

ENGLISH 6

UNIT 4



Describing the weather
Making simple inquiries
Expressing emotions



EDİTÖRLER

Prof. Dr. Paşa Tefik CEPHE

Prof. Dr. Kemal Sinan ÖZMEN

Prof. Dr. Cem BALÇIKANLI

YAZARLAR

Emine ÇATLI

Gülşen ÇEPİK

Ayşe Gül ÜNLÜ

Halise YİĞİT

GÖRSEL TASARIM

Uğur GÖKMENOĞLU





Grade	6
Function	Describing the weather.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	45 mins.
Materials Required	The reading text in Appendix A. The activities in Appendix B. The puzzle in Appendix C.
Aims	To identify a gist of the text. To review how to describe the weather.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks lead-in questions in Appendix A. 2. The teacher shares the title of the reading text and asks the students to guess what the text is about. 3. The teacher gives out the reading text in Appendix A to students and asks them to skim the text to check their answers. 4. The teacher asks the studentst to read the text to answer the comprehension questions in Appendix B. 5. The teacher asks the students to share their answers. 6. Then the teacher shows the puzzle in Appendix C and asks the students to find the hidden words in the puzzle.



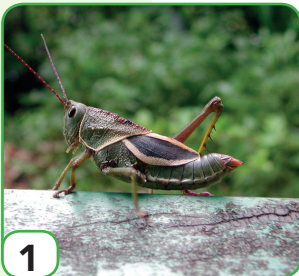
Appendix A

Answer the questions.

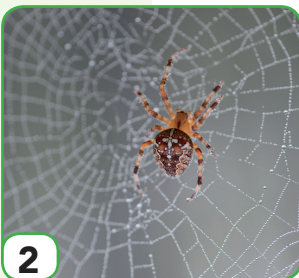
Lead in

- * How do you guess the weather?
- * Do you watch weather forecast?
- * Do your legs ache before it rains?

Nature's Signs



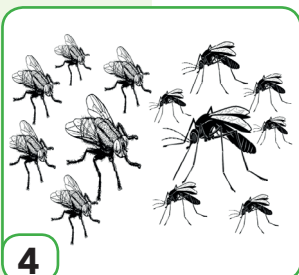
If you want to know how hot is outside listen to a cricket. By counting the number of times a cricket chirps, you can calculate the temperature. Count the number of times a cricket chirps in 14 seconds and add 40 to that number.



If you find a lot of spiderwebs inside your house, it means it will get cold soon. Spiders go indoors to find shelter when the weather is cool. Ladybugs can also help to predict cold weather. They cluster under leaves to protect them from the cold weather.



Pinecones are one way to tell if dry weather is coming. Pinecones open their scales when the weather gets extremely dry. They do this to scatter their seeds. When the air is moist, they close up to keep their seeds dry.



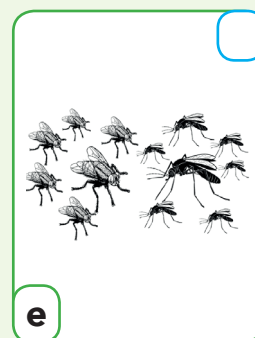
Up to 12 hours before a thunderstorm, black flies and mosquitoes can swarm. Then about an hour before the storm hits, they disappear. Like humans, they don't like getting too wet. So before it rains, flies and mosquitoes hide.



Appendix B

1. Read the text and match the statements with the photos.

1. You can calculate the temperature with them.
2. They come together to survive in cold weather.
3. They disappear before the storm hits.
4. They open their scales in dry weather.
5. When it gets cooler, they make their webs indoors.



2. Read the text again and answer the questions.

1. Can you calculate the temperature by the help of the crickets?
.....
2. What does it mean if you find a lot of spiderwebs inside your house?
.....
3. What do the ladybugs do in cold weather?
.....
4. Why do the pinecones open their scales?
.....
5. Do the black flies and mosquitoes like getting too wet?
.....



