

ENGLISH 6

UNIT 10



Talking about stages of a procedure
Making simple inquiries
Talking about past events



EDİTÖRLER

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Grade	6
Function	Talking about stages of a procedure.
Skills	Reading for skimming and scanning. Reading integrated with writing.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading text in Appendix B. Reading activities in Appendix B. Writing activity in Appendix C.
Aims	To identify a gist of the text. To review how to talk about stages of a procedure.
Procedures	<ol style="list-style-type: none"> 1. The teacher shows the photos and asks the students to match them with the words in Appendix A. 2. The teacher asks lead in questions. 3. The teacher asks the students to read through the text and choose the best title for it. 4. The teacher asks the students to read the text and write true or false. 5. The teacher asks the students to read the text again and answer the questions in Appendix B. 6. The teacher shows the ingredients in Appendix C and asks the students to choose seven of them and write their own recipe. 7. The teacher asks the students to share their recipes with the whole class.



2. Read the text and write True or False.

1. Today's first meal is Pesto Chicken Bake. _____
2. It is very difficult to prepare it. _____
3. We should spread some peanut butter on chicken breast. _____
4. We can prepare pesto at home. _____
5. We should serve this meal hot. _____

3. Read the text again and answer the questions.

1. What's the programme about?
.....
2. What are the four basic ingredients?
.....
3. What should we mix for homemade pesto?
.....
4. Should we put tomatoes or potatoes on cheese?
.....
5. What temperature should we bake chicken?
.....

Appendix C

Look at the ingredients below. Choose seven of them and write your own recipe.

olive oil / carrot / flour / meat / eggs / fish / cheese / milk / parsley
tomatoes / potatoes / yoghurt / lemon / sugar / salt / baking-powder
vinegar / onion / honey / strawberry / butter

First, _____

Second, _____

Third, _____

Then, _____

Finally, _____

LISTENING



Grade	6
Function	Talking about stages of a procedure.
Skills	Listening for specific information. Listening integrated with writing.
Duration	40 mins.
Materials Required	Lead in questions in Appendix A. Track 28 for listening activity in Appendix B. Track 29 for pronunciation. Writing activity in Appendix C.
Aims	To talk about stages of a procedure. To review vocabulary related to democracy.
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 listen to the dialogue and tick the topics they hear in the dialogue.3. The teacher asks the students to listen to the dialogue again and answer the questions.4. The teacher asks the students to listen and repeat the words in Track 29 for pronunciation.5. The teacher asks the students to prepare their own poster describing their opinions and promises for school representative election.6. The teacher asks students to share their posters with the whole class.



Appendix A

Lead in

Answer the questions.

- Do you get excited while speaking to an audience?
- Do you prepare your speech before? Why?
- What makes you feel calm?

Appendix B

Track 28

Ceylin comes from the school and she feels very happy and excited. She is talking to her mother and she needs her help.



1. Listen to the dialogue and tick the topics they mentioned.

- | | | |
|-----------------------------------|--|---|
| <input type="checkbox"/> Election | <input type="checkbox"/> Breaks | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Hygiene | <input type="checkbox"/> Lessons | <input type="checkbox"/> Posters |
| <input type="checkbox"/> Speech | <input type="checkbox"/> Breakfast & Lunch | <input type="checkbox"/> Canteen |
| <input type="checkbox"/> Exams | <input type="checkbox"/> School garden | <input type="checkbox"/> Other candidates |

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

1. Why is Ceylin excited?
.....
2. Does she want to be a candidate?
.....
3. What should Ceylin prepare first?
.....
4. What does Ceylin think to mention in her speech?
.....
5. Does her mother suggest making a campaign group?
.....



Track 29

Pronunciation

Listen and repeat.

