

ORTAÖĞRETİM

YES YOU CAN

TEACHER'S BOOK

A1.1

YAZARLAR

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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 İlahî, 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 İlahî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

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

Mehmet Âkif Ersoy

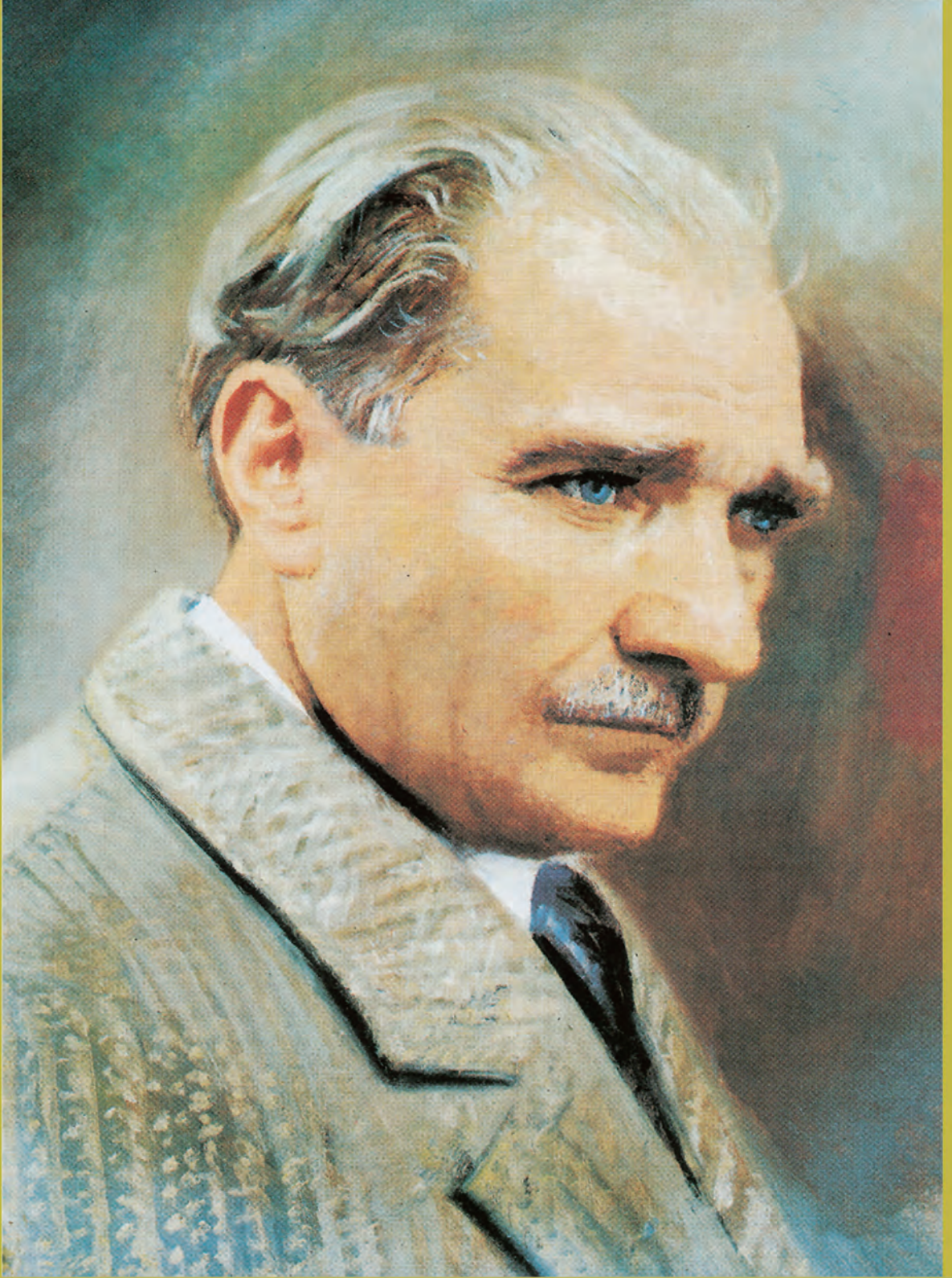
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 1 PEOPLE AND SOCIETY	<p>Giving personal information</p> <p>Asking for and giving personal information.</p> <p>Saying countries / nationalities / numbers 1- 100.</p> <p>Filling out registration forms</p> <p>Doing telephone conversations</p> <p>Talking about countries / nationalities</p> <p>Talking about personal possessions and colours.</p>	<p>To be</p> <p>Subject pronouns</p> <p>Capital letters</p> <p>numbers</p> <p>Possessive adjectives</p> <p>have / has got</p> <p>a / an</p> <p>Possessive 's</p> <p>Adjectives</p>	<p>Nouns: hello, hi, energy, nationality, form, wife, address, gym, pencil, diary, cap, watch, pen, umbrella, badge, notebook, eraser, ruler, wallet, apple, bathroom, birthday, theatre, classmate, lipstick, identity, toothbrush</p> <p>Verbs: smile, meet, see, spell, find, say, listen</p> <p>Adjectives: old, fine, pleased, correct, ready, pink, purple, brown, blue, red, yellow, orange, green</p> <p>Adverbs: later, how</p>
THEME 2 OUR WORLD	<p>Introducing yourself / your family/ people</p> <p>Writing simple dialogue / a letter to introduce yourself / your family.</p> <p>Expressing possessions</p> <p>Saying days, months and dates.</p> <p>Describing parts of a house</p> <p>Saying where the objects are.</p> <p>Describing a street using "there is / there are".</p> <p>Giving directions</p> <p>Writing about a town.</p>	<p>Imperatives</p> <p>Ordinal numbers</p> <p>Prepositions of time</p> <p>There is/are</p> <p>but - and - because</p> <p>Plurals</p> <p>Countables - uncountables</p> <p>Quantifiers (some - any - many - much)</p>	<p>Nouns: hair, eye, nose, arm, leg, feet, husband, father, mother, brother, sister, son, daughter, teddy bears, t-shirt, glasses, bedroom, toilet, garage, kitchen, living room, dog, guitar, poster, shoe, skater, town, racket</p> <p>Verbs: Excuse me, turn</p> <p>Adjectives: beautiful, traditional, born, military, long, short, tall</p> <p>Adverbs: near, upstairs, right, left, straight, between</p>

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TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
THEME 3 EDUCATION 3A- A Classroom 3B- School Subjects 3C- School Clubs	Describing a classroom Giving instructions Saying numbers (10 - 1000) Talking about school subjects Saying days, months and seasons Understanding and telling the time. Reading about schools from the world Expressing abilities Talking about school clubs	Formulate like dislikes Can - can't Adjectives + Prepositions	<p>Nouns: board, book, sorry, instruction, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand, note, village, country, area, subject, feelings, playground, game, chess, technology, newspaper, nature, theatre, fun, correct, drama, date, trip</p> <p>Verbs: mime, open, look, read, listen, write, take, give, close, sit down, eat, shout</p> <p>Adjectives: funny, happy, slowly, noisy, quiet, snowy, different, friendly, enough</p> <p>Adverbs: where, again, when, well, also, afternoon</p>
THEME 4 PERSONALITY AND CHARACTER 4A- Look at My Family! 4B- I Work at the Weekends 4C- Who is Your Best Friend?	Reading and writing about family members' personality Expressing belongings with have / has got Saying clothes Doing shopping dialogues Saying prices Reading about daily routines and free time activities Understanding daily routines Writing about daily routines.	Simple Present Sequence words Prepositions of place Frequency adverbs would like-want	<p>Nouns: mum, dad, musician, grandma, caravan, glasses, driver, coat, boots, shorts, dress, trousers, skirt, hat, chef, fruit juice, breakfast, salad, fish, fast food, cousin, money, neighbours, bread</p> <p>Verbs: guess, go, drink, watch, have, do, do, meet, leave, finish, wake up, start</p> <p>Adjectives: energetic, dark, blonde, thin, plump, grey, clever, handsome, price, hard, lazy, stupid</p>

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TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
THEME 5 YOUTH 5A- I am Going to the Party. 5B- A Different Weekend 5C- Youth Camps	Talking about things that are happening now, what people are doing now. Describing what people are doing. Talking about what you're doing now. Understanding fixed arrangements. Learning words through a context Talking about weekend plans Talking about wishes Reading and filling out an application form	Present continuous Present continuous for future	Nouns: reformism, nationalism, statism, secularism, owner, republicanism, bunch, populism, citizen, independence, religious, graduation, wedding, house warming, twins, guest, disabled, wheelchair, salmon fish Verbs: dance, call, bring, build, create, choose, support, sleep, cook, stay, build, leave, spend Adjectives: fantastic Adverbs: Between, freely
THEME 6 TOURISM 6A- Holiday Plans 6B- My Holiday was Great 6C- A Different Holiday	Saying where you'd like to go and why. Reading about holiday plans Talking about future plans that are decided or possible. Talking about wishes Writing about favourite things in the past Understanding and talking about past events / what happened in the past / when things happened in the past. Reading and writing a postcard Writing a letter about a summer holiday	Going to future tense (for planned actions) Was - were There was - there were Simple past sentences(regular - irregular verbs) Simple past sentences(regular - irregular verbs)	Nouns: beach, mountain, guide, meal, holiday, cartoon, singer, cartoon, holiday, semester, week, coliseum, dish, campsite Verbs: make, sunbathe, get up, ride, dive, travel, break, buy, talk, cook, sing, ask, want, change, wait, show, book, check, arrive, take photo, Adjectives: dark, golden, delicious, crowded, excited, talkative, free Adverbs: So - because

COURSE INTRODUCTION

INTRODUCTION TO THE COURSE

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

CEFR describes six levels and competences:

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

The textbook is a complete course for A1.1 level.

What can a learner with A1 level do?

A1 – Breakthrough Level

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce oneself and others and can ask and answer questions about personal details such as where they live and people they know.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

What does outcome based textbook mean?

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

Why Communicative Approach?

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

and culture takes place through a more communicative approach than through a more grammatically based approach (Canale and Swain, 1980).

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

Yes You Can contains;

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

Student's Book

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

STUDENT'S BOOK OVERVIEW

THEME 1



People and Society

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

- listen simple and short expressions about daily life.
- listen and follow simple, slow, clear talks and numbers.
- understand simple questions related to personal information.
- read basic phrases and words related to everyday situations.
- introduce yourselves and others using simple phrases.
- ask and answer simple questions.
- talk to inform on a basic level.
- use simple numbers in everyday conversations.
- write simple, isolated contents and sentences.
- fill in free forms according to the instructions and use simple numbers.

Theme cover page

All theme cover pages have photos related to the theme.

Name of the theme

Students go through the outcomes before they start the theme.

Content name

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

Pair work & group work activities are widely used.

Contents start with receptive skills and ends with productive skills.

2B - MY HOME


A. Look at the house. What do you think? Are the statements True (T) or False (F)?

- This is a big house.
- This is a beautiful house.

B. Listen to Lisa and her family members. Write the rooms in the blanks.

Bedroom Living room Bathroom Room Garage Kitchen

- I am in the
- I am in my ... room.
- I am in the





Lisa's House

- I am in the
- I am in the
- I am in the

C. Work in groups. Cover the names of the rooms. Then ask and answer questions as in the example.

Bill : Is this the living room?
Herald: No, it's the bathroom.
David : Yes, it is.

D. Cover the house in exercise B again and write the rooms in the correct column.

	Upstairs	Downstairs



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Sample dialogues to assist students are always provided.

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

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

Photos taken from real life make the reading texts authentic.


1A - SAY HI AND SMILE.

D. Complete the dialogue.

Carol: Hello. What's(1)..... name?
Hiroki: (2)..... name's Hiroki. What's your name?
Carol: I'm Carol.
Hiroki: (3)..... to meet you, Carol.
Carol: Glad to meet you, Hiroki.


E. Write a similar dialogue as in activity D.

F. Work in groups and match the numbers with their digits.



... One	... Nine	... Fifteen	... Six	... Twelve
... Two	... Seventeen	... Four	... Eighteen	... Thirteen
... Ten	... Three	... Nineteen	... Seven	... Fourteen
... Sixteen	... Eleven	... Five	... Eight	... Twenty

G. Look at Kim and guess her age.



How old are you?
I am years old.

H. Study the sentences below. Then, listen and tick the ones you hear.

- How are you?
a. How are you?
b. Where are you from?
- I am fine, thank you.
a. I am fine, thank you.
b. Fine, thanks.
- What's your name?
a. What's your name?
b. What's your address?

I. Listen again and circle the correct numbers.

CLASS CARD

Name / Surname: Kim Wood
Age: 14/15
Phone number: 020 87 76 68 44
/ 020 87 76 68 43
Address: 18/15 Red Street

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There is a variety of comprehension activities.

Keep in Mind section provides a summary to the language studied.

Authentic reading materials are used.

3C - SCHOOL CLUBS

G. Look at the photos on the blog and answer the question.
Are the students on holiday?

H. Read the texts on the blog and guess the words.
Then, check them in your dictionary.

nature forest lakes fair center smart

Keep in Mind!

In 1995 - In nineteen ninety-five
In 2001 - In two thousand one
In 2011 - In two thousand eleven

Let's Blog!

SCHOOL CLUBS

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Marla

Forest Fest, 21 May 2012

I am in the Nature Club because I like nature and animals. It is May 21st today and it is the Forest Festival. We are in the forest in Haverover now. It is spring and the weather is fine. It is sunny and not cold. I am very happy today because it's also my birthday. This is a big birthday party for me. I like this place. There are lovely animals, and trees near the small river. I am with my school mates and people from different countries. This festival is great!

Bill

Technology Fair, 10 December 2011

My club is technology. It is an interesting club. I like computers, new cell phones, new music players and robots. It is December 10th today and we are in the fair center in London. London is very cold at this time of the year. It is snowy but it is hot inside. This fair is very big and there are people from different countries. I am with my club mates and club teacher. They are near the new computers. They are smart and fun.

I. Read the texts on the blog again and fill in the chart.

Activity?	Where?	Date?	Year?

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

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

QUIZ TIME

Read the sentences and choose the correct answers.

- Look at that!
 - True
 - False
- Don't run!
 - True
 - False
- My favourite subject is Geography.
 - True
 - False
- It's ten to three.
 - True
 - False
- Chickens can fly.
 - True
 - False
- Birds and monkeys can't see colours.
 - True
 - False

Check Your Progress		😊	😐	😞
I can...				
Listening	distinguish time expressions, follow simple clear and understandable instructions.			
Reading	read time expressions and questions, understand short, simple written messages and simple instructions.			
Spoken Interaction	give short simple instructions, use simple numbers and time expressions in conversations.			
Spoken Production	use time expressions in everyday conversations, talk about my abilities and activities.			
Writing	join dictation activities and take notes, write about what I can do, write short messages and e-mails.			

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There are four reading parts about Atatürk in the Student's Book. The reading parts are about his principles, life and philosophy. You can find the reading parts in the themes; 1, 2, 5 and 6.

ATATÜRK

A. Choose the correct answer.

Who is Atatürk?

- He is the founder of the Republic of Turkey.
- He is the second president of Turkey.

B. Complete the sentences with the words below.
science, peace, body, afraid, culture

- (1)..... is the foundation of the Turkish Republic.
- Our true mentor in life is (2).....
- A healthy mind in a healthy (3).....
- (4)..... at home, peace in the world.
- Do not be (5)..... of telling the truth.

C. Which of the sayings is about sports?

Check Your Progress		😊	😐	😞
I can...				
Listening	listen simple and short expressions about daily life, listen and follow simple, slow, clear talks and numbers.			
Reading	understand simple questions related to personal information, read basic phrases and words related to everyday situations.			
Spoken Interaction	introduce myself and others using simple phrases, ask and answer simple questions.			
Spoken Production	talk to inform on a basic level, use simple numbers in everyday conversations.			
Writing	write simple isolated phrases and sentences, fill in the forms according to the instructions and use simple numbers.			

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Workbook

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

WORKBOOK OVERVIEW

THEME 4 PERSONALITY AND CHARACTER

4A - Look at My Family!
A. Complete the sentences. Use *head- ears - arms - mouth - neck- legs - eyes*



- I have got two big **eyes**.
- I've got a big **nose**.
- I've got a small **head**.
- I've got a very long **neck**.
- I've got two big **ears**.
- I've got two **arms** and two **legs**.

B. Look at the Adams family. Match the speech bubbles to the names.



ADAMS FAMILY

1. **Pugsley**: I'm short and fat. I've got short hair. My eyes are very small.
I've got big ears and a small nose. I'm bald. My hands are very big.

2. **Fester**: I'm tall and thin. I've got long legs and arms. My feet are big.

3. **Butler**: I'm plump. I've got long grey hair. My mouth is big. I've got small eyes and big teeth.

4. **Morticia**: I'm tall and slim. I've got long black hair. My fingers are very long and beautiful.

5. **Wednesday**: I'm short and thin. I've got long hair with big blue eyes.

6. **Gomez**: I'm short. I've got a long face and big ears.

7. **Grandma**: I'm plump. I've got long grey hair. My mouth is big. I've got small eyes and big teeth.

Workbooks are designed as self-study materials.

Shows the name of the content.


Vocabulary studied in the coursebook is practised.

Attractive visuals are provided so that students can be attentive.

Exercises give the opportunity to practice and comprehend grammar.

3C - School Clubs
A. Look at the Gilbert's schedule below. Fill in the blanks with the numbers in the box.

twenty - first - thirteenth - fifth - second - seventh - seventh - ninth
fourth - sixth - eleventh - sixteenth - nineteenth - tenth



B. How do you say the dates above?
Look at Gilbert's schedule and make sentences as in the example.
e.g. 5th December - Jack's birthday is on the fifth of December.

- The Maths exam is on the seventh of December.
- The trip to Amsterdam is on the fourth of March.
- The Physics exam is on the eleventh of December.
- Hannah's birthday is on the fourth of March.
- Dad's birthday is on the sixteenth of December.
- The technology club festival is on the nineteenth of March.
- The chess club festival is on the ninth of January.
- Mum's birthday is on the second of June.
- The History Exam is on the thirteenth of January.
- The trip to Barcelona is on the tenth of June.
- Demi's birthday is on the twenty first of January.
- The school party is on the twelfth of June.

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

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 Week
Task	Describe yourself and your favourite star. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> Attach a picture of yourself and your star on a cardboard Describe you and your star's physical appearance. Describe you and your star's personality Design a poster and display you and your favourite star.



Hi! I'm Carla. I am tall and thin. I have got long hair and green eyes. I'm friendly and fun.

This is my favourite singer Adele. She is tall and fat. She has got green eyes and long hair. She is lovely and successful!

PROJECT

Topic	Making a Video and a Map of your Neighbourhood
Task	Filming the neighbourhood and drawing its map
Duration	2 Months
Types of scoring instrument	Scoring rubrics
Expected Performance	Research, creativity, thinking skills, writing skill



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

The European Language Portfolio (ELP)

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

English Language Portfolio is validated by the Council of Europe.

The European Language Portfolio (ELP) is

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

Keeping Language Portfolios

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

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

Teacher's Book

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

What does teacher's book include?

- Book overview,
- A set of target outcomes,

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

Receptive vs. Productive Skills

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

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

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

Receptive Skills

Listening and Reading

LESSON STAGES

1. Pre-activities

WHY?

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

HOW?

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

2. While activities

WHY?

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

- to train learners to understand the text to the fullest

3. Linguistic activities

WHY?

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

- to infer meaning, structures, etc.

- to stretch learners cognitively and linguistically

HOW?

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

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

4. Post-activities

WHY?

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

- to use input / output to anchor or consolidate language

- to use input as an effective tool for other activities

HOW?

- clarify the ideas or information in the text / segment

- discuss / debate raised issues

- express opinions

- tell the story in their own words

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

Productive Skills

Speaking

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

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

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

Writing

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

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

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

- What? (The topic)
- Why? (The reason)
- How? (Formal / Informal)

Writing Procedure

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

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

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

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

• Students put them in the portfolios.

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

Students use Peer Correction Code.

WW: Wrong Word

RS: Rewrite Sentence

SM: Spelling Mistake

GM: Grammar Mistake

PM: Punctuation mistake

Vocabulary

Vocabulary teaching is one of the other strengths of this book. New words are introduced in a meaningful context and students are encouraged to guess the meaning of the words through this context. Phrases, expressions and words are reinforced with different activities such as matching, picture-word association and gap filling. Students are supposed to use the new vocabulary

in the production stage of language learning.

The European Language Portfolio (ELP)

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

English Language Portfolio is validated by the Council of Europe.

The European Language Portfolio (ELP) is

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

Keeping Language Portfolios

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Evaluation:

Formative Evaluation

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

Summative Evaluation

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

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

Student's Book Evaluation

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

Self-evaluation Section (Check Your Progress)

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

COMMON OUTCOMES

LISTENING

Students will be able to...

1. Pay attention to stress, pronunciation and intonation while listening.
2. Take care rules of manners and cultural values while listening.
3. Use visuals to understand the recorded text.
4. Identify appropriate visuals for the recorded text.
5. Search the meaning of unknown words in the recorded text.
6. Follow the written text while listening.
7. Listen interactively.
8. Listen selectively.
9. Ask questions about the recorded text.
10. Use background knowledge to understand the recorded text.
11. Ask for further explanation for the points not understood in the recorded text.

SPEAKING

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

READING

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

WRITING

1. Use simple sentence structures and patterns correctly.
2. Write according to the spelling rules.
3. Use punctuation marks appropriately and correctly.
4. Use the range of words about personal details and needs of a concrete type appropriately and correctly.
5. Link words or word groups with very basic linear connectors like “and” or “then”.

THEME 1



People and Society

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

- listen simple and short expressions about daily life.
- listen and follow simple, slow, clear talks and numbers.
- understand simple questions related to personal information.
- read basic phrases and words related to everyday situations.
- introduce yourselves and others using simple phrases.
- ask and answer simple questions.
- talk to inform on a basic level.
- use simple numbers in everyday conversations.
- write simple isolated phrases and sentences.
- fill in the forms according to the instructions and use simple numbers.

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

Theme 1 A1.1.1		People and Society			
Language areas		to be – personal pronouns (I, you, my, your) - Capital letters			
1. A Say Hi and Smile.	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 1 Distinguish simple and short phrases and expressions related to immediate relevance in daily life. • 8 Distinguish simple numbers in everyday situations. 	<ul style="list-style-type: none"> • 2 Take care rules of manners and cultural values while listening. 	<p>Nouns: I, you, he, she, it, we, they, hello, hi, one, two three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.</p> <p>Verbs: meet, see, spell, find, say, listen.</p> <p>Adjectives: nice, glad, old, fine, pleased, correct.</p>	The CD Teacher's Book Student's Book Dictionary
	Spoken Interaction	<ul style="list-style-type: none"> • 8 Use simple numbers in everyday conversations. • 2 Use simple and short phrases related to daily life. 			
	Spoken Production	<ul style="list-style-type: none"> • 3 Use simple numbers in everyday conversations. 			
	Reading	<ul style="list-style-type: none"> • 1 Recognize basic phrases and words related to common everyday situations. 			
	Writing	<ul style="list-style-type: none"> • 15 Use simple numbers in written form. • 12 Ask basic questions in written form. • 13 Ask basic questions in written form. 			

Theme 1 A1.1.1		People and Society			
Language areas		to be - personal pronouns (he, she, it, we, they)			
1. B Where Are You From	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 4 Distinguish simple and clear questions. 		Nouns: Argentina, Australia, China, Denmark, Czech Republic, England, France, Germany, Spain, Portuguese, Japan, USA, star, form, wife, address, gym, energy, register.	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 1 Introduce themselves and others. 			
	Spoken Production	<ul style="list-style-type: none"> • 1 Talk to inform on a basic level. 			
	Reading	<ul style="list-style-type: none"> • 11 Understand short and simple questions including personal information. 	<ul style="list-style-type: none"> • 6 Read fluently. • 5 Pay attention to punctuation marks while reading			Verbs: meet, see, spell, find, say, listen.
Writing	<ul style="list-style-type: none"> • 4 Fill in the forms according to the instructions. 	<ul style="list-style-type: none"> • 2 Write according to the spelling rules. • 3 Use punctuation marks appropriately and accurately. 	Adjectives: nice, glad, old, fine, pleased, correct.		

Theme 1 A1.1.1		People and Society				
Language areas		(Singular; a - an - this - that / Plural; -s, - es, - ies, these - those)				
1.C My Belongings	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials	
		Ss will be able to...				
	Listening	<ul style="list-style-type: none"> • 6 Distinguish the sounds that they listen. 	<ul style="list-style-type: none"> • 1 Pay attention to stress, pronunciation and intonation while listening. 	Nouns: USA, UNESCO, FIFA, WHO, UN, EU, UNICEF, star, form, wife, address, gym, energy, register.	The CD Teacher's Book Student's Book	
	Spoken Interaction	<ul style="list-style-type: none"> • 2 Use simple and short phrases related to daily life. 				
	Spoken Production					
	Reading	<ul style="list-style-type: none"> • 6 Understand what they read with the help of visual support. 				Verbs: meet, see, spell, find, say, listen.
	Writing	<ul style="list-style-type: none"> • 9 Write words and basic sentences by looking at the visuals. 				Adjectives: nice, glad, old, fine, pleased, correct.

1A - SAY HI AND SMILE.

A. Unscramble the letters.

a. OHLLLE b. ENAM c. IFNE d. KSTHAN e. ODOGEBY

B. Read the dialogues and fill in the blanks with the words above.

(1)..... my name is Kim. What's your name? My (2).....'s Susan.

I am Pat. Nice to meet you.

(3)....., Jane. Bye, Barbara. See you later.

Hello, Steve. How are you? I'm (4)....., thank you. And you?

Not bad. (5).....

C. Work in pairs and act out the dialogues. Use your own names.

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1A - Say Hi and Smile.

Materials

Famous people's names on pieces of papers or their photos
A fast song

TEACHER'S TIP

The interests and needs of the learners are the main focus in Communicative Language Teaching. Students are usually in the center and the teacher is the monitor. The teacher observes students, helps with learning problems (vocabulary, grammar, pronunciation, etc.) and gives general feedback about the common problems at the end. Communicative language teacher interferes less during the learning process and tries to stay out of the scene as much as possible. The ultimate aim of this course is to create independent learners who are not dependent to teachers.

Warm Up

Party Time

Set the scene as students are at a party. They are supposed to get to know each other.

Play the music and let the students move around in the class. Stop the music. Students meet the person next to them. They use the sentences like; "What is your name?", "Hello, my name is....", "Nice to meet you", "Goodbye". Play the music again and students do the same. Stop the music and let them meet new friends. You can also join the party and meet people.

Variation

Students choose the name of a famous person and join the party. "Hello, my name is Adele", etc.

A. Unscramble the letters.

Write one of the words on the board and mime it. Students follow you and unscramble the letters. The aim of this activity is to draw attention to some words of greeting. Students work in pairs and unscramble the letters using their background information.

Key:

1. HELLO 2. NAME 3. FINE
4. THANKS 5. GOODBYE

B. Read the dialogues and fill in the blanks with the words above. (GO - R1)

The aim of this activity is to recognize basic phrases and words related to everyday situations. Students work individually. They read the dialogues related to common everyday situations and fill in the blanks with the words considering the context. Move around in the class and help them with the unknown words if necessary. Students compare their answers with their partners.

Key:

1. Hello 2. name 3. Goodbye 4. fine
5. Thanks

TEACHER'S TIP

Practicing or role playing dialogues at the same time save time and decrease the stress level since students are not in the centre or on the stage with lots of people staring at them.

C. Work in pairs and act out the dialogues. Use your own names.

This is a controlled practice activity. Students work in pairs and study the dialogues carefully. Then, they act out the dialogues. Volunteer

students act out the dialogues for the whole class.

Follow up

Students change the information in the dialogues with their own information and act it out.

e.g.

Hello, my name is(student's own name), etc.

Teacher's Notes

1A - SAY HI AND SMILE.


D. Complete the dialogue.

Carol: Hello. What's (1) name?
Hiroki: (2)name's Hiroki. What's your name?
Carol: I'm Carol.
Hiroki: (3) to meet you, Carol.
Carol: Glad to meet you, Hiroki.

E. Write a similar dialogue as in activity D.


.....

F. Work in groups and match the numbers with their digits.



..... One	..... Nine	..... Fifteen	..... Six	..... Twelve
..... Two	..... Seventeen	..... Four	..... Eighteen	..... Thirteen
..... Ten	..... Three	..... Nineteen	..... Fourteen	..... Seven
..... Sixteen	..... Eleven	..... Five	..... Eight	..... Twenty

G. Look at Kim and guess her age.



H. Study the sentences below. Then, listen and tick the ones you hear.

<p>1.</p> <p>a. How are you? b. Where are you from?</p>	<p>2.</p> <p>a. I am fine, thank you. b. Fine, thanks.</p>	<p>3.</p> <p>a. What's your name? b. What's your address?</p>
--	---	--

I. Listen again and circle the correct numbers.

CLASS CARD

Name / Surname: Kim Wood

Age: 14/15

Phone number: 020 87 76 68 44
/ 020 87 76 68 43

Address: 18/15 Red Street

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D. Complete the dialogue.

The aim of the activity is to practice the words and their spelling. Students work individually and complete the dialogue. They check their answers referring to the dialogues in activity B.

Key:

1. your 2. My 3. Nice

TEACHER'S TIP

The teacher in Communicative Language Teaching is not expected to correct the students' mistakes word by word. While students are working, teachers have a look at the works of the students and give a general feedback at the end.

E. Write a similar dialogue as in activity D.

Students work individually and write a similar dialogue as in activity D. Then they compare their dialogues with their partners.

F. Work in groups and match the numbers with their digits.

Students are introduced with numbers in this

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activity. They work in groups, study the numbers carefully and match the numbers. They compare their answers with other groups.

TEACHER'S TIP

Students learn from each other when they work in pairs or / and groups.

Follow up

Students work in groups of three and practice the words as below.

Student A: Points to a number written in digits.

Student B / C: Say the number.

G. Look at Kim and guess her age.

This is a pre-listening activity. Draw attention to the photo of Kim. Students look at the photo and guess her age. Then they compare their answers with their partners. Alternatively, they can also guess the secretary's age.

Key:

Students' own answers

H. Study the sentences below. Then, listen and tick the ones you hear.

(GO - L1 / CO - L2)

The aim of the activity is to distinguish simple and short phrases and expressions related to immediate relevance in daily life. Books are closed. Students work in pairs and greet each other as in the previous activities. Elicit the greeting words or phrases from students and write them on the board. They open their books and compare them with the ones in the activity. Students listen and tick the ones they hear. Then they compare their answers with their partners. Also, they focus on the cultural values and manners while listening. Note that greeting people in different ways (Hello / Hi) and thanking (Thank you.) are very common manners and values where this language is spoken as a first language.

e.g. People use "thank you" very often. etc. Students are supposed to take care rules of manners and cultural values while listening.

TAPESCRIPT

H.

Secretary : Hello. Welcome to school. How are you?

Kim : I am fine, thank you.

Secretary : How old are you, Kim?

Kim : I am 14 years old.

Secretary : OK. You are 14 years old. What's your telephone number?

Kim : Hmm... 020 87 76 68 44.

Secretary : What's your address?

Kim : 15 Red Street.

Secretary : Thank you, Kim. See you.

Kim : Bye.

Key:

1. a 2. a 3. b

I. Listen again and circle the correct numbers. (GO - L8)

The aim of the activity is to distinguish simple numbers in everyday situations. Students practice the numbers in a recorded dialogue. First they work in pairs and read the numbers given in the card. They find the differences. Then, they listen and circle the correct numbers. Finally, they compare their answers with their partners.

Key:

14 - 020 87 76 68 44 - 15

Teacher's Notes

1A - SAY HI AND SMILE.

J. Match the questions to the answers.

1. What's your name?
2. How old are you?
3. What's your telephone number?
4. What's your address?

b. 15 Red Street

d. 020 87 76 68 44

c. Kim

e. 14

K. Work in pairs. Look at the class card and write down the questions. Then ask your partner and fill in his / her class card.



1.?
2.?
3.?
4.?

Use:
Hello
How are you?
Goodbye, etc.

CLASS CARD

No: A112

Name: _____

Surname: _____

Age: _____

Phone number: _____

Address: _____

L. Work with different pairs and role play. Use the class card above.



Use:
Hello
How are you?
Sorry!
Bye, etc.

M. Work in groups and introduce yourself with the information in your own card.

in everyday conversations. Another aim is to use simple and short phrases related to daily life. Students work with different pairs and study their dialogues again for a while. Then, they close their books and role play the dialogues using the class card. Note that they are supposed to use the numbers correctly. Arrange a proper space in the classroom for the volunteer students to act out.

Key:

Students' own answers

M. Work in groups and introduce yourself with the information in your own card. (GO - SP3)

The aim of this activity is to use simple numbers in everyday conversations. Students study the card again. They work with different groups and introduce themselves using the information in their cards. Note that they are supposed to use the numbers correctly. Volunteers can introduce themselves to the whole class.

Key: Students' own answers

J. Match the questions to the answers.

Students practice the questions and answers once more. They work individually and match the questions with the answers. Students compare their answers with their partners.

Key:

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

K. Work in pairs. Look at the class card and write down the questions. Then ask your partner and fill in his / her class card. (GO - W12, 13, 15)

The aim of this activity is to ask and answer basic questions by writing and to practice writing numbers. This is the production stage of the lesson. Students work in pairs. They look at the class card and write down the questions. Then they ask their partners and fill in the class cards.

Key:

Students' own answers

L. Work with different pairs and role play. Use the class card above. (GO - SI 8, 2)

The aim of this activity is to use simple numbers

Teacher's Notes

1B - WHERE ARE YOU FROM?

A. Match the people to the countries.



..... 1. Nicole Kidman 2. Penelope Cruz 3. Nuri Şahin



..... 4. Zaz 5. Jude Law 6. Justin Bieber



a. France b. The USA c. Australia d. Turkey e. Spain f. England

B. Work in pairs and match the countries to the nationalities.

- 1. France
 2. The USA
 3. Australia
 4. Turkey
 5. Spain
 6. England

- a. Spanish
 b. Turkish
 c. English
 d. French
 e. Australian
 f. American

C. Work in pairs. Look at the photos and introduce the famous people as in the example.

e.g. Nicole Kidman is from Australia. She's Australian.

D. Work in pairs. Imagine you are one of the famous people above and practice as in the example.

e.g.
Your friend : Are you Spanish?
You : No, I am not.
Your friend : Are you Turkish?
You : Yes, I am.
Your friend : You are Nuri Şahin!
You : Correct!

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Students try to say their jobs and where they are from. Draw attention to; “**Where are you from?**”, “**I am from....**” Make sample sentences pointing to one of the celebrities. Then, students work in pairs and make similar sentences. Elicit answers from students.

A. Match the people to the countries.

Students work individually. Draw attention to the countries and the people. Practice saying the countries and the famous people considering the stress.

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

B. Work in pairs and match the countries to the nationalities.

Students work in pairs and try to figure out the difference between a country and a nationality. Write an example on the board and study it with the students. They work in pairs and match the countries to the nationalities. They compare their answers with their classmates.

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

C. Work in pairs. Look at the photos and introduce the famous people as in the example.

Students work in pairs. They look at the photos in activity A and make sentences to introduce the famous people as in the example.

Key:
 Students' own answers

D. Work in pairs. Imagine you are one of the famous people above and practice as in the example.

Students practice asking questions with ‘To be’ and some nationalities. Model the activity with one or two students so that the rest of the class can learn how to ask and answer the questions. Students work in pairs. They imagine they are one of the famous people and practice as in the example. Note that students get points for each correct guess.

Key:
 Students' own answers

1B - Where are you from?

Materials

A world map with flags
 Computers with Internet Connection

TEACHER'S TIP

Activating background information just before the task helps students use their prior knowledge to understand the new information. They also feel involved in the situation, which facilitates their learning process.

Warm up

Display the world map and encourage students to find ten countries in three minutes. The people who find the countries the fastest are winners. Introduce the word; **Celebrity**. Students brainstorm and say names of celebrities. Write the words; cinema, music and sports on the board so that students can remember more celebrities. Students work in pairs. Imagine you are one of the famous people and practise as in the example.

1B - WHERE ARE YOU FROM?

E. Look at the photos below and choose the answer.

This is a programme.
a. TV b. Radio

F. Read the dialogue and answer the questions.

1. Is Rodriguez new in England?
2. Is he Spanish?
3. How old is he?
4. Where is Zaz from?
5. How old is she?

Rodriguez : Hello. I am Rodriguez.
DJ : Hi. How are you?
Rodriguez : I am fine, thank you.
DJ : Are you from England?
Rodriguez : Sorry. My English is not good. Repeat, please.
DJ : OK. No problem. Are you new in England?
Rodriguez : Yes, I am.
DJ : Are you Spanish?
Rodriguez : Oh, yes.
DJ : How old are you?
Rodriguez : I am 17.
DJ : Good. Now, listen and find the star.
Rodriguez : OK.
DJ : Are you ready?
Rodriguez : Yes, I am.
DJ : She is from France. She is 32 years old. Who is she?
Rodriguez : Is she Zaz?
DJ : Yeah. It is correct!



G. Work in pairs and introduce yourself, Rodriguez and Zaz.

e.g.

Brat : Hello, my name is Brat. I am from England. I am 19 years old.

H. First introduce yourself. Then introduce one of your classmates and ask. Who is she? Who is he?

I am
He is
She is

I. First, fill in the blanks. Then match the speech bubbles to the photos.

1...

a

I Javier Bardem.
I 40.
Penelope my wife.
She 35.
We from Spain.
We Spanish.

2...

b

They Justin Bieber
and Selena Gomez.
Justin 17 and Selena
..... 19.
They from the USA.
They American.

Keep in Mind!
I am (not) from Spain.
You are (not) English.
He is (not) 17 years old.
She is (not) 32 years old.
It is (not) correct.

E. Look at the photos below and choose the answer.

Students guess the answer of the question with the help of the photos. They look at the photos and guess the answer. Then, they compare their answers with their partners.

Key:

b

F. Read the dialogue and answer the questions. (GO - R1)

The aim of this activity is to recognize basic phrases and words related to common everyday situations. Draw attention to the caller and ask the questions: Where is he from? How old is he? Students guess the answers. Elicit ideas from different students. Don't correct or confirm since they are expected to check their answers while reading. They read the dialogue quickly and check the answers. Students read the questions and make their meaning clear. Then they answer the questions why reading the dialogue. Students compare their answers with their partners.