Appendix C

Find the words below in the puzzle.

freezing / rainy / old / temperature / snowy / hot / weather / moist / dry
cool / predict / thunderstorm / storm / wet / nature

A	K	L	Y	U	R	A	T	Y	B
X	D	R	Y	R	E	L	P	Z	S
W	T	N	Y	F	P	C	O	O	L
E	P	A	E	R	T	Y	B	T	V
C	R	T	E	E	H	O	T	E	T
U	E	U	N	E	M	O	L	M	H
A	D	R	D	Z	R	Y	I	P	U
I	I	E	C	I	N	Y	Z	E	N
S	C	F	T	N	M	E	O	R	D
X	T	X	E	G	T	K	L	A	E
S	E	L	R	E	M	L	O	T	R
Q	Q	R	A	I	N	Y	L	U	S
G	L	Y	M	B	S	R	D	R	T
Q	K	L	N	S	A	E	Y	E	O
L	S	N	O	W	Y	E	L	S	R
U	M	C	S	L	P	I	E	T	M
W	Q	A	E	T	S	T	O	R	M
E	N	D	E	T	Q	R	R	L	V
T	Q	W	E	A	T	H	E	R	W
R	I	L	V	M	O	I	S	T	E

LISTENING



Grade	6
Function	Describing the weather.
Skills	Listening. Listening for specific information. Listening integrated with speaking.
Duration	35 mins.
Materials Required	Leading questions in Appendix A. Listening activity in Appendix B "Ali and the magic carpet" video from EBA/Britishcouncil/learnenglishkids (https://bit.ly/3320AEU). Track 12 for pronunciation. Speaking activity in Appendix C.
Aims	To review how to describe the weather. To describe the weather.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead-in questions in Appendix A. 2. The teacher plays the video and asks the students to tick the words they hear. 3. The teacher asks the students to listen and write true or false. 4. The teacher sets a time limit for the activity around 10 minutes. 5. The teacher asks the students to share their answers with their classmates. 6. The teacher asks the students to listen and repeat the words in Track 12. 7. Then the teacher shows the students Appendix C and asks them to draw their own magic carpet and talk about their trip by answering the questions in Appendix C.

LISTENING



Appendix A

Lead in

Answer the questions.

* Do you like short stories?

* Do you believe in magic?

Appendix B

1. Watch the video and tick the words you hear.

☐

carpet

☐

carrot

☐

air

☐

rainbow

☐

land

☐

snow

☐

snowman

☐

sunny

☐

cold

☐

adventure

2. Listen and write true and false.

1. One day Ali finds a carpet in the garden.

2. It is hot and wet in the jungle.

3. It's raining in the desert.

4. It's very foggy in the mountains.

5. There is thunder and lightning in the island.

3. Write the word under the pictures.

rainy / snowy / foggy / hot / icy / windy / lightning / freezing



1



2



3



4



5



6



7



8

LISTENING



Track 12

Pronunciation

Listen and repeat.

hot /hɒt/
wet /wet/
rainy /'reɪni/
dry /draɪ/

icy /'aɪsi/
snowy /'snəʊi/
freezing /'friːzɪŋ/
foggy /'fɒgi/

windy /'wɪndi/
thunder /'θʌndər/
lightning /'laɪtnɪŋ/
stormy /'stɔːmi/

Appendix C

1. Draw your own magic carpet and talk about it by answering the questions below.

- Where do you go?
- What's the weather like there?
- What do you see there?
- How do you feel?

My Magic Carpet



Grade	6
Function	Describing the weather.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	30 mins.
Materials Required	The weather flashcards or pictures in Appendix A. The activity in Appendix B.
Aims	To review vocabulary related to weather. To talk about the weather.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to play the game in Appendix A as a lead-in activity. 2. The teacher asks the students to talk about the weather conditions in the pictures. 3. The students share their answers with their classmates. 4. The teacher explains the steps of the activity in Appendix B. 5. The teacher asks the students to speak as a weather forecaster in Appendix B.



Appendix A

Lead in

- * Roll the dice and play the game with your friends.
- * What's the weather like in the pictures?

