

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

\_Magic! #5

\_Workbook

\_Överförd från upplaga #2:#7,  
utgiven av \_Studentlitteratur

\_\_AB, #2017, med

\_\_ISBN #978-#91-#44-#11855-#0

\_Specialpedagogiska

skolmyndigheten #2022

\_Volym ett av tio

\_Till punktskriftsläsaren

.....

\_Ordlister ligger i anslutning

till de avsnitt de tillhör.

\_Rubriken \_Wordlist ligger med \_W

i position #0 i marginalen så du

kan hitta dem.

\_Hänvisning till sida i

\_Textbook står efter avsnittens

rubriker.

\_Grammatikövningarna är

uppmärkta med (g) efter

uppgiftsnumret.

\_Listening-övningar skrivs  
"(hör)" efter de uppgiftsnummer  
som hör till hörövningar.

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



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.....

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\_Vii



:::: #4 ::::::::::::::::::::::::::::::

#1 \_Nice to see you again!

::::::::::

#1. \_What can you remember?

\_Read the sentences and write

"h" for \_Harry, "k" for \_Kate,

"g" for \_Gopal or "ky" for

\_Kylie.

\_Läs meningarna och skriv "h"

för \_Harry, "k" för \_Kate, "g"

för \_Gopal eller "ky" för

\_Kylie.

- #1. --- lives in \_Manchester.
- #2. --- plays cricket.
- #3. --- is a good singer.
- #4. --- comes from \_India.
- #5. --- \_Is #13 years old.
- #6. --- has a cat called  
\_Rinaldo.
- #7. --- doesn't like football.
- #8. --- has a younger brother.

#2. \_Write about yourself

\_Fill in the missing words.

\_Fyll i orden som saknas.

\_My name is ---.

\_I live in ---.

\_I am --- years old.

\_My birthday is in ---. (month)

\_I like ---.

\_I don't like ---.

\_My favourite colour is ---.

\_My favourite day of the week is  
---.

\_My favourite pop band/singer is  
---.

#5

#3

:::: #5 ::::::::::::::::::::::::::::::

#3. \_After the school holidays

a) \_Read the dialogue in pairs.

\_Läs dialogen i par.

\_A: \_Hello, \_.\_Ken.

\_B: \_Hello, \_.\_Marion.

\_A: \_Did you have a nice  
holiday?

\_B: \_Yes, thanks. \_We went to  
\_.\_Majorca for \_-two weeks;.

\_What about you?

\_A: \_We \_-went to my  
grandmother's; for \_-a month;.

\_B: \_Did you have a nice time?

#5

#4

\_A: \_Yes, it was *\_-pretty* good;!

\_But it's nice to be back in  
school again too!

\_B: \_Yes, it is.

b) \_Now read the dialogue again.

\_Use your own names and change  
the words in italics. \_Use the  
words below.

\_Läs dialogen igen. \_Använd era  
egna namn och ändra orden i  
kursiv stil. \_Använd orden  
nedan.

\_We went to  
my cousin's  
\_Gotland  
\_Thailand  
\_London  
my uncle's  
\_Greece  
\_Stockholm

\_For ...

just a few days

ten days

a week

two weeks

three weeks

a month

the whole summer

\_It was ...

great!

fantastic!

really good!

pretty good!

great fun.

not bad.

wonderful!

c) \_Write down three other  
places you would like to go to.

\_Skriv ner tre andra platser du  
skulle vilja vill resa till.

---

#4. \_Find the words game

\_Ask your teacher for the  
playing board and instructions.

\_Play with a friend.

\_Be din lärare om spelplan och  
instruktioner. \_Spela med en  
kamrat.



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

\_Wordlist

\_I am\_. jag är

you are\_. du är

he is\_. han är

she is\_. hon är

it is\_. den/det är

we are\_. vi är

you are\_. ni är

they are\_. de är

#5. (g) \_Am, are, is?

\_Fill in am, are or is.

#1. \_Harry --- ten years old.

#2. \_I --- hungry.

#3. \_Harry's parents ---

divorced.

#4. \_There --- #52 weeks in a

year.

#5. \_Kylie --- from \_Australia.

#6. \_Today --- my birthday.

\_I --- eleven years old.

#7. \_My grandparents --- very

old. \_My grandfather --- #90 and

my grandmother --- #87.

#8. \_Blue --- my favourite

colour.

#9. '--- \_I late?' '\_Yes, you

---!'

#10. \_My sister --- older than  
me, but my two brothers ---  
younger.

#6. (hör) \_Young \_Singer of the  
\_Year \_Contest

a) \_In \_Magic! #4, \_Kylie was a  
finalist in the \_Young \_Singer  
of the \_Year \_Contest. \_Did she  
win? \_Listen to the judges.

\_Write first, second and third  
next to the correct singers.

\_Vann \_Kylie? \_Lyssna på  
domarna. \_Ange etta, tvåa och  
trea bredvid rätt sångare.

\_The \_Bluebells ---

\_Kylie \_Gibson ---

\_Cathy \_Barry ---

\_Troy \_Rowan ---

\_The \_Barrett \_Brothers ---

b) \_Which country is \_Kylie's  
father going to? \_Vilket land  
ska \_Kylies pappa åka till?

\_Kylie's father is going to ---

\_Strategy listening: \_Textbook

\_Magic \_Pages page #62.

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

#2 \_Hello \_South \_Africa

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

#1. \_Match up

a) \_Match #1--#6 with a--f.

\_Para ihop #1--#6 med a--f.

#1. \_In her spare time, \_Jana

#2. \_Jana lives

#3. \_It's #5--#25 degrees

#4. \_Jana's brother

#5. \_Sharks are always

#6. \_Boerewors

a) in winter.

b) out at sea.

c) likes rollerblading and  
playing soccer.

d) is a sausage.

e) is called \_André.

f) in \_Port \_Elizabeth.

b) \_Read the dialogue in pairs.

\_Act it out!

#2. \_What's the weather like?

\_Here are some weather words.

\_Write them under the swedish words.

\_Här är några väderuttryck.

\_Skriv dem under de svenska orden.

\_Words: cloudy foggy windy

very hot raining snowing

sunny very cold

#1. soligt

\_It's ---

#2. snöar

\_It's ---

#7

#15

#3. mycket varmt

\_It's ---

#4. dimmigt

\_It's ---

#5. blåsigt

\_It's ---

#6. mulet

\_It's ---

#7. mycket kallt

\_It's ---

#8. regnar

\_It's ---



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

#3. (hör) \_The weather around the  
world

\_Fill in the type of weather and  
the temperature for each city.

\_Fyll i väderlek och temperatur  
för varje stad.

\_Nyckel:

type = type of weather

temp = temperature

city: #1. \_Kolkata

type: \_It's very ---

temp: ---

city: #2. \_Sydney

type: \_It's ---

temp: ---

city: #3. \_Boston

type: \_It's cloudy and ---

temp: ---

city: #4. \_Montreal

type: \_It's ---

temp: ---

city: #5. \_Manchester

type: \_It's ---

temp: ---

city: #6. \_Cape \_Town

type: \_It's very --- and  
sunny.

temp: ---

#4. (g) \_Have or has?

\_Fill in have or has.

\_Fyll i have eller has.

\_Words:

\_I have

you have

he, she, it has

we have

you have

they have

#1. \_We --- homework every  
night.

#2. \_Kate --- a younger  
brother.

#3. \_My sister --- long hair.

#4. \_I --- lots of homework  
tonight.

#5. \_Finland --- a president,  
but \_Sweden and \_Spain ---  
kings.

#6. \_My grandparents --- a  
small house in \_Manchester.

#7. \_My sister and \_I --- blue eyes, but our dog --- brown eyes.

#8. \_British people --- turkey for \_Christmas dinner.

#9. \_Kate --- got a cat called \_Rinaldo.

#10. \_My parents --- got blue eyes.

#11. \_Sweden --- lots of lakes and forests.

#12. \_My grandparents --- two dogs and a cat.

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

#5. \_About \_Jana

\_Now write about yourself. \_Fill  
in the form.

\_Skriv nu om dig själv. \_Fyll i  
formuläret.

é \_First name(s): ---

é \_Surname: ---

é \_Birthday: ---

é \_Brothers and sisters: ---

é \_Hair colour: ---

é \_Eye colour: ---

é \_Height: ---

é \_Weight: ---

é \_Best friend(s): ---

é \_Idol: ---

é \_Favourite song: ---

é \_Favourite sport(s): ---

é \_Favouirite colour: ---

é \_Favourite food: ---

é \_Favourite season: ---

é \_I like: ---

é \_I don't like: ---

é \_I want to be: ---

é \_I want to visit: ---

é \_Anything else: ---

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

#1. \_What are you afraid of?

a) \_Here are some things people are afraid of. \_What about you?

\_Mark each one #1--#5.

#1 = very afraid, mycket rädd

#2 = quite afraid, ganska rädd

#3 = a bit afraid, lite rädd

#4 = not really afraid, inte rädd egentligen

#5 = not at all afraid, inte alls rädd



snakes --- (ormar)

spiders --- (spindlar)

water --- (vatten)

injections --- (sprutor)

big dogs --- (stora hundar)

the dark --- (mörkret)

horses --- (hästar)

thunder and lightning --- (åska  
och blix)

b) \_Now work with a partner.

\_Take turns to ask and answer.

\_Ask:

\_Are you afraid of (snakes)?

\_Answer:

\_Yes, very afraid.

\_Yes, quite afraid

\_Yes, a bit afraid.

\_No, not really afraid.

\_No, not at all afraid.

c) \_Who is afraid of what?

\_Write down three true sentences.

#1. \_I am ---

#2. \_My mother is ---

#3. ---

\_Want some more? \_Map of \_South  
\_Africa

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i position #0 i marginalen så du  
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som hör till hörövningar.

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

\_Innehåll volym två  
 ::

\_Siffran inom parentes hänvisar  
 till svartskriftsbokens sidor.

\_Till punktskriftsläsaren .....\_I

#3  \_Boys with long hair!  
       (#11) .....#27

#4  \_The \_Leopard and the  
       \_Lighthouse (#15) .....#45

#5  \_The \_Leopard and the  
       \_Lighthouse -- \_Listening  
       (#18) .....#56

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

#3 \_Boys with long hair!

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

#1. \_What's wrong?

\_What's wrong in these  
sentences? \_Correct them.

\_Vad är fel i dessa meningar?

\_Rätta!

#1. \_André and \_Jana visited a  
town in the north of \_Sweden.

---

#2. \_They were there in  
\_November.

---

#3. \_They spent three days at a  
\_Swedish school.

---

#4. \_André's favourite food was  
meatballs.

---

#5. \_They can say lots of words  
in \_Swedish now.

---

#6. \_Jana was surprised that so  
many girls had long hair.

---



#2. (hör) \_Jana's school

\_Fill in the missing information  
or choose the correct answers.

\_Fyll i informationen som saknas  
eller välj rätt svar.

\_Wordlist

mother tongue\_. modersmål

gathers\_. samlas

#1. \_Jana thinks school is

a) a lot of fun

b) not much fun.

#2. \_Her mother tongue is

a) \_Afrikaans

b) \_Xhosa

c) \_English.

#3. \_Jana speaks --- languages  
altogether.

#4. \_The whole school gathers  
for \_Assembly.

a) \_True

b) \_False

#5. \_Assembly is in the

a) classroom

b) main hall.

#6. \_After \_Assembly, they have  
--- lessons, then a break.

#7. \_The last lesson of the day  
is

a) \_Maths

b) \_Nature \_Science

c) \_Arts and \_Culture.

#8. \_For lunch, they have  
sandwiches in the school  
cafeteria.

a) \_True

b) \_False

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

\_Wordlist

\_I\_. jag

you\_. du

he\_. han

she\_. hon

it\_. den/det

we\_. vi

you\_. ni

they\_. de

me\_. mig

you\_. dig

him\_. honom

her\_. henne

it\_. den/det

us\_. oss

you\_. er

them\_. dem

- #3. (g) I like you a) Use a pronoun (I, you, him, she etc) instead of the words in italics.
- Använd ett pronomen (I, you, him, she etc) istället för de kursiverade orden.

#1. \_I live next to \_.\_Tom.

him

#2. \_Do you know \_- \_Harry and  
\_Kylie;? ---

#3. \_- \_My brother and \_I; like  
playing football. ---

#4. \_Don't listen to  
\_.\_Samantha! ---

#5. \_We like \_-you and your  
brother;. ---

#6. \_James is looking for \_-a  
pen;. ---

#7. \_Do you want to go to the  
cinema with \_-\_-Cathy and me;?  
---

#8. \_-\_-The weather; is very  
nice today. ---

b) \_Fill in the missing words.

\_Fyll i orden som saknas.

#1. \_That's my phone. \_Give it  
to ---! (mig)

#2. \_My grandparents live in  
the country. \_I often visit ---.  
(dem)

#3. \_That's \_Peter's sister,  
\_Sheila. \_I know --- well.  
(henne)

#4. \_This tree is very old. ---  
is nearly #300 years old. (\_Det)

#5. \_Do --- want to play  
football with --- on \_Saturday?  
(ni, oss)

#6. \_I'm looking for \_Bokamoso  
and her sister. \_Have you seen  
---? (dem)

#7. \_I can't remember \_Jane's  
email address. \_What is ---?  
(det)



#8. ' \_Can \_I stay with --- on  
\_Saturday?' \_Dipak asked his  
aunt and uncle. (er)

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

#4. (g) \_Numbers #100--#1,000

\_Work in pairs and take turns.

\_Your partner points at a number  
and you say that number. \_Then  
change!

\_Arbeta i par och turas om. \_Din  
partner pekar på en siffra som  
du säger. \_Byt sedan!

#100 a hundred  
#150 a hundred and fifty  
#200 two hundred  
#250 two hundred and fifty  
#300 three hundred  
#350 three hundred and fifty  
#400 four hundred  
#450 four hundred and fifty  
#500 five hundred  
#550 five hundred and fifty  
#600 six hundred  
#650 six hundred and fifty  
#700 seven hundred  
#750 seven hundred and fifty

#800 eight hundred

#850 eight hundred and fifty

#900 nine hundred

#950 nine hundred and fifty

#975 nine hundred and

seventy-five

#1000 a thousand

#5. \_Match up

\_Match up the words (a--f) and  
numbers (#1--#6).

\_Para ihop ord (a--f) och  
siffror (#1--#6).

- a) two hundred and fifty
- b) three hundred and  
seventy-five
- c) four hundred and ten
- d) five hundred
- e) six hundred and fifty
- f) a thousand

#1. #250

#2. #375

#3. #410

#4. #500

#5. #650

#6. #1,000

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

#6. \_School words

a) \_Write the correct \_English word next to the \_Swedish words #1--#20. \_Use a dictionary.

