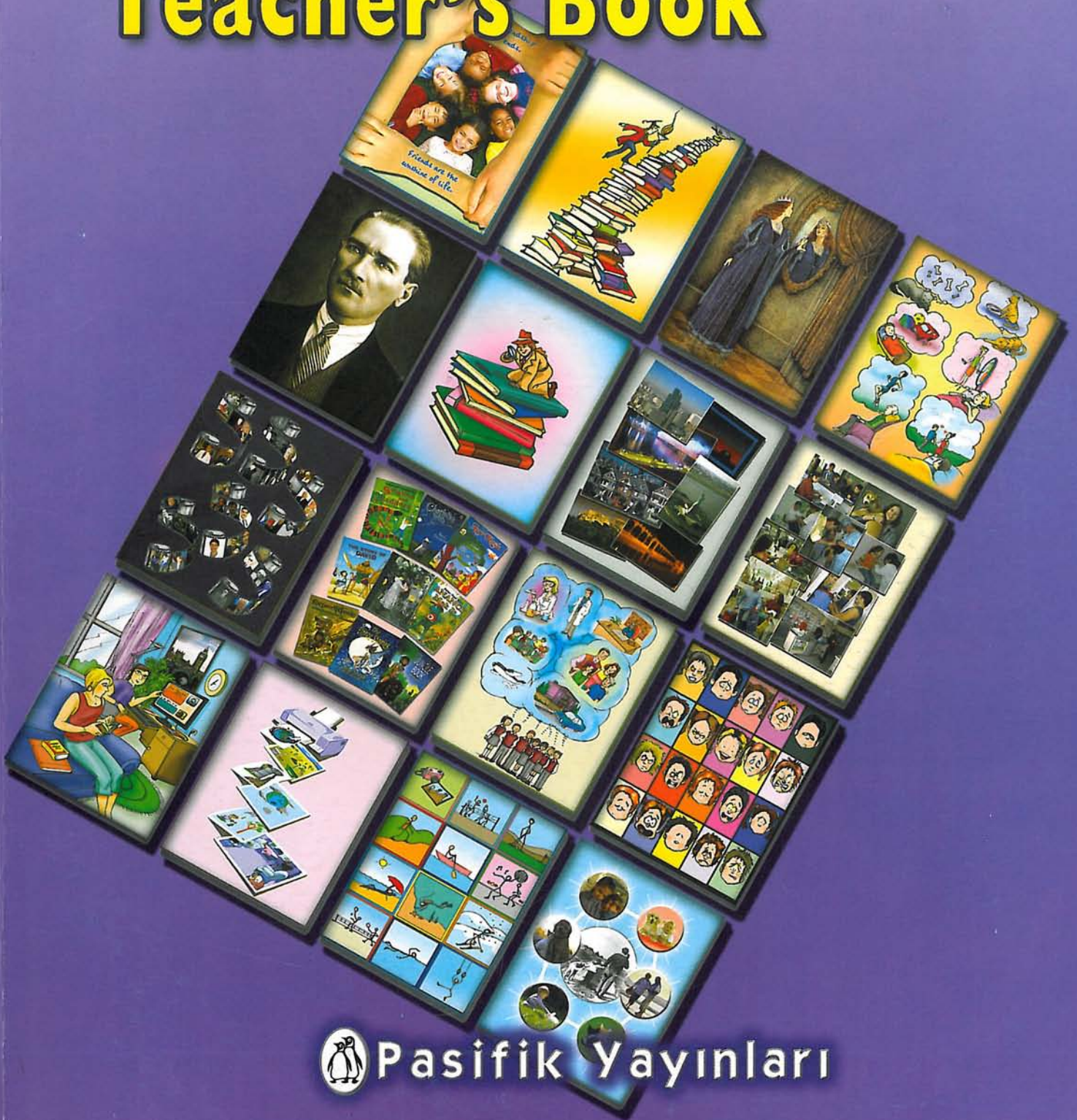


# MY ENGLISH 8

## Teacher's Book



Pasifik Yayınları



İLKÖĞRETİM

# MY ENGLISH 8

## Teacher's Book

Lütfi YALÇINKAYA

Lâmîa BAĞDU

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Millî Eğitim Bakanlığı Talim ve Terbiye Kurulunun 17.12.2008 tarih ve 226 sayılı kurul kararıyla 2009-2010 öğretim yılından itibaren 5 (beş) yıl süreyle **ders kitabı** olarak kabul edilmiştir.



**Pasifik Yayınları**





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## İSTİKLÂL MARŞI

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

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

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

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

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

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

Kim bu cennet vatanın uğruna olmaz ki fedâ?  
Şühedâ fişkırarak toprağı sıksan, şühedâ!  
Cânı, cânânı, bütün varımı alsın da Huda,  
Etmesin tek vatanımdan beni dünyada cüdâ.

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

O zaman vecd ile bin secde eder-varsa-taşım,  
Her cerîhamdan, İlâhi, boşanıp kanlı yaşım,  
Fıskırır ruh-ı mücerred 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.  
Ebediyen sana yok, ırkıma yok izmihlâl:  
Hakkıdır, hür yaşamış, bayrağımın hürriyet;  
Hakkıdır, Hakk'a tapan, milletimin istiklâl!

Mehmet Âkif ERSOY



## ATATÜRK'ÜN GENÇLİĞE HİTABESİ

*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, dahilî ve haricî, 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 nâmüsaid 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 dahilinde, iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevililerin 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 asîl kanda, mevcuttur!*





**MUSTAFA KEMAL ATATÜRK**  
(1881 - 1938)



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## "MY ENGLISH" DİZİSİ HAKKINDA

MEB İlköğretim İngilizce Dersi 8. sınıf Programı'na uygun olarak hazırlanan bu set, ders kitabı, öğretmen kitabı, çalışma kitabı ve dinleme CD'sinden oluşmaktadır. Sarmal formatta ve öğrenci merkezli hazırlanan bu sette amaç, öğrencinin dili doğru ve uygun kullanma yeteneğini artırmaktır.

Her bir ünitenin numarası, adı, konusu ve her bir üniteye yer alan işlevler, beceriler ve görev bölümleri İlköğretim İngilizce Dersi 8. sınıf Öğretim Programı'na uygun verilmiştir.

İşlevler, ünite adı ve konusuna paralel şekilde hazırlanmış ve öğrencinin hem görüp hem de üretmesini sağlayacak şekilde, uygun dil becerilerinden yararlanarak işlenmiştir. Dil bilgisi yapıları, diyaloglar, okuma parçaları, dinleme metinleri, dergi, gazete, mektup, televizyon programları ve İnternet gibi materyaller aracılığıyla günlük hayatta karşılaşılabilecek durumlar yaratılarak doğal bir şekilde sunulmuştur.

İlköğretim İngilizce Dersi 8. sınıf Programı'nda yer alan algılayıcı temel dil becerileri olan okuma ve dinleme becerileri, ders kitabında üç aşamalı yaklaşım modeli uygulanarak verilmiştir.

Okuma/dinleme öncesi aşaması, öğrencilerde okuma/dinleme metni ile ilgili merak uyanmasını dolayısıyla da öğrencilerin güdülenmesini sağlar. Başlangıç soruları oluşturularak öğrencilerin sıkıntı, konsantre olamama gibi en çok rastlanan şikâyetlerinin üstesinden gelinebilir.

Okuma/dinleme esnası aşaması, öğrencilerin okuma/dinleme için bir amaç oluşturmalarını sağlar. Öğrenciler çeşitli yönlendirmeler ve sorular sayesinde metinle etkileşime girerler.

Okuma/dinleme sonrası aşamasında amaç, öğrencilerin metnin üzerinde düşünmelerini sağlamak, öğrendiklerini test etmek ve anladıklarını ifade edebilmeleri için yollar sunmaktır. Okuma sonrası aşamasında öğrenciler, öğrendikleri bilgileri sentezleme fırsatı bulur, böylece önemli noktaları hatırlar ve anlarlar.

CD'de, dinleme metinleri ve konuşmalarına yer verilmiştir. Tüm kayıtlı metinler ve konuşmalar, ana dili İngilizce olan konuşmacılar tarafından gerçekleştirilmiştir. Kayıtlar için doğal ortamlar oluşturulmuştur. Öğrencilerin, dinleme çalışması sırasında yapacakları çalışmalar ile dinlediğini anlama becerisinin gelişmesine önem verilmektedir.

Üretken beceriler olan yazma ve konuşma, ünite becerileri içeriğine paralel olarak hazırlanmıştır. Öğrencilerin bu becerileri geliştirebilecekleri çalışmalar, doğal örneklerle sunulmuştur.

Görev bölümü tüm ünitenin özeti, tekrarı niteliğinde, öğrencilerin ürün ortaya koyarak kendilerine olan güvenlerinin artmasını ve farklı bir çalışma yapmalarını sağlar.

"Let's learn." bölümlerinde, öğrencilerin dikkatleri bazı ayrıntılara çekilmiştir.

"Let's have fun." bölümleri, ünite içeriği yapılarını yansıtan eğlenceli görüntülerden ve cümlelerden oluşmaktadır. Öğrencilerin yaşayan bir dil ile tanışmaları hedeflenmiştir.

"Just for Fun" bölümlerinde öğrenciler, eğlendirici fıkraları okuyarak anlayabilme ve başarıya duygularıyla dil öğrenme heveslerini artıracaklardır.

Öğretmen kitabında, her alıştırmayla ilgili yönlendirici açıklamalara, alıştırmaların cevaplarına yer verilmiş ve öğretmenler için gerekli bilgiler sunulmuştur. Ayrıca, öğrenmeyi zevkli hâle getirecek ve öğrencileri güdüleyecek bazı oyunlar da bulunmaktadır.

Çalışma kitabı, üniteye öğrenilen bilgilerin tekrarı niteliğinde alıştırmalardan oluşmuştur. Vakit kalırsa derste, kalmazsa ev ödevi şeklinde değerlendirilebilir. Çalışma kitabına ait cevap anahtarları, öğretmen kitabı sonunda, sayfa görüntüleri ile birlikte yer almaktadır.



## ÖNERİLER

Öğretmen, beden dili ve işaretler kullanarak bazı sınıf içi iletişim cümlelerinin ortama uygun olanlarını kullanmakta bir sakınca görmemelidir. Uygun ortamlar ve durumlarda sürekli tekrar edilen cümleler zamanla çok rahat anlaşılabilir hâle gelecek ve öğrenci öğretmenin ısrarlı kullanımıyla cümlelerin anlamını kavrayarak isteneni yapacaktır. Bu cümlelerin bir kısmı, zaman içerisinde ve program dahilinde, bir kısmı ise daha ileri seviyelerde öğretilecektir.

Sınıf içi iletişimde kullanılacak bazı cümleler aşağıda verilmiştir.

### *Derse başlarken / Sınıfa girişte;*

Hello! / Hi!

Good morning! / Good afternoon!

How are you? / I'm fine, thanks.

I'm great. / I'm terrible.

### *Yoklama yaparken;*

Where's .....today?

Is.....away / absent today?

Is.....sick today?

I'm present. / I'm here.

He's / She's absent.

### *Temel komutlar;*

Come in. / Go out.

Sit down. / Stand up.

Open your book. / Close your book.

Look at page ....., please.

Look at this / that picture, please.

Listen to me, please. / Listen to the CD, please.

Come here. / Go to your desk.

Stand by the board.

Go to the...../ Point to the.....

Pick up your pencil.

Put down your.....

Hands up. / Hands down.

Repeat after me / the CD.

Colour / Cut / Fold / Stick.....

Work in pairs / groups.

What's this in English?

### *Etkinlikler sırasında;*

Excellent! / Very good! / Well done!

Try again.

### *Temel rica cümleleri;*

Can I go to the toilet, please?

Can I sit with ....., please?

Can I work with....., please?

Yes, of course.

No, I'm sorry.

It's my turn.

### *Etkinlikleri bitirirken;*

Have you finished?

I've finished.

It's time to finish.

That's all for today.

Pack your books up, please.

Don't forget to bring your.....on Monday / Tuesday  
....., please.

Goodbye! See you tomorrow / on Monday / Tuesday...

8. sınıf İngilizce eğitim programına uygun olarak hazırlanan bu setin öğrencilere ve öğretmenlere yararlı olacağı kanısındayız. Başarılar dileriz.



# FRIENDSHIP

<b>Topic</b>	: FRIENDSHIP RULES
<b>Skills</b>	<p>: <b>Listening</b>            Catching the main point in short, clear and simple messages            Finding specific information in simple recorded text</p> <p><b>Reading</b>            Understanding short, simple texts on familiar matters            Finding specific, predictable information in simple everyday material            Locating specific information in lists and isolating the information required            Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p><b>Writing</b>            Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"            Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p><b>Speaking</b>            Making him / herself understood in short contributions, even though pauses, false starts and reformulation are very evident            Constructing phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts            Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary            Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations</p>
<b>Functions</b>	: Instructing or directing others to do something Advising others to do something Inquiring and expressing how certain/uncertain one is of something Expressing opinions and making choices Inquiring about and expressing expectations Describing personal qualities Asking for and giving information about habits and pastimes
<b>Structures</b>	: I know / expect / hope / think (that)... I'm sure (that)... Revision of "The Simple Present Tense" Revision of "Imperatives" Revision of "should"
<b>Vocabulary</b>	: <b>Nouns</b> : column, friendship, training <b>Verbs</b> : call, expect, get on (a bus), ignore, name, share, trust, whisper <b>Adjectives</b> : alone, helpful, polite <b>Determiners</b> : another, both
<b>Task</b>	: Making a list of the qualities of their ideal friend (when necessary they can use a dictionary)



## Hazırlık Çalışmaları

İlk derste kendinizi tanıttikten sonra, bu ders yılında, öğrencilerinizin daha önceki yıllarda öğrendikleri bilgilerle üniteler içinde karşılaşacaklarını, ayrıca farklı kelime ve yapılar da öğreneceklerini belirtiniz. Böylece İngilizce metinleri daha kolay anlayabilecekler ve daha çok zevk alabileceklerdir.

Ünitenin ve konunun ismini okutunuz. "Do you all know each other? Are you old friends? When did you meet? Were you in the same class last year? Is there a new student?" benzeri sorular sorunuz. Kapak resmini göstererek "They are all friends. If two people are friends, there is a friendship between them. They want to be with each other. They do some activities together. They help each other. This is friendship." cümleleriyle "friendship" kelimesini öğretiniz. Diğer cümleleri de okutunuz ve örnek cümlelerle açıklayınız.

## FRIENDS ARE FOREVER

### 1. Are you a friendly person? Read the questionnaire and put a tick (✓) for "Yes" or "No".

Burada sunulan anket, öğrencilerinizin ünite içeriğine ilgi duymalarını sağlamak amacıyla verilmiştir. "Share" kelimesini öğretiniz ve öğrencilerinizden, soruları okuyarak cevaplarını işaretlemelerini isteyiniz. Puanlama bölümündeki yorumları birlikte değerlendiriniz. "Trust" kelimesini öğretiniz. Anket sonuçlarının "mutlak gerçek" olmadığını, kişilerin anketler yoluyla kendileri hakkında düşünme fırsatı yakaladığını belirtmekte yarar vardır.

Daha sonra ankette bulunan soruları öğrencilerinize sorunuz ve cevaplarını dinleyiniz.

### Let's have fun.

Öğrencilerinizden, karikatürlere bakarak cümleleri anlamaya çalışmalarını isteyiniz. İlk karikatürde, köpekler arasındaki dostluğa dikkat çekiniz. "Call (=telephone)" kelimesini öğretiniz. İkinci karikatürle ilgili "Why doesn't he have a lot of friends?" sorusunu sorunuz. Bu ünite içerisinde "I hope... / I think..." benzeri cümle yapıları ile ilgili örnekler bulunmaktadır.

1

## FRIENDS ARE FOREVER

### 1. Are you a friendly person? Read the questionnaire and put a tick (✓) for "Yes." or "No."

	Yes.	No.
1. Are you a good listener?	( )	( )
2. Do you share ideas with friends?	( )	( )
3. Do your friends tell their secrets to you?	( )	( )
4. Are you with your friends in their bad times?	( )	( )
5. Do you enjoy your friends' hobbies?	( )	( )
6. Do you tell your friends their mistakes?	( )	( )
7. Do you spend time with your friends?	( )	( )
8. Do you share different interests with them?	( )	( )
9. Do you tell your friends if you don't agree with them?	( )	( )
10. Do you have fun with your friends?	( )	( )



Score:

If you have ...

a) 9-10 "Yes."

You are really a good friend. You are the friend of good and bad times.

b) 5-8 "Yes."

You are not a bad friend, but your friends don't always trust you.

Be more positive.

c) 0-4 "Yes."

Be careful! If you give more, you can take more. There will be no friends around you soon.



Goodbye, my friend. I hope my family will call your family next Sunday.



I think you should change your T-shirt. I'm sure you will have a lot of friends, then.

2



1

2. Answer this question: Have you got a lot of friends?

3. Read the text and find: Why do Mark and Robin chat on the Internet?

Hello! My name's Mark Sincere. I live in Oxford, England. I am a high school student. I have got a lot of friends and I like all of them very much. They are special for me. David and I are in the same class. He is my classmate and we sometimes do homework together. He is kind and friendly. Robin is my old friend. He lives in London now. We lived in the same city when we were children. We like chatting on the Internet every day. Clara is a good friend to me. She is helpful and nice. We like watching films together and walking in the park in our free time. Tim is my cousin and my close friend, too. We share the same hobbies. We like doing crossword puzzles and jigsaw puzzles. My best friend is Bob and we share the good times and the bad times. I can tell him my secrets because he is a good listener. I'm sure he keeps my secrets. We can have fun together and spend a good time. All my friends are very important to me.



4. Choose the main point of this text.

- A) Cousins are kind and good friends.
- B) School friends are always best friends.
- C) We have different friends, but they are all special.
- D) Crossword puzzles and jigsaw puzzles are hobbies.

Let's learn.

I'm sure you'll like this book.  
I hope you'll be better soon.

5. Pick out the words about friends and friendship from the paragraph above and write a paragraph about your friends.

Handwritten notes on a lined background:

Veriler

Answer

1. I have a lot of friends. They are special for me. David and I are in the same class. He is my classmate and we sometimes do homework together. He is kind and friendly. Robin is my old friend. He lives in London now. We lived in the same city when we were children. We like chatting on the Internet every day. Clara is a good friend to me. She is helpful and nice. We like watching films together and walking in the park in our free time. Tim is my cousin and my close friend, too. We share the same hobbies. We like doing crossword puzzles and jigsaw puzzles. My best friend is Bob and we share the good times and the bad times. I can tell him my secrets because he is a good listener. I'm sure he keeps my secrets. We can have fun together and spend a good time. All my friends are very important to me.

3

2. Answer this question: Have you got a lot of friends?

Okuma öncesi sorusunu sorunuz ve öğrencilerinizin cevaplarını değerlendiriniz.

3. Read the text and find: Why do Mark and Robin chat on the Internet?

Mark Sincere'in arkadaşlarından bahsettiği okuma metnini öğrencilerinizin okumalarını ve okurken sorunun cevabını bulmaya çalışmalarını isteyiniz.

Answer key:

Because Mark lives in Oxford and Robin lives in London.

4. Choose the main point of this text.

Metinde verilmek istenen ana fikir, seçenekler hâlinde sunulmuştur. Öğrencilerinizden uygun seçeneği işaretlemelerini isteyiniz.

Answer key:

3. We have different friends, but they are all special.

Let's learn.

Örnek cümlelerle "clause" yapısına dikkat çekilmektedir. Öğrencilerinize basit "I know... / I think... / I am sure... / I hope..." cümlelerinden örnekler söyleyiniz ve cümleler üretmelerine yardımcı olunuz.

5. Pick out the words about friends and friendship from the paragraph above and write a paragraph about your friends.

Yazma çalışmasında, öğrencilerinizden, metinden kelimeler seçmeleri ve bu kelimeleri kullanarak arkadaşları ile ilgili cümleler yazmaları istenmektedir.

Metinden seçebilecekleri kelimeler: classmate, friendly, old friend, good friend, close friend, best friend



## 6. Read the dialogue and practise it.

Diyaloğu öğrencilerinize "role-play" şeklinde okutunuz. "I am sure... / I hope..." cümlelerine dikkat çekiniz.

## 7. Make a similar dialogue. Ask and answer these questions about a friend.

Öğrencilerinizden 6. etkinlikte pratik yaptıkları diyalogun benzerini oluşturarak konuşma becerilerini geliştirmeleri beklenmektedir. Diyaloglarında arkadaşlarını fiziksel ve karakter olarak tanımlamaları, sevdikleri / sevmedikleri şeylerden, boş zaman faaliyetlerinden, alışkanlıklarından bahsetmelerini istenmektedir. Bu konuları içeren bir diyalog sunmalarına yardımcı olunuz.

## 8. Answer this question: Are good friends always the same age?

Dinleme etkinliği öncesi sorusunu sorunuz ve öğrencilerinizin alternatif cevaplarını değerlendiriniz.

## 9. Listen to the text and find: How old is Meg?

Metni dinletin ve öğrencilerinizden, dinleme etkinliğini yaparken bu sorunun cevabını bulmalarını isteyiniz.

### Dinleme metni (Tapescript):

My name is Sarah. I am fifteen years old and I am a high school student. I have a problem with my school friends. They don't understand me because my best friend, Meg, is not my age. She is my mother's age. We understand each other and we have a good time together. My mother is forty years old, too, but we sometimes have problems. In my opinion, age is not important for a good friendship. Meg and I have fun together. She has got an old house with a garden. She also has a dog and two cats. I like animals very much, but my parents don't like them. We like going to concerts and shopping centers at weekends. We talk about my problems and I tell her my secrets. She tries to help me and she teaches me a lot of things. My family likes her, too. Meg's children are not with her. They are university students in France. She is planning a trip to France in July and she is going to take me there. I hope my parents will say "Okay." I am sure I will be very happy and we will have a very good time with her family.

### Answer key:

Meg is forty years old.

1

## 6. Read the dialogue and practise it.

Rose : Dad, I have got a new friend.

Dad : Oh, really? Who is your new friend?

Rose : She is Tom's cousin. Her name is Ashley. She is beautiful and clever. I am sure we will be good friends.

Dad : Well, how do you know? What are her likes and dislikes?

Rose : She likes playing volleyball and tennis, but she doesn't like riding a bicycle.

Dad : You like riding a bicycle. I hope it won't be a problem. What does she do in her free time? What are her hobbies?

Rose : Oh, she likes drawing pictures and taking photographs. I don't like drawing pictures because I can't draw very well.

Dad : Don't worry. She can help you and you can share your hobbies. I hope you and Ashley will be good friends.



## 7. Make a similar dialogue. Ask and answer these questions about a friend.

1. What is he/she like?
2. What does he/she do in his/her free time?
3. What are his/her likes/dislikes?
4. What are his/her habits?

## 8. Answer this question: Are good friends always the same age?

## 9. Listen to the text and find: How old is Meg?

## 10. Answer these questions.

- A) Are Sarah and Meg the same age?
- B) Has Meg got any pets?
- C) What do Sarah and Meg do at weekends?
- D) Where is Meg going to take Sarah in July?



4

## 10. Answer these questions.

Dinleme metninin, öğrencileriniz tarafından anlaşılıp anlaşılmadığını kontrol etmek amacıyla dinleme sonrası sorularını sorunuz.

### Answer key:

- A) No, they aren't.
- B) Yes, she has got a dog and two cats.
- C) They go to concerts and shopping centers.
- D) She is going to take her to France in July.



11. Answer this question: Why do we need friends?

12. Read the list. Underline "Friendship Rules" and write the rules for the "Best Friend Rules".

**1. One Friend Rules:**

You can have fun easily when you have just one friend. Listen to your friend's ideas. Be polite to your friend.

**2. Two and Three Friends Rules:**

You must play with all your friends. Don't play with only one friend and don't ignore other friends.

**3. Lots of Friends Rules:**

You can have problems with a lot of friends. Friends sometimes make small different groups and they talk about the others. They whisper.

**What should you do?**

You should talk to different friends in different groups and do things together. Some friends are not in the groups. They are alone. Be kind to them. You can invite them to the activities.

**4. Best Friend Rules:**

Best friends are very nice, but they can be problems, too. They sometimes don't want other friends.



13. Guess the meaning of the words in the box. Then, fill in the blanks with these words.

ignore  
whisper  
alone

- A) If you are \_\_\_\_\_ in a place, there is no one with you.  
B) If you don't look at or talk to someone, you \_\_\_\_\_ him/her.  
C) If you speak or say something very quietly, you \_\_\_\_\_.



14. Are these friendship rules true (T) or false (F)?

Add 3 more rules and read them to your friends. They will say "true" or "false".

- |  |     |
|--|-----|
| 1. Be nice to everyone.                                      | ( ) |
| 2. Ignore other friends and play with your best friend only. | ( ) |
| 3. Shout at your friends if they are wrong.                  | ( ) |
| 4. Do not invite different friends to the activities.        | ( ) |
| 5. You can have problems with your best friend.              | ( ) |
| 6. _____   | ( ) |
| 7. _____   | ( ) |
| 8. _____   | ( ) |

**Answer key:**

**Friendship Rules:**

1. Listen to your friend's ideas. Be polite to your friend.
2. Don't play with only one friend and don't ignore other friends.
3. You should talk to different friends groups and do things.
4. You should have a lot of friends and you shouldn't call only one friend "a best friend".

13. Guess the meaning of the words in the box. Then, fill in the blanks with these words.

Kutu içindeki kelimeler metinde geçmektedir. Öğrencilerinizden, bu kelimelerin anlamlarını tahmin etmelerini isteyiniz. Daha sonra boşluklara uygun kelimeleri yazmalarını isteyiniz.

**Answer key:**

- A) alone  
B) ignore  
C) whisper

14. Are these friendship rules true (T) or false (F)?

Add 3 more rules and read them to your friends.

They will say "true" or "false".

Okuma sonrası çalışması olarak verilen bu bölümde öğrencilerinizden, cümleleri "true" veya "false" olarak işaretlemelerini isteyiniz. Listeye ayrıca 3 kural daha eklemeleri istenmektedir.

Kendi düşündükleri kuralları yazabilirler veya listede verilen bilgilerden yararlanabilirler.

Bu kuralları arkadaşlarına okumalarını ve arkadaşlarının da kuralları "true" veya "false" olarak yorumlamalarını sağlayınız.

**Answer key:**

1. T
  2. F
  3. F
  4. F
  5. T
- (Öneri niteliğindedir.)
6. T If a friend is alone, invite him / her to the activities.
  7. F It is boring to have just one friend.
  8. T You should have a lot of friends.

**Answer key: (Öneri niteliğindedir.)**

Because we want to talk to someone and share activities. They help us when we need help.



## 15. Read the dialogue and practise similar dialogues.

Diyaloğu okutunuz ve pratik yapmalarını sağlayınız. Daha sonra farklı isimler ve sıfatlar kullanarak benzer bir diyalog oluşturmalarını isteyiniz. Diyaloglarında "Are you sure...? / Do you expect...?" sorularının ve "Yes, I am sure / expect..." cümlelerinin ifade edilmesini belirtiniz.

## 16. Write a paragraph about a friend. Use "and", "but" and "because" in your sentences. Here are some questions to help you. You can use the answers when you are writing.

Yazma etkinliğinde, öğrencilerinizden bir arkadaşını, burada belirtilen bağlaçları kullanarak tanımlamaları istenmektedir. Tanımlamalarında arkadaşlarının kişisel özelliklerinden, alışkanlıklarından ve boş zaman faaliyetlerinden bahsetmelerini belirtiniz. Yazma çalışmalarını değerlendiriniz.

## 17. Read the dialogue and practise similar dialogues.

Use the keywords in the box.

Diyaloğu öğrencilerinize okutunuz ve kutu içinde verilen ipuçlarını kullanarak benzer diyaloglar oluşturmalarını sağlayınız. Böylece bu etkinlikte verilen cümle yapılarını, kelimeleri değiştirerek kullanmış olacaklardır.

1

## 15. Read the dialogue and practise similar dialogues.

Alice : Are you sure that Andy, Caroline and Mandy will come to your party?  
Thomas : Yes, I am sure. I invited Alex to my party, too.  
Alice : Really? He is friendly and cheerful. Do you expect he will come?  
Thomas : Yes, I expect he will. He likes parties.  
Alice : Do you expect he will bring his girlfriend?  
Thomas : Oh, I'm not sure about it.

## 16. Write a paragraph about a friend. Use "and", "but" and "because" in your sentences. Here are some questions to help you. You can use the answers when you are writing.

What's your friend's name?  
What is he/she like? What is his/her personal and physical qualities?  
What does he/she like?  
What does he/she like doing in his/her free time?  
What do you like doing together?  
Why do you like him/her?  
Where did you meet him/her?



Blank lined area for writing a paragraph about a friend.

## 17. Read the dialogue and practise similar dialogues. Use the keywords in the box.

Liz : I must take photographs for my Science project and I need a camera.  
Kay : My brother has got a camera.  
Liz : Do you expect he will give his camera to me?  
Kay : Yes, I do. We are friends and what are friends for?

- 1 look up some new words  
English worksheet  
a good dictionary
- 2 draw maps  
Social Sciences homework  
an atlas



6



1

18. Answer these questions.

- A) Do you read advice columns in newspapers?  
B) In your opinion, who gives advice in these columns?

19. Read Poppy's letter in the advice column.  
Find her problem and her best friend's name.



20. What do you think? Guess the advice of Mrs Knowingmuch.

- A) You should have more friends.  
B) You should find another best friend.  
C) You should watch horror films with them.

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18. Answer these questions.

"Advice column" ifadesini öğretiniz ve okuma öncesi sorularını farklı öğrencilere sorunuz.

19. Read Poppy's letter in the advice column. Find her problem and her best friend's name.

Poppy'nin yazdığı mektubu öğrencilerinizin okumalarını ve okurken istenilen bilgileri bulmalarını sağlayınız.

**Answer key:**

Poppy's best friend is Tulip. Poppy always wants to be with her best friend, but she can't be with her.

20. What do you think? Guess the advice of Mrs Knowingmuch.

Öğrencilerinizden, verilen seçenekler arasından Mrs Knowingmuch'ın tavsiyesini tahmin ederek seçmelerini isteyiniz.

**Answer key:**

A) You should have more friends.



21. Read Mrs Knowingsmuch's advice letter.

Choose the correct alternative and check your guess.

Mrs Knowingsmuch'ın cevabı da okuma metni olarak verilmiştir. Metni okurken alternatif olarak verilen kelimelerden uygun olanlarını seçmelerini, 20. etkinlikte sorulan sorunun cevabını bulmalarını ve kendi cevaplarının doğru olup olmadığını kontrol etmelerini belirtiniz.

**Answer key:**

Dear Poppy,

I think you have a very good friend. Don't worry about your friendship. Best friends **should** be nice to each other and to other friends. Your friend, Tulip, is nice to you and to Daisy. You **should** have a lot of friends and you **shouldn't** call only one friend "a best friend". If you **have** a lot of friends, you **will** have more fun in your free time activities. Take care!

Mrs Knowingsmuch

22. Choose the correct answers.

Öğrencilerinizden, okuma sonrası sorularını yapmalarını isteyiniz ve cevaplarını kontrol ediniz.

**Answer key:**

- A) b
- B) a
- C) b
- D) b
- E) b

1

21. Read Mrs Knowingsmuch's advice letter. Choose the correct alternative and check your guess.

Dear Poppy,

I think you have a very good friend. Don't worry about your friendship. Best friends **should/shouldn't** be nice to each other and to other friends. Your friend, Tulip, is nice to you and to Daisy. You **should/shouldn't** have a lot of friends and you **should/shouldn't** call only one friend "a best friend". If you **have/don't have** a lot of friends, you **will/won't** have more fun in your free time activities. Take care!

Mrs Knowingsmuch

22. Choose the correct answers.

- A) Poppy is \_\_\_\_\_ friend.  
a) Daisy's b) Tulip's
- B) Tulip and Poppy's ages are \_\_\_\_\_.  
a) the same b) different
- C) They go to school \_\_\_\_\_.  
a) on foot b) by bus
- D) Poppy has got \_\_\_\_\_.  
a) a lot of friends b) only one friend
- E) Poppy should have \_\_\_\_\_ friend(s).  
a) only one best b) a lot of

23. What do you think? What should Poppy do? Talk to your friend and give Poppy some advice.

24. Read the list of sentences about friendship. If you agree, put a tick (✓) next to the sentence. Add 2 more sentences to the list.

- 1. There is a friendship between some animals. ( )
- 2. People and animals cannot be friends. ( )
- 3. The language of friendship is not always in words. ( )
- 4. A real friendship never ends. ( )
- 5. Friends show their love only in good times. ( )
- 6. Animals can't talk, but they are good friends. ( )
- 7. Be kind to animals and people for a friendship. ( )
- 8. Some animals hate each other and they cannot be friends. ( )
- 9. Pets love people and they need love, too. ( )
- 10. People shouldn't love animals. ( )
- 11. \_\_\_\_\_ ( )
- 12. \_\_\_\_\_ ( )



23. What do you think? What should Poppy do?

Talk to your friend and give Poppy some advice.

Öğrencilerinizden, Mrs Knowingsmuch'ın mektubundan yararlanarak Poppy'ye tavsiyelerde bulunmaları istenmektedir. Tavsiyelerini ifade ederken "should" kelimesini kullanmalarını hatırlatınız.

24. Read the list of sentences about friendship. If you agree, put a tick (✓) next to the sentence.

Add 2 more sentences to the list.

Arkadaşlık konusu ile ilgili cümleleri öğrencilerinizden, okuyarak onayladıkları cümlelere işaret koymalarını belirtiniz. Ayrıca listeye iki cümle eklemelerini isteyiniz. Daha sonra seçtikleri cümleleri "I think... / I agree... / I am sure... / I expect ..." cümleleri ile ifade ederek arkadaşlarına söylemelerine yardımcı olunuz.



25. Answer this question: Can animals be friends to people?

26. Read the dialogue and listen to the text.  
Choose the main point of the text.

- A) Blind people can work in big offices.  
B) Guide dogs make life easy for blind people.  
C) Laura and Hero like going to parks every day.  
D) A guide dog can get on a bus at the weekends.



Marsha : Look at this newspaper article. It is about a blind woman and her dog.

Jerry : Oh, really? I know special dogs are friends and helpers of blind people.

Marsha : Yes, that's right. People call them "Guide Dogs" and they are really good friends. They have special trainings and they can help blind people in their daily life. They make life easy for them.

Jerry : Can you read the article for me?

Marsha : Of course. Listen. The guide dog's name is Hero.....



27. Write true (T) or false (F).

- A) Laura is a telephone operator. ( )  
B) Hero can go into the office with Laura. ( )  
C) They eat lunch at the supermarket. ( )  
D) The work finishes at 4 o'clock. ( )



28. Read the dialogue, practise it and make similar dialogues.

Mark : Mum, Gary is my best friend, but he is not a good listener.

Mum : Why don't you tell it to him?

Mark : I don't want to hurt him. Are you sure that I should tell it to him?

Mum : Yes, I am sure. Good friends should criticise each other.

Mark : I think you are right. Should I talk to him or should I write an e-mail?

Mum : I think you should talk to him in a friendly way.

You can begin like this: "Gary, I like you very much and you are important to me, but..."

Mark : I hope he will understand me.

Mum : I'm sure he will.



## Dinleme metni (Tapescript):

Hero is a dog. He is a Labrador. He helps Laura. Laura is a blind telephone operator. She works in a big company and she connects the telephone lines. She goes to work every day except Saturday and Sunday. Every morning at the same hour, Hero wakes Laura up. After breakfast, Laura and Hero go out together and walk to work. Hero knows the red light and the green light for the people when they cross the streets. Laura does her work and Hero sleeps near her table. At 12 o'clock they go out, buy a sandwich and a packet of dog food for lunch at the supermarket and they go to the park. Hero knows the way to the park, the supermarket and the office very well. If there is a danger, Hero barks. They eat lunch and go back to the office. At 5 o'clock, they go home together. At weekends, they can go to different places because guide dogs can get on buses on Saturdays and Sundays. Hero can get on a bus from the front door with Laura. She can sit on the front seat and Hero stands next to her. They have a good time together and their friendship is forever.

### Answer key:

B) Guide dogs make life easy for blind people.

27. Write true (T) or false (F).

Dinleme sonrası etkinliği doğru-yanlış tarzındadır. Öğrencilerinizden işaretlemelerini isteyiniz ve cevaplarını kontrol ediniz.

### Answer key:

A) T

C) F

B) T

D) F

28. Read the dialogue, practise it and make similar dialogues.

Diyaloğu öğrencilerinizin okumalarını ve pratik yapmalarını sağlayınız. Daha sonra benzer bir diyalog oluşturmalarını isteyiniz. Böylece karşılıklı bilgi alışverişinde bulunabilmek için soru sorup cevap verme becerilerini geliştirmiş olacaklardır. "Should I .../ Are you sure...?" yapılarını kullanarak soru sormalarını ve düşüncelerini "I think / expect / hope..." benzeri cümlelerle söylemelerini belirtiniz.

25. Answer this question: Can animals be friends to people?

Dinleme etkinliği öncesi sorusunu öğrencilerinize sorunuz.

26. Read the dialogue and listen to the text.

Choose the main point of the text.

Öğrencilerinizden bu etkinlikte sunulan diyalogu okurken "guide dog" ve "training" kelimelerinin anlamlarını tahmin etmelerini isteyiniz. Daha sonra CD'de kayıtlı metni dinletiniz. Dinlerken metnin ana fikrini bulmaya çalışmalarını hatırlatınız. Ana fikir, öğrencilere yardımcı olmak üzere seçenekli olarak sunulmuştur.



## 29. Read the situation and write a paragraph to direct your friend.

Bu etkinlikte verilen durum için öğrencilerinizin bir paragraf yazmaları beklenmektedir. Bir arkadaşlarını yönlendirmeleri istendiği için düşüncelerini komutlarla ifade etmeleri gerektiğini belirtiniz. Yazma çalışmalarını değerlendiriniz.

**Answer key: (Öneri niteliğindedir.)**

I like you very much, but I think you should have some other friends. Why don't you go to our School Sports Club? You can make new friends there.

## 30. Read the dialogue and make similar dialogues.

Diyaloğu "role-play" şeklinde okutunuz. Daha sonra öğrencilerinizin de bir diyalog oluşturmalarını ve kendi eğitim planları ile ilgili konuşmalarını belirtiniz. Konuşmalarında "Do you expect...?" sorusunu sormalarını ve cevaplarını "I expect / hope/ am sure..." cümleleriyle ifade etmelerini hatırlatınız.

## 31. Read this poem and write a title for it.

Burada sunulan şiiri öğrencilerinizin okumalarını ve basit bir isim yazmalarını isteyiniz. Şiiri anlamalarına yardımcı olunuz.

### Just for Fun

Öğrencilerinizin İngilizce öğrenmeye olan ilgilerini artırmak amacıyla bir fıkra sunulmuştur. Fıkırayı okuyarak anlayabilme zevkini yaşayabilmeleri için yardımcı olunuz.

## 32. Ask and answer questions. Express your opinions and make dialogues.

**Answer key: (Öneri niteliğindedir.)**

A) Friend

Öğrencilerinizden düşüncelerini belirtebilecekleri diyaloglar yapmaları beklenmektedir. Verilen konular üzerinde fikirlerini belirtmelerine yardımcı olunuz. "I think..." cümleleri kullanmalarında ısrarcı olunuz. Diyalog sırasında gerektiğinde diğer konuşmacının yardımcı olmasını, doğru kelimeyi seçmekte zorlandıkları durumlarda yeniden

1

29. Read the situation and write a paragraph to direct your friend.

Your friend can't make friends easily and he/she always wants to be with you.

Write a paragraph to direct your friend.

## 30. Read the dialogue and make similar dialogues.

Linda : Sarah, you know you are my best friend. Can we see each other after we finish school?  
 Sarah : Of course, Linda, we can. What are your plans for the future?  
 Linda : I hope I will be a student in the Faculty of Veterinary.  
 Sarah : I'm sure you will be a very good vet. You like animals very much.  
 Do you expect you will be a university student in this city?  
 Linda : I expect I will. What about you?  
 Sarah : I want to be a teacher. I don't want to study in another city.  
 I hope I will be here with my family.  
 Linda : So, we will be together in the future.



## 31. Read this poem and write a title for it.

We all need someone  
 Waiting for our call,  
 Always ready to help us  
 And lift us when we fall.

### Just for Fun

A boy says to his friend:  
 "How many pencils do I have in  
 my pocket? Can you guess it?"  
 The friend says: "If I guess  
 right, will you give me one of  
 them?"  
 The boy says: "If you guess  
 right, I'll give you both of  
 them."

## 32. Ask and answer questions. Express your opinions and make dialogues.

You can talk about these subjects:

What does a good friend do?

What does a bad friend do?

What are the good or bad qualities of friends?

**TASK:**  
 Make a list of the qualities of your ideal friend.  
 You can use a dictionary if you need.

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denemelerini, duraklamaların çok doğal olduğunu belirtiniz ve öğrencilerinizin doğal bir konuşma gerçekleştirebilmeleri için onları yüreklendiriniz.

### Task :

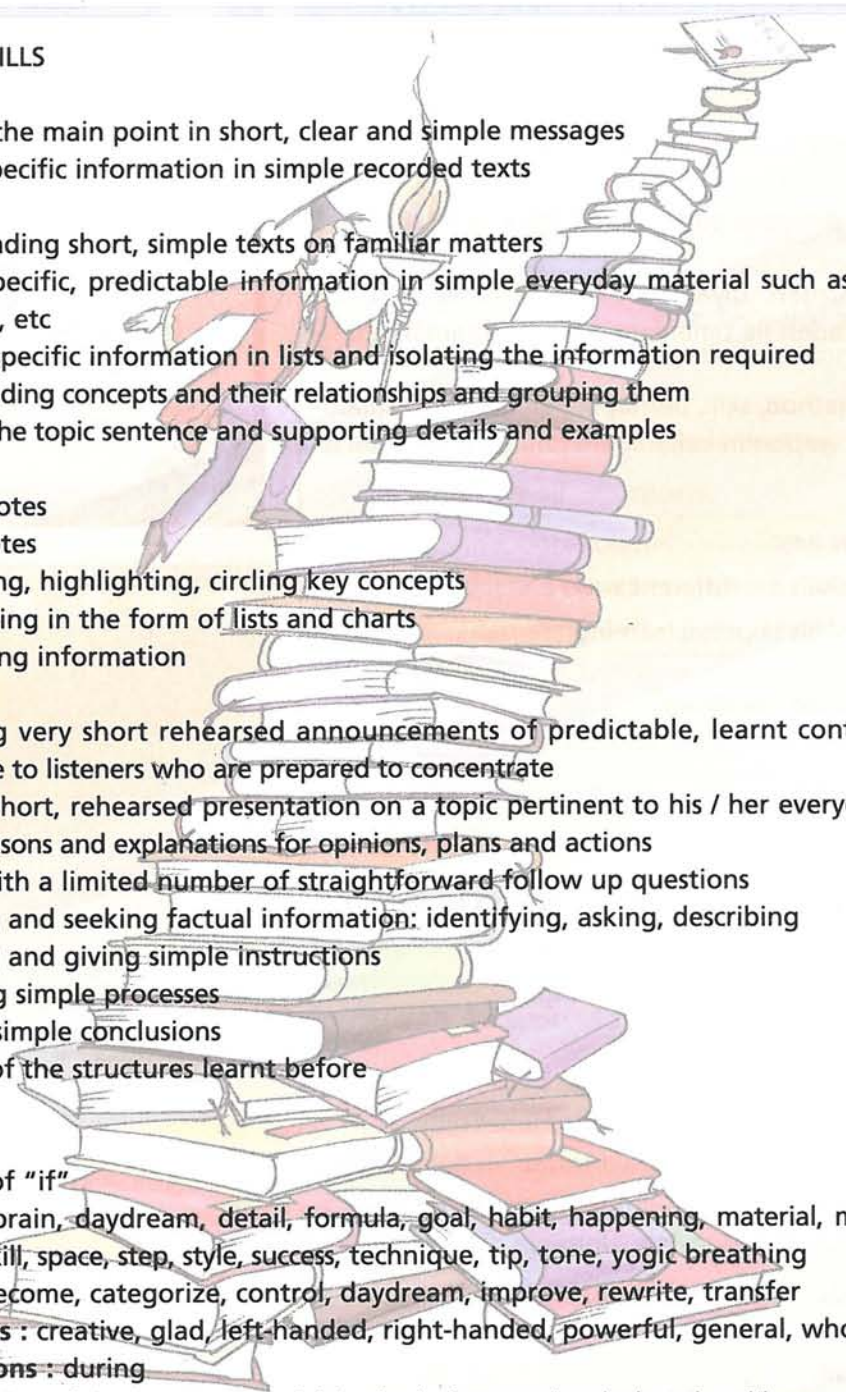
Görev bölümünde, öğrencilerinizden, ideal bir arkadaşın niteliklerini liste hâlinde yazmaları istenmektedir. Çalışmalarını değerlendiriniz.



# ROAD TO SUCCESS

**Topic Skills**

- : **STUDY SKILLS**
- : **Listening**  
Catching the main point in short, clear and simple messages  
Finding specific information in simple recorded texts
- : **Reading**  
Understanding short, simple texts on familiar matters  
Finding specific, predictable information in simple everyday material such as travel guides, brochures, etc  
Locating specific information in lists and isolating the information required  
Understanding concepts and their relationships and grouping them  
Locating the topic sentence and supporting details and examples
- : **Writing**  
Making notes  
Taking notes  
Underlining, highlighting, circling key concepts  
Summarizing in the form of lists and charts  
Transferring information
- : **Speaking**  
Delivering very short rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate  
Giving a short, rehearsed presentation on a topic pertinent to his / her everyday life, briefly giving reasons and explanations for opinions, plans and actions  
Coping with a limited number of straightforward follow up questions
- : **Functions**  
Imparting and seeking factual information: identifying, asking, describing  
Following and giving simple instructions  
Describing simple processes  
Drawing simple conclusions
- : **Structures**  
Revision of the structures learnt before  
may  
while  
Revision of "if"
- : **Vocabulary**  
**Nouns** : brain, daydream, detail, formula, goal, habit, happening, material, method, muscle, sample, skill, space, step, style, success, technique, tip, tone, yogic breathing  
**Verbs** : become, categorize, control, daydream, improve, rewrite, transfer  
**Adjectives** : creative, glad, left-handed, right-handed, powerful, general, whole  
**Prepositions** : during
- : **Task**  
Making a list of the language activities in their coursebook that they like most





## Hazırlık Çalışmaları

Ünitenin kapak resmini işaret ediniz ve öğrencilerinize "What is this unit about?" sorusunu sorunuz. Öğrencilerinizin tahminde bulunmalarından sonra "He is a student. He is studying hard. He will be successful and he is going to get a diploma. When he gets his diploma, he will have success. He will be very happy when he has success." benzeri cümleler söyleyerek "success" kelimesini öğrenmelerini sağlayınız. Ünitenin ve konunun ismini öğretiniz.

## IMPROVE YOUR LEARNING

### 1. Answer this question: Are you happy about your marks?

Okuma öncesi sorusunu sorunuz. Öğrencilerinizin verecekleri cevaba göre "What must you do to get better marks?" sorusunu sorunuz ve cevap vermelerine yardımcı olunuz.

### 2. Read the dialogue and answer: What are "study skills"?

Öğrencilerinizden, diyalogu okumalarını ve okurken "study skills" ifadesi ile tanımlanan olguyu bulmalarını isteyiniz.

"Improve, method, skill, perhaps" kelimelerinin anlamlarını ve "may" yapısının kullanımını tahmin etmelerini isteyiniz.

#### Answer key:

Study skills are different ways and methods.  
Study skills improve learning.

### 3. Answer these questions.

Okuma sonrası sorularını sorunuz ve öğrencilerinizin cevaplarını değerlendiriniz.

#### Answer key:

- A) Because she doesn't know how to study.
- B) She should learn "study skills".
- C) She can improve her learning.

#### Let's learn.

Bu ünite de "may" yapısı öğretilmektedir. Bu bölümde verilen örnekleri okutunuz ve anlamını kavramalarına yardımcı olunuz. Kendi örneklerinizle kazanımı destekleyiniz. Ünitenin diğer etkinliklerinde de "may" yapısına dikkat çekiniz.

#### Let's have fun.

Öğrencilerinizden, karikatüre bakarak cümleleri okumalarını isteyiniz. Karikatür ile ilgili sorular sorabilirsiniz.

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## IMPROVE YOUR LEARNING

### 1. Answer this question: Are you happy about your marks?

### 2. Read the dialogue and answer: What are "study skills"?

Teacher : Listen Sandra. Your marks are not very good and it means you are not very successful. Why is it so?

Sandra : I know, sir. I study very hard. I do my homework regularly, but I cannot get good marks.

Teacher : Perhaps you don't know how to study.

Sandra : How should I study?

Teacher : You should learn "study skills". They will help you and you will learn better.

Sandra : What are "study skills"?

Teacher : Oh, they are different ways and methods. If you use them, you may learn easily and quickly.

Sandra : I think I understand you. I can improve my learning with "study skills".

Teacher : That is true.

Sandra : Will you teach me "study skills", sir?

Teacher : Yes, of course.



### 3. Answer these questions.

A) Why can't Sandra get good marks?

B) What should Sandra learn?

C) What happens if Sandra knows "study skills"?

#### Let's learn.

I'm not sure about my answers.  
Perhaps I will get a bad mark.  
I may get a bad mark.

#### Let's have fun.

I couldn't do my homework because my computer has a virus and my pencils and pens have viruses, too.



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## 8. Answer these questions.

Dinleme etkinliği öncesi sorularını sorunuz. Öğrencilerinizin cevaplar vermelerine yardımcı olunuz.

## 9. Listen to the text and choose the main topic.

Öğrencilerinizden, metni dinlerken ana fikri bulmaları beklenmektedir. Belirtiniz ve gerektiği kadar metni dinletiniz.

### Dinleme metni (Tapescript):

Do you know the answers to these questions? How do you learn easily? How can you learn better? If you can answer these questions easily, you know your learning style. Some people listen to music, some people walk, some people lie in bed while they are learning something. Some people learn better in the morning, but some people learn better in the evening. Do you learn better and easily when you look at and read something, when you hear it or when you touch and feel it? If you can learn better with one special style, that is your learning style. Learning style is very important for your success. Every person learns better and easily in a different style. There is no "best learning style". When you try to learn something new or difficult, you need your learning style. It will make you more successful.

### Answer key:

A) Everyone has a different learning style and must use their own learning style.

## 10. Write true (T) or false (F).

Dinleme metni ile ilgili cümleleri öğrencilerinizin doğruyanlı olarak işaretlemelerini isteyiniz.

### Answer key:

- A) F
- B) T
- C) T
- D) F

## 11. Choose the roles for Student A or B with your friend and talk about "learning styles".

Bu etkinlikte, öğrencilerinizin bildikleri bir konu üzerinde hazırlanarak konuşabilme, gerçek bilgilerle ilgili soru sorabilme, sorulan sorulara cevap verebilme becerilerinin geliştirilmesi hedeflenmiştir. Öğrencilerin rolleri belirtilmiştir. A veya B rolünü seçerek konuşmayı gerçekleştirmelerine yardımcı olunuz. Daha sonra rol değişimi sağlayınız.

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## 8. Answer these questions.

- A) When do you learn better?
- B) How can you learn better?



## 9. Listen to the text and choose the main topic.

- A) Everyone has a different learning style and must use their own learning style.
- B) Everyone should learn the best learning style and must use it.

## 10. Write true (T) or false (F).

- A) You mustn't listen to music when you are studying. ( )
- B) Everyone should know their own learning style. ( )
- C) If you know your learning style, you can learn better and quickly. ( )
- D) Everyone learns better in the morning. ( )

## 11. Choose the roles for student A or B with your friend and talk about "learning styles".

**Student A :** Ask the sample questions or similar questions to your friend about "learning styles".

- What is the best learning style?
- What happens if the students know their learning styles?
- Is it important for my future job?
- How can I become a better learner?
- How can I have a good memory?

**Student B :** Answer your friend's questions. Read the information below. Make similar sentences and talk to your friend on the subject.

- People think and learn in different ways.
- Learning styles may change.
- Brothers and sisters may have different learning styles.
- A learning style is not better or worse than the other styles.
- If the students know their learning styles, learning will be more interesting for them.

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12. Answer this question : What do you do to improve your brain?

13. Read the text and answer this question:  
What happens if you exercise your brain?

**How can you become a better learner?**

Your brain is like a muscle. If you exercise your muscle, it will grow and become more powerful. If you exercise your brain, it will be more powerful and you will be a better learner. Better learners can use information very well and solve problems easily. They are more successful people and they enjoy life more because they have got a good job. What should you do to become a better learner?



14. Choose the topic sentence and write it in the blank above.

- A) You should exercise your body if you want to be happy.  
B) Exercise your brain and be more successful.

15. Which ideas support the topic sentence? Mark with a coloured pencil. Which example supports the topic sentence? Circle it.

16. Answer this question: Who was Albert Einstein?

17. Listen to the text and answer:  
Was Albert Einstein a good student when he was a child?

18. Complete the sentences with the correct choice.

- A) Albert Einstein was not a successful student because \_\_\_\_\_  
a) he went to different schools  
b) he couldn't speak and read well
- B) He found his famous formula when he was \_\_\_\_\_ years old.  
a) 16 b) 26
- C) He became a very famous person because he \_\_\_\_\_  
a) won a Nobel Prize  
b) started the Nobel Prizes



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**12. Answer this question: What do you do to improve your brain?**

"Brain" kelimesini öğrencilerinize öğretiniz. Okuma öncesi sorusunu öğrencilerinize sorunuz ve cevaplarını dinleyiniz.

**13. Read the text and answer this question: What happens if you exercise your brain?**

Metni okurken öğrencilerinizin bu sorunun cevabını bulmalarını belirtiniz. "Muscle, powerful" kelimelelerini öğretiniz.

**Answer key:**

**Your brain becomes more powerful and you can learn better.**

**14. Choose the topic sentence and write it in the blank above.**

Öğrencilerinizin, seçenek olarak verilen cümlelerden birini ana fikir cümlesi olarak seçmeleri beklenmektedir. Seçtikleri cümleyi boş bırakılan yere yazmalarını isteyiniz.

**Answer key:**

**Exercise your brain and be more successful.**

**15. Which ideas support the topic sentence? Mark with a coloured pencil. Which example supports the topic sentence? Circle it.**

Bu etkinlikte, öğrencilerinizden, ana fikir cümlesinden başka, ana fikri destekleyen fikirleri ve örnekleri işaretlemeleri istenmektedir. Destekleyici fikirleri renkli kalemle işaretlemelerini, örneği daire içine alarak göstermelerini belirtiniz.

**Answer key:**

**Example:**

**Your brain is like a muscle. If you exercise your muscle, it will grow and become more powerful.**

**Supporting sentences:**

**If you exercise your brain, it will be more powerful and you will be a better learner. Better learners can use information very well and solve problems easily. They are more successful people.**

**16. Answer this question: Who was Albert Einstein?**

Dinleme öncesi sorusunu sorunuz. Fotoğrafı göstererek "Einstein was a scientist." cümlesi ile öğrencilerinizin soruyu cevaplamalarına yardımcı olabilirsiniz.

**17. Listen to the text and answer: Was Albert Einstein a good student when he was a child?**

Metni dinletiniz. Öğrencilerinizin metni dinlerken "Was Albert Einstein a good student when he was a child?" sorusunun cevabını bulmaya çalışacaklardır. Bu sorunun cevabını metni dinletmeden önce tahmin etmelerini de isteyebilirsiniz. Tahminlerinin doğru olup olmadığını metni dinledikten sonra öğrenebilirler.

**Dinleme metni (Tapescript):**

When Albert Einstein was a child, he was not a successful student. He had a problem with his speaking ability and he couldn't speak well. There was a problem with his reading, too. He went to different high schools because his marks were very bad. It was very difficult for him, but he became a university student. After he finished the university, he found a simple job at an office. When he was 26 years old, he found his famous formula. After 16 years, he won a Nobel Prize and became a very famous person.

**Answer key:**

**No, Albert Einstein wasn't a good student.**

**18. Complete the sentences with the correct choice.**

Dinleme sonrası sorularını öğrencilerinizin yapmalarını isteyiniz ve cevaplarını kontrol ediniz.

**Answer key:**

- A) b  
B) b  
C) a



19. Answer this question: Are you a left handed or a right handed person?

"Left handed- right handed" ifadelerini öğrencilerinize öğrettikten sonra soruyu sorunuz.

20. Read the text and answer: What part of our body control our learning?

Öğrencilerinizin metni okuyarak bu sorunun cevabını bulmaları için fırsat veriniz. Daha sonra resimden yararlanarak metinde bahsedilen bilgileri basit cümlelerle açıklayabilirsiniz. Yeni kelimeleri örnekleyerek öğretiniz.

**Answer key:**

**Our brain control our learning.**

21. Read the text again and group the information below about different type of learners.

Bu bölümde verilen cümleler "right brain learners" ve "left brain learners" başlığı altında gruplanacaktır. Öğrencilerinizin cümlelerde verilen tanımları ve metindeki bilgileri değerlendirerek çalışmayı gerçekleştirmelerine yardımcı olunuz.

**Answer key:**

**left brain learners:**

- They can remember people's names easily.
- They are interested in words.
- Mathematical operations are easy for them.
- They make plans, lists for every detail.

**right brain learners:**

- Feelings are important for them.
- The tone of voice is important for them.
- They prefer music while they are studying.
- They can remember people's faces easily.

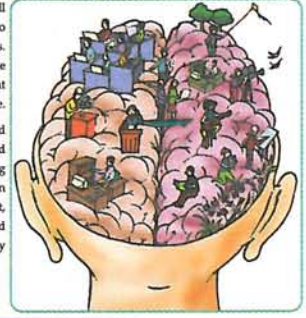
2

19. Answer this question: Are you a left handed or a right handed person?

20. Read the text and answer: What part of our body control our learning?

Are there different kinds of learners? Yes! We all have different learning styles. Our brain has two sides and these two sides have different roles. They control and help our learning. Some people are left brain learners and some people are right brain learners just like left or right handed people.

Left brain learners study the details first, and then they study the whole subject. They are good at using the language, categorizing and solving mathematical problems. However, right brain learners prefer to learn the general subject first, and then go to the details. They like music and they learn easily if they hear something. They want to see, smell and taste the things.



21. Read the text again and group the information below about different type of learners.

Feelings are important for them.

They are interested in words.

The tone of voice is important for them.

They can remember people's faces easily.

They can remember people's names easily.

Mathematical operations are easy for them.

They prefer music while they are studying.

They make plans, lists for every detail.

left brain learners:	right brain learners:

22. Is your friend a left brain learner or a right brain learner? Use the information above. Ask your friend questions and find out.

22. Is your friend a left brain learner or a right brain learner? Use the information above. Ask your friend questions and find out.

Bu etkinlikte öğrencileriniz, bu sayfada verilen bilgilerden yararlanarak arkadaşlarına sorular soracaklardır. Bu sorularla arkadaşlarının öğrenme süreçlerinin beyinlerinin hangi yarısı tarafından kontrol edildiğini bulmaya çalışacaklardır. Böylece bilgileri değerlendirerek çıkarım yapma becerileri gelişmiş olacaktır. Soru sormalarına yardımcı olunuz. Aşağıda örnek sorular verilmiştir.

- " Do you study the details first?
- Are you good at using the language?
- Are you interested in words?
- Are you good at mathematics?
- Can you remember people's faces or names?
- Do you learn the general subject first?
- Do you learn easily if you hear something?..."



23. Read the questions about a good study place. Then, talk to your friends about your study place, study skills and your plans about better learning.



1. Is your study place always ready to study?
2. Have you got all the necessary materials in your study place?
3. Have you got a large table?
4. Have you got a comfortable chair?
5. Does your study place have enough light?
6. Is your study place's temperature good?

24. Answer this question: When do you usually do your homework?

25. Read the text and answer: Do we have a daydream when we are awake or asleep?

### A Student Guide to General Study Tips

**During school:** Write all homework in one place. If you write it on pieces of paper, you may lose them. If you don't understand a subject, ask your teacher questions. Some of your friends may want to ask the same thing and they will be glad. If you daydream, try to stop it like this: Listen to your teacher and if he/she often uses the same words, count them. In this way, you listen to the keywords and you learn something.

**After school:** Read your homework again and think about the materials for it. If you need help, call your friends. Find out your ideal study time and try to study at that time every day. Find a quiet place to work and collect your materials before you begin. Do not try to do homework while you are watching TV. Take 10-minute study breaks after you study for 45 minutes.



26. Summarize the text and write in a list.

Write your answer in the lines below.

.....

.....

.....

.....

.....

23. Read the questions about a good study place.

Then, talk to your friends about your study place, study skills and your plans about better learning.

Bu etkinlikte, öğrencilerinizden, hazırlanarak konuşma yapması beklenmektedir. Konuşmalarında kendi günlük yaşantılarını tanımlarken çalışma yerinden veya odalarından bahsedebilirler. Verilen sorulardan yararlanarak çalışma yerlerini arkadaşlarına anlatabilirler. Çalışma becerilerini, daha iyi öğrenme konusundaki planlarını sunabilirler ve arkadaşlarının bu konudaki görüşlerini sorabilirler. Öğrencilerinizin bu çalışmayı gerçekleştirmelerini sağlayınız.

24. Answer this question: When do you usually do your homework?

Okuma öncesi sorusunu değişik öğrencilere sorunuz.

25. Read the text and answer: Do we have a daydream when we are awake or asleep?

Bu etkinlikte verilen okuma parçasında öğrencilerin okulda ve okuldan sonra iyi bir çalışma için yapmaları gereken şeyler tanımlanmaktadır. Öğrencilerinizden, metni okuyarak "daydream" kelimesinin anlamını tahmin etmelerini ve sorulan soruyu cevaplandırmalarını isteyiniz. "During" kelimesini örnek cümlelerle öğretiniz.

