

A Special Talent and Other Stories

A guided English reader for young learners

Worksheets

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Mit diesen Arbeitsblättern haben die Lehrpersonen die Möglichkeit, die fünf Geschichten auf unterhaltsame Art zu bearbeiten. Die Aufgaben gehen über das reine Textverständnis, das mit den Fragen im Leseheft erarbeitet werden kann, hinaus. Die Schülerinnen und Schüler beschäftigen sich in Einzel-, Paar- oder Gruppenarbeit mit dem Vokabular, können ihrer Kreativität freien Lauf lassen und werden zum Sprechen und korrekten Aussprechen des Englischen aufgefordert.

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1 A Special Talent

1 Word quiz

a These are words from the story but the letters are jumbled up.
Can you put the letters in the right order to make the words?

1. sinfsf _____

2. stol _____

3. tarnpotim _____

4. olleyn _____

5. rfoset _____

b Look at the story again and number the words in the order
you find them in the story.

sniffs

lonely

lost

important

forest

c Use each word in a sentence of your own about the story.

d Read your sentences to your partner.

e Choose your favourite part of the story. Mime it to your partner.
Can your partner guess what your favourite part is?

2 Talking to animals

- a What animal would you like to talk to? _____
- b What is its special talent? _____
- c Draw the animal and its special talent.

d Write the English words for your animal and its talent on your picture.

e Show your picture to the other students and talk about your animal.

3 How about you?

Do you have a special talent or do you know someone who has a special talent?

2 The Workers

1 Jobs

- a Can you find the job words in this gobbledygook sentence?
Put a box round each word and then write them down.

Playingfootballlookatalltheshopassistantbankerboyscometeacher
teacakemanagerhelponpolicemanwalkaskwaitressstudentswork

_____	_____
_____	_____
_____	_____
_____	_____

- b Write down the correct job word in the gap to complete these sentences.

A _____ serves the customers tea and cakes.

A _____ looks after people's money.

When you buy something you give your money to a _____.

When you are at school you have to listen to the _____ carefully.

When you are in a new town and you don't know the way, you can ask a
_____ how to get to the shops.

2 The fair

What would the people in your class like to do at the fair?

3 Find the dialogue

A dialogue from the story has got mixed up with some other sentences from the story. Can you find the dialogue in the restaurant with the restaurant manager and Perry? Underline the sentences from the dialogue in red. Write out the dialogue and finish it in your own words. Learn it by heart. Then act it out for another pair.

- «Mmmmmmm. Mmmmmmm. Well, I need help. We've got a lot of customers.»

- "This year we can't have a class outing, we haven't got enough money."

- "Come in. Yes? What do you two boys want?"

- "She isn't nice."

- "Please, Madam, we want a job. We can work hard. We can serve cream cakes and tea.

We are careful. I think we can help you and we need some money for our school outing because our class hasn't got any money."

- "Thank you, well done. Good bye!»

- «Stop, stop. Now start again.»

3 Can You See What I See?

1 Find the missing word

What's the word? Find the word from the story for the definition.

- a This is the place where they sell bread.
It's a _____.
- b This what an artist does with a brush. He/she _____.
- c This is what a butchers sells. He/she sells _____.
- d This is the word that starts an English letter: _____ Kimberley
- e This is the word that describes Kimberley's feeling when
she goes to see the paintings. Kimberley is _____.
- f This is the word that means something is not nice: it's _____.

2 Complete the sentence

Who does what? Complete the sentences about these people.

See if you can remember. If you can't remember you can find the answers in the story.

- a Kimberley's mother _____ bread to lots of _____.
- b Kimberley _____ painting.
- c Kimberley _____ the artist every day.
- d An artist _____ things very carefully.
- e The postman _____ Kimberley a _____.
- f Everybody _____ the paintings again.

3 Face shapes

Kimberley's mother's face has got a heart shape.

People have different shaped faces.

They can have a heart shaped face, a round face, or a square face or an oval face.

a Please draw the following people.

A woman with a heart shaped face,
light brown hair and blue eyes.

A boy with a round face, dark brown hair
and brown eyes.

A man with a square face, black hair
and grey eyes.

