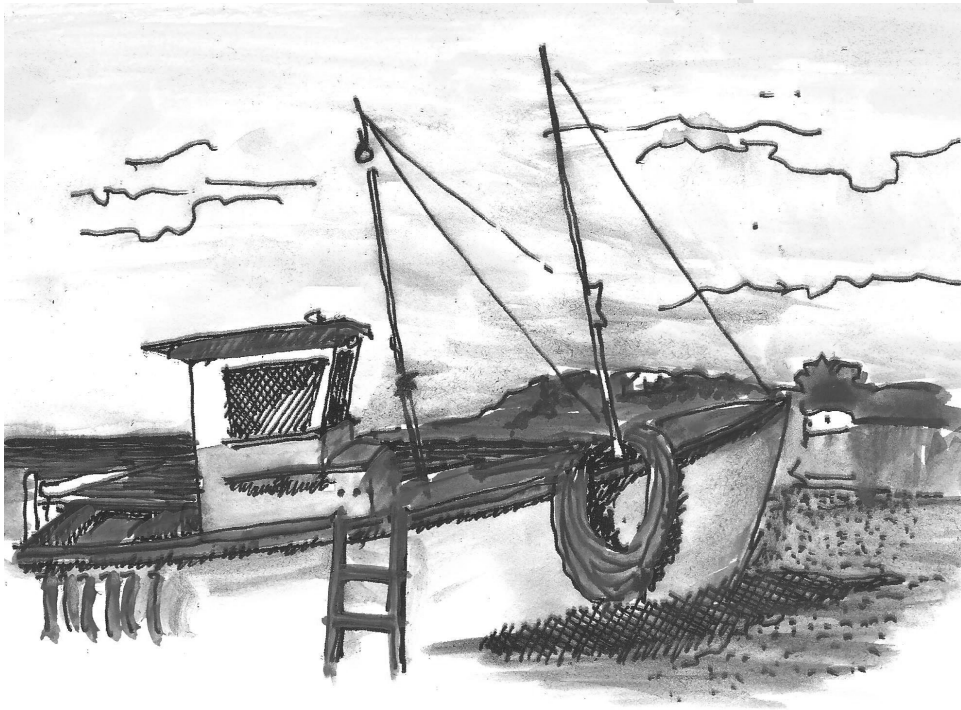


# Friendship by the sea

WORKBOOK



**Ulrike Sievers**

U. Sievers  
pädagogische Forschungsstelle

**Dear pupils,**

**Welcome to this workbook which was written just for you!**

On the following pages you will find many different tasks for each chapter of the reader *Friendship by the Sea*. These tasks will help you to understand the story a bit better and they will also show you ways of working with vocabulary so that after having read the book you will hopefully know more words than you know now.

You also find invitations to talk with your class-mates about various topics, because being able to communicate in English is one of the most important aims of language learning.

In the course of the book you will practice how to ask questions – not only about the things and people that are described in the reader, but also about other things you are interested in knowing. Questions help us to find out more about the world.

The workbook also suggests activities for classroom work, for example playing out a scene from the story. You can even make up scenes yourselves – add parts to the story – and present them to your class.

Even though talking is a very important activity, it is also good to learn how to write. Therefore you will find many ideas for creative writing activities in the book.

In every class there are pupils with very different language skills. Some feel already very comfortable with speaking, reading and writing in English, while others still feel uncomfortable in some ways. Therefore most of the tasks in this book can be worked with on different levels: when you are asked to write a letter, you could write three sentences or you can write a whole page. The important thing is, that everybody finds the courage to maybe start speaking just a few words, to try to write at least some sentences, and to do as well as you can.

So I hope that you will not only enjoy the story about Laura, David and the others, but that you will also find the courage and confidence to use the English language in working with these tasks. And if you feel like writing to me and telling me how you like the story, what you think about the tasks in this workbook, and whether you have the feeling that your English has improved, then I would be really happy. For doing so you can use the following email address: [friendshipbythesea@web.de](mailto:friendshipbythesea@web.de).

Have fun!

