

ENGLISH 6

UNIT 8



Talking about locations of things and people
Talking about past events



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READING



Grade	6
Function	Talking about locations of things and people.
Skills	Reading for skimming and scanning. Reading integrated with speaking.
Duration	40 mins.
Materials Required	Lead in questions in Appendix A. Reading activity in Appendix B. Game in Appendix C.
Aims	To identify a gist of the text. To review how to describe locations of things and people.
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 through the story and find the best title for it.3. The teacher asks the students to read the story and answer the questions.4. The teacher asks the students to match the given words with their definitions.5. Then the teacher asks the students to underline the prepositions in the story and write their own sentences using these prepositions.6. The teacher asks the students to follow the steps in Appendix C and play the game.



Appendix A

Lead in

Answer the questions.

- * Are you a suspicious person?
- * Do you like detective stories?
- * Why do people read detective stories?

Appendix B

1. Read through the story and choose the best title for the story.

a) Mysterious Housemaid

b) Lost Ruby Necklace

c) Scary Castle



Hi, I'm Max and this is Inspector Finder. This morning Mrs. Goldstein called us and wanted help. Someone stole her ruby **necklace**. Now, we are in her house and Inspector Finder is talking to Mrs. Goldstein and her workers.

Inspector: When did you lose your necklace Mrs. Goldstein?

Mrs. Goldstein: Yesterday, I mean today.

Inspector: When did you see it last?

Mrs. Goldstein: Yesterday. After I came from the party last night, I took it off and put it on the table. I couldn't find it when I got up. Please find the thief Inspector, it is very valuable for me. It was my grandmother's gift.

Inspector: Don't worry Mrs. Goldstein. I will find it, I'm Inspector Finder.





Inspector: Hello, Mr. Smith. Did you see Mrs. Goldstein's necklace?

Cook: Yes, of course. It was very big and **bright**.

Inspector: Did you enter Mrs. Goldstein's room this morning?

Cook: Yes, sir. I prepared her breakfast and put it on her table as usual.

Inspector: Was there anything on her table?

Cook: Yes, there were many. It was **in a mess**. There were magazines in front of her computer, her pills were next to the alarm clock and her mobile phone was behind the vase.

Inspector: What about her ruby necklace?

Cook: It was near the small box.

Inspector: Did you touch it?

Cook: Yes, I did. I put it into the small box.

Inspector: Hi, Mrs. Anderson. Did you enter Mrs. Goldstein's room last night or this morning?

Housemaid: Yes, I did. It was very untidy. I cleaned her room and dusted her table.

Inspector: Did you touch anything on the table?

Housemaid: Yes, of course. There were many waste napkins, papers, empty glasses, small boxes.

Inspector: What did you do them?

Housemaid: I put them into **dustbin**.

Inspector: Where is the dustbin?

Housemaid: It is in the garden.



Inspector: Good afternoon Mr. Hillfiger.

Gardener: Good afternoon sir.

Inspector: What did you do in garden this morning?

Gardener: I **pruned** the roses between these trees. I watered the lawn and raked leaves.

Inspector: Did you see the dustbin in the garden?

Gardener: Yes, of course. Mrs Goldstein's cat was grubbing it up and I shooed the cat away.

Inspector: Where is the cat now?

Gardener: Ohhh naughty cat, it is under the tree.





2. Read the story and write True or False.

1. Mrs. Goldstein lost her ruby necklace. _____
2. Mr. Smith didn't see her ruby necklace. _____
3. Mrs. Anderson is Mrs. Goldstein's cook. _____
4. Mr. Hillfiger prepared Mrs. Goldstein's breakfast. _____
5. The thief was the cat. _____

3. Read the story again and answer the questions.

1. Where did Mrs. Goldstein put her ruby necklace?
.....
2. Where was her mobile phone this morning?
.....
3. Where did Mr. Smith put the ruby necklace?
.....
4. What did Mrs. Anderson do the things on Mrs. Goldstein's table?
.....
5. Where is the cat?
.....

4. Match the words in the story with their definitions.

- | | |
|--|--|
| <input type="checkbox"/> 1. necklace: | a) a container for rubbish from a house or other buildings. |
| <input type="checkbox"/> 2. bright: | b) to cut off unwanted branches from a tree, bush or other plant. |
| <input type="checkbox"/> 3. in a mess: | c) a piece of jewellery worn around the neck. |
| <input type="checkbox"/> 4. dustbin: | d) to search for something by digging or turning over. |
| <input type="checkbox"/> 5. prune: | e) full of light, shining. |
| <input type="checkbox"/> 6. grub up: | f) Untidy. |



Appendix C

1. Follow the steps and play the "Guess Who" game with your friends.

- One of you chooses a person and tells something about him/her as in the example.
- The others ask questions to guess the secret person.
- The one who finds the secret person chooses the new person.

E.g. A: My mom cooked a cake but someone ate it. Guess who?

B: Is this person male or female?

A: Female.

C: Is she between James and Mary?