**Answer key:**

**We have a daydream when we are awake.**

26. Summarize the text and write in a list.

Okuma sonrası etkinliği olarak verilen yazma çalışmasında, öğrencilerinizin metni liste hâlinde özetlemeleri beklenmektedir. Çalışmalarına yardımcı olunuz ve değerlendiriniz.

**Answer key: (Öneri niteliğindedir.)**

**During school:**

1. Write all homework in one place.
2. If you don't understand a subject, ask your teacher questions.
3. If you daydream, try to stop it.

**After school:**

1. Read your homework again and think about the materials.
2. Study at your ideal study time and study place.
3. Collect your materials before you begin.
4. Take study breaks.



27. Why do we take notes? Read the sentences below and put a tick (✓) if it is true.

Okuma öncesi etkinliği olarak verilen bu cümleleri, öğrencilerinizin okuyarak değerlendirmeleri ve doğru olduğunu düşündükleri cümleleri işaretlemeleri beklenmektedir. Böylece metnin içeriği konusunda ön bilgiye sahip olacaklar ve ilgileri artmış olacaktır.

28. Read the text and answer: When should you write your notes again? Before, during or after class?

Not alma aşamalarını tanımlayan metni öğrencilerinizden, okumalarını ve verilen sorunun cevabını bulmalarını isteyiniz.

**Answer key:**

**We should write our notes again after class.**

29. Answer these questions.

Soruları sorunuz ve öğrencilerinizin cevaplarını dinleyiniz.

**Answer key:**

- A) We should bring note taking materials.
- B) We should write quickly and clearly with short sentences, phrases and symbols.

30. Listen to the text and take notes.

Bu etkinlikte, öğrencilerinizin not alma becerilerini geliştirebilmeleri için bir metin CD'de kayıtlı olarak sunulmaktadır. Metni dinlerken kitaplarında ayrılan yere not almalarını belirtiniz.

**Dinleme metni (Tapescript):**

Here are some techniques to learn fast:

When you read some materials, you must think about it. They are biographies, news magazines and newspapers. Read mystery novels or detective stories. Get a good dictionary and learn five new words every day. Write your thoughts and feelings in diaries and poems. Write letters to your friends. Use math every day. You will need it all your life. Don't watch TV for a long time. Go to a play or a concert. Visit a library.

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27. Why do we take notes? Read the sentences below and put a tick (✓) if it is true.

- You cannot learn something very well when you hear it once. ( )
- You can study your notes later. ( )
- You can learn better during the class time. ( )
- You can write down the keywords and main ideas. ( )

28. Read the text and answer: When should you write your notes again? Before, during or after class?

Is taking notes important for learning? Do you know how to take notes? Read the instructions.

**Before class:** Review your notes.

Bring your notetaking materials.

**During class:** Listen to your teacher carefully.

If your teacher repeats or writes something, note it.

Write quickly and clearly.

Use short sentences, phrases and symbols.

Leave a lot of blank space for extra information.

**After class:** Rewrite your notes.

Transfer information and write longer sentences.

If there are questions, find their answers from your text books.

Ask your teacher or other students for help.



29. Answer these questions.

- A) What should you bring to the class?
- B) How should you write when you take notes?

30. Listen to the text and take notes.

**Just for Fun**

**Teacher:** Tell me a sentence. It must start with an "I".  
**Student:** "I" is the ...  
**Teacher:** Stop! Never put "is" after an "I". Always put "am" after an "I".  
**Student:** OK. I am the ninth letter of the alphabet.

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**Answer key: (Öneri niteliğindedir.)**  
 biographies- news- mystery- detective  
 a good dictionary  
 5 new words  
 thoughts- feelings-diary-poem  
 letters  
 math  
 not much TV- concert-play-library

**Let's read a joke.**

Öğrencilerinizden fıkrayı okumalarını isteyiniz ve anlamalarına yardımcı olunuz.



## Have you got a good memory?

### 31. Read the instructions and follow them.

- 1) Look at the words in the box for 20 seconds.
  - Close your book.
  - How many words can you remember?
  - Write them in your notebook.



game method student job memory answer plan question  
exercise problem teacher habit homework skill dictionary

- 2) Look at the lines of numbers for 15 seconds.
  - Close your eyes.
  - Repeat the lines in the correct order.
  - How many lines can you repeat?

a) 3 6 2 4      b) 1 5 7 9 11      c) 9 6 7 5 4 2

- 3) Look at the group of letters for 15 seconds.
  - Close your book.
  - How many letters can you remember?
  - Write them in your notebook.

T C E F R E P S I Y R O M E M R U O Y

- 4) Read the same letters again.
  - Start with the last letter.
  - Read the sentence. What does it say?
  - Write it in the blank.

### 32. Give similar instructions to your friend and check his/her answers.

### 33. How do you do your performance homework? Write the steps and compare them with your friend.

1.	
2.	
3.	
4.	
5.	

## Have you got a good memory?

### 31. Read the instructions and follow them.

Bu etkinlikte, komutlar verilmektedir ve öğrencilerinizden komutu yerine getirmesi istenmektedir. Komutlar öğrencilerinizin basit bir hafıza oyunu oynamalarına fırsat verecektir. Etkinlikteki komutları siz okuyunuz ve öğrencilerinizin gerçekleştirmelerini sağlayınız. Bu oyunun sonucunun (iyi veya kötü) öğrencileri etkilemesine izin vermezsiniz. Oyun olduğunu belirtiniz.

**Answer key:**

**Your memory is perfect.**

### 32. Give similar instructions to your friend and check his / her answers.

Bu kez öğrencileriniz benzer komutlar vererek hafıza oyununu oynayacaklardır. Kendi komutlarını oluşturmalarına yardımcı olunuz.

### 33. How do you do your performance homework?

Write the steps and compare them with your friend.

Öğrencilerinizin performans ödevleri için hangi hazırlıkları yaparlar ve hangi aşamalardan sonra ödev oluşur? Bu hazırlıkları yazılı olarak ifade etmeleri beklenmektedir. Çalışmalarını değerlendiriniz.

**Answer key: (Öneri niteliğindedir.)**

- Read the subject and think about it carefully.
- Make research about the subject.
- Use books, dictionaries, the Internet and talk to your family members.
- Use a clear language for your homework.
- Plan the information about the subject.
- Prepare the poster about your work.



34. You are going to do performance homework about Japan. What do you need before you begin to write? Make notes about the materials, information and details of the subject.

Öğrencilerinizden, Japonya ile ilgili hazırlayacakları ödev için not almaları beklenmektedir. Ön hazırlıklarını basit kelime veya cümleciklerle not almalarını belirtiniz. Yazma çalışmalarına yardımcı olunuz.

**Answer key: (Öneri niteliğindedir.)**

Before I begin to write, I need a map of Japan, books, brochures, pictures and notes about Japan. If it is possible, I talk to Japanese people.

Let's have fun.

"Report" kelimesini öğretiniz ve karikatürlerin anlaşılmasına yardımcı olunuz.

35. Use the information in all the activities in this unit. Write simple descriptions for better learning.

Bu bölümde, öğrencilerinizden, bütün ünite boyunca öğrendikleri bilgileri transfer ederek "better learning" konusunda cümleler yazmaları istenmektedir. Paragraf veya maddeler hâlinde, kendilerince önemli bulunan bilgileri yazmalarını belirtiniz. Çalışmalarını değerlendiriniz.

**Task :**

Görev bölümü konusu olarak öğrencilerinizden ders kitabında en beğendikleri etkinlikleri listelemeleri istenmektedir. Listeyi oluşturduktan sonra arkadaşlarına sözel olarak sunmalarını sağlayınız.

2

34. You are going to do performance homework about Japan. What do you need before you begin to write? Make notes about the materials, information and details of the subject.

Blank lined area for notes.



35. Use the information in all the activities in this unit. Write simple descriptions for better learning.

Blank lined area for notes.

**TASK:**  
Which language activities do you like most in your coursebook?  
Make a list.

20



# IMPROVING ONE'S LOOKS

Topic  
Skills

: BODY CARE

Mirror on the wall!

Who is the latest of all?

**Listening** Catching the main point in short, clear and simple messages

Finding specific information in simple recorded texts

Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context

**Reading**

Understanding short, simple texts on familiar matters

Finding specific, predictable information in simple everyday material

Locating specific information in lists and isolating the information required

Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context

**Writing**

Writing short, simple notes and messages relating to matters in areas of immediate need

**Speaking**

Describing everyday aspects of his/her environment

Using simple descriptive language to make brief statements

Finding out and passing on straightforward factual information

Discussing practical issues in a simple way when addressed clearly, slowly and directly

Explaining what s/he likes or dislikes about something

Using an inadequate word from his/her repertoire and using gesture to clarify what he / she wants to say

Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters

Participating in short conversations in routine contexts on topics of interest

Asking and answering questions about habits and routines

Functions

: Seeking and giving information

Seeking and giving advice

Suggesting a course of action

Responding to offers and suggestions

Warning others to take care or to refrain from doing something, instructing or directing others to do something

Drawing simple conclusions and making recommendations

Describing people (personal appearance, qualities)

Structures

: Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

Revision of the structures learnt before

Phrases

: By the way

Vocabulary

: **Nouns** : adult, behaviour, haircut, hairdresser's, image, impression, junk food, mirror, popularity, result, shopping mall, skin, top

**Verbs** : affect, cause, put on weight, warn

**Adjectives** : deep, good looking, loose, overweight, teenage, tight

**Pronouns** : herself, himself, itself, myself, ourselves, themselves, yourself, yourselves

Task

: Creating their ideal man/woman by collage

Cutting pieces from famous people's pictures



## Hazırlık Çalışmaları

Ünitenin giriş kapağında yer alan resmi öğrencilerinize göstererek

"What is the woman in the picture doing?

Is she looking in the mirror?

Is she a beautiful woman?

Is the woman in the mirror beautiful?

Are they the same people?

Why do people look in the mirror?

Do you like looking in the mirror?"

gibi sorular sorunuz, üniteye giriş yapınız. Sorulara verilen farklı cevapları değerlendiriniz.

## IMPROVE YOUR LOOK

### 1. Answer these questions.

Okuma etkinliğine başlamadan önce konuya hazırlık olması amacı ile öğrencilerin verilen sorulara cevap vermelerini isteyiniz ve farklı cevaplarını değerlendiriniz.

### 2. Read the text and find: What kind of food is good for our health?

Öğrencilerinizden, aşına oldukları bir konu hakkında yazılmış olan metni okumalarını, okurken soruya cevap vermelerini isteyiniz.

#### Answer key:

Fruit and vegetables are good for our health.

### 3. Guess the meaning of "result" and "impression".

Then, fill in the blanks with these words.

Öğrenciler, okuma metninde geçen kelimelerin anlamlarını tahmin ederek bu etkinliği gerçekleştireceklerdir.

#### Answer key:

- A) an impression
- B) a result

3

## IMPROVE YOUR LOOK

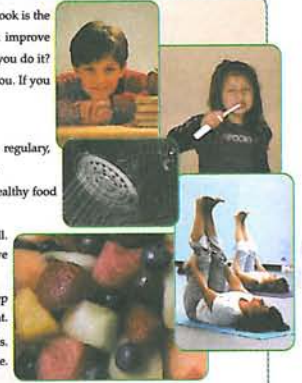
### 1. Answer these questions.

- A) How often do you do exercises?
- B) Do you go to bed early and get up early on weekdays?

### 2. Read the text and find: What kind of food is good for our health?

Everybody wants to look well and nice. Your look is the first impression and this is important. You can improve your look easily. What should you do? How can you do it? Where should you start? Here are some tips for you. If you follow the advice below, you can see the results.

1. Body health is important. If you do exercises regularly, you can have a better look and a healthy body.
2. You should eat a lot of fruit and vegetables. Healthy food makes a healthy body.
3. A good sleep at night makes your skin look well. If you sleep 8-10 hours every night, you can have a healthy look and your skin looks well, too.
4. You should have a shower every day and keep your hair clean. Body hygiene is very important.
5. Don't forget to brush your teeth after meals. White and clean teeth look well when you smile.



### 3. Guess the meaning of "result" and "impression". Then, fill in the blanks with these words.

- A) When something gives you an idea, a feeling or an opinion, it is a(n) "\_\_\_\_\_".
- B) A(n) "\_\_\_\_\_ " happens after something happens.

### 4. Write true (T) or false (F).

- A) We must do exercises for our body. ( )
- B) First impression is important. ( )
- C) If you want to improve your look, it is difficult. ( )
- D) We don't need sleep for our skin. ( )

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### 4. Write true (T) or false (F).

Öğrencilerinizden, okuma sonrası etkinliği olarak sunulan cümleleri doğru-yanlış olarak işaretlemelerini isteyiniz.

#### Answer key:

- A) T
- B) T
- C) F
- D) F



5. Answer these questions.

- A) Have you got a computer?  
B) Do you use a computer for fun or for your homework?

6. Listen to the text and find: What body problems does a computer cause if you use it for a long time?

Let's have fun.

You're right. I should go outside and play. Buy me a laptop. Then, I will.



7. Write true (T) or false (F).

If you use a computer for a long time, \_\_\_\_\_

- A) you can have no problems with your body ( )  
B) you may lose your friends ( )  
C) you can't find time for other hobbies ( )  
D) you can have a lot of friends ( )

8. Answer this question: How often do you look in the mirror?

9. Read the text and the list.

What can we do with our mouth? Find and put a tick (✓).

Body care is very important and we must love our body. Focus on the positive qualities of your body. When you look at yourself in the mirror, don't think "I hate my....". You should think "I love my....". Because your body can do a lot of things for you. Here is the list of some activities. We can do them with our body. Our body can do a lot of things, but there are only a few things in the list.



- |                  |                 |
|------------------|-----------------|
| 1. reading ( )   | 8. sleeping ( ) |
| 2. listening ( ) | 9. feeling ( )  |
| 3. eating ( )    | 10. singing ( ) |
| 4. smelling ( )  | 11. _____       |
| 5. thinking ( )  | 12. _____       |
| 6. talking ( )   | 13. _____       |
| 7. drawing ( )   | 14. _____       |



10. What can our legs do? Add four things to the list.

5. Answer these questions.

Dinleme etkinliğine başlamadan önce öğrencilere soruları yöneltiniz. Öğrencilerin farklı cevaplarını değerlendiriniz.

6. Listen to the text and find: What body problems does a computer cause if you use it for a long time?

Öğrencilerinizden, metni dinlemelerini ve soruya cevap vermelerini isteyiniz.

**Dinleme metni (Tapescript):**

Everybody uses computers these days. Some people work or play games and then, they turn off the computer. Some people can't stop and they play games and chat all day.

What happens if you use a computer for a long time? You can have backache because you sit in front of it for a long time. You have headaches because you don't go out and get clean air. You can have some problems with your eyes because you look at the computer screen for many hours. You can't see your friends, and your friends can't see you. They don't like this. You become lonely. I don't think people should use computers only for fun every day. They should have some other hobbies. They should meet friends and they should do some exercises.

**Answer key:**

You can have backache, headaches and some eye problems.

7. Write true (T) or false (F).

Dinleme metni ile ilgili "doğru-yanlış" çalışması öğrencilerinizin kayıtlı metinde yer alan bilgileri ne kadar anladıklarını gösterecektir. Gerekirse dinleme metnini birkaç kez dinletiniz.

**Answer key:**

- A) F  
B) T  
C) T  
D) F

8. Answer this question: How often do you look in the mirror?

Okuma etkinliğine başlamadan önce farklı öğrencilere soruyu yönlendiriniz.

9. Read the text and the list. What can we do with our mouth? Find and put a tick (✓).

"Body care" ile ilgili olarak yazılmış bir metnin bulunduğu bu etkinlikte, öğrencilerinizin metni ve listeyi okumalarını sağlayınız. Listeyi okurken sorunun cevabını bularak liste üzerinde işaretlemelerini isteyiniz.

**Answer key:**

3. (3)  
6. (3)  
10. (3)

10. What can our legs do? Add four things to the list.

Listede boş bırakılmış olan 4 maddeye bacaklarımızın yapabileceği etkinliklerin eklenmesi beklenmektedir. Öğrencilerinizden, bu maddeleri belirleyerek listeye yazmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

11. walking  
12. running  
13. dancing  
14. climbing



## 11. Read this dialogue and practise it.

Then, use the sentences in the box and make similar dialogues.

Bu bölümde yer alan konuşma etkinliği ile öğrencilerin karşılıklı olarak bilgiyi öğrenmeleri ve birbirlerine iletmeleri beklenmektedir.

Öğrencilerinizden konuşmayı okumalarını ve pratik yapmalarını, daha sonra kutu içerisinde verilmiş olan cümleleri kullanarak benzer konuşmalar oluşturmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

**1. A: My father says: "Friends come in all sizes."**

**B: What does it mean?**

**A: It means "Friends are different." You can have friends from different ages, different nationalities and different environments.**

**B: That's right. Friendship is very important and good friends are forever.**

**2. A: My mother says: "Good clothes don't make a good man."**

**B: What does it mean?**

**A: It means "Clothes are not important. Personality is more important than clothes." A person in bad clothes can be a very good person.**

**B: That's right. Personality is very important for a good friendship.**

## 12. Ask these questions to your friend and write his / her answers.

Öğrencilerinizden, birbirlerine bu bölümde yer alan soruları sormalarını ve arkadaşlarının verdikleri cevapları yazmalarını isteyiniz. Her öğrencinin soruları sorması, cevaplama ve cevapları yazması etkinliğinin gerçekleşmesini sağlayınız.

3

## 11. Read this dialogue and practise it.

Then, use the sentences in the box and make similar dialogues.

**Macy** : My grandmother always says "Beauty is only skin deep".

**Clara** : What does it mean?

**Macy** : It means "Beauty is not outside us. It is inside us". Physical appearance is not very important, but habits and behaviours are very important.

**Clara** : That's right. Good behaviours and actions are forever.



1. Friends come in all sizes.
2. Good clothes don't make a good man.

## 12. Ask these questions to your friend and write his/her answers.

1. What colour do you like best for your clothes?
2. Do you have a favourite style for your clothes? What is it?
3. What kind of clothes do you wear most?
4. Do you always eat the same kind of food?
5. How often do you do exercises?
6. Do you play games with your friends at weekends?



Blank lines for writing answers to the questions in section 12.



### 13. Read the dialogue and act it out.

Then, make a similar dialogue for blond people.

Saleswoman : Good morning. Can I help you?  
 George : Good morning. I'd like to buy a sweater, please.  
 Saleswoman : Of course. We have got very nice sweaters.  
 What size are you?  
 George : I'm medium.  
 Saleswoman : What colour would you like?  
 George : I'd like a brown sweater. I like dark colours very much.  
 Saleswoman : Here is a brown sweater for you. It's warm and soft.  
 George : Can I try it on?  
 Saleswoman : Yes, of course. But I think you should try on a red one.  
 George : I don't like red. Why do you think so?  
 Saleswoman : Because you are young and you are dark.  
 You should choose bright colours.  
 You will look better in bright colours.  
 George : I think you are right. Shall I try it on?  
 Saleswoman : Yes, of course.  
 ...  
 George : I will buy this red sweater. I like it.  
 Thank you for your help.  
 How much is it?  
 Saleswoman : It is twenty pounds.  
 George : Here is the money.  
 Saleswoman : Thank you.



### Let's have fun.

Yes, looking at myself in the mirror is my favourite hobby.

### Let's learn.

I cut myself.  
 Take care of yourself.  
 He introduced himself before he spoke.  
 She made herself a cup of coffee.  
 The cat hurt itself.  
 We enjoyed ourselves.  
 Children! Don't injure yourselves!  
 The students will write about themselves.



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### 13. Read the dialogue and act it out.

Then, make a similar dialogue for blond people.

Bu bölümde, öğrencilerin belli bir şeyin sevdikleri ya da sevmedikleri yönleri hakkında konuşmalarını sağlayan bir etkinlik yer almaktadır. Öğrencilerin konuşmayı okumalarını, canlandırmalarını ve sarışın insanlar için benzer bir konuşma oluşturmalarını sağlayınız.

### Let's have fun.

Aynaya bakmakta olan kedi, kendisini aslan olarak görmekte ve aynada kendine bakmanın en sevdiği hobi olduğunu söylemektedir.

### Let's learn.

Burada yer alan bilgi notunda "reflexive pronoun" grubu ile ilgili cümleler yer almaktadır. Bu grupta ilgili alıştırmalar çalışma kitabında yer almaktadır.



14. Answer these questions.

Dinleme etkinliğine başlamadan önce öğrencilerinizin genel sorulara cevap vermelerini sağlayınız. Farklı cevapları değerlendiriniz.

15. Listen to the text and answer this question: How does a muscle get stronger?

Öğrencilerinizden, bu bölümde yer alan metni dinlerken verilmiş olan sorunun cevabını bulmalarını isteyiniz.

**Dinleme metni (Tapescript):**

You can feel better about your body if you eat healthy food. Why? Do you know the reason?

Here is the answer. Eating healthy food will improve your energy and your body will work very well. You will feel strong. Teenagers are young people and they feel better about their bodies when they are strong. There is another point. You will need a healthy body when you are an adult, too.

Watching TV and playing computer games are fun, but they don't help your body. You just sit when you do these activities. You exercise your muscles when you move your body. Play, dance, do sports or clean your room. If you exercise a muscle, it gets stronger. You can do a lot of things when you have strong muscles. You look nice, you can carry heavy things and you can play games very well. Jump, climb, swim, run and play. Don't forget. A healthy mind is a sign of a healthy body.

**Answer key:**

Your muscle gets stronger if you exercise it.

16. Choose the correct answer:

What is the main point of this text?

Öğrencilerinizden, kısa ve basit bir mesaj olarak verilmiş olan bilgilerde yer alan esas noktayı bulmalarını ve verilmiş olan seçeneklerden doğru olanı seçmelerini isteyiniz.

**Answer key:**

(C)

3

14. Answer these questions.

- A) What kind of food do you like eating?  
B) Is your favourite food healthy or not?



15. Listen to the text and answer this question: How does a muscle get stronger?

16. Choose the correct answer: What is the main point of this text?

- A) You feel better if you eat healthy food every day.  
B) You can play games very well when you are strong.  
C) Healthy food makes healthy and active bodies.  
D) People don't need strong bodies when they are old.



17. Guess and match the meaning of "teenage" and "adult". Then, fill in the blanks with these words.

- A) teenage a) person over 19 years old  
B) adult b) person between 13 and 19 years old

1. Mary is a high school student. She is a(n) \_\_\_\_\_ girl.  
2. My cousin is 25 years old. She is a(n) \_\_\_\_\_.

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17. Guess and match the meaning of "teenage" and "adult". Then, fill in the blanks with these words.

Öğrencilerinize metni tekrar dinletiniz. Dinledikleri metinde yer alan bilinmeyen kelimelerin anlamlarını tahmin etmelerini ve boşlukları doldurmalarını isteyiniz.

**Answer key:**

A) (b)

B) (a)

1. Mary is a high school student. She is a teenage girl.  
2. My cousin is 25 years old. She is an adult.



## 18. Read and act out the dialogue.

Lily : I'm not happy about my image.  
 Jude : We can make some changes if you like.  
 Lily : Yes, you are right. I think I need some changes.  
 What can I do?  
 Jude : Why don't you have a haircut first? You've got thick hair.  
 You'll look more beautiful with shorter hair.  
 Lily : OK. What else should I do?  
 Jude : Next, you should change your clothes style.  
 Lily : What kind of clothes should I wear?  
 Jude : You should wear tight clothes and tops. Don't wear loose clothes.  
 And one more thing: Wear some rings, earrings, bracelets, but not many.  
 Lily : Why?  
 Jude : Your clothes will look more attractive with them.  
 Lily : I haven't got much money. Do I need a lot of money?  
 Jude : No, you don't. You can buy very beautiful things with a little money.  
 Lily : OK, then. Shall we go to the hairdresser's and the shopping mall?  
 Jude : Fine. Let's go.



## 19. Read the situation and make a similar dialogue.

**Student A :** Your friend is overweight and he/she is not very strong. What should he/she do?

**Student B :** Ask and answer questions about your friend's suggestions.

### Just for Fun

Lily : Have you met my baby brother?  
 Tom : Oh, yes, he is very handsome. What's his name?  
 Lily : I don't know. I don't understand his words.

## 18. Read and act out the dialogue.

Lily ve Jude arasında geçen bu konuşmada belli bir konu üzerinde konuşmayı sürdürülebilir ve yöneltilen cümlelere karşılık verme becerileri yer almaktadır. Öğrencilerinizin karşılıklı konuşmayı okumalarını ve canlandırmalarını isteyiniz.

## 19. Read the situation and make a similar dialogue.

Öğrencilerinizin, ikili çalışmalar için verilen durumu okumalarını ve bir önceki etkinlikte yer alan karşılıklı konuşmalara benzer konuşmalar oluşturmalarını isteyiniz.

### Just for Fun

Lily ve Tom arasında geçen bir konuşma yer almaktadır. Öğrencilerinizin bu konuşmada yer alan espriyi anlayıp anlamadıklarını kontrol etmek amacı ile

"How old is Lily's brother?"

Whose brother is a baby?

Can Lily's brother talk?

Can Lily understand his words?

Who is very handsome? gibi sorular sorabilirsiniz.



20. Answer this question: Do you want to change your appearance? Why / Why not?

Okuma etkinliğine başlamadan önce öğrencilerinizden etkinlik öncesi sorunun cevabını vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

21. Read the article in a magazine and answer:

**Are good looking people happier than other people?**

Öğrencilerin, bir magazinde yer alan makaleyi okurken sorunun cevabını bulmaları ve cevap vermeleri beklenmektedir. Öğrencilerinizin metni okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

No, they aren't.

22. Write true (T) or false (F).

Okuma metninde verilen bilgiler ile ilgili olan bu etkinlikte, öğrencilerinizin cümleleri "doğru" ya da "yanlış" olarak değerlendirmelerini isteyiniz.

**Answer key:**

- A) (F)
- B) (F)
- C) (T)

23. Answer these questions.

Okuma metninde geçen isimler ya da yapılar yerine kullanılmış olan kelimelerin metinde hangi kelimeler için kullanıldığını soran bu etkinlik için öğrencilerin metni tekrar okumalarını ve sorulara cevap vermelerini isteyiniz.

**Answer key:**

- A) comparing yourself to other people
- B) changing things
- C) thoughts

3

20. Answer this question: Do you want to change your appearance? Why/Why not?

21. Read the article in a magazine and answer: Are good looking people happier than other people?

Don't compare yourself to other people. Every person is different in appearance, in character and in mind. If you compare yourself to other people, it may make you unhappy. You cannot change things, but you can say "It is what it is." or "I am who I am." Taller or shorter, thinner or fatter, dark or blond, beautiful, good looking or not. These things are not very important. Your appearance doesn't affect your popularity. You must know one thing. This is your life. Live it well and be happy. If you can change things, do it now. Go to different concerts, watch different films,



listen to different songs and read different books. Change your negative thoughts to positive ones. Sometimes you cannot change things. It is not possible. Happiness is inside you. If you are happy and healthy, everything goes well in your life.



22. Write true (T) or false (F).

- A) Physical appearance is very important. ( )
- B) Good looking people are popular. ( )
- C) Positive thoughts make people happy. ( )

This look makes me happier.



23. Answer these questions.

- A) What does "it" refer to in line 3?
- B) What does "it" refer to in line 9?
- C) What does "ones" refer to in line 12?

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**24. Read the dialogue and act it out.**

John : Lucy, would you like to have some crisps?  
 Lucy : No, thanks.  
 John : They are delicious.  
 Why don't you eat some?  
 Lucy : They are not healthy food.  
 They make you fat. You mustn't eat junk food such as crisps, chips and sweets.  
 John : Oh, I like hamburgers and chips very much.  
 Lucy : You should be careful about your weight.  
 John : You're right. I put on weight easily.  
 What should I do?  
 Lucy : You should eat a lot of fruit and vegetables.  
 You should do exercises, too.  
 John : Shall we go to the school sports center and do exercises together?  
 Lucy : Yes, that's a good idea. I need some exercises, too.



**25. Read the situations in the box. Make similar dialogues.**

**Student A :** 1) Your friend drinks a lot of Coke and fizzy drinks.  
 2) Your friend needs a haircut.

**Student B :** Warn, instruct and direct your friend.

**26. Read the situation and write a message.**

Today your best friend is giving a birthday party after school. You want to look different and better. Send a message to your cousin and ask for some help.

.....

.....

.....

.....

**24. Read the dialogue and act it out.**

Öğrencilerinizin John ve Lucy arasında geçen konuşmayı okumalarını ve canlandırmalarını isteyiniz. Bu etkinlikte teklif cümleleri, verilen cevaplardan sonuç çıkarma, önerilerde bulunma, ikaz etme ve yönlendirme sağlayan yapılardan örnekler bulunmaktadır.

**25. Read the situations in the box. Make similar dialogues.**

Öğrenciler ikili çalışma olarak düzenlenmiş olan bu etkinlikte, verilen duruma göre bir önceki etkinlikte yer alan konuşmaya benzer çalışmalar yapacaklardır.

**26. Read the situation and write a message.**

Öğrencilerinizden, verilen durumu okumalarını ve bir mesaj yazmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

**Hi! I must go to a birthday party and I want to buy new clothes. I want to go the hairdresser's, too. Will you come and help me?**



## 27. Read the text and describe your ideal person.

Bu etkinlikte öğrenciler, verilen metni okuyacaklar ve kendi ideal kişilerini tanımlayacaklardır.

## 28. What do people in your home environment do to improve their looks? Talk about it.

Öğrenciler, kendi ev çevrelerindeki insanların kendi görüntülerini daha iyi bir hâle getirmek için neler yaptıklarını anlatacaklardır. Çalışmalarını sınıf önünde yapmalarını sağlayınız ve değerlendiriniz.

## 29. What do you do to improve your look? Use gestures and talk about it.

Bu bölümde öğrenciler, kendi görüntülerini daha iyi bir hâle getirmek için neler yaptıklarını beden hareketleri kullanarak anlatacaklardır.

### Task :

Ödev bölümünde, öğrencilerinizden ünlü kişilere ait fotoğrafları keserek parçalara ayırmalarını ve bu parçalardan bazılarını bir araya getirerek erkek ya da kadın, kendi ideal kişilerini ortaya çıkartmalarını isteyiniz.

3

## 27. Read the text and describe your ideal person.

### My ideal person

My grandfather is my ideal man. He is not famous, but he is the most important person to me. He is 65 years old. He is tall and handsome. He was an engineer, but now he is retired. He has got dark blue eyes and grey hair. He is friendly and talkative. He likes reading books and watching documentary programmes on TV very much.

He doesn't like staying at home all day. His favourite activity is taking Cosy out. They have long walks together. Oh, by the way, Cosy is his lovely little dog.



## 28. What do people in your home environment do to improve their looks? Talk about it.

## 29. What do you do to improve your look? Use gestures and talk about it.

**TASK**  
Cut pieces from famous people's pictures, put some of them together and create your ideal man or woman.

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# DREAMS

**Topic Skills**

: SWEET DREAMS

: **Listening**

Catching the main point in short, clear and simple messages

Finding specific information in simple recorded texts

**Reading**

Understanding short, simple texts on familiar matters

Finding specific, predictable information in simple everyday material

Locating specific information in lists and isolating the information required

Locating the topic sentence and supporting details and examples

**Writing**

Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"

Writing very short, basic descriptions of events and past activities

Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience

**Speaking**

Interacting with reasonable ease in structured situations and short conversations

Understanding enough to manage simple, routine exchanges without undue effort

Dealing with practical everyday demands: finding out and passing on straightforward factual information

Asking and answering questions about past events and activities

Using simple techniques to start, maintain, or end a short conversation

Initiating, maintaining and closing simple, face-to-face conversation

Asking for attention

Indicating when he / she is following

Asking very simply for repetition when he / she does not understand

Asking for clarification about key words or phrases not understood using stock phrases

Saying he / she didn't follow

**Functions**

: Imparting and seeking factual information

Expressing surprise

Talking about past events and states in the past, understanding and producing simple narratives

Expressing (in) ability in the past

**Structures**

: The Past Continuous Tense

Revision of the structures learnt before

**Vocabulary**

: **Nouns** : alien, doorbell, nightlight, pillow, probe, psychologist, rest, wave

**Verbs** : appear, drop, examine, hold, pay attention, shine, wake up

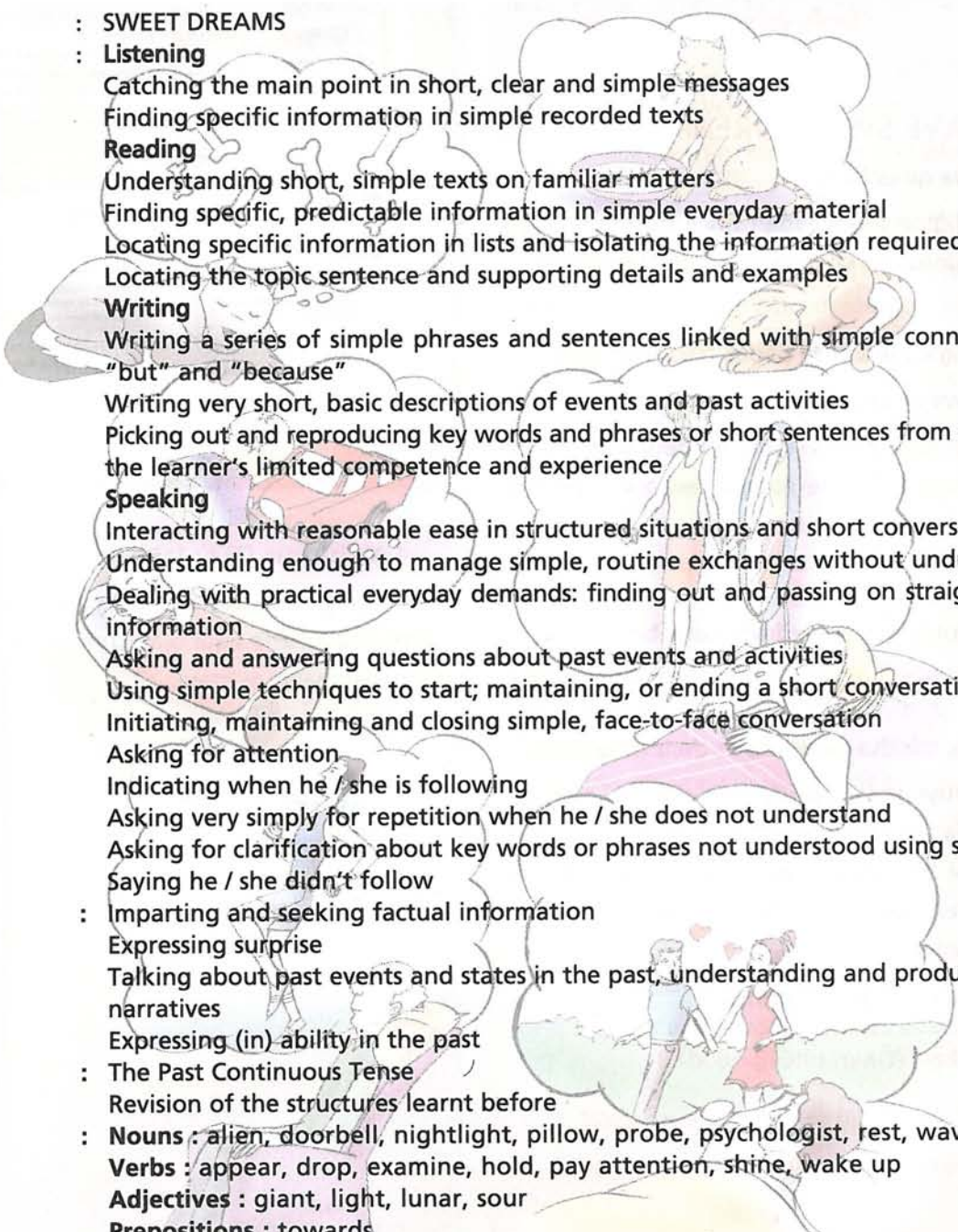
**Adjectives** : giant, light, lunar, sour

**Prepositions** : towards

**Task**

: Playing soft music and visualizing themselves in their dream location

Then drawing the scene they have imagined





## Hazırlık Çalışmaları

Üniteye başlamadan önce öğrencilerinize kapakta yer alan resimleri gösteriniz ve resimlerdeki karakterlerin rüyalarıyla ilgili olarak

"Are they having sweet dreams?"

How do you know?

Are they smiling?

Do they look happy?

"What is the old man doing in his dream?" gibi sorular sorunuz.

## HAVE SWEET DREAMS!

### 1. Answer these questions.

Okuma etkinliğine başlamadan önce öğrencilerinize genel soruları sorunuz. Farklı cevapları değerlendiriniz.

### 2. Read the magazine article about "Dreams" and answer: Do we always have sweet dreams?

Öğrencilerinizin rüyalar hakkında bir dergide yer alan metni okumalarını isteyiniz ve soruya cevap vermelerini sağlayınız.

#### Answer key:

No, we don't. We sometimes have bad dreams, too.

### 3. Guess and match the dreams and their meanings.

Bu etkinlikte, rüyalar ve bu rüyalara ait yorumlar yer almaktadır. Burada yer alan yorumların gerçekte bir ilgisi olmadığını, sadece benzetme yapıldığını öğrencilere hatırlatınız. Öğrencilerinizden, "if" yapısı ile verilen cümleleri eşleştirmelerini isteyiniz.

Farklı eşleştirmeleri değerlendiriniz.

#### Answer key: (Öneri niteliğindedir.)

- A) 2
- B) 1
- C) 3
- D) 4
- E) 5

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## HAVE SWEET DREAMS!

### 1. Answer these questions.

- A) How many hours do you sleep a night?
- B) How do you feel when you wake up?

### 2. Read the magazine article about "Dreams" and answer: Do we always have sweet dreams?

We have different dreams every night. We remember some dreams, but we don't remember all of them. Some dreams are coloured and some dreams are black and white. We sometimes have sweet dreams and they make us happy. We sometimes have bad dreams. They are nightmares and we don't like them. If you want to have sweet dreams, you should follow some steps. Here are some tips for sweet dreams.



1. Do you sleep at the same hour?  
Don't go to bed late. Try to sleep at the same hour every night.
2. Do you sleep on your back, on your side or on your front?  
Choose the best position for you.
3. Do you have a light dinner or do you eat a lot of food at dinner?  
Don't eat much at dinner and drink warm milk before you go to bed.
4. Do you wear soft pyjamas and do you use a comfortable pillow?  
These are important for a better sleep and sweet dreams.

Do you believe in dreams? Can you guess the meanings of dreams? Some people believe that there are some possible meanings of dreams. For example, if you fly in your dream, it means you will be successful in the future.

### 3. Guess and match the dreams and their meanings.

What does it mean if \_\_\_\_\_ ?

- |                               |                                      |
|-------------------------------|--------------------------------------|
| A) somebody runs after you    | 1) You will get good marks.          |
| B) you cross a bridge         | 2) You will have a holiday.          |
| C) you are near a lake        | 3) You are thirsty.                  |
| D) somebody gives you flowers | 4) You will be famous one day.       |
| E) you climb up a ladder      | 5) You will have your favourite job. |

### 4. Write true (T) or false (F).

- A) Nightmares are bad dreams. ( )
- B) All people have the same dreams. ( )
- C) All dreams are coloured. ( )

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### 4. Write true (T) or false (F).

Etkinliğin son bölümünde, öğrencilerin okuma metnindeki bilgilerle ilgili olan cümlelerin değerlendirmelerini yapmalarını isteyiniz.

#### Answer key:

- A) (T)
- B) (F)
- C) (F)



## 5. Answer these questions.

- A) Do you remember your last dream? What was it about?  
B) Do you know the meaning of that dream?

## 6. Listen to the text and find: How many times do adults dream every night?



## 7. Write true (T) or false (F).

- A) People always remember their dreams. ( )  
B) Some people think there are messages in dreams. ( )  
C) Dreams are not good for us. ( )  
D) Some dreams show our physical conditions. ( )

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## 5. Answer these questions.

Dinleme etkinliği öncesi, genel soruları öğrencilerinize sorunuz. Verdikleri cevapları değerlendiriniz. Anlattıkları rüyaları arkadaşlarının da dinlemelerini sağlayınız. Rüya- larının ne anlama geldiğini sorunuz ve hep olumlu yönde yorumlar yapınız ve yaptırınız. Yorumların sadece benzet- me olduğunu, bütün rüyaların güzel anlamlara geldiğini belirtiniz. Farklı cevapları değerlendiriniz.

## 6. Listen to the text and find: How many times do adults dream every night?

Öğrencilerinizin kayıtlı metni dinleyerek anlamalarını ve soruya cevap vermelerini isteyiniz.

Dinleme metnini birkaç kez tekrarlayabilirsiniz.

### Dinleme metni (Tapescript):

Do only children have dreams and nightmares? Do adults dream, too? Who dreams more? All people have dreams and nightmares. Dreams are good for us. We, adults, usually dream four times every night, but we don't usually remember our dreams. When we remember our dreams, we want to understand the meanings. But, do dreams have meanings? Some people believe that dreams have meanings, but I don't. They think there are messages in the dreams. For example; if you have long hair in your dream, it means you want to travel. A green plant means you have a happy life, but a brown plant means you are not very happy. If you are flying, it means you want to change your lifestyle. Singing and dancing mean you haven't got any problems in your life. If it is snowing, it means you are cold and if you are swimming, you are hot. What does it mean if you are in a restaurant? It means you are hungry. Wake up and go to the kitchen. Have a sandwich and feel better. That's all.

### Answer key:

Adults dream four times every night.

## 7. Write true (T) or false (F).

Dinleme metni ile ilgili soruların cevaplarını değerlendiriniz.

### Answer key:

- A) (F) C) (F)  
B) (T) D) (T)



8. Answer this question: How do you feel when you have a sweet dream?

Okuma etkinliğine başlamadan önce öğrencilerinize soruyu yöneltiniz. Farklı cevapları değerlendiriniz.

9. Read the dialogue and answer these questions.

Bu bölümde Ben ve annesi arasında geçen bir konuşma okuma etkinliği olarak sunulmuştur. Öğrencilerinizden, konuşmayı okumalarını, canlandırmalarını ve konunun içeriği ile ilgili sorulara cevap vermelerini isteyiniz.

**Answer key:**

A) He was swimming.

B) His mother was with him.

10. Write true (T) or false (F).

**Answer key:**

A) (T)

B) (F)

C) (T)

D) (T)

### Just for Fun

Öğrencilerinizden, Martin ve doktor arasında geçen konuşmayı okumalarını isteyiniz. Konuşmada yer alan esprinin anlaşılmasını sağlamak amacı ile

"How does Martin feel in the mornings?

Why does he feel tired?

What does the doctor give him?

What will happen if Martin takes this medicine?

Does Martin want to take it tonight?

Why does he want to take it tomorrow?"

gibi sorular sorunuz.

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8. Answer this question: How do you feel when you have a sweet dream?

9. Read the dialogue and answer these questions.

- A) What was Ben doing in his dream?  
B) Who was with him?



Ben : Come here. Come closer. You look very beautiful.

Mother : Ben! Ben! My dear! Wake up, wake up! Why are you laughing in your dream?

Ben : Oh! Mum! You are here.

Mother : You had a sweet dream, Ben. Would you like to tell me about your dream?

Ben : Yes. It was a nice day. I was in the sea. I was swimming with you and we were playing with the waves. Suddenly a giant fish came near me. There were a lot of present boxes in its mouth. It gave all the boxes to me. Then, you woke me up.

Mother : It was a very sweet dream. Were the present boxes only for you? I know the reason. Today is your birthday. Happy birthday, Ben.

10. Write true (T) or false (F).

A) Ben was happy in his dream. ( )

B) Ben was on a ship. ( )

C) A large fish came near Ben. ( )

D) Ben's mother woke him up. ( )

### Just for Fun



Martin : I feel tired in the mornings because I'm always playing football in my dreams.

Doctor : Take this medicine. You'll sleep well and your dreams will go away.

Martin : Can I take it tomorrow? Because we have the final match tonight.



11. Answer this question: Do you have bad dreams or sweet dreams?

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12. Read the text and answer: What are Ben, Ben's mother and the psychologist talking about?

Ben has homework about dreams. His mother takes him to a psychologist to have an interview. Ben and his mother ask questions about dreams.

Ben : Why do we have dreams? Are dreams important?  
 Doctor : Yes, dreams are important. They can help us to understand ourselves better. They can tell us a lot of things about our feelings.

Mother : Do we always have sweet dreams?  
 Doctor : No, we don't. We sometimes have bad dreams, too.

Ben : When do people have bad dreams?  
 Doctor : If people feel frightened, upset, excited or anxious, they have bad dreams.

Mother : How can we prevent bad dreams?  
 Doctor : Here is a list. There are some suggestions in it. You should follow these suggestions. You can have sweet dreams, then.



1. Try to go to bed at the same time and wake up at the same time every day.
2. Use a nightlight.
3. Keep your door open.
4. Don't eat just before you go to bed.
5. Don't exercise just before bedtime.
6. \_\_\_\_\_

13. Add a suggestion to the list above.

14. Answer these questions.

- A) Should we eat just before we go to bed?  
 B) Can we prevent bad dreams?

15. What should we do to have sweet dreams?  
 Ask these questions and talk to your friend.

- When do we have sweet dreams?  
 How do we feel when we have sweet dreams?  
 Should we sleep at the same hour every day?  
 What kind of food should we eat at dinner?  
 Are pyjamas and pillows important for a good sleep?



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11. Answer this question: Do you have bad dreams or sweet dreams?

Bu etkinlikte, rüya türleri ile ilgili bir soru bulunmaktadır. Öğrencilerinizin soruyu cevaplamalarını isteyiniz. Farklı cevapları değerlendiriniz.

12. Read the text and answer: What are Ben, Ben's mother and the psychologist talking about?

Ben'in rüyalar ile ilgili bir ev ödevi bulunmaktadır. Annesi Ben'i bir söyleşi yapmak amacı ile psikoloğa götürmüştür. Ben ve annesi psikoloğa rüyalar hakkında sorular sormaktadırlar. Öğrencilerinizin söyleşiyi okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

**Ben, Ben's mother and the psychologist are talking about dreams.**

13. Add a suggestion to the list above.

Psikolog, kişilerin tatlı rüyalar görmelerini sağlayan bazı önerileri gösteren bir listeyi göstermektedir. Öğrencilerinizden, bu öneri listesini okumalarını ve kendilerinin de bir öneriyi listeye eklemelerini isteyiniz. Öğrencilerinizin farklı önerilerini değerlendiriniz.

**Answer key: (Öneri niteliğindedir.)**

**6. Drink warm milk.**

14. Answer these questions.

Öğrencilerinizden okuma etkinliğinin son bölümü olarak sorulara cevap vermelerini isteyiniz. Cevaplarını değerlendiriniz.

**Answer key:**

**A) No, we shouldn't.**

**B) Yes, we can.**

15. What should we do to have sweet dreams?

Ask these questions and talk to your friend.

Öğrencilerinizin konuşma etkinliği yapmalarını sağlamak amacı ile bu bölümde yer alan soruları birbirlerine sormalarını ve cevap vererek konuşmalarını isteyiniz.

**Let's have fun.**

Bu bölümde, rüyasında çitten atlayan koyunları korkutarak kaçırarak bir köpeğin görüntüsü yer almaktadır.



## 16. Read the dialogue and practise it.

Bu bölümde, Wendy ve Sandy arasında geçen bir konuşma yer almaktadır. Bu konuşmada geçmiş olaylar ve aktivitelere, yapılabilen ve yapılamayan olaylara değinilmektedir. Öğrencilerinizin konuşmayı okumalarını ve pratik yapmalarını isteyiniz.

## 17. Make a similar dialogue and talk about your last dream.

Öğrenciler, bir önceki çalışmada yer alan konuşmadan yararlanarak son gördükleri rüya ile ilgili benzer bir konuşma oluşturacaklardır. Hazırladıkları konuşmaları sınıf içerisinde sunmalarını isteyiniz.

## 18. Answer this question: Do you remember your dreams after you wake up?

Dinleme etkinliğine geçmeden önce öğrencilerinizin soruya cevap vermelerini isteyiniz.

**Answer key:**

Farklı cevapları değerlendiriniz.

## 19. Listen to the dialogue and answer: What happened to Mark while he was running?

Öğrencilerinizden, kayıtlı konuşmayı dinlemelerini ve dinlerken sorunun cevabını bulmalarını isteyiniz.

### Dinleme metni (Tapescript):

**Sally** : You don't look very well today, Mark. Are you tired?

**Mark** : Yes, I am very tired today.

**Sally** : Oh, really? Why are you tired?

**Mark** : I couldn't sleep well last night. I had a bad dream.

**Sally** : What was it? Can you tell me about it?

**Mark** : A man followed me and I tried to run away. I ran, ran and ran.

**Sally** : Who was he?

**Mark** : I couldn't see his face. I was terrified. I fell down while I was running.

**Sally** : What happened then? Did he catch you?

**Mark** : No, he didn't. I woke up while he was holding my arm.

**Sally** : I think you are under stress and you had a hard day.

**Mark** : Yes, I had a lot of work to do all day and I couldn't finish all my work. Do dreams have meanings?

**Sally** : Our dreams usually express our feelings. For example; if we are worried about something, we have bad dreams. If we are happy in our inner world, we usually have happy dreams.

**Mark** : I hope I'll have sweet dreams tonight.

**Sally** : Why don't you drink a glass of warm milk before you sleep? I am sure you'll feel better and you'll have nice dreams.

**Mark** : Okay, Sally. I will. That's a good idea.

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## 16. Read the dialogue and practise it.

**Wendy** : Sandy, listen to me. Something very strange happened to me last night.

**Sandy** : Oh, what happened?

**Wendy** : I met the Superstar, King.

**Sandy** : Really? Where did you meet him?

**Wendy** : I met him in the 5th Street. He was walking alone.

**Sandy** : I can't believe it. You are very lucky. What did you do? Did you talk to him?

**Wendy** : He talked to me, but I couldn't say a word.

**Sandy** : What did he say?

**Wendy** : When I dropped my packages, he offered help.

**Sandy** : Why didn't you answer him?

**Wendy** : I couldn't answer him because my mother woke me up. I was late for school.

**Sandy** : Oh, Wendy! You are very bad!



## 17. Make a similar dialogue and talk about your last dream.

## 18. Answer this question: Do you remember your dreams after you wake up?

## 19. Listen to the dialogue and answer: What happened to Mark while he was running?

## 20. Choose the main point of the dialogue.

- A) We always have different dreams.
- B) People usually express their feelings in their dreams.
- C) You should drink milk every evening.



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**Answer key:**

Mark fell down while he was running.

## 20. Choose the main point of the dialogue.

Öğrencilerinizden, konuşmada yer alan temel noktayı seçeneklerden bulmalarını isteyiniz. Konuşmayı yeniden okumalarını önerebilirsiniz.

**Answer key:**

(B)

### Let's have fun

Öğrencilerinizden, karikatüre bakmalarını ve "sour" kelimesinin anlamını tahmin etmelerini isteyiniz.



**21. Read the dialogue and practise a similar dialogue.**

**Karen** : How are you?  
**Harry** : I'm very well. I had a sweet dream last night.  
**Karen** : Really? Tell me your dream. I'm listening to you.  
**Harry** : It was a spring day. I could feel it. I was walking in a forest. There were very big green trees around. I could see the sun. It was shining. Suddenly a lady appeared. She was wearing a long white dress. She held my hand and took me to a place. There was a nice big building there. It was like a school, but there were no students.  
**Karen** : What happened, then?  
**Harry** : She went into the building. I followed her. There were books and exam papers on the floor. I picked up a piece of paper and read. The questions were easy.  
**Karen** : Which subject was it?  
**Harry** : I don't remember. I woke up.  
**Karen** : This is a nice dream. I think you'll be very successful. You'll pass the exams.  
**Harry** : Do you really think so?  
**Karen** : Yes, I do. Let's go and study more. If we study regularly, everything will be fine.  
**Harry** : Thank you. You are a good friend.



**22. Can you remember your strangest or sweetest dream? Write about it. Use "and", "but" and "because".**

Handwriting practice lines for writing a response to question 22.

**21. Read the dialogue and practise a similar dialogue.**

Bu etkinlikte, geçmişe ait olayların anlatıldığı yüz yüze bir konuşmanın başlatılması, sürdürülmesi ve bitirilmesi, karşılıklı bilgi alışverişinde bulunulması gibi etkinlikler yer almaktadır. Öğrencilerinizin konuşmayı okumalarını ve benzer bir konuşma oluşturmalarını isteyiniz.

**22. Can you remember your strangest or sweetest dream? Write about it. Use "and", "but" and "because".**

Yazma etkinliğinin yer aldığı bu bölümde, öğrencilerin belirtilen bağlaçları kullanarak hatırladıkları en tuhaf ya da en tatlı rüyayı yazmaları beklenmektedir.

Handwriting practice area with a pink background and a row of punch holes at the top. The word "Notlar:" is written in red at the top left.



## 23. Answer these questions.

Okuma etkinliğine başlamadan önce öğrencilerin sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

## 24. Read the text and answer this question:

**What do most school children do during the day?**

Öğrencilerinizden yazılı metni okumalarını ve soruya cevap vermelerini isteyiniz.

### Answer key:

**They go to school and courses after school.**

**They are on sport teams. In the evenings, they do homework, play computer games and watch TV.**

## 25. Choose the topic sentence and write in the blank.

Öğrencilerinizden, bu etkinlikte, seçenekli olarak verilen ana fikir cümlesini seçerek okuma metnindeki boşluğa yazmaları istenmektedir.

### Answer key:

**(A)**

## 26. Answer these questions.

Bu etkinliğin birinci sorusunda öğrencilerden ana fikir cümlesini destekleyen cümleyi bularak altını çizmeleri, ikinci soruda ise ana fikir cümlesini destekleyen örneği bularak yuvarlak içine almaları istenmektedir.

### Answer key:

**A) What happens if the school children don't get enough sleep? They may fall asleep and they can't pay attention in class. Less sleep is not good for their bodies, too. Their bodies need sleep to grow up well. If they don't get enough sleep, they won't grow up healthily.**

**B) William is a student and he does all these activities. He wakes up at 7 a.m. to catch the school bus. He gets 7 to 8 hours of sleep every night. It is not enough for him. He is sleepy during the day and he is not very successful at school. A kid of his age needs about 10 to 11 hours of sleep every night.**

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## 23. Answer these questions.

- A) What time do you go to bed?  
B) What time do you get up?

## 24. Read the text and answer this question: What do most school children do during the day?

Some experts say that 60% of high school children are sleepy during the school day. Why is it so? Because they don't get enough sleep. Nowadays, kids get less sleep.

Most kids are busy during the day. They go to school and courses after school. They are on sport teams. In the evenings, they do homework, play computer games and watch TV.

William is a student and he does all these activities. He wakes up at 7 a.m. to catch the school bus. He gets 7 to 8 hours of sleep every night. It is not enough for him. He is sleepy during the day and he is not very successful at school. A kid of his age needs about 10 to 11 hours of sleep every night.

What happens if the school children don't get enough sleep? They may fall asleep and they can't pay attention in class. Less sleep is not good for their bodies, too. Their bodies need sleep to grow up well. If they don't get enough sleep, they won't grow up healthily.

Teenagers!  
If you want to grow up well and be more successful, have enough sleep.



## 25. Choose the topic sentence and write in the blank.

- A) Getting enough sleep is important for growing well and for being successful.  
B) School children should sleep 10 to 11 hours per night.

## 26. Answer these questions.

- A) Which sentences support the topic sentence? Underline them.  
B) Is there an example to support the topic sentence in the text? Circle it.





## 27. Read the dialogue, act it out and practise a similar dialogue.

**Mary** : Tom, I couldn't write my composition about dreams. What about you?  
**Tom** : I wrote it yesterday.  
**Mary** : What did you write about?  
**Tom** : I wrote about my strangest dream.  
**Mary** : Can you tell it to me?  
**Tom** : Yes, of course. I was travelling in a spaceship. Then, I landed on the moon. I met an alien while I was walking on the moon.  
**Mary** : Alien? What is "alien"?  
**Tom** : Someone from another world.  
**Mary** : That is exciting. Go on. I'm listening to you. Could you speak to it?  
**Tom** : He had three eyes and four ears.  
**Mary** : What? Three eyes and four ears?  
**Tom** : Yes. I'm sure he could see and hear better than us.  
**Mary** : What happened then?  
**Tom** : He had a probe in one hand and he was coming towards me. I couldn't run away.  
**Mary** : A probe? What does it mean?  
**Tom** : It is a long, thin metal instrument to examine something.  
**Mary** : What was he doing with the probe?  
**Tom** : I couldn't see clearly, but I think it was examining the lunar soil.  
**Mary** : And? I want to hear the rest of your dream.  
**Tom** : You can't.  
**Mary** : Why?  
**Tom** : Because nothing happened then. I woke up.



### Let's learn.

Sleeping enough makes people healthy.  
 I have enough time to do my hobbies.

## 28. Read the paragraph and write another paragraph to complete the dream. Use the underlined keywords and phrases in your paragraph.

I went to bed very early last night because I was very very tired. I had a very strange dream. In my dream, I was watching a film. It was a western. A cowboy was running away from the sheriff. Suddenly, there was a knock at the door. When I opened the door, I was surprised. The cowboy in the film was at the door! He asked for help. While I was looking at him, he came in. I couldn't say a word.

.....

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.....

## 27. Read the dialogue, act it out and practise a similar dialogue.

Bu etkinlikte bir konuşmada geçen kelimelerin anlaşılmadığı durumlarda, konuşmanın sürdürülmesi için tekrarların istendiği bir diyalog yer almaktadır. Öğrencilerinizden, konuşmayı okumalarını, canlandırmalarını ve benzer bir diyalog oluşturmalarını isteyiniz.

### Let's learn.

Bilgi notunda 'enough' kelimesinin farklı kullanımları bulunmaktadır.

## 28. Read the paragraph and write another paragraph to complete the dream. Use the underlined keywords and phrases in your paragraph.

Yazma etkinliğinde öğrencilerinizin bir rüyanın baş kısmını anlatan paragrafı okumaları ve anahtar kelimeleri kullanarak rüyayı tamamlayacak bir paragraf yazmaları beklenmektedir. Öğrencilerin yazdıkları kısmı sınıf içerisinde okumalarını isteyiniz. Böylece rüyanın farklı sonuçlarını diğer öğrenciler de duymuş olacaklardır.







# ATATÜRK: THE FOUNDER OF TURKISH REPUBLIC

Topic  
Skills

- : THE INDEPENDENCE WAR
- : **Listening**  
Catching the main point in short, clear and simple messages  
Finding specific information in simple recorded texts  
Identifying the main point of reports of events where the visual supports the commentary  
Forming an idea of the main content in a film
- Reading**  
Understanding short, simple texts on familiar matters  
Finding specific, predictable information in simple everyday material  
Locating specific information in lists and isolating the information required  
Locating the topic sentence and supporting details and examples
- Writing**  
Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"  
Writing very short, basic descriptions of events and past activities  
Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience
- Speaking**  
Dealing with practical everyday demands: finding out and passing on straightforward factual information  
Asking and answering questions about past events and activities  
Giving a simple description or presentation of people and places  
Telling a story or describing something in a simple list of points  
Giving short basic descriptions of events and activities
- : **Imparting and seeking factual information**  
Talking about past events and states in the past understanding and producing simple narratives  
Expressing (in)ability in the past
- : **Revision of "The Simple Past Tense"**  
**Revision of "The Past Continuous Tense"**  
**Revision of "could / couldn't"**
- : **Nouns** : ceiling, chairman, Chief Commander, field, founder, freedom, general, Great Offensive, Allies, importance, independence, literature, marble, mosaic, National Pack, perfection, president, rank, reform, relief, republic, solution, staff captain, statue, tomb, travertin, Turkish Grand National Assembly, victory, view  
**Verbs** : attend, found, graduate, lead, marry, offer, represent, respect, row  
**Adjectives** : economic, legal, perfect, political, proud, real, social
- : **Imagining that one of the characters from the Independence War has come to the present**  
**Interviewing him / her**

Functions

Structures

Vocabulary

Task

*Peace at Home. Peace in the World.*



**Hazırlık Çalışmaları**

Ünitenin kapak resmini göstererek Atatürk ile ilgili cümleler söylemelerini öğrencilerinizden isteyebilirsiniz. Atatürk'ün doğum tarihini, yerini, aile üyelerinin isimlerini ve Atatürk'ün ölüm tarihi ile yerini İngilizce olarak söyleyebileceklerdir. Daha sonra, ünitenin ve konunun ismini okutunuz. "Atatürk was a great man. He was a great leader. He founded Turkish Republic. He was the founder of Turkish Republic." cümleleri ile ünite isminin anlamının kavranmasına yardımcı olunuz. Daha sonra "The Turks experienced a great war. It was the Independence War. After this war, Atatürk founded Turkish Republic." örnek cümlelerini söyleyerek ünite ismini öğretiniz. Öğrencilerinizden, "Peace at Home, Peace in the World" özdeyişinin anlamını tahmin etmelerini isteyiniz.

**ATATÜRK: THE GREAT LEADER**

**1. Answer this question: Who is the father of Turkish Republic?**

Öğrencilerinizden, çok iyi bildikleri bu sorunun cevabını isteyiniz.

**Answer key:**

**Mustafa Kemal Atatürk is the father of Turkish Republic.**

**2. Read the text and answer: Why couldn't Atatürk see his mother for a long time?**

Öğrencilerinizden, metni okumalarını ve bu sorunun cevabını bulmaya çalışmalarını isteyiniz.

**Answer key:**

**Because Zübeyde Hanım was in İstanbul and Atatürk was in different parts of the country during the war.**

"Proud" kelimesini öğretiniz.

