

Ortaöğretim

English

Teacher's Book

A1.2



ORTAÖĞRETİM

ENGLISH

Teacher's Book

A1.2

Dr. Nejla GEZMİŞ CEYHAN

Pınar ÖZMEN

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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 nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

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

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

Mehmet Âkif Ersoy

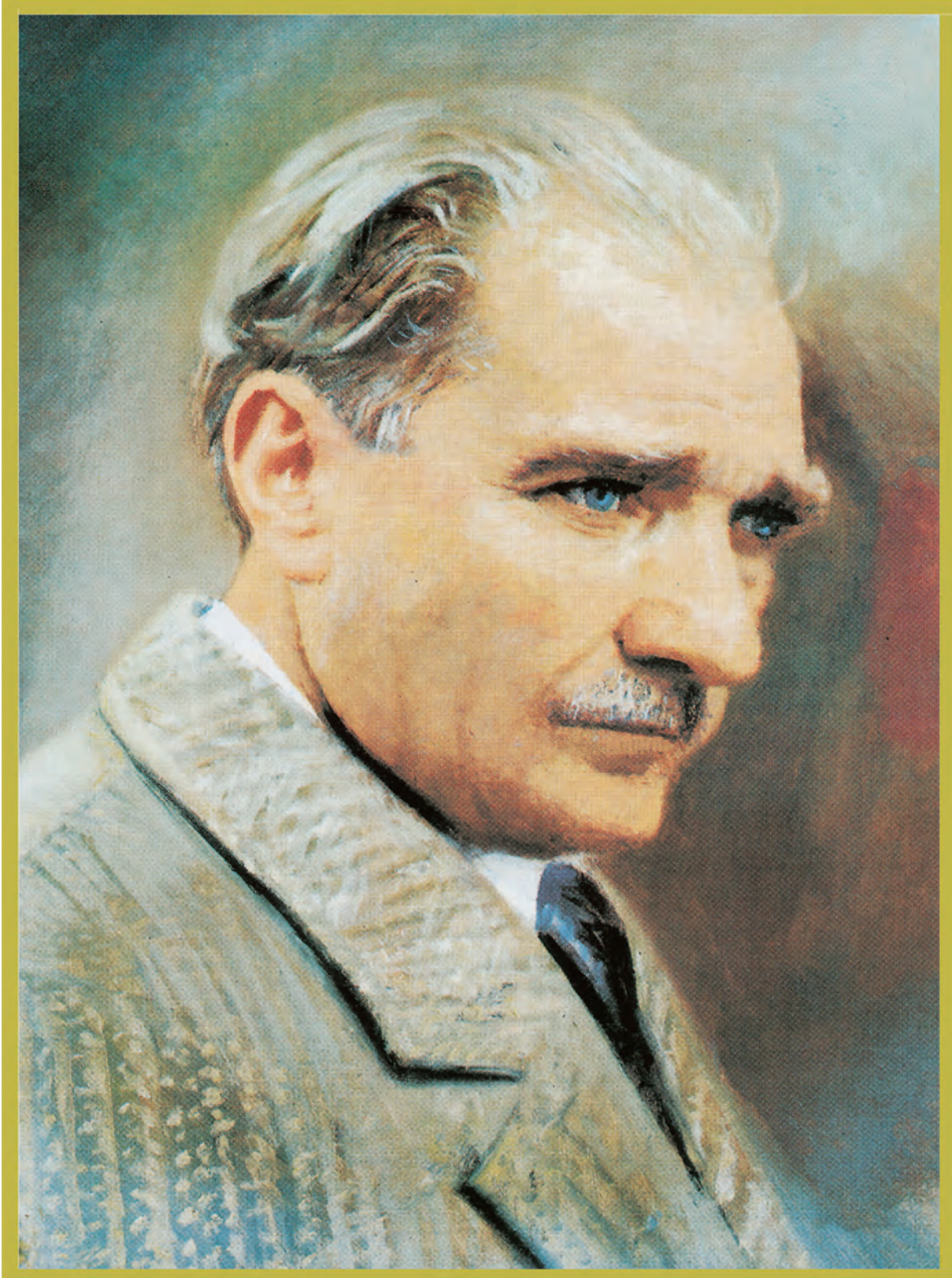
GENÇLİĞE HİTABE

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

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaid 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

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INTRODUCTION

Ortaöğretim English A1.2 is a set of coursebooks for High School Language Learners. This book was written in compliance with the Turkish Ministry of National Education syllabus requirements. It is for learners called ‘basic users’ in The Common European Framework of Reference for Languages (CEF). Ortaöğretim English A1.2 includes four elements: Student’s Book, Workbook, Teacher’s Book and audio CD.

Ortaöğretim English A1.2 contains:

- Communicative methodology
- Student-centered and process-oriented activities
- Activities for four skills (integrated or separate)
- Authentic texts, dialogues, games, photos
- Self-check sections at the end of each theme
- Supportive materials including workbook, teacher’s book and CD

Student’s Book

It is the basic component of this set. It is organized into 6 theme-based units. There are 3 different contents within each theme. Every theme is designed to be covered in 6 hours. In each theme, there is a variety of activities for four skills. These activities are prepared in accordance with the communicative approach and the eclectic way. Moreover, this book gives importance to integrated skills. Learners are expected to use English communicatively in real life situations. The activities are process-oriented and learner-centered, thus students are active during the process of learning/teaching. The activities in this book take learners at the centre of the learning/teaching process. Moreover, all of them are presented in the order of pre, while and post activities.

Workbook

It contains exercises to revise, consolidate and extend students’ learning. The content of the Workbook is the same order as the Student’s Book. Students can easily do the exercises in this book at home. It can also be used in the classroom in order to support the learning/teaching process.

Teacher’s Book

It provides the organization and usage of this book and it also presents answer keys, tapescripts of listening activities, the workbook answer key and suggestions for teachers. The list of functions which are to be achieved in A1.2 stage is also available at the beginning of the Teacher’s Book. Besides, it gives examples of check lists, performance and project tasks and rubrics for teachers. In the Teacher’s Book, each part starts with the list of functions for four skills.

Audio CD

It includes audio recordings for listening activities. The texts and dialogues which are in the Student’s Book are read by native speakers.

VOCABULARY AND GRAMMAR TEACHING

In Vocabulary teaching, this book helps students deal with lexical items in context. Learners have the chance to guess the meanings of the words. They also have the chance of using the words in their production.

As for teaching grammar, this book offers inductive grammar teaching. Learners do not work out or memorize the rules of grammatical items. They acquire grammar competence unconsciously. However, a grammar reference is available at the end of Student’s Book. If students want to work out the examples and simple rules of grammatical items or if teachers want to draw students’ attention to them, the grammar reference can be useful.

EVALUATION

Evaluation can be done in three ways with this book:

- a) **Formative Evaluation:** It is a process of continuous feedback on performance. The aim of this type of evaluation is to identify the quality of performance and to make error correction. You, as a teacher, should let your students correct themselves or each other at first. You should also supply correction and feedback as much as possible during the lessons. You can use several activities including role-plays, giving presentations, discussions, pair works in this book.
- b) **Summative Evaluation:** It is a process of checking learning/teaching. This book supplies some examples of the tools for this type of evaluation to both teachers and students. Teachers can use the checklists in order to evaluate students’ learning process. The examples of checklists are available in the Teacher’s Book. They are for the skills in Theme 1. Teachers can prepare check lists for other themes by modeling these ones. Teachers can identify how students have improved during each theme via these checklists. Besides, there is a self-evaluation part at the end of each theme in the Student’s Book. Students can also evaluate each other because there is a ‘Pair Evaluation’ part in each theme. Thus, this book aims to lead students to have autonomy for their learning.
- c) **Performance Evaluation:** It’s a means of evaluating learners’ performance. Sample performance tasks are presented at the end of each theme in the Workbook. Also, there are two sample project tasks for each term in the Workbook. These are related to the themes and skills of this book. They help students work individually, in pairs and in groups. In addition, teachers can check students’ tasks with the help of rubrics (rating scales) which are available at the end of the Teacher’s Book. These tasks and rubrics offer to identify students’ weaknesses and strengths.

KAZANIM LİSTESİ

DİNLEME

A1 DİL YETERLİK DÜZEYİ ORTAK KAZANIMLARI

1. Dinlerken vurgu, tonlama ve telaffuza dikkat eder.
2. Görgü kurallarına ve kültürel değerlere uygun dinler.
3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.
4. Dinlediklerine uygun görselleri belirler.
5. Dinlediklerinde geçen anlamalarına engel olan bilmediği sözcüklerin anlamlarını araştırır.
6. Metni takip ederek dinler.
7. Katılımlı dinler.
8. Seçici dinler.
9. Dinlediklerine ilişkin sorular sorar.
10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.
11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.

A1.2.1 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Dinlediklerinde bildiği günlük hayatla ilgili sözcükleri ve ifadeleri ayırt eder.
2. Basit, açık ve anlaşılır gündelik konuşmaları takip eder.
3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirler.
4. Dinlediklerinde geçen yer, zaman, kişi ve konuyu belirler.
5. Duyduğu seslerin farkını belirtir.
6. Dinledikleri/izlediklerinde geçen basit, açık ve anlaşılır bilgiyi tanıır.
7. Basit düzeyde açık ve anlaşılır telefon görüşmelerini anlar.

A1.2.2 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Dinlediklerinde geçen bildiği sözcüklerden hareketle anlatılanları anlamlandırır.
2. Dinlediklerindeki basit, açık ve anlaşılır yönergeleri uygular.
3. Dinlediklerinde geçen yer, zaman, kişi ve konuyu belirler.
4. Kısa, basit mesaj ve duyuruların konusunu belirler.
5. Yavaş hızdaki net konuşmalarda kullanılan uluslararası sözcükler, isimler ve yerlere ilişkin bilgiyi ayırt eder.
6. Dinledikleri/ izlediklerinde geçen basit, açık ve anlaşılır bilgiyi ayırt eder.

A1.2.3 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Dinlediklerinde öneri ve tavsiyeleri ayırt eder.
2. Basit, açık ve anlaşılır tarifleri anlar.
3. Dinlediklerinde sebep-sonuç ifadelerini ayırt eder.
4. Dinlediklerinde karşıtlık belirten sözcükleri ayırt eder.
5. Dinlediği konuya uygun başlık belirler.

OKUMA

A1 DİL YETERLİK DÜZEYİ ORTAK KAZANIMLARI

1. Okunan metinde anlamaya engel olan bilmediği sözcüklerin anlamlarını araştırır.
2. Sesli okumada vurgu ve tonlamaya dikkat eder.
3. Okuduğu sözcükleri doğru telaffuz eder.
4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.
5. Noktalama işaretlerini dikkate alarak okur.
6. Akıcı okur.
7. Gerekğinde not alır.

A1.2.1 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Çok kısa ve basit metinleri anlar.
2. Kısa ve basit yazılı mesajların anlamını kavrar.
3. Tablo ve çizelge okur.
4. Görsellerden yararlanarak okuduğunu anlamlandırır.
5. Kısa ve basit yazılı yönergeleri takip eder.
6. Okuduklarında görsellerle desteklenen kısa ve basit yönergeleri uygular.
7. Okuduğu kısa ve basit metinle ilgili soruları anlar.
8. Görsellerden ve başlıktan hareketle okuyacağı metnin içeriğini tahmin eder.
9. Okuduğu basit ve kısa metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5 N 1K) sorularına cevap arar.
10. Kişisel bilgileri içeren soruları anlar.

A1.2.2 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Kısa ve basit yazılı mesajlarda verilen bilgiyi ayırt eder.
2. Levhalarda yer alan günlük hayatta sıkça karşılaşılan sözcük ve ifadeleri anlar.
3. Okuduklarında önemli bilgiyi ayırt eder.
4. Bilgi edinmek için okur.
5. Okuduğu kısa ve basit metinle ilgili soruları anlar.
6. Okuduğu basit ve kısa metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.
7. Okuduklarından problemi belirler.
8. Okuduklarında verilen ipuçlarından yararlanarak eksik bilgiyi tahmin eder.

A1.2.3 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Okuduklarında önemli bilgiyi ayırt eder.
2. Bilgi edinmek için okur.
3. Okuduğu basit ve kısa metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.
4. Okuduklarında hikâye öğelerini belirler.
5. Okuduklarında oluş sırasını belirler.

YAZMA

A1 DİL YETERLİK DÜZEYİ ORTAK KAZANIMLARI

1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.
2. Yazılarında yazım kurallarını uygular.
3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.
4. Günlük ihtiyaçlarını karşılamak için sahip olduğu sözcük bilgisini yerinde ve anlamına uygun olarak kullanır.
5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

A1.2.1 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Basit ifade ve cümleleri yazar.
2. Günlük ihtiyaçlarını yazılı olarak ifade eder.
3. Kısa ve basit betimlemeler yapar.
4. Formları yönergelerine uygun doldurur.
5. Not alır.
6. Kısa mesajlar/iletiler yazar.
7. Kartpostal yazar.
8. Kendisi ve hayali karakterlerin yaşadıkları yer, zaman ve yaptıklarına ilişkin basit cümleler yazar.
9. Basit cümlelerle mektup yazar.
10. Görsellerden hareketle cümle ve metinler yazar.
11. Basit sorular yazar.
12. Ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap yazar.
13. Yazılarında günlük hayattan örnekler verir.
14. Kişisel bilgilerine ilişkin sorulara cevap yazar.
15. Yazılarında nezaket ifadelerini kullanır.

A1.2.2 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Ayrıntılı kişisel bilgileri yazılı olarak ister ve iletir.
2. Karşılıklı yazışmaktan zevk alır.(e-mail yada mektup)
3. Kısa ve basit diyalog ve metinler oluşturur.
4. Hoşlanıp hoşlanmadıkları ile ilgili kısa paragraf oluşturur.
5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.
6. Duygularını anlatan basit düzeyde yazılar yazar.
7. Yazılarında zaman ifadelerini kullanır.
8. Yazılarında nezaket ifadelerini kullanır.

A1.2.3 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI

1. Dinledikleri, okuduklarındaki önemli bilgileri listelendirir.
2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.
3. Olayları oluş sırasına göre yazar.
4. Geleceğe ilişkin planlarını yazar.
5. Yazılarında karşılaştırmalar yapar
6. Yazılarında zaman ifadelerini kullanır.
7. Yazılarında sebep- sonuç belirten ifadeleri kullanır.

KONUŞMA

A1 DİL YETERLİK DÜZEYİ ORTAK KAZANIMLARI

1. Konuşmalarında beden dilini kullanır.
2. Görgü kurallarına ve kültürel değerlere uygun konuşur.
3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.
4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.
5. Sözcükleri türlerine ve işlevine uygun kullanır.
6. Sözcükleri doğru telaffuz eder.
7. Kendine güvenerek konuşur.
8. Konuşmalarında söz varlığını kullanır.
9. Basit cümle yapılarını doğru kullanır.
10. Konuşmalarında vurgu ve tonlamaya dikkat eder.
11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.

A1.2.1 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI KARŞILIKLI KONUŞMA

1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.
2. Karşılıklı konuşma sırasında karşısındakine ihtiyaçlarını belirtir.
3. Sorular sorar.
4. Sorulan sorulara cevap verir.
5. Basit düzeyde açık ve anlaşılır telefon görüşmelerinde kendini ifade eder.

SÖZLÜ ANLATIM

1. Günlük alışkanlıkları hakkında konuşur.
2. Günlük yaşamına ilişkin olarak kendini ifade eder.
3. Konuşmalarında basit betimlemeler yapar.
4. Konuşmasını görsellerle destekler.
5. Sözlü olarak bilgi verilmesini ister.
6. Konuşmalarında ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap verir.
7. Tablo ve çizelge ile verilenleri yorumlar.
8. Kişisel bilgilere ilişkin soruları sözlü olarak cevaplar.

A1.2.2 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI KARŞILIKLI KONUŞMA

1. Sorular sorar.
2. Sorulan sorulara cevap verir.
3. Hoşlanıp hoşlanmadıkları hakkında basit düzeyde konuşur.
4. İhtiyaç duyduğu konularda bilgi verilmesini ister.
5. Basit, açık ve anlaşılır şekilde yer, zaman, kişi ve konusu belli kısa konuşmalar yapar.

SÖZLÜ ANLATIM

1. Konuşmasını görsellerle destekler.
2. Problemi tanımlar.
3. Konuşmalarında yaşantısından ve günlük hayattan örnekler verir.
4. Duygularını basit düzeyde sözlü olarak ifade eder.

A1.2.3 DİL YETERLİK DÜZEYİ GENEL KAZANIMLARI KARŞILIKLI KONUŞMA

1. Bilgi almak ve vermek amacıyla konuşur.
2. Konuşmalarında yaşantısından ve günlük hayattan örnekler verir.
3. Görüş ve önerilerini paylaşır.
4. Dileklerini ve temennilerini karşısındakine iletir.
5. Duygularını basit düzeyde ifade eder.
6. Konuşmalarında sebep-sonuç belirten ifadeleri kullanır.
7. Sözlü olarak açık ve anlaşılır tarifler yapar.

SÖZLÜ ANLATIM

1. Konuşmasında olayları oluş sırasına göre anlatır.
2. Önceden hazırlanmış çok kısa ifadeleri sunar.
3. Konuşmasını görsellerle destekler.
4. Konuşmalarında karşılaştırmalar yapar.

ÜRÜN DOSYASI DEĞERLENDİRME FORMU ÖRNEĞİ

Adı ve Soyadı :

Sınıfı :

Numarası :

Tarih :

Sevgili Öğrenciler,

Bu form; İngilizce dersinde hazırlamış olduğunuz çeşitli ürünleri yaparken neler hissettiğinizi ve düşündüğünüzü anlamak için hazırlanmıştır. Performans veya proje görevlerinizi, çeşitli etkinliklerinizi veya ödevlerinizi yaptıktan sonra aşağıdaki soruları lütfen içtenlikle ve doğru bir şekilde cevaplayınız.

Bu çalışmamı dosyama eklememin sebebi:

Bu çalışmanın bana kazandırdıkları:

Bu çalışmayı yaparken en çok zorlandığım nokta:

Bu çalışmamda beğendiğim yönler:

Bu çalışmamda beğenmediğim yönler:

KONUŞMA BECERİSİ GÖZLEM FORMU

Bu gözlem formu, öğrencilerinizin 1. Tema kapsamındaki konuşma kazanımlarını ne derecede kazandıklarını belirlemek amacıyla hazırlanmıştır. Bu nedenle, öğrencilerinizi derse katılım süreçlerine, performans ve proje görevlerindeki çalışmalarına, kitaplarındaki etkinlikleri yapabilme becerilerine göre gözlemleyerek bu formu doldurabilirsiniz. Bu formu doldururken ilgili kazanımın olduğu sütunu her bir öğrenci için ayrı ayrı 5(Çok iyi), 4 (İyi), 3 (Orta), 2 (Zayıf) ve 1 (Çok Zayıf) şeklinde puanlayınız.

ÖĞRENCİ ADI SOYADI	Konuşmalarında beden dilini kullanır.	Görüş kurallarına ve kültürel değerlere uygun konuşur.	Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.	Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.	Sözcükleri doğru telaffuz eder.	Kendine güvenerek konuşur.	Konuşmalarında söz varlığını kullanır.	Basit cümle yapılarını doğru kullanır.	Konuşmalarında vurgu ve tonlamaya dikkat eder.	Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.	Karşılıklı konuşmalarında basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.	Karşılıklı konuşma sırasında karşısındakine ihtiyaçlarını belirtir.	Karşılıklı konuşmalarında sorular sorar.	Karşılıklı konuşmalarında sorulan sorulara cevap verir.	Karşılıklı konuşmalarında basit düzeyde açık ve anlamlı telefon görüşmelerinde kendini ifade eder.	Sözlü anlatımlarında günlük yaşamına ilişkin olarak kendini ifade eder.	Sözlü anlatımlarında basit betimlemeler yapar.	Sözlü anlatımlarında konuşmasını görsellerle destekler.	Sözlü anlatımlarında kişisel bilgilere ilişkin soruları sözlü olarak cevaplar.	

YAZMA BECERİSİ GÖZLEM FORMU

Bu gözlem formu, öğrencilerinizin 1. Tema kapsamındaki yazma kazanımlarını ne derecede kazandıklarını belirlemek amacıyla hazırlanmıştır. Bu nedenle, öğrencilerinizi derse katılım süreçlerine, performans ve proje görevlerindeki çalışmalarına, kitaplarındaki etkinlikleri yapabilece becerilerine göre gözlemleyerek bu formu doldurabilirsiniz. Bu formu doldururken ilgili kazanımın olduğu sütunu her bir öğrenci için ayrı ayrı 5(Çok iyi), 4 (İyi), 3 (Orta), 2 (Zayıf) ve 1 (Çok Zayıf) şeklinde puanlayınız.

ÖĞRENCİ ADI SOYADI	Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.	Yazılarında yazım kurallarını uygular.	Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.	Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.	Basit ifade ve cümleleri yazar.	Kısa ve basit betimlemeler yapar.	Formları yönergelerine uygun doldurur.	Not alır.	Basit cümlelerle mektup yazar.	Görsellerden hareketle cümle ve metinler yazar.	Kişisel bilgilerine ilişkin sorulara cevap yazar.	Yazılarında nezaket ifadelerini kullanır.

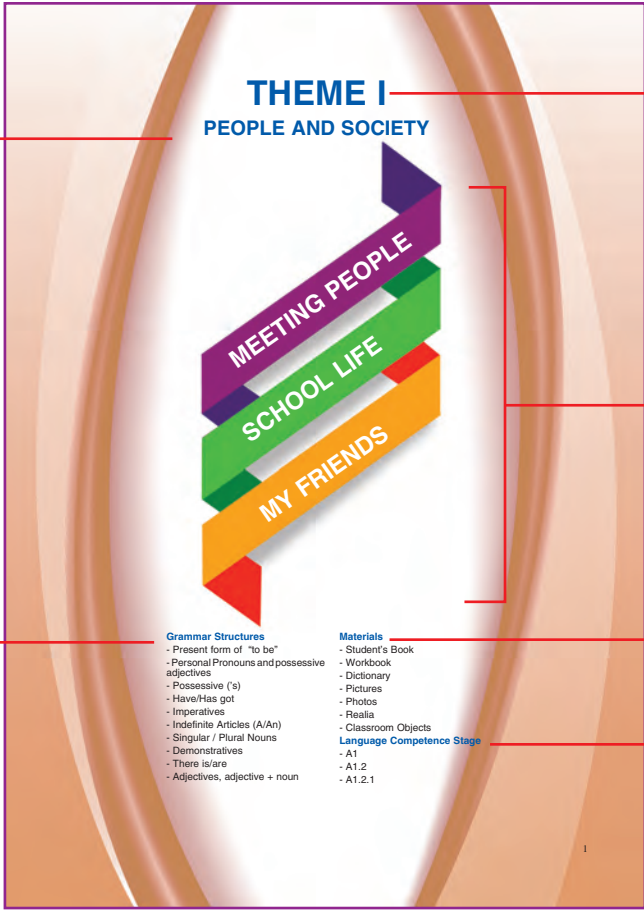
..... HIGH SCHOOL/...../ ACADEMIC YEAR ENGLISH LESSON ANNUAL PLAN					
AY	HAFTA	DERS SAATI	DİL YETERLİK DÜZEYİ	TEMA	İÇERİK
		9	A1 & A1.2.1	THEME 1 - PEOPLE AND SOCIETY	PART 2 - SCHOOL LIFE
					<p>DİNLEME: Ortak 1. Dinlerken vurgu, tonlama ve telaffuza dikkat eder. Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler. Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır. Ortak 4. Dinlediklerine uygun görselleri belirler. Ortak 8. Seçici dinler. Ortak 9. Dinlediklerine ilişkin sorular sorar. Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir. Genel 3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirler. Genel 4. Dinlediklerinde geçen yer, zaman, kişi ve konuyu belirtir. Genel 5. Duyduğu seslerin farkını belirtir. Genel 7. Basit düzeyde açık ve anlaşılır telefon görüşmelerini anlar.</p> <p>KONUŞMA: Ortak 1. Konuşmalarında beden dilini kullanır. Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur. Ortak 6. Sözcükleri doğru telaffuz eder. Ortak 7. Kendine güvenerек konuşur. Ortak 9. Basit cümle yapılarını doğru kullanır. Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder. Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.</p> <p>KARŞILIKLI KONUŞMA: Genel 3. Sorular sorar. Genel 4. Sorulan sorulara cevap verir. Genel 5. Basit düzeyde açık ve anlaşılır telefon görüşmelerinde kendini ifade eder. SÖZLÜ ANLATIM: Genel 2. Günlük yaşamına ilişkin olarak kendini ifade eder. Genel 3. Konuşmalarında basit betimlemeler yapar.</p> <p>OKUMA: Ortak 1. Okunan metinde anlamaya engel olan bilmediği sözcüklerin anlamlarını araştırır. Ortak 2. Sesi okumada vurgu ve tonlamaya dikkat eder. Ortak 3. Okuduğu sözcükleri doğru telaffuz eder. Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır. Ortak 5. Noktalama işaretlerini dikkate alarak okur. Ortak 6. Akıcı okur. Genel 1. Çok kısa ve basit metinleri anlar. Genel 4. Görsellerden yararlanarak okuduğunu anlamlandırır. Genel 5. Kısa ve basit yazılı yönergeleri takip eder. Genel 6. Okuduklarında görsellerle desteklenen kısa ve basit yönergeleri uygular. Genel 7. Okuduğu kısa ve basit metinle ilgili soruları anlar. Genel 8. Görsellerden ve başlıktan hareketle okuyacağı metnin içeriğini tahmin eder. Genel 10. Kişisel bilgileri içeren soruları anlar.</p> <p>YAZMA: Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır. Ortak 2. Yazılarında yazım kurallarını uygular. Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır. Genel 3. Kısa ve basit betimlemeler yapar. Genel 4. Formları yönergelerine uygun doldurur. Genel 5. Not alır. Genel 14. Kişisel bilgilerine ilişkin sorulara cevap yazar. Genel 15. Yazılarında nezaket ifadelerini kullanır.</p>
					DİL YAPILARI
					ATATÜRKÇÜLÜK İLİŞKİLENDİRME
					ÖĞRENME YÖNTEMLERİ VE TEKNİKLERİ
					KULLANILAN EĞİTİM TEKNOLOJİLERİ, ARAÇ VE GEREÇLERİ
					DEĞERLENDİRME

..... HIGH SCHOOL/...../ ACADEMIC YEAR ANNUAL PLAN FOR ENGLISH A1.2						
AY	HAFTA	DERS SAATI	DİL YETERLİK DÜZEYİ	TEMA	İÇERİK	ÖĞRENME ALANLARI VE KAZANIMLAR
			A1 & A1.2.1	THEME 1 - PEOPLE AND SOCIETY	PART 3 - MY FRIENDS	<p>DİNLEME Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır. Ortak 4. Dinlediklerine uygun görselleri belirler. Ortak 8. Seçici dinler. Genel 3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirtir.</p> <p>KONUŞMA Ortak 1. Konuşmalarında beden dilini kullanır. Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar. Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır. Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır. Ortak 8. Konuşmalarında söz varlığını kullanır. Ortak 9. Basit cümle yapılarını doğru kullanır. Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.</p> <p>KARŞILIKLI KONUŞMA Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur. Genel 2. Karşılıklı konuşma sırasında karşısındakine ihtiyaçlarını belirtir. Genel 3. Sorular sorar. Genel 4. Sorulara sorulara cevap verir.</p> <p>SÖZLÜ ANLATIM Genel 3. Konuşmalarında basit betimlemeler yapar. Genel 4. Konuşmasını görsellerle destekler. Genel 5. Sözlü olarak bilgi verilmesini ister. Genel 8. Kişisel bilgilere ilişkin soruları sözlü olarak cevaplar.</p> <p>OKUMA Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder. Ortak 3. Okuduğu sözcükleri doğru telaffuz eder. Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır. Ortak 5. Noktalama işaretlerini dikkate alarak okur. Ortak 6. Akıcı okur. Genel 1. Çok kısa ve basit metinleri anlar. Genel 9. Okuduğu kısa ve basit metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N1K) sorularına cevap arar.</p> <p>YAZMA Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır. Ortak 2. Yazılarında yazım kurallarını uygular. Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır. Ortak 5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar. Genel 3. Kısa ve basit betimlemeler yapar. Genel 5. Not alır. Genel 9. Basit cümlelerle mektup yazar. Genel 10. Görsellerden hareketle cümle ve metinler yazar.</p>
		9				<p>DİL YAPILARI</p> <p>to be</p> <p>adjective</p> <p>adjective + noun</p>
						<p>ATATÜRKÇÜLÜK İLİŞKİLENDİRME</p>
						<p>ÖĞRENME-ÖĞRETME YÖNTEM VE TEKNİKLERİ</p> <p>Communicative Approach</p> <p>Eclectic Method</p> <p>Scanning Question& answer</p> <p>Control writing</p> <p>Pair-work</p> <p>Role-Play</p>
						<p>KULLANILAN EĞİTİM TEKNOLOJİLERİ, ARAÇ VE GEREÇLERİ</p> <p>Student's book</p> <p>Workbook</p> <p>Dictionary</p> <p>Students</p> <p>Photos</p>
						<p>DEĞERLENDİRME</p>

AY	HAFTA	DERS SAATI	DİL YETERLİK DÜZEYİ	TEMA	İÇERİK	DİL YAPILARI	ATATÜRKÇÜLÜK İLİŞKİLENDİRME	ÖĞRENME-ÖĞRETME YÖNTEM VE TEKNİKLERİ	KULLANILAN EĞİTİM TEKNOLOJİLERİ, ARAÇ VE GEREÇLERİ	DEĞERLENDİRME
			A1 & A1.2.1	THEME II - PERSONALITY AND CHARACTER	<p>PART 2 - DAILY ROUTINES</p> <p>DİNLEME Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır. Ortak 4. Dinlediklerine uygun görselleri belirler. Ortak 6. Metni takip ederek dinler. Ortak 8. Seçici dinler. Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır. Genel 1. Dinlediklerinde bildiği günlük hayatla ilgili sözcükleri ve ifadeleri ayırt eder.</p> <p>KONUŞMA Ortak 8. Konuşmalarında söz varlığını kullanır. Ortak 9. Basit cümle yapılarını doğru kullanır.</p> <p>KARŞILIKLI KONUŞMA Genel 3. Sorular sorar. Genel 4. Sorulan sorulara cevap verir.</p> <p>SÖZLÜ ANLATIM Genel 1. Günlük alışkanlıkları hakkında konuşur. Genel 2. Günlük yaşamına ilişkin olarak kendini ifade eder. Genel 6. Konuşmalarında ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap verir. Genel 8. Kişisel bilgilere ilişkin soruları sözlü olarak cevaplar.</p> <p>OKUMA Ortak 7. Gerektiğinde not alır. Genel 1. Çok kısa ve basit metinleri anlar. Genel 10. Kişisel bilgileri içeren soruları anlar.</p> <p>YAZMA Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır. Ortak 4. Günlük ihtiyaçlarını karşılamak için sahip olduğu sözcük bilgisini yerinde ve anlamına uygun kullanır. Genel 1. Basit ifade ve cümleleri yazar. Genel 2. Günlük ihtiyaçlarını yazılı olarak ifade eder. Genel 3. Kısa ve basit betimlemeler yapar. Genel 5. Not alır. Genel 8. Kendisi ve hayali karakterlerin yaşadıkları yer, zaman ve yaptıklarına ilişkin basit cümleler yazar. Genel 10. Görsellerden hareketle cümle ve metinler yazar. Genel 12. Ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap yazar. Genel 13. Yazılarda günlük hayattan örnekler verir. Genel 14. Kişisel bilgilerine ilişkin sorulara cevap yazar.</p>	The Simple Present Tense		Communicative Approach Eclectic Method Skimming Scanning Question& answer Note-taking Creative writing Pair-work Discussion	Student's book Workbook Dictionary Students Pictures	

AY	HAFTA	DERS SAATI	DİL YETERLİK DÜZEYİ	TEMA	İÇERİK	DİL YAPILARI	ATÜTÜRKÇÜLÜK İLİŞKİLENDİRME	ÖĞRENME-ÖĞRETME YÖNTEMLERİ VE TEKNİKLERİ	KULLANILAN EĞİTİM TEKNOLOJİLERİ, ARAÇ VE GEREÇLERİ	DEĞERLENDİRME
					<p style="text-align: center;">ÖĞRENME ALANLARI VE KAZANIMLAR</p> <p>DİNLEME Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler. Ortak 4. Dinlediklerine uygun görselleri belirler. Ortak 5. Dinlediklerinde geçen anlamlarına engel olan bilmediği sözcüklerin anlamlarını araştırır. Ortak 7. Katılımlı dinler. Ortak 8. Seçici dinler. Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir. Genel 6. Dinledikleri/izlediklerinde geçen basit, açık ve anlaşılır bilgiyi tanımlar. KONUŞMA Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır. Ortak 8. Konuşmalarında söz varlığını kullanır. Ortak 9. Basit cümle yapılarını doğru kullanır. KARŞILIKLI KONUŞMA Karşılıklı Konuşma Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur. Karşılıklı Konuşma Genel 2. Karşılıklı konuşma sırasında karşısındakine ihtiyaçlarını belirtir. Genel 3. Sorular sorar. Genel 4. Sorulan sorulara cevap verir. SÖZLÜ ANLATIM Genel 2. Günlük yaşamına ilişkin olarak kendini ifade eder. OKUMA Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder. Ortak 3. Okuduğu sözcükleri doğru telaffuz eder. Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır. Ortak 5. Noktalama işaretlerini dikkate alarak okur. Ortak 6. Akıcı okur. Genel 1. Çok kısa ve basit metinleri anlar. Genel 2. Kısa ve basit yazılı mesajların anlamını kavrar. Genel 3. Tablo ve çizelge okur. YAZMA Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır. Ortak 2. Yazılarında yazım kurallarını uygular. Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır. Genel 1. Basit ifade ve cümleleri yazar. Genel 4. Formları yönergelerine uygun doldurur. Genel 5. Not alır. Genel 6. Kısa mesajlar/iletiler yazar.</p>	<p>to have</p> <p>giving advice with “should”</p>	<p>Communicative Approach</p> <p>Eclectic Method</p> <p>Skimming</p> <p>Scanning</p> <p>Note-taking</p> <p>Completion</p> <p>Question& answer</p> <p>Pair-work</p> <p>Free-production</p>	<p>Student’s book</p> <p>Workbook</p> <p>Dictionary</p> <p>Students</p> <p>Pictures</p>		
		9	A1 & A1.1	THEME II - PERSONALITY AND CHARACTER	PART 3 - PHOBIAS					

MAP OF THE BOOK



the name of the theme

THEME I
PEOPLE AND SOCIETY

the number of the theme

the order of the parts
in the theme

grammar structure of the theme

- Grammar Structures**
- Present form of "to be"
 - Personal Pronouns and possessive adjectives
 - Possessive ('s)
 - Have/Has got
 - Imperatives
 - Indefinite Articles (A/An)
 - Singular / Plural Nouns
 - Demonstratives
 - There is/are
 - Adjectives, adjective + noun

- Materials**
- Student's Book
 - Workbook
 - Dictionary
 - Pictures
 - Photos
 - Realia
 - Classroom Objects
- Language Competence Stage**
- A1
 - A1.2
 - A1.2.1

needed materials
for the theme

language competence stage
of the theme

related Student's Book
page in red frame

the warm-up activity
of the theme

related Workbook page
activity in blue frame

THEME I

PEOPLE AND SOCIETY



Grammar Structures

- Present form of "to be"
- Personal Pronouns and possessive adjectives
- Possessive ('s)
- Have/Has got
- Imperatives
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- Singular / Plural Nouns
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- There is/are
- Adjectives, adjective + noun

Materials

- Student's Book
- Workbook
- Dictionary
- Pictures
- Photos
- Realia
- Classroom Objects

Language Competence Stage

- A1
- A1.2
- A1.2.1

THEME I

PART 1

MEETING PEOPLE

FUNCTIONS

1 READING & SPEAKING

1A

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

1B

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.

Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.

Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.

Okuma Ortak 6. Akıcı okur.

1C

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

1D

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Karşılıklı Konuşma Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

2 LISTENING & SPEAKING

2A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

2B

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 2. Basit, açık ve anlaşılır gündelik konuşmaları takip eder.

2C

Dinleme Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.

Dinleme Ortak 6. Metni takip ederek dinler

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.

Dinleme Genel 3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirler.

2D

Konuşma Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Konuşma Ortak 7. Kendine güvenerek konuşur.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 3. Konuşmalarında basit betimlemeler yapar.

Sözlü Anlatım Genel 4. Konuşmasını görsellerle destekler.

3 READING & WRITING

3A

Yazma Genel 14. Kişisel bilgilerine ilişkin sorulara cevap yazar.

3B

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

Okuma Genel 4. Görsellerden yararlanarak okuduğunu anlamlandırır.

3C

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

Yazma Genel 1. Basit ifade ve cümleleri yazar.

3D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 1. Basit ifade ve cümleleri yazar.

Yazma Genel 3. Kısa ve basit betimlemeler yapar.

Yazma Genel 10. Görsellerden hareketle cümle ve metinler yazar.

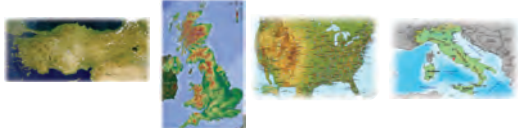
THEME 1

PEOPLE AND SOCIETY

MEETING PEOPLE • SCHOOL LIFE • MY FRIENDS

THEME 1 PART 1 MEETING PEOPLE

WARM-UP Look at the maps and write the names of the countries.



Example: Turkey 1- England 2- the USA 3- Italy

1 READING & SPEAKING

1A Work in pairs. Look at the picture and answer the questions.



- How many people are there in the picture?
Sts' own answers
- Where are they?
There are six people in the picture.
- What are they talking about?
They are at the cafeteria.

1B Read the dialogue aloud with one of your classmates. Pay attention to pronunciation, stress, intonation and punctuation.

Edward: Hello. Are you new here?
Elena: Hello. Yes, I am.
Edward: My name is Edward. What is your name?
Elena: I am Elena.
Edward: How old are you?
Elena: I am 16 years old.
Edward: Oh, we are at the same age. Where are you from?
Elena: I am from Italy.
Edward: Nice to meet you, Elena. I hope we are in the same class.
Elena: Nice to meet you, Edward. See you, bye.

See the details in the GRAMMAR REFERENCE part.

1C Read the dialogue in activity 1B again. Write "T" for true sentences and "F" for false sentences.

- The girl's name is Elena. **T**
- Edward is new at school. **F**
- Elena is from Italy. **T**
- They aren't at the same age. **F**
- Elena is 16 years old. **T**

Workbook / Page 10 / Activities A, B

WARM-UP

- Look at the maps and write the names of the countries.**
- Point to the maps and make your sts talk about them by asking some questions such as which countries they are.
 - Read the example aloud.
 - Ask your sts to look at the maps and write the names of the countries.
 - Set the time limit.
 - Check their answers.

Answers:
2- England
3- the USA
4- Italy

1 READING & SPEAKING

1A Work in pairs. Look at the picture and answer the questions.

- Draw your sts' attention to the picture.
- Tell them to look at the picture and answer the questions.
- Make your sts work in pairs.
- Set the time limit.
- Check their answers.

Answers:
1- There are six people in the picture.
2- They are at the cafeteria.
3- Sts' own answers

1B Read the dialogue aloud with one of your classmates. Pay attention to pronunciation, stress, intonation and punctuation.

- Read the dialogue aloud and fluently by modeling the right pronunciation, stress, intonation and punctuation.
- Tell your sts to read the dialogue aloud with one of their classmates.
- Warn them to pay attention to pronunciation, stress, intonation and punctuation.
- Remind them to be careful about the cultural differences and values.
- Let some of your sts do the activity in front of their classmates.

- Draw your sts' attention to verb "to be" by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.

1C Read the dialogue in activity 1B again. Write "T" for true sentences and "F" for false sentences.

- Ask your sts to read the dialogue in activity 1B again and write "T" for true sentences and "F" for false sentences.
- Set the time limit.
- Check their answers.

Answers:
1-T 2-F 3-T 4-F 5-T

Workbook / Page 10 / Activities A, B

THEME 1 PART 1: MEETING PEOPLE

A Fill in the blanks with the suitable words.



Hi, my name (1) is Kathy. I am a secretary. I (2) am 27 years old. I (3) have got long blonde hair and blue eyes. I (4) am 155 centimetres tall. My flat (5) is on Park Road. My phone number (6) is 234-5678. I (7) am single. I haven't got a boyfriend.



Hello, my name (8) is Charles. I (9) am a bank manager. I (10) am 54 years old. I (11) have got short brown hair and brown eyes. I am 175 centimetres tall. My house is on Maple Street. My phone number (12) is 695-3452. I (13) am married. My wife's name (14) is Susan. We (15) have got two children. We (16) have got a son and a daughter.

B Read the sentences in activity A and rewrite them as in the example.

Example: "My name is Kathy. I am a secretary."
Her name is Kathy. She is a secretary.

She is 27 years old. She has got long blonde hair and blue eyes. She is 155 centimetres tall. Her flat is on Park Road. Her phone number is 234-5678. She is single. She hasn't got a boyfriend.

His name is Charles. He is a bank manager. He is 54 years old. He has got short brown hair and brown eyes. He is 175 centimetres tall. His house is on Maple Street. His phone number is 695-3452. He is married. His wife's name is Susan. They have got two children. They have got a son and a daughter.

1D Work in groups of three. Choose one of the cards and make a similar dialogue as in activity 1B. Be careful about the cultural differences and values.

- Make your sts work in groups of three.
 - Read the information on the cards aloud.
 - Tell them to choose one of the cards and make a similar dialogue as in activity 1B.
 - Warn them to be careful about the cultural differences and values.
 - Set the time limit.
 - Let some of them do the activity in front of their classmates.
- Suggested Answer:**
A dialogue like the one in activity 1B



OPTIONAL ACTIVITY: There is an extra activity at the end of the Teachers Book. If you have extra time, you can apply it in the classroom.

2 LISTENING & SPEAKING

2A Put the words into the correct category.

- Draw your sts' attention to the words by reading them aloud.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Ask your sts to put the words into the correct category.
- Set the time limit.
- Check their answers.

Answers:

	aunt, grandmother, sister, niece, daughter, granddaughter, wife
	nephew, brother, uncle, father, grandfather, son, husband, grandson

2B Listen to the dialogue and fill in the blanks with the words you hear.

- Draw your sts' attention to the dialogue.
- Ask your sts to listen to the dialogue and fill in the blanks with the words they hear.
- Play the CD player.
- Check their answers.

Answers:

1- This 2- that 3- those 4- these



TRACK 1

Sean: This is a photo of my family. Would you like to have a look?

Hannah: Of course. Who is that old man?

Sean: He is my grandfather. His name is Orlando. He is with my grandmother, Janet.

Hannah: Who are those little children?

Sean: They are my sister, Julia and my brother, Tony.

Hannah: Are these your parents?

Sean: Yes, they are. Their names are Frank and Sally.

Hannah: I would like to meet them one day.

1D Work in groups of three. Choose one of the cards and make a similar dialogue as in activity 1B. Be careful about the cultural differences and values.

CARD A
Name: Tony
Country: the USA
Age: 15


CARD B
Name: Nick
Country: the UK
Age: 16

CARD C
Name: Tulin
Country: Turkey
Age: 16

2 LISTENING & SPEAKING

2A Put the words into the correct category.

aunt, nephew, grandmother, sister, brother, uncle, father, grandfather, niece, son, daughter, husband, grandson, granddaughter, wife

-  aunt, grandmother, sister, niece, daughter, granddaughter, wife
-  nephew, brother, uncle, father, grandfather, son, husband, grandson

2B Listen to the dialogue and fill in the blanks with the words you hear.

Sean: (1) This is a photo of my family. Would you like to have a look?

Hannah: Of course. Who is (2) that old man?
Sean: He is my grandfather. His name is Orlando. He is with my grandmother, Janet.

Hannah: Who are (3) those little children?
Sean: They are my sister, Julia and my brother, Tony.

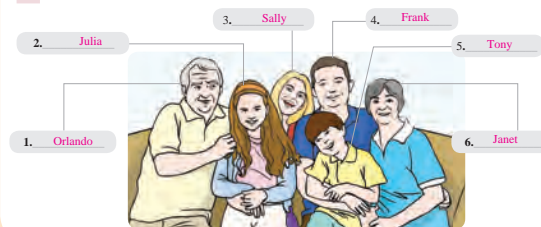
Hannah: Are (4) these your parents?
Sean: Yes, they are. Their names are Frank and Sally.

Hannah: I would like to meet them one day.



See the details in the GRAMMAR REFERENCE part.

2C Listen and read the dialogue in activity 2B. Write the names of the family members on the picture.



10



- Draw your sts' attention to the sentences which include "this, that, these, those" and to the personal pronouns and possessive adjectives by highlighting the structure.

- Ask them to look at the Grammar Reference part to see the details.

- Help your sts discover the usage of the structure with the help of these sentences.

- Focus on the meaning of the structure.

2C Listen and read the dialogue in activity 2B. Write the names of the family members on the picture.

- Draw your sts' attention to the picture by asking some questions like "What can you see in the picture?, Where are they?, Who are they??"

- Tell your sts to listen and read the dialogue in activity 2B.

- Ask them to write the names of the family members on the picture.

- Play the CD player again.

- Check their answers.

Answers:

1- Orlando

2- Julia

3- Sally

4- Frank

5- Tony

6- Janet



TRACK 2

The same tapescript as in Track 1

2D Bring a photo of your family members' to the classroom. Introduce your family members to your classmates. Make sentences as in the example. Use "and, but".

Example: This/ That is my _____ and his/ her name is _____
These/ Those are my _____ and their names are _____

3 READING & WRITING

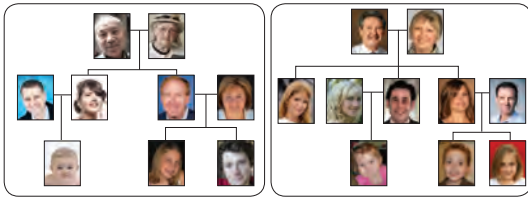
3A Answer the questions.

- 1- What is your mother's name? *Sts' own answers*
- 2- What is your father's name? *Sts' own answers*
- 3- What are your grandparents' names? *Sts' own answers*

3B Read the paragraphs and match them with the family trees.

1- My name's Ellen and my husband's name is Peter. We've got two children – a son and a daughter. Our son's name is Ian. Ian's got blonde hair and brown eyes. He is 4 years old. Our daughter's name is Tracy. She's eight years old. My father's name is Frank and my mother's name is Mary. I've got a younger brother called Adam. Adam is married. His wife's name is Ulrike. She's from Australia and she's got long, blonde hair. They've got a daughter called Anna. I have got a sister. Her name is Millie. She's still single.

2- My name is Ben. I am 14 years old. I have got a lovely family. My grandfather is the head of the family. His name is Bobby. He is sixty years old. His wife's name is Mary. My father is Nick. He is very kind. My mother's name is Anna. I love her very much. She is a housewife. My aunt, Sally is twenty and she has got a baby. His name is Matthew. He is very funny. Sally's husband, Tom is thirty. My sister's name is Sue. She is twelve.



a) 2

b) 1

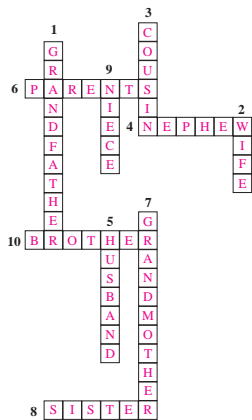
See the details in the GRAMMAR REFERENCE part.

3C Read the paragraphs in activity 3B again and correct the mistakes in the sentences below.

- 1- Ellen's son's name is Peter.
Ellen's son's name is Ian.
- 2- Ellen hasn't got any children.
Ellen has got two children, a son and a daughter.

C Fill in the blanks and do the puzzle.

- 1- The father of your mother is your _____.
- 2- Your mother is your father's _____.
- 3- Your uncle's son is your _____.
- 4- Your sister's son is your _____.
- 5- Your father is your mother's _____.
- 6- Your father and mother are your _____.
- 7- The mother of your father is your _____.
- 8- Your parents' daughter is your _____.
- 9- Your brother's daughter is your _____.
- 10- Your parents' son is your _____.



D Answer the questions.

1. Have you got any cousins? *Sts' own answers*
2. How many cousins have you got? *Sts' own answers*
3. What are your grandparents' names? *Sts' own answers*
4. What is your father's job? *Sts' own answers*
5. How old is your mother? *Sts' own answers*

E Read the paragraph. Mark each sentence as True (T) or False (F).

My name is Paula. I am married and Richard is my husband. He is an engineer and I am a teacher. We have got two children, a son and a daughter. They are Tim and Maria and they are students. Tim is eleven and Maria is four. We have got a dog. Its name is Lucky. We are a happy family. I am very happy with them.

- 1- Paula is an engineer. *F*
- 2- They have got two daughters. *F*
- 3- Their son is eleven years old. *T*
- 4- Lucky is their cat. *F*
- 5- They have got a dog. *T*
- 6- Maria is Paula's daughter. *T*
- 7- Paula's husband is a teacher. *F*

2D Bring a photo of your family members' to the classroom. Introduce your family members to your classmates. Make sentences as in the example. Use "and, but".

- Draw your sts' attention to the given examples by completing them with your own words and reading them aloud.

- Tell your sts to bring a photo of their family members' to the classroom and introduce their family members to their classmates by making sentences as in the example.

- Remind them to be self-confident and use simple connectors.

- Warn them to use their own vocabulary repertoire and use simple sentence structures in a correct way.

- Set the time limit.

- Let some of them do the activity in front of their classmates.

Answers:

Sts' own answers

3 READING & WRITING

3A Answer the questions.

- Ask your sts to answer the questions.

- Set the time limit.

- Check their answers.

Answers:

1- Sts' own answers

2- Sts' own answers

3- Sts' own answers

3B Read the paragraphs and match them with the family trees.

- Ask your sts to read the paragraphs and match them with the family trees.

- Set the time limit.

- Check their answers.

Answers:

a) 2 b) 1

- Draw your sts' attention to the sentences which include "have got, has got" by highlighting the structure.

- Ask them to look at the Grammar Reference part to see the details.

- Help your sts discover the usage of structure with the help of these sentences.

- Focus on the meaning of the structure.

3C Read the paragraphs in activity 3B again and correct the mistakes in the sentences below.

- Ask your sts to read the paragraphs in activity 3B again and correct the mistakes in the sentences below.

- Set the time limit.

- Check their answers.

Answers:

1- Ellen's son's name is Ian.

2- Ellen has got two children, a son and a daughter.

3- Adam has got a daughter.

4- Ben is 14 years old.

5- Ben's parents are Nick and Anna.



3D Draw your family tree below and write a brief description of your family.

- Ask your sts to draw their family tree and write a brief description of their family.
- Remind them that they should use the structures which they have learnt in a correct way.
- Set the time limit.
- Walk around the classroom while your sts are writing their paragraphs and help them if necessary.
- Let some of your sts read their paragraphs aloud.

Answer:

Sts' own answers



Workbook / Page 11 / Activity E

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

NOTES

Lined area for notes.

- Adam has got a son.
Adam has got a daughter.
- Ben is 12 years old.
Ben is 14 years old.
- Ben's parents are Sally and Matthew.
Ben's parents are Nick and Anna.



Workbook / Page 11 / Activities C, D

3D Draw your family tree below and write a brief description of your family.



Sts' own answers

Lined area for writing answers.



Workbook / Page 11 / Activity E

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.		Yes	No
1	I can understand a short and basic text.		
2	I can write a descriptive paragraph.		
3	I am careful about spelling and punctuation while writing a paragraph.		
4	I can talk about myself and my family.		
5	I can answer personal questions.		