A girl with an oval face, red hair
and green eyes.

b Look carefully at your face in a mirror. Now finish this sentence.

I think I've got a _____ face and I've got _____ eyes.

4 Colours in the classroom

Work with a partner.

Take out a piece of paper and a pencil.

Look carefully at your classroom for a minute.

How many colours can you see?

Now look at your paper but don't look at the classroom anymore.

With your partner write a list of all the colours you and your partner remember.

Find out which pair has seen most colours.

The pair with the most correct colours is the winner.

4 *A Sort of Magic*

1 **Right or wrong?**

- a** These are sentences about the story.
Five of the sentences are wrong.
Can you find the wrong sentences?
When you have found the wrong sentences,
write the sentences again so they are right.

1. Malcolm and Melanie are twins.

2. They live on a farm.

3. They see the little witch behind the tree.

4. The little witch pricks her finger on a hedgehog.

5. The little witch is a country witch.

6. The little witch has got purple hair.

7. Her name is Carmelia.

8. The little witch knows a lot about nature.

9. She has got to take a witch test about nature.

10. The twins help her learn about nature.

- b** Add a true sentence from the story to the sentences you have just written.
-

- c** Now read all the true eleven sentences about the story aloud to the class.

2 The magic wand

- a** Imagine you have a magic wand.
You can make two things from nature appear in your classroom.
What would you choose?

Go and stand in a place in the classroom .

Wave your wand and say this spell and put in the word you want:

" Abracadabra, appear now here!"

Now go to another place and say the spell again.

Watch the other children say their spells.

Can you tell each other all the things you have in the classroom and say where they are?

Now make everything disappear. Say your own spell.

- b** Imagine a witch came to the classroom and said:
"I am the Witch that hates the letters **a** and **o**.
I am going to make the letter **a** or **o** disappear in
the first ten lines of this story."

You have to choose which letter can disappear so your
friends can still understand the story.

Decide with your partner which letter you would choose.

5 A Good Idea

1 Numbers quiz

- a There are some written numbers in this story, e.g. one, three, eleven.
Find all the written numbers in the story and underline them («hundreds» doesn't count).

- b Count the numbers up. What number do you get? Can you write it?

- c How many people live with Julia in her family in Switzerland? _____

- d How many nouns for transport can you find on the first page of the story? _____
Write them in the space below.
Has your partner got the same nouns? Ask your partner to show you their nouns.

2 Homesick

- a Look at the story again and find out what Julia misses in Switzerland.

- b Find out what she wants to do in England.

- c Have you ever been homesick? What did you miss, when you were away?

3 My holiday travel wish

Write down the answers to the following questions. Then tell your partner.

a Who would you like to visit in your next school holidays?

b Do you have to travel far?

c How would you travel to get there?

4 What does Julia do in England?

What do you think Julia says to her grandmother and grandfather when she gets to London Airport?

What do you think they say to her?

Help your teacher write out the conversation on the blackboard.

Look at the blackboard and practise reading the conversation in groups and then in threes.

5 A postcard from Julia

Julia is having a lovely time with her grandparents and she wants to tell her parents about her stay in England.

You are Julia. Make a postcard and write to your parents.

You can use the example to help you.

<p>Dear Mummy and Daddy,</p> <p>I am having a lovely time. It is very _____</p> <p>here. The weather is _____.</p> <p>Every day I _____.</p> <p>Today we are going to _____.</p> <p>See you soon</p> <p>love</p> <p>Julia</p>	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/>
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Comments and Solutions

1 *A Special Talent*

1 Word quiz

1a	1. sniffs	1b	sniffs	5
	2. lost		lonely	2
	3. important		lost	4
	4. lonely		important	3
	5. forest		forest	1

2 Talking to animals

Teachers' Tips

You can read the questions with the students and then give them your example, i.e. write which animal you would like to talk to on the blackboard and talk about its special talent. Then tell the students they can now choose their animal. Tell them it doesn't matter if they don't know the vocabulary in English. If you have English/German dictionaries encourage the students to try and look the words up for themselves, otherwise give them the words they need.

2 *The Workers*

1 Jobs

1a

shop assistant
banker
teacher
manager
policeman
waitress
student (optional)

Teachers' Tips

You can do this to a time limit or see which student can find the words fastest.

