ORTAÖĞRETİM YES YOU CAN STUDENT'S BOOK

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, Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın; Siper et gövdeni, dursun bu hayâsızca akın. Doğacaktır sana va'dettiği günler Hakk'ın; Kim bilir, belki yarın, belki yarından da yakın. Bastığın yerleri toprak diyerek geçme, tanı: Düşün altındaki binlerce kefensiz yatanı. Sen şehit oğlusun, incitme, yazıktır, atanı: Verme, dünyaları alsan da bu cennet vatanı.

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

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

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

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

Mehmet Âkif Ersoy

GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

CONTENTS

TABLE OF CONTENTS	
THEME 1. PEOPLE AND SOCIETY	
1A- Hi Everyone! 1B- My Roommate, Maria 1C- Help me, Lisa	
THEME 2. JOBS 2A- What's Your Ideal Job? 2B- Risky Jobs 2C- My Job is Funny, isn't it?	27 - 37
THEME 3. YOUTH 3A- Gap Year 3B- Tim's Story 3C- A Day Out in Sydney	38 - 48
THEME 4. PERSONALITY AND CHARACTER4A- Twins but Different4B- My Flatmate is the Funniest!4C- She is a Great Actress	49 - 59
THEME 5. DREAMS AND PLANS 5A- I Have Great Plans 5B- Unusual Plans 5C- Let's Help People	60 - 70
THEME 6. ART 6A- Music and Life in Vienna 6B- Cinema is Great! 6C- Pretty Poetry	71 - 81
THEME 7. NATURE AND ENVIRONMENT 7A- The Greenest Countries 7B- For a Green World 7C- Environment Online- ENO	82 - 92
THEME 8. TOURISM 8A- A Crazy Holiday 8B- Why do You Travel? 8C- Interesting Hotels	93 - 103
ASSESSMENT FORMS	104 - 106
GRAMMAR REFERENCE	
WORD LIST REFERENCES	

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

	TABLE OF CONTENTS			
TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY	
THEME 3 YOUTH 3A- Gap Year 3B- Tim's Story 3C- A Day Out in Sydney	Using Wh- questions Writing about feeling, needs and desires Talking about daily life and habits Agreeing or disagreeing with someone Suggesting someone to do something Writing about a city	need to - hope to – want to – my ambition is Like- interested in Would you like to? Why don't we? Shall we? Let's	Nouns: crossroad, blog, dessert, sea sick, quiz, language, gap year, ice, journey, escape, opinion,presentation, bungee jumping, portrait, hostels, ocean, agent, island,charity, mineral water, store Verbs: hit the road, fascinate, attack, mean, cry, try, carry Adjectives: high, fed up, similar, mad, secure, exhausted, powerful, tropical, poor, safe, successful, single, return, exhausted, serious	
THEME 4 PERSONALITY AND CHARACTER 4A- Twins but Different 4B- My Flatmate is the funniest 4C- She is a Great Actress	Describing personality Comparing people Telling and writing a story using visuals Listening interviews Writing to describe a flatmate Talking about favourite people and things	Order of adjectives Comparatives (- er , more) Superlatives (-est, the most) Comparative& superlative	Nouns: conservatory, joke, amateur, presenter, twins, clothe, voice, patient, cashier, flatmate, stranger, concert, habit, person, difference, motto Verbs: be good at, proud of, smile, get on well Adjectives: realistic, better, thin, slow, colourful, dark, worse, blond, quite, lovely, cute, lazy, identical, relative, psychological, depressive, melancholic, romantic Adverbs: always, usually, sometimes, never	

TABLE OF CONTENTS			
TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
THEME 5 DREAMS AND PLANS 5A- I Have Great Plans 5B- Unusual Plans 5C- Let's Help People	Listening future events Giving ideas and suggestions Interviewing someone Writing an email about a meeting Reading about a planned activity Using Wh- questions	Going to for future plans Going to for planned actions Present continuous for future meaning Should /shouldn't	Nouns: clinic, dentistry, vacuum, garbage, nursing home, material, jean, teen, lawyer, earning, pool, dormitory, animal rescuer, binoculars, trainers, cable make- up, improvisation, directing, advice, script, performance, generation, staff, production, innovator, trip, charity, homeless, mayor Verbs: hand out, obey, save, hire, fix, support, attend Adjectives: dental, excellent, disabled, surprised, motivated, brilliant, available, urgent, willing,
THEME 6 ART 6A- Music and Life in Vienna 6B- Cinema is Great 6C- Pretty Poetry	Listening about past events Writing about life in the past Reading and telling poems Understanding and writing a biography Telling a story in the past Using cause and effect sentences Talking and writing about likes, complaints and requests Writing poems	Was- were Simple past (regular- irregular) Past continuous Past simple & Past continuous	Nouns: career, album, Lebanese, jeweller, crystal, rose, belly dancing, prize, producer, motivation, solitaire, foreigner, composer, poetry, poem, keyboard, symphony, tyre, seat, snack, disaster Verbs: decide, sniff, complain, trouble, sell out, hitchhike, Adjectives: Columbian, talented, impossible, ambitious, gorgeous, genius, salty, spicy, mad, gloomy, smart, sudden, silent, retired, bright, keen on Adverbs: among, instead, fortunately

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

COURSE INTRODUCTION

INTRODUCTION TO THE COURSE

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

CEFR describes six levels and competences:

A1 Basic User (Breakthrough Level)

A2 Basic User (Waystage Level)

B1 Independent User (Threshold Level)

B2 Independent User (Vantage Level)

C1 Proficient User (Effective Operational Proficiency)

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

What can a learner with A2 level do?

A2 Basic User (Waystage Level)

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

What does outcome based textbook mean?

The curriculum of set of these books includes a number of outcomes. The aim of **Yes You Can** (Student's Book, 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 theme,
- · 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 themes in the Student's Book. Each theme consists of three sections. Each section includes target outcomes, vocabulary and language areas which are embodied in four skills (Listening, Reading, Speaking, Writing). Grammar teaching happens through skills. So the more students are exposed to skills the more they learn how to use the language. The Student's Book also aims to promote cultural understanding, human rights, active citizenship and respect to environment.







Workbook

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

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, relias, 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.

THEME 1



People and Society

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

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

1A - HI EVERYONE!

Time to Listen

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

B. Complete the names of the places below.



- C. Look at the pictures below and answer the question. Where are the people?
- D. Listen and fill in the blanks.
- 1.
- Annabel:(1), my name is Annabel, I am from Spain. I study drama at the college.
 Salim :(2), I am Salim. I come from Lebanon. I study economics.
- **Annabel:** We are in the same campus. See you around.
- Salim :(3) you. Bye.

2.

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





1A - HI EVERYONE!

3.

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

4.

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

E. Match the dialogues to the pictures.

Time to Speak

Work in groups. Study the dialogues in exercise C and act it out.

Time to Write

A. Now, write one of the dialogues with your personal information and act it out. Use; *a*, *an*, *the*

e.g.

Terry : Hi. I am the new student.

Betty : This is Clara. She is a computer engineer.

etc.

B. Do peer correction and rewrite your dialogue.

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

Time to Read

A. Match the signs to the words.

airport, restaurant, metro, post office, train station







Keep in Mina: Are you a student? I am an engineer, too He is the new player.

1A - HI EVERYONE!



C. Match the dialogues to the signs.

1.

Maria : Hey, Lisa! Where is the toilet?
Lisa : Look at the sign. Go straight. It is behind the car park.
Maria : Yeah.
2.
Maria : Can we park here?
Lisa : No, we can't.
Maria : Oh, the sign!
Lisa : Yeah. Let's park opposite the supermarket.
3.
Maria : I want to call my mom.
Lisa : OK. There is a telephone box on the 2nd street.
Maria : Where is it?
Lisa : Turn right. Go straight for 50 metres. It is on the left, in front of the post office.
Maria : Thank you, Lisa. Please wait for me here.

- Lisa : All right, Maria.
- D. Read and underline the international words in the dialogues. Toilet,
- E. Look at the international words and signs in activity A. Then, find. What are Maria's needs?

Time to Write

A. Look at the signs on the map. Think of your personal needs and take notes. Then, write dialogues. Restaurant, Post Office, Telephone Box, ATM, etc.

- **Rob** : Excuse me, where is the post office?
- Walter : Go straight and turn right. It is next to the market. etc.

Time to Speak

- A. Work in pairs. Act out your dialogue in activity A.
- B. Play "Spot the Place" Game.

Work in groups of four. One person chooses a place on the map and gives instructions. The others try to find the place. The one who finds the place first is the winner.



h

00

WC

1B - MY ROOMMATE, MARIA

Time to Read

A. Label the things on the picture. Use; a, an, and some.

eggs, cheese, apples, potatoes, knives, butter, cook book, lipstick, umbrella, tissues, newspaper, chocolate













.







10

a lipstick





some cheese

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

- C. Look at the list and the dialogue. Then, answer the question. Where are Lisa and Maria?
- D. Read the dialogue and put a cross to the things in the shopping list, not mentioned in the dialogue.

6	
Maria :	Oh, we don't have many eggs.
Lisa :	No. Look! We have a lot of
	eggs. They are on the table.
Maria :	Oh yeah.
Lisa :	Maria, write in the list. Well,
	we need some cheese .
Maria :	Oh, I like French fries. Let's
	buy a lof of potatoes. We
	have only two.
Lisa :	OK, Maria. Oh, we also need
	butter for the cake.
Maria :	Yeah. But we don't need
	much butter. We have some
	here.
Lisa :	And? Oh! A cookbook, some
	knives.
Maria :	A lipstick.

- Lisa & Maria's Shopping List ·eqqs · cheese · apples
- potatoes
- knives
- butter
- · cook book
- lipstick • umbrella

- E. Read the dialogue and answer the questions.
- 1. Do Maria and Lisa have many eggs?
- 2. How much cheese do they have?
- 3. How many potatoes do they have?
- 4. Do they need much butter?

Lisa : For the kitchen?!!!

- 5. What else do they need for the kitchen?
- 6. Does Lisa need a lipstick?

keep in mind! We don't have many Let's buy a lot of Potatoes We don't need much

1B - MY ROOMMATE, MARIA

Time to Write

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

Is there any cheese in your fridge? Are there any apples in your fridge?

.....

Time to Speak

A. Work in pairs and compare the fridges. Use the questions above.

e.g.

Victoria : Is there any cheese in your fridge?

John : No, there isn't any cheese.

Victoria : There is a lot of cheese in my fridge.

B. What do you need for your home?

Do a shopping list. Add the quantity and the price.

My Shopping List		
How much / How many?	The price?	
12	3.50 Euros	
	How much / How many? 12	



C. Work in pairs. Talk about your list and give information. e.g.

I need 12 eggs. They are 3.50 Euros, etc.

Time to Listen

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

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

Restaurant	Souvenir Shop	Supermarket

1B - MY ROOMMATE, MARIA B. Maria and Lisa are at a restaurant in Dublin. Listen to the people and choose the correct words. NINE FINE IRISHMEN S.AL.ADS MAINCOURSE Neptune Salad Chicken and Chips Grilled Chicken Fish and Chips Salad Caesar Salad Corned Beef Chef's Salad & Cabbage Conch Salad Ham & Cabbage SOUP Sheppard's Pie Mushroom Irísh Stew *Tomato* Soup Maria : Can I have (1) mushroom / tomato soup, please? DRINKS Lisa : I would like (2) chicken / mushroom soup. Díet coke Waitress: OK. Anything else? Fruit Juice : Well, I don't know. Can you help me, Lisa? Maria : Sure. We want (3) fish and chips / fish and chicken, Lisa please. Waitress: All right. Something to drink? Keep in Mind! Can I have mushroom soup, please? Lisa : No. Thanks. : I go for (4) diet Coke / fruit juice, please. Maria Can you help me, please? Waitress: OK. : The bill, please. Lisa Waitress: OK. Here you are. (5) 13.50 / 14.50 Euros. Lisa : Thank you. C. Complete the sentences with some of the words below. Consider the menu and the dialogue above. good, not good, delicious, new, expensive, cheap 1. I think Irish dishes are..... 2. Maria and Lisa are.....friends. 3. Maria is.....in Dublin. 4. Lisa and Maria are in a/n....restaurant.

Time to Speak

Look at the menu and choose two things you would like to have. Then, share with your friends.

e.g.

Rod : I would like to have Caesar salad and diet Coke.

Stephan: Oh, I would like Irish stew and Chef's Salad.

Time to Write

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



1C - HELP ME, LISA

Time to Read

A. Match the instructions to the tools.









.....

.....

.....

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

B. Read the dialogue quickly and find the information.

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

Lisa and Maria are at the railway station.

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

- Lisa : What's wrong?
- Maria : It's complicated.
- Lisa : Oh, dear. First, choose the destination.
- Maria : OK. Cork.
- Lisa : Then, the time.
- Maria : At 06.00 pm.
- Lisa : First class or second class?
- Maria : Of course second.
- Lisa : Finally, insert the money.
- Maria : All right. Oh, look! Here is the ticket.
- Lisa : Can you find your seat?
- Maria : Sure. Don't worry about me. Bye for now.
- Lisa : Bye, Maria.

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

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

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

Time to Speak

Work in pairs and give instructions to get money from an ATM. Use the instructions above. Use; *first, then, finally.*



IRELAI

InstructionsChoose the classChoose the destinationInsert the moneyChoose the time

1C - HELP ME, LISA

Time to Listen

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

What's the dialogue about?

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

Lisa : Sorry. They are not mine. They are my sister's.

- B. Listen and check your answers.
- C. Listen to the dialogue 1 and write. Who do the bold words in the box refer to?



J e.g. These glasses are not **mine**: Lisa I hope the Cork maps are **yours**: These glasses are **hers**: This umbrella is **his**: These maps are **theirs**: Food and drinks are **ours**.

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





С

H. Answer the questions.

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

1C - HELP ME, LISA

Time to Speak

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

Time to Write

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

- B. Work in pairs and compare your messages.
- C. Read Leo's SMS and answer the question. What does Leo need?



	a line		-
	w Mes	sage	Ca
To: Leo			
Sorry			
1			1
because		****	
I hope			
	•••••••		
Maria,			
indirid,		6	Const
345			Send

D. Write Leo how to get to Maria's home.



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

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

ATATÜRK

Choose the correct option.

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

5. He died in a. 1932 b.

Check Your Progress			1	
	I can			
Listening	Follow basic, clear, simple everyday conversations. Distinguish the expressions and questions.			
Reading	Express their point of views and preferences in their speech. Understand short written messages and apply simple instructions.			
Spoken Interaction	Give simple, concrete instructions. Participate in basic, simple, clear telephone conversation. Express personal needs with basic expressions.			
Spoken Production	Express their point of views. Express their preferences in their speech.			
Writing	Take notes and write lists. Write short dialogues and messages. Write questions to ask for information.			

THEME 2



Jobs

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

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

2A - WHAT'S YOUR IDEAL JOB?

Time to Read

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

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



1.....



6.....

In the future.... I can be a / an..... I can never be a / an..... Maybe, I can be a / an.....

B. Compare your answers with your partner and give reasons. Use the words below. Hard, easy, exciting, interesting, well-paid, fun, boring. e.g.