Key:

1. Yes, he is.
2. Yes, he is.
3. He is 17.

4. She is from France.
5. She is 32 years old.

Follow up

Students study the dialogue and they close their books. Then, they work in pairs and try to remember the dialogue as much as possible. They refer back to the dialogue and check.

TEACHER'S TIP

Why pair work? Why group work?

Because communication usually takes place at least with two people. It's good for students to speak to each other in English.

G. Work in pairs and introduce yourself, Rodriguez and Zaz. (GO - S.I. 1)

The aim of this activity is to introduce themselves and others. Students go through the dialogue again and take notes. Then, they work in pairs and introduce themselves, Rodriguez and Zaz in full sentences.

Key:

I am (students' own names.) Rodriguez is from Spain. He is new in England. He is Spanish. Zaz is from France. She is 32 years old.

H. First introduce yourself. Then introduce one of your classmates and ask. Who is she? Who is he? (GO - SP1)

The aim of this activity is to inform on a basic level. Students speak productively in this activity. They use the same information and introduce themselves, two friends to the whole class. Keep in mind that students might need some reinforcement to speak in front of people.

Key: Students' own answers

I. First, fill in the blanks. Then match the speech bubbles to the photos.

Draw attention to the couples in the photos. Students guess who the famous people are. They fill in the blanks and match the speech bubbles to the photos. Students compare their answers with their partners.

Key:

1. b

They are Justin Bieber and Selena Gomez. Justin is 17 and Selena is 19. They are from the USA. They are American.

2. a

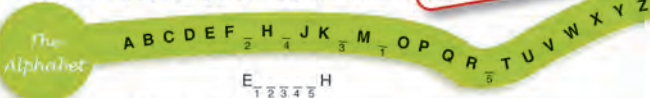
I am Javier Bardem. I am 40. Penelope is my wife. She is 35. We are from Spain. We are Spanish.

1B - WHERE ARE YOU FROM?

J. Answer the questions.

- How old is Javier?
- Is Penelope 42 years old?
- Are Javier and Penelope American?
- What nationality are Selena and Justin?
- Are they from the USA?
- Is Selena nineteen?

K. Listen and write the missing letters. Then, find the word.



L. Work in pairs and guess the letters.



M. Work in pairs and make dialogues as in the example.

e.g.
Carlos : Hello, what is your name?
Christina : I'm Christina.
Carlos : How do you spell your name?
Christina : C - H - R - I - S - T - I - N - A

N. Look at the photos and circle the correct sentence.

- a. They are e-pals. b. They are classmates.



O. Listen to the dialogue carefully and correct the information.

- Christina is 18 years old.
- Carlos is 17 years old.
- Christina is from Portugal.
- Carlos is from Denmark.
- Her e-mail address is christinasealer11@mcb.com.

P. Fill in Christina's e-pal form with the information above.

Name :
 Surname : Sealer
 From :
 Age :
 Country :
 e-mail :

Q. Read and answer the questions for the pen-pal page.

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Keep in Mind!

I am = I'm
 You are = You're
 He / She / It is = He's / She's / It's
 We are = We're
 They are = They're
 *This is = This is

Key: ENGLISH

L. Work in pairs and guess the letters.

The aim of this activity is to introduce the most important international organizations. Students are expected to develop their general knowledge and to raise awareness about the world through the language. Looking at the logos, students try to find the organizations. They listen and fill in the letters. They compare their answers with their classmates. Students search on the Net and find what each abbreviation stands for.

Key:

- WHO : World Health Organization
- FIFA : Federation Internationale de Football Association
- UN : United Nations
- EU : European Union
- UNICEF : United Nations International Children's Fund

M. Work in pairs and make dialogues as in the example.

The aim of this activity is to introduce how to spell names. Students guess how many letters the longest word in English has. Then, start spelling the word and students note down. They compare their notes and check to see the differences. Finally, write or display the word. **pneumonoultramicroscopicsilicovolcanoconiosis** (a word that refers to a lung disease) Model a sample dialogue with one of the students. Then they work in pairs, study the dialogue again and make similar ones. Encourage students to move around in the class and ask as many students as they can.

Key:

Students' own answers

Follow up

Students choose names of famous people for themselves and play the same game.

N. Look at the photos and circle the correct sentence.

Students study the photos for a while. They guess the correct answer and circle it. Then they compare their answers with their partners. Don't correct or confirm the answer since they are expected to check their answers while listening.

J. Answer the questions.

Students work individually and answer the questions. Draw attention to the difference between **Wh-** and **Yes/No** questions. Do extra activities using the famous people if needed.

Key:

- He is 40.
- No, she isn't. She is 35.
- No, they aren't. They are Spanish.
- They are American.
- Yes, they are.
- Yes, she is.

K. Listen and write the missing letters. Then, find the word.

Students learn the alphabet in this part. Start by asking the letters which do not exist in their own alphabet. Write **X** on the board and allow them to say other letters (**Q, W**). Students study the alphabet and try to find the missing letters. They listen and check their answers. Then they use the letters in the blanks to complete the word.

TAPESCRIPT

K.

A B C D E F G H I J K L M N O P Q R S T U
 V W X Y Z

Key:
They are e-pals.

O. Listen to do the dialogue carefully and correct the information. (GO - L4)

The aim of this activity is to distinguish simple and clear questions. Draw attention to the statements given. They make the meaning of the statements clear with their partners. Then they listen carefully (more than once if needed) and correct the information. Finally, they compare their answers with their partners.

TAPESCRIPT

O.

Carlos : Hi, I'm Carlos.

Christina: Hello, I'm Christina.

Carlos : How old are you?

Christina: I'm 17. Are you 17, too?

Carlos : No, I'm 18. Where are you from?

Christina: I'm from Denmark. And you?

Carlos : Cool. I'm from Portugal.

Christina: Nice.

Carlos : What's your e-mail address?

Christina: christinasealer@ncb.com

Carlos : Can you spell it, please.

Christina: c-h-r-i-s-t-i-n-a-s-e-a-l-e-r@n-c-b.c-o-m

Carlos : Thank you. See you. Bye.

Christina: Bye.

Key:

1. Christina is 17 years old.
2. Carlos is 18 years old.
3. Christina is from Denmark.
4. Carlos is from Portugal.
5. Her e-mail address is christinasealer@ncb.com

Follow up

Students work with different partners. They close their books and share the information about Christina and Carlos.

P. Fill in Christina's e-pal form with the information above. (GO - W4 / COW2)

The aim of this activity is to fill in the forms according to the instructions, write according to the spelling rules. Introduce the pen-pal form to the students. Students search the Net and find more forms and study the information they include. Then, they work individually and fill in Christina's form with the information. They compare the forms with their partners'. Note that they are supposed to use punctuation marks (Full

stop "." and Dash "-" accurately and consider the spelling rules.

Key:

Name : Christina
Surname : Sealer
Age : 17
Country : Denmark
e-mail : christinasealer@ncb.com

Follow up

Find a decent e-pal web page for students. Students fill in a pen-pal form and introduce themselves. Then, they post it on the webpage. Focus on the importance of having e-pals in terms of improving language skills and setting up friendship with people from around the world.

Suggested web page: www.englishclub.com

Q. Read and answer the questions for the pen-pal page. (GO - R11 / CO - R5)

The aim of this activity is to understand the short and simple questions including personal information. Students work individually and study the questions. Then, they answer the questions and write in the pen-pal page given in the activity. They also pay attention to the punctuation marks (' and ?) while reading.

Key:

Students' own answers

Teacher's Notes

1C - MY BELONGINGS

A. Match the colours to the words.



- | | | | |
|--------|----|--------|----|
| Green | 1. | Blue | 5. |
| Orange | 2. | Brown | 6. |
| Yellow | 3. | Purple | 7. |
| Red | 4. | Pink | 8. |

B. Look at the picture and complete the sentence.

The interview is about

a. pen-pals b. colours

C. Listen to Sheila's street interview for the School Radio and circle the correct colours.

Speaker 1: a. green b. blue c. orange

Speaker 2: a. black b. yellow c. pink

Speaker 3: a. orange b. red c. white

Speaker 4: a. purple b. brown and red c. white and green

D. Interview your classmates as in the listening part.

Lily: Hello! What's your favourite colour?

William: Blue.

Lily: OK. Thank you. Bye.

William: Bye.

E. Work in groups. Look at Sheila's belongings. Match the words to the objects below.

- | | | | | | |
|--------------------|----------------|------------------|------------------|------------------|--------------|
| 1. a pencil.... | 2. a diary.... | 3. a cap.... | 4. an orange.... | 5. a watch.... | 6. a pen.... |
| 7. an umbrella.... | 8. a badge.... | 9. an eraser.... | 10. a ruler.... | 11. a wallet.... | |



F. Sheila is at school now. Listen to the speakers and write the objects you hear.

Speaker 1:

Speaker 2:

Speaker 3:

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Student A: (Points to a colour) What colour is it?

Student B: It is black.

Student A: Correct!

Key:

1. h 2. d 3. c 4. g

5. b 6. e 7. a 8. f

B. Look at the picture and complete the sentence.

Ask students; "Where are the people?" Introduce the word; Interview. Students look at the picture and complete the sentence with the correct option. They compare their answers with their partners.

Key:

b. colours

C. Listen to Sheila's street interview for the School Radio and circle the correct colours.

Students go through the colours and study them again. Then they listen and circle the correct options for each speaker. They compare their answers with their partners.

TAPESCRIPT

C.

Sheila : Hello! What is your favourite colour?

Speaker 1: Well, my favourite colour is blue.

Sheila : OK. Thanks. Bye.

Speaker 1: Bye.

Sheila : What's your favourite colour?

Speaker 2: Black.

Sheila : Black?

Speaker 2: Yeah.

Sheila : What's your favourite colour?

Speaker 3: It is red.

Sheila : What is your favourite colour?

Speaker 4: Hmm... My favourite colours are white and green.

Sheila : Thank you.

Key:

Speaker 1: b Speaker 2: a

Speaker 3: b Speaker 4: c

1C - My Belongings

Materials

apples, keys, chocolate, mobile phone

Warm up

Display a photo of a rainbow. Students say the number of colours they see on the rainbow. They also try to say some of the colours using their background information. Ask the question pointing to the colours of the rainbow one by one and elicit the answers from the students.

You: What colour is it?

Student: It is blue.

A. Match the colours to the words.

Draw attention to the colours. Students study the colours again and match them to the words. They compare their answers with their partners.

Follow up

Students work in pairs. They cover the names of the colours and ask each other as in the example.

D. Interview your classmates as in the listening part. (GO - SI 1)

The aim of this activity is to use simple and short phrases related to daily life. Draw attention to the short conversation given as an example. Students move around in the class and interview their classmates.

TEACHER'S TIP

Students need to have a reason to visit their classmates and collect information from their classmates. In the activity above, students find the most popular colour at the end.

E. Work in groups. Look at Sheila's belongings. Match the words to the objects below.

Students learn some personal objects in this activity. They work in groups and match the words to the objects. Students can check the words in their dictionary if it is necessary. Then they compare their answers with other groups.

Key:

a. an orange b. a ruler c. an umbrella
d. a pen e. a diary f. a cap g. a badge
h. an eraser i. a watch j. a pencil
k. a wallet

F. Sheila is at school now. Listen to the speakers and write the objects you hear. (CO - L1)

The aim of this activity is to pay attention to stress, pronunciation and intonation while listening. Explain that Sheila is interviewing some schoolmates about the things in their bags. They study the words again. Then, students listen to the speakers and tick the words they hear. They listen again if they are still not sure about the correct answers.

TAPESCRIPT

F.

Sheila : Hi. What's in your bag?

Speaker 1: Well, a notebook, an orange, a pencil, an eraser and a wallet.

Sheila : Thank you.

Sheila : Hello. What is in your bag?

Speaker 2: Excuse me?

Sheila : What's in your bag?

Speaker 2: Sorry, class time.

Sheila : What's in your bag?

Speaker 3: Hmm... a diary, a ruler and an umbrella.

Sheila : Thanks a lot.

Key:

Speaker 1 : a notebook, an orange, a pencil, an eraser and a wallet.

Speaker 2: -----

Speaker 3: a diary, a ruler and an umbrella.

Teacher's Notes

1C - MY BELONGINGS

G. Put different objects (apples, keys... etc.) in your bag. Work in pairs and play the game below.

Student A: Touch an object in your friend's bag and ask him/her; Is it a pencil?

Student B: Yes, it is.

H. Write the things and their colours on your table in your room.

e.g.

A hat. It is purple.

Two pencils. They are blue and black.

A computer, etc.

.....



J. Work in pairs. Match the pictures to the words. Use their plural forms as above.



1. 2. 3.



4. 5. 6.

- a. watch
- b. ruler
- c. key
- d. crayon
- e. ball
- f. diary

K. Work in groups. Look at Sheila's belongings above and then cover their names. Ask and answer as in the example.

Abbie: Are they crayons in picture 5?

Sally: Yes, they are.

Abbie: Are they watches in picture 2?

Betty: No, they aren't.



I. Listen and write the words under the correct sounds. (GO - L6 / CO - L1)

The aim of this activity is to distinguish the sounds that they listen. Students also pay attention to stress and pronunciation while listening. Practice some of the words with the students if necessary.

TAPESCRIPT

I.
 watches diaries boys brushes
 babies buildings glasses cities
 pens

Key:

-s	-es	-ies
pens	watches	diaries
boys	brushes	babies
buildings	glasses	cities

J. Work in pairs. Match the pictures to the words. Use their plural forms as above.

Students work in pairs and try to find the names of the objects. They match the objects to the pictures. Students listen and check their answers. Finally, check the pronunciation.

Key:

1. balls 2. keys 3. watches
 4. rulers 5. pencils 6. diaries

K. Work in groups. Look at Sheila's belongings above and then cover their names. Ask and answer as in the example.

Start with hiding some keys in your hand or bag and ask the question; What are they? Students guess what they are. Elicit answers from different students. Give a clue if they can't find. For example; You open the door with them, etc. Students work in groups. They look at Sheila's belongings and cover their names. Then they ask and answer as in the example.

Key:

Students' own answers

G. Put different objects (apples, keys... etc.) in your bag. Work in pairs and play the game below.

It is a touching and guessing game. Students work in pairs and play the game. Student A uses Student B's bag and touches the objects in it one by one not looking at them and asks; Is it a pencil?, etc. Student B answers: "Yes" or "No".

Key:

Students' own answers

H. Write the things and their colours on your table in your room. (GO - W9)

The aim of this activity is to write words and basic sentences with the help of visuals. Student close their eyes and try to remember the objects on their tables in their rooms. Then, they note down the objects and their colours. Finally, they write the things and their colours as in the examples.

Suggested Answer:

An eraser. It's green.

Two notebooks. They are yellow.

1C - MY BELONGINGS

L. Read the sentences and write True or False.

- 1. Sheila is new in this class.
 2. She is not happy.



M. Read and match the dialogues to the pictures.

..... Dialogue 1

Mary : Who is that over there?
Adele : She is my new classmate, Sheila.



..... Dialogue 2

Adele : Sheila, this is for you. Welcome to our class.
Sheila : Thank you, Adele.



..... Dialogue 3

Adele : What are those over there?
Sheila : They are my badges.



..... Dialogue 4

Sheila : Are these your books, Adele?
Adele : Yes, they are.

N. Work in pairs and act out the dialogues above. Use your own information and the objects below.

lap top - flowers - vase - school bag - erasers - pencil box - cell phone



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L. Read the sentences and write True or False.

Draw attention to the pictures. Ask students; Who are the girls?, Where are they? Elicit answers from different students. Then they look at the pictures, read the sentences and write True or False. They compare their answers with their partners.

Key:

1. True 2. False

M. Read and match the dialogues to the pictures. (GO - R6)

The aim of this activity is to make the students understand what they read with the help of visual support. Practice the difference using the objects in the class. Then students work in pairs and practice. They work individually and match the dialogues to the pictures. Students compare their answers and explain the reasons for their answers. Finally, they listen and check their answers.

Key:

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

N. Work in pairs and act out the dialogues above. Use your own information and the objects below.

This is a proper activity mostly for kinesthetic students. Students work in pairs and act out the dialogues as in activity K. Remind that students need to use their own information and the objects given. Volunteer students act out the dialogues for the whole class.

Key:

Students' own answers

Teacher's Notes

ATATÜRK

A. Choose the correct answer.

Who is Atatürk?

- a. He is the founder of the Republic of Turkey.
b. He is the second president of Turkey.

B. Complete the sentences with the words below.

science, peace, body, afraid, culture



(1)..... is the foundation of the Turkish Republic.



Our true mentor in life is (2).....



A healthy mind in a healthy (3).....



(4)..... at home, peace in the world.



Do not be (5)..... of telling the truth.

C. Which of the sayings is about sports?

Check Your Progress		😊	😐	😞
	I can...			
Listening	listen simple and short expressions about daily life. listen and follow simple, slow, clear talks and numbers.			
Reading	understand simple questions related to personal information. read basic phrases and words related to everyday situations.			
Spoken Interaction	introduce myself and others using simple phrases. ask and answer simple questions.			
Spoken Production	talk to inform on a basic level. use simple numbers in everyday conversations.			
Writing	write simple isolated phrases and sentences. fill in the forms according to the instructions and use simple numbers.			

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saying is about sports. Students compare their answers with their partners.

Key:

A healthy mind, in a healthy body.

Teacher's Notes

ATATÜRK

A. Choose the correct answer.

Who is Atatürk?

This reading part aims to introduce Atatürk's philosophy. Students work in pairs and read the options and make the meaning of sentences clear. They use a dictionary if they need. Then they choose the correct answer. Students compare their answers with other pairs.

Key:

a

B. Complete the sentences with the words below.

Students work in pairs. They complete the sentences with the words. Then, they compare their answers with their partners.

Key:

1. culture 2. science 3. body
4. peace 5. afraid

C. Which of the sayings is about sports?

Students read the sayings again. They say which

THEME 2



Our World

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

- distinguish simple and clear questions.
- learn everyday signs, symbols, and notices in public places.
- understand what you read with the help of visual support.
- use simple and short phrases related to daily life.
- describe people, place and possessions in simple terms.
- fill in the forms according to the instructions and use simple numbers.

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

Theme 2 A1.1.1		Our World			
Language areas		Possessive adj.(my, your, his, her, its, our, your, their),Whose			
2. A My Family	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 2 Listen and follow simple, slow and clear talks. 	<ul style="list-style-type: none"> • 10 Use background knowledge to understand the recorded text. 	<p>Nouns: hair, eye, nose, arm, leg, feet, husband, father, mother, brother, sister, son, daughter, teddy bears, t-shirt, glasses, bedroom, toilet, family tree, lap top, umbrella, vase, wardrobe, corner, sofa</p> <p>Verbs: Excuse</p> <p>Adjectives: Small, big, beautiful, traditional, long, short, my, your, his, her, its, ours, theirs, tall</p>	The CD Teacher's book Course book
	Spoken Interaction	<ul style="list-style-type: none"> • 1 Introduce themselves and others. • 8 Use simple numbers in everyday conversations. 	<ul style="list-style-type: none"> • 10 Pay attention to intonation and stress while speaking. • 4 Use words and word groups related to particular concrete situations. 		
	Spoken Production				
	Reading	<ul style="list-style-type: none"> • 6 Understand what they read with the help of visual support. 	<ul style="list-style-type: none"> • 6 Read fluently. 		
	Writing	<ul style="list-style-type: none"> • 3 Write very short, basic descriptions of themselves and other people. • 9 Understand the questions related to the short simpler written material. 	<ul style="list-style-type: none"> • 4 Use the range of words about personal details and needs of a concrete type appropriately and accurately. 		

Theme 2 A1.1.1		Our World			
Language areas		There is – There are Prepositions of place (in-on-under)			
2.B My Home	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 6 Distinguish the sounds that they listen. 		Nouns: bedroom, toilet, garage, kitchen, living room, dog, guitar, poster, shoe, skater, town, racket, ball, flower, plant, florist, street, yeah, wow, date, park, car park, whose, CD, scooter, bicycle, bell, family tree, lap top, umbrella, vase, wardrobe, corner, sofa	The CD Teacher's Book Student's Book
	Spoken Interaction				
	Spoken Production	<ul style="list-style-type: none"> • 8 Support his speech with visuals. 			
	Reading	<ul style="list-style-type: none"> • 6 Understand what they read with the help of visual support. 			
Writing	<ul style="list-style-type: none"> • 12 Ask basic questions in written form. • 13 Answer basic questions in written form. 	<ul style="list-style-type: none"> • 5 Link words or words groups with very basic linear connectors like and or then. 	Adjectives: Small, big, beautiful, traditional, born, military, long, short, my, your, his, her, its, ours, theirs, tall, right, left, straight, near, between, near, in, on under		

Theme 2 A1.1.1		Our World			
Language areas		There is- There are Prepositions of place (between- near) Giving directions (Turn right - Turn left)			
2.C My Street	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> 6 Distinguish the sounds that they listen. 		Nouns: florist, street, yeah, wow, date, park, car park, bank, museum, hospital, market, great, whose, CD, scooter, bicycle, bell, lap top, umbrella, vase, wardrobe, corner, sofa, pet shop, toy store, restaurant, butcher, woman, newsagent, baker's	The CD Teacher's Book Student's Book
	Spoken Interaction		<ul style="list-style-type: none"> 1 Use body language while speaking. 		
	Spoken Production				
	Reading	<ul style="list-style-type: none"> 6 Understand what they read with the help of visual support. 5 Know the meaning of everyday signs, symbols, and notices in public places 	<ul style="list-style-type: none"> 2 Pay attention to intonation and stress while reading. 	Verbs: Excuse me, turn	
Writing	<ul style="list-style-type: none"> 9 Write words and basic sentences by looking at the visuals. 17 Use the simplest everyday polite forms of greetings and farewell or introductions in written forms. 		Adjectives: Small, big, beautiful, traditional, born, military, long, short, all, right, left, straight, near, between, near, in, on under		

2A - MY FAMILY

A. Look at the photo. Match the names to the people.

1.
2.
3.
4.

a. Pax
b. Angelina
c. Zahara
d. Brad

B. Listen to Maddox and check your answers.

C. Listen to Maddox again and fill in the blanks.

1. Angelina is my Her hair is long.
2. Brad is my His hair is short.
3. Vivien, Knox, Zahara and Shiloh are my Their eyes are beautiful.
4. Pax is my His hair is black.

D. Complete the sentences.

1. Angelina is wife.
2. Brad is husband.
3. Zahara is and daughter.
4. Pax is and son.

E. Work in pairs and introduce a famous person's family. You can use a photo of the family.

e.g.
Betty is Johnny Depp's mother. Her hair is short...
Debbie is Johnny's sister.

F. Match the words to Maddox's body parts.

(1).....
(2).....
(3).....
(4).....
(5).....
(6).....

nose
hair
legs
feet
arms
eyes

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TAPESCRIPT

B.

1. Angelina is my mother Her hair is long.
2. Brad is my father . His hair is short.
3. Vivien, Knox, Zahara and Madd are my sisters. Their eyes are beautiful.
4. Pax is my brother. His hair is black.

C. Listen to Maddox again and fill in the blanks. (GO - L2 / CO - L10)

The aim of this activity is to listen and follow simple, slow and clear talks about themselves and their family members. Students listen to Maddox and follow his speech carefully and fill in the blanks with the words. They use their background knowledge about the family to write the correct names. Finally, they compare their answers with their partners.

Key:

1. mother
2. father
3. sisters
4. brother

D. Complete the sentences.

Students work individually and complete the sentences. Then, they check their answers with their partners.

Key:

1. Brad's
2. Angelina's
3. Angelina and Brad's
4. Angelina and Brad's

E. Work in pairs and introduce a famous person's family. You can use a photo of the family. (CO - S10)

Students search some famous people and their families on the Net. They introduce one of them. They use their photos if they want. They are supposed to pay attention to intonation and stress while speaking.

Key:

Students' own answers

TEACHER'S TIP

In production skills, students develop their fluency rather than accuracy. Do not focus on mistakes word by word when the main aim is communication. Accuracy plays a big role while doing peer correction or giving overall feedback to the students.

2A - My Family

Materials

Family photos

Warm up

Display photos of your family if you don't mind. Then introduce your family members.

e.g.

This is my mother. Her name is.... This is my father. His name is...., etc.

Or introduce family of a famous person.

A. Look at the photo and match the names to the people.

Students look at the picture and guess the names and the surnames of the famous couple and their children. Ask their jobs; "What do they do?"

Key:

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

B. Listen to Maddox and check your answers.

Students listen carefully and check their answers. Then they work in pairs and compare their answers.

F. Match the words to Maddox's body parts.

Students learn body parts in this activity. Students work individually. They match the words to the body parts. They search the meaning of the words in their dictionaries if necessary. Then, they check their answers with their partners.

Key:

1. hair 2. eyes 3. nose
4. arms 5. legs 6. feet

Teacher's Notes

2A - MY FAMILY

Keep in Mind!

G. Follow the lines and find the children's objects. Then, complete the questions and answers.

Pax Maddox Knox and Vivien Zahara Shiloh

1. Whose ball is it?
It is Pax's.

2. Whose?
They are

3. Whose?
It's

4. Whose?
It's

5.?
.....

Keep in Mind!
Whose cell phone is it?
It is Bill's cell phone.
Whose glasses are they?
They are Moya and Sarah's glasses.

Game Time

Whose is it?

Students close their eyes. You collect some materials from different students and display them on the table. Students open their eyes. Pick up a material and ask; Whose pencil is it? The person who guesses the owner of the material correctly gets 10 points. Students work in groups and play the same game.

G. Follow the lines and find the children's objects. Then, complete the questions and answers.

Students study the sentences using the visual clues with their partners. Then, they complete the questions and answers.

Key:

2. Whose teddy bears are they?
They are Knox and Vivien's.
3. Whose scooter is it?
It's Shiloh's.
4. Whose laptop is it?
It's Maddox's.
5. Whose bicycle is it?
It's Zahara's.

2A - MY FAMILY

H. Look at the family tree and answer the questions.

1. Is this a big family?
2. How old are the people? Guess.

I. Read the text and write the name of the family members under the correct photos.



Hi, My name is Oliver. I'm 13 years old. This is my family. Steve is my grandfather. He is 72. He is very handsome. Marilyn is my grandmother. She is 68. Her hair is short and grey. Albert is my father. He is 42. He is my hero. Barbara is my mother. She is 37. She is very beautiful. Ella is my sister. She is 11. Her hair is cute. My family is small. I love all of them.

J. Write your family members in the tree.



K. Write about yourself and your family members.

Use photos of your family.

e.g. I'm 15. My eyes are green. I'm tall.
This is my mother. Her name is
Her eyes are
She is years old.

L. Work in pairs. Introduce yourself and your family members.

Use photos of your family.

e.g. This is my mother. Her name is She is years old. We are from , etc.

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H. Look at the family tree and answer the questions.

Write on the board; **ragndmorth, itesrs, athfer**, etc. Students unscramble the letters. Check the meaning with them since they need to know the words correctly while doing the reading comprehension activity.

Students work individually. They look at the family tree and answer the questions. Then they compare their answers with their partners.

Key:

1. No. It is a small family.
2. Students' own answers

I. Read the text and write the name of the family members under the correct photos. (GO - R6, CO - R6)

The aim of this activity is to understand the reading text with the help of visual clues and to read fluently. Students work individually. They read the text carefully and write the family members under the correct photo. Encourage students to read fluently. Then they compare their answers with their partners.

Key:

- a. grandfather
- b. grandmother
- c. mother
- d. father
- e. sister

Follow up

Point to the family members one by one and ask students; "Who is she? or Who is he?" Students answer the questions; she is grandmother, etc. They work in pairs and do the same thing.

J. Write your family members in the tree.

First, students study the family tree in activity I. They work in pairs and they write the names of their family members in the tree in this activity.

Key:

Students' own answers

K. Write about yourself and your family members. (GO - W9, 3 / CO - W4)

The aim of this activity is to introduce themselves and their families in a written form. They write words and phrases with the help of visual clues. Students go through the family photos in the tree again and write about themselves and their families considering the prompts. Remind them that they are expected to use the words related to personal details correctly.

Key:

Students' own answers

L. Work in pairs. Introduce yourself and your family members. (GO - SI 1, 8 / CO - S4)

The aim of this activity is to make students introduce themselves and their family members and to use simple numbers in everyday conversations. They also use words and word groups related to particular concrete situations. Students use the notes they have taken in activity K. Then they work in pairs and talk about themselves and their family members considering the prompts given in the activity. Students do the same speaking activity with different classmates.

Key:

Students' own answers

2B - MY HOME

A. Look at the house. What do you think? Are the statements True (T) or False (F)?

1. This is a big house.
2. This is a beautiful house.

B. Listen to Lisa and her family members. Write the rooms in the blanks.

Bedroom Living room Bathroom Room Garage Kitchen

1. I am in the
2. I am in my ...room...
3. I am in the

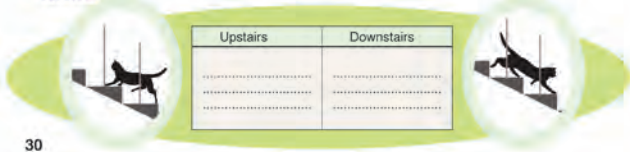


4. I am in the
5. I am in the
6. I am in the

C. Work in groups. Cover the names of the rooms. Then ask and answer questions as in the example.

Bill : Is this the living room?
Herald: No, it's the bathroom.
David : Yes, it is.

D. Cover the names of the rooms in exercise B again and write the rooms in the correct columns.



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Key:

Students' own answers

B. Listen to Lisa and her family members.

Write the rooms in the blanks.

Students study the house carefully. They guess the names of the rooms. Then they listen to Lisa and her family members. They write the rooms in the blanks. Then, students compare their answers with their partners.

TAPESCRIPT

B.

1. I am in the bedroom.
2. I am in my room.
3. I am in the bathroom.
4. I am in the living room.
5. I am in the kitchen.
6. I am in the garage.

Key:

1. I am in the bedroom.
2. I am in my room.
3. I am in the bathroom.
4. I am in the living room.
5. I am in the kitchen.
6. I am in the garage.

2B - My Home

Materials

Interesting photos of houses and cities from around the world.

Warm up

Display a photo of an interesting house or ask your students to search and find on the net if possible. Point to the rooms and elicit the names of the rooms. **e.g.** This is a living room, etc. Students work in pairs and do the same activity. Students say what they think about the houses. **e.g.** "Oh, it is beautiful. It is big and colourful, it is nice", etc.

A. Look at the house. What do you think? Are the statements True (T) or False (F)?

Students work individually. They read the statements and write (T) for True or (F) False according to their own ideas. They compare their answers and give reasons if possible. **e.g.** "This is a beautiful house. The garden is nice." or "It is not a beautiful house because it is very big".

Follow up

Students cover the words on the house and ask each other questions like "Where is he or where is she?". Students practice the names of the rooms in this activity.

C. Work in groups. Cover the names of the rooms. Then ask and answer questions as in the example.

Students learn how to ask questions to find the room names. They work in pairs and study the sample dialogue. They cover the room names. Then they ask and answer as in the example.

Key:

Students' own answers

D. Cover the names of the rooms in exercise B again and write the rooms in the correct columns.

This is a memory game. Draw attention to the pictures of the cats. Elicit the meaning of the downstairs and upstairs. Then they cover the names of the rooms in activity B and write the rooms in the correct columns. Finally, they uncover the house and check their answers.

Key:

Upstairs	Downstairs
Bedroom	Living room
Lisa's room	Kitchen
Bathroom	Garage

Teacher's Notes

2B - MY HOME

E. Write sentences about the house in exercise B.

1. There is a bedroom upstairs.
2. There is a downstairs.
3.
4.
5.
6.



Keep in Mind!
There is a bedroom upstairs.
There are two dogs in the garden.

F. Read the sentences below about the house in activity B. Then, write True (T) or False (F).

Keep in Mind!
There isn't a toilet upstairs.
There aren't two cats in the garden.

1. There is a bathroom downstairs.
2. There are two cats in the garden.
3. There isn't a toilet upstairs.
4. There aren't two dogs in the garden.
5. There is a garage downstairs.
6. There is a living room downstairs.

PRONUNCIATION

G. a. Listen and repeat the words below.

- / ð / the - this - with
- / θ / thirty - fourth - think

b. Listen and put the words in the box in the correct columns.

bathroom - three - there - tenth - birthday - other - mother

ð	θ

H. Draw your own house or flat and write the names of the rooms.



I. Work in pairs and talk about your friend's house as in the example.

e.g.
Pamela: Is there a big bathroom in your house?
Sally: No, there isn't.
Pamela: Are there two bedrooms?
Sally: Yes, there are.



Keep in Mind!
Is there a garage in your home?
No, there isn't.
Are there two toilets in your home?
No, there aren't.

E. Write sentences about the house in exercise B.

Students practice writing the room names in full sentences using "There is..." Focus on the example and encourage students to make more sentences. Then, they write sentences as in the example. Finally, they compare their answers with their partners and do peer correction if necessary.

Possible Answers

1. There is Lisa's room upstairs.
2. There is a bathroom upstairs.
3. There is a living room downstairs.
4. There is a kitchen downstairs.
5. There is a garage downstairs.

F. Read the sentences below about the house in activity B. Then, write True (T) or False (F). (GO - R6)

The aim of this activity is to understand what they read with the help of visual support. This activity allows students to learn the negative forms of "There is..." . Students read the sentences about the house in activity B. Then they write True or False. Alternatively, students cover the house and

try to do the activity as a memory game. Finally, students refer to the house and check their answers.

Key:

1. F 2. T 3. F 4. F 5. T 6. T

- G. a. Listen and repeat the words below.**
b. Listen and put the words in the box in the correct columns. (GO - L6)

The aim of this activity is to make students distinguish the sounds they listen. Focus on the sounds which are unfamiliar to the students. Students try to imitate you as much as possible. Remind them that they need time and practice to be able use these sounds in an authentic way. Students listen and repeat the words. Then they listen and classify the words and sounds. Students compare their answers and practice more if needed.

TAPESCRIPT

G.

a.

the – this - with
 thirty- fourth -think

b.

bathroom – three – there – birthday –
 other –mother

Key:

ð	θ
there other mother	bathroom three birthday

- H. Draw your own house or flat and write the names of the rooms.**

Students use the picture in activity B and draw their house. If their house plan is different than the one given in this activity, they can draw a new plan. Remind that they can do this task either in their notebooks or on the computer. Then they write the rooms.

- I. Work in pairs and talk about your friend's house as in the example.**

Students work in pairs and talk about their houses as in the example. Draw their attention to the use of "Is there....?", "Are there...?" They can use the adjectives (big, small, beautiful,

comfortable, etc.)

e.g. "There are two bedrooms in my house. They are big and nice.", etc. Students give information about the house of their partners to the class.

Key:

Students' own answers

TEACHER'S TIP

Personalisation happens when activities allow students to use language to express their own ideas, feelings, preferences and opinions. Personalisation is an important part of the communicative approach since it helps learners use their real information.

Teacher's Notes

2B - MY HOME

J. Write about your house. Use "big and small", etc.

e.g.

There is a big living room in my house.
There is a small kitchen.
There are two bathrooms.



big room



small room

K. Look at Lisa's room and match the words to the pictures.

laptop, guitar, apples, poster, cat, toy dog, shoes, skaters, racket, flowers.



The cat is under the bed.

The flowers are on the table.

The toy dog is in the basket.

L. Look at Lisa's room again and write the answers.

e.g.

- Where is the cat?
It is under the bed.
- Where is the laptop?
.....
- Where are the apples?
.....
- Where is the poster?
.....

Keep in Mind!

Where is the cat?
It is under the bed.
Where are the flowers?
They are on the table.

M. Write two more questions. Then, swap the questions with your partner and answer.

-?
-?

N. Draw your room and the objects in it.

Then, work in pairs and talk about your room.

e.g.

Bill : There is a computer and a plant in my room.

Hilda : Oh, there isn't a computer in my room. There is a TV.

O. Write about your own room.

P. Introduce your room to your classmates.

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(pencil, eraser, notebook, etc.) from the students and hide them somewhere. Then, they open their eyes and ask questions to find where the objects are.

e.g. Is the pencil on the table?

Students ask questions until they find where the objects are. Give clues if necessary. Students also tick the objects they have in their rooms.

Then they work in pairs and compare their rooms with Lisa's. e.g. There is a nice flower in Lisa's room but there isn't a flower in my room.

Key:

- | | | |
|--------------|-------------|-------------|
| a. a poster | b. flowers | c. a laptop |
| d. a guitar | e. apples | f. shoes |
| g. a toy dog | h. a racket | i. a cat |
| j. skaters | | |

L. Look at Lisa's room again and write the answers.

Students study the room again. They answer the questions and compare them with their partners. Students study 'Keep in Mind' part before they do the activity if it is necessary.

Key:

- It's on the table.
- They are on the bed.
- It's on the wall.

M. Write two more questions. Then, swap the questions with your partner and answer. (GO - W12,13)

The aim of this activity is to ask and answer basic questions in written form. Students write more questions about the room. They swap the questions and answer them.

Suggested Answers:

- Where is the racket?
It's under the bed.
- Where is the toy dog?
It's in the basket.

N. Draw your room and the objects in it. Then, work in pairs and talk about your room.

Students draw their rooms and the objects in their rooms. Then, they write the objects in it. Students work in pairs and talk about their rooms as in the example. They work with different groups and compare their rooms. Finally, they find the person who has the most similar room to theirs.

e.g. There is a big bed and a new computer in my room. There is a big bed and new computer in Bill's room, too.

J. Write about your house. Use "big / small" etc.

This activity requires personalisation. Students work individually. They write about their houses. Remind them that they can refer to the activity E while writing.

Key:

Students' own answers

Follow up

Students describe the house in their dreams. They work in groups and share their descriptions.

K. Look at Lisa's room and match the words to the pictures.

The aim of this activity is to introduce words related to rooms, things and their location. They work in pairs and try to guess the meaning of the words correctly. They also study the difference "between, under, on and in" looking at the pictures and the statements. Practice the use of the prepositions using the tools in the class.

e.g. Where is the board? On the wall.

Follow up

Students close their eyes. Collect some objects

Key:

Students' own answers

O. Write about your own room. Use the picture of your room while writing. (CO - W5, GO - W9)

The aim of this activity is to write basic words and sentences with the help of visuals. Students write about their own rooms. They describe their rooms considering the information they have used in activity N. Remind them that they are expected to link words or word groups with the connectors; and, but.

Key:

Students' own answers

P. Introduce your room to your classmates. (GO - SP8)

The aim of this activity is to support their speech with visuals. Students move around in the class and find different classmates to introduce their rooms. They use their pictures and their word repertoire while speaking.

