

# Uppgifter B

## Textpaket

### Litteracitet

1

Steg 2

3

## Elever som läser och skriver





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## Inledning

Detta häfte innehåller underlag för *Uppgifter B – Textpaket*. Uppgifterna använder du tillsammans med *Samtals- och dokumentationsunderlag B* och *Bedömningsunderlag för Uppgifter B*.

Instruktionerna för hur du genomför uppgifterna finns i *Samtals- och dokumentationsunderlag B*.

Dokumentera elevens svar på uppgifterna i bedömningsunderlagen. Var uppmärksam på att svarsrutorna för ”Ja” och ”Nej” kommer i en annan ordning på elevens svarsblad när språket har läsriktningen höger–vänster.

Varje uppgift består av två blad – en text och elevens svarsblad med läsförståelsefrågor. Information om hur du väljer uppgifter till eleven finns i lärarhandledningen (se s. 6–7). Skriv ut uppgifterna i färg och enkelsidigt så att eleven kan se texten och frågorna samtidigt.

Ge gärna tolken kopior av uppgifterna du har valt, både på svenska och på elevens språk.

### Om översättningen

Översättningen använder ett neutralt standardspråk som inte är bundet till en specifik nationell varietet (t.ex. Storbritannien eller USA). Språket är anpassat till att fungera med bruket av engelska som officiellt språk eller skolspråk i stora delar av Afrika.

### Anpassning av uppgifter för elever med funktionsnedsättning

Om du läser upp eller spelar in uppgifter för elever med svår synnedsättning behöver du anpassa uppgifter som innehåller bilder eller figurer. Kontakta en speciallärare eller specialpedagog om det behövs.

#### Textpaket 1

- Text 1. Lejonet och räven. Beskriv innehållet i bilden.
- Text 2. En karta över en ö. Uppgiften stryks.
- Text 3. Skorpionen. Beskriv skorpionen i bilden. (Ingår även i textpaket 2 och 3)

#### Textpaket 2

- Text 3. Potatischips. Använd riktiga potatischips. (Ingår även i textpaket 3)

#### Textpaket 3

- Text 3. Sömn. Figuren kan strykas. Frågorna 3 och 4 som bygger på information i figuren stryks.
- Text 5. Världens städer. Diagrammet kan strykas. Frågorna 2 och 4 som bygger på information i diagrammet stryks.

Läs mer i *Anpassning för elever med funktionsnedsättning*.

# Textpaket 1



## The Lion and the Fox

The lion lay in his den.  
He lay there both night and day.  
The only thing you could hear from him were his tiny tired roars.  
"He's sick," the animals said and felt sorry for him.  
They started going into the lion's den bearing small gifts.

But the fox did not go in.  
The lion asked the fox with a soft voice,  
"Why won't you come in, my friend? All the others have been here."  
"I was going to", said the fox, "but I saw the tracks and became frightened. All the tracks go into your den but none come out. That's why I think I'll stay out here."



## Questions for "The Lion and the Fox"

Answer Yes or No to the following questions about the text.