\_Choose from these:

\_Words: backpack board

bookcase calculator computer

crayon desk homework lesson

pen pencil playground poster

projector ruler stapler

tablet term test timetable

- #1. surfplatta ---
- #2. bokhylla ---
- #3. affisch ---
- #4. skolbänk ---
- #5. termin ---
- #6. blyertspenna ---
- #7. lektion ---
- #8. schema ---
- #9. färgkrita ---
- #10. linjal ---
- #11. miniräknare ---
- #12. projektor ---
- #13. häftapparat ---
- #14. ryggsäck ---

#15. prov ---

#16. dator ---

#17. skolgård ---

#18. (kulspets)penna ---

#19. tavla ---

#20. läxor ---

b) \_Now work in pairs. \_Take  
turns to ask and answer #10  
questions. \_Score #1 point for  
every correct answer.

\_Question #1--#5

(\_Swedish -- \_English)

\_Ask: \_What's (linjal) in  
\_English?

\_Answer: \_Ruler.

\_Question #6--#10

(\_English -- \_Swedish)

\_Ask: \_What's (crayon) in  
\_Swedish?

\_Answer: \_Färgkrita.

\_Want some more? \_Halloween



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

#4 \_The \_Leopard and the  
\_Lighthouse

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

#1. \_Before you read

\_Look at the picture on pages

#12--#13 in \_Textbook. \_What can

you see? \_What do you think the

text is about?

#2. \_Read and find out

\_Fill in the missing

information.

\_Fyll i informationen som

saknas.

- #1. \_Sindi is an island in ---.
- #2. \_The beaches have white ---  
and the --- is clear and blue.
- #3. \_There is an old --- on the  
rocks by the sea.
- #4. \_There are a lot of --- on  
the mainland.
- #5. \_One day, a leopard swims  
across the --- to \_Sindi.
- #6. \_It is very --- and is  
looking for food.
- #7. \_The leopard walks along  
the road to the --- but the  
people don't want it there.

### #3. \_Wild animals

a) \_What are the animals?

\_Choose from the words below.

\_Words: a reindeer, a monkey,  
an elk, a polar bear, a fox,  
a tortoise, a hippo, an eagle

#1. en apa: ---

#2. en räv: ---

#3. en ren: ---

#4. en örn: ---

#5. en isbjörn: ---

#6. en flodhäst: ---

#7. en sköldpadda: ---

#8. en älg: ---

b) \_Discuss: \_Which is your  
favourite animal? \_Why?

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

#4. \_Word check

(\_I parentesen i början av  
uppgifterna får du först antal  
bokstäver som det engelska ordet  
ska ha. \_Den andra siffran anger  
på vilken plats i det engelska  
ordet den bokstav har som du ska  
använda till att läsa den dolda  
meningen. \_Det är de bokstäverna  
som i korsordet bildar "the  
hidden sentence".)

\_Translate the words into  
\_English to find the hidden  
sentence. \_Översätt orden till  
engelska för att hitta den gömda  
meningen.

#1. strand (#5, #3)

#2. fyr (#10, #4)

#3. vacker (#9, #4)

#4. fastland (#8, #4)

#5. by (#7, #6)

#6. träd (#4, #2)

#7. arg (#5, #5)

#8. ö (#6, #3)

#9. mellan (#7, #5)

#10. klippa (#4, #2)

#11. tom (#5, #3)

#12. hav (#3, #3)

#13. trött (#5, #3)

#14. byggnad (#8, #5)

\_The hidden sentence is: ---

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

\_Verbs:

\_I like

you like

he, she, it likes

we like

you like

they like

#17

#50

#5. (g) \_Like or likes?

\_Choose the correct verb in the sentences to find out \_André's phone number.

\_Välj rätt verb i meningarna för att lista ut \_Andrés telefonnummer.

#1. \_Jana --- eating \_Boerewors

a) like #5

b) likes #7

#2. \_My mother and father always --- to work.

a) drive #8

b) drives #3

#17

#51

#3. \_Rashid --- his girlfriend  
every night.

a) phone #1

b) phones #9

#4. \_Harry --- football.

a) hate #3

b) hates #6

#5. \_Mr and \_Mrs \_Harris ---  
golf every \_Sunday.

a) play #2

b) plays #7

#6. \_Most cats --- milk.

a) drink #8

b) drinks #4



#7. \_My sister never --- meat.

a) eat #9

b) eats #5

#8. \_Kylie and \_Harry often ---  
on the \_Internet.

a) chat #6

b) chats #2

#9. \_Gopal --- a nice cup of  
tea.

a) make #0

b) makes #1

\_André's mobile phone number is:

#0

#1. ---

#2. ---

#3. ---

#4. ---

#5. ---

#6. ---

#7. ---

#8. ---

#9. ---

#17

#54

#6. (hör) \_The big five

\_You are going to hear a class  
having a \_Social \_Science lesson  
with their teacher, \_Ms \_Amy  
\_Woods. \_Your teacher will give  
you more information.

\_Strategy listening: \_Textbook  
\_Magic \_Pages page #62.

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

#5 \_The \_Leopard and the

\_Lighthouse -- \_Listening

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

#1. \_Before you listen

a) \_Look at the pictures on page

#14 in \_Textbook. \_What do you

think will happen?

b) \_Match up #1--#10 with a--j.

\_Use a dictionary.

- #1. are coming
- #2. runs up
- #3. stop running
- #4. looks up
- #5. high up
- #6. at the top
- #7. looks down
- #8. come down
- #9. \_What now?
- #10. get out of

- a) tittar ned
- b) högt uppe
- c) få ut ur
- d) springer upp
- e) komma ned
- f) tittar upp
- g) \_Vad händer nu?
- h) på toppen
- i) slutar springa
- j) kommer

c) \_Fill in the missing words.

\_Choose from #1--#10 above.

#1. \_Tom --- the stairs very  
fast.

#2. \_Look! \_The people --- !

#3. \_Our house is --- of a  
hill.

#4. \_The leopard didn't want to  
--- from the lighthouse.

#5. \_A man --- at the  
lighthouse.

\_Magic \_Maggie säger:

a car, a yellow car

-- a framför konsonant och

konsonantljud

an apple, an hour

-- an framför vokal och

vokalljud

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

#2. (hör) \_Listen and understand

\_Fill in the missing information

or choose the correct answer

(a, b or c).

#1. \_The leopard runs up some

---.



#2. \_The building is the old  
---.

#3. \_Who sees the leopard  
first?

a) a man

b) a woman

#4. \_The leopard is on the

a) building

b) wall

c) stairs

at the top of the lighthouse.

#5. \_The leopard stays in the  
lighthouse for --- days and  
nights.

#6. \_He doesn't have much food  
or water.

a) \_True

b) \_False

#7. \_The leopard

a) comes

b) doesn't come

down the stairs.

#8. \_The people --- the  
leopard.

#9. \_The leopard --- the  
people.

#3. \_Retell the story

a) \_Use the pictures on page #14  
in \_Textbook and retell the  
story.

b) \_Write #5--#7 sentences about  
the story.

#4. (g) \_A or an?

\_Fill in a or an. \_Then read the  
chant out loud.

\_There is --- man, his name is  
\_Mark.

\_He has --- big house, it's by  
--- park.

\_He has --- wife, she works in  
--- bar.

\_She drives to work in --- old,  
red car.

\_They have two children, --- dog  
and --- cat.

\_And --- pink umbrella, fancy  
that!

\_Mark is --- actor, he works on  
\_\_TV.

\_He's in --- soap that we all  
like to see.

\_It's called \_Eastenders, it's  
loved by all.

\_Mark plays --- policeman

because he's so tall.

\_His children are happy, their

\_Dad is --- star.

\_He has lots of money and ---

expensive car.

\_When he flies in --- aeroplane,

he travels in style.

\_People ask for his photo,

'\_Mark give us --- smile!'

\_So work hard at school, eat ---

apple a day.

\_It tastes very nice and keeps

the doctor away!

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

#5. (hör) \_The rhino

\_After their break, \_Ms \_Woods  
tells the class about one of the  
\_Big \_Five animals.

\_Listen and fill in the missing  
words in the sentences below.

\_Before you start, read through  
the sentences and check the  
words in the wordlist.

## Wordlist

reason\_. anledning

poacher\_. tjuvskytt

illegally\_. olagligt

expensive\_. dyr

cure\_. bota

illness\_. sjukdom

parachute\_. fallskärm

chase\_. jaga

caught (catch)\_. fångade; fångat

scary\_. läskig

track\_. spåra

tan\_. mellanbrun

#1. \_A rhino is killed every  
--- hours.

#2. \_They are killed by people  
who sell the --- of the rhino.

#3. \_They say that a rhino horn  
is more expensive than ---.

#4. \_One reason that people buy  
rhino horns is that they think  
that the rhino horn can cure  
---.

#5. \_They have trained dogs to  
jump by --- from helicopters to  
chase after the poachers.



#6. \_They use dogs because the  
dogs can --- than the police.

#7. \_The dog that caught #115  
poachers in #18 months is called  
---.

\_Want some more? \_Big \_Animals  
\_Utvärdering.

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

\_Magic! #5

\_Workbook

\_Överförd från upplaga #2:#7,  
utgiven av \_Studentlitteratur

\_\_AB, #2017, med

\_\_ISBN #978-#91-#44-#11855-#0

\_Specialpedagogiska

skolmyndigheten #2022

\_Volym tre av tio

\_Till punktskriftsläsaren

::

\_Ordlister ligger i anslutning  
till de avsnitt de tillhör.

\_Rubriken \_Wordlist ligger med \_W  
i position #0 i marginalen så du  
kan hitta dem.

\_Hänvisning till sida i  
\_Textbook står efter avsnittens  
rubriker.

\_Grammatikövningarna är  
uppmärkta med (g) efter  
uppgiftsnumret.

\_Listening-övningar skrivs  
"(hör)" efter de uppgiftsnummer  
som hör till hörövningar.

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

\_Innehåll volym tre

.....

\_Siffran inom parentes hänvisar

till svartskriftsbokens sidor.

\_Till punktskriftsläsaren .....\_I

#6 \_Gopal's \_Big \_Day (#21)...#70

#7 \_At the \_Circus (#25).....#90

#8 \_Blackmail (#29).....#100

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

#6 \_Gopal's \_Big \_Day

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

\_Strategy reading: \_Textbook

\_Magic \_Pages page #63.

#1. \_Read about \_Gopal

\_Work in groups of four and read  
the dialogue.

#2. \_True or false?

\_Are the sentences true (t) or  
false (f)?

#1. \_Gopal plays cricket.

---

#2. \_His soccer team won their match and are now in the final.

---

#3. \_It's \_Gopal's birthday today. ---

#4. \_Gopal and his family have tea and biscuits. ---

#5. \_Gopal likes the present \_Lalita gives him. ---

#6. \_Gopal collects lucky charms. ---

#7. \_His parents have bought him a stuffed whale. ---

### #3. \_Collecting things

a) \_Read the dialogue in pairs.

\_A: \_Do you collect things,

\_. \_Gopal?

\_B: \_Yes. \_I collect \_-lucky

charms;.

\_A: \_That's interesting! \_How

many have you got?

\_B: \_Oh, about \_.thirty

altogether.

\_A: \_Have you got a favourite

one?



\_B: \_Yes, \_-a tiger charm;. \_I really like that. \_-I got it from my grandfather;.

\_Now change the words in italics. \_Use the words below (or use your own) in the dialogue.

\_You collect

stones

football programs

autographs

coins

\_How many?

over #300

#75

nearly #100

about #700

\_Favourite?

a stone \_I bought in

\_Australia

\_Manchester \_United v \_Chelsea

\_Gareth \_Bale

a silver dollar

#21

#74

\_Why?

\_It has an elephant on it.

\_Chelsea, my favourite team,  
won #6--#0.

\_He's my hero!

\_It was a birthday present  
from my uncle in \_Texas.

b) \_Discuss: \_What do you like  
to collect?

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

#4. \_My bike (bicycle)

a) \_Match the swedish (#1--#17)  
with the english (a--q) bicycle  
parts. \_Use a dictionary.

#1. hjul

#2. ringklocka

#3. broms

#4. kedja

#5. ram

#6. framlykta

#7. växlar

#8. styre

#9. hjälm

- #10. pedal
- #11. pump
- #12. baklykta
- #13. reflex
- #14. sadel
- #15. stänkskydd
- #16. däck
- #17. ekrar

- a) bell
- b) brake
- c) chain
- d) frame
- e) front light
- f) gears

#22

#77

- g) handlebars
- h) helmet
- i) mudguard
- j) pedal
- k) pump
- l) rear light
- m) reflector
- n) saddle
- o) spokes
- p) tyre
- q) wheel

b) \_Test each other, \_A and \_B.

\_A use the list with \_Swedish words in #4;a and ask \_B:

\_What's reflex in \_English? \_B answers with the \_English word.

\_Score #1 point for each correct answer.

\_Testa varandra, \_A och \_B. \_A använder listan med svenska ord

i #4;a och frågar \_B: \_What's reflex in \_English? \_B svarar

med det engelska ordet. #1 poäng för varje rätt svar.

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

\_Magic \_Maggie säger: \_Gopal's  
mother = \_Gopals mamma

\_På svenska säger man \_Gopals  
mamma men på engelska heter det

\_Gopal's mother med apostrof ('s).

#5. (g) \_John's father is a pilot

a) \_Translate these sentences  
into \_English.

#1. \_Jamie är \_Davids bror. ---

#2. \_Lisas klänning är röd. ---

#3. \_Joannas mamma är söt. ---

#4. \_Kates födelsedag är i  
mars. ---



#5. \_Sams hund är gammal. ---

b) \_Now work in pairs. \_Ask your teacher for a copy of '\_Rosie is \_Peter's sister' and see if you can work out the answers.

#6. (hör) \_Making phone calls

\_Fill in the missing information or choose the right answer.

\_Wordlist

ticket\_. biljett

ill\_. sjuk

cold\_. förkylning

cough\_. hosta

\_Phone call #1

#1. \_The woman wants to know  
about trains from \_Manchester to  
---.

#2. \_There are

a) one

b) two

c) three

trains at the time she asks  
about.

\_Phone call #2

#1. \_The woman wants to see the  
film

a) \_Superman #4

b) \_Batman #4

c) \_Spiderman #4.

#2. \_She buys --- tickets.

\_Phone call #3

#1. \_The boy can't go to school  
because he is ---.

#2. \_He has a bad cold.

a) \_True

b) \_False

#3. \_The boy's class teacher is

a) a man

b) a woman.

#4. \_The boy's father is

speaking.

a) \_True

b) \_False

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

#7. \_Clothes

a) \_Write the correct \_English

words next to the \_Swedish

words #1--#15. \_Choose from

these:

\_Words: belt blouse boots  
down jacket dress hoodie  
jacket scarf shirt shoes  
skirt socks sweater tights  
trainers

- #1. kjol ---
- #2. dunjacka ---
- #3. strumpbyxor ---
- #4. halsduk ---
- #5. skjorta ---
- #6. blus ---
- #7. strumpor ---
- #8. munkjacka ---
- #9. klänning ---

#10. skäarp, bälte ---

#11. jacka ---

#12. stövlar ---

#13. tröja ---

#14. skor ---

#15. gymnastiskor ---

b) \_Now work in pairs. \_Take  
turns to ask and answer #10  
questions. \_Score #1 point for  
every correct answer.

