

ORTAÖĞRETİM

YES YOU CAN

TEACHER'S BOOK

A2.3

YAZARLAR

Ertuğrul PERŞEMBE

Nermin ULUĞ

Z. Zeynep EROĞLU CANMETİN



DEVLET KİTAPLARI

ALTINCI BASKI

....., 2017

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI..... : 5800
DERS KİTAPLARI DİZİSİ : 1588
17.06.Y.0002.4300

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

Sevinç ÖZBIÇAKCI SAMUR

GÖRSEL TASARIM UZMANI

E. Oktay DEĞİRMENCİ

Aysun ORAN

PROGRAM GELİŞTİRME UZMANI

Züleyha ÇELİK ATEŞ

ÖLÇME VE DEĞERLENDİRME UZMANI

Nuray SUNAR

REHBERLİK UZMANI

Fusun GÖKKAYA

ISBN 978-975-11-3713-5

Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulunun 29.06.2012 gün ve 75 sayılı kararı ile ders kitabı olarak kabul edilmiş, Destek Hizmetleri Genel Müdürlüğü'nün 26.05.2017 gün ve 7680046 sayılı yazısı ile altıncı defa 15.849 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 cerhâmdan 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

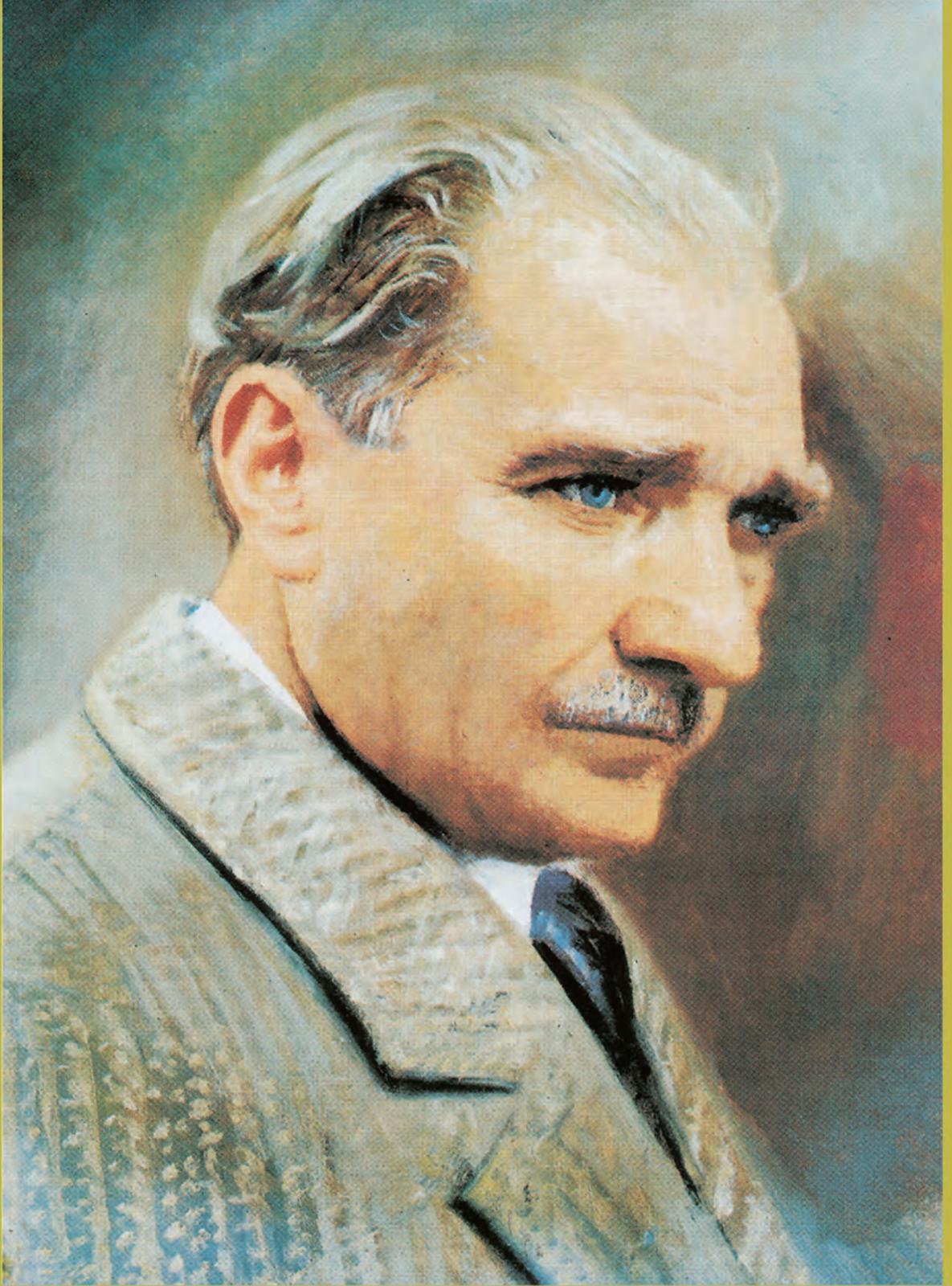
GENÇLİĞE HİTABE

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
Course Introduction.....	12
CB Theme 1. People and Society.....	21
CB Theme 2. Youth.....	39
CB Theme 3. Communication.....	56
CB Theme 4. Personality and Character.....	72
CB Theme 5. Art.....	87
CB Theme 6. Tourism.....	102
CB Theme 7. Nature and Environment.....	117
CB Theme 8. History.....	133
Workbook Answer Key.....	148
WB Theme 1. People and Society.....	149
WB Theme 2. Youth.....	157
WB Theme 3. Communication.....	165
WB Theme 4. Personality and Character.....	173
WB Theme 5. Art.....	181
WB Theme 6. Tourism.....	189
WB Theme 7. Nature and Environment.....	197
WB Theme 8. History.....	205
Grammar Reference.....	213
Irregular Verbs.....	222
Word List.....	223
Peer, Portfolio and Group Work Assessment Tables.....	226
Sample Annual Plans (Unit 1 & 2).....	229
Table for Topics related to Atatürk.....	235
References.....	236

TABLE OF CONTENTS

THEMES	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	VOCABULARY
<p>1- PEOPLE AND SOCIETY</p> <p>1A- My Day</p> <p>1B- Different Lifestyles</p> <p>1C- A London Trip</p>	<ul style="list-style-type: none"> - Understanding and following instructions related to daily routines. - Expressing hobbies, likes and dislikes. - Asking for and giving information about routines and hobbies. - Understanding specific information. - Understanding and following instructions related to daily routines. - Comparing people / things and events. - Giving advice. - Expressing opinions. - Asking for and giving information about travelling. - Understanding diagrams, symbols and signs. - Talking about present abilities. - Expressing demands. - Expressing opinions. 	<p>Simple Present Tense</p> <p>Frequency adverbs: always, usually, often, sometimes, rarely, seldom, hardly ever, never.</p> <p>Can (permission & request)</p>	<p>Nouns: jogging, shower, hobby, Arts, Music, painting, snack, guitar practice, early person, brunch, barbecue, routine, weather forecast, sunshine, temperature, blog, intern doctor, work life, working hours, free time, fun, off day, sofa, coiffeur, limousine, recording studio, rehearsal, manager.</p> <p>Verbs: get dressed, relax, be on duty, change, spend, rest, lie, visit.</p> <p>Adjectives: close, amusing, entertaining, typical, individual.</p> <p>Adverbs: always, usually, often, rarely, never, generally, sometimes.</p>
<p>2-YOUTH</p> <p>2A- Camping</p> <p>2B- Youth Exchange</p> <p>2C- Work and Travel</p>	<ul style="list-style-type: none"> - Understanding diagrams, symbols and signs. - Understanding specific information. - Comparing people / things and events. - Asking for and giving information about routines. - Making an announcement. - Keeping a diary. - Giving information about international events. - Expressing opinions. - Talking about daily relations. - Expressing complaints and demands. - Understanding numerical information. - Describing a place. - Asking for and giving information about places. - Making phone calls. - Understanding descriptions. - Expressing experiences. 	<p>Present Continuous Tense</p> <p>Present Simple vs. Present Continuous</p> <p>Modals: should, need to, must, have to, may, and might.</p> <p>Prepositions of place: in, on, next to, behind, in front of.</p>	<p>Nouns: water closet, trainers, tent, pan, ground, log, sleeping bag, firewood, central heating, bush, leader, chlorine tablets, sleeping mat, rucksack, torch, flask, scout, trekking, threat, mobility, candidate, proficiency, restriction, exchange programme, time line, step.</p> <p>Verbs: avoid, peel, tidy, prepare, fall asleep, take a nap, expose.</p> <p>Adjectives: tiny, sweet, homesick, voluntary, leading, peaceful, global, environmental, non-profit, intercultural, open.</p> <p>Phrasal Verbs: roll up, put up, pick up, get up, fill in.</p>

TABLE OF CONTENTS

THEMES	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	VOCABULARY
<p>3-COMMUNICATION</p> <p>3A- Media</p> <p>3B- Computers and the Net</p> <p>3C- Communication Skills</p>	<ul style="list-style-type: none"> - Comparing present and past. - Expressing past events. - Understanding specific information. - Understanding tables and charts. - Giving a presentation. - Summarizing ideas / events. - Expressing experiences. - Comparing people / things and events. - Asking for and giving information about technology. - Inviting someone. - Describing events / people. - Understanding and expressing agreement / disagreement. - Summarizing a past event. 	<p>Simple Past Tense (to be past, regular & irregular verbs)</p> <p>Coordinating conjunctions: and, or, but / yet, because / for, so.</p> <p>Used to</p> <p>Prepositions of time: in, on, at.</p> <p>Adverbs of manner</p>	<p>Nouns: issue, idea, plug, blog, soundtrack, rate, questionnaire, habit, result, heart transplant, profanity, commode, jail, application, cursor, file.</p> <p>Verbs: go black, summarise, present, appear, act, produce, divorce, refer, worry, backup.</p> <p>Adjectives: gorgeous, touching, fascinating, well-paid, commercial.</p> <p>Adverbs: subconsciously, separately, slightly, desperately, wearily, calmly, nervously.</p> <p>Phrasal Verbs: turn down, drop out (of), hand out, find out, log on.</p>
<p>4- PERSONALITY AND CHARACTER</p> <p>4A- Types of People</p> <p>4B- Hobbies and Phobias</p> <p>4C- Habits and Intentions</p>	<ul style="list-style-type: none"> - Comparing people / things and events. - Understanding and following instructions related to daily routines. - Understanding symbols. - Understanding specific information. - Expressing past experiences. - Expressing hobbies, phobias, likes and dislikes. - Giving personal information. - Comparing people / things and events. - Asking for and giving information about future plans. - Giving a presentation. - Describing habits and intentions. 	<p>Comparative & superlative adjectives</p> <p>Gerund & infinitive</p> <p>Future Tenses (be going to, will, present continuous future meaning)</p>	<p>Nouns: freak, perfectionist, coldness, obsession, demand, rival, babysitting, parcel, cash, phobia, celebrity, wing, beak, charity, axe.</p> <p>Verbs: keep neat/dry, spoil, handle, scare, be fond of, confess, flap.</p> <p>Adjectives: sociable, easy going, strict, over protective, sticky, simple minded, loyal, ambitious, determined, obsessive, lively, materialistic, sympathetic, supportive, reliable, motherly.</p> <p>Adverbs: actually, probably</p> <p>Phrasal verbs: deal with, fed up with, try on.</p>

TABLE OF CONTENTS

THEMES	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	VOCABULARY
<p>5-ART</p> <p>5A-Short Stories</p> <p>5B- Poems</p> <p>5C-Music</p>	<ul style="list-style-type: none"> - Understanding specific information. - Summarizing stories. - Narrating a past event. - Making a debate. - Composing stories. - Expressing feelings and opinions about literature, art and music. - Making predictions. - Expressing ambitions. - Expressing reason and result. - Talking about / Composing (auto) biographies. - Expressing agreement / disagreement. - Expressing preferences, likes and dislikes. - Summarising events. - Expressing wishes, demands, and complaints. 	<p>Past Continuous Tense</p> <p>Past Continuous vs. Past Simple</p> <p>Conditionals (Zero and first)</p> <p>Possessive pronouns vs. Possessive adjectives</p>	<p>Nouns: folk tale, Cherokee, tribe, corn, howl, battle, Evil, sorrow, jealousy, regret, greed, guilt, ego, generosity, empathy, weapon, starfish, low-tide, high-tide, poem, ambition, journalist, conservatory.</p> <p>Verbs: skim, sip, feed, symbolise, reflect, howl, bear, aim, cross.</p> <p>Adjectives: scared, wrinkled, major, cruel, rough, psychedelic.</p> <p>Adverbs: suddenly, curiously, silently, primarily, internationally.</p> <p>Phrasal verbs: take back, be keen on, fall off, knock down.</p>
<p>6-TOURISM</p> <p>6A- Types of Tourism</p> <p>6B- Unusual Travellers</p> <p>6C- Travelling Issues</p>	<ul style="list-style-type: none"> - Making predictions. - Describing / Comparing people, things and places. - Expressing experiences. - Giving information about dreams and feelings. - Expressing future plans and arrangements. - Understanding abbreviations and informal letters. - Expressing agreement / disagreement. - Expressing hobbies and interests. - Understanding stories. - Making an interview. - Understanding / Composing formal letters. - Complaining about accommodation. - Expressing wishes, demands, and complaints. - Guessing the topic. 	<p>Order of adjectives</p> <p>Present Continuous for Future</p> <p>Basic question forms (Wh- questions)</p> <p>Too & enough</p>	<p>Nouns: virtual tourism, exploration area, mountaineering, trekking, bungee jumping, mountain biking, rafting, zip-lining, rock climbing, ghetto tourism, scuba diving, hang gliding, ski, snowboarding, border, healthcare, (cosmetic) surgery, replacement.</p> <p>Verbs: involve, provide, recommend, board, observe.</p> <p>Adjectives: remote, exotic, recent, joint, cardiac, dental, therapeutic, affordable, recreational, leisure, incredible.</p> <p>Adverbs: instead, for a while.</p> <p>Phrasal verbs: lift off, sign off.</p>

TABLE OF CONTENTS

THEMES	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	VOCABULARY
<p>7-NATURE AND ENVIRONMENT</p> <p>7A- Natural Disasters</p> <p>7B- Strange Places</p> <p>7C- Alternative Energy</p>	<ul style="list-style-type: none"> - Understanding past events. - Asking for and giving information about disasters. - Understanding short texts. - Guessing the topic. - Giving and getting feedback. - Understanding / composing informal letters. - Expressing reason and result. - Making predictions. - Expressing future plans. - Asking for and giving information about holidays. - Understanding messages in advertisements, announcements and posters. - Talking about energy and environment. - Making a debate. - Asking for and giving information about an event. - Preparing a(n) announcement / invitation card / poster / advertisement. - Inviting someone. 	<p>Passive voice (present & past)</p> <p>Reflexive pronouns</p> <p>Countable & uncountable nouns</p> <p>Quantifiers: much, many, some, any, few, a few, little, a little, a lot of.</p> <p>Articles (definite, indefinite and zero)</p>	<p>Nouns: earthquake, avalanche, famine, drought, chieftain, resident, soccer, condition, policy, shortage, witness, ash, lava, flood, disaster, ruin, eruption, suburb, hurricane, globetrotter, addict, potential, date, well, mud.</p> <p>Verbs: shake, affect, trigger, exist, extend, feed, estimate, occur, bury, rediscover, protect.</p> <p>Adjectives: devastating, vast, accidental, curious, enchanting.</p> <p>Adverbs: partially, popularly, environmentally, domestically.</p> <p>Phrasal verbs: take place.</p>
<p>8-HISTORY</p> <p>8A-Museums</p> <p>8B-Historical Attractions</p> <p>8C-Archaeological Finds</p>	<ul style="list-style-type: none"> - Understanding / composing invitation cards. - Making predictions. - Making an invitation / suggestion / apology. - Expressing reason and result. - Expressing experiences. - Understanding short texts. - Talking about attractions. - Understanding and following instructions related to daily routines. - Expressing daily routines. - Understanding, giving and following instructions. - Telling stories. - Composing biographies. 	<p>Present Perfect Tense (just, yet, already, ever, never, before)</p> <p>Imperatives</p>	<p>Nouns: exhibition, showcase, fine art, memo pad, sense, prize, monument, citizen, overcrowd, ferry, attraction, passenger, excavation, artefact, scenery, soil, chore, find, archaeology, fossil, dough, twig, chisel, tweezers,</p> <p>Verbs: be on display, warn, engaged, receive, immerse, pertain, mention, dedicate, sip.</p> <p>Adjectives: multi-sensory, 3-D, multiple, appropriate, dehydrated, juicy, recovered, foggy, tough, archaeological, fake, brewed.</p> <p>Adverbs: cordially, kindly, firmly.</p> <p>Phrasal verbs: chip away at, break away, turn out, set on.</p>

COURSE INTRODUCTION

Outcome based set of textbooks -**YES YOU CAN**- are tailored for students aged 14-19 and incorporated with Communicative Approach. The curriculum of the set of textbooks take 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)

This textbook and its components provide a complete course for **A2.3** level.

What can a learner with A2 level do?

A2 – Waystage Level

Can understand sentences and frequently used expressions related to areas of most immediate relevance.

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 outcomes based textbook mean?

As mentioned above, the curriculum of the set of textbooks is based on outcomes and **YES YOU CAN** (Student's Book, Workbook and Teacher's Book) aims to enable students to 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 the aim. 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 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, fun corners and quizzes. Since the methodology of **YES YOU CAN** is communicative, almost all the activities are designed to meet students' needs and they address students' feelings to promote active learning. Grammar teaching is acquired through skills and activities. The ultimate aim of the set of textbooks (from A1 to C1) is to bring up students as independent and proficient users of four skills.

YES YOU CAN contains;

- Communicative methodology,
- Student-centred 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 theme,
- Peer correction charts where necessary,
- Activities aim to promote general knowledge and cultural awareness.
- Supportive components: Workbook, Teacher's Book and audio recordings.

Student's Book

Student's Book has been written to attract students' attention with interesting topics, daily language components, dialogues, designs, photos and illustrations. There are eight themes in the Student's Book. Each theme consists of three contents. Each content includes both general and common outcomes, 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 those skills the more they learn how to use the language. **Keep in Mind!** sections provide a summary to the language studied. Students refer to these sections throughout the learning process. The Student's Book also aims to promote cultural understanding, human rights, active citizenship and respect to the environment.

STUDENT'S BOOK OVERVIEW

THEME 1

PEOPLE AND SOCIETY

At the end of this theme you will be able to:

- understand the phrases and expressions related to daily life.
- understand what is said slowly and clearly in simple everyday conversations.
- find specific information on everyday materials.
- understand short and simple letters, e-mails.
- communicate in a simple task related to daily activities.
- use series of phrases and sentences to make an announcement and to express your own feelings.
- write about aspects of everyday life in simple phrases.



Theme cover page.

Name of the theme.

Students go through the outcomes before they start the theme.

All theme cover pages have photos related to the theme.

Content name

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

The first activity (sometimes more) of reading part is usually to predict the information or to read the text for general understanding (gist).

Contents start with receptive skills and end with productive skills.

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

A - My Day

Time to read

A. Discuss: 1. What do you do in your free time? 2. What are your hobbies?

B. David writes about his hobbies on his blog. Read David's blog and write his missing hobbies in the text.

bowling the Net jogging music basketball cinema guitar painting TV

Hi! I'm David. I'm 17 and I'm a student at Glasgow High School. On weekdays I always get up at 7:30. I go (1) _____ with mom and have a shower before breakfast. I usually have a big breakfast, get dressed and leave home at 8:45. My school is very close to my house, so I go to school on foot on sunny days. The first lesson is at 9:00. We have four classes in the morning, and three in the afternoon. We have a 60 minute lunch break, so we often play (2) _____ after lunch. We have hobby classes in the afternoon and my favourite lessons are Arts and Music. I love (3) _____ and I am also a good (4) _____ player.

After school, I usually meet my friends at a cafe. We sometimes have a little snack and chat. Then, I get home and relax for some time. I listen to (5) _____ or surf (6) _____.

We have dinner at 7:00 p.m. We enjoy talking about our day and it is usually very amusing. I do my homework before my guitar practice. I rarely go to bed after 11:00 pm, because I'm an early person on weekdays.

At weekends, I never get up early. I have my brunch with the whole family. In the afternoon we generally do something entertaining with my friends. On rainy or cold days we sometimes go to the (7) _____ or play (8) _____ at a near ballroom.

On Sundays, my grandparents come to our house and we have barbecue in the garden. Dad and I like watching football matches on (9) _____ in the afternoon. That's my typical weekly routine.

C. Read the blog again and write David's activities into the correct column.

practising the guitar	playing basketball	having barbecue
listening to music	playing bowling	surfing the Net

David's Individual Activities

David's Pair/Group Activities

Keep in Mind!
On weekdays I always get up at 7:30
I usually have a big breakfast.
We sometimes go to the _____
I never get up early.
On Sundays, my grandparents come to our house.

16

D. Discuss the following activities in pairs or small groups. Talk about your hobbies.

A. Match the following words to the symbols.

showery / windy / rainy / warm / freezing / cold / cloudy / snowy / sunny

B. Listen to the weather forecast and tick suitable days for outdoor activities.

Mon Tue Wed Thu Fri Sat Sun

C. Tell about today's weather conditions in your city.

What's the weather like in your city today?
 What's the temperature in your city today?
 What activities do you do on a hot sunny / cold snowy day?

Cold and Snowy -5°C Sunny and Hot 38°C

17

Photos taken from real life make the activities authentic.

Pair work & group work activities are widely used.

Not only photos but visuals are also widely used to attract attention.

Listening activities have step-by-step stages.

Writing activities have step-by-step stages.

Students make use of expressions in Useful Expressions boxes during writing activities as an aid.

Writing activities are adapted to real life situations.

D. Think about your daily routine and complete the list considering the weather conditions.

In a rainy morning e.g. get up at 7.30
 In a sunny afternoon play basketball
 In a warm evening have dinner out

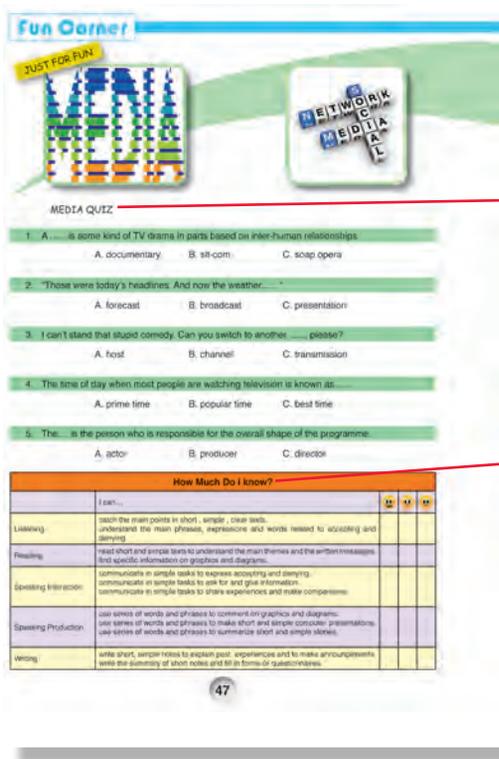
E. Think about your hobbies and take notes.

Your hobby :
 Time :
 Place :
 Individual/group :

F. Look at your list and notes. Write a blog about your daily routine and hobbies. Express the reason why you like doing these hobbies.

You can write about:
 What time do you get up / leave home / have breakfast / lunch / dinner / go to bed? / Who do you meet? / What do you do outdoors on sunny, warm days / indoors on cold, rainy, windy, snowy days? / What do you do in the morning / afternoon / at the weekend? / How do you get to school / home? / What are your hobbies? / What do you like / don't like doing? Why?

18



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

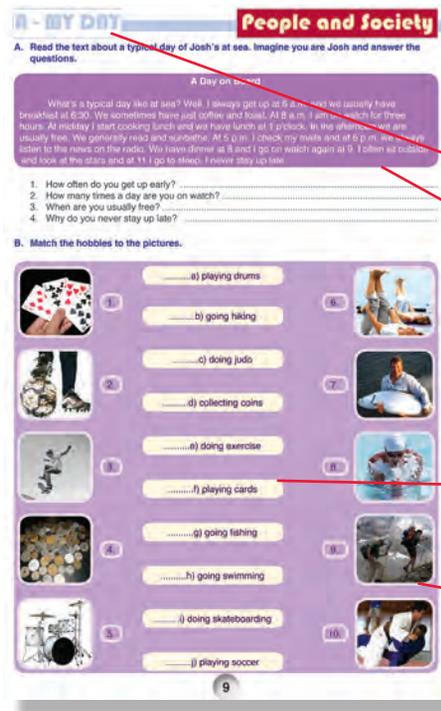
This is a self-check activity. Students check to see whether they have acquired the outcomes or not.

Workbook

Workbook has been designed parallel to the Student's Book. In the workbook, we aim to practice the outcomes, vocabulary and grammar in the Student's Book and to extend the learning

with extra reading texts, puzzles and games. Each theme has three contents 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



Workbooks are designed as self-study materials.

Shows the name of the content.

Short reading activities are used.

Vocabulary studied in the Student's Book is practised.

Attractive visuals are provided so that students can be attentive.

Exercises give the opportunity to practice and comprehend grammar.

Words are practiced in a context and support the words in the Student's Book.

Short writing activities are used.

C. Write questions for the following answers.

- No, I have dinner with my family. 7
- I never get up early. 7
- No, I don't like Turkish coffee. 7
- I go to school on foot. 7
- No, I don't like doing karate. 7

D. How often do you do these activities? Use the words below and write about yourself.

100% + always - usually - often - sometimes - rarely - never - 0%

	always	I always surf the Net
1. surf the Net		
2. travel by ship		
3. write on Twitter		
4. drink milk		
5. get home after midnight		
6. share videos on Facebook		
7. help mom or dad		
8. wear jeans		
9. eat seafood		
10. go to the opera		

E. Imagine you are a teacher. Write a paragraph about a typical day of yours.

2

Performance Task



Target Performance	Writing, Research, Creativity
Duration	2 weeks
Task	Preparing a web page.
Follow the steps	<ul style="list-style-type: none"> Search the Net and choose a foreign country you want to go as a WAT student. Imagine that you are in that country for 6 months. Write down the things you are doing during a regular week. Take some notes on things you enjoy doing (e.g. funny events/ hang out with friends etc. ...) Take some notes on the customs in the country you stay (e.g. general rules you can / can't do) Find photos for your activities. Prepare a blog as a web page and present it to the class.
Keep in mind!	<ul style="list-style-type: none"> Plan your time. Do some research by making use of books, the Internet, etc. Use clear and fluent language. Use appropriate expressions. Prepare two pages. Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. Give a reference list for your task and poster.

PROJECT

Expected Performance	Research, creativity, thinking skills, writing skills
Time	2 months
Types of scoring instrument	Scoring rubrics
Topic of the task	Making a video

In this video you should:

- Work as a group of four.
- Give a name to your group.
- Try to spend time together during and after school.
- Film all your activities during and after school.
- Take photos as well.

While preparing your Project, you should:

- choose your team mates.
- plan your time.
- share tasks with your friends.
- search the Net or the books on how to prepare a video.
- find a name for your video.
- prepare your video utmost one hour.
- use clear and fluent language and have coherent narration.
- enrich your video with photos you took.
- present your photos at the end of your video.
- keep in mind that each team mate will present one section of the video
- prepare your video and presentation by .../.../2012 at the latest.

14

Each theme in workbooks ends 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 outcome.

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

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 Student's Book into a perfect material, we give priority to the training of the teacher in the set of the Teacher's Books. It is easy to notice that teachers are guided step by step through carefully designed lesson plans, extra activities and teacher's notes. Activities for general introduction to the new theme follow well-planned communicative warm-up activities. Also, tools, materials and realia are suggested for each lesson and skill.

What does Teacher's Book include?

- Table of contents
- Book overview,
- A set of common outcomes,
- Language areas
- Answer keys or suggested answer keys for Student's Book,
- Workbook with answers,
- Recordings and their scripts,
- Warm up activities,
- Suggested materials and tools,
- Extra ideas and activities,
- Ideas and suggestions for adapting materials for students with different competencies,
- Grammar Reference,
- Common irregular verbs and wordlist,
- Peer, portfolio and group work assessment tables,
- Sample annual plans for the first two themes,
- 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.

Listening and Reading - Listening and reading are both receptive skills. Students are receiving and processing information without interaction.

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 necessary background information
- to activate learners' knowledge about the topic
- to anticipate the content
- to create a positive atmosphere for learning

HOW?

- by contextualizing the text and focusing the learners' attention
- by recalling / reviewing what is known about the topic
- by commenting on visual cues, layout / organization of the text
- by language preparation
- by predicting / brainstorming

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

HOW?

- by identifying the type of the text or information
- by dividing the text into "blocks" and identifying main ideas / topics
- by creating / matching titles or subtitles for the text or segment
- by ordering the sequence of information or blocks of the text

3. Specific information activities

WHY?

- to locate specific information / details, especially information connected with a "real life" task
- to train learners to look FOR or listen FOR, and FIND, rather than to look AT or listen TO and get lost

HOW?

- by completing grids, charts, diagrams, blanks, etc.
- by finding / selecting / matching / identifying specific information
- by answering questions (especially Wh-questions) and doing True & False exercises

4. Linguistic activities

WHY?

- to train learners to use the known to learn the new
- to infer meaning, structures, etc.
- to enrich learners' cognitive and linguistic skills

HOW?

- by focusing on specific aspects of language:

vocabulary, structures, discourse, and sociolinguistic features

- by doing cloze-type exercises, matching, guessing, answering open-ended questions

5. Post-activities

WHY?

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

- to use input / output to consolidate language

- to use input as an effective tool for other activities

HOW?

- by clarifying the ideas or information in the text / segment

- by discussing / debating raised issues

- by expressing opinions

- by telling the story in their own words

- by linking what they have learned to other skills, especially the productive ones (speaking and writing)

Productive Skills

Speaking

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

YES YOU CAN encourages students to use the language orally and to focus on fluency rather than accuracy. We argue that mistakes can be ignored to some extent while students are 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 results of the 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. Students can also make use of the **Useful Expressions** boxes during speaking activities as an aid.

Writing

Writing is another important productive skill to consider. **YES YOU CAN** introduces sample-reading texts in the early part of each theme and guides students to write various types of texts / segments such as letters, messages, e-mails and reports. This set of books 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 can also make use of the **Useful Expressions** boxes during writing activities as an aid.

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 if necessary: 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.

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, realia, school play scripts and any other work of theirs.

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.

Student's Book 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.

Evaluation:

Formative Evaluation

Formative evaluation is a process of ongoing feedback on performance. The purposes are to identify aspects of performance that need to be improved and to offer corrective suggestions. Be generous with formative evaluation. Share your observations and perceptions with the students. 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 needs 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 Student's Book? This type of evaluation is useful for both teachers and students. 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 themselves for the next class they teach.

Self-evaluation Section (Check Your Progress)

Each theme 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 theme. Self-evaluation works efficiently when used effectively and as one of other evaluation instruments.

A2 COMMON OUTCOMES

LISTENING

Students:

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 what they have listened to.
4. Appreciate what they listen.
5. Ask for further explanation for the points not understood in what they have listened to.
6. Use background knowledge to understand what they have listened to.

SPEAKING

Students:

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.
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.
13. Speak fluently.
14. Speak coherently.

READING

Students:

1. Search the meaning of unknown words.
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 while reading.
9. Do extensive reading.

WRITING

Students:

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 appropriately and accurately in order to meet their daily needs.
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.
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 this theme you will be able to:

- understand the phrases and expressions related to daily life.
- understand what is said slowly and clearly in simple everyday conversations.
- find specific information on everyday materials.
- understand short and simple letters, e-mails.
- communicate in a simple task related to daily activities.
- use series of phrases and sentences to make an announcement and to express your own feelings.
- write about aspects of everyday life in simple phrases.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 1- PEOPLE AND SOCIETY

Language areas		Simple Present Tense - Frequency adverbs: always, usually, sometimes, often, never.			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - MY DAY	Listening	3. Identify clear, basic information in audio or video material.	6. Use background knowledge to understand what they have listened to.	<p>Nouns: jogging, shower, class, basketball, hobby, Arts, Music, painting, guitar player, snack, homework, guitar practice, early person, brunch, bowling.</p> <p>Verbs: get dressed, love, meet, chat, relax, enjoy, like.</p> <p>Adjectives: close, favourite, amusing, entertaining, typical, weekly, cloudy. Adverbs: always, usually, often, rarely, never, generally, sometimes.</p> <p>Hobbies: playing (an instrument), going jogging, playing (football, basketball, etc.)</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	2. Explain their likes and dislikes with reasons. 6. Clarify their hobbies and interests. 11. Give examples from their daily life while they are talking.	13. Speak fluently. 14. Speak coherently.		
	Spoken Production	4. Start, maintain and end speaking about simple and familiar subjects.			
	Reading	7. Distinguish hobbies and interests in readings. 8. Distinguish the descriptions in readings.	9. Do extensive reading.		
	Writing	1. Give examples from their daily life while writing. 2. Explain likes and dislikes with reasons. 11. Write about their hobbies and interests.	9. Avoid irrelevancy while writing. 10. Write coherently.		

Language areas		Simple Present Tense (positive / negative / questions)			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B- DIFFERENT LIFESTYLES	Listening	<p>7. Identify expressions related to hobbies clarified in audio material.</p> <p>8. Distinguish the order of events in the recorded material.</p>	<p>1. Pay attention to stress, pronunciation and intonation while listening.</p>	<p>Noun: intern doctor, hospital, work life, working hours, school bus, metro, free time, fun, computer games, TV, off day, sofa, comedy films, coiffeur, limousine, recording studio, rehearsal, manager, music shop, fashion designer, night person, customer, fashion show, photographer, designs, midnight, book store, collection, studio.</p> <p>Verbs: drink, be on duty, finish, meet, watch, change, spend, sleep, stay, rest, lie, leave, visit, arrive, drive, get, swim, get dressed, sign, design, window shop, choose, cook, travel abroad, buy.</p> <p>Adjectives: busy, long, fast, limited, whole.</p> <p>Hobbies: collecting magazines / dolls, watching DVDs, doing yoga, cooking, playing board games, running.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	<p>8. Share information in the newspapers and the magazines.</p>	<p>7. Speak self-confidently.</p> <p>12. Report simple sentences they have heard or read.</p>		
	Spoken Production	<p>1. Share opinions and suggestions.</p> <p>2. Explain their opinions with reasons.</p>			
	Reading	<p>4. Eager to read newspapers and magazines.</p> <p>9. Relate the written text to the examples from daily life.</p> <p>6. Interpret the comparisons in readings.</p>	<p>8. Take notes while reading.</p>		
	Writing	<p>9. Make comparisons in their written texts.</p>	<p>3. Use punctuation marks appropriately and accurately.</p> <p>5. Use sentence structures correctly and meaningfully.</p>		

Language areas		Can (permission / request)			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - A LONDON TRIP	Listening	1. Generally understand conversations provided the speech is slowly and clearly articulated.	3. Search the meaning of unknown words in what they have listened to.	<p>Nouns: vacation, trip, couple, kid, dream, brochure, direct flight, seat, class, elevator / lift, sign, exhibition, spy, wedding dress, teddy bear, toy, session, shopping, department store, make-up, perfume, stadium, changing room, shirt, adult, heart, generation, lost and found.</p> <p>Verbs: call, help, come true, book, travel, cost, wish, touch.</p> <p>Adjectives: wonderful, steel, glass, atomic, giant, enormous, kind, nostalgic.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	3. Ask questions to get information. 4. Talk to give information. 5. Share their demands of necessary subjects with others.	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.		
	Spoken Production	7. Talk to give information. 2. Explain their opinions with reasons.			
	Reading	3. Read to get information. 1. Distinguish the meanings of diagrams, symbols and signs. 2. Distinguish important information in readings. 6. Interpret the comparisons in readings. 5. Look for the answers to what, where, when, how, why, who (WH-) questions in readings.	2. Pay attention to intonation and stress while reading. 5. Understand the written text with the help of background knowledge.		
	Writing	3. Write descriptions. 7. Write short messages. 8. Simply express their own opinions and suggestions on a subject they are interested in.	7. Use basic repertoire of isolated words and phrases according to their functions and genre. 11. Use simple structures and language functions while writing.		

A - My Day

Time to read

A. Discuss; 1. What do you do in your free time? 2. What are your hobbies?

B. David writes about his hobbies on his blog. Read David's blog and write his missing hobbies in the text. (GO-R.7 / CO-R.9)

bowling the Net jogging music basketball cinema guitar painting TV

Hi I'm David. I'm 17 and I'm a student at Glasgow High School. On weekdays I always get up at 7:30. I go (1) _____ with mom and have a shower before breakfast. I usually have a big breakfast, get dressed and leave home at 8:45. My school is very close to my house, so I go to school on foot on sunny days. The first lesson is at 9:00. We have four classes in the morning, and three in the afternoon. We have a 60-minute lunch break, so we often play (2) _____ in the garden after lunch. We have hobby classes in the afternoon and my favourite lessons are Arts and Music. I love (3) _____ and I am also a good (4) _____ player. After school, I usually meet my friends at a cafe. We sometimes have a little snack and chat. Then, I get home and relax for some time. I listen to (5) _____ or surf (6) _____. We have dinner at 7:00 p.m. We enjoy talking about our day and it is usually very amusing. I do my homework before my guitar practice. I rarely go to bed after 11:00 pm, because I'm an early person on weekdays. At weekends, I never get up early. I have my brunch with the whole family. In the afternoon we generally do something entertaining with my friends. On rainy or cold days we sometimes go to the (7) _____ or play (8) _____ at a near saloon. On Sundays, my grandparents come to our house and we have barbecue in the garden. Dad and I like watching football matches on (9) _____ in the afternoon. That's my typical weekly routine.

C. Read the blog again and write David's activities into the correct column.

practising the guitar playing basketball having barbecue
listening to music playing bowling surfing the Net

David's individual Activities

David's Pair/Group Activities

Keep in Mind!
On weekdays I always get up at 7:30
I usually have a big breakfast...
We sometimes go to the ...
I never get up early.
On Sundays, my grandparents come to our house

16

KEY A:

Ss' own answers

B. David writes about his hobbies on his blog. Read David's blog and write his missing hobbies in the text. (GO-R.7 / CO-R.9)

The aim is to distinguish hobbies and interests in readings. Make sure that Ss know the name of the hobbies mentioned in activity A. Then, give them enough time to read the text to understand the context in general. After that, they complete the sentences by writing David's hobbies given above the text. Check Ss' answers. As David is a 17-year-old high school student, your Ss may have common hobbies and interests with him. So, the topic of the text could be interesting for them and they could do extensive reading.

KEY B:

1. jogging 2. basketball 3. painting 4. guitar
5. music 6. the Net 7. cinema 8. bowling 9. TV

C. Read the blog again and write David's activities into the correct column. (GO-R.8)

The aim is to distinguish the descriptions in readings. At the beginning of the activity, ask Ss if they know the meaning of "individual" or not. Give your own explanation in the target language to make the meaning clear if necessary. Ss should be able to distinguish David's individual and pair/group activities in his blog to complete the correct columns.

individual (adj) [only before noun] belonging to or intended for one person rather than a group.

Ss read the blog again and write David's activities into the correct columns on the chart. Then, check Ss' answers.

KEY C:

- David's Individual Activities:** surfing the Net/ practising the guitar / listening to music
David's Pair- Group Activities: playing basketball / having barbecue/ playing bowling

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use "always, usually, sometimes, never" and expressions like "on Sundays" for talking about how often we do an activity. Encourage them to personalize the sentences by changing the words in bold. If they need, they may look for and find similar structures in the text.

Warm up

Books are closed.

Ask Ss what they like doing in their free time. Let Ss discuss it for a few minutes.

Books are open.

Draw Ss' attention to the photos in exercise A. Ask Ss the names of the activities. They work in pairs, say which of them they like doing and how often they do the activities.

Time to Read

A. Discuss; 1. What do you do in your free time? 2. What are your hobbies?

Ss answer the questions by talking about their free time activities and hobbies. In this activity, encourage Ss to speak freely and try not to interrupt them while they are speaking. The activity helps Ss focus on the content of the theme.

D. Discuss the following activities in pairs or small groups. Talk about your hobbies.

A. Match the following words to the symbols.

shower / windy / rainy / warm / freezing / cold / cloudy / snowy / sunny

1 2 3 4 5 6 7 8 9

B. Listen to the weather forecast and tick suitable days for outdoor activities.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
-----	-----	-----	-----	-----	-----	-----

C. Tell about today's weather conditions in your city.

What's the weather like in your city today?
 What's the temperature in your city today?
 What activities do you do on a hot sunny / cold snowy day?

Cold and Snowy -5°C Sunny and Hot 38°C

17

D. Discuss the following activities in pairs or small groups. Talk about your hobbies. (GO-SI.2,6,11 / CO-S.14)

The aims are to explain their likes and dislikes with reasons, to clarify their hobbies and interests and to give examples from their daily life while they are talking. This is an interactive activity, so put Ss into pairs or small groups firstly. Give Ss enough time to take a look at the pictures, given sentences and phrases in the activity. One student in the group asks his/her partner(s) questions to get information about the hobbies they like or dislike. The other student(s) answer(s) the questions and explain why they like or dislike the activities. Encourage Ss to give extra information about their likes and dislikes for clarification. They should also give examples about how important their hobbies are and how often they do the activities in their daily lives. Monitor Ss while they are discussing and help with vocabulary if necessary to keep their speeches coherent.

Time to Listen

A. Match the following words to the symbols.

Draw Ss' attention to the pictures and to the words describing the weather conditions. Give enough time for them to match the words to the symbols. Check their answers.

KEY A:

1. sunny
2. shower
3. freezing
4. cloudy
5. warm
6. windy
7. rainy
8. snowy
9. cold

B. Listen to the weather forecast and tick suitable days for outdoor activities. (GO-L.3 / CO-L.6)

The aim is to identify clear, basic information in audio or video material. Before playing the recording, ask Ss to guess which weather conditions could be suitable for outdoor activities. Play the recording once for them to get the gist. After the Ss getting the gist, ask them to tick the suitable days for outdoor activities while listening and play the recording again. At this stage, Ss use the background knowledge to understand what they have listened to. So, tell them to consider the weather condition expressions in the previous activity while they are listening. Then, check their answers.

Recording Script 1.A

Now it's time for this week's weather forecast by Met Office. Well, Monday and Tuesday will be rainy, so don't forget to take your umbrellas with you. Luckily, there'll be sunshine on Wednesday. It'll be warm and sunny till Friday. There'll be heavy rain and strong showers on Friday again. Saturday and Sunday will be very cold. We'll have cloudy skies with very low temperatures and strong winds. So, wear heavy clothes and stay indoors at the weekend.

KEY B:

Wednesday and Thursday

C. Tell about today's weather conditions in your city. (GO-SP.4 / CO-S.13)

The aim is to start, maintain and end speaking about simple and familiar subjects. Tell Ss to start by describing the weather conditions in their city generally. Then, ask them to continue by describing the present day's weather conditions in detail (e.g. the temperature). Finally, ask them

to end their speech by giving some example activities that can be done depending on different weather conditions. Let Ss take some short notes for their speech and make use of them if they need while speaking. Pay attention not to interrupt Ss' speeches in order them to speak fluently.

TEACHER'S NOTES

D. Think about your daily routine and complete the list considering the weather conditions.

In a rainy morning e.g. get up at 7.30	In a sunny afternoon play basketball	In a warm evening have dinner out
.....
.....
.....
.....

E. Think about your hobbies and take notes.

Your hobby	.....
Time	.....
Place	.....
Individual/group	.....

F. Look at your list and notes. Write a blog about your daily routine and hobbies. Express the reason why you like doing these hobbies.

You can write about:
 What time do you get up / leave home / have breakfast / lunch / dinner / go to bed?..... / Who do you meet? / What do you do outdoors on sunny, warm days / indoors on cold, rainy, windy, snowy days / What do you do in the morning / afternoon / at the weekend? / How do you get to school / home..... / What are your hobbies? / What do you like / don't like doing? Why?

D. Think about your daily routine and complete the list.

Ask Ss to write their daily activities according to themselves by considering the given examples. Aid them for vocabulary if necessary.

KEY D:
Ss' own answers

E. Think about your hobbies and take notes.

In this activity, let Ss complete the chart according to themselves by considering the headings.

KEY E:
Ss' own answers

F. Look at your list and notes. Write a blog about your daily routine and hobbies. Express the reason why you like doing these hobbies. (GO-W.1,2,11 / CO-W.10,11)

The aims are to give examples from their daily lives while writing, to explain likes and dislikes

with reasons and to write about their hobbies and interests. Before Ss start to write, ask them what a “blog” means. Explain the meaning of it in the target language if necessary and let them examine the sample blank blog page in the Student’s Book.

blog (n) a shared on-line journal where people can post diary entries about their personal experiences and hobbies .

Then, draw Ss’ attention to questions given in the box and tell them they can make use of the given questions while writing on their blogs. Make sure Ss write about their hobbies and interests, why/ what they like or dislike. They should also enrich their writings by giving some examples from their daily lives. Monitor the Ss while they are writing and give necessary feedback to their questions if any. Check their writings during the activity in order them to avoid irrelevancy while writing and to write coherently.

NOTE: Explain Ss that each of them is going to keep a personal portfolio and put whatever s/he has produced (writings, projects, performance tasks, homework, plays, etc) into it.

Remind Ss to put their writings into their portfolios.

TEACHER’S NOTES

Different lifestyles

A. Look at the pictures. Discuss; What does she do? What does he do?



B. Read the article in the Lifestyle Magazine and put ticks into the chart for Cameron and Chase.

Cameron Wright is a young doctor and she shares the details of her life with us.

So Much Work, So Little Time

My name’s Cameron, and I’m 25 years old. I am an intern doctor and I work in a big hospital in the city centre. Chase is my brother and he’s a high school student. I have a busy work life and very long working hours. I get up very early in the morning but Chase gets up later. He has breakfast at home with mom and dad. I don’t have time for breakfast, so I just drink a cup of coffee at the hospital. Chase goes to school by school bus. I take the underground to work because it’s faster. I work six days a week and I’m on duty for three nights. Chase doesn’t go to school at weekends. His classes finish in the afternoon, so he has a lot of free time for fun. He meets his friends after school and he plays computer games or watches TV with them. My off day changes every week, so I have limited time to spend with the whole family. Chase doesn’t get up early at weekends. He sleeps till 11.00. Then, he has a big breakfast, and goes out with friends in the afternoon. On my day off, I just stay at home and rest. I lie on the sofa and watch comedy films on TV.



Who	Cameron	Chase	You
has a busy work life			
doesn’t get up late			
has breakfast at home			
doesn’t have breakfast			
takes the underground			
is free at the weekend			
spends a lot of time with the family			
doesn’t go out on a free day			

C. Fill in the chart above according to yourself and compare your life to Cameron / Chase’s lives.

D. Look at the chart and discuss about Cameron and Chase’s daily lives by comparing them as in the example below.

e.g. Cameron gets up early but Chase gets up late.

E. Read the article again. Write a dialogue between Cameron and Chase talking about their different lifestyles. Role play the dialogue. Then, change the roles.

19

Time to Read

Warm up

Books are closed.

Before starting the content help Ss revise daily routine activities by asking some questions as: ‘Do you remember what kind of activities refer ‘daily routine?’’ ‘What is your daily routine?’... The questions may vary according to your Ss level. During the warm up section, try to hear the answers as patterns.

POSSIBLE ANSWERS:
have breakfast, go to school, do homework, play computer games...

Ask Ss if the members of their families have the same routines or not. Let Ss discuss the different activities in their daily lives.

Books are open.

A. Look at the pictures. Discuss; what does she do? What does he do?

Ss look at the photos and find the jobs of the people in the photos by answering the questions.

KEY A:

She is a doctor and he is a student.

B. Read the article in the Lifetime Magazine and put ticks into the chart for Cameron and Chase.

Ss read the magazine article. Ask Ss to underline daily routine activities Cameron and Chase do. Then, ask Ss to put ticks into the chart for Cameron and Chase.

KEY B:

Cameron: has a busy work life / doesn't get up late / doesn't have breakfast / takes the underground / doesn't go out on a free day

Chase: has breakfast at home / is free at the weekends / spends a lot time with the family

C. Fill in the chart above according to yourself and compare your life to Cameron and Chase's lives. (GO-R.4,9)

The aim is to help Ss become eager to read newspapers and magazines and they relate the written text to the examples from daily life. Ss fill in the chart according to themselves and compare their lives to Cameron and Chase's lives. The underlined word groups may help Ss explain themselves.

KEY C:

Ss' own answers

D. Look at the chart and discuss about Cameron and Chase's daily lives by comparing them as in the example below. (GO-R.6 / CO-R.8)

The aim is to help Ss interpret the comparisons in readings. Ss look at the chart and compare Cameron and Chase's daily lives. At this stage tell Ss to take notes while they are reading. Help Ss make comparisons by saying as many sentences as they can build.

SUGGESTED ANSWERS D

Cameron has a busy work life but Chase doesn't.

Cameron doesn't get up late but Chase gets up late.

Cameron doesn't have breakfast at home but Chase does.

Cameron takes the underground to work but Chase takes the school bus to school.

Cameron isn't free at weekends but Chase is.

Cameron doesn't spend a lot of time with the family but Chase does.

Cameron doesn't go out on a free day but Chase does.

E. Read the article again. Write a dialogue between Cameron and Chase talking about their different lifestyles. Role-play the dialogue. Then, swap the roles. (GO-SI.8 / CO-S.12)

The aim is to share information in the newspapers and the magazines. Ss work in pairs and write a dialogue between Cameron and Chase talking about their different lifestyles. They role-play the dialogue they have written. Then, they swap the roles. During the activity help Ss feel free to speak by not interrupting them while speaking. Encourage Ss to report simple sentences in recorded or written texts. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

Time to Listen

F. Think about two different people in your family. Talk about them and compare their lifestyles.

Who works?
Who doesn't work?
What do they do?
Who has a lot of free time?
What do they do to relax?
What can they do to have more fun?

Keep in Mind!
I get up very early in the morning... / Chase gets up later... / I don't have time for breakfast... / Who doesn't go to school... / Who doesn't work? / Who has a lot of free time? / What do they do to relax?

Time to Listen

A. Look at the pictures. Tell which hobbies the pictures are about.



B. Listen to the text about Cathy and Jeremy and tick their hobbies.

Hobbies	Cathy	Jeremy
collecting magazines		
watching DVDs		
playing the piano		
doing yoga		
cooking		
playing board games		
running		
collecting dolls		

20

F. Think about two different people in your family. Talk about them and compare their lifestyles. (GO-SP.1)

The aim is to share opinions and suggestions. At first, ask Ss to choose two people in their family whose lifestyles are different from each other's. Ss talk about their lifestyles considering the given questions.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to talk about routines and everyday situations. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

A. Look at the pictures. Tell which hobbies the pictures are about.

In this activity there are many pictures of different hobbies which may be interesting for Ss. Let Ss guess which hobbies the pictures are about and share their ideas with the class. e.g. The second picture is about listening to music and I think it is funny.

B. Listen to the text about Cathy and Jeremy and tick their hobbies. (GO-L.7 / CO-L.1)

The aim is to identify expressions related to hobbies clarified in audio material. Ss listen to the texts about Cathy and Jeremy and tick their hobbies on the chart. During the activity you can play the recording utmost three times. At this stage, encourage Ss to pay attention to stress, pronunciation and intonation while they are listening.

Recording Script 1.B

Cathy is a fashion designer and she loves her job. She's a night person, so she gets up at noon. She does yoga for an hour and takes a shower. Then, she leaves home and drives to her office. She usually has a look at the magazines, the fashion sites on the Net and reads her e-mails. She spends most of her time on designing, and has lots of meetings at the office with customers. She often visits fashion shows, and does window-shopping, too. She works with Jeremy. He's her photographer and he's good at his job. She goes to his studio every day and chooses the best photos of her designs. She gets home quite late. She likes cooking her own dinner. It helps her relax. She watches DVDs before sleeping and she goes to bed after midnight. She travels abroad a lot, so she can learn about designs all over the world. She buys dolls from different countries for her doll collection.

Jeremy is a photographer and he works for Cathy. He's a morning person. He gets up very early, and goes running for an hour. He has breakfast with his family, and drives his children to school before work. He usually visits bookstores and buys lots of magazines and photography books. He has a very large collection of magazines. He arrives at his studio at about 10:30. He's very

Cathy is very careful at his work. He takes hundreds of pictures and chooses only one of them. Cathy comes to his studio every day and they work together for hours. He gets home at about 7:00 pm. He eats dinner with his wife and children. After dinner, they often play board games. He doesn't like watching TV, so he listens to music or plays the piano. He goes to bed before midnight.

KEY B:

Cathy : doing yoga / cooking / watching DVD's / collecting dolls

Jeremy: running / collecting magazines / playing board games / playing the piano

TEACHER'S NOTES

C. Listen to the text again and put the activities into correct order.

Cathy		Jeremy	
a.	_____ reads her emails	a.	_____ 4 visits bookstores
b.	_____ leaves home	b.	_____ eats dinner
c.	_____ goes to the studio	c.	_____ 1 gets up
d.	_____ takes a shower	d.	_____ has breakfast
e.	_____ 4 drives to her office	e.	_____ works with Cathy
f.	_____ makes meetings	f.	_____ 8 listens to music
g.	_____ 1 gets up	g.	_____ arrives at the studio
h.	_____ 8 gets home	h.	_____ drives children to school

D. Think about Cathy and Jeremy's lives. Discuss who you would like to be. Why?

E. Read a day of Murat Boz and take notes about yours. Then, write a paragraph and compare your day to Murat Boz's.

gets up at 10:00
 goes to the gym
 has breakfast at the hotel
 gets dressed and visits his girlfriend
 leaves the hotel
 goes to the recording studio for rehearsal
 eats lunch with his girlfriend
 has meeting with his manager
 signs his albums in the music shop
 has dinner with his friends in a restaurant

21

C. Listen to the text again and put the activities into correct order. (GO-L.8)

The aim is to distinguish the order of events in the recorded material. Ss listen to the texts again and put the activities into correct order by giving numbers. Play the recording twice.

KEY C:

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

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

D. Think about Cathy and Jeremy's lives. Discuss who you would like to be. Why? (GO-SP.2 / CO-S.7)

The aim is to explain their opinions with reasons. After Ss have listened to the audio material many times, they are going to have some opinions about Jeremy and Cathy's lives. Give Ss enough time to think about the characters and to choose their favourite one. At this stage, let Ss take notes for their speech. Ss say who they would like to be by considering Cathy and Jeremy's lives and explain

why.
Do not interrupt them while they are speaking. Take notes of significant mistakes in Ss' speeches to correct them later. Encourage Ss to speak self confidently.

KEY D:

Ss' own answers

E. Read Murat Boz's a day and take notes about yours. Then, write a paragraph and compare your day to Murat Boz's. (GO-W.9 / CO-W.3,5)

The aim of this activity is to make comparisons in their written texts. Ss read Murat Boz's a day and take notes about theirs. Then, they write a paragraph comparing their routine to Murat Boz's. During the activity, encourage Ss to use punctuation marks appropriately and accurately and to use sentence structures correctly and meaningfully. Tell them to take the text in exercise B as a model. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

C - A London Trip

Time to read

A. Match the words to the pictures

a. Vacation b. Couple c. Kids d. Trip

B. Read the text below and decide. Is it...
 a. an article? b. a brochure? c. a yellow page?

THE WORLD IS CALLING!!