1b

waitress
banker
shop assistant
teacher
policeman

Teachers' Tips

Another possibility for an activity following on from this is "What's my job?".

Students do a short mime from a job they know in English and German and the other students have to ask questions to find out what it is. You can write the first two of the following questions on the board for the students to use as examples and see if you can elicit some more of the questions. If you can't, write all or some of the following questions on the blackboard. It is a good idea to get the students to practise asking the questions chorally before they do the activity.

Do you work outside?
Do you work inside ?
Do you work in the country?
Do you work in the town?
Do you serve people?
Do you help people?

Do you work with other people?
Do you work alone?
Do you work with machines?
Do you work with computers?
Do you work with animals?
Do you wear special clothes?

2 The fair

Teachers' Tips

With your class you can make a class questionnaire to find out the class's favourite things at a fair. Then each student can interview as many people as possible in five minutes, making sure they tick the correct response a), b) or c) on the questionnaire. If you want they can tick boys answers with a blue pencil and girls answers with a pink pencil.

When the five minutes are over you can ask the students to go back to their places and count up the different answers. Write three possible answers and the numbers in the correct column on the board so everyone can see. Let the class tell you what the class like to do best at a fair.

Example questionnaire:

Going to the fair

Tick the answer.

Do you like going on the roller coaster?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

Do you like eating candy floss?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

Do you like going on the roundabout?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

Do you like eating toffee?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

Do you like going on the deathride?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

Do you like eating hot dogs?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

Do you like going a dodgem car?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

Do you like eating popcorn?

- a) Yes, very much.
- b) I quite like it.
- c) I don't like it.

3 Can You See What I See?

1 Find the missing word

- a bakery
- b paints
- c meat
- d Dear
- e excited
- f horrible

2 Complete the sentence

- a sells, people
- b likes
- c looks for
- d looks at
- e brings, letter
- f looks at

3 Face shapes

Teachers' Tips

You can ask your pupils to draw a portrait of each other and make sentences about their portraits like the sentences in activity 3b.

If you wish you can give them examples on the blackboard and provide extra vocabulary, for example: This is my portrait of (child's name). She/He is a girl/boy with _____ and _____.

4 *A Sort of Magic*

1 Right or wrong?

- 1a**
- | | |
|--|--|
| 1. yes | 6. No. The little witch has red hair. |
| 2. yes | 7. No. Her name is Carmine. |
| 3. yes | 8. No. The little witch knows a lot about towns. |
| 4. No. The little witch pricks her finger on a cactus. | 9. yes |
| 5. No. The little witch is a town witch. | 10. yes |

1c Teachers' Tips

When the students read their sentences aloud write down all the different sentences the students added. Ask the students which sentences they thought were best and why. Then you can ask the students if they can think the story ended well and, if they were the author of the story, if they could think of any other of any other possible endings.

2b Teachers' Tips

You can help the students do this activity by experimenting with the first words in the story including either or both of these vowels. Write each word on the blackboard, each word with either o or a missing and see which words the students find easier to understand.

As a follow up, the students could create their own special code language by writing messages or sentences with a special letter missing.

5 *A Good Idea*

1 Numbers quiz

- 1a** eleven, eleven, three, five, two
1b 33: thirty-three
1c 3
1d 5 (bus, plane, train, plane, plane)

4 What does Julia do in England?

Teachers' Tips

Once you and the class have constructed the conversation on the blackboard you can get the pupils to copy it into an exercise book.

Now, after the students have done the reading practice in groups, tell the students that you are going to make the text disappear on the blackboard, but that they have to keep the conversation going by reading the words as if they were still there. Let the class watch while you rub out two to four words and then ask the students to read the conversation again as a whole class or in groups, whichever you think is better. Repeat the process until the whole text has disappeared from the black board.

If you have a very good class you can try and reconstruct the text again onto the blackboard in the following lesson and then the class can check in their exercise books to see how well they have managed to make the text reappear.

2 Homesick

Teachers' Tips

Write the things the students find on the black board.

This written record of words can be usefully exploited for the exercise

No. 4.