representative: / ,rep.rɪ'zen.tə.tɪv/

election: /i'lek.ʃən/

candidate: /'kæ.n.dɪ.dət/

convincing: /kən'vɪn.sɪŋ/

Speech: /spi:tʃ/

opinion: /ə'pɪn.jən/

prepare: /prɪ'peə/

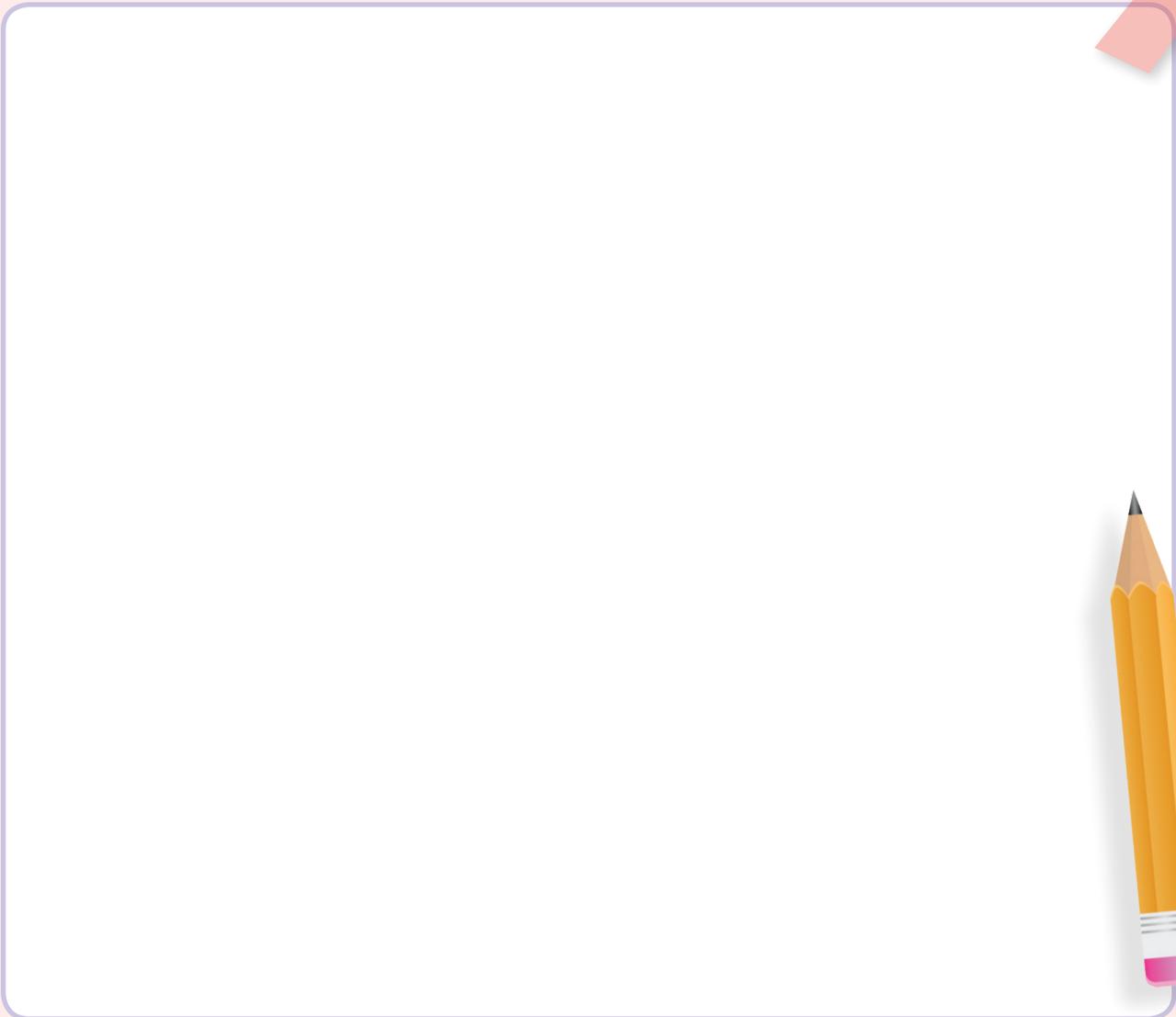
campaign: /kæm'peɪn/

respect: /rɪ'spekt/

promise: /'prɒm.ɪs/

Appendix C

Imagine that you are a candidate for your school representative. Prepare your poster and declare your opinions and promises on it.



SPEAKING



Grade	6
Function	Talking about stages of a procedure.
Skills	Speaking for accuracy and fluency. Speaking integrated with reading.
Duration	35 mins.
Materials Required	Lead in activity in Appendix A. Reading activity in Appendix B. Speaking activity in Appendix B. The puzzle in Appendix C.
Aims	To talk about stages of a procedure.
Procedures	<ol style="list-style-type: none">1. The teacher shows the photos in Appendix A and asks the students to guess the children's countries as a lead in activity.2. The teacher asks the students to read the dialogue and answer the question.3. The teacher asks the students to look at the photos in Appendix B and prepare a speech about animal rights.4. The teacher asks the students to present their speech to whole class.5. The teacher shows the puzzle in Appendix C and asks the students to find the hidden message.



Appendix A

Lead in

Look at the photos below and try to guess where they are from.



1

- a) Alaska
- b) Ireland
- c) Nigeria
- d) China
- e) India



5



2



3



4

Appendix B

1. Read the dialogue and answer the questions.

Mrs. Hathaway: Good morning, everybody.

Students: Good morning Mrs. Hathaway.

Mrs. Hathaway: November the 20th is Children's Rights Day. I want you to prepare a poster about it at the weekend.

Tom: Will you explain the steps?

Mrs. Hathaway: Yes, sure. First, you should research rights of children. Second, you can find photos or you can draw pictures about the Children's Rights Day. Third, you should mention about the importance of this day.

Susan: Should we write the date of Children's Right Day on the posters?

Mrs. Hathaway: It's a good idea Susan, thank you. Finally, You should find a slogan for your posters.

John: What is the deadline?

Mrs. Hathaway: By November the 19th.



1. What does the teacher ask the students to prepare?

.....

2. What should the students do first?

.....

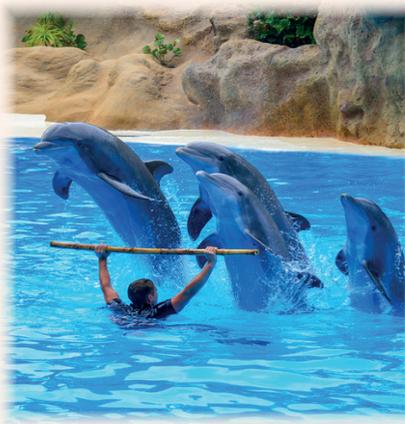
3. What should the students find at last?

.....