Are you looking for wonderful ideas for your vacation? Are you dreaming a vacation abroad or just around your country? Are you planning a holiday as a couple, a vacation with kids or grandparents (or both)? You can't be sure before you visit us. We're ready to help you plan your dream holiday. Just choose one of the places we offer, we can help you make your holiday dreams come true.

C. Paco Lucia and his family see the brochure above and decide to spend their vacation in the UK. Put the questions into right places in the dialogue.

How many seats would you like? "How much is it?" When do you want to travel? How can I help you?

Travel agent : "The World is Calling" Travel Agency. (1).....?
 Mr. Lucia : I'd like to book a return flight to London, please.
 Travel agent : (2).....?
 Mr. Lucia : Next week, the 15th. And, we're coming back on the 30th.
 Travel agent : (3).....?
 Mr. Lucia : Three please. (4).....?
 Travel agent : Let me see. Return flight tourist class costs £225.
 Mr. Lucia : Great. That's fine.

D. Now act out the conversation. Student A: Travel agent Student B: Mr. Lucia. Then change the roles.

E. Write the definition under the correct sign.

Don't Touch Restaurant Elevator/Lift Lost and Found

22

Time to Read

Warm up

Books are closed.

Ask Ss whether they like travelling or not and where they would like to go abroad if they had a chance.

A. Match the words to the pictures. Books are open.

Give Ss enough time to look at the photos and match the words to the pictures. Check the answers.

KEY A:

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

You can explain Ss the meanings of trip and vacation which may be confused.

NOTE: A *trip* is a journey to a place and back again. / A *vacation* is a holiday, or time spent not working.

B. Read the text below and decide. Is it...(GO-R.3 / CO-R.2)

The aim of the activity is to read to get information. Ss read the text and decide what type of writing it is. If necessary, you can give the definitions of the given words in target language.

NOTE: A yellow page is a large, yellow book which contains the addresses and telephone numbers of businesses and people offering services, listing them in groups according to what type of business they are.
A brochure is a type of small magazine that contains pictures and information on a product or a company.
An article is a piece of writing on a particular subject in a newspaper or magazine.

As it is a short text, at first read it aloud. It helps draw Ss' attention to intonation and stress. During the activity, encourage Ss to pay attention to intonation and stress while they are reading.

KEY B:

b. a brochure

C. Paco Lucia and his family see the brochure above and decide to spend their vacation in the UK. Put questions into right places in the dialogue.

Give Ss enough time to examine the dialogue. Ss read the dialogue between the travel agent and Mr. Lucia and put the questions into right places in the dialogue. Check the answers.

KEY C:

1. How can I help you?
2. When do you want to travel?
3. How many seats would you like?
4. How much is it?

D. Now act out the conversation. Student A: Travel agent. Student B: Mr. Lucia. Then swap the roles. (GO-SI.3,4), (CO-S.10)

The aim of the activity is to ask questions to get information and to talk to give information. Ss work in pairs and act out the conversation

between the travel agent and Mr. Lucia and then they swap the roles. During the activity, monitor Ss and encourage them to ask for further explanation for the points not understood during conversations.

E. Write the definition under the correct sign. (GO-R.1)

The aim of the activity is to distinguish the meanings of diagrams, symbols and signs. Ss look at the signs and match them to their definitions. Check the answers.

KEY E:

1. Elevator / Lift
2. Don't Touch
3. Lost & Found
4. Restaurant

TEACHER'S NOTES



F. The Lucia family is in London now. Read the texts and match the pictures to the paragraphs.

LONDON FUN FOR FAMILIES

There's something for everyone in London.

.....A) Do you want to be James Bond? Come and see the new Science of Spying exhibition at the Science Museum. You can learn about real spy technology. Don't you like spies? Then, you can visit the World of Materials. You can walk on a glass bridge, see a steel wedding dress or visit the atomic disco.
B) Do you like dolls and teddy bears? Visit the Victoria and Albert Museum of Childhood! There are toys and very old children's clothes. You can also have activity sessions for children. Do you like playing and painting? You can visit Art Smarts.
C) Do you like shopping? Harrods is the right place for you! It's a very famous department store in London. It's more than 150 years old. You can visit a giant toy department and a famous Food Hall, or you can buy clothes, make up and perfume by all top fashion designers.
D) Take a tour of Chelsea Football Club and see one of the enormous football stadiums in London. You can visit the changing rooms or take a photograph of your favourite player's T-shirt. You can visit the Megastore and buy a Chelsea football T-shirt, as well.



G. Read each text again. For each destination write one thing you can see and one thing you can do.

The Science Museum:

MUST SEE: you can see a steel wedding dress.

MUST DO: you can walk on a glass bridge.

Harrods:

MUST SEE:

MUST DO:

VA Museum of Childhood

MUST SEE:

MUST DO:

Chelsea Football Club

MUST SEE:

MUST DO:

Keep in Mind!
 You can visit the Megastore... / Can you have a photo with your favourite footballer?
 What can you buy in Harrods? / You can't be sure before you visit us.

H. Read the text and complete the sentences comparing the places.

- a) You can buy something in (1)..... and (2)....., but you can't buy anything in (3)..... or (4).....
 b) You can see toys in the (5)..... and (6)....., but you can buy toys only in (7).....

I. Answer the following questions according to the text:

1. Which place can show you the real spy technology?
 2. What can you buy in Harrods?
 3. Can you take a photo of your favourite footballer in Chelsea Club?

J. Paco Lucia and his family are at the hotel now. Read the following conversation between room service and Mrs. Lucia. Then, fill in the blanks with the expressions in the boxes.

Room service : Room service.
 Mrs. Lucia : (1).....This is room 113. I'd like some breakfast, please.
 Room service : (2)..... Excuse me. Are you Mrs. Lucia?
 Mrs. Lucia : (3).....
 Room service : What can I do for you?
 Mrs. Lucia : I'd like some grapefruit juice, an omelette, toast and coffee, please.
 Room service : Your breakfast will be ready in a few minutes, ma'am.
 Mrs. Lucia : Great. (4).....



F. The Lucia family is in London now. Read the texts and match the pictures to the paragraphs. (GO-R.2 / CO-R.5)

The aim is to distinguish important information in readings. Before reading the text, ask Ss to look at the pictures and guess which places they are. Then, give Ss enough time to read the texts about four different places in London and to match the pictures to the paragraphs. At this stage, encourage Ss to understand the written text with the help of background knowledge they have gained from the pictures. Check the answers.

KEY F:

A. 4 B. 1 C. 3 D. 2

G. Read each text again. For each destination write one thing you can see and one thing you can do.

Before completing the chart, let Ss examine the given example as a model. Ss read each text again in details and write one thing they can see and one thing they can do for each destination.

Check the answers.

KEY G:

Harrods:

See : You can see a giant toy department and a famous Food Hall

Do : You can buy clothes, make up and perfume

Museum of Childhood:

See : You can see toys and very old children's clothes

Do : You can have activity sessions. / You can visit Art Smarts

Chelsea Football Club:

See : You can see one of the enormous stadiums in London. / You can see the changing rooms.

Do : You can visit the Megastore and buy a Chelsea football T-shirt. / You can take a photograph of your favourite player's T-shirt.

H. Read the text and complete the sentences comparing the places. (GO-R.6)

In this activity the aim is to help Ss interpret the comparisons in readings. All the information that Ss need to have is in the reading text. Give Ss enough time to complete the sentences. Then, check the answers.

KEY H:

1. Harrods
2. Chelsea Football Club
3. Science Museum
4. Museum of Childhood
5. Museum of Childhood
6. Harrods
7. Harrods.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use the structures to talk about abilities or permission. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

I. Answer the following questions according to the text.(GO-R.5)

In this activity the aim is to look for the answers to what, where, when, how, why, who (WH-) questions in readings. Ss answer the questions

according to the texts. Check the answers.

KEY I:

1. The Science Museum
2. Clothes, make up, perfume, toys and food
3. No, you can only take a photograph of your favourite football player's T-shirt.

J. Paco Lucia and his family are at the hotel now. Read the following conversation between room service and Mrs. Lucia. Then, fill in the blanks with the expressions in the box.

Tell Ss that they are going to read a telephone conversation between Mrs. Lucia and the room service. Ask Ss to complete the conversation with the expressions given. Check the answers.

KEY J:

1. Good morning
2. Sure
3. That's right
4. Thank you

TEACHER'S NOTES

C

K. Work in pairs. Change the words in bold and act out the phone conversation with your partner.

Time
to
listen

A. Guess the synonym of the words. Then, match and check them after listening.

<p>1. fun.....</p> <p>2. adult.....</p> <p>3. whole.....</p> <p>4. kind.....</p>	<p>a. all</p> <p>b. amusing</p> <p>c. type</p> <p>d. grown-up</p>
--	---

B. Listen to Paco. Where is he now? Tick the correct place.

a. Harrods	c. Chelsea Football Club
b. The Science Museum	d. Museum of Childhood

C. Listen again and write (T) for true, or (F) for false. Correct the false sentences.

- a. It is the first museum in the world for adults. ()
- b. It is a fun day out for the whole family. ()
- c. There are lots of cafés in the museum. ()
- d. It is open on Sundays between 12 p.m. to 5 p.m. ()

D. Imagine you are in London. Choose one of the places in Exercise B. Talk about it using the questions below.

Where do you want to go? What do you want to do there?

E. Look at Paco's postcard. Match the expressions to correct places.

Dear Juan,

I'm in London. It's a great place. You can visit Chelsea Football Club here. You can take a photo of your favourite player's T-shirt there. You can also visit the changing rooms.

Wish you were here!

Paco

Juan Smith

Rua Visconde de Porto Seguro
1238

Sao Paulo - SP 042-000

BRAZIL

1. Some information about where you are
2. Closing remark
3. The address of the person you write
4. Opening remark

F. Choose a holiday destination. Search it on the Net. Write short descriptions about the following places in your destination.

Museums
Parks
Restaurants
Historical Places
Natural beauties
Landmarks

G. Imagine you are on holiday in that destination. Use your notes and write a postcard to your classmate. Express your ideas and suggestions about the sightseeing, hotel, food, etc.

24

K. Work in pairs. Change the words in bold and act out the phone conversation with your partner. (GO-SI.5 / CO-S.11)

The aim is to help Ss share their demands of necessary subjects with others. Tell Ss to take the telephone conversation in the previous activity as a model. Ss work in pairs and act out the phone conversation with their partners changing the bold phrases into their own ones. Elicit alternative words that can be used instead of the bold phrases in the conversation and encourage Ss to express themselves by increasing vocabulary repertoire in different situations.

Time to Listen

A. Guess the synonyms of the words. Match and check them after listening. (CO-L.3)

In the first balloon there are four words and their synonyms are in the second balloon. Ask Ss to guess and match the words to their synonyms. Tell

Ss that they are going to check their answers after listening the recording in activity B. Encourage Ss to search the meaning of unknown words in what they have listened to.

KEY A:

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

B. Listen to Paco. Where is he now? Tick the correct place.

Before playing the recording, help Ss remember Paco and his vacation. Then, play the recording once and ask Ss to listen to the dialogue and find where Paco is. Then, tick the correct place in the chart.

Recording Script 1.C

Paco: What an interesting place! Everybody must visit here.

Guide: Yes, it's a place in the hearts of millions. It's the first museum in the world for children. You can see every kind of toys and games from different generations.

Paco: It's a lot fun for kids but, what about the adults?

Guide: It is a fun day out for the whole family. Young people can learn about the children of the past and see a lot of fantastic toys and games while adults enjoy a nostalgic trip.

Paco: Is it open every day?

Guide: You need to come here between Monday and Saturday from 10 a.m. to 5 p.m. On Sundays, it's open from 12 p.m. to 5 p.m.

Paco: What else can we do here?

Guide: You can take photos here. Unfortunately, there aren't any cafés in the museum but you can find lots of cafés, and restaurants along the Royal Mile.

KEY B:

d. Museum of Childhood

NOTE: Tell Ss to check their answers in activity A.

C. Listen again and write (T) for true, (F) for false. Correct the false sentences. (GO-L.1)

In this activity, the aim is to help Ss generally understand conversations provided the speech is slowly and clearly articulated. Ask Ss to listen to the dialogue again and write True (T) or False (F)

for each sentence. Then, ask them to correct the false sentences. You can play the recording twice if necessary. Check the answers.

KEY C:

- a. F (It's the first museum in the world for children)
- b. T
- c. F (There aren't any cafés in the museum)
- d. T

D. Imagine you are in London. Choose one of the places in exercise B. Talk about it using the questions below.(GO-SP.7,2 / CO-S.9)

In this activity, the aim is to help Ss talk to give information and explain their opinions with reasons. Ss choose one of the places in the texts in exercise B. Explain that the required information for the places is in the previous pages if necessary. Ss talk about their favourite place in London by considering the questions and express why they want to go there. Monitor Ss and encourage them to pay attention to intonation and stress while they are speaking.

E. Look at Paco's postcard. Match the expressions to correct places. (CO-W.7)

Give Ss enough time to examine Paco's postcard. At this stage, ask Ss to examine the usage and placements of greetings, address, opening and closing remarks and the main part where the information is given carefully. Then, Ss look at Paco's postcard and match the expressions to the correct places on it. These kinds of activities are useful for Ss to use basic repertoire of isolated words and phrases according to their functions and genre.

KEY E:

- 4. Dear Juan
- 1. I'm in London...
- 2. Wish you were here!
- 3. Juan Smith...

F. Choose a holiday destination. Search it on the Net. Write short descriptions about the following places in your destination. (GO-W.3)

The aim of the activity is to help Ss write descriptions. Ss search on the Net and find detailed information about a holiday destination they have chosen. Then, they write short descriptions about

the places given in the box for their destinations.

G. Imagine you are on holiday in that destination. Use your notes and write a postcard to your classmate. Express your ideas and suggestions about the sightseeing, hotel, food, etc.(GO-W.7,8 / CO-W.12)

The aim of the activity is help Ss write short messages and simply express their own opinions and suggestions on a subject they are interested in. Ask Ss to write postcards taking the one in exercise E as a model. Remind them they need to consider their descriptions in exercise F. Monitor Ss during the activity and encourage them to use simple structures and language functions appropriately while they are writing. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

A. Search the Net for the meanings of the words in the box, use them appropriately in the following sentences.

maturity (n.)
assign (v.)
presidency (n.)
occasion (n.)
dedicate (v.)

- 1) On what..... do you give presents to your friends?
- 2) You need to show..... against all difficulties in life.
- 3) Parents their whole life to their children.
- 4) Atatürk's is considered as the best by most of the authorities during the history of Turkish Republic.
- 5) After Atatürk's death, İsmet İnönü was as the second president of Turkish Republic.

B. Read the text about Atatürk's life and answer the questions.

A BREEZE FROM A GREAT LEADER'S LIFE

Atatürk was born in Salonika in 1881. At the age of twelve, he started a military middle school and his maths teacher gave him the second name Kemal (meaning perfection) there.

After finishing his military education, he was assigned to the Fifth Army based in Damascus as a Staff Captain in the company of Ali Fuat (Cebesoy) and Lütfi Müfit (Özdeş). He had many successes in his military life in Tripolitanian War, Balkan Wars, The First World War and Turkish War of Independence.

On 19th May, 1919 he arrived in Samsun to start the War of Independence. After many years he dedicated that day to Turkish Youth. For Turks, 29th October is the Republic Day. He became the first president of Turkey. During his presidency he gave many special occasions as a gift to his nation to celebrate. Children from all over the world come to Turkey every year to celebrate Children's Festival on 23rd April.

He ruled Turkish Republic for fifteen years and died on 10th November 1938.

1. Where was Atatürk born?
2. What is the meaning of his second name 'Kemal'?
3. Who accompanied him in the Fifth Army based in Damascus?
4. Why do children from all over the world come to Turkey on 23rd April?
5. How many years did he rule Turkish Republic?

C. Discuss why you think Atatürk gave a lot of special occasions as a gift to his nation to celebrate.

CHECK YOUR PROGRESS				
	I can		😊	😊😊
Listening	understand the phrases and expressions related to daily life. understand what is said slowly and clearly in simple everyday conversations.			
Reading	find specific information on everyday materials. understand short and simple letters, e-mails.			
Spoken Interaction	communicate in a simple task related to daily activities.			
Spoken Production	use series of phrases and sentences to make an announcement and to express my own feelings.			
Writing	write about aspects of everyday life in simple phrases.			

25

A. Search the Net for the meanings of the words in the box, use them appropriately in the following sentences.

Ss search the Net for the meanings of the words in the box. Give Ss enough time to use the words appropriately in the sentences. Then, check the answers.

KEY A:

1. occasions
2. maturity
3. dedicate
4. presidency
5. assigned

A BREEZE FROM A GREAT LEADER'S LIFE

B. Read the text about Atatürk's life and answer the questions.(GO-R.5)

The aim is to help Ss look for the answers to what, where, when, how, why, who (WH-) questions in readings. Give Ss enough time to read and understand the text about Atatürk's life and answer the questions. Check the answers.

KEY B:

1. He was born in Salonika.
2. Its meaning is perfection.
3. Ali Fuat (Cebesoy) and Lütfi Müfit (Özdeş) accompanied him in the Fifth Army based in Damascus.
4. They come to Turkey on 23rd April to celebrate Children's Festival.
5. He ruled Turkish Republic for fifteen years.

C. Discuss why Atatürk gave a lot of special occasions as a gift to his nation to celebrate.

Ask Ss their opinions on why Atatürk gave a lot of special occasions as a gift to his nation to celebrate. Let Ss discuss it for a few minutes.

* The activities related to Atatürk need to be varied considering the explanations and the topics given on the table on page 235.

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved. Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

TEACHER'S NOTES

THEME 2

YOUTH

At the end of this theme you will be able to:

- understand the phrases and expressions related to daily life and personal information.
- read a short text to understand the main theme and the expressions related to daily life.
- read a short text to put the events into the correct order and get the specific information.
- communicate in simple tasks related to daily activities.
- communicate on the phone.
- use series of phrases and sentences to describe daily activities.
- use series of phrases to explain my own opinions in a simple way.
- use series of phrases to make a simple announcement.
- write short, simple, personal diaries, e-mails to express your needs, likes and dislikes.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 2 - YOUTH

Language areas		Present Continuous Tense - Present Simple vs. Present Continuous			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - CAMPING	Listening	4. Distinguish simple expressions and questions related to their personal needs in audio material.	3. Search the meaning of unknown words in what they have listened to. 5. Ask for further explanation for the points not understood in what they have listened to.	<p>Nouns: bear, camping area, water closet, trainers, tent, pan, jeans, ground, sweat shirt, knee, log, sleeping bag, rice, firewood, camp, river, central heating, bush, camp fire, song, leader, chlorine tablets, sleeping mat, rucksack, camping stove, torch, thermos / flask, scout, heavy clothes, trekking boots.</p> <p>Verbs: avoid, wear, peel, sit, have a rest, collect, tidy, prepare, sing, tell a story, fall asleep, miss, take a nap, take a trip, join, bring.</p> <p>Adjectives: tiny, sweet, homesick.</p> <p>Phrasal Verbs: roll up, put up, pick up, get up.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	9. Share their written dialogues in the class.	3. Link words and word groups with very basic linear connectors. 4. Use words and word groups related to particular concrete situations.		
	Spoken Production	3. Make an announcement to give information. 6. Say numerical information.	6. Pronounce the words accurately.		
	Reading	1. Distinguish the meanings of diagrams, symbols and signs. 8. Distinguish the descriptions in readings. 3. Read to get information. 6. Interpret the comparisons in readings. 5. Look for the answers to what, where, when, how, why, who (WH-) questions in readings.	7. Read fluently.		
	Writing	5. Keep a diary 6. Enjoy keeping a diary.	1. Use simple sentence structures and patterns accurately.		

Language areas		Modals: should, need to, must, have to, may and might.			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B - YOUTH EXCHANGE	Listening	5. Look for the answers to what, where, when, how, why, who (WH-) questions in audio material.	2. Take care with rules of manners and cultural values while listening.	<p>Nouns: organization, threat, mobility, learning, candidate, proficiency, performance, restriction, exchange programme, time line, step, dissemination, report, partner, budget, application form, deadline, reservation, recycling, mood, updater, charger, departure, tourist information, transfer, host parents, suitcase.</p> <p>Verbs: expose, promote, attend, register, plan, communicate, connect, take, welcome.</p> <p>Adjectives: voluntary, leading, peaceful, global, environmental, non-profit, intercultural, healthy, open minded, academic, narrow minded, successful, creative, auto(matic), foreign, far away.</p> <p>Phrasal Verbs: fill in</p> <p>Expressions: people in need, Nice to meet you, I'm starving, We're (very) pleased to...</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	10. Simply express their own opinions and suggestions orally on a subject they are interested in. 7. Explain the meanings of diagrams, symbols and signs.	2. Take care with rules of manners and cultural values while speaking. 5. Use basic repertoire of isolated words and phrases according to their functions and genre.		
	Spoken Production	5. Talk appropriately for different situations daily relations require.	8. Use simple structures correctly.		
	Reading	2. Distinguish important information in readings. 10. Define the order of the events in readings.	3. Pronounce the words accurately while reading. 4. Guess the meaning of unknown words in the written text. 6. Pay attention to punctuation marks while reading.		
	Writing	4. Inform of their wishes, demands, and complaints to the related people by writing. 13. Inform of their demands by writing.	4. Use polite expressions in their writings. 6. Use the range of words appropriately and accurately in order to meet their daily needs		

Language areas		Prepositions of place: in, on, next to, behind, in front of.			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - WORK AND TRAVEL	Listening	<p>2. Distinguish the topic of the conversations they are interested in provided the speech is slowly and clearly articulated.</p> <p>6. Distinguish definitions in audio material.</p>	4. Appreciate what they listen.	<p>Nouns: chef, mind, working experience, WAT programme, participant, knowledge, qualification,</p> <p>globe, (room)mate, flat, bedroom, bathroom, kitchen, furniture, dozen, chair, armchair, floor lamp, table lamp, coffee table, fortnight, house keeper, home party, interview.</p> <p>Verbs: cover, earn, improve, need, attend, wonder, miss.</p> <p>Adjectives: local, fantastic, colloquial, fulltime, stain glass, French, round, old-fashioned, cosy, cute, boutique, single, unfortunate, lucky, careful, awful.</p> <p>Prepositions: on, in the middle (of), around, behind, in front (of), in the corner (of), opposite, in, next to, under.</p> <p>Expressions: make ends meet, good luck.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	1. Make short, clear, understandable telephone conversations.	1. Use body language while speaking.		
	Spoken Production	5. Talk appropriately for different situations daily relations require.			
	Reading	11. Distinguish numerical information in readings.	1. Search the meaning of unknown words.		
	Writing	<p>4. Write short dialogues.</p> <p>10. Write answers to questions on familiar topics.</p> <p>12. Emphasize what, where, when, how, why, who (WH-) components in writings.</p>	<p>2. Write according to the spelling rules.</p> <p>8. Link words or word groups with very basic linear connectors.</p> <p>12. Report the sentences they heard or read in written text.</p>		

The aim is to interpret the comparisons in readings. Draw Ss' attention to the sample answers given in activity E. Tell them they are going to read the diary again to find out the differences in Ginger's routines at home to the ones at the campsite. Then, they complete the chart comparing Ginger's routines in the same way as the given examples.

TEACHER'S NOTES




At home

At the camp



1.	
2.	
3. Her mom always prepares something for breakfast.	They're preparing the breakfast in turns.
4.	
5.	
6.	
7.	

F. Read the diary again and answer the questions.

1. Where does she usually take a shower?
2. Who prepares the breakfast at home?
3. Why are they picking up firewood?
4. Is Ginger watching TV at the camp?
5. What are they doing in the evenings?
6. When does Ginger go to bed at home?
7. How does she feel at the camp?





Keep in Mind!

Peter and Tom are putting up the tent now.
He's rolling up his sleeping bag at the moment.
Who's camping at Farstone Park?
Is Ginger watching TV at the camp?
At home, I never get up before 7 am...
...here I'm getting up before 6 am!
We have lunch at 12 noon...

G. Imagine you are the camp leader. Look at the camping schedule and make an announcement to your campmates. Express the time of the activities.

Today's To-Do	
6 am	get up and do morning exercise
7 am	have breakfast
8 am	do general cleaning
8:30 am	play "Uncle Zeb's Lost Treasure" camping activity
10:30 am	pick up firewood
11 am	prepare lunch
12 noon	have lunch
12:30 pm	take a nap
2 pm	play "Evolution" camping activity
4 pm	pick up firewood
4:30 pm	take a trip to the waterfall
5:30 pm	prepare dinner
8 pm	have dinner
7 pm	have fun around the camp fire
9 pm	go to bed

e.g. "Hi, everybody. Welcome to the Farstone Park Camp. I'm your camp leader... Now, I'm announcing our camp schedule... At 6 am we get up and..."

28

KEY E:

At Home	At The Camp
1. She never gets up before 7 a.m.	She is getting up before 6 a.m.
2. She usually takes a shower before breakfast.	She is just washing her face.
3. Her mom always prepares sth for breakfast.	They are preparing the breakfast in turns.
4. She rarely makes her bed at home.	She is rolling up her sleeping bag.

5. She has central heating at home.	She is picking up bushes for the campfire.
6. She usually watches TV or surfs the Net.	She is just sitting around the campfire and singing songs or telling stories.
7. She never goes to bed before midnight.	She is falling asleep around 9 p.m.

F. Read the diary again and answer the questions. (GO-R.5)

The aim is to look for the answers to what, where, when, how, why, who (WH-) questions in readings. In this activity, Ss scan the diary to answer the questions related to it. You can also ask “Why (not)?” after they answer the Yes/No question to make the answer more clear.

KEY F:

1. She usually takes a shower at home.
2. Her mom always prepares breakfast at home.
3. Because they need to light the campfire for heating.
4. No, she isn't watching TV at the camp.
5. They are just sitting around the campfire and singing songs.
6. She goes to bed at/after midnight at home.
7. She feels homesick.

TEACHER'S TIP

Draw Ss' attention to “Keep in Mind” section to examine the sample structures. Explain that we use the structures to tell what is happening now and what we do in general as in the example sentences. Encourage them to personalize the sentences by changing the words in bold. If they need, they may look for and find similar structures in the text.

G. Imagine you are the camp leader. Look at the camping schedule and make an announcement to your campmates. Express the time of the activities. (GO-SP.3,6 / CO-S.3,4)

The aim is to make an announcement to give

information and to say numerical information. Draw Ss' attention to the camping schedule and the following example sentences given. Tell them they are going to make an announcement by making use of the camping schedule and they could link words or word groups with very basic linear connectors. Another aim is to use words and word groups related to particular concrete situations, so tell them they should use the expressions given in the schedule in the announcement. Help for new vocabulary if necessary.

NOTE: Uncle Zeb's Lost Treasure and Evolution are well-known camping activities among scouts. Ss can find detailed information on the Net if they want to.

KEY G:

- At 6 am. we get up and do morning exercise
- At 7 am. we have breakfast and at 8 am. We do general cleaning.
- At 8.30 am. we play 'Uncle Zeb's Lost Treasure' camping activity.
- At 10.30 am. we pick up firewood
- At 11 am. we prepare lunch and at 12.00 noon we have lunch
- At 12.30 pm. we take a nap.
- At 2 pm. we play 'Evolution' camping activity.
- At 4 pm. we pick up firewood and at 4.30 pm. we take a trip to the waterfall.
- At 5.30 pm. we prepare dinner.
- At 6 pm. we have dinner and at 7 pm. we have fun around the campfire.
- At 9 pm. we go to bed.

TEACHER'S NOTES

Time to listen

A. Match the equipment to the pictures.

1. Chlorine tablets
2. Sleeping mat
3. Rucksack
4. Camping stove
5. Torch
6. Thermos

B. Listen to the phone conversation between the young scout and the camp leader. Complete the following expressions and questions. Then, decide who said them: (s) for scout, (l) for leader.

_____ a. How can I you?
 _____ b. What kind of equipment do I for the camp?
 _____ c. of all you need a tent.
 _____ d. about food?
 _____ e. Do I anything to bring?
 _____ f. Just a flask or a thermos.

C. Imagine you want to attend to the camp and get information about the camp equipment. Write a dialogue between you and the camp leader, and act it out with your partner.

Useful Expressions

Well, first of all
 How can I help you?
 Do I need ...
 you need to bring ...
 Hi, this is ...
 See you
 Hello

D. Imagine you are at the Farstone Park camp. Write in your diary; compare your life at home and at the camp.

29

The aim is to distinguish simple expressions and questions related to their personal needs in audio material. Tell Ss they are going to fill in the blanks during the first listening. And they are going to write who said these sentences during the second listening. Play the recording once and let Ss answer the first part. Then, play it again and let them answer the second part. Encourage Ss to ask for further explanation for the points not understood in what they have listened to. You can give hints to enable them understand the recording better.

Recording Script 2.A

Leader: Hello, Farstone Park Camping Club.
Scout: Hi, this is David Jones. I'm planning to join your camp next week.
Leader: That's OK. How can I help you?
Scout: What kind of equipment do I need for the camp?
Leader: Well... First of all you need a tent. Do you have one?
Scout: No, I'm afraid not.
Leader: OK, don't worry, we can give you the tent, but you need to bring your own sleeping bag and mat.
Scout: Fine, anything else?
Leader: Also you need a torch, some heavy clothes, and trekking boots in your rucksack.
Scout: What about food? Do I need anything to bring?
Leader: Just bring a flask or a thermos. We cook our own food at the camp.
Scout: Great! Thanks for your help. See you later...
Leader: See you. Bye.

Time to Listen

A. Match the equipment to the pictures. (CO-L.3)

Ask Ss to look at the pictures in activity A. Ask them what kind of equipment they can see in the pictures (camping equipment). Ss match the camping equipment to the pictures. Check their answers. Some equipment is going to be heard in the recording. After Ss listen to the recording, ask them to search the meaning of unknown words in what they have listened to.

KEY A:

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

B. Listen to the phone conversation between the young scout and the camp leader. Complete the following expressions and questions. Then, decide who said them: (S) for scout, (L) for leader. (GO-L.4 / CO-L.5)

KEY B:

L a. How can I help you?
 S b. What kind of equipment do I need for the camp?
 L c. Well, first of all you need a tent.
 S d. What about food?
 S e. Do I need anything to bring?
 L f. Just bring a flask or a thermos.

C. Imagine you want to attend to the camp and get information about the camp equipment. Write a dialogue between you and the camp leader, and act it out with your partner. (GO-SI.9 / CO-S.6)

The aim is to share their written dialogues in the

class. Ss will take the dialogue in the recording as a model and will write a similar dialogue between the camp leader and themselves. Monitor them while they are writing and give aid if necessary. Then, tell Ss to act out their dialogues in pairs and swap the roles. Monitor Ss and encourage them to pronounce the words accurately while they are speaking.

D. Imagine you are at the Farstone Park camp. Write in your diary; compare your life at home and at the camp. (GO-W.5,6 / CO-W.1)

The aim is to keep a diary and enjoy keeping a diary. Encourage Ss to use their imagination while they are writing and tell them they could include funny situations in their diary to make the activity more amusing. Ss should be able to use simple sentence structures and patterns accurately, so they can take Ginger's diary in activity E as a model. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

B - Youth Exchange

A. Take a look at the pictures. These teenagers are in the Youth Exchange Programme. Do you want to join them? Why?



Time to Read

B. Do you know anything about Youth Exchange Programme? Look at the definitions below and guess what it is.

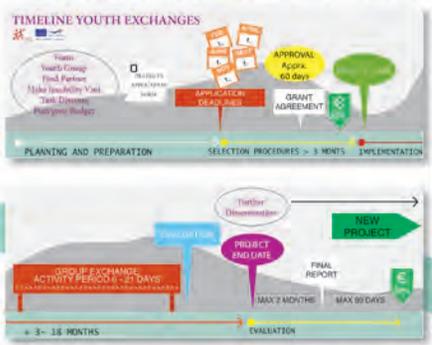
1. A particular type of voluntary organization to help people in need.
2. A leading organization using peaceful actions to expose global environmental threats.
3. An international non-profit organization promoting mobility, intercultural learning and international voluntary service.

C. Read Jason's preparations for the Youth Exchange Programme and examine the Timeline in activity D.

Jason is a university student and he decides to participate in a Youth Exchange Programme. He makes some researches on the Net and finds a genuine idea for his project. At first, he must find some friends to work with as a group. The group need to be hard-working and open-minded. The members of the group needn't speak several languages but they should know English. Also, they must be free to travel abroad and they shouldn't have any illnesses.

Now, they are working together. They have to fill in the application form and they mustn't be late for the deadline. After the approval of the project, they can get a big amount of the budget. So, they don't have to spend their own money for the exchange.

D. Look at the Youth Exchanges Timeline and put the steps into correct order.



.....a. You can get 60% of your money before the project starts.

.....b. You must work for dissemination

.....c. You should write your final report

.....d. You must find partners and plan your budget for this project

.....e. You have to fill in the Application Form before deadline

.....f. You can start your project

30

Time to Read

Warm up

Ask Ss what they know about Youth Exchange programmes. Let Ss discuss about studying in a foreign country for a few minutes

A. Take a look at the pictures. These teenagers are in the Youth Exchange Programme. Do you want to join them? Why?

Draw Ss' attention to the pictures and ask whether they want to join the Youth Exchange Programme or not. If they ask what Youth Exchange Programme is, tell them they are going to learn what it means, in activity B.

KEY A:
Ss' own answers

B. Do you know anything about Youth Exchange Programme? Look at the

definitions below and guess what it is. (CO-R.4)

Tell Ss to read the three definitions and ask them to choose one of them as the definition of Youth Exchange Programme. Encourage Ss to guess the meaning of unknown words in the written text; don't give the meanings at the beginning. Check the answer.

KEY B:

3

Optional Activity: You can ask Ss to guess the names of the organizations defined in 1 and 2.

(1. Charity Organization 2. Greenpeace Organization).

C. Read Jason's preparations for the Youth Exchange Programme and examine the Timeline in activity D.

Draw Ss' attention to the reading text. The text includes some steps on how to get prepared for a project of a Youth Exchange Programme. Ss read the text carefully and they examine the timeline to gain some information about the steps of the programme.

D. Look at the Youth Exchanges Timeline and put the steps into correct order. (GO-R.10 / CO-R.3)

The aim is to define the order of the events in readings. Draw Ss' attention to the Youth Exchanges Timeline. Ss examine the Timeline and put the steps into correct order. You can read the instructions in the Timeline aloud in order to encourage Ss to pronounce the words accurately while they are reading. Check their answers.

KEY D:

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

TEACHER'S NOTES

E. Read the brochure and circle the correct one.

Requirements:
 ✓ Above-average academic performance
 ✓ EU or EU Candidate Citizen
 ✓ Active and Open Minded
 ✓ Age 18 – 30 years old
 ✓ No Travel Restrictions
 ✓ English Proficiency
 ✓ Healthy

Deadline: 20:45 March 2012

For more information, visit our blog: <http://youthexchange.blogspot.com>
 Contact Person: Harold Stevenson (01632 960008)

Will you be the NEXT?

1. You should / can't go to Australia by the exchange programme.
2. You must / shouldn't register between 20-25 March 2012.
3. You have to / mustn't be 18+.
4. Turkish students might not / can attend the Programme.
5. You need to / don't have to communicate in English.
6. You should / needn't be healthy.
7. You may / shouldn't be narrow minded.
8. You may not / need to be a successful student.
9. You mustn't / might have travel restrictions.

Keep in Mind!
 You shouldn't have any illnesses.
 The group need to be hard working.
 They mustn't be late.
 They have to fill in the Application Form.
 He must find some friends to work with.
 They should know English.
 They don't have to spend their own money.
 They needn't speak several languages.

F. Put the following project ideas under the correct themes.

Connecting Youth	Creative Recycling	Auto Mood Updater	Bicycle Power Cell Phone Charger
Entertainment	Technology	Society	Environment

G. Work in groups of four. Choose one of the themes above and prepare a project idea. Explain why you choose it. Give your own opinions and suggestions for the project.

Useful Expressions:
 The name of our project is.....
 We choose..... because.....
 We think / believe / suggest..... because.....
 In our opinion.....
 We should.....

31

E. Read the Brochure and circle the correct one. (GO-R.2 / CO-R.6)

The aim is to distinguish important information in readings. Draw Ss' attention to the brochure on Youth Exchange Selection. Explain what "requirement" means.

NOTE: Requirement is something that a college, employer, organization etc says you have to/ must/should/need to have.

Then, tell Ss to circle the correct options in the exercises. Encourage Ss to pay attention to punctuation marks while they are reading and tell them they are important elements to get the meaning.

KEY E:

1. can't 2. must 3. have to 4. can 5. need to
 6. should 7. shouldn't 8. need to 9. mustn't

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use "have to/must/should and need to" to talk about obligation and duty, "may and might" to talk about probability and permission. Tell Ss that while we use "mustn't" to talk about prohibition, we use "don't have to and needn't/don't need to" to talk about lack of necessity. Encourage them to personalize the sentences by trying to make their own ones. If they need, they may look for and find similar structures in the text.

TEACHER'S NOTES

F. Put the following project ideas under the correct themes.

Ss examine the project ideas and match them to the correct themes. Let them guess the meaning of new vocabulary and help if necessary. Check their answers.

KEY F:

Entertainment - Auto Mood Updater

Technology - Bicycle Power Cell Phone Charger

Society - Connecting Youth

Environment - Creative Recycling

G. Work in groups of four. Choose one of the themes above and prepare a project idea. Explain why you choose it. Give your own opinions and suggestions for the project. (GO-SI.10 / CO-S.5,8)

The aim is to simply express their own opinions and suggestions orally on a subject they are interested in. Divide Ss into groups of four and tell them to choose one of the themes in exercise E. Then, ask them to present a project idea orally by giving their own opinions and suggestions for the project. "Useful Expressions" section would be useful for Ss to use basic repertoire of isolated words and phrases according to their functions and genre and to use simple structures correctly.

TEACHER'S NOTES

B

Time to Listen

A. Match the definitions to the symbols at an airport.



B. Work in pairs. Ask and answer about the meaning of the symbols.
e.g. Student A: What does 'I' mean in the second symbol?
Student B: 'I' means 'information'.

C. Listen to the conversation between an exchange student, Abigeal, and her host family at the airport. Then, answer the questions.

- How does Abigeal like the airport?
- Which country are they in?
- Where's Abigeal from?
- How many suitcases does Abigeal have?
- How long does it take from the airport to Karas' house?

D. Imagine that you are an exchange student in Norway. Search on the Net and tell the class about customs and social rules in Norway.

Useful Expressions:
In Norway, you can..... but you mustn't.....
You should..... You don't have to.....
You may..... You can't.....

E. Imagine you are an exchange student. Before going to Norway write an e-mail to your host family and inform them about your likes, dislikes and wishes.

You can write about:
...what kind of food you like/don't like... your illnesses or allergies...
...special wishes (private room, bathroom, toilet, etc.)
...your English level.....academic degree..... your hobbies and phobias.....



32

Time to Listen

A. Match the definitions to the symbols at an airport.

Draw Ss' attention to the airport symbols. Encourage Ss to guess the meaning of any unknown words. Check their answers.

KEY A:

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

B. Work in pairs. Ask and answer about the meaning of the symbols. (GO-SI.7)

The aim is to explain the meanings of diagrams, symbols and signs. Ss work in pairs. They ask and answer about the meanings of the symbols by making use of the answers in activity A and the examples given in activity B.

C. Listen to the conversation between an exchange student, Abigeal, and her host family at the airport. Then, answer the

questions. (GO-L.5 / CO-L.2)

The aim is to look for the answers to what, where, when, how, why, who (WH-) questions in audio material. Let Ss scan the questions before listening. Tell them that they are going to try to find the answers while listening. Play the recording once. Get the answers and play the recording one more time if necessary. Check the answers. Tell Ss that Abigeal is coming from a country with a different culture and that they should take care with rules of manners and cultural values while listening.

Recording Script 2.B

Mr. Kara: Excuse me, are you Abigeal Adelis?

Abigeal: Yes, you must be Mr. and Mrs. Kara, my host parents. How do you do?

Mr. Kara: Nice to meet you, Abigeal. And this is our son Ali.

Abigeal: How are you, Ali?

Ali: I'm fine, and you?

Abigeal: I'm fine, just a bit tired. Wow, what a beautiful airport!

Mr. Kara: Yeah, it's one of the biggest airports in Turkey.

Mrs. Kara: You must be hungry. Let's take your luggage and go home for dinner.

Abigeal: It sounds good! I'm starving. It's a long way from Norway to Turkey.

Mr. Kara: How many suitcases do you have?

Abigeal: Just two. There they are! Let's take them and go home. I'm very excited about my new home.

Mrs. Kara: And we're very pleased to welcome you, honey.

Abigeal: Is your house far away?

Ali: No, it just takes 15 minutes from here.

Abigeal: Great. Let's go then.

KEY C:

1. She likes the airport. / She thinks that it is a beautiful airport.

2. They are in Turkey.

3. She is from Norway.

4. She has two suitcases.

5. It takes 15 minutes.

D. Imagine that you are an exchange student in Norway. Search on the Net and tell the class about customs and social rules in Norway. (GO-SP.5 / CO-S.2)

situations daily relations require. Tell Ss to work in pairs. Ss ask and answer questions about their own living rooms as in the examples. They can ask extra questions. Monitor them during the activity and encourage them to use body language as well while they are speaking.

TEACHER TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures.

Explain that we use some expressions to tell the location of the things. Give examples by using your body language for each one. You can also use classroom objects to explain. Encourage them to personalize the phrases by trying to make their own sentences. If they need, they may look for and find similar structures in the text.

E. Read the phone conversation between Sandra and Ayumi. Then, change the words in bold and write a short dialogue. (GO-W.4 / CO-W.12)

The aim is to write short dialogues. Ask Ss to read the phone conversation between Sandra and Ayumi. Then, they are going to write a short dialogue with their own words by changing the words in bold. Monitor them during the activity and give aid if necessary. Ss are expected to report the sentences they heard or read in written text with this activity.

F. Now act out the dialogue with your partner. (GO-SI.1)

The aim is to make short, clear, understandable telephone conversations. Ss work in pairs and act out the dialogue with their partners. For fun, let them use toy phones or real phones (in off mode). Monitor them during the activity.

TEACHER'S NOTES



A. Listen to the radio interview. What is it about? Tick the correct topic.

1. Advantages of WAT
2. Difficulties of being abroad
3. A Dream Travel

B. Listen to the interview again and circle the correct one.

1. Daniel and the Reporter are talking **at the studio / on the street / on the phone.**
2. Daniel has **good / bad / ugly** news.
3. Living abroad and getting used to a different culture is **difficult / easy / great**
4. **The restaurant / The factory / The hotel** Daniel works for is a long way from home.
5. Sometimes a roommate can be **helpful / careful / awful.**
6. Daniel has a(n) **unfortunate / lucky / wonderful** experience.

C. Listen to the interview once more and take notes for the following questions. Then, write a short paragraph about Daniel's experience by organizing your notes.

- Who's Daniel?
- Where does he work?
- How far is the factory Daniel works for from home?
- Why does he think his roommate is an awful person?
- What does Daniel's roommate do all night?
- Why should you do some good research and choose the right agency?

35

Time to Listen

A. Listen to the radio interview. What is it about? Tick the correct topic. (GO-L.2)

The aim is to distinguish the topic of the conversations they are interested in provided the speech is slowly and clearly articulated. Ask Ss to examine the given topics. Tell them they are going to try to guess the correct one while listening. Play the recording more than once if necessary.

Recording Script 2.C

Reporter: This is NBC radio and we're going on talking about Work and Travel experiences. Now we have another guest on the phone. Hello Daniel!

Daniel: Hi!

Reporter: OK, Daniel. We're listening to you. Tell us about your experiences as a WAT student.

Daniel: Well, I don't have good news for you. Because being a WAT student may bring so many problems.

First of all, living abroad and getting used to a different culture isn't so easy. Also, finding a good job and accommodation is very difficult. The factory I work for is 10 kilometres away from home and the money I get isn't enough to make the ends meet. And, sometimes a roommate can be awful. My roommate, for example, doesn't help with the cleaning or the cooking. He watches TV all night and I can hardly sleep at all. Everything depends on the agency you work with. You should do some good research and choose the right agency because they may turn it into a sweet dream or a nightmare.

Reporter: Oh, Daniel, you really have an unfortunate experience! Thank you for joining us and good luck. Now you guys...

KEY A:

2

B. Listen to the interview again and circle the correct one. (GO-L.6 / CO-L.4)

The aim is to distinguish definitions in audio material. Let Ss scan the given sentences and remind them that they are going to circle the correct phrases while listening. Play the recording and check the answers. Play one more time if necessary. Tell Ss that learning about the experiences of another person would be useful for them in their lives and that they should appreciate what they listen.

KEY B:

1. on the phone
2. bad
3. difficult
4. the factory
5. awful
6. unfortunate

C. Listen to the interview once more and take notes for the following questions. Then, write a short paragraph about Daniel's experience by organizing your notes. (GO-W.10,12 / CO-W.2,8)

The aim is to write answers to questions on familiar topics and they emphasize what, where, when, how, why, who (WH-) components in writings. Tell Ss to answer the questions by taking short notes first. Then, check their answers and correct them if necessary. Finally, ask them to write a

short paragraph by making use of their answers. Monitor Ss while they are writing and encourage them to write according to the spelling rules and to link words or word groups with very basic linear connectors. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

A. Look at the picture and guess: What is it about?



B. Discuss about why a country's flag is sacred and what your country's flag means to you.

C. Read the following story about Atatürk and answer the questions.

It is the morning of August 30th, 1922. Commander-in-Chief Mustafa Kemal is walking around the front-line. Thousands of human and animal corpses make him feel sad and he says:

- This horrible scene can make the whole humanity feel ashamed. Yet, this is the result of a legitimate defence of the motherland. They forced us into this situation, but Turks will not do the same to the motherlands of other nations.

Then, he sees a Greek flag lying on the ground and says:

- Pick this up from the ground! A flag is the symbol of a nation's independence. You should respect even your enemy's flag.

1. What makes Atatürk feel sad on the front-line?
2. How does Atatürk describe the reason for the Turkish War of Independence?
3. What country's flag does he see on the ground?
4. Why does he order to pick the flag up from the ground?

D. In your opinion, say which of the following titles is the best for the story above. Discuss why.

1. This Is The Result Of A Legitimate Defence Of The Motherland.
2. Turks Will Not Do The Same To The Motherlands Of Other Nations.
3. A Flag Is The Symbol Of A Nation's Independence.

CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	understand the phrases and expressions related to daily life and personal information.			
Reading	read a short text to understand the main theme and the expressions related to daily life. read a short text to put the events into the correct order and get the specific information.			
Speaking Interaction	communicate in simple tasks related to daily activities. communicate on the phone.			
Speaking Production	use series of phrases and sentences to describe daily activities. use series of phrases to explain my own opinions in a simple way. use series of phrases to make a simple announcement.			
Writing	write short, simple, personal diaries, e-mails to express my needs, likes and dislikes.			

A. Look at the picture and guess: What is it about?

Draw Ss' attention to the picture and ask what it is about. Let Ss discuss about it for a few minutes.

B. Discuss about why a country's flag is sacred and what your country's flag means to you.

Tell Ss that they are going to talk about why a country's flag is sacred and what their country's flag means to them. Let them discuss it freely for a few minutes. You can write the best ideas on the board.

C. Read the following story about Atatürk and answer the questions. (GO-R.2)

The aim is to distinguish important information in readings. Tell Ss to read the questions first before reading the story thoroughly. Check their answers.

KEY C:

1. Thousands of human and animal corpses make him feel sad.
2. (He describes it as) a legitimate defence of the motherland.
3. He sees a Greek flag lying on the ground.
4. Because a flag is the symbol of a nation's independence (so you should respect even your enemy's flag).

D. In your opinion, say which of the following titles is the best for the story above. Discuss why.

Ss will read the text again and choose a proper title for the story among the options. Let them speak freely about the reasons why they chose one of the titles.

KEY D:

3. A Flag Is The Symbol Of A Nation's Independence.

POSSIBLE ANSWER:

Because the story emphasizes the importance of a nation's flag.

* The activities related to Atatürk need to be varied considering the explanations and the topics given on the table on page 235.

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved.

Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

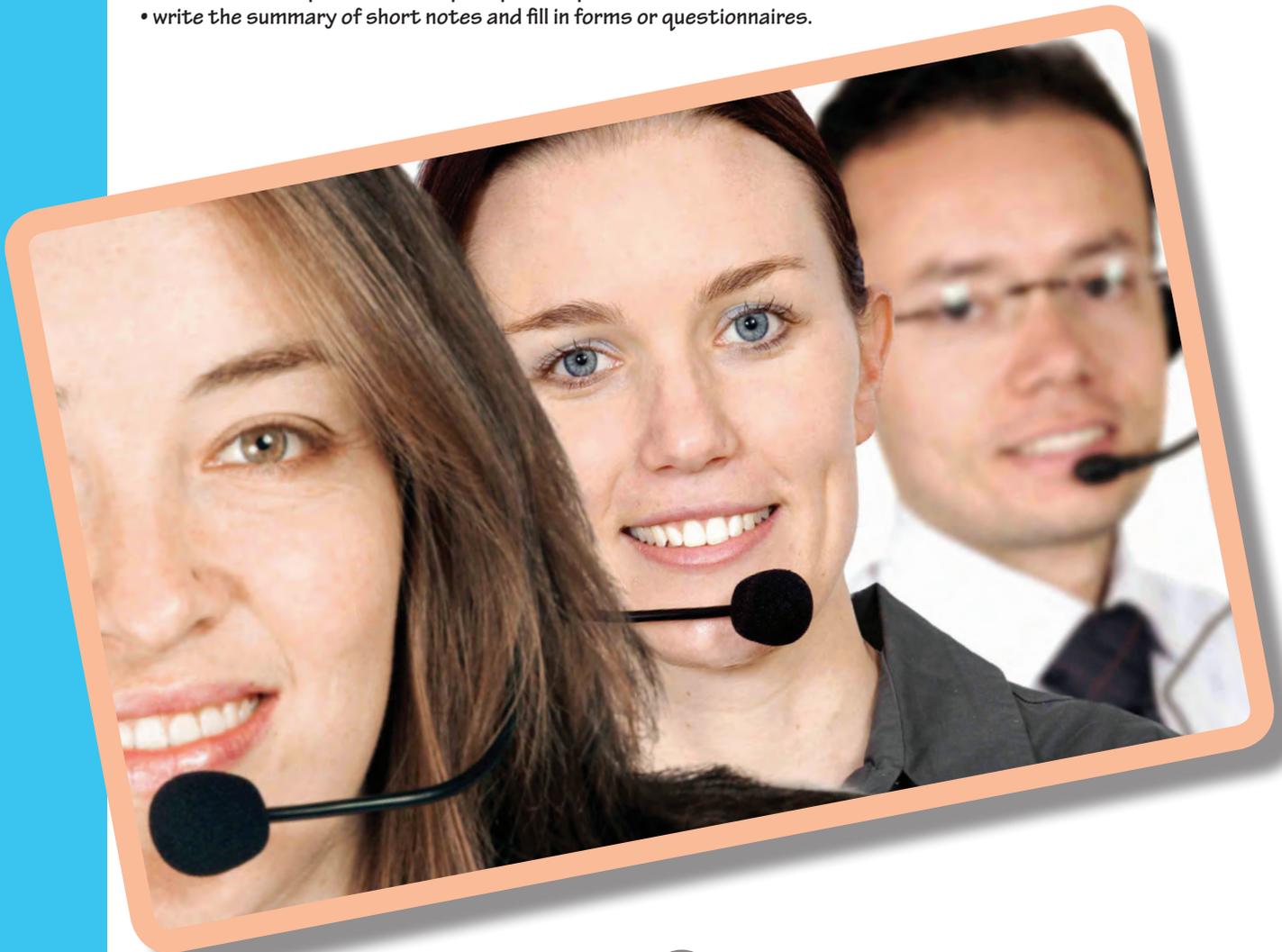
TEACHER'S NOTES

THEME 3

COMMUNICATION

At the end of this theme you will be able to:

- catch the main points in short, simple, clear texts.
- understand the main phrases, expressions and words related to accepting and denying.
- read short and simple texts to understand the main themes and the written messages.
- find specific information on graphics and diagrams.
- communicate in simple tasks to express accepting and denying.
- communicate in simple tasks to ask for and give information.
- communicate in simple tasks to share experiences and make comparisons.
- use series of words and phrases to comment on graphics and diagrams.
- use series of words and phrases to make short and simple computer presentations.
- use series of words and phrases to summarize short and simple stories.
- write short, simple notes to explain past experiences and to make announcements.
- write the summary of short notes and fill in forms or questionnaires.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 3 - COMMUNICATION

Language areas		Simple Past Tense (to be past / regular & irregular verbs) Coordinating conjunctions: and, or, but / yet, because / for, so.			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - MEDIA	Listening	8. Identify the order of events in the audio material. 6. Infer from the audio material.	6. Use background knowledge to understand what they have listened to.	<p>Nouns: issue, movie, idea, plug, service, blog, soundtrack, rate, questionnaire, habit, diagram, result, engineering, turning point, heart transplant, illness.</p> <p>Verbs: go black, check, upload, have a look, cry, change, summarise, present, marry, become, appear, act, produce, star, divorce, refer, complete, begin, win, lose, move, pass, worry.</p> <p>Adjectives: biochemical, twin, cool, gorgeous, busy, touching, amazing, great, fascinating, well-known, well-paid, elder, commercial.</p> <p>Phrasal Verbs: turn down, drop out (of).</p> <p>Expressions: I have no idea, what's wrong..</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	8. Share their experiences.	4. Use words and word groups related to particular concrete situations.		
	Spoken Production	13. Summarise their short notes. 11. Present the information via tables and charts. 12. Make use of information technologies to present their knowledge, feelings and ideas.	5. Use basic repertoire of isolated words and phrases according to their functions and genre. 8. Use simple structures correctly. 9. Pay attention to intonation and stress while speaking.		
	Reading	1. Identify the short, concrete and familiar content in written texts. 6. Interpret the information given on tables and charts.	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.		
	Writing	1. Write short texts related to past. 2. Tell their own experiences 3. Write short texts.	8. Link words or word groups with very basic linear connectors. 9. Avoid irrelevancy while writing.		