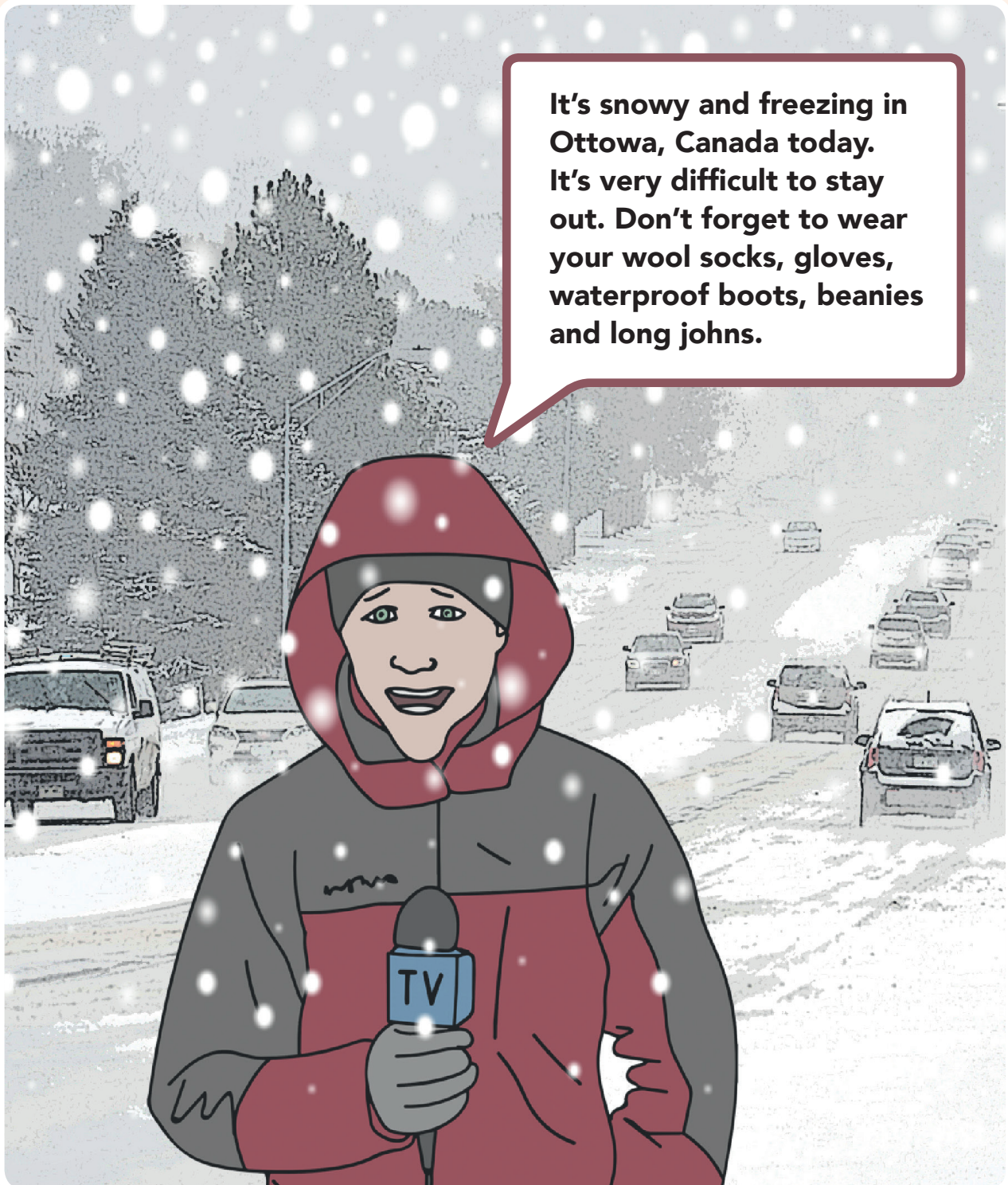
What's the Weather Like?

START	1 	2 	3 	4 GO FORWARD 2 SPACES	5
					6
11 	10 	9 MISS A TURN	8 	7 	
12 					
13 GO FORWARD 2 SPACES	14 	15 	16 	17 	
				FINISH	



Appendix B

- * Imagine that you are a weather forecaster.
- * Choose 7-10 countries or cities.
- * Talk about the weather of these countries/cities.
- * Give clothing suggestions to your televiewers as in the example below.





Grade	6
Function	Making simple inquiries.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	35 mins
Materials Required	Lead-in questions in Appendix A. The reading text in Appendix B. The exercises in Appendix B. The speaking activity in Appendix C.
Aims	To identify a gist of the text. To review how to make simple inquiries. To make simple inquiries.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead-in questions in Appendix A. 2. The teacher shows the title of the reading text and asks the students to guess what the text is about. 3. After guessing session, the teacher asks the students to read the text in Appendix B. 4. The teacher asks the students to answer the questions in Appendix B. 5. The teacher sets a time limit for the activity around 10 minutes. 6. The teacher asks the students to read the questions and match them with their answers. 7. Then the teacher asks the students work in pairs and have dialogues as in the example in Appendix C.



Appendix A

Lead in Answer the questions.

- * Do you wonder everything?
- * Are you a curious person?

Appendix B

CURIOUS CHILDREN

Children have unlimited curiosity. They always ask questions and their parents answer. Kids start asking a lot of questions around age 3 when the left side of their brains starts to mature. They start to look for logic in things.