7.....

2.....

Betty: I can be a war reporter because it is exciting. **Nina :** I can never be a baby sitter. It is boring.



3.....



8.....



4.....



9.....



5.....



10.....

C. Read the job ad below quickly and circle the important information.



the city. Team work is important. TV building is in the city centre. Minimum experience: 3 years Maximum age: 30 4 weeks of holiday in a year Apply before 10th October 2012 Interested? Send your CV to info@aftv.net

D. Fill in the application form with Debra's information.

Job Application Form

- a. Debra
- b. Norwich, England
- c. Abigale
- d. 4 years.
- e. 01.08.1986
- f. University Degree
- g. d.abigela2@livelook.uk
- h. 119 Taylor Avenue
- *i.* 016035066094
- *j.* Jogging, dancing, surfing, reading, watching, TV, photography. *k.* I know this job is very important. People usually learn news from reporters. I can do this job because I'm passionate and my life is regular. I always wake up early, read the papers and go to work. I'm never late. I often work extra hours. I'm also sociable and good at communciation. After work, I drink something with friends and relax. I go jogging and dancing. So, I'm ready for the next day.



- 7. L-man. 0. Education
- 8. Education:
- 9. Experience:
- 10. Tell us more about yourself :
- 11. Hobbies:

2A - WHAT'S YOUR IDEAL JOB?

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

F. Read Debra's application form again. Work in pairs and interview Debra.

- 1. Why do you want this job?
 - 2. Do you have a regular life?
 - 3. What's your daily routine?
 - 4. Can you work extra hours?
 - 5. Is this job difficult for you?

etc.

G. Work in pairs. Take turns and tell Debra's daily life. Use some of the words;

always, usually, often, sometimes, never.





e.g.

Tim: Debra always wakes up early, etc

Time to Speak

- A. Work in groups. Tell your hobbies and interests to your group friends.
 - e.g.
 - Pat : I like music and dance. I can play the flute and dance very well. I sometimes play with my friends.
 - etc.
- B. Work in pairs. Ask and answer about hobbies. Then, find a good job for your partner.
 - Pat : What's your hobby?
 - Brat: I like cooking.
 - Pat : Oh, what do you cook?
 - Brat: I usually make spaghetti.
 - Pat : I love spaghetti. How often do you cook?
 - Brat : Once a week.
 - Pat : You can be a chef.

Time to Write

A. Answer the questions about yourself.

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









2A - WHAT'S YOUR IDEAL JOB?



Who? 1. What's his / her hobby?

2. 3.

1.

2. 3.

What does she / he want to be? 1. 2. 3.

Why does she / he want this job? 1. 2. 3.

- E. Work in pairs. Cover the chart. Then, ask and answer about the students. e.q.
 - Casey: What does Bob want to be?
 - Larry : He wants to be a basketball player.
 - **Casey :** When does he play basketball?
 - Larry : He plays basketball every day.

Time to Speak

- A. You are the School TV manager and you need a V.J. Prepare a job ad for School TV as in activity C on page 28.
- B. Now tell your ad to the other groups and interview people to find a person for the job. You can use the questions below. What qualifications do you have? What are your hobbies and free time activities? Why do you want this job?, etc.

2B - RISKY JOBS

Time to Read

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

.....1. They are building a house.2. He is diving.3. He is working in a mine.5. She is sailing.

.....4. She is travelling to the moon.







B. Look at the photos below. Read the texts quickly and find. The names of the people: The height of the skyscraper: How many people with Ralph: How many people with Zahra: How many alligators:





Contact

About

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

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

Pamela's Blog: Risky Jobs!

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

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



Home





This is the description area

based (7)



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

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

e.g. Is Deng having fun? Is Ralph chatting with his friend?

Time to Speak

A. Now, close the books. Work in pairs. Ask questions about the text in activity C. e.g.

Watson: Is Zahra sitting and fishing on the boat? **Terry** : Yes, she is.

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

Rick : Deng is an alligator wrestler. He works in a zoo. **Nadia** : Ralph is a cleaning man. He works at high buildings.

Time to Write

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

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

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

Time to Listen

- A. What do you think? Are the jobs given below risky (R) or not risky (NR)?
 - First aid doctor
- ctor 🗌 Fireman

Electrician

- Policeman Window cleaner
- Teacher Miner
- Pilot



2B - RISKY JOBS

B. Work in pairs and compare your answers.

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

C. Look at the pictures and guess the story. What's happening?Use the words; little girl, the man, doctor, the woman, reporter, cry, not move, try to help, carry.

D. Listen and answer the questions.

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





- E. Listen and check your answers.
- F. Listen to the TV programme again and find the information.
 - 1. Where is the accident?
 - 2. Who is in the car?
 - 3. Who is helping them?
 - 4. Does Richard like his job? Why?
- G. What do you think? Is Richard's job risky? Why?

Time to Speak

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

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

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

Time to Read

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

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

- B. Work in pairs. Read and search the unknown words in the text.
- C. Look at the pictures in Norman's blog. Read the text and answer the questions.
 - 1. Who is Norman?
 - 2. Where does he work?
 - 3. What does he do every day?
 - 4. Where is he today?
 - 5. Is he working?
 - 6. What is he doing?
 - 7. What are the clowns doing?
 - 8. How do people feel?

My job is not always fun!

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

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





D. Close your book. Work in groups and write questions to ask Norman.
 Use; what, what time, where, when, do you...? are you....?
 e.g.

What is your job? What time do you wake up? Where do you work? Are you working today? What are you doing now?

E. Now, work in groups and interview Norman.

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

Time to Listen

A. Correct the matchings as in the example.







Gift



Laugh



Costume

B. Look at the pictures and guess. What's happening?
Use the words in the box.
e.g. Ally is at the hospital. She is

The girl, Ally Ally's friends Norman Have a party Dance Laugh Hospital Gift Clown costume

C. Listen and check your answers.

D. Listen again and write True or False.

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

E. What do you think?

Can Ally be a good clown? Why?



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

Time to Write

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

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

e.g.

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

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

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

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



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

Keep in Mind! You are happy, aren't you? H/she is fun, isn't she? It is a good job, isn't it? We are good clowns, aren't we? They are good at acting, aren't they?
ATATÜRK

A. Match the parts of the sayings of Atatürk.

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

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

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

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

- a. on "29th October, 1923"
- b. Salonika in 1881.
- c. in Ankara.
- d. starts Şemsi Efendi School
- e. on "23rd April, 1920".

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

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

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

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

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

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

E. Answer the questions.

- 1. Where does young Mustafa go to primary school?
- 2. When does he become the chief commander?
- 3. Who gives him the surname 'Atatürk'?
- 4. Where is his mausoleum?

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



THEME 3



Youth

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

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

3A - GAP YEAR

Time to Read

- A. Imagine you are free for one year after high school. Tick the activities you want to do.
-1. Travel and work all year
-2. Study for university
-3. Stay at home and enjoy myself
-4. Find a job and work
-5. Learn a language
-6. Do hobbies

B. Work in pairs and compare your answers.

e.g.

Tim

Tim

Tim

Tim

Talia : I want to travel and work all year. Gabriela: Oh, one year holiday!

I would like to stay home and enjoy myself.

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

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

get a cheap train ticket.

Travel Agent : They use the cheap way. It is usually train or bike.

Travel Agent : Everywhere in the world.

h. What is a gap year?

Tim	
Travel Agent	: After long school years people take one year off and travel.
Tim	: (2)
Travel Agent Tim	: Mostly young people. : (3)
Travel Agent	: Usually after high school before they start to study at a university or start work.
Tim	: (4)
Travel Agent	: There are some reasons. First, they need a break after long school years. You know young people want to think about their future. Also, they discover themselves. They travel and see different places and cultures. After the long journey they are ready to go to a university or work.

: (5)..... **Travel Agent** : No, it isn't because you travel with a group of people. It's usually cheap and easy

Travel Agent : Gap year isn't only travelling. Young people can build an orphanage in Colombia,

sometimes volunteer and sometimes work to make money.

for the groups. They stay in hostels or camps. They sometimes cook, eat and work together. So they usually put some money in their pocket, pack their backpack and

: (6).....

: (7).....

: (8).....

teach English in Japan or go trekking through the Himalayas in Nepal. They







3A - GAP YEAR

D. Write your opinions in the chart.

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

E. Compare your answers with your classmates.

Time to Write

Write your feelings, thoughts and desires about after school.					
Use; e.g.	I want to				
I want to go to a university in a big city.	I hope to				
I think I need to go on holiday. I hope to have a good job.	I think				
My ambition is to travel all over the world.	My ambition is				

Time to Speak

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

Time to Listen

A. Match the sentences to the pictures.



......I look after my little sister

.....I get back home late

.....I wake up early

.....I am looking for my glasses









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

.....1. Tim is fed up with his daily life.2. Miriam meets her friends at weekends.

.....3. They are close friends.



3A - GAP YEAR

C. Listen again and find the information about;

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

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

e.g.

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

Time to Write

A. Write about your likes, hobbies and dislikes.





e.g.

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

B. Work with different classmates and tell about your likes, hobbies and dislikes. Use the photos in activity A.

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

Use; always, usually, sometimes.

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

I sometimes have tea for breakfast.	sometimes.
I usually drink milk etc	

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

WW: Wrong WordRS: Rewrite SentenceSM: Spelling MistakeGM: Grammar MistakePM: Punctuation mistake

Time to Speak

- A. Work in pairs and tell your daily habits.
- B. Now, work in groups of three or four and talk about your daily habits. Ask questions to the speakers in the group.
 - e.g.
 - Liron: I sometimes watch TV in the bed.
 - **Phil** : What do you watch?
 - Liron: Music programs, etc.

3B - TIM'S STORY

Time to Listen

PART I

A. Work in pairs and talk. What do you remember about Tim?

B. Look at the pictures and guess.

- 1. Where is Tim going?
- 2. Why is he going there?
- 3. Who is the girl next to him?









C. Listen and check your answers.

D. Listen again and circle the correct option to find the ticket office.

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

Time to Speak

Work in pairs. Ask for directions.

e.g.

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

Time to Listen

PART II

Listen and fill in the gaps.

After 5 minutes	5.
Tim :	I need a(1) to Sutton Forest, please.
Ticket seller :	Single or(2)?
Tim :	Single,(3). How(4) is it?
Ticket seller :	(5) dollars, please.
Tim :	Here you are.
Ticket seller :	Thank you.

Time to Speak

- A. Work in pairs. Make similar dialogues as above.
 Katy : I need a ticket to....., please.
 Olga : Single or return? etc.
- B. Work in groups of four. Give information about Tim.

Tim is going to Sydney. He wants to do gap year. He meets Louisa at the station. etc.

Time to Listen

PART III

A. Look at the picture and guess.

- 1. Where are Tim and Louisa?
- 2. Where are they going?

Use;

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



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

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



3B - TIM'S STORY

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

1. Tim's school life	2. Lou	uisa's family	3. Tim's h	obbies	4. Tim's d	aily routine	
	5. Louisa'	's daily routine	6. Louisa's	s hobbies		Pra	
C. Work in pairs and c D. Listen again. Note c Louisa		THIM	N				
e.g. She likes animals.		He is interested in animals.					
E. Work in pairs. What Use;	t do you th	ink? Is Louisa's	life boring?	Why?		La la	

I think, I agree I disagree / don't agree e.g. Terry: I think, Louisa's life is boring because she always works and she doesn't have friends. Kim : I disagree with you. I like her life. She is always with animals.

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



e.g.

Gwen: I am interested in movies. I collect movies and watch with friends. **Xavier:** Oh, great. I like motor sports. I want to buy a big motorbike in the future.

Time to Write

A. Write about yourself, your family and neighbourhood.

You / your family: Age, job, daily routine, weekend activities, etc. **Neighbourhood :** Big, small, crowded, beautiful, etc.

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

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

3C - A DAY OUT IN SYDNEY

A. Answer the questions and find about yourself.

- What do you like to do in a new city?
 a. Talk to people
 - b. Take photos
- 2. Do you visit museums? a. Yes, usually
 - b. No, never
- Do you go out at nights in a new city?
 a. Yes, sometimes
 b. No, never
- 4. Who do you go out with?a. With my friends
 - b. With my family
- B. Search in the class and find one classmate with the same and one classmate with the very different answers.
 - e.g. Rick: What do you like to do in a new city?
 Mel : I like to talk to people.
 Rick: Me. too.

etc.

C. Match the activities to the photos.







Sydney Harbour Cruise, Walking to Shelly Beach, Manly Bike Tour, Whale Watching







Where is Tim?
 Why is he in the city?

4. Who is he with?

2.



3.



ŀ.

Sydney



- E. Write True or False.
 -1. Louisa shows the city to Tim.
 -2. Tim sees Sydney for the first time.

D. Listen and find answers to the questions.

3. When does he come to the city?

6. How do they travel in the city?7. Where do they want to have lunch?8. Does Tim want to eat Australian dishes?

.....3. Louisa doesn't know well about Sydney.

5. What are Louisa and Tim's plan for the day?

-4. Tim likes boat trips.
-5. Shelly Beach is a good place for shopping.

45

3C - A DAY OUT IN SYDNEY

Time to Speak

Work in pairs and make short dialogues. Accept or refuse your friend's suggestion or invitation.

Suggest or Invite;
Would you like to?
Why don't we?
Shall we?
Let's?

go out watch a movie do homework together play basketball have a picnic hang around etc.

Yes, I would love to. Yes, sure. Why not? That's a good idea. I am sorry, I can't.



e.g.

- Miley : Would you like go out tonight?
- Grace: Yes, I'd love to. Miley : What time shall we meet?
- Grace: At 3 pm.
- Miley : OK.



Keep in Mind! Would you like to go out? Why don't we go out? Shall we go out? Let's go out!

Time to Write

A. Search about Sydney and write a short paragraph about it. Follow the steps:

First, use the information and the photos about Sydney in this section. Then, search on the Net and find more information.

Places to see Things to eat Things to do

B. Do peer correction and rewrite your paragraph.

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

C. Prepare a short and simple presentation about Sydney. Then, present it to your group.

D. Ask and answer the questions about the presentation.

e.g.

- Ruth: Is Sydney a big and crowded city?
- Nigel: Presenter: Sorry, can you repeat it, please?
- Ruth: Is Sydney a big and crowded city?
- Nigel: Yes, it is.

Use: Sorry, can you repeat it, please? Sorry, I don't understand

Use; big crowded, expensive, easy to travel, safe. etc.

3C - A DAY OUT IN SYDNEY

 Time to Read A. What do you remember? Where are Tim and Louisa? What are they doing? B. Read the dialogue and check your and the dialogue again and guess the expressions. 	
 We don't have time to have a of time is Come on Louisa. I have a have a easy? Louisa : All right! Let's have a drink and Garden. Time : Hey, Look! The whales! Oh my Louisa : Don't run, Tim. Wait! Time runs a long way and loses Louist They meet at Opera House. Louisa : I can't believe you, Tim. 	o do. a exciting. And then helicopter tour. dink. d job all week. Why don't we take it t then visit the Royal Botanic a God! It is photo time! isa. He writes an SMS to her. cute. Look at the photos. They are ther tour? I want to go back to the farm. serious. ay. Thank you for your help.
e.g. Howru? Shall we go 4 a drink 2night?	Where r u ? Can't find u. Look 4 u. Wait 4 me at Opera House I come asapTim, Send 3 4 5 6 7 3 6 7 3 6 7 3 7 3 7 3 7 3 7 3 7 3 7 3 7 3 7 3 7 3
U free after school? ③	Buy smtng?