Language areas		Used to / Prepositions of time: in, on, at.			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B - COMPUTERS AND THE NET	Listening	<p>4. Identify the main idea in the audio material.</p> <p>3. Explain the main feeling of the poem in the audio material</p>	4. Appreciate what they listen.	<p>Nouns: profanity, wood, commode, garbage, jail, flu, application, programme, cursor, keyboard, hard-drive, mouse (pad), file, web, virus, glue, employment, public, pocket, computer, science fiction, memory, bank account, social network, event, semester, high lighter, ram.</p> <p>Verbs: backup, compress, unzip, cut, paste, happen, mean, host, hope.</p> <p>Adjectives: joyful, serious, awesome, digital, overworked, deprived.</p> <p>Phrasal verbs: hand out, find out, log on.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	<p>1. Make a short and simple presentation.</p> <p>9. Use visuals appropriate to the content in their presentations.</p>	3. Link words and word groups with very basic linear connectors.		
	Spoken Production	<p>1. Make a short and simple presentation.</p> <p>9. Use visuals appropriate to the content in their presentations.</p>	<p>11. Express themselves by increasing vocabulary repertoire in different situations.</p> <p>13. Speak fluently.</p>		
	Reading	<p>4. Understand common command prompts while using computer software.</p> <p>5. Make use of information technologies to collect information.</p> <p>2. Make use of visuals to understand what they read</p>	4. Guess the meaning of unknown words in the written text.		
	Writing	<p>10. Make use of information technologies to present their knowledge, feelings and ideas.</p> <p>11. Write an announcement.</p>	<p>4. Use polite expressions in their writings.</p> <p>11. Use simple structures and language functions while writing.</p>		

Language areas		Adverbs of manner			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - COMMUNICATION SKILLS	Listening	7. Listen selectively to the expressions of acceptance and refusal in the audio material.	1. Pay attention to stress, pronunciation and intonation while listening.	<p>Nouns: smiley, expression, tool, posture, gesture, signal, scientist, aggression, boredom, relaxed state, pleasure, amusement, excitement, cue, attractiveness, mood, headmaster, defensiveness, rejection, impatience, leg, foot, finger, chin, stranger, seat, gingernut, debate.</p> <p>Verbs: belong, communicate, indicate, improve, kick, tap, drum, stroke, analyse, offer, concentrate.</p> <p>Adjectives: confused, surprised, powerful, (non)-verbal, specific, delayed, proud.</p> <p>Phrasal Verbs: depend on, pick up, leave out, run away, come up.</p> <p>Adverbs: subconsciously, effectively, probably, separately, slightly, continuously, softly, hard, fast, well, differently, desperately, wearily, completely, suddenly, calmly, nervously, slowly, incredibly, quickly, angrily, surprisingly, rapidly, unexpectedly, tensely, anxiously, unbelievably, moderately, tardily, exhaustedly, amazingly, hopelessly, furiously, quietly, peacefully, totally, entirely.</p> <p>Expressions: you're right/wrong, I (don't) think so, no way, that's true, I (dis)agree with...</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	4. Continue it by joining a simple conversation provided it is clearly and comprehensibly carried out. 5. Express whether they accept or refuse.	1. Use body language while speaking.		
	Spoken Production	7. Talk about the past. 10. Summarise the short and simple stories they have read.			
	Reading	3. Identify the main idea in readings. 2. Make use of visuals to understand what they read.	5. Understand the written text with the help of background knowledge.		
	Writing	4. Use note-taking techniques. 6. Identify a suitable title for their writings	2. Write according to the spelling rules. 12. Report the sentences they heard or read in written text.		

A - Media

Time to read

A. Search the Net. When did the following forms of media start? Match the dates to the forms of media. List them from the most important to the least according to you. Compare your list with your friends' in the class.



1. Television 2. Newspapers and Magazines 3. Satellite TV and Internet 4. Movies 5. Radio

.....a. 1880 b. 1910 c. 1945 d. 1920 e. End of the 20th century

B. Read the dialogues; identify the forms of media and match the dialogues to the pictures.

1
Emily : I was at Lisa's home yesterday. There were nice pictures of Ashton Kutcher in the last issue of "Wow!"
Sue : Really! Were they cool?
Emily : Yes, and there were pictures from his last movie "No Strings Attached".
Sue : Gorgeous! I'll buy it then.

2
Dad : What's wrong with that box?
Son : I have no idea. It just went blank.
Dad : Did you check the plug?
Son : Of course I did.
Dad : If so, we have to call the service.

3
Abraham : Did you check my blog last night?
Aaron : No, I was very busy. Why?
Abraham : I uploaded some Christmas photos.
Aaron : Oh, at last, I'll have a look at them.

4
Lindsay : Why are you crying, dear?
Kathleen : It was a very touching love story. The acting was amazing.
Lindsay : And the soundtrack was great.
Kathleen : By the way, I'll buy some popcorn before the second half.

5
Mom : Honey, change the station, please. You know I don't like heavy metal!
Son : Mom! I don't like classical music, either. But we listened to it all the way long yesterday.
Mom : At least, you can turn down the volume a bit. I can't stand it!



38

the most important to the least. You can draw a chart on the board in order them to compare their lists with their friends'.

- KEY A:**
2. a 1880
 4. b 1910
 1. c 1945
 5. d 1920
 3. e End of the 20th century

B. Read the dialogues; identify the forms of media and match the dialogues to the pictures. (GO-R.1 / CO-R.2,3)

The aim is to identify the short, concrete and familiar content in written texts. Ask Ss to read the short dialogues and try to guess which media form each one refers to. Then, they match the dialogues to the pictures. You can read the dialogues once aloud in order them to pay attention to intonation and stress and to pronounce the words accurately while they are reading. Check their answers and ask what key words have helped them to match.

- KEY B:**
- a. 4 b. 3 c. 5 d. 1 e. 2

Time to Read

Warm up

Books are closed.

Ask Ss what the expression "media" means and what forms of media they know about. Let Ss discuss about the forms of media for a few minutes.

Books are open.

A. Search the Net. When did the following forms of media start? Match the dates to the forms of media. List them from the most important to the least according to you. Compare your list with your friends' in the class.

Ask Ss to search the Net and find when the forms of media in the pictures started. Then, they match the dates to the forms of media. Each student should express his/her opinion by listing them from

TEACHER'S NOTES

C. Read the diagram and complete the comments.

94% of Turkish people watched television in 2011.

25% of Turkish people _____

22% of Turkish people _____

4.5% of Turkish people _____

4% of Turkish people _____

Usage Forms of Media Rates in Turkey in 2011

D. Do a questionnaire in your class and ask your classmates about their activities last week. Take short notes on a chart and summarize it to the class.

Names	Did you watch TV every night?	Did you surf the Net every day?	Did you listen to the radio every day?	Did you read any books?	Did you read any magazines?	Did you read any newspapers?

E. Make a diagram on the computer by using the data of your questionnaire and present it in the classroom.

Useful Expressions: I did a questionnaire about media habits of my classmates. And here are the results. As you can see on the diagram, ...% of my classmates..... / Only ...% of them.....

Time to listen

A. Who is the man in the picture? What does he do? What do you know about him?

Keep in Mind!
 I was at Lisa's home yesterday.
Were they cool?
 Was he in "Two and a Half Men"?
 Yes, he was.
 It wasn't fascinating as "The Butterfly Effect".
 Where **were** you yesterday?
 I **was** at the cinema.
 I **uploaded** some Christmas photos.
 Well, I **didn't like** it.
 I **didn't see** you yesterday.
 I **saw** the last movie of Ashton Kutcher.
 Did you **check** the plug?
 Of course I **did**.

39

NOTE: A questionnaire is a written set of questions which you give to a large number of people in order to collect information.

The aim is to summarise their short notes. Tell Ss that they are going to ask the questions in the chart in activity D to their classmates. Ask them to do the activity in turns and to take short notes on the chart. They summarize the results to the class according to their notes. Help them during the activity if they have any difficulties while they are speaking.

E. Make a diagram on the computer by using the data of your questionnaire and present it in the classroom. (GO-SP.11,12 / CO-S.4,5)

The aims are to present the information via tables and charts and to make use of information technologies to present their knowledge, feelings and ideas. In this activity, Ss make use of the information they have gained in activity D to prepare a computer presentation. They can examine the "Useful Expressions" section in order to use words and word groups related to particular concrete situations and to use words and phrases according to their functions and genre. Ss perform their presentations in front of the class.

C. Read the diagram and complete the comments. (GO-R.6)

The aim is to interpret the information given on tables and charts. Draw Ss' attention to the diagram and ask them to examine it in order to complete the comments correctly.

- KEY C:**
- listened to the radio
 - read newspaper
 - read books
 - read magazines

D. Do a questionnaire in your class and ask your classmates about their activities last week. Take short notes on a chart and summarize it to the class. (GO-SP.13)

Ask Ss if they know what a questionnaire is. Explain the meaning if necessary.

Time to Listen

A. Who is the man in the picture? What does he do? What do you know about him?

Draw Ss' attention to the picture and ask them who the man in the picture is, what he does, and what they know about him. Elicit the answers.

SUGGESTED ANSWERS:
 He is (Christopher) Ashton Kutcher, an American actor, who stars in a popular TV series "Two and a Half Men".

TEACHER'S TIP
 Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use the structures to talk about the actions and states in a particular time in the past. Encourage them to personalize the sentences by changing the words in bold. If they need, they may look for and find similar structures in the text.

B. Listen to the biography of Ashton Kutcher and put the events in his life into correct order.

- He married to the actress Demi Moore.
- He became a well-known actor with his film "The Butterfly Effect".
- He started studying biochemical engineering at university.
- He appeared in "The Guardian" with Kevin Costner.
- 1... He was born in Iowa, USA.
- He started acting in "Two and a Half Men".
- He won a modelling contest.
- He produced and starred in "Killers".



C. Listen again and complete the sentences by referring to the text.

- Kutcher had a family of people.
- His brother so he was an unhappy teenager.
- He started studying at University of Iowa in.....
- "The Butterfly Effect" was a turning point in his life because
- He became one of the well-paid actors after

D. Read and act out the dialogue with your partner.

Student A : Where were you yesterday?
Student B : I was at the cinema. I saw the last movie of Ashton Kutcher.
Student A : What was it like? Did you like it?
Student B : Well, I didn't like it. It wasn't fascinating as "The Butterfly Effect".
Student A : I watched him on TV last night as well.
Student B : Was he in "Two and a Half Men"?
Student A : Yes, he was.

Keep in Mind!
 He produced and starred in "Killers".
 Well, it was good **but** / **yet** not fascinating...
 He didn't come from a rich or well-known family.
 The TV was broken, **so** we called the service.
 His brother had a heart transplant **because** / **for** he was ill.

E. Now work in pairs and write a similar dialogue about what you did yesterday. Then, share your experiences by acting it out to the class.

F. Think about three turning points in your life. Write a sentence about each of them.

turning point: noun [countable] an important change in somebody's life which affects the future of the person.

e.g. beginning to school / winning a prize / losing somebody you like / having a sister or brother / falling in love / moving your house / passing an exam / getting a present / having an accident, etc.

G. Now, write your short autobiography including your past experiences and turning points in your life. Use "and, but, or, so, because, etc" in the text.



After some success in modelling, Kutcher moved to Los Angeles and started his professional career as an actor on TV. He starred in several comedy films but he became a well-known actor with his film "The Butterfly Effect" in 2004. He married to the actress "Demi Moore" in 2005. In 2006, he appeared in "The Guardian" with Kevin Costner. He produced and starred in the action comedy, "Killers", in 2010. In May 2011, Kutcher started acting in the TV comedy series "Two and a Half Men" as the character "Walden Schmidt" and he got \$20 million for a year.

KEY B:

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

C. Listen again and complete the sentences by referring to the text. (GO-L.6 / CO-L.6)

The aim is to infer from the audio material. Tell Ss that they are going to listen to the text again and complete the sentences both by listening to the record and considering the information that they have gained in activity B. Encourage Ss to use background knowledge to understand what they have listened to.

KEY C:

- five
- was ill
- 1996
- he became a well-known actor
- acting in a TV comedy series 'Two and a Half Men'.

D. Read and act out the dialogue with your partner. (CO-S.8)

Tell Ss to form pairs and act out the dialogue with their partners. Monitor them during the activity and encourage them to use simple structures correctly.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use the words in bold to connect or link sentences or phrases in different ways. Encourage them to personalize the sentences in their own ones. If they need, they may look for and find similar structures in the text.

B. Listen to the biography of Ashton Kutcher and put the events in his life into correct order. (GO-L.8 / CO-L.6)

The aim is to identify the order of events in the audio material. Ask Ss to scan the events given in the activity before listening. Then, play the recording. If they have difficulty in completing the activity, you can play the recording more than once.

Recording Script 3.A

Christopher Ashton Kutcher was born on the 7th of February 1978 in Iowa, USA. He has an elder sister, Tausha and a twin brother, Michael. Michael had a heart transplant at a very young age. He was worried a lot about his brother's illnesses. So, he was an unhappy teenager. Kutcher appeared in school plays at high school. In 1996, he was a biochemical-engineering student at the University of Iowa. He won the Fresh Faces of Iowa modelling contest in 1997. He moved to New York and appeared in ads and commercials.

E. Now work in pairs and write a similar

dialogue about what you did yesterday. Then, share your experiences by acting it out to the class. (GO-SI.8 / CO-S.9)

The aim is to share their experiences. Ask Ss to work in pairs again to write a similar dialogue considering the one in activity D. Monitor them while they are writing and give aid if necessary. Then, ask them to act out their dialogues in pairs to the class. Encourage Ss to pay attention to intonation and stress while they are speaking.

F. Think about three turning points in your life. Write a sentence about each of them. (GO-W.1)

The aim is to write short texts related to past. Draw Ss' attention to the definition of "turning point" and to the examples given. Tell them they can choose three of the examples given or they can write about different turning points if they want. They write a sentence about each of them. Monitor the class during the activity and give help if necessary.

G. Now, write your short autobiography including your past experiences and turning points in your life. Use "and, but, or, so, because, etc" in the text. (GO-W.2,3 / CO-W.8, 9)

The aims are to tell their own experiences and to write short texts. Tell Ss they are going to write a short autobiography about their past experiences and turning points in their lives. Tell them they are going to make use of the sentences they have written in activity F and they can take Ashton Kutcher's biography in exercise B and C as a model. Encourage Ss to link words or word groups with very basic linear connectors. Monitor them and check their writings in order them to avoid irrelevancy while they are writing. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

B - Computers and the Net

Time
to
read

A. Match the words to the pictures.













1. ...profanity
2. ...wood
3. ...WC
4. ...garbage
5. ...jail
6. ...flu

B. Read the poem and learn the previous meanings of the computer terms in bold. Then, use your dictionaries and find out the updated meanings of these words.

Life Before The Computer

An application was for employment.	application(n)
A program used to be a TV show.	program (n)
A cursor used profanity.	cursor(n)
A keyboard was a piano.	keyboard(n)

Log on was adding wood to the fire.	log on(v)
Hard drive used to be a long trip on the road.	hard drive(n)
A mouse pad was where a mouse lived.	mouse pad(n)
And a backup used to happen to your water closet!	backup(n)

Compress was something you did to the garbage.	compress(v)
Not something you did to a file .	file(n)
And if you unzipped anything in public.	unzip(v)
You'd be in jail for a while!	

Cut - you did with a pocket knife.	cut(v)
Paste - you used to do with glue.	paste(v)
A web was a spider's home.	Web(n)
And a virus used to be the flu!	virus(n)

C. Now, read again and match the words in bold above to the symbols.































41

Time to Read

Warm up

Books are closed.

Ask Ss what life would be like if there were no computers. Let Ss discuss about it for a few minutes.

Books are open.

A. Match the words to the pictures

Draw Ss' attention to the pictures and ask them to guess the meanings, and then to match the words to the pictures. Check the answers.

KEY A:

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

LIFE BEFORE THE COMPUTER

B. Read the poem and learn the previous meanings of the computer terms in bold. Then, use your dictionaries and find out the updated meanings of these words. (GO-R.4,5 / CO-R.4)

The aims are to understand common command prompts while using computer software and to make use of information technologies to collect information. Tell Ss that the meaning of words change in time. Explain that the poem is about what current computer terms used to mean in the past. Then, ask them to look up in their dictionaries to find out the meanings that we use today. Encourage Ss to guess the meaning of unknown words in the written text before looking up in their dictionaries.

POSSIBLE ANSWERS:

application (n): a program in which you do your work

program (n): it is an executable software that runs on a computer

cursor (n): the pointer, usually arrow or cross shaped, which is controlled by the mouse.

keyboard (n): a board of keys

log on (v): to write the password to enter a web site.

hard drive (n): a large capacity storage device made of multiple disks housed in a rigid case.

mouse pad (n): sth to put your mouse on.

backup (n): a copy of a file or disk you make for archiving purposes.

compress (v): to reduce the size of a saved file by elimination or encoding redundancies.

file (n): the generic word for an application, document, control panel or other computer data.

unzip (v): to release the compressed files.

cut (v): a command removes the selected object from clipboard.

paste (v): to insert text, or the material on a file.

Web (n): the World Wide Web

virus (n): small program or scripts that can negatively affect the performance of the computer.

C. Now, read again and match the words in bold above to the symbols. (GO-R.2)

The aim is to make use of visuals to understand what they read. Draw Ss' attention to the symbols and tell them that this time they are going to match the computer terms to the symbols.

KEY C:

1. log on
2. virus
3. compress
4. program
5. web
6. application
7. mouse pad
8. paste
9. cursor
10. cut
11. backup
12. keyboard
13. file
14. unzip
15. hard drive

TEACHER'S NOTES

B



Keep in Mind!
 A program used to be a TV show.
 A backup used to happen to your
 Water Closet.
 Paste -you used to do with glue.

D. Work in pairs, cover the poem in activity B and try to remember the words. Then;
 i) Compare and contrast the previous and updated meanings of the words above.
 ii) Ask and answer questions to talk about the similarities and the differences.

Student A: Was the meaning of web different or similar before the computer?
Student B: Before the computer, web used to mean a spider's home, but now it also means World Wide Web.
Student A: What about "file"? Did it mean the same?
Student B: File has a similar meaning before and after the computer, but the former was made of paper, the latter is digital.

Time to listen

A. What are these words below? Try to find the missing letters.

a. c_m_p_t_r b. sc__nc__f_ct__n c. m__m__ry d. b_nk__cc__nt

B. Listen carefully and choose the main idea of the poem.

a. Memories of my girlfriend b. Living in the past c. How meanings change over time

C. Listen to the poem again and explain:

- Why did the poet write this poem?
- What did you like about it?
- What is the main feeling of the poem? Is the poem sad, joyful, funny or serious?

D. Make a short computer presentation about how you use the Internet in your daily life. Use proper visuals in your presentation. Consider these questions:

a. What do you use the Net for? (doing homework / chatting / watching videos / writing blogs, etc)
 b. When do you use the Net most? (in the morning / afternoon / evening / at noon / night / the weekends, etc)
 c. How often do you use the Net? (on weekdays / on holidays / in summer months, etc)
 d. What sites are your favourites?
 e. Do you prefer meeting friends face to face or using social networks?



42

out their own dialogues by changing the words or phrases in bold. Another aim of this activity is to have desire to ask and answer questions on familiar topics, so let Ss do the activity as they like in order to make it attractive and amusing.

Time to Listen

A. What are these words below? Try to find the missing letters.

Ask Ss to guess and complete the missing letters in the words. Ask and check whether they know the meanings of the words.

KEY A:

- a. computer b. science fiction
 c. memory d. bank account

B. Listen carefully and choose the main idea of the poem. (GO-L.4 / CO-L.4)

The aim is to identify the main idea in the audio material. Draw Ss' attention to the three main ideas given in activity B. Tell them they are going to listen to another poem and choose the main idea which fits best to it. Play the recording more than once if necessary. Check the answer.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use the structures to talk about past habits that we don't have any longer. Encourage them to personalize the sentences in their own ones. If they need, they may look for and find similar structures in the text.

D. Work in pairs, cover the poem in activity B and try to remember the words. Then;
 i) Compare and contrast the previous and updated meanings of the words above.
 ii) Ask and answer questions to talk about the similarities and the differences. (GO-SI.6,9,10)

The aims are to reveal the similarities and differences by making comparisons to have desire to ask and answer questions on familiar topics. Draw Ss' attention to the example dialogue which compares the previous and current meanings of the words. Tell them to work in pairs and act

Recording Script 3.B

Remember when....

A computer was something on TV
 from a science fiction show of note....
 A window was something you hated to clean....
 And ram was the cousin of a goat...

Meg was the name of my girlfriend
 and gig was a job for the nights
 now they all mean different things
 and that really mega bytes

Memory was something that you lost with age
 a CD was a bank account
 and if you had a 3 1/2" floppy
 you hoped nobody found out

KEY B:

C (How meanings change over time)

C. Listen to the poem again and explain: (GO-L.3 / CO-L.4)

The aim is to explain the main feeling of the poem in the audio material. Tell Ss to read the questions in activity C. Ask Ss to try to answer them while they are listening to the poem again. Play the recording. Check their answers.

KEY C:

1. The poet wrote the poem to compare the previous and the present meanings of the words.
2. Ss' own answers
3. It is joyful and funny.

Ss are expected to appreciate what they listen in this activity. This is a funny poem so; they will enjoy it when they understand what the poem is all about.

D. Make a short computer presentation about how you use the Internet in your daily life. Use proper visuals in your presentation. Consider these questions: (GO-SP.1,9 / CO-S.3,11,13)

The aims are to make a short and simple presentation and to use visuals appropriate to the content in their presentations. Tell Ss that they are going to prepare a computer presentation about their daily use of the Net considering the questions given. Tell them they should include visuals related to what they mention in their presentations to make them more attractive. Monitor and encourage Ss to link words and word groups with very basic linear connectors. Ss are expected to express themselves by increasing vocabulary repertoire in different situations by using the new vocabulary they have learned in this unit. Don't interrupt Ss while they are performing their presentations in order them to speak fluently.

TEACHER'S NOTES



TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use particular words with different time expressions. Encourage them to personalize the structures in their own sentences. If they need, they may look for and find similar structures in the text in activity E.

E. Look at the event below and create a similar event to announce. (a birthday party, a seminar, a wedding, etc) (GO-W.10,11 / CO-W.4,11)

The aims are to make use of information technologies to present their knowledge, feelings and ideas and to write an announcement. Draw Ss' attention to the example announcement. Ask them to create a similar one on the Net by taking it as a model. Let them choose whatever they want as an event topic, even an absurd one, in order them to enjoy the activity. Remind Ss that they should use polite expressions in their announcement.

Encourage them to use simple structures and language functions while they are writing. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

C - Communication Skills

Time to read

A. Look at the smileys and match the expressions to the pictures. Which face do you think mostly belongs to you? Explain why.

.....1. angry2. happy3. confused4. tired5. sad6. surprised

B. Read and choose the main idea of the text.

a. Different people use different body language. b. Body language is a very powerful tool to communicate.

The Body Never Lies

Body language is a way of non-verbal communication. Body posture, gestures, facial expressions, and eye movements are some forms of it. Humans send and receive almost all these signals subconsciously. According to scientists, 93% of human communication is body language but only 7% of communication is words themselves.

Body language may indicate aggression, attentiveness, boredom, relaxed state, pleasure, amusement, and excitement, among many other cues.

Improving your body language effectively can make a big difference in your communication skills, attractiveness and general mood. There is no specific advice on how to use your body language well. The way you use your body language depends on where you are and who you are talking to. You probably want to use your body language differently when talking to your headmaster or talking to your boy/girlfriend.

You can see some examples of body language and their meanings in the chart below:

NON-VERBAL BEHAVIOUR	INTERPRETATION
a. Arms crossed tightly on chest	defensiveness
b. Touching or slightly rubbing nose	rejection, doubt, lying
c. Sitting, legs separately	open, relaxed
d. Sitting with legs crossed, foot kicking slightly	boredom
e. Tapping or drumming fingers continuously	impatience
f. Stroking chin softly	trying to make a decision

C. Match the pictures to the non-verbal behaviours above.

1.

2.

3.

4.

5.

6.

Keep in Mind!

There is no specific advice on how to use your body language well. Humans send and receive almost all these signals subconsciously. You probably want to use your body language differently... The father-to-be is tapping his fingers continuously. The woman is stroking her chin softly.

44

Time to Read

Warm up

Books are closed.

Ask Ss if they use only words to communicate or whether there are other means of communication. Let Ss discuss it for a few minutes.

Books are open.

A. Look at the smileys and match the expressions to the pictures. Which face do you think mostly belongs to you? Explain why.

Draw Ss' attention to the smileys showing different facial expressions. They examine the smileys and match the adjectives to them. Check the answers. Then, they tell which faces mostly belong to them and give the reasons why.

KEY A:

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

/ Ss' own answers

THE BODY NEVER LIES

B. Read and choose the main idea of the text. (GO-R.3)

The aim is to identify the main idea in readings. Tell Ss that they are going to decide which of the main ideas given fits the text best. Let Ss discuss the reasons for a few minutes after getting the right answer

KEY B:

b. Body language is a very powerful tool to communicate.

C. Match the pictures to the non-verbal behaviours above. (GO-R.2 / CO-R.5)

The aim is to make use of visuals to understand what they read. Draw Ss' attention to the photos and the "Non-verbal Behaviour" chart above them. Ss match the pictures to the non-verbal behaviours in the chart. Encourage them to guess the meaning of new vocabulary and to understand the written text with the help of background knowledge. Check the answers.

KEY C:

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

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use the structures to talk about how or which way we do actions. Encourage them to personalize the sentences in their own ones. If they need, they may look for and find similar structures in the text.

TEACHER'S NOTES

D. Look at the picture and analyze the body language of the people.

E. Now, work in groups and talk about how each person feels.

e.g. Student A: I think Michael feels very He's sitting
 Student B: I agree with you. He's also smiling How about Pam? Is she?
 Student A: I don't think so. She's looking at Michael

Useful Expressions:
 (I think) you're right / wrong / I (don't) think so. / No way! / That's (definitely) / exactly) true. / I (don't) agree with you. / I'm afraid I disagree with you.

A. Give your own opinions briefly about the following statements.

- Social media is the best way of communication.
- Social media is a waste of time and makes you feel lonely.
- Real communication can only be face to face.

B. Put the expressions into the correct columns. Which ones express agreement and which ones disagreement?

I don't think. you're right. I don't agree with you. that's definitely true. I'm afraid I disagree with you.

AGREEMENT	DISAGREEMENT

C. Listen to the dialogue between Daniel and Jessica carefully. Decide who is "against" social media and who is "for" social media.

AGAINST	FOR

45

D. Look at the picture and analyze the body language of the people.

Draw Ss' attention to the pictures. Ask if they know which TV serial the picture is taken from. (*The Office*) Tell them they may take short notes about how people in the picture feel if they want.

E. Now, work in groups and talk about how each person feels. (GO-SI.4,5 / CO-S.1)

The aims are to continue a simple conversation provided it is clearly and comprehensibly carried out by joining it and to express whether they accept or refuse. Tell Ss to work in groups. They talk about how each person feels in the picture in exercise D. Remind them that they can make use of the notes they have taken in activity D and that they can take the given example phrases and the structures in "Useful Expressions" section as a model. Tell them that two of the Ss should start the conversation and another student should continue by joining. S/he should also express agreement or disagreement in the conversation. Encourage Ss to use body language while they are speaking.

POSSIBLE ANSWERS:

Michael feels confident. He's sitting and smiling confidently.

Pam feels anxious. She's looking at Michael anxiously.

Angela feels angry. She's looking at the camera angrily.

Meredith and Phyllis feel happy. They are smiling happily.

Time to Listen

A. Give your own opinions briefly about the following statements.

Draw Ss' attention to the given statements. Let Ss discuss them for a few minutes and get Ss' opinions.

B. Put the expressions into the correct columns. Which ones express agreement and which ones disagreement?

Tell Ss to examine the given expressions. They fill in the chart by deciding whether they express agreement or disagreement. Check their answers.

KEY B:

Agreement: You're right / that's definitely true.

Disagreement: I don't think / I don't agree with you / I'm afraid I disagree with you.

C. Listen to the dialogue between Daniel and Jessica carefully. Decide who is "against" social media and who is "for" social media. (GO-L.7 / CO-L.1)

The aim is to listen selectively to the expressions of acceptance and refusal in the audio material. Tell Ss that they are going to listen to a dialogue between two young people making an argument on social media. They decide who is against social media and who is for it and fill in the chart. Encourage Ss to pay attention to stress, pronunciation and intonation while they are listening. Play the recording and check their answers.

Recording Script 3.C.1

Jessica: Hi Daniel.

Daniel : Hi Jessica. What's happening?

Jessica: Nothing much. I'm just watching a debate on TV. It's about effects of social media

on teenagers.

Daniel: Oh, I see. So, what do you think about it?

Jessica: Well, I think people shouldn't waste so much time in front of the computer.

Daniel: Really? I don't agree with you. I'm a real fan of Twitter and Facebook, and I don't think it's a waste of time.

Jessica: I'm afraid I disagree with you. Face-to-face communication is real but social media is virtual.

Daniel: You're right. But, it helps you communicate with a lot of people at the same time.

Jessica: Well, that's definitely true, but I prefer a face-to-face conversation with my friends.

KEY C:

against: Jessica

for: Daniel

TEACHER'S NOTES

D. Match the words to their meanings. Use your dictionary or the Net if necessary.



A	B
.....1. desperately	a. rapidly and unexpectedly
.....2. wearily	b. tensely, anxiously
.....3. completely	c. unbelievably
.....4. suddenly	d. moderately, tardily
.....5. calmly	e. exhaustedly
.....6. nervously	f. last
.....7. slowly	g. amazingly
.....8. incredibly	h. hopelessly
.....9. quickly	i. furiously
.....10. angrily	j. quietly and peacefully
.....11. surprisingly	k. totally, entirely

E. Read the story carefully and summarize it to the class. Use the words in column B above in your summary.

The Stranger and the Gingernuts

A business woman was at the airport and she was very tired after a long business trip. Her return flight was delayed, so she started to wait at the airport desperately. She went to the airport shop wearily, bought a coffee and a small packet of five gingernut biscuits. The airport was crowded, so she found a seat with difficulty next to a stranger. She started to read her book, after a few minutes she concentrated on it completely. Then, she took a biscuit from the packet and began to drink her coffee.

Suddenly, the stranger in the next seat took one of the biscuits and ate it calmly. She didn't say anything and she continued reading nervously. After a few minutes she picked up and ate the third biscuit slowly. Incredibly, the stranger took the fourth gingernut and ate it. Then he picked up the packet and offered her the last biscuit.

The lady picked up her belongings quickly, looked at the stranger angrily and walked to the boarding gate, because her flight was now ready. She opened her bag for the boarding ticket, and surprisingly found her unopened packet of gingernuts!

F. Listen to the short story and take short notes. You can ask your teacher to repeat or explain some parts of the text. Then, find a proper title and write a summary of the story.

NOTE TAKING	
Notes	Pictures
	
Summary:	Title:

46

D. Match the words to their meanings. Use your dictionary or the Net if necessary.

Ask Ss to match the words to their meanings first by guessing. If they have difficulties in guessing, let them use their dictionaries or search the Net. Check the answers.

KEY D:

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

E. Read the story carefully and summarize it to the class. Use the words in column B above in your summary. (GO-SP.7,10)

The aims are to talk about the past and to summarise the short and simple stories they have read. Tell Ss that they are going to read the short story and then summarize it to class by using the adverbs in exercise D column B instead of the ones in the text.

F. Listen to the short story and take short notes. You can ask your teacher to repeat

or explain some parts of the text. Then, find a proper title and write a summary of the story. (GO-W.4,6 / CO-W.2,12)

The aims are to use note-taking techniques and to identify a suitable title for their writings. Ask Ss if they know what a fable is. Explain the meaning if necessary.

NOTE: A fable is a traditional short story that teaches a moral lesson, especially a story about animals.

Draw Ss' attention to the pictures and tell them that they are going to listen to a fable about the animals in the pictures. Ask them to take short notes while listening and to write a proper title for it. Then, ask them to write a summary of the fable. You can play the recording more than once to help them understand the context better if necessary. Encourage Ss to write according to the spelling rules and to report the sentences they heard or read in written text in their summaries. Remind Ss to put their writings into their portfolios.

Recording Script 3.C.2

The hunters left out a Lion's skin in the sun to dry. A Donkey found the skin and wore it. Then, he went to his village. All the people and animals saw him coming and ran away. He was very proud and pleased, so he began to bray loudly. When they heard its bray, everyone knew him. Then, his owner came up angrily. He shouted at him and bit him with a stick. The donkey couldn't understand what happened. A few minutes later, a Fox came up to him and said: "Ah, we knew you by your voice, you fool!"

Fine clothes may hide, but silly words will show a fool.

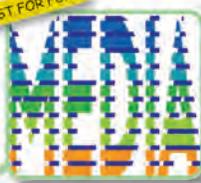
POSSIBLE TITLE:

The Donkey in the Lion's Skin

TEACHER'S NOTES

Fun Corner

JUST FOR FUN




MEDIA QUIZ

- A is some kind of TV drama in parts based on inter-human relationships.
A. documentary B. sit-com C. soap opera
- "Those were today's headlines. And now the weather....."
A. forecast B. broadcast C. presentation
- I can't stand that stupid comedy. Can you switch to another..... please?
A. host B. channel C. transmission
- The time of day when most people are watching television is known as.....
A. prime time B. popular time C. best time
- The..... is the person who is responsible for the overall shape of the programme.
A. actor B. producer C. director

CHECK YOUR PROGRESS

I can ...		😊	😐	😞
Listening	catch the main points in short, simple, clear texts; understand the main phrases, expressions and words related to accepting and denying.			
Reading	read short and simple texts to understand the main themes and the written messages; find specific information on graphics and diagrams.			
Speaking Interaction	communicate in simple tasks to express accepting and denying; communicate in simple tasks to ask for and give information; communicate in simple tasks to share experiences and make comparisons.			
Speaking Production	use series of words and phrases to comment on graphics and diagrams; use series of words and phrases to make short and simple computer presentations; use series of words and phrases to summarize short and simple stories.			
Writing	write short, simple notes to explain past experiences and to make announcements; write the summary of short notes and fill in forms or questionnaires.			

47

TEACHER'S NOTES

JUST FOR FUN

MEDIA QUIZ

Ss do the quiz about media.

KEY:

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

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved. Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

TEACHER'S NOTES

THEME 4

PERSONALITY AND CHARACTER

At the end of this theme you will be able to:

- understand what is said & asked slowly about personal information or daily activities.
- discriminate between the subjects and order of events of a daily conversation.
- understand phrases, words and expressions related to shopping.
- read short and simple texts to understand the written messages.
- read the short texts to understand and comment with the help of the visuals.
- communicate in simple tasks related to different daily situations.
- communicate in simple tasks to get some information.
- communicate in simple tasks by asking & answering the questions according to a presentation.
- use series of phrases and expressions to make a presentation.
- use series of phrases and sentences to make short speeches and put the events into the correct order.
- write about aspects of daily life.
- write about plans and intentions.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 4 - PERSONALITY AND CHARACTER

Language areas		Comparative & superlative adjectives			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - TYPES OF PEOPLE	Listening	5. Distinguish simple expressions and questions related to their personal needs.	5. Ask for further explanation for the points not understood in what they have listened to.	<p>Nouns: TV series, single parent, fitness freak, strength, perfectionist, hostess, coldness, obsession, appearance, demand, cook, rival, babysitting, evening dress, size, sender, parcel, cash.</p> <p>Verbs: take part, try hard, keep neat/dry, spoil, look, handle, pay, weigh.</p> <p>Adjectives: sociable, positive, funny, easy going, strict, over protective, sticky, simple minded, loyal, ambitious, determined, obsessive, careful, lively, materialistic, sympathetic, supportive, reliable, motherly, dynamic, lovable, chaotic, honest, impossible, untidy, fastidious, perfect, emotional, endless, talented, skilful, strong-willed, self-employed, hated, jealous, luxurious, friendly, smart, charming, fragile.</p> <p>Phrasal verbs: deal with, fed up with, try on.</p> <p>Adverbs: actually, probably.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	1. Talk appropriately for different situations daily relations require.	2. Take care with rules of manners and cultural values while speaking.		
	Spoken Production	5. Tell the events according to the chronological order. 6. Enjoy making short talks.	6. Pronounce the words accurately.		
	Reading	7. Interpret the comparisons in readings.	8. Take notes while reading.		
	Writing	5. Organize the events in their order of happening. 9. Improve their writings by giving examples from daily life.	3. Use punctuation marks appropriately and accurately. 10. Write coherently.		

Language areas		Gerund & infinitive			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B - HOBBIES AND PHOBIAS	Listening	2. Distinguish the changing topics in audio or video material. 6. Infer from the audio material.	3. Search the meaning of unknown words in what they have listened to.	Nouns: phobia, pig, accident, bone, interview, celebrity, wing, beak, engine, charity, clown, snake, spider, axe, insect, antenna, flea market, skyscraper, fear. Verbs: scare, be terrified of, be fond of, break, continue, refuse, take part, confess, suffer, be scared of, flap, terrify, be afraid of, admit, murder, beat, refuse, be good at, stand, get ill.	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	7. Distinguish important information in face-to-face conversations.	10. Ask for further explanation for the points not understood during conversations.		
	Spoken Production	8. Develop suitable and effective speaking strategies.			
	Reading	2. Make use of visuals to understand what they read.	1. Search the meaning of unknown words. 6. Pay attention to punctuation marks while reading.	Hobbies & Phobias: snowboarding, paragliding, bungee jumping, surfing, swinophobia (fear of pigs), mottephobia (fear of butterflies), coulrophobia (fear of clowns), ornithophobia (fear of birds), working for charity, fighting against poverty, painting portraits, skydiving, playing console games, batophobia (fear of heights), collecting coins, katsaridaphobia (fear of cockroaches), riding a horse, nosocomophobia (fear of hospitals), dentophobia (fear of dentists), musophobia (fear of mites), pyrophobia (fear of fire), tonitrophobia (fear of thunder).	
	Writing	7. State the main idea in their written texts.	1. Use simple sentence structures and patterns accurately. 5. Use sentence structures correctly and meaningfully.		

Language areas		Future Tenses (be going to / will / present continuous future meaning)			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - HABITS AND INTENTIONS	Listening	1. Understand simple, clear and comprehensible conversations in audio material.	2. Take care with rules of manners and cultural values while listening.	<p>Nouns: eve, resolution, squash, habit, intention, change, sweet, Pilates, presentation, occupation, sense of environment, (silk) scarf, tax, discount, receipt, shop assistant, price, customer, junk food.</p> <p>Verbs: manage, mean, waste, spend, make friends, offer, wrap.</p> <p>Adjectives: radical, religious, healthy, social.</p> <p>Phrasal Verbs: take up.</p> <p>Adverbs: completely.</p> <p>Expressions: It's not my cup of tea, sounds great, don't worry.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	2. Ask questions to get information. 3. Talk to give information.	12. Report simple sentences they have heard or read.		
	Spoken Production	1. Make a short and simple presentation. 2. Ask questions about their presentation. 3. Answer the questions about their presentation. 4. Organise their speech according to the feedback from the listeners.			
	Reading	1. Identify the short, concrete and familiar content in written texts. 7. Interpret the comparisons in readings.	7. Read fluently. 9. Do extensive reading.		
	Writing	8. Explain their plans.	6. Use the range of words appropriately and accurately in order to meet their daily needs 7. Use basic repertoire of isolated words and phrases according to their functions and genre.		

A - Types of People

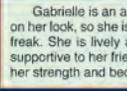
Time to read

A. Do you know these TV characters? Tick the name of the series they take part in.

a. Charlie's Angels
b. How I Met Your Mother
c. Desperate Housewives
d. The Golden Ladies



Susan is a sociable and positive person. She is one of the funniest women on Wisteria Lane. Actually, she is an easy-going and friendly woman, but as a single parent, she is very strict and overprotective to her daughter, Julie. She always gets into sticky situations because she is a little bit simple-minded. She is loyal to all her friends on Wisteria Lane except Edie.



Gabrielle is an ambitious and determined woman. She is obsessive on her look, so she is very careful about her diet and she is also a fitness freak. She is lively and materialistic, but she can be sympathetic and supportive to her friends and family. In hard times, Gaby actually shows her strength and becomes reliable.



Lynette is a motherly, dynamic and hard-working person. She tries hard to deal with her four children, her husband and her job. She is lovable because of her chaotic life and her ability to be honest about it. With four little children, it is impossible for her to keep the house neat, so she is a little bit untidy.



Bree is a perfectionist, fastidious woman and the most obsessive character on Wisteria Lane. She is a perfect hostess, friend, wife and mother. But her family is fed up with her emotional coldness, obsession with appearance and her endless demands on their lives. She is a very talented housewife and a skilful cook.



Edie is a strong-willed and self-employed business woman. She is probably the most hated character on Wisteria Lane because she spoils other women's lives. Her biggest rival is Susan and she is jealous of Gabrielle's luxurious life.



B. Read the profiles of characters above and tick "True", "False" or "Don't know".

	True	False	Don't know
1. Susan is less friendly than Bree.			
2. Susan is the most simple minded of all.			
3. Gabrielle is more obsessive than Bree.			
4. Edie is the fittest of all.			
5. Lynette is more powerful than Edie.			
6. Lynette is the tidiest of them.			
7. Bree is colder than Susan.			
8. Bree is the worst cook on Wisteria Lane.			
9. Edie is better at babysitting than Lynette.			
10. Edie is the richest of all.			

49

KEY A:

(c) Desperate Housewives

B. Read the profiles of characters above and tick "True", "False" or "Don't know". (GO-R.7 / CO-R.8)

The aim is to interpret the comparisons in readings. Ss read the character profiles in "Desperate Housewives" and comment on comparisons among them by choosing one of the options. For new vocabulary, let Ss guess the meanings first, then they can look up in their dictionaries or search on the Net. Encourage Ss to take notes while they are reading. Check the answers.

KEY B:

1. F 2. T 3. F 4. F 5. DK
6. F 7. T 8. F 9. F 10. DK

TEACHER'S NOTES

Warm up

Books are closed.

Ask Ss what their favourite TV series and TV characters are. Let Ss discuss it for a few minutes.

Books are open.

Time to Read

A. Do you know these TV characters? Tick the name of the series they take part in.

Draw Ss' attention to the photos of TV characters. They choose the correct name of the TV series in which the characters take part on the chart. You can also ask Ss if they know about the other TV series on the chart and the characters in them.



Keep in Mind!

Bree is **colder** than Susan.
 Bree is **more obsessive than** Gabrielle.
 Lynette is **better** at babysitting than the others.
 Susan is **less friendly** than Bree.
 Lynette is **the tidiest** of them.
 Susan is **the most simple minded** of all.
 Bree is **the worst cook** on Wisteria Lane.
 Susan is one of **the funniest** women in the world.

C. Read the dialogue. Then, work in pairs. Change the words in bold and act out the conversation with your partner.

Gaby is at a shopping mall.

Shop assistant : Good morning, can I help you?
 Gaby : Hi. I'm looking for a smart evening dress.
 Shop assistant : Certainly, ma'am. We have the most fashionable dresses of this year. How about these?
 Gaby : They are really nice. Umm, but they look a little big for me. Do you have the red or black one in a smaller size?
 Shop assistant : I think so. Let me look. Oh, we have both. Would you like to try them on?
 Gaby : What do you think about them? Which one is better?
 Shop assistant : I think the black one is perfect but the red one is more charming.
 Gaby : Ok, I'll try the red one on.

D. Think about one of your shopping experiences. Tell it to your partner/classmates. Organize your speech by answering the following questions.

- When did it happen?
- What did you decide/need/want to buy?
- Where did you go?
- How did you get there?
- Who did you go with?
- How many shops did you visit?
- Did you find exactly what you want?
- Did you try it (on)?
- How much did it cost?
- How did you pay it? (in cash/by credit card, etc.)

E. Think about another shopping experience of yours. Write a paragraph answering the questions above. Consider the useful expressions:

Useful Expressions: First..., Next..., Then..., After that..., Later..., Finally..., etc.

50

make sure they pronounce the words accurately.

D. Think about one of your shopping experiences. Tell it to your partner/classmates. Organize your speech by answering the following questions. (GO-SP.5,6)

The aims are to tell the events according to the chronological order and to enjoy making short talks. Ss work in pairs. They tell each other one of their shopping experiences by answering the questions in the given order. Let Ss do the activity as they like in order to make it attractive and amusing. Monitor them while they are doing the activity.

KEY D:
Ss' own answers

E. Think about another shopping experience of yours. Write a paragraph answering the questions above. Consider the useful expressions. (GO-W.5,9 / CO-W.3,10)

The aims are to organize the events in their order of happening and to improve their writings by giving examples from daily life. Tell Ss to think about another shopping experience of theirs. They write a paragraph considering the questions in exercise E. Draw Ss' attention to the "Useful Expressions" section and remind them they should use those expressions to give the order of the events during shopping. Monitor Ss while they are writing and make sure that they use punctuation marks appropriately and accurately. Tell them to avoid irrelevancy to write coherently. Remind Ss to put their writings into their portfolios.

KEY E:
Ss' own answers

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use the structures to compare people and things and to express the highest degree among them. Encourage them to personalize the sentences by changing the words in bold. If they need, they may look for and find similar structures in the text.

C. Read the dialogue. Then, work in pairs. Change the words in bold and act out the conversation with your partner. (GO-SI.1 / CO-S.2,6)

The aim is to talk appropriately for different situations daily relations require. Ss work in pairs. They read the dialogue between Gaby and the shop assistant and act out the conversation by using their own phrases instead of the words in bold. Tell Ss that shopping conversations are usually formal, so encourage Ss to take care with rules of manners and cultural values while they are speaking. Monitor them while they are acting and

TEACHER'S NOTES

Time to Listen

A. Where can you see these symbols?
 a. at a bank b. at a hospital c. at a post office d. at a restaurant

a. b. c. d.

B. Match the symbols to their meanings.
 1.Keep Dry 2. Handle with Care 3.Fragile 4.This Way Up

C. Listen to the dialogue at the post office and complete the questions.

Sender : Hello. I'd like to send a parcel
 Clerk : Where (1)..... sir?
 Sender : To the USA.
 Clerk : By (2).....or (3)..... sir?
 Sender : Which (4).....?
 Clerk : Large package is cheaper by sea, and small package is cheaper by air.
 Sender : I see. How (5).....?
 Clerk : At least two weeks, sir.
 Sender : Ok, I'll send it by air. How (6).....?
 Clerk : Just a minute. I'll weigh and see... It's £90.
 Sender : Here you are. Thank you.

D. How many ways of sending are possible at the post office? Do you think the sender's parcel is large or small? Discuss it with reasons.

E. Now, work in pairs and prepare a similar dialogue as in activity C. Then, act it out.

51

KEY B:

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

C. Listen to the dialogue at the post office and complete the questions. (GO-L.5 / CO-L.5)

The aim is to distinguish simple expressions and questions related to their personal needs. Draw Ss' attention to the dialogue. Ask Ss to complete the questions while they are listening. You can play the recording more than once if necessary. Encourage Ss to ask for further explanation for the points not understood in what they have listened to.

Recording Script 4.A

Sender: Hello, I'd like to send a parcel.
Clerk: Where would you like to send it, sir?
Sender: To the USA.
Clerk: By sea or by air, sir?
Sender: Which one is cheaper?
Clerk: Large package is cheaper by sea, and small package is cheaper by air.
Sender: I see. How faster is it by air?
Clerk: At least two weeks, sir.
Sender: Ok, I'll send it by air. How much is it?
Clerk: Just a minute. I'll weigh and see... It's £90.
Sender: Here you are. Thank you.

KEY C:

1. would you like to send it
 2. sea
 3. by air
 4. one is cheaper
 5. faster is it by air
 6. much is it

D. How many ways of sending are possible at the post office? Do you think the sender's parcel is large or small? Discuss it with reasons. (GO-L.5)

The aim is to distinguish simple expressions and questions related to their personal needs. Ss discuss how many ways of sending are possible at the post office and whether the sender's parcel is large or small. Tell them they should explain which clues helped them to get the answers.

KEY D:

There are two possible ways of sending at the post office; by air and by sea. The sender's parcel is small. (He prefers to send it by air.)

Time to Listen

A. Where can you see these symbols?

Draw Ss' attention to the symbols. Ask them to choose where they can see them. Check the answer.

KEY A:

(c) at a post office

B. Match the symbols to their meanings.

Ss look at the symbols again and match them to their meanings. Ask them to give examples of the items that could have each symbol on their packages.

e.g. **Keep Dry:** Books. **Handle with Care:** Electronic devices. **Fragile:** Chinaware. **This Way Up:** Household appliances.

E. Now, work in pairs and prepare a similar dialogue as in activity C. Then, act it out.

Set limited time. Encourage Ss work in pairs and prepare a similar dialogue as in activity C. Remind them that they are going to act it out in the classroom.

TEACHER'S NOTES

B - Hobbies and Phobias



- A. Have you got any phobias? What scares you most? Do you know any unusual phobias? Have you got any interesting hobbies? What do you enjoy doing in your free time?
- B. Read about four strange celebrities and match their hobbies and phobias to the pictures following the text.

ORLANDO BLOOM 'TERRIFIED' OF PIGS
Star admits to pig phobia



Famous Hollywood actor Orlando Bloom is very fond of extreme sports. He likes doing snowboarding, parachuting, bungee jumping and surfing. He had many accidents and broke nearly half of his bones, but he continues to do extreme sports.
He is one of the bravest Hollywood actors, but he has a strange phobia, fear of pigs (swinophobia). He refused to take part in the film *Animal Farm* because of that phobia. "In 2005, I saw a pig on the set of *Kingdom of Heaven* and I began to run like crazy," confessed Orlando in one of his interviews.
Orlando is not the only famous name in Hollywood to suffer an irrational fear of something. From Nicole Kidman's mottophobia to the coulrophobic Johnny Depp and ornithophobic Scarlett Johansson, here's our selection of the top 3 celebrities with their strange phobias and interesting hobbies.



1. SCARLETT JOHANSSON
Attractive Hollywood star Scarlett Johansson has an irrational phobia of birds. The 27-year-old actress is scared of seeing them around her. In her recent interview, she said, "I don't want to get too close to any bird. I don't know why, but something about wings and beaks and the flapping terrifies me."
Scarlett is afraid of wings, but she has wings like an angel and works for charity to help the poor. Fighting against poverty is her leading hobby.



2. JOHNNY DEPP
"Clowns scare me, so I think having clowns around me will help me keep all bad feelings away," he once explained and admitted to his fear of clowns, termed coulrophobia.
Johnny is scared of painted faces, but he loves painting portraits. He is also good at playing any musical instrument, especially the guitar.



3. NICOLE KIDMAN
Forget knives, spiders or handring axe men; just an innocent butterfly can make Nicole's heart beat fast. She is afraid of butterflies and once said, "There is something frightening about them. Something weird!" Butterfly phobia is linked to mottophobia - fear of moths.
Nicole is terrified by a flying insect, but she loves flying off a plane for skydiving. Another hobby of hers is playing console games, particularly brain training ones.



- 1. coulrophobia
- 2. snowboarding
- 3. mottophobia
- 4. working for charity
- 5. skydiving
- 6. ornithophobia
- 7. painting portraits
- 8. swinophobia

4B. HOBBIES AND PHOBIAS

Warm up

Books are closed.

Ask Ss if they know what a phobia is. Explain it if necessary.

NOTE: A phobia is a strong unreasonable fear of something.

Tell them to think about as many hobbies and phobias as they can and write them on the board.

Books are open.

Time to Read

- A. Have you got any phobias? What scares you most? Do you know any unusual phobias? Have you got any interesting hobbies? What do you enjoy doing in your free time?

Draw Ss' attention to the questions. Let them discuss the answers for a few minutes and share their experiences with the class.

KEY A:

Ss' own answers

ORLANDO BLOOM TERRIFIED OF PIGS

B. Read about four strange celebrities and match their hobbies and phobias to the pictures following the text. (GO-R.2 / CO-R.1,6)

The aim is to make use of visuals to understand what they read. Draw Ss' attention to the pictures in activity B. Tell them they are going to read about the hobbies and phobias of four strange celebrities and match the hobbies and phobias to the pictures. Encourage Ss to search the meaning of unknown words and to pay attention to punctuation marks while they are reading. Check the answers.

KEY B:

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

TEACHER'S NOTES

C. Write the hobbies and phobias of the celebrities in the chart.

CELEBRITY	HOBBY	PHOBIA
Orlando Bloom		
Scarlett Johansson		
Johnny Depp		
Nicole Kidman		

D. Talk about your hobbies and phobias. You can improve your speaking strategies considering the fillers in bold in the example.

Well, I like swimming. **Er...** I swim three days a week. **You know**, I want to be healthy. Swimming is good for health. **Um, I mean**, to be fit, you need to do some exercise. **Actually**, swimming is the easiest and the most enjoyable one for me. **On the other hand**, I don't like extreme sports. **That's to say**, I hate taking risks. I'm afraid of flying and I'm an agoraphobic person, **in other words**, I can't stand being in open spaces.

Keep in Mind!
He likes **doing** snowboarding... He **loves** painting portraits.
The 27-year-old is **scared of seeing** them around her. He is also **good at playing** any musical instrument.
Fighting against poverty is her leading hobby. **Having** clowns around me will help me... Another hobby of hers is **playing** console games.
He **refused to take** part in the film Animal Farm... I **began to run** like crazy. I **don't want to get** too close to any bird. He **continues to do** extreme sports.
An innocent butterfly can **make** Nicole's heart **beat** fast.
...clowns around me will **help** me **keep** all bad feelings away

A. Match the sentences to the pictures.

1. It's not logical to believe in ghosts.
2. Flea markets are always very cheap.
3. We have a three-storey house.
4. Dog is the most loyal animal to its owner.
5. Most insects have antennae.
6. I can't stand hot weather.

B. Listen to the people and match their hobbies or phobias.

1st man :	a. Batophobia - Fear of heights or being close to high buildings.
1st woman :	b. Collecting coins
2nd man :	c. Katsaridaphobia - Fear of cockroaches.
2nd woman :	d. Riding a horse
3rd man :	e. Nosocomophobia - Fear of hospitals.
3rd woman :	f. Going to the cinema

C. Do you have any of the phobias above? Share your feelings.

C. Write the hobbies and phobias of the celebrities in the chart.

Ask Ss to scan the texts about celebrities again and write the hobbies and phobias of them in the chart. Check the answers.

KEY C:

CELEBRITY	HOBBY	PHOBIA
Orlando Bloom	snowboarding, paragliding, bungee-jumping, surfing	swinophobia
Scarlett Johansson	working for charity, fighting against poverty	ornithophobia
Johnny Depp	painting portraits, playing musical instruments	coulrophobia
Nicole Kidman	skydiving, playing console games	mottephobia

D. Talk about your hobbies and phobias. You can improve your speaking strategies considering the fillers in bold in the example. (GO-SP.8)

The aim is to develop suitable and effective speaking strategies. Draw Ss' attention to the example text and the bold phrases in particular. Ss talk about their hobbies and phobias using the fillers in the example. Monitor them during the activity and give aid if necessary.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain the structures by making use of the "Grammar Reference" section at the end of the Student's Book. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

Time to Listen

A. Match the sentences to the pictures.

Draw Ss' attention to the pictures. They match them to the sentences considering the phrases in bold.

KEY A:

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

B. Listen to the people and match their hobbies or phobias. (GO-L.2,6 / CO-L.3)

The aims are to distinguish the changing topics in audio or video material and to infer from the audio material. Tell Ss that they are going to listen to different people talking about their hobbies and phobias. They catch and match their hobbies or phobias on the chart while listening. You can play the recording more than once if necessary. Encourage Ss to search the meaning of unknown words in what they have listened to.

Recording Script 4.B

1st man: I'm a social person and I like meeting friends, and watching movies. It's the cheapest way of fun for us. And I love the atmosphere of the place, especially the smell of popcorn.

1st woman: I love living on a farm. I'm very keen on animals, because they are more loyal than humans. I've got a pony of my own.

2nd man: Actually, I'm a brave man but those insects in my kitchen or bathroom scare me. I can't stand seeing their moving antennas and dark bodies.

2nd woman: Well, I know it's not logical but I'm scared of skyscrapers and high balconies. So, I live on the first floor of a three-storey house.

3rd man: I used to be an unhealthy child. I don't know why but maybe because of this I'm afraid of getting into those buildings. My biggest fear is getting ill.

3rd woman: I'm very fond of saving old things, especially coins. I used to go to flea markets to buy them, but now I can easily find them on the Internet.

KEY B:

1st man: f
1st woman: d
2nd man: c
2nd woman: a
3rd man: e
3rd woman: b

C. Are you scared of any of the phobias above? Share your feelings.

Ask Ss if they are scared of any of the phobias in exercise B. Encourage them to speak by asking for details.

KEY C:

Ss' own answers

TEACHER'S NOTES

B

D. Now work in pairs.

Student A : Choose a phobia or a hobby in the list. Give a short explanation with key words. (Don't say the name of it!)

Student B : Try to guess the phobia or hobby Student A is talking about. You can ask three Yes / No questions to get more information.