Key:

Students' own answers

2C - MY STREET

A. Look at the town and make sentences with the words below.

big, small, beautiful, old, new

e.g.

The town is small.

B. Lisa is new in this town. Phil is her guide. They are in the city center. Listen to them and write the names of the buildings on the street map in the order you hear them.

park supermarket bank restaurant



C. Look at the map and the signs. Read the dialogues and complete them with the signs.



Go straight. Turn left. Turn right.

- Lisa: Excuse me! Is there a hospital near here?
Phil: Yes, It is on the right.
Lisa: Thank you.
- Amy: Excuse me! Is there a bank near here?
Bill: Yes, and go straight. It is on the left.
Amy: Thank you.
- Sandy: Excuse me! Is there a metro station near here?
Richard: Yes. There is one near here, to the Townsend Street and It is on the left.
Sandy: Thank you very much.

D. Work in pairs and act out the dialogues.

Teacher's Notes

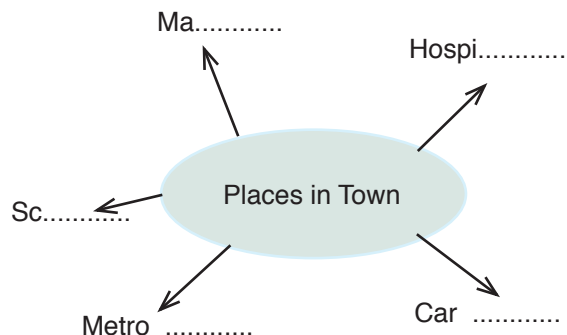
2C - My Street

Material

A town map

Warm up

Draw the mind map on the board. Write the clues on the map and encourage students to complete the words. Remind them that they can use dictionaries. Display the map of your town. It could be a tourist map. Point to the places in town and encourage students to say their names.



A. Look at the town and make sentences with the words below.

Students work in pairs and study the picture and the adjectives. They look at the picture of the town and make sentences with the words given. Then, students compare their answers with their partners.

Key:

Students' own answers

B. Lisa is new in this town. Phil is her guide. They are in the city center. Listen to them and write the names of the buildings on the street map in the order you hear them.

Draw your students' attention to the street map and study the buildings again. Students read the information about Lisa and Phil. Then they listen to Phil and Lisa and write the names of the buildings on the map in the order they hear them.

TAPESCRIPT

B.

Phil: This is my town, Lisa. Look, there is a bank over there. It is new.

Lisa: Yes, I see. Oh, this is a beautiful restaurant.

Phil: Yes, it is lovely.

Lisa: The supermarket is small but it is nice.

Phil: Look at that building, Lisa.

Lisa: What's it?

Phil: It's a restaurant.

Lisa: Cool! I'm hungry, Phil.

Phil: Let's eat something, then.

Lisa: Great!

Key:

- | | |
|----------------|---------------|
| 1. bank | 2. park |
| 3. supermarket | 4. restaurant |

C. Look at the map and the signs. Read the dialogues and complete them with the signs. (GO - R5 / CO - R2)

The aim of this activity is to introduce everyday signs symbols and notices. Students work in pairs and study the signs. Then they refer back to the street map. Read the dialogues for the students so that they can pay attention and stress while reading. Students read the dialogues aloud and follow them on the map. They write the correct directions in the gaps. Next, they compare their answers with their partners.

Key:

1. Go straight
2. Turn right
3. Go straight and turn left

D. Work in pairs and act out the dialogues.

Students study the dialogues again. They work in pairs and act out the dialogues.

Follow up

Students change their partners. They work in pairs and change some of the information in the dialogues and act out.

Teacher's Notes

2C - MY STREET

E. Use the map in activity B. You are on Blue Road in front of the bank. Write similar dialogues and act out. Use;

Excuse me! / Thank you. / You're welcome.

e.g.

Tourist: Excuse me! Is there a supermarket near here?

You: Yes. Go straight. Turn right. It is on the right.

Tourist: Thank you.

You: You're welcome.

F. Match the buildings in box A to the things in box B.

1. Cinema
2. Cafe
3. Florist's
4. Bank
5. Park
6. Hospital
7. Car Park
8. Supermarket

- a. flowers
b. trees
c. cars
d. sandwiches
e. films
f. ambulance
g. money
h. apples



G. Look at the street map. Read the dialogue and fill in the blanks.



Richard and Celine are e-pals. Celine is from France. She is in Bexley, London with Richard now.

Richard: My town is small and beautiful. Look! There is a (1) between the cinema and the café on Rose Street. The flowers are nice.

Celine: Cool.

Richard: There is a (2) next to the car park. It is very big.

Celine: Hmm.

Richard: There is a (3) between the hospital and the market on Free Street.

Celine: Great! Richard, where is your house?

Richard: Look! It's next to the bank.



H. Read the dialogue again and find Richard's house.

I. Look at the map and the dialogue.

Then, answer the questions.

- Where is the florist's?
It is between the cinema and the café.
- Where is the car park?
- Where is the park?
- Is the park small?
- Where is the market?
- Where is the café?

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They compare their answers with their partners.

Key:

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

G. Look at the street map. Read the dialogue and fill in the blanks.

Students see another map in this part. First, they study 'Keep in Mind' part and understand the difference between the two pictures. Give more examples from the classroom. Start the sentence and allow students to finish it using "between" and "next to". They look at the street map. They read the dialogue and fill in the blanks. Then they compare their answers.

Key:

1. florist's 2. hospital 3. park

H. Read the dialogue again and find Richard's house.

Students read the dialogue again and find Richard's house. Give some hints. (It is next to the bank, etc.)

Key:

It's the building opposite the car park.

E. Use the map in activity B. You are on Blue Road in front of the bank. Write similar dialogues and act out. (GO - W9, 17 / CO - S1)

The aim of this activity is to write words and basic sentences by looking at the visuals and to use the simple everyday polite forms of greetings and farewell or introductions in written form.

Make students sit with different partners so that they can learn from other classmates. Remind students that they are on Blue Road in front of the bank. Students write similar dialogues considering the polite language (Excuse me, etc.) which is expected to be used in the dialogue. Students act out the dialogues. They use body language while performing the task.

Key:

Students' own answers

F. Match the buildings in box A to the things in box B.

Students close their books. Write the buildings on the board. Students brainstorm and say the words related to the buildings. Then they open the books and match the buildings to the things.

Teacher's Notes

2C - MY STREET

J. Work in pairs and talk about your town.

Gwen: There is a nice cinema in my town.
Jade: Yeah! It's big and new.
Gwen: And also, there is a big park.

Use:
 new, big, nice, green, crowded



K. Draw your street and complete the sentences about it.

Use; There is..., There are..., There isn't..., There aren't....



1. a bank on the street.
2. a small cafe next to the bank.
3. a restaurant between the bank and the cafe.
4. a big school in the center.
5. two restaurants on the street.
6. a bus stop in the city center.
7. two parks near the city center.
8. a metro station near the park.

L. Work in groups. Talk about your friend's street as in the example.

e.g.
Ethan: Is there a park on your street?
Emma: Yes, there is. It's very beautiful.
Carol: Are there cafes on your street?
Emma: No, there aren't.

PRONUNCIATION

M. a. Listen and repeat the words below.

/ ʌ / money
 / æ / sandwich

b. Listen and put the words in the box in the correct columns.

bus - apple - but - cafe - bank

/ ʌ /	/ æ /

35

J. Work in pairs and talk about your town.

Students work in pairs and talk about their towns as in the example. They use the adjectives in the box.

Key:

Students' own answers

K. Draw your street and complete the sentences about it.

This activity raises students' awareness about the street they live in. First, they brainstorm and write the important buildings on their streets. Then, they draw the street and label the buildings on the map. Next, they complete the sentences.

Key:

Students' own answers

L. Work in groups. Talk about your friend's street as in the example.

Students tell what buildings they see in their streets. Students work in groups and talk about their streets as in the example.

Focus on; "Is there....?" and "Are there.....?"

Follow up

Students report the information they get from their group members to the class.

e.g. There isn't a park on Janet's street.

Key:

Students' own answers

M. a. Listen and repeat the words below.

b. Listen and put the words in the box in the correct columns. (GO - L6)

The aim of this activity is to make students distinguish the sounds they listen. Focus on the sounds which are unfamiliar to the students. Students try to imitate you as much as possible. Remind them they need time and practice to be able use these sounds in an authentic way. Students listen and repeat the words. Then they listen and classify them. Students compare their answers and practice more if needed.

TAPESCRIPT

M.

a. money
 sandwich

b. bus - apple - but - cafe - bank

Key:

b.

ʌ	æ
bus but	apple cafe bank

Teacher's Notes

ATATÜRK

A. Work in pairs and answer the question.

Who are the important people in Atatürk's life?

B. Tick the correct sentences about Atatürk's life.

1. a. Atatürk was born in İstanbul.
b. Atatürk was born in Salonika.
2. a. His father's name is Ali Rıza.
b. His father's name is Ahmet Rıza.
3. a. His mother's name is Züleyha.
b. His mother's name is Zübeyde.



4. a. His high school is a traditional high school.
b. His high school is a military high school.



5. a. The opening date of Turkish Grand Assembly (TBMM) is 23 April, 1920.
b. The opening date of Turkish Grand Assembly (TBMM) is 30 August, 1921.

C. Complete the sentence.

Atatürk's life is
a. a success story b. an ordinary life

Check Your Progress



	I can...	😊	😐	😞
Listening	Distinguish simple and clear questions.			
Reading	Learn everyday signs, symbols, and notices in public places. Understand what I read with the help of visual support.			
Spoken Interaction	Use simple and short phrases related to daily life.			
Spoken Production	Describe people, place and possessions in simple terms.			
Writing	Write words and basic sentences by looking at the visuals. Write very short, basic descriptions of themselves and other people.			

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Teacher's Notes

ATATÜRK

A. Work in pairs and answer the question.

Students read about Atatürk's personal life in this part. They work in pairs and discuss the question. They compare their answers with their partners.

Key:

Students' own answers

B. Tick the correct sentences about Atatürk's life.

Students read the sentences carefully. They tick the correct sentences about Atatürk's life. Then students compare their answers with their partners.

Key:

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

C. Complete the sentence.

Students work individually and complete the sentence. They compare their answers with their partners.

Key:

a

THEME 3



Education

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

- distinguish time expressions.
- follow simple, clear and understandable instructions.
- read time expressions and questions.
- understand short, simple written messages and simple instructions.
- give short simple instructions.
- use simple numbers and time expressions in conversations.
- use time expressions in everyday conversations.
- talk about your abilities and activities.
- join dictation activities and take notes.
- write about what you can do.
- write short messages and e-mails.

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

Theme 3 A1.1.1		Education			
Language areas		Classroom orders (Open your book, Don't run....) Object pronouns			
Skills	General Outcomes	Common Outcomes	Vocabulary	Materials	
	Ss will be able to...				
3. A My Classroom	Listening	<ul style="list-style-type: none"> • 5 Follow simple clear and understandable instructions. 		<p>Nouns: board, book, sorry, instruction, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand, note</p> <p>Verbs: mime, open, look, read, listen, write, take, give, close, sit down, eat, shout, run, be quick</p> <p>Adjectives: funny, happy</p>	The CD Teacher's Book Studen's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 6 Give short simple instructions. 	<ul style="list-style-type: none"> • 2 Take care rules of manners and cultural values while speaking. 		
	Spoken Production				
	Reading	<ul style="list-style-type: none"> • 9 Understand the questions related to the short simple written material. • 7 Understand short and simple instructions especially if there is visual support. 			
	Writing	<ul style="list-style-type: none"> • 10 Join dictation activities. 	<ul style="list-style-type: none"> 1 Use simple sentence structures and patterns accurately. 		

Theme 3 A1.1.1		Education			
Language areas		Prepositions of time (on,at) I like, I don't like, Can - can't (ability use)			
3.B School Subjects	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 4 Distinguish simple and clear questions. 	<ul style="list-style-type: none"> • 8 Listen selectively. 	Nouns: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Chemistry, Geography, Art, History Verbs: like, play, swim, cook Adjectives: funny, happy Adverbs: well	The CD Teacher's Book Student's Book
	Spoken Interaction		<ul style="list-style-type: none"> • 9 Use simple structures correctly. • 8 Use basic repertoire of isolated words in their speech. 		
	Spoken Production	<ul style="list-style-type: none"> • 7 Talk about their abilities and activities. 			
	Reading	<ul style="list-style-type: none"> • 6 Understand what they read with the help of visual support. 	3 Pronounce the words accurately while reading. 7 Take notes when necessary.		
	Writing	<ul style="list-style-type: none"> • 7 Write simple phrases and sentences about what they can do. 			

Theme 3 A1.1.1		Education			
Language areas		Ordinal numbers, telling and writing the dates			
3.C School Clubs	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 9 Distinguish time expressions. 		Nouns: Spring, summer, autumn, winter, weather, mate, nature, drama, January, February... technology Verbs: like Adjectives: funny, happy, snowy, rainy, sunny Adverbs: well	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 9 Use time expressions in everyday conversations. 	<ul style="list-style-type: none"> • 11 Ask for further explanation for the points not understood during conversations. 		
	Spoken Production	<ul style="list-style-type: none"> • 4 Use time expressions in everyday conversations. • 1 Talk to inform on a basic level. 			
	Reading	<ul style="list-style-type: none"> • 2 Understand short, simple written messages. • 13 Distinguish time expressions in written materials. 	<ul style="list-style-type: none"> • 1 Search the meaning of unknown words in the written text. 		
Writing	<ul style="list-style-type: none"> • 5 Take notes. • 16 Use time expressions in written form. • 6 Write short messages and e-mails. 	<ul style="list-style-type: none"> • 3 Use punctuation marks appropriately and accurately. 			

3A - MY CLASSROOM

A. Fill in the blanks with the letters below. Use some of the letters more than once.



Op_n the book.

Lo_k at me.

Re_d.

Li_ten.



W_ite.

T_ake.

G_ive.

Clos_the _ook.

B. Find the words in the snake and check your answers.



C. Look at the picture and answer the question.

Who are the people?

D. Read and circle the correct options.

Edward : Oh, it is the history class now.

Mr Reynolds : Hi everyone. (1) **Close / Open** the books and (2) **write / read** page 12, please. There are five questions. **Write / read** the answers in five minutes.

Jennifer : Five minutes? No!

Mr Reynolds : Be quiet. (3) **Look / Listen** to me, please.

Edward : But it's very short time. Mr Reynolds.

Mr Reynolds : OK, then. 10 minutes.

Edward : Good! (4) **Take / Give** me your book Jennifer.

Jennifer : Again? OK. (5) **take / give** it.

Edward : Thank you.



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Draw attention to the pictures related to the classroom instructions. Students work individually and fill in the blanks with the letters given. Then they work in pairs and compare their answers.

Key:

1. Open the book.
2. Look at me.
3. Read.
4. Listen.
5. Write.
6. Take.
7. Give.
8. Close the book.

B. Find the words in the snake and check your answers.

It is fun time. Students practice the spelling of the instructions in this activity. Students study the word snake and cross the instructions they notice. They compare their answers with their partners.

Key:

- Open the book.
Read. Listen.
Look at me.
Write.
Give.
Close the book.
Take.

3A - My Classroom

Materials

Photos or videos of classrooms from different countries

Warm up

Students learn the common classroom words, phrases and statements in this part. Display the photos of classrooms from different countries and elicit ideas from the students about them. **e.g.** It is a nice classroom. It is interesting. It is boring, etc.

Write 'classroom language' on the board.

Students brainstorm and say words or phrases regarding to the classrooms using their background knowledge. Add some classroom instructions to the ones on the board. Mime the instructions so that students can guess their meaning.

A. Fill in the blanks with the letters below. Use some of the letters more than once.

C. Look at the picture and answer the question.

Draw attention to the picture. Students look at the picture and answer the question.

Key:

Students and a teacher

Follow up

Ask more questions about the picture.

e.g. Is the teacher angry? Are the students happy?, etc.

D. Read and circle the correct options.

Students study the instructions in the context. They work individually, read and circle the correct options. Students compare their answers with their partners.

Key:

- | | |
|----------|--------------|
| 1. Open | 2. Read |
| 3. Write | 4. Listen to |
| 5. Give | 6. Take |

3A - MY CLASSROOM

E. Work in pairs and play the mime game.

Student A: Mime an instruction.
Student B: Find the instruction.

F. Look at the pictures. Then, read the instructions and match them to the pictures.

.....1. Don't be late, please. 3. Don't write now, please.
.....2. Don't eat during the lesson, please. 4. Don't run in the class, please.
.....5. Don't shout, please.

G. Work in pairs. Take turns and play the game.

Use positive or negative instructions.
Student A: Give instructions.
Student B: Mime the instructions.



H. Look at the picture below and answer the questions.

- Where are the people?
- Is the teacher angry?

I. Work in pairs. Listen to the dialogues and put them in the right order.

- Tommy : Oh, where is my pencil? It is not in my bag.
Sarah : It is under the desk. Take it.
- Mrs Blake: Tommy, don't shout, please.
Tommy : OK, Mrs Blake.
- Mrs Blake: Tommy. Sit down, please.
Tommy : OK, Mrs Blake.
- Tommy : Sarah, give me your book, please.
Sarah : Where is your book?
Tommy : Oh, it is at home.
Mrs Blake: Your book, Tommy?
Tommy : My book? Well, hmm... Sorry.



J. Work in pairs and act out the dialogues.

Key:

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

G. Work in pairs. Take turns and play the game. Use positive or negative instructions. (GO - SI 6, GO - L5)

The aim of this activity is to give short and simple instructions. Students also listen and follow simple and clear instructions. They practice giving and understanding negative instructions through a game. They work in pairs. Students take turns and play the game as in the example.

Key:

Students' own answers

H. Look at the picture below and answer the questions.

Students work individually and answer the questions.

Key:

- They are in the classroom.
- Yes, she is.

I. Work in pairs. Listen to the dialogues and put them in the right order.

Students study the picture and the dialogues carefully. They work in pairs and make the meaning clear. They can refer to a dictionary if necessary. Students listen and put the dialogues in the right order. They compare their answers with their partners.

TAPESCRIPT

I.

- (1) Mrs. Blake : Tommy, sit down please.
Tommy : OK, Mrs. Blake.
- (2) Tommy : Oh, where is my pencil? It is not in my bag.
Sarah : It is under the desk. Take it.
- (3) Mrs. Blake : Tommy, don't shout, please.
Tommy : OK, Mrs. Blake.
- (4) Tommy : Sarah, give me your book, please.
Sarah : Where is your book?
Tommy : Oh, it is at home.
Mrs Blake : Your book, Tommy?
Tommy : My book? Well, hmm.. Sorry.

J. Work in pairs and act out the dialogues. (CO - S2)

Pair students in a different way. For example, students find a person who was born in the same month with him / her, who likes the same singer, who eats chocolate every day, etc. The

E. Work in pairs and play the mime game.

The aim of this activity is to practice giving and doing instructions. Also this is an activity which helps kinaesthetic learners more. These types of learners like moving around, touching things and using their bodies a lot while learning. Students work in pairs and play the mime game. Student A mimes an instruction and Student B finds the instruction. They swap roles and practice all the instructions.

Key:

Students' own answers

F. Look at the pictures. Then, read the instructions and match them to the pictures. (GO - R7)

The aim of this activity is to understand short and simple instructions with the help of visuals while reading. Students study how to give negative instructions in this activity. Remind that they don't use "You" when they give a negative instruction. Instead, they have to use don't + a verb directly. They read the instructions and match them to the pictures.

goal is to make students work with different pairs with a communicative game. (Students might not be willing to work with different pairs if the teacher just asks them to find different partners). They work with these new partners and act out the dialogues either on their own or in front of the class. Remind that they are supposed to consider rules of manners and cultural values while speaking. For example, when they give an instruction they are expected to say 'please' at the beginning or end of the statement.

Key:
Students' own answers

Teacher's Notes

3A - MY CLASSROOM

K. Match the digits on the objects to the numbers below.



a



b



c



d



e



f



g



h



i



j



k

1. b Thirteen
2.twenty-eight
3.thirty
4.forty-four

5.eighty-four
6.fifty-eight
7.sixty
8.eighty

9.two hundred forty-five
10.three hundred forty-five
11.one thousand seven hundred fifty
12.one thousand nine hundred and fifty

L. Look at the pictures below and answer the questions.

1. Who are the people? 2. Where are they? 3. Who is the woman?

M. Read the dialogues and match them to the pictures.

a.



Mr Burton: Be quick! Write them in your notebooks, please.
Jake: Mr Burton is angry today.
Mr Burton: Jake! Don't talk, please.
Jake: Sorry!
Fred: You're right. I think, he is angry today.
Mr Burton: Fred, stop please!

Fred: Excuse me, where is Mr Burton's class?
Secretary: Hmm... Go straight. It is on the left.
Fred: What's the class number?
Secretary: 30.
Fred: 30 or 13?
Secretary: It is 30.
Fred: OK. Thank you.
Secretary: You're welcome.

3

Jake: Give this mobile phone to Claire, Fred.
Fred: What? No!
Jake: No? But it is her mobile phone.
Mr Burton: Don't give it to her. Give it to me, Fred.
Jake: Oh, no! Again!

b.



1

N. Read the dialogues again and answer the questions.

1. Is Fred a new student?
2. Is Mr Burton angry?
3. Whose mobile phone is it?
4. What's the problem in dialogue c?
5. Is Fred happy at the end?

c.



O. Work in pairs. Choose one of the dialogues in activity M and write a similar one. Then, work with a different partner and dictate your dialogue to him or her.

Student A: Read your dialogue.
Student B: Note down.

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K. Match the digits on the objects to the numbers below.

Students are introduced with the numbers bigger than 10. Encourage students to use their background knowledge in this activity. Explain the rule of counting after 10. Then they work in pairs and match the numbers. Students compare their answers with their partners.

Follow up

Students work in pairs and practice the numbers. **e.g.** Student A, pointing to a number, asks; What number is it? Student B says the number. Finally, students produce more numbers considering the rule of counting.

Key:

1. b 2. j 3. i 4. g 5. l 6. h 7. d
8. a 9. c 10. f 11. k 12. e

L. Look at the pictures below and answer the questions.

Students look at the pictures and answers the questions. Then, they compare their answers with their partners. Elicit answers but don't correct or

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confirm so that students keep their attention on the text until they find the correct answers while reading.

Key:

1.
Picture a: They are students and a teacher.
Picture b: They are students and a teacher.
Picture c: They are students and a secretary.
2.
Picture a, b: They are in the class.
Picture c : They are in the corridor.
3. She is the school secretary.

M. Read the dialogues and match them to the pictures. (GO - R6)

The aim of this activity is to understand what they read with the help of visual support. Draw attention to the dialogues and the pictures. Introduce some of the words they are not familiar with. Students read the dialogues individually and match them to the pictures. Students compare their answers with their partners.

Key:

- Dialogue 1. a
- Dialogue 2. c
- Dialogue 3. b

N. Read the dialogues again and answer the questions. (GO - R9)

The aim of this activity is to understand the questions related to a short simple written material. Students study the questions about the dialogues carefully and make the meaning clear. They read the dialogues in activity M again and answer the questions. Encourage students to answer the questions with no more reading if you think they can do it.

Key:

1. Yes, he is.
2. Yes, he is.
3. It's Claire's.
4. The mobile phone.
5. No, he isn't.

O. Work in pairs. Choose one of the dialogues in activity M and write a similar one. Then, work with a different partner and dictate your dialogue to him or her. (GO - W10 / CO - W1)

The aim of this activity is to join dictation activities and use simple sentence structures and patterns correctly. Students work in pairs. They go through the dialogues in part M again. They choose one of them and highlight the important information and language presented in it. Then students write a similar dialogue. Note that they are expected to write simple sentence structures such as; "Excuse me", "Where is the class?", "Turn right", etc. Next, they work with different partners and dictate their dialogues to their partners. Finally, they check to see the spelling mistakes.

Key:

Students' own answers

Teacher's Notes

3B - SCHOOL SUBJECTS

A. Listen and put the days into order.

...Tuesday ...Monday ...Friday ...Sunday ...Thursday ...Wednesday ...Saturday

B. Match the school subjects to the pictures.

...P.E. ...Maths. ...Art. ...History. ...ICT. ...Chemistry. ...Geography. ...French. ...English



C. Match the days to the subjects in your school.

e.g. Monday: Maths, History, Tuesday: Wednesday: etc.

D. Work in pairs and share your ideas.

Use I like I don't like

e.g. Salma : Maths is on Friday. I like it.
Timothy : P.E. is on Wednesday. I don't like it.

E. Listen and circle the correct options.

Peter & Dennis are on the phone.

Peter : Hi, Dennis. My schedule is the old one.

Dennis : What time / When (1) is the Science class on Monday?

Peter : It is at 08.30 am.

Dennis : Oh, is the History class on Monday, too?

Peter : No, it is not. It is on Tuesday.

Dennis : What time?

Peter : In the afternoon, at 01.00.

Dennis : When / Where (2) is the P.E. class?

Peter : P.E.? It is on Wednesday at 01.00 pm.

Dennis : Well, what time is the Maths class on Thursday?

Peter : In the morning, at 10.30.

Dennis : When / What time (3) is the Chemistry class?

Peter : It is on Friday. Wait! Yes, it is at 01.00 pm.

Dennis : Where / When (4) is it?

Peter : It's in the lab.

Dennis : Thank you, Dennis.

Peter : It's OK. Bye.

F. Read the dialogue in part E and complete the school schedule.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 10.15	.....(1)	Maths	English	Science	English
10.30 - 12.00	Geography	French	Art	.....(4)	Biology
12.00- 13.00	LUNCH BREAK				
13.00- 14.30	Art	.....(2)	.....(3)	ICT	.....(5)

G. Work in pairs. Study the schedule for a minute and cover it. Then, play the game below.

e.g. Oliver : What time is the ICT class on Thursday?
James : At 01.00 pm.

H. Work in groups of three and talk about the subjects.
e.g. Ahmad: I like French and Geography.
Leo : I like Geography, too.
Janet : I don't like Geography but I like History.

Keep in Mind!
on Monday at 09.30 am
on Wednesday at 01.30 pm



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5. Thursday 6. Friday 7. Saturday

Follow up

Students need to practice days to be able to use them correctly. To achieve this, students play the following game in pairs: Each finger symbolizes a day. Student A shows fingers randomly whereas student B says the numbers. They take turns and play the game as long as they are attentive.

B. Match the school subjects to the pictures.

Write 'school subjects' on the board. Students try to name the subjects.

Students cover the words and try to guess the school subjects through the icons using their background information. Finally, they match the school subjects to the pictures.

Key:

a. Art b. English c. French d. Geography
e. History f. ICT g. Maths h. P.E. i. Chemistry

C. Match the days to the subjects in your school.

Study the use of "on", "at" and make the difference clear with the students using different examples. Students have their own schedule and they translate them to English. They use dictionaries if necessary. Then, they match the days to the subjects in their schools.

Key:

Students' own answers

D. Work in pairs and share your ideas.

Draw attention to the use of "I like ...", "I don't like ..." giving some examples. Students study the example, too. They work in pairs and they share their answers with their partners.

Key:

Students' own answers

Follow up

Make students search different schedules from different countries on the Net before the class. They compare their schedules with them. They say the ones they like.

E. Listen and fill in the gaps.

(GO - L4 / CO - L8)

The aim of this activity is to listen selectively (Listening to understand the specific words and distinguish simple and clear questions).

3B - School Subjects

Materials

Photos of school subjects

Warm up

Display photos of school subjects. Introduce the names of the subjects. Students work in pairs and practice the school subjects using the photos. e.g. What subject is it? It is Art, etc.

A. Listen and put the days into order.

Students work individually. They listen and put the days into order. Then, they work in pairs and compare their answers.

TAPESCRIPT

A.

1. Sunday 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday

Key:

1. Sunday 2. Monday 3. Tuesday 4. Wednesday

Encourage students to guess the specific words to go to the blanks. Students read the dialogue and try to get the general meaning. They listen and fill in the blanks. Finally, they compare their answers with their partners.

TAPESCRIPT

E.

Peter : Hi, Dennis. My schedule is the old one. What time is the Science class on Monday?

Dennis: It is at 08.30 am.

Peter : Oh, is the History class on Monday, too?

Dennis: No, it is not. It is on Tuesday.

Peter : What time?

Dennis: In the afternoon. At 01.00.

Peter : When is the P.E. class?

Dennis: P.E? It is on Wednesday at 01.00 pm.

Peter : Well, what time is the Maths class on Thursday?

Dennis: In the morning, at 10.30.

Peter : When is the Chemistry class?

Dennis: It is on Friday. Wait! Yes, it is at 01.00 pm.

Peter: Where is it?

Dennis: It's in the lab.

Peter : Thank you, Dennis.

Dennis: It's OK. Bye.

Key:

1. What time
2. When
3. When
4. Where

F. Read the dialogue in activity E and complete the school schedule.

Students are expected to use the words they are introduced in the previous activity. Students read the dialogue in activity E and complete the schedule with the words. They compare their answers with their partners.

Key:

1. Science
2. History
3. P.E.
4. Maths
5. Chemistry

G. Work in pairs. Study the schedule for a minute and cover it. Then, play the game below. (GO - SI 8 / CO - S9)

The aim of this activity is to practice the school subjects, the days and time and use simple structures correctly. Also, students use simple numbers in everyday conversations. Students work with different classmates and play the game.

Key:

Students' own answers

H. Work in groups of three and talk about the subjects. (CO - S8)

The aim of this activity is to use basic repertoire of isolated words in their speech. It is the right time for students to express their likes and dislikes about subjects. Draw attention to the use of "but" .

Key:

Students' own answers

Teacher's Notes

3B - SCHOOL SUBJECTS

I. Work in pairs and prepare your school schedule.

J. Look at your schedule and complete the sentences as in the example.

e.g.

Geography class is on Monday at 08.30.

1. Art class is

2. English class is

3. Maths class is

4. Science class is

K. Peter asks Dennis questions about school activities. Read the short dialogues and draw the time on the clocks.



1. Peter : What time is the bus?
Dennis : It is at seven.



3. Peter : What time is the football match?
Dennis : It is at a quarter to four.



2. Peter : What time is the lunch?
Dennis : It is at half past twelve.



4. Peter : What time is the film?
Dennis : It is at a quarter past eight.

L. Answer the questions.

1. Is your school big?
2. Is your school new?
3. Is there a nice garden?
4. What's your favourite subject?

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1 I am Santose from Bali, Indonesia. My school is big. There are beautiful trees. The school is not noisy. It is quiet. I like it. The teachers are from different countries. They are friendly. My school is near the football area. I like football and I can play very well. I don't like swimming class because I can't swim. My school is very nice. Come and see it!



2 Hello, my name is Amali. I am a student at Nakuru public school in Nairobi, Kenya. It is in a small village. There aren't enough classrooms. There are only two teachers at school. They are very good. I like them very much. I like my friends, too. My favourite subject is music. I can play the guitar and I can sing. I don't like Cooking class because I can't cook well. My school is not very big but I like it.

M. Read the speech bubbles and match them to the photos.

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I. Work in pairs and prepare your school schedule.

This is another productive activity which requires self study. Students design their own school schedule in the given space or on a different piece of paper. Students compare their schedules. They can put their schedules into their portfolios.

Key:

Students' own answers

J. Look at your schedule and complete the sentences as in the example.

Draw attention to the use of "on", "at" again. Focus on the example; Geography class is on Monday at 08.30. Encourage students to make statements following the same rule. Students work individually. They look at their schedule and complete the sentences as in the example. They compare their answers with their partners.

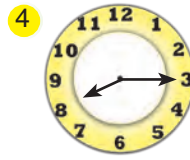
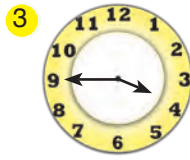
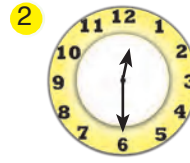
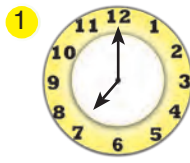
Key:

Students' own answers

K. Peter asks Dennis questions about school activities. Read the short dialogues and draw the time on the clocks.

The aim of the activity is to teach telling times. Draw a big clock on the board with no time shown on it. Say different times and ask volunteers to draw it on the clock. Pre-teach telling the time if needed. Students study the dialogues individually and draw the time on the clocks. They compare their answers with their classmates. Introduce different ways of telling the time.

e.g. 7.30: Half past seven or seven thirty.



L. Answer the questions.

In this reading text students are introduced with telling abilities, likes and dislikes. Students answer the questions. Then, they compare their answers with their partners.

Key:

Students' own answers

M. Read the speech bubbles and match them to the photos. (GO - R6 / CO - R3)

The aim of this activity is to understand what they read with the help of visual support and pronounce the words correctly while reading. Read the texts aloud and encourage students to model you in order to pronounce the words accurately while reading.

This activity requires more detailed reading. Students read carefully trying not to miss any important information. They read the speech bubbles and match them to the photos. Remind that they need to read with the help of visual support to understand the paragraph. Students compare their answers with their partners.

3B - SCHOOL SUBJECTS

N. Read the bubbles in part M again and take notes.

	school	teachers	can	can't
Santose, Bali	green			
Amali, Nairobi	small			

O. Read the bubbles again and close your book. Then, work in pairs and talk about the schools and the children.

Rose : Amali's school is in Kenya. It is a small school, etc.
 Larry : Yes, that's right.
 Rose : Amali can play the guitar very well but he.....

P. Ask the questions to your classmates. Fill in the blanks with the names.

- e.g.
 Dean: Can you play football well?
 Pam: Yes, I can.
1. Pam can play football well.
 2. sing well.
 3. play the guitar.
 4. dance well.
 5. swim well.
 6. make an omelette.
 7. run fast.
 8. speak French.

Q. Now, report the answers in activity P to your class. First, tell what you can / can't do. Then, tell what your classmates can / can't do.

e.g. I can sing and play the guitar. Pam can play football well.

R. Now, write what else you can do. Use a dictionary.

I can.....

S. Write about your school. Use the texts in activity L as an example.

Where is the school? Is there a big playground?
 Are there big classrooms? What can you do there?
 Is your school noisy? What do you feel about the school?

T. Do peer correction and rewrite your paragraph.

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

Key:
 Students' own answers

P. Ask the questions to your classmates. Fill in the blanks with the names.

This is an effective communicative activity which allows students to speak to any people in the class. First, students study the words and phrases and make their meaning clear with their partners. Then, they model a sample dialogue using some of the words or phrases. Finally, they wander around and find someone for each activity as in the example.

Key:
 Students' own answers

Q. Now, report the answers in activity P to your class. First, tell what you can do. Then, tell what your classmates can do. (GO - SP7)

The aim of this activity is to talk about their abilities and activities. Students use their notes and report the names to their classmates whereas the listeners check to see the same people in their papers. First, they tell what they can do. Then, they tell what their classmates can do.

Key:
 Students' own answers

R. Now, write what else you can do. Use a dictionary. (GO - W7)

This is an extension activity. The aim of this activity is to encourage students to express more abilities of them. They also write simple phrases and sentences about what they can do. They work individually and write what else they can do. They use a dictionary. Students do peer correction and rewrite their statements if necessary.

Follow up

Students compare their abilities with their classmates and find the people with the similar abilities. Then they report to the class. e.g. I can play a musical instrument. Hillary can play a musical instrument, too. etc.

S. Write about your school. Use the texts in activity M as an example.

Students write about their schools using the text in activity M and the questions. Encourage them to use the new language (can, like) as in the text

N. Read the bubbles in part M again and take notes. (CO - R7)

The aim of this activity is to take notes when necessary. First, students study the words in the columns. Then, they read the texts taking notes. They compare their answers with their partners.

	school	teachers	can	can't
Santose, Bali	green	friendly	play football	swim
Amali, Nairobi	small	good	play the guitar and sing	cook

O. Read the bubbles again and close your book. Then, work in pairs and talk about the schools and the children.

This is a controlled speaking activity. Students read the texts carefully again and take some notes. Then, they close their books, work in pairs and talk about the school and children as in the example. You can ask more questions about the text to check understanding.

in activity M. They also use the questions given. Students work individually and write a paragraph about their schools.

Key:
Students' own answers

T. Do peer correction and rewrite your paragraph.

They do peer correction and rewrite their paragraphs considering the feedback. They put their paragraphs in their portfolios.

Key:
Students' own answers

Teacher's Notes

3C - SCHOOL CLUBS

A. Match the pieces and write the missing months in the boxes.



1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
January	.....	March	.....	May	.....	July	.....	September	October	.....	December

B. Listen and fill in the blanks with the months, dates and years.

Club/Festival	Month	Date	Year
Chess	.....	.....	.....
Games	October	1st	2011
Technology	.....	.....	.....
Sports	December	10th	2011
Nature	.....	.....	.....
Drama	February	20th	2012

C. Listen again and answer the question.
When is Milla's birthday?

D. Work in pairs and talk about the school activities as in the example below.
Ethan: Hi! When is the school concert?
Susan: Oh, it's on May 15th.

E. Match the seasons to the pictures.

Spring, Summer, Autumn, Winter



F. Work in groups. Talk about the weather and seasons in the countries you know.

e.g.
Ali : What's the weather like in spring in Greece?
Jean: It is warm.

Use:
warm, hot, cold, snowy, cool

3C - School Clubs

Warm up

Display a photo of summertime. Ask students; What month is it? Give options; **a.** January **b.** March **c.** July. Students guess the correct answer. Spell the month; J-U-L-Y

A. Match the pieces and write the missing months in the boxes.

The aim of this activity is to introduce months of the year. Books are closed. Write the sentence; **I was born in May.** Students model the activity and try to say the month they were born in. Note that students might fail saying the months. The goal is to see what the students know about months. Draw attention to the puzzle. Students do the puzzle and find the months. They compare their answers with their partners.

Key:
1 - 9 August, 2 - 4 June, 7 - 3 April,
6 - 5 February, 10 - 8 November

1st	2nd	3rd	4th	5th	6th
January	February	March	April	May	June
7th	8th	9th			
July	August	September			
10th	11th	12th			
October	November	December			

B. Listen and fill in the blanks with the months, dates and years. (GO - L9)

The aim of this activity is to distinguish time expressions. Students study the chart carefully and try to find the missing months using their background knowledge. They listen carefully and fill in the blanks with months, dates and years. Students might need to listen more than once since recognizing numbers can be challenging. They compare their answers with their partners.

TAPESCRIPT

B.

1.

Milla : Hi. When is the Chess Club Festival?

Anna : It is in September 2012.

Milla : What's the date?

Anna : September 15th.

