FEELINGS INSIDE OUT

ČASOPISY PRO VÝUKU ANGLIČTINY



CENY PŘEDPLATNÉHO 2020/2021

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Učitelé, kteří objednají 11 a více kusů předplatného, získají ke každému vydání časopisu učitelskou sadu. Učitelská sada je neprodejná.



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Cím více kusů předplatného objednáte, tím více učitelských sad dostanete.

Počet kusů předplatného	Počet učitelských sad
11–20 ks	1 ks
21–60 ks	2 ks
61–90 ks	3 ks
91–120 ks	4 ks
121–150 ks	5 ks
151–180 ks	6 ks
181–200 ks	7 ks
201–260 ks	8 ks
261–300 ks	9 ks
301 ks a více	10 ks a více



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27 **SPEAKING**

Look and Talk

Dear Readers,

of course, a fun comic about our three animal friends. We also have some Cambridge YLE Starters practice for you to try and see how much English you already know.

Helena and the PLAY Editorial Team

Tips for Using the Magazine

Here are some fun extra things you can do with your Play magazine.

- rest of the magazine. How many times can you find the words?

- a picture of your snowman. Tell a friend look like?



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There is no CD published for the January-February issue of Play magazine. CD 2 will be published together with the March issue of the magazine.

It will contain CD tracks for the March, April and May-June issues.

LISTENING W

W Tracks A-K are available online only. All January-February listenings are freely available online.

IT'S WINTER - ARE YOU HAPPY?





Listen (Track A), point and repeat.







"Oh no! My snowman. I'm sad."





"I'm not good at skiing. I'm scared!"





Ouch, that hurts! I'm angry now!"







"I'm first! I'm so excited!"





"Is this for me? I'm surprised!"





"I don't like winter. I'm cold."



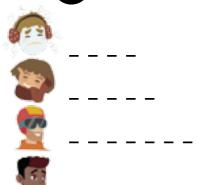


"This hat and jacket... I'm hot!"





Write the words from Task 1.

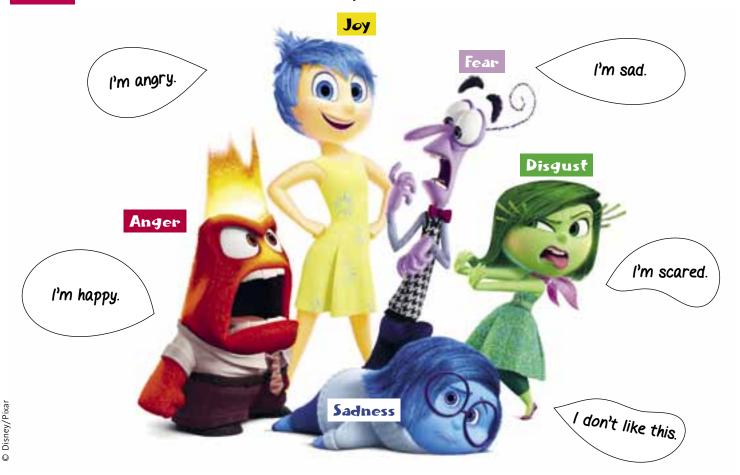






Inside Out (2015) is a movie about Riley. Riley moves to a new city with her family. Joy, Sadness, Anger, Fear and Disgust live in Riley's head. They help Riley. What do they say?

Task 3 Draw lines from the bubbles to the pictures.



Task 4 Draw the Joy, Sadness, Anger, Disgust and Fear that live in YOUR head. Who tells the others what to do?

music, sports, English,

drawing

watch snowflakes

A DAY IN THE LIFE OF A SNOWMAN

Task 2 Write the words from	nage 6 in the spaces. Then read the story				
Task 2 Write the words from page 6 in the spaces. Then read the story. Hi! I'm					
	and eat some[3]				
for breakfast. Then I go to work.					
I am a teacher at the school for snow children	en. Our school is in the				
	and other animals. They also learn about				
and the sun					
After work, I meet my friends. There's Joe. He	s a snow clown. His nose is an[7]				
	hat. There is also Crystal and				
Crystal is a[10]	andis a teacher, too.				
She teaches[11]					
We like toii					
In the evening I eat dinner and go to bed.					
Task 3 Draw the snowman from the story	. What is he doing?				
1 1 1					
1 1 1 1					





Listen to an example of the story (Track B).