HOBBIES

- Collecting Stamps
- Gardening
- Solving Puzzles
- Cooking

PHOBIAS

- Arachnophobia - Fear of spiders.
- Myriaphobia - Fear of mice.
- Pyrophobia - Fear of fire.
- Enitrophobia - Fear of thunder.



E. Choose one of the main ideas below and write a paragraph about it considering the useful expressions given.

- Hobbies have improving effects on our personalities.
- The phobias of people in my family are very strange.
- Our hobbies and phobias reflect our character.

Useful Expressions:
 (to be) scared of... afraid of... fond of... keen on... interested in... good at... bad at...
 want... decide... refuse... continue... begin... / enjoy ...like... love... hate... dislike... / make... let... help...

54

KEY E:
Ss' own answers

TEACHER'S NOTES

D. Now work in pairs. (GO-SI.7 / CO-S.10)

The aim is to distinguish important information in face-to-face conversations. Ss work in pairs and play the game. They try to find the name of the hobby or phobia which their partner has chosen by asking three Yes/No questions. Encourage Ss to ask for further explanation for the points not understood during conversations.

E. Choose one of the main ideas below and write a paragraph about it considering the useful expressions given. (GO-W.7 / CO-W.1,5)

The aim is to state the main idea in their written texts. Ss write a paragraph about one of the main ideas they have chosen by using the simple sentence structures and patterns in "Useful Expressions" section accurately. Monitor them and check their writings during the activity. Encourage Ss to use sentence structures correctly and meaningfully. Remind them to put their writings into their portfolios.

C - Habits and Intentions

Time to read

- A. Are you a resolute person? Do you make short-term plans for your future? Talk about your short-term plans.
- B. Do you have any resolutions for this year? Do your resolutions match to the ones below?



C. Read the dialogue and mark True (T) or False (F). Correct the False ones.

Every year Maggie makes her New Year's resolutions. She has good intentions but she never manages to keep them for very long. Now she is talking to her friend Hugh about her resolutions for this year.

Maggie : Happy New Year's Eve, Hugh!
 Hugh : Thanks, I hope it'll be a good year for both of us.
 Maggie : Sure it will. It's going to be a completely different year for me.
 Hugh : Wow, what are your New Year's resolutions?
 Maggie : Well, this year I'm going to make some radical changes in my life.
 Hugh : What do you mean?
 Maggie : You know, I eat a lot of junk food and I love chocolates and sweets. I'm going to eat healthier food this year.
 Hugh : Oh, it's not my cup of tea. I can't think of a life without hamburgers or Coke. Anyway, I'm going to start exercising.
 Maggie : Really! I'm going to take up Pilates to keep fit.
 Hugh : Oh! Pilates isn't for me. I'm going to start squash.
 Maggie : Sounds great! Also, I'm not going to waste so much time in front of TV or computer anymore.
 Hugh : Nor am I, but what are you going to do instead?
 Maggie : I'm going to spend more time with my family and friends. Besides, I'm going to make new friends so I'm joining a student club tomorrow for being more social.
 Hugh : Good idea! I need to be more social, too.
 Maggie : Why don't you come with me tomorrow?
 Hugh : Ok, I'll come with you. Where are we going to meet?
 Maggie : Don't worry, I'll call you tomorrow morning.

- Hugh is going to make radical changes in his life. ()
- Maggie is going to give up eating fast food. ()
- Hugh can't live without doing Pilates. ()
- Maggie isn't going to spend so much time in front of the screen. ()
- Maggie is going to see her parents less often. ()
- Only Maggie is joining a student club tomorrow. ()

D. Whose resolutions are healthier and whose are more enjoyable? Explain why.

55

necessary.

NOTE: Resolute means doing something in a very determined way because you have very strong beliefs, aims etc.

Ss work in groups and talk about their short-term plans in turns. Let them discuss it for a few minutes.

NEW YEAR NEW LIFE

B. Do you have any resolutions for this year? Do your resolutions match to the ones below?

Draw Ss' attention to the pictures. Ask Ss to explain what they see in them. Then, ask them if they have any resolutions for this year and if their resolutions match to the ones in the pictures. Let Ss discuss it for a few minutes.

KEY B:

Ss' own answers

C. Read the dialogue and mark True (T) or False (F). Correct the False ones. (GO-R.1 / CO-R.7,9)

The aim is to identify the short, concrete and familiar content in written texts. Ss read the dialogue between two friends talking about resolutions and mark the sentences True (T) or False (F). They should correct the false ones. Set limited time in order that they read it fluently. Making resolutions is a common behaviour and it will probably be a pleasure for Ss to do extensive reading about it. Check the answers.

KEY C:

- F (Maggie is going to make radical changes in her life.)
- T
- F (Hugh can't live without hamburgers or Coke.)
- T
- F (Maggie is going to see her parents more often.)
- F (Both Maggie and Hugh are joining a student club tomorrow.)

D. Whose resolutions are healthier and whose are more enjoyable? Explain why. (GO-R.7)

The aim is to interpret the comparisons in readings. Ss explain whose resolutions are healthier and whose are more enjoyable in their own words. Let

Warm up

Books closed.

Talk about your own short-term plans to draw Ss' attention to the context. Make sure that you use the structures "be going to / will / present continuous for future" appropriately. It helps Ss hear and perceive the structures correctly for the first time. Then, while speaking, choose a few sentences to write on the board as examples. These examples enable Ss to understand the structures better.

Time to Read

Boos are open.

A. Are you a resolute person? Do you make short-term plans for your future? Talk about your short-term plans.

Ask Ss what resolute means. Give the definition if

Ss discuss it freely for a few minutes. Remind them that they should tell the reasons why they think so.

POSSIBLE ANSWERS D:

Maggie’s resolutions are healthier than Hugh’s because she’s going to eat healthier food, take up Pilates to keep fit and not spend so much time in front of the screen. Hugh’s resolutions are more enjoyable because he’s going to continue eating fast food, start squash and join a student club.

TEACHER’S NOTES

E. Think about your past and present habits, then your New Year's Resolutions to change the bad ones. Consider the example below and make a similar presentation of at least four habits.

IN THE PAST
I used to go to bed early and sleep for at least 10 hours a day.

AT PRESENT
I often go to bed quite late and can't sleep for more than 5 hours.

IN THE FUTURE
I'm going to sleep more. To do that, I'm going to spend less time with computer. Second, I'm not going to stay out too late. Third, I'm going to go to bed before 11 o'clock.

F. Now, answer your friends' possible questions about your presentation and ask some questions for your friends' presentations.

Keep in Mind!
It's going to be a completely different year for me. I'm not going to waste so much time in front of TV. Is Hugh going to join a student club? What are you going to do instead? I'm joining a student club tomorrow. I hope it'll be a good year for both of us. Don't worry; I'll call you tomorrow morning. Ok, I'll come with you.

G. Write about your plans and intentions in your diary. Choose at least three of the topics below.

Sense of Environment Occupation Holiday Health Hobbies Friends Money Education

56

E. Think about your past and present habits, then your New Year's Resolutions to change the bad ones. Consider the example below and make a similar presentation of at least four habits. (GO-SP.1 / CO-S.12)

The aim is to make a short and simple presentation. Tell Ss to examine the given examples and make a similar presentation of at least four habits considering their past and present habits and their New Year's resolutions to change the bad ones. Encourage Ss to report simple sentences they have heard or read, so let them take short notes to make use of in their presentations.

KEY E:

Ss' own answers

F. Now, answer your friend's possible questions about your presentation and ask some questions for your friends' presentations. (GO-SP.2,3,4)

The aims are to ask and answer questions about their presentation and to organise their speech

according to the feedback from the listeners. Ss answer possible questions about their presentations and make necessary corrections according to their friends' questions and comments. Then, they ask questions and give feedback for their friends' presentations.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to talk about actions in the future. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

G. Write about your plans and intentions in your diary. Choose at least three of the topics below. (GO-W.8 / CO-W.6,7)

The aim is to explain their plans. Draw Ss' attention to the given topics. They write in their diaries about plans and intentions on three topics they have chosen. Another aim of this activity is to use the range of words appropriately and accurately in order to meet their daily needs. Also, Ss should use basic repertoire of isolated words and phrases according to their functions and genre. So, encourage them to use expressions and phrases they have learned in the previous activities in this chapter. Remind Ss to put their writings into their portfolios.

KEY G:

Ss' own answers

TEACHER'S NOTES

C
Time to listen

A. Do you like shopping? Discuss what kind of things you like buying most.

B. Listen to the dialogue considering the useful expressions and choose the correct option.

	A	B	C
1			
2			
3			
4			
5			

Useful Expressions:
 How can I help you? / I'm going to buy... /
 What do you think of this-these... / I'm not sure for... / Do you have any... / How much... / I'm going to pay in...-by...

C. Imagine you are shopping. Listen to the dialogue again and act out a similar one with your partner by asking and answering questions.

Student A: You are the shop assistant. Describe the thing/ colour/price etc.

Student B: You are the customer. Ask the size/colour/price etc...

57

Time to Listen

A. Do you like shopping? Discuss what kinds of things you like buying most.

Tell Ss that they are going to listen to a dialogue about shopping. Before playing the recording, ask them to talk about their shopping habits. Encourage them to use expressions related to shopping as much as possible while they are talking.

B. Listen to the dialogue considering the useful expressions and choose the correct option. (GO-L.1 / CO-L.2)

The aim is to understand simple, clear and comprehensible conversations in audio material. Draw Ss' attention to the questions and pictures before listening. Ask them to examine the "Useful Expressions" section before listening and tell them that they are going to choose the correct option considering the pictures while they are listening. Tell Ss that shopping conversations are usually formal, so encourage Ss to take care with

rules of manners and cultural values while they are listening. Play the recording and check the answers.

Recording Script 4.C

S.Assistant: Hello, how can I help you?
Karen: I'm going to buy some scarves.
S.Assistant: All our scarves are in this section. What do you think of this one here? It's made of silk.
Karen: Hm. It looks nice, but I'm not sure for the colour. Do you have any other colours?
S.Assistant: Certainly. Here you are. Which colour would you like to buy?
Karen: That red one is nice. How much is it?
S.Assistant: It's \$70 including tax.
Karen: I think I'll buy it but it's a little bit expensive. Will you give a discount?
S.Assistant: Hm. You like it very much, so how about a %10 discount. That's the best I can offer.
Karen: That's good. Could you wrap it for me?
S.Assistant : Sure. How are you going to pay?
Karen: I'm going to pay in cash.
S.Assistant: I'll prepare your receipt in a minute.

KEY B:

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

C. Imagine you are shopping. Listen to the dialogue again and act out a similar one with your partner by asking and answering questions. (GO-SI.2,3 / CO-S.14)

The aims are to ask questions to get information and to talk to give information. Tell Ss that they are going to work in pairs. Play the recording again for once or twice. Ask Ss to act out a similar shopping dialogue by asking and answering questions given in the "Useful Expressions" section. Monitor Ss during the activity and make sure they speak coherently.

TEACHER'S NOTES

Fun Corner

JUST FOR FUN



ARE YOU LIVING FASTER?

Compared with two years ago, do you spend more or less time on these things? Do the questionnaire individually. Then, work in groups comparing your present and past lives. Finally, choose the busiest person in your group.

	:(more)	:(less)
working or studying		
talking on the phone		
spending time on a computer		
sitting in traffic		
seeing friends		
shopping		
spending time with family		
eating		
sleeping		

CHECK YOUR PROGRESS

	I can ...	😊	😐	😞
Listening	understand what is said & asked slowly about personal information or daily activities. discriminate between the subjects and order of events of a daily conversation. understand phrases, words and expressions related to shopping.			
Reading	read short and simple texts to understand the written messages. read the short texts to understand and comment with the help of the visuals.			
Speaking Interaction	communicate in simple tasks related to different daily situations. communicate in simple tasks to get some information. communicate in simple tasks by asking & answering the questions according to a presentation.			
Speaking Production	use series of phrases and expressions to make a presentation. use series of phrases and sentences to make short speeches and put the events into the correct order.			
Writing	write about aspects of daily life. write about plans and intentions.			

58

FUN CORNER JUST FOR FUN

Give enough time for Ss to do the questionnaire by themselves. Then, tell Ss that they are going to work in groups and compare their results to choose the busiest student in the group.

KEY:

Ss' own answers

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved. Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

TEACHER'S NOTES

THEME 5

ART

At the end of this theme you will be able to:

- understand phrases, words and expressions in a simple task and guess a title for it.
- understand phrases, words and expressions related to your likes and dislikes and explain the reasons of them.
- read short and simple stories to summarize and comment on them whether you agree or disagree .
- read poems to get the main feeling.
- read biographies.
- communicate in simple tasks and make a debate if you agree or disagree with the opinion.
- communicate to express your feelings, wishes and demands.
- make simple purchases by asking the price.
- use series of phrases, words and expressions to make a short speech according to your notes.
- use series of phrases, words and expressions to explain your predictions.
- use series of phrases, words and expressions to express your likes & dislikes with their reasons.
- write a short story and put the events into correct order.
- write short paragraphs about your predictions.
- write short paragraphs by using appropriate phrases to the situations.
- write an autobiography.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 5 - ART

Language areas		Past Continuous Tense / Past Continuous vs. Past Simple			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - SHORT STORIES	Listening	<p>1. Guess the topic of short and simple stories provided the speech is slowly and clearly articulated.</p> <p>2. Enjoy listening short and simple stories.</p>	<p>6. Use background knowledge to understand what they have listened to.</p>	<p>Nouns: folk tale, Cherokee, camp fire, member, tribe, turkey, corn, howl, battle, Evil, sorrow, anger, jealousy, regret, greed, guilt, ego, generosity, truth, empathy, weapon, proverb, starfish, low-tide, high-tide.</p> <p>Verbs: skim, celebrate, serve, sip, feed, symbolise, reflect, howl.</p> <p>Adjectives: scared, wrinkled, major.</p> <p>Phrasal verbs: take back.</p> <p>Adverbs: suddenly, curiously, silently.</p> <p>Expressions: in my opinion, to sum up, all in all, in short.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	<p>2. Start, maintain and end face-to-face conversations.</p> <p>3. Use simple strategies to start, maintain and end short face-to-face conversations.</p> <p>5. Define their opinions about the subject-whether they agree or disagree.</p>	<p>3. Link words and word groups with very basic linear connectors.</p>		
	Spoken Production	<p>7. Make use of their notes while speaking.</p>	<p>12. Report simple sentences they have heard or read.</p>		
	Reading	<p>2. Read short and simple stories.</p> <p>3. Have desire to read short and simple stories.</p> <p>6. Summarise what they have read.</p>	<p>5. Understand the written text with the help of background knowledge.</p>		
	Writing	<p>3. Compose short stories.</p> <p>9. Edit their written texts according to the feedback from the readers.</p>	<p>8. Link words or word groups with very basic linear connectors.</p> <p>9. Avoid irrelevancy while writing.</p>		

Language areas		Conditionals (Zero and first)			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B - POEMS	Listening	6. Identify a suitable title for the story they have listened to.	1. Pay attention to stress, pronunciation and intonation while listening.	<p>Nouns: loneliness, friendship, happiness, poem, ambition, journalist, conservatory, rope, bridge, match, knee, shoulder, voice, moderation, extreme.</p> <p>Verbs: bear, describe, spend, aim, cross, hurt, stay, force, hit, encourage.</p> <p>Adjectives: cruel, rough.</p> <p>Phrasal verbs: be keen on, fall off, knock down.</p> <p>Expressions: feel down and blue, it makes me feel...</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	8. Explain their feelings, thoughts and ambitions.	5. Use basic repertoire of isolated words and phrases according to their functions and genre.		
	Spoken Production	3. Have desire to speak on familiar topics. 8. Speak related to their guesses.	9. Pay attention to intonation and stress while speaking.		
	Reading	5. Identify the main feeling of the poem they have read. 7. Enjoy reading poems.	2. Pay attention to intonation and stress while reading. 3. Pronounce the words accurately while reading.		
	Writing	8. Write short texts. 11. Write their guesses.	7. Use basic repertoire of isolated words and phrases according to their functions and genre. 10. Write coherently.		

Language areas		Possessive pronouns vs. Possessive adjectives			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - MUSIC	Listening	<p>3. Notice the common words and phrases related to everyday life and interests in audio material.</p> <p>5. Summarise what they have listened to.</p>	4. Appreciate what they listen.	<p>Nouns: bend, genre, style, statement, trendsetter, single, billion, record, success, career, songwriter, fellow, partnership, lung cancer, fox, store, mall, wallet.</p> <p>Verbs: form, relate, sell, influence, continue, murder, knight, compose, browse, pay, range.</p> <p>Adjectives: psychedelic, solo, unique, stylistic, broke, smart, hopeless.</p> <p>Phrasal Verb: consist of, break up, take part, be interested in.</p> <p>Adverbs: primarily, internationally.</p> <p>Expressions: what a pity.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	6. Express their wishes, demands, and complaints to the related people.	4. Use words and word groups related to particular concrete situations.		
	Spoken Production	<p>2. Explain their likes and dislikes with reasons.</p> <p>4. Enjoy speaking on simple and familiar topics.</p>	7. Speak self confidently.		
	Reading	<p>8. Read real or imaginary biographies.</p> <p>9. Identify the ideas they agree or disagree with in readings.</p>	<p>8. Take notes while reading.</p> <p>9. Do extensive reading.</p>		
	Writing	<p>1. Write their autobiographies.</p> <p>2. Use expression patterns appropriately according to the topic and situation.</p>	<p>1. Use simple sentence structures and patterns accurately.</p> <p>6. Use the range of words appropriately and accurately in order to meet their daily needs.</p>		

A - Short Stories

Time to read

A. Do you like folk tales? Do you have a favourite one?

folk tale: (n) c. a story that parents have passed on to their children through speech over many years.

B. Look at the pictures below and skim through the tale. Do you think it is about:

a. the war between two wolves?

b. the war between Good and Evil?

c. the war between the grandson and the grandfather?



C. Read the famous American Indian folk tale and answer the following questions.

TWO WOLVES

ONE EVENING AN OLD CHEROKEE AND HIS GRANDSON WERE SITTING BY THE INDIAN CAMPFIRE. ALL THE MEMBERS OF THE TRIBE WERE CELEBRATING THE THANKSGIVING DAY AND THE WOMEN WERE SERVING TURKEY AND CORN TO EVERYBODY. WHILE THEY WERE ENJOYING THEIR MEAL, THEY SUDDENLY HEARD THE HOWL OF THE WOLVES. THE GRANDSON GOT SCARED AND ASKED THE OLD CHEROKEE:

"GRANDPA, WHY ARE THE WOLVES HOWLING LIKE THAT, ARE THEY FIGHTING?" THE OLD MAN SMILED AND SIPPED HIS DRINK WHILE THE LITTLE INDIAN WAS LOOKING AT HIS WRINKLED BROWN FACE CURIOUSLY. WHEN THE OLD CHEROKEE BEGAN TO TALK, EVERYBODY SITTING AROUND THE FIRE WASN'T TALKING ANYMORE BUT LISTENING TO HIM SILENTLY. HE SAID:

"MY SON, THE REAL BATTLE IS BETWEEN TWO 'WOLVES' INSIDE US ALL. ONE IS BLACK AND THE OTHER IS WHITE. THE BLACK ONE IS EVIL. IT IS SORROW, ANGER, JEALOUSY, REGRET, GREED, GUILT AND EGO. THE WHITE ONE IS GOOD. IT IS JOY, PEACE, LOVE, HOPE, GENEROSITY, TRUTH AND EMPATHY."

THE GRANDSON THOUGHT ABOUT IT FOR A MINUTE AND THEN ASKED HIS GRANDFATHER, "WHICH WOLF WINS GRANDPA?"

THE OLD CHEROKEE WISELY SMILED AND SIMPLY REPLIED, "THE ONE YOU FEED, MY SON." ORIGIN UNKNOWN

1. What were the members of the tribe celebrating?
2. Were the women of the tribe serving chicken and rice for the celebration?
3. What did they suddenly hear while they were enjoying their meal?
4. Was everybody listening to the story of two wolves?
5. What does the black wolf symbolize?
6. What does the white wolf symbolize?

D. Think about yourself. Which wolf do you feed more? Then, summarize the folk tale with your own words.

60

B. Look at the pictures below and skim through the tale. Do you think it is about...

Focus Ss' attention on the pictures. Give Ss enough time to examine the pictures and skim through the text. Then, they decide what it is about by choosing the correct option. Check the answers.

KEY B:

b. the war between Good and Evil.

TWO WOLVES

C. Read the famous Indian folk tale and answer the following questions. (GO-R.2,3 / CO-R.5)

The aim of the activity is to enable Ss to read short and simple stories. Another important aim of the activity is encourage Ss to have desire to read short and simple stories. At this stage, Ss read the text in details. Tell them that they are going to read a well-known Indian folk tale. If there are any unknown words, let Ss use their dictionaries in order the text to be coherent. Then, Ss answer the questions. Give Ss enough time for the activity and help them feel free in order to make the activity attractive and amusing. During the activity, encourage Ss to understand the written text with the help of background knowledge.

KEY C:

1. They were celebrating the Thanksgiving Day.
2. No, they weren't. They were serving turkey and corn for the celebration.
3. They suddenly heard the howl of the wolves.
4. Yes, they were.
5. The black wolf symbolizes Evil.
6. The white wolf symbolizes Good.

D. Think about yourself. Which wolf do you feed more? Then summarize the folk tale with your own words. (GO-R.6 / CO-S.2)

The aim is to help Ss summarize what they read. As it is a post reading activity just check if the Ss understand the text generally and if they are able to summarize the text shortly. Set limited time for the activity. Encourage Ss to use their own words. At this stage, encourage Ss to report simple sentences they have heard or read.

KEY D:

Ss' own answers

Time to Read

Warm up

Books are closed.

Ask Ss if they are interested in Indian culture and what they know about them. Let Ss discuss it for a few minutes.

Books are open.

A. Do you like folk tales? Do you have a favourite one?

Make sure that Ss are familiar with 'folk tale' as a term. If they aren't, the definition of the word is already given. Ask Ss if they like folk tales and whether they have a favourite one. Give Ss enough time to discuss it.

KEY A:

Ss' own answers

E. Read the following proverb and decide which option gives the best meaning.

"On the road between good and evil, the major battleground is in the hearts of children, and the weapons are the lives of adults."

a. Bad parents cannot help their children at all.
 b. Children reflect what they get from their parents.
 c. Children can be better or worse than their parents.

F. Now, make a debate on the proverb above and explain your opinion with reasons.

Student A: Agrees with the proverb.
Student B: Disagrees with the proverb.

Useful Expressions:
 At first... / First of all... / To begin with...
 Next... / Secondly... / Besides... / I think... / In my opinion... Finally... / To sum up... / All in all... / In short...

Keep in Mind!
 He sipped his drink **as/while** the little Indian **was looking** at his wrinkled nut-brown face curiously.
As/While they **were enjoying** their meal, they suddenly heard the howl of the wolves.
 When the old Cherokee began to talk, everybody sitting round the fire **wasn't talking** anymore but **listening** to him silently.
Was everybody listening to the story of two wolves?
 Yes, they **were**. / No, they **weren't**.
 What **were** the members of the tribe celebrating?

Time to Listen

A. Match the pictures to the words.

1. starfish 2. high tide 3. low tide



B. Listen to the short story and choose the correct option. The main idea of the story is...

a. being a kind person can't possibly make any difference.
 b. a small change can make a big difference.
 c. Listen again and take some notes about the story.

PLACE (Where?)	
CHARACTERS (Who?)	
THINGS (What?)	
EVENTS & ACTIONS (What happened?)	



D. Now, organize your notes and retell the story in your own words.

61

maintain and end face-to-face conversations, to help them use simple strategies to start, maintain and end short face-to-face conversations and to encourage them define their opinions about the subject-whether they agree or disagree.

Ss work in pairs and make a debate on the proverb in exercise E. Point out that one of the students will agree with the proverb and the other one will disagree with it. Give enough time for the activity according to Ss level. Let them take some notes before speaking. Also, remind them the "Useful Expressions" part may help them to speak coherently. At this stage, encourage Ss to link words and word groups with very basic linear connectors.

Time to Listen

A. Match pictures to the words.

Focus Ss' attention on the pictures and ask them to match the pictures to the words. As a pre-listening activity, remind them all the pictures are related to the recording they are going to listen. Check the answers.

KEY A:

1. b 2. c 3. a

B. Listen to the short story and guess what it is about. Choose the correct option. (GO-L.1,2)

The first aim of the activity is to enable Ss to guess the topic of short and simple stories provided the speech is slowly and clearly articulated. The other aim of the activity is to encourage Ss to enjoy listening to short and simple stories. Tell them that, they are going to listen to a short story and choose the main idea of it between the options. Play the recording once and ask Ss to listen to the short story carefully. If necessary, play the recording more than once to make the activity easier, more attractive and amusing. Check their answers.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to describe an action in progress at a specific time in the past. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

E. Read the following proverb and decide which option gives the best meaning.

Draw Ss' attention to the proverb given. Ask Ss to read the proverb and choose the best option which describes the proverb. Check the answer.

KEY E:

b. Children reflect what they get from their parents.

F. Now, make a debate on the proverb above and explain your opinion with reasons. (GO-SI.2,3,5 / CO-S.3)

The aims of the activity are; to enable Ss to start,

Recording Script 5.A

A man was walking along a beach at low tide. There were lots of starfish lying on the beach, and they were about to die. A small boy was picking up starfish one by one, and taking them back into the water. The man was watching the boy while he was trying to save them.

"I can see you're being very kind," said the man, "But there must be thousands of them; it can't possibly make any difference."

The boy took another starfish back into the sea and said, "It will make a big difference for that one."

KEY B:

The main idea of the story is... b) a small change can make a big difference.

C. Listen again and take some notes about the story. (CO-L.6)

A chart is given for Ss to take notes about the story. Before playing the recording, ask Ss to have a look at the chart. It enables Ss to use their background knowledge to understand what they have listened to. Then, play the recording and ask Ss to complete the chart. If necessary, play the recording more than once.

POSSIBLE ANSWERS:

PLACE: On a beach

CHARACTERS: A small boy and a man.

THINGS: Lots of starfish.

EVENTS & ACTIONS: A small boy was picking up lots of starfish along a beach and throwing them back to the sea. A man was watching him hopelessly. They began to talk.

D. Now, organize your notes and retell the story in your own words. (GO-SP.7)

The aim of the activity is to help Ss make use of their notes while speaking. Draw Ss' attention to the chart in the previous activity again. This chart will help them remember the recording. Ask Ss to organize their notes about the story before speaking. Encourage Ss to retell the story in their own words.

KEY D:

Ss' own answers

TEACHER'S NOTES

E. Put the following pictures of the famous fable into correct order.

a. b. c. d. e.

F. Write a three-paragraph short story by making use of the pictures above. Swap your writing with your classmate(s) and rearrange your text considering their feedbacks according to the peer correction table.

Peer Correction Table	(√) Yes	(X) No
Are there three paragraphs?		
Are the events in correct order?		
Does your peer mention the events in each picture?		
Do the sentences express the actions correctly?		
Is the spelling correct?		

62

E. Put the following pictures of the famous fable into correct order.

Focus Ss' attention on the pictures and tell Ss that the pictures are about a well-known fable. Tell Ss that the pictures are given in a jumbled order and ask them to put the pictures into correct order. Check the answers.

KEY E:

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

F. Write a three-paragraph short story by making use of the pictures above. Swap your writing with your classmate(s) and rearrange your text considering their feedbacks according to the peer correction table. (GO-W.3,9 / CO-W.8, 9)

The aims of this writing activity are to enable Ss to compose short stories and to edit their written texts according to the feedback from the readers. Draw Ss' attention to the pictures in the previous activity again. Remind them that they are going to

write a three-paragraph short story by making use of these pictures. Before they start to write, explain the rules of writing a three- paragraph short story. At first, tell them they need to write an introduction part as the first paragraph. Then, they should develop their short story logically in the second paragraph and finally they need to conclude the story in the third paragraph.

Give Ss enough time to complete their writings and ask them to swap it with their classmate(s). Tell Ss that they are going to check their classmates' writings according to the Peer Correction Table that is given under the instruction. Remind Ss that they shouldn't overline or correct the mistakes but just tick the statements in the Peer Correction Table. Monitor the class while Ss are making peer correction.

Then, ask Ss to swap the writings again and draw their attention to the mistakes they have done. Set limited time and ask them to rearrange their writings according to the feedbacks in the peer correction table. Monitor the class and encourage Ss to link words or word groups with very basic linear connectors and to avoid irrelevancy while they are writing. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

B - Poems

Time
to
read

A. Match the phrases to the pictures.



1.



2.



3.



4.

a. To feel down and blue

b. To seem cruel

c. To keep someone inside mind

d. To get dark

B. Read the poem and find the main theme of it.

Not Alone

If you feel down and blue,
And life seems cruel to you,
Just remember you're not on your own.
I'll always be there and you'll never be alone.
If you don't see my face,
As hard as you look around the place,
Just close your eyes and think of me,
And before you know it there will be me.
If you keep me inside your mind,
Life will seem easier I think you'll find.
So when life gets too dark to bear,
Just close your eyes and I will be there.



C. What makes somebody a good friend? Talk about it considering the poem.

D. Look at the poem below. Work in pairs;
Student A: Read your poem to your partner.
Student B: Express what feelings, thoughts or ambitions the poem arouses in you.

Useful Expressions:
 It makes me feel... / I get the feeling that... / I'm just wondering if ... / I'm ... because...

IF YOU GO AWAY
 If you go away
 On this summer's day
 Then you might as well
 Take the sun away

But if you stay
 I will make you a day
 Like no day has been
 Or will be again
 We'll sail on the sun
 We'll ride on the rain
 And talk to the trees
 And worship the wind

Keep in Mind!

If you feel down and blue, I'll always be there
 and you'll never be alone.
 If you don't see my face, just close your eyes and
 think of me.
 If she needs help, she can/may/might call me
 anytime.
 What will you do if you don't pass the university
 exam?
 Unless I pass the university exam, I will have my
 military service.
 When life gets too dark to bear, just close your
 eyes and I will be there.

Exchange the roles after the task and do vice versa.

63

5B. POEMS

Time to Read

Warm up

Books are closed.

Ask Ss if they like poetry or not and whether they know an English poem. Let them discuss it for a few minutes.

Books are open.

A. Match the phrases to the pictures.

Draw Ss' attention to the pictures. Tell Ss that the pictures are related to the poem which they are going to read in the next activity. Ask Ss to match the phrases to the pictures. Set limited time for the activity and let Ss use their dictionaries if they need. Check the answers.

94

KEY A:

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

B. Read the poem and find the main theme of it. (GO-R.5,7 / CO-R.2,3)

The aim is to help Ss identify the main feeling of the poem they have read and to enjoy reading poems. Focus Ss' attention on the poem. Ss may not be familiar with poems in the target language. So, you should read the poem aloud. Pay attention to stress, intonation and accurate pronunciation while reading as a model. Then, give Ss enough time to read the poem individually and ask them to get the meaning of the poem. If necessary, give the definition of 'theme' in the target language.

Theme: the main subject of a talk, book, film, poem etc.

At this stage, ask Ss to choose the main theme of the poem among the options. Check the answers. Then, let Ss read the poem aloud and monitor the class while they are reading. Encourage Ss to pronounce the words accurately and to pay attention to intonation and stress while they are reading. Check the answer.

KEY B:

b. friendship

C. What makes somebody a good friend? Talk about it considering the poem.

In this activity the aim is to check Ss' level of understanding the poem. Set limited time for the activity and ask Ss to talk briefly about the aspects of a good friend considering the poem.

KEY C:

Ss' own answers

**D. Look at the poem below. Work in pairs;
Student A: Read the poem to your partner.
Student B: Express what feelings, thoughts or ambitions the poem arouses in you.
Exchange the roles after the task and do vice versa. (GO-SI.8 / CO-S.9)**

The aim is to encourage Ss to explain their feelings, thoughts and ambitions. Draw Ss' attention to the poem. Tell them that they are going to work in pairs. Student A is going to read the poem aloud and student B is going to express what feelings,

thoughts and ambitions the poem arouses in him/her. Then, they swap the roles. Remind Ss that they can benefit from the 'Useful Expressions' part while speaking. Monitor the class during the activity and encourage Ss to pay attention to intonation and stress. *(The poem is actually the lyrics of a famous song by Jacques Brel and Rod McKuen. You can play the song in the classroom as an extra activity.)*

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to talk about a possible future situation and its result(s). Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

TEACHER'S NOTES

Time to listen

A. Look at the picture and listen to the poem, then find a title for it. Explain why you choose this title.



B. How does the poet describe a good friend in the poem? What does a good friend do to make you feel good?

C. Look at the picture again and guess what will happen in their life in five years time considering the information below. Prepare a short speech and present it to your classmate(s).

Emily and Betty are good friends. They are studying at the same high school and both of them are hardworking and social teenagers. They like spending time together. Emily wants to be a famous singer and Betty wants to be a journalist. Emily is keen on music and aims to go to a conservatory. Betty is interested in writing about the life around her and she wants to study journalism and communication when she finishes high school.

Useful Expressions:
e.g. I think Emily / Betty will... / She wants to... so she will... / She will... if she... / Maybe she might...



64

Time to Listen

- A. Look at the picture and listen to the poem, then find a title for it. Explain why you chose this title. (GO-L.6 / CO-L.1)**

The aim of the activity is to help Ss identify a suitable title for the story they have listened to. Draw Ss' attention to the picture. Tell Ss that they are going to listen to a poem related to the picture. Play the recording once and ask them to find an appropriate title for it. Elicit the answers. Ask Ss to explain briefly why they have chosen that title. During the activity, encourage Ss to pay attention to stress, pronunciation and intonation while they are listening.

Recording Script 5.B

Whenever you need me I'll be there.
I want you to know that I truly care.

When life knocks you down on your knees,
I'll be at your side just as fast as you please.

A shoulder to cry on when times are rough,
An encouraging word when you don't feel good enough.

An ear to listen to your hopes and your dreams,
A voice of moderation when you've gone to extremes.

Someone to share the good and the bad,
I will be the world's best friend you ever had!

POSSIBLE ANSWERS:

Friendship, Best Friend, What a Real Friend Means. / Ss' own answers

- B. How does the poet describe a good friend in the poem? What does a good friend do to make you feel good?**

This is a post listening activity. Ask Ss to express their ideas considering the poem and by answering the questions in the instruction. Elicit the ideas.

POSSIBLE ANSWERS:

A good friend truly cares about you. He or she is always at your side with a shoulder to cry, an ear to listen when you don't feel good enough. He or she shares the good and the bad with you. / Ss' own answers

- C. Look at the picture again and guess what will happen in their life in five years time considering the information below. Prepare a short speech and present it to your classmate(s). (GO-SP.3,8 / CO-S.5)**

The aim is to encourage Ss to have desire to speak on familiar topics and to speak related to their guesses.

Focus Ss' attention on the picture. The girls in the picture are Emily and Betty and they are good friends. Draw Ss' attention to the information given below the instruction and ask Ss to make guesses about the girls' future lives. Then, ask them to prepare a short speech.

During the activity, try not to interrupt Ss' speeches to correct their mistakes. Make sure that Ss feel free to speak and have desire to speak. Remind them that they can make use of 'Useful Expressions' part to make their guesses and to make their speech relevant. Encourage Ss to use basic repertoire of isolated words and phrases according to their functions and genre while they are speaking.

B

D. Look at the pictures and guess what will happen next. Write a short text for each of them (at least three sentences).



a.

If he tries to cross the rope bridge, he may fall off it. If he falls off the bridge, he will get hurt badly. If he gets hurt badly, he should stay at hospital. If he stays at hospital, he can get well soon. If he gets well soon, he might want to cross the same bridge again!



b.

If she forces the dog a little bit more, it.....
.....
.....



c.

If the baby plays with matches.....
.....
.....



d.

If they hit each other,
.....
.....

D. Look at the pictures and guess what will happen next. Write a short text for each of them (at least three sentences.) (GO-W.8,11 / CO-W.7,10)

The aim is to enable Ss to write short texts and to write their guesses. Draw Ss' attention to the pictures. Give them enough time to examine the pictures. Give them enough time to examine the example. Ask them to write their guesses for each picture. Remind them that they need to write at least three sentences and all the sentences must be in a sequence as in the example. During the activity, monitor the class and encourage Ss to use basic repertoire of isolated words and phrases according to their functions and genre and to write coherently. Remind Ss to put their writings into their portfolios.

POSSIBLE ANSWERS:

- b. will bite her. If it bites her, she'll get injured. If she gets injured, she'll go to hospital. If she goes to hospital, doctors will treat her.
- c. it will light them. If it lights them, a fire will break up. If a fire breaks up, the fire brigade will come. If the fire brigade comes, they will put off the fire.

- d. they will get hurt. If they get hurt, they will get angry with each other. If they get angry with each other, they will fight. If they fight, the referee will get them out of the game.

TEACHER'S NOTES

C - MUSIC

Time to read

A. Match the genres of music to the pictures. Which one is your favourite and why? Compare yours with your partner's.

1. 2. 3. 4. 5. 6.

a. Rock b. Jazz c. Classical d. Pop e. Rap f. Folk

B. Read the biographies and find a statement you agree with and one you disagree with. Then, explain why.

THE BEATLES

The Beatles was a rock and pop band from Liverpool, England. Formed in 1960, the group primarily consisted of John Lennon (rhythm guitar, vocals), Paul McCartney (bass guitar, vocals), George Harrison (lead guitar, vocals) and Ringo Starr (drums, vocals). The group worked with different musical genres, ranging from rock and roll to psychedelic rock. Their clothes, style and statements made them the most important trendsetters in 1960s. After the band broke up in 1970, all four members started their successful solo careers. The Beatles released more than 40 different singles, albums, and EPs selling over one billion records internationally. Theirs was the greatest commercial success in the history of popular music. In 2004, Rolling Stone magazine ranked the Beatles number one on its list of 100 Greatest Artists of All Time. Their influence on pop culture is still evident today.

John Lennon
(1940-1980)
Lennon was in the group from the very beginning. He wrote many hit songs together with McCartney.
After the band broke up, he continued his solo career in the USA until a fan of his murdered him in New York.

Paul McCartney
(1942-)
McCartney was the songwriter fellow of Lennon. Theirs was one of the most successful songwriting partnerships of the 20th century.
In 1997, the Queen, knighted him as Sir Paul McCartney.

George Harrison
(1943-2001)
Harrison was the lead guitarist of the Beatles. After the band's break up, he released many successful albums. He took part at number 11 in Rolling Stone magazine's list of "100 Greatest Guitarists of All Time". Harrison died of lung cancer in 2001.

Ringo Starr
(1940-)
He became the Beatles' drummer in 1962. He composed unique, stylistic drum parts for the Beatles' songs. He is married to Barbara Bach and he was a movie partner of hers in the 1981 movie "Caveman".

Statement you agree with	Why?
Statement you don't agree with	Why not?

C. What made the Beatles trendsetters in 1960s?

66

of music with their partners'. Check / elicit their answers.

KEY A:

1. d 2. f 3. a 4. e 5. c 6. b / Ss' own answers

B. Read the biographies and find a statement you agree with and one you disagree with. Then, explain why. (GO-R.8,9 / CO-R.8,9)

The aim is to help Ss read real or imaginary biographies and identify the ideas they agree or disagree with in readings.

Focus Ss' attention on the text. The text includes a short introduction part and short biographies of the members of the Beatles. Give Ss enough time to read the text to get the general meaning. Then, ask Ss to find a statement they agree with and a statement they disagree with. If they can't identify any ideas expressing opinions, draw their attention to the statements below by writing them on the board.

- Their clothes, style and statements made them the most important trendsetters in 1960s.
- Theirs was the greatest commercial success in the history of popular music.
- Their influence on pop culture is still evident today.
- Theirs was one of the most successful songwriting partnerships of the 20th century.

Then, read them aloud and ask them to write their opinions about those statements in the chart explaining the reasons. During the activity, monitor the class and ask them to take notes. Encourage Ss to do extensive reading on the subject in their free time. Elicit Ss' answers.

KEY B:

Ss' own answers

Background Information: EP: Extended Play (shorter than an LP but longer than a single)

C. What made the Beatles trendsetters in 1960's?

To check the Ss' level of understanding the text, ask them to scan the biographies again and find what made the Beatles trendsetters in 1960s. Check the answers.

KEY C:

Their clothes, style and statements made them trendsetters in 1960s.

5C. MUSIC

Time to Read

Warm up

Books are closed.

Ask Ss what kind of music they like most. Let Ss discuss it for a few minutes. Elicit the ideas.

Books are open.

A. Match the genres of music to the pictures. Which one is your favourite and why? Compare yours with your partner's.

Focus Ss' attention on the photos. In each picture, there is a well-known musician's photo of a genre and the names of the genres are given under the pictures. Set limited time and let Ss examine the photos. Ask Ss to match the genres of music to the pictures. Then, tell them to compare their taste

C

D. Which bands or singers are trendsetters nowadays? Which specialities make them trendsetters? Do you like them or not? Explain briefly.

Useful Expressions:

I think ... / In my opinion...
... is/are very trendy because... /
I (don't) like their-his-her ... because...
... and... make them-him-her trendsetters in... etc.

Keep in Mind!

It must be mine. I'll buy her car.
I don't have my credit card with me. Can I use yours?
He continued his solo career in the USA until a fan of his murdered him in New York.
He is married to Barbara Bach and he was a movie partner of hers. Their film was great.
Your house is big and new, but ours is old and cosy.
That's was the greatest commercial success in the history of popular music.

Time to listen

A. Match the sentences to their equals in meaning.



- 1. I'm broke.
- 2. I like browsing through the music store.
- 3. You're such a fox!
- a. I'm interested in looking around the goods without buying.
- b. You are a smart person.
- c. I don't have any money at all.



B. Spencer wants to browse through the music store. He asks Doris if she wants to go to the mall with him. Listen to the dialogue and tick the correct option.

- | | | |
|--|-------|---------|
| 1. Who is broke? | DORIS | SPENCER |
| 2. Who likes browsing through the music store? | | |
| 3. Who wants to listen to new albums? | | |
| 4. Who is smart like a fox? | | |

67

D. Which bands or singers are trendsetters nowadays? Which specialities make them trendsetters? Do you like them or not? Explain briefly. (GO-SP.2,4 / CO-S.7)

The aim of the activity is to enable Ss to explain their likes and dislikes with reasons. Another aim of the activity is to help them enjoy speaking on simple and familiar topics. In this activity, Ss are going to prepare a short speech to explain their ideas. Give Ss enough time to prepare their speeches and let them take some notes to organize their ideas. Making use of the notes helps them speak self confidently. Also, remind Ss that they can make use of 'Useful Expressions' part to make their speech coherent.

KEY D:

Ss' own answers

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to talk about possession. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

Time to Listen

A. Match the sentences to their equals in meanings.

Focus Ss' attention on the pictures and ask Ss to match the sentences to their equals in meanings. Remind them that they are going to hear these sentences in the next activity while listening the recording.

KEY A:

1. c 2. a 3. b

B. Spencer wants to browse through the music store. He asks Doris if she wants to go to the mall with him. Listen to the dialogue and tick the correct option. (GO-L.3 / CO-L.4)

The aim is to enable Ss to notice the common words and phrases related to everyday life and interests in audio material. Before playing the recording, let Ss have a look at the questions which they are going to answer while listening. It helps Ss have an aim for listening to the recording. Play the recording once and ask Ss to tick the correct options. If necessary, you can play the recording twice. Then, check the answers. During the activity, encourage Ss to appreciate what they listen.

Recording Script 5.C

Spencer: Doris, do you want to come to the mall with me?

Doris : I'd love to, but I'm broke. My wallet is empty.

Spencer: So is mine, but I like browsing through the music store there.

Doris : Are you sure you only want to browse?

Spencer: Yeah. I like to listen to new albums there. I don't have money to buy them, but I can go there and listen. You know you don't have to pay for listening.

Doris : You're such a fox!

KEY B:

1. Doris and Spencer 2. Spencer 3. Spencer 4. Spencer

C. Work in pairs. Summarise the dialogue in activity B to your partner.

D. Read the dialogue, change the bold words and act out a similar one.

Doris and Spencer are at the Music Store now.

Spencer : Wow, Doris. Listen to this, it's beautiful, isn't it?

Doris : Yes, is it **Red Hot Chili Peppers**?

Spencer : Yeah, and I think it's the **best album of theirs** by far.

Doris : But you can't buy it now, what a pity!

Spencer : Oh, it must be mine. I'll buy it.

Doris : How are you going to **pay for it**?

Spencer : Good point! I don't have **my credit card** with me.

Can I use yours?

Doris : Oh, Spencer! You are hopeless!



E. Read the short biography of one of the members of Red Hot Chili Peppers below. Then, write your autobiography briefly in a short paragraph considering the following questions.



His name is Michael Peter Balzary, but he is better known by his stage name, Flea. He was born on October 16, 1962 in Melbourne, Australia. His parents' names are Mick and Patricia. He has brown hair and blue eyes. His family moved to the USA for his father's career when Flea was five. He attended Fairfax High School and founded a music band with his school-mates. The band got the name "Red Hot Chili Peppers" after a while and released many successful albums. They became well-known all over the world. He is considered as one of the best bass players in the world today.

1. What's your full name?
2. When were you born?
3. Where were you born?
4. What are your parents' names?
5. Were you named after anyone?
6. How many brothers and sisters do you have?
7. Are you the first, the middle or the last child of your family?
8. What is your hair and eye colour?
9. Are you right or left handed?
10. What primary school did you graduate from?

68

C. Work in pairs. Summarise the dialogue in activity B to your partner. (GO-L.5)

The aim is to enable Ss to summarise what they have listened to. Tell Ss that they are going to summarise the dialogue in the recording to their partner. You can play the recording for the last time if necessary.

KEY C:

Ss' own answers

D. Read the dialogue, change the bold words and act out a similar one. (GO-SI.6 / CO-S.4)

The aim of the activity is to help Ss express their wishes, demands, and complaints to the related people.

To achieve this aim an example dialogue is given under the instruction.

Ss work in pairs. Draw Ss' attention to the dialogue and give them enough time to examine it and focus on the words in bold. Remind Ss that they are going to act out a similar one by changing these words. Monitor the class during the preparation

of the activity. If there are any unknown words, explain them briefly in the target language. Let Ss act out the dialogue and encourage them to use words and word groups related to particular concrete situations.

E. Read the short biography of one of the members of Red Hot Chili Peppers below. Then, write your autobiography briefly in a short paragraph considering the following questions. (GO-W.1, 2 / CO-W.1,6)

The aim is to enable Ss to write their autobiographies and use expression patterns appropriately according to the topic and situation. Ask Ss to read the short biography of Flea as an example. Set limited time for the writing activity. Draw Ss' attention to the questions given below the instruction. Tell Ss that they going to write a shot autobiography by considering these questions.

During the activity monitor the class and encourage Ss to use simple sentence structures and patterns accurately. Also, help them use the range of words appropriately and accurately in order to meet their daily needs. If you have extra time, choose the best writing as an example and write it on the board to check the level of the accuracy. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

Atatürk

A. What do you know about Atatürk's principles? Which one is your favourite? Why?

B. Match Atatürk's Principles to his quotes.

1. Republicanism 2. Secularism 3. Populism

4. Reformism 5. Nationalism 6. Statism

a. The peasant is the master of the nation.
 b. Authority, without any condition and reservation, belongs to the nation.
 c. Those who use religion for their own benefit are detestable. We are against such a situation and will not allow it.
 d. Following the military triumph we accomplished by bayonets, weapons and blood, we shall strive to win victories in such fields as culture, scholarship, science and economics.
 e. One day my mortal body will turn to dust, but Turkish Republic will stand forever.
 f. I am not leaving you a spiritual legacy of dogmas, unchangeable petrified directives. My spiritual legacy is science and reason.

C. Which of Atatürk's quotes above you like most? Explain why.

CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	understand phrases, words and expressions in a simple task and guess a title for it. understand phrases, words and expressions related to my likes and dislikes and explain the reasons of them.			
Reading	read short and simple stories to summarize and comment on them whether I agree or disagree read poems to get the main feeling. read biographies.			
Speaking Interaction	communicate in simple tasks and make a debate if I agree or disagree with the opinion. communicate to express my feelings, wishes and demands. make simple purchases by asking the price.			
Speaking Production	use series of phrases, words and expressions to make a short speech according to my notes. use series of phrases, words and expressions to explain my predictions. use series of phrases, words and expressions to express my likes & dislikes with their reasons.			
Writing	write a short story and put the events into correct order. write short paragraphs about my predictions. write short paragraphs by using appropriate phrases to the situations. write an autobiography.			

69

Ask them to explain which quote of Atatürk they like most with reasons. Elicit the answers.

ANSWER KEY:
Ss' own answers

* The activities related to Atatürk need to be varied considering the explanations and the topics given on the table on page 235.

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved. Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

TEACHER'S NOTES

A. What do you know about Atatürk's principles? Which one is your favourite? Why?

Draw Ss' attention to the questions. Give Ss enough time to organise their thoughts and ask them to explain their opinions briefly.

B. Match Atatürk's principles to his quotes. (GO-R13)

The aim is to help Ss make guesses about what they have read. Focus Ss' attention on the text. Give Ss enough time to read the text and let them use their dictionaries if they need. Then, ask Ss to match Atatürk's Principles to his quotes. Check their answers.

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

C. Which of Atatürk's Quotes above you like most? Explain why.

Give Ss enough time to organize their thoughts.

THEME 6

TOURISM

At the end of this theme you will be able to:

- catch the main point in short, simple, clear tasks and compare the similarities and differences.
- understand phrases, words and expressions in a simple, short task and guess its main theme or title.
- read short and simple texts including future plans.
- read and understand the abbreviations in the text.
- read and understand formal texts.
- read short texts and make predictions about them.
- communicate by asking and answering short, simple and clear questions.
- make a short and simple interview.
- communicate by telling your likes, dislikes and complaints.
- use series of phrases, words and expressions to explain whether you agree or disagree with someone's opinion.
- use series of phrases, words and expressions to make descriptions.
- write a paragraph about your feelings, dreams and opinions.
- write a paragraph by using abbreviations.
- write formal letters to give opinions or make complaints.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 6 - TOURISM

Language areas		Order of adjectives			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - TYPES OF TOURISM	Listening	4. Compare the similarities and differences in audio material.	3. Search the meaning of unknown words in what they have listened to.	<p>Nouns: virtual tourism, exploration area, mountaineering, trekking, bungee jumping, mountain biking, rafting, zip-lining, rock climbing, ghetto tourism, scuba diving, hang gliding, ski, snowboarding, border, healthcare, (cosmetic) surgery, replacement, cancer, treatment, addiction, rehabilitation, cardiology, neurology, ivf (in vitro fertilisation), purpose, start-up, opportunity, cuisine, taste, pastry, dessert.</p> <p>Verbs: involve, include, identify, provide, recommend.</p> <p>Adjectives: remote, exotic, dangerous, extreme, recent, joint, cardiac, dental, national, therapeutic, famous, alternative, affordable, recreational, leisure, incredible, giant, ancient, rectangular, talkative, easy going, hospitable, welcoming, patient, pricey, delicious, kind.</p> <p>Adverbs: instead.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	1. Answer the questions.	10. Ask for further explanation for the points not understood during conversations.		
	Spoken Production	5. Give descriptions by adding their impressions and feelings.	11. Express themselves by increasing vocabulary repertoire in different situations.		
	Reading	13. Make guesses about what they have read.	6. Pay attention to punctuation marks while reading. 7. Read fluently.		
	Writing	4. Express their feelings and ideas in written. 5. Write their feelings, ideas and dreams.	5. Use sentence structures correctly and meaningfully. 11. Use simple structures and language functions while writing.		

Language areas		Present Continuous for Future			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B - UNUSUAL TRAVELLERS	Listening	<p>1. Guess the topic of the short and simple stories in audio material provided they are read slowly and clearly.</p> <p>2. Enjoy listening to short and simple stories.</p>	<p>5. Ask for further explanation for the points not understood in what they have listened to.</p>	<p>Nouns: check-in, cruiser, voyage, whale, seal, pass, peninsula, iceberg, destination, opportunity, vibration, engine, stage, orbit.</p> <p>Verbs: board, join, observe, float, achieve.</p> <p>Adjectives: brief, whole, unusual, available, slight, separate.</p> <p>Phrasal verbs: look forward to, take off, lift off.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	<p>1. Answer the questions.</p> <p>4. Have a desire to join a simple conversation provided it is comprehensibly and clearly carried out.</p> <p>7. Draw attention to start to talk.</p>	<p>1. Use body language while speaking.</p> <p>2. Take care with rules of manners and cultural values while speaking.</p>		
	Spoken Production	<p>6. Express they agree or disagree with what they have listened to or read.</p> <p>1. Explain their hobbies and interests with reasons.</p>	<p>8. Use simple structures correctly.</p>		
	Reading	<p>12. Identify future plans in readings.</p> <p>1. Identify what is told in informal letters.</p> <p>4. Understand abbreviations</p>	<p>1. Search the meaning of unknown words.</p>		
	Writing	<p>5. Write their feelings, ideas and dreams.</p> <p>7. Use the abbreviations they know in writings.</p> <p>12. Write their future plans.</p>	<p>2. Write according to the spelling rules.</p> <p>3. Use punctuation marks appropriately and accurately.</p>		

Language areas		Basic question forms (Wh- questions) / Too & enough			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - TRAVELLING ISSUES	Listening	1. Guess the topic of the short and simple stories in audio material provided they are read slowly and clearly.	2. Take care with rules of manners and cultural values while listening.	<p>Nouns: square, fountain, travel agent, brochure, brick, suit, charge, reply, compensation, facility, complaint, inside, clerk, waitress, bellboy, staff, salutation, safari, supervisor, print, duty, luggage.</p> <p>Verbs: complain, overlook, offer, expect, await, demand, apologise, be off, be out of use, order.</p> <p>Adjectives: narrow, additional, awful, inconvenient, fair, busy.</p> <p>Phrasal verbs: sign off.</p> <p>Adverbs: properly, for a while.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	6. Inform of their wishes, demands, and complaints to the related people.	6. Pronounce the words accurately.		
	Spoken Production	6. Express they agree or disagree with what they have listened to or read.	13. Speak fluently. 14. Speak coherently.		
	Reading	11. Read formal writings suited to formal writing rules. 13. Make guesses about what they have read.	4. Guess the meaning of unknown words in the written text.		
	Writing	4. Express their feelings and ideas in written. 6. Write to give information. 10. Write formal writings suited to formal writing rules.	4. Use polite expressions in their writings. 12. Report the sentences they heard or read in written text.		

A - Types of Tourism

Time to read

A. Match the types of tourism to the pictures. Which one is your favourite? Why?



1. Ecotourism 2. Music tourism 3. Safari tourism 4. Virtual tourism

B. Read the texts and answer the questions.

1. Do you think you are brave enough to join ghetto or disaster tourism?
2. When you get old, do you think you will have a cosmetic surgery?
3. If you have a lot of money in the future, do you think you will spend it on a personal space flight?

Adventure Tourism

Adventure tourism is a type of tourism, involving exploration or travel to a remote, exotic and dangerous touristic area. This may include activities such as mountaineering, trekking, bungee jumping, mountain biking, rafting, zip-lining and rock climbing. Some extreme forms of adventure travel include disaster and ghetto tourism. Other rising forms of adventure travel include social and jungle tourism. Scuba diving at the Great Barrier Reef in Australia, hang gliding at Rio de Janeiro, ski and snowboarding in Nepal, rock climbing in Spain, mountain tourism in Greece and white water rafting in Turkey can be some possible recent travelling options of adventure tourism.