Milla : Oh, it is my birthday.

2.

Daisy : Hello. When is the Technology Festival?

Rick : Hmm... It is in May. May 3rd.

Daisy : Thanks.

3.

Mirek : Hi. When is the Nature Club Festival?

Aisha : It is in January.

Mirek : What's the date?

Aisha : January 17th.

Mirek : OK. Thank you.

Key:

Club Festival	Month	Date	Year
Chess	September	15th	2012
Games	October	1st	2011
Technology	May	3rd	2012
Sports	December	10th	2011
Nature	January	17th	2012
Drama	February	20th	2012

C. Listen again and answer the question.

Students listen for the last time with a specific purpose. Introduce the question; when is your birthday? Elicit answers from different students and write some examples on the board. Focus on asking and saying birthdays; my birthday is May 1st. (May the first/on the first of May).

They move around in the class and practice asking and answering birthdays.

Students listen to again and find Milla's birthday.

Then they compare their answers with their partners.

Key:

It is September 15th.

D. Work in pairs and talk about the school activities as in the example below.

Students work in pairs and share their feelings about the clubs. Monitor them while they are talking. Pay attention to students' speaking competence.

Key:

Students' own answers

E. Match the seasons to the pictures.

Students learn seasons in this part. Students match the seasons to the pictures. If they fail doing the matching activity provide some clues. e.g. April is in this season, etc.

To practice the new words, find nature sound effects which can be used to describe seasons. For example; rain, wind, leave, fall, etc. Play the effects one by one and students say the right season each time.

Key:

a. Winter b. Summer c. Spring d. Autumn

F. Work in groups. Talk about the weather and seasons in the countries you know about. (GO - SP1)

The aim of this activity is to talk to inform on a basic level. Students search the Net about the weather conditions in different seasons in their towns and country. Or they use their own background knowledge. Students work in groups. They talk about weather and seasons in your town and in your country. Finally they inform other groups about the weather and seasons in their country.

Key:

Students' own answers

3C - SCHOOL CLUBS

G. Look at the photos on the blog and answer the question. Are the students on holiday?

H. Read the texts on the blog and guess the words. Then, check them in your dictionary.

nature forest lakes fair center smart

Keep in Mind!

In 1995 - In nineteen ninety-five
In 2001 - In two thousand one
In 2011 - In two thousand eleven

Let's Blog!

SCHOOL CLUBS

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Marla



Forest Fest, 21 May 2012

I am in the Nature Club because I like nature and animals. It is May 21st today and it is the Forest Festival. We are in the forest in Hannover now. It is spring and the weather is fine. It is sunny and not cold. I am very happy today because it's also my birthday. This is a big birthday party for me. I like this place. There are lovely animals, and trees near the small river. I am with my school mates and people from different countries. This festival is great!

Technology Fair, 10 December 2011

My club is technology. It is an interesting club. I like computers, new cell phones, new music players and robots. It is December 10th today and we are in the fair center in London. London is very cold at this time of the year. It is snowy but it is hot inside. This fair is very big and there are people from different countries. I am with my club mates and club teacher. They are near the new computers. I am with the robots. They are smart and fun.



Bill

I. Read the texts on the blog again and fill in the chart.

Activity?	Where?	Date?	Year?

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G. Look at the photos on the blog and answer the question.

This is a guessing activity. Students look at the photos on the blog and answer the question. They compare their answers with their partners. Elicit the answers from students but don't correct or confirm.

Key:

No, they aren't. In the first photo, they are at a festival area. In the second photo, they are at a technology fair.

H. Read the texts on the blog and guess the words. Then, check them in your dictionary. (CO - R1)

The aim of this activity is to search the meaning of unknown words while reading. This a more detailed reading activity. Students read the blog carefully and guess the meaning of the words. They compare their answers with their partners. Finally, they check the meaning of the words in their dictionaries.

Key:

Nature : The material world, especially as surrounding humankind

and existing independently of human activities.

Forest : A large tract of land covered with trees and underbrush; woodland.

Lake : A body of fresh or salt water of considerable size, surrounded by land.

Fair center: The area where new products are displayed.

Smart : Intelligent.

I. Read the texts on the blog again and fill in the chart. (GO - R13)

The aim of this activity is to distinguish time expressions in written materials. Students pay attention to the time expressions while reading.

Key:

Activity?	Where?	Date?	Year?
Forest Fest	In Hannover	May 21 st	2012
Technology Fair	In London	December 10 th	2011

Teacher's Notes

3C - SCHOOL CLUBS

J. Write True or False.

1. Maria's birthday is on May 21st.
2. The weather is bad in Hannover.
3. There are animals and trees near the small river.
4. London is rainy and cold.
5. Bill is with his club mates at school.
6. There are new computers, cell phones and robots at the fair.

K. Write a real or imaginary school club activity.

Follow the questions.

Where is the activity?

Who is with you?

What's the date?

What's the weather like?

L. Work in groups of three. Guess your friends' birthdays and take notes.

e.g. Lara's birthday is on January 29th.

M. Ask your group friends and check your answers.

e.g.

You : When is your birthday?

Lara : It is on January twenty ninth.

You : Which year?

Lara : 1999.

N. Share the birthdays with other groups.

My birthday is on.....

Lara's birthday is on.....

O. Look at the photo and the text. Then, answer the question.

What is it?

P. Read the card and take notes in your agenda.



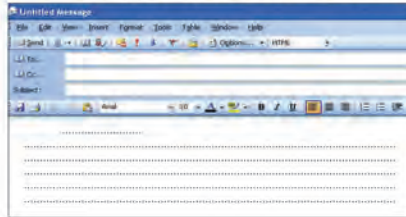
2013 Drama Club Festival
Come to watch High School Musical in 2013! Plays, music, drinks and fun free!
The club festival is on June 15th at Royal Art Centre. It is at 08.00 pm.



Q. Work in pairs and talk about the Drama Club Festival.

1. What is the activity?
2. Where is it?
3. When is it?

R. Write an e-mail and invite your friends to your birthday party. Use time expressions as in the card above.



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J. Write True or False.

Students cover the texts on the blog and do the post reading activity; True or False. They work in pairs and correct the false sentences.

Key:

1. T 2. F (the weather is fine) 3. T 4. T 5. F (he is at the fair center) 6. T

K. Write a real or imaginary school club activity.

Students work individually and write a real or imaginary school club activity. They make use of the questions to write.

Key:

Students' own answers

L. Work in groups of three. Guess your friends' birthdays and take notes.

Students practice asking and answering birthdays. They work in groups of three. Then they guess their group members' birthdays as in the example. Keep in mind that close friends should not work in the same group. Otherwise students would not need to guess their friends' birthdays.

Key:

Students' own answers

M. Ask your group friends and check your answers.

Students ask their group friends and check their answers. They say how many of them they have guessed correctly.

Key:

Students' own answers

N. Share the birthdays with other groups. (GO - SP4)

The aim of this activity is to use time expressions in everyday conversations. Students move around in the class and share the birthdays with other groups.

Follow up

Students make a birthday list of their classmates. They can display it on the notice board of the class and use it whenever they need.

O. Look at the photo and the text. Then, answer the question.

Students study the photo and the text carefully. They talk about the photo and the text. Then, students answer the question.

Key:

It is an invitation card.

P. Read the card and take notes in your agenda. (GO - R2 / W5)

The aim of this activity is to understand short simple written messages and take notes. Display samples of invitation cards and ask; **Which one do you like?** Elicit the answers from different students. Students look at the invitation card for the drama club festival. They read the card and take notes in the agenda. Finally, students check the information with their partners.

Key:

Activity: High School Musical

Place : Royal Art Centre

Date : June 15th

Time : 8.00 pm.

Q. Work in pairs and talk about the Drama Club Festival. (GO - SI 9, CO - S11)

The aim of this activity is to use time expressions in everyday conversations and ask for further

explanation for the points not understood during conversations. Students work in pairs and talk about the Drama Club Festival using the information in the agenda and in activity P. They also consider the questions given. Students wander around in the class and talk about the festival with different classmates.

Key:
Students' own answers

R. Write an e-mail and invite your friends to your birthday party. Use time expressions as in the card above.
(GO - W6 ,16)

The aim of this activity is to write an e-mail and use time expressions in written form. Another aim is to write e-mails and use time expressions in written form.







Students work in pairs and go through the important details (Activity, place, date, time and weather) which should be included in the e-mail. Then they work individually. Students write an e-mail and invite their friends to the birthday party. They add time expressions.




Key:
Students' own answers

Teacher's Notes

QUIZ TIME

Read the sentences and choose the correct answers.

1. Look at that!
a. True
b. False 
2. Don't run!
a. True
b. False 
3. My favourite subject is Geography.
a. True
b. False 
4. It's ten to three.
a. True
b. False 
5. Chickens can fly.
a. True
b. False 
6. Birds and monkeys can't see colours.
a. True
b. False 

Check Your Progress				
	I can...			
Listening	distinguish time expressions. follow simple clear and understandable instructions.			
Reading	read time expressions and questions. understand short, simple written messages and simple instructions.			
Spoken Interaction	give short simple instructions. use simple numbers and time expressions in conversations.			
Spoken Production	use time expressions in everyday conversations. talk about my abilities and activities.			
Writing	join dictation activities and take notes. write about what I can do. write short messages and e-mails.			

QUIZ TIME

Read the sentences and choose the correct answers.

This is a quiz prepared for fun and another chance of practicing the target language through the theme.

Students also develop their knowledge this way. They do the quiz and check the answers with their classmates. If they disagree they refer to the unit or the Internet.

Key:
1. a 2. a 3. a 4. a 5. b 6. a

CHECK YOUR PROGRESS

Students self check themselves as one of the ways of developing independent learners. Observing oneself also promotes critical thinking abilities and allows learners be aware of their strengths and weaknesses.

THEME 4



Personality and Character

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

- learn expressions about numbers, cost, and quantities.
- recognise everyday expressions.
- understand posters, leaflets and noticeboards.
- guess the content of the written material with visuals and a title.
- use expressions of cost and quantity while talking.
- express simple needs of everyday life.
- talk about daily habits using visuals.
- use expressions of cost and quantity.
- use expressions of cost and quantity and express their needs.
- write lists and announcements.
- ask and answer basic questions.

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

Theme 4 A1.1.1		Personality and Character			
Language areas		Have got - Has got			
4.A Look at my Family	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 7 Distinguish expressions about numbers, cost, and quantities. • 2 Listen and follow simple, slow and clear talks. 	<ul style="list-style-type: none"> • 5 Search the meaning of unknown words in the recorded text. • 6 Follow the written text while listening. 	<p>Nouns: mum, dad, musician, grandma, caravan, glasses, driver, coat, boots, shorts, dress, trousers, skirt, hat, chef, fruit juice, breakfast, salad, fish, food, omelette, parents, fast food, cousin, money, neighbours, bread</p> <p>Adjectives: energetic, dark, blonde, thin, plump, grey, clever, handsome, price, hard, lazy, stupid, homemade, wonderful, quiet, young, talkative, intelligent, crazy, healthy, bored, comfortable, slim</p>	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 7 Use expressions of cost and quantity while they talk. 	<ul style="list-style-type: none"> • 5 Use basic repertoire of isolated words and phrases according to their functions and genre. 		
	Spoken Production	<ul style="list-style-type: none"> • 6 Describe people place and possessions in simple terms. • 2 Use expressions of cost and quantity in their talks. 			
	Reading	<ul style="list-style-type: none"> • 10 Guess the content of the written material with the help of the visuals and the title. 			
	Writing	<ul style="list-style-type: none"> • 14 Use expressions of cost and quantity in written form. 	<ul style="list-style-type: none"> • 4 Identify appropriate visuals for the recorded text. 		

Theme 4 A1.1.1		Personality and Character			
Language areas		Simple present (I - you - we - they) Frequency adverbs (always - often - sometimes - never)			
4.B I work at the weekends	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> 3 Recognize everyday expressions aimed at the satisfaction of simple needs of a concrete type. 	<ul style="list-style-type: none"> 7 Listen interactively. 9 Ask questions about the recorded text. 11 Ask for further explanation for the points not understood in the recorded text. 	<p>Nouns: parents, fast food, cousin, money, neighbours, bread, spoon, orange, coke, tie, belt, uncle, pasta, social media, waitress, cousin, night, mouth, leg, ear, teeth, nose</p> <p>Verbs: guess, go, drink, watch, have, do, do, meet, leave, finish, wake up, start, walk, surf on the net, know, work, take a shower, play instrument, arrive, laugh,</p> <p>Adjectives: wonderful, quiet, young, talkative, intelligent, crazy, healthy, bored, comfortable, slim,</p>	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> 3 Indicate simple needs of concrete life. 	<ul style="list-style-type: none"> 3 Link words or words groups with very basic linear connectors like and or then. 		
	Spoken Production	<ul style="list-style-type: none"> 5 Talk about daily habits. 			
	Reading	<ul style="list-style-type: none"> 4 Understand basic information on the posters, leaflets and notice boards. 12 Understand everyday expressions aimed at the satisfaction of simple needs of a concrete type. 3 Recognize familiar words related to daily life in simple written notice. 			
Writing	<ul style="list-style-type: none"> 8 Write announcements. 2 Express their daily needs in written form. 	<ul style="list-style-type: none"> 5 Link words or words groups with very basic linear connectors like and or then. 			

Theme 4 A1.1.1		Personality and Character			
Language areas		Simple Present Tense (He - She – It)			
4.C Who is your best friend?	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 6 Distinguish the sounds that they listen 	<ul style="list-style-type: none"> • 3 Use visuals to understand the recorded text. • 4 Use the range of words about personal details and needs of a concrete type appropriately and accurately. 	<p>Nouns: parents, fast food, cousin, money, neighbours, bread, spoon, orange, coke, tie, belt, uncle, pasta, social media, waitress, cousin, night, mouth, leg, ear, teeth, nose</p> <p>Verbs: Call, guess, go, drink, watch, have, do, do, meet, leave, finish, wake up, start, walk, surf on the net, know, work, take a shower, play instrument, arrive, laugh,</p> <p>Adjectives: wonderful, quiet, young, talkative, intelligent, crazy, healthy, bored, comfortable, slim,</p>	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 4 Ask simple questions on familiar topics. • 5 Answer simple questions addressed to them. 	<ul style="list-style-type: none"> • 6 Pronounce the words accurately. • 7 Speak self confidently. 		
	Spoken Production	<ul style="list-style-type: none"> • 8 Support his speech with visuals. 			
	Reading	<ul style="list-style-type: none"> • 8 Read to obtain information. 	<ul style="list-style-type: none"> • 4 Understand the written text with the help of background knowledge. 		
Writing	<ul style="list-style-type: none"> • 3 Write very short, basic descriptions of themselves and other people. • 11 Make lists • 1 Write simple isolated phrases and sentences. 				

4A - LOOK AT MY FAMILY!

A. Label the words to the correct pictures.



B. Work in groups of three and play the game using famous people as in the example.

e.g.
Salma : He is a singer. He is 18 years old. He is from Canada. He is thin and tall. Guess who?
Matt : I guess, he is Justin Bieber.
Joseph : I guess, he is Greyson Chance.
Salma : He is Justin.

C. Look at the picture and the title. Then guess.
 What is the text about?

D. Read the text and check your answer.

My Family is Different

My name is Cher Vito and this is my family. I'm 17. I have got blonde hair and blue eyes. I'm thin and I like sports. My favourite sport is basketball. Timothy is my brother. He's seven. He has got dark hair and black eyes. He's a funny boy. My mum, Marlene and my dad, Danny have got blue eyes. My mum is tall but my dad is short and plump.

My grandparents are old but energetic. My grandpa's hair is long and grey. He is a musician and he has got a nice guitar. My grandma hasn't got long hair. Her hair is short and red. We haven't got a house. We have got a beautiful caravan. We like animals. We have got two dogs. My family is happy and fun.



E. Read the statements about the text. Then write True (T) or False (F).

1. Cher has got brown hair and blue eyes.
2. Timothy hasn't got black eyes.
3. Cher's mum is tall.
4. Cher's dad is plump.
5. The grandpa and grandma have got a guitar.
6. They haven't got a house.
7. They have got three dogs.
8. The Vitos are happy.

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4A - Look at My Family!

Materials

Photos of famous people
 Family photos of the students
 Costumes

Warm up

Display the photos of famous people with specific characters and appearance. Pause each time and ask students; **Is she / he friendly, energetic, dark, etc.?**
 Elicit ideas from students. Mime the words if needed.

TEACHER'S TIP

Games make learning easier and fun. Even some usual textbook activities can turn to be a game with a simple touch. Teachers, however, need more convincing reasons to use games. 'Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programme and how, more specifically, different games will benefit students in different ways (Khan, J.1996).'

The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

A. Label the words to the correct pictures.

Draw attention to the photos. Students label the words to the photos. Students compare their answers with their partners.

Key:

1. dark, plump, short
2. blonde, thin, tall

B. Work in groups of three and play the game using famous people as in the example.

The aim of this activity is to practice the new words describing people. Students play a guessing game using the famous people in the class as in the example.

Key:

Students' own answers

C. Look at the picture and the title.

Then, guess. (GO - R10)

The aim of this activity is to guess the content of the text with the help of the visuals and title. Students work in pairs. They look at the picture and the title. Then, they try to guess what the text is about.

D. Read the text and check your answer.

Students read the text and check their answers. They compare their answers with their partners.

Key:



the text in activity D. Students can use their family photos.

Key:

Students' own answers

H. Write a paragraph to describe yourself and your family members. Finally, do peer correction and rewrite your paragraph. (CO - W3, 4)

The aim of this activity is to use the range of words about personal details and needs of a concrete type appropriately and correctly. They are also supposed to use punctuation marks (",") appropriately and correctly. Now, students are ready to write after studying the target language and words in different skills. Students work individually. They describe themselves, their family members as in the reading text in activity D. Students do peer correction and rewrite their paragraphs. Then, they put their works into their portfolios.

Key:

Students' own answers

I. Look at the pictures and guess. Write True or False.

Students look at the pictures. They write True or False for the sentences. They compare their answers with their partners. Don't confirm or correct any false sentences since they need to keep motivated until they listen.

Key:

1. F 2. T 3. T

J. Listen and check your answers.

Students listen and check their answers.

TAPESCRIPT

J.

My Crazy Uncle

My family is crazy. I have got a crazy uncle, too. He is tall and thin. His eyes are green and his hair is long and black. He is handsome. He is friendly and interesting. He is also kind. My uncle, Tutto is a chef at an Italian Restaurant. I like his pasta and spaghetti. Tutto has got 3 cats, 2 dogs and 2 parrots at home. The animals are very happy with him. The animals are healthy and clever. Tutto has got a big wardrobe. He has got clothes from different countries. For example; he has got a green jacket and

nice boots from Paris. He has got strange T-shirts, trousers and hats.

My uncle is with us this weekend and I am very happy.

K. Listen again and follow Cher's speech about her uncle. Then, complete the sentences. (GO - L2, CO - L5)

The aim of this activity is to listen and follow simple, slow and clear talks and search the meaning of unknown words in the recorded text. Students make true sentences about Cher's uncle. For example; he has got long hair, etc. Students listen again and follow Cher's speech about her uncle. Ask the students to search the meaning of unknown words they hear in the recorded text. Make them use their dictionary. Then, they complete the sentences. Finally, they compare their answers with their partners.

Key:

1. I have got a crazy uncle, too.
2. His eyes are green and his hair is long and black.
3. Tutto is a chef at an Italian Restaurant.
4. Tutto has got 3 cats, 2 dogs and 2 parrots.
5. The animals are healthy and clever.
6. He has got a green jacket and nice boots from Paris.

Teacher's Notes

4A - LOOK AT MY FAMILY!

L. Cher is with her uncle, Totto. They are shopping. Listen and circle the correct options.

Cher : Oh, this is a lovely T-shirt.
How much is it?
Shop Assistant : It is (1) € 17 / 7.
Cher : (2) 3 / 2 T-shirts, please.
Shop Assistant : OK.
Totto : These boots are beautiful.
Cher : Yeah.
Totto : How much are they?
Shop Assistant : They are (3) € 42 / 24.
Totto : OK. I buy them.

M. Work in pairs. Choose items below and write dialogues as in activity L.

N. Work in pairs and act out your dialogues in activity M.

O. Work in groups and design your own clothes shop. Make a list of the clothes in your shop. Then, introduce the clothes to your classmates. Add the price and the amount of the clothes.

e.g.

Clothes	Price	Number
coats	£ 79	10
boots	£ 120	15
T-shirts	£ 10	30
dresses	£ 130	13
etc.		

There are 10 coats in our shop. A coat is £ 79.



Maya

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Key:

1. 7

2. 2

3. 42

M. Work in pairs. Choose items below and write dialogues as in activity L. (GO - W 14)

The aim of this activity is to use expressions of cost and quantity in written form. It is the production time for doing shopping and telling the price. Go through the dialogue in activity L again to make it clear. Students work in pairs and write dialogues. Remind that they are supposed to include cost and quantity expressions in their dialogues. Then, they do peer correction and rewrite their paragraphs.

Key:

Students' own answers

N. Work in pairs and act out your dialogues in activity M. (GO - SI 7)

The aim of this activity is to use expressions of cost and quantity while they are talking. Students create a simple stage setting, find proper costumes and music. They take turns and act out their dialogues.

O. Work in groups and design your own clothes shop. Make a list of clothes in your shop. Then, introduce the clothes to your classmates. Add the price and the amount of the clothes. (GO - SP 2)

The aim of this activity is to use expressions of cost and quantity while they are talking. Students work in groups and design their own clothes shop. They write the list of clothes they have and their prices. They decide what kind of clothes they want to sell. Finally, they present their shop to their classmates.

Follow up

Students work in pairs and do imaginary shopping at the shops.

Key:

Students' own answers

L. Cher is with her uncle, Totto. They are shopping. Listen and circle the correct options. (GO - L7 / CO - L6)

The aim of this activity is to distinguish expressions about numbers, cost and quantities. Another aim is that students follow the written text while listening. They work in pairs and try to circle the correct options. Remind that they are supposed to distinguish the expressions about numbers, cost and quantities.

TAPESCRIPT

L.

Cher : Oh, this is a lovely T-shirt. How much is it?

Shop Assistant : It is 7 Euro.

Cher : A T-shirt, please.

Shop Assistant : OK.

Totto : These boots are beautiful.

Cher : Yeah.

Totto : How much are they?

Shop Assistant : They are 42 Euro.

Totto : OK. I buy them.

4B - I WORK AT WEEKENDS

A. Match the activities to the pictures.

go to drink play listen to watch have do meet



1.fruit juice



2.school



3.homework



4.football



5.music



6.TV



7.breakfast



8.friends

B. Work in pairs and write true sentences about yourself.

e.g.

I drink coffee.
I go to school at 8.00 o'clock.
I don't play football.

C. Look at the title and the pictures in activity D. Then, guess.

What is Bill's job?

D. Look at Bill's activities. Then, read the text and put Bill's activities into the right order.

- ... play with dogs
- ... leave home
- ... finish work
- ... drink fruit juice
- ... wake up
- ... walk Ajax



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- 3. do homework
- 4. play football
- 5. listen to music
- 6. watch TV
- 7. have breakfast
- 8. meet friends

B. Work in pairs and write true sentences about yourself.

Students study the activities in part A again and write true sentences about themselves. Wander around and check to see the common mistakes they do. At the end, give feedback about the mistakes. Don't mention the students who do the mistakes.

Key:

Students' own answers

C. Look at the title and the pictures in activity D. Then, guess.

Students study the title and the pictures carefully. Then, they guess what the text is about. They compare their answers with their classmates and give reasons. Note that students are not supposed to refer to the text.

Key:

He is a dog walker.

D. Look at Bill's activities. Then, read the text and put Bill's activities into the right order.

Students work individually, look at the pictures and read Bill's activities carefully. Then, they read the texts, find activities and put them into the right order. Finally, students compare their answers with their partners.

Key:

- 1. wake up
- 2. leave home
- 3. drink fruit juice
- 4. walk Ajax
- 5. play with dogs
- 6. finish work

4B - I Work at Weekends

Materials

flashcards or slights of the verbs; go, drink, play, listen, watch, have, do, meet

Warm up

Students are introduced with new language area; Present Simple and new verbs related to daily routine.

Display the flashcards of the words, which you can get easily through the Net. Mime the activities you do every day. Students guess the activities using their background information.

A. Match the activities to the pictures.

Draw attention to the activities and the pictures. Students match them and fill in the blanks. Then, they compare their answers with their partners.

Key:

- 1. drink fruit juice
- 2. go to school

Teacher's Notes

4B - I WORK AT WEEKENDS

I Love Pets

Do you work at weekends? No? I work at weekends. I have a part-time job and I work two hours every Saturday and Sunday. I like this job because I like animals.

My day is different at weekends. I wake up early because I start work at 8.30. I have a big breakfast. I have eggs, butter and honey every day. I need energy for my job. I leave home at 08.00 o'clock. I go to Mr. and Mrs. Bluelake's home. Mr. and Mrs. Bluelakes are very old. They are quiet and kind people. First, we drink fruit juice together. Then, I take the dog. The dog's name is Ajax. He is a golden retriever. He is big and friendly. He is also clever. He has got long ears and beautiful hair. I walk Ajax two hours a day by the river. We don't walk on the streets. We play with balls and other dogs on the grass. I finish work at 10.30 but I don't go home. I meet friends and we have fun together. This job is interesting because I do sports with Ajax and earn €5 per hour. I need some money because I want to buy a Dalmatian dog one day.

Would you like to walk a dog?

E. Read the text again and answer the questions.

What does Bill need? Why?

F. Work in pairs. Ask questions to Bill about his part-time job.

e.g.

Sally: Do you walk the dog in the morning?

Bill: Yes, I do.

Sally: Do you drink tea with Mr. and Mrs. Bluelake?

Bill: No, I don't. I drink fruit juice with them.

G. Look at the text below and choose the correct answer.

a. It's a newspaper ad.

b. It's a job notice.

c. It's a poster.

H. Read the job notice and answer the questions below.

a. What does John White need?

b. What is the salary?

I. Write a notice about one of your needs.

a room mate / a second hand guitar / a singer for your band / a pet, etc.

Do you...? ..?

Do you...? ..?

I need...? ..?

.....

.....

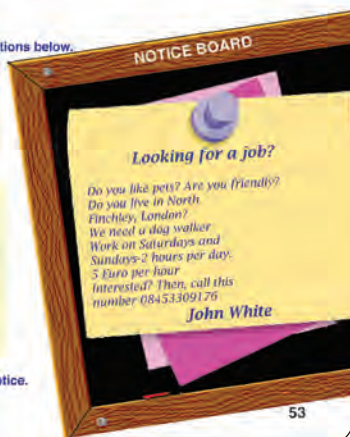
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J. Do peer correction. Then, rewrite your notice.



Student B: Yes, I do.

Student A: Do you walk Ajax three hours a day?

Student B: No, I don't. I walk him two hours a day.

G. Look at the text below and choose the correct answer.

Students look at the text and choose the correct answer.

Key:

b

H. Read the job notice and answer the questions below. (GO R3, 4)

The aim of this activity is to recognise familiar words related to daily life in simple written notice and understand basic information on posters, leaflets and notice boards.

Students study a notice, talk about it and then write a notice in the following activities.

Draw attention to the notice. Students work in pairs and try to find the meaning of "notice".

Then they study the notice and say what it is about. Finally, they work individually and find the information in the notice and note down.

Key:

a. They need a dog walker.

b. North Finchley, London

c. 2 days a week.

d. 5 Euro per hour

E. Read the text again and answer the questions. (GO - R12)

The aim of this activity is to understand everyday expressions aimed at the satisfaction of simple needs of concrete type. Pre-teach the word; "need". Students read the text and find Bill's need. They can also tell their own needs. For example; I need a big breakfast every day.

Key:

He needs energy for the job. He also needs some money because he wants to buy a Dalmatian dog one day.

F. Work in pairs. Ask questions to Bill about his part-time job.

Students learn how to ask questions in simple present tense through a communicative activity. Model the dialogue with one of the volunteers and draw attention to the question forms. They work in pairs and interview Bill as in the example.

Suggested Answer:

Student A: Do you wake up early?

I. Write a notice about one of your needs. (GO - W8 / CO - W5)

The aim of this activity is to write announcements and link words or word groups with very basic linear connectors; "and", "then".

Students write a notice about one of their needs.

The need can be something real or imaginary.

Remind that they are expected to use basic linear connectors; "and", "then".

Follow up

If the students' notices are real, they can display it on the notice board of the school or on the Net.

J. Do peer correction. Then, rewrite your notice.

Students do peer correction and rewrite their notices. Finally, they put a copy of it into their portfolios.

4B - I WORK AT WEEKENDS

K. Work in groups of four or five and talk about your daily habits.

Use; always, often, sometimes, never

Keep in Mind!



I always eat apples.



I often eat apples.



I sometimes eat apples.



I never eat apples.

e.g.

I always drink milk and eat eggs for breakfast. I don't drink coffee or tea. I have a shower every morning, etc.

L. Work in pairs and share your ideas.

What do you do at weekends?

e.g.

Nasreen : I meet friends and we drink something.

Nancy : I play computer games. Then, I do homework.

M. Bill's sister, Kelly has an interesting Internet group. Listen and find the group name.

No.....

N. Listen to Kelly and write True or False.

1. School is fun for students but students don't want exams.....
2. They have a school club.....
3. There are 80 people in the group.....
4. Students meet on Mondays.....
5. They aren't lazy or stupid.....



O. Listen again and identify the students' needs.

The students want to.....

1. talk
- 2.....
- 3.....
- 4.....

P. Tick the things you need every day.

Then, share with your partner.

.....play games, drink coffee, eat fruit,
..... chat with friends, surf the Net, go shopping

e.g.

George : I need to play games every day. It is fun!

Nancy : I need to surf the Net.

Q. Write your needs. Use *and, but*.

e.g.

I want to eat salad and drink water but I don't want to eat fish.



At home:

At school:



R. Compare your needs with your partner. Then, share them with your parents and school administration.

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K. Work in groups of four or five and talk about your daily habits. (SP 5)

The aim of this activity is to talk about daily habits. Students also learn adverbs of frequency in this part. Draw attention to the pictures and ask students to make the meaning of the sentences clear with their group friends. They can also choose the picture that shows their habits. They work in groups of four or five and talk about their habits. Then they change their groups and share their habits again.

Key:

Students' own answers

L. Work in pairs and share your ideas. (CO - S3)

The aim of this activity is to link words or word groups with basic linear connectors; "and", "then". This is a warm up activity for the listening part. Students work in pairs and share their ideas. Encourage students to use "and", "then".

Follow Up

Students can carry on a short questionnaire to find the most popular weekend activity or

activities.

M. Bill's sister, Kelly has an interesting Internet group. Listen and find the group name.

Draw attention to the photo and ask; Who are the people? Where are they? Students guess and tell their ideas. Don't correct or confirm any ideas. They listen and check their answers. They also find the name of the group. Students compare their answers.

TAPESCRIPT

M.

No-Exams Group

School is fun but exams are not! We want to read, learn and play in the school. We don't want exams. Our teachers always say, "Study your exams!" We don't like it. We have an Internet Group now and we are eight students. Eight bored students!!! We meet every Saturday and play music, cook something or do projects. We are not lazy or stupid people. We just need time! Every day, we want to talk, we want to play games, we want to do project works, we want to learn on the Net. We don't want just to study.

Do you want to join us? Find us on social media.

Key:

No-exams

N. Listen to Kelly and write True or False.

Students study the True&False sentences carefully. They listen and choose the correct option. Then, they compare their answers with their partners and correct the false sentences.

Key:

1. T
2. F (An Internet Group)
3. F (Eight people)
4. F (On Saturdays)
5. T

O. Listen again and identify the students' needs. (GO - L3 / CO - L9, 11)

The aim of this activity is to recognise everyday expressions aimed at the satisfaction of simple needs of concrete type.

Ask students; Can you guess the students' needs? Elicit ideas from different students. Students listen again and identify the students' needs. Encourage students to ask for further explanations for the points they haven't understood in the recorded text.

e.g. What do the students do at home?
Why don't they want to have exams? etc.
Students listen again and find the answers.

Key:

1. talk
2. play games
3. do project works
4. learn on the Net

Follow up

Students compare their own needs with the students' needs in the listening part. For example:
The students need to talk. I need to talk, too. etc.

**P. Tick the things you need every day.
Then, share with your partner.
(GO - SI 3 / CO - L7)**

The aim of this activity is to indicate simple needs in written form and listen interactively.
This is another productive activity as they are supposed to express their needs. First they tick their needs then they share them with their partners. Encourage the students to listen to their partners interactively, ask questions and share their needs.

Key:

Students' own answers

**Q. Write your needs. Use "and", "but".
(GO - W1, 2)**

The aim of this activity is to express their daily needs in written form.
Make sample sentences to tell your needs using "and, but". Students follow the model and say statements. They work individually and write their needs at school and at home as in the example.

Key:

Students' own answers





**R. Compare your needs with your partner.
Then, share them with your parents and school administration.**

Students compare their needs with their partners. Then they share them with their parents and school administration. Or they post their needs on the school website.

4C - WHO IS YOUR BEST FRIEND?

A. Match the words to the pictures.

intelligent, friendly, quiet, talkative

1. 2. 3. 4.

B. Read the e-mail quickly and find.
a. Who is it from? b. Who is it to?

C. Read the e-mail and fill in the blanks with the words in activity A.

Untitled Message

File Edit View Insert Format Tools Table Window Help

Send To: pitts3@mid.com

From: Lisa

Subject: new friend

Hello Pitt,
How are you?
Life is wonderful in Liverpool. I go to a nice school here and I have got good friends. I sometimes watch movies with my friends. We always have a drink at the weekend.
My best friend is Shreen. She is from Egypt. We live in the same street. She is a very (1)..... person. She loves people. Shreen is very beautiful. She has got black hair and black eyes. She is also (2)..... She sometimes helps me with maths. We usually go to school together. Shreen also makes very nice Hummus and Kebab. She usually eats homemade food. She doesn't like fast food. You know I am a (3)..... person and I don't talk much. But Shreen is a very (4)..... She usually talks about her family, films and shopping. I am really happy with her. Shreen doesn't like the weather here because it is usually rainy.
How are you, Pitt? Do you have a good time in New York?
Yours,
Lisa

D. Read the e-mail again and answer the questions.

1. Who is Shreen?
2. Where does she come from?
3. What does she make well?
4. What does she usually talk about?
5. Is Shreen friendly?
6. Does she like the weather in Liverpool? Why?
7. Are Shreen and Lisa good friends?
8. Is Lisa happy?

4C - Who is your best friend?

Warm up

Write sentences on the board using famous people (politicians, stars, footballers, etc.). For example: *Meg is talkative. She likes talking to people. Mel is quiet. He doesn't talk much, etc.* Encourage students to study the meaning of the words. Students will most probably guess the meaning easily since they already have some ideas about the famous people.

A. Match the words to the pictures.

Students focus on the photos for a while. Then, they match the words to the photos. Finally, they compare their answers with their partners.

Key:

1. quiet
2. intelligent

3. friendly 4. talkative

B. Read the e-mail quickly and find. (GO - R8)

The aim of this activity is to read to obtain information. Students read the e-mail quickly and find answers for the questions. They compare their answers with their partners.

Key:

- a. It's from Lisa. b. It's to Pitt.

C. Read the e-mail and fill in the blanks with the words in activity A. (CO - R4)

The aim of this activity is to understand the reading text with the help of background knowledge. They make use of the words they practised in the previous activity. Students read the e-mail more carefully and fill in the blanks with the correct word in activity A. They check their answers with their partners.

Key:

1. friendly 2. intelligent
3. quiet 4. talkative

D. Read the e-mail again and answer the questions.

Students read the e-mail again and study questions. Model some of the questions before they do the activity. Ask; *Where does Shreen come from?*, etc.

They answer the questions and check them with their classmates.

Key:

1. She is Lisa's best friend.
2. She comes from Egypt.
3. She makes Hummus and Kebab well.
4. She usually talks about her family, films and shopping.
5. Yes, she is.
6. No, she doesn't. Because it is usually rainy.
7. Yes, they are.
8. Yes, she is.

Follow up

Students cover the e-mail. They ask and answer questions. Draw attention to the use of third singular sentences if needed. *Sally: Where does Shreen come from? Brian: From Egypt.*

4C - WHO IS YOUR BEST FRIEND?

E. What else does Shreen do in Liverpool? Complete the sentences.

Use; call, play, not work, watch, make, have, go.

1. Shreen **goes**.....to the parties.
2. She **doesn't have**..... breakfast at school.
3. She **watches**.....movies with her friends at home.
4. She **works**.....part time.
5. She **makes**..... omelette and salad for her brothers.
6. She **plays**.....football with her friends.
7. She **calls**..... her parents every weekend.

F. Write about yourself and your best friend.

You can use a dictionary and the words below.

quiet, good, intelligent, talkative

My name is
I'm from
I have got
I like
I live in a It's
My best friend's name is
She / He is from
She / He has got
She / He likes
She / He every weekend.
She / He doesn't

PRONUNCIATION

G. Listen and repeat.

/s/	/z/
does	don't
doesn't	disco

H. Listen and put the words in the right columns.

one - go - no - fun - come - love - home - mother - know

/s/	/z/

I. Work in pairs. Ask and answer the questions below.

1. What do you do every day?
2. What do you like doing?
3. What do you do in your free time?
4. What does your father do every day?
5. What does your mother like doing?
6. What does your best friend do in his / her free time?

e.g.

You : What do you do every day? **You** : What does your father do every day?
Richard : I watch movies. **Richard**: He watches the news.

J. Work in groups and report your partner's answers.

e.g.

Richard watches movies every day, etc.

K. Look at the pictures and guess.

- Who are the young people?
- a. They are roommates.
 - b. They are sisters.
 - c. They are neighbours.

L. Meg and Lisa are on a video chat. Listen and check your answer.



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E. What else does Shreen do in Liverpool? Complete the sentences.

Use; call, play, not work, watch, make.

Students practice present simple sentences with third singular pronouns. They work in pairs and complete the sentences. Then students compare their answers with other pairs.

Key:

1. Shreen goes to the parties.
2. She doesn't have breakfast at school.
3. She watches movies with her friends at home.
4. She doesn't work part time.
5. She makes omelette and salad for her brothers.
6. She plays football with her friends.
7. She doesn't call her parents every weekend.

F. Write about yourself and your best friend. You can use a dictionary and the words below. (GO - W3, 1)

The aim of this activity is to write simple statements and very short basic descriptions of

themselves and other people. Students practice the new words and their background information to describe their best friends. They also use the clues. Students work individually, write about themselves and their best friends. Remind them that they can use a dictionary and the words given.