U free after school? © C With M, pls. Tnx etc. Go 4 a drink Buy smtng? Go 2 the cinema? Etc.

B. Write a reply to your partner's SMS.

QUIZ TIME

Write True or False. Choose the correct answer.

- Daren: Would you like to watch the game together? Rick:.....a. a.Yes, I would love to. b. Let's go out c. Yes, I don't like.
- Bill: Why don't weon Sunday? Aiko: OK.
 a. to watch a movie b. watching a movie c. watch a movie
- Fred: Shall wesomething? Liz: Yeah, let's eat salad.
 a. eat b. eating c. eats
- 4. Nigel: Let'sspaghetti today. Ralph: Oh, that's a great idea.
 a. Making b. make c. makes
- Victoria:shall we meet today? Mark: At the square.
 a. What time b. When c. Where
- Terry:shall we meet today? Lucy: At 12.00.
 a. Where b. How long c. What time

Check Your Progress		U	•	(in)
	I can			
Listening	Identify the changing topics in the audio or video material. Understand phrases and expressions and simple directions.			
Reading	Understand abbreviations. 3C Look for the answer to the WH- questions in written material. 3A			
Spoken Interaction	Talk about daily habits and express belief, opinion, and feelings. Give example from their daily life and ask for information.			
Spoken Production	Talk to give information and support their speech with visual. Explain what they like/dislike about something. Talk about daily routines and habits.			
Writing	Write about likes/dislikes. Write about daily routines and habits.3A, 4B Express belief, opinion, and feelings in their written texts. 3A			







THEME 4



Personality and Character

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

- identify the main idea of the recorded material.
- look for the answer to the WH- questions
- understand extract words and phrases.
- make comparisons about the written material.
- read simple short stories.
- describe themselves, their family, educational background, etc.
- summarise simple, short stories.
- ask for information and talk about daily habits.
- make comparisons in their speech.
- ask questions.
- make comparisons in their written texts.
- write about daily routines, habits and likes / dislikes.

4A - TWINS BUT DIFFERENT

Time to Listen

A. What do you think about the people in the photos? Make sentences with the words below.

blond, tall, funny, friendly, young, quiet, lovely, cute







.....



4.

.....

e.g. 1. They are friendly, tall 2. 3. and young.



B. Look at the picture and the title. Then, guess. What is the listening about?

- C. Listen and answer the questions.
 - 1. Who is the presenter talking to?
 - 2. How old are they?
 - 3. Do they get on well?
 - 4. Which school do they go to?
 - 5. Why does the presenter ask them; "Are you really twins?"

D. Listen and search the meaning of the words in activity E.

E. Listen again and complete the sentences with the words below.

more friendly, older, more active, thinner, darker, taller, more colourful, bigger, more beautiful, slower

- 1. We are twins but he is.....than me. Only 5 minutes.
- 2. Yeah. I am (2)..... and (3)..... than her.
- 3. He is (4)..... than me. I am (5).....
- 4. He is (6)..... than me.
- 5. His room is (7).....and (8)
- 6. My room is small but (9)..... because it is (10).....



Keep in Mind!

I am more friendly than Carson. He is older than me. My room is more beautiful.

I am better than him. He is worse than me.

4A - TWINS BUT DIFFERENT

- F. Cover the activity E and write McKenzie or Carson. G. What is the main idea of the dialogue?
- 1.is older than.....
- 2.is taller and thinner than.....
- 3.is more active than.....
- 4.is slower than.....
- 5.is more friendly than.....

Time to Speak

- What is the main idea of the dialogue' Choose the correct option.
- a. Twins' personality is always same.
- b. Twins can look similar but their personality can be different.
- c. Twins are always good friends.

Work in pairs and compare your sister and yourself, brother and family members. Perry : My sister is more hardworking and energetic than me. She is always active. Aston: Oh, my sister is lazier than me. She sleeps long hours, etc.

.....

Time to Write

- A. Work in groups and find famous twin brothers or sisters on the Net.
- B. Write a paragraph to compare them.

C. Now, work with other groups and share. Compare the famous twins.

Time to Read

- A. Talk with your classmates.
 - 1. Do you have twin friends or relatives?
 - 2. Can you compare them?
 - 3. Do funny things happen to them?
- B. Search the meaning of the phrase "Identical twins"
- C. Look at the pictures and guess the answers.

Then, read and check your answers.

- 1. Are the girls identical twins or not?
- 2. Where are they?
- 3. Why is their mother angry?
- D. Read the story and answer the questions.
 - 1. What do Pamela and Christina do in summer time?
 - 2. Who calls the mother?
 - 3. Where does she go first?
 - 4. What is the problem?
 - 5. What happens at the end?

Same Face Same Voice

Christina and Pamela are identical twin sisters. They are 15 years old. Funny things happen to them because their face and voice are the same. Actually, they also have some differences. For example, Christina is more hardworking and quieter than Pamela. She works at a clothes shop in the summer time. Pamela is more sociable and active, but she doesn't like working in summer time.

One day, Christina goes to work again and Pamela goes to play golf with her friends. Christina tells her mother to pick her up at 9.30 and then to pick Pamela at 10.00. Pamela calls her mom at 08.30 and says; "I'm done. Come and pick me up, please." Mom thinks that it is Christina and goes to Christina's clothes shop. When she sees Christina is not ready she gets angry and says; "you are not ready but you call me!" Christina smiles and says; "it's not me, mom. You still confuse our voice." Her mom waits for Christina for 45 minutes. Then they go to pick Pamela up together. Pamela is waiting for her mom. She gets angry because her mom is late. Her mom says; "don't say anything, just get into the car". They go home together. Twins look at each other and smile.

Now, Christina and Pamela always say their names first when they call their mom.

Use; quite serious friendly cheerful talkative energetic hardworking lazy etc.



4A - TWINS BUT DIFFERENT

E. Read the story again and compare Christina and Pamela.

Time to Speak

Read the story and take notes. Work in pairs and summarise the story. Student A: Tell Christina and Pamela's story.

Student B: Ask questions to your partner to get information about the story.

e.g. How old are they? Where does Pamela work? Who is more sociable? What's the problem?...

Time to Write

- A. Work in pairs and tell the story below using the pictures and prompts.
- B. Now, write a short story about the twins below. Use the pictures and the prompts.

Janet : active, energetic, funny. Madeline : quiet, easy going, patient, slow. Go shopping center, lose each other, buy things, go the cashier, see each other, see the same things in the hands, smiles, leave the shopping center.



.....

Janet and Madeline are twins but different. They usually do different things. Janet is more active than Madeline. She is also more energetic. Madeline is.....

One day Janet and Madeline go shopping together....

C. Write a title for your story.

- D. Write the main idea of your story.
- E. Do peer correction. Then, rewrite the story.

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

4B - MY FLATMATE IS THE FUNNIEST!

Time to Read

- A. Work in pairs and share your ideas.
- During university life;
- 1. Would you like to live alone or with flatmates? Why?
- 2. What kind of people would you like to live with? Choose the best three characters for you.



e.g.

Rita : I would like to have tidy and hardworking flatmates.

Tracey: Oh, I'd like to live with talkative people. It is the most important, etc.

C. Look at the three young people. Guess and write the names in the blanks.





- D. Read the texts quickly and check your answers.
- E. Read the text and find the topics in each paragraph.
 - 1. The first paragraph is about.....
 - 2. The second paragraph is about.....
 - 3. The third paragraph is about.....

I have three good friends. We live in the same flat. Everyone has a different personality but still we get on very well. Neil is the funniest person at home and he always finds something to laugh. He is also the most comfortable with strangers. He easily makes new friends. One day, he meets someone at the stadium and brings him home. He is Taylor and he is our third flatmate now. Neil doesn't clean the bathroom very well and you can see his clothes on the floor everywhere in the house. I think he is the dirtiest.

Taylor is the most hardworking. Also, he is the earliest in the morning. He makes breakfast for us and wakes us up during the week. I really like it. Life is expensive in the big city but he finds the best and the cheapest activities each time. For example, he finds free tickets for concerts or big parties. But Taylor has a bad habit. He is the most forgetful person I've known in my life. One day Taylor forgets the meal on the fire for three hours. I think it is because he doesn't like doing housework.

For me, housework is the easiest thing. But I think I am still the laziest. I am bad at shopping. Shopping is the worst thing for me. I don't like going out, either. It is boring. 'Home is the sweetest' is my motto because our home is the most beautiful. There are three different characters in this flat but life is still fun!

Neíl

Taylor

Bill

4B - MY FLATMATE IS THE FUNNIEST!

F. Find a good title for the text.

- G. What is the main idea of the text?
 - a. People can be different but can live in the same house.
 - b. Don't bring the strangers to your home!
 - c. Young people have different characters.

Time to Speak

e.g.

A. Take turns and ask questions about the young people.





Meg : Who is the funniest?
Aston: Neil is.
Meg : Yeah, I agree with you. Who is the most hardworking?
Aston: Taylor is.
Meg : I don't think so.

B. Work in groups of three. Compare yourself with your two good friends.

e.g.

Watson: I have two good friends. They are Robert and Celia. Robert is the most talkative person. Celia is the most easy- going. I am the......, etc.

Time to Listen

A. Make true sentences about yourself.

	always, usually, sometimes, never		
do housework	cook	tidy up my room	go shopping
noisy	silent	come home late	play music

B. Work in pairs and talk about your daily habits.

e.g. Tracey: I sometimes do housework. I don't like it at all. Simon: Oh, I see. I never do housework but I tidy up my room every weekend.

4B - MY FLATMATE IS THE FUNNIEST!

C. Listen and find the people's job.

Sarah is a Richard is a Samantha is a.....

D. Listen and write about the people.

Pitt, Neil and Taylor want to have the fourth flatmate. They are interviewing some people.

Pitt, Neil and Taylor want to	Good points	Bad points
		Bud points
Sarah		
Saran		
1-2		
Richard		
6 6		
amantha		
Listen and choose the corre		THE FEEL MAN
Sarah : I study / teach mu I play the piano / t	isic at the conservatory.	
	/ chef in a restaurant.	
I come / go home		
Samantha: I like to discover /		
	give home parties.	500 98 0 0
Work in pairs and share you	cheapest / biggest things.	
Who would you like to choose		
e.g.		
-	rd because he is the most hard	vorking. etc.
Listen to the second part and		
	because he thinks	
	ecause he thinks	
Work in pairs and compare y		
Who do they choose? Lister	again and check your answe	rs.
me to Speak		Elle Edit View Insert Format Iools Table Wordow Help
ork in pairs and discuss.		Pittsisi@easymail.co.uk
Sarah the right choice for them?	? Why? Use; and, then	LD Cc Subjects
	and, more	
me to Write	in very went to be his flatmate	
	im you want to be his flatmate	
1; ır likes / dislikes e.g. I like watc	hing movies	
ur interests e.g. I'm interested ir		
ur daily routine e.g. I never wak		
ings you are good at e.g. I'm go	od at cooking	

B. Do peer correction. Then, rewrite your e-mail.

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

.....

4C - SHE IS A GREAT ACTRESS.

Time to Listen

A. Complete the sentences.

My favourite TV serial is	because	
My favourite actor/actress is	because	
My least favourite TV serial is	because	
	because	
,		

B. Work in pairs and compare your ideas.

e.g. Bick

Rick : What is your favourite TV serial?

- Betty : I like Two and a Half Men because it's fun.
- **Rick** : Oh, yeah. It is great!

etc.

C. Match the photos to the TV serials.









..... Big Bang Theory

D. Listen and fill in the chart.

	Most Favourite Character	Opinions	Least favourite Character	Opinions
Eric	Britt			
Ashley				Not realistic
Elton		Cleverer		

E. Who do you agree with? Why? Eric? Elton? Ashley?

4C - SHE IS A GREAT ACTRESS.

F. Write down your favourite movie characters. Then, work in groups of three and compare them.

.....

.....

e.g.

- Simon: My favourite movie character is She is very successful. She is also beautiful.
- : I think,is more successful than Ali

Hilda : Oh, no. I thinkis the most successful and beautiful.

etc.

Time to Read

A. Complete the sentences with your own words.

I think,

- 1. is the most interesting film of all times.
- 2. is the best character of all times.
- 3. is the most charming actress of all times.
- 4. is the funniest character of all times.
- B. Read the interview quickly and answer the questions.
 - 1. What is the name of the movie?
 - 2. Who are the characters?

C. Fill in the blanks with the sentences below.

- a. Tell me about other characters, please.
- b. Who is the most important character in the movie? Why?
- c. Does this film have a sad story?
- d. What happens at the end?
- e. What is the movie about?







Terry is interviewing Kevin, the film critic about this year's most popular movie, 'Biutiful'.

Terry :	1)	
Kevin :	It is about a father, Uxball (Javier Bardem), his wife	
	Marambra (Maricel Alvarez) and little daughter, Ana (Hanaa	
	Bouchaib). Uxball and Marambra love each other but they	
	break up. Hannah lives with her father. They are very close	
	to each other. Uxball does an illegal job. He helps Chinese	
	immigrants find jobs. One day, he learns that he has cancer.	
Terrv :	(2)	
	: Of course, Uxball. He tries to earn his life, helps the	5
	immigrants and be a good father. He has cancer but he is	1
	stronger than his wife. He does his best to reunite with his wife. But it is	1
	not easy. He is usually silent, melancholic and romantic in the movie.	
Terry :	(3)	
,	Ana is Uxball and Marambra's daughter. She loves her father very much. In the	
	movie, she is a bright girl and she wants to live with her parents. Mateo is their son. He is	
	little and he needs his parents. The woman character, Marambra, has some psychological	
	problems. She is usually depressive. She is the biggest problem in the family. She doesn't	
	help Uxball or Ana enough.	
Terry ·	(4)	
	Yeah. It is the darkest movie of this year. But it is a better movie than the Oscar winning	
NOVIII .	movies.	
Tarra		
Terrv :	(5)	1

Why don't you watch it yourself? It is wonderful.

4C - SHE IS A GREAT ACTRESS.

D. What do you think? Write names in blanks. Uxball, Ana, Marambra.

- 1.....is the most interesting character.
- 2.is the least helpful character.
- 3.is the most hard-working character.
- 4.is bright.
- 5.is stronger than.....

Time to Speak

A. Work in pairs. Take turns. Ask and answer. e.g.

- 1. Who is more intelligent? Kevin Spacey or Brad Pitt? Well, I think Brat Pitt is more intelligent.
- 2. Who is more successful? Angelina Jolie or Nicole Kidman. In my opinion, Angelina Jolie is more successful than

B. Write questions and ask one of your friends. Use the adjectives below.

successful, crazy, intelligent, funny, handsome, beautiful, charming, bad, etc.



e.g.

1. Casey: Who is more successful? Al Pacino or Leonardo Di Caprio? **Janet :** I think Al Pacino is more successful than Leonardo Di Caprio.