Children's endless questions can be boring for their parents. However, it's a good sign that their brain is growing. Also, it shows that their analytical skills are improving everyday.

Learning something new from family is always fun for them. The adults around them are guides, and they hold all the knowledge in the universe. If parents respond negatively to all these questions, children can lose their curiosity and desire to learn. So, parents should be patient and try to give logical and short answers to all their endless questions.

These are some of the most common questions kids ask:



1

**Why is the sky blue?
How does it rain?
How do birds fly?
Where do babies come from?**



2

**How much salt is in the ocean?
How did the world begin?
Where do you go when you die?
Where does wind come from?**



3

**Are there small people in the radio?
What is electricity?
How does lightning strike?**



4

**Can I fly like a bird?
Why does it snow in winter?
How do the sun and moon stay in the sky?**



1. Read the text and answer the questions.

1. When do the children start asking questions?

.....

2. Are children's endless questions good sign? Why?

.....

3. Why do children ask their questions to adults?

.....

4. What can happen if parents respond negatively to children's questions?

.....

5. Were you a curious kid?

.....

2. Read the questions below and match them with their answers.

a) How does it rain?

b) Why is the sky blue?

c) Where does wind come from?

d) Why does it snow in winter?

e) How much salt is in the ocean?

☐ 1. Snowflakes form when water vapor freezes into ice crystals in cold clouds.

☐ 2. It is air in motion. It is produced by the uneven heating of the Earth's surface by the Sun.

☐ 3. Blue light is scattered in all directions by the tiny molecules of air in Earth's atmosphere.

☐ 4. On average, seawater in the world's oceans has a salinity of approximately %3.5, or 35 parts per thousand. This means that for every 1 liter of seawater there are 35 grams of salt dissolved in it.

☐ 5. Warm air turns the water from rivers, lakes and oceans into water vapor that rises into the air. When the water vapor in the cloud becomes too heavy, it falls back to the ground as rain.



Appendix C

- * Do you still ask a lot of questions?
- * Are there any questions you haven't got the answers ?
- Work in pairs and ask questions to your partner.

Example:

- Do you have favourite childhood toy?
- Where do you want to live?
- Would you like to change your name?
- What's the most important thing to you in life?
- What's your favourite song?
- Who do you admire the most? Why?



LISTENING



Grade	6
Function	Making simple inquiries.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	35 mins
Materials Required	Lead-in questions in Appendix A. The activities in Appendix B. "Do you ever wonder?" video from EBA/ Britishcouncil/learnenglishkids (https://bit.ly/3320AEU) Track 13 for pronunciation. Writing activity in Appendix C.
Aims	To review how to make simple inquiries. To listen a poem in English.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead-in questions in Appendix A. 2. The teacher plays the video and asks the students to listen to the poem and tick the words they hear. 3. The teacher asks the students to listen the poem again and put the questions in order. 4. The teacher asks the students to answer the questions and match them with the pictures. 5. The teacher asks the students to listen and repeat the words in Track 13. 6. Then the teacher asks the students to follow the steps in Appendix B and share their own poems with their classmates.



Appendix A

Lead in

Answer the questions.

- * Do you like poem?
- * Can you memorize a poem quickly?

Appendix B

1. Listen to the poem and tick the words you hear.

- | | | | | | |
|-------------------------------|-------------------------------|--------------------------------|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> mole | <input type="checkbox"/> sing | <input type="checkbox"/> talk | <input type="checkbox"/> read | <input type="checkbox"/> bear | <input type="checkbox"/> bleat |
| <input type="checkbox"/> male | <input type="checkbox"/> song | <input type="checkbox"/> write | <input type="checkbox"/> clap | <input type="checkbox"/> cow | <input type="checkbox"/> bird |

2. Listen to the poem again and put the questions in order.

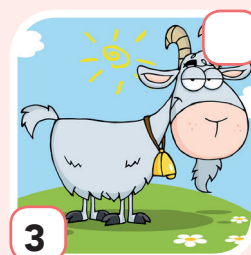
- ☐ 1. Do you ever wonder why a bird can tweet?
- ☐ 2. Do you ever wonder why a goose can't ski?
- ☐ 3. Why don't we think of things that we can do?
- ☐ 4. Do you wonder what it's like to be me?
- ☐ 5. Do you ever wonder why a mole can't see?

3. Answer the questions below and match them with the pictures.

- a) Can a mole see?
- b) Can a fish walk?
- c) Can a snail talk?

- d) Can a hen hop?
- e) Can a cow moo?
- f) Can a seal clap?