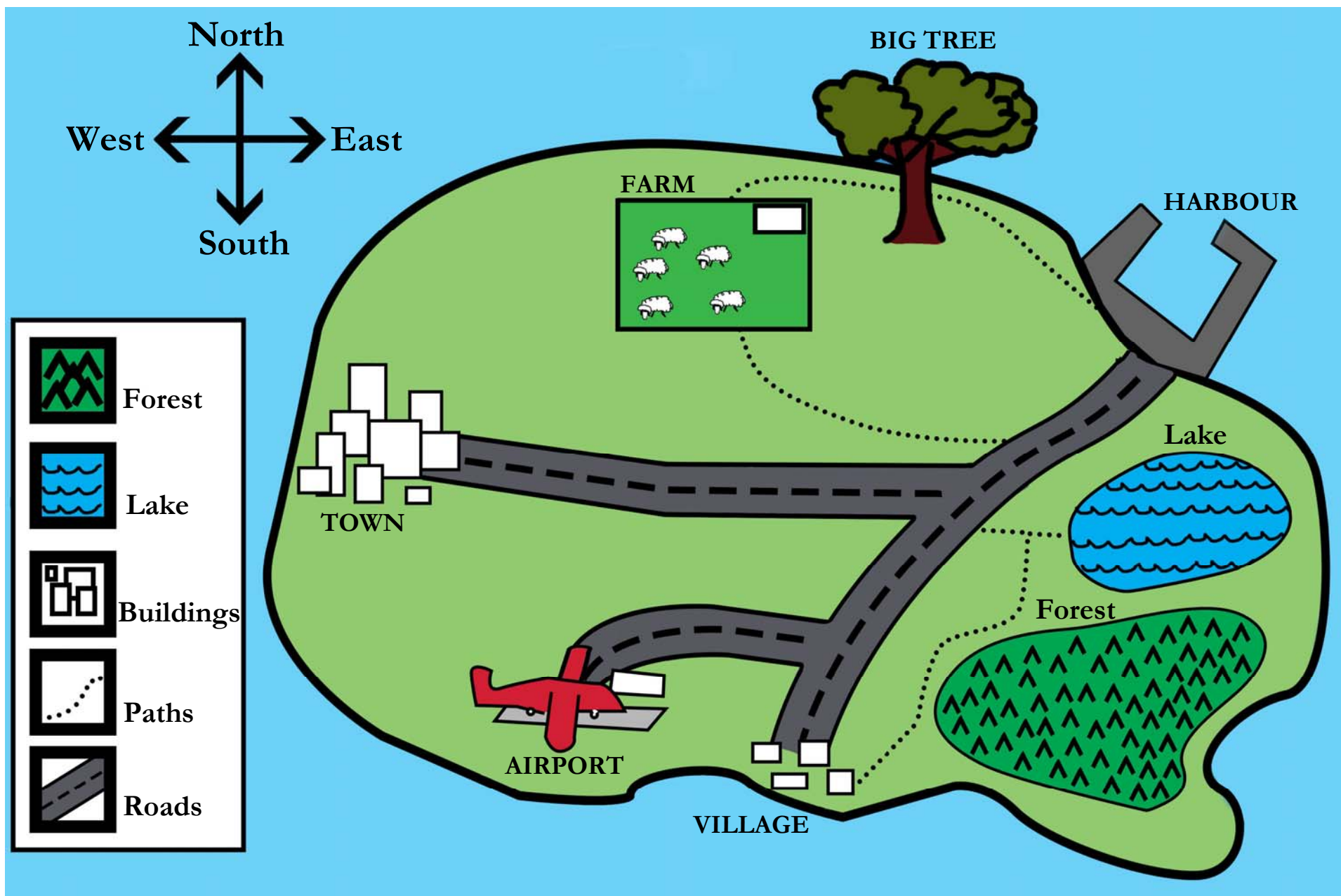
	Yes	No
1. Was the lion in its den the whole time?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the fox go into the lion's den?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the fox give the lion gifts?	<input type="checkbox"/>	<input type="checkbox"/>
4. Had the lion eaten up the other animals?	<input type="checkbox"/>	<input type="checkbox"/>

Please give an oral answer to the following questions.

5. Can you tell me briefly in your own words what the text is about?
6. Do you think the lion was sick? Can you explain why you think so?
7. Was the fox wiser than the other animals? Can you explain why you think so?
8. Do you think you can learn anything from this story Can you explain why you think so?



## A map of an island



## Questions for "The Map"

Tick what you think is the correct box. You may only tick one box for each question.

1. Which of these places is closest to the harbour?

- A ☐ The town  
B ☐ The lake  
C ☐ The farm

2. Which of these places is north of the town?

- A ☐ The airport  
B ☐ The forest  
C ☐ The farm

3. If you walk from the town towards the lake, which direction are you heading in?

- A ☐ North  
B ☐ West  
C ☐ East

4. Imagine that you are going for a walk on the island. Follow these instructions.

1. Start off in the village.
2. Take the road towards the harbour.
3. Turn left at the second junction.
4. Continue to the end of the road.
5. Where are you now?

- A ☐ At the farm  
B ☐ In the town  
C ☐ At the harbour



## The scorpion – a member of the spider family

It is not a good idea to go poking your fingers into small holes in walls or among stones in warm countries. You should also shake your shoes out if they have been empty for a while as they may not be empty anymore. Scorpions do not like the light; instead they hide in holes and other dark places during the day.

Scorpions live in warm countries all over the world, but you rarely see them.