RHYME TIME

Task 1





Read and listen to the chant (Track C).

In the morning, in the morning I am happy! I am happy!

In the evening, in the evening I am sad.

In the afternoon I am angry. I am angry.

And at night I'm really scared!

At six in the morning I'm excited! I'm excited!

At half past ten I am sad.

At seven in the evening I'm surprised! I'm surprised!

At eleven at night I'm scared.









Now you finish the chant. Write words on the lines. You can use the words in the box. Listen to the example (Track D).

Monday - Tuesday - Wednesday Thursday - Friday - Saturday - Sunday happy - sad - scared - angry - excited surprised - cold - hot

On, or	1	I am	. I am
On, or	າ	l am	
On, or	າ	l am	. I am
And on	_ I'm really	·	

Task 3



Now write a new chant and teach your friends. You can write any English words you know! Try using months, seasons and different feelings.

BE CAREFUL!

in (the morning / afternoon / evening) / at (night)

at (four o'clock / half past three / a quarter to nine)

on (Monday / Thursday / Saturday)

in (January / March / September)

in (spring / summer / autumn / winter)



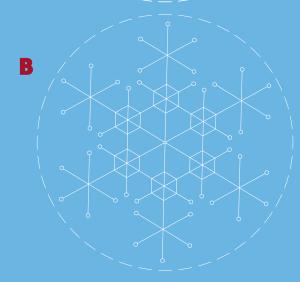
A SNOWFLAKE MANDALA

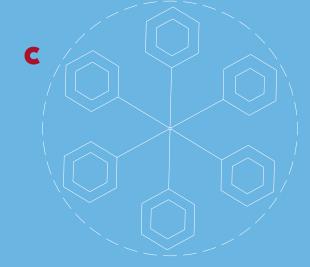
WHAT YOU NEED:

- a printer
- paper (3 x A4)
- tracing paper (= paper that you can see through, 3 x A4)
- coloured pens and pencils
- scissors
- a string to hang the mandala

INSTRUCTIONS:

- * Print out the pictures.* (Snowflakes A, B, C)
- * Put the tracing paper on top of the pictures and copy them onto the tracing paper.
- ***** Colour them.
- Cut out along the dashed lines: _____
- Make a <u>hole</u> in the middle of each circle.
- * Pass the pin through all the holes.
- * Turn the circles to make a beautiful snowflake.
- * Hang it in your window.
 Have fun!





LET'S COLOUR!





Read, find the words and colour. Are there words you don't know? Look in a dictionary.

BLACK:

- angry
- beautiful
- blue
- clean
- cloudy
- cold
- dirty
- excited
- funny
- happy
- sad
- small
- snowy
- tired
- ugly
- white

- BLUE:
- bag
- bus
- carrot
- chocolate
- clothes
- fish
- friend
- helicopter
- hockey
- horse
- house
- → jacket
- → lunch
- mountain
- music
- night
- picture
- plane

