

ORTAÖĞRETİM

YES YOU CAN

TEACHER'S BOOK

A2.1

YAZARLAR

Fatih ERTÜRK
Mehmet ATEŞ
Sedat ALKAN



DEVLET KİTAPLARI
ALTINCI BASKI

....., 2017

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI : 5812
DERS KİTAPLARI DİZİSİ : 1599

17.06.Y.0002.4311

Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir suretle alınıp yayınlanamaz

EDİTÖR

Yalçın ALBAYRAK

DİL UZMANI

Hatice İNCİ

GÖRSEL TASARIM UZMANI

Didem Sibel GÜLERER

Zeyno Eda ÖZTÜRK

PROGRAM GELİŞTİRME UZMANI

Deniz CANPOLAT

ÖLÇME VE DEĞERLENDİRME UZMANI

Nuray SUNAR

REHBERLİK UZMANI

Füsun GÖKKAYA

ISBN 978-975-11-3707-4

Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulunun 29.06.2012 gün ve 82 sayılı kararı ile ders kitabı olarak kabul edilmiş, Destek Hizmetleri Genel Müdürlüğü'nün 26.05.2017 gün ve 7680046 sayılı yazısı ile altıncı defa 8.185 adet basılmıştır.



İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahlâli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

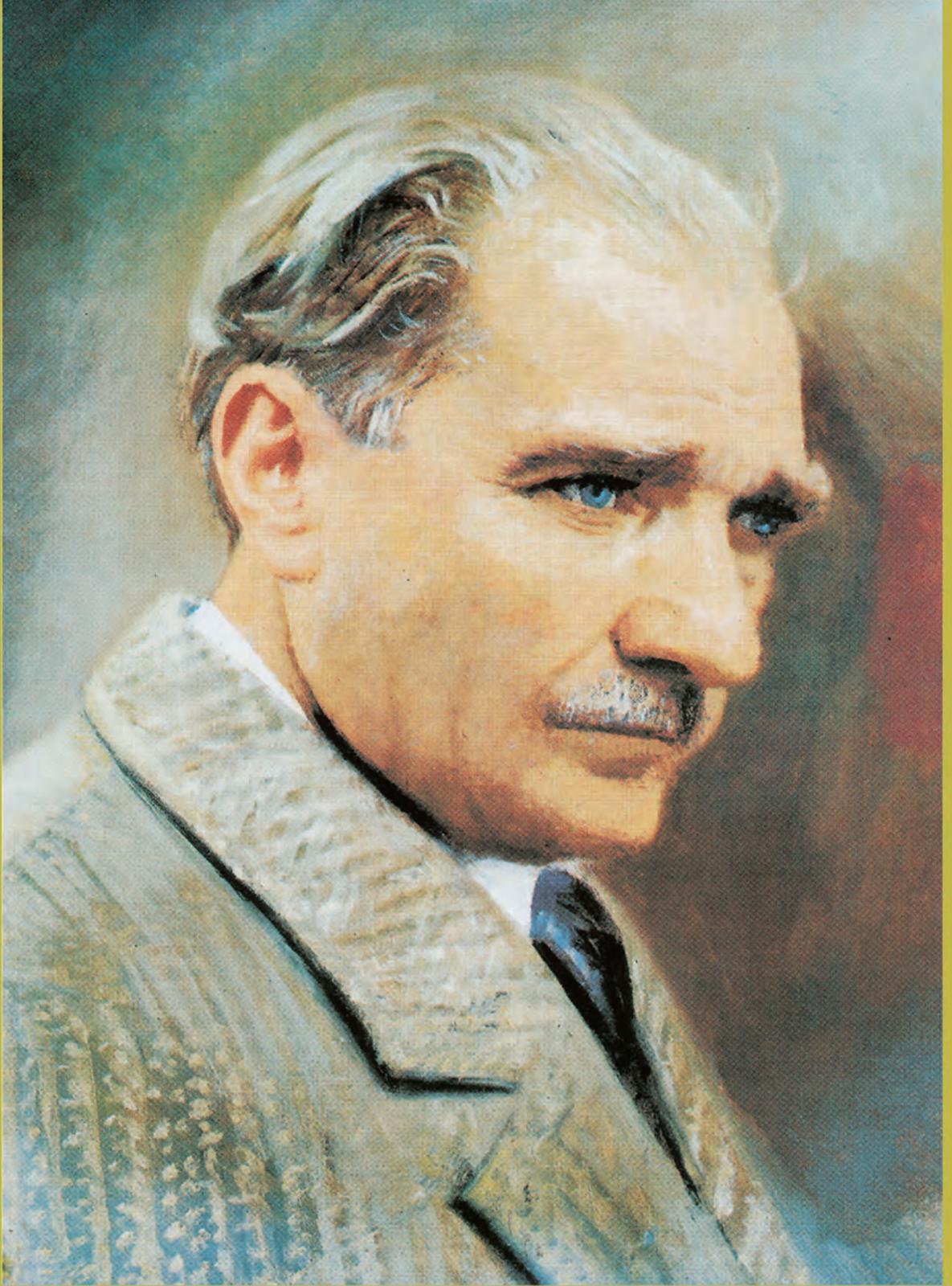
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaît bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

CONTENTS

TABLE OF CONTENTS	8 - 11
COURSE INTRODUCTION	12 - 18
COMMON OUTCOMES	19
THEME 1. PEOPLE AND SOCIETY	20 - 37
1A- Hi Everyone!	
1B- My Roommate, Maria	
1C- Help me, Lisa	
THEME 2. JOBS	38 - 55
2A- What's Your Ideal Job?	
2B- Risky Jobs	
2C- Your Job is Funny, isn't it?	
THEME 3. YOUTH	56 - 70
3A- Gap Year	
3B- Tim's Story	
3C- A Day Out in Sydney	
THEME 4. PERSONALITY AND CHARACTER	71 - 89
4A- Twins but Different	
4B- My Flatmate is the Funniest!	
4C- She is a Great Actress	
THEME 5. DREAMS AND PLANS	90 - 105
5A- I Have Great Plans	
5B- Unusual Plans	
5C- Let's Help People	
THEME 6. ART	106 - 122
6A- Music and Life in Vienna	
6B- Cinema is Great!	
6C- Pretty Poetry	
THEME 7. NATURE AND ENVIRONMENT	123 - 139
7A- The Greenest Countries	
7B- For a Green World	
7C- Environment Online- ENO	
THEME 8. TOURISM	140 - 156
8A- A Crazy Holiday	
8B- Why do You Travel?	
8C- Interesting Hotels	
ASSESSMENT FORMS	157 -160
SAMPLE ANNUAL PLANS	161 - 166
WORKBOOK KEY	167 - 222
REFERENCES	223

TABLE OF CONTENTS

TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
THEME 1 PEOPLE AND SOCIETY 1.A Hi Everyone! 1.B My Roommate, Maria 1.C Help me, Lisa	Following basic and clear conversation. Introducing oneself. Giving and taking directions. Talking about needs. Distinguishing countable and uncountable words. Talking about shopping. Ordering meal at a restaurant. Writing SMS.	Subject pronouns Articles (a, an, the) Prepositions of place (behind- opposite-in front of) We need- we don't need Much-many-some-any Can I ...? (request) Countable-uncountable nouns First, then, finally with instructions (First insert the money, thenetc) Possessive pronouns (mine, yours, his,.....) Can - ability	Nouns: secretary, boss, campus, economics, pound, pence, candle, pizza, wear, team, destination, faculty, engineering, airport, player, cheese, bill, knife, butter, lipstick, fridge, soup, sign, magnet, souvenir Verbs: insert, need, stew, press, borrow, happen Adjectives: same, much, many, roasted, expensive Adverbs: behind, in front of, opposite
THEME 2 JOBS 2.A What is Your Ideal job? 2. B Risky Jobs 2.C My Job is Funny, isn't it?	Understanding simple interviews / other people's plans. understanding other people's routines and free time activities. understanding what people are doing now. Filling out a application form. talking about what I like doing in my free time. Talking about possibilities. writing about things happening at the moment.	Present simple Can – possibility Present continuous Present simple & present continuous Tag questions	Nouns: job, war, reporter, doctor, nurse, pilot, canal, baby sitter, soldier, model, actor, actress, animator, chocolate, building, city centre, experience, age limit, CV, education, jogging Verbs: repair, add, surf, climb, fly, sell, need, forget, earn, wish, prefer Adjectives: ideal, easy, exciting, important, sad, popular, sociable, extra, awesome, regular, routine Adverbs: well-paid

TABLE OF CONTENTS

TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
THEME 3 YOUTH 3A- Gap Year 3B- Tim's Story 3C- A Day Out in Sydney	Using Wh- questions. Writing about feeling, needs and desires. Talking about daily life and habits. Agreeing or disagreeing with someone. Suggesting someone to do something. Writing about a city.	need to - hope to – want to – my ambition is ... Like- interested in Would you like to.....? Why don't we...? Shall we....? Lets....?	Nouns: job, war, reporter, doctor, nurse, pilot, canal, baby sitter, soldier, model, actor, actress, animator, chocolate, building, city centre, experience, age limit, CV, education, jogging Verbs: repair, add, surf, climb, fly, sell, need, forget, earn, wish, prefer Adjectives: ideal, easy, exciting, important, sad, popular, sociable, extra, awesome, regular, routine Adverbs: well-paid
THEME 4 PERSONLITY AND CHARACTER 4A- Twins but Different 4B- My Flatmate is the funniest 4C- She is a Great Actress	Describing personality. Comparing people. Telling and writing a story using visuals. Listening interviews. Writing to describe a flatmate. Talking about favourite people and things. Writing a short critic about a movie.	Order of adjectives Comparatives (- er , more) Superlatives (-est, the most) Comparative& superlative	Nouns: amateur, presenter, twins, joke, voice, patient, cashier, flatmate, stranger Verbs: be good at, proud of, smile, compare, turn on, reunite, confuse Adjectives: realistic, better, thin, slow, colourful, dark, worse, blond, quite, lovely, cute, lazy, identical, romantic, silent, active, generous, illegal Adverbs: always, usually, sometimes, never

TABLE OF CONTENTS

TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
THEME 5 DREAMS AND PLANS 5A-I Have Great Plans 5B- Unusual Plans 5.C Plans for the Homeless	Listening future events. Giving ideas and suggestions. Interviewing someone. Writing an email about a meeting. Reading about a planned activity. Using Wh- questions.	Going to.... for future plans Going to.... for planned actions Present continuous for future meaning Should /shouldn't	Nouns: clinic, dentistry, vacuum, garbage, nursing home, material, jean, teen, script, lawyer, earning, pool, dormitory, animal rescuer, binoculars, trainers, cable makeup, improvisation, directing, advice Verbs: obey, save, hire, fix, support, attend Adjectives: excellent, disabled, surprised, willing, motivated, brilliant, available, urgent
THEME 6 ART 6.A- Music and Life in Vienna 6.B- Cinema is Great 6C- Pretty Poetry	Listening about past events. Writing about life in the past. Reading and telling poems. Understanding and writing a biography. Telling a story in the past. Using cause and effect sentences. Talking and writing about likes, complaints and requests. Writing poems.	Was- were Simple past (regular-irregular) Past continuous Past simple & Past continuous	Nouns: jeweller, swan, rose, belly dancing, prize, producer, motivation, album, foreigner, career, tyre, seat, snack, disaster, steward, organizer, stanza Verbs: decide, trouble, complain, sell out Adjectives: talented, mad, impossible, salty, ambitious, genius Adverbs: among, instead, fortunately, best

TABLE OF CONTENTS

TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
THEME 7 NATURE AND ENVIRONMENT 7A-The Greenest Countries 7B- For a Green World 7C-Environment Online (ENO)	Talking about preferences. Reading and answering e-mails. Understanding and writing an invitation card. Using speaking strategies. Finding the important information in a text. Inviting someone to do something; Accepting or refusing.	Prefer to Simple past- going to Past simple past continuous (because....so) Must –mustn't	Nouns: tent, volcano, lagoon, journey, crater, terrace, journey, continent, forest, environment, garbage, lake, river, pollution, tree planting, global warming Verbs: relax, fresh, discover, share, shelter, excuse, appear, applause, pollute, hurt, save, protest, register Adjectives: volcanic, wet, dry Adverbs: exactly, forward
THEME 8 TOURISM 8A- A Crazy Holiday 8B- Why Do You Travel? 8C- Interesting Hotels	Understanding and talking about experiences. Finding a title for a text. Filling in blanks with titles. Talking about things people can do in a city. Agreeing and disagreeing. Telling ideas. Completing questions. Reading pages from a magazine. Writing a biography.	Present perfect Ever- never- Present perfect for- since Present perfect Just – already- yet	Nouns: zip lining, cliff diving, pottery, sunset, civilization, desert, slogan, seaside, foreign, tongues, coconut, waterfall, giraffe, desert Verbs: ski, fall, push, sunbathe, scream, hit, ride a camel Adjectives: peaceful, fantastic, unusual, wild, historical, refreshed Adverbs: slowly, carefully, happily, loudly, easily

COURSE INTRODUCTION

INTRODUCTION TO THE COURSE

Outcome based set of textbooks **-YES YOU CAN-** are tailored for students aged 14-19 and incorporated with Communicative Approach. The curriculum takes the learners from A1 (Basic User) and aims to bring to C1 (Proficient User), which is described in Common European Framework of References (CEFR).

CEFR describes six levels and competences:

- A1 Basic User (Breakthrough Level)
- A2 Basic User (Waystage Level)
- B1 Independent User (Threshold Level)
- B2 Independent User (Vantage Level)
- C1 Proficient User (Effective Operational Proficiency)

The textbook is a complete course for A2.1 level.

What can a learner with A2.1 level do?

A2 Basic User (Waystage Level)

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

What does outcome based textbook mean?

The curriculum of the book includes outcomes and the aim of **Yes You Can** (Coursebook, Workbook and Teacher's book) aims to enable students acquire these outcomes. That means all the teaching activities that are carried out throughout the course should serve for this purpose. Note that grammar is only one of the tools of achieving the outcomes. At the end of the course students are expected to be able to use these outcomes rather than use the grammar rules without a context.

Why Communicative Approach?

Communicative approach puts the learner in the centre of learning. It is also based on authenticity, realism and real life contexts. It

is claimed that natural integration of language and culture takes place through a more communicative approach than through a more grammatically based approach (Canale and Swain, 1980).

Yes You Can develops four skills (Listening, Speaking, Reading, Writing) using a number of different communicative texts, dialogues, tasks, vocabulary, language study, performance tasks, games, and quizzes. Since the methodology of **Yes You Can** is communicative, almost all of the activities are designed to meet students' needs, feelings and promote active learning. Grammar teaching is done through skills and activities. The ultimate aim of the book is to create students who are independent and proficient users of four skills.

Yes You Can contains;

- Communicative methodology,
- Student centered activities,
- Four skills (integrated) with authentic texts, dialogues, activities and guiding,
- Contextual vocabulary and grammar teaching,
- Games, poems, jokes and cartoons,
- Authentic photos, illustrations and comics,
- Self-check sections at the end of each unit,
- Activities aim to promote general knowledge and cultural awareness.
- Supportive materials: Workbook, Teacher's Book and an audio.

Student's Book

Student's book has been written to attract students' attention with interesting topics, daily language components, dialogues, design, photos and illustrations. There are eight units in the coursebook. Each theme consists of three sections. Each section includes target objectives, vocabulary and language areas which are embodied in four skills (Listening, Reading, Speaking, Writing). Grammar teaching happens through skills. So the more students are exposed to skills the more they learn how to use the language. The textbook also aims to promote cultural understanding, human rights, active citizenship and respect to environment.

STUDENT'S BOOK OVERVIEW

THEME 1



People and Society

At the end of the theme, you will be able to....

- follow basic, clear, simple everyday conversations;
- distinguish the expressions and questions;
- express their point of views and preferences in their speech;
- understand short written messages and apply simple instructions;
- give simple, concrete instructions;
- participate in basic, simple, clear telephone conversation;
- express personal needs with basic expressions;
- express their point of views;
- express their preferences in their speech;
- take notes and write lists;
- write short dialogues and messages;
- write questions to ask for information;

Theme cover page

All theme cover pages have photos related to the theme.

Name of the theme.

Students go through the objectives before they start the theme.

Content name

New words or phrases are introduced at the beginning of the content. They are supported with visuals.

There is a variety of reading activities.

Photos taken from real life make the reading texts authentic.

2B - RISKY JOBS

Time to Read

A. Match the photos to the sentences and tick the risky jobs.



B. Look at the photos below. Read the texts quickly and find the answers.

The names of the people:
The height of the skyscraper:
How many people with Ralph:
How many people with Zahra:
How many alligators:

C. Look at the photos and read about the people. Then, fill in the chart.

Names	Jobs	Doing now?	Where they work?	Why risky?

Pamela's Blog: Risky Jobs!

Can you work at 120 meters height? Maybe you can't but some people can. Look at those men! The one on the left is my friend. His name is Ralph. He is cleaning the windows and having fun. He is not alone. He is working with another worker. They are working and chatting. It is like an office job for them. This job is dangerous but not for them.

This is a zoo in Thailand. There are 20 alligators and an alligator wrestler. Do you see this man? He is Deng and he is an alligator wrestler. Now he is working with alligators. I mean, he is wrestling. I think he is not having fun. But he looks happy with the alligators. Actually, they are close friends. It is a dangerous and exciting activity but some people love it.

Keep in Mind section provides a summary to the language studied. Students refer to this section throughout learning process.

Sample dialogues to assist students are always provided before the activity.

Photos are also widely used to attract attention.

6A - MUSIC AND LIFE IN VIENNA

Time to Write

A. Write a short paragraph about your life 3 years ago. Make descriptions using the words below.

- a. yourself
- b. your school
- c. your friends
- d. your town

Descriptive words:
fun, interesting, difficult, boring, exciting,
fantastic, lazy, hardworking, crazy

e.g.
I was in the same town 3 years ago. I was happy and my life was not bad. My school was big and modern. There were a lot of activities at school. I was good at music and art. My friends were friendly and helpful. I had two crazy friends, etc.

B. Do peer correction. Then, rewrite your paragraph.

Wk: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

Time to Speak

Cover your paragraph above. Work in groups and talk about your life 3 years ago using the words above.

Time to Read

A. Match the names to the musicians.



...Bach ...Mozart
...Vivaldi ...Beethoven

B. Work in groups. Brainstorm and write words related to the musicians above.

Writing activities have step by step stages. Students study a model and then write their own works. Peer correction code promotes peer assessment skills of the students.

Students find the chance to talk about themselves.

Listening parts are supported with visuals.

6C - PRETTY POETRY

Time to Write

A. Read the acrostic poem and find the animal.
 Furry face
 Red hair
 Intelligent eyes
 Ears that hear everything
 Nose that sniffs
 Dear of my dreams.



Now, write an acrostic poem with your name.

.....
.....
.....
.....
.....
.....
.....

C. Compare your poems with your friend and give feedback.

Time to Listen

A. Choose the types of poems you like.
 a. love b. nature c. friendship d. family e. animals f. life

Compare your answers with your partner.
 e.g.
Nigel: I like love poems because I am romantic.
Tina: Oh, I don't like love poems. They are boring. I love nature poems.

C. Listen and find the theme of the poem.
 a. listening alone b. friendship and helping others c. hard life

D. Listen again and write True (T) or False (F).

- It was a sunny day.....
- The poet was going away.....
- Life was very easy.....
- The poet was feeling well.....
- A friend took her hand.....
- They made life better together.....

E. Answer the questions.
 1. How was the poet feeling in the beginning?
 How did the poet feel in the end?



79

Some themes end up with a quiz. The aim is to use the outcomes in real contexts and have fun.

This is a self check activity. Students check to see whether they have acquired the outcomes or not.

QUIZ TIME

- Shakespeare was born in
 a. England b. Ireland c. Scotland
- Vienna is famous for its
 a. medical schools b. music schools c. fashion schools
- Paris is famous for its
 a. fashion b. music schools c. engineering schools
- won the best film Oscar in 2011.
 a. King's Speech b. Brufutal c. Black Swan
- won Oscar best actor prize in 2011.
 a. Colin Firth b. George Clooney c. Xavier Bardem
- won Oscar best actress prize in 2011.
 a. Natalia Fortner b. Penelope Cruise c. Meryl Streep



Check Your Progress		😊	😐	😞
I can...				
Listening	Identify the descriptive expressions in recorded texts. Enjoy listening to poems and short stories.			
Reading	Identify the topic and the theme of the poem. Identify reason result relations in the written text.			
Spoken Interaction	Like to participate in short clear conversations. Pass on their wishes, demands, and complaints to the related people.			
Spoken Production	Describe past activities and personal experiences. Express reason and result relations in their speech.			
Writing	Write very short, basic descriptions of past activities and personal experiences. Write short, simple autobiography. Write their wishes, demands, and complaints.			

81

There are four reading activities about Atatürk's principles, life and philosophy. You can find the activities in themes 1, 2, 5 and 6.

ATATÜRK

A. Match the parts of the sayings of Atatürk.

- Peace at home
- Today's children are
- A healthy mind
- You can be a statesman and even a president
- the adults of tomorrow.
- in a healthy body
- but you can't be an artist
- peace in the world.

B. Work in pairs and discuss. What do they mean?

C. Read and find a good title for the text below.

D. Read the text and complete it with the information below.

- on "29th October, 1923"
- Sakonia in 1881.
- in Ankara.
- starts Semsî Efendi School
- on "23rd April, 1907"

Atatürk was born in (1) His father is Ali Rıza Efendi, and his mother is Zübeyde Hanım. His parents call him Mustafa. His father, Ali Rıza Efendi dies when little Mustafa starts primary school, so they move to another city. They stay there with his uncle. Then, he goes back to Sakonia, and (2) again. Later, he enters the exam for the Military School and he passes it. He is a very hardworking student. He finishes the Military School and joins the army as a young officer. After Çanakkale Wars he becomes the chief commander of the Turkish Independence War. Then, he invites all the Turkish patriots to Ankara on "19th March, 1920". He opens the Turkish Grand National Assembly (3) Atatürk is the founder of the Young Turkish Republic. He founds the Republic of Turkey (4) And he becomes the first president of the Republic of Turkey. In 1924 The Turkish Grand National Assembly gives him the surname "Atatürk". He dies on "10th November, 1938". His mausoleum is (5)

E. Answer the questions.

- Where does young Mustafa go to primary school?
- When does he become the chief commander?
- Who gives him the surname "Atatürk"?
- Where is his mausoleum?



Check Your Progress		😊	😐	😞
I can...				
Listening	Generally understand the main points of clear standard speech. Define the expressions related to hobbies and interest in recorded text.			
Reading	Skim to find specific, predictable information in simple everyday material. Understand the written material with the help of visuals.			
Spoken Interaction	Give examples from everyday situations. Communicate to exchange information. Participate in basic, simple, clear telephone conversation.			
Spoken Production	Deliver very short, rehearsed announcement to inform others. Deliver short, oral messages and give short descriptions of likes/dislikes.			
Writing	Give examples from their lives. Write questions and answer questions related to familiar topics. Write about their hobbies and interests.			

37

Workbook

Workbook has been designed parallel to the coursebook. We aim to practice the outcomes, vocabulary and grammar in the coursebook and extend the learning with extra reading texts, puzzles and games. Each theme has three sections with two pages each. Performance and project works are included at the end of the themes. Workbook is recommended to be a self study material.

WORKBOOK OVERVIEW

THEME 3 **YOUTH**

3A - Gap Year

A. Look at the photos. Write words under each one.

sailing - biking - swimming - volunteering



1. _____ 2. _____ 3. _____ 4. _____

B. Match the sentences to the photos above.

- I live on a tropical island with my best friend.
- I volunteer in an African village.
- I travel around the world by bicycle.
- I go sailing and explore the oceans.

C. Read the text and answer the questions.



Dominica, Lewis and Ricky are good friends at high school. They are very successful students. They are going to graduate this year. Their ambition is to study at a university but they want to have one year gap before they start. Ricky and Lewis want to travel around the world by their bicycles. They want to learn about different cultures and lifestyles. Actually, Ricky and Lewis don't have enough money. So they need to work during the journey. Dominica wants to work for a charity organization for the poor people in Indonesia. She thinks they need our help. She has got a group of friends. They're working for different kind of charities. Dominica and her friends hope to visit at African countries one day.

- Where do Ricky, Dominica and Lewis study?
- Are they successful at school?
- What is their ambition?
- Are they going to have gap years before they start university?
- Who wants to travel around the world? Why?
- Do they have enough money to travel around the world?
- What does Dominica want to do?
- What are Dominica's friends doing?



23

Shows the name of the content.

Words are practiced in a context and support the words in the student's book.

Attractive visuals are provided so that students can be attentive.

Popular TV or cinema characters are widely used to attract attention.

Students feel the need of talking through real life contexts.

Students do writing tasks in all contents.



TEEN WOLF

Teen Wolf is a very popular TV series all around the world. It's a new TV version of the popular movie, The Wolfman. Emma, Bill, and Olivia are fans of Teen Wolf.

Emma: Who is your favourite character in Teen Wolf?
 Bill: Allison. I'm crazy about her.
 Olivia: Allison? I don't like her. She is boring.
 Bill: Come on! She is the most beautiful girl in the series.
 Emma: I think Lydia is more beautiful than Allison. Also, she is the most intelligent one.
 Olivia: I don't think so. Stiles is the most intelligent one. He is more handsome than Scott, too.
 Emma: No, not really. I think Derek is the most handsome and the strongest. I love him.
 Bill: Oh no. Scott is stronger than Derek. Don't forget that he is the main character.
 Olivia: Come on! Stiles again. He is the strongest, the most helpful, the funniest. He is everything.
 Emma: Hey, it's 9. Turn on the TV. It's Teen Wolf time.

D. Read the dialogue and write True or False.

- Bill's favourite character is Allison.
- Olivia likes her, too.
- Emma thinks Allison is the most intelligent character.
- Olivia thinks Scott is more handsome than Stiles.
- Emma thinks Derek is the most handsome.
- Stiles is Olivia's favourite character.

E. Write about your favourite TV series. Compare the characters.

The photo of your favourite TV series

35

Themes end with a performance task. Students are guided in details. It is aimed to produce a work within a specific time and achieve at least one objective.

There are two projects (in Theme 2-4) for the whole course. Project works are more detailed works than performance tasks.

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Introduce your dream job. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> Choose one of the jobs you would like to do. Write the reasons why you want to do this job. Write the advantages and disadvantages of the job. Find photos of the job. Design a poster and display it in the class.



My job is interesting.

PROJECT

Topic	Making a Video
Task	Interviewing people with unusual jobs.
Duration	2 Months
Types of scoring instrument	Scoring rubrics
Expected Performance	Research, creativity, thinking skills, writing skill

In this video you should:

- Interview at least three people with three unusual jobs.
- Visit the people in their jobs.
- Take photos as well.

While preparing your Project, you should

- choose your team mates,
- plan your time,
- share tasks among your friends,
- do research using books, the internet, magazines, etc.
- find a name for your interview (e.g. unusual people unusual jobs, etc.),
- use clear and fluent language and have coherent narration,
- prepare good questions with your group,
- edit your video (use movie maker, etc.),
- prepare your video and presentation by/2012 at the latest.



22

The European Language Portfolio (ELP)

The European Language Portfolio is a Council of Europe initiative implemented for learners at all stages of education across Europe.

English Language Portfolio is validated by the Council of Europe.

The European Language Portfolio (ELP) is

- a means of celebrating language-learning and intercultural experiences

- an open-ended record of children's achievements in languages

- addressed to and is the property of the learner

- a valuable source of information to aid transfer to the next class or school.

Keeping Language Portfolios

Students are asked to keep a folder in which they will collect their projects, posters, CDs, stories, compositions, evaluation sheets, quizzes, pictures, realias, school plays and any other work of students.

The language portfolio is a tool for students to help them record their performances in language learning and see their process of development. It also develops students' autonomy, gives them responsibility for their own learning and teaches them to organize and plan their language learning. For a better use of Language Portfolio, students should be guided carefully at the very beginning of the course. Otherwise, they might lose motivation as they can find this job rather challenging at the beginning. Peer and teacher feedback and teacher evaluation are strongly recommended as students need to know whether they are on the right track or not and learn from their mistakes.

Teacher's Book

Teacher's book aims to guide teachers with detailed lesson plans and supplementary materials. Since we think that only teachers can turn a coursebook into a perfect material, we give priority to training in the set of the book. It is easy to notice that teachers are guided step by step through carefully designed lesson plans, extra activities and tips. Activities for general introduction to the new unit are followed by well-planned communicative warm-up activities. Also the needed tools, materials and realias are suggested for each lesson and skill.

What does teacher's book include?

- Book overview,
- A set of target objectives,
- Language areas,

- Answer keys or suggested answer keys,
- Tapescripts,
- Warm up activities,
- Suggested materials and tools,
- Extra ideas and activities,
- Ideas and suggestions for adapting materials for students with different competencies.
- Answer keys for assessment and evaluation tools,
- Sample yearly plan for the first two units,
- Reference list.

Receptive vs. Productive Skills

In learning a second language, reading, writing, speaking, and listening don't happen at the same time. Listening precedes speaking, and reading precedes writing. Why is that?

Listening and Reading - Listening and reading are both receptive skills. Students are receiving and process information when they study these skills.

Speaking and Writing - Speaking and writing are productive skills; that is, some "product" is expected. For example, a student's receptive vocabulary is going to be much larger than his / her productive vocabulary. The same goes for reading. A student will be able to understand a well - written essay but unable to produce one. Luckily, all skills improve in time and for some students very quickly, indeed.

Receptive Skills Listening and Reading LESSON STAGES

1. Pre-activities

WHY?

- to raise attention and curiosity
- to provide needed background information
- to activate learners' knowledge of the topic
- to anticipate content
- to create a positive atmosphere for learning

HOW?

- contextualize the text, focus the learners' attention
- recall / review what is known about the topic
- comment on visual cues, layout / organization of the text
- language preparation
- predict / brainstorm

2. While activities

WHY?

- to train learners to consider a text or segment in its entirety
- to train learners to understand the text to the

fullest

3. Linguistic activities

WHY?

- to train learners to use the known to learn the new

- to infer meaning, structures, etc.

- to stretch learners cognitively and linguistically

HOW?

- focus on specific aspects of language: vocabulary, structures, discourse, and sociolinguistic features

- cloze-type exercises, matching, guessing, open-ended questions

4. Post-activities

WHY?

- to relate reading / listening / viewing to their original purpose

- to use input / output to anchor or consolidate language

- to use input as an effective tool for other activities

HOW?

- clarify the ideas or information in the text / segment

- discuss / debate raised issues

- express opinions

- tell the story in their own words

- link to other skills, especially productive ones (speaking and writing)

Productive Skills

Speaking

Developing speaking skill is placed in the centre of this coursebook. In every single stage of teaching process, we seek possibilities to create a situation to communicate.

YES YOU CAN encourages students to use the language orally and focus on fluency rather than accuracy. We argue that mistakes can be ignored to some extent while learning to speak. That's because trying to speak accurately puts students under a severe pressure and consequently, they prefer to keep silent. Mistakes are the natural outcomes of learning process. Feeling free to make mistakes, students tend to take risks and learn to speak while speaking. Another considerable point for promoting speaking skills is to encourage students to work in pairs or in groups rather than do dull teacher-student interaction. This allows teachers to economize the time and give students more opportunities to talk at the same time. Students feel less stressed with their partners or groups. For an effective speaking lesson, activities should be contextualized and speaking stages

(pre-while-post) should be carefully designed.

Writing

Writing is another important productive skill to consider. **YES YOU CAN** introduces sample-reading texts in the early part of each unit and guides students to write various types of texts / segments such as letters, messages, e-mails and reports. This coursebook provides guidance for controlled and free writing activities.

Writing is practised to a higher level in the workbooks where students can find authentic writing topics and contextual situations.

Students should know the answers to the following questions before they start writing:

- What? (The topic)

- Why? (The reason)

- How? (Formal / Informal)

Writing Procedure

• Lead a speaking activity (pair / group) on the topic.

• Students brainstorm and write the first draft. Then they make peer correction: Students choose a peer in the class and have their pieces of work evaluated and revised.

• Group correction / feedback: Students also work in groups of three or four and give feedback about their pieces of work.

• They rewrite them considering the errors and the feedback they have received from their groups.

• Students put them in the portfolios.

• Teachers evaluate their work and give feedback at different periods of the academic term.

Students use Peer Correction Code.

WW: Wrong Word

RS: Rewrite Sentence

SM: Spelling Mistake

GM: Grammar Mistake

PM: Punctuation mistake

Vocabulary

Vocabulary teaching is one of the other strengths of this book. New words are introduced in a meaningful context and students are encouraged to guess the meaning of the words through this context. Phrases, expressions and words are reinforced with different activities such as

matching, picture-word association and gap filling. Students are supposed to use the new vocabulary in the production stage of language learning.

The European Language Portfolio (ELP)

The European Language Portfolio is a Council of Europe initiative implemented for learners at all stages of education across Europe.

English Language Portfolio is validated by the Council of Europe.

The European Language Portfolio (ELP) is

- a means of celebrating language-learning and intercultural experiences
- an open-ended record of children's achievements in languages
- addressed to and is the property of the learner
- a valuable source of information to aid transfer to the next class or school.

Keeping Language Portfolios

Students are asked to keep a folder in which they will collect their projects, posters, CDs, stories, compositions, evaluation sheets, quizzes, pictures, reliefs, school plays and any other work of students.

The language portfolio is a tool for students to help them record their performances in language learning and see their process of development. It also develops students' autonomy, gives them responsibility for their own learning and teaches them to organize and plan their language learning. For a better use of Language Portfolio, students should be guided carefully at the very beginning of the course. Otherwise, they might lose motivation as they can find this job rather challenging at the beginning. Peer and teacher feedback and teacher evaluation are strongly recommended as students need to know whether they are on the right track or not and learn from their mistakes.

Evaluation:

Formative Evaluation

Formative evaluation is a process of ongoing feedback on performance. The purposes are to identify aspects of performance that need to improve and to offer corrective suggestions. Be generous with formative evaluation. Share your observations and perceptions with the Ss. You might simply share your observation and then ask the student if s/he can think of a better approach for the next time. Formative evaluation need not make a judgement. When giving formative feedback, offer some alternatives to the student. Quizzes and any other activities such as games, role-plays

and competitions can be used as effective tools for formative evaluation. Materials in the portfolio can also be used for formative evaluation.

Summative Evaluation

Summative evaluation provides information on the product's efficacy (its ability to do what it was designed to do). For example, did the learners learn what they were supposed to learn after using the coursebook? This type of evaluation is useful for both teachers and Ss.

It gives an overview of the students' impression of the entire course, their learning, participation, attitude and teachers' teaching performance. The feedback you get from these questionnaires may help teachers prepare for the next class they teach.

Coursebook Evaluation

Evaluation is one of the significant parts of learning. Students can see their learning progress, how much they have achieved and the points they need to consider. Evaluation is also important for the teachers since they need to justify their teaching practices and the materials they have used.

Self-evaluation Section (Check Your Progress)

Each unit ends with a section which contains statements to check how much students have acquired. This sort of evaluation enables students to see where they stand, their strengths and weaknesses in terms of fulfilling the aims of each unit. Self-evaluation works efficiently when used effectively and as one of other evaluation instruments.

COMMON OUTCOMES

LISTENING

Students will be able to...

1. Pay attention to stress, pronunciation and intonation while listening.
2. Take care rules of manners and cultural values while listening.
3. Search the meaning of unknown words in the recorded text.
4. Appreciate what they listen.
5. Ask for further explanation for the points not understood in the recorded text.
6. Use background knowledge to understand the recorded text.

SPEAKING

1. Use body language while speaking.
2. Take care rules of manners and cultural values while speaking.
3. Link words or word groups with very basic linear connectors like “and” or “then”.
4. Use words and word groups related to particular concrete situations.
5. Use basic repertoire of isolated words and phrases according to their functions and genre.
6. Pronounce the words accurately.
7. Speak self confidently.
8. Use simple structures correctly.
9. Pay attention to intonation and stress while speaking.
10. Ask for further explanation for the points not understood during conversations.
11. Express themselves by increasing vocabulary repertoire in different situations.
12. Report simple sentences in recorded or written texts.

READING

1. Search the meaning of unknown words in the written text.
2. Pay attention to intonation and stress while reading.
3. Pronounce the words accurately while reading.
4. . Guess the meaning of unknown words in the written text.
5. Understand the written text with the help of background knowledge.
6. Pay attention to punctuation marks while reading.
7. Read fluently.
8. Take notes when necessary.
9. Read for leisure.

WRITING

1. Use simple sentence structures and patterns accurately.
2. Write according to the spelling rules.
3. Use punctuation marks appropriately and accurately.
4. Use polite expressions in their writings.
5. Use sentence structures correctly and meaningfully.
6. Use the range of words about personal details and needs of a concrete type appropriately and accurately.
7. Use basic repertoire of isolated words and phrases according to their functions and genre.
8. Link words or word groups with very basic linear connectors like “and” or “then”.
9. Avoid irrelevancy while writing.
10. Write coherently.
11. Use simple structures and language functions while writing.
12. Report the sentence they heard or read in written text.

THEME 1



People and Society

At the end of the theme, you will be able to....

- follow basic, clear, simple everyday conversations.
- distinguish the expressions and questions.
- express their point of views and preferences in their speech.
- understand short written messages and apply simple instructions.
- give simple, concrete instructions.
- participate in basic, simple, clear telephone conversation.
- express personal needs with basic expressions.
- express their point of views.
- express their preferences in their speech.
- take notes and write lists.
- write short dialogues and messages.
- write questions to ask for information.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 1 A2.1.1		People and Society			
Language areas		Subject pronouns, Articles (a, an, the) Prepositions of place (behind - opposite - in front of)			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
1A - Hi, Everyone!	Listening	1 Follow basic, clear, simple everyday conversations.		Nouns: secretary, boss, campus, economics, any Coach, evening Verbs: repeat, meet, read, use, study, need Adjectives: Nice, new, first Adverbs: behind, in front of, opposite	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	1 Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. 6 Give simple, concrete instructions. 3 Express personal needs with basic expressions.	1 Use body language while speaking. 2 Take care rules of manners and cultural values while speaking. 3 Pronounce the words accurately while reading.		
	Spoken Production				
	Reading	2 Understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. 1 Understand everyday signs and notices.	9 Read for leisure. 3 Pronounce the words correctly while reading.		
	Writing	2 Take notes. 4 Write short dialogues.	12 Use simple structures and language functions while writing. 3 Use punctuation marks appropriately and accurately 2 Write according to the spelling rules. 4 Use polite expressions in their writings.		

Theme 1 A2.1.1		People and Society			
Language areas		We need - we don't need, Much - many - some - any, Can I ...? (request) Countable - uncountable nouns			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
1B - My Roommate, Maria	Listening	5 Distinguish the expressions and questions related to the areas of immediate priority (very basic personal and family information, shopping, local geography) provided speech is clearly and slowly articulated.	6 Use background knowledge to understand the recorded text. 2 Take care rules of manners and cultural values while listening.	Nouns: kettle, fork, potatoes, milk, rule, banana, pound, pence Verbs: need, have, want Adjectives: same, much, many, roasted, expensive	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	4 Communicate to exchange information.	8 Use simple structures correctly 14 Speak relevantly.		
	Spoken Production	1 Express their point of views. 2 Express their preferences in their speech.			
	Reading	8 Answer the questions related to the written material.	2 Pay attention to intonation and stress while reading.		
	Writing	3 Write lists. 7 Write questions to ask for information.	13 Report the sentence they heard or read in written text.		

Theme 1 A2.1.1		People and Society			
Language areas		First, then, finally with instructions. (First insert the money, thenetc) Possessive pronouns, Can - ability			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
1C - Help me, Lisa	Listening	6 Define and extract the essential information from short recorded messages.	5 Ask for further explanation for the points not understood in the recorded text.	Nouns: Euro, railway, postcard, mushroom, reason, ATM, GPS, police station Verbs: Worry, write, get Adjectives: Wrong, alone, late	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	2 Participate in basic, simple, clear telephone conversation.	6 Pronounce the words accurately. 5 Use basic repertoire of isolated words and phrases according to their functions and genre.		
	Spoken Production		13 Speak fluently.		
	Reading	5 Apply short and simple instructions 7 Understand short written messages.	6 Pay attention to punctuation marks while reading.		
	Writing	5 Write short messages. 9 Write to give information about everyday aspects of his environment.	5 Use sentence structures correctly and meaningfully.		

1A - HI EVERYONE!

Time to Listen

A. Match the sentences.

- | | |
|---------------------------------|--|
| 1. Hello. I am Tim. | a. No, I am not. I am the boss. |
| 2. Are you the new secretary? | b. Hello, my name is Jane. |
| 3. Nice to meet you. | c. Hey, I come from Japan. |
| 4. This is my new roommate. | d. Glad to meet you. |
| 5. See you later. | e. Bye. |
| 6. Hi. I am from Italy. | f. Is he in your class? |
| 7. They are our new neighbours. | g. Yeah. I know. Their names are Walter and Kelly. |

B. Complete the names of the places below.



1. S _ _ _ L 2. O _ _ _ E 3. FOOTBALL P _ _ _ H 4. H _ _ E

C. Look at the pictures below and answer the question. Where are the people?

D. Listen and fill in the blanks.

1.
Annabel:(1), my name is Annabel, I am from Spain. I study drama at the college.
Salim :(2), I am Salim. I come from Lebanon. I study economics.
Annabel: We are in the same campus. See you around.
Salim :(3) you. Bye.



2.
Mary : Good afternoon, sir.(4) Mr. Reynolds?
Mr. Reynolds: Yes.
Mary : I am Mary.(5) to meet you.
Mr. Reynolds: Pleased to meet you, too.
Mary : Please sit down.
Mr. Reynolds:(6).



17

TEACHER'S TIP

Pair Work / Group Work

Put the students into pairs or small groups. The reason is to maximise STT (Student Talking Time) and minimise TTT (Teacher Talking Time). This is a good thing because students are the ones who need to practise their English but not you.

Warm up

Students form groups of four or five. They brainstorm and note down expressions to greet someone, introduce themselves, say where they are from, etc. **e.g. Hello. I am Richard. Where are you from? etc.** Students work with other groups and find answers or responses to their expressions.

A. Match the sentences.

Draw attention to the activity. Set a time limit, 3 minutes, to do the activity and compare with the expressions they have done with other groups.

Follow up

Students work in pairs and act out the expressions.

Key:

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

B. Complete the names of the places below.

Students study the places carefully and complete the missing letters to find the names.

Follow up

They work in pairs; cover the words and play. Guessing Game.

e.g.

Student A: What is this?

Student B: It is a school, etc.

Key:

1. school 2. office
 3. football pitch 4. home

C. Look at the pictures below and answer the question.

Students look at the pictures and find where the people are. They compare their answers with their partners.

1A - Hi Everyone!

Time to Listen

TEACHER'S TIP

Brainstorming is a useful technique to discover new ideas in your brain. Sometimes there are thousands of ideas floating in your mind but sometimes you can not think of anything. You are creative, but you need to activate your brain. Here are some methods for brainstorming.

1. Free Writing
2. Word Play
3. Mind Map
4. Role Playing
5. Questions

Search on the net for more techniques.

Key:

- a. Cafe b. Football Pitch
- c. Campus d. Office

D. Listen and fill in the blanks. (GO - L1)

The aim of this activity is to follow basic, clear, simple everyday conversation. The dialogues in this activity take place in different situations with different formats (formal, informal). Students read them carefully and try to fill in the blanks. They work in pairs and check the meaning. Then, they listen and check their answers.

Key:

- 1. Hi 2. Hey 3. See 4. Are you
- 5. Pleased 6. Thank you 7. This is
- 8. Maria 9. engineering 10. Welcome

TAPESCRIPT

D.

1.

Annabel: Hi, my name is Annabel, I am from Spain. I study Drama at the college.

Salim : Hey, I am Salim. I come from Lebanon. I study Economics.

Annabel: We are in the same campus. See you around.

Salim : See you. Bye.

2.

Mary : Good afternoon, sir. Are you Mr. Reynolds?

Mr. Reynolds: Yes.

Mary : I am Mary. Pleased to meet you.

Mr. Reynolds: Pleased to meet you, too.

Mary : Please sit down.

Mr Reynolds : Thank you.

3.

Lisa : This is my new roommate. Her name is Maria. She is from Spain. Maria, this is my friend. His name is Bill.

Bill : Hi, Maria. Are you a student?

Maria : No. I work for an engineering company.

Bill : That's great! I am a student at the Engineering Faculty.

4.

Coach: Alan is the new player in our team.

Brian : Hi, Alan.

John : Hey.

Mike : Welcome, Alan.

Alan : Thank you.

1A - HI EVERYONE!

3.
Lisa :(7) my new roommate. Her name is Maria. She is from Spain. Maria, this is my friend. His name is Bill.
Maria : Hi(8). Are you a student?
Bill : No, I work for an(9) company.
Maria : That's great! I am a student at the engineering faculty.



c

4.
Coach: Alan is the new player in our team. He is the goal keeper.
Brian : Hi Alan.
John : Hey.
Mike :(10) Alan.
Alan : Thank you.



d

E. Match the dialogues to the pictures.

Time to Speak

Work in groups. Study the dialogues in activity D and act out.

Time to Write

A. Now, rewrite one of the dialogues with your personal information and act it out.
Use; a, an, the
e.g.
Terry : Hi. I am the new student.
Betty : This is Clara. She is a computer engineer.
.....
etc.

B. Do peer correction and rewrite your dialogue.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation mistake

Time to Read

A. Match the signs to the words.

airport, restaurant, metro, post office, train station



1.



2.



3.



4.



5.

18

E. Match the dialogues to the pictures.

Students work individually and match the dialogues to the pictures. They compare their answers with their classmates.

Key:

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

Time to Speak

Work in groups. Study the dialogues in exercise C and act it out. (GO - S11 / CO - S1,2)

The aim of this activity is to talk appropriately according to different situations required by daily relations and use body language while speaking and take care of rules of manners and cultural values while speaking. Students study the dialogues and practice them changing some of the information with their own information. Finally, they act out the dialogues. Such activities promote students' comprehension.

Time to Write

A. Now, write one of the dialogues with your

personal information and act it out.
Use; a, an, the (GO - W4 / CO - W12)

The aim of this activity is to write short dialogues and to use simple structures and language functions while writing. Students work individually and study the dialogues again. Highlight the important words or phrases. Then they write one of the dialogue with their own information and act it out.

B. Do peer correction and rewrite your dialogue.

Students do peer correction and rewrite their dialogues. Students put their dialogues into their portfolios.

Key:
 Students' own answers

Time to Read

TEACHER'S TIP

Teaching a language requires teaching international words and signs since students will most probably use this information in their own life in the future.

Warm up

Display samples of international signs such as; airport, hospital, school, etc. Pause after each one and elicit the names.

A. Match the signs to the words.

Draw attention to the signs. Students match the words to the signs. Then, they compare their answers with their partners.

Key:
 1. restaurant 2. train station 3. metro
 4. airport 5. post office

Teacher's Notes

1A - HI EVERYONE!

B. Write the missing letters.

b. hind opp. site in fr. nt of



C. Match the dialogues to the signs.

1.
 Maria : Hey, Lisa! Where is the toilet?
 Lisa : Look at the sign. Go straight. It is behind the car park.
 Maria : Yeah.

2.
 Maria : Can we park here?
 Lisa : No, we can't.
 Maria : Oh, the sign!
 Lisa : Yeah. Let's park opposite the supermarket.

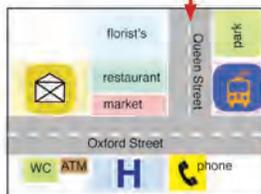
3.
 Maria : I want to call my mom.
 Lisa : OK. There is a telephone box on the 2nd street.
 Maria : Where is it?
 Lisa : Turn right. Go straight for 50 metres. It is on the left, in front of the post office.
 Maria : Thank you, Lisa. Please wait for me here.
 Lisa : All right, Maria.

D. Read and underline the international words in the dialogues.
 Toilet,

E. Look at the international words and signs in activity A. Then, find.
 What are Maria's needs?

Time to Write

A. Look at the signs on the map. Think of your personal needs and take notes. Then, write dialogues.
 Restaurant, Post Office, Telephone Box, ATM, etc.
 Where is the....? , Can we.....? , I want to.....
 e.g.
 Rob : Excuse me, where is the post office?
 Walter : Go straight and turn right. It is next to the market, etc.



Time to Speak

A. Work in pairs. Act out your dialogue in activity A.
B. Play "Spot the Place" Game.
 Work in groups of four. One person chooses a place on the map and gives instructions. The others try to find the place. The one who finds the place first is the winner.

19

B. Write the missing letters. (CO - W2)

The aim of this activity is to introduce "Behind, Opposite, In front of" and write according to the spelling rules. Students close their eyes. Collect three items from students and place them somewhere in the class considering the prepositions of place. Students open their eyes. Ask them; *Where is..the bag..?* and provide them options. *It is in front of the chair. Or, it is behind the chair, etc.* Students choose the correct answers. Mime the meaning of the prepositions if needed. Finally, students write the missing letters looking at the pictures.

Key:
 behind, opposite, in front of

Follow up

Students can play the game; *Where is.... ?* Students work in pairs. Student **A** picks up an object and place it somewhere whereas Student **B** guesses where it is. They take turns and play the game to practice the prepositions.

C. Match the dialogues to the signs.
(GO - R2 / CO - R9)

The aim of the activity is to understand everyday signs and notices and read for leisure. Students study the dialogues and match them to the signs. They compare their answers with their partners.

Key:

1. c 2. b 3. a

D. Read and underline the international words in the dialogues. (CO - R3)

The aim of the activity is to pronounce the words accurately while reading aloud. Encourage students to find international words within groups. They can refer to dictionaries or the Internet. International words are the ones which are used by most of the nations with slight changes. **e.g.** Train, hospital, police, post office, etc. Students compare their words with other groups and write the missing ones in their list. Students read and underline the international words in the dialogues.

Key:

Toilet, park, supermarket, telephone, post office

E. Look at the international words and signs in activity A. Then, find. (GO - R1)

The aim of the activity is to understand short, simple, texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. Students refer back to the dialogues and find Maria's needs. They compare their answers with their partners.

Key:

1. She needs to go to the toilet. 2. She needs to park. 3. She needs to telephone.

Time to Write

Look at the signs on the map. Think of your personal needs and take notes. Then write dialogues.
(GO - W2 / CO - W3, 4)

The aim of the activity is to take notes and to use punctuation marks appropriately and accurately and use polite expressions in their writings. Students practice writing similar dialogues as in the reading part. They use punctuation marks appropriately and accurately and use polite expressions in their writings. Students also use polite language. They imagine that they are travelling in a different country. Students look at

the signs and note down their needs. They work in pairs and compare their needs. Students also give reasons. **e.g.** A post office, an ATM, etc. Then, they write dialogues using the clues.

Key:

Students' own answers

Time to Speak

A. Work in pairs. Act out your dialogue in activity A. (GO - SI 3, 6 / CO - S3)

The aim of the activity is to express personal needs with basic expressions and to give simple, concrete instructions and pronounce the words accurately while reading. Students study the dialogues again and underline the needs of the people. They work in pairs and use the dialogue to tell their needs.

Key:

Students' own answers

B. Play "Spot the Place" Game.

Students play the game with different groups.

Key:

Students' own answers

Teacher's Notes

1B - MY ROOMMATE, MARIA

Time to Read

A. Label the things on the picture. Use; *a, an, and some* eggs, cheese, apples, potatoes, knives, butter, cookbook, lipstick, umbrella, tissues, newspaper, chocolate



B. Which of them are always in your shopping list? Why?
e.g. Apples are always in my list. They are my favourite fruit.

C. Look at the list and the dialogue. Then, answer the question.
Where are Lisa and Maria?

D. Read the dialogue and put a cross to the things in the shopping list, not mentioned in the dialogue.

Maria : Oh, we don't have many eggs.

Lisa : No. Look! We have a lot of eggs. They are on the table.

Maria : Oh yeah.

Lisa : Maria, write in the list. Well, we need some cheese.

Maria : Oh, I like French fries. Let's buy a lot of potatoes. We have only two.

Lisa : OK, Maria. Oh, we also need butter for the cake.

Maria : Yeah. But we don't need much butter. We have some here.

Lisa : And? Oh! A cookbook, some knives.

Maria : A lipstick.

Lisa : For the kitchen?!!!



Lisa & Maria's Shopping List

- eggs
- cheese
- apples
- potatoes
- knives
- butter
- cookbook
- lipstick
- umbrella

Keep in mind!
We don't have many eggs.
Let's buy a lot of potatoes.
We don't need much butter

E. Read the dialogue and answer the questions.

1. Do Maria and Lisa have many eggs?
2. How much cheese do they have?
3. How many potatoes do they have?
4. Do they need much butter?
5. What else do they need for the kitchen?
6. Does Lisa need a lipstick?

20

3. some apples
4. a cook book
5. some tissues
6. a newspaper
7. some cheese
8. some eggs
9. some butter
10. a lipstick
11. some knives
12. some chocolate

B. Which of them are always in your shopping list? Why?

Students draw a shopping basket and write an imaginary shopping list. They work in pairs and compare their baskets. Students also talk about their favourite things in the list and give reasons.

Key:

Students' own answers

C. Look at the list and the dialogue. Then, answer the question.

Ask questions about the two girls in the picture to arouse interests.

e.g. Are they friends or sisters? Where are they? Are they happy? Why?, etc.

Students speculate about them. Note that they don't have to say completely correct answers but only guess. Elicit ideas from students.

Students read the dialogue quickly and have a look at the list. Then, they answer the question.

Key:

They are in the kitchen.

1B - My Roommate, Maria

Material

Real objects; potatoes, apples, cheese, knives, butter, cook book, etc.
Photos of Dublin

Warm up

Cover the objects one by one and ask students to touch and guess the names of the objects. Model a sample use; *well, it is a potato /an apple or some apples, etc.* Students work with different partners and play the same game.