2. Look at the photos below and prepare your speech about the animal rights. Then represent it to your friends.

- * First, you can talk about the importance of animal rights.
- * Second, you can mention about the animals in circuses, zoos and aquaparks.
- * Third, you should talk about street animals.
- * Then, you can give examples for people's cruelty to animals.
- * Finally, you should make suggestions about the things we can do for the animals.





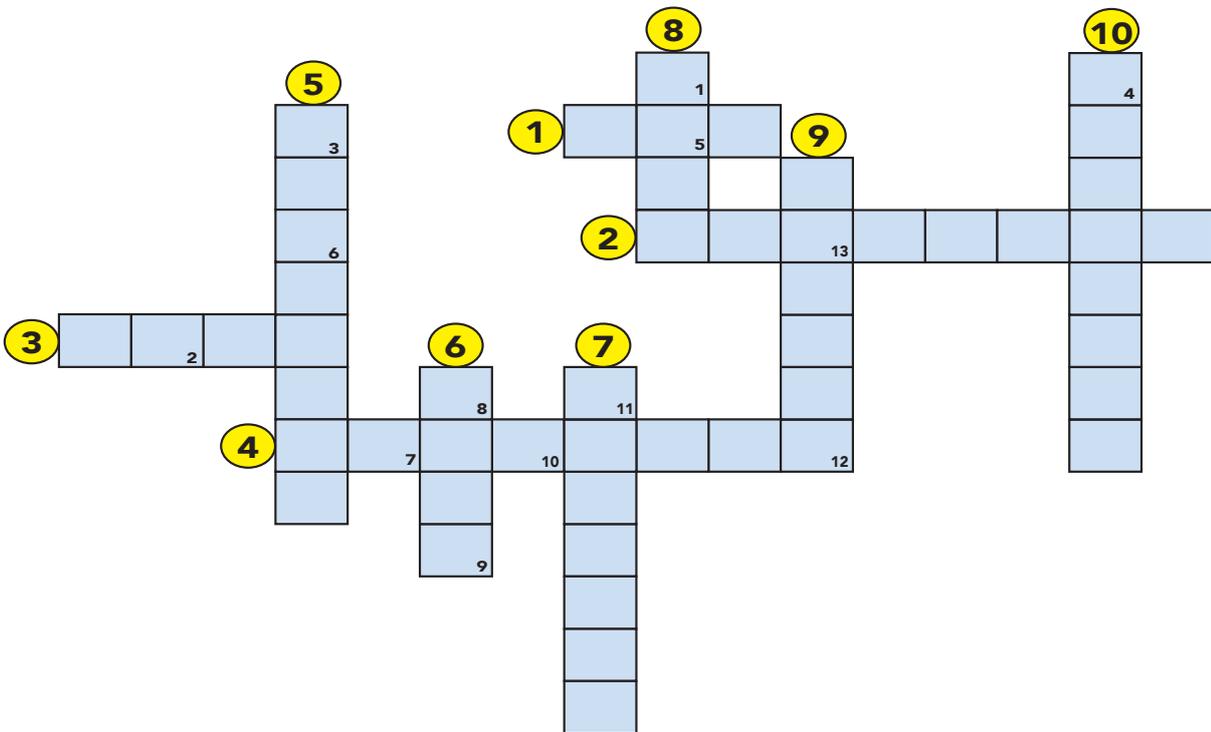
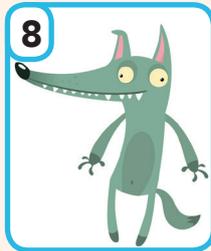
Appendix C

Complete the puzzle and find the hidden message.

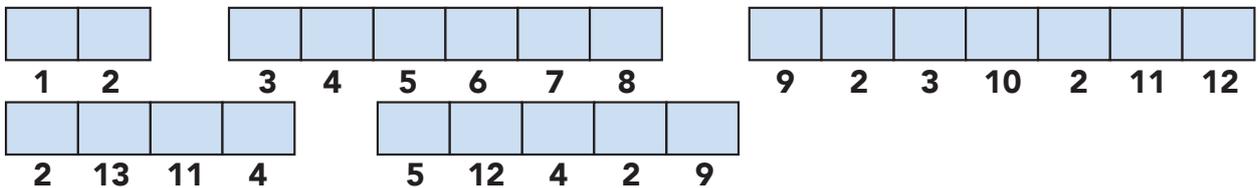
ACROSS:



DOWN:



HIDDEN MESSAGE:



WRITING



Grade	6
Function	Talking about stages of a procedure.
Skills	Writing Genre: Description Audience: Peers Purpose: To write stages of a procedure. 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. Speaking activity in Appendix C.
Aims	To write a paragraph about stages of a procedure.
Procedures	<ol style="list-style-type: none">1. The teacher shows the photos in Appendix A and asks the students to match them with the words.2. The teacher asks the students to read the dialogue and order the statements.3. The teacher asks the students to choose one of the activities in Appendix B and write a paragraph about the steps of this activity.4. The teacher shows the maze in Appendix C and asks the students to describe the steps to reach the treasure.



Appendix A Lead in

Look at the photos and match them with the words.



a) flourmill

b) wheat

c) grain

Appendix B

1. Read the dialogue and put the statements in order.

Reporter: Most of the people eat bread everyday. We can't imagine our breakfast without hot bread. Today, we are with Mr. Hamilton, the owner of Hamilton Bakery. Good morning Mr. Hamilton.

Mr. Hamilton: Good morning.

Reporter: How did you learn cooking your delicious bread?