Key:
Students' own answers

G. Listen and repeat. (GO - L6 / CO - S6)

The aim of this activity is to distinguish the sounds that they listen and to pronounce the words correctly. Model the pronunciation of the symbols. Students repeat the sounds.

TAPESCRIPT

G.
does doesn't don't disco

H. Listen and put the words in the right column.

Students work individually and put the words in the correct columns.

TAPESCRIPT

H.
one - go - no - fun - come - love - home - mother - know

/ ʌ /	/ əʊ /
one, fun, come, love, mother	go, no, home, know

I. Work in pairs. Ask and answer the questions below. (GO - SI 4, 5)

The aim of this activity is to ask simple questions on familiar topics. Students work in pairs and ask questions to their partner as in the example.

Key:
Students' own answers

J. Work in groups and report your partner's answers.

Students practice telling what other people do. They work in groups and report their partners' answers as in the example.

Key:
Students' own answers

K. Look at the pictures and guess. (CO - L3)

The aim of this activity is to use visuals to understand the recorded text. Students study the pictures one by one carefully and guess. Ask the questions; *Where are the people? Who are they?* Students compare their answers with their partners.

Key:
Students' own answers

L. Meg and Lisa are on a video chat. Listen and check your answer.

Students listen and check their answers. Finally they compare their answers with their partners.

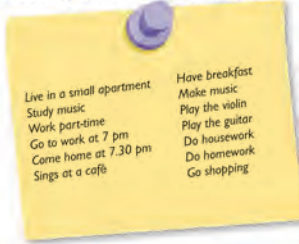
TAPESCRIPT

L.
Meg: Hi, Lisa,
Lisa: Hi, Meg. Are you OK?
Meg: Yeah, great!
Lisa: Tell me about your new roommate, Meg.
Meg: Well, her name is Jill. We live in a small apartment. She is kind and friendly. Jill studies music at a college and works part-time.
Lisa: Hmm...
Meg: Yeah, she works as a waitress at a restaurant in the evenings. But she doesn't work every day. She goes to work at 7.00 pm and I come home at 09.30 pm. She also sings at a cafe two days a week.
Lisa: Oh, she works hard.
Meg: Yes. So, we don't see each other very often. We only have time together on Sundays. We have a big breakfast together and then make music. She plays the violin and sings very well. You know I play the guitar. In the afternoon, we do housework and go shopping. Then, we do homework.
Lisa: So you have fun in New York.
Meg: Yeah, I am happy here.
Lisa: Great! See you later.
Meg: See you. Bye.

Key:
a

4C - WHO IS YOUR BEST FRIEND?

M. Listen again and write the activities in the correct columns.



What Jill does	What Meg does	What Jill and Meg do together
e.g. She works part-time.	She plays the guitar.	They live together.

N. Answer the questions.

1. Where does Jill study?
2. When do they have time together?
3. Does Jill work hard?

O. Work in groups of three and talk about Jill and Meg.

Use the pictures in activity L and the verbs in activity M.

e.g. They live together. Jill studies music at a college, etc.

P. Jill and Meg go shopping together every Sunday. They always make a list. Look at the list of this week and classify the items.

Food	Drinks
Clothes	Kitchen stuff



Q. Imagine that you live with a flatmate. Prepare your own shopping list and compare it with your partner orally.

e.g. You : I think, we need some eggs and fruit.
Your friend: We also need some bread.

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They go shopping.
They do homework on Sundays.
They do housework on Sundays.
They have breakfast on Sundays.

N. Answer the questions.

Students work in pairs and make the meaning of the questions clear. Then they answer the questions and compare them with their partners.

Key:

1. She studies at a college.
2. They have time together on Sundays.
3. Yes, she does.

O. Work in groups of three and talk about Jill and Meg. Use the pictures in activity L and the verbs in activity M. (CO - S7, GO SP8)

The aim of this activity is to speak confidently. Note that students shouldn't be afraid of making mistakes while speaking. Students practice talking about the young people's activities using the clues. This activity promotes speaking ability and helps students produce the language they have received.

Key:

Students' own answers

M. Listen again and write the activities in the correct columns. (CO - L4)

The aim of this activity is to identify appropriate visuals for the recorded texts. Ask your students to match the photos to the correct activities in the list. Students study the activities with their partners. They make the meaning of the phrases and word groups clear. Students listen again in details and classify the activities. They compare their answers.

Key:

What Jill does

She works part-time.
She studies music.
She goes to work at 7 am.
She sings at a cafe.
She plays the violin.

What Meg does

She plays the guitar.
She comes home at 01.30 pm.

What Jill and Meg do together

They live in a small apartment.
They make music on Sundays.

P. Jill and Meg go shopping together every Sunday. They always make a list. Look at the list and classify the items.

Ask students; Do Meg and Jill go shopping every week? They say their ideas. Then they guess the things they buy every week. Make a list on the board with the things students say. Draw attention to the activity. Students compare the list on the board with the one in their books. They find the items they have guessed correctly. Students also classify the items. They compare their answers with their partners.

Key:

Food	Drinks
bread eggs apples oranges	milk Coke
Clothes	Kitchen stuff
hat T-shirt	spoons glasses

Q. Imagine that you live with a flatmate. Prepare your own shopping list and compare it with your partner orally. (GO - W11)







The aim of this activity is to make lists. Students work in pairs as if they are flatmates. They make a shopping list for their home. They can refer to Jill and Pitt's list and add more things if they like. They write their lists on their notebooks. Then, they compare their lists.

Key:
Students' own answers

Teacher's Notes

QUIZ TIME

Look at the pictures and choose the correct answers.

1. He is tall and thin.
a. True
b. False 
2. She has got black eyes and dark hair.
a. True
b. False 
3. She works as a waitress.
a. True
b. False 
4. Jean usually goes shopping alone.
a. True
b. False 
5. I meet my friend at a café.
a. True
b. False 
6. I go to school by bike.
a. True
b. False 

Check Your Progress		😊	😐	😞
	I can...			
Listening	learn expressions about numbers, cost and quantities. recognise everyday expressions.			
Reading	understand posters, leaflets and noticeboards. guess the content of the written material with visuals and a title. understand everyday expressions.			
Spoken Interaction	use expressions of cost and quantity while I talk. express simple needs of everyday life.			
Spoken Production	talk about daily habits using visuals. use expressions of cost and quantity.			
Writing	use expressions of cost and quantity and express my needs. write lists and announcements. ask and answer basic questions.			

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QUIZ TIME

Look at the pictures and choose the correct answers.

This is a quiz prepared for fun and another chance of practicing the target language through the theme.

Students also develop their knowledge this way. They do the quiz and check the answers with their classmates.

Key:
1. b 2. b 3.a 4.b 5.a 6. a

CHECK YOUR PROGRESS

Students self check themselves as one of the ways of developing independent learners. Observing oneself also promotes critical thinking abilities and allows learners be aware of their strengths and weaknesses.

THEME 5



Youth

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

- find the place, person and the topic.
- learn the expressions and phrases of wishes and demands.
- understand clear, basic information, directions and time expressions.
- read tables and charts.
- follow and understand directions, messages and e-mails.
- ask simple questions and use time expressions.
- say what you like and dislike.
- say what you like and dislike and express what you want.
- report the information at the tables and graphics.
- explain your plans and arrangements.
- write short messages and e-mails.
- write about your future plans and use time expressions.

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

Theme 5 A1.1.2		Youth			
Language areas		Present Continuous			
5. A I'm going to the Party	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 2 Define the place, person and the topic in the audio material. • 6 Understand short simple directions. • 9 Identify the expressions about likes and dislikes in the recorded text. 	<ul style="list-style-type: none"> • 4 Identify appropriate visuals for the recorded text. • 9 Ask questions about the recorded text. 	<p>Nouns: cake, snack, meat pie, minutes, north, trekking, visiting, grandparents, countryside, popcorn, west, rafting, sea, whale, , bunch, populism, citizen, independence, religious, graduation, wedding, house warming,</p> <p>Verbs: dance, call, bring, build, create, choose, support, sleep, cook, stay, build, leave, spend,</p> <p>Adjectives: fantastic,</p> <p>Adverbs: freely</p>	The CD Teacher's Book Studen's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 1 Ask simple questions on familiar topics. • 2 Answer simple questions addressed to them. 			
	Spoken Production	<ul style="list-style-type: none"> • 1 Say what they like and dislike. 			
	Reading	<ul style="list-style-type: none"> • 8 Understand short, simple written messages and e-mails. • 9 Understand short, simple directions. 	<ul style="list-style-type: none"> • 2 Pay attention to intonation and stress while reading. • 6 Read fluently. 		
Writing	<ul style="list-style-type: none"> • 3 Write short messages and e-mails. • 13 Identify place, topic and person in their writings. 	<ul style="list-style-type: none"> • 3 Use punctuation marks appropriately and accurately. • 2 Write according to the spelling rules. 			

Theme 5 A1.1.2		Youth			
Language areas		Present Continuous for future meaning Expressing wishes (would like)			
5. B A different Weekend	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 5 Identify clear, basic information in audio or video material. • 3 Guess the topic of the short, clear, simple messages and announcements. • 8 Distinguish the expressions and phrases of wishes and demands in the listening texts. 	<ul style="list-style-type: none"> • 11 Ask for further explanation for the points not understood in the recorded text. • 5 Search the meaning of unknown words in the recorded text. 	Nouns: countryside, popcorn, west, rafting, sea, whale, snorkelling, hiking, part time, E-mail, visa, house warming, twins, guest, disabled, wheelchair, salmon fish, Verbs: dance, call, bring, build, create, choose, support, sleep, cook, stay, build, leave, spend, Adjectives: fantastic, Adverbs: Between, freely,	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 4 Use time expressions in everyday conversations. • 8 Define the place, person and the topic in their speech. • 6 Express what they want. 	<ul style="list-style-type: none"> • 4 Use words and word groups related to particular concrete situation. • 11 Ask for further explanation for the points not understood during conversations. • 2 Take care rules of manners and cultural values while speaking. 		
	Spoken Production	<ul style="list-style-type: none"> • 2 Express what they want. • 4 Explain their plans and arrangements. 			
	Reading	<ul style="list-style-type: none"> • 6 Guess the content of the written material with the help of the visuals and the title. • 2 Follow short, simple written instructions. • 11 Define the place, person and the topic in the reading text. • 10 Distinguish the familiar or internationally common words in the written material. 	<ul style="list-style-type: none"> • 1 Search the meaning of unknown words in the written text. • 3 Pronounce the words accurately while reading. 		
Writing	<ul style="list-style-type: none"> • 8 Write about their plans and arrangements. • 11 Use time expressions in their writing texts. • 2 Write notes about time, place, person etc. 				

Theme 5 A1.1.2		Youth			
Language areas		Be going to (for planned actions)			
5. C Youth Camps	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 4 Recognize international words delivered in clear standard speech. • 7 Identify time expressions. 	<ul style="list-style-type: none"> • 2 Take care rules of manners and cultural values while listening. • 7 Listen interactively. 	<p>Nouns: countryside, popcorn, west, rafting, sea, whale, snorkelling, hiking, part time, e-mail, visa, house warming, twins, guest, disabled, wheelchair, salmon fish,</p> <p>Verbs: dance, call, bring, build, create, choose, support, sleep, cook, stay, build, leave, spend,</p> <p>Adjectives: fantastic,</p> <p>Adverbs: Between, freely,</p>	The CD Teacher's Book Studen's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 3 Make simple, clear, basic telephone conversations. 	<ul style="list-style-type: none"> • 3 Link words or words groups with very basic linear connectors like and or then. 		
	Spoken Production	<ul style="list-style-type: none"> • 3 Report the information at the tables and graphics. 	<ul style="list-style-type: none"> • 10 Pay attention to intonation and stress while speaking. 		
	Reading	<ul style="list-style-type: none"> • 1 Read tables and charts. • 3 Distinguish the specific information in written material. • 4 Understand the questions related to the short and simple texts. 			
Writing	<ul style="list-style-type: none"> • 10 Prepare simple tables and graphics. • 1 Fill in the forms according to the instructions. 	<ul style="list-style-type: none"> • 4 Use the range of words about personal details and needs of a concrete type appropriately and accurately. 			

5A - I AM GOING TO THE PARTY.

A. Choose the free time activities you do.



B. Work in pairs. Ask and answer as in the example below.

e.g.
Tim : What do you do in your free time?
Jane : I go walking. You?
Tim : I watch movies with my family.

C. Now, work in groups and tell what you like and don't like about birthday parties.

Use; *lovely, fun, boring*

take / give presents eat cake meet new people make music
 dance noise drink something

e.g.
Terry: Well, I like giving presents. It's fun. I also like eating cake.
 I don't like dancing because it's boring.

D. Look at the picture and guess.

What kind of party is it?
 a. It is a winter party.
 b. It is a birthday party.
 c. It is a school party.



E. Listen and check your answer.

F. Listen and fill in the chart.

Who is talking?	Where are they?	What are they talking about?

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carefully. Then they work in pairs. Students ask and answer as in the example.

Key:
 Students' own answers

Follow up

Students find out the most common free time activity of the class.

C. Work in groups and tell what you like and don't like about birthday parties. (GO - SP1)

The aim of this activity is to say what they like and dislike. Students work in groups. They take turns and share their ideas as in the example.

Suggested answer:

I like giving presents. It is fun. I don't like dancing. It is boring, etc.

D. Look at the picture and guess.

Listening part starts here. Students are introduced with the activities happening now (Present Continuous Tense). Students study the picture and guess the answer. Then, they compare their answers with their partners.

Key:
 b

E. Listen and check your answer. (GO - L9)

Students listen and check their answers.

Follow up

The aim of the this activity is to identify the expressions about likes and dislikes in the recorded text. Ask students; "What does Ruth like about parties?, What doesn't she like?". Elicit answers and correct the wrong sentences with the students.

Key:
 She likes pop music. She doesn't like rock music and hot chocolate.

5A - I am Going to the Party.

Materials

Birthday party videos or photos

Warm up

Write "free time activities" on the board. Invite a group of students to come up and write activities as many as they can. Then, invite other groups to add more activities. Finally, they say which activities they do in their free time.

A. Choose the free time activities you do.

Draw attention to the activities. Students tick the ones they do.

Key:
 Students' own answers

B. Work in pairs. Ask and answer as in the example below. (GO - SI 1,2)

The aim of this activity is to ask simple questions on familiar topics and to answer simple questions addressed to them. Students study the example

TAPESCRIPT

E.

(Hillary's cell phone is ringing.....)

Hillary: Hi, Ruth.

Ruth : Hello, Hillary. What's it? Are you having a party?

Hillary: Yeah. I am having a Snowman Birthday Party. Do you want to see through the cam?

5A - I AM GOING TO THE PARTY.

- Ruth** : Of course. This is a Snowman Birthday Party? Great!
- Hillary**: You see, Mike and Kim are making the snowman.
- Ruth** : Fantastic. Who is playing the music?
- Hillary**: You know Diana has a band. They are playing nice rock music.
- Ruth** : Rock music? No, I don't like it. I enjoy pop music!
- Hillary**: Look! Bill, Gilbert and Lena are drinking hot chocolate.
- Ruth** : Oh, I don't like hot chocolate. Hey! Where is Rob?
- Hillary**: Look! He is throwing snowball with two friends. What are you doing, Ruth? Are you working?
- Ruth** : No. It is very hot in Sydney. I am sunbathing.
- Hillary**: Sorry, Ruth. Pam is calling.
- Ruth** : OK. Wait! I also have a crazy party next week.
- Hillary**: Enjoy the party. Bye.

F. Listen and fill in the chart. (GO - L2)

The aim of this activity is to define the place, person and topic in the audio material. Students study the chart carefully. Make the questions clear if needed. Give sample answers for the questions in the chart. Students listen and fill in the chart as in the example above. They compare their answers with their partners.

Key:

Who is talking?

Ruth and Hillary are talking.

Where are they?

Hillary is in the garden. Ruth is at the beach.

What are they talking about?

They are talking about Hillary's birthday party.

G. Listen and write the names. Then, label the people in the picture in activity F.

Pam, Hillary, Ruth, Bill, Gilbert and Lena, Mike and Kim, Diana and her band, Rob.

- is having a Snowman Birthday party.
- are making the snowman.
- are playing nice rock music.
- are drinking hot chocolate.
- is playing snowball with two friends.
- is sunbathing.
- is calling.

H. Work in pairs. Study the picture in part D and close your book. Then, play Memory Game.

e.g.

Jane : Is Hillary talking to Ruth?

Tracy : Yes, she is.

Jane : Are Bill, Gilbert and Lena making the snowman?

Tracy : No, they aren't. They are drinking hot chocolate.

I. Work in groups and talk about your family members as in the example. Use the photos below as clues.



do exercises

play music

work in office

drive to work



watch TV

cook

read a newspaper

do shopping

e.g.

Steve : What is your father doing now?

Marla : He is driving to work now.

Pam : Well, my father is working in his office.

J. Look at the photos in activity M. Guess and write True or False in the blanks.

Then, read the page quickly and check.

- Ruth's party is in a flat.
- She is making special dishes.

K. Read the Internet page in activity M and answer the question.

What is the message about?

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G. Listen and write the names. Then, label the people to the people in the picture in activity D. (CO - L4)

The aim of this activity is to identify appropriate visuals for the recorded text.

Students listen again and complete the sentences with the given names. Then, they label the people to the people in the picture in activity F.

Key:

- Hillary
- Mike and Kim
- Diana and her band
- Bill, Gilbert and Lena
- Rob
- Ruth
- Pam

- Mike and Kim
- Hillary
- Bill, Gilbert and Lena
- Rob
- Diana and her band

H. Work in pairs. Study the picture in activity D and close your book. Then, play Memory Game. (CO - L9)

The aim of this activity is to ask questions about the recorded text. This is a memory game.

Students study the picture in activity D, the sample dialogue and close their books. Then, they work in pairs and try to remember what is happening in the picture. Students practice Present Continuous Tense with this activity once more.

5A - I AM GOING TO THE PARTY.

L. Read the page again and complete the chart.

Place	Direction	Address

Ruth
I am with friends for the weekend. We are having a small party at my parents' summer house. Are you free now? Come and join us. I am cooking meat pie. My best friend, Rod, is making Lamington. Yummy! The sea and the stars are wonderful. Mariah Carey is singing. We are having a great fun! Bring your drinks and enjoy the party with us! Are you coming? The house is in the north of Sydney. This is the address. 155, Point Road. Call me for the details.

Share Comment Like
Jake, Linda, Barbara, Paul and 22 others like this.

Sarah
Cool! I am coming. Bringing drinks. Wait 4 me ☺

John
I am out of city. Travelling. Enjoy the party!

M. Answer the questions below.

1. What's happening?
2. Is Sarah going to the party?

N. Listen to the telephone conversation between Sarah and Ruth and complete the dialogue.

- Sarah** : Hi, Ruth. I'm coming to the party. Where is your house?
Ruth : Oh, good! It's very easy. My house is 45 minutes north of Sydney Harbor Bridge,(1) the bus 23 to the North,(2) at the last stop. There is a big park near the bus stop. My house is between the park and(3). It's number(4).
- Sarah** : OK. Thanks. See you.
Ruth : See you. Bye.

O. Work in pairs. Give directions to find your house.

P. Look at the message in activity L and write a message to invite your friend to your own party.

- What is the event?
 Where is the activity?
 Who is coming?
 Give directions.



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Key:

Students' own answers

I. Work in groups and talk about your family members as in the example. Use the photos as clues.

Students work in groups and study the pictures and the examples. Then, they talk about their family members as in the example.

Key:

Students' own answers

J. Look at the photos in activity M. Guess and write True or False in the blanks. Then, read the page quickly and check.

Reading activity starts here. Write Summer Party on the board. Students brainstorm and generate as many words as they can. e.g. music, dance, sea, sun, drinks, etc. They look at the photos in the text and try to guess the topic. You can also ask students to guess about the girl. Who is she? How old is she? Where is she from?, etc. Also, they guess where it is happening and who is coming. Elicit ideas from students.

Key:

1. False (This is her parents' house)
2. True

K. Read the Internet page in activity M and answer the question. (GO - R8)

The aim of this activity is to understand short, simple written messages and e-mails. Students read for general understanding in this activity. Students look at the photos. They read the Internet page and answer the question. Students compare their answers with their partners.

Key:

It is about a party.

Teacher's Notes

L. Read the page again and complete the chart. (GO - R9, CO - R2,6)

The aim in this activity is to understand short simple directions and read fluently. To be able to read fluently, students need to read the sentences as whole parts. Also, they sometimes need to ignore unknown words in the text and focus on the general meaning. They also pay attention to intonation and stress while reading. Students read the message carefully and complete the chart. They compare their answers with their partners.

Key:

Place	Direction	Address
Summer House	North	Sydney

M. Answer the questions below. (GO - R4)

The aim of this activity is to understand short and simple text they have read (post-reading). students Encourage them to make grammatically correct statements using Present Continuous for the future.

Key:

1. They are having a party at Ruth's summer house. Ruth is cooking meat pie. Rod is making Lamington.
2. Yes, she is.

N. Listen to the telephone conversation between Sarah and Ruth and complete the dialogue. (GO - L6)

The aim of this activity is to understand short simple directions. Students start listening activity as the follow up reading activity related to the summer party. They read the dialogue before listening and try to make the meaning clear. They check their understanding with their partners. Then, students listen and fill in the blanks and compare their answers.

TAPESCRIPT**N.**

Steve: Hi, Ruth. I'm coming to the party. Where is your house?

Ruth : Oh good! It's very easy. My house is 45 minutes north of Sydney Harbor Bridge. Take the bus 23 to the North. Get off at the last stop. There is a big park near the bus stop. My house is between the park and the museum. It's number 54 .

Steve: OK. Thanks. See you.

Ruth : See you. Bye

Key:

1. Take
2. Get off
3. museum
4. 54

O. Work in pairs and give directions to find your house.

They work in pairs and try to tell where their house is by giving correct directions.

Suggested Answer:

Take the bus 35A to the east. Get off at the 3rd stop. There is a supermarket near the bus stop. My house is next to the supermarket.

P. Look at the message in activity L and write a message to invite your friend to your own party. (GO - W3, 13 / CO - W3, 2)

The aim in this activity is to write short messages and e-mails and identify place, topic and person in their writings and to use punctuation marks appropriately and accurately. Also, they write according to the spelling rules. Students study the message again. Then, they work in pairs and tell what kind of parties they would like to have. They give reasons. Students work individually and write a message.

Key:

Students' own answers

Teacher's Notes

5B - A DIFFERENT WEEKEND



A. Brainstorm and write some weekend activities you do with your family.

do sports	WEEKEND ACTIVITIES	have a picnic
.....	
go to the cinema		.....
have a big breakfast		do trekking
.....	

B. Read the sentences and write True or False for yourself.

This weekend:

1. I am meeting my friends.
2. I am staying at home.
3. I am going shopping.
4. I am playing football.
5. I am visiting my grandparents.

C. Work in pairs and compare your plans.

e.g.

Linda : I am meeting my friends at the weekend. We are watching the new movie.

Fred : I am not meeting my friends. I am visiting my grandparents and having dinner with them.



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Warm up

Display the photos above one by one pausing for a while. Students say the activity they see. Then, ask students; Which of them do you do at weekends? Students work in pairs, try to remember the activities displayed and share their weekend activities. They can add more activities to the list.

A. Brainstorm and write some weekend activities you do with your family.

Draw attention to the activities. Students add more activities they do with their families.

e.g. doing housework, cooking together, going out for a walk, visiting relatives, etc.

Students work in pairs and compare the activities they do with their families.

e.g.

Sally : We sometimes go out for a drink with my family.

Betty : We cook together.

Brail : I visit my relatives with my family.

Key:

Students' own answers

B. Read the sentences and write True or False for yourself.

Students are introduced with telling planned future activities through this activity. They focus on the meaning but not the form for the beginning. Students work individually and write True or False about their weekend plans. Model a negative and positive weekend plan of yourself and encourage the students to do the same.

Key:

Students' own answers

C. Work in pairs and compare your plans. (CO - S4)

The aim of the activity is to use words and word groups related to particular concrete situations. Highlight the words and word groups in the example and add more. Students work in pairs and compare their plans as in the example.

Key:

Students' own answers

5B - A Different Weekend

Material

photos of;
doing sports
going to the cinema
having a big breakfast
having a picnic
doing trekking

TEACHER'S TIP

Guessing the meaning of words through the context is a crucial ability to become independent readers. Once students gain this ability, they refer to the dictionary or teacher less. To do this, students should;

- read the previous and the next sentences where the unknown word is used.
- decide whether the word has a negative or positive meaning.
- be aware of the form or the word; nouns, adjective, verb, etc.

Note that they don't have to say the literally meaning of the words.

5B - A DIFFERENT WEEKEND

D. Look at the photos and the title in activity F. Guess. What are the paragraphs about?

E. Read the paragraphs quickly and check your answer.

F. Read the paragraphs again and guess the meaning of the bold words. Then, check with your classmates.

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TOP THREE WEEKEND ACTIVITIES WITH PARENTS!

Sheila



Well, I have a special plan for this weekend. I am meeting my grandparents and making **pizza** on Sunday. They live in a beautiful house in the **countryside**. We are having a big family lunch at 13.00. Then, we are walking in the **forest** in the afternoon. My parents are also showing us their old photos in their albums. So, I'm so excited.

Charles



We have a great **surprise** for my parents on Saturday. We are watching an old movie with my parents. It is "Gone with the Wind". My parents really love this **movie**. First, I am making **pop corn** and my little brother is playing old music with his guitar. Then, it is movie time at 08.30 pm. After the movie, we are having a barbeque in the garden.

Maria



My weekend plan is different! I am not playing football or going to the cinema. I am visiting **old people** with my parents on Sunday. First, we are buying **story** books in the morning and then, we are reading the old people stories. Finally, we are singing with them. Would you like to join us? Let's meet in front of the Old People's House. First, take the bus, No.125. And get off at the Opera House. Then, find the West Street. It is on the right. No. 43. It is next to the park.

G. Read the paragraphs in activity F and fill in the chart about the weekend plans.

Who?	Activity	Day & Time	Place
Sheila	Meeting grandparents and making pizza	Sunday at 13.00	Grandparents' house

H. Work in pairs. Study the chart and make sentences about the weekend plans.

e.g.

Tracy : Sheila is meeting her grandparents and making pizza on Sunday.

Miguel : And they are having a big family lunch.

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D. Look at the photos and the title in activity F. Guess. (GO - R6)

The aim of this activity is to guess the content of the written material with the help of the visuals and the title. Students look at the photos and the title. And they guess what the paragraph is about. Encourage students to look at the photos and speculate about the young people. The statements do not have to be right or wrong. The point is to draw attention to the reading part through the visuals and increase curiosity. They compare their ideas.

Key:

They are about teens' weekend plans with parents.

E. Read the paragraphs quickly and check your answer.

Students read the paragraphs quickly and check their answers.

F. Read the paragraphs again and guess the meaning of the bold words. Then, check with your classmates. (GO - R10 / CO - R1, R3)

The aim of this activity is to distinguish the familiar or internationally common words in the written material and to search the meaning of unknown words in the text and pronounce the words accurately while reading. This activity also aims to improve students' reading comprehension gaining the ability of guessing the meaning of unfamiliar words through the context. Encourage students to try hard to do this activity as it might seem challenging at the beginning. They read and find the meaning of the bold words using the steps given in the Teacher Tip Box. They compare the meaning with their partners.

Suggested answers:

pizza : a kind of fast food

countryside : land outside cities and towns

forest : a large area covered with trees

surprise : an unexpected or unusual event

movie : film

pop corn : a kind of corn that swells when you heat

plan : something you decide to do

old people : people at their late years.

story : a description of how something happened. It can be true or imaginary.

G. Read the paragraphs in activity F and fill in the chart about the weekend plans. (GO - R11)

The aim of this activity is to define the place, person and the topic in the reading text. Students study the chart and make the instructions clear. They read and fill in the chart with the weekend plans. Students compare their answers with their partners.

Key:

Who?	Activity?	Day&Time	Place
Sheila	Meeting grandparents and making pizza	Sunday at 13.00	Grandparents' house
Charles	Watching an old movie with his parents	Saturday at 08.30 pm	Their home
Maria	Visiting old people with her parents	Sunday at 02.00	Old people's house

H. Work in pairs. Study the chart and make sentences about the weekend plans. (GO - SI 8)

The aim of this activity is to define the place, person and the topic in their speech. Students work with different partners and retell the people's weekend plans using the chart.

Key:
Students' own answers

Teacher's Notes

5B - A DIFFERENT WEEKEND

I. Read Maria's weekend plan again. Follow the instructions and find the Old People's House on the map.

J. Write your plans.
 after school : I am meeting my friend at 05.00 o'clock.
 tonight :
 tomorrow :
 on Friday :
 at the weekend :

K. Tell your plans for the weekend to your classmates.

L. Work in pairs and talk about your wishes.
 e.g.
 Tim : What would you like to do next weekend?
 Isabella : I would like to have a picnic. You?
 Tim : I would like to go to the cinema.
 Isabella : Great idea!

M. Now, share your wishes with your classmates and take notes. Then, find the most common wishes in the class.
 e.g. Tim : I would like to have a picnic.
 Both Bill and I would like to go to the cinema, etc.

N. Look at the picture and choose the correct answer.
 a. The announcement is about a concert.
 b. The announcement is about a trekking activity.

O. Listen to the short announcement and check your answer.

P. Listen again and choose the correct option.
 1. Alysha and Richard **want / would like** to go trekking.
 2. Alysha also **needs / wants** to take photos.
 3. Richard **doesn't want / want** to swim in the river.

Q. Listen again and find the following information.



What?	Who?	Where?	When?	What time?

R. Plan a weekend activity. Take notes for the questions below. Then, write an announcement about your plan.
 e.g.

What?	Who?	Where?	When?	What time?

S. Work in pairs and talk about your announcement. Use time expressions.
 e.g.
 Phil : Excuse me! What are you doing on Saturday?
 You : I am going dancing.
 Phil : Who are you going with?
 You : With Sue.
 Phil : Sorry, with who?
 You : With Sue, my best friend.
 Phil : What time are you going?
 You : At 6.00 pm.

Use:
 Sorry!
 Sorry, again please!
 Can you repeat, please?

65

I. Read Maria's weekend plan again. Follow the instructions and find the Old People's House on the map. (GO - R2)

The aim of this activity is to follow short, simple, written instructions. Students work in pairs and study the map carefully. They try to remember how to give instructions. **e.g.** First, take the bus no and get off at....., etc. Then, students read Maria's weekend plan again. They follow the instructions and find the Old People's House on the map. Finally, they compare their answers.

Key:
Next to the park. (Nursing Home)

J. Write your plans. (GO - W8,11)

The aim of this activity is to write about their plans and arrangements and to use time expressions in their writings. Students write their own future plans referring to the form of the statements in the previous activities.

Key:
Students' own answers

K. Tell your plans for the weekend to your classmates. (GO - SP4)

Students share their plans with their classmates and give feedback.

e.g.

Bill : I am meeting my friend at 5 pm on Sunday.

Danny: Oh, really? Where are you meeting?, etc.

Key:

Students' own answers

L. Work in pairs and talk about your wishes. (GO - SI 6)

The aim of this activity is to express what they want. Students are introduced with 'Would like' in this activity. First, they note down their wishes. Then they work in pairs and talk about their wishes.

Key:

Students' own answers

M. Now, share your wishes with your classmates and take notes. Then, find the most common wishes in the class. (GO - SP2)

The aim of this activity is to express what they want. This is an extension activity. Students walk around the class. They share their wishes with their classmates.

N. Look at the picture and guess.

Students study the picture carefully. They look at the picture and guess what the announcement is about. They share their ideas with their classmates. Don't confirm or correct their answers.

Key:

It's about a trekking activity.

O. Listen to the short announcement and check your answer. (GO - L3)

The aim of this activity is to recognize everyday expressions aimed at the satisfaction of simple needs of a concrete type. Students listen to the short announcement and check their answers.

TAPESCRIPT

O.

Richard : Alysha, I would like to go swimming this weekend.

Alysha : Swimming? No! Hey. Look at

this announcement!

Richard : What is it?

Alysha : Listen! The Nature Lovers Club is going trekking.

Richard : Oh really? When?

Alysha : Next Sunday at 08.00 am.

Richard : Oh, where are they going?

Alysha : They are going to Dunham Park.

Richard : Dunham Park? Fantastic place! Where is the meeting point?

Alysha : In front of the school.

Richard : Super. I would like to go.

Alysha : Me, too. I also want to take photos.

Richard : I want to swim in the river.

Alysha : Let's find the secretary.

P. Listen again and choose the correct option. (GO - L8)

The aim of this activity is to distinguish the expressions and phrases of wishes and demands in the listening texts. Students read the statements and make the meaning clear. They guess the answers. Then, they listen again and choose the correct options.

Key:

1. would like

2. wants

Q. Listen again and find the following information. (GO - L5 / CO - L11)

The aim of this activity is to identify clear and basic information in audio or video material. Students listen more carefully to get detailed information and they search the meaning of unknown words in the recorded text.

They listen and note the answers in the right column. Students might need to listen again since the activity is quite demanding. Finally, if the students have some problems with the text, encourage them to ask for further explanation for the points not understood in the recorded text.

Key:

What?	Going trekking
Who?	The Nature Lovers Club
Where?	To Dunham Park
When?	Next Sunday
What time?	at 08.00 am

R. Plan a weekend activity. Take notes for the questions below. Then, write an announcement about your plan. (GO - W2)

The aim of this activity is to take notes about time, place and person. Students write an announcement in this activity. First, they answer the questions to make the activity more specific. Then, they write the announcement. Students do peer correction and rewrite their works.

Suggested Answer:

What? Dance Night
Who? Art Club
Where? At Blues Café
When? On Saturday
What time? At 06.00 pm.

Super Dance Night by Art Club
 Would you like to have a great time?
 Come and join us.
 We are having a dance night at Blues Café on Saturday at 6. Call Eric for details.....etc

S. Work in pairs and talk about your announcement. Use the time expressions. (GO - SI 4 / CO - S2, S11)

The aim of this activity is to use time expressions in everyday conversation. Students are encouraged to ask for further explanation for the points not understood during conversations and they take care rules of manners and cultural values while speaking. Note that the information in the announcement should be clear. Students work in pairs and talk about their announcements using the model dialogue. They also use the time expressions.

Teacher's Notes

5C - YOUTH CAMPS

A. Look at the photos below. Tick the ones you would like to do at a camp.



B. Work in groups of three and compare your answers. Use the photos above and linking words "and", "then".
 e.g. Rick : I would like to do rafting and learn a foreign language.
 Ethan : Well, I'd like to swim a lot then take photos.
 Emily : I'd like to do rafting and bungee jumping.

C. Work in pairs and write the names of the objects below.



1. laptop 2. 3. 4. 5. 6. 7. 8. 9. 10.

D. Tick 3 things you would like to take with you to a camp. Then, compare with your partner and give reasons.
 e.g. Mel : Well, I would like to bring my tent. I need a place to sleep.
 Betty : I would like to bring my computer. I need to talk to my friends every day.

E. Look at the photo and guess. What is Zoey's plan?

F. Read the questions carefully. Then, read the e-mail and answer the questions.

1. Why does Zoey want go to Costa Rica?
 2. Why does Zoey write the e-mail to Jamie?

Untitled Message

Hi Jamie,

I have great news! I am not going to go to the seaside with my family next summer. I am going to join a summer camp in Costa Rica. Five close friends are also going to come with me. You know Costa Rica is my favourite country! It is a special place in the Caribbean Sea. The sea, the lakes, the animals and forests are very beautiful. The programme is wonderful. We are going to watch the whales and take photos. We are also going to play football with the local children. It is going to be a great activity! I know you like camps.

Are you going to join us? See the camp programme.

See you,
 Zoey



5C - Youth Camps

Materials
 Photos of youth camps from the world

Warm up
 Display the photos of youth camps from the world and ask students; Which one would you like to go? Why? Students share their ideas with the class. Then ask; What would you like to do there? Elicit ideas from students and note them on the board.

A. Look at the photos below. Tick the ones you would like to do at a camp.
 Draw attention to the activities. Students work in pairs and name the activities in the photos. Then, students tick the ones they would like to do at a camp.

**B. Work in groups of three and compare your answers. Use the photos above and linking words “and”, “then”.
(GO - SP7 / CO - S3)**

The aim of this activity is to support their speech with visuals. Students are supposed to link words or word groups with very basic linking words like ‘and’ or ‘then’. Students work in groups of three and compare their answers. They use the photos to support their speech. Pay attention to students’ fluency and accuracy mistakes. Finally, give feedback to students focusing on specific mistakes.

Key:
Students’ own answers

C. Work in pairs and write the names of the objects below.

Make the students sit in pairs according to the first letters of their names. If it doesn’t work this way, students use their first and second letters of their names. Students work in pairs and write the names of the objects. Pairs compete to find the names of the objects the first. The winner pair gets big applause.

Key:
2. trainers 3. a toothbrush 4. a camera
5. a tent 6. a mobile phone 7. a raincoat
8. sunglasses 9. a mirror 10. a diary

D. Tick 3 things you would like to take with you to a camp. Then, compare with your partner and give reasons.

Students choose 3 things they would bring to a camp. Then, they compare their answers with their partners. They give reasons to their preferences as in the sample dialogue.

Key:
Students’ own answers

E. Look at the photo and guess. (GO - R4)

The aim of this activity is to understand the question related to the short and simple texts. Students look at the photo and guess what Zoey’s plan is. They compare their answers with their partners.

Key:
Zoey is going on holiday in Costa Rica.

Follow up

Encourage students to speculate more about

Zoey’s plan.

e.g. She is going to go there alone.
She is going to stay at a nice hotel, etc.

**F. Read the questions carefully. Then, read the e-mail and answer the questions.
(GO - R4)**

The aim of this activity is to understand the questions related to the short and simple texts. This is a reading activity which requires a general understanding. Students read the e-mail and find answers to the questions. Remind that they don’t need to read the e-mail in details. They are expected to find the answers only. So their eyes should move quickly over the text to find the specific information.

Key:
1. She is going to go to a summer camp in Costa Rica.
1. Because Zoey wants Jamie to join the camp.

