_The great white shark
- #5. \_The blacktip reef shark
- #6. \_The shark cage
  - a. sometimes attacks people.
  - b. is very safe.
  - c. runs a diving school.
  - d. is called a pup.
  - e. has sharp teeth up to #7 cms long.
  - f. lives in \_Cairns.

#1\_B \_Write the sentences from  
exercise #1\_A to the right  
pictures.

=== \_Bildbeskrivning =====

#1. hajtänder

#2. dykskola

#3. \_Cairns i nordöstra

\_Australien

#4. hajbur

#5. en haj attackerar en dykare

#6. svartspetsig revhaj

=====

#1. ---

#2. ---

#3. ---

#4. ---

#5. ---

#6. ---

#119

#280

#2 \_Fill in the missing words.

\_Use a bit, nearly, only, rather  
or really.

\_Fågeln säger: \_More than one word  
can be correct.

#1. \_I think the winters in  
\_Sweden are --- nice.

#2. \_I am --- tired in the  
mornings.

#3. \_We are --- two hundred  
pupils in my school.

#4. \_The songs in my \_English  
book are --- good.

#5. \_I am --- scared when \_I meet  
big dogs.

#6. \_I eat \_Christmas pudding,  
but --- on \_Christmas \_Day.

::: #120 ::::::::::::::::::::::::::::::

#3 \_Fill in the missing words.

\_Use the words go, goes, have,  
has, swim or swims.

#1. \_I --- in our pool every day  
and the great white --- in the  
crystal clear water.

#2. \_Alex --- diving in the  
afternoon but his friends ---  
dancing instead.

#3. \_We --- dinner in the garden  
and \_Alex --- dinner at the diving  
school.

#4\_A \_Answer the questions with one  
word. \_Choose between always,  
never, often or sometimes.

#1. \_Do you walk to school?

#2. \_Do you have porridge for  
breakfast?

#3. \_Do you go skiing in the  
winter?

#4. \_Do you make dinner?

#5. \_Do your parents tell you  
when to go to bed?

#4\_B \_ Now write the full answers  
from exercise #4\_A.

\_ Write like this: \_ I never walk to  
school.

::: #121 ::::::::::::::::::::::::::::::

#5 \_Work in pairs. \_Make sentences.

\_Kombinera den första listan med  
den andra. \_Den andra listan är  
längre än den första.

\_Alex

\_Tom and \_Becky

\_The dog

\_Julie

\_Granny

\_My parents

\_The supermarket

\_The apples

\_Dad

#121

#285

go dancing every week.

goes swimming on \_Tuesdays.

has a house near the beach.

have dinner at eight o'clock.

has long ears.

helps with my homework.

lives in \_South \_Africa.

look very nice.

love peanuts.

want to become film stars.

opens at nine.

goes diving every afternoon.

#6 (lyssna) \_Listen to the  
interview and mark the correct  
answers.

#1. \_How deep is \_Shark \_Alley?

a) #6 metres

b) #9 metres

c) #15 metres

#2. \_When is the best time to go  
diving in \_Shark \_Alley?

a) \_January -- \_April

b) \_May -- \_October

c) \_November -- \_December

#3. \_Why is it the best time?

a) \_The water is very clean then.

b) \_The weather is really nice  
then.

c) \_The water is very warm then.

#4. \_How far can you see in the  
water?

a) #5 metres

b) #10 metres

c) #15 metres

#5. \_Why is \_Shark \_Alley called  
\_The supermarket for sharks?

a) \_There are a lot of tourists  
there.

b) \_You can buy shark meat there.

c) \_There are a lot of seals  
there.

::: #122 ::::::::::::::::::::::::::::::

#7 (skriiva) \_You are a shark in  
\_Shark \_Alley. \_Write about a day  
in your life.

#8 (tala) \_Work in pairs.

\_Interview each other.

\_Say it like this: \_What will you do ...

... if you meet a shark in the swimming pool?

... if there is snow tomorrow?

... if you win ~1#900?

... if somebody steals your bike?

... if you find a barn swallow in your bag?

\_Fågeln säger: \_Don't forget to sing the song.

#122

#290

\_Challenge

.....

\_Get a picture from the internet or a magazine or make your own drawing of a shark.

\_Write some facts about it, for example what kind of shark it is, where it lives, how long it is, etc.

::: #123 ::::::::::::::::::::::::::::::

\_Chapter #24: \_Animal rhymes

::: ::::::::::::::::::::::::::::::

\_Warm up

::: ::::::::::::::::::::::::::::::

\_A (tala) \_Read the rhyme.

\_Right foot, left foot, see me go!

\_I am grey and big and slow!

\_I come walking down the street.

\_With my trunk and four big feet.

\_Fågeln säger: \_Which animal is it?

\_B \_Mark the animals that you know

the names of.

a) haj

b) kolibri

c) elefant

d) snigel

e) örn

f) giraff

g) katt

h) groda

i) älg

j) orm

k) räv

l) mus

m) känguru

n) björn

::: #124 ::::::::::::::::::::::::::::::

#1 (läsa) \_Answer the questions  
with one word.