2
3
4
5
6
7
8

Time to Write A. Write a short critic about a movie.

Intelligent, successful, cheerful, happy, crazy, etc.				
o are the characters? Compare them. Inmarise the story. What happens? What do you like about the movie?	Use; and, then			

B. Do peer correction and rewrite the critic.

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



QUIZ TIME 1. Who is the most helpful actress? a. Angelina Jolie b. Tom Cruise c. Ricky Martin 2. Who is the funniest TV character? a. Chuck b. Stiles c. Dexter What is the most dangerous job? 3. a. Fireman b. Footballer c. Soldier Who is the strongest man? 4. b. a. c. 5. Who is the laziest person? b. c. a. 6. What is the most enjoyable place? b. a. C.

	Check Your Progress	e	
	I can		
Listening	Identify the main idea of the recorded material. Look for the answer to the WH- questions Understand extract words and phrases.		
Reading	Make comparisons about the written material. Read simple short stories.		
Spoken Interaction	Describe themselves, their family, educational background, etc. Summarise simple, short stories. Ask for information and talk about daily habits.		
Spoken Production	Make comparisons in their speech.4A Ask questions.		
Writing	Make comparisons in their written texts. Write about daily routines, habits and likes/dislikes.		

THEME 5



Dreams and Plans

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

- make comparisons about the recorded material.
- Identify the topic of recorded texts and conclude.
- guess the content of the text according to the title.
- understand short, simple personal letters.
- participate in conversations.
- express their point of view and suggestions.
- describe plans and arrangements.
- develop suitable and effective communication strategies.
- Interpret the visuals.
- like to talk about on simple familiar topics.
- exchange the notes taken during an interview.
- write plans and arrangements.

5A - I HAVE GREAT PLANS

Time to Read

A. Read and tick the activities you are going to do soon.



- Kim : Oh, really? That's great. I am going to help street animals.
- Paul : Good for you.
- C. Look at the photos and guess.
 - 1. Where are the teens from?
 - 2. Do they look happy?
- **D. Read and answer the questions.** What are the teens' plans?
- E. Read the magazine and take notes about; Prosper's school: Mountain search house: Lisanne's drama school:



Prosper is from Tanzania. What are your plans, Prosper?

Well, I am going to start school next month. This is exciting! My life is going to change and I am going to feel happier. I have big plans for the future. I want to be a lawyer and work in my town. So, I am going to study hard. My school is very big and comfortable. There is a beautiful swimming pool in it. Can you believe it? I am going to swim every week. The school is going to give us the meal and I am going to stay in the dormitory. Oh, I can't wait to start.



Amanda is from New Zealand. What is your future plan, Amanda?

I have a great plan for the future. I am going to be an animal rescuer. New Zealand has a lot of different animals and they are very special. I love to spend time with them and help. I have a Kiwi. She is cute. *My parents are also animal* rescuers. I am going to spend my holiday with them next month. We are going to stay in a search house in the mountains. It has a beautiful view and it is comfortable. One more good thing is that I am not going to spend hours in front of the computer. I already have my binoculars, trainers and camera. Oh, it is going to be wonderful.

Teens and Plans



Lisanne is from the Netherlands. What are your future plans, Lisanne? I am going to go to a famous drama school in New York after school. It is an old and successful school. After I finish drama school, I am going to act on the stage. Also, I am going to write and direct my own plays. My parents support me and they are excited about it. *My arandfather works at* a local theatre group and he is a make-up artist. He is going to help me in this job. It's going to be an amazing life. He is very talented.

5A - I HAVE GREAT PLANS

F. What do you think about the young people?

1. Are they hopeful about their future?

.....

2. Are they going to have a better life?

.....

Time to Speak

Work in groups of three or four and play memory game. Get 1 point for each correct sentence.

e.g.

Ethan : Is Prosper going to start school next year?Betty : No. He is going to start next month.Ethan : Yes. Correct! One point.

Time to Write

A. Write your future plans.

About school: About career: About your personal life:



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

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

Time to Listen

A. Match the drama school subjects to the photos.

Improvisation, make-up, costume class, directing class



5A - I HAVE GREAT PLANS

- B. Look at the photos and guess. C. Listen and check your answers.
- 1. Where is Lisanne now?
- 2. Why is she there?
- D. Listen again and answer the questions.
- 1. Does Lisanne like her drama school? Why?
- 2. What does she do in the mornings?
- 3. What subjects is she going to take next semester?
- 4. When is Lisanne going to perform a play?
- 5. What is her advice to the readers?







E. What do you think about Lisanne? Make inferences about what you listen.

- 1. Is she having a good time at the school? How do you know it?
- 2. Is she going to be a good actress? How do you know it?

Time to Speak

A. Label the phrases to the photos.

wear make-up, practise the script, perform a play, try the costumes



5B - UNUSUAL PLANS

Time to Read

A. 1. Make conversations with your partner with the questions below. Then, act it out.

Excuse me, I'd like to ask a question. Can I ask something? Do you think....?

Do robots have feelings? Are the robots more intelligent than people? Would you like to visit a robot factory one day?

e.g.

- Ralph : Excuse me, I'd like to ask a question / can I ask something? Irena : Yes, please. **Ralph :** Do you think robots have feelings? **Irena** : No, I don't think so. 2. Change your partners and join the other classmates' conversations. e.g. Rod : Some robots can feel something. Mirena: Yeah, I agree with you. They can feel and also talk. : I don't think so. I think robots can't feel anything. You B. Look at the photos and answer the questions. 1. Where is this place? 2. Who are the people? C. Read the e-mail and check your answers. D. Read the e-mail again and choose the best topic in each paragraph.
 - 1. a. The talents of robots. b. The feelings of robots.
 - 2. a. Holiday in Japan. b. Things to do in Japan.
 - 3. a. Watching robots.

4. a. Robot show.

- b. Making robots.
 - b. Robot dance,









📬 Untitled Message

Hi Larry, 😃 | 👻 | 😂 | 🔁 Options... 👻 | HTML

(1) You know I am keen on robots. They are really interesting. You know, the new robots can feel, sing and dance. Some robot can also do operations with doctors. I'm sure next generation robots are going to do all the jobs.

(2) I have great news. I am going to spend two weeks at a robot factory in Japan next summer. Japanese companies are good at making robots. I am going to see all parts of the factory. Also, the engineers are going to show me the robots. Can you believe it? In the factory area, there is a big robot museum. I am going to visit this museum and see the first generation robots. I mean the first robots. The museum staff is going to show the videos of first robots.

(3) In the second week, I am going to design a small robot with a group of visitors. The people are going to come from seven different countries. All people are crazy about robots and they plan to create fantastic robots. I am sure we are going to learn a lot from each other.

(4) One more thing, we are going to join a robot fair in the technology center. This fair is the biggest and the most important one in Japan. Young innovators are going to display their robots. It seems it is going to be cool.

That's all for now. I am going to take photos and send you.

Cíao, Jean

5B - UNUSUAL PLANS

- E. Write the things Jean is going to do in Japan.
- F. Choose the two most exciting plans of Jean and share with your partner.

Time to Speak

A. Work in pairs and interview Jean about her trip to Japan. e.g.

Betty: Are you going to travel alone?

Jean: Yes, I am.

B. Study the photos carefully and comment on them verbally. What is the robot going to do?

e.g.

It is going to make tea.

travel alone stay in a hotel or at the factory bring the robot here write in your blog learn Japanese eat sushi visit a Buddist Temple etc.





Time to Listen

A. What would you like to design one day? Why? a. a robot b. a car c. a computer d. a cell phone e. a spaceship

B. Work in pairs and compare your ideas.

e.g.

Anna : I'd like to design a computer one day. It is more important than others. **Wilson** : I don't think so. I'd like to design a smart cell phone. It is the most important. etc.

C. Listen and find the topic of the conversation.

- a. Designing a robot with a group
- b. Fixing a robot
- c. Designing a toy robot

D. What do you think?

Are the young people going to be successful?



5B - UNUSUAL PLANS

E. Listen and check your answer.

- F. Listen again and compare the two robots. Write Wisy and Smarty in the blanks.
 - 1.....is going to more intelligent.
 - 2.is going to be faster.
 - 3.is going to be more talkative.
 - 4.is going to be stronger.

G. Choose the correct option.

- 1. What happens at the end?
- a. Wisy doesn't work at the end b. Young people are very successful in the end.
- 2. What are they going to do?
- a. They are going to show Wisy. b. They are going to try again.

Time to Write

A. Summarize the science team's story. Make descriptions in your paragraph.

e.g. The science team come together to design a robot. The robot's name is Smarty. It is intelligent and talkative.

 come together	
 design a robot	
something wrong	strong
the leg doesnt work	talkative
fix it	
finish	intelligent
bad suprise at the end	
show it	

B. Stephan and John are going to meet Japanese friends after the robot fair. Look at the agenda and write sentences about their plans. Then, share the plans with your classmates.





5C - LET'S HELP PEOPLE

Time to Listen

- A. First, match the words to the photos. Then, tick the activities you are doing this weekend. You can add more activities.
 - a. go away for a trip
 - b. do a charity work
 - c. cook with friends
 - d. meet friends
 - e. visit relatives







B. Work in pairs and compare.

e.g.

- **Olga** : I am cooking with friends on Saturday.
- Carmen : Wow, great! I am going for a trip on Friday.
- Olga : Where are you going?
- **Carmen :** To the countryside.

C. Listen and find. What is the conversation about?

D. Listen again and write True or False.

-1. Young people want to organize a charity concert for the homeless people.
-2. Olivia is doing the tickets.
-3. Stella and Liam are talking to the mayor.
-4. They think they should buy hot meal and hire a hostel for the homeless.
-5. Olivia thinks they should give the money to the homeless.



5

5C - LET'S HELP PEOPLE

Time to Speak

A. What do you think? What else should we do for the homeless people? e.g.

We should find jobs for them, etc

Keep in Mind!

We should do something. We shouldn't give the money.

B. Work in pairs and tell your ideas and suggestions about charity work.

Use; poor people, street animals, etc. Use; help, find shelters, take home, give food, love, forget, visit, etc.

e.g.

Tina : I think we should help poor people because they really need it.

- Thierry : Yeah! Also, we should visit them and give presents.
- C. Imagine that you are Stella and Owen in the Mayor's room now. Talk to the mayor to get information. Take notes while talking. Use the role cards below.



Student A: Stella

How many people? How long? What should we do?

Student B: Owen

When available? Anyone to help? Who is coming?

Student C: The mayor

e.g. Stella : How many people can get into the hall? Mayor : 500. Owen : When is it available? Mayor : On Saturday etc. 500 people On Saturday 3 hours 2 staff to help Clean the hall after the concert Yes, sure.

Time to Write

A. Write an e-mail about the meeting with the mayor and share the notes with your friends. *Hi*,

The meeting is a real success. 500 people can get into the hall, etc.

B. Do peer correction. Then, rewrite your e-mail.

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

5C - LET'S HELP PEOPLE

Time to Read

A. Do you remember? Write True or False.

City unsur

the sewer

By KRISTIN HAY

H-P Correspondent

-1. Young people are having a home party.2. They want to help homeless people.
- B. Look at the title and guess the content of the newspaper extract.
- C. Read and check your answer.

CHARITY CONCERT FOR THE HOMELESS

Keep in Mind! I am going to the concert. She is singing at the concert. They are bringing the homeless

Young people do a great job. Liam and his friends organise a charity concert for the homeless people. The concert takes place at the town concert hall and a couple of local bands have their performances. The people spend wonderful hours. At the end, they make 4500 dollars. This is a big money. They have a good plan to spend the money. First, they are buying new clothes and hot meal today because it's urgent. Then, they are bringing the homeless people to a hostel in the centre. "We are very happy because we help the homeless. I have more good news. We are organising another charity concert in the neighbour town. This time Rihanna is coming to support. Sticklar

It is amazing, isn't it?" says Liam. Now, young people are more willing to work for other people. They are not lazy or complaining. They strategy

want to change something in other people's lives. I think we should support them for a better society. I am attending their next event at the end of this month. Are

you joining us?

- D. Read the news extract and answer the questions. 1. Where does the concert happen?
 - 2. How much money do they make?
 - 3. What are their next plans?
 - 4. What does the reporter think about the young people?

smoke

- 5. Who is singing in the next event?
- 6. Is the reporter attending?

Time to Speak

Work in groups of four. Imagine that you are Liam. Tell your friends about the next event in the neighbour town. Use the speaking strategies below;

- Don't be afraid of making mistakes,
- Use short sentences.
- · Listen carefully,
- Get feedback from the listeners (Yes, you are right. Sorry, I don't understand, Oh, yeah, that's good.)

e.g.

- John : We are organising another charity concert at the end of the month. Student A: That's good.
- : And it is happening in the neighbour town called Queentown. John
- Student B: Sorry, I don't understand. Where is it happening?

: In the neighbour town, Queentown. John

Time to Write

Read about the next plan above. Write an e-mail to your friend and tell him/ her about it. Add reason and result sentences.

Use: Why are they doing this event? (The reason) What do they do for the event? (The result). and, then Organise another concert.

- · Sent e-mails to friends.
- Homeless people
- · Prepare posters.

Invite people

· Write leaflets, etc.

Use: When Where How many people Which bands / singers Who etc.

> Sponsoring Play or sing? Happen? Attend etc.

ATATÜRK

A. Discuss the questions with your partner.

- 1. Why is Atatürk very important for you?
- 2. What kind of changes did he make about the social life in Turkey?

ATATÜRK, THE GREAT LEADER

1923 is a very important date in Turkish history. On that date, Mustafa Kemal put an end to the Ottoman Empire and founded the Republic of Turkey.

As the president for fifteen years, until his death in 1938, M.Kemal Atatürk made a broad range of reforms in the political, social, legal, economic and cultural spheres.

Atatürk wanted to give his nation a modern outlook; He changed some laws about wearing, the alphabet and the calendar. He seperated the state and religion affairs.

In 1926 the new Civil Code abolished polygamy and recognized the equal rights of women in divorce, custody and inheritance. Later, in 1934 Turkish women gained the right to vote and to join the elections. In those years, women in many European countries didn't have such rights.

The founder of the Turkish Republic and the first president, stands as a towering figure of the 20th century.

B. Answer the questions.

- 1. What happened on October 29, 1923?
- 2. What did he change to give the nation a modern outlook?
- 3. When did the women gain the right to vote?

C. Match the words to their definitions.

1. found.:

3. vote:

- 2. equal:
- (b) to choose somebody for a particular position.(c) having the same rights.

(a) the separation of state and religion affairs.

- 4. secularization: (d) to form, to constitute
 - \$. atatint

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	Check Your Progress	O	•	(i)
	I can			
Listening	Make comparisons about the recorded material. Identify the topic of recorded texts and conclude.			
Reading	Guess the content of the text according to the title. Understand short, simple personal letters.			
Spoken Interaction	Participate in conversations. Express their point of view and suggestions. Describe plans and arrangements.			
Spoken Production	Develop suitable and effective communication strategies. Interpret the visuals. Like to talk about on simple familiar topics.			
Writing	Exchange the notes taken during an interview. Write plans and arrangements.			

