

GRADE UNIT

7

1



Functions

- * **Describing characters/People (Making simple inquiries)**
- * **Making simple comparisons (Giving explanations/reasons)**



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| | |
|---------------------------|---|
| Grade | 7.1.(1) |
| Function | Describing characters/People (Making simple inquiries) |
| Skills | Listening Listening for specific information Speaking : Free speaking for lead in |
| Duration | 20 mins. |
| Materials required | Track 1 for listening Picture for lead in Appendix A Texts for listening activity in Appendix B Table for writing activity in Appendix C |
| Aims | To understand clear, standard speech on appearances and personalities. |
| Procedures | <ol style="list-style-type: none"> 1. The teacher starts the activity by asking lead in questions using picture in Appendix A. 2. The teacher asks the students to listen to track 1 and fill in the blanks with the adjectives in the box in Appendix B and replays them if necessary. 3. The teacher asks the students to share their answers to check whether they are correct or not. 4. After the students read the texts again and the teacher asks the students to answer comprehension questions (T,F or NI) in Appendix B. 5. The teacher asks the students to fill in the table about people what they look like and what they are like. |



Appendix A

Lead in

Answer the questions.

* Why is the kid running after the bus? Is he late? What is he like?





Appendix B



A. Listen to the texts and fill in the blanks with the adjectives in the box. There is one extra.

wavy short middle-aged straight shy happy old plump
long tall slim big weak young medium weight outgoing



Kemal is a primary school student. He is ¹..... . He is ²..... and slim. He has got straight, blond hair and green eyes. He always smiles. He is a ³..... boy.



Mustafa is a worker. He is a ⁴..... man. He is short and ⁵..... . He has got short, straight gray hair and ⁶..... eyes. He doesn't talk too much. He is a ⁷..... person.



Carrie is a/an ⁸..... woman. She is of medium height and ⁹..... . She has got ¹⁰....., straight, white hair. She is wearing a necklace. She likes hanging out with her friends. She is an ¹¹..... woman.



Ayşe is a beautiful and middle-aged woman. She is ¹²..... and ¹³..... . She has got ¹⁴..... hair and hazel eyes. She is wearing a brown hat. She can't carry heavy boxes. She is a ¹⁵..... woman.

B. Read the texts again and choose True, False or No Information.

T **F** **NI**

1. Kemal has got brown hair.
2. Mustafa is a talkative person.
3. Carrie likes going out with her friends.
4. Carrie has dinner with her friends on Fridays.
5. Ayşe is a weak woman.

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Appendix C

C. Write about your family and friends. What do they look like and what are they like?

My sister/brother is

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My father is

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My mom is

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My best friend is.....

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|---------------------------|---|
| Grade | 7.1.(1) |
| Function | Describing characters/People (Making simple inquiries) |
| Skills | Speaking Speaking : Free speaking for lead in Listening for specific information Speaking : Focus on fluency |
| Duration | 20 mins. |
| Materials required | Track 2 for listening Picture for lead in Appendix A Texts for listening activity in Appendix B Table for writing activity in Appendix C |
| Aims | To understand clear, standard speech on appearances and personalities. |
| Procedures | <ol style="list-style-type: none"> 1. The teacher starts the activity by asking lead in questions using picture in Appendix A. 2. The teacher asks the students to listen to track 2 and fill in the blanks with the adjectives in the box in Appendix B and replays them if necessary. 3. The teacher asks the students to share their answers to check whether they are correct or not. 4. After the students read the texts again and the teacher asks the students to answer comprehension questions (T,F or NI) in Appendix B. 5. The teacher asks the students to fill in the table about people what they look like and what they are like. |



Lead in

Answer the questions.

- * What does your best friend look like?
- * What is your best friend like?

Appendix A

A. Listen to the descriptions and tick the correct pictures.



Joey

Ross

Rachel

Monica

Phoebe





Appendix B

Student A : Choose one of your classmates and do not tell her/his name to anyone.

Class : Try to find out Student A's choice by asking questions as in the example. Try to guess who is who and say their names.