- g) Can a goat bleat?
- h) Can a bird tweet?



LISTENING



Track 13

Pronunciation

Listen and repeat.

sing /sɪŋ/
snake /sneɪk/
shark /ʃɑ:k/
ski /ski:/

same /seɪm/
snail /sneɪl/
walk /wɔ:k/
wonder /'wʌndər/

why /waɪ/
write /raɪt/
well /wel/
what /wɒt/

Appendix C

- * Now it's your turn.
- * Choose a topic and create your own poem or lyrics of your own song.
- * Share your poem or song with your classmates.





Grade	6
Function	Making simple inquiries.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	30 mins.
Materials Required	The lead-in questions in Appendix A. The questionnaire in Appendix B.
Aims	To review how to make simple inquiries. To ask and answer questions.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks lead-in questions in Appendix A. 2. The teacher asks the students to read the dialogue in Appendix B. 3. The teacher asks the students to work in pairs and asks them to ask the questions in Appendix B to their partners. 4. The teacher sets a time limit for the activity around 15 minutes. 5. Then the teacher asks the students to share their answers. 6. The teacher encourages the students who do not want to talk and helps them when necessary.



Appendix A

Lead in

Answer the questions.

- * Do you like questionnaires?
- * Do you have friendship journal?

Appendix B

1. Read the dialogue below.

What is your favourite subject at school?

What is something I always say to you?

What are you scared of?



My favourite subject is Maths.

Wow! It's amazing.

I am scared of spiders and ghosts.

2. Work in pairs and ask these questions to your partner. Share your answers with your classmates.

1 What is your favourite colour?



2 What do you want to become when you grow up?



3 Who is your best friend?



4 Do you want to get married one day?



5 What is your favourite TV programme?



6 Do you want to have children? How many?



7 What makes you happy?



8 What makes you sad?





Grade	6
Function	Expressing emotions.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	35 mins
Materials Required	Lead in questions in Appendix A. The reading text from Appendix B. The exercises in Appendix B and Appendix C.
Aims	To identify a gist of the text. To review how to express emotions. To practice participating in debate/discussion.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions in Appendix A. 2. The teacher gives out the reading text in Appendix B. 3. The teacher asks the students to read the text and answer the comprehension questions in Appendix B. 4. The teacher sets a time limit for the activity around 15 minutes. 5. Then the teacher asks the students to share their answers. 6. The teacher asks the students to work in groups and follow the steps in Appendix C. 7. The teacher does not correct the mistakes she/he just moderates the debate.



Appendix A

Lead in

Answer the questions.

- *What makes you happy?
- *What do you do when you feel sad?
- *Are you an optimist or a pessimist?

Appendix B

HOW OFTEN DO YOU LAUGH?



We start laughing before we can speak. It is one of the best way to communicate because people from all cultures laugh.

BENEFITS OF LAUGHING

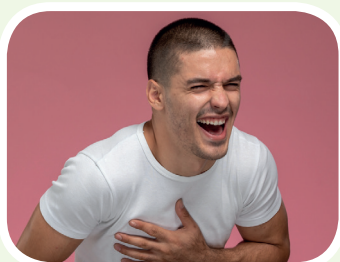
According to scientists, laughter is good for our health and it is the best medicine.

Laughing:

- *relaxes the whole body
- *protects the heart
- *makes us feel good
- *helps us to live longer
- *brings people together



HOW CAN YOU LAUGH MORE?



Do you have a smiling face? If you want you can start laughing more. Here are some tips for you:

DOS

- *Learn funny jokes.
- *Spend time with positive and playful people.
- *Laugh at yourself.
- *Watch comedy films.
- *Keep your funny photos.

DON'TS

- *Don't see the bad sides of the events.
- *Don't spend time with negative people.
- *Don't watch stressful and worrying news.
- *Don't spend a day without laughing.



Appendix B

1. Read the text and write True or False.

1. We start laughing before we can speak. _____
2. Laughing is bad for our health. _____
3. Laughing causes people to live shorter. _____
4. Laughing brings people together. _____
5. We should spend time with positive people. _____
6. We should watch stressful news. _____

2. Read the text again and match the words with their definitions.

1. **Communicate** : _____
2. **Health**: _____
3. **Protect**: _____
4. **Tip**: _____
5. **Playful**: _____
6. **Worrying**: _____

- a) To keep someone or something safe from injury or damage.
- b) A useful piece of information.
- c) Making you feel unhappy or frightened.
- d) The state of being well.
- e) Funny and not serious.
- f) To share feelings and thoughts with others.