**3. Complete these sentences.**

Okuma sonrası çalışması olarak verilen cümleleri öğrencilerinizin tamamlamalarını isteyiniz.

**Answer key:**

**A) Zübeyde Hanım was proud of Atatürk.  
B) The founder of Turkish Republic is Atatürk.**

**5**

**ATATÜRK: THE GREAT LEADER**

**1. Answer this question: Who is the father of Turkish Republic?**

**2. Read the text and answer: Why couldn't Atatürk see his mother for a long time?**

Atatürk was in different parts of the country during the Independence War. He couldn't see his mother, Zübeyde Hanım, for a long time because she was in İstanbul.

After the war, he went to İstanbul to see his mother. He kissed her hand and they were very happy to see each other. After a while, Zübeyde Hanım stood up and wanted to kiss her son's hands. Atatürk was surprised.

He said "Mother, why are you doing this? You are my mother and I must kiss your hands." "I'm very proud of you, my dear son. You are the father of this nation. We kiss fathers' hands. We respect fathers." Zübeyde Hanım said.



**3. Complete these sentences.**

- A) Zübeyde Hanım was proud of \_\_\_\_\_  
B) The father of Turkish Nation is \_\_\_\_\_

**4. Answer these questions.**

- A) Why does Zübeyde Hanım want to kiss her son's hand?  
B) Why is she proud of her son?



**4. Answer these questions.**

Soruları öğrencilerinize sorunuz ve cevaplarını dinleyiniz.

**Answer key:**

- A) Because Turkish people kiss fathers' hands. Atatürk was the father of the Turkish nation.  
B) Because Atatürk was the founder of Turkish Republic and the father of the Turkish nation.**



5

5. Answer this question: Who said "Teachers, the new generation will be your devotion."?

6. Read the text and answer this question: Why couldn't the teacher believe his eyes?

\_\_\_\_\_ He always wanted to see teachers in better conditions. He visited many schools while he was travelling in the country.

One day, he went to a school in a village. When he entered the classroom, the teacher was teaching. The teacher couldn't believe his eyes. He stood up and offered his place to Atatürk. Atatürk said "No, thank you. You should sit at your desk and give your lesson. I can learn something from you. Don't forget that even a president comes after a teacher in a classroom."



7. Choose the topic sentence and write in the blank.

- A) Atatürk liked students very much.  
B) Atatürk had a deep respect for teachers.

8. Which sentences support the topic sentence? Underline them.

9. Which example supports the topic sentence? Mark it with a colourful pencil.



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5. Answer this question: Who said "Teachers, the new generation will be your devotion."?

Bu soruyu öğrencilerinize sorunuz. "Teachers, new generation..." kelimelerinden özdeyişin anlamını tahmin edebilecekler ve soruyu cevaplandırabileceklerdir.

**Answer key:**

Mustafa Kemal Atatürk said "Teachers, the new generation will be your devotion."

6. Read the text and answer this question: Why couldn't the teacher believe his eyes?

Öğrencilerinizden, metni okumalarını ve bu sorunun cevabını bulmalarını isteyiniz.

**Answer key:**

The teacher couldn't believe his eyes because Atatürk entered his classroom.

7. Choose the topic sentence and write in the blank.

Öğrencilerinizden, metne uygun ana fikir cümlesini verilen seçenekler arasından seçmelerini ve boş bırakılan yere yazmalarını isteyiniz.

**Answer key:**

B) Atatürk had a deep respect for teachers.

8. Which sentences support the topic sentence?

**Underline them.**

Öğrencilerinizden, ana fikir cümlesini destekleyen cümleleri bularak altlarını çizmeleri istenmektedir. Metni tekrar okumalarını ve işaretlemelerini isteyiniz.

**Answer key:**

He always wanted to see teachers in better conditions. He visited many schools while he was travelling in the country.

9. Which example supports the topic sentence? Mark it with a colourful pencil.

Bu kez metinde ana fikri destekleyen örneğin renkli kalemle işaretlenmesi istenmektedir.

**Answer key:**

I can learn something from you. Don't forget that even a president comes after a teacher in a classroom.



## 10. Answer these questions.

Okuma öncesi sorularını öğrencilerinize sorunuz ve cevaplarını değerlendiriniz.

**Answer key:**

- A) Salonica is in Greece.
- B) Because Atatürk was born in Salonica.

## 11. Read the text and answer these questions.

Atatürk'ün ailesi, eğitimi, askerî ve politik hayatı ile ilgili bilgilerin verildiği bu metni, öğrencilerinizin okumalarını, anlamaya çalışmalarını ve okurken istenilen soruların cevaplarını bulmalarını belirtiniz. Metinde geçen pek çok terimin anlamını Atatürk ile ilgili bilgileri yardımıyla kolayca tahmin edebileceklerdir. Diğer yeni kelimeleri anlamalarına ve öğrenmelerine yardımcı olunuz.

**Answer key:**

- A) He was interested in Mathematics, Literature and History when he was a student.
- B) He was the Chief Commander in the War of Independence.

## 12. Answer these questions.

Okuma sonrası sorularını öğrencilere yöneltiniz ve bütün öğrencilerin bu soruların cevaplarını kolayca verebilecekleri şekilde öğrenmelerini sağlayınız.

**Answer key:**

- A) Atatürk was the first president of the Turkish Grand National Assembly.
- B) Atatürk was the first president of Turkey.
- C) "Kemal" means perfection.
- D) Atatürk's political life started when he was the chairman of Erzurum and Sivas Congresses.

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## 10. Answer these questions.

- A) Where is Salonica?
- B) Why is Salonica important in Turkish history?

## 11. Read the text and answer these questions.

- A) Which subject was Atatürk interested in when he was a student?
- B) When was he the Chief Commander?



Mustafa Kemal Atatürk, the leader of the Independence War, was born in 1881, in Salonica.

His parents were Ali Rıza Efendi and Zübeyde Hanım. He attended the Şemal Efendi Primary School in Salonica. Then, he went to the Salonica Military Secondary School. After he graduated from this school, he attended Military High School in Manastir, in Macedonia.

His real name was Mustafa. His Mathematics teacher called him Kemal. "Kemal" means perfection. Mustafa Kemal was a perfect student and later he was a perfect leader.

He came to Istanbul in 1899. He was a student in the War College. He graduated from the General Staff College in 1905. He was a staff captain. He could speak French and German.

Atatürk was interested in being a soldier all his life. He was interested in Mathematics, Literature and History in his education. He was a commander from 1905 to 1923. His first military success was in Trablusgarp Battle. He was the Chief Commander in the War of Independence and he was very successful.

Atatürk was a perfect soldier and a statesman. He always wanted to find solutions to the problems in his political life. When he was the chairman of Erzurum and Sivas Congresses, his political life started. He was the first president of the Turkish Grand National Assembly and the first president of Turkish Republic. After he became a president, he had great success and respect in politics at home and in the world. He said "Peace at home, peace in the world." This sentence shows his character and his point of view.

Atatürk made many reforms in different fields for a better life in the country. His reforms had great successes in every way. He made Political Reforms, Social Reforms, Legal Reforms, Economic Reforms and Reforms in the fields of Education and Culture.



## 12. Answer these questions.

- A) Who was the first president of the Turkish Grand National Assembly?
- B) Who was the first president of Turkey?
- C) What does "Kemal" mean?
- D) When did Atatürk's political life start?



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13. Ask and answer these questions with your friend. Then, write a paragraph about Atatürk. Use the answers of these questions.

- A) When was Atatürk born?
- B) Where was Atatürk born?
- C) What was his father's and mother's name?
- D) Who was his sister?
- E) Which schools did he attend?
- F) When was Atatürk the Chief Commander?
- G) Was Atatürk the first president of the Turkish Grand National Assembly?
- H) Was Atatürk the first president of Turkish Republic?
- I) What reforms did he make in different fields?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. Talk about Atatürk. Describe his family and his house.

15. Answer this question: What is the Turkish name for "Gallipoli"?

16. Listen to the text and answer: Which armies were the Allies?

17. Write true (T) or false (F).

- A) Mustafa Kemal led the Turkish army. ( )
- B) The Allies wanted to cross the Gallipoli Strait to help the Turkish Army. ( )
- C) Thousands of soldiers died from the armies. ( )
- D) The Turkish soldiers could find water. ( )

18. Choose the main point of the listening text.

- A) If you believe your goal, you'll be successful.
- B) You need a lot of water and food to win a battle.



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13. Ask and answer these questions with your friend. Then, write a paragraph about Atatürk. Use the answers of these questions.

Bu bölümde verilen soruların cevaplarını, bütün öğrencilerin öğrenerek ifade edebilmeleri beklenmektedir. Bütün soruları birkaç kez sormanız ve değişik öğrencilerin cevap vermesine fırsat tanımanız önerilir. Daha sonra aynı soruları birbirlerine sormalarını ve cevaplar vermelerini sağlayınız. Bu soruların cevaplarından yararlanarak yazma çalışmasını gerçekleştirmelerini isteyiniz. Böylece öğrencilerin, Atatürk ile ilgili temel bilgileri İngilizce olarak ifade edebilme, soru sorup cevap verebilme becerilerini geliştirmiş olacaklardır.

**Answer key:**

Atatürk was born in 1881 in Salonica. His father's name was Ali Rıza Efendi and his mother's name was Zübeyde Hanım. Makbule Hanım was his sister. He attended the Şemsi Efendi Primary School, Salonica Military Secondary School, Military High School and the War College. He was the Chief Commander in the War of Independence. Atatürk was the first president of the Turkish Grand National Assembly and he was the first president of Turkish Republic.

I) He made Political Reforms, Social Reforms, Legal Reforms, Economic Reforms and Reforms in the field of Education and Culture.

14. Talk about Atatürk. Describe his family and his house.

Öğrencilerinizden, Atatürk, ailesi ve Selanik'te yaşadıkları ev ile ilgili bir konuşma yapmaları beklenmektedir. Atatürk'ün anne, baba ve kız kardeşi ile evlerini tanımlamalarını belirtiniz. Değişik öğrencilerin konuşmalarını sağlayınız.

15. Answer this question: What is the Turkish name for "Gallipoli"?

Dinleme metni öncesi sorusunu cevaplandırmalarına yardımcı olunuz.

**Answer key:**

It is "Gelibolu".

16. Listen to the text and answer: Which armies were the Allies?

Öğrencilerinizden metni dinlerken bu sorunun cevabını bulmaya çalışmalarını isteyiniz. Metni gerektiği kadar dinletiniz.

**Dinleme metni (Tapescript):**

The Battles of Gallipoli began in 1915 and finished in 1916. These battles were between the Ottoman Empire and the Allies. The Allies were British and French armies. They wanted to cross the Gallipoli Strait and help the Russian Army. First, they bombed the two sides of the strait.

It was impossible to cross the strait. Then, the battle was on the land of the Gallipoli Peninsula and Mustafa Kemal led the army. The Allies lost the battle there. The Turkish commanders and the soldiers were ready to die for their country while they were fighting. They had a lot of problems. There wasn't enough food to eat and water to drink. There were illnesses, but there wasn't enough medicine. Thousands of soldiers died from the two sides. The Turkish soldiers believed they could win. They were successful and they won the battle. Mustafa Kemal and his soldiers were brave. When the battles came to an end, the Turkish nation knew Mustafa Kemal very well.

**Answer key:**

British and French armies were the Allies.

17. Write true (T) or false (F).

Dinleme sonrasında doğru-yanlış alıştırmalarını öğrencilerinizin yapmalarını sağlayınız ve cevaplarını kontrol ediniz.

**Answer key:**

A) T B) F C) T D) F

18. Choose the main point of the listening text.

Öğrencilerinizden, dinledikleri metnin ana fikrini bulmaları beklenmektedir. Doğru seçeneği işaretlemelerini isteyiniz.

**Answer key:**

A) If you believe your goal, you'll be successful.



19. Answer this question: Are you interested in history?

Öğrencilerinizin kendi durumlarına göre bu soruya cevap vermelerini sağlayınız.

20. Read the list of events in a history textbook and answer these questions.

Bu bölümde, Atatürk'ün hayatındaki önemli olaylar tarihleri ile verilmiştir. Öğrencilerinizden listeyi okumalarını ve soruların cevaplarını bulmalarını isteyiniz. Daha önceki yıllarda, diğer derslerde öğrendikleri bilgiler yardımıyla yeni kelimelerin anlamlarını tahmin edebileceklerdir. Bütün öğrencilerin metni kavramalarına yardımcı olunuz.

**Answer key:**

**A) He came to Ankara on December 27, 1919.**

**B) Atatürk was the president of Turkish Republic for 15 years.**

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19. Answer this question: Are you interested in history?

20. Read the list of events in a History textbook and answer these questions.

- A) When did Atatürk come to Ankara?
- B) How many years was Atatürk the president of Turkish Republic for?

*A Chronology of the Main Events in Atatürk's Life*

1881	born in Salonica
1899	goes to War College
1905	graduates from the General Staff College with the rank of staff captain
1914	The First World War begins.
March 18, 1915	victory at Gallipoli
August 8-9, 1915	becomes the Commander in Anafartalar Group
April 1, 1916	becomes general
October 31, 1918	becomes Commander in Lightning Group of Armies
May 19, 1919	lands in Samsun
July 23, 1919	becomes the Chairman of Erzurum Congress
September 4, 1919	
December 27, 1919	arrives in Ankara
April 23, 1920	opens the Turkish Grand National Assembly in Ankara
August 5, 1921	becomes Chief Commander
August 23, 1921	The battle of Sakarya begins.
September 19, 1921	The Turkish Grand National Assembly gives him the title "Gazi".
August 26, 1922	leads Great Offensive from the hill of Kocatepe
August 30, 1922	wins the battle of "The Commander-in-chief at Dumlupınar"
January 29, 1923	marries Latife Hanım in Izmir
August 11, 1923	becomes the President of the Second Grand National Assembly
October 29, 1923	becomes the first president of Turkish Republic
November 1, 1927	
May 4, 1931	becomes the president for the third time
November 24, 1934	The Turkish Grand National Assembly gives him the surname "Atatürk".
March 1, 1935	becomes the president of the Republic for the fourth time
November 10, 1938	dies in Istanbul

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21. Find out the missing information in the list and fill in the blanks.

22. Complete these sentences.

- A) He \_\_\_\_\_ from the General Staff College in 1905.  
 B) He landed in \_\_\_\_\_ in 1919.  
 C) He opened the \_\_\_\_\_ in 1920.  
 D) The battle of \_\_\_\_\_ began in 1921.  
 E) He \_\_\_\_\_ the first president in 1923.

23. Read the dialogue and practise it. Then, look at "A Chronology of the Main Events in Atatürk's Life" and make similar dialogues.

- Rebekah : Alper, I know Atatürk has a great importance in Turkish History. Can I ask you a question?  
 Alper : Yes, of course. I can give you every piece of information about Atatürk.  
 Rebekah : What happened in August 26, 1921?  
 Alper : Atatürk led Great Offensive from the hill of Kocatepe.  
 Rebekah : Did the army win the battle?  
 Alper : Yes, of course they won the battle. It was a great victory for the Turkish Army.

24. Answer these questions.

- A) Do you like watching war films?  
 B) Did you watch "Kurtuluş" film?

Let's learn.

Atatürk was a great leader.  
 He led the Turkish Army in the Independence War.  
 Atatürk was the founder of Turkish Republic.  
 He founded Turkish Republic in 1923.  
 The winner of the Gallipoli War was the Turkish Army.  
 They won this battle in 1915.

25. Listen to the interview about an important Turkish film. Choose the subject of the film.

The subject of the film is \_\_\_\_\_

- a) Atatürk's life  
 b) the legend of the Independence war  
 c) the battles of İnönü  
 d) the freedom of İzmir



26. Write true (T) or false (F).

- A) Prof. Akman is an interviewer. ( )  
 B) The film is about Turkish Republic. ( )  
 C) The Greek Army couldn't learn the plans of the Turkish Army. ( )  
 D) Prof. Akman saw that film three times. ( )

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21. Find out the missing information in the list and fill in the blanks.

Öğrencilerinizin liste üzerinde eksik verilen bilgileri araştırıp bularak tamamlamaları beklenmektedir.

Answer key:

September 4, 1919 - becomes the chairman of Sivas Congress

November 1, 1927 - becomes the president for the second time

22. Complete these sentences.

Listede sunulan bilgiler ışığında cümleler tamamlanacaktır. Öğrencilerinizin cevaplarını kontrol ediniz.

Alıştırma tamamlandıktan sonra öğrencilerinizin listede verilen bilgileri "The Simple Past Tense" kullanarak tarihleriyle ifade etmelerini isteyebilirsiniz.

Answer key:

- A) graduated  
 B) Samsun  
 C) Turkish Grand National Assembly  
 D) Sakarya  
 E) became

23. Read the dialogue and practise it. Then, look at the "A Chronology of the Main Events in Atatürk's Life" and make similar dialogues.

Öğrencilerinizin diyalogu "role-play" şeklinde okumalarını sağlayınız. Daha sonra listede verilen bilgilerden yararlanarak benzer bir diyalog oluşturmalarına yardımcı olunuz. Böylece geçmiş olaylarla ilgili soru sorup cevap verme becerilerini geliştireceklerdir.

24. Answer these questions.

Dinleme çalışmasına ilgi uyandırabilmek için verilen soruları öğrencilerinize sorunuz ve cevaplarını dinleyiniz. Film ile ilgili eklemek istedikleri bilgileri iletmelerini belirtiniz.

Let's learn.

Bilgi kutusunda kelimelerin isim ve fiil hâllerini gösteren cümleler yer almaktadır.

25. Listen to the interview about an important Turkish film. Choose the subject of the film.

Dinleme metninde, "Kurtuluş" filmi konusunda bir mülakat verilmektedir. Öğrencilerinizden, konuşmayı dinlerken filmin konusunu bulmaları istenmektedir. Verilen seçenekler konuyu seçmelerini kolaylaştıracaktır.

Dinleme çalışmasına başlamadan önce filmin konusunu bulmak üzere dinlemelerini, seçenekleri değerlendirmelerini ve daha sonra doğru cevabı işaretlemelerini belirtiniz.

Dinleme metni (Tapescript):

Reporter : Good afternoon, Professor Akman. I work for a magazine in London. I'd like to write about a Turkish film, Kurtuluş, in my column and I know you wrote a book about it. Can I ask you a few questions?

Prof Akman : Yes, of course. It is a pleasure for me. I watched this film three times because I liked it very much.

Reporter : Oh, really? Can you tell me the subject of this film? What is it about?

Prof Akman : It is the legend of the Independence War. Every part has a different content.

Reporter : How many parts are there in the film?

Prof Akman : There are six parts. The first part starts after the battle of İnönü.

Reporter : What about the other parts?

Prof Akman : The film continues with the hard times of the Turkish Army, the attack of the Greek Army, the secret plans and preparations of Ankara and the perfect decisions of Mustafa Kemal Atatürk to attack.

Reporter : What happens in the last part?

Prof Akman : The Turkish Army enters İzmir on September 9, 1922. It is a great victory for the Turkish Army. It is also the beginning of a new life for Turkish people.

Reporter : Finally, who is the director of the film?

Prof Akman : Ziya Öztan. He is a famous director of historical films.

Answer key:

The subject of the film is the legend of the Independence War.

26. Write true (T) or false (F).

Dinleme sonrasında, bu bölümde verilen cümlelerin "doğru-yanlış" olarak değerlendirilmesi istenmektedir.

Answer key:

- A) F  
 B) F  
 C) T  
 D) T



27. Read the text and write a short text with some of the underlined words.

Verilen metinde kullanılan bazı kelimelerin altları çizilmiştir. Öğrencilerinizin metni anlamalarına yardımcı olunuz. Daha sonra altı çizili kelimelerden istediklerini kullanarak kısa bir metin yazmalarını belirtiniz. Yazma çalışmalarını değerlendiriniz.

28. What can you see in Atatürk's Mausoleum? Read the list of points and describe the place.

Bu bölümde, öğrencilerinizin verilen ipuçlarından yararlanarak "Anıtkabir"i maddeler hâlinde tanımlamaları beklenmektedir. Anıtkabir'in bölümleri "bold" olarak yazılmıştır. Her bölümde bulunan şeyler (heykel, mezar, resim vb) ve bazı bölümlerin temsil ettiği olgular belirtilmiştir.

Öğrencilerinize, "represent" kelimesini ve diğer yeni kelimeleri öğretiniz. Daha sonra Anıtkabir'i liste hâlinde, madde madde tanımlamalarını sağlayınız.

5

27. Read the text and write a short text with some of the underlined words.

"Anıtkabir" is the mausoleum of Mustafa Kemal Atatürk, the founder of Modern Turkey and the father of Turkish people. A lot of engineers and workers worked to build it. They couldn't complete this place in a short time. After nine years, they completed it for the great leader and the first president of Turkish Republic. They used stones, marbles and travertines from the different cities of Turkey. There are trees and flowers from different countries in the "Peace Park". The visitors can feel the Independence War and the victory in all parts of the mausoleum.

Blank writing area for student response to question 27.

28. What can you see in Atatürk's Mausoleum? Read the list of points and describe the place.

- **Lions Road:** 12 pairs of lions – represent Anatolia
- **Mausoleum and the buildings:** Atatürk's tomb – gold mosaics on the ceilings – reliefs on the walls
- **Towers:** Freedom Tower – Victory Tower – Peace Tower – Tower of Reforms – 23rd April Tower – National Park Tower – Mehmetçik Tower
- **Museums:** four parts
- **Art Gallery:** paintings
- **Peace Park:** 5000 trees from 25 different countries
- **Statues:** Women Statue Group – 3 women – represent Anatolia  
Men Statue Group – 3 men – represent villagers, soldiers and educated people



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Large blank writing area with a decorative top border, intended for student responses to question 28.



5

29. Answer these questions.

- A) What can you see in museums?  
B) Is there a museum in your town/city?

30. Listen to the TV report and answer: What are there in the fourth part of "Atatürk and the Independence War Museum"?

31. Answer these questions.

- A) When did they open the museum?  
B) What can you learn about Atatürk in the fourth part?



32. Read the information about the Battle of Sakarya. Talk and give a short description of the battle. Then, write a paragraph about it. Use "and", "but" and "because".

**Battle of Sakarya**

- July, 1921 - Battles of Kütahya-Eskişehir, Greek Army-Turkish Army
- Turkish Army leave the battleground go - east bank of Sakarya River
- battles - August 23, 1921
- September 13, 1921 - Turkish Army win
- brave soldiers - not find enough food, water and medicine
- women help - carry guns and food



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29. Answer these questions.

Dinleme öncesi sorularının cevaplarını öğrencilerinizden alınız.

30. Listen to the TV report and answer: What are there in the fourth part of the Atatürk and the Independence War Museum?

Dinleme metninde, Atatürk ve Bağımsızlık Savaşı Müzesi'nden bahsedilmektedir. Öğrencilerinize metni dikkatli bir şekilde dinlemelerini ve verilen sorunun cevabını bulmalarını hatırlatınız.

**Dinleme metni (Tapescript):**

"Atatürk and the Independence War Museum" is at Anıtkabir. It opened on June 21, 1960. Some parts of this museum opened in 2002. There are four parts in this museum. You can see Atatürk's personal items, his wardrobe and some of his gifts in this museum. Atatürk's medals have an important place in the museum.

In the second and third parts of the museum, there are panoramas of the Battles of Gallipoli and the Independence War. There is a modal war field in front of these panoramas.

Portraits of the commanders in the Independence War, big paintings about the war, a lot of photographs and reliefs are in these parts, too.

There is another special part in the museum. It is the fourth part of the museum and you can see thousands of photographs about the events in Atatürk's life there. You can learn a lot of things about Atatürk's thoughts, ideas and his philosophy.

**Answer key:**

There are thousands of photographs about the events in Atatürk's life in the fourth part of the museum.

31. Answer these questions.

Dinleme sonrası sorularını sorunuz ve doğru cevapların kavranmasını sağlayınız.

**Answer key:**

- A) They opened it on June 21, 1960.  
B) You can learn Atatürk's thoughts, ideas and his philosophy in the fourth part.

32. Read the information about the Battle of Sakarya. Talk and give a short description of the battle. Then, write a paragraph about it. Use "and", "but" and "because".

Sakarya Savaşı ile ilgili olarak verilen ipuçlarından yararlanarak öğrencilerinizin bir konuşma yapmaları beklenmektedir. Konuşmalarında geçmiş olayları tanımlamalarını, eylemlerden ve kişilerden bahsetmelerini belirtiniz. Öğrencilerinizin "could / couldn't" kavramını kullanmalarını sağlayınız.

Daha sonra bu bilgileri, "and, but, because" kelimelelerini kullanarak yazılı olarak ifade etmelerini isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

In July 1921, the Greek Army and the Turkish Army had battles of Kütahya-Eskişehir. The Turkish Army left the battleground and went to the east bank of the Sakarya River. The Battle of Sakarya began on August 23rd, 1921. It finished on September 13rd, 1921. There wasn't enough food, water and medicine, but Turkish Army won the battle because the soldiers were brave. Turkish women helped them and they carried guns and food.



### 33. Answer these questions.

Dinleme öncesi sorularını değişik öğrencilere sorunuz.

### 34. Listen to the text and choose the main point of it.

Metni dinlerken öğrencilerinizin ana fikri bulmalarını belirtiniz.

#### **Dinleme metni (Tapescript):**

Atatürk was very interested in reading. He believed people could learn everything if they read. Reading was his favourite activity. There is a private library in the "Atatürk and the Independence War Museum." There are 3123 Atatürk's private books in this museum. Experts arranged these books and this part is open for the visitors. They opened the museum on June 26, 2005. Visitors can reach the information in these books. There are computers and if you touch the screens, you can get the information. Atatürk underlined the important parts in the books and the visitors can see these parts in the books, too. In this way, they can understand his views of different subjects.

The books are in different languages, but most of them are in Turkish and French. The subjects of the books are different. There are history books, language books and literature books. Most of the books are about history because Atatürk was interested in history all his life.

#### **Answer key:**

Atatürk liked reading very much.

### 35. Answer these questions.

Soruların cevaplarını öğrencilerinizden isteyiniz.

#### **Answer key:**

A) No. There are books in different languages.

B) Most of the books are about history.

#### **Some interesting points about Atatürk**

Bu bölümde, Atatürk ile ilgili bazı ayrıntılar verilmiştir. Öğrencilerinizin cümleleri okuyarak anlamalarına yardımcı olunuz.

#### **Task :**

Görev bölümünde, öğrencilerinizin Kurtuluş Savaşı'na tanık olan bir karakter ile mülakat yapmalarını istenmektedir. Mülakat sorularının oluşumuna yardımcı olunuz ve çalışmalarını değerlendiriniz.

5

#### **33. Answer these questions.**

- A) Are you interested in reading?  
B) What kind of books do you like reading?

#### **34. Listen to the text and choose the main point of it.**

- A) Atatürk liked reading very much.  
B) Atatürk had a lot of books.

#### **35. Answer these questions.**

- A) Are there only Turkish books in the library?  
B) What are most of the books about?



#### **Some interesting points about Atatürk**

- Atatürk liked animals very much. His last dog's name was Fox. Fox always sat near Atatürk's table and sat on the ground next to Atatürk's feet at ceremonies.
- Clean rooms and clothes were important to him.
- He could work for many hours without sleeping.
- He liked all kinds of food, but he liked omelette best when he was hungry at night.
- He couldn't speak French well, but he could understand it when he read.
- He was careful with his money.
- He liked swimming and rowing.

#### **TASK**

Imagine you meet one of the characters from the Independence War. Interview him/her.

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# DETECTIVE STORIES

<b>Topic</b>	: THE STORY OF THE STOLEN NECKLACE
<b>Skills</b>	<p>: <b>Listening</b></p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Identifying the main point of reports of events where the visual supports the commentary</p> <p><b>Reading</b></p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Locating the topic sentence and supporting details and examples</p> <p><b>Writing</b></p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p> <p>Writing very short, basic descriptions of events and past activities</p> <p>Picking out and reproducing keywords and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p><b>Speaking</b></p> <p>Dealing with practical everyday demands: finding out and passing on straightforward factual information</p> <p>Asking and answering questions about past events and activities</p> <p>Giving a simple description or presentation of people and places</p> <p>Telling a story or describing something in a simple list of points</p> <p>Giving short basic descriptions of events and activities</p>
<b>Functions</b>	<p>: Imparting and seeking factual information</p> <p>Talking about past events and states in the past understanding and producing simple narratives</p> <p>Expressing (in)ability in the past</p>
<b>Structures</b>	<p>: Revision of "The Simple Past Tense"</p> <p>Revision of "The Past Continuous Tense"</p> <p>-ing / ed adjectives</p>
<b>Vocabulary</b>	<p>: <b>Nouns</b> : case, clue, cottage, guard, gun, leather, mask, necklace, owner, robbery, security, thief</p> <p><b>Verbs</b> : fire, hide, lock, miss, prick up, steal</p> <p><b>Adjectives</b> : frightened, frightening, named, stolen, valuable</p>
<b>Task</b>	: Reading the given detective story and trying to solve the case



**Hazırlık Çalışmaları**

Öğrencilerinizin ünitenin giriş kapağına bakarak ünite hakkında fikir sahibi olmalarını sağlayınız.

“Who is that man?

What is he doing?

What is his job?

What kind of clothes is he wearing?

Why is he wearing a hat?

What is he holding in his hand?” gibi sorular sorarak öğrencilerinizden, bilgi seviyelerine göre sorulara basit cevaplar vermelerini isteyiniz.

**WHO STOLE THE NECKLACE?**

1. Answer this question: What kind of news do you read in a newspaper?

Okuma etkinliği öncesi öğrencilerinize soruyu sorunuz. Gazete okumakla ilgili olarak

“Do you buy a newspaper every day?

Do you read a newspaper every day?

How much is a newspaper?”

gibi sorular sorabilirsiniz. Farklı cevapları değerlendiriniz.

2. Read the piece of news in the “HAVE A GOOD DAY!” newspaper. Guess and choose the correct words for the blanks.

Öğrencilerinizden “HAVE A GOOD DAY!” gazetesinde yer alan bir haberi okumalarını isteyiniz. Bu haber çalınan bir kolye ile ilgilidir. Haberi okurken yerleri boş bırakılmış kelimeleri seçeneklere bakarak tahmin etmeleri gerekmektedir. Cevaplarını kontrol ediniz.

**Answer key:**

A) b

B) a

3. Answer these questions.

Okuma etkinliğini gerçekleştiren öğrencilerinizin konu ile ilgili sorulara cevap vermelerini isteyiniz.

**Answer key:**

A) It was Wednesday.

B) It happened in the afternoon. /

It happened just before the closing time.

C) No, the police didn't arrive in time.

D) It was an antique necklace.

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**WHO STOLE THE NECKLACE?**

1. Answer this question: What kind of news do you read in a newspaper?

2. Read the piece of news in the “HAVE A GOOD DAY!” newspaper. Guess and choose the correct words for the blanks.

A) The robber was wearing \_\_\_\_\_.  
a) a hat b) a mask

B) \_\_\_\_\_ rang the alarm.  
a) The security guard b) The bank worker

**HAVE A GOOD DAY!**

Thursday  
January 22nd

**Jewellery Robbery in the City**

There was a robbery in the city center yesterday. It was just before the closing time. A man entered the jeweller's shop with a gun in his hand. He was wearing a \_\_\_\_\_. There were only a few customers in the shop. The robber locked the customers in the room behind the shop. He took a lot of jewellery and put them in a leather bag. \_\_\_\_\_ of the bank next to the jeweller's shop saw the robber because he was outside the bank. He said: "Stop or I will shoot you!". The robber didn't stop and fired his gun into the air. The police arrived in a short time, but it was too late.



"One piece of jewellery was very valuable. It was an antique necklace. It was the most valuable piece in my shop. I am very sorry for the stolen necklace." the jeweller said.

Nobody could see the robber's face, but the detectives are collecting clues to find him.

3. Answer these questions.

- A) What day was it yesterday?
- B) What time of the day did the robbery happen?
- C) Did the police arrive in time?
- D) What was the most valuable piece of jewellery in the shop?

**Just for Fun**



Can you solve the mystery?

A big Eskimo and a little Eskimo were fishing on the ice. They were at the North Pole. The little Eskimo was the big Eskimo's son, but the big Eskimo was not the little Eskimo's father. Who was the big Eskimo? (The big Eskimo was the little Eskimo's mother.)

**Just for Fun**

Eğlence bölümünde eğlenceli bir bilmece yer almaktadır. Öğrencilerinizin buradaki soruyu okumalarını ve cevabını alt bölüme bakmadan tahmin etmelerini isteyiniz. Daha sonra ters olarak yazılmış olan cevabı okuyabilirler.



4. Answer this question: Are you interested in detective stories?

5. Read the text and find: Who is the owner of the cat, Puffy?

**Part 1** Another Success of "Detective Bob" and His Detective Dog "Bigear"

Detective Bob has got a dog named Bigear. His dog is a detective, too. He helps Detective Bob to find the thieves and robbers. They solve the mysteries together. Bigear pricks up his ears and listens to the sounds very carefully. He smells very well, too.

In his last case, Bigear found a woman named Melinda and her thief cat, Puffy. Melinda was in trouble because her cat stole some jewellery from people. The police were in trouble. They knew that Puffy was the thief, but they couldn't question the cat because it couldn't talk. Melinda said: "Where does Puffy go during the day? I don't have any idea about it."



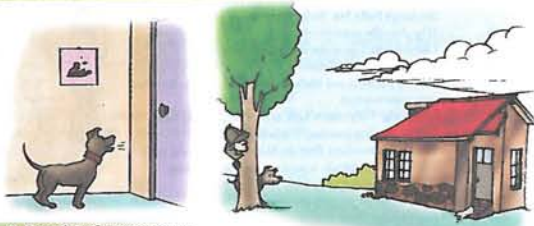
6. Answer these questions.

- A) Why couldn't the police question Puffy?  
B) Why was Melinda in trouble?  
C) What did Puffy steal from people?

**Part 2**

7. Answer this question: Can you guess the end of a detective story easily?

8. Listen to the second part of the story and answer: What did Bigear do to draw Bob's attention?



9. Complete these sentences.

- A) \_\_\_\_\_ wanted to go out.  
B) \_\_\_\_\_ followed Bigear.  
C) Melinda's house was \_\_\_\_\_.  
D) Melinda had only a little \_\_\_\_\_.  
E) They hid \_\_\_\_\_ a tree.  
F) Bob and Bigear \_\_\_\_\_ the door.

4. Answer this question: Are you interested in detective stories?

Öğrencilerinizin 6 kısımdan oluşan ve bir dizi etkinlik ile sunulan dedektif hikâyesinin birinci bölümüne başlamadan önce soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

5. Read the text and find: Who is the owner or the cat, Puffy?

Hikâyenin birinci bölümünde okuma etkinliği yer almaktadır. Hikâyenin karakterleri ve olayın genel hatları ile ilgili bu bölümü öğrencilerinizin okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

**Melinda is the owner of the cat, Puffy.**

6. Answer these questions.

Okuma etkinliğini tamamlayan öğrencilerinizin sorulara verdikleri cevapları kontrol ediniz.

**Answer key:**

- A) Because Puffy couldn't talk.  
B) Because her cat stole some jewellery from people.  
C) Puffy stole jewellery.

7. Answer this question: Can you guess the end of a detective story easily?

Dedektif hikâyesinin ikinci bölümü dinleme etkinliği olarak düzenlenmiştir. Öğrencilerden, bu etkinliğe başlamadan önce soruya cevap vermelerini isteyiniz.

**Answer key:**

**Farklı cevapları değerlendiriniz.**

8. Listen to the second part of the story and answer: What did Bigear do to draw Bob's attention?

Öğrencilerinize, hikâyenin ikinci bölümünü oluşturan metni dinletiniz. Sorunun cevabını bulmaları için metni birkaç kez dinletebilirsiniz.

**Dinleme metni (Tapescript):**

Bigear looked at Detective Bob, went to the door and came back again several times. He wanted to draw Bob's attention. He said, "Woof! Woof!". Bigear was trying to say something. Bob understood this. He asked, "What shall we do, Bigear? What do you want?" Bigear ran to the door again. Soon, Bob and Bigear were in the street. Bob followed Bigear and they came to an old house. It was Melinda's house. Bigear stopped. They could see the house very well. Yes, it wasn't a new house. It was old. Melinda lived there because she couldn't live in a better house. She had only a little money. Bob and Bigear hid behind a tree near Melinda's house and watched the door.

**Answer key:**

**Bigear went to the door and came back again for several times.**

9. Complete these sentences.

Dinleme etkinliğinin son çalışması olarak öğrencilerinizin cümlelerdeki boşlukları tamamlamalarını isteyiniz.

**Answer key:**

- A) Bigear wanted to go out.  
B) Detective Bob followed Bigear.  
C) Melinda's house was old.  
D) Melinda had only a little money.  
E) They hid behind a tree.  
F) Bob and Bigear watched the door.



10. Read the list of points and tell the third part of the story.

Hikâyenin üçüncü bölümünde konuşma etkinliği yer almaktadır. Öğrencilerinizden liste olarak verilmiş olan konuşma ipuçlarını kullanmalarını ve kendi yaratıcılıklarını kullanarak hikâyenin üçüncü bölümünü oluşturmalarını isteyiniz. Çalışmalarını değerlendiriniz.

**Answer key: (Öneri niteliğindedir.)**

Puffy came out. Bob and Bigear followed Puffy. Puffy went into a building. The building was a nice red block of flats. After half an hour Puffy came out. There was a necklace in her mouth. Puffy hid the necklace in the cottage and left. Then, she entered the red block of flats. The flat door was open. Finally, Puffy went into the flat.

11. Read the dialogue and write a short paragraph for the events in "Part 4". Use "but", "and" and "because" in your paragraph.

Yazma etkinliği hikâyenin dördüncü bölümünü oluşturmaktadır. Öğrencilerinizden, konuşmayı okumalarını ve bu bölümde yer alan olayları anlatan bir paragraf yazmalarını isteyiniz. Paragrafı yazarken belirtilen bağlaçları kullanmalarına önem veriniz. Yazdıkları paragrafı sınıf içerisinde okumalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

Bob asked a few questions to the woman in the flat. Puffy was not her cat, but she came to their house every day because she missed her old house and her master. Puffy stole jewellery from the woman's flat because she wanted to help Melinda. Melinda was poor.

6

Part 3

10. Read the list of points and tell the third part of the story.

- Puffy – come out
- Bob and Bigear – follow
- Puffy – go into a building
- building – nice, red block of flats
- Puffy – come out – after half an hour
- a necklace – in her mouth
- hide the necklace in a cottage
- leave the cottage
- enter the red block of flats
- flat door open
- go into a flat



Part 4

11. Read the dialogue and write a short paragraph for the events in "Part 4". Use "but", "and", and "because" in your paragraph.

- Bob : We followed a cat. She entered your flat.  
 The woman: Yes, that's my husband's cat. She goes out and comes back again during the day.  
 Bob : Is she really your husband's cat?  
 The woman: Yes, her name is Puffy.  
 Bob : We talked to another woman and she said: "Puffy is my cat."  
 The woman: Oh, I think she is Melinda. She is my husband's first wife. She keeps Puffy, but Puffy comes to our house, too.  
 Bob : Why does she come here?  
 The woman: I don't know. I think she misses her old house.  
 Bob : Did Puffy live here before?  
 The woman: Yes. My husband and Melinda used to live in this flat when they were married.  
 Bob : That's why Puffy comes here. Is anything missing here?  
 The woman: Yes, some of my jewellery is missing. Why?  
 Bob : Puffy steals jewellery. First she hides it and then she takes it to Melinda. Melinda is poor and she needs money. Puffy wants to help her.  
 The woman: What about my missing jewellery?  
 Bob : Don't worry. The police have your jewellery. You will get it soon.





Part 5

12. Answer this question: Can you solve the mysteries in detective stories?

13. Listen to the fifth part of the story and answer: What did Puffy do with the necklace?



14. Write true (T) or false (F).

- A) Puffy entered the red building with the necklace. ( )  
B) The women opened the door to bring her litter out. ( )

15. Choose the main point of the report of events.

- A) Stealing jewellery is Puffy's hobby.  
B) Puffy steals jewellery to help Melinda.

Part 6 The Last Part of the Story

16. Read the end of the story. Look at the pictures. Describe Melinda's life and house now and before. Use "could / couldn't".

*The Happy End*

The police helped Melinda and Melinda found a job. She lives in a better place now. She is happy with her cat, Puffy. Puffy doesn't steal anything from people.



12. Answer this question: Can you solve the mysteries in detective stories?

Hikâyenin beşinci bölümünü dinleme etkinliği oluşturmaktadır. Etkinliğe başlamadan önce öğrencilerinizin soruya cevap vermelerini sağlayınız. Farklı cevapları değerlendiriniz.

13. Listen to the fifth part of the story and answer: What did Puffy do with the necklace?

Öğrencilerinize, görsellerle desteklenmiş kayıtlı metni dinletiniz ve sorunun cevabını vermelerini isteyiniz.

**Dinleme metni (Tapescript):**

Detective Bob reports the events. Here is his report:

Bigear and I wanted to find the owner of the necklace first. There were a lot of flats in that red block. We couldn't ask this question to everyone in the flats: "Is your necklace missing?"

So, we followed Puffy again into another building. It was next to the red block of flats and nobody was living in that small place. We entered the small house quietly and saw Puffy. She hid the necklace there. Then, she jumped out of the window and we followed her again. Puffy entered the red block of flats again. This time we entered the building, too.

Puffy waited and we waited. It was tiring. We were tired of waiting. Then, a woman opened the door of her flat. While she was bringing out her litter, Puffy entered the flat. We asked questions to the woman and learned Puffy was living with her, too. Puffy stole the jewellery from her and took it to Melinda. Puffy wanted to help Melinda.

**Answer key:**

**She hid the necklace in the small house.**

14. Write true (T) or false (F).

Öğrencilerinizden, dinleme etkinliğinin son çalışmasında yer alan cümleleri doğru-yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**

- A) F  
B) T

15. Choose the main point of the report of events.

Öğrencilerinizden dinleme metninde yer alan olaylarla ilgili olarak verilen seçenekleri okumalarını ve esas fikri vurgulayan seçeneği belirlemelerini isteyiniz.

**Answer key:**

**(B)**

16. Read the end of the story. Look at the pictures.

Describe Melinda's life and house now and before. Use "could/couldn't".

*The Happy End*

Konuşma etkinliğinde öğrencilerinizin hikâyenin son cümlelerini okumalarını ve resimlere bakarak Melinda'nın şimdiki evi ile yaşantısını ve geçmişteki evi ile yaşantısını anlatmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

**Melinda has got a job and she lives in a better house now. Her life is very good.**

**Her house was old before. She couldn't feel comfortable there, but she lived in that house because she could pay only a little money for a house.**



17. Answer this question: Can you remember the past events easily?

Dinleme etkinliğine başlamadan önce öğrencilerinizin soruya cevap vermelerini isteyiniz.

**Answer key:**

Farklı cevapları değerlendiriniz.

18. Listen to the text and choose the main point of it.

Öğrencilerinizin göz hafızası ve kulak hafızası hakkındaki kısa metinleri dinlemelerini ve verilen mesajı seçenekler arasından belirlemelerini isteyiniz.

**Dinleme metni (Tapescript):**

Cam and Rec are very good friends and they want to be detectives. Cam's real name is "Janet", but people call her "Cam" because she has got a photographic memory. She looks at something and then she can remember everything easily and in detail. Her eyes are like a camera. She takes pictures in her mind and uses them when she needs.

Rec's real name is "Steven", but people call him "Rec" because his ears are like a recorder. He listens carefully and records. Then, he can remember everything in detail. Cam and Rec are always careful about the things around them. That's why they are successful at school, too. They are successful because they listen and watch everything carefully. Most of the careful people are successful in life. If people really want to do something or learn something, they should be careful. That will help their success.

**Answer key:**

(A)

19. Answer these questions.

Dinleme etkinliğinin son bölümünde öğrencilerinizin sorulara verdikleri cevapları değerlendiriniz.

**Answer key:**

- A) Cam's real name is Janet.
- B) Rec's real name is Steven.
- C) Yes, they are.
- D) No, they don't.

20. Answer this question: Can you write a detective story?

Okuma etkinliği öncesi öğrencilerinizin soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

17. Answer this question: Can you remember the past events easily?

18. Listen to the text and choose the main point of it.

- A) Careful people are successful.
- B) Detectives are careful people.



19. Answer these questions.

- A) What is Cam's real name?
- B) What is Rec's real name?
- C) Are they successful at school?
- D) Do they always carry cameras and recorders?



20. Answer this question: Can you write a detective story?

21. Read the list and answer: Why should you make a list of clues when you write a detective story?

Do you want to write a detective story? Do you want to learn how to write it? Here is a list of ideas for you:

1. Every story begins with an idea. When you read the newspaper or listen to the news, you can look for ideas.
2. The main character is the most important part of your story. Go into your character's mind.
3. Choose the other characters. The main character needs friends.
4. The main character has a problem. This is the most popular subject.
5. Make a list of clues. You can use them in your story.
6. Think about "false information". It gives mystery to the story.
7. Find links between the events.
8. Make your readers frightened. They enjoy frightening stories.
9. Surprise your readers. Think of funny, exciting or interesting things.
10. \_\_\_\_\_
11. \_\_\_\_\_



22. Add two ideas to the list above about the "place" and the "ending" of the story.

23. Answer these questions.

- A) Who needs friends in the story?
- B) Why do you need false information in the story?

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21. Read the list and answer: Why should you make a list of clues when you write a detective story? Öğrencilerinizin listeyi okumalarını ve soruya listeki bilgiyi belirleyerek cevap vermelerini isteyiniz.

**Answer key:**

You should make a list of clues to use them in the story.

22. Add two ideas to the list above about the "place" and the "ending" of the story.

Öğrencilerinizden, dedektif hikâyesi yazarken yardımcı olabilecek fikirleri içeren listeye "hikâyenin geçtiği yer" ve "hikâyenin sonu" ile ilgili önerileri eklemelerini isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

10. Choose a mysterious place.

11. Finish with a surprising end.

23. Answer these questions.

Okuma etkinliğinin son çalışmasında, öğrencilerinizin sorulara cevap vermelerini isteyiniz ve cevaplarını kontrol ediniz.

**Answer key:**

- A) The main character needs friends.
- B) Because false information gives mystery to the story.



## 24. Read the dialogue and act it out.

Tom: I am bored, Jack. What should I do?  
 Jack: You should read a detective story. I like them very much.  
 Tom: Oh, I don't like detective stories. Why do you read them?  
 Jack: They are interesting, exciting, mysterious and sometimes funny.  
 They improve my skills to understand and learn things. I am more successful when I learn things easily. This is an important point.  
 Tom: How do they improve your skills?  
 Jack: When I read these stories, I will think about the subject, investigate the events and I will improve my skills to think.  
 Tom: Can you solve the mystery then?  
 Jack: Yes, of course. I must follow the clues, too.



## 25. Use the keywords and make similar dialogues.

<b>Dialogue 1:</b>	do a puzzle / improve language skills / learn new words / speak well / more successful
<b>Dialogue 2:</b>	watch a documentary / improve skills to compare lives and places / learn new things about animals and cultures / understand life better / become happier / become more successful in life



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## 24. Read the dialogue and act it out.

Konuşma etkinliğinin yer aldığı bu bölümde, öğrenciler, verilen konuşmayı okuyacaklar ve canlandıracaklardır. Bu etkinlikle gerçek bilgilerin karşılıklı olarak ortaya çıkarılması ve aktarılması hedeflenmiştir.

## 25. Use the keywords and make similar dialogues.

Öğrencilerinizin ikili gruplar olarak ve verilen kelimeleri kullanarak bir önceki çalışmaya benzer konuşmalar oluşturmalarını sağlayınız.

### Let's have fun.

Bu karikatürde göz doktoruna gitmiş olan bir dedektifin göz muayenesine cam yerine büyüteç uygulanarak göz numarasının belirlenmesi anlatılmaktadır.



26. Answer this question: Can you understand if people tell lies?

Okuma etkinliđi öncesi öğrencilerinizin soruya cevap vermelerini isteyiniz.

**Answer key:**

Farklı cevapları değerlendiriniz.

27. Read the text and the dialogues. Answer these questions.

Bu etkinlikte iki konuşma yer almaktadır. İşlenen bir suç suşturan dedektif iki ayrı olası suçluya sorular sorarak gerçek suçluyu bulmaya çalışmaktadır. Öğrencilerinizin bu bölümü okurken soruların da cevaplarını vermelerini isteyiniz.

**Answer key:**

- A) The detective questioned two people.
- B) The woman was watching a film in the living room.

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26. Answer this question: Can you understand if people tell lies?

27. Read the text and the dialogues. Answer these questions.

- A) How many people did the detective question?
- B) Where was the woman watching a film?

**A Detective story : Solving a Mystery**

There was a bank robbery in the city yesterday. The robber stole a lot of money from the bank. The detective talked to a man and a woman about the robbery. He is sure that one of them is the robber. Was the robber a man or a woman? The detective is trying to find the answer of this question now. He knows that \_\_\_\_\_ . He is questioning them. One of them is telling a lie. Sooner or later, the detective will learn the truth. He is sure he will find the robber. The detective is questioning the woman now.

**Dialogue 1**

Detective : Where were you yesterday?  
 Woman : I was at home and I was watching an exciting film on TV in the living room.  
 Detective : What was the film's name?  
 Woman : It was an old detective film, "The Man in the Dark".  
 Detective : Were you alone at home?  
 Woman : Yes, I was. And I was very excited.  
 Detective : I called you to ask some questions, but there was no answer.  
 Woman : Oh, I think I was in the kitchen to make us coffee.



**Dialogue 2**

Detective : Were you at home yesterday?  
 Man : No, I wasn't. Yesterday was Friday and I was at the stadium. There was an interesting football match. I am interested in football very much.  
 Detective : Who was with you?  
 Man : I wasn't alone, of course. There were many football fans at the stadium.  
 Detective : What time did you come home?  
 Man : We went to a pub after the match. It was 7 p.m. when I came home.  
 Detective : Mmm. I hope you are not lying.



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28. Choose the topic sentence and write it in the blank.

- A) detectives ask a lot of questions  
B) people cannot hide the truths

29. Write true (T) or false (F).

- A) The woman watched a western film. ( )  
B) The man watched a football match. ( )  
C) The man came home after the match. ( )

30. Which sentences and example support the topic sentence? Underline them with coloured pencils.

31. Who is telling a lie? The man or the woman? Discuss it with your friends.

32. Use some of the underlined words in activity 27 and write a detective story.

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

33. Read the dialogue and act it out. Then, practise a similar dialogue for a detective film CD.

Kay : Thank you for your detective story book, Jack. I finished reading it yesterday.  
Jack : Did you like the story?  
Kay : Oh, I don't know.  
Jack : Why didn't you like it? It was an interesting story.  
Kay : Yes, but it was frightening, too. I couldn't solve the mystery.  
Jack : Couldn't you find the clues in the mystery?  
Kay : No. I couldn't follow the clues. How can I find the clues?  
Jack : If you often read detective stories, you can find the clues easily and you get more interested in detective stories.



**Let's learn.**

- I've got some exciting news for you.  
When we heard the news, we were really excited.
- The film was about a maniac and it was frightening.  
Don't be frightened. I will stay with you.
- Your question is really interesting. I will try to answer.  
She is interested in new fashion clothes.

28. Choose the topic sentence and write it in the blank.

27 numaralı etkinlikte yer alan okuma metninde boş bırakılan yere ana fikir cümlesi seçilerek yazılacaktır. Öğrencilerinizden, bu boşluk için uygun gördükleri cümleyi seçenekler arasından belirleyerek yazmalarını isteyiniz.

29. Write true (T) or false (F).

**Answer key:**

(B)

Öğrencilerinizin okuma etkinliği ile ilgili verilen cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**

A) (F)      B) (T)      C) (F)

30. Which sentences and example support the topic sentence? Underline them with coloured pencils.

Öğrencilerinize, hangi cümlelerin ve örneğin ana fikri desteklediğini sorunuz ve bu cümlelerin altlarını renkli kalemlerle çizmelerini isteyiniz.

**Answer key:**

**Supporting sentences:**

Sooner or later, the detective will learn the truth. He is sure he will find the robber.

**Example:**

Detective: I called you to ask some questions, but there was no answer.

Woman: Oh, I think I was in the kitchen to make us coffee.

31. Who is telling a lie? The man or the woman?

Discuss it with your friends.

Bu bölümde öğrenciler, kimin doğruyu söylemediğini ya da suçlunun kim olduğunu aralarında tartışarak bulacaklardır. Böylece gerçek suçlu ortaya çıkacak ve sorgulama bir sonuca bağlanacaktır. Burada kadın sorgulamanın başlangıcında evde yalnız olduğunu ve film seyrettiğini söylemekte, ancak sorgulamanın son kısmında " I was in the kitchen to make us coffee." diyerek evde yalnız olmadığını söylemektedir. Öğrenciler, buradaki ipucunu değerlendirerek kimin yalan söylediğini bulacaklardır.

**Answer key:**

The woman is telling a lie.

32. Use some of the underlined words in activity 27 and write a detective story.

Öğrencilerinizden, 27 numaralı etkinlikte altı çizilen kelimeleri kullanarak bir dedektif hikâyesi yazmaları istenmektedir. Öğrencilerinizin yazdıkları farklı hikâyelerin giriş bölümlerini sınıf içerisinde okutunuz ve diğer öğrencilerin hikâyelerin sonlarını tahmin etmelerini isteyiniz.

33. Read the dialogue and act it out. Then, practise a similar dialogue for a detective film CD.

Öğrencilerinizin Kay ve Jack arasında geçen konuşmayı okumalarını ve canlandırmalarını isteyiniz. Daha sonra benzer bir konuşmayı bir dedektif film CD'si için pratik yapmalarını sağlayınız.

**Let's learn.**

Bu bölümde yer alan bilgi notunda, kişileri ve durumları anlatan sıfatlardan örnekler verilmiştir. Ünite içerisinde de geçen bu yapılarla öğrenci çalışma kitabında da değinilmiştir.







# PERSONAL EXPERIENCES

- Topic** : PLACES
- Skills** : **Listening**  
 Catching the main point in short, clear and simple messages  
 Finding specific information in simple recorded texts  
 Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context
- Reading**  
 Understanding short, simple texts on familiar matters  
 Finding specific, predictable information in simple everyday material  
 Locating specific information in lists and isolating the information required  
 Locating the topic sentence and supporting details and examples  
 Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context
- Writing**  
 Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"  
 Writing very short, basic descriptions of events and personal experiences  
 Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience
- Speaking**  
 Dealing with practical everyday demands: finding out and passing on straightforward factual information  
 Asking and answering questions about personal experiences  
 Giving a simple description or presentation of people and places  
 Handling very short social exchanges about personal experiences  
 Making him / herself understood in an interview and communicating ideas and information on familiar topics
- Functions** : Imparting and seeking factual information  
 Talking about personal experiences
- Structures** : The Present Perfect Tense
- Vocabulary** : **Nouns** : biologist, bush, cruise, journey, publisher, scenery, suntan, video recorder, waterfall  
**Verbs** : observe, publish  
**Adverbs** : already, ever, just, yet  
**Prepositions** : through
- Task** : Preparing a questionnaire about personal experiences



## Hazırlık Çalışmaları

Öğrencilerinizden, ünitenin giriş sayfasında yer alan farklı yerlere ait resimlere bakmalarını ve önce bu resimlerin nereye ait olduklarını tahmin etmelerini isteyiniz. Daha sonra bu şehrin Antalya olduğunu belirtiniz.

## A BEAUTIFUL HOLIDAY PLACE

### 1. Look at the photos and answer: Which city are these photographs from?

Öğrencilerinizden, fotoğraflara bakarak hangi şehir olduğunu tahmin etmelerini isteyiniz.

**Answer key:**

**These photographs are from Antalya.**

### 2. Read the letter, guess the weather condition and answer: What is the weather like in this city?

Victoria mektubunda, Türkiye tatilinden, özellikle Antalya'da yaşadığı tatil deneyimlerinden bahsetmektedir. Antalya tatili henüz tamamlanmamıştır ve Victoria tatilini "The Present Perfect Tense" kullanarak anlatmaktadır.

Öğrencilerinizden, mektubu okumalarını ve hava durumunu tahmin etmelerini isteyiniz. Daha sonra mektubu tekrar okutunuz ve "The Present Perfect Tense" kullanımına ses tonunuzla dikkat çekiniz. Yeni kelimeleri örnek cümlelerle öğretiniz.

**Answer key:**

**It is hot and sunny (because she has swum and got suntan).**

### 3. Write true (T) or false (F).

Okuma sonrası soruları doğru-yanlış şeklindedir. Öğrencilerinizin cevaplarını kontrol ediniz.

Ses tonunuzla "She has been / taken..." cümlelerine dikkat çekiniz.

**Answer key:**

- |      |      |
|------|------|
| A) T | D) F |
| B) F | E) F |
| C) T | F) T |

### Let's have fun.

Öğrencilerinizden, karikatürü incelemelerini isteyiniz. Daha sonra "Where does a penguin live? Where does a polar bear live?" sorularını sorunuz. (A penguin lives at the South Pole. A polar bear lives at the North Pole.)

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## A BEAUTIFUL HOLIDAY PLACE

### 1. Look at the photos and answer: Which city are these photographs from?



### 2. Read the letter, guess the weather condition and answer: What is the weather like in this city?

Dear Selena,

5th August

At last we are here, in Turkey. I have always wanted to see this beautiful country. Today is our fifth day in Turkey. We are in Antalya now. We have been to Ankara and Nevşehir before. We are staying at a five-star hotel.

We have done a lot of things here. We have climbed mountains. We have been on a boat cruise and we have visited some historic places. I have had a lot of suntan and I have swum in the warm water of the Mediterranean Sea. I have taken a lot of photographs. You know I like taking photographs very much. I have bought some souvenirs for you. They are interesting.

We have had a good time in the evenings, too. We have eaten delicious Turkish food and fish. I have met some Turkish people of my age at the hotel. They are friendly and helpful. We have spent the evenings together and joined the activities at the hotel.

We have got another three days here. Then, we are going to Istanbul by plane. We are going to stay for five days in Istanbul.

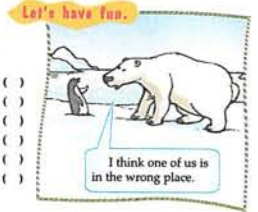
See you in London.

Love,

Victoria

### 3. Write true (T) or false (F).

- |  |     |
|--|-----|
| A) Victoria is staying at a hotel.                             | ( ) |
| B) The weather has been terrible.                              | ( ) |
| C) She has been to three different cities.                     | ( ) |
| D) She has taken only a few photographs.                       | ( ) |
| E) She has joined the activities in the hotel with his family. | ( ) |
| F) She sent this letter from Antalya.                          | ( ) |





4. Answer this question: Where do you stay when you go on a holiday?

5. Read the dialogue between Ali and Victoria. Answer this question: What nationality is Victoria?

Ali : Have you ever been to Turkey before?  
 Victoria : No, I haven't. This is my first visit.  
 Ali : Which cities have you been to before Antalya?  
 Victoria : I've been to Ankara and Nevşehir.  
 Ali : Have you been on a boat cruise?  
 Victoria : Yes, I have. The scenery is beautiful and the weather is hot and sunny here in Turkey. We usually have rains in London in this season.  
 Ali : Have you seen Manavgat waterfall?  
 Victoria : No, I haven't seen it yet.  
 Ali : Have you been to Aspendos, the ancient city?  
 Victoria : Yes, I have. It is fascinating. Who lived there first?  
 Ali : The Greek lived there.  
 Victoria : When did they found Aspendos?  
 Ali : I think in 1000 B.C. How many days will you stay here?  
 Victoria : We will leave Antalya after three days, but I'm sure I will come here again.



6. Guess the meaning of these words and choose the correct answer.

- A) **waterfall**  
 a) It is a place. A lot of water falls from a high place.  
 b) It is a place. You can keep water in it.  
 B) **scenery**  
 a) Mountains, rivers, seas, valleys, forests etc. make the scenery.  
 b) The most delicious food of a touristic place is the scenery.



7. Answer these questions.

- A) What kind of city is Aspendos?  
 B) What is the weather like in London in this season?

8. Complete these sentences.

- A) Victoria \_\_\_\_\_ to Nevşehir before Antalya.  
 B) She \_\_\_\_\_ to Turkey before.  
 C) She \_\_\_\_\_ Manavgat waterfall.

Let's learn.

want - wanted - wanted  
 see - saw - seen  
 have - had - had  
 am/is/are - was/were - been

9. Ask and answer questions with your friend and make a dialogue.

**Student A :** Victoria is on holiday in your city.  
 Ask questions about her holiday.

**Student B :** You are Victoria. You are on holiday in student A's city.  
 Answer his/her questions.

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4. Answer this question: Where do you stay when you go on a holiday?

Bu soruyu öğrencilerinize sorunuz ve cevap vermelerine yardımcı olunuz (hotel, guesthouse, pension house etc.).

**Answer key: (Öneri niteliğindedir.)**

When I go on a holiday, I stay at a hotel.

5. Read the dialogue between Ali and Victoria.

Answer this question: What nationality is Victoria?

Öğrencilerinizden, diyalogu okuyarak verilen soruyu cevaplamalarını isteyiniz. Daha sonra diyalogu "role-play" şeklinde okutunuz ve "Have you...?" sorularına dikkat çekiniz. Yeni kelimelerin anlamlarını tahmin etmelerini hatırlatınız.

**Answer key:**

Victoria is English / British.

6. Guess the meaning of these words and choose the correct answer.

Kelimelerin anlamları seçenekli verilmiştir. Öğrencilerinizin uygun seçeneği işaretlemelerini belirtiniz.

**Answer key:**

- A) waterfall: a  
 B) scenery: a

7. Answer these questions.

Soruları sorunuz ve öğrencilerinizin cevaplarını dinleyiniz.

**Answer key:**

- A) Aspendos is an ancient city.  
 B) It is rainy.