THEME 6



Art

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

- Identify the descriptive expressions in recorded texts.
- enjoy listening to poems and short stories.
- Identify the topic and the theme of the poem.
- Identify reason result relations in the written text.
- like to participate in short clear conversations.
- pass on their wishes, demands, and complaints to the related people.
- describe past activities and personal experiences.
- express reason and result relations in their speech.
- write very short, basic descriptions of past activities and personal experiences.
- write short, simple autobiography.
- write their wishes, demands, and complaints.

6A - MUSIC AND LIFE IN VIENNA

Time to Listen

A. Name a city to study music or art. Give reasons. Use: fantastic, interesting, enjoyable, big, great, modern, new, old. e.g. Watson : Florance is a good place. It is big and modern and there are good teachers.

Abraham : Yeah. I know about it. Paris is also a cool place.

- B. Look at the girls and guess. Then, listen and check. What is Rebecca interested in? Where did she go?
- C. Listen and choose the correct option.







- 1. Why did Rebecca go to Vienna? a. because of her father's job b. to study music.
- 2. What did she do there? a. studied music and worked in a restaurant b. worked in restaurant
- 3. What were the school and the students like?
 - a. the school was expensive and the students were talented.
 - b. the school was popular and the students were talented.
- 4. Did she have good friends? a. No b. Yes.
- 5. Where did she stay there?
- a. In a small flat with a friend b. In a dormitory 6. What was her life like?
- a. not very good b. pretty good
- 7. When did she come back?
 - a. last year b. this year
- 8. Does she want to go there with Roxie one day again? a. Yes b. No

D. Listen and choose the correct words.

- 1. There are more than 100 / 110 museums and lots of music and art schools.
- 2. It was a/an cultural / old school and very popular among foreigners / friends.
- 3. They were ambitious and *talented / lucky* people.
- 4. She was a tall and beautiful girl and her voice was gorgeous / lovely.
- 5. The flat was in a *small / big* and old building in the city center.
- 6. I both took good / great classes from well known musicians at school and worked as a waitress at a restaurant.
- 7. It was not a *famous / gorgeous* or an expensive restaurant.

Keep in Mind!

I studied music in Vienna. She didn't work in a cafe. Did she work in a cafe?
6A - MUSIC AND LIFE IN VIENNA

Time to Write

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

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

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

e.g.

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

Keep in Mind!

She **was** in Vienna last year. **Was** she in Vienna last year? They **were** good friends. **Were** they good friends?

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

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

Time to Speak

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

<complex-block>

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

6A - MUSIC AND LIFE IN VIENNA

C. Read the text below and answer the question.

- 1. What kind of a text is it?
- a. Biography b. Story c. Article
- 2. Who is the text about?



Wolfgang Amadeus Mozart lived between 1756 and 1791. He was born in Salzburg; Austria in 1756. His family was a musical family. His father, Leopold was a composer and violin teacher. His sister was also a good musician. Young Mozart never went to school. Instead, his father taught him at home. He was very clever and his favourite subjects were Maths and Music. Mozart learned to play keyboards when he was just three and he composed music for the piano at the age of five. He wrote his first full symphony when he was nine years old. He was only twelve when he completed his first full opera! He gave a lot of concerts with his father and sister between the ages

of six and seventeen. Mozart moved to Vienna and started composing some of his finest works, including the opera "The Marriage of Figaro". He composed more than 600 works (symphonies, piano concertos, operas and choral music) during his short life. Many musicians and music experts say he was a musical genius and he is one of the most famous composers.

- D. Read the text and write True or False. 1. Mozart was born in 1756 and died in 1791.
- 2. His father and sisters were musicians.
- 3. Mozart went to a famous school in Salzburg.
- \tilde{O} 4. His father was a guitar teacher. \tilde{O} 5. His favourite subjects were Music and Maths.
- $\hat{\mathbf{D}}_{6}$. He started to play keyboard at the age of five. 7. He performed in many concerts only with his father.
- 08. He composed over 600 works.

E. Read the biography and find the descriptive words. e.g. He was very clever.

Time to Write

A. Write your biography shortly.	I was born in in 1988
Where/When were you born?	
Your school/favourite subjects, teachers, etc. ?	
Your family (job, etc.)?	
Any job you did (summer job, etc.)?	

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

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

6B - CINEMA IS GREAT!

Time to Read

A. Match the words to the pictures.



- Disaster
- Wedding anniversary
- Pick someone up
- Have an argument
- Embarrassing









B. Work in pairs and compare your answers. Then, cover the words and play guess game. e.g.

Student A: Points a picture and asks; "What is this?" Student B: It is 'Disaster'.

C. Read the story and fill in the blanks with the sentences.

- a. They had the tickets with the same numbers.
- b. While we were going to the film we had a flat tyre.
- c. I think they didn't like it at all.
- d. While they were leaving, my mother was complaining angrily.
- e. I went to the cinema with my parents.



6B - CINEMA IS GREAT!



Time to Speak

 A. Tell Steward's story to your partner. Mention the reason and result in the story while talking. Use the sentences in the writing activity.
 e.g.

One day, Steward invited his parents to the cinema because it was....., etc. B. Match the photos to the words. Then, compare with your partner.



..... Salty and spicy Eat out Hitchhike

- Sell out
- C. Work in groups of three or four. Use the words and make up short stories. Use reason and result sentences.

 one day go to the concert not find a ticket sell out very crowded hitchhike go back home watch a DVD very hungry cook something salty and spicy eat out First First First First First Finally Second First First First Finally Second First First First Second Finally Second For the second of the s	
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6B - CINEMA IS GREAT!

Time to Listen

- A. Do you remember Steward's story? What was the story about? Work in pairs and tell.
- B. Guess: What did Steward and his parents do after the movie?
 - a. They went to the manager's office to complain. b. They went home for dinner.
- C. Listen and check your answer.
- D. Listen again and put the story in the right order.
 - The cinema manager didn't want to give the money back.
 - Steward's father didn't take the tickets.
 - They wanted their money back.
 - Steward's mother got out because she didn't want to talk.
 - The cinema manager listened to them carefully.
 - ..1..My parents complained about the seats, the cold saloon and the talkative people behind them.
 - The manager offered them free cinema tickets for next week.
 - They had a silent dinner at home.

Time to Write

A. Steward went to a concert last night.
 He is writing an e-mail to the concert organizer.
 First, classify the words and write in the chart.

Likes	Complaints	Requests



Wait long hours for the concert Cannot find tickets Wrong ticket numbers Not good organisation Good sound system Great performance More toilets More food & drinks Stronger air condition Cheaper tickets, etc.

B. Imagine you are Steward. Write your likes, complaints and requests to the concert organizer. Also, write the events in the correct order.



Work in pairs and role play. Tell your likes, complaints, and requests to the organizer. Use the writing activity above as a clue.
Student A: The organizer of the concert
Student B: The customer.
e.g. Melina : I was at the concert. The performance was great but I had some problems.
Bob : Really? What are they?

6C - PRETTY POETRY

A. Complete the sentences with the words below.

Poetry, poem, poet I like My favourite is Shakespeare. My favourite is Annabel Lee.

B. Work in pairs and talk.

- 1. How often do you read poems?
- 2. Who is your favourite poet?
- 3. What is your favourite poem?
- C. Read the title and guess.

What is the poem about?

D. Fill in the blanks with the words below.



friend, heart, foggy, page, poem, mad, hopeless



The Magical Book

It was a(1) and gloomy day Found a book on my way Opened the first(2) and read it at the bay

Fascinating(3) was in it Fell in(4) and could not quit Read more pages and felt great And this book changed my(5) fate.

Kept the poems in my(6) Turned to be quite smart And realized that it was(7)

.....(8) of mine was feeling bad Asked him not to be(9) Took the book and he slowly read All of a sudden life was(10)

Fire & Faith

E. Read and find the theme of the poem.a. Books and Feelings b. Friends c. Friends and Feelings.

Time to Speak

Work in groups of four and read the poem together.

First, each person memorizes one stanza of the poem. Then, read the poem by heart altogether in the right order.

6C - PRETTY POETRY

Time to Write

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





B. Now, write an acrostic poem with your name.



- C. Compare your poems with your friend and give feedback. **Time to Listen**
- A. Choose the types of poems you like. a. love b. nature c. friendship d. family e. animals f. life
- B. Compare your answers with your partner. e.g.
 - Nigel: I like love poems because I am romantic.
 - **Tina :** Oh, I don't like love poems. They are boring. I love nature poems.
- C. Listen and find the theme of the poem. a. feeling alone b. friendship and helping others c. hard life

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

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

E. Answer the questions.

How was the poet feeling in the beginning? How did the poet feel in the end?







6C - PRETTY POETRY

Time to Speak

Work in groups and discuss.

- 1. Is it easy to write a poem?
- 2. Did you write poems when you were a child?
- 3. What was it about?
- 4. Would you like to write a poem now?
- 5. What would you like to write about?

Time to Write

A. Complete the poem with the word groups.

my cell phone and spend the credits, to clean up my room, while I was watching TV, to turn off the TV and do my homework, to get up in front of the class and read the poem, to write a poem.



C. Write a short poem. Follow the steps.

1. Brainstorm.

- a. What do you want to write about? *Flowers, love, people, books, travelling, etc.*
- b. Your feelings and ideas? *Beautiful, amazing, lovely, wonderful, crazy, etc.*
- c. Why important for you? Books are my light and my way, etc.
- d. Final strong words? Can't live without, etc.
- 2. Now, put the words in a good order. Try to find rhyming words; *good-food, really-silly, etc.*
- 3. Read your poem loudly. Does it sound nice? Read it to your partner and get feedback.
- D. Do peer correction. Then, rewrite the poem.



What Drove Me Crazy Yesterday

When my teacher told me
When my mother told me
When my sister practiced her violin
When my father told me
When my brother used
When my teacher asked me

B. Think of different ideas to complete the poem.

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

QUIZ TIME

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

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











THEME 7



Nature and Environment

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

- identify person, place and the topic.
- distinguish the reason result expressions in recorded text.
- understand the descriptions of events, feelings, and wishes in personal letters.
- understand the specific message in announcements, leaflets, and posters.
- participate in basic, simple and clear conversations on familiar topics.
- express reason and result relations in their speech.
- explain his guesses on simple basis.
- develop suitable and effective communication strategies.
- write poems and simple personal letters.
- write simple announcements, invitations and advertisements.
- keep diaries and write simple, short stories.

7A - THE GREENEST COUNTRIES

Time to Read

A. Work in pairs and talk.

What kind of places do you prefer to travel? Why?

a. holiday resorts b. places with natural attractions c. old cities d. modern cities e.g.

Ralph: I prefer places with natural attractions because I feel good in the nature. **Gwen:** Oh, I prefer modern cities. There are lots of things to do in modern cities. etc.

B. The countries below are the top 5 greenest countries in the world. Guess and put them in the right order (1-5).



Hi Tracey,

I am back from a long journey in two continents. They are Europe and America. I went on this journey to see the World's 5 Greenest Countries. The journey was amazing. I came back with lots of unforgettable memories and photos. Of course everything was not perfect during the journey. I had some problems as well. For example, I broke my left foot finger while climbing a small mountain in Switzerland. It really hurt and no one was there to give me a hand. I felt desperate at that time. After some time in the forest I saw a beautiful hut. There was a good couple in it. They gave me a bed and took care of me for two days. When my finger was OK, I kept walking in the green mountains. Anyway, you are going to see all the photos soon.

I travel and share this experience all around the country now. I give presentations and talk to people to find better ways for a greener world.

Next month, I am going to be at the Nature's Club of the town school and spend one day with the students. I am very excited and hopeful about the event. It is going to be great. The Nature Club is open to everyone. Would you like to join us? Please see the attached invitation and forward it to the nature lovers in your list. The more people the better.

See you there, Eric

7A - THE GREENEST COUNTRIES

F. Read the invitation and answer the questions.

- 1. What is it about?
- 2. When is the event going to happen?
- 3. Where is the event going to happen?

Time to Speak

- A. Cover the text. Work in pairs and talk. What's Eric's plan?
- B. Pay attention to the important information in the dialogue. Date, Time, Venue

e.g. Herald : Eric is going to give a presentation on September 21 st. Vanessa: On 21 st? Herald : Yeah. Do you know the top 5 greenest countries of the world? What are they like? How did they succeed it? To learn the answers and more, come and see my presentation. Date: September 21st, Time: 13.30 Venue: Town School, Club Hall No:14

Eric Shortman, The Green Dreamer

Time to Listen

A. Read the expressions in the box and guess. What are the young people talking about?

Are you going to attend? That's a wonderful event Where? What time? Oh, I am sorry I can't. What about you?



B. Listen and check your answers.

C. Listen again and find;

- 1. Where are they going to meet?
- 2. Who is Tracey going to meet?
- 3. What time are they going to meet?

D. Complete the sentences with names.

- 1.are going to attend the presentation.
- 2.isn't going to attend the presentation because

Time to Speak

Work in pairs and talk.

Imagine that you are one of the students above. Would you join the presentation? Why?

Use the speaking strategies below; Before talking; Make a plan about your ideas and give reasons. While talking; Don't try to make perfect sentences. Short and simple sentences are better. Try to listen carefully and give answers.

e.g.

- Rachel: Yes, I would join the presentation because it is interesting.
- Kim : Yes, of course. I am interested in nature. etc.

7A - THE GREENEST COUNTRIES

Time to Write

A. Write an invitation letter about one of the topics below. Then, e-mail it to your friend.



7B - FOR A GREEN WORLD

Time to Read

A. What do you do to help the environment? Choose the things you do. (e. I use less water)







b. I join protests

B. Work in groups and tell your actions. Also, share your experiences.
 e.g. Nancy : I usually plant trees. Once, I joined an organisation and I planted 20 trees on that day.

c. I plant trees

Stiles : Really! I always walk to school. I save petrol for the environment and money for myself.

- C. Look at the pictures below and guess. Then, read and check. What's the problem?
- D. Read and find the elements of the story.

 1. The place:
 2. The time:
 3. The main character:

4. Supporting character: 5. The event:

Let's Save Forest

Lily loves nature so much. She is fond of watching trees and plants when the wind blows them. Lily lives somewhere in the mountain. She is so lucky to see the city while she is sitting in the terrace. She also sees the ocean with the boats floating.

On a sunny day in the summer, she woke up with the roars of the machines. She opened the window and saw some people out in the forest. She got mad because they were



d. I walk to school

cutting down the trees and digging the land. Someone wanted to build a big farm in the forest. It was unbelievable. The poor trees were falling down one by one. That moment, she decided to stop these people. She went directly to the manager in the area and talked to him. The man didn't want to listen to her. He kept working with other men. So, she texted and e-mailed her friends to inform about the event. One of her friends, Daniel, called the local radio and the newspaper. He also let the nature club members know about the event. Daniel was really helpful.

After a short time, more than 100 people were in the area. They were carrying posters and slogans. The workers stopped working and the manager wanted to talk to the crowd. Lily was in front and she had a big argument with him. The policemen arrived after a few hours. Local people



also came to area and started to protest. The workers stopped working and left the area. Lily and her friends went to a cafe to celebrate their victory. Then they collected money, bought trees and planted them on the farm area the next day. It was an exciting summer for everyone.