Lined area for notes.

THEME I

PART 2

SCHOOL LIFE

FUNCTIONS

1 READING & SPEAKING

1A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

1B

Okuma Genel 4. Görsellerden yararlanarak okuduğunu anlamlandırır.

Okuma Genel 6. Okuduklarında görsellerle desteklenen kısa ve basit yönergeleri uygular.

1C

Okuma Genel 5. Kısa ve basit yazılı yönergeleri takip eder.

Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.

Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.

2 LISTENING & SPEAKING

2A

Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.

2B

Dinleme Ortak 1. Dinlerken vurgu, tonlama ve telaffuza dikkat eder.

Dinleme Genel 5. Duyduğu seslerin farkını belirtir.

2C

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 4. Dinlediklerinde geçen yer, zaman, kişi ve konuyu belirler.

2D

Dinleme Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler.

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirler.

2E

Yazma Genel 5. Not alır.

2F

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.

Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.

Sözlü Anlatım Genel 2. Günlük yaşamına ilişkin olarak kendini ifade eder.

Sözlü Anlatım Genel 3. Konuşmalarında basit betimlemeler yapar.

3 READING & WRITING

3A

Okuma Genel 10. Kişisel bilgileri içeren soruları anlar.

Yazma Genel 14. Kişisel bilgilerine ilişkin sorulara cevap yazar.

3B

Okuma Genel 8. Görsellerden ve başlıktan hareketle okuyacağı metnin içeriğini tahmin eder.

3C

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.

Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.

Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.

Okuma Ortak 6. Akıcı okur.

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

Okuma Genel 7. Okuduğu kısa ve basit metinle ilgili

soruları anlar.

3D

Okuma Ortak 1. Okunan metinde anlamaya engel olan bilmediği sözcüklerin anlamlarını araştırır.

3E

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

Yazma Genel 3. Kısa ve basit betimlemeler yapar.

4 LISTENING & SPEAKING

4A

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

4B

Dinleme Ortak 1. Dinlerken vurgu, tonlama ve telaffuza dikkat eder.

Dinleme Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler.

Dinleme Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.

Dinleme Ortak 4. Dinlediklerine uygun görselleri belirler.

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirler.

Dinleme Genel 7. Basit düzeyde açık ve anlaşılır telefon görüşmelerini anlar.

4C

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.

Dinleme Genel 3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirler.

4D

Dinleme Ortak 9. Dinlediklerine ilişkin sorular sorar.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

5 SPEAKING & WRITING

5A

Konuşma Ortak 7. Kendine güvenerek konuşur.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

Karşılıklı Konuşma Genel 5. Basit düzeyde açık ve anlaşılır telefon görüşmelerinde kendini ifade eder.

Yazma Genel 4. Formları yönergelerine uygun doldurur.

5B

Yazma Genel 15. Yazılarında nezaket ifadelerini kullanır.

5C

Konuşma Ortak 1. Konuşmalarında beden dilini kullanır.

Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.

Konuşma Ortak 7. Kendine güvenerek konuşur.

Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.

5D

Akran Değerlendirme

WARM-UP

Look at the picture and tell the names of the objects in the classroom.

- Draw sts' attention to the picture.
- Ask them to look at the picture and tell the names of the objects in the classroom.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Elicit their answers.

Suggested Answers:

teacher, students, whiteboard, map, desks, waste bin, duster, computer, Atatürk's picture, projector, notice board

1



READING & SPEAKING



1A Read the sentences and complete them with the words in the box.

- Draw your sts' attention to the given sentences.
- Ask your sts to read the sentences and complete them with the words in the box.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Check the answers.

Answers:

1- Write 2- Work 3- Read 4- Listen

1B Match the sentences in the box with the pictures and mime one of them to your classmates.

- Read the sentences in the box aloud to your sts.
- Ask your sts to match the sentences in the box with the pictures.
- Set the time limit.
- Check the answers.

Answers:

1- c 2- a 3- b

Then, tell your sts to choose one of the sentences and mime it to their classmates.

Let some of your sts do the activity in front of their friends.

1C Work in pairs. Choose one of the cards. Give the instructions to each other and follow them. Ask for clarification or repetition when you don't understand. Card B is on page 91.

- Make your sts work in pairs.
- Ask them to choose one of the cards.
- Tell them to give the instructions to each other and follow them.
- Remind them that they can ask for clarification or repetition when they don't understand.
- Warn them to pay attention to pronunciation, stress and intonation.
- Remind them that card B is on page 91.
- Let some of your sts do the activity in front of their classmates.

CARD B

- 1- Be quiet.
- 2- Look at the board.
- 3- Close your book.
- 4- Clean the board.

THEME 1 PART 2 SCHOOL LIFE

WARM-UP Look at the picture and tell the names of the objects in the classroom.



1 READING & SPEAKING

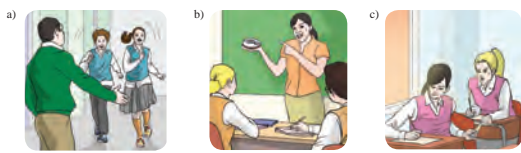
1A Read the sentences and complete them with the words in the box.

Listen Work Read Write

- 1- Write your name on the board.
- 2- Work in pairs.
- 3- Read the sentences aloud.
- 4- Listen to your teacher carefully.

1B Match the sentences in the box with the pictures and mime one of them to your classmates.

c 1-Don't cheat in the exams. a 2-Don't run in the corridors b 3-Listen to the CD player.



1C Work in pairs. Choose one of the cards. Give the instructions to each other and follow them. Ask for clarification or repetition when you don't understand. Card B is on page 91.

Stand up.
Open your book.
Close the window.
Write your name on the board.

USEFUL EXPRESSIONS

Do you mean _____ ?
Can you repeat it, please?
Can you clarify?

Workbook / Page 12 / Activities A, B

13

THEME 1 PART 2: SCHOOL LIFE

A Match the halves.

- 1- Speak e
 - 2- Don't write c
 - 3- Don't cheat a
 - 4- Listen g
 - 5- Do b
 - 6- Don't chew d
 - 7- Be f
- a) in the exam.
 - b) your homework regularly.
 - c) on the walls.
 - d) gum in the classroom.
 - e) English in the classroom.
 - f) quiet in the lessons.
 - g) to your teacher.

B Look at the pictures and write the classroom instructions.



1- Don't run in the corridors.



2- Don't fight with your friends.



3- Be quiet.



4- Clean the board.

C Read the text and answer the questions.

Jessie is 13 and she is in the 8th grade. She is a student at Appleton High School. It is in New York. There are 3000 students and 230 teachers. Jessie's lessons are from 08:25 to 14:35. She has got eight subjects. Her favourite one is Maths. She is good at French. She is a member of French Club. Jessie loves her school. Her school is new and modern. The classrooms are big and there is a gymnasium. The canteen is very spacious and tidy.

Steve is 12 and he is in the 7th grade. He is a student at Queen Victoria School. It is an old school in London. There are 2200 students and 200 teachers. His lessons are from 09:00 to 16:30. He has got nine subjects. Physical Education is his favourite subject.

1. How old is Jessie?
She is 13 years old.
2. How many students are there in Jessie's school?
There are 3000 students in Jessie's school.

12

Workbook / Page 12 / Activities A, B

2 LISTENING & SPEAKING

2A Which word hasn't got the sound /u:/? Pronounce the words and circle the correct word.

- a) school b) cool c) tall

2B Listen to the speaker and check your answer in activity 2A.

2C Listen to the dialogue and circle the correct answers.

- 1- There are _____ a) two speakers. b) three speakers.
 2- The speakers are _____ a) at home. b) in the cafeteria.
 3- They are talking about _____ a) free time activities. b) school.

2D Listen to the dialogue again and fill in the missing information in the table.

	JACK	YOU
Starting time of the school	1- 8 o'clock	Sts' own answers
Finishing time of the school	2- 3 o'clock	Sts' own answers
The number of the students at school	3- approximately 1000	Sts' own answers
The number of the teachers at school	4- nearly 80	Sts' own answers
The name of the clubs at school	5- photography, sports, art, literature, chess	Sts' own answers

Workbook / Page 12 / Activity C

2E Look at the table in activity 2D and take notes about your school in the "YOU" column.

2F Give a brief presentation about your school and Jack's school to your classmates. Use the information in the table in activity 2D. Pay attention to pronunciation, intonation and stress.

3 READING & WRITING

3A Answer the questions.

- 1- What is your favourite school subject? Sts' own answers
 2- Who is your favourite teacher? Sts' own answers



TRACK 4

Yusuf: First of all, thanks for helping me with my questionnaire. Let's start with the time of your school. What is the starting time of your lessons?

Jack: Eight o'clock every day.

Yusuf: Okay, 8 o'clock. Can you tell me how many classes have you got in a day?

Jack: We have got six lessons in a day, so our school finishes at 3 o'clock.

Yusuf: What time? Can you repeat that, please?

Jack: At three o'clock.

Yusuf: How many students are there in your school?

Jack: I don't know exactly, but there are approximately 1000 students.

Yusuf: How about the number of the teachers?

Jack: Nearly 80 teachers.

Yusuf: Are there any clubs in your school?

Jack: Yes, there are many clubs such as photography, sports, art, theatre and chess clubs.

Yusuf: Okay. Are there any courts or grounds for sports?

Jack: Yes, there is a tennis court and a football pitch in our school. There aren't any basketball courts, so we can't play basketball.

Yusuf: Okay, my last question is about the clothes of the children? Do the students have to wear a uniform at school?

Jack: Yes, we have to wear a school uniform.

Yusuf: That's all. I am very grateful to you. Thank you very much.

Jack: You're welcome.

2D Listen to the dialogue again and fill in the missing information in the table.

- Ask your sts to listen to the dialogue again and fill in the missing information in the table.
- Warn them to pay attention to the cultural differences and values.

- Play the CD player again.
- Elicit the answers.

Answers:

- 1- 8 o'clock
 2- 3 o'clock
 3- approximately 1000
 4- nearly 80
 5- photography, sports, art, literature, chess

2

LISTENING & SPEAKING

2A Which word hasn't got the sound /u:/? Pronounce the words and circle the correct word.

- Articulate the /u:/ sound in a correct way to your sts.
- Ask your sts which word hasn't got the sound /u:/.
- Tell them to pronounce the words and circle the correct word.
- Set the time limit.
- Elicit the answer.

Answer:

Sts' own answer

2B Listen to the speaker and check your answer in activity 2A.

- Ask your sts to listen to the speaker and check their answers in activity 2A.
- Warn them to pay attention to the stress, intonation and pronunciation while listening.
- Play the CD player.
- Elicit the answer.

Answer:

(c)



TRACK 3

- a) school b) cool c) tall

2C Listen to the dialogue and circle the correct answers.

- Ask your sts to listen to the dialogue and circle the correct answers.
- Tell them to identify the place, time, people and topic of the conversation.
- Play the CD player.
- Elicit the answers.

Answers:

1-a 2-b 3-b



TRACK 5

The same tapescript as in Track 4



Workbook / Page 12 / Activity C

2E Look at the table in activity 2D and take notes about your school in the “YOU” column.

- Ask your sts to look at the table in activity 2D and take notes about their school in the “YOU” column.
- Set the time limit.
- Elicit their answers.

Answers:

Sts’ own answers

2F Give a brief presentation about your school and Jack’s school to your classmates. Use the information in the table in activity 2D. Pay attention to pronunciation, intonation and stress.

- Ask your sts to give a brief presentation about their school and Jack’s school to their classmates.
- Tell them to use the information in the table in activity 2D.
- Warn them to pay attention to pronunciation, intonation and stress.
- Remind them that every country has a different school system so they should be respectful to these differences and be careful about the cultural differences and values.
- Let some of your sts do the activity in front of their classmates.

Answers:

Sts’ own answers

3 READING & WRITING

3A Answer the questions.

- Read the given questions aloud to your sts.
- Ask your sts to answer the questions.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- Sts’ own answers
- 2- Sts’ own answers

3B Look at the picture and the heading of the text. Guess the topic of the text before reading.

- Draw your sts’ attention to the picture and the heading of the text.
- Ask your sts to look at the picture and the heading of the text and guess the topic of the text before reading.
- Set the time limit.
- Elicit the answers.

Suggested Answer:

It is about the school types in Britain.

3C Read the text aloud fluently. Pay attention to pronunciation, intonation, punctuation and stress. Answer the questions.

- Read the text aloud fluently by modeling the right pronunciation, intonation, punctuation and stress.
- Ask your sts to read the text aloud fluently.
- Warn them to pay attention to pronunciation, intonation, punctuation and stress.
- Tell your sts to answer the questions.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- There are mainly 5 school types in Britain.
- 2- Primary school has got three levels.
- 3- No, it isn’t.

3D Read the text in activity 3B again and guess the meanings of the words in the box. Match them with the definitions.

- Ask your sts to read the text in activity 3B again and guess the meanings of the words in the box.

3B Look at the picture and the heading of the text. Guess the topic of the text before reading.

SCHOOLS IN BRITAIN

The school system in Britain is different from the system in Turkey. There are mainly five school types. Kindergarten or Nursery School is the first school type, but it is optional. The second type is primary school. It is compulsory. Primary school has got three levels. These are Reception Class, Infant School and Junior School. The next school type is Secondary School. It is also compulsory. There are five forms in this type of schools. After Secondary School, there is an examination. Its name is the General Certificate of Secondary Education. College is the next step, but it is not compulsory. After college, there is an exam. Its name is “A Level Exam”. It is compulsory for university. At university, there are three grades, fresher, second year and final year.

It is about the school types in Britain



3C Read the text aloud fluently. Pay attention to pronunciation, intonation, punctuation and stress. Answer the questions.

- 1- How many school types are there in Britain?
There are mainly five school types in Britain.
- 2- How many levels has primary school got?
Primary school has got three levels.
- 3- Is college compulsory?
No, it isn't.

3D Read the text in activity 3B again and guess the meanings of the words in the box. Match them with the definitions.

optional, compulsory, kindergarden

1. **compulsory** : You must do something because it is the law or rule.
2. **kindergarden** : A school or a class for children aged five
3. **optional** : Something left to one’s choice, not compulsory

3E Write a description of the school system in your country.

Sts’ own answers

- Tell them to match them with the definitions.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- compulsory
- 2- kindergarden
- 3- optional

3E Write a description of the school system in your country.

- Ask your sts to write a description of the school system in their country.
- Warn them that they should use the structures that they have learned in a correct way.
- Remind them to be careful about punctuation and spelling.
- Set the time limit.
- Let some of your sts read their paragraphs aloud to their classmates.

Answers:

Sts’ own answers

4 LISTENING & SPEAKING

4A Work in pairs. Look at the pictures. Ask the questions to each other and answer them.

- Make your sts work in pairs.
- Ask them to look at the pictures.
- Tell them to ask the questions to each other and answer them.
- Let some of your sts do the activity in front of their classmates.

4 LISTENING & SPEAKING

4A Work in pairs. Look at the pictures. Ask the questions to each other and answer them.



- 1- What are the names of the clubs? They are Music Club, Drama Club, Art Club and Science Club.
- 2- Which one is your favourite club? Sts' own answers

4B Which club would he like to be a member of? Listen to the dialogue. Look at the pictures in activity 4A and tick (✓) the correct picture of the club.
He would like to be a member of the Music Club.

4C Listen to the dialogue again. Complete the sentences with the necessary information.

- 1- His full name is Ronald Johnson.
- 2- His address is 43, Western Road, London N6 1DP.
- 3- He is 17 years old.
- 4- His telephone number is 131 788 05 94.
- 5- His e-mail address is ronald.j@email.com.

4D Work in pairs. Look at the sentences in activity 4C. Ask and answer questions about the person in the telephone conversation as in the example.

Example: Jane: What is his full name?
Kevin: His full name is Ronald Johnson.

Answers:

- 1- They are Music Club, Drama Club, Art Club and Science Club.
- 2- Sts' own answer

4B Which club would he like to be a member of? Listen to the dialogue. Look at the pictures in activity 4A and tick (✓) the correct picture of the club.

- Ask your sts which club the speaker would like to be a member of.
- Tell them to listen to the dialogue, look at the pictures in activity 4A and tick (✓) the correct picture of the club.
- Remind them that people have different preferences according to their cultural values and they should be respectful to their preferences.
- Warn them to pay attention to stress, intonation and pronunciation while listening.
- Play the CD player.
- Check the answer.

Answer:

He would like to be a member of the Music Club.



TRACK 6

Secretary: Hello. This is Ash & Jash Music Club.

Ronald: Hello! I'd like to get some information about your club, please.

Secretary: I can help you.

Ronald: When is the meeting of the club?

Secretary: Every Tuesday.

Ronald: Very good. How can I be a member of your club?

Secretary: I need some information about you. What's your name?

Ronald: My name is Ronald and my surname is Johnson.

Secretary: Johnson? Can you spell that please?

Ronald: Yes, it's J - O - H - N - S - O - N.

Secretary: Thanks. What's your address?

Ronald: It's 43, Western Road, London N6 1DP.

Secretary: OK. How old are you?

Ronald: I'm 17.

Secretary: What's your phone number?

Ronald: It's 131 788 05 94.

Secretary: What's your e-mail address?

Ronald: It's ronald.j@email.com.

Secretary: Could you repeat it, please?

Ronald: Of course. It's ronald.j@email.com

Secretary: That's all. You are a member of the Music Club. You can take your membership card whenever you want. Our next meeting is on Tuesday. Join our meeting, please. See you.

Ronald: Of course, I'd be happy to. Have a nice day.

4C Listen to the dialogue again. Complete the sentences with the necessary information.

- Ask your sts to listen to the dialogue again.
- Tell them to complete the sentences with the necessary information.
- Warn them to pay attention to stress, intonation and pronunciation while listening.
- Remind them that they can ask for clarification, explanation or repetition when they don't understand by saying "Could you play the CD again?", "Can you help me write the number?".
- Play the CD player again.
- Check the answers.

Answers:

- 1- Ronald Johnson
- 2- 43 / London
- 3- 17
- 4- 131 788 05 94
- 5- ronald.j@email.com



TRACK 7

The same tapescript as in Track 6

4D Work in pairs. Look at the sentences in activity 4C. Ask and answer questions about the person in the telephone conversation as in the example.

- Make your sts work in pairs and read the example aloud.
- Ask your sts to look at the sentences in activity 4C.
- Tell them to ask and answer questions about the person in the telephone conversation as in the example.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Let some of your sts do the activity in front of their classmates.

Suggested Answers:

Harry: How old is Ronald?

Joe: He is 17 years old.

Harry: What is his telephone number?

Joe: His telephone number is 131 788 05 94.

Harry: What is his e-mail address?

Joe: His e-mail address is ronald.j@email.com.

Harry: What is his address?

Joe: His address is 43, Western Road, London N6 1DP.



5A Work in pairs. Choose one of the cards and follow the instructions on your cards. Card B is on page 91.

- Let your sts work in pairs.
- Make your sts choose one of the cards.
- Ask them to follow the instructions on their cards.
- Warn them to use simple sentence structures in a correct way.

- Tell them to be self-confident and pay attention to stress and intonation in their speech.

- Remind them that they can ask for clarification or repetition when they don't understand by saying "Could you repeat it?, What does this mean?"

- Remind them that Card B is on page 91.

- Set the time limit.

- Walk around the classroom and help your sts if they need any help.

CARD B

- Make a telephone conversation with your partner.
- Use the information below and answer your partner's questions.

Name & Surname: James Thomson

Age: 16

Club Name: Drama

Address: 52 Market Ave. London S4 2EH

E-mail: jthom@email.com

- Use the expressions in Useful Expressions box.
- Be self-confident and polite.
- Pay attention to stress and intonation.
- Ask for clarification or repetition if you don't understand.

Suggested Answer:

A dialogue like the one in Track 4 in activity 4B.

5B Write your dialogue below.

- Ask your sts to write their dialogues below.

- Remind them to use the forms of politeness while writing their dialogues.

- Set the time limit.

- Walk around the classroom and help your sts about the punctuation if necessary.

5C Act out your dialogue in front of your classmates. Pay attention to your body language.

- Ask your sts to act out their dialogues in front of their classmates.

- Warn them to pay attention to their body language and to be self-confident.

- Remind them to pay attention to pronunciation, stress and intonation in their speech.

- Let some of your sts do the activity in front of their classmates.

5D Read the sentences and tick the correct column while watching your friends.

- Ask your sts to read the sentences and tick the correct column while watching their friends.

- Warn them to be objective.

- Let some of your sts share their answers with their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

5A Work in pairs. Choose one of the cards and follow the instructions on your cards. Card B is on page 91.

CARD A

- Make a telephone conversation with your partner.
- Ask questions and fill in the form.
- Be self-confident and polite.
- Pay attention to stress and intonation.
- Ask for clarification or repetition when you don't understand.

USEFUL EXPRESSIONS

I would like to get information about.....

Sorry, I couldn't understand.

Can/ Could you repeat that, please?

Join our meeting, please. See you.

Thanks for your help.

Name:

Surname:

Age:

Address:

E-mail:

Telephone number:

5B Write your dialogue below.

5C Act out your dialogue in front of your classmates. Pay attention to your body language.

5D Act out your dialogue in front of your classmates. Pay attention to your body language.

5E Read the sentences and tick the correct column while watching your friends.

Read the sentences and tick the correct column		Yes	No
1	My friend uses his / her body language and talks.		
2	He / She is self-confident.		
3	He / She is good at pronunciation.		
4	He / She is careful about the stress and intonation of the words.		
Check Yourself: Read the sentences and tick the correct column.		Yes	No
1	I can give and follow the instructions.		
2	I can ask and answer personal questions.		
3	I can read a text aloud and pay attention to pronunciation, intonation, punctuation and stress.		
4	I can understand the person, topic and place of a listening text.		
5	I can write short and basic descriptions.		

3. What is Jessie's favourite subject?
Her favourite subject is Maths.
4. What are the classrooms like in her school?
They are big.
5. What is Steve's school's name?
His school's name is Queen Victoria School.
6. How many teachers are there in Steve's school?
There are 200 teachers in Steve's school.
7. How many subjects has he got?
He has got nine subjects.

D Whose sentences are they? Read the text in activity B again. Read the sentences below and write 'Steve' or 'Jessie' in the blanks.

_____ Jessie _____ I am good at French.

_____ Steve _____ My favourite subject is Physical Education.

_____ Steve _____ My school isn't new. It is old.

_____ Jessie _____ My school is in New York.

_____ Jessie _____ I am a member of French Club.

E Read the sentences and match them with the club names.

Music Club Sports Club Drama Club Science Club

- 1- **Drama Club**
"I am interested in acting. There is a musical at the end of the year and it is always fun."
- 2- **Science Club**
"My favourite subject is Science. I am interested in doing experiments."
- 3- **Sports Club**
"There is a basketball, football and baseball team in my school. I'm good at playing football."
- 4- **Music Club**
"There is a band and a choir in my school. Singing our national anthem is our favourite activity."

THEME I

PART 3

MY FRIENDS

FUNCTIONS

1 LISTENING & SPEAKING

1A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

1B

Dinleme Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.

Dinleme Ortak 4. Dinlediklerine uygun görselleri belirler.

Dinleme Ortak 8. Seçici dinler.

1C

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 3. Dinledikleri, izlediklerinde verilen basit, açık ve anlaşılır bilgiyi belirler.

1D

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.

Karşılıklı Konuşma Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

Sözlü Anlatım Genel 5. Sözlü olarak bilgi verilmesini ister.

2 WRITING & SPEAKING

2A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.

Karşılıklı Konuşma Genel 2. Karşılıklı konuşma sırasında karşısındakine ihtiyaçlarını belirtir.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

2B

Yazma Genel 5. Not alır.

2C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

Yazma Ortak 5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Yazma Genel 3. Kısa ve basit betimlemeler yapar.

2D

Konuşma Ortak 1. Konuşmalarında beden dilini kullanır.

Konuşma Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 3. Konuşmalarında basit betimleme-

ler yapar.

Sözlü Anlatım Genel 4. Konuşmasını görsellerle destekler.

3 READING & SPEAKING

3A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 3. Konuşmalarında basit betimlemeler yapar.

Sözlü Anlatım Genel 8. Kişisel bilgilere ilişkin soruları sözlü olarak cevaplar.

3B

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

3C

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

3D

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

4 READING & WRITING

4A

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 3. Kısa ve basit betimlemeler yapar.

Yazma Genel 10. Görsellerden hareketle cümle ve metinler yazar.

4B

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

Okuma Genel 9. Okuduğu kısa ve basit metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.

4C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

Yazma Genel 3. Kısa ve basit betimlemeler yapar.

Yazma Genel 9. Basit cümlelerle mektup yazar.

4D

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.

Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.

Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.

Okuma Ortak 6. Akıcı okur.

WARM-UP

Put the words into the correct category.

- Draw your sts' attention to the words in the box and read them aloud.
- Ask your sts to put the words into the correct category.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Elicit the answers.

Answers:

Height: short, tall, average height
Hair: wavy, curly, black, straight, shoulder-length
Face: square, round
Eyes: green, big, blue, black
General: good-looking, pretty, cute, attractive

Workbook / Page 14 / Activity A

1 LISTENING & SPEAKING

1A Work in pairs. Look at the qualities of a person in the box. Ask the questions to each other and answer them.

- Make your sts work in pairs.
- Ask them to look at the qualities of a person in the box.
- Tell them to ask the questions to each other and answer them.
- Remind them to use the words in the box according to the types and functions of these words.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Warn them to use the words in accordance with their meanings and usages.
- Let some of your sts do the activity in front of their classmates.

Answer:

Sts' own answers

Workbook / Page 14 / Activities B, C

- Draw your sts' attention to the adjectives by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.

1B Stefan is interviewing three people about their best friends. Listen to the interviews and match the people with the pictures of their best friends.

- Tell your sts that Stefan is interviewing three people about their best friends.
- Ask them to listen to the interviews and match the people with the pictures of their best friends.
- Play the CD player.
- Check the answers.

Answers:

1-c 2-b 3-a

THEME 1 PART 3 MY FRIENDS

WARM-UP Put the words into the correct category.

pretty	wavy	curly	square	green	big	short	good-looking	cute
round	blue	tall	black	average height	straight	attractive	shoulder-length	
Height	Hair	Face	Eyes	General				
short	wavy	square	green	good-looking				
tall	curly	round	big	pretty				
average height	black		blue	cute				
	straight		black	attractive				
	shoulder-length							

See the details in the GRAMMAR REFERENCE part.

Workbook / Page 14 / Activity A

1 LISTENING & SPEAKING

1A Work in pairs. Look at the qualities of a person in the box. Ask the questions to each other and answer them.

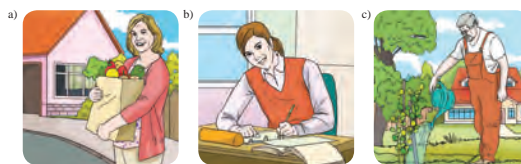
honest	loyal	dependable
have a sense of humour	helpful	understanding
supportive	respectful	caring
have self-confidence		

Which qualities are necessary for a good friendship? Why?

Workbook / Page 14 / Activities B, C

1B Stefan is interviewing three people about their best friends. Listen to the interviews and match the people with the pictures of their best friends.

1- John : c 2- Marta : b 3- Susan : a



18

THEME 1 PART 3: MY FRIENDS

A Look at the picture and describe the people as in the example.

Example: Tony is in his twenties. He is tall and slim. He has got short dark hair. He has got blue jeans and a yellow shirt.



Sandra is in her twenties. She is tall and slim. She has got long blonde hair. She has got a red dress.
 Mike is an old man. He is bald. He is medium height and fat. He has got a green sweater, a yellow shirt and brown trousers.
 John is short and medium weight. He's young. He has got dark hair and black eyes. He has got a blue T-shirt and brown shorts.

B Complete the sentences with the suitable words.

introvert kind brave shy lazy

1. My little girl is very lazy; she is always in bed all day.
2. My cousin is an introvert; I'm the opposite; I am very outgoing.
3. Our next door neighbour is a good person. She is always kind to everybody.
4. My father isn't afraid of danger, because he is a brave man.
5. That girl is not talkative; she is shy.

C Tick the necessary traits for a true friend. Then, write a paragraph as in the example. Use simple connectors.

Example: A true friend should be kind and polite.

<input type="checkbox"/> honest	<input type="checkbox"/> generous	<input type="checkbox"/> unreliable	<input type="checkbox"/> supportive	<input type="checkbox"/> selfish
<input type="checkbox"/> helpful	<input type="checkbox"/> liar	<input type="checkbox"/> considerate	<input type="checkbox"/> mean	<input type="checkbox"/> rude
<input type="checkbox"/> responsible	<input type="checkbox"/> sensitive	<input type="checkbox"/> hardworking	<input type="checkbox"/> impatient	<input type="checkbox"/> funny

Sts' own answers

14

1C Listen to the interviews again. Complete the chart with the qualities of their best friends in the interviews.

JOHN'S BEST FRIEND	MARTA'S BEST FRIEND	SUSAN'S BEST FRIEND
very old fun interested in football and fishing	very honest great listener have common interests and hobbies real friend	very supportive be with her all the time positive and understanding

1D Work in pairs. One of you is the interviewer and the other is the interviewee. Make a similar interview as in activity 1B. Ask for information about your partner's best friend and give information about your best friend.

2 WRITING & SPEAKING

2A Work in groups of three or four. Read the sayings below and ask the questions to each other. Talk about them.

Life without friendship is like the sky without the Sun.

Friendship is a sheltering tree.

- 1- What is friendship for you? *Sts' own answers*
- 2- Which saying describes friendship best for you? *Sts' own answers*
- 3- Which qualities do you need to have a good friendship? *Sts' own answers*

2B Take notes and complete the chart.

Your best friend's name	: <i>Sts' own answers</i>
His / Her good traits	: <i>Sts' own answers</i>
The reason why you like him/ her	: <i>Sts' own answers</i>

2C Look at your notes in activity 2B. Write a descriptive paragraph about your best friend. Use simple connectors like "and, but, because".

Sts' own answers

2D Give a brief presentation about your best friend to your classmates. Use the phrases and sentences in activity 2B and 2C. Bring a photo of him / her and describe him / her. Use "and, but" and your gestures.

19



TRACK 8

1-

Stefan: Hi. What is your name?

John: Hi. My name is John.

Stefan: May I ask you a few questions?

John: Yes, you can.

Stefan: Who is your best friend and why is he or she your best friend?

John: My grandfather is my best friend. He is very old, but I have great time with him. He is fun to be with. We have got a lot of interests in common. Both of us are interested in football and fishing. I love him very much.

Stefan: Thank you very much. Have a nice day.

John: You're welcome.

2-

Stefan: Hello. What is your name?

Marta: Hi. My name is Marta.

Stefan: May I ask you a few questions, Marta?

Marta: Of course, you can.

Stefan: Who is your best friend and why is he or she your best friend?

Marta: My best friend is my classmate. I love her very much because she is very honest. Also, she is a great listener. When I have got a problem, she is always with me. We have got a lot of common interests and hobbies. She is a real friend.

Stefan: Thank you very much, Marta. Bye.

Marta: You're welcome. Bye.

3-

Stefan: Hello. What is your name?

Susan: Hello. My name is Susan.

Stefan: May I ask you a few questions, Susan?

Susan: I have got a little time, but you can only ask a few questions.

Stefan: Who is your best friend and why is he or she your best friend?

Susan: My best friend is my mother. She is very supportive. I know that I am very important for her. She is with me all the time. She is always positive and understanding.

Stefan: Thank you, Susan. Bye.

Susan: You're welcome. Bye.

1C Listen to the interviews again. Complete the chart with the qualities of their best friends in the interviews.

- Ask your sts to listen to the interviews again and complete the chart with the qualities of their best friends in the interviews.
- Play the CD player again.
- Check the answers.

Answers:

John's best friend: very old, fun, interested in football and fishing

Marta's best friend: very honest, great listener, have common interests and hobbies, real friend

Susan's best friend: very supportive, be with her all the time, positive and understanding



TRACK 9

The same tapescript as in Track 8

1D Work in pairs. One of you is the interviewer and the other is the interviewee. Make a similar interview as in activity 1B. Ask for information about your partner's best friend and give information about your best friend.

- Make your sts work in pairs.
- Tell them that one of them is the interviewer and the other one is the interviewee.
- Ask them to make a similar interview as in the activity 1B.
- Tell them to ask for information about their partner's best friend and give information about their best friend.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Remind them that they can ask for clarification or repetition if they don't understand some sentences such as "Can you repeat the question, please?, Can you speak a bit slower, please?".
- Set the time limit.
- Let some of your sts do the activity in front of their classmates.

Suggested Answer:

An interview like the ones in Track 5 in activity 1B

2

WRITING & SPEAKING

2A Work in groups of three or four. Read the sayings below and ask the questions to each other. Talk about them.

- Make your sts work in groups of three or four.
- Draw your sts' attention to the given sayings and read them aloud.
- Ask them to read the sayings and ask the questions to each other and talk about them.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Set the time limit.
- Let some of your sts do the activity in front of their classmates.

Answers:

1- Sts' own answers

2- Sts' own answers

3- Sts' own answers

2B Take notes and complete the chart.

- Ask your sts to take notes and complete the chart.
- Set the time limit.
- Elicit their answers.

Answers:

Sts' own answers

2C Look at your notes in activity 2B. Write a descriptive paragraph about your best friend. Use simple connectors like "and, but, because".

- Tell your sts to look at their notes in activity 2B.
- Ask them to write a descriptive paragraph about their best friends.
 - Warn them to use simple connectors like "and, but, because" and pay attention to spelling and punctuation in their paragraphs.
 - Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
 - Remind them that they should use the structures that they have learned in a correct way.
 - Set the time limit.
 - Let some of your sts read their paragraphs aloud to their classmates.

Answer:

Sts' own answers

2D Give a brief presentation about your best friend to your classmates. Use the phrases and sentences in activity 2B and 2C. Bring a photo of him / her and describe him / her. Use "and, but" and your gestures.

- Ask your sts to give a brief presentation about their best friends to their classmates.
- Ask them to use the phrases and sentences in activity 2B and 2C.
 - Remind them to bring a photo of him / her and describe him / her.
 - Warn them to use simple "and, but" and their gestures if necessary.
 - Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
 - Set the time limit.
 - Let some of your sts do the activity in front of their classmates.

Answer:

Sts' own answers

3



READING & SPEAKING

3A Answer the questions and give brief information about yourself to your classmates.

- Ask the given questions to your sts.
- Tell your sts to answer the questions and give brief information about themselves to their classmates.
- Warn them to make a simple description of themselves.
- Tell them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Set the time limit.
- Elicit the answers.

Answers:

1- Sts' own answers 2- Sts' own answers

3B Read the steps and number them from the most important (1) to the least important (5) for you.

- Read the given steps aloud.
- Ask your sts to read the steps and number them from the most important to the least important for them.
- Remind them that 1 is the most important and 5 is the least important.
- Set the time limit.
- Elicit the answers.

Answers:

Sts' own answers

3

READING & SPEAKING

3A Answer the questions and give brief information about yourself to your classmates.

- 1- What are your positive qualities as a friend? **Sts' own answers**
- 2- What are your negative qualities as a friend? **Sts' own answers**

3B Read the steps and number them from the most important (1) to the least important (5) for you.

How to Have a Good Friendship

- () Try to understand each other's feelings and point of views.
- () Listen to your friend attentively and build a close friendship.
- () Show empathy with friends.
- () Praise your friends.
- () Be loyal and trustworthy.



3C Work in pairs. Add three more steps to the list and state your reasons as in the example.

Example: Share your secrets with your friends. You feel close when your friend shares something of great importance to him/ her with you.

3D Work in pairs again. Choose one of the cards and follow the instructions on it. Card B is on page 91.

CARD A

- Ask the questions below to your partner and ask him / her to give some information about himself / herself.
- Take notes about his / her answers.

USEFUL EXPRESSIONS

Have you got a lot of friends?
Are you an introvert or an extrovert?
Can you keep secrets?

Workbook / Page 15 / Activity D

4

READING & WRITING

4A Look at the picture. Write a paragraph to describe the picture.

There are two boys in the picture. They are in Istanbul. One of them is short and medium weight. He has got blonde hair. The other one is tall and slim. He has got brown hair. Maybe they are friends.



20

3C Work in pairs. Add three more steps to the list and state your reasons as in the example.

- Read the given example aloud and make your sts work in pairs.
- Ask your sts to add three more steps to the list and state their reasons as in the example.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Set the time limit.
- Elicit the answers.

Answers:

Sts' own answers

3D Work in pairs again. Choose one of the cards and follow the instructions on it. Card B is on page 91.

- Draw your sts' attention to the cards and make them work in pairs.
- Tell your sts to choose one of the cards and follow the instructions on it.
- Remind them that Card B is on page 91.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Elicit the answers.

Answers:

Sts' own answers

CARD B

- Answer your partner's questions.
- Give information about yourself.

Workbook / Page 15 / Activity D

4B Read the letter and answer the questions.

Dear Jane,
Hello. How are you? I am in Istanbul now. I am attending a language course here because I'm bad at Turkish. My course is in the afternoon on Sunday and Wednesday. I have got a lot of new friends in this course, but Murat is the best. There is a picture of us in the envelope. He is a student in my language course. He has got brown eyes and brown hair. He is quite tall. He is slim. He is good at playing football and he is in the football team of his school. We're becoming good friends. I am very glad that we are in Istanbul. I am looking forward to hearing from you.
With all my love,
Martin

- Where is Martin? He is in Istanbul.
- Why is he attending a language course? Because he's bad at Turkish.
- What is his friend's name? His name is Murat.
- When is Martin's language course? It is in the afternoon on Sunday and Wednesday.
- Who is good at playing football? Murat is good at playing football.
He is very happy.

4C Write a similar letter as in activity 4B. Describe one of your friends.

Workbook / Page 15 / Activities E, F

4D Read your letter aloud and fluently to your classmates. Pay attention to intonation, stress, pronunciation and punctuation.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself. Yes No

1	I can write sentences and paragraphs with the help of pictures.		
2	I can answer the questions about a short basic text.		
3	I can understand the necessary information of a listening text.		
4	I can use simple sentence structures in a correct way.		
5	I can use my own vocabulary repertoire.		
6	I can ask and answer questions.		

21

D Write a paragraph about two of your friends. Write about their personal traits and physical appearance.

Sts' own answers

E Read the text and fill in the missing information on the chart.

My best friend's name is Sandra and she's 11 years old. She's got long wavy red hair, big brown eyes. She's tall and slim. She's very friendly, helpful, and optimistic. She is also my classmate. I love her very much.

Cindy and I are classmates. She's 13 years old. She's got gorgeous green eyes and long straight blonde hair. She has a ponytail. Cindy is tall and quite overweight. She's a very good friend.

Bob and I are in the same class. He's 12 years old. He has got short blonde hair and dark blue eyes. He's short and quite slim. He's very nice and fun to be with.

	AGE	HAIR	EYES	WEIGHT	HEIGHT
Sandra	11	long wavy red	big brown	slim	tall
Bob	12	short blonde	dark blue	quite slim	short
Cindy	13	long straight blonde	gorgeous green	overweight	tall

F Read the text in activity E again and write the names of the people under the pictures.



PERFORMANCE TASK

- Prepare a presentation about yourself.
- Introduce yourself (name, age, country, nationality, physical appearance).
 - Introduce your family (their names, age, nation, nationality, physical appearance).
 - Introduce your best friend (his/her name, age, nation, nationality, physical appearance).
 - Enrich your presentation with photos.

15

4A Look at the picture. Write a paragraph and describe the picture.

- Draw your sts' attention to the given picture and want them to look at the picture.

- Ask them to write a paragraph and describe the picture.

- Warn them that they should use the structures that they have learned in a correct way.

- Set the time limit.

- Let some of your sts read their paragraphs aloud to their classmates.

Suggested Answer:

There are two boys in the picture. They are in İstanbul. One of them is short and medium weight. He has got blonde hair. The other one is tall and slim. He has got brown hair. Maybe they are friends.

4B Read the letter and answer the questions.

- Read the letter aloud by modeling the right pronunciation, stress, intonation and punctuation.

- Tell some of your sts to read the letter aloud.

- Want your sts to read the letter and answer the questions.

- Set the time limit.

- Elicit the answers.

Answers:

1- He is in İstanbul.

2- Because he's bad at Turkish.

3- His name is Murat.

4- It is in the afternoon on Sunday and Wednesday.

5- Murat is good at playing football.

4C Write a similar letter as in activity 4B. Describe one of your friends.

- Draw your sts' attention to the letter in activity 4B.

- Ask your sts to write a similar letter as in activity 4B and describe one of their friends.

- Warn them that they should use the structures that they have learned in a correct way.

- Remind them to pay attention to punctuation and spelling in their paragraphs.

- Set the time limit.

- Walk around the classroom and help your sts if they need.

Suggested Answer:

A letter like the one in activity 4B

Workbook / Page 15 / Activities E, F

4D Read your letter aloud and fluently to your classmates. Pay attention to intonation, stress, pronunciation and punctuation.

- Ask your sts to read their letters aloud and fluently to their classmates.

- Remind them to pay attention to intonation, stress, pronunciation and punctuation.

- Let some of your sts do the activity in front of their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

IN MEMORY OF ATATÜRK: 1

A. Circle the words about Atatürk.

- Draw your sts' attention to the given words by reading them aloud and asking their meanings.
- Explain the meanings of the words which your sts don't know or remember.
- Ask your sts to circle the words about Atatürk.
- Set the time limit.
- Elicit the answers.

Answers: brave, commander, open-minded, realist, leader, hero, tall, soldier, president

B. Look at the picture and circle the correct choice.

- Draw your sts' attention to the picture in activity B.
- Ask your sts to look at the picture and circle the correct choice.
- Set the time limit.
- Check the answers.

Answers: 1- a uniform 2- has 3- is
4- riding a horse 5- hasn't

C. Bring a photo of Atatürk and describe it to your classmates.

- Tell your sts to bring a photo of Atatürk and describe it to their classmates.
- Warn them to use simple sentence structures in a correct way and their own vocabulary repertoire.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Answer:

Sts' own answers

IN MEMORY OF ATATÜRK: 1

A Circle the words about Atatürk.



blonde hair architect hero doctor
brave open-minded tall lazy
dark hair realist brown eyes unfriendly
commander leader soldier president

B Look at the picture and circle the correct choice.

- 1-Atatürk is wearing a suit / a uniform.
- 2-Atatürk has / hasn't got a moustache.
- 3- He is / isn't wearing a hat.
- 4-Atatürk is riding a horse / driving a car.
- 5-He has / hasn't got a beard.



C Bring a photo of Atatürk and describe it to your classmates.

NOTES

THEME II

PERSONALITY AND CHARACTER



Grammar Structures

- Formulaic Use of “I like” and “I don’t like”
- The Present Simple Tense
- To have
- Should

Materials

- Student’s Book
- Workbook
- Dictionary
- Pictures

Language Competence Stage

- A1
- A1.2
- A1.2.1

THEME II

PART 1

HOBBIES

FUNCTIONS

1 READING & WRITING

1A

Okuma Genel 10. Kişisel bilgileri içeren soruları anlar.

Yazma Genel 14. Kişisel bilgilerine ilişkin sorulara cevap yazar.

1B

Okuma Ortak 7. Gerekliğinde not alır.

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

Yazma Genel 5. Not alır.

1C

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

Yazma Genel 11. Basit sorular yazar.

1D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

Yazma Ortak 5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Yazma Genel 3. Kısa ve basit betimlemeler yapar.

Yazma Genel 10. Görsellerden hareketle cümle ve metinler yazar.

2 READING & SPEAKING

2A

Yazma Genel 5. Not alır.

2B

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

2C

Konuşma Ortak 7. Kendine güvenerek konuşur.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 3. Konuşmalarında basit betimlemeler yapar.

Sözlü Anlatım Genel 7. Tablo ve çizelge ile verilenleri yorumlar.

3 LISTENING & WRITING

3A

Sözlü Anlatım Genel 8. Kişisel bilgilere ilişkin soruları sözlü olarak cevaplar.

3B

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 1. Dinlediklerinde bildiği günlük hayatla ilgili sözcükleri ve ifadeleri ayırt eder.

Yazma Genel 5. Not alır.

3C

Dinleme Ortak 5. Dinlediklerinde geçen anlamalarına engel olan bilmediği sözcüklerin anlamlarını araştırır.

3D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 7. Kartpostal yazar.

3E

Akran değerlendirme

THEME II

PERSONALITY AND CHARACTER

HOBBIES • DAILY ROUTINES • PHOBIAS

THEME 2 PART 1 HOBBIES

WARM-UP Match the names of the hobbies with the pictures.

- a- Collecting stamps
- b- Dancing
- c- Playing the flute
- d- Playing football
- e- Riding a bike
- f- Scuba-diving
- g- Riding a horse
- h- Playing computer games
- i- Reading a book

1-(b)  2-(b)  3-(f) 

4-(d)  5-(a)  6-(g) 

7-(i)  8-(e)  9-(c) 

Workbook / Page 17 / Activities A, B

WARM-UP

Match the names of the hobbies with the pictures.

- Read the given hobbies aloud.
- Draw sts' attention to the pictures.
- Ask your sts to match the names of the hobbies with the pictures.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Check the answers.

Answers:

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



Workbook / Page 17 / Activities A, B

NOTES

Blank lined area for notes.

THEME 2 PART 1: HOBBIES

A Read the sentences below and make a list of the people's hobbies.

Tyler: I love indoor activities. I like reading, watching TV, going to the cinema or listening to music. My favourite hobby is collecting things. I like collecting postcards and bookmarks.

Amy: I like indoor and outdoor activities. I enjoy reading and surfing on the Internet, but I also like going to the beach. I am interested in collecting shells.

Carl: I prefer outdoor activities. In my free time, I enjoy swimming, jogging in the park, cycling, but I love camping most.

Harry: I love outdoor activities. I enjoy cycling, skiing and surfing, but my favourite hobby is skateboarding. It's very exciting. I'd like to be a professional skateboarder.

TYLER
reading
watching TV
going to the cinema
listening to music
collecting postcards and bookmarks

AMY
reading
surfing on the Internet
going to the beach
collecting shells

CARL
swimming
jogging
cycling
camping

HARRY
cycling
skiing
surfing
skateboarding

B Put the hobbies into the correct columns.

video games - swimming - cards - football - sports
for a walk - musical instruments - puzzles - shopping - aerobics

GO	PLAY	DO
swimming for a walk shopping	video games cards football musical instruments	sports puzzles aerobics

1



READING & WRITING



1A Answer the questions.

- Ask the given questions to your sts.
- Elicit their answers.

Answers:

- 1- Sts' own answers
- 2- Sts' own answers

OPTIONAL ACTIVITY: There is an extra activity at the end of the Teacher's Book. If you have extra time, you can apply it in the classroom.

1B Read the text. Take notes and make a list of the celebrities' hobbies and interests.

- Tell your sts to read the text.
- Ask them to take notes and make a list of the celebrities' hobbies and interests in the text.
- Set the time limit.
- Check the answers.

Answers:

Angelina Jolie: watching people, getting tattoos, collecting daggers

Beyonce Knowles: shopping, swimming, reading, dancing

J.K. Rowling: reading, writing, spending time with friends

Brad Pitt: architecture, interior design, collecting avid metal art

Justin Timberlake: golf, basketball, video-gaming

Charlie Sheen: a huge fan of professional baseball, collecting baseball cards



- Draw your sts' attention to the sentences which include "like, love, hate, don't like" by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of the sentences.
- Focus on the meaning of the structure.

1C Read the text again and look at the answers below. Write the questions of the answers.

- Make your sts read the text again.
- Ask them to look at the answers and write the questions of the answers.
- Set the time limit.
- Check the answers.

Suggested Answers:

- 1- What are Angelina Jolie's hobbies?
- 2- Who likes shopping, swimming, reading, and dancing?
- 3- What does Justin Timberlake like?

1D Look at the information below. Write a paragraph about Johnny Depp. Pay attention to punctuation and spelling. Use "and, but, because".

- Draw your sts' attention to the picture and the given information.
- Tell them to look at the information and write a paragraph about Johnny Depp.
- Remind them to pay attention to punctuation and spelling.

1

READING & WRITING



1A Answer the questions.

- 1- What are your free time activities?

Sts' own answers

- 2- Have you got any interesting hobbies?

Sts' own answers

1B Read the text. Take notes and make a list of the celebrities' hobbies and interests.

Most people have hobbies. Celebrities have hobbies, too. Just like your friends and your relatives, they have some interesting hobbies. Angelina Jolie loves getting tattoos, watching people and has a dagger collection. Beyonce Knowles likes shopping, swimming, reading, and dancing. J.K. Rowling likes reading, writing, and spending time with her friends. Brad Pitt is an actor and a film producer. He likes architecture, interior design, and he likes avid metal art collecting. Justin Timberlake likes golf, basketball and he loves video gaming. Actor Charlie Sheen is a huge fan of professional baseball. He also likes collecting baseball cards.

Angelina Jolie	watching people, getting, tattoos, collecting daggers
Beyonce Knowles	shopping, swimming, reading, dancing
J.K. Rowling	reading, writing, spending time with friends
Brad Pitt	architecture, interior design, collecting avid metal art
Justin Timberlake	golf, basketball, video gaming
Charlie Sheen	a huge fan of professional baseball, collecting baseball cards

See the details in the GRAMMAR REFERENCE part.

1C Read the text again and look at the answers below. Write the questions of the answers.

- 1- What are Angelina Jolie's hobbies?

Angelina Jolie's hobbies are getting tattoos, watching people, and collecting daggers.

- 2- Who likes shopping, swimming, reading, and dancing?

Beyonce Knowles likes shopping, swimming, reading, and dancing.

- 3- What does Justin Timberlake like?

Justin Timberlake likes golf, basketball and video gaming.

1D Look at the information below. Write a paragraph about Johnny Depp. Pay attention to the punctuation and spelling. Use "and, but, because".

JOHNNY DEPP
 Occupation: Actor
 Birthday: June 9, 1963
 Zodiac Sign: Gemini
 Birthplace: Owensboro, the USA
 Hair colour: Brown
 Eye colour: Brown
 Interests and Hobbies: art, collecting things, riding motorcycles, playing an instrument, shopping, watching movies



- Ask them to use simple connectors.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Ask some of them to read their paragraphs aloud in front of their friends.

Suggested Answer:

This is Johnny Depp. He is an actor. His date of birth is June 9, 1963. He is from Owensboro, the USA. His zodiac sign is Gemini. He has brown hair and brown eyes. He is interested in art, music and cinema. His hobbies are collecting things, riding motorcycles, playing an instrument, shopping and watching movies.

NOTES

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This is Johnny Deep. He is an actor. His date of birth is June 9, 1963. He is from Owensboro, the USA. His zodiac sign is Gemini. He has brown hair and brown eyes. He is interested in art, music and cinema. His hobbies are collecting things, riding motorcycles, playing an instrument, shopping and watching movies.

2 READING & SPEAKING

2A Take notes and make a list of your hobbies.

MY HOBBIES

Sts' own answers

2B Make a classroom survey. Ask the questions to your friends. Write their names and tick their hobbies.

NAMES OF YOUR FRIENDS:	1.	2.	3.
What type of activities do you like most?			
Reading books			
Listening to music			
Watching films			
Surfing the Internet			
Watching TV			
Playing sports			
What type of music do you like most?			
Pop			
Rock			
Metal			
Classical			
What type of films do you like most?			
Adventure			
Science-fiction			
Comedy			
Romance			
Cartoon			
What sports do you like most?			
Football			
Basketball			
Skiing			
Martial arts			
Swimming			

Sts' own answers

2A Take notes and make a list of your hobbies.

- Ask your sts to take notes and make a list of their hobbies.
- Set the time limit.
- Elicit their answers.

Answers:

Sts' own answers

2B Make a classroom survey. Ask the questions to your friends. Write their names and tick their hobbies.