Appendix C

- * **Work in groups and have a debate.**
- * **Discuss the questions below together.**
- * **Share your ideas with your classmates.**

- What are the advantages of being optimistic?
- What are the disadvantages of being optimistic?



LISTENING



Grade	6
Function	Expressing emotions.
Skills	Listening. Listening for specific information. Listening integrated with speaking.
Duration	40 mins.
Materials Required	Lead-in questions in Appendix A. Listening activity in Appendix B. "Angry, sad and mad" video from EBA/Britishcouncil/learnenglishkids (https://bit.ly/3320AEU) Track 14 for pronunciation. Speaking activity in Appendix C.
Aims	To review how to express emotions. To talk about feelings.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead-in questions in Appendix A. 2. The teacher plays the video and replays it if necessary. 3. After watching the video, the teacher asks the students to answer the questions. 4. The teacher asks the students to watch the video again and match the words with their definitions. 5. The teacher asks the students to listen and repeat the words in Track 14. 6. The teacher shows the pictures in Appendix C and asks the students to answer the questions.



Appendix A

Lead in

Answer the questions.

***How do you feel today?**

***What makes you feel happy?**

Appendix B

1. Watch the video and answer the questions.

1. Who is Mr. Orlando's first friend?

2. What do they do when they feel angry?

3. Do they feel better when they count to ten?

4. What does Nika do when she is sad?

5. Does a good hug make them happy?

2. Watch the video again and match the words with their definitions.

a) happy: _____

1. Feeling, showing or causing pleasure or satisfaction.

b) sad: _____

2. To smile.

c) breathe: _____

3. To say numbers one after the other in order.

d) count: _____

4. Unhappy or sorry.

e) laugh: _____

5. To hold someone close to your body with your arms.

f) hug: _____

6. To take air into the lungs and let it out again.



Track 14

Pronunciation

Listen and repeat.

thing /θɪŋ/
think /θɪŋk/
they /ðeɪ/
this /ðɪs/
that /ðæt/

smiley /'smɑːli/
happy /'hæpi/
really /'riːli/
cheeky /'tʃiːki/
joy /dʒɔɪ/

Appendix C

* Look at the emojis below.

- Which of them do you like most?
- What do they mean in our culture?
- Why do you use emojis?





Grade	6
Function	Expressing emotions.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	30 mins.
Materials Required	Lead-in activity in Appendix A. "How to make a puppet" video from EBA/Britishcouncil/learnenglishkids (https://bit.ly/3320AEU) The speaking activity in Appendix B.
Aims	To review how to express emotions. To talk about feelings.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the words with the photos in Appendix A as a lead-in activity. 2. The teacher asks the students to watch the video and prepare their own puppets. 3. The teacher asks the students to follow the steps and play the game in Appendix B. 4. Then the teacher asks the students to share their statements with the whole class. 5. The teacher encourages the students who do not want to talk and helps them when necessary.



Appendix A

Lead in

Match the words with the photos.

1. Angry

2. Scared

3. Sad

4. Bored

5. Cheerful

6. Calm



Appendix B

1. Watch the video and prepare your own puppets.

This is my lovely puppet.



My puppet is very happy.

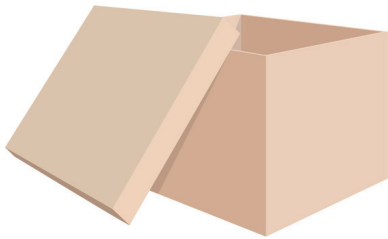


2. Follow the steps and play the game.

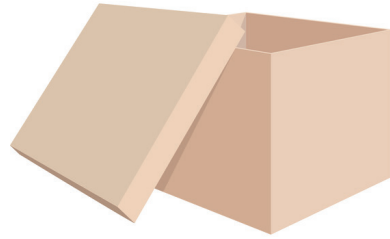
Does the weather affect your feelings?

- * Choose one card from the weather box and one from the emoji box.
- * Then make statements as in the example below.

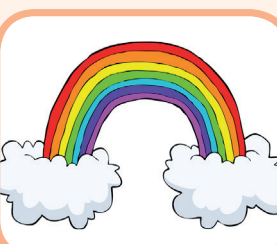
E.g. I feel calm on snowy days.
I feel nervous on cloudy days.



Weather



Emoji



Idiom Time

Match the idioms with their meanings.