#1. \_Which animal is crazy?

\_The ---

#2. \_Where can you listen to a  
koala singing? \_At the ---

#3. \_What colour is the eagle?

\_It's ---

#4. \_Which animal is bigger than  
an apple tree? \_The ---

#124

#294

#5. \_Why is the snail late?

\_It's ---

#6. \_What is yummy for a cat?

\_A ---

#7. \_Which animal sleeps with  
smelly socks? \_The ---

#8. \_What can a runner see in  
\_Hyde \_Park? \_A ---

#2 \_Solve the puzzle. \_Find the  
adjectives.

(\_Varje bokstav är ersatt av ett  
nummer. \_Några bokstäver är  
ifyllda.)

#8 #12 #13 y

#7 #8 l y

#9 #12 a #17 y

#11 #7 n n y

#11 #7 m m y

s i l l y

s m #13 l l y

#9 #10 #7 #13 #15 #15 y

#11 #12 i #13 n #14 l y

#124

#296

\_Fågeln säger: \_Don't forget to sing  
the song.

::: #125 ::::::::::::::::::::::::::::::

#3 \_Fill in the missing words.

#1. \_A mouse is black or grey  
or white and very smart if he  
can ---.

#2. \_It takes an hour for a ---  
to travel through this tall  
giraffe.

#3. \_A snail is slow. \_Sit down  
and wait, for she is always  
very ---.

#4. \_Samantha is a silly snake,  
she ties her body by ---.

#5. \_Just like you, this  
brilliant horse has reached the  
finish of this ---.

#4 (lyssna) \_Listen and fill in  
the missing words.

\_Write like this: \_Mr \_Black pays  
~l#15 for a white cat.

#1. \_Ms \_Jones pays ~l --- for a  
--- ---.

#2. \_The girl pays ~l --- for a  
--- ---.

#3. \_The young man pays ~1 --- for  
a --- ---.

\_Fågeln säger: \_What is gift  
wrapped, do you think?

::: #126 ::::::::::::::::::::::::::::::

#5\_A (skriva) \_Describe a couple  
of animals. \_Don't say their  
names.

\_Write like this: \_It has four  
legs. \_It's very small. \_It's grey  
and ...

#5\_B (tala) \_Work in groups. \_Read  
out your descriptions. \_Let you  
classmates guess the animals.

#126

#299

#6 (tala) \_Work in pairs. \_Read  
aloud the \_Animal rhymes and let  
your classmate say the last word.

\_Challenge

.....

\_Write your own rhymes about animals  
or something else you like.

\_Chapter #25: \_Becky and \_Henry

\_Champ

::: ::::::::::::::::::::::::::::::

#1\_A (läsa) \_Answer the questions.

#1. \_What do the \_Champs do to stay healthy?

#2. \_Who goes to the gym?

#3. \_What's the problem with \_Henry sometimes?

#4. \_What happens to you when you exercise?

#5. \_Give examples of good food.

#2 (tala) \_Talk about what you like and don't like.

\_Använd de här orden:

snacks, fruit, food, music,

clothes, sport, eget förslag

::: #128 ::::::::::::::::::::::::::::::

#3 (lyssna) \_Henry and \_Becky are visiting the zoo. \_Listen and answer the questions.

#1. \_Which is the first animal they see?

#2. \_Which is the second one?

#3. \_Which is the third one?

#4. \_Which is the last animal  
they see?

#5. \_What is written on the sign,  
do you think?

#4 (skriva) \_Write a text with the  
title \_This makes me feel good.

\_Fågeln säger: \_Don't forget to sing  
the song.

:::: #129 ::::::::::::::::::::::::::::::

\_Do you remember?

::::::::::::::::::::::::::::::::::::

\_Fågeln säger: \_Chapter #21--#24.

\_Vocabulary and grammar.

#1 \_Mark the correct answer.

#1. \_How are you today?

a) \_Do you think so?

b) \_I feel good, thank you.

c) \_It's half past five.

#2. \_Do you want to stay healthy?

a) \_Yes, so \_I must eat better.

b) \_No, \_I can't stay here.

c) \_Yes, \_I can stay longer.

#3. \_Where do you live?

a) \_I'm a caretaker.

b) \_Just outside \_Liverpool.

c) \_I'll take the train to  
\_Manchester.

#4. \_You'll be on \_\_TV tonight.

a) \_Well, \_I don't care.

b) \_I'd like a bottle of \_Crick.

c) \_Good. \_I love to watch films.

#2 \_Write down the time.

a) \_Kl. #10 över #3

b) \_Kl. halv #9

c) \_Kl. kvart över #8

d) \_Kl. halv #1

e) \_Kl. #20 i #12

f) \_Kl. kvart i #6

:::: #130 ::::::::::::::::::::::::::::::

#3 (tala) \_Work in pairs.

\_Find ten animals in the jungle.

\_Describe them (how they look,  
where they are, etc.) to each  
other.

=== \_Bildbeskrivning =====

\_I djungeln syns de här djuren:

apa, björn

örn, elefant

groda, mus

räv, älg

snigel, orm

=====

#130

#307

#4 \_Write down what the different parts of the body are called.