\_Question #1--#5 (\_Swedish --  
\_English)

\_Ask: \_What's (skjorta) in  
\_English?

\_Answer: \_Shirt.

\_Question #6--#10 (\_English --  
\_Swedish)

\_Ask: \_What's (jacket) in  
\_Swedish?

\_Answer: \_Jacka.

c) \_Write two lists of clothes  
you like and don't like wearing.

\_Clothes \_I like wearing

---

\_Clothes \_I don't like wearing

---

\_Now find a partner. \_Compare  
your answers. \_Talk like this:

\_A: \_I like wearing (jeans).

\_What about you?

\_B: \_Yes, me too. \_\_OR \_No, \_I  
hate wearing (jeans).



\_A: \_I don't like wearing  
(trainers). \_What about you?

\_B: \_No, nor me. \_\_\_OR \_Oh, \_I  
love wearing (trainers)!

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

#7 \_At the \_Circus

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

#1. \_Before you read

\_Look at the picture on pages

#18--#19 in \_Textbook. \_What can

you see? \_Describe it.

#2. \_Read and answer

a) \_Fill in the missing

information or choose the

correct answer.

#1. \_Gopal is at the circus  
with his

a) brothers and sisters

b) parents

c) grandparents.

#2. \_The clown has a big red  
---, a big white --- and big  
---.

#3. \_He picks \_Gopal up and  
carries him on his ---.

#4. \_The audience sing --- to  
\_Gopal.

#5. \_The clown is limping.

\_Gopal's grandfather thinks he  
has hurt his

a) back

b) leg

c) shoulder.

#6. \_Gopal

a) wants to

b) doesn't want to

join him on the horse.

b) \_Work in pairs and read the  
dialogue.

#3. \_Parts of the body

a) \_Match up the correct words.

\_Use a dictionary.

\_Words: cheek chin elbow foot

hair head knee leg mouth

neck nose shoulder stomach

toe

#1. armbåge ---

#2. axel, skuldra ---

#3. ben ---

#4. fot ---

#5. haka ---

#6. huvud ---

#7. hår ---

#8. kind ---

#9. knä ---

#10. mage ---

#11. mun ---

#12. hals ---

#13. näsa ---

#14. tå ---

:::: #26 ::::::::::::::::::::::::::::::

b) \_Work in pairs -- \_A and \_B.

\_A starts and points to a part of his/her body and says: \_This is my (nose). \_It can be true or false (e.g. \_A points to the ear instead). \_B answers \_True or

\_False. \_If correct, \_B scores #1 point. \_Point to #8 parts of the body, then change parts.

\_Arbeta i par -- \_A och \_B. \_A börjar och pekar på någon kroppsdel och säger: \_This is my (nose). \_Det kan vara rätt eller fel (t ex \_A pekar på örat istället). \_B svarar \_True eller \_False. \_Om \_B har rätt får \_B #1 poäng. \_Peka på #8 kroppsdelar och byt sedan roller.

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

| #1 cat #2 cats

|

| #1 house #2 houses

|

| \_Ord som slutar på s får

|

| ändelsen -es

|

| #1 bus #2 buses

|

| #1 kiss #2 kisses

|

| \_Ord som slutar på konsonant

|

| och y där ändras y till ie

|

| #1 baby #2 babies

|

| #1 party #2 parties

|

| #1 woman #2 women

|

| #1 man #2 men

|

| #1 child #2 children

#27

#96



| #1 tooth #2 teeth  
|  
| #1 mouse #2 mice  
|  
| \_Ord som slutar på -fe får  
|  
| ändelsen -ves  
|  
| #1 knife #2 knives  
|  
| #1 wife #2 wives  
|  
| #1 sheep #2 sheep

#5. (g) \_Plurals crossword

( \_I parentesen i början av  
uppgifterna får du det antal  
bokstäver som det engelska ordet  
ska ha.)

\_Fill in the missing words.

\_They are all plurals.

\_Across (vågrätt)

#4 fruar (#5)

#5 pennor (#4)

#6 familjer (#8)

#7 barn (#8)

#9 bussar (#5)

#11 systrar (#6)

#13 knivar (#6)

#14 hus (#6)

\_Down (lodrätt)

#1 möss (#4)

#2 fiskar (olika sorter) (#6)

#4 kvinnor (#5)

#5 fester (#7)

#7 katter (#4)

#8 hundar (#4)

#9 bäbisar, spädbarn (#6)

#10 får (#5)

#12 tänder (#5)

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

#6. \_What can you find at a  
circus?

\_Look at the picture on pages  
#18--#19 in \_Textbook for  
inspiration. \_Make a list.

\_Things you can find at a circus

---

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

## #8 \_Blackmail

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

### #1. \_Ask and answer

a) \_Work in pairs and read the dialogue. \_Record it and listen to it.

b) \_Take turns to ask and answer the questions.

#1. \_What day is it?

#2. \_Who is picking \_Kate up from school?

#3. \_Why does \_Kate look tired?  
( \_Because ... )

#4. \_What does \_Kate need to practise?

#5. \_Is \_Kate a good reader?

#6. \_What sort of magazines does \_Kate want to read?

#7. \_Kate asks her mother to get her ... what?

#8. \_What does \_Kate's mother say she will buy her?

#2. \_What magazines?

\_Mark the magazines you like reading.

\_I like reading:

computer magazines ---

guitar magazines ---

car magazines ---

teenage magazines ---

fashion magazines ---

science magazines ---

animal magazines ---

sport magazines ---

(other) ---

\_Now find a partner. \_Ask and  
answer like this:

\_A: \_Do you like reading  
(computer magazines)?

\_B: \_Yes, \_I do. \_And \_I also  
like reading (car magazines).

\_\_OR \_No, \_I don't. \_But \_I like  
reading (fashion magazines).

#3. \_I think ...

a) \_Practise saying these phrases.

\_I think ...\_. \_Jag tycker/tror ...

\_Yes, \_I agree. \_. \_Ja, jag håller med.

\_Yes, \_I think so, too. \_.

\_Ja, jag tycker det också.

\_No, \_I don't agree. \_. \_Nej, jag håller inte med.

\_No, \_I don't think so. \_. \_Nej, det tycker jag inte.



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

b) \_Work in pairs. \_Take turns to say the sentences below and to agree or not. \_If you don't agree, say what you think.

\_Arbeta i par. \_Turas om att säga meningarna nedan och håll med eller inte. \_Om du inte håller med, säg vad du tycker.

\_I think ...

#1. playing sport is very good for you.

#2. \_English is boring.

#3. \_Sweden is a great place to live in.

#4. dogs are better than cats.

#5. we don't get enough homework.

#6. ... (name a team) is the best soccer team in \_Sweden.

#7. ... (name a band) is the best band in the world.

#8. ... (name a film) is a fantastic film.

#9. broccoli tastes really nice.

#10. boys are much stronger than girls.

#4. (g) \_On \_Saturday \_I'm going  
to go swimming

a) \_Look at sentence parts below  
and write your own sentences.

\_Look at the two examples.

\_Example:

\_On \_Monday morning, \_I'm going  
to go swimming.

\_On \_Friday evening, \_Peter and  
\_I are going to see a film.

\_Part #1:

\_On

\_Part #2:

\_Chose from:

\_Sunday, \_Monday, \_Tuesday,

\_Wednesday, \_Thursday,

\_Friday, \_Saturday

\_Part #3:

\_Chose from:

morning, afternoon, evening

\_Part #4:

\_Chose from:

\_I (am 'm)

he, she, \_Maggie, \_Mr \_Brown,

my brother (is 's)

you, we, \_Ali and \_I, they,

\_Sue and \_Pat (are 're)

\_Part #5:

going to

\_Part #6:

\_Choose from:

go

swimming, shopping, dancing,

riding, to the dentist, to

the cinema

watch

\_\_TV, handball, basketball

visit

us, my uncle, the museum

see

a film, \_Mrs \_Mara

meet

some friends

play

tennis, football, handball

---

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

b) \_Now write three sentences

about things you are going to do

next week.

---

#5. (hör) \_What are they reading?

a) \_Listen to \_Alan and \_Cathy  
talking about books. \_Try to  
guess which books.

\_Wordlist

scary\_. skrämmande

stepmother\_. styvmor

choose\_. välja

marry\_. gifta sig

\_Böcker

#1. \_Jaws

#2. \_The \_Chronicles of

\_Narnia: the \_Lion, the \_Witch,  
the \_Wardrobe

#3. \_Harry \_Potter and the

\_Philosopher's \_Stone

#4. \_Cinderella

\_Alan is reading ---

\_Cathy is reading ---

b) \_What's your favourite book

or film? \_What is it about?

\_Write something about it.

---



\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

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



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

#9 \_Malala

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

#1. \_Match up

\_Match #1--#8 with a--h.

#1. \_Malala \_Yousafzai

#2. \_She was awarded

#3. \_Malala's hopes and dreams

#4. \_She was shot in the head

#5. \_The bullets failed

#6. \_Malala believes in

#7. \_One child, one teacher and

#8. \_Malala wants every child

- a) by the \_Taliban.
- b) comes from \_Pakistan.
- c) to go to school.
- d) haven't changed.
- e) one pen can change the world.
- f) peace and education for  
everyone.
- g) the \_Nobel \_Peace \_Prize.
- h) to silence \_Malala.

#2. \_What do you think?

\_Work in pairs or groups of three. \_First write down your answers to these questions.

\_Then talk about and compare your answers in your group.

#1. \_Why do you think the

\_Taliban shot \_Malala in the head? ---

#2. \_Why is education so

important for \_Malala? ---

\_Strategy reading: \_Textbook

\_Magic \_Pages page #63.

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

#3. \_Check the words

\_Fill in the missing words in the sentences. \_Choose from these:

\_Words: aims bullet continue education speech ambition born courage failed wrote

#1. \_The firefighter was given a medal for his --- when he rescued five people during a fire at a nightclub.

#2. \_Cristiano \_Ronaldo was --- in \_Madeira, not \_Portugal.



#3. \_Malala made a big --- at  
the \_United \_Nations.

#4. \_Maria's --- is to win a  
gold medal at the next \_Olympic  
\_Games.

#5. \_England --- once again to  
win the \_European \_Cup in #2015.  
\_Portugal won it.

#6. "\_Who --- \_Oliver \_Twist?"  
"\_I think it was \_Charles  
\_Dickens."

#7. \_One of \_Malala's --- is  
for every child to go to school.

#8. \_The soldier was hit in the arm by a ---.

#9. "\_We'll have a break now," said the teacher, "but we'll --- with the lesson on the \_Big \_Five after that."

#10. \_In some countries girls don't go to school or get an ---.

#4. \_You\_Tube

\_Listen to the parts of

\_Malala's speech that you have  
read on \_You\_Tube.

\_Discuss: \_What do you think of  
her speech?

\_What impressed you the most?

\_How do you think she felt?

\_If you gave a speech in the

\_\_UN what would you talk about  
and why?

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

#5. (hör) \_He's missing! \_He's  
missing!

\_Fill in the missing person's  
form. \_Fyll i den saknade  
personens formulär.

\_Missing person's form

\_Part #1

\_Name: ---

\_Age: ---

\_Hair: ---

\_Colour: ---

\_Body: --- short / thin /  
well-built / overweight

\_Part #2

\_Place last seen: ---

\_Time: ---

\_Clothes he/she was wearing: ---

#6. (g) \_Yesterday \_I walked to  
school

\_Magic \_Maggie säger: \_Ändelsen  
-ed kan uttalas med -t, -d eller  
-idljud.

a) \_Read the sentences. \_How do  
you pronounce -ed?

\_At #12, \_Malala \_started

blogging about her life.

#12 år gammal, började \_Malala

blogga om sitt liv.

\_Bullets \_failed to silence

her.

\_Kulorna misslyckades med att

tysta henne.

\_Malala \_hoped every child

could go to school.

\_Malala hoppades att varje barn

kunde gå i skolan.

b) \_Put the verbs in the right list. \_If -ed sounds like -t write it in the t-ljud list, if it sounds like -d write it in the d-ljud list. \_If -ed sounds like -id write it in the id-ljud list.

\_Verbs: answer, ask, call, hate, hope, like, listen, live, love, mend, miss, open, play, rain, remember, shout, start, visit, wait, walk, watch, work

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

à-tù-ljud

\_Exempel: slutade\_. stopped

frågade\_. ---

hoppades\_. ---

tyckte om\_. ---

missade\_. ---

promenerade\_. ---

tittade på\_. ---

arbetade\_. ---



à-dù-ljud

\_Exempel: flyttade\_. moved

svarade\_. ---

kallade\_. ---

lyssnade\_. ---

bodde\_. ---

älskade\_. ---

öppnade\_. ---

lekte\_. ---

regnade\_. ---

kom ihåg\_. ---

à-idù-ljud

\_Exempel: ville\_. wanted

hatade\_. ---

lagade\_. ---

ropade\_. ---

började\_. ---

besökte\_. ---

väntade\_. ---

c) \_Fill in the missing verbs.

\_Use the past tense. \_Choose verbs from b).

#1. \_I --- a very good film on \_\_\_TV last night.

#2. \_My brother once --- the piano in front of the queen.

#3. \_The weather on holiday in \_Spain was terrible. \_It --- every day.

#4. \_Is it true that \_Daniel \_Radcliffe once --- in this house?

#5. \_We --- my grandparents  
last weekend. \_They live near  
\_Manchester.

#6. \_It was very hot in the  
room, so \_Tom --- the window.

#7. \_I --- to music on my phone  
as \_I --- for the bus to arrive.

#8. \_You're late! \_The film ---  
ten minutes ago!

#7. \_Discuss

\_Why is it important to go to  
school? \_Give three good  
reasons.

## #1. \_Project: \_Magazines

a) \_Make your own picture word list! \_Pick out pictures from magazines or the \_Internet and write some words under each picture.

b) \_Make your own \_English magazine with four pages. \_Work in pairs or in small groups.

\_Find photos, stories, puzzles, etc. \_Give your magazine a title. \_Your magazine can be on paper or digital.

\_Want some more? \_Famous

\_Americans

#35

#130

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

#10 \_Why \_I was late ...

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

#1. \_Answer the questions

a) \_Answer the questions.

\_Choose from the box.

\_Words in box:

\_The book \_Letter to \_America.

\_Michaela \_Morgan.

\_Kate.

\_Kate's cat.

\_By bus.

\_Kate's teacher.

\_To read the book \_Letter from  
\_America.

\_Her dad.

\_At #7.30.

\_Mrs \_Mara.

#1. \_What time does \_Kate wake  
up? ---

#2. \_Why did \_Kate stay up  
late? ---

#3. \_Who usually wakes \_Kate up  
in the morning?