8. Complete these sentences.

Tamamlama alıştırmasının cevaplarını kontrol ediniz.

**Answer key:**

- A) has been  
 B) hasn't been  
 C) hasn't seen

Let's learn.

Tabloda, fiillerin farklı kullanımı öğrencilerinizin dikkatine sunulmuştur. Tabloyu incelemelerinden sonra, burada verilen fiilleri içeren değişik zamanlı örnek cümleler söyleyiniz. Kullanım farkını ayırt etmelerini sağlayınız.

9. Ask and answer questions with your friend and make a dialogue.

Öğrencilerinizden, soru-cevap çalışması yaparak bir diyalog oluşturmaları beklenmektedir. Öğrencilerden biri turist rolünde, diğeri bulunduğunuz şehirde ev sahibi rolündedir. 5. etkinlikte olduğu gibi bulunduğunuz şehir ile ilgili "Have you been to / seen...?" soruları sormalarına ve cevaplar vermelerine yardımcı olunuz.

Daha sonra öğrencilerinize, "Have you ever...?" soruları sorunuz ve birbirlerine de sorular sormalarını isteyiniz.



10. Answer this question: Do you like seeing different places?

Bu soruyu öğrencileriniz kendilerine göre cevaplandırabilirler. "Why?" sorusu ile açıklama yapmalarını sağlayabilirsiniz.

11. Read the text. Look at the map and the list. Fill in the blanks in the list and answer these questions.

Bu okuma metninde "already / just / yet / never" kelimelerinin kullanımı öğretilmektedir. Öğrencilerinizden, listeyi ve haritayı incelemelerini ve metni okumalarını isteyiniz. Okurken listedeki boş bölümleri tamamlamaları ve verilen soruların cevaplarını bulmaları beklenmektedir. Öğrencileriniz, haritada işaretli 4 ve 12 numaralı şehirlerin isimlerini bir atlas yardımıyla kolayca bulabilirler.

**Answer key:**

Day 4: Amsterdam

Day 12: Athens

A) Tommy was in London on the 1st day.

B) He will be in Rome on the 13th day.

12. It is the 12th day of the tour. Read the sentences and write true (T) or false (F).

Metin ile ilgili okuma sonrası etkinliği doğru-yanlış şeklindedir. Öğrencilerinizin çalışmalarını kontrol ediniz. Bu aşamada cümleler okunurken "already, yet, just" kelimelerine dikkat çekiniz.

**Answer key:**

A) T

B) F

C) T

D) F

E) F

F) F

Tommy'nin tur programında bulunan bütün şehirler ile ilgili, öğrencilerinizin "He has just been... / He has already been... / He hasn't been ... yet." cümleleri oluşturmalarını isteyebilirsiniz.

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10. Answer this question: Do you like seeing different places?

11. Read the text, look at the map and the list. Fill in the blanks in the list and answer these questions.

- A) Where was Tommy on the 1st day?  
B) Which city will he be in on the 13th day?



### A 15-Day Tour of Europe

Tommy is from Sydney, Australia. He is on a 15-day tour of Europe. The tour started in London. He is in Istanbul now. They have just arrived. It is the 11th day of the tour. He's already been to ten countries. He's stayed in important cities of Europe. He's never been to Europe before. He's seen a lot of new places so far. He's done a lot of interesting things. The tour hasn't finished yet.

12. It is the 12th day of the tour. Read the sentences and write true (T) or false (F).

- A) He has already been to Hamburg. ( )  
B) He hasn't been to Paris yet. ( )  
C) He hasn't been to Barcelona yet. ( )  
D) He has already been to Athens. ( )  
E) He has already been to Lisbon. ( )  
F) He has just arrived in Istanbul. ( )

List of the cities on the Tour

- Day 1 : London  
Day 2 : Paris  
Day 3 : Brussels  
Day 4 : \_\_\_\_\_  
Day 5 : Copenhagen  
Day 6 : Stockholm  
Day 7 : Hamburg  
Day 8 : Prague  
Day 9 : Vienna  
Day 10 : Belgrade  
Day 11 : Istanbul  
Day 12 : \_\_\_\_\_  
Day 13 : Rome  
Day 14 : Barcelona  
Day 15 : Lisbon



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13. Answer this question: How do people communicate with their families when they are on holiday?

14. Listen to the conversation between Tommy and his mother, Mrs Tubby. Answer this question: How many countries has Tommy seen?



15. Complete these sentences.

- A) Tommy has bought a lot of \_\_\_\_\_  
 B) Tommy needs \_\_\_\_\_ dollars.  
 C) Tommy has met a nice girl from \_\_\_\_\_  
 D) Tommy has taken a lot of \_\_\_\_\_

Let's learn.

a 15-day tour  
 a 12-year-old child  
 a 3-day holiday

16. Look at the list on page 64 again. Read the dialogue. Ask and answer questions about Tommy's travel.

Student A : You are Tommy's mother. Ask questions about the tour.

Student B : You are Tommy. Answer your mother's questions. You can use the keywords in the box.

Mother : Where are you now, Tommy?

Tommy : I am in Vienna. I have just arrived.

Mother : Have seen the river Danube?

Tommy : No, not yet, mum.

Mother : Have you been to Prague yet?

Tommy : Yes, I've already been to Prague.

Mother : Did you see the Prague Castle?

Tommy : Yes, I saw it yesterday.

Mother : When did they build it?

Tommy : They began to build it in the 9th century.

Mother : Have you been to Belgrade yet?

Tommy : No, I haven't been to Belgrade yet.

London - the London Bridge - build between 1824-1831  
 Paris - the Eiffel Tower - complete in 1889  
 Istanbul - the Bosphorus Bridge - open 1973



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13. Answer this question: How do people communicate with their families when they are on holiday?

Bu soruyu öğrencilerinize sorunuz ve alternatif cevapları değerlendiriniz.

**Answer key: (Öneri niteliğindedir.)**

They telephone, send postcards, letters or e-mails.

14. Listen to the conversation between Tommy and his mother, Mrs Tubby. Answer this question: How many countries has Tommy seen?

Tatilde bulunan Tommy, annesi ile telefon görüşmesi yapmaktadır. Bu bölümde yine "Have you...?" soruları kullanılmaktadır. Öğrencilerinizin metni dinleyerek soruyu cevaplandırmalarını belirtiniz.

**Dinleme metni (Tapescript):**

- Mrs Tubby : Hello.....Tommy? .....Is that you?  
 Tommy : Yes, mum. I am here.  
 Mrs Tubby : Where are you now, Tommy?  
 Tommy : I have arrived in Rome, mum.  
 Mrs Tubby : You haven't sent me any postcards yet.  
 Tommy : Yes, I have. I have sent one postcard from every city.  
 Mrs Tubby : Have you been to Athens yet, Tommy?  
 Tommy : Yes, I have.  
 Mrs Tubby : Have you been to Madrid yet?  
 Tommy : No, I haven't. We are going to Madrid tomorrow. ...  
 Mrs Tubby : Tommy, Are you still there?  
 Tommy : Yes, mum. I am here.  
 Mrs Tubby : How many countries have you seen so far?  
 Tommy : Well, this is the 13th day so I've already seen 13 countries.  
 Mrs Tubby : Have you spent much money, Tommy?  
 Tommy : Yes, mum. I've bought a lot of souvenirs and I want to buy some more.  
 Mrs Tubby : Can you send me two thousand dollars?  
 Tommy : What???? Two thousand dollars? That's a lot of money, but I will send it to you.  
 Mrs Tubby : Mum, I've met a nice girl on the tour. Her name is Lucy.  
 Tommy : Where is she from?  
 Mrs Tubby : She is from Dallas and we've done everything together.  
 Tommy : Have you taken photographs?  
 Mrs Tubby : Yes, mum. I've taken a lot of photographs.  
 Tommy : When are you coming back?  
 Mrs Tubby : I'll be there after two days.  
 Tommy : Okay, my dear. See you, then.  
 Mrs Tubby : Bye bye, mum. See you.

**Answer key:**

He has seen 13 countries.

15. Complete these sentences.

Dinleme metni ile ilgili soruların cevaplarını kontrol ediniz.

**Answer key:**

- A) souvenirs  
 B) two thousand dollars  
 C) Dallas  
 D) photographs

**Let's learn.**

Tabloda verilen kısaltma biçimlerine öğrencilerinizin dikkatini çekiniz.

16. Look at the list on page 64 again. Read the dialogue. Ask and answer questions about Tommy's travel.

Diyalogu öğrencilerinize "role-play" şeklinde okutunuz. Metinde kullanılan farklı zamanlara dikkat çekiniz. Daha sonra öğrencilerinizin Tommy veya Tommy'nin annesi rolünde benzer bir diyalog gerçekleştirmelerini sağlayınız. Bu çalışma için listede verilen herhangi bir şehri Tommy'nin bulunduğu şehir olarak seçebilirler ancak bu şehirler ile ilgili gerçek bilgileri öğrenmek üzere sorular sormalarını hatırlatınız. Kutu içinde verilen ipuçlarından yararlanabilirler.



17. Put a tick (✓) for "Yes." and a cross (X) for "No." next to these sentences.

Dinleme etkinliği öncesi soruları olarak küçük bir anket sunulmuştur. Öğrencilerinizden, soruları okumalarını, kendilerine göre "evet-hayır" cevaplarından birini seçerek işaretlemelerini isteyiniz. Daha sonra cevaplarını size sözel olarak ifade edebilirler.

**Answer key:**

**Bu bölümü öğrenciler kendilerine göre işaretleyeceklerdir.**

18. Listen to the dialogue between two old friends and answer: Do Tom and Mary live in the same city now?

Metni dinletin ve öğrencilerinizden, bu sorunun cevabını bulmalarını isteyiniz.

**Dinleme metni (Tapescript):**

Tom : Oh, hello Mary. It is nice to see you again. Where have you been?

Mary : Hello, Tom. It is nice to see you, too. Listen! I've got a lot of news for you.

Tom : Really? First of all, tell me. How are you? Is everything okay?

Mary : Yes, yes. Don't worry. I am very well. I feel better than before.

Tom : I am very happy to hear that.

Mary : A lot of things have changed in my life.

Tom : What are these changes?

Mary : I moved to a different city three months ago. I came here to visit my parents. I live in a small city in the country. I have got a small house and a small garden. My flowerbed is fantastic. I've planted different flowers there. You should come and see. You'll like it.

Tom : What about your job? Do you work anywhere?

Mary : I've found a new job and I can work at home now.

Tom : What kind of job is it?

Mary : I translate books from English to Spanish. You know, I speak Spanish very well. I've already translated two books, a few story books and travel books.

Tom : Yes, that's life. You look much better than before.

Mary : Yes, I am happier, too. I was always tired when I was living in this big city.

Tom : What are you doing next week? Can I come and visit you?

Mary : Sure. I'll be very happy.

**Answer key:**

**No, they don't live in the same city now.**

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17. Put a tick (✓) for "Yes." and a cross (X) for "No." next to these sentences.

- A) I always call my friends in different places. ( )  
 B) I don't want to talk to my old friends when I meet them. ( )  
 C) If I see my old friends, I feel happy. ( )

18. Listen to the dialogue between two old friends and answer: Do Tom and Mary live in the same city now?

19. Guess and match the meaning of "flowerbed" and "translate". Then, fill in the blanks with these words.

- A) "Flowerbed" means "\_\_\_\_\_".  
 a) a basket full of flowers      b) a place full of flowers  
 B) "Translate" means "\_\_\_\_\_".  
 a) to change into another language      b) to write in another language

- 1) My grandmother's \_\_\_\_\_ is very rich. She grows different kinds in different seasons.  
 2) I couldn't understand this paragraph. Can you \_\_\_\_\_ it for me, please?

20. Answer these questions.

- A) Does Mary live in a small city?  
 B) Which language can Mary speak well?  
 C) Does Mary work in an office?



21. Read the sample questions and then, ask and answer questions with your friend about your personal experiences.

1. Have you been to Ankara / Istanbul...?  
 2. Have you seen the Bosphorus Bridge?  
 3. Have you ever eaten...?  
 4. Have you ever travelled by plane / train?  
 5. Have you read the book "Around the World in 80 Days" by Jules Verne? etc.

19. Guess and match the meaning of "flowerbed" and "translate". Then, fill in the blanks with these words.

Öğrencilerinizden, dinleme metninde geçen iki yeni kelimenin anlamını tahmin etmeleri ve verilen cümlelerdeki boşluklara uygun kelimeyi yazmaları beklenmektedir. Doğru seçeneği işaretlemelerini ve boşlukları doldurmalarını isteyiniz.

**Answer key:**

- A) b      1) flowerbed  
 B) a      2) translate

20. Answer these questions.

Dinleme etkinliği sonrası sorularını sorunuz ve cevapları dinleyiniz.

**Answer key:**

- A) Yes, she does.  
 B) She can speak Spanish well.  
 C) No, she doesn't.

21. Read the sample questions and then, ask and answer questions with your friend about your personal experiences.

Bu etkinlikte öğrencilerinizden, birbirlerine kişisel deneyimleri ile ilgili sorular sormaları beklenmektedir. Örnek olarak bazı sorular verilmiştir. Öğrencilerinizi değişik sorular sormaları konusunda yöreklendiriniz.



22. Answer this question: Have you ever walked in a forest?

23. Read the text and answer: Why does Mike wear the same clothes every day?

Mike Fay is a biologist. He works for "The Wildlife" magazine. He is in Congo, a country in Central Africa, now. Mike and his team are walking through the wild lands of Congo because they are going to the west coast of the Atlantic Ocean. He wears sandals, shorts and a T-shirt. He hasn't got any other clothes with him. He washes and dries them every day for the next day.

Today is the sixth day of their journey and they have just arrived in a very deep part of the forest. They call it "The Last Place on Earth".

..... They have observed a lot of wild animals and plants. They are very excited. They have used different tools from a pen and a pencil to a video recorder and a computer. There are thick bushes everywhere. They have used knives to make their way in the deep part of the forest. They have sent a lot of reports and pictures to the magazine. Their journey hasn't finished yet. They are filming an elephant now. They are surprised because the elephant hasn't run away.

24. Choose the topic sentence and write in the blank in the text.

- A) They have had this journey to observe and film the animals and plants.  
B) Mike and his team are on a touristic holiday in Congo.

25. Which sentences and examples support the topic sentence? Underline them.

26. Choose the correct answer.

- A) The journey is .....  
a) boring b) exciting  
B) Mike is wearing ..... clothes.  
a) thin b) thick



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22. Answer this question: Have you ever walked in a forest?

Değişik öğrencilerin bu soruya cevap vermelerini isteyiniz. Cevap "Yes." ise "When was that?" sorusu ile zaman değişikliğini hatırlatınız.

23. Read the text and answer: Why does Mike wear the same clothes every day?

Mike Fay ile ilgili metni öğrencilerinize okutunuz. Okurken verilen sorunun cevabını bulmalarını isteyiniz.

**Answer key:**

Because he hasn't got any other clothes with him.

24. Choose the topic sentence and write in the blank in the text.

Öğrencilerinizin, okuma metninin ana fikir cümlesini, verilen iki seçenek arasından seçmeleri ve metindeki boş bölüme yazmaları beklenmektedir.

**Answer key:**

A) They have had this journey to observe and film the animals and plants.

25. Which sentences and examples support the topic sentence? Underline them.

Öğrencilerinizden, ayrıca ana fikir cümlesini destekleyen cümleleri ve örnekleri altlarını çizerek belirtmesi istenmektedir.

**Answer key:**

**Supporting sentences:**

They have observed a lot of wild animals and plants. They have used different tools from a pen and a pencil to a video recorder and a computer.

**Example:**

They are filming an elephant now.

26. Choose the correct answer.

Doğru seçenekleri öğrencilerinizin işaretlemelerinden sonra belirtiniz.

**Answer key:**

- A) b  
B) a



**27. Read the dialogue and practise it. Then, make similar dialogues. Use the keywords in the box.**

Öğrencilerinizden, diyalogu "role-play" şeklinde okumalarını isteyiniz. Daha sonra ipucu kelimelerinden yararlanarak benzer diyaloglar üretmelerini sağlayınız. Diyaloglarında doğal bir şekilde sosyal iletişimde bulunmalarına ve kişisel deneyimlerini paylaşmalarına yardımcı olunuz.

**28. Read the paragraph and write a similar paragraph with the underlined words or phrases.**

Örnek olarak verilen metinde bazı kelimelerin altları çizilidir. Öğrencilerinizden, bu kelimeleri kullanarak benzer bir metin yazmalarını sağlayınız ve çalışmalarını değerlendiriniz.

**29. You are in a holiday place in Turkey. You have been there for a week. Describe and talk about the places and the people there.**

Konuşma becerisi etkinliği olarak öğrencilerinizin bir yeri ve oradaki insanları tanımlamaları istenmektedir. Bildikleri bir tatil yöresi ve oradaki insanlardan bahsetmelerine yardımcı olunuz.

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**27. Read the dialogue and practise it. Then, make similar dialogues. Use the keywords in the box.**

Mary : Oh, Kevin. You look brown! Have you been on holiday?  
 Kevin : Yes, I have. I have just arrived.  
 Mary : Where have you been?  
 Kevin : I have been to Spain.  
 Mary : Really? Have you been to Madrid?  
 Kevin : Yes, I have. It was fascinating.  
 Mary : Have you watched "flamenco dances"?  
 Kevin : No, I haven't, but I have been to an opera.



Turkey, İstanbul	visit - the Topkapı Palace	eat fish at a Bosphorus restaurant
France, Paris	see - the Eiffel Tower	buy souvenirs
England, London	walk - Oxford street	watch Queen's soldiers' walk

**28. Read the paragraph and write a similar paragraph with the underlined words or phrases.**

This is my first visit to London. I have been here for two days. I have already seen the Buckingham Palace, the Tower Bridge and the Big Ben, the famous clock. I have just done some shopping in Oxford Street. I haven't been to the museums yet. I have enjoyed my visit very much because people are friendly and helpful here. I'd like to stay in England for a month because I have never been in a foreign country before.



Blank lined area for writing a similar paragraph.

**29. You are in a holiday place in Turkey. You have been there for a week. Describe and talk about the places and the people there.**



## 30. Read the interview and practise it.

Mr Smith : Good morning, Susan. Please sit down.  
 Susan : Thank you very much.  
 Mr Smith : I read your travel notes about Turkey in the school newspaper. I liked them very much.  
 Would you like to write for our "Travel Guide" magazine?  
 Susan : Yes, I'd like to, of course.  
 Mr Smith : Which cities have you been to in Turkey?  
 Susan : I've been to the cities in Eastern Anatolia.  
 Mr Smith : Have you been to Van?  
 Susan : Yes, I have. I have been there many times.  
 Mr Smith : What about the cities in the west?  
 Have you been to İzmir?  
 Susan : No, I haven't been there yet.  
 Mr Smith : Listen, Susan. Would you like to work for us on your holidays?  
 If you say "Yes", we'll pay your expenses. One of your parents can travel with you, too. You can see the other cities in Turkey and you can write travel notes for our magazine.  
 Susan : Yes, I'd like this job very much. I'm very happy, but I must talk to my parents, too.  
 Mr Smith : Talk to your parents and tell us about your decision. We can meet tomorrow.  
 Susan : Thank you very much. See you, then.  
 Mr Smith : See you tomorrow. Bye.



## 31. Read the situation and make a similar dialogue.

**Student A :** Your father is a tour guide. You have been to many cities in Turkey with him. You write travel notes for a children's magazine. Mrs Read is a publisher. She has read your notes and liked them very much. She wants to publish them in a book. Say "Yes," for her offer.

**Student B :** You are a publisher. You have read some good travel notes in a children's magazine. You are talking to the writer of these notes. You'd like to publish them in a book. It will be a children's book. A lot of people will read that book. Say you will give a lot of money for this book.

## 30. Read the interview and practise it.

Öğrencilerinizin, bir mülakatı gerçekleştirebilmelerine hazırlık olarak sunulan bu konuşmayı okuyup canlandırmalarını sağlayınız.

## 31. Read the situation and make a similar dialogue.

Benzer bir mülakat yapılabilmesi için "Student A" ve "Student B" rollerine uygun konu verilmiştir. Öğrencilerinizin rollere uygun (veya diledikleri başka bir konuda) konuşmayı oluşturmalarına yardımcı olunuz.



32. Which cities have you been to in Turkey? Write a paragraph about the description of events and your personal experiences there. Use "and", "but" and "because" in your sentences.

Yazma çalışmasında, öğrencilerden, gittikleri bir yerde tanık oldukları olayları ve kişisel deneyimlerini tanımlamaları beklenmektedir. Verilen bağlaçları kullanmalarını belirtiniz.

33. Talk to your friends and give real information about your city.

Kendi şehirleri ile ilgili gerçek bilgileri sunacakları bir konuşma yapmalarını öğrencilerinizden isteyiniz. Konuşmalarında şehrin tarihinden, kuruluşundan, nüfusundan, ikliminden vb. bahsedebilirler.

34. Answer this question: Where would you like to go on holiday?

Soruyu değişik öğrencilere sorunuz ve birbirlerine de sormalarını sağlayınız.

35. Listen to the text and answer: What would Molly like to buy?

Metni dinlerken bu sorunun cevabını bulmaya çalışmaları konusunda öğrencilerinizi uyarınız.

**Dinleme metni (Tapescript):**

People like travelling because they like seeing different places. Some people go to the country and some people travel to other cities and countries. If you see a lot of places, you can learn a lot of things because you get different information and you meet different people from different cultures.

My name's Molly. I'm on holiday in Vienna. I have been here for five days. I have already been to fascinating places. There are beautiful palaces, museums and art galleries here. I have been to a classical music concert. It was fantastic. I'd like to buy some classical music CDs, but I haven't been to a shopping center yet. It is very nice to have a holiday because I have been in a different environment for a while. I think I have changed. I feel much better and cleverer.

**Answer key:**

She would like to buy classical music CDs.

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32. Which cities have you been to in Turkey? Write a paragraph about the description of events and your personal experiences there. Use "and", "but" and "because" in your sentences.

Blank writing area for student response to question 32.

33. Talk to your friends and give real information about your city.

34. Answer this question: Where would you like to go on holiday?

35. Listen to the text and answer: What would Molly like to buy?

36. Choose the main point of the text.

A) You should always have different kinds of holidays.

B) You can learn a lot of things when you go to different places.

37. Answer these questions.

A) Where is Molly?

B) What kind of places has Molly been to?

C) Has she been to a shopping center yet?

**Just for Fun**

A man was walking on the beach and he found a monkey. He took it to a policeman and asked him "What should I do?". The policeman told: "Take it to the zoo." The next day the same policeman saw the same man. He was still with the monkey. "Why haven't you taken that monkey to the zoo yet?" asked the policeman. "We went to the zoo yesterday. I'm taking it to the park today," answered the man.

**TASK**  
Prepare a questionnaire about personal experiences.

	Yes	No
1. Have you ever travelled by plane?	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>

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36. Choose the main point of the text.

Öğrencilerinizden, metnin ana fikrini seçmelerini isteyiniz.

**Answer key:**

B) You can learn a lot of things when you go to different places.

37. Answer these questions.

Dinleme sonrası sorularını öğrencilerinize sorunuz.

**Answer key:**

A) She is in Vienna.

B) She has been to fascinating places.

C) No, she hasn't.

**Just for fun.**

Okuyup anlama isteklerini artırmak ve onları eğlendirmek amacıyla sunulan fıkranın bütün öğrenciler tarafından anlaşılmasına yardımcı olunuz.

**Task :**

Kişisel deneyimleri belirleyen bir anket hazırlanması istenmektedir. İlk soru örnek olarak verilmiştir. Diğer soruları öğrencilerinizin oluşturmalarını sağlayınız.



# COOPERATION IN THE FAMILY

<b>Topic</b>	: RUNNING ERRANDS
<b>Skills</b>	<ul style="list-style-type: none"> <li>: <b>Listening</b></li> <li>Catching the main point in short, clear and simple messages</li> <li>Finding specific information in simple recorded texts</li> <li>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</li> <li><b>Reading</b></li> <li>Understanding short, simple texts on familiar matters</li> <li>Finding specific, predictable information in simple everyday material</li> <li>Locating specific information in lists and isolating the information required</li> <li>Locating the topic sentence and supporting details and examples</li> <li>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</li> <li><b>Writing</b></li> <li>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</li> <li>Writing very short, basic descriptions of events and personal experiences</li> <li>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</li> <li><b>Speaking</b></li> <li>Dealing with practical everyday demands: finding out and passing on straightforward factual information</li> <li>Checking whether someone has done something or not</li> <li>Handling very short social exchanges about personal experiences</li> <li>Using an inadequate word from his/her repertoire and using gesture to clarify what he / she wants to say</li> <li>Giving thanks</li> <li>Understanding enough to manage simple, routine exchanges without undue effort</li> <li>Accepting or refusing a request</li> </ul>
<b>Functions</b>	<ul style="list-style-type: none"> <li>: Requesting others to do something</li> <li>Instructing or directing others to do something</li> <li>Requesting assistance</li> <li>Refusing</li> <li>Apologizing</li> <li>Talking about recent activities and completed actions</li> <li>Expressing gratitude</li> </ul>
<b>Structures</b>	<ul style="list-style-type: none"> <li>: The Present Perfect Tense with "since" and "for"</li> <li>How long .... ?</li> <li>Phrases: as usual</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>: <b>Nouns</b> : bill, scout, charity, cooperation, errands, grocery, lawn mower, pair, roll,</li> <li><b>Verbs</b> : borrow, chop, empty, lend, shred, throw</li> <li><b>Prepositions</b> : since</li> </ul>
<b>Task</b>	: Comparing the two pictures given and finding the differences by saying what the person has or hasn't done



## Hazırlık Çalışmaları

Ünitenin giriş kapağında yer alan resimleri öğrencilere gösteriniz ve öğrencilerinizin ünite ismini ve konu başlığını anlamalarını sağlamak için resimlerle ilgili olarak "There are different photographs on this page. These people are doing different things for their families. Some people are at the bank. They are paying the bills. Some people are taking their children to the doctors. Some people are doing shopping and a man is buying some medicine." These are errands. We help each other in the family to run errands." cümlelerini açıklayıcı cümleler olarak söyleyebilirsiniz.

## SHARING THE WORK

### 1. Answer these questions.

Okuma etkinliği öncesi öğrencilerinize, bu bölümde yer alan soruları sorunuz. Farklı cevapları değerlendiriniz.

### 2. Read the diary and answer: How many people shared the work at home on Tuesday?

Bu bölümde, öğrencileriniz metni okurken soruların cevaplarını bulmaya çalışacaklardır. Bu çalışmayı kendilerinin gerçekleştirebileceğini belirtiniz ve destekleyiniz.

#### Answer key:

Three people shared the work at home on Tuesday.

### 3. Write true (T) or false (F) for these sentences.

Öğrencilerinizden, okudukları metne göre cümleleri değerlendirmelerini isteyiniz.

#### Answer key:

- A) (T)
- B) (F)
- C) (T)
- D) (T)

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## SHARING THE WORK

### 1. Answer these questions.

- A) Do you share the work at home?
- B) What kind of work do you do to help your family?

### 2. Read the diary and answer: How many people shared the work at home on Tuesday?

Monday 15, March

My mother went to a meeting about "Running errands for the family". We didn't go to this meeting. I asked my father: "What is running errands for the family?" He said: "I think it is doing something for the family at home and outside home. I am sure your mother will come with some bad news for me and you."

My father and I watched a film on television and had biscuits and lemonade. We left the plates and glasses in the living room, as usual. Then, my mother came home and said: "Things are going to be different in our house." She went to the kitchen and made a list. It was for the family members. She put the list on the fridge and said: "We will start tomorrow. Come and read the list."



Tuesday 16, March

I made my bed, cleaned the bathroom after I had a shower and put my dirty clothes in the washing machine. My father prepared breakfast while my mother was making an omelette for us. Then, he took the dog out for a walk.

I went to school and had a short visit to my grandmother. I went shopping for her.

After I came home, I set the table and my father made the salad. My father fed the dog and he made tea for us. I took the cups to the kitchen after we drank tea.

I am in my bedroom now. I have just finished running errands for my family, but my day hasn't finished yet. I have had a busy day.

### 3. Write true (T) or false (F).

- A) Tim and his father didn't help the housework much before. ( )
- B) Tim's mother took the dog for a walk. ( )
- C) Tim bought some goods for his grandmother. ( )
- D) Tuesday has been a busy day for Tim. ( )



## 4. Read the dialogue and make similar dialogues.

Sara : Mum, I've done shopping and washed the dishes.  
 Mother : What about the shirts? Have you ironed them yet?  
 Sara : Yes, I've already ironed them.  
 Mother : Thanks, dear. And can I ask one more thing?  
 Sara : Yes, of course. What is it?  
 Mother : Will you go to the dry cleaner's and get my skirt?  
 Sara : Yes, mum. I'll get it after I have a glass of orange juice.  
 Mother : Thank you very much. You have been very helpful.

## 5. Answer this question: Who helps the old people in your family?



## 6. Listen to the text and answer: What kind of errands can you do for the old people?

## 7. What is the main point of the listening text?

- A) The old people like talking about their experiences.  
 B) The old people need help and young people can do errands for them.



## 8. Choose the correct answer.

- A) The old people cannot run errands easily because  
 a. they don't like doing these things b. they are weak  
 B) If you help the old people,  
 a. you make them happy and you feel happy, too b. they learn a lot of things from you

## 9. Read the dialogue and practise a similar dialogue.

Susan : Good morning. This is my grandmother's prescription. Could I have her pills, please?  
 Chemist : Yes, of course. Let me see.  
 ...  
 Here you are.  
 Susan : When must she take them?  
 Chemist : She must take the red capsules three times a day after meals.  
 Susan : What about these tablets?  
 Chemist : She must take one tablet a day before breakfast. I have written the instructions on the packages.  
 Susan : Thank you very much.



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## 4. Read the dialogue and make similar dialogues.

Bu bölümde Sara ve annesi arasında geçen ve günlük yaşam koşuşturmalarının yerine getirilmesine değinen bir konuşma yer almaktadır. Öğrencilerinizden, konuşmayı okumalarını ve rica cümleleri içeren benzer konuşmalar oluşturmalarını isteyiniz.

## 5. Answer this question: Who helps the old people in your family?

Dinleme etkinliği öncesi öğrencilerinizden soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

## 6. Listen to the text and answer: What kind of errands can you do for the old people?

Kayıtlı metni dinletiniz. Metni dinlerken sorunun cevabını bulmalarını isteyiniz.

### Dinleme metni (Tapescript):

There are some old people near my house. They live alone. They have got a lot of work to do at home and in town. It is difficult for them to run errands because they are old and weak. I can do some errands for them and make them happy. What can young people do for them?

They can go to the bank, pay their bills or do shopping. I enjoy helping them at home and in the garden, too. While I am watering the flowers, they tell me a lot of things about their personal experiences. I have already learned a lot of things from them. We have a very good time together. I feel happy because I do something good. I make people happy. It is not very difficult to make people happy. Think about the old people around you and do some errands for them.

### Answer key:

I can go to the bank, pay their bills, do shopping for them and help them at home and in the garden.

## 7. What is the main point of the listening text?

Bu bölümde, öğrencilerin, dinleme metninde bulunan ana fikri seçenekler arasından belirlemeleri gerekmektedir. Metni tekrar dinletebilirsiniz.

### Answer key:

(B)

## 8. Choose the correct answer.

Dinleme etkinliğinin son bölümünde, metinle ilgili cümlelerin eksik bölümlerinin seçenekler arasından bulunması gerekmektedir.

### Answer key:

A) (b)

B) (a)

## 9. Read the dialogue and practise a similar dialogue.

Konuşma etkinliğinin yer aldığı bu bölümde öğrencilerinizden, konuşmayı okumalarını, günlük ihtiyaçlara cevap veren ve bilgi akışı sağlayan benzer bir konuşma oluşturmalarını isteyiniz.



## 10. Answer these questions.

Okuma etkinliği öncesi öğrencilerinizin genel soruları cevaplamalarını isteyiniz. Farklı cevapları değerlendiriniz..

## 11. Read the text and answer these questions.

Okuma etkinliğinin yer aldığı bu bölümde, aile bireyleri evin babası için sürpriz bir doğum günü partisi hazırlamakta ve parti için yapılacak hazırlıkları kendi aralarında paylaşmaktadırlar. Metni öğrencilerinize okutunuz. Soruların cevaplarını vermelerini isteyiniz.

### Answer key:

A) The surprise party is for the father.

B) The grandmother is going to make a cake.

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## 10. Answer these questions.

- A) Have you ever organized a surprise party?  
B) Have you ever been to a surprise party?

## 11. Read the text and answer these questions.

- A) Who is the surprise party for? B) What is the grandmother going to do?

- Mother** : Listen children. Your father's birthday is on Sunday. I'd like to give a surprise birthday party for him. Can you help me to organize it?  
**Children** : Of course, mother. We are ready to help.  
**Mother** : Good. Let's begin. Who are we going to invite? Rose, make the list of the guests.  
**Rose** : Okay, mum. I will make a list and telephone them to invite to the party.  
**Mother** : Your grandmother can make a birthday cake. Your father likes homemade cakes.  
**Rose** : I will go and tell my grandmother to make a cake.  
**Mother** : Lucy, go shopping and buy a present for your father.  
**Lucy** : What shall I buy? Shall I buy a sweater or a pair of shoes?  
**Mother** : I think you should buy him the latest CD of Brian Adams and a book by Agatha Christie. He likes detective stories very much. Buy some candles for the cake and some fruit and vegetables for the salads. I'll make fruit salad and green salad. I've already bought some chicken to cook.  
**Sam** : What about me, mum? What am I going to do?  
**Mother** : First, can you help me to clean the house tomorrow?  
**Sam** : I'm sorry, mum. I can't. I don't like cleaning.  
**Mother** : Then, can you go out with your father when he takes the dog out? Come back home at 2 o'clock. The guests will arrive when you are out. Don't come back before we phone you and don't forget to take your mobile phone with you.  
**Sam** : What about the music? We don't have enough CDs for the party.  
**Mother** : Borrow some CDs from your friends. Don't forget.  
**Rose** : Mum, who is going to take photographs?  
**Mother** : Your uncle Kevin is going to take the photographs. My boss will lend me his professional camera. Buy two rolls of film and give the camera and the rolls to Kevin before the party.  
**Rose** : Okay, mum. I am sure it is going to be a good party. I enjoy surprise parties.



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## 12. Guess the meaning of these words and fill in the blanks.

- A) "Borrow" means "\_\_\_\_\_".  
 a) to get something, use it for a while and give it back to its owner  
 b) to buy something, use it for a while and give it back to the shop  
 B) "Lend" means "\_\_\_\_\_".  
 a) to give your thing/things to someone to use and then take it/them back  
 b) to sell thing/things to someone to use for a long time  
 1) Can you \_\_\_\_\_ me your dictionary? I couldn't find mine at home.  
 2) Can I \_\_\_\_\_ your dictionary? I couldn't find mine at home.

## 13. Look at the list. Write the information for "grandmother" and "uncle".

List of preparations for the party		
Mother	: Organize the party.	(✓)
	: Clean the house.	(x)
	: Cook chicken.	(x)
	: Make salad.	(x)
Rose	: Make a list for the guests.	(✓)
	: Telephone them.	(✓)
	: Go to the grandmother's house.	(✓)
	: Buy rolls of film.	(x)
Lucy	: Buy birthday present.	(✓)
	: Buy fruit and vegetables.	(✓)
Sam	: Borrow CDs.	(x)
	: Go out with the father.	(x)
Grandmother	: _____.	(x)
Uncle	: _____.	(x)

## 14. Complete these sentences.

- A) Mother is going to \_\_\_\_\_ the house. C) Lucy is going to \_\_\_\_\_ a birthday present.  
 B) Sam is going to \_\_\_\_\_ CDs from his friends. D) Rose is going to \_\_\_\_\_ the guests.

## 15. Look at the ticks and crosses on the list. Read the dialogues and make similar dialogues.

- Tim : Has the mother organized the party yet? Tim : Has Rose bought rolls of film yet?  
 Liz : Yes, she has. She has already organized it. Liz : No, she hasn't. She hasn't bought rolls of film yet.

## 16. You are Sam. What have/haven't you done for the party? Write a short paragraph about your father's birthday party. Use "and", "but" and "because" in your sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. You are going to organize a birthday party for your teacher. Talk to your friends and give instructions. All of your friends are going to do something.

## 12. Guess the meaning of these words and fill in the blanks.

Öğrenciler, okuma metninde geçen iki kelimenin anlamını seçenekler arasından tahmin edecekler ve cümleleri bu kelimelerle tamamlayacaklardır.

### Answer key:

- A) a B) a

- 1) Can you lend me your dictionary? I couldn't find mine at home.  
 2) Can I borrow your dictionary? I couldn't find mine at home.

## 13. Look at the list. Write the information for "grandmother" and "uncle".

Parti ile ilgili iş bölümünü anlatan bir listenin yer aldığı bu etkinlikte, kişilerin karşılıklarına yapacakları işler yazılmıştır. Gerçekleştirilen işlerin karşısına onay işareti, henüz gerçekleştirilmemiş işlerin karşısına ise çarpı işareti konulmuştur. Etkinliğin bu aşamasında öğrencilerinizden, listeye bakmalarını ve "büyük anne" ve "amca"nın parti için yapacakları işleri listeye yazmalarını isteyiniz.

### Answer key:

- Grandmother: Make a cake.  
 Uncle : Take the photographs.

## 14. Complete these sentences.

Okuma sonrası sorularının cevaplarını öğrencilerinize sorunuz ve cevaplarını dinleyiniz.

### Answer key:

- A) Mother is going to clean the house.  
 B) Sam is going to borrow CDs from his friends.  
 C) Lucy is going to buy a birthday present.  
 D) Rose is going to telephone the guests.

## 15. Look at the ticks and crosses on the list. Read the dialogues and make similar dialogues.

Öğrencilerinizden, listedeki işaretlere bakmalarını, konuşmaları okumalarını ve liste üzerinden benzeri konuşmalar oluşturmalarını isteyiniz.

## 16. You are Sam. What have/haven't you done for the party? Write a short paragraph about your father's birthday party. Use "and", "but" and "because" in your sentences.

Yazma etkinliğinde öğrenciler, Sam'in ağzından parti için yapılmış olan ve henüz yapılmamış olan faaliyetleri anlatan cümleler yazacaklardır. Cümlelerini yazarken istenilen bağlaçları kullanmalarını isteyiniz. Yazdıkları kısa paragrafları sınıf içerisinde okumalarını sağlayınız.

### Answer key: (Öneri niteliğindedir.)

We are going to organize a birthday party for my father. Everybody in the family has got a different job for the party. My mother has organized the party. I'm going to borrow CDs, but I haven't borrowed them yet. I am going to go out with my father and we are going to come back at 2 o'clock. Because the guests are going to arrive when we are out.

## 17. You are going to organize a birthday party for your teacher. Talk to your friends and give instructions. All of your friends are going to do something.

Bu etkinlikte öğrenciler, öğretmenleri için hayali bir doğum günü partisi düzenlemektedirler. Öğrencilerden gruplar hâlinde konuşma hazırlıkları yapmalarını ve konuşmalarını sunmalarını isteyiniz.



18. Answer this question: What kind of errands can you do for your family?

Okuma etkinliğinin yer aldığı bu bölümde etkinlik öncesi öğrencilerinizin soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

19. Read the text and answer these questions.

Okuma öncesi sorularını sorunuz ve öğrencilerin farklı cevaplarını değerlendiriniz.

**Answer key:**

A) Yes, I / We can.

B) Because you can find everything there.

20. Choose the topic sentence of this text and write it in the blank.

Okuma etkinliğinin bir çalışması olarak öğrencilerinizin verilen seçenekler arasından ana fikir cümlesini bulmalarını ve okuma metninde yer alan boşluğa yazmalarını isteyiniz.

**Answer key:**

(A)

21. Which details and examples support the topic sentence? Underline them with coloured pencils.

**Answer key:**

Supporting sentences:

All the tips (1-8) support the topic sentence.

Example:

My grandfather has planned his errands since he was young and has saved time. He has read hundreds of books for many years because he has had a lot of free time.

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18. Answer this question: What kind of errands can you do for your family?

19. Read the text and answer these questions.

- A) Can you save time if you do some jobs on the Internet?  
B) Why should you do your shopping at a big grocery store?

Think about today. How much work have you completed since you got up? How many different directions have you been to? How much time have you spent so far? Can you save time when you do these things?

My grandfather has planned his errands since he was young and he has saved time. He has read hundreds of books for many years because he has had a lot of free time. I am trying to do the same for my life. I hope I'll be like my grandfather. Here are some tips.

1. Plan your work and go out for running errands once or twice a week.
2. What must you do when you go out? List every detail.
3. Lunch breaks are good for running errands.
4. Try to do some jobs on the Internet.
5. Do your shopping at a big grocery store. You can find everything there.
6. You should do your shopping when the grocery store is not very crowded. You'll save time.
7. Don't do a lot of window shopping. You'll save time and money, too.
8. If you need different things (not food), make a list and do your shopping once a month. In this way, you won't buy unnecessary things.



20. Choose the topic sentence of this text and write it in the blank.

- A) If you plan your errands, you will have a lot of free time.  
B) If you are a busy person, you can get help for your errands.

21. Which details and examples support the topic sentence? Underline them with coloured pencils.

22. Write true (T) or false (F).

1. You must make a list before you go out. ( )  
2. Do your shopping when the grocery store is crowded. ( )  
3. You should go out for your errands every day. ( )  
4. You can save money if you do less window shopping. ( )

23. Read the dialogue and act it out. Then, use the keywords in the box and make similar dialogues.

- Rosy : I've got a lot of things to do today. I've done some of them, but I need your help for the other things. Can you do me a favour, please?  
Rick : Sure. What can I do for you, dear? What have you done so far?  
Rosy : I've already taken the kids to school, but I haven't done the shopping yet. Can you go shopping?  
Rick : Yes, of course. Give me the shopping list.  
Rosy : Here it is. The flowers in the garden need some water. Can you water them, please?  
Rick : I'm sorry, but I can't. I think Danny can do it for us. He has got free time during the day.

1. pay the bills / go to the dry cleaner's  
2. pick up the kids from school / buy some milk and bread

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22. Write true (T) or false (F).

Etkinliğin son bölümünde öğrencilerinizden cümleleri değerlendirmelerini isteyiniz. Çalışmalarını kontrol ediniz.

**Answer key:**

1. (T) 3. (F)  
2. (F) 4. (T)

23. Read the dialogue and act it out. Then, use the key words in the box and make similar dialogues.

Konuşma etkinliğinin yer aldığı bu bölümde öğrencilerinizin bir ricayı kabul etmek ya da geri çevirmekle ilgili konuşmayı okumalarını ve canlandırmalarını isteyiniz. Daha sonra kutuda yer alan anahtar kelimeleri kullanarak iki ayrı konuşma oluşturmalarını isteyiniz. Konuşmalarını denetleyiniz.



## 24. Answer these questions.

- A) What does a father do in a family?  
B) What does a mother do in a family?

## 25. Read the article from a family magazine and answer this question: What can a 12-year old child do to help the family?

Families are like teams. Family members should cooperate in the family. They should help each other and share the work. There are a lot of things to do at home and outside home. Every family has got some errands to do. For example; paying bills, going to the dry cleaner's and shoe repairer's, doing shopping, talking to the doctors, taking pets to the vets...

Mothers or fathers cannot do all these things alone. Every member of the family should do something. A 12-year old child can go to the dry cleaner's or water the garden. A 14-year old child ..... What about housework? Doing housework is not only the mothers' job. If everyone shares the work in the house and outside the house, they can have more free time to be together. They will feel much happier when they are together.



## 26. Guess the answer of this question and complete the sentence in the text. What can a 14-year old child do to help the family?

### 27. Complete these sentences.

- A) Paying bills, doing shopping, taking animals to the vet are .....  
B) ..... should do the housework in the family.  
C) Family members feel much better when .....

### Just for Fun



Father : What did you do today to help your mother?  
Son : I dried the dishes.  
Daughter : And I helped to pick up the pieces.

## 24. Answer these questions.

Etkinliğe başlamadan önce öğrencilerinizin soruları cevaplandırmalarını isteyiniz. Farklı cevapları değerlendiriniz.

## 25. Read the article from a family magazine and answer this question: What can a 12-year old child do to help the family?

Bu bölümde, bir aile dergisinde yer alan okuma metni sunulmaktadır. Öğrencilerinizin bu metni okurken sorunun cevabını vermelerini isteyiniz.

### Answer key:

A 12-year old child can go to the dry cleaner's or water the garden.

## 26. Guess the answer of this question and complete the sentence in the text. What can a 14-year old child do to help the family?

Öğrencilerinizden, bu sorunun cevabını kendi yaşantılarını da dikkate alarak cevaplandırmalarını isteyiniz. Hemen hemen aynı yaşta olan öğrencilerin bu soruya verdikleri cevapları değerlendiriniz.

### Answer key: (Öneri niteliğindedir.)

A 14-year old child can go shopping and take his brothers or sisters to school.

## 27. Complete these sentences.

Etkinliğin son bölümünde öğrencilerinizin cümleleri metne göre tamamlamalarını isteyiniz.

### Answer key:

- A) Paying bills, doing shopping, taking animals to the vet are running errands.  
B) Every member should do the housework in the family.  
C) Family members feel much better when they are together.

### Just for Fun

Burada yer alan eğlence bölümünde baba, oğlu ve kızı arasında geçen bir konuşma yer almaktadır. Oğlan, annesine yardım etmek için tabakları kuruladığını, kız ise tabak parçalarını topladığını söylemektedir. Bu bölüm öğrencilerinizin hoşuna gidecektir.



## 28. Read the dialogue and act it out. Use the keywords in the box and make similar dialogues.

Öğrencilerinizden, konuşmayı okumalarını ve canlandırılmalarını isteyiniz. Kutu içerisinde verilmiş olan anahtar kelimeleri kullanarak iki tane benzer konuşma oluşturmalarını isteyiniz.

Konuşmalarını sınıf içerisinde sunmalarını sağlayınız.

## 29. Read the dialogue and practise it.

Öğrencilerinizden, bu bölümde yer alan konuşmayı okumalarını ve pratik yapmalarını isteyiniz.

### Let's learn.

Bilgi notunda "present perfect tense" ile "since" ve "for" kullanımı aynı örnekle verilmektedir. Bu yapılar ünite genelinde ve öğrenci çalışma kitabında da yer almaktadır.

## 30. Read the situation and make a similar dialogue for three people.

Bu etkinlikte, öğrencilerinizin verilen duruma göre üç kişilik konuşma oluşturmaları beklenmektedir. Sınıf içi etkinliği olarak bu konuşmaları gruplar hâlinde yaptırınız.

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## 28. Read the dialogue and act it out. Use the keywords in the box and make similar dialogues.

Mother : Have you finished your homework, Mary?  
Mary : Yes, mum. I've just finished it.  
Mother : Have you brushed your teeth?  
Mary : No, not yet, mum. I'll brush them after I put on my pyjamas.

1. make bed / have breakfast / school uniform
2. telephone your father / pay the bills / go shopping

## 29. Read the dialogue and practise it.



### Let's learn.

It's 5 o'clock in the afternoon now.  
She is at school.  
She left home at 1 o'clock.  
She has been at school for four hours.  
She has been at school since 1 o'clock.

Father : Oh, darling. You're still in the kitchen. How long have you been in the kitchen?  
Mother : I've been here since breakfast.  
Father : Oh, you have been in the kitchen for many hours. What have you done so far?  
Mother : I've cooked five different dishes. We have guests for dinner.  
Father : Oh. That's nice. Has Mary helped you?  
Mother : No, she hasn't. She has been in her room for two hours.  
Father : What is she doing?  
Mother : She is doing something on her computer.  
Father : Mary! Will you come and help your mother, please? She has been in the kitchen for a long time. She's tired.  
Mary : Okay, dad. I'm coming. I've just finished my homework.

## 30. Read the situation and make a similar dialogue for three people.

Situation: Mother comes home and talks to Jerry. Jerry is in his room since he came home from school. He is trying to solve mathematical problems. He needs his sister's help. His sister Cherry is in the living room and watching TV.

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## 31. What have you done so far today?

Write a short text. Use some of the underlined keywords and phrases in activity 29.

.....

.....

.....

## 32. Read the dialogue and practise a similar dialogue. Use the keywords in the box.

Pam : Have you ever cooked for your family?  
 Meryl : Yes. I have cooked meatballs.  
 Pam : Oh, when was that?  
 Meryl : It was last year. My mother and father worked late and I prepared meal for my sister and brother.  
 Pam : Did you enjoy it?  
 Meryl : Yes, very much.  
 Pam : Did you get help?  
 Meryl : Yes, my grandmother helped me on the phone.



cook soup / grandparents - ill / aunt - help

### Let's learn.

Do the ironing.  
 Do the dishes.  
 Do housework.  
 Do shopping.  
 Do a favour.  
 Do a job.

### Let's learn.

a pair of shoes  
 a roll of film

### Let's have fun.



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## 31. What have you done so far today? Write a short text. Use some of the underlined keywords and phrases in activity 29.

Yazma etkinliğinin yer aldığı bu bölümde öğrencilerinizden, günün bu vaktine kadar neler yaptıkları hakkında kısa bir metin yazmalarını isteyiniz. Metni yazarken 29 numaralı etkinlikte altı çizili anahtar kelimelerden bazılarını kullanabileceklerini hatırlatınız. Yazdıkları metinleri sınıf içerisinde okumalarını sağlayınız.

## 32. Read the dialogue and practise a similar dialogue.

Use the keywords in the box.

Konuşma etkinliğinde öğrencilerinizden, Pam ve Meryl arasında geçen konuşmayı okumalarını ve kutuda yer alan kelimeleri kullanarak benzer konuşmalar oluşturmalarını isteyiniz.

### Let's learn.

Bilgi notunda "do" fiili ile kullanılan bazı cümleler yer almaktadır. Bu cümleler ünite genelinde kullanılmıştır ve öğrenci çalışma kitabında daha fazla örnek yer almaktadır.

### Let's learn.

"Shoes" kelimesinin "pair", "film" kelimesinin "roll" kelimesi ile beraber kullanımına dikkat çekiniz.

Örnek cümleler içinde kullanmaya özen gösteriniz.

### Let's have fun.

Karikatürde günlük olarak yapılacak tüm işleri tamamlayan anne bir şey unuttuğunun farkındadır ancak ne unuttuğunu hatırlayamamaktadır. Günlük koşuşturmanın insanı yorduğu anlatılmak istenmektedir. Öğrencilerinize,

"Has she got a child?

Where is her child?

Has she forgotten anything?

What has she forgotten?" gibi sorular sorarak karikatürün iyice anlaşılmasını sağlayabilirsiniz.



**33. Answer this question: What can children do to get some money for the poor people?**

Dinleme etkinliği öncesi öğrencilerinize soruyu sorunuz ve önerilerini ve farklı cevapları değerlendiriniz.

**34. Listen to the text and answer these questions.**

Öğrencilerinize, izciler hakkında olan kayıtlı metni dinletiniz. Resimlere bakan öğrenciler konuyu kısmen tahmin edeceklerdir. Gerekirse metni birkaç kez dinletebilirsiniz. Daha sonra öğrencilerin sorulara cevap vermelerini isteyiniz.

### Dinleme metni (Tapescript):

Now, listen to me, students! I've got some good news for you. We are going to have a group of boy scouts and girl scouts in our school. What does "scout" mean? Oh, you don't know this word. I am going to explain it to you. If you are a scout, you are in a team. You learn some skills from your teachers or guides and do good things for the people. You wear special clothes. Scouts usually wear shorts, scarves and caps. Teachers sometimes take them camping. They clean the environment and plant some trees. You know the environment is very important for our future.

We need boy scouts and girl scouts in this town because they will work for the town charity.

A charity gives money, food, clothes or helps the poor, sick and old people. Of course, a charity needs money to help them. What can scouts do for a charity? They can raise money for it. How can they raise money? They can do some errands for the busy people, look after the babies or do some other small jobs and they can get money for these services. Scouts give this money to the charity and the charity uses it to help the poor, sick or old people.

Isn't it nice? Now, who would like to be a boy scout or a girl scout?

### Answer key:

- A) The scouts usually wear shorts, scarves and caps. /They wear special clothes.  
B) Because they will work for the town charity.

**35. Guess and choose the meaning of the words.**

Öğrencilerinizden, dinleme metninde yer alan iki kelimenin anlamını tahmin etmelerini ve şıklar arasından seçmelerini isteyiniz.

### Answer key:

- A) (a) B) (b)

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**33. Answer this question: What can children do to get some money for the poor people?**

**34. Listen to the text and answer these questions.**

- A) What kind of clothes do scouts usually wear?  
B) Why do they need boy scouts and girl scouts in their town?

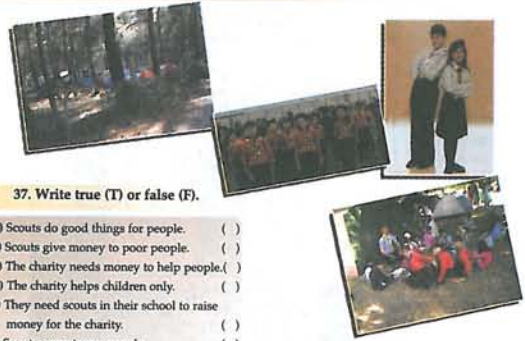


**35. Guess and choose the meaning of the words.**

- A) the Scouts: a) It is an organization. It teaches practical skills.  
b) It is a team. They organize cultural activities for the young people.  
B) charity: a) It is a club. It organizes camping holidays for the young people.  
b) It is an organization. It gives money, help or goods to poor, sick or old people.

**36. Complete the sentences with the correct word.**

- A) Our mothers work for the \_\_\_\_\_ and sell their homemade food.  
a. scouts b. charity  
B) I've been a \_\_\_\_\_ for two years and I've learned a lot of skills from my guide.  
a. scout b. charity



**37. Write true (T) or false (F).**

- A) Scouts do good things for people. ( )  
B) Scouts give money to poor people. ( )  
C) The charity needs money to help people. ( )  
D) The charity helps children only. ( )  
E) They need scouts in their school to raise money for the charity. ( )  
F) Scouts cannot run errands. ( )

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**36. Complete the sentences with the correct word.**

Bir önceki bölümde, kelimelerin anlamlarını seçen öğrenciler, bu bölümde kelimeleri cümle içerisindeki boşluklara yerleştireceklerdir. Çalışmalarını denetleyiniz.

### Answer key:

- A) (b) B) (a)

**37. Write true (T) or false (F).**

Dinleme etkinliğinin son bölümünde öğrencilerinin dinleme metniyle ilgili cümleleri değerlendirmelerini isteyiniz.

### Answer key:

- A) (T) D) (F)  
B) (F) E) (T)  
C) (T) F) (F)







## 40. Read the situations and make dialogues.

Öğrencilerden verilen durumlara göre karşılıklı konuşmalar oluşturmalarını isteyiniz. Konuşmaların hangi sıra ile gerçekleştirileceği oklarla belirtilmiştir. Başkasından yardım isteme, yardımı reddetme ve nedenini belirtme ya da yardım etmeyi kabul etme ve karşılığında teşekkür etme cümleleri ile konuşmaları sürdürmelerine yardımcı olunuz.

### Örnek konuşma

#### Dialogue 1

St1 : I've lost my key. Can you help me, please?

St 2 : I'm sorry, but I can't. I must go home immediately.

St 1 : Thanks, anyway.

#### Dialogue 2

St 1: My cat has been lost. Could you do me a favour and help me to find it?

St 2 : Of course. We can look for your cat together.

St 1 : Thank you very much.

## 41. Read the telephone conversation. Use the words in the box and make similar dialogues.

Öğrencilerinizden, Terry ve Sandra'nın annesi arasında geçen konuşmayı okumalarını ve kutu içerisinde verilmiş olan kelimeleri kullanarak benzer konuşmalar oluşturmalarını isteyiniz.

Bu etkinlikte "been/gone" kullanımlarındaki anlam farklığına öğrencilerinizin dikkatini çekmenizde yarar vardır.

### Task :

Görev bölümünde, aynı kişi ve yere ait iki resim bulunmaktadır. Öğrencilerinizden, resimlere bakarak farklılıkları bulmalarını ve Janet'in neler yaptığını ya da yapmadığını anlatmalarını isteyiniz.

### Answer key: (Öneri niteliğindedir.)

In the second picture:

1. Janet has put her trousers and sweater in the wardrobe.
2. She has ironed some clothes.
3. She has made her bed.
4. She hasn't put her books in the bookcase.
5. She has combed her hair.
6. She has cleaned the water on the floor.

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## 40. Read the situations and make dialogues.

1) You have lost your key. Ask for some help.

Refuse help. Apologize and give a reason.

Your friend cannot help you, but thank.

2) Your cat is lost. Ask for some help.

Say "Yes.". Offer to look for the cat.

Express your thanks.

## 41. Read the telephone conversation. Use the words in the box and make similar dialogues.

Terry : Hello. This is Terry. Can I talk to Sandra, please?

Mother : Oh, hello Terry. This is Sandra's mother. Sandra has gone to the supermarket and she hasn't come back yet.

Terry : Thank you. I'll call her later.

Kevin - dry cleaner's  
Rose - post office

**TASK**  
Compare these pictures. Find and say the differences.  
What has/hasn't Janet done?



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# SUCCESS STORIES

<b>Topic</b>	: A LIVING SCIENTIST
<b>Skills</b>	<ul style="list-style-type: none"> <li>: <b>Listening</b></li> <li>Catching the main point in short, clear and simple messages</li> <li>Finding specific information in simple recorded texts</li> <li>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</li> <li><b>Reading</b></li> <li>Understanding short, simple texts on familiar matters</li> <li>Finding specific, predictable information in simple everyday material</li> <li>Locating specific information in lists and isolating the information required</li> <li>Locating the topic sentence and supporting details and examples</li> <li>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</li> <li><b>Writing</b></li> <li>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</li> <li>Writing a series of simple phrases and sentences about people, their educational background and accomplishments</li> <li>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</li> <li><b>Speaking</b></li> <li>Giving a simple description or presentation of people</li> <li>Using an inadequate word from his/her repertoire and using gesture to clarify what he / she wants to say</li> <li>Understanding enough to manage simple, routine exchanges without undue effort</li> <li>Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters</li> <li>Talking about people, their educational background and accomplishments</li> </ul>
<b>Functions</b>	<ul style="list-style-type: none"> <li>: Imparting and seeking factual information</li> <li>Describing education, qualifications and skills</li> <li>Talking about accomplishments</li> </ul>
<b>Structures</b>	: Revision of the structures learnt before
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>: <b>Nouns</b> : achievement, battery, competition, competitor, congress, cosmology, council, epilepsy, gravity, kidney, liver, microneurosurgery, nerve, neurosurgeon, physicist, quantum, surgeon, symposium, theorem, transplant, tumor</li> <li><b>Verbs</b> : achieve, encourage, operate, reach, treat</li> <li><b>Adverbs</b> : deaf, disabled, honorary, impressed, living, organic, theoretical</li> </ul>
<b>Task</b>	: Finding the date of an important invention and writing a sentence expressing how long humans have had it



## Hazırlık Çalışmaları

Ünitenin giriş sayfasında yer alan film şeridi görüntülerinde 6 ünlü bilim insanına ait görüntüler yer almaktadır. Öğrencilerinizden, bu görüntülere tek tek bakmalarını isteyiniz ve

"Do you know this man?

Is he famous?

Why is he famous?

What is his job?

What is his nationality?

Where does he live?

How old is he?" gibi sorular sorunuz.

## WHAT IS SUCCESS?

### 1. Answer this question: What is your goal after you finish primary education?

"Başarı" kavramı hakkında bir okuma metninin yer aldığı bu etkinliğe başlamadan önce öğrencilerinizin soruyu cevaplandırmalarını isteyiniz. Farklı cevapları değerlendiriniz.

### 2. Read the text and answer: Does success have the same meaning for everyone?

Öğrencilerinizden, metni okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

**No, it doesn't.**

### 3. Guess the meaning of "achieve" and "reach". Then, fill in the blanks with these words.

Öğrencilerinizden, okuma metninde yer alan iki kelimenin anlamlarını tahmin ederek boşlukları doldurmalarını isteyiniz.

**Answer key:**

**A) If you get to a place or a goal you reach it.**

**B) When you complete something and get a good result, you achieve it.**

## WHAT IS SUCCESS?

1. Answer this question: What is your goal after you finish primary education?

2. Read the text and answer: Does success have the same meaning for everyone?

The meaning of success is not the same for everyone because everyone expects different things from life. Most people want to be successful in life. There are goals and one must work hard to reach these goals. When you reach a goal successfully, you achieve it and you get a good result. That is your success.

Success comes in different shapes and sizes. Success can be a good mark, a good job or a perfect chocolate cake. What happens when you achieve your goal? What is the result of your success? Here are some examples:

First of all, you win the respect of people. Secondly, people love you. You can laugh often and much because you make the world better with your work. Finally, this work makes some people's lives easier. Everyone needs a better and an easier life.



3. Guess the meaning of "achieve" and "reach". Then, fill in the blanks with these words.

A) If you get to a place or a goal, you \_\_\_\_\_ it.

B) When you complete something and get a good result, you \_\_\_\_\_ it.

4. Answer these questions.

A) How must you work to reach your goal?

B) Why do you often laugh when you are successful?

C) Can you change the lives of some people with your success?



### 4. Answer these questions.

Okuma metninde yer alan bilgilere ait soruların yer aldığı bu bölümde öğrencilerinizin sorulara verdikleri cevapları değerlendiriniz.

**Answer key:**

**A) You must work hard.**

**B) Because you make the world better with your work.**

**C) Yes, you can.**



## 5. Read the dialogue and practise it.

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**Father :** Listen to this piece of news. Prof. Yaşargil has come to this city to operate on a child.