Medical Tourism

Medical tourism (also called health tourism) is a term describing the rapidly-growing enormous travelling practice across international borders to get healthcare. Some typical curing services include surgeries such as joint replacement (knee/hip), cardiac surgery, dental surgery, and cosmetic surgeries. Over 50 countries have identified medical tourism as a national industry. Israel is famous for the Dead Sea, a world-famous therapeutic resort. Cuba provides cancer treatment, eye and cosmetic surgery and addiction rehabilitation. China serves treatments in cardiology and neurology. India is famous for alternative medicine. And Turkey gives one of the best and most affordable treatments in ivf (in vitro fertilization) known as "test tube baby".



Space Tourism

Space tourism is space travel for recreational, leisure or business purposes. A number of start-up companies are trying to create a space tourism industry these days. Orbital space tourism opportunities are limited and expensive, so only the Russian Space Agency provides transport by giving people dates in advance. The space tourists paid incredible, giant amount of money (US\$ 20-35 million) for the flights during the period 2001-2009. Some organizations such as the Commercial Spaceflight Federation use the term "personal spaceflight" instead of space tourism.



C. Which type of tourism in the text do you think will be more popular than others in the near future? Why?

71

KEY A:

1. c 2. d 3. a 4. b / Ss' own answers

B. Read the texts and answer the questions. (CO-R.6,7)

Draw Ss' attention to the questions and tell them that they are going to read the texts. Give them limited time and tell that they are going to answer the questions according to themselves after they have finished. Encourage Ss to pay attention to punctuation marks while they are reading and to read fluently. Elicit their answers.

KEY B:

Ss' own answers

C. Which type of tourism in the text do you think will be more popular than others in the near future? Why? (GO-R.13)

The aim is to make guesses about what they have read. Ask Ss which type of tourism in the texts is more popular than others now. Then, encourage Ss to make guesses about which type will be more popular in the near future. Ss should give reasons why they think so.

KEY C:

Ss' own answers

6A. TYPES OF TOURISM

Time to Read

Warm up

Books are closed.

Ask Ss if they like travelling or not and where they would like visit most in their country or abroad. Let Ss discuss what types of tourism they know for a few minutes.

Books are open.

A. Match the types of tourism to the pictures. Which one is your favourite? Why?

Draw Ss' attention to the pictures. Ss match the types of tourism to the pictures. Check their answers. Then, ask Ss which one is their favourite and encourage them to explain their reasons. Let Ss discuss it for a few minutes.

TEACHER'S NOTES

Keep in Mind!									
Quantity	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	Noun
a	remote exotic dangerous							touristic	area
some	possible		recent					travelling	options
	rapidly- growing	enormous						travelling	practice
	incredible	giant							amount of money
a		huge	ancient	rectangular	white	Chinese	porcelain		plate
Three	handsome		young			English			men

D. Study the chart below, make short descriptions for each city and perform in the class. Consider your own feelings and impressions, too.



Place	City	People	Weather	Food
New York, US	popular and crowded	friendly and talkative	very cold in winter	not healthy but delicious
Istanbul, Turkey	historic and amazing	easy-going and hospitable	usually warm, rainy in winter	tasty and exotic
Tokyo, Japan	modern but expensive	welcoming, patient and hard-working	mild except for winter	healthy but pricey

Time to Listen

A. Match the definitions to the words.

1. amazing (adj)	a. very pleasing or attractive; nice.
2. charming (adj)	b. extremely interesting.
3. fascinating (adj)	c. extremely good, especially in a surprising and unexpected way.

B. Sheldon and Sue are back from their Easter holiday. Listen and compare their holidays considering the similarities and differences. Then, tick the chart.

	Similar	Different
City		
Weather		
Food		
People		

Now listen again and write in what ways they are different or similar.

City	Paris was charming.	Frankfurt was amazing.
Weather		
Food		
People		

themselves by increasing vocabulary repertoire in different situations.

Time to Listen

A. Match the definitions to the words. (CO-L.3)

Draw Ss' attention to the adjectives and tell that learners generally confuse their meanings. Ask Ss to match them to their definitions and check the answers. Encourage Ss to search the meaning of unknown words in what they have listened to in order them to understand the context better.

KEY A:

1. c 2. a 3. b

B. Sheldon and Sue are back from their Easter holiday. Listen and compare their holidays considering the similarities and differences. Then, tick the chart. (GO-L.4)

The aim is to compare the similarities and differences in audio material. Tell Ss that they are going to listen and tick if the city, weather, food and people in Sheldon and Sue's holiday destinations are similar or different. Play the recording once. Check the answers.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain the structures by making use of the "Grammar Reference" section at the end of the Student's Book. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

D. Study the chart below, make short descriptions for each city and perform in the class. Consider your own feelings and impressions, too. (GO-SP.5 / CO-S.11)

The aim is to give descriptions by adding their impressions and feelings. Draw Ss' attention to the chart. Tell them they are going to examine it and make short descriptions for each city considering their own feelings and impressions. Point out that they should make use of the chart in "Keep in Mind" section for the order of the words. Then, they are going to perform an oral presentation in the class. This type of activities will provide Ss to express

Recording Script 6.A

Sheldon : Hi, Sue how was your holiday?

Sue: It was really fascinating. Frankfurt is an amazing historical city, you know. What about yours?

Sheldon : Mine was great, too. I was in Paris and it was a charming city.

Sue: What was the weather like in Paris?

Unfortunately it rained all the time in Frankfurt.
Sheldon: Poor you! Paris was quite sunny but just a little bit windy sometimes.

Sue: How lucky you are. And, did you like the French cuisine?

Sheldon : Yeah! I loved it, but it was quite pricey. So, sometimes I ate in fast food restaurants.

Sue: Well, German food was a little bit different to my taste but the pastries and desserts were delicious. Also the German people were so welcoming.

Sheldon: The French were, too. They were very kind as well.

KEY B:

	Similar	Different
City	✓	
Weather		✓
Food		✓
People	✓	

Then, tell them that they are going to listen again and write in what ways the two cities are similar or different by taking the given examples in the chart as models. Play the recording again and check their answers.

City	Paris was charming.	Frankfurt was amazing.
Weather	Paris was quite sunny but just a little bit windy.	It rained all the time in Frankfurt.
Food	Sheldon loved the French cuisine but it was pricey.	German food was a little bit different to Sue's taste but the pastries and desserts were delicious.
People	French people were both welcoming and kind.	German people were so welcoming.

TEACHER'S NOTES



C. Work in pairs. Make simple dialogues about your holiday experiences.

Student A: Ask the following questions.
 - Where did you go on your last holiday?
 - What was it like?
 - What was the weather like?
 - What were the people like?
 - What was the food like?
 - Do you recommend it?

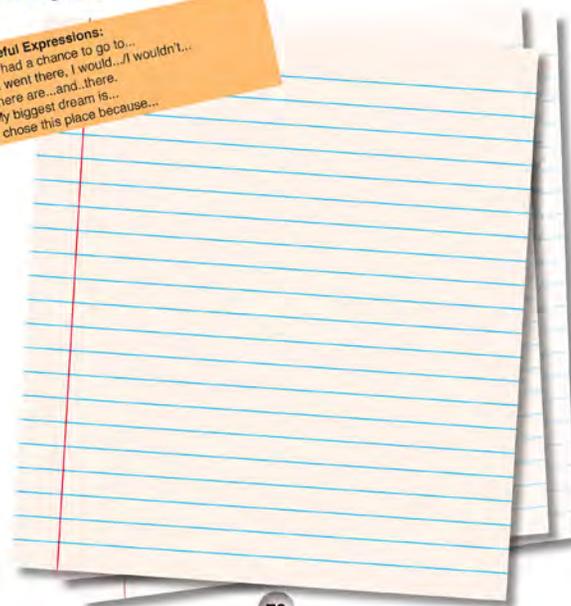


Student B: Answer the questions. Then, swap the roles.



D. Think about your dream holiday destination. Write about it expressing your feelings, ideas and imagination.

Useful Expressions:
 If I had a chance to go to...
 If I went there, I would.../I wouldn't...
 There are...and...there.
 My biggest dream is...
 I chose this place because...



73

C. Work in pairs. Make simple dialogues about your holiday experiences. (GO-SI.1 / CO-S.10)

The aim is to answer the questions. Draw Ss' attention to the questions in the first box. Tell Ss that they are going to work in pairs and make simple dialogues about their holiday experiences by asking and answering the questions given. Then, they swap the roles. Monitor Ss while they are doing the activity and encourage them to ask for further explanation for the points not understood during conversations.

D. Think about your dream holiday destination. Write about it expressing your feelings, ideas and imagination freely. (GO-W.4,5 / CO-W.5,11)

The first aim is to express their feelings and ideas in written. The second aim is to write their feelings, ideas and dreams. Tell Ss to think about a dream holiday destination they wish to visit and that they are going to write a short essay about it. Point out that they should express their feelings,

ideas and imagination freely. Draw Ss' attention to the "Useful Expressions" section and encourage them to use sentence structures correctly and meaningfully and to use simple structures and language functions while they are writing. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

B - Unusual Travellers

Time to read

A. Search the Net and find the meanings of these abbreviations.

- | | |
|--------------------|------------------|
| 1. CU LBR : | 5. 2DA : |
| 2. 2MORO : | 6. SOME1 : |
| 3. LOL : | 7. PLS : |
| 4. TXT MSG : | 8. ASAP : |

B. Read the letter and find what Ricardo is planning to do.

Dear Marian,

How r things with you? R u fine? We're all well here. I'm looking forward to our holiday with Antonio. We're going to the Antarctic for 11 days! There's so much to do there - here's our schedule.

We're arriving at Buenos Aires Airport on the 1st day. After a short tour in the city, we're arriving at the hotel. We're going to have enough time to explore the city after the check in.

On the 2nd day, after the breakfast we're going to the airport and flying to Ushuaia. You know, Ushuaia is the southernmost city in the world. After some sightseeing, we're boarding on the cruiser, and then we're joining a cocktail to meet the other guests and get brief info about our voyage in the evening.

At last we're arriving in the Antarctic after two days' voyage on the 4th day.

From the 4th to the 8th day of the tour, we're observing the whales, penguins and seals while passing through the Lemaire and Neumayer Canals. Depending on the weather, we're going to have chance to join Zodiac trips to the coasts of Whaler Bay, Halfmoon Island, Yankee Harbour, Cuverville Island and Errera Canal.

When we go to Brown Bluff, the farthest city of the peninsula, we will be able to see the floating icebergs!

After exploring the Antarctic, on the 9th day, we start our returning trip from Ushuaia to Buenos Aires by cruiser.

We're getting to Buenos Aires on the 10th day. We're going to be free whole day after breakfast.

On the 11th day, very early in the morning we're getting to the airport for the flight home.

That's all 4 us! How abt u? Do you have any plans for ur holiday? B4n!

Best wishes.

Ricardo

PS: THX 4 the CDs. ILUVEU!



C. Read again and answer the questions.

- Who is Ricardo going on holiday with?
- What means of transportation are they going to use?
- How many days is the journey going to take?
- What are they going to do in Ushuaia?
- Where are they going to see the floating icebergs?
- How many days are they staying in Buenos Aires?

74

6B. UNUSUAL TRAVELLERS

Time to Read

Warm up

Books are closed.

Ask Ss if they use any abbreviations while texting short messages and what they are. Let Ss discuss it for a few minutes.

Books are open.

A. Search the Net and find the meanings of these abbreviations. (CO-R.1)

Draw Ss' attention to the abbreviations in activity A. Ask Ss to guess the meanings or full forms of the abbreviations given. Then, encourage them to search the meaning of unknown words on the Net. Check the answers.

KEY A:

1. See you later
2. Tomorrow
3. Lots of laugh / love
4. Text message
5. Today
6. Someone
7. Please
8. As soon as possible

B. Read the letter and find what Ricardo is planning to do.

The aim is to identify future plans in readings. Tell Ss that they are going to scan Ricardo's letter quickly and find what he is planning to do. Check their answers.

KEY B:

Ricardo is planning to go on a holiday to Antarctic with Antonio.

C. Read again and answer the questions. (GO-R.1)

The aim is to identify what is told in informal letters. Draw Ss' attention to the questions in activity C. Tell Ss that they are going to read the letter carefully this time and answer the questions considering the information given in the letter. Check their answers.

KEY C:

1. He is going on holiday with Antonio.
2. They are going to use plane, cruiser and zodiac for transport.
3. It is going to take eleven days.
4. They are going to go sightseeing, board on a cruiser and join a cocktail.
5. They are going to see them in Brown Bluff, the farthest city of the peninsula.
6. They are staying in Buenos Aires for two days.

TEACHER'S NOTES

B

D. Write the full form of these abbreviations from the letter.

- | | |
|---------|-------------|
| 1. RU | 6. B4N |
| 2. INFO | 7. PS |
| 3. 4 | 8. THX |
| 4. ABT | 9. CD |
| 5. UR | 10. ILUV'EM |

E. Do you think a trip to the Antarctic is a good idea? Why (not)? Explain briefly.

Useful Expressions:
I think a trip to the Antarctic is (not) a good idea because...

F. Discuss about your dream destination for a fantastic holiday. What kind of opportunities do you think you will find there? What kind of activities are you interested in doing while you're on holiday?

Useful Expressions:
My dream destination is... / I would like to... / I think I'll be able to...
While I'm on holiday I love to... / I'm interested in... so...

Keep in Mind!

We're going to the Antarctic for 11 days! After the breakfast we're going to the airport and flying to Ushuaia. We're going to have enough time to explore the city after the check in. We're going to be free whole day after breakfast. When we go to Brown Bluff, the farthest city of the peninsula, we will be able to see the floating icebergs!

Time to listen

A. Match the words to the pictures. Guess what type of tourism you are going to listen about.



1. orbit 2. vibration 3. lift-off 4. engine



B. Listen to the short story of an unusual traveler. Then:

1. Choose the appropriate topic from the options.
a. a trip to heaven b. a trip to Kazakhstan c. a trip to space
2. Answer the questions.
a. What kind of travel did Dennis Tito have? b. Where did he go?

C. Listen again and tell how Dennis Tito felt about the travel.

75

D. Write the full form of these abbreviations from the letter. (GO-R.4)

The aim is to understand abbreviations. Ask Ss to write the full form of the abbreviations considering the information given in the letter. Check the answers.

KEY D:

1. Are you
2. Information
3. For
4. About
5. You are
6. Bye for now
7. Post Script
8. Thanks
9. Compact Disc
10. I love them

E. Do you think a trip to the Antarctic is a good idea? Why (not)? Explain briefly. (GO-SP.6 / CO-S.8)

The aim is to express they agree or disagree

with what they have listened to or read. Tell Ss to explain briefly whether a trip to the Antarctic is a good idea or not. Point out that they should give reasons why or why not. Draw their attention to the “Useful Expressions” section and encourage them to use simple structures correctly.

KEY E:

Ss’ own answers

F. Discuss about your dream destination for a fantastic holiday. What kind of opportunities do you think you will find there? What kind of activities are you interested in doing while you’re on holiday. (GO-SP.1)

The aim is to explain their hobbies and interests with reasons. Draw Ss’ attention to the “Useful Expressions” section and tell them that they can make use of it while speaking in this activity. Ss talk about their dream destination for a fantastic holiday considering the opportunities they hope to find there. Then, they say what kind of activities they are interested in doing while they are on holiday.

KEY F:

Ss’ own answers

TEACHER’S TIP

Draw Ss’ attention to “Keep in Mind” section to examine the sample structures. Explain that we use these structures to talk about definite arrangements, plans and intentions, and probable situations in the future respectively. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

Time to Listen

A. Match the words to the pictures. Guess what type of tourism you are going to listen about.

Draw Ss’ attention to the pictures. Ask Ss to match the words to the pictures. Check the answers and ask their guesses on what type of tourism they are going to listen about.

KEY A:

1. c 2. d 3. a 4. b / Space tourism.

B. Listen to the short story of an unusual traveller. Then:

1. Choose the appropriate topic from the options.

KEY B 1:

c. a trip to space

2. Answer the questions. (GO-L.1,2)

The aims are to guess the topic of the short and simple stories in audio material provided they are read slowly and clearly and to enjoy listening to short and simple stories. Tell Ss that they are going to listen to the short story of an unusual traveller, Dennis Tito and choose the topic of his story from the given options. Then, tell them they are going to answer the questions. Let Ss do the activity as they like in order to make it attractive and amusing. Play the recording and check their answers.

Recording Script 6.B

It was in 2001 and we took off from Kazakhstan. At first, I felt a slight vibration, but didn’t hear the sound of the rocket engines. There were three separate stages during the flight and it took just 8 minutes and fifty seconds from the lift-off to orbit. Once we achieved orbit, I turned to my right and watched the black blackness of space and our beautiful blue planet through the windows. I said to myself, “I have done it. I’m in space!” It sounded like heaven and it was the most terrific experience of my life.

KEY B 2:

- a. He had a space travel.
- b. He went to the space.

C. Listen again and tell how Dennis Tito felt about the travel. (CO-L.5)

Tell Ss that they are going to listen to the text again and say how Dennis Tito felt about the travel. Play the recording again. Encourage Ss to ask for further explanation for the points not understood in what they have listened to. Check the answers.

KEY C:

He felt very excited. It was the most terrific experience of his life.

B

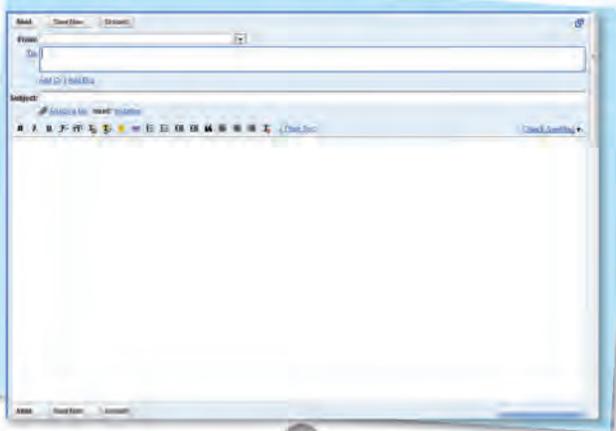
D. Work in groups of four and make a short interview. Ask at least four questions by trying to draw attention.

Student A : You are Dennis Tito. You are just back from space travel. There are a lot of journalists around you now.

Student B/C/D : Each of you is one of the journalists trying to make an interview with Dennis Tito. Ask him some questions by trying to draw his attention. Use the following patterns.

- Excuse me,
- May I have ?
- Can I ask ?
- Could you explain ?
- Sorry but, you said didn't you?

E. Imagine that you have an opportunity to make your dream travel. Write an e-mail to your best friend and explain your plans, ideas, feelings and dreams about your travel. Use abbreviations where available.

76

POSSIBLE ANSWERS:

- Excuse me, can I ask a couple of questions, please?
- Could you explain how you felt when you first saw our blue planet through the window?
- Can I ask how much the space voyage cost?
- Sorry but, you said it just took 8 minutes and 50 seconds, didn't you?

E. Imagine that you have an opportunity to make your dream travel. Write an e-mail to your best friend and explain your plans, ideas, feelings and dreams about your travel. Use abbreviations where available. (GO-W.5,7,12 / CO-W.2,3)

The aims are to write their feelings, ideas and dreams, to use the abbreviations they know in writings and to write their future plans. Tell Ss that they are going to write an e-mail to their best friends and explain their plans, ideas, feelings and dreams about their travel. Remind them that they should use abbreviations where available. Monitor them while they are writing and encourage them to write according to the spelling rules and to use punctuation marks appropriately and accurately. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

D. Work in groups of four and make a short interview. Ask at least four questions by trying to draw attention. (GO-SI.1,4,7 / CO-S.1,2)

The aims are to have a desire to join a simple conversation provided it is comprehensibly and clearly carried out, to draw attention to start to talk and to answer the questions. Draw Ss' attention to the first box. Tell Ss that they are going to work in groups of four and make a short imaginative interview with Dennis Tito. Each one is going to ask at least four questions by trying to draw attention considering the expressions given in the box. Let Ss do the activity as they like in order to make it attractive and amusing. Tell Ss to form a circle around the student pretending to be Dennis Tito and encourage them to use body language while they are speaking. Point out that they are acting as journalists and they should take care with rules of manners and cultural values while speaking.

KEY D:
Ss' own answers

C - Travelling Issues

Time to read

A. Match the places in Rome to the pictures.

1) Colosseum 2) St Peter Square 3) Spanish Steps 4) Trevi Fountain

B. Read the following complaint letter and answer the questions.

Mr. Paul Peterson
1422 Ocean Drive
Jacksonville
Florida
USA

Orion Travel Agency
Via Cavour 39
00184 Rome
Italy

April 12, 2012

Dear Sir / Madam,

We are writing to complain about our holiday in Rome. We stayed in the "four-star" Hotel Moonetta in April. The travel agent told us it would be fine at that time of the year but it was not warm enough, it rained every day and the streets were flooded. As a result, we could not have enough time to go any sightseeing.

Your brochure said that "rooms overlook the Colosseum", but our room overlooked a narrow street with a view of a brick wall. When we complained to the receptionist, she offered us a suit - at an additional charge! And it was too expensive.

I expected to find a satellite TV in a four-star hotel, but there was not one in our room. When we asked the receptionist, she said there were not any TVs in the hotel, and that we could watch TV at home. In addition to all these problems, room service was too slow.

In conclusion, our holiday to Rome was awful because of all these inconvenient issues. We were very unhappy with the service we received and we would like our money back. We are waiting for your reply and our compensation.

Yours faithfully,
Peterson PS
Mr. and Mrs. Peterson

- Where do the couple live?
- What city did they go for their holiday?
- Which hotel did they stay in?
- Were the hotel facilities good enough?
- Did their room overlook a nice view?
- Who offered a suit with an extra charge to them?
- Was the room service fast enough?
- Why did they write this letter? What did they ask for?

C. Discuss about what the travel agency will do. Will they accept to refund or not?

77

and explain the meanings if necessary.

NOTE: Colosseum is an alternative spelling of coliseum which means a large theatre, cinema, or stadium.
A square is a broad open area in the middle of a town usually in the shape of a square. **A step** is a flat narrow piece of wood or stone, especially one in a series that you put your foot on when you are going up or down in a building. **A fountain** is a structure from which water is sent up into the air, which is often in a small pool.

KEY A:

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

B. Read the following complaint letter and answer the questions. (GO-R.11)

The aim is to read formal writings suited to formal writing rules. Ask Ss if they know what a "formal" letter is. Explain that formal language is used in speeches, in serious or official writing if necessary. Draw Ss' attention to the questions in activity B. Tell Ss that they are going to read the letter of complaint and answer the questions considering the information given in the letter. Check their answers.

KEY B:

- They live in Florida, USA.
- They went to Rome for their holiday.
- They stayed in Hotel Moonetta.
- No, they weren't.
- No, it didn't.
- The receptionist offered it.
- No, it wasn't.
- They wrote it to complain about their holiday to the travel agency. They asked for compensation/their money back.

C. Discuss about what the travel agency will do. Will they accept to refund or not? (GO-R.13)

The aim is to make guesses about what they have read. Ask Ss their guesses on what the travel agency will do and whether they accept to refund or not.

KEY C:

Ss' own answers

6C. TRAVELLING ISSUES

Time to Read

Warm up

Books are closed.

Ask Ss if they know the meaning of "issue" and explain that it means "problem" if necessary. Ask Ss what possible travelling problems they may have while they are on holiday. Let Ss discuss it for a few minutes.

Books are open.

A. Match the places in Rome to the pictures. (CO-R.4)

Draw Ss attention to the names of the places. Encourage Ss to guess the meaning of unknown words in the written text and ask them to match the places in Rome to the pictures. Check the answers

Keep in Mind!

Where do the couple live? Who offered a suit with an extra charge to them? Did their room overlook a nice view? What city did they go for their holiday? Why did they write this letter? What did they ask for? Was the room service fast enough?

D. Read the dialogue. Choose one of the issues given and act out the dialogue by changing the bold words. Then, change the roles.

- | | |
|---------------------|---|
| Receptionist | : Good morning, can I help you? |
| Complainer | : I'd like to make a complaint about the room I'm staying in now. |
| Receptionist | : I'm sorry to hear that. What exactly is the problem? |
| Complainer | : First of all, the air conditioner isn't working properly and it's too hot inside. Then, the people in the room above sound like they are having all-night parties every night! So, I can't have enough sleep. |
| Receptionist | : Oh, I see. |
| Complainer | : I demand another room or my money back! |
| Receptionist | : I do apologize but I'm afraid all the rooms are full. I'd like to offer you a 20% discount on the price as a gesture of goodwill. |
| Complainer | : A 20% discount, you must be joking! I want to see the manager. |



Issue 1	Issue 2	Issue 3
- the meals are awful	-the swimming pool is out of use	-the sports centre is closed

Keep in Mind!

The travel agent told us it would be fine at that time of the year but it was not warm enough, it rained every day. As a result, we could not have enough time to go any sightseeing. She offered us a suit - at an additional charge! And it was too expensive. In addition to all these problems, room service was too slow.

A. Match the staff to the pictures.



1. Tour desk clerk 2. Receptionist 3. Waitress 4. Bellboy

B. Listen to the staff talking to the manager about their problems in the hotel. Match each story to the solution the manager finds.

- | | | |
|-----------|-------|---|
| 1st Staff | ..... | a. improve restaurant service. |
| 2nd Staff | ..... | b. employ more experienced safari guides. |
| 3rd Staff | ..... | c. update the brochure. |

C. Now listen to the 4th staff talking about his problem and write a solution for it.

Solution:

D. Do you think the hotel manager is fair to his staff? Imagine that you are the hotel manager; tell us what else you can do when you face such kind of issues in your hotel.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to form basic questions in different situations and to ask about different things. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

D. Read the dialogue. Choose one of the issues given and act out the dialogue by changing the bold words. Then, swap the roles. (GO-SI.6 / CO-S.6,13)

The aim is to inform of their wishes, demands, and complaints to the related people. Tell Ss to work in pairs and read the dialogue. Then, they choose one of the issues given and act out a dialogue by changing the bold phrases with their own ones. Monitor Ss while they are doing the activity and encourage them to pronounce the words accurately and to speak fluently.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to talk about the necessary degree of something and to say that something is more than necessary respectively. Encourage them to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

Time to Listen

A. Match the staff to the pictures.

Draw Ss' attention to the pictures. Ss match the staff to the pictures. Check the answers.

KEY A:

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

B. Listen to the staff talking to the manager about their problems in the hotel. Match each story to the solution the manager finds. (GO-L.1 / CO-L.2)

The aim is to guess the topic of the short and simple stories in audio material provided they are read slowly and clearly. Tell Ss that they are going to listen a recording of the staff talking to their manager about their problems in the hotel. Ask them to match each story to the solution the manager finds while they are listening. Tell Ss that workplaces usually need formal relations so they should take care with rules of manners and cultural values while they are listening. Play the recording. Check the answers.

Recording Script 6.C.1

1st staff: I'm a receptionist, not a safari guide. Our usual guide was off that day, and my supervisor said I should go to safari instead of him, but the animals frighten me!

2nd staff: I gave him a photocopy with all the times and prices for our daily tours. The thing is, the leaflet was from last year, because we didn't have time to print the new one.

3rd staff: He ordered one thing and then he changed his mind. The thing is, I'm the only waitress on night duty and we were full that week.

KEY B:

1st Staff: b 2nd Staff: c 3rd Staff: a

C. Now listen to the 4th staff talking about his problem and write a solution for it.

Tell Ss that they are going to listen to the fourth staff talking about his problem this time and they are going to write a solution for it. Elicit their answers.

Recording Script 6.C.2

4th Staff: There were a lot of guests waiting with their luggage for me to carry. So, I told them I was too busy and they should wait for a while.

KEY C:

Ss' own answers

POSSIBLE ANSWER:

employ more bellboys

D. Do you think the hotel manager is fair to his staff? Imagine that you are the hotel manager; tell us what else you can do when you face such kind of issues in your hotel. (GO-SP.6 / CO-S.14)

The aim is to express they agree or disagree with what they have listened to or read. Ask Ss to explain whether they think the hotel manager is fair to his staff or not. Then, they tell their classmates what else they can do when they face such kind of issues if they were the hotel manager. Encourage Ss to speak coherently and give aid if needed.

KEY D:

Ss' own answers

TEACHER'S NOTES

E. Put the expressions from the box into the correct places to form the layout of a formal letter.

Signing off / Date / Address of the Recipient / Your Address / Signature / The Salutation

F. Choose one of the issues below and write a complaint letter to the hotel management.

Issue 1	Issue 2	Issue 3
- the meals are awful	- the swimming pool is out of use	- the sports centre is closed

E. Put the expressions from the box into the correct places to form the layout of a formal letter.

Draw Ss' attention to the formal letter in activity B in "Time to Read" section. Tell Ss to examine the layout of the letter. Ask them to explain the layout step by step and help with the new vocabulary if necessary. Then, they put the expressions from the box into the correct places to form the layout of a formal letter. Check their answers.

KEY E:

1. Your Address
2. Address of the Recipient
3. Date
4. The Salutation
5. Signing Off
6. Signature

F. Choose one of the issues below and write a complaint letter to the hotel management. (GO-W.4, 6, 10 / CO-W.4, 12)

The aims are to express their feelings and ideas

in written, to write to give information and to write formal writings suited to formal writing rules. Tell Ss that they are going to choose one of the issues in the chart and write a complaint letter to the hotel management considering the letter at the beginning of this chapter. Encourage Ss to use polite expressions in their writings. They can make use of the expressions they have learned in the previous activities and report the sentences they heard or read in written text. Remind Ss to put their writings into their portfolios.

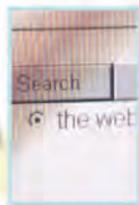
TEACHER'S NOTES

Fun Corner

JUST FOR FUN

Put the words in the correct order to make a meaningful sentence.

1. addictive-be-can-really-the-surfing-web
2. can-create-homepage-own-you-your
3. also-and-can-download-files-music-you-video
4. are-different-engines-find-to-information-there-search
5. or-waste-internet-lot-the-you-a-may-of-time


CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	catch the main point in short, simple, clear tasks and compare the similarities and differences. understand phrases, words and expressions in a simple, short task and guess its main theme or title.			
Reading	read short and simple texts including future plans. read and understand the abbreviations in the text. read and understand formal texts. read short texts and make predictions about them			
Speaking Interaction	communicate by asking and answering short, simple and clear questions. make a short and simple interview. communicate by telling my likes, dislikes and complaints.			
Speaking Production	use series of phrases, words and expressions to explain whether I agree or disagree with someone's opinion. use series of phrases, words and expressions to make descriptions.			
Writing	write a paragraph about my feelings, dreams and opinions. write a paragraph by using abbreviations. write formal letters to give opinions or make complaints.			

80

FUN CORNER

JUST FOR FUN

Put the words in the correct order to make a meaningful sentence.

Tell Ss to put the words into correct order to make meaningful sentences. Check the answers.

KEY:

1. Surfing the Web can be really addictive.
2. You can create your own home page.
3. You can also download files, music and video.
4. There are different search engines to find information.
5. You may waste a lot of time on the Internet.

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved. Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

THEME 7

NATURE AND ENVIRONMENT

At the end of this theme you will be able to:

- catch the main point in short, simple, clear messages and announcements.
- understand phrases, words and expressions in a simple, short task and guess the content or theme of it.
- understand phrases, words and expressions in a simple, short task and find a title for it.
- read short and simple ads, announcements and posters and understand the written messages.
- read and understand the simple and short stories and guess the conclusion of it.
- read and understand informal letters.
- read short texts and find a title for it.
- communicate in a simple task and join a conversation and get some information.
- communicate in a simple task to share information.
- communicate in a simple task to explain your future plans.
- use series of phrases, words and expressions to ask and answer the questions.
- use series of phrases, words and expressions to explain your future plans.
- use series of phrases, words and expressions to query the content of the message.
- write short paragraphs and re-organize it according to feedbacks.
- write informal letters.
- write announcements, ads and posters.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 7 - NATURE AND ENVIRONMENT

Language areas		Passive voice (present & past) / Reflexive pronouns			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - NATURAL DISASTERS	Listening	1. Guess the content of the text from the title in audio material. 9. Understand short texts in audio material.	6. Use background knowledge to understand what they have listened to.	<p>Nouns: earthquake, avalanche, famine, drought, region, chieftain, empire, resident, soccer, reporter, war, tragedy, condition, policy, shortage, witness, ash, lava, flood, disaster, ruin, eruption, suburb, hurricane.</p> <p>Verbs: shake, affect, trigger, exist, save, accept, record, cause, extend, feed, estimate, occur, bury, rediscover, protect, damage, spill, suffer.</p> <p>Adjectives: huge, devastating, poor, vast, volcanic, accidental.</p> <p>Phrasal verbs: take place.</p> <p>Adverbs: partially.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	1. Have a conversation to get information. 5. Share what they have read in newspapers and magazines.	4. Use words and word groups related to particular concrete situations.		
	Spoken Production	7. Have desire to answer questions on familiar topics.	8. Use simple structures correctly.		
	Reading	1. Have desire to read newspapers and magazines. 5. Identify a suitable title for the topic of what they have read.	1. Search the meaning of unknown words.		
	Writing	4. Edit their written text according to the feedback from the readers. 5. Examine accuracy and appropriateness of their writings.	5. Use sentence structures correctly and meaningfully. 12. Report the sentences they heard or read in written text.		

Language areas		Countable & uncountable nouns. Quantifiers: much, many, some, any, few, a few, little, a little, a lot of.			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B - STRANGE PLACES	Listening	<p>6. Generally understand conversations provided the speech is slowly and clearly articulated.</p> <p>2. Identify a suitable title for the topic in audio material</p>	<p>3. Search the meaning of unknown words in what they have listened to.</p>	<p>Nouns: globetrotter, addict, stuff, plant, cucumber, fig, potential, ecotourism, date, strawberry, cherry, well, mud, fairy tale, scenery, cruiser, equipment, chimney.</p> <p>Verbs: isolate, starve, suit, attach, remind.</p> <p>Adjectives: curious, strange, enchanting, bizarre, unknown, conical, enormous, fantastic.</p> <p>Adverbs: totally, popularly, slowly, carefully.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	<p>6. Explain their future plans.</p> <p>8. Relate cause and effect in their speeches</p>	<p>4. Use words and word groups related to particular concrete situations.</p> <p>7. Speak self confidently.</p>		
	Spoken Production	<p>4. Explain their plans.</p> <p>5. Relate cause and effect in their speeches.</p>	<p>11. Express themselves by increasing vocabulary repertoire in different situations.</p>		
	Reading	<p>2. Identify what is told in informal letters.</p> <p>9. Relate cause and effect in readings.</p> <p>6. Guess the continuation and result of the event in readings</p>	<p>9. Do extensive reading.</p>		
	Writing	<p>2. Write a letter.</p> <p>12. Relate cause and effect in their writings.</p>	<p>8. Link words or word groups with very basic linear connectors.</p> <p>11. Use simple structures and language functions while writing.</p>		

Language areas		Articles (definite, indefinite and zero)			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - ALTERNATIVE ENERGY	Listening	<p>11. Examine the given messages in advertisements in audio material.</p> <p>10. Distinguish the announcement in audio material.</p>	<p>1. Pay attention to stress, pronunciation and intonation while listening.</p>	<p>Nouns: bioenergy, coal, oil, natural gas, fossil fuels, resource, fair, light, battery, substitute, ups (uninterruptable power supply), notice, ethanol, biofuel, biodiesel, farm, greenhouse effect, domination, annihilation, briefing, slogan, invitation, global warming.</p> <p>Verbs: (dis)approve, represent, expand, defend, provide, prevent, enhance, increase, meet sb's needs.</p> <p>Adjectives: renewable, solar, extended, conventional, agricultural, unlimited.</p> <p>Adverbs: environmentally, domestically.</p> <p>Expressions: pros and cons.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	<p>2. Continue speaking appropriately to the changing content about familiar topics provided the conversation is comprehensibly and clearly carried out.</p> <p>3. Join conversations on familiar topics provided they are clearly and comprehensibly carried out.</p>	<p>1. Use body language while speaking.</p> <p>6. Pronounce the words accurately.</p> <p>9. Pay attention to intonation and stress while speaking.</p>		
	Spoken Production	<p>6. Have desire to ask questions on familiar topics.</p> <p>9. Make announcements.</p>	<p>10. Ask for further explanation for the points not understood during conversations.</p>		
	Reading	<p>3. Perceive the given message in advertisements, announcements and posters.</p> <p>7. Identify the topic of the announcements.</p> <p>8. Examine the given messages in advertisements.</p>	<p>5. Understand the written text with the help of background knowledge.</p>		
	Writing	<p>7. Prepare advertisements and posters.</p> <p>11. Write simple announcements, invitation cards, slogans and advertisements.</p>	<p>2. Write according to the spelling rules.</p> <p>7. Use basic repertoire of isolated words and phrases according to their functions and genre.</p>		

A - Natural Disasters

Time to read

A. Scan the texts quickly and match the words to the pictures.



1. earthquake 2. drought 3. landslide 4. flood

B. Read the magazine articles and find a title for each one. You can refer to the words in activity A.



Huascar is a mountain in the Ancash region in Peru. It is the highest point in Peru, and also is the fourth highest mountain in the Western Hemisphere. The mountain was named by a chieftain of Sapa Inca of Inca Empire, Huascar, in the 16th century.

In 1970, at 3:23 p.m., while many of the residents of the Yungay were listening to the closing moments of the World Cup soccer game, Ancash region and the half of Peru were shaken by a huge earthquake. It was the Ancash earthquake (also called the Great Peruvian Earthquake) and the regions around Peru were also affected. Besides, the earthquake triggered one of the most devastating avalanches in the past. Nearly 20,000 people were killed because of the avalanche, and a reporter told, "Yungay no longer exists, only 92 people saved themselves."



Generally wars are the cause of famines but the major non-war famine was the Great Chinese Famine. It took place from 1958 to 1961 and it is accepted as one of the greatest tragedies of recorded history.

Drought, poor weather conditions and the policies of the Chinese Government caused the famine to extend itself through the country.

Because of the food shortage, people weren't able to feed themselves. It is estimated that nearly 30 million people were killed during the famine.

C. What kind of natural disasters occur in your country? Discuss it with the class.

Keep in Mind!

<p>It took place from 1958 to 1961 and it is accepted as one of the greatest tragedies of recorded history.</p> <p>It is estimated that nearly 30 million people were killed during the famine.</p> <p>The mountain was named by a chieftain of Sapa Inca of Inca Empire, Huascar, in the 16th century.</p> <p>Ancash region and the half of Peru were shaken by a huge earthquake.</p>	<p>Yungay no longer exists, only 92 people saved themselves.</p> <p>Drought, poor weather conditions and the policies of the Chinese Government caused the famine to extend itself through the country.</p> <p>Because of the food shortage, people weren't able to feed themselves.</p>
--	---

82

7A. NATURAL DISASTERS

Time to Read

Warm up

Books are closed.

Ask Ss what natural disasters they heard about and if they have experienced any of them. Let them discuss it for a few minutes.

Books are open.

A. Scan the texts quickly and match the words to the pictures. (CO-R.1)

Draw Ss' attention to the pictures. Encourage Ss to search the meaning of unknown words and ask them to match the words to the pictures. Check their answers.

KEY A:

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

B. Read the magazine articles and find a title for each one. You can refer to the words in activity A. (GO-R.1,5)

The aims are to have desire to read newspapers and magazines and identify a suitable title for the topic of what they have read. Ask Ss to read the magazine articles and find a title for each one. Let Ss do the activity as they like in order to make it more interesting.

KEY B:

Ss' own answers

C. What kind of natural disasters occur in your country? Discuss it with the class.

Ask Ss what kind of natural disasters occur in their country. Encourage them to use the new vocabulary they have learned up to now in this chapter. Let them discuss it for a few minutes.

KEY C:

Ss' own answers

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures when the action is more important than the doer, when the doer is unknown / unimportant or when we want to emphasize the doer of the action. Point out that these structures are generally used in formal contexts. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

TEACHER'S NOTES

D. Search the Net and find a newspaper or magazine article about a devastating disaster. Work in pairs.

Student A: Ask the following questions to your partner to get some information.
Student B: Answer the questions and share the information you gained from the article with your peer. Then, change the roles.

- Where did the event happen?
- When did it happen?
- What caused the disaster? (natural reasons / human error, etc.)
- How many people were killed because of the disaster?
- How many people suffered from it?

A. Match the words to the pictures.

1. buried in ash 2. lava 3. flood wall failure 4. vast areas

B. Read the title and look at the pictures. Guess what you are going to listen about.

The Tragic Tales of Two Cities

C. Now listen to the text and complete the chart.

Which disaster?	When?	Where?

D. Answer the following questions by comparing the disasters in Pompeii and New Orleans.

- Which disaster scares you more? Explain why.
- Which disaster is more devastating to you?
- Would you like to visit Pompeii to see the ruins of the disaster? Explain why.

Draw Ss' attention to the pictures. Ask Ss to match the words to the pictures. Point out that they are going to hear these words in the recording in activity C. Check the answers.

KEY A:
 1. c 2. d 3. b 4. a

B. Read the title and look at the pictures. Guess what you are going to listen about. (GO-L.1)

The aim is to guess the content of the text from the title in audio material. Ask Ss to guess what they are going to listen about considering the title and the pictures. Let them discuss it for a few minutes.

POSSIBLE ANSWER:
 We are going to listen about (terrifying) natural disasters occurred in two cities.

C. Now listen to the text and complete the chart. (GO-L.9 / CO-L.6)

The aim is to understand short texts in audio material. Draw Ss' attention to the chart and tell them they are going to listen to the recording and complete the chart while listening. Point out that they can use the background knowledge to understand what they have listened to in the previous activities.

D. Search the Net and find a newspaper or magazine article about a devastating disaster. Work in pairs. (GO-SI.1,5 / CO-S.4)

The aims are to have a conversation to get information and share what they have read in newspapers and magazines. Tell Ss that they are going to work in pairs. Ask them to search the Net and find a newspaper or magazine article about a devastating disaster. Draw their attention to the example questions and point out that they are going to make an interview to share information by asking and answering the questions given. Then, they swap the roles. Monitor Ss during the activity and encourage them to use words and word groups related to particular concrete situations.

KEY D:
 Ss' own answers.

Time to Listen

A. Match the words to the pictures.

Recording Script 7.A

The city of Pompeii in Italy was affected by a devastating natural disaster in AD 79. The city was partially destroyed and buried under nearly 5 metres of ash and lava after the volcanic eruption of Mount Vesuvius. About 20,000 people were killed and the city was lost for nearly 1700 years before its accidental rediscovery in 1749.

On August 29, 2005 over 50 flood walls protecting New Orleans, Louisiana, and its suburbs were damaged by Hurricane Katrina. The flood wall failures caused flooding in 80% of New Orleans and all of St. Bernard Parish. Tens of billions of gallons of water spilled into vast areas of New Orleans, flooding over 100,000 homes and businesses.

KEY C:

Which disaster?	When?	Where?
Volcanic Eruption	AD 79	The city of Pompeii
Hurricane and flood	29 August 2005	New Orleans (Louisiana)

D. Answer the following questions by comparing the disasters in Pompeii and New Orleans. (GO-SP.7 / CO-S.8)

The aim is to have desire to answer questions on familiar topics. Ask Ss to answer the questions by comparing the disasters in Pompeii and New Orleans. Let Ss do the activity as they like in order to make it more interesting. Check their answers and encourage them to use simple structures correctly.

KEY D:

Ss' own answers

TEACHER'S NOTES

E. Search the Net and find a natural disaster in the history of your country and write a paragraph about it considering the questions below. Then, swap your writing with your partner, check each other's writing and rearrange yours according to your partner's feedback. (GO-W.4,5 / CO-W.5,12)

The aims are to edit their written text according to the feedback from the readers and to examine accuracy and appropriateness of their writings. Draw Ss' attention to the questions in activity E. Tell Ss they are going to search the Net and find information about a natural disaster in the history of their country considering the questions. Then, they write a paragraph about it. Point out that they are going to swap their writings with their partners for peer correction. Remind Ss that they shouldn't overline or correct their partner's mistakes but just write the Peer Correction Codes above the mistakes. Tell them to use the Peer Correction Code/Chart while they are making corrections. Then, Ss are going to rearrange their writings according to their partners' feedback. Monitor

Ss during the activity, encourage them to use sentence structures correctly and meaningfully and to report the sentence they heard or read in written text. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

B - Strange Places

A. Who is a globetrotter? Do you know any famous globetrotters? Discuss about it.

Time
to
read

June 15, 2012

Hi Adriana!

Sorry for not writing any letters for so long. After visiting many places all around the world as a curious travel addict, here I am in a very strange place called Suqatra Island in Yemen. Few places in the world could be as interesting as here. There's so much stuff I want to write about. Here is an enchanting little known island. Isolated from the rest of the world, its plants have so many bizarre shapes and forms and they are totally unknown in other parts of the world. Some of the most famous of these are: the Dragons Blood Tree, the strange Desert Rose or sometimes more popularly called the Elephants Leg Tree, the Cucumber Tree and the Socotran Fig. The island is slowly becoming known to the world and has great potential for eco-tourism. Maybe we can come here together some time in the future. Who knows?

Besides all these nice things, if we have a chance to come here together, we should bring some food and drinks with us...I'm starving now because any food here doesn't suit my taste. The only fruit I could find to eat was just a few dates. No apples, no strawberries, no cherries... Also, there's little drinking water on the island, because the water in most of the wells contains too much mud. Luckily I brought a little water with me, better than never... That's all for now. See the pictures of the island attached!

Yours,
Keith



B. Read the letter and answer the questions.

1. Why is Keith writing a letter to Adriana?
 2. Why do the plants on the island have strange shapes?
 3. Why is Keith starving?
 4. Why is there not drinking water on the island?

C. Do you think Adriana will go to Suqatra Island with Keith? Discuss it with reasons.

D. Imagine you have a chance to go to Suqatra Island. Find additional information about the island and explain your holiday plans to your classmate(s).

Useful Expressions:
 I'm going to travel by ... and ...
 I'm going to bring some/ a lot of/ a few/ a little...because...
 I should remember to bring my...because...
 I'm not going to ...

Keep in Mind!

We should bring **some food and drinks** with us. Sorry for **not writing any letters** for so long. Its plants have **so many bizarre shapes and forms**.
There's so much stuff I want to write about. The only fruit I could find to eat was just **a few dates**.
Luckily I brought a little water with me. **Few places** in the world could be as interesting as here.
There's little drinking water on the island. **How much drinking water** is there on the island?
How many different shapes do the plants have? **There isn't much drinking water** on the island.
There aren't many fruits. No apples, no strawberries.
Have you got any food with you?
Are there any strange places there?

85

7B. STRANGE PLACES

Time to Read

Warm up

Boos are closed.

Ask Ss if they like travelling to ordinary or strange places and what makes a place "strange" according to them. Let Ss discuss it for a few minutes.

Books are open.

A. Who is a globetrotter? Do you know any famous globetrotters? Discuss about it.

Ask Ss who a globetrotter is and whether they know any famous globetrotters. Let them discuss it for a few minutes.

POSSIBLE ANSWER:

A globetrotter is a person who travels to many

different countries. / Ss' own answers (Possible Answers: Evliya Çelebi, Marco Polo, Captain Cousteau, Osman Atasoy, Coşkun Aral, Acun Ilıcalı, etc.)

B. Read the letter and answer the questions. (GO-R.2,9 / CO-R.9)

The aims are to identify what is told in informal letters and to relate cause and effect in readings. Tell Ss that they are going to read the letter and answer the questions considering the information given in it. The letter is about an extra-ordinary place so encourage them to do extensive reading about the place.

KEY B:

1. Because its plants have so many bizarre shapes and forms (and they are totally unknown in other parts of the world).
2. Because the island is isolated from the rest of the world.
3. Because any food there doesn't suit his taste.
4. Because the water in most of the wells contains too much mud.

C. Do you think Adriana will go to Suqatra Island with Keith? Discuss it with reasons. (GO-R.6)

The aim is to guess the continuation and the result of the event in readings. Ask Ss if they think Adriana will go to Suqatra Island with Keith and the reason(s) why (not). Let them discuss it for a few minutes.

KEY C:

Ss' own answers

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to express quantity of people or things. You may give extra information by making use of the "Grammar Reference" section at the end of the Student's Book. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

D. Imagine you have a chance to go to Suqatra Island. Find additional information about the island and explain your holiday plans to

your classmate(s). (GO-SP.4,5 / CO-S.4,11)

The aims are to explain their plans and relate cause and effect in their speeches. Tell Ss that they are going to find additional information about Suqatra Island on the Net and explain their imaginary holiday plans to their classmates. Draw Ss' attention to "Useful Expressions" and "Keep in Mind" sections and encourage them to use words and word groups related to particular concrete situations and to express themselves by increasing vocabulary repertoire in different situations.

TEACHER'S NOTES

Time to listen

A. Match the words and phrases to the pictures.

1. conical shapes 2. rock house 3. fairy tale 4. scenery

B. Christopher and Carla are in Turkey for a holiday. They are visiting one of the most interesting and well-known places in the world now.

a. Listen to the dialogue and guess where they are.
b. Listen again and find an appropriate title for it.

C. What are the enormous rocks in the dialogue called?

D. Search the Net and find a strange place you'd like to visit. Work in pairs and perform a dialogue about your travel plans to that strange place. Then, change the roles.

Student A: Ask questions about your classmate's travel plans.

Useful Expressions:
Where are you going to visit?
What makes it a strange place?
How are you going to get there? (plane, cruiser, car, bus, etc.) Why?
Are you planning to do any specific things there? Why (not)?
Are you going to take any special things (equipment, clothes, etc) with you? Why (not)?

Student B: Give details about your travel plans considering the information you found on the Net.

Useful Expressions:
I'm going to visit...
It's a strange place because...
I'm going to get there by... because...
I'm (not) planning to ... because...
I'm (not) going to take ...with me because...

86

Time to Listen

A. Match the words and phrases to the pictures. (CO-L.3)

Draw Ss' attention to the pictures. Ask them to match the words and phrases to the pictures. Check the answers. Tell Ss that they are going to hear these words and phrases in the recording in activity B and encourage them to search the meaning of unknown words in what they have listened to.

KEY A:

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

B. Christopher and Carla are in Turkey for a holiday. They are visiting one of the most interesting and well-known places in the world now. (GO-L.6,2)

a. The aim is to generally understand conversations provided the speech is slowly and clearly articulated. Tell Ss that they are going to listen to

a dialogue between Christopher and Carla, two tourists, and guess where they are for a holiday in Turkey. Play the recording and elicit their answers.

KEY B:

a. They are in Cappadocia.

b. The aim is to identify a suitable title for the topic in audio material. Ask Ss to listen again and find and appropriate title for the text. Play the recording again and elicit their answers. You can write three best titles on the board.

KEY B:

b. Ss' own answers

Recording Script 7.B

Christopher: Wow, look at all those enormous rocks. I can't believe my eyes. Are they real?

Carla: Believe your eyes they're real. They were formed by wind and rainwater over millions of years.

Christopher: Fantastic! They look like giant mushrooms with their conical shapes and caps.

Carla: If you look carefully you can notice some rock houses carved inside them.

Christopher: How amazing! The view reminds me of fairy tales.

Carla: Bingo! That's why they are called "Fairy Chimneys". By the way, if you want to see the scenery from above, we can join a balloon tour.

Christopher: Great, I'd love it.

C. What are the enormous rocks in the dialogue called?

Ask Ss to guess what the enormous rocks mentioned in the recording are called. Check the answers.

KEY C:

They are called Fairy Chimneys.

D. Search the Net and find a strange place you'd like to visit. Work in pairs and perform a dialogue about your travel plans to that strange place. Then, swap the roles. (GO-SI.6,8 / CO-S.7)

The aims are to explain their future plans and to relate cause and effect in their speeches. Draw Ss' attention to the "Useful Expressions" sections. Tell

them that they are going to search the Net and find a strange place they would like to visit. Then, they work in pairs and perform a dialogue about their imaginary travel plans to that strange place considering the given questions and phrases in the “Useful Expressions” sections. Monitor Ss during the activity and encourage them to speak self confidently.

NOTE: You can say that the places in the pictures in activity D and E are imaginary strange places except the place in the second picture in activity D. It’s called “The Great Blue Hole in Belize” in case Ss ask where they are.

TEACHER'S NOTES

B



E. Imagine that you are visiting a strange place. Write a letter to one of your friends and tell him/her about what you are doing there.

Useful Expressions:

- I'm visiting...
- It's a strange place because / so...
- There are (some/ a lot of/ a few)...
- There is (some / a lot of /a little)...
- There isn't / aren't any... (because / so)...
- I'm planning to... tomorrow, because / so...



87

E. Imagine that you are visiting a strange place. Write a letter to one of your friends and tell him/her about what you are doing there. (GO-W.2,12 / CO-W.8,11)

The aims are to write a letter and relate cause and effect in their writings. Tell Ss that they are going to write a letter to one of their friends about a strange place they are visiting now by taking the letter in the reading activity B as a model. Point out that they should make use of the phrases given in the “Useful Expressions” section. Monitor Ss during the activity, encourage them to link words or word groups with very basic linear connectors and to use simple structures and language functions while writing. Remind Ss to put their writings into their portfolios.

C - Alternative Energy

Time to read

A. Look at the pictures and guess what they are called in general.



- a. Renewable resources
- b. Bioenergy
- c. Fossil fuels

B. Look at the posters and tell what message you get from each of them.



C. Read the posters and decide which one is a notice. Tell what it is about.

88

B. Look at the posters and tell what message you get from each of them. (GO-R.3 / CO-R.5)

The aim is to perceive the given message in advertisements, announcements and posters. Draw Ss' attention to the posters. Ask them to examine the posters carefully and tell what message they get from each of them. Encourage Ss to understand the written text with the help of background knowledge. Elicit the answers.

KEY B: POSSIBLE ANSWERS:

1. Alternative energy resources protect the nature.
2. Solar energy is a good alternative renewable energy source.
3. Wind energy is the energy of the future.

C. Read the posters and decide which one is a notice. Tell what it is about. (GO-R.7)

The aim is to identify the topic of the announcements. Ask Ss to scan the posters again carefully and decide which one is a notice. Then, they tell what the notice is about.

KEY C:

Poster 1 is a notice. It is about the Alternative Energy Green Environment International Fair in Stockholm.

7C. ALTERNATIVE ENERGY

Time to Read

Warm up

Books are closed.

Ask Ss what they know about alternative energy resources. Let Ss discuss it for a few minutes.

Books are open.

A. Look at the pictures and guess what they are called in general.

Draw Ss' attention to the pictures. Ask them to look at the pictures and guess what they are called in general. Check the answer.

KEY A:

- c. Fossil fuels

TEACHER'S NOTES

G

D. Look at the advertisement below. Do you approve or disapprove of biofuel production? Do you think it might have some negative effects on the nature as well? Explain why.



E. Search the Net and find two more alternative energy resources. In groups of four, make a debate and discuss the pros and cons of them. Half of the group will defend the advantages and the rest will defend the disadvantages.

Time to listen

A. Do you think nuclear energy is a good alternative to fossil fuels? Discuss it with reasons.




B. Listen to the advertisement on nuclear energy and tick the messages you hear.

a. It provides unlimited electricity
 b. It prevents air pollution
 c. It enhances our national security
 d. It meets our fast growing energy needs
 e. It increases the greenhouse effect

Keep in Mind!

Choose Alternative Energy for a Green Environment.
 With an extended battery life, it's a powerful substitute to the conventional UPS battery system.
 Visit the Alternative Energy Green Environment Fair.
 You're not the only one excited about the Earth's future.
 It's in the air.
 The 1st hall of GGC, Stockholm.
 It increases the greenhouse effect.
 (x) Solar Billboards & (x) Solar Street Lights.
 (x) Ethanol and (x) biodiesel fuels from (x) corn and soybeans...

C. Listen to the announcement and complete the chart below.

1. The type of the event:	.....
2. The subject of the event:	.....
3. The time of the event:	.....
4. The place of the event:	.....