### They sting their prey to death

Scorpions can be really poisonous even if most species are not deadly to humans. They are between one and twenty centimetres long depending on the species, but they all have a poisonous stinger at the end of their tail. When a scorpion is going to kill its prey, it arches its tail over its back and stings the prey while holding it in its claws. A frightened scorpion spins round quickly to keep its stinger pointing at the enemy.

Scorpions hunt big spiders and other bugs at night. They feel their way using their claws, grab hold of their prey and kill it with their poisonous stinger.



*Scorpion*

## Questions for "The Scorpion"

Answer Yes or No to the following questions about the text.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. Do scorpions like the dark?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Can <i>all</i> scorpions kill humans?           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are all species of scorpions the same size?     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do scorpions catch their prey with their claws? | <input type="checkbox"/> | <input type="checkbox"/> |

Give an oral answer to the following questions.

5. Can you tell me briefly in your own words what this text is about?
6. In the text about the scorpion it says that you should shake out your shoes. Why is that, do you think? Can you explain why you think so?

# Textpaket 2



## The scorpion – a member of the spider family

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## The Miser

A miser sold everything he owned and melted the gold coins into a large lump of gold. He then buried it in his garden at the foot of a tree. He visited the tree every day. One day one of his neighbours saw him and immediately understood what he was up to. When the miser had left, the neighbour dug up the lump of gold and took it home with him.

The following day when the miser went to visit his treasure, all he found was a big hole. He started crying and tearing out his hair in despair. A friend who happened to be passing by wondered what was up and the miser told her what had happened.

"Oh, is that all!" said the friend, "Then you haven't got anything to be upset about, because the gold was actually never really quite yours. Take a stone instead and put it in the hole and imagine that it's your lump of gold. It will give you just as much pleasure and it will be of just as much use to you as the lump of gold."

## Questions for "The Miser"

Tick the box next to the answer that you think is correct. You may only tick one box.

**1. How did the miser get hold of the lump of gold?**

- A ☐ He bought it from his neighbour.  
B ☐ He made it out of money.  
C ☐ He found it in his garden.

**2. Why did the miser go to the tree everyday?**

- A ☐ To bury more gold.  
B ☐ To dig up his gold.  
C ☐ To watch over his gold.

**3. What is the moral of this story?**

- A ☐ That you should share your riches.  
B ☐ That you can only take pleasure in wealth that is put to use.  
C ☐ That you should always listen to your neighbours and friends.

**Please give an oral answer to the following questions.**

4. Can you tell me briefly in your own words what the text is about?
5. Why do you think the miser sold everything he owned? Can you explain why you think so?
6. Why did his friend think he might just as well bury a stone in the hole? Can you explain why you think so?



## Potato Chips

Potato chips are thin deep-fried slices of potato and they are one of the most debated inventions of the 19<sup>th</sup> century. There are many stories about who invented and started selling them. It is actually almost impossible to determine whether there is any truth in any of these stories or not.



*Potato chips*

The most widespread one is about George Crum, a cook. On the 24<sup>th</sup> of August 1853, in an effort to please a dissatisfied customer, he cut potatoes into thin slices, fried them and then added salt to them. –The result: a dissatisfied customer became a very satisfied one. This story may well be true, although we know that other cooks came up with similar ideas during the same century. In the USA alone, corresponding products are mentioned in several cookbooks, and other variations were developed in Great Britain.

It was not until the 1890s that chips were sold in grocery stores, although the real increase in the production and sale of chips came towards the end of the 1920s with the invention of the deep fat fryer, which facilitated production. In addition, the packets were changed during the following decade so that the chips could be distributed across vast distances in the USA. In Europe, it was not until the 1950s that the sale of chips really took off in grocery stores.

## Questions for "Potato Chips"

Tick the box with the answer that you think is correct. You may only tick one box for each question.

**1. Why did the author write this text?**

- A ☐ To inform the reader about the history of potato chips.  
B ☐ To entertain the reader with an amusing story.  
C ☐ To show the reader how to make chips.

**2. Do we know who invented potato chips?**

- A ☐ Yes, it was George Crum.  
B ☐ No, there are several conceivable people.  
C ☐ No, but we know *where* they were invented.