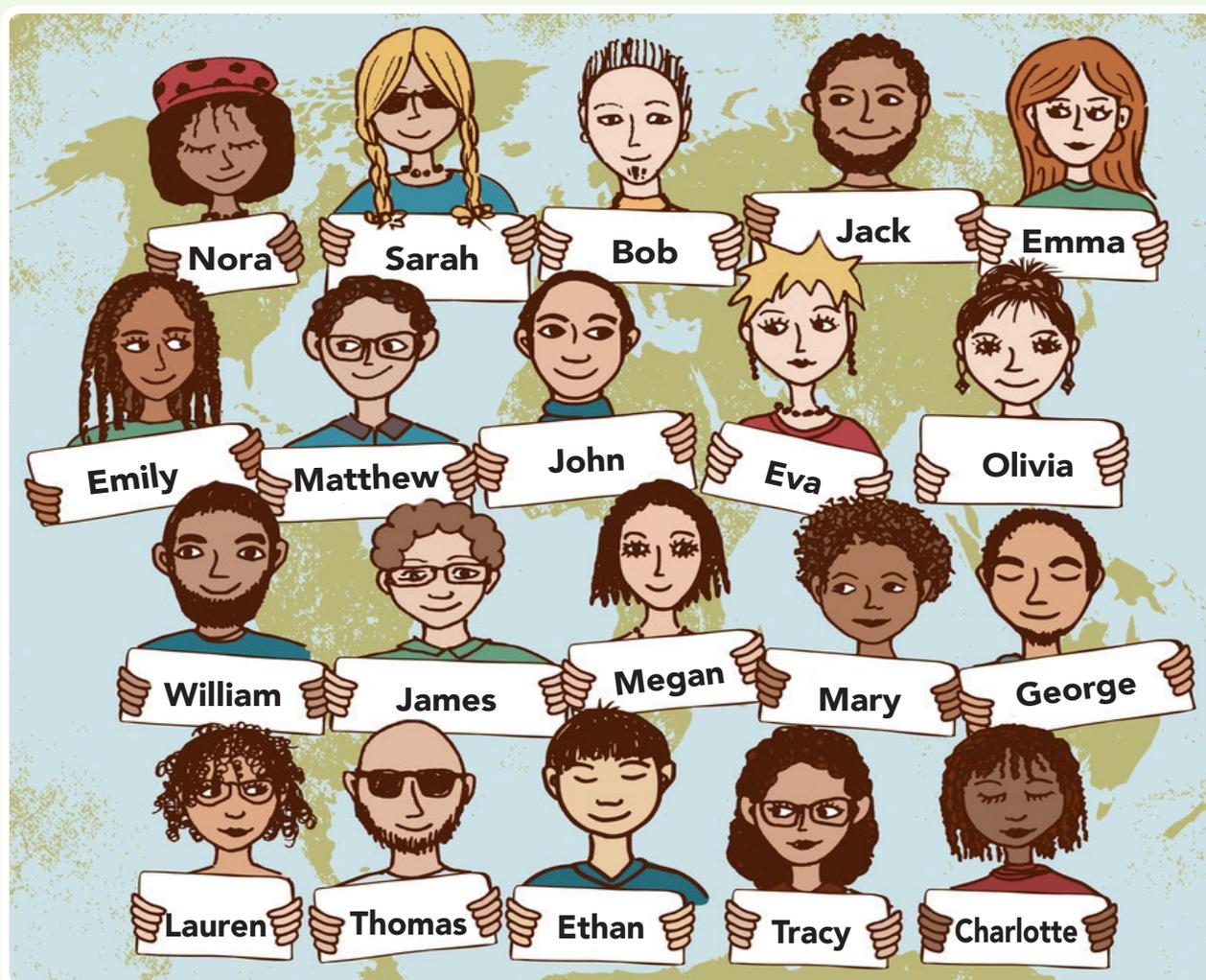
A: No, she isn't.

D: Is she next to Jack?

A: No, she isn't.

E: Is she in front of George?

A: Yes, she is.



LISTENING



Grade	6
Function	Talking about locations of things and people.
Skills	Listening for specific information. Listening integrated with speaking.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 24 for listening activity in Appendix B. Track 25 for pronunciation. Speaking activity in Appendix C.
Aims	To talk about locations of things and people. To review the vocabulary related to locations of things and people.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to match the pictures with the prepositions in Appendix A as a lead in activity.2. The teacher asks the students to listen to the tapescript and find the right room.3. The teacher asks the students to listen to the tapescript again and answer the questions.4. The teacher asks the students to share their answers with whole class.5. The teacher asks the students to listen and repeat the words in Track 25.6. Then the teacher asks the students to draw their own rooms and talk about it as in the listening text.



Appendix A

Lead in

* Where is the cat?

* Write sentences under the pictures as in the example.

on

under

next to

over

near

in

in front of

between

behind

1



2



3



E.g. The cat is on the clew.

4



5



6



7



8



9

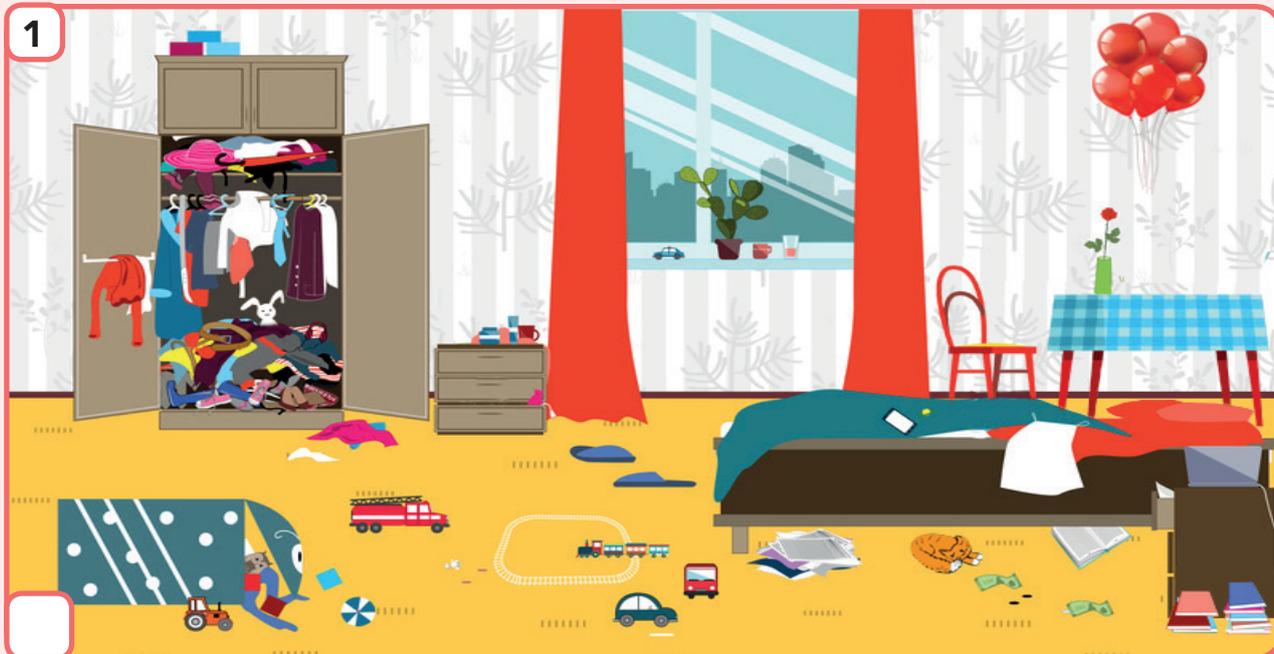


LISTENING



Appendix B Track 24

1. Adriel is very untidy. Listen to Adriel's room description to find his room and put a tick on his room's picture.



2. Listen to Adriel's room description again and answer the questions.

1. Where is the rabbit ?
2. Where are the books?
3. Where are the blue socks?
4. Where is the cat sleeping?
5. Where are the balloons?