Teacher’s Notes

5C - YOUTH CAMPS

International Costa Rica Camp Programme

Day	Activity	How long?	Where?
Monday	hiking	6 hours	National Park
Tuesday	whale watching	2 hours	Osa Peninsula
Wednesday	go snorkeling	3 hours	Osa Peninsula
Thursday	photo safari	All day	National Park
Friday	visiting local bazaar	In the morning	Local village
Saturday	football match with local children	In the afternoon	Local village
Sunday	Spanish course	Two hours	Campsite

G. Read the camp programme attached to the e-mail and write about it.

e.g.

On Monday, Zoey and her friends are going to go hiking at the National Park.

H. Work in pairs and discuss.

1. Is it a nice camp programme? Why?
2. Is Zoey going to enjoy the camp?

e.g.

Rick: I think it's a nice camp programme because there are lots of interesting activities.

Bill: Yes, I agree.

I. Look at the application form and find the information.

1. When is Zoey going to join the camp?
2. How long is she going to stay?

J. Read the question and guess.

Is Jamie going to join the camp?

 **ADRENALINE CAMP**

CAMP APPLICATION FORM

Name : Zoey
Surname : Wilder
Age : 18
Gender : Female
e-mail : zoeywilder@wind.com
Phone number: 020 3421 23893
Home Address: 221 Leicester Square,
 London
Country : England
Start : July 21
End : July 28



K. Jamie and Zoey use some international words in their conversation. Listen and tick the ones you hear.

..... 1. e-mail 2. fantastic 3. post office 4. part-time 5. museum
..... 6. coffee 7. visa 8. passport 9. problem 10. cafe

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G. Read the camp programme attached to the e-mail and write about it. (GO - R1)

The aim of this activity is to read tables and charts. Students study the camp programme attached to the e-mail and make the programme clear with their partners. Then they work individually and write the programme in full sentences.

Suggested Answer:

On Tuesday, Zoey and her friends are going to go whale watching at Osa Peninsula. On Wednesday, they are going to go snorkeling at Osa Peninsula, etc.

H. Work in pairs and discuss.

Students go through the programme. They work in pairs and discuss the programme considering the questions. Elicit ideas from different students.

Key:

Students' own answers

I. Look at the application form and find the information. (GO - R3)

The aim of this activity is to distinguish the

specific information in written material. Display samples of application forms through the Net. Students need to learn that they have to fill out an application form to join an activity like this. Make the information in the form clear. Students study the application form, answer the questions and find the information. They compare their answers with their partners.

Key:

1. On July 21st 2. One week

J. Read the question and guess.

Ask students; Who are the young girls? What are they talking about on the phone? Students guess the answers. Then they also guess whether Jamie is going to join the camp or not. They work in pairs and compare their answers. Don't confirm or correct any answers.

Key:

Students' own answers

TAPESCRIPT

J.

Jamie: Hi Zoey, what a nice e-mail! Costa Rica? Oh, fantastic!

Zoey: Are you coming, Jamie?

Jamie: Well, I am not sure. I don't have enough money.

Zoey: We can work part-time this winter and save money.

Jamie: Oh, good idea! We can work at the Rain Cafe or a restaurant in the evenings.

Zoey: Then, you are coming?

Jamie: Yeah!

Zoey: Cool!

Jamie: Are we going to get a visa?

Zoey: No, passport is enough.

Jamie: What are we going to eat there?

Zoey: I don't know. You can write an e-mail and ask Blue Star Tourism Agency tonight.

Jamie: All right. Can I take my dog?

Zoey: Of course. It's not going to be a problem.

Jamie: Great! Let's meet tomorrow and talk about the details.

Zoey: OK. See you at the Beach Cafe at 3.

Jamie: See you, bye.

Zoey: Bye.

K. Jamie and Zoey use international words in their conversation. Listen and tick them. (GO - L4)

The aim of this activity is to recognise international words delivered in clear standard speech. Write some international words on the board. e.g. telephone, ambulance, passport, etc. Then ask students to say more words. Students search on the Net and find more words. They listen and tick the words they hear. Students listen and check their answers.

Key:

1. e-mail 2. fantactic 4. part-time 5. museum
7. visa 8. passport 9. problem 10. cafe

Teacher's Notes

5C - YOUTH CAMPS

- L. Listen again and find the time expressions.**
 1. Zoey and Jamie are going to work at the Rain Cafe or the museum
 2. Jamie is going to write an e-mail to Big Star Travel Agency.....
 3. They are going to meet at
- M. Listen and write True (T) or False (F).**
 1. Zoey is going to go to Costa Rica.
 2. Jamie and Zoey need to get a visa.
 3. Jamie is going to ask about the meal.
 4. Jamie is going to take her dog with her.
 5. Zoey and Jamie are going to meet tomorrow.
- N. Jamie is going camping with Zoey. Work in pairs and act out the telephone conversation. Use the clues below.**

Jamie
 very excited
 buy new boots
 take her diary
 read about Costa Rica

Zoey
 save money for the camp
 buy a raincoat and a tent
 swim in the lake
 learn how to cook

e.g.
Jamie: I'm very excited about Costa Rica.
Zoey: Yeah. Me too. I am going to save money for the camp.

- O. Make a camp programme.**
 Choose the country - the place - the time - the activities.

- P. Work in groups of four or five. Share the information in your programme.**
Amina: On Monday, we are going to swim in the lake and play volleyball.
 Then, we are going to.....
- D. Fill out the application form with your own information.**

Use:
and
then

CAMP APPLICATION FORM

Name :

Surname :

Age :

Gender :

e-mail :

Phone number :

Home Address :

Country :

Start :

End :

L. Listen again and find the time expressions. (GO - L7)

The aim of this activity is to identify time expressions. Students guess the time expressions for the blanks. They compare their answers. Then, students listen and check.

Key:

1. in the evenings 2. tonight
3. tomorrow at three

Follow up

Students make sentences about themselves using the same time expressions.

M. Listen and write True (T) or False (F). (CO - L2)

Students do the True & False activity to comprehend the dialogue completely. They compare their answers with their partners and give reasons. Elicit answers from different students. Students are encouraged to take care rules of manners and cultural values while listening. Note that in some countries, young people usually travel to different countries with their friends. They sometimes join summer camps. Some young people do not ask money

from their parents. They work part-time to save money.

Key:

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

N. Jamie is going camping with Zoey. Work in pairs and act out the telephone conversation. Use the clues below. (GO - SI 3 / CO - S10)

The aim of this activity is to make simple, clear and basic telephone conversations. Students also pay attention to intonation and stress while speaking. Students choose one of the roles; Jamie or Zoey. They study the clues to act out the dialogue. Then, pairs act out the dialogues in their seats or in front of the whole class.

Key:

Students' own answers

O. Make a camp programme. (GO - W 10)

The aim of this activity is to prepare simple tables and graphics. Allocate the students enough time for this activity; at least 20 min. Students work in groups and find a good place for camping. Finally, they make a detailed summer camp programme.

Key:

Students' own answers

P. Work in groups of four or five. Share the information in your programme. (GO - SP3, CO - L7)

The aim of this activity is to report the information at the tables and graphics. Students work in groups of four or five. They share the information in their charts. Then, they present their camp programme to the class. Groups try to find people to join their camp. The group with the most number of campers gets big applause. Also students listen to the group members interactively. To do this, they should;

- Use the expressions; Yeah, that's right, I see, etc.
- Interrupt the speakers politely and add their own thoughts.

Key:

Students' own answers

Q. Fill out the application form with your own information. (GO - W1, CO - W4)

The aim of this activity is to fill in the forms according to the instructions and use the range

of words about personal details and needs of a concrete type appropriately and correctly. Students learn to fill out an application form in this activity. They fill out the application form with their own information.

Key:

Students' own answers

Teacher's Notes

ATATÜRK

A. Look at the picture and say.

- Who are they?
- What are they doing?



B. Read the text and match the topics to the paragraphs.

- What happens on that day?
- What is May 19th?
- The story of Youth and Sports day.

.....1. May 19th is a national holiday and a festival day. It's the date of Mustafa Kemal's arrival in Samsun in 1919 to begin the War of Independence.

.....2. Turkish youth was very important for Atatürk and he declared May 19 as Youth and Sports Day. The Turkish government announced May 19 to be Youth and Sports Day and made it an official holiday in 1938. The day received its present name, the "Commemoration of Atatürk, Youth and Sports Day", in 1981, the 100th anniversary of Atatürk's birth. All state buildings, post offices, schools, and most businesses are off on this day.

.....3. On that week, young Turkish athletes carry the national flag from Samsun to Ankara. The marathon usually takes about 10 days. The Turkish president accepts the flag at a ceremony on May 19. There are different sports events all over Turkey on this day. Students usually prepare special programs. How do you celebrate this day at your school?

C. Read the text again answer the questions.

- What happened on 19 May, 1919?
- When did May 19 become an official holiday?
- What do young athletes do on this day?



Check Your Progress		😊	😐	😞
	I can...			
Listening	find the place, person and the topic. learn the expressions and phrases of wishes and demands. understand clear, basic information, directions and time expressions.			
Reading	read tables and charts. follow and understand directions, messages and e-mails.			
Spoken Interaction	ask simple questions and use time expressions. say what I like and dislike.			
Spoken Production	say what I like and dislike and express what they want. report the information at the tables and graphics. explain my plans and arrangements.			
Writing	write short messages and e-mails. write about my future plans and use time expressions.			

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They read the text again and answer the questions. Students compare their answers with their answers.

Key:

- Mustafa Kemal arrived in Samsun and the War of Independence started.
- In 1938.
- They carry the national flag from Samsun to Ankara. Then, they deliver it to the Turkish President.

Teacher's Notes

ATATÜRK

A. Look at the picture and say.

Students read about the Commemoration of Atatürk, Youth and Sports Day in this part. First they look at the picture and say the answers. They compare their answers with their partners.

Key:

- They are young people.
- They are celebrating the festival on May 19th.

B. Read the text and match the topics to the paragraphs.

Students Read the text and match the topics to the paragraphs. They can refer to their dictionaries if they need.

Key:

- b
- c
- a

C. Read the text again and answer the questions.

This activity requires more intensive reading.

THEME 6



Tourism

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

- listen simple and clear questions.
- listen expressions related to likes and dislikes.
- look for the answer to the WH- questions.
- define the place, person and the topic in the reading text
- look for the answers to the WH- questions in the short, simple texts.
- express what you want.
- define the place, person and the topic in your speech.
- talk about pastimes and past activities.
- explain your future plans and deliver short messages.
- write short simple postcards.
- ask and answer basic questions in written form.
- write very short, basic descriptions of events and past activities.

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

Theme 6 A1.1.2		Tourism			
Language areas		Going to future tense (for planned actions)			
6.A Holiday Plans	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> 1 Distinguish simple and clear questions. 	<ul style="list-style-type: none"> 8 Listen selectively. 10 Use background knowledge to understand the recorded text. 	<p>Nouns: beach, mountain, guide, meal, holiday, cartoon, singer, cartoon, holiday, semester, week, coliseum, Verbs: make, sunbathe, get up, ride, dive, travel, break, buy, talk, cook, sing, ask, want, change, wait, show, book, check, arrive, take, Adjectives: dark, golden, delicious, crowded, excited, talkative, forest, free, farm, village, horse, chicken, cow,</p>	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> 5 Say what they like and dislike. 6 Express what they want. 	<ul style="list-style-type: none"> 8 Use basic repertoire of isolated words in their speech. 1 Use body language while speaking. 		
	Spoken Production	<ul style="list-style-type: none"> 5 Explain future plans 9 Deliver short messages. 8 Ask for information. 	<ul style="list-style-type: none"> 5 Use basic repertoire of isolated words and phrases according to their functions and genre. 		
	Reading	<ul style="list-style-type: none"> 6 Guess the content of the text by looking at the visuals and the title. 	<ul style="list-style-type: none"> 4 Understand the written text with the help of background knowledge. 		
	Writing	<ul style="list-style-type: none"> 9 Write about their future plans. 			

Theme 6 A1.1.2		Tourism			
Language areas		Was - were There was - There were Simple Past Tense(regular-irregular verbs)			
6.B My Holiday was Great!	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 2 Define the place, person and the topic in the audio material. 	<ul style="list-style-type: none"> • 1 Pay attention to stress, pronunciation and intonation while listening. • 6 Follow the written text while listening. 	Nouns: beach, mountain, guide, meal, holiday, cartoon, singer, cartoon, holiday, semester, week, coliseum, Verbs: make, sunbathe, get up, ride, dive, travel, break, buy, talk, cook, sing, ask, want, change, wait, Adjectives: dark, delicious, crowded, excited, talkative, forest, free,	The CD Teacher's Book Student's Book
	Spoken Interaction	<ul style="list-style-type: none"> • 7 Communicate to ask for and provide information. • 8 Define the place, person and the topic in their speech. 	<ul style="list-style-type: none"> • 7 Speak self confidently. 		
	Spoken Production	<ul style="list-style-type: none"> • 7 Support their speech with visuals. 			
	Reading	<ul style="list-style-type: none"> • 11 Define the place, person and the topic in the reading text. 	<ul style="list-style-type: none"> • 7 Take notes when necessary. • 5 Pay attention to punctuation marks while reading. 		
	Writing	<ul style="list-style-type: none"> • 6 Ask basic questions in written form. • 7 Answer basic questions in written form. • 12 Write very short, basic descriptions of events and past activities. 			

Theme 6 A1.1.2		Tourism			
Language areas		Simple Past Tense (regular - irregular verbs)			
6.C A Different Holiday	Skills	General Outcomes	Common Outcomes	Vocabulary	Materials
		Ss will be able to...			
	Listening	<ul style="list-style-type: none"> • 10 Look for the answer to the WH- questions in short simpler recorded material. 	<ul style="list-style-type: none"> • 3 Use visuals to understand the recorded text. 	Nouns: beach, mountain, guide, meal, holiday, cartoon, singer, cartoon, holiday, semester, week, coliseum, Verbs: make, sunbathe, get up, ride, dive, travel, break, buy, talk, cook, sing, ask, want, change, wait, Adjectives: dark, delicious, crowded, excited, talkative, forest, free	The CD Teacher's Book Studen's Book
	Spoken Interaction				
	Spoken Production	<ul style="list-style-type: none"> • 8 Ask for information. • 6 Use basic sentences while talking about pastimes and past activities. 	<ul style="list-style-type: none"> • 9 Use simple structures correctly. • 6 Pronounce the words accurately. 		
	Reading	<ul style="list-style-type: none"> • 7 Look for the answers to the WH- questions in the short, simple texts. 			
	Writing	<ul style="list-style-type: none"> • 4 Write short simple postcards. • 14 Use polite expressions in their writing texts • 12 Write very short, basic descriptions of events and past activities • 5 Write short e-mails or letters to give information. 	<ul style="list-style-type: none"> • 1 Use simple sentence structures and patterns accurately. • 5 Link words or words groups with very basic linear connectors like and or then. 		

6A - HOLIDAY PLANS

A. Look at the photos. Group the activities and write them in the correct boxes.

Read books
Sunbathe
Cook something
Ride a bike
Surf the Net
Meet friends
Ski
Swim
Play football

Free Time Activities	Holiday Activities	Both
.....
.....
.....

B. Work in pairs and talk about the activities above.

e.g.

Tracey : What do you do in your free time?

Mike : I read books and ride a bike. How about you?

Tracey : Oh, I don't like riding a bike. I usually play football. I also like cooking.

Mike : Great!

C. Match the countries to the places.



- Peru.....
- Italy.....
- Greece.....
- Turkey.....
- Spain.....
- England.....

D. Choose a place you would like to go one day. Tell your partners and give reasons.

Use: interesting, beautiful, exciting, fun, old, modern

Tracey : I would like to go to England one day. I want to see the London Eye. It's very beautiful.

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Key:

Possible Answers

Free Time Activities

Read books

Meet friends

Play football

Surf the Net

Ride a bike

Cook something

Both

Read books

Play football

Ride a bike

Holiday Activities

Sunbathe

Ski

Swim

B. Work in pairs and talk about the activities above. (GO - SI 5, CO - S5)

The aim of this activity is to explain future plans. Students are also encouraged to use basic repertoire of isolated words and phrases according to their functions and genre.

Work in pairs and compare your answers as in the example.

Key:

Students' own answers

Follow up

Students change their partners and practice the same dialogues.

C. Match the countries to the places.

Students go through the photos and the countries. Then they match the places to the countries. Students compare their answers with their partners. They also share what they know about these places. Display the photos of famous holiday destinations including the ones shown in this activity using the Net. Students work in pairs and guess the places. Encourage students to find the place the first. They get 10 points for each correct answer.

Key:

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

TEACHER'S TIP

Using competitive activities to some extent increase the motivation for learning. Teachers can take advantage of such activities.

D. Choose a place you would like to go one day. Tell your partners and give reasons. (GO - SI 6)

6A - Holiday Plans

Materials

Photos of holiday activities

Photos of holiday destinations

Warm up

Display photos of holiday activities one by one. Students form groups of three or four. Groups write down words related to the photos. The aim is to activate students' brain and exchange words related to holiday. Elicit words from different groups and add more holiday words.

A. Look at the photos. Group the activities and write them in the correct boxes.

Tell your students to study the photos. They classify the activities and write them in the correct boxes.

The aim of the activity is to express their wishes orally. Study the adjectives with the students. Also, draw attention to the use of expressions such as “Oh, no.,” “Well,,” “I...,” “Not Italy, I don’t like it.,” etc. Students choose two or more places they would like to go one day. They give reasons as in the sample dialogue.

Key:
Students’ own answers

Teacher’s Notes

6A - HOLIDAY PLANS

E. Look at the photos and the titles. Then, guess.

What are the paragraphs about?

F. Guess and match the cities to the photos.



Ulrike

a Sun, Sea and Sand!
I love this country.

This country is very hot in summers. I am going there in July. I am going to dive in the dark blue sea and sunbathe on the golden beaches. The hotel has a big swimming pool. I am going to swim at nights. There is a beautiful mountain called Montserrat in this area. We are going to climb that mountain with the guide. Also I'm going to see the Nou Camp Stadium and watch Barcelona football team. Finally, I am going to eat the delicious meals. Spanish food is great! I am sure I am not going to feel bored!



1. LONDON



Ryan

b White holiday!

I would like to have a winter holiday. This is the best country for it. It is usually crowded at this time of the year but it is OK for me. There is a nice ski resort near the hotel. I am going to ski every day and use the sauna. It snows a lot there and the trees are usually white. There is an underground city and a botanical garden. I am going to see them. It is going to be a wonderful holiday!



2. BARCELONA



Laura

c Rain! Rain! Rain!

We are not going to have a typical holiday at the seaside. We are going to travel to a romantic city. It is very big and old. We are going to see the Thames River, visit Madame Tussauds and the National Museum. There are nice restaurants and cafes. In this city, it usually rains and it is sometimes cold. But it is very beautiful. I am very excited.



3. MONTREAL

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E. Look at the photos and the titles. Then guess. (GO - R6)

The aim of the activity is to guess the content of the text by looking at the visuals and the title. Students work in pairs and go through the photos to guess the countries.

Suggested Answers:

Barcelona: It is in Spain. It is hot in summers. It has a famous football team.

Montreal : It is in Canada. It is cold in winters. It is famous for its skiing centers.

London : It is the capital city of England. It is usually rainy. It has a lot of historical attractions.

F. Guess and match the cities to the photos. (CO- R4)

The aim of the activity is to understand the written text with the help of background knowledge. Students match the photos to the places.

Key:

a. 2 b. 3 c. 1

6A - HOLIDAY PLANS

G. Read the holiday plans in activity F again and make a mind map as in the example.



H. Look at the mind maps and tell the people's holiday plans to the class.

e.g.

Nigel: Ulrike is going to go to Barcelona this summer. He is going to stay at a hotel, etc.

I. Write an e-mail to your friend about your imaginary holiday plans for the summer.

Use the information in activity H.

My Summer Plans



J. Now, tell your summer plans to your classmates.

Then, invite your friends to go together.

e.g.

Danny: I am going to go to Italy for summer. Would you like to come with me?

Tina: No, thanks. I would like to go to Vienna.

K. Work in groups of four. Ask questions to your friends to get information about the holiday places. Use the information in the box.

e.g.

Irena: I am going to travel to Greece next summer.

Can you give me information about Greece?

Peter: Yes, sure. Greece is a beautiful country.

It has lovely beaches and you can visit the Acropolis.

- go to beaches
- visit the Acropolis
- eat delicious food
- listen to Rembetiko
- swim
- dance Sirtaki, etc.

L. Look at the photos and guess.

What is the listening part about?



M. Listen to the conversation between the travel agent and the customer. Then, complete the questions.

1. are you going to go?	.....
2. are you going to go?	.....
3. are you going to stay?	.....
4. people are going?	.....
5. the date?	.....
6. your ..... ?	.....
7. are you ?	.....
8. is your ..... ?	.....

N. Listen to the conversation again and write the answers of the questions above.

O. Work in pairs and book a holiday. Use the chart above as a model. Then, act out the dialogues.

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G. Read the holiday plans in activity F again and make a mind maps as in the example.

Draw a mind map on the board and introduce it to the students. Students read the holiday plans in exercise F and make a mind map as in the example. Remind that they are expected to draw one mind map for each person.

Key:

Students' own answers

H. Look at the mind maps and tell the people's holiday plans to the class.

Students tell the young people's plans using the mind maps as in the example.

Key:

Students' own answers

I. Write an e-mail to your friend about your imaginary holiday plans for the summer. Use the information in activity H. (GO - W9)

The aim of this activity is to write about future plans. Students write an e-mail to tell their holiday plans. Remind them that they need to use the correct form of "Be going to..."

J. Now, tell your summer plans to your classmates. Then, invite your friends to go together. (GO - SP 5,9 CO - S1)

The aim of this activity is to explain future plans. and deliver short messages. They also use body language while speaking. Students tell their plans again and invite their classmates to go together. They tell their classmates how many people they have persuaded to go with.

K. Work in groups of four. Ask questions to your friends to get information about the holiday places. Use the information in the box. (GO - SP8)

The aim of this activity is to ask for information. Students work in groups of four. They take turns and tell their holiday plans. The listeners in the group give information about the places. They can also use dictionaries to give more recommendations.

Key:

Students' own answers

L. Look at the photos and guess.

This is a pre-listening activity. Students look at the photos and answer the question. Then, elicit answers from students but don't correct or confirm so that they can keep motivated.

Key:

It's about booking a holiday to London.

M. Listen to the conversation between the travel agent and the customer. Then, complete the questions. (GO - L1, CO - L8,10)

The aim of this activity is to distinguish simple and clear questions and to listen selectively. They also use background knowledge to understand the recorded text. Students learn how to book a holiday at a travel agency. First, Give the correct answer for the question in activity L. Then, draw your students' attention to the chart and make sure that they understand the questions. Students listen again and complete the chart. Students might need to listen again or stop after each sentence because they need to take notes. They compare their answers. Ask comprehension questions to check their understanding. e.g. Where is he going to go? Is he going alone?, etc.

TAPESCRIPT

M.

Richard : Excuse me, I would like to book a holiday to London.

Travel Agent : Sure. When are you going to go?

Richard : At Christmas.

Travel Agent : How long are you going to stay?

Richard : For ten days.

Travel Agent : All right. How many people?

Richard : One person, please.

Travel Agent : One person. OK. What is the date?

Richard : It is between December 23rd -January 2nd.

Travel Agent : Ten days.

Richard : How much does it cost?

Travel Agent : 1200 pounds.

Richard : OK.

Travel Agent : I have some questions for you. What is your name?

Richard : Richard Taylor.

Travel Agent : How old are you?

Richard : 41

Travel Agent : What is your address?

Richard : Peace Street no:5222, Wellington.

Travel Agent : Do you want to pay cash or buy credit card?

Richard : Credit card, please.

Key:

Where are you going to go?
When are you going to go?
How long are you going to stay?
How many people are going?
What is the date?
How much does it cost?
What is your name?
How old are you?
What is your address?

N. Listen to the conversation again and write the answers of the questions above.

Draw attention to the questions in activity M. Students work in pairs and guess the possible answers to the questions. Then, they listen again and write the answers.

Key:

To London
At Christmas
For ten days
Two
between December 23rd - January 2nd
1200 Pounds
Richard Taylor
41
Peace Street no:5222, Wellington.

Follow up

They can act out the same dialogue using the chart.

O. Work in pairs and book a holiday. Use the chart above as a model. Then, act out the dialogues. (CO - S8)

Students are supposed to use basic repertoire of isolated words in their speech. They work in pairs and write similar dialogues. To achieve this goal, encourage students to use the words related to booking a holiday. They change the information in the chart. Students can also use a dictionary to learn the meaning of unknown words. They do peer correction. Then, they act out their dialogues.

Key:

Students' own answers

Teacher's Notes

6B - MY HOLIDAY WAS GREAT!

A. Complete the sentences below as in the example.

Five years ago, my favourite...

holiday place was Istanbul.
 holiday activity was.....
 weekend activity.....
 games were.....
 singer was.....



B. Work in pairs and compare your answers.

e.g.
Kim: My favourite holiday place was Spain.
Bill: It is a lovely country.
 My favourite holiday place was Italy.

C. Look at the photos and complete the sentences.

Helen was in last semester holiday.
 Rob was at last semester holiday.
 Selin was on last semester holiday.

D. Read and check your answers.

WHERE WERE YOU LAST SEMESTER HOLIDAY?



Helen, 16

Paris is the Best!

"I was in Paris last semester holiday. It was snowy and very cold. There was a school trip for a week. I was with my school friends. I like Paris because I was born in this city. My room wasn't very comfortable and my roommates weren't talkative but they were good people. Anyway, it was a nice holiday. I was happy!"



Sweet Home!

"It was in January. I was at home with my cousin in London. My parents weren't at home for four days. They were in the forest house. It was rainy all week but I wasn't bored because my cousin was fun. There were good films on TV. We were very happy!"



Rob, 18



Selin, 17

Farm Time!

"My grandparents have a farm in Bozcaada, Turkey. It is small and beautiful. I was there between January 21st-28th last year. The weather was fine and it wasn't very cold. There wasn't a cinema or there weren't cafes in the village but I was very happy on the farm. I was with the horses, chickens and cows all week. It was fantastic!"



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Key:

Students' own answers

B. Work in pairs and compare your answers.

Students compare their answers with their partners as in the example. They find the most common answers with their partners.

Key:

Students' own answers

C. Look at the photos and complete the sentences.

Students guess the names of the places. They cover the texts and fill in the blanks. Then, they compare their answers with their classmates.

Key:

1. Helen was in Paris last semester holiday.
2. Rob was at home last semester holiday.
3. Selin was on a farm last semester holiday.

D. Read and check your answers. (CO - R5)

Students pay attention to the punctuation marks (, , !) while reading. Study the marks with the students before they start reading. Remind that they read for a specific purpose (to find the cities). They read and check their answers.

6B - My Holiday was Great!

Materials

Computers with Internet access if available or photos of Berlin, London and Paris.

Warm up

Students are introduced with "was / were" for the first time in this section.

Write 2 true and 2 false things about yourself when you were a child. e.g.

"My favourite holiday place was the seaside."

"My favourite holiday activity was swimming.", etc.

A. Complete the sentences below as in the example.

Draw students' attention to the activity. Students read the prompts given. They close their eyes and travel five years back in their life. Students think about their favourite things that time. They open their eyes and complete the sentences.

Teacher's Notes

6B - MY HOLIDAY WAS GREAT!

E. Read the texts again and fill in the chart.

Who	Place	Time	Weather	Topic
e.g. Helen	Paris	Last semester	Snowy and cold	Holiday in Paris

F. Write questions for your partner. Then, swap the questions and write the answers as in the example.

e.g.

Pat: Where were you last semester holiday?
Were you happy?
etc.

Larry: I was at the seaside.
Yes, I was.

Use:

beautiful
small
crowded
cheap
green
fun
interesting
etc.

G. Work in pairs again. Give information about the place you were on holiday last year.

e.g.

Sam: Were you in a beautiful place last holiday?

Meg: Yes, I was in a small and beautiful town.

Sam: Was it crowded?

Meg: No, it wasn't.

etc.

H. Work in pairs and compare the two pictures below.

Use: small, big, beautiful, buildings, houses, trees, fantastic, green, etc.

e.g.

There weren't many buildings then. Now, there are a lot of buildings in the town. It was green a few years ago but it is not green enough now, etc.



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E. Read the texts again and fill in the chart.
(GO - R11, CO - R7)

The aim of this activity is to define the place, person and the topic in the reading text and to take notes when necessary. Students read the texts carefully and fill in the chart.

Key:

Who	Place	Time
Helen	Paris	Last semester
Rob	at home	Last semester (January)
Selin	on the farm	Last semester

Weather	Topic
Snowy and cold	Holiday in Paris
Rainy	Holiday at home
Fine(not cold)	Holiday in Turkey

F. Write questions for your partner. Then, swap the questions and write the answers as in the example.
(GO - W6, 7, 12)

The aim of this activity is to ask and answer basic questions in written form and write very short, basic descriptions of events and past activities in written form. Students practice writing questions with "was / were" to ask their partners about their semester holiday. They swap their questions and answer them. Set a time limit, e.g. 10 minutes.

Suggested Answers:

1. Were you out of the city?

2. Were you alone?

3. Was your holiday beautiful?

etc.

G. Work in pairs again. Give information about the place you were on holiday last year. (GO - SI 7)

Students note down the things about their last holiday destinations. They work in pairs and give information about the place they were on holiday last year. Remind them that they need to study the example.

Key:

Students' own answers

H. Work in pairs and compare the two pictures below.

Draw attention to the pictures. Students focus on the pictures and try to find the differences. They note down the differences using the key words. Then, they work in pairs and compare their answers.

Suggested Answers:

It was a small, green town. Now it's big.

There was a small pool in the centre in the past. Now, there is a statue. There were small houses but now there are high buildings, etc.

6B - MY HOLIDAY WAS GREAT!

I. Work in groups and compare your town in the past and now. Use photos of the town.



Our town was different 10 years ago. It was a small holiday place. It was very beautiful. Now, it is different....

J. Look at the pictures and read the questions. Then, guess the answers.

1. Were Helen and Bob on holiday?
2. What's wrong with Bob?

K. Listen to the dialogue between Helen and Bob after the Easter holiday. Then, answer the questions.

1. What are Helen and Bob talking about?
2. Where were they?
3. Who were they with?
4. How do they feel about their holiday?



L. Work in pairs and talk about Bob and Helen's holiday. Consider the clues below.

- Topic (What are they talking about?)
Place (Where were they?)
Person (Who were they with?)

M. Choose an imaginary holiday resort. Imagine that you are back from the holiday. Work in groups and talk about the holiday as in the example. Use the visuals of the holiday resort.

- Hilda : Where were you?
Chris : I was on Chios Island, in Greece.
Rick : Who were you with?
Chris : With friends.
Hilda : Where did you stay?
Chris : We stayed in Topakas House. It is an old and nice family hotel.
etc.



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The aim of this activity is to define the place, person and the topic in the audio material and follow the written text while listening. They also pay attention to stress, pronunciation and intonation while listening. To achieve this goal, stop the audio and focus on specific words. Students listen to the dialogue. Then answer the questions.

TAPESCRIPT

K.

Helen : What's wrong with your leg, Bob?

Bob : Oh, my leg. An accident on the snow. It was an unlucky day.

Helen : Oh, poor Bob.

Bob : Tell me about your holiday, Helen.

Helen : I was in the Netherlands at the Easter holiday. Amsterdam was great. There were a lot of activities on the streets. My cousin was with me for ten days. It was a nice holiday.

Bob : That's great! My holiday was also wonderful. I was in Bulgaria with my parents. You know Bulgaria is famous for its ski resorts. We were at Bansko Ski Resort. The snow was amazing and the skiing area was wonderful.

I. Work in groups and compare your town in the past and now. Use photos of the town.

As homework: Students search to find information about their towns in the past and now. They also find photos of their town. Students note down the differences. They compare their town in the past and now. Students correct any mistakes while speaking.

Key:

Students' own answers

J. Look at the pictures and read the questions. Then, guess the answers.

Students answer the question with the help of the visuals. They look at the photos and guess what Rob did last semester holiday. They compare their answers with their partners.

Key:

1. Yes, they were.
2. His leg is broken.

K. Listen to the dialogue between Helen and Bob after the Easter holiday. Then, answer the questions. (GO - L2, CO - L1, 6)

Key:

1. They are talking about their semester holiday.
2. Helen was in Germany.
Bob was in Bulgaria.
3. Helen was with her cousin.
Bob was with his parents.
4. They think their holidays were wonderful.

L. Work in pairs and talk about Bob and Helen's holiday. Consider the clues below. (GO - SI 8, CO - S7)

The aim of this activity is to define the place, person and the topic in the speech. Encourage them to speak self confidently.

Students work in pairs and talk about Bob and Helen's holiday using the clues given. They also study the sample dialogue.

Key:

Students' own answers

B. Read and fill in the gaps with the sentences above.

First, students read the sentences. Then, they read the text carefully and fill in the missing parts with the sentences. Note that they need to comprehend the whole text to be able to fill in the missing parts.

Key:

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

C. Read the text in exercise B again and answer the questions. (GO - R7)

The aim of the activity is to look for the answers to the WH- questions in the shorts simple texts. Students study Wh- questions in simple past tense indirectly. They answer the questions related to the text. Students compare their answers with their classmates.

Follow up

Students cover the text. They work in pairs. Student A asks the questions whereas student B answers. It is a useful type of activity to practice Wh- questions and check comprehension.

Key:

1. He went to Amsterdam.
2. He went with his family.
3. They travelled last summer.
4. Because it was cheaper.
5. They cooked nice dishes, took photos.
6. They travelled by a caravan. Because it's cheap and fun.
7. Yes, they did.
8. He likes caravan holidays.

D. Work in pairs. Discuss the advantages and disadvantages of a caravan holiday and a holiday at a hotel.

Students discuss advantages & disadvantages of travelling in a caravan again using the information they have gained while reading the text about the caravan holiday. They use the sample dialogues.

Key:

Students' own answers

6C - A DIFFERENT HOLIDAY

E. First, read the postcard below. Then, write a postcard about your best holiday. Use the phrases and the postcard below as an example.

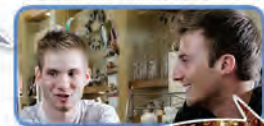
- | | |
|------------------|-----------------|
| Go sightseeing | Rent a bike |
| Take photos | Play the guitar |
| Play football | Read books |
| Make new friends | Have great time |

e.g.

Dear Betty,
I was in Amsterdam at the caravan camp yesterday. The caravan camp was awesome! I played music for the people and we cooked local dishes together. Also, I went sightseeing in Amsterdam. The canals were very nice and the streets were very crowded. I made new friends.
Tom was also happy. He didn't feel bored. He rent a bike and took some photos in the countryside.
Hugs,
Deborah



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



F. Look at the photos and guess.
What are Tom and Peter talking about?

G. Listen to two friends and answer the questions.

1. Where did Peter go for holiday?
2. Who did he go with?
3. When did he go?
4. What did he do there?
5. How were the meals?
6. Why didn't he eat Indian food?
7. What happened to Peter's camera?

H. Listen again and choose the correct options.

1. He liked / didn't like hot weather.
2. He liked / didn't like taking photos.
3. He liked / didn't like spicy food.
4. He liked / didn't like the traffic.

I. Work in pairs and talk about your worst holiday.

e.g.
Simon: It was three years ago. I went to the seaside with my family. We stayed in a tent. First day, the weather was fine but the second day it was windy. We didn't go out or swim. It was boring.
Helen: Oh, that's too bad.

E. First, read the postcard below. Then, write a postcard about your best holiday. Use the phrases and the postcard below as an example. (GO - W4)

Draw students' attention to the format of the postcard and the phrases. How did Deborah start? (with a greeting) What kind of language did she use? (informal / friendly), how did she end? (with closing remarks) Then, they write a postcard to a friend or family member.

Key:

Students' own answers

F. Look at the photos and guess.

Ask questions about the photos. e.g. "Where are the young people?", "Are they on holiday?". Elicit answers from students. Then, students look at the photos and guess what the young people are talking about.

Key:

They are talking about Peter's last holiday.

G. Listen to two friends and answer the questions. (GO- L10, CO - L3)

The aim of this activity is to look for the answer to the WH- questions in short simpler recorded material and to use the visuals to understand the recorded text. Students study the questions with their partners. They listen and answer the questions. Then, they compare their answers with their classmates.

Follow up

Students work in pairs. Cover the answers. Student A asks the questions and Student B answers. This activity promotes students' speaking ability and comprehension.

TAPESCRIPT

G.

Tom : Did you go to India last summer?

Peter: Yeah. India is a dream country.

Tom : When did you go there?

Peter: Last August. It was very very hot.

Tom : Did you go alone?

Peter: Yes.

Tom : What did you do there?

Peter: I saw the Taj Mahal and walked in the very crowded streets.

Tom : Did you take photos?

Peter: Of course.

Tom : How was the food?

Peter: It was spicy. I didn't like it. Anyway I ate something else.

Tom : Did you see cows?

Peter: Yeah. The streets were crowded and the traffic was bad.

Tom : Wow! Let's see the photos.

Peter: Photos? Wait! Oh, I can't see them.

Tom : Oh, your camera is broken, Peter.

Peter: No. I don't believe it.

Key:

1. He went to India.
2. He went alone.
3. Last August.
4. I saw the Taj Mahal and walked in the very crowded streets.
5. It was spicy.
6. He didn't like it because it was spicy.
7. It was broken.

H. Listen again and choose the correct options.

Students work in pairs and study the sentences. Students practice likes and dislikes while listening. Students listen again and choose the correct options.

Key:

1. He didn't like hot weather.
2. He liked taking photos.
3. He didn't like spicy food.
4. He didn't like the traffic.

I. Work in pairs and talk about your worst holiday.

Students work in pairs and they talk about their worst holiday. They can use the given example as a model.

Key:

Students' own answers

Teacher's Notes

6C - A DIFFERENT HOLIDAY

J. Write true sentences about your last summer holiday. Use the phrases and the photos below.

swim in the sea / go to a concert / do homework / work in the garden / wash the car / play a musical instrument / go fishing / ride a bike



I took photos. I didn't visit museums.

K. Work in groups and talk about your last summer holiday.

Use; because, but

e.g.

Daren : I didn't take photos because I didn't have my camera.

Kelly : Oh, I see. I took photos and but I didn't swim.

etc.

L. Work in groups and ask questions to get information about your friends' holidays.

e.g.

Liz : Where did you go last summer holiday?

Brian : I went to a summer camp.

John : When did you go?

Brian : In July.

etc.

Use the questions:

Where?

When?

What?

Who?

Did you.....?

M. Write an e-mail to your friend and tell him about your summer holiday.

Dear Larry,

I went to my parents' village last summer holiday. I had new friends in the village. We went swimming in the river everyday and we played football.