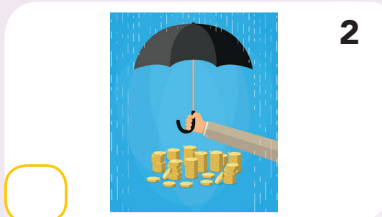
1



It's raining cats and dogs.

a)

To feel well, healthy.



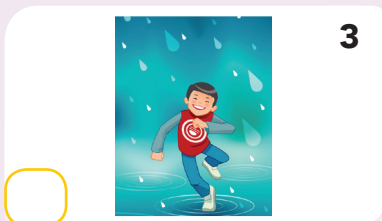
2



Save it for a rainy day.

b)

It's raining very heavily.



3



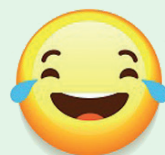
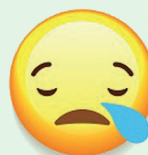
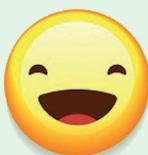
As right as rain.

c)

Keep something (especially money) for a time when it is needed.

Project Time

- Work in groups.
- Create your own emojis for different emotions.
- Prepare a poster with your emojis.
- Share them with your classmates.



ANSWER KEY

UNIT 4

READING

PAGE 3

EXERCISE 1

1. b
2. c
3. e
4. d
5. a

EXERCISE 2

1. Yes, we can.
2. It means it will get cold soon.
3. They cluster under leaves.
4. They open their scales to scatter their seeds.
5. No, they don't.

PAGE 4

A	K	L	Y	U	R	A	T	Y	B
X	D	R	Y	R	E	L	P	Z	S
W	T	N	Y	F	P	C	O	O	L
E	P	A	E	R	T	Y	B	T	V
C	R	T	E	E	H	O	T	E	T
U	E	U	N	E	M	O	L	M	H
A	D	R	D	Z	R	Y	I	P	U
I	I	E	C	I	N	Y	Z	E	N
S	C	F	T	N	M	E	O	R	D
X	T	X	E	G	T	K	L	A	E
S	E	L	R	E	M	L	O	T	R
Q	Q	R	A	I	N	Y	L	U	S
G	L	Y	M	B	S	R	D	R	T
Q	K	L	N	S	A	E	Y	E	O
L	S	N	O	W	Y	E	L	S	R
U	M	C	S	L	P	I	E	T	M
W	Q	A	E	T	S	T	O	R	M
E	N	D	E	T	Q	R	R	L	V
T	Q	W	E	A	T	H	E	R	W
R	I	L	V	M	O	I	S	T	E

ANSWER KEY

LISTENING

PAGE 6

EXERCISE 1

Carpet
Air
Land
Snow
Adventure

EXERCISE 2

1. F
2. T
3. F
4. T
5. T

EXERCISE 3

1. foggy
2. freezing
3. icy
4. windy
5. rainy
6. hot
7. snowy
8. lightning

READING

PAGE 13

EXERCISE 1

1. They start asking questions around age 3.
2. Yes, it is because it shows that their brain is growing.
3. Because the adults around children are guides and they hold all the knowledge in the universe.
4. Children can lose their curiosity and desire to learn.
5. _____

EXERCISE 2

- a. 5
- b. 3
- c. 2
- d. 1
- e. 4

ANSWER KEY

LISTENING

PAGE 16

EXERCISE 1

1. Mole- sing- talk- clap- cow- bleat- bird

EXERCISE 2

4-3-5-2-1

EXERCISE 3

1. d
2. a
3. g
4. c
5. b
6. f
7. h
8. e

READING

PAGE 22

EXERCISE 1

1. T
2. F
3. F
4. T
5. T
6. F

EXERCISE 2

1. f
2. d
3. a
4. b
5. e
6. c

ANSWER KEY

LISTENING

PAGE 25

EXERCISE 1

1. She is Gracie.
2. They take deep breaths.
3. Yes, they do.
4. She cries.
5. Yes, it does.

EXERCISE 2

- a. 1 b. 4 c. 6 d. 3 e. 2 f. 5

SPEAKING

PAGE 28

LEAD IN

EXERCISE 1

1. e
2. a
3. f
4. d
5. c
6. b

PAGE 30

1. b
2. c
3. a

ANSWER KEY

TRACK 12

Pronunciation

Listen and repeat.

hot /hɒt/

wet /wet/

rainy /'reɪni/

dry /draɪ/

icy /'aɪsi/

snowy /'snəʊi/

freezing /'fri:zɪŋ/

foggy /'fɒgi/

windy /'wɪndi/

thunder /'θʌndər/

lightning /'laɪtnɪŋ/

stormy /'stɔ:mi/

TRACK 13

Pronunciation

Listen and repeat.