Mr. Hamilton: My grandfather opened our bakery in 1943. He taught cooking bread to my father and my father taught it to me.

Reporter: What are the steps of making bread? I mean, how does bread get to our table?

Mr. Hamilton: First, farmers plant wheat seeds. When the wheat turns golden, they harvest the wheat. Second, they collect the grains and take them to flourmills. Third, millers grind the grains and make flour. The quality of the flour is very important for us.

Reporter: What do you do with flour?

Mr. Hamilton: Well, we mix the flour with water and yeast. We should wait until it turns to dough. We give it a shape and put it into trays. Then, we bake it in our oven. Finally, our delicious bread is ready to sell.



- Finally, delicious bread is ready to sell.
- Second, the farmers collect the grains and take them to flourmills.
- The baker mix the flour with water and yeast.
- Third, millers grind the grains and make flour.
- 1 First, farmers plant wheat seeds.
- Then, the baker cook the dough in their oven.
- The baker should wait until the mixture turns to dough.

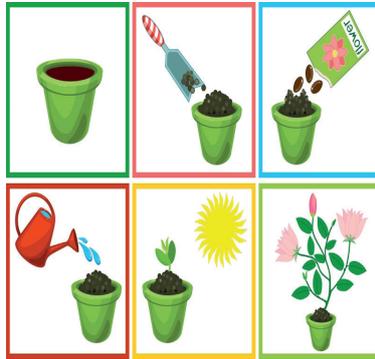
WRITING



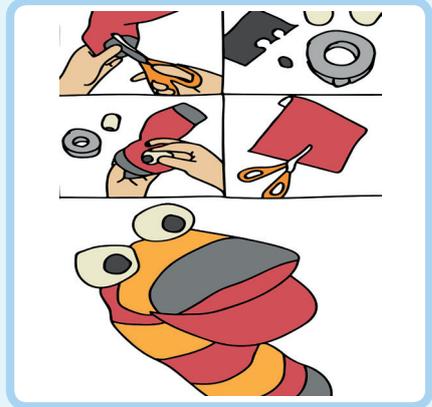
2. Choose one of the activities below and write a paragraph about the steps of this activity.



a) making a cake



b) growing a flower



c) making a puppet

First,

Second,

Third,

Next,

Then,

Finally,





Appendix C

Imagine that your best friend is a pirate. Put the words in order and help him/her to find the treasure.

E.g.

1. you should - first - the key - find ____ "First, you should find the key."
2. the box - you - second - should open
3. get the - should - map - you - third
4. the ship - next - board - you should
5. go to - you - then - the island - should
6. open the chest - you should - finally - the treasure - to reach





Grade	6
Function	Talking about past events. Making simple inquiries.
Skills	Reading for skimming and scanning. Reading integrated with speaking.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. The reading text in Appendix B. Reading activities in Appendix B. The game 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 match the pictures with the stories. 2. The teacher asks the students to read the text and match the words with their definitions in Appendix B. 3. The teacher asks the students to read text again and answer the questions. 4. The teacher shows the game in Appendix C and asks the students to follow the steps and play the game together.



Appendix A

Lead in

Look at the pictures below and guess the names of the stories.



- a) Goldilocks and the Three Bears
- b) The Princess and the Pea
- c) The Frog Prince
- d) Puss in Boots
- e) Jack and the Beanstalk



Appendix B

1. Read the text and match the words with their definitions.

THE LUMP OF GOLD

Paul was a very rich man, but he never spent any of his money. He was **scared** that someone would steal it. He pretended to be poor and wore dirty old clothes. People laughed at him, but he didn't care. He only cared about his money. One day, he bought a big **lump** of gold. He hid it in a **hole** by a tree. Every night, he went to the hole to look at his **treasure**. He sat and he looked. 'No one will ever find my gold!' he said. But one night, a thief saw Paul looking at his gold. And when Paul went home, the thief picked up the lump of gold, slipped it into his bag and **ran away**!



The next day, Paul went to look at his gold, but it wasn't there. It had **disappeared**! Paul cried and cried! He cried so loud that a **wise** old man heard him. He came to help. Paul told him the sad tale of the stolen lump of gold. 'Don't worry,' he said. 'Get a big stone and put it in the hole by the tree.'

'What?' said Paul. 'Why?'

'What did you do with your lump of gold?'

'I sat and looked at it every day,' said Paul.

'Exactly,' said the wise old man. 'You can do exactly the same with a stone.'

Paul listened, thought for a moment and then said, 'Yes, you're right. I was very silly. I don't need a lump of gold to be happy!'

- | | |
|--|--|
| <input type="checkbox"/> 1. Scared: | a) an empty space in the ground. |
| <input type="checkbox"/> 2. Lump: | b) to leave a place or person secretly and suddenly |
| <input type="checkbox"/> 3. Hole: | c) a solid mass without a regular shape. |
| <input type="checkbox"/> 4. Treasure: | d) having the ability to make good judgments, based on experience of life. |
| <input type="checkbox"/> 5. Run away: | e) frightened or worried. |
| <input type="checkbox"/> 6. Disappear: | f) very valuable things. |
| <input type="checkbox"/> 7. Wise | g) to no longer exist. |



2. Read the text again and answer the questions.

1. Was Paul rich or poor?

2. Why did people laugh at Paul?

3. What did he hide in a hole by a tree?

4. Why did Paul cry?

5. Did you like the story?

Appendix C

Follow the steps and play the game with your friends.