school

sea

shirt

shoe

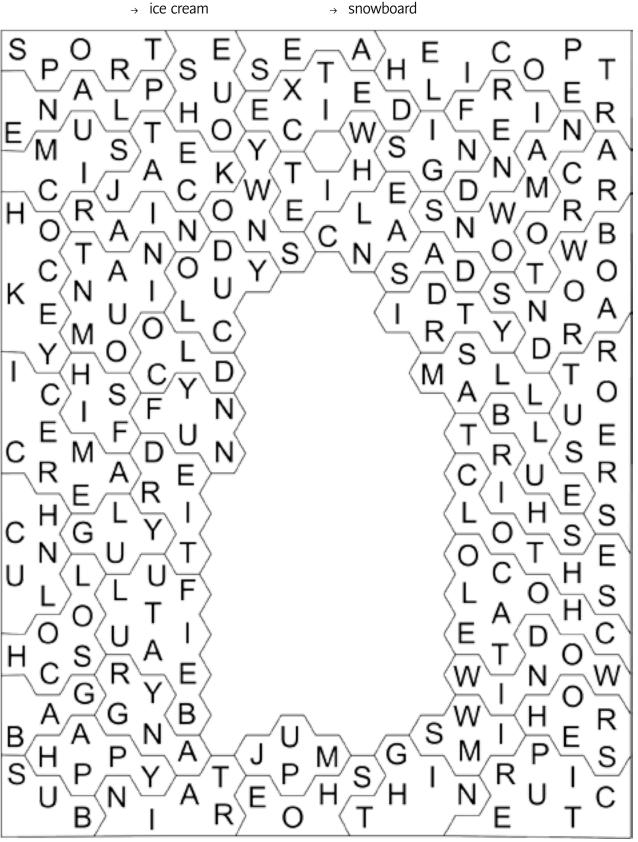
 \rightarrow rain

- snowman
 - sport \rightarrow
 - train trousers

 - window
- → jump sing

YELLOW:

swim



LET'S TALK! MY SNOWMAN FRIEND



You and Student B are building snowmen. What does your snowman look like?

Student A looks at page 11 and Student B at page 12.



MY SNOWMAN

What is it wearing? Choose some clothes for your snowman. Circle the clothes your snowman is wearing.

A BASEBALL CAP - BOOTS - A DRESS - GLASSES - A HAT A JACKET - JEANS - A SHIRT - SHOES - SHORTS - A SKIRT - SOCKS TROUSERS - A T-SHIRT



Look at the sentences and choose words for your snowman. Circle the words you choose.

My snowman is tall / short / big / small and old / young.

My snowman is *nice* / *angry* / *excited* / *happy* / *sad* / *cold* / *hot*.

My snowman likes reading / playing football / swimming / eating.









Task 2 Listen to the example conversation (Track E). Talk to Student B. Ask questions about their snowman. Answer their questions about your snowman.

THINGS YOU CAN SAY

Try to use these things in your conversation:

Is your snowman short / old / angry / sad?

What does your snowman look like?

Is your snowman wearing a dress / a jacket / trousers?

What is your snowman wearing?

What is your snowman like?

Does your snowman like skateboarding / running / drawing?

What does your snowman like doing?







Now you are your snowman and Student B is their snowman. You are going to the park today. What do you want to do there? What clothes do you wear?

LET'S TALK! MY SNOWMAN FRIEND



You and Student A are building snowmen. What does your snowman look like?

Student A looks at page 11 and Student B at page 12.

Task 1

MY SNOWMAN

What is it wearing? Choose some clothes for your snowman. Circle the clothes your snowman is wearing.

A BASEBALL CAP - BOOTS - A DRESS - GLASSES - A HAT A JACKET - JEANS - A SHIRT - SHOES - SHORTS - A SKIRT - SOCKS TROUSERS - A T-SHIRT



Look at the sentences and choose words for your snowman. Circle the words you choose.

My snowman is tall / short / big / small and old / young.

My snowman is nice / angry / excited / happy / sad / cold / hot.

My snowman likes jumping / playing basketball / painting / singing.







Listen to the example conversation (Track E). Talk to Student A. Ask questions about their snowman. Answer their questions about your snowman.

THINGS YOU CAN SAY

Try to use these things in your conversation:

Is your snowman short / old / angry / sad?

What does your snowman look like?

Is your snowman wearing a dress / a jacket / trousers?

What is your snowman wearing?

What is your snowman like?

Does your snowman like skateboarding / running / drawing?