LISTENING



Track 25

Pronunciation

Listen and repeat.

drawer /drɔːr/

sock /sɒk/

commode /kə'məʊd/

clothes /klaʊðz/

wardrobe /'wɔː.drəʊb/

fire engine /'faɪər ,en.dʒɪn/

balloon /bə'luːn/

over /'əʊ.vər/

Appendix C

Are you an untidy person?
Draw your room below and describe it.



SPEAKING



Grade	6
Function	Talking about locations of things and people.
Skills	Speaking for accuracy and fluency. Speaking integrated with reading.
Duration	40 mins.
Materials Required	The lead in activity in Appendix A. Reading activity in Appendix B. Speaking activity in Appendix B. Puzzle in Appendix C.
Aims	To talk about the locations of things and people. To describe locations of the people.
Procedures	<ol style="list-style-type: none">1. The teacher asks the lead in questions in Appendix A.2. The teacher asks the students to read the statements in Appendix B and write the names of the people under their photos.3. The teacher asks the students to share their answers with the whole class.4. Then the teacher shows the photo in Appendix B and asks the students to talk about the people as in the reading activity.5. The teacher asks the students to find the hidden words in the puzzle in Appendix C.



Appendix A

Lead in

Complete the sudokus and share your answers.

E.g. There is a panda between the dog and the cat in the first line.



Appendix B

1. Read the statements below and write the names of the people under their photos.



1.

2.

3.

4.

5.

6.

7.

8.

Hello, I'm Luis. I'm in front of my cousin John.
I love him because he always makes me laugh.

Hi, I'm Lisa. I like playing the guitar. I'm between
Tom and Richard.

Hi, I'm Mary. I'm next to Alice. I'm tall and slim like
my cousin John.

Hi, I'm Kevin. I'm their grandfather. They always send
me messages and I try to answer them.
I love all of them.

Hello, I'm Richard. I have got curly dark hair.
I'm next to my grandfather.

Hello, I'm Tom. I love animals. I'm near Lisa.

Hi, my name is Alice. I'm sitting between Luis and
Mary.

Hi, I'm John. I'm tall and slim. I'm behind Luis.

SPEAKING



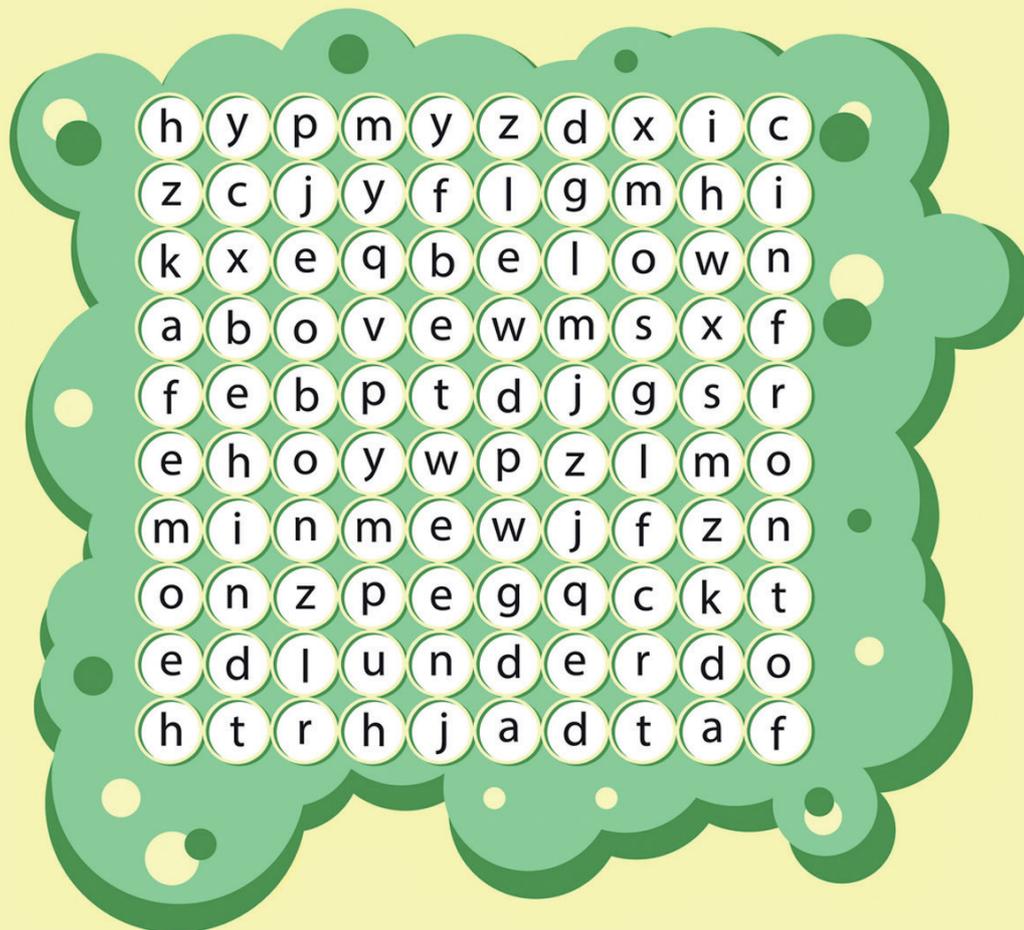
2. Look at the photo below and talk about the people as in the Activity 1.





Appendix C

Find the words in the puzzle.



1



2



3



4



E.g. The dragon is above the box.

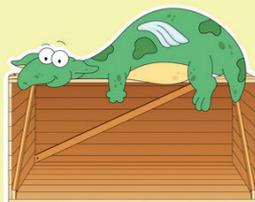
5



6



7



8



WRITING



Grade	6
Function	Talking about locations of things and people.
Skills	Writing Genre: A short paragraph Audience: Peers Purpose: To write about the locations of things and people. Writing integrated with reading.
Duration	35 mins.
Materials Required	Lead in questions in Appendix A. Reading activity in Appendix B. Writing Activity in Appendix B. Speaking activity In Appendix C.
Aims	To write a short paragraph about the locations of things and people.
Procedures	<ol style="list-style-type: none">1. The teacher asks the students to read the statements and draw their own pictures in Appendix A as a lead in activity.2. The teacher asks the students to show their pictures to their peers.3. The teacher shows the picture in Appendix B and asks the students to write the locations of the animals as in the example.4. The teacher asks the students to share their paragraphs with their classmates.5. The teacher asks the students to find the differences between the two pictures in Appendix C.



Appendix A

Lead in Answer the questions.

- * Do you like books with or without pictures? Why?
- * Do you visualize the things you read?