sing /sɪŋ/

snake /sneɪk/

shark /ʃɑ:k/

ski /ski:/

same /seɪm/

snail /sneɪl/

walk /wɔ:k/

wonder /'wʌndər/

why /waɪ/

write /raɪt/

well /wel/

what /wɒt/

TRACK 14

Pronunciation

Listen and repeat.

thing /θɪŋ/

think /θɪŋk/

they /ðeɪ/

this /ðɪs/

that /ðæt/

smiley /'smaɪli/

happy /'hæpi/

really /'riəli/

cheeky /'tʃi:ki/

joy /dʒɔɪ/

ANSWER KEY

LISTENING TEXTS

PAGE 6

Ali and the magic carpet

One very hot day Ali finds a carpet in his uncle's shop.

'What's this?'

Suddenly the carpet jumps! It moves and flies off into the air.

'Hey! What's happening?'

A loud booming voice comes from the carpet.

'Welcome, O master. I am a magic carpet.'

First they fly high up into the sky and then they land in a jungle. It is hot and wet and it's raining.

'It's raining! Yuck!'

Then they fly to the desert. It is very, very hot and dry.

'It is very, very hot today!'

After that they fly to the South Pole. There is lots of ice and snow. It's freezing.

'Brrr!'

'Where are we now? I can't see!'

'In the mountains. Can you see me?'

'It's very foggy.'

Then they fly to a forest. It's very windy there.

'Oh, it's windy in the forest!'

Then they fly to an island in the sea. There is thunder and lightning.

'Aaagh! Let's go home!'

'What a storm!'

Finally they fly back home. The carpet lands in the shop and Ali gets off.

'Wow! What an adventure!'

PAGE 16

Do you ever wonder?

Do you ever wonder why a mole can't see

Or a snake can't sing or a fish can't walk?

Do you ever wonder why a snail can't talk?

Do you wonder what it's like to be me?

Do you ever wonder why a goose can't ski

Or a dog can't write or a hen can't hop?

Do you ever wonder why a shark can't stop?

Do you ever wonder what it's like to be me?

Do you ever wonder why a cow can moo

Or a seal can clap or a goat can bleat?

ANSWER KEY

PAGE 25

I'm here today with my good friend, Gracie. Hi, Gracie! Ha ha ha ha! And we're feeling very happy. But, Gracie, sometimes I don't feel happy. Here's how I was feeling yesterday. Ready? Dooooooooohhhh! What is that one? What am I feeling?

You're angry!

Oh!

That's angry.

Angry!

Oh my goodness! Am I ever feeling angry.

What do I do, Gracie, when I feel mad?

Mm, have a breathe?

Take deep breaths.

Take deep breaths.

Deep breaths. Do you want to do that with me?

Hm!

OK, ready?

Do you ever count to ten?

One ... two ... three ... four ... five ...

I think it's working ... six ... seven ... eight ... nine ... Deep breath! Ten.

I feel a lot better. Do you feel better?

Mm-hmm. Are you OK?

I feel great!

How do you feel?

Better.

Yeah, you look ... I feel better too! Aw, excellent suggestions. Thank you, Gracie.

I feel better.

Oh, hello. It's, it's me, Mr Orlando. And this is my friend Nika and I'm feeling ...

I don't know what I'm feeling.

How am I feeling, Gracie?

Sad.

Oh.

Sad.

And, and, and, and maybe a tear comes out of my eye like that ... Do you know what that emotion is?

You're very sad.

Nika, Nika, what do you do sometimes when you're sad?

I cry.

That's a very good cry.

Brooklyn? How do I feel better? What do we do when we're sad?

Laugh.

Oh, really?

Tear, tear, tear. Are you laughing at my sadness?

Oh, that made me feel better already.

ANSWER KEY

What do you think we can do?

Hug.

Oh, a hug? Do you want a hug? Aw.

Ask for someone to give you a hug.

Oh, that's a great idea. Well, may I have a hug?

Yes.

Oh. Thank you. OK.

You can try to go to a teacher or a grown-up and say, 'I'm feeling sad. Can you do something to help me?'

Oh! Thank you, Gracie. That's a good hug. You know what? That worked, I feel better.

What do we do, just after the cry there?

Take a breath.

I was sad, we both had a little cry and then we took a deep breath. And did that make you feel better?

Yes.

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