Use the words:

happy, interesting, exciting, boring

Use polite words and expressions.

Dear,
Sorry,
Thank you,
Have a good day,

Use;
and
then

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L. Work in groups and ask questions to get information about your friends' holidays. (GO - SP8, 6 / CO - S6, 9)

The aim of this activity is to ask for information and use basic sentences while talking about pastimes and past activities. This activity also encourages students to ask questions and to use simple structures correctly and they also pay attention to pronounce the words accurately. Students work in groups and ask question to their partners about their holidays.

Key:

Students' own answers

M. Write an e-mail to your friend and tell him about your summer holiday. (GO - W5, 14, CO - W5,1)

The aim of this activity is to write short letters to give information. Students are also supposed to use simple sentence structures and patterns correctly and to link words with the connectors 'and', 'then'. Students practice writing about past events in this activity. First, they work in groups and talk about their holidays. They take notes if they need. Then, they write a letter and tell their holiday. Students use the words and the polite language given in the activity. Next, they swap their letters and do peer correction. Finally, they put their letters into their portfolios.

Follow up

Students can send their letters to one of their friends.

J. Write true sentences about your last summer holiday. Use the phrases and the photos below. (GO - W12)

This activity is designed to teach talking about the past focusing on the meaning but not the form. Students write true sentences about your last summer holiday. They use the phrases and the photos given for them. Then, students compare their answers with their partners. Students can ask follow up questions to their friends.

e.g. "What kind of photos did you take?", "Where did you go for fishing?", etc.

Key:

Students' own answers

K. Work in groups and talk about your last summer holiday.

Students work in groups and talk about their last summer holiday. They use linking words "because", "but", "and" while talking.

Key:

Students' own answers

Teacher's Notes

ATATÜRK

A. Complete the words to find the principles of Atatürk.

1. P_ puli _ m
2. Rep_ blicanis
3. S_ cular_ sm
4. S_ atis_
5. N_ tiona_ ism
6. Ref_ rmi_ m

B. Match the definitions to the principles.

1. Secularism 2. Nationalism 3. Statism

a. Atatürk thought that he could create the new Turkey by the economic and technological development. According to him the state is the owner of the major industries of the country and also it supports the private sectors.

b. It means independence of thought and institutions from the dominance of religious thinking and institutions. Every citizen can live their religious life freely and scientific facts are the basic elements of the state.

c. Atatürk believes that Turkish people is like a bunch of flowers. There are a lot of flowers from different colours in it. The Turkish State is indivisible with its all colours.

C. Work in pairs and discuss. Which principle is very important for you?

e.g

Ceren: Republicanism is very important for me. I think it's a good regime.



Check Your Progress



I can...				
Listening	Listen simple and clear questions. Listen expressions related to likes and dislikes. Look for the answer to the WH- questions.			
Reading	Define the place, person and the topic in the reading text Look for the answers to the WH- questions in the short, simple texts.			
Spoken Interaction	Express what I want. Define the place, person and the topic in my speech.			
Spoken Production	Talk about pastimes and past activities. Explain my future plans and deliver short messages.			
Writing	Write short simple postcards. Ask and answer basic questions in written form. Write very short, basic descriptions of events and past activities.			

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Teacher's Notes

ATATÜRK

A. Complete the words to find the principles of Atatürk.

Students read about Atatürk's principles in this part. Students work in groups. They complete the words to find the principles of Atatürk. Students compare their answers with their group friends.

Key:

1. Populism
2. Republicanism
3. Secularism
4. Statism
5. Nationalism
6. Reformism

B. Match the definitions to the principles.

Students work in groups. They match the definitions to the principles. Students can refer to a dictionary if they need. They compare their answers with other groups.

Key:

1. b 2. c 3. a

C. Work in pairs and discuss. Which principle is very important for you? Why?

Students work in pairs and discuss the important principles for themselves.

Key:

Students' own answer

Theme 1

RUBRICS FOR PERFORMANCE TASK EVALUATION					
FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately.					
3. The task is enriched with posters, pictures, photos, caricatures or drawings.					
4. A reference list is given.					
CONTENT					
1. Sufficient information is given about the in general.					
2. The details about the are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent.					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used.					
2. Topics are narrated coherently.					
3. New and appropriate expressions are used to make report more powerful.					
4. New and related words suitable for the topic and audience are used.					
5. There is no mistake in spelling and punctuation.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

RUBRICS FOR PERFORMANCE TASK EVALUATION					
FORM	5*	4*	3*	2*	1*
1. An appropriate title is given to the task.					
2. The task is planned and organised appropriately.					
3. The task is enriched with posters, pictures, photos, caricatures or drawings.					
4. A reference list is given.					
CONTENT					
1. Sufficient information is given about the Neighbourhood in the Video and the Map in general.					
2. The details about Neighbourhood in the Video and the Map are vivid and varied.					
3. The ideas are elaborated and examples are clear and coherent.					
LANGUAGE AND NARRATION					
1. Clear and fluent language is used.					
2. Topics are narrated coherently.					
3. New and appropriate expressions are used to make report more powerful.					
4. New and related words suitable for the topic and audience are used.					
5. There is no mistake in spelling and punctuation.					
II. THE PRESENTATION OF PROJECT					
CONTENT					
1. The aim of the presentation was expressed clearly.					
2. A variety of vocabulary was used appropriately.					
3. Speaker provided relevant information and kept focus on the topic.					
4. Topics were introduced in detail.					
5. Speaker was able to talk persuasively.					
STRESS AND INTONATION					
1. Speaker was able to use a clear voice.					
2. Speaker was able to use correct, precise pronunciation to enhance communication.					
INTERACTION WITH AUDIENCE					
1. Speaker maintained eye contact.					
2. Movements seemed fluid and help audience visualize.					
3. Speech was interactive. Speaker asked audience's opinions and answered the questions.					
4. Speaker was self-confident and this enhanced communication.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

Portfolio assessment

Student's Name:

Date:

	5*	4*	3*	2*	1*
1. All tasks are completed and organized					
2. The portfolio is attractive in terms of design, layout and neatness.					
3. There is variety of activities, skills in portfolio.					
4. The portfolio is submitted on time.					
5. The language is fluent and accurate.					
6. Topics are searched from a variety of different resources.					
7. Tasks are enriched with different visuals and audios.					
8. There is a progress in the language use and other skills throughout the portfolio process.					

* 5 (Excellent), 4 (Good), 3 (Not Bad), 2 (Need To Be Improved), 1 (Poor)

Additional Observations:

.....

.....

Student's Name:

GROUP WORK ASSESSMENT	☺	:-	☹
1. contributes to decision making.			
2. respects and encourages the views of others.			
3. contributes in a positive way to the group work.			
4. exhibits on-task behaviour consistently.			
5. completes the task on time.			
6. volunteers to take responsibilities and roles.			
7. does research from a variety of resources.			
8. gets on well with other group members.			

PEER ASSESSMENT FORM

Student being assessed: _____

Student making the assessment: _____

For each aspect, rate the student on a scale from A to D using the following guide:

A: did this very well B: did this adequately

C: did this less than adequately D: did this poorly

General Aspect	Specific Aspect	Rating
Group Process	Attended a large majority of group meetings	
	Maintained contact with other group members	
	Communicated constructively to discussion	
	Generally was cooperative in group activities	
	Asked useful questions	
	Encouraged and assisted other group members	
The task	Made a genuine attempt to complete all jobs agreed by the group	
	Made an intellectual contribution to the completion of the task	
	Did (at least) their fair share of the work	
	Read and commented in a timely manner on drafts of the report	
	Contributed a significant amount (measured in ideas as well as words) to the report	
Overall	Based on your ratings and comments above, this student's contribution overall on this group task	

Issacs, G. (2002) Assessing Group Tasks. Teaching and Educational Development Institute. Queensland, Australia.

SCHOOL ANNUAL PLAN OF LEVEL A1.1

TIME	THEME 1: PEOPLE AND SOCIETY	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1A .Say hi, and smile	<p>Listening:</p> <ul style="list-style-type: none"> Students distinguish simple and short phrases and expressions related to immediate relevance in daily life. Students distinguish simple numbers in everyday situations. <p>Reading:</p> <ul style="list-style-type: none"> Students recognise basic phrases and words related to common everyday situations. <p>Spoken interaction:</p> <ul style="list-style-type: none"> Students introduce themselves and others. Students use simple and short phrases related to daily life. Students ask simple questions on familiar topics. <p>Spoken production:</p> <ul style="list-style-type: none"> Students talk to inform on a basic level. Students use simple numbers in everyday conversations. <p>Writing:</p> <ul style="list-style-type: none"> Students write simple isolated phrases and sentences. Students fill in the forms according to the instructions. 	<p>To be</p> <p>Subject pronouns (I , You)</p> <p>Possessive adjectives (My, Your)</p>		<p>Communication approach</p> <p>Humanistic approach</p> <p>Using RELIA CALL</p> <p>Suggestopedia</p> <p>Personalization</p> <p>Role play</p> <p>Miming</p> <p>Group discussion</p> <p>Discussion:</p> <p>Pair working</p> <p>Creative writing</p>	<p>The Internet</p> <p>CD</p> <p>Course book</p> <p>Workbook</p> <p>Flags (different countries)</p> <p>A map of the world</p> <p>People photos from different countries</p>	

.....SCHOOL ANNUAL PLAN OF LEVEL A1.1

TIME	THEME 1: PEOPLE AND SOCIETY	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATURK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	1B. Where are you from	Listening: <ul style="list-style-type: none"> • Students listen and follow simple, slow and clear talks. Reading: <ul style="list-style-type: none"> • Students understand the short and simple questions including personal information. Spoken interaction: <ul style="list-style-type: none"> • Students answer simple questions addressed to them. Spoken production: <ul style="list-style-type: none"> • Students support his speech with visuals Writing: <ul style="list-style-type: none"> * Students use simple numbers in written form. 	Subject pronouns (He, She, It, We, they) Possessive adjectives (Her, His, Its, Our, Their)		Communication approach Humanistic approach Using RELIA CALL Suggestopedia Personalization Role play Miming Group discussion Discussion: Pair working Creative writing	The Internet CD Course book Workbook Family photos	

SCHOOL ANNUAL PLAN OF LEVEL A1.1

TIME	THEME 2: OUR WORLD	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2A. My Family	<p>Listening:</p> <ul style="list-style-type: none"> Distinguish the sounds that they listen <p>Reading:</p> <ul style="list-style-type: none"> Students understand the short and simple questions including personal information <p>Spoken interaction:</p> <ul style="list-style-type: none"> Students Introduce themselves and others <p>Spoken production:</p> <ul style="list-style-type: none"> Students describe people place and possessions in simple terms <p>Writing:</p>	<p>Possessive Adj. Possessive 'S</p>		<p>Communication approach Humanistic approach Using RELIA CALL Suggestopedia Personalization Role play Miming Group discussion Discussion: Pair working Creative writing</p>	<p>The Internet CD Course book Workbook</p>	

.....SCHOOL ANNUAL PLAN OF LEVEL A1.1

TIME	THEME 2: OUR WORLD	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATURK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2B. My home	<p>Listening:</p> <ul style="list-style-type: none"> • Students distinguish simple and clear questions <p>Reading:</p> <ul style="list-style-type: none"> • Students recognise basic phrases and words related to common everyday situations <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Students ask simple questions on familiar topics. <p>Spoken production:</p> <ul style="list-style-type: none"> • Students support his speech with visuals. <p>Writing:</p> <ul style="list-style-type: none"> • Students write very short, basic descriptions of themselves and other people. • Students ask basic questions in written form 	<p>There is/are</p> <p>Prepositions of place</p>		<p>Communication approach</p> <p>Humanistic approach</p> <p>Using RELIA CALL</p> <p>Suggestopedia</p> <p>Personalization</p> <p>Role play</p> <p>Miming</p> <p>Group discussion</p> <p>Discussion:</p> <p>Pair working</p> <p>Creative writing</p>	<p>The Internet</p> <p>CD</p> <p>Course book</p> <p>Workbook</p> <p>Different school photos from different countries</p>	

SCHOOL ANNUAL PLAN OF LEVEL A1.1

TIME	THEME 2: OUR WORLD	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	TOPICS RELATED TO ATATÜRK	TEACHING METHODS AND TECHNIQUES	MATERIALS	ASSESSMENT
6 hours	2C. My street	<p>Listening:</p> <ul style="list-style-type: none"> Students listen and follow simple, slow and clear talks <p>Reading:</p> <ul style="list-style-type: none"> Students know the meaning of everyday signs, symbols, and notices in public places. <p>Spoken interaction:</p> <ul style="list-style-type: none"> Students ask simple questions on familiar topics <p>Spoken production:</p> <ul style="list-style-type: none"> Students support his speech with visuals. <p>Writing:</p> <ul style="list-style-type: none"> Students write very short, basic descriptions of themselves and other people. Students answer basic questions in written form 	<p>Giving directions There is/are</p> <p>Prepositions of place</p> <p>Giving directions</p>	10th November (Atatürk's Life)	<p>Communication approach Humanistic approach Using RELIA CALL Suggestopedia Personalization Role play Miming Group discussion Discussion: Pair working Creative writing</p>	<p>The Internet Course book Workbook Food photos</p>	<p>Performance task 2</p> <p>Sample exam 2</p>

Workbook Key

THEME 1

PEOPLE AND SOCIETY

1A - Say Hi and Smile

A. Fill in the blanks.

1. **Anna** : Hello. I (1) **am** Anna.
Tim : Hi, I'm Tim. Nice to (2) **meet** you.
 2. **Tom** : Hi! My name (3) **is** Tom.
Sue : Hello, I'm Sue. (4) **How** are you?
 3. **Maria** : Hey. I'm (5) **Maria** .
Jack : I'm Jack. Glad to meet (6) **you** .

B. Put the words in the correct order.

- fine / I'm / thanks / . I'm fine, thanks.
- to / you / pleased / meet / . Pleased to meet you.
- phone / mobile / what's / your / ? What's your mobile phone number?.
- how / you / are / ? How are you?.
- later / you / see / . See you later.

C. Fill in the blanks with the words in the box below.

Then match them to the answers.

Who

What

How

- | | |
|-------------------------------------|-------------------------|
| 1. Who is she? | 3- a. Fourteen. |
| 2. What's your name? | 4- b. She is my mother. |
| 3. How old are you? | 2- c. 234 673 36 21 |
| 4. What's your phone number? | 1- d. Martha. |

D. Fill in the blanks with the words below. One is extra.

well

how

bye

you

see

your

my



- Mathilda** : Good evening Gabriela. How are (1) **you**?
- Gabriela** : I'm very (2) **Well**, thanks.
 (3) **How** are you?
- Mathilda** : Great. What's (4) **your** phone number?
- Gabriela** : 314 7866014
- Mathilda** : Thanks. (5) **See** you soon.
- Gabriela** : See you (6) **bye**.

E. Write a dialogue between Mary and Leslie. Use the prompts below.

Mary Gibson

14
 012 567348
 See you
 Nice to meet you

Leslie Wilson

How are you?
 13
 Bye

Suggested Answer:

- Mary** : Hi. What's your name?
Leslie : Leslie Wilson. What's your name?
Mary : Mary Gibson. How old are you?
Leslie : 13. You?
Mary : I'm 14.
Leslie : What's your telephone number?
Mary : 012 567348
Leslie : Nice to meet you.
Mary : Nice to meet you, too.
Leslie : See you.
Mary : Bye.

F. Choose the correct answer.

1. How are you?
A) I'm fifteen.
B) I'm fine, thanks.
C) Nice to meet you.
2. How old are you?
A) Not bad.
B) I'm sixteen.
C) See you soon.
3. What's your name?
A) Fourteen.
B) Jason.
C) Thank you.
4. What's your mobile phone number?
A) 8
B) 414 7880061
C) OK.
5. Pleased to meet you.
A) Good.
B) Fine, thanks.
C) Pleased to meet you, too

G. Match the sentences in box A to the sentences in box B below.

A (c) 1. Hello, Judith. How are you?
(a) 2. I'm OK, thanks. What's your telephone number?
(b) 3. Thanks. See you.

B (2) a. 962 426786
(3) b. Bye. See you tomorrow.
(1) c. Not bad, Matt. You?



H. English teacher Mr. Dixon is on the phone. He asks for the telephone numbers of some students from the school secretary. Do as in the example.



Claire
0156 3374922



Billy
0049 2695456



Liz
0179 5187453



Andy
0165 3374292



10

e.g.

Mr Dixon: What is Claire's phone number?

Secretary: Oh-one-five-six-double three-seven-four-nine-double two.

1. **Mr Dixon: What's Billy's phone number?**

Secretary: Double oh- four- nine -two-six-nine-five-four-five-six.

2. **Mr Dixon: What's Liz's phone number?**

Secretary: Oh-one-seven-five-one-eight-seven-four-five-three.

3. **Mr Dixon: What's Andy's phone number?**

Secretary: Oh-one-six-five-double three- seven-four-two-nine-two.



1B - Where are you from?

A. Fill in the blanks.

Terry : Hi, Mark. This is my friend Almira. She(1) **is** from Spain. Almira, this is Mark.
He(2) **is** from Germany.

Mark : Hello, Almira. How (3) **are** you?

Almira : Hi, Mark. I (4) **am** fine, thanks. (5) **Are** you OK?

Mark : Yes, thanks. (6) **Are** you and Terry at the same class?

Almira : Yes, we (7) **are**.

B. Put the words in order.

- your / What's / name?
What's your name?
- Timothy Burton / name's / my.
My name's Timothy Burton .
- you / spell / do / Burton / How?
How do you spell Burton?

C. Find eight nationalities in the puzzle.

N	C	C	A	S	B	B	R	K	P
O	C	H	I	N	E	S	E	M	O
T	A	C	E	H	P	W	R	K	R
U	N	L	D	R	A	E	C	B	T
R	A	H	S	T	A	D	C	W	U
K	D	G	W	Y	F	I	L	V	G
I	I	R	S	W	I	S	S	G	U
S	A	T	X	Z	H	H	J	H	E
H	N	G	E	R	M	A	N	Y	S
F	R	E	N	C	H	G	N	A	E

D. Match the questions to the answers.

- d** 1. Are they from Brazil?
b 2. What nationality are you?
e 3. What colour is the Italian flag?
f 4. Is she Dutch?
c 5. Where is he from?
a 6. Are you Belgian or German?

a. We are German.

b. I'm Argentinian.

c. He's from China.

d. No, they aren't. They're from Denmark.

e. It's green, white and red.

f. Yes, she is.

E. Lars is on business interview. Complete the conversation. Use the words in the box below.

I'm from Norway- It's 414 876 554- My name's Lars Brekken- Hi!- I'm fifteen- L-A-R-S B-R-E-double K-E-N

Boss : Welcome!

Lars : **Hi.**

Boss : What's your name?

Lars : **My name is Lars Brekken.**

Boss : How do you spell your name?

Lars : **L-A-R-S B-R-E-double K-E-N**

Boss : Where are you from?

Lars : **I'm from Norway**

Boss : How old are you?

Lars : **I'm fifteen**

Boss : What's your telephone number?

Lars : **It's 414 876 554**



Monica answers the librarian's questions. Write the questions for the answers.



Librarian : **What is your name?**

Monica : My name is Monica.

Librarian : **How old are you?**

Monica : I am fifteen years old.

Librarian : **Where are you from?**

Monica : I am from Germany.

Librarian : **What nationality are you?**

Monica : I am German.

G. Match the sentences in box below.

e	1. How old are your sisters?	a.	She's sixteen.
c	2. Are Mike and Nina Portuguese?	b.	We are from the Czech Republic.
d	3. My name is Miyake. I am from China.	c.	No, they are American.
b	4. Karolina and I aren't Russian.	d.	I am Chinese.
a	5. Sheila isn't fifteen.	e.	They are eleven and fourteen.

H. Complete the sentences.

Cecilia : Hi, Terry! Who are they over there?
Terry : They are Gomez and Arantxa.
Cecilia : **Are** they from Spain?
Terry : No, they **are from Mexico**. They **are** Mexican.
Cecilia : Who **is** that boy over?
Terry : That **'s** Tony, the new student.
Cecilia : Really? Where **'s** he from?
Terry : He **'s** from the USA.
Cecilia : Oh, so he **'s** American.



I. Match the countries to the nationalities.

f	1. Canada	a.	Greek
d	2. Brazil	b.	Italian
b	3. Italy	c.	Russian
e	4. Mexico	d.	Brazilian
a	5. Greece	e.	Mexican
c	6. Russian Federation	f.	Canadian

J. Look at the picture and fill in the blanks as in the example.

- Ivana is from Russian Federation. She's Russian.
- Maria is from **Mexico**. She's **Mexican**.
- Adriana is from **Brazil**. She's **Brazilian**.
- Robert is from **France**. He's **French**.
- Fernandez is from **Spain**. He is **Spanish**.
- Dimitri is from **Greece**. He's **Greek**.

- Where is Maria from? She is from Mexico. What nationality is she? She is Mexican.
- Where is Adriana from? She is from Brazil. What nationality is she? She is Brazilian.
- Where is Robert from? He is from France. What nationality is he? He is French.
- Where is Fernandez from? He is from Spain. What nationality is he? He is Spanish.
- Where is Dimitri from? He is from Greece. What nationality is he? He is Greek.



K. Ask and answer about the people in exercise J.

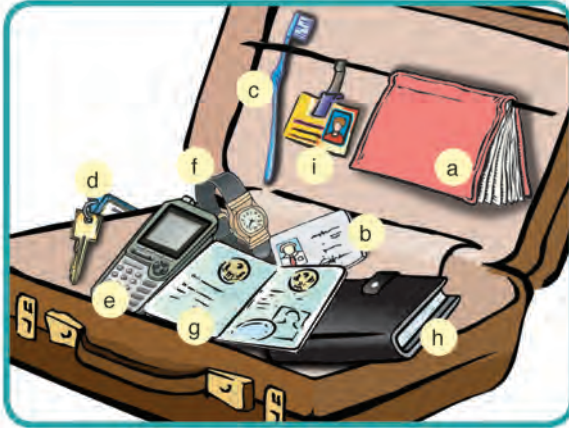
Matt : Where is Ivana from?
Joe : She's from **Russia**.
Matt : What nationality is she?
Joe : She's **Russian**.

1C - My Belongings

A. Write the missing letters.

- | | | | | |
|--------------|-----------|-------------|----------|------------|
| 1. sharpener | 2. watch | 3. umbrella | 4. ruler | 5. diary |
| 6. cap | 7. eraser | 8. book | 9. pen | 10. wallet |

B. Match the words in box A to the pictures. Then write 'a' or 'an' in front of the words.



- A**
- g 1 a passport
 - b 2 a driving licence
 - i 3 an identity card
 - c 4 a toothbrush
 - e 5 a mobile phone
 - d 6 a key
 - h 7 an address book
 - a 8 a diary
 - f 9 a watch

- B**
- 1 passports
 - 2 driving licences
 - 3 identity cards
 - 4 toothbrushes
 - 5 mobile phones
 - 6 keys
 - 7 address books
 - 8 diaries
 - 9 watches

C. Write the plurals of the words in box A into the box B.

D. Circle the correct words.



This is for you, grandma.

Thank you, Sue.



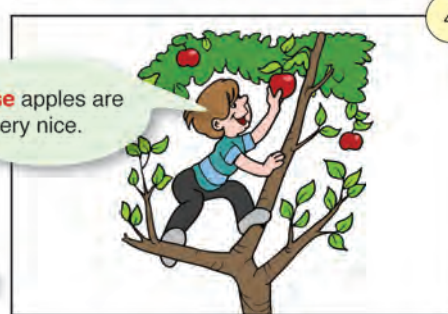
Who is **that** man in the van.

He is our new driver, Joe.



Are **those** sea birds?

Yes they are.



These apples are very nice.

E. Donna's little brother, Mark, is learning the names of the objects. He is asking questions to his sister. Complete their sentences.

e.g.



1. Mark : Is this a plane?
Donna : No, it isn't. It's a helicopter.



2. Mark : Is that a bicycle?
Donna : No, it isn't. It's a scooter.



3. Mark : Are these pens?
Donna : No, they aren't. They are pencils.



4. Mark : Is that a tiger?
Donna : No, it isn't. It's a bear.



5. Mark : Are these oranges?
Donna : No, they aren't. They are apples.



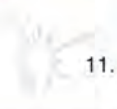
6. Mark : Are those lorries?
Donna : No, they aren't. They are cars.



F. Write the colours and find them in the puzzle.



1. yellow



11. white



10. black



2. blue



3. red



4. grey



5. green



6. purple



9. pink



8. orange



7. brown

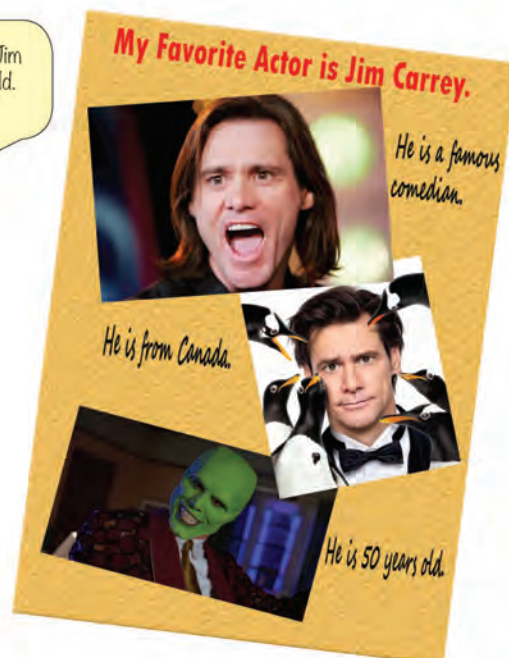
O	J	T	R	K	Y	D	E	K	B
R	E	D	H	Q	Z	G	N	U	L
A	P	B	R	O	W	N	Y	J	A
N	V	M	H	E	G	D	K	Z	C
G	R	E	Y	F	R	H	P	E	K
E	B	Q	E	W	E	S	U	N	G
V	P	B	L	U	E	F	R	B	U
S	I	T	L	D	N	Y	P	X	Q
Z	N	Q	O	C	B	F	L	K	J
V	K	N	W	H	I	T	E	T	R

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 Week
Task	Introduce yourself and someone. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> • Introduce yourself. • Introduce someone (your friend, favourite singer, actor / actress, writer, etc.) • Write about; name, age, country, address, etc. • Use photos or pictures. • Design a poster.

Hi, I am Annika.
I am 18 years old. I'm from Germany.

This is my favourite actor Jim
Carrey. He is 50 years old.
He is from Canada.



2A - My Family

A. Find the hidden family words in the puzzle and write in the blanks.

A	D	I	M	O	T	H	E	R	L
S	A	B	O	F	E	L	S	O	N
H	U	S	B	A	N	D	Y	J	S
E	G	B	S	T	E	U	Z	A	I
T	H	E	R	H	I	M	W	X	S
Y	T	A	H	E	B	E	I	D	T
U	E	K	J	R	C	W	F	G	E
B	R	O	T	H	E	R	E	O	R

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

B. Look at the family photos and fill in the blanks using the words above.

1. Peter is my

2. Carol and Francis are my

3. John is my

4. Susan is my

5. Peter is Susan's

6. Susan is Peter's

7. Carol and Francis are Susan and Peter's

8. John and I are Susan and Peter's

C. Answer the questions as in the example.

Example: Whose books are these?
These are **my teacher's** books.

1. Whose computer is this?
.....
2. Whose bicycles are those?
.....
3. Whose teddy bear is that?
.....
4. Whose scooters are those?
.....

D. Draw the family tree of a famous person.



E. Describe the family.

e.g. Shoen is Adele's brother. He is 22 years old...

Students' own answers

F. Fill in the blanks as in the example.

1. Jennifer is from the USA. ...*Her*... family is in England.
2. Mr. and Mrs. Bright are on holiday but **Their** children are at home.
3. It is a French restaurant. **Its** name is Bonjour.
4. My teacher is very tall but **His** wife isn't tall.
5. Carolina and I are in the same school club. **Our** club's name is Science and Technology.
6. Hello, **My** name is Terry. What is **your** name?

G. Look at the photos and answer.



Brain Pinocchio

1. Whose nose is long?
Pinocchio's nose is long.



Laura Tom

2. Whose hair is short?
Tom's hair is short.



Cindy Mary

3. Whose hair is beautiful?
Cindy's hair is beautiful.



George Brad

4. Whose eyes are blue?
Brad's eyes are brown.



K. Brynt L. Messi

5. Whose arms are strong?
The basketballer's (Kobe Brynt's) feet are big.



John Meg

6. Whose arms are thin?
Meg's arms are thin.

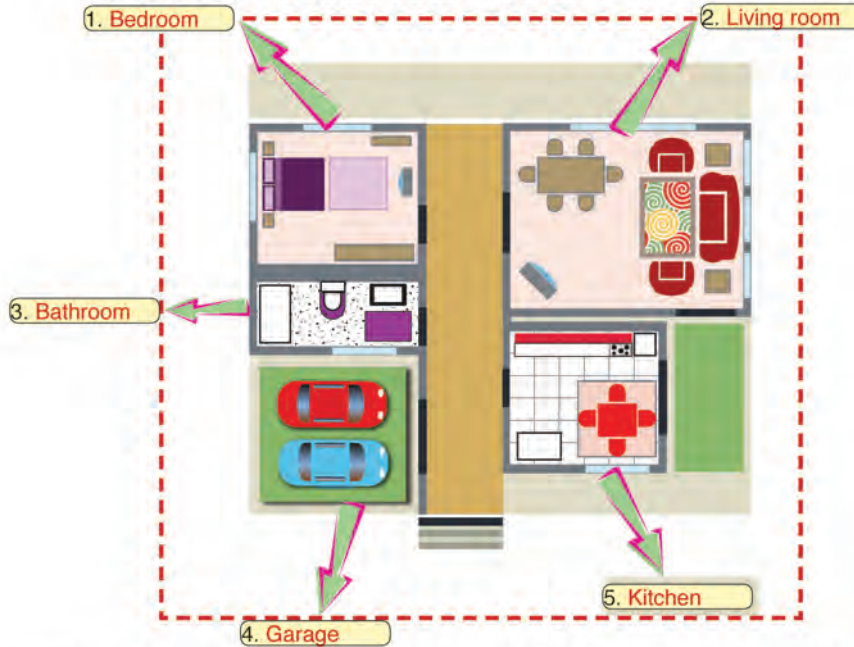
2B - My Home

A. Label the names of the rooms with the words in the box.

Bathroom - Garage - Kitchen - Living room - Bedroom

B. Answer the questions.

- e.g. - Are there two bedrooms in the house?
- No, there aren't. There is one bedroom in the house.



1. Are there three chairs in the living room?
No, there aren't. There are six chairs in the living room.
2. Is there one TV in the house?
No, there isn't. There are two TVs.
3. Is there one car in the garage?
No, there isn't. There are two cars.
4. Are there two bathrooms in the house?
No, there aren't. There is one bathroom.
5. Are there two beds in the bedroom?
No, there aren't. There is one bed.
6. Is there one table in the kitchen?
Yes, there is one table.

C. Unscramble Elizabeth's words.

1. big / is / house / my/.
My house is big.
2. are / there / two / bedrooms / upstairs /.
There are two bedrooms upstairs.
3. small / a / downstairs / is / kitchen / there /.
There is a small kitchen downstairs.
4. a / is / there / living room / downstairs / big /.
There is a big living room downstairs.
5. is / a / garage / there / downstairs /.
There is a garage downstairs.



D. Match the words to the pictures.

guitar, poster, laptop, trainers, umbrella, flowers, vase, camera, wardrobe



1. wardrobe



2. laptop



3. flowers



4. umbrella



5. poster



6. trainers



7. camera

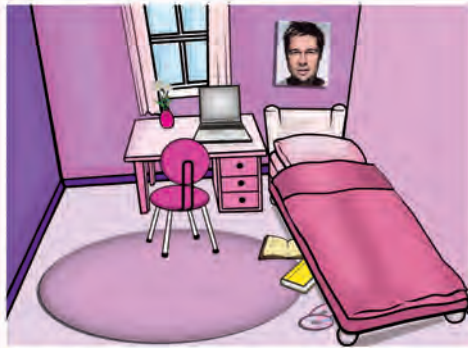


8. vase



9. guitar

E. Look at Susan's room and fill in the blanks with "in, on, under".



1. There is a bed in the corner.
2. There is a table **in** the room.
3. There is a computer **on** the table.
4. There are flowers **on** the table.
5. There are books and CDs **under** the bed.
6. There is a Brad Pitt poster **on** the wall.

F. Draw pictures "in / on / or under" the objects below.



1. There is a cat **on** the chair.



2. There is a dog **in** the car.



3. There is a bird **on** the table.



4. There is a fish **in** the dish.

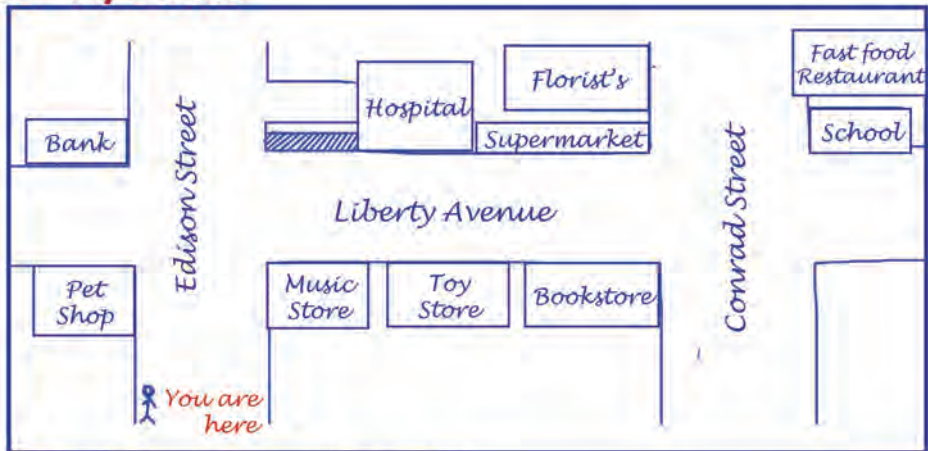


5. There is a dog **under** the clock.



6. There is a bird **under** the sofa.

2C - My Street



A. Look at the map and answer the questions.

Use "near – between – on the left – on the right".

e.g. Where is the pet shop?

It is on Edison Street on the left.

Where is the toy store?

It's on Liberty Avenue between the music store and bookstore.

1. Where is the bank?

It's on Edison Street on the left.

2. Where is the fast food restaurant?

It's on Conrad Street next to the school.

3. Where is the hospital?

It's on Liberty Avenue next to the supermarket

4. Where is the florist's?

It's on Conrad Street on the left.

5. Where is the school?

It's on Conrad street next to the fast food restaurant.

6. Where is the bookstore?

It's on Liberty Avenue next to the toy store.

B. Look at the map above. Read the dialogues and fill in the blanks with the words.

(Go straight, turn right, turn left, next to)

1.

Alan : Excuse me! Is there a hospital near here?

Boris : Yes. Go straight and turn right to Liberty Avenue. It is next to the supermarket.

Alan : Thank you.

2.

Kamala : Excuse me! Is there a florist's near here?

Peter : Yes. Go straight and turn right to Liberty Avenue. And walk to Conrad Street and turn left. It is next to the supermarket.

Kamala : Thank you.

C. Look at the map in A again and write (T) for true or (F) for false.

- F 1. The music store is next to the bank.
- F 2. The hospital is next to the florist's.
- T 3. The toy store is between the music store and the bookstore.
- F 4. The supermarket is on Edison Street.
- F 5. The restaurant is on Liberty Avenue.
- T 6. The bookstore is next to the toy store on Liberty Avenue.
- F 7. The bank is on Conrad Street next to the florist's.
- T 8. The school is on Conrad Street next to the Restaurant.
- T 9. The pet shop is on Edison Street.
- T 10. The florist's is next to the supermarket.

D. Look at the picture and answer the questions.



e.g. Is there one woman in the street?
No, there isn't. There are two women in the street.

1. Is there a shoe shop next to the post office?
No, there isn't. There is a newsagent's.
2. Is the chemist's on the left?
No, it is on the right.
3. Is the newsagent's between the shoe shop and the toy shop?
No, it isn't. It's between the post office and the butcher.
4. Is the butcher near the shoe shop?
No, it isn't. It's next to the florist.
5. Is there a library in the street?
No, there isn't.
6. Is the post office on the left?
Yes, it is.
7. Is the toy shop between the post office and the butcher's?
No, it isn't. It's between the baker's and chemist.
8. Is there a baker's on the right?
Yes, there is.

E. Find the hidden words.



park – market – hospital – metro – station – car park – bank – bus stop – museum – florist –
– chemist's – butcher – library – baker's

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 Week
Task	Introduce your family. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> Prepare a family tree. Write the names. Introduce you and your family. Add the ages. Use photos. Design a poster.



This is me. I am

PROJECT

Topic	Making a Video and a Map of your Neighbourhood
Task	Filming the neighbourhood and drawing its map
Duration	2 Months
Types of scoring instrument	Scoring rubrics
Expected Performance	Research, creativity, thinking skills, writing skill

In this video you should:

- introduce the Project; I am going to film all the shops and places in my neighbourhood, etc.
- film the shops and other places.
- take photos as well.

While preparing your Project, you should:

- choose your team mates.
- plan your time.
- share tasks among your friends.
- watch your video and start drawing the map.
- find your neighbourhood on google earth and compare with your map.
- use clear and fluent language and have coherent narration.
- edit your video (use movie maker, etc.) and the map.
- prepare your video and a presentation by / / 2012 at the latest.



THEME 3

EDUCATION

3A - My Classroom

A. Write the instructions under the correct pictures.

Don't sleep in the class!, Read, Open your books, Don't shout!, Don't eat in the lesson!, Look at the picture, Don't use mobile phone in the lesson!, Listen!, Write, Don't be late!

DO



Write.



Listen.



Open your books.



Read.



Look at the picture.

DON'T



Don't eat in class.



Don't be late.



Don't shout.



Don't use mobile phone in the lesson!



Don't sleep in the class.

B. Match the two parts of the sentences.

e 1. Listen	a. your book; page 15.
a 2. Open	b. your name, please.
g 3. Don't make	c. go straight.
f 4. Stand	d. down.
b 5. Write	e. to the teacher.
d 6. Sit	f. up, please.
c 7. Turn left and	g. noise.