WHO IS WHO?

**Ahmet**

Is s/he tall?

No, s/he isn't.

**Fatma**

Is s/he slim?

Yes, s/he is.

Has s/he got long hair?

No, s/he hasn't.

What does s/he look like?

She/He is slim and has got curly light brown hair.

What color are her/his eyes?

They are green.

What is s/he like?

She/He is sociable.

Let me guess! She is Zeynep.

Well done. Yes, she is.



Appendix C

C. Make questions and state your ideas as in the example.

Example:

What personal qualities do you need to be an architect?

I need to be creative and talented to be an architect.

What personal qualities do you need

**to be
a teacher?**

**to be a
policeman/
policewoman?**

**to be an
actor/actress?**

Do you have the same or different ideas?



| | |
|---------------------------|--|
| Grade | 7.1.(1) |
| Function | Describing characters/People (Making simple inquiries) |
| Skills | Reading Speaking: Free speaking for lead in Reading sub-skills: Skimming and scanning Speaking: Focus on fluency |
| Duration | 30 mins. |
| Materials required | A dialogue for reading activity in Appendix A (for group A) A dialogue for reading activity in Appendix A (for group B) A dialogue for speaking activity in Appendix B |
| Aims | To understand a simple text about appearances, personalities |
| Procedures | <ol style="list-style-type: none"> 1. The teacher asks lead in questions. 2. The teacher gives out the dialogues in Appendix A for Group A and Appendix A for Group B. According to instructions the teacher asks the students to fill in the tables and answer the comprehension questions and to share their answers. Instead of correcting mistakes by herself/himself, the teacher wants the students to correct their peers' mistakes. 3. The teacher gives out simple dialogue in Appendix B and asks the students to talk about their best friends in pairs as in the example. |



Lead in

Answer the questions.

- * What do you think about friendship goals? What are the most important qualities a friend should have? Discuss.

Appendix A (Group A)

A. Read aloud Part 1 and Group B will fill in the blanks in their handouts.

*Table 1

| Names | Adjectives | |
|--------|------------|----------|
| Mary | stubborn | cheerful |
| Jane | plump | slim |
| Sue | tidy | punctual |
| Ashley | beautiful | stingy |



Part 1

Sally : How was the school today?

Mandy : It was great. A student came to our class today. Her name is Ashley.

Sally : Really? What does she look like? Did you have time to meet her?

Mandy : Yes, she is tall and slim with long straight blonde hair and blue eyes. She is my new desk mate and I liked her because she is very tidy and cheerful.

Sally : Cool! I am sure you will get on well with each other because you always tidy your room and you like funny people.

Mandy : Yes, I think she can be the new member of our group.

Sally : Who are the other members of your group?

Mandy : Jane, Mary and Sue.

Sally : Can you tell me about them?



B. Listen to the students Group B and fill in the blanks with the names and adjectives in the Table 1, then complete the Table 2.

Part 2

Mandy : OK. ¹¹..... is short and plump with long, curly, brown hair and hazel eyes. She is always on time, I mean she is punctual. She is generous because she sometimes buys presents for us and ¹²..... has a very long straight black hair. I love her eyes because they are big and green ¹³..... always makes us laugh because she has a very good sense of humour but she is a bit stingy, I mean she doesn't like spending money.

Sally : What about ¹⁴..... ?

Mandy : ¹⁵..... has got short wavy brown hair and brown eyes and she is beautiful. But she sometimes can be stubborn because she rarely changes her mind. She is also hardworking so she always gets higher grades.

Sally : I guess you are having a lot of fun together. I want to meet your group members.

Mandy : Sure.

*Table 2

| Names | Personality | Appearance |
|-------|-------------|------------|
| | | |
| | | |
| | | |
| | | |

C. Read the dialogue again and answer the following questions.

1. What does Ashley look like?

.....

2. What is Jane like?

.....

3. Who doesn't like spending money?

.....

4. Is Sue an easygoing girl?

.....