Appendix B

1. Read the statements and draw your picture below.

Draw a house on the left and draw a dog kennel next to the house. As there is a dog kennel in the garden we can't miss the dog. Then, draw a dog in front of the dog kennel. We can't imagine a garden without trees, so draw three trees on the right. Draw some daisies between the trees. Now, draw five birds above the trees. Draw some clouds in the sky and draw a sun behind the clouds.





Appendix C

1. Look at the pictures and try to find ten differences. Write about these differences.





READING



Grade	6
Function	Talking about past events.
Skills	Reading for skimming and scanning. Reading integrated with speaking.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading text in Appendix B. Reading activities in Appendix B. Speaking activity in Appendix C.
Aims	To identify a gist of the text. To understand statements and expressions about past events.
Procedures	<ol style="list-style-type: none">1. The teacher shows the photos in Appendix A and asks the students to answer the questions as a lead in activity.2. The teacher asks the students to read the text and write true or false.3. The teacher asks the students to read the text again and answer the questions.4. The teacher asks the students to match the words with their definitions.5. The teacher shows the cards in Appendix C and asks the students to ask and answer questions about the people in the cards as in the example.

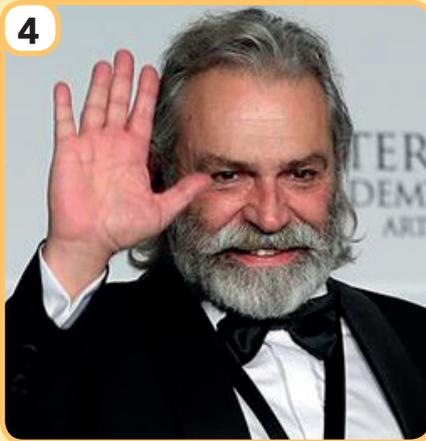
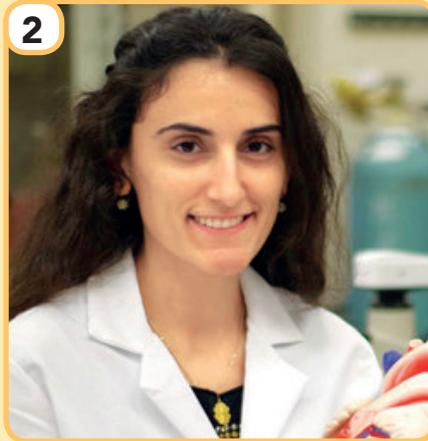
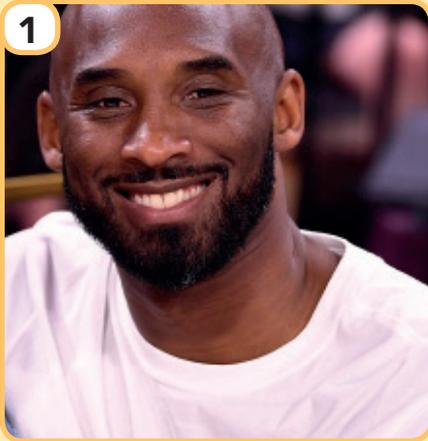


Appendix A

Lead in

Look at the photos below and answer the questions.

- * Who are they?
- * What are they interested in?
- * Who is your favourite one? Why?





Appendix B

1. Read the text and write True or False.

MY HEROINE

Most of the people have got heroes who are special for them. Their heroes are generally famous and **well known** people. My heroine is my grandmother. She didn't act in any movie or she didn't win important awards but she was very special for me.

She was born a long time ago. When she was a little girl, her parents died. So she grew up with her brother in their village. They were both children but they never stopped **struggling**. Life was not easy for them. They were little **shepherds** and they had to take care of sheep without their parents.



My father was the last child of my grandmum. He was naughtier than her other four children. Although he caused many **troubles** for many times, she never got angry with him. She always said: "He is just a kid." She was calm and kind to all of her children, to everyone because she was always grateful for what she had.

She was very funny and fond of making jokes. She couldn't stand seeing **grumpy** and bored people. When she saw someone unhappy, she could easily find ways to make him/her happy. She always had a big laugh. I miss her so much and I'm glad to share the same name with her. I hope, one day I will be a funny grandmum like her.

- 1. Naida's heroine is her grandmother.
- 2. Her grandmother is well-known all over the world.
- 3. Naida's grandmum and her brother grew up without their parents.
- 4. Naida's father was a naughty boy.
- 5. Naida's grandmother was grumpy and unhappy.



2. Read the text again and answer the questions.

1. Was Naida's heroine a famous person?

.....

2. Where did Naida's grandmother grow up?

.....

3. How many children did Naida's grandmother have?

.....

4. What did Naida's grandmother do when she saw someone unhappy?

.....

5. What was Naida's grandmother's name?

.....

3. Match the words with their definitions.

1. well-known: a) a person who takes care of sheep.

2. struggle: b) easily annoyed and complaining.

3. shepherd: c) problems or difficulties.

4. trouble: d) known or recognized by many people.

5. grumpy: e) to work hard to do something.



Appendix C

1. Look at the cards below and ask and answer questions about them as in the example.



Kemal SUNAL

Birth: İstanbul, 1944.

Films: 82 films

Marriage: Gül Sunal (1974-2000)

Death: İstanbul, 2000

E.g.

A: When was Kemal Sunal born?

B: He was born in 1944.

A: Did he get married?

B: Yes, he did.



Münir ÖZKUL

Birth: İstanbul, 1925

Films: 37 films

Children: Güner Özkul, Ferdi Özkul,
Hayriye Özkul

Death: İstanbul, 2018

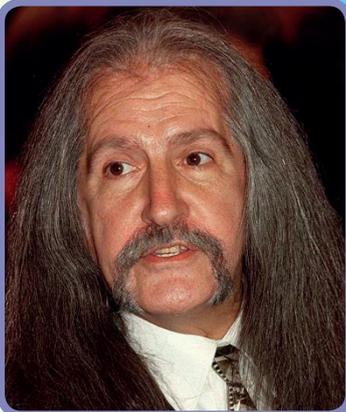
Adile NAŞİT

Birth: İstanbul, 1930

Films: 36 films

Marriage: Ziya Keskiner (1950-1982)
Cemal İnce (1983-1987)

Death: İstanbul, 1987



Barış MANÇO

Birth: İstanbul, 1943

Music Albums: 16 Albums

Marriage: Lale Manço (1978-1999)