- Draw your sts' attention to the questions in the questionnaire.
- Ask them to make a classroom survey.
- Tell them to ask the questions to their friends, write their names and tick the hobbies of their friends.
- Ask them to use simple sentence structures in a correct way.
- Set the time limit.
- Elicit some of their answers.

Answers:

Sts' own answers

NOTES

2C Look at the questionnaire and your friends' answers in activity 2B. Give a brief presentation about your friends and their hobbies to your classmates.

- Tell your sts to look at the questionnaire and their friends' answers in activity 2B.
- Ask them to give a brief presentation about their friends' and their hobbies in front of their classmates.
- Warn them to use simple sentence structures in a correct way and be self-confident.
- Set the time limit.
- Ask some of them to do the activity in front of their classmates.

Answers:

Sts' own answers



Workbook / Page 18 / Activity C

3 LISTENING & WRITING

3A Answer the question orally.

- Ask the given question to your sts.
- Elicit their answers.

Answers:

Sts' own answers

3B Listen to the speakers. Take notes and fill in the missing information in the chart.

- Draw your sts' attention to the chart.
- Ask them to listen to the speakers, take notes and fill in the missing information in the chart.
- Play the CD player.
- Elicit the answers.

Answers:

- 1- Stella
- 2- Female
- 3- 15
- 4- London
- 5- classical music and rock music
- 6- play the violin
- 7- Mama Mia
- 8- fashion, photography
- 9- dancing, going shopping, taking photos
- 10- snakes



Workbook / Page 18 / Activity D



TRACK 10

Ms. Thompson: Today everybody is going to talk about themselves. It is your turn Stella. Come here and talk about yourself and your interests.

Stella: Thank you, Ms. Thompson. Hello. My name is Stella. I am 15 years old. I am from London. I am a student. I'm really keen on music. My favourite music type is classical and rock. I can play the violin. Mama Mia is my favorite movie. It is a romantic comedy and it has got great music. I am interested in fashion, photography and dancing. Of course, I like going shopping. At weekends, I enjoy taking photos and dancing. I hate snakes. They're slippery, ugly and scary.

2C Look at the questionnaire and your friends' answers in activity 2B. Give a brief presentation about your friends and their hobbies to your classmates.

Example: _____ likes reading books and listening to music, but he / she doesn't like playing a musical instrument.

- All of my friends like watching films.
- None of my friends like metal music.



Workbook / Page 18 / Activity C

3 LISTENING & WRITING

3A Answer the question orally.

What do you and your friends like doing in your free time?

Sts' own answers

3B Listen to the speakers. Take notes and fill in the missing information in the chart.

1- NAME :	Stella
2- GENDER :	Female
3- AGE :	15
4- HOMETOWN:	London
5- Favourite MUSIC:	classical music and rock music
6- ABILITY:	play the violin
7- Favourite MOVIE:	Mama Mia
8- INTERESTS:	fashion, photography
9- LIKES:	dancing, going shopping, taking photos
10- DISLIKES:	snakes



Workbook / Page 18 / Activity D

3C Listen to the speakers again and guess the meanings of the words in the box. Match them with the definitions.



- 1- slippery : wet, smooth or oily, so it slides easily
- 2- scary : frightening
- 3- movie : a cinema film

26

C Look at the notes and write about Peter and Brad's likes as in the example.

	PETER	BRAD
Favourite Activity :	reading novels	listening to music
Favourite Music :	rock music	rap music
Favourite Musician :	Sting	Bon Jovi
Favourite Actor :	Brad Pitt	Mel Gibson
Favourite Actress :	Uma Thurman	Julia Roberts

Example:

Peter's favourite activity is reading novels, but Brad's favourite activity is listening to music.

OR

Peter likes reading novels, but Brad likes listening to music.

- 1- Peter's favorite music is rock, but Brad's favorite music is rap.
Peter likes listening to rock music, but Brad likes listening to rap music.
- 2- Peter's favorite musician is Sting, but Brad's favorite musician is Bon Jovi.
Peter likes Sting, but Brad likes Bon Jovi.
- 3- Peter's favorite actor is Brad Pitt, but Brad's favorite actor is Mel Gibson.
Peter likes Brad Pitt, but Brad likes Mel Gibson.
- 4- Peter's favorite actress is Uma Thurman, but Brad's favorite actress is Julia Roberts.
Peter likes Uma Thurman, but Brad likes Julia Roberts.

D Look at the picture and notes. Complete the paragraph about Julia.



Name: Julia
Occupation: Secretary
Date of Birth: January 19, 1978
Place of Birth: Bristol
Interests: Art, sports and foreign languages
Hobbies: riding bicycles, playing tennis, jogging

Her name is Julia. She is a secretary. She has got blonde hair. She is tall and slim. Her date of birth is January 19, 1978. Her place of birth is Bristol. She is interested in art, sports and foreign languages. She likes riding bicycles, playing tennis and jogging.

18

3D You have a new friend. Fill in the blanks and write a postcard to him / her about yourself.

3E Work in pairs. Read your partner's postcard and tick the correct column.

	Yes	No
1 My partner can write a postcard.	<input type="checkbox"/>	<input type="checkbox"/>
2 My friend can describe himself/herself in his/her postcard.	<input type="checkbox"/>	<input type="checkbox"/>
3 My partner is careful about spelling.	<input type="checkbox"/>	<input type="checkbox"/>
4 My partner can use simple sentence structures in a correct way.	<input type="checkbox"/>	<input type="checkbox"/>

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can take notes. I can write a descriptive paragraph.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can understand and talk about the information in a table or chart.	<input type="checkbox"/>	<input type="checkbox"/>
3 I can guess the meanings of the unknown words in a listening text.	<input type="checkbox"/>	<input type="checkbox"/>
4 I can write a postcard and describe myself.	<input type="checkbox"/>	<input type="checkbox"/>
5 I can read something and take notes.	<input type="checkbox"/>	<input type="checkbox"/>

3C Listen to the speakers again and guess the meanings of the words in the box. Match them with the definitions.

- Read the words in the box aloud.
- Ask your sts to listen to the speakers again and guess the meanings of the words in the box.
- Remind them to match the words with their meanings.
- Set the time limit.
- Check the answers.

Answers:

- 1- slippery
- 2- scary
- 3- movie



TRACK 11

The same tapescript as in Track 10

3D You have a new friend. Fill in the blanks and write a postcard to him / her about yourself.

- Point to the postcard.
- Make your sts assume that they have a new friend.
- Ask your sts to fill in the blanks and write a postcard to him / her about themselves.
- Remind them to use the structures that they have learned in a correct way.
- Set the time limit.
- Ask some of them to read their postcards aloud.

Answers:

Sts' own answers

NOTES

Lined area for taking notes.

3E Work in pairs. Read your partner's postcard and tick the correct column.

- Let your sts work in pairs.
- Ask them to read their partner's postcard and tick the correct column.
- Elicit their answers.

Answers:

Sts' own answers

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and to tick the correct column for themselves.

Lined area for taking notes.

THEME II

PART 2

DAILY ROUTINES

FUNCTIONS

1 READING & SPEAKING

Okuma Genel 10. Kişisel bilgileri içeren soruları anlar.

Sözlü Anlatım Genel 8. Kişisel bilgilere ilişkin soruları sözlü olarak cevaplar.

1B

Okuma Ortak 7. Gerekliğinde not alır.

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

1C

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

Okuma Genel 7. Okuduğu kısa ve basit metinle ilgili soruları anlar.

1D

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 3. Sorular sorar.

Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

1E

Sözlü Anlatım Genel 6. Konuşmalarında ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap verir.

2 LISTENING & WRITING

2A

Yazma Genel 12. Ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap yazar.

Yazma Genel 14. Kişisel bilgilerine ilişkin sorulara cevap yazar.

2B

Dinleme Ortak 6. Metni takip ederek dinler.

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 1. Dinlediklerinde bildiği günlük hayatla ilgili sözcükleri ve ifadeleri ayırt eder.

2C

Dinleme Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.

Dinleme Ortak 4. Dinlediklerine uygun görselleri belirler.

Dinleme Ortak 6. Metni takip ederek dinler.

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.

2D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 10. Görsellerden hareketle cümle ve metinler yazar.

3 SPEAKING & WRITING

3A

Yazma Ortak 4. Günlük ihtiyaçlarını karşılamak için sahip olduğu sözcük bilgisini yerinde ve anlamına uygun kullanır.

Yazma Genel 2. Günlük ihtiyaçlarını yazılı olarak ifade eder.

3B

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 1. Günlük alışkanlıkları hakkında konuşur.

Sözlü Anlatım Genel 2. Günlük yaşamına ilişkin olarak kendini ifade eder.

3C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 1. Basit ifade ve cümleleri yazar.

Yazma Genel 3. Kısa ve basit betimlemeler yapar.

Yazma Genel 8. Kendisi ve hayali karakterlerin yaşadıkları yer, zaman ve yaptıklarına ilişkin basit cümleler yazar.

Yazma Genel 13. Yazılarında günlük hayattan örnekler verir.

3D

Akran Değerlendirme

THEME 2 PART 2 DAILY ROUTINES

WARM-UP Match the quotes with the occupations in the box.

- teacher receptionist secretary waiter traffic warden

- 1- "Don't park here." **traffic warden**
- 2- "What would you like to have as a starter?" **waiter**
- 3- "Your room is 402 on the fourth floor." **receptionist**
- 4- "Why are you late for the class?" **teacher**
- 5- "Do you want to leave a message, sir?" **secretary**

1 READING & SPEAKING

1A Answer the questions.

- 1- What is your father's job? **Sts' own answers**
- 2- What is your mother's job? **Sts' own answers**

1B Read the text and take notes about the characteristics of the occupations. Use the words and phrases in the box.

- creative loves shopping and fashion very talented
 patient has good taste buds adventurous
 very understanding imaginative likes coffee

- 1- A fortune cookies writer is **1- creative and imaginative.**
- 2- An island caretaker is **2- very talented and adventurous.**
- 3- A professional shopper **3- loves shopping and fashion.**
- 4- A dog psychologist is **4- very understanding and patient.**
- 5- A coffee taster **5- likes coffee and has good taste buds.**

OFFBEAT JOBS

An offbeat job is a strange job. It is different from a typical job. Especially young people choose offbeat jobs because they like interesting things. Here are some of the best offbeat jobs in the world.

A fortune cookies writer works at home in front of a computer. He / She writes some funny messages (fortunes) about people and sends the messages to the fortune cookie companies. He / She is very creative and imaginative.

An island caretaker works and lives on an island. He / She takes care of the island. He / She cleans the island and looks after the animals and plants on the island. An island caretaker is very talented and adventurous. He / She loves nature.

A professional shopper works at shopping malls. He / She goes shopping and buys clothes for other people. He / She loves shopping and fashion a lot.

A dog psychologist works at a vet clinic. He / She understands dogs' emotions and helps them. He / She loves and cares for dogs a lot. He / She is very understanding and patient.

A coffee taster works at a shop. He / She tastes coffee and decides on its quality. He / She likes coffee very much and he / she has good taste buds.

See the details in the GRAMMAR REFERENCE part.

NOTES

Handwritten notes area with horizontal lines.

WARM-UP

Match the quotes with the occupations in the box.

- Read the words in the box aloud.
- Ask your sts to match the quotes with the occupations in the box.

- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.

- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.

- Set the time limit.
- Elicit the answers.

Answers:

- 1- traffic warden
- 2- waiter
- 3- receptionist
- 4- teacher
- 5- secretary

1 READING & SPEAKING

1A Answer the questions.

- Ask the given questions to your sts.
- Elicit their answers.

Answers:

- 1- Sts' own answers
- 2- Sts' own answers

1B Read the text and take notes about the characteristics of the occupations. Use the words and phrases in the box.

- Read the text aloud to your sts.
- Tell them to read the text and take notes about the characteristics of the occupations.

- Warn them to use the words and phrases in the box.

- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.

- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.

- Set the time limit.
- Check the answers.

Answers:

- 1- creative and imaginative.
- 2- very talented and adventurous.
- 3- loves shopping and fashion.
- 4- very understanding and patient.
- 5- likes coffee and has good taste buds.

- Draw your sts' attention to the sentences which include "Simple Present Tense" by highlighting the structure.

- Ask them to look at the Grammar Reference part to see the details.

- Help your sts discover the usage of the structure with the help of these sentences.

- Focus on the meaning of the structure.

1C Read the text in activity 1B again and complete the chart about offbeat jobs.

- Tell your sts to read the text in activity 1B again.
- Ask them to complete the chart about offbeat jobs.
- Set the time limit.
- Check the answers.

Answers:

- 1- at home/writes messages for fortune cookie companies
- 2- on an island/cleans the island and looks after the animals and plants on the island
- 3- at shopping malls/goes shopping and buys clothes for other people
- 4- at a vet clinic/understands dogs' emotions and helps them
- 5- at a shop/tastes coffee and decides on its quality

1D Work in groups of three and discuss the questions below.

- Let your sts work in groups of three.
- Tell them to discuss the given questions .
- Warn them to use their own vocabulary repertoire and use simple sentence structures in a correct way.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Answers:

Sts' own answers

1E Choose one of the jobs in the box and give a brief presentation about it to your classmates with your group members. Answer the questions below in your presentation.

- Read the names of the jobs in the box aloud.
- Draw sts' attention to the given questions.
- Tell your sts to choose one of the jobs in the box and give a brief presentation about it to their classmates with their group members.
- Tell them to answer the questions in their presentations.
- Set the time limit.
- Ask some of them to do the activity in front of their classmates.

1C Read the text in activity 1B again and complete the chart about offbeat jobs.

	Where does s/he work?	What does s/he do?
1-A fortune cookies writer	at home	writes messages for fortune cookie companies
2-An island caretaker	on an island	cleans the island and looks after the animals and plants on the island
3-A professional shopper	at shopping malls	goes shopping and buys clothes for other people
4-A dog psychologist	at a vet clinic	understands dogs' emotions and helps them
5-A coffee taster	at a shop	tastes coffee and decides on its quality

1D Work in groups of three and discuss the questions below.

Which of the offbeat jobs do you like most? Why? Why not?
Sts' own answers

1E Choose one of the jobs in the box and give a brief presentation about it to your classmates with your group members. Answer the questions below in your presentation.

doctor, actress, chef, pilot, bus driver, firefighter

- What does a / an _____ do?
- Where does he/she work?
- What time does he/she start and finish work?
- How many hours does he/she work in a day?
- How does he/she work?
- Who does he/she work with?
- What qualifications does he/she need for his/her profession? Why?

2 LISTENING & WRITING

2A Answer the questions.

- 1- What time do you get up? ... Sts' own answers
- 2- Where do you have lunch? ... Sts' own answers
- 3- What do you do in the evenings? ... Sts' own answers
- 4- How do you go to school every day? ... Sts' own answers
- 5- Why do you go to bed early/late? ... Sts' own answers
- 6- Who helps you with your homework? ... Sts' own answers

Workbook / Page 19 / Activities A, B

2B Listen and follow the speakers. Choose the correct words you hear.

Hi, my name is Mary. I have a busy daily routine. My day (1) begins / starts very early. I usually have (2) breakfast / lunch at home. Then, I leave for work. I (3) buy / answer the phones and type the (4) letters / reports all day. I sometimes (5) join / attend meetings. I love my job. I work with a lot of different people.

Hi, I'm Anna. I generally (6) see / take tourists to historical and important places. I give information about (7) people / history and culture. I love my job because it is interesting.

Hello. My name is Adam. I work at a studio. I always (8) find / take photos of people, things and places. I sometimes go to (9) office / parties meetings and weddings. I also take photos there. I love my job because it is very enjoyable.

3 LISTENING & WRITING

2A Answer the questions.

- Make your sts answer the questions.
- Set the time limit.
- Check the answers.

Answers:

Sts' own answers

Workbook / Page 19 / Activities A, B

2B Listen and follow the speakers. Choose the correct word you hear.

- Draw sts' attention to the given text.
- Ask your sts to listen and follow the speakers.
- Ask them to choose the correct words they hear.
- Play the CD player.
- Check the answers.

Answers:

- 1- starts
- 2- breakfast
- 3- answer
- 4- letters
- 5- attend
- 6- take
- 7- history
- 8- take
- 9- parties

THEME 2 PART 2: DAILY ROUTINES

A Answer the questionnaire about your daily routine. Then, write sentences about your and your brother/sister's daily routines as in the example.

Do you.....	YOU		YOUR BROTHER/SISTER	
	YES	NO	YES	NO
brush your teeth in the mornings?				
have breakfast in the mornings?				
do your homework regularly?				
read books?				
watch TV every day?				
like listening to music?				
play computer games?				
get up early in the mornings?				

Example: I brush my teeth three times a day, but my brother/sister brushes his teeth twice a day.

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-

B Write a paragraph about your daily routine at weekends.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2C Listen and follow the speakers again. Guess the occupations of the people and match them with the pictures below. Fill in the missing information under the pictures.



Name: 1- Anna

Occupation: 4- Tourist guide



Name: 2- Adam

Occupation: 5- Photographer



Name: 3- Mary

Occupation: 6- Secretary

2D Look at the pictures and complete the paragraph. Write about the daily routine of the person in the pictures.



Hello, I am Joe. I am a gardener. I have a very tiring daily routine. I get up at half past six every morning. I have breakfast and I leave home at seven o'clock. I water the plants and plant some flowers every day. I become very tired at the end of the day and I return home at half past six.

I love my job because I love nature. My job is very relaxing.

Workbook / Page 20 / Activity C

30



TRACK 12

Hi, my name is Mary. I have a busy daily routine. My day starts very early. I usually have breakfast at home. Then, I leave for work. I answer the phones and type the letters all day. I sometimes attend meetings. I love my job. I work with a lot of different people.

Hi, I'm Anna. I generally take tourists to historical and important places. I give information about history and culture. I love my job because it is interesting.

Hello. My name is Adam. I work at a studio. I always take photos of people, things and places. I sometimes go to parties, meetings and weddings. I also take photos there. I love my job because it is very enjoyable.

2C Listen and follow the speakers again. Guess the occupations of the people and match them with the pictures below. Fill in the missing information under the pictures.

- Ask your sts to listen and follow the speakers again.

- Ask them to guess the occupations of the people and match them with the given pictures.

- Tell them to fill in the missing information under the pictures.

- Play the CD player again.

- Check the answers.

Answers:

1- Anna

2- Adam

3- Mary

4- Tourist guide

5- Photographer

6- Secretary



TRACK 13

The same tapescript as in Track 12

C Read the text and answer the questions.



Lester gets up at 5 a.m., gets dressed and goes to the barn to milk the cows. Sometimes, her father helps her with the milking. Lester uses milking machines to collect the milk. Between 6:30 and 7 a.m., Katie, her mother, prepares the breakfast. The milk and eggs at the breakfast are from their own farm.

After breakfast, Lester does field work. Her father repairs fences. Lunch is between 12:30 and 1 p.m. They usually have vegetables, especially sweet corn, peas, green beans, and tomatoes. Potatoes from the garden are a favourite of the children's. After lunch, Lester does about a four-hour work in the fields and in the barns.

Dinner is between 4:30 and 5:30 p.m. After the evening meal, Lester milks the cows again. They sell milk and make money. They also sell horses. In the evenings, the family enjoys leisure time activities such as reading, singing or playing games.

1- What time does Lester get up?

She gets up at 5 a.m.

2- Who helps her with the milking in the mornings?

Her father helps her with the milking in the mornings.

3- What time do they have lunch?

They have lunch between 12:30 and 1 p.m.

4- What does her father do after breakfast?

Her father repairs the fences after breakfast.

5- How do they make money?

They sell milk and horses, so they make money.

6- What do they do in the evenings?

They do leisure time activities such as reading, singing or playing games.

20



Workbook / Page 20 / Activity C

3A Work in pairs. Choose one of the cards and follow the in 3A Tick your daily needs and write sentences about them as in the example.

- Draw your sts' attention to the given words by reading them aloud and asking their meanings.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Read the given example aloud.
- Tell your sts to tick their daily needs and write sentences about them as in the example.
- Set the time limit.
- Elicit the answers.

Suggested Answers:

I need money everyday because I have lunch at the school cafeteria.

I need keys everyday because I can't get into my house without them.

I need a computer every evening because I do research on the Net.

3B Work in pairs. Talk about your daily routines, needs and qualifications as a student. Take notes about your partner's answers.

- Let your sts work in pairs.
- Talk with them about their daily routines, needs and qualifications.
- Ask your sts to talk about their daily routines, needs and qualifications as a student with their partners.
- Remind them to take notes about their partners' answers.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Ask some of them to do the activity in front of their classmates.

Answers:

Sts' own answers

3C Give examples from your life and write a paragraph about yourself and your partner's daily routine. Take notes about your partner's answers. Use your notes in activities 3A and 3B.

- Give examples from your life to your sts.
- Draw your sts' attention to their notes in activities 3A and 3B.
- Ask them to give examples from their lives and write a paragraph about themselves and their partners' daily routine.
- Remind them to use their notes in activities 3A and 3B.
- Set the time limit.
- Let some of them read their paragraphs aloud.

Answers:

Sts' own answers

3D Work in pairs. Read your partner's paragraph and tick the correct column.

- Make your sts work in pairs.
- Ask your sts to read their partners' paragraph and tick the correct column.
- Set the time limit.
- Let some of your sts share their answers with their classmates.

3A Tick your daily needs and write sentences about them as in the example.

- | | | | |
|-----------------------------------|--------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> money | <input type="checkbox"/> bread | <input type="checkbox"/> school bus | <input type="checkbox"/> student card |
| <input type="checkbox"/> keys | <input type="checkbox"/> CDs | <input type="checkbox"/> mobile phone | <input type="checkbox"/> TV |
| <input type="checkbox"/> computer | <input type="checkbox"/> fruit | <input type="checkbox"/> vegetables | <input type="checkbox"/> hamburger |

Example: I need my student card on weekdays because I can't get in the school without it.

I need money everyday because I have lunch at the school cafeteria.

I need keys everyday because I can't get into my house without them.

I need a computer every evening because I do research on the Net.

3B Work in pairs. Talk about your daily routines, needs and qualifications as a student. Take notes about your partner's answers.

Sts' own answers

3C Give examples from your life and write a paragraph about yourself and your partner's daily routine. Take notes about your partner's answers. Use your notes in activities 3A and 3B.

Sts' own answers

3D Work in pairs. Read your partner's paragraph and tick the correct column.

	Yes	No
1 My partner can write a coherent paragraph.	<input type="checkbox"/>	<input type="checkbox"/>
2 My partner can give examples from daily life in his/her paragraph.	<input type="checkbox"/>	<input type="checkbox"/>
3 My partner can write about daily routines.	<input type="checkbox"/>	<input type="checkbox"/>
4 My partner can use simple connectors in his / her paragraph.	<input type="checkbox"/>	<input type="checkbox"/>
5 My partner is careful about spelling and punctuation in his / her writing.	<input type="checkbox"/>	<input type="checkbox"/>

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can talk about daily routines.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can answer wh-questions in my speech.	<input type="checkbox"/>	<input type="checkbox"/>
3 I can listen and follow a text.	<input type="checkbox"/>	<input type="checkbox"/>
4 I can give examples from daily life in my writing.	<input type="checkbox"/>	<input type="checkbox"/>
5 I can write simple sentences about the place, time and things of people.	<input type="checkbox"/>	<input type="checkbox"/>

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

NOTES

THEME II

PART 3

PHOBIAS

FUNCTIONS

1 READING & SPEAKING

1A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

1B

Okuma Genel 1. Çok kısa ve basit metinleri anlar.

1C

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Sözlü Anlatım Genel 2. Günlük yaşamına ilişkin olarak kendini ifade eder.

2 READING & WRITING

2A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

2B

Okuma Genel 2. Kısa ve basit yazılı mesajların anlamını kavrar.

2C

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.
Yazma Genel 6. Kısa mesajlar/iletiler yazar.

2D

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.
Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.
Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.
Okuma Ortak 6. Akıcı okur.

3 SPEAKING & WRITING

3A

Yazma Genel 4. Formları yönergelerine uygun doldurur.

3B

Okuma Genel 3. Tablo ve çizelge okur.
Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Karşılıklı Konuşma Genel 3. Sorular sorar.
Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

3C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.
Yazma Ortak 2. Yazılarında yazım kurallarını uygular.
Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.
Yazma Genel 1. Basit ifade ve cümleleri yazar.

4 LISTENING & SPEAKING

4A

Yazma Genel 5. Not alır.

4B

Dinleme Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler.
Dinleme Ortak 4. Dinlediklerine uygun görselleri belirler.
Dinleme Ortak 8. Seçici dinler.
Dinleme Genel 6. Dinledikleri/izlediklerinde geçen basit, açık ve anlaşılır bilgiyi tanır.

4C

Dinleme Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler.
Dinleme Ortak 8. Seçici dinler.
Dinleme Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.

4D

Dinleme Ortak 5. Dinlediklerinde geçen anlamalarına engel olan bilmediği sözcüklerin anlamlarını araştırır.
Dinleme Ortak 7. Katılımlı dinler.

4E

Dinleme Ortak 7. Katılımlı dinler.
Dinleme Genel 6. Dinledikleri/izlediklerinde geçen basit, açık ve anlaşılır bilgiyi tanır.

4F

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Karşılıklı Konuşma Genel 1. Basit günlük ilişkilerin gerektirdiği durumlara uygun konuşur.
Karşılıklı Konuşma Genel 2. Karşılıklı konuşma sırasında karşısındakine ihtiyaçlarını belirtir.
Karşılıklı Konuşma Genel 3. Sorular sorar.
Karşılıklı Konuşma Genel 4. Sorulan sorulara cevap verir.

WARM-UP

1-Look at the pictures and describe how each person looks and feels. Write sentences for the people in the pictures.

- Point to the pictures.
- Tell your sts to look at the pictures and to describe how each person looks and feels.
- Ask them to write sentences for the people in the pictures.
- Set the time limit.
- Elicit the answers.

Suggested Answers:

- 1- I think she is afraid of spiders.
- 2- I think she is afraid of mice.
- 3- I think she is afraid of darkness.

2- Work in pairs. Ask the questions below to each other and talk about your phobias.

- Let your sts work in pairs.
- Tell them to ask the given questions to each other and talk about their phobias.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Suggested Answers:

1. She has a fear of flying.
She has a fear of seeing spiders.
She has a fear of seeing mice.
He has a fear of being in the darkness.
2. Sts' own answers

Workbook / Page 21 / Activity A

1



READING & SPEAKING



1A Read the symptoms in the box and put them into the correct category.

- Draw sts' attention to the symptoms in the box.
- Tell your sts to read the symptoms in the box and put them into the correct category.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Elicit their answers.

Answers:

Physical signs and symptoms of a phobia: difficulty in breathing, shaking, pounding heart, feeling dizzy, sweating, chest pain or tightness, hot or cold flashes

Emotional signs and symptoms of a phobia: fear of losing control, going crazy, panic, feeling like you're going to die, feeling a need to escape

1B Read the text and fill in the blanks with the sentences in the box.

- Read the text aloud for modeling the right pronunciation for your sts.
- Ask your sts to read the text and fill in the blanks with the sentences in the box.
- Set the time limit.
- Check the answers.

Answers:

- 1- You can decrease the level of fear.
- 2- Know the cause of the phobia.
- 3- The phobia begins to lose its power.
- 4- Stick with it, the anxiety will fade.

THEME 2 PART 3 PHOBIAS

WARM-UP

1- Look at the pictures and describe how each person looks and feels. Write sentences for the people in the pictures.



- 1- I think she is afraid of flying.
- 2- I think she is afraid of spiders.
- 3- I think she is afraid of mice.
- 4- I think he is afraid of darkness.

2- Work in pairs. Ask the questions below to each other and talk about your phobias.

- 1- What sort of fears or phobias does each person have in activity 1?
- 2- What about you? Do you fear anything?

Workbook / Page 21 / Activity A

1 READING & SPEAKING

1A Read the symptoms in the box and put them into the correct category.

Difficulty in breathing Shaking Pounding heart Fear of losing control	Going crazy Feeling dizzy Sweating Chest pain or tightness	Panic Feeling like you're going to die Feeling a need to escape
--	---	---

Physical signs and symptoms of a phobia

difficulty in breathing
shaking
pounding heart
feeling dizzy
sweating
chest pain or tightness

Emotional signs and symptoms of a phobia

fear of losing control
going crazy
panic
feeling like you're going to die
feeling a need to escape

1B Read the text and fill in the blanks with the sentences in the box.

- a- The phobia begins to lose its power.
- b- Know the cause of the phobia.
- c- Stick with it, the anxiety will fade.
- d- You can decrease the level of fear.

1) You can decrease the level of fear Many people go to a psychiatrist, but others believe there is nothing to do. If you have a fear about something and want to reduce or get rid of it, there are some simple steps . First, identify your fear. Next, face your fear. And lastly, revisit your fear.

2) Know the cause of the phobia You should identify what you are really scared of. It may be a bit stressful, but it is very important to go to the source of the problem. Then, expose yourself to your phobia. You'll feel more confident at the end.

32

THEME 2 PART 3: PHOBIAS

A Look at the pictures and write the phobias of the celebrities in the blanks.



- 1- Keira Knightley is afraid of horses , so she doesn't want to appear in the scenes of riding.
- 2- Arnold Schwarzenegger is scared of needles , so he wants doctors to give him tablets when he is ill.
- 3- Carmen Electra is scared of water , so she can't swim.
- 4- Eminem has a fear of owls , so he can't look at the sky at nights.
- 5- Muhammed Ali is afraid of flying , so he has aerophobia.
- 6- Johnny Deep has a phobia about clowns , so he doesn't laugh at them.

B Read the paragraphs and choose the correct options.

- 1) Barbara has (AVIOPHOBIA) / (CLAUSTROPHOBIA).
- 2) Hans has (SOCIOPHOBIA) / (DENTOPHOBIA)



BARBARA, a businesswoman

I have a fear of the flying. Unfortunately, I travel a lot for work, so I'm often ill. I have a knot in my stomach for weeks before every trip. On the day of flight, I feel very anxious. On the plane, I feel light-headed and dizzy. I get hot and I start to sweat. I breathe very fast and deeply.



HANS, a student at a university

I have a fear of the dentist. When I get into the treatment room, I get upset. I have a pain at the back of my mouth. I start to have anxiety. When I sit on the dental chair, I can't breathe through my nose. I have a pain in my chest. I want to escape. In the end, I can't stand it anymore and I leave the dentist's without treatment.

21

3) **The phobia begins to lose its power** . You should face your fears, so you need to plan, practice and be patient. It's important to practice regularly. Don't rush. Don't feel overwhelmed. You may feel uncomfortable and anxious when you face your fears, but the feelings are temporary.

4) **Stick with it, the anxiety will fade** . Your fears won't hurt you. Ask for help from professional people, support groups, your family or friends and fight with your phobia. Lastly, you will win.

See the details in the GRAMMAR REFERENCE part.

1C Give a short presentation about your phobias or fears in your daily life. Talk about your feelings.

2 **READING & WRITING**

2A Match the phobias in the box with the terms below.

- | | | |
|--------------------|--------------------------|------------------------|
| 1- fear of water | 3- fear of closed spaces | 5- fear of being alone |
| 2- fear of spiders | 4- fear of crowd | 6- fear of insects |

- | | | |
|-----------------------|----------------------|---------------------|
| (7) a- HYDROPHOBIA | (8) c- AUTOPHOBIA | (3) e- SOCIOPHOBIA |
| (1) b- CLAUSTROPHOBIA | (2) d- ARACHNOPHOBIA | (4) f- ENTOMOPHOBIA |

2B Read the message and answer the question. Use the terms in activity 2A.

Hello, Sally. It is me, Tina. Tonight, my parents are not at home and I can't stay alone at nights. Can you come and stay with me?



Which phobia does Tina have? *She has autophobia.*

Workbook / Page 21 / Activity B

2C Read the situation and write a similar message as in activity 2B.

You have dentophobia, but you must go to the dentist's. Leave a message to your friend. Ask him/ her to come to the dentist's with you.

Hello I must go to the dentist's tomorrow , but you know I have a dentophobia. I can't go to the dentist's alone. Can you come with me?

2D Read your message aloud to your classmates. Pay attention to pronunciation, stress and punctuation.

NOTES

Lined area for taking notes.

- Draw your sts' attention to the sentences which include "should" by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.

1C Give a short presentation about your phobias or fears in your daily life. Talk about your feelings.

- Ask your sts to give a short presentation about their phobias or fears in their daily lives.
- Remind them to talk about their feelings.
- Remind them to use their own vocabulary repertoire and to use simple sentence structures in a correct way.
- Ask some of them to do the activity in front of their classmates.

Answers:
Sts' own answers

2 **READING & WRITING**

2A Match the phobias in the box with the terms below.

- Read the names of the phobias in the box aloud.
- Ask them to match the phobias in the box with the given terms.

- Set the time limit.
- Check the answers.

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

2B Read the message and answer the question. Use the terms in activity 2A.

- Ask a st to read the message aloud.
- Tell your sts to read the message and answer the question.
- Remind them to use the terms in activity 2A.
- Set the time limit.
- Elicit the answer.

Answer:
She has autophobia.

Workbook / Page 21 / Activity B

2C Read the situation and write a similar message as in activity 2B.

- Draw sts' attention to the message in activity 2B again.
- Ask your sts to read the given situation and write a similar message as in activity 2B.
- Set the time limit.
- Walk around the classroom and help your sts if they need.

Suggested Answers:

Hello..... I must go to the dentist's tomorrow, but you know I have a dentophobia. I can't go to the dentist's alone. Can you come with me?

2D Read your message aloud to your classmates. Pay attention to pronunciation, stress and punctuation.

- Tell your sts to read their messages aloud to their classmates.
- Remind them to pay attention to pronunciation, stress and punctuation.
- Correct any mistakes when necessary.

3

SPEAKING & WRITING

3A Which phobias do you have? Read the situations in the table below and tick the correct column for yourself.

- Draw sts' attention to the table and the questions.
- Tell your sts to read the situations in the table and tick the correct column for themselves.
- Set the time limit.
- Elicit the answers.

Answers:

Sts' own answers

3B Work in pairs and look at the situations in the table in activity 3A again. Ask questions to each other as in the example and complete the "Your Partner" part.

- Read the examples aloud.
- Let your sts work in pairs.
- Ask them to look at the situations in the table in activity 3A again.
- Tell them to ask questions to each other as in the example and complete Your Partner part.
- Remind them to use simple sentence structures in a correct way.

- Set the time limit.
- Elicit their answers.

Answers:

Sts' own answers

3C Write a paragraph about your and your partner's fears. Compare your answers in activities 3A and 3B and make sentences as in the example. Answer the questions below in your paragraph.

- Read the example aloud.
- Ask your sts to write a paragraph about their and their partners' fears.
- Ask them to compare their answers in activities 3A and 3B and make sentences as in the example.
- Tell them to answer the given questions in their paragraphs.
- Remind them to be careful about punctuation, spelling and to use the structures that they have learned correctly.
- Set the time limit.
- Ask some of them to read their paragraphs aloud to their classmates.

Answers:

Sts' own answers

4

LISTENING & SPEAKING

4A Take notes and make a list of your phobias.

- Ask your sts to take notes and make a list of their phobias.
- Set the time limit.
- Elicit their answers.

Answers:

Sts' own answers

4B Listen to the speakers and write the names of the people under the correct pictures. Then, talk about their fears as in the example.

- Draw sts' attention to the pictures.
- Read the given names aloud.
- Remind them that everybody can have a phobia, so they should be respectful to the cultural values and differences.
- Ask your sts to listen to the speakers and write the names of the people under the correct pictures.
- Play the CD player.
- Check the answers.

Answers:

- 1- Adrienne
- 2- Conrad
- 3- Barbara
- 4- Peter

3

SPEAKING & WRITING

3A Which phobias do you have? Read the situations in the table below and tick the correct column for yourself.

	YOU		YOUR PARTNER	
	YES	NO	YES	NO
Do you have a fear of...?				
seeing a mouse				
finding a large spider in your bedroom				
flying on a plane				
going to the dentist'				
being stuck in a lift				
being on the top of a high building				
being alone				

3B Work in pairs and look at the situations in the table in activity 3A again. Ask questions to each other as in the example and complete the "Your Partner" part.

Example: Tommy: Do you have a fear of seeing a mouse? / Are you scared when you see a mouse in the kitchen?
Sally: Yes, I do. / No, I don't. / Yes, I am. / No, I am not.

3C Write a paragraph about your and your partner's fears. Compare your answers in activities 3A and 3B and make sentences as in the example. Answer the questions below in your paragraph.

Is there anything that you are both scared of?
What is your partner scared of?

Example: I am scared when I see a mouse in my kitchen. My partner is also scared of mice.

Sts' own answers

4

LISTENING & SPEAKING









4A Take notes and make a list of your phobias.

Sts' own answers

C Read the paragraphs in activity B again and write their reactions against their phobias.

BARBARA	HANS
have a knot in her stomach feel very anxious feel light-headed and dizzy get hot sweat breathe very fast and deeply	get upset have a pain at the back of his mouth have anxiety can't breathe through his nose have a pain in his chest want to escape can't stand anymore and leave the dentist's

D Look at the pictures and the names of the phobias. Tick the ones you have. Then, write about your feelings and reactions against them.

			
<input type="checkbox"/> Ophidiophobia	<input type="checkbox"/> Hydrophobia	<input type="checkbox"/> Astrophobia	<input type="checkbox"/> Galeophobia
			
<input type="checkbox"/> Sociophobia	<input type="checkbox"/> Katsaridaphobia	<input type="checkbox"/> Claustrophobia	<input type="checkbox"/> Acrophobia

Sts' own answers

PERFORMANCE TASK

- Write a report about the life of your favourite celebrity.
- Give information about his/her age, physical appearance and personality traits.
 - Give information about his/her daily life.
 - Give information about his/her hobbies and phobias.
 - Enrich your report with pictures and photos.

4B Listen to the speakers and write the names of the people under the correct pictures. Then, talk about their fears as in the example.

Adrienne Peter Conrad Barbara

1- Adrienne _____ 2- Conrad _____ 3- Barbara _____ 4- Peter _____

Example: Adrienne is afraid of insects.
Conrad is afraid of snakes. Barbara is afraid of cockroaches. Peter is afraid of sharks.

4C Listen to the speakers again and complete the sentences with the people's opinions.

1- Adrienne thinks they are scary _____.

2- Conrad thinks they are ugly _____ and slimy _____.

3- Peter thinks they are scary _____.

4- Barbara thinks they are glossy black _____.

4D Psychologist Andrew Hawkins is explaining the names of these people's fears. Read the terms and guess their meanings before listening. Match the phobias with the terms.

3	Adrienne	fear of insects	1	Ophiophobia
1	Conrad	fear of snakes	2	Katsaridaphobia
4	Peter	fear of sharks	3	Entomophobia
2	Barbara	fear of cockroaches	4	Galeophobia

4E Listen to psychologist Andrew Hawkins and see the result of your guess in activity 4D.

4F Work in pairs and discuss the answers of the questions.

- How do you feel about _____?

- going to the dentist's
- having a very important exam
- getting on a plane and flying
- riding on a jet coaster
- talking to a group of a hundred people

- What do you need to do to fight against this fear?

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can ask and answer questions according to a table or chart.		
2 I can talk and write about phobias and dislikes.		
3 I can write short basic messages.		
4 I can read and understand messages.		
5 I can understand the information in a table or chart.		

- Then read the example aloud.
 - Tell your sts to talk about the people's fears as in the example.
 - Set the time limit.
 - Check the answers.
- Suggested Answers:**
Conrad is afraid of snakes.
Barbara is afraid of cockroaches.
Peter is afraid of sharks.



TRACK 14

Interviewer: Today we are going to talk about our phobias. We have 5 guests. Four of them are phobic people and the other one is Dr. Andrew Hawkins. He is studying phobias and he is going to tell us about these people's phobias. First of all, I want to introduce the phobic people. Here is Adrienne. Yes, Adrienne, what is your phobia?

Adrienne: What am I afraid of? I don't like insects very much. They are very scary. I don't like them.

Interviewer: And our second guest is Conrad. What about you, Conrad? What are you afraid of?

Conrad: I am afraid of snakes. Because my mother and father are also afraid of snakes and I think this influences me somehow. In my opinion, they are ugly and slimy creatures.

Interviewer: Oh, actually I am also afraid of snakes. Okay, what don't you like, Peter?

Peter: I don't like sharks because they really look scary. I don't like swimming just because I think there might be a shark in the water.

Interviewer: And our last phobic guest is Barbara. Yes, Barbara, we are listening to you.

Barbara: What am I afraid of? Well, one thing, cockroaches. They are glossy black. You never know where they are going.

Where there is one, there is always more. That's why I'm afraid of them.

Interviewer: I think cockroaches are irritating, but I don't agree with you completely. Now it is time to ask Mr. Hawkins.....

4C Listen to the speakers again and complete the sentences with the people's opinions.

- Ask your sts to listen to the speakers again and complete the sentences with the people's opinions.
- Remind them that everybody can have a phobia, so they should be respectful to the cultural values and differences.
- Ask your sts to let you know if they do not understand anything while listening. They may ask for clarification from you.

- Play the CD player again.
- Elicit the answer.

Answers:

- scary
- ugly and slimy
- scary
- glossy black



TRACK 15

The same tapescript as in Track 14

4D Psychologist Andrew Hawkins is explaining the names of these people's fears. Read the terms and guess their meanings before listening. Match the phobias with the terms.

- Tell your sts that psychologist Andrew Hawkins is explaining the names of these people's fears.
- Ask them to read the terms and guess their meanings before listening.
- Ask them to match the phobias with the terms.
- Set the time limit.
- Elicit the answers.

Answers:

Sts' own answers

4E Listen to psychologist Andrew Hawkins and see the result of your guess in activity 4D.

- Ask your sts to listen to psychologist Andrew Hawkins and see the results of their guesses in activity 4D.
- Play the CD player.
- Check the answers.

Answers:

3, 1, 4, 2



TRACK 16

Interviewer: Welcome to our program, Mr. Hawkins.

Mr Hawkins: Thank you.

Interviewer: We have listened to four people. Can you tell us what their phobias are called?

Mr Hawkins: Of course. First of all, Adrienne doesn't like insects, so this phobia is called entomophobia.

Interviewer: What about Conrad?

Mr Hawkins: He is scared of sharks, so he has ophiophobia. And Peter has galeophobia.

Interviewer: The names are very interesting and they are difficult to say, I think.

Mr Hawkins: Yes, but this is our work you know.

Interviewer: And our last question is about Barbara. What is the name of her phobia?

Mr Hawkins: She has a fear of cockroaches, and it is called Katsaridaphobia.

Interviewer: Okay, Dr. Hawkins. Now we must have a break. After that, we will go on with the treatment.

4F Work in pairs and discuss the answers of the questions.

- Let your sts work in pairs.
- Draw their attention to the given questions.
- Ask them to discuss the answers of the questions.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Answers:

Sts' own answers

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

IN MEMORY OF ATATÜRK:2

A. Read the quotes and answer the question.

- Draw your sts' attention to the quotes.
- Read them aloud by modelling the right pronunciation, intonation and stress.
- Tell your sts to read the quotes and answer the question.
- Set the time limit.
- Check the answer.

Suggested Answer:

They are about education.

B. Read the quotes and match them with the headings in the box.

- Ask your sts to read the quotes and match them with the headings in the box.
- Set the time limit.
- Elicit the answers.

Answers:

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

C. Work in groups of three or four. Read the quotes in activities A and B and answer the question below.

- Draw your sts' attention to the quotes in activities A and B.
- Make your sts work in groups of three or four.
- Ask them to read the quotes in activities A and B and answer the given question.
- Set the time limit.
- Walk around the classroom and help them if they need.
- Let some of the groups do the activity in front of their classmates.

NOTES


IN MEMORY OF ATATÜRK: 2

A Read the quotes and answer the question.

What are the quotes about? **They are about education.**

In any case, it is necessary to be victorious in education activities. The real salvation of a nation can only be in this manner.

Educate youth. Give them the positive ideas of knowledge and science. You will succeed in getting the enlightenment of the future for them.



Teachers: The new generation will be your devotion.

If I had not become the president, I would have wanted to be the Minister of Education.

B Read the quotes and match them with the headings in the box.

a- Sports b- Science c- Freedom d- Women's rights

a 1- I like a sportsperson being smart, fit and at the same time having moral values.

c 2- This nation has never lived without independence. We cannot and shall not live without it.

d 3- Humankind is made up of two sexes, women and men. Is it possible for humankind to grow by the improvement of only one part while the other part is ignored?

b 4- Our true mentor in life is science.

C Work in groups of three or four. Read the quotes in activities A and B again and answer the question below.

What do the quotes mean?

36

Blank lined area for student notes.

THEME III

VALUES



Grammar Structures

- The Present Continuous Tense
- Definite Article "the"
- Prepositions of Time

Materials

- Student's Book
- Workbook
- Dictionary

Language Competence Stage

- A1
- A1.2
- A1.2.2

THEME III

PART 1

CULTURAL DIFFERENCES

FUNCTIONS

1 READING & SPEAKING

1A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

1B

Okuma Genel 8. Okuduklarında verilen ipuçlarından yararlanarak eksik bilgiyi tahmin eder.

1C

Okuma Genel 3. Okuduklarında önemli bilgiyi ayırt eder.

1D

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Sözlü Anlatım Genel 3. Konuşmalarında yaşantısından ve günlük hayattan örnekler verir.

2 LISTENING & WRITING

2A

Yazma Genel 5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.

2B

Dinleme Ortak 8. Seçici dinler.
Dinleme Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.
Dinleme Genel 6. Dinledikleri/ izlediklerinde geçen basit, açık ve anlaşılır bilgiyi ayırt eder.

2C

Dinleme Genel 1. Dinlediklerinde geçen bildiği sözcüklerden hareketle anlatılanları anlamlandırır.

2D

Dinleme Ortak 8. Seçici dinler.
Dinleme Genel 6. Dinledikleri/ izlediklerinde geçen basit, açık ve anlaşılır bilgiyi ayırt eder.

2E

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.
Yazma Ortak 2. Yazılarında yazım kurallarını uygular.
Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.
Yazma Genel 4. Hoşlanıp hoşlanmadıkları ile ilgili kısa paragraf oluşturur.

2E Akran Değerlendirme

3 READING & LISTENING

3A

Dinleme Genel 2. Dinlediklerindeki basit, açık ve anlaşılır yönergeleri uygular.

3B

Dinleme Ortak 6. Metni takip ederek dinler.
Okuma Genel 7. Okuduklarından problemi belirler.

3C

Dinleme Ortak 6. Metni takip ederek dinler.
Okuma Genel 4. Bilgi edinmek için okur.

3D

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.
Sözlü Anlatım Genel 4. Duyularını basit düzeyde sözlü olarak ifade eder.

4 WRITING & SPEAKING

4A

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.
Sözlü Anlatım Genel 4. Duyularını basit düzeyde sözlü olarak ifade eder.

4B

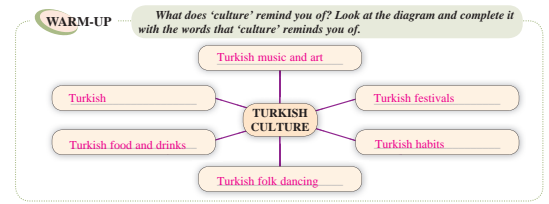
Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.
Yazma Genel 8. Yazılarında nezaket ifadelerini kullanır.

4C

Konuşma Ortak 1. Konuşmalarında beden dilini kullanır.
Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.
Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.
Konuşma Ortak 7. Kendine güvenerek konuşur.
Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.
Karşılıklı Konuşma Genel 4. İhtiyaç duyduğu konularda bilgi verilmesini ister.
Sözlü Anlatım Genel 2. Problemi tanımlar.

THEME III
VALUES
CULTURAL DIFFERENCES • SUPERSTITIONS • FESTIVALS AND CELEBRATIONS

THEME 3 PART 1 **CULTURAL DIFFERENCES**



1 **READING & SPEAKING**

1A Make a definition of 'culture' in your own words.
Culture is all of the behaviors, traditions, kinds of food, music and art of a society.
Culture is all of the behaviors
Culture is typical characteristics of a nation.

1B Read the text and guess the missing information with the help of the choices.

Each country in the world has its own customs, traditions and beliefs. Every culture is different from each other. For example, the meanings of gestures can be very different in different parts of the world. People shake their heads horizontally. This means 'No' in many countries. But in India, it means (1) Greeting each other is also different from one country to another. English and American people don't kiss each other on the cheek at the (2) meeting. People kiss each other on the cheek twice in Turkey; however people kiss each other on the cheek (3) in Holland. The eating habits also vary from one country to another. In England, people don't put their (4) on the table. It is a rude behavior. In India, people don't eat (5) because it is forbidden. On the other hand, Muslim people don't eat (6) Human relationships are also different from culture to culture. For example, it is normal to arrive (7) for a meeting in Latin America, but it is extremely rude in Germany and Switzerland. People laugh as a result of happiness in many countries, but it is different in Japan. Laughing is a sign of confusion and (8) As a result, there are many differences and similarities among the cultures and they are very important for cross-cultural relationships.

1- a) 'Not now' b) 'I don't know' c) 'Yes' d) 'I'm fine'
2- a) second b) first c) all d) each
3- a) four times b) three times c) five times d) once
4- a) knives b) forks c) plates d) elbows or hands
5- a) chicken b) fish c) beef d) lamb
6- a) pork b) chicken c) lamb d) beef
7- a) early b) on time c) late d) quickly
8- a) happiness b) shame c) surprise d) embarrassment

WARM-UP

What does 'culture' remind you of? Look at the diagram and complete it with the words that 'culture' reminds you of.

- Ask your sts what culture reminds them.
 - Make them brainstorm about the meanings of 'Turkish culture'.
 - Tell them to look at the diagram and complete it with the related words.
 - Set the time limit.
 - Check their answers.
- Suggested Answers:**
Turkish music and art Turkish festivals
Turkish habits Turkish food and drinks
Turkish folk dancing Turkish

1 **READING & SPEAKING**

1A Make a definition of 'culture' in your own words.

- Ask your sts what culture is.
- Tell your sts to make a definition of culture in their own words.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Elicit their answers.

Suggested Answers:

- Culture is all of the behaviors, traditions, kinds of food, music and art of a society.
- Culture is typical characteristics of a nation.

1B Read the text and guess the missing information with the help of the choices.

- Ask your sts to read the text and guess the missing information with the help of choices.
- Set the time limit.
- Check their answers.

Answers:

- 1- c 2- b 3- b 4- d 5- c 6- a 7- c 8- d

THEME 3 PART 1: CULTURAL DIFFERENCES

A Look at the information about people's preferences in Germany and the USA. Write sentences as in the example.

Example: German people like drinking coffee, but American people prefer drinking ice tea.

	GERMANY	THE USA	YOUR COUNTRY
DRINKS	coffee	ice tea	Sts' own answers
FOOD	fresh food	frozen food	Sts' own answers
SHOPPING	towns and city centres	malls and supermarkets	Sts' own answers
SPORTS	football	American football	Sts' own answers
TV	national channels	international channels	Sts' own answers

- German people enjoy eating fresh food, but American people prefer eating frozen food.
- German people do the shopping in towns and city centers, but American people do the shopping at malls and supermarkets.
- German people love football, but American people prefer American football.
- German people prefer watching national channels, but American people like watching international channels.

B Complete the "YOUR COUNTRY" part on the table in exercise A and write sentences about the people in your country.

- Sts' own answers
- Sts' own answers
- Sts' own answers
- Sts' own answers
- Sts' own answers

C Look at the differences in the USA and Spain and complete the text.