Appendix A (Group B)

A. Listen to the students from Group A and fill in the blanks with the names and the adjectives in the Table 1.

*Table 1

| Names | Adjectives | |
|--------|------------|----------|
| Mary | stubborn | cheerful |
| Jane | plump | slim |
| Sue | tidy | punctual |
| Ashley | beautiful | stingy |



Part I

Sally : How was the school today?

Mandy : It was great. A student came to our class today. Her name is ¹.....

Sally : Really? What does she look like? Did you have time to meet her?

Mandy : Yes, she is tall and ²..... with long ³..... blonde hair and blue eyes. She is my new desk mate and I liked her because she is very ⁴..... and ⁵.....

Sally : Cool! I am sure you will get on well with each other because you always ⁶..... your room and you like ⁷..... people.

Mandy : Yes, I think she can be the new member of our group.

Sally : Who are the other members of your group?

Mandy : ⁸....., ⁹..... and ¹⁰.....

Sally : Can you tell me about them?



B. Read aloud Part 2 and Group A will fill in the blanks in their handouts, then complete the Table 2.

Part 2

Mandy : OK. Jane is short and plump with long, curly, brown hair and hazel eyes. She is always on time, I mean she is punctual. She is generous because she sometimes buys presents for us. Mary has a very long straight black hair. I love her eyes because they are big and green. Mary always makes us laugh because she has a very good sense of humour but she is a bit stingy, I mean she doesn't like spending money.

Sally : What about Sue?

Mandy : Sue has got short wavy brown hair and brown eyes and she is beautiful. But she sometimes can be stubborn because she rarely changes her mind. She is also hardworking so she always gets higher grades.

Sally : I guess you are having a lot of fun together. I want to meet your group members.

Mandy : Sure.

*Table 2

| Names | Personality | Appearance |
|-------|-------------|------------|
| | | |
| | | |
| | | |
| | | |

C. Read the dialogue again and answer the following questions.

1. What does Ashley look like?

.....

2. What is Jane like?

.....

3. Who doesn't like spending money?

.....

4. Is Sue an easygoing girl?

.....



Appendix B

D. Work in pairs. Make dialogues as in the example. Talk about your best friend.



Who is your best friend?

Mandy.



What does she look like?

She is plump and she has got long, blonde hair

What is she like?

She is hardworking and funny but sometimes



| | |
|---------------------------|---|
| Grade | 7.1.(1) |
| Function | Describing characters/People (Making simple inquiries) |
| Skills | Writing Reading sub-skills: Scanning Writing Genre: Paragraph, Audience: Peers, Purpose: describing characters / People |
| Duration | 25 mins. |
| Materials required | ID card and paragraph for reading and writing activity in Appendix A ID card for writing activity in Appendix B |
| Aims | To recognize new words about appearance and personality. |
| Procedures | <ol style="list-style-type: none"> 1. The teacher asks the students to read the paragraph and underline the physical and personal features of Christopher in Appendix A. 2. The teacher asks the students to imagine they are students at a course in England, and then asks the students to fill in the ID card and write about themselves in Appendix B. 3. The teacher gives out the Appendix C and asks the students to create their own word clouds using https://wordart.com/ |



Appendix A

A. Read the paragraph and complete the information card with the physical and personal features of Christopher.

My name is Christopher Taylor. I don't really have any special nicknames. My friends call me just Chris and I like it. I was born on 1st June 1990 in Canterbury. So, I am 29 years old now and I am 180 cm tall. I am slim. I have got short, light brown hair and blue eyes. My face is oval. I usually wear casual clothes like jeans and shirt. My boss wears the same clothes, so there is no problem with them. He also tells me that I am reliable and punctual because I am never late for work. My parents think that I am a hardworking person but I don't think so. I am just a generous, peaceful and tactful person. Sometimes, I am really stubborn because I don't change my mind easily.