Time to Read

A. Label the things on the picture.

Use; "*a, an, and some*"

Draw attention to the pictures. Students label the things using "*a / an*" or "*some*". They compare their answers with their partners.

Key:

1. some potatoes
2. an umbrella

D. Read the dialogue and put a cross to the things in the shopping list, not mentioned in the dialogue. (CO - R2)

The aim of this activity is to pay attention to intonation and stress while reading. They read the dialogue and put a cross to the things not mentioned in the dialogue. Also, draw attention to the statements expressing needs.

Allow students to practice this language area.

e.g. I need, I don't need, do you need?, etc.

Key:

Apples - an umbrella

E. Read the dialogue and answer the questions. (GO - R8)

The aim of this activity is to answer the questions related to the written material. Students both practice "*How Much / How Many*" and check comprehension. They answer the questions and compare with their partners.

Follow up

Students cover the dialogue. They work in pairs and answer the questions.

Key:

1. Yes, they do.
2. They need some cheese.
3. They have only two potatoes
4. No, they don't
5. They need a cookbook and some knives
6. Yes, she does.

Teacher's Notes

1B - MY ROOMMATE, MARIA

Time to Write

- A. What do you have in your fridge? Write the food and drinks.
 B. Write questions about your partner's fridge.
 e.g.
 Is there any cheese in your fridge?
 Are there any apples in your fridge?



Time to Speak

- A. Work in pairs and compare the fridges. Use the questions above.
 e.g.
 Victoria : Is there any cheese in your fridge?
 John : No, there isn't any cheese.
 Victoria : There is a lot of cheese in my fridge.
 B. What do you need for your home?
 Do a shopping list. Add the quantity and the price.

My Shopping List

What?	How much / How many?	The price?
Eggs	12	3.50 Euros
.....
.....
.....
.....

- C. Work in pairs. Talk about your list and give information.
 e.g.
 I need 12 eggs. They are 3.50 Euros, etc.

Time to Listen

- A. Look at the things below and write the words under the correct place.

soup, roasted chicken, Coke, cheese, magnets, T-shirts, apples, orange juice
 key rings, tomatoes, coffee, postcards

Restaurant	Souvenir Shop	Supermarket
.....
.....
.....

Time to Write

- A. What do you have in your fridge? Write the food and drinks.**

In this activity students practice "Is there much/ are there many....?" Students guess what they have in their fridges at home at the moment. Note that students do not have to guess all the food and drinks in their fridges correctly. They write the food and drinks in their fridges.

- B. Write questions about your partner's fridge. (GO - W7, 3)**

The aim of this activity is to write questions to ask for information and to write lists. Students write questions to ask the group members. Students do peer correction within their groups. Then, group members take turns and ask questions to compare their lists as in the example.

Key:

Students' own answers

Time to Speak

A. Work in pairs and compare the fridges. Use the questions above. (CO - S8, 14)

The aim of this activity is to use simple structures correctly and speak relevantly. Students work in pairs and compare their fridges as in the sample dialogue.

Key:
Students' own answers

B. What do you need for your home? Do a shopping list. Add the quantity and the price.

Students work in pairs. They study the titles in the shopping list. They use a dictionary if necessary. Pairs imagine that they live in the same flat. They do a shopping list together. Students use the dialogue as a sample.

Key:
Students' own answers

C. Work in pairs, talk about your list and give information. (GO - S14)

The aim of this activity is to communicate to exchange information. Students change their partners. They talk about their list and give information as in the sample sentence.

Key:
Students' own answers

Time to Listen

A. Look at the things below and write the words under the correct place.

Students work individually to classify the things and write them in the correct column. Have a look at the students' works but do not correct any mistakes. They compare their charts and discuss any differences.

Key:

Restaurant	Souvenir shop	Supermarket
Soup	Magnets	Cheese
Roasted	T-shirts	Apples
Chicken	Key rings	Tomatoes
Coke	Postcards	
Orange juice		
Coffee		

1B - MY ROOMMATE, MARIA

B. Maria and Lisa are at a restaurant in Dublin. Listen to the people and choose the correct words.



Menu:

SALADS Neptune Salad Wildfire Chicken Salad Caesar Salad Chef's Salad Coneh Salad	MAIN COURSE Chicken and Chips Fish and Chips Corned Beef & Cabbage Steak & Cabbage Shepherd's Pie Fish Steak
---	---

SUPP:
Mushrooms
Tomato Soup

DRENKS
Diet Coke
Sweet Juice

Dialogue:

Maria : Can I have (1) mushroom / tomato soup, please?
 Lisa : I would like (2) chicken / mushroom soup.
 Waitress : OK. Anything else?
 Maria : Well, I don't know. Can you help me, Lisa?
 Lisa : Sure. We want (3) fish and chips / fish and chicken, please.
 Waitress : All right. Something to drink?
 Lisa : No. Thanks.
 Maria : I go for (4) diet Coke / fruit juice, please.
 Waitress : OK.
 Lisa : The bill, please.
 Waitress : OK. Here you are.
 Lisa : (5) 13.50 / 14.50 Euros.
 Lisa : Thank you.

Keep in Mind!
Can I have mushroom soup, please?
Can you help me, please?

C. Complete the sentences with some of the words below. Consider the menu and the dialogue above.
 good, not good, delicious, new, expensive, cheap

- I think Irish dishes are.....
- Maria and Lisa are.....friends.
- Maria is.....in Dublin.
- Lisa and Maria are in a/n.....restaurant.

Time to Speak
Look at the menu and choose two things you would like to have. Then, share with your friends.
 e.g.
 Rod : I would like to have Caesar salad and diet Coke.
 Stephan: Oh, I would like Irish stew and Chef's Salad.

Time to Write
A. Work in pairs and prepare your own menu. Then, write dialogues. Use the dialogue in activity C and the phrases below.

Here you are. The bill, please. I would like to have.....
 Anything else? Can I have.....? ?

B. Act out the dialogues.

22

B. Maria and Lisa at a restaurant in Dublin. Listen to the people and choose the correct words. (GO - L5 / CO - L2, 6)

The aim of this activity is to distinguish the expressions and questions related to the areas of immediate priority (very basic personal and family information, shopping, local geography) provided speech is clearly and slowly articulated and also they are supposed to take care rules of manners and cultural values and use background knowledge to understand the recorded text while listening. Write Dublin on the board. Students brainstorm and share their background information about the city. If they can not find enough information, give some clues. e.g. Dublin is the capital city of Ireland. Display photos of Dublin through the Net or students search on the Net and see photos by themselves. They share their ideas about Dublin. e.g. It is an interesting city. It is lovely, etc. Students study the dialogue carefully to get the gist of the dialogue. Focus on the use of Can I...? They listen to the people and choose the correct option. Then, students compare their answers with their classmates.

Key:

- 1. tomato 2. mushroom 3. fish and chips
- 4. diet Coke 5. 13.50

TAPESCRIPT

B.

Maria and Lisa at a restaurant in Dublin.

Maria : Can I have tomato soup, please?

Lisa : I would like mushroom soup.

Waitress : OK. Anything else?

Maria : Well, I don't know. Can you help me, Lisa?

Lisa : Sure. We want fish and chips, please.

Waitress : All right. Something to drink?

Lisa : No. Thanks.

Maria : I go for a diet Coke, please.

Waitress : OK.

.....

Lisa : The bill, please.

Waitress : OK. Here you are. 13.50 Euros.

Lisa : Thank you.

C. Complete the sentences with some of the words below. Consider the menu and the dialogue above. (CO - W13)

The aim of this activity is to report the sentence they hear or read in the written text. Students study the menu, dialogue and the words. They check the meaning with their partners or in the dictionary. Students fill in the blanks with the words given. They compare their answers with their partners.

Suggested Answers:

- 1. Ss' own answers 2. good
- 3. new 4. cheap

Time to Speak

Look at the menu and choose two things you would like to have. Then, share with your friends. (GO - SP1, SP2)

The aim of this activity is to express their point of views and to express their preferences in their speech. Students practice a restaurant dialogue. They share roles; one person is a waitress, the other two people are the customers. They create a spot in the class to act out their dialogues. They use the expressions in the dialogue in activity C.

Time to Write

A. Work in pairs and prepare your own menu. Then write dialogues. Use the dialogue in

activity C and the phrases below.

Students work in groups and open their own restaurant. They search on the Net to find menus which can suit their restaurant concept. They choose meals and drinks for their menus and add the prices. They also find a good name for the restaurant. Finally, students work individually and write restaurant dialogues as in the previous dialogue.

Key:

Students' own answers

B. Act out the dialogues.

Students work in pairs and act out thier dialogues. Volunteer students act them out in front of the class.

Teacher's Notes

1C - HELP ME, LISA

Time to Read

A. Match the instructions to the tools.



- First, press on 'message'. Then write a message and send it.
- Insert your card and enter your password.
- Choose a destination. Then, the date and time.
- Write the address. Then press 'enter'. Follow the instruction.

B. Read the dialogue quickly and find the information.

- What can't Maria use?
- What time is the train?

Lisa and Maria are at the railway station.

Maria : Lisa, help me, please. I can't use this ticket machine.

Lisa : What's wrong?

Maria : It's complicated.

Lisa : Oh, dear. First, choose the destination.

Maria : OK. "Cork."

Lisa : Then, the time.

Maria : At 06.00 pm.

Lisa : First class or second class?

Maria : Of course second.

Lisa : Finally, insert the money.

Maria : All right. Oh, look! Here is the ticket.

Lisa : Can you find your seat?

Maria : Sure. Don't worry about me. Bye for now.

Lisa : Bye, Maria.

C. Read the dialogue again.

Follow the instructions in the dialogue and put them in the correct order on the machine.

D. What do you think? Write True or False.

- Maria is new in the city.
- Lisa helps her.
- Maria can travel everywhere alone.



Time to Speak

Work in pairs and give instructions to get money from an ATM. Use the instructions above.

Use: first, then, finally

23

Follow up

Students cover the instructions and make short dialogues using the instructions.

B. Read the dialogue quickly and find the information.

Students are introduced with *Can / Can't* to express ability. Ask some questions to check their ability before reading. *Can you use a mobile phone? Can you cook something?, etc.* Also, students work in pairs and practice more.

Draw attention to the machine and ask the questions; *What is it? Can you use it? How?, etc.* Elicit answers from students. They read the dialogue and answer the questions. Then, students compare their answers with their partners.

Key:

- She can't use the ticket machine.
- The train is at 06.00 pm.

C. Read the dialogue again. Follow the instructions in the dialogue and put them in the correct order on the machine. (GO - R5 / CO - R6)

The aim of this activity is to apply the short and simple instructions. They also pay attention to punctuation marks while reading. Students have a task. They read the dialogue to learn how to use a machine. They read and follow the instructions. Then, they write the instructions in the correct order. Finally, they check their answers with their partners.

Key:

- ..3.. choose the class
- ..1.. choose the destination
- ..4.. Insert the money
- ..2.. Choose the time

D. What do you think? Write True or False.

Students develop their inference skill in this activity. They answer the questions reading between lines. Students read and answer the questions. Students compare their answers with their classmates. They give reasons to their answers.

Key:

- T
- T
- F

Time to Speak

Work in pairs and give instructions to get

1C - Help me, Lisa!

Warm up

Ask students; "Can you use a ticket machine? If you can't use it, would you like to learn?" Students work in pairs and tell their partners. Elicit ideas from different students. Students who know how to use the machine share the knowledge with the ones who don't know how to use it. Students can also tell how to use other machines or technological devices such as cell phones, cameras, Bluetooth, etc.

Time to Read

A. Match the instructions to the tools.

Draw attention to the pictures and elicit their names. Then, they work individually and match them to the instructions. Remind that they need to use imperatives to help someone use the machines.

Key:

- d
- a
- c
- b

money out of an ATM. Use the instructions above. Use; *first, then, finally* (CO - S5, 6)

The aim of this activity is to use basic repertoire of isolated words and phrases according to their functions and genre. They pronounce the words accurately. Students practice how to give instructions to withdraw money out of the machine. They imagine that they are in front of an ATM. Students work in pairs. They take turns and give instructions.

Key:

1. First, insert your card.
2. Then, enter your password.
3. Next, enter the amount of money.
4. Finally, get the money.

Teacher's Notes

1C - HELP ME, LISA

Time to Listen

- A. Work in pairs. Look at the picture below and read the beginning of the conversation. Then, guess.
 What's the dialogue about?
 Maria : I don't have sunglasses. Can I borrow yours?
 Lisa : Sorry. They are not mine. They are my sister's.
- B. Listen and check your answers.
- C. Listen to the dialogue 1 and write. Who do the bold words in the box refer to?



- D. Maria and Lisa ask questions when they don't understand each other. Listen to the dialogue 2 and circle the correct person.
 1. Lisa / Maria : Sorry, can you repeat?
 2. Lisa / Maria : What? I don't understand.
- E. Look at picture C and guess. Why is Lisa worried?
- F. Listen to the dialogue 2 and check your answers.
- G. Listen again and complete the table in picture A.



- H. Answer the questions.
 1. Is Maria alone?
 2. Who is Maria's friend in Cork?
 3. Is Maria late for the train?

Time to Listen

- A. Work in pairs. Look at the picture below and read the beginning of the conversation. Then, guess.

Students learn to ask for permission. They go through the words and make the meaning clear. They look up in the dictionaries and check their words. Students read the short dialogue, look at the picture and guess what the conversation is about. They compare their answers with their partners.

- B. Listen and check your answers.

Students listen and check their answers.

Key:

It's about Maria's preparation for the train. She asks what she can borrow.

TAPESCRIPT

B.

Maria : I don't have sunglasses. Can I borrow yours?

Lisa : Sorry, they are not mine. They are my

sister's.

Maria : Oh, no problem. Is it your brother's umbrella?

Lisa : Yes. It is his umbrella.

Maria : How about the Cork maps? I hope they are yours.

Lisa : Sorry. They are my parents'.

Maria : Oh. Are the maps theirs?

Lisa : Yes. But you can borrow them.

Maria : Gracias. Sorry, thanks.

Lisa : You can also take some food and drinks. You know they are ours.

Maria : Oh, thanks.

Follow up

Students use the objects given and practice more as in the example.

C. Listen to the dialogue 1 and write. Who do the bold words in the box refer to?

Ask students; "Where is Maria going? What is she doing now?" Elicit answers from students. Students study the statements and focus on the bold words. Explain the meaning of the words if needed. Do the first statement as an example. Then, students listen and find the rest of the answers.

Key:

mine: Lisa

yours: Lisa

hers: Lisa's sister

his: Lisa's brother

theirs: Lisa's parents

ours: Lisa and Maria

D. Maria and Lisa ask questions when they don't understand each other. Listen to the dialogue 2 and circle the correct person. (CO - L5)

The aim of this activity is to make the students ask for further explanation for the points not understood in the recorded text. Students read the expressions carefully and make the meaning clear. Then, they listen and circle the correct person.

Key:

1. Lisa 2. Maria

E. Look at the picture C and guess.

Students work in pairs and answer the questions. "Where is Maria now? Why is Lisa worried?" They share their ideas with their partners. Don't confirm or correct since they are going to listen

and find themselves.

Key:

Maria is on the wrong train.

F. Listen to the dialogue 2 and check your answers.

Students listen and check their answers.

TAPESCRIPT

F.

Lisa : Be quick. We don't have much time.

Maria : Yeah, I know. Wait, I want to buy a present for Leo.

Lisa : Come on, Maria.

(Announcement for the train)

This is the last call. The train to Cork leaves at 06.00 at platform 8.

Maria : Oh, my God. Where is platform 8?

Lisa : Sorry, can you repeat?

Maria : Platform 8.

Lisa : Follow me, Maria. We have only three minutes.

Maria : Three minutes? Oh, is it my train?

Lisa : Yes. Run, Maria. Get on.

Maria : OK.

.....
Lisa : Hey, this is not your train. This is platform 6 not 8. Oh, it is too late!

Maria : What? I don't understand you.

G. Listen again and complete the table in picture A. (GO - L6)

The aim of this activity is to define and extract the essential information from short recorded messages. Students listen carefully again and fill in the chart. They compare the answers with their partners.

Key:

Where: to Cork **What time:** 06.00

Platform: 8

Follow up

Students use the chart and make short dialogues with their partners.

e.g. Where is Maria going? To Cork ,etc.

H. Answer the questions.

Students answer the questions as a post listening activity.

Key:

1. No, she isn't. 2. Leo

3. No, she isn't. She is on the wrong train.

Follow up

Students work in groups and tell Maria's weekend story using their notes. You can arrange it to be a whole class activity. Students play Story in Chain Game. They take turns one by one and say one sentence about Maria's story. The activity goes on until the it is completed.

Teacher's Notes

1C - HELP ME, LISA

Time to Speak

- A. Work in pairs. Imagine that you are Lisa and Maria. Lisa calls Maria and tells the problem. Write down the dialogue.
e.g.
Lisa : Maria, you are on the wrong train.
Maria : Oh,
etc.

- B. Work in the pairs. Choose one of the problems and role play. Use the expressions.

Lost ticket
Miss the train
Cancel /delay
Lost luggage

Oh, my God.
Visit the info desk.
That can't be true.
Fill in the form.
Visit the lost and found desk.

Time to Write

- A. Imagine that you are Maria. Write an SMS to Leo. Tell him you can't come and the reason.
B. Work in pairs and compare your messages.
C. Read Leo's SMS and answer the question. What does Leo need?



- D. Leo is at the train station. Write Leo how to get to Maria's home.



- E. Do peer correction. Then, rewrite your paragraph.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation mistake

25

Time to Speak

- A. Work in pairs. Imagine that you are Lisa and Maria. Lisa calls Maria and tells the problem. Write down the dialogue.
(CO - W5)

The aim of this activity is to use sentence structures correctly and meaningfully. Students role play a telephone conversation in this activity. Remind that Maria is on the wrong train and Lisa is calling to warn her. Students work in pairs and take notes for a complete dialogue. They use sentence structures correctly and meaningfully.
e.g. Get off that train, oh, really? Why? I can't come back, etc.

Suggested Answer:

Lisa : Maria, you are on the wrong train.

Maria: Oh, my God! What can I do?

Lisa : Get off that train.

Maria: But, what about Leo?

Lisa : You can text him and say you can't come.

Maria: Ok, Lisa. Wait for me at the station, please.

B. Work in pairs. Choose one of the problems and role play. Use the expressions. (GO - SI 2 / CO - S13)

The aim of this activity is to participate in basic, simple, clear conversation and speak fluently. Students act out the dialogue using the roles and expressions.

Time to Write

A. Imagine that you are Maria. Write an SMS to Leo. Tell him you can't come and the reason. (GO - W5)

The aim of this activity is to write short messages. Students pretend to be Maria. They write an SMS telling him that they can't come to Cork considering the prompt given on the cell phone. Students use cell phone language.

B. Work in pairs and compare your messages.

Students compare their messages with their partners

Key:

Students' own answers

C. Read Leo's SMS and answer the question. What does Leo need? (GO - R7)

The aim of this activity is to understand short messages. Students read Leo's message and answer the question. They compare their answers with their partners. Students summarise the story again until now.

Key: He needs Maria's address.

D. Leo is at the train station. Write Leo how to get to Maria's home. (GO - W9)

The aim of this activity is to write to give information about everyday aspects of the environment. Students study the map and write

an SMS to tell how to get there. They write the directions clearly. Then they do peer correction and rewrite their messages. Finally, they put their messages into their portfolios.

Key:

Students' own answers

E. Do peer correction. Then, rewrite your paragraph.

Students do peer correction. Then they rewrite their paragraphs and put them in their portfolios.

Follow up

Students work in pairs and check to see if they can find the place on the map following the directions given in the message.

Teacher's Notes

ATATÜRK

Choose the correct option.

1. Atatürk's hometown is
a. Salonika b. Istanbul
2. His sister's name is
a. Zübeyde b. Makbule
3. His military high school was in
a. Istanbul b. Monastir
4. He was in Samsun to start the Independence War in
a. 1919 b. 1923
5. He died in
a. 1932 b. 1938



Check Your Progress



I can...				
Listening	Follow basic, clear, simple everyday conversations. Distinguish the expressions and questions.			
Reading	Express their point of views and preferences in their speech. Understand short written messages and apply simple instructions.			
Spoken Interaction	Give simple, concrete instructions. Participate in basic, simple, clear telephone conversation. Express personal needs with basic expressions.			
Spoken Production	Express their point of views. Express their preferences in their speech.			
Writing	Take notes and write lists. Write short dialogues and messages. Write questions to ask for information.			

26

Teacher's Notes

ATATÜRK

Students do the quiz about Atatürk's life. They compare their answers with their classmates.

Key:

1. a 2. a 3. b 4. a 5. b

CHECK YOUR PROGRESS

Students check themselves as one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses at the end.

THEME 2



Jobs

At the end of the theme, you will be able to....

- generally understand the main points of clear standard speech.
- define the expressions related to hobbies and interest in recorded text.
- skim to find specific, predictable information in simple everyday material.
- understand the written material with the help of visuals.
- give examples from everyday situations.
- communicate to exchange information.
- participate in basic, simple, clear telephone conversation.
- deliver very short, rehearsed announcement to inform others.
- deliver short, oral messages and give short descriptions of likes / dislikes.
- give examples from their lives.
- write questions and answer questions related to familiar topics.
- write about their hobbies and interests.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 2 A2.1.1		Jobs			
Language areas		Present simple (all subjects), Can - possibility			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
2A - What's your Ideal Job?	Listening	7 Define the expressions related to hobbies and interest in recorded text. 3 Define the topic of speech conducted slowly and clearly related to their interest.	1 Pay attention to stress, pronunciation and intonation while listening.	Nouns: job, war, reporter, doctor, nurse, pilot, canal, baby sitter, soldier, model, actor / actress Verbs: Learn, do, wake up, read, go to, work, drink, relax Adjectives: ideal, easy, exciting, important, sad, popular, sociable, extra	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	7 Give examples from everyday situations. 5 Enjoy answering questions on familiar topics.	12 Report simple sentences in recorded or written texts. 11 Express themselves by increasing vocabulary repertoire in different situations.		
	Spoken Production	3 Deliver very short, rehearsed announcement to inform others. 5 Give short descriptions of likes / dislikes.			
	Reading	3 Skim to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference list and timetables. 9 Find specific information related to hobbies and interests.	7 Read fluently.		
	Writing	8 Answer questions related to familiar topics. 10 Write about their hobbies and interests. 1 Give examples from their lives and everyday aspects of life. 6 Fill in the forms according to the instructions.	1 Use simple sentence structures and patterns accurately. 10 Avoid irrelevancy while writing.		

Theme 2 A2.1.1		Jobs			
Language areas		Present continuous			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
2B - Risky Jobs	Listening	4 Define the clear and simple information in audio or video material. 2 Generally understand the main points of clear standard speech.	3 Search the meaning of unknown words in the recorded text.	Nouns: Job, height, alligator, wrestler, activity, boat, building Verbs: Clean, chat, wrest, sit, cook, help Adjectives: routine, twice, once, risky, typical	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	4 Communicate to exchange information.	9 Pay attention to intonation and stress while speaking. 4 Use words and word groups related to particular concrete situations.		
	Spoken Production	4 Deliver short, oral messages.	10 Ask for further explanation for the points not understood during conversations. 3 Link words or word groups with very basic linear connectors like "and" or "then".		
	Reading	4 Identify specific information in simpler written material they encounter.	5 Understand the written text with the help of background knowledge. 4 Guess the meaning of unknown words in the written text.		
	Writing		6 Use the range of words about personal details and needs of a concrete type appropriately and accurately. 11 Write coherently. 1 use simple sentence structures and patterns correctly.		

Theme 2 A2.1.1		Jobs			
Language areas		Present simple & present continuous, Tag questions			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
2C - My Job is funny, isn't it?	Listening	2 Generally understand the main points of clear standard speech.	4 Appreciate what they listen.	Nouns: Hospital, clown, kid, face, colleague, gift Verbs: Make, paint, play, wear, practise, sing laugh, feel, amuse Adjectives: Hard, difficult, funny Adverbs: Hard, well	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	7 Give examples from everyday situations.	7 Speak self confidently.		
	Spoken Production				
	Reading	6 Understand the written material with the help of visuals.	1 Search the meaning of unknown words in the written text. 8 Take notes when necessary.		
	Writing	7 Write questions to ask for information.	7 Use basic repertoire of isolated words and phrases according to their functions and genre. 9 Link words or word groups with very basic linear connectors like "and" or "then".		

2A - WHAT'S YOUR IDEAL JOB?

Time to Read

A. Match the words to the jobs. Then, write about your future job.

War Reporter, Doctor, Nurse, Pilot, Baby Sitter, Soldier, Teacher, Footballer, Model, Actor/Actress



In the future....
I can be a / an.....
I can never be a / an.....
I think I can be a / an.....

B. Compare your answers with your partner and give reasons. Use the words below.
Hard, easy, exciting, interesting, well-paid, fun, boring.
e.g.
Betty: I can be a war reporter because it is exciting.
Nina: I can never be a baby sitter. It is boring.

D. Read Debra's information and fill in the application form.

Job Opportunity

We need a full time TV reporter for our TV channel. You work 8 hours a day in or out of the city. Team work is important. TV building is in the city centre.
Minimum experience: 3 years
Maximum age: 30
4 weeks of holiday in a year
Apply before 10th October 2012
Interested? Send your CV to info@oftv.net

Job Application Form	
<p>a. Debra b. Norwich, England c. Abigale d. 4 years. e. 01.08.1986 f. University Degree g. d.abigale2@live!ook.uk h. 119 Taylor Avenue i. 016035068094 j. Jogging, dancing, surfing, reading, watching, TV, photography. k. I know this job is very important. People usually learn news from reporters. I can do this job because I'm passionate and my life is regular. I always wake up early, read the papers and go to work. I'm never late. I often work extra hours. I'm also sociable and good at communication. After work, I drink something with friends and relax. I go jogging and dancing. So, I'm ready for the next day.</p>	<p>1. Name: 2. Surname: 3. Date of birth: 4. Place of birth: 5. Address: 6. Tel no: 7. E-mail: 8. Education: 9. Experience: 10. Hobbies: 11. Tell us more about yourself :</p>

28

Display photos of objects related to jobs.
e.g. A ball - footballer, ambulance - doctor, fishnet - fisherman, chalk - teacher, etc.
Students guess the objects each time they appear. The person with the most correct guesses receives big applause.

Time to Read

A. Match the words to the jobs. Then, write about your future job.

Draw attention to the photos. Students match the photos to their names. They compare with their partners. They play Guess Game to practice the jobs. Then students write their ideas about their jobs in the future. Students learn to use "can" for possibility.

Key:

1. baby sitter
2. model
3. actor/actress
4. pilot
5. war reporter
6. footballer
7. soldier
8. nurse
9. teacher
10. doctor

B. Compare your answers with your partner and give reasons. Use the words below.

Students compare their sentences with their classmates and find the person with the most similar job preferences. They also give reasons to their preferences using the adjectives. Practice the words before students do the activity if necessary.

Suggested Answer:

1. I want to be a doctor in the future. (intention)
2. I can never be a soldier. (no intention)
3. I'm going to be a footballer in the future. (future plan)

C. Read the job ad below quickly and circle the important information.
(GO - R3 / CO - R7)

The aim of this activity is to skim to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference list and timetables and to read fluently. Write *ad* on the board and encourage students to guess what it is. If they fail to do it, give some clues. e.g. You can see an ad in a newspaper. It is about jobs, etc.

Draw attention to the reading part. They study the ad and highlight the important information. They

2A - What's Your Ideal Job?

Materials

Photos of objects related to jobs.
Internet access

TEACHER'S TIP

Concept Check

Ask questions closely related to the target concept (language). For example if you are teaching "Can" for possibility like this. "I can be a writer in the future", your concept check questions could be; will I certainly be a writer?, do I have the plan to be a writer?, etc. This is an effective way of checking understanding.

Warm up

Divide the class into two parts. Invite the first one to the board. They write jobs at the same time. When they are finished, second group come up to the board, correct any spelling mistakes and add new jobs. Then, the first group do spell check again.

compare their answers with their partners.

Key:

Students' own answers

D. Read Debra's information and fill in the application form.

Students look at the woman and guess. "What is she looking for?" They share their ideas. Then they read and check their answers. Students match the questions and answers related to the application form. Introduce the application form if they are not familiar with it.

Key:

1. a 2. c 3. e 4. b 5. h 6. i 7. g 8. f
9. d 10. k 11. j

Teacher's Notes

2A - WHAT'S YOUR IDEAL JOB?

- E. What are Debra's hobbies? Do you have similar hobbies with her?
F. Read Debra's application form again. Work in pairs and interview Debra.
1. Why do you want this job?
 2. Do you have a regular life?
 3. What's your daily routine?
 4. Can you work extra hours?
 5. Is this job difficult for you?
- etc.



- G. Work in pairs. Take turns and tell Debra's daily life. Use some of the words; always, usually, often, sometimes, never.

- go to work
- wake up early
- work extra hours
- read the papers
- drink something with friends

Keep in Mind!
You work long hours.
We don't work long hours.
He works long hours.
She doesn't work long hours.

e.g.
Tim: Debra always wakes up early, etc.

Time to Speak

- A. Work in groups. Tell your hobbies and interests to your group friends.

e.g.
Pat : I like music and dance. I can play the flute and dance very well. I sometimes play with my friends.
etc.

- B. Work in pairs. Ask and answer about hobbies. Then, find a good job for your partner.

Pat : What's your hobby?
Brat : I like cooking.
Pat : Oh, what do you cook?
Brat : I usually make spaghetti.
Pat : I love spaghetti. How often do you cook?
Brat : Once a week.
Pat : You can be a chef.

Keep in Mind!

Once	a day
Twice	a week
Three times	a month
Four times	a year

Time to Write

- A. Answer the questions about yourself.

1. What's your favourite sport?
2. Do you have a pet?
3. Do you like watching movies?
4. What do you want to be?
5. What do you do in your free time?



E. What are Debra's hobbies? Do you have the similar hobbies with her?

Students find Debra's hobbies and then they compare the hobbies with their own hobbies. e.g. Deborah goes jogging and dancing but I don't go. I play basketball, etc.

Key:

Students' own answers

F. Read Debra's application form again. Work in pairs and interview Debra. (GO - R9)

The aim of this activity is to find specific information related to hobbies and interests. Students find partners for themselves. They ask and answer the questions together. Then, students take turns and interview Deborah. Note that they use the information given by Deborah in the application form. Students can ask more questions.

Suggested Answers:

1. I'm passionate. I love this job.
2. Yes, I do.
3. I always wake up early, read the papers, and go to work. I'm never late for work.

4. Yes, I can.
5. No, it isn't.

G. Work in pairs. Take turns and tell Debra's daily life. Use some of the words; always, usually, often, sometimes, never. (GO - SI 7)

The aim of this activity is to give examples from everyday situations. Students work with different pairs and tell Deborah's daily life. They use their notes and the words given.

Suggested answer:

Debra always wakes up early. She usually reads the papers and then goes to work. She sometimes works extra hours and often drinks something with friends after work.

Time to Speak

A. Work in groups. Tell your hobbies and interests to your group friends. (GO - SP5, CO - S12)

The aim of this activity is to give short descriptions of likes/dislikes and report simple sentences in recorded or written texts. Introduce the use of adverbs of frequency. Do sample dialogues with students. "How often do you go to the cinema?", etc. Then, students think of their own hobbies and interests. They take notes. Finally, students work in groups and tell their hobbies and interests to their group friends.

B. Work in pairs. Ask and answer about hobbies. Then, find a good job for your partner. (GO - SI 5, CO - W1)

The aim of this activity is to enjoy answering questions on familiar topics and use simple sentence structures and patterns accurately. This is an activity to practice daily habits, interests and hobbies. Students ask their partners some questions to find a proper job for them. They use the sample dialogue as a model.

Key:

Students' own answers

Time to Write

A. Answer the questions about yourself. (GO - W8, W10)

The aim of this activity is to answer questions related to familiar topics and to write about their

hobbies and interests. Students practice writing about themselves. First, they work in pairs and practice the questions. Then, they answer the questions and note them down.

Suggested Answer:

1. Swimming
2. Yes, I have.
3. Yes, I do.
4. A teacher
5. I write stories.

Teacher's Notes

2A - WHAT'S YOUR IDEAL JOB?

B. Work in pairs and fill out the form. Follow the instructions below. You can use the answers in activity A.
First, work in pairs and study the on-line job application forms. Then, write about your personal information. Finally, write more about yourself. Don't forget to add your hobbies.

Time to Listen

A. Choose the right answer for yourself.

- What is your ideal job?
a. a risky job b. a job with high salary
c. an individual job d. a team job

B. Work in pairs and compare your answers. Give reasons.

e.g.
My ideal job is a risky job because it is exciting.
I don't like risky jobs. I prefer team jobs. For example; office jobs, etc.

C. Listen and find.

What are the interviews about?

D. Listen again and fill in the chart.



Job Application Form

Name: _____
Surname: _____
Date of birth: _____
Place of birth: _____
Address: _____
Tel no: _____
E-mail: _____
Education: _____
Experience: _____
Hobbies: _____

Who?	What's his / her hobby?	What does she / he want to be?	Why does she / he want this job?
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

E. Work in pairs. Cover the chart. Then, ask and answer about the students.

e.g.
Casey : What does Bob want to be?
Larry : He wants to be a basketball player.
Casey : When does he play basketball?
Larry : He plays basketball every day.

Time to Speak

A. You are the School TV manager and you need a V.J. Prepare a job ad for School TV as in activity C on page 28.

B. Now tell your ad to the other groups and interview people to find a person for the job. You can use the questions below.

What qualifications do you have?
What are your hobbies and free time activities?
Why do you want this job?, etc.

30

B. Work in pairs and fill out the form. Follow the instructions below. You can use the answers in activity A. (GO - W1,6 / CO - W10)

The aim of this activity is to give examples from their lives and everyday aspects of life and to fill in the forms according to the instructions. Students are expected to fill out an application form in this activity and they avoid irrelevancy while writing. They need Internet access to achieve this task. They follow the instructions and fill out the form.

Time to Listen

A. Choose the right answer for yourself.

Go back to the beginning of this content. They go through the photos and say the ideal job for them. They try to give reasons. Students study the options and make the meaning clear. Then, they choose the correct option for themselves.

Key:

Students' own answers

B. Work in pairs and compare your answers. Give reasons.

Students compare their answers with their partners and give reasons.

C. Listen and find. What are the interviews about? (GO - L3)

The aim of this activity is to define the topic of speech conducted slowly and clearly related to their interest. Encourage students to look at the photos and guess what the listening can be about. They share their ideas. Then, they listen and check their answers.

TAPESCRIPT

C.

Hillary is a reporter at School TV. She is interviewing her school mates.

Hillary: Hi, Bob. What's your ideal job?

Bob : Well, I want to be a basketball player. I like this sport a lot. I play every day alone or with my friends. You see I am tall and fit!

Hillary: Yeah. Basketball is very popular and players earn a lot of money. I wish you luck.

.....
Hillary: Hello Austin. What's your ideal job?

Austin: My ideal job? I like painting and drawing pictures. It is my hobby. I draw pictures at school, at home and sometimes on the bus. I feel good. So, I want to be an art teacher.

.....
Hillary : Hi, Vanessa. What's your ideal job?

Vanessa: I want to be a singer in the future.

Hillary : Do you like music a lot?

Vanessa: Yeah. Sure. I sing in a band. We practise every day and I have great fun with my friends.

Hillary : I'd like to listen to you one day.

Vanessa: OK. Every Saturday, we are at the Noxx's.

Key:

It's about people's ideal jobs.

D. Listen again and fill in the chart. (GO - L7 / CO - L1)

The aim of this activity is to define the expressions related to hobbies and interest in recorded text and they pay attention to stress, pronunciation and intonation while listening. This activity requires more detailed listening. Students

study the chart. Then, they listen again and fill in the chart. Note that students are expected to complete a challenging task so they might need to listen more than once.

Key:			
	1- Who?	2- What's his / her hobby?	3- What does she / he want to be?
a	Bob	Basketball	Basketball player
b	Austin	Painting and drawing pictures	Art teacher
c	Vanessa	Singing	singer

4- Why does she / he want this job?		
a	Bob	He's tall and fit. He likes this sport.
b	Austin	She draws pictures at school, at home and sometimes on the bus. She feels good
c	Vanessa	She likes music. She sings in a band.

E. Work in pairs. Cover the chart. Then, ask and answer about the students.

This is a memory game. Students cover the chart. Then, they ask and answer about the students. They also practice Wh- questions again with Simple Present Tense.

Key:

Students' own answers

Time to Speak

A. You are the School TV manager and you need a V.J. Prepare a job ad for School TV as in activity C on page 28. (GO - SP3)

The aim of this activity is to deliver very short, rehearsed announcement to inform others. Task based learning strategies are widely used in this content. The content starts, goes on and ends with different tasks to achieve a goal. Now, students have the task of writing an ad. Students follow the instructions and write an ad.

Key:

Students' own answers

B. Now, tell your ad to the other groups and interview people to find a person for the job. You can use the questions below. (CO - S11)

The aim of this activity is to make students express themselves by increasing vocabulary repertoire in different situations. Students share their ads with their classmates. They also interview people to find someone for the job. Students use the questions below. Remind that they need to use the language input throughout the content.

TEACHER'S TIP

Task Based Learning

The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language components to achieve a specific outcome. The activity reflects real life and learners focus on meaning; they are free to use any language they want.

Teacher's Notes

2B - RISKY JOBS

Time to Read

A. Match the photos to the sentences and tick the risky jobs.

-1. They are building a house. 2. He is diving. 3. He is working in a mine.
4. She is travelling to the moon. 5. She is sailing.



B. Look at the photos below. Read the texts quickly and find.

The names of the people:

The height of the skyscraper:

How many people with Ralph:

How many people with Zahra:

How many alligators:



C. Look at the photos and read about the people. Then, fill in the chart.

Names	Jobs	Doing now?	Where they work?	Why risky?

Time to Read

A. Match the photos to the sentences and tick the very risky jobs.

Students study the photos and tell what they see in the pictures. Then, they match the photos to the sentences and tick the very risky jobs. Students compare their answers with their classmates.

Key:

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

Follow up

Students cover the sentences. They look at the photos and try to remember the sentence which describes the job.

B. Look at the photos below. Read the texts quickly and find. (GO - R4)

The aim of this activity is to identify specific information in simpler written material they encounter. Students look at the photos below and read the text individually. Then, they answer the questions. Students compare their answers with their partners.

Key:

The names of the people: Ralph , Deng , Zahra

The height of the skyscraper: 120 meters.

How many people with Ralph: one (He is working with another friend)

How many people with Zahra: nobody

How many alligators: 20 alligators

C. Look at the photos and read about the people. Then, fill in the chart. (CO - R5, 4)

First, students guess the meaning of unknown words in the written text. Then, they try to understand the written text with the help of background knowledge. Students study the chart carefully. They read again and fill in the chart. Then, they compare their answers with their partners.

Follow up

Students cover the text. They summarise the information using the answers in the chart.

e.g. Ralph is a cleaning man, etc.

2B - Risky Jobs

Materials

Photos of risky jobs

A photo of a clown

Warm up

Students are introduced with talking about things happening at the moment. They also talk about risky jobs.

Books are closed. Write on the board. **R _ _ _ Y JOBS**. Students guess the missing letters.

Then, they find good examples of risky jobs and write them on the board. Students work in pairs and share their ideas about the jobs.

e.g. I think, it is very dangerous, I wouldn't like to do it, etc.

Or

Display the photos of risky jobs and allow students to share their ideas about the jobs.

e.g. This is a risky job. I think I can't do it. This is not a risky job. I think everyone can do it, etc.

Key:			
	1- Names	2- Jobs	3- Doing now?
a	Ralph	windows cleaner	He is working and chatting
b	Deng	alligator wrestler	He is wrestling.
c	Zahra	fisherwoman	She is fishing.

	4- Where they work	5- Why risky?
a	at high buildings	Buildings are very high and dangerous.
b	In a zoo	Alligators can be dangerous.
c	on her small boat	She usually sails long hours alone and the weather is sometimes windy and stormy.

Teacher's Notes



I am visiting a fisherwoman today. Her name is Zahra. She usually works with her husband but today she is working alone. She is sitting and fishing on her small boat. She isn't cooking or cleaning the house. Her husband is doing the housework today. This is a lovely job. But sometimes it is dangerous because Zahra usually sails long hours alone. And also, the weather is sometimes windy and stormy.

D. Read the text again. Write questions about people and ask your partner.
e.g.
Is Deng having fun?
Is Ralph chatting with his friend?

Time to Speak
A. Now, close the books. Work in pairs. Ask questions about the text in activity C.
e.g.
Watson : Is Zahra sitting and fishing on the boat?
Terry : Yes, she is.
B. Work in pairs and give short information about one of the people in activity C.
e.g.
Rick : Deng is an alligator wrestler. He works in a zoo.
Nadia : Ralph is a cleaning man. He works at high buildings.

Time to Write
A. Write about someone's job in your family.
Job? Pilot, teacher, etc.
Daily routine? Wakes up early, goes to school by bike, teaches English.
Doing now? Reading a newspaper, etc.

B. Do peer correction. Then, rewrite your paragraph.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation mistake

Time to Listen
A. What do you think? Are the jobs given below risky (R) or not risky (NR)?

<input type="checkbox"/> First-aid doctor	<input type="checkbox"/> Fireman
<input type="checkbox"/> Policeman	<input type="checkbox"/> Window cleaner
<input type="checkbox"/> Teacher	<input type="checkbox"/> Miner
<input type="checkbox"/> Pilot	<input type="checkbox"/> Electrician



32

D. Read the text again. Write questions about people and ask your partner.

Students write more questions about the people with risky jobs. They use the sample questions.

Time to Speak

A. Now, close the books. Work in pairs. Ask questions about the text in activity C. (GO - SI 4 / CO - S10)

The aim of this activity is to communicate to exchange information and ask for further explanation for the points not understood during conversations. Students close the books and ask the questions to their partners. Note that they are not allowed to see the text again. They can check the answers at the end.

Key:

Students' own answers

B. Work in pairs and give short information about one of the people in activity C.

Students work in pairs and give short information about the person to their partners as in the

example. Encourage students to use as much information as they can. Finally they refer to the text and check.

Time to Write

A. Write about someone's job in your family. (CO - W6,11,1)

The aim of this activity is to use the range of words correctly and coherently to meet their daily needs and write coherently. Students work in groups and talk about their fathers' jobs. They also use simple sentence structures and patterns correctly.

e.g. My father is a dentist. He works eight hours a day. He has breakfast every day. Now, he is in his office. He is working, etc.

They take notes if necessary. Then, students write a paragraph about someone's jobs in their families. They should also add their feeling about the job.

e.g. I think, it is a good job, etc.

B. Do peer correction. Then rewrite your paragraph.

Students do peer correction and rewrite their paragraphs considering the feedback. Finally they put their paragraphs into the portfolio.

Follow up

Students can share their paragraphs with their fathers.

Time to Listen

A. What do you think? Are the jobs given below risky (R) or not risky (NR)?

Students study more risky jobs. They look at the photos and say the names of the jobs. Then they decide whether the jobs given are risky or not.

Key:

Students' own answers

Teacher's Notes

2B - RISKY JOBS

B. Work in pairs and compare your answers.

Rob : First aid doctor is a risky job, isn't it?
Julian : No, I don't think so. I think mining is a risky job.



C. Look at the pictures and guess the story. What's happening?

Use the words; little girl, the man, doctor, the woman, reporter, cry, not move, try to help, carry.

D. Listen and answer the questions.

1. What is the listening about?
2. Who is the hero?
3. What happens at the end?



E. Listen and check your answers.

F. Listen to the TV programme again and find the information.

1. Where is the accident?
2. Who is in the car?
3. Who is helping them?
4. Does Richard like his job? Why?

G. What do you think? Is Richard's job risky? Why?

Time to Speak

Imagine that you are at the accident scene. Work in groups. Call your friend and tell the accident.

e.g.

Bill: There is a car accident here.
The car is in the canal.
A little child is in the car. She is crying.



33

B. Work in pairs and compare your answers. (CO - S9)

The aim of this activity is to pay attention to intonation and stress while speaking. Students compare their answers as in the example. Or they compare as below.

e.g. I think pilot is a risky job because pilots fly airplanes, etc.

Key:

Students' own answers

Follow up

Students can guess how much each person earns in their risky jobs.

C. Look at the pictures and guess the story. (CO - S4)

The aim of this activity is to use words and word groups related to particular concrete situations. Now, students have more clues to guess the story. First, they study the words with their partners. Students can use dictionaries to learn the words. Check the meaning with the students. They use the words and the pictures and guess the story. Students take notes. Then they share

their stories with their classmates. Check the fluency and accuracy while students are working. Next, give a general feedback avoiding a focus on a specific work. Students listen and check their answers. They can work in pairs and talk about the differences with their own stories.

Suggested Answer:

A terrible accident happens on the road. There is a woman, a man and a child in the car. The child is crying. The woman can't move and the man is shocked.

A first aid doctor is helping them. There is also a reporter in the accident scene. He is reporting the accident. The ambulance arrives and carries the family to the hospital.

Follow up

Students can write the story.

D. Listen and answer the questions. (GO - L2)

The aim of this activity is to generally understand the main points of clear standard speech. Students study the pictures carefully and make up a short story using the visuals. They also use the questions.

e.g. Some people have accident. A small girl is crying, etc.

Students compare their ideas with their partners. They listen and answer the questions. Then, they compare their answers with their partners.

Key:

1. It's about a TV programme. They introduce today's heroes.
2. A first aid doctor
3. He takes the people to the hospital.

E. Listen and check your answers.

Students listen and check their answers. They also compare the answers with their own stories.

TAPESCRIPT

E.

Reporter: There is an accident here. Oh my God. The car is in the canal. It looks terrible. There is a woman, a man and a child in the car. The child is crying. The woman can't move and the man isn't doing anything. Richard, the first aid doctor, is trying to help them.

Richard: Don't move. Don't panic. We are getting you out of here. Everything is OK.

Richard: Now, give me your hand. The ambulance is here. It is waiting for you.

Reporter: Richard and his team are carrying the people to the ambulance. I think everyone is fine now.

(After 20 minutes at the hospital)

Reporter: Richard is today's hero. Your job is really difficult. Isn't it?

Richard: Yes. It is hard and risky but I like helping people.

(Radio Announcement)

A big car accident under the old bridge. All teams to the scene.

Richard: Sorry, I am leaving. Another car accident. Bye.

Reporter: You see. This is a hard job. Keep watching us. Bye.

F. Listen to the TV programme again and find the information. (GO - L4 /CO - L3)

The aim of this activity is to define the clear and simple information in audio or video material. They also search the meaning of unknown words in the recorded text. Students listen to the TV programme again and find information. Pause the recording and make students find the meaning of unknown words when necessary. They compare their answers with their partners.

Key:

1. It's in the canal.
2. A woman, a man and a child in the car.
3. A first aid doctor.
4. Yes, he does. Because, he likes helping people.

G. What do you think? Is Richard's job risky? Why?

Students share their ideas about Richard's job with their classmates. They give reasons.

e.g. Yes, he has a risky job because he is always working in an ambulance, etc.

Key:

Students' own answers

TEACHER'S TIP

Promote debate in the classroom so that students feel the need to discuss something and develop an argument.

Time to Speak

Imagine that you are at the accident scene.
 Work in groups. Call your friend and tell the accident. (GO - SP4 / CO - S3)

The aim of this activity is to deliver short, oral messages and link words or word groups with very basic linear connectors like “and” or “then”. Students imagine that they are at the accident scene. They work in groups. Students call their friends and tell the accident.

The listeners ask questions to the tellers.

e.g. How many people are there?

Is there a doctor?, etc.

Teacher's Notes

2C - MY JOB IS FUNNY, ISN'T IT?

Time to Read

A. Match the words or the word groups. Then, write them in the blanks.

- | | | |
|-------------|--------------------|----------------------|
| 1. Make | a. songs |make music..... |
| 2. Paint | b. with kids | |
| 3. Play | c. faces | |
| 4. Wear | d. special costume | |
| 5. Meet | e. music | |
| 6. Work | f. long hours | |
| 7. Practise | g. an instrument | |
| 8. Sing | h. colleagues | |

B. Work in pairs. Read and search the unknown words in the text.

C. Look at the pictures in Norman's blog. Read the text and answer the questions.

- Who is Norman?
- Where does he work?
- What does he do every day?
- Where is he today?
- Is he working?
- What is he doing?
- What are the clowns doing?
- How do people feel?



My job is not always fun!

I am a hospital clown. I work with children and families at the hospital. Families and children have difficult time at the hospital. So they need some help. I make them laugh. This is a funny job but not always. It's sometimes hard to make people laugh and amuse. But I enjoy it. I usually work 6 days a week. I am off only one day in a week. My typical day starts at lunch time. I meet my colleagues and we talk about the day's programme. Then, I go to the hospital and work until 5 pm.

It's Sunday and I'm off today. The weather is lovely. It is a good time to walk and have fun. I am in a kindergarten now. There are two funny clowns here. One of them is dancing and singing with kids. Another clown is painting the kids' faces. The parents are watching them. The clowns are doing their jobs very well. Everybody looks happy.

D. Close your book. Work in groups and write questions to ask Norman.

Use: *what, what time, where, when, do you...? are you...?*

e.g.

What is your job? What time do you wake up?

Where do you work? Are you working today? What are you doing now?

E. Now, work in groups and interview Norman.

34

2C - My Job is Funny isn't It?

Time to Read

Warm up

Display a photo of a clown on the board.

Students say words related to this job.

e.g. fun, dancing, party, etc.

Ask students; “What do clowns do?”

Elicit ideas from students.

A. Match the words or the word groups.

Then, write them in the blanks.

Draw attention to the words. They study them and match the words or the word groups. Then write them in the blanks. Encourage them to guess the meaning of the phrases. Make new sentences using the words and play mime game if needed. Finally, they work in pairs and use the phrases to describe what clowns do.

Key:

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

B. Work in pairs. Read and search the unknown words in the text. (CO - R1)

Students work in pairs. They read and search the unknown words in the text.

C. Look at the pictures in Norman's blog. Read the text and answer the questions. (GO - R6)

The aim of this activity is to understand the written material with the help of visuals. Students have a look at the pictures. Ask questions before reading.

e.g.

Where does Norman work?

Who are the people with him?

Why is he there?

Elicit answers from different students. Students read the blog and answer the questions. Then, they compare their answers with their partners.

Key:

1. He is a hospital clown.
2. He works at a hospital.
3. He starts his day at lunch time. He meets his colleagues and they talk about the day's programme. Then he goes to the hospital and works until 5 pm.
4. He is in a kindergarten now.
5. No, he isn't.
6. He is watching the kids and the clowns.
7. One of them is dancing and singing with kids. Another clown is painting the kids' faces.
8. They feel happy.

D. Close your book. Work in groups and write questions to ask Norman. (GO - W7 / CO - R8)

The aim of this activity is to write questions to ask for information. They take notes when necessary. Students practice present simple and present continuous tense at the same time.

Students write questions to interview Norman.

They use the questions given in the activity as a sample. Students can write more questions.

Key:

Students' own answers

E. Now, work in groups and interview Norman. (GO - SI 7 / CO - S7)

The aim of this activity is to give examples from everyday situations. They are encouraged to speak self confidently. Students work in groups and interview Norman. They share roles and act out the interview.

2C - MY JOB IS FUNNY, ISN'T IT?

Time to Listen

A. Correct the matchings as in the example.



B. Look at the pictures and guess. What's happening?

Use the phrases in the box.

e.g. Ally is at the hospital. She is



C. Listen and check your answers.

D. Listen again and write True or False.

-1. Norman is the clown at Ally's birthday party.
-2. Ally doesn't like dancing.
-3. Everybody is having fun at the party.
-4. She wants to be a clown in the future.
-5. She likes laughing but she doesn't like making people laugh.
-6. Ally can work hard.
-7. Norman's gift is a clown nose.
-8. The gift is for Ally's job.

E. What do you think?

Can Ally be a good clown? Why?



Time to Listen

Warm up

Write on the board; "Party Words". Students work in groups, brainstorm and write words related to party. Explain that they are also supposed to find the same words with ones in activity A.

A. Correct the matchings as in the example.

Draw attention to the words. Students search the meaning of unknown words. They correct the matchings as in the example.

- Key:** 1. gift 2. costume 3. laugh
4. act 5. yuppie

B. Look at the pictures and guess. What's happening? Use the words in the box. (GO - L2)

The aim of this activity is to generally understand the main points of clear standard speech. Students use the words and guess what is happening in the picture. They also use the prompt. Students work in pairs and compare their

stories. Encourage students to share their stories with the whole class. Don't correct or confirm any ideas since they are going to check their answers while listening.

Suggested Answer:

Ally is at the hospital. She is having a birthday party with her friends and Norman. She is dancing and laughing. She is happy. She is talking to Norman. He is giving Ally a gift. It's a clown costume.

C. Listen and check your answers. (CO - L4)

The aim of this activity is to appreciate what they listen. Students listen to the dialogue and raise awareness about sick children who have to stay at hospitals. They are also introduced with a different job. Students listen and check their answers.

TAPESCRIPT

C.

Norman is at Ally's birthday party. Ally is 13 years old. She usually has a party at home but this year she is sick and she is having a party at the hospital.

Norman: You are happy, Ally, aren't you?

Ally : Yes, I am happy. All of friends are here today.

Norman: They are enjoying the party, aren't they?

Ally : Yeah. They are.

Norman: Do you want to dance?

Ally : Yeees. Wait! I am coming.

Ally : Norman, can I be a clown one day?

Norman: First, answer my questions. Are you good at acting?

Ally : Yes, sure. I am in the School Drama Club.

Norman: Do you like laughing and making people laugh?

Ally : Well, yeah.

Norman: Do you enjoy singing and acting?

Ally : Of course, I do.

Norman: Can you practise every day?

Ally : Well, yes, maybe.

Norman: OK, then. I have a gift for you.