**Ulrike Sievers**

## CONTENTS

## Contents

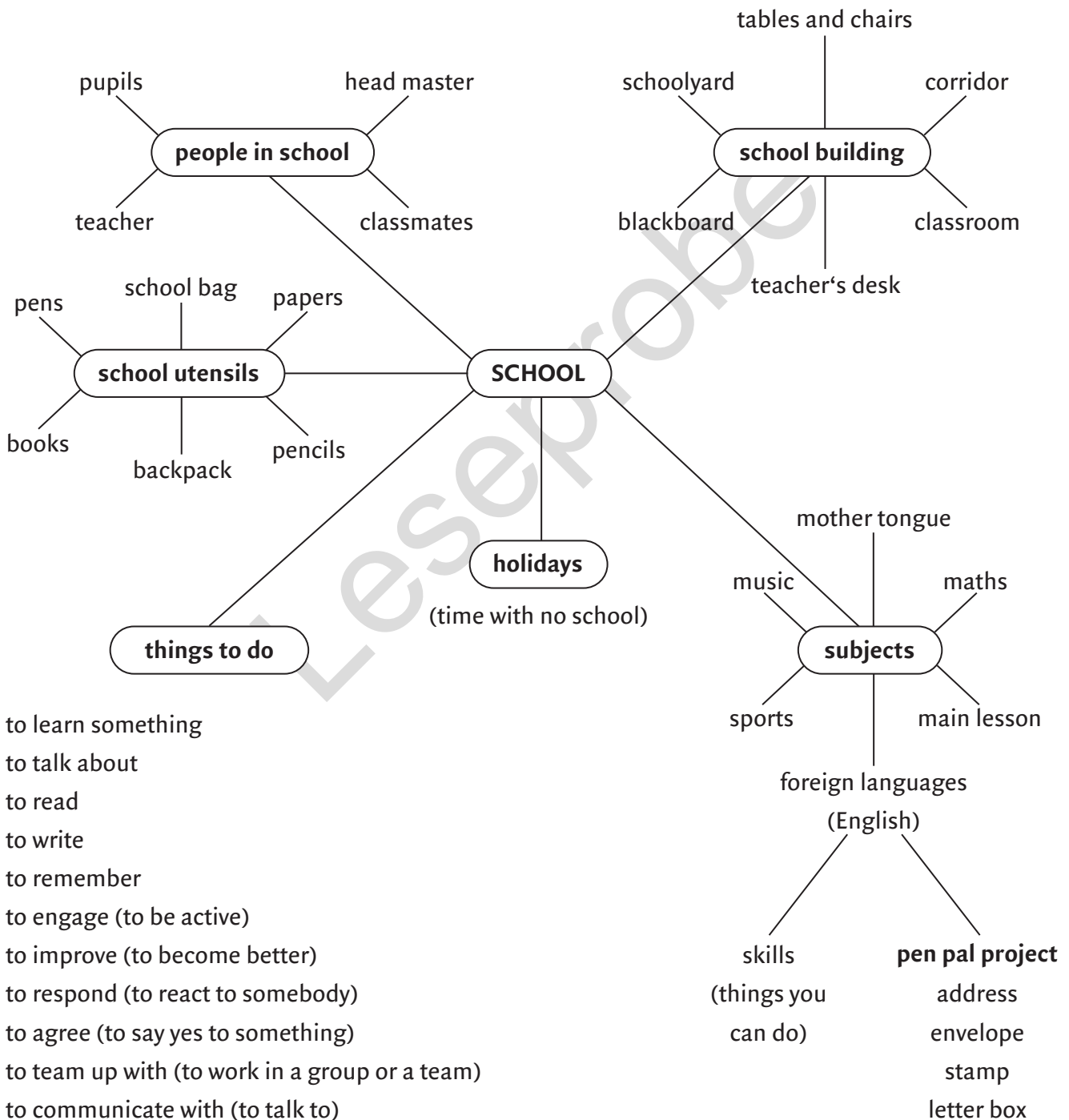
<b>Chapter 1 – Pen Pals</b> .....	5
<b>Chapter 2 – David</b> .....	7
<b>Chapter 3 – Sight Seeing</b> .....	11
<b>Chapter 4 – Camping on Iona</b> .....	16
<b>Chapter 5 – Tintagel</b> .....	18
<b>Chapter 6 – Holiday plans</b> .....	20
<b>Chapter 7 – Budleigh</b> .....	24
<b>Between Chapters</b> .....	26
<b>Chapter 8 – Food favourites</b> .....	31
<b>Chapter 9 – At the beach</b> .....	34
<b>Chapter 10 – Yara</b> .....	38
<b>Chapter 11 – Martha</b> .....	41
<b>Chapter 12 – First decisions</b> .....	45
<b>Chapter 13 – Becoming friends</b> .....	47
<b>Chapter 14 – More decisions</b> .....	51
<b>Chapter 15 – Refugee Support</b> .....	54
<b>Chapter 16 – Surprise</b> .....	56
<b>Finishing it all up</b> .....	59

## Chapter 1 – Pen pals

Let's start with some words!

### VOCABULARY AWARENESS

Here are some useful words for talking about Laura's school or school in general:  
You can add more words if you like.



- to learn something
- to talk about
- to read
- to write
- to remember
- to engage (to be active)
- to improve (to become better)
- to respond (to react to somebody)
- to agree (to say yes to something)
- to team up with (to work in a group or a team)
- to communicate with (to talk to)

## CHAPTER 1 – PEN PALS

Some of the words used in the text are a bit more complicated to explain:

When your mum asks you to do something **immediately**, she wants you to do it right now, not in an hour or tomorrow.

An **idea** is something that somebody thinks or a plan that somebody has. When two people have different ideas, they have to find ‘a way in the middle’, a **compromise**.

During school time, pupils learn a lot, they do many activities so they have many **experiences**. If something is very difficult, it can be a **challenge**. That means you need to have some courage to do it.

Something you cannot do or do not know yet, can be **exciting** (positive feeling) or **terrifying** (negative feeling).

Maybe you need to ask your teacher or look the words up in a dictionary. But maybe you also understand the text without understanding every single word.