Death: İstanbul, 1999

LISTENING



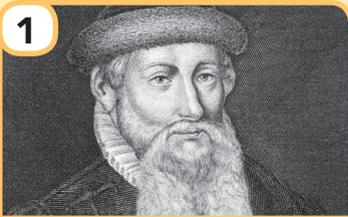
Grade	6
Function	Talking about past events.
Skills	Listening for specific information. Listening integrated with writing. Speaking for warming up.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A Listening activity in Appendix B Listening text "Isaac Newton" video from EBA/Britishcouncil/ learnenglishkids (https://bit.ly/3320AEU) Writing activity in Appendix C Track 26 for pronunciation
Aims	To talk about past events.
Procedures	<ol style="list-style-type: none">1. The teacher shows the photos in Appendix A and asks the students to match the inventors with their inventions.2. The teacher asks the students to listen to the story about Isaac Newton and tick the words they hear.3. The teacher asks the students to listen to the story again and answer the questions.4. The teacher asks the students to listen and repeat the words in Track 26 for pronunciation.5. The teacher asks the students to find the words in the puzzle.6. The teacher asks the students to share their answers with the whole class.7. The teacher asks the students to answer the questions in Appendix C and write about their inventors/discoverers.



Appendix A

Lead in

Look at the photos below and match the inventors with their inventions.



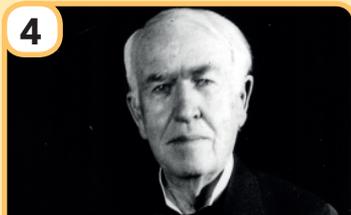
Johannes Gutenberg



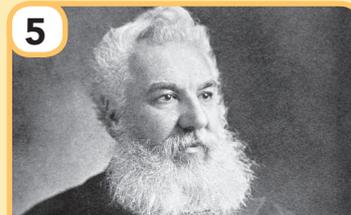
James Naismith



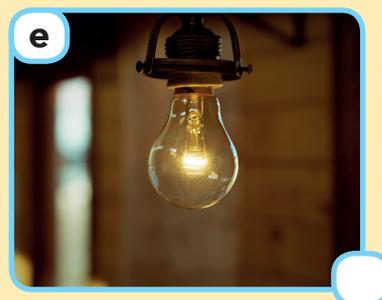
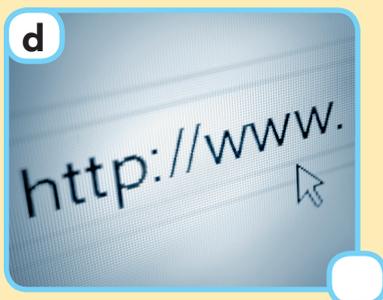
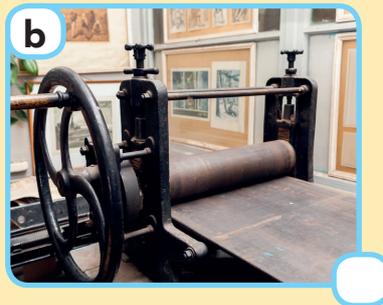
Tim Berners-Lee



Thomas Edison



Alexander Graham Bell





Appendix B

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

farm

instruments

inventions

Oxford University

astronomy

castle

apple

orange

grape

gravity

rainbow

crayon

space

2. Listen to the story again and answer the questions.

1. Where was Isaac Newton born?

2. Did he get brilliant marks at school?

3. What did he see while he was drinking tea in the garden?

4. Did he form the theory of gravity?

5. When did he die?

LISTENING



Track 26

Pronunciation

Listen and repeat.

brilliant /'brɪl.jənt/

invention /ɪn'ven.fən/

physics /'fɪz.ɪks/

terrible /'ter.ə.bəl/

disease /dɪ'zi:z/

theory /'θɪə.ri/

gravity /'græv.ə.ti/

fascinated /'fæs.ən.eɪ.tɪd/

discovery /dɪ'skʌv.ə.ri/

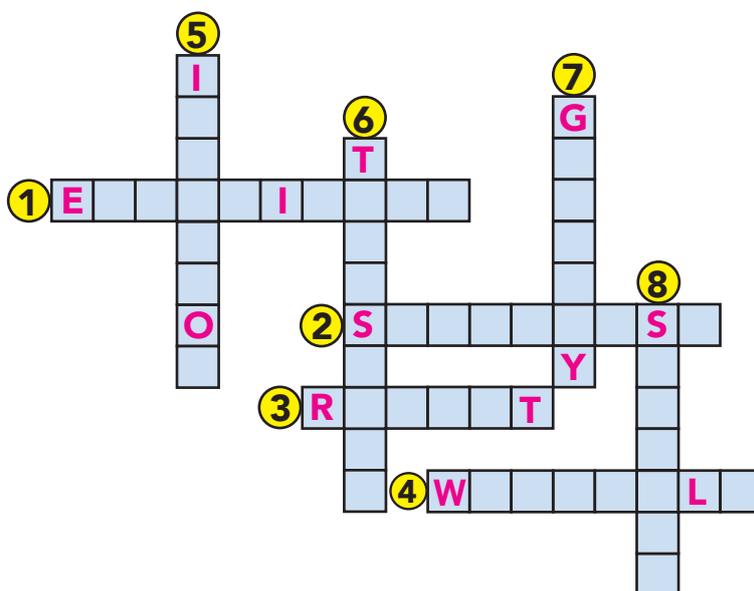
3. Find the words in the puzzle.

ACROSS:

1. a test done in order to learn something or to discover
2. an expert in science
3. a large object that is used for space travel or as a weapon
4. a building which provides electrical or mechanical power by the help of wind

DOWN:

5. someone who designs or creates something that did not exist before
6. a device that you look through the sky
7. the force that makes objects fall toward the earth
8. a device that uses the light of the sun to show the time of day





Appendix C

1. Answer the questions and write about your favourite inventor or discoverer.

- * Who is your favourite inventor/discoverer?
- * When was she/he born?
- * Why do you like him/her?
- * What did she/he invent or discover?
- * Is his/her invention or discovery useful for mankind? Why?
- * Is she/he alive?
- * When did she/he die?

Stick his/her photo here



Grade	6
Function	Talking about past events.
Skills	Speaking for accuracy and fluency. Speaking integrated with listening.
Duration	40 mins.
Materials Required	Lead in questions. The "Bird King Story" in Appendix B (EBA/Britishcouncil/ learnenglishkids - https://bit.ly/3320AEU) Speaking activity in Appendix B. The labyrinth in Appendix C.
Aims	To talk about past events.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions in Appendix A. 2. The teacher asks the students to watch The Bird King story and write the names of the birds under their pictures in Appendix B. 3. The teacher asks the students to answer the questions and talk about the story. 4. The teacher shows the labyrinth in Appendix C and asks the students to find the right mom. 5. The teacher asks the students to share their answer with the whole class.