- Throw the dice and answer the questions.
- When you answer correctly, you can move ahead.
- Two or more players can be on the same space.
- Continue to play until you reach the finish.

START	When were you born?	Where were you born?	What did you eat last night?	What did you buy for your mom last year?
				Where were you last weekend?
MISS A TURN	Who was your English teacher two years ago?	Where did you go last summer?	How old were you last year?	GO AHEAD 3 SPACES
When did you get up this morning?				
Where were you yesterday at five p.m.?	Did you watch TV last night?	When did you go to bed last night?	MOVE BACK TWO SPACES	What did you do last Friday afternoon?
				Did you help your parents at the weekend?
FINISH	When did you start primary school?	When did you learn to ride a bike?	What was your first teacher's name?	GO BACK TO START

LISTENING



Grade	6
Function	Talking about past events. Making simple inquiries.
Skills	Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Listening activity in Appendix B "No dogs" video from EBA/British-council/learnenglishkids (https://bit.ly/3320AEU) Track 30 for pronunciation. The puzzle in Appendix C.
Aims	To understand past events in oral texts. To make simple inquiries.
Procedures	<ol style="list-style-type: none">1. The teacher shows the photo in Appendix A and asks lead in questions.2. The teacher asks the students to listen to the story and write true or false.3. The teacher asks the students to listen the story again and answer the questions.4. The teacher asks the students to listen and repeat the words in Track 30 for pronunciation.5. The teacher asks the students to complete the sentences in Appendix C and then complete the puzzle using these verbs.



Appendix A

Lead in

Read the paragraph and answer the questions.

- * What is the paragraph about?
- * Did you like Hachiko's story?



Hachiko was a faithful dog. He was known by his love and loyalty to his owner, Eizaburo Ueno. He was a professor at Tokyo University. Every afternoon, Hachiko waited at the Shibuya train station until his owner returned from work. One day, while teaching at the university, Ueno suffered a sudden cardiac arrest and died. He couldn't come back home. On the other hand, Hachiko continued to wait for him in Shibuya train station for nine long years.

Today you can see a statue of him in front of the same train station where he waited for his owner every day.





Appendix B

1. Listen to the story and write true or false.

1. Katie finished school at half past three. _____
2. They went to swimming pool. _____
3. Katie's mum phoned her father. _____
4. That night, Jessie couldn't sleep. _____
5. Jessie didn't walk back home. _____

2. Listen the story again and answer the questions.

1. Who is Jessie?

2. Where did Katie and Jaia want to go?

3. What did Katie's mum read?

4. Where did Jessie go at night?

5. Did Jessie get on the swing?

Track 30

Pronunciation

Listen and repeat.

/ t /

They danced at the party.
She looked at the door.
I walked to the park.

/ id /

She started to study.
I hated the music.
They needed help.

/ d /

He listened to music.
I played basketball.
We loved the film.



Appendix C

Complete the statements with the right forms of the verbs and complete the puzzle with these verbs.

ACROSS:

1. Tom _____ three hamburgers because he was very hungry.



2. My teacher explained the problem again and I _____ it at last.



3. They _____ photos at the weekend.



4. She _____ her coffee on the books.



5. My grandparents _____ to our home yesterday.



DOWN:

6. We _____ songs together.



7. Linda _____ a letter to her uncle.



8. They _____ tea last night.



9. We _____ a big snowman.



10. Sam _____ the race last year.



11. He _____ the floor.



LISTENING



4(4x) + 2(x) = 72
x = ?

1

2

3

4

5

6

7

8

9

10

11



Grade	6
Function	Talking about the past events. Making simple inquiries.
Skills	Speaking for accuracy and fluency. Speaking integrated with reading.
Duration	40 mins.
Materials Required	Lead in questions in Appendix A. Reading activity in Appendix B. Speaking activity in Appendix B. The labyrinth in Appendix C.
Aims	To talk about the 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 read the statements and put the statements in order. 3. The teacher asks the students to look at the pictures and tell the story by answering the questions in Appendix B. 4. The teacher shows the labyrinth in Appendix C and asks the students to find the right way.



Appendix A

Lead in

Answer the questions.

- * Do you like reading fairy tales?
- * Which one do you like most?

Appendix B

1. Read the statements and put the story in order.

a



Finally, a grey and ugly duckling stumbled out of the egg. He was different from the other ducklings.

b



Weeks passed. One day, while ugly duckling was wandering near the pond he saw his reflection for the first time. The ugly duckling grew up and it became a beautiful swan.

c



The next day, mother duck introduced him to others but they laughed at the strange and ugly duck. He got ashamed and decided to leave the farm.

d



One day, while she was sitting on her nest the eggs started to hatch. One of the eggs didn't hatch and it was bigger than the other eggs.

e



Once upon a time, there was a mother duck with her four eggs. She waited patiently day and night for her babies to hatch.

SPEAKING



2. Look at the pictures and tell the story by answering the questions.

- * What was her name?
- * What did her mother ask for?
- * What did she have in her basket?
- * Who did she meet in the forest?
- * What did she say him?
- * Where did she go?
- * What happened?