#4. \_Who is \_Rinaldo? ---



#5. \_How does \_Kate get to school? ---

#6. \_What is next to \_Kate's bed? ---

#7. \_Who wrote \_Letter from \_America? ---

#8. \_Who says '\_You all need a lot of sleep'? ---

#9. \_Who is \_Mrs \_Mara? ---

#10. \_Who does \_Mrs \_Mara tell to sit down? ---

b) \_Now work in pairs. \_Take turns to ask and answer.

c) \_Discuss: \_Have you ever been late? \_Why? \_Use the mind map to help you organise what you want to say.

\_Mindmap

\_When \_I was late

---

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

#2. \_Useful phrases

a) \_Here are some useful phrases. \_Match them up, then try and learn them.

- #1. \_You're welcome!
  - #2. \_Congratulations!
  - #3. \_Bless you!
  - #4. \_After you!
  - #5. \_Here you are.
  - #6. \_Look out!
- a) \_Prosit!
  - b) \_Se upp!
  - c) \_Ingen orsak.
  - d) \_Varsågod.
  - e) \_Grattis!
  - f) \_Efter dig!

b) \_Which phrase can you use?

\_Choose from a).

#1. \_Your brother sneezes. \_You  
say ---

#2. \_Someone says '\_Thank you  
for helping me.' \_You say: ---

#3. \_Someone says '\_Can you  
lend me a pen?' \_You say: ---

#4. \_Your cousin tells you she  
is now married. \_You say: ---

#5. \_A child is playing in the  
road. \_A car is coming. \_You  
say: ---

#6. \_You are leaving a  
supermarket. \_You open a door  
for an old lady. \_You say: ---  
c) \_Två romerska soldater med  
svärd står vid en öppen grind  
intill en arena. \_På andra sidan  
grinden står ett lejon. \_Den ene  
soldaten pekar på lejonet. \_Vid  
honom finns en tom pratbubbla.  
\_Which phrase fits into this  
drawing?

:::: #38 ::::::::::::::::::::::::::::::

\_Magic \_Maggie säger: \_När du ska ställa en fråga använder du ofta do. \_Du kan också använda do tillsammans med ordet not.

\_Tänk också på att det heter does när du använder he, she eller it.

#3. (g) \_Do ...? or \_Does ...?

\_Fråga: \_Do you like ice-cream?

\_Kort ja-/nej svar: \_Yes, \_I do.

/ \_No, \_I don't.

\_Fråga: \_Do you and your brother  
play football?

\_Kort ja-/nej svar: \_Yes, we do.  
/ \_No, we don't.

\_Fråga: \_Do your grandparents  
drive?

\_Kort ja-/nej svar: \_Yes, they  
do. / \_No, they don't.

\_Fråga: \_Does \_Mary live in  
\_Haparanda?

\_Kort ja-/nej svar: \_Yes, she  
does. / \_No, she doesn't.

\_Fråga: \_Does \_Bill walk to  
school?

\_Kort ja-/nej svar: \_Yes, he  
does. / \_No, he doesn't.

\_Fråga: \_Does it snow a lot in  
\_Sweden?

\_Kort ja-/nej svar: \_Yes, it  
does. / \_No, it doesn't.

\_Walk around the class. \_Ask  
everyone one question only. \_If  
they answer yes, write down the  
person's name. \_Try to get six  
or more names. \_Before you



start, write `_Do` or `_Does` in front of each question. `_Gå runt i klassen. _Fråga alla bara en fråga. _Om de svarar yes, skriv ner personens namn. _Försök få sex eller fler namn. _Innan du börjar, skriv _Do eller _Does framför varje fråga.`

`_Ask: --- you have a lucky number?`

`_Name: ---`

`_Ask: --- you send lots of emails?`

`_Name: ---`

\_Ask: --- you wake up without an alarm clock?

\_Name: ---

\_Ask: --- your teacher go to work by bus?

\_Name: ---

\_Ask: --- you have a rabbit?

\_Name: ---

\_Ask: --- your mother have a moped?

\_Name: ---

\_Ask: --- you often chat when you play games?

\_Name: ---

\_Ask: --- you remember your  
dreams?

\_Name: ---

\_Ask: --- your bedroom have two  
windows?

\_Name: ---

\_Ask: --- your mother have long  
hair?

\_Name: ---

\_Ask: --- your best friend have  
a dog or a cat?

\_Name: ---

\_Ask: --- you like \_Indian food?

\_Name: ---

\_Ask: --- your bike have many  
gears?

\_Name: ---

::: #39 ::::::::::::::::::::::::::::::

#4. (hör) \_What do you like  
doing?

\_Match the people with the  
things they like doing (a--l).

\_Not all things will be used!

a) \_Downloading music

b) \_Playing tennis

c) \_Going to parties

d) \_Playing computer games

e) \_Swimming

- f) \_Shopping for clothes
- g) \_Chatting on the internet
- h) \_Going to the cinema
- i) \_Riding
- j) \_Skateboarding
- k) \_Watching \_\_TV
- l) \_Reading

\_Jack: ---

\_Samantha: ---

#5. \_Writing and speaking

a) \_Write down three things you like doing.

#1. ---

#2. ---

#3. ---

b) \_Tell a friend about what you like doing.

\_Utvärdering

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

\_Magic! #5

\_Workbook

\_Överförd från upplaga #2:#7,  
utgiven av \_Studentlitteratur

\_\_AB, #2017, med

\_\_ISBN #978-#91-#44-#11855-#0

\_Specialpedagogiska

skolmyndigheten #2022

\_Volym fem av tio

\_Till punktskriftsläsaren

::

\_Ordlistor ligger i anslutning  
till de avsnitt de tillhör.

\_Rubriken \_Wordlist ligger med \_W  
i position #0 i marginalen så du  
kan hitta dem.

\_Hänvisning till sida i  
\_Textbook står efter avsnittens  
rubriker.

\_Grammatikövningarna är  
uppmärkta med (g) efter  
uppgiftsnumret.



\_Listening-övningar skrivs  
"(hör)" efter de uppgiftsnummer  
som hör till hörövningar.

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



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

#11 \_Letter from \_America

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

#1. \_Read and answer

\_Fill in the missing information  
or choose the correct answer.

#1. \_Shelley \_Devane lives in  
---.

#2. \_She is writing to someone  
called ---. \_He lives in ---.

#3. \_Miss \_Carter teaches ---.

#4. \_Shelley uses an old ---  
to write her letters.

#5. \_Two more modern ways of communicating are sending --- and ---.

#6. \_Shelley likes writing letters.

a) \_True

b) \_False

#2. \_What are the words?

\_Write the correct words next to the sentences.

\_Words: envelope kids pen pal  
teaches keys paper stamp  
typewriter

- #1. \_Someone you write to --  
often in another country. ---
- #2. \_You press these when you  
write on a computer. ---
- #3. \_You put a letter in this.  
---
- #4. \_You put this on a letter  
before you send it. ---
- #5. \_Another word for  
'children'. ---
- #6. \_This is what a teacher  
does. ---
- #7. \_You write on this with a  
pen. ---

#8. \_Before computers, people  
used this to write letters. ---

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

#3. \_Writing and speaking

a) \_Write five fascinating facts  
about yourself.

\_Five fascinating facts about me

#1. ---

#2. ---

#3. ---

#4. ---

#5. ---

b) \_Work with a partner. \_Tell each other what you have written. \_Were any facts the same?

---

\_Strategy writing: \_Textbook

\_Magic \_Pages page #63.

#4. (g) \_Who ...? \_What ...?

\_Why ...?

a) \_Do you remember these question words? \_Match them up.

- #1. \_Who?
  - #2. \_What?
  - #3. \_Where?
  - #4. \_Why?
  - #5. \_How?
  - #6. \_How many?
  - #7. \_How far?
  - #8. \_How much?
  - #9. \_Whose?
  - #10. \_What time?
- a) \_Hur många?
  - b) \_Vems?
  - c) \_Vem?
  - d) \_Hur långt?



e) \_Var?

f) \_Vilken tid?/\_Hur dags?

g) \_Hur?

h) \_Vad?

i) \_Varför?

j) \_Hur mycket?

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

b) \_Fill in the missing

question words in \_A, then

choose the correct answer

from \_B.

\_A

#1. ---'s your name?

#2. ---'s \_Edinburgh?

#3. --- holes do they play in  
golf?

#4. --- is it to the moon?

#5. --- mobile phone is this?

#6. --- are you late?

#7. --- does the match start?

#8. --- is the ring?

#9. --- is that man over there?

#10. --- people are there in

\_China?

\_B

- a) \_It's mine!
- b) ~1#250.
- c) \_I missed the bus.
- d) \_At #3.30.
- e) \_It's \_Helen \_Barker.
- f) \_Oh, over a billion!
- g) \_It's my uncle.
- h) \_Oh, a very long way!
- i) #18, \_I think.
- j) \_It's in \_Scotland.

#5. (hör) \_Buying cards

\_Thomas is in a card shop. \_He wants to send a card to \_Shelly. \_He wants to tell her that she is a good friend. \_He is looking at some cards. \_Listen and write down the number of the card he buys.

#1. \_Bild: \_Två \_Pingviner står intill varandra. \_Text: \_The world is a warmer place with you in it.

#2. \_Bild: \_En nallebjörn

håller i ett tyghjärta.

\_Text: \_I \_Love \_You!

#3. \_Bild: \_En kattunge tittar

upp över kanten på en trähink.

\_Text: \_Buckets of love.

#4. \_Bild: \_Två små barn sitter

i snön och pussar varandra.

\_Text: \_Just friends.

\_Thomas buys card number ---

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

#1. \_Write a letter

a) \_Write a letter to a friend  
called \_Jack or \_Jennifer.

\_Just tell them a few things  
about yourself -- your name,  
your age, which school you go  
to, where you live, what you  
like doing, etc. \_Don't forget  
to start and end your letter  
properly, and don't forget your  
address!

\_Magic \_Maggie säger: \_Behöver  
du hjälp? \_Gå då till \_Magic  
\_Pages sidan #69.

b)

#1. \_Read your text a couple of  
times aloud. \_Any mistakes?

#2. \_Ask a friend to check what  
you have written and your  
spelling.

\_Strategy writing: \_Textbook

\_Magic \_Pages page #63.

:::: #44 ::::::::::::::::::::::::::::::

#12 \_Fun in \_School

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

#1. \_True or false?

\_Read the dialogue. \_Mark the sentences true (t) or false (f).

#1. \_It is \_Monday afternoon.

---

#2. \_Harry's class is responsible for the \_Autumn \_School \_Show. ---

#3. \_Harry wants to perform \_Romeo and \_Juliet. ---



#4. \_Everyone likes \_Harry's  
idea for the concert. ---

#5. \_Bridget wants to be a  
host. ---

#6. \_The teacher is not  
surprised that \_Harry also wants  
to be a host. ---

#7. \_Harry tells a joke to the  
audience about his pets. ---

#2. \_Do you know these words?

a) \_Here are some words to do  
with the theatre and acting.

\_Match them up. \_Use a  
dictionary or the \_Internet.

- #1. föreställning
- #2. musikal
- #3. musiker
- #4. pjäs
- #5. publik
- #6. regissör
- #7. scen
- #8. skådespelare
- #9. skådespelerska
- #10. teater

- a) audience
- b) actress
- c) performance
- d) stage
- e) theatre
- f) musician
- g) actor
- h) play
- i) director
- j) musical

b) \_Now work in pairs and test each other. \_Ask and answer like this:

\_What's (scen) in \_English?

\_It's (stage).

\_What's (actor) in \_Swedish?

\_It's (skådespelare).

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

#3. (hör) \_The \_Autumn \_School  
\_Show

\_Listen to some more from the  
\_Autumn \_School \_Show. \_As you  
listen, fill in the missing  
information or choose the  
correct answers.

\_Wordlist

wags his tail\_. viftar på  
svansen

#1. \_Eric \_Higgins has a ---  
called \_Albert.

#2. \_Harry tells a joke about a man and a dog in a restaurant playing

a) chess

b) poker

c) bridge.

#3. \_Bridget says that black cats are lucky.

a) \_True

b) \_False

#4. \_The black cat is eating ---.

#5. \_How many people are in the band '\_Girls & \_Boys'? ---

#6. \_Mrs \_Cooper is \_Bridget's  
mother.

a) \_True

b) \_False

#7. \_She thinks \_Harry and  
\_Bridget make a good ---.

#8. \_Harry is feeling hungry.

a) \_True

b) \_False

#9. \_Harry wants to have

a) a hamburger

b) fish and chips

c) a pizza.

#10. \_Does \_Bridget go with  
them?

a) \_Yes

b) \_No

#4. \_Act it out! \_The restaurant  
sketch

\_Work in groups of four. \_Ask  
for a copy of the restaurant  
sketch. \_Choose a part, practise  
reading it and then act it out  
in front of the class.



#5. (g) '\_Action' verbs a) \_Write  
the correct \_English word next  
to the \_Swedish words #1--#20.

\_Use a dictionary.

\_Words: cry draw fall kiss  
laugh listen open paint read  
pull push sing sit stand  
swim turn on turn off walk  
wave write

#1. skratta ---

#2. stänga av ---

#3. öppna ---

#4. dra ---

#5. slå på, sätta på ---

#6. trycka, skjuta ---

#7. vinka ---

#8. rita ---

::: #46 ::::::::::::::::::::::::::::::

#9. simma ---

#10. lyssna ---

#11. sitta ---

#12. promenera ---

#13. läsa ---

#14. gråta ---

#15. ramla ---

#16. skriva ---

#17. sjunga ---

#18. måla ---

#19. stå ---

#20. kyssa ---

b) \_Which verbs from \_A can you use in these sentences?

#1. --- a picture.

#2. --- your girlfriend/  
boyfriend.

#3. --- the door.

#4. --- the lights.

#5. --- a letter.

#6. --- in the sea.

#7. --- a song.

#8. --- at the joke.

c) '\_Action' verb \_Bingo.

\_Choose eight verbs from \_A  
(in \_English) and write down.

\_Listen to your teacher and  
shout bingo! when you have heard  
them all.

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

#1. \_Sort out the jokes

\_Wordlist

need\_. behöva

answer\_. svar

boxer\_. boxare

optician\_. optiker

add\_. räkna ihop

#47

#172

a) \_Write the last lines in the  
four jokes. \_Choose from the  
following (only four are  
correct) :

\_What other colours have you got

\_I can't see

\_We need the eggs

\_The wrong answer

\_I'm a boxer

\_I don't like milk

#1. \_Teacher: \_If you add  
#20,567 to #23,671 and then  
divide by #97, what do you get?

\_Pupil: --- sir.

#2. \_Waiter: \_Would you like  
your coffee black, sir?

\_Customer: ---?

#3. \_Optician: \_Here are your  
new glasses, sir. \_But only wear  
them when you're working.

\_Man: \_Oh, that could be  
difficult.

\_Optician: \_Difficult? \_Why?

\_Man: ---!

#4. \_A: \_Doctor! \_Doctor! \_My  
sister thinks she's a chicken.

\_B: \_Oh dear! \_You must take her  
to the hospital.