7B - FOR A GREEN WORLD

E. Answer the questions.

- 1. How did Lily wake up that morning?
- 2. What were the people doing when she saw them?
- 3. What did Lily do to stop them?
- 4. Who helped Lily? How did he help her?
- 5. How many people came together to protest?
- 6. What happened in the end?

F. Read the text carefully. Find cause and effect sentences.

- 1. Lily was very angry because.....
- 2.because they wanted to build a big farm in the forest.
- 3. The manager didn't want to stop cutting the tress, so Lily.....
- 4. The workers stopped cutting the trees, so Lily and her friend.....

Time to Speak

Work in pairs and share the cause and effect sentences with your partner. Then, make more sentences using the clues.

e.g.

I plant trees because I want a greener area, etc.

Time to Write

Use; Because, So,

Plant trees - greener area. Eat home made food - healthier and cheaper. Use less plastic bags - help the enviroment. Go everywhere by bike - save petrol and money.

A. Lily keeps a diary. Complete the page she wrote that day. Then, report it to your classmates.

Dear Diary, 08:30: I woke up with the roars of the machines. Some workers were cutting down the trees. I was shocked. I talked the manager, but they didn't stop. So,
Lily,
×

B. Now, write down your own diary. Tell the important things only.

•••••	
	••••••
••••••	
	States, da
	20 Hereiter

C. Do peer correction and rewrite your and Lily's diary.

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

7B - FOR A GREEN WORLD

Time to Listen

A. What do you do when you see? Look at the example below and make sentences.





garbage on the streets



a. I feel sad b. I join the protests c. I call the authorities e.g.

Rick: I join protests when I see dirty rivers.

- B. Look at the people around the table and answer the questions.
 - 1. Who are the people?
 - 2. Why are they together?
- C. Listen and answer the questions.
 - 1. Why did the young people do the protest?
 - 2. What was the result?
 - 3. What did they do after the protest?
 - 4. Why did they set up the Green Group?
 - 5. What do the people do at the Green Group?
- D. Work in groups. Guess and share. What did Lily and her friends do for the street animals?
- E. Listen and check your answers.



Time to Write

A. Write a story about an environmental event.

Who are the characters in the story?
Tim, at the age of 18, friendly, energetic,
funny, etc.

What happened?

Tim was walking down the street when he saw the animals. They were very cold.

Where did it happen?	When did it happen?	What happened in the end?
On the street, etc.	Last January, etc.	He called the Green Group and
	-	· · ·
B. Do peer correction. The		

88

7C - ENVIRONMENT ONLINE - ENO

Time to Read

A. Work in pairs and answer the questions.

- 1. Do you have Nature Club at your school?
- 2. Does your school organize tree planting campaign every year? Do you also plant trees?
- 3. Is your school garden big enough? Are there many trees?
- **B. Read the poster below and find.** What is it about?

C. Read and check your answer.

- Joe : Excuse me. Can you tell me about ENO?
- Kate: Yes, of course. Let me explain. Environment Online ENO is a global school network for environment and peace. It started in 2000 and now it has thousands of schools in 150 countries. We have an important day called Tree Planting Day.
- **Joe** : You plant trees on that day.
- **Kate:** Yeah, exactly ENO Tree Planting Day is an international event for schools and groups. We plant trees and learn about the plants in the nature. Tree planting is the most popular activity in the ENO Programme. The first ENO Tree Planting Day took place eight years ago in 2004. We have planted 7 million trees since then and we aim to plant 100 million trees by the end of 2017.
- Joe : Do you celebrate this day every year?
- **Kate:** Sure. We celebrate the 12th ENO Tree Planting Day on May 22nd, 2013. We call all the schools in the world to plant trees with us on that day. We want to create the worlds' biggest event for schools all around the world. You must join us!
- Joe : OK. What must we do to join this event?
- **Kate:** Oh, it is easy. Just register your school or your group to the network.
- Joe : Then?
- Kate: Then you must plant trees with us that day.
- Joe : First, I must talk to school mates and then the manager. I am sure they find this idea interesting. I must be off now. See you soon.

D. Read and write True or False.

- 1. ENO is a charity network for environment and peace.
- 2. More than one hundred schools are members of this network.
- 3. Tree Planting Day is an international event.
- 4. First Tree Planting event was in 2000.
- 5. ENO plans to plant 10 million trees until 2017.
- 6. Schools and groups must register to join this event.
- 7. Joe isn't excited about the event.

E. What do you think?

Is Joe's school going to join ENO network?

Joe; from the School Nature Clubs Kate; ENO Coordinator



Thousands of schools around the world plant trees on 22 May 2013 http://treeday.enoprogramme.org contract person: katenature@eno.net

7C - ENVIRONMENT ONLINE - ENO

Time to Speak

A. Work in groups and talk about environmental problems. Use the clues and talk. You can also add your own ideas.

e.g.

- Garry: Forest fires are very dangerous in the summer time.
- Paul : Yeah. I know. People mustn't make camp fires in the summer.

Garry: You are right.

forest fires	
dirty beaches or sea	
air pollution	
shortage water	
troffic jam	
over use of electricity	
global warning	
etC.	
traffic jam over use of electricity global warning	

Use both sides of the papers. Turn off the lights or TV to save energy Ride bike, get on the bus or walk Not make camp fires in the summer Turn off the tap while not using Plant trees. Put more bins at the beach. Or collect the garbage sometimes. etc.

B. Join your friends' conversation.

Use;

Ralph: Excuse me, can I say something? I think, the beaches and the sea are also very dirty. We must put more bins at the beach, etc.

Time to Listen

A. Match the words. Then, compare them with your partners.



C. Describe the garden.

and the second

7C - ENVIRONMENT ONLINE - ENO

D. Listen and complete the sentences.

- 1. Each student must.....
- 2. That makes.....trees.
- 3. Our school needstrees.
- 4. We must turn our school
- 5. We meet in theand plant.....
- 6. Everybody must be.....
- 7. We mustn't waste.....
- 8. Let's start....

E. Write True or False.

-1. The young people are great environmentalists.
-2. Students are excited about the Tree Planting Activity.

Time to Write

A. Brainstorm and write words about Earth and Pollution.



B. Write the missing words to complete the poem.

CLEAN WORLD HAPPY LIFE

planef be we dan dee the gargeoue bide and green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an green will show on an an green will show on an an green will show on an an green will show on an an green will show on an an an an an an an an an an an an an	be time happiness	So clean it up, so that we don't see any(5) any(6) or any day. Clean it up and live in a world of
--	-------------------------	---

Time to Speak

Work in pairs and share the poem with your partner.

ATATÜRK

1. 'This regime can best represent the wishes of people."

Which principle does this saying refer to?

- a. populism
- b. nationalism
- c. secularism
- d. republicanism
- 2. "Nobody is superior than the others. Everyone is equal."

Which principle does this saying refer to?

- a. populism
- b. reformism
- c. statism
- d. nationalism
- 3. "It saves the state from the pressure of any type of dogma"

What does " it " refer to?

- a. statism
- b. secularism
- c. populism
- d. nationalism
- 4. "Our first aim is to be a developed country in economics and technology."

Which principle does this saying refer to?

- a. reformism
- b. republicanism
- c. statism
- d. reformism

Check Your Progress			••	(i)
	I can			
Listening	Identify person, place and the topic. Distinguish the reason result expressions in recorded text.			
Reading	Understand the descriptions of events, feelings, and wishes in personal letters. Understand the specific message in announcements, leaflets, and posters.			
Spoken Interaction	Participate in basic, simple and clear conversations on familiar topics. Express reason and result relations in their speech.			
Spoken Production	Explain his guesses on simple basis. Develop suitable and effective communication strategies.			
Writing	Write poems and simple personal letters. Write simple announcements, invitations and advertisements. Keep diaries and write simple, short stories.			

THEME 8



Tourism

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

- find a suitable title for the recorded text.
- distinguish the questions related to their abilities in the recorded text.
- eager to read newspapers and magazines.
- identify the date, place and topic of the invitation.
- ask for attention.
- exchange the information from magazine and newspapers.
- talk about their abilities.
- enjoy having short conversations.
- write announcements and posters.
- express their abilities in written texts.
- write short, simple, imaginary biographies.

8A - A CRAZY HOLIDAY



B. Work in pairs and compare your answers.

e.g.

Mirek : Well, I have been to a Zoo.

Danny : Oh, really. I have never been to a Zoo but I have seen elephants on TV, etc.

C. Work in pairs and talk.

1. Have you ever done bungee jumping?

2. Is bungee jumping popular in your country?

D. Match the words to the photos.





Keep in Mind! I have (haven't) been on holiday. Have you been on holiday? He has (hasn't) eaten sushi. Has she eaten sushi?

E. Listen and tick the correct sentences.

- 1. Christina has done bungee jumping before.
- 2. The instructor has tied up her ankles and body carefully.
- 3. She feels comfortable.
- 4. The reporter is interviewing Christina.
- 5. Her friends are listening to her on the radio.
- 6. The instructor hasn't given her enough information.
- 7. Christina has checked her belt.
- 8. She has jumped off the bridge.

8A - A CRAZY HOLIDAY

F. Choose the best title for the listening part.

- a. A Bungee Jumping Adventure
- b. Adventure in the sea
- c. A difficult Job

G. Do you remember? Choose the correct word.

- 1. The Instructor tied up her ankles and body slowly / carefully.
- 2. They are watching her and screaming **loudly / happily**.
- 3. Christina is walking to the edge of the bridge **easily / slowly**.
- 4. She is counting down fast / quickly.

Time to Speak

A. Christina's friend, John has had an unlucky holiday.

- Look at the pictures and the prompts. Then, talk about his holiday. Student A: John
 - Student B: You

e.g.

- Sam : Hey, John! Have you been to Mexico?
- John: Oh, yeah.
- Sam : When did you go there?
- John: Last year.
- Sam : What did you do?
- John: Well, I rode a donkey in the desert. It was

very hot and the donkey was angry. She kicked me off.

Sam : Oh, that's bad.

Start the conversation: Hey, John! Have you been to Mexico? Keep on the conversation: What did you do? Finish the conversation: Oh, you had a bad holiday. What a lovely holiday!

have a dog bite

go to Mexico



Climb the Everest

B. Work in groups and share your experiences.

- 1. Have you ever had a crazy holiday?
- 2. What did you do?

3. Or would you like to have a crazy holiday? What kind? e.g.

Serena: Yes. I have gone skiing in the mountain. I went there last winter. It was really crazy. **Venus :** Oh, I have never gone skiing before. But I would like to go one day.

C. Draw attention and join other groups to share your experiences. Use the strategy:

Raise your hand,







Time to Read

- A. Work in groups and share. What do you know about New Zealand?
 - 1. Where is it? 2. What is the population?
 - 3. What is it famous for? 4. Is it big or small?
- B. Guess the meaning of unknown words in the text.
- C. Read and match the photos to the paragraphs.

It all happened when I saw a poster about New Zealand on the bus last May. At that moment, I decided to go with my friend and discover this fantastic country. It was not easy to go there because New Zealand is far away and expensive for me. So, I rent my house and left home for 6 months.

(1)..... Now, we are in Queensland and we have planned to stay for 2 weeks. We have been here for ten days now and we have done many exciting things so far. First, we have visited the local people called the Maoris. They are friendly and proud people. We have watched their dances and learnt about their culture.

(2)..... Then, we have taken photos of fish and underwater life in the lake. We have spent there three hours every day but we haven't made enough photos. Also, we have seen a lot of sea birds over the lake. I think everyone must see this underwater paradise.

(3)..... And guess what! We have gone zip lining on the mountain. We have pushed ourselves from one tree to another and have seen different birds and monkeys. It is like flying with birds. We have had a great fun. It is not dangerous or expensive. You must have a go!

D. Work in pairs and find Christina's feelings in the text.

E. Find a good title for the text.

Time to Speak

Work in pairs and tell Christina's holiday to your partner. Before the holiday:

1. How did she decide to go on a holiday?

On holiday:

- 2. Where has she been until now?
- 3. What has she done?

Time to Write

A. Work in groups of three and prepare a tourism poster as above. Follow the steps;

BERMUDA

- a. Find a travel agency name. (Dream tours, Majestic tours, etc.)
- b. Choose the destination (New Zealand, Egypt, South Africa, Turkey, etc.)
- c. Find three reasons to go there. (Green, cheap and lovely food, etc.)
- d. Find a good slogan. (Ready to Discover Egypt? etc.)
- e. Write a good title. (*Enjoy Lisbon with us...etc.*)

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

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









8B - WHY DO YOU TRAVEL?

Time to Read

- A. Work in pairs and share your ideas. Why do you travel? Write three reasons. 1.....*To relax*....
 - 2.....
 - 3.....

B. Work with other pairs and compare your reasons.

e.g.

- Brian : I travel to relax. I go to the seaside and sunbathe.
- Cindy: Oh, yeah. It is nice. Actually, I travel to learn new languages and cultures. I find it interesting, etc.
- C. Read the blog quickly and find. Why did Maria write the blog?
- D. Fill in the blanks with the titles.

To experience new cultures - To see new things - To learn a new language



Travelling is our lifestyle. We travel to unusual places every year. Why do we travel? We have three good reasons.

(1).....

My daughter was 18 months when we started to travel. We went to Kenya to teach her Zulu language. Now, she can say a lot of things in this language. We can also speak some words. We always try to find new places to learn new languages. We have travelled for 10 years now and we have learnt six languages so far. You can learn a language easily when you live with local people. We love speaking different languages. I also enjoy speaking to local people with their own language. It is really interesting.



With my husband, Richard



her new freinds



(2)

When we travel we can meet new people, learn about new cultures and places. It is fun. For example, we have met this man in the photo in Costa Rica. He is called coconut man. He has an interesting life. He sells coconut all day. His fresh coconuts and fried chips with lime juice and chili are very delicious. I meet him every day on the streets and buy coconut for me and my son. He works all day in the sun and earns very little money. But he is always smiling and I have never seen him sad.

Coconut man in Costa Rica

(3)

People can see fascinating places when they travel. We've seen the Taj Mahal, the pyramids, and climbed the Eiffel Tower. We have also discovered tapirs, lions, elephants in the wild and taken their photos. We have seen lots of waterfalls all around the world since 1998. Waterfalls are amazing. I love the noise and the sparkling water. I recommend New Zealand and Costa Rica for waterfall lovers. You can watch waterfalls, shoot their photos or stand under them. Of course, only under the small ones.



8B - WHY DO YOU TRAVEL?

E. Complete the sentences from the blog.

1. They like learning new languages because

-
- 2. The coconut man is interesting because
- 3. Maria thinks waterfalls are wonderful because
- **F.** Compare your reasons for travelling in activity A with the family above. Are they the same or different?

Time to Speak

A. Maria is exploring the city with a guide. His name is Ricardo. Work in groups. Look at the pictures and say;

What can Ricardo do? What can't he do?





e.g.

He can cook but he can't play football.

B. Work in pairs and role play.

Student A: A tourist Student B: The tourist guide (Ricardo) e.g. Tourist : Can you speak Spanish? Ricardo: Yes, I can. How about you? Tourist : Yeah. etc.