**Mother :** Oh! Is Prof. Yaşargil a surgeon?

**Father :** Yes, he is a neurosurgeon. He is very famous in this field.

**Mother :** What does a neurosurgeon operate?

**Father :** A neurosurgeon operates on the nerves. There are nerves all over the body and they are inside the body parts.

**Mother :** What do nerves do?

**Father :** They carry messages between the brain and other parts of the body. They are very thin, so it is very difficult to operate on the nerves. Prof. Yaşargil is the founder of microsurgery. Prof. Yaşargil has also created some special instruments for these operations.

**Mother :** Where did he get his education?

**Father :** He was a student at Ankara Atatürk High School and Ankara University between 1931 and 1943. He received his Doctor of Medicine degree in 1950 in Switzerland.

**Mother :** When did he become a professor?

**Father :** He became a professor in 1973.

**Mother :** How long has he been a professor, then?

**Father :** He has been a professor for over 35 years.

**Mother :** How many patients has he operated on?

**Father :** I think, he has operated on over 7500 patients.

**Mother :** Has he written many books?

**Father :** Yes, of course. He has published his experiences in papers. He wrote "Microneurosurgery" between 1984-1996.

**Mother :** Has he got any awards?

**Father :** Oh, he has got a lot of awards. He has also been honorary doctor and professor of many universities and honorary member of many societies.

**Mother :** I think I'll read his life story on the Internet. I'm impressed by his achievements.



## 6. Read the information about Stephen Hawking. Ask and answer questions about him.

**Stephen William Hawking**

**Date of birth :** January 8, 1942

**Place of birth :** United Kingdom

**Nationality :** British

**Profession :** Theoretical physicists

**Education :** University of Cambridge

University of Oxford

**Field :** Applied Mathematics and Theoretical Physics

**Known for :** Black holes

Theoretical cosmology

Quantum gravity

**Some of his awards :** Prince of Asturias Award 1989

**Some of his books :** A Brief History of Time

On the Shoulders of Giants

The Universe in a Nutshell



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## 5. Read the dialogue and practise it.

Burada yer alan etkinlikte anne ve baba Prof. Gazi Yaşargil'in eğitim geçmişi ve başarıları hakkında konuşmaktadır. Öğrencilerinizden bu konuşmayı okumalarını ve pratik yapmalarını isteyiniz.

## 6. Read the information about Stephen Hawking. Ask and answer questions about him.

Öğrencilerinizden, dünyaca ünlü bir fizikçi olan Stephen Hawking ile ilgili bilgileri okumalarını ve bu bilgileri kullanarak bu bilim insanının başarıları, eğitimi, nitelikleri ve diğer yönleri hakkında soru-cevap çalışmaları yaparak konuşmalarını isteyiniz. Öğrencilerinizden bu bilim adamı hakkında daha fazla bilgi bulmalarını da isteyebilirsiniz.



7. Use some of the underlined keywords in activity 5 and write a short text about a scientist.

Öğrencilerinizden, 5 numaralı etkinlikte altı çizilmiş olan kelimelerden bazılarını kullanarak kendi seçtikleri bir bilim insanı hakkında kısa bir metin yazmalarını isteyiniz. Yazdıkları metinleri sınıf içerisinde okutarak daha çok bilim adamı hakkında bilgi edinmelerini sağlayabilirsiniz.

8. Answer this question: What must you study if you want to be a doctor?

Okuma etkinliğine başlamadan önce öğrencilerinizden soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

9. Read the text and the list. Answer this question:

Has Prof. Gazi Yaşargil always lived in Turkey?

Öğrencilerinizden ünlü bir beyin cerrahı olan Prof. Gazi Yaşargil ile ilgili metni okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

No, he hasn't.

10. Find out and add the birthdate and the birthplace of Prof. Gazi Yaşargil to the list.

Öğrencilerinizden, bu bilim insanının doğum tarihi ve doğum yeri ile ilgili bilgileri bularak listeye yazmalarını isteyiniz.

**Answer key:**

Date of birth : 6 July, 1925.

Place of birth : Lice, Diyarbakır

11. Write true (T) or false (F).

Okuma etkinliğinin son bölümünde öğrencilerinizden cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**

A) (F)

B) (T)

C) (F)

D) (T)

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7. Use some of the underlined keywords in activity 5 and write a short text about a scientist.

Blank lined area for writing a short text about a scientist.

8. Answer this question: What must you study if you want to be a doctor?

9. Read the text and the list. Answer this question:  
Has Prof. Gazi Yaşargil always lived in Turkey?

Prof. Gazi Yaşargil is a medical scientist and neurosurgeon. People know him as the founder of microneurosurgery. Yaşargil has treated epilepsy and brain tumors. He has helped three generations of neurosurgeons and he has trained around 3000 neurosurgeons from all continents. He has joined hundreds of congresses, courses and symposiums. He has been a perfect role model for Turkish youth since 1950.



**Mahmut Gazi Yaşargil**  
Date of birth : \_\_\_\_\_  
Place of birth : \_\_\_\_\_  
Nationality : Turkish  
Profession : Surgeon  
Education : Ankara Atatürk High School  
Ankara University  
University of Vermont, USA  
University of Zurich, Switzerland  
University of Arkansas, USA  
Field : Neurosurgery, Microneurosurgery  
Known for : founding microneurosurgery



10. Find out and add the birthdate and the birthplace of Prof. Gazi Yaşargil to the list.

11. Write true (T) or false (F).

- A) He has trained heart surgeons. ( )  
B) He is a medical scientist. ( )  
C) He has been a surgeon since 1935. ( )  
D) He graduated from a university in Turkey. ( )







17. Answer these questions.

Bilinen bir konu üzerine hazırlanan bir okuma etkinliğinin yer aldığı bu bölümde, öğrencilerinizden genel sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

18. Read the dialogue and answer: Did Mehmet Öz talk about healthy food on the television program?

Ünlü bir kalp cerrahı olan Mehmet Öz hakkında bir söyleşinin yer aldığı etkinlikte öğrencilerinizden, söyleyişi okurken soruya cevap vermelerini isteyiniz.

**Answer key:**

**No, he didn't talk about healthy food on the program.**

19. Write true (T) or false (F).

Etkinliğin son aşamasında öğrencilerinizden, metnin içeriğine göre cümleleri değerlendirmelerini isteyiniz.

**Answer key:**

**A) T                      B) F                      C) T**

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17. Answer these questions.

- A) Do you watch programs about the scientists from all over the world?  
B) Can you tell your friends the name and the time of these programs?

18. Read the dialogue and answer: Did Mehmet Öz talk about healthy food on the television program?

- All : Mehmet Öz, the famous heart surgeon, has been on a TV program again.  
Tim : Has he? I've heard a lot of good things about him. He has been interested in many different subjects. When was his program? What did he talk about this time?  
All : It was an hour ago. He talked about "heart surgery", of course.  
Tim : Did he talk about the healthy food and exercises, too?  
All : No, he didn't talk about them this time, but he talked about his experiences in heart surgery.  
Tim : Was he born in Turkey?  
All : No, he wasn't. He was born in Ohio, Cleveland.  
Tim : When was he born?  
All : He was born on June 11, 1960.  
Tim : Where did he get his medicine education?  
All : In different universities of the United States of America. He is a professor at Columbia University now.  
Tim : How long has he been a professor?  
All : I think more than twenty years.  
Tim : Has he won a nobel prize?  
All : No, he hasn't won a Nobel prize yet, but he has got a lot of awards.  
Tim : Has he written many books?  
All : Yes, he has written a lot of books. He has also been on TV shows in many countries and in Turkey because some of his books are very popular.



19. Write true (T) or false (F).

- A) Mehmet Öz is a doctor and a famous TV star. ( )  
B) He got his education in the same university. ( )  
C) He was born in the United States. ( )

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20. Read the information about these scientists. Talk to your friends and give a simple description of them.

- Prof. Dr. Mehmet Haberal**
- October 29, 1944
  - Pazar, Rize, Turkey
  - Turkish
  - Graduated from Ankara University
  - Medicine professor
  - First kidney transplant-1975
  - First liver transplant-1990
  - Founder of Başkent University



- James Dewey Watson**
- April 6, 1928
  - Chicago, Illinois, U.S.A
  - American
  - Graduated from University of Chicago
  - Molecular biologist
  - DNA structure, Molecular biology
  - Nobel Prize, 1962



21. Write about the education life and success story of Mehmet Haberal or James Watson.

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### Just for Fun

- Teacher** : Write 55.  
**Student** : How?  
**Teacher** : Write 5 and next to it another 5.  
**Student** : ...  
**Teacher** : What are you waiting for?  
**Student** : Which side am I going to write the other 5? I don't know.



20. Read the information about these scientists. Talk to your friends and give a simple description of them.

Konuşma etkinliğinin yer aldığı bu bölümde ünlü bir organ nakli cerrahı ve bilim insanı olan Mehmet Haberal ile ünlü bir moleküler biyoloğu olan James Watson ile ilgili genel bilgiler yer almaktadır. Öğrencilerinizden, bu bilgileri kullanarak arkadaşları ile konuşmalarını ve bu kişiler hakkında basit tanımlar yapmalarını isteyiniz.

21. Write about the education life and success story of Mehmet Haberal or James Watson.

Yazma etkinliğinde öğrencilerinizden, bu bilim insanlarından biri ile ilgili olarak bir metin yazmalarını ve metinde bu kişinin eğitim hayatına ve başarı öykülerine değinmelerini isteyiniz.

### Answer key: (Öneri niteliğindedir.)

Prof. Dr. Mehmet Haberal was born in 1944 in Rize. He graduated from Ankara University. He is a medicine professor. He did the first kidney transplant in 1975 and the first liver transplant in 1990. He is the founder of Başkent University in Ankara.

### Let's have fun.

Karikatür bölümünde, fizik bölümü profesörünün kravatında ünlü bir formül ( $E=mc^2$ ) bulunmakta ve sekreteri de profesörün kravatını beğendiğini söylemektedir.

### Just for Fun

Eğlence için hazırlanmış bu bölümde, öğrenci ve öğretmen arasında kısa bir söyleşi yer almaktadır. Öğrencileriniz her iki bölümden de keyif alacaklardır.



22. Answer this question: Have you ever entered a competition?

Okuma etkinliği öncesi öğrencilerinizden soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

23. Read the text and answer: Who won the competition of the 13-15 age group?

Burada yer alan okuma etkinliğinde, öğrencilerden oluşan ve genç bilim insanları olarak isimlendirilen bir grup öğrenci ve onların katıldığı bir yarışma hakkında bilgi verilmektedir.

Öğrencilerinizden, metni okumalarını ve sorunun cevabını vermelerini isteyiniz.

**Answer key:**

**Jennifer James won the competition of the 13-15 age group.**

24. Choose the topic sentence of the text and write it in the blank.

Okuma metnine ait ana fikir cümlesi seçenekli olarak verilmiştir. Öğrencilerinizden, uygun cümleyi seçmelerini ve metinde bulunan boşluğa yazmalarını isteyiniz.

**Answer key:**

**(B)**

25. Find the supporting details and examples. Then, mark them with coloured pencils.

Öğrencilerinizden, ana fikir cümlesini destekleyen detay ve örnek cümleleri bulmalarını ve renkli kalemle işaretlemelerini isteyiniz. Çalışmalarını denetleyiniz.

**Answer key:**

**Supporting sentences:**

The competitors can improve their skills and get prizes. They use their prizes for useful things, too. Three hundred and fifty students from secondary schools entered this competition.

**Example:**

The winner of the 13-15 age group was Jennifer James, a fourteen-year old girl. She designed a program to help deaf children. She won £1500 as a prize for her school.

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22. Answer this question: Have you ever entered a competition?





23. Read the text and answer: Who won the competition of the 13-15 age group?

*Young Scientists: Young Computer Brains of the Year*

Computer science is a popular subject at schools. There was a competition in England last year. The competition committee wanted to find the best new ideas for computer programs.

The competitors can improve their skills and get prizes. They use their prizes for useful things, too. Three hundred and fifty students from secondary schools entered this competition. The winner of the 13-15 age group was Jennifer James, a fourteen-year old girl. She designed a program to help deaf children. She won £1500 as a prize for her school. The school spent the money on different things. They bought a new computer and a lot of new text books. They painted the science room and they organized a visit to the Science Museum for Jennifer's class. They gave a party for deaf children with the rest of the money.

Here are the results of the competition:

Name	Age	Prize	Computer program
 Caroline Memphis	11	first prize in the under 13 age group £1500	Her program was for disabled people. The subject was "How do disabled have holidays more easily?".
 Mark Christy	12	second prize in the under 13 age group £1000	His program was for disabled people, too.
 Jennifer James	14	first prize in the 13 to 15 age group £1500	Her program was for deaf children. It taught easy spelling to them.
 Andy Drake	16	second prize in the 13 to 15 age group £1100	His program was for plants. The subject was "How can we save plants from insects?".

24. Choose the topic sentence of the text and write it in the blank.

- A) Competitions in every field are fun for everyone.  
B) These kinds of competitions encourage young people to create new things.

25. Find the supporting details and examples. Then, mark them with coloured pencils.

26. Complete these sentences.

**Let's learn.**

- A) \_\_\_\_\_ school students entered the competition.  
B) Jennifer's programme was for \_\_\_\_\_.

It was a successful operation.  
The experiment was a big success.

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26. Complete these sentences.

Etkinliğin bu bölümünde öğrencilerinizden, metinle ilgili cümlelerde yer alan boşlukları tamamlamalarını isteyiniz.

**Answer key:**

- A) **Secondary school students entered the competition.**  
B) **Jennifer's program was for deaf children.**

**Let's learn.**

Burada yer alan bilgi notunda, aynı kelimenin sıfat ve isim olarak kullanışlarını gösteren cümleler yer almaktadır.



27. Read the interview between a reporter and Jennifer James. Practise it and make similar dialogues for the other winners.

Reporter : Congratulations, Jennifer.  
Jennifer : Thank you.  
Reporter : Your program has been very successful so far. Where did this idea come from?  
Jennifer : Have you ever visited a school for deaf children?  
Reporter : No, I haven't yet, but I'll make this visit soon.  
Jennifer : These children are clever. I have worked for this program with a 5 year-old girl.  
Reporter : How long has she been deaf?  
Jennifer : Since she was born. We have had this study together for two months.  
Reporter : Has she learned spelling easily?  
Jennifer : Yes, she has.



28. Answer these questions.

- A) Are you interested in scientific researches?  
B) Are you interested in technological researches?

29. Listen to the text and answer: What does "The Scientific and Technological Research Council of Turkey - TÜBİTAK" do for the projects of young scientists?

30. Choose the main point of the listening text.

- A) This council organize competitions for young people because they want to give awards to them.  
B) This council encourages young people because they are not very interested in science and new inventions.



31. Write true ( T ) or false ( F ).

- A) Science competitions are for different age groups. ( )  
B) This council organizes sports olympics. ( )  
C) If you do researches on a subject, you shouldn't show it to anybody. ( )  
D) This council gives a lot of help to young scientists. ( )

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27. Read the interview between a reporter and Jennifer James. Practise it and make similar dialogues for the other winners.

Konuşma etkinliğinin yer aldığı bu bölümde, öğrencilerinizden, Jennifer James ve bir gazeteci arasında geçen söyleşiyi okumalarını, pratik yapmalarını ve benzer söyleşileri diğer katılımcılar için gerçekleştirmelerini isteyiniz. Böylece öğrenciler, basit bir konuşmayı aşırı bir çaba göstermeksizin karşılıklı olarak sürdürebileceklerdir.

28. Answer these questions.

Dinleme etkinliği öncesi öğrencilerinizden, genel sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

29. Listen to the text and answer: What does "The Scientific and Technological Research Council of Turkey - TÜBİTAK" do for the projects of young scientists?

Öğrencilerinize kayıtlı metni dinletiniz. Bu metinde Türkiye'de önemli bir bilim kuruluşu olan Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TÜBİTAK)nun bir duyurusu yer almaktadır. Metni dinlerken öğrencilerinizden soruya cevap vermelerini isteyiniz.

**Dinleme metni (Tapescript):**

Young scientists! If you have a project and if nobody is interested in it, don't worry. Send it to "The Scientific and Technological Research Council of Turkey - TÜBİTAK". It is a Turkish organization. It encourages and supports the young scientists for their research projects because the experts found out that only %29 of young Turkish people are interested in new developments and science. This council announces and invites young people to enter some competitions.

There are science competitions and science olympics for different ages every year. If you are interested in mathematics, you can enter the National Mathematics Olympics. It is for 6th, 7th and 8th grade students of primary education. 8th grade students can also apply for the National Science Olympics. The subjects of these olympics are maths, physics, chemistry, biology and computer sciences. If you do research on these subjects, send it to the council. You can get help from this council. You can be a very important scientist in the future and win awards for your projects. Who knows?

**Answer key:**

**This council encourages and supports the young scientists for their research projects.**

30. Choose the main point of the listening text.

Öğrencilerinizden, dinleme metninde yer alan ana fikir seçenekler arasından belirlemelerini isteyiniz.

**Answer key:**

**(B)**

31. Write true (T) or false (F).

Etkinliğin son aşamasında öğrencilerinizden, metnin içeriğine göre cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**

**A T B F C F D T**



32. Work with your friend and find information about a living scientist. Ask and answer questions about his/her education life. Then, write a paragraph about him/her. Use "and", "but" and "because" in your sentences.

Bu etkinlikte öğrencilerinizden, bir arkadaşı ile ortak çalışma yapmalarını, yaşayan bir bilim insanı ile bilgileri bulmalarını, soru-cevap çalışması yaparak bu kişi hakkında konuşmalarını ve daha sonra yine bu kişi hakkında bir paragraf yazmalarını isteyiniz. Yazacakları paragrafta "and", "but" ve "because" bağlaçlarını kullanmalarını belirtiniz. Bu çalışmayı yaparken sınıfı gruplara ayırmanızda yarar vardır.

Konuşmalarını ve yazmalarını denetleyiniz.

33. Answer this question: Have you ever entered a competition?

Okuma etkinliği öncesi öğrencilerinizden soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

34. Read the newspaper article and answer this question: How many projects were there in the competition?

Öğrencilerinizden, bir gazete haberinde yer alan metni okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

There were 1212 projects in the competition.

35. Guess and fill in the blanks in the text.

Öğrencilerinizden, okuma metninde yer alan cümlelerdeki boşluklara gelecek kelimeleri seçenekler arasından belirleyerek doldurmalarını isteyiniz.

**Answer key:**

A) 2 B) 1

36. Answer these questions.

Öğrencilerinizden, okuma metni ile ilgili sorulara cevap vermelerini isteyiniz.

**Answer key:**

A) The students have received medals, \$3000 prize and laptops.  
B) Yes, they have.

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32. Work with your friend and find information about a living scientist. Ask and answer questions about his/her education life. Then, write a paragraph about him/her. Use "and", "but" and "because" in your sentences.

Write your paragraph here.

33. Answer this question: Have you ever entered a competition?

34. Read the newspaper article and answer this question: How many projects were there in the competition?

Turkish Students' Success

Turkish students with "The Scientific and Technological Research Council of Turkey -TÜBİTAK" awards have come first at an International Science and Engineering Fair in the USA. 1508 students from 50 countries entered the competition. They presented 1212 research projects. Turkish students, Güneş Parlakgöl and Burak Çevik, are high school students in İstanbul. Their project is on \_\_\_\_\_. It is a "New Generation Solar Battery". They said "Our battery gets its energy from the \_\_\_\_\_. It is an organic solar battery. It is cheaper and environment friendly, too."  
The students have received medals, \$3000 prize and laptops for their successes.

35. Guess and fill in the blanks in the text.

- A) Their project is on \_\_\_\_\_.  
1. biology 2. chemistry  
B) Their battery gets its energy from the \_\_\_\_\_.  
1. sun 2. wind

36. Answer these questions.

- A) What have the students received as a prize?  
B) Have the students had TÜBİTAK awards before?

37. Imagine you are a scientist. You have invented a new instrument. Explain your experiments and the instrument to your friends. Use gestures.



37. Imagine you are a scientist. You have invented a new instrument. Explain your experiments and the instrument to your friends. Use gestures.

Öğrencilerinizden, kendilerinin birer bilim insanı olduklarını ve yeni bir ürün keşfettiklerini hayal etmelerini, beden dillerini kullanarak deneylerini ve keşfettikleri ürünü arkadaşlarına açıklamalarını isteyiniz.

Let's have fun.

Karikatür bölümünde, öğrenci karnesini babasına göstermekte ve üzgün olduğunu ancak bu düşük notlarla bir bilim insanı olamayacağını düşündüğünü söylemektedir.

**Task :**

Görev bölümünde öğrencilerinizden, önemli bir icadın tarihini bulmalarını ve insanların ne kadar zamandır bu icadı kullandıkları sorusuna cevap vermelerini isteyiniz.



# READING FOR ENTERTAINMENT

<b>Topic</b>	: A MODERN SHORT STORY
<b>Skills</b>	<ul style="list-style-type: none"> <li>: <b>Listening</b></li> <li>Predicting the mood of a story by the help of the melody</li> <li><b>Reading</b></li> <li>Understanding a short story</li> <li>Using an idea of the overall meaning of a text and utterances to derive the probable meaning of unknown words from the context</li> <li>Understanding the relation between people and events</li> <li>Making a story flowchart</li> <li><b>Writing</b></li> <li>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</li> <li>Summarizing gist</li> <li><b>Speaking</b></li> <li>Giving a simple description or presentation of people and events</li> <li>Discussing events in a story or the plot in a simple way</li> <li>Saying what he / she thinks about things in a story</li> <li>Asking for clarification about key words or phrases not understood using stock phrases</li> </ul>
<b>Functions</b>	<ul style="list-style-type: none"> <li>: Understanding and producing simple narratives</li> <li>Expressing accomplishments</li> <li>Expressing recent activities and completed actions</li> <li>Expressing personal experiences</li> </ul>
<b>Structures</b>	<ul style="list-style-type: none"> <li>: Revision of the structures learnt before</li> <li><b>Phrases</b> : by chance</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>: <b>Nouns</b> : cave, climax, conclusion, fantasy, fiction, footstep, laser, master, non-fiction, plot, relationship, resolution, setting, shadow, stick, thunder</li> <li><b>Verbs</b> : apologise, bark, contain, rescue, ruin, scream</li> <li><b>Adjectives</b> : absent-minded, dizzy, enormous, gigantic, huge, peaceful, realistic, sharp, terrified</li> </ul>
<b>Task</b>	: Choosing a character from the story they have read and drawing his / her picture



## Hazırlık Çalışmaları

Ünitenin ve konunun ismini okutunuz. Ünitenin kapak resminde bulunan kitapları göstererek "What kind of books are these?" sorusunu sorabilirsiniz. Öğrencilerinizin cevaplarında "story books- novels" kelimelerini kullanmalarına yardımcı olunuz. "Why do we read story books?" sorusunu sorunuz ve cevabı oluştururken "entertainment" kelimesini öğretiniz.

## STORIES ARE FUN

### 1. Answer this question: Do you wake up yourself or does your mother wake you up?

Bu soruyu öğrencilerinize sorunuz. Dilerseniz "set the alarm clock" ifadesini öğretebilirsiniz.

### 2. Read the story and answer: Why did Mr Fussy go to bed early?

Verilen metni okurken öğrencilerinizden, bu sorunun cevabını bulmaları beklenmektedir. Öyküyü okumaları için fırsat veriniz ve cevaplarını dinleyiniz.

#### Answer key:

Mr Fussy went to bed early because he was very tired.

### 3. Complete these sentences.

Okuma sonrası etkinliği olarak verilen cümleleri öğrencilerinizin tamamlamalarını sağlayınız.

#### Answer key:

- A) Mr Fussy was very tired when he came home.
- B) They didn't talk because they were too angry to speak to each other.
- C) Mrs Fussy read her book after she washed the dishes.

Öykü ile ilgili sorular sorunuz ve "too angry to speak" ifadesine dikkat çekiniz.

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## STORIES ARE FUN

1. Answer this question: Do you wake up yourself or does your mother wake you up?

2. Read the story and answer: Why did Mr Fussy go to bed early?



Mr Fussy and Mrs Fussy have been married for a long time. Mr Fussy is a businessman and Mrs Fussy is a nurse. They are sometimes angry with each other. Yesterday, Mr Fussy was very angry with his wife and Mrs Fussy was very angry with her husband. When Mr Fussy came home, he was very tired. They didn't speak to each other while they were eating their dinner because they were too angry to speak to each other.

After dinner Mr Fussy went to bed early and he didn't say anything to his wife. Mrs Fussy washed the dishes and read her book before she went to bed. When she entered the bedroom, she found a piece of paper on the small table near the bed. It was a note from her husband. These words were on the note:

*Mother Fussy. Wake me up at 7 a.m.*

The next morning, when Mr Fussy woke up, it was 8.30 a.m. and he was late. There was another piece of paper on the table. These words were on the note:

*Father Fussy. It is 7 a.m. Wake up.*

3. Complete these sentences.

- A) Mr Fussy was very tired when \_\_\_\_\_.
- B) They didn't talk because \_\_\_\_\_.
- C) Mrs Fussy read her book after \_\_\_\_\_.



4. Answer this question: Do you like stories about the past or the future?

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5. Read the text and answer: Are the people in fiction stories real?

Some stories are real. We call them "realistic stories" or "non-fiction stories". In these stories, the events and the people are real.

Many stories are not real. The events in them have never happened or will happen. The people are imaginary. We call these stories "fantasies" or "fiction stories". Stories about life in the future and fairy stories are fictions.

6. Choose the correct answer.

- A) "The First Airplane" is a \_\_\_\_\_. It is about the "Wright Brothers" and their airplane.  
 a) realistic story                      b) fantasy
- B) "The Magic Airplane" is a \_\_\_\_\_. It is about a toy airplane. It flies to the planet Mars.  
 a) realistic story                      b) fantasy



7. Read the dialogue. Talk to your friend and make similar dialogues.

Anita : Have you ever read a science fiction book?  
 Bruce : Yes, I have. They are interesting.  
 Anita : How many science fiction books have you read?  
 Bruce : I think I have read three science fiction books so far.  
 Anita : When did you read the last one?  
 Bruce : I read it on my summer holiday.  
 Anita : What was the name of the book?  
 Bruce : It was "Life in the future". It was exciting.  
 Anita : What was the name of the writer?  
 Bruce : Mel Memory. He wrote the book very well.



Let's have fun.

If you don't tell me a story,  
 I won't eat it.



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4. Answer this question: Do you like stories about the past or the future?

Öğrencilerinize bu soruyu sorunuz ve beğendikleri öykülerin isimlerini söylemelerini isteyiniz.

5. Read the text and answer: Are the people in fiction stories real?

Öğrencilerinizden, öykülerin konuları ile ilgili metni okumalarını ve bu soruyu cevaplandırmalarını isteyiniz. Daha sonra "fiction / non-fiction" öyküler için örnek veremelerini isteyebilirsiniz.

Answer key:

No, they are not real.

6. Choose the correct answer.

Öğrencilerinizden, "Realistic story / fantasy" kelimelelerinin anlamlarını netleştiren soruları yapmalarını isteyiniz.

Answer key:

A) a

B) b

7. Read the dialogue. Talk to your friend and make similar dialogues.

Diyaloğu öğrencilerinize "role-play" şeklinde okutunuz ve daha sonra onlardan, okudukları kitaplarla ilgili benzer bir diyalog oluşturmalarını isteyiniz. "Love story / horror story / detective story" terimlerini hatırlatınız.

Bu diyalogu pratik ederek öğrencilerinizin geçmiş ve tamamlanmış deneyimleri ile ilgili "Have you ever...? / How many...? Have you...?" sorularını kolaylıkla sorabilmeleri, sözü edilen konu ile ilgili "When did you...?" sorusuna geçiş yapabilmeleri ve daha fazla bilgi isteyebilmeleri amaçlanmıştır.

Let's have fun.

Öğrencilerinizden karikatürü incelemelerini isteyiniz.



## 8. Answer these questions.

Öğrencileriniz kısa öyküyü okumadan önce bu soruları sorunuz. "Retell" kelimesini "rewrite" kelimesini hatırlatarak öğretiniz.

## 9. Read the short story and answer: Why did Mrs Wilkins buy two umbrellas?

Öğrencilerinizden, öyküyü okumaları ve sorunun cevabını bulmaları beklenmektedir. Cevaplarını dinleyiniz.

### Answer key:

**Mrs Wilkins bought two umbrellas because she bought one for herself and one for her daughter.**

## 10. Guess and choose the meaning of these words.

Metinde geçen "absent-minded" ve "apologise" kelimelerinin anlamlarını tahmin etmek üzere öğrencilerinizden, metni tekrar okumalarını ve doğru cevapları işaretlemelerini isteyiniz.

### Answer key:

- A) a  
B) a

## 11. Fill in the blanks with the words "absent-minded" and "apologise".

Öğrencilerinizden, cümlelerin anlamlarını tahmin ettikleri kelimelerle tamamlamaları beklenmektedir. Cevaplarını kontrol ediniz.

### Answer key:

1. absent-minded  
2. apologised

## 12. Complete these sentences.

Metin ile ilgili cümlelerin tamamlanmasını isteyiniz ve öğrencilerinizin cevaplarını kontrol ediniz.

### Answer key:

1. bus  
2. next to  
3. lunchtime  
4. under

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## 8. Answer these questions.

- A) What kind of stories do you like reading?  
B) Do you remember stories easily to retell them?

## 9. Read the short story and answer: Why did Mrs Wilkins buy two umbrellas?

It was a nice autumn day. The sun was shining when Mrs Wilkins left her house. She didn't take her umbrella with her. She got on the bus to go to the market and sat next to a woman. It was Monday and Mondays were her shopping days.

The rain started suddenly and it didn't stop when the bus arrived at the market place. Mrs Wilkins stood up and picked up an umbrella. It was hanging behind the front seat. It wasn't her umbrella. She was absent-minded and she couldn't remember that her umbrella was at home. A cold voice said loudly: "That's mine, madam!"

Suddenly, she remembered that her umbrella was at home. She apologised and gave the umbrella to the owner.



When she got off the bus, Mrs Wilkins went straight to a shop to buy an umbrella. She found a pretty blue one and bought it. It was very pretty so she bought a pink one for her daughter, too. She did the rest of her shopping, had lunch in a café and she got on the bus to go home.

There were two umbrellas under her arm this time. She sat next to a woman. Unfortunately, she was the same woman. The woman looked at Mrs Wilkins, then, at her umbrellas and said: "I see you have had a good day."

## 10. Guess and choose the meaning of these words.

- A) "An absent-minded person" \_\_\_\_\_  
a. doesn't think about the things around and forgets things  
b. thinks about everything carefully and remembers things  
B) "To apologise" means "\_\_\_\_\_"  
a. to say you are sorry because you have done something wrong  
b. to take something back because you have had it before

## 11. Fill in the blanks with the words "absent-minded" and "apologise".

1. She is \_\_\_\_\_, so phone her and tell the meeting time again.  
2. She \_\_\_\_\_ to Tim on the phone because he was right.

## 12. Complete these sentences.

- A) Mrs Wilkins went to the market place by \_\_\_\_\_.  
B) A woman was sitting \_\_\_\_\_ her.  
C) It was \_\_\_\_\_ and she went to a café.  
D) The umbrellas were \_\_\_\_\_ arm.

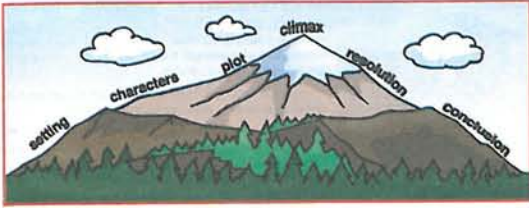


13. Answer this question: Do you ever write stories?

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14. Read the text and answer: What do we call the people in a story?

Story Elements



Story elements are the parts of a story. They make up the beginning, the middle and the end of the story. A good story usually contains these story elements:

1. **Title** : It gives a clue about the subject of the story.
2. **Setting** : It tells the place of the story.
3. **Characters** : They are the people in the story.
4. **Plot** : It explains the events in a story.
5. **Climax** : It is the most exciting part of the story.
6. **Resolution** : It solves the mystery or the problem.
7. **Conclusion** : It tells about the characters in the end.

"Setting" and "Characters" are the beginning, "Plot" and "Climax" are the middle and "Resolution" and "Conclusion" are the ending parts of a story.

15. Write true (T) or false (F).

- A) "Plot" gives details about the events. ( )
- B) The most exciting part of a story is "Conclusion". ( )
- C) You can have an idea about the subject when you read the title of a story. ( )

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13. Answer this question: Do you ever write stories?

Bu soruyu öğrencilerinize sorunuz ve basit İngilizce öyküler yazmaları için onları yüreklendiriniz.

14. Read the text and answer: What do we call the people in a story?

Bu metinde, bir öyküyü oluşturan elementler ile ilgili bilgi verilmektedir. Elementlerin isimlerini görsel olarak destekleyen resmin incelenmesini sağlayınız. Böylece öğrencileriniz metni okurken kelimelerin anlamlarını daha kolay anlayabilecekler ve soruyu cevaplandırabileceklerdir.

**Answer key:**

**We call the people in a story "characters."**

15. Write true (T) or false (F).

Öğrencilerinizden, okuma sonrası sorularını "doğru-yanlış" olarak işaretlemelerini isteyiniz ve cevapları kontrol ediniz.

**Answer key:**

- A) T
- B) F
- C) T



The Time Travellers

16. Answer this question: Have you ever read a story about "time travel"?

Öğrencileriniz öyküyü okumaya başlamadan önce bu soruyu sorunuz. "Zamanda yolculuk" konusunu içeren okudukları kitaplar ve izledikleri filmlerle ilgili birkaç cümle söylemelerine yardımcı olunuz.

17. Read the story and answer: What was the dinosaur like?

Öğrencilerinizden, öyküyü bütünüyle okumalarını ve dinazoru tanımlayabilecek bilgileri edinmelerini isteyiniz.

Answer key:

The dinosaur was green. It had an enormous head, a huge mouth with long sharp teeth, two short arms and enormous fat legs.

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The Time Travellers

16. Answer this question: Have you ever read a story about "time travel"?

17. Read the story and answer: What was the dinosaur like?

Part A



It was a Sunday afternoon in summer and the friends were bored. They were sitting in Katie's garden and drinking ice tea. It was hot. Ginger was snoring.

"Let's go for a walk," said Tom. They left the garden. Ginger didn't really want to walk, but he followed them.

First, they went to the park. People were sitting lazily. The children watched the people and then they walked in the field near the park. They didn't know what to do. They sat in the shadow of a wall. When Katie put her hand on a stone in the wall, she shouted excitedly, "Look! It has moved." She pushed it more and soon there was a small passage in the wall. "I've found a secret place! I'm going there!" she said. "Come on! After her!" shouted Brad.

Part B

They felt they were flying through time. Where were they going? What could they see? The world turned round and round. They felt dizzy and sick. Then, suddenly they fell to the ground. The children couldn't believe their eyes. They were in a jungle. There were huge trees and thick bushes. They could see some strange animals and they could hear some strange noises, too. "Look! There are rocks over there. Let's go there and look around," said Salma.



Part C



It was like a cave. They walked in carefully. It was too dark to see. "I've seen something white. Wow! Gigantic eggs! I think they are dinosaur eggs!" shouted Tom. "Don't be stupid!" said Brad. At that moment they heard a loud sound like thunder. A dark shadow was in front of the cave. The children were too terrified to talk. The creature had an enormous head and a huge mouth with long sharp teeth. Its body was dark green. It had two short arms and enormous fat legs.

"Aagh! It's a dinosaur!" screamed Brad. Tom and Brad were right. It was a dinosaur. The dinosaur looked into the cave and saw the children. The children were terrified and tried to get to the back of the cave. But it was too late. It picked up Brad, turned around and walked with enormous footsteps.



## Part D

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"It has got our friend. We must save him! Quick! Follow the dinosaur!" cried Tom.

"I hope this dinosaur is not hungry," said Salma.

In the red sky, the sun sank slowly. It was getting dark. "We'll never rescue him in the dark," said Tom. The dinosaur sat down under a huge tree. "Let's all attack together," was Katie's idea.

Five minutes later they started the attack. Katie threw stones. Salma screamed. Ginger barked loudly.

Tom remembered his laser stick in his pocket. He took it out and pointed at one eye of the dinosaur.



## Part E

Its hands opened and Brad fell to the ground. "Quick! Run!" They all ran. Ginger ran behind them. He was wagging his tail.

They ran back towards the place. "Look! There is the passage!" Katie cried. They fell through the passage at the top speed. Again they entered into the time tunnel and landed back in the field.

Ginger jumped around happily when they were all in the field near the park.

In the end, the children came home safely after their time travel adventure. "I'm very hungry," said Brad. "What is for dinner?" "Eggs," said Katie. "But not dinosaur eggs."



18. Read the sentences in the box. They are the first sentences of the paragraphs. Choose and put them in the blanks.

1. "Help! Help me!" cried Brad
2. After ten minutes, they arrived at a place
3. The dinosaur was very surprised
4. The children and Ginger passed through the small door at the end of the passage
5. Katie, Salma, Tom, Brad and Brad's dog, Ginger, are good friends

19. Answer these questions.

- A) How did the children feel when they met the dinosaur?
- B) How did the dinosaur feel when Tom used his laser stick?
- C) How did Ginger feel when they came home?

20. Which three words mean "big"?

- 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

21. Which two words mean "shout"?

- 1) \_\_\_\_\_ 2) \_\_\_\_\_

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18. Read the sentences in the box. They are the first sentences of the paragraphs. Choose and put them in the blanks.

Öğrencilerinizden, kutu içinde verilen cümleleri, paragrafların ilk cümleleri olarak boşluklara yerleştirmeleri beklenmektedir. Önce cümleleri okumalarını, daha sonra öyküyü tekrar ayrıntılı bir şekilde okuyarak cümleleri yerleştirmelerini önerebilirsiniz.

**Answer key:**

Part A: 5

Part B: 4

Part C: 2

Part D: 1

Part E: 3

19. Answer these questions.

Metin ile ilgili soruları öğrencilerinize sorunuz ve cevaplarını dinleyiniz.

**Answer key:**

A) They were terrified.

B) The dinosaur was surprised.

C) Ginger felt happy.

20. Which three words mean "big"?

Metinde "big" anlamında kullanılan üç farklı kelime bulunmaktadır. Öğrencilerinizin, bu kelimeleri bulmak üzere metni taramalarını isteyiniz.

**Answer key:**

1. enormous

2. huge

3. gigantic

21. Which two words mean "shout"?

Bu kez, "shout" kelimesi ile aynı anlamda kullanılan iki kelimenin bulunması beklenmektedir. Öğrencilerinizin cevaplarını değerlendiriniz.

**Answer key:**

1. scream

2. cry

Öğrencilerinize, metinde geçen diğer yeni kelimeleri öğretiniz. Öykü ile ilgili ayrıntılı sorular sorunuz ve "too ... to" yapısına dikkat çekiniz.



**22. Here is the flowchart of this story. You can have an idea about the main events of a story on a flowchart.**

Öyküdeki ana olaylar akış şeması üzerinde gösterilmektedir. Öğrencilerinizden şemayı incelemelerini isteyiniz.

**23. Use some of the underlined words in the story and write a short story.**

Öğrencilerinizden, öyküde altı çizili olarak verilen kelimelerden bazılarını kullanarak kısa bir öykü yazmalarını isteyiniz ve çalışmalarını değerlendiriniz.

**24. What do you think? Did the giants really live in the past?**

Öğrencilerinize bu soruyu sorunuz ve cevaplarını değerlendiriniz.

**25. Read the story and choose a title.**

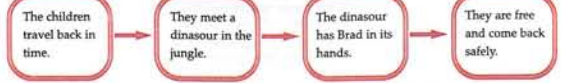
İki seçenek hâlinde isimler sunulmuştur. Öğrencilerinizden metni okurken öyküye uygun başlık seçmelerini ve nedenlerini açıklamalarını isteyiniz.

**Answer key:**

**Travel into the Past**

**10**

**22. Here is the flowchart of this story. You can have an idea about the main events of a story on a flowchart.**



**23. Use some of the underlined words in the story and write a short story.**

Blank lined area for writing a short story.

**24. What do you think? Did the giants really live in the past?**

**25. Read the story and choose a title.**

A) Travel into the Past B) Travel into the Future

Mr Curiosity is talking about his experiences and achievements.

"Hello! I'm Professor Curiosity. I am 70 years old and I have always been interested in time travel. I have worked on a time machine for almost 55 years. My recent experiments have been very successful. On my last experiment we met GIANTS! Don't you believe me? Read my assistant Sally Sharp's report on this travel."

"My Professor set the time machine to 140 million years ago and we got into the time machine. After some time, we opened our eyes with a strange feeling. When we stepped outside of the time machine, we were in the middle of a jungle. Suddenly we heard a sound like thunder and turned around. "I have seen a giant!" shouted professor Curiosity. I was too terrified to say a word or move. The giant didn't look friendly. Before the giant moved, professor got my hand and we jumped back into the time machine. He quickly set the time to present. We travelled back to our time. We ... again."



10

26. Choose the correct answers.

- A) What is the main idea of this story?  
 a. Prof. Curiosity has worked on a time machine and he succeeded in time travelling.  
 b. The clock in the time machine showed 140 million years ago.
- B) Which sentence is true about the giant?  
 a. Meeting a giant can be fun.  
 b. Meeting a giant can be dangerous.
- C) Why did they jump back into the time machine?  
 a. They saw enough giants.  
 b. The giant looked unfriendly.



27. Make the flowchart of this story.



28. You are a secret agent. Use the information in the box and make up your own story. Then, tell it to your friends.

**Your mission :** Travel in space. Meet aliens. Fight with them.  
 Complete your mission successfully.

**Characters :** you - your assistant - another agent

**Words :** save - attack - see - talk - fly  
 spaceship - spacesuit - mask - oxygen - lazer gun - light  
 strange - dangerous - dark - strong - successful - small



Let's learn.

- This subject is too difficult to understand.
- He is too old to run.

Let's have fun.



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26. Choose the correct answers.

Öykü ile ilgili sorular seçenekli olarak sunulmuştur. Öğrencilerinizden, doğru cevabı işaretlemelerini isteyiniz.

Answer key:

- A) a  
 B) b  
 C) b

27. Make the flowchart of this story.

Öğrencilerinizden 22. etkinlikten yararlanarak bu öykünün akış şemasını oluşturmaları istenmektedir. Çalışmalarına yardımcı olunuz.

Answer key:

Prof. Curiosity sets the time machine to 140 million years ago.



Prof. Curiosity and his assistant travel into the past.



They meet an unfriendly giant.



They jump back into the time machine and travel back.

28. You are a secret agent. Use the information in the box and make up your own story. Then, tell it to your friends.

Bu etkinlikte, öğrencilerinizden küçük bir öykü üretmeleri istenmektedir. Yararlanabilecekleri kelimeler kutu içinde verilmiştir. "Mission" kelimesini öğretiniz ve görev tanımını belirtiniz. (Farklı görev konusu da seçebilirler.)

Daha sonra birbirlerine öykülerini anlatmalarına yardımcı olunuz.

Let's have fun.

Karikatürü öğrencilerinizin incelemelerini sağlayınız.

Let's learn.

Örnek cümleleri okutunuz. Öğrencilerinize farklı örnek cümleler veriniz ve onların da cümleler üretmelerine yardımcı olunuz. Önceki etkinliklerde geçen, bu yapı ile ifade edilmiş cümlelerin bulunmasını isteyebilirsiniz.



## 29. Answer these questions.

Okuma öncesi sorularını sorunuz ve öğrencilerinizin cevaplarını değerlendiriniz.

## 30. Read the story and find: Who says these sentences in the story?

Bu etkinlikte "Frankenstein" öyküsü anlatılmaktadır. Öğrencilerinizden, öyküyü okuyarak bu bölümde verilen cümleleri kimlerin söylediğini bulmaları istenmektedir.

**Answer key:**

**A) Victor Frankenstein.**

**B) The monster.**

10

## 29. Answer these questions.

- A) Do you like horror stories? Why? Why not?  
B) What are some scientific improvements for society?

## 30. Read the story and find: Who says these sentences in the story?

- A) I have made this monster and I am very sorry for that.  
B) I have always wanted people's love.

Victor Frankenstein studied electricity at the university. He was Swiss and he became a scientist. He put the dead body parts together and he gave life into this human form. He created an ugly creature. This ugly new creature saw Victor as his master and he loved him.

At first, the scientist loved him, too. They became friends, but later, the scientist was too terrified to live with his creature and left him.

His creature lived alone, but he watched a family secretly and he learned to speak and read. He was kind to this family, but secretly, of course. Later, he felt he could trust them and other people. One day he showed himself to people. He only wanted love from everybody, but people were afraid of him. He was very big and his appearance was very frightening. They attacked the monster.

The poor monster thought: "People will never love me. They will always hate me and I will always be unhappy. I hate Victor because he made me and he left me. I will go and find him."

The monster wanted to find Victor and, by chance, he met Victor's little brother, William. He killed William because he wanted to hurt Victor.

Victor was very sorry and went to the mountains to feel better. The monster found him and said: "I'm unhappy and very lonely. I want a friend." Victor listened to him and agreed to make a female monster and he did. Later, he ruined the new monster because it was another mistake.



The monster was very angry and decided to ruin Victor's life. He killed Victor's best friend and his girlfriend, Elizabeth. Victor's father died, too, because he was so sad.

Victor wanted to kill the monster and followed him to the North Pole. A ship rescued him, but it was too cold and he died from cold. Before he died, he told all the story to the ship's captain.

When the monster found Victor's body, he was very sad because his master was dead. He promised to kill himself and he said: "I only wanted love and friendship. I'm too unhappy to live."





31. Write true (T) or false (F).

- A) Frankenstein was the name of the monster. ( )  
 B) The monster was very big. ( )  
 C) The monster could speak and write. ( )  
 D) The scientist believed that he did a good thing. ( )

32. Answer these questions.

- A) What is the relationship between Frankenstein and the monster at the beginning and at the end of the story?  
 B) Why did the monster kill Frankenstein's brother?  
 C) How did the monster feel when people wanted to hurt him?  
 D) How did people feel when they saw the monster?



33. Write the main idea of this story.

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

34. Read the dialogue and practise it. Then, make a similar dialogue and discuss the events and the plot of the story in activity 30 or another story.

- Daniel : I have just finished reading the story book, but I didn't like the plot.  
 Emma : Plot? What is "plot"?  
 Daniel : It explains the events in a story.  
 Emma : Why didn't you like the plot?  
 Daniel : I couldn't understand the relationship between the events.  
 Emma : What about the characters?  
 Daniel : There were too many bad characters. They all had bad plans for the main character.  
 Emma : I see. You don't want any problems for the main character.  
 Daniel : Yes. The main character should be happy and peaceful in my favourite stories.

35. Have you ever had an interesting experience like a story? Talk about your experience.

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31. Write true (T) or false (F).

Okuma çalışması sonrası sorularını öğrencilerinizden doğru veya yanlış olarak işaretlemelerini isteyiniz.

**Answer key:**

- A) F C) T  
 B) T D) F

32. Answer these questions.

Bu etkinlikte verilen soruları öğrencilerinize sorunuz ve cevap vermelerine yardımcı olunuz.

**Answer key: (Öneri niteliğindedir.)**

- A) At the beginning of the story, Victor and the monster loved each other. Later in the story, they were angry with each other and they ruined their lives. At the end of the story, when Victor died, the monster was very sorry and wanted to kill himself.  
 B) The monster couldn't find Victor, but he found Victor's brother and killed him to hurt Victor.  
 C) He felt unhappy.  
 D) People were afraid of him.

33. Write the main idea of this story.

Öğrencilerinizden, bu öykünün ana fikrini yazmaları beklenmektedir.

**Answer key: (Öneri niteliğindedir.)**

- Love is very important.
- Everybody needs love.
- If people don't get love, their behaviours may change.

Öğrencilerinizden öyküyü özetlemelerini de isteyebilirsiniz. Aşağıda öykünün özeti verilmiştir.

**Answer key: (Öneri niteliğindedir.)**

The monster wanted the love of people, but people attacked him because they were afraid of him. When the monster couldn't get love, he became dangerous. The monster ruined Victor's life and his life.

34. Read the dialogue and practise it. Then, make a similar dialogue and discuss the events and the plot of the story in activity 30 or another story.

Diyaloğu öğrencilerinize okutunuz ve pratik yapmalarını sağlayınız. Daha sonra benzer bir diyalog oluşturarak bir öyküdeki olaylarla ilgili fikirlerini belirtmelerini, olayları ve karakterleri tartışmalarını isteyiniz. Konuşmalarında anlayamadıkları terim veya cümleciklerle ilgili açıklama istemelerini veya açıklamaya çalışmalarını hatırlatınız ve bu konuda yardımcı olunuz.

35. Have you ever had an interesting experience like a story? Talk about your experience.

Bu etkinlikte, öğrencilerinizden, bir deneyimlerini ifade etmeleri istenmektedir. Yaşadıkları bir olay veya anıyı anlatmalarına, duygularını belirtmelerine yardımcı olunuz.



36. Imagine you have travelled into the past. You are in a different place. Talk to your friends to describe the people, the place and the events.

Bu etkinlikte, öğrencilerinizin geçmişe yolculuk yaptıklarını varsayarak orada bulunan insanları ve olayları tanımlamaları beklenmektedir. Etkinliği gerçekleştirmelerine yardımcı olunuz.

Bu etkinliği derseniz öğrencilerinizin izledikleri bir filmdeki insanları ve ortamı tanımlamaları biçimine de dönüştürebilirsiniz.

37. Listen to the music and guess: What kind of story are you going to listen to?

Dinleme alıştırmaları bir müzikle başlamaktadır. Öğrencilerinizin dinledikleri bu müziği ipucu olarak değerlendirip öykünün konusunu tahmin etmeleri istenmektedir. Verilen seçenekler arasından tahminlerine uygun öykü tipini seçmelerini isteyiniz.

**Answer key:**

C) A true story.

38. Listen to the story and answer: Where was the man? In the kitchen, in the garden or in the garage?

Metni dinletin ve öğrencilerinizin bu sorunun cevabını bulmalarını isteyiniz.

**Dinleme metni (Tapescript):**

It was 12 o'clock at midnight. I was reading a short story because I couldn't sleep. Suddenly, I heard some footsteps in the garden. Someone was walking slowly and quietly, but I could hear the sound of the dry leaves in the garden. The door of the garage opened and closed. I was too terrified to move. After a few minutes, I got up and went out of the house with my mother's walking stick in my hand. I could see the light in the garage. There was someone. Who was it? A thief? A murderer? A stranger?

I came near the garage, opened the door quietly. There he was: An old man in a good brown suit. What was he doing to the wall? He was trying to take some pieces out of the wall.

"Hey, you! Stop! What are you doing?" I said. He turned around. He looked shy and worried.

"I am sorry." he said. "I used to live in this house and I put a box in the wall. I kept some money and some important papers in the box before the war. I moved to another city for my job and I didn't take the box. I came back to get the box. I couldn't tell this to you. I wanted to take the box secretly. Please forgive me. I apologize."

**Answer key:**

The man was in the garage.

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36. Imagine you have travelled into the past. You are in a different place. Talk to your friends to describe the people, the place and the events.

37. Listen to the music and guess: What kind of story are you going to listen to?

- A) A love story      B) A war story      C) A true story

38. Listen to the story and answer: Where was the man? In the kitchen, in the garden or in the garage?

39. Answer these questions.

- A) What was the woman in the story doing at midnight?  
B) What was the man looking for?  
C) What was there in the box?



**Just for Fun**



A man asked for a meal in a restaurant. The waiter brought the food and put it on the table.  
After a moment, the man called the waiter and said: "Walter! Walter! There is a fly in my soup. Please don't speak so loudly, sir," said the waiter. "Everyone will want one."

**TASK**

Choose a character from the story you have read. Draw his/her picture.

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39. Answer these questions.

Dinleme sonrası sorularını sorunuz ve öğrencilerinizin cevaplarını dinleyiniz.

**Answer key:**

- A) She was reading a story.  
B) He was looking for a box.  
C) There were some important papers and money in the box.

**Just for Fun**

Öğrencilerinizin fıkrayı okumalarını ve anlamalarını sağlayınız.

**Task :**

Öğrencilerinizden görev olarak, okudukları bir öykü karakterinin resmini çizmeleri istenmektedir. Öğrencilerinizden, resimlerini birbirlerine göstermelerini ve tanıtılmalarını isteyiniz.



# PERSONAL GOALS

**Topic Skills**

: KNOWING WHAT YOU WANT

: **Listening**

Catching the main point in short, clear and simple messages  
 Finding specific information in simple recorded texts  
 Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

**Reading**

Understanding short, simple texts on familiar matters  
 Finding specific, predictable information in stories  
 Locating specific information in quotes or slogans and isolating the information required  
 Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

**Writing**

Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience  
 Summarizing gist  
 Making a list of personal goals  
 Writing a series of simple phrases and sentences linked with simple connectors like "because"

**Speaking**

Giving a simple description or presentation of people and events  
 Discussing events in a story or the plot in a simple way  
 Saying what he/she thinks about things in a story  
 Asking for clarification about key words or phrases not understood using stock phrases  
 Understanding enough to manage simple, routine exchanges without undue effort  
 Communicating in simple and routine tasks requiring a simple and direct exchange of information  
 Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way

**Functions**

: Understanding simple stories and acknowledging others' viewpoints  
 Expressing personal goals and outcomes  
 Expressing want, desire  
 Inquiring about want, desire  
 Asking and answering questions to check on meaning (purpose) and intention  
 Expressing purpose, cause and result, and giving reasons

**Structures**

: Revision of the structures learnt before  
 ... in order to ...  
 adj+enough to

**Vocabulary**

: **Nouns** : adulthood, childhood, Down's Syndrome, enjoyment, location, parachute, principal, quote, reward, sky-diving, slogan, paediatrician, wish  
**Verbs** : bite, decide, join, provide  
**Adjectives** : financial, patient, reliable

**Task**

: Setting 5 personal goals for the coming 5 years



## Hazırlık Çalışmaları

Öğrencilerinizden ünite resmine bakmalarını ve yorumlamalarını isteyebilirsiniz.

"They are thinking of different things. I think one of them wants to be a doctor..." benzeri cümleler üretmelerine yardımcı olunuz.

## DO YOU KNOW WHAT YOU WANT?

### 1. Answer this question: What are your education plans for the future?

Okuma etkinliği öncesi sorusunu öğrencilerinize sorunuz ve eğitimleriyle ilgili gelecek planlarını ifade etmelerine yardımcı olunuz.

### 2. Read the text and answer: Why are your skills important for your future job?

Öğrencilerinizden metni okuyarak verilen sorunun cevabını bulmalarını isteyiniz.

#### Answer key:

Because you can get a good job with the help of your skills.

### 3. Choose the correct definition for these words.

Öğrencilerinizden, metinde geçen "provide" ve "decide" kelimelerinin anlamlarını tahmin ederek doğru tanımları seçmeleri beklenmektedir. Metni tekrar okumalarını ve tahminde bulunmalarını isteyiniz.

#### Answer key:

- A) b  
B) a

### 4. Answer these questions.

Metin ile ilgili soruları sorunuz ve öğrencilerinizin cevaplarını dinleyiniz.

#### Answer key:

- A) A good job provides your financial needs and makes you happy.  
B) Because if you are not happy at work, you cannot be successful.  
C) Your guide teachers can help you to decide on your future job.

"Would like" yapısını örnek cümleler ve sorularla hatırlatınız.

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## DO YOU KNOW WHAT YOU WANT?

1. Answer this question: What are your education plans for the future?

2. Read the text and answer: Why are your skills important for your future job?

Knowing what you want is very important for your future. If you haven't decided on your future job yet, you should answer these questions first:

What do you want to do in the future?

What are your goals?

Which job would you like to do?

You should know yourself very well in order to answer these questions. You should know your skills, too. Your skills and your interests are very important for your success. You can get a good job with the help of your skills. A good job should provide your financial needs. At the same time, it should make you happy, too. If you are not happy at work, you cannot be successful. Here are some questions to help you to decide on your ideal job. Answer these questions and get some help from your guide teachers. They will provide you with the necessary information.

1. What is your ideal work environment?

Inside an office or in the open air?

2. What is your ideal location?

A village, a town or a city?

3. What do you enjoy doing?

A physical job or a mental job?

4. What kind of rewards are important for you?

Money, happiness at work or enjoyment at work?

5. What are you good at?

Numbers or words?

After you get the answers of these questions, you can make your future plans and you can decide on a job more easily.



3. Choose the correct definition for these words.

A) "To provide" means "\_\_\_\_\_".

a. to give advice to someone

b. to give something to someone

B) "To decide" means "\_\_\_\_\_".

a. to make a choice about something

b. to think about something



4. Answer these questions.

1. What does a good job provide?

2. Why is happiness at work important?

3. Who can help you to decide on your future job?





5. Answer this question: What subject do you like most at school?

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6. Listen to the story of Rick. Find answers to these questions.

- A) Was Rick happy at school?  
B) How many times a week did he get music lessons?

7. Write true (T) or false (F).

- A) Rick was a successful student at school. ( )  
B) He wasn't very good at music. ( )  
C) Mr Allen was his school director. ( )  
D) Rick is a musician now. ( )



8. Read the dialogue and practise it.

- Mark : Why do you always go to the library after school?  
Pam : Because there are a lot of interesting books in the library.  
Mark : Why do you read those books?  
Pam : I read them in order to get knowledge for my future job.  
Mark : What would you like to be?  
Pam : I'd like to be a scientist. It is my goal.  
Mark : It is interesting. Why do you want to be a scientist?  
Pam : I'd like to find something new and help people.  
Mark : I see. Scientists are very clever. Are you clever enough to be a scientist?  
Pam : I think so, but I must work very hard. There are a lot of things to learn.



### Let's learn.

I'd like to be a doctor in order to help people.  
Give me your e-mail address in order to send an e-mail.

9. Read the situation and make a similar dialogue.

You'd like to be a professional athlete. You go to the running field and run every morning. You want to be the school champion next year.

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5. Answer this question: What subject do you like most at school?

Farklı öğrencilere bu soruyu sorunuz ve birbirlerine de aynı soruyu sormalarını sağlayınız.

6. Listen to the story of Rick. Find answers to these questions.

Metni dinlerken öğrencilerinizin bu bölümde verilen sorulara cevap bulmaları beklenmektedir.

### Dinleme metni (Tapescript):

My name is Rick and I'd like to talk to you about my school days. I didn't really like my school very much. It was a nice school, there were a lot of bright students and teachers, but I wasn't very happy there.

Our music teacher was Mr Allen and I liked him very much. He was young, he enjoyed music and he liked teaching it. I started taking guitar lessons and I was very interested in playing the guitar. Mr Allen taught me three times a week. We talked about music and about everything after the lessons. I wasn't doing very well with other subjects. My family was not pleased, but I loved learning the guitar. I knew my goal and I became a good player. Now, I am a professional musician and I am very happy. My music teacher helped me to realise my goal.

### Answer key:

- A) No, he wasn't happy at school.  
B) He got music lessons three times a week.

7. Write true (T) or false (F).

Dinleme sonrası soruları doğru-yanlış alıştırmaları şeklinde sunulmuştur. Öğrencilerinizden cümleleri değerlendirerek doğru veya yanlış olarak işaretlemelerini isteyiniz.

### Answer key:

- A) F C) F  
B) F D) T

8. Read the dialogue and practise it.

Doğal olarak günlük yaşamda gerçekleşebilecek, basit bilgi alışverişini gerektiren, fazla çaba göstermeden oluşabilecek bu diyalogu öğrencilerinize okutunuz ve pratik yapmalarını sağlayınız.

Metinde kullanılan "in order to" ve "enough to" yapılarına dikkat çekiniz.

### Let's learn.

"In order to" yapısı tabloda verilmiştir. Öğrencilerinize, bu yapıyı içeren örnek cümleler söyleyiniz ve onların da cümleler üretmelerine yardımcı olunuz.

9. Read the situation and make a similar dialogue.

Öğrencilerinizin 8. etkinlikte sunulan diyalogun benzerini üretebilmeleri için örnek bir durum verilmiştir. Bu durum veya diledikleri benzer bir konu hakkında bir diyalog gerçekleştirmelerini sağlayınız. Onlardan, diyaloglarında "in order to", "enough to", "why", "because" ve "would like" yapılarını kullanmalarını isteyiniz.



## 10. Answer these questions.

Bu okuma metninde "quote" olarak ifade edilen özdeyişler ve sloganlardan, örnekler verilmiştir. Okuma öncesi sorularında "quote" ve "slogan" kelimelerinin tanımı verilmiş ve sorular sorulmuştur. Bu sorulara öğrencilerinizin cevap vermelerine yardımcı olunuz.

## 11. Read the quotes and the slogans. Choose the correct word for the blanks in the first quote and the sixth slogan.

Bu etkinlikte, bazı özdeyişler ve sloganlar verilmiştir. Öğrencilerinizden, 1. özdeyişte ve 6. slogan cümlesinde boş bırakılan yerleri doldurmaları beklenmektedir. Boş yerler için alternatif kelimeler seçenekli olarak sunulmuştur. Öğrencilerinizden, cümleleri okumalarını ve boşluklar için uygun kelimeleri seçmelerini isteyiniz.

### Answer key:

A) b) life

(1. Science is the most reliable guide in life.)

B) c) hands

(6. Believe in success. It is in your hands.)

## 12. Write a quote and a slogan into the lists.

Yedinci "quote" ve "slogan" cümleleri öğrencilerinizin ekleme yapması için boş bırakılmıştır. Değişik kaynaklardan bu cümleleri bulabileceklerini ve kendilerinin de bir slogan oluşturabileceklerini belirtiniz. Yazdıkları cümlelerin diğer öğrenciler tarafından okunmalarını sağlayınız.

### Answer key: (Öneri niteliğindedir.)

Quote:

The most important thing about goals is having one.

Geoffrey Abert

Slogan:

Learn from your mistakes.