C. Look at the puzzle and find the twelve classroom objects.

1. SHARPENER
2. DUSTER
3. MAP
4. TABLE
5. PEN
6. DESK
7. NOTEBOOK
8. SMARTBOARD
9. BOOK
10. CHAIR
11. RULER
12. ERASER

S	A	T	A	O	N	R	Y	U	J
M	S	H	A	R	P	E	N	E	R
A	C	I	D	U	S	T	E	R	O
R	H	E	Q	L	Z	V	M	A	P
T	A	B	L	E	X	I	H	S	G
B	I	O	W	R	F	C	P	E	N
O	R	O	A	D	F	L	G	R	U
A	F	K	Q	V	T	U	S	N	P
R	E	E	J	D	E	S	K	B	M
D	N	O	T	E	B	O	O	K	X

3B - School Subjects

A. Complete the words and find the school subjects.



1. A r t



2. H i s t o r y



3. E n g l i s h



4. M a t h s



5. S c i e n c e



6. G e o g r a p h y



7. F r e n c h



8. I C T

B. Write the times.



1. It's ten past eight.



2. It's a quarter to five.



3. It's half past twelve.



4. It's a quarter past seven.



5. It's nine.



6. It's twenty to six.

C. Complete the sentences about the shops in your town.

In my town....

1. Shops are open from *nine* to *eight*.
2. Cinemas are open from *twelve* to *eleven pm*.
3. Cafés are open from *nine* to *ten pm*.
4. Supermarkets are open from *ten am* to *ten pm*.
5. Restaurants are open from *ten am* to *eleven pm*.

D. Fill in the blank with *in, on, at*.

- | | |
|--|--|
| 1. There is Math lesson on Monday. | 5. Is the pool open in the evening? |
| 2. Breakfast is at 7 a.m. | 6. Her birthday is in June. |
| 3. Be ready at 9 in the morning. | 7. Finish your work at 5 in afternoon. |
| 4. Come again on Sunday. | 8. Don't come to school on Saturdays and Sundays. |

E. Look at Mel's agenda and make sentences.

Monday	9 am	History class
Tuesday	2 pm	Math class
Wednesday	evening	Guitar class
Thursday	11 am	Computer Tech.
Friday	1 pm	Physical Education
Saturday	afternoon	Jane's birthday



1. ...The History class is at 9 am on Monday ...
2. The Math class is at two pm on Monday.
3. The guitar class is on Wednesday evening.
4. The Computer Technology class is at 11 am on Thursday.
5. The Physical education class is at 1 pm on Friday.

F. Make one day school agenda. Then write full sentences as in activity E.

Students' own answers

1.
2.
3.
4.
5.
6.

G. Match the questions to the answers.

- | | | |
|------------------------------|---|------------------------|
| 1. What is the time? | b | a . It's on Saturday. |
| 2. What time is the concert? | d | b . It's five o'clock. |
| 3. When is the party? | a | c . It's at the café. |
| 4. Where is the party? | c | d . It's at 8 pm. |



H. Make sentences as in the example.

e.g. A cheetah can run but a turtle can't.

fly swim climb a tree run catch fish

a cheetah	a frog
a turtle	a rabbit
a bear a lion	
a cat	a bird
a dog	an elephant

1. A cheetah can run but a turtle can't.
2. A frog can swim but a rabbit can't.
3. A bear can catch fish but a lion can't.
4. A cat can climb a tree but a dog can't.
5. A bird can fly but an elephant can't.

I. Find the school subjects in the puzzle.

M	A	R	T	S	J	C	U	O
P	E	H	R	E	I	H	G	B
S	C	I	E	N	C	E	T	I
M	R	S	X	G	T	M	Q	O
A	F	T	E	L	V	I	E	L
T	V	O	N	I	P	S	A	O
H	I	R	A	S	N	T	Y	G
S	B	Y	Q	H	W	R	U	Y
F	R	E	N	C	H	Y	T	C
G	E	O	G	R	A	P	H	Y

3C - School Clubs

A. Look at the Gilbert's schedule below. Fill in the blanks with the numbers in the box.

twenty first - thirteenth - fifth - second - seventh - twelfth - ninth
fourth - sixth - eleventh - sixteenth - nineteenth - tenth

December	January	March	June
5th fifth (Jack's birthday)	9th ninth (chess club Festival)	4th fourth (trip to Amsterdam)	2nd second (mum's birthday)
7th seventh (Maths exam)	13th thirteenth (History exam)	6th sixth (Hannah's birthday)	10th tenth (trip to Barcelona)
11th eleventh (Physics exam)	21st twenty first (Demi's birthday)	19th nineteenth (Technology club Festival)	12th twelfth (School party)
16th sixteenth (dad's birthday)			

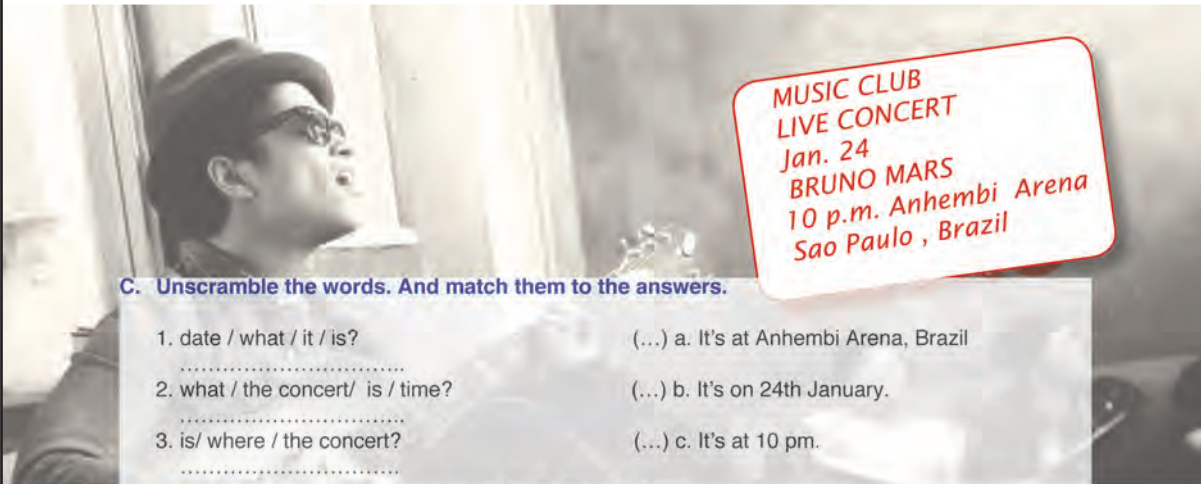


B. How do you say the dates above?

Look at Gilbert's schedule and make sentences as in the example.

e.g. 5th December - Jack's birthday is on the fifth of December .

- The Maths exam is on the seventh of December.
- The Physics exam is on the eleventh of December.
- Dad's birthday is on the sixteenth of December.
- The chess club festival is on the ninth of January.
- The History Exam is on the thirteenth of January.
- Demi's birthday is on the twenty first of January.
- The trip to Amsterdam is on the fourth of March.
- Hannah's birthday is on the fourth of March.
- The technology club festival is on the nineteenth of March.
- Mum's birthday is on the second of June.
- The trip to Barcelona is on the tenth of June.
- The school party is on the twelfth of June.



**MUSIC CLUB
LIVE CONCERT**
Jan. 24
BRUNO MARS
10 p.m. Anhembi Arena
Sao Paulo , Brazil

C. Unscramble the words. And match them to the answers.

- | | |
|--|--|
| 1. date / what / it / is?
..... | (...) a. It's at Anhembi Arena, Brazil |
| 2. what / the concert/ is / time?
..... | (...) b. It's on 24th January. |
| 3. is/ where / the concert?
..... | (...) c. It's at 10 pm. |

D. Fill in the blanks with the answers in the box below.

clubmates - drama - interesting - plays - teacher - 15th April
Zion Art - fest - people

Drama Club Fest

My club is (1)..... It is an (2)..... club.
I like (3)..... It is (4)..... today and we are in the
(5).....center in Manchester. This (6)..... is very
big and there are (7)..... from all over the world. I am with
my (8)..... and club (9)..... The play is very nice.
I like drama and drama fest.



E. What's the weather like? Choose the correct option.



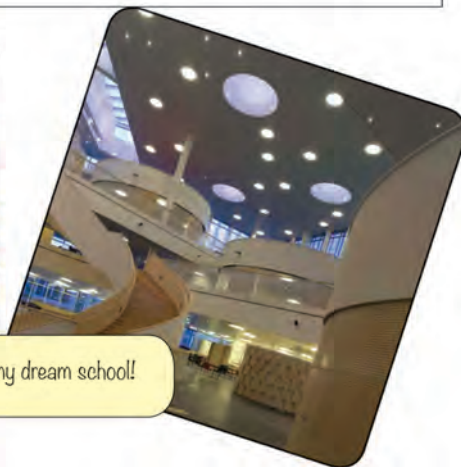
- | | |
|----------------------|---|
| 1. It's | a. snowy b. cloudy c. rainy d. stormy |
| 2. It's | a. cold b. warm c. cool d. hot |
| 3. It's | a. windy b.rainy c. cloudy d. foggy |
| 4. It's a day. | a. sunny b.windy c. icy d. cloudy |
| 5. It's a day. | a. sunny b. warm c. hot d. snowy |

F. Unscramble the months of the year and put them in order.

- | | | | |
|--------------|---------|-------------|----------|
| a. FBYUARER | 1. | g. TOCOBRE | 7. |
| b. AMY | 2. | h. HARCMB | 8. |
| c. EMBERVON | 3. | i. UNJE | 9. |
| d. PETESEMBR | 4. | j. YUJL | 10. |
| e. AJYUARN | 5. | k. BERCEMED | 11. |
| f. SUGASTU | 6. | l. PARIL | 12. |

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 Week
Task	Design your Dream School. Prepare a poster.
Follow the steps	<ul style="list-style-type: none">• Draw the picture of the school,• Write the parts of the school, (classrooms, garden, gym, swimming pool, etc.)• Make your school schedule,• Describe the school; big, small, beautiful, etc.• Design a poster and display your dream school.



This is my dream school!

THEME 4

PERSONALITY AND CHARACTER

4A - Look at My Family!

A. Complete the sentences. Use "head- ears - arms - mouth - neck- legs - eyes"



1. I have got two big **eyes**.



2. I've got a big **nose**.



3. I've got a small **head**.



4. I've got a very long **neck**.



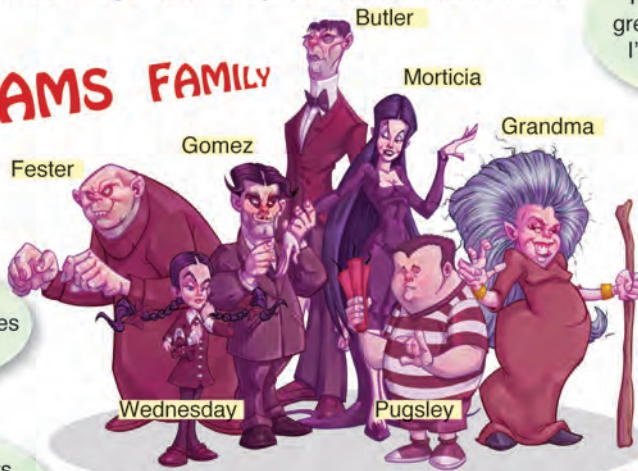
5. I've got two big **ears**.



6. I've got two **arms** and two **legs**.

B. Look at the Adams family. Match the speech bubbles to the names.

ADAMS FAMILY



1. Pugsley

I'm short and fat. I've got short hair. My eyes are very small.

2. Fester

I've got big ears and a small nose. I'm bald. My hands are very big.

3. Butler

I'm tall and thin. I've got long legs and arms. My feet are big.

4. Morticia

I'm tall and slim. I've got long black hair. My fingers are very long and beautiful.

I'm plump. I've got long grey hair. My mouth is big. I've got small eyes and big teeth.

7. Grandma

6. Gomez

I'm short. I've got a long face and big ears.

5. Wednesday

I'm short and thin. I've got long hair with big blue eyes.

C. Read the dialogue and tick (✓) the correct picture.

Miriam : Hey, your favourite film is on TV tonight.
Russell : What film?
Miriam : Come on. The film with one of your favourite actress.
Russell : What actress?
Miriam : Oh, what's her name? Hmm, she's got a lovely face and
Russell : Has she got blue eyes?
Miriam : No, she hasn't. She's got big black eyes.
Russell : Has she got long hair?
Miriam : Yes. She has got long brown hair.
Russell : Is she tall?
Miriam : No. She is of medium height.
Russell : Is she from the USA?
Miriam : No. She is Spanish.
Russell : What's her name?
Miriam : She is **Penelope Cruz**.



Meg Ryan



Penelope Cruz

**D. Match the opposites.
 Then find five differences between Simon and Matt.**

- c 1. plump
- d 2. old
- a 3. short
- b 4. grey hair

- a. tall
- b. black hair
- c. slim
- d. young



Simon

1. Simon is plump but Matt is slim.
2. Simon has got grey hair but Matt has got black hair.
3. Simon is short but Matt is tall.
4. Simon is old but Matt is young.



Matt

E. Circle the correct words for yourself.

Students' own answers

I am short / tall. I've got big / small eyes. My eyes are brown / green/ blue. I've got short / long hair.
 It's blond / dark / red. My nose is small / big. I have got small / big ears.

4B - I Work at Weekends

A. Match the phrases to the pictures.

take a shower - make the bed - brush my teeth - do vacuum cleaning - do the laundry - watch TV



1. Brush my teeth



2. do the laundry



3. watch TV



4. do vacuum cleaning



5. make the bed



6. take a shower

B. Look at the pictures and fill in the blanks.

1. I am a driver. I **drive** to school every morning.



2. Samantha and her mother often **wash** the dishes together.



3. Mr. Porter **walks** his dog everyday.



4. Rosa and Bernard are doctors. They **work** in the same hospital.



5. Do you usually **drink** apple juice?



C. Unscramble the words.

1. play / Sandra and Tom / basketball / at weekends / always

Sandra and Tom always play football at the weekends.

2. do / walk the dog / your parents / when (?)

When do your parents walk the dog?

3. meet / often / I / at the sports centre / with friends

I often meet with my friends at the sports centre.

4. do / what / you / do / at weekends (?)

What do you do at the weekends?

5. come / Mike and Terry / late / always / to school

Mike and Terry always come to school late.

D. Look at the chart and complete the column.

	My Parents	My Sisters	Me
have breakfast	✓	✓	
drink milk	X	✓	
watch TV in the evenings	X	X	
play an instrument	✓	X	

Now complete the paragraph.

My parents and my sisters (1) **have** breakfast early in the morning. I (2) **don't have** breakfast with them. I usually (3) **have** my breakfast late. At the breakfast my sisters and I (4) **drink** milk but my parents (5) **don't drink** milk. My parents (6) **play** piano and I (7) **play** guitar but my sister (8) **don't play** an instrument. My parents and my sisters (9) **don't watch** TV in the evenings but I (10) **watch** TV in the evenings.



E. Match the questions to the answers.

c 1. What do you have for breakfast?	a. In the evening.
f 2. What time do you get up?	b. Rap.
d 3. What do they play after school?	c. Cereals and milk.
a 4. When do you do your homework?	d. Tennis.
b 5. What kind of music do they like?	e. At 4.00 p.m.
e 6. What time do you arrive home after school?	f. At 7.00 a.m.

F. Fill in the blanks with the verbs below.

take - go - read - do - get up - leave - not eat - have - finish - watch

I and my twin sister (1) **get up** at seven every day. We get dressed and we (2) **have** breakfast. We (3) **leave** home at 7.45. Our classes start at 8.30. We eat lunch with our friends at 12.30. We (4) **don't eat** fast food. We like salad with tuna fish. Classes (5) **finish** at 16.00 in the afternoon. Then we arrive home at 16.30. We (6) **take** Lady for a walk. We love her very much. From 6.00 to 7.15 p.m. we (7) **do** homework. We have dinner at 7.30 pm. We sometimes (8) **read** books and sometimes (9) **watch** TV after dinner. We (10) **go** to bed at 10.30.



G. Find the fourteen verbs in the puzzle and write.

G	O	E	V	R	J	D	K	P	W
Z	S	A	T	C	U	R	J	B	A
P	S	T	A	R	T	I	B	M	T
L	L	I	S	T	E	N	V	E	C
A	D	M	D	A	S	K	L	E	H
Y	Q	W	T	H	A	V	E	T	B
I	D	O	U	F	L	Z	A	C	P
N	U	S	L	E	E	P	V	X	T
O	W	A	L	K	H	I	E	J	L
X	H	F	I	N	I	S	H	A	V

1. GO
2. START
3. LISTEN
4. HAVE
5. SLEEP
6. WALK
7. FINISH
8. PLAY
9. EAT
10. DRINK
11. LEAVE
12. MEET
13. WATCH

4C - Who is your best friend?

A. Read the passage and answer the questions.

My Best Friend

Hi, my name is Mariam. I am sixteen years old. I am from Malaysia but I live in Manchester. I am a student at The Manchester College. I have a lot of friends at school. My best friend is from Egypt but now she lives in Manchester and she is sixteen years old. Her name is Habiba Sheba. Habiba is cool. I like her a lot. She likes to take photos. She is a good photographer. She is good at maths, too. It is her best subject. She helps me with Maths homework. Habiba is intelligent and friendly. I like to eat lunch with her. We usually eat lunch on Monday, Tuesday, and Wednesday. Habiba is my best friend and I love her a lot.

- Where is Mariam from?
She is from Malaysia.
- Where does Mariam's friend live?
She lives in Manchester.
- How old is Mariam's friend?
She is sixteen.
- What is Mariam's friend's first name?
Her first name is Habiba.
- What is Habiba's best subject?
Her best subject is Maths.
- Does Mariam help her friend with Maths homework?
No, she doesn't. Habiba helps her.
- What does Habiba like to do?
She likes to take photos.
- What do they do on Monday, Tuesday and Wednesday together?
They eat lunch.

C. Describe your best friend as in activity A. Use the clues given in the box below.
Students' own answers

My Best Friend

.....

Appearance: slim, overweight, tall, short, green eyes, brown hair, etc.

Character : friendly, unfriendly, funny, serious, talkative, shy, etc.



B. Write a paragraph about your best friend. What is he or she like? What things do you like to do together?, etc.

Students' own answers

.....

Your best friend's photo



D. April has a lot of friends. They are very different. Complete the sentences with the adjectives below.

funny – helpful – boring – lazy – talkative – quiet - lucky – energetic

1. Amanda is **talkative**. She is always on the phone and chats with friends.
2. Amanda is also very **helpful**. She always wants to help others.
3. Peter is **boring**. He always tells the same thing hundred times a day.
4. Matt is a **lucky** boy. He always wins the lottery.
5. Matt is also **quiet**. He doesn't like speaking much.
6. Rafael is **energetic**. He plays football all day.
7. Rafael is also a **comic** boy. He always makes people laugh.
8. Kevin is a **lazy** boy. He doesn't want to do anything all day.

E. Look at the pictures and answer the questions?



1. What does Eric drink at the breakfast?
He drinks orange juice.



2. What do Sam and her classmates do at weekends?
They go to the library.



3. What does Janet play?
She plays the guitar.



4. What do Pamela and her friends do on Saturdays?
They ride bicycles.

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 Week
Task	Describe yourself and your favourite star. Prepare a poster.
Follow the steps	<ul style="list-style-type: none"> • Attach a picture of yourself and your star on a cardboard. • Describe you and your star's physical appearance. • Describe you and your star's personality • Design a poster and display you and your favourite star.



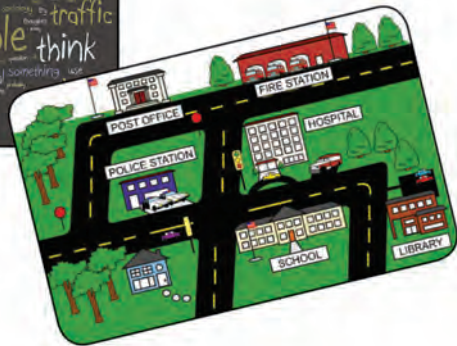
Hi! I'm Carla. I am tall and thin. I have got long hair and green eyes. I'm friendly and fun.



This is my favourite singer Adele! She is tall and fat. She has got green eyes and long hair. She is lovely and successful!

PROJECT

Topic	Making a Video and a Map of your Neighbourhood
Task	Filming the neighbourhood and drawing its map
Duration	2 Months
Types of scoring instrument	Scoring rubrics
Expected Performance	Research, creativity, thinking skills, writing skill



THEME 5

YOUTH

5A - I am Going to the Party.

A. Match the party types with the pictures.

wedding party – welcome party – garden party – birthday party
fancy dress party – dinner party – new year party – graduation party



1. graduation party



2. fancy dress party



3. dinner party



4. wedding party



5. new years day party



6. birthday party



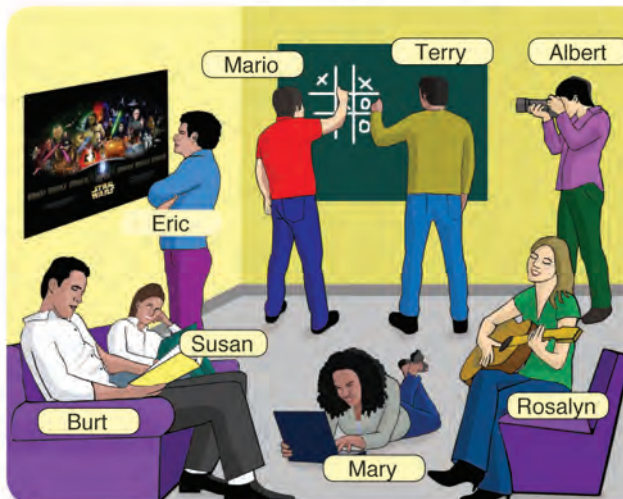
7. garden party



8. welcome party

B. This is a free class at Newstone High School. The students are having fun. Look at the picture and write. What are they doing? Use the phrases below.

play the guitar - take photos - play a board game - listen to Rosalyn -
read a book - surf on the Net - looking at a poster



e.g. Eric is looking at a poster.

1. Albert **is taking photos.**
2. Rosalyn **is playing the guitar.**
3. Mario and Terry **are playing a board game.**
4. Susan **is listening to Rosalyn.**
5. Burt **is reading a book.**
6. Mary **is surfing on the Net.**

C. Complete the sentences. Use the correct verbs in the box below.

swim - study - cook - stay
build - leave - take - stand

1. Please be quiet, I *am studying*.
2. "Where is your sister?" "She is in the kitchen. She *is cooking*."
3. "You *are standing* on my foot." "Oh, I'm sorry."
4. Look! Uncle Ben *is swimming* in the sea.
5. I *am leaving* this city now. Goodbye.
6. "Where is your brother?" "He *is taking* a shower."
7. We are on holiday in Germany. We *are staying* in Axel Hotel in Berlin.
8. They *are building* a new sports centre in our town.

D. Complete the passage with the words in the box below.

friend - notes - teachers - volleyball - music - orange
sunglasses - students - house - twins - holidays - guests

Fun at the Beach

Mr. and Mrs. Watson are (1) **teachers** at Birmingham University in England. Their (2) **twins** Sandra and Paul are (3) **students** at Baskerville Secondary School. The Watsons have got a summer (4) **house** by the sea in Spain. They always spend their (5) **holidays** there. Sometimes they have got (6) **guests** from England. Now, it is 12 o'clock and they are on the beach. Mr. Watson is reading his old (7) **notes** and Mrs. Watson is drinking (8) **orange** juice. She is wearing (9) **sunglasses** and listening to (10) **music** on the radio. Sandra is swimming in the sea and calling her parents to the sea. Paul and his (11) **friend** are playing beach (12) **volleyball**. All of them are having fun.

E. Answer the questions.

1. Who is wearing sunglasses?
Mrs. Watson is wearing sunglasses.
2. What is Paul doing?
He is playing beach volleyball with his friend.
3. Where do the Watsons spend their summer holidays?
In the Spain.
4. Is Mr. Watson swimming?
No, he isn't.
5. Where do Mr. and Mrs. Watson work?
They work at Birmingham University.
6. What is Sandra doing?
She is swimming.
7. Are the twins drinking orange juice now?
No, they aren't.
8. What is Mrs. Watson doing?
She is drinking orange juice and listening to the radio.
9. Are they having fun?
Yes, they are.
10. Who is Sandra calling to the sea?
She is calling her parents.



5B - A Different Weekend

A. Look at the photo and guess.

- Where are the people? **They are in front of the cinema.**
- What is happening? **They are waiting for the film stars.**

B. Put the paragraphs into the correct order.

Meeting At the Cinema

2	She visits her cousin Bonnie. Bonnie is a twenty years old disabled English girl. She lives in Germany.
4	It is 3:30 p.m. They are waiting for Bonnie's friends in front of the cinema.
8	After the film, all of them are having dinner at a restaurant. Trisha feels herself happy next to her cousin. She is planning to visit her again.
1	Trisha is an English girl. She lives in Brighton in England. She is a student and she is 16. Now she is in Berlin, Germany.
7	Bonnie is sitting in the wheelchair and Trisha is standing next to her. They are watching a good film at 4 p.m.



5	At 3:45 p.m. they are meeting them. There are a lot of people in front of the cinema. Everybody is waiting for the film stars.
3	She is a student at the faculty of Arts at Berlin University.
6	Today is the opening day of Berlin Film Festival. A lot of famous people are coming here soon.

C. Underline the future plan sentences in the paragraphs above.

After the film, all of them are having dinner at a restaurant. / They are watching a good film at 4 p.m.
At 3:45 p.m. they are meeting them. / A lot of famous people are coming here soon.

D. Read the passage in B again and write (T) for True or (F) for False next to the sentences.

	True (T)/ False (F)
1. Trisha is twenty years old.	T
2. Bonnie lives in Germany.	F
3. They are in England at the moment.	F
4. Trisha and Bonnie are waiting for the bus in front of the cinema.	F
5. They are watching the film at 4:30 p.m.	T
6. The people are waiting for the film stars.	T
7. Famous people aren't coming there.	F
8. Trisha feels herself happy next to Bonnie.	T
9. They are having dinner after the film.	T
10. Bonnie is standing next to Trisha.	F

E. Trisha has another weekend plan with Bonnie. Look at her plan and write. Use the words "finally, then, after that".

Weekend Plan

Sunday

Breakfast at River Cafe

Visit Pergamon Museum

Take photos of Wall of Berlin

Have dinner at a Chinese Restaurant

Go to Madonna concert

Trisha and Bonnie are having breakfast at River Cafe on Sunday. Then, they are visiting Pergamon museum and taking photos of Wall of Berlin. After that, they are having dinner at a Chinese restaurant. Finally, they are going to Madonna concert.



F. Look at the picture and guess. Where are the people going with the packs in their hands?
They are going to a birthday party.

G. Read the dialogue and fill in the blanks.

Juliet : Hi guys, I **am giving** (0- give) a birthday party at 7 p.m. next Saturday. Would you like to join us?

Dustin : I would like to, but I'm really sorry. I **am flying** (1- fly) to Paris tomorrow.
 I **am running** (2- run) Paris Marathon next Sunday.

Katy : I have nothing to do then. I **am coming** (3- come), Juliet.

Sandra : Sorry, honey. I can't come. My mum and I **are going to** (4- go) to Spa at the weekend.
 My mum **is having** (5- have) hydrotherapy for the weekend.

Zack : My cousin Alan **is giving** (6- give) a wedding party at 4 o'clock.
 I **am joining** (7- join) there first. Then, I try to come, Juliet. I like parties.

Brad : It is a great pleasure for me. I never miss your birthdays, dear. I guess, we **are having** (8- have) happy hours at the party.

Violet : It is my day off. I can come.

Juliet : You **are watching** (9- watch) some surprise shows at the party. I am sure, you **are spending** (10- spend) happy hours.

H. Read the passage in G again and answer the questions.

- Who is giving a birthday party at the weekend?
Juliet
- Who is coming to the birthday party?
Katy, Zack, Brad, Violet
- Is Dustin joining the party or running a marathon?
He is running a marathon.
- What is Zack' plan for the weekend?
He is joining a wedding party.
- What kind of shows are they watching at the party?
Some surprise shows.
- Who never misses Juliet's parties?
Brad.
- Who is going to spa at the weekend? Why?
Sandra and her mum. Because her mum is having hydrotherapy for the weekend.
- Who is giving a wedding party?
Zack's cousin.



5C - Youth Camps

A. Look at the pictures and guess. Where are the people. What is the season?

1. They are at a camp. 2. It is winter.



WINTER CAMP



B. Read the passage and fill in the blanks with the correct statements.

- a. It is snowy and freezing cold.
b. After the dinner, they are going to go into the tents and sleep in their sleeping bags.
c. They are going to give the friends vegetable soup and salmon fish.
d. They go camping together every year.

Damir and Zorina are Norwegian couples. They are at the winter camp with their friends from England, Germany and Iceland. (1) **They go camping together every year.** Winter camps are special for them. Now they are on Switzerland Alps. (2) **It is snowy and freezing cold.** Damir and Liron are going to make the camp fire in five minutes. Other friends are going to prepare the dinner. (3) **They are going to give the friends vegetable soup and salmon fish.** Rex is Zorina's dog. He is waiting for his meal, too. They are going to have the dinner next to the camp fire. (4) **After the dinner, they are going to go into the tents and sleep in their sleeping bags.** Sleeping in the snow! Wow!



C. Unscramble the words to make meaningful sentences.

1. is / going to / a caravan / buy / summer / this / my father **My father is going to buy a caravan this summer.**
2. I / laptop / my / take / going to / am **I'm going to take my laptop.**
3. going to / delicious meals / cook / is / my mother **My mother is going to cook delicious meals.**
4. sunbathe / is / going to / my sister / all day **My sister is going to sunbathe all day.**
5. my cousin / beach volley / play / going to / is **My cousin is going to play beach volley.**
6. my aunt / going to / is / newspaper / read / on the beach **My aunt is going to read newspaper on the beach.**
7. have / going to / we / are / a good time **We are going to have a good time.**

D. I have an interesting family. We are going on holiday together but we have different plans. What are we going to do? Use the phrases in the box below to write the plans.

do water skiing - learn to windsurf - visit the Colosseum in Rome - stay in the tent
- do parachuting - go fishing



a. I am going to stay in the tent.



d. My father is going to learn to windsurf.



b. My mother is going to visit the Colosseum in Rome.



e. Frank is going do parachuting.



c. Victoria is going to go to fishing.



f. Sarah is going to do water skiing.

E. Write about your plans.

Students' own answers

Today:

Tomorrow:

At the weekend:

Next summer:



F. Write your family's summer plans.

Students' own answers

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PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 Week
Task	Tell your weekend plan. Prepare a poster.
Follow the steps	<ul style="list-style-type: none">Put photos of the activities and write down your weekend plans. e.g. I am meeting my friends on Saturday. I am playing football on Sunday, etc...Design a poster and display your weekend plan.



6A - Holiday Plans

A. Look at the pictures and write. What are they going to do?



1. Emma and William / ski
Emma and William are going to ski.



2. We / play beach volleyball
We are going play beach volleyball.



3. Edward / travel / Austria
Edward is going to travel to Austria.



4. Jackline / read
Jackline is going to read.



5. They / eat pizza
They are going to eat pizza.



6. He / ride a bike
He is going to ride a bike.

B. Match the phrases and rewrite them as in the example.

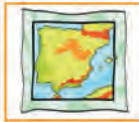
- i 1. Debbie's parents are coming tonight.
- c 2. I am hungry.
- g 3. The little girl has a toothache.
- d 4. I feel myself lonely in this city.
- a 5. Tracy loves Maths.
- j 6. My granddad feels bored at home.
- h 7. Alex is thirsty.
- e 8. We miss our grandparents.
- b 9. I need your help in the kitchen.
- f 10. Your car is very dirty.

- a. study Maths at university.
- b. make a cake for the kids?
- c. make a sandwich for myself.
- d. chat with the friends on the Net.
- e. visit them at the weekend.
- f. wash it?
- g. Her mother takes her to the dentist.
- h. drink water.
- i. meet them at the airport.
- j. go out.

- 1. Debbie's parents are coming tonight. She is going to meet them at the airport.
- 2. I am hungry. I'm going to make a sandwich for myself.
- 3. The little girl has a toothache. Her mother is going to take her to the dentist.
- 4. I feel myself lonely in this city. I'm going to chat with the friends on the Net.
- 5. Tracy loves Maths. She is going to study Maths at university.
- 6. My grand dad feels bored at home. He is going to go out.
- 7. Alex is thirsty. He is going to drink water.
- 8. We miss our grandparents. We are going to visit them at the weekend.
- 9. I need your help in the kitchen. I'm going to make a cake for the kids.
- 10. Your car is very dirty. You are going to wash it.

C. Match the country names to the pictures.

Mexico - Canada - Spain - Thailand - Cuba - Finland



a. Spain



d. Finland



b. Cuba



e. Canada



c. Thailand



f. Mexico

D. Choose one of the places to go on holiday. Search on the net and write an e-mail to your friend. The questions below can help you.

Students' own answers

- Where are you going to go?
- When are you going to go?
- How long are you going to stay?
- Who is going to come with you?
- What are you going to do there?

Untitled Message

I am going to go to Canada next summer holiday. I think this country is very beautiful. I am going to stay there for two weeks.

Students' own answers

E. You are at the travel agency. Arrange a holiday with the agent.

Students' own answers

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Use;
Excuse, I would like to.....
In July
Ten days.
Date
Thanks

Use;
When.....
How long.....
Room for two
July 15-25th
You're welcome

6B - My Holiday was Great!

A. Look at the pictures. Guess their names and find them in the text below.



1. The Opera House



2. Perth



3. Kangaroos



4. Koala bears

B. Read the passage and fill in the blanks using the verbs in the parenthesis.



Hi. My name is Kathy. I live in Manchester. I am fifteen. I and my parents (1) **went** (go) to Australia a month ago. We (2) **visited** (visit) my uncle there. He lives with his family in Melbourne.

It (3) **was** (be) my first time in Australia. It (4) **met** (meet) the cousins Edward and Elizabeth. My uncle (5) **took** (take) us to different cities such as Sydney, Perth and Canberra. The nights of Perth city (6) **were** (be) wonderful. I (7) **saw** (see) a lot of kangaroos and koala bears and different animals in the South Perth Zoological Gardens. They (8) **were** (be) so lovely animals. I (9) **wanted** (want) to kiss some

of them. I (10) **met** (meet) a few of natives of Australia there. People (11) **called** (call) them Aboriginal Australians. I (12) **read** (read) many things about them before the trip. We (13) **watched** (watch) opera at the Sidney Opera House.

I really (14) **enjoyed** (enjoy) my holiday a lot.

C. Read the passage again and answer the questions.

- Where does Kathy live?
She lives in Manchester.
- Where were Kathy and her family in the summer holiday?
They were in Australia.
- Who did they visit in Australia?
They visited Kathy's uncle.
- Which cities did her uncle take them?
Her uncle took them to different cities such as Sydney, Perth and Canberra.
- What kind of animals did she see there?
She saw different animals like kangaroos and koala bears.
- Who were the Aboriginals?
They were the natives of Australia.
- Where did they watch the opera?
They watched the opera at the Sydney Opera House.



Go jogging / beautiful day / take his camera / climb the tree

D. Look at the pictures and make up a story.

Suggested answer:

Martin's holiday wasn't great last summer. He was in Greece with his dog, Storm, for a week. One day he woke up very early in the morning and went jogging. It was a beautiful day. He also took his camera. There was an interesting cliff near the park and he wanted to take its photo and the sea. He ran for about an hour and then he went close to the cliff. Storm saw a little cat and started to run after it. Martin followed them but suddenly stopped. The cliff was very high and dangerous. Martin didn't want to go down. He called Storm but he didn't come back. After some time, he looked down the cliff and saw storm in the tree with the cat. They couldn't move because they were scared. Martin went down to the tree and caught them. But he couldn't come back. Martin waited there for three hours with them. Finally a woman saw them in the tree. She was a photographer. First, she took their photos. Then, she called the police.



Storm / see a cat / run after the cat / Martin follow them



come to the cliff / not see them / cliff is high / feel worried



Look down / they are on the tree



A photographer see them / take their photos / call the police



Catch the animals / can not move / can not come up

6C - A Different Holiday

A. Tom and his friends did different things on holiday.
Look at the photos and write what happened for each picture.

go running - travel to Kenya - talk - paint - cut - play



1. He cut trees in the forest.



2. She painted the wall.



3. He talked on the phone.



4. They travelled to Kenya.



5. He went running.



6. He played chess.

B. Look at the puzzle and find the past forms of the verbs below.

E	S	Y	G	J	I	N	K	A
T	A	U	Y	C	M	Q	H	T
O	W	E	N	T	A	G	E	E
O	F	H	O	L	D	I	D	S
K	A	I	R	I	E	W	K	U
H	B	O	F	S	A	N	G	P
S	P	L	A	Y	E	D	X	H
Z	W	E	I	R	N	J	M	A
T	R	A	V	E	L	L	E	D

take – eat – do – play – sing – go – travel
– make – have – see

C. Imagine you are on holiday. Write a postcard to your friend.

Where are you?
What is the weather like?
What did you do?
How did you feel?



48

Students' own answers

Dear.....

.....

.....

.....




.....

Best,

.....

Yesterday
Last week
Two days ago
Last month
Two months ago
Last year

D. Last Summer Board Game. Work with your partner or alone. Use a dice and a marker.
Throw the dice. Ask the question and answer it.
 e.g. **Tim:** Did you swim much last summer? Yes or no.

START	1 Swim much?	2 Play computer games.	3 Go out at nights?	4 Imitate a frog. 
9 Ride bike?	8 Read magazines or newspapers?	7 Go back 3 spaces.	6 Watch movies?	5 Play soccer or football?
10 Miss a turn.	11 Eat fast food?	12 Imitate a donkey. 	13 Go to bed late?	14 Cook with friends?
19 Learn something new?	18 Help your father or mother?	17 Learn something new?	16 Go back 2 spaces.	15 Go shopping?
20 Buy books or CDs?	21 Imitate a monkey. 	22 Speak to a tourist?	23 Go to the start.	FINISH

PERFORMANCE TASK

Target Performance	Writing skills
Duration	1 Week
Task	Write about your best holiday. Prepare a poster
Follow the steps	<ul style="list-style-type: none"> • Write answers to the questions; Where did you go? When did you go? Who did you go with? What did you do there? Did you have a good time? etc, • Find photos for each sentence. Write the sentences under the photos. • Design a poster and display your best holiday.

I went to the seaside last summer holiday.
I did camping!



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