\_A: \_No, \_I can't do that. ---!

b) \_Work in pairs and discuss.

\_Which joke was the funniest?

\_Do you know any other jokes in

\_Swedish or in \_English? \_If so

try and tell a joke in \_English.

\_Want some more? \_True or \_False?

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

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anpassningsfunktionen~àspsm.se



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

#13 \_Mike's \_Lucky \_Day

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

#1. \_Read and answer

\_Fill in the missing information  
or choose the correct answer.

#1. \_Mike is interested in a  
girl called ---.

#2. \_Mr \_Morgan is \_Jennifer's

a) teacher

b) father

c) brother.

#3. \_Mike is going to phone

\_Jennifer ---.

#4. \_The film \_Casablanca is on  
at \_Cinema \_One on  
a) \_Friday  
b) \_Saturday  
c) \_Sunday.

#5. \_Mike is meeting \_Jennifer  
at ---.

#6. \_He goes to the cinema by  
a) van  
b) bus  
c) taxi.

## #2. Making arrangements

Read this dialogue in pairs.

A: Hello, Jennifer. This is Mike. Listen, Casablanca is on at Film City; this Friday. Can you come with me?

B: On Friday? Yes, I'd love to. Thanks. What time?

A: How about 7.15; outside the cinema?

B: 7.15;? OK. See you on Friday. Bye.

A: Bye, Jennifer.

\_Now read the dialogue again.

\_Use your own names and change  
the words in italics.

\_Film

\_Baby \_Shrek

\_Love \_Me \_For \_Ever

\_War in \_Space

\_E. \_T. \_Comes \_Back

\_Toyland #3

\_Name of cinema

the \_Palace

the \_Odeon

the \_Ritz

the \_Palladium

the \_Plaza

\_Day?

\_Thursday

\_Friday

\_Saturday

etc.

\_What time?

#7 o'clock

#7.30

#8 o'clock

etc.



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

#3. (g) \_There is or \_There are?

\_Magic \_Maggie säger: \_There is och there are betyder "det finns". \_Du använder there is när du berättar var en sak finns (ligger eller står) t. ex.

\_There is a sweater on the floor. \_När du berättar om flera saker använder du there are, t.ex. \_There are books in the bookcase.

\_There's (= \_There is)

a clock, a computer, a window,  
a desk  
in the classroom.

\_There are

#2 clocks, #8 computers,  
#2 windows, #7 desks  
in the classroom.

a) \_Write five sentences. \_Use  
\_There's or \_There are plus  
words from \_A and \_B. \_Look at  
the example.

\_Example: \_There are #365 days  
in a year.

\_There's

\_There are

+

\_A

#365 days

a city called \_Paris

a bird sitting

lots of people

eleven players

an airport called \_Heathrow

#30 days

+

#49

#183

\_B

in a tree.

in \_September.

in a year.

near \_London.

in \_China.

in \_France.

in a cricket team.

#1. ---

#2. ---

#3. ---

#4. ---

#5. ---

b) \_Write your own sentences  
using \_There's or \_There are.

---

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

c) \_Quiz. \_Work in pairs. \_First  
write in \_There's or \_There are.  
\_Then write t for true or f for  
false.

#1. --- fifteen players in a  
cricket team. ---

#2. --- a king in \_Thailand.  
---

#3. --- a mountain in \_Scotland  
called \_Loch \_Ness. ---

#4. --- lots of tigers in

\_Africa. ---

#5. --- a monkey at \_London

\_Zoo that can understand over

#100 words in \_English. ---

#6. --- only #12 letters in the

\_Hawaiian alphabet. ---

#7. --- more sheep than people

in \_Australia. ---

#8. --- only six months that

have #31 days. ---

#4. (hör) \_The metal detector

\_Toby lives in \_Manchester.

\_He's at home with his parents.

\_But there seems to be a

problem. \_Listen and fill in the

missing information or choose

the best answer (a, b or c).

\_Before you start, read through

the sentences and check the

words in the word list.

## \_Wordlist

lost (lose)\_. tappat

set of keys\_. nycklar

burglar\_. inbrottstjuv

this past week\_. i veckan

crazy\_. galen

what a mess\_. vilken röra

suspect\_. misstänka

swear\_. svära på



#1. \_Toby has lost his ---.

#2. \_Dad decides to look for them with a metal detector.

a) \_True

b) \_False

#3. \_Which house doesn't \_Toby want his father to visit?

a) \_Oscar's

b) \_Deepak's

c) \_Harry's

#4. \_Why not? \_Because his friend might think his father is ---.

#5. \_Toby's father finds

\_Toby's keys at \_Deepak's house.

a) \_True

b) \_False

#6. \_The keys are finally found

a) on the sofa

b) behind the \_\_TV

c) in the kitchen.

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

#14 \_Mike's \_Lucky \_Day --

\_Listening

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

#1. \_Before you listen

a) \_Look at the pictures on  
page #32 in \_Textbook. \_What  
do you think will happen?

b) \_Match up #1--#10 with a--j.  
\_Use a dictionary.

- #1. back door
- #2. climbs
- #3. drainpipe
- #4. front door
- #5. is closed
- #6. key
- #7. police car
- #8. police station
- #9. policemen
- #10. stop

- a) nyckel
- b) stanna
- c) polisstation
- d) bakdörr
- e) stuprör
- f) poliser
- g) entrédörr, ytterdörr
- h) klättrare
- i) polisbil
- j) är stängd

c) \_Fill in the missing words.

\_Choose from #1--#10 above.

#1. \_Where's my ---? \_I can't  
open the door of my flat!

#2. \_The car is going too fast!  
\_It can't ---!

#3. \_The police car stops and  
two --- get out.

#4. \_The bookshop --- today.  
\_It's \_Sunday.

#5. \_My uncle often ---  
mountains.

:::: #52 ::::::::::::::::::::::::::::::

#2. (hör) \_Listen and understand  
\_Fill in the missing information  
or choose the correct answer.

#1. \_When the bus comes \_Mike  
looks for his ---.

#2. \_He remembers the money is  
in his

- a) jacket
- b) old trousers
- c) mother's bedroom.

#3. \_He runs back to the house.

\_His parents are not at home.

a) \_True

b) \_False

#4. \_He can't open the front door because he doesn't have his ---.

#5. \_The drainpipe is near

a) the front door

b) a window in the front

c) an open window at the back.

#6. \_He climbs up the drainpipe into his ---.



#7. \_He puts on a clean pair of trousers.

a) \_True

b) \_False

#8. \_A --- stops in front of \_Mike's house.

#9. \_Mike runs to the --- and the policemen follow him.

#10. \_The policeman says, "\_Stop! \_You're coming with us to the

a) police station

b) police car

c) cinema."

#3. \_Retell the story

a) \_Use the pictures on page #32 in \_Textbook and retell the story.

b) \_Write #7--#10 sentences about the story.

c) \_Read the text a couple of times aloud. \_Then check your spelling.

#4. (hör) \_At the mall

\_You are going to listen to a  
text about \_Anika who lives in  
\_Kolkata in \_India. \_One day  
she goes to the shopping mall  
with her best friend, \_Advik.

\_But all doesn't go as planned.

\_Your teacher will give you  
more information.

\_Strategy writing: \_Textbook

\_Magic \_Pages page #63.

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

#15 \_The \_Musical

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

#1. \_Before you read

\_Look at the picture on pages

#34--#35 in \_Textbook. \_What

can you see? \_What do you

think the musical is about?

#2. \_Ask and answer

a) \_Work in pairs. \_Take

turns to ask and answer the

questions.

#1. \_What are \_Harry and \_Kylie doing?

#2. \_Which books does \_Kylie want \_Harry to read?

#3. \_Who comes to a new school?

#4. \_Who does she fall in love with?

#5. \_Who tries to break them up?

#6. \_What do they put on at their school?

#7. \_Do \_Gabriella and \_Troy stay together?

#8. \_What do they have to  
choose in book three?

#9. \_Why don't they stop seeing  
each other? (\_Because ...)

#10. \_Is \_Harry going to read  
the \_High \_School \_Musical  
books? \_Why/why not?

b) \_Work in pairs and act out  
the dialogue.

#3. (g) \_Exciting or soppy?

\_Do you remember these  
adjectives from the text?

\_Minns du de engelska  
adjektiven?

- #1. elak ---
- #2. löjlig ---
- #3. spännande ---
- #4. glad, lycklig ---
- #5. dum ---
- #6. begåvad ---
- #7. tråkig ---

\_Magic \_Maggie säger: \_Alla de  
här orden är adjektiv. \_Adjektiv  
är ord som talar om hur något är  
eller ser ut.

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

#4. \_Word check

\_Match #1--#15 with a--t.

\_Para ihop #1--#15 med a--t.

#1. föredra

#2. spännande

#3. tråkig

#4. område

#5. jaga

#6. begåvad

#7. välja

#8. bli kär

#9. huvudroll

#10. andfådd

#54

#204



#11. värd

#12. höst

#13. kanske

#14. talang

#15. elak

a) prefer

b) exciting

c) dull

d) area

e) chase

f) talented

g) choose

h) fall in love

i) lead

j) out of breath

k) host

l) autumn

m) maybe

n) talent

o) lead

p) out of breath

q) host

r) autumn

s) maybe

t) mean

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

#5. (hör) \_Who is meeting who?

\_Where and when?

\_Persons

\_Liz, \_William,

\_Jane and friends

\_Places

\_Cinema

\_Shopping mall

\_Tenpin bowling center

\_Times

\_Klockan kvart över #7.

\_Klockan halv tre.

\_Klockan #4.

#55

#207

\_Listen to some people making  
arrangements. \_As you listen,  
work out:

#1. \_Who is meeting who?

#2. \_Where are they meeting?

#3. \_At what time are they  
meeting?

\_Dialogue #1

\_Julie is meeting --- inside  
the ---at ---.

\_Dialogue #2

\_Suzie is meeting --- at the ---  
at ---.

\_Dialogue #3

\_John is meeting --- outside the  
--- at ---.

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

\_Magic \_Maggie säger: \_Du säger  
\_I'm singing när du vill berätta  
att du sjunger just nu.

#6. (g) \_Peter is sleeping

\_I'm singing. \_I am singing.

\_Jag sjunger (just nu!).

\_You're singing. \_You are  
singing. \_Du sjunger.

\_He's singing. \_He is singing.

\_Han sjunger.

#56

#209

\_She's singing. \_She is singing.

\_Hon sjunger.

\_The cat's (\_It's) singing. \_The  
cat (\_It) is singing.

\_Katten (den) sjunger.

\_We're singing. \_We are singing.

\_Vi sjunger.

\_You're singing. \_You are  
singing. \_Ni sjunger.

\_They're singing. \_They are  
singing. \_De sjunger.

a) \_Look at the list #1--#9 and write down what they are doing.

\_Choose from these verbs.

\_Remember to use is (sing)ing or are (sing)ing.

\_Verbs: climb, play, kiss, listen, swim, sing, cry, drink, walk

#1. (\_En pojke spelar piano.)

\_Tom --- the piano.

#2. (\_En katt dricker mjölk.)

\_The cat --- milk.

#3. (\_En flicka sjunger.)

\_Susan --- to music.

#4. (\_Ett par promenerar i en park.) \_Mr and \_Mrs \_Baker --- in the park.

#5. (\_En liten flicka gråter.) \_Jackie ---.

#6. (\_En man simmar.) \_Zahid ---.

#7. (\_Ett par kysser varandra.) \_Gerald and \_Mary ---.

#8. (\_En man sjunger i duschen.) \_Paul --- in the shower.

#9. (\_En pojke klättrar i ett träd.) \_Harry --- a tree.



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

b) \_Now take turns to ask and answer like this:

\_Ask: \_What is (\_Paul) doing?

\_Answer: \_He's (singing in the shower).

\_Ask: \_What are (\_Gerald and \_Mary) doing?

\_Answer: \_They're (kissing).

\_Ask: \_Is (\_Zahid swimming)?

\_Answer: \_Yes, (he is).

\_Ask: \_Are (\_Mr and \_Mrs \_Baker  
kissing)?

\_Answer: \_No, (they aren't).

\_They're (walking in the park).

#1. \_A good friend

\_What makes a good friend? \_How  
would you like a good friend to  
be? \_Write down some things.

---

\_Want some more? \_Which \_Film \_Is

\_It?

\_Utvärdering

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

\_Magic! #5

\_Workbook

\_Överförd från upplaga #2:#7,  
utgiven av \_Studentlitteratur

\_\_AB, #2017, med

\_\_ISBN #978-#91-#44-#11855-#0

\_Specialpedagogiska

skolmyndigheten #2022

\_Volym sju av tio

\_Till punktskriftsläsaren

.....

\_Ordlistor ligger i anslutning

till de avsnitt de tillhör.

\_Rubriken \_Wordlist ligger med \_W

i position #0 i marginalen så du

kan hitta dem.

\_Hänvisning till sida i

\_Textbook står efter avsnittens

rubriker.

\_Grammatikövningarna är

uppmärkta med (g) efter

uppgiftsnumret.

\_Listening-övningar skrivs  
"(hör)" efter de uppgiftsnummer  
som hör till hörövningar.

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

\_Innehåll volym sju  
 ::

\_Siffran inom parentes hänvisar  
 till svartskriftsbokens sidor.

\_Till punktskriftsläsaren .....\_I

#16 \_A \_School \_Project  
       (#58) .....#215

#17 \_Tom \_Sawyer (#62) .....#233

#18 \_Tom \_Sawyer --  
       \_Listening (#65) .....#243

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

#16 \_A \_School \_Project

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

#1. \_Read and answer

\_Fill in the missing information  
or choose the correct answer.

#1. \_Kylie's school project is  
about ---.

#2. \_What search phrase does  
she use on the computer? '---'

#3. \_Kylie doesn't get many  
results.

a) \_True

b) \_False

#4. \_What's the title of the text she reads? ---

#5. \_Name two things we do with water.

a) \_We ---.

b) \_We ---.

#6. \_Water gives life to animals, plants and people.

a) \_True

b) \_False

#7. \_Most people

a) think about water a lot

b) don't think about water very much.



#8. \_Many people have to walk miles to get water.

a) \_True

b) \_False

#9. \_About

a) #60%

b) #70%

c) #80%

of all the worlds diseases come from dirty water.

#2. \_What are the words?

\_Write the correct words next to  
the sentences.

\_Words: dirty diseases

\_Good luck! homework kitchen

sea website well

#1. \_The room in a house where  
you do the cooking. ---

#2. \_You might say this to  
someone who has a test today.

---

#3. www.bbc.co.uk is one.

\_So is www.youtube.com. ---

#4. \_People can get drinking  
water from this. ---

#5. \_A large area of salt  
water. ---

#6. \_The opposite of 'clean'.  
---

#7. \_It helps you to learn  
better! ---

#8. \_These make you ill. ---

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

\_Magic \_Maggie säger: \_När du ska jämföra någon eller något, t.ex. \_Harry is taller than \_Kate då lägger du till -er på korta adjektiv (tall + er = taller). \_Om adjektivet är långt som t.ex. dangerous får du istället använda more framför, more dangerous.