D. Do you think the advertisement on nuclear energy is effective enough? Would you like to attend the conference? Why (not)? Do advertisements have much influence on our lives? Discuss about them with the class.



89

D. Look at the advertisement below. Do you approve or disapprove of biofuel production? Do you think it might have some negative effects on the nature as well? Explain why. (GO-R.8)

The aim is to examine the given messages in advertisements. Draw Ss' attention to the advertisement. Ask Ss to give their own opinions about biofuel production with reasons by answering the questions in the instruction

KEY D:
 Ss' own answers / Ss' own answers (**Possible Answers:** It causes deforestation and soil erosion. / It causes loss of biodiversity and water resources. / It causes food price increases.)

E. Search the Net and find two more alternative energy resources. In groups of four, make a debate and discuss the pros and cons of them. Half of the group will defend the advantages and the rest will defend the disadvantages. (GO-SI.2,3 / CO-S.1,10)

The aims are to continue speaking appropriately to the changing content about familiar topics and to join conversations on familiar topics provided they are clearly and comprehensibly carried out.

Ask Ss to search the Net and find two more alternative energy resources. Tell them that they are going make a debate and discuss the advantages and disadvantages of the energy resources they have found on the Net in groups of four. Point out that half of the group will defend the advantages and the rest will defend the disadvantages. Encourage Ss to use body language while speaking and to ask for further explanation for the points not understood during conversations.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. You can explain the structures by making use of the "Grammar Reference" section at the end of the coursebook. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

Time to Listen

A. Do you think nuclear energy is a good alternative to fossil fuels? Discuss it with reasons.

Ask Ss if they think nuclear energy is a good alternative to fossil fuels with reasons. Let Ss discuss it for a few minutes.

KEY A:
 Ss' own answers

B. Listen to the advertisement on nuclear energy and tick the messages you hear. (GO-L.11 / CO-L.1)

The aim is to examine the given messages in advertisements in audio material. Draw Ss' attention to the given messages and give aid for the vocabulary if necessary. Tell Ss that they are going to listen to an advertisement on nuclear energy and tick the messages they hear. Encourage Ss to pay attention to stress, pronunciation and intonation while listening. Play the recording and check their answers.

Recording Script 7.C.1

Nuclear energy
Unlimited electricity and clean air
Today and tomorrow.
It slows global warming
Enhances our energy security
And meets our fast growing energy needs
Support nuclear energy
For living in a clean and green world

KEY B:

a. ✓ b. ✓ c. X d. ✓ e. X

C. Listen to the announcement and complete the chart below. (GO-L.10)

The aim is to distinguish the announcement in audio material. Draw Ss' attention to the chart. Tell Ss that they are going to listen to an announcement and complete the chart with the information given in the recording. Play the recording and check the answers.

Recording Script 7.C.2

Ladies and gentlemen. The conference on "New Technologies in Nuclear Energy" will be held at 1:00 p.m. All the guests should take their places at the "Convention Centre" ten minutes earlier please.

KEY C:

1. The type of the event:	Conference
2. The subject of the event:	New Technologies in Nuclear energy
3. The time of the event:	1:00 p.m.
4. The place of the event:	Convention Centre

D. Do you think the advertisement on nuclear energy is effective enough? Would you like to attend the conference? Why (not)? Do advertisements have much influence on our lives? Discuss about them with the class. (CO-S.6)

Ask Ss if they think the advertisement on nuclear energy is effective enough according to them and whether they would like to attend the conference

mentioned in the recording in activity C or not. Then, they discuss if advertisements have much influence on our lives or not. Monitor Ss during the activity and encourage them to pronounce the words accurately.

KEY D:

Ss' own answers

TEACHER'S NOTES

E. Take the announcement in the listening activity C as a model. Look at the poster and make a similar announcement. Then, ask some detailed questions about it to your classmate(s).



F. Work in groups. Prepare a poster advertising an event about alternative energy resources. Then, write an announcement about the event (conference / meeting / briefing / seminar, etc.) related to your poster. Don't forget to put a slogan on your poster and to prepare an invitation card for the event.



90

E. Take the announcement in the listening activity C as a model. Look at the poster and make a similar announcement. Then, ask some detailed questions about it to your classmate(s). (GO-SP.9,6 / CO-S.9)

The aims are to have desire to ask questions on familiar topics and to make announcements. Draw Ss' attention to the poster. Tell Ss that they are going to make an announcement about the event mentioned on the poster and taking the announcement in the listening activity C as a model. Then, they ask some detailed questions about it to their classmates considering the topics in the listening activity C. Let Ss do the activity as they like in order to make it attractive and interesting. Monitor Ss during the activity and encourage them to pay attention to intonation and stress while they are speaking.

NOTE: The word "TOWARD" in the poster is the American usage for "towards".
The word "NUKE" in the poster is the informal usage for a "nuclear electrical power generation station".

F. Work in groups. Prepare a poster advertising an event about alternative energy resources. Then, write an announcement about the event (conference / meeting / briefing / seminar, etc.) related to your poster.

- Don't forget to put a slogan on your poster and to prepare an invitation card for the event. (GO-W.7,11 / CO-W.2,7)

The aims are to prepare advertisements and posters and to write simple announcements, invitation cards, slogans and advertisements. Ask Ss to work in groups of at least four. Tell them that they are going to prepare a poster advertising an event about alternative energy resources and after that, they are going to write an announcement about the event related to their poster. (e.g. conference/meeting/briefing/seminar, etc.) Monitor Ss during the activity and encourage them to write according to the spelling rules and to use basic repertoire of isolated words and phrases according to their functions and genre by making use of the examples given in this content. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

A. Complete the sentences appropriately with the given words in the box.

withdraw / captive / rank / stammer / line

- Whenever he is angry he begins to
- The Soviet Union from Afghanistan in 1989.
- Atatürk was promoted to the of Marshal on September 19, 1921 and received the title of Ghazi.
- The base was stationed 100 miles inside enemy..... for 6 hours.
- During the robbery, bank robbers held the employees as for 6 hours.

B. Read the following story about Atatürk and answer the questions.

I AM COMMANDER IN CHIEF OF THE TURKISH ARMED FORCES

After the Greek Army withdrew from the Atonkarahisar line, the soldiers brought a few Greek captives to Mustafa Kemal's tent at night. One of the captives was from Salonika; the city the victorious general was born. The commander's face seemed familiar to the captive and he couldn't see any signs on his uniform showing his rank. So, he began to ask questions to get information about who he and what his rank was.

- Are you a major?

- No.

- A colonel?

- No.

- A lieutenant general?

- No.

- So, what is your rank?

- I am a marshal and commander in chief of the Turkish Armed Forces!

The Greek was in shock and he began to stammer.

- It is unheard-of for a commander in chief to wander around in a place so near to the battle line!

Source: General Sherril - A Year's Embassy to Mustafa Kemal, 1935.

- Why did Mustafa Kemal's face seem familiar to the captive?
- What was Mustafa Kemal's rank?
- Why was the captive in shock?

C. Now, act out the story with your classmates. Choose one of your mates as a narrator.

CHECK YOUR PROGRESS

	I can...	😊	😐	😞
Listening	catch the main point in short, simple, clear messages and announcements; understand phrases, words and expressions in a simple, short task and guess the content or theme of it; understand phrases, words and expressions in a simple, short task and find a title for it.			
Reading	read short and simple ads, announcements and posters and understand the written messages; read and understand the simple and short stories and guess the conclusion of it; read and understand informal letters; read short texts and find a title for it.			
Speaking Interaction	communicate in a simple task and join a conversation and get some information; communicate in a simple task to share information; communicate in a simple task to explain my future plans.			
Speaking Production	use series of phrases, words and expressions to ask and answer the questions; use series of phrases, words and expressions to explain my future plans; use series of phrases, words and expressions to query the content of the message.			
Writing	write short paragraphs and re-organize it according to feedbacks; write informal letters; write announcements, ads and posters.			

answer the questions according to the given information in it. Check their answers.

KEY B:

- Because the captive was from Salonika; the city Mustafa Kemal was born.
- He was a marshal and commander in chief of the Turkish Armed Forces.
- Because it is unheard-of for a commander in chief to wander around in a place so near to the battle line.

C. Now, act out the story with your classmates. Choose one of your mates as a narrator.

Tell Ss to work in groups of three. Ask Ss to act out the story with their partners. They choose one of their partners in the group as a narrator.

* The activities related to Atatürk need to be varied considering the explanations and the topics given on the table on page 235.

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved. Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

ATATÜRK

A. Complete the sentences appropriately with the given words in the box.

Tell Ss to fill in the blanks with the given words in the box. Encourage them to guess the meanings from the context.

KEY A:

- stammer
- withdrew
- rank
- line(s)
- captives

I AM A COMMANDER IN CHIEF OF THE TURKISH ARMED FORCES

B. Read the following story about Atatürk and answer the questions. (GO-R.9)

The aim is to relate cause and effect in readings. Draw Ss' attention to the questions in activity B. Tell Ss that they are going to read the story and

TEACHER'S NOTES

THEME 8

HISTORY

At the end of this theme you will be able to:

- catch the reason and result expressions in short conversations.
- understand phrases, words and expressions related to daily routines.
- understand simple instructions in short conversations.
- read and understand short texts and guess what may happen next.
- read and understand simple and short texts in terms of their places and time.
- read and understand instructions in the texts.
- communicate in a simple task about daily routines.
- communicate in a simple task to give concrete instructions.
- handle short social exchanges about invitations.
- use series of phrases, words and expressions to give examples of your daily routines, habits and activities.
- use series of phrases, words and expressions to give instructions.
- write short paragraphs about your daily routines, habits and activities.
- write biographies.
- write invitation cards.



*Bu tablo 24.08.2011 tarih / 118 sayılı öğretim programı doğrultusunda hazırlanmıştır.

Theme 8 - HISTORY

Language areas		Present Perfect Tense (just, yet, already)			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
A - MUSEUMS	Listening	7. Relate cause and effect in audio material. 4. Guess the continuation and result of the event in audio material.	4. Appreciate what they listen.	<p>Nouns: exhibition, reception, showcase, fine art, gallery, invitation, event, joke, memo pad, sense, prize.</p> <p>Verbs: invite, celebrate, be on display, take place, display, notice, warn, check, be engaged, receive, immerse, pertain, mention, look forward to, share, hear.</p> <p>Adjectives: busy, multi-sensory, 3-D, multiple, appropriate.</p> <p>Adverbs: cordially, kindly.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	9. Declare an invitation, a suggestion and an excuse.	2. Take care with rules of manners and cultural values while speaking.		
	Spoken Production	2. Give examples from their life and daily life in their speeches.			
	Reading	11. Identify the topic, place and time of the event in an invitation card. 6. Guess the continuation and result of the event in readings.	6. Pay attention to punctuation marks while reading. 7. Read fluently.		
	Writing	3. Write a short text by using the expressions they have identified in their readings. 6. Develop appropriate writing strategies.	3. Use punctuation marks appropriately and accurately. 4. Use polite expressions in their writings.		

Language areas		Present Perfect Tense (ever, never, before)			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
B - HISTORICAL ATTRACTIONS	Listening	5. Listen to and follow audio materials about their daily habits.	5. Ask for further explanation for the points not understood in what they have listened to.	<p>Nouns: monument, citizen, lift, top, overcrowd, ferry, carnival, attraction, passenger, gallon, excavation, artefact, scenery, soil, duty, chore, habit.</p> <p>Verbs: dedicate, reach, weigh, climb, sip, dig, number, fall asleep, get relaxed, realise, sit, dine.</p> <p>Adjectives: dehydrated, salty, juicy, routine, recovered, daily, foggy, boiling, tough.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	4. Have desire to make simple face-to-face conversations on familiar topics.	12. Report simple sentences they have heard or read.		
	Spoken Production	1. Speak about their daily chores and habits.	13. Speak fluently.		
	Reading	4. Identify story components in readings.	2. Pay attention to intonation and stress while reading. 8. Take notes while reading.		
	Writing	10. Write the continuation and result of the event in audio material. 9. Write about their daily chores and habits.	1. Use simple sentence structures and patterns accurately. 6. Use the range of words appropriately and accurately in order to meet their daily needs.		

Language areas		Imperatives			
Content	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
C - ARCHAEOLOGICAL FIND	Listening	<p>8. Identify concrete instructions in audio material.</p> <p>3. Carry out simple and concrete instructions in audio material.</p>	<p>2. Take care with rules of manners and cultural values while listening.</p>	<p>Nouns: find, archaeology, fossil, dough, twig, chisel, tweezers, substance, salt, flour, dinosaur, archaeologist, bone, skeleton, variation, clay, instruction, stick, container, bug, insect, seashell, footprint, element, coffee grinds, appearance, layer, hammer, mark, process, amphora, oven, setting, seashore, marker, nail polish, coin, cloth, state scholarship, site, effectiveness, research, civilization, honorary doctorates, reward.</p> <p>Verbs: unearth, stir, submerge, search, bury, pull, imprint, combine, pick, press, pour, dry, harden, lift, rub, mark, apply, pursue.</p> <p>Adjectives: archaeological, fake, brewed, used, ancient, mixing, hard-shelled, runny, authentic, gentle, low, unique, clear, permanent, lint-free, nearby.</p> <p>Phrasal verbs: chip away at, break away, turn out, set on.</p> <p>Adverbs: firmly, quickly, completely.</p>	<ul style="list-style-type: none"> - The CD - Projector - Student's Book - Workbook - Dictionaries - Teacher's Book - (Tablet) PCs - Paper and cardboard
	Spoken Interaction	<p>7. Give concrete instructions.</p>	<p>5. Use basic repertoire of isolated words and phrases according to their functions and genre.</p>		
	Spoken Production	<p>3. Tell stories.</p> <p>8. Give instructions on the phases of an activity or a procedure.</p>			
	Reading	<p>10. Carry out the phases of an activity or procedure in readings.</p>	<p>3. Pronounce the words accurately while reading.</p> <p>4. Guess the meaning of unknown words in the written text.</p>		
	Writing	<p>8. Write a title appropriate to the topic of what they have read or listened to.</p> <p>1. Write a real or fictitious biography.</p>	<p>9. Avoid irrelevancy while writing.</p> <p>10. Write coherently.</p>		

8 - Museums

Time to read

A. Match the words to the pictures.

1. exhibition 3. showcase
2. reception 4. fine art

B. Read the museum invitation card and answer the questions.

NOTRE DAME Preparatory High School

ARTS ANGELS

cordially invite you to a reception to celebrate an exhibit of fine art by Notre Dame Preparatory students at the *Phoenix Art Museum*

Children's Gallery
Wolfswinkel Education Centre
1625 N. Central Avenue, Phoenix

Wednesday, Dec. 8, 2013
5:00 to 7:00 p.m.
Kindly R.S.V.P. (480) 634-8227

This showcase of fine art by NDP students will be on display

Wednesday, Dec. 1, through Friday, Dec. 31
Tuesdays through Fridays
8:30 a.m. – 5:00 p.m.

1. What event is the invitation for?
2. What is the date and time of the event?
3. Where does the event take place?
4. Who is the event organized by?
5. How long will the exhibition be displayed?

Keep in Mind!

Mr. and Mrs. Reid **have just got** the invitation. Your daughter **has been busy** for this for a while. I've **just received** the invitation. I've **already heard** the name. I **haven't checked** my memo pad yet. **Have you seen** the invitation for the reception at the museum yet? No, I **haven't**. Why **haven't you warned me before**? **Haven't you noticed?**

C. Mr. and Mrs. Reid have just got the invitation card above. Read the dialogue and guess if they will join the reception or not.

Mrs. Reid : Have you seen the invitation for the reception at the museum yet, Robert?
Mr. Reid : No, I haven't. Which reception do you mean?
Mrs. Reid : Is this a joke, Robert? Haven't you noticed?! Your daughter has been busy for this for a while.
Mr. Reid : Oh, I've got it, now. When is it?
Mrs. Reid : It's next Wednesday at 5:00.
Mr. Reid : Why haven't you warned me before? I haven't checked my memo pad yet, but I think I'm engaged on Wednesday evening.
Mrs. Reid : How could I warn you? I've just received the invitation!

D. Do you think Mr. and Mrs. Reid are responsible parents? Discuss it with reasons.

93

KEY A:

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

B. Read the museum invitation card and answer the question. (GO-R.11 / CO-R.6,7)

The aim is to enable Ss to identify the topic, place and time of the event in an invitation card.

Draw Ss' attention to the museum invitation card. Give them enough time to read it and let them use their dictionaries if necessary. During the activity, draw Ss' attention to punctuation marks while they are reading and encourage them to read fluently. Focus Ss' attention on the questions related to the text. Ask Ss to answer the questions. Check the answers.

KEY B:

1. It is for a reception to celebrate an exhibit of fine art by Notre Dame Preparatory Students.
2. It is on Wednesday, December 8, 2013 between 5:00 and 7:00 p.m.
3. It takes place at (Children's Gallery of) the Phoenix Art Museum.
4. It is organized by Notre Dame Preparatory students (Arts Angels).
5. It will be displayed for a month (between December 1 and 31)

C. Mr. and Mrs. Reid have just got the invitation card above. Read the dialogue and guess if they will join the reception or not. (CO-R.6)

The aim is to enable Ss to guess the continuation and result of the event in readings. Focus Ss' attention on the conversation and set limited time for them to read it. Then, ask them to guess whether the Reids will join the reception or not. Elicit the answers.

KEY C:

Ss' own answers

D. Do you think Mr. and Mrs. Reid are responsible parents? Discuss it with reasons.

Set limited time and ask Ss to organize their ideas. Then, let them discuss their ideas briefly about Mr. And Mrs. Reid's common approach to their responsibilities.

KEY D:

Ss' own answers

8A. MUSEUMS

Time to Read

Warm up

Books are closed.

Ask Ss if they have ever been to a museum or exhibition before and whether they know what museums there are in their neighbourhood. Let them discuss it for a few minutes.

Books are open.

A. Match the words to the pictures.

Focus Ss' attention on the pictures. Ask Ss to match the words to the pictures. Tell them that they are going to come across these words in the reading activity. Check the answers.

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to talk about past events that have results in the present. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

TEACHER'S NOTES

E. Work in pairs. Imagine that you have received the invitation card in reading activity B. Act out a short dialogue considering the one between Mr. and Mrs. Reid. Then, change the roles.

Student A : You have received the invitation. You want to join the reception with your partner. Suggest going there together.
Student B : You have just heard about the event. You'd like to go there but you are very busy. Make an excuse.



Time to listen

1. multi-sensory (adj)
2. immersiv(e)
3. 3-D (adj)

A. Match the words to the definitions.

- a. having or seeming to have length, depth, and height.
- b. to become completely involved in an activity
- c. of many senses, pertaining to multiple senses.

B. Listen to the dialogue between Todd and Stewart and answer the questions.

1. What are they talking about?
2. Where and when is the event?
3. Why does Stewart think he'll love the exhibition?

C. Do you think Todd and Stewart will visit the event? Guess why (not).

D. Have you ever been to a museum or an exhibition? Talk about your experiences there. Consider the following questions.

- When was it?
- Where was it?
- How did you feel?
- Who did you go with?
- What was special about it?



E. Work in pairs. Imagine that you have received the invitation card in reading activity B. Act out a short dialogue considering the one between Mr. and Mrs. Reid. Then, swap the roles. (GO-SI.9 / CO-S.2)

The aim is to enable Ss to declare an invitation, a suggestion and an excuse. Ss work in pairs. Draw Ss' attention to the instruction which describes their roles explicitly. Set limited time for preparation and ask them to act out the dialogue. Remind them that they need to consider the previous dialogue between Mr. and Mrs. Reid in activity C. During their preparation, monitor the class and help when necessary. Encourage Ss to take care with rules of manners and cultural values while they are speaking.

Time to Listen

A. Match the words to the definitions.

Focus Ss' attention on the words given below the

instruction and tell Ss that they are going to hear these words in recording in the next activity. Ask them to match the words to their definitions. Check their answers.

KEY A:

1. c 2. b 3. a

B. Listen to the dialogue between Todd and Stewart and answer the questions. (GO-L.7 / CO-L.4)

The aim is to enable Ss to relate cause and effect in audio material.

Before playing the recording, ask Ss to look at the questions and tell them that they are going to answer these questions after listening to the recording. Play the recording once and give Ss enough time to answer the questions. Then, play the recording twice if necessary. Check the answers. During the activity, encourage Ss to appreciate what they listen.

Recording Script 8.A

Todd: Hey, Stewart, have you heard about the Van Gogh Alive exhibition?

Stewart: Yeah, I've already heard the name but I don't have any idea about the details. Where is it?

Todd: It's at the Arizona Science Centre between February 13 and June 17.

Stewart: What do they mean by "Van Gogh Alive"?

Todd: Well, I've been told that it's a multi-sensory exhibition.

Stewart: What does "multi-sensory" mean?

Todd: That means immersing the visitors in light, sound, movement and colour.

Stewart: Wow, it's just like a 3-D movie. I'll love it.

KEY B:

1. They are talking about the Van Gogh Alive exhibition.
2. It is at the Arizona Science Centre between February 13 and June 17.
3. Because it is like a 3-D movie.

C. Do you think Todd and Stewart will visit the event? Guess why (not). (GO-L.4)

The aim of the activity is to enable Ss to guess the continuation and result of the event in audio material.

Ask Ss to tell with reasons if they think Todd and Stewart will visit the event or not. Elicit their answers.

KEY C:

Ss' own answers

D. Have you ever been to a museum or an exhibition? Talk about your experiences there. Consider the following questions. (GO-SP.2)

The aim is to help Ss give examples from their life and daily life in their speeches. Focus Ss' attention on the questions. Ask Ss to prepare a short speech which describes an experience from their daily life by considering the questions. Give them enough time for preparation and let them speak.

TEACHER'S NOTES

E. Write an invitation card for an event considering the invitation card in reading activity B. Pay attention to the followings while writing.

- a. Use appropriate language (friendly but formal)
e.g. cordially... / we invite you to... / ...looking forward to... / ...respectfully requested to attend... / (kindly) RSVP / Entry (...) persons only
- b. Mention about the date, time and place of the event / occasion.
- c. Write a brief explanation about the content of the event.
- d. You can write a contact phone number if you ask the visitors for a response.



E. Write an invitation card for an event considering the invitation card in reading activity B. Pay attention to the followings while writing. (GO-W.3,6 / CO-W.3,4)

The aim is to enable Ss to write a short text by using the expressions they have identified in their readings. Another aim of the activity is to help them develop appropriate writing strategies. Draw Ss' attention to the instruction part and tell them "to-do" list explicitly. Ask Ss to write an invitation card for an event by taking the one in reading activity B as a model. During the writing activity, monitor the class and help Ss use punctuation marks appropriately and accurately. Also, encourage them to use polite expressions in their writings. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES



A. Look at the photos and guess in which country the attractions are.

B. Read George and Garcia's stories about their favourite attractions and match them to the two of the photos.

George **Picture**

Have you ever been to New York? I've lived in New York all my life. My favourite place there is the world famous monument; the Statue of Liberty. It's a gift from France to the citizens of the USA. It was dedicated to the country in 1886, so it's over a hundred years old. The statue is 46 metres high and you can reach half way up with a lift. After the lift, you have to walk up 168 steps to reach the top. There are always a lot of tourists there, but if you go there in the afternoon you may not go right up to the top because of overcrowd. There are ferries to the statue every half an hour in summer and it takes only 12 minutes to get there.



Garcia **Picture**

Have you ever been to Paris before? It has been known as the city of romance in France but it has also got another world famous attraction. It's the Eiffel Tower. It was designed and built by Gustav Eiffel between 1887-1889. It's 300 metres high and it weighs 10100 tonnes. It's very easy to get there because it is at the very centre of Paris. You can get there by taxi by bus or by underground. Underground is the best way to get there because in summers there maybe too many visitors and long queues to visit the tower so you may have to wait for long hours.



C. Read the texts again and complete the chart as in the example.

Name	George	Garcia
Place	The Statue of Liberty	.....
Country
Date
Height
How to get
Problems

D. Work in pairs; ask and answer questions about the places in the texts.

1. What is 's favourite place?
2. Where is ?
3. How old is it?
4. How tall is it?
5. How do you get there?
6. Are there any problems there?

Keep in Mind!
Have you ever heard about the tower in Paris?
Yes, once/many times. / No, never.
I've been there many times, but I've never had enough time to go there by train.

8B. HISTORICAL ATTRACTIONS

Time to Read

Warm up

Books are closed.

Ask Ss what historical attractions there are in their neighbourhood and whether they have visited them or not. Let them discuss it for a few minutes.

Books are open.

A. Look at the photos and guess in which country the attractions are.

Focus Ss' attention on the photos. Ss examine the photos carefully and guess in which country the attractions are. Check the answers.

KEY A:

Picture A: The Eiffel Tower in Paris, France.

Picture B: Anitkabir in Ankara, Turkey.
Picture C: The Pisa Tower in Pisa, Italy.
Picture D: The Statue of Liberty in New York, the USA.

B. Read George and Garcia’s stories about their favourite attractions and match them to the two of the photos.

Focus Ss’ attention on the photos. Tell Ss that only two of these four pictures are related to the reading text. Give Ss enough time to read the stories of George and Garcia’s favourite attractions and ask them to match two of the photos to them. During the activity let Ss use their dictionaries and take notes while they are reading. Check their answers.

KEY B:
George: Picture D. **Garcia:** Picture A.

C. Read the text again and complete the chart as in the example. (GO-R.4) (CO-R.2)

The aim is to help Ss identify story components in readings. First, ask Ss to read the text again individually. Then draw Ss’ attention to the chart. Let Ss examine the example and the chart. Then, ask them to complete it according to the reading text above. At this stage, encourage Ss to pay attention to intonation and stress while reading.

KEY C:

Name	George	Garcia
Place	The Statue of Liberty	The Eiffel Tower
Country	USA	France
Date	1886	1887-1889
Height	46 metres	300 metres
How to get	There are ferries to the statue every half an hour (in summer).	By taxi, bus or underground
Problems	You have to walk up 168 steps to reach to the top. It is overcrowded in the afternoon.	It can be too crowded and there can be long queues in summers.

D. Work in pairs; ask and answer questions about the places in the text. (CO-S.12)

Draw Ss’ attention to the questions given below the instruction. Ss work in pairs. They ask and answer the questions. Remind them that the questions are related to the places in reading activity B. During the activity encourage Ss to report simple sentences they have heard or read.

TEACHER’S TIP

Draw Ss’ attention to “Keep in Mind” section to examine the sample structures. Explain that we use these structures to talk about past experiences. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

TEACHER’S NOTES

E. Now search the Net and find a world famous historical attraction. Make a conversation by asking and answering the questions in activity D. Then, change the roles.

A. Match the words to the pictures.

Time to listen

1. sipping
2. dehydrated
3. gallon
4. excavation
5. digging
6. artefacts



B. Listen to the diary of a young archaeologist, Jennifer, and fill in the blanks for her daily habits.

1. She got up at
2. She sipped her enjoying the scenery.
3. She had some food for breakfast.
4. She drank because she was working outside in the sun.
5. She had just and for lunch.
6. In the afternoon, she continued her routine work, and
7. While dining, they planned
8. Before falling asleep, she to get relaxed.

C. Do you think Jennifer has an interesting life? Would you like to be in her place? Discuss with reasons.



D. Listen again and write a short paragraph about Jennifer's next day.

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

97

E. Now search the Net and find a world famous historical attraction. Make a conversation by asking and answering the questions in activity D. Then, swap the roles. (GO-SI.4 / CO-S.13)

The aim is to help Ss have desire to make simple face-to-face conversations on familiar topics.

Ask Ss to search the Net and find a world famous historical attraction. Then, ask them to make a conversation by asking and answering the questions in activity D. Then, they swap the roles. Let Ss do the activity as they like in order to make it attractive and amusing. At this stage, encourage Ss to speak fluently.

Time to Listen

A. Match the words to the pictures.

Draw Ss' attention to the pictures. Ask Ss to match the words to the pictures. Tell them that they are going to hear these words in the recording in activity B. Check the answers.

KEY A:

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

B. Listen to the diary of a young archaeologist, Jennifer, and fill in the blanks for her daily habits. (GO-L.5 / CO-L.5)

The aim is to listen to and follow audio materials about their daily habits. Draw Ss' attention to the sentences with blanks. Tell Ss that they are going to listen to the diary of a young archaeologist, Jennifer, and complete the sentences about her daily habits. Encourage Ss to ask for further explanation for the points not understood in what they have listened to and play the recording more than once if necessary. Check the answers.

Recording Script 8.B

Today I got up at 6 a.m. as usual. It was a foggy morning, so I sipped my coffee enjoying the scenery outside the tent. I had some juice and salty food for breakfast as I got dehydrated in the boiling sun yesterday. You have to drink gallons of water to cool down if you're working outside in the sun. It was the third day of the excavation and we did quite a lot today. We realised how tired we were when we sat for lunch. It wasn't a big lunch, just a piece of toast and coffee. In the afternoon we continued our routine work; digging the soil, cleaning the recovered artefacts and numbering the pieces. While dining, we planned the next day's duties. Tomorrow will be a tough day -as it always is – so I'm going to bed early and listening to music to relax before falling asleep. Bye for now!

KEY B:

1. 6:00
2. coffee
3. juice and salty
4. gallons of water
5. a piece of toast / coffee
6. digging the soil / cleaning the recovered artefacts / numbering the pieces.
7. the next day's duties
8. listened to music

C. Do you think Jennifer has an interesting life? Would you like to be in her place? Discuss with reasons.

Ask Ss to tell if they think Jennifer has an interesting life and whether they would like to be

in her place with reasons. Give Ss enough time to prepare a short speech. Then let Ss discuss it for a few minutes.

KEY C:

Ss' own answers

D. Listen again and write a short paragraph about Jennifer's next day. (GO-W.10)

The aim is to write the continuation and result of the event in audio material. Tell Ss that they are going to write a short paragraph about the next day of Jennifer considering the information they have gained in activity B. Encourage Ss to use their imagination for the continuation and result of Jennifer's routine. Monitor them while they are writing and give help if necessary.

TEACHER'S NOTES

E. Talk about your daily routine briefly considering the points in the listening activity. Don't forget to mention your daily chores and habits.



F. Now, write a paragraph about your daily routine. Again, mention your daily chores and habits.



DATA

(NO SNOOPING ALLOWED!!)

98

E. Talk about your daily routine briefly considering the points in the listening activity. Don't forget to mention your daily chores and habits. (GO-SP.1)

The aim is to speak about their daily chores and habits. Tell Ss that they are going to talk about their daily routines considering the points in the listening activity B. Monitor Ss during the activity and encourage them to speak self-confidently.

F. Now, write a paragraph about your daily routine. Again, mention your daily chores and habits. (GO-W.9 / CO-W.1,6)

The aim is to write about their daily chores and habits. Tell Ss that they are going to write a paragraph about their daily routines mentioning their daily chores and habits. Point out that they can use the information in listening activity B and speaking activity E while they are writing. In order them to be coherent, encourage them to use simple sentence structures and patterns accurately. Also, emphasize that they should to use the range of words appropriately and accurately in order to

meet their daily needs. Remind Ss to put their writings into their portfolios.

TEACHER'S TIP

Remind Ss that they are to bring the materials in the "What You Need" chart in activity C of "Archaeological Finds" section to make their own fake fossils and the materials in "Time to Listen" activity A of "Archaeological Finds" section to make their own fake ancient coins.

TEACHER'S NOTES

C - Archaeological Finds

**Time
to
read**

A. Are you interested in archaeology? Have you seen a real fossil? Would you like to make a fake fossil and display it in your house? Tell your opinions.

B. Match the words to the pictures.

chisel / tweezers / hammer / twig / dough







1..... 2..... 3..... 4..... 5.....

C. Read the text and carry out the phases of the process to make your own fake fossil.

TITLE.....

Many students love learning about dinosaurs and archaeologists digging up fossils. The basic idea of finding dinosaur bones is breaking away at rock and unearthing skeletons. A variation of this idea can be made at home using real objects being unearthed rather than ancient bones. Instead of trying to find a real fossil, spend a little time making your own from clay or dough!

What You Need	
"Stone" Dough Mix 1/2 cup of salt 1 cup of flour 1/2 cup of brewed coffee (cold) 1 cup of used coffee grounds Mixing stick and container	"Fossil" to Imprint Twigs Dead, hard-shelled bugs or Plastic insects Seashells Chicken bones Fish bones Plastic Footprints

Instructions

1. Create a soft clay or dough using water, flour and salt. Stir with a stick until the elements are combined to create a runny mixture. You may use coffee grinds to give the dough a more authentic appearance.
2. Pick objects to use as a fossil. Hard objects such as twigs, chicken bones, and sea shells work better. Don't use softer objects such as leaves. Feel free to have some fun with this one - you can use plastic insects or animals if you want.
3. Press your fossil objects firmly into the dough so they are half submerged and pour another layer of dough on top.
4. Leave to dry for a few hours, turn out the dough from the container and leave to harden completely for at least 24 hours.
5. Chip away at the block using hammers and chisels to find objects underneath.
6. Lift the objects out of the dough being gentle so as not to make extra marks in your fossil. Tweezers may also help you get the object out of the dough.
7. Let the dough dry. You may put the dough in an oven set on a low setting to help it dry quickly.
8. You can paint your fossils if you want to make them unique.

Keep in mind!
 Create a soft clay or dough using water, flour and salt.
 Let the dough dry.
 Feel free to have some fun with this one
 Don't use softer objects such as leaves.



D. Now, write a proper title for the text above.

99

8C. ARCHAEOLOGICAL FINDS

Time to Read

Warm up

Books are closed.

Ask Ss if they know how fossils are formed and where they can see fossils. Let Ss discuss it for a few minutes. Make sure that Ss have brought the materials in the "What You Need" chart in activity C.

Books are open.

A. Are you interested in archaeology? Have you seen a real fossil? Would you like to make a fake fossil and display it in your house? Tell your opinions.

Ask Ss if they are interested in archaeology and whether they have seen a real fossil. Set limited time and let Ss discuss it for a few minutes. Then, ask them if they would like to make a fake fossil and display it in their houses. Elicit the ideas.

KEY A:

Ss' own answers

B. Match the words to the pictures. (CO-R.4)

Draw Ss attention to the words in the box and the pictures. Ask Ss to match the words to the pictures. Tell Ss they can scan the "Instructions" section in activity C and encourage them to guess the meaning of unknown words in the written text. Check the answers.

KEY B:

1. hammer 2. dough 3. chisel 4. twig 5. tweezers

C. Read the text and carry out the phases of the process to make your own fake fossil. (GO-R.10 / CO-R.3)

The aim is to carry out the phases of an activity or procedure in readings. Give Ss enough time to read the instructions carefully. Encourage them to pronounce the words accurately while they are reading. Point out that it is important to understand the instructions to perform the phases of the process correctly. Monitor Ss while they are putting each phase of the process into practice. Check if they are performing each phase appropriately and give extra help if necessary. Observe Ss and ask them simple questions to check their levels of understanding what is written in the instructions.

D. Now, write a proper title for the text above. (GO-W.8)

The aim is to write a title appropriate to the topic of what they have read or listened to. Draw Ss' attention to the text above the "Instructions" section and ask Ss to read it carefully. Tell Ss they are going to find and write a proper title for the text. Write three best titles on the board and ask Ss to choose their favourite.

KEY D:

Ss' own answers

TEACHER'S TIP

Draw Ss' attention to "Keep in Mind" section to examine the sample structures. Explain that we use these structures to tell somebody to do or not to do something. Encourage Ss to personalize the sentences by making their own ones. If they need, they may look for and find similar structures in the text.

E. Talk about the story of making your own fake fossil.
Useful Expressions: To begin with... / First (of all)... / Next... / Then... / After that... / Last... / And finally...
 e.g. To begin with, I decided to make a shell fossil. So, I went to the seashore to find some shells. Then, I...

F. Put your story into the phases of process and give instructions on how to make a fake fossil to your classmate(s).
Useful Expressions: Before you begin... / The first you do is... / To begin with... / I would start by... / After that... / The next step is to... / The next step is to... / Once you've done that, then... / When you finish that, then... / Finally... / At last... / In the end you...

Time to listen

A. Match the words to the pictures.

1. marker
 2. clear nail polish
 3. coin
 4. lint-free cloth
 5. to rub

B. Listen to the instructions on how to make a fake ancient coin and put the phases into correct order.

1. a. rub it off with the cloth
 2. b. let it dry
 3. c. take a coin, a soft cloth, a black marker and some clear nail polish
 4. d. paint half one side with clear nail polish
 5. e. mark the coin in black
 6. f. repeat for the other halves

C. Now listen again and apply the phases of the process and make a fake ancient coin in the classroom.

D. Search the Net and find the phases of the process of making a fake amphora and the materials needed. Then, work in pairs and give instructions on how to make it. Then, change the roles.

Student A : Give instructions clearly. Explain the phases step by step.
Student B : Apply the procedure by following the phases carefully. Ask for clarification when needed.

100

E. Talk about the story of making your own fake fossil. (GO-SP.3)

The aim is to tell stories. Ss work in groups of four. Draw Ss' attention to the "Useful Expressions" section. Tell Ss that they are going to talk about the story of making their own fake fossils considering the useful expressions. Point out that they can make use of the example starting in their speeches. Monitor Ss while they are performing and check if the events are in sequence in their stories.

F. Put your story into the phases of process and give instructions on how to make a fake fossil to your classmate(s). (GO-SP.8 / CO-S.5)

The aim is to give instructions on the phases of an activity or a procedure. Draw Ss' attention to the "Useful Expressions" section. Tell Ss that they are going to put their stories in activity E into the phases of the process. Then, point out that they should give instructions to their classmates on how to make a fake fossil considering the phrases in "Useful Expressions". Remind Ss that they can

make use of the instructions section in activity C and encourage them to use basic repertoire of isolated words and phrases according to their functions and genre. Monitor Ss during the activity and give aid if necessary.

Time to Listen

A. Match the words to the pictures.

Draw Ss' attention to the pictures and ask them to match the words to them. Check their answers and tell Ss that they are going to hear these words while listening the recording in activities B and C.

KEY A:

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

B. Listen to the instructions on how to make a fake ancient coin and put the phases into correct order. (GO-L.8 / CO-L.2)

The aim is to identify concrete instructions in audio material. Draw Ss' attention to the instructions given in activity B. Tell Ss that the order of these instructions is jumbled and they are going to put the phases into correct order while listening to the recording. Before playing the recording, emphasize that while giving instructions, special phrases and forms need to be used, so remind them to take care with rules of manners and cultural values while they are listening. Play the recording once and ask them to put the phases into correct order. Play more than once if necessary. Check their answers.

Recording Script 8.C

First of all you need a coin, a soft lint-free cloth, a permanent black marker and some clear nail polish.

To begin with; mark all over the coin and completely cover in black.

Once you've done that, then paint clear nail polish on half of one side of the coin.

After that; rub most of it off with the cloth before it dries.

When you finish that; repeat for the other halves of each side.

At last let it dry completely.

This is quick, but really comes out looking great.

KEY B:

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

C. Now listen again and apply the phases of the process and make a fake ancient coin in the classroom. (GO-L.3)

The aim is to carry out simple and concrete instructions in audio material. Tell Ss that they are going to work in groups of four and apply the phases of the process in the recording to make a fake ancient coin. Before starting point out that, as it takes time to put each phase into practice, they are going to listen to the phases step by step. Pause the recording between the phases in order the Ss to have enough time to apply each phase correctly. Let groups examine the other groups' coins to compare their works. Ss can choose the best one.

D. Search the Net and find the phases of the process of making a fake amphora and the materials needed. Then, work in pairs and give instructions on how to make it. Then, swap the roles. (GO-SI.7)

The aim is to give concrete instructions. Ask Ss if they know what an amphora is, draw their attention to the pictures and explain the meaning if necessary.

NOTE: An amphora is a tall clay container for oil or wine, used in ancient times.

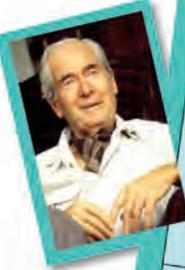
Ask Ss to search the Net and find the phases of the process of making a fake amphora. Tell them that they are going to work in pairs. Tell them one of the Ss in pairs is going to give instructions and the other is going to apply it. Remind them that they can make use of the statements in the box in activity D. Then, they are going to swap the roles. Monitor Ss during the activity and give help if necessary.

TEACHER'S NOTES

C

E. Write a three-paragraph biography of world famous archaeologist Prof. Dr. h.c. mult. Ekrem Akurgal considering the information in the chart below.

Life Stage	Date	Event
Early life	March 30, 1911	Born in Tulkarm, Palestine, Ottoman Empire
	1913	His family moved back to Istanbul when he was two years old.
Career life	1931	Graduated from Istanbul High School for Boys and, having earned a state scholarship, went to the University of Berlin in Germany to study archaeology
	1957	Became a professor in University of Ankara.
	1970	Settled in Izmir to pursue his work on the nearby sites with more effectiveness.
	1970-1990	Worked mainly in the Aegean Region, starting the researches on Phokas (Foca), Pirane (Bayraklı tumulus), Erythrai (Ildiri) and old Smyrna on ancient Greek, Hittite and other ancient civilizations of Anatolia
Later life	1961-1990	Received honorary doctorates and rewards from several universities all over the world.
	November 1, 2002	Died in Izmir and buried in Aphrodisias.




101

Fun Corner

JUST FOR FUN

- They know enough who know how to learn. -Henry Adams
- What we have to learn to do, we learn by doing. -Aristotle
- Opposites are not contradictory but complementary. -Niels Bohr
- A single conversation with a wise man is better than ten years of study. -Chinese Proverb
- The only true wisdom is in knowing you know nothing. -Socrates
- Everything should be made as simple as possible, but not simpler. -Albert Einstein
- I hear, and I forget. I see, and I remember. I do, and I understand. -Chinese Proverb
- The important thing is not to stop questioning. -Albert Einstein
- Every artist was at first an amateur. -Ralph W. Emerson

CHECK YOUR PROGRESS

	I can...	😊	😐	😞
Listening	catch the reason and result expressions in short conversations, understand phrases, words and expressions related to daily routines, understand simple instructions in short conversations.			
Reading	read and understand short texts and guess what may happen next, read and understand simple and short texts in terms of their places and time, read and understand instructions in the texts.			
Speaking Interaction	communicate in a simple task about daily routines, communicate in a simple task to give concrete instructions, handle short social exchanges about invitations.			
Speaking Production	use series of phrases, words and expressions to give examples of my daily routines, habits and activities, use series of phrases, words and expressions to give instructions.			
Writing	write short paragraphs about my daily routines, habits and activities, write biographies, write invitation cards.			

102

E. Write a three-paragraph biography of world famous archaeologist Prof. Dr. h.c. mult. Ekrem Akurgal considering the information in the chart below. (GO-W.1 / CO-W.9,10)

The aim is to write a real or fictitious biography. Draw Ss' attention to the chart in activity E. Tell Ss that they are going to write a three-paragraph biography of world famous archaeologist Ekrem Akurgal considering the information in the chart. Point out that they can use their dictionaries or the Net if they have any difficulties with unknown vocabulary in the chart. Monitor Ss during the activity, encourage them to write coherently and to avoid irrelevancy while they are writing. Remind Ss to put their writings into their portfolios.

TEACHER'S NOTES

FUN CORNER

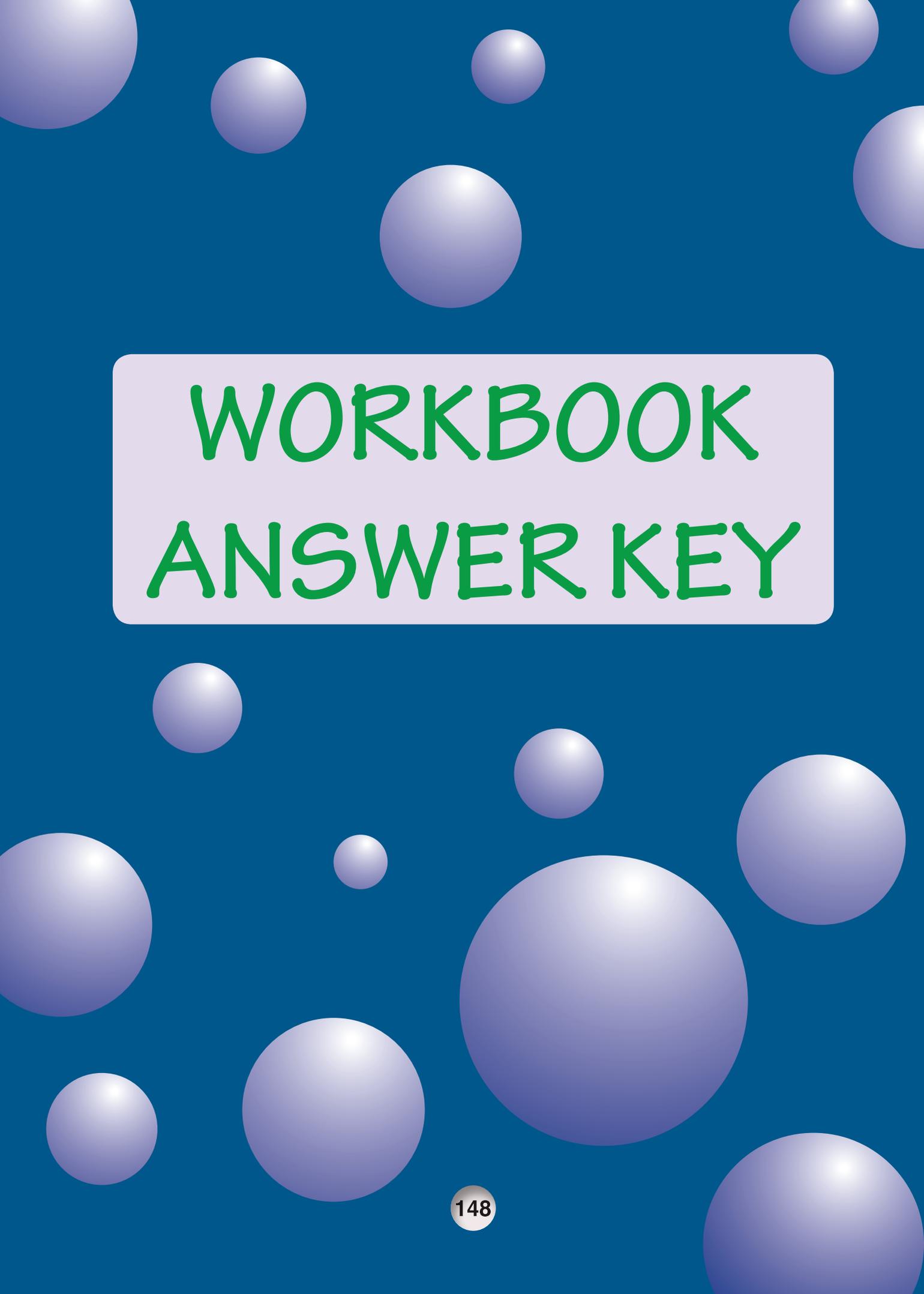
JUST FOR FUN

Ss read the proverbs and quotes for fun. They can find the meanings of unknown words if necessary.

CHECK YOUR PROGRESS

Self-evaluation parts at the end of each theme enable Ss to see how much of the outcomes they have achieved. Get feedback from Ss and develop strategies to back up Ss if they haven't done well.

TEACHER'S NOTES



WORKBOOK ANSWER KEY

A. Read the text about a typical day of Josh's at sea. Imagine you are Josh and answer the questions.

A Day on Board

What's a typical day like at sea? Well, I always get up at 6 a.m. and we usually have breakfast at 6:30. We sometimes have just coffee and toast. At 8 a.m. I am on watch for three hours. At midday I start cooking lunch and we have lunch at 1 o'clock. In the afternoon we are usually free. We generally read and sunbathe. At 5 p.m. I check my mails and at 6 p.m. we always listen to the news on the radio. We have dinner at 8 and I go on watching again at 9. I often sit outside and look at the stars and at 11 I go to sleep. I never stay up late.

1. How often do you get up early? **I always get up early.**
2. How many times a day are you on watch? **I am on watch twice a day.**
3. When are you usually free? **We are usually free in the afternoon**
4. Why do you never stay up late? **Because I (have to) get up very early in the morning.**

B. Match the hobbies to the pictures.



1.

...5...a) playing drums



6.

...9...b) going hiking



2.

...10...c) doing judo



7.

...4...d) collecting coins



3.

...6...e) doing exercise



8.

...1...f) playing cards



4.

...7...g) going fishing



9.

...8...h) going swimming



5.

...3...i) doing skateboarding



10.

...2...j) playing soccer



C. Write questions for the following answers.

1. **Do you have dinner with your friends?**
No, I have dinner with my family.
2. **How often do you get up early?**
I never get up early.
3. **Do you like Turkish coffee?**
No, I don't like Turkish coffee.
4. **How do you go to school?**
I go to school on foot.
5. **Do you like doing judo?**
No, I don't. I like doing karate.

D. How often do you do these activities? Use the words below and write about yourself.

100% ← always – usually – often – sometimes – rarely – never → 0%

1. surf the Net	always	I always surf the Net,
2. travel by ship		
3. write on Twitter		
4. drink milk		
5. get home after midnight		
6. share videos on Facebook		
7. help mom or dad		
8. wear jeans		
9. eat seafood		
10. go to the opera		

Ss' own answers

E. Imagine you are a teacher. Write a paragraph about a typical day of yours.

.....*Ss write a paragraph.*.....

.....

.....

.....

.....

A. Read the text and write (T) true or (F) false. Correct the false sentences.

Purely British

Natalia from Russia works as an “au pair” in Cambridge and lives with a British family. It is a typical British family. The woman doesn't cook – she just puts a pizza in the microwave. But she always watches cooking programmes on TV every day. The man usually cooks at the weekend; he cooks fantastic meals. Their child has a terrible diet. She never eats fruit and vegetables. She only eats fish and chips and she often goes to fast food restaurants.

- 1. Natalia is a British au pair. (F) **She is Russian.**
- 2. The wife loves cooking. (F) **She doesn't cook.**
- 3. The man cooks terrible dishes. (F) **He cooks fantastic dishes.**
- 4. The child eats unhealthy food. (T)

B. Complete the sentences properly.

- 1. **Does** she work in a hospital? Yes, she **does**.
- 2. What **do** you do in the evenings?
- 3. Chase **doesn't** go to school at weekends.
- 4. My parents **don't** eat fast food.
- 5. It **doesn't** snow in Mersin in winter.

C. Use the given words and make full sentences.

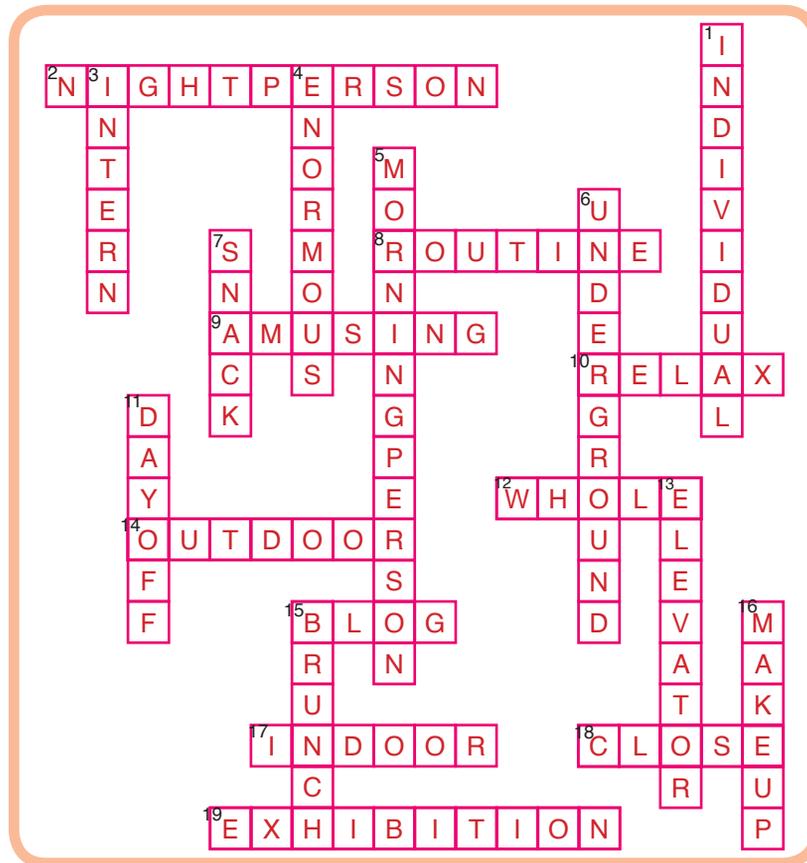
- 1. The Simpsons / where / live
Where do the Simpsons live?
- 2. he / for / school / what / wear
What does he wear for school?
- 3. home / late / come / Linda and Alex / usually
Linda and Alex usually come home late.
- 4. wearing / not / young people / suits / like
Young people don't like wearing suits.
- 5. eat / the cat / how often / food.
How often does the cat eat food?
- 6. travel / often / abroad / Jimmy
Jimmy often travels abroad.
- 7. Your grandparents / you / visit / sometimes
Do your grandparents sometimes visit you?

D. Fill in the blanks with the words in the box.

Their, His, Its, Your, My, Our, Her

- 1. This is my dog “Bonnie”. **Its** ears are very big.
- 2. My mother is good at cooking. **Her** best dish is Manti.
- 3. Are you new at this school? Is it **your** first day here?
- 4. I have a lot of dresses, but **my** favourite is the blue one.
- 5. My grandparents live in the countryside. **Their** house is enormous.
- 6. Jason rarely washes **his** car. It's always dirty.
- 7. My sister and I love science fiction films. **Our** room is full of DVDs.

E. Complete the puzzle.

**Across**

2. A person whose preference or custom is to remain awake and active during the evening and early morning (night) hours, and who usually sleeps during part of the daytime
8. Usual series of things that you do at a particular time in a particular order
9. Someone or something that makes you laugh or smile.
10. Feel more calm and less worried or tense
12. All
14. Outside and not in a building.
15. A web site containing a diary or journal on a particular subject.
17. Inside a building
18. Near
19. A public event at which art or objects of interest are displayed, for example at a museum

Down

1. One person or thing, rather than to a large group
3. An advanced student or a recent graduate, especially in medicine
4. Very big, giant
5. A person who wakes up without difficulty early each morning and who is alert and active during the first part of the day
6. Metro, a railway system under the ground
7. A simple meal that is quick to cook and to eat.
11. A day when one doesn't attend work/school etc.
13. Lift, a device that carries people or goods up and down inside tall buildings.
15. A meal eaten later in the day than breakfast and earlier than lunch.
16. Things such as lip-sticks, eye shadow and powder.

F. Write a paragraph about a typical day of your family.

Students write a paragraph about their daily routines.

C - A London Trip

A. Look at the chart and write sentences about what Ian and Angie “can” and “can’t” do.



Ian	✓	✓	X	X	X	✓
Angie	✓	X	X	✓	X	✓

1. speak ___ Ian ___ and ___ Angie can speak English.
2. drive ___ Ian can drive a car but Angie can't drive a car.
3. play ___ Ian or Angie can't play the piano.
4. do ___ Ian can't but Angie can do the ironing.
5. ride ___ Ian or Angie can't ride a horse.
6. surf ___ Ian and Angie can surf the Net.



B. Complete the sentences according to the animals in the pictures above. Write what they can / can't do.

distinguish – fly – communicate – live – reach

1. Camels can live for a month without drinking water.
2. Penguins have got wings but they can't fly.
3. Giraffes can reach at the top branches of the trees.
4. Cats can't distinguish the colours.
5. Dolphins can communicate each other by whistles.