Which statements are in line with what is written about chips in the text? Tick Yes or No after each statement.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| 3. We know roughly how long people have been eating potato chips.                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Europe was the first continent to sell chips.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. There were several reasons why people started eating more chips in the 20 <sup>th</sup> century. | <input type="checkbox"/> | <input type="checkbox"/> |

Please give an oral answer to the following question.

6. Can you tell me briefly in your own words what this text is about?

# Textpaket 3



## The scorpion – a member of the spider family

It is not a good idea to go poking your fingers into small holes in walls or among stones in warm countries. You should also shake your shoes out if they have been empty for a while as they may not be empty anymore. Scorpions do not like the light; instead they hide in holes and other dark places during the day.

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# Sleep

Everyone needs their sleep, humans as well as animals. But why is that? Not even researchers know the answer to that question. Or what happens when we sleep. We need our sleep – there is no doubt about it. Without it we would die.

Sleep is a kind of rest, although you do not notice what goes on around you. In a way you could say that you are unconscious while you are asleep. However, not so deeply unconscious that you cannot be woken up.

## The sleep cycle

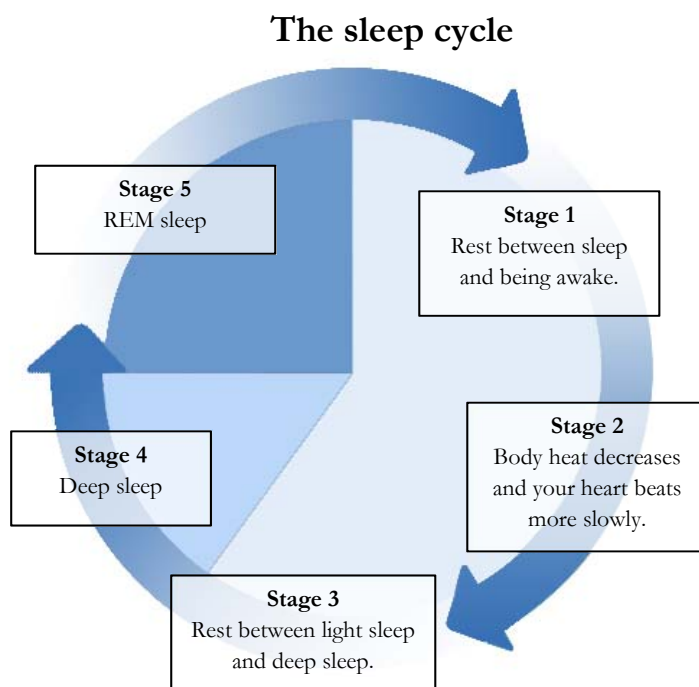
Sleep consists of recurring cycles, which are about 90 minutes long. Each sleep cycle consists of five stages, see the diagram on the sleep cycle.

### REM sleep and deep sleep

The fifth stage is called REM (Rapid Eye Movement) sleep. Our eyes move rapidly and this is when we dream. During REM sleep we sleep lightly, since it is not deep sleep. REM sleep recurs every 90 minutes and lasts for about a fourth of our total sleeping time. Another stage is deep sleep. This is when our bodies recuperate and we become better at learning new things. During deep sleep, knowledge is cemented in our memories.

### Catching up on sleep

If you stay up very late, it is easy to presume that you need to sleep twice as long the following night. However, this is not the case. Our bodies are quite good at replacing lost sleep. When you have had too little sleep, you catch up by sleeping more deeply.



## Questions for "Sleep"

Which statements are in line with what is written about sleep in the text? Tick Yes or No after each statement.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| 1. Researchers know why people need their sleep.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. We sleep lightly during REM sleep.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We dream for most of the night.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It is easier to be woken up before REM sleep than after REM sleep. | <input type="checkbox"/> | <input type="checkbox"/> |

Finish the sentence by ticking the box next to the answer you think is correct. You may only tick one box.

5. If you have had too little sleep for one or two nights...

- A ☐ you need to sleep twice as long the following night to catch up on your sleep.
- B ☐ our bodies are able to compensate by sleeping more deeply the following night.
- C ☐ you have to go to bed extra early the following night in order to catch up on lost sleep.

Give an oral answer to the following question.

6. Can you tell me briefly in your own words what the text is about?

# Milk

## Letters to the editor of a newspaper

School lunches are provided to all pupils in Sweden and milk is often served with the meals. Recently, there has been a debate on whether drinking so much milk really is good for you. Below you can read the views of two different people concerning milk being served with school meals.