#3. (g) \_Tokyo is bigger than

\_London

\_Korta adjektiv

rich richer rikare

tall taller längre

old older äldre

fast faster snabbare

hot hotter varmare

big bigger större

pretty prettier sötare

heavy heavier tyngre

\_Långa adjektiv (more +  
adjektiv)

famous more famous mer berömd

interesting more interesting

mer intressant

expensive more expensive

dyrare

difficult more difficult

svårare

dangerous more dangerous

farligare

comfortable more comfortable

bekvämare

\_Work in teams. \_Fill in the correct form of the adjectives (big--bigger, famous--more famous), then say if you think the sentences are \_True or \_False.

\_Arbeta i lag. \_Fyll i rätt form av adjektivet och säg sedan om meningen är sann eller falsk.

#1. (big) \_Shanghai is --- than \_Mexico \_City. ---

#2. (fast) \_A \_Ferrari car is --- than a moped. ---

#3. (long) \_The river \_Amazon  
is --- than the river \_Nile. ---

#4. (heavy) \_A gorilla is ---  
than a camel. ---

#5. (expensive) \_A \_Rolls  
\_Royce is --- than a \_Jaguar.  
---

#6. (rich) \_Taylor \_Swift is  
--- than \_Adele. ---

#7. (dangerous) \_Mosquitoes are  
--- than sharks. ---

#8. (cheap) \_A hamburger in  
\_Tokyo is --- than a hamburger  
in \_London. ---



#9. (popular) \_In \_Britain, the  
name \_Harry is --- than the name  
\_Jack. ---

#10. (small) \_China is --- than  
\_Canada. ---

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

#4. (hör) \_Water from food  
\_Listen to the last part of  
\_Kylie's presentation about  
water. \_It's about water from  
food. \_As you listen, fill in  
the missing information.

#1. \_There is a lot of --- in food.

#2. --- of the meat in a chicken is water.

#3. \_Many fruits, vegetables and --- are nearly all water.

#4. \_We get even more water when we --- our food.

#5. \_We can live about --- months without food.

#6. \_When we are working hard in hot, dry weather, we can --- in hours.

#7. \_We die if we lose a --- of  
the water inside us.

#8. \_Water must be fresh and  
--- before you can drink it.

#9. --- water can give us  
diseases.

#10. \_We need about two and a  
half --- of clean, fresh water  
every day.

#5. \_Project: \_A presentation

a) \_Prepare a short presentation  
about something you are  
interested in. \_Use the  
\_Internet for information.

\_It could be:

é your favourite sport

(football, ice-hockey etc.)

é a hobby (riding, stamp-  
collecting, movies etc.)

é your home town or a famous  
place in your country

é your favourite pop star, film  
star, sports star

é or anything else you can think  
of

b) \_Then work in pairs. \_Take  
turns to give the presentation  
to each other.

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

#6. \_Useful phrases

a) \_Work in pairs. \_Here are  
some more useful phrases in  
\_English. \_Match them up,  
then try and learn them.

- #1. \_Say 'cheese!'
  - #2. \_Good luck!
  - #3. \_Have a nice trip!
  - #4. \_Excuse me!
  - #5. \_Stop, thief!
  - #6. \_Sorry!
- a) \_Ursäkta!
  - b) \_Förlåt!
  - c) \_Lycka till!
  - d) \_Ta fast tjuven!
  - e) \_Trevlig resa!
  - f) \_Säg 'omelett'!

b) \_Which phrase can you use?

\_Choose from a).

#1. \_You break your mother's  
favourite vase. \_You say: ---

#2. \_Your cousin is going to  
\_Australia for a holiday.  
\_You say: ---

#3. \_You want to take a picture  
of your friends. \_You say: ---

#4. \_A man takes your bag and  
runs away. \_You say: ---

#5. \_Your friend has an  
\_English test tomorrow.  
\_You say: ---

#6. \_You are at the  
supermarket. \_Someone is in  
front of you and you can't  
pass. \_You say: ---

c) \_En mus står framför en grupp  
andra möss. \_I handen håller  
musen en kamera. \_Vid musen  
finns en tom pratbubbla.

\_Which phrase fits into this  
drawing?

---

\_Strategy speaking: \_Textbook

\_Magic \_Pages page #62.



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

#17 \_Tom \_Sawyer

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

#1. \_Match up

\_Match #1--#10 with a--j.

#1. \_Tom has to paint the fence

#2. \_Ben is going to

#3. \_Tom \_Sawyer's parents

#4. \_Jim can't paint

#5. \_Tom liked

#6. \_Tom says he is

#7. \_Tom didn't like

#8. \_Tom \_Sawyer

#9. \_Tom will let \_Ben paint

#10. \_Jim is

#62

#233

- a) were dead.
- b) going to school or working.
- c) if he gives him his fruit.
- d) on \_Saturday morning.
- e) lived with his aunt.
- f) because he's going to get water.
- g) \_Tom's friend.
- h) a very good painter.
- i) swim.
- j) playing and having adventures.

#2. \_Helping in the home

\_Write the correct words.

\_Words: lay the table, do the ironing, do the Hoovering, do the shopping, make the bed, do the washing up

#1. \_Någon använder ett strykjärn. ---

#2. \_En pojke dukar ett bord.

---

#3. \_En familj är och handlar.

---

#4. \_En pojke diskar. ---

#5. \_En flicka bäddar sängen.

---

#6. \_Någon dammsuger. ---

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

\_Magic \_Maggie säger: \_Efter

like ... don't mind ... hate ...

använder du ing-form av verbet.

#3. (g) \_I like ... \_I don't mind

... \_I hate ...

\_I don't mind doing my homework.

\_Jag har inget emot att göra

mina läxor.

\_I like taking the dog for a walk. \_Jag tycker om att gå ut med hunden.

\_I hate washing my hair.

\_Jag hatar att tvätta håret.

a) \_Which jobs do you like, don't mind or hate doing?

\_Write the words at ---.

\_I like ---

\_I don't mind ---

\_I hate ---

b) \_Now compare your answers.

\_What other jobs do you like or hate doing?

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

#4. (hör) \_The lottery ticket

\_Jenny, who lives in \_Miami is  
at home with her father.

\_Listen and choose the best  
answer (a, b or c). \_Before you  
start, read through the  
sentences and check the words  
in the word list.

## \_Wordlist

the holidays\_. ferier,

ledigheter

airline ticket\_. flygbiljett

cost a fortune\_. kosta en

förmögenhet

airfare\_. flygkostnaden

in that case\_. i så fall

afford\_. ha råd med

draw a picture\_. rita en

teckning

worth a try\_. värt ett försök

#1. \_Jenny's cousins live in

a) \_Miami

b) \_Vancouver

c) \_New \_York.

#2. \_Nancy and her brother

agree to pay half each for the

airfare.

a) \_True

b) \_False



#3. \_Joshua says he's going to get his father

- a) some milk chocolate
- b) a tie
- c) some dark chocolate

for his birthday.

#4. \_Jenny has enough money to buy

- a) #1
- b) #2
- c) #3

lottery ticket(s) for her father.

#5. \_Dad scratches his lottery ticket to find he has won

- a) less than ~s#500
- b) between ~s#550--~s#600
- c) more than ~s#600.

#6. \_Which of these is true?

- a) \_The family will go to \_Vancouver in the summer.
- b) \_Their cousins will visit them in \_Miami.

\_Strategy listening: \_Textbook  
\_Magic \_Pages page #62.

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

#18 \_Tom \_Sawyer -- \_Listening

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

#1. \_Before you listen

a) \_Look at the pictures on page

#42 in \_Textbook. \_What do you

think will happen?

b) \_Match up #1--#10 with a--j.

\_Use a dictionary.

#1. came out

#2. didn't see

#3. food

#4. friend

#5. play

#6. surprised

#7. waited

#8. walked

#9. watched

#10. yard

a) leka

b) tittade på

c) kom ut

d) förvånad

e) gård

f) mat

g) promenerade, gick

h) kompis, vän

i) väntade

j) såg inte

c) \_Fill in the missing words.

\_Choose from #1--#10 above.

#1. \_This is \_Andrew, a good  
--- of mine.

#2. \_Last night we --- a very  
good film.

#3. '\_How did you get home from  
school? \_Did you go by bus?'

'\_No, we ---.'

#4. \_I don't want to stay in  
and do my homework. \_I want to  
go outside and --- with my  
friends.

#5. \_I'm hungry, \_Dad! \_Have we  
got any ---?

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

#2. (hör) \_Listen and understand  
\_Fill in the missing information  
or choose the correct answer.

#1. \_The boys wanted to paint  
the fence too.

a) \_True

b) \_False

#2. \_Tom said, '\_Give me some

a) money

b) food

c) books

and you can paint.'

#3. \_The boys painted the fence  
four times.

a) \_True

b) \_False

#4. \_They painted the fence

a) white

b) green

c) yellow.

#5. \_When the fence was  
painted, \_Tom asked \_Aunt  
\_Polly, ' \_Can \_I  
a) go to school  
b) eat dinner  
c) play  
now? '

#6. \_Aunt \_Polly

a) was

b) wasn't

very happy with the fence.



#7. \_Tom played with his friends at \_Joe \_Harper's house.

a) \_True

b) \_False

#8. \_On the way home, \_Tom saw a girl and wanted to

a) kiss

b) play with

c) talk to

her.

#9. \_The girl went into her house, then came out again.

a) \_True

b) \_False

#3. \_Retell the story

a) \_Use the pictures on p #42 in  
\_Textbook and retell the story.

b) \_Write #5--#7 sentences about  
the story.

c) \_Change texts with a friend  
and read each other's texts.

#4. (hör) \_My own company

\_Bokamoso lives in \_South  
\_Africa. \_She's got an idea for  
something to do in the summer.

\_She's talking to her mother  
about it. \_Your teacher will  
give you more information.

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

\_Magic! #5

\_Workbook

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\_Specialpedagogiska

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\_Volym åtta av tio



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som hör till hörövningar.

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

\_Innehåll volym åtta

.....

\_Siffran inom parentes hänvisar

till svartskriftsbokens sidor.

\_Till punktskriftsläsaren .....\_I

#19 \_Yummy! \_Sticky

\_Chocolate \_Cake (#67).....#251

#20 \_Shadowslicer (#72).....#259

#21 \_Robin \_Hood (#76).....#273

\_Iii

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

#19 \_Yummy! \_Sticky \_Chocolate  
\_Cake

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

#1. \_True or false?

a) \_Read the dialogue. \_Mark the sentences true (t) or false (f).

#1. \_Ben is hungry. ---

#2. \_There aren't any eggs in the fridge. ---

#3. \_They need one and a half cups of sugar and half a cup of cocoa for the cake. ---

#4. \_Ben butters the cake tin  
and turns on the oven. ---

#5. \_First they whip the eggs  
with the cocoa. ---

#6. \_Ben starts eating the  
mixture. ---

#7. \_Kate pours the mixture  
into the cake tin, then puts it  
in the oven. ---

#8. \_The cake will be ready in  
#30 minutes. ---

b) \_Discuss: \_What is your  
favourite cake?



## #2. \_Food words

a) \_Write the food words under the correct heading.

\_Words: a boiled egg, biscuits, bread, butter, cakes, cheese, chicken curry, crisps, fish and chips, ice-cream, jam, marmalade, meatballs, milk, an omelette, orange juice, pasta, peanuts, rice, a salad, a sandwich, spaghetti, sugar, sweets, tea, toast

## \_Breakfast

\_Exempel: kokt ägg a boiled egg

bröd ---

smör ---

ost ---

sylt ---

marmelad ---

mjölk ---

apelsinjuice ---

socker ---

te ---

rostat bröd ---

\_Lunch/dinner

\_Exempel: sallad a salad

currykyckling ---

fisk med pommes frites ---

köttbullar ---

omelett ---

pasta ---

ris ---

spaghetti ---

\_Desserts/snacks

\_Exempel: kex biscuits

bakelser ---

chips ---

glass ---

jordnötter ---

smörgås ---

godis ---

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

b) \_Work in pairs. \_Take turns  
to ask and answer using the  
words from \_A.

\_A: \_What would you like for  
breakfast?

\_B: \_I'd like (a boiled egg, tea  
and toast and marmalade),  
please.

\_A: \_What would you like for  
lunch? \_Or \_What would you like  
for dinner?

\_B: \_I'd like (meatballs),  
please.

\_A: \_I'm hungry. \_I'd like a  
snack.

\_B: \_Well, we've got (biscuits)  
or you can have (a sandwich).

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

\_Blank sida.

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

#5. \_Project: \_Recipes

\_Write a recipe for your  
favourite fruit salad or  
smoothie. \_Use the \_Internet for  
information. \_You can also  
include pictures of your own or  
photos.

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

\_Want some more? \_Raspberry

\_Ice-cream

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

#20 \_Shadowslicer

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

#1. \_What's wrong?

a) \_What's wrong in these sentences? \_Correct the mistakes.

#1. \_The lesson is in the afternoon. ---

#2. \_They are going to start reading about the #20\$th century. ---

#3. \_Harry hates history. ---

#4. \_They are going to see a  
film about \_Robin \_Hood. ---

#5. \_Shadowslicer is \_Harry's  
best friend. ---

#6. \_Shadowslicer lives in the  
forest and sometimes fights  
battles. ---

#7. \_Harry won a sword for him  
yesterday. ---

#8. \_The \_Middle \_Ages weren't  
very dangerous. ---

b) \_Work in pairs and dramatize  
the dialogue. \_Record and listen  
to it.



## #2. \_Computer words

\_Match up #1--#14 with a--n.

\_Use a dictionary. \_Number #1 is already done.

#1. användarnamn -- f

#2. bildskärm

#3. dator

#4. hårddisk

#5. högtalare

#6. logga in

#7. logga ut

#8. lösenord

#9. mus

#10. styrplatta

#11. tangentbord

#12. \_\_\_USB-MINNE

#13. webbkamera

#14. surfplatta

a) webcam

b) log off

c) mouse

d) keyboard

e) log in

f) user name

g) \_\_\_USB flash drive

h) trackpad

i) tablet

j) speakers

k) hard disk

l) screen

m) password

n) computer

::: #73 ::::::::::::::::::::::::::::::

\_Now test each other. \_Ask and  
answer like this. (\_Score #1  
point for every correct answer.)

\_What's (keyboard) in \_Swedish?

\_It's (tangentbord).

\_What's (mus) in \_English? \_It's  
(mouse).

b) \_Discuss: \_Who is your  
favourite film character? \_Why?

#73

#263

#3. (hör) \_Which film character  
is it?

a) \_You are going to hear five  
clues about four famous film  
characters. \_Which ones are  
they? \_Choose the film titles or  
characters and mark them #1--#4.

\_Frozen ---

\_Superman ---

\_Harry \_Potter ---

\_Darth \_Vader ---

\_Pippi \_Longstocking ---

\_Batman --- \_James \_Bond ---

\_Toy \_Story ---

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

#4. (g) \_Do you remember these  
verbs?