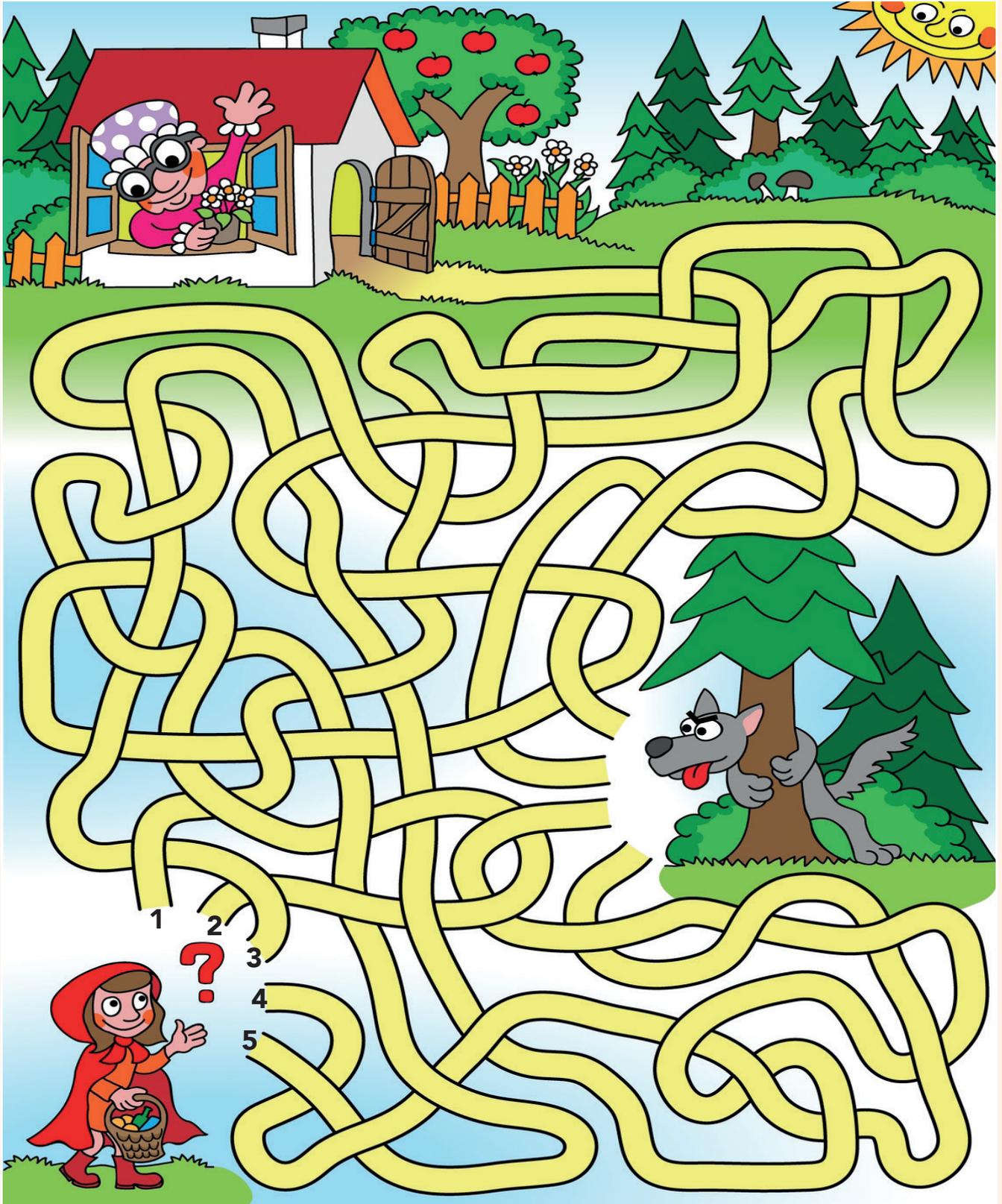




Appendix C

Follow the right way.

Where did Little Red Riding Hood reach? Which way was the right one?
Share your answer with your friends.



WRITING



Grade	6
Function	Talking about the past events.
Skills	Writing Genre: Diary Audience: Peers Purpose: To write about past events. Writing integrated with reading and speaking.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading activity in Appendix B. Writing activity in Appendix B. Speaking activity in Appendix C.
Aims	To write a diary 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 read the text in Appendix B and answer the questions.3. The teacher asks the students to write about their own best day on the diary page.4. The teacher shows the pictures in Appendix C and asks the students to play the game together.



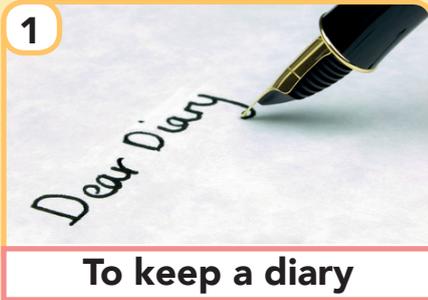
Appendix A

Lead in

Answer the questions.

- Why do people want to remember their past?
- What do they do for it?

Look at the photos below. Which one do you prefer?



To keep a diary



To take photo on special days



To keep childhood toys

Appendix B

1. Read Zeynep's diary and answer the questions.

Dear Diary,

Today was one of the best days in my life. I got up at 7:30 and had my breakfast as usual. Then, I left home to go to school with my sister. I listened to my favourite songs on the school bus. I think, these songs made my day better.

When our teacher came into class, she talked about the classroom president election. I wanted to be a candidate. We were five candidates and all of us gave a speech before the election. We talked about our plans. I was very excited but I tried to be calm.