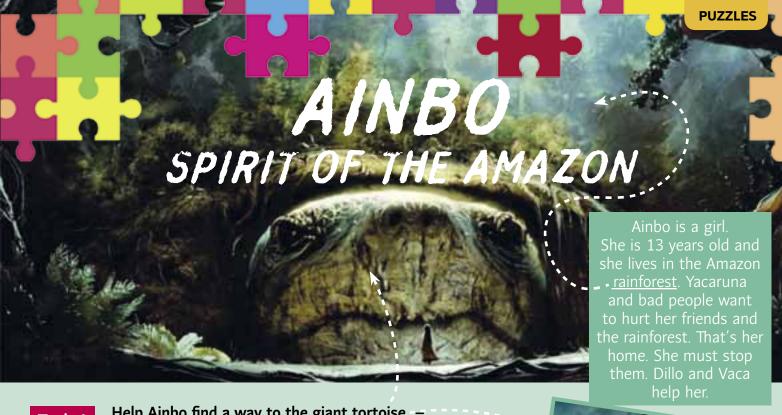
What does your snowman like doing?



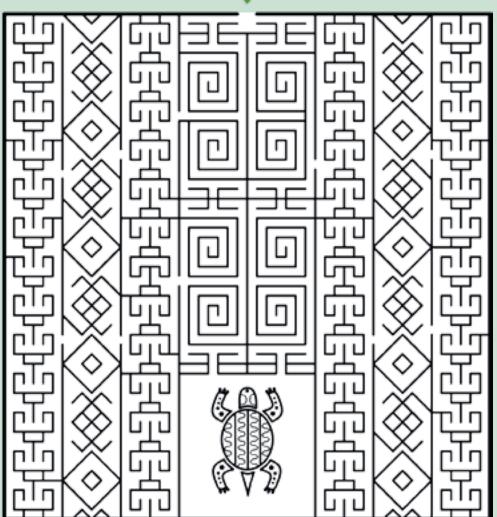




Now you are your snowman and Student A is their snowman. You are going to the park today. What do you want to do there? What clothes do you wear?



Task 1 Help Ainbo find a way to the giant tortoise the mother of the jungle.