Ally : Oh, really? What is it?

Norman: Happy birthday!

Ally : Oh, this is a clown costume. Yuppie!

Norman: This is for your future job.

Ally : Thank you, Norman.

D. Listen again and write True or False.

Students do the True & False activity for detailed

listening. They work individually and study the statements. Then, students guess the answers before listening. They compare their answers with their partners and give reasons. Finally, students listen and check their answers.

Key: 1. T 2. F 3. T 4. T
5. F 6. T 7. F 8. T

E. What do you think?

Students answer the question. They give reasons to their answers.

e.g. Ally can be a good clown because she is fun, etc.

Key:

Students' own answers

Teacher's Notes

2C - MY JOB IS FUNNY, ISN'T IT?

Time to Write

A. This birthday is different for Ally and her friends. Read the boxes and write about Ally.



Usually

Have a party at home.
Make birthday cake at home.
Wear new dresses.
Eat junk food.
Drink Coke.
Play music.



Today

Have a party at the hospital.
Have birthday cake at hospital.
Wear pyjamas.
Eat healthy food.
Drink fruit juice.
Not play music.



e.g.

Ally usually has a party at home. She is having a party at the hospital today, because

.....

.....

B. Do peer correction. Then, rewrite your paragraph.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation mistake

C. Work in groups. Find jobs and play. Where am I? What is my job?



Peter : You are in a hospital, aren't you?
Silvia : Yes.
Peter : You are a doctor, aren't you?
Silvia : No. I am a nurse.
etc.



36

She usually drinks coke. She is drinking fruit juice today. She usually plays music. She is not playing music today.

B. Do peer correction. Then, rewrite your paragraph.

Students do peer correction and rewrite their paragraphs considering the feedback. Finally, they put their works into their portfolios.

C. Work in groups. Find jobs and play. Where am I? What is my job?

Students are introduced with question tags in this activity. They work in groups and play the game as in the example. Draw attention to the use of question tags if needed.

Teacher's Notes

Time to Write

A. This birthday is different for Ally and her friends. Read the boxes and write about Ally. (CO - W7,9)

The aim of this activity is to use basic repertoire of isolated words and phrases according to their functions and genre. They link words or word groups with very basic linear connectors like "and" or "then". Students practice writing about a birthday party using both simple present and present continuous tense.

First, students work in pairs and talk about the party using the clues. They can take notes. Then, students work individually and write a paragraph. Note that they have to use the phrases in both tenses.

Suggested Answers:

Ally usually has a party at home. She is having a party at the hospital today. She usually makes birthday cakes at home. She is making a birthday cake at the hospital today. She usually wears new dresses. She is wearing pyjamas today. She usually eats junk food. She is eating healthy food today.

ATATÜRK

A. Match the parts of the sayings of Atatürk.

- | | |
|--|-------------------------------|
| 1. Peace at home | a. in a healthy body |
| 2. Today's children are | b. but you can't be an artist |
| 3. A healthy mind | c. peace in the world |
| 4. You can be a statesman and even a president | d. the adults of tomorrow. |

B. Work in pairs and discuss. What do they mean?

C. Read and find a good title for the text below.

D. Read the text and complete it with the information below.

- on "29th October, 1923"
- Salonika in 1881.
- in Ankara.
- starts Semsî Efendi School
- on "23rd April, 1920".

Atatürk was born in (1)..... His father is Ali Rıza Efendi, and his mother is Zübeyde Hanım. His parents call him Mustafa.

His father, Ali Rıza Efendi dies when little Mustafa starts primary school, so they move to another city. They stay there with his uncle. Then, he goes back to Salonika, and (2)..... again. Later, he enters the exam for the Military School and he passes it.

He is a very hardworking student. He finishes the Military School and joins the army as a young officer. After Çanakkale Wars he becomes the chief commander of the Turkish Independence War.

Then, he invites all the Turkish patriots to Ankara on "19th March, 1920". He opens the Turkish Grand National Assembly (3).....

Atatürk is the founder of the Young Turkish Republic. He founds the Republic of Turkey (4)..... And he becomes the first president of the Turkish Republic. In 1934 The Turkish Grand National Assembly gives him the surname "Atatürk".

He dies on "10th November, 1938". His mausoleum is (5).....

E. Answer the questions.

- Where does young Mustafa go to primary school?
- When does he become the chief commander?
- Who gives him the surname "Atatürk"?
- Where is his mausoleum?



for the text. They compare the titles with their classmates.

Key:

Atatürk's life.

D. Read the text and complete it with the information below.

Students read the text and fill in the blanks with the information. Then, they compare their answers with their partners.

Key:

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

E. Answer the questions.

Students answer the questions and compare them with their partners.

Key: 1. in Salonika 2. after Çanakkale wars 3. The Turkish Grand National Assembly 4. In Ankara

Check Your Progress



	I can...			
Listening	Generally understand the main points of clear standard speech. Define the expressions related to hobbies and interest in recorded text.			
Reading	Skim to find specific, predictable information in simple everyday material. Understand the written material with the help of visuals.			
Spoken Interaction	Give examples from everyday situations. Communicate to exchange information. Participate in basic, simple, clear telephone conversation.			
Spoken Production	Deliver very short, rehearsed announcement to inform others. Deliver short, oral messages and give short descriptions of likes/dislikes.			
Writing	Give examples from their lives. Write questions and answer questions related to familiar topics. Write about their hobbies and interests.			

37

ATATÜRK

A. Match the parts of the sayings of Atatürk.

Students work in pairs, read the sentences and make the meaning clear. They match the parts of the sayings. Then they compare them with their partners.

Key: 1. c 2. d 3. a 4. b

B. Work in pairs and discuss. What do they mean?

Students discuss the meaning in pairs. They check the meaning on the net.

Key:

- Yurtta barış dünyada barış.
- Bugünün çocukları yarının büyükleridir.
- Sağlam kafa sağlam vücutta bulunur.
- Bir devlet adamı hatta cumhurbaşkanı olabilirsiniz ama sanatçı olamazsınız.

C. Read and find a good title for the text below.

Students read the text and write a good title

Teacher's Notes

Students check themselves as one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses at the end.

THEME 3



Youth

At the end of the theme, you will be able to....

- identify the changing topics in the audio or video material.
- understand phrases and expressions and simple directions.
- understand abbreviations.
- look for the answer to the WH- questions in written material.
- talk about daily habits and express belief, opinion, and feelings.
- give example from their daily life and ask for information.
- talk to give information and support their speech with visual.
- explain what they like/dislike about something.
- talk about daily routines and habits. Write about likes/dislikes.
- write about daily routines and habits.
- express belief, opinion, and feelings in their written texts.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 3 A2.1.2		Youth			
Language areas		I need to - I hope to - I want to - my ambition is			
Skills	General Outcomes	Common Outcomes	Vocabulary	Materials	
	Ss will be able to...				
3A - Gap Year	Listening	2 Understand phrases and expressions related to the areas of most immediate priority(very basic personal and family information).	1 Pay attention to stress, pronunciation and intonation while listening.	Nouns: break, backpack, trekking, volunteer, orphanage Verbs: Stay, find, learn, enjoy, hope, look for Adjectives: Nice, new, first Adverbs: early, late	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	5 Talk about daily habits. 6 Express belief, opinion, and feelings.	3 Link words or word groups with very basic linear connectors like "and" or "then".		
	Spoken Production	6 Talk about daily habits. 9 Support their speech with visual. 5 Explain what they like / dislike about something.	1 Use body language while speaking. 13 Speak fluently. 14 Speak relevantly.		
	Reading	5 Look for the answers to the WH- questions in written material.	4 Guess the meaning of unknown words in the written text. 8 Take notes when necessary.		
	Writing	10 Express belief, opinion, and feelings in their written texts. 3 Write about daily routines and habits. 1 Write about likes / dislikes.	1 Use simple sentence structures and patterns accurately. 7 Use basic repertoire of isolated words and phrases according to their functions and genre.		

Theme 3 A2.1.2		Youth			
Language areas		Like - interested in Next to - behind			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
3B - Tim's Story	Listening	1 Identify the changing topics in the audio or video material. 6 Understand and extract words and phrases related to everyday life and intere. 5 Understand the simple directions relating to how to get from X to Y, by foot or public transport.	2 Take care rules of manners and cultural values while listening.	Nouns: crossroad, blog, dessert, sea sick, quiz, language, gap year, ice, journey, escape, opinion, presentation, bungee jumping, portrait Verbs: hit the road, fascinate, attack, mean, cry, try, carry Adjectives: high, fed up, similar, mad, secure, exhausted, powerful, tropical, poor, safe, successful, single, return, exhausted, serious	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	4 Express their demands about their needs. 2 Ask for information. 1 Give example from their daily life while they are talking.	4 Use words and word groups related to particular concrete situations.		
	Spoken Production	1 Put over a point of view clearly 8 Talk to give information.			
	Reading				
	Writing	2 Write short, simple texts about themselves, their family and living conditions. 8 Write a series of simple phrases and sentences about themselves, their family, living conditions and educational background.	2 Write according to the spelling rules. 5 Use sentence structures correctly and meaningfully. 13 Report the sentence they heard or read in written text.		

Theme 3 A2.1.2		Youth			
Language areas		Would you like to.....? Why don't we...? Shall we....? Lets....?			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
3C - A Day Out in Sydney	Listening	4 Look for the answer to the WH- questions in recorded material	4 Appreciate what they listen.	Nouns: crossroad, blog, dessert, sea sick, quiz, language, gap year, ice, journey, escape, opinion, presentation, bungee jumping, portrait Verbs: hit the road, fascinate, attack, mean, cry, try, carry Adjectives: high, fed up, similar, mad, secure, exhausted, powerful, tropical, poor, safe, successful, single, return, exhausted, serious	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	3 Express agreement and disagreement politely	5 Use basic repertoire of isolated words and phrases according to their functions and genre.		
	Spoken Production	2 Give a short, rehearsed, basic presentation on a familiar subject. 4 Answer straightforward follow up questions. 3 Ask questions.	9 Pay attention to intonation and stress while speaking.		
	Reading	3 Understand abbreviations	3 Pronounce the words accurately while reading. 6 Pay attention to punctuation marks while reading.		
	Writing	9 Use symbols and abbreviations in their written texts. 6 Edit their written text according to the feedback from the readers.	3 Use punctuation marks appropriately and accurately. 4 Use polite expressions in their writings.		

3A - GAP YEAR

Time to Read

A. Imagine you are free for one year after high school. Tick the activities you would like to do.

-1. Travel and work all year
-2. Study for university
-3. Stay at home and enjoy myself
-4. Find a job and work
-5. Learn a language
-6. Do hobbies



B. Work in pairs and compare your answers.

e.g.
Talia : I'd like to travel and work all year.
Gabriela: Oh, one year holiday!
I would like to stay home and enjoy myself.

C. Read and complete the dialogue with the questions below.

- a. Where do people usually travel?
- b. Isn't it expensive to travel one year?
- c. Who does the gap year?
- d. Do people work during the journey?
- e. How do they travel?
- f. Why do people want to do it?
- g. When do they have a gap year?
- h. What is a gap year?

Tim : (1).....
Travel Agent : After long school years people take one year off and travel.
Tim : (2).....
Travel Agent : Mostly young people.
Tim : (3).....
Travel Agent : Usually after high school before they start to study at a university or start work.
Tim : (4).....
Travel Agent : There are some reasons. First, they need a break after long school years. You know young people want to think about their future. Also, they discover themselves. They travel and see different places and cultures. After the long journey they are ready to go to a university or work.
Tim : (5).....
Travel Agent : No, it isn't because you travel with a group of people. It's usually cheap and easy for the groups. They stay in hostels or camps. They sometimes cook, eat and work together. So they usually put some money in their pocket, pack their backpack and get a cheap train ticket.
Tim : (6).....
Travel Agent : Gap year isn't only travelling. Young people can build an orphanage in Colombia, teach English in Japan or go trekking through the Himalayas in Nepal. They sometimes volunteer and work to make money.
Tim : (7).....
Travel Agent : Everywhere in the world.
Tim : (8).....
Travel Agent : They use the cheap way. It is usually train or bike.



39

Time to Read

A. Imagine you are free for one year after high school. Tick the activities you would want to do.

Students read the instruction carefully. They imagine they have one year holiday. Students tick the activities they would want to do. They can add extra activities if they want. Help with unfamiliar words if necessary.

Key:

Students' own answers

B. Work in pairs and compare your answers. (CO - S3)

Students work in pairs and compare their answers. They use link words or word groups with very basic linear connectors like "and" or "then". They find the most common gap year activity in the class.

C. Read and complete the dialogue with the questions below. (GO- R5 / CO - R4)

The aim of this activity is to look for the answers to the WH- questions. Students guess the meaning of unknown words in the written text. Draw attention to the people in the text. Ask students; "What are the people talking about?" They share their ideas with the whole class. Students read the dialogue and the questions quickly and check their answers. Then, they read and complete the dialogue with the questions. Students compare their answers with their partners.

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

Follow up

Students can act out the dialogue. Note that they don't have to recite the dialogue word by word.

3A - Gap Year

TEACHER'S TIP

Cultural diversity is an important concept to consider while teaching. Students need to understand that people are not all the same and they should value and welcome the things that make each person or group of people different. Keep in mind that each language is a window opens to the world.

Material

Internet Connection

Warm Up

Write Gap Year on the board and ask the meaning. They choose one of the options.

- a. One year extra study at university
 - b. One year with no study and little work
 - c. Staying at home one year with no job
- Students discuss within groups; "Would you like to have gap year before university?" Elicit ideas from different groups.

Teacher's Notes

3A - GAP YEAR

D. Write your opinions in the chart.

What I like about gap year	What I don't like
e.g. It is good to travel one year.	e.g. I think it is boring to travel one year.

E. Compare your answers with your classmates.

Time to Write

Write your feelings, thoughts and desires about after school.

Use:

e.g. I want to go to a university in a big city.	I want to.....
I think I need to go on holiday.	I hope to.....
I hope to have a good job.	I think.....
My ambition is to travel all over the world.	My ambition is.....

Time to Speak

Work in pairs and talk about your feelings, thoughts and desires after high school.

I think it would be exciting/ fascinating/ tiring/ annoying to

I feel excited / fascinated/ tired/ annoyed

Time to Listen

A. Match the sentences to the pictures.



a

..... I look after my little sister

..... I am fed up with this job

..... I get back home late

..... I wake up early

..... I am looking for my glasses



b



c



d



e

B. Listen to Tim and Miriam and write True or False.

-1. Tim is fed up with his daily life.
-2. Miriam meets her friends at weekends.
-3. They are close friends.

40



opinion, and feelings in their written texts and to use basic repertoire of isolated words and phrases according to their functions and genre. Write the statements given as examples on the board.

Ask students; "Does the meaning in the sentence differ so much? How?" Students work in groups of three and discuss the differences. They can work with other groups or refer to a dictionary. Then, they do peer correction. Elicit ideas from students. Make the difference clear if needed.

Key:

Students' own answers

Time to Speak

Work in pairs and talk about your feelings, thoughts and desires after high school.

(GO - SI 6 / CO - S1, 13)

The aim of this activity is to express belief, opinion, and feelings. They use body language while speaking. Encourage them to speak fluently. e.g. They take short notes before speaking. Students work in pairs and practice how to tell their desires, thoughts and feelings. They can find the most common ones in the class.

Time to Listen

A. Match the sentences to the pictures.

Students look at the photos and say; "What is the listening about?" Give options if needed.

It is about;

- holidays,
- free time activities
- daily life

Students work in pairs. They look at the photos and say what the people usually do.

e.g. He wakes up very early but he doesn't like it. Students match the photos to the statements and compare them with their partners. Students cover the statements and guess them through the photos.

Key:

- I wake up early
- I look after my little sister
- I am fed up with this job.
- I get back home late.
- I am looking for my glasses.

B. Listen to Tim and Miriam and write True or False. (CO - L1)

Students read the statements and make the

D. Write your opinions in the chart. (CO - R8)

Introduce the use of the expression; "I think it is a good/bad idea to...." Students write their opinions in the chart to express their ideas about gap year. Encourage students to make similar statements. They take notes when necessary.

e.g. It is a good idea to go out now. It is a bad idea to eat fast food, etc.

Key:

Students' own answers

E. Compare your answers with your classmates.

Students compare their answers with their classmates.

Follow up

Students find the dominant tendency of having a gap year after school.

Time to Write

Write your feelings, thoughts and desires after school. (GO - W10 / CO - W7)

The aim of this activity is to express belief,

meaning clear. They listen and find True or False. Then, they compare their answers with their partners and give reasons. They also pay attention to stress, pronunciation and intonation while listening.

Key:

1. T 2. F 3. T

TAPESCRIPT

B.

Tim : I have a crazy idea.

Miriam : What again?

Tim : I don't want to go to university after high school.

Miriam : Why not?

Tim : I need some time to travel and think. I am looking for some fun.

Miriam : Some fun?

Tim : Yes. I am fed up with this small town. It is boring. My life is not very interesting.

Miriam : Not interesting?

Tim : Yeah. I wake up in the morning, go to school and get back in the afternoon. Then I spend all of my time at home. I do homework, surf the Net and look after my little sister. I am fed up with this routine.

Miriam : I see. I have a similar routine. But I help my dad at the cafe at weekends. I like it.

Tim : Good. My parents work long hours. They come home late. We only have dinner together. Then I don't see them again.

Miriam : Actually, it is the same in my home. My parents come home late.

Tim : I want to have a gap year and travel to Australia. I'm looking forward to it.

Miriam : Do your parents know about it?

Tim : Well, not yet.

Teacher's Notes

3A - GAP YEAR

C. Listen again and find the information about:

Tim's daily life	His parents' daily life	His friend, Miriam
e.g. He wakes up in the morning and goes to school...	They work long hours.	She has a similar routine.

D. Now, compare your life with Tim's.

e.g. My daily life is not so bad. I don't wake up very early, etc.

Time to Write

A. Write about your likes, hobbies and dislikes.

Use:
Music, Sport, Food, etc.



e.g. I like rock and metal music. I want to be a bass guitarist in the future. I dislike pop music. It is boring, etc.

B. Work with different classmates and tell about your likes, hobbies and dislikes.

Use the photos in activity A.

C. Write about your daily habits. Use the habits below and add more.

e.g.

Have tea for breakfast.
Take a shower in the mornings.
Listen to music on the bus.
Eat chocolate after meal.
Read books before the bed.
Watch TV in the bed.
Talk on the phone long hours.
Chat with friends every day.

I sometimes have tea for breakfast.

I usually drink milk... etc.

Use:
always,
usually,
sometimes.

D. Do peer correction. Then, rewrite your paragraph.

WW: Wrong Word **RS:** Rewrite Sentence
SM: Spelling Mistake **GM:** Grammar Mistake **PM:** Punctuation mistake

Time to Speak

A. Work in pairs and tell your daily habits.

B. Now, work in groups of three or four and talk about your daily habits. Ask questions to the speakers in the group.

e.g.

Liron: I sometimes watch TV in the bed.
Phil: What do you watch?
Liron: Music programs, etc.

C. Listen again and find the information about; (GO - L2)

The aim of this activity is to understand phrases and expressions related to the areas of most immediate priority (very basic personal and family information). Students study the sample expression about Tim's daily life. Then, they listen and complete the chart. Students compare their answers with their classmates.

Key:

Tim's daily life
He does homework, surfs the Net and looks after his little sister. He is fed up with this routine.
His parents' daily life
They work long hours. They come home late. They only have dinner together.
His friend, Miriam
She has a similar routine. She helps her dad at the café at weekends.

D. Now, compare your life with Tim's.

This is a personalising activity. So the motivation

level is expected to be high. Students think about their own life and take notes. Then, they compare themselves with Tim's life as in the sample sentences. Finally, they can say how much their life is similar to Tim's.

e.g. My life is very different from Tim's life. My life is same, etc.

Key:

Students' own answers

Time to Write

A. Write about your likes, hobbies and dislikes. (GO - W1 / CO - W1)

The aim of this activity is to write about likes / dislikes and to use simple sentence structures and patterns accurately. Students study the photos. They write about their likes, hobbies and dislikes as in the examples. Then, they share their notes with their groups using the photos in activity A. They do peer correction.

B. Work with different classmates and tell about your likes, hobbies and dislikes. Use the photos in activity A. (GO - SP5, 9)

The aim of this activity is to explain what they like/dislike about something and to support their speech with visuals. Students work with different classmates and tell about their likes, hobbies and dislikes. They use the photos in activity A. Students do peer correction.

C. Write about your daily habits. Use the habits below and add more. (GO - W3)

Students also write their daily habits. They refer back to the listening part and take the statements as a model. Also, they use the habits provided for them and add the ones if they want. They can search on the Net to learn more daily habits.

D. Do peer correction. Then, rewrite your paragraph.

Students do peer correction and rewrite their paragraphs considering the feedback. They put their paragraphs into the portfolio.

Follow up

They can create a blog (if they don't have one yet) and publish their paragraphs on it.

Time to Speak

A. Work in pairs and tell your daily habits.

(GO - SI 5 / CO - S14)

The aim of this activity is to talk about daily habits and speak relevantly. To achieve these goals, students note down their habits and they only talk about this topic. Students work in pairs and tell their habits. Then, they talk to different classmates and find the persons with the most similar habits.

B. Now, work in groups of three or four and talk about your daily habits. Ask questions to the speakers in the group. (GO - SP6)

The aim of this activity is to talk about daily routines and habits. Finally, they work in groups. They take turns and talk about their habits. Listeners ask questions about the habits as in the sample.

Teacher's Notes

3B - TIM'S STORY

Time to Listen

PART I

- A. Work in pairs and talk.**
What do you remember about Tim?
- B. Look at the pictures and guess.**

- Where is Tim going?
- Why is he going there?
- Who is the girl next to him?



- C. Listen and check your answers.**
D. Listen again and circle the correct option to find the ticket office.

Louisa: Walk / Go along the street. Then turn right / left at the crossroads.
It is next to / behind an old building.

42

Clues:
Gap year
Daily routine
Habits,
etc.

the Net. Finally, they say whether they would like to travel to Australia one day. They give reasons.

Key:

- He is going to Australia.
- To do a gap year.
- A girl from Australia.

C. Listen and check your answers. (CO - L2)

Students listen and check their answers. They take care rules of manners and cultural values while listening.

TAPESCRIPT

C. PART I

Tim : Excuse me, do you know where the Red Cow Farm is?

Louisa: Oh yeah. It is 1.5 hours from Sydney.

Tim : Thanks. How can I get there?

Louisa: First, you need to buy a bus ticket.

Tim : Oh, yeah. Where can I buy it?

Louisa: Walk along the street. Then turn right at the crossroads. It is next to an old building.

Tim : OK. Thank you.

D. Listen again and circle the correct option to find the ticket office. (GO - L5)

The aim of this activity is to understand the simple directions relating to how to get from X to Y, by foot or public transport. Go over the expressions of giving instructions. Mime the instructions and students find them. They work in pairs and play the same mime game to practice giving directions. Students listen and choose the correct options to find the ticket office. They compare their answers with their partners.

Key:

Walk along the street. Then, turn right at the crossroads. It is next to an old building.

3B - Tim's Story

Time to Listen

PART I

A. Work in pairs and talk.

Students need to remember what happens in the previous section (3A) related to Tim because Tim's story continuous in this section.

Students work in groups of three or four and tell what they remember about Tim. Give some clues if students need.

e.g. He is bored at home. He does the same things every day, etc.

At the end, they refer back to the previous section and check their answers.

Suggested Answer:

He is fed up with his daily routine and wants to do a gap year.

B. Look at the pictures and guess.

Students study the photos and answer the questions with their partners. Students talk to other groups and share their knowledge about Australia. They search for more information on

Teacher's Notes

3B - TIM'S STORY

Time to Speak

Work in pairs. Ask for directions.

e.g.
Janet : Do you know where the post office is?
Nancy : Yeah. Walk along the street. Then turn left. It's opposite the restaurant..... etc.

Use:
Walk along
Turn right / left
It is 10 minutes walk from the centre.
Turn right at the traffic lights.

Time to Listen

PART II

Listen and fill in the gaps.

After 5 minutes.

Tim : I need a(1) to Sutton Forest, please.

Ticket seller : Single or(2)?

Tim : Single,(3). How(4) is it?

Ticket seller :(5) dollars, please.

Tim : Here you are.

Ticket seller : Thank you.



Time to Speak

A. Work in pairs. Make similar dialogues as above.

Katy : I need a ticket to please.

Oiga : Single or return?
etc.

B. Work in groups of four. Give information about Tim.

e.g.

Tim is going to Sydney. He wants to do gap year.

He meets Louisa at the station. etc.

Use:
I need / want a ticket to
Sydney, please.
Single / return?
How much?

Use:
Meet Louisa.
Help.
Find ticket office.
Buy ticket.

Time to Listen

PART III

A. Look at the picture and guess.

- Where are Tim and Louisa?
- Where are they going?



43

Time to Speak

Work in pairs. Ask for directions. (GO - SI 2)

The aim of this activity is to ask for information. Students work in pairs and role play. They use the map and play the "tourist game". Student A is the tourist whereas student B is one of the local people. They ask and answer as in the sample dialogue.

Follow up

Students can extend the dialogue with the tourist.

e.g. Where are you from? Do you like this town, etc.?

Time to Listen

PART II

Listen and fill in the gaps.

Ask students; Where is Tim now? What is he doing?

Students share their ideas with their partners.

Draw attention to the dialogue. Students study it and check their answers. Finally, they listen and fill in the blanks. They compare their answers with their partners.

TAPESCRIPT

PART II

Tim : I need a ticket to Sutton Forest, please.

Ticket seller : Single or return?

Tim : Single, please. How much is it?

Ticket seller : \$16.50, please.

Tim : Here you are.

Ticket seller : Thank you.

Time to Speak

A. Work in pairs. Make similar dialogues as above. (GO - SI 4 / CO - S4)

The aim of this activity is to express their demands about their needs and to use words and word groups related to particular concrete situations. Students make a similar dialogue as in the listening part. Make a sample dialogue with one of the students. Note that students need to know the expressions they have to use when they buy a ticket.

Key:

Students' own answers

B. Work in groups of four. Give information about Tim. (GO - SP8)

The aim of this activity is to give information. Students work in groups of four and give information about Tim as in the example. Group members can ask questions to the speaker.

Time to Listen

PART III

A. Look at the picture and guess.

Tim is with Louisa now. Encourage students to remember; who is Louisa? Elicit ideas from different students. They answer the questions and check with their partners.

Key:

- They are on the bus.
- They are going to Sutton Forest.

3B - TIM'S STORY

B. Listen and find the topics they are talking about.

1. Tim's school life

2. Louisa's family

3. Tim's hobbies

4. Tim's daily routine

5. Louisa's daily routine

6. Louisa's hobbies

C. Work in pairs and compare your answers.

D. Listen again. Note down Louisa and Tim's interests.

Louisa	Tim
e.g. She likes animals.	He is interested in animals.
.....
.....



E. Work in pairs. What do you think? Is Louisa's life boring? Why?

Use;

I think;

I agree

I disagree / don't agree

e.g.

Terry: I think, Louisa's life is boring because she always works and she doesn't have friends.

Kim: I disagree with you. I like her life. She is always with animals.

F. Work with different partners and talk about your interests and daily routine.

Interest

Movies
Motor sports
Music
Trekking
etc.

Daily routine

Go to school
Ride bike
Hang out
etc.



e.g.

Gwen: I am interested in movies. I collect movies and watch with friends.

Xavier: Oh, great. I like motor sports. I want to buy a big motorbike in the future.

Time to Write

A. Write about yourself, your family and neighbourhood.

You / your family: Age, job, daily routine, weekend activities, etc.

Neighbourhood: Big, small, crowded, beautiful, etc.

B. Do peer correction. Then, rewrite your paragraph.

WW: Wrong Word RS: Rewrite Sentence

SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation mistake

44

B. Listen and find the topics they are talking about. (GO - L1)

The aim of this activity is to identify the changing topics in the audio or video material. Go through the topics with the students. Students guess what Tim and Lisa are talking about. They listen and check to see if they have guessed correctly.

TAPESCRIPT

B.

(On the bus)

Louisa: Oh, you again!

Tim: Yeah. It is me.

Louisa: Why do you want to go to the Red Cow Farm?

Tim: To work there. I am doing a gap year. I do school work, play computer games or chat with friends. I don't have an exciting life. Every day is the same.

Louisa: Don't you have any hobbies?

Tim: I do but not many. I have a blog and I write about animals. I also take their photos.

Louisa: Oh, I am also interested in animals. And, I like surfing the Net. I work on our farm. I look after the horses and

chickens. They are very friendly.

Tim: How about school?

Louisa: I don't go to a school. I study on the computer. I work and study.

Tim: Don't you go out?

Louisa: Out? It is just a desert outside. No cinemas, theatres or concerts. Also, I don't have any friends.

Key:

Tim's hobbies – Tim's daily routine –
Louisa's daily routine – Louisa's hobbies

C. Work in pairs and compare your answers.

Students work in pairs and compare their answers with their partners.

D. Listen again. Note down Louisa and Tim's interests. (GO - L6)

The aim of this activity is to understand and extract words and phrases related to everyday life and interests. Students listen again and find the young people's interests. They note down the answers in the chart. Then, they compare their answers with their partners.

Key:

Louisa likes animals. She likes surfing the Net.

Tim is interested in animals. She has a blog and she writes about animals. She also takes their photos.

E. Work in pairs. What do you think? Is Louisa's life boring? Why? (GO - SP1)

The aim of this activity is to put over a point of view clearly. Introduce the expressions used to tell opinions. Students practice the expressions making sentences with their own ideas. They also study the sample dialogue. Finally, students tell their ideas about Louisa's life. Check to see how the students mostly think about Louisa.

e.g. Who says; Louisa's life is boring?

Students share their ideas with the whole class.

Key:

Students' own answers

F. Work with different partners and talk about your interests and daily routine. (GO - SI 1)

The aim of this activity is to give example from their daily life while they are talking. Students work in pairs and study the prompts given. They talk about their interests and daily routine. Encourage students to ask follow up questions so

that the conversation turns to be more authentic and interesting.

e.g.

Which motor sports programmes do you watch, etc.?

Key:

Students' own answers.

Follow up

Volunteer pairs can act out.

Time to Write

A. Write about yourself, your family and neighbourhood. (GO - W8 / CO - W5,2)

The aim of this activity is to write a series of simple phrases and sentences about themselves, their family, living conditions and educational background and to write short, simple texts about themselves, their family and living conditions. They are supposed to use sentence structures correctly and meaningfully. They also write according to the spelling rules.

Students work in groups of three or four and talk about the topics. They take notes while talking. Then, they write about themselves, their families and neighbours considering the clues provided for them.

B. Do peer correction. Then, rewrite your paragraph. (CO - W13)

Students do peer correction and rewrite their paragraphs considering the feedback. They report the sentences they hear or read in written text. Finally, they put their works in their portfolios and perhaps on their blogs.

Teacher's Notes

3C - A DAY OUT IN SYDNEY

A. Answer the questions and find about yourself.

- What do you like to do in a new city?
 - Talk to people
 - Take photos
- Do you visit museums?
 - Yes, usually
 - No, never
- Do you go out at nights in a new city?
 - Yes, sometimes
 - No, never
- Who do you go out with?
 - With my friends
 - With my family



B. Search in the class and find one classmate with the same and one classmate with the very different answers.

e.g. Rick : What do you like to do in a new city?

Mel : I like to talk to people.
Rick : Me, too.
etc.



C. Match the activities to the photos.

Sydney Harbour Cruise, Walking to Shelly Beach, Manly Bike Tour, Whale Watching



1. 2. 3. 4.

D. Listen and find answers to the questions.

- Where is Tim?
- Why is he in the city?
- When does he come to the city?
- Who is he with?
- What are Louisa and Tim's plan for the day?
- How do they travel in the city?
- Where do they want to have lunch?
- Does Tim want to eat Australian dishes?

Sydney



E. Write True or False.

- Louisa shows the city to Tim.
- Tim sees Sydney for the first time.
- Louisa doesn't know well about Sydney.
- Tim likes boat trips.
- Shelly Beach is a good place for shopping.

45

3C - A Day Out in Sydney

Time to Listen

A. Answer the questions and find about yourself.

Students answer questions to find about themselves. They compare their answers with their partners. Share your own answers adding some of the activities mentioned in the next activity to make a smooth transition to the listening part.

Key:

Students' own answers

B. Search in the class and find one classmate with the same and one classmate with the very different answers.

Students talk to different classmates and try to find the most similar and different people. They use the dialogue as a sample.

Key:

Students' own answers

C. Match the activities to the photos.

Students study the photos and tell the activities they can do in these places. They share their ideas with their partners. Then, they work individually and match the activities to the places. Remind that the places are in Sydney.

Key:

1. Sydney Harbour Cruise 2. Whale watch 3. Walk to Shelly Beach 4. Manly Bike Tour

Follow up

Ask students; "What would you like to do in Sydney?" Students choose some of the activities and share them with their classmates.

D. Listen and find answers to the questions.
(GO - L4 / CO - L4)

The aim of this activity is to look for the answer to the WH- questions in a recorded material. Students also appreciate what they listen. They learn about a country, Australia. Students read the questions and make the meaning clear. They listen and answer the questions. Then, students compare their answers with their partners. Keep in mind that students might need to listen more than once since the activity can be challenging for them.

TAPESCRIPT

D.

Tim goes to Sydney for the weekend. He meets up with Louisa.

Louisa: The weekend is the best time to see the sea. Would you like a Sydney tour, Tim?

Tim : Yeah, I would love to. I want to discover the city, today. It looks awesome.

Louisa: Look at the, 'Things to Do in Sydney brochure.

Tim : Wow. Great activities! Shall we take a bike tour in Manly, first?

Louisa: Yeah, why not! What about going on a Sydney Harbour Cruise after the bike tour?

Tim : A cruise? I am sorry I can't. I feel sea sick. It is terrible.

Louisa: OK, then. Let's walk to Shelly Beach. There are shops, pubs and cafes along the way. You see?

Tim : Yeah. The beach is cool. OK. Let's do it.

Louisa: Why don't we have lunch at Shelly Beach?

Tim : Yeah. I want to try Australian dishes.

Louisa: Then, let's hit the road.

Key:

1. He is in Sydney.
2. To discover the city.
3. At the weekend.
4. He is with Louisa.
5. Manly Bike Tour , walk to Shelly Beach, eat at a restaurant at Shelly Beach.
6. By bike.
7. At Shelly Beach.
8. Yes, he does.

E. Write True or False.

This is a post listening activity. Students read the statements and say True or False. They compare their answers with their partners and give reasons. Elicit answers from different students.

Key:

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

Teacher's Notes

3C - A DAY OUT IN SYDNEY

Time to Speak

Work in pairs and make short dialogues. Accept or refuse your friend's suggestion or invitation.

Suggest or Invite;
Would you like to.....?
Why don't we...?
Shall we...?
Let's....?

go out
watch a movie
do homework together
play basketball
have a picnic
hang around
etc.

Yes, I would love to.
Yes, sure.
Why not?
That's a good idea.
I am sorry, I can't.



e.g.
Miley : Would you like to go out tonight?
Grace : Yes, I'd love to.
Miley : What time shall we meet?
Grace : At 3 pm.
Miley : OK.



Keep in Mind!
Would you like to go out?
Why don't we go out?
Shall we go out?
Let's go out!

Time to Write

A. Search about Sydney and write a short paragraph about it.

Follow the steps:
First, use the information and the photos about Sydney in this section.
Then, search on the Net and find more information.

Places to see
Things to eat
Things to do

B. Do peer correction and rewrite your paragraph.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

C. Prepare a short and simple presentation about Sydney. Then, present it to your group.

D. Ask and answer the questions about the presentation.

e.g.
Ruth : Is Sydney a big and crowded city?
Nigel : Presenter: Sorry, can you repeat it, please?
Ruth : Is Sydney a big and crowded city?
Nigel : Yes, it is.

Use;
Sorry, can you repeat it, please?
Sorry, I don't understand

Use;
big
crowded,
expensive,
easy to travel,
safe,
etc.

46

work in groups of three or four. They revise the information they have learnt from this unit and take notes. Then, they work individually and search the Net to find more information. Next, they write a paragraph about Sydney considering the guidelines.

B. Do peer correction and rewrite your paragraph.(GO - W6)

The aim of this activity is to edit their written text considering the feedback of the readers. Students do peer correction and rewrite their paragraphs. Finally, they put their paragraphs into their portfolios and on their blog. Preferably, students can do this task at home.

C. Prepare a short and simple presentation about Sydney. Then, present it to your group. (GO - SP2)

The aim of this activity is to give a short, rehearsed, basic presentation on a familiar subject. Students learn to prepare and present a slayt presentation in this lesson. This task is quite demanding and students need to be guided from the first step to the last one. Also, students might need to learn how to prepare a presentation on the computer. Note that some students can prepare posters instead of a presentation.

Time to Speak

Work in pairs and make short dialogues. Accept or refuse your friend's suggestion or invitation. (GO - SI 3 / CO - S5)

The aim of this activity is to express agreement and disagreement politely and to use basic repertoire of isolated words and phrases according to their functions and genre. Students practice how to suggest something or invite someone to somewhere. Model the dialogue given with a student. Introduce the formal/informal way of inviting someone.

eg. Would you like to...? or Do you want to? Students work in pairs and act out similar dialogues. They can write the dialogue if they don't feel comfortable before speaking.

Key:

Students' own answers

Time to Write

A. Search about Sydney and write a short paragraph about it. (CO - W3)

The aim of this activity is to use punctuation marks appropriately and accurately. Students

Students prepare a short presentation about Sydney using their paragraphs and adding photos.

The presentation should include;

- A title; Let's discover Sydney, etc.
- Photos of famous holiday destinations with short information underneath; Opera house: It is in the centre, etc.
- Feelings, thoughts; It is big, crowded and lovely city, etc.
- When to go? Spring, summer, etc.
- Weather?, hot, sunny, cold, etc.

And more....

Students present their works to the class or school. They can also present the same work to their friends and family out of school.

D. Ask and answer the questions about the presentation. (GO - SP3, 4 / CO - S9)

The aim of this activity is to ask questions and answer straightforward follow up questions and to pay attention to intonation and stress while speaking.

Students ask questions about the Sydney during the presentation using the clues given in the example.

Key:
Students' own answers

Teacher's Notes

3C - A DAY OUT IN SYDNEY

Time to Read

A. What do you remember?

1. Where are Tim and Louisa?
2. What are they doing?

B. Read the dialogue and check your answers.

C. Read the dialogue again and guess the meaning of the expressions.

I am exhausted
Let's have a rest!
Take it easy
It is photo time!
You can't be serious
Show you around
Take care
Enjoy the day

Tim : Wait Louisa! I am exhausted. Let's have a rest!
Louisa : But we still have many things to do.
For example, whale watching. It is exciting. And then a helicopter tour.
We don't have time to have a drink.
Tim : Come on Louisa. I have a hard job all week. Why don't we take it easy?
Louisa : All right! Let's have a drink and then visit the Royal Botanic Garden.
Tim : Hey, Look! The whales! Oh my God! It is photo time!
Louisa : Don't run, Tim. Wait!
Tim runs a long way and loses Louisa. He writes an SMS to her.



They meet at The Opera House.

Louisa : I can't believe you, Tim.
Tim : Sorry but the whales are cute. Look at the photos. They are beautiful, aren't they?
Louisa : Yeah. Shall we take a helicopter tour?
Tim : A helicopter tour? No, Louisa. I want to go back to the farm.
Louisa : Back to the farm? You can't be serious.
Tim : Yeah, I am. It is enough for today. Thank you for your help.
Please visit me on the farm. I would like to show you around.
Louisa : OK, Tim. Take care.
Tim : Enjoy the day. Bye.

D. Work in pairs and discuss.

Does Tim like the tour? Why?

E. Read the cell phone message and write it in full.

Where r u?
Can't find U.
Look 4 U.
Wait 4 me at The Opera House.
I come asap.
XXX
Louisa,



Time to Write

A. Write an SMS and invite your friend to do something after school.

Search on the Net to find more abbreviations and use them in your message.

e.g.

Hownu?
U free after school? @
Shall we go 4 a drink 2night?
B4N
Thx
etc.

Go 4 a drink
Buy sming?
Go 2 the cinema?
Etc.

B. Write a reply to your partner's SMS.

Time to Read

A. What do you remember?

This is the last episode of Tim and Louisa's story. Students work in groups of three or four and summarise what happens in the previous episodes. Volunteer students can tell the story to the whole class.

Students answer the questions and compare them with their partners.

Key:

1. They are in Sydney.
2. They are discovering the city.

B. Read the dialogue and check your answers. (CO - R3, 6)

The aim of this activity is to pronounce the words accurately and pay attention to punctuation marks while reading. Students read the dialogue and check their answers.

C. Read the dialogue again and guess the meaning of the expressions.

In this activity, it is aimed to promote students' ability of guessing the meaning of the expressions

through contexts. To be able to do this, students need to;

- Focus not only on the expression itself but also on the previous and the next statements,
- Guess whether the statement has a positive or negative meaning,
- Expect to understand the general meaning but not the literally meaning.

Students consider the steps and guess the meaning of the expressions. They compare them with their classmates and find the best explanation.

Suggested Answers:

- I'm exhausted : I am too tired
Let's have a rest : I want to have a break and stop.
Take it easy : Slow down
It's photo time : I want to take photos.
You can't be serious: You are making joke.
Show you around : I want to guide you and give a tour.
Take care : A saying when you leave someone.
Enjoy the day : Have a good time

D. Work in pairs and discuss.

Students should be able to infer to answer the question. Inference requires reading between lines or getting the information through the whole context.

Key:

Students' own answers

E. Read the cell phone message and write it in full. (GO - R3)

The aim of this activity is to understand abbreviations. Students work in groups and note down the abbreviations they use when they write text messages. They make a list and then compare with their classmates to extend their lists. Read the cell phone message and write it in full. They compare their answers with their partners. Then, they do peer correction.

Key:

Where are you?
I can't find you.
I'm looking for you.
Wait for me at the Opera House.
I come as soon as possible.
Kisses.

Time to Write

A. Write an SMS and invite your friend to do something after school. Search on the net to find more abbreviations and use them in your message. (GO - W9 / CO - W4)

The aim of this activity is to use symbols and abbreviations in their written texts and to use polite expressions in their writings. Students practice the abbreviations and write a text message to invite a friend to do something. The SMS can be a real one. Then, they can send their messages to any of their friends.

B. Write a reply to your partner's SMS.

Students reply to their partner's SMS.

Teacher's Notes

QUIZ TIME

Write True or False.
Choose the correct answer.

1. Daren: Would you like to watch the game together?
Rick:
a. Yes, I would love to. b. Let's go out! c. Yes, I don't like.



2. Bill: Why don't we on Sunday?
Alko: OK.
a. to watch a movie b. watching a movie c. watch a movie



3. Fred: Shall we something?
Liz: Yeah, let's eat salad.
a. eat b. eating c. eats



4. Nigel: Let's spaghetti today.
Ralph: Oh, that's a great idea.
a. Making b. make c. makes



5. Victoria: shall we meet today?
Mark: At the square.
a. What time b. When c. Where



6. Terry: shall we meet today?
Lucy: At 12.00.
a. Where b. How long c. What time



Check Your Progress



I can...		😊	😐	😞
Listening	Identify the changing topics in the audio or video material. Understand phrases and expressions and simple directions.			
Reading	Understand abbreviations. 3C Look for the answer to the WH- questions in written material. 3A			
Spoken Interaction	Talk about daily habits and express belief, opinion, and feelings. Give example from their daily life and ask for information.			
Spoken Production	Talk to give information and support their speech with visual. Explain what they like/dislike about something. Talk about daily routines and habits.			
Writing	Write about likes/dislikes. Write about daily routines and habits. 3A, 4B Express belief, opinion, and feelings in their written texts. 3A			

48

Teacher's Notes

QUIZ TIME

This is a quiz prepared for fun and another chance of practicing the target language through the theme. Students also develop their knowledge this way. They do the quiz and check the answers with their classmates.

Key:

1. a 2. c 3. a 4. b 5. c 6. c

CHECK YOUR PROGRESS

Students check themselves as it is one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses at the end.

THEME 4



Personality and Character

At the end of the theme, you will be able to....

- identify the main idea of the recorded material.
- look for the answer to the WH- questions
- understand extract words and phrases.
- make comparisons about the written material.
- read simple short stories.
- describe themselves, their family, educational background, etc.
- summarise simple, short stories.
- ask for information and talk about daily habits.
- make comparisons in their speech.
- ask questions.
- make comparisons in their written texts.
- write about daily routines, habits and likes / dislikes.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 4 A2.1.2		Personality and Character			
Language areas		Order of adjectives Comparatives (- er , more)			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
4A - Twins but Different	Listening	3 Identify the main idea of the recorded material. 4 Look for the answer to the WH- questions in recorded material.	3 Search the meaning of unknown words in the recorded text. 5 Ask for further explanation for the points not understood in the recorded text.	Nouns: conservatory, joke, amateur, presenter, twins, clothe, voice, patient, cashier, TV serial, film critic, cancer, immigrant, character Verbs: be good at, proud of, smile, get on well Adjectives: realistic, better, thin, slow, colourful, dark, worse, blond, quite, lovely, cute, lazy, identical, relative, cheerful Adverbs: always, usually, sometimes, never	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	7 Describe themselves, their family, educational background, 8 Summarise simple, short stories	6 Pronounce the words accurately.		
	Spoken Production	7 Make comparisons in their speech.			
	Reading	6 Make comparisons about the written material. 2 Enjoys reading simple short stories. 1 Read simple short stories.	2 Pay attention to intonation and stress while reading. 1 Search the meaning of unknown words in the written text.		
	Writing	7 Make comparisons in their written texts. 5 State the main idea in their written texts. 4 Write a suitable title for their written texts.	6 Use the range of words about personal details and needs of a concrete type appropriately and accurately. 11 Write coherently.		

Theme 4 A2.1.2		Personality and Character			
Language areas		Superlatives			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
4B - My flatmate is the funniest	Listening	6 Understand and extract words and phrases related to everyday life and interests.	5 Ask for further explanation for the points not understood in the recorded text.	Nouns: joke, amateur, presenter, twins, clothe, voice, patient, cashier, TV serial, film critic, cancer, immigrant, character Verbs: be good at, proud of, smile, get on well Adjectives: realistic, better, thin, slow, colourful, dark, worse, blond, quite, ovely, cute Adverbs: always, usually, sometimes, never	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	5 Talk about daily habits	7 Speak self confidently. 11 Express themselves by increasing vocabulary repertoire in different situations.		
	Spoken Production	Make comparisons in their speech.	10 Ask for further explanation for the points not understood during conversations.		
	Reading	7 Identify the changing topics in the written material. 4 Identify the main idea in written material.	7 Read fluently.		
	Writing	1 Write about likes / dislikes. 3 Write about daily routines and habits	9 Link words or word groups with very basic linear connectors like "and" or "then".		

Theme 4 A2.1.2		Personality and Character			
Language areas		Comparative & superlative			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
4C - She is a great actress.	Listening	6 Understand and extract words and phrases related to everyday life and interests.	4 Appreciate what they listen. 6 Use background knowledge to understand the recorded text.	Nouns: cashier, flatmate, stranger, concert, habit, person, difference, motto, TV serial, film critic, cancer, immigrant, character Verbs: be compare, turn on, reunite, confuse Adjectives: depressive, melancholic, romantic, addicted, silent, generous, illegal, active, intelligent, charming, amazing, sweetest Adverbs: always, usually, sometimes, never	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction		8 Use simple structures correctly. 2 Take care rules of manners and cultural values while speaking. 12 Report simple sentences in recorded or written texts.		
	Spoken Production				
	Reading	6 Make comparisons about the written material.	5 Understand the written text with the help of background knowledge. 9 Read for leisure.		
	Writing	7 Make comparisons in their written texts.	10 Avoid irrelevancy while writing. 12 Use simple structures and language functions while writing.		

4A - TWINS BUT DIFFERENT

Time to Listen

A. What do you think about the people in the photos? Make sentences with the words below.

blond, tall, funny, friendly, young, quiet, lovely, cute



e.g.

1. They are friendly, tall and young. 2. 3. 4.

Keep in Mind!

They are friendly, tall and young.

B. Look at the picture and the title. Then, guess. What is the listening about?

C. Listen and answer the questions.

- Who is the presenter talking to?
- How old are they?
- Do they get on well?
- Which school do they go to?
- Why does the presenter ask them: "Are you really twins?"



D. Listen and search the meaning of the words in activity E.

more friendly, older, more active, thinner, darker, taller, more colourful, bigger, more beautiful, slower

E. Listen again and complete the sentences with the words below.

- We are twins but he is than me. Only 5 minutes.
- Yeah. I am (2) and (3) than her.
- He is (4) than me. I am (5)
- He is (6) than me.
- His room is (7) and (8)
- My room is small but (9) because it is (10)

Keep in Mind!

He is older than me.
I am more friendly than Carson.
My room is more beautiful.
I am better than him.
He is worse than me.

50

4A - Twins But Different

Material

Photos of famous people with interesting characters. **e.g.** Funny, charismatic, friendly, etc.

TEACHER'S TIP

Using Gestures and Miming help students communicate, understand and participate during your lessons. They also create a dynamic teaching atmosphere in the class and facilitate learning.

Warm Up

Display the photos pausing each time and allow students to say the adjectives related to the famous people. They also choose the most similar famous person with them.

Time to Listen

A. What do you think about the people in the photos? Make sentences with the words below.

Draw attention to the photos and ask the meaning of the word; **Twins**. Students guess the meaning of the word through the photos. Also, mime the adjectives given and check their comprehension. Students also play the mime game and practice the words. They work in pairs and describe the twins in the photos using the adjectives. Encourage students to use adjectives describing physical appearance.

Suggested Answers:

- They are friendly, tall and young.
- They are cute and funny.
- They are friendly and young.
- They are lovely.

B. Look at the picture and the title. Then, guess.

Students have a look at the photo and guess what the listening topic is about. They compare their answers with their partners.

Key:

It's about twins.

C. Listen and answer the questions. (GO - L4)

The aim of this activity is to look for the answer to the WH- questions in a recorded material. Students do a more detailed listening activity. They go over the questions and check the meaning before listening. Then, they listen and answer the questions. Finally, students compare their answers with their partners.

Key:

- McKenzie and Carson.
- 13
- Yes they do.
- Public
- Because he thinks they are different.

TAPESCRIPT

C.

Presenter: Today, we are talking to twins. They live in Brighton. Hello, McKenzie. Tell us about you and your twin brother, Carson.

McKenzie: Well, we are 13 years old. We are twins but he is older than me. Only 5 minutes.

Presenter: Oh, only 5 minutes?

Carson : Yeah. I am taller and thinner than her.

Presenter: Yeah, I can see in the photo.

McKenzie: (Laughing) He is more active than me. I am slower.

Presenter: Do you get on well?

McKenzie: Yeah, I think so. I usually get on well with him.

Carson : But she sometimes makes me angry. I think she is more friendly than me.

Presenter: I see. Do you go to the same public school?

McKenzie: Yes.

Presenter: How about your subjects?

McKenzie: Well, I am good at Maths but Carson is bad at Maths. He is good at Art. He is better than me.

Carson : Yes, usually.

Presenter: Do you share the same room?

McKenzie: No. We have two different rooms. His room is bigger and darker. My room is small but more beautiful because it is more colourful.

Presenter: Are you really twins?

McKenzie: (Laughing) I don't know. I think we are a bit different.

D. Listen and search the meaning of the words in activity E. (CO - L3, 5)

The aim of this activity is to search the meaning of the unknown words in the recorded text and ask for further explanation to understand the recorded text. Students find the meanings of the words using dictionaries or through the context. They also ask questions to understand the dialogue better.

e.g. Sorry, where do the twins live?
 Sorry, I didn't understand. Are the twins different or the same?

E. Listen again and complete the sentences with the words below.

Students are introduced with comparison of adjectives. Draw attention to the differences between the form and the meaning of two sentences. Study the two sentences about the twins.

a. McKenzie is older than Carson.
 b. McKenzie is more talkative than Carson.
 Students listen and fill in the gaps with the adjectives. Then, they compare their answers with their partners. Focus on the meaning of the sentences now when they complete their task and discuss the meaning.

Key:

1. older 2. taller 3. thinner 4. more active 5. slower 6. more friendly 7. bigger 8. darker 9. beautiful 10. colourful

4A - TWINS BUT DIFFERENT

- F. Cover the activity E and write *McKenzie* or *Carson*.
- is older than.....
 - is taller and thinner than.....
 - is more active than.....
 - is slower than.....
 - is more friendly than.....
- G. What is the main idea of the dialogue? Choose the correct option.
- Twins' personalities are always the same.
 - Twins can look similar but their personalities can be different.
 - Twins are always good friends.

Time to Speak

Work in pairs and compare your sister and yourself, brother and family members.
Perry : My sister is more hardworking and energetic than me. She is always active.
Aston : Oh, my sister is lazier than me. She sleeps long hours, etc.

Time to Write

- Work in groups and find famous twin brothers or sisters on the Net.
- Write a paragraph to compare them.

C. Now, work with other groups and share. Compare the famous twins.

Time to Read

- Talk with your classmates.
 - Do you have twin friends or relatives?
 - Can you compare them?
 - Do funny things happen to them?
- Search the meaning of the phrase "Identical twins".
- Look at the pictures and guess the answers. Then, read and check your answers.
 - Are the girls identical twins or not?
 - Where are they?
 - Why is their mother angry?
- Read the story and answer the questions.
 - What do Pamela and Christina do in summer time?
 - Who calls the mother?
 - Where does she go first?
 - What is the problem?
 - What happens at the end?



The Same Face The Same Voice

Christina and Pamela are identical twin sisters. They are 15 years old. Funny things happen to them because their face and voice are the same. Actually, they also have some differences. For example, Christina is more hardworking and quieter than Pamela. She works at a clothes shop in the summer time. Pamela is more sociable and active, but she doesn't like working in summer time.