Name : Christopher

Surname : Taylor

Age : 29

Height : 180 cm

Weight : 70 kg

Appearance :

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Personality :

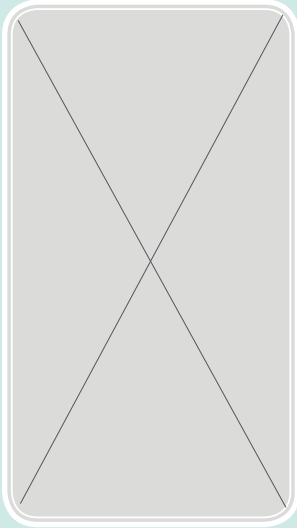
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Appendix B

B. Imagine you are a student at a language course in England. This is the first day of the school and your teacher asks all the students to introduce themselves in written ID cards. Now prepare an ID card for yourself and then write a paragraph describing yourself.



Name :

Surname :

Age :

Height :

Weight :

Appearance :
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Personality :
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Appendix C

C. Look at the word cloud with the adjectives describing Atatürk and create your own word cloud using <https://wordart.com/>





LISTENING - (Track 1)

Appendix A

- Students' own answers.

A. Listen to the texts and fill in the blanks with the adjectives in the box. There is one extra.

Track 1: *Kemal is a primary school student. He is young. He is short and slim. He has got straight, blond hair and green eyes. He always smiles. He is a happy boy.*

Mustafa is a worker. He is a middle-aged man. He is short and plump. He has got short, straight gray hair and big eyes. He doesn't talk too much. He is a shy person.

Carrie is an old woman. She is of medium height and medium weight. She has got long, straight, white hair. She is wearing a necklace. She likes hanging out with her friends. She is an outgoing woman. Ayşe is a beautiful and middle-aged woman. She is tall and slim. She has got wavy hair and hazel eyes. She is wearing a brown hat. She can't carry heavy boxes. She is a weak woman.

1. young 2. short 3. happy 4. middle-aged 5. plump 6. big 7. shy 8. old
9. medium weight 10. long 11. outgoing 12. tall 13. slim 14. wavy 15. weak

B. Read the texts again and choose True, False or No Information.

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

C. Write about your family and friends. What do they look like and what are they like?

- Students' own answers.

SPEAKING -(Track 2)

Appendix A

A. Listen to the descriptions and tick the pictures.

Track 2: *He is a tall and slim boy with glasses. He has got short, straight brown hair and brown eyes. She is a tall and slim girl with long, wavy, ginger hair and green eyes.*

Joey / Rachel

Appendix B

B. WHO IS WHO?

- Students' own answers.

Appendix C

C. Discuss the questions and state your ideas in pairs.

- Students' own answers.



READING

Appendix A/B

A. Listen to the students and fill in the blanks with the names and adjectives in the Table 1.

1. Ashley 2. slim 3. straight 4. tidy 5. cheerful 6. tidy 7. funny 8. Jane 9. Mary 10. Sue 11. Jane
12. Mary 13. Mary 14. Sue 15. Sue

| NAMES | PERSONALITY | APPEARANCE |
|--------|-----------------------|---|
| ASHLEY | tidy , cheerful | tall, slim, straight blonde hair, blue eyes |
| JANE | punctual, generous | short, plump, long curly hair, hazel eyes |
| MARY | stingy, funny | long straight black hair, big green eyes |
| SUE | stubborn, hardworking | wavy brown eyes, beautiful |

1. Ashley is tall and slim with long straight blonde hair and blue eyes.
2. Jane is punctual and generous.
3. Mandy
4. No, she isn't.
D. Work in pairs. Make dialogues as in the example. Talk about your best friend.
- Students' own answers.

WRITING

Appendix A

- A. Read the paragraph and complete the information card with the physical and personal features of Christopher.
Appearance: slim, short light brown hair, blue eyes, oval face
Personality: reliable, punctual, hardworking, generous, peaceful, tactful, stubborn

Appendix B

- Students' own answers.

Appendix C

- Students' own answers.



-----References-----

(2018) İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. sınıflar). Ankara: MEB.