Everyone wrote the names of the candidate on the paper and put it into the ballot box. After everyone gave a vote, our teacher started to read the names. Guess what happened? My friends chose me as our classroom president. I felt very happy and proud.

Now, I have to sleep because tomorrow will be a tiring day for me, I mean for the classroom president.



1. When did Zeynep get up this morning?
.....
2. What did she do on the way to school?
.....
3. Was she a candidate in the election?
.....
4. How did the students give their votes?
.....
5. Who became the classroom president?
.....



2. Think about one of your happiest days in your life. Then write about that day below.

- * What happened on that day?
- * What was the date?
- * Where were you?
- * Who was with you?
- * Why did you feel so happy?

Dear Diary,





Appendix C

Follow the steps and play the game with your friends.

- One of you chooses a picture below and talk about it.
- The next one rejects and makes a new sentence as in the example.
- When someone makes a mistake she/he misses the turn.

E.g.

A: Mary broke the window.

B: No, she didn't break the window. She made a cake.

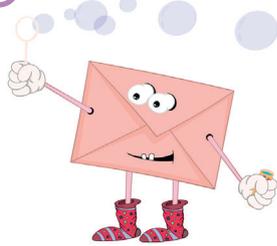
C: No, she didn't make a cake. She played basketball.



Idiom Time

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

1



vote with your feet

2



two horse race

3



a candidate for a pair of wings

- a) a competition, election, etc, in which there are only two teams or candidates with a chance of winning
- b) someone who is likely to die; someone who is close to death.
- c) to show dislike of a place, event or situation by leaving it.

E.g.

1. "The election was a two-horse race. The other candidates had no chance."
2. "If you don't wear your helmet at the skate park, you're a candidate for a pair of wings."
3. "When customers don't like the new market, they vote with their feet and go elsewhere."

Project Time

- * Work in groups.
- * Look at the topics below and choose one of them.
- * Found a new social club with your friends.
- * Prepare posters and small booklets to introduce your club.
- * Explain your opinions and plans.

SCHOOL MAGAZINE - BOOKS - TENNIS - SCIENCE - CHESS

HANDCRAFTS - FOOTBALL - MUSIC BAND - COOKERY - DANCE

COMPUTER GAMES - ART - HISTORY - GARDENING - PETS

ANSWER KEY

ANSWER KEY

6.10

READING

PAGE 2

LEAD IN

1. c 2. a 3. b

EXERCISE 1

1. b

PAGE 3

EXERCISE 2

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

EXERCISE 3

1. It is about cooking.
2. They are chicken, pesto, cheese and tomatoes.
3. We should mix some basil, 3 cloves garlic, 3 table spoon pine nuts, salt, pepper and some olive oil.
4. We should put tomatoes on cheese.
5. We should bake it at 220 degrees.

ANSWER KEY

LISTENING

PAGE 5

EXERCISE 1

Election, speech, breakfast&lunch, common problems, posters, other candidates.

EXERCISE 2

1. Because there will be a school representative election tomorrow.
2. Yes, she does.
3. She should prepare a good and convincing speech.
4. She thinks to talk about the meals and social clubs.
5. Yes, she does.

SPEAKING

PAGE 8

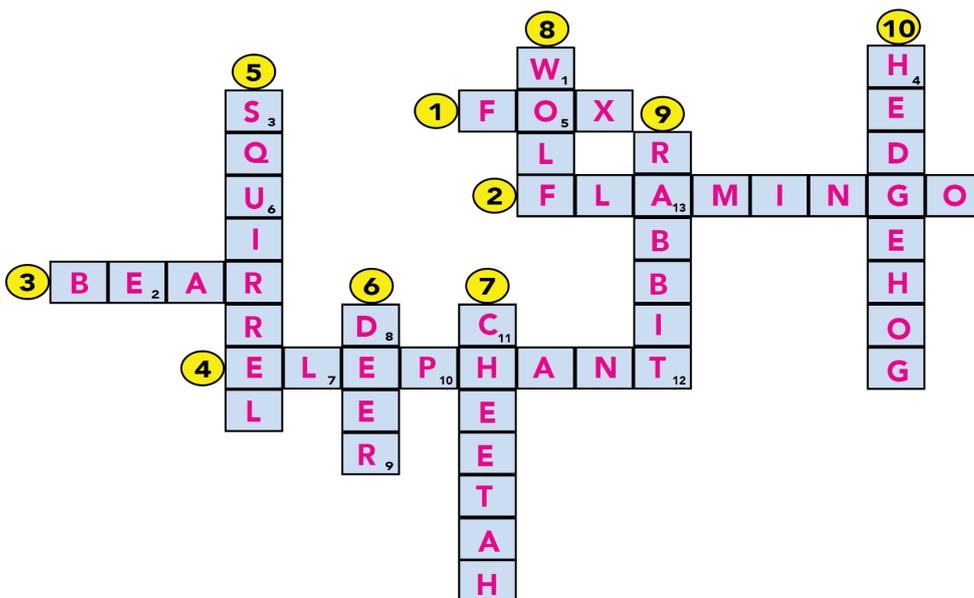
LEAD IN

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

EXERCISE 1

1. She asks the students to prepare a poster about Children's Rights Day.
2. First, they should research rights of children.
3. Finally, they should find a slogan for their posters.