**LET’S TALK**

Now you should try to use the new words when you talk with a partner.

**TASK 1.1** Talk with your neighbour about your school. Try to use as many of the words from the list above or from the mind map from chapter 1 as possible.

**TASK 1.2** Find a partner and introduce yourself – that means: tell him or her your name and age, talk about your family, describe what you do every day (your daily routines) and talk about your interests and hobbies.

**CREATIVE WRITING**

**TASK 1.3** Write the first letter that Laura might have written to David. Use as much of the information about Laura as you can find.

*Dear David,  
My name is Laura. I am 13 years old and ...*

## Chapter 2 – David

### VOCABULARY AWARENESS

Here are useful words for talking about families:

When a man and a woman have a child, they become parents, the woman becomes a mother, the man a father. The child can be female, a girl, and then she is their daughter. When the child is male, he is a boy and is called their son. When the couple has more children, the children have siblings, or in other words, sisters and brothers.

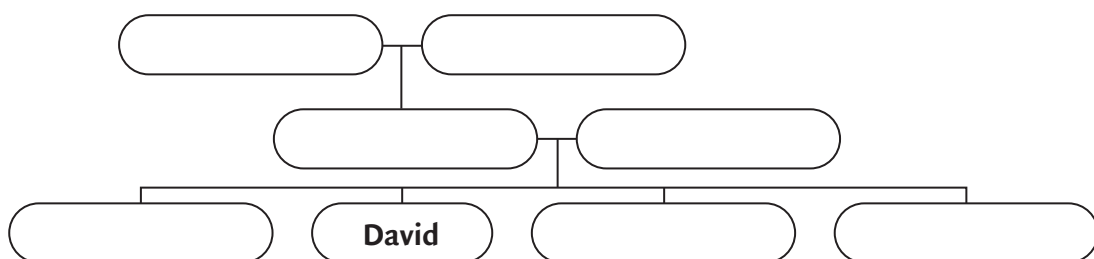
The parents of the parents are called grandparents, grandmother (grandma, granny, nanna...) and grandfather (grandpa, gramps, granddad...). Their children's children are their grandchildren, girls are granddaughters, boys are grandsons.

The sisters and brothers of a child's parents are called aunts and uncles, their children are cousins.

**TASK 2.1** Now write the underlined words from the text above into the slots below:

	female	male
grandparents	<i>grandmother</i>	
grandchildren		
parents		
children		
siblings		
siblings of parents		
children of siblings		

**TASK 2.2** Write the names of David's family members (the ones you know already) into the family tree below:



CHAPTER 2 – DAVID

These are some of the animals that people keep as pets (in alphabetical order):

canary

cat

cow

dog

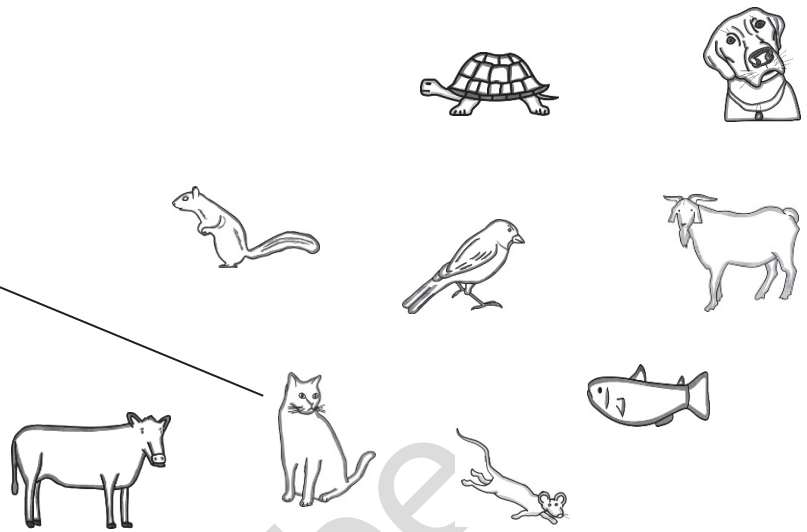
fish

goat

mouse

squirrel

turtle



**TASK 2.3** Draw a line between the words and the corresponding pictures (as shown in the example).

**LET'S TALK**

**TASK 2.4** Talk with a classmate about the list of pets. Discuss whether you think that all the animals mentioned are really suitable as pets.

**TASK 2.5** Make a list of David's pets. Then walk around in the class and ask your classmates which pets they have got. Back at your seat, add all the pets that you have heard about to the list.

David's and Laura's pets are: \_\_\_\_\_

I have the following pets: \_\_\_\_\_

These are pets that I heard about: \_\_\_\_\_

**TASK 2.6** Now sit together with a partner and make your own mind map together with your partner. First you have to decide how you are going to group the animals. You could, for example, sort the pets with respect to where they live in the house: animals in a cage / animals that are only kept in the house / animals in house and garden / 'outside only' animals. Or you group the animals according to their size, or according to how they move, or ....

Here is space for your mind map (you can add pictures if you like)

Leseprobe