## 13. Write true (T) or false (F).

Cümlelerle ilgili doğru-yanlış alıştırmasını öğrencilerinizden yapmalarını isteyiniz.

### Answer key:

A) T

B) F

C) T

D) F

## 11

## 10. Answer these questions.

- A) Quotes are famous people's sentences or sentences from books. Do you remember any quotes of famous people?  
B) Slogans are words or sentences and they are easy to remember. Where can you read, hear or see the slogans?

## 11. Read the quotes and the slogans. Choose the correct word for the blanks in the first quote and the sixth slogan.

- A) a) happiness  
B) a) friends  
b) life  
b) home  
c) friendship  
c) hands

Some quotes:

1. Science is the most reliable guide in \_\_\_\_\_.  
M.K.Atatürk

2. A goal without a plan is just a wish.  
Antoine de Saint Exupery

3. Success is simple. Do what is right, the right way, at the right time.  
Arnold H. Glasow

4. Give me a museum and I'll fill it.  
Pablo Picasso

5. Do or do not. There is no "try".  
Yoda

6. You will find the key to success under the alarm clock.  
Benjamin Franklin

Some slogans:

1. Know your goal and achieve it. It is not far away.  
2. Everything starts with you.  
3. You can make things better.  
4. Do the right thing at the right time.  
5. Be patient. You will win at last.  
6. Believe in success. It is in your \_\_\_\_\_.  
7. \_\_\_\_\_

## 12. Write a quote and a slogan into the lists.

## 13. Write true (T) or false (F).

- A) You can achieve your goal. ( )  
B) When you are successful, things get worse. ( )  
C) When you do something, you should choose the right time. ( )  
D) Planning is not important to be successful. ( )



14. Read the text. Use the underlined words and write a similar text.

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I must study very hard this year because I'd like to pass the exams and be a teacher. I want to work in the country in order to teach students there. I'll be very happy when I teach a lot of students.

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15. Answer this question: Have you ever read an interesting life story of a disabled child?

16. Read the dialogue and answer: What's Patricia's problem?

Charles : I have just read an article about a girl with Down's Syndrome. It says: "She has had hard days, but she has been really successful." What is Down's Syndrome, dad?

Father : It is a kind of illness. If a person has Down's Syndrome, DS for short, there are some problems in his or her mental and physical body. His or her physical body and mental body can't develop in a normal way.

Charles : What do you mean?

Father : I mean these people are slow in doing some physical activities. They are slow in learning, too. They are not clever enough to learn easily.

Charles : I think their lives are difficult.

Father : Yes, you are right. Life is difficult for both these children and their parents, but if they are hopeful, they can achieve a lot of things and reach their goals. People with DS can have very good lives.

Charles : Yes, I agree with you. Patricia is a good example for them. I like her story. She has been more active than most of us. She has a lot of interests and hobbies.

Father : It is very good for her. I think she has some personal goals. She must try harder than everybody to achieve them.

Charles : Yes, dad. Her family, her teachers and her friends should help her all her life.



17. Answer these questions.

- A) What is the problem of people with Down's Syndrome?  
B) Can people with Down's Syndrome achieve their goals?

Let's learn.

He is young enough to achieve his goal.  
Are you strong enough to lift this box?  
This soup isn't hot enough to eat.



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14. Read the text. Use the underlined words and write a similar text.

Bu bölümde verilen kısa metinde, altı çizili olarak belirlenen kelimeleri kullanarak öğrencilerin kendi hedefleri ile ilgili cümleler yazmalarını sağlayınız. Çalışmalarını değerlendiriniz.

15. Answer this question: Have you ever read an interesting life story of a disabled child?

"Disabled" kelimesini öğretiniz. Soruyu sorunuz ve öğrencilerinizin cevap vermelerine değişik alanlarda başarılı özürü çocuklar hakkında bilgi vererek yardımcı olunuz.

16. Read the dialogue and answer: What is Patricia's problem?

Charles ve babası arasında geçen konuşmada Down Sendromlu Patricia'dan ve hastalığından bahsedilmektedir. Öğrencilerinizden metni okumalarını ve Patricia'nın sorununu bulmaya çalışmalarını isteyiniz.

Answer key:

Patricia has Down's Syndrome.

17. Answer these questions.

Soruları öğrencilerinize sorunuz ve cevaplarını oluşturmalarına yardımcı olunuz.

Answer key:

- A) People with DS are slow in doing some physical and mental activities.  
B) Yes, they can achieve their goals.

Metnin daha iyi anlaşılabilmesi için farklı sorular sorabilirsiniz.

Let's learn.

Tabloda verilen cümleleri okutunuz. Benzer örnek cümleler söyleyiniz ve öğrencilerinizin de cümleler oluşturmalarına yardımcı olunuz.



**A True Story: Patricia**

18. Answer this question: Does cooperation in the family make life easier for the members?

Dinleme öncesi sorusunu öğrencilerinize sorunuz.

**Answer key:**

**Yes, cooperation in the family makes life easier for the members.**

19. Patricia's mother is telling about her daughter's school history. Listen to her and answer: In which school did Patricia get an award?

Patricia'nın annesinin, kızının okul hayatını tanımladığı bu metni öğrencilerinize dinletiniz. Dinlerken verilen sorunun cevabını bulmalarını isteyiniz.

**Dinleme metni (Tapescript):**

Patricia was only 11 days old when we learned that she had Down's Syndrome. She received different therapies when she was a baby. She had special needs and we have done everything to provide her with her needs. My husband and I have worked hard and have been successful.

The principal and the teachers at the school have been very helpful, too. The cooperation between the families and the schools helps these children very much.

She began her school life in a school in Tapma. She was in a special class. Her classmates were children like her. She repeated the first grade and the second grade twice. In the third grade, she was in a typical class because she was good at reading. She became the classroom assistant. She was very active. She had a lot of social life in and out of school. She joined the band and worked at the school library.

In high school, she was with typical students, too. Her guide teacher thought about her skills and arranged her lessons. She was a good student. She also joined in a lot of activities such as environmental projects, camps, clean up days and she received the Academy Student of the Month Award. If you impress the other students, teachers and the principal, you can get that award. This shows that children with special needs can impress people.

When she finally graduated from high school, we were so happy and proud.

**Answer key:**

**Patricia got an award in high school.**

20. Guess the meaning of these words.

Dinleme metnini tekrar dinletiniz. Öğrencilerinizin "join" ve "principal" kelimelerinin anlamlarını tahmin etmelerini isteyiniz.

**Answer key:**

- A) a
- B) b

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**A True Story: Patricia**

18. Answer this question: Does cooperation in the family make life easier for the members?

19. Patricia's mother is telling about her daughter's school history. Listen to her and answer: In which school did Patricia get an award?

20. Guess the meaning of these words.

- A) "To join" means "\_\_\_\_\_".  
a. to take part  
b. to help some clubs
- B) "Principal" means "\_\_\_\_\_".  
a. the teachers at a school  
b. the headmaster of a school



21. Choose the main point of the story.

- a. Patricia received the Academy Student of the Month Award.
- b. Cooperation between the families and the schools helps these children very much.

22. Choose the correct answers.

- A) Patricia's parents learned that she had Down's Syndrome when she was 11 \_\_\_\_\_ old.  
a. days b. months
- B) She was in a \_\_\_\_\_ class in the first and second grades.  
a. typical b. special
- C) When Patricia graduated from high school, her parents were happy and \_\_\_\_\_.  
a. surprised b. proud

**Just for Fun**

**Child :** Why are all those people running?  
**Father :** They are running in a race in order to get a cup.  
**Child :** Who will get the cup?  
**Father :** The winner.  
**Child :** Then, why are all the others running?

I'm the doctor. Don't bite it. I'll check daddy after you.

Let's have fun.



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21. Choose the main point of the story.

Metinde sözü edilen konunun ana fikrini öğrencilerinizin seçmesi istenmektedir. Cevapları kontrol ediniz.

**Answer key:**

**b. Cooperation between the families and the schools helps these children very much.**

22. Choose the correct answers.

Dinleme metninin içeriği ile ilgili doğru şıkkı seçme çalışmasını öğrencilerinizin yapmasını isteyiniz ve cevaplarını değerlendiriniz.

**Answer key:**

- A) a
- B) b
- C) b

**Just for Fun**

Fıkraı okutunuz ve anlamalarına yardımcı olunuz.

**Let's have fun.**

Öğrencilerinizin karikatürü incelemelerini isteyiniz.



23. Answer this question: What is a good classmate like?

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24. Patricia tells her story. Read Patricia's story and answer: What did she do in her free time?



"I had a wonderful school life. My classmates were always good to me.

They helped me when I needed help. They understood me when I fell asleep in class because I am easily \_\_\_\_\_.

In my free time, I was the assistant of basketball coach. I helped the disabled children, taught sign language and read books about animals.

I learned a lot of things about social life, too. I always enjoyed going to the cinema or shopping with my \_\_\_\_\_ teacher.

Now, after graduation, I have got some goals to achieve for \_\_\_\_\_.

- First of all, I'd like to get a job in my school because I am going to help the students like me. I can teach sign language to them.
- I want to go to cooking classes to learn how to cook.
- I hope to learn enough to take care of my living place. I'd like to live in my own flat. My parents shouldn't always help me.
- I'd like to learn to drive. I am sure I can do it. I'd like to travel in the country.
- Finally I want to meet the man of my dreams. I know I will."

25. Guess and choose the correct words for the blanks in the text.

- A) They understood me when I fell asleep in class because I am easily \_\_\_\_\_.  
 a. ill b. tired
- B) I always enjoyed going to the cinema or shopping with my \_\_\_\_\_ teacher.  
 a. guide b. sports
- C) Now, after graduation, I have got some goals to achieve for \_\_\_\_\_.  
 a. childhood b. adulthood

26. Answer these questions.

- A) Why did she fall asleep in class?  
 B) What did she teach the disabled children?  
 C) What kind of books did she read?

27. Complete these sentences.

- A) She wants to get a job at her school in order to \_\_\_\_\_.  
 B) \_\_\_\_\_ in order to learn how to cook.

28. Give a simple description of events and people in Patricia's life. Talk to your friend.

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23. Answer this question: What is a good classmate like?

Öğrencilerinizden, iyi bir sınıf arkadaşının niteliklerini tanımlamalarını isteyiniz.

24. Patricia tells her story. Read Patricia's story and answer: What did she do in her free time?

Patricia, okul yaşantısı ile ilgili bilgiler vermektedir. Öğrencilerinizden, metni okumalarını ve sorunun cevabını bulmalarını isteyiniz. Metinde bazı kelimelerin yerleri boş bırakılmıştır. 25. etkinlik olarak tamamlanacaktır.

**Answer key:**

She helped the basketball coach and the disabled children, taught sign language and read books about animals.

25. Guess and choose the correct words for the blanks in the text.

Metinde boş bırakılan yerlere ait kelimeler seçenekli olarak verilmiştir. Öğrencilerinizden, doğru kelimeyi seçmelerini isteyiniz.

**Answer key:**

- A) b  
 B) a  
 C) b

26. Answer these questions.

Okuma alıştırmaları sonrası sorularını sorunuz ve öğrencilerinizin cevaplarını dinleyiniz.

**Answer key:**

- A) Because she is easily tired.  
 B) She taught sign language to the disabled children.  
 C) She read books about animals.

27. Complete these sentences.

"In order to" yapısının kullanıldığı cümleleri öğrencilerinizin tamamlamasını isteyiniz.

**Answer key:**

- A) She wants to get a job at her school in order to teach sign language to the disabled children.  
 B) She wants to go to cooking classes in order to learn how to cook.

28. Give a simple description of events and people in Patricia's life. Talk to your friend.

Öğrencilerinizden, Patricia'nın hayatındaki insanları ve olayları arkadaşlarıyla konuşmalarını isteyiniz. Patricia'nın annesinin anlattıklarından da yararlanmalarını belirtiniz.



29. Answer this question: Do you think some jobs are dangerous? Give an example.

Bu soruyu öğrencilerinize sorunuz ve cevap vermelerine meslek isimlerini hatırlatarak yardımcı olunuz.

30. Read the text and answer: Is sky-diving only a hobby for Robert?

Metni okutunuz ve okuma esnası sorusunun cevabının bulunmasını öğrencilerinizden isteyiniz.

**Answer key:**

No, it isn't. He uses it in his job.

31. Write true (T) or false (F).

Okuma sonrası sorularının doğru- yanlış olarak değerlendirilmesi istenmektedir.

**Answer key:**

A) F

B) T

C) T

32. Write the main idea of this story. Use "and", "but" and "because" in your sentences.

30. etkinlikte sunulan öykünün ana fikrinin yazılması istenmektedir. Öğrencilerinize istenilen bağlaçları kullanmalarını hatırlatınız.

**Answer key: (Öneri niteliğindedir.)**

You may not achieve your goal at the beginning, but do not lose hope. Because you may be more successful in doing different activities and jobs.

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29. Answer this question: Do you think some jobs are dangerous? Give an example.

30. Read the text and answer: Is sky-diving only a hobby for Robert?

I have always been interested in flying. When I was a little child, I jumped off the walls and I tried to fly. After I grew up, I wanted to be a pilot, but I couldn't achieve my goal. I became a policeman. Then, I started parachute jumping courses.

I loved parachute jumping and sky-diving. First, it was a hobby for me, but now I use it in my job, too. It is a part of my job. We sometimes have difficult missions and it is not possible to drive. Then, my friends and I jump out of a plane with our parachutes and complete the mission. People think that it is dangerous, but I think it isn't dangerous. If you follow the necessary steps and the security rules, it is safe. This activity needs special clothes and special equipment, of course.

I love sky-diving because everything looks very good while I am flying. I can see beautiful white clouds, blue sky and green fields.

The view is amazing. The world is fantastic and I feel very happy.

There is a parachute jumping and a sky-diving show next month. Forty people from four planes are going to do sky-diving. I'll take part in this show and I am sure it'll be a good show.



31. Write true (T) or false (F).

- A) Robert is a pilot. ( )  
 B) He does parachute jumping as a part of his job. ( )  
 C) People need special equipment for this activity. ( )



32. Write the main idea of this story. Use "and", "but" and "because" in your sentences.

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33. Read the dialogue and practise it. Then, make a similar dialogue and answer: What do you think about this story?

Susan : I think Robert's story is interesting. His job is interesting and his hobby is interesting, too.  
Carol : Yes, I agree with you. Some jobs are really dangerous. My uncle is a fireman and I think his job is dangerous.

34. Answer these questions and make similar dialogues. Use "I agree... / I don't agree..." in your sentences.

- 1) Which jobs are dangerous?
- 2) Which hobbies are dangerous?

35. Answer this question: What job would you like to choose? Why?

36. Read the dialogue and answer: Whose illnesses does a paediatrician treat?

Sharon : Which faculty would you like to enter?  
Mary : I'd like to enter the Faculty of Medicine.  
Sharon : Do you want to be a doctor?  
Mary : Yes, I'm going to be a paediatrician.  
Sharon : "A paediatrician"? What does a paediatrician do?  
Mary : A paediatrician treats children's illnesses.  
Sharon : Why do you want to be a paediatrician?  
Mary : I like children very much and I want to be a paediatrician in order to help the children in villages.  
Sharon : Are you going to be a paediatrician in order to help the children only in villages?  
Mary : Of course not, but the children in villages need more help.



37. Make a similar dialogue. Use the keywords in the box.

Faculty of Veterinary - veterinarian - treat sick animals - in the animal shelters

38. What are your personal goals? Why do you want to achieve them? Make a list and explain.

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**33. Read the dialogue and practise it. Then, make a similar dialogue and answer: What do you think about this story?**

Öğrencilerinizden, diyalogu "role-play" şeklinde okumalarını ve benzer bir diyalog oluşturmalarını isteyiniz. Konuşmalarında "What do you think about the story?" sorusunu sormalarını ve uygun cevabı vermelerini belirtiniz.

**34. Answer these questions and make similar dialogues. Use "I agree ... / I don't agree ..." in your sentences.**

Öğrencilerinizden, farklı mesleklerle ve hobilerle ilgili fikirlerini belirtebilecekleri bir konuşma yapmalarını isteyiniz. Konuşmalarında birbirlerinin fikirlerine "I agree... / I don't agree..." şeklinde tepkide bulunmalarını yardımcı olunuz.

**35. Answer this question: What job would you like to choose? Why?**

Farklı öğrencilerin bu soruya cevap vermesini sağlayınız.

**36. Read the dialogue and answer: Whose illnesses does a paediatrician treat?**

Öğrencilerinizden, diyalog metnini okumalarını ve soruyu cevaplandırmalarını isteyiniz.

**Answer key:**

**A paediatrician treats children's illnesses.**

**37. Make a similar dialogue. Use the keywords in the box.**

Öğrencilerinizin benzer bir diyalog oluşturabilmeleri için ipuçları kutu içinde verilmiştir. Diyalog üretmek konuşma becerilerini geliştirmelerine yardımcı olunuz. Konuşmalarında anlayamadıkları terimler için açıklama istemelerini, "I'd like... / I want...", "in order to ..." cümlelerini ve "Do you want...?" / "Why...?" sorularını kullanmalarını belirtiniz.

**38. What are your personal goals? Why do you want to achieve them? Make a list and explain.**

Bu etkinlikte, öğrencilerinizden, kişisel amaçlarını, hedeflerini nedenleri ve sonuçları ile açıklaması, liste hâlinde belirtmesi beklenmektedir. Bu çalışmanın bir yazma çalışması olarak yapılmasını sağlayınız.



## 39. Read the story and discuss the events in it.

"Doctor Genius" öyküsünü öğrencilerinizin okumalarını isteyiniz. Daha sonra öyküde anlatılan olayları konuşmalarını ve tartışmalarını sağlayınız. Öykü ile ilgili sorular sorarak öğrencilerinize yardımcı olunuz.

## 40. What do you think about the events in this story?

Öğrencilerinizin fikirlerini belirtmeleri istenmektedir. "I think... / In my idea..." ifadelerini kullanmalarını sağlayınız.

## 41. Why did James Jackson played balls with the children? Talk about it.

Bu kez öğrencilerinizden, öykü kahramanı James ile ilgili görüşlerini belirtmelerini isteyiniz. James'in çok küçük yaşlarda büyük başarılar elde etmesini ama çocukluğunu yaşayamamasını hatırlatınız.

### Task :

Önümüzdeki 5 yıl için öğrencilerinizin planladıkları 5 hedefi yazılı olarak ifade etmeleri beklenmektedir. Yazma çalışmalarını değerlendiriniz.

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39. Read the story and discuss the events in it.



The Story of Doctor Genius

James Jackson was fifteen years old when he became a doctor. He was the youngest doctor in the country. He could read and write when he was two years old. He could speak three languages at the age of six. He could play the violin perfectly when he was seven. James spent all his time reading and writing. He passed all his exams at the age of nine and went to the university. At fifteen, he took his final exams and became a doctor. He was a doctor, but he didn't know how to play balls. Nobody taught it to him. After his final exam, he walked through the park. When he came home, it was very late. He was very tired and dirty.



"What happened to you?" his mother asked.  
"I met some six year old children. They were playing balls and they taught me how to play balls." he answered.



40. What do you think about the events in this story?

41. Why did James Jackson played balls with the children? Talk about it.

TASK  
Write 5 personal goals for the coming 5 years.



# PERSONALITY TYPES

Topic  
Skills

: IDENTIFYING STRENGTHS AND WEAKNESSES

: **Listening**

Catching the main point in short, clear and simple messages

Finding specific information in simple recorded texts

Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

**Reading**

Understanding short, simple texts on familiar matters

Finding specific, predictable information in texts

Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

Filling in tests and questionnaires

**Writing**

Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience

Summarizing gist

Writing a series of simple phrases and sentences linked with simple connectors like "because"

**Speaking**

Giving a simple description or presentation of people and events

Asking for clarification about key words or phrases not understood using stock phrases

Understanding enough to manage simple, routine exchanges without undue effort

Communicating in simple and routine tasks requiring a simple and direct exchange of information

Performing and responding to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way

Functions

: Identifying and expressing personal strengths and weaknesses

Describing people in terms of personal qualities

Structures

: Revision of the structures learnt before

Vocabulary

: **Nouns** : fiancé, fist, manner, mood, personality, strength, tear, weakness

**Verbs** : get on, yawn

**Adjectives** : adventurous, ambitious, easy-going, generous, mean, optimistic, pessimistic, selfish, sociable, talkative, tidy, unselfish, sensitive

**Adverbs** : faithfully

Task

: Thinking of a person who is important for them

Writing down 3-5 strengths of his / hers'

IDENTIFYING STRENGTHS AND WEAKNESSES



## DO YOU KNOW YOURSELF?

### Hazırlık Çalışmaları

Ünitenin ilk sayfasında farklı yüz ifadelerinin yer aldığı bir görsel bulunmaktadır. Bu görselleri öğrencilerinizle birlikte inceleyiniz ve ifadelerin karakterler hakkında ipucu verdiklerini hatırlatınız. Öğrencilerinize, bildikleri sıfatları kullanarak görseller üzerinde "What is he/she like? Is he/she happy / unhappy/sad?" gibi sorular sorunuz.

1. Read these words. Which group describes the character?

**Answer key:**

A) cheerful, lazy, friendly, angry

### What are you like?

2. Look at the pictures. Read the sentences and write character words under the pictures.

Öğrencilerinizden, resimlere bakmalarını, cümleleri okumalarını ve resimlerin altına karakterleri anlatan kelimeleri tahmin ederek yazmalarını isteyiniz. Cevaplarını kontrol ediniz.

**Answer key:**

- |                 |               |
|-----------------|---------------|
| 1. lazy         | 7. optimistic |
| 2. hard-working | 8. unselfish  |
| 3. pessimistic  | 9. talkative  |
| 4. sociable     | 10. shy       |
| 5. adventurous  | 11. ambitious |
| 6. selfish      | 12. friendly  |

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## DO YOU KNOW YOURSELF?

1. Read these words. Which group describes the character?

- A) cheerful, lazy, friendly, angry  
B) handsome, pretty, tall, dark

What are you like?

2. Look at the pictures. Read the sentences and write character words under the pictures.



1



2



3



4



5



6



7



8



9

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12

12

- A) I am "sociable".  
I love being with people.
- B) I am "friendly".  
I show people that I like them. I am ready to talk to them and help them.
- C) I am "lazy".  
I am too tired to get up. Can you answer the phone?
- D) I am "unselfish".  
I think about other people's needs and wishes before mine.
- E) I am "ambitious".  
I want to be successful, powerful and rich.
- F) I am "pessimistic".  
I am not positive enough to think good things will happen.
- G) I am "adventurous".  
I am brave enough to take risks and try new things.
- H) I am "selfish".  
I don't care about other people. I only think about myself.
- D) I am "shy".  
I don't like speaking to other people if I don't know them.
- J) I am "hard-working".  
I like working hard.
- L) I am "optimistic".  
I am always positive and I believe good things will happen.
- M) I am "talkative".  
I like talking more than listening.



3. Write the missing words in these sentences.

- A) If you're \_\_\_\_\_, you cannot sing in front of people.
- B) If you're \_\_\_\_\_, you are not tired of working.
- C) If you're \_\_\_\_\_, your needs are always first.

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3. Write the missing words in these sentences.

Öğrencilerinizden, cümleleri okumalarını ve verilen kişilik tanımlarına göre eksik kelimeyi bularak yazmalarını isteyiniz.

Answer key:

- A) If you're **shy**, you cannot sing in front of people.
- B) If you're **hard-working**, you are not tired of working.
- C) If you're **selfish**, your needs are always first.



## 4. Answer these questions.

Dinleme etkinliğine geçmeden önce öğrencilerinizden, sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

## 5. Listen to the text and find the meaning of the words "generous" and "mean". Then, fill in the blanks.

Öğrencilerinizden, kayıtlı metni dinlemelerini ve metinde geçen iki kelimenin anlamlarını tahmin ederek boşlukları doldurmalarını isteyiniz.

### Dinleme metni (Tapescript):

Karen is a very sociable person. She enjoys meeting people and she is talkative. She is very generous, too. She always invites us to cafés. When we go to a café together, she wants to pay for all the food and drinks. Of course, we don't accept this and we share the expenses. She is generous with birthday presents, too. She doesn't buy only one present. She buys a few presents.

Sandra is a very sociable person, too, but she isn't generous. She is mean. She tries not to pay for her food when we go to a café. She always has excuses. Losing her wallet, forgetting money at home or having no money are her usual excuses. She never buys presents for friends or gives money. She doesn't know that she is mean. This is her weakness. We hope she will learn her weakness and be generous in the future.

### Answer key:

1. A **generous** person gives money, spends time in order to help people or give them pleasure.
2. A **mean** person doesn't want to spend money for himself/herself or for other people.

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## 4. Answer these questions.

- A) Do you share the bill with your friends when you go to a café?  
B) Do you like spending money for your friends or not?

## 5. Listen to the text and find the meaning of the words "generous" and "mean". Then, fill in the blanks.

1. A \_\_\_\_\_ person gives money, spends time in order to help people or give them pleasure.
2. A \_\_\_\_\_ person doesn't want to spend money for himself/herself or for other people.

## 6. Write true (T) or false (F).

1. Both Karen and Sandra are sociable. ( )
2. Karen is mean. ( )
3. Sandra is generous. ( )



## 7. Read the dialogue and act it out.

- Rose : What is your fiancé like?  
Sara : He is tall and handsome. He is a sensitive person.  
Rose : It's good because sensitive people understand other people's feelings and problems.  
Sara : Yes, I know. I like his personality.  
Rose : Do you get on well with him?  
Sara : Yes, we get on very well. We share a lot of things. He is easy-going, too.  
Rose : Easy-going? What do you mean?  
Sara : I mean he is not easily unhappy or worried when an unpleasant thing happens.  
Rose : That's nice. Aren't there any bad points about him?  
Sara : I think he is lazy, but I don't care.



## 8. Practise a similar dialogue. Use the keywords in the box.

deskmate - thin - beautiful  
friendly - make friends easily  
optimistic - positive - thinks good things will happen

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## 6. Write true (T) or false (F).

Dinleme etkinliğinin son bölümünde öğrencilerinizden, metinle ilgili cümleleri değerlendirmelerini isteyiniz ve cevaplarını kontrol ediniz.

### Answer key:

1. T
2. F
3. F

## 7. Read the dialogue and act it out.

Bu bölümde insanlar ve olayların tanımının yapılması ve karşılıklı bilgi alışverişinin sürdürülmesi ile ilgili bir konuşma yer almaktadır. Öğrencilerinizden, konuşmayı okumalarını ve canlandırmalarını isteyiniz.

## 8. Practise a similar dialogue. Use the keywords in the box.

Bu etkinlikte öğrencilerinizden, kutu içerisinde verilmiş olan anahtar kelimeleri kullanarak benzer bir konuşma oluşturmalarını isteyiniz.







## 13. Read the dialogue and talk about the event and the people. Describe the personalities of Bully and Sonny.

İki farklı kişilikte olan insanlar arasında geçen bir konuşmanın yer aldığı bu etkinlikte öğrencilerinizden, konuşmayı okumalarını, bu konuşmada yer alan kişiler ve olaylar hakkında konuşmalarını ve Bully ve Sonny'nin kişiliklerini tanımlamalarını isteyiniz.

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## 13. Read the dialogue and talk about the event and the people. Describe the personalities of Bully and Sonny.

- Sonny** : Hey! Listen to this!  
**Bully** : Mmh!  
**Sonny** : Listen to this letter.  
**Bully** : Well?  
**Sonny** : Dear Sir, you have won £200000. Yours faithfully, the Universal Lottery Ltd.  
**Bully** : £200000?  
**Sonny** : Yes, isn't it wonderful? I can't believe it.  
**Bully** : It is not true.  
**Sonny** : Yes, it is true! We must tell it to all our friends.  
**Bully** : No, we mustn't. They'll ask for money and they will be jealous of us.  
**Sonny** : We must leave this house and buy a new one.  
**Bully** : Wait a minute! Steady on!  
**Sonny** : Look, we are rich. We can do what we like. £200000!  
**Bully** : OK, then. First of all, we'll buy a big house.  
**Sonny** : Yes. Hurray! We can give parties there.  
**Bully** : No, we can't. I don't like a lot of people around me.  
**Sonny** : Can we have pets there? I have always wanted to have a pet. A dog, perhaps?  
**Bully** : No, of course not. Pets are difficult to look after. You can't go on holiday with a pet. Do you know that?  
**Sonny** : I promise I'll arrange everything for a dog. We'll feel safe with a dog. Please, please, please!  
**Bully** : Alright, but not in the house.  
**Sonny** : Thank you. Shall we give some money to the poor people?  
**Bully** : Why? It is our money.  
**Sonny** : But we have got enough money to help the poor people.  
**Bully** : We'll think about it later. What about car? What make of car should I buy?  
**Sonny** : What about me? I want a car, too.  
**Bully** : You don't need a car. We can travel together.  
**Sonny** : I need a car. Who does all the running errands? It is my job. You don't work. You just sit at home and watch TV. I work and do all the housework, too. I am too tired to do everything.  
**Bully** : Hey! Don't shout at me! I am older than you. If you shout at me again, you will not come with me to the new house.  
**Sonny** : Do you think we will be happy with this money? I'm not sure about it.



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14. Write the main idea of the dialogue.

12

\_\_\_\_\_

15. Talk about your aunt/uncle/cousin. Describe his/her personal qualities.

16. Answer these questions.

- A) Do you like answering questions in a questionnaire?  
B) Do you believe the results of the questionnaires?



17. Read the text and the questions. Put a tick (✓) or a cross (X) for the answers.

Questionnaires are fun to fill in. You can find different kinds of personality questionnaires in some newspapers and magazines. After you complete a questionnaire, you check your answers and read the results. The results may be true or may not be true. They give an idea, but you shouldn't always believe in these results. They can only be helpful if you can notice your weaknesses and strengths. Knowing yourself is very important in life. When you know yourself very well, you will be more successful.

Do the questionnaire below and learn something about yourself.

	Yes	No
1. Are you usually happy?	( )	( )
2. Do you generally smile?	( )	( )
3. Is it easy to meet new people for you?	( )	( )
4. Is it important to have success in your life?	( )	( )
5. Do you care about other people's feelings?	( )	( )
6. Do you always know what to do?	( )	( )
7. Do you think the future will be good?	( )	( )
8. Is your room often tidy?	( )	( )
9. Do you talk a lot?	( )	( )
10. Can your friends trust you?	( )	( )
11. Do you work hard?	( )	( )
12. Do you share your secrets with your best friend?	( )	( )
13. If people criticize you, do you listen to them?	( )	( )
14. Are you happy about your appearance?	( )	( )
15. Do you feel comfortable in groups?	( )	( )

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14. Write the main idea of the dialogue.

Konuşma etkinliğinden sonra öğrencilerinizden, bu konuşmadan kendilerine göre çıkardıkları ana fikri yazmalarını isteyiniz.

**Answer key:**

- Being selfish is not a good thing.
- We should share the good things with the other people.

15. Talk about your aunt/uncle/cousin. Describe his/her personal qualities.

Öğrencilerinizden kendi yakınları hakkında konuşmalarını ve bu kişilerin kişiliklerini anlatmalarını isteyiniz.

16. Answer these questions.

Okuma etkinliği öncesi öğrencilerinizden, sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

17. Read the text and the questions. Put a tick (✓) or a cross (X) for the answers.

Bir anketin yer aldığı okuma etkinliğinde öğrencilerinizden, metni ve soruları okumalarını, soruların karşısında yer alan "Evet-Hayır" kutucuklarını kendi cevapları doğrultusunda doldurmalarını isteyiniz. Daha sonra çıkan sonuçlara göre kendi değerlendirmelerini yapmalarını ve sonucu diğer arkadaşları ile paylaşmalarını isteyiniz.



## 18. Write true (T) or false (F).

Etkinliğin son bölümünde öğrencilerinizden, cümleleri değerlendirmelerini isteyiniz.

### Answer key:

- A) F
- B) T
- C) F

## 19. Meg and Can meet at a hotel garden and they try to know each other. Read the dialogue and practise it.

Bu etkinlikte, Meg ve Türk çocuğu Can arasında geçen ve konuşmacıların güçlü ve zayıf yönlerine değindikleri bir konuşma yer almaktadır. Öğrencilerinizden, konuşmayı okumalarını ve pratik yapmalarını isteyiniz.

## 12

Score:

If you have...

a) 12-15 "Yes."

You have a perfect personality. You help your friends and they like you very much. You will be successful in your future life and you will have a lot of friends.

b) 7-12 "Yes."

You can learn some more good things about life. Be more positive. Don't criticise other people. First, criticise your behaviours.

c) 0-7 "Yes."

There may be some problems between your friends and you. Be more careful, optimistic and helpful. You may lose your friends.

## 18. Write true (T) or false (F).

- A) The results of the questionnaires are always true. ( )
- B) You can notice your weaknesses and strengths with the help of questionnaires. ( )
- C) The questions in this questionnaire give an idea about physical appearance. ( )

## 19. Meg and Can meet at a hotel garden and they try to know each other. Read the dialogue and practise it.

Meg : It is nice to have a Turkish friend. I'd like to know you closer. Will you tell me some more details about your personality, please?

Can : OK. I have only a few friends. I usually prefer to be alone in my room. I spend hours reading and surfing on the Internet. I think I am not sociable because I am too shy to meet new people.

Meg : If you join some youth clubs, you can change it. You may meet different people there. I know it is not very difficult. I used to be shy when I was a child, but I am not now. Do you get excited or get angry easily?

Can : No, I don't. I am quiet.

Meg : That is nice. I like quiet people. What about children and animals? Do you like them?

Can : Yes. I like children and children like me. I make friends with them easily. I am sometimes funny. I tell jokes. My mother thinks I am good enough to be a comedian, but I can't do it. You know I am shy.

Meg : Oh, don't worry. I am sure you will change.

Can : Now, it is your turn. Tell me about yourself.

Meg : I am ...



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20. Read the situation and make dialogues.

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**Student A :** Imagine you are Meg. Ask questions to know Can closer, make requests and express your opinions.

**Student B :** Imagine you are Can. Answer Meg's questions and talk about your personal weaknesses and strengths. Make requests, too.

21. Write a paragraph about your personal qualities. Use the underlined words in activity 19. Use "and", "but" and "because" in your sentences.

Blank lined area for writing a paragraph about personal qualities.

**Let's learn.**

It is nice to meet new people.  
It is easy to answer these questions.  
It is difficult to make friends.

**Just for Fun**

**Ryan :** I have a perfect son.  
**Chris :** Is he lazy?  
**Ryan :** No, he isn't.  
**Chris :** Is he mean?  
**Ryan :** No, he isn't.  
**Chris :** Is he selfish?  
**Ryan :** No, he isn't.  
**Chris :** Yes, I believe you really have a perfect son.  
**How old is he?**  
**Ryan :** He will be four months next Sunday.

**Let's have fun.**



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20. Read the situation and make dialogues.

Bu bölümde öğrencilerinizden, ikili çalışmalar için hazırlanmış olan durumu okumalarını ve bir konuşma oluşturmalarını isteyiniz.

21. Write a paragraph about your personal qualities.

Use the underlined words in activity 19. Use "and" "but" and "because" in your sentences.

Yazma etkinliğinin yer aldığı bu bölümde öğrencilerinizden, kendi kişilik özelliklerini anlatan bir paragraf yazmalarını, paragrafı yazarken 19 numaralı etkinlikte altı çizili olan kelimelerden bazılarını ve "but, and, because" gibi bağlaçları kullanmalarını isteyiniz.

**Let's learn.**

Bilgi kutusunda yer alan cümle yapılarına öğrencilerinizin dikkatini çekiniz ve yeni örneklerle bu kullanımı kazanım hâline getiriniz.

**Just for Fun**

Bu bölümde Ryan ve Chris arasında geçen bir konuşma yer almaktadır. Oğlunun hep olumlu karakter özelliklerine değinen Ryan onun sadece dört aylık bir bebek olduğunu söylemeyi en sona bırakmaktadır.

**Let's have fun.**

Karikatür bölümünde, kedisi ile veterinere gelmiş olan bir kişi, köpekten korktuğunu ve bunun kendi zayıf yönü olduğunu söylemektedir.



## Good or Bad Table Manners

### 22. Answer these questions.

Dinleme etkinliği öncesi öğrencilerinizden sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

### 23. Listen to the text and choose the main point.

Kayıtlı metni öğrencilerinize dinletin ve seçenekler arasından ana fikri gösteren cümleyi belirlemelerini isteyiniz.

#### Dinleme metni (Tapescript):

People have good or bad manners. Manners are important in life because they give an idea about a person's social life and personality. You are not always free to do everything you want. There are some rules to obey both at a formal dinner and at a family dinner. These are table manners. Families usually teach their children table manners. Some books give information about them, too. It is good to know these rules. You will hear some examples for good or bad table manners.

Mary invites the Browns for dinner at seven o'clock. Mr and Mrs Brown, with their two little Browns, knock at the door. It is a quarter to seven. Mary is not ready, yet. They bring Smoky, their dog, too. Mr Brown brings Mary some flowers and a box of chocolate.

They sit at the table and start eating dinner. The two little Browns eat with their fingers and play with their food. They don't like the food. They want hamburgers. Mr Brown makes loud noises with his lips and he talks loudly. Mrs Brown talks with her mouth full and laughs. Smoky is near the table. He barks and wants some food from the table. When they finally finish their dinner, they thank Mary for the dinner and leave.

#### Answer key:

B) Knowing table manners is important.

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## Good or Bad Table Manners

### 22. Answer these questions.

- A) Do you know any rules when you are eating?
- B) Are you careful about your manners when you eat?
- C) What kind of things do you take when someone invites you to dinner?

### 23. Listen to the text and choose the main point.

- A) You should take some presents when you go to a dinner.
- B) Knowing table manners is important.

### 24. Tick (✓) the Browns' manners as "good" or "bad".

	Good	Bad
1. The Browns knock at the door earlier.	( )	( )
2. They bring their dog.	( )	( )
3. They bring flowers and chocolate.	( )	( )
4. The children eat with their fingers.	( )	( )
5. They don't like the food.	( )	( )
6. They thank for the dinner.	( )	( )



**TASK**  
 Think about an important person for you.  
 Write down 3-5 strengths of him/her.

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### 24. Tick (3) the Browns' manners as "good" or "bad".

Dinleme etkinliğinin son bölümünde öğrencilerinizden, metinle ilgili cümlelerin değerlendirmelerini yapmalarını isteyiniz ve metni anladıklarından emin olunuz.

#### Answer key:

- 1. Bad      2. Bad      3. Good
- 4. Bad      5. Bad      6. Good

#### Task :

Görev bölümünde öğrencilerinizden, kendileri için önemli olan bir kişinin güçlü yönlerini anlatan 3-5 cümle yazmalarını isteyiniz.



## LANGUAGE LEARNING

**Topic**  
**Skills**

: A GOOD LANGUAGE LEARNER

: **Listening**

Catching the main point in short, clear and simple messages

Finding specific information in simple recorded texts

Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

**Reading**

Understanding short, simple texts on familiar matters

Finding specific, predictable information in texts

Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

**Writing**

Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience

Summarizing gist

Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points

**Speaking**

Describing something in a simple list of points

Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions

Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident

Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message

**Functions**

: Expressing opinions and judgments

**Structures**

: Revision of the structures learnt before

**Vocabulary**

: **Nouns** : business, diplomacy, dot, pronunciation, subtitle, purpose, satellite, trade

**Verbs** : communicate, curve, focus, pronounce

**Adjectives** : complex, dominant, foreign, playful, silly

**Adverbs** : ahead, violently

**Pronouns** : none

**Task**

: Preparing their campaign poster to nominate the ideal language learner in their class



## Hazırlık Çalışmaları

Ünitenin ve konunun ismini okutunuz. "Which language are you learning? Are you a good language learner?" sorularını öğrencilerinize sorunuz. Daha sonra ünite resmini yorumlamalarını isteyebilirsiniz. "If you know a language, what can you do?", "Can you make friends with everybody in the world?" benzeri sorularla konuya ilgi duymalarını sağlayabilirsiniz.

## LANGUAGES OPEN DOORS

### 1. Answer these questions.

"Foreign" kelimesini öğretiniz ve öğrencilerinizden, bu bölümde sunulan soruların cevaplarını isteyiniz.

#### Answer key:

- A) People generally learn English as a foreign language.  
B) Students generally start learning a foreign language at ten.

### 2. Read the text and answer: Do people use English only in schools?

Bu bölümde, öğrencileriniz metni okurken soruların cevaplarını bulmaya çalışacaklardır. Bu çalışmayı kendilerinin gerçekleştirebileceklerini belirtiniz ve destekleyiniz.

a:

No, they don't. People use English in different fields.

### 3. Guess and choose the meaning of these words.

Öğrencilerinizden, "dominant" ve "trade" kelimelerinin anlamlarını tahmin etmeleri beklenmektedir. Metni tekrar okumalarını ve bu kelimelerin tanımlarını seçmelerini isteyiniz.

#### Answer key:

- A) a B) b

### 4. Fill in the blanks with "international", "trade", "communication" and "dominant".

Bu etkinlikte, yeni öğretilen kelimelerin kullanımı pekiştirilmek istenmektedir. Öğrencilerinizden, boşluklara uygun kelimeleri seçmelerini isteyiniz.

#### Answer key:

- A) communication C) international  
B) trade D) dominant

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## LANGUAGES OPEN DOORS

### 1. Answer these questions.

- A) Which language do people generally learn as a foreign language in Turkey?  
B) At what age do students generally start learning a foreign language in Turkey?

### 2. Read the text and answer: Do people use English only in schools?

People use languages to communicate. If you know different languages, you can talk to people from all over the world. In many countries, children start learning a foreign language when they go to school. They have language lessons when they are 4th or 5th grade students.

In Turkey, most of the students learn English as a foreign language. English is an international language. Some words in English have the same meanings in other languages. "Television, radio, football" are a few examples.

A lot of people use this language in the world. In different fields you can hear English. It is the dominant language of medicine, electronics and space technology, advertising, radio, television and films. People use this language in diplomacy, trade between countries, business and pop culture, too. Almost 350 million people speak English as a first language. Over 200 million people use it as a foreign language. Teaching English has become a big business in the world.

### 3. Guess and choose the meaning of these words.

- A) "dominant" means "                    ".  
a. more powerful, important than other things  
b. more interesting and difficult  
B) "trade" means "                    ".  
a. the events in different languages  
b. the activity of buying and selling



### 4. Fill in the blanks with "international", "trade", "communication" and "dominant".

- A) Good                      is very important in big organisations.  
B) This company does a lot of                      with our country.  
C) This competition is between nations. It is an                      organisation.  
D) My father has the                      character in our family.

### 5. Complete these sentences.

- A) English is an international                     .  
B) Most of the students learn English as a                     .  
C) Some English words have the same meanings in                     .



What's Italian for pizza?

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### 5. Complete these sentences.

Okuma sonrası soruları, cümleyi tamamlama tarzındadır. Öğrencilerinizin cümleleri metne göre tamamlamalarını sağlayınız.

#### Answer key:

- A) English is an international language.  
B) Most of the students learn English as a foreign language.  
C) Some English words have the same meanings in different languages.

#### Let's have fun.

Öğrencilerinizden, karikatürü incelemelerini isteyiniz. Aynı soruyu siz de öğrencilerinize sorunuz ve esprinin anlaşılmasına yardımcı olunuz.



6. Read the dialogue and act it out. Then, read the situation and make new dialogues.

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Charlie : I think I am not good at languages. I can't learn English easily.  
 Sally : What do you mean? Why are you saying this?  
 Charlie : My marks are very bad in English.  
 Sally : It doesn't mean that you are bad at languages.  
 Charlie : I can't understand you. Are you sure?  
 Sally : Of course I am sure. First, answer this question.  
 Do you know how to study English?  
 Charlie : Yes, I do. I do my homework regularly.  
 Sally : Anything else?  
 Charlie : Mhm. I listen to my teacher and friends. I read my text books and do the exercises in the workbook.  
 Sally : That's not enough.  
 Charlie : Why? What else should I do?  
 Sally : You should read story books, jokes in English. You can read magazines, too.  
 I am sure you can understand something. English should be a part of your life.  
 You'll improve your English and you'll enjoy it.  
 Charlie : I think you are right. I'll try to do these things.



**Student A** : You think you are bad at speaking because your pronunciation is bad. You read your text books and imitate your friends.

**Student B** : Your friend thinks he is bad at speaking. He/She doesn't know how to correct his/her pronunciation. Advise him/her to listen to the radio, watch films in English and repeat the words after he/she hears them from a native speaker.

**Just for Fun**



A family of mice were surprised and frightened when they met a big cat. Father Mouse jumped and said : "Bow-wow!" The cat ran away. "What was that, father?" asked the baby mouse. "Well, son, that's why it is important to learn a second language."

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6. Read the dialogue and act it out. Then, read the situation and make new dialogues.

Öğrencilerinizin diyalogu "role-play" şeklinde okumalarını ve canlandırmalarını sağlayınız. Diyalogta kullanılan "I think... / I am sure..." cümleleri ile fikirlerin ifade edilmesine dikkat çekiniz. Daha sonra "Student A" ve "Student B" rolleri olarak verilen diyalogu gerçekleştirmelerine yardımcı olunuz. Bu diyalogu oluşturarak öğrencileriniz, günlük yaşamda deneyimleyebilecekleri sıradan bir konu hakkında konuşarak bilgi alışverişinde bulunabilme, fikirlerini ifade edebilme, önerilerde bulunabilme ve diğer konuşmacı ile uzlaşabilme becerilerini geliştirmiş olacaklardır.

**Just for Fun**

Fıkırayı okutunuz ve anlamalarına yardımcı olunuz. "Mouse-mice" kelimelerini hatırlatınız.



7. Answer this question: Can you understand the words of an English song when you listen to it?

Bu soruyu öğrencilerinize sorunuz. Daha sonra en beğendikleri İngilizce şarkıların isimlerini ve bu şarkılardan hatırladıkları kelimeleri / cümleleri söylemelerini isteyebilirsiniz. Kolaylıkla katılabilecekleri İngilizce şarkıları sınıfta dinletebilirsiniz.

8. Listen to the text and answer these questions.

Öğrencilerinizden, metni dinlerken bu soruların cevaplarını bulmalarını beklenmektedir.

### Dinleme metni (Tapescript):

How can you learn English easily and quickly? Can you learn it yourself? People give different answers to these questions. Your learning activities are important. You must do a lot of activities in order to learn a language. All these activities improve your language skills. There are four main language skills. Listening, reading, writing and speaking.

Listening is very important in learning languages like the other skills. You must listen to a text in order to improve your listening skills. It may be difficult at first because you don't see the written text. After some practice, you can see the good results and you can understand the listening texts or dialogues. While you are doing a listening activity, you should follow some steps. Here are some tips for you.

1. Listen to a text more than once. If you want to find the main idea, listen to the whole text and focus on the keywords.

2. Listening is very helpful for pronunciation, too. Pronunciation may be difficult for foreign students. When you read or say a word in another language, you pronounce it. If you don't pronounce the words correctly, people won't understand you. Focus on the pronunciation when you listen to the texts.

3. When you watch films, videos and when you listen to music in English, be careful with the pronunciation.

#### Answer key:

- A) There are four language skills.  
B) They are reading, listening, writing and speaking.

9. Guess and choose the meaning of these words.

Öğrencilerinizden, "focus" ve "pronounce" kelimelerinin anlamlarını tahmin etmek üzere metni dinlemelerinin beklendiğini belirtiniz ve dinleme etkinliğini tekrar gerçekleştiriniz.

#### Answer key:

- A) 2  
B) 1

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7. Answer this question: Can you understand the words of an English song when you listen to it?

8. Listen to the text and answer these questions.

- A) How many language skills are there?  
B) What are they?



9. Guess and choose the meaning of these words.

- A) "Focus" means "\_\_\_\_\_".  
1. to be careful of the skills about the language  
2. to give attention to any special thing or a subject  
B) "Pronounce" means "\_\_\_\_\_".  
1. to make the sound of a word or letter  
2. to sing a song in a different language

Let's have fun.



10. Write true (T) or false (F).

- A) There are five language skills. ( )  
B) Reading is helpful for pronunciation. ( )  
C) You should focus on the keywords to understand the main idea. ( )

Your English is poor.  
( ) All insects learn English  
( ) as a foreign language.

11. Why do you learn English? How do you learn English? Talk about your everyday language learning activities. You can use the answers of these questions.

1. How many hours a week do you have English lessons?  
2. Do you study English at home every day?  
3. Do you listen to pop songs in English?  
4. Do you watch films / serials in English?  
Can you understand them or do you read the subtitles?  
5. Do you watch English channels on satellite channels?  
Do you enjoy watching them? Do you try to understand them?  
6. Do you keep an "English Learning" diary?  
7. Do you sometimes write sentences or daily activities in English?  
8. Do you read simple English story books?  
9. Why do people learn a foreign language? Give reasons.  
10. Should people learn a foreign language? Explain your opinions about it.



Let's learn.

I cannot pronounce this word.  
Listen to the pronunciation of this word.

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10. Write true (T) or false (F).

Dinleme metni ile ilgili soruların doğru-yanlış olarak yorumlanmasını sağlayınız.

#### Answer key:

- A) F  
B) F  
C) T

Let's have fun.

Öğrencilerinizden karikatürü incelemelerini isteyiniz.

11. Why do you learn English? How do you learn English? Talk about your everyday language learning activities. You can use the answers of these questions.

Öğrencilerinizin önceden hazırlanarak bu soruların cevaplarını içeren bir konuşma yapmalarını isteyiniz. Konuşmalarında günlük yaşamlarında İngilizcenin yerini ifade etmelerini, görüşlerini sebepleriyle belirtmelerini hatırlatınız.

Let's learn.

Tabloda, kelimenin isim ve fiil biçimi cümle içinde örneklenmiştir. "Inform-information" kelimelerini de örnek olarak verebilirsiniz.



12. Answer this question: What should you do to learn English easily?

13

13. Read the text and answer this question: How do people usually feel while they are learning new things?

### Language Learning Tips

While people are learning new things, they usually feel excited. While they are learning a new language, they feel more excited and happy. Learning a foreign language is fun, but it is like learning to speak from the beginning.

What should language learners do? What shouldn't they do?

Here are a few questions and a few tips. If you answer these questions and follow these tips, you won't have any problems while you are learning.

#### Questions:

1. Why should I learn it?
2. Which language should I learn?
3. What materials do I need to study?
4. What is the best way to learn?
5. What happens if I make mistakes?
6. Should I ask questions if I don't understand?
7. Should I use the new language only in the classroom?
8. How can I practise it?



#### Tips:

1. Believe the importance of a foreign language.
2. The foreign language should be an international one.
3. You should have a dictionary and a simple grammar book.
4. You should be active in the classroom.
5. If you can find a chance, use your foreign language.
6. You can learn from your classmates, too.
7. Don't be afraid of making mistakes. You can learn from your mistakes.
8. Read simple story books in your free time.



14. Complete these sentences.

- A) You need \_\_\_\_\_.
- B) Don't be afraid of \_\_\_\_\_.
- C) Try to be \_\_\_\_\_.

15. Write the main idea of "Language Learning Tips". Use some of the underlined words in activity 13.

.....

.....

.....

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12. Answer this question: What should you do to learn English easily?

Öğrencilerinizin bu sorunun cevabı için önerilerde bulunmalarına yardımcı olunuz.

13. Read the text and answer this question: How do people usually feel while they are learning new things?

Okuma metninde İngilizce öğrenme konusunda ipuçları verilmektedir. Öğrencilerinizden, metni okumalarını ve istenilen cevabı bulmalarını isteyiniz.

**Answer key:**

**People usually feel excited while they are learning new things.**

14. Complete these sentences.

Metinde verilen ipuçları ile ilgili cümleleri tamamlamalarını öğrencilerinizden isteyiniz.

**Answer key:**

- A) You need a dictionary and a simple grammar book.
- B) Don't be afraid of making mistakes.
- C) Try to be active in the classroom.

15. Write the main idea of "Language Learning Tips".

Use some of the keywords in activity 13.

Yazma etkinliğinde, öğrencilerinizden 13. etkinlikte verilen bilgileri özetlemeleri beklenmektedir. Aynı etkinlikte altı çizili olarak verilen kelimelerden bazılarını kullanmalarını hatırlatınız. Öğrencilerinizin çalışmalarını değerlendiriniz.

**Answer key: (Öneri niteliğindedir.)**

**When people learn a foreign language, they feel excited and happy. Language learners should use the best ways to learn a foreign language.**



## 16. Read the text. Find the main point and write.

Öğrencilerinizden, metni okumalarını ve metnin ana fikrini yazmalarını isteyiniz. Yeni kelimelerin anlamlarını tahmin etmelerine yardımcı olunuz.

### Answer key:

**Blind and deaf people can learn a special language, too. Learning doesn't have excuses.**

## 17. Think about learning English in the future in your country. Read these sentences and put a tick (✓) if you agree or a cross (X) if you don't agree. Then, add a few sentences to the list.

Bu etkinlikte, İngilizce öğrenme konusunda bazı cümleler verilmiştir. Bu cümlelerde kullanılan "All / Some / Most / None of..." ifadelerine dikkat çekiniz. "None of..." ifadesini örnek cümlelerle öğretiniz.

Öğrencilerinizden, verilen cümleleri okumalarını eğer gelecekte bu durumun gerçekleşeceğini düşünüyorlarsa (✓), düşünmüyorlarsa (X) işareti koymalarını isteyiniz. Ayrıca listeye kendilerinin de birkaç cümle eklemelerini belirtiniz. Yazdıkları cümleleri değerlendiriniz.

### Answer key: (Öneri niteliğindedir.)

- All the textbooks will be in English.
- Television programs will be in English.
- All the students will go to England to learn English.

## 13

## 16. Read the text. Find the main point and write.

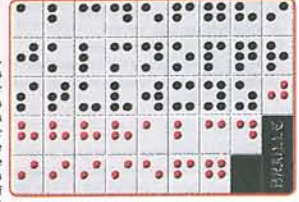
People like learning a foreign language or special languages because they need them for different purposes. Children, adults and old people can learn them when they read, hear or write.



What about blind people and deaf people? They can learn a special language, too. Deaf people or hard of hearing people use a sign language. A sign language generally uses gestures to communicate. The movements of hands, arms or body and facial expressions help to show speakers' thoughts and ideas. The history of the sign language began in Spain in the 17th century. A sign language has special hand movements for every letter. These movements are not always the same. They generally differ from one region to another or one country to another.

But it doesn't make big problems in communication. When they use this language, communication is possible, even in another language.

There is a language for blind people, too. They use a special language. Louis Braille, a Frenchman, invented a system for blind people. He was blind. This system is for reading and writing and there are points like small dots from one to six. Every letter has different dots and people can read these letters when they pass their fingers over the characters. Every language adopted this system. Learning doesn't have excuses. If you want to learn, you can learn. Go ahead. Good luck!



The main point of this text : \_\_\_\_\_

## 17. Think about learning English in the future in your country. Read these sentences and put a tick (✓) if you agree or a cross (X) if you don't agree. Then, add a few sentences to the list.

- Children will learn English from the age of four. ( )
- Most of the lessons at school will be in English. ( )
- All of the people will need English for their jobs. ( )
- None of the students will speak English very well. ( )
- People will learn English at home by television. ( )
- High school teachers will speak English very well. ( )
- \_\_\_\_\_ ( )
- \_\_\_\_\_ ( )
- \_\_\_\_\_ ( )





## 18. Answer these questions.

- A) Is there an age limit when people learn new things?  
B) Do people have new hobbies when they get older? What are they?

## 19. Listen to the text and find the answer to this question: What language is Teresa Shiny learning?

## 20. Choose the main point of the listening text.

- A) Old people have difficulties in learning new things.  
B) When people are retired, they read a lot of books.  
C) It is never too late to learn new things.  
D) Learning French isn't difficult.

## 21. Write true (T) or false (F).

- A) Teresa is thirty years old. ( )  
B) She goes to a painting course. ( )  
C) She thinks learning a foreign language is easier in childhood. ( )

## 22. What does a good language learner do?

Read the list of points and describe him/her.

- really wants to learn
- tries to guess the meanings of new words
- practises a lot
- tries to use the language
- listens to other people and imitates them
- communicates in different ways
- reads in the foreign language
- listens to programs in the foreign language
- takes notes and looks at them like a game
- memorizes songs in the second language and sings them

## 23. What is a good textbook like? Read the list of points for this subject.

Write a short text to describe a good textbook. Use "and", "but" and "because" in your sentences.

- full of pictures
- colourful
- interesting texts
- funny
- a lot of questions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13



River Seine, France



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## 18. Answer these questions.

Dinleme etkinliğine hazırlık olarak bu bölümde verilen soruları sorunuz.

## 19. Listen to the text and find the answer to this question: What language is Teresa Shiny learning?

Öğrencilerinizden metni dinlemelerini ve bu sorunun cevabını bulmalarını isteyiniz.

### Dinleme metni (Tapescript):

People can go on learning all their life. There is really no age limit. Learning new things may be slower, but people are never too old to learn. Perhaps they are not young enough to play football or basketball, but they can learn new things when they are older. They are retired and they have a lot of free time. They need different hobbies. Some of them go to language classes and they want to learn a new language. They have different purposes when they do it. They want to travel to different countries, they want to watch films or read books in another language or use the Internet.

Teresa Shiny is sixty years old. She worked 30 years as a nurse and she is retired now. She is going to a French language course three days a week. She has a special purpose. Her son lives in Paris and his wife is French. They have two children and the children know a little English. She wants to talk to them in French. At first, she thought learning a new language is difficult, because she knows that learning a foreign language is easier in childhood. Now she thinks it is the best thing to learn and she is successful in learning French. She sent an e-mail in French to her grandchildren yesterday and they were surprised. Because there were no mistakes.

### Answer key:

She is learning French.

## 20. Choose the main point of the listening text.

Bu bölümde, verilen seçeneklerden biri metnin ana fikrini oluşturmaktadır. Metni tekrar dinletmeden önce öğrencilerinizden seçenekleri okumalarını isteyebilirsiniz. Metni dinletiniz ve ana fikri oluşturan doğru seçeneği işaretlemelerini isteyiniz.

### Answer key:

C) It is never too late to learn new things.

## 21. Write true (T) or false (F).

Öğrencilerinizden, dinleme metninin konusuyla ilgili soruları doğru-yanlış olarak değerlendirmelerini isteyiniz.

### Answer key:

- A) F  
B) F  
C) T

## 22. What does a good language learner do? Read the list of points and describe him/her.

Bu bölümde, öğrencilere yardımcı olmak üzere bazı ipuçları liste hâlinde verilmiştir. Öğrencilerinizden, bu listeden yararlanmalarını ve "iyi bir dil öğrencisi"ni madde hâlinde tanımlamalarını isteyiniz.

## 23. What is a good textbook like? Read the list of points for this subject. Write a short text to describe a good textbook. Use "and", "but" and "because" in your sentences.

Yazma çalışmasında öğrencilerinizden, liste hâlinde tanımlama yapmaları beklenmektedir. İyi bir ders kitabının nitelikleri için ipuçları verilmiştir. Verilen bağlaçları kullanarak yazma çalışmasını gerçekleştirmelerini sağlayınız.

### Answer key: (Öneri niteliğindedir.)

A good textbook is colourful and full of pictures. There are interesting texts because students enjoy reading them. There are a lot of questions, but they are not difficult for the students.



24. Answer this question: In which countries do people speak English? Write three of them.

Öğrencilerinize soruyu sorunuz ve cevaplarını dinleyiniz.

**Answer key: (Öneri niteliğindedir.)**

Canada, Australia, New Zealand

25. Read the text and find the answer: Can American people understand you easily if you speak British English in New York?

Öğrencilerinizden, metni okumalarını ve verilen sorunun cevabını bulmalarını isteyiniz.

**Answer key:**

Yes, they can.

26. Write true (T) or false (F).

Öğrencilerinizden, okuma sonrası etkinliği olarak sunulan cümleleri doğru-yanlış olarak işaretlemelerini isteyiniz.

**Answer key:**

A) F

B) T

27. Some words in Turkish and in English are the same. They are usually international words. Make a list of these words.

İngilizceden dilimize yerleşmiş aynı anlama sahip kelimelerden örnekler istenmektedir. Öğrencilerinizden, buldukları kelimeleri defterlerine liste hâlinde yazmalarını isteyiniz. Daha sonra ortak bir liste oluşturmalarına yardımcı olunuz.

**Answer key: (Öneri niteliğindedir.)**

television, market, radio, center

28. Read the dialogue and act it out. Then, use the situations and make new dialogues.

Bu diyalogda, Terry ve Susan bir okuma çalışmasının nasıl daha verimli yapılabileceğini konuşmaktadırlar. Terry, söylemek istediği şeyi belirtirken zorlanmakta ama yeniden deneyerek kendini ifade edebilmektedir. Susan, önerileri ile ona yardımcı olmaktadır.

Öğrencilerinizden, bu diyalogu "role-play" şeklinde canlandırmalarını isteyiniz. Daha sonra verilen örneğe göre yeni bir konuşma üretmelerini sağlayınız. Konuşmalarında, uygun kelimeyi başlangıçta bulamadıkları takdirde tekrar denemelerle kendilerini daha iyi ifade edebileceklerini, karşı konuşmacının yardımcı olacağını belirtiniz. Öğrencilerinizi, İngilizce konuşma konusunda yöreklendiriniz.

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24. Answer this question: In which countries do people speak English? Write three of them.

25. Read the text and find the answer: Can American people understand you easily if you speak British English in New York?

### The Use of English

Speaking is a way of communication. Millions and millions of people speak English as a first language. They are native speakers. A lot of people speak English as a foreign language. They are foreign speakers. People in Britain, North America, Australia and Canada use it as their first language.

Learning English is not very difficult. English grammar is simple for foreign students to learn. Tenses in English aren't very complex. The past verb "went" doesn't change for "I, you, he, she, it, we" or "they".