Time to Write

Imagine that you are a tourist guide. Write;

- 1. Where do you live?
- 2. What can you do?
- 3. What can't you do?
- 4. What is your routine day like?
- 5. Your feelings about the job.

Time to Listen

- A. Jane is Alex's best friend. But they are very different. Guess and write Alex or Jane in the blanks.
 - 1..... has been to the mountains many times.
 - 2.....can not walk on the snow.
 - 3.....likes seaside and sunbathing.
 - 4.....has never gone camping.
 - 5.....wants to learn different cultures.

B. Work in pairs and compare your answers. e.g.

Timothy : I think Alex has been to the mountains many times. Look at the photo. She is climbing.

Catherine: I agree with you.







Use: I think.... Yeah, I think so. I agree with you..... I disagree with you.....

8B - WHY DO YOU TRAVEL?

- C. Listen and check your answers.
- D. Listen and complete the questions.

1.Dalai Lama sometimes? Of course, I can see.

2.do? You can visit the historic places like Potala Palace and Jewel Park.

3.hotels? Yes. The hotels look interesting.

4.nice holiday? You can have a marvellous holiday here.

5.flight? Yeah, but not direct flight.









E. Go back to the activity A. Check your ideas about Alex and Jane again.

F. Answer the questions.

- 1. What is the surprise?
- 2. Does Jane like the surprise? Why?
- 3. Is Jane going to enjoy her stay in Tibet? Why?

G. Read the clues and write about Alex.

e.g. She has been to Tibet for eight months. 1. 2. 3. 4. 5.

Keep in Mind! I haven't been to abroad for 8 months.

She hasn't eaten fast food since her childhood.

been to Tibet-8 months not been to hometown-April seen many places in Tibet not used the Internet-5 months. not eaten fast food - childhood keep a diary -12 years.

Time to Speak

Work in pairs and compare yourself with Alex. Use some of the sentences above.

e.g.

Alex has been to Tibet but I haven't been.

Alex hasn't eaten fast food since childhood. I haven't eaten fast food for two weeks. Alex hasn't used the Internet for 5 months. I haven't used the Internet since last night. etc.

Use; For Since

99

8C - INTERESTING HOTELS

Time to Read

A. Tick the places you have stayed before.

a. a weird hotel b. a tent c. a pension d. a hostel e. a holiday village f. caravan

B. Work in pairs and share your ideas.

e.g.

Pam : I haven't stayed in a weird hotel, yet. How about you?Chris : Oh, I have just stayed in an ice hotel. It is warm inside.Pam : Cool!

- C. Work in pairs. Look at the photos below and guess.
 - 1. What type of hotels are they?
 - 2. Are they famous?
- D. Read the magazine page quickly and check your answers,

WEIRD HOTELS MAGAZINE

Two Interesting Hotels

Hotels Expert, Richard is travelling and staying at the most weird hotels around the world. He writes about the hotels in the Weird Hotels Magazine. He has already written about many hotels but there are still many weird hotels in the USA and the world. **Giraffe Manor Nairobi, Kenya**

Giraffe Manor is a unique hotel in Nairobi, Kenya. Each room has a free access to outside and you can feed the giraffes. The hotel is located in the natural area. Sir David Duncan built it in 1932 and lived there for a long time. Then, Rick Anderson and his wife, Bryony opened it in 1983. At the hotel window, you can see the beauty of Mount Kilimanjaro and the Ngong hills directly. Tanja and Mickey have run the hotel since 2005. They say "This hotel hasn't become the most popular one in the world yet, but it has already become the most famous hotel of Kenya. We are very happy to be here in Nairobi." Use; Just, yet, already

Use; cheap, warm, cold, expensive, cosy, weird, exciting, boring, fun, comfortable, etc.

Keep in Mind! It has already become the most famous hotel of Kenya I've just decided to stay three more days





8C - INTERESTING HOTELS

The Library Hotel

Manhattan, New York

Have you ever dreamt of sleeping with thousands of books? I am sure you haven't. Now, you can make your dream come true. Come and stay at The Library Hotel in Manhattan to travel among books. You can lie on the comfortable bed and choose one of the art, religion, philosophy, Mathematics, or other books. Book lovers spend their most special times of their lives at this hotel. "It's my second day and it's very peaceful to be here. I've just decided to stay three more days. I think this hotel is fantastic." Simon, one of hotel customers, says.







E. Read and complete the chart.

	Where is the hotel?	What is special about it?
Giraffe Manor		
The Library Hotel		

F. What do you think of Richard's job?

e.g.

Marla: I think it's interesting. I would like to do this job.

Time to Speak

Choose the hotel you would like to stay. Work in pairs and give reasons.

e.g.

- Lindsay: I would like to stay at the Library Hotel because I enjoy reading books.
- **Cathy** : Oh, I prefer Giraffe Manor. Giraffes are lovely animals. I have never stayed at such a hotel.

8C - INTERESTING HOTELS

unusual hote

Use;

and, then

Time to Listen

A. Look at the photos and guess.

- 1. What is the man's job?
- 2. What is the listening about?
- B. Listen and check your answers.
- C. Listen to the first part of the interview and answer the questions.
 - 1. How long has Richard been a traveller and a writer?
 - 2. Has he travelled all countries in the world?
 - 3. What was his father's job?
 - 4. Why did he move to other countries very often?

D. Listen to the second part and take notes about Richard's life.

- 1976 born in Somali
- 1980 moved to Kenya
- 1983 ...
- 1990 ...
- 1994 ...
- 1996 ...
- 1999 ...
- 2000 ...

E. Listen again and find a suitable title for the interview.

Time to Speak

Tell Richard's life to the class. Use the notes above.

Time to Write

A. Imagine that you are 60 years old. Write your imaginary biography.

B. Do peer correction. Then, rewrite the biography.

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

QUIZ TIME

- 1. Have you ever been to abroad? a. Yes b. No
- 2. Have you eaten sushi? a. Yes b. no
- 3. Have you gone on holiday with your friends? a. Yes b. No







- 4. Where are the Pyramids? a. In Tunisia b. In Italy c. In Egypt
- 5. Where is the Berlin Wall? a. In Germany b. In France c. In Spain







6. Where is the Temple of Athena? a. In Portugal b. In Greece c. In Jordan

Check Your Progress			1	(
	I can			
Listening	Find a suitable title for the recorded text. Distinguish the questions related to their abilities in the recorded text.			
Reading	Eager to read newspapers and magazines. Identify the date, place and topic of the invitation.			
Spoken Interaction	Ask for attention. Exchange the information from magazine and newspapers.			
Spoken Production	Talk about their abilities. Enjoy having short conversations.			
Writing	Write announcements and posters. Express their abilities in written texts. Write short, simple, imaginary biographies.			

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 wellB: did this adequatelyC: did this less than adequatelyD: 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.

GROUP WORK ASSESSMENT

Student's Name:

GROUP WORK ASSESSMENT	•	•	(iii)
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.			

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:

Theme 1

Grammar Reference

SUBJECT PRONOUNS

Singular	Plural
I	We
You	You
He	They
She	They
lt	They

DEFINITE / INDEFINITE ARTICLES

- 1. We use indefinite article (a / an) with only singular countable nouns when we've talked for the first time.
 - a = indefinite article with consonants e.g. She has a dog. / I work in a factory.
 - e.g. She has a dog. / I work in a lactory.
 - an = indefinite article with vowels (a, e, i, o, u)
 - e.g. Can I have an apple? / She is an English teacher.

2. We use definite article "the"

· when both speakers know which noun they are talking about.

e.g. The car over there is fast. / The teacher is very good, isn't he?

\cdot when the noun is only one.

e.g. The sun is far away from the world.

• The first time you speak of something use "a or an", the next time you repeat that object use "the".

 $\ensuremath{\textbf{e.g.}}$ I live in a house. The house is quite old and has four bedrooms.

e.g. I ate in a Chinese restaurant. The restaurant was very good.

• with some musical instruments.

e.g. I play the guitar.

• the names of seas, oceans, rivers, falls, and deserts.

e.g. The Pasicif Ocean, The Sahara desert, The Nile

· the names of groups of islands and hills or mountains.

e.g. The canary islands, the Himalayas,

3. We don't use "a-an-the"

$\boldsymbol{\cdot}$ with the names of lakes, beaches or single hills and mountains.

e.g. Copacabana Beach, Baikal Lake

$\boldsymbol{\cdot}$ when you are speaking about things in general

e.g. I like Russian tea. / She likes reading books.

$\boldsymbol{\cdot}$ when you are speaking about meals, places, and transport

e.g. He has breakfast at home. / I go to university. / He comes to work by taxi.

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· (`





behind

opposite

in front of 107

QUANTIFIERS

Some / Any / Much / Many

• some + plural countable nouns. We use it in (+) sentences and offers. some + uncountable nouns

e.a. There is some milk in the cup.

There are some books on the table. Would you like to drink some milk?

any + plural countable / uncountable nouns We use it in (-) and (?) sentences.

- e.g. Is there any milk in the cup?
- No, there isn't any milk in the cup.
- Are there any apples in the basket? No, there aren't any apples in the garden.

• We use "many" for plural countable nouns in (-) and (?) sentences.

• We use "much" for uncountable nouns in (-) and (?) sentences.

- e.g. Are there many books in your bag? No, there aren't many books in my bag.
 - Is there much coffee in the cup?
- No, there isn't much coffee in it.

COUNTABLES/UNCOUNTABLES

1. Countable nouns

• We can count them. They have got singular and plural forms. When they are singular, we put "a / an" before nouns.

e.g. a book (singular) books (plural)

2. Uncountable nouns

· We cannot count them. They are always singular. We can't use "a / an" before uncountable nouns.

e.g. milk, coffee, money, bread, cheese

CAN (for request)

- We use "can", "could" or "may" to ask for permission. May is more formal than can.
- We use "can't" or "may not" to refuse.
- e.g. Mum, can I go out? No, you can't.

SEQUENCE WORDS:

• We use "first, then, and finally" for sequence.

e.g. I get up at 8. First, I have a shower. Then, I get dressed. Finally, I have breakfast.

POSSESSIVE PRONOUNS

 We often use possessive pronouns when we know what thing we are talking about. e.g. - Is tis your coat? - No, it isn't my coat. Mine is brown. It is black.

Personal pronouns	Possessive adjectives		Possessive pronouns
I	my		mine
You	your		yours
He	his	+nouns	his
She	her		hers
lt	its		
We	our		ours
You	your		yours
They	their		theirs
CAN:

• We use 'can' to talk about 'ability'.

e.g. She can speak French. / I can't drive. / My little brother can swim. -Can your mother ride a bicycle? -Yes she can. / No she can't.

Theme 2

Grammar Reference

CAN (possibility)

• We use 'can' to talk about 'possibility'.

e.g. A: I have some cheese. I can make a sandwich for you. B: That's lovely. Thanks a lot.

\cdot We use the present simple to talk about actions we see as long term or permanent. It is a very common and very important tense.

• Here, we are talking about regular actions or events.

e.g. They drive to the office every day. / The news usually starts at 6.00 every evening. She doesn't come here very often. / Do you usually have bacon and eggs for breakfast?

Here, we are talking about facts.

e.g. I have two brothers. / Water freezes at 0°. What does this expression mean? / The Thames flows through London.

· Here, we are talking about future facts, usually found in a timetable or a chart.

e.g. Christmas Day falls on a Saturday this year.

The plane doesn't leave at 6.00 tomorrow morning. There is an hour delay. Does the class begin at 10 or 11 this week?

• Here, we are talking about our thoughts and feelings at the time of speaking. Although these feelings can be short-term, we use the present simple and not the present continuous.

e.g. They don't ever agree with us. / I think you are right. She doesn't want you to do it. / Do you understand what I am trying to say.

PRESENT CONTINUOUS

• The present continuous is used to talk about present situations which we see as short-term or temporary.

• In these examples, the action is taking place at the time of speaking.

e.g. It's raining. / Look, somebody is trying to steal that man's wallet. Who is Kate talking to on the phone? / I'm not looking. My eyes are closed tightly.

• In these examples, the action is true at the present time but we don't think it will be true in the long term.

e.g. I'm looking for a new apartment. / He's thinking about leaving his job. They're considering making an appeal against the judgment. Are you getting enough sleep?

• In these examples, the action is at a definite point in the future and it has already been arranged.

e.g. I'm meeting her at 6.30. / They aren't arriving until Tuesday.

We are having a special dinner at a top restaurant for all the senior managers. Isn't he coming to the dinner?

PRESENT SIMPLE OR CONTINUOUS

The Present Simple is used for:

- regular actions or events
- facts
- facts known about the future
- thoughts and feelings about the time of speaking

The Present Continuous is used for:

• the time of speaking ('now')

- e.g. He plays tennis most weekends.
- e.g. The sun rises in the east.
- e.g. We leave at 8.30 next Monday.
- e.g. I don't feel very well.

e.g. Shh, I'm trying to hear what they are saying

- things which are true at the moment but not always. e.g. We're looking for a new flat.
- present plans for the future

e.g. We're having dinner with them next week.

Look at these examples :

e.g. I don't usually have cereals for breakfast but I'm having some this morning because there is nothing else.

I often cycle to work but I'm taking the car this morning because it's raining very hard. I'm thinking about having my hair cut short but I don't think my husband will be very happy about it.

My parents live in Washington but I'm just visiting.

• Note how, in all these examples, we use the present continuous to talk about events which are temporary/limited in time and the present simple to talk about events which are habits / permanent.

TAG QUESTIONS

auxiliary verb + subject

1. If the auxiliary verb in the sentence is positive, the tag is negative. e.g. You are Spanish, aren't you?

- 2. If the auxiliary verb in the sentence is negative, the tag is positive.
- e.g. You're not Spanish, are you?
- 3. If there is no auxiliary verb in the sentence, we use do.

e.g. You live in Spain, don't you?

Functions and examples

1. We use tag questions to confirm information. e.g. This meal is horrible, isn't it? / That film was fantastic, wasn't it?

2. We use tag questions when we are already sure of the answer and just want confirmation (falling intonation with the tag question).

3. We use tag questions to check information.

e.g. You haven't got a piece of paper, have you? You don't know where the boss is, do you? The meeting's tomorrow at 9am, isn't it?

4. If we do not know the answer, these are real questions, and we use a rising intonation with the tag question.

Important point:

In the present tense, if the subject is 'l', the auxiliary changes to 'are' or 'aren't'. I'm sitting next to you, aren't I?

Theme 3

Grammar Reference

want to... / need to... / hope to.....

I want to study mathmatics in university.

I need to sleep early today.

I hope to have a good job.

LIKES - DISLIKES - TO BE INTERESTED IN

Use like to talk about things you like.

like + a noun: I like tea / like+ gerunds: I like drinking tea.

• The word 'interested' is an adjective and it says how someone feels.

to be interested in + noun: I am interested in cinema and theatre. / He is interested in karate. to be interested in + gerund: I am interested in fishing. / Are you interested in swimming?

SUGGESTION / INVITATION

More Formal

 Use shall or would you like to suggest or invite someone Positive Response to do something. Good idea. Shall we go outside? That's fine. Would you like to go outside?