One day, Christina goes to work again and Pamela goes to play golf with her friends. Christina tells her mother to pick her up at 9.30 and then to pick Pamela at 10.00. Pamela calls her mom at 08.30 and says, "I'm done. Come and pick me up, please." Mom thinks that it is Christina and goes to Christina's clothes shop. When she sees Christina is not ready she gets angry and says, "you are not ready but you call me!" Christina smiles and says, "It's not me, mom. You still confuse our voice." Her mom waits for Christina for 45 minutes. Then they go to pick Pamela up together. Pamela is waiting for her mom. She gets angry because her mom is late. Her mom says, "don't say anything, just get into the car". They go home together. Twins look at each other and smile.

Now, Christina and Pamela always say their names first when they call their mom.

51

F. Cover the activity E and write *McKenzie* or *Carson*.

Students play a memory game in this activity. They try to guess the correct person for each blank. Then, they work in pairs and compare their answers. Remind that they need to correct their mistakes. e.g. Carson is not older than McKenzie. She is older than Carson, etc.

Key:

- Carson is older than McKenzie.
- Carson is taller and thinner than McKenzie.
- Carson is more active than McKenzie.
- McKenzie is slower than Carson.
- McKenzie is more friendly than Carson.

G. What is the main idea of the dialogue? Choose the correct option. (GO - L3)

The aim of this activity is to identify the main idea of the recorded material. Students learn to find the main idea of a dialogue. *The main idea of a dialogue or text is the main message or the idea.* Students read the options and find the main idea. Then, they compare their ideas with their partners.

Key:

b

Time to Speak

Work in pairs and compare your sister and yourself, brother and family members.

(CO - S6 / GO - SI 7)

The aim of this activity is to describe themselves, their family, educational background and to pronounce the words accurately. Students go over the information about Carson and McKenzie. They study the ways of comparing two people again. Students check the sentences with their partners. They also study the adjectives looking up into the dictionaries. Then, students work in groups and compare themselves with their family members as in the sample statements.

Key:

Students' own answers

Time to Write

A. Work in groups and find famous twin brothers or sisters on the Net.

Students work in groups and search to find famous twin people. They write adjectives to compare them. Then, they work with other groups and share their statements. Listen to the groups and try to define the mistakes they do commonly. Finally, work with students and correct the mistakes avoiding saying who has made the mistake.

Key:

Students' own answers

B. Write a paragraph to compare them. **(GO - W7)**

The aim of this activity is to make comparisons in their written texts. Students write a paragraph to compare the famous twin brothers or sisters. Remind that they are supposed to use words related character and appearance.

C. Now, work with other groups and share. **Compare the famous twins. (GO - SP7)**

The aim of this activity is to make comparisons in their speech. Students work with other groups and share. They compare the famous twins.

Time to Read

A. Talk with your classmates. **(GO -R2, CO - R2)**

The aim of this activity is to make students enjoy reading simple short stories. They pay attention to intonation and stress while reading. Students read a story about twin sisters. First, students work in pairs and answer the questions. Then, they share their answers with different pairs. Allocate more time than usual since students might need long time to tell a story about the twins they know.

Key:

Students' own answers

B. Search the meaning of the phrase **"Identical twins". (CO - R1)**

Write on the board; *Identical Twins*. Students look at the two girls in the pictures and guess the meaning. You can also display photos of identical twins and ones who are not identical.

Key:

Identical twins: The twins who have exactly the same appearance.

C. Look at the pictures and guess the answers. Then, read and check your answers.

Students look at the pictures and guess the answers. They compare the answers with their partners. Elicit answers from different students but don't correct or confirm. Students read the text and answer the questions.

Key:

1. They are identical twins.
2. One of them is at golf course. The other one is at a clothes shop.
3. Because the same think happens very often.

D. Read the story and answer the questions. **(GO - R1)**

The aim of this activity is to read simple short stories. Students study the questions carefully. Then, they read the story and answer more questions about the story. Ask extra questions if needed.

Key:

1. Christina works at a clothes shop. Pamela doesn't work. She has time with her friends.

2. Pamela calls the mother.
3. She goes to Christina's clothes shop first.
4. She goes to wrong place because she thinks Christina calls her.
5. They are late to pick up Pamela. But the twins understand the problem and smile.

Teacher's Notes

4A - TWINS BUT DIFFERENT

E. Read the story again and compare Christina and Pamela.

Time to Speak

Read the story and take notes. Work in pairs and summarise the story.

Student A: Tell Christina and Pamela's story.

Student B: Ask questions to your partner to get information about the story.

e.g. How old are they? Where does Pamela work? Who is more sociable? What's the problem?...

Time to Write

A. Work in pairs and tell the story below using the pictures and prompts.

B. Now, write a short story about the twins below. Use the pictures and the prompts.

Janet : active, energetic, funny.
Madeline : quiet, easy going, patient, slow.

Go shopping center, lose each other, buy things, go the cashier, see each other, see the same things in the hands, smiles, leave the shopping center.



Janet and Madeline are twins but different. They usually do different things. Janet is more active than Madeline. She is also more energetic. Madeline is.....

One day Janet and Madeline go shopping together.....

C. Write a title for your story.

D. Write the main idea of your story.

E. Do peer correction. Then, rewrite the story.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

E. Read the story again and compare Christina and Pamela. (GO - R6)

The aim of this activity is to make comparisons about the written material. Students read the text focusing on the difference between Christina and Pamela. They take note and then, compare with their partners.

Suggested Answer:

Christina is more hardworking and quieter than Pamela. Pamela is more sociable and active than Christina.

Time to Speak

Read the story and take notes. Work in pairs and summarise the story. (GO - SI 8)

Student A: Tell Christina and Pamela's story.

Student B: Ask questions to your partner to get information about the story.

The aim of this activity is to summarise simple, short stories. Students work in pairs (A/B) and summarise the story using their notes/answers. They also ask questions to each other so that they can get more information about the girls. This activity helps to check their understanding

and promotes their story telling skills.

Key:

Students' own answers

Time to Write

A. Work in pairs and tell the story below using the pictures and prompts.

In this writing task, students, first, work in pairs and tell the story using the prompts and the pictures provided for them. Then, they work individually and write the story. Students might need extra encouragement since story writing can be challenging for them.

Suggested Answer:

Janet and Madeline are twins but different. They usually do different things. Janet is more active than Madeline. She is also more energetic. Madeline is quieter and slower than Janet. She is also more easy going. One day, Janet and Madeline go shopping together. They get into a big shopping centre. While they are shopping, they lose each other. They buy things and go to the cashier. Surprisingly, they see each other there. And they notice the same things in their hands. They smile and leave the center.

B. Now, write a short story about the twins below. Use the pictures and the prompts. (CO - W6,11)

The aim of this activity is to use the range of words about personal details and needs of a concrete type appropriately and accurately and to write coherently. Students write a short story about the twins below. Use the pictures and the prompts.

C. Write a title for your story. (GO - W4)

The aim of this activity is to write a suitable title for their written texts. Students write a good title for their story and then, they compare with their partners. Students also give reasons why they have chosen the title.

Key:

Students' own answers

D. Write the main idea of your story. (GO - W5)

The aim of this activity is to state the main idea in their written texts. Students are expected to choose a suitable main idea to their story. They work in pairs and go through the possible ideas to make the meaning clear.

Suggested Answer:

The same thing at the same time

E. Do peer correction. Then, rewrite the story.

Students do peer correction and rewrite their stories considering the feedback.

Teacher's Notes

4B - MY FLATMATE IS THE FUNNIEST!

Time to Read

A. Work in pairs and share your ideas.

During university life;

1. Would you like to live alone or with flatmates? Why?
2. What kind of people would you like to live with? Choose the best three characters.

- a. tidy b. hardworking c. easy going d. interesting
 e. crazy f. funny g. talkative h. practical

B. Work in pairs and compare your answers.

e.g.

Rita : I would like to have tidy and hardworking flatmates.

Tracey: Oh, I'd like to live with talkative people. It is the most important, etc.

C. Look at the three young people. Guess and write the names in the blanks.



- 1..... is the dirtiest.
- 2..... is the most hardworking.
- 3..... is the laziest.

D. Read the texts quickly and check your answers

E. Read the text and find the topics in each paragraph.

1. The first paragraph is about.....
2. The second paragraph is about.....
3. The third paragraph is about.....

I have two good friends. We live in the same flat. Everyone has a different personality but still we get on very well. Neil is the funniest person at home and he always finds something to laugh. He is also the most comfortable with strangers. He easily makes new friends. One day, he meets someone at the stadium and brings him home. He is Taylor and he is our third flatmate now. Neil doesn't clean the bathroom very well and you can see his clothes on the floor everywhere in the house. I think he is the dirtiest.

Taylor is the most hardworking. Also, he is the earliest in the morning. He makes breakfast for us and wakes us up during the week. I really like it. Life is expensive in the big city but he finds the best and the cheapest activities each time. For example, he finds free tickets for concerts or big parties. But Taylor has a bad habit. He is the most forgetful person I've known in my life. One day Taylor forgets the meal on the fire for three hours. I think it is because he doesn't like doing housework.

For me, housework is the easiest thing. But I think I am still the laziest. I am bad at shopping. Shopping is the worst thing for me. I don't like going out, either. It is boring. 'Home is the sweetest' is my motto because our home is the most beautiful. There are three different characters in this flat but life is still fun!

Pitt

53

Key:

Students' own answers

Follow up

Students share their ideas with different pairs.

B. Work in pairs and compare your answers.

Students work in pairs and compare their answers.

C. Look at the three young people. Guess and write the names in the blanks.

Students look at the photos and talk about them.

e.g. Where are they? What are they doing?

Elicit ideas from different students. They fill in the blanks with the names of young people and compare their answers. They give reasons.

Key:

1. Neil is the dirtiest.
2. Taylor is the most hardworking.
3. Pitt is the laziest.

D. Read the texts quickly and check your answers. (CO - R7)

The aim of this activity is to read fluently.

Students read the text quickly and check their answers. Find the person who has guessed the names correctly and students give big applause.

4B - My Flatmate is The Funniest!

Time to Read

Warm Up

Students are introduced with superlative forms of the adjectives. Write on the board;

- 1.....is the craziest actress.
- 2.....is the most beautiful actress.

Students write names in the blanks.

Encourage them to figure out the meaning of the sentences through the context. Focus on the superlative forms of the adjectives and ask them to find the difference between the two forms. Elicit ideas from different students. Students make more sentences to practice.

A. Work in pairs and share your ideas.

Go through the new words if necessary. Students read and answer the questions considering their future life at university. Students can give reasons to their answers. e.g. I would like to live with talkative people because I like talking, etc.

TEACHER'S TIP

Students are expected to ignore some of the unknown words in the reading text since they don't need to know all the words to understand. Knowing that, students will most probably feel less stressed and develop their reading skills gradually.

E. Read the text and find the topics in each paragraph. (GO - R7)

The aim of this activity is to identify the changing topics in the written material. Ask students; what are you going to read about? Is it a real story or not?, etc. Students share their ideas with their friends. Then, they read the text and answer the questions. Then, they compare their answers with their classmates.

Key:

1. The first paragraph is about Neil.
2. The second paragraph is about Taylor.
3. The third paragraph is about Pitt.

4B - MY FLATMATE IS THE FUNNIEST!

- F. Find a good title for the text.
 G. What is the main idea of the text?
 a. People can be different but can live in the same house.
 b. Don't bring the strangers to your home!
 c. Young people have different characters.

Time to Speak

- A. Take turns and ask questions about the young people.
 e.g.



Meg : Who is the funniest?
 Aston: Neil.
 Meg : Yeah, I agree with you. Who is the most hardworking?
 Aston: Taylor.
 Meg : I don't think so.

- B. Work in groups of three. Compare yourself with your two good friends.

e.g.

Watson: I have two good friends. They are Robert and Celia. Robert is the most talkative person. Celia is the most easy-going. I am the....., etc.

Time to Listen

- A. Make true sentences about yourself.

always, usually, sometimes, never

.....do housework cooktidy up my room go shopping
 noisysilent come home late play music

- B. Work in pairs and talk about your daily habits.

e.g. Tracey : I sometimes do housework. I don't like it at all.
 Simon : Oh, I see. I never do housework but I tidy up my room every weekend.

54

F. Find a good title for the text.

Students find a good title for the text and write it on the board. Then, all students choose the best one out of all titles. Encourage students to conduct this activity on their own. Guide them if they need any help.

Suggested Answer:
 My Flatmates

G. What is the main idea of the text? (GO - R4)

The aim of this activity is to identify the main idea in a written material. Students cover the main ideas and try to create their own ideas. Then, they read the ideas provided for students and compare them with the ones they have generated. Finally, they either choose one of the options given.

Key:
 a

Time to Speak

- A. Take turns and ask questions about the young people. (CO - S7)

The aim of this activity is to speak self confidently. The task can be carried out as a Gossip Game. Students gossip about their friends but in a positive and friendly way. Students should consider the activity as a game. Students practice asking questions with superlative forms as in the example.

B. Work in groups of three. Compare yourself with your two good friends. (CO - S11 / GO - SP7)

The aim of this activity is to make comparisons in their speech and students work with groups of three or more and to express themselves by increasing vocabulary repertoire in different situations. They take notes about their two good friends and themselves. Then, they compare themselves with the good friends. Finally, they say whether they are similar or different.

Key:
 Students' own answers

Time to Listen

A. Make true sentences about yourself.

Students practice their daily habits in this activity. They go over the adverbs of frequency and the daily habits. Then, they fill in the blanks with the adverbs.

B. Work in pairs and talk about your daily habits. (GO - SI 5)

The aim of this activity is to talk about daily habits. Students work in pairs and talk about their daily habits as in the example. You can join groups and tell your own habits, too.

Teacher's Notes

4B - MY FLATMATE IS THE FUNNIEST!

C. Listen and find the people's job.

Sarah is a
Richard is a
Samantha is a

D. Listen and write about the people.

Pitt, Neil and Taylor want to have the fourth flatmate. They are interviewing some people.

	Good points	Bad points
Sarah 		
Richard 		
Samantha 		

E. Listen and choose the correct words about the people.

Sarah : I study / teach music at the conservatory.

Richard : I work as a waiter / chef in a restaurant.

Samantha: I like to discover / see the city.

Terry: I usually find the cheapest / biggest things.

F. Work in pairs and share your ideas.

Who would you like to choose?

e.g.

Terry: I'd like to choose Richard because he is the most hardworking, etc.

G. Listen to the second part and write.

1. Pitt chooses..... because he thinks.....

2. Neil chooses.....because he thinks.....

3. Taylor chooses.....because he thinks.....

H. Work in pairs and compare your answers.

I. Who do they choose? Listen again and check your answers.

Time to Speak

Work in pairs and discuss.

Is Sarah the right choice for them? Why?

Use
and, then

Time to Write

A. Write an e-mail to Pitt. Tell him you want to be his flatmate.

Add:

Your likes / dislikes e.g. I like watching movies...

Your interests e.g. I'm interested in science fiction books...

Your daily routine e.g. I never wake up early at weekends...

Things you are good at e.g. I'm good at cooking...

B. Do peer correction. Then, rewrite your e-mail.

WW: Wrong Word RS: Rewrite Sentence

SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

55

Neil : Do you work at nights?
Richard : Yeah, usually. I come home late but I am very silent. Also, I do housework. This is a very..... (the voice fades away)

Samantha: Hi. I'm Samantha. I am a student at the Faculty of Engineering. I like to discover the city.

Pitt : Do you have many friends?

Samantha: Yeah. They are very friendly. We like to have home parties.

Taylor : I see.

Samantha: I go shopping. I usually find the cheapest and best things.

Pitt : Oh, good. I think....(the voice fades away)

D. Listen and write about the people.

Students study the chart and make the instruction clear. They listen and take notes in the charts.

Then, they compare their answers with their classmates. Play the audio again if needed.

Suggested Answer:

Who? Good points Bad points

Sarah: Good at cooking Play music at home

Richard Silent, do housework Come home late

Samantha Find the cheapest Have many friends

and best and have

things at shopping home parties

E. Listen and choose the correct words about the people. (GO - L6)

The aim of this activity is to understand and extract words and phrases related to everyday life and interests. Students listen again and choose the correct options.

Follow up

Students study the chart and the next activity.

Then, they summarise the information about the candidates.

Key:

Sarah : I study music at the conservatory.
I play the piano.

Richard : I work as a waiter in a restaurant.
I come home late.

Samantha: I like to discover the city. We like to have home parties. I usually find the cheapest and best things.

C. Listen and find the people's job.

Students study the faces of the people and guess what jobs they might be doing. Note that the aim of this activity is not to find the correct answers but to create curiosity and motivate them for an effective listening. They listen and find the people's jobs.

Key:

1. student 2. waiter 3. student

TAPESCRIPT

PART I

Sarah : Hello, I am Sarah. I study music at the conservatory.

Pitt : Hi, Sarah. Do you play music at home?

Sarah : Yeah, sometimes. I play the piano.

Neil : OK. Are you good at cooking?

Sarah : Yeah, I enjoy cooking. What's your favourite dish? (the voice fades away)

Taylor : Hi. Tell us something about yourself, Richard.

Richard : Well, I work as a waiter in a restaurant.

F. Work in pairs and share your ideas.
(CO - S10)

The aim of this activity is to ask for further explanation for the points not understood during conversations. Students work in groups and decide who they would like to choose as a flatmate. They give reasons to their answers as in the example. Tell students to find the most popular candidate among their classmates.

Key:

Students' own answers

G. Listen to the second part and write.

Students guess the people and the reasons. Then, they compare their answers with their partners. They listen and check their answers.

TAPESCRIPT

PART II

After the interviews Pitt, Neil and Taylor try to choose the best flatmate.

Pitt : I think Samantha is the best one. She is good at shopping and buying the cheapest things.

Neil : No, I think she is not the best. Remember! She invites lots of people into the house. I think she is the noisiest.

Pitt : No, Sarah is the noisiest. She plays the piano.

Taylor : But Sarah cooks well. I think she is the best cook of all. Also she can teach us how to play the piano.

Neil : No. How about Richard? He seems OK. And he is silent.

Pitt : Yeah, he is also good at cooking. Maybe.... (the voice fades away)

Key:

1. Pitt chooses Samantha because he thinks she is good at shopping and buying the cheapest things.
2. Neil chooses Richard because he thinks he seems OK and he is silent.
3. Taylor chooses Sarah because he thinks she is the best cook.

H. Work in pairs and compare your answers.

Students work in pairs and compare their answers.

I. Who do they choose? Listen again and check your answers.

Students guess the person who has been accepted as a flatmate. Students listen to the last

part of the story and check to see whether they have guessed correctly. Then, they find out who has guessed the person correctly.

TAPESCRIPT

Part III

Pitt : What are you cooking today?

Sarah : Well, can we eat out today?

Taylor : Eat out?

Neil : Eat out?

Key:

They choose Sarah.

Time to Speak

Work in pairs and discuss.

Students work in pairs and discuss whether Sarah is the right person for the young people. They refer back to the whole story and check.

Key:

Students' own answers

Time to Write

A. Write an e-mail to Pitt. Tell him you want to be his flatmate. (GO - W1, 3 / CO - W9)

The aim of this activity is to write about daily routines and habits. They are supposed to write about likes / dislikes. They use link words or word groups with very basic linear connectors like "and" or "then". Students work individually and write an e-mail to Pitt. They write that they want to be his flatmate. They use the prompts and given examples as a model.

B. Do peer correction. Then, rewrite your e-mail.

Students do peer correction and put their writings in their portfolios.

Teacher's Notes

4C - SHE IS A GREAT ACTRESS.

Time to Listen

A. Complete the sentences.

My favourite TV series is..... because.....
 My favourite actor/actress is.....because.....
 My least favorite TV series is.....because.....
 My least actor/actress is.....because.....

B. Work in pairs and compare your ideas.

e.g.
Rick : What is your favourite TV series?
Betty : I like Two and a Half Men because it's fun.
Rick : Oh, yeah. It is great!
 etc.

C. Match the photos to the TV series.



..... Chuck

..... Secret Circle

..... The Big Bang Theory

D. Listen and fill in the chart.

	Most Favourite Character	Opinions	Least favourite Character	Opinions
Eric	Britt			
Ashley				Not realistic
Elton		More clever		

E. Who do you agree with? Why?

Eric?
 Elton?
 Ashley?

56

C. Match the photos to the TV series.

Students work in pairs and guess the stars in the photos. Then, they match them to the names and compare them with their partners. Students also share their ideas about the stars. You can join their conversation and tell your ideas about the stars.

Key:

a. Chuck b. Big Bang Theory c. Secret Circle

D. Listen and fill in the chart.

(CO - L6, 4 / GO - L6)

The aim of this activity is to understand and extract words and phrases related to everyday life and interests. Students appreciate what they listen. They use background knowledge to understand the recorded text. Students are expected to listen and complete the chart listening to people's ideas. They make the instruction and chart clear with their partners. Practice the titles in the chart before listening. e.g. My most favourite actor is...., etc. Note that the information they will get is about the TV series and characters are in activity C. Now, students are ready to listen. They listen and fill in the chart. Then, they compare their answers with different classmates. Encourage students to compare the answers looking at the chart and making full sentences. e.g. Eric's most favourite series is...., He thinks,, etc. Students appreciate what they listen. They listen and learn people's ideas about different TV series.

TAPESCRIPT

D.

Eric : Do you watch the Secret Circle? It is cool.

Ashley : No, I don't watch it. The characters are not realistic.

Eric : Yes, they are. I don't miss any episodes. My favourite person in the series is Britt. I think she is the best actress. She is beautiful, clever and friendly.

Elton : Oh, no. I like Chuck. He is better than Britt. For example, he is cleverer. Britt is my least favourite. She is the worst actress.

Ashley : I like Chuck. He is OK.

Eric : Oh, Chuck is the most boring series.

Ashley : My favourite is Sheldon at Big Bang Theory. Sheldon and his friends are amazing people. Sheldon is the most colourful character.

4C - She is a Great Actress.

Warm Up

Ask students; "do you like TV series? What do you like about them?"

They share their ideas with classmates. You can ask students follow up questions such as; how often do you watch TV series? Do you watch alone or with some people?, etc.

Time to Listen

A. Complete the sentences.

Draw attention to the activity. Students fill in the blanks to express their thoughts and feelings.

Key:

Students' own answers

B. Work in pairs and compare your ideas.

(CO - S8)

The aim of this activity is to use simple structures correctly. Students compare their answers with their partners as in the example. You can share your own preferences and give reasons.

Eric : Sheldon? Big Bang Theory? Come on. It is the worst series on TV now. Britt is more successful than Sheldon.

Ashley: Eric, I think you are in love with Britt. You don't care about the story or other players.

Elton : Let's watch Big Bang Theory tonight.

Eric : Sorry, I am going to watch Secret Circle tonight.

Ashley: Eric, you watch it every night. You are addicted.

Key:

	Most favourite characters	Opinions	Least favourite character	Opinions
Eric	Britt	Beautiful, clever, friendly	Sheldon	The worst
Ashley	Sheldon	Amazing, the most colourful	Britt	Not realistic
Elton	Chuck	Cleverer	Britt	The worst

E. Who do you agree with? Why?

Students study the chart again. They work in groups and compare themselves with Eric, Alton and Ashley. e.g. Ashley's most favourite TV Series is but my most TV serial is....., etc. They find the person who is the most similar.

Key:

Students' own answers

Teacher's Notes

4C - SHE IS A GREAT ACTRESS.

F. Write down your favourite movie characters. Then, work in groups of three and compare them.

e.g.
Simon: My favourite movie character is She is very successful. She is also beautiful.
Alli : I think, is more successful than
Hilda : Oh, no. I think is the most successful and beautiful.
 etc.

Time to Read

A. Complete the sentences with your own words.

- is the most interesting film of all times.
- is the best character of all times.
- is the most charming actress of all times.
- is the funniest character of all times.

B. Read the interview quickly and answer the questions.

- What is the name of the movie?
 - Who are the characters?
- C. Fill in the blanks with the sentences below.
- Tell me about other characters, please.
 - Who is the most important character in the movie? Why?
 - Does this film have a sad story?
 - What happens at the end?
 - What is the movie about?



Terry is interviewing Kevin, the film critic about this year's most popular movie, 'Beautiful'.

Terry :(1)

Kevin : It is about a father, Uxball (Javier Bardem), his wife Marambra (Maricel Alvarez) and their little daughter, Ana (Hanaa Bouchaib). Uxball and Marambra love each other but they break up. Hannah lives with her father. They are very close to each other. Uxball does an illegal job. He helps Chinese immigrants find jobs. One day, he learns that he has cancer.

Terry :(2)

Kevin : Of course, Uxball. He tries to earn his life, helps the immigrants and be a good father. He has cancer but he is stronger than his wife. He does his best to reunite with his wife. But it is not easy. He is usually silent, melancholic and romantic in the movie.

Terry :(3)

Ana is Uxball and Marambra's daughter. She loves her father very much. In the movie, she is a bright girl and she wants to live with her parents. Mateo is their son. He is little and he needs his parents. The woman character, Marambra, has some psychological problems. She is usually depressive. She is the biggest problem in the family. She doesn't help Uxball or Ana enough.

Terry :(4)

Kevin : Yeah. It is the darkest movie of this year. But it is a better movie than the Oscar winning movies.

Terry :(5)

Why don't you watch it yourself? It is wonderful.

F. Write down your favourite movie characters. Then, work in groups of three and compare them.

Students write down their most favourite movie characters. They can search on the Net and find information. Set a time limit; 5 minutes, to search. Then, students compare their ideas with their partners as in the model dialogue.

Key:

Students' own answers

Time to Read

A. Complete the sentences with your own words.

Students read a film review in this part. Before starting, students search on the Net to find reviews about one of their movies. Remind that they don't have to understand the review fully but only the general ideas.

Draw attention to the activity. Students fill in the blanks with their own words. They ask classmates if they have difficulties in remembering the names. Also, they can check on the Net. Finally, elicit answers from different students.

Key:

Students' own answers

B. Read the interview quickly and answer the questions.

Students read for a gist and answer the questions.

Key:

- 1. The Biutiful
- 2. Uxball, Marambra, Ana, Mateo

C. Fill in the blanks with the sentences below. (CO - R5,9)

The aim of this activity is to understand the written text with the help of background knowledge. They read for leisure. Draw attention to the dialogue and to the questions. Students make the meaning of the questions clear. They try to find clues to be able to match the questions to the right answers. For example; what's the movie about? It is about a father....., etc. They compare their answers with their classmates.

Key:

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

Follow up

Students share roles and act out the interview. Note that they don't have to tell the interview word by word. Volunteers act out the dialogue in front of the whole class.

Teacher's Notes

4C - SHE IS A GREAT ACTRESS.

D. What do you think? Write names in blanks.

- Uxball, Ana, Marambra.**
- is the most interesting character.
 - is the least helpful character.
 - is the most hard-working character.
 - is bright.
 - is stronger than.....



Time to Speak

A. Work in pairs. Take turns. Ask and answer.

- e.g.
- Who is more intelligent? Kevin Spacey or Brad Pitt?
Well, I think Brad Pitt is more intelligent.
 - Who is more successful? Angelina Jolie or Nicole Kidman.
In my opinion, Angelina Jolie is more successful than

B. Write questions and ask one of your friends. Use the adjectives below.

successful, crazy, intelligent, funny, handsome, beautiful, charming, bad, etc.



e.g.

- Casey: Who is more successful? Al Pacino or Leonardo Di Caprio?
Janet: I think Al Pacino is more successful than Leonardo Di Caprio.



-
-
-
-
-
-
-
-

Time to Write

A. Write a short critic about a movie.

Intelligent, successful, cheerful, happy, crazy, etc.

Who are the characters? Compare them. Summarise the story. What happens? What do you like about the movie? Use: and, then

.....

.....

.....

.....

.....

B. Do peer correction and rewrite the critic.

WW: Wrong Word **RS:** Rewrite Sentence
SM: Spelling Mistake **GM:** Grammar Mistake **PM:** Punctuation Mistake

D. What do you think? Write names in blanks. Uxball, Ana, Marambra. (GO - R6)

The aim of this activity is to make comparisons about the written material. Students do the activity using the information they get from the review. Students analyse the information and use it in the new context. This is an important high stage of learning process. They write names in the blanks and compare their answers with their partners.

Key:

- 1. Uxball
- 2. Marambra
- 3. Uxball
- 4. Ana
- 5. Uxball- Marambra

Time to Speak

A. Work in pairs. Take turns. Ask and answer. (CO - S2 / S12)

The aim of this activity is to report simple sentences in recorded or written texts. They take care rules of manners and cultural values while speaking. Students practice as in the example with different classmates.

B. Write questions and ask one of your friends. Use the adjectives below.

Students go through the adjectives one by one. Help students learn the unfamiliar words and more. They write down questions to ask one of their friends. Students work in pairs and do peer correction. They can add more questions. Finally, they ask their partners and note down the answers.

Key:
Students' own answers.

Time to Write

A. Write a short critic about a movie.
(CO - W10,12 / GO - W7)

The aim of this activity is to make comparisons in their written texts. They avoid irrelevancy while writing. They are encouraged to use simple structures and language functions while writing. Students revise the stages of writing a film critic. Then, they work in groups of three or four and talk about their favourite movie considering the points below;

- The characters,
- The topic of the movie,
- The short summary of the story,
- Feeling and ideas about the movie, etc.

Students work individually and write the critic. They also compare the characters in the movie.

B. Do peer correction and rewrite the critic.

Students do peer correction and rewrite their critics considering the feedback. Then, they put their works into their portfolios and publish on a related website.

Teacher's Notes

QUIZ TIME

1. Who is the most helpful actress?
a. Angelina Jolie b. Tom Cruise c. Ricky Martin



2. Who is the funniest TV character?
a. Chuck b. Stiles c. Dexter



3. What is the most dangerous job?
a. Fireman b. Footballer c. Soldier



4. Who is the strongest man?



5. Who is the laziest person?



6. What is the most enjoyable place?



Check Your Progress

I can...		😊	😐	😞
Listening	Identify the main idea of the recorded material. Look for the answer to the WH- questions Understand extract words and phrases.			
Reading	Make comparisons about the written material. Read simple short stories.			
Spoken Interaction	Describe themselves, their family, educational background, etc. Summarise simple, short stories. Ask for information and talk about daily habits.			
Spoken Production	Make comparisons in their speech.4A Ask questions.			
Writing	Make comparisons in their written texts. Write about daily routines, habits and likes/dislikes.			

QUIZ TIME

This is a quiz prepared for fun and another chance of practicing the target language through the unit. Students also develop their knowledge this way. They do the quiz and check the answers with their classmates. If they disagree they refer to the unit or the internet.

Key:
1. Ss' own answers
2. Ss' own answers
3. Ss' own answers
4.c 5. a 6. b

CHECK YOUR PROGRESS

Students check themselves as it is one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses at the end.

THEME 5



Dreams and Plans

At the end of the theme, you will be able to....

- make comparisons about the recorded material.
- identify the topic of recorded texts and conclude.
- guess the content of the text according to the title.
- understand short, simple personal letters.
- participate in conversations.
- express their point of view and suggestions.
- describe plans and arrangements.
- develop suitable and effective communication strategies.
- interpret the visuals.
- like to talk about on simple familiar topics.
- exchange the notes taken during an interview.
- write plans and arrangements.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 5 A2.1.3		Dreams and Plans			
Language areas		Going to for future plans			
Skills	General Outcomes	Common Outcomes	Vocabulary	Materials	
	Ss will be able to...				
5A - I have Great Plans	Listening	2 Conclude about the recorded texts.	2 Take care rules of manners and cultural values while listening.	Nouns: jean, teen, lawyer, earning, pool, dormitory, animal rescuer, binoculars, trainers, cable makeup, improvisation directing, advice, script, performance, generation, staff Verbs: Start up, move, borrow, change, improvise Adjectives: dental, excellent, disabled, surprised	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	4 Describe plans and arrangements.	8 Use simple structures correctly. 11 Express themselves by increasing vocabulary repertoire in different situations.		
	Spoken Production	2 Eager to ask questions on familiar topics. 3 Like to answer questions on familiar topics.	3 Link words or word groups with very basic linear connectors like "and" or "then". 13 Speak fluently. 1 Use body language while speaking.		
	Reading	6 Conclude about the written text. 2 Read to get information.	3 Pronounce the words accurately while reading. 8 Take notes when necessary.		
	Writing	6 Write plans and arrangements.	1 Use simple sentence structures and patterns accurately.		

Theme 5 A2.1.3		Dreams and Plans			
Language areas		Going to for planned actions			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
5B - Unusual Plans	Listening	7 Identify the topic of recorded texts 5 Make comparisons about the recorded material.	1 Pay attention to stress, pronunciation and intonation while listening.	Nouns: jean, teen, lawyer, earning, pool, dormitory, animal rescuer, binoculars, trainers, cable makeup, improvisation directing, advice, script, performance, generation, staff Verbs: Start up, move, borrow, change, improvise Adjectives: dental, excellent, disabled, surprised	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	3 Initiate simple, face to face conversations. 6 Participate in short clear conversations in routine context on topic of interest	5 Use basic repertoire of isolated words and phrases according to their functions and genre. 14 Speak relevantly.		
	Spoken Production	8 Interpret the visuals.			
	Reading	1 Understand short, simple personal letters.	5 Understand the written text with the help of background knowledge. 7 Read fluently.		
	Writing	6 Write plans and arrangements 1 Write very short, basic descriptions of people, place and possessions.	7 Use basic repertoire of isolated words and phrases according to their functions and genre. 13 Report the sentence they heard or read in written text.		

Theme 5 A2.1.3		Dreams and Plans			
Language areas		Present continuous for future meaning Should / shouldn't			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
5C - Let's Help People	Listening	7 Identify the topic of recorded texts.	4 Appreciate what they listen.	Nouns: lawyer, earning, dormitory, homeless, Charity, concert hall Verbs: take, place, plan, interview, attend Adjectives: amazing, Adverbs: carefully	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	1 Express their point of view and suggestions. 2 Communicate in simple and routine tasks requiring a simple and direct exchange of information.	4 Use words and word groups related to particular concrete situations. 9 Pay attention to intonation and stress while speaking. 10 Ask for further explanation for the points not understood during conversations. 6 Pronounce the words accurately.		
	Spoken Production	7 Develop suitable and effective communication strategies. 1 Like to talk about on simple familiar topics.			
	Reading	4 Guess the content of the text according to the title.			
	Writing	7 Write according to the reason result relations. 8 Exchange the notes taken during an interview.	5 Use sentence structures correctly and meaningfully. 9 Link words or word groups with very basic linear connectors like "and" or "then".		

5A - I HAVE GREAT PLANS

Time to Read

A. Read and tick the activities you are going to do soon.

- | | | |
|---|--|---|
| <input type="checkbox"/> start up a new hobby | <input type="checkbox"/> move to a new house | <input type="checkbox"/> buy a new cell phone |
| <input type="checkbox"/> do a project | <input type="checkbox"/> travel | <input type="checkbox"/> borrow a book |
| <input type="checkbox"/> help street animals | <input type="checkbox"/> save money | <input type="checkbox"/> visit an old friend |

B. Work in pairs and talk about your plans.

e.g.

Paul : I am going to start up a new hobby. It is bird watching.

Kim : Oh, really? That's great. I am going to help street animals.

Paul : Good for you.

C. Look at the photos and guess.

- Where are the teens from?
- Do they look happy?

D. Read and answer the questions.

What are the teens' plans?

E. Read the magazine and take notes about:

Prosper's school:

Mountain search house:

Lisanne's drama school:

Teens and Plans



Prosper is from Tanzania. What are your plans, Prosper?

Well, I am going to start school next month. This is exciting! My life is going to change and I am going to feel happier. I have big plans for the future. I want to be a lawyer and work in my town. So, I am going to study hard. My school is very big and comfortable. There is a beautiful swimming pool in it. Can you believe it? I am going to swim every week. The school is going to give us the meal and I am going to stay in the dormitory. Oh, I can't wait to start.



Amanda is from New Zealand. What is your future plan, Amanda?

I have a great plan for the future. I am going to be an animal rescuer. New Zealand has a lot of different animals and they are very special. I love to spend time with them and help. I have a Kiwi. She is cute. My parents are also animal rescuers. I am going to spend my holiday with them next month. We are going to stay in a search house in the mountains. It has a beautiful view and it is comfortable. One more good thing is that I am not going to spend hours in front of the computer. I already have my binoculars, trainers and camera. Oh, it is going to be wonderful.



Lisanne is from the Netherlands. What are your future plans, Lisanne?

I am going to go to a famous drama school in New York after school. It is an old and successful school. After I finish drama school, I am going to act on the stage. Also, I am going to write and direct my own plays. My parents support me and they are excited about it. My grandfather works at a local theatre group and he is a make-up artist. He is going to help me in this job. He is very talented. It's going to be an amazing life.

61

Focus students' attention on the meaning of the sentences but not the form. Elicit the meaning from the students asking concept questions. e.g. "What am I going to do?", "When am I going to go?"

Time to Read

A. Read and tick the activities you are going to do soon. (CO - R3)

Students study the word groups and negotiate the meaning. They pronounce the words accurately while reading. If they fail to do some of them, encourage them to ask other groups or look up into their dictionaries. Students tick the activities they are going to do.

Key:

Students' own answers

TEACHER'S TIP

To encourage students ask questions, provide clues and make them do a good preparation before speaking. Students enjoy answering questions when they have the chance to act it out or use the questions in their own life. e.g. While chatting with a pen pal, etc.

5A - I have Great Plans

TEACHER'S TIP

Students need to be exposed to English out of the classroom as much as possible to learn the language. They can watch movies, have pen pals, listen to music, read books and magazines, etc. Encourage them to find the most proper tools to personalise their learning techniques. Conduct an activity to have them search for more techniques and share with their classmates.

Material

Internet Connection

Warm Up

Students are introduced with talking about future in this section. Write two real and one unreal future plan of you on the board. e.g. I am going to travel to England next summer, etc.

B. Work in pairs and talk about your plans. (CO - S8 / GO - SI 4)

The aim of this activity is to describe plans and arrangements and to use simple structures correctly. Note that students practice telling their plans. They work in pairs and ask / answer questions to tell their plans as in the example.

C. Look at the photos and guess.

Students look at the photos and guess the answers. They compare their answers with their partners.

Key:

- Prosper is from Tanzania. Amanda is from New Zealand. Lisanne is from the Netherlands.
- Yes, they do.

D. Read and answer the questions.

Students also find the information about the teens' plans. Then, they compare their answers with their partners.

Key:

Prosper is going to start school next month. He wants to be a lawyer after school.
Amanda is going to be an animal rescuer.
Lisanne is going to go to a famous drama school.

E. Read the magazine and take notes about; (CO - R8 / GO - R2)

Prosper's school:
Mountain search house:
Lisanne's drama school:

The aim of this activity is to read to get information and they take notes when necessary. Students read for more detailed information following the prompts given and find the information needed. They go over the information and then close their books. They try to remember the information.

Key:

Prosper's school: It's very big and comfortable. There is a beautiful swimming pool in it.
Mountain search house: It has a beautiful view and it's comfortable.
Lisanne's drama school: It's famous, old and successful.

Teacher's Notes

5A - I HAVE GREAT PLANS

F. What do you think about the young people?

1. Are they hopeful about their future?
2. Are they going to have a better life?

Time to Speak

Work in groups of three or four and play memory game. Get 1 point for each correct sentence.

e.g.
Ethan : Is Prosper going to start school next year?
Betty : No. He is going to start next month.
Ethan : Yes. Correct! One point.

Time to Write

A. Write your future plans.

About school:
About career:
About your personal life:



B. Do peer correction. Then, rewrite your paragraph.

WW: Wrong Word **RS:** Rewrite Sentence
SM: Spelling Mistake **GM:** Grammar Mistake **PM:** Punctuation Mistake

Time to Listen

A. Match the drama school subjects to the photos.

Improvisation, make-up, costume class, directing class



F. What do you think about the young people? (GO - R6)

The aim of this activity is to conclude about the written text. Study the word; "Hopeful" with students. Give examples to explain the words. Students make inference and answer the questions. Then, they work in pairs and compare their answers.

Key:

1. Yes, they are hopeful.
2. Yes, they are.

Time to Speak

Work in groups of three or four and play memory game. (GO - SP2, 3 / CO - S11, 1)
Get 1 point for each correct sentence

The aim of this activity is to make students be eager to ask and answer questions on familiar topics. They express themselves by increasing vocabulary repertoire in different situations. Students refer back to the reading text in activity D and read it again. Remind that they are going to close their books in two minutes. Students work in groups of three or four and try to produce as much information as they can. They get 10 points for each correct answer. The winner

receives big applause. They use body language while speaking.

Time to Write

A. Write your future plans. (CO - W1 / GO - W6)

The aim of this activity is to write plans and arrangements. They use simple sentence structures and patterns accurately. Students work in groups of three and write about their future plans.

Follow up

Students do a survey to find the most common future plans in the classroom.

B. Do peer correction. Then, rewrite your paragraph.

Students do peer correction and rewrite their plans considering the feedback. Finally, they put their works into their portfolios and publish on their blogs if they have.

Time to Listen

A. Match the drama school subjects to the photos.

Write DRAMA on the board or display drama photos. Students, in groups, write on the board the words related to drama. Other groups correct any spelling mistakes and add new words. Students also answer the questions; "Do you like drama?", "Do you go to the theatre?", "How often", etc.

Draw attention to the words and the photos. Students try to match them using their background information. If they fail to match them, mime the words and allow them to find the meaning. Then, they match the words to the photos and they compare their answers with their partners.

Key:

- a. make-up class b. costume class
c. improvisation class d. directing class.

5A - I HAVE GREAT PLANS

- B. Look at the photos and guess.**
1. Where is Lisanne now?
 2. Why is she there?
- C. Listen and check your answers.**
- D. Listen again and answer the questions.**
1. Does Lisanne like her drama school? Why?
 2. What does she do in the mornings?
 3. What subjects is she going to take next semester?
 4. When is Lisanne going to perform a play?
 5. What is her advice to the readers?

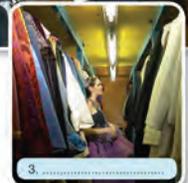


- E. What do you think about Lisanne?
Make inferences about what you listen.**
1. Is she having a good time at the school? How do you know it?
 2. Is she going to be a good actress? How do you know it?

Time to Speak

- A. Label the phrases to the photos.**

wear make-up, practise the script, perform a play, try the costumes



- B. Look at the photos and say.
What is Lisanna going to do next week?**
- e.g.
She is going to practise the script and perform a play. Also, she ...

Use:
and, then

B. Look at the photos and guess.

Ask questions about Lisanne; "Who is Lisanne?" etc. Draw attention to the reading part. Elicit ideas from different students. Don't confirm or correct. Students also work in pairs and answer the questions. They compare their answers with their partners.

Key:

1. She is at the Drama School.
2. To study for one year.

TAPESCRIPT

B.

Lisanne is at the Drama School now. She is going to study at this school for one year. The School Magazine reporter interviews her on line after five years.

Interviewer: How is your school, Lisanne? Do you like it?

Lisanne : Well, yeah. I really enjoy being here. There are a lot of people from different parts of the world. It is a lovely atmosphere.

Interviewer: It sounds great. Tell me about your typical day, please.

- Lisanne** : Life is faster than Amsterdam here. I wake up very early and do some exercises. Then the classes start at 9.00 am. We take improvisation, make-up and costume classes in the morning.
- Interviewer**: Wow, cool.
- Lisanne** : Also, I am going to take script writing and directing classes next semester.
- Interviewer**: Super! Do you practice very often?
- Lisanne** : Yeah. I practice every day in the afternoon. You know, drama is all about practicing. The more you practice the better.
- Interviewer**: Yeah, I know. Are you going to perform a play soon?
- Lisanne** : Yes, at the end of this month.
- Interviewer**: You look motivated and energetic. You are going to do a great performance.
- Lisanne** : Thank you. Sorry, time to go. I've got an improvisation class now.
- Interviewer**: One more thing. Would you like to say anything to the readers?
- Lisanne** : Always follow your dreams. Never give up!
- Interviewer**: Thank you. Good luck.
- Lisanne** : Bye.

C. Listen and check your answers. (CO - L2)

Students listen and check their answers. They compare their answers with their partners. They take care rules of manners and cultural values while listening.

D. Listen again and answer the questions.

Students study the questions and make the meaning clear. Encourage students to ask for help in case they need. They listen and answer the questions. Note that students might need to listen again since the task can be challenging. You might also have pauses while listening.

Key:

1. Yes, she does. Because, there are a lot of people from different parts of the world. It is a lovely atmosphere.
2. She wakes up very early and does some exercises. Then the classes start at 9.00 am. They take improvisation, make-up and costume classes in the mornings.
3. She is going to take script writing and directing classes next semester.

4. At the end of this month.
5. "Always follow your dreams. Never give up!"

E. What do you think about Lisanne? Make inferences about what you listen. (GO - L2)

This activity aims to make inference about what they have listened. They work in groups of three and discuss the questions. Students give reasons to their answers. Elicit ideas from students and add your own comments if necessary.

Key:

Students' own answers

Time to Speak

A. Label the phrases to the photos.

The aim of this activity is to enjoy talking about simple familiar topics. To achieve this objective; provide visuals, background information and guiding throughout the speaking activity. Don't focus on mistakes and give positive feedback each time.

Students look at the photos and try to guess the words. Then, they match the words to the photos. They play "Guess Game" to practice the words. Students can make new statements using the words. **e.g.** I never wear make-up, etc.

Follow up

Students work in pairs. Student A asks whereas Student B answers the questions. **e.g.** Is Lisanne going to perform a play next week?, etc.

Key:

1. perform a play
2. wear make up
3. try the costumes
4. practise the script

B. Look at the photos and say. What is Lisanna going to do next week? (CO - S3, 13)

The aim of this activity is to speak fluently. Remind that making mistakes while speaking is normal. Students look at the photos and say what she is going to do. They work with different groups and practice the same sentences. Don't interrupt students while speaking so that they can speak fluently. They link words or word groups with very basic linear connectors like "and" or "then".

5B - UNUSUAL PLANS

Time to Read

A. 1. Make conversations with your partner with the questions below. Then, act it out.

Excuse me, I'd like to ask a question.
Can I ask something?
Do you think.....?

Do robots have feelings?
Are the robots more intelligent than people?
Would you like to visit a robot factory one day?

e.g.

Ralph : Excuse me, I'd like to ask a question / can I ask something?

Irena : Yes, please.

Ralph : Do you think robots have feelings?

Irena : No, I don't think so.

2. Change your partners and join the other classmates' conversations.

e.g.

Rod : Some robots can feel something.

Mirena : Yeah, I agree with you. They can feel and also talk.

You : I don't think so. I think robots can't feel anything.

B. Look at the photos and answer the questions.

1. Where is this place?

2. Who are the people?

C. Read the e-mail and check your answers.

D. Read the e-mail again and choose the best topic in each paragraph.

1. a. The talents of robots. b. The feelings of robots.

2. a. Holiday in Japan. b. Things to do in Japan.

3. a. Watching robots. b. Making robots.

4. a. Robot show. b. Robot dance.



64

guess the meaning. They compare their ideas with other pairs. Students write new dialogues using the similar expressions. Then, they act out the dialogues. Students change your partners and join the other classmates' conversations.

Follow up

Students can work with different groups and act it out again.

B. Look at the photos and answer the questions.

Ask students; "Are you interested in robots?" "Why?", "Why not?". Students share their ideas with their classmates. Students answer the questions and check with their friends.

Key:

1. It's a robot factory.
2. They are students and factory experts.

C. Read the e-mail and check your answers. (CO - R5)

Students read the e-mail and check again. They understand the written text with the help of background knowledge about robots. Students use the knowledge they learn from movies, cartoons and school subjects.

D. Read the e-mail again and choose the best topic in each paragraph. (GO - R1 / CO -R7)

The aim of this activity is to understand short, simple personal letters and read fluently. Tell students that the e-mail contains four paragraphs with four different topics. Students are expected to find the topic in each paragraph. Remind that they can find the topic by asking the question; "What is the paragraph about?" Do the first paragraph with the students as a sample. Then, they work individually and find the rest of the topics. Students also read fluently. To achieve this goal, students ignore the unknown words or try to guess their meanings through the context.

Key:

1. Jean's summer plan in the Japanese factory.
2. Robot museum in the factory.
3. Designing a small robot.
4. Robot fair.
Ciao: Good bye.

5B - Unusual Plans

Warm Up

Display photos of robots. Ask students; "Are you interested in robots? Do you need a robot in your life? Why?" Elicit ideas from different students.

Time to Read

- A. 1. Make conversations with your partner with the questions below. Then, act it out. (GO - SI 3 / CO - S5)
2. Change your partners and join the other classmates' conversations. (GO - SI 6)

The aim of this activity is to introduce asking for permission or giving ideas. They initiate simple, face to face conversations and participate in short clear conversations in routine context on topic of interest. They are supposed to use basic repertoire of isolated words and phrases according to their functions and genre. Students work in pairs and read the sample dialogue to

5B - UNUSUAL PLANS

E. Write the things Jean is going to do in Japan.

F. Choose the two most exciting plans of Jean and share with your partner.

Time to Speak

A. Work in pairs and interview Jean about her trip to Japan.

e.g.
Betty: Are you going to travel alone?
Jean: Yes, I am.

B. Study the photos carefully say:

What is the robot going to do?
 e.g.
 It is going to make tea.

travel alone
 stay in a hotel or at the factory
 bring the robot here
 write in your blog
 learn Japanese
 eat sushi
 visit a Buddhist Temple
 etc.



Time to Listen

A. What would you like to design one day? Why?

a. a robot b. a car c. a computer d. a cell phone e. a spaceship

B. Work in pairs and compare your ideas.

e.g.
Anna: I'd like to design a computer one day. It is more important than others.
Wilson: I don't think so. I'd like to design a smart cell phone. It is the most important.
 etc.

C. Listen and find the topic of the conversation.

a. Designing a robot with a group
 b. Fixing a robot
 c. Designing a toy robot

D. What do you think?

Are the young people going to be successful?



65

E. Write the things Jean is going to do in Japan.

Students read the e-mail again and cover it. Then, they try to remember what Jean is going to do. They ask the questions to check whether the statements are correct or not. e.g. Is Jean going to travel to Japan? Yes.

Key:

He is going to spend two weeks at a robot factory.
 He is going to visit the museum in the factory.
 He is going to design a small robot with a group of visitors.
 He is going to join a robot fair.

F. Choose the two most exciting plans of Jean and share with your partner.

Students choose the two most exciting plans of Jean and share with their partners. e.g. She is going to travel to Japan, etc. Students compare their ideas.

Follow up

Students can search about Japan to find more information.

Time to Speak

A. Work in pairs and interview Jean about her trip to Japan.

Students go through the possible tourist activities in Japan and make the meaning clear with their partners. They work in pairs and interview Jean as in the example. Students can add more questions. Jean share her feelings as well.

B. Study the photos carefully and comment on them verbally. (GO - SP8)

The aim of this activity is to interpret the visuals. Students try to find the names of the objects in the photos. They compare their answers with their partners. Then, they practice the words forming real sentences about themselves. e.g. I am going to use my lap top tonight, etc. Students share their comments about the tools as in the example.

Key:

It's going to make tea.
 It's going to use computer.
 It's going to read books.
 It's going to play the piano.

Time to Listen

A. What would you like to design one day? Why?

Students work in groups of three or four and find ideas of new tools or devices. They share their ideas with other groups. Students also look at the options and choose the thing(s) they would like to design one day. They give reasons to their choices.

Key:

Students' own answers

B. Work in pairs and compare your ideas.

Students work in pairs and compare their ideas. All class members vote for the best future tool or machine.

C. Listen and find the topic of the conversation. (GO - L7 / CO - L1)

The aim of this activity is to identify the topic of recorded texts. They pay attention to stress, pronunciation and intonation while listening. Students study the options and guess the possible answer considering the photos and the previous activities. They listen and check their answers.

TAPESCRIPT

C.

Stephan : It is the big day, today. We are going to finish our robot, Wisy, and try it.

John : Oh, that sounds exciting.

Jean : Wisy is going to be more intelligent than the other group's robot, Smarty.

John : Yeah. It is also going to be faster.

Stephan : But I think Smarty is going to be more talkative.

Jean : And maybe stronger.

Jean : Oh, wait a minute. Her leg doesn't move. I think there is something wrong.

Stephan : Let's check the cables. Yes, here it is. I think we can fix it.

Jean : Oh, yeah it is easy. After two hours.

Jean : We are done. Wisy is ready for the show.

Stephan : Wow! Awesome!

Mentor : Well, let's start guys.

Jean : OK. (Trying to start it-but doesn't work)

Mentor : Is Wisy OK?

Stephan : Oh, well, yeah but.....

Mentor : Try it again, guys.

Jean : Let's try again. Be quick!

Stephan : I can't believe. It's not going to work.

Key:

a

D. What do you think?

Students summarise what has happened until now. **e.g.** School students are in Japan now. They are, etc. Then, they discuss the questions with their classmates and give reasons. **e.g.** "Yes, they are going to be successful because they work hard." Don't correct or confirm any ideas.

Key:

They are not going to be successful because it doesn't work.

Teacher's Notes

5B - UNUSUAL PLANS



E. Listen and check your answer.

F. Listen again and compare the two robots. Write Wisy or Smarty in the blanks.

1. is going to be more intelligent.
2. is going to be faster.
3. is going to be more talkative.
4. is going to be stronger.

G. Choose the correct option.

1. What happens at the end?
 - a. Wisy doesn't work at the end
 - b. Young people does a great job.
2. What are they going to do?
 - a. They are going to show Wisy.
 - b. They are going to try again.

Time to Write

A. Summarize the science team's story. Make descriptions in your paragraph.

e.g. The science team come together to design a robot. The robot's name is Smarty. It is intelligent and talkative.