1.

### Give pupils water instead of milk

**Cow's milk in schools is not natural. Humans are the only species on earth that drink the milk of another species.**

An extensive study conducted by Uppsala University, which we could read about in the newspaper on Wednesday, turns our outdated uncritical view of cow's milk on its head. Researchers have found that a high consumption of milk is linked to a shorter life span and more bone fractures.

**Cow's milk** is neither natural nor good for public health or the environment. That is why it is high time we got rid of cow's milk in schools and instead taught our children new habits which are better for the environment: let them drink water to quench their thirst.

**Anders Svensson**

Representative from the association Eat Vegetarian.

2.

### Milk must be served with meals in schools

Reply to Anders Svensson

**Anders Svensson does not want children to drink milk at school. My organisation and the UN hold the opposite view – all children deserve to get free milk at school.**

**Milk** contains 18 of the 22 nutrients that we need every day and it ensures that we are able to provide pupils with nutritious meals during their school day. In countries where there is a shortage of food, school milk can be a vital source of nutrients for many children. Also, new studies show that school lunches do not contain sufficient nutrients unless the children drink milk with their meals.

**Nutritional scientist** Ulla Rosander at Kristianstad University has analysed the nutritional content of the school meals served to 10-year-old children in three different schools in a town in Sweden over a period of one week. The schools had identical school menus. The results showed that it was important for the children to drink milk with their meals, especially for those children who ate small portions or who did not have time to eat enough food during the lunch break. Milk was necessary to provide the children with enough calcium, vitamin B12 and magnesium. This is why milk has an obvious place in schools.

**Petra Strandberg**

Representative for dairy farmers in Sweden

## Questions for "Letters to the editor about milk"

Tick the box next to the answer you think is correct. You may only tick one box for each question.

1. Why does Ms. Strandberg think that milk is important for school children?

- A ☐ Milk makes children eat more at school.  
B ☐ Milk makes you live longer.  
C ☐ Milk contains many nutrients.

2. Why does Mr. Svensson believe that school children should drink water instead of milk?

- A ☐ Water is cheaper than milk.  
B ☐ Water is better for the environment.  
C ☐ Water quenches your thirst better.

3. What does research show according to the texts?

- A ☐ That there are both positive and negative effects from drinking milk.  
B ☐ That school meals have sufficient nutrients without milk.  
C ☐ That a high consumption of milk gives stronger bones.

4. Why does Ms. Strandberg write to the newspaper?

- A ☐ She wants to explain why she thinks Mr. Svensson is wrong.  
B ☐ She wants to explain why water is good for the environment.  
C ☐ She does not want children to eat too little at school.

Which statements are in line with what is written about milk in the texts? Tick Yes or No after each statement.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| 5. Mr. Svensson claims that we live shorter lives if we drink too much milk.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Mr. Svensson and Ms. Strandberg refer to the same researcher in their letters to the editor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Researchers seem to agree on the effects of milk.  | <input type="checkbox"/> | <input type="checkbox"/> |

Give an oral answer to the following question.

8. Can you tell me briefly in your own words what this text about?  
9. Which of the letters did you find most convincing? Can you explain why you think so?

## The World's Cities are Growing Faster and Faster

Urbanisation in the world continues to increase at a rapid pace. According to a UN forecast, the urban population is expected to grow by in total 2.4 billion by the year 2050. In order to make room for all these people, cities may start spreading over a surface area as large as India.

The world urban population grew from 220 million to 2.8 billion during the 20<sup>th</sup> century. According to the UN, 2008 was the first year more people lived in cities and urban areas than in the countryside.