\_Translate the missing verbs.

\_The first letter is given.

\_Then say the chant out loud.

\_We w---(#1) for the bus.

(väntade)

\_It w---(#2) so very late. (var)

\_It s---(#3) outside the school,

(stannade)

right by the big, green gate.

\_At home \_I a---(#4) my father  
(frågade)

if he w---(#5) tea. (ville ha)

'\_A biscuit too!' he a---(#6).  
(svarade)

\_Come on! \_Let's watch \_\_TV!'

\_My \_Dad, t---(#7) the telly.  
(slog på, satte på)

\_He l---(#8) to watch \_Big  
\_Brother. (älskade)

\_He also l---(#9) the many  
soaps. (tyckte om)

'\_It's starting! \_Tell your  
\_Mother!'

\_We w---(#10) for hours, till  
nearly ten. (tittade)

\_Then \_I s---(#11) yawning.  
(började)

'\_Goodnight!' \_I s---(#12).

'\_It's time for bed. (ropade,  
skrek)

\_See you in the morning!'

#5. (hör) \_Can you follow  
instructions?

\_You did a writing exercise on  
following instructions in

\_Chapter #19. \_Now you're going  
to have a similar listening  
exercise. \_Your teacher will  
give you more information.

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

#6. \_Favourite things

a) \_Complete the following  
sentences.

\_Write your answers at the first  
---. \_Nr #1 and nr #2 are for



the next task, b).

My favourite ...

#1. \_\_\_TV program is ---

#1: ---

#2: ---

#2. colour is ---

#1: ---

#2: ---

#3. food is ---

#1: ---

#2: ---

#4. sport to watch is ---

#1: ---

#2: ---

#5. place in \_Sweden is ---

#1: ---

#2: ---

#6. pop band/singer is ---

#1: ---

#2: ---

#7. computer game is ---

#1: ---

#2: ---

#8. animal is ---

#1: ---

#2: ---

#9. country to visit is ---

#1: ---

#2: ---

#10. lesson in school is ---

#1: ---

#2: ---

#11. girl's name is ---

#1: ---

#2: ---

#12. series ---

#1: ---

#2: ---

b) \_Now talk to two other people in the class. \_Take it in turns to find out about their favourite things and to write down their answers in #1 and #2 above.

\_Ask: \_What's your favourite (animal)?

\_Answer: \_My favourite (animal) is (a cat).

\_Were any answers the same?

\_Utvärdering

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

#21 \_Robin \_Hood

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

#1. \_How much do you remember?

\_Choose the correct answer

(a, b or c).

#1. \_Robin \_Hood robbed

a) old

b) rich

c) poor

people.

#2. \_Robin \_Hood was half-  
\_Saxon and half-

- a) \_Norman
- b) \_Norwegian
- c) \_Scottish.

#3. \_Sir \_George \_Gamwell was  
\_Robin \_Hood's

- a) father
- b) uncle
- c) grandfather.

#4. \_Joanna was

- a) \_Robin \_Hood's sister
- b) \_Sir \_George's daughter
- c) \_Sir \_George's wife.

#5. \_William \_Fitzooth

a) was a \_Saxon

b) was poor

c) wanted to marry \_Joanna.

#6. \_Sir \_George

a) liked

b) didn't like

c) killed

\_William \_Fitzooth.

#7. \_William

a) leaves

b) fights

c) marries

\_Joanna.

#8. \_When \_Sir \_George wakes in  
the morning, \_Joanna is  
a) having breakfast  
b) not in the house  
c) very angry.

#2. (g) \_In the morning, at night  
a) \_Write the correct words in  
the list #1--#5.

\_Words: at the weekend, in the  
evening, at night, in the  
afternoon, in the morning



#1. #06.30 ---

#2. \_Saturday ---

#3. #16.00 ---

#4. #02.00 ---

#5. #20.00 ---

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

b) \_Now complete the sentences  
with a phrase from \_A.

#1. \_Children don't usually go  
to school ---.

#2. \_The first thing we do ---  
is to have breakfast.

#3. \_It starts getting dark in  
winter ---.

#77

#277

#4. \_People normally sleep ---.

#5. \_My \_Mum usually watches  
\_\_TV ---.

#3. (g) \_On \_Friday, in \_January,  
at \_Easter

\_Magic \_Maggie säger:

| \_\_ON

| on \_Monday\_. på måndag

| on \_Tuesday morning\_.

| på tisdag morgon

| on \_Christmas \_Day\_.

| på juldagen

| on \_New \_Year's \_Eve\_.

| på nyårsafton

| \_\_AT

| at #7.30\_. klockan #7.30

| at night\_. på kvällen,

| på natten

| at the weekend\_. på helgen

| at \_Christmas\_. till jul

| at \_Easter\_. till påsk

| \_\_IN

| in the morning\_. på morgonen

| in the evening\_. på kvällen

| in \_January, etc.\_.

| i januari, osv

\_Write three sentences. \_Use on,

at and in. ---

#77

#279

#4. \_Can you cross the river?

\_Cross the river in #10 moves.

\_Ask your teacher for the game.

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

#5. (hör) \_Doing good

\_Clara and her father are at a  
supermarket shopping for  
groceries. \_Diego, \_Clara's  
older brother, is at home.

\_Listen and fill in the missing  
information or choose the  
correct answer (a, b or c).

\_Before you start, read through  
the sentences and check the

words in the wordlist.

\_Wordlist

groceries\_. matvaror

salmon\_. lax

liver\_. lever (maträtten)

be hooked on\_. vara slav under

be out of one's mind\_. vara

tokig

dash\_. rusa

charity\_. välgörande ändamål

\_Doctors \_Without \_Borders\_.

\_Läkare \_Utan \_Gränser

wellingtons\_. gummistövlar

mittens\_. vantar

sneakers\_. gympaskor

sports gear\_. sportutrustning

come in handy\_. komma till

användning

#1. \_What day is it?

a) \_Friday

b) \_Saturday

c) \_Sunday

#2. \_Dad thinks they need milk,  
eggs, toast, juice, cereal,  
salmon and ---.

#3. \_What is \_Clara doing when  
her father talks to her?

a) buying new shoes

b) checking her phone

c) talking to \_Diego

#4. \_They rush home because  
\_Diego seems to be selling his  
new winter ---.

#5. \_Diego tells his father  
that he wants to be like --- and  
give money to the poor.

#6. \_What does his father  
suggest?

a) \_That he takes his clothes  
back to the shop.

b) \_That he wears an old winter  
jacket.

c) \_That he sells his old  
clothes instead.



#7. \_His father says he can  
give the money he gets to ---  
\_Without \_Borders.

#8. \_Clara and her father go  
back to the supermarket to get  
some \_Cheez doodles and

a) liver

b) mushrooms

c) bacon

and chocolate sauce for dinner.

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

\_Magic! #5

\_Workbook

\_Överförd från upplaga #2:#7,  
utgiven av \_Studentlitteratur

\_\_AB, #2017, med

\_\_ISBN #978-#91-#44-#11855-#0

\_Specialpedagogiska

skolmyndigheten #2022

\_Volym nio av tio

\_Till punktskriftsläsaren  
::

\_Ordlistor ligger i anslutning  
till de avsnitt de tillhör.

\_Rubriken \_Wordlist ligger med \_W  
i position #0 i marginalen så du  
kan hitta dem.

\_Hänvisning till sida i  
\_Textbook står efter avsnittens  
rubriker.

\_Grammatikövningarna är  
uppmärkta med (g) efter  
uppgiftsnumret.

\_Listening-övningar skrivs

"(hör)" efter de uppgiftsnummer  
som hör till hörövningar.

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



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

#22 \_Robin \_Hood -- \_Listening

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

#1. \_Before you listen

a) \_Look at the pictures on page

#50 in \_Textbook. \_What do you

think will happen?

b) \_Match up #1--#10 with a--j.

\_Use a dictionary.

#1. sent

#2. followed

#3. spring sunshine

#4. saw

#5. grandson

#6. possible

#7. the past

#8. to find his way

#9. catch

#10. make a fire

a) sonson; dotterson

b) att hitta rätt

c) skickade

d) göra upp eld

e) vårsolen

f) fånga

g) möjlig

h) följde med

i) det förflutna

j) såg

c) \_Fill in the missing words.

\_Choose from #1--#10 above.

#1. \_This is my ---, \_Paul.

\_He's my daughter \_Catherine's  
son.

#2. \_We --- a very good film  
last night.

#3. \_Joanna wants to teach  
\_Robin how --- through the  
forest in the day and at night.

#4. \_She also wanted to teach  
him to --- forest animals.

#5. \_I want to cook some food  
in the forest. \_Can you ---?



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

#2. (hör) \_Listen and match up  
\_Choose the correct ending  
(a--j) for each opening  
(#1--#10) .

#1. \_A man came to the house

#2. \_Sir \_George's daughter

#3. \_Sir \_George goes to

#4. \_Joanna had a baby boy

#5. \_The boy's name

#6. \_Sir \_George was happy with

#7. \_Sir \_George wants \_Joanna

#8. \_Robin will learn how to

make

#9. \_He will also learn to  
catch

#10. \_The forest will be his

a) in her arms.

b) arrows for his bow.

c) second home.

d) in \_April.

e) to live near him.

f) wants to see him.

g) forest animals.

h) his grandson in his arms.

i) \_Sherwood \_Forest.

j) is \_Robin.

#3. \_Retell the story

a) \_Use the pictures on page #50 in \_Textbook and retell the story.

b) \_Write #5--#7 sentences about the story.

c) \_Ask a friend to read what you have written.

#4. (hör) \_The interviews

\_Henry \_Adams is a teacher in

\_Perth, \_Australia. \_He is

talking to his class about the

things that young people feel

they have to have nowadays.

\_Your teacher will give you more

information.

\_Want some more? \_At a \_Summer

\_Camp

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

#23 \_A \_Magic \_Trip

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

#1. \_Kate or \_Harry?

a) \_Mark with a "k" for \_Kate or  
"h" for \_Harry.

#1. --- is going to \_New \_York  
by car.

#2. --- is going to fly to \_New  
\_York.

#3. --- is going to \_New \_York  
for a week.

#4. --- suggests going to \_New  
\_York by helicopter.

#5. ---'s mother is going to  
\_New \_York for a holiday.

#6. --- is going to \_London by  
train.

#7. --- has always wanted to go  
to \_New \_York.

#8. ---'s mother is going to  
\_New \_York on a business trip.

#9. --- suggests going to \_New  
\_York by magic carpet.

b) \_Work in pairs and act out  
the dialogue. \_Record it.

#2. (g) \_Talking about a holiday

\_Wordlist

postcard\_. vykort

\_A: \_I'm planning to go to

\_ \_New \_York; in the summer.

\_B: \_That's nice. \_How long for?

\_A: \_For \_-a week;.

\_B: \_What are you planning to do  
there?

\_A: \_I want to \_-go sightseeing;  
and also \_-see the \_Statue of  
\_Liberty;.

\_B: \_Have a nice time. \_Remember  
to send me a postcard!

#81

#295

\_Work in pairs. \_Read the  
dialogue but talk about another  
holiday place. \_Use the words  
on p. #82.

::: #82 ::::::::::::::::::::::::::::

\_I'm planning

\_To go to: \_London

\_For: just a week

\_I plan to: see \_Big \_Ben/visit

\_Buckingham \_Palace

\_To go to: \_Toronto

\_For: a month

\_I plan to: go sightseeing/see  
an ice-hockey match



\_To go to: \_India

\_For: #6 weeks

\_I plan to: ride an elephant/see  
the \_Taj \_Mahal

\_To go to: \_South \_Africa

\_For: #10 days

\_I plan to: see lions and  
zebras/visit \_Cape \_Town

\_To go to: \_Sydney

\_For: #3 weeks

\_I plan to: visit the \_Opera  
\_House/see kangaroos

#3. \_Transport words

a) \_Write the correct words in the list #1--#12.

\_Words: bike/bicycle car lorry

sports car boat coach

motorbike taxi bus helicopter

plane train

#1. \_Motorcykel ---

#2. \_Tåg ---

#3. \_Lokalbuss ---

#4. \_Bil ---

#5. \_Sportbil ---

#6. \_Helikopter ---

#7. \_Lastbil ---

#8. \_Cykel ---

#9. \_Taxi ---

#10. \_Långfärdsbuss ---

#11. \_Båt ---

#12. \_Flygplan ---

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

b) \_Read the following and write five sentences. \_Number #1 is already done.

\_Peter + \_Paris + flygplan

\_Helen + \_Gotland + båt

\_Mark + the cinema + bil

\_James + school + cykel

\_Susan + work + motorcykel

#1. \_Peter is going to \_Paris  
by plane.

#2. \_Helen ---.

#3. \_Mark ---.

#4. \_James ---.

#5. \_Susan ---.

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

#4. (hör) \_A \_Magic \_Trip

a) \_Listen first to \_Gopal and  
\_Kylie talking to their  
fathers. \_Fill in the missing  
information or choose the  
correct answer.

#1. \_Gopal's father has been invited to a conference in ---.

#2. \_He

a) wants

b) doesn't want

\_Gopal to come with him.

#3. \_Rada, \_Arjun and \_Lalita have all been abroad.

a) \_True

b) \_False

#4. \_Kylie's dad wants to take her with him on a trip.

a) \_True

b) \_False

#5. \_He is going to

a) \_Paris

b) \_London

c) \_New \_York.

b) \_Now listen first to \_Kate

and \_Gopal skyping, then to

\_Harry and \_Kylie skyping and

mark the sentences true (t) or

false (f).

#1. \_Kate suggests they meet at

\_Grand \_Central \_Station. ---

#2. \_They agree to meet by the

small clock there. ---

#3. \_Kate and \_Gopal are going  
to meet at #6.30. ---

#4. \_Harry says life can be  
more exciting than computer  
games. ---

#5. \_They agree to meet at  
\_Grand \_Central \_Station on  
\_Saturday. ---

#6. \_Harry will have a big sign  
with his name on it. ---

#1. \_Project: \_Discuss and

present

a) \_Where would you like to  
travel? \_Why? \_Write down some  
key words.

---

b) \_Write about that place and  
find pictures. \_Use the  
\_Internet to find some facts.  
\_Present it to a small group.



:::: #85 ::::::::::::::::::::::::::::::

#24 \_Sightseeing in \_New \_York

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

#1. \_How much do you remember?

a) \_Before you read. \_Look at  
the pictures on page #55 in  
\_Textbook. \_What do you  
recognize?

b) \_Choose the correct answer  
(a, b or c).

#1. \_Harry and his mother are going sightseeing in

a) \_Chinatown

b) \_Manhattan

c) \_Brooklyn.

#2. \_They are going to travel by

a) bus

b) boat

c) taxi.

#3. \_The \_Twin \_Towers were  
destroyed on

a) \_July #7\$th

b) \_November #5\$th

c) \_September #11\$th.