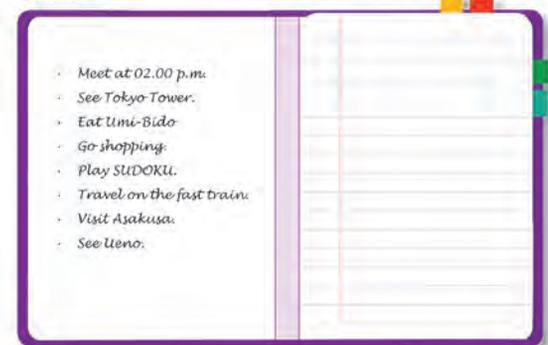
.....

come together
 design a robot
 something wrong
 the leg doesn't work
 fix it
 finish
 bad surprise at the end
 show it

strong
 talkative
 intelligent

B. Stephan and John are going to meet Japanese friends after the robot fair.

Look at the agenda and write sentences about their plans. Then, share the plans with your classmates.



E. Listen and check your answer.

Students listen and check their answers.

F. Listen again and compare the two robots. Write Wisy and Smarty in the blanks. (GO - L5)

The aim of this activity is to make comparisons about the recorded material. Tell students that there are two robots in the listening part. They are expected to compare the two robots. First, they read the uncompleted statements and make the meaning clear. They can also guess the correct answers before listening. Next, they listen and fill in the blanks with the correct robots.

Key:

1. Wisy 2. Wisy 3. Smarty 4. Smarty

Follow up

Students cover the statements and compare the two computers again. This is a productive stage of using Be going to and Comparative forms of the adjectives.

G. Choose the correct option.

Students read the questions and choose the

correct option. Students listen again to check their answers.

Key:

1.a 2. b

Time to Write

A. Summarize the science team’s story. Make descriptions in your paragraph.

(CO - W7 / GO - W1)

The aim of this activity is to write very short, basic descriptions of people, place and possessions. They use basic repertoire of isolated words and phrases according to their functions and genre. Students form groups of three or four. They go through the science team’s story from the beginning. Then, they summarise it orally using the prompts given. Students can take short notes. Next, students write the story using their notes and the prompts. They do peer correction and rewrite their paragraphs considering the feedback. Finally, they put their works into their portfolios.

B. Stephan and John are going to meet Japanese friends after the robot fair. Look at the agenda and write sentences about their plans. Then, share the plans with your classmates.

(CO - W13 / GO - W6)

The aim of this activity is to write plans and arrangements. Encourage your students to report the sentence they hear or read in written text. Tell students that the technology fair and the competition are over. Young people make new Japanese friends and they have a plan to do together. First, students find the tourist attractions of Japan on the net. Then, they write the sentences about their plans using the agenda. Finally, they compare their sentences with their partners.

Key:

- They are going to meet at 02.00 p.m.
- They are going to see Tokyo Tower.
- They are going to eat Umi-Bido.
- They are going to go shopping.
- They are going to play SUDOKU.
- They are going to travel on fast train.
- They are going to visit Asakusa.
- They are going to see Ueno

5C - LET'S HELP PEOPLE

Time to Listen

A. First, match the words to the photos. Then, tick the activities you are doing this weekend. You can add more activities.

a. go away for a trip
b. do a charity work
c. cook with friends
d. meet friends
e. visit relatives

B. Work in pairs and compare.

e.g.
Olga : I am cooking with friends on Saturday.
Carmen : Wow, great! I am going for a trip on Friday.
Olga : Where are you going?
Carmen : To the countryside.

C. Listen and find. What is the conversation about?

D. Listen again and write True or False.

.....1. Young people want to organize a charity concert for the homeless people.
.....2. Olivia is doing the tickets.
.....3. Stella and Liam are talking to the mayor.
.....4. They think they should buy hot meal and hire a hostel for the homeless.
.....5. Olivia thinks they should give the money to the homeless.

67

5C - Let's Help People

Time to Listen

Warm Up

Tell one of your crazy plans-think of one if you don't have yet- and write it on the board; e.g. "I am going to run 20 km this weekend, I am going to cook for 10 people, I am going to watch three movies, I am going to read for old people for 5 hours, etc." Students ask questions about this plan. "Do you like sports?", "Where are you going to run? Are you going to run alone?", etc.

A. First, match the words to the photos. Then, tick the activities you are doing this weekend. You can add more activities.

Draw attention to the activities. Students tick the ones they are going to do this weekend. They can add more activities.

Follow up

Students cover the whole page and practice telling their weekend activities.

Key:

Students' own answers

B. Work in pairs and compare. (CO - S4)

The aim of this activity is to use words and word groups related to particular concrete situations. Students work in pairs and compare their answers using the dialogue as a sample.

C. Listen and find. What is the conversation about? (GO - L7)

The aim of this activity is to identify the topic of recorded texts. Students study the pictures and guess what is happening in the pictures. Then they listen and find what the conversation is about.

Key:

It's about organizing a charity concert for the homeless.

TAPESCRIPT

C.

At the cafe.

Liam : Oh, my God. It is freezing cold.

Olivia : Yeah. These are the coldest days of the year.

Stella : Look at that man on the street. He looks freezing.

Olivia : Yeah. I know. He is not the only one. There are a lot of homeless people on the streets.

Stella : I think we should do something.

Liam : Why don't we organize a charity concert for them?

Stella : Yes. That's a great idea.

After 2 hours.

Liam : Our plan is ready now. We are inviting the local bands today. Olivia is doing the concert tickets tomorrow. Stella and Owen are talking to the mayor on Friday at 04.00 pm.

Olivia : It sounds great.

Stella : Well, what should we do with the money after the concert?

Liam : I think we should buy them hot meal.

Stella : Yeah, we should. And we should hire them a hostel.

Olivia : Awesome. I think we shouldn't give them

the money. We should make a budget for the cold nights. So we can use this money anytime they need.

Liam : Brilliant idea! They really need it!

Stella : You are right.

Liam : So, let's get started.

D. Listen again and write True or False. (CO - L4)

The aim of this activity is to appreciate what they listen. Students study the statements and make the meaning clear. They listen and write True or False. Then, they compare their answers and give reasons to their answers. Students appreciate what they listen since they learn about homeless people, how to help them and make their lives easier.

Key:

1. T 2. T 3. F (Stella and Liam) 4. T 5. F

Follow up

1.

Draw attention to the function of should / shouldn't. Students focus on the sentences and guess the meaning of the new language area through the context. Encourage students to make more statements.

2.

Students cover the answers. They work in groups of three and tell the young people's plans again.

Teacher's Notes

5C - LET'S HELP PEOPLE

Time to Speak

A. What do you think?

What else should we do for the homeless people?

e.g.
We should find jobs for them, etc.

B. Work in pairs and tell your ideas and suggestions about charity work.

Use:
poor people, street animals, etc.

Use:
help, find shelters, take home, give food, love,
forget, visit, etc.

e.g.
Tina : I think we should help poor people because they really need it.
Thierry : Yeah! Also, we should visit them and give presents.

C. Imagine that you are Stella and Owen in the Mayor's room now. Talk to the mayor to get information. Take notes while talking. Use the role cards below.



Student A: Stella

How many people?
How long?
What should we do?

Student B: Owen

When available?
Anyone to help?
Who is coming?

Student C: The mayor

500 people
On Saturday
3 hours
2 staff to help
Clean the hall after the concert
Yes, sure.

e.g.
Stella : How many people can get into the hall?
Mayor : 500.
Owen : When is it available?
Mayor : On Saturday.
etc.

Time to Write

A. Write an e-mail about the meeting with the mayor and share the notes with your friends.

Hi,

The meeting is a real success. 500 people can get into the hall, etc.

Use:
and, then

B. Do peer correction. Then, rewrite your e-mail.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

68

Keep in Mind!
We should do something.
We shouldn't give the money.

You can organise a charity work with your students. They work together and find what sort of charity work they would like to do and plan it.

C. Imagine that you are Stella and Owen in the Mayor's room now. Talk to the mayor to get information. Take notes while talking. Use the role cards below. (CO - S10 / GO - SI 2)

The aim of this activity is to communicate in simple and routine tasks requiring a simple and direct exchange of information. Students work in groups of three and share the roles. They visit the mayor and do the conversation using the prompts and the sample conversation. Volunteer groups can act out the conversation for the whole class. They ask for further explanation for the points not understood during conversations.

e.g.

Sorry, I couldn't understand. How many people?
Can you repeat please?

Key:

Students' own answers

Time to Write

A. Write an e-mail about the meeting with the mayor and share the notes with your friends. (CO - W5 / GO - W8)

The aim of this activity is to exchange the notes taken during an interview and to use sentence structures correctly and meaningfully. Students work with different classmates and talk about the meeting with the mayor. They take notes. Then, students write an e-mail to their friends about the meeting using their notes.

B. Do peer correction. Then, rewrite your e-mail.

Students do peer correction and rewrite their e-mails. Finally, they put their e-mails to their portfolios.

Teacher's Notes

Time to Speak

A. What do you think?

(CO - S9,14 / GO - SP1)

The aim of this activity is to talk about on simple familiar topics and speak relevantly. Students work in groups of three or four and share their ideas regarding the question. They pay attention to intonation and stress while speaking. They can search on the Net to find more interesting ideas to do for the old people. e.g. We should take them to a football match, etc.

B. Work in pairs and tell your ideas and suggestions about charity work. (GO - SI 1)

The aim of this activity is to express their point of view and suggestions. Deliver pieces of papers to students. They note down charity works and stick them on the walls. Students study the charity works of their classmates and make a list of the top 5 charity works. Then, they compare their lists with their partners and give reasons using the clues and the sample dialogue. Elicit ideas from different students.

Follow up

5C - LET'S HELP PEOPLE

Time to Read

A. Do you remember? Write True or False.

...1. Young people are having a home party. ...2. They want to help homeless people.

B. Look at the title and guess the content of the newspaper extract.

C. Read and check your answer.

Keep in Mind!
I am going to the concert. She is singing at the concert. They are bringing the homeless people.

City unusur the sewer
By KRISTIN HAY
It's amazing, isn't it?" says Liam. It is amazing, isn't it?" says Liam. Now, young people are more willing to work for other people. They are not lazy or complaining. They want to change something in our society. I am attending their next event at the end of this month. Are you joining us?

CLARITY CONCERT FOR THE HOMELESS
Young people do a great job. Liam and his friends organise a charity concert for the homeless people. The concert takes place at the town concert hall and a couple of local bands have their performances. The people spend wonderful hours. At the end, they make 4500 dollars. This is a big money. They have a good plan to spend the money. First, they are buying new clothes and hot meal today because it's urgent. Then, they are bringing the homeless people to a hostel in the centre. "We are very happy because we help the homeless. I have more good news. We are organising another charity concert in the neighbourhood town. This time Rihanna is coming to support."

D. Read the news extract and answer the questions.

1. Where does the concert happen?
2. How much money do they make?
3. What are their next plans?
4. What does the reporter think about the young people?
5. Who is singing in the next event?
6. Is the reporter attending?

Time to Speak

Work in groups of four. Imagine that you are Liam.

Tell your friends about the next event in the neighbourhood town.

Use the speaking strategies below:

- Don't be afraid of making mistakes.

- Use short sentences.

- Listen carefully.

- Get feedback from the listeners (Yes, you are right. Sorry, I don't understand.

- Oh, yeah, that's good.)

e.g.

John : We are organising another charity concert at the end of the month.

Student A : That's good.

John : And it is happening in the neighbourhood town called Queentown.

Student B : Sorry, I don't understand. Where is it happening?

John : In the neighbourhood town called Queentown.

Use:
When
Where
How many people
Which bands / singers
Who
etc.

Sponsoring
Play or sing?
Happen?
Attend
etc.

Time to Write

Read about the next plan above. Write an e-mail to your friend and tell him/ her about it.

Add reason and result sentences.

Why are they doing this event? (The reason) What do they do for the event? (The result)

- Organise another concert.

- Help homeless people

- Invite people

- Sent e-mails to friends.

- Prepare posters.

- Write leaflets, etc.

Use:
and, then

69

Time to Read

A. Do you remember? Write True or False.

Students are introduced with present continuous tense with future meaning in this part.

First, students work in pairs and try to remember what happens in the previous lesson. They summarize the charity work the young people have done. Finally, they choose the correct sentence and compare with their partners.

Key:

1. F 2. T

B. Look at the title and guess the content of the newspaper extract. (GO - R4)

The aim of this activity is to guess the content of the text according to the title. Students read the title of the newspaper extract and guess what it is about. They compare their answers with their partners.

Key:

It's about the charity concert for the homeless people.

C. Read and check your answer.

Students read the extract and check their answers.

D. Read the news extract and answer the questions.

Students read the news extract and answer the questions. They compare their answers with their classmates.

Key:

1. At the town concert hall
2. 4500 dollars
3. First, they are buying new clothes and hot meal. Then, they are bringing the homeless people to a hostel.
4. They are not lazy or complaining. He thinks people should support them.
5. Rihanna
6. Yes, he is attending.

Students close the books. Ask the same Wh-questions and encourage students to remember the answers.

Time to Speak

Work in groups of four. Imagine that you are Liam.

Tell your friends about the next event in the neighbourhood town.

Use the speaking strategies below; (CO - S6 / GO - SP7)

The aim of this activity is to develop suitable and effective communication strategies. Students work in groups of four and do the conversation following the steps given. They also study the sample conversation. Students are encouraged to pronounce the words accurately.

Time to Write

Read about the next plan above. Write an e-mail to your friend and tell him/ her about it.

Add reason and result sentences.

(CO - W9 / GO - W7)

The aim of this activity is to write according to the reason result relations. They link words or word groups with very basic linear connectors like "and" or "then". Students read about the next plan and share with their partners. Then, they write an e-mail to their friends and tell about the event. Remind that they need to write cause / effect sentences. Finally, they do peer correction and rewrite their e-mails considering the feedback. They put their emails into their portfolios.

ATATÜRK

A. Discuss the questions with your partner.

1. Why is Atatürk very important for you?
2. What kind of changes did he make about the social life in Turkey?

ATATÜRK, THE GREAT LEADER

1923 is a very important date in Turkish history. On that date, Mustafa Kemal put an end to the Ottoman Empire and founded the Republic of Turkey.

As the president for fifteen years, until his death in 1938, M.Kemal Atatürk made a broad range of reforms in the political, social, legal, economic and cultural spheres.

Atatürk wanted to give his nation a modern outlook; He changed some laws about wearing, the alphabet and the calendar. He separated the state and religion affairs.

In 1926 the new Civil Code abolished polygamy and recognized the equal rights of women in divorce, custody and inheritance. Later, in 1934 Turkish women gained the right to vote and to join the elections. In those years, women in many European countries didn't have such rights.

The founder of the Turkish Republic and the first president, stands as a towering figure of the 20th century.

B. Answer the questions.

1. What happened on October 29, 1923?
2. What did he change to give the nation a modern outlook?
3. When did the women gain the right to vote?

C. Match the words to their definitions.

- | | |
|--------------------|---|
| 1. found: | (a) the separation of state and religion affairs. |
| 2. equal: | (b) to choose somebody for a particular position. |
| 3. vote: | (c) having the same rights. |
| 4. secularization: | (d) to form, to constitute. |



M.Kemal Atatürk

Check Your Progress		😊	😐	😞
	I can...			
Listening	Make comparisons about the recorded material. Identify the topic of recorded texts and conclude.			
Reading	Guess the content of the text according to the title. Understand short, simple personal letters.			
Spoken Interaction	Participate in conversations. Express their point of view and suggestions. Describe plans and arrangements.			
Spoken Production	Develop suitable and effective communication strategies. Interpret the visuals. Like to talk about on simple familiar topics.			
Writing	Exchange the notes taken during an interview. Write plans and arrangements.			

70

Key:

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

CHECK YOUR PROGRESS

Students check themselves as it is one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses in the end.

Teacher's Notes

ATATÜRK

A. Discuss the questions with your partner.

In this reading text, students read about Atatürk's revolution. Students work in pairs and discuss the questions.

Key:

1. Because he is the founder of The Republic of Turkey.
2. He changed the alphabet, the wearing, the calendar...etc.

B. Answer the questions.

Students work individually and answer the questions. Then, they compare the answers with their partners.

Key:

1. He declared the Republic of Turkey.
2. He changed some laws about wearing.
3. in 1934

C. Match the words to their definitions.

Students study the words and match them. Then, they compare their answers with their partners.

THEME 6



Art

At the end of the theme, you will be able to....

- identify the descriptive expressions in recorded texts.
- enjoy listening to poems and short stories.
- identify the topic and the theme of the poem.
- identify reason result relations in the written text.
- like to participate in short clear conversations.
- pass on their wishes, demands, and complaints to the related people.
- describe past activities and personal experiences.
- express reason and result relations in their speech.
- write very short, basic descriptions of past activities and personal experiences.
- write short, simple autobiography.
- write their wishes, demands, and complaints.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 6 A2.1.3		Art			
Language areas		Was - were Simple past (regular- irregular)			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
6A - Music and Life in Vienna	Listening	8 Identify the descriptive expressions in recorded texts	5 Ask for further explanation for the points not understood in the recorded text.	Nouns: career, album, Lebanese, jeweller, crystal, rose, belly dancing, prize, producer, motivation, solitaire, foreigner, composer Verbs: decide, niffs, complain, trouble, sell out, hitchhike, memorize Adjectives: talented, impossible, ambitious, gorgeous, genius, salty, spicy Adverbs: among, instead, fortunately	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction				
	Spoken Production	5 Give short descriptions of events and activities 4 Describe past activities and personal experiences.	7 Speak self confidently.		
	Reading	9 Identify the descriptive expressions in the written text. 3 Define the topic of the text.	1 Search the meaning of unknown words in the written text. 6 Pay attention to punctuation marks while reading.		
	Writing	1 Write very short, basic descriptions of people, place and possessions. 2 Write very short, basic descriptions of past activities and personal experiences. 3 Write short, simple autobiography.	6 Use the range of words about personal details and needs of a concrete type appropriately and accurately. 12 Use simple structures and language functions while writing.		

Theme 6 A2.1.3		Art			
Language areas		Past continuous			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
6B - Cinema is Great!	Listening	4 Enjoy listening to simple short stories. 3 Follow the storyline of simple short stories narrated in the recorded texts.	6 Use background knowledge to understand the recorded text. 3 Search the meaning of unknown words in the recorded text.	Nouns: crystal, rose, prize, producer, motivation, solitaire, foreigner, composer Verbs: have an argument, pick up complain, trouble, sell out, hitchhike, memorize Adjectives: talented, impossible, ambitious, gorgeous, genius Adverbs: among, instead, fortunately	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	7 Pass on their wishes, demands, and complaints to the related people. 8 Express reason and result relations in their speech. 9 Explain the topic or the recorded or written text.	12 Report simple sentences in recorded or written texts. 2 Take care rules of manners and cultural values while speaking.		
	Spoken Production	6 Express reason and result relations in their speech.			
	Reading	8 Identify reason result relations in the written text.	2 Pay attention to intonation and stress while reading.		
	Writing	7 Write according to the reason result relations. 5 Write the events according to the time order. 4 Write their wishes, demands, and complaints to the related people.	11 Write coherently. 10 Avoid irrelevancy while writing. 3 Use punctuation marks appropriately and accurately. 4 Use polite expressions in their writings.		

Theme 6 A2.1.3		Art			
Language areas		Past simple & Past continuous			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
6C - Pretty Poetry	Listening	6 Enjoy listening to poems. 1 Identify the theme of a poem in recorded text.	6 Use background knowledge to understand the recorded text.	Nouns: friend, heart, page, poem, mad, hopeless, love, art Verbs: complain, memorize Adjectives: foggy, gloomy fascinating talented, impossible, ambitious, gorgeous, genius	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	2 Communicate in simple and routine tasks requiring a simple and direct exchange of information. 5 Like to participate in short clear conversations.	1 Use body language while speaking.		
	Spoken Production				
	Reading	7 Enjoy reading poems. 5 Identify the theme of the poem.	4 Guess the meaning of unknown words in the written text. 9 Read for leisure.		
	Writing		2 Write according to the spelling rules.		

6A - MUSIC AND LIFE IN VIENNA

Time to Listen

A. Name a city to study music or art. Give reasons.

Use:

Fantastic, interesting, enjoyable, big, great, modern, new, old.

e.g.

Watson : Florence is a good place. It is big and modern. Also, and there are good teachers.

Abraham : Yeah, I know about it. Paris is also cool.

B. Look at the girls and guess. Then, listen and check.

What is Rebecca interested in? Where did she go?

C. Listen and choose the correct option.



- Why did Rebecca go to Vienna?
a. because of her father's job b. to study music.
- What did she do there?
a. studied music and worked in a restaurant b. worked in restaurant
- What were the school and the students like?
a. the school was expensive and the students were talented.
b. the school was popular and the students were talented.
- Did she have good friends?
a. No b. Yes.
- Where did she stay there?
a. In a small flat with a friend b. In a dormitory
- What was her life like?
a. not very good b. pretty good
- When did she come back?
a. last year b. this year
- Does she want to go there with Roxie one day again?
a. Yes b. No

Keep in Mind!

I studied music in Vienna.
She *didn't* work in a cafe.
Did she work in a cafe?

D. Listen and choose the correct words.

- There are more than **100 / 110** museums and lots of music and art schools.
- It was **a / an cultural / old** school and very popular among **foreigners / friends**.
- They were ambitious and **talented / lucky** people.
- She was a tall and beautiful girl and her voice was **gorgeous / lovely**.
- The flat was in a **small / big** and old building in the city center.
- I both took **good / great** classes from well known musicians at school and worked as a waitress at a restaurant.
- It was not a **famous / gorgeous** or an expensive restaurant.

72

Warm Up

Books are closed. Display photos of Vienna and students guess the name of the city. They can ask questions to get some clues. e.g. "Is it in Europe?", "Yes. In Italy? No." Etc. Give more clues if they still can't find the city. It is famous for music, etc.

After students find the city they also say what they can do in this city. e.g. I can see old buildings, I can visit music museums, etc. Note that it would a good transition to mention the same things as in the listening part.

A. Name a city to study music or art. Give reasons.

Draw attention to the activity. Students search or use their background information to find a city. They work in pairs and give reasons.

Key:

Students' own answers

B. Look at the girls and guess. Then, listen and check.

Students are introduced with simple past tense in this part. The aim is to teach the tense through the context. Students work in pairs and study the photos. They guess the answers and compare with other pairs. Students listen and check their answers.

TAPESCRIPT

B.

Roxie : Tell me about your life in Vienna, Rebecca. Why did you go there?

Rebecca : We moved to Vienna because of my father's job ten years ago.

Roxie : Good. What did you do there?

Rebecca : You know Vienna is the city of music and art. There are more than 100 museums and lots of music and art schools. So I started to study music at a school.

Roxie : Oh, what were the school and the students like?

Rebecca : Well, it was an old school and very popular among foreigners. There were a lot of friends from different countries. They were ambitious and talented people.

Roxie : Did you have good friends?

6A - Music and Life in Vienna

Material

Photos of Vienna

TEACHER'S TIP

Monitoring

While the students are doing an activity walk slowly round the classroom and listen to students' conversations. Join the conversations to put the students in the right track and diversify the talk. Take a piece of paper and a pen with you on your travels round the classroom so that you can write down the crucial mistakes. Focus on the mistakes and correct them with students at the end and when necessary.

Time to Listen

Rebecca : Yeah. I had many good friends. But my best friend was an Italian girl, named Fabiana. She was tall and beautiful and her voice was gorgeous.

Roxie : Where did you stay there?

Rebecca : I shared the same flat with Fabiana for 4 years. The flat was in a small and old building in the city center. It was lovely to watch the boats and people through our window.

Roxie : Great! What was your life like?

Rebecca : Pretty good. I both took good classes from good musicians at school and worked as a waitress at a restaurant. It was not a famous or an expensive restaurant. International students came there a lot.

Roxie : When did you come back?

Rebecca : I came back last year and now, I really miss those days in that fascinating city.

Roxie : Wow! Maybe we could go together again one day.

Rebecca : Yeah, why not?

Key:

She is interested in music.

She went to Vienna.

C. Listen and choose the correct option.

(CO - L5)

Students work individually and study the statements so that they can get a general idea about what they are going to listen. Then, they listen and choose the correct option. You can have pauses while listening since students need to do a challenging activity. Students compare their answers with their partners and add the extra information they have been able hear. They ask for further explanation for the points not understood in the recorded text.

Key:

1.a 2.a 3.b 4.b 5.a 6.b 7.a 8.a

Follow up

Draw attention to the past simple statements and study the form and the meaning with the students.

D. Listen and choose the correct words.

(GO - L8)

The aim of this activity is to identify the descriptive expressions in recorded texts.

Students read the sentences and study their meaning. They work in pairs and try to guess the correct options. Students listen and choose the correct words.

Key:

1. 100
2. old - foreigners
3. talented
4. gorgeous
5. small
6. good
7. famous

Teacher's Notes

6A - MUSIC AND LIFE IN VIENNA

Time to Write

A. Write a short paragraph about your life 3 years ago. Make descriptions using the words below.

- a. yourself
- b. your school
- c. your friends
- d. your town

Descriptive words:
fun, interesting, difficult, boring, exciting,
fantastic, lazy, hardworking, crazy.

Keep in Mind!

She **was** in Vienna last year.
Was she in Vienna last year?
They **were** good friends.
Were they good friends?

e.g.

I was in the same town 3 years ago. I was happy and my life was not bad. My school was big and modern. There were a lot of activities at school. I was good at music and art. My friends were friendly and helpful. I had two crazy friends, etc.

B. Do peer correction. Then, rewrite your paragraph.

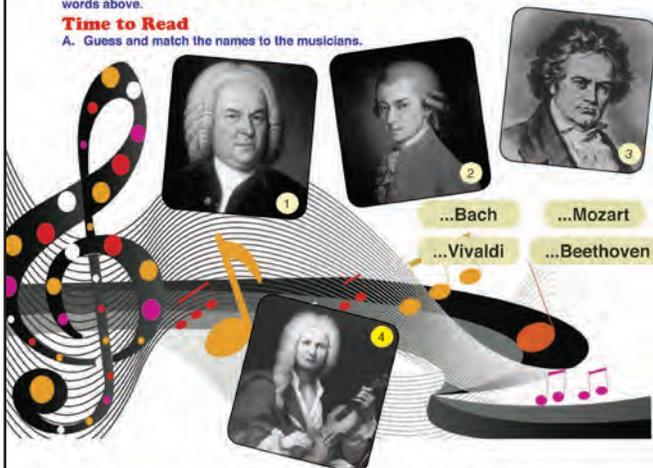
WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

Time to Speak

Cover your paragraph above. Work in groups and talk about your life 3 years ago. Use the words above.

Time to Read

A. Guess and match the names to the musicians.



B. Work in groups. Brainstorm and write words related to the musicians above.

73

Time to Speak

Cover your paragraph above. Work in groups and talk about your life 3 years ago. Use the words above. (CO - S7 / GO - SP4, 5)

The aim of this activity is to describe past activities and personal experiences. They also give short descriptions of events and activities. Students are encouraged to speak self confidently.

Students use the same paragraph and talk about their lives three years ago with a group of three. Encourage students to use the descriptive words and speak fluently. They can change groups and talk again.

Time to Read

A. Guess and match the names to the musicians.

Students brainstorm and try to remember names of famous musicians. They share the names with their partners. Students also talk about the musicians. Draw attention to the photos and the names and students match them. They also work in pairs and write words related to musicians.

Key:

1. Bach 2. Mozart 3. Beethoven 4. Vivaldi

Follow up

Play pieces of music from each musicians and students guess the names. If they fail just let them enjoy the music.

B. Work in groups. Brainstorm and write words related to the musicians above. (CO - R1)

Students work in groups. Brainstorm and write words related to the musicians above using their background information. They search the meaning of unknown words in the written text.

Suggested Answer:

Talented, compose, classical music, four seasons, romantic, etc.

Teacher's Notes

Time to Write

A. Write a short paragraph about your life 3 years ago. Make descriptions using the words below. (CO - W6 / GO - W1, 2)

The aim of this activity is to write very short, basic descriptions of people, place and possessions. They write very short, basic descriptions of past activities and personal experiences. They use the range of words about personal details and needs of a concrete type appropriately and accurately. Draw attention to the Mind Map section and go through the language in it. Encourage students to make more sentences using was / were. Students remember their life three years ago and take notes regarding the clues and words. Then, they write a paragraph telling their life as in the speaking activity.

B. Do peer correction. Then, rewrite your paragraph.

Students do peer correction and rewrite their paragraphs. They put their works into their portfolios.

6A - MUSIC AND LIFE IN VIENNA

C. Read the text below and answer the question.

1. What kind of a text is it?
a. Biography b. Story c. Article
2. Who is the text about?



Wolfgang Amadeus Mozart lived between 1756 and 1791. He was born in Salzburg, Austria in 1756. His family was a musical family. His father, Leopold was a composer and violin teacher. His sister was also a good musician. Young Mozart never went to school. Instead, his father taught him at home. He was very clever and his favourite subjects were Maths and Music. Mozart learned to play keyboards when he was just three and he composed music for the piano at the age of five. He wrote his first full symphony when he was nine years old. He was only twelve when he completed his first full opera! He gave a lot of concerts with his father and sister between the ages of six and seventeen.

Mozart moved to Vienna and started composing some of his finest works, including the opera "The Marriage of Figaro". He composed more than 600 works (symphonies, piano concertos, operas and choral music) during his short life. Many musicians and music experts say he was a musical genius and he is one of the most famous composers.

D. Read the text and write True or False.

1. Mozart was born in 1756 and died in 1791.
2. His father and sisters were musicians.
3. Mozart went to a famous school in Salzburg.
4. His father was a guitar teacher.
5. His favourite subjects were Music and Maths.
6. He started to play keyboard at the age of five.
7. He performed in many concerts only with his father.
8. He composed over 900 works.

E. Read the biography and find the descriptive words.

e.g. He was very clever.

Time to Write

A. Write your biography shortly.

Where/When were you born? I was born in in 1988

Your school/favourite subjects, teachers, etc. ?

Your family (job, etc.)?

Any job you did (summer job, etc.)?

B. Do peer correction. Then, rewrite your biography.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

74

C. Read the text below and answer the question. (CO - R6 / GO - R3)

The aim of this activity is to define the topic of the text. Students study a sample of biography; Mozart. A biography is a detailed story or account of someone's life. They read the text quickly and choose the correct option. Then, they check their answers on the Net. They find the differences between a biography, story and article. They pay attention to punctuation marks while reading.

Key:

1. a
2. It's about Mozart's life.

D. Read the text and write True or False.

Students read the statements and make the meaning clear. Then, they read the biography and write True or False. They compare their answers with their partners and give reasons. Draw attention to the use of was / were if necessary.

Key:

- 1.T
- 2.T
- 3.F
- 4.F
- 5.T
- 6.F
- 7.F
- 8.T

Follow up

Students work in pairs and tell Mozart's biography using the True & False statements.

E. Read the biography and find the descriptive words. (GO - R9)

The aim of this activity is to identify the descriptive expressions in the written text. Students read the text again and find the descriptive words about Mozart. They compare their answers and make the meaning of the words clear.

Key:

Mozart's family was a musical family. His sister was also a good musician. He was a musical genius. He's one of the most famous composers.

Time to Write

A. Write your biography shortly. (CO - W12 / GO - W3)

The aim of this activity is to write short, simple autobiography and to use simple structures and language functions while writing. Students work in groups of three or four and tell their biography using the clues given. Then, they work individually and write their own biography. They follow the steps one by one to complete their tasks. Next, they do peer correction and rewrite their works considering the feedback.

B. Do peer correction. Then, rewrite your biography.

Students do peer correction and rewrite their works considering the feedback. Students put their biographies into their portfolios and publish on their blogs if they have one.

Teacher's Notes

6B - CINEMA IS GREAT!

Time to Read

A. Match the words to the pictures.

1



- Disaster
- Wedding anniversary
- Pick someone up
- Have an argument
- Embarrassing

2



3



4



5



B. Work in pairs and compare your answers. Then, cover the words and play guess game.

e.g.

Student A: Points a picture and asks; "What is this?"

Student B: It is 'Disaster'.

C. Read the story and fill in the blanks with the sentences.

- a. They had the tickets with the same numbers.
- b. While we were going to the film we had a flat tyre.
- c. I think they didn't like it at all.
- d. While they were leaving, my mother was complaining angrily.
- e. I went to the cinema with my parents.



It was two weeks ago. I had a terrible weekend.....(1) I wanted to make a surprise to them because it was their wedding anniversary. I didn't tell the name of the film to my parents so they were very excited. I went to my parents' house and picked them up.....(2). It was hard to change the tyre but finally we could make it. When we got to the cinema the film and all the bad things started at the same time. First, we found that there were other people sitting in our seats.....(3) We had a short argument with them. It was embarrassing because all people were watching us. Fortunately, there were empty seats nearby. Second, my parents started to whisper because the movie was Mission Impossible 3 and.....(4). Then, the movie house was also cold and the chairs were not comfortable. After that, some people were eating snacks and talking loudly behind us. So it was hard to watch the movie for all of us. Finally, my parents stopped watching the movie and left the cinema.....(5) I followed them out and tried to calm them down. I think it was not a good idea to bring them to this cinema and this movie. Everything was just a disaster.

75

Key:

1. Have an argument
2. Pick someone up
3. Embarrassing
4. Wedding anniversary
5. Disaster

B. Work in pairs and compare your answers. Then, cover the words and play guess game.

Students work in pairs and compare their answers. Then, cover the words and play guess game. Students use the given example as a model.

C. Read the story and fill in the blanks with the sentences. (CO - R2)

Students look at the visuals and guess. What did the people do two weeks ago? Did they have a good time?, etc. They share their ideas with their classmates. Don't correct or confirm. They read the story and fill in the blanks with the sentences. Then, they compare their answers and check to see whether they have guessed correctly at the beginning. They pay attention to intonation and stress while reading aloud.

Key:

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

6B - Cinema is Great!

Material

Short video of Mission Impossible 3

Warm up

Ask students; "when did you go to the cinema the last time?", "What was the film?", "Did you like it?", "Was the cinema saloon comfortable?" etc. Students share their experiences with their partners. Volunteers can tell the film to the whole class shortly.

Time to Read

A. Match the words to the pictures.

Students learn new words which also exist in the reading text. Draw attention to the pictures. Students work in pairs and describe the pictures. Then, they match the pictures to the words.

Follow up

Draw attention to some of the statements formed in past continuous tense. Students learn the function of the tense through the statements. They can do more statements to practice the tense.

Teacher's Notes

6B - CINEMA IS GREAT!

D. Answer the questions.

Why was Steward's weekend a disaster? Write the reasons.

- First,
- Second,
- Then,
- After that,
- Finally,

E. Read to find the reason and result sentences.

e.g.
I wanted to make a surprise to my family because it was their wedding anniversary.

Time to Write

Remember the story above. Complete the reason and result sentences.

1. It was Mr and Mrs. Miley's anniversary, so Steward
2. He didn't tell the name of the film, so his parents
3. The film was Mission Impossible 3, so his parents
4. Mr and Mrs. Miley's didn't like the movie because.....
5. They couldn't sit in their seats because.....
6. It was hard to watch the movie because some people.....

Keep in Mind!
When we got to the cinema, the film and all bad things happened.
While they were leaving, my mother was complaining.

Keep in Mind!
I was going to the cinema.
Was he going to the cinema?
You were watching a movie at home.
Were they watching a movie at home?

Time to Speak

A. Tell Steward's story to your partner. Mention the reason and result in the story while talking. Use the sentences in the writing activity.

e.g.
One day, Steward invited his parents to the cinema because it was....., etc.

B. Match the photos to the words. Then, compare with your partner.



- Salty and spicy
- Eat out
- Hitchhike
- Sell out

C. Work in groups of three or four. Use the words and make up short stories. Use reason and result sentences.

- one day
- go to the concert
- not find a ticket
- sell out
- very crowded
- hitchhike
- go back home
- watch a DVD
- very hungry
- cook something
- salty and spicy
- eat out



e.g.
One day, I went to the concert of REM with my friends, but we couldn't find a tickets. They were all sold out. It was very crowded. First, we hitchhiked and ...

76

story again and find more sentences. Students compare their answers with their partners.

Key:

It was embarrassing because all people were watching us.

My parents started to whisper because the movie was Mission Impossible 3 and they didn't like it all.

Some people were eating snacks and talking loudly behind us, so it was hard to watch the movie for all of us.

Time to Write

Remember the story above. Complete the reason and result sentences.

(CO - W11 / GO - W7)

The aim of this activity is to write according to the reason / result relations and to write coherently. Students remember the story and complete the sentences with cause or effect. Then, they compare their answers with their partners.

- 1.....wanted to make a surprise to his family.
- 2..... were very excited.
- 3.....didn't like it all.
- 4.....it was Mission Impossible 3.
5.there were other people in their seats.
6.were eating snacks and talking loudly behind them.

Time to Speak

A. Tell Steward's story to your partner. Mention the reason and result in the story while talking. Use the sentences in the writing activity.

(CO - S12 / GO - SI 8)

The aim of this activity is to express reason and result relations in their speech. Students close their books. They tell Steward's story to their partners. Note that they can use the statements in the writing activity. Students change their partners and tell the story again. They report simple sentences in recorded or written texts.

B. Match the photos to the words. Then, compare with your partner.

Students study the new words before they start making up a story. They match the pictures to the words and compare with their partners. Make the meaning of the words clear if needed.

D. Answer the questions.

Why was Steward's weekend a disaster? Write the reasons.

Students focus on the When/While statements and try to figure out the meaning. Encourage students to do more statements to practice When/ While. They work individually and write why Steward's weekend was a disaster. They write the reasons following the clues given.

Key:

First, they found that there were other people in their seats. Second, his parents didn't like the movie. Third, the movie house was cold and the chairs were not comfortable. Also, some people were eating snacks and talking loudly behind them. Finally, they stopped watching the movie and left the cinema.

E. Read to find the reason and result sentences. (GO - R8)

The aim of this activity is to identify reason / result relations in the written text. Write the cause / effect sentences on the board. Draw attention to the sentence and allow students to find the reason and the result. Then, they read the

Key:

- 1. salty and spicy
- 2. sell out
- 3. Eat out
- 4. hitchhike

C. Work in groups of three or four. Use the words and make up short stories. Use reason and result sentences. (CO - S2 / GO - SP6)

The aim of this activity is to express reason and result relations in their speech. Students work in groups of three or four and study the words and clues. They take care rules of manners and cultural values while speaking. They refer to a dictionary if they need. Move around in the class and assist them. Finally, they make up a story using the words and the clues. They mingle around in the class to find a partner and retell the story.

Key:

Students' own answers

Teacher's Notes

6B - CINEMA IS GREAT!

Time to Listen

- A. Do you remember Steward's story? What was the story about? Work in pairs and tell.
- B. Guess: What did Steward and his parents do after the movie?
 - a. They went to the manager's office to complain.
 - b. They went home for dinner.
- C. Listen and check your answer.
- D. Listen again and put the story in the right order.
 - The cinema manager didn't want to give the money back.
 - Steward's father didn't take the tickets.
 - They wanted their money back.
 - Steward's mother got out because she didn't want to talk.
 - The cinema manager listened to them carefully.
 - My parents complained about the seats, the cold saloon and the talkative people behind them.
 - The manager offered them free cinema tickets for next week.
 - They had a silent dinner at home.



Time to Write

- A. Steward went to a concert last night. He is writing an e-mail to the concert organizer. First, classify the words and write in the chart.

Likes	Complaints	Requests

Wait long hours for the concert
 Cannot find tickets
 Wrong ticket numbers
 Not good organisation
 Good sound system
 Great performance
 Many toilets
 More food & drinks
 Stronger air condition
 Cheaper tickets, etc.

- B. Imagine you are Steward. Write your likes, complaints and requests to the concert organizer. Also, write the events in the correct order.

Second

Then

First

Finally

Untitled Message

Dear Sir / Madam,

I attended your big concert at the weekend. The band's performance was great and

First, we waited for the band outside for long hours.....

Then.....

.....

.....

.....

.....

.....

.....

.....

I would like more.....

Best Regards,

Steward

Time to Speak

- Work in pairs and role play. Tell your likes, complaints, and requests to the organizer. Use the writing activity above as a clue.
- Student A: The organizer of the concert
- Student B: The customer.
- e.g. Melina : I was at the concert. The performance was great but I had some problems.
- Bob : Really? What are they?

Time to Listen

- A. Do you remember Steward's story? What was the story about? Work in pairs and tell. (GO - SI 9)

The aim of this activity is to explain the topic or the recorded or written text. Students close the books and try to remember Steward's story. They tell the story to their partners. Students can also ask questions to their partners.

Key:

It was about Steward's surprise to his parents for their wedding anniversary. It was a disaster in many ways.

- B. What did Steward and his parents do after the movie?

Students work individually and choose the correct option. They compare their answers with their partners.

Key:

- a. They went to the manager's office to complain.

C. Listen and check your answer.

(GO - L4 / CO - L6)

The aim of this activity is to enjoy listening short stories.

To achieve this objective;

- Students need to learn the language and the elements of a story,
- Use simple language,
- Listen to short stories.

Try to create these conditions to make students enjoy reading stories. Also, encourage students to do these activities in their own life. Students use background knowledge to understand the recorded text.

TAPESCRIPT

C.

What happened later?

My parents were very angry and they wanted to see the manager. First, they complained about the seats, the cold saloon and the talkative people behind them. Then they wanted their money back. The cinema manager listened to them carefully. He was very sad, but he didn't want to give the money back. While they were talking in the room I was just sitting and listening to them. Suddenly, my mom went out because she didn't want to talk. Finally, the manager offered us free cinema tickets for next week. When my dad heard this, he got crazy and he didn't want to take the tickets. Anyway, we all went back home and had a silent dinner at the end. The story is not over. You know what happened then? My father got retired last year and he was bored. So he decided to rent the cinema for 5 years. Now, we are all excited because it is opening next week.

D. Listen again and put the story in the right order. (GO - L3 / CO - L3)

The aim of this activity is to follow the storyline of simple, short stories narrated in the recorded texts. When they listen it for the first time, tell the students to write down the new words and search their meanings. Students read the statements and put them into the right order. They compare them with their partners and discuss to find the correct order. Finally, they listen and check their answers.

Key:

- ..2.. They wanted their money back.
- ..3.. The cinema manager listened to them carefully.
- ..4.. The cinema manager didn't want to give the

money back.

..5.. My mom got out because she didn't want to talk.

..6.. The manager offered us free cinema tickets for next week.

..7.. Steward's father didn't take the tickets.

..8.. They had a silent dinner at home.

Follow up

Students study the story again carefully. Then, they close their books. Each student says a sentence one by one and retells the story.

Time to Write

A. Steward went to a concert last night.

He is writing an e-mail to the concert organizer.

First, classify the words and write in the chart. (CO - W10)

Students imagine that Steward went to a concert and he was not happy with many things. They read the prompts and make the meaning clear with their partners. They avoid irrelevancy while writing. Move around in the class and provide help if they need. Then, they classify the words and compare with their partners.

Likes
Good sound system
Great performance
Complaints
Wait long hours for the concert
Can not find tickets
Wrong ticket numbers
Not good organisation
Requests
More toilets
More food & drinks
Stronger air condition
Cheaper tickets,

B. Imagine you are Steward. Write your likes, complaints and requests to the concert organizer. Also, write the events in the correct order. (CO - W3, 4 / GO - W4, 5)

The aim of this activity is to write their wishes, demands, and complaints to the related people and write the events according to the time order. Students complete the e-mail considering the instructions. They do peer correction and rewrite

their e-mails. Students use punctuation marks appropriately and accurately and use polite expressions in their writings. Students put their e-mails into their portfolios.

Time to Speak

Work in pairs and role play. Tell your likes, complaints, and requests to the organizer. Use the writing activity above as a clue. (GO , SI 7)

The aim of this activity is to pass on their wishes, demands, and complaints to the related people. Students work in pairs. St. A: The organizer, St. B: The customer. Set a time limit, 5 min., to study. Students share roles and act it out. They tell their likes, complaints and requests to the organizer. Students follow the sample dialogue.

Follow up

Students can act it out with different classmates without texts. Encourage students to change things in their dialogues. It promotes their comprehension and speaking abilities.

Teacher's Notes

6C - PRETTY POETRY

Time to Read

A. Complete the sentences with the words below.

Poetry, poem, poet
 I like
 My favourite is Shakespeare.
 My favourite is Annabel Lee.



B. Work in pairs and talk.

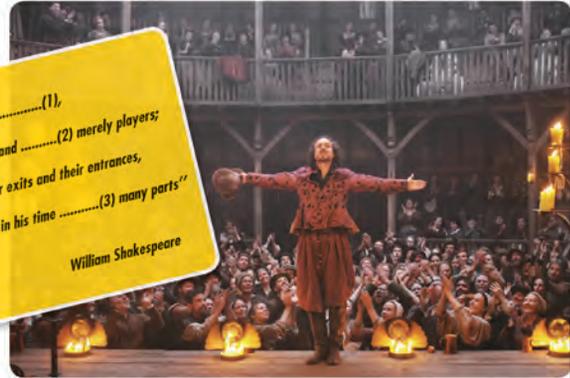
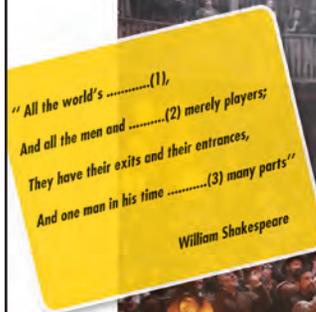
1. How often do you read poems?
2. Who is your favourite poet?
3. What is your favourite poem?

C. Read the title and guess.

What is the poem about?

D. Fill in the blanks with the words below.

women, plays, stage



E. Read and find the theme of the poem.

- a. Life b. Friends c. Friends and Feelings.

Time to Speak

Work in groups of four and read the poem together.

First, each person memorizes the poem. Then, read the poem by heart altogether.

6C - Pretty Poetry

Time to Read

Material

Photos of famous poets

Warm up

Display photos of poets you think students might know. Add Shakespeare to the list. Stop each time and elicit the name of the poet. They also share what they know about the poets.

A. Complete the sentences with the words below.

Draw attention to the activity. They focus on the words; poetry, poem and poet and try to distinguish the differences. They fill in the blanks with the words and compare with their partners. They can check their answers on the net or look up into dictionaries.

Key:

Poetry, poet, poem

Follow up

Students make more statements using the words. They can search on the net and find more examples.

B. Work in pairs and talk.

(GO - SI 2)

The aim of this activity is to communicate in simple and routine tasks requiring a simple and direct exchange of information. Make students work with different pairs. Preferably with the ones they rarely work. The aim is to allow them to communicate with different classmates. They answer the questions and share their ideas.

Key:

Students' own answers

C. Read the title and guess.

Note that students need strong motivation to be able to understand the poems. They also need more encouragement and warm up activities. Students read the title and guess the topic of the poem. Give options if they find it challenging.

Key:

It's about a book. It changes the poet's life.

D. Fill in the blanks with the words below.

(CO - W2, R4, S1 / GO - R7)

The aim of this activity is to make students enjoy reading poems. They use body language while speaking. Mime the words one by one and allow students find the word you are miming. When you finish miming all of the words, students take turns and mime the words with their partners. Students guess the meaning of unknown words in the written text. Then, they read the poem carefully and fill in the blanks with the words. They compare them with their partners. They are supposed to write according to the spelling rules.

Key:

1.stage 2.women 3.plays

E. Read and find the theme of the poem.

(CO - R9 / GO - R5)

The aim of this activity is to identify the theme of the poem. Students go through the poem again and find the theme of the poem. Then, they compare their ideas with their partners. They read for leisure.

Key: a

Time to Speak

Work in groups of four and read the poem together.

Encourage students to read the poem all together. Students most probably find this way of reading the poem enjoyable. They follow the steps and read it. Volunteers can read all the stanzas to the class.

Teacher's Notes

6C - PRETTY POETRY

Time to Write

A. Read the acrostic poem and find the animal.

Funny face
Red hair
Intelligent eyes
Ears that hear everything
Nose that sniffs
Dear of my dreams.



B. Now, write an acrostic poem with your name.



C. Compare your poems with your friend and give feedback.

Time to Listen

A. Choose the types of poems you like.

a. love b. nature c. friendship d. family e. animals f. life

B. Compare your answers with your partner.

e.g.

Nigel : I like love poems because I am romantic.

Tina : Oh, I don't like love poems. They are boring. I love nature poems.

C. Listen and find the theme of the poem.

a. feeling alone b. friendship and helping others c. hard life

D. Listen again and write True (T) or False (F).

1. It was a sunny day
2. The poet was going away.....
3. Life was very easy
4. The poet was feeling well.....
5. A friend took her hand
6. They made life better together

E. Answer the questions.

How was the poet feeling in the beginning?
How did the poet feel in the end?



79

give feedback.

(GO - L6 / CO - L6)

The aim of this activity is to make students enjoy listening to poems. They use background knowledge to understand the poem. Students compare their poems with their friends and give feedback.

Time to Listen

A. Choose the types of poems you like.

The aim of this activity is to enjoy listening to poems.

To achieve the objective, students need to;

- listen and read the types of poems they like,
- listen and read the poems with relevant level of English,

- have Poetry Days in class or at school.

Students study the types of poems with their partners. Then, they choose the types they like. Students compare their answers with their partners and give reasons as in the example.

B. Compare your answers with your partner.

(GO - SI 5)

The aim of this activity is to make students like to participate in short clear conversations. Students work in pairs and compare their answers with their partners. Encourage them to participate in the conversation by saying "Well done", "Good", "Go ahead".

C. Listen and find the theme of the poem.

(GO - L1)

The aim of this activity is to identify the theme of a poem in a recorded text. Students listen to the poem and try to find the theme. They listen again if they can not find. Then, they compare their answers with their partners.

Key: b

TAPESCRIPT

C.

A Friend Indeed

On a rainy day
Found myself on the way
I was going away
Life was a hard game to play

A friend took my hands
Before my trouble ends
And said let's go together
To make life brighter

Fire & Faith

Time to Write

A. Read the acrostic poem and find the animal.

Write an acrostic poem with your own name. Students read the poem and find what acrostic poem means. Draw attention to the activity and students read another acrostic poem. They find the animal described in the poem. Students compare their answers with their partners.

Key:

Friend (dog)

B. Now, write an acrostic poem with your name.

Students follow the same way and write an acrostic poem with their own names. They can use a dictionary or search on the Net.

Key:

Students' own answers

Follow up

Students can write more acrostic poems using their friend's, mother's or father's names. Then, they send the poem to that person.

C. Compare your poems with your friend and

D. Listen again and write True (T) or False (F).

Students read the statements and make the meaning clear. They listen and write True or False. Elicit answers from students and they give reasons to their answers.

Key:

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

E. Answer the questions.

Students go through the True & False sentences once more. Then, they answer the questions and compare with their partners.

Key:

The poet was feeling bad at the beginning but he felt happy at the end because his friend helped him.

Teacher's Notes

6C - PRETTY POETRY

Time to Speak

Work in groups and discuss.

1. Is it easy to write a poem?
2. Did you write poems when you were a child?
3. What was it about?
4. Would you like to write a poem now?
5. What would you like to write about?



Time to Write

A. Complete the poem with the word groups.

my cell phone and spend the credits,
to clean up my room,
while I was watching TV,
to turn off the TV and do my homework,
to get up in front of the class and read the poem,
to write a poem.

What Drove Me Crazy Yesterday

When my teacher told me
When my mother told me
When my sister practiced her violin
When my father told me
When my brother used
When my teacher asked me



B. Think of different ideas to complete the poem.

C. Write a short poem. Follow the steps.

1. Brainstorm.

- a. What do you want to write about? *Flowers, love, people, books, travelling, etc.*
- b. Your feelings and ideas? *Beautiful, amazing, lovely, wonderful, crazy, etc.*
- c. Why is it important for you? *Books are my light and my way, etc.*
- d. Final strong words? *Can't live without, etc.*

2. Now, put the words in a good order. Try to find rhyming words; good-food, really-silly, etc.

3. Read your poem loudly. Does it sound nice? Read it to your partner and get feedback.

D. Do peer correction. Then, rewrite the poem.

WW: Wrong Word **RS:** Rewrite Sentence
SM: Spelling Mistake **GM:** Grammar Mistake **PM:** Punctuation Mistake

Time to Speak

Work in groups and discuss.

Students work in groups of three or four and discuss the questions. They share their ideas with other groups. They also try to remember the topics of the poems they wrote (if they did) when they were little children.

Key:

Students' own answers

Time to Write

A. Complete the poem with the word groups.

Students read the poem and try to complete it with their own words. They can use a dictionary or the Internet. Students share their poems with their partners and get feedback. Then, students study the word groups and make the meaning clear. They complete the poems with the word groups. Remind that students can fill in the blanks differently. Students compare their poems with their partners.

Key:

What Drove Me Crazy Yesterday
When my teacher told me to get up in front of the class and read the poem
When my mother told me to clean up my room
When my sister practiced her violin while I was watching TV,
When my father told me to turn off the TV and do my homework
When my brother used my cell phone and spend the credits
When my teacher asked me to write a poem.

B. Think of different ideas to complete the poem.

Students think of different ideas to complete the poem. Then, they compare their poems with their partners.

C. Write a short poem. Follow the steps.

Students write a short poem following the steps given.

D. Do peer correction. Then, rewrite the poem.

Students do peer correction and rewrite their poems considering the feedback. Students display the poems on the walls and read the poems. Finally, they put their poems in their portfolios. They can also publish the poems on their blogs if they have.

Follow up

Students can arrange a Poetry Day in class.