	TRADITIONAL MEAL	FAST FOOD	VARIOUS SANDWICHES
the USA	roasted beef mashed potatoes fruits	a cheeseburger French fries a soda	melted cheese, bacon, salami, ketchup and mayonnaise
SPAIN	vegetables a fish/meat dish pasta, rice or potatoes, fruit or yoghurt	—	—

There are some cultural differences in lunch habits at schools in the USA and Spain. In some American schools, lunch is various. Most American high schools offer three types of meal for lunch. One of them is a traditional meal. Students eat roasted beef, mashed potatoes and fruits for this traditional lunch. The second choice is a fast food option. Students take a bag with a cheeseburger, French fries and a soda. The third choice is various sandwiches.

In Spain, most students go home for lunch because there's a lunch break at most schools. It lasts 2-3 hours. But some students have lunch in the school canteen. Parents get a weekly menu, so they know the food at the school every day. The school canteen offers a traditional meal for lunch. It normally consists of two courses, so students have vegetables and a fish or meat dish. There is also pasta, rice or potatoes in this menu. Finally, students eat fruit or yoghurt at the end of the lunch.

1C Read the text again and tick (✓) the cultural differences in it.

- Ask your sts to read the text again and tick (✓) the cultural differences in it.
- Set the time limit.
- Check their answers.

Answers:

1, 2, 3, 6

1D Give a short presentation about the behaviors of people in your country. Give examples from your life and daily life.

- Make your sts brainstorm about the behaviors of people in their country.
- Ask them to give a short presentation about the behaviors of people in their country.
- Warn them to give examples from their life and daily life.
- Make some of them do the activity in front of their classmates.

Answer:

Sts' own answers

2 LISTENING & WRITING

2A Look at the pictures and write the names of the countries.

- Point to the pictures and want your sts to talk about the pictures.
- Ask your sts to write the names of countries according to the given pictures.
- Set the time limit.
- Check their answers.

Answers:

1- Britain 2- Japan 3- the USA 4- Egypt 5- Turkey

2B Listen to the text and tick the (✓) headings in it.

- Ask your sts to listen to the text and tick the headings in it.
- Play the CD player.
- Check their answers.

Answers:

Sports, Eating, Television

TRACK 17

English and American people both speak English as their mother tongue. However, they are as different as night and day. For example, American people enjoy watching international television via satellite or cable. On the other hand, English people like watching national channels. Another example is about their eating habits. English people prefer eating around the dinner table as a family. However, many American people enjoy eating in front of TV. As a result, there are also differences in their eating habits. For example, fast food chains are very popular in the USA. Healthy food is very common in England and they also would prefer to eat in small portions. There are also some differences about their favourite sports. There are five major sports in the USA. These are baseball, American football, basketball, hockey and car-racing. In England, the four main spectator sports are soccer, cricket, rugby and tennis. People are very keen on supporting sports in the USA whereas English people are not very fond of supporting or watching sports.

1C Read the text again and tick (✓) the cultural differences in it.

- 1- gestures ✓ 3- greetings ✓ 5- inviting _____
- 2- eating habits ✓ 4- speaking _____ 6- human relationships ✓

1D Give a short presentation about the behaviors of people in your country. Give examples from your life and daily life.

2 LISTENING & WRITING

2A Look at the pictures and write the names of the countries.



- 1- Britain 2- Japan 3- the USA 4- Egypt 5- Turkey

2B Listen to the text and tick (✓) the headings in it.

- Sports ✓ Health _____ Shopping _____ Eating ✓ Television ✓

2C Listen to the text again and look at the headings in activity 2B. Write the topic of the text.

The topic of this text is cultural differences between England and the USA.

2D Listen to the text again and choose the correct information for each sentence.

- 1- People prefer national / international channels in the USA.
- 2- English people usually watch international / national TV programs.
- 3- People like eating fast food / healthy food in England.
- 4- American people eat in front of TV / around a table.
- 5- Baseball / Soccer is one of the favourite sports in the USA.
- 6- English people prefer basketball / rugby.

2E Write a short paragraph about your likes and dislikes. Mention your favourite sports, food and TV programs. Be careful about punctuation and spelling.

Sts' own answers

Workbook / Page 24 / Activity C

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2C Listen to the text again and look at the headings in activity 2B. Write the topic of the text.

- Read the headings in activity 2B.
- Ask your sts to listen to the text again and write the topic of the text.
- Play the CD player again.
- Check their answers.

Suggested Answer:

cultural differences between England and the USA.

TRACK 18

The same tapescript as in Track 17

2D Listen to the text again and choose the correct information for each sentence.

- Read the sentences aloud.
- Ask your sts to listen to the text again and choose the correct information for each sentence.
- Play the CD player again.
- Check their answers.

Answers:

- 1- international 2- national 3- healthy food
- 4- in front of TV 5- Baseball 6- rugby

TRACK 19

The same tapescript as in Track 17

2F Work in pairs. Read your friend's paragraph and tick the correct column.

	Yes	No
1- He/She can write about his/her likes.		
2- He/She can mention about his/her favourite sports, food and TV programs.		
3- He/She is careful about punctuation.		
4- He/She is careful about spelling.		

3 READING & LISTENING

3A Listen to the instructions and act them out with your gestures and body language.

3B Follow the speeches of the people and identify their problems. Complete the sentences with the problems.



Martinez, from Mexico

I'm Martinez from Mexico. I am in Korea now. It's very difficult for me to stay at my pen friend's house. I always call my pen friend's parents by their first names.



Yuan, from China

My name is Yuan and I'm from China. I am a businessman in Arabia. I have difficulty in the meetings because these people don't arrive on time for the meetings.



Anna, from Britain

Hello, I'm Anna from England. I'm in France for work now, but I have some troubles. It is very difficult for me to eat in France. They eat with their hands on the table.

- Martinez has a problem about addressing older people.
- Anna has a problem about eating at a table.
- Yuan has a problem about time of the meetings.

3C Follow the speeches again and get the needed information. Write the name of a country for each sentence.

- In Korea, people don't call an older person by his/her first name.
- In Mexico, people call an older person by his/her first name.
- In England, people never put their hands or elbows on the table.
- In France, people put their hands or elbows on the table.
- In China, people are very punctual. They arrive on time for the meetings.
- In Arabia, people don't arrive on time for the meetings.

Workbook / Page 25 / Activity D

3D Imagine that you are in one of the countries in activity 3B. Give a basic speech about your feelings about the cultural values of that country.

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2E Write a short paragraph about your likes and dislikes. Mention your favorite sports, food and TV programs. Be careful about punctuation and spelling.

- Tell your sts to write a short paragraph about their likes and dislikes.
- Ask them to mention their favorite sports, food and TV programs.
- Remind them to be careful about punctuation and spelling.
- Warn them that they should use the structures that they have learned in a correct way.
- Set the time limit.
- Make some of your sts read their paragraphs in front of their classmates.

Answers:

Sts' own answers

Workbook / Page 24 / Activity C

2F Work in pairs. Read your friend's paragraph and tick the correct column.

- Make your sts work in pairs.
- Tell them to exchange their paragraphs.
- Ask them to read their friend's paragraph and tick the correct column.
- Warn them to be objective.
- Let some of them share their answers with their classmates.

3 READING & LISTENING

3A Listen to the instructions and act them out with your gestures and body language.

- Ask your sts to listen to the instructions and act them out with their gestures and body language.
- Let some of your sts do the activity in front of their classmates.
- Play the CD player.



TRACK 20

Answer a question as YES.

Answer a question as NO.

Show that the cake is delicious.

Show that your exam is very bad.

Show that you don't know the answer.

3B Follow the speeches of the people and identify their problems. Complete the sentences with the problems.

- Ask your sts to follow the speeches of the people and identify their problems.
- Tell them to complete the sentences with the problems.
- Play the CD player.
- Check their answers.

Answers:

- addressing older people
- eating at a table
- time of the meetings



TRACK 21

I'm Martinez from Mexico. I am in Korea now. It's very difficult for me to stay at my pen friend's house. I always call my pen friend's parents by their first names.

Hello, I'm Anna from England. I'm in France for work now, but I have some troubles. It is very difficult for me to eat in France. They eat with their hands on the table.

My name is Yuan and I'm from China. I am a businessman in Arabia. I have difficulty in the meetings because these people don't arrive on time for the meetings.

3C Follow the speeches again and get the needed information. Write the name of a country for each sentence.

- Point to the cultural differences in the given sentences.
- Ask your sts to follow the speeches again and get the needed information.
- Tell them to write the name of a country for each sentence.
- Play the CD player again.
- Check their answers.

Answers:

1- Korea - Mexico 2- England - France 3- China - Arabia



TRACK 22

The same tapescript as in Track 21



Workbook / Page 25 / Activity D

3D Imagine that you are in one of the countries in activity 3B. Give a basic speech about your feelings about the cultural values of that country.

- Tell your sts to think that they are in one of the countries in activity 3B.
- Ask your sts to give a basic speech about their feelings about the cultural values of that country.
- Warn them to be careful about the cultural values and social rules in their speech.
- Let some of your sts do their speeches in front of their classmates.

4 WRITING & SPEAKING

4A Explain your feelings about the traditions below. Be careful about the cultural values.

- Read the given traditions aloud.
- Tell your sts to explain their feelings about the traditions.
- Warn them to be careful about the cultural values.
- Let some of them do the activity in front of their classmates.

4B Work in pairs. Choose one of the cards below and write down a dialogue. Be polite and use the forms of politeness in your dialogue.

- Draw your sts' attention to the information on the given role cards.
- Make them work in pairs and choose one of the given cards and write down a dialogue.
- Warn them to be polite and use the forms of politeness in their dialogues.

Answers:

Sts' own answers

Workbook / Page 25 / Activity E

4C Act out the dialogue in activity 4B. Use your body language and gestures. Pay attention to pronunciation, stress and intonation.

- Ask your sts to act out the dialogue in activity 4B.
- Warn them to have self-confidence and use their body language and gestures.
- Remind them to pay attention to pronunciation, stress and intonation.
- Let some of the pairs do the activity in front of their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

4 WRITING & SPEAKING

4A Explain your feelings about the traditions below. Be careful about the cultural values.

In Germany, people don't cut potatoes with a knife because it is impolite.
In Britain, people leave a tip for a great meal.
In Canada, people have eye contact during speech because it is a sign of respect.

4B Work in pairs. Choose one of the cards below and write down a dialogue. Be polite and use the forms of politeness in your dialogue.

ROLE CARD A

You are an American student in Japan.
Explain your situation: going to your friend's house every day and not taking your shoes off at home. Your friend's parents-looking angry.
Listen to your Japanese friend. Understand the problem.
Explain the cultural value in your country: In the USA people don't take off their shoes.
Ask your friend to give you information about your need: the reason.
Give a response to this reason, but be careful about cultural values.

ROLE CARD B

You are Japanese.
Listen to your friend's situation. Identify her/his problem. Explain it to her/him: People take off their shoes at home in Japan.
Explain the reason: People think that shoes are dirty.
Give a response to the tradition in her/his country, but be careful about cultural values.

Sts' own answers

Workbook / Page 25 / Activity E

4C Act out the dialogue in activity 4B. Use your body language and gestures. Pay attention to pronunciation, stress and intonation.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can give examples from my daily life and routine.		
2 I can guess the missing information in a reading text with the help of the clues.		
3 I can identify the clear and simple information in a listening text.		
4 I can write about likes and dislikes.		
5 I am careful about the cultural values in speaking and listening.		

D Complete the sentences with the words below.

wears celebrate dances take organize invite give gives have symbolize

- Parents organize a huge party for their daughter at the age of fifteen in Argentina. The birthday girl dances the waltz with her father and other boys in this party.
- Parents celebrate their child's birthday with a lunch in China. They invite their friends and relatives to lunch. People have noodles for lunch because noodles symbolize a long life for the birthday child. Parents give a gift of money to their child.
- In Aruba, children have a special birthday party at school. The birthday child wears special clothes instead of the school uniform. Children take a treat to school for their classmates and all teachers. Each teacher receives a treat and gives the birthday child a small gift like a pencil, an eraser or a postcard.

E Look at the information in the table and write a description of the people in the apartment as in the example.

	FLAT 1	FLAT 2	FLAT 3	FLAT 4	FLAT 5
NAME	Mr. Garcia	Mr. Juan	Mrs. Lee	Mr. Hakimi	Ms. Mobutu
NATIONALITY	Spanish	Japanese	Japanese	Arabian	Indian
CLOTHES	sombrero	robes	kimono	black suit	elegant dresses
HOBBY	tennis	karate	Tahitian dance	reading	foreign languages
FOOD	chicken	oysters	fish	burger	salad
PET	iguana	-	snake	cat	fish

- Mr. Garcia lives in the first flat. He is Spanish. He wears a sombrero. He enjoys playing tennis. He likes eating chicken. His favourite pet is an iguana.
- Mr. Juan lives in the second flat. He is Japanese. He wears robes. He enjoys doing karate. He likes eating oysters. He hasn't got a pet.
- Mrs. Lee lives in the third flat. She is Japanese. She wears a kimono. She enjoys Tahitian dance. She likes eating fish. Her favorite pet is a snake.
- Mr. Hakimi lives in the fourth flat. He is Arabian. He wears a black suit. He enjoys reading. He likes eating burgers. His favorite pet is a cat.
- Ms. Mobutu lives in the fifth flat. She is Indian. She wears elegant dresses. She enjoys learning foreign languages. She likes eating salad. Her favorite pet is a fish.

THEME III

PART 2

SUPERSTITIONS

FUNCTIONS

1 LISTENING & WRITING

1A

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

1B

Dinleme Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.

Dinleme Genel 3. Dinlediklerinde geçen yer, zaman, kişi ve konuyu belirler.

1C

Dinleme Ortak 5. Dinlediklerinde geçen anlamalarına engel olan bilmediği sözcüklerin anlamlarını araştırır.

1D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru yerinde kullanır.

Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.

1E

Konuşma Ortak 1. Konuşmalarında beden dilini kullanır.

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.

Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.

Karşılıklı Konuşma Genel 4. İhtiyaç duyduğu konularda bilgi verilmesini ister.

2 READING & WRITING

2A

Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

2B

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.

Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.

Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.

Okuma Ortak 6. Akıcı okur.

2C

Okuma Ortak 7. Gerekliğinde not alır.

2D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

3 LISTENING & SPEAKING

3A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

3B

Dinleme Genel 4. Kısa, basit mesaj ve duyuruların konusunu belirler.

3C

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 6. Dinledikleri/ izlediklerinde geçen basit, açık ve anlaşılır bilgiyi ayırt eder.

3D

Konuşma Ortak 1. Konuşmalarında beden dilini kullanır.

Konuşma Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

4 SPEAKING & WRITING

4A

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

4B

Konuşma Ortak 4 Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 5 Sözcükleri türlerine ve işlevine uygun kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Sorular sorar.

Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

4C

Yazma Genel 5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.

4D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

WARM-UP

Look at the pictures and tell their names. Then, guess the common feature of them.

- Draw your sts' attention to the pictures.
- Ask them to look at the pictures and tell their names.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Then, tell them to guess the common feature of them.

Answers:

- 1- a blue bead
- 2- a black cat
- 3- the number thirteen
- 4- a horseshoe

Suggested Answer:

They are about superstitions. / They are the symbols of some superstitions.

1 LISTENING & WRITING

1A Look at the picture and answer the questions.

- Draw your sts' attention to the picture.
- Ask them to look at the picture and answer the questions.
- Warn them that they should use the structures that they have learned in a correct way while they are answering the questions.

- Set the time limit.
- Elicit their answers.

Answers:

She is nailing a horseshoe on the wall in her room because a horseshoe / it brings good luck.

1B Listen to the conversation and choose the correct option.

- Ask your sts to listen to the conversation and choose the correct option.
- Play the CD player.
- Check the answers.

Answers:

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



TRACK 23

Clara: Good afternoon, mum! Where are you?

Mother: Welcome, Clara. I am here in your room.

Clara: Mom, what are you doing there?

Mother: I am hanging a horseshoe on the wall.

Clara: A horseshoe? But why?

Mother: Because it brings good luck!

Clara: No, mom! Don't do it. This is my room and I don't want a horseshoe in my room.

Mother: No objection! You need good luck for life.

What are you doing there?

Clara: I'm tidying my bag.

Mother: Don't put your purse on the floor!

Clara: Why?

Mother: It brings bad luck, honey. You will lose all your money.

Clara: No! I think you are getting superstitious nowadays, mom!

1C Listen to the conversation again and match the words with their meanings.

- Point to the words in activity 1C.
- Ask your sts to listen to the conversation again and match the words with their meanings.

THEME 3 PART 2 SUPERTITIONS

WARM-UP

Look at the pictures and tell their names. Then, guess the common feature of them.



1- a blue bead



2- a black cat



3- the number thirteen



4- a horseshoe

1 LISTENING & WRITING

1A Look at the picture and answer the questions.

What is she doing? Why?

She is nailing a horseshoe on the wall in her room. Because a horseshoe it brings good luck.



1B Listen to the conversation and choose the correct option.

- 1) The people in the conversation are _____
a) two friends b) two sisters **c) mother and daughter**
- 2) The people in the conversation are _____
a) at school **b) at home** c) outside
- 3) The dialogue takes place in the _____
a) afternoon b) evening c) morning
- 4) The topic of the conversation is _____
a) dreams **b) superstitions** c) habits

1C Listen to the conversation again and match the words with their meanings.

hang horseshoe purse superstitious

- 1- **horseshoe** : a piece of iron for a horse foot
- 2- **purse** : a small bag for keeping money in it
- 3- **superstitious** : influenced by old-fashioned beliefs about luck and magic
- 4- **hang** : to put something on a wall

41

- Play the CD player again.
- Check the answers.

Answers:

- 1- horseshoe 2- purse 3- superstitious 4- hang



TRACK 24

The same tapescript as in Track 23

1D Work in pairs. Choose one of the role cards and write a dialogue about the situation on your role card. Be careful about punctuation and spelling. Card B is on page 91.

- Make your sts work in pairs.
- Read the situations on the role cards aloud and ask your sts to choose one of the cards.
- Ask them to write a dialogue about the situation on their role cards.
- Remind them that they should use the structures that they have learned in a correct way.
- Warn them to be careful about punctuation and spelling.
- Remind them that Card B is on page 91.
- Set the time limit.
- Walk around the classroom and help your sts if necessary.

Answers:

Sts' own answers



Workbook / Page 26 / Activity A

CARD B

You are mother / father.

Warn your daughter / son about the thing he / she did.

Explain the reason: Doing that thing brings bad luck.

Give a response to the opinion of your daughter / son.

1D Work in pairs. Choose one of the role cards and write a dialogue about the situation on your role card. Be careful about punctuation and spelling. Card B is on page 91.

ROLE CARD A

- You're a daughter/son.
- Choose one of the activities below and do it.
- * break mirror / * walk under a ladder / * cut nails at night
- Ask your mother/father to explain her/his warning.
- Give your opinion about her/his explanation.

Sts' own answers

Workbook / Page 26 / Activity A

1E Work in pairs. Act out your dialogue in activity 1D. Be careful about the cultural values in your country. Use your gestures and body language.

2 READING & WRITING

2A Answer the questions.

- 1) Do you know any superstitions about weddings? *Sts' own answers*
- 2) Are there any superstitions about weddings in your country? *Sts' own answers*

2B Read the text aloud and fluently. Pay attention to intonation, stress and punctuation.

There are a lot of superstitions about weddings in England. For example, the bride and the groom can't see each other on the morning of the wedding day. Also, rainy weather brings good luck to the bride and the groom. There are also some superstitions about the clothes of the bride. A bride always wears something old, because it signifies friendship. She also wears a new item for health, happiness and success. There is always something blue on her clothes, because blue represents constancy and good luck. The bride also carries some blossom, because blossom means purity and loveliness. There are some superstitions about the wedding cake, too. The bride and the groom have the first cut from the cake together, because it symbolizes sharing life. In the wedding ceremony, guests throw confetti over the bride and the groom, because confetti symbolizes life-giving seeds. At the end of the wedding, the bride throws the flowers in her hand away and a girl catches them, so this girl has a chance to get married soon.

2C Read the text again silently. Take notes about the wedding superstitions and their meanings as in the example.

SUPERSTITION	MEANING
rainy weather on the wedding day	good luck
something old on the bride's clothes	friendship
a new thing on the bride's cloth	health, happiness and success
something blue on bride's clothes	constancy and good luck
carrying blossoms	purity and loveliness
having the first cut from the cake together	sharing life
throwing confetti	life-giving seeds
holding the bride's flowers	chance to get married

Workbook / Page 26 / Activities B, C

1E Work in pairs. Act out your dialogue in activity 1D. Be careful about the cultural values in your country. Use your gestures and body language.

- Make your sts work in pairs.
- Tell them to act out their dialogues in activity 1D.
- Remind them to be careful about the cultural values in their country.
- Warn them to use their gestures and body language and to be careful about pronunciation, stress and intonation.
- Let some of your sts do the activity in the front of their classmates.

2 READING & WRITING

2A Answer the questions.

- Read the questions aloud and want your sts to answer the questions.
- Set the time limit.
- Elicit their answers.

Answers:

Sts' own answers

2B Read the text aloud and fluently. Pay attention to intonation, stress and punctuation.

- Read the text aloud for modeling the right pronunciation, stress and intonation.
- Tell your sts to read the text aloud and fluently.
- Warn them to pay attention to intonation, stress and punctuation.
- Let some of your sts do the activity in front of their classmates.

2C Read the text again silently. Take notes about the wedding superstitions and their meanings as in the example.

- Ask your sts to read the text silently and take notes about the wedding superstitions and their meanings as in the example.
- Set the time limit.
- Check the answers.

SUPERSTITION	MEANING
something old on the bride's cloth	friendship
a new thing on the bride's cloth	health, happiness and success
something blue on bride's clothes	constancy and good luck
carrying blossoms	purity and loveliness
having the first cut from the cake together	sharing life
throwing confetti	life-giving seeds
holding the bride's flowers	chance to get married

Workbook / Page 26 / Activities B, C

THEME 3 PART 2: SUPERSTITIONS

A Look at the superstitions in the table and complete the dialogues as in the example.

BAD LUCK	GOOD LUCK
- putting your hat on your bed	- putting money in the pocket of new clothes
- sleeping at a table	- hanging a horseshoe over the door
	- catching falling leaves in Autumn

- 1- **Bella:** What are you doing there?
Sue: I'm very tired. I want to have a break. I'm just having a rest at the table.
Bella: *Don't sleep at a table* . it's bad luck. Go to your bed.
- 2- **Heike:** What is it, mum?
Jill: This brings you good luck. *Hang this horseshoe over the door* in your room.
Heike: No, mum I don't want anything over the door in my room.
- 3- **Huan:** What do you think about my new jacket?
Lee: I think it is very smart. *Put money in the pocket of* your new jacket because it brings good luck.
Huan: No, I don't believe in superstitions.
- 4- **Fiona:** What is it on your bed?
Fred: It's my hat.
Fiona: Oh, no! *Don't put your hat on your bed* . It brings bad luck.
Fred: Sorry, honey. I'll take it.
- 5- **Hans:** Look at the garden, Emily. Autumn is coming and the leaves of the trees are turning yellow.
Emily: You're right. Do you want to have good luck?
Hans: Yes, but what do you mean?
Emily: If so, *catch falling leaves in Autumn* . It brings good luck.
Hans: So, let's go outside and do it.

B Read the paragraphs and categorize the people's superstitions. Put the superstitions into the correct category.

Heide from Germany
I know a lot of superstitions, but I do not believe in bad luck. We have one about spiders: Seeing spiders in the morning brings bad luck, but seeing them in the evening brings good luck.

Luca from Italy
In the south of the country, people hang up a chili pepper somewhere in their home or car, so the unlucky events stay far away. I have a chili pepper in my car.

Usman from Pakistan
People in Pakistan are superstitious about Tuesday. They don't travel on Tuesday, because they think Tuesday's bad for them. However, I don't care about them; they are nonsense.

GOOD LUCK	BAD LUCK
- seeing spiders in the evening in Germany	- seeing spiders in the morning in Germany
- hanging up a chili in home or car in Italy	- travelling on Tuesday in Pakistan

C Read the paragraphs in activity B again and write the names of the people in the blanks.

- 1- **USMAN** thinks that superstitions are nonsense.
- 2- **HEIDE** doesn't believe in superstitions about bad luck.
- 3- **LUCA** is careful about superstitions about good luck.
- 4- **HEIDE** isn't superstitious about seeing spiders in the morning.
- 5- **USMAN** travels on Tuesdays.

2D Write sentences for each picture below as in the example. Use the phrases in your notes in activity 2C. Use “and, but, because”.

- Draw your sts’ attention to the pictures and read the example aloud.
- Tell them to write sentences for each picture as in the example.
- Warn them to use the phrases in their notes in activity 2C and to use “and, but, because”.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- The bride and groom are cutting the wedding cake together, it means sharing life.
- 2- It is raining on the wedding day and this brings good luck to the bride and groom.
- 3- The bride is wearing a blue bucket, because blue means constancy and it brings good luck.
- 4- The bride is throwing the flowers, these flowers bring chance to this girl to get married soon.
- 5- The bride is carrying a bunch of blossoms, it means purity and loveliness.

3 LISTENING & SPEAKING

3A Look at the picture and describe it to your classmates. Then, discuss the given questions.

- Point to the picture and ask your sts to describe it to their classmates.
- Let some of them do the activity in front of their classmates.
- Then, read the given questions aloud and tell your sts to discuss them.
- Warn them to use simple sentence structures in a correct way and use their own vocabulary repertoire.
- Make some of your sts do the activity in front of their classmates.

Suggested Answers:

- 1- He thinks they bring good luck to him.
- 2- He thinks it brings good luck.

3B Listen to the telephone message and circle the topic of it.

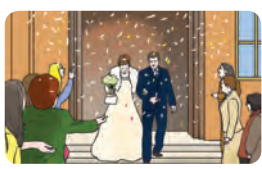
- Ask your sts to listen to the telephone message and circle the topic of it.
- Play the CD player.
- Check their answers.

Answer: a

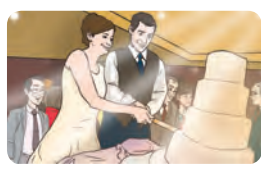
TRACK 25

Hello Deny. It’s Rosella speaking. I want to wish you good luck for tomorrow. I’m sure you’ll win the match. Meanwhile, don’t hold two balls in your hand at the same time. You know it brings bad luck. One more thing, don’t wear any clothes in yellow. It’s also bad. And finally, don’t forget to phone me after the match. Love!

2D Write sentences for each picture below as in the example. Use the phrases in your notes in activity 2C. Use “and, but, because”.



Example: The guests are throwing confetti above the bride and the groom because it symbolizes life-giving seeds.



1- The bride and groom are cutting the wedding cake together, it means sharing life.



2- It is raining on the wedding day and this brings good luck to the bride and groom.



3- The bride is wearing a blue bucket because blue means constancy and it brings good luck.



4- The bride is throwing the flowers, these flowers bring chance to this girl to get married soon.



5- The bride is carrying a bunch of blossoms, it means purity and loveliness.

NOTES

Lined area for taking notes.

3 LISTENING & SPEAKING

3A Look at the picture and describe it to your classmates. Then, discuss the given questions.

- 1- Why is he wearing a red pair of trainers?
He thinks they bring good luck to him.
- 2- Why is he kissing the ball?
He thinks it brings good luck.



3B Listen to the telephone message and circle the topic of it.

- a) Rosella wishes Deny good luck for the match.
- b) Rosella invites Deny to watch her match tomorrow.

3C Listen to the telephone message again. Tick (✓) the things that Rosella wants Deny to do. Put a cross (X) next to the things that Rosella wants Deny not to do.

- | | |
|--|--|
| 1- _____ win the match | 4- <input checked="" type="checkbox"/> wear yellow clothes |
| 2- <input checked="" type="checkbox"/> hold two balls at the same time | 5- <input checked="" type="checkbox"/> phone her after the match |
| 3- _____ eat candies before the match | 6- _____ visit her after the match |

3D Look at the superstitions about sports and make sentences as in the example.

Example: Walk around the court to change sides in tennis, but don't wear yellow clothes.

	GOOD LUCK	BAD LUCK
TENNIS	walking around the court to change sides	wearing yellow clothes
FOOTBALL	wearing a uniform with double numbers	taking a new number in the new team
GOLF	carrying coins in your pocket	balls with a number over 4

3C Listen to the telephone message again. Tick (✓) the things that Rosella wants Deny to do. Put a cross (X) next to the things that Rosella wants Deny not to do.

- Draw your sts' attention to the given phrases.
- Tell your sts to listen to the telephone message again.
- Ask them to tick (✓) the things that Rosella wants Deny to do and put a cross (X) next to the things that Rosella wants Deny not to do.
- Play the CD player again.
- Check their answers.

Answers:

2- X 4-X 5-✓



TRACK 26

The same tapescript as in Track 25

3D Look at the superstitions about sports and make sentences as in the example.

- Draw your sts' attention to the superstitions about sports and read the example aloud.
- Ask your sts to look at the superstitions about sports and make sentences as in the example.
- Warn them to use simple sentence structures in a correct way and use their gestures and body language while speaking.
- Remind them to use simple connectors.
- Let some of them do the activity in front of their classmates.

Suggested Answers:

In football, wear uniforms with double numbers, but don't take a new number in the new team.

In golf, carry coins in your pocket, but don't take balls with a number over 4. Because it brings bad luck.

NOTES

4A Prepare a questionnaire about superstitions. Write questions with the verbs and phrases as in the example.

- Ask your sts to prepare a questionnaire about superstitions.
- Tell them to write questions with the verbs and phrases as in the example.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Walk around the classroom and help them when they need.

Suggested Answers:

- 1- Do you walk under ladders?
- 2- Do you hang a horseshoe on the wall?
- 3- Do you have a blue bead?
- 4- Do you knock on wood against bad luck?
- 5- Do you cross your fingers against bad luck?

4B Work in pairs. Ask and answer the questions in your questionnaire to each other. Take notes about your partner's answers next to the questions.

- Make your sts work in pairs.
- Tell them to ask and answer the questions in their questionnaire to each other and take notes about their partner's answers next to the questions.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Walk around the classroom and check your sts' activity and help them if necessary.
- Let some of them do the activity in front of their classmates.

4C Count your partner's answers and write the total numbers below. Look at the results and decide if your partner is superstitious or not.

- Ask your sts to count their partner's answers and write the total numbers below.
- Tell your sts to look at the results and decide if their partners are superstitious or not.
- Set the time limit.
- Elicit their answers.

Answers:

Sts' own answers

4D Write a short paragraph about your partner's result. Combine the phrases in activity 4A with simple connectors like "but, and, because, so".

- Ask your sts to write a short paragraph about their partners' results.
- Ask them to combine the phrases in activity 4A with simple connectors like "but, and, because, so".
- Remind them that they should use the structures that they have learned in a correct way.
- Set the time limit.
- Let some of them read their paragraphs aloud to their classmates.

Answers:

Sts' own answers



Workbook / Page 27 / Activity D

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

4A Prepare a questionnaire about superstitions. Write questions with the verbs and phrases as in the example.

have	a lucky	number
walk	on wood	against bad luck
hang	under	bead
knock	a horseshoe	ladders
cross	a blue	on the wall
	your fingers	

Example: Do you have a lucky number?

- 1) Do you walk under ladders?
- 2) Do you hang a horseshoe on the wall?
- 3) Do you have a blue bead?
- 4) Do you knock on wood against bad luck?
- 5) Do you cross your fingers against bad luck?

4B Work in pairs. Ask and answer the questions in your questionnaire to each other. Take notes about your partner's answers next to the questions.

4C Count your partner's answers and write the total numbers below. Look at the results and decide if your partner is superstitious or not.

The number of "YES":

The number of "NO":

4D Write a short paragraph about your partner's result. Combine the phrases in activity 4A with simple connectors like "but, and, because, so".

Sts' own answers



Workbook / Page 27 / Activity D

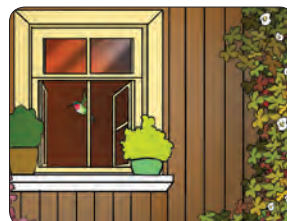
Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- | | Yes | No |
|--|-----|----|
| 1 I can take notes while reading. | | |
| 2 I can understand the people, time and place in a listening text. | | |
| 3 I can complete the missing information with the help of clues. | | |
| 4 I can understand the topic of a short, basic and clear message. | | |

D Look at the pictures and complete the superstitions.

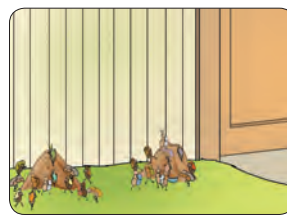


Example: A bee is flying into the house. It means a visitor to this house.



1- The bird is flying into the house. It means death.

2- He is seeing a kangaroo in his dream, this means an unexpected trip for him.



3- Ants are building a nest near your house. This means financial security for you.

4- He is wearing his clothes inside out because he wants to be lucky.

THEME III

PART 3

FESTIVALS AND CELEBRATIONS

FUNCTIONS

1 READING & WRITING

1A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

1B

Okuma Ortak 1. Okunan metinde anlamaya engel olan bilmediği sözcüklerin anlamlarını araştırır.

1C

Okuma Genel 3. Okuduklarında önemli bilgiyi ayırt eder.
Okuma Genel 4. Bilgi edinmek için okur.

1D

Yazma Genel 5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.

2 SPEAKING & WRITING

2A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

2B

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.
Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.
Yazma Ortak 5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.
Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.

2C

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.
Karşılıklı Konuşma Genel 1. Sorular sorar.
Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

2D

Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.
Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.
Karşılıklı Konuşma Genel 5. Basit, açık ve anlaşılır şekilde yer, zaman, kişi ve konusu belli kısa konuşmalar yapar.

3 LISTENING & SPEAKING

3A

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

3B

Dinleme Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler.
Dinleme Ortak 4. Dinlediklerine uygun görselleri belirler.

3C

Dinleme Ortak 9. Dinlediklerine ilişkin sorular sorar.
Dinleme Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.

3D

Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.
Karşılıklı Konuşma Genel 5. Basit, açık ve anlaşılır şekilde yer, zaman, kişi ve konusu belli kısa konuşmalar yapar.
Sözlü Anlatım Genel 4. Duyularını basit düzeyde sözlü olarak ifade eder.

4 WRITING & SPEAKING

4A

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

4B

Yazma Genel 2. Karşılıklı yazışmaktan zevk alır.

4C

Karşılıklı Konuşma Genel 5. Basit, açık ve anlaşılır şekilde yer, zaman, kişi ve konusu belli kısa konuşmalar yapar.
Sözlü Anlatım Genel 1. Konuşmasını görsellerle destekler.

WARM-UP

Look at the pictures and write the names of the items in the pictures. Then, tick (✓) the ones you need for celebrations.

- Point to the pictures.
- Tell your sts to look at the pictures and write the names of the items in the pictures.
- Set the time limit.
- Check their answers.

Answers:

- 1- candle 2- computer 3- flowers
4- mobile phone 5- gift/present 6- decoration items

- Ask your sts to tick the ones they need for celebrations.
- Set the time limit.
- Check their answers.

Answers:

- 1, 3, 5, 6

1 READING & WRITING

1A What do people do on a special day/festival? Tick (✓) the activities.

- Ask your sts what people do on a special day/festival.
- Tell them to tick the activities that people do on a special day/festival.
- Set the time limit.
- Check their answers.

Answers:

- 1, 4, 5

1B Read the text and guess the meanings of the words. Circle the correct option.

- Read the text aloud by modeling the right pronunciation, intonation and stress.
- Ask your sts to read the text and guess the meanings of the words.
- Tell them to circle the correct option.
- Set the time limit.
- Check their answers.

Answers:

- 1-b 2-b 3-a 4-a 5-b

- Draw your sts' attention to the sentences which includes "in, on, at" by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.

Workbook / Page 28 / Activity A

THEME 3 PART 3 FESTIVALS AND CELEBRATIONS

WARM-UP

Look at the pictures and write the names of the items in the pictures. Then, tick (✓) the ones you need for celebrations.



✓ 1- candle



□ 2- computer



✓ 3- flowers



□ 4- mobile phone



✓ 5- gift/present



✓ 6- decoration items

1 READING & WRITING

1A What do people do on a special day/festival? Tick (✓) the activities.

1. (✓) have a party 3. () have a rest 5. (✓) organize a special meal
2. () watch TV 4. (✓) read or write poems 6. () sunbathe

1B Read the text and guess the meanings of the words. Circle the correct option.

Thanksgiving Day: It is an annual tradition in the United States. It is on the fourth Thursday of November. American families always have dinner together on this day. Before the dinner, they give thanks to God for their blessings and unity. The dinner always includes roasted turkey, cranberry sauce, potatoes and pumpkin pie.

Lantern Festival: It falls on the 15th of the lunar month. According to the Chinese tradition, at the beginning of a new year there is a full moon and there are thousands of colorful lanterns in the sky. So, people appreciate these ones. At this time, people try to solve the puzzles on the lanterns. At night, children carry decorative lanterns such as birds, beasts and historical figures. People also eat *tang yuan* on this day. It is an important meal for the family unity.

Seijin no Hi: It is a national holiday on the second Monday of January in Japan. On this day, there is a formal meeting for young Japanese. The young learn their responsibilities and the adults give them advice. Boys wear a headdress and girls wear a special kimono.

- 1- annual (adj): a) once a month ⑥) once a year
2- unity (n): a) living in the same place ⑦) being together for a purpose
3- tradition (n): ①) a belief or custom b) a geographical place in a country
4- lantern (n): ④) a kind of star b) a small box from a thin paper
5- responsibility (n): a) a habit of young people ⑧) a duty to do

See the details in the GRAMMAR REFERENCE part.

Workbook / Page 28 / Activity A

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THEME 3 PART 3: FESTIVALS AND CELEBRATIONS

A Read the text and complete the sentences.



Kwanzaa is a political holiday of African people in the USA. It starts on December 26 and it lasts seven days. Each family has a candle holder. Its name is Kinara. People light one candle for each day on this holder during this holiday. Three candles are on the left and they are green. There are also three candles on the right and they are red. The green ones represent hope and the red ones represent the blood of African people. There is one candle in the middle. It is black and it represents the unity of African people. Each candle on this holder has a special African name. Their meanings in the same order are creativity, cooperation, family, community, unity, responsibility, personal goals, and ambition.

- 1- Kwanzaa is a seven -day holiday of African people in the USA.
2- The colours of the candles on the holder are green, red and black .
3- The candles on the left represent hope.
4- The candle in the middle represents the unity of African people.
5- There are seven candles on the candle holder.

B Look at the information on the chart below and write a paragraph about the holiday.

Name of the Celebration:	Bonfire Night
Date:	on November 5
Place:	in the UK
Reason:	the saving of King James I from Guy Fawkes
Activities:	*organise parties or attend big organised fireworks displays *stand around the bonfire and set off fireworks-their names are Roman Candles, Mount Vesuvius and Golden Shower *eat lots of nice, warming Bonfire Night foods like sausages and jacket potatoes during the parties
Children's activities:	*make a model of Guy with some old clothes and newspapers *paste a special cardboard Guy Fawkes mask on this craft *walk from door to door with this guy and say 'A penny for the guy.' *receive money from adults *spend this money on sweets or fireworks

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1C Read the text again. Get the needed information and complete the chart.

NAME	WHERE	WHEN	HOW
Thanksgiving Day	in the United States	on the fourth Thursday of November	- have dinner - give thanks to God - eat roasted turkey, cranberry sauce, potatoes and pumpkin pie
Lantern Festival	in China	on the 15 th of the lunar month	- try to solve the puzzles on the lanterns - carry decorative lanterns - eat <i>tang yuan</i>
Seijin no Hi	in Japan	on the second Monday of January	- a formal meeting - learn their responsibilities in the society - wear a headdress or a special kimono

1D Read the clues and complete the missing information in the description of Orange Men's Day.

Where : Ireland
When : July 12
Why : commemorate the Battle of Boyne (the invasion of Ireland by England)
What : not work; wear orange sashes, black suits and bowler hats; march with drums and pipes

Orange Men's Day is a national holiday in 1) Ireland . It is on 2) July 12 . Irish people 3) commemorate the Battle of Boyne on this day. The Battle of Boyne is 4) the invasion of Ireland by England . People 5) don't go to work on this day. Men 6) wear orange sashes, black suits and bowler hats . They 7) march with drums and pipes on the streets.

2 SPEAKING & WRITING

2A Match the dates with the celebrations.

- | | | |
|---|------------------------------|--------------------|
| c | 1- 31 st December | a) Mother's Day |
| a | 2- The second Sunday of May | b) Valentine's Day |
| b | 3- 14 th February | c) New Year's Eve |
| d | 4- The third Sunday of June | d) Father's Day |

2B Look at the prompts below and write a short text about the celebration. Use "and, but, because". Pay attention to spelling and punctuation.

What is it? : Summer Solstice
When is it? : In the middle of the summer
Where is it? : In the south of England
What do people do? : Light fires and torches, go to Stonehenge, watch the sky all night, watch the sunrise in the morning there

Summer Solstice is a special day in the south of England. It is in the middle of the summer. People light fires and torches on this day. They go to Stonehenge. They watch the sky all night and the sunrise in the morning there.

Workbook / Page 28 / Activity B

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1C Read the text again. Get the needed information and complete the chart.

- Ask your sts to read the text again, get the needed information and complete the chart.
- Set the time limit.
- Check their answers.

Answers:

NAME	WHERE	WHEN	HOW
Thanksgiving Day	in the United States	on the fourth Thursday of November	- have dinner - give thanks to God - eat roasted turkey, cranberry sauce, potatoes and pumpkin pie
Lantern Festival	in China	on the 15 th of the lunar month	- try to solve the puzzles on the lanterns - carry decorative lanterns - eat <i>tang yuan</i>
Seijin no Hi	in Japan	on the second Monday of January	- a formal meeting - learn their responsibilities in the society - wear a headdress or a special kimono

1D Read the clues and complete the missing information in the description of Orange Men's Day.

- Ask your sts if they know Orange Men's Day.
- Make them brainstorm about what Orange Men's Day could be.
- Read the given clues aloud.
- Tell them to read the clues and complete the missing information in the description of Orange Men's Day.

- Set the time limit.

- Check their answers.

Answers:

- 1) Ireland
- 2) July 12
- 3) commemorate the Battle of Boyne
- 4) the invasion of Ireland by England
- 5) don't go to work
- 6) wear orange sashes, black suits and bowler hats.
- 7) march with drums and pipes

2 SPEAKING & WRITING

2A Match the dates with the celebrations.

- Draw your sts' attention to the given celebrations.
- Ask them to match the dates with the celebrations.
- Set the time limit.
- Check their answers.

Answers:

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

2B Look at the prompts below and write a short text about the celebration. Use simple connectors. Pay attention to spelling and punctuation.

- Draw your sts' attention to the given prompts and read them aloud.
- Ask your sts to look at the prompts and write a short text about the celebration.
- Warn them to use simple connectors.
- Remind them to pay attention to spelling and punctuation.
- Set the time limit.
- Let some of them read their paragraphs aloud to their classmates.
- Correct the mistakes if necessary.

Suggested Answer:

Summer Solstice is a special day in the south of England. It is in the middle of the summer. People light fires and torches on this day. They go to Stonehenge. They watch the sky all night and the sunrise in the morning there.

Workbook / Page 28 / Activity B

2C Work in pairs. Ask questions about your favorite festivals to each other. Use the prompts below and take notes about your partner's answers. Ask your partner to explain or repeat the question/answer when you don't understand.

- Make your sts work in pairs.
- Tell them to ask questions about their favorite festivals to each other.
- Ask them to use the prompts and take notes about their partners' answers.
- Remind them that they may ask their partners to explain or repeat the question/answer when they don't understand.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Answers:

- 1) Sts' own answers
- 2) Sts' own answers
- 3) Sts' own answers
- 4) Sts' own answers
- 5) Sts' own answers

2D Look at your notes in activity 2C. Give a presentation about your partner's favorite festival. Give information about the date, place, topic and activities of the festival. Pay attention to pronunciation, stress and intonation.

- Tell your sts to look at their notes in activity 2C.
- Ask them to give a presentation about their partners' favorite festivals.
- Warn them to give information about the date, place, topic and activities of the festival.
- Remind them to pay attention to pronunciation, stress and intonation.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Work in pairs. Ask questions about your favourite festivals to each other. Use the prompts below and take notes about your partner's answers. Ask your partner to explain or repeat the question/answer when you don't understand.

- 1- His/her favourite festival: *Sis' own answers*
- 2- When: *Sis' own answers*
- 3- Where: *Sis' own answers*
- 4- Why: *Sis' own answers*
- 5- What activities: *Sis' own answers*

Look at your notes in activity 2C. Give a presentation about your partner's favourite festival. Give information about the date, place, topic and activities of the festival. Pay attention to pronunciation, stress and intonation.

3 LISTENING & SPEAKING

3A What are the pictures about? Look at the pictures and guess.

a)  b)  c) 

3B Listen to the paragraph and choose the correct picture in activity 3A for this special day.

3C Listen to the paragraph again and write questions to the answers below. Ask for clarification when you don't understand.

- 1- **Where is Remembrance Day a special day** _____?
It is a special day in the UK.
- 2- **When is Remembrance Day** _____?
It is on the second Sunday in November.
- 3- **Where does a national ceremony take place** _____?
A national ceremony takes place at the Cenotaph in London.
- 4- **What is Royal British Legion** _____?
It is a charity for war veterans.
- 5- **What do people do on Remembrance Day** _____?
There is a two-minute silence at 11 a.m., people leave small wooden crosses by the memorials, people buy and wear poppies.
- 6- **Why is the name of this day Poppy Day** _____?
Because people buy and wear poppies.

3D Give a short presentation about veteran's days in your country. Answer the given questions in your presentation.

Are there any special days for veterans or soldiers in your country?
When is it?
What do people do on this day?
How do you feel on this day?

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3 LISTENING & SPEAKING

3A What are the pictures about? Look at the pictures and guess.

- Point to the pictures in activity 3A and ask your sts what the pictures are about.
- Ask them to look at the pictures and guess the topic of the pictures.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Check their answers.

Answer:
They are about the important days and festivals in the UK.

3B Listen to the paragraph and choose the correct picture in activity 3A for this special day.

- Draw your sts' attention to the pictures in activity 3A again.
- Ask your sts to listen to the paragraph and choose the correct picture in activity 3A for this special day.
- Warn them to be careful about the cultural values while listening.
- Play the CD player.
- Remind them that people have different celebrations and these celebrations are very important for these people.
- Check their answer.

Answer: Picture a

TRACK 27

Remembrance Day is a special day in the UK. It is on the second Sunday in November. People remember all the soldiers who died on this day. A national ceremony takes place at the Cenotaph in London. There is a two-minute silence at war memorials and other public spaces at 11a.m. all over the UK. People also leave small wooden crosses by the memorials. The Royal British Legion-a charity for war veterans- sells artificial poppies for veterans on this day. People buy and wear these poppies, so the other name of this day is Poppy Day.

3C Listen to the paragraph again and write questions to the answers below. Ask for clarification when you don't understand.

- Read the given answers aloud.
- Ask your sts to listen to the paragraph again and write questions to the answers.
- Remind them that they can ask for clarification, explanation or repetition when they don't understand by saying "Could you play the CD player again, please?", "Can you tell me what means?", "Sorry, but I can't understand.....".
- Play the CD player again.
- Check their answers.

Answers:

- 1- Where is Remembrance Day a special day?
- 2- When is Remembrance Day?
- 3- Where does a national ceremony take place?

- 4- What is Royal British Legion?
- 5- What do people do on Remembrance Day?
- 6- Why is the name of this day “Poppy Day”?



TRACK 28

The same tapescript as in Track 27

3D Give a short presentation about veteran’s days in your country. Answer the given questions in your presentation.

- Make your sts brainstorm about veteran’s days by asking them some questions such as “What is a veteran’s day?, When is it?, What do people do on this day?, Why is it important?”.
- Ask your sts to give a presentation about veteran’s days in their country.
- Warn them to answer the given questions in their presentations.
- Set the time limit.
- Let some of them do the activity in front of their classmates.



Workbook / Page 29 / Activity C

NOTES

Bonfire Night is a celebration in the UK. It is on 5 November. People celebrate the saving of King James I from Guy Fawkes. On Bonfire Night, people organise parties or attend big organised firework displays. They stand around the bonfire and set off fireworks. These fireworks have names like Roman Candles, Mount Vesuvius and Golden Shower. During the parties, people eat lots of nice, warming Bonfire Night foods like sausages and jacket potatoes. The children make a model of Guy with some old clothes and newspapers and they paste a special cardboard Guy Fawkes mask on this craft. They walk from door to door with this guy and say ‘A penny for the guy.’. They receive money from adults. Then, they spend this money on sweets or fireworks.

C Read the answers and write questions about the holiday in Russia.

- 1- What is SPA _____ ?
SPA is a holiday in Russia.
- 2- What do people celebrate during SPA _____ ?
People celebrate the harvest during SPA.
- 3- How many holidays are there during SPA _____ ?
There are three holidays during SPA.
- 4- What are the names of the holidays during SPA _____ ?
The names of the holidays during SPA are Honey, Apple and Nut Spas.
- 5- What do people do after the first and second SPA _____ ?
People collect honey after the first SPA and they collect fresh fruit after the second SPA.
- 6- Do people collect nuts after the third SPA _____ ?
Yes, they collect nuts after the third SPA.

PERFORMANCE TASK

- Prepare a brochure about a festival/celebration in your country with your friend.
- Work in pairs and search about a festival/celebration in your country.
 - Give information about the date, place, reason and activities of this festival/celebration.
 - Enrich your brochure with the pictures of this festival/celebration.

PROJECT TASK

- Prepare a brochure about your country and introduce it.
- Work in groups and search about your country.
 - Give information about personal traits and lifestyles of the people in your country.
 - Give information about the cultural values and differences in your country.
 - Give basic information about the famous festivals or celebrations in your country.
 - Enrich your brochure with some pictures.

4A Look at the brochure below. Work in pairs and discuss the questions.

- Make your sts look at the brochure and work in pairs.
- Read the questions aloud.
- Ask them to discuss the questions.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Suggested Answers:

- 1- It is about a festival.
- 2- It is in London.
- 3- People can listen to music and dance.

4B Work in pairs and choose one of the role cards. Card B is on page 92. Write e-mails to each other according to your role cards.

- Make your sts work in pairs and choose one of the cards.
- Remind them that Card B is on page 91.
- Ask them to write e-mails to each other according to their role cards.
- Do not force them while writing and let them enjoy writing.
- Set the time limit.
- Let some of them do the activity in front of their classmates

ROLE CARD B

You are the pen friend of the student from Turkey. Look at the given prompts and write a reply to his/her e-mail. Give him/her some information.

Purpose of the event: to have fun, listen to music, dance

Date: Friday 15 - Sunday 24 (November 2017)

Number of guests: more than 200,000 people

Contents: the craftworks, concert, food, dances

Suggested Answers:

ROLE CARD A

Dear

How are you? How is it going on? I need your help. You know I have a project in English. Our teacher wants us to prepare a presentation about the festival for the festival in London. Do you know this festival? If yes, can you write to me some information about it? When does it start? What activities are there in this festival? Please, write to me soon.

ROLE CARD B

Dear

I am very well these days. I don't have any exams this week. I'm happy. You want a favor from me. Here is some information:

London Music Festival is between 15th November and 24th November. It is in London. It lasts nine days. The purpose of this event is to listen to music, dance and have fun. More than 200.000 people join this festival. There are a lot of craftworks, food and dances there. People have great time.

4A Look at the brochure below. Work in pairs and discuss the questions.



- 1- What is the brochure about?
It is about a festival.
- 2- Where is the event?
It is in London.
- 3- What can people do there?
People can listen to music and dance.

4B Work in pairs and choose one of the role cards. Card B is on page 92. Write e-mails to each other according to your role cards.

ROLE CARD A

You hear about a festival in London. You need some information about the festival. Write an e-mail to your pen friend. Ask him/her to give some information about this festival.