----- Visual References-----

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| www.wordclouds.com | | 12.08.2020 | 11:24 | 18 |



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| Grade | 7.1.(2) |
| Function | Making simple comparisons (Giving explanations/reasons) |
| Skills | Listening Listening for specific information Speaking: Free speaking for lead in Speaking: Focus on fluency |
| Duration | 20 mins. |
| Materials required | Track 1 for listening Photo for lead in Appendix A Photos for reading activity in Appendix B |
| Aims | To understand clear, standard speech on comparison |
| Procedures | <ol style="list-style-type: none">1. The teacher starts the activity by asking lead in questions using photos in Appendix A.2. The teacher plays the track 1 in Appendix B and replays it if necessary.3. The teacher asks the students to write the names of the cities under the pictures.4. The teacher asks the students to compare two cities with their own words.5. The teacher asks the students to fill in the blanks with the names of the cities. |



Appendix A

Lead in

Answer the question.

* Which car do you prefer? Look at the pictures and compare them.



500.000 TL



200.000 TL



2 rooms



10 rooms



Appendix B

A. Listen to the text and write the names of the cities (New York City or Houston) under the pictures.



1



2



B. Look at the photos and compare two cities in your own statements.

C. Fill in blanks with the names of the cities.

1. is more crowded.
2. is colder.
3. is more rainy.

3



| | |
|---------------------------|---|
| Grade | 7.1.(2) |
| Function | Making simple comparisons (Giving explanations/reasons) |
| Skills | Speaking Speaking: Free speaking for lead in Speaking: Focus on accuracy Reading sub-skills: Skimming and scanning |
| Duration | 25 mins. |
| Materials required | Table for Reading activity Appendix A Table for Reading activity Appendix B |
| Aims | To compare two things or two people. |
| Procedures | <ol style="list-style-type: none">1. The teacher asks lead in questions.2. The teacher gives out the reading text and the table in Appendix A.3. The teacher asks the students to read the text silently.4. The teacher asks the students to underline the comparative adjectives and then to write them in the blanks in the table.5. The teacher asks the students to put ticks in the correct blanks in the table.6. The teachers asks the students to look at the table in Appendix B and read the sample dialogue.7. The teacher asks the students to make dialogues using the information about Konya, İzmir ve Sivas in the table. |



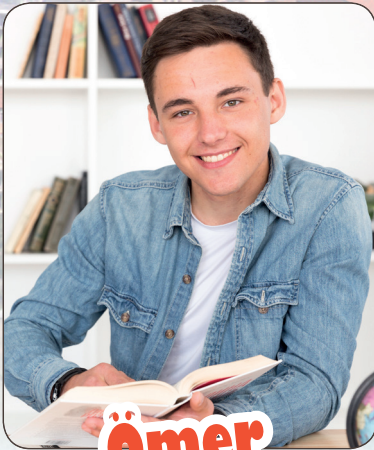
Lead in

Answer the questions.

- * Where do you live? In a city or in the countryside?
- * Do you like crowded or quiet places?

Appendix A

A. Read Ömer's statements about two cities and put ticks in the table.



Hi, I live in Amasra. It is a small district of Bartın city in the northern coast of Turkey. You can enjoy the sea and the natural beauties here. I prefer living in small places because they are more comfortable and lovelier than bigger places. Amasra is also quieter and cleaner than city centers because big cities are more crowded and noisier. So, Amasra is better than big cities to live.

| | | | | | | | |
|------------|------------------|-------|-------|-------|-------|-------|-------|
| | more comfortable | ..... | ..... | ..... | ..... | ..... | ..... |
| Amasra | ✓ | | | | | | |
| Big places | | | | | | | |



Appendix B

B. Look at the table and make dialogues as in the example. You can search for information about these cities and add more information to the table.

| | Weather (hot/cold) | Size (large/ small) | Population (crowded) | Districts (has more/less) | ..... |
|-------|-----------------------|---------------------------|-------------------------|---------------------------------|-------|
| Konya | 18 ⁰ | 38.873 km ² | 2.161.000 | 31 | ..... |
| İzmir | 25 ⁰ | 7.340 km ² | 4.224.000 | 30 | ..... |
| Sivas | 18 ⁰ | 2.768 km ² | 621.301 | 16 | ..... |

example:

Which city is colder?