But, the use of English tenses is not very easy. Sometimes it is difficult to understand the difference between some forms. When do we say "I'm going to do it." and when do we say "I'll do it."? Some words, for example "know" and "now" have almost the same spelling, but they sound different.

A lot of people think that British and American English are different. There are small differences in spelling, pronunciation, vocabulary and grammar, but they are almost the same languages. People don't have problems when they use British or American languages.

26. Write true (T) or false (F).

A) The past of "study" is different for "I" and "she". ( )

B) "Know" and "now" have different sounds. ( )

27. Some words in Turkish and in English are the same. They are usually international words. Make a list of these words.

28. Read the dialogue and act it out. Then, use the situations and make new dialogues.

Terry : I can't do the reading activities easily.

Susan : What must you do with the texts?

Terry : I must answer the questions, first. They are general questions about the subject.

Susan : Okay. You can do them easily.

Terry : ... and I must find a word. No, not a word! I must find the meanings of some words.

Susan : The new word is in a sentence. Read that sentence carefully. Read the sentences before and after this sentence, too. Then, try to guess the meaning of this word.

Terry : Thanks. I'll try.





**Student A :** You cannot write in English very well. You must write a paragraph and you must use the keywords.

**Student B :** Make suggestions and say: "Read sample sentences and paragraphs with those words and try to write similar sentences. Give your own idea when you are using them."

**29. Answer these questions.**

- A) Can animals speak or show their feelings?
- B) Do you think cats and dogs have a language?

**30. Read the text and answer these questions.**

- A) What does a cat say when her tail is up?
- B) What does a cat do when she is excited?

When we talk, we gesture with our arms. Cats also gesture. They gesture with their tails. A cat's tail has a lot of things to say. When her tail is up, she says "Hello.". When she's excited, she shakes the tip of her tail. A playful cat moves her tail from side to side on the ground. An angry cat moves her tail violently from side to side in the air. She wants to say "Leave me alone!". When a cat is ready to attack, she curves the top of her back and her tail doesn't move. She warns you: "Be careful! I'm very angry."



**31. Write true (T) or false (F).**

- A) Cats use their tails to show their mood. ( )
- B) An angry cat moves her tail from side to side on the ground. ( )
- C) Cats never get angry. ( )



*an alert cat*



*a playful cat*



*a relaxed cat*

**29. Answer these questions.**

Okuma öncesi sorularını öğrencilerinize sorunuz ve alternatif cevapları değerlendiriniz.

**30. Read the text and answer these questions.**

Öğrencilerinizden, kedilerin kendilerini ifade ediş biçimi ile ilgili metni okumalarını ve bu bölümde verilen soruları cevaplandırmalarını isteyiniz.

**Answer key:**

- A) She says "Hello." when her tail is up.
- B) She shakes the tip of her tail when she is excited.

**31. Write true (T) or false (F).**

Kedilerle ilgili okuma metninde bulunan bilgileri kapsayan soruların doğru-yanlış olarak işaretlenmelerini sağlayınız.

**Answer key:**

- A) T
- B) F
- C) F

Kedilerin ruh hâllerini kulaklarını kullanarak ifade ediş biçimleri resimlerle yansıtılmak istenmiştir. "Alert/playful" kelimelerini örnek cümlelerle öğretiniz.



## 32. Read the dialogue and practise it.

Öğrencilerinizden, bu bölümde verilen diyalogu pratik yapmalarını isteyiniz. Diyalogda kullanılan, günlük yaşamda sık sık ihtiyaç duyulacak bazı cümlelerin kazanım hâline geçmelerini sağlayınız. Benzer cümleler üretmelerine yardımcı olunuz.

### Game with the Letters in Alphabet

## 33. Answer these questions. Every answer is a letter.

Think of their pronunciations when you answer them.

Bu etkinlikte, öğrencilerinizin cevapları bulmak üzere düşünecekleri ve eğlenecekleri sorular sunulmuştur. Soruların cevaplarını oluşturan kelimelerin okunuşları bir harfi temsil etmektedir.

### Answer key:

1. I (eye)
2. B (bee)
3. T (tea)
4. P (pea)
5. C (sea)

### Just for Fun

Fıkranın öğrencileriniz tarafından okunmasını sağlayınız ve anlaşılmasına yardımcı olunuz.

### Task :

Görev bölümünde İngilizce dersinde en başarılı (ideal) öğrencinin seçilmesi istenmektedir. Bu seçim öncesi öğrencilerinizin uygun adayları seçmeleri ve onları destekleyecek kampanya posterleri yapmaları beklenmektedir. Öğrencilerinizin poster hazırlamalarına yardımcı olunuz.

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## 32. Read the dialogue and practise it.

Sophia : What's the matter, Heidi? You don't look very happy.  
 Heidi : I'm not. I'm worried about my English.  
 Sophia : What's the problem?  
 Heidi : I have been here for a long time, but I'm not practising enough.  
 Sophia : Why not?  
 Heidi : Well, it's difficult to meet English people.  
 Sophia : You should go out more.  
 Heidi : Where should I go?  
 Sophia : You should go to cafés and you should join a club.  
 Heidi : But, Sophia, English people never speak to me.  
 Sophia : Ah! You should speak first.  
 Heidi : What can I talk about?  
 Sophia : The weather! English people are always interested in the weather!



### Game with the Letters in Alphabet

## 33. Answer these questions. Every answer is a letter. Think of their pronunciations when you answer them.

1. What letter of the alphabet is a part of head?
2. What letter of the alphabet is an insect?
3. What letter is a drink?
4. What letter is a vegetable?
5. What letter is the body of water?



### Just for Fun



One day, the Chemistry teacher asked his students: "What is the chemical formula for water?" Silly Suzie immediately raised her hand. "Yes, Suzie, what's the answer?" the teacher asked. Suzie answered proudly: "The chemical formula for water is HIJKLMNO!" Her teacher looked at her in surprise. He asked "What are you talking about?" Suzie replied: "Yesterday you said the formula for water is H to O!"

**TASK**  
 • Who is the ideal language learner in your class?  
 • Prepare a campaign poster to nominate him or her.

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# PRECAUTIONARY MEASURES

Topic  
Skills

: SENSIBLE PRECAUTIONS

: **Listening**

Catching the main point in short, clear and simple messages

Finding specific information in simple recorded texts

Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

**Reading**

Understanding short, simple texts on familiar matters

Finding specific, predictable information in texts

Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context

**Writing**

Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience

Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points

**Speaking**

Describing something in a simple list of points

Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions

Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident

Making and responding to suggestions

Exchanging limited information on familiar and routine operational matters

Functions

: Warning others to take care or to refrain from doing something

Advising others to do something

Suggesting a course of action

Structures

: Revision of the structures learnt before

Vocabulary

: **Nouns** : aftershock, belongings, cupboards, disaster, doorway, earthquake, emergency pack, feather, fertilizer, first aid, glassware, groundwater, hacker, lift, measure, password, pollution, resource, risk, shortage, tap, virus, zone

**Verbs** : cover, dirty, fix, harm, occur, prevent, sunbathe

**Adjectives** : charged, homesick, long-sleeved, nearby, polluted, precautionary, private, sensible, slight

**Preposition** : against

Task

: Problem solving (their ship is sinking and they can take only 5 things with them to a nearby island. They are asked to write the things they want to take with them and stating their reasons



## Hazırlık Çalışmaları

Öğrencilerinizden, ünitenin giriş sayfasında yer alan görsel bakmalarını isteyiniz. Görselde yer alan fotokopi makinesinden çıkan resimlerin ne anlama geldiklerini sorunuz.

“What are these pictures about?”

What can you see in these pictures?

Does our world have many problems?

What can you do for these problems? “ sorularını sorabilirsiniz. Öğrencilerinizin bu konulardaki mevcut bilgilerini aktarmalarını sağlayınız.

## PROBLEMS AND PRECAUTIONS

### 1. Answer this question: What happens if a computer has a virus?

Okuma etkinliği öncesi öğrencilerinizden bu soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

### 2. Read the dialogue and answer: What does a hacker do?

Bu etkinlikte öğrencilerinizden, güncel bir konu üzerine yapılan bir konuşmayı okumalarını ve okuduklarını anlamalarını kontrol etmek için soruya cevap vermelerini isteyiniz.

#### Answer key:

A hacker secretly finds, looks at and changes information on somebody's computer system.

### 3. Put a tick (✓) for the precautions to protect your computer.

Okuma etkinliğinin son bölümünde öğrencilerinizden cümleleri değerlendirmelerini isteyiniz.

#### Answer key:

2. ( 3 )

3. ( 3 )

4. ( 3 )

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## PROBLEMS AND PRECAUTIONS

### 1. Answer this question: What happens if a computer has a virus?

### 2. Read the dialogue and answer: What does a hacker do?

Jane : David, I have a problem with my computer. Can you look at it?  
David : What is the problem?  
Jane : I don't know. There is something wrong. It doesn't work well.  
David : Let me have a look at it. I see! Your computer has a virus.  
Jane : I don't believe it! How is it possible?  
David : Do you visit different websites when you surf on the Internet?  
Jane : Yes, I do.  
David : They may be dangerous. And we get a lot of e-mails every day. Some of them are from our friends, but most of them are from strangers. You should never read the e-mails from strangers. They may have a virus and they may even be hackers.  
Jane : Hackers? What does it mean?  
David : A hacker is a person. He secretly finds, looks at and changes information on somebody's computer system.  
Jane : I understand. What must I do, then?  
David : You should take your precautions. First, you must download an anti-virus programme. You must be very careful when you are on the Internet. You must never give passwords, credit card information or private information. Some bad people may use this information.  
Jane : I didn't know that.  
David : Unfortunately it is true. Be more careful next time. Now, let's call the computer repair service.



### 3. Put a tick (✓) for the precautions to protect your computer.

1. Read all the e-mails. ( )
2. Don't read e-mails from strangers. ( )
3. Don't give credit card numbers to strangers. ( )
4. Don't give private information on the Internet. ( )
5. When somebody wants your password, you can give it. ( )



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### 4. Read the situation and make a similar dialogue.

Öğrencilerinizden, konuşma etkinliği olarak verilen durumu okumalarını ve bir önceki konuşmaya benzer yeni bir konuşma oluşturmalarını isteyiniz. Böylece öğrencileriniz öneride bulunmayı ve önerilere cevap vermeyi kazanım hâline getireceklerdir.

### 5. Answer this question: Do you take any precautions at home when you go on a holiday?

Dinleme etkinliğine başlamadan önce öğrencilerinizden soruyu cevaplandırmalarını isteyiniz. Farklı cevapları değerlendiriniz.



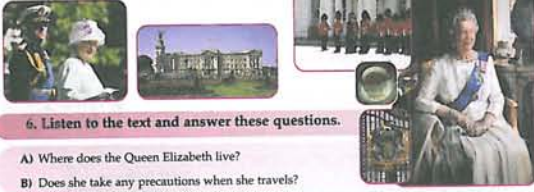
4. Read the situation and make a similar dialogue.

14

**Student A:** You have a problem with your mobile phone.  
It doesn't ring, so you can't hear the calls on your phone.

**Student B:** Suggest that your friend should take it to a mobile phone repair service and carry it in its case. He/She shouldn't drop it.

5. Answer this question: Do you take any precautions at home when you go on a holiday?



6. Listen to the text and answer these questions.

- A) Where does the Queen Elizabeth live?  
B) Does she take any precautions when she travels?

7. Guess and choose the correct one.

- A) "Homesick" means "                    ".  
a. sad, because you are away from home  
b. angry, because you are tired of trips  
B) "Belongings" means "                    ".  
a. the clothes. You like them very much.  
b. the things. You own them.  
C) "Feather" means "                    ".  
a. the light coverings of a bird's skin  
b. one of the parents

Put it on your head.  
It is not for your hands.

Let's have fun.



8. Write true (T) or false (F).

- A) When you talk to the Queen, you say "My Dear Queen". ( )  
B) The Queen likes eating dinner with a lot of people. ( )  
C) The Queen's belongings are her sensible precautions for her trips. ( )



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6. Listen to the text and answer these questions.

Bu etkinlikte İngiltere Kraliçesinin seyahate giderken kendini evinde hissetmesi için aldığı önlemlere değinilmektedir. Öğrencilerinizden, kayıtlı metni dinlemelerini ve sorulara cevap vermelerini isteyiniz.

**Dinleme metni (Tapescript):**

What precautions does the Queen take when she goes on a trip?

Elizabeth II, The Queen of the United Kingdom, and her family are a symbol for the British people. The British people always talk about the details of the royal family's life. They are interested in their lives, their hobbies and activities. When the Queen has problems with her children, they see her as a 'real person' because she has the same worries. The Queen is probably the richest woman in the world. Most of her money comes from her family, not from the state.

The Queen meets thousands of people every year. If you meet the Queen one day, you should call her 'Your Majesty' or 'Ma'am'. She loves her home, Buckingham Palace, very much. She doesn't like travelling. She feels homesick for her palace, but she sometimes travels and visits other contries. When she travels, she takes some precautions. They are not for her safety because her men always take precautions for everything. She takes some belongings with her in order to feel at home. These are her precautions against being homesick.

She takes her feather pillow, her hot water bottle, her favourite Chinese tea, her toilet soap and her private electric kettle with her.

She likes a quiet life and quiet evenings. When she is at home she likes watching TV and eating lunch on a tray in the living room. She likes doing jigsaw puzzles and crossword puzzles. She doesn't like cold weather, dictating letters and milk puddings.

**Answer key:**

- A) She lives in London, England. / She lives in the Buckingham Palace.  
B) Yes, she does.

7. Guess and choose the correct one.

Öğrencilerinizin metinde geçen kelimelerin anlamlarını tahmin etmelerini ve seçenekler arasından belirlemelerini sağlayınız.

**Answer key:**

- A) a                      B) b                      C) a

8. Write true (T) or false (F).

Dinleme etkinliğinin son bölümünde öğrencilerinizden metinle ilgili cümleleri değerlendirmelerini isteyiniz.

**Answer key:**

- A) F                      B) F                      C) T



9. Answer this question: Which cities in Turkey are in the earthquake zone? What about your city?

Öğrencilerinizden, okuma etkinliği öncesinde yer alan sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

10. Read the text and answer: Where must you stay during an earthquake if you are outdoors?

Öğrencilerinizden, depremlerle ilgili olarak verilen bilgiyi, deprem öncesi, deprem sırasında ve depremden sonra alınması gereken önlemleri anlatan önerileri ve sonuç cümlesini okumalarını isteyiniz. Soruya verdikleri cevabı değerlendiriniz.

**Answer key:**

**You must find a place away from buildings, trees and streetlights.**

**Let's learn.**

Bilgi kutusunda yer alan, cümlelerin içinde geçmekte olan ve iki kelimenin birleşerek yeni bir isim oluşturduğu kelimelere dikkat çekiniz.

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9. Answer this question: Which cities in Turkey are in the earthquake zone? What about your city?

10. Read the text and answer: Where must you stay during an earthquake if you are outdoors?

Thousands of earthquakes occur around the world each day, but people feel only a few of them. Even a slight earthquake can cause a lot of damage. It may also affect thousands of lives. If you live in an earthquake risk zone, you must certainly take some precautions. You must know what to do before, during or after an earthquake. Here are some suggestions.

**Before an earthquake**

1. Have strong wardrobes, bookcases or cupboards and fix them on the walls.
2. Put heavy things or glassware in lower cupboards.
3. You mustn't put heavy paintings, mirrors or shelves over the beds.
4. You must keep mobile phones charged.
5. Learn first aid.
6. Prepare an earthquake emergency pack. You must put \_\_\_\_\_ in it.



**During an earthquake**

1. If you are indoors, try to find a safe place such as in a doorway, under a strong table or a desk.
2. Cover the back of your head and your eyes.
3. Stay away from windows, bookcases or tall, heavy furniture.
4. Do not use lifts during an earthquake.
5. If you are outdoors, find a place away from buildings, trees and streetlights.
6. Don't leave your place before the earthquake stops.



**After an earthquake**

1. Be ready for aftershocks.
2. Check yourself for injuries.
3. Put on long trousers, a long-sleeved shirt and strong shoes to protect yourself.
4. Help injured people and neighbours.
5. Stay out of damaged buildings.
6. Turn off gas, electricity and water.

**In conclusion:** An earthquake can be a terrible event, but if you take earthquake safety precautions, you will keep yourself, your family and homes safe.

**Let's learn.**

People were ready for the aftershocks in the earthquake.  
We met in the early afternoon.  
My father puts on his aftershave every morning.

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11. Write the things in an earthquake emergency pack in the blank of "Before an earthquake".

14



12. Read these definitions and find words for them from the text.

- A) happen : \_\_\_\_\_  
 B) not strong: \_\_\_\_\_  
 C) area, place: \_\_\_\_\_  
 D) a piece of furniture with doors and shelves for putting clothes, plates, food etc: \_\_\_\_\_

13. Answer these questions.

- A. Where must you stay during an earthquake if you are indoors?  
 B. What kind of clothes should you wear after an earthquake?  
 C. What do earthquakes cause?



14. What must you do before, during and after a fire? Talk to your friend and describe the things in a list of points. Use the clues below.

**Before a fire**

- check / electricity / gas pipes
- change / old pipes
- have / smoke alarms
- escape ladders



**During a fire**

- call / fire brigade
- turn off / gas / electricity
- not panic
- not open / hot doors
- escape / window



**After a fire**

- give / first aid
- not go / house / unsafe
- not use / food / drinks / medicine / in the house / unsafe

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11. Write the things in an earthquake emergency pack in the blank of "Before an earthquake".

Öğrencilerinizden, bir acil durum çantasında bulunması gerektiğini düşündükleri nesnelere tahmin ederek deprem öncesi tedbirleri bölümünde yer alan boşluğa yazmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

You must put some clothes, strong shoes, some medicine, bottled water, packed food and a torch etc.

12. Read these definitions and find words for them from the text.

**Answer key:**

- A) occur  
 B) slight  
 C) zone  
 D) cupboards

13. Answer these questions.

Okuma etkinliğinin son bölümünde öğrencilerinizden metinle ilgili sorulara cevap vermelerini isteyiniz.

**Answer key:**

- A) You must stay in a doorway, under a strong table or a desk.  
 B) You should wear long trousers, a long-sleeved shirt and strong shoes.  
 C) Earthquakes cause a lot of damage and too much money.

14. What must you do before, during and after a fire? Talk to your friend and describe the things in a list of points. Use the clues below.

Konuşma etkinliğinin yer aldığı bu bölümde öğrencilerinizden, liste hâlinde verilmiş olan kelimelerden faydalanarak yangın için alınması gereken önlemleri, yangın sırasında ve yangın sonrası yapılması gereken hususları tanımlamalarını isteyiniz. Sunum hâlinde yapabilecekleri konuşmalarını diğer öğrencilerin de dinlemelerini sağlayınız.



15. Answer this question: What are natural disasters?

Öğrencilerinizden, dinleme etkinliği öncesinde yer alan soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

16. Listen to the text and answer: What happens when there is a flood?

Öğrencilerinizden, doğal afetlerden su baskınları, sel-lerin anlatıldığı kayıtlı metni dinlemelerini ve soruya cevap vermelerini isteyiniz.

**Dinleme metni (Tapescript):**

People experience natural disasters from time to time. Earthquakes, floods, fires and landslides are natural disasters. These disasters cause a lot of damage. Sometimes a lot of people die. What can we do to protect ourselves? Can we take any precautions? Yes. It is always possible to take precautions against disasters and have less damage. We should know what to do for them.

Flood, perhaps, is not the most dangerous disaster, but it can cause a lot of damage in people's lives. When it rains a lot and there is too much water in living places, there is a flood. The water goes into the buildings, takes the things, people and even cars away with its strong energy. People may die in water.

Floods often catch you suddenly. You are surprised, but it is possible to take some precautions. If your house is in a dry riverbed or streambed, there is always a risk. You should move to a different place. You should listen to the weather forecast regularly in order to know the weather condition. If there is a risk, prepare yourself for a flood. You can stop the flood water and it cannot enter your house. You can use sandbags to block doorways. How to make sandbags? Find some bags such as pillowcases and fill them with soil or sand. Then, put them behind the doors or windows. You must get children and pets safely inside your house. It is important to prepare a "flood pack", too. You must put some clothes, battery, radio, torch, first aid materials, bottled water and some personal papers in it. And, one more thing: Do not forget to plan an alternative place to stay. You may need it. We hope you will never experience floods.

**Answer key:**

The water goes into the buildings, takes the things, people and even cars away with its strong energy.

17. Choose the main point of the text.

Öğrencilerinizden dinleme metni ile ilgili ana fikri bulmalarını isteyiniz.

**Answer key:**

B) It is possible to take precautions against natural disasters.

14

15. Answer this question: What are natural disasters?

16. Listen to the text and answer: What happens when there is a flood?

17. Choose the main point of the text.

- A) Natural disasters cause a lot of damage.
- B) It is possible to take precautions against natural disasters.
- C) It is difficult to stop the flood water.



18. Write true (T) or false (F).

- 1. Floods occur when there is too much rain. ( )
- 2. Floods don't cause much damage. ( )
- 3. You can use sandbags to block the doorways. ( )
- 4. You must put clothes in the sandbags. ( )



Good news!  
There is global warming.  
We can swim over the island and eat him in 4 years.



18. Write true (T) or false (F).

Öğrencilerinizden, dinleme etkinliğinin son bölümünde, dinleme metni ile ilgili cümleleri değerlendirmelerini isteyiniz.

**Answer key:**

- 1. T
- 2. F
- 3. T
- 4. F

**Let's have fun.**

Bu bölümde yer alan karikatürde köpek balığı, küresel ısınmadan ötürü suların yükseleceğini düşünerek gelecekteki 4 yıl içerisinde adanın üzerinde yüzebileceklerini ve adamı yiyeceklerini söylemektedir.



19. Read the dialogue and make a similar dialogue. Use the keywords in the box.

14

Mary : It says "Save the Earth!" on the poster. What can we do to save the Earth?  
 Tom : We can protect the environment.  
 Mary : But, how?  
 Tom : Well, we can use the energy carefully.  
 Mary : Energy? Electricity?  
 Tom : Yes, but we should use water and gas carefully, too. We can reduce using them.  
 Mary : There are some big boxes near my school.  
 Tom : Yes?  
 Mary : People put glass, paper and plastic bottles in them. My teacher told me that they used them to ... to make... What is the word?  
 Tom : Recycling.  
 Mary : Yes, you are right. If we recycle old paper, glass and plastic, we save energy.



homeless animals - give food - help  
 build house for them - the word for  
 the animal house? - animal shelter



What precautions do you take before you go on a holiday?

20. Read the list of points for this subject. Write a short text to describe sensible precautions before you leave home. Use "and", "but" and "because" in your sentences.

- water
- gas
- electricity
- computer
- cooker
- door
- windows
- keys



Write a short text to describe sensible precautions before you leave home. Use "and", "but" and "because" in your sentences.

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19. Read the dialogue and make a similar dialogue. Use the keywords in the box.

Burada yer alan etkinlikte, kişinin kısa konuşmalarda aralar vererek, duraklayarak, yeniden başlangıç yaparak ya da hatırlamadığı kelimenin karşı konuşmacı tarafından hatırlanmasını bekleyerek konuşmayı sürdürmesi gibi doğal bir konuşma yer almaktadır. Öğrencilerinizden, diyalogu okumalarını ve kutu içinde bulunan ipucu kelimelerini kullanarak benzer bir diyalog oluşturmalarını isteyiniz.

**What precautions do you take before you go on a holiday?**

20. Read the list of points for this subject. Write a short text to describe sensible precautions before you leave home. Use "and", "but" and "because" in your sentences.

Yazma etkinliğinde, öğrencilerinizden tatile giderken hangi önlemleri aldıklarını maddeler hâlinde verilmiş olan kelimelerden yararlanarak yazmalarını isteyiniz. Cümlelerini yazarken bağlaçları kullanmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

Before you leave home, turn off the gas and water. Check the cooker because it is dangerous if it is on for a long time. Turn off the computer, but don't turn off all the lights. Keep one light on.



21. Answer this question: Do you drink tap water or do you buy water in closed bottles?

Öğrencilerinizden, okuma etkinliğine başlamadan önce bu bölümde yer alan soruyu cevaplandırmalarını isteyiniz. Farklı cevapları değerlendiriniz.

22. Read the text and answer these questions.

Öğrencilerinizden, insanlar için çok önemli bir kaynak olan su, su kaynaklarını kirleten nedenler ve günlük hayatta alınacak basit önlemlerin yer aldığı metni okumalarını isteyiniz. Okuma metni ile ilgili soruları cevaplandırmalarını isteyiniz.

**Answer key:**

A) 70% of the Earth is water.

B) Yes, it does.

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21. Answer this question: Do you drink tap water or do you buy water in closed bottles?

22. Read the text and answer these questions.

- A) How much of the Earth is water?  
B) Does polluted water affect human health?



Water covers over 70% of the Earth's surface. It is a very important resource for people and the environment. Water pollution affects drinking water, rivers, lakes and oceans all over the world. This harms human health and the natural environment.

Some causes of water pollution

1. wastewater
2. industrial waste
3. radioactive waste
4. global warming
5. oil pollution



RADIOACTIVE WASTE

What can you do to prevent water pollution? What are the sensible precautions?

If you want to keep our waters clean, there are many things you can do. You can prevent water pollution of nearby rivers and lakes, groundwater and drinking water.



STOP OIL POLLUTION



GLOBAL WARMING



WASTEWATER

Here are some simple precautions in your everyday life:

- Turn off the tap when running water is not necessary. This prevents water shortages.
- Be careful about your sink or toilet. Don't throw paints, oils or other forms of litter in them.
- When you buy washing powder and cleaning products, choose environment friendly products.
- Do not use much product for your garden like fertilizers. Chemical water dirties the water sources.
- Don't throw litter into rivers, lakes or oceans. Clean up any litter on beaches or in rivers and lakes.

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## 23. Guess and choose the correct one.

14

- A) "Groundwater" means "\_\_\_\_\_".  
 1. the water over the ground  
 2. the water below the ground
- B) "Shortage" means "\_\_\_\_\_".  
 1. There isn't enough of something, but people need it.  
 2. There is too much of something, but people don't need it.
- C) "Fertilizer" means "\_\_\_\_\_".  
 1. A chemical or natural matter. You put it on the soil and the plants grow well.  
 2. A harmful matter. You use it in your garden and animals don't enter.



## 24. Write true (T) or false (F).

- A) You can throw litter and chemicals in the toilet. ( )  
 B) Chemicals don't pollute water. ( )  
 C) You can prevent water pollution with some precautions. ( )

## 25. Read the dialogue and practise it.

Clara : I am very happy. I'm going on holiday tomorrow. I'll sunbathe all day long. I'll look brown when I come back.

Wendy : Lucky you! But you mustn't sunbathe at noon. Sunshine is harmful between 11 a.m. and 4 p.m.

Clara : Should I put on some suntan lotion?

Wendy : Yes, certainly. It will protect your skin.

Clara : What kind of lotion should I buy?

Wendy : Why don't you buy a lotion for blonde people?

Clara : Yes, you're right. I'm blonde so I should buy a strong one. Let's go and buy a suntan lotion for me.

Wendy : OK. Let's. I'll buy a cream for myself.



## 26. Read the situation and make a similar dialogue.

**Student A :** You are going on a skiing holiday. You need clothes, sunglasses and suntan lotion. Respond to your friend's suggestions.

**Student B :** Give your friend some advice about skiing and make suggestions about clothes, sunglasses and suntan lotion.

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## 23. Guess and choose the correct choice.

Öğrencilerinizden, okuma metninde yer alan kelimele-  
rin anlamlarını tahmin etmelerini ve seçenekler arasından  
belirlemelerini isteyiniz.

**Answer key:**

A) 2

B) 1

C) 1

## 24. Write true (T) or false (F).

Öğrencilerinizden, metinle ilgili cümlelerin doğru ya  
da yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**

A) F

B) F

C) T

## 25. Read the dialogue and practise it.

Öğrencilerinizden, bu etkinlikte yer alan öneriler ve  
önerilere cevap verme gibi cümlelerin hatırlatıldığı konu-  
şmayı okumalarını ve pratik yapmalarını isteyiniz.

## 26. Read the situation and make a similar dialogue.

Bu etkinlikte verilen bir durum üzerine karşılıklı olarak  
konuşma yer almaktadır.

Öğrencilerinizden, durumu okumalarını ve ikili gruplar  
hâlinde bir önceki etkinlikte yer alan konuşmaya benzer  
konuşmalar oluşturmalarını isteyiniz.



**27. What precautions can we take for water shortage?**  
Read the text. Use the underlined words and write a short paragraph.

Yazma etkinliğinin yer aldığı bu bölümde, öğrencilerden su eksikliği probleminde karşı ne gibi önlemler alabileceklerini yazmaları istenmektedir. Öğrencilerinizin metni yazarken altı çizili kelimelerden yararlanmalarını sağlayınız.

**28. What are the dangers waiting for you in everyday life? What are your precautions against them? Talk to your friends about the dangers and the precautions.**

Öğrencilerinizden, genel olarak günlük hayatta ne gibi tehlikelerle karşı karşıya olduklarını ve bu tehlikelere karşı ne gibi önlemler almaları gerektiği konusunda konuşmalarını isteyiniz. Diğer öğrencilerle bu konuda tartışmalarını da sağlayabilirsiniz.

### Just for Fun

Öğrencilerinizden fıkrayı okumalarını isteyiniz.

### Task :

Görev bölümünde öğrencileriniz bir gemidedirler ve gemi batmaktadır. Yakındaki bir adaya giderken yanlarına yalnızca 5 şey alabileceklerdir. Yanlarına ne almak istediklerini ve neden bunları tercih ettiklerini anlatan kısa bir paragraf yazmalarını isteyiniz.

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**27. What precautions can we take for water shortage? Read the text. Use the underlined words and write a short paragraph.**

Our world is in danger. We must do a lot of things in order to prevent problems and to avoid danger. What are the dangers? How can we prevent them?

We must take sensible precautions for a better world.

Rain forests are tropical forests. Every year about 20 million hectares of tropical forests are disappearing and there is global warming.

The world's natural resources are in danger, too. Can we use them forever?

Of course, not. We should protect and save them. We must use them carefully.



.....

**28. What are the dangers waiting for you in everyday life? What are your precautions against them? Talk to your friends about the dangers and the precautions.**



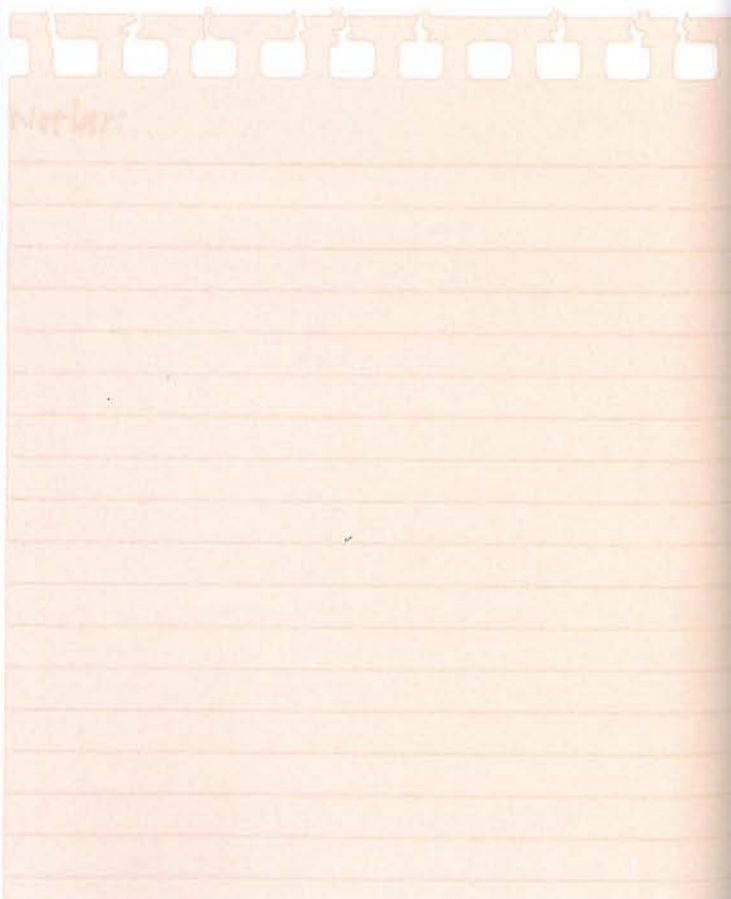
### Just for Fun

**Teacher :** How can we get some clean water?

**Student :** We bring the water from the river and wash it.

### TASK

You are on a ship and it is sinking. You can take only 5 things with you to a nearby island. What do you want to take? Why? Write a short paragraph about it.





## PREFERENCES

<b>Topic</b> <b>Skills</b>	<p>: HOLIDAY ACTIVITIES</p> <p>: <b>Listening</b></p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p> <p><b>Reading</b></p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in texts</p> <p>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</p>	
	<p><b>Writing</b></p> <p>Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points</p> <p><b>Speaking</b></p> <p>Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident</p>	
<b>Functions</b>	<p>Dealing with common aspects of everyday living such as travel, lodgings, eating and shopping</p> <p>Asking for and providing everyday goods and services</p> <p>Discussing what to do next, making and responding to suggestions, asking for and giving directions</p> <p>Discussing what to do in the evening, at the weekend, etc</p> <p>: Inquiring about and expressing agreement and disagreement</p> <p>Offering to do something</p> <p>Accepting or declining an offer or invitation</p>	
<b>Structures</b>	<p>Inquiring about and expressing preference</p> <p>Inquiring about and expressing want, desire</p> <p>: Revision of the structures learnt before</p> <p>I'd rather</p>	
<b>Vocabulary</b>	<p>: <b>Nouns</b> : amphitheatre, animation, backpack, caravan, diving, fireplace, hiking, karaoke, lyric, package holiday, resort, scuba, white water rafting, water skiing</p> <p><b>Verbs</b> : hire</p> <p><b>Conjunctions</b> : whenever</p>	
<b>Task</b>	<p>: Examining the given timetable showing the activities by an animation team. Stating their preferences for one day</p>	



## Hazırlık Çalışmaları

Ünitenin giriş sayfasında tatilde yapılabilecek faaliyetler resimlerle anlatılmaktadır. Öğrencilerinizden, resimlere bakarak faaliyetleri isimlendirmelerini isteyiniz. Daha sonra "Do you \_\_\_\_\_ on holiday?" sorusu ile faaliyetleri sorarak konuyu belirginleştiriniz.

## I LIKE HOLIDAYS

### 1. Answer these questions.

Okuma etkinliği öncesi öğrencilerinizden sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

### 2. Read the text and answer these questions.

Bu bölümde 4 kişi yaptıkları tatilleri anlatmakta ve farklı tatil faaliyetlerinden bahsetmektedirler.

Öğrencilerinizden, metni okumalarını ve sorulara cevap vermelerini isteyiniz.

### Answer key:

- A) Kevin spends the least money on travel.  
B) Charlie's holiday is the quietest one.

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## I LIKE HOLIDAYS

### 1. Answer these questions.

- A) What kind of holiday do you prefer?  
B) What kind of activities do you have when you are on a holiday?

### 2. Read the text and answer these questions.

- A) Who spends the least money on travel?  
B) Whose holiday is the quietest one?



Pamela

I prefer "Tours" or "Package holidays" in other words. They are very popular. A travel agency arranges all the details before the travel. You don't think "how to travel, where to stay, what to eat, where to go" and "what to do". They organize the travel and make the hotel reservations. They also book tables in local restaurants in order to taste the traditional food of that place. You can watch the activities of animation teams at the holiday place. I think it is the best type of holiday.

I don't agree with you. My holiday is the best because it is really different from other people's holidays. It isn't expensive, but it is an adventurous holiday. I put some necessary things in my backpack and go out. I walk most of the way. Sometimes I travel by bus or train and don't spend much money on my travel. Sometimes I sleep in the parks or fields and don't pay any money for that. Yes, you're right. "Adventure" is my holiday activity.



Kevin



Shelley

I'd rather have a winter holiday. I do a lot of skiing and I feel excited. I go to the same place every year because I meet my friends once a year there. The hotel is comfortable and there is a fireplace in the hotel on the first floor. We sit around the fire and sing songs. We love karaoke. There is recorded music of famous pop songs and the lyrics are on a video screen. We use a microphone, read the lyrics and sing the song. It is fun. I love it.

I'd rather have a camping holiday. I don't like crowded places. I go on holidays with my friends. I have a caravan and we travel by my caravan. We find a quiet and safe place, especially near a river. We sleep in the caravan and we cook our food. Our favourite holiday activity is doing jigsaw puzzles and playing chess.



Charlie





3. Guess and choose the meaning of these words.

- A) "Backpack" is \_\_\_\_\_  
 1. a large bag. You can carry it on your back  
 2. a big packet. You can't carry it in your hands
- B) "Karaoke" is \_\_\_\_\_  
 1. a kind of entertainment. A machine plays the music and people say the words  
 2. a popular song. People like singing it together
- C) "Lyrics" is \_\_\_\_\_  
 1. the music of a song  
 2. the words of a song



4. Write true (T) or false (F).

- A) Shelley goes to a different place every year. ( )  
 B) Charlie stays at a nice hotel. ( )  
 C) Kevin doesn't spend any money when he sleeps in the parks. ( )  
 D) Pamela can taste traditional food on holiday. ( )

5. Read the dialogue and practise it. Then, make similar dialogues about your plans for the weekend.

- Tom : What shall we do this weekend?  
 Lara : Let's go to a shopping mall.  
 Tom : Oh, I don't want to go to a shopping mall.  
 Lara : Why don't we go to the cinema?  
 Tom : I don't want to watch a film. I am bored.  
 Lara : Shall we go to the park and have a picnic there?  
 Tom : Yes, it is a good idea. We can have a long walk, too.



Let's learn.

Tom: I'd rather have a piece of chocolate cake. It makes me happy.  
 Mary: I'd rather not. A piece of fruit cake makes me happier.

3. Guess and choose the meaning of these words.

Öğrencilerinizden, okuma metninde geçen kelimelerin anlamlarını seçenekler arasından belirlemelerini isteyiniz.

Answer key:

- A) 1                      B) 1                      C) 2

4. Write true (T) or false (F).

Okuma etkinliğinin son bölümünde öğrencilerinizden, cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

Answer key:

- A) F                                      C) T  
 B) F                                      D) T

5. Read the dialogue and practise it. Then, make similar dialogues about your plans for the weekend.

Konuşma etkinliğinde öğrencilerinizden, Tom ve Lara arasında geçen konuşmayı okumalarını isteyiniz. Hazırlayacakları konuşmalarda, birlikte bir şeyler yapma teklifi, teklif için öneride bulunma, öneriyi geri çevirme ve farklı bir öneriyi kabul etme gibi cümlelerin kullanılmasına özen gösteriniz.

Let's learn.

Bilgi kutusunda tercihlerin belirtilmesinde kullanılan yapı ile ilgili cümleler bulunmaktadır. Öğrencilerinizin bu yapıyı, konuşma etkinliklerinde kullanarak kazanım hâline getirmelerini sağlayınız.



6. Answer this question: Have you ever watched animation team activities on your holiday?

Öğrencilerinizden, okuma etkinliğine başlamadan önce soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

7. Read the text. Guess and choose the correct sentence. Then, write it in the blank.

Animasyon ekiplerinin düzenlediği faaliyetlerin anıldığı okuma metninde yazılmamış olan cümle seçeneklerin arasında yer almaktadır. Öğrencilerinizden, bu cümleyi tahmin etmelerini ve belirleyerek boşluğa yazmalarını isteyiniz.

Answer key:

(B)

8. Complete these sentences.

Öğrencilerinizden okuma metni ile ilgili cümlelerde eksik bırakılan kelimeleri yazmalarını isteyiniz.

Answer key:

A) The amphitheatre is beside the park.

B) Children can watch the clowns in the minitheatre.

C) There are swimming competitions at the sea.

9. Read the dialogue and practise a similar dialogue.

Konuşma etkinliğinde Karl ve satıcı arasında geçen bir konuşma yer almaktadır. Alıcı ve satıcı arasında geçen bu konuşmada ürün hakkında bilgi isteme ve yorum yapma gibi cümlelerin kullanımına dikkat çekiniz. Öğrencilerinizden, istedikleri bir ürünü satın alırken satıcı ile aralarında geçen bir konuşmayı canlandırmalarını isteyiniz.

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6. Answer this question: Have you ever watched animation team activities on your holiday?

7. Read the text. Guess and choose the correct sentence. Then, write it in the blank.

- A) Swimming in the pool is dangerous for our guests.
- B) Our guests can do gymnastics in the water or play water polo.
- C) You can have delicious food of the restaurant near the pool.

Our slogan is :  
There is a lot to do for everybody.

Our animation team organizes nice activities for the children and the adults of every age.

Our activities are in different places during the day and in the evenings. There is an amphitheatre beside the park. In the evenings, most of our activities are in the amphitheatre.

During the day, we have different activities in the pool.

There are a lot of sports activities on the beach, too. Generally, young people attend these activities. Tennis, basketball, beach volleyball and swimming competitions at the sea are full of energy.

There is also a minitheatre. Children can watch the clowns and their funny tricks there. It is on the first floor of the restaurant building. Come and join our activities. You'll have a good time with us.



8. Complete these sentences.

- A) The amphitheatre is \_\_\_\_\_ the park.
- B) Children can watch the clowns in the \_\_\_\_\_.
- C) There are swimming \_\_\_\_\_ at the sea.



9. Read the dialogue and practise a similar dialogue.

- Karl : Can you show me some cameras, please?  
 Salesman : Certainly, sir. What kind of camera do you prefer?  
 Karl : A good digital camera, please. I'm going on holiday and taking photographs is my favourite holiday activity.  
 Salesman : This one is very good.  
 Karl : Yes, it is. How much is it?  
 Salesman : £200, sir.  
 Karl : Oh, dear! That's very expensive.  
 Salesman : Hmm. I see. That one isn't very expensive. It is £120.  
 Karl : Well, I'd like to see it, please.



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10. Answer these questions.

- A) Have you ever had a package holiday?  
B) Have you ever seen animation activities?

15

11. Listen to the text and answer: Which activities can children do in the hotels? Put a tick (✓).

1. watching and joining the animation activities ( )  
2. playing playstation games ( )  
3. riding bicycles ( )  
4. playing basketball ( )  
5. playing tennis ( )  
6. going down the slides ( )  
7. jumping on the trampoline ( )  
8. painting ( )



12. Choose the main point of the listening text.

- A) Children enjoy themselves a lot when they are on holiday.  
B) Parents and tour operators should make children happy with different activities.



13. Write true (T) or false (F).

- A) While the children are at the Kid's World, they are bored. ( )  
B) Children can play the games on the playstation. ( )  
C) Children can have a traffic course in toy cars. ( )  
D) They cannot play ball games at the Kid's World. ( )  
E) Children can jump up and down on the trampoline. ( )



14. Read the dialogue. Look at the pictures and discuss: How would you like to travel? Why?



Tom : I'd rather travel by train. You can walk from the first carriage to the last carriage. You can also go to the train restaurant. How would you rather travel?

Mary: I'd rather travel by car. It takes you from door to door. You can stop whenever you want.

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10. Answer these questions.

Öğrencilerinizden, dinleme etkinliği öncesi sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

11. Listen to the text and answer: Which activities can children do in the hotels? Put a tick (✓).

Otellerde animasyon ekiplerinin düzenledikleri faaliyetler hakkında bilgi veren bir dinleme metninin bulunduğu kaydı öğrencilerinize dinletiniz. Dinleme etkinliği esnasında, faaliyetlerden oluşan listeye bakarak, adı geçen etkinlik için parentez içerisine "doğru" işaretini koymalarını isteyiniz.

Dinleme metni (Tapescript):

We are a local tour operator. We organise holiday tours. We arrange everything from your plane tickets, hotel reservations to your holiday activities. We are especially good at children's holiday activities. Parents choose the place, hotel and other details for their holidays, but they don't usually think about the activities of their children. Children are easily bored and should have a lot of interesting activities on holiday. Parents and tour operators should make children happy with different activities. While you are resting and relaxing, your children will enjoy themselves at the Kid's World in our hotels.

4 to 6-year old children can do sports, have special animation activities in the water park and mini disco. Playing field, grass, playstation, slides, trampoline are all for children. They can have a traffic course with special cars and scooters. They can enjoy children's dishes in the restaurant for kids. There is also a cinema, an Internet café, mini football, basketball and volleyball fields for children. You can have an exciting world for your kids in our hotels.

Answer key:

1. (3)  
2. (3)  
4. (3)  
6. (3)  
7. (3)

12. Choose the main point of the listening text.

Öğrencilerinizden, dinleme metnine ait ana fikir cümlesini seçenekler arasından belirlemelerini isteyiniz.

Answer key:

B

13. Write true (T) or false (F).

Öğrencilerinizden, dinleme etkinliğinin son çalışmasında cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

Answer key:

- A. F  
B. T  
C. T  
D. F  
E. T

14. Read the dialogue. Look at the pictures and

discuss: How would you like to travel? Why?

Konuşma etkinliğinde öğrencilerinizden, Tom ve Mary arasında geçen konuşmayı okumalarını ve resimlere bakarak nasıl seyahat etmek istediklerini birbirleri ile konuşmalarını isteyiniz.



## 15. Answer these questions.

Öğrencilerinizden, okuma etkinliğine başlamadan önce sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

## 16. Read the dialogue and answer: Why didn't the Griffins enjoy their last holiday?

Öğrencilerinizden, Bay ve Bayan Griffin arasında geçen ve öğrencilerinizin aşına olduğu bir konu ile ilgili konuşmayı okumalarını ve soruya cevap vermelerini isteyiniz.

### Answer key:

Because the hotel was very crowded and the activities at the hotel were not good last year.

## 17. Choose the correct one.

Okuma etkinliğinin son bölümünde öğrencilerinizden, seçenekler arasından doğru olanı belirlemelerini isteyiniz.

### Answer key:

A) b

B) a

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### 15. Answer these questions.

- A) Do you always have holidays by the sea?  
B) Are seaside holiday resorts crowded in summer?

### 16. Read the dialogue and answer: Why didn't the Griffins enjoy their last holiday?

Mr Griffin : Shall we change our holiday resort, dear? What do you think?  
Mrs Griffin: Really? Why? What's the reason?  
Mr Griffin : Last year it was very crowded and the activities at the hotel were not good.  
Mrs Griffin: Yes, you are right. I didn't enjoy them very much.



Mr Griffin : You know, we always have holidays by the sea.  
Mrs Griffin: Yes, and we always stay at the same hotel.  
Mr Griffin : What kind of holiday do you prefer? What do you think?  
Mrs Griffin: I'd love to have a winter holiday this time. We need a complete change.  
Mr Griffin : A winter holiday? I'd rather not. We can't ski and it is always cold.  
Mrs Griffin: I know. But we can learn skiing and this activity will keep us warm.  
Mr Griffin : Let's think about it. It is not a bad idea.



### 17. Choose the correct one.

- A. Mrs Griffin would love to have a \_\_\_\_\_ this year.  
a. summer holiday  
b. winter holiday  
B. Mr Griffin doesn't want a winter holiday because \_\_\_\_\_.  
a. they can't ski  
b. he doesn't need a change





18. Read the dialogue and act it out. Then, practise a similar dialogue.

15



John : Hello, is that the Miracle Hotel reception?  
 Receptionist : Yes.  
 John : My name is Griffin. John Griffin. I'd like to book a room in your hotel for three nights.  
 Receptionist : Yes, sir. Could you spell your name, please?  
 John : G-R-I-F-F-I-N.  
 Receptionist : A single or a double room, sir?  
 John : A single please. No, no a double room, please. My wife and I would rather have a quiet one.  
 Receptionist : With a private bath?  
 John : Yes, please.  
 Receptionist : When do you expect to arrive, sir?  
 John : Tomorrow afternoon.  
 Receptionist : And you are staying for three nights?  
 John : Tomorrow is the 18th April. From 18th to 21st?  
 Receptionist : £100 per night including breakfast.  
 John : Fine. Will you book a room for us, please?  
 Receptionist : Yes, sir. I'll book a quiet room for you.



19. Answer this question: Do you prefer activities at a hotel or activities outside a hotel?

20. Listen to the text, guess the meaning of these words and match with the photographs.

- A) white-water rafting  
 B) scuba diving  
 C) hiking



21. Answer these questions.

- A) Where did Scott go on his holiday?  
 B) How did he feel when he experienced white-water rafting?  
 C) What was his favourite activity?

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18. Read the dialogue and act it out. Then, practise a similar dialogue.

Konuşma etkinliğinin yer aldığı bu bölümde, John ve resepsiyon görevlisi arasında geçen bir konuşma yer almaktadır. Bu konuşmada konuşmacılar kendilerinin karşı konuşmacı tarafından anlaşılmasını sağlamak, aralar vererek, verilen bilgiyi tekrar ederek konuşmayı sürdürmektedirler. Öğrencilerinizden, bu konuşmayı okumalarını, canlandırmalarını ve benzer bir konuşma oluşturmalarını isteyiniz.

19. Answer this question: Do you prefer activities at a hotel or activities outside a hotel?

Öğrencilerinizden, dinleme etkinliği öncesi sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

20. Listen to the text, guess the meaning of these words and match with the photographs.

Öğrencilerinizden, kayıtlı metni dinlemelerini ve verilen kelimelerin anlamlarını tahmin ederek fotoğraflarla eşleştirmelerini isteyiniz.

**Dinleme metni (Tapescript):**

My name is Scott. I've just come back from a holiday in Turkey. It was an amazing week in Kaş, Antalya. Kaş is a lovely town. People were friendly and the food was great. The activities were fantastic. We went white-water rafting. We travelled on a raft. You know a small rubber boat. While we were doing rafting, we tried not to fall into the water. We were frightened, but rafting was very exciting.

We also went hiking up Mount Olympos. It was a long walk. We got a suntan on Olympos beach. We could see the nests of Caretta caretta turtles. We had a jeep safari in the cool forests, too.

My favourite activity was scuba diving. We swam under water. I learned to breathe through a tube under water. Watching the fish and the plants under water was fascinating. I'll never forget that experience. I think I'll come to Kaş again in order to dive. I really enjoyed all of the activities there.

**Answer key:**

- A) 2  
 B) 3  
 C) 1

21. Answer these questions.

Dinleme etkinliğinin son bölümünde, öğrencilerinizden, metinle ilgili sorulara cevap vermelerini isteyiniz.

**Answer key:**

- A) Scott went to Kaş, Antalya on his holiday.  
 B) He felt frightened when he experienced white-water rafting.  
 C) His favourite activity was scuba diving.



## 22. Read the dialogue and practise it.

Burada yer alan konuşma etkinliğinde, neler yapılacağı konusunda fikir ileri sürmek, önerilerde bulunmak ve öneriye katılmak ya da katılmamak gibi konuşma cümleleri yer almaktadır. Öğrencilerinizden, konuşmayı okumalarını ve pratik yapmalarını isteyiniz.

## 23. You are on holiday at a holiday resort. Read the situation and make a similar dialogue.

Öğrencilerinizden, herhangi bir tatil yerinde olduklarını düşünmelerini ve verilen duruma uygun bir konuşma oluşturmalarını isteyiniz. Konuşmalarını oluştururken bir önceki etkinlikten yararlanmalarını hatırlatınız.

15

## 22. Read the dialogue and practise it.

A group of international students are on holiday in Turkey. They have hired a car for the day and are talking to the driver, Ahmet.

Tim : We'd like to go touring, Ahmet.

Ahmet : Yes, sir. How would you rather spend the day?

Mary : I'd rather go swimming.

Ahmet : There is a very nice beach. It is not far from here. I'll drive you there.

Tim : Good.

Ahmet : Would you like to go water skiing? Water skiing is fun. Especially on this beach.

Tim : We'd love to go water skiing, but I've never tried it.

Mary : I can try water skiing. It is a good idea.

Ahmet : I agree with you. It is a good idea. What about lunch?

Mary : I'd love to eat fish here.

Ahmet : I know a very nice fish restaurant. Shall I take you there after you swim and water ski?

Tim : Yes. That sounds nice.

Mary : What shall we do next? After lunch?

Ahmet : Do you want to walk in the park?

Mary : No, we don't want to go to the park. I'd like to go shopping. Why don't you take us to that famous shopping center?

Ahmet : Do you two agree to go to the shopping center?

Mary : Yes, we do.

Ahmet : OK. I'll take you to the city center, but I can't take you to the shopping center. Cars cannot go there. You must walk.

Mary : I like walking in the streets.

Tim : How can we go there?

Ahmet : You will go down the main street and then turn left. I'll show you the way. Shall we go to the beach now?

Mary : Yes. I am excited!



## 23. You are on holiday at a holiday resort. Read the situation and make a similar dialogue.

**Student A :** You are the driver. You can take the tourists to the beach to swim and sunbathe, to a museum and a kebab restaurant. Suggest to take them to these places. Give directions for their friend's hotel.

**Student B :** You'd like to swim and sunbathe. You don't want to go to a museum. You'd like to eat kebabs.

**Student C :** You agree with your friend. You'd like to swim and sunbathe. You prefer to go to the museum. You'd rather not eat kebabs, but eat salad. You want to walk to your friend's hotel. Ask the way.

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24. Read the dialogue and practise a similar dialogue. Use the keywords in the box.

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Roy : Good afternoon.  
 Dry cleaner: Good afternoon.  
 Roy : Could you dry clean these trousers, please?  
 Dry cleaner: Yes, certainly. When do you want them?  
 Roy : As soon as possible.  
 Dry cleaner: Is tomorrow OK?  
 Roy : Yes, that's fine.



shoes - repair - Tuesday afternoon  
 camera - repair - Wednesday  
 a city map - buy me - 10 o'clock

25. Read the dialogue and practise a similar dialogue. Use the keywords in the box.

Customer : Waiter! I'd like the menu, please.  
 Waiter : Here you are, madam.  
 Customer : Thanks. I'd like some soup.  
 Waiter : Tomato soup?  
 Customer : Yes, please... and I'd like a steak.  
 Waiter : Rare, medium or well-done?  
 Customer : I'd rather have medium.  
 Waiter : Which vegetables would you like?  
 Customer : I'd like some potatoes, peas and a salad, please.  
 Waiter : Anything to drink, madam?  
 Customer : Water, please.



vegetable soup  
 some chicken  
 boiled or fried  
 no vegetables  
 potato salad  
 Coke



26. You have just returned from a holiday. Write a paragraph and describe your holiday in a list. Use "and", "but", "because", "when".

Write a paragraph and describe your holiday in a list. Use "and", "but", "because", "when".

Just for Fun



Man : Waiter, waiter! There is a frog in my soup!!!  
 Waiter : Sorry, sir. The fly is on holiday.

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24. Read the dialogue and practise a similar dialogue.

Use the keywords in the box.

Bu bölümde yer alan konuşma etkinliğinde, hizmet isteme ve hizmet verme gibi günlük bir konuşma yer almaktadır. Öğrencilerinizden, konuşmayı okumalarını ve kutu içerisinde verilmiş anahtar kelimeleri kullanarak benzer konuşmalar oluşturmalarını isteyiniz.

25. Read the dialogue and practise a similar dialogue.

Use the keywords in the box.

Burada yer alan konuşma etkinliğinde, bir restoranda geçen konuşma yer almaktadır. Öğrencilerinizden, günlük yaşamda kullanılabilecekleri konuşmayı okumalarını ve kutu içerisinde verilmiş olan kelimeleri kullanarak benzer bir konuşma oluşturmalarını isteyiniz.

26. You have just returned from a holiday. Write a

paragraph and describe your holiday in a list. Use "and", "but", "because", "when".

Yazma etkinliğinin yer aldığı bu bölümde öğrencilerinizden henüz döndükleri tatili anlatan bir metin yazmalarını ve tatillerini liste hâlinde tanımlamalarını isteyiniz. Yazma etkinliğini yaparken bağlaçları kullanmalarını isteyiniz.

Just for Fun

Daha önce 10. ünite de yer alan fıkrada çorbasından sinek çıktığı için garsona şikâyetle bulunan müşterinin çorbasından bu kez de kurbağa çıkmıştır. Garsona durumu söyleyen müşterinin cevabı çocukları eğlendirecektir.



## 27. Read the dialogue and practise it.

Sue ve Cliff arasında geçen konuşmada bir gazete haberine değinilmekte ve haberle ilgili yorumlar yapılmaktadır. Öğrencilerinizden, konuşmayı okumalarını ve pratik yapmalarını isteyiniz.

## 28. Read the situation and practise a similar dialogue.

Öğrencilerinizden, verilen durumu okumalarını ve ikili gruplar hâlinde bir önceki çalışmada yer alan konuşmaya benzer konuşma oluşturmalarını isteyiniz.

### Task :

Görev bölümünde öğrencilerinizden, animasyon takımı tarafından belirlenen zaman çizelgesini okumalarını ve katılmayı tercih ettikleri aktivitelerin hangileri olduğunu arkadaşları ile konuşmalarını isteyiniz.

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## 27. Read the dialogue and practise it.

Sue : I read an article. It says package holidays are always cheaper.  
Do you agree with this idea?  
Cliff : No, I don't. Some holiday agencies are cheap, but you can have a lot of problems when you are on holiday.  
Sue : What should we do?  
Cliff : You should ask for every detail about the journey, hotel, food and the activities there.  
Sue : You are right.  
Cliff : And you should compare the travel agencies. In this way, you can find the best travel agency.  
Sue : Thank you.



## 28. Read the situation and practise a similar dialogue.

**Student A :** You read a book about small hotels. It says small holiday villages are the cheapest. Ask your friend "Do you agree with it? What should I do?" and then agree with his idea.  
**Student B :** You don't agree that small holiday villages are the cheapest. Express your opinion and advise him/her about the subject.

### TASK

Read the timetable for the activities by an animation team. Which activities do you prefer? Talk to your friends.

Time	Activity	Place
7 a.m	yoga	yoga place
8 a.m	aerobics	sports hall
10 a.m	water polo	swimming pool
11 a.m	water gymnastics	swimming pool
11.30 a.m	swimming lesson	swimming pool
4 p.m	beach volleyball	beach
5 p.m	table tennis	sports hall
8 p.m	animation for children	minitheatre
9 pm	show by animation team	amphitheatre

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Notlar:



## EMPATHY

<b>Topic</b>	: UNDERSTANDING OTHERS
<b>Skills</b>	<ul style="list-style-type: none"> <li>: <b>Listening</b> <ul style="list-style-type: none"> <li>Catching the main point in short, clear and simple messages</li> <li>Finding specific information in simple recorded texts</li> <li>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</li> </ul> </li> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Understanding short, simple texts on familiar matters</li> <li>Finding specific, predictable information in stories</li> <li>Locating specific information in quotes or slogans and isolating the information required</li> <li>Using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</li> <li>Summarizing gist</li> <li>Using the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points</li> </ul> </li> <li><b>Speaking</b> <ul style="list-style-type: none"> <li>Giving a simple description or presentation of people and events</li> <li>Discussing events in a story or the plot in a simple way</li> <li>Saying what he/she thinks about things in a story</li> <li>Asking for clarification about key words or phrases not understood using stock phrases</li> <li>Understanding enough to manage simple, routine exchanges without undue effort</li> <li>Communicating in simple and routine tasks requiring a simple and direct exchange of information</li> <li>Performing and responding to basic language functions, such as information exchange and requests and expressing opinions and attitudes in a simple way</li> </ul> </li> </ul>
<b>Functions</b>	<ul style="list-style-type: none"> <li>: Inquiring about and expressing agreement and disagreement</li> <li>Inquiring about and expressing approval and disapproval</li> <li>Understanding simple stories and acknowledging others' viewpoints</li> <li>Expressing personal opinions</li> <li>Expressing sympathy</li> </ul>
<b>Structures</b>	: Revision of the structures learnt before
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>: <b>Nouns</b> : argument, crumb, emotional intelligence, empathy, IQ, viewpoint</li> <li><b>Verbs</b> : comfort, form, hug, identify, maintain, make fun of, pop up</li> <li><b>Adjectives</b> : inner</li> <li><b>Adverbs</b> : differently</li> </ul>
<b>Task</b>	: For one day (or morning / evening, etc.) changing roles with their parents or siblings



## Hazırlık Çalışmaları

Öğrencilerinizden, ünitenin giriş sayısında yer alan resimlere bakmalarını isteyiniz.

"What are they sharing?"

Can people and animals be friends?

Can they understand their feelings?

Can people feel like other people?" gibi sorular sorarak Türkçede de aynı anlamda kullanılmakta olan "empathy" kelimesinin anlamını belirginleştiriniz.

## ALL PEOPLE SMILE IN THE SAME LANGUAGE

### 1. Answer this question: Do you ever put yourself in the place of another?

Okuma etkinliğine başlamadan önce öğrencilerinizden, soruya ve "How do you put yourself in the place of another? What do you do?" sorularına cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

### 2. Read the text and answer: What is empathy?

Öğrencilerinizden, "empathy" ile ilgili metni okumalarını ve soruya cevap vermelerini isteyiniz.

#### Answer key:

Empathy is the ability to understand other people's feelings and emotions.

### 3. Guess and choose the correct meaning.

Öğrencilerinizden, okuma metninde geçen kelimelerin anlamlarını tahmin ederek seçenekler arasından belirlemelerini isteyiniz.

#### Answer key:

A) 2                      B) 1

### 4. Choose the correct one.

Okuma etkinliğinin son bölümünde öğrencilerinizden, cümlede boş bırakılan bölüm için gereken tamamlamayı seçenekler arasından belirlemelerini isteyiniz.

#### Answer key:

A) 2                      B) 2                      C) 1

## 16 ALL PEOPLE SMILE IN THE SAME LANGUAGE

1. Answer this question: Do you ever put yourself in the place of another?

2. Read the text and answer: What is empathy?

**Empathy: It is your inner power.**

How are other people feeling? Can you imagine other people's feelings?

Are you sensitive enough to understand their emotions? Can you feel like them? The answers of these questions can give the description of "empathy".