ROLE CARD A

Dear

How are you? How is it going on? I need your help. You know I have a project in English. Our teacher wants us to prepare a presentation about the festival for the festival in London. Do you know this festival? If yes, can you write to me some information about it? When does it start? What activities are there in this festival? Please, write to me soon.

ROLE CARD B

Dear

I am very well these days. I don't have any exams this week. I'm happy. You want a favor from me. Here is some information:
London Music Festival is between 15th November and 24th November. It is in London. It lasts nine days. The purpose of this event is to listen to music, dance and have fun. More than 200,000 people join this festival. There are a lot of craftworks, food and dances there. People have great time.

4C Give a short presentation about the festival. Give information about the place, time, people and topic of this festival. Support your presentation with photos or pictures.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can find out the meanings of unknown words in a reading text.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can ask for clarification or repetition while speaking.	<input type="checkbox"/>	<input type="checkbox"/>
3 I can make a short speech on a certain topic, person, time and place.	<input type="checkbox"/>	<input type="checkbox"/>
4 I enjoy writing e-mails and letters to my friends.	<input type="checkbox"/>	<input type="checkbox"/>

4C Give a short presentation about the festival. Give information about the place, time, people and topic of this festival. Support your presentation with photos or pictures.

- Draw your sts' attention to the Role Card B.
- Ask your sts to give a short presentation about festival.
- Ask them to give information about the place, time, people, and topic of this festival.
- Remind them to support their presentation with photos or pictures.
- Set the time limit.
- Let some of them do the activity in front of their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

THEME IV

SPORTS



Grammar Structures

- Past Form of "To be"
- The Simple Past Tense

Materials

- The Student's Book
- Workbook
- Dictionary

Language Competence Stage

- A1
- A1.2
- A1.2.2

THEME IV

PART 1

INTERESTING SPORTS

FUNCTIONS

1 LISTENING & WRITING

1A

Yazma Genel 5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.

1B

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.

1C

Dinleme Genel 5. Yavaş hızdaki net konuşmalarda kullanılan uluslararası sözcükler, isimler ve yerlere ilişkin bilgiyi ayırt eder.

1D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.

Yazma Genel 6. Duygularını anlatan basit düzeyde yazılar yazar.

2 WRITING & SPEAKING

2A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

2B

Yazma Genel 5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.

2C

Yazma Genel 5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.

2D

Konuşma Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 3. Hoşlanıp hoşlanmadıkları hakkında basit düzeyde konuşur.

3 READING & SPEAKING

3A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

3B

Okuma Genel 3. Okuduklarında önemli bilgiyi ayırt eder.

Okuma Genel 8. Okuduklarında verilen ipuçlarından yararlanarak eksik bilgiyi tahmin eder.

3C

Okuma Genel 1. Kısa ve basit yazılı mesajlarda verilen bilgiyi ayırt eder.

Okuma Genel 2. Levhalarda yer alan günlük hayatta sıkça karşılaşılan sözcük ve ifadeleri anlar.

3D

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 5. Basit, açık ve anlaşılır şekilde yer, zaman, kişi ve konusu belli kısa konuşmalar yapar.

Sözlü Anlatım Genel 1. Konuşmasını görsellerle destekler.

THEME IV

SPORTS

INTERESTING SPORTS • FAMOUS SPORTS ORGANIZATIONS
• SKILLFUL AND INTERESTING SPORTSMEN

THEME 4 PART 1 INTERESTING SPORTS

WARM-UP

Do the questionnaire. Circle the correct options. Look at the answers on page 91 and check yourself.

HOW MUCH DO YOU KNOW ABOUT SPORTS?

- In fencing, clothes are
a) black **b) white** c) red
- What colour is the target in archery?
a) white b) black **c) yellow**
- Which sport do people watch most in the world?
a) basketball **b) football** c) racing
- Where did gymnastics begin?
a) England b) France **c) Ancient Greek**
- The first football World Cup final was in in 1930.
a) Argentina b) Brazil **c) Uruguay**
- What did Alan Shepard play on the moon in 1971?
a) basketball b) tennis **c) golf**
- There are 32 leather panels on a ball.
a) tennis **b) football** c) basketball
- Which sport do people do most in the world?
a) fishing b) football c) running

1 LISTENING & WRITING

1A Look at the pictures and write the names of the sports under the pictures.



1- hang gliding



2- bungee-jumping



3- canoeing



4- rafting



5- windsurfing



6- wakeboarding

Workbook / Page 31 / Activity A

WARM-UP

Do the questionnaire. Circle the correct options. Look at the answers on page 91 and check yourself.

- Draw your sts' attention to the given questionnaire by reading the title and asking some questions about your sts' knowledge on sports.
- Tell them to do the questionnaire.
- Ask them to read the questions and circle the correct options.
- Remind them that the answers are on page 91.
- Tell them to look at the answers on page 91 and check themselves.
- Set the time limit.
- Elicit their answers.

Answers:

1-b 2-c 3-b 4- c 5- c 6- c 7- b 8-a

1 LISTENING & WRITING

1A Look at the pictures and write the names of the sports under the pictures.

- Draw your sts' attention to the pictures and ask them what they are.
- Ask your sts to look at the pictures and write the names of the sports under the pictures.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Elicit the answers.

Answers:

1- hang gliding 2- bungee-jumping 3- canoeing
4- rafting 5- windsurfing 6- wakeboarding

Workbook / Page 31 / Activity A

OPTIONAL ACTIVITY: There is a game at the end of the Teacher's Book. You can play it with your sts if you have extra time.

THEME 4 PART 1: INTERESTING SPORTS

A Read the paragraphs and complete the table.

Mike: I started climbing in England about twenty years ago. I got very nervous for the first time, but I loved this excitement. So, I went on climbing. There are five peaks in Europe and I climbed three of them in the last five years. Climbing can be dangerous, but it is amazing. Reaching the top of a mountain is fantastic. You can't get this feeling in everyday life.

Teresa: I tried snowboarding in Italy five years ago and I hooked on it. In fact, I have a natural talent for this sport. I joined a lot of competitions in the last three years and I won several prizes. I want to be a professional. Snowboarding is amazing for me. I go down the mountain and I watch the beauty of the scenery. It's risky, but I enjoy taking risks. We can't take risks in everyday life very often, so I don't care about the risk in this sport.

	MIKE	TERESA
The name of the sport:	climbing	snowboarding
The place of the first experience:	England	Italy
The date of the first experience:	about twenty years ago	five years ago
Opinions about this sport now:	amazing, fantastic	amazing, risky

B Read the paragraphs in activity A again and answer the questions.

- Where did Mike start climbing?
He started climbing in England.
- Why did Mike go on climbing after the first experience?
Because he got very excited after the first experience and he loved this excitement.
- How many peaks did Mike climb in the last five years?
He climbed three peaks in Europe in the last five years.
- Where did Teresa try snowboarding for the first time?
She tried snowboarding in Italy for the first time.
- Did Teresa become successful in the competitions in the last three years?
Yes, she did.

C Look at the information about American football. Write a descriptive paragraph to describe it.

Name of the sport:	American football
Aim of the sport:	to move a ball across a goal and get a score
Parts of the sport:	four quarters (15 minutes) a rest period between the two halves (15 minutes)
Players of the sport:	two teams 11 players in each team (offensive and defensive) Officials (supervise the game & carry whistles and flags)
Place of the sport:	rectangular field - white lines on it
Equipment of the sport:	ball (a leather brown ball / like an oval), (white rings near each end of the ball) helmet (to protect player's head) pad (to protect player's shoulders, arms and legs)

1B Listen to the speakers and choose the sports they do.

- Ask your sts to listen to the speakers and choose the sports they do.
- Play the CD player.
- Check the answers.

Answers: Elena: a Philip: a



TRACK 29

ELENA: I started to be into this sport 15 years ago. I learned to do it in England. Five years ago, I decided to try bigger waves in Hawaii. Of course these waves were dangerous, but it was worth of this excitement. It is a magical feeling. It seems like flying above the ocean. I love it.

PHILIP: Before trying, I was very scared of doing this sport, but I also wanted to do it very much. My first try was in Italy five years ago. I was with an instructor 4000 meters up in the air and I wanted to be back on the ground. Then, I became addicted to it and I did more than twenty solo jumps. Falling through the air at 180 kilometers per hour is a massive adrenaline rush.

1C Listen to the speakers again and identify the international words, names and places.

- Ask your sts to listen to the speakers again and identify the international words, names and places.
- Play the CD player again.
- Check the answers.

Answers:
 1- England 2- Hawaii 3- 15 4- Italy
 5- Kilometers 6- adrenaline 7- 5



- Draw your sts' attention to the sentences which include "was, were" by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.



TRACK 30

The same tapescript as in Track 29

1D Write a paragraph about your experience in sports. Mention the following prompts in your writing.

- Ask some questions to your sts about their experiences in sports by using the given prompts.
- Make your sts talk about their experiences in sports by asking them some questions such as where they did it, when they did it, how it was, and what they felt.
- Tell your sts to write a paragraph about their experiences in sports.
- Ask them to mention the given prompts in their writing.
- Warn them that they should use the structures that they have learned in a correct way.
- Set the time limit.
- Let some of your sts read their paragraphs aloud.

Answers:
 Sts' own answers



Workbook / Page 31 / Activities B, C

1B Listen to the speakers and choose the sports they do.

Elena does _____. a) surfing b) skydiving c) snowboarding
 Philip does _____. a) skydiving b) bungee-jumping c) surfing

1C Listen to the speakers again and identify the international words, names and places.

- Elena did surfing in ENGLAND / SPAIN for the first time.
- Elena surfed with big waves in SOUTH AFRICA / HAWAII.
- Elena began surfing 15 years ago.
- Philip did skydiving in EGYPT / ITALY for the first time.
- In skydiving, you can fall through the air at 180 METERS / KILOMETERS per hour.
- Philip thinks that skydiving is a massive OXYGEN / ADRENALINE rush.
- Philip began skydiving 15 / 5 years ago.

See the details in the GRAMMAR REFERENCE part.

1D Write a paragraph about your experience in sports. Mention the following prompts in your writing.

- Which sport you did:
- Where and when you did:
- Your first thought:
- Your feelings and opinions:

Blank writing area with a pink diagonal watermark that says "See your answers".

Workbook / Page 31 / Activities B, C

The American football is a game between two teams. The aim of the game is to move a ball across a goal and get a score. Each match has four quarters. Each quarter lasts 15 minutes. The first half is the name of the first two quarters. There is a rest period between the two halves. It lasts 15 minutes. There are 11 players in each team. Each team has two kinds of players. They are offensive and defensive. There are officials in the match. They supervise the game. They carry whistles and flags. Players play it on a field. This field is rectangular in shape. There are white lines on the playing field. The ball is a leather brown ball. Its shape is like an oval and it has white rings near each end of it. Players wear helmets, so they protect their heads. Also they wear pads to protect their shoulders, arms and legs.

D Put the words in the box into the correct column. You can use some words more than once.

parachute rope	life jacket gloves	helmet harness	surfboard towel	boots cord
CLIMBING	BUNGEE JUMPING	PARAGLIDING	WINDSURFING	
gloves boots helmet rope	cord towel harness rope	parachute rope	surfboard life jacket	

E Read the descriptions and write the names of the sports under the pictures

SKYSURFING WAKEBOARDING



WAKEBOARDING

In this sport, a boat pulls a board and a rider stands on this board. The boat creates big waves, so athletes have difficulties in standing on the board. The sport becomes safer when the wind blows parallel to the shore because athletes don't fall into the water. Professional athletes do fancy tricks.



SKY SURFING

It's like surfing and flying at the same time. Athletes have to jump from an aeroplane. Athletes work in pairs. One of them does the tricks and the other one records the tricks with a video camera. You should know when to use your parachute and how to land safely. In a competition, judges watch the videos to choose the winner.

2 WRITING & SPEAKING

2A Write the words into the correct columns.

Relaxing Life jacket A game for two people An indoor sport
Parachute Shorts Racket Surfboard
Safe Risky Boots Court

TYPE	PLACE	DEVICES	OPINION
An outdoor sport	Field	Helmet	Dangerous
A game for two people	Pitch	Racket	Exciting
A game between two teams	Court	Life jacket	Hard
An indoor sport		Rope	Relaxing
		Ball	Fantastic
		Parachute	Safe
		Net	Amazing
		Surfboard	Scary
		Sticks	Risky
		Shorts	
		Boots	

2B Look at the picture and read the prompts in the table below. Then, complete the text with the suitable words.

Name of the sport	Numbers of Players	Equipments	The aim of the game
Lacrosse	10 members in each team	Ball Stick	To win the match with score
Your sport	Sts' own answers		



Lacrosse is 1) a game between two teams. It's a combination of football and hockey. People play it on a 2) pitch. There are 3) 10 members in each team. The aim of the game is to win the match with score. Players shoot the 4) ball into an opponent's 5) goal and they get points. Players can catch, carry and pass the ball on the pitch. They catch and throw the ball with a 6) stick. It is not easy, but it is very exciting.

2C Choose one of the sports you like and complete the "Your sport" column in activity 2B.

2D Give a description of your sport as in activity 2B. Use the words in the table in activity 2B and simple connectors.

NOTES

Blank lined area for notes.

2A Write the words into the correct columns.

- Read the given words aloud to your sts and ask them whether they knew their meanings.
- Ask them to write the words into the correct columns.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Elicit the answers.

Answers:

TYPE: A game for two people, An indoor sport

PLACE: Court

DEVICES: Racket, Life-jacket, Parachute, Surfboard, Shorts, Boots

OPINION: Relaxing, Safe, Risky

2B Look at the picture and read the prompts in the table below. Then, complete the text with the suitable words.

- Draw your sts' attention to the names of the sports in the table and make them talk about the sports.
- Read the given prompts aloud to your sts and make them talk about the sports by asking some questions such as "How many people play it?, What is the aim of it?"
- Tell them to look at the picture and read the prompts in the table.

- Ask them to complete the text with the suitable words.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- a game between two teams.
- 2- pitch
- 3- 10
- 4- ball
- 5- goal
- 6- stick

2C Choose one of the sports you like and complete the "Your sport" column in activity 2B.

- Ask your sts to choose one of the sports they like and complete "Your sport" column in activity 2B.
- Set the time limit.
- Elicit their answers.

Answers:

Sts' own answers

2D Give a description of your sport as in activity 2B. Use the words in the table in activity 2B and simple connectors.

- Ask your sts to give a description of their sports as in activity 2B.
- Remind them to use the words in the table in activity 2B and simple connectors.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Let some of your sts do the activity in front of their classmates.



3A Look at the pictures below and describe them to your classmates. Then, match the names of the sports with the pictures.

- Tell your sts to look at the pictures and describe them to their classmates.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Ask them to match the names of the sports with the pictures.

Answers:

- 1- Extreme Ironing 2- Street Luge

3B Read the paragraphs and match them with the pictures in activity 3A. Write “1” for Extreme Ironing and “2” for Street Luge in the parentheses.

- Read the text aloud by modeling the right pronunciation, stress and intonation.
- Ask your sts to read the paragraphs and match them with the pictures in activity 3A.
- Warn them to write “1” for Extreme Ironing and “2” for Street Luge in the parentheses.
- Set the time limit.
- Check the answers.

Answers:

- 1 – 2 – 1 – 2 – 2 – 1

3C Read the warning messages about the sports in activity 3A and choose the correct sport for each one.

- Tell some of your sts to read the warning messages about the sports in activity 3A aloud.
- Ask them to read the warning messages about these sports and choose the correct sport for each one.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- Extreme Ironing 2- Street Luge 3- Street Luge
4- Street Luge 5- Extreme Ironing 6- Street Luge
7- Extreme Ironing

3D Choose an interesting sport and do research about it. Then, give a presentation about that sport. Use visuals in your presentation.

- Tell your sts to choose an interesting sport and do research about it.
- Ask them to give a presentation about that sport.
- Remind them to use visuals in their presentations.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Let some of your sts do the activity in front of their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.



3A Look at the pictures below and describe them to your classmates. Then, match the names of the sports with the pictures.

STREET LUGE

EXTREME IRONING



Extreme Ironing

Street Luge

3B Read the paragraphs and match them with the pictures. Write “1” for Extreme Ironing and “2” for Street Luge in the parentheses.

(1) The first world championship took place in 2002 in Germany. There were 80 teams from 10 countries. They all ironed a variety of items like T-shirts, shorts or shirts.

(2) This sport evolved from skateboarding. There is a board in this sport and people race on this board on the street. This board is 8-foot-long and the pilot lies on this board and steers it with weight.

(1) There are championships and competitions for this sport. Show the proof of your ironing for application.

(2) They can travel over 70 miles per hour, so they wear protective gear. These clothes are a skin-tight leather suit, a full helmet, goggles, leather gloves and leather shoes. They should protect their feet, because they stop the board with their feet.

(2) This sport was born in California. The first professional race was at Signal Hill in California in 1975. Then, it became popular in ESPN's X Games in the 1990s. Now it is in numerous countries and there are competitions for this sport. There are approximately 1200 active riders in the world.

(1) Phil Shaw of England invented this sport because he spent all his day with laundry and he wanted to do rock climbing. Thus, he combined two activities. This sport means ironing in unusual locations, such as on the top of mountains, on mountain bikes, trees or underwater.

3C Read the warning messages about these sports in activity 3A and choose the correct sport for each one.

1. (EXTREME IRONING): Take a photograph and show your ability and creativity for application.

2. (STREET LUGE): Don't use mechanical brakes for stopping.

3. (STREET LUGE): Be careful about your clothes. They should be leather.

4. (STREET LUGE): Strengthen your feet because you can stop the board with them.

5. (EXTREME IRONING): Do this activity on a broken down car, a fast flowing river, at the top of a tree or on a rocky surface.

6. (STREET LUGE): Wear a helmet for protection.

7. (EXTREME IRONING): Use suitable iron for the place of your activity.

3D Choose an interesting sport and do research about it. Then, give a presentation about that sport. Use visuals in your presentation.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself. Yes No

- | | | | |
|---|--|--|--|
| 1 | I can use simple sentence structures in a correct way. | | |
| 2 | I can understand the short and basic information in a written message. | | |
| 3 | I can use simple connectors. | | |
| 4 | I can use words and phrases in a correct way. | | |
| 5 | I can understand the daily expressions on the board. | | |

THEME IV

PART 2

FAMOUS SPORTS ORGANIZATIONS

FUNCTIONS

1 LISTENING & WRITING

1A

Yazma Genel 5. İpuçlarından yararlanarak eksik bilgiyi tamamlar.

1B

Dinleme Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.

Dinleme Ortak 8. Seçici dinler.

1C

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 5. Yavaş hızdaki net konuşmalarda kullanılan uluslararası sözcükler, isimler ve yerlere ilişkin bilgiyi ayırt eder.

1D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.

Yazma Genel 4. Hoşlanıp hoşlanmadıkları ile ilgili kısa paragraf oluşturur.

Yazma Genel 6. Duygularını anlatan basit düzeyde yazılar yazar.

2 READING & SPEAKING

2A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

2B

Okuma Genel 5. Okuduğu kısa ve basit metinle ilgili soruları anlar.

2C

Okuma Genel 6. Okuduğu basit ve kısa metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.

2D

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Sorular sorar.

Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

Karşılıklı Konuşma Genel 4. İhtiyaç duyduğu konularda bilgi verilmesini ister.

3 WRITING & SPEAKING

3A

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Sorular sorar.

Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

Karşılıklı Konuşma Genel 3. Hoşlanıp hoşlanmadıkları hakkında basit düzeyde konuşur.

3B

Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.

Yazma Genel 7. Yazılarında zaman ifadelerini kullanır.

Yazma Genel 8. Yazılarında nezaket ifadelerini kullanır.

3C

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 4. Günlük ihtiyaçlarını karşılamak için sahip olduğu sözcük bilgisini yerinde ve anlamına uygun olarak kullanır.

3D

Yazma Genel 1. Ayrıntılı kişisel bilgileri yazılı olarak ister ve iletir.

Karşılıklı Konuşma Genel 1. Sorular sorar.

Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

WARM-UP

Work in groups of three or four. Look at the pictures and write the names of the sports in the Olympic Games. Talk about them with the help of the questions.

- Let your sts talk about the pictures by asking what they are in groups of three or four.
- Ask your sts to look at the pictures and write the names of the sports in the Olympic Games.
- Set the time limit.
- Elicit the answers.

Answers:

1- weightlifting 2- running 3- cycling

- Read the given questions to your sts aloud.
- Tell your sts to talk about one of the sports in the picture with the help of the questions.
- Let some of your sts do the activity in front of their classmates.

Workbook / Page 33 / Activity A

1 LISTENING & WRITING

1A Look at the pictures and write the names of the sports. Then, complete the sentence.

- Ask your sts to look at the pictures and write the names of the sports.
- Set the time limit.
- Check the answers.

Answers:

1- Adventure racing 4- Kickboxing
2- Hang gliding 5- Street Luge
3- Skateboarding

- Read the given sentence to your sts aloud.
- Tell your sts to complete the sentence.
- Set the time limit.
- Elicit their answers.

Answer:

..... they are extreme sports.

NOTES

THEME 4 PART 2 FAMOUS SPORTS ORGANIZATIONS

WARM-UP

Work in groups of three or four. Look at the pictures and write the names of the sports in the Olympic Games. Talk about them with the help of the questions.

- Which one/ones do you like doing or watching?
- Which one/ones do you hate doing or watching?
- Which ones are popular in your country?
- Which ones are you good/bad at?



Example: archery



1- weightlifting



2- running



3- cycling

Workbook / Page 33 / Activity A

1 LISTENING & WRITING

1A Look at the pictures and write the names of the sports. Then, complete the sentence.



Example: Bungee-jumping



1- Adventure racing

THEME 4 PART 2: FAMOUS SPORTS ORGANIZATIONS

A Complete the information about the Melbourne Cup. Use the clues in the box.

party-like TV lunches Australia's Tuesday
fashionable costumes 1861 a public holiday

The Melbourne Cup is Australia's most famous horse race. The first race was in 1861. This day became a public holiday in Melbourne in 1877, so nobody works on that day. It takes place at Flemington Racecourse at 3:00 pm on the first Tuesday in November every year. On Melbourne Cup Day, a lot of race-goers are everywhere in Flemington. There is a party-like atmosphere with a lot of food and drinks. People wear fashionable clothes and hats. Some people also dress up in amusing costumes. Cup Day lunches are very special all over Australia. Ladies wear fancy hats at lunches. Some ladies also watch the race on TV. People call this day 'the race that stops a nation'.

B Read the text and complete the table with the necessary information.

Beijing or Peking was the host city of the 2008 Olympic Games. The name of the official mascot of 2008 Beijing Olympic Games was Fuwa. It represented the four most popular animals of China. They all had a message of "friendship and peace". These animals have special Chinese names.

Beibei represented the Fish. She symbolized prosperity. Her element was the water, so she represented the water sports in the games. Also, she represented the blue Olympic ring. Jingjing was the Panda. He symbolized happiness. His element was the wood, so he represented the strength-based sports in the game. He represented the black Olympic ring. Huanhuan was the Olympic Flame. He symbolized passion for sports. His element was the fire and he represented the ball sports. Also, he represented the red Olympic ring. Yingying was the Tibetan Antelope. He was the symbol of health. His element was the Earth, so he represented the track and field events. He represented the yellow Olympic ring. Nini was the Swallow. She was the symbol of fortune. She represented the gymnastics because her element was the air. She represented the green Olympic ring. Read the first syllables of these names now. "Bei Jing Huan Ying Ni". It says "Welcome to Beijing".

	Beibei	Jingjing	Huanhuan	Yingying	Nini
Animal	Fish	Panda	the Olympic flame	Tibetan Antelope	Swallow
Symbol	prosperity	happiness	passion	health	fortune
Element	water	wood	fire	earth	air
Sport	water sports	strength-based sports	ball sports	track and field	gymnastics
Olympic symbol	the blue Olympic ring	the black Olympic ring	the red Olympic ring	the yellow Olympic ring	the green Olympic ring

C Read the text in activity B again and answer the questions.

- 1- What are the four most important animals of China?
They are fish, panda, the Tibetan Antelope and swallow.
- 2- What were the official mascots of 2008 Beijing Olympic Games?
Beibei, Jingjing, Huanhuan, Yingying and Nini were the official mascots of 2008 Beijing Olympic Games.
- 3- What was the name of the official mascot of 2008 Beijing Olympic Games?
Fuwa was the name of the official mascot of 2008 Beijing Olympic Games.



2- Hang gliding



3- Skateboarding



4- Kickboxing



5- Street Luge

The common feature of these sports is that they are extreme sports.

1B Listen to the paragraph and look at the pictures in activity 1A. Complete the sentences below.

- 1- Bungee-jumping, adventure racing, skateboarding and street luge were among the categories of the first X Games.
- 2- Hang gliding and kickboxing were not among the categories of the first X Games.
- 3- Other sports in the categories of the first X Games were in-line skating, skysurfing, sport climbing, biking and water sports.

1C Listen to the paragraph again and choose the correct option.

- 1- The first Extreme Games was in _____
a) New York b) New Jersey c) Newport
- 2- One of the categories in the first Extreme games was _____
a) hang gliding b) bungee-jumping c) football
- 3- _____ is a famous skateboarder of X Games.
a) Tony Hawk b) Tom Hanks c) Tony Cash
- 4- Shaun White is from _____
a) Paris b) Beijing c) California
- 5- A lot of people have a chance to watch X Games on line or _____
a) on TV b) in the stadium c) on video

1D Choose one of the categories in X Games. Do research and write a brief paragraph about it. Write a description of that sport, your feelings and likes about it.

Sts' own answers

NOTES

1B Listen to the paragraph and look at the pictures in activity 1A. Complete the sentences below.

- Ask your sts to listen to the paragraph, look at the pictures in activity 1A and complete the sentences.
- Play the CD player.
- Check the answers.

Answers:

- 1- Bungee-jumping, adventure racing, skateboarding and street luge
- 2- Hang-gliding and kick-boxing
- 3- in-line skating, skysurfing, sport climbing, biking and water sports



TRACK 31

Ms. Thompson: Today everybody is going to talk about theThe first Extreme Games was in Newport on the 24th July 2005. There were 27 events in nine categories in this organization. These categories were bungee-jumping, adventure racing, in-line skating, skateboarding, skysurfing, sport climbing, street luge, biking and water sports. Now, there are two X Games every year- in summer and in winter. Every year a lot of people watch these games on TV or on line. One of the most famous participants of the X Games is Tony Hawk. Tony Hawk is a famous skateboarder. The number of his gold medals are 9 between 1995 and 2002. Another X Games legend is Shaun White. He is a snowboarder from California. His record is 9 gold medals at the Winter X Games. He also has got a skateboarding medal at the summer X Games.

1C Listen to the paragraph again and choose the correct option.

- Ask your sts to listen to the paragraph again and choose the correct option.
- Play the CD player again.
- Check the answers.

Answers:

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



TRACK 32

The same tapescript as in Track 31

1D Choose one of the categories in X Games. Do research and write a brief paragraph about it. Write a description of that sport and your feelings and likes about it.

- Tell your sts to choose one of the categories in X Games.
- Ask them to do research and write a brief paragraph about it.
- Ask them to write a description of that sport and their feelings and likes about that sport.
- Warn them that they should use the structures that they have learned in a correct way.
- Set the time limit.
- Let some of your sts read their paragraphs aloud.

Answer:

Sts' own answers





2A Look at the pictures and name the important figures of the Olympic Games.

- Tell your sts to look at the pictures and name the important figures of the Olympic Games.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- This is the Olympic Flag.
- 2- This is the Olympic Flame.
- 3- These are the medals.

2B Read the text and write the numbers of the paragraphs which tell about the answers of the questions below.

- Read the given questions aloud and draw your sts' attention to the text.
- Ask your sts to read the text and write the number of paragraph which tells about the answers of the questions.
- Set the time limit.
- Check the answers.

Answers:

- 1- 4th par
- 2- 2nd par
- 3- 5th par
- 4- 1st par
- 5- 3rd par

2C Read the text again and answer the questions.

- Ask your sts to read the text again and answer the questions.
- Set the time limit.
- Check the answers.

Answers:

- 1- The first Olympic Games was in 776 B.C.
- 2- The first modern Olympic Games started in Athens-the capital city of Greece.
- 3- Pierre de Coubertin designed the flag of the Olympic Games.
- 4- Because one place is for Summer Games and the other one is for Winter Games.
- 5- A team of runners lights the Olympic torch in Athens. Then, they run to the host country and light another torch there. Then, the Games start.
- 6- The awards are gold, silver and bronze medals.

2D Work in pairs. Look at your own card and ask for and give information about the Olympic Games. Ask wh-questions and get the necessary information. Card B is on page 91.

- Ask your sts to look at their own cards and ask for and give information about the Olympic Games.
- Remind them that Card B is on page 91.
- Tell them to ask wh-questions and get the necessary information.
- Warn them to use simple sentence structures correctly and use their own vocabulary repertoire.
- Let some of your sts do the activity in front of their classmates.

Answers:

- 1- James B. Connolly
- 2- Beijing
- 3- doping
- 4- 1924
- 5- city
- 6- 33

CARD B

- 1- James B. Connolly was the first champion of the modern Olympic Games.
- 2- The Summer Olympic Games were in in 2008.
- 3- Ben Johnson lost his gold medal because of doping.
- 4- The Winter Olympic Games started in
- 5- A city is the host of the Olympic Games, it is not a country.
- 6- The athletes compete indifferent sports in the Olympic Games.

2A Look at the pictures and tell the important figures of the Olympic Games.



This is the Olympic Flag.



This is the Olympic Flame.



These are the medals.

2B Read the text and write the numbers of the paragraphs which tell about the answers of the questions below.

- 1- 4th par What is the opening ceremony of the games like?
- 2- 2nd par What is the goal of the Olympic Games today?
- 3- 5th par What are the Olympic sports and awards?
- 4- 1st par What is the information about the first Olympic Games?
- 5- 3rd par How did the flag of Olympic Games develop?

The first Olympic Games were in Olympia in Greece in 776 B.C. It was a national sports organization. Baron Pierre de Coubertin reviewed the games in 1896 and a lot of sportsmen from different countries joined this organization in Athens in that year. Thus, the Olympic Games became an international sports organization.

Today, the Olympic Games take place every four years. They are very popular because they bring people from all countries together for a short time. The goal is to educate youth through sports and teach friendship.

The flag of the Olympic Games is very famous. Pierre de Coubertin designed it in 1920. It contains five rings with a white background. The rings are in different colours. They symbolize the five continents - green for Europe, black for Africa, yellow for Asia, red for America and blue for Australia.

The location of the games changes each time. The committee chooses two places every year because one is for Summer Games and the other one is for Winter Games. Before the games, a team of runners goes to Athens and they light the Olympic torch. Then, they run to the host country and light another torch there. This is the start of the games.

The Olympic Games include a variety of individual and team sports. Some of them are cycling, fencing, volleyball, winter sports, swimming, and wrestling. The awards are gold, silver and bronze medals. The winners also receive flowers and fame.

2C Read the text again and answer the questions.

- 1- When was the first Olympic Games?
The first Olympic Games was in 776 B.C.
- 2- Where did the first modern Olympic Games start?
The first modern Olympic Games started in Athens-the capital city of Greece.
- 3- Who designed the flag of the Olympic Games in 1920?
Pierre de Coubertin designed the flag of the Olympic Games.
- 4- Why does the committee choose two places every year?
Because one place is for Summer Games and the other one is for Winter Games.
- 5- How do the Olympic Games start?
A team of runners lights the Olympic torch in Athens. Then, they run to the host country and light another torch there. Then, the Olympic Games start.
- 6- What are the awards in the Olympic Games today?
The awards are gold, silver and bronze medals.

- 4- What does "Bei Jing Huan Ying Ni" mean in English?
It means "Welcome to Beijing".
- 5- What was the message of the mascot of 2008 Beijing Olympic Games?
The message of the mascot of 2008 Beijing Olympic Games was friendship and peace.

D Read the information on the brochure and complete the blanks with the sports.

Mountain biking / Rock climbing / Mountain walk / Canoeing



Which one do you want?
It's all here.
Suitability: 8 years old and over

Rock Climbing

Get basic climbing techniques on a suitable crag. Have the climbs of an enjoyable height and difficulty.

Canoeing

Have great fun on the water. Learn how to handle an open canoe.

Mountain walk

Learn the necessary skills, techniques and be self-confident. Learn to find the way.

Mountain Biking

Learn how to read a map and use a compass effectively. Ride over 100 miles of off-road forest trails.

Contact us at
www.snowadventures.com

E Read the information on the brochure again in activity D and mark each sentence as True (T) or False (F).

- F 1) Jane is 6 years old, so she can join the Snow Adventures.
- F 2) You can't climb on a crag in Snow Adventures.
- F 3) You can't learn how to use a compass in Snow Adventures.
- T 4) You can learn to ride a canoe here.

2D Work in pairs. Look at your own card and ask and give information about the Olympic Games. Ask wh-questions and get the necessary information. Card B is on page 91.

- CARD A**
- _____ was the first champion of the modern Olympic Games.
 - The summer Olympic Games were in Beijing in 2008.
 - Ben Johnson lost his gold medal because of _____.
 - The winter Olympic Games started in 1924.
 - A _____ is the host of the Olympic Games, it is not a country.
 - The athletes compete in 33 different sports in the Olympic Games.

Workbook / Page 34 / Activities D, E

3 WRITING & SPEAKING

3A Work in groups. Imagine that you are going to hold a tournament in your classroom. Ask some questions to some of your friends and learn their interests. Take notes about their answers on the chart below.

BRANCH	The number of your friends		
	good at	like playing	like watching
Volleyball			
Handball			
Table tennis			
Tennis			
Bocce			

3B Choose a sports from the chart in activity 3A for your tournament. Prepare an announcement for it below. Give information about the place and time of the tournament.

_____ TOURNAMENT

Sts' own answers

3C What information do you need to fill in for an application form? Prepare an application form for your tournament in activity 3B.

APPLICATION FORM FOR	TENNIS	TOURNAMENT
Name & Surname :	Sts' own answers	
Date of Birth :	Sts' own answers	
Place of Birth :	Sts' own answers	
Gender :	Sts' own answers	
Class :	Sts' own answers	

3D Work in pairs. Ask and give the personal information for your application form in activity 3C.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can talk simply about my likes and dislikes.		
2 I can ask for and give personal information in a detailed way.		
3 I can understand international words, names and places in a listening text.		
4 I can understand and answer the questions according to a reading text.		
5 I can write short and basic dialogues and texts.		

NOTES

Blank lined area for notes.

3A Work in groups. Imagine that you are going to hold a tournament in your classroom. Ask some questions to some of your friends and learn their interests. Take notes about their answers on the chart below.

- Make your sts work in groups.
- Tell your sts to imagine that they are going to hold a tournament in their classroom.
- Tell them to ask some questions to some of their friends and learn their interests.
- Ask them to take notes about their answers on the chart below.
- Warn them to use simple sentence structures correctly.
- Let some of your sts do the activity in front of their classmates.

3B Choose a sports from the chart in activity 3A for your tournament. Prepare an announcement for it below. Give information about the place and time of the tournament.

- Tell your sts to choose a sports from the chart in activity 3A for their tournament.
- Ask them to prepare an announcement for it.
- Ask them to give information about the place and time of the tournament.
- Warn them to use time expressions and the forms of politeness in their writing.
- Set the time limit.
- Make some of your sts read their announcements to their classmates aloud.

Answers:

Sts' own answers

3C What information do you need to fill in for an application form? Prepare an application form for your tournament in activity 3B.

- Ask the given question "What information do you need to ask for an application form?" to your sts.
- Tell them to prepare an application form for their tournament in activity 3B.
- Tell them to be careful about spelling.
- Set the time limit.
- Let some of your sts share their forms with their classmates.

Suggested Answer:

APPLICATION FORM FOR ..TENNIS..... TOURNAMENT	
Name & Surname:	
Date of Birth:	
Place of Birth:	
Gender:	
Class:	

3D Work in pairs. Ask for and give the personal information for your application form in activity 3C.

- Make your sts work in pairs.
- Tell them to ask for and give the personal information for their application forms in activity 3C.
- Let some of your sts do the activity in front of their classmates.

APPLICATION FORM FOR ..TENNIS..... TOURNAMENT	
Name & Surname:Sts' own answers....
Date of Birth:Sts' own answers....
Place of Birth:Sts' own answers....
Gender:Sts' own answers....
Class:Sts' own answers....

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

THEME IV

PART 3

SKILLFUL AND INTERESTING SPORTSMEN

FUNCTIONS

1 LISTENING & WRITING

1A

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

1B

Dinleme Ortak 8. Seçici dinler.

1C

Dinleme Ortak 7. Katılımlı dinler.
Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.

1D

Dinleme Ortak 7. Katılımlı dinler.

1E

Dinleme Ortak 1. Dinlerken vurgu, tonlama ve telaffuza dikkat eder.
Dinleme Ortak 8. Seçici dinler.
Dinleme Genel 6. Dinledikleri/ izlediklerinde geçen basit, açık ve anlaşılır bilgiyi ayırt eder.

1F

Yazma Genel 3. Kısa ve basit diyalog ve metinler oluşturur.
Yazma Genel 6. Duyularını anlatan basit düzeyde yazılar yazar.
Yazma Genel 8. Yazılarında nezaket ifadelerini kullanır.

2 WRITING & SPEAKING

2A

Karşılıklı Konuşma Genel 5. Basit, açık ve anlaşılır şekilde yer, zaman, kişi ve konusu belli kısa konuşmalar yapar.

2B

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.
Konuşma Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.
Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.
Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.
Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.

Karşılıklı Konuşma Genel 1. Sorular sorar.

Karşılıklı Konuşma Genel 2. Sorulan sorulara cevap verir.

2C

Yazma Genel 1. Ayrıntılı kişisel bilgileri yazılı olarak ister ve iletir.
Yazma Genel 2. Karşılıklı yazışmaktan zevk alır.(e-mail yada mektup)

2D

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.
Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.
Yazma Genel 1. Ayrıntılı kişisel bilgileri yazılı olarak ister ve iletir.
Yazma Genel 2. Karşılıklı yazışmaktan zevk alır.(e-mail yada mektup)

2E

Akran Değerlendirme

3 READING & SPEAKING

3A

Okuma Ortak 1. Okunan metinde anlamaya engel olan bilmediği sözcüklerin anlamlarını araştırır.

3B

Okuma Genel 8. Okuduklarında verilen ipuçlarından yararlanarak eksik bilgiyi tahmin eder.

3C

Okuma Genel 3. Okuduklarında önemli bilgiyi ayırt eder.
Okuma Genel 8. Okuduklarında verilen ipuçlarından yararlanarak eksik bilgiyi tahmin eder.

3D

Konuşma Ortak 7. Kendine güvenerek konuşur.
Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Sözlü Anlatım Genel 4. Duyularını basit düzeyde sözlü olarak ifade eder.

THEME 4 PART 3 SKILLFUL AND INTERESTING SPORTSMEN

WARM-UP Do the questionnaire and learn how much you know about sportsmen.

HOW MUCH DO YOU KNOW ABOUT SPORTSMEN?

- Which one earns the most money from sport?
a) David Beckham-football b) Roger Federer-tennis c) Tiger Woods-golf
- Who was the sportsman of the year in 2011?
a) Lionel Messi b) Kobe Bryant c) Pat Summit
- Who was the first Turkish basketball player in the NBA?
a) Hidayet Türkoğlu b) Mirsad Türkcan c) İbrahim Kutluay
- Who was the first and only Turkish referee in the FIFA World CUP?
a) Doğan Babacan b) Erman Toroğlu c) Ahmet Çakar
- _____ failed in playing basketball in high school.
a) Hidayet Türkoğlu b) Michael Jordan c) Kobe Bryant
- One of _____'s passion was dancing. He had parties three times a month before.
a) Manny Pacquiao b) Chris Hoy c) Usain Bolt

1 LISTENING & WRITING

1A Look at the picture and guess the answers of the questions.

- What is her name?
Sts' own guesses
- Where is she from?
Sts' own guesses
- What is her job?
Sts' own guesses
- How old is she?
Sts' own guesses



1B Listen to the first part of Chilapong's story and check your answers in activity 1A.

- Her name is Chimokil Chilapong.
- She is from Kenya.
- She is a housewife.
- She is 35 years old.

1C Listen to the first part of Chilapong's story again and write an end for her story.

Sts' own answers

1D Listen to the second part of Chilapong's story and compare the real story with yours.

Answers:

- Her name is Chimokil Chilapong.
- She is from Kenya.
- She is a housewife.
- She is 35 years old.



TRACK 33

Chimokil Chilapong is a Kenyan housewife. She was born in Kenya in 1978. She had a poor childhood. When she was 17, her mother died. Then, she left school and got married. They had four children. They were very poor. They couldn't pay their children's education costs. One day, one of her neighbours advised her to join a race and to win the prize. Then, she started to run in 2004. Her husband, Benjamin, was helpful to her. He prepared breakfast for her every morning and looked after their four children. One day, a local athletics coach noticed her talent and encouraged her to enter the Nairobi Marathon. The Nairobi Marathon was in the city centre on 24 October, 2005. She continued to train and made an application for this race. When it was the date of the race, they had no money to go to Nairobi.

1C Listen to the first part of Chilapong's story again and write an end for it.

- Ask your sts to listen to the first part of Chilapong's story again and write an end for it.
- Play the CD player again.
- Set the time limit.
- Walk around the classroom and help your sts if necessary.
- Let some of your sts read their stories aloud to their classmates.

Answers:

Sts' own answers



TRACK 34

The same tapescript as in Track 33

1D Listen to the second part of Chilapong's story and compare the real story with yours.

- Ask your sts to listen to the second part of Chilapong's story and compare the real story with theirs.
- Play the CD player.
- Tell some of your sts to summarize the real story and compare it with theirs.
- Let some of your sts do the activity in front of their classmates.

Suggested Answers:

Her husband found the money for her and she went to Nairobi. She beat all professional athletes and won the prize. She became very popular and a sportswear company offered her a sponsorship deal. She became rich and spent the money for her children. So she is a hero in Kenya. Kenyan people see her as a devoted mother. She is a model for the people because of her success.



TRACK 35

Her husband sold some of their animals and took the tickets for Nairobi. This was her first marathon, but she did it in 2 hours, 39 minutes and 9 seconds. She beat hundreds of all professional athletes and won £7,000. She became very popular in Kenya, so a sportswear company immediately offered her a £6,400 sponsorship deal. She was very happy at the end of the race because she could pay her children's education cost, buy a lot of toys and equipment for her children and livestock for their small farm in West Pokot. Now she is still a famous athlete in Kenya. Also, she is a hero. Kenyan people consider her as a talented athlete. Most importantly, they see her as a devoted mother. She is a model for the people in West Pokot. After her success in the marathon, poor and young people enjoy running and have dreams about running.

WARM-UP

Do the questionnaire and learn how much you know about sportsmen.

- Draw your sts' attention to the questionnaire.
- Ask your sts to answer the questions and learn how much they know about the sportsmen.
- Tell them to read the questions and tick the correct answers.
- Set the time limit.
- Check their answers.

Answers:

- 1-c 2-c 3-b 4-a 5-b 6-c

1 LISTENING & WRITING

1A Look at the pictures and guess the answers of the questions.

- Draw your sts' attention to the given picture.
- Ask your sts to look at the picture and guess the answers of the questions.
- Set the time limit.
- Elicit their answers.

Answers:

- Sts' own guesses
- Sts' own guesses
- Sts' own guesses
- Sts' own guesses

1B Listen to the first part of Chilapong's story and check your answers in activity 1A.

- Ask your sts to listen to the first part of Chilapong's story and check their answers in activity 1A.
- Play the CD player.
- Check the answers.

1E Listen to Chilapong's whole story and match the dates and numbers with the phrases. Pay attention to pronunciation, stress and intonation of the dates and numbers.

- Ask your sts to listen to Chilapong's whole story and match the dates and numbers with the phrases.
- Warn them to pay attention to pronunciation, stress and intonation of the dates and numbers.
- Play the CD player again.
- Check the answers.

Answers:

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



TRACK 36

Her husband sold some of their animals and took the tickets for Chimokil Chilapong is a Kenyan housewife. She was born in Kenya in 1978. She had a poor childhood. When she was 17, her mother died. Then, she left school and got married. They had four children. They were very poor. They couldn't pay their children's education costs. One day, one of her neighbours advised her to join a race and to win the prize. Then, she started to run in 2004. Her husband, Benjamin, was helpful to her. He prepared breakfast for her every morning and looked after their four children. One day, a local athletics coach noticed her talent and encouraged her to enter the Nairobi Marathon. The Nairobi Marathon was in the city centre on 24 October, 2005. She continued to train and made an application for this race. When it was the date of the race, they had no money to go to Nairobi.

Her husband sold some of their animals and took the tickets for Nairobi. This was her first marathon, but she did it in 2 hours, 39 minutes and 9 seconds. She beat hundreds of all professional athletes and won £7,000. She became very popular in Kenya, so a sportswear company immediately offered her a £6,400 sponsorship deal. She was very happy at the end of the race because she could pay her children's education cost, buy a lot of toys and equipment for her children and livestock for their small farm in West Pokot. Now she is still a famous athlete in Kenya. Also, she is a hero. Kenyan people consider her as a talented athlete. Most importantly, they see her as a devoted mother. She is a model for the people in West Pokot. After her success in the marathon, poor and young people enjoy running and have dreams about running.

1F Write a congratulation e-mail below to Chilapong. Write about your knowledge and feelings about her life and success.

- Ask your sts to write a congratulation e-mail to Chilapong.
- Tell them to write about their knowledge and feelings about her life and success.
- Warn them to be polite and use the forms of politeness in their writings.
- Set the time limit.
- Let some of your sts read their e-mails aloud to their classmates.

Suggested Answer:

Dear Mrs. Chilapong,

I want to congratulate you for your success in the marathon. I know you had difficulties in joining this race, but you won it in the end. I think you are very happy now. You deserve this. I really admire your struggle. You are a very strong woman and a mother.

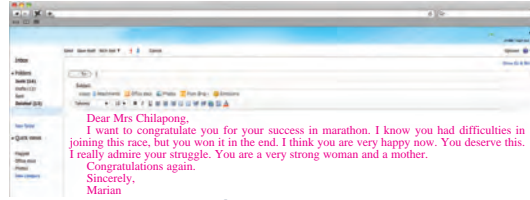
Congratulations again.

Sincerely,
Marian

1E Listen to the Chilapong's whole story and match the dates and numbers with the phrases. Pay attention to pronunciation, stress and intonation of the dates and numbers.

d	1- 1978	a)	The amount of prize in Nairobi Marathon
c	2- 2004	b)	Chilapong's record in the marathon
f	3- On 24 October, 2005	c)	The starting year of Chilapong's training
b	4- 2 hours 39 minutes 9 seconds	d)	The date of Chilapong's birth
a	5- £7,000	e)	The amount of sponsorship deal
e	6- £6,400	f)	The date of the Nairobi Marathon

1F Write a congratulation e-mail to Chilapong below. Write about your knowledge and feelings about her life and success.



2 WRITING & SPEAKING

2A Work in pairs. Look at the picture and talk about it.



There is a woman in the picture. She has torches in her hands. I think she won a race, so she is happy.

2B Work in pairs and make an interview. One of you is the interviewer and the other is Ellen MacArthur. Ask and answer questions according to the given information.

Ellen MacArthur – famous sailor in England	
Place & Date of birth	: Derbyshire, 8 July 1976
First experience of sailing	: on a boat on the east coast of England
First solo trip	: at the age of 18 (163 cm tall and 50 kilos)
Her ambition	: to break the world record in sailing
Her success	: 1998: the "Yachtsman of the Year in the UK" 1998: "Sailing's Young Hope" in France 2001: the second one in "Vendée Globe"
Her biggest success	: The world record for the solo sailing in "Vendée Globe" (28 November 2004- 7 February 2005)
After retirement	: work for charities

Workbook / Page 35 / Activities A, B

THEME 4 PART 3: SKILLFUL AND INTERESTING SPORTSMEN

A Look at the information on the table and write a paragraph about Naim Süleymanoğlu.

Place:	Bulgaria	
Date of birth:	January 23, 1967	
Nickname:	The Pocket Hercules	
The first world record:	at the age of 16	
His success:	World championship in 1989 Olympic gold medal in Barcelona in 1992, in Atlanta in 1996	
Retirement:	1996	

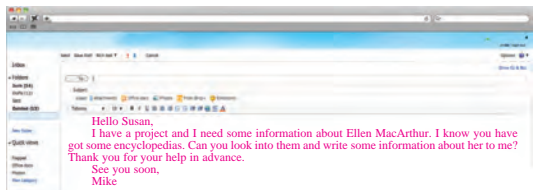
His name is Naim Süleymanoğlu. He was born in January 23, 1967. He was born in Bulgaria. His nickname is "the Pocket Hercules". He set the first world record at the age of 16. He won the world championship in 1988 Olympic gold medal in Barcelona in 1992. Then, he won the world championship again in Atlanta in 1996. He retired in 1996.

B Complete the sentences with the words below. You can use some words more than once.

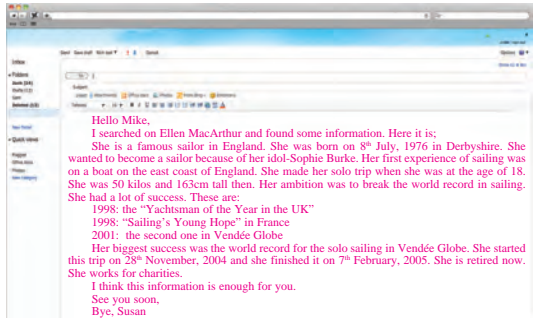
did - took - got - became - had - achieved - lifted - broke

- Mark Spitz took / got / had seven gold medals in swimming in the Olympic Games in 1972.
- Daley Thompson did ten different sports in the decathlon.
- Michael Phelps took / got / had 19 Olympic gold medals, so he became the most medaled sportsman in the world in 2012.
- Usain Bolt took / got / had the gold medals in 100 m and 200 m titles at consecutive Olympics in 2008 and 2012 and he achieved a "double double".
- Nazmiye Mutlu lifted 109 kg in 2012 Paralympic Games and she broke the world record in lifting-40kg.

2C Write an e-mail to your friend and ask him/her to give you information about Ellen MacArthur.



2D Work in pairs. Read your friend's e-mail. Write him / her reply. Give him / her information about Ellen MacArthur. Use the information in activity 2B.



2E Work in pairs. Read your friend's e-mail and tick the correct column.

	Yes	No
1 She/He can give personal information	<input type="checkbox"/>	<input type="checkbox"/>
2 She/He can write an e-mail.	<input type="checkbox"/>	<input type="checkbox"/>
3 She/He can write grammatical sentences.	<input type="checkbox"/>	<input type="checkbox"/>
4 She/He is careful about the punctuation and spelling.	<input type="checkbox"/>	<input type="checkbox"/>

Workbook / Page 36 / Activity C

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2C Write an e-mail to your friend and ask him/her to give you information about Ellen MacArthur.

- Ask your sts to write an e-mail to their friends.
- Tell them to ask him/her to give them information about Ellen MacArthur.
- Set the time limit.
- Let some of your sts read their e-mails aloud to their classmates.

Suggested Answer:

Hello Susan,

I have a project and I need some information about Ellen MacArthur. I know you have got some encyclopedias. Can you look into them and write some information about her to me? Thank you for your help in advance.

See you soon,

Mike

2D Work in pairs. Read your friend's e-mail. Write him / her a reply. Give him / her information about Ellen MacArthur. Use the information in activity 2B.

- Make your sts work in pairs.
- Ask them to read their friend's e-mails.
- Tell them to write him / her a reply.
- Ask them to give him / her information about Ellen MacArthur.
- Remind them to use the information in activity 2B.
- Do not correct every mistake and let them enjoy writing.
- Warn them to be careful about punctuation and spelling.
- Set the time limit.
- Let some of your sts read their reply e-mails aloud to their classmates.