AINBO

DILLO



VACA

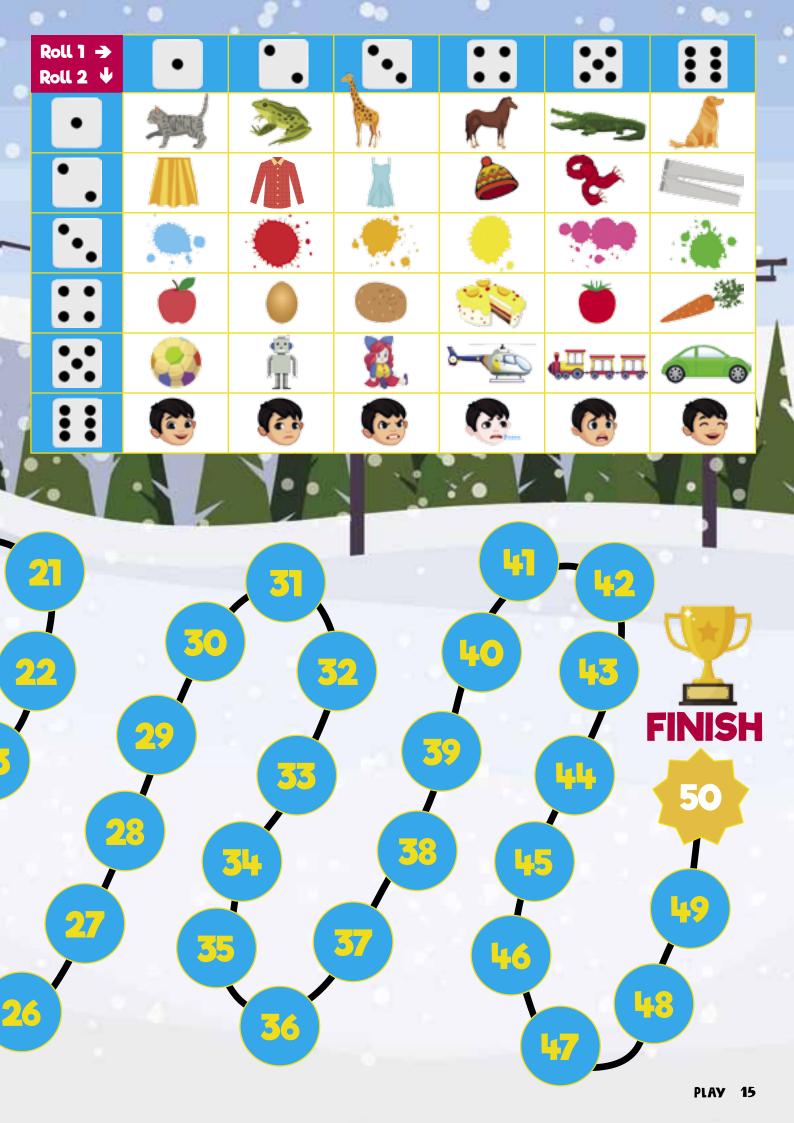


Task 2

Colour the picture to make a beautiful blanket.

→ Solutions online PLAY







ARREN'S VALENTINE







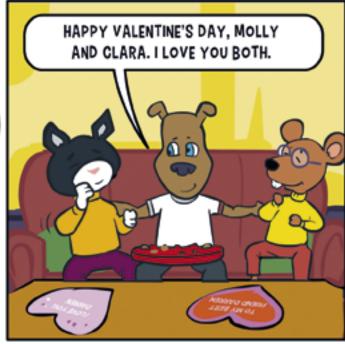












Task 1





Read and listen (Track F).

Task 2



Who gives what present? Write the words on the lines.

______ gives a pink <u>heart</u> to ______.

2 _____ gives chocolate to _____ and _____.

3 _____ gives a red heart to _____.

Valentine's Day is February 14th. Make your valentine for someone special, like a friend or someone in your family. Here are some ideas.

*BE CAREFUL!

- 1 The traditional colours for Valentine's Day are red, pink and white.
- 2 The traditional shape is a heart.
- 3 You can make your valentine from paper. You can draw and write on the paper. You can glue different colours of paper together.
- 4 If you want, you can give a small present with your valentine, like chocolate or flowers.
- 5 You can write something on your valentine. Here are some ideas:

"To my best friend / brother / mum."

"I love you!"

"You are very special to me."

"Be my valentine!"



pets!

Darren, Molly

and Clara are not normal animals. Chocolate is

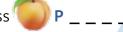
very bad for real animals. Don't give

chocolate to your



Tack	Find the words in the puzzle and draw a line through them.
Iask	rilla the words in the puzzle and draw a line through them.

- The money in Shiveria is p _ _ _ _ s _ _ _ _ _ .
- 2 The weather is cold and s _ _ _ _ _.
- 3 The people in Shiveria are really h ______
- Mario can find a secret if he catches a r _ _ _ _ _
- **5** The people in Shiveria wear big, warm **[Second Proof of Ship of Sh**
- 6 Mario can talk to his friend in Shiveria. Her name is a fruit: Princess





CPEACHCOLD

Shiveria is named after the English word *to shiver*. What does it mean? Write the extra letters from the puzzle on the lines to get the answer.

