

Ali and the magic carpet

Topic

Weather

Aims

To develop and practise:

- vocabulary: weather and habitats
- structure: What's the weather like?
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately

Materials

1. Story, activity sheet, answers and transcript: 'Ali and the magic carpet'
<https://learnenglishkids.britishcouncil.org/short-stories/ali-and-the-magic-carpet>
2. Flashcards: 'Weather'
<https://learnenglishkids.britishcouncil.org/flashcards/weather-flashcards>
3. Flashcards: 'Nature'
<https://learnenglishkids.britishcouncil.org/flashcards/nature-flashcards>
4. Word games: 'Weather 1' and 'Weather 2'
<https://learnenglishkids.britishcouncil.org/word-games/weather-1>
<https://learnenglishkids.britishcouncil.org/word-games/weather-2>
5. Worksheets: 'Weather'
<https://learnenglishkids.britishcouncil.org/worksheets/weather>
6. Your turn: 'Weather'
<https://learnenglishkids.britishcouncil.org/your-turn/weather>
7. Tongue twister: 'Whether the weather'
<https://learnenglishkids.britishcouncil.org/tongue-twisters/whether-the-weather>
8. A map of the learners' own country (stage 5)
9. Different maps of other countries, one per group of 3-4 learners, on A3 paper (stage 6)
10. Small blank cards for drawing weather symbols (stage 6)

For a complete list of all 'Weather' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/category/topics/weather>

Introduction

In this lesson, learners will be introduced to the popular story 'Ali and the magic carpet'. They will watch the story, complete comprehension activities, look at some lexis for weather and habitats, and review the story. Finally learners can do some extension work based on the story, producing their own TV weather forecast and re-imagining the story.

Procedure

1. Introduce the topic (5 mins)	<ul style="list-style-type: none"> • Draw or show a carpet or rug on the board and elicit what it is. Ask learners if they know of any stories with a special carpet, and what the carpet can do.
2. Focus on the story: vocabulary (10–15 mins)	<ul style="list-style-type: none"> • Tell the learners they are going to watch a story about a special carpet. In the story, they will see different places and weather. Elicit some predictions and ask learners to complete part 1 of the activity sheet: write the word under the pictures. • Play the story. Learners complete part 2 of the activity sheet: put the places in order. • Ask learners if they remember what the weather is like in the story. Elicit the weather vocabulary (sunny, etc.) using the flashcards. Alternatively, play the 'Weather 1' and/or 'Weather 2' word games.
3. Focus on the story: comprehension (10 mins)	<ul style="list-style-type: none"> • From memory, learners complete as much as they can of part 3 of the activity sheet: match the places and the weather. • Give each pair of learners a copy of the transcript of the story. Together, they read through the transcript and check or complete their answers. Check answers as a class: show the flashcards and ask learners to tell you what weather it is and where.
4. Reviewing the story (5–10 mins)	<ul style="list-style-type: none"> • Ask learners what their favourite place in the story was and hold a class vote. Play the story all the way through. Pause the story at logical points, ask questions about what has just happened, and ask learners to tell you what happens next. You could give points for correct answers. • Finally, learners complete part 4 of the activity sheet: draw a picture and write about today's weather.
5. Further practice of structure and vocabulary (15 mins)	<ul style="list-style-type: none"> • Learners complete exercise 3 of the first 'Weather' worksheet: read the weather forecast and draw the weather symbols. • Then give learners a map of their own country. They draw their own weather map, with different weather in different cities or regions. • Now do a drawing dictation. Give learners another copy of the map, and in pairs they ask and dictate to each other the weather from their own map to draw. Before starting this activity, drill the question form: 'What's the weather like in...?' • Learners can check their answers by comparing their maps after they finish dictating.
6. Oral extension: producing a TV weather forecast (15–20 mins)	<ul style="list-style-type: none"> • Learners work in groups of three or four. Give each group a map of a different country. Learners then decide what the weather is like in each city or region and make weather symbols on cards for those cities. • Help learners plan and rehearse their weather forecast presentation. Depending on the learners, you could demonstrate with a map and presentation of your own.

	<ul style="list-style-type: none"> • When the groups are ready, introduce each group as if the news has just finished, and each group presents the weather for that country, with their map on the board, sticking on the weather symbols as they go. Depending on your learners, you could film the forecasts.
7. Written extension: re-imagining the story (15 mins)	<ul style="list-style-type: none"> • Brainstorm as a class where learners would like to go if they found a magic carpet, and what they might see there. Put some ideas on the board. • In pairs, learners decide together six places they would like to go to, and in what order. • Now learners draw a picture and write a caption for each place they go, and where they start and finish. Depending on your learners, the original story text could be used to help learners write captions, or learners could write their own captions saying where they are and what they can see in each place. • Display the stories around the room, and allow time for learners to move around and read them.
8. Setting homework (5 mins)	<ul style="list-style-type: none"> • Learners can watch the story again or complete the remainder of the 'Weather' worksheets. If they are members of LearnEnglish Kids, they can also read the comments on the 'Weather' Your turn and then leave their own. • For fun, play the 'Whether the weather' tongue twister and repeat together as a class, then they can practise it at home. Who can say it the fastest in the next lesson? • Learners could also choose another country and make a weather forecast for it, or draw and write about some more places they would like to visit on their magic carpet.

Contributed by

Rachael Ro