Teacher's Notes

QUIZ TIME

1. Shakespeare was born in
a. England b. Ireland c. Scotland 
2. Vienna is famous for its
a. medical schools b. music schools c. fashion schools 
3. Paris is famous for its
a. fashion b. music schools c. engineering schools 
4. won the best film Oscar in 2011.
a. King's Speech b. Beautiful c. Black Swan 
5. won Oscar best actor prize in 2011.
a. Colin Firth b. George Clooney c. Xavier Bardem 
6. won Oscar best actress prize in 2011.
a. Natalia Portman b. Penelope Cruise c. Meryl Streep 

Check Your Progress		😊	😐	😞
	I can...			
Listening	Identify the descriptive expressions in recorded texts. Enjoy listening to poems and short stories.			
Reading	Identify the topic and the theme of the poem. Identify reason result relations in the written text.			
Spoken Interaction	Like to participate in short clear conversations. Pass on their wishes, demands, and complaints to the related people.			
Spoken Production	Describe past activities and personal experiences. Express reason and result relations in their speech.			
Writing	Write very short, basic descriptions of past activities and personal experiences. Write short, simple autobiography. Write their wishes, demands, and complaints.			

81

QUIZ TIME

This is a quiz prepared for fun and another chance of practicing the target language through the unit. Students also develop their knowledge this way. They do the quiz and check the answers with their classmates. If they disagree they refer to the unit or the Internet.

Key:

1.a 2.b 3.a 4. a 5. a 6. a

CHECK YOUR PROGRESS

Students check themselves as it is one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses at the end.

THEME 7



Nature and Environment

At the end of the theme, you will be able to....

- identify person, place and the topic.
- distinguish the reason result expressions in recorded text.
- understand the descriptions of events, feelings, and wishes in personal letters.
- understand the specific message in announcements, leaflets, and posters.
- participate in basic, simple and clear conversations on familiar topics.
- express reason and result relations in their speech.
- explain his guesses on simple basis.
- develop suitable and effective communication strategies.
- write poems and simple personal letters.
- write simple announcements, invitations and advertisements.
- keep diaries and write simple, short stories.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 7 A2.1.4		Nature and Environment			
Language areas		Prefer to Simple past - going to			
Skills	General Outcomes	Common Outcomes	Vocabulary	Materials	
	Ss will be able to...				
7A - The Greenest Countries	Listening	4 Identify person, place and the topic in the recorded text.	1 Pay attention to stress, pronunciation and intonation while listening.	<p>Nouns: tap, tent, bottle, volcano, flight, lagoon, crater, capital, terrace, transportation, journey, continent, memory, forest, river, pollution, campaign, tree planting, clown, humour, typical, traffic, electricity, slogan, regime, environmentalist, global warming, pressure, dogma, journey, nature killer</p> <p>Verbs: relax, discover, share, shelter, excuse, appear, applause, pollute, hurt, save, protest, register, fresh</p> <p>Adjectives: volcanic, wet, dirty, dry, excited</p>	<p>The CD</p> <p>Student's Book</p> <p>Workbook</p> <p>Teacher's Book</p> <p>Tablet PCs</p> <p>Projector</p> <p>Dictionary</p>
	Spoken Interaction	8 Identify the specific information in face to face conversations.	13 Speak fluently. 14 Speak relevantly 11 Express themselves by increasing vocabulary repertoire in different situations.		
	Spoken Production	4 Develop suitable and effective communication strategies.	8 Use simple structures correctly.		
	Reading	2 Understand the descriptions of events, feelings, and wishes in personal letters. 6 Identify the date, place and topic of the invitation.	2 Pay attention to intonation and stress while reading. 8 Take notes when necessary.		
	Writing	3 Write simple and short personal letters. 7 Write simple announcements, invitations and advertisements.	1 Use simple sentence structures and patterns accurately. 6 Use the range of words about personal details and needs of a concrete type appropriately and accurately. 4 Use polite expressions in their writings.		

Theme 7 A2.1.4		Nature and Environment			
Language areas		Past simple past continuous (because....so)			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
7B - For A Green World	Listening	1 Distinguish the reason result expressions in recorded text.	4 Appreciate what they listen. 2 Take care rules of manners and cultural values while listening.	Nouns: capital, terrace, transportation journey, continent, memory, forest, river, pollution, campaign, tree planting, environmentalist, global warming, pressure Verbs: discover, share, excuse, appear, pollute, hurt, save, protest, register Adjectives: volcanic, wet, dirty, dry, excited	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	7 Express reason and result relations in their speech.	2 Take care rules of manners and cultural values while speaking.		
	Spoken Production	3 Explain their guesses on simple basis.			
	Reading	4 Identify the elements of the story. 5 Identify reason result relations in the written text.	5 Understand the written text with the help of background knowledge. 9 Read for leisure.		
	Writing	4 Write simple, short stories. 6 Enjoy keeping diaries. 5 Keep diaries.	10 Avoid irrelevancy while writing. 11 Write coherently. 13 Report the sentences they heard or read in written text.		

Theme 7 A2.1.4		Nature and Environment			
Language areas		Must – mustn't			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
7C - Environment Online	Listening	2 Guess the content of recorded text according to the title.	3 Search the meaning of unknown words in the recorded text. 6 Use background knowledge to understand the recorded text.	Nouns: capital, terrace, transportation, journey, continent, memory, forest, river, pollution, campaign, tree planting, environmentalist, global warming, pressure Verbs: discover, share, excuse, appear, pollute, hurt, save, protest, register Adjectives: volcanic, wet, dirty, dry, excited	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	9 Exchange their personal poems. 4 Participate in basic, simple and clear conversations on familiar topics.	3 Link words or word groups with very basic linear connectors like "and" or "then".		
	Spoken Production				
	Reading	3 Understand the specific message in announcements, leaflet, and posters.	7 Read fluently. 13 Report the sentence they heard or read in written text.		
	Writing	1 Write poems.			

7A - THE GREENEST COUNTRIES

Time to Read

A. Work in pairs and talk.

What kind of places do you prefer to travel? Why?

- a. holiday resorts b. places with natural attractions c. old cities d. modern cities

e.g.

Ralph: I prefer places with natural attractions because I feel good in the nature.

Gwen: Oh, I prefer modern cities. There are lots of things to do in modern cities, etc.

B. The countries below are the top 5 greenest countries in the world. Guess and put them in the right order (1-5).



C. Compare your answers with your partner.

D. Read the e-mail and answer the questions.

- Who is Eric?
- What did he do?
- Where did he go?
- Why did he write this e-mail?

E. Read the letter and find:

The event :

Eric's feelings :

His request :



Hi Tracey,

I am back from a long journey in two continents. They are Europe and America. I went on this journey to see the World's 5 Greenest Countries. The journey was amazing. I came back with lots of unforgettable memories and photos. Of course everything was not perfect during the journey. I had some problems as well. For example, I broke my left foot finger while climbing a small mountain in Switzerland. It really hurt and no one was there to give me a hand. I felt desperate at that time. After some time in the forest I saw a beautiful hut. There was a good couple in it. They gave me a bed and took care of me for two days. When my finger was OK, I kept walking in the green mountains. Anyway, you are going to see all the photos soon.

I travel and share this experience all around the country now. I give presentations and talk to people to find better ways for a greener world.

Next month, I am going to be at the Nature's Club of the town school and spend one day with the students. I am very excited and hopeful about the event. It is going to be great. The Nature Club is open to everyone. Would you like to join us? Please see the attached invitation and forward it to the nature lovers in your list. The more people the better.

See you there,
Eric

83



choose more than one option. Students work in pairs and compare their ideas giving reasons. You can check to see the general tendency of the students regarding their holiday preferences.

Key:

Students' own answers

B. The countries below are the top 5 greenest countries in the world. Guess and put them in the right order (1- 5).

Draw attention to the board and write top 5 green countries. Students guess the countries and note down.

Key:

- Iceland
- Switzerland
- Costa Rica
- Sweden
- Norway

C. Compare your answers with your partner.

Students compare their answers with their partners. Then, they compare their countries with the ones in the book. Check to see who has guessed the countries-at least some of them-correctly. Students can check their answers on the Net.

Follow up

Students discuss whether their country or town green enough.

Key:

- He is traveller and nature lover.
- He went on a journey for 3 months.
- The top 5 greenest countries.
- He is travelling and sharing his experiences with the people. He is giving presentations and talking to people for a greener world.

D. Read the e-mail and answer the questions. (CO - R2)

Students read the e-mail quickly and answer the questions. Then, they compare the answers with their partners. They pay attention to intonation and stress while reading aloud.

Key:

The event: Eric is going to be at the Nature Club of the town school next month.
Eric's feelings: He is very excited and hopeful about the event.

His request: He wants Tracey to forward the attached invitation to the nature lovers in her list.

7A - The Greenest Countries

Material

Internet connection

Time to Read

The aim of this part is to raise awareness about an environmental issue; Green Countries.

Warm up

Students brainstorm and write words related to nature and environment. They work in pairs and classify the words. e.g. Green areas, Sea, Environmental problems, etc. Students compare their lists with other pairs and add new words to their lists.

A. Work in pairs and talk.

What kind of places do you prefer to travel? Why?

Draw attention to the travel options. Students choose the place they usually travel to. They can

**E. Read the letter and find;
(GO - R2 / CO - R8)**

The aim of this activity is to understand the descriptions of events, feelings, and wishes in personal letters. Students read the letter again to get more detailed information. They take notes when necessary. They find the information and compare it with their partners. Students move around in the class and work with different classmates. They talk about the e-mail and summarise it. Listen to the pairs and find the common mistakes. Do overall correction but do not mention the students who have made the mistakes.

Key:

1. He is traveller and nature lover.
2. He went on a journey for 3 months.
3. The top 5 greenest countries.
4. He is travelling and sharing his experiences with the people. He is giving presentations and talking to people for a greener world.

Teacher's Notes

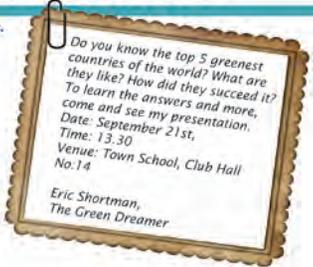
(This area is intentionally left blank for the teacher to take notes.)

7A - THE GREENEST COUNTRIES

- F. Read the invitation and answer the questions.**
1. What is it about?
 2. When is the event going to happen?
 3. Where is the event going to happen?

Time to Speak

- A. Cover the text. Work in pairs and talk.**
What's Eric's plan?
- B. Pay attention to the important information in the dialogue.**
Date, Time, Venue
e.g.
Herald : Eric is going to give a presentation on September 21st.
Vanessa: On 21st?
Herald : Yeah.



Time to Listen

- A. Read the expressions in the box and guess.**
What are the young people talking about?

Are you going to attend?
That's a wonderful event
Where?
What time?
Oh, I am sorry I can't.
What about you?



B. Listen and check your answers.

- C. Listen again and find:**
1. Where are they going to meet?
 2. Who is Tracey going to meet?
 3. What time are they going to meet?

D. Complete the sentences with names.

1.are going to attend the presentation.
2.isn't going to attend the presentation because

Time to Speak

Work in pairs and talk.
Imagine that you are one of the students above. Would you join the presentation? Why?

Use the speaking strategies below:
Before talking:
Make a plan about your ideas and give reasons.
While talking:
Don't try to make perfect sentences. Short and simple sentences are better.
Try to listen carefully and give answers.

e.g.
Rachel : Yes, I would join the presentation because it is interesting.
Kim : Yes, of course. I am interested in nature.
etc.

F. Read the invitation and answer the questions. (GO - R6)

The aim of this activity is to identify the date, place and topic of the invitation. Students study an invitation letter in this activity. Draw attention to the important part of the invitation; the topic, the date, the time and the venue. They read the letter and answer the questions. Then, students underline the important information again and compare with their partners.

Key:

1. It's a presentation invitation. It's about the top 5 greenest countries in the world.
2. On September 21st
3. at Town School, Club Hall No:14

Time to Speak

A. Cover the text. Work in pairs and talk. (CO - S13)

The aim of this activity is to speak fluently. Remind that students shouldn't be afraid of making mistakes. Students practice the important information in an invitation letter in this activity.

They work in pairs and talk about Eric's event again.

B. Pay attention to the important information in the dialogue. (GO - SI 8 / CO - S11)

The aim of this activity is to identify the specific information in face to face conversations and to express themselves by increasing vocabulary repertoire in different situations. Students pay attention to the important information as in the dialogue. They work with different pairs and practice.

Time to Listen

A. Read the expressions in the box and guess.

Draw attention to the expressions and encourage students to guess the topic of the listening part. They check the meaning of the expressions with their partners. Students listen and check their answers. Then, they compare their answers with their partners.

Key:
They are talking about the presentation.

B. Listen and check your answers. (GO - L4 / CO - L1)

The aim of this activity is to identify person, place and the topic in the recorded text. Students listen and check their answers. They pay attention to stress, pronunciation and intonation while listening.

TAPESCRIPT

B.

Tracey: Hey, Becky! You know about the presentation?

Becky: Which presentation?

Tracey: Oh, don't you know about the man?

Becky: Which man?

Tracey: The traveller, Eric. He travelled the top 5 green countries in the world last summer.

Becky: Oh, that sounds great.

Tracey: Well, he is going to make a presentation about the journey. Are you going to attend it?

Becky: Yes, of course. This is a wonderful event. What about you, Max?

Max: Oh, I think I can't come because I have things to do.

Tracey: OK, then. The presentation is at 1.30. Where shall we meet?

Becky: Is the school cafe OK?

Tracey: Yeah. What time?

Becky: Let's meet at 12.00. First, we have lunch then we go to the meeting together.

Tracey: All right.

C. Listen again and find;

Students read the questions to make them clear. Then, they listen again and find answers for each question. Students compare their answers with their partners.

Key:

1. She is going to meet Becky.
2. They are going to meet at the school cafe.
3. They are going to meet at 12.00.

Follow up

Students cover the questions and answers. Then, they ask and answer.

D. Complete the sentences with names.

Students are expected to find the people for the blanks. They read the sentences and decide. Students also write a reason for the second statement. Then, they compare their answers with their partners.

Key:

1. Tracey and Becky...
2. Max....because he has things to do.

Time to Speak

Work in pairs and talk.

Imagine that you are one of the students above. Would you join the presentation?

Why?

(GO - SP4 / CO - S8)

The aim of this activity is to develop suitable and effective communication strategies and to use simple structures correctly. Students study some speaking strategies in this activity. Go through the strategies with the students and give more information about them. Students work in pairs and talk about the presentation using the strategies. To create a warm atmosphere you can play music in the background while they are talking.

7A - THE GREENEST COUNTRIES

Time to Write

A. Write an invitation letter about one of the topics below. Then, e-mail it to your friend.



Use:
Date?
Time?
Venue?

Hi...
Our Nature Club is going to
I am going to.....
My friends are going to.....
.....

B. Write an answer to the e-mail. Write whether you are going to join the event or not.

.....
.....
.....
.....
.....

- I am sorry I can't join the event because.....
- I think I can't come because I have things to do. I am going to.....
- Oh, sorry! I can't make it because I am going to.....that day.

- Yes, I really would like to join.
- Oh, great! Note down my name.
- Of course, I come. This is a wonderful event.

Time to Speak

Work in pairs and act out.

Student A: Invite your friend to go somewhere.
Student B: Accept or refuse.

Use:
Have a drink, watch a movie, play computer games
have lunch together, plant trees, stay over night
Do a project, etc.

e.g.
Irena: Shall we have a drink tomorrow?
Dean: Yeah, that's a great idea. Where shall we meet?
Irena: At the Dream Cafe.
Dean: What time?
Irena: Is 2 pm OK?
Dean: Yeah.



85

(accepting and refusing invitations) given in the boxes. Students read the e-mail they receive from their partners and write an answer. They accept or refuse the invitation following the prompts. Do extra activities to study the prompts with the students.

Time to Speak

Work in pairs and act out. (CO - S14)

The aim of this activity is to speak relevantly. Search the Net and find short videos of inviting someone to do something. Draw attention to the expressions. Play the video and students tick the ones they hear. They work in pairs and practice the same dialogues. Then, students work in pairs and choose the activities. They act out as in the example. Students can arrange the setting and find simple costumes to use.

Teacher's Notes

Time to Write

A. Write an invitation letter about one of the topics below. Then, e-mail it to your friend. (GO - W7 / CO - W1, 6)

The aim of this activity is to write simple announcements, invitations and advertisements and to use simple sentence structures and patterns accurately. And also they use the range of words about personal details and needs of a concrete type appropriately and accurately. After reading and talking about an invitation letter, students work in pairs, choose one of the topics given and talk about the invitation letter. Then, students work individually and write an invitation letter. Next, they do peer correction and rewrite their letters regarding the feedback. Finally, they e-mail or give their letters to one of their friends in the class.

B. Write an answer to the e-mail. Write whether you are going to join the event or not. (GO - W3 / CO - W4)

The aim of this activity is to write simple and short personal letters. They use polite expressions in their writings. Draw attention to the clues

7B - FOR A GREEN WORLD

Time to Read

A. What do you do to help the environment? Choose the things you do.



a. I reuse things



b. I plant trees



c. I walk to school



d. I use less water

e. all of them

B. Work in groups and tell your actions. Also, share your experiences.

e.g. Nancy : I usually plant trees. Once, I joined an organisation and I planted 20 trees on that day.

Stiles : Really! I always walk to school. I save petrol for the environment and money for myself.

C. Look at the pictures below and guess. Then, read and check.

What's the problem?

D. Read and find the elements of the story.

1. The place: 2. The time: 3. The main character:

4. Supporting character: 5. The event:

Let's Save Forest

Lily loves nature so much. She is fond of watching trees and plants when the wind blows them. Lily lives somewhere in the mountain. She is so lucky to see the city while she is sitting in the terrace. She also sees the ocean with the boats floating.

On a sunny day in the summer, she woke up with the smell of the smoke coming from the forest. She opened the window and saw the forest on fire. The poor trees were burning down one by one. She got shocked and called the fire brigade in panic.

When they arrived, the fire destroyed hundreds of trees. Fortunately, with the help of the villagers they could extinguish the fire in a short time. The police said that a group of people started the fire while they were trying to make a campfire.

Lily was really upset for the burnt trees so she decided to start a campaign to plant new ones. She prepared some posters and announced the campaign in the local schools. Students were really eager to do something for their dear forest. A few weeks later, they gathered to plant trees. It was a wonderful day because everybody was trying to their best for a green world.



86

Time to Read

A. What do you do to help the environment? Choose the things you do.

Draw attention to the actions and students tick the activities they do. Then, they compare them with their partners' as in the example.

Key:

Students' own answers

B. Work in groups and tell your actions. Also, share your experiences.

Students work in groups and tell their actions. They share their experiences with their partners' as in the example.

C. Look at the pictures below and guess. Then, read and check.

Students work in pairs. They study the pictures and tell what is going on.

e.g. There are some people in the forest. They are cutting down the trees. Neighbours are not happy, etc.

They guess the problem and compare it with their partners. Then, students read and check their answers.

Key:

The elements of the story:

The place: Near Lily's house, in the forest.

The time: a sunny day in the summer

Main character: Lily

Supporting character: Daniel and other friends

The event: People protested building of a farm in the forest and stopped it.

D. Read and find the elements of the story. (GO - R4 / CO - R5)

The aim of this activity is to identify the elements of the story and understand the written text with the help of background knowledge. Students read and find the elements of the story.

7B - For a Green World

TEACHER'S TIP

Take the advantages of topics related to the environmental issues to raise awareness. In this part, students both learn the language and the topic about a greener world.

Warm up

The section raises awareness about environmental issues and promotes their story telling / reading skills.

Write on the board: "What do you do for the environment?"

Students work in pairs and try to make a long list. They can search the Net to find more actions. Then, students display their lists on the walls of the classroom. They move around the class and study all the lists to compare their lists. They can add new actions to their lists and talk about them. Finally, they work in pairs and talk about the things they usually do to help the environment.

Suggested Answer:

.....so I texted and emailed my friends to inform about the event. Daniel called the local radio and magazines. He also let the nature club members know about the farm. Daniel was really helpful. After a short time, more than 100 people were in the area. We were carrying posters and slogans. The workers stopped working and the manager wanted to talk to the crowd. I was in front and had a big argument with him. The policemen arrived after a few hours. Local people also came to area and started to protest. The workers stopped working and left the area. We went to a cafe to celebrate our victory...

B. Now, write down your own diary. Tell the important things only. (GO - W5, 6)

The aim of this activity is to keep diaries and enjoy keeping diaries. To make students enjoy keeping diaries, talk about good reasons of keeping diaries. e.g. They record the important things in their lives and they improve their writing skills. Students write their own diaries considering the tips. Then, they revise and edit their pages and put them into their portfolios.

Follow up

Encourage students to keep a diary in a traditional way or an electronic one.

C. Do peer correction and rewrite your and Lily's diary.

Students do peer correction and rewrite their and Lily's diary.

7B - FOR A GREEN WORLD

Time to Listen
A. What do you do when you see? Look at the example below and make sentences.



dirty rivers



street animals



garbage on the streets



dry lakes



air pollution



traffic jam

a. I feel sad b. I join the protests c. I call the authorities
e.g. Rick: I join protests when I see dirty rivers.

B. Look at the people around the table and answer the questions.

- Who are the people?
- Why are they together?

C. Listen and answer the questions.

- Why did the young people do the protest?
- What was the result?
- What did they do after the protest?
- Why did they set up the Green Group?
- What do the people do at the Green Group?

D. Work in groups. Guess and share.
What did Lily and her friends do for the street animals?

E. Listen and check your answers.

F. Work in groups and share your ideas. Would you like to join the Green Group? Why?

Time to Write
A. Write a story about an environmental event.

Who are the characters in the story? Tim, at the age of 18, friendly, energetic, funny, etc.	What happened? Tim was walking down the street when he saw the animals. They were very cold.
Where did it happen? On the street, etc.	When did it happen? Last January, etc.
What happened in the end? He called the Green Group and....	

.....
.....
.....
.....

B. Do peer correction. Then, rewrite your story.

88

Time to Listen

Warm up

Ask students; "Do you join protests for environment sometimes? Why? Why not?" Students share their ideas with their classmates or groups. Note the ideas on the board and add your own ideas as well.

A. What do you do when you see? Look at the example below and make sentences.

Draw attention to the environmental problems. Students work in pairs and study the environmental problems one by one. They share their ideas as in the example.

Key:

Students' own answers

Follow up

Students work in pairs. They take turns and mime the environmental problems whereas their partners try to guess the problems.

B. Look at the people around the table and answer the questions.

Students look at the people and remember the story in the previous episode (in 7A). They answer the questions and compare with their partners. Students summarise the previous story.

Key:

1. They are Lily and her friends.
2. They are informing each other about the environmental activities they did.

C. Listen and answer the questions.
(GO - L1 / CO - L4, 2)

The aim of this activity is to distinguish the reason result expressions in a recorded text. Students read the questions one by one and make the meaning clear with their partners. They try to guess the answers before listening. Students listen and answer the questions. Then, they compare their answers with their partners'. They take care rules of manners and cultural values while listening. Students also appreciate what they listen. They listen and learn about environmental issues and how to take actions.

TAPESCRIPT

C.

Carmen is interviewing Lily for the school magazine.

Carmen: Hi Lily. Are you a green person?

Lily : Yeah. I think so. At least I am trying to be.

Carmen: You did a big protest last weekend. What was the reason?

Lily : Yes. Some people were cutting down the trees. We wanted to stop them and finally we did.

Carmen: Great! What did you do after the event?

Lily : We had a party at the Breeze Cafe and celebrated our victory.

Carmen: Cool. Then?

Lily : We went to the same forest and planted trees.

Carmen: Wow! You did a marvellous job.

Lily : We also have a team now called; Green Group
Carmen: Oh, why did you set up this group?

Lily : To work for environment. We take actions against nature killers.

Carmen: We wish you luck, Lily. Please add me to the group.

Lily : Oh, yeah. Sure. Guess what? We did another big job yesterday.

Carmen: You are kidding. What is it?

Lily : You know there are lots of street animals. We

Key:

1. Because, some people were cutting down the trees.
2. They could stop them.
3. They had a party at the Breeze Cafe and celebrated their victory.
4. To work for environment.
5. They take actions against nature killers.

D. Work in groups. Guess and share.
(GO - SP3)

The aim of this activity is to explain the guesses on simple basis. Students guess what Lily and her friends did for the street animals. They share their ideas with other classmates. Elicit ideas from the students but don't correct or confirm.

Key:

They built a shelter for 20 dogs.

E. Listen and check your answers.

Students listen and check their answers.

They compare their answers with their partners'.

Ask students; "Do you like this action? Why?"

Elicit ideas from different students.

TAPESCRIPT

E.

Lily : We built a shelter for 20 dogs. They are safe now.

Carmen: You are great!

F. Work in groups and share your ideas.
Would you like to join the Green Group? Why?

Students do this activity as a follow up activity.

Students discuss if they would like to join the Green Group. They work in groups of three or four and share their ideas. They note down their reasons.

e.g. I would like to join this group because they work for the environment, they help animals, etc.

Key:

Students' own answers

Time to Write

A. Write a story about an environmental event. (GO - W4 / CO - W10)

The aim of this activity is to write simple, short

stories and avoid irrelevancy while writing. Students write an environmental story they have joined. Or they search the Net to find an event to write it in a story format.

Students study the prompts carefully and write the story. They refer back to the story in the reading and listening parts.

Key:
Students' own answers

B. Do peer correction. Then, rewrite your story.

Students do peer correction and rewrite their stories considering the feedback. Finally, they put their stories into their portfolios or/and publish on their blogs.

Teacher's Notes

7C - ENVIRONMENT ONLINE - ENO

Time to Read

A. Work in pairs and answer the questions.

1. Do you have Nature Club at your school?
2. Does your school organize tree planting campaign every year? Do you also plant trees?
3. Is your school garden big enough? Are there many trees?

B. Read the poster below and find.

What is it about?

C. Read and check your answer.

Joe: Excuse me. Can you tell me about ENO?

Kate: Yes, of course. Let me explain. Environment Online - ENO is a global school network for environment and peace. It started in 2000 and now it has thousands of schools in 150 countries. We have an important day called Tree Planting Day.

Joe: You plant trees on that day.

Kate: Yeah, exactly. ENO Tree Planting Day is an international event for schools and groups. We plant trees and learn about the plants in the nature. Tree planting is the most popular activity in the ENO Programme. The first ENO Tree Planting Day took place eight years ago in 2004. We have planted 7 million trees since then and we aim to plant 100 million trees by the end of 2017.

Joe: Do you celebrate this day every year?

Kate: Sure. We celebrate the 12th ENO Tree Planting Day on May 22nd, 2013. We call all the schools in the world to plant trees with us on that day. We want to create the world's biggest event for schools all around the world. You must join us!

Joe: OK. What must we do to join this event?

Kate: Oh, it is easy. Just register your school or your group to the network.

Joe: Then?

Kate: Then you must plant trees with us that day.

Joe: First, I must talk to school mates and then the manager. I am sure they find this idea interesting. I must be off now. See you soon.

Joe, from the School Nature Clubs
Kate, ENO Coordinator



D. Read and write True or False.

- 1. ENO is a charity network for environment and peace.
- 2. More than one hundred schools are members of this network.
- 3. Tree Planting Day is an international event.
- 4. First Tree Planting event was in 2000.
- 5. ENO plans to plant 10 million trees until 2017.
- 6. Schools and groups must register to join this event.
- 7. Joe isn't excited about the event.

E. What do you think?

Is Joe's school going to join ENO network?

7C - Environment Online - ENO

Time to Read

Warm up

Students are introduced with Must/Mustn't in this section and an international environment campaign. Write on the board; Environmental Campaigns. Students brainstorm and try to find campaigns. If they can't find enough, they can search the Net. Then, they share their findings with their classmates.

A. Work in pairs and answer the questions.

Draw attention to the questions. Students work in pairs and share their ideas.

Key:
Students' own answers

B. Read the poster below and find. (GO - R3)

The aim of this activity is to understand the specific message in announcements, leaflets, and posters. Students study the poster and find what

the reading text is about. They also find what ENO stands for. Students compare their ideas with their partners'.

C. Read and check your answer. (CO - R7)

Students read and check their answers. They read fluently.

Key:

It's about universal tree planting day on 22 May 2012.

Follow up

Draw attention to some of the statements with Must/Mustn't. Students work in pairs and study the statements to figure out the meaning. They check their answers with other pairs. Encourage students to do more statements with the same form.

D. Read and write True or False.

Students read the statements one by one and make the meaning clear. They read the dialogue again and answer the questions. Then, they compare their answers with their partners.

Key:

1.T 2.F 3. T 4. F 5.F 6.T 7. F

E. What do you think?

Students guess whether Joe's school is going to join the network. They can also add their own ideas. e.g. I think they should join the network. Our school must join, too.

Key:

Students' own answers

Follow up

Students discuss why their school must join this network.

Teacher's Notes

7C - ENVIRONMENT ONLINE - ENO

Time to Speak

A. Work in groups and talk about environmental problems. Use the clues and talk. You can also add your own ideas.

e.g.
Garry: Forest fires are very dangerous in the summer time.
Paul: Yeah. I know. People mustn't make camp fires in the summer.
Garry: You are right.

forest fires
dirty beaches or sea
air pollution
shortage water
traffic jam
over use of electricity
global warming
etc.

Use both sides of the papers.
Turn off the lights or TV to save energy
Ride bike, get on the bus or walk
Not make camp fires in the summer
Turn off the tap while not using
Plant trees.
Put more bins at the beach. Or collect the garbage sometimes.
etc.

B. Join your friends' conversation.

Use:
Ralph: Excuse me, can I say something? I think, the beaches and the sea are also very dirty. We must put more bins at the beach, etc.

Time to Listen

A. Match the words. Then, compare them with your partners.

Environment
Plant
That sounds
Clean
Waste

time
interesting
up
trees
friendly

B. Look at the pictures and the title.

Then, guess.
1. Who are the people?
2. What are they planning?

ACTION TIME



C. Describe the garden.

Time to Speak

A. Work in groups and talk about environmental problems. Use the clues and talk. You can also add your own ideas.

Students form groups of four or five to discuss the environmental issues. First, they study the issues already given. Then, they find new ones on the Net and add them. Finally, they discuss the problems and suggest some solutions as in the example. Volunteer groups can discuss the problem in front of the class.

B. Join your friends' conversation. (GO - SI 4 / CO - S3)

The aim of this activity is to participate in basic, simple and clear conversations on familiar topics. They link words or word groups with very basic linear connectors like "and" or "then". Students can leave their groups and join other groups' conversation if they would like to as in the example. Draw attention how to join a conversation using the expression; "Excuse me, can I say something?"

Time to Listen

Warm up

Books are closed. Write the first half of the phrases on the board and encourage students to complete them. They mingle around and check their answers with different classmates.

A. Match the words. Then, compare them with your partners. (CO - L3)

Students search the meaning of unknown words in the recorded text. They use dictionaries. They study the phrases and match them. They also compare the correct forms of the phrase with the ones they have found out.

Key:

Environment-friendly.

Plant trees.

That sounds interesting.

Clean up.

Waste time

B. Look at the pictures and the title. Then, guess. (GO - L2)

The aim of this activity is to guess the content of the recorded text according to the title. Students guess the topic of the people and what they are doing through the pictures and the title.

They compare their answers with their partners'. Ask more questions to give some clues.

e.g. What day is it? Where are they planting the trees?, etc.

Remind students that they are going to learn the correct answer in the following activities.

Key:

1. They are a group of students and their teacher.
2. They are planning to plant trees in their school garden.

C. Describe the garden.

Students study the pictures again. They listen and describe the garden. Students compare their answers with their partners.

TAPESCRIPT

C.

Let's Plant Trees

Mr. Darn : ENO is calling all schools of the world. Our school is environment-friendly. So we must join this event.

Joe : Yeah. Our slogan must be

“One Person One Tree.”

Mr Darn : So each person must plant one tree. That makes 220 trees.

Joe : Yes, exactly.

Maggie : Our school needs a lot of trees. You see there aren't enough trees in the garden. We must turn our school green.

Terry : Yes, you are right.

Joe : On May 22nd, we meet in the morning and plant the trees at same time with all schools of the world.

Maggie : That sounds exciting. Everybody must be there.

Joe : Yeah, we mustn't be late. We still have two weeks.

Mr Darn : Please note down. We must help with the clean up at the end.

Joe : OK, Mr Darn. Now, we mustn't waste time. Let's start working, guys.

Key:

There aren't enough trees in the school garden. It must be greener.

Teacher's Notes

D. Listen and complete the sentences.

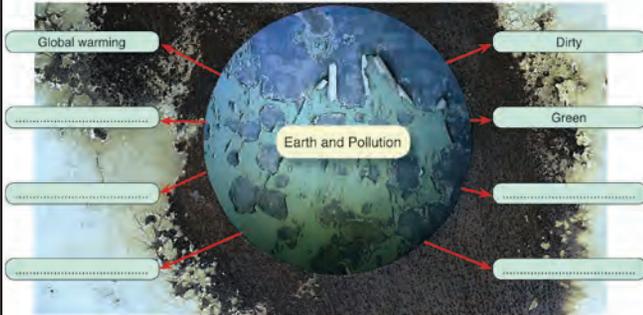
1. Each student must.....
2. That makes.....trees.
3. Our school needstrees.
4. We must turn our school
5. We meet in theand plant.....
6. Everybody must be.....
7. We mustn't waste.....
8. Let's start.....

E. Write True or False.

-1. The young people are great environmentalists.
-2. Students are excited about the Tree Planting Activity.

Time to Write

A. Brainstorm and write words about Earth and Pollution.



B. Write the missing words to complete the poem.

- up
- eyes
- sparkling
- planet
- garbage
- be
- time
- happiness
- world

CLEAN WORLD HAPPY LIFE

Clean(1) the earth,
 so it could be a(2) clean place for us all !
 Clean up the earth,
 so we can see the gorgeous blue and green on our(3).
 The blue and green will shine in our(4) if we clean it up.
 So clean it up,
 so that we don't see any(5)
 any(6) or any day.
 Clean it up
 and live in a world of.....(7).
 The(8) we live in can be cleaned up and we can(9) happy!

Time to Speak

Work in pairs and share the poem with your partner.

Key:

1. T
2. T

Time to Write

A. Brainstorm and write words about Earth and Pollution.

Students brainstorm and complete the mind map. Then, they compare their maps and add new words. Students check the meaning of the words with their partners'.

B. Write the missing words to complete the poem. (GO - W1)

The aim of this activity is to write poems. Students write a poem related to environment in this activity. Students study the words with their partners or refer to a dictionary. Then, they write the missing words in the blanks to complete the poem. Remind that they can also use different words rather than the ones already provided for them.

Key:

1. up
2. sparkling
3. planet
4. eyes
5. garbage
6. time
7. happiness
8. world
9. be

Time to Speak

Work in pairs and share the poem with your partner. (GO - SI 9 / CO - S13, 7)

The aim of this activity is to exchange their personal poems. Students work in pairs and share their poems. They can memorise the whole poem or one stanza and share with different classmates.

Teacher's Notes

D. Listen and complete the sentences.

Students work in pairs and try to guess the missing words in the blanks. Remind that they don't have to fill all the blanks. Then, they listen and check their answers. Finally, they compare their answers with their partners.

Key:

1. Each student must plant one tree.
2. That makes 220 trees.
3. Our school needs a lot of trees.
4. We must turn our school to be green.
5. We meet in the morning and plant the trees at the same time with all schools of the world.
6. Everybody must be there.
7. We mustn't waste time.
8. Let's start working, guys!

E. Write True or False. (CO - L6)

The aim of this activity is to use background knowledge to understand the recorded text. Students need to make inference and decide whether the statements are True or False. Then, they compare their answers with their partners' and give reasons.

ATATÜRK

1. "This regime can best represent the wishes of people."

Which principle does this saying refer to?

- a. populism
- b. nationalism
- c. secularism
- d. republicanism

2. "Nobody is superior than the others. Everyone is equal."

Which principle does this saying refer to?

- a. populism
- b. reformism
- c. statism
- d. nationalism

3. "It saves the state from the pressure of any type of dogma"

What does "it" refer to?

- a. statism
- b. secularism
- c. populism
- d. nationalism

4. "Our first aim is to be a developed country in economics and technology."

Which principle does this saying refer to?

- a. reformism
- b. republicanism
- c. statism
- d. reformism



Check Your Progress



I can...				
Listening	Identify person, place and the topic. Distinguish the reason result expressions in recorded text.			
Reading	Understand the descriptions of events, feelings, and wishes in personal letters. Understand the specific message in announcements, leaflets, and posters.			
Spoken Interaction	Participate in basic, simple and clear conversations on familiar topics. Express reason and result relations in their speech.			
Spoken Production	Explain his guesses on simple basis. Develop suitable and effective communication strategies.			
Writing	Write poems and simple personal letters. Write simple announcements, invitations and advertisements. Keep diaries and write simple, short stories.			

92

Teacher's Notes

ATATÜRK

Students work individually. They read the questions and choose the correct options. Then, they compare their answers with their partners.

Key:

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

CHECK YOUR PROGRESS

Students check themselves as it is one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses at the end.

THEME 8



Tourism

At the end of the theme, you will be able to....

- find a suitable title for the recorded text.
- distinguish the questions related to their abilities in the recorded text.
- eager to read newspapers and magazines.
- identify the date, place and topic of the invitation.
- ask for attention.
- exchange the information from magazine and newspapers.
- talk about their abilities.
- enjoy having short conversations.
- write announcements and posters.
- express their abilities in written texts.
- write short, simple, imaginary biographies.

Bu tablo 24.08. 2011 tarih/118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 8 A2.1.4		Tourism			
Language areas		Present perfect Ever - never			
Skills	General Outcomes	Common Outcomes	Vocabulary	Materials	
	Ss will be able to...				
8A - A Crazy Holiday	Listening	3 Find a suitable title for the recorded text.	5 Ask for further explanation for the points not understood in the recorded text.	Nouns: zip lining, paradise, cliff diving, parachuting, childhood, pigeon, pottery, sunset, abroad, instructor, civilization, donkey, desert, treasure, slogan, seaside Verbs: ski, fall, push, sunbathe, scream, hit, ride a camel Adjectives: peaceful, fantastic, unusual, wild, historical, refreshed Adverbs: slowly, carefully, happily, loudly, easily	
	Spoken Interaction	1 Initiate, maintain and close simple, face to face conversations. 6 Ask for attention. 10 Exchange the information from magazine and newspapers.	12 Report simple sentences in recorded or written texts. 4 Use words and word groups related to particular concrete situations.		
	Spoken Production				
	Reading	7 Find a suitable title according to the topic of the written text.	1 Search the meaning of unknown words in the written text. 4 Guess the meaning of unknown words in the written text.		
	Writing	9 Write a suitable title for the recorded or written material. 8 Write announcements and posters.	2 Write according to the spelling rules. 12 Use simple structures and language functions while writing.		
				The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary	

Theme 8 A2.1.4		Tourism			
Language areas		Present perfect for - since			
	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
8B - Why Do You Travel?	Listening	5 Distinguish the questions related to their abilities in the recorded text.		Nouns: sunset, abroad, instructor, civilization, donkey, desert, treasure, slogan, seaside Verbs: ski, fall, push, sunbathe, scream, hit, ride a camel Adjectives: peaceful, fantastic, unusual, wild, historical, refreshed Adverbs: slowly, arefully, happily, loudly, easily	The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary
	Spoken Interaction	2 Keep the clear and simple conversations going on familiar topics.	9 Pay attention to intonation and stress while speaking. 1 Use body language while speaking.		
	Spoken Production	5 Talk about their abilities.	7 Speak self confidently.		
	Reading		6 Pay attention to punctuation marks while reading.		
	Writing	10 Express their abilities in written texts.	3 Use punctuation marks appropriately and accurately. 7 Use basic repertoire of isolated words and phrases according to their functions and genre.		

Theme 8 A2.1.4		Tourism			
Language areas		Present perfect Just – already - yet			
Skills	General Outcomes	Common Outcomes	Vocabulary	Materials	
	Ss will be able to...				
8C - Interesting Hotels	Listening	3 Find a suitable title for the recorded text.			
	Spoken Interaction	3 Eager to participate in basic, simple and clear conversations. 5 Enjoy having face to face conversation on familiar topics.	6 Pronounce the words accurately. 5 Use basic repertoire of isolated words and phrases according to their functions and genre.	Nouns: Unusual, coconut, sunset, abroad, civilization, treasure, slogan, seaside Verbs: ski, fall, push, sunbathe, scream, hit, ride a camel Adjectives: peaceful, fantastic, unusual, wild, historical, refreshed Adverbs: slowly, carefully, happily, loudly, easily	
	Spoken Production	2 Enjoy having short conversations. 1 Eager to talk on familiar topics.			
	Reading	1 Eager to read newspapers and magazines.	3 Pronounce the words accurately while reading.		
	Writing	2 Write short, simple, imaginary biographies.	5 Use sentence structures correctly and meaningfully. 9 Link words or word groups with very basic linear connectors like “and” or “then”.		
					The CD Student's Book Workbook Teacher's Book Tablet PCs Projector Dictionary

8A - A CRAZY HOLIDAY

Time to Listen

A. Tick the things you have done.

I have been abroad. (a)

I have made spaghetti. (b)

I have done bungee jumping. (c)

I have been to a Zoo. (d)

I have gone on holiday with my friends. (e)

I have talked to a famous person. (f)

I have swum in a river. (g)

B. Work in pairs and compare your answers.

e.g.

Mirek : Well, I have been to a Zoo.

Danny : Oh, really. I have never been to a Zoo but I have seen elephants on TV, etc.

C. Work in pairs and talk.

1. Have you ever done bungee jumping?
2. Is bungee jumping popular in your country?

D. Match the words to the photos.

.....tie up ankle ...scream belt edge scared instructor



E. Listen and tick the correct sentences.

1. Christina has done bungee jumping before.
2. The instructor has tied up her ankles and body carefully.
3. She feels comfortable.
4. The reporter is interviewing Christina.
5. Her friends are listening to her on the radio.
6. The instructor hasn't given her enough information.
7. Christina has checked her belt.
8. She has jumped off the bridge.

Keep in Mind!

I have (haven't) been on holiday.
He has (hasn't) eaten sushi.
Has she eaten sushi?

94

B. Work in pairs and compare your answers.

Students work in pairs and compare their experiences. Encourage students to study the sentences and figure out the use of present perfect tense to tell experience. They also focus on the form of the sentences.

Follow up

Students share more experiences of them.

C. Work in pairs and talk.

Students work in pairs and talk considering the questions. They learn the meaning of bungee jumping looking at the visuals.

Key:

Students' own answers

D. Match the words to the photos.

Students study the photos and the words. Then they try to match them. If they fail, they work with different classmates or refer to a dictionary. Elicit answers from different students and correct any mistakes. Students work in pairs and play mime game to practice the words.

Key:

1. ankle
2. scared
3. tie up
4. scream
5. instructor
6. belt
7. edge

8A - A Crazy Holiday

Material

Crazy Holiday photos

Warm up

Write Crazy Holidays on the board. Students brainstorm and write words related to crazy holidays. e.g. surfing, safari, parachuting, diving, etc. Students compare their lists and exchange words.

Time to Listen

A. Tick the things you have done.

Draw attention to the activities. Students work in pairs and make the meaning clear. They tick the things they have already done.

Key:

Students' own answers

E. Listen and tick the correct sentences. (CO - L5)

The aim of this activity is to ask for further explanation for the points not understood in the recorded text. Ask students; "What is the girl going to do? Is she scared?" Students share their ideas with classmates. Then, they read the sentences and make the meaning clear. Next, they listen and tick the correct answers. They correct the wrong sentences with their partners. Students ask for further questions to understand the points in the recorded text.

e.g. Sorry, does Christina work for the radio channel?

Can you play the audio again, please?

Key:

1. Christina has done bungee jumping before.
2. The instructor has tied up her ankles and body carefully. (T)
3. She feels comfortable.
4. The reporter is interviewing Christina. (T)

5. Her friends are listening to her on the radio.
6. The instructor hasn't given her enough information.
7. Christina has checked her belt. (T)
8. She has jumped off the bridge. (T)

TAPESCRIPT

E.

Hi everyone! You are listening to Sports FM. We are on a tall bridge now. Christina has won a crazy holiday in London from our channel. She has done cliff diving and parachuting until now. Today she is doing bungee jumping. She is very scared now because she has never done this crazy sport before. The instructor has taken her weight and then tied up her ankles and body carefully. Now, let me ask her something.

Reporter : Hi Christina, are you excited?

Christina : Of course. Oh my God, I am going to jump off that bridge. I can't believe myself.

Reporter : When you are up there, don't look down, Christina.

Christina : OK.

Reporter : I think I must leave her alone. The instructor has told her everything about this jump. By the way, Christina's friends are here for her. They are watching her and screaming loudly.

Christina : Oh, they look very small.

Reporter : Have you checked your belt again?

Christina : Yeah. It is OK.

Reporter : Cool. You look ready. Fantastic. The big moment has come. Christina is walking to the edge of the bridge slowly. She is counting down fast. 3, 2, 1..

Christina : (screaming)

Teacher's Notes

8A - A CRAZY HOLIDAY

F. Choose the best title for the listening part.

- a. A Bungee Jumping Adventure
- b. Adventure in the sea
- c. A difficult Job

G. Do you remember? Choose the correct word.

1. The Instructor tied up her ankles and body **slowly** / carefully.
2. They are watching her and screaming **loudly** / happily.
3. Christina is walking to the edge of the bridge **easily** / slowly.
4. She is counting down **fast** / quickly.

Time to Speak

A. Christina's friend, John has had an unlucky holiday.

Look at the pictures and the prompts. Then, talk about his holiday.

Student A: John

Student B: You

e.g.

Sam : Hey, John! Have you been to Mexico?

John : Oh, yeah.

Sam : When did you go there?

John : Last year.

Sam : What did you do?

John : Well, I rode a donkey in the desert.

It was very hot and the donkey was angry. She kicked me off.

Sam : Oh, that's bad.

Start the conversation:

Hey, John! Have you been to Mexico?

Keep on the conversation:

What did you do?

Oh, you had a bad holiday.

What a lovely holiday!



B. Work in groups and share your experiences.

1. Have you ever had a crazy holiday?
2. What did you do?
3. Or would you like to have a crazy holiday? What kind?

e.g.

Serena : Yes, I have gone skiing in the mountain. I went there last winter. It was really crazy.

Venus : Oh, I have never gone skiing before. But I would like to go one day.

C. Draw attention and join other groups to share your experiences.

Use the strategy:

Raise your hand.

Start talking a bit loudly: "Can I tell you my crazy holiday?" or "Well, I always try to have a different holiday. For example; I have been to different mountains and lakes, etc....."

95

F. Choose the best title for the listening part. (GO - L3)

The aim of this activity is to find a suitable title for the recorded text. Students read the titles and discuss the meaning with their partners. Then, they choose the correct option and share with their classmates. Encourage students to give reasons for the titles.

Key: a

G. Do you remember? Choose the correct word. (CO - L5)

Students are introduced with adverbs in the listening part and in this activity. They read the statements and the bold words to choose the correct one. Study the difference between adjective and adverb.

Key:

1. Carefully
2. loudly
3. slowly
4. fast

Follow up

Students work in pairs and make more statements using adverbs.

Time to Speak

A. Christina's friend, John has had an unlucky holiday. Look at the pictures and the prompts. Then, talk about his holiday. (GO - SI 1)

The aim of this activity is to initiate, maintain and close simple, face to face conversations. Students talk about holiday experiences in this activity. They go through the pictures and prompts. Then, they study the sample dialogue and new ones.

Suggested Answer:

A: Have you had a new car?

B: Yeah.

A: When did you buy it?

B: Three months ago.

A: Did you travel by your car much?

B: Not too much. Because I hit a tree after one week.

A: Oh, too bad.

B. Work in groups and share your experiences. (CO - S4)

The aim of this activity is to use words and word groups related to particular concrete situations. Students work in groups and share their experiences about crazy holidays. Students move around in the class with music in the background and practice more. Monitor students if needed. **e.g.** Encourage them to work with different classmates, give ideas or clues, etc.

Key:

Students' own answers

C. Draw attention and join other groups to share your experiences. (GO - SI 6)

The aim of this activity is to ask for attention. Students learn how to join an ongoing conversation. First, they study the strategy and then they practice it as in the example.

Key:

Students' own answers

Teacher's Notes

Time to Read

A. Work in groups and share. What do you know about New Zealand?

- Where is it? 2. What is the population?
- What is it famous for? 4. Is it big or small?

B. Guess the meaning of unknown words in the text.

C. Read and match the photos to the paragraphs.

It all happened when I saw a poster about New Zealand on the bus last May. At that moment, I decided to go with my friend and discover this fantastic country. It was not easy to go there because New Zealand is far away and expensive for me. So, I rent my house and left home for 6 months.

(1).... Now, we are in Queensland and we have planned to stay for 2 weeks. We have been here for ten days now and we have done many exciting things so far. First, we have visited the local people called the Maoris. They are friendly and proud people. We have watched their dances and learnt about their culture.

(2).... Then, we have taken photos of fish and underwater life in the lake. We have spent there three hours every day but we haven't made enough photos. Also, we have seen a lot of sea birds over the lake. I think everyone must see this paradise.

(3).... And guess what! We have gone zip lining on the mountain. We have pushed ourselves from one tree to another and have seen different birds and monkeys. It is like flying with birds. We have had a great fun. It is not dangerous or expensive. You must have a go!

D. Work in pairs and find Christina's feelings in the text.

E. Find a good title for the text.

Time to Speak

Work in pairs and tell Christina's holiday to your partner.

Before the holiday:

- How did she decide to go on a holiday?

On holiday:

- Where has she been until now?
- What has she done?

Time to Write

A. Work in groups of three and prepare a tourism poster as above. Follow the steps:

- Find a travel agency name. (*Dream tours, Majestic tours, etc.*)
- Choose the destination (*New Zealand, Egypt, South Africa, Turkey, etc.*)
- Find three reasons to go there. (*Green, cheap and lovely food, etc.*)
- Find a good slogan. (*Ready to Discover Egypt? etc.*)
- Write a good title. (*Enjoy Lisbon with us...etc.*)

B. Do peer correction. Then, rewrite your poster.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

96

Time to Read

Warm up

Display photos of New Zealand through the net and allow students to guess the country. They share their ideas and feelings about the country. **e.g.** It is a lovely country. I would like to visit it one day, etc.

A. Work in groups and share. What do you know about New Zealand?

Students work in groups and guess the answers of the questions. They compare their answers with other groups'. Finally, they search on the net and check the information. They correct any mistakes.

Key:

- It is an island country located in the southwestern Pacific Ocean.
- The population of New Zealand is approximately 4.4 million.
- New Zealand is famous for its spectacular landscapes, sailing and rowing, and other outdoor sports and activities ...etc.
- It's not big.

B. Guess the meaning of unknown words in the text. (CO - R4)

The aim of this activity is to guess the meaning of unknown words in the written text. Students work individually and underline the unknown words. They guess the meaning of the words through the context. Finally, they use a dictionary if necessary. Students compare their answers with their partners.

C. Read and match the photos to the paragraphs. (CO - R1)

Students search the meaning of unknown words in the written text. Then, they read the holiday story and find. Who is telling the story? Then, they read the story and match the photos to the paragraphs. They work in pairs and compare their answers.

Key:

1.c 2.b 3.a

Follow up

Students cover the story. They look at the photos and say what each photo is about.

D. Work in pairs and find Christina's feelings in the text.

Students read for the last time and find Christina's feeling during the holiday. They compare their answers with their partners'.

Key:

Here are the sentences that tells Christina's feelings.

"We have done many exciting things so far."

"I think everyone must see this underwater paradise."

"It is like flying with birds. We have had a great fun."

E. Find a good title for the text. (GO - R7)

The aim of this activity is to find a suitable title according to the topic of the written text. Students go through the story and find a good title for the story. Once they find a title they note it on the board. All students have a look at the titles and find the best one.

Suggested Answer:

An unforgettable holiday in New Zealand

Time to Speak

Work in pairs and tell Christina's holiday to your partner. (GO - SI 10 / CO - S12)

The aim of this activity is to exchange the information from magazine and newspapers. They also report simple sentences in the written text. Students are expected to tell Christina's holiday to their partners in this activity. To achieve this task, students follow the steps by answering the questions. Note that they need to make sentences in simple past and present perfect tense. Students take turns and interview each other using the questions.

Follow up

Volunteer students act out the interview.

Time to Write

A. Work in groups of three and prepare a tourism poster as above. Follow the steps; (GO - W9, 8 / CO - W2,12)

The aim of this activity is to write a suitable title for the written material and write announcements and posters. They write according to the spelling rules. They also use simple structures and language functions while writing. Students can do this task either in class or at home. Set a time limit, 40 min. Students work in groups of three or four and prepare a tourism poster following the steps. They can search the Net to find information for each step. Students design the posters either on a large paper or on the computer. Remind that they can make a poster of their own town. Finally, they display their posters and get feedback from their classmates.

B. Do peer correction. Then, rewrite your poster. (CO - W13)

Students do peer correction considering the correction code. Students work in pairs and correct the mistakes on the posters.

Teacher's Notes

8B - WHY DO YOU TRAVEL?

Time to Read

- A. Work in pairs and share your ideas.**
Why do you travel? Write three reasons.
 1..... To relax.....
 2.....
 3.....

- B. Work with other pairs and compare your reasons.**

e.g.
Brian : I travel to relax. I go to the seaside and sunbathe.
Cindy: Oh, yeah. It is nice. Actually, I travel to learn new languages and cultures.
 I find it interesting, etc.

- C. Read the blog quickly and find. Why did Maria write the blog?**
D. Fill in the blanks with the titles.



To experience new cultures - To see new things - To learn a new language



MARIA'S TRAVEL BLOG



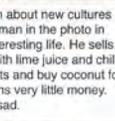
Travelling is our lifestyle. We travel to unusual places every year.
 Why do we travel? We have three good reasons.

(1).....

My daughter was 18 months when we started to travel. We went to Kenya to teach her Zulu language. Now, she can say a lot of things in this language. We can also speak some words. We always try to find new places to learn new languages. We have travelled for 10 years now and we have learnt six languages so far. You can learn a language easily when you live with local people. We love speaking different languages. I also enjoy speaking to local people with their own language. It is really interesting.