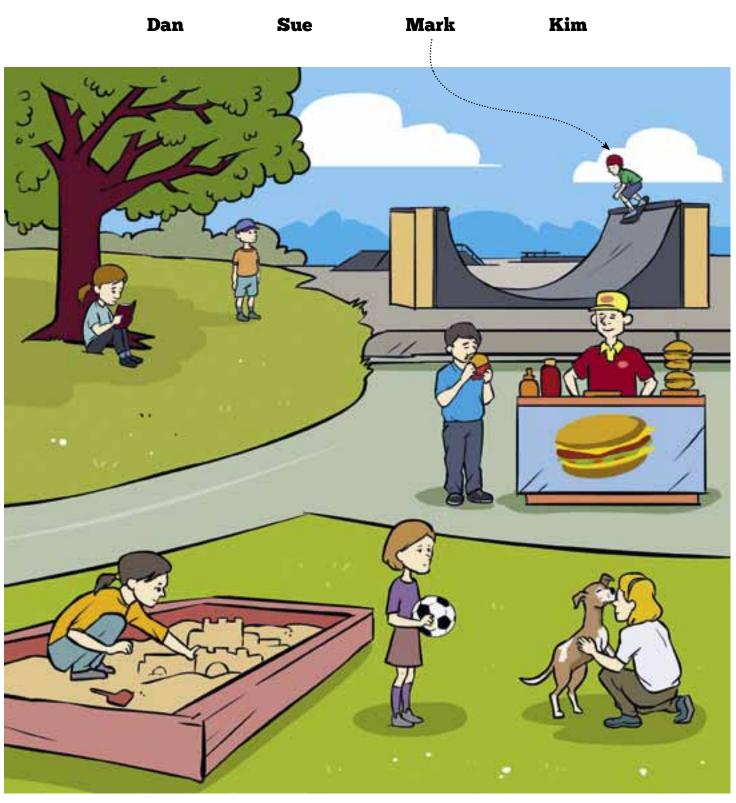
This practice test was prepared by Bridge Publishing House.

Part I 5 Questions

This practice test doesn't contain all the parts. The remaining parts of the test will be published in the May-June issue.



Listen and draw lines. There is one example.



Alice Grace Hugo

→ Listening (Track I) online PLAY 1

Part 2 5 Questions



Read the question. Listen and write a name or a number. There are two examples.



Questions

	what is the plano teacher's name?	MISS
2	How many lessons does the girl want?	
3	How much does one lesson cost?	pounds
4	Where does the teacher live?	Street
5	What is the music shop called?	Music

Part 3

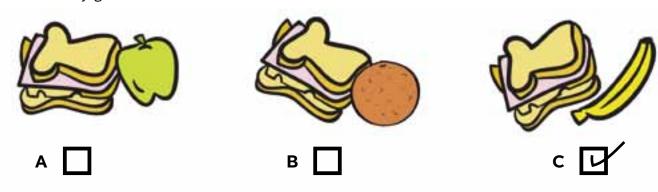
5 Questions



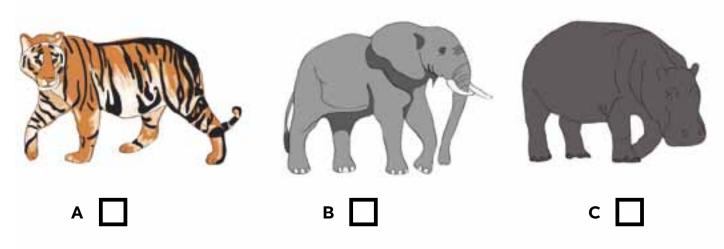
Listen and tick $\ \ \ \ \$ the box. There is one example.

Example

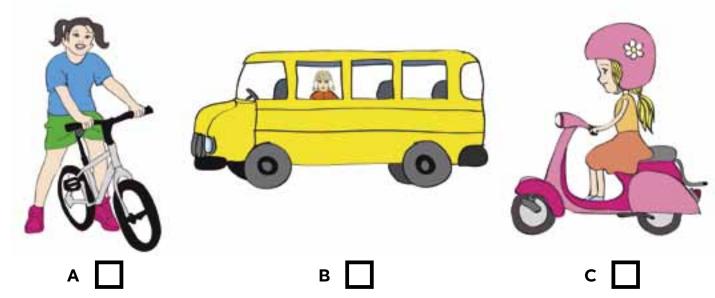
What has Anthony got for lunch?