Suggested Answer:

Hello Mike,

I searched on Ellen MacArthur and found some information. Here it is;

She is a famous sailor in England. She was born on 8th July, 1976 in Derbyshire. She wanted to become a sailor because of her idol-Sophie Burke. Her first experience of sailing was on a boat on the east coast of England. She made her solo trip when she was at the age of 18. She was 50 kilos and 163cm tall then. Her ambition was to break the world record in sailing. She had a lot of success. These are:

1998: the "Yachtsman of the Year in the UK"

1998: "Sailing's Young Hope" in France

2001: the second one in Vendée Globe

Her biggest success was the world record for the solo sailing in Vendée Globe. She started this trip on 28th November, 2004 and she finished it on 7th February, 2005. She is retired now. She works for charities.

I think this information is enough for you.

See you soon,

Bye, Susan

2

WRITING & SPEAKING

2A Work in pairs. Look at the picture and talk about it.

- Make your sts work in pairs.
- Tell them to look at the picture and talk about it.
- Let some of your sts do the activity in front of their classmates.

Suggested Answer:

There is a woman in the picture. She has torches in her hands. I think she won a race, so she is happy.

2B Work in pairs and make an interview. One of you is the interviewer and the other is Ellen MacArthur. Ask and answer questions according to the given information.

- Ask your sts to work in pairs and make an interview.
- Tell them that one of them is the interviewer and the other is Ellen MacArthur.
- Tell them to ask and answer questions according to the given information.
- Remind them that they have some roles and they should behave and talk according to those roles in terms of cultural values.
- Tell them to use the words and information on the chart appropriately in terms of their functions and meanings.
- Warn them they should use connectors and simple sentence structures in a correct way.
- Remind them they should pay attention to pronunciation, stress and intonation.
- Let some of your sts do the activity in front of their classmates.

2E Work in pairs. Read your friend's e-mail and tick the correct column.

- Make your sts work in pairs.
- Ask them to read their friend's e-mails and tick the correct column.
- Warn them to be objective.
- Let some of your sts share their answers with the classmates.

Workbook / Page 36 / Activity C

Workbook / Page 35 / Activities A, B



3A Search the words and match them with their meanings.

- Ask your sts to search the words and match them with their meanings.
- Set the time limit.
- Check the answers.

Answers:

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

3B Read the text and guess the missing information in it.

- Ask your sts to read the text and guess the missing information in it.
- Set the time limit.
- Check the answers.

Answers:

- 1- Sts' own answers/guesses
- 2- Sts' own answers/guesses
- 3- Sts' own answers/guesses
- 4- Sts' own answers/guesses
- 5- Sts' own answers/guesses

3C Read the text again and complete the missing part with the sentences below. Check your guesses in activity 3B.

- Ask your sts to read the text again and complete the missing part with the sentences below.
- Tell them to check their guesses in activity 3B.
- Set the time limit.
- Check the answers.

Answers:

- (4) to play on crutches with one leg up
- (1) he had a boating accident
- (2) he kicked the ball with his good leg
- (3) there weren't any other amputees to play soccer
- (5) Don Bennett became the founder of amputee football

3D Look at the picture and describe the sport in it. Give information about the rules and players of this sport. Talk about your feelings and thoughts about the people and this sport.

- Draw your sts' attention to the given picture.
- Ask your sts to look at the picture and describe the sport in it.
- Tell them to give information about the rules and players of this sport.
- Tell them to talk about their feelings and thoughts about the people and this sport.
- Warn them to use their own vocabulary repertoire and simple sentence structures in a correct way.
- Remind them to be self-confident during their presentation.
- Let some of your sts do the activity in front of their classmates.

Answers:

Sts' own answers

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.



3A Search the words and match them with their meanings.

- | | | | |
|---|----------------|----|-----------------------------|
| c | 1- upset | a) | to lift something |
| a | 2- pick up | b) | to make a suggestion |
| e | 3- kick | c) | sad, not happy |
| b | 4- offer | d) | not original, extraordinary |
| d | 5- exceptional | e) | to hit something with leg |

3B Read the text and guess the missing information in it.

Don Bennett was a happy man. He had a nice home and a great business. But all things changed in 1972 because (1) he had a boating accident in Seattle and he lost his right leg. Then, he thought he couldn't do anything any more. He was a good skier before the accident, but he couldn't ski after the accident.

One day he was in the garage and his young son was near him. His son played basketball in the garage. Don was outside with his one leg. His son shot basket and the ball bounced down to his foot. Don couldn't pick it up with his hands, so (2) he kicked the ball with his good leg. He felt very happy and excited. That evening, he started to think about playing soccer.

In that morning, he called some of his amputee friends. They were also skiers. He asked them to play soccer. Then, they started kicking the ball. They got excited, but there was a problem: (3) there weren't any other amputees to play soccer. They had an interesting idea. They invited other soccer team, but there was an exceptional rule: (4) to play on crutches with one leg up. They had a lot of fun and went on playing matches. In the end, El Salvador picked this idea up and amputee football grew in the world. Finally, (5) Don Bennett became the founder of amputee football.

3C Read the text again and complete the missing part with the sentences below. Check your guesses in activity 3B.

- (4) to play on crutches with one leg up
- (1) he had a boating accident
- (2) he kicked the ball with his good leg
- (3) there weren't any other amputees to play soccer
- (5) Don Bennett became the founder of amputee football

3D Look at the picture and describe the sport in it. Give information about the rules and players of this sport. Talk about your feelings and thoughts about the people and this sport.



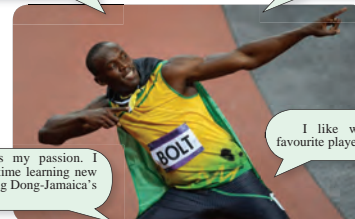
Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can guess the missing information in a reading text with the help of clues.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can write short and basic texts and dialogues.	<input type="checkbox"/>	<input type="checkbox"/>
3 I am careful about the stress, intonation and pronunciation in listening.	<input type="checkbox"/>	<input type="checkbox"/>
4 I can make a short speech about people, places and events.	<input type="checkbox"/>	<input type="checkbox"/>
5 I can ask for and give detailed personal information.	<input type="checkbox"/>	<input type="checkbox"/>

C Read the information and the speeches of Usain Bolt and answer the questions.

I enjoy watching basketball games.

I started running when I was at primary school.



Dancing is my passion. I spend my free time learning new moves from Ding Dong-Jamaica's popular dancer.

I like watching tennis. My favourite player is Serena Williams.

Usain Bolt - Jamaican sprinter (Lightning Bolt)

Date&Place of birth:	21 August 1986- Jamaica
His achievements:	the world and Olympic records in the 100, 200 and 4X100 meters gold medal in 100 meters in Olympic Games twice in 2008 and 2012
His biggest success:	five-time World gold medalist in Olympics
His awards:	Laureus The Best Male Athlete in 2009

- 1- When was Usain Bolt born?
He was born on 21 August 1986.
- 2- What is his nickname?
His nickname is Lightning Bolt.
- 3- When did he start running?
He started running when he was at primary school.
- 4- What is his biggest success?
He is a five-time World gold medalist in the Olympics.
- 5- When did he win gold medals in 100 meters in Olympic Games twice?
He won gold medals in 100 meters in the Olympic Games twice in 2008 and 2012.
- 6- Which sports does he like watching?
He likes watching basketball and tennis.
- 7- Which award did he get in 2009?
He got the award of Laureus The Best Male Athlete in 2009.
- 8- What does he do in his leisure time?
He learns dancing / new moves from a Jamaican dancer.

PERFORMANCE TASK

- Prepare a brochure of your favourite sport / game.
- Give basic information (name, aim, parts and players) about your favourite sport / game.
- Explain the rules of this sport / game.
- Write about your feelings and opinions about this sport/game.
- Enrich your brochure with some pictures.

THEME V

DREAMS AND PLANS



Grammar Structures

- Would like
- Be Going To
- The Present Continuous Tense for Future

Materials

- Student's Book
- Workbook
- Dictionary

Language Competence Stage

- A1
- A1.2
- A1.2.3

THEME V

PART 1

PLANNING YOUR FUTURE

FUNCTIONS

1 READING & WRITING

1A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.

1B

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.

1C

Okuma Ortak 7. Gerekliğinde not alır.

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.

Okuma Genel 2. Bilgi edinmek için okur.

Yazma Genel 1. Dinledikleri, okuduklarındaki önemli bilgileri listelendirir.

1D

Okuma Ortak 1. Okunan metinde anlamaya engel olan bilmediği sözcüklerin anlamlarını araştırır.

1E

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

2 LISTENING & SPEAKING

2A

Yazma Genel 2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.

2B

Dinleme Ortak 8. Seçici dinler.

2C

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.

Dinleme Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.

2D

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile

ilgili açıklama isteğini belirtir.

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

Karşılıklı Konuşma Genel 3. Görüş ve önerilerini paylaşır.

Karşılıklı Konuşma Genel 4. Dileklerini ve temennilerini karşısındakine iletir.

3 WRITING & SPEAKING

3A

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

3B

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

3C

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

3D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 4. Geleceğe ilişkin planlarını yazar.

3E

Akran Değerlendirme

THEME V

DREAMS AND PLANS
PLANING YOUR FUTURE • HOLIDAY PLANS •
INDIVIDUAL ARRANGEMENTS

THEME 5 PART 1 PLANING YOUR FUTURE

WARM-UP

Look at the pictures and talk about the person's future plans. Tell the events in a logical order as in the example.

Example: First, he wants to graduate from university. Then, _____



Workbook / Page 38 / Activity A

WARM-UP

Look at the pictures and talk about the person's future plans. Tell the events in a logical order as in the example.

- Draw your sts' attention to the given pictures by making them talk about these pictures.
- Ask them to look at the pictures and talk about the person's future plans.
- Read the example aloud and want them to tell the events in a logical order as in the example.
- Let some of your sts do the activity in front of their classmates.

Suggested Answer:

First, he wants to graduate from university. Then, he wants to join the army and then to find a good job. He would like to marry his girlfriend and be rich. He and his wife want to have a son and a daughter. Then, they want to have a house and a car. In the end, he would like to be happy in life with his family.



Workbook / Page 38 / Activity A

NOTES

Large lined area for student notes.

THEME 5 PART 1: PLANNING YOUR FUTURE

A Look at the pictures and write sentences as in the example.



Example: The old man wants / would like to be young again.



They want / would like to get married.



She wants / would like to have a beach holiday.



He wants / would like to go fishing.



They want / would like to have healthy food.



She wants / would like to drink water.



He wants / would like to be rich.

1D Read the text again. Guess the meanings of the words in the box and match them with the definitions.

abandon dare measure relentless excellence

- 1- **measure** : to find the amount or quality of something
- 2- **excellence** : very good or very high quality
- 3- **abandon** : to stop doing something because of problems; to give up
- 4- **dare** : to be brave in doing something
- 5- **relentless** : to be determined

1E Write a to-do list for achieving a goal for yourself. Then, make sentences as in the example.

Example: Be determined. → I want to pass the university exam. I should be determined and study hard.

- 1- Study hard. / Read a lot. / Work and save money.
- 2- Ask people's opinions or help. / Follow technological developments.
- 3- Do research. / Work collectively.

2 LISTENING & SPEAKING

2A Complete the sentences.

I want to be **sts' own answer** in the future because I **sts' own answer**.

2B Listen to the dialogue and complete the sentences.

- 1- The girl would like to be a **lawyer** in the future.
- 2- Her father thinks that this occupation is **good** for her.
- 3- The girl is going to take the university exam **next year**.
- 4- Her father knows **two** lawyers.
- 5- The girl is happy because her father's going to call **two lawyers** tomorrow.

See the details in the GRAMMAR REFERENCE part.

65

NOTES

- Set the time limit.
- Elicit some of their answers.

Suggested Answers:

- 1- Study hard. / Read a lot. / Work and save money.
- 2- Ask people's opinions or help. / Follow technological developments.
- 3- Do research. / Work collectively.

2



LISTENING & SPEAKING



2A Complete the sentences.

- Read the given sentence aloud.
- Tell your sts to complete the sentence.
- Elicit some of their answers.

Answers:

Sts' own answers

2B Listen to the dialogue and complete the sentences.

- Draw sts' attention to the given sentences.
- Ask your sts to listen to the dialogue and complete the sentences.
- Play the CD player.
- Check the answers.

Answers:

- 1- lawyer
- 2- good
- 3- next year
- 4- two
- 5- two lawyers



TRACK 37

DAUGHTER: I want to be a lawyer. What do you think about my choice?

DAD: I think it is a good choice for you. But are you sure?

DAUGHTER: Yes dad, I'm sure.

MOM: So, we can say that being a lawyer is your goal. What are you going to do to achieve this goal?

DAUGHTER: First of all, being a lawyer is my goal. So I am going to graduate from Law School. I am going to start studying from this summer.

MOM: Very good! What else are you going to do?

DAUGHTER: Also, I am going to do research about working as a lawyer. I want to interview some lawyers. I want to ask them some questions about their working conditions. Dad, do you know any lawyers?

DAD: Let me think.... Yes, I know two lawyers.

MOM: Can you get an appointment with them for me?

DAD: Of course, but I must ask them at first. I will call them tomorrow.

DAUGHTER: Thanks dad! That's wonderful!



- Draw your sts' attention to the sentences which include "want/would like to" by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.

2C Listen to the dialogue again and complete the chart. Ask for clarification or help from your teacher when you have any trouble.

- Ask your sts to listen to the dialogue again and complete the chart.
- Remind them to ask for clarification or help from you when they have any trouble.
- Play the CD player again.
- Check the answers.

Answers:

HER DREAM: Being a lawyer

Last step: Graduating from a Law Faculty

Third step: Start studying

Second step: Interviewing two lawyers

First step: Doing research



- Draw your sts' attention to the sentences which include "be going to" by highlighting the structure.
- Ask them to look at Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.



TRACK 38

The same tapescript as in Track 37

2D Work in pairs. Talk about your occupation choices. Ask and answer questions to each other and tell your opinions and wishes about your future. Use the phrases in the box.

- Let your sts work in pairs.
- Tell them to talk about their occupation choices.
- Ask them to ask and answer questions to each other and tell their opinions and wishes about their future.
- Tell them to use the phrases in the box.
- Remind them to pay attention to the cultural differences and values and use their own vocabulary repertoire while talking.
- Warn them to use simple sentence structures in a correct way
- Warn them that they can ask for clarification about the things they don't understand while talking.
- Ask some of them to do the activity in front of their classmates.



Workbook / Page 39 / Activities B, C

3

WRITING & SPEAKING

3A What do you want to do in the future? Tick the phrases and talk about your future plans as in the example.

- Read the example aloud.
- Ask your sts what they want to do in the future.
- Tell them to tick the phrases and talk about their future plans as in the example.
- Warn them to use simple sentence structures in a correct way.
- Set the time limit.
- Ask some of them to do the activity in front of their classmates.

Answers:

Sts' own answers

2C Listen to the dialogue again and complete the chart. Ask for clarification or help from your teacher when you have any trouble.

HER DREAM : Being a lawyer
Last step : Graduating from a Law Faculty
Third step : Start studying
Second step : Interviewing two lawyers
First step : Doing research

See the details in the GRAMMAR REFERENCE part.

2D Work in pairs. Talk about your occupation choices. Ask and answer questions to each other and tell your opinions and wishes about your future. Use the phrases in the box.

What do you want to be in the future?
What do you mean? / Do you mean _____?
I want to be _____ / I would like to be _____.
I think it is a _____ choice for you.
I hope you are going to _____.

Workbook / Page 39 / Activities B, C

3 WRITING & SPEAKING

3A What do you want to do in the future? Tick the phrases and talk about your future plans as in the example.

Example: I want to be a lawyer, so I am going to go to a university.

_____ go to university _____ play a musical instrument _____ appear in a film
_____ live exciting adventures _____ travel around the world _____ get married

3B Read the questions and write the headings in the correct columns.

HOLIDAY / EDUCATION / WORK / FAMILY

1- WORK What would you like to be? Do you want to work individually or in groups? Would you like to work in open air or in an office? Which one is important for you, status or salary?	2- HOLIDAY Would you like to travel? Where? Who do you want to go on holiday with? What kind of places do you want to see? What do you want to do on holiday?
3- EDUCATION Which school do you want to go to? Where are you going to have education? Would you like to have an academic life?	4- FAMILY Where do you want to live in the future? Are you going to get married? Do you want to have any children?

66

B Look at the chart and write people's wishes as in the example.

Example: Carl wants/would like to ride a bike at the weekend.

	At the weekend	In the summer	In the near future
Carl	ride a bike	visit the Eiffel Tower	graduate from the university
Maria	go to the cinema	have a holiday	get married
Barbara & Tony	watch DVD	visit parents	be rich

CARL

- 1- Maria wants / would like to visit the Eiffel Tower in the summer.
- 2- Carl wants / would like to graduate from the university in the near future.

MARIA

- 1- Maria wants / would like to go to the cinema at the weekend.
- 2- Maria wants / would like to have a holiday in the summer.
- 3- Maria wants / would like to get married in the near future.

BARBARA & TONY

- 1- Barbara and Tony want / would like to watch DVD at the weekend.
- 2- Barbara and Tony want / would like to visit their parents in the summer.
- 3- Barbara and Tony want / would like to be rich in the near future.

C Complete the sentences.

- 1- I want to have a holiday and _____ Sts' own answers
- 2- I want to have high marks, so _____ Sts' own answers
- 3- I want to have a lot of money because _____ Sts' own answers
- 4- I am thirsty, so _____ Sts' own answers
- 5- I want to eat something because _____ Sts' own answers
- 6- I want to go to England and _____ Sts' own answers

D Match the sentences and write them in the blanks.

1. I want to go to Artvin	a- because she likes taking photos.
2. I want to go to Istanbul	b- because I want to see the Eiffel Tower.
3. I am going to go to Paris	c- and go rafting.
4. She wants to have a camera	d- because I want to see the Hagia Sophia.

- 1- I want to go to Artvin and do rafting.
- 2- I want to go to Istanbul because I want to see the Hagia Sophia.
- 3- I am going to go to Paris because I want to see the Eiffel Tower.
- 4- She wants to have a camera because she likes taking photos.

39

3C Work in pairs. Ask and answer the questions in activity 3B to each other. Take notes about your partner's answers.

Sts' own answers

3D Write a paragraph and compare your plans and your partner's plans. Use your notes in activity 3C. Write your opinions and thoughts about your plans.

Sts' own answers

Workbook / Page 39 / Activity D

	Yes	No
1 He/She can write down his/ her opinions.	<input type="checkbox"/>	<input type="checkbox"/>
2 He/She can write down his/ her plans.	<input type="checkbox"/>	<input type="checkbox"/>
3 He/She can compare his/her plans with mine.	<input type="checkbox"/>	<input type="checkbox"/>
4 He/She is careful about punctuation and spelling in his/ her paragraph.	<input type="checkbox"/>	<input type="checkbox"/>

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can write about my future plans.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can make a list of important elements in a text.	<input type="checkbox"/>	<input type="checkbox"/>
3 I can tell my wishes and opinions to my friend.	<input type="checkbox"/>	<input type="checkbox"/>
4 I can ask for clarification or repetition while listening.	<input type="checkbox"/>	<input type="checkbox"/>
5 I can understand important information in a reading text.	<input type="checkbox"/>	<input type="checkbox"/>

NOTES

Blank lined area for notes.

3B Read the questions and write the headings in the correct columns.

- Read the questions in the columns aloud to your sts.
- Ask them to read the questions and write the headings in the correct columns.
- Set the time limit.
- Check the answers.

- Answers:**
- 1- WORK
 - 2- HOLIDAY
 - 3- EDUCATION
 - 4- FAMILY

3C Work in pairs. Ask and answer the questions in activity 3B to each other. Take notes about your partner's answers.

- Let your sts work in pairs.
- Ask them to ask and answer the questions in activity 3B to each other and take notes about their partners' answers.
- Remind them to use their own vocabulary repertoire and simple sentence structures in a correct way.
- Ask some of them to do the activity in front of their classmates.

Answers:
Sts' own answers

3D Write a paragraph and compare your plans and your partner's plans. Use your notes in activity 3C. Write your opinions and thoughts about your plans.

- Ask your sts to write a paragraph and compare their and their partners' plans.
- Warn them to use their notes in activity 3C.
- Ask them to write their opinions and thoughts about their plans.
- Remind them that they should use the structures that they have learned in a correct way.
- Set the time limit.
- Let some of them read their writings aloud.

Answers:
Sts' own answers



Workbook / Page 39 / Activity D

3E Work in pairs. Read your partner's paragraph in activity 3D and tick the correct column.

- Let your sts work in pairs.
- Ask them to read their partners' paragraphs in activity 3D.
- Ask them to tick the correct column.
- Warn them to be objective.
- Set the time limit.
- Let some of your sts share their answers with their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

THEME V

PART 2

HOLIDAY PLANS

FUNCTIONS

1 READING & SPEAKING

1A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.
Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.
Karşılıklı Konuşma Genel 3. Görüş ve önerilerini paylaşır.

1B

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.

1C

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.
Okuma Genel 2. Bilgi edinmek için okur.

1D

Karşılıklı Konuşma Genel 3. Görüş ve önerilerini paylaşır.

2 WRITING & SPEAKING

2A

Yazma Ortak 4. Günlük ihtiyaçlarını karşılamak için sahip olduğu sözcük bilgisini yerinde ve anlamına uygun olarak kullanır.

2B

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.
Yazma Genel 4. Geleceğe ilişkin planlarını yazar.

2C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.
Yazma Ortak 2. Yazılarında yazım kurallarını uygular.
Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.
Yazma Genel 4. Geleceğe ilişkin planlarını yazar.
Yazma Genel 6. Yazılarında zaman ifadelerini kullanır.

2D

Akran Değerlendirme

2E

Karşılıklı Konuşma Genel 3. Görüş ve önerilerini paylaşır.
Karşılıklı Konuşma Genel 5. Duyularını basit düzeyde ifade eder.
Karşılıklı Konuşma Genel 6. Konuşmalarında sebep-sonuç belirten ifadeleri kullanır.

3 LISTENING & WRITING

3A

Yazma Genel 2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.
Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

3B

Dinleme Ortak 7. Katılımlı dinler.

3C

Dinleme Ortak 4. Dinlediklerine uygun görselleri belirler.
Dinleme Ortak 7. Katılımlı dinler.

3D

Dinleme Ortak 8. Seçici dinler.
Dinleme Genel 1. Dinlediklerinde öneri ve tavsiyeleri ayırt eder.

3E

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.
Yazma Ortak 2. Yazılarında yazım kurallarını uygular.
Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.
Yazma Genel 2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.

THEME 5 PART 2 HOLIDAY PLANS

WARM-UP Look at the pictures and write the names of the holiday types as in the example.



Example: Skiing holiday



1. Beach holiday



2. Nature holiday



3. Cruise holiday

1 READING & SPEAKING

1A Work in pairs. Ask each other's opinions and give advice to each other about the holiday types as in the example.

Example: Jason: What do you think about an active holiday?

Tony: I think it is tiring. We should have a relaxing holiday.

Jason: I agree with you. What about a beach holiday?

Tony: That's a good idea.

1B Read the text and write the names of the holiday types in the box in the blanks.

Nature, Active, Beach, Skiing

1- **Skiing**: Do you like having holiday in winter? If yes, this type of holiday is for you. You can ski and have some unforgettable times. You can have a picnic in the snow. This is a relaxing and healthy holiday, so don't stay at home in winter.

2- **Beach**: Are you keen on swimming? If yes, why are you still waiting? This holiday is just for water lovers. There are a lot of activities such as sunbathing, windsurfing, watching animation shows, lying and reading books on the beach. You are going to feel relaxed and you are going to be full of energy after this holiday.

3- **Nature**: Do you want to get fresh air on holiday? Would you like to have sightseeing in fascinating nature? You can enjoy canoeing, fishing and jogging. This holiday renews your mind and body. You are going to be a new person after this holiday.

4- **Active**: Would you prefer to have active and energetic hours on holiday? This type of holiday is for you then. Having crazy parties, looking for adventure and so on. They are all for you. You are going to have a lot of excitement such as nightclubbing, cycling, bungee-jumping or diving. There are also art and cultural courses.

NOTES

Blank lined area for taking notes.

WARM-UP

Look at the pictures and write the names of the holiday types as in the example.

- Draw sts' attention to the pictures.
- Read the example aloud.
- Ask them to look at the pictures and write the names of the holiday types as in the example.
- Set the time limit.
- Elicit the answers.

Answers:

- 1- Beach holiday
- 2- Nature holiday
- 3- Cruise holiday

1 READING & SPEAKING

1A Work in pairs. Ask each other's opinions and give advice to each other about the holiday types as in the example.

- Let your sts work in pairs.
- Read the example aloud.
- Tell your sts to ask each other's opinions and give advice to each other about the holiday types as in the example.
- Remind them to use their own vocabulary repertoire and simple sentence structures in a correct way.
- Set the time limit.
- Ask some of your sts to do the activity in front of their classmates.

1B Read the text and write the names of the holiday types in the box in the blanks.

- Draw sts' attention to the holiday types in the box.
- Tell your sts to read the text and write the names of the holiday types in the box in the blanks.
- Set the time limit.
- Check the answers.

Answers:

- 1- Skiing
- 2- Beach
- 3- Nature
- 4- Active

1C Read the text again. Get the needed information and write the activities for each type of holiday.

- Ask your sts to read the text again.
- Tell them to get the needed information and write the activities for each type of holiday.
- Set the time limit.
- Elicit the answers.

Answers:

Nature: sightseeing, canoeing, fishing, jogging

Skiing: skiing, having picnics

Active: having parties, nightclubbing, cycling, bungee-jumping, diving, art and cultural courses

Beach: swimming, sunbathing, windsurfing, watching animation shows, lying and reading on the beach

1D Read the speeches and make an offer to the people for their holiday choices.

- Read the given speeches aloud.
- Ask your sts to read the speeches and make an offer to the people for their holiday choices.
- Set the time limit.
- Elicit their answers.

Suggested Answers:

Maria: You should go on an active holiday.

Yuan: You should go on a skiing holiday.

Keith: You should go on a nature holiday.



Workbook / Page 40 / Activity A

2

WRITING & SPEAKING

2A What do you need for a holiday? Put the things into the correct column according to holiday types.

- Ask your sts what they need for a holiday.
- Draw sts' attention to the given items.
- Tell your sts to put the things into the correct column according to holiday types.

- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.

- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.

- Set the time limit.
- Check the answers.

Answers:

BEACH HOLIDAY: swimsuit, sun cream, sunglasses, suntan lotion, beach umbrella

SKIING HOLIDAY: gloves, coat

CAMPING HOLIDAY: tent, torch, sleeping bag, insect repellent, map

2B You are going to invite a friend to do something at the weekend. Write your ideas and complete the mind-map.

- Tell your sts that they are going to invite a friend to do something at the weekend.

- Ask them to write their ideas and complete the mind-map.
- Remind them that they should use the structures that they have learned in a correct way.

- Set the time limit.
- Elicit their answers.

Suggested Answers:

Main Activity: have a holiday in Şile

Who: With classmates

Where: in Ağva, Şile

When: at the weekend, at 6 o'clock

Meeting Place: in front of the school

Other Activities: swimming, sunbathing, sightseeing in Şile, having a party in Ağva

2C Write an invitation e-mail to your friend. Mention your plans for the weekend. Use the information on the mind-map in activity 2B.

- Ask your sts to write an invitation e-mail to their friends.
- Remind them that they should mention their plans for the weekend.

1C Read the text again. Get the needed information and write the activities for each type of holiday.

Nature: sightseeing, canoeing, fishing, jogging

Skiing: skiing, having picnics

Active: having parties, nightclubbing, cycling, bungee-jumping, diving, art and cultural courses

Beach: swimming, sunbathing, windsurfing, watching animation shows, lying and reading on the beach

1D Read the speeches and make an offer to the people for their holiday choices.

Maria: I like adventure. I'm keen on doing sports. (You should go on an active holiday.)

Yuan: I like snowy weather. I love playing snowball. (You should go on a skiing holiday.)

Keith: I would like to get fresh air on my holidays. I like having time in relaxing and quiet places. (You should go on a nature holiday.)

Workbook / Page 40 / Activity A

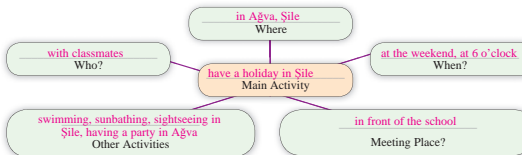
2 WRITING & SPEAKING

2A What do you need for a holiday? Put the things into the correct column according to holiday types.

tent - swimsuit - sun cream - sunglasses - suntan lotion - gloves - coat
torch - sleeping bag - insect repellent - beach umbrella - map

BEACH HOLIDAY	SKIING HOLIDAY	CAMPING HOLIDAY
swimsuit, sun cream, sunglasses, suntan lotion, beach umbrella	gloves, coat	tent, torch, sleeping bag, insect repellent, map

2B You are going to invite a friend to do something at the weekend. Write your ideas and complete the mind-map.



2C Write an invitation e-mail to your friend. Mention your plans for the weekend. Use the information on the mind-map in activity 2B.

Hello Frank,

I am going to have a short weekend holiday with my classmates this Saturday. We are going to go to Şile in İstanbul. We are going to swim and sunbathe all day. In the afternoon, we are going to do sightseeing in Şile. In the evening, we are going to have dinner and have a party in Ağva. It is going to be very fun and relaxing. We are going to meet in front of our school at 6 o'clock on Saturday morning and we are going to go by bus. Would you like to join us? I want you to be with us. If yes, call me. See you soon, bye.

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THEME 5 PART 2: HOLIDAY PLANS

A Look at the pictures and write the holiday types in the blanks. Make sentences as in the example.

Example: You can go diving on a beach holiday. You need special equipment.



CAMPING HOLIDAY

You can ...

- climb mountains
- stay in a tent
- go fishing
- light a campfire

Needs...

- rucksack
- camping gas
- insect repellent
- sleeping bag



BEACH HOLIDAY

You can ...

- get a nice suntan
- swim
- collect shells
- visit a lighthouse

Needs:

- sunglasses
- swimsuit
- beach umbrella



SIGHTSEEING HOLIDAY

You can ...

- go sightseeing
- take photos
- go to museums, galleries
- learn about customs, culture, history

Needs:

- guidebook
- map
- camera

In camping holiday, you can stay in a tent. You need a sleeping bag, camping gas and insect repellent. You can also climb mountains, so you need a rucksack.

In beach holiday, you can have a nice suntan. You need sunglasses and a beach umbrella. You can also swim and you need a swimsuit.

In sightseeing holiday, you can go sightseeing, go to museums, galleries and learn about customs, culture and history. You need a guidebook and a map. You can also take photos, so you need a camera.

40

2D Work in pairs and exchange your e-mails. Read your friend's invitation e-mail and tick the correct column.

	Yes	No
1 He/She writes an invitation e-mail for his/her friend.		
2 He/She writes about his/her plans for the weekend in his/her e-mail.		
3 He/She uses the information in activity 2A.		
4 He/She uses time expressions in his/her paragraph.		
5 He/She is careful about the spelling and punctuation in his/her writing		

2E Work in pairs again. Choose one of the cards and follow the instructions on your cards.

A	B	C
Greet your friend and offer him/her to do an activity at the weekend. YOUR PARTNER SAYS YES: Thank your friend. YOUR PARTNER SAYS NO: Accept / Refuse his/her offer.	Thank him/her for the offer. Accept his/her offer. Tell your opinion about the activity.	Thank him/her for the offer. Refuse his/her offer and tell your opinion about the activity. Suggest another activity.


Example: Tarkan : Hello. Let's go fishing.
Can : Thank you very much, but I don't like fishing. I think it is boring.
Tarkan : Why don't we go to the cinema.
Can : That's a great idea. Let's go.

3 LISTENING & WRITING

3A Read the information on the brochures of the two hotels and complete the headings with the given words.


price - other facilities - activities - sports - place - website - number

a- THE **PERFECT** HOTEL



1- **PLACE** : Fascinating beach by the Aegean Sea
2- **ACTIVITIES** : Parasailing, canoeing, swimming, sunbathing
3- **SPORTS** : Golf competitions
4- **OTHER FACILITIES** : Spa and fitness
5- **PRICE** : Bed & breakfast £100 per night
Contact us from this 6- **NUMBER** : 02337816342

a- THE **STAR** HOTEL



PLACE : Marvellous scenery in the east Black Sea
ACTIVITIES : Walking, jogging, climbing, cycling, sightseeing tours
SPORTS : Basketball and tennis
OTHER FACILITIES : Turkish bath
PRICE : All-inclusive \$150 per night
Visit our 7- **WEBSITE** : www.starhotel.com

3 LISTENING & WRITING

3A Read the information on the brochures of the two hotels and complete the headings with the given words.

- Draw sts' attention to the brochures.
- Ask your sts to read the information on the brochures of the two hotels and complete the headings with the given words.
- Set the time limit.
- Check the answers.

Answers:

- Place
- Activities
- Sports
- Other facilities
- Price
- Number
- Website

3B Listen to the first part of the dialogue and guess the people's choice.

- Ask your sts to listen to the first part of the dialogue and guess the people's choice.
- Play the CD player.
- Check the answers.

Answer:
Sts' own answer

- Ask them to use the information on the mind-map in activity 2B.
- Remind them that they should use the structures that they have learned in a correct way.
- Warn them to pay attention to spelling and punctuation and use time expressions.
- Set the time limit.
- Ask some of them to read their e-mails aloud.

Suggested Answers:
Hello Frank,
I am going to have a short weekend holiday with my classmates this Saturday. We are going to go to Şile in İstanbul. We are going to swim and sunbathe all day. In the afternoon, we are going to do sightseeing in Şile. In the evening, we are going to have dinner and have a party in Ağva. It is going to be very fun and relaxing. We are going to meet in front of our school at 6 o'clock on Saturday morning and we are going to go by bus. Would you like to join us? I want you to be with us. If yes, call me.
See you soon, bye.

2D Work in pairs and exchange your e-mails. Read your friend's invitation e-mail and tick the correct column.

- Let your sts work in pairs.
- Tell them to exchange their e-mails.
- Ask them to read their friend's invitation e-mails and tick the correct column.
- Warn them to be objective.

2E Work in pairs again. Choose one of the cards and follow the instructions on your cards.

- Make your sts work in pairs again.
- Draw their attention to the given cards.
- Ask them to choose one of the cards and follow the instructions on their cards.
- Set the time limit.
- Ask some of them to do the activity in front of their classmates.

TRACK 39

The First Part of the Dialogue

Mike: Can I look at the brochure, honey?
Jane: Of course, here you are.
Mike: Look at the Perfect Hotel! We can do parasailing and canoeing. I haven't done parasailing before. I would like to try it. We should go to the Perfect Hotel.
Jane: Yes, but you know I want to have a rest during this holiday. The Star Hotel offers a relaxing holiday, so we should have a holiday at this hotel in my opinion.
Mike: OK, you are right. But the activities in the Perfect Hotel are interesting and enjoyable. You should have a look at them, too. Have you joined a golf tournament before?
Jane: No, I haven't. But we can play basketball and tennis in the Star Hotel instead of golf.
Mike: OK, What about the other facilities? Don't forget the payment. We should be careful about the expenses.
Jane: For example, the Star Hotel offers an all inclusive holiday.

3C Listen to the second part of the dialogue and check your guess about their choice. Write the names of the hotels on the brochures in activity 3A.

- Ask your sts to listen to the second part of the dialogue and check their guesses about the people's choice.

Answer:
The Star Hotel
- Then, ask them to write the names of the hotels on the brochures in activity 3A.
- Play the CD player and check the answers.

Answers:
a- The Perfect Hotel **b-** The Star Hotel



TRACK 40

The Second Part of the Dialogue

- Mike: Really? You're kidding!
- Jane: Look, what it says. It's \$ 150 per day. I think we should choose the Star Hotel. Do you think so?
- Mike: Yes, you're absolutely right. So, we are going to have a holiday at the Star Hotel.
- Jane: Thanks, honey. I love you.

3D Listen to the whole dialogue and identify the offers and advice.

- Ask your sts to listen to the whole dialogue and identify the offers and advice.

- Play the CD player.
- Check the answers.

Answers:

1- b 2- c 3- a 4- c 5- b 6- b



TRACK 41

- Mike: Can I look at the brochure, honey?
- Jane: Of course, here you are.
- Mike: Look at the Perfect Hotel! We can do parasailing and canoeing. I haven't done parasailing before. I would like to try it. We should go to the Perfect Hotel.
- Jane: Yes, but you know I want to have a rest during this holiday. The Star Hotel offers a relaxing holiday, so we should have a holiday at this hotel in my opinion.
- Mike: OK, you are right. But the activities in the Perfect Hotel are interesting and enjoyable. You should have a look at them, too. Have you joined a golf tournament before?
- Jane: No, I haven't. But we can play basketball and tennis in the Star Hotel instead of golf.
- Mike: OK, What about the other facilities? Don't forget the payment. We should be careful about the expenses.
- Jane: For example, the Star Hotel offers an all inclusive holiday.
- Mike: Really? You're kidding!
- Jane: Look, what it says. It's \$ 150 per day. I think we should choose the Star Hotel. Do you think so?
- Mike: Yes, you're absolutely right. So, we are going to have a holiday at the Star Hotel.
- Jane: Thanks, honey. I love you.

3E Prepare a brochure for a hotel. Complete the necessary information according to the prompts on the brochure. Stick a photo.

- Ask your sts to prepare a brochure of a hotel.
- Tell them to complete the necessary information according to the prompts on the brochure.
- Ask them to stick a photo.
- Remind them to pay attention to punctuation and spelling.
- Warn them to use the structures that they have learned in a correct way.
- Check their brochures.



Workbook / Page 41 / Activities B, C

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

3B Listen to the first part of the dialogue and guess the people's choice.

- a) The Star Hotel b) The Perfect Hotel

3C Listen to the second part of the dialogue and check your guess about their choice. Write the names of the hotels on the brochures in activity 3A.

The Star Hotel

3D Listen to the whole dialogue and identify the offers and advice.

- Mike offers to _____ at the Perfect Hotel.
 - have a cheap holiday
 - go parasailing and canoeing
 - pay in cash
- Jane would like to _____ during this holiday.
 - have extreme hours
 - be in nature
 - have a rest
- Mike advises Jane to _____.
 - have a look at the activities at the Perfect Hotel
 - pay the expenses in cash
 - have a rest during the holiday
- Jane offers to play _____ instead of golf.
 - football and tennis
 - basketball and volleyball
 - basketball and tennis
- Mike reminds Jane to be careful about _____.
 - the quality of the hotel
 - the expenses
 - the date
- In the end, Jane advises to have a holiday _____.
 - at the Perfect Hotel
 - at the Star Hotel
 - at home

3E Prepare a brochure for a hotel. Complete the necessary information according to the prompts on the brochure. Stick a photo.

HOTEL	Stick a photo
PLACE: _____	
ACTIVITIES: _____	
SPORTS: _____	
FACILITIES: _____	
PRICE: _____	

Workbook / Page 41 / Activities B, C

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can share my opinions and offers.		
2 I can write about my plans for the future.		
3 I can understand the necessary information in a reading text.		
4 I can use the expressions of reason and result.		
5 I can understand the advice and offers in a listening text.		

B Read the sentences. Match the speech bubbles with the holiday types in the box.

- a- Skiing holiday b- Beach holiday
c- Hiking holiday d- Cultural holiday



Cultural holiday

I like visiting museums when I am on holiday. My favourite subjects at school are art and history.



Beach holiday

I love the Sun, sea and sand. I am happy to spend all day on the beach and read a book.



Skiing holiday

I like skiing. I also like playing snowball with my friends. I want to make a snowman on my holiday, too.



Hiking holiday

We want to go to the mountains with a group of our friends. We can walk for about three hours. It isn't difficult for us.

C Read the text and make a list of the people's summer plans.

I am Terry. My favourite holiday place is the seaside. This summer, I am going to go to Alanya. We like doing many things at the seaside like fishing, making sand castles, surfing or windsurfing. We are going to spend a week there in August at a hotel. It is the best month because it is hot and sunny. My brother and I are going to go windsurfing or play games in the water. My father usually goes fishing on the rocks or in a boat, so he is going to go fishing again this summer. My mother likes to read a book or do crosswords under the beach umbrella. She has got many books in her luggage. She is going to read a lot of books.

TERRY	TERRY'S FATHER	TERRY'S MOTHER
windsurfing play games in the water	go fishing	read a lot of books

THEME V

PART 3

INDIVIDUAL ARRANGEMENTS

FUNCTIONS

1 LISTENING & WRITING

1A

Karşılıklı Konuşma Genel 2. Konuşmalarında yaşantısından ve günlük hayattan örnekler verir.

Sözlü Anlatım Genel 2. Önceden hazırlanmış çok kısa ifadeleri sunar.

1B

Dinleme Ortak 8. Seçici dinler.

1C

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 4. Dinlediklerinde karşıtlık belirten sözcükleri ayırt eder.

1D

Dinleme Ortak 9. Dinlediklerine ilişkin sorular sorar.

1E

Yazma Genel 2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.

2 SPEAKING & WRITING

2A

Yazma Genel 4. Geleceğe ilişkin planlarını yazar.

2B

Konuşma Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 6. Sözcükleri doğru telaffuz eder.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Konuşma Ortak 10. Konuşmalarında vurgu ve tonlamaya dikkat eder.

Karşılıklı Konuşma Genel 6. Konuşmalarında sebep-sonuç belirten ifadeleri kullanır.

2C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 3. Olayları oluş sırasına göre yazar.

Yazma Genel 4. Geleceğe ilişkin planlarını yazar.

Yazma Genel 6. Yazılarında zaman ifadelerini kullanır.

3 READING & SPEAKING

3A

Karşılıklı Konuşma Genel 7. Sözlü olarak açık ve anlaşılır tarifler yapar.

3B

Okuma Genel 5. Okuduklarında oluş sırasını belirler.

3C

Okuma Genel 3. Okuduğu basit ve kısa metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.

3D

Konuşma Ortak 7. Kendine güvenerek konuşur.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 1. Konuşmasında olayları oluş sırasına göre anlatır.

Sözlü Anlatım Genel 2. Önceden hazırlanmış çok kısa ifadeleri sunar.

Sözlü Anlatım Genel 3. Konuşmasını görsellerle destekler.

Sözlü Anlatım Genel 4. Konuşmalarında karşılaştırmalar yapar.

WARM-UP

What are they going to do? Look at the pictures and write sentences as in the example.

- Draw sts' attention to the pictures.
- Ask your sts what they are going to do and read the example aloud.
- Tell your sts to look at the pictures and write sentences as in the example.

Suggested Answers:

- 1- She is going to go on a holiday.
- 2- They are going to have a picnic.
- 3- He is going to type the reports.

1



LISTENING & WRITING

1A What do you like doing with your friends? Look at the pictures and tick your favorite activities. Then, talk about them as in the example.

- Read the example aloud.
- Point to the given pictures.
- Ask the given question to your sts.
- Tell your sts to look at the pictures and tick their favorite activities.
- Then, ask them to talk about them as in the example.
- Set the time limit.
- Ask some of them to do the activity in front of their classmates.

Answers:

Sts' own answers

1B Listen to the dialogues. Where are they going to go? Write the numbers of the dialogues (1 or 2) in the blanks for each activity.

- Ask the given question to your sts.
- Tell them to listen to the dialogue.
- Ask them to write the numbers of the dialogues (1 or 2) in the blanks for each activity.
- Play the CD player.
- Check the answers.

Answers:

a-2 b-1



TRACK 42

THE FIRST DIALOGUE

Suzie: There's a summer party in Blue College next week.

Amy: Fantastic! Are you going, Suzie?

Suzie: Yes, I'm going with Alex. Robert is also coming. Do you want to join us?

Amy: That would be great. What time is it going to start?

Suzie: At seven. We can pick you up from your house at half past six.

Amy: OK! What time is it going to finish?

Suzie: At midnight. We can give you a lift to your home.

Amy: That would be great! See you next week.

THE SECOND DIALOGUE

Louie: The Tokio Hotel is playing at DPN Cinema this weekend, Nancy.

Nancy: Yes, I know, Louie. My sister has got two tickets and we're seeing it on Saturday.

Louie: I can't find any tickets so I can't see it this week.

Nancy: What a pity! I'm sorry for you, but it is on for three weeks. You can go later.

THEME 5 PART 3 INDIVIDUAL ARRANGEMENTS

WARM-UP

What are they going to do? Look at the pictures and write sentences as in the example.



Example: He is going to have breakfast.



1- She is going to go on holiday.



2- They are going to have a picnic.



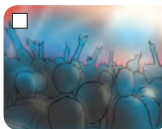
3- He is going to type the reports.

1

LISTENING & WRITING

1A What do you like doing with your friends? Look at the pictures and tick your favourite activities. Then, talk about them as in the example.

Example: I like having picnic with my friends. We usually go to Natural Park and play volleyball after the picnic.



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1C Listen to the first dialogue again and choose the correct options.

- Ask your sts to listen to the first dialogue again and choose the correct options.
- Play the CD player again.
- Check the answers.

Answers:

1- finish 2- summer 3- going

Workbook / Page 42 / Activities A, B



TRACK 43

THE FIRST DIALOGUE

Suzie: There's a summer party in Blue College next week.

Amy: Fantastic! Are you going, Suzie?

Suzie: Yes, I'm going with Alex. Robert is also coming. Do you want to join us?

Amy: That would be great. What time is it going to start?

Suzie: At seven. We can pick you up from your house at half past six.

Amy: OK! What time is it going to finish?

Suzie: At midnight. We can give you a lift to your home.

Amy: That would be great! See you next week.

1B Listen to the dialogues. Where are they going to go? Write the numbers of the dialogues (1 or 2) in the blanks for each activity.

a- 2 to the cinema b- 1 to a summer party

1C Listen to the first dialogue again and choose the correct options.

- The party is going to start / (finish) at midnight.
- It's a summer / winter party.
- Suzie is coming / (going) to the party with Alex.

Workbook / Page 42 / Activities A, B

1D Listen to the second dialogue again and write questions for the answers as in the example.

Example: Song: Which film are they watching _____?
Fred: The Tokio Hotel

- Where are they watching the film _____?
At DPN Cinema.
- When are they watching the film _____?
On Saturday.
- Why isn't he watching the film this week _____?
Because he can't find any tickets.
- How long is the film on _____?
For three weeks.

See the details in the GRAMMAR REFERENCE part.

1E Read the summary of the dialogues and complete the blanks with the given clues.

at seven / finish / summer party / meeting

1- Suzie and Amy are going to a _____ in Blue College next week. The party is going to start _____ at seven and it is going to _____ at midnight. They're _____ at half past six.

tickets / her sister / Tokio Hotel / three / this week

2- The film called the _____ is playing at DPN Cinema this week. Nancy is watching it with _____ on Saturday. Louie can't watch the film _____ because she can't find any _____ tickets. She can see it later because the film is on for _____ weeks.

2 SPEAKING & WRITING

2A Make a plan for yourself. Leave free time for two blanks.

ON SATURDAY	
TIME	ACTIVITY
10.30 <-----> 12.00	
12.00 <-----> 1.00	
1.00 <-----> 2.00	
2.30 <-----> 4.00	
4.30 <-----> 6.00	
6.00 <-----> 8.00	
8.00 <-----> 10.00	

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1D Listen to the second dialogue again and write questions for the answers as in the example.

- Draw sts' attention to the example.
- Ask your sts to listen to the second dialogue again and write questions for the answers as in the example.
- Play the CD player again.
- Check the answers.

Answers:

- Where are they watching the film?
- When are they watching the film?
- Why isn't he watching the film this week?
- How long is the film on?



TRACK 44

THE SECOND DIALOGUE

Louie : The Tokio Hotel is playing at DPN Cinema this weekend, Nancy.

Nancy : Yes, I know, Louie. My sister has got two tickets and we're seeing it on Saturday.

Louie : I can't find any tickets so I can't see it this week.

Nancy : What a pity! I'm sorry for you, but it is on for three weeks. You can go later.



- Draw your sts' attention to the sentences which include "Simple Present Continuous for future" by highlighting the structure.

- Ask them to look at the Grammar Reference part to see the details.

- Help your sts discover the usage of the structure with the help of these sentences.

- Focus on the meaning of the structure.

THEME 5 PART 3: INDIVIDUAL ARRANGEMENTS

A Look at the diaries of the two people and write sentences about their definite plans as in the example.

Example: Sandra is meeting the dentist at 3 p.m. on Monday.

Sandra's Diary	
Monday	meet the dentist at 3 p.m.
Tuesday	bake a cake for Aunt Ann
Wednesday	meet Aunt Ann
Thursday	go shopping, buy a present for Natalie
Friday	Natalie's birthday party
Saturday	tidy up the room
Sunday	help Tony with his homework

Daniel's Diary	
Monday	study for the English exam
Tuesday	watch DVD with his parents
Wednesday	meet friends at the cinema
Thursday	play basketball with classmates
Friday	Natalie's birthday party
Saturday	watch football at 8
Sunday	finish Science project

Sandra is baking a cake for Aunt Ann on Tuesday and she is meeting Aunt Ann on Wednesday. She is going shopping and buying a present for Natalie on Thursday and she is going to Natalie's birthday party on Friday. She is tidying up the room on Saturday and she is helping Tony with his homework on Sunday.

Daniel is studying for the English exam on Monday. He is watching DVD with his parents on Tuesday. He is meeting his friends at the cinema on Wednesday. He is playing basketball with his classmates on Thursday and he is going to Natalie's birthday party on Friday. He is watching football at 8 on Saturday and he is finishing his Science project on Sunday.

B Fill in the blanks with the words in the box.

doing, am visiting, going, would, like, free

1- Eric: Are you free on Sunday at 2 p.m.?

Jonathan: Yes, I'm free.

Eric: I am visiting my parents at their farm. Would you like to come?

Jonathan: Yes, I'd like to.

2- John: Are you doing anything on Wednesday?

Karren: Why?

John: Because I am going to the cinema. Would you like to come with me?

Karren: No, I have other plans. I am going out with my friends.

John: Well, let me know if you change your mind.

42

1E Read the summary of the dialogues and complete the blanks with the given clues.

- Ask your sts to read the summary of the dialogues and complete the blanks with the given clues.

- Set the time limit.

- Check the answers.

Answers:

- summer party, at seven, finish, meeting
- The Tokio Hotel, her sister, this week, tickets, three

2



SPEAKING & WRITING



2A Make a plan for yourself. Leave free time for two blanks.

- Tell your sts to make a plan for themselves.

- Remind them to leave free time for two blanks.

- Set the time limit.

- Elicit some of their answers.

Answers:

Sts' own answers

2B Work in pairs. Try to make an arrangement with your friend as in the example. Use the activities in activity 2A. Use “and, but, because” and tell the reason of your refusal. Pay attention to pronunciation, stress and intonation.

- Let your sts work in pairs.
- Read the example aloud.
- Ask them to try to make an arrangement with their friends as in the example.
- Remind them to use the activities in activity 2A.
- Warn them to use “and, but, because” and tell the reason of their refusal.
- Warn them to pay attention to pronunciation, stress and intonation and use simple sentence structures in a correct way.
- Set the time limit.
- Ask some of them to do the activity in front of their friends.

2C Look at the list in activity 2A and write your plans for Saturday in the correct order.

- Draw sts’ attention to the list in activity 2A.
- Tell them to write their plans for Saturday in the correct order.
- Remind them to use the structures that they have learned in a correct way and time expressions.
- Set the time limit.
- Elicit the answers.

Answers:

Sts’ own answers

Workbook / Page 43 / Activities C, D

3



READING & SPEAKING



3A Work in pairs. Choose one of the pictures and describe it to your partner.