Konya is colder than İzmir.

Is Sivas larger than Konya?

No, it isn't.



| | |
|---------------------------|--|
| Grade | 7.1.(2) |
| Function | Making simple comparisons (Giving explanations/reasons) |
| Skills | Reading Speaking: Free speaking for lead in Reading sub-skills: Skimming and scanning Speaking : Focus on fluency |
| Duration | 30 mins. |
| Materials required | Photos for lead in activity in Appendix A Photos for lead in activity in Appendix B A dialogue for reading activity in Appendix B |
| Aims | To make comparisons. To able to identify comparative form in simple oral texts. |
| Procedures | <ol style="list-style-type: none"> 1. The teacher starts the activity by asking lead in questions using photos in Appendix A. 2. The teacher gives out the dialogue in Appendix B and asks the students to scan the dialogue for 5 minutes. 3. The teacher asks the students to tick the photos mentioned in the dialogue. 4. The teacher asks students to skim the dialogue to check their answers. 5. The teacher asks some students to read the text aloud. 6. The teacher asks the students comprehension questions (T,F or NI). 7. The teacher asks the students to write their ideas by comparing two hotels. |



Lead in

Answer the questions.

* Look at the photos. Where would you like to spend your summer holiday? Why?

Appendix A





Appendix B

A. Read the dialogue quickly and tick the photos mentioned in the dialogue.



Sam : I've found these two hotel brochures. Let's look at them for our holiday. The first one is Rainbow Hotel. It's a nice small hotel near the city center. The second one is Summer Shine hotel by the seaside.

Mike : Let's compare them, then.

Sam : Rainbow is a boutique hotel and doesn't have many facilities. It's cheaper than Summer Shine hotel.

Mike : Yes, you're right. Besides, it's lovelier than Summer Shine hotel. Look at this lovely restaurant.

Sam : But, Summer Shine hotel is a five star hotel and it has everything. There is even a hairdresser in it. I think it is more relaxing than Rainbow hotel.

Mike : I agree with you. However, Rainbow looks more comfortable than Summer Shine. It really has warm atmosphere. I think Summer Shine is more expensive.

Sam : What about the rooms?

Mike : Summer Shine's rooms are larger and nicer than Rainbow's.

Sam : Rainbow's rooms have the river view, so their views can be more beautiful than Summer Shine's. Their room service isn't as good as Summer Shine's.

Mike : Let's go to Summer Shine Hotel. It's bigger and has a great swimming pool. I think the weather will be hotter than now when we get there. This swimming pool will be awesome for us.

Sam : Allright, let's go to Summer Shine then. Also, their rooms seem much cleaner than Rainbow's.



B. Read the dialogue again and choose True, False or No Information.

| | <u>T</u> | <u>F</u> | <u>NI</u> |
|---|--------------------------|--------------------------|--------------------------|
| 1. Summer Shine hotel is cheaper than Rainbow hotel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Rainbow hotel is lovelier than Summer Shine hotel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Rainbow hotel is warmer than Summer Shine hotel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Rainbow hotel is bigger than Summer Shine hotel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Rainbow hotel is cleaner than Summer Shine hotel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Which hotel would you like to stay in, Rainbow hotel or Summer Shine hotel? Why? Give information.

I would like to stay in because it is more

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| | |
|---------------------------|--|
| Grade | 7.1.(2) |
| Function | Making simple comparisons (Giving explanations/reasons) |
| Skills | <p>Writing</p> <p>Speaking: free speaking for lead in</p> <p>Listening: For gist and specific information</p> <p>Writing Genre: Descriptive paragraph, Audience: Peers, Purpose: making simple comparisons and describing characters/People</p> |
| Duration | 20 mins. |
| Materials required | <p>Track 2 for listening</p> <p>Statements for listening activity in Appendix A</p> <p>Photos for writing activity in Appendix B</p> |
| Aims | <p>To write short and simple pieces to compare people.</p> <p>To recognize new words about appearance and personality.</p> |
| Procedures | <ol style="list-style-type: none"> 1. The teacher starts the activity by asking lead in questions. 2. The teacher plays the track 2 and asks the students to listen and complete the table in Appendix A. 3. The teacher asks the students to compare Frank and Ken as in the example in Appendix A. 4. The teacher asks the students to look at the pictures of twin sisters for describing and comparing them in Appendix B. 5. After comparing, the teacher asks the student to write a comparison paragraph about Mary and Jane. 6. The teacher asks the students what kind of house they would like to live in and search about unusual houses. 7. The teacher asks the students to prepare a poster and compare them. |



Lead in

Answer the questions.