Appendix A

Lead in Answer the questions.

- * Did your parents read you bedtime stories when you were a little child?
- * Did you like these stories?
- * Which one was your favourite? Why?
- * Do you read books before you fall asleep?

Appendix B

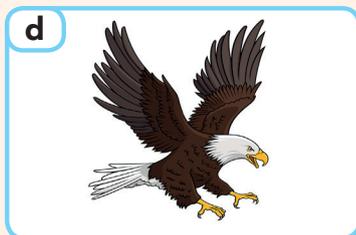
1. Watch the story and write the names of the birds under their pictures.

sparrow / toucan / parakeet / myna / eagle / macaw













2. Answer the questions about the story.

1. Why did macaw suggest a competition?
2. Who won the competition?
3. Did you like the story? Why?

3. Answer the questions below and talk about your own experiences.

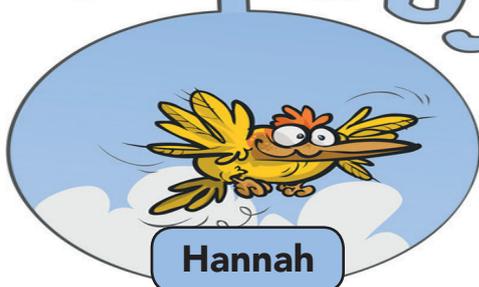
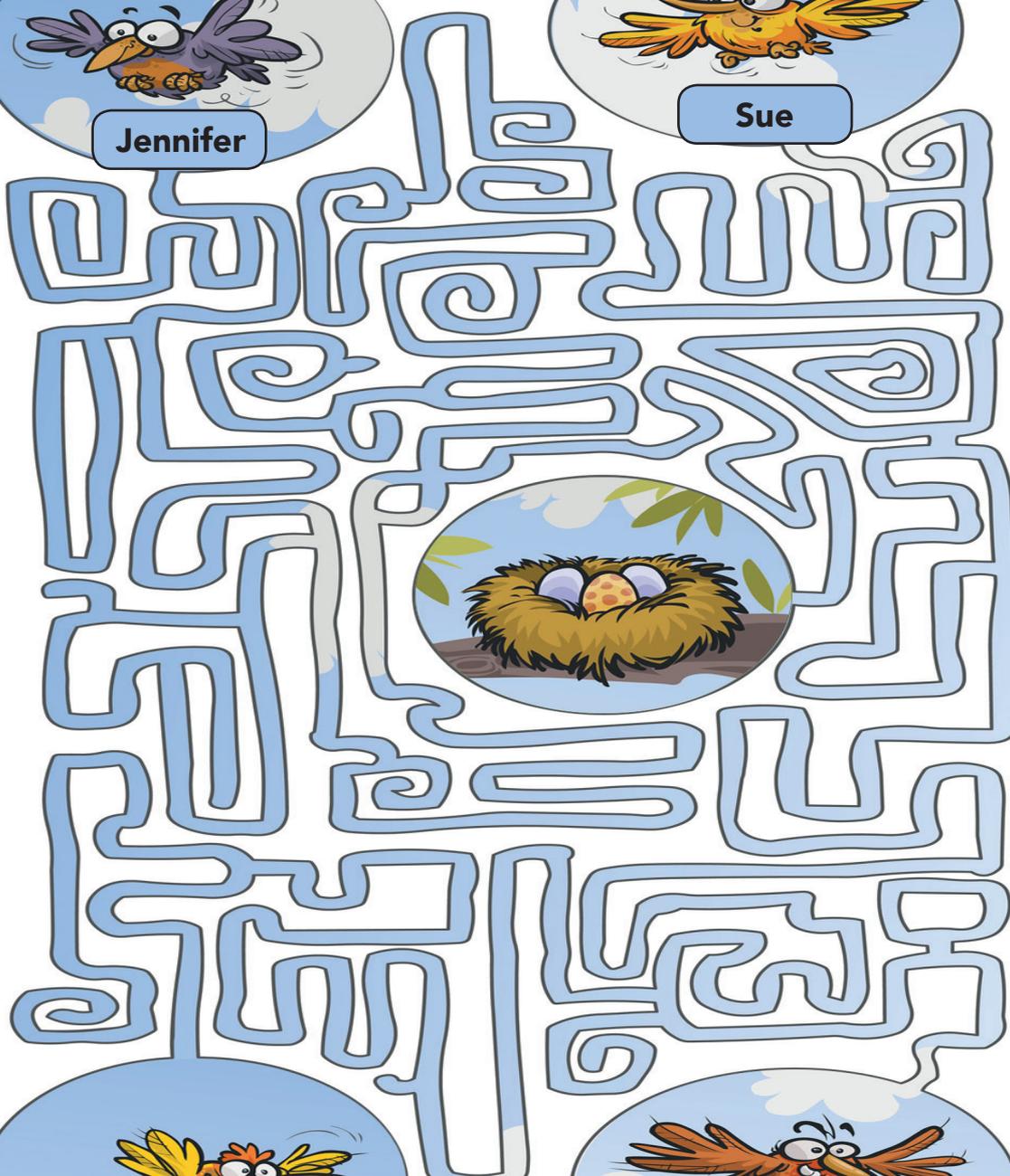
- * Did you join any competition or race?
- * What was the award?
- * Who won it?
- * How did you feel?



Appendix C

1. Follow the right way in the labyrinth and find their mom.

WHO LAID THE EGGS?





Grade	6
Function	Talking about the past events.
Skills	Writing. Genre: A fable Audience: Peers Purpose: To write about the past events. Writing integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading activity in Appendix B. Writing activity in Appendix B.
Aims	To write about the past events. To write a short fable.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the fables with their morals in Appendix A as a lead in activity. 2. The teacher asks the students to read the fable and answer the questions in Appendix B. 3. Then the teacher asks the students to choose a topic and write their own fable. 4. The teacher asks the students to share their fables with the whole class.