C. Read the brochure and answer the questions.



Voyager Cruises – You are in Luxury Every Day

Come and sail on a Voyager Cruise ship. We have four ships: The Voyager Princess, The Voyager Duchess, The Voyager Queen, and The Voyager Empress.

You can sail in luxury on cruises around the Mediterranean Sea for 7 or 14 days.

Our seven-day cruise costs € 1500 and our two-week cruise is € 2500.

A typical one week cruise

- Day One - departure from Antalya
- Day Two - free day in Kyrenia, in Cyprus
- Day Three - near Cyprus
- Day Four – Athens, in Greece
- Day Five - free day in Sicily, in Italy
- Day Six - free day in Corsica, in France
- Day Seven - travel to Barcelona, in Spain
- Day Eight - fly home.

You can have all food and drink in the price of your cruise (except for alcoholic drinks). All ships have a casino, a cinema, a five-star restaurant, a theatre, a library and a gym.

We can also organize cruises in the North Sea and the Caribbean.

Our ships can carry over 1500 passengers and we have nearly 500 crew members.

So come on board today for your dream vacation!

Call immediately: +90-242-0000000

1. Where does your cruise start from?
It starts from Antalya.
2. Where can you have free days?
In Kyrenia / Cyprus.
3. Can you go on a cruise for three weeks?
No, I can't.
4. Can you see a play on the cruise ship?
Yes, I can.
5. What can you do on the cruise ship to keep fit?
I can go to the gym.

D. Imagine you are one of the passengers on a cruise ship in the previous activity. Write a postcard to your family / a friend and tell about your holiday.

.....**So write a postcard**.....

Performance Task



* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.

Target Performance	Writing Skills
Duration	2 weeks
Task	Preparing a schedule Preparing a poster
Follow the steps	<ul style="list-style-type: none"> • Choose one of your classmates. • Prepare a schedule of a school week. • Write down the regular things you do and your friend does every day. • Take some notes on things you can do at school freely. • Take some notes on things you cannot do at school. • Find photos for your activities. • Design a poster and present it in the class.
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research making use of books, the Internet, etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

RUBRICS FOR PERFORMANCE TASK EVALUATION 1

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 a schedule of a school week and daily activities in general. (GO-W.1)					
2. The details about the poster are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

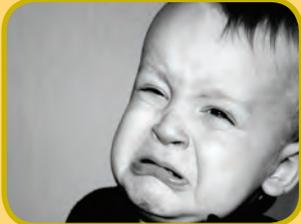
* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

* This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.

A. Write questions about the pictures and give answers as in the example.



(walk)
Is she walking?
No, she isn't. She's sleeping.



(laugh)
Is he laughing?
No, he isn't. He is crying.



(climb)
Is it climbing?
No, it isn't. It is drinking milk.



(play the guitar)
Are they playing the guitar?
No, they aren't. They are playing football.



(ride a bike)
Is he riding a bike?
No, he isn't. He is driving a car.



(do homework)
Are they doing homework?
No, they aren't. They are watching TV.

B. Imagine you are a camp leader at the Farstone Park Camp. Look at the camping schedule in Activity "G" of your Student's Book and write a paragraph about a typical day of scouts at the camp.

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

..... Ss write a paragraph.....

C. Circle the correct one.



Greg's New Lifestyle

Usually, Greg **eat / eats / is eating** anything he **want / wants / is wanting** and **don't worry / doesn't worry / isn't worrying** about what it **do / does / is doing** to his body. Now, he **compete / competes / is competing** in swimming and has to change his eating habits.

He usually **get up / gets up / is getting up** and **have / has / is having** orange juice or just **skip / skips / is skipping** breakfast because he **are / is / is being** late for the class. Then at lunch, he often **meet / meets / is meeting** his friends at a fast food restaurant and **have / has / is having** a big hamburger, fries and a Coke.

At dinner time, he always **sit / sits / is sitting** down with his family, and **enjoy / enjoys / is enjoying** a big meal. His mom usually **serve / serves / is serving** meat, vegetables and potatoes. After that, he **eat / eats / is eating** a green salad or some fruit. Most of the time, by eleven o'clock, he **are / is / is being**

hungry again, so he **have / has / is having** ice cream and cookies.

Now, he **swim / swims / is swimming** competitively and his diet **are / is / is being** completely different. In the morning, he **eat / eats / is eating** a lot more protein, eggs and bacon, and a couple of pieces of whole wheat toast, so that he has more energy for his morning work-out. He **spend / spends / is spending** noon time with his swimming team mates, not his "junk food" friends. He **follow / follows / is following** a low-fat, high-protein diet.

Now, at dinner he **take / takes / is taking** an extra helping of meat and potatoes. In fact, his mom **have / has / is having** trouble keeping enough food in the refrigerator. She **think / thinks / is thinking** that he **are / is / is being** an eating-machine. Next week, Greg **go / goes / is going** to Washington State for the National Swimming Championships. He **are / is / is being** excited about them, but he **know / knows / is knowing** that it may take a long time.



D. Answer the following questions according to the text above.

1. Why does Greg have to change his eating habits? **Because he is competing in swimming**
2. Where does he usually meet his friends? **He usually meets his friends at a fast food restaurant.**
3. What is he eating for breakfast now to get more energy? **He is eating a lot more protein, eggs and bacon and a couple of pieces of whole wheat toast.**
4. When is he going to Washington State for the National Swimming Championships? **Next week.**

B - Youth Exchange

A. Read the Ad below and write (T) true or (F) false. Correct the false sentences.

An Exchange Means a Big Change

Our company offers Foreign Exchange Student opportunities with a choice of about 30 countries, and an academic time period to suit individual purposes. We have Foreign Exchange Student summer programming, 4 to 6 month semesters, and a year academic sessions.

The value of Foreign Exchange Student is an experience of a lifetime. The mixing of cultures and backgrounds provides young people with an unforgettable awareness. Everyone in the family in fact benefits from a new understanding and friendship blossom.

1. You can ~~only~~ join exchange programmes ~~in summer~~. (F) **not only in summer but also 4 to 6 months and a year academic sessions.**
2. An Exchange programme might be an unforgettable experience of your life. (T)
3. Meeting different cultures ~~cannot~~ help you improve your awareness. (F) **can help.**
4. The programmes may be useful for all members of the family. (T)

B. Circle the correct choice and match the sentences to the signs.



a.



b.



c.



d.



e.



f.



g.



h.



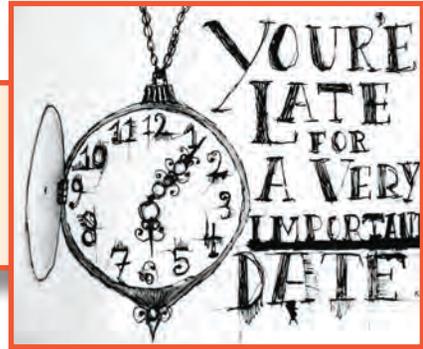
i.

1. You **have to** / **mustn't** stop when you see this sign. e
2. Drivers may / **must** slow down, approach with caution and give way to all traffic in the intersection. g
3. You **should** / don't have to be careful with bike. i
4. You needn't / **can't** make U turn. a
5. You **mustn't** / should go through this street. It's forbidden. h
6. You don't have to / **mustn't** pass at the red light. c
7. You can't / **have to** go below 80 km / h. d
8. You **shouldn't** / need to park here. b
9. You **need to** / might not be very careful because there's road work ahead. f

C. Do the questionnaire.

Possible Answers

1. You have a date with someone you like for the first time. You...
 - a) should dress up.
 - b) must arrive a little bit late.
 - c) have to take your own food with you.



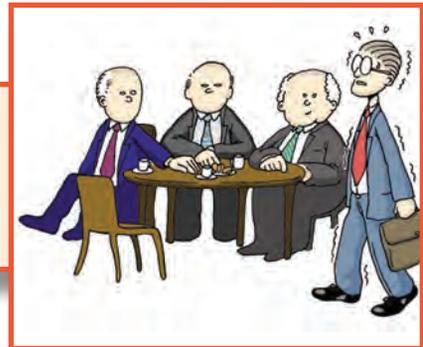
2. You go to someone's house for the first time. You...
 - a) can take your friends with you.
 - b) may buy a little gift.
 - c) needn't be polite.



3. You visit someone at hospital. You...
 - a) have to buy flowers.
 - b) can speak aloud.
 - c) mustn't stay long.



4. You have a job interview. You...
 - a) should get there on time.
 - b) may wear casual clothes.
 - c) don't have to be honest.



D. Imagine you are an exchange student staying with a host family abroad. Write a paragraph about what you should or shouldn't do at home as a guest student.

.....

..... *Write a paragraph*

.....

.....

.....

C - Work & Travel

A. Read the brochure about work and travel in Spain and answer the questions.

Spain With No Pain

In this programme you can earn money, gain work experience and enjoy Spain. We cooperate with big famous hotel chains and small family hotels with great opportunities to train in hospitality sector. They offer genuine teamwork and partnership, and an inviting environment making your stay during internship useful and unforgettable. The internship program in Spain is ideal for students wishing to gain hospitality experience in 3-5 * hotels abroad. The program gives the unique chance to change your life for several months, gain international work skills, improve your Spanish and English and enjoy sun & sea! Our job vacancies are mainly in Ibiza, Mallorca, Lanzarote, and Alicante.

1. Which sector can you work in during the programme? **Hospitality sector.**
2. What do the hotels in hospitality sector offer? **Genuine teamwork, partnership and an inviting environment.**
3. Who is the internship programme ideal for? **It is ideal for students wishing to gain hospitality experience.**
4. Where are the main vacancies in Spain? **In Ibiza, Mallorca, Lanzarote and Alicante.**

B. Look at the picture and complete the sentences.



1. The teddy bear is **on the bed**.
2. There are some clothes **under** the bed.
3. The glasses are **on** the floor **near** the clothes.
4. The clown is **next to** the bed.
5. The alarm is **near** the table lamp.
6. There are some books **on** the floor and **in front of** the desk.
7. There is a light **on** the ceiling **over** the bed.
8. The window is **between** the bed and the desk.
9. There is a toy duck melting **on** the heater.
10. There is a pair of socks burning **on** the table lamp **next to/near** the alarm clock.

Performance Task

* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.



Target Performance	Writing, Research, Creativity
Duration	2 weeks
Task	Preparing a web page.
Follow the steps	<ul style="list-style-type: none"> • Search the Net and choose a foreign country you want to go as a WAT student. • Imagine that you are in that country for 6 months. • Write down the things you are doing during a regular week. • Take some notes on things you enjoy doing (e.g. funny events/ hang out with friends etc...) • Take some notes on the customs in the country you stay.(e.g. general rules you can / can't do) • Find photos for your activities. • Prepare a blog as a web page and present it to the class.
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research by making use of books, the Internet, etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

PROJECT

Expected Performance	Research, creativity, thinking skills, writing skill
Time	2 months
Types of scoring instrument	Scoring rubrics
Topic of the task	Making a video

In this video you should:

- Work as a group of four.
- Give a name to your group.
- Try to spend time together during and after school.
- Film all your activities during and after school.
- Take photos as well.

While preparing your project, you should:

- choose your team-mates.
- plan your time.
- share tasks with your friends.
- search the Net or the books on how to prepare a video.
- find a name for your video.
- prepare your video utmost one hour.
- use clear and fluent language and have coherent narration.
- enrich your video with photos you took.
- present your photos at the end of your video.
- keep in mind that each team-mate will present one section of the video.
- prepare your video and presentation by/...../20.. at the latest.

RUBRICS FOR PERFORMANCE TASK EVALUATION 2					
FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 country, daily activities, likes and dislikes and the regulations in the country in general. (GO-SP.5)					
2. The details about the web page are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

* **5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)**

* **This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.**

RUBRICS FOR PROJECT 1					
I. WRITING PROCESS OF THE PROJECT					
FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 activities after school in general. (GO-SI.11)					
2. The details about the video are vivid and varied. (GO-SP.7)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					
II. THE PRESENTATION OF PROJECT					
CONTENT					
1. The aim of the presentation was expressed clearly.					
2. A variety of vocabulary was used appropriately. (CO-S.4)					
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. (CO-S.6)					
3. Speaker used stress and intonation appropriately to enhance articulation. (CO-S.9)					
INTERACTION WITH AUDIENCE					
1. Speaker maintained eye contact. (CO-S.1)					
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. (CO-S.7)					

* **5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)**

* **This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.**

A. Read the text and write True (T) or False (F). Correct the false sentences.



LOST

Lost was a television series on the American TV channel ABC. It was on screen from 2004 to 2010, consisting of six seasons. It became very popular and spread all over the world. The story was about the survivors of a plane crash on a mysterious tropical island in the Pacific Ocean. It had a very large cast and a real setting, so it cost a fortune as a TV series.

Because of its great success, Lost took part on the list of top ten series of all time. Almost 16 million US viewers watched each episode of the first season, and it had over 11 million viewers during its final season. Lost won many awards including the Emmy Award, the British Academy Television Awards, the Golden Globe Award and US Screen Actors Guild Award.

1. The ABC channel broadcast **Lost** for ten years. (F) *It was on screen from 2004 to 2010 (six years)*
2. The director shot **Lost** in Hollywood Studios. (F) *The director shot Lost in real settings, on a tropical island in the Pacific Ocean*
3. **Lost** was a very expensive TV production. (T)
4. The number of the viewers decreased during 6 seasons. (T)
5. US viewers can still watch the new episodes of **Lost** on the ABC channel. (F) *Lost ended in 2010, so there are no new episodes on the ABC.*

B. Complete the sentences correctly and meaningfully.

1. He didn't come to school yesterday because.....
2. They went shopping but.....
3. Our car was broken so.....
4. He didn't do his homework or but he passed the class.
5. She woke up at 8 o'clock, washed her face and

ss' own answers



C. Correct the mistakes in the sentences.

1. I didn't saw you yesterday. **I didn't see you yesterday.**
2. Last week, my mother did call me. **Last week, my mother called me.**
3. We weren't played football last Saturday. **We didn't play football last Saturday.**
4. Where you went on summer holiday? **Where did you go on summer holiday?**
5. My sister did ill two days ago. **My sister was ill two days ago.**
6. Did they washed the car the previous day? **Did they wash the car the previous day?**
7. Who did go to the party last night? **Who went to the party last night?**
8. I didn't my homework yesterday. **I didn't do my homework yesterday.**
9. My mom was cooked the dinner an hour ago. **My mom cooked the dinner an hour ago.**
10. She didn't had her breakfast at home. **She didn't have her breakfast at home.**



D. Read the answers. Put the words into correct order to make questions.

1. **A: Where were you yesterday?** (yesterday/were/where/you)
B: At the cinema.
2. **A: Who did you visit last weekend?** (visit/did/who/you/last weekend)
B: My grandparents.
3. **A: Did she have fun at the party?** (have/at the party/she/fun/did)
B: No, she didn't. It was boring.
4. **A: How long did they stay at the hotel?** (they/at the hotel/stay/how long/did)
B: For three days.
5. **A: How much did you spend at shopping?** (at shopping/did/spend/how much/you)
B: Not much.

E. Write a short paragraph about what your classmates did last week. Use the chart in your Student's Book activity D.

.....
**Write a paragraph**.....

B - Computers and the Net

A. Read the text and write (T) true or (F) false. Correct the false sentences.

I Used To Be a Computer!

The first use of the word “computer” in 1613 used to refer to a person carrying out calculations or computations, and the word continued with the same meaning until the middle of the 20th century. From the end of the 19th century the word had its more familiar meaning, a machine carrying out computations. Engineers constructed powerful and flexible computing devices in the 1930s and 1940s, gradually adding the key features in modern computers. In the 1970s, integrated circuit technology and the creation of microprocessors decreased size and cost and increased speed and reliability of computers. The 1980s witnessed home computers and now personal computers. With the evolution of the Internet, personal computers are now common like the television and the telephone in the household.

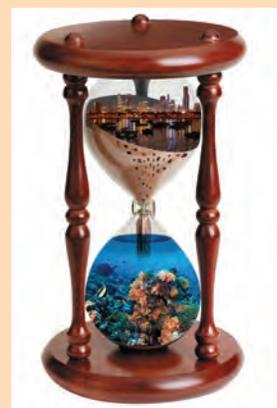
1. The word “computer” used to be a job title in the past. (T)
2. Engineers produced powerful and flexible computers ~~at the end of the 20th century~~. (F) **in the middle of the 20th century**.
3. New technologies ~~increased the price~~ of the computers in 1970s. (F) **decreased the price**.
4. Today the personal computer is one of the household items. (T)

B. Make sentences to compare the past and present as in the example.

BEFORE		AFTER
write letters	1. People used to write letters before computers, but now they send emails.	send mails
play board games	2. People used to play board games before computers, but now they play computer games.	play computer games
chat on the phone	3. People used to chat on the phone before computers, but now they chat on the Net.	chat on the Net
buy CDs	4. People used to buy CDs before computers, but now they download the media.	download the media
search the encyclopaedias	5. People used to search the encyclopaedias before the computers, but now they google the Net.	google the Net
pay bills at the cashier's window	6. People used to pay bills at the cashier's windows before the computers, but now they pay bills via the Net.	pay bills via the Net

C. Circle the correct one.

1. A: When is Rihanna's birthday?
B: It's in / **on** / at 16th June.
2. A: What time is your English class?
B: It starts in / on / **at** four o'clock.
3. A: When were you born?
B: I was born **in** / on / at 1995.
4. A: When do you visit your grandparents?
B: In / On / **At** Easter.
5. A: When was your basketball training?
B: It was in / **on** / at Sunday evening.



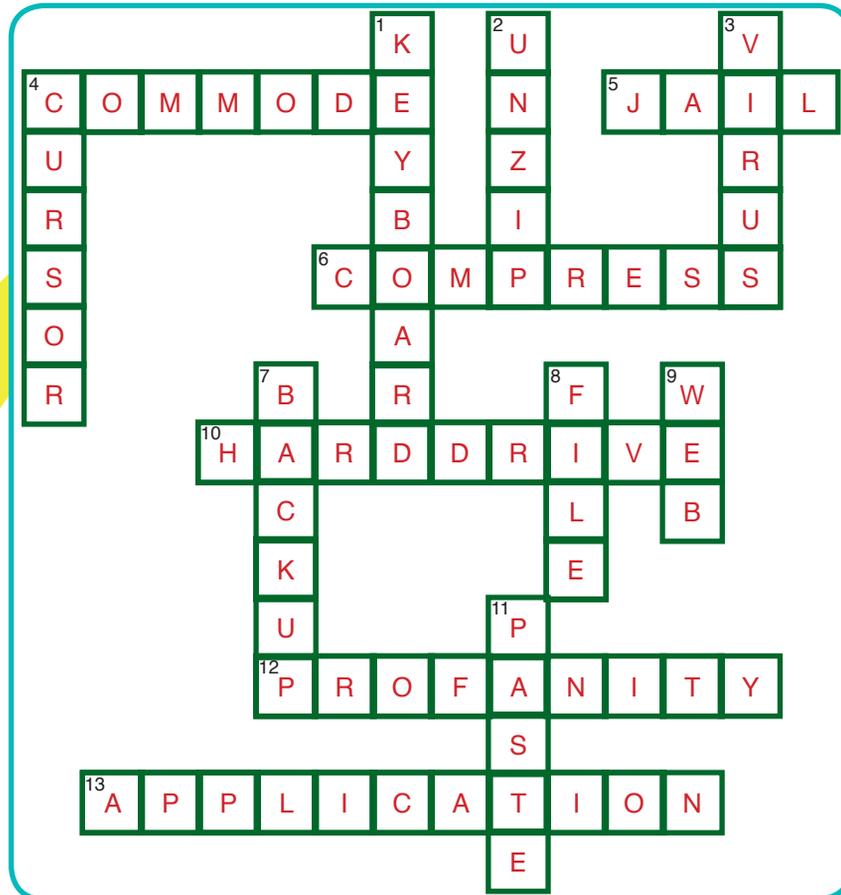
D. Write a paragraph about how you use the Internet in your daily life.

.....

.....

E. Complete the puzzle.

CROSSWORD PUZZLE



Across

4. Toilet, closet
5. Prison
6. Press for less space
10. A part inside a computer used for permanently storing information
12. Rude words
13. A piece of software

Down

1. Several rows of keys on a computer
2. Decompress a file
3. A program that can destroy information stored in the computer
4. A mark or a small light moved around a computer screen
7. A spare copy
8. A collection of information on a computer
9. A computer system that links documents and pictures into a database
11. Make words appear in a new place on a computer screen

C - Communication Skills

A. Read the text and answer the questions.

All Becoming American

Because of the wide distribution of American TV serials and movies, the young generations of all cultures are developing a common form of North American body language. For example, Australians in their sixties identify the British Two-Fingers-Up gesture as an insult, but an Australian teenager reads it as the number two. Most countries now recognise the Ring gesture as meaning 'OK'. Young children in every country now wear baseball caps backwards and shout 'Hasta la vista, baby', but they probably don't understand Spanish. All in all, American television is the main reason for the decrease in cultural body language differences.

1. Why are young people from different cultures commonly using North American body language?
Because of the wide distribution of American TV series & movies.
2. Does Two-Fingers-Up gesture mean something good for old people in Australia?
No, they identify it as an insult.
3. What does the Ring gesture mean in most countries?
It means 'OK'.
4. Do the young children in your country wear baseball caps backwards and use foreign expressions in daily life?

.....**Ss' own answers**.....

B. Look at the pictures and complete the sentences with the words in the box.

angrily – hard – happily – curiously – exhaustedly – miserably – fast – nervously



1



2



3



4

1. He is sleeping **exhaustedly** after a tiring day.

2. She is biting her nails **nervously** before a job interview.

3. He is studying **hard** for an important exam.

4. The cat is looking **curiously** into the camera.

5. The woman is pointing her finger **angrily**.

6. The cheetah is running **fast** to catch its prey.

7. The family is smiling **happily**.

8. She is looking at the past due bill **miserably**.



5



6



7



8

Performance Task



* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.

Target Performance	Writing, Research, Creativity
Duration	2 weeks
Task	Preparing a computer presentation
Follow the steps	<ul style="list-style-type: none"> • Search the Net and choose a pioneer person in media and computer technology. (e.g. Steve Jobs/ Bill Gates / Mark Zuckerberg or the founders of 'Google') • Write a biography of the person you choose including the turning points in his/her life. • Mention their past experiences, big successes and failures. • Prepare a computer presentation and present it to the class.
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research by making use of books, the Internet, etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

RUBRICS FOR PERFORMANCE TASK EVALUATION 3

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task. (GO-W.6)					
2. The task is planned and organised appropriately. (CO-W.9)					
3. The task is enriched with posters, pictures, photos, caricatures or drawings. (GO-SP.9)					
4. A reference list is given.					
CONTENT					
1. Sufficient information is given about the pioneer person in general.					
2. The details about the presentation are vivid and varied. (GO-SP.1, 12)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

* This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.

A - Types of People 4. Personality and Character

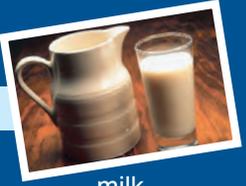
A. Read the blog of a teenager comparing his parents and write (T) true or (F) false. Correct the false sentences.

Like Night and Day

My mom is three years older than my dad, and they are like night and day. My mom is very sweet, very nice, and very caring, and very cute. Everybody tells her how young she looks, and how my sister resembles her. But my dad is completely opposite that. He is a very big man, very loud, very funny, and very bossy. He makes friends no matter where he goes. For example, sometimes he goes to Florida and makes all sorts of good friends. He's kind of a magnet to people in social events. So, my parents are completely opposite, and they complement each other very well. My dad has a very good sense of humour. My mom is very gentle. I think I have traits of both, actually. I look more like my mother but I am a little bit taller. Yeah, I resemble my mom more. I think I have both of the characteristics of my mom and dad.

1. His mother and father ~~resemble each other very much~~. (F) His mother and father are completely opposite.
2. His father has got a warm, outgoing personality. (T).....
3. His mother ~~looks older~~ than his father. (F) Everybody tells her how young she looks.
4. His father is a witty and humorous person. (T).....
5. He ~~doesn't have any traits of his father~~. (F) He has both of the characteristics of his mom and dad.

B. Write two sentences for each pair of pictures and compare them as in the example.

 Coke	1	 milk	 movies	2	 plays
 Turkey	3	 China	 planes	4	 trains
 books	5	 television	 a sports car	6	 a motorbike

Possible Answers

1. Coke is more popular than milk.
Drinking milk is healthier than drinking coke.
2. Plays are more intelligent than movies.
Movies are funnier than plays.
3. China is more crowded than Turkey.
Living in China can be more difficult than living in Turkey.
4. Planes are faster than trains.
Trains are slower than planes.
5. TV is more popular than books.
Watching TV is funnier than reading books.
6. A sports car is more expensive than a motorbike.
A motorbike is cheaper than a sports car.

C. Complete the sentences using the correct form of the words in the boxes.

expensive

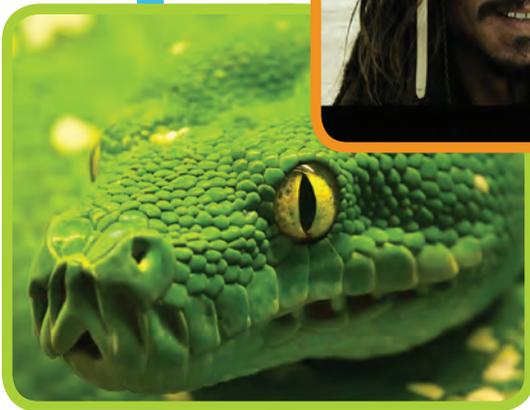
long

crowded

bad

large

good



1. The Blue Whale is **the largest** animal in the world.

2. **The worst** killer earthquake recorded in history happened in China in the year 1556.

3. Some people think that Robert De Niro is **the best actor** of all time.

4. **The longest** snake ever recorded was an 11.5-metre green anaconda from South America.

5. Pirates of the Caribbean: At World's End is **the most expensive** movie ever made.

6. Shanghai is **the most crowded** city in the world.

D. Write a short paragraph and compare two people in your family.

.....**SS write a short paragraph**.....

B - Hobbies and Phobias

A. Read the text and answer the questions.

A Nice Hobby –Photography!

My name is Jason. My favourite hobby is photography. In my free time, I love taking my camera and taking lots of pictures. I photograph the world around me. I usually take photos at my grandparents' house. They started to live in the country, near the forest last year and they have a big garden. It's an ideal place for me. I get up in the morning and go to the garden or the forest. Sometimes I encounter some animals. I try to take a picture of them. At home, my Dad helps me to choose the best photos. I send them to magazines. I won a photo competition once. I've got a beautiful album called "Wonders of the World". I'm looking forward to going to my grandparents' house for the weekend, so I can take lots and lots of photos.

1. What does Jason like doing in his free time? He loves taking his camera and taking lots of pictures.
2. What does he photograph in general? He photographs the world around him.
3. Where does he usually take photos? He usually takes photos at his grandparents' house.
4. Why does he take photos there? Because they live in the country, near the forest and have a big garden. It is an ideal place for him.
5. Who helps him to choose his best photos? His dad helps him to choose his best photos.

B. Match the two halves of the sentences.

- | | |
|---------------------------------------|--|
| 1. John didn't want | ...4... a. to work overtime. |
| 2. My mother and I decided | ...5... b. her cry a lot. |
| 3. My sister is scared of | ...6... c. getting up early but now he is an early bird. |
| 4. The workers at the factory refused | ...3... d. sleeping alone in the dark. |
| 5. Watching romantic films makes | ...1... e. to go to the cinema, so he stayed at home. |
| 6. My son used to hate | ...2... f. not to go shopping together. |

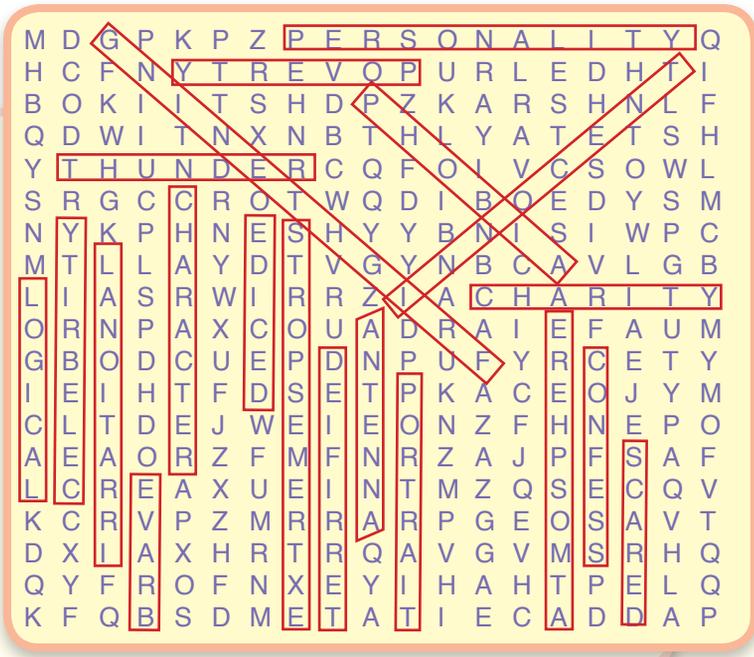


C. Complete the sentences meaningfully.

1. Carl is a pilot. He is fond of **flying planes**.
2. Gabi is a journalist. She is good at **taking notes**.
3. Lisa is a doctor. She likes **helping people**.
4. Nick is a locksmith. He is interested in **opening doors**.
5. Tom is an animator. He loves **drawing pictures and cartoons**.
6. Arnold is a film director. He enjoys **shooting films**.



D. Find the words in the list below. The words may appear up, down, forward, backward or crosswise.



- | | | | |
|------------|----------------|-------------|-----------|
| antenna | charity | innocent | portrait |
| atmosphere | confess | irrational | poverty |
| brave | decide | logical | scared |
| celebrity | extreme sports | personality | terrified |
| character | frightening | phobia | thunder |



E. Search the Net and find someone famous with a strange hobby or phobia. Then, write a short paragraph about him/her.

.....

C - Habits and Intentions

A. Read the text and write (T) true or (F) false. Correct the false sentences.

Time to Make a Change

January the first. The beginning of a new year. As far back in history as we can tell, it's a tradition for people to celebrate the start of a new year. Today, most people celebrate New Year's Day on January the first. People celebrate the New Year's holiday in many different ways. For example, we can find the idea of admitting mistakes and finishing the business of the old year in many cultures. So is the idea of making New Year's resolutions. A resolution is a promise to yourself to change or do something different in the coming year. Making New Year's resolutions is a common tradition. Some resolutions are about changing our own habits or behaviours but some are about helping others. We should be careful about what resolutions to make, because many of them may not be easy to keep.

1. Most people celebrate New Year's Eve on January 1st. (F) **Most people celebrate New Year's Eve on December 31th**
2. There are different ways of celebrating the New Year's holiday. (T)
3. You give your word to somebody else to make a resolution. (F) **You give your word to yourself to make a resolution**
4. It's very easy for people to keep all their resolutions. (F) **Many of them may not be easy to keep**

B. Fill in the blanks meaningfully using the phrases in the box.

a. not get there on time

b. help you soon

c. pass the exam

d. be OK tomorrow

e. catch the bus

f. find it

1. Someone stole Jenny's purse. I hope the police **will find it**
2. Let's call a taxi. I don't think we **will catch the bus**.
3. They study hard. I'm sure they **will pass the exam**.
4. Don't worry, I **will help you soon**.
5. John is ill today. I hope he **will be OK tomorrow**.
6. Hurry up! I'm afraid you **will not get there on time**.

C. Read Pamela's diary and complete the conversation.



THURSDAY
 09.30 - 10.00 Visit the bank
 10.30 - 12.15 Give lesson at school
 12.30 - 1.30 Have lunch with colleagues
 2.00 - 4.00 Go shopping with mom
 4.15 - 5.00 Have a drink with friends

Daisy : Hi, Pamela. I'd like to see you on Thursday. Have you got any time in the morning?

Pamela : Well, Thursday morning is difficult. (1) **I'm visiting the bank at 9.30** and (2) **I am giving lesson at school** up to 12.15.

Daisy : How about 12.30?

Pamela : No, (3) **I am having lunch with (my) colleagues** until 1.30.
 Are you free after lunch?

I'm afraid not, (4) **I am going shopping with (my) mom**. That's from 2.00 to 4.00.

And then, I go straight to the cafe because (5) **I am having a drink with friends** until 5.00.
 But, I'm free after that.

Great.

D. Look at the pictures. What are these people going to do?



1. They are going to cook / prepare the meal.
2. She is going to play tennis.
3. She is going to clean the house / do the cleaning.
4. He is going to get on the tube / underground / subway.
5. He is going to brush his teeth.

E. Look at the pictures. Write what is sure going to happen using the words in the box.



like

rain

slip

have

catch

1. Look at that crazy man in the freezing water! He's going to catch a cold.
2. They are very happy. They're going to have a baby.
3. There are dark clouds in the sky. It's going to rain heavily.
4. I know she is interested in abstract paintings. She's going to like it.
5. There's a banana peel on the street. She's going to slip.

F. Suppose that today is the first day of the New Year. Write a short paragraph about things you have to change in your life. Write at least three resolutions and explain why.

..... *Write a short paragraph*

.....

.....

.....

.....

.....

.....

Performance Task

* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.

Target Performance	Writing, Creativity, Thinking Skills
Duration	2 weeks
Task	Making an interview.
Follow the steps	<ul style="list-style-type: none"> • Choose your favourite film. • Imagine that you are a reporter and you are going to interview with the actors/actresses in the lead roles in your favourite movie. • Ask them at least ten questions about: <ul style="list-style-type: none"> -their likes and dislikes -their future plans about their careers. • Then evaluate your stars according to your opinions. <ul style="list-style-type: none"> -What are the things you like or dislike about them? -What do you think of their strengths and weaknesses? -Which one do you think is the best to pursue his/ her career? • Present your interview to the class.
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research by making use of books, the Internet, etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

PROJECT

Expected Performance	Research, creativity, thinking skills, writing skills
Time	2 months
Types of scoring instrument	Scoring rubrics
Topic of the task	Making interviews/Preparing a computer presentation

In this task you should:

- work as a group.
- search the Net or the books to find information about your favourite job.
- find somebody around you who has your favourite job.
- make an interview with him/her about his/her job in terms of:
 - the advantages and disadvantages of the job.
 - the kind of education needed.
 - the impacts of the job to the private/family life.
- take photos as well.

While preparing your project, you should:

- choose your team-mates.
- plan your time.
- share tasks with your friends.
- search the Net or the books on 'how to make an interview'.
- prepare your presentation of approximately one hour.
- use clear and fluent language and have coherent narration.
- enrich your presentation with photos you took.
- keep in mind that each team-mate will present one section of the presentation.
- prepare your presentation by/...../20.. at the latest.

RUBRICS FOR PERFORMANCE TASK EVALUATION 4					
FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 film, favourite actor/actress and his/her likes in general. (GO-SP.1,2,3)					
2. The details about the interview are vivid and varied. (GO-SP.8)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

*** 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)**

*** This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.**

RUBRICS FOR PROJECT 2					
I. WRITING PROCESS OF THE PROJECT					
FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 favourite job, the advantages and disadvantages of it, the type of education needed, the impacts of the job to the private, family or social life in general. (GO-SP.1,9)					
2. The details about the interview and the computer presentation are vivid and varied. (GO-SP.12)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					
II. THE PRESENTATION OF PROJECT					
CONTENT					
1. The aim of the presentation was expressed clearly.					
2. A variety of vocabulary was used appropriately. (CO-S.4)					
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. (CO-S.6)					
3. Speaker used stress and intonation appropriately to enhance articulation. (CO-S.9)					
INTERACTION WITH AUDIENCE					
1. Speaker maintained eye contact. (CO-S.1)					
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. (CO-S.7)					

*** 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)**

*** This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.**

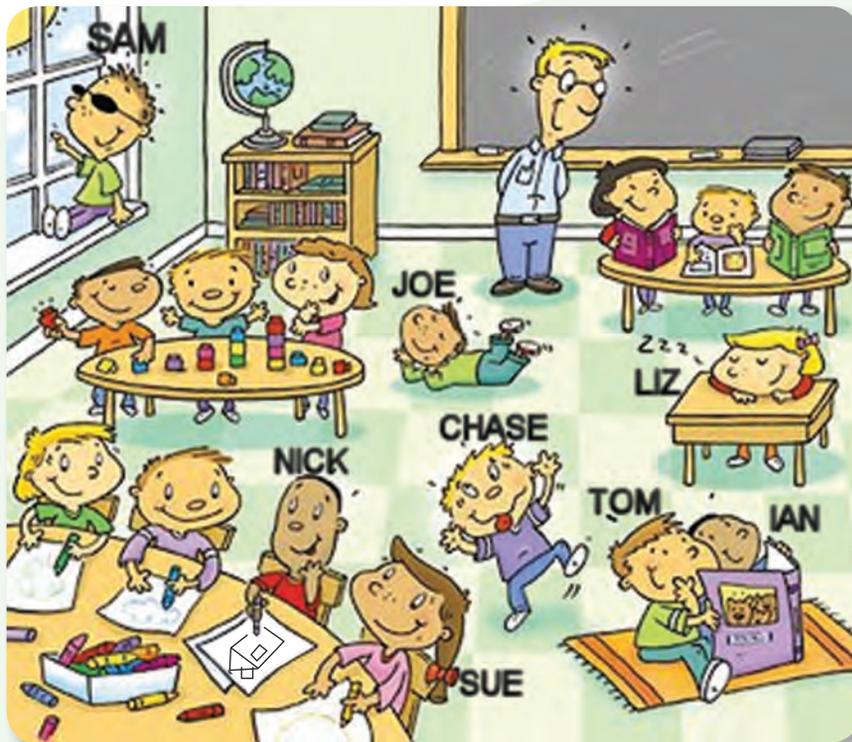
A. Read the fable and answer the questions.

The Dog and the Bone

A dog was holding a juicy bone in his jaws while he was crossing a bridge over a brook. When he looked down into the water he saw another dog below. It was holding a bigger juicier bone. He wanted to have it and jumped into the brook to snatch the bigger bone, letting go his own bone. He quickly learned of course that the bigger bone was just a reflection, and so he ended up with nothing to eat.

1. What was the dog doing when he saw another dog with a bigger bone? **He was crossing the bridge over a brook.**
2. Why did the dog let his own bone go? **Because he wanted to snatch the bigger bone so he jumped into the brook.**
3. Was the dog with a bigger bone real? **No, it wasn't. It was just a reflection of him.**
4. What is the best lesson you can learn from the story? **You shouldn't be greedy. You should be happy with what you have with you.**

B. What were the students doing when the teacher came in the classroom?



1. Sam was looking out of the windows.
2. Joe **was lying on the ground and daydreaming.**
3. Tom and Ian **were reading a book.**
4. Liz **was sleeping/ taking a nap on the desk.**
5. Chase **was making funny faces to catch Sue's attention.**
6. Nick and Sue **were drawing pictures.**

C. Answer the following questions.

1. How many students were reading books?
Four students were reading books.
2. What was Nick drawing?
Nick was drawing a picture of a house.
3. Where were Tom and Ian sitting?
They were sitting on the floor.
4. Who was wearing sunglasses?
Sam was wearing sunglasses.

D. Look at the pictures and ask and answer as in the example.

1. He / watch TV / yesterday evening

Was he watching TV yesterday evening?
No, he wasn't. He was reading a book.



2. they / jog / at 10 o'clock last Friday
Were they jogging at 10 o'clock last Friday?
No, they weren't. They were dancing.



3. he / climb a tree / yesterday afternoon
Was he climbing a tree yesterday afternoon?
No, he wasn't. He was swinging.



4. she / laugh / when her mother was out
Was she laughing when her mother was out?
No, she wasn't. She was crying.



5. it / eat its meal / from 6 to 7 p.m. yesterday
Was it eating its meal from 6 to 7 p.m. yesterday?
No, it wasn't. It was preparing its meal.



6. they / have a shower / last Sunday at 2 p.m.
Were they having a shower last Sunday at 2 p.m.?
No, they weren't. They were having a barbecue.



E. Write a short paragraph about what each member of your family were doing when you got home yesterday.

Ss write a short paragraph.

A. Read the poem and choose the main idea of it.

Never Quit

When things go wrong as they sometimes will,
When the road you're walking seems all up hill,
If funds are low and the debts are high,
And you want to smile, but you have to cry,
If care is pressing you down a bit,
Rest, if you must, but don't you quit.

- a. Whatever you do, will turn back to you.
- b. Don't waste all your money, save some for a rainy day.
- c. No matter how hard life gets, you should never give up.

B. Complete the sentences considering the pictures (Possible Answers)

1. If I change my mind, I'll call you.



2. When you're late, you must/may/can call a taxi.



3. If it rains, we won't go on a picnic.



4. Unless you have any homework, we/ you can go to the cinema.



5. If I come home before you, I will cook the dinner.



6. When we have time, we will clean up the house / do the cleaning.



C. Answer the questions for yourself. (Possible Answers)

1. What will you do if it is rainy tomorrow?
If it's rainy tomorrow, I'll stay at home.



2. What happens when you heat water?
When you heat water, it boils. (evaporates)



3. How do you feel when you break something?
When I break something, I feel unhappy /guilty.



4. Will you be annoyed if your parents forget your birthday?
If my parents forget my birthday, I will be annoyed.



5. What do you need to do if you want to pass your class?
If I want to pass my class, I need to study hard/more.



6. Do you buy a sports car or a house if you have a lot of money?
If I have a lot of money, I buy a house first.



7. What may happen unless you brush your teeth?
Unless I brush my teeth, they may decay quickly.



8. Will you be happy if you win the lottery?
If I win the lottery, I will be happy.



9. What can a tourist do when (s)he visits Turkey?
When a tourist visits Turkey, she/ he can go sightseeing , visit historical and natural tourist attractions.



10. Where will you live if you move abroad?
If I move abroad, I'll live in Switzerland.



**D. Write a short paragraph about what you will/can/should do if/when life gets harder for you.
Ss write a short paragraph.**

A. Read the lyrics of the song and fill in the blanks with the words in the box.

mine

heart

think

dreams x2

start

time

proud

.....The Girl is Mine(Possible Answer).....

She walks right in my (1) **dreams**
 Since I met her from the (2) **start**.
 I'm so (3) **proud** I'm the only one
 Who is special in her (4) **heart**.

The girl is mine
 The doggone girl is mine
 I know she is mine
 Because the doggone girl is mine

I don't understand the way you (5) **think**
 Saying that she is yours not (6) **mine**.
 Sending roses and your silly (7) **dreams**
 Really just a waste of (8) **time**.

Because she is mine
 The doggone girl is mine
 Don't waste your time
 Because the doggone girl is mine

B. Read the lyrics again and write a proper title for the song.

C. Circle the correct one.

1. Robert, I can't find my adding machine. Can I borrow **yours** / his please?



2. Tom and Sarah are brother and sister. They sometimes quarrel.
 Tom: Sarah! I don't want you to take the train. It is **mine** / yours.



3. Tom : Mummy! Are these presents for me and Sarah?
 Mom : Yes Tom, the big one is **yours** / hers and the little one is mine / **hers**.



4. The green car in the street belongs to our neighbours, Mr. and Mrs. Mason.
 It is ours / **theirs**.



5. Mom : Tom! Sarah! There are two dogs in the garden. I know the big one is
 yours, but what about the little one?
 Sarah: It is **ours** / theirs, too.



6. Children! I am going to the beach; I have got my bathing suit.
 Has everyone got yours / **theirs**?



7. Mom : A young boy is playing video game with Tom, who is he?
 Sarah : Oh Mark? He is a friend of **his** / hers.

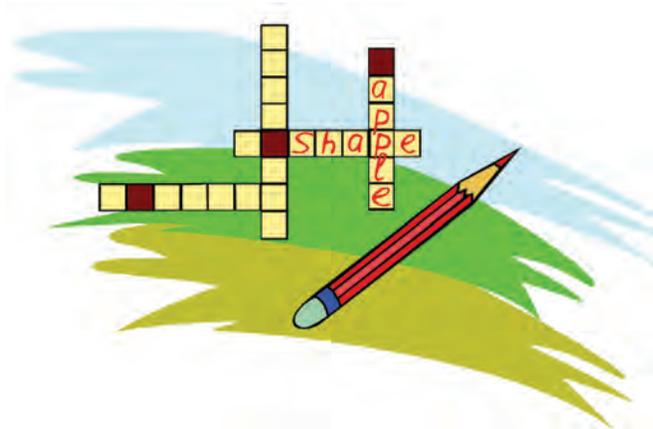


8. Sarah : Mummy, I think aunt Lena forgot her bag yesterday.
 Mom : Not at all! Her bag is pink. This one is not his / **hers**. This red bag is
mine / hers.

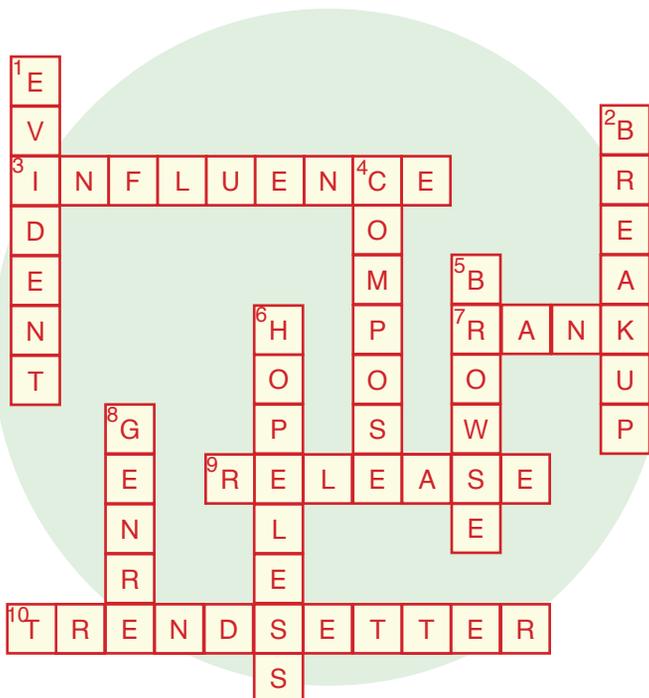


D. Choose the right one.

1. It's **their** / **theirs** problem, not **our** / **ours**.
2. This is a nice camera. Is it **your** / **yours**?
3. That's not **my** / **mine** umbrella. **My** / **Mine** is black.
4. Whose books are these? **Your** / **Yours** or **my** / **mine**?
5. Catherine is going out with **her** / **hers** friends this evening.
6. **My** / **mine** room is bigger than **her** / **hers**.
7. They have got two children but I don't know **their** / **theirs** names.
8. Can we use **your** / **yours** washing machine? **Our** / **Ours** is broken.



E. Complete the puzzle.



Across

3. Power to have an effect on the way something develops, behaves, or thinks.
7. To have a particular position in a list of people or things that are put in order of quality or importance.
9. To make a record or film available for people to buy or see.
10. Someone who starts a new fashion or makes it popular

Down

1. Easily noticed or understood.
2. To separate and not live or work together anymore.
4. To write a piece of music.
5. To look through the pages of a book.
6. Very bad at doing something
8. A particular type of art, writing, music etc.

**F. Search the Net and write a short biography of a musician or a band.
Ss write a short biography**

Performance Task



* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.

Target Performance	Writing, Creativity, Thinking Skills
Duration	2 weeks
Task	Preparing a poster.
Follow the steps	<ul style="list-style-type: none"> • Choose two of your favourite English songs and prepare a poster including: • The lyrics of the songs. • Some additional information about the singers, the year the songs released. • After listening to each song with the whole class explain why you choose and like these songs. • Summarize the main feelings of the songs briefly. • Finally, ask your friends whether they like the songs or not?
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research by making use of books, the Internet, etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

RUBRICS FOR PERFORMANCE TASK EVALUATION 5

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 singers and the songs in general. (GO-W.2)					
2. The details about the poster are vivid and varied. (GO-SI.8)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

* This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.

A. Read the text and write (T) true or (F) false. Correct the false sentences.

Music Tourism

Music tourism is the act of visiting a city or town, in order to see a gig or festival. The local economy benefits when tourists spend money there. Festival and music tourism is a kind of travel for the main purpose of attending cultural and/or music festivals. Religious pilgrimages and sporting events are not in the definition of music tourism.

Music tourism is one of the newest types of tourism. We can categorise it under pleasure tourism, as it involves travel of people to watch a music concert. As two main genres of music, rock and hip-hop create music tourism. Many tourists visit main music festivals such as Bonnaroo Music and Art Festival, Montreux Jazz Festival and Glastonbury Music Festival annually and spend a lot of money there.

1. Music tourism is a type of cultural activity. (T).....
2. Religious pilgrimages and sporting events ~~are~~ kinds of music tourism. (F) **They are not in the definition of music tourism.**
3. Music tourism is ~~older~~ than any other types of tourism. (F) **It is one of the newest types of tourism.**
4. Hip-hop and Rock ~~aren't~~ popular genres of music. (F) **They are two main genres of music.**

B. Put the following words into the correct order.

1. band / heavy metal / American / a(n) / exciting

an exciting, American, heavy metal band

2. porcelain / a / blue and white / beautiful / plate / Chinese

a beautiful, blue and white, Chinese, porcelain plate

3. Italian / a (n) / car / red / expensive / sports

an expensive, red, Italian, sports car

4. teddy / beige / a / cute / huge / bear

a cute, huge, beige, teddy bear



5. new / a / mansion / three - storey / luxurious

a luxurious, three - storey, new mansion

6. pan / brand new / a / blue / Teflon / frying

a brand new, blue, Teflon, frying pan

7. cocktail / long / elegant / dress / a(n) / silk / colourful

an elegant, long, colourful, silk, cocktail dress

8. blue / shoe / a(n) / high heeled / extraordinary

an extraordinary, high heeled, blue shoe

C. Complete the sentences. Be careful with the order of the words.



Mrs. Harley bought some luxurious furniture for her living room. They were made in Italy and made of leather.

1. Mrs. Harley bought some **luxurious, Italian, leather furniture** for her living room.



I'd like to buy those American sneakers. They are colourful and comfortable.

2. I'd like to buy those **comfortable, colourful, American sneakers**.



I paid a lot of money to buy my duplex house. It's made of wood.

3. I bought an **expensive, wooden, duplex house**.



This stove runs with gas. It's quite old, but it's nice.

4. This is a **nice, old, gas stove**.



I found an antique gold ring yesterday. It was marvellous and there were diamonds on it.

5. I found a **marvellous, antique, golden, diamond ring**.

D. Which types of tourism are popular in your country? Write a short paragraph about it.

.....
.....
.....**Ss write a short paragraph**.....
.....
.....

B - Unusual Travellers

A. Imagine you get these messages by phone calls. Read them and decide what you are going to do.
(Ss' own answers)

1. Someone phoned from ABC TV Channel. She wants you to be on TV! It's a programme about teenage problems. Please ring back.

What are you going to do first?

- a) Tell all your friends that you will be on TV soon.
- b) Go out and buy some new clothes for shooting.
- c) Phone back and accept the offer.

2. Your teacher rang. There's a problem at your school and there will be no classes for the next three days. He has lots of homework for you. Please call him.

What are you going to do?

- a) Phone him and get the homework.
- b) Phone him and say; "What a nice coincidence that you are ill".
- c) Lose the message.

3. Somebody named Nick phoned from a travel agency. There was an Internet draw and you are the winner because you hit on their web site many times. The prize is a week's holiday in Bahamas for two people.

You have two good friends and you can't decide which friend to take to Bahamas. What are you going to do?

- a) Go to Bahamas on your own.
- b) Tell your two friends the problem and want them to decide.
- c) Choose one friend and not tell the other.

4. A police officer phoned. He wants to speak to you immediately. It's about a friend of yours. She's missing and her parents are worried.

You know where your friend is. What are you going to do?

- a) Tell the police the truth.
- b) Speak to your friend at first.
- c) Tell your friend's parents the truth.

5. Your best friend called to say she's back home after a year. She wants to meet you at a fast food restaurant.

You're on a diet but you missed your friend a lot. What are you going to do?

- a) Meet her and eat whatever you want.
- b) Offer her to meet at another place.
- c) Meet her and just have a drink there.



B. Look at the prompts below and write about your holiday arrangements.

1 leave for Miami tonight

2 departure from the airport at 11 p.m.

3 spend at least three days at the Great Breakout and Splashwater Empire Theme Park

4 go sightseeing and sunbathing as much as possible

5 come back on August, 5

1. I'm leaving for Miami tonight.
2. My plane **departs** from the airport at 11 p.m.
3. I'm **spending** / 'm going to spend at least 3 days at the Great Breakout and Splashwater Empire Theme Park.
4. I'm going / 'm going to go sightseeing and sunbathing as much as possible.
5. I'm coming back on August 5.

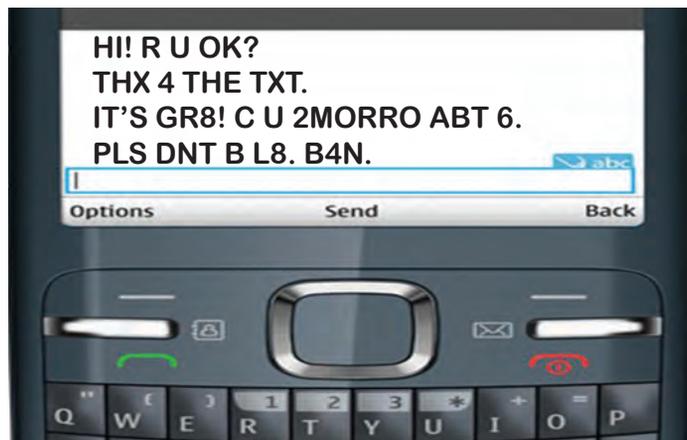
C. Make a list of three things you are going to do before you graduate from high school.

1.
2. **Ss' own answers**
3.

D. Make a list of three things you are exactly doing tonight before going to bed.

1.
2. **Ss' own answers**
3.

E. Write out this text message in full.



- Hi / Are you OK?
- Thanks for the text. / It's great ! / See you tomorrow about 6.
- Please don't be late / Bye for now.
-
-

C - Travelling Issues

A. Read the travelling issues below and match them to their solutions.

1. Guest: When I first arrived, you told me that cold drinks would always be in the mini-bar. Well I'm here now and the drinks aren't. What kind of hotel are you running here anyway! (d)
2. Guest: This tea is sweetened, and I specifically wanted unsweetened tea. (c)
3. Guest: I requested the eggs over hard but these are over easy. (a)
4. Guest: We ran out of toilet paper. Is it possible to get more? (b)

- a. Staff: Sorry about that sir, let me make you some more right away.
- b. Staff: Of course, ma'am. I'll send more up immediately. Is there anything else you require? Do you need any clean towels?
- c. Staff: I'm sorry ma'am. I'll bring a sugar free one immediately. Please excuse the mistake.
- d. Staff: I sincerely apologize for the oversight sir. We are very busy today because of the convention. I'll order the room service to deliver them immediately. Please accept them with our compliments.

B. Comment on the pictures as in the example.



1. The T-shirt is too large for her.
It isn't small enough.
2. He is too young to drive a car.
He isn't old enough to drive a car.
3. The problem is too difficult for him.
The problem isn't easy enough for him.
4. The room is too untidy.
The room isn't tidy enough.
5. It's too cold outside.
It isn't warm enough outside.
6. He is too short to reach the top shelf.
He isn't tall enough to reach the top shelf.

Performance Task



* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.