Less Formal

• Use let's, why don't we or how about to suggest or invite someone to do something in a less formal situation. Let's go outside. Why don't we go outside?

How about going outside?

Yes, sure. Yes, Ok. Negative response

Sorry, but(give a reason) I'd love to but (give a reason) I'm afraid I can't. (give a reason)

Theme 4

Grammar Reference

ADJECTIVE ORDER

1. The basic types of adjectives

Opinion: An opinion adjective explains what you think about something (other people may not agree with you).

e.g. silly, beautiful, horrible, difficult

Size: A size adjective, of course, tells you how big or small something is. e.g. large, tiny, enormous, little

Age: An age adjective tells you how young or old something or someone is. e.g. ancient, new, young, old

Shape: A shape adjective describes the shape of something. e.g. square, round, flat, rectangular

Colour: A colour adjective, of course, describes the colour of something. e.g. blue, pink, reddish, grey

Origin: An origin adjective describes where something comes from. e.g. French, lunar, American, eastern, Greek

Material: A material adjective describes what something is made from. e.g. wooden, metal, cotton, paper

Purpose: A purpose adjective describes what something is used for. These adjectives often end with "-ing".

e.g. sleeping	(as in "sleeping	bag"), roasting ((as in "roasting	tin")
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	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	
а	silly		young			English			man
а		huge		round			metal		bowl
а		small			red			sleeping	bag

COMPARATIVE ADJECTIVES

We use "comparative form + than", when we compare two people, things or animal.

 $\boldsymbol{\cdot}$ For short adjectives, add – er (+than) to compare two people or things.

e.g. Russia is cooler than France. / Wales is smaller than England.

• For adjectives ending -y, change to - i

e.g. I think chemistry is easier than physics.

For long adjectives, add more/ less +adjectives+than

e.g. I think rhinos are more dangerous than crocodiles. To me, physics is more difficult than geography. London is less crowded than New York.

Some adjectives are irregular:

e.g. bad - worse good - better far - farther

e.g. Travelling by plane is better than travelling by bus.

Remember! With some words you need to double letters.

e.g. fat - fatter big - bigger sad - sadder thin - thinner

e.g. My sister is thinner than me.

SUPERLATIVE ADJECTIVES

- We use "the + superlative form of / in, when we compare three or more people, things and animals.
- We use "comparative form + than", when we compare two people, things or animal.
- For short adjectives, add –est. e.g. The Nile is the longest river in the world.
- For adjectives ending –y, change to –i, then add est. e.g. I think chemistry is the easiest subject at school.
- For long adjectives, add the most. e.g. I think football is the most popular sport in the world.
- Some adjectives are irregular:
 e.g. bad worst good best far farthest
 e.g. Travelling by plane is the best one.
- Remember! With some words you need to double letters.
 e.g. fat fattest big biggest sad saddest thin thinnest

e.g. My father is the fattest one at home.

Grammar Reference

Theme 5

GOING TO FUTURE TENSE

The Future Time Expressions:

soon, tonight, tomorrow, next week / month / year, in an hour / a year / two months
We use "going to" to express our future plans and intentions.

e.g. I'm going to visit Mary next week. / I'm not going to talk for very long.

We're going to have lunch first. / She's going to see what she can do.

• We use "going to" to predict the future, using information based on what we see / know at present.

e.g. Be careful! There is a hole in front of you. You are going to fall.

Our team is going to win. (It is 4.00 and two minutes left. I am sure we will win the match.) The planes are going to land. (You can see that they are coming closer and closer to the airport.)

PRESENT CONTINUOUS FOR FUTURE MEANING

• We usually use the Present Continuous for definite future arrangements.

e.g. He is flying to Rome tonight.

• We usually know exactly when the arrangements are happening. They are often the type of arrangements we can write in a diary.

e.g. I'm seeing my doctor at 5 on Monday.

 \cdot When we use the Present Continuous for future arrangements we usually use a future time phrase such as today, tonight , tomorrow, next......

• We usually use the Present continuous to ask about people's arrangements. e.g. Where are you going this summer?

 $\boldsymbol{\cdot}$ The arrangement doesn't have to be in the near future. The important thing how certain we are about it.

e.g. We are getting married in May next year.

ALSO LOOK AT ------ UNIT 2 FOR PRESENT CONTINUOUS

ADVICE

SHOULD and SHOULDN'T

 $\boldsymbol{\cdot}$ We use should and shouldn't to give advice or to talk about what we think is right or wrong.

- You should means something like "I think it is a good idea for you to do it."
- You shouldn't means something like "I think it is a bad idea for you to do it."

• Should is used to express the opinion of a speaker and often follows I think or I don't think.

e.g. You look tired. I think you should take a few days off.

- Jane works very long hours. She should talk to her boss.
 - I have a Maths test tomorrow.
 - I shouldn't worry if I were you. You worked really hard.
- I never have enough money.

I don't think you should go out so much.

Asking for Advice	Accepting / Rejecting Advice		
What should I do?	That's a good idea. Thanks.Thanks for the advice, but		

Giving Advice

- You should/shouldn't
- Why don't you.....?
- How about?
- The best thing you can do is.....

Theme 6

Grammar Reference

SIMPLE PAST

A. Past Form of To be

• We use the past simple for completed action at a definite stated time in the past. e.g. Mr Brown was in Italy two weeks ago. / We were at home last night.

B. Past forms of verbs

• We use the Simple Past to express that an action started and finished at a specific time in the past.

e.g. I saw a movie yesterday. / Sarah and Tom played chess an hour ago.

• To make negatives we use didn't+verb base form.

e.g. Judy didn't come to school yesterday. / We didn't watch the film last night.

• To make questions, we use did + subject+verb base form.

e.g. Did you have breakfast this morning? / Did she finish her school project?

1. Regular verbs:

• Most ver e.g.		" –ed".	played		start	 started
 Verbs that e.g. 			s only "-d". arrived		dance	 danced
∙ In verbs e.g.	-		ant "y", we c cried	-		

- In verbs ending one vowel between two consonants, we double the last consonant and put "-ed.
- e.g. stop stopped beg begged

2. Irregular verbs:

e.g. I went to school yesterday. / She lost her pencil case the day before yesterday.

PRESENT	PAST
go	went
drink	drank
read	read
write	wrote

• Wh- questions come before did.

e.g. Where did you go last week? I went to Ankara.

• We don't use did after "who" or "what" if we ask about the subject.

e.g.	
A: Who washed the dishes?	B: Jane washed the dishes. Subject
A: What happened?	B: An accident happened. Subject
A: Who did you visit?	B: I visited my aunt.
	Object
A: What did you study?	B: I studied maths.
	Object

PAST CONTINUOUS

 $\boldsymbol{\cdot}$ We use Past Continuous to talk about an action or situation that was in progress at a particular time in the past.

e.g. Jane was playing tennis at this time yesterday.

Past Simple or Past Continuous

· Both the past simple and the past continuous refer to completed actions in the past.

 \cdot Most of the time when we are talking about such actions, we use the past simple. This is by far the most common way of talking about the past.

e.g.

I lived there for 6 years. I phoned him an hour ago. I asked her but she didn't know anything. We went to Cyprus last year.

$\boldsymbol{\cdot}$ Only use the past continuous when you want to emphasize the continuity of the action. e.g.

Everybody was talking about it all evening. Our players were really trying hard but couldn't win the match. I was thinking about you the other day. Were you expecting that to happen?

\cdot When we use these two forms in the same sentence, we use the past continuous to talk about the "background action" and the past simple to talk about the shorter completed action.

e.g.

It was raining hard when we left the building.

I was reading the report when you rang.

He was going out to lunch when I saw him.

The company was doing well when I last visited it.

Theme 7

Grammar Reference

SIMPLE PAST & PAST CONTINUOUS : LOOK AT - UNIT 6

BE GOING TO : LOOK AT - UNIT 5

MUST

Necessity / Obligation - Prohibition

• "Must" is most commonly used to express strong advice.

e.g. You must do your homework.

· "Must not" suggests that you are prohibited from doing something.

e.g. You mustn't park here. (It is forbidden to park here.)

Grammar Reference

Theme 8

PRESENT PERFECT

• We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important.

e.g. I have seen that movie six times.

· We use "Present Perfect" to talk about experiences up till now.

e.g. I've driven a racing car.

They have been to China.

• The results of the past action are important in the present.

e.g. He's lost my keys.(He doesn't have his keys now)

• The time reference in the sentences includes the present.

e.g. She has been ill all this week. (this week isn't finished.)

With superlatives

e.g. This the most delicious pizza I have ever tasted. Time words often found with the Present Perfect.

• Periods of time which are still in progress: All my life, this week, this year e.g. I have never been to Europe all my life.

• Ever-never :

• We often use ever in questions and never in statements.

e.g. Have you ever ridden a horse? I've never ridden a horse.

Just/ Already / Yet:

• 'Just' is usually used only with the present perfect tense and it means 'a short time ago'. e.g. I've just seen Susan coming out of the cinema.

'Already' is used to say that something has happened early – or earlier than it might have happened.

e.g. I've already spent my salary and it's two weeks before pay day.

\cdot 'Yet' is used to talk about something which is expected to happen. It means 'at anytime up to now'. It is used in questions and negatives.

e.g. Have you finished your homework yet?

I haven't finished it yet. I'll do it after dinner.

• We often use since and for to say how long the action has lasted.

• For : We use for with a period of time, for example: a few days, half an hour, two years.

e.g. I have had this computer for about a year.

I have been a teacher for more than ten years.

$\boldsymbol{\cdot}$ Since :We use since with the time when the action started, for example: last year, June 8, I met you.

e.g. Richard hasn't call me since September.

I haven't seen my little nephew since he was born.

IRREGULAR VERBS						
V1 Base Form	V2 Past Simple	V3 Past Participle	V1 Base Form	V2 Past Simple	V3 Past Participle	
awake be beat become begin bend bet bid bite blow break bring build burn buy catch choose come cost cut dig do draw dream drive drink eat fall feel fight find fly forget forgive freeze get give go grow hang have hear hide hit hold	awoke was, were beat became began bent bet bid bit blew broke brought built burned/burnt bought caught chose came cost cut dug did drew dreamed/ dreamt drove drank ate fell felt fought found flew forgot forgave froze got gave went grew hung had heard hid hit held	awoken been beaten beaten become begun bent bet bid bitten blown broken brought built burned/burnt bought caught chosen come cost cut dug done drawn dreamed/ dreamt driven drunk eaten fallen felt fought found flown forgotten forgiven frozen got / gotten gone grown hung had heard hidden hit held	hurt keep know lay lead learn leave lend let lie lose make mean meet pay put read ride ring rise run say see sell send show shut sing sit sleep speak spend stand swim take teach tear tell think throw understand wake wear win write	hurt kept knew laid led learned/learnt left lent let lay lost made meant met paid put read rode rang rose ran said saw sold sent showed shut sang sat slept spoke spent stood swam took taught tore told thought threw understood woke wore won wrote	hurt kept known laid led learned/learnt left lent let laid lost made meant met paid put read ridden rung rissen run said seen sold seen sold sent showed/shown shut sung sat slept spoken spent stood swum taken taught torn told thought thrown understood woken worn won written	

VOCABULARY

THEME 1

airport any ATM banana behind bill borrow boss butter campus candle cheese coach coffee destination economics engineering Euro evening expensive faculty fork fridge goal keeper GPS happen in front of insert kettle knife lipstick list magnet many milk much mushroom need opposite painting pence pizza player police station postcard potatoes pound press railway reason roasted rule same Secretary sign soup souvenir

stew study team wear

THEME 2

accident acting activities actor / actress add adults age-limit alligator alone ambulance animator another application army at the end attack awesome baby sitter baker band canal barber become bee building carry centre ceremony channel chief chocolate city cleaner climb close friends clown colleagues commander communication costume cry culture CV design doctor drawing earn easy education electrician enter entertain exam

exciting experience extra faces fire fiahter fireman first aid fishing fit flute fly food football player forget free time full future garden gift girl grass hardworking height hero hobby humour ideal important individual interested interviewing invite job jogging junk kinder life little look after luck mausoleum maybe mean metal worker mind miner model move need nurse office jobs once on-line painting panic party passes patriots peace

pilot play policeman popular practise prefer president primary pyjamas qualifications radio regular repair reporter risky road routine sad sailing salary scene school sell send sick sociable soldier special sting surf surname tailor teacher team jobs terrible child time tomorrow tourist truck try twice typical vet war well-paid window wish wrestler z00 **THEME 3** agent aid ambition around attention backpack best

blog bungee jumping charity collect crossroad cruise desire dessert discover dislike eat enjoy escape exhausted explore farm fascinate (v) fed up feed friend gap year god hang around hang out harbour helicopter high hit the road hostel hungry ice island jewellery journey language lifestyle look after looking for mad make mineral water miss mistake money mostly movie ocean opinion opposite to orphanage out pack perform poor portrait powerful presentation punctuation quiz remember rest return

safe sea sick secure seem (v) serious silly similar single still store successful suggest take care think thought together tour tropical understand university violin volunteer whale worried year **THEME 4** active addicted always amateur amazing better blond bright cancer cashier character charming cheerful clothe colourful compare concert confuse conservatory critic cute dark

depressive

difference

easy going

flatmate

forgetful

good at

identical

habit

illegal

generous

get on well

film

immigrant intelligent joke lazy lovely melancholic motto never patient person practical presenter proud of psychological quite realistic relative reunite right romantic silent slow smile sometimes stranger sweetest thin tidy turn on TV serial twins usually voice worse **THEME 5** advice animal attend available binoculars brilliant cables charity clinic dental dentistry directing disabled dormitory earning excellent fix garbage generation hand out hire homeless improvisation innovator jean

lawyer makeup material mayor motivated nursing home obey performance pool production rescuer save script staff support surprised teen trainers trip urgent vacuum willing **THEME 6** album ambitious among belly best regard bright career Columbian complain composer crystal dancing decide disaster foreigner fortunately genius gloomy gorgeous hitchhike impossible instead jeweller keen on keyboard Lebanese mad manager memorize motivation organizer poem poetry producer retired rose

saloon

salty seat

THEME 7

aim appear applause argument arrested ask attached attend attraction bin blow bottle bubble up campaign capital celebrate clown continent crater crowd desperate dig dirty discover dogma down dry electricity environment environmentalist everywhere exactly excited excuse flight float fond of forest forward fresh garbage global gorgeous humour hurt journey journey killer lagoon lake legal

light marvellous memory nature note permission planting plastic pollute pollution pressure protest protest regime register relax represent river roar save share shelter shine shocked slogan tap tent terrace text traffic transportation tree typical victory volcanic volcano warming waste waste time wet

THEME 8

abroad agree ankle belt by the way camel carefully cave center childhood chip civilization cliff diving coconut conversation cosy count customer delicious desert direct donkey easily edge fall fantastic flight foreign fried giraffe guess happily historical hit inside instructor interview lie lime-juice lion loudly monkey own parachuting paradise peaceful pension philosophy photo pigeon pottery prefer push quickly refreshed relax religion reservation rest ride scared scream seaside shoot ski slogan slowly square

stand sunbathe sunset tapir tie up tongues town town treasure unique unusual unusual vegetable warm waterfall weight weird wild zip-lining

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