PAGE 10



HIDDEN MESSAGE:

W	E	S	H	O	U	L	D	R	E	S	P	E	C	T
1	2	3	4	5	6	7	8	9	2	3	10	2	11	12
E	A	C	H	O	T	H	E	R						
2	13	11	4	5	12	4	2	9						

ANSWER KEY

PAGE 12

LEAD IN

1. b 2. c 3. a

EXERCISE 1

7-2-4-3-1-6-5

PAGE 14

1. First, you should find the key.
2. Second, you should open the box.
3. Third, you should get the map.
4. Next, you should board the ship.
5. Then, you should go to the island.
6. Finally, you should open the chest to reach the treasure.

READING

PAGE 16

LEAD IN

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

PAGE 17

EXERCISE 1

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

PAGE 18

EXERCISE 2

1. He was rich.
2. Because he wore dirty old clothes.
3. He hid his lump of gold.
4. Because the thief stole his lump of gold.
5. Optional answers.

ANSWER KEY

LISTENING

PAGE 21

EXERCISE 1

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

EXERCISE 2

1. Jessie is Katie's dog.
2. They wanted to go to the park.
3. She read the paper.
4. He went to the park again.
5. Yes, he did.

PAGE 22

ACROSS:

1. ate
2. understood
3. took
4. put
5. came

DOWN:

6. sang
7. wrote
8. drunk
9. made
10. won
11. swept

SPEAKING

PAGE 25

LEAD IN

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

PAGE 27

- She reached her grandmother's home.
- The second way was the right one.

PAGE 29

EXERCISE 1

1. She got up at half past seven.
2. She listened to her favourite songs.
3. Yes, she was.
4. They wrote the names of the candidate on the paper and put it into the ballot box.
5. Zeynep did.

IDIOM TIME

PAGE 32

1. c 2. a 3. b

TRACK 28

1. Listen to the dialoue and answer the questions.

Ceylin: Hi, mom.

Mother: Hi, sweetie. How was the school today?

Ceylin: It was good. I'm very excited. There will be a school representative election tomorrow and I want to be a candidate. I need your help. What should I do for the election?

Mother: OK. Well... First, you should prepare a good and convincing speech.

Ceylin: Oh, really?

Mother: Yes, definitely. You should talk about your plans and opinions.

Ceylin: Hmmmm. My plans... I should talk about my plans about breakfast and lunch then. My friends fed up with the same menu.

Mother: That's a great idea. Common problems are important. What else?

Ceylin: I can talk about the social clubs because we all want to have different and enjoyable clubs.

Mother: All right. Second, you should prepare some posters introducing you, your opinions and promises. You can ask help from your friends.

Ceylin: Yes, that's a good idea.

Mother: Third, you can make a campaign group. They can help you with preparing posters and your speech.

Ceylin: I should call my best friends.

Mother: "May the best person win."

Ceylin: Thank you mom.

Mother: Finally, don't forget to respect other candidates, honey. You should be fair and kind. It is just an election.

Ceylin: Promise mom. I love you.

Mother: I love you ,too.

ANSWER KEY

TRACK 29

Pronunciation

Listen and repeat.

representative: / , r e p . r i ' z e n . t ə . t i v /

election: / i ' l e k . f ə n /

candidate: / ' k æ n . d i . d ə t /

convincing: / k ə n ' v i n . s i ŋ /

Speech: / s p i : tʃ /

opinion: / ə ' p i n . j ə n /

prepare: / p r i ' p e ə r /

campaign: / k æ m ' p e i n /

respect: / r i ' s p e k t /

promise: / ' p r ə m . i s /

TRACK 30

Pronunciation

Listen and repeat.

/ t /

They danced at the party.

She looked at the door.

I walked to the park.

/ i d /

She started to study.

I hated the music.

They needed help.

/ d /

He listened to music.

I played basketball.

We loved the film.

LISTENING TEXT

PAGE 21

No dogs!

It was half past three and Katie had just finished school. Her mum was waiting at the gates with Jessie, the dog. 'Can we go to the park with Jaia, Mum?' said Katie. 'All right, we can go for half an hour,' said Mum. When they got to the park, Katie and Jaia ran towards the swings and slides. 'Come on!' shouted Katie. 'Let's see how high we can go on the swings!' 'You can't come in here, Jess!' shouted Katie and Jaia. Mum took Jessie over to the bench and tied him to it. She sat down and started to read the paper. Half an hour later ... 'Did you have a nice time?' Mum asked. 'Yes, it was brilliant! I went the highest!' said Katie. 'No, I went the highest,' said Jaia. 'Come on, we need to take you home,' said Mum. That night, Jessie couldn't sleep. He was thinking about the park. Quietly, he got out of his basket and walked downstairs. He squeezed through the cat flap – he was outside! He ran towards the park. Soon Jessie was at the park. He walked towards the swings. The gate was open. He went through and looked around ... The playground was full of dogs! Jessie climbed up the ladder, went down the slide, whizzed round on the roundabout, went up and down on the see-saw, bounced on the springy and went up and down on the swing. 'Woooooof!' barked Jessie. He went as high as he could on the swing. Soon it was time to go. Jessie got off the swing, went through the gate and walked back home. He squeezed through the cat flap, walked upstairs and got into his basket. He looked at Katie. 'I went the highest,' thought Jessie. And went to sleep.

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