With my husband, Richard



her new friends

(2).....
 When we travel we can meet new people, learn about new cultures and places. It is fun. For example, we have met this man in the photo in Costa Rica. He is called coconut man. He has an interesting life. He sells coconut all day. His fresh coconuts and fried chips with lime juice and chili are very delicious. I meet him every day on the streets and buy coconut for me and my son. He works all day in the sun and earns very little money. But he is always smiling and I have never seen him sad.



Coconut man in Costa Rica

(3).....

People can see fascinating places when they travel. We've seen the Taj Mahal, the pyramids, and climbed the Eiffel Tower. We have also discovered tapirs, lions, elephants in the wild and taken their photos. We have seen lots of waterfalls all around the world since 1998. Waterfalls are amazing. I love the noise and the sparkling water. I recommend New Zealand and Costa Rica for waterfall lovers. You can watch waterfalls, shoot their photos or stand under them. Of course, only under the small ones.



Our daughter, Alex

97

- B. Work with other pairs and compare your reasons.**

Students work with different pairs and compare their answers as in the example.

Encourage students to use the language used in the example.

e.g. Oh, yeah. Actually, etc.

- C. Read the blog quickly and find. Why did Maria write the blog? (CO - R6)**

Students read the blog quickly to find why Maria has written this entry. They compare their ideas with their partners. They also pay attention to punctuation marks while reading.

Key:

To share travelling experiences.

- D. Fill in the blanks with the titles. (GO - R1)**

The aim of this activity is to make students be eager to read newspapers or magazines.

To achieve this objective, bring English newspapers into the class. Encourage students to start reading newspapers or magazines. Students can also read newspapers on line. Students study the titles with their partners. Then, they read the blog again and fill in the blanks with the titles. Elicit answers from different students and ask for reasons to the answers.

Key:

- To learn a new language.
- To experience new cultures.
- To see new things.

8B - Why Do You Travel?

Warm up

Students work in groups of three or four and make a list of Top 3 Reasons for travelling. They discuss and decide together. Then, groups display their ideas on the wall. All class members move around and read the ideas. They can add some of the ideas to their lists.

Time to Read

- A. Work in pairs and share your ideas.**

Why do you travel? Write three reasons.

Students work individually and write the Top 3 Reasons for travelling. They compare their ideas with their partners.

Suggested Answer:

We travel for a change
 We travel to learn and understand the other people.
 We travel to explore

Teacher's Notes

8B - WHY DO YOU TRAVEL?

E. Complete the sentences from the blog.

1. They like learning new languages because
2. The coconut man is interesting because
3. Maria thinks waterfalls are wonderful because

F. Compare your reasons for travelling in activity A with the family above.

Are they the same or different?

Time to Speak

A. Maria is exploring the city with a guide. His name is Ricardo.

Work in groups. Look at the pictures and say:

What can Ricardo do?

What can't he do?



e.g.
He can cook but he can't play football.

B. Work in pairs and role play.

Student A: A tourist

Student B: The tourist guide (Ricardo)

e.g.

Tourist: Can you speak Spanish?

Ricardo: Yes, I can. How about you?

Tourist: Yeah.

etc.

Time to Write

Imagine that you are a tourist guide. Write:

1. Where do you live?
2. What can you do?
3. What can't you do?
4. What is your routine day like?
5. Your feelings about the job.

Time to Listen

A. Jane is Alex's best friend. But they are very different.

Guess and write Alex or Jane in the blanks.

1. has been to the mountains many times.
2. can not walk on the snow.
3. likes seaside and sunbathing.
4. has never gone camping.
5. wants to learn different cultures.

B. Work in pairs and compare your answers.

e.g.

Timothy: I think Alex has been to the mountains many times.

Look at the photo. She is climbing.

Catherine: I agree with you.



Use:
I think.....
Yeah, I think so.
I agree with you.....
I disagree with you.....

98

E. Complete the sentences from the blog.

Students read the blog again in activity C and complete the sentences.

Key:

1. They love speaking different languages.
2. Although he works hard in the sun all day for a little money, he keeps smiling.
3. She loves the noise and sparkling water.

F. Compare your reasons for travelling in activity A with the family above.

Students go over their travel reasons and compare them with the family on the blog. They find the similarities and differences.

Key:

Students' own answers

Time to Speak

A. Maria is exploring the city with a guide. His name is Ricardo. Work in groups.
(GO - SP5 / CO - S9)

The aim of this activity is to talk about their abilities. Students are introduced with Can for

possibility. Students work in groups and answer the questions considering the possibilities of travelling. They pay attention to intonation and stress while speaking.

B. Work in pairs and role play. (GO - SI 2 / CO - S1, 7)

The aim of this activity is to keep the clear and simple conversations going on familiar topics. They use body language and speak self confidently while speaking. Students practice asking for information and giving suggestions. First, students study the questions. Then, they share roles and act out the following the prompts. Students can use costumes and create a setting for the role play.

Key:

Students' own answers

Time to Write

Imagine that you are a tourist guide.
(GO - W10 / CO - W3, 7)

The aim of this activity is to express their abilities in written texts. Students work individually and write about their abilities by using the questions as a guide. They use punctuation marks appropriately and accurately. They are encouraged to use basic repertoire of isolated words and phrases according to their functions and genre.

Time to Listen

Warm up

Write Everest on the board and display its photo. Encourage students to share what they know about it. Ask students; "Would you like to climb the Everest one day? Why?" Elicit ideas from different students.

A. Jane is Alex's best friend. But they are very different. Guess and write Alex or Jane in the blanks.

Go over the expressions related to agreeing / disagreeing with the students. Draw attention to the photos and guess. They write the correct name in the blanks using the clues in the photos.

Key:

1. Alex
2. Jane
3. Jane
4. Jane
5. Alex

B. Work in pairs and compare your answers.

Students work in pairs and compare their ideas as in the example.

8B - WHY DO YOU TRAVEL?

C. Listen and check your answers.

D. Listen and complete the questions.

-Dalai Lama sometimes?
Of course, I can see.
-do?
You can visit the historic places like Potala Palace and Jewel Park.
-hotels?
Yes. The hotels look interesting.
-nice holiday?
You can have a marvellous holiday here.
-flight?
Yeah, but not direct flight.



E. Go back to the activity A. Check your ideas about Alex and Jane again.

F. Answer the questions.

- What is the surprise?
- Does Jane like the surprise? Why?
- Is Jane going to enjoy her stay in Tibet? Why?

G. Read the clues and write about Alex.

e.g.
She has been to Tibet for eight months.

-
-
-
-
-

been to Tibet-8 months
not been to hometown-April
seen many places in Tibet
not used the Internet-5 months
not eaten fast food - childhood
keep a diary -12 years.

Keep in Mind!
I haven't been to abroad for 8 months.
She hasn't eaten fast food since her childhood.

Time to Speak

Work in pairs and compare yourself with Alex. Use some of the sentences above.

e.g.
Alex has been to Tibet but I haven't been.
Alex hasn't eaten fast food since childhood. I haven't eaten fast food for two weeks.
Alex hasn't used the Internet for 5 months. I haven't used the Internet since last night.
etc.

Use:
For
Since

99

C. Listen and check your answers.

Students listen and check their answers. Remind that they have to make inference to find the answer because the information is not given directly. Students also consider the young girls' lifestyles.

TAPESCRIPT

C.

- Jane** : Hey Alex, What's up?
Alex : Good Jane, thanks. You?
Jane : I am OK. Are you still in Tibet?
Alex : Yeah.
Jane : Oh, can you climb those high mountains?
Alex : Yes, I can.
Jane : Wow! Is it fun?
Alex : Not always. But I am happy here.
Jane : Can you walk on the snow long hours?
Alex : I can but it is not always snowy.
Jane : Do you always climb the mountains?
Alex : Not really. I sometimes visit the historical places like Potala Palace and Jewel Park. These are the special

places of Dalai Lama.

- Jane** : Oh, I see. Can you find good hotels over there?
Alex : Yes. The hotels are cheap and interesting. But I prefer staying in the tent with local people. You know I have lived in camps since my childhood.
Jane : No, it is not for me. I can only stay in cosy hotels.
Alex : Why don't you come and visit me this summer? I have a surprise for you.
Jane : You must be joking? Me? Tibet? Well, can I have a nice holiday?
Alex : Yeah. Why not? It is not very cold in the summer time. You can have a marvellous holiday here.
Jane : Oh, really? Cool! I am coming.

After one month Jane meets Alex in Tibet.

- Alex** : This is your bed, Jane. We are climbing up to that mountain tomorrow.
Jane : That mountain? Oh, well. It is not a cool surprise.

D. Listen again and complete the questions. (GO - L5)

The aim of this activity is to distinguish the questions related to their abilities in the recorded text. Students read the information provided in this activity. First, they guess the rest of the questions using their background information. Then, they listen and check their answers.

Key:

- Are you ...?
- Can you climb?
- Can you walk ...?
- Do you always climb ...?
- Can you find ...?
- Can I have ...?

E. Go back to the activity A. Check your ideas about Alex and Jane again.

Students go back to the activity A to check their ideas about Alex and Jane.

Key:

Students' own answers

F. Answer the questions.

Students read the questions for a better listening comprehension. They compare their answers with their partners.

Key:

- They are going to climb the Everest.

2. No, she doesn't like the surprise. Because, she went there to stay in an comfortable hotel.
- 3.No, she isn't. Because, they are going to stay in the tents on the mountain.

Follow up

Students work in groups and summarise the story.

G. Read the clues and write about Alex.

Students study the clues and write about Alex as in the example. Then, they compare their answers with their partners'.

Key:

- She hasn't been to her hometown since April.
- She has seen many places in Tibet.
- She hasn't used the Internet for 5 months.
- She hasn't eaten fast food since her childhood.
- She has kept a diary for 12 years.

Follow up

Students cover the sentences and the prompts. Then, they work in pairs and tell what Alex has done.

Time to Speak

Work in pairs and compare yourself with Alex. Use some of the sentences above.

Students compare themselves with Alex as in the example. They use some of the sentences. Note that they are also expected to use Since / For correctly. Allow students to practice Since / For if it is still necessary.

Teacher's Notes

8C - INTERESTING HOTELS

Time to Read

- A. Tick the places you have stayed before.**
 a. a weird hotel b. a tent c. a pension d. a hostel e. a holiday village f. caravan
- B. Work in pairs and share your ideas.**
 e.g.
 Pam : I haven't stayed in a weird hotel, yet. How about you?
 Chris : Oh, I have just stayed in an ice hotel. It is warm inside.
 Pam : Cool!
- C. Work in pairs. Look at the photos below and guess.**
 1. What type of hotels are they?
 2. Are they famous?
- D. Read the magazine page quickly and check your answers.**

Use:
Just, yet, already

Use:
cheap, warm, cold,
expensive, cosy, weird,
exciting, boring, fun,
comfortable, etc.

WEIRD HOTELS MAGAZINE

Two Interesting Hotels

Hotels Expert, Richard is travelling and staying at the weirdest hotels around the world. He writes about the hotels in the Weird Hotels Magazine. He has already written about many hotels but there are still many weird hotels in the USA and the world.

**Giraffe Manor
Nairobi, Kenya**

Giraffe Manor is a unique hotel in Nairobi, Kenya. Each room has a free access to outside and you can feed the giraffes. The hotel is located in the natural area. Sir David Duncan built it in 1932 and lived there for a long time. Then, Rick Anderson and his wife, Bryony opened it in 1983. At the hotel window, you can see the beauty of Mount Kilimanjaro and the Ngong hills directly. Tanja and Mickey have run the hotel since 2005. They say "This hotel hasn't become the most popular one in the world yet, but it has already become the most famous hotel of Kenya. We are very happy to be here in Nairobi."



Keep in Mind!
It has already become the most famous hotel of Kenya I've just decided to stay three more days

100

8C - Interesting Hotels

Warm up

Students search on the Net to find interesting hotels. Tell students to search using different key words such as unusual hotels, weird hotels, etc. Students find hotels and note down the weird things about them.

e.g. Cube hotel, hotel under water, ice hotel, etc. They compare their hotels with their partners. Volunteer students display the hotels to the whole class.

Time to Read

A. Tick the places you have stayed before.

Draw attention to the activity. Students make the meaning of the words clear. They tick the places they have stayed before. Study "just, yet, already" with the students. Encourage students to make more statements using these words.

Key:

Students' own answers

B. Work in pairs and share your ideas.
(GO - SP1, 2 / CO - S6)

The aim of this activity is to become eager to talk on familiar topics and enjoy having short conversations. Also, pronounce the words accurately. Students work in pairs and they compare their answers with their partners' as in the example.

Key:
Students' own answers

Follow up

Ask students; "What is your favourite place? Why? My favourite place is a tent because it is more natural and fun," etc.

C. Work in pairs. Look at the photos below and guess.

Students study the photos in pairs. They answer the question; "What can you see in the photos? Where are they?"

Students answer the questions and compare their answers with their partners.

Key:
1. They are unusual and interesting hotels.
2. Yes, they are famous.

D. Read the magazine page quickly and check your answers. (GO - R1 / CO - R3)

The aim of this activity is to become eager to read newspapers and magazines. Students read the magazine page quickly and check their answers. They compare their answers with their partners." Note that they pronounce the words accurately while reading.

Teacher's Notes

8C - INTERESTING HOTELS

The Library Hotel

Manhattan, New York

Have you ever dreamt of sleeping with thousands of books? I am sure you haven't. Now, you can make your dream come true. Come and stay at The Library Hotel in Manhattan to travel among books. You can lie on the comfortable bed and choose one of the art, religion, philosophy, Mathematics, or other books. Book lovers spend their most special times of their lives at this hotel. "It's my second day and it's very peaceful to be here. I've just decided to stay three more days. I think this hotel is fantastic." Simon, one of hotel customers, says.






E. Read and complete the chart.

	Where is the hotel?	What is special about it?
Giraffe Manor		
The Library Hotel		

F. What do you think of Richard's job?
e.g.
Maria: I think it's interesting. I would like to do this job.

Time to Speak

Choose the hotel you would like to stay. Work in pairs and give reasons.
e.g.
Lindsay: I would like to stay at the Library Hotel because I enjoy reading books.
Cathy : Oh, I prefer Giraffe Manor. Giraffes are lovely animals. I have never stayed at such a hotel.

101

E. Read and complete the chart.

For more detailed reading, students read the magazine page carefully and fill in the chart. Note that they should ignore some of the unknown words while reading and focus on the general meaning. Then, they compare their answers with their partners'.

Key:

	Where is the hotel?	What is special about it?
Giraffe Manor	In Nairobi, Kenya	Each room has a free access to outside and you can feed the giraffes.
The Library Hotel	in Manhattan, the USA	There are different kinds of books in the hotel and spend your time reading them.

F. What do you think of Richard's job?

Students focus on Richard's jobs. They work in groups of three or four and note down the

advantages and disadvantages of the job. Finally, they share their ideas about the job as in the example.

Key:
Students' own answers

Time to Speak

Choose the hotel you would like to stay. Work in pairs and give reasons.
(GO - SI 3, 5)

The aim of this activity is to make students enjoy having face to face conversation on familiar topics and be eager to participate in basic, simple and clear conversations.

To achieve these objectives, students should find the opportunity to;

- Talk to different partners,
- Move around in the class as much as possible,
- Search the topics on the net and speak,
- Play speaking games, etc.

Students work in pairs. They choose the hotel they would like to stay in and give reasons as in the example. They can use the adjectives in activity C.

Follow up

Students can search and find the same hotels on the net and read more about them.

Teacher's Notes

8C - INTERESTING HOTELS

Time to Listen

A. Look at the photos and guess.

1. What is the man's job?
2. What is the listening about?

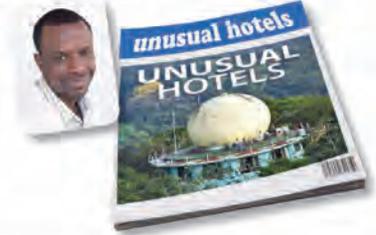
B. Listen and check your answers.

C. Listen to the first part of the interview and answer the questions.

1. How long has Richard been a traveller and a writer?
2. Has he travelled all countries in the world?
3. What was his father's job?
4. Why did he move to other countries very often?

D. Listen to the second part and take notes about Richard's life.

- 1976 born in Somali
1980 moved to Kenya
1983 ...
1990 ...
1994 ...
1996 ...
1999 ...
2000 ...



E. Listen again and find a suitable title for the interview.

Time to Speak

Tell Richard's life to the class. Use the notes above.

Use:
and, then

Time to Write

A. Imagine that you are 60 years old. Write your imaginary biography.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

B. Do peer correction. Then, rewrite the biography.

WW: Wrong Word RS: Rewrite Sentence
SM: Spelling Mistake GM: Grammar Mistake PM: Punctuation Mistake

102

Time to Listen

Warm up

Students work in pairs and try to remember the previous lesson with unusual hotels. The questions give clues to them.
e.g. "Who is the writer? What does he do?"

A. Look at the photos and guess.

Students study the photos and answer the questions. Encourage them to guess and find the answers. They compare their answers with their partners.

Key:

Students' own answers

B. Listen and check your answers.

Students listen and check their answers.

Key:

1. He is a writer.
2. It's about his job and life.

TAPESCRIPT

B.

PART - 1

Richard is a guest on a T.V show and talking about his life and his job.

Paul : Hi, Richard. Thanks for coming to our show. I've just read your article and I think it's marvellous.

Richard : Thank you Paul.

Paul : You travel around the world, stay in different hotels and write about them. What a lovely job!

Richard : Yeah, it's exciting but sometimes tiring.

Paul : How long have you been a traveller and a writer?

Richard : Since 2000.

Paul : For 12 years? Wow! I think you have already seen all the countries in the world.

Richard : Not all the countries yet. But I have been to many countries and stayed at many different hotels.

Paul : That sounds exciting. Did you always want to travel when you were a child?

Richard : Well, I lived in different countries when I was a child. Because my father was a doctor for United Nations. So we moved to different countries very often.

.....(pause)

C. Listen to the first part of the interview and answer the questions.

Students read the questions about the interview and make the meaning clear. They listen and answer the questions. Then, they compare their answers with their partners.

Key:

1. since 2000
2. Not all the countries yet.
3. His father was a doctor for United Nations.
4. Because of his father's job.

Follow up

Students cover the answers. They work in pairs and act out the first part of the interview using a simple language.

D. Listen to the second part and take notes about Richard's life.

Students learn more about Richard in this part. They listen and take notes regarding the dates

given. Keep in mind that students might need to listen to the interview more than once.

Key:

- 1983- moved to South Africa.
- 1990- moved to Algeria
- 1994- went to the U.S.A to study Tourism
- 1996- started to write travel articles about Africa for the local magazines.
- 1999- started to live and work in Canada.
- 2000- started to work as a travel writer

TAPESCRIPT

D.

PART - 2

Paul : Oh, I see. How many countries have you lived in so far?

Richard : Let me think. Well, I was born in Somali in 1976. After 4 years we moved to Kenya. We lived there until 1983. Then we started to live in South Africa. I went to school there. I remember those difficult but beautiful days.

Paul : Three countries so far. And?

Richard : And we moved to Algeria in 1990. I finished high school in Algeria and went to the U.S.A to study Tourism in 1994. When I was a student at the university, I wrote travel articles about Africa for the local magazines. It was 1996. After the university, I started to live and work in Canada in 1999. At first, I worked in the office of the magazine, but I couldn't do it for a long time. Because working in an office was not for me. I am a natural born traveller.

Paul : Yeah, it is clear.

Richard : After one year I started to work as a travel writer. And you know the rest.

Paul : Yeah, I know. It is a very interesting biography. Thank you for joining us, Richard.

Richard : My pleasure, Paul.

E. Listen again and find a suitable title for the interview. (GO - L3)

The aim of this activity is to find a suitable title for the recorded text. Students work in pairs and try to find a good title to the interview. Then, they compare their answers with their classmates'. Next, they listen and check their titles. If they think the title is not good enough encourage them to change it with a good one.

Suggested Answer:

A Traveller's Life

Time to Speak

Tell Richard's life to the class. Use the notes above. (CO - S5)

The aim of this activity is to use basic repertoire of isolated words and phrases according to their functions and genre. Students study the clues in the listening part and tell Richard's life to the class. Note that they don't have to tell his life word by word. They can both simplify the sentences and keep it short.

Time to Write

A. Imagine that you are 60 years old. Write your imaginary biography. (GO - W2 / CO - W9, 5)

The aim of this activity is to write short, simple, imaginary biographies. Students work individually and write their own biographies. They use the clues in listening and speaking part. They are encouraged to use sentence structures correctly and meaningfully. They link words or word groups with very basic linear connectors like "and" or "then".

Suggested Answer:

I was born in a small town of Rome in 2000. My father was an art teacher and we lived in different countries. I graduated from high school in Berlin and started to study medicine in the same city in 2019. I had a lovely time at university and the education was good enough. After I finished the university I went to Tanzania to work as a doctor in 2026. Life was not easy in that country but I was passionate and ambitious enough to help the people. Local people needed doctors, nurses and medical equipments very much.

In 2030, I got married to a Tanzanian doctor. His name was Afua. We worked together in a same village for eight years and had two children. Our children went to school for three years in the village and learnt Swahili language. They were happy with their school mates.

We moved to Berlin and started to work at the university hospital in 2038. Berlin was very different for my husband and the children. It was cold for them and life was very fast. However, they got used to the

country in a short time and learnt German. Their school life was good and they had good friends.

I got retired when I was 65 and we went back to Tanzania because my husband, Afua wanted to live in his village for a while. We built a new house with the local people and started to live in the village. Now, I give health care to local people with my husband. My children study at home. They take on line courses. Life is amazing here.

B. Do peer correction. Then, rewrite the biography.

Students do peer correction and rewrite the biographies considering the feedback. Finally, they put their works into their portfolios.

Teacher's Notes

QUIZ TIME

1. Have you ever been to abroad?
a. Yes b. No



2. Have you eaten sushi?
a. Yes b. no



3. Have you gone on holiday with your friends?
a. Yes b. No



4. Where are the Pyramids?
a. In Tunisia b. In Italy c. In Egypt



5. Where is the Berlin Wall?
a. In Germany b. In France c. In Spain



6. Where is the Temple of Athena?
a. In Portugal b. In Greece c. In Jordan



Check Your Progress



I can...		😊	😐	😞
Listening	Find a suitable title for the recorded text. Distinguish the questions related to their abilities in the recorded text.			
Reading	Eager to read newspapers and magazines. Identify the date, place and topic of the invitation.			
Spoken Interaction	Ask for attention. Exchange the information from magazine and newspapers.			
Spoken Production	Talk about their abilities. Enjoy having short conversations.			
Writing	Write announcements and posters. Express their abilities in written texts. Write short, simple, imaginary biographies.			

103

TEACHER'S TIP

At the end of this course students should be encouraged to use English in real life. A number of student tips are given below;

1. Have an e-pal,
2. Keep a diary,
3. Watch movies,
4. Travel,
5. Work in a touristy area,

Teacher's Notes

QUIZ TIME

This is a quiz prepared for fun and another chance of practicing the target language through the unit. Students also develop their knowledge this way. They do the quiz and check the answers with their classmates. If they disagree they refer to the unit or the internet.

Key:

1. Students' own answers
2. Students' own answers
3. Students' own answers
4. In egypt
5. In Germany
6. In Greece

CHECK YOUR PROGRESS

Students check themselves as it is one of the ways of becoming independent learners. Once students develop this skill they improve their critical thinking abilities, too. This ability allows learners to be aware of their strengths and weaknesses. Students develop a strategy to strengthen their weaknesses at the end.

Theme 1

RUBRICS FOR PERFORMANCE TASK EVALUATION					
FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately.					
3. The task is enriched with posters, pictures, photos, caricatures or drawings.					
4. A reference list is given.					
CONTENT					
1. Sufficient information is given about the in general.					
2. The details about the are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent.					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used.					
2. Topics are narrated coherently.					
3. New and appropriate expressions are used to make report more powerful.					
4. New and related words suitable for the topic and audience are used.					
5. There is no mistake in spelling and punctuation.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

RUBRICS FOR PERFORMANCE TASK EVALUATION					
FORM					
1. An appropriate title is given to the task.	5*	4*	3*	2*	1*
2. The task is planned and organised appropriately.					
3. The task is enriched with posters, pictures, photos, caricatures or drawings.					
4. A reference list is given.					
CONTENT					
1. Sufficient information is given about the Neighbourhood in the Video and the Map in general.					
2. The details about Neighbourhood in the Video and the Map are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent.					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used.					
2. Topics are narrated coherently.					
3. New and appropriate expressions are used to make report more powerful.					
4. New and related words suitable for the topic and audience are used.					
5. There is no mistake in spelling and punctuation.					
II. THE PRESENTATION OF PROJECT					
CONTENT					
1. The aim of the presentation was expressed clearly.					
2. A variety of vocabulary was used appropriately.					
3. Speaker provided relevant information and kept focus on the topic.					
4. Topics were introduced in detail.					
5. Speaker was able to talk persuasively.					
STRESS AND INTONATION					
1. Speaker was able to use a clear voice.					
2. Speaker was able to use correct, precise pronunciation to enhance communication.					
INTERACTION WITH AUDIENCE					
1. Speaker maintained eye contact.					
2. Movements seemed fluid and help audience visualize.					
3. Speech was interactive. Speaker asked audience's opinions and answered the questions.					
4. Speaker was self-confident and this enhanced communication.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

Portfolio assessment

Student's Name:

Date:

	5*	4*	3*	2*	1*
1. All tasks are completed and organized					
2. The portfolio is attractive in terms of design, layout and neatness.					
3. There is variety of activities, skills in portfolio.					
4. The portfolio is submitted on time.					
5. The language is fluent and accurate.					
6. Topics are searched from a variety of different resources.					
7. Tasks are enriched with different visuals and audios.					
8. There is a progress in the language use and other skills throughout the portfolio process.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

Additional Observations:

Student's Name:

GROUP WORK ASSESSMENT	☺	:-	☹
1. contributes to decision making.			
2. respects and encourages the views of others.			
3. contributes in a positive way to the group work.			
4. exhibits on-task behaviour consistently.			
5. completes the task on time.			
6. volunteers to take responsibilities and roles.			
7. does research from a variety of resources.			
8. gets on well with other group members.			

PEER ASSESSMENT FORM

Student being assessed: _____

Student making the assessment: _____

For each aspect, rate the student on a scale from A to D using the following guide:

A: did this very well B: did this adequately

C: did this less than adequately D: did this poorly

General Aspect	Specific Aspect	Rating
Group Process	Attended a large majority of group meetings	
	Maintained contact with other group members	
	Communicated constructively to discussion	
	Generally was cooperative in group activities	
	Asked useful questions	
	Encouraged and assisted other group members	
The task	Made a genuine attempt to complete all jobs agreed by the group	
	Made an intellectual contribution to the completion of the task	
	Did (at least) their fair share of the work	
	Read and commented in a timely manner on drafts of the report	
	Contributed a significant amount (measured in ideas as well as words) to the report	
Overall	Based on your ratings and comments above, this student's contribution overall on this group task	

Issacs, G. (2002) Assessing Group Tasks. Teaching and Educational Development Institute. Queensland, Australia.

SCHOOL ANNUAL PLAN OF LEVEL A2.1

TIME	THEME 1: PEOPLE AND SOCIETY	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1A .Hi Everyone!	<p>Listening:</p> <ul style="list-style-type: none"> • Students follow basic, clear, simple everyday conversations. <p>Reading:</p> <ul style="list-style-type: none"> * Students understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * Students understand everyday signs and notices. <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Students introduce themselves and others. • Students use simple and short phrases related to daily life. • Students ask simple questions on familiar topics. <p>Spoken production:</p> <p>Writing:</p> <ul style="list-style-type: none"> *. Students take notes. * Students write short messages. * Students write short dialogues 	<p>Subject pronouns</p> <p>Articles (a, an, the)</p> <p>Prepositions of place (behind, opposite, in front of</p>		<p>Communication approach</p> <p>Humanistic approach</p> <p>Using RELIA CALL</p> <p>Suggestopedia</p> <p>Personalization</p> <p>Role play</p> <p>Miming</p> <p>Group discussion</p> <p>Discussion:</p> <p>Pair working</p> <p>Creative writing</p>	<p>The Internet</p> <p>CD</p> <p>Course book</p> <p>Workbook</p> <p>Flags (different countries)</p> <p>A map of the world</p> <p>People photos from different countries</p>	

.....SCHOOL ANNUAL PLAN OF LEVEL A2.1

TIME	THEME 1: PEOPLE AND SOCIETY	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATURK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1B. My Roommate, Maria.	<p>Listening:</p> <ul style="list-style-type: none"> • Students distinguish the expressions and questions related to the areas of immediate priority (very basic personal and family information, shopping, local geography) provided speech is clearly and slowly articulated. <p>Reading:</p> <ul style="list-style-type: none"> • Students express their point of views • Students express their preferences in their speech • Students answer the questions related to the written material <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Students answer simple questions addressed to them. <p>Spoken production:</p> <ul style="list-style-type: none"> • Students express their point of views. • Students express their preferences in their speech. <p>Writing:</p> <ul style="list-style-type: none"> * Students write short dialogues * Students write short messages. * Students write questions to ask for information 	<p>Need/don't need</p> <p>Much/many</p> <p>Some/any</p> <p>Can I...?</p> <p>Request</p> <p>Countables/ Uncountables</p>		<p>Communication approach</p> <p>Humanistic approach</p> <p>Using RELIA CALL</p> <p>Suggestopedia</p> <p>Personalization</p> <p>Role play</p> <p>Miming</p> <p>Group discussion</p> <p>Discussion:</p> <p>Pair working</p> <p>Creative writing</p>		<p>The Internet</p> <p>CD</p> <p>Course book</p> <p>Workbook</p> <p>Family photos</p>

SCHOOL ANNUAL PLAN OF LEVEL A2.1

TIME	THEME 2: PEOPLE AND SOCIETY	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1C.Help Me, Lisa	<p>Listening:</p> <ul style="list-style-type: none"> • Students define and extract the essential information from short recorded messages <p>Reading:</p> <ul style="list-style-type: none"> * Students apply simple instructions on equipment encountered in everyday life. * Students understand short written messages <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Students participate in basic, simple, clear telephone conversation. <p>Spoken production:</p> <p>Writing:</p> <ul style="list-style-type: none"> • Students fill in the forms according to the instructions. • Students write to give information about everyday aspects of his environment. 	<p>First Then Finally</p> <p>Possessive pronouns</p>	<p>29th October (Atatürk's Life)</p>	<p>Communication approach Humanistic approach Using RELIA CALL Suggestopedia Personalization Role play Miming Group discussion Discussion: Pair working Creative writing</p>	<p>The Internet Photos of different people from neighbours.</p>	<p>Performance task 1</p>

.....SCHOOL ANNUAL PLAN OF LEVEL A2.1

TIME	THEME 2: OUR WORLD	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATURK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2A. My Family	<p>Listening:</p> <ul style="list-style-type: none"> • Students define the topic of speech conducted slowly and clearly related to their interest. • Students define the expressions related to hobbies and interest in recorded text. <p>Reading:</p> <ul style="list-style-type: none"> • Students skim to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference list and timetables. • Students find specific information related to hobbies and interests <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Students give examples from everyday situations. <p>Spoken production:</p> <ul style="list-style-type: none"> • Students deliver very short, rehearsed announcement to inform others. • Students give short descriptions of likes/dislikes. <p>Writing:</p> <ul style="list-style-type: none"> • Students give examples from their lives and everyday aspects of life. • Students answer questions related to familiar topics. • Students write about their hobbies and interests. 	Resent Simple Can- Possibility		<p>Communication approach Humanistic approach Using RELIA CALL Suggestopedia Personalization Role play Miming Group discussion Discussion: Pair working Creative writing</p>	The Internet CD Course book Workbook	

SCHOOL ANNUAL PLAN OF LEVEL A2.1

TIME	THEME 2: OUR WORLD	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2B. My home	<p>Listening:</p> <ul style="list-style-type: none"> • Students define the clear and simple information in audio or video material. • Students generally understand the main points of clear standard speech. <p>Reading:</p> <ul style="list-style-type: none"> • Students identify specific information in simpler written material they encounter. <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Students communicate to exchange information. • Students participate in basic, simple, clear telephone conversation. <p>Spoken production:</p> <ul style="list-style-type: none"> • Students deliver short, oral messages. <p>Writing:</p>	Present Continuous		<p>Communication approach</p> <p>Humanistic approach</p> <p>Using RELIA CALL</p> <p>Suggestopedia</p> <p>Personalization</p> <p>Role play</p> <p>Miming</p> <p>Group discussion</p> <p>Discussion:</p> <p>Pair working</p> <p>Creative writing</p>	<p>The Internet</p> <p>CD</p> <p>Course book</p> <p>Workbook</p> <p>Different school photos from different countries</p>	

.....SCHOOL ANNUAL PLAN OF LEVEL A2.1

TIME	THEME 2: OUR WORLD	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2C. My Street	<p>Listening:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Students understand the written material with the help of visuals. • Students answer the questions related to the written material. <p>Spoken interaction:</p> <p>Spoken production:</p> <p>Writing:</p> <ul style="list-style-type: none"> • Students write questions to ask for information. 	<p>Present Simple Present continuous</p> <p>Tag questions</p>	<p>10th November (Atatürk's Life)</p>	<p>Communication approach Humanistic approach Using RELIA CALL Suggestopedia Personalization Role play Miming Group discussion Discussion: Pair working Creative writing</p>	<p>The Internet Course book Workbook Food photos</p>	<p>Performance task 2</p>

D. Fill in the blanks with a, an, the

1. A. Is he **the** new boss?
B. No, he isn't. He is **the** new manager.
2. Ally is **a** teacher at **a** college. She is also **the** new coach of the girls basketball team.
3. A. Where is Mr. Burns?
B. He is in **the** office now.
4. A. Is your brother **an** engineer or **a** doctor?
B. He is **an** engineer.
5. Linda is always at home in evenings.

E. Write the names of the places under the signs.



1. Restaurant



2. Tram



3. Train



4. Airport



5. Toilet

F. Match the words to the pictures.



1



2



3

.....3....behind

....1....opposite

.....2....in front of

G. Put the dialogues in the correct order.



- A. (.2.) It's behind the ATM.
(.3.) Thank you.
(.1.) Excuse me, where is the toilet?
- B. (.3.) Oh, sorry.
(.2.) No, look at the sign.
(.1.) Can I park here?
- C. (.3.) Thanks.
(.2.) Turn right. It's opposite of the car park.
(.4.) You're welcome.
(.1.) Excuse me, where is the post office?
- D. (.2.) The telephone box is in front of the restaurant.
(.1.) I want to phone my friend.
(.3.) Thank you very much.

1B - My Roommate, Maria

A. These are in Tom and Julia's kitchen. Match the pictures to the words.

- | | | | | |
|-------------------|---------------------|-------------------|--------------------|-------------------|
| 1. ...g... eggs | 4. ...k... glass | 7. ...m... knife | 10. ...a... apples | 13. ...c... juice |
| 2. ...l... milk | 5. ...n... butter | 8. ...f... kettle | 11. ...h... cheese | 14. ...d... spoon |
| 3. ...b...bananas | 6. ...i... potatoes | 9. ...e... bread | 12. ...j... forks | |



B. Write the names under the correct category.

Food	Drinks	Kitchen stuff
...eggs.....	...milk.....	...knife....
...apple.....	...juice.....	...forks....
...potatoes...		...kettle....
...cheese.....		...glass.....
...bananas...		...spoon.....
...bread...		
...butter...		

C. Fill in the blanks with *some*, *any*

Tom : I'm in the supermarket, dear. What do we need?

Julia : Cool. Let me have a look in the fridge.

First, we don't have (1) **any** fruit juice.

Tom : Fruit juice. Orange juice or apple juice?

Julia : Orange juice , please.

Tom : OK. What else?

Julia : Well, we have (2) **some** cheese. Don't buy (3) **any**. We have (4) **some** bananas but we don't have (5) **any** apples.

Tom : All right. What about butter?

Julia : We don't have (6) **any** butter.

Tom : OK. Butter. And that's all, I hope.

Julia : Of course not. Don't forget the paper cups.

Tom : Oh, paper cups. How many?

Julia : Twenty.

Tom : OK. See you at home. Bye

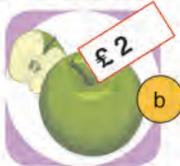
Julia : Bye.



**D. What food and drinks do you need for a party?
Make your own list. Use a, an, some**



E. Match the dialogues to the pictures.



.b. (1) Excuse me, How much are these?
Two pounds.
OK. A kilo, please.

.d. (3) How much is this?
That's four pounds ninety nine pence.
Good.

.a. (2) How much is this?
That's one pound fifty.
Two bottles, please.

.c. (4) How much is that?
It's one pound.
I want two, please.

F. Put the sentences into correct order to make a dialogue.

- a. ...5.. That's £ 3.90.
- b. ...3.. Sure. Would you like anything to drink?
- c. ...4.. No, thank you. How much is it?
- d. ...2.. Can I have a pizza, please?
- e. ...1.. Hi. What would you like to have?
- f. ...6.. Here you are.



G. Look at the menu. And write a similar dialogue.

.....

.....

.....

.....

Students' own answers

.....

.....

.....

.....

.....



1C - Help Me, Lisa!

A. Look at the pictures and write their names.



a. ATM



b. mobile phone



c. navigation device



d. ticket machine

B. Fill in the blanks with *write, send, insert, choose, press*

1. First, **press** on 'message'. Then write a message and **send** it.
2. **Write** the address. Then press 'enter'. Follow the instruction.
3. **Insert** your card and enter your password.
4. **Choose** a destination. Then, the date and time.

C. Complete the dialogue with the sentences below.

- a. the day and time
- b. insert the money.
- c. economy class
- d. Of course, what is the problem?

Adrian : Sorry, can you help me, please?
 Bart : **Of course, what is the problem?** (1)
 Adrian : I don't know how to use this ticket machine.
 Bart : It's very easy. First, choose the destination.
 Adrian : "Cork".
 Bart : OK. Second, **the day and time.**(2)
 Adrian : Hmm. Today at 5 pm.
 Bart : Good. Do you want first class or economy class?
 Adrian : **Economy class** (3) I'm just a student.
 Bart : OK. Press on economy option.
 Adrian : Oh, It's £ 9.
 Bart : And finally, **insert the money.** (4)
 Adrian : Yeah, I have the ticket.
 Thank you for your help.
 Bart : You're welcome.



D. Write True or False.

- ..T.. 1. Adrian can't use the ticket machine.
- ..F.. 2. He wants to go to London.
- ..F.. 3. He chooses a first class ticket.
- ..T.. 4. The ticket is nine pounds.

E. Look at the photo and guess.

1. Who are they? **They are the mother and her daughter.**
2. Why is the woman angry? **Because her daughter has a different mobile phone.**

F. Read and check your answers.

G. Fill in the blanks with *mine, yours, his, hers, theirs, ours*

Abbie : It's party day today, mum. Where is my red dress?

Mum : Oh, it's in the washing machine. Wear your sister's green dress.

Abbie : (1) **Here?** I don't like that colour, mum. I wear my black one instead.

Mum : OK. Whose is this phone? Is it Jack's?

Abbie : Yes, it is (2) **his.**

Mum : Where is (3) **yours?**

Abbie : (4) **Mine** is at school. Mr. Burns has it now.

Mum : Mr. Burns? You listen to music again in the class?

Abbie : I'm sorry, mum.

Mum : Please, Abbie. Don't do that again.

Abbie : OK, Mum. I promise.

Mum : By the way, is this party Bill and John's?

Abbie : It's not (5) **theirs.** It's (6) **ours.**

Mum : Ours? You and who?

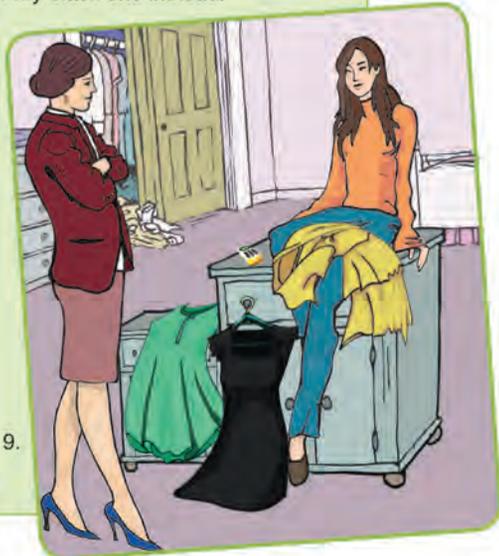
Abbie : Of course, Jennifer, mum.

Mum : Where is it?

Abbie : It's at Brown Café.

Mum : All right. You know the rule. Be home before 9.

Abbie : Yeah, I know.



H. Read the dialogue and answer the questions.

1. Why is the day important for Abbie?
Because there is a party.
2. Why doesn't Abbie want to wear her sister's dress?
Because she doesn't like its colour.
3. Whose party is that?
It is Abbie and Jennifer's party.

I. Alex wants to go to Abbie's party. Fill in the blanks with the words.

Library

Station 7B

Peace Street

Turn

behind

Get on

Abbie: First (1) **get on** the bus 55 and get off at (2) **Station 7B** Second, (3) **turn** right from the station and go straight on (4) **Peace Street**. Then, find the (5) **library** on the left. It's (6) **behind** the library next to the car park.



PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Prepare a shopping list Prepare a poster
Follow the steps	<ul style="list-style-type: none">• Write down the shopping list,• Write the shops you buy the things from,• Add the prices,• Write an imaginary shopping dialogue,• Find photos for the things,• Design a poster and display in class.

A carton of milk, some juice,
eggs...



THEME 2

JOBS

2A - What's Your Ideal Job?

A. Name the jobs.



a. Clown



b. Policeman



c. Footballer



d. Teacher



e. Mechanic



f. Doctor



g. Gardener



h. Chef

B. Match the jobs to the definitions.

...f... 1. A barber	a. makes bread.
...e... 2. A doctor	b. designs, makes, or repairs clothes.
...c... 3. A teacher	c. teaches people.
...b... 4. A tailor	d. looks after patients.
...a... 5. A baker	e. looks after people's health.
...d... 6. A nurse	f. cuts hair.

C. First put the words in order to make questions. Then answer them.

1. Is / what / sport / your favourite?
What is your favourite sport?
2. pet / do / have / you / a?
Do you have a pet?
3. you / can / music / read?
Can you read music?
4. watching / do / you / movies / like?
Do you like watching movies?
5. you / what / do / be / want to?
What do you want to be?
6. you / do / what / do / free / in / your / time?
What do you do in your free time?

Students' own answers



D. Read the text and fill in the blanks with the words below.

like - sing - gardens - help - drawing - go - friendly - help - flowers - 15



What do you want to be?

Hi, I am Juliet and I am only (1) **15**. I want to be a vet or a doctor. I want to (2) **help** people and animals. I (3) **like** many things; helping, singing, writing and (4) **drawing**. I wake up very early at weekends and (5) **go** to the seaside. I draw pictures and (6) **sing** my dog, Bully is always with me. I am helpful, sociable and (7) **friendly**. So people usually like me. In my free time, I (8) **help** my grandparents and their neighbours in the garden. We water the (9) **flowers** and cut the grass. I like this job and maybe I work in the (10) **garden** for pocket money in the future.

E. Work in pairs and fill out the form. Choose a job from activity A.

Job Application Form

Name:

Date of Birth:

Address:

School:

Your Hobbies:

Students' own answers

2B - Risky Jobs

A. Match the pictures to the job.

pilots - window cleaners - roofer - fireman - metal workers -
trash collectors - logger - bomb disposal expert



1. logger



2. fireman



3. window cleaners



4. pilots



5. metal workers



6. roofer



7. bomb disposal expert



8. trash collectors

B. Tick the risky jobs above. *Students' own answers*

C. Would you like to do any of these jobs? Give reasons.

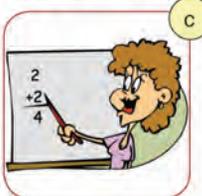
1. I would like to be a metal worker. It is a good job.
2. I wouldn't like to be a fire fighter. It is dangerous.
- 3.....
- 4.....
- 5..... *Students' own answers*
- 6.....
- 7.....
- 8.....

Use;
good
bad
boring
risky
easy
difficult
fun

D. Match the sentences to the pictures.



- ..e.. 1. They are gardening.
- ..d.. 2. He is fixing the car.
- ..c.. 3. She is teaching Maths.
- ..b.. 4. He is cleaning the windows.
- ..a.. 5. He is driving the truck.



2C - My job is funny, isn't it?

A. Look at the pictures below.

What are their jobs? **They are entertainers.**



B. Read the interview and fill in the blanks with the questions.

- What are the difficulties of your job?
- Do you make friends from the guests?
- Hi Angelito. Tell us about your work here, please.
- Why do you like your job?

Angelito is an entertainer at a five star hotel in Spain. Robert is interviewing him.

Robert : (c)Hi Angelito. Tell us about your work here, please. (1)

Angelito: We are six people. Two of us entertain the children and the others entertain the adults. We wear make-up to take children's interests. Sometimes we paint the children's faces. We give them small roles in theatre plays.

Robert: (d)What do you like most about your job? (2)

Angelito: Because it is enjoyable. Guests enjoy their holidays and we have fun.

Robert : (b)Do you make friends from the guests? (3)

Angelito: Yes, I do. The guests are usually friendly. They sometimes come back again and stay at the hotel. This is job is an awesome job.

Robert : (a)What are the difficulties of your job?(4)

Angelito: Every year many tourists have their holidays at the hotel. We need to learn their cultures. What makes them laugh? What makes them sad? It is not always easy.

C. Complete the sentences with question tags and answers.

- Angelito is an entertainer, isn't he? Yes, he is.
- Angelito and his friends are funny, aren't they? Yes, they are.
- The hotel is big, isn't it? Yes, it is.
- Robert is a guest at the hotel, isn't he? No, he isn't.
- Angelito is happy and friendly, isn't he? Yes, he is.
- The swimming pool isn't small, is it? No, it isn't.
- This job isn't fun, is it? No, it isn't.
- Angelito and Robert aren't at the hotel now, are they? Yes, they are.



D. Look at the pictures and write. What is happening?



1. It is raining.



2. He is riding a horse.



3. He is running.



4. He is eating a sandwich.



5. The dog is sleeping.



6. The birds are flying.

Use the words;
eat
rain
ride
climb
swim
fly
sleep
fish
run



7. The children are climbing a tree.



8. The man is fishing.



9. He is swimming.

E. July has a funny job. She works at a chocolate shop. She is off today. Read and write about her life.

Usually

Get up very early
Go to work at 08.00
Not eat chocolate
Work 8 hours a day
Make chocolate
Sell chocolate
Have lunch at the shop

Today

Not work
Be with friends
Have breakfast together
Talk about chocolate
Listen to music
Make nice sandwiches
Have fun



- | | |
|-----------------------------------|--------------------------------------|
| 1. July gets up early every day. | 1. July isn't working today. |
| 2. She goes to work at 6 o'clock. | 2. She is with her friends. |
| 3. She doesn't eat chocolate. | 3. She is having breakfast together. |
| 4. She works 8 hours a day. | 4. They are talking about chocolate. |
| 5. She makes chocolate. | 5. They are listening to music. |
| 6. She sells chocolate. | 6. She is making nice a sandwiches. |
| 7. She has lunch at the shop. | 7. They are having fun. |

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Introduce your dream job. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> • Choose one of the jobs you would like to do, • Write the reasons why you want to do this job, • Write the advantages and disadvantages of the job, • Find photos of the job, • Design a poster and display it in the class.



PROJECT

Topic	Making a Video
Task	Interviewing people with unusual jobs.
Duration	2 Months
Types of scoring instrument	Scoring rubrics
Expected Performance	Research, creativity, thinking skills, writing skill

In this video you should:

- Interview at least three people with three unusual jobs,
- Visit the people in their jobs,
- Take photos as well.

While preparing your Project, you should:

- choose your team mates,
- plan your time,
- share tasks among your friends,
- do reasearch using books, the internet, magazines, etc,
- find a name for your interview (e.g. unusual people unusual jobs, etc.),
- use clear and fluent language and have coherent narration,
- prepare good questions with your group,
- edit your video (use movie maker, etc.),
- prepare your video and presentation by/...../ 2012 at the latest.



3A - Gap Year

A. Look at the photos. Write words under each one.

sailing - biking - swimming - volunteering



1. **Biking**



2. **Swimming**



3. **Sailing**



4. **Volunteering**

B. Match the sentences to the photos above.

-2... a. I live on a tropical island with my best friend.
-4... b. I volunteer in an African village.
-1... c. I travel around the world by bicycle.
-3... d. I go sailing and explore the oceans.

C. Read the text and answer the questions.



Dominica, Lewis and Ricky are good friends at high school. They are very successful students. They are going to graduate this year. Their ambition is to study at a university but they want to have one year gap before they start. Ricky and Lewis want to travel around the world by their bicycles. They want to learn about different cultures and lifestyles. Actually, Ricky and Lewis don't have enough money. So they need to work during the journey. Dominica wants to work for a charity organization for the poor people in Indonesia. She thinks they need our help. She has got a group of friends. They're working for

different kind of charities. Dominica and her friends hope to visit all African countries one day.

1. Where do Ricky, Dominica and Lewis study?
They study at a high school.
2. Are they successful at school?
Yes, they are.
3. What is their ambition?
Their ambition is to study at a university.
4. Are they going to have gap years before they start university?
No. They are going to have one gap year.
5. Who wants to travel around the world? Why?
Ricky and Lewis. Because, they want to learn about different cultures and lifestyles.
6. Do they have enough money to travel around the world?
No. They don't have enough money.
7. What does Dominica want to do?
Dominica wants to work for a charity organization for the poor people in Indonesia.
8. What are Dominica's friends doing?
They are working for different kind of charities.



D. Match the sentences in the box A to the sentences in the box B.

<p>A.</p> <ol style="list-style-type: none"> 1. What do you like doing in your free time? 2. Can you play any musical instrument? 3. Which school subject do you like most? 4. Who helps with your homework at home? 5. What do you want to do after graduation? 6. What is your ambition about the future? 7. What do you need to be a good scientist? 8. Do you hope to go to a good university? 	<p>B</p> <ol style="list-style-type: none"> a. I want to be a scientist. b. Sometimes my sister. c. Yes, I do. After a gap year I can go. d. I need to study hard and go to a good university. e. I like surfing the Net and listening to music. f. I like Geography. g. I want to have gap year. h. Yes. I can play violin.
---	---

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

E. Write about your feelings; thoughts and desires for next summer.

Use;

I want to.....

I hope to.....

I think.....

My ambition is.....



e.g.

I want to go on a holiday.

I think I need to learn English.

I hope to buy a new computer.

My ambition is to travel on the train.



- 1.....
- 2.....
- 3.....
- 4.....

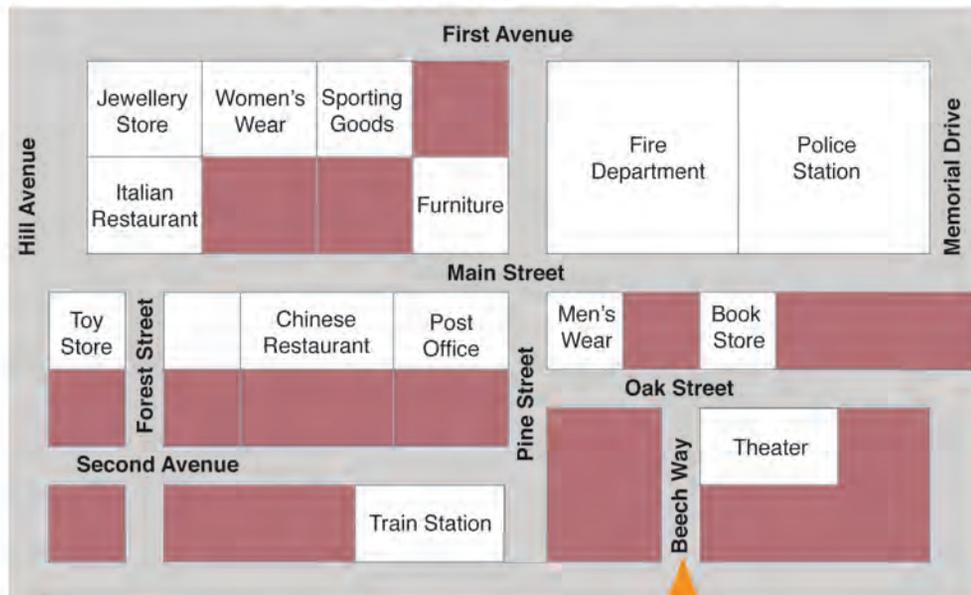
Students' own answers



3B - Tim's Story

A. Look at the map and answer the questions. Use the clues in the box below.

turn right - turn left - go along - walk through - next to the - behind -
opposite to the - in front of - between - walk ... metres



e.g.

Tourist : Excuse me where is the train station?

Policeman : Go along the Beach Way, turn left on the corner, walk on the Oak Street and turn left to the Pine Street, walk about 20 metres and turn right to the Second Avenue. It is on the left. You can't miss it.

- Excuse me, how can I go to the book store?
Go along the Beach Way. Turn right to the Oak Street. It is on your left opposite to the Movie Theatre.
- Excuse me, where is the police station?
Go along the Beach Way. Turn left to the Oak Street. Walk to the Pine Street and turn right. Walk and turn right to the Main Street. It is on your left next to the Fire Department.
- Do you know where the nearest jewellery store is?
Go along the Beach Way. Turn left to the Oak Street. Walk to the Pine Street and turn right. Walk and turn left to the First Avenue. Walk through the First Avenue. The Jewellery Store is on your left after Women's Wear.
- Excuse me, can you tell me where Chinese Restaurant is?
Go along the Beach Way. Turn left to the Oak Street. Walk to the Pine Street and turn right. Walk and turn left to the Main Street. Go along the Main Street. The Chinese Restaurant is on your left near the post office.
- How can I go to Women's Wear?
Go along the Beach Way. Turn left to the Oak Street. Walk to the Pine Street and turn right. Walk and turn left to the First Avenue. Go along the First Avenue. The women's wear is on your left between the Sporting Goods and Jewellery Store.