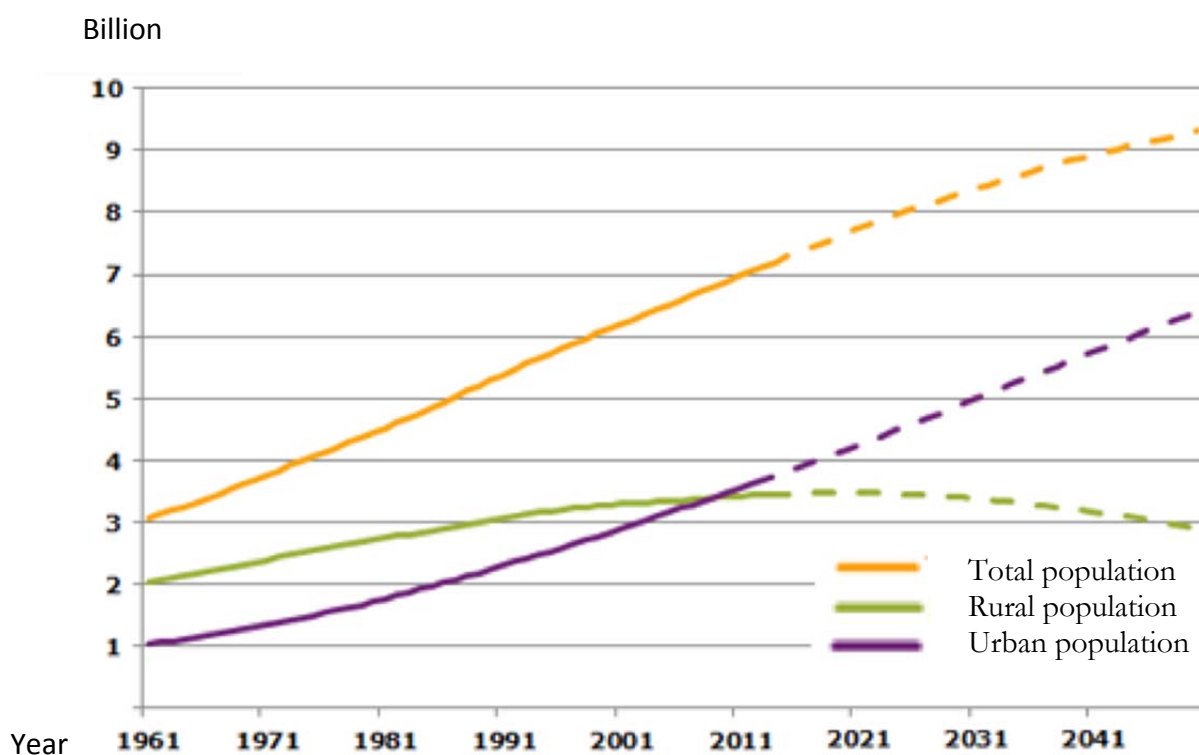
The global urban population was estimated at approximately 3.6 billion in 2013, but according to UN forecasts, it is expected to rise to approximately 5 billion by 2030 and will pass the 6 billion mark by 2050. In Europe, North and South America, a majority of the population already live in cities and urban areas, while Africa and Asia are facing dramatic urban growth.

### Growing cities entail both problems and opportunities

Growing cities are in many ways a huge challenge as rapid urbanisation leads to both health and environmental problems, including, for instance, air pollution and the lack of sanitation. At the same time, growing cities offer many people opportunities that are lacking in the countryside, for example, more job opportunities and better health and medical care, as well as greater access to education.

Also, a consequence of increasingly dense populations is a reduction in energy and transport needs, which may in turn alleviate the burden on the climate.

### Population trends in the world 1961-2012 and forecasts for 2013-2050



## Questions for "The Cities of the World are Growing Faster and Faster."

Tick the box next to the answer that you think is the correct one. You may only tick one box for each question.

1. Which is the most negative effect of people moving to cities according to the text?  
  
A ☐ The environment in cities deteriorates.  
B ☐ Cities spread out.  
C ☐ Transport needs increase.
  
2. Roughly how many people will be living in cities by 2040?  
  
A ☐ Approx. 6.4 billion  
B ☐ Approx. 3.6 billion  
C ☐ Approx. 5.7 billion
  
3. What is the main reason for population growth in cities according to the text?  
  
A ☐ Cities are more environmentally friendly to live in.  
B ☐ Living conditions are better in cities.  
C ☐ It is easier to get around cities.
  
4. What was the distribution of the world population between cities and rural areas in 1961?  
  
A ☐ About twice as many people lived in rural areas as in cities.  
B ☐ More people lived in cities than in rural areas.  
C ☐ Just as many people lived in cities as in rural areas.

Please give an oral answer to the following questions.

5. Can you tell me briefly in your own words what the text is about?
  
6. The text mentions that more and more people will be living in cities. In your view, what are the advantages of living in the countryside instead? Can you explain why you think so?

## Litteraturförteckning

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