- * Who is taller/shorter than you in your family?
- * Who is heavier/lighter than you in your family?

Appendix A

A. Listen and complete the table. Compare Frank and Ken as in the example.



| | height | weight | age | personality |
|-------|--------|--------|-----|-------------|
| Frank | 1.65 m | | | |
| Ken | | | | |

Ken is taller than Frank.



Appendix B

B. Look at the pictures of Mary and Jane. They are twin sisters but they don't look like each other and they live in different places. Describe and compare their lives.

**Mary****Jane**

Mary is slimmer than Jane. Mary lives in a big city.

C. What kind of house would you like to live in? Search for unusual houses and prepare a poster and compare them.



LISTENING - (Track 1)

Appendix A

- Students' own answers.

Appendix B

A. Listen to the text and write the names of the cities (New York City or Houston) under the pictures.

Track 1: *Both Houston and New York City are in the USA. The cities are attractive to people from all over the world. They have different features and characteristics. They are very big cities with large populations but New York City's population is more than Houston's and the life in New York City is more expensive than Houston. There are more skyscrapers in New York City. Houston is more rainy than New York City but it snows more in New York City than Houston.*

1. Houston 2. New York City

B. Look at the photos and compare two cities in your own statements.

- Students' own answer

C. Write the names of the cities in the blanks.

1. New York City 2. New York City 3. Houston

SPEAKING

Appendix A

A. Read Ömer's statements about two cities and put ticks in the table.

| | more comfortable | bigger | lovelier | quieter | cleaner | more crowded | noisier |
|------------|------------------|--------|----------|---------|---------|--------------|---------|
| Amasra | ✓ | ✓ | | ✓ | ✓ | | |
| Big places | | | | | | ✓ | ✓ |

Appendix B

B. Look at the table and make dialogues as in the example. You can search for information about these cities and add more information at the table.

- Student own answers.

READING

Appendix A

- Students' own answers.

Appendix B

A. Read the dialogue quickly and tick the photos mentioned in the dialog.

C / D



B. Read the dialogue and choose True, False or No Information.

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

C. Which hotel would

WRITING - (Track 2)

Appendix A

A. Listen and complete the table. Compare Frank and Ken as in the example.

Track 2: Ken and Frank are brothers with different physical qualities. They both play basketball so they are taller than their classmates. Ken is 1.70 meters tall and 60 kilos. Frank is 1.65 meters tall and 50 kilos. Brothers have same features such as; they are both good looking boys with wavy fair hair and green eyes. Ken is the younger brother but he is taller than Frank. Ken is 12 years old and his elder brother Frank is 14 years old. Frank is a funny and outgoing person but Ken is shy and his friends find him boring.

| | height | weight | age | personality |
|-------|--------|--------|-----|-------------------|
| Frank | 1.65 m | 50 kg | 14 | funny outgoing |
| Ken | 1.70 m | 60 kg | 12 | shy boring |

Ken is taller than Frank./ Frank is shorter than Ken.

Frank is thinner than Ken./ Ken is fatter than Frank.

Frank is older than Ken./ Ken is younger than Frank.

Ken is more shy than Frank. Ken is more boring than Frank.

Frank is funnier than Ken. Frank is more outgoing than Ken.

Appendix B

B. Look at the pictures of Mary and Jane. They are twin sisters but they don't look like each other and they live in different places. Describe and compare their lives.

- Students' own answer

C. What kind of house would you like to live in? Search about unusual houses and prepare a poster and compare them.

- Students' own answers.

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