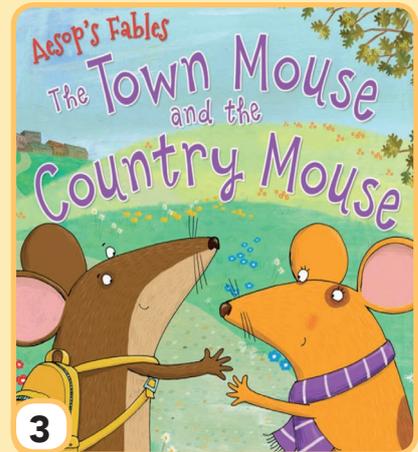
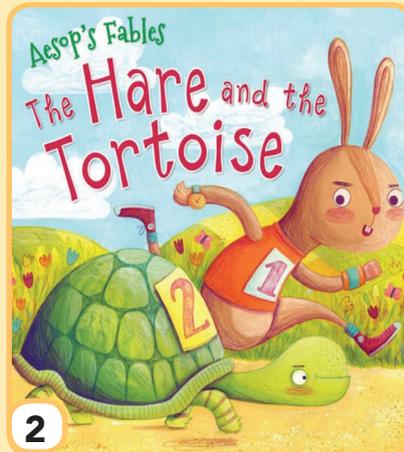
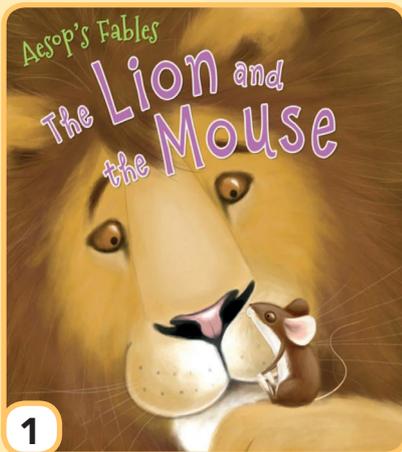
Appendix A

Lead in



Fables are very short stories and they teach a lesson or moral. In most of the fables, the characters are animals. Children and even adults like listening or reading fables. Which of the fables do you like most?

Look at the pictures and match the fables with their morals.



a

"You can be more successful by doing things slowly and steadily."

b

"A simple life in peace and safety is preferable to a life of luxury in fear."

c

"Goodness brings its rewards and sometimes small beings can help greater."

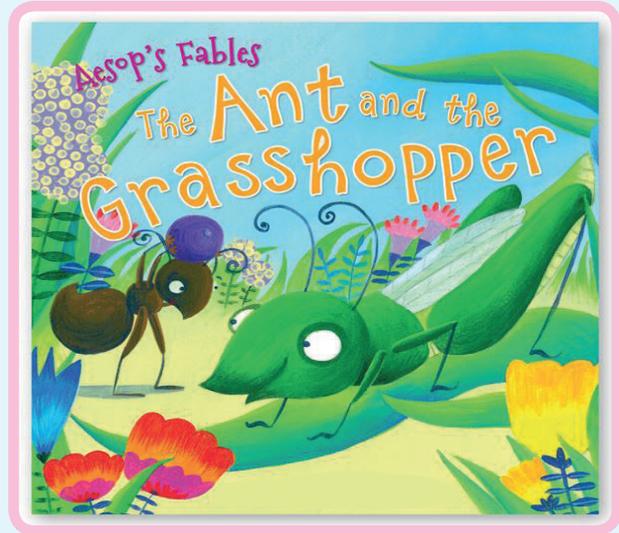


Appendix B

1. Read the story and answer the questions.

Once upon a time, there was a grasshopper that played the violin. Like all the Grasshoppers, he loved summer. He did not work and he played his violin, sang songs and danced all day.

The Ant lived near the Grasshopper in the forest. He was very different from his neighbour. The Ant worked from the morning until night. He picked up food and carried it to his house in anthill.



The Grasshopper laughed at him and said: "Why don't you sing and dance with me? Don't work so hard." The Ant went on working and the Grasshopper went on singing.

When the winter came, the Grasshopper had no food and was dying of hunger. On the other hand, the Ant had plenty of food to last all through the winter.

1. Who were the characters?

.....

2. Where did the story take place?

.....

3. What happened in the story?

.....

4. What's the moral of the story?

.....



2. Think about the points below and write your own fable.



A large rectangular area with horizontal lines for writing, enclosed in a pink border. A yellow pencil with a pink eraser is positioned vertically on the right side of the writing area.

Idiom Time

Look at the pictures below and match the idioms with their definitions.

1



Read someone like a book

2



A closed book

3



By the book

- a) Following all the rules or system for doing something.
- b) To be able to understand easily what someone is thinking or feeling.
- c) A subject about which you know or understand nothing.

E.g.

"I'm afraid physics will always be **a closed book** to me."

"I can **read you like a book** because I'm your mother."

"He always tried to do everything **by the book**. He is a real perfectionist."

Project Time

ARE YOU READY TO BE A REAL AUTHOR?

- Follow the steps and prepare your own book.

- * Choose a topic.
- * Think of a title.
- * Define the characters, place and time.
- * Create the outline of your book.
- * Write the event.
- * Design the cover page.
- * Stick or punch the papers.
- * Add some pictures.



ANSWER KEY

ANSWER KEY

6.8

READING

PAGE 2

EXERCISE 1

b) Lost Ruby Necklace

PAGE 4

EXERCISE 2

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

EXERCISE 3

1. She put her ruby necklace on the table.
2. It was behind the vase.
3. He put it into the small box.
4. She put them into dustbin.
5. It is under the tree.

EXERCISE 4

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

LISTENING

LEAD IN

PAGE 7

1. on 2. between 3. behind 4. under 5. in
6. next to 7. near 8. in front of 9. above

ANSWER KEY

EXERCISE 1

The second picture is Adriel's room.

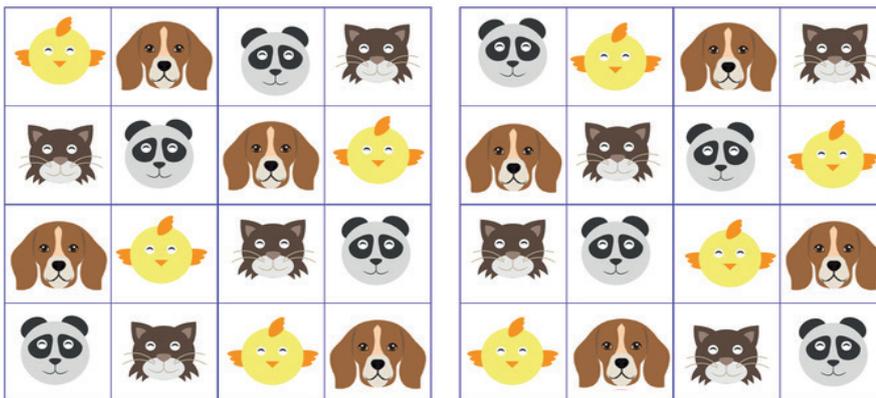
EXERCISE 2

1. It is in the drawer.
2. They are on the table.
3. They are in front of the bed.
4. It is sleeping on the bed.
5. They are above the table.