- Draw your sts’ attention to the pictures.
- Let them work in pairs.
- Tell them to choose one of the pictures and describe it to their partner.
- Set the time limit.
- Elicit the answers.

Answers:

Sts’ own answers

3B Read the e-mail on page 75 and order the activities in his holiday.

- Read the e-mail on page 75 aloud.
- Ask your sts to read the e-mail on page 75 and order the activities in his holiday.
- Set the time limit.
- Check the answers.

Answers:

3, 6, 1, 4, 2, 5

Work in pairs. Try to make an arrangement with your friend as in the example. Use the activities in activity 2A. Use “and, but, because” and tell the reason of your refusal. Pay attention to pronunciation, stress and intonation.

Example: Kevin: Shall we meet on Saturday? What are you doing at 10.30?

Joe: I am afraid we can't meet at 10.30 because I'm playing football. I am not doing anything at one o'clock. Is it okay for you?

Kevin: I am sorry, but it isn't. I am meeting with my friend at that time.

2C Look at the list in activity 2A and write your plans for Saturday in the correct order.

Sts' own answer

Workbook / Page 43 / Activities C, D

3 READING & SPEAKING

3A Work in pairs. Choose one of the pictures and describe it to your partner.



3B Read the e-mail on page 75 and order the activities in his holiday.

- (3) visiting his uncle in Stratford for a weekend
- (6) flying back home on 28th June
- (1) visiting his aunt in London
- (4) joining a camp in the North of England for a week
- (2) having a tour in Scotland for two weeks
- (5) visiting Shakespeare's country and the famous Shakespeare Memorial Theatre

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C You are having a party at the weekend. Make a list of your party arrangements and make sentences as in the example.

Example: -tidy bedroom in the morning
I am tidying up my bedroom in the morning.

PARTY ARRANGEMENTS

Sts' own answers

Sts' own answers

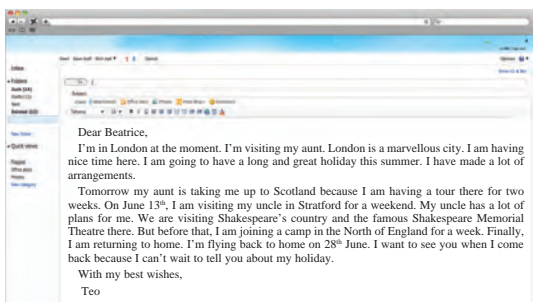
D Prepare an invitation card for your party.

Sts' own answers

PERFORMANCE TASK

- Write a report about your future dreams.
- Write about your dreams/wishes and plans for the future.
 - Write the reasons of your dreams/wishes and plans.
 - Write what you are doing at present for your dreams/wishes and plans.
 - Write your feelings about your dreams/wishes and plans.
 - Pay attention to spelling, punctuation and capitalization in your writing.

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3C Read the e-mail again and answer the questions.

- 1- How is his holiday this summer? **It is long and great.**
- 2- Why is his aunt taking him to Scotland tomorrow? **Because he is having a tour.**
- 3- How long is he having a camp in the North of England? **He is having a camp for a week.**
- 4- When is he visiting his uncle in Stratford? **He is visiting his uncle on June 13th.**
- 5- Where are they visiting in Stratford? **They are visiting Shakespeare's country and the famous Shakespeare Memorial Theatre there.**
- 6- What is he doing on 28th June? **He is flying back to home on 28th June.**
- 7- Who is taking him up to Scotland? **His aunt is taking him up to Scotland.**

3D Prepare a presentation about your holiday plans. Use some pictures about your holiday and answer the questions in your presentation.

Where are you going to go for holiday?
 Who are you going to go with?
 When are you going to go?
 How is your holiday going to be?
 Which activities are you going to do?
 Which activities are going to be fun, tiring or interesting?

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can give examples from my daily life in my speech.		
2 I can write the events in the correct order.		
3 I can understand the order of the events in a reading text.		
4 I can understand the antonyms in a listening text.		
5 I can make simple comparisons in my speech.		

75

3C Read the e-mail again and answer the questions.

- Ask your sts to read the e-mail again and answer the questions.
- Set the time limit.
- Check the answers.

Answers:

- 1- It is long and great.
- 2- Because he is having a tour.
- 3- He is having a camp for a week.
- 4- He is visiting his uncle on June 13th.
- 5- They are visiting Shakespeare's country and the famous Shakespeare Memorial Theatre there.
- 6- He is flying back to home on 28th June.
- 7- His aunt is taking him up to Scotland.

3D Prepare a presentation about your holiday plans. Use some pictures about your holiday and answer the questions in your presentation.

- Draw sts' attention to the given questions.
- Ask your sts to prepare a presentation about their holiday plans.
- Remind them to use some pictures about their holidays and answer the questions in their presentations.
- Let them be self-confident.
- Ask them to use simple sentence structures in a correct way and use their own vocabulary repertoire.
- Tell them to compare the holiday activities in their presentations.
- Set the time limit.
- Ask some of them to do the activity in front of their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

NOTES

IN MEMORY OF ATATÜRK:3

A Match the dates with the events.

- Draw your sts' attention to the given dates by reading them aloud and making your sts talk about those dates.
- Ask your sts to match the dates with the events.
- Set the time limit.
- Elicit the answers.

Answers: 1- d 2- a 3- b 4- c

B Put the events into the correct order.

- Draw your sts' attention to the given events by reading the sentences aloud.
- Ask your sts to put the events into the correct order.
- Set the time limit.
- Check the answers.

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

C Match the dates with the events in activity B. Tell the events in the correct order as in the example.

- Draw your sts' attention to the given dates by asking your sts to read them aloud.
- Ask your sts to match the dates with the events in activity B.
- Set the time limit.
- Check the answers.

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

- Then, read the given example aloud.
- Ask your sts to tell the events in the correct order as in the example.

- Warn them to use time prepositions such as "in, on".

Answers:

He graduated from Military Academy as a Captain in 1905. He opened the Turkish Grand National Assembly on April 23, 1920.

Mustafa Kemal founded the Turkish Republic on October 29, 1923.

The Turkish Grand National Assembly granted Mustafa Kemal the surname Atatürk in 1934.

Mustafa Kemal Atatürk died of liver disease on November 10, 1938.

D Work in pairs and find out some more information about Atatürk's life. Tell the events in his life in a chronological order.

- Let your sts work in pairs.
- Ask your sts to find out some more information about Atatürk's life.
- Ask them to tell the events in his life in a chronological order.
- Warn them to use time expressions.
- Set the time limit.
- Walk around the classroom and help them if they need.
- Let some of the pairs do the activity in front of their classmates.

Answers: Sts' own answers


NOTES

IN MEMORY OF ATATÜRK: 3

A Match the dates with the events.

Dates	Events
<u>d</u> 1. 19 th May	a. National Sovereignty and Children's Day
<u>a</u> 2. 23 rd April	b. Victory Day
<u>b</u> 3. 30 th August	c. Republic Day
<u>c</u> 4. 29 th October	d. Youth and Sports Day

B Put the events into the correct order.



a- (4) Mustafa Kemal founded the Turkish Republic.
b- (1) Mustafa Kemal enrolled in Military Junior High School.
c- (3) He opened the Turkish Grand National Assembly.
d- (6) Mustafa Kemal Atatürk died of liver disease.
e- (5) The Turkish Grand National Assembly granted Mustafa Kemal the surname Atatürk.
f- (2) He graduated from the Military Academy as a Captain.

C Match the dates with the events in activity B. Tell the events in the correct order as in the example.

<u>d</u> 1- November 10, 1938	<u>a</u> 3- October 29, 1923	<u>c</u> 5- April 23, 1920
<u>b</u> 2- 1893	<u>e</u> 4- 1934	<u>f</u> 6- 1905

Example: Mustafa Kemal enrolled in Military Junior High School in 1893.

D Work in pairs and find out some more information about Atatürk's life. Tell the events in his life in a chronological order.

THEME VI

ART



Grammar Structure

- Comparative Forms of Adjectives

Materials

- Student's Book
- Workbook
- Dictionary

Language Competence Stage

- A1
- A1.2
- A1.2.3

THEME VI

PART 1

TELEVISION AND CINEMA

FUNCTIONS

1 LISTENING & SPEAKING

1A

Karşılıklı Konuşma Genel 3. Görüş ve önerilerini paylaşır.
Karşılıklı Konuşma Genel 6. Konuşmalarında sebep-sonuç belirten ifadeleri kullanır.

1B

Dinleme Ortak 2. Görgü kurallarına ve kültürel değerlere uygun dinler.

Dinleme Ortak 3. Dinlediklerini anlamlandırmada sunulan görsellerden yararlanır.

Dinleme Ortak 4. Dinlediklerine uygun görselleri belirler.

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.

Dinleme Genel 2. Basit, açık ve anlaşılır tarifleri anlar.

1C

Dinleme Ortak 8. Seçici dinler.

Dinleme Genel 3. Dinlediklerinde sebep-sonuç ifadelerini ayırt eder.

1D

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 2. Önceden hazırlanmış çok kısa ifadeleri sunar.

Sözlü Anlatım Genel 3. Konuşmasını görsellerle destekler.

1E

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 4. Konuşmalarında karşılaştırmalar yapar.

2 WRITING & SPEAKING

2A

Yazma Genel 2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.

2B

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

2C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

2D

Konuşma Ortak 1. Konuşmalarında beden dilini kullanır.

Konuşma Ortak 7. Kendine güvenerek konuşur.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 2. Önceden hazırlanmış çok kısa

ifadeleri sunar.

Sözlü Anlatım Genel 3. Konuşmasını görsellerle destekler.

3 READING&WRITING

3A

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

3B

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.

Okuma Genel 3. Okuduğu basit ve kısa metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.

3C

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.

Karşılıklı Konuşma Genel 3. Görüş ve önerilerini paylaşır.

Sözlü Anlatım Genel 4. Konuşmalarında karşılaştırmalar yapar.

3D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

Yazma Genel 5. Yazılarında karşılaştırmalar yapar.

4 WRITING & SPEAKING

4A

Yazma Genel 2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.

4B

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

Yazma Genel 5. Yazılarında karşılaştırmalar yapar

4C

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.

Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.

Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.

Okuma Ortak 6. Akıcı okur.

THEME VI
ART

TELEVISION AND CINEMA • MUSIC AND ENTERTAINMENT • SHORT STORIES

THEME 1 PART 1 TELEVISION AND CINEMA

WARM-UP Match the TV programs with the names in the box.

science fiction, horror film, news, cartoon, series
sports program, talk show, documentary, weather forecast

1. sports program 2. documentary 3. science fiction
4. cartoon 5. news 6. series
7. horror film 8. talk show 9. weather forecast

WARM-UP

Match the TV programs with the names in the box.

- Draw your sts' attention to the given pictures.
- Ask them to match the pictures with the words in the box.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Set the time limit.
- Elicit their answers.

Answers:
1- sports program 2- documentary 3- science fiction
4- cartoon 5- news 6- series
7- horror film 8- talk show 9- weather forecast

NOTES

Blank lined area for taking notes.

UNIT 6 PART 1: TELEVISION AND CINEMA

A Look at the pictures of TV programs and answer the questions.

1. Which ones are more frightening, horror films or series?
Horror films are more frightening.
2. Which ones are more exciting, cartoons or horror films?
Horror films are more exciting.
3. Which ones are more boring, documentaries or news?
Sis' own answers.
4. Which ones are more entertaining, cartoons or sports programs?
Sis' own answers.

B Match the situations with the questions.

1. You want to know the name of the actor.
2. You can't see a free seat.
3. You need to know the starting time of the film.
4. You're thirsty.
5. You want to learn the names of the movies at the cinema.
6. You are interested in the name of the film director.
7. You want to know your friend's opinion of the film.

a. What's on? 5
b. Who's in it? 1
c. What time does it start? 3
d. Where shall we sit? 2
e. Where's the bar? 4
f. What do you think of it? 7
g. Who is the director? 6



1A Work in pairs. Talk about each other's opinions about TV programs. Ask questions to each other and answer them as in the example.

- Make your sts work in pairs.
- Draw your sts' attention to the given dialogue by reading it aloud.
- Ask them to talk about each other's opinion about TV programs.
- Tell them to ask questions to each other and answer them as in the example.
- Warn them to use the expressions that show reason and result.
- Let some of your sts do the activity in front of their classmates.

Answers:

Sts' own answers

1B Listen to the speaker and number the pictures in the order you hear.

- Draw your sts' attention to the given pictures by asking them what those pictures are.
- Ask them to listen to the speaker and number the pictures in the order they hear.
- Remind them that every culture and people have different likes and dislikes, so they should be careful about the cultural values and the forms of politeness while listening.
- Play the CD player.
- Check the answers.

Answers:

3, 1, 2



TRACK 45

Famous Japanese Movie Characters

Usagi is also known as Selena. Her life changes when she helps a black cat. This black cat is more different than the other cats because it talks. It gives Usagi powers. Then, she starts fighting with the evil. She becomes a pretty soldier.

Godzilla is a dinosaur, but he is bigger than the other dinosaurs. An atomic bomb awakens and mutates him, so he becomes even more gigantic. A scientist develops a weapon and kills him in the first movie, but he comes back in the other films.

Pikachu is the star of the Pokémon cartoon series. His friend's name is Ash. Ash works a lot because he wants to be better than the other Pokémon trainers. He takes Pikachu from Professor Oak and they enter many Pokémon competitions.

1C Listen to the speaker again and complete the sentences.

- Ask your sts to listen to the speaker again and complete the sentences.
- Play the CD player again.
- Check the answers.

Answers:

- 1- it talks
- 2- awakens and mutates him
- 3- he works a lot



- Draw your sts' attention to the sentences which include "comparative form of adjectives" by highlighting the structure.
- Ask them to look at the Grammar Reference part to see the details.
- Help your sts discover the usage of the structure with the help of these sentences.
- Focus on the meaning of the structure.

1A Work in pairs. Talk about each other's opinions about TV programs. Ask questions to each other and answer them as in the example.

Example: Jason: Do you like cartoons? Why?

Mike: I like / don't like cartoons because they are funny / childish.

Jason: What is your favourite cartoon character? Why?

Mike: My favourite cartoon character is Heidi because she is cute.

1B Listen to the speaker and number the pictures in the order you hear.



1C Listen to the speaker again and complete the sentences.

- 1- The black cat is more different than the other cats because it talks.
- 2- Godzilla becomes more gigantic because an atomic bomb awakens and mutates him.
- 3- Ash wants to be better than the other Pokémon trainers, so he works a lot.

See the details in the GRAMMAR REFERENCE part.

1D Do some research and find out information about one of the famous Japanese TV or movie characters. Bring a photo of that character and give some information about it.

1E Compare your character with the other characters in activity 1B. Use similar words as in the box.

more interesting better worse more magical more different

NOTES



TRACK 46

The same tapescript as in Track 45

2 WRITING & SPEAKING

2A Look at the posters and complete the missing information about the films.



The name of the film is (1) Titanic.
The main characters are (2) Leonardo DiCaprio and Kate Winslet.
It is at (3) 5 p.m. every Sunday.



The name of the film is (4) Star Wars.
The main characters are (5) Hayden Christensen, Natalie Portman and Ewan McGregor.
It is at (6) 6 p.m. every Saturday.

Workbook / Page 45 / Activity B

2B Complete the information about your favourite movie in the table below.

	You	Your Partner
Title :	Sis' own answers	Sis' own answers
Place :		
Characters :		
Events :		

2C Prepare a brochure of your favourite movie.

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NOTES

2 WRITING & SPEAKING

2A Look at the posters and complete the missing information about the films.

- Draw your sts' attention to the given pictures.
- Ask your sts to look at the posters and complete the missing information about the films.
- Set the time limit.
- Check the answers.

Answers:

(1) Titanic (2) Leonardo Di Caprio and Kate Winslet (3) 5p.m. (4) Star Wars (5) Hayden Christensen, Natalie Portman and Ewan McGregor (6) 6 p.m.



Workbook / Page 45 / Activity B

2B Complete the information about your favorite movie in the table below.

- Draw your sts' attention to the given table.
- Ask them to complete the information about their favorite movies in the table.
- Set the time limit.
- Ask some of them to share the information about their favorite movies with their classmates.

Answers:

Sts' own answers

2C Prepare a brochure of your favorite movie .

- Tell your sts to prepare brochures of their favorite movies.
- Warn them to use the structures that they have learned in a correct way.

2D Work in pairs. Ask and get information about your partner's favorite movie. Take notes about his/her answers in the table in activity 2B.

- Make your sts work in pairs.
- Tell them to ask and get information about their partners' favorite movies.
- Tell them to take notes about their answers in the table in activity 2B.
- Warn them to use their own vocabulary repertoire and simple sentence structures in a correct way.
- Let some of your sts do the activity in front of their classmates.

2E Prepare a brief presentation about your favorite movie in activity 2B. Be self-confident and do your presentation in front of your classmates. Use your brochure in activity 2C and your gestures during your presentation.

- Ask your sts to prepare brief presentations about their favorite movies in activity 2B.
- Ask them to be self-confident and do their presentations in front of their classmates.
- Tell them to use their brochures in activity 2C and their gestures during their presentations.
- Warn them to use their own vocabulary repertoire and simple sentence structures in a correct way.
- Set the time limit.
- Let some of your sts do the activity in front of their classmates.

3 READING & WRITING

3A Match the symbols with their meanings in the box.

- Draw your sts' attention to the given pictures by asking them what they are.
- Ask your sts to match the symbols with their meanings in the box.
- Set the time limit.
- Check the answers.

Answers:

a- 1 b- 3 c- 2

3B Read the paragraph, get the necessary information and answer the questions.

- Ask your sts to read the paragraph, get the necessary information and answer the questions.
- Set the time limit.
- Check the answers.

Answers:

- 1- Notting Hill is the name of the movie.
- 2- It was on the cinema in 1999.
- 3- Anna and William are the main characters of the movie.
- 4- He is a bookshop owner.
- 5- He lives in Notting Hill.
- 6- His life changes when a famous movie actress walks into his shop and buys a book.
- 7- Because Anna's actor boyfriend gets in their way.

2D Work in pairs. Ask and get information about your partner's favourite movie. Take notes about your partner's answers in the table in activity 2B.

2E Prepare a brief presentation about your favourite movie in activity 2B. Do your presentation in front of your classmates. Use your brochure in activity 2C and your gestures during your presentation.

3 READING & WRITING

3A Match the symbols with their meanings in the box.

- 1- Inappropriate Material
- 2- General Audience
- 3- Horror and / or Violence



a- _____ b- _____ c- _____

3B Read the paragraph, get the necessary information and answer the questions.

Notting Hill is a romantic comedy. It was on the cinema in 1999. It is about a man's love for a famous movie actress. The main male character is a simple bookshop owner William in Notting Hill. His life changes when a famous movie actress Anna walks into his shop and buys a book. A little later, William runs into her again, but he spills orange juice over her. Eventually, William and Anna get to know each other better. However, Anna's actor boyfriend gets in their way and everything becomes more difficult for each of them. The movie is compelling. The acting of the stars is also stunning. It has got a great soundtrack.

C Look at the brochures. Write a paragraph about the two movies. Give information about them and compare the two movies. Use the expressions in the box.

MILLION DOLLAR BABY

From Monday to Saturday: 10am, 1pm, 4pm, 7pm, 10pm
The Odeon Cinema, Manhattan
Director: Clint Eastwood
Starring: Clint Eastwood, Hillary Swank, Morgan Freeman
It's a heart-breaking story of a poor woman.

LEONARDO DICAPRIO

THE AVIATOR

Sunday, Wednesday & Friday: 4pm, 8pm
Manhattan Cineplex Cinema
Director: Martin Scorsese
Starring: Leonardo diCaprio, Cate Blanchett
It's the biography of the billionaire, Howard Hughes.

USEFUL EXPRESSIONS	
More exciting	suitable for teenagers
Funnier	a film for the whole family
More amazing	It appeals to people of all ages.
More scary / thrilling	The music is _____.
More romantic	The story is _____.

The Aviator is the biography of the billionaire, Howard Hughes. It is on at 4p.m. and 8p.m. on Sunday, Wednesday and Friday in the Manhattan Cineplex Cinema. Its director is Martin Scorsese. The starrings are Leonardo diCaprio and Cate Blanchett.

Million Dollar Baby is a heart-breaking story of a poor woman. It is on at 10a.m., 1p.m., 4p.m., 7p.m., 10p.m. from Monday and Saturday in the Odeon Cinema. Its director is Clint Eastwood. The starrings are Clint Eastwood, Hillary Swank and Morgan Freeman.

Sts' own answers

- 1- What is the name of the movie? Notting Hill is the name of the movie.
- 2- When was Notting Hill on the cinema? It was on the cinema in 1999.
- 3- Who are the main characters in the movie? Anna and William are the main characters of the movie.
- 4- What is the main male character's job? He is a bookshop owner.
- 5- Where does the main male character live? He lives in Notting Hill.
- 6- How does William's life change? His life changes when a famous movie actress walks into his shop and buys a book.
- 7- Why does everything become more difficult for them? Because Anna's actor boyfriend gets in their way.

3C Work in pairs. Choose two of the movies in the box and compare them. Use similar expressions as in the chart. Ask for explanation when you don't understand anything during the dialogue.

Transformers, The Matrix, Star Trek, A Nightmare on the Elm Street, Paranormal Activity
Twilight Scary Movie

	+	-
Story	Compelling, exciting	Predictable, not original
Dialogues	Funny, witty, realistic, interesting	Boring, monotonous
Acting	Convincing, impressive	Bad, unconvincing
Music	Great soundtrack	Not impressing

3D Do some research and find some more information about the movies in activity 3C. Write a comparison paragraph about them as in the example. Use your notes in activity 3C.

Example: _____ is more interesting than _____. Also, it has got funnier dialogues.

See own answers

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can make comparisons in my writing.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can understand the expressions of reason and result in a listening text.	<input type="checkbox"/>	<input type="checkbox"/>
3 I am careful about the cultural values and the forms of politeness while listening.	<input type="checkbox"/>	<input type="checkbox"/>
4 I can answer WH-questions in a reading text.	<input type="checkbox"/>	<input type="checkbox"/>
5 I can understand the important information in a reading text.	<input type="checkbox"/>	<input type="checkbox"/>

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NOTES

3C Work in pairs. Choose two of the movies in the box and compare them. Use similar expressions as in the chart. Ask for explanation when you don't understand anything during the dialogue.

- Make your sts work in pairs.
- Tell them to choose two of the movies in the box and compare them.
- Tell them to use similar expressions as in the chart according to their meanings and functions.
- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.
- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.
- Remind them to ask for explanation when they don't understand anything during the dialogue.
- Warn them to be careful about the cultural values and the forms of politeness in their dialogue.
- Let some of your sts do the activity in front of their classmates.

3D Do some research and find some more information about the movies in activity 3C. Write a comparison paragraph about them as in the example. Use your notes in activity 3C.

- Ask your sts to do some research and find some more information about the movies in activity 3C.
- Read the given example aloud by completing the blanks with the names of some movies in activity 3C.
- Ask them to write a comparison paragraph about the movies in activity 3C as in the example.
- Tell them to use their notes in activity 3C.
- Warn them to use the structures that they have learned in a correct way.
- Remind them to be careful about punctuation and spelling.
- Set the time limit.
- Let some of your sts read their paragraphs aloud to their classmates.

Answers:

Sts' own answers

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

THEME VI

PART 2

MUSIC AND ENTERTAINMENT

FUNCTIONS

1 READING & SPEAKING

1A

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

Karşılıklı Konuşma Genel 6. Konuşmalarında sebep-sonuç belirten ifadeleri kullanır.

1B

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.
Okuma Genel 2. Bilgi edinmek için okur.

1C

Okuma Genel 1. Okuduklarında önemli bilgiyi ayırt eder.
Okuma Genel 2. Bilgi edinmek için okur.

1D

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 3. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

Karşılıklı Konuşma Genel 2. Konuşmalarında yaşantısından ve günlük hayattan örnekler verir.

Karşılıklı Konuşma Genel 3. Görüş ve önerilerini paylaşır.

2 READING & WRITING

2A

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Genel 7. Yazılarında sebep- sonuç belirten ifadeleri kullanır.

2B

Okuma Genel 2. Bilgi edinmek için okur.

Okuma Genel 3. Okuduğu basit ve kısa metinlerde ne, nerede, ne zaman, nasıl, niçin, kim (5N 1K) sorularına cevap arar.

2C

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

2D

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.

Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.

Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.

Okuma Ortak 6. Akıcı okur.

2E

Akran Değerlendirme

3 LISTENING & WRITING

3A

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

Karşılıklı Konuşma Genel 7. Sözlü olarak açık ve anlaşılır tarifler yapar.

3B

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.

Dinleme Genel 2. Basit, açık ve anlaşılır tarifleri anlar.

Yazma Genel 1. Dinledikleri, okuduklarındaki önemli bilgileri listelendirir.

3C

Dinleme Ortak 9. Dinlediklerine ilişkin sorular sorar.

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Konuşma Ortak 11. Konuşma sırasında anlamadıkları ile ilgili açıklama isteğini belirtir.

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

Karşılıklı Konuşma Genel 7. Sözlü olarak açık ve anlaşılır tarifler yapar.

3D

Konuşma Ortak 2. Görgü kurallarına ve kültürel değerlere uygun konuşur.

Konuşma Ortak 4. Sözcük ve sözcük gruplarını yerinde ve anlamına uygun kullanır.

Konuşma Ortak 5. Sözcükleri türlerine ve işlevine uygun kullanır.

Konuşma Ortak 7. Kendine güvenerek konuşur.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Sözlü Anlatım Genel 2. Önceden hazırlanmış çok kısa ifadeleri sunar.

THEME 6 PART 2 MUSIC AND ENTERTAINMENT

WARM-UP Use the words in the box and compare the music types. Write sentences as in the example.

Example: I think country music is better than classical music.

peaceful exciting relaxing boring
happy aggressive good bad



Sts' own answers

1 READING & SPEAKING

1A Work in pairs. Ask the questions to each other and answer them. State your reasons.

- Do you like listening to music? Why? / Why not? *Sts' own answers*
- What kind of music do you listen to? Why? *Sts' own answers*

Workbook / Page 47 / Activity A

1B Read the text on page 83 and tick (✓) the things in the text.

- | | |
|--|---|
| a- Dressing up <input checked="" type="checkbox"/> | b- Mud <input checked="" type="checkbox"/> |
| c- Entertainment <input checked="" type="checkbox"/> | d- Glastonbury Spirit <input checked="" type="checkbox"/> |
| e- Accommodation <input checked="" type="checkbox"/> | f- Transportation <input type="checkbox"/> |

WARM-UP

Use the words in the box and compare the music types. Write sentences as in the example.

- Draw your sts' attention to the given pictures and read the names of the music types aloud.

- Clarify the meanings of the unknown vocabulary by explaining them, using your body language, doing the action or showing the pictures or realias.

- Help your sts understand the usage, pronunciation, spelling and meaning of the unknown words.

- Tell your sts to use the words in the box and compare the music types.

- Read the given example aloud and ask them to write sentences as in the example.

- Set the time limit.

- Let some of your sts read their sentences aloud to their classmates.

Answers:

Sts' own answers

1 READING & SPEAKING

1A Work in pairs. Ask the questions to each other and answer them. State your reasons.

- Make your sts work in pairs.

- Draw your sts' attention to the given questions by reading them aloud.

- Tell your sts to ask the questions to each other and answer them.

- Ask them to state their reasons.

- Let some of your sts do the activity in front of their classmates.

Answers:

Sts' own answers

Workbook / Page 47 / Activity A

THEME 6 PART 2: MUSIC AND ENTERTAINMENT

A Read the interview and match the words in the box with the times.

Interviewer: Today our guest is David Harley. He is a member of a band called Nexus. Welcome, David. Let's start talking about your life. What time do you get up?
David: I usually get out of bed at around nine in the morning.
Interviewer: What do you do then?
David: I always have coffee at quarter past nine. I need that stuff!
Interviewer: Are you married or single?
David: I am married. We have two children, Steward-13 and Jenny-10.
Interviewer: You are always fit. Do you do sports?
David: Yes, I usually go down to the gym at about 9:30 in the morning. I go jogging first and do a little bit of weightlifting.
Interviewer: What time do you have lunch?
David: My family and my friends join me for lunch at one o'clock. Hamburgers and French fries are our favourite. But after the lunch, I try to take a long nap to feel better between two and three o'clock. We have a bus ride to the show at 5 p.m. and at 6:00 p.m. the band eats something like pasta. I won't eat for four hours before we go on the stage. And it is show time. The show is at ten pm.
Interviewer: Thank you very much, David. Have a nice day
David: You're welcome.

- 09:00 : wake up
- 09:15 : coffee time
- 09:30 : sport time
- 13:00 : lunch time
- 14:00-15:00 : siesta time
- 17:00 : bus ride to the show
- 18:00 : snack time
- 22:00 : show time

siesta
lunch time
coffee time
wake-up
bus ride to the show
show time
snack time
sport time

B Read the text and write "T" for true sentences and "F" for false ones.

Jessie Norman is a young singer. She is Canadian, but her parents are Spanish. When she was young, most of her friends were from other immigrant families – Chinese, Indian and South American. She's a good musician and singer. She plays three musical instruments – the guitar, the ukulele and the trombone. She sings songs in English, Spanish and Indian. She likes different types of music, but her favourite group is the band Oasis. She is interested in jogging, horseback riding and cycling – anything outdoors. She usually stays at home at Easter, but last year her Easter was really different and super. She was with some friends in the Pyrenees. The weather was sunny, but there was snow on the mountains. It was fantastic. Their bungalow was quite big and comfortable. Their favourite activities were skiing, walking in the snow and eating delicious meals.

- Jessie Norman is a composer. F
- She is Spanish. F
- She can play the trombone. T
- She is interested in horseback riding. T
- She was with her family in the Pyrenees. F
- The weather was sunny in the Pyrenees. T

1C Read the text again and get the necessary information about the festival. Fill in the list.

- Ask your sts to read the text again and get the information about the festival.
- set the time limit.
- Check the answers.

Answers:

- 1- south-west of England
- 2- in the end of June
- 3- three days
- 4- jazz, reggae, hippy
- 5- comedy stage, circus, dance tent, playground
- 6- in tents
- 7- trying new things, listening to a new kind of music, trying alternative therapy, eating an ostrich burger, having a wedding ceremony



Workbook / Page 47 / Activity B

1D Work in pairs. Give an example of a music festival from your country and talk about it. Ask and give information about it to your classmates. Share your opinions and suggestions about that festival. Use the phrases in the box and simple connectors.

- Make your sts work in pairs.
- Ask your sts to give an example of a music festival from their country and talk about it.
- Ask them to ask and give information about it to their classmates.
- Tell them to share their opinions and suggestions about that festival.
- Remind them to use the phrases in the box and simple connectors.
- Remind them that every culture has different customs and every people have different ideas about music festivals and warn them to be careful about the cultural values and to use the forms of politeness in their speech.
- Let some of your sts do the activity in front of their classmates.

Festival
GLASTONBURY



Glastonbury is a three-day festival. It takes place in the south-west of England in the end of June every year. Glastonbury is the largest music festival in the world. There is jazz, reggae and hippy music. There is a comedy stage, a circus, a dance tent and a children's adventure playground.
Glastonbury spirit involves a lot more than just watching bands. This festival is full of fun and it is adventurous. Many people like trying new things at Glastonbury. You can listen to a new kind of music, try some alternative therapy, eat an ostrich burger or have a wedding ceremony.
You don't have to be well-dressed at Glastonbury, but you shouldn't wear silly things.
Glastonbury is also famous for its mud. Everyone sleeps in tents in the festival area, so the festival is full of mud-covered people.

1C Read the text again and get the necessary information about the festival. Fill in the list.

- Place: 1) south-west of England
 Date: 2) in the end of June
 Duration: 3) three days
 Music: 4) jazz, reggae, hippy
 Facilities: 5) comedy stage, circus, dance tent, playground
 Accommodation: 6) in tents
 Activities: 7) trying new things, listening to a new kind of music, trying alternative therapy, eating an ostrich burger, having a wedding ceremony



Workbook / Page 47 / Activity B

1D Work in pairs. Give an example of a music festival from your country and talk about it. Ask and give information about it to your classmates. Share your opinions and suggestions about that festival. Use the phrases in the box and simple connectors.

USEFUL EXPRESSIONS

- There is a/an _____ festival in my city.
 - I think it is / isn't _____
 - You should see it.
 - You shouldn't miss it.

NOTES

Lined area for taking notes.

2 READING & WRITING

2A Look at the picture and write a short paragraph about the singer. Write your feelings about her and the reasons of your feelings in your paragraph.



Her name is Shakira. She is a popular singer. She is a beautiful woman. She has got curly fair hair and brown eyes. I think she is very charming. I am a fan of her because she can sing and dance very well.

2B Read the letter and answer the questions.

Dear Shakira,

I am a great fan of yours. I admire you very much. I like your music. Your songs are really exciting and crazy. I am a student at a high school in Turkey. I would really like to meet you one day because you are my idol. I think you are the best singer in the world. You are going to give a concert in Turkey in June in 2013. I hope I can come to your concert.

Love,
Deniz

- 1- Where does Deniz live? He lives in Turkey.
- 2- Who is Deniz's favourite singer? Shakira is his favorite singer.
- 3- What does Deniz think about her? He thinks she is the best singer in the world.
- 4- How are Shakira's songs? They are exciting and crazy.
- 5- Why would Deniz like to meet her one day? Because she is his idol.
- 6- When is Shakira going to give a concert in Turkey? She's going to give a concert in Turkey in June in 2013.

Workbook / Page 48 / Activity C

2C Write a short letter to your favourite singer. Write about your opinions and feelings about him/her.

Sis' own answers

2D Read your letter aloud to your classmates fluently. Pay attention to pronunciation, stress, intonation and punctuation.

C Look at the information and write paragraphs about the two celebrities.



Madonna
American singer and actress
Real name: Madonna Louise Ciccone
Date of birth: August 16, 1958
First album: in 1977
The most popular songs: "Frozen", "Like a Virgin", "Music"
Awards: Golden Globe Award for the Best Actress for her role in "Evita"



Shakira
Colombian singer, songwriter, dancer
Real name: Shakira Isabel Mebarak Ripoll
Date of birth: February 2, 1977
First album: "Pies Descalzos"
The most popular songs: "Whenever, Wherever", "Waka Waka", "She Wolf"
Awards: Grammy Award in 2007 and 2008

Sis' own answers

2A Look at the picture and write a short paragraph about the singer. Write your feelings about her and the reasons of your feelings in your paragraph.

- Ask your sts to look at the picture and write a short paragraph about the singer.
- Tell them to write their feelings about her and the reasons of their feelings in their paragraphs.
- Remind them to use the structures that they have learned in a correct way.
- Warn them to use the expressions of reasons and result in their writings.
- Set the time limit.
- Let some of your sts read their paragraphs aloud to their classmates.

Suggested Answer:

Her name is Shakira. She is a popular singer. She is a beautiful woman. She has got curly fair hair and brown eyes. I think she is very charming. I am a fan of her because she can sing and dance very well.

2B Read the letter and answer the questions.

- Read the letter aloud for modeling the right pronunciation, stress, intonation and punctuation.
- Ask your sts to read the letter and answer the questions.
- Set the time limit.
- Check the answers.

Answers:

- 1- He lives in Turkey.
- 2- Shakira is his favorite singer.
- 3- He thinks she is the best singer in the world.
- 4- They are exciting and crazy.
- 5- Because she is his idol.
- 6- She's going to give a concert in Turkey in June in 2013.

Workbook / Page 48 / Activity C

2C Write a short letter to your favorite singer. Write about your opinions and feelings about him/her.

- Ask your sts to write a short letter to their favorite singers.
- Tell them to write about their opinions and feelings about him/her.
- Remind them to use the structures that they have learned in a correct way.
- Warn them to pay attention to spelling and punctuation in their writings.
- Set the time limit.
- Walk around the classroom and help your sts if they need.

Answer:

Sts' own answers (A letter like the one in activity 2B).

2D Read your letter aloud to your classmates fluently. Pay attention to pronunciation, stress, intonation and punctuation.

- Ask your sts to read their letters aloud to their classmates fluently.
- Warn them to pay attention to pronunciation, stress, intonation and punctuation.
- Let some of your sts do the activity in front of their classmates.

2E Work in pairs. Listen to your friend's letter and tick the correct column after he/she reads his/her letter.

- Make your sts work in pairs.
- Tell your sts to listen to their friends' letters and tick the correct column after he/she reads his/her letter.
- Warn them to be objective.
- Let some of your sts share their answers with their classmates.

3 LISTENING & SPEAKING

3A Work in pairs. Ask and give information about each other's favorite singers. Ask and answer questions about the prompts and take notes about each other's answers. Then, guess each other's favorite singer.

- Make your sts work in pairs.
- Tell your sts to ask and give information about each other's favorite singers.
- Tell them to ask and answer questions about the prompts and take notes about each other's answers.
- Ask them to guess each other's favorite singers.
- Remind them that everyone has different ideas about the singers, so they should talk politely and be careful about the forms of politeness and cultural values.
- Warn them to use their own vocabulary repertoire and simple sentence structures in a correct way.
- Tell them to ask for clarification during the dialogue when they don't understand the questions or answers.
- Remind them to do simple and clear definitions about their favorite singers, so their partners can guess who they are.
- Let some of your sts do the activity in front of their classmates.

Answers:

Sts' own answers

3B Listen to the speaker and complete the missing information on the chart.

- Ask your sts to listen to the speaker and complete the missing information on the chart.
- Remind them that they can ask for clarification or repetition when they miss or don't understand the necessary information while listening.
- Play the CD player.
- Check the answers.

Answers:

- | | |
|------------------------|----------------------|
| 1- Robyn Rihanna Fenty | 6- Vasiliy Vakulenko |
| 2- February 20, 1988 | 7- April 20, 1980 |
| 3- Barbados | 8- Russia |
| 4- American | 9- Russian |
| 5- Music of the Sun | 10- Basta 1 |

TRACK 47

Rihanna is a famous American singer and a songwriter. Her real name is Robyn Rihanna Fenty. She was born on February 20, 1988 in Barbados. Her first album was "Music of the Sun". All of her albums were successful. "Umbrella, Disturbia, Don't Stop the Music" are her worldwide known hit songs. She has got 9 Grammy Awards.

Basta is a famous Russian rap singer, composer and an actor. His real name is Vasiliy Vakulenko. He was born on April 20, 1980 in Russia. His favorite singers were Busta Rhymes and Tupac Shakur. His first solo album was very popular in Russia. Its name was "Basta 1". Today, he is very famous in Russia and other Russian-speaking countries.

3C Work in pairs. Ask and answer questions about Rihanna and Basta as in the example. Use the information on the chart in activity 3B.

- Make your sts work in pairs.

2E Work in pairs. Listen to your friend's letter and tick the correct column after he / she reads his / her letter.

Read the sentences and tick the correct column.	Yes	No
1 My friend reads his/her letter fluently.	<input type="checkbox"/>	<input type="checkbox"/>
2 My friend is careful about punctuation while reading.	<input type="checkbox"/>	<input type="checkbox"/>
3 My friend pronounces the words in a correct way.	<input type="checkbox"/>	<input type="checkbox"/>
4 My friend is careful about the right stress and intonation while reading.	<input type="checkbox"/>	<input type="checkbox"/>

3 LISTENING & SPEAKING

3A Work in pairs. Ask and give information about each other's favourite singers. Ask and answer questions about the prompts and take notes about each other's answers. Then, guess each other's favourite singer.

Age:	Country:
Hair Colour:	Nationality:
Eye Colour:	Type of music:
Marital Status:	Musical instruments:

Sts' own answers

3B Listen to the speaker and complete the missing information on the chart.

	Real name	1- Robyn Rihanna Fenty
	Date of birth	2- February 20, 1988
	Place of birth	3- Barbados
	Nationality	4- American
	Name of the first album	5- Music of the Sun
	Real name	6- Vasiliy Vakulenko
	Date of birth	7- April 20, 1980
	Place of birth	8- Russia
	Nationality	9- Russian
	Name of the first album	10- Basta 1

3C Work in pairs. Ask and answer questions about Rihanna and Basta as in the example. Use the information on the chart in activity 3B.

Example: Yuan: What is the real name of Rihanna?
Kim: Her real name is Robyn Rihanna Fenty.

3D Choose one of the singers in activity 3B and prepare a presentation about him / her. Use the information on the chart in activity 3B. Then, present him / her to your classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.	Yes	No
1 I can list the important information in a listening or reading text.	<input type="checkbox"/>	<input type="checkbox"/>
2 I am careful about pronunciation, stress, intonation and punctuation while reading aloud and fluently.	<input type="checkbox"/>	<input type="checkbox"/>
3 I can make simple and clear descriptions verbally.	<input type="checkbox"/>	<input type="checkbox"/>
4 I can ask for clarification or repetition when I don't understand anything during the speech.	<input type="checkbox"/>	<input type="checkbox"/>
5 I can ask for clarification or repetition when I miss or don't understand anything while listening.	<input type="checkbox"/>	<input type="checkbox"/>

- Draw your sts' attention to the given example by reading it aloud.

- Tell your sts to ask and answer questions about Rihanna and Basta as in the example.
- Tell them to use the information on the chart in activity 3B.
- Remind them that everyone has different ideas about the singers, so they should talk politely and be careful about the forms of politeness and cultural values.
- Warn them to use simple sentence structures in a correct way.
- Tell them to ask for clarification during the dialogue when they don't understand the questions or answers.
- Remind them to do simple and clear definitions about the singers.
- Let some of your sts do the activity in front of their classmates.

3D Choose one of the singers in activity 3B and prepare a presentation about him / her. Use the information on the chart in activity 3B. Then, present him / her to your classmates.

- Ask your sts to choose one of the singers in activity 3B and prepare a presentation about him / her.
- Tell them to use the information on the chart in activity 3B.
- Ask them to present him / her to their classmates when they are ready.
- Remind them to be self-confident and talk politely and be careful about the forms of politeness and cultural values.
- Warn them to use simple sentence structures in a correct way.
- Let some of your sts do the activity in front of their classmates.

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

- Ask your sts to read the sentences in the Check Yourself box and tick the correct column for themselves.

THEME VI

PART 3

SHORT STORIES

FUNCTIONS

1 LISTENING & READING

1A

Karşılıklı Konuşma Genel 5. Duygularını basit düzeyde ifade eder.

1B

Dinleme Ortak 1. Dinlerken vurgu, tonlama ve telaffuza dikkat eder.

Dinleme Ortak 6. Metni takip ederek dinler.

Dinleme Ortak 8. Seçici dinler.

1C

Dinleme Ortak 6. Metni takip ederek dinler.

Dinleme Genel 5. Dinlediği konuya uygun başlık belirler.

1D

Dinleme Ortak 5. Dinlediklerinde geçen anlamalarına engel olan bilmediği sözcüklerin anlamlarını araştırır.

1E

Okuma Genel 4. Okuduklarında hikâye öğelerini belirler.

Yazma Genel 1. Dinledikleri, okuduklarındaki önemli bilgileri listelendirir.

2 READING & SPEAKING

2A

Konuşma Ortak 8. Konuşmalarında söz varlığını kullanır.

Konuşma Ortak 9. Basit cümle yapılarını doğru kullanır.

Karşılıklı Konuşma Genel 1. Bilgi almak ve vermek amacıyla konuşur.

2B

Okuma Ortak 2. Sesli okumada vurgu ve tonlamaya dikkat eder.

Okuma Ortak 3. Okuduğu sözcükleri doğru telaffuz eder.

Okuma Ortak 5. Noktalama işaretlerini dikkate alarak okur.

Okuma Ortak 6. Akıcı okur.

2C

Okuma Ortak 4. Ön bilgilerini kullanarak okuduğunu anlamlandırır.

Okuma Ortak 7. Gerekğinde not alır.

Yazma Genel 1. Dinledikleri, okuduklarındaki önemli bilgileri listelendirir.

2D

Konuşma Ortak 7. Kendine güvenerek konuşur.

Sözlü Anlatım Genel 1. Konuşmasında olayları oluş sırasına göre anlatır.

3 LISTENING & WRITING

3A

Yazma Genel 2. İpuçlarından yararlanarak eksik bırakılan bilgiyi tamamlar.

3B

Dinleme Ortak 7. Katılımlı dinler.

Dinleme Ortak 11. Dinlediklerinde anlamadıkları ile ilgili açıklama isteğini belirtir.

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

3C

Dinleme Ortak 8. Seçici dinler.

Dinleme Ortak 10. Dinlediklerini anlamlandırmada ön bilgilerini kullanır.

3D

Yazma Ortak 1. Öğrendiği basit ve sınırlı dilbilgisi ve cümle kalıplarını doğru kullanır.

Yazma Ortak 2. Yazılarında yazım kurallarını uygular.

Yazma Ortak 3. Yazılarında noktalama işaretlerini doğru ve yerinde kullanır.

Yazma Ortak 5. Sözcük ve sözcük gruplarını basit bağlaçlarla bağlar.

WARM-UP

Look at the pictures of the authors and answer the questions.

- Draw your sts' attention to the given pictures.
- Ask your sts to look at the pictures of the authors and answer the questions.
- Elicit their answers.

Answers:

- 1- Sts' own answers
- 2- Sts' own answers
- 3- Sts' own answers
- 4- Sts' own answers

Extra Information For Teachers

Virginia Woolf (1882-1941): English modernist author
Night and Day, To the Lighthouse, Orlando, Monday or Tuesday, A Haunted House

Oscar Wilde (1854-1900): Irish author and poet
The Happy Prince and Other Stories, A Woman of No Importance, Lord Arthur Savile's Crime, Intentions

Charles Dickens (1812-1870): English novelist of the Victorian period and social critic

The Adventures of Oliver Twist, David Copperfield, A Tale of Two Cities, Great Expectations

Agatha Christie (1890-1976): British crime writer of novels, short stories and plays

The Mysterious Affair at Styles Murder on the Orient Express, The Unexpected Guest, Appointment with Death,

Edgar Allen Poe (1809-1849): American author and poet of the Romantic Movement

The Black Cat, Annabel Lee, The Bells, A Dream Within a Dream,

Irwin Shaw (1913-1984): American screenwriter, novelist, and short-story author

The Young Lions, Sailor off the Bremen, Love on a Dark Street, The Big Game

Workbook / Page 49 / Activity A

1 LISTENING & READING

1A Work in pairs. Answer the questions and talk about your feelings about "true love".

- Make your sts work in pairs.
- Ask them to answer the questions and talk about their feelings about "true love".
- Set the time limit.
- Let some of your sts do the activity in front of their friends.

Answer:

Sts' own answers

1B Listen to the narrator and follow the text. Pay attention to spelling and pronunciation and circle the correct option.

- Ask your sts to listen to the narrator and follow the text.
- Warn them to pay attention to spelling and pronunciation and circle the correct option.
- Play the CD player.
- Check the answers.

Answers:

- 1- a) handsome
- 2- a) love
- 3- b) asleep
- 4- a) tree
- 5- b) first
- 6- a) lion
- 7- a) rock
- 8- a) jaws
- 9- b) sword
- 10- b) lover

THEME 6 PART 3 SHORT STORIES

WARM-UP Look at the pictures of the authors and answer the questions.



1- Virginia Woolf



2- Charles Dickens



3- Oscar Wilde



4- Edgar Allen Poe



5- Agatha Christie



6- Irwin Shaw

1- Do you know any of the authors?

2- Can you name any books of the authors?

3- Which one is your favourite?

4- What do you think about him / her?

Workbook / Page 49 / Activity A

1 LISTENING & READING

1A Work in pairs. Answer the questions and talk about your feelings about "true love".

Do you believe in "true love"? **Sts' own answers**

What do you think about "true love"? **Sts' own answers**

1B Listen to the narrator and follow the text. Pay attention to spelling and pronunciation and circle the correct option.



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THEME 6 PART 3: SHORT STORIES

A Read the information about the story. Write a description of the story.

TITLE&AUTHOR:	The Necklace by Guy de Maupassant
SETTING:	1884, Paris
CHARACTERS:	Madame Loisel :::> live in an apartment in Paris, dissatisfied with her social status, dream of a better life, envy rich people; poor and from middle class; beautiful, charming Monsieur Loisel :::> the husband of Madame Loisel, work as a clerk for Ministry of Education, want to please his wife; kind, generous, loyal, hardworking; poor and from middle class Madame Forestier :::> a friend of Madame Loisel; wealthy, snobby
SUMMARY:	Madame Loisel & Monsieur Loisel :::> receive an invitation to a party at the Ministry Madame Loisel :::> refuse to attend the party because of her clothes, want some new clothes for the party, borrow a diamond necklace from her friend-Madame Forestier, lose the necklace somewhere on the way home Madame Loisel & Monsieur Loisel :::> have to pay their debts, borrow money from loan sharks, live a life of poverty for 10 years Madame Loisel :::> meet Madame Forestier ten years later, tell her about the lost necklace Madame Forestier :::> reveal that the necklace was fake

Madame Loisel lived in an apartment in Paris. Her husband, Monsieur Loisel, worked as a clerk for the Ministry of Education. Madame Loisel was dissatisfied with her social status because they were from middle class and they were poor. She always dreamed of a better life and envied rich people. Monsieur Loisel was a hardworking man and he always wanted to please his wife. One day, they received an invitation to a party at the Ministry, but Madame Loisel refused to attend the party because of her clothes. She wanted some new clothes for the party and her kind and generous husband didn't say no to her. Thus, she borrowed a diamond necklace from her friend, Madame Forestier. Madame Forestier was wealthy and snobby, but she accepted to give her own necklace. However, Madame Loisel lost the necklace somewhere on the way home. Therefore, Madame and Monsieur Loisel had to pay their debts, for this reason they borrowed money from loan sharks. In the end, they lived a life of poverty for 10 years. Time passed and Madame Loisel met Madame Forestier ten years later and told her about the lost necklace. Madame Forestier became very shy and unhappy because she revealed that the necklace was fake.

B Read the paragraphs. Put them into the correct order to make a story.

(3) At that night, the farmer had a dream. In his dream, he died and he went to Hell. There was a Devil there. The farmer begged for water from Devil. But Devil didn't give him water. At that time he saw an old man with two cans of water. He asked him to give some water to him. The old man refused and said "Just as you could not give me one night's sleep in your barn."

(4) Then the farmer woke up and remembered the beggar. "The old beggar is probably in my barn. He is smoking and setting my barn on fire!" he thought. He got up from his bed and went outside. On his way, he saw a light in the coach. He got into the coach and saw the beggar there. "It's the old beggar and he's dead." he said.

49



TRACK 49

The same tapescript as in Track 48

Pyramus and Thisbe / True Love / Misunderstanding

Pyramus was the most (1) **(a) handsome (b) brave** man in Babylon. He was living in the same neighbourhood with Thisbe. They fell in (2) **(a) love (b) like** with each other as they grew up together, but their parents didn't approve their relationship. They didn't allow them to get married. One night, when everybody was (3) **(a) awake (b) asleep**, they ran out of their homes and decided to meet in the nearby fields near a mulberry (4) **(a) tree (b) tree**. Thisbe was the (5) **(a) thirsty (b) first** one to arrive. She was covered with a veil. While she was waiting under the tree, she saw a (6) **(a) lion (b) lie**. Its jaws were bloody. She panicked and hid in the (7) **(a) rock (b) pop** nearby. But she dropped her veil while she was running. The lion heard her and came near the tree. It picked up Thisbe's veil in his bloody (8) **(a) jaws (b) chins**. At that moment, Pyramus arrived and saw Thisbe's veil in lion's jaws. He thought that the lion hunted down Thisbe. He pierced his chest with his own (9) **(a) swear (b) sword**. Thisbe came out after a while. She saw her (10) **(a) love (b) lover**. She was totally shattered.

Workbook / Page 49 / Activity B

1C Follow up the story and listen to the narrator again. Identify a heading for the story and write it in the blank above the text in activity 1B.