#4. \_The

a) \_Brooklyn \_Bridge

b) \_Manhattan \_Bride

connects \_Manhattan to \_Brooklyn  
and was opened in #1883.

#5. \_The \_Empire \_State

\_Building is the third

a) longest

b) oldest

c) tallest

building in \_New \_York \_City.

#6. \_The \_United \_Nations

\_Building is where people from

more than #190

a) languages

b) countries

c) teams

meet.

c) \_Now read the text again and check your answers.

## #2. \_Word check

(\_I parentesen i början av uppgifterna får du först antal bokstäver som det engelska ordet ska ha. \_Den andra siffran anger på vilken plats i det engelska ordet den bokstav har som du ska använda till att läsa det dolda ordet. \_Det är de bokstäverna som i korsordet bildar "the hidden word".)

\_Translate the words to find the

hidden word. \_It is something to  
do with \_New \_York.

#1. stad (#4, #1)

#2. rundtur (#11, #4)

#3. ganska (#5, #3)

#4. förena (c...) (#7, #4)

#5. trafikstockning (#2 ord)

(#7 + #3, #3)

#6. smutsig (#5, #4)

#7. äldsta (#6, #1)

#8. byggdes (#2 ord)

(#3 + #5, #1)

#9. byggnad (#8, #7)

\_The hidden word is: ---

#86

#310

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

#3. \_Buildings, etc.

a) \_Write the correct \_English word next to the \_Swedish word #1--#20. \_Use a dictionary.

\_Words: bank bridge church  
cinema hospital library  
market museum park  
police station post office  
restaurant railway station  
river road/street school  
shopping mall skyscraper  
square supermarket

- #1. bibliotek ---
- #2. flod ---
- #3. postkontor ---
- #4. torg ---
- #5. bro ---
- #6. museum ---
- #7. köpcentrum ---
- #8. restaurang ---
- #9. sjukhus ---
- #10. gata ---
- #11. kyrka ---
- #12. park ---
- #13. skola ---
- #14. snabbköp ---



#15. skyskrapa ---

#16. järnvägsstation ---

#17. marknad ---

#18. bank ---

#19. polisstation ---

#20. biograf ---

b) \_Which building is it? \_Use  
the words from \_A.

#1. \_This is usually over a  
river. ---

#2. \_Perhaps you can take your  
dog here for a walk. ---

#3. \_You can borrow a book or  
magazine here. ---

#4. \_You can go here to eat a  
meal. ---

#5. \_The \_Empire \_State  
\_Building is this. ---

#6. \_If you are ill, you might  
go here. ---

#7. \_You can go here to post a  
letter. ---

#8. \_You can go here if you  
want to see a film. ---

\_Strategy working with new words:

\_Textbook \_Magic \_Pages page #63.

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

#4. (g) \_The oldest, the most  
beautiful

\_Magic \_Maggie säger: \_När du  
ska tala om att något är till  
exempel "längst" eller  
"vackrast" då lägger du till  
-est till de korta adjektiven  
och använder the most för de  
långa adjektiven.

\_Look at these sentences.

\_The \_Brooklyn \_Bridge is one of  
the oldest suspension bridges in  
the \_United \_States.

\_Brooklyn \_Bridge är en av de  
äldsta hängbroarna i \_\_USA.

\_A \_Rolls \_Royce is one of the  
most expensive cars you can buy.

\_En \_Rolls \_Royce är en av de  
dyraste bilarna man kan köpa.

\_One \_World \_Trade \_Center is  
the tallest building in \_New  
\_York \_City.

\_One \_World \_Trade \_Center är  
den högsta byggnaden i \_New  
\_York \_City.

\_Paris is the most beautiful  
city in the world.

\_Paris är den vackraste staden i  
världen.

a) \_Complete the sentences using  
the adjectives in brackets  
(parentes) .

## \_Wordlist

cheetah\_ . gepard

#1. \_Mount \_Everest is the ---  
mountain in the world. (high)

#2. \_Russia is the --- country  
in the world. (big)

#3. \_Football is the --- sport  
in the world. (popular)

#4. \_Beyoncé is one of the ---  
pop stars in the world. (famous)

#5. \_Oxford is one of the ---  
universities in the world. (old)

#6. \_Superman is one of the ---  
people in the world. (strong)

#87

#318

#7. \_Japan is one of the ---  
countries in the world to live  
in. (expensive)

#8. \_Mr \_Bean is one of the ---  
people in the world. (funny)

#9. \_The \_Amazon is one of the  
--- rivers in the world. (long)

#10. \_The cheetah is the ---  
animal in the world. (fast)

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

b) \_Work in pairs -- \_A and \_B.

\_Ask your partner these questions and write down his/her answers. \_A starts.

\_Student \_A

\_Ask: \_What's the nicest country in the world?

\_Answer: ---

\_Ask: \_What's the most famous building in \_Sweden?

\_Answer: ---



\_Ask: \_Who's the most  
interesting person you know?

\_Answer: ---

\_Ask: \_What's the funniest film  
you have seen?

\_Answer: ---

\_Ask: \_Who's the oldest person  
in your family?

\_Answer: ---

\_Student \_B

\_Ask: \_What's the most beautiful  
city in the world?

\_Answer: ---

\_Ask: \_Who's the tallest person  
in your family?

\_Answer: ---

\_Ask: \_Where's the nicest place  
to live in \_Sweden?

\_Answer: ---

\_Ask: \_What's the most popular  
pop group in \_Sweden?

\_Answer: ---

\_Ask: \_Who's the youngest person  
in your family?

\_Answer: ---

#5. (hör) \_New \_York \_Downtown

\_Tour

\_Listen to the guide talking  
about lots of different places  
in \_New \_York \_City.

\_As you listen, mark next to any  
of the places that she talks  
about.

\_Broadway ---

\_Brooklyn \_Bridge ---

\_Central \_Park ---

\_Chinatown ---

\_Empire \_State \_Building ---

\_Grand \_Central \_Terminal ---

\_Madison \_Square \_Garden ---

\_Rockefeller \_Center ---

\_Statue of \_Liberty ---

\_Times square ---

\_United \_Nations ---

\_Wall \_Street ---

#6. \_What's wrong?

\_The verbs are in the wrong places. \_Write the correct verb for each sentence. \_Number #1 is done.

#1. \_She's (sitting) her boyfriend. kissing

#2. \_They're (painting) football. ---

#3. \_She's (climbing) a bike. ---

#4. \_He's (driving) on a chair. ---

#5. \_He's (walking) a picture.

---

#6. \_He's (riding) spaghetti.

---

#7. \_They're (opening) in the  
sea. ---

#8. \_She's (eating) a window.

---

#9. \_He's (playing) a letter.

---

#10. \_He's (kissing) a  
mountain. ---

#11. \_She's (writing) a car.

---

#12. \_She's (swimming) down the  
stairs. ---

\_Give directions

\_How do you get from your house  
to your school? \_Write  
directions.

\_Want some more? \_Places in \_New  
\_York \_City

\_Eva \_Hedencrona

\_Karin \_Smed-\_Gerdin

\_Peter \_Watcyn-\_Jones

\_Magic! #5

\_Workbook

\_Överförd från upplaga #2:#7,  
utgiven av \_Studentlitteratur

\_\_AB, #2017, med

\_\_ISBN #978-#91-#44-#11855-#0

\_Specialpedagogiska

skolmyndigheten #2022

\_Volym tio av tio



`_Till punktskriftsläsaren`  
`:::`

`_Ordlistor` ligger i anslutning till de avsnitt de tillhör.

`_Rubriken` `_Wordlist` ligger med `_W` i position #0 i marginalen så du kan hitta dem.

`_Hänvisning` till sida i `_Textbook` står efter avsnittens rubriker.

`_Grammatikövningarna` är uppmärkta med (g) efter uppgiftsnumret.

\_Listening-övningar skrivs  
"(hör)" efter de uppgiftsnummer  
som hör till hörövningar.

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



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

#25 \_Magic \_Meetings

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

#1. \_Before you read

\_Look at the picture on pages

#56--#57 in \_Textbook. \_What can

you see there? \_Make a list and

compare with a friend.

#2. \_Answer the questions

a) \_Answer the questions.

\_Choose from the box.

\_Words in box:

\_Gopal.

\_Ice-cream.

\_Over a year.

\_On a bench.

\_Kylie's \_Dad.

\_It's a train station in \_New  
\_York.

\_Yes, but only on his computer  
screen.

\_Harry.

\_Her mother.

\_Six hundred and sixty.

#1. \_What is \_Grand \_Central  
\_Station? ---

#2. \_How many trains does the  
\_New \_York subway system have?  
---

#3. \_Who walks up to \_Kylie?  
---

#4. \_Has \_Gopal ever seen  
\_Kate's face? ---

#5. \_How long have \_Kylie and  
\_Harry been chatting and skyping  
each other? ---

#6. \_Who is with \_Kate? ---

#7. \_Who is \_Eric? ---

#8. \_What do they have to eat?

---

#9. \_Where is the book that

\_Kate sees? ---

#10. \_Who says '\_But it is us!

\_Look! '? ---

b) \_Now take turns to ask and  
answer the questions.

#3. \_Act it out

\_Work in groups of #6. \_Decide

who will be: \_Kate, \_Kylie,

\_Liza, \_Gopal, \_Harry and \_Eric.

\_Practise the dialogue, then act  
it out in front of the class.

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

#4. \_Jobs

a) \_Match up the correct  
\_English word. \_Use a  
dictionary.

\_Words: an actor, a dentist,  
a designer, a doctor, a farmer,  
a firefighter, a hairdresser,  
a journalist, a lawyer, a lorry  
driver, a nurse, a pilot,  
a police officer, a postman,  
a secretary, a shop assistant,  
a teacher, a taxi driver, a vet,  
a waitress



\_Swedish

\_English

#1. advokat

---

#2. bonde

---

#3. brandman

---

#4. brevbärare

---

#5. designer

---

#6. expedit

---

#91

#333

#7. hårfrisörska

---

#8. journalist

---

#9. lastbilschaufför

---

#10. polis

---

#11. läkare

---

#12. lärare

---

#13. pilot

---

#14. sekreterare

---

#15. servitris

---

#16. sjuksköterska

---

#17. skådespelare

---

#18. tandläkare

---

#19. taxichaufför

---

#20. veterinär

---

\_Strategy working with new words:

\_Textbook \_Magic \_Pages page #63.

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

b) \_Which person from \_A

#1. works in a hospital? ---

#2. works in a restaurant? ---

#3. flies an aeroplane? ---

#4. can you take your dog or  
cat to? ---

#5. brings you letters? ---

#6. works in a theatre or on  
\_\_TV or in films? ---

#7. works for a newspaper? ---

#8. can you call if your house  
is on fire? ---

c) \_Discuss: \_What kind of job  
would you like to have? \_Why?

#5. \_What's my job?

\_Play the game '\_What's my job'.

\_Ask your teacher for more  
information.

#6. (g) \_Did you ...?

\_Magic \_Maggie säger: \_När du  
ska ställa en fråga om något som  
hände igår eller för en liten  
stund sedan ska du använda did  
istället för do. \_Titta på

mönstret. \_Efter did måste du  
använda första formen av verbet!

\_I watched \_\_TV last night.

\_Jag tittade på \_\_TV igår kväll.

\_I cycled to school yesterday.

\_Jag cyklade till skolan igår.

\_I woke up at #7.30 this  
morning.

\_Jag vaknade #7.30 imorse.

\_I went to \_Spain last summer.

\_Jag åkte till \_Spanien förra  
sommaren.

\_Question

\_Answer with \_Yes or \_No. \_Yes,  
\_I did. / \_No, \_I didn't.

\_Did you watch \_\_TV last night?

\_Tittade du på \_\_TV igår kväll?

\_Did you cycle to school  
yesterday?

\_Cyklade du till skolan igår?

\_Did you wake up at #7.30 this  
morning?

\_Vaknade du #7.30 imorse?

#92

#339

\_Did you go to \_Spain last  
summer?

\_Åkte du till \_Spanien förra  
sommaren?

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

a) \_Look at the answers and fill  
in the missing words in the  
questions.

#1. \_A: --- you --- to the  
radio last night?

\_B: \_Yes, \_I listened to the  
radio last night.



#2. \_A: --- you --- football on  
\_Saturday?

\_B: \_Yes, \_I played football on  
\_Saturday.

#3. \_A: --- you --- \_Paul  
yesterday?

\_B: \_Yes, \_I phoned \_Paul  
yesterday.

#4. \_A: --- you --- to post the  
letter?

\_B: \_Yes, \_I remembered to post  
the letter.

#5. \_A: --- it --- last weekend?

\_B: \_Yes, it rained last weekend.

#6. \_A: --- you --- your grandparents last \_Sunday?

\_B: \_Yes, \_I visited my grandparents last \_Sunday.

b) \_Work in pairs. \_Ask and answer the questions. \_Write down your partner's answers (\_Yes \_I did/\_No, \_I didn't).

#1. \_Did you walk to school yesterday? ---

#2. \_Did you play a computer game last night? ---

#3. \_Did you wake up before #7.30 this morning? ---

#4. \_Did you phone anybody last night? ---

#5. \_Did you watch \_\_TV last \_Saturday? ---

#6. \_Did you buy any clothes  
this week? ---

#7. \_Did you download any music  
this week? ---

#8. \_Did you do your homework  
last night? ---

#9. \_Did you go to bed late  
last night? ---

#10. \_Did you have porridge for  
breakfast today? ---

#1 \_Useful phrases

a) \_Here are some more useful phrases in \_English. \_Match them up, then try and learn them.

#1. \_I'm sorry \_I'm late.

#2. \_Oh, bad luck!

#3. \_I'm full up!

#4. \_Have a nice time!

#5. \_Goodnight. \_Sleep well.

#6. \_Happy \_Birthday!

- a) \_Det var otur!
- b) \_Godnatt. \_Sov gott!
- c) \_Ursäkta jag är sen.
- d) \_Ha den äran på födelsedagen!
- e) \_Ha det så trevligt!
- f) \_Jag är så mätt.

b) \_Which phrase can you use?

\_Choose from a).

#1. \_You are in bed at night.

\_Your father opens the door.

\_He says: ---

#2. \_You arrive at school at

#9.30. \_The first lesson is at

#9.15.

\_You say: ---

#3. \_You are having lunch with  
your grandparents. \_Your  
grandmother says:

'\_Have some more potatoes.'

\_You can't eat any more.

\_You say: ---

#4. \_You are playing tennis  
with a friend. \_He/she hits the  
ball into the net.

\_You say: ---

#5. \_Your sister is #11 years  
old today.

\_You say: ---



#6. \_Your best friend tells you  
he/she is going to \_London at  
the weekend.

\_You say: ---

c) \_En löpare håller i en fackla  
när han springer uppför en  
trappa. \_Han svettas ymnigt om  
pannan. \_Till vänster syns en  
publik och på ena sidan av  
trappan står några personer.

\_Vid löparen finns en tom  
pratbubbla.

\_Which phrase fits into this  
drawing? ---