1 What is Olivia's favourite animal?



2 How does Hannah go to school?



3 Where is Daniel's book?



4 What can the students do in the classroom?



5 What has Samantha got in her bag?



Part I

5 Questions

Examples



These are socks.





This is a lemon.



Questions



This is a burger.





This is a chicken.



These are mice.





These are ears.



5



This is a train.



Part 2 5 Questions

Look and read. Write yes or no. There are two examples.

Examples

The girl is reading a book.

The mum has got black hair.

yes



Questions

There is a ball on the chair.
The boy is flying a kite.
You can see a bird in the tree.
The weather is cloudy.

24 PLAY

The girl's bag is purple.

Part 3

5 Questions

Look at the pictures. Look at the letters. Write the words. There is one example.

Example



<u>t a b l e</u>

BTEAL





IDW OWN



RHMA AIRC



FSAO



OBSO KECA



LKCCO

Part 4

5 Questions

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

On Holiday

I'm going on holiday with my mum and dad.

We're going by plane to Costa Rica. The weather there

is very (1) and warm. I don't

need my winter (2)

I'm taking summer clothes. I've got my

(3) for my legs and my

(4) to put on my head.

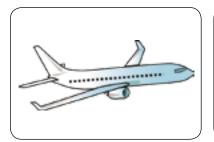
I've also got my swimming trunks so I can go swimming

in the **(5)**

I love going on holiday!



Example









plane

cap

pencil

sea









coat

sunny

computer

shorts

W Tracks G, H | SPEAKING

WINTER FUN







Look at the picture. What can you see? Listen to the example conversation (Track G). Have a conversation with your friend. Ask and answer the questions.

Student A

Who is in the picture?

What's the duck / Molly / Darren doing?

Is there anyone happy / angry / excited in the picture?

Is Clara / the elephant / the monkey sad / cold / surprised?

How is the snowman / Molly / the frog feeling?

Student B

Darren / Molly / Clara / a frog / a lizard / a snowman is in the picture.

He's / She's / They're• making a snowman / drinking / going skiing.

Yes, Molly / the frog / Darren is happy / angry / excited.

Yes, he / she is / they are. No, he / she isn't / they aren't.

He's / She's / They're hot / happy / angry.

Task 2



You and your friend are going to the mountain today. What do you do in the morning? What do you do in the afternoon? Make a plan for the day.

EXAMPLE:

Student A

In the morning we're getting up and going to the mountain.

No, I want to make a snowman first.

Then we're going skiing.

Yes. Lunch and a hot drink. And then we can go snowboarding!

That's OK. I can teach you.

Good idea! Snowball fights are great.

Yes. At night, let's go home.

Student B

OK. Let's go skiing first.

Good idea. So we're making a snowman in the morning.

Great. I like skiing. Let's have lunch at twelve o'clock.

I'm not good at snowboarding.

OK. In the evening, let's have a <u>snowball fight</u>, like the tiger and the frog in the picture.

I think that's everything.

Yes, let's go home and sleep!

Task 3





Play a game with your friend. Student A and Student B look at the picture. Student A chooses someone from the picture and doesn't tell Student B. Student B asks questions and Student A answers with *yes* or *no*. Student B tries to find the correct person. Listen to the example conversation (Track H).

Task 4



Choose one of the people in the picture. You are that person now. What's your name? What are you doing? How are you feeling? Why? What are the other people doing?

LANGUAGE POINT: they

In English, when we don't know if someone is a boy or a girl, we don't say he! We say they and use plural verbs.

For example: Molly is sitting. She's happy.
The elephant is skiing. They're surprised.

EXAMPLE:

My name is Sam. I'm a duck. Today I'm at the mountain. My friends are going skiing and snowboarding. I'm making a snowman. I'm happy because I like making snowmen. I don't like skiing or snowboarding. My friend Taylor is an elephant. He's surprised because he sees a snowman going skiing.

WINTER FUN