1D Guess the meanings of the words in the box and match them with the definitions.

veil, jaw, approve, mulberry, shatter

- 1- (**approve**): to have a positive opinion of someone or something
- 2- (**shatter**): to cause something to break suddenly into very small pieces
- 3- (**veil**): something you wear to cover your body or keep warm
- 4- (**jaw**): either of the two bones in your mouth which hold your teeth
- 5- (**mulberry**): a small soft purple fruit, or the tree that has this fruit

1E Identify the elements of the story in activity 1B and write them in the blanks.

- 1- The main characters of the story: **Pyramus and Thisbe**
- 2- The setting of the story: **Babylon**
- 3- The climax of the story: **Pyramus arrived at the meeting place and saw Thisbe's veil in lion's jaws. He thought that the lion hunted down Thisbe.**
- 4- The end of the story: **Pyramus pierced his chest with his own sword. Thisbe came out after a while. She saw her lover. She was totally shattered.**

2 READING & SPEAKING

2A Work in pairs. Talk about your favourite story. Ask for and give brief information about your favourite stories to each other.

2B Read the story aloud to your classmates. Pay attention to pronunciation, stress and punctuation.

The King's New Clothes PART 1

Once, there was a king. He was very fond of beautiful new clothes. He never wore the same clothes for more than an hour each day. One day two bad men arrived in the city. One was a very tall thin man with a long nose. The other was small and round with a single hair on his head. They wanted to see the King. They told the King that they were very good tailors. They said "We invented a special cloth: it is not only very beautiful

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TRACK 48

Pyramus was the most handsome man in Babylon. He was living in the same neighborhood with Thisbe. They fell in love with each other as they grew up together, but their parents didn't approve their relationship. They didn't allow them to get married. One night, when everybody was asleep, they ran out of their homes and decided to meet in the nearby fields near a mulberry tree. Thisbe was the first one to arrive. She was covered with a veil. While she was waiting under the tree, she saw a lion. Its jaws were bloody. She panicked and hid in the rock nearby. But she dropped her veil while she was running. The lion heard her and came near the tree. It picked up Thisbe's veil in his bloody jaws. At that moment, Pyramus arrived and saw Thisbe's veil in lion's jaws. He thought that the lion hunted down Thisbe. He pierced his chest with his own sword. Thisbe came out after a while. She saw her lover. She was totally shattered.

Workbook / Page 49 / Activity B

1C Follow the story and listen to the narrator again. Identify a heading for the story and write it in the blank above the text in activity 1B.

- Ask your sts to follow the story and listen to the narrator again.
- Tell them to identify a heading for the story and write it in the blank above the text in activity 1B.
- Play the CD player again.
- Elicit their answers.

Suggested Answers:

Pyramus and Thisbe / True Love / Misunderstanding

2



READING & SPEAKING

2A Work in pairs. Talk about your favorite story. Ask for and give brief information about your favorite stories to each other.

- Make your sts work in pairs.
- Ask them to talk about their favorite stories.
- Tell them to ask for and give brief information about their favorite stories to each other.
- Warn them to use their own vocabulary repertoire and simple sentence structures in a correct way.
- Let some of your sts do the activity in front of their friends.

2B Read the story aloud to your classmates. Pay attention to pronunciation, stress and punctuation.

- Read the story aloud to your sts for modeling the right pronunciation, stress and punctuation.
- Ask your sts to read the story aloud to their classmates.
- Warn them to pay attention to pronunciation, stress and punctuation.
- Warn them to read the story fluently with the correct intonation.
- Let some of your sts do the activity in front of their friends.

2C Read the story in activity 2B again. Take notes about the characters in the story and make a list of their personality traits.

- Ask your sts to read the story in activity 2B again.
- Tell them to take notes about the characters in the story and make a list of their personality traits.
- Set the time limit.
- Check the answers.

Suggested Answers:

- 1- not clever
- 2- cunning, intelligent
- 3- not a great man, cheeky

2D Retell the first part of the story in activity 2B to your classmates. Use the expressions in the box.

- Ask your sts to retell the first part of the story in activity 2B to their classmates.
- Tell them to use the expressions in the box.
- Warn them to tell the events in the correct order.
- Remind them to be self-confident while talking.
- Let some of your sts do the activity in front of their friends.

Answers:

Sts' own answers

3 LISTENING & WRITING

3A Complete the summary of the first part of the story "The King's New Clothes".

- Remind your sts the story "The King's New Clothes" on pages 87 and 88.
- Ask your sts to complete the summary of the first part of the story "The King's New Clothes".
- Set the time limit.
- Check the answers.

Answers:

- | | | |
|------------|--------------|---------------|
| 1- King | 4- money | 7- didn't see |
| 2- clothes | 5- great men | 8- ready |
| 3- magic | 6- servants | 9- city |

3B Listen to the second part of the story "The King's New Clothes". Guess the end of the story and write it briefly.

- Ask your sts to listen to the second part of the story "The King's New Clothes".
- Tell them to guess the end of the story and write it briefly.
- Remind them that they can ask for clarification or repetition if they don't understand the story while listening.
- Warn them to use the structures that they have learned in a correct way.
- Play the CD player.
- Set the time limit after listening to the story.
- Let some of your sts read their paragraphs aloud to their friends.

Answer:

Sts' own answers

but it is also magical. Only intelligent people can see it." The king liked this idea very much and he thought "It is very brilliant. I can find out intelligent people in my country.". He gave a lot of money to the two tailors and asked them to make the cloth for him.

The King sent his great man to see the tailors. The great man was surprised because he saw nothing. He thought "I am a fool so I can't see the cloth.". Thus, he didn't say this to the King. When the great man returned back to the King's palace, he said that the cloth was wonderful. When the tailors wanted more money for the cloth, the King sent them more money. News of the beautiful magical cloth quickly spread. The King could wait no longer and demanded to see the cloth. The King went to the tailors' room with all his great men and servants. They showed him the cloth, but he didn't see it. He thought "This is a disaster. I am a fool, so I mustn't say this to anyone.". He said "This is magnificent.". All great men and servants also didn't see the cloth, but they agreed with the King. Soon all the people in the city started to talk about the beautiful cloth. Two days later, the tailors told the King that the cloth was ready. The King was very excited and he announced "I am going to wear my new clothes in the morning and walk through the city."



2C Read the story in activity 2B again. Take notes about the characters in the story and make a list of their personality traits.



The King

1- not clever



The Two Men

2- cunning, intelligent



The Great Man

3- not a great man, cheeky

2D Retell the first part of the story in activity 2B to your classmates. Use the expressions in the box.

First Second Then Finally



TRACK 50

The two tailors didn't go to bed on the last day, so that people would think that they worked very hard. The King came in the morning with all the great men. The tailors said "You can think that you have nothing on when you dress this cloth. But don't forget that only great people can see the cloth.". So the king took off his clothes. The tailors dressed him. They looked at the king and touched him. They said "How nice you look in your new clothes! They are just right for you."

The king walked through the streets in front of all the great men and his servants. The city streets were full. Everyone was excited, but they were worried about not seeing the clothes. They wanted to be great, so they cried out, "Oh, how beautiful our king's new clothes are!", so nobody admitted that they couldn't see those new clothes. The King thought "All my people can see my clothes. I must be the only fool in the whole city".

3C Listen to the real end of the story and compare it with your writing in activity 3B.

- Ask your sts to listen to the real end of the story and compare it with their writings in activity 3B.
- Play the CD player.
- Let some of your sts do the activity in front of their classmates.

Answer:

Sts' own answer



TRACK 51

Then, a little boy pointed at the King and cried out “He’s got nothing on.” The boy’s father apologized to the King and said “He’s just a stupid boy. Your clothes are beautiful.” But the boy said again “But he hasn’t got any clothes. He’s all bare.” Then, people started whispering amongst themselves. They laughed and cried out “Yes, the King has nothing on. He is bare.” The King thought ““Of course they can’t see my clothes because they are all fool.” He walked on through the city streets slowly, but proudly. In fact, the King was angry because he knew that they were right.

3D Write a short summary of one of your favorite tales. Use “and, but, because”. Pay attention to spelling and punctuation.

- Make your sts talk about the tales by asking them what their favorite tales are, whether they read tales, what kind of tales they like and so on.
- Ask them to write a short summary of one of their favorite tales.
- Tell them to use “and, but, because”.
- Warn them to pay attention to spelling and punctuation.
- Remind them that they should use the structures that they have learned in a correct way.
- Set the time limit.
- Let some of your sts read their summaries aloud to their classmates.

Answer:

Sts’ own answers



Workbook / Page 50 / Activity C

3 LISTENING & WRITING

3A Complete the summary of the first part of the story “The King’s New Clothes”.

Once there was a 1- King. He liked new 2- clothes very much. One day two bad men visited the King and offered him to make a cloth with 3- magic. The King accepted their offer and gave them 4- money. The King wanted to see the new cloth, so he sent one of his 5- great men to the tailors at first. Then, he went to see the new cloth with his great men and 6- servants. When he entered the room, he 7- didn’t see the cloth, but he didn’t tell this to anyone. When the cloth was 8- ready, the King announced he was going to wear it and walk through the 9- city in the morning.

3B Listen to the second part of the story “The King’s New Clothes”. Guess the end of the story and write it briefly.

Sts’ own answers

3C Listen to the real end of the story and compare it with your writing in activity 3B.

3D Write a summary of one of your favourite tales. Use “and, but, because”. Pay attention to spelling and punctuation.

Sts’ own answers



Workbook / Page 50 / Activity C

Check Yourself: Read the sentences. Tick (✓) the correct column for yourself.

	Yes	No
1 I can find a heading for a listening text.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can find out the unknown words in a text.	<input type="checkbox"/>	<input type="checkbox"/>
3 I can understand the elements of a story.	<input type="checkbox"/>	<input type="checkbox"/>
4 I can tell the events in a correct order.	<input type="checkbox"/>	<input type="checkbox"/>
5 I can write an end to a story.	<input type="checkbox"/>	<input type="checkbox"/>
6 I can summarize my favourite story.	<input type="checkbox"/>	<input type="checkbox"/>

(1) Once upon a time there was an old beggar. He always travelled and begged. One day the old beggar started travelling again. After a few days he got very tired and he decided to have a rest. He saw a rich farmyard. He went there and knocked on the door. The farmer opened the door and saw the old beggar man.

(5) He called the coachman. He asked him about the beggar. “You can sack me, master. I don’t care, but I could not let an old beggar lie asleep on the snow,” he answered. The farmer said “Sack you? No. Tomorrow I am going to announce to everybody that you are my best helper from now on. And hang a board around the farm house. Write ‘All beggars can stay here.’ on it. The coach did what his master said. Time passed, but no beggars came to this farm house.

(2) “I’m just an old beggar. It’s a cold night and it’s snowing. I’m hungry and tired, but I only want a place to sleep,” the old beggar said. The farmer said. “The barn is for my cattle, so you can’t sleep there. The woods are fit for you. Go and sleep there.” The beggar didn’t accept this offer and went away. The farmer’s coachman saw the beggar and told him “You can’t sleep in the woods. It’s too cold. Come with me. You can sleep in the farmer’s coach.” So, the beggar went into the coach and lay down.

C Read the story in activity A again. Write the elements of the story in the blanks.

- The main characters of the story: The old beggar, the farmer and the coachman
- The setting of the story: Farmhouse
- The climax of the story: He got up from his bed and went to barn. On his way, he saw a light in the coach. He entered the coach and saw the beggar there. “It’s the old beggar and he’s dead.” he said.
- The end of the story: The farmer didn’t sack the coachman. He hung a board around the farmer for beggars. He invited all the beggars to this farmhouse with this board, but any beggars didn’t come to this farm-house.

PERFORMANCE TASK

- Write a short story.
- Make up a short story and write it down.
 - Use the elements of story and tell the events in the correct order.
 - Enrich your story with some pictures or drawings.
 - Be careful about the spelling and punctuation.

PERFORMANCE TASK

- Write a biography of your favourite sportsman or celebrity.
- Search about the life of him/her on the Net.
 - Write the biographical information about him/her.
 - Enrich your writing with some pictures or photos.
 - Be careful about the spelling and punctuation.

IN MEMORY OF ATATÜRK: 4

A Which picture is about Youth and Sports Day? Look at the pictures and circle the correct one.

- Draw your sts' attention to the given pictures by asking them what they can see in the pictures, what the people are doing in the pictures, so on.

- Ask your sts what Youth and Sports Day is and which picture is about it.

- Tell them to look at the pictures and circle the correct one.

- Set the time limit.

- Elicit the answer.

Answer: Picture c

B Read the speech and tick the activities the person did in the festival.

- Draw your sts' attention to the speech and read the speech by modeling the right pronunciation, intonation and stresses.

- Ask your sts to read the speech aloud.

- Tell them to read the speech and tick the activities the person did in the festival.

- Set the time limit.

- Check the answers.

Answers: 1, 3, 4, 6, 8, 9

C Work in pairs and answer the question below.

- Make your sts work in pairs.

- Read the given question to your sts.

- Ask your sts to answer the question below.

- Warn them to use simple sentence structures correctly and to use their own vocabulary repertoire.

- Set the time limit.

- Walk around the classroom and help them if they need.

- Let some of the pairs do the activity in front of their classmates.

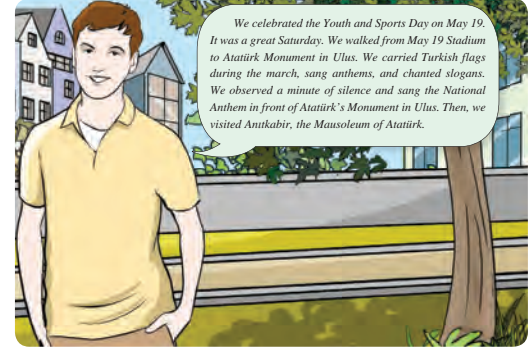
Answer: Sts' own answers

IN MEMORY OF ATATÜRK: 4

A Which picture is about the Youth and Sports Day? Look at the pictures and circle the correct one.



B Read the speech and tick the activities the person did in the festival.



- 1- walk from May 19 Stadium to Atatürk Monument in Ulus
- 2- visit relatives
- 3- carry Turkish flags during the march
- 4- sing the National Anthem
- 5- do folk dancing
- 6- chant slogans
- 7- have a picnic
- 8- observe a minute of silence in front of Atatürk's Monument
- 9- visit Anıtkabir, the Mausoleum of Atatürk

C Work in pairs and answer the question below.

How do you celebrate the Youth and Sports Day in your school?

NOTES

1. TEMA PERFORMANS GÖREVİ VE DEĞERLENDİRME ÖLÇEĞİ

Dil Yeterlilik Düzeyi	A1.2.1
Tema	1. Tema: Birey ve Toplum
Kazanımlar	Konuşma Ortak 1, 2, 6, 7, 8, 9, 10 Sözlü Anlatım Genel 3, 4 Yazma Ortak 1, 2, 3 Yazma Genel 3
Beklenen Performans	Betimleme becerisi, sunum yapma becerisi
Süre	1 hafta
Puanlama Yöntemi	Dereceli Puanlama Anahtarı
Ödevin konusu	
Sevgili Öğrenciler, Sizden kendinizi tanıtan bir sunu hazırlamanız istenmektedir. Bu ödevde, kendinizle, ailenizdeki kişilerle ve en sevdiğiniz arkadaşınızla ilgili kişisel bilgilere yer veriniz.	
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler	
1- Sunumunuzu zamanında tamamlayacak şekilde bir plan hazırlayınız. 2- Kendiniz, ailenizdeki kişiler ve en sevdiğiniz arkadaşınızla ilgili vereceğiniz bilgileri derleyiniz. 3- Sunumunuzda ad, yaş, ırk, ülke ve fiziksel özelliklerle ilgili bilgiler vermelisiniz. 4- Sunumunuzda anlamsal ve dilbilgisel açıdan doğru bir anlatım kullanmaya özen göstermelisiniz. 5- Hazırlayacağınız sunumunuzu fotoğraflarla zenginleştirmelisiniz. 6- Hazırlayacağınız sunumu, yazılı olarak da teslim etmelisiniz. 7- Sunum sırasında ses tonunuza, vurgularınıza, dinleyicilerle göz teması kurmaya, akıcı konuşmaya ve telaffuzunuza dikkat ediniz.	

Dereceli puanlama anahtarı ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Ödevini sunum şeklinde hazırlamıştır.					
Sayfa düzeni sağlamış ve temiz bir çalışma yapmıştır.					
İÇERİK					
Ödevinde kendisi ile ilgili bilgilere yer vermiştir.					
Ödevinde ailesindeki kişilerle ilgili bilgilere yer vermiştir.					
Ödevinde en sevdiği arkadaşı ile ilgili bilgilere yer vermiştir.					
DİL VE ANLATIM					
Kişisel bilgileri veren cümleleri doğru bir şekilde yazmıştır.					
Dilbilgisel hatalar yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
SUNUM					
Ses tonunu ve konuşma hızını uygun şekilde ayarladı.					
Konuşmasında gerekli yerlerde vurgulama yaptı.					
Kendine güvenerek ve akıcı bir şekilde konuştu.					
Kelimeleri doğru bir şekilde telaffuz etti.					
Konuşurken göz teması kurdu.					
Sunusunda ilgi çekici ve uygun görseller kullandı.					

Bu ölçekten alınacak en yüksek puan 70, en düşük puan ise 14'tür. Bu puan (100'lük not sistemine göre) aşağıdaki formül kullanılarak nota çevrilebilir:

Örnek: Bir öğrenciniz ölçüğe göre 40 puan almış olsun.

$$\frac{70}{100} = \frac{40}{X}$$
$$X = 51,1 = 57$$

57 puan, 5'lik not sisteminde 55 - 69 aralığına denk gelir. Bu da 3'ün karşılığıdır.

2. TEMA PERFORMANS GÖREVİ VE DEĞERLENDİRME ÖLÇEĞİ

Dil Yeterlilik Düzeyi	A1.2.1
Tema	2. Tema: Kişilik ve Karakter
Kazanımlar	Yazma Ortak 1, 2, 3 Yazma Genel 8, 13
Beklenen Performans	Betimleme becerisi, Araştırma becerisi
Süre	1 hafta
Puanlama yöntemi	Dereceli Puanlama Anahtarı
Ödevin konusu	
Sevgili Öğrenciler, Sizden en sevdiğiniz ünlünün yaşam şeklini anlatan bir rapor yazmanız istenmektedir. Bu ödevde, en sevdiğiniz ünlüyü fiziksel olarak tanıttıktan sonra kendisi ile ilgili kişisel bilgilere, günlük yaşamına dair bilgilere, hobileri ve fobileri ile ilgili bilgilere yer veriniz.	
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler	
1- Ödevinizi zamanında tamamlayacak şekilde bir plan hazırlayınız. 2- En sevdiğiniz ünlüyü tanıtmak için gerekli bilgileri internet yardımıyla elde ediniz. 3- Elde ettiğiniz bilgileri kullanarak raporunuzu hazırlayınız. 4- Raporunuzda açık ve doğru bir anlatım kullanmaya özen göstermelisiniz. 5- Hazırlayacağınız raporu fotoğraflarla zenginleştiriniz. 6- Varsa yararlandığınız kaynakları; “KAYNAKÇA” bölümünde gösteriniz.	

Dereceli puanlama anahtarı ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Ödevini rapor şeklinde yapmıştır.					
Sayfa düzeni sağlamış ve temiz bir çalışma yapmıştır.					
Ödevini düzgün ve okunaklı yazıyla yazmıştır.					
İÇERİK					
Ödevinde en sevdiği ünlü ile ilgili kişisel bilgileri vermiştir.					
En sevdiği ünlünün günlük yaşam tarzı, hobileri ve fobileri konusunda bilgi vermiştir.					
DİL VE ANLATIM					
En sevdiği ünlüyü tanıtan cümleleri doğru bir şekilde yazmıştır.					
Dilbilgisel hatalar yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
ARAÇ KULLANMA					
Ödevinde, anlattıklarına uygun görsel kullanmıştır.					
Yazı ve görseller güzel bir kompozisyon oluşturmuştur.					

Bu ölçekten alınacak en yüksek puan 50, en düşük puan ise 10'dur. Bu puan (100'lük not sistemine göre) aşağıdaki formül kullanılarak nota çevrilebilir:

Örnek: Bir öğrenciniz ölçüğe göre 40 puan almış olsun.

$$\frac{50}{100} = \frac{40}{X}$$
$$X = 80$$

80 puan, 5'lik not sisteminde 69 - 84 aralığına denk gelir. Bu da 4'ün karşılığıdır.

3. TEMA PERFORMANS GÖREVİ VE DEĞERLENDİRME ÖLÇEĞİ

Dil Yeterlilik Düzeyi	A1.2.2
Tema	3. Tema: Değerler
Kazanımlar	Yazma Ortak 1, 2, 3 Yazma Genel 3, 7
Beklenen Performans	Araştırma becerisi, Betimleme becerisi, İkili çalışma becerisi
Süre	1 hafta
Puanlama yöntemi	Dereceli Puanlama Anahtarı
Ödevin konusu	
Sevgili Öğrenciler, Sizden bir arkadaşınızla beraber, ülkenizdeki bayram, festival, özel gün gibi bir kutlamayla ilgili bir afiş hazırlamanız istenmektedir.	
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler	
1- Bu ödevi hazırlamak için sınıfınızdan çalışabileceğiniz bir arkadaşınızı belirleyiniz. 2- Ödevinizle ilgili görev dağılımını yapınız. 3- Ödevinizi zamanında tamamlayacak şekilde bir plan hazırlayınız. 4- Ülkenizdeki bir kutlamayı belirleyiniz ve bununla ilgili çeşitli bilgileri internetten veya ansiklopedilerden derleyiniz. 5- Söz konusu kutlamanın ne zaman, kimler tarafından, nasıl kutlandığını, önemini anlatınız. 6- Afişinizde açık ve doğru bir anlatım kullanmaya özen gösteriniz. 7- Hazırlayacağınız afişi fotoğraflarla zenginleştiriniz. 8- Varsa yararlandığınız kaynakları; “KAYNAKÇA” bölümünde gösteriniz. 9- Ödevinizle beraber, ölçekte size verilen AKRAN DEĞERLENDİRME formunu çalışmayı beraber yaptığınız arkadaşınız için nesnel bir şekilde doldurarak teslim ediniz	

Dereceli Puanlama Anahtarı, ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

AKRAN DEĞERLENDİRME FORMU

ÖLÇÜTLER	EVET 3	KISMEN 2	HAYIR 1
Görevlerini zamanında gerçekleştirdi.			
Çalışmalarımıza düzenli olarak katıldı.			
Tartışma sürecine katıldı.			
Düşüncelerime saygı gösterdi.			
Yaratıcı fikirler sundu.			
Temiz ve düzenli bir şekilde çalıştı.			
Eleştirilerinde nesnel oldu.			
TOPLAM			
GENEL TOPLAM			

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Ödevini afiş şeklinde yapmıştır.					
Düzenli ve temiz bir çalışma yapmıştır.					
Ödevini düzgün ve okunaklı yazıyla yazmıştır.					
İÇERİK					
Ülkesindeki bir kutlama ile ilgili gerekli bilgileri vermiştir.					
Ödevinde kutlamanın nasıl yapıldığını anlatmıştır.					
DİL VE ANLATIM					
Kutlamayı anlatan cümleleri doğru bir şekilde yazmıştır.					
Dilbilgisi hataları yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
ARAÇ KULLANMA					
Ödevinde, kutlamaya uygun görsel kullanmıştır.					
Yazı ve görseller güzel bir kompozisyon oluşturmuştur.					

Bu ölçekten alınacak en yüksek puan 50, en düşük puan ise 10'dur. Bu puan (100'lük not sistemine göre) aşağıdaki formül kullanılarak nota çevrilebilir:

Örnek: Bir öğrenciniz ölçeye göre 40 puan almış olsun.

$$\begin{array}{r} 50 \quad 40 \\ 100 \quad X \\ \hline X = 80 \end{array}$$

80 puan, 5'lik not sisteminde 69 - 84 aralığına denk gelir. Bu da 4'ün karşılığıdır.

4. TEMA PERFORMANS GÖREVİ VE DEĞERLENDİRME ÖLÇEĞİ

Dil yeterlik düzeyi	A1.2.2
Tema	4. Tema: Spor
Kazanımlar	Yazma Ortak 1, 2, 3, 5 Yazma Genel 3, 4, 6
Beklenen performans	Araştırma becerisi, Betimleme becerisi, Yazma becerisi, Yaratıcılık
Süre	1 hafta
Puanlama yöntemi	Dereceli Puanlama Anahtarı
Ödevin konusu	
Sevgili Öğrenciler, Sizden en sevdiğiniz spor/oyunu tanıtan bir afiş yapmanız istenmektedir.	
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler	
1- Ödevinizi zamanında tamamlayacak şekilde bir plan hazırlayınız. 2- Sevdiğiniz sporlar/oyunlar arasından ödevinizde tanıtmak için birini seçiniz. 3- En sevdiğiniz spor ile ilgili araştırma yapmak için internetten, basılı ve görsel medyadan, dergilerden ve gazetelerden yararlanabilirsiniz. 4- Ödevinizde bu spor/oyun ile ilgili kısa tanıtıcı bilgi verdikten sonra sporun/oyunun kurallarını açıklayınız. 5- Söz konusu spor/oyun ile ilgili kendi duygu ve düşüncelerinizi de eklemeyi unutmayınız. 6- Ödevinizde açık ve doğru bir anlatım kullanmaya özen göstermelisiniz. 7- Hazırlayacağınız afişinizi fotoğraflarla zenginleştirmelisiniz. 8- Yararlandığınız kaynakları; "KAYNAKÇA" eki olarak vermelisiniz.	

Dereceli puanlama anahtarı ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Ödevini afiş şeklinde hazırlamıştır.					
Temiz ve ilgi çekici bir çalışma yapmıştır.					
Ödevini düzgün ve okunaklı yazıyla yazmıştır.					
İÇERİK					
Ödevinde sevdiği bir sporu/oyunu tanıtmıştır.					
Ödevinde sporun/oyunun kurallarını anlatmıştır.					
Ödevinde spor/oyun ile ilgili duygu ve düşüncelerini açıklamıştır.					
DİL VE ANLATIM					
En sevdiği sporu/oyunu tanıttığı cümleleri doğru bir şekilde yazmıştır.					
En sevdiği sporun/oyunun kurallarını anlattığı cümleleri doğru bir şekilde yazmıştır.					
Dilbilgisel hatalar yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
ARAÇ KULLANMA					
Ödevinde, tanıttığı spora/oyuna uygun görsel kullanmıştır.					
Yazı ve görseller güzel bir kompozisyon oluşturmuştur.					

Bu ölçekten alınacak en yüksek puan 65, en düşük puan ise 13'dür. Bu puan (100'lük not sistemine göre) aşağıdaki formül kullanılarak nota çevrilebilir:

Örnek: Bir öğrenciniz ölçüğe göre 40 puan almış olsun.

$$\frac{65}{100} = \frac{40}{X}$$

$$X = 61,57 = 62$$

62 puan, 5'lik not sisteminde 55 - 69 aralığına denk gelir. Bu da 3'ün karşılığıdır.

5. TEMA PERFORMANS GÖREVİ VE DEĞERLENDİRME ÖLÇEĞİ

Dil Yeterlilik Düzeyi	A1.2.3
Tema	5. Tema: Hayaller ve Planlar
Kazanımlar	Konuşma Ortak 1, 6, 7, 8, 9, 10 Sözlü Anlatım Genel 2, 3 Yazma Ortak 1, 2, 3, 5 Yazma Genel 4, 6, 7
Kazanımlar	Yazma becerisi, Yaratıcılık, Sunum yapma becerisi
Süre	1 hafta
Puanlama Yöntemi	Dereceli Puanlama Anahtarı
Ödevin konusu	
Sevgili Öğrenciler, Sizden geleceğe yönelik planlarınızı ve hayallerinizi anlatan bir rapor yazmanız istenmektedir.	
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler	
1- Ödevinizi zamanında tamamlayacak şekilde bir plan hazırlayınız. 2- Geleceğe yönelik isteklerinizi, planlarınızı ve hayallerinizi belirleyiniz. 3- Ödevinizde söz konusu isteklerinizin, planlarınızın ve hayallerinizin nedenlerini de yazınız. 4- Ödevinizde söz konusu istekler ve planlar için şu anda neler yaptığınızı da açıklayınız. 5- Ayrıca ödevinizde söz konusu istekler, planlar ve hayallerinizle ilgili duygu ve düşüncelerinizi de belirtiniz. 6- Ödevinizde açık ve doğru bir anlatım kullanmaya özen göstermelisiniz. 7- Ödevinizi fotoğraflarla veya çizimlerle zenginleştirebilirsiniz. 8- Hazırladığınız ödevi sınıfta 5 dakikalık bir sürede sunmalısınız. 9- Sunum sırasında ses tonunuza, vurgularınıza, dinleyicilerle göz teması kurmaya, akıcı konuşmaya ve telaffuzunuza dikkat ediniz. 10- Sunumunuzu zenginleştiren görseller kullanabilirsiniz.	

Dereceli puanlama anahtarı ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Sayfa düzeni sağlamış ve temiz bir çalışma yapmıştır.					
Ödevini düzgün ve okunaklı bir yazıyla yazmıştır.					
İÇERİK					
Ödevinde; geleceğe yönelik istek, plan ve hayallerini anlatmıştır.					
Ödevinde; geleceğe yönelik istek, plan ve hayallerinin nedenlerini belirtmiştir.					
Ödevinde; geleceğe yönelik istek, plan ve hayalleri ile ilgili olarak şu anda neler yaptığını açıklamıştır.					
DİL VE ANLATIM					
Geleceğe yönelik istek, plan ve hayallerini doğru bir şekilde yazmıştır.					
Dilbilgisel hatalar yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
ARAÇ KULLANMA					
Geleceğe yönelik istek, plan ve hayalleri ile uyumlu görsel kullanmıştır.					
Yazı ve görseller güzel bir kompozisyon oluşturmuştur.					
SUNUM					

Ses tonunu uygun şekilde ayarlayarak gerekli yerlerde doğru vurgulamalar yaptı.					
Göz teması kurarak ve kendine güvenerek konuştu.					
Kelimeleri doğru bir şekilde telaffuz etti.					
Konuşma hızını ayarlayarak akıcı bir şekilde konuştu.					
Sunusunda ilgi çekici uygun görseller kullandı.					

Bu ölçekten alınacak en yüksek puan 75, en düşük puan ise 15'dir. Bu puan (100'lük not sistemine göre) aşağıdaki formül kullanılarak nota çevirilebilir.

Örnek: Bir öğrenciniz ölçeye göre 40 puan almış olsun.

$$\begin{array}{r} 75 \qquad 40 \\ 100 \qquad X \\ \hline X = 53,3 \end{array}$$

53 puan, 5'lik not sisteminde 45 - 54 aralığına denk gelir. Bu da 2'nin karşılığıdır.

6. TEMA PERFORMANS GÖREVİ VE DEĞERLENDİRME ÖLÇEĞİ

Dil Yeterlilik Düzeyi	A1.2.3
Tema	6. Tema: Sanat
Kazanımlar	Yazma Ortak 1, 2, 3, 5 Yazma Genel 3
Beklenen Performans	Yazma becerisi, Yaratıcılık
Süre	1 hafta
Puanlama yöntemi	Dereceli Puanlama Anahtarı
Ödevin konusu	Sevgili Öğrenciler, Sizden kısa özgün bir hikaye yazmanız istenmektedir.
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler	1- Ödevinizi zamanında tamamlayacak şekilde bir plan hazırlayınız. 2- Özgün bir hikaye yazmanız gerektiği için hayal gücünüzü zorlamalısınız. 3- Ödevinizde, hikaye öğelerini kullanınız. 5- Ödevinizde açık ve doğru bir anlatım kullanmaya özen göstermelisiniz. 6- Hazırlayacağınız ödevinizi fotoğraflarla veya çizimlerle zenginleştirmelisiniz.

Dereceli puanlama anahtarı ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Sayfa düzeni sağlamış ve temiz bir çalışma yapmıştır.					
Ödevini düzgün ve okunaklı yazıyla yazmıştır.					
İÇERİK					
Ödevinde; özgün bir hikaye yazmıştır.					
Ödevinde hikaye öğelerini kullanmıştır.					
DİL VE ANLATIM					
İlginç bir olay örgüsü kurmuştur.					
Akıcı ve ilgi çekici bir anlatım kullanmıştır.					
Dilbilgisel hatalar yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
ARAÇ KULLANMA					
Yazdığı hikaye ile uyumlu görsel kullanmıştır.					
Yazı ve görseller güzel bir kompozisyon oluşturmuştur.					

Bu ölçekten alınacak en yüksek puan 50, en düşük puan ise 10'dur. Bu puan (100'lük not sistemine göre) aşağıdaki formül kullanılarak nota çevrilebilir:

Örnek: Bir öğrenciniz ölçüğe göre 40 puan almış olsun.

$$\begin{array}{r} 50 \quad 40 \\ 100 \quad X \\ \hline X = 80 \end{array}$$

80 puan, 5'lik not sisteminde 70 - 84 aralığına denk gelir. Bu da 4'ün karşılığıdır.

1. PROJE GÖREVİ ÖRNEĞİ

Dil Yeterlik Düzeyi	A1.2.1 ve A1.2.2
Tema	2. Tema: Kişilik ve Karakter 3. Tema: Değerler
Kazanımlar	Yazma Ortak 1,2,3 Yazma A1.2.1 düzeyinde Genel 3,13 Yazma A1.2.2 düzeyinde Genel 3,7 Konuşma Ortak 1,2,6,7,8,9,10 Sözlü Anlatım A1.2.1 düzeyinde Genel 3,4 Sözlü Anlatım A1.2.2 düzeyinde Genel 1,3
Beklenen performans	Araştırma, Grup çalışması, Betimleme, Sunma becerileri
Süre	4 hafta
Puanlama yöntemi	Dereceli Puanlama Anahtarı
Ödevin konusu	Sevgili Öğrenciler, Grup olarak, bir afiş hazırlayarak ülkenizi tanıtmanız istenmektedir.
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler	<ol style="list-style-type: none">1- Bu ödevi hazırlamak için sınıfınızdan grup olarak çalışabileceğiniz, kendiniz dahil 5 arkadaş belirleyiniz.2- Aranızdan bir kişiyi grup sorumlusu olarak seçiniz ve gruptaki görev dağılımını yapınız.3- Ödevinizi zamanında tamamlayacak şekilde bir plan hazırlayınız.4- Ülkeniz hakkında ayrıntılı bilgi elde etmek için internetten, basılı ve görsel medya, dergiler ve gazetelerden yararlanabilirsiniz.5- Ülkenizdeki insanların karakteristik özellikleri ve yaşam biçimleri, ülkenizdeki kültürel değerler ve farklılıklar, kutlanan başlıca bayramlar ve kutlamalar ile ilgili bilgiler edininiz.6- Elde ettiğiniz bilgileri grup arkadaşlarınızla tartışınız ve derleyiniz.7- Ödevinizde açık ve doğru bir anlatım kullanmaya özen göstermelisiniz.8- Hazırlayacağınız ödevinizi fotoğraflarla ve ilginç başlıklarla zenginleştirmelisiniz.9- Yararlandığınız kaynakları; "KAYNAKÇA" eki olarak vermelisiniz.10- Ödevinizi sınıfta grup arkadaşlarınızla beraber 15 dakikalık bir sürede sunmalısınız.11- Sunum sırasında ses tonunuza, vurgularınıza, dinleyicilerle göz teması kurmaya, akıcı konuşmaya ve telaffuzunuza dikkat ediniz. Sunumunuzda görseller kullanabilirsiniz.12- Ödevinizle beraber, ölçekte size verilen GRUP İÇİ AKRAN DEĞERLENDİRME formunu gruptaki her bir arkadaşınızı için nesnel bir şekilde doldurarak teslim ediniz.

Dereceli puanlama anahtarı ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

GRUP İÇİ AKRAN DEĞERLENDİRME FORMU

ÖLÇÜTLER	EVET 3	KISMEN 2	HAYIR 1
Görevlerini zamanında gerçekleştirdi.			
Çalışmalarımıza düzenli olarak katıldı.			
Tartışma sürecine katıldı.			
Grup üyelerinin düşüncelerine saygı gösterdi.			
Araştırma sürecinde çeşitli ve farklı kaynaklardan yararlandı.			
Temiz ve düzenli bir şekilde çalıştı.			
Eleştirilerinde nesnel oldu.			
TOPLAM			
GENEL TOPLAM			

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Yararlanılan kaynakları sunmuştur.					
Özenli, temiz ve farklı bir çalışma yapmıştır.					
Ödevi düzgün ve okunaklı yazıyla yazmıştır.					
İÇERİK					
Ödevde ülkesini tanıtmıştır.					
Ödevde ülkesi ilgili istenen konularda bilgiler vermiştir.					
Ödevde ilgi çekici başlık(lar) kullanmıştır.					
DİL VE ANLATIM					
Ülkesini tanıtan cümleleri doğru bir şekilde yazmıştır.					
Gerekli bilgileri doğru ve uygun kelimelerle vermiştir.					
Dilbilgisel hatalar yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
ARAÇ KULLANMA					
Ödevinde uygun görseller kullanmıştır.					
Yazı ve görseller güzel bir kompozisyon oluşturmuştur.					
SUNUM					
Ses tonunu uygun şekilde ayarladı.					
Konuşmasında gerekli yerlerde vurgulama yaptı.					
Kendine güvenerek konuştu.					
Kelimeleri doğru bir şekilde telaffuz etti.					
Akıcı bir şekilde konuştu.					
Konuşma hızını doğru bir şekilde ayarladı.					
Konuşurken göz teması kurdu.					
Sunusunda ilgi çekici ve uygun görseller kullandı.					

Bu ölçekten alınacak en yüksek puan 100, en düşük puan ise 20'dir. Bu nedenle ölçekten alınan puan 100'lük not sistemine uygundur.

2. PROJE GÖREVİ ÖRNEĞİ

Dil yeterlik düzeyi	A1.2.2 ve A1.2.3	
Tema	4. Tema: Spor 6. Tema: Sanat	
Kazanımlar	Yazma Ortak 1,2,3 Yazma A1.2.2 düzeyinde Genel 3,7 Sözlü Anlatım A1.2.1 düzeyinde Genel 3,4	Yazma A1.2.1 düzeyinde Genel 3,13 Konuşma Ortak 1,2,6,7,8,9,10 Sözlü Anlatım A1.2.2 düzeyinde Genel 1,3
Beklenen performans	Araştırma, Grup çalışması, Betimleme, Yazma, Sunma becerileri	
Süre	4 hafta	
Puanlama yöntemi	Dereceli Puanlama Anahtarı	
Ödevin konusu		
Sevgili Öğrenciler, Sizlerden en sevdiğiniz sanatçının/sporcunun biyografisini yazmanız istenmektedir.		
Ödevi Hazırlarken Dikkat Etmeniz Gerekenler		
<ol style="list-style-type: none"> 1- Araştırmayı zamanında tamamlayacak şekilde bir plan hazırlayınız. 2- En sevdiğiniz sanatçı/sporcu ile ilgili bilgileri öğrenmek için internetten, dergilerden ve gazetelerden yararlanabilirsiniz. 3- En sevdiğiniz sanatçı/sporcu ile ilgili biyografi için gerekli bilgileri toplayınız. 4- Elde ettiğiniz bu bilgileri kullanarak ve biyografi yazım kurallarını uygulayarak biyografiyi yazınız. 5- Biyografi yazarken açık ve doğru bir anlatım kullanmaya özen göstermelisiniz. 6- Hazırlayacağınız biyografiyi fotoğraflarla zenginleştirmelisiniz. 7- Yararlandığınız kaynaklar; “KAYNAKÇA” bölümünde yer almalıdır. 8- Hazırladığınız ödevi sınıfta 5 dakikalık bir sürede sunmalısınız. 9- Sunum sırasında ses tonunuza, vurgularınıza, dinleyicilerle göz teması kurmaya, akıcı konuşmaya ve telaffuzunuza dikkat ediniz. 10- Sunumunuzu zenginleştiren görseller kullanabilirsiniz. 		

Dereceli puanlama anahtarı ödevinizin hangi ölçütlere göre değerlendirileceği konusunda sizlere bilgi vermek amacıyla hazırlanmıştır. Bu puanlama anahtarı öğretmeniniz tarafından doldurulacağından üzerinde herhangi bir işaretleme yapmayınız.

DERECELİ PUANLAMA ANAHTARI

ÖLÇÜTLER	1	2	3	4	5
BİÇİM					
Yararlanılan kaynakları sunmuştur.					
Özenli, temiz ve farklı bir çalışma yapmıştır.					
Ödevini düzgün ve okunaklı yazıyla yazmıştır.					
İÇERİK					
Ödevde en sevdiği sanatçı/sporcuya ait biyografi yazmıştır.					
Ödevde biyografi için gerekli bilgileri vermiştir.					
Ödevde biyografi yazma kurallarını uygulamıştır.					
DİL VE ANLATIM					
Dilbilgisel hatalar yapmamıştır.					
Yazım ve noktalama kurallarına uymuştur.					
ARAÇ KULLANMA					
Ödevinde uygun görseller kullanmıştır.					
Yazı ve görseller güzel bir kompozisyon oluşturmuştur.					
SUNUM					
Ses tonunu ve konuşma hızını uygun şekilde ayarladı.					
Konuşmasında gerekli yerlerde vurgulama yaptı.					
Kendine güvenerek ve akıcı bir şekilde konuştu.					
Kelimeleri doğru bir şekilde telaffuz etti.					
Konuşurken göz teması kurdu.					
Sunusunda ilgi çekici ve uygun görseller kullandı.					

Bu ölçekten alınacak en yüksek puan 80, en düşük puan ise 16'dır. Bu puan (100'lük not sistemine göre) aşağıdaki formül kullanılarak nota çevrilebilir: **Örnek:** Bir öğrencinin ölçüğe göre 40 puan almış olsun.

$$\frac{80}{100} = \frac{40}{X}$$

$$X = 50$$

50 puan, 5'lik not sisteminde 45 - 54 aralığına denk gelir. Bu da 2'nin karşılığıdır.

APPENDICES FOR TEACHER

OPTIONAL ACTIVITIES

THEME 1 PART 1

Copy the pictures and the information about the people in the pictures. Hand them out to your students. Let them introduce themselves in front of their classmates.



Name : Sue
Surname : Weedon
Age : 17
Country : Australia



Name : Ahmet
Surname : Tuna
Age : 16
Country : Turkey



Name : Michael
Surname : Rudd
Age : 17
Country : The USA



Name : Stanley
Surname : Mann
Age : 18
Country : Italy



Name : Shan
Surname : Gregor
Age : 16
Country : Japan



Name : Buse
Surname : Tan
Age : 17
Country : Turkey

THEME 2 PART 1

Copy the pictures. Cut them. Put them in a box. Ask your students to choose one of them and mime it to their classmates.



THEME 4 PART 1

Copy the page. Cut the pictures and the words. Mix them. Ask your students to find the pairs.



Football



Basketball



Surfing



Canoeing



Climbing

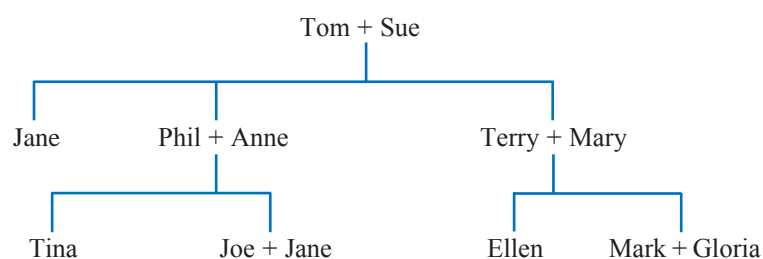


Snowboarding

QUIZES

THEME 1

A- *Fill in the blanks with the correct member of the family.*



- 1- Terry is Mary's _____
- 2- Ellen is Terry and Mary's _____
- 3- Ellen is Joe and Tina's _____
- 4- Tom is Ellen's _____
- 5- Terry is Joe and Tina's _____
- 6- Joe is Tina's _____
- 7- Tina is Joe's _____

B- *Change the sentences by using possessive adjectives.*

1- This is Ahmet's bag.

2- My teacher's name is Kadir.

3- Mrs.Adkin's pencil is on the table.

4- The children's ball is in the garden.

5- The classroom's windows are open.

C- *Complete the classroom rules.*

1- Listen _____

2- Don't _____

3- Don't _____

4- Raise _____

5- Open _____

D- *Answer the questions.*

1- How many students are there in your classroom? _____

2- What is your best friend's name? _____

3- What is your best friend like? _____

THEME 2

A- Write the times.



1- _____



2- _____



3- _____

B- Write a paragraph about your daily life.

Blank lined area for writing a paragraph.

C- Look at the information and write sentences about the person's daily routine.

- Get up – 07:30
- Have lunch – 12:45
- Have dinner – 19:25
- Leave home – 08:30
- Finish work – 18:15
- Sleep – 23: 50

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____
- 6- _____

D- Answer the questions.

- 1- Where does a teacher work? _____
- 2- Does a teacher wear a uniform? _____
- 3- Does a pilot fly a plane? _____
- 4- What does a mechanic do? _____

THEME 3

A- Fill in the blanks with “in,on,at”.

1-I get up 7 o'clock every day.

2-Mary likes to go to the seaside summer.

3-Steve reads the newspaper the morning.

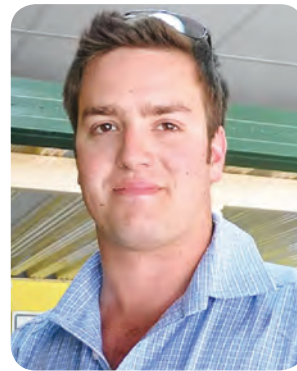
4-We go to the picnic the weekends.

5-We have English lessons Monday and Wednesday.

6-Some people dye eggs Easter.

B-Look at the chart and write sentences to describe him.

Name	Thomas
Surname	Addison
Age	27
Country	Ireland
Ability	Play the guitar
Favourite Music	Rock, pop
Likes	Listen to music, sing a song
Dislikes	Play football



- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____
- 6- _____
- 7- _____
- 8- _____
- 9- _____
- 10- _____

C- Write a paragraph about a festival in your country.

THEME 4

A- Circle the odd word.

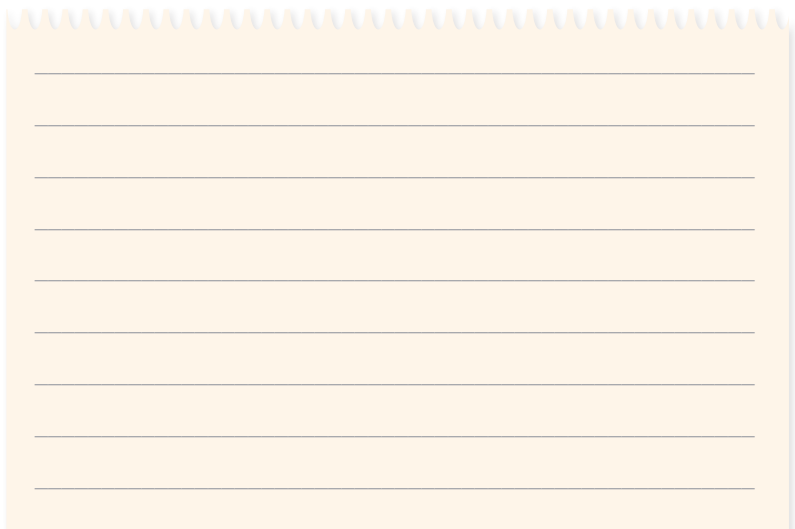
- | | | | |
|----------------|------------|--------------|------------|
| a-skydiving | b-surfing | c-brown | d-fishing |
| a-superstition | b-football | c-basketball | d-baseball |
| a-field | b-phobias | c-court | d-pitch |
| a-surfboard | b-relaxing | c-racket | d-helmet |

B- Fill in the blanks with “was,were” or “am,is,are”.

- 1- How many people _____ at the party last weekend?
- 2- The book wasn't difficult It _____ easy.
- 3- I _____ 15 years old now. I _____ not sixteen yet.
4. Bungee jumping _____ a safe sports. It _____ dangerous.
5. Dinosaurs _____ prehistoric animals.
6. _____ your friends at school yesterday?
7. My favourite sports _____ football. I love playing football.
8. My grandmother _____ a nurse. She wasn't a doctor.
9. I _____ thin when I was 6 years old.
10. The athletes _____ on the pitch. They are ready for the race.

C- Use the clues and describe the sport.

Kind: A team sports
Equipments: ball, net
Players: Two teams
6 players in each team
Place: indoor/ beach / grass
Object of the game: send the ball over the net
not hit the ball more than 3 times



THEME 5

A. Read the descriptions and write the holiday types in the correct place.

cruise
holiday

cultural
holiday

skiing
holiday

a- _____

The Johnsons went to Bursa last summer. It was an amazing holiday. They went skiing and did snowboarding. They had great time.

b- _____

Suzie had wonderful time last holiday. She discovered the hidden beaches in Fethiye. The journey was long. She had her lunch on the boat. She also had time to swim.

c- _____

Tony went to İstanbul last year. He thinks that İstanbul is a breathtaking city. There are a lot of cultural places to visit there. He went to Tapkapı Palace and bought some souvenirs for his family members in the Grand Bazaar.

B. Read the descriptions in activity A and answer the questions.

1- Where did the Johnsons go?

2- What was their holiday like?

3- What was Suzie's holiday like?

4- Was it a long or a short journey?

5- Where did Tony go in İstanbul?

6- What did he buy for his family members?

C. Look at the list and write Tülay's arrangements as in the example.

Example: I am tidying up my room.

Call the guests.

Buy some cookies.

Order the cake.

Arrange the party room.

Buy the beverages.

1- _____

2- _____

3- _____

4- _____

5- _____

THEME 6

A. Look at the pictures and answer the questions.

1-



Which TV programme is more interesting for you?

2-



Which one is more frightening, cartoons or horror films?

3-



Which one is more enjoyable for you, cartoons or news?

B. Write the comparative forms of the adjectives.

slim - _____

good - _____

big - _____

bad - _____

pretty - _____

intelligent - _____

dangerous - _____

easy - _____

safe - _____

tall - _____

C. Write a summary of your favourite tale. Use the Simple Past Tense.

CONTENT OF THE AUDIO CD

TRACK	THEME	PART	ACTIVITY
1	1	1	1B
2	1	1	1C
3	1	1	3B
4	1	1	3C
5	1	2	2B
6	1	2	2C
7	1	3	4A
8	1	3	4B
9	1	3	4C
10	1	3	5B
11	1	3	5C
12	2	1	1B
13	2	1	1C
14	2	1	4A
15	2	2	1B
16	2	2	1C
17	2	2	2B
18	2	2	2C
19	2	3	1B
20	2	3	1C
21	3	1	3B
22	3	1	3D
23	3	1	3E
24	3	2	1B
25	3	2	1C
26	3	3	3B
27	3	3	3C
28	4	1	2C
29	4	1	3B
30	4	1	3C

TRACK	THEME	PART	ACTIVITY
31	4	2	2B
32	4	2	2C
33	4	2	5B
34	4	2	5C
35	4	3	2B
36	4	3	2C
37	5	1	1B
38	5	1	1C
39	5	2	1B
40	5	2	1C
41	5	2	3B
42	5	2	3C
43	5	2	4B
44	5	2	4C
45	5	3	1B
46	5	3	1C
47	5	3	2B
48	5	3	2C
49	5	3	4B
50	6	1	2B
51	6	1	2C
52	6	1	2D
53	6	2	3B
54	6	2	3D
55	6	3	2B
56	6	3	2C
57	6	3	4B
58	6	3	4C

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