B. Look at the map again and fill in the blanks using the labels on the map.

- The furniture shop is opposite to the fire department.
- The Theater is opposite to the Book Store.
- The Women's Wear is between the Sporting Goods and the Jewellery Store.
- The Toy Store is on the corner of Hill Avenue and forest Street.
- The Italian Restaurant is opposite to the Toy Store.

25

C. Use the suitable adjectives from the box below.

easy - tiring - boring - crazy - difficult - dangerous - boring

- Laura:** I think working in a bank isn't **boring**.
Clara: I disagree with you. Sitting all day isn't good.
- Laura:** I think bungee jumping is **dangerous**.
Clara: I agree. People must be mad to do that.
- Laura:** I think driving a working machine can be **easy**.
Clara: I don't agree. It is very hard to drive.
- Laura:** In my opinion, learning Chinese is **difficult**.
Clara: You are right. I think I can't learn it.
- Laura:** I think feeding the lions at zoo all day is **boring**.
Clara: Yeah. It isn't fun.
- Laura:** What do you think of diving in the river?
Clara: I think it is **crazy**.
- Laura:** Do you think running a marathon is a **tiring** sport?
Clara: Yes, I do. You need to be strong.



D. Read the passage and fill in the blanks with the phrases.

earn enough money - write everything - plays the guitar -
need to ride - wants to see -
learn different things - stay at cheap hotels - doing a gap year -
thinks that - need to work

Betha and Ian are the members of a charity organization for disabled children in Scotland. They are (1) **doing a gap year** in different countries. They travel by bike. Their first ambition is to learn life styles, cultures, history and cuisine and publish a book for the charity organization. When they finish their money, they (2) **need to work** there. Ian can draw people's portraits. He is very good at drawing pictures. Betha sings songs. She also (3) **plays the guitar** for money. They can (4) **earn enough money** by performing their abilities. Now they are going to exit Bulgaria and nearly they enter in Turkey. Their plan is to travel in Turkey for 7 days. Betha (5) **wants to see** Ephesus and The House of the Virgin Mary in Izmir. She (6) **thinks that** they are top ten to see in Turkey. They (7) **learn different things** in different countries. They always (8) **write everything** on their hard disk. They sometimes (9) **stay at cheap hotels** or sleep in their tents. They (10) **need to ride** bicycles at nights. It seems it is going to be a long, tiring and enjoyable travel.



E. Read the passage again and answer the following questions.

- What are Betha and Ian doing?
They are doing a gap year in different countries.
- Do they stay at expensive hotels?
No, they don't.
- What do they do when they finish their money?
Ian can draw people's portraits. Betha sings songs and plays guitar.
- Where do they learn different things?
They learn different things in different countries.
- What does Betha want to see in Izmir?
She wants to see Ephesus and The House of the Virgin Mary in Izmir.
- What nationality are they?
They are Scottish.
- Where do they write everything?
They write everything on their hard disk.
- Where do they sleep at nights?
They sleep at cheap hotels or in their tents.

3C - A Day Out in Sydney

A. Look at the pictures and make suggestions. Combine the phrases in the boxes A and B.



1. look after a patient



2. buy mum a present



5. watch the movie

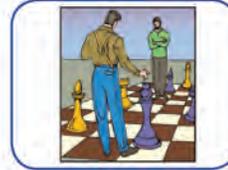


6. drink something hot

A.
Would you like to.....?
Why don't we...?
Shall we....?
Let's.....

Students' own answers

B.
watch the movie
play chess
buy mum a present
go fishing
drink something hot
look after a patient



3. play chess



4. go fishing

B. Read the passage and answer the questions.

After İstanbul and İzmir, Betha and Ian are in Antalya now.

Ian : What shall we do first, Betha?
Betha : Oh, Ian. I can't think of anything. I am exhausted.
Ian : Let's have a rest and drink something first.
Betha : OK. Look at that café. It looks nice.
Waiter: Hi, welcome. What would you like to have?
Betha : I'd like orange juice, please.
Ian : Can I have mineral water and ice?
Waiter: Sorry, can you repeat, please?
Ian : I want mineral water with some ice, please.
Waiter: Yes, sure.
Betha : The weather is hot, isn't it?
Ian : Yes, it is too hot and wet.
Betha : What do you like in İstanbul and İzmir the most?
Ian : Hagia Sophia and the Clock Tower. You?
Betha : I like the Topkapı Palace and Ephesus.
 They are fascinating.

After resting for an hour in the café, now Ian and Betha are touring the city and planning to visit Antalya Museum before it is closed.

- Where are Ian and Betha now?
They are in Antalya now.
- Who is very tired?
Betha is very tired.
- What is the weather like in Antalya?
It is hot and wet.
- What do they prefer to drink?
Betha prefers orange juice and Ian prefers mineral water with ice.
- Which places does Ian like most?
He likes most Hagia Sophia and Clock Towers.
- Why does Betha like Topkapı Palace and Ephesus?
Because they are fascinating.

C. Fill in the blanks. Use the suitable verbs in the box below.

1. **A:** Would you like to **eat** with us , my mum's **cooking** chicken today.
B: Thanks, I'm not hungry.
2. **A:** Why don't we **study** biology? We're going to **have** an exam tomorrow.
B: That's OK.
3. **A:** Dad, why don't we **wash** our car? It **is** very dirty.
B: I'm sorry, we can't. It is very cold. We may have cold.
4. **A:** Teacher, shall Sally and I **prepare** a presentation for the next lesson?
B: Why not? But it should not **be** more than 20 minutes.
5. **A:** Let's **watch** the derby match on TV. It's **starting** in 15 minutes.
B: That's a good idea.
6. **A:** Maggie **is giving** a birthday party tonight. Would you like to **come** with me?
B: Yeah, that would be nice.

watch / start
prepare / be
give / come
study / have
wash / seem
eat / cook

D. Match the phrases below to the blanks in the dialogues.

- a. Why don't you help me?
- b. Let's go home.
- c. Would you marry me,
- d. Sorry, can you repeat, please?

1.
A: What would you like to have?
B: Vegetable soup and season salad, please.
A: **(d) Sorry, can you repeat, please?**
B: Vegetable soup and season salad, please.

2.
A: **(c) Would you marry me,** honey?
B: Oh, my dear, yes, yes of course.

3.
A: Oh, look! It's going to rain?
B: **(b) Let's go home.**
A: Yes, that's a good idea.

4.
A: Dad, it's too heavy.
A: **(a) Why don't you help me?**
B: Yes, sure.

E. Match the pictures to the dialogues in exercise D.



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

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Prepare an unusual daily routine and habits for yourself. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> • Write down the things you do every day, • Write down the things you don't do anymore, • Write how you feel, • Find photos for the activities, • Design a poster and display in class.



I get up late and have breakfast at 11.00.

I read long hours.



THEME 4

PERSONALITY and CHARACTER

4A - Twins but Different

A. Match the adjectives to the pictures.

.4. careful

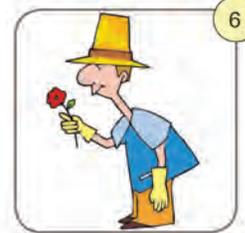
.5. lazy

.1. energetic

.6. polite

.2. serious

.3. friendly



B. Complete the sentences with the adjectives above.

1. Matt doesn't like jokes. He is **serious**.
2. Abigail always buys presents for her friends. She is **polite**.
3. Steve doesn't like working. He is **lazy**.
4. Lara often goes to parties and likes being with her friends. She is **friendly**.
5. Martin plans everything before he does. He is **careful**.
6. Alan always wakes up early and do sports in his free time. He is **energetic**.

C. Write the comparative forms of the adjectives below.

funny - quiet - cheerful - lovely - bad - old - good - serious - hardworking -
lazy - tall - slow - talkative

-er

older
quieter
slower
taller

More+ adjective

cheerful
hardworking
serious
talkative

y+ ier

funnier
lazier
lovelier

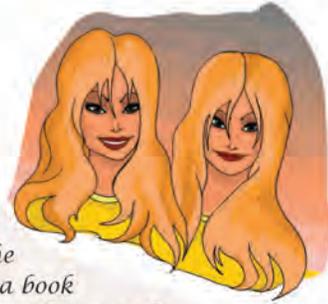
Irregular

better
worse

D. Read about Kim and her twin sister, Jill. Then, fill in the blanks with the correct comparative forms of the adjectives.

good - successful - quiet - sociable

I have got a twin sister. We usually get on well with each other. Our face, height, eyes are very similar but in fact we have different characters. I'm (1) **more sociable** than her. I like chatting with my friends and I always meet them at the weekends. Jill likes being at home and spends her time in her room. She doesn't like to talk much. She is (2) **quieter** than me. She surfs on the Net or reads a book in her room. What about lessons? Well, I don't like doing homework but she always studies at home. So she is (3) **more successful** than me at school. I think teachers know this and always tell me to study more. I like sports. I sometimes play basketball after school. Jill is (4) **better** than me at basketball. She is an amateur basketball player and she plays for the town team. I usually watch her matches.



E. Read again and write True or False.

- ..F.. 1. Kim and Jill have similar characters.
- ..T.. 2. Jill likes being at home at weekends.
- ..F.. 3. Kim always does her homework.
- ..T.. 4. Jill is a good basketball player.
- ..F.. 5. They don't like each other.

F. Write about the twins in the photo. Make comparative sentences.

Linda

student
short
energetic in the evenings
always have free time
more cheerful

Alisha

shop assistant
tall
tired in the evenings
sometimes have free time
quieter



LINDA

- 1.. Linda is a student.....
- 2.. Linda is shorter than Alisha.....
- 3.. Linda is energetic in the evenings.....
- 4.. Linda always has free time.....
- 5.. Linda is more cheerful than Alisha.....

ALISHA

- 1.. Alisha is a shop assistant.....
- 2.. Alisha is taller than Linda.....
- 3.. Alisha is tired in the evenings.....
- 4.. Alisha sometimes has free time.....
- 5.. Alisha is more sociable than Linda.....

4B - My Flatmate is the Funniest

A. Write the superlative forms of the adjectives.

- | | | |
|-----------------------------------|------------------------------------|---------------------------------|
| 1. practical. /the most practical | 4. dirty... /the dirtiest... | 7. tidy... /the tidiest..... |
| 2. forgetful. /the most forgetful | 5. easy-going. /the most easygoing | 8. funny... /the funniest |
| 3. talkative. /the most talkative | 6. lazy... /the laziest..... | 9. cheerful. /the most cheerful |

B. Fill in the blanks with the superlative forms of the adjectives above.

Madison is a college student in the U.S.A. She lives in an apartment with two friends, Sabrina and Aria. She talks about her friends on the phone with her dad.

Dad : How is your life in Manhattan, dear?
Madison : It's pretty cool, dad.
Dad : What about your flatmates?
Madison : They are nice. Sabrina is from Italy. She is very hardworking. She is (1) **the tidiest** and (2) **the most practical**. She cleans up her room every day.

Dad : Just like me.
Madison : Definitely, dad. She is also (3) **the most talkative**. She always talks about her school, her classmates.

Dad : That means you are never bored in the evenings.

Madison : Ha ha ha. So funny.

Dad : Is Sabrina funny, too?

Madison : Yes, but a little. Aria is (4) **the funniest**. She always makes jokes. She is also (5) **the most cheerful**. She is always energetic about parties and going out, but she doesn't like housework. She is (6) **the dirtiest** and (7) **the laziest** at home. She sometimes cleans her room and doesn't want to do housework.

Dad : What about you, Madison?

Madison : Me? Well, I think I am (8) **the most easygoing** I get on well with them. But I am (9) **the most forgetful** I always forget the bills.

Dad : Are you happy with them?

Madison : Yes, I am very happy.

Dad : Good to hear that. Say hi to them and take care. Bye.

Madison : Bye.



C. Write the adjectives in the dialogue for the correct people.

Madison	Sabrina	Aria
easygoing forgetful	practical tidy talkative	funny cheerful dirty lazy

D. Make questions as in the example.

1. Who / funny / family ?
Who is the funniest in your family ?
2. Who / lazy / family ?
Who is the laziest in your family?
3. Who / hardworking / family ?
Who is the most hardworking in your family?
4. Who / practical / class ?
Who is the most practical in your class?
5. Who / cheerful / class ?
Who is the most cheerful in your class?
6. Who / friendly / school ?
Who is the most friendly in your school?

E. Now answer the questions.

1.
2.
3.
4.
5.
6.

Students' own answers



F. Make superlative sentences. Use the information in the chart.

	School subjects	friendship	helping parents	doing sports	free time activities
Jonathan	☺ ☺ ☺ ☺ ☺ ☺	☺ ☺	☺ ☺ ☺	☺ ☺ ☺ ☺ ☺ ☺	☺ ☺
Allison	☺ ☺ ☺	☺ ☺ ☺ ☺ ☺ ☺	☺ ☺ ☺ ☺	☺ ☺	☺ ☺ ☺ ☺
Leo	☺ ☺	☺ ☺ ☺	☺ ☺ ☺ ☺ ☺	☺ ☺ ☺ ☺	☺ ☺ ☺ ☺ ☺

- Successful:** Jonathan is the most successful at school.
Helpful: Leo is the most helpful person.
Lazy: Leo is the laziest at school.
Energetic: Jonathan is the most energetic at school.
Easy-going: Allison is the most easygoing at school.



4C - She is a Great Actress

A. Unscramble the words below.



beautiful



intelligent



funny



charming



successful

B. Match the stars to the photos below.

.10. Will Smith - .4. Leonardo Di Caprio - .7. Brad Pitt - .5. Tom Cruise - .2. Johnny Depp -
.3. Jennifer Aniston - .6. Angelina Jolie - .8. Kate Winslet - .9. Sandra Bullock - .1. Charlize Theron

C. Make comparative and superlative sentences about the actors and actresses in the photos.

e.g.

Beautiful : Angelina Jolie is more beautiful than Kate Winslet.
Jennifer Aniston is the most beautiful.

Handsome :

Intelligent :

Positive :

Charming :

Amazing :

Successful :

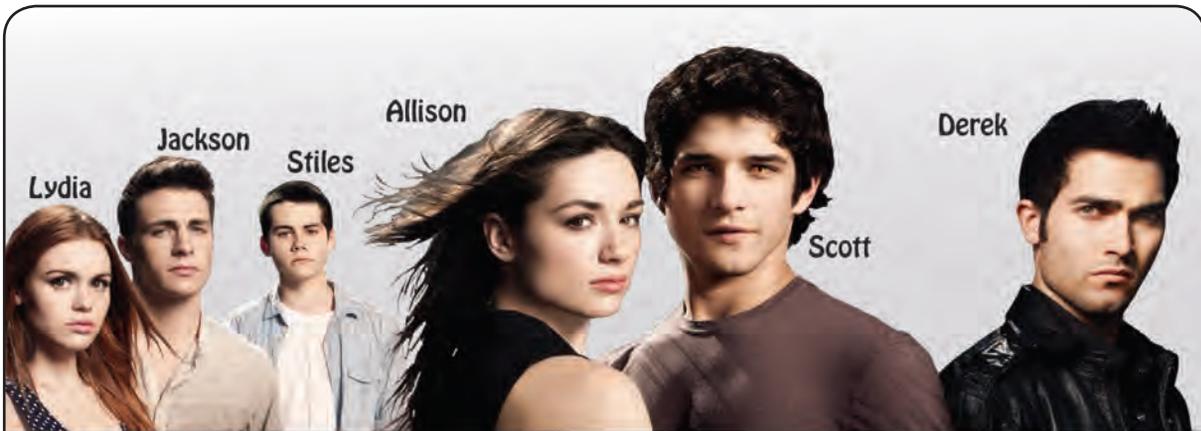
Funny :

Serious :

Friendly :

Strong :

Students' own answers.



T E E N W O L F

Teen Wolf is a very popular TV series all around the world. It's a new TV version of the popular movie; The Wolfman. Emma, Bill, and Olivia are fans of Teen Wolf.

Emma: Who is your favourite character in Teen Wolf?
Bill : Allison. I'm crazy about her.
Olivia : Allison? I don't like her. She is boring.
Bill : Come on! She is the most beautiful girl in the series.
Emma: I think, Lydia is more beautiful than Allison. Also, she is the most intelligent one.
Olivia : I don't think so. Stiles is the most intelligent one. He is more handsome than Scott, too.
Emma: No, not really. I think Derek is the most handsome and the strongest. I love him.
Bill : Oh no. Scott is stronger than Derek. Don't forget that he is the main character.
Olivia : Come on! Stiles again. He is the strongest, the most helpful, the funniest. He is everything.
Emma: Hey, it's 9. Turn on the TV. It's Teen Wolf time.

D. Read the dialouge and write True or False.

- ..T..1. Bill's favourite character is Allison.
- ..F..2. Olivia likes her, too.
- ..F..3. Emma thinks Allison is the most intelligent character.
- ..F..4. Olivia thinks Scott is more handsome than Stiles.
- ..T..5. Emma thinks Derek is the most handsome.
- ..T..6. Stiles is Olivia's favourite character.

E. Write about your favourite TV series. Compare the characters.

.....

Students' own answers

The photo of your favourite TV series

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Compare two famous people (singers, writers, actresses, politicians, etc). Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> • Describe the famous people's personalities. • Compare them. • Find photos for the famous people. • Design a poster and display it in class.

I think Liz is more talented than Brian.

Brian is better than Liz.



PROJECT

Topic	Creating a story
Task	Write about a day at the cinema, theatre, concert, etc.
Duration	2 Months
Types of scoring instrument	Scoring rubrics
Expected Performance	Research, creativity, thinking skills, writing skill

In this story you should:

- Write answers to the questions;
Where did you go?
When did you go?
What did you do?
Who went with you?
What happened there?
Did you have a good time? etc.

- Tell the story. (Last week, I went to a concert. While I was going, I met a friend, etc.)

- Put real photos from that day (or imaginary ones).
- Create a blog for all of the stories in the class.

While preparing your Project, you should:

- choose your teammates,
- plan your time,
- share tasks among your friends,
- use the Internet, magazines, etc.
- find a title for your story,
- use clear and fluent language and have coherent narration,
- prepare more questions with your group,
- do peer correction and rewrite your story,
- get the story ready by/...../ 2012 at the latest.



THEME 5

DREAMS and PLANS

5A - I have Great Plans

A. The students in the photos are going to graduate next year. What are they going to be in the future? Guess.



1. lawyer



2. Dentist



3. Mechanic



4. Vet



5. Dancer

B. Match the two parts of the sentences.

- ...b.. 1. I'm studying veterinary medicine.
- ...d.. 2. I'm studying law at university.
- ...a.. 3. I'm a student at mechanic school.
- ...c.. 4. I'm studying dentistry.
- ...e.. 5. I'm studying modern dances.

- a. I'm going to work in my own garage.
- b. I'm going to open a vet clinic.
- c. I'm going to open my own dental clinic.
- d. I'm going to work in the courts.
- e. I'm going to open a dance school.

C. Write your future plans about school, career and personal life.

Students' own answers

D. Match the sentences to the pictures.



- ...b...1. Jim and Rose are going to restaurant after cinema.
- ...d...2. Julia is going to drive to London after washing the car.
- ...g...3. Lewis is going to play football with his little brother.
- ...a...4. Brian is going to sleep after finishing his homework.
- ...f...5. Sue and her mother are going to eat cake.
- ...e...6. Mr. and Mrs. Thompson are going to buy a new house.
- ...h...7. Pitt is going to give a present tomorrow.
- ...c...8. David is going to miss the meeting.

5B - Unusual Plans

A. What can robots do in the future? Write down 3 things.

.....
 *Students' own answers*

B. Match the two parts of the sentences.

- | | |
|--|--|
| ...b... 1. Home assistant robots are going to | a. help the people who can't walk. |
| ...d... 2. Robotic arms are going to | b. do housework. |
| ...a... 3. Wheeled robots are going to | c. finish their science project soon. |
| ...c... 4. The manager and his team are going to | d. help the people who can't use their arms. |

C. Match the photos below to the sentences in activity B. There is one sentence extra.



a.4.....



b.3.....



c.2.....

D. Read the text from the local newspaper and fill in the blanks using the words in the box below.

bathroom - garbage - sample - teachers - English and German -
 pets - telephones - students - meals - aim - clothes - science

.....
 (1) **Students** are working on Home Assistant Robot (HAR-1). In the beginning it was a dream to make a robot but with the help of their (2) **teachers**, now this is an ideal project. Their (3) **science** teacher Mrs. Turqotte says, "This project is an excellent (4) **sample** of researching and co-working. Our first (5) **aim** is to help and support the young brains. HAR-1 is going to speak (6) **English and German**. It is going to help disabled and old people at their homes and offices. It is going to do vacuum cleaning, cook 25 programmed (7) **meals**. Working couples are going to give order to HAR-1 from their work by phones and their dinner is going to be ready when they come home. It is going to iron the (8) **clothes** and clean the (9) **bathroom**. When you aren't at home, it is going to answer the (10) **telephones**, feed your (11) **pets** and empty the (12) **garbage**" This wonderful science team is going to complete the robot at the end of this month.



E. Read the text again and answer the questions.

1. What are the students working on?
They are working on Home Assistant Robot (HAR-1).
2. Who helps the students?
Their teachers help them.
3. Who is Mrs. Turquotte?
She is a science teacher.
4. What is the robot going to do when people aren't at home?
It is going answer the telephones, feed their pets, and empty the garbage.
5. What is the teachers' first aim?
Their first aim is to help and support the young brains.
6. What is HAR-1?
It is a home assistant robot.
7. Which languages is it going to speak?
It is going to speak English and German.
8. Who is HAR-1 going to help?
It is going to help especially to the disabled or old people.
9. How many kinds of meals is HAR-1 going to cook?
It is going to cook 25 kind of meals.
10. When is the team going to finish the robot?
The team is going to finish the robot at the end of the this month.

F. Choose the best title for the text.

1. How to Make a Robot
2. Difficulties of Making a Robot
3. Home Assistant Robot

G. Summarize the story of the technology students. Use the clues and the descriptive words below.

Technology students want to design a new robot. This robot is going to be very smart.

.....
.....
.....
.....
.....
.....
.....
.....

Students' own answers

Clues;

Design a robot
Help with housework.
Examples;
Useful for families.
Finish next week.

Descriptive words;

Smart
Hardworking
Useful
Practical

H. Read the passage and fill in the blanks.

technology - robots - innovations - generation - factories - staff - disabled - aim

In the 21th century **technology** is developing rapidly. Everyday we see new **innovations** on TV and magazines.

Do you think new **generation** is lucky or unlucky? Sometime it is hard to answer this question. Most of the time technology brings happiness but sometimes it makes people disappointed. These days **robots** are taking the place of workers. It seems most of the **factories** are going to dismiss their **staff** and get robots in place of them.

The **aim** of the innovations must be to make our life easier. Especially scientists should remember the **disabled** people on their new projects.

5C - Let's Help People

A. Tick the weekend activities you are planning to do.

- Students' own answers
- a. Go on a picnic
 - b. Finish the school project
 - c. Visit oldies in nursing home
 - d. Go to the cinema with friends
 - e. Do sports

B. Read and match the dialogues to the photos.

Dialogue 1b.....

- Teacher** : You know we are going to the nursing home on Saturday.
Watt : Yes. What are we going to do there?
Teacher : We are reading them books, poems, magazines or newspapers. Also, we are listening to their life stories.
Marbel : Oh, that sounds interesting.
Scott : Yeah. My grandpa is also living there.
Faris : Lovely. We should meet your grandpa. Are we going to take photos?
Marbel : Yes, of course. Then we are presenting them in the school cafeteria.
Teacher : We are leaving school at 9 o'clock, guys. You shouldn't miss the school bus.



Dialogue 2a.....



- Brenda** : Mom, where are my old trainers and jeans? I can't find them.
Mother : They're in the attic. What are you doing with them?
Brenda : I want to give them to the recycling organization.
Mother : That's a great idea. You should also take my old clothes.
Brenda : They are already in my bag, mom.
Mother : Oh, I am not surprised. What kind of activities are you doing?
Brenda : A few of us are handing out the ads at the metro station. The others are collecting recycling materials.
Mother : Well done.

C. Read the dialogues and find a title for each one. (1.Helping the Old 2. Let's recycle)

D. Read the dialogues again and answer the questions.

1. What are the teacher and students doing tomorrow?
They are going to nursing home tomorrow.
2. What should they do?
They should take notes.
3. Whose grandpa lives there?
Scott's grandpa lives there.
4. What is Brenda's plan for the weekend?
She is working for the recycling organization at the weekend.
5. What is Brenda looking for?
She is looking for her old trainers and jeans.
6. Why are Brenda and her friends doing these activities?
Ss' own answers

E. Fill in the blanks with the statements below.

1. I am visiting my grandparents.
2. I should go with him.
3. You should obey your diet.

a.
Andrea : Tim is going to Kenya. He wants to help protect animals.
Timothy : Oh, that's great.2.....



b.
Wife : Honey, stop eating fast food. You're getting weight.
Husband: I can't stop myself, darling.
Wife :3.....



c.
Teacher : Are you coming to help poor people tomorrow?
Sam : Sorry, teacher.1.....



F. What should we do for others? Write suggestions. Give reasons.

1. We should help blind people because their life is difficult.
2.
3. *Students' own answers*
4.
5.

Blind people
Handicapped people
Poor people
Immigrants
Animals in danger
etc.

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Write about your holiday plan. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> • Write answers to the questions; Where are you going to go? When are you going to go? Who are you going to go with? What are you going to do? Are you going to stay in a hotel or hostel? How long are you going to stay? etc. • Put photos about the destination. Write sentences under the photos. • Design a poster and display it.

I am going to go to Crete in August.



6A - Music and Life in Vienna

A. Match the sentences to the pictures.

- ...b... 1. Vienna was the home of classical music.
- ...a... 2. Franz Schubert were from Vienna.



B. Complete the sentences with the words below. Make positive or negative sentences about yourself.

fantastic
interesting
enjoyable
great
bad
boring
nice

When I was a child.....
e.g.
1. classic music wasn't nice for me.
2. jazz music was..... for me.
3. pop music was..... for me.
4. rock music was...students' own answers... for me.
5. metal music was for me.



B. Search the Net and complete the sentences with was, wasn't, were, weren't to make correct sentences.

- 1. Shakira wasn't born in Spain.
- 2. Shakira was a good dancer when she was a little child.
- 3. Mozart wasn't born in Vienna. His sister was an artist.
- 4. Mozart and Bach were great musicians.
- 5. They weren't writers or painters.

C. Complete the paragraph on the next page with the sentences.

- a. In 1990, at the age of 13, Shakira started her music career with her album, "Magia".
- b. Her mother was Columbian and her father was a Lebanese Jeweller.
- c. Now, she is famous all around the world and has millions of fans.
- d. When Shakira was eight.

SHAKIRA; A SINGER AND A DANCER

Shakira was born in Barranquilla, Colombia, on February 2, 1977. (1) (b) Her mother was Colombian and her father was a Lebanese Jeweller. He also was a story writer. Shakira started writing poems and wrote her first poem, "La Rosa De Cristal" ("The Crystal Rose") at the age of four. (2) (d) When Shakira was eight, she wrote her first song "Tus gafas oscuras" ("Your dark glasses"). She enjoyed singing at her school and belly dancing when she was four years old. Monica Ariza, a local theater producer, saw her and decided to support her. (3) (a) In 1990 at the age of 13, Shakira started her music career with her album, "Magia". Shakira won a lot of awards, including two Grammy, seven Latin Grammy awards, twelve Billboard Latin Music awards and many MTV music awards. Shakira was famous in her country when she was 13. (4) (c) Now, she is famous all around world and has millions of fans. She also works for UNESCO.



D. Answer the questions about yourself.

1. Where you good at singing when you were a child?
.....
2. What was your favourite song?
.....
3. Were you good at playing an instrument?
.....
4. Was your music teacher good?
.....
5. Who was your favourite singer?
.....
6. What was your favourite instrument?
.....

E. Write a short paragraph about the art and music classes when you were in primary school. Use the words in the boxes below.

e.g.
I was keen on art and music when I was in primary school.
Music was fun and exciting, etc.

.....

keen on
good at
bad at

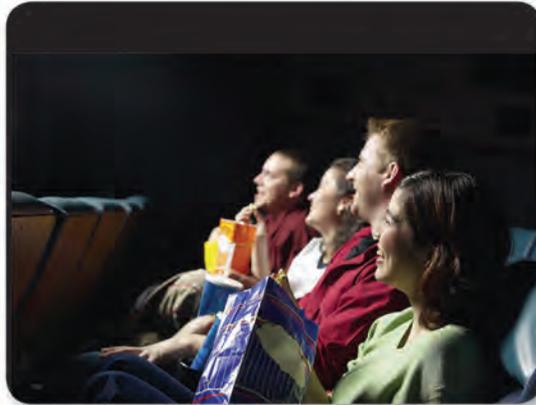
Use;
fun
interesting
difficult
boring
exciting
fantastic
lazy
hardworking
crazy

6B - Cinema is Great!

- A. Complete the sentences about the movie you watched a few weeks ago.
Match the box A to the B

a

it was noisy,
the movie was the Oscar winner,
It was a love story,
they didn't have tickets,
I left the cinema early.



1. I liked the movie because **it was love story.**
2. The cinema was crowded because **the movie was the winner.**
3. It was cold and noisy, so **I left the cinema early.**
4. There were a lot of children at the cinema, so **it was noisy.**
5. Some people waited outside the cinema for a long time because **they didn't have tickets.**

b

- B. Look at the photo.

What is the man doing? **He is watching a theatre.**

- C. Read the short story and circle the correct words.

One day, I (1) **went/ was going** to the theatre alone. The play (2) **was/ were** pretty good and I (3) **watched/ was watching** it very carefully. A young couple (4) **sat/ was sitting** behind me. They (5) **were also watching/ watched** silently and happily. Suddenly, the man (6) **was starting/ started** to hiccup loudly. So I (7) **was losing/ lost** all of my attention. It (8) **was/ were** a very bad moment really. The man (9) **was trying/ tried** to stop but it was impossible. I (10) **was looking/ looked** at the man angrily a few times but it was no use. He (11) **was keeping/ kept** hiccupping. After half an hour, some neighbours also (12) **started/ was starting** to stare at him and complained. Finally, some players also (13) **lost/ was losing** their motivation and forgot their scripts. While all the audience (14) **looked/ was looking** at them, the young man stood up and left the hall. But it was too late.



D. Match the words below to the speech bubbles.

request

complaint

like

a. like

Hi, I really enjoyed her performance. She was great on the stage. I had a lovely time with her songs.



The play was really bad. I had a terrible night. Nobody liked it. While the actor was improvising, some people fell asleep. I never go again.

b. complaint

c. request

The concert was OK. But could you please open the doors earlier next time? Also, the seats were not comfortable. Could you change them, please?

E. Imagine that you watched a movie last night but you didn't like it at all. Write an e-mail to the director and tell your complaints. Use the words below.

Untitled Message

From.....
To.....
Subject.....

Not interesting story
Bad performance
etc.

I watched one of your movies called.....
yesterday. I am sorry to say but I didn't like it.
First, it was not an interesting story. (Tell the story shortly.)
.....
.....
Second, the main character,, was not good. He / She.....
.....
.....
Next, the other characters, were not professional.
Finally, everybody in the cinema got bored and they.....
I didn't have a good time while I was watching this movie. So I want my money back.

Students' own answers

I look forward to hearing from you.
.....(your name)



6C - Pretty Poetry

A. Write five things (place, people, etc.) about London.

e.g.

queen, telephone boxes, red buses, etc.

B. Match the places to the stanzas.

Speechless in London

a. ...4...

In this city, I touched the history.
Tower of London told me a long story.
It was the home of crown jewels,
I found it quite mysterious.

b. ...3...

I took a double decker bus to the Big Ben.
I was really amazed then.
The prince of time keepers,
Showed the correct moment again.

c. ...5...

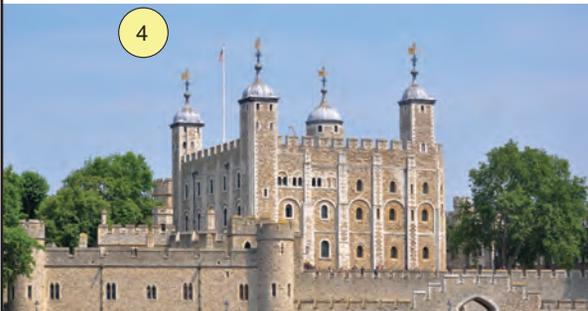
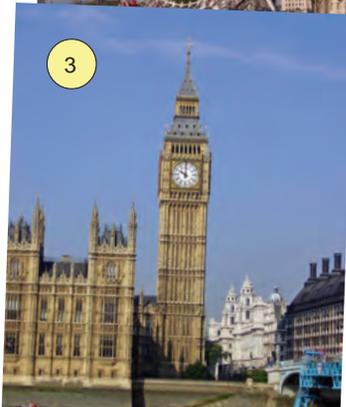
I was lost in the Buckingham Palace.
I didn't see the queen and princes.
I admired the magnificent flowers.
In the garden I spent wonderful hours.

d. ...2...

How breathtaking to be in a giant wheel!
I couldn't believe it was real.
It was magical to see the panoramic view.
In London Eye the sky seemed so blue.

e. ...1...

A tour on the River Thames,
There was no need to other games.
The bridges were all historical.
This made my journey extremely mystical.



48

C. Complete the poem with things in your country.

We went to the

Students' own answers

We went to(city),
 but we never saw(place)
 We just saw (one of your relatives]
 and played lots of(a game)



We drove up to(city),
 but we never saw(place).
 We stayed in(someone's house).
 I almost climbed(something)!



We traveled down to(city)
 to see our(someone).
 We never went to(place)
 like other people do.



And then we took a little trip
 to(a city).
 We didn't see(a place)
 'cause we stayed with(a celebrity).



D. Label a photo for each stanza.

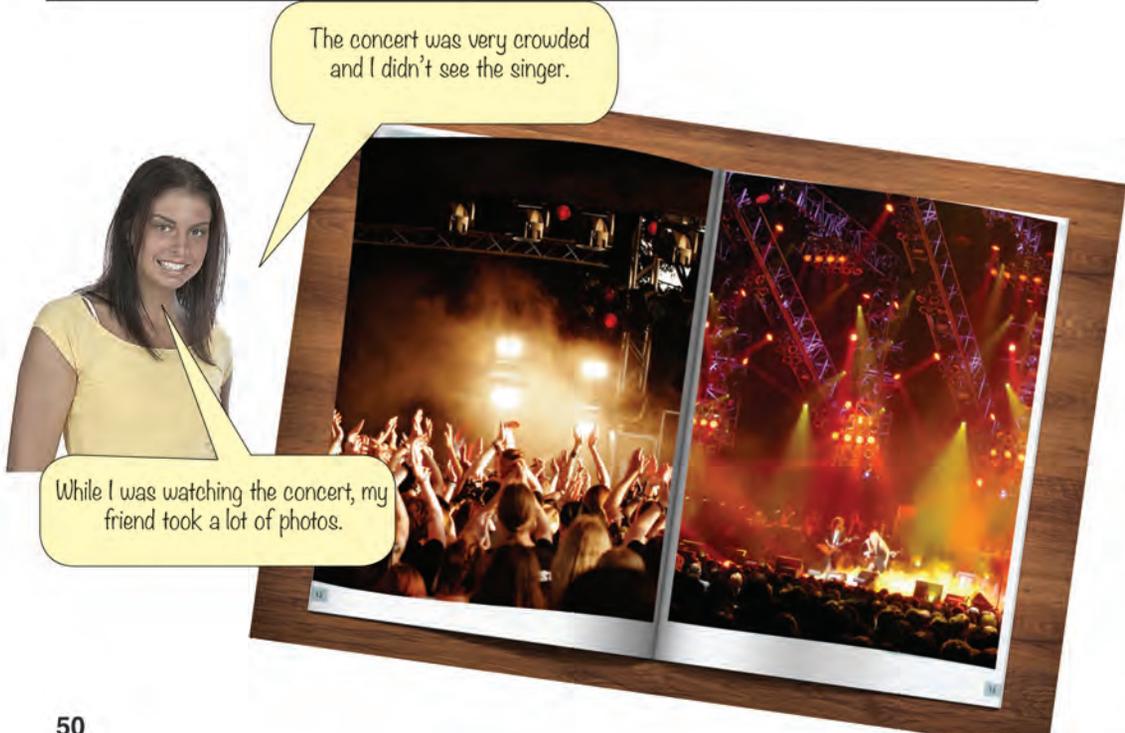
E. Complete the sentences about yourself. Use adjectives.

When I was a child,
 Place: *My home town was quieter.*
 Person:
 Subject:
 Flower:
 Game: *Students' own answers*
 Drink:
 Music:
 Holiday destination:



PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Write the news of a concert in your town for the school magazine. Prepare a magazine page.
Follow the steps	<ul style="list-style-type: none"> • Write answers to the questions; Where did it happen? When did you happen? How many people were there? Did people enjoy it? Why? etc. • Write the news. (Last week, I went to a concert. While I was going, I met a friend, etc.) • Do peer correction and rewrite the news. • Put real photos from that day (or imaginary ones). • Design a magazine page and display it.



The concert was very crowded and I didn't see the singer.

While I was watching the concert, my friend took a lot of photos.

THEME 7

NATURE and ENVIRONMENT

7A - The Greenest Countries

A. Look at the pictures and write.

What do you prefer? **Ss' own answers**



Eat fast food



Eat fruit

e.g.

Mike: I prefer eating fruit to eating fast food.



Stay in a tent



Stay in a hotel

1.

Students' own answers



Drink tap water



Drink bottle water

2.

Students' own answers



Walk to school



Ride to school

3.

Students' own answers

B. Read the sentences and write Yes or No.

Are you a green person?

1. I often go to school by bicycle.
2. I always use plastic bags.
3. I always reuse water bottles.
4. I stay in the shower shorter.
5. I help street animals.
6. I often join a green action.
7. I keep my classroom clean.
8. I plant trees every year.
9. I use rechargeable batteries.

Students' own answers

Evaluation: If you write five or more Yes, you are a green person.



C. Read the paragraphs and match the titles to them.

- a. Explore the volcanoes
- b. Relax in the hot pot
- c. Have fun with Icelandic music

Cathy went on a vacation on Iceland last month.

1.**b**.....

After the long flight to Iceland, I went to enjoy the most beautiful warm thermal water in the blue lagoon. The waters bubbled up everywhere and I swam between clouds. Local people usually sit in these natural pools and chat for hours.

2.**c**.....

People in Iceland live in very cold and dark country. But they know how to have fun. Iceland has such an exciting music style. I went clubbing and listened to music in the capital city, Reykjavik. I also saw Björk on the stage. She was awesome. The clubs were a bit expensive but it was a great story to tell my friends.

3.**a**.....

The last two days, I discovered the north capital of Iceland Akureyri. There was a Lake Region called Mývatn. Here I watched the volcanic craters. Mývatn was the best spot for birdwatching.



D. Cathy wants to do a presentation about her journey. Read and complete the invitation letter.

Students' own answers

Do you know.....? It is a place and it has a lot of

I am giving a and share the photos.

Would you like to? I am sure you will.....

Date:

Time:

Country:



7B - For A Green World

A. What do you remember?

1. What did Lily and her friends do for street animals?

They built a shelter.

B. Lily is talking to one of her friends, Adele, about her last event. Complete the dialogue with the sentences below.

- a. I'm having a garden party this weekend.
- b. It started to rain while we were building.
- c. I was going to Barcelona when you phoned me.
- d. I was helping my friends build a shelter at that time.

Adele: We had a party at 3 yesterday. Why didn't you come over?

Lily: Sorry, Adele. (1) (d) I was helping my friends build a shelter at that time.

Adele: What shelter?

Lily: A shelter for street animals.

Adele: Oh, cool. Where did you build it?

Lily: Out of the city, near the forest.

Adele: How many people were there?

Lily: Not many, actually. But we finished it. And guess what? (2) (b) It started to rain while we were building.

Adele: Oh, you got wet.

Lily: No need to worry. Working for the nature and environment is better than anything.

Adele: One day I would like to come and help you.

Lily: You always say that but you never do. You didn't help us clean the beach last time. Remember?

Adele: But (3) (c) I was going to Barcelona when you phoned me.

Lily: See? You always have an excuse.

Adele: When is your next event? I want to help you.

Lily: We are going to collect food for the animals in the shelter.

Adele: Oh, sorry. I can't. (4) (a) I'm having a garden party this weekend.

Lily: Oh, Adele!



C. Read the dialogue again and complete the sentences.

1. Lily didn't go to the party because she was helping her friends build a shelter.
2. It started to rain so they got wet.
3. Adele didn't help clean the beach because she was going to Barcelona.
4. Adele is having a garden party so she can't help Lily collect food.

**D. What did you do for the environment last year?
Look at the pictures and make sentences.**

clean the beach - plant trees - reuse papers - use less water - save energy



1. I planted trees.



3. I saved energy.



4. I used less water.



2. I reused papers.



5. I cleaned the beach.

E. Read the paragraph and choose the correct forms of the verbs.

The famous environmentalist

I am a green person and I usually join the events for the environment. Last week we had a beach while cleaning activity. There were about hundred people. We (1) *put / were putting* the garbage into the bags and (2) *having / had* a good time. Some TV reporters and cameramen (3) *appeared / were appearing*. They (4) *wanted / were wanting* to ask some questions. I was excited because it was my first time in front of the cameras. While I (5) *answered / was answering* the questions and my friends (6) *watched / were watching* me. That night I (7) *wasn't watching / didn't watch* TV and I (8) *went / was going* to bed very early because I was very tired. When I (9) *went / was going* to school the next day, my friends (10) *started / was starting* to applause me. I didn't know that I was on the News on TV the previous night. So, I was very happy because more people asked me about the event and (11) *joining / joined* our Environment Club.



7C - Environment Online - ENO

A. Match the environmental problems to the pictures.

1. ..b.. Deforestation

2. ..e.. Global warming

3. ..d.. Air pollution

4. ..a.. Acid rain

5. ..c.. Water pollution



B. What must we do for the environment? Look at the list and write your answers.

What to do!

Plant more trees.
Don't throw garbage into the sea.
Use public transportation.
Buy environmentally friendly cars.
Don't make camp fire in summer time.

1. We **mustn't** make camp fire in the summer time.
2. We **must** plant more trees.
3. We **must** use public transportation.
4. We **must** buy environment friendly cars.
5. We **mustn't** throw garbage into the sea.

C. Read and fill in the blanks with *must* / *mustn't*

Why is Julia excited? **Because they are planting trees in the school garden the next day.**

Julia: I'm very excited, Dad. We are planting trees in the school garden tomorrow.

Dad: Planting trees? Why?

Julia: It's World Tree Planting Day tomorrow. We (1)**must** plant 100 million trees till 2017.

Dad: Brilliant, honey.

Julia: Why don't you plant trees in your factory, tomorrow?

Dad: It's a good idea. Our factory has a big garden but there aren't many trees.

Julia: And, it can be an environmentally friendly factory.

Dad: Yeah. Factories (2)**mustn't** pollute the environment.

Julia: You're right.

Dad: I (3)**must** call my boss and my friends now. It's planting day tomorrow.

Julia: And we (4)**mustn't** forget to buy some for our gardens, too.

Dad: Yeah, it's going to be a great day.



D. Write True or False.

- ...T... 1. Julia's father doesn't know about Tree Planting Day.
- ...F... 2. There are a lot of trees in his factory.
- ...T... 3. Julia's father must buy a lot of trees to plant.
- ...T... 4. They are going to plant trees in their garden, too.

E. Unscramble the words.

- 1. TLAPNPLANT.....
- 2. RUANTE.....NATURE.....
- 3. TULOPE.....POLLUTE.....
- 4. ISLPATC.....PLASTIC.....
- 5. DOLFO.....FLOOD.....

F. Find the words in the puzzle.

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

- Environment
- Green person
- Pollution
- Plastic
- Traffic
- Flood
- Nature
- Energy
- Plant
- Reuse
- Garbage

G. Search the Net and write a list .

What must you do to help the environment?

At home

.....

.....

At school

.....

.....

In your city

.....

.....

Students' own answers

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Preparing a poster about an environmental campaign.
Follow the steps	<ul style="list-style-type: none"> • Choose one of the topics; <ul style="list-style-type: none"> -Cleaning up activity -Planting trees -Building a shelter for street animals -Re-using materials etc. • Write reasons for the activity, • Add the time and the venue, • Choose a slogan, • Find photos, • Display your poster at school.

We are going to do cleaning up at the beach next weekend!



Clean Beach Clean Town!



8A - A Crazy Holiday

A. Complete the dialogues with the sentences below.

- a. In Taiwan.
- b. When did it happen?
- c. Two years ago.
- d. Have you ever tried crazy sports on holiday?
- e. When did you go there?
- f. I hit my car on a tree.
- g. Yes, I have.
- h. Yes, it was great.

1. A. Have you ever been to Spain?
 B. Yes, I have.
 A. (1) **When did you go there?(e)**
 B. Last year.
 A. Was it beautiful?
 B. (2) **Yes, it was great.(h)**

2. A. Have you ever had an accident on holiday?
 B. Yes, I have.
 A. (5) **When did it happen?(b)**
 B. On my last holiday.
 A. How did it happen?
 B. (6) **I hit my car on a tree.(f)**

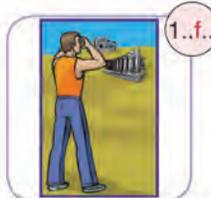
3. A. (3) **Have you ever tried crazy sports on holiday?(d)**
 B. Yes, I have.
 A. What did you try?
 B. I tried zip lining.
 A. Where did you do it?
 B. (4) **In Taiwan.(a)**
 A. What was it like?
 B. It was perfect.

4. A. Have you ever gone on holiday with friends?
 B. (7) **Yes, I have.(g)**
 A. Where did you go?
 B. We went to Cappadocia.
 A. When did you go?
 B. (8) **Two years ago.(c)**
 A. Did you like it?
 B. Yes, it was fantastic.

B. Match the pictures to the activities.

C. What have the people in the pictures done today? Make sentences as in the example.

- a. go camping
- b. do bungee jumping
- c. go trekking
- d. ride a camel
- e. climb the mountain
- f. take photos
- g. play beach volley
- h. sunbathe



take photos
He has taken photos



They have played beach volley



They have gone camping.



He has done bungee jumping.



He has sunbathed.



She has climbed the mountain.



They have gone trekking.



He has ridden a camel.

D. Give true answers to the questions below.

Students' own answers

1. How often do you go on holiday?
.....
2. Which cities have you been to so far?
.....
3. Have you ever been abroad ?
.....



E. Read the paragraph about Brian's summer holidays and find.

Is it expensive to travel for Brian?

No, because he stays at hotels or pensions.

F. Read it again choose the correct words.

My brother, Brian, always goes on holidays in the summer. He is a student and doesn't have much money but he usually goes abroad. He doesn't stay in expensive hotels. He prefers hostels, or pensions. He finds (1) **cheap/ cheaply** train tickets and travels all around Europe. He has been to seven countries so far. Before he goes on holiday, he checks his 'what to do list' (2) **careful/ carefully**. He is very practical and experienced.

He searches the Net and finds the cheapest hostels or pensions (3) **quickly/ quick**. He makes his reservations (4) **easily/ easy**. He has a (5) **good/ well** bike rider. He sometimes rents a bike and goes sight seeing in the city (6) **slow/slowly**. "When you ride (7) **fast/ fastly**, you can't see the beautiful places (8) **good/ well**" he says. When he comes back from holiday he is always very (9) **happy/happily**. Because he feels refreshed. Last year he told his best friend, Jack; "I'm a student like you but I have been to a lot of countries for holidays. You don't need a lot of money to go abroad for holiday. Come with me next year." So next year they are travelling together. Jack is very excited now and he is planning his travel (10) **happy/happily**.



G. Answer the questions.

1. What is Brian's job? **He is a student.**
2. Where does he stay on holiday? **He stays at hostels or pensions.**
3. What does he do before he starts his holiday? **He checks his 'what to do list' carefully.**
4. Why does he ride bike slowly on holiday? **Because, he wants to see the beautiful places well.**
5. Who is he going on holiday with next year? **He going on holiday with his friend Jack next year.**

8B - Why Do You Travel?

A. Look at the dialogue and the picture. Then, guess.

1. Where are the people? **They are in the school canteen.**
2. What are they talking about? **They are talking about Alex's travels.**

B. Read and check your answers.

C. Complete the dialogue with the questions below.

- a. Have you learnt a new language in each country?
- b. How long have you travelled?
- c. What's your future plan?
- d. Why do you travel so much?
- e. How many countries have you been to so far?

Alex is at a French course in Paris. She is talking to her friends, now.

Jessica: (1) **How long have you travelled?**

Alex: I have travelled since I was 18 months.

Jessica: Wow!(2) **How many countries have you been to so far?**

Alex: So many. I think it's 11 or something like that.

Victoria: 11 countries! That's amazing.

Jessica: (3) **Have you learnt a new language in each country?**

Alex: Not in each country but I can speak 6 languages.

Jessica: Cool! You're great.

Alex: Thank you. It's easier after the first language.

Victoria: (4) **What's your future plan?**

Alex: Well, I don't have any plans yet because I have been here for a week.

Victoria: (5) **Why do you travel so much?**

Alex: Actually, I like learning new languages and new cultures. That's my life style.



D. Write True or False

- ..F.. 1. Alex has travelled since she was 2.
- ..T.. 2. She has been to 11 countries so far.
- ..F.. 3. She can speak 11 languages.
- ..T.. 4. She has been to Paris for 3 months.
- ..F.. 5. She is going to study university in Paris.
- ..T.. 6. She wants to learn new cultures and languages in the future, too.

E. What can you do when you travel?

I can *meet new friends*.

I can

I can *Students' own answers*

F. What has Alex done so far on her journeys? Look at the pictures and clues. Then, make sentences.



since 2005 / waterfall / see

1. She has seen a lot of waterfalls since 2005.



since she started to travel / different food / taste

2. She has tasted different food since she started to travel.



for 10 years / keep a diary

3. She has kept a diary for ten years.



meet / a lot of local people / since her childhood

4. She has met a lot of local people since her childhood.



for 5 years / kids / English / teach

5. She has taught kid English for 5 years.



her own vegetables / since 2002 / grow

6. She has grown her own vegetable since 2002.



visit a lot of museums / for seven years.

7. She has visited a lot of museums for seven years.



buy / since she was 10 / many presents

8. She has bought many presents since she was 10.



since her childhood / live / in different houses

9. She has lived in different houses since childhood.

8C - Interesting Hotels

A. Answer the questions.

1. Have you ever been to Cappadocia?
.....*Students' own answers*.....
2. What kind of hotels are there in Cappadocia?
.....*Students' own answers*.....

B. Read the e-mail and answer the questions.

1. What do people call the volcanic rocks? *They call them fairy chimneys.*
2. What have they used the volcanic rocks for years? *They have used them for houses, libraries and stores.*
3. Does Richard suggest a hotel name? *No, he doesn't.*
4. Is he happy to stay there? *Yes, he is.*
5. Why hasn't he left Cappadocia yet? *Because, he has just discovered the fantastic places around.*

Untitled Message

To:
From:
Subject:

.....

Dear Maggie,

Have you ever stayed in a cave hotel? If you you haven't stayed yet, you should do. 😊 I have spent three nights in a natural cave in Cappadocia, Turkey. I have already stayed in many unusual hotels in the world. I can say that Cave hotels here are the most interesting. Cappadocia has seen many civilizations for centuries. You can feel the historical treasures in the rooms. It's a volcanic area and there are a lot of volcanic rocks. People call them Fairy Chimneys and have used them as houses, libraries, stores for a long time. Some people still live in them. I am not going to give you one hotel name, you can choose any of the cave hotels and enjoy your stay. I haven't left Cappadocia yet because I have just discovered the fantastic places around. I'm going to spend 2 more days here.



C. Read and write the subject of the e-mail.

Students' own answers

**D. What has / hasn't Richard done in Cappadocia?
Look at the photos and clues. Make sentences.**



yet / pigeon valley / go trekking
1. He hasn't gone trekking in Pigeon Valley yet.



just / see pottery making
2. He has just seen the pottery making.



already / take photos
3. He has already taken photos.



just / local food / eat
4. He has just eaten local food.



yet / take / balloon ride
5. He hasn't taken to a balloon ride yet.



already / underground cities / visit
6. He has already visited the underground cities.



just / watch / sunset
7. He has just watched the sunset.



already / do / mountain biking
8. He has already done mountain biking.

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 week
Task	Preparing a poster about the places you have been.
Follow the steps	<ul style="list-style-type: none"> • Brainstorm and write the interesting places you have been for holiday - When did you go? - Who did you go with? - What did you do? - How did you feel? - Why interesting? • Use your own photos you have taken during the holiday • Display your posters at school

I went to Korea.
It was gorgeous.



We went to the Alps. It was
amazing.



REFERENCES

REFERENCES A2.1

<http://www.clipart.com/>

www.wikipedia.org

www.englishexercises.org

www.turizm.gov.tr

http://www.dogmeetsworld.org/blog/wp-content/uploads/2011/07/IMG_77241.jpg

<http://library.thinkquest.org/CR0212302/newzealand.html>

<http://www.arborday.org/programs/events/about.cfm>

<http://www.childrenoftheearth.org/seigelman.htm>

http://math.nist.gov/~RBoisvert/ottawa00/DCP_0110.jpg

<http://www.photec.co.uk/Diver%20with%20camera.jpg>

http://upload.wikimedia.org/wikipedia/commons/8/8e/Pistyll_Rhaeadr_0073.JPG

Demirel, Özcan, *ELT Methodology*, Usem Publications, Ankara, 1992.

Ingram, Beverly; Carol King, *From Writing to Composing*, Cambridge University Press. 2004

Murphy Raympnd, *Essential Grammar in Use*, Cambridge University Press, Cambridge 1989.