SPEAKING

LEAD IN

PAGE 11



PAGE 12

EXERCISE 1

- | | | | |
|---------|---------|------------|----------|
| 1. Tom | 2. Lisa | 3. Richard | 4. Kevin |
| 5. John | 6. Luis | 7. Alice | 8. Mary |

PAGE 14

- | | | | |
|----------|----------------|----------|------------|
| 1. above | 2. behind | 3. below | 4. between |
| 5. in | 6. in front of | 7. on | 8. under |

ANSWER KEY

READING

LEAD IN

PAGE 20

1. Kobe Bryant
2. Canan Dağdeviren
3. Steve Jobs
4. Haluk Bilginer
5. Lionel Messi
6. Alev Alatlı
7. Aziz Sancar
8. Sümeyye Boyacı

PAGE:21

EXERCISE 1

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

PAGE 22

EXERCISE 2

1. No, she wasn't.
2. She grew up in their village.
3. She had five children.
4. She could easily find ways to make him/her happy.
5. Her name was Naida, too.

EXERCISE 3

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

LISTENING

LEAD IN

PAGE 25

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

ANSWER KEY

PAGE 26

EXERCISE 1

farm-inventions-astronomy-apple-gravity-rainbow-space

EXERCISE 2

1. He was born in Lincolnshire, England.
2. No, he didn't.
3. He saw an apple fall from a tree.
4. Yes, he did.
5. He died in 1727.

PAGE 27

EXERCISE 3

1. Experiment
2. Scientist
3. Rocket
4. Windmill
5. Inventor
6. Telescope
7. Gravity
8. Sundial

SPEAKING

PAGE 30

EXERCISE 1

- a) Parakeet
- b) Myna
- c) Toucan
- d) Eagle
- e) Sparrow
- f) Macaw

EXERCISE 2

1. Macaw suggested a competition to choose the king.
2. The sparrow.
3. Optional.

ANSWER KEY

PAGE 31

EXERCISE 1

Jennifer laid the eggs.

WRITING

LEAD IN

PAGE 33

1) c 2) a 3) b

PAGE 34

EXERCISE 1

1. They were the Ant and the Grasshopper.
2. In the forest.
3. The Ant worked and The Grasshopper just danced, sang and played the violin. The Ant was happy and full but the Grasshopper was sad and hungry at the end.
4. We should work for our future.

PAGE 36

1) b 2) c 3) a

TRACK 24

Adriel is very untidy. His room is in a mess again. His toys are out of the toy box. His notebook is under the bed. There are lots of clothes in the wardrobe. The rabbit is in the drawer. There is a table behind the bed and a chair near the table. There are many books on the table. The slippers and the socks are on the floor. The blue socks are in front of the bed. There is a vase on the commode and a red rose in the vase. The cat is sleeping on the bed as usual. The fire engine is between the ball and blue car. The caterpillar is behind the toy box. There are balloons above the table because yesterday was Adriel's birthday.

TRACK 25

Pronunciation

Listen and repeat.

drawer /**drɔːr**/

sock /**sɒk**/

commode /**kə'məʊd**/

clothes /**ləʊðz**/

wardrobe /**'wɔː.drəʊb**/

fire engine /**'faɪər ,en.dʒɪn**/

balloon /**bə'luːn**/

over /**'əʊ.vər**/

ANSWER KEY

TRACK 26

Pronunciation

Listen and repeat.

brilliant /'brɪl.jənt/

invention /ɪn'ven.ʃən/

physics /'fɪz.ɪks/

terrible /'ter.ə'bəl/

disease /dɪ'zi:z/

theory /'θɪə.ri/

gravity /'græv.ə.ti/

fascinated /'fæs.ən.eɪ.tɪd/

discovery /dɪ'skʌv.ə.ri/

LISTENING TEXT

PAGE 26

Isaac Newton

Isaac Newton was born in Lincolnshire, England in 1643, where he grew up on a farm. When he was a boy, he made lots of brilliant inventions like a windmill to grind corn, a water clock and a sundial. However, Isaac didn't get brilliant marks at school. When he was 18, Isaac went to study at Cambridge University. He was very interested in physics, mathematics and astronomy. But in 1665 the Great Plague, which was a terrible disease, spread in England, and Cambridge University had to close down. Isaac returned home to the farm. Isaac continued studying and experimenting at home. One day he was drinking a cup of tea in the garden. He saw an apple fall from a tree. 'Why do apples fall down instead of up?' From this, he formed the theory of gravity. Gravity is an invisible force which pulls objects towards the Earth and keeps the planets moving around the Sun. Isaac was fascinated by light. He discovered that white light is in fact made up of all the colours of the rainbow. Isaac also invented a special reflecting telescope, using mirrors. It was much more powerful than other telescopes. Isaac made another very important discovery, which he called his 'Three Laws of Motion'. These laws explain how objects move. Isaac's laws are still used today for sending rockets into space. Thanks to his discoveries, Isaac became rich and famous. However, he had a bad temper and often argued with other scientists. 'You stole my discovery!' Sir Isaac Newton died in 1727 aged 85. He was buried along with English kings and queens in Westminster Abbey in London. He was one of the greatest scientists and mathematicians who has ever lived.

PAGE 30

The bird king

All the animals in the jungle had a king. The birds were jealous. They wanted a king too.

'Let me be king. Look at my wonderful colours!' said the beautiful parakeet.

'No, no,' said the myna. 'I can speak and talk to the other animals. I should be king.'

'And I have a fantastic beak!' said Toucan. 'I want to be the bird king.'

'I know,' said the macaw. 'Why don't we have a competition? The bird who can fly the highest will be the bird king.'

Everyone thought this was an excellent idea, especially the eagle. 'Make me king now,' he said. 'I am the strongest, and I can fly the highest.'

'Ah,' said a little voice. 'But you might not win!'

'Ha ha!' laughed the eagle. 'You can't beat me, little sparrow!'

'We'll see,' said the sparrow.

The race began, and all the birds flew high into the sky. They flew higher and higher, and the eagle flew the highest. 'Ha! I told you!' squawked the eagle. 'I, I am the king!' But the sparrow was hiding under the eagle's wing. Suddenly, he flew higher than the eagle's head. The sparrow was the highest bird of all! He won the competition! And the sparrow was the new bird king.

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Bu görsel komisyonumuz tarafından oluşturulmuştur.

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