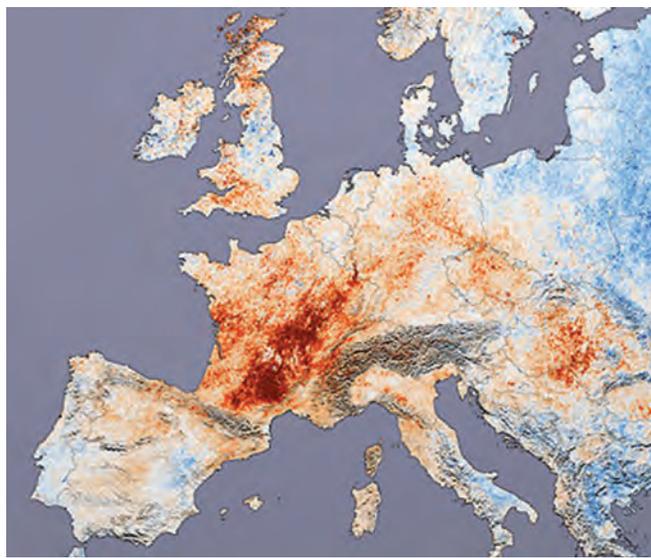
Target Performance	Writing, Creativity, Thinking Skills
Duration	2 weeks
Task	Making up a story. Preparing a poster.
Follow the steps	<ul style="list-style-type: none"> • Do some research and find a place you want to go very much. • Imagine you went there last year and make up a story based on the weird and comic things you faced with during the holiday. • Find relevant photos or pictures to the events you experienced. • Prepare a poster for your story and support it with pictures or photos. • Present your poster in the class.
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research by making use of books, the Internet etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

RUBRICS FOR PERFORMANCE TASK EVALUATION 6

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 place, the memories and the experiences in general. (GO-W.6)					
2. The details about the poster are vivid and varied. (GO-W.4)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

* This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.



A. Read the text and write (T) true or (F) false. Correct the false sentences.

The 2003 European Heat Wave

Hot summers almost never happen in Europe, so Europeans aren't familiar with hot weather. But in 2003, they were hit with a suffocating heat wave. In the US and Australia, hot summers are expected and prepared for. In Europe, most of the homes were built within the last 50 years before 2003 and were not equipped with air conditioners, because they weren't needed at all. Now, well over half of them are equipped with air conditioners for the future.

There were at least 14,802 deaths from the heat in France alone, most of them old people in nursing homes, or in single-family homes without the ability to cool off. Most of Europe was dried up by the heat, and severe forest fires broke out in Portugal. Some 2,000 people were killed there by the heat.

About 300 were killed in Germany, where the weather is usually very cold to delightfully mild; 141 in Spain, where the temperature actually gets into the 90s Fahrenheit once in a great while; and 1,500 in the Netherlands. Multiple temperature records were broken, then broken again a week later: 106.7 Fahrenheit in Brono, Switzerland. A lot of Alpine glaciers were melted into flash floods. The new record in Edinburgh, Scotland is now 91.2, which is unheard of there. The wine harvest came a month early to save the grapes. 75% of Ukraine's wheat crops were parched to death.

1. Europeans are accustomed to hot weather in summers. (F) **Europeans aren't familiar with hot weather.**
2. Most of the houses in Europe were well equipped with air conditioners before 2003. (F) **Most of the houses in Europe weren't occupied with air conditioners before 2003.**
3. Young people were affected by the heat wave more than old people. (F) **Old people were affected by the heat wave more.**
4. France was the country where the heat wave turned into a real disaster with more than 10,000 deaths. (T)
5. Agricultural crops weren't affected by the heat wave. (F) **75% of Ukraine's wheat crops were parched to death.**

B. Rewrite the following sentences as in the example.

1. They were hit with a suffocating heat wave. **A suffocating heat wave hit them.**
2. Most of Europe was dried up by the heat. **The heat dried up most of Europe.**
3. Some 2,000 people were killed there by the heat. **The heat killed some 2,000 people there.**
4. A lot of Alpine glaciers were melted into flash floods. **It melted a lot of Alpine's glaciers into flash floods.**
5. %75 of Ukraine's wheat crops were parched to death. **It parched 75% of Ukraine's wheat crops to death.**

B - Strange Places



A. Read the text and answer the questions.

The World's Largest Salt Flat

Salar de Uyuni is placed in southwestern Bolivia and it is the world's largest salt flat. It covers the surface of about 10,000 square kilometres. Its white surface and bright blue sky sometimes can make incredible scenes for viewers especially during the wet season when those salt fields are covered with water, then, this place looks like a huge mirror. According to experiences of people there, this place can be dangerous for pedestrians trying to challenge the desert because people can experience pretty bad visual disorientation in such white fields. Salar de Uyuni is over 3,500 meters above the sea level, it is placed near the crest of the Andes above the 20-meters deep lake. Local people are telling the ancient legend about this place. It says that this field was created when the Giantess Tunupa cried while breastfeeding her child after she was abandoned by her husband Kushku and this place has formed as a product of her tears mixed with her breast milk. That is why this place is also known by its other name, Salar de Tunupa.

1. Why is Salar de Uyuni worth seeing? **Because it is the world's largest salt flat.**
2. What makes it look like a huge mirror? **The water covering the salt fields makes it look like a huge mirror.**
3. Is it safe for pedestrians trying to challenge the desert? Why (not)? **No, because people can experience pretty bad visual disorientation in such white fields.**
4. What formed Salar de Uyuni according to the legend? **Giantess Tnupa's tears mixed with her breast milk formed it.**

B. Match the words to their definitions.

- | | |
|-----------------------------|---|
| 1. ....d.....disorientation | a) an area of land that is at a low level, especially near water. |
| 2. ....h..... legend | b) the top layer of an area of water or land. |
| 3. ....e..... crest | c) someone who is walking. |
| 4. ....a..... flat | d) the loss of one's sense of direction. |
| 5. ....g..... lake | e) the top or highest point of something such as a hill. |
| 6. ....b..... surface | f) a region containing a particular mineral. |
| 7. ....c..... pedestrian | g) a large area of water surrounded by land. |
| 8. ....f..... field | h) an old, well-known story, often about brave people, adventures, or magical events. |

C - Alternative Energy



A. Read the text and write (T) true or (F) false. Correct the false sentences.

Hydrogen Fuel

Hydrogen fuel is an eco-friendly fuel using electrochemical cells, or combustion in internal engines, to power vehicles and electric devices. It is also used as fuel for spacecrafts and can potentially be produced in large amounts for passenger vehicles and aircraft. Because pure hydrogen does not occur naturally, it takes energy to manufacture it. Once manufactured, hydrogen is an energy carrier, a store for energy first generated by other means. The energy is eventually delivered as heat when the hydrogen is burned. Hydrogen fuel can provide motive power for cars, boats and airplanes, portable fuel cell applications or stationary fuel cell applications to power an electric motor.

1. Hydrogen fuel ~~isn't~~ a clean type of energy. (F) Hydrogen fuel is an eco-friendly fuel.
2. Hydrogen fuel will be the fuel of the future. (T)
3. Pure hydrogen ~~can~~ be found in the nature easily. (F) Pure hydrogen doesn't occur naturally.
4. When you burn hydrogen, you get heat energy. (T)

renewable

battery

the earth

environment

solar

source

1. **The earth** is considered as the only planet in the Milky Way Galaxy with life on it.
2. In sunny countries, **solar** energy is the cheapest source for heating.
3. **Renewable** energy is energy coming from a natural **source** such as sunlight, wind, rain, tides, and geothermal heat.
4. You can use your mobile for long hours with an extended **battery**.
5. Alternative Energy is a term used to describe sources of energy that occur naturally in the **environment**.

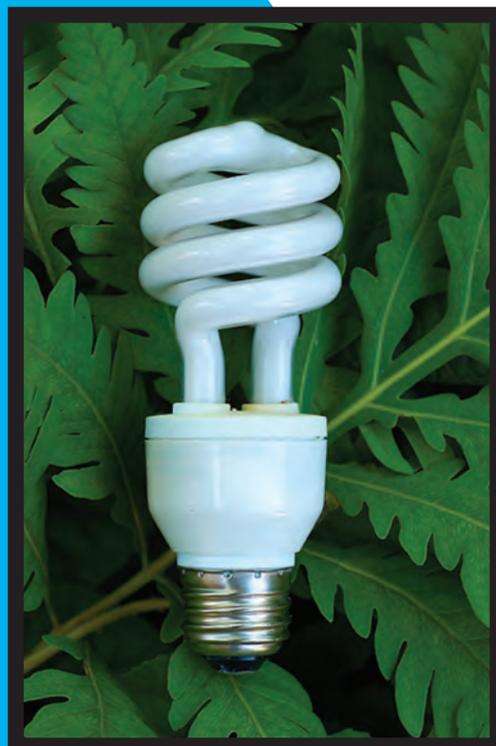
C. Fill in the blanks with “a/an” or “the” if necessary; if not put an “X”.

1. We went out to **an** excellent restaurant.
2. **X** fossil fuels are conventional energy sources.
3. Where are **the** towels in the bathroom?
4. What about buying **a** new dress for her birthday?
5. The car was stolen from outside **the** house.
6. **X** lions are noble animals.
7. Neil Armstrong was **the** first man on the moon.
8. Dr. Cox developed **a** method to cure the hyperactive children. **The** method was designed for children over five.
9. Some people believe **the** moon affects our behaviours.
10. **X** honesty is **the** best policy.

**D. Write a short paragraph about the pros and cons of nuclear energy.**

So write a short paragraph.

Performance Task



* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.

Target Performance	Writing, Creativity, Thinking Skills
Duration	1 week
Task	Making a computer presentation Writing an advertisement.
Follow the steps	<ul style="list-style-type: none"> • Search the Net and find information about renewable energy resources. • Choose a kind of machine which runs on a kind of a renewable energy resource. • Find effective pictures highlighting the benefits of the alternative energy. • Write short and effective slogans for your advertisement. • Make your presentation in front of the class. • Ask your friend's opinions about your ad/if it is effective enough or not.
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research by making use of books, the Internet etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

RUBRICS FOR PERFORMANCE TASK EVALUATION 7

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 renewable energy resources in general. (GO-W.5)					
2. The details about the presentation and the advertisement are vivid and varied. (GO-W.7, 11)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

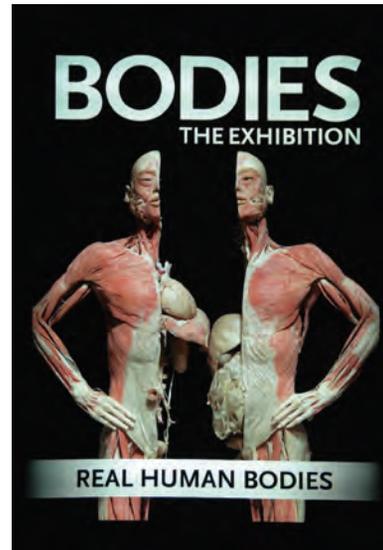
* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

* This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.

A. Read the text about an extreme exhibition and write (T) true or (F) false. Correct the false sentences.

BODIES... The Exhibition

Bodies... The Exhibition is a controversial exhibition and it has showcased preserved human bodies dissected to display bodily systems since 2005. The show has been operated by Premier Exhibitions, a company presenting and promoting similar travelling exhibits including “Bodies Revealed”, and “Our Body: The Universe Within”, and other entertainment exhibits. Containing about twenty bodies in total, each exhibition uses real human bodies that have been preserved permanently by a process called “polymer preservation” so that they will not decay. The bodies are prevented from decay by a means of a rubberization process patented in the 1970s by anatomist Gunther von Hagens. Some of the specimens are arranged so that they are performing activities such as playing poker or conducting an orchestra. Questions have been raised about the provenance of the bodies. Although all the bodies are unclaimed and from the Chinese police, Premier could not independently verify more about them, such as whether the bodies are of prisoners that were executed by the Chinese government.



1. Premier Exhibitions only promotes travelling exhibits. (T)
2. ~~Plastic models~~ are used in the exhibition “Bodies”. (F) Preserved human bodies are used in the exhibition ‘Bodies’.
3. Gunther von Hagens is an ~~anarchist~~. (F) He is an anatomist.
4. Some bodies look like performing real life activities. (T)
5. Most of the bodies are ~~police officers~~. (F) Most of the bodies are the prisoners executed by the Chinese government.

B. Fill in the blanks using the correct form of the words in the boxes.

controversial

preserve

dissect

decay

prevent

specimen

provenance

unclaimed

execute

permanently

1. The doctor needed a **specimen** of my blood for the diagnosis.
2. In the USA, some dangerous criminals **are executed** by injection of lethal drugs.
3. In Canada, Australia, New Zealand, Latin America, and Western Europe, the death penalty is a (n) **controversial** issue.
4. You should use fluoride toothpaste to fight tooth **decay**.
5. The **provenance** of this carpet is unknown and it may be Indian or Persian.
6. Most food can be **preserved** by canning.
7. **Unclaimed** children are looked after by the Society for the Protection of Children in Turkey.
8. The tragic motorbike accident left him **permanently** disabled.
9. Medical students learn Anatomy by **dissecting** human cadavers.
10. Our teacher prepares different groups of exam papers to **prevent** us from cheating.

B - Historical Attractions

A. Read the text and answer the questions.

The Crown of Palaces

The Taj Mahal or "crown of palaces" is a white marble mausoleum located in Agra, India. It was built by Mughal emperor Shah Jahan in memory of his third wife, Mumtaz Mahal. The construction began around 1632 and was completed around 1653, employing thousands of artisans and craftsmen. The Taj Mahal is widely recognized as "the jewel of Muslim art" in India, and in 1983 the Taj Mahal became a UNESCO World Heritage Site.

The Taj Mahal attracts between 2 million and 4 million visitors annually, including more than 200,000 from overseas. Most tourists visit in the cooler months of October, November and February. Polluting traffic is not allowed near the complex and tourists must either walk from parking lots or catch an electric bus. The grounds are open from 6 a.m. to 7 p.m. weekdays, except for Friday when the complex is open for prayers at the mosque between 12 p.m. and 2 p.m.

For security reasons only five items—water in transparent bottles, small video cameras, still cameras, mobile phones and small ladies' purses—are allowed inside the Taj Mahal.



1. Who was the Taj Mahal built for? **It was built in memory of Mughal emperor Shah Jahan's third wife Mumtaz Mahal.**
2. How long did the construction take to finish? **It took 21 years to finish.**
3. How long has it been considered as a UNESCO World Heritage Site? **It has been considered as a UNESCO World Heritage site since 1983.**
4. Why must the visitors either walk or catch an electric bus to get there? **Because polluting traffic is not allowed near the complex.**
5. What items can you take with you to the Taj Mahal? **You can only take water in transparent bottles, small video cameras, still cameras, mobile phones and small ladies' purses.**

B. Read the dialogue between Bob and Jason. Then, choose the correct answers.

- Bob** : Hey, cheer up! It's not the end of the world!
Jason : I've never been so embarrassed in all my life!
Bob : Cathy got really annoyed. I've never seen anyone so angry before.
Jason : Why didn't you tell me she's already got a boyfriend?!
Bob : I've tried to for many times but I couldn't. I didn't want to let you down. You did really like her.
Jason : I still do! Have you ever been in such an awful situation?
Bob : No, I've never fallen in love before.



1. Has Jason ever been so embarrassed before?
a. Yes, many times. **b. No, never.**
2. Has Bob ever seen anyone so angry before?
a. Yes, he has. **b. No, he hasn't.**
3. Why didn't Bob tell Jason about Cathy's boyfriend?
a. In order to let him down. **b. In order not to let him down.**
4. Has Bob ever been into such an awful situation before?
a. Yes, once. **b. No, not ever.**
5. Has Bob ever fallen in love before?
a. Yes, so many times. **b. No, he hasn't.**

C - Archaeological Finds

A. Read the text and write (T) true or (F) false. Correct the false sentences.

The Terracotta Army

The Terracotta Army or the “Terra Cotta Warriors and Horses”, is a collection of terracotta sculptures depicting the armies of Qin Shi Huang, the first Emperor of China. It is a form of funerary buried with the emperor in 210–209 BC to protect the emperor in his afterlife, and to make sure he had people to rule over.

The figures, dating from 3rd century BC, were discovered in 1974 by some local farmers in Lintong District, Xi’an, Shaanxi province, near the Mausoleum of the First Qin Emperor: Qin Shihuang Ling.

The figures vary in height according to their roles, with the tallest being the generals. The figures include over 8,000 soldiers, 130 chariots with 520 horses and 150 cavalry horses, but the majority of them are still buried in the pits. Other terracotta non-military figures were also found in other pits and they include officials, acrobats, strongmen and musicians.



1. The Terracotta Army was found buried near the Mausoleum of the 1st Qin Emperor. (T).....
2. The Terracotta Army was discovered by local archaeologists in Lintong District . (F) **It was discovered by some local farmers.**
3. All the figures are of the same height. (F) **The figures vary in height according to their roles.**
4. Civilian figures were also found in the same zone. (T).....
5. All the figures have been unearthed today. (F) **Majority of the figures are still buried in the pits.**

B. Write the instructions for each picture.

1. **Don't run in the corridor.**



2. **Take ticket.**



3. **Don't feed the animals.**



4. **Be quiet.**



5. **Fasten your seatbelt(s).**



C. Match the instructions to the pictures.

<p>a. Place your other ingredients together in a separate bowl and lightly stir them to mix up the ingredients.</p>	<p>1. e</p>	
<p>b. Pour about a tablespoon of butter onto the pan, then pour on the eggs and cook on medium heat.</p>	<p>2. c</p>	
<p>c. Add salt, pepper, and other herbs and spices and beat the eggs until they are completely mixed.</p>	<p>3. a</p>	
<p>d. Roll your omelette onto your plate, or use the spatula and lift it onto your plate. Enjoy it!</p>	<p>4. b</p>	
<p>e. Crack your eggs one at a time in a bowl or a cup.</p>	<p>5. f</p>	
<p>f. Take your ingredients, and sprinkle them evenly over the eggs.</p>	<p>6. d</p>	

D. Write instructions on how to make a cake in 6 steps.

1.

2.

3.

4.

5.

6.

Ss' own answers

Performance Task



* The content of the performance / project can be varied considering the theme's outcomes and the instructions and steps given below.

Target Performance	Writing, Creativity
Duration	2 weeks
Task	Preparing a poster.
Follow the steps	<ul style="list-style-type: none"> • Search the Net and find some information about a museum you like. • If there is a museum in your city, visit it and get some information. • Find or take some photos of the museum and the objects there. • Stick the photos to your poster. • Present your poster to the class. • Share the information you get with the class.
Keep in mind!	<ul style="list-style-type: none"> • Plan your time. • Do some research by making use of books, the Internet etc. • Use clear and fluent language. • Use appropriate expressions. • Prepare two pages. • Enrich your performance task and poster with pictures, drawings, photos, cartoons, etc. • Give a reference list for your task and poster.

RUBRICS FOR PERFORMANCE TASK EVALUATION 8

FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately. (CO-W.9)					
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 museum in general. (GO-W.3)					
2. The details about the poster are vivid and varied. (GO-W.6)					
3. The ideas are elaborated and examples are clear and coherent. (CO-W.10)					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used. (CO-S.13)					
2. Topics are narrated coherently. (CO-S.14)					
3. New and appropriate expressions are used to make report more powerful. (CO-S.5)					
4. New and related words suitable for the topic and audience are used. (CO-S.4)					
5. There is no mistake in spelling and punctuation. (CO-W.2, 3)					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

* This table is designed as a recommendation. The theme's outcomes need to be evaluated and the content can be varied considering the outcomes.

1. A My Day

The Simple Present Tense

We use **The Simple Present Tense**;

- to describe statements. **e.g.** They live in Aydın.
- to describe routines. **e.g.** I get up at 7 o'clock every day. / They don't have breakfast on weekdays.
- to describe timetables. **e.g.** I have art class at 3 o'clock on Fridays. / Do you have art class on Fridays?
- to describe regular actions. **e.g.** I read book before going to bed. / Do you take a shower every morning?
- to describe likes/dislikes. **e.g.** I like coke but I don't like milk.

Frequency Adverbs

We use **Frequency Adverbs**:

- to tell how often something happens. **e.g.** I **usually** have breakfast.
- Adverbs of Frequency go before the main verb, but after the verb 'to be'. **e.g.** I **am always late** for class.

always →	100% →	You are always late.
usually →	80% →	I usually work at home.
often →	60% →	They often go out.
sometimes →	50% →	We sometimes have breakfast out
rarely →	30% →	I rarely watch horror films.
seldom →	20% →	You seldom call me.
hardly ever →	10% →	I hardly ever eat spinach.
never →	0% →	I never eat meat.

Frequency Expressions

- They usually go to the end of a sentence. **e.g.** I have English classes **twice a week./ once a month./ three times a day**, etc.

1. B Different Life Styles

The Simple Present Tense

Spelling rules for 3rd person singular:

- most verbs take **(-s)**. **e.g.** play → plays, work → works
- verbs ending in 'ss,ch,sh,x,o' take **(-es)**. **e.g.** watch → watches, kiss → kisses, fix → fixes, wash → washes, go → goes
- verbs ending in a consonant+y, drop y and add **-ies**. **e.g.** study → studies, fly → flies

1. C A London Trip

Can-Can't

We use **can- can't (cannot)**

- to express ability. **e.g.** I **can** run. / I **can't** fly. / **Can** you ride a motorbike?
- to express possibility. **e.g.** They **can** come to the party. / I am very busy tonight; I **can't** come to the party.
- to request. **e.g.** **Can** you help me? / **Can** you take a photo of us?

Theme 2 YOUTH

2. A Camping

The Present Continuous Tense

We use **The Present Continuous Tense**:

- for things happening now, at the moment. **e.g.** He **is speaking** on the phone now. / **Are** you **sleeping**?
- for temporary periods. **e.g.** They **are preparing** the breakfast in turns at the camp. / He is ill so he **isn't going** to work **these days**.
- Some verbs are not normally use in the present continuous tense **e.g.** like, want, have (possess), need.
I want to go there. (True) I'm wanting to go there. (False)

Spelling Rules: stand...standing / take... taking / run... running

2. B Youth Exchange

Modals + V1

We use :

- **should / shouldn't** : to give advice. **e.g.** I think we **should** check everything again./ You **shouldn't** eat much junk food.
- **need to** : to express necessity. **e.g.** I **need to** go home. / We **need to** buy some food for dinner.
- **must** : to express necessity/ obligation (strong). **e.g.** We **must** say good-bye now.
- **have to** : to express obligation. **e.g.** You **have to** be class on time.
- **mustn't**: to express prohibition. **e.g.** They **mustn't** disrupt the work more than necessary.
- **don't have to / needn't**: to express lack of obligation. **e.g.** We have enough food at home so we **needn't / don't have to** go shopping.
- **may/might**: to express possibility. **e.g.** We'd better phone tomorrow, they **might** be outside now.

2. C Work and Travel

Prepositions of place

We use **Prepositions of Place**

- to define the locations of the things.

in	e.g. The cat seems very calm in the sofa.
on	e.g. Look carefully! The keys are on the table.
next to	e.g. The shopping mall is next to our apartment so it is very easy to go shopping.
under	e.g. Is it really bad luck to walk under a ladder?
in front of	e.g. I couldn't watch the play at the theatre because of the man in front of me.
behind	e.g. What are they talking about behind the closed doors?

Theme 3 COMMUNICATION

3. A Media

The Simple Past form of 'to be'

We use **was / were**:

- to talk about past statements. **e.g.** We **were** happy to go there last Monday. / I **was not (wasn't)** at home yesterday. / Where **were** you yesterday?

The Simple Past Tense

We use **The Simple Past Tense**:

- for finished actions. **e.g.** He **worked** hard yesterday. / I **didn't go** to work yesterday. / **Did** you **go** to work yesterday?

Spelling rules of irregular verbs

go	→	went	→	didn't go
have	→	had	→	didn't have
get	→	got	→	didn't get
buy	→	bought	→	didn't buy
leave	→	left	→	didn't leave
drive	→	drove	→	didn't drive
meet	→	met	→	didn't meet
see	→	saw	→	didn't see
wear	→	wore	→	didn't wear
do	→	did	→	didn't do

Spelling rules of regular verbs

infinitive		past	
work	→	worked	
like	→	liked	(just add d if verb finishes e)
study	→	studied	(y→i after a consonant)
stop	→	stopped	(the verb finishes in consonant-vowel- consonant, double the final consonant).

Coordinating Conjunctions

We use:

- **and** to link ideas, actions that are related. **e.g.** I like tea **and** coffee.
- **or** to link ideas, actions, alternatives. usually in negatives. **e.g.** I don't like tea **or** coffee.
- **but/yet** to show contrast. **e.g.** She tried to stop **but / yet** she hit the car.
- **because / for** to express reason. **e.g.** He ate his dinner quickly **because / for** he was in a hurry.
- **so** to express result. **e.g.** He was in a hurry **so** he ate his dinner quickly.
- “**for and yet**” in **formal** sentences.

3. B Computers and Net

Used to

We use ‘**used to+ infinitive**’

- for things that happened repeatedly or over a long period of time in the past. These things are not true now.
e.g. I **used to go out** a lot when I was a teenager. (Now, I usually stay home.)

Prepositions of time

We use:

- **in:** to express parts of the day, months, seasons and years. **e.g.** **in** the morning - the afternoon - the evening / **in** December / **in** the summer - winter / **in** 1998.
- **on:** to express days and dates. **e.g.** **on** Monday(morning)/ **on** the 10th of June./ **on** my birthday.
- **at:** to express times of the day, night, weekend, festivals. **e.g.** **at** three o'clock / **at** night - midday- midnight-lunch time / **at** weekends / **at** Christmas-Easter-New Year

3. C Communication Skills

Adverbs

We use **Adverbs:**

- to say how people do things. **e.g.** They speak **loudly**.
- Adverbs usually go after the verb. **e.g.** She **dresses** very **well**. / He is **listening** to her **carefully**.

How to form Adverbs

Adjective		Adverb	
slow	→	slowly	
complete	→	completely	+ly
bad	→	badly	
careless	→	carelessly	
healthy	→	healthily	Consonant
easy	→	easily	y> -ily
good	→	well	
fast	→	fast	irregular
hard	→	hard	

Theme 4 PERSONALITY AND CHARACTER

4. A Types of People

Comparative and Superlative Forms of Adjectives

We use **comparative adjectives + than**:

- to compare two people or two things.

We (usually):

- add **-er** to one-syllable adjectives. **e.g.** A plane is **safer than** a car.
- use **more / less + adjective** with adjectives having two or more syllables. **e.g.** These chairs are **more comfortable than** the others. / The red t-shirt is **less expensive than** the black one.
- **double the consonant** and **add -er** to one-syllable adjectives (with a Consonant-Vowel-Consonant pattern).

e.g. This room is **bigger than** mine.

- **change -y to -i** and **add -er** to two syllable adjectives ending in **-y**. **e.g.** English is **easier than** Math.
- Some **comparative adjectives** are **irregular**. **e.g.** My exam marks are **good** but her exam marks are **better than** mine.

We use **superlative adjectives**:

- to express which of more than two items has the highest degree of the quality.

We (usually):

- add **-est** to one-syllable adjectives. **e.g.** He is **the tallest** in the class.
- use **the most + adjective** with adjectives having two or more syllables. **e.g.** Rolls Royce is **the most expensive** of all cars.
- **double the consonant** and **add -est** to one-syllable adjectives with a Consonant-Vowel-Consonant pattern. **e.g.** Diyarbakır is one of **the hottest** cities of Turkey.
- **change -y to -i** and **add -est** to two syllable adjectives ending in **-y**. **e.g.** July is **the sunniest** month of summer.
- Some **superlative adjectives** are **irregular**. **e.g.** This is **the worst** hamburger in town!

We can use:

- **as + adjective + as** to express that two people, two things or two situations have equal qualities. **e.g.** He isn't **as hardworking as** his sister. / Porche is **as fast as** Ferrari.
- **so + adjective + as** instead of **as + adjective + as** in negative statements. **e.g.** Allie is **not so popular as** Carla.

We can use:

- **as + adjective + as** to say that something or someone is like something or someone else, or that one situation is like another. **e.g.** He isn't **as hardworking as** his sister. / Porche is **as fast as** Ferrari.
- **so + adjective + as** instead of **as + adjective + as** in negative statements. **e.g.** Allie is **not so popular as** Carla.

4. B Hobbies and Phobias

Gerund and Infinitive

We use **gerunds (verb + ing)**:

- as the subject of a sentence. **e.g.** **Smoking** is bad for you.
- after some verbs: like/love/enjoy/hate/dislike, etc. **e.g.** I like **drinking** coke.
- after prepositions. **e.g.** He is good at **playing** football.

We use **infinitives (to + verb)**:

- after some verbs: want/need/would like, etc. **e.g.** I need **to buy** a pair of shoes.
- after adjectives. **e.g.** Nice **to meet** you. / It is important **not to be** late.
- to express purpose **e.g.** I went to the party **to have** fun. / I came here **to see** you.

We use **bare infinitives (inf. without “to”)**:

- after some verbs: make/let/help, etc. **e.g.** Your friend can **make** you **feel** good. / **My** parents don't **let** me **go out** at nights.

Some verbs followed by a gerund: admit, advice, appreciate, avoid, can't help, complete, consider, delay, deny, detest, dislike, enjoy, escape, excuse, quit, recall, finish, report, forbid, resent, get through, resist, hate, resume, imagine, risk, mind, spend (time), miss, suggest, permit, tolerate, postpone, waste (time), practise, worry about.

Some verbs followed by an infinitive: aim, appear, arrange, ask, attempt, be able, beg, begin, care, choose, continue, dare, decide, deserve, dislike, expect, fail, forget, get, happen, have, hesitate, hope, hurry, intend, leave, learn, mean, neglect, offer, plan, prefer, prepare, proceed, promise, propose, refuse, remember, say, shoot, start, stop, try, use, wait, want, wish, would like.

4. C Habits and Intentions

Tenses Expressing the Future

We use “**be going to**” for:

- future plans and intentions. **e.g.** I **am going to** study for the exam tomorrow.
- predictions depending on a clue. **e.g.** Look! She **is going to** fall off the bike.

We use “**The Present Continuous**” for:

- fixed future arrangements. **e.g.** We **are meeting** our friends at the Carnegie Hall tonight.

We use “**The Future Simple**” for:

- decisions made at the moment of speaking. **e.g.** I **won't** have the chicken. I **will** have the fish.
- promises. **e.g.** I **will** always love you.
- predictions not depending on a clue. **e.g.** I think she **will** be late.
- offers or requests. **e.g.** I **will** help you with your homework. / **Will** you open the window?

Theme 5 ART

5. A Short Stories

The Past Continuous Tense

We use “**The Past Continuous**”:

- to describe an action in progress at a specific time in the past. **e.g.** I **was watching** TV at 10 p.m. last night.

We use “**The Past Simple**”:

- to express a completed action in the past. **e.g.** I **watched** TV last night.

We use “**when**”:

- to talk about an event that takes place at the same time as some longer action or event. **e.g.** **When** my father **came** home, I **was writing** an e-mail.

We use “**while**”:

- to talk about something happening when something else took place. **e.g.** I **went out** silently **while** they **were watching** TV.

5. B Poems

Conditionals

If Clauses (First and Zero Conditionals)

We use:

- **if + simple present, will+ infinitive** to talk about a possible future situation and its consequence. **e.g.** If I **go** to the office, I **will** see Jim.
- **if + simple present, can/may/might+ infinitive** to talk about a possible future situation and its consequence. **e.g.** If you **tidy** your room, you **can** meet your friends.
- **if + simple present, imperative** to talk about suggestions. **e.g.** If you **miss** the bus, **take** a taxi.
- **if + simple present, simple present** to talk about things which are always true -such as scientific facts and general truths. **e.g.** Wood **doesn't burn** if there **is** no air.
- If clauses can either come first or second. **e.g.** I **will** come **if** you **like**. / What **will** you do **if** it **rains**?
- **Unless** means **if... not, except if, or only if**. **e.g.** We **will** be fine **unless** it's **rains**. (if it doesn't rain.) / **Unless** we **hurry**, we **will** miss the flight. (if we don't hurry.)

5. C Music

Possessive Pronouns and Possessive Adjectives

We use:

- **possessive adjectives** before nouns to talk about possession. **e.g.** **My** sister is younger than **his** brother.
- **possessive pronouns** in place of a **possessive adj+ noun**. **e.g.** It is **her jacket**. It is **hers**.

Theme 6 TOURISM

6. A Types of Tourism

Order of Adjectives

If we use more than one adjective, we must put them in the right order, according to their types.

	opinion	size	shape	age	colour	origin	material	purpose	NOUN
a	nice	small			red		cotton	sleeping	bag
a	beautiful	long	round	antique		English	porcelain		vase

6. B Unusual Travellers

The Present Continuous for Future Arrangements

We also use **The Present Continuous Tense**:

- for future arrangements which we planned for a fixed time or place.
- especially with the expressions; tonight, tomorrow, this weekend, etc.
- especially with these verbs; go, come, meet, see, leave, arrive, etc. **e.g.** I'm **having** dinner at their house tonight. / They **aren't leaving** until Friday. / What **are** you **doing** this evening?

6. C Travelling Issues

Basic Question Forms (-wh questions)

- Questions are made by putting an auxiliary verb before the subject when the wh- word is the object.

- e.g. **What** music **do** you like? / **Who did** she go with? / **Where** are they going?
- When the wh- word is the subject, it comes directly before the verb, and auxiliary is not used. e.g. **Who closed** the window? / **What comes** after this word? / **Which one will win** the game?

Too and Enough

We use:

- **too** before adjectives which means more than reasonable, possible, or necessary. e.g. The t-shirt is **too** big for me. / It is **too** hot in the house. / She was **too** young to get married.
- **enough** before nouns and after adjectives which means sufficient. e.g. We have **enough** eggs to make a cake. / I don't drink **enough** water. / He is not old **enough** to get retired. / It is warm **enough** for a picnic today.

Theme 7 NATURE AND ENVIRONMENT

7. A Natural Disasters

Passive Voice

Present Passives

We use "passive voice" when the agent is:

- not known
- 'people in general'
- unimportant
- obvious

We use:

- **am/is/are + the past participle** to make the present passive. e.g. Cake **is made** with flour. / These tables **are cleaned** every morning. / **Are** the cars **washed** every Saturday?
- **was /were + the past participle to** make the past passive. e.g. Our car **was stolen** last week.
- use **by** to say who does/did the action. e.g. The pyramids **were built by** the Egyptians. / Hamlet **was written by** Shakespeare.

Reflexive Pronouns

We use reflexive pronouns when the subject and the object of the sentence refer to the same person, not somebody else.

e.g. I saw **myself** in the mirror. / **He** hurt **himself** at the football match.

7. B Strange Places

Countable and Uncountable Nouns with Quantifiers

Countable nouns are individual objects, people, places, etc. which can be counted. Uncountable nouns are materials, concepts, information, etc. which are not individual objects and can not be counted.

We can use:

- **some** and **a lot of** before plural countable or uncountable nouns. e.g. We need **some apples** / **sugar**. / He has **a lot of friends** / **money**.
- **any** before plural countable or uncountable nouns in questions or negatives. e.g. She **doesn't** have **any tomatoes** / **rice**. / **Have** you got **any questions** / **coffee**?
- **a few, few** and **many** before plural countable nouns. e.g. He bought **a few books**. (not many but enough) / She has **few friends**. (almost none) / There isn't **many eggs** left in the fridge.
- **a little, little** and **much** before uncountable nouns. e.g. I will drink just **a little coke**. (not much but enough) / We have **little time**; I think we'll be late. (not enough time) / I don't have **much money** in my wallet.

7. C Alternative Energy Articles

We use:

- **the definite article** to say that its noun is a particular one (or ones) identifiable to the listener. **e.g.** Give me **the book**. / What do you think of **the film**? / **The boy** in the garden is my cousin.
- an **indefinite article** to say that its noun is **not** a particular one (or ones) identifiable to the listener. **e.g.** Can I have **a sandwich**? / **An apple** a day is good for our health. / **A woman** called you yesterday.
- **zero article** before languages and subjects. **e.g.** I like **English** and **Maths**.
- before the names of most countries, towns, streets. **e.g.** Park Street, Scotland.
- in some phrases. **e.g.** They are at **school**. / I stayed in **bed**. / He works at **weekends**.

Theme 8 HISTORY

8. A Museums

The Present Perfect Tense

We use “**The Present Perfect Tense**”:

- to talk about something that happened in the past that has a result in the present. **e.g.** I **have left** the bag at home. (I haven't got a bag now.) / He **has broken** his leg so he can't go walking with you.
- with **just** and **already**. We use just/ already after have/has and before past participle.
already: something has happened earlier than expected. **e.g.** She **has already left** the party.
just: very recently, immediately before now. **e.g.** They **have just left** the house.
- with **yet**. We use **yet** at the end of the sentence. We use it with negatives and questions.
yet: until now or until a particular time **e.g.** **Have you seen** his last film **yet**? / I **haven't read** the book **yet**.

8.B Historical Attractions

The Present Perfect Tense

We also use **The Present Perfect Tense**:

- to talk about life experiences, when we don't say when that happened. **e.g.** Have you **ever** climbed on a mountain? No, **never**. / I have **never** climbed on a tree. / Have you **ever** visited South America? Yes, **twice**. / **once** / **three times** / **many times**, etc.

“been to” or “gone to”

e.g. She **has been** to Spain.= She visited Spain and came back. / She **has gone to** Spain. = She is in Spain now.

8. C Archaeological Finds

Imperatives

We use **imperatives**:

- for direct orders or suggestions and also for a variety of other purposes. **e.g.** **Give** me the details./ **Come** in and **sit** down. / **Push**.
- the negative form is usually expressed by “**Don't**”. **e.g.** **Don't** run.
- full form “**Do not**” is used mainly in public notices. **e.g.** / **Do not use** the elevator. / **Never do** things by halves. /

IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
be	was / were	been	let	let	let
become	became	become	lie	lay	lay
begin	began	begun	light	lit	lit
bite	bit	bit	lose	lost	lost
bleed	bled	bled	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt/burned	burnt/burned	read	read	read
buy	bought	bought	ride	rode	riden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	set	set	set
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/showed
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt	smelt
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	strike	struck	struck
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hide	hid	hid	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
learn	learnt/learned	learn/learned	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

VOCABULARY LIST

<p>UNIT 1 NOUNS adult arts barbecue blog brochure brunch changing room coiffeur collection couple customer department store designs direct flight early person elevator / lift exhibition fashion designer fashion show free time fun generation guitar hobby intern doctor jogging kid limousine lost and found make-up manager midnight music night person off day painting practice recording studio rehearsal routine seat session shower sign snack sofa spy studio sunshine teddy bear temperature trip vacation weather forecast wedding dress work life working hours VERBS be on duty book</p>	<p>change choose come true cook cost design get dressed lie relax rest sign spend visit window shop wish ADJECTIVES amusing close enormous entertaining giant individual limited nostalgic steel typical whole ADVERBS always generally never often rarely sometimes usually UNIT 2 NOUNS application form budget bush candidate central heating charger chef chlorine tablets deadline departure dissemination dozen exchange programme firewood flask fortnight globe ground host house keeper interview leader log mobility</p>	<p>mood pan participant partner proficiency qualification reservation restriction rucksack scout sleeping bag sleeping mat step tent threat time line torch trainers trekking updater WAT programme water closet VERBS attend avoid communicate connect cover earn expose fall asleep improve peel prepare promote register take a nap tidy wonder ADJECTIVES awful boutique colloquial cosy cute environmental fantastic far away fulltime global homesick intercultural leading local narrow minded non-profit old-fashioned open minded peaceful stain glass sweet</p>	<p>tiny unfortunate voluntary PHRASAL VERBS fill in get up pick up put up roll up UNIT 3 NOUNS aggression amusement application attractiveness blog boredom commode cue cursor debate defensiveness employment expression file gesture ginger nut habit heart transplant high lighter idea impatience issue jail mood plug posture profanity public questionnaire rate rejection relaxed result smiley soundtrack state tool VERBS act analyse appear backup communicate compress concentrate divorce drum go black improve indicate</p>	<p>kick present produce refer stroke summarise tap unzip worry ADJECTIVES commercial deprived fascinating gorgeous non-verbal overworked specific touching well-paid ADVERBS anxiously calmly desperately entirely furiously incredibly moderately nervously rapidly separately slightly subconsciously tardily tensely totally wearily PHRASAL VERBS come up depend on drop out (of) find out hand out leave out log on pick up run away turn down UNIT 4 NOUNS axe babysitting beak cash celebrity charity coldness demand discount</p>
--	--	---	--	--

flea market freak habit intention obsession occupation parcel perfectionist phobia presentation receipt resolution rival sense of environment silk scarf skyscraper squash wing VERBS admit be afraid of be fond of confess flap handle keep neat/dry manage scare spoil terrify waste wrap ADJECTIVES ambitious attractive brain-training chaotic charming determined dynamic easy going emotional extreme fastidious fragile hated innocent irrational jealous leading lively logical loyal loyal luxurious materialistic motherly obsessive over protective perfect radical recent	reliable religious self-employed simple minded skilful sociable social sticky strict strong-willed supportive sympathetic talented three-storey weird ADVERBS actually probably PHRASAL VERBS deal with fed up with try on UNIT 5 NOUNS ambition battle bend billion Cherokee conservatory corn ego empathy evil extreme fellow folk tale generosity genre greed guilt high-tide howl jealousy journalist low-tide lung cancer mall match moderation partnership poem record regret sorrow starfish statement style trendsetter tribe	weapon VERBS aim bear browse compose cross encourage feed force form howl hurt influence knight murder range reflect relate sip skim symbolise ADJECTIVES broke cruel hopeless major psychedelic rough scared stylistic unique wrinkled ADVERBS curiously internationally primarily silently suddenly PHRASAL VERBS be keen on break up consist of fall off knock down take back take part UNIT 6 NOUNS addiction border bungee jumping cardiology check-in compensation cosmetic surgery cruiser cuisine destination exploration area facility	fountain ghetto tourism hang gliding healthcare ivf (in vitro fertilisation) luggage mountain biking mountaineering neurology orbit peninsula rafting rehabilitation replacement rock climbing salutation scuba diving seal ski snowboarding start-up supervisor treatment trekking vibration virtual tourism voyage whale zip-lining VERBS achieve apologise await be off be out of use board demand float involve observe order overlook provide recommend ADJECTIVES additional affordable ancient available awful brief cardiac dental easy going exotic giant hospitable inconvenient incredible joint	leisure narrow pricey recent recreational rectangular remote separate slight talkative therapeutic welcoming whole ADVERBS for a while instead PHRASAL VERBS lift off sign off UNIT 7 NOUNS addict annihilation ash avalanche biodiesel briefing chieftain chimney coal condition cruiser date disaster domination drought earthquake eruption ethanol fairy tale famine flood fossil fuels global warming globetrotter greenhouse effect lava mud oil policy potential resident resource ruin scenery shortage soccer substitute suburb hurricane ups (uninterruptable power supply)
--	--	---	--	---

<p>well witness VERBS affect attach bury damage defend enhance estimate exist expand extend feed isolate occur protect provide rediscover represent shake spill starve suffer trigger ADJECTIVES accidental bizarre conventional curious devastating enchanted extended renewable solar vast ADVERBS domestically environmentally partially popularly PHRASAL VERBS take place UNIT 8 NOUNS amphora appearance archaeology artefact attraction chisel chore citizen civilization clay coffee grinds dough effectiveness element excavation exhibition</p>	<p>ferry find fine art fossil honorary doctorates insect instruction layer memo pad monument overcrowd passenger prize process research reward scenery sense showcase skeleton soil state scholarship substance tweezers twig variation VERBS apply be engaged be on display bury combine dedicate dig dine harden immerse imprint mark mention pertain pour press pull pursue realise receive rub sip stir submerge unearth warn ADJECTIVES 3-D ancient appropriate archaeological authentic brewed</p>	<p>dehydrated fake foggy gentle hard-shelled juicy lint-free mixing multiple multi-sensory permanent recovered runny tough unique nearby ADVERBS cordially firmly kindly PHRASAL VERBS break away chip away at set on turn out</p>		
---	--	--	--	--

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.

PORTFOLIO ASSESSMENT FORM

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:

.....

.....

GROUP WORK ASSESSMENT

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.			

..... SCHOOL ANNUAL PLAN OF LEVEL A.2.3

TIME	THEME 1: PEOPLE AND SOCIETY	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1.A MY DAY	<p>Reading Ss distinguish hobbies and interests in readings. Ss distinguish the descriptions in readings.</p> <p>Writing Ss give examples from their daily life while writing. Ss explain likes and dislikes with reasons. Ss write about their hobbies and interests.</p> <p>Listening Ss identify clear, basic information in audio or video material.</p> <p>Spoken Interaction Ss explain their likes and dislikes with reasons. Ss clarify their hobbies and interests. Ss give examples from their daily life while they are talking.</p> <p>Spoken Production Ss start, maintain and end speaking about simple and familiar subjects.</p>	<p>Simple Present Tense</p> <p>Frequency adverbs: always, usually, sometimes, often, never.</p>		<p>Communicative Approach Humanistic Approach</p> <ul style="list-style-type: none"> •Using relia •Call •Suggestopedia •Personalization •Role Play •Miming •Group <p>DISCUSSION: •Pair working •Creative writing</p>	<p>The CD Student's Book Workbook Teacher's Book (Tablet) PCs Projector Real Objects (photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies) Paper and Cardboard</p>	

.....SCHOOL ANNUAL PLAN OF LEVEL A2.3

TIME	THEME 1: PEOPLE AND SOCIETY	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATURK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1.B DIFFERENT LIFE STYLES	<p>Reading Ss eager to read newspapers and magazines. Ss relate the written text to the examples from daily life. Ss interpret the comparisons in readings.</p> <p>Writing Ss make comparisons in their written texts.</p> <p>Listening Ss identify expressions related to hobbies clarified in audio material. Ss distinguish the order of events in the recorded material.</p> <p>Spoken Interaction Ss share information in the newspapers and the magazines.</p> <p>Spoken Production Ss share opinion and suggestions. Ss explain their opinion with reasons.</p>	<p>Simple Present Tense (positive / negative / questions)</p>		<p>Communicative Approach Humanistic Approach</p> <ul style="list-style-type: none"> •Using relia •Call •Suggestopedia •Personalization •Role Play •Miming •Group <p>DISCUSSION: •Pair working •Creative writing</p>	<p>The CD Student's Book Workbook Teacher's Book (Tablet) PCs Projector Real Objects (photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies) Paper and Cardboard</p>	

..... SCHOOL ANNUAL PLAN OF LEVEL A.2.3

TIME	THEME 1: PEOPLE AND SOCIETY	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1.C A LONDON TRIP	<p>Reading Ss read to get information. Ss distinguish the meanings of diagrams, symbols and signs. Ss distinguish important information in readings. Ss interpret the comparisons in readings. Ss look for the answers to what, where, when, how, why, who (WH-) questions in readings.</p> <p>Writing Ss write descriptions. Ss write short messages. Ss simply express their own opinions and suggestions on a subject they are interested in.</p> <p>Listening Ss generally understand conversations provided the speech is slowly and clearly articulated.</p> <p>Spoken Interaction Ss Ask questions to get information. Ss talk to give information. Ss share their demands of necessary subjects with others.</p> <p>Spoken Production Ss talk to give information. Ss explain their opinions with reasons.</p>	Can (permission/request)	29th October A Breeze From A Great Leader's Life	<p>Communicative Approach Humanistic Approach</p> <ul style="list-style-type: none"> •Using relia •Call •Suggestopedia •Personalization •Role Play •Miming •Group <p>DISCUSSION: •Pair working •Creative writing</p>	<p>The CD Student's Book Workbook Teacher's Book (Tablet) PCs Projector Real Objects (photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies) Paper and Cardboard</p>	Performance Task 1

.....SCHOOL ANNUAL PLAN OF LEVEL A2.3

TIME	THEME 2: YOUTH	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2.A CAMPING	<p>Reading</p> <p>Ss distinguish the meanings of diagrams, symbols and signs.</p> <p>Ss distinguish the descriptions in readings.</p> <p>Ss read to get information.</p> <p>Ss interpret the comparisons in readings.</p> <p>Ss look for the answers to what, where, when, how, why, who (WH-) questions in readings.</p> <p>Writing</p> <p>Ss keep a diary</p> <p>Ss enjoy keeping a diary.</p> <p>Listening</p> <p>Ss distinguish simple expressions and questions related to their personal needs in audio material.</p> <p>Spoken Interaction</p> <p>Ss share their written dialogues in the class.</p> <p>Spoken Production</p> <p>Ss make an announcement to give information.</p> <p>Ss say numerical information.</p>	<p>Present Continuous Tense</p> <p>Present Simple vs. Present Continuous</p>	<p>10th November</p> <p>A Story About Atatürk</p>	<p>Communicative Approach</p> <p>Humanistic Approach</p> <ul style="list-style-type: none"> •Using relia •Call •Suggestopedia •Personalization •Role Play •Miming •Group <p>DISCUSSION:</p> <ul style="list-style-type: none"> •Pair working •Creative writing 	<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>Real Objects</p> <p>(photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies)</p> <p>Paper and Cardboard</p>	

..... SCHOOL ANNUAL PLAN OF LEVEL A.2.3

TIME	THEME 2: YOUTH	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2.B YOUTH EXCHANGE	<p>Reading Ss distinguish important information in readings. Ss define the order of the events in readings.</p> <p>Writing Ss inform of their wishes, demands, and complaints to the related people by writing. Ss inform of their demands by writing.</p> <p>Listening Ss look for the answers to what, where, when, how, why, who (WH-) questions in audio material.</p> <p>Spoken Interaction Ss simply express their own opinions and suggestions orally on a subject they are interested in. Ss explain the meanings of diagrams, symbols and signs.</p> <p>Spoken Production Ss talk appropriately for different situations daily relations require.</p>	Modals: should, need to, must, have to, may and might.		<p>Communicative Approach Humanistic Approach</p> <ul style="list-style-type: none"> •Using relia •Call •Suggestopedia •Personalization •Role Play •Miming •Group <p>DISCUSSION: •Pair working •Creative writing</p>	<p>The CD Student's Book Workbook Teacher's Book (Tablet) PCs Projector Real Objects (photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies) Paper and Cardboard</p>	

.....SCHOOL ANNUAL PLAN OF LEVEL A2.3

TIME	THEME 2: YOUTH	OBJECTIVES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATURK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2.C WORK AND TRAVEL	<p>Reading Ss distinguish numerical information in readings.</p> <p>Writing Ss write short dialogues. Ss write answers to questions on familiar topics. Ss emphasize what, where, when, how, why, who (WH-) components in writings.</p> <p>Listening Ss distinguish the topic of the conversations they are interested in provided the speech is slowly and clearly articulated. Ss distinguish definitions in audio material.</p> <p>Spoken Interaction Ss make short, clear, understandable telephone conversations.</p> <p>Spoken Production Ss talk appropriately for different situations daily relations require.</p>	<p>Prepositions of place: in, on, next to, behind, in front of.</p>		<p>Communicative Approach Humanistic Approach</p> <ul style="list-style-type: none"> •Using relia •Call •Suggestopedia •Personalization •Role Play •Miming •Group <p>DISCUSSION: •Pair working •Creative writing</p>	<p>The CD Student's Book Workbook Teacher's Book (Tablet) PCs Projector Real Objects (photos/ diaries/ CD's /brochures/ signs/ post cards about daily life& hobbies) Paper and Cardboard</p>	<p>Performance Task 2</p>

İNGİLİZCE DERSİ ÖĞRETİM PROGRAMINDA YER ALAN ATATÜRKÇÜLÜKLE İLGİLİ KONULAR

Ortaöğretim Kurumları İngilizce dersi öğretim programının “Atatürkçülük ile ilgili konuları” aşağıdaki tabloda verilmiştir.

- Programda yer alan “Atatürkçülükle ilgili konular” öğrenme alanlarında yer alan kazanımlara uygun olarak öğrenci merkezli ve “anlama” ve “anlatma” çalışmalarıyla işlenmelidir.

DİL YETERLİK DÜZEYİ	SINIF	KONULAR	AÇIKLAMALAR
A1.1 A1.2 A2.1 A2.2 A2.3 B1.1 B1.2 B2.1 B2.2 C1.1	9	ATATÜRK'ÜN HAYATI Öğrenim hayatı Askerlik Hayatı Siyasi Hayatı	Öğretim programında öğrenme alanlarında yer alan kazanımlarla ilişkilendirme yapılarak işlenmelidir. Bu konulara özellikle 10 Kasım içine alan Atatürk Haftası, 29 Ekim Cumhuriyet Bayramı, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı, 19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı'nda yer verilmelidir.
	10	ATATÜRK İLKELERİ Cumhuriyetçilik Milliyetçilik Halkçılık Devletçilik Laiklik İnkılâpçılık	Öğretim programında öğrenme alanlarında yer alan kazanımlarla ilişkilendirme yapılarak, Atatürk ilkelerinin adları verilip bir ya da birkaçı kısaca açıklanmalıdır. Bu konulara özellikle 10 Kasım içine alan Atatürk Haftası, 29 Ekim Cumhuriyet Bayramı, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı, 19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı'nda yer verilmelidir.
	11	ATATÜRKÇÜ DÜŞÜNCE SİSTEMİ Atatürkçülüğün nitelikleri Türk milletinin ihtiyaçlarından doğmuş olması Temelinde milli kültür olması	Atatürkçülüğün nitelikleri, öğretim programında öğrenme alanlarında yer alan kazanımlarla ilişkilendirme yapılarak işlenmelidir. Bu konulara özellikle 10 Kasım içine alan Atatürk Haftası, 29 Ekim Cumhuriyet Bayramı, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı, 19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı'nda yer verilmelidir.
	12	ATATÜRKÇÜ DÜŞÜNCE SİSTEMİ Akıllı ve bilimi esas alması Kişi hak ve hürriyetlerine önem vermesi Yurtta ve dünyada barışı esas alması Evrensel olması	Atatürkçülüğün nitelikleri, öğretim programında öğrenme alanlarında yer alan kazanımlarla ilişkilendirme yapılarak işlenmelidir. Bu konulara özellikle 10 Kasım içine alan Atatürk Haftası, 29 Ekim Cumhuriyet Bayramı, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı, 19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı'nda yer verilmelidir.

- Dil yeterlik düzeyleri esas alınarak hazırlanacak olan her bir ders kitabında Atatürkçülükle ilgili tablo 6'da belirtilen 9, 10, 11 ve 12.sınıf için belirtilmiş olan üç konu da ayrı ayrı yer almalıdır. Hangi sınıf seviyesinde (9,10,11,12) eğitim-öğretim yapılıyorsa o sınıf seviyesinde (9,10,11,12) dil yeterlik düzeyi (A1.1, A1.2, A2.1, A2.2, A2.3, B1.1, B1.2, B2.1, B2.2) hangisi olursa olsun o sınıf seviyesi için belirlenmiş olan Atatürkçülük konuları işlenmelidir.

- Konular öğrenci seviyesi ve yaşına uygun İngilizce olarak hazırlanmış Atatürkçülükle ilgili anı, şiir, film vb. ile verilebilir. Dinleme, Konuşma, okuma ve yazma becerilerinin bir ya da birkaçı birlikte kullanılmalıdır. Ayrıca amaca uygun İngilizce olarak hazırlanmış tiyatro çalışmaları yaptırılabilir.

Kaynak: “Atatürkçülükle İlgili Konular”, MEB, Ankara; 2000.

REFERENCE

www.clipart.com

www.wikipedia.org

www.manythings.org

<http://iteslj.org>

<http://www.curriki.org>

<http://eserver.org>

<http://www.campsomd.org>

www.englishexercises.org

<http://www.universalteacher.org.uk>

<http://scouts.org.uk>

<http://www.languageguide.org/english>

www.turizm.gov.tr

www.cappadocia.gov.tr

<http://www.agstudyabroad.iastate.edu>

<http://www.aber.ac.uk/~mflwww/seclangacq/langteach9.html>

<http://www.moramodules.com/CALssnOutline.htm>