#130

#308



(skriva) \_Jag kan skriva en kort text om vad som får mig att må bra.

(tala) \_Jag kan samtala med kamrater om vad vi gillar och inte gillar.

\_Språkliga företeelser

\_Markera ordgrupperna om du vet vad orden betyder och kan använda dem:

- a) swim/swims, have/has, go/goes
- b) \_Yes, \_I do, \_No, \_I don't
- c) \_Do you ...?
- d) tooth, teeth, foot, feet

\_Fågeln säger: \_Om du känner att du  
behöver öva mer, gå till \_Do you  
remember på sidan #129.

\_Språkliga strategier

\_Skriv färdigt meningarna.

\_När jag inte riktigt förstår det  
jag läser eller hör, så ---

\_När jag inte kommer på ett ord  
eller uttryck när jag talar eller  
skriver, så ---

::: #132 ::::

\_A/\_B \_Övningar: \_Uppgifter för \_B  
:::~::~:

\_Chapter #6

#7\_B \_Describe your pictures.

\_Cross out the pets that you both  
have.

\_Say it like this:

-- \_Have you got a budgie?

é \_Yes, \_I've got a budgie. /

\_No, \_I haven't got a budgie.

=== \_Bildbeskrivning =====

\_Djur: papegoja, orm, kanin, fisk,  
katt, hamster

## \_Chapter #7

#6\_B \_Describe the words in your crossword. \_Let your classmate guess.

\_Say like this: \_Number #16

across. \_You can eat it. \_It is round. \_It is green, etc. (= pea)

(\_Detta är ett korsord i

svarttrycket. \_Du har en lista att

översätta. \_Siffran efter ordet

säger hur många bokstäver som det

engelska ordet ska ha.)

#14 down salad

#17 across pizza

#18 down fish

#19 down #6

#20 across #9

#25 down #5

#27 across tomatoes

#30 across #4

#132

#314

\_Chapter #12

#6\_B \_Find the differences in your pictures. \_Mark them.

\_Ask like this:

-- \_What have you got?

-- \_How many ... have you got?

-- \_Have you got ...?

\_Answer like this:

é \_I've got ...

é \_I haven't got ...

é \_Yes, \_I have./ \_No, \_I haven't.

=== \_Bildbeskrivning =====

\_Julsaker

julstrumpor #5 st

kalkoner #3 st

tomte #1 st

julklappar #3 st

julsäckar #1 st

bok #2 st

stuga med snö på taket #2 st

=====

#133

#316

\_Chapter #13

#7\_B \_Ask each other about the  
missing prices. \_Fill them in.

\_Say it like this:

-- \_How much is a ...?

é \_It's ...

#133

#317

\_Menu

\_Hamburger ---

\_Cheeseburger ~1#7.95

\_Chicken burger ---

\_Veggie burger ~1#6.50

\_Kebab ---

\_Fish and chips ~1#6.75

\_Drinks

small ---

medium ~1#2.10

large ---

::: #134 ::::::::::::::::::::::::::::::

\_Chapter #15

#6\_B \_Write down the numbers your  
classmate reads to you.

\_Then change roles.

\_Compare your numbers afterwards.

#40

#72

#89

#25

#69

#14

#39

#91

#134

#319

\_Chapter #18

#6\_B \_Find out the differences

between your pictures. \_Mark them.

\_Say it like this: \_In my picture  
there's (= there is) ...

\_In my picture there are ...

=== \_Bildbeskrivning =====

\_Frukt och godis

godisklubbor #2 st

glasstrutar #2 st

citron #1 st

apelsin #1 st

bananer #3 st

vindruvor #1 klase

chokladkaka #1 st

äpplen #1 st

tuggummi #3 st

=====

#134

#321

::: #135 ::::::::::::::::::::::::::::::

\_Chapter #20

#2\_B \_Take turns and describe your  
picture. \_Find seven differences.

\_Mark them.

\_Say it like this:

-- \_There are ... in the box.

é \_Yes, correct! / \_No, there  
are ...

\_Words: in on under next to  
behind in front of

=== \_Bildbeskrivning =====

\_Godis i en låda.

\_Apelsiner framför en katt.

\_Böcker under ett äpple.

\_Druvor på ett bord.

\_Glass framför en sko.

\_Godis i en sko.

\_Tuggummi på jeansen.

\_Citroner bredvid en hund.

\_Choklad under en stol.

\_Jordnötter bakom en hund.

=====

#135

#323

\_Chapter #21

#4\_B \_Ask each other about the  
missing hours. \_Fill them in.

\_Start like this:

-- \_What time is the \_Teenage  
magazine?

é \_It's at ...

\_On tv tonight!

#07:#15 \_The \_News

--- \_The \_Teenage magazine

--- \_Today's sport

#08:#20 \_Sing with me

--- \_The \_Horse show

#08:#50 \_Happy \_Harry (film)

#10:#30 \_A good story

--- \_Your money

--- \_My favourite music

#11:#50 \_Tomorrow's weather

#135

#325