Empathy is the ability to understand other people's feelings and emotions. If you understand people's inner world, their fears, their excitements and their happinesses, you can form good friendships. Then, you can maintain your friendship and have your friends forever.

Empathy is the capacity to put oneself into another's shoes. It is "reading" another person. It is translating mimes and gestures into conversations. How can you do this? You should identify and accept your feelings first. When you identify yourself, you can understand other people's feelings. Empathy is your inner power. You will need this inner power for your relationships. Do you agree with it?



3. Guess and choose the correct meaning.

A) "To maintain" means "\_\_\_\_\_".

1. to have close relationship between friends
2. to make something continue in the same way

B) "To form" means "\_\_\_\_\_".

1. to make or produce
2. to imagine or think

4. Choose the correct one.

A) "Empathy" is \_\_\_\_\_.

1. borrowing other people's shoes
2. understanding other people's feelings
3. listening to other people's conversations

B) You should understand people's inner world to \_\_\_\_\_.

1. read about friendship
2. maintain relationship
3. be powerful

C) "fear, excitement, happiness" are \_\_\_\_\_.

1. feelings
2. behaviours
3. thoughts





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5. Answer these questions.

- A) Can you show your feelings easily?  
B) Can animals show their feelings?



6. Listen to the text and complete these sentences.

- A) When you are angry or happy, your pet can \_\_\_\_\_  
B) Your pet only expects your \_\_\_\_\_  
C) Some big animals can help \_\_\_\_\_



7. Write true (T) or false (F).



- A) Animals don't have feelings. ( )  
B) Animals show their empathy to each other. ( )  
C) A horse can feel the rider's fears. ( )  
D) Animals in cages show empathy to their cagemates. ( )

8. Read the dialogue and act it out. Then, make a similar dialogue about "empathy".

Rose : I can't share my feelings easily. Do you agree that we should share our feelings?  
Clark : Yes, I agree with this idea. If you share your feelings, your friends will understand you. When they understand you, they will show empathy and you will feel that you are not alone.  
Rose : I agree with you, but I don't like talking about my problems and feelings. I think nobody can help me. Am I right?  
Clark : I don't agree with you. You are wrong. Your friends can help you or give some advice. Then, you can solve your problems.



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5. Answer these questions.

Dinleme etkinliđi öncesi öğrencilerinizden genel sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

6. Listen to the text and complete these sentences.

Öğrencilerinizden, kayıtlı metni dinlemelerini ve dinlerken metinde geçen cümlelerin boş bırakılan kısımlarını tamamlamalarını isteyiniz.

**Dinleme metni (Tapescript):**

Do animals have feelings? Do animals feel empathy? Yes, they have feelings and they feel empathy. Some psychologists say that animals show their empathy to each other and to their owners. If you have a pet, you know it and you can feel it. When you are angry, sorry or ill, your pets feel it and they are always with you. They only expect your love. They look into your eyes and say: "Don't worry! Everything will be all right. You will feel better."

Animals can show their empathy and there are a lot of real stories about this. Dolphins help people in water if they have problems. Dogs can help people when they are sad and when they need help. A horse can sense when his rider has fears and a cat can feel the danger.

Animals are usually kind to each other. Some big animals help smaller animals. They become mothers or fathers for them and they protect them.

Animals in cages show their empathy to their cagemates, too. If an animal is in pain, they stay with that animal and make sounds to get help. They try to draw the attention of the keepers. If the other animals want to attack that animal, they protect it.

**Answer key:**

- A) When you are angry or happy your pet can feel it.  
B) Your pet only expects your love.  
C) Some big animals can help smaller animals.

7. Write true (T) or false (F).

Öğrencilerinizden, dinleme etkinliđinin son bölümünde yer alan cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**

- A) F  
B) T  
C) T  
D) T

8. Read the dialogue and act it out. Then, make a similar dialogue about "empathy".

Konuşma etkinliđinin yer aldığı bu bölümde öğrencilerinizden Rose ve Clark arasında geçen konuşmayı okumalarını ve canlandırmalarını isteyiniz. Daha sonra, "empathy" hakkında benzer bir konuşma oluşturmalarını isteyiniz. Konuşmalarını yaparken "I agree. / I don't agree. / Do you agree?" yapılarını kullanmalarını isteyiniz.



**9. Answer this question: How can you understand people's feelings?**

Okuma etkinliği öncesi öğrencilerinizden, soruyu cevaplamalarını isteyiniz. Farklı cevapları değerlendiriniz.

**10. Read the text and answer: Which feelings can you share easily?**

Öğrencilerinizden metni okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

**We can share happiness and pleasure easily.**

**11. Guess and write the missing words in the quote.**

Bu bölümde bulunan okuma metninde "empathy" ile ilgili bir deyiş bulunmaktadır.

Öğrencilerinizden kutu içerisinde bulunan bu deyişi okumalarını ve cümlede yer almayan kelimeleri tahmin ederek yazmaları beklenmektedir. Farklı önerileri değerlendiriniz ve kelimeleri bulmalarına yardımcı olunuz.

**Answer key:**

If you have never **put** your hand in a flame, you will not **know** the pain of fire.

**12. Read the quotes and add a quote or a slogan to the list.**

Öğrencilerinizden, listede yer alan ve deyişlerden oluşan cümleleri okumalarını ve listeye bir deyiş ya da slogan eklemelerini isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

**Believe in yourself and the magic of empathy. If you share feelings and happiness, you will feel better.**

**13. Write true (T) or false (F).**

Öğrencilerinizden, okuma etkinliğinin son çalışması olarak metinle ilgili cümlelerin doğru ya da yanlış olarak değerlendirilmesini isteyiniz.

**Answer key:**

- A) T
- B) F
- C) F
- D) T

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**9. Answer this question: How can you understand people's feelings?**

**10. Read the text and answer: Which feelings can you share easily?**

If you don't have the same feelings, you cannot understand other people's feelings. It will be difficult for you. You can share some feelings easily. For example, happiness and pleasure. What about pain? There is a famous quote for sharing the good or bad feelings.

"If you have never \_\_\_ your hand in a flame, you will not \_\_\_ the pain of fire."

If people tell us about their feelings, it will be easier to understand them. But most people don't tell us about their feelings. You should read them. How can we read other people's feelings? We must ask questions, watch their behaviours and guess their feelings.

When you have experiences in life, you will have experiences in feelings. They always help us to show empathy. Empathy is important to make people happy.

**11. Guess and write the missing words in the quote.**

**12. Read the quotes and add a quote or a slogan to the list.**

**A** People will forget your words, people will forget your behaviours but people will never forget their happiness with you.

**B** When you smile, everything smiles with you.

**C** Empathy grows when we learn to share.

**D** \_\_\_\_\_

**13. Write true (T) false (F).**

- A) You can understand people's feelings better if you have the same feelings. ( )
- B) People always tell about their feelings. ( )
- C) If we read books about people, we can understand their feelings. ( )
- D) You can understand feelings if you watch the behaviours of people. ( )

**Let's learn.**

Three friends shared a taxi.  
My mother shared the cake between my brother and me.  
The professor shared his experience with his students.

**Let's have fun.**



I really know your feelings.

**Let's learn.**

Bilgi kutusunda "share" fiilinin farklı anlamlarda kullanıldığı cümleler yer almaktadır.

Öğrencilerinizden, bu cümleleri okumalarını ve anlamlarını tahmin etmelerini isteyiniz.

**Let's have fun.**

Bu sayfada yer alan karikatürde problemleri aynı olan iki karakterin birbirlerinin duygularını paylaştıkları ifade edilmektedir.



## 14. Read the dialogue and practise it.

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**Kevin :** Mum, my teacher said: "You have high emotional intelligence."  
**Mum :** That is very nice. Why did he say so?  
**Kevin :** My friend was very sorry because her father was ill. I talked to her and she felt better. What does "emotional intelligence" mean?  
**Mum :** It means that you have the ability to understand your own feelings and to feel empathy for the other people. So, you can make life better for you and for the others.  
**Kevin :** What can we do to improve emotional intelligence?  
**Mum :** First, you should put yourself in the place of other person. Then, you should understand his/ her feelings. Finally, you should express your feelings and say "I understand you."

## 15. Read the situation and practise a similar dialogue.

**Student A :** Your teacher said you were intelligent and you had a high IQ because you solved a mathematical puzzle. Ask your friend the meaning of "IQ" and other questions.

**Student B :** Answer your friend's questions and say "An intelligent person is someone with a quick and clever mind. We can measure the human mind by IQ and we can improve intelligence if we read, think, discuss about different subjects and solve problems in difficult situations."

### Just for Fun



Three turtles decided to go for a picnic. They had sandwiches in their picnic basket. When they got to the picnic area, they realized that there were no drinks in the basket. The two turtles said to the youngest turtle: "You're the youngest. Please go home and get our drinks." The little turtle said: "Okay, I'll go, but don't eat the sandwiches. Wait for me."

A day, then a week and finally a month passed. The two turtles said: "Oh, we're very hungry. Let's eat the sandwiches and let's share the little turtle's sandwich." Suddenly the little turtle popped up from behind a rock and said: "If you do this, I won't go!"

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## 14. Read the dialogue and practise it.

Öğrencilerinizden, konuşmayı okumalarını ve pratik yapmalarını isteyiniz. Bu etkinlikte öğrenciler anlamlarını bilmedikleri kelimeler için açıklama isteyerek konuşmayı sürdürmektedirler.

## 15. Read the situation and practise a similar dialogue.

Öğrencilerinizden, verilen duruma göre ikili gruplar olarak bir önceki etkinlikte yer alan konuşmaya benzer diyaloglar oluşturmalarını isteyiniz. Çalışmalarını sınıf içerisinde uygulayınız ve denetleyiniz.

### Just for Fun

Bu bölümde, üç kaplumbağa ile ilgili bir fıkra bulunmaktadır. Öğrencilerinizin bu bölümü okumalarını ve uygun olduğu durumlarda rol paylaşımı yaparak sınıf içerisinde canlandırmalarını sağlayınız.



16. Answer these questions.

Öğrencilerinizden, okuma etkinliği öncesi sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

17. Guess and answer this question: Could the teacher solve the students' problem?

Burada yer alan okuma metninde, iki öğrenci arasında bulunan bir anlaşmazlığın öğretmen tarafından çözülmesi anlatılmaktadır. Öğrencilerinizden, metni okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**  
Yes, she could.

18. Read the story and answer: What was the subject of their argument?

Öğrencilerinizden, öyküyü okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**  
She can't remember the subject of their argument.

19. Write true (T) or false (F).

Öğrencilerinizden, okuma metni ile ilgili cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**  
A) F  
B) F  
C) T  
D) T  
E) T

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16. Answer these questions.

- A) Do you sometimes argue with your friends?  
B) What do your friends generally argue about?

17. Guess and answer this question: Could the teacher solve the students' problem?

18. Read the story and answer: What was the subject of their argument?



When I was in elementary school, I had a big argument with a boy in my class. I can't remember the subject of the argument now. But I can remember one thing clearly. I learned a lesson after the argument and I have never forgotten it.

I was sure "I" was right and "he" was wrong. He was sure "he" was right and "I" was wrong.

The teacher decided to teach us a very important lesson. We stood up in front of the class. She placed me on one side of her desk. She placed him

on the other side of her desk. In the middle of her desk, there was a large, round object. I could clearly see it. It was black.

She asked him the colour of the object. "White," he answered. Was he right? I couldn't believe my ears. The object was obviously black. Was I wrong? Another argument started between him and me. This time the argument was about the colour of the object.

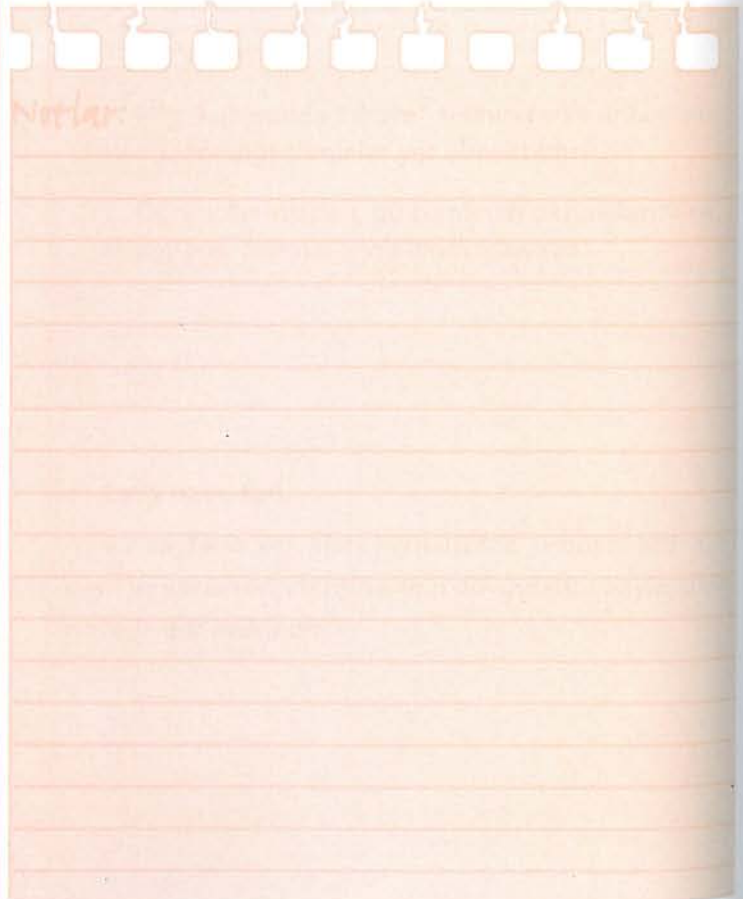
The teacher changed my place and his place. Now, she asked me about the colour of the object. My answer was "White."

It was an object with two differently coloured sides. It was black from my side and it was white from his side.

My teacher taught me a very important lesson that day. She said: "You must put yourself in the other person's place. You must look at the situation through his eyes. You can really understand his viewpoint."

19. Write true (T) or false (F).

- A) The argument was about the shape of the object. ( )  
B) They stood up next to each other. ( )  
C) It was a black and white object. ( )  
D) The teacher taught them a very important lesson. ( )  
E) They were both right. ( )





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20. Describe the events and the people in the story.

21. What do you think about the events in this story? Discuss them with your friends and give your opinions.

22. What did the teacher do in the end? What do you think? What must students do in situations like this?

23. Answer these questions.

- A) If your friend has a problem, how do you understand this?  
B) What do you do to share your friend's feelings?

24. Listen to the text and answer: Which part of our body doesn't tell lies?



25. Guess and choose the correct one.

- A) "To hug" means "\_\_\_\_\_".  
a. to invite your friend to tell your love  
b. to put your arms around somebody to show your love  
B) "To comfort" means "\_\_\_\_\_".  
a. to make an unhappy or worried person happy  
b. to help a person to be successful

26. Choose the main point of the listening text.

- A) If you watch your friends' mimes and gestures, you can understand and share his/her feelings.  
B) If you talk to your friend and ask him/her a lot of questions, you can solve the problem.

27. Write true (T) or false (F).

- A) Eyes can tell lies. ( )  
B) Feeling empathy can solve the problems. ( )  
C) Put on other people's shoes to solve a problem. ( )  
D) You can hug your friend to show your love. ( )

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20. Describe the events and the people in the story.

Öğrencilerinizden, öyküde yer alan kişiler ve olayların tanımlarını yapmalarını isteyiniz.

**Answer key:**

Farklı yorumları değerlendiriniz.

21. What do you think about the events in this story? Discuss them with your friends and give your opinions.

Öğrencilerinizden, bu öyküde yer alan olaylar hakkında neler düşündüklerini söylemelerini isteyiniz ve kendi yorumlarını arkadaşları ile tartışmalarını isteyiniz.

22. What did the teacher do in the end? What do you think? What must students do in situations like this?

Bu çalışmanın son aşamasında öykünün sonunda öğretmenin ne yaptığını sorunuz. Böyle durumlarda öğrencilerin ne yapması gerektiğini ve öğretmenin davranışını öğrencilerin yorumlamalarını isteyiniz.

23. Answer these questions.

Dinleme etkinliğine başlamadan önce öğrencilerinizden sorulara cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

24. Listen to the text and answer: Which part of our body doesn't tell lies?

Öğrencilere kayıtlı metni dinletiniz. Sorunun cevabını belirlemelerini isteyiniz. Bu metinde karışımızdaki kişilerin duygularını paylaştığımızda, onları rahatlatmak isteğimizde kullandığımız cümleler yer almaktadır. Burada yer alan metni birkaç kez dinletmeniz yarar vardır.

**Dinleme metni (Tapescript):**

Feeling empathy is a good way to solve problems between people. You must stand in the other people's shoes. You must look at the situation through their eyes. Then, you can understand their experiences and feelings easily. Eyes are very important. They don't tell lies.

Have eye contact. You can look at their eyes in order to understand their feelings. You can show empathy to other people in different ways. You may hug your friend. He or she will understand your warm feelings when you hug him or her. Your friend won't feel himself or herself alone. You can comfort your friend when you touch him or her kindly. This will make your friend feel better and he or she will share the problem.

You can also show your empathy with words, but don't talk too much. Just say the necessary words to comfort him / her. Feeling empathy can solve the problem.

You may say:

- I can see you are really uncomfortable about this.
- I can understand you.
- I believe that you will feel better soon.
- In my opinion, it won't happen again.
- I quite agree with you, but you can try it again.
- Don't worry. I'll try to help you.
- It happened to me once, but I solved the problem.

**Answer key:**

Eyes don't tell lies.

25. Guess and choose the correct one.

Öğrencilerinizden, dinleme metninde geçen kelimelerin anlamlarını seçenekler arasından belirlemelerini isteyiniz.

**Answer key:**

A) b B) a

26. Choose the main point of the listening text.

Öğrencilerinizden, dinleme metninde yer alan ana fikri seçenekler arasından belirlemelerini isteyiniz.

**Answer key:**

A) If you watch your friends' mimes and gestures, you can understand and share his/her feelings.

27. Write true (T) or false (F).

Dinleme etkinliğinin son bölümünde öğrencilerinizden metinle ilgili cümleleri doğru ya da yanlış olarak değerlendirmelerini isteyiniz.

**Answer key:**

A) F B) T C) T D) T



28. Read the text and write a short text about an emotional event. Use some of the underlined words and phrases.

Öğrencilerinizden bu etkinlikte yer alan öyküyü okumalarını ve duygusal bir olay hakkında kısa bir metin yazmalarını isteyiniz. Metni yazarken öyküde geçen altı çizili kelimelerden bazılarını kullanmalarını öğrencilerinize hatırlatınız.

29. Read the dialogue, practise it and make a similar dialogue. Use the keywords in the box.

Öğrencilerinize konuşmalarını oluştururken kutu içerisinde verilmiş olan anahtar kelimeleri kullanmalarını hatırlatınız. Çalışmalarını sınıf içerisinde değerlendiriniz.

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28. Read the text and write a short text about an emotional event. Use some of the underlined words and phrases.



I went to a scout camp when I was fifteen years old. There were a lot of activities for the scouts in the camp. Cooking, first aid, swimming, playing chess, helping people and climbing.

I liked most of the activities, but Lyas really frightened of climbing the wall. You know, the wall is a kind of rock and it is high. I am afraid of heights. I can't look down when I am on the top floors.

It was the climbing day and the climbing moment came. I knew I couldn't get to the top and I was right. I couldn't climb the wall and I fell down. I was very sorry but there was nothing to do. I was surprised, too, because nobody laughed at me. My leader said: "Don't worry, I understand you. Next time you will do better and you will succeed. My friends helped me to stand up and they asked: "Are you all right?"

The next day, our leader said: "I think you are afraid of climbing, but I'm sure you can do it. Would you like to try it again?" There were no friends around. I agreed and climbed the wall with his help.

I was terrified when I came down, but I was happy. I succeeded and climbing the wall was a real achievement for me.



Blank writing area with dotted lines for student response.

29. Read the dialogue, practise it and make a similar dialogue. Use the keywords in the box.

Dad : You feel empathy for the animals. That is very nice. You should feel empathy for the other living things in the nature, too.

Jason: Empathy for the plants? How can I feel empathy for them?

Dad : You can protect them. You shouldn't harm the plants. We need them to feel healthier and happier.

Jason: I understand you. We shouldn't cut off the trees. I believe we can plant a lot of plants and trees.

Dad : You are right. I feel that future will be better.

- empathy for the environment
- protect the environment
- pollute the rivers and seas
- use chemicals
- use water carefully



Handwriting practice area with a decorative top border and horizontal lines.



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30. Answer these questions.

- A) Do you sometimes help animals?  
B) What is the most important problem for the animals?

31. Read the text and answer: Where was the kitten?

Jason : Dad, I helped a mother cat today.  
Dad : Really? How did you help it?  
Jason : I saw a cat. It was miaowing in the garden and it was looking at something in a tree. When I looked up, I saw a kitten.  
Dad : Oh! What was it doing there?  
Jason : It was between two branches.  
Dad : And it couldn't come down.  
Jason : Yes, you are right.  
Dad : What did you do then?  
Jason : I took the kitten between the branches and put it near the mother cat. Mother cat miaowed again. I think it was angry with me.  
Dad : I don't agree with you. I think it said "Thank you."  
Jason : Perhaps, you are right, dad. It said "Thank you." and ran away with the kitten. Do you think it was happy?  
Dad : Yes, it was very happy because you understood its feelings. I believe you showed empathy and helped the mother cat. You did a good job, son.  
Jason : I agree with you, dad. I felt very happy after I saved the kitten.



32. Answer these questions.

- A) Why was the mother cat miaowing?  
B) How did Jason show empathy?  
C) How did the mother cat thank?

33. Read the situation and make a similar dialogue. Use the words in the box.

I agree that ... You are right.	Do you think...? I believe...	I don't agree.
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**Student A** : You saw a hungry bird in front of the window on a snowy day. You gave some bread crumbs to it.

**Student B** : Listen to your friend's experience and express your opinions. Ask and answer questions about the event.

34. Summarize the story in activity 31 and write the main point.

.....

.....

.....

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30. Answer these questions.

Okuma etkinliği öncesi öğrencilerinizden soruya cevap vermelerini isteyiniz. Farklı cevapları değerlendiriniz.

31. Read the text and answer: Where was the kitten?

Öğrencilerinizden, Jason ve babası arasında geçen ve günlük hayatta karşılaşılabilecekleri bir konu hakkında hazırlanmış olan metni okumalarını ve soruya cevap vermelerini isteyiniz.

**Answer key:**

The kitten was between two branches.

32. Answer these questions.

Öğrencilerinizden, okuma metni ile ilgili sorulara cevap vermelerini isteyiniz.

**Answer key:**

- A) Because her kitten was between two branches.  
B) He took the kitten between the branches and put it near the mother cat.  
C) Mother cat miaowed again.

33. Read the situation and make a similar dialogue.

Use the words in the box.

Öğrencilerinizden, verilen durumu okumalarını ve bir önceki çalışmada yer alan konuşmaya benzer bir konuşma oluşturmalarını isteyiniz. Konuşmalarını oluştururken kutu içerisinde verilmiş olan yapıları kullanmalarını hatırlatınız.

34. Summarize the story in activity 31 and write the main point.

Yazma etkinliğinde öğrencilerinizden, 31 numaralı etkinlikteki hikâyeyi kendi yorumları ile özetlemelerini ve ana fikrini yazmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

Jason helped a little cat in the tree and put it near its mother. The little cat was safe and the mother cat was happy. Jason felt happy because he helped them.

**Main point:**

If you help someone, you feel happy, too.



**35. Read the dialogue. Describe the events and the people.**

Öğrencilerinizden, bu bölümde yer alan konuşmayı okumalarını ve bu konuşmada yer alan olayları ve kişileri tanımlamalarını isteyiniz.

**36. Answer these questions and talk to your friend.**

**What did Kelly do in the end? What must students do in situations like this?**

Konuşma etkinliği olarak hazırlanmış bu bölümde, öğrencilerinizin arkadaşlarına soruları sormalarını isteyiniz. Farklı yorumları sınıf içerisinde dinleyiniz ve diğer öğrencilere dinletiniz.

**37. What have you learned about "empathy"? When do we need empathy? Write as a list of points.**

**Then, write a paragraph. Use the connectors "and", "but", "because", "if", "when" and "so".**

Bu etkinlikte öğrencilerinizden, "empathy" kelimesinin anlamını ve ne ifade ettiğini maddeler hâlinde yazmalarını, ayrıca bağlaçları kullanarak kısa bir metin yazmalarını isteyiniz.

**38. Look at the cartoons and talk about them.**

Öğrencilerinizden, iki farklı karikatüre bakmalarını ve bu karikatürlerin ne ifade ettiğini anlatmalarını isteyiniz.

**Answer key: (Öneri niteliğindedir.)**

In the first picture, the dog is running after the cat. The mouse is laughing and enjoying the situation. It is not sharing the cat's feelings. In the second picture, a cat is running after the mouse. The mouse is feeling just like the cat in the first picture.

**Task :**

Görev bölümünde, günlerden pazar olduğunu söyleyiniz. Öğrencilerin anneleri ya da babalarıyla rollerini değiştirmelerini isteyiniz. Anne ve baba olarak onların ailede neler yapmak zorunda olduklarını söylemelerini ve duygularını ifade etmelerini isteyiniz.

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**35. Read the dialogue. Describe the events and the people.**

Jane : Hi! My name is Jane. Can I help you?  
 Kelly : Hi! I'm Kelly.  
 Jane : What is the problem? You don't look good. You look frightened.  
 Kelly : I am fine.  
 Jane : Are you sure? Why is your school uniform dirty?  
 Kelly : I fell down when I was running away from a few of the girls in my class.  
 Jane : Oh dear! What happened?  
 Kelly : Well, they didn't like my boots and they ran after me.  
 Jane : But, why?  
 Kelly : I am a new student. I came here from a village school. They don't like my clothes and boots. They always make fun of me. They hid my books and pencil case and they didn't give them back. I told this to the teacher because I was angry. I got my books and pencil case back, but they ran after me when the lesson finished.  
 Jane : What did you do when they ran after you?  
 Kelly : ...



**36. Answer these questions and talk to your friend. What did Kelly do in the end? What must students do in situations like this?**

**37. What have you learned about "empathy"? When do we need empathy? Write as a list of points. Then, write a paragraph. Use the connectors "and", "but", "because", "if", "when" and "so".**

Write as a list of points. Then, write a paragraph. Use the connectors "and", "but", "because", "if", "when" and "so".

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**38. Look at the cartoons and talk about them.**

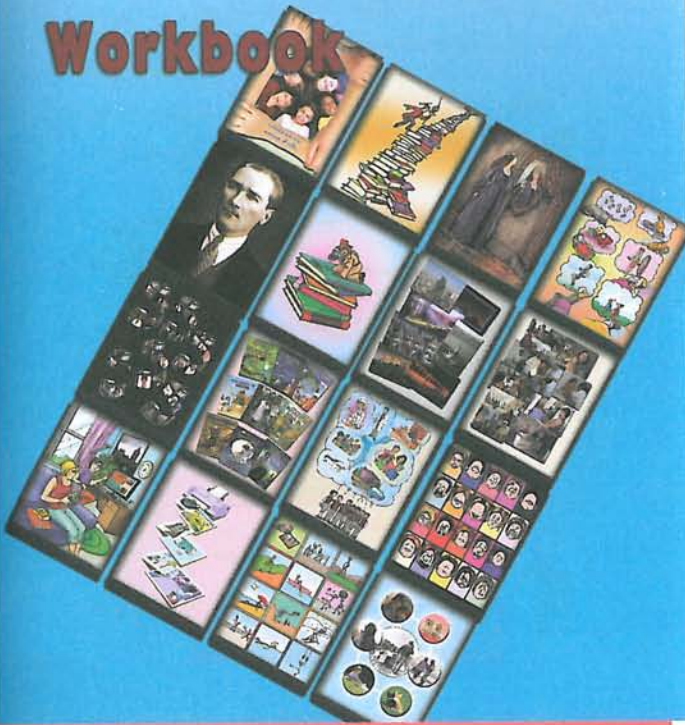


**TASK**  
 Today is Sunday. Change roles with your father or mother. What should you do for your family? How do you feel?



# MY ENGLISH 8

## Workbook



### UNIT 1

### FRIENDSHIP

#### FRIENDSHIP RULES

A) Write the correct form of "to be" in the blanks.

This year I am in class 8. Last year I was in class 7. This year my deskmate is John. Last year, my deskmate was Mary. There are 35 students in the class this year. Last year we were in Room 10. Last year we were in Room 13. It was bigger.



B) Use these word groups in the blanks.

old friend / close friend / good friend / school friend / best friend

- Justine is a/an old friend. I met him ten years ago.
- Meet my friend, Jane. She is a/a school friend. We are in the same class.
- I've got a lot of friends, but Shirley is my best friend.
- David is always with me when I need him. He is a/a good friend.
- Casey is a/a close friend. I tell her all my secrets.



C) Complete the dialogues. Use "should / shouldn't" in the blanks.

- Liz: My best friend told me a secret. Do you think I should tell it to you?  
Tim: No, you shouldn't. You should keep her secret.
- Liz: I am going to give a party next Saturday. Should I invite Sandy, too?  
Tim: No, you shouldn't. Tom will certainly come and he doesn't want to see her.
- Liz: I saw beautiful red shoes in the new shopping center. Do you think I should buy?  
Tim: Yes! I think you should buy. They will look good on you.

D) Fill in the blanks with "I think" / "hope" / "expect" / "know" or "am sure".

- Tom always plays tennis on Sundays. I am sure he will play tennis this Sunday.
- We can be good friends. I feel it. I expect we will be good friends.
- You'll feel better soon. I hope it. I hope you will feel better soon.
- I think about this: You can learn it easily. I think you can learn it easily.
- He is older than me. I know it. I know he is older than me.

E) What does a good friend do? What does a bad friend do?  
Read the phrases and make two lists.

- is always kind to you
- listens if you are having a bad day
- says bad things about you
- doesn't keep your secret
- gives names to you and those names hurt you
- never talks behind your back
- tries to make you happy
- understands you
- breaks your heart
- doesn't help you when you need help
- learns to say "I am sorry."
- leaves his/her friend because he/she has new friends



A good friend <u>understands you</u>	A bad friend <u>breaks your heart</u>
<u>is always kind to you</u>	<u>says bad things about you</u>
<u>listens to you if you are having a bad day</u>	<u>doesn't keep your secret</u>
<u>never talks behind your back</u>	<u>gives names to you and those names hurt you</u>
<u>tries to make you happy</u>	<u>doesn't help you when you need help</u>
<u>learns to say "I am sorry."</u>	<u>leaves his/her friend because she/he has new friends.</u>

F) What do you usually do on a school day? Complete the sentences with the correct time in words.

- I sleep from ten to half past seven.
- I get up at half past seven.
- I leave home \_\_\_\_\_.
- I arrive at school \_\_\_\_\_.
- Classes start \_\_\_\_\_.
- My first break is \_\_\_\_\_.
- I have lunch \_\_\_\_\_.
- School ends \_\_\_\_\_.
- I arrive home \_\_\_\_\_.
- I eat dinner \_\_\_\_\_.
- I do my homework \_\_\_\_\_.
- I go to bed \_\_\_\_\_.



G) Now write about a friend's / brother's / sister's school day.

My friend / sister / brother gets up at seven.  
He / she \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## H) Rewrite these sentences. Use "both".

- My best friend is very good at sports. I am very good at sports, too.  
We are both very good at sports.
- I like pop music. My best friend likes pop music, too.  
We both like pop music.
- My sister helped my mother with the housework. I helped them, too.  
We both helped my mother with the housework.



## I) Look at the pictures and complete the sentences.

- Both of my friends are wearing jeans.
- Both of the girls are doing homework.
- Both of the boys are reading newspapers.
- Both of the women are cooking.
- Both of the girls are singing.



## J) Complete the sentences. Use "there is/are", "there was/were" or "there will be" in the blanks.

- Do you think there are people on the other planets?
- I am sure there was a cat in front of my door last night.
- I hope there will be a lot of friends at my party next week.
- I expect there is a book in this packet.
- I know there will be sunshine in most parts of the country tomorrow.
- I think there were too many people in the park yesterday. I could hear their voices.

## K) Put the missing letters and find the words.



## L) Complete these sentences with some of the words in the puzzle.

- Don't whisper! I can't hear you.
- We are both from the same country. We are Spanish.
- True friendship never ends.
- I hope he will come and help me.
- Give me another pen. This pen doesn't write.

## M) Read this poem and draw a rainbow.



If I could pull down the rainbow,  
I would write your name with it  
and put it back in the sky to let  
everybody know how colourful  
my life is with a friend like you!

# UNIT 2 ROAD TO SUCCESS

## STUDY SKILLS

### A) Read the text and fill in the blanks with the correct sentence. Use the sentences in the box.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| Discover your own learning style.     | Look at the big picture first. |
| Practise memory improving techniques. | Categorize the information.    |

#### How to Learn Quickly

There are two friends: Akira and Cho. They read the same book and discuss the subject after they finish reading the book. Akira learns more than Cho. Is Akira more intelligent than Cho? They both had the same education and they were both intelligent.



Later they discovered that Akira just knew how to learn better. Akira used a few simple skills. Here are some ideas to improve your learning ability:

- Look at the big picture first. When you read new material, read the titles, look at the photographs, read the information under the photographs. This will give you an idea about the subject.
- Practise memory improving techniques. These techniques turn new information into easy formulas. For example, if you cannot spell the word "arithmetic", a teacher can teach you this sentence: *A rat in Tom's house may eat Tom's ice cream*. The first letters of each word spell "arithmetic".
- Categorize the information. If you must learn a lot of words, you can put them into groups. The names of animals in one group, the words about technology in another group etc. In this way, you can learn more words easily.
- Discover your own learning style. How do you learn better? Do you learn better in the morning or in the evening? In a noisy room or in a quiet room? In a library or in your room? Think about these points. Make a list and create your best learning environment. You will be more successful in this environment.

### B) Read the e-mail and choose the correct alternative.

Send Save Now Delete  
To: Selena  
Subject: plans for Saturday

Hi, Selena,  
I'm sorry, but I ~~may~~ / may not come to your house to study English on Saturday. My cousin is coming to see us.  
I think we will / ~~won't~~ go out for a meal in the evening. We may / ~~may not~~ go to a fast food café and then we may / ~~may not~~ go to the cinema. I am not sure about it. My sister is not very well. She may / ~~may not~~ want to stay at home. If she doesn't want to go out, I'll come to your place. I may / ~~may not~~ bring my cousin if he wants.  
He is better than me at English.  
Love,  
Gary

### C) Fill in the blanks with "may" or "will".

- I think I will get a good mark.
- I'm sure that he will learn the "study skills".
- It may rain. I am not sure.
- Take your skis. It may snow.
- The operation may hurt, so I'll give you some anesthetic.
- I know that you will like him.
- I may be late for dinner. I'll phone you if I am.





D) Make sentences as in the example. Use "may".

1. it / not rain / tomorrow / we / go for a picnic

If it doesn't rain tomorrow, we may go for a picnic.



2. he / run / catch the bus

If he runs, he may catch the bus.



3. the bus / not come / soon / he / be late

If the bus doesn't come soon, he may be late.



4. she / buy a ticket / win the lottery

If she buys a ticket, she may win the lottery.



5. a child / play with matches / he/she / burn the house

If a child plays with matches, he/she may burn the house.



6. you / put some more salt / it / be more delicious

If you put some more salt, it may be more delicious.



7. you / change study skills / be more successful

If you change your study skills, you may be more successful.



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E) Match "learn", "study" and "know" to the correct definitions.

- know : have something in one's mind or memory after an experience, learning or information
- learn : have knowledge or skill after you study, experience it or someone teaches it to you
- study : give one's time and attention to learning about something  
You read or go to a school to do it.

F) Use the correct form of the words "learn", "study" and "know" in the blanks.

- He never learned to read and write when he was a child.
- I don't know her address.
- My English teacher studied English at university.
- Children learn languages easily.
- He is studying in his room.
- I knew that it was true.



G) Complete these sentences with the correct form of "teach" and "learn".

- Does this book teach you how to use a computer?
- My grandfather never learned to read and write.
- She teaches English to secondary school students.
- I can't drive. I am still learning.
- Can you teach these words, please?



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H) Use "while", "before", "after" or "when" in the blanks.

- While you are studying, I'll go shopping.
- I did my homework before I watched my favourite TV programme.
- We'll leave when she comes.
- What are you going to do while you are waiting?
- I studied German when I was at high school.
- Don't go to bed before you put your books in your bag.



I) Use the words in the box or no word (x) in the blanks.

in (x3) / during (x3) / at (x3) / on / to / from / for / x

- My father married my mother during the war.
- She studies from five to nine every day.
- I was born on the first day of June.
- Can you come and stay with us in July?
- What are you doing x this evening?
- We think someone broke the window during the night.
- We are going to Italy in April for five days.
- Let's go walking at the weekend.
- Mrs Kelly works in a factory during the day and studies at night.
- I'll see you at eight o'clock.
- I always study better in the morning than in the evening.



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## UNIT 3

### IMPROVING ONE'S LOOKS

#### BODY CARE

A) Complete these sentences. Use "should/shouldn't". Add two more ideas to the list.

If you want to improve your look, you should be careful of your health first. A healthy person is well in mind and body. What should/shouldn't you do to improve your look and health?

- You should eat well.
- Your clothes shouldn't be dirty.
- You should sleep well.
- Your teeth should be clean and white.
- You shouldn't be very fat.
- You should take a shower regularly.
- You shouldn't be very thin.
- You should take regular exercises.
- \_\_\_\_\_
- \_\_\_\_\_



B) Read the text and answer the questions.

Should Dylan change his appearance?

Dylan has a long nose and he wants to have a shorter nose. He has a chance to have an operation. His close friends Alice and Kevin are talking about this subject.



Alice: If we have a chance, we can change our look. Dylan hated his nose so I think he can feel much better about himself. We all try to change our appearances in different ways. I can change the colour and style of my hair, I wear coloured contact lenses and I wear different clothes. If people can do something to change their appearances, they must do it. Dylan can have this operation.

Kevin:

I don't agree with Alice. We are born with our bodies and faces. We should love them. Changes never end. These kinds of operations can be dangerous, too. You may miss your old nose. You can take off your lenses or clothes, but you can't take off your new nose. Some unhappy people usually think that if they can change their appearances, they can change themselves. I think that is not true.

- 1) What is Dylan's problem? Dylan has a long nose.
- 2) Who are his close friends? His close friends are Alice and Kevin.
- 3) Who agrees with Dylan? Alice agrees with Dylan.
- 4) Who disagrees with Dylan? Kevin disagrees with Dylan.

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C) Look at the pictures and read the sentences. Then, choose the correct word.



They are looking at each other.



They are looking at themselves.

1. She doesn't love him / herself.
2. I like looking at me / myself in the mirror.
3. Old people often talk to them / themselves.
4. I like Mary, but I don't understand her / herself.
5. They didn't talk to each other / themselves last year.
6. They want to do it them / themselves.
7. Hey, children! Go and find chairs for yourself / yourselves.
8. Susan always talks about myself / herself.
9. Did you cut your hair myself / yourself?
10. Peter and Jane did their homework hisself / themselves.

D) Choose some of the words from the box and complete the sentences.

it / them / her / themselves / herself / she / they / myself

1. Clara and her best friend wanted to go on a holiday together. They made a plan for themselves. I helped them to organize the travel. It was a good travel. They liked it very much.

each other / itself / her / herself / him / she / it / he / himself / them / his

2. Tommy works in a garage and his girlfriend, Lucy, is a teacher. They know each other very well. Last month Tommy bought a car for her. It was an old, blue car. He showed it to Lucy and she liked it very much. She didn't like the colour of it so Tommy changed the colour himself. It is a lovely red car now.

E) Read the examples and complete the sentences with "one" or "ones".

1. I'm going to buy a sandwich. Would you like one?
2. Shall I buy the red apples or the green ones?
3. He bought a new sweater. It's a blue one.
4. The fruit cakes are delicious, but the chocolate ones are more popular.
5. A: Which shoes do you like, madam?  
B: I like the brown ones.
6. A: I watched two films last week.  
B: Which one did you like most?

F) Read the beginning of the story and write true (T) or false (F).

Once upon a time, there was a beautiful princess. Her name was Snow White. Her skin was white as snow and her lips were red as cherry. She was a beautiful little girl. Her mother, the queen, died and her father married again. The new queen was beautiful, too. She had a magic mirror and she liked looking into the mirror every morning. While she was looking at herself in the mirror, she always asked the same question.

Queen: Mirror, mirror on the wall. Who is the cutest of all?

The answer was always the same.

Mirror: You are the cutest and the most beautiful of all.

One day, the answer changed.

Mirror: Snow White is the cutest and the most beautiful of all.

Because she became a young girl and her appearance is much better than you.

The queen was very angry.

"Take her to the forest and kill her," she ordered the hunter.

The hunter took her to the forest, but he couldn't kill her because she was a very good princess. He left her in the forest and came back to the palace. Snow White found a little cottage in the forest and there were seven dwarfs in it.



1. Snow White was the queen. (F)
2. The new queen was ugly. (F)
3. Snow White's mother died. (T)
4. The mirror could talk. (T)
5. The hunter killed the princess. (F)
6. The princess went back to the palace. (F)
7. The princess found the dwarfs' cottage. (T)
8. The cottage was near the palace. (F)



G) Do you know the end of the story? Is it a happy end or not?

Write the rest of the story.

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H) Read a part of a poem. Choose and write the missing sentences from the box.

### Always Believe in Yourself

Get to know yourself  
what you can do  
and what you can't do  
to make your life happy.

Believe that by working,  
learning and achieving,  
you can reach your goals  
and be successful.

Believe in love,  
love your friends,  
your family, yourself  
and your life.

Believe in your dreams,  
your dreams  
can become a reality  
and you can be happy.

and your life  
to make your life happy  
and you can be happy  
and be successful



I) Complete the text. Use "a", "an", "the" or "x".

Fashion has an important role in our lives. A lot of people follow the latest fashion and they want to improve their looks. "Fashion Designer" is a popular magazine for X young people. There are pictures of the very fantastic clothes and photographs of the best models. In this month's magazine, there is an interview with an Italian top model. How does she look very good? What does she wear at home? What are her hobbies? Do you want to learn the answers of X these questions? Buy a magazine and find out the answers of the Italian top X model.

J) Use the correct forms of the words in parenthesis and complete the dialogue.

Arnold: Oh, When did you change your hairstyle and colour?  
Amy: Last week. How did you find my new appearance?  
Arnold: I think your old look was better (good) than your new look.  
Amy: I don't think so. When I look in the mirror, I can see a new Amy.  
Arnold: Yes, your hair is shorter (short) than before.  
Amy: And the colour is darker (dark) than before.  
Arnold: Are you happier (happy) than last week?  
Amy: Yes, I'm the happiest (happy) girl in the world. But there is one thing.  
Arnold: What is it?  
Amy: If I feel worse (bad) later, I'll make changes again.  
Arnold: Oh, no. Please stay the same for a while.



DREAMS **UNIT 4**

SWEET DREAMS

K) Use the superlative forms of the adjectives and complete the sentences.

- Sara is the youngest (young) person in the office.
- We stayed at the worst (bad) hotel in the town.
- I think it is the funniest (funny) film of the year.
- That one is the most expensive (expensive) camera in the shop.
- Istanbul is the most beautiful (beautiful) city in the world.

L) What is the missing word? Read the poem and find it.

Good, better, best,  
Never let it rest,  
Till your good is better,  
And your better is best.



M) Put the missing letters and find the words. Then, use some of the words and fill in the blanks. Use them in their correct forms.

- Mind and body are in a close relationship.
- She changed a lot after she graduated from the university.
- You can improve your look if you really want it.
- Her brother is a healthy baby boy.
- How do you feel? Use your gestures and show me.



A) Answer these questions.

- How many hours' sleep do you usually need?
- How many hours did you sleep last night?
- Did you sleep well or badly?
- What time do you usually go to bed?
- What time did you go to bed last night?
- What time do you usually get up?
- How about last night?
- How do you sleep, on your back, on your side or on your front?
- Can you sleep on a bus, on a train or on a chair?
- Do you dream every night?
- Do you dream in black and white or in colour?
- Do you snore in your sleep?
- Do you walk in your sleep?
- Do you talk in your sleep?
- How do you know that you snore / walk / talk in your sleep?



*Öğrenciler kendilerine göre cevaplayacaklardır.*

B) Look at the pictures, use the words in the box in their correct forms and fill in the blanks with them.

*rain / go / take / climb / come*

Mr Sleepwalker was a postman, but he doesn't work now. He is retired. He usually walks in his sleep because he remembers his old days.



1 Last night, in the middle of the night, he got up and started to walk in his sleep.



4 He came back home.



2 He climbed down the stairs.



5 It was still raining.



3 He went out, but it was raining.



6 He took his umbrella and went out again.

C) Read the text and choose the correct answers.

DREAMS

Some experts say that people dream four or five times a night. The first dream of the night is usually for ten minutes. Every dream is a little longer than the other. The last dream of the night is about one hour.

Everyone needs dreams. Younger children have more dreams. Some people use sleeping tablets because they have some sleeping problems. These people don't have dreams and after a few nights, they feel bad.

Why do people dream? Dreams give them time to find answers to some of their problems. If they think they will have difficult problems the next day, they can have more dreams. In their dreams, they can find the answers to their problems.



- The first dream of the night is usually for c.  
a. half an hour    b. sixty minutes    c. ten minutes    d. two hours
- How many times does a person usually dream a night?  
a. Once - twice.    b. Four - five times.    c. Six - seven times.    d. Ten times.
- "Solve" has the same meaning with "a".  
a. find the answer    b. have good dreams    c. sleep well    d. sleep badly
- The last dream of the night is usually for c.  
a. thirty minutes    b. half an hour    c. sixty minutes    d. two hours

D) Complete these sentences with the words in the box.

*study / feelings / forget / important / know*

- Why do people dream? Scientists do not know this.
- When people wake up, they forget their dreams.
- Dreams tell us about our feelings.
- Some scientists began to study dreams at the beginning of this century.
- I think dreams are important.



E) Read the text. Match the sentences with the correct endings.

We sometimes have sleeping problems. There are many reasons of that problem. You may be hungry, tired, worried or stressed. Perhaps there is pain in some part of your body or some kind of noise. Here are some tips you can do to have a better sleep.

- Go to bed at the same time and get up at the same time, too. a
- Have some exercises before you go to bed. c
- Don't eat heavy meals at dinner. b
- You can drink some warm milk. a
- If you can't sleep, don't be worried. d

- It makes you relaxed.
- Heavy food may cause stomachache.
- But do these exercises an hour before you sleep.
- Get up and go to another room. Do something different for a while.
- It makes your life regular.



F) Read Tony's dream. Think of a possible end for his dream and write.

I walked into a spaceship. It was very small. Then, I saw the robot. "Welcome, Tony," it said. I could see a field when I looked through the window. It was full of flowers, but there were big stones, too. It was very hot in the spaceship. The robot turned and...



*Öğrenciler kendilerine göre cevaplayacaklardır.*

G) Complete these sentences. Use the words in the box.

*time / eating / studying / plates / money*

- Victoria didn't have enough money to buy that sweater.
- Eating enough fruit and vegetables is very important.
- Have we got enough plates for our guests?
- I don't have enough time to watch TV.
- Studying enough makes you successful.



## H) Answer these questions.

1. What did you dream about last night?
2. Were you sleeping an hour ago?
3. What were you doing at this time yesterday? *Öğrenciler kendilerine göre cevaplayacaklardır.*

## I) What were the family members doing when Bob came home? Look at the pictures and write sentences.

- 1) Mary, the mother, was reading a book.
- 2) Jack, the bigger son, was studying lesson.
- 3) Lucy, the daughter, was drawing a picture.
- 4) Tim, the younger son, was watching TV.



## J) Follow the examples and use the words in brackets in their correct forms.

You (ring). I (read) a letter.

When you rang, I was reading a letter.

1. He (come) home. She (clean) the room.  
When he came home, she was cleaning the room.
2. They (arrive). We (have) lunch.  
When they arrived, we were having lunch.
3. You (knock) at the door. Macy (wash) her hands.  
When you knocked at the door, Macy was washing her hands.

I (take) a shower. My brother (clean) the kitchen.

While I was taking a shower, my brother was cleaning the kitchen.

1. Mary (work) in the garden. Her father (cut) the trees.  
While Mary was working in the garden, her father was cutting the trees.
2. The girls (sing). Their parents (listen) to them.  
While the girls were singing, their parents were listening to them.
3. It (rain). We (wait) for them in the house.  
While it was raining, we were waiting for them in the house.

## K) Ask questions for these sentences.

1. Bill had a strange dream last night.
  - a) Who had a strange dream last night?
  - b) Did Bill have a strange dream last night?
  - c) What did Bill have last night?
  - d) When did Bill have a strange dream?
2. Mary comes to school by bus every day.
  - a) Who comes to school by bus every day?
  - b) How does Mary come to school every day?
  - c) How often does Mary come to school?
3. His father was having a cup of coffee in the living room.
  - a) Who was having a cup of coffee in the living room?
  - b) What was his father having in the living room?
  - c) Where was his father having a cup of coffee?

## L) Read a part of a letter. Fill in the blanks. Use the words in the box.

nice / nightclub / loud / shorts / hat / hot / sleep / light

I was on holiday in Rome in my dream. I love Italy, but there were some problems. There was a nightclub near the hotel. The music was very loud and I couldn't sleep. I didn't like the weather because it was very hot. I was wearing light clothes. I was wearing a T-shirt and shorts. There was a big hat on my head. I was in front of Tower of Pizza. It was a nice dream.



## M) Use the words in parenthesis in their correct forms.

1. It is raining (rain) now. It is very wet. I hate (hate) this weather.
2. The teacher is talking (talk) right now. I understand (understand) everything.
3. Ann is in her room now. She is watching (watch) TV. She likes (like) this program.

## UNIT 5

# ATATÜRK: THE FOUNDER OF TURKISH REPUBLIC

### THE INDEPENDENCE WAR

#### A) Fill in the blanks with the correct forms of the words in parenthesis.

Mustafa Kemal Atatürk was born (be) born in Salonica in 1881. His father died (die) when he was (be) only seven, and his teacher gave (give) him a second name, Kemal. Kemal means "perfection". Mustafa Kemal went (go) to the army academy when he was (be) 12 and became (become) an officer at the age of 21.



Mustafa Kemal, a general in the Turkish army, had (have) the support of the Turkish people. He drove (drive) back the Allied forces. The Sultan left (leave) the country to save his life. Mustafa Kemal founded (found) the Republic of Turkey and became (become) the president from 1923 to 1938. Later the Grand National Assembly gave (give) him the surname, Atatürk, in 1923. It means (mean) "the father of Turks".

He immediately started (start) reforms in Turkey. Reforms in the Turkish political, social, economic and religious life took (take) place under his leadership. He improved (improve) public education and introduced (introduce) the Roman alphabet for the Turkish language. His government supported (support) the new banks and industries. Six principles guided Mustafa Kemal in leading his people into the modern political world. He died (die) at 9.05 a.m. on November 10, 1938.



#### B) Read the text and fill in the missing parts with the sentences in the box.



Again, again!

I liked his voice.

Find and bring him here.

Will you sing a song for me?

Atatürk liked music very much. He liked listening to Turkish art music, Turkish folk music, classical music and operas.

One day, Atatürk was going to Antalya. They stopped at a village to eat something.

Someone was singing a song at a distance. Atatürk listened to the song and said:

"I liked his voice. Who is singing? Find and bring him here."

A little shepherd came and Atatürk said: "Your voice is very nice. Will you sing a song for me?"

The shepherd sang a song. Atatürk was very happy. He said: "Again, again!" The little shepherd was surprised, but he sang the song again. When he finished singing, Atatürk gave him some money.

The shepherd took the money, put it in his pocket and said: "Again, again!" to Atatürk. Atatürk laughed a lot because the little shepherd was clever.



### C) Answer these questions.

- When was Atatürk born?  
He was born in 1881.
- Where was Atatürk born?  
He was born in Salonica.
- Who was Atatürk's father?  
Ali Rıza Efendi was Atatürk's father.
- Who was Atatürk's mother?  
Zihyede Hanım was Atatürk's mother.
- Who was Atatürk's sister?  
Makbule Hanım was Atatürk's sister.
- Which primary school did Atatürk attend?  
Atatürk attended the Semsal Efendi Primary School.
- Which secondary school did Atatürk attend?  
Atatürk attended the Salonica Military Secondary School.
- Which high school did Atatürk attend?  
He attended Military High School.
- Who was the Chief Commander in the War of Independence?  
Atatürk was the Chief Commander in the War of Independence.
- Who was the first president of the Turkish Grand National Assembly?  
Atatürk was the first president of the Turkish Grand National Assembly.
- Who was the first president of Turkish Republic?  
Atatürk was the first president of Turkish Republic.
- How many times did Atatürk become the president of Turkish Republic?  
Atatürk became the president of Turkish Republic four times.
- When did Atatürk die?  
Atatürk died on 10th November, 1938.
- Where did Atatürk die?  
Atatürk died in Istanbul.
- Which reforms did Atatürk make?  
Atatürk made Political Reforms, Social Reforms, Legal Reforms, Economic Reforms and Reforms in the Fields of Education and Culture.



### F) Read the poem and fill in the blanks with the words in the box.

head / chin / face / teaching / walking / walks / name / snow / chalk / new / ourselves

**Atatürk**  
In the beginning I spoke the name of Atatürk  
And did up my buttons.

How shall I say he is dead?  
My Atatürk is before me,  
He lies asleep in the snow,  
His fur cap on his head.

How shall I say he is dead?  
My Atatürk walks to Kocatepe,  
Lost in thoughts, musing,  
His hand on his chin.

How shall I say he is dead?  
My Atatürk is teaching at the blackboard,  
White chalk in his hand.  
How shall I say he is dead?

He has set out,  
He is walking among the crowds,  
His new hat on his head.

How shall I say he is dead? How?  
A ray of light has struck his face,  
My Atatürk is looking on.  
Let us make ourselves presentable.

İlhan Demiralın



### D) Read the sayings of Atatürk. Guess and fill in the blanks with the words in the box.

home / happy / forever / body / Science / world / important

- Our most \_\_\_\_\_ duty is to win a victory in the field of education.
- \_\_\_\_\_ is the only true leader in life.
- Peace at \_\_\_\_\_, peace in the \_\_\_\_\_.
- \_\_\_\_\_ is the man who calls himself a Turk.
- One day my \_\_\_\_\_ will turn to dust, but Turkish Republic will live \_\_\_\_\_.

### E) Read the text and write true (T) or false (F) next to the sentences.

One day, Atatürk visited a school. He went into a classroom. They were in the History class. The topic was "War of Independence". A student talked about the topic and sat down. Atatürk said: "You forgot one point. Who saved the Turkish nation?" The student answered: "Atatürk saved!"

Atatürk said: "No, my son. Turkish nation saved their country themselves, not me."

- Atatürk was teaching. ( )
- The students were learning history. ( )
- Atatürk asked a question to a student. ( )
- A student asked a question to Atatürk. ( )
- The student forgot everything about the subject. ( )



## UNIT 6 DETECTIVE STORIES

### THE STORY OF THE STOLEN NECKLACE

#### A) Read the first part of the story and fill in the blanks. Use the words in the box.

buy / need / steal / help / solve

##### Part 1

Isabella was a seven-year-old girl. She liked reading detective stories very much. She could solve some mysteries and help people. She was the small detective of their small town. One day, while she was reading a very exciting detective story, there was a knock at the door. It was Mrs Misty. She was an old lady and she was the next-door neighbour. "Oh, Isabella! I really need your help. Can you help me, please?" Mrs Misty asked. "Of course, Mrs Misty. I'll be happy if I can help you. What's the problem?" "Somebody stole my necklace! I am very unhappy." The old lady said. "Was it valuable?" the small detective asked. "Yes, it was very valuable. I can't buy a necklace like that one again. It was an antique necklace." "Where did they steal it from? Was it in a safe?" "Ah, well. I didn't keep it in a safe." "Oh, it's a mistake. Why didn't you keep it in a safe?" Isabella asked. "Because Saturday was my birthday and I wore my necklace at my birthday party. Then, I put it on the table in my bedroom."

#### B) What do you think about the other parts of the story? Guess and complete these sentences. Use "could" / "couldn't."

- Isabella \_\_\_\_\_ find the stolen necklace.
- The small detective \_\_\_\_\_ solve the mystery.
- The old lady \_\_\_\_\_ wear the necklace again.





**C) Read the second part of the story and answer the questions.**

**Part 2**

Isabella and Mrs Misty went to her house. Isabella checked everywhere in the room and said: "Aha!" "What is it?" The old lady asked. "The side of the window is dirty and there is some soil. The robber got into the house through the window." They went to the garden and they found a ladder at the back of the house. "Aha!" Isabella said again. "What is it?" asked the old lady. "I found gloves here. The robber wore work gloves and there is paint on them." "Paint?" The lady asked. "What paint?" "It is oil paint. I think he works in an art gallery or an art museum." They went out. There were children and they were playing in the garden. "Did you see a truck in this street yesterday?" Isabella asked. "Yes, and it parked here for an hour," the children answered. "Was the truck from the art museum?" "Why, yes, how did you know?" they asked. "No time to explain," Isabella said and they went to the art museum.



1. Where did Isabella and Mrs Misty go? They went to the art museum.
2. How did the robber get into the house? The robber got into the house through the window.
3. What did the robber wear? The robber wore work gloves.
4. Was there a truck in that street yesterday? Yes, there was.
5. Where were the children? They were in the garden.

**D) Complete these sentences.**

1. The ladder was at the back of the house.
2. The dirt was at the side of the window.
3. Isabella talked to the children.
4. There was a truck in the street yesterday.
5. The truck was from the art museum.



**E) Guess the answers of these questions. Then, read the third part of the story.**

**Part 3**

- 1) Was the museum closed? Oğrenciler, pedilerin göre cevaplayacaktır.
- 2) Were there any people in the museum? Oğrenciler kendilerine göre cevaplayacaktır.
- 3) Was the director in the museum?



It was Monday. The museum was open. There were only a few visitors because it was early in the morning. Isabella and Mrs Misty went to the museum director's room. Isabella talked to the director and wanted his help. She asked questions about the truck's driver. The director said: "The driver started his job only five days ago. I don't know him well."

Isabella wanted to see the truck and the director said: "Okay, but if you find something, tell me. I must call the police."

The truck was in the garage. It wasn't locked. She checked everywhere in the truck. Then, she found a big box under the seat. It was a strange box. There were some buttons and some pictures on it. Isabella understood. They were the codes to open the box.

The first picture was a spider. Isabella thought: "The first number may be the number of legs of a spider." She pushed the first picture eight times (click). The second picture was a grasshopper. Isabella decided that a grasshopper was an insect and all insects have six legs. So she pushed it six times (click). The third picture was the most difficult one. There was a picture of a snake and snakes don't have any legs. She pushed it once (click). Oh, the box opened and she looked into the box.



**F) Write true (T) or false (F).**

- 1) There were a lot of people in the museum. (F)
- 2) Isabella went to the museum to see the pictures. (F)
- 3) Isabella solved the code to open the box. (T)
- 4) A spider has got eight legs. (T)
- 5) A grasshopper is an insect. (T)

**I) Match these sentences.**

1. I couldn't read this detective story. a) She had no time.
2. She couldn't pass the test. b) I didn't have any money.
3. I couldn't understand a word. c) She found the information on the Internet.
4. He couldn't come to my party. d) There were no problems.
5. I couldn't buy a present for her. e) The questions were difficult.
6. I could see her only for ten minutes. f) It was not exciting.
7. They could finish the job on time. g) She spoke very quickly.
8. She could do her homework. h) He was ill.

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

**J) Look at the pictures and write the missing words.**

- 1) He is very surprised. I think he has got the good news.
- 2) What is the problem with her? She looks frightened.
- 3) The children look bored. Let's take them to the park.



**K) Choose the correct word.**

1. The news was surprising / ~~surprised~~.
2. I am reading a very ~~interested~~ / interesting book.
3. They organized a surprise party for me. I was surprised / ~~surprising~~.
4. The end of the film was very exciting / ~~excited~~.
5. It was dark and I couldn't see the man. I was ~~frightening~~ / frightened.

**L) What could you do when you were three years old? Write 3 things.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Oğrenciler kendilerine göre cevaplayacaktır.

**G) Read the last part of the story. Fill in the blanks with "a", "an" or "the".**

"Oh, what's that? There is another box in the big box. There are small pictures of animals and there are buttons in different colours on it."

"Yes, there is another code to solve. I must think it very carefully," she thought.

The first picture was a polar bear. Isabella pushed the white button (click).

The next picture was a tiger. Careful. It has two colours. Isabella pushed the black button (click), then the orange button (click).

The third picture was a zebra. Isabella pushed the white button again (click). Then, the black button again (click).

The last picture was an elephant. She pushed the grey button (click, clank, buzz) and the small box was open. The beautiful necklace was in the box. She took it, went back and gave it to the old lady. Mrs Misty was very happy.

"How can I thank you?" she asked. You helped me and solved the mystery."

Isabella smiled and said: "You can keep your necklace in the safe next time."

Then, they talked to the director and told him everything. He was surprised. He called the police and told them all the events. The police thanked Isabella because she helped them to catch a robber.

Isabella was happy. She could solve another mystery.

**H) Complete these sentences.**

1. There was another box in the big box.
2. She pushed the grey button because an elephant is grey.
3. She always pushed the correct button.
4. She could solve the code and the box was open.
5. The necklace was in the small box.



UNIT 7

PERSONAL EXPERIENCES

PLACES

A) Complete the text. Use the correct form of the verbs.



Jenny Joyce is an actress and a film maker. She lives in New York now, but in her busy career, she has lived (live) in many different cities and in many different countries. "I have worked (work) in five different continents. In the last 25 years I have made (make) over 20 films and have acted (act) in more than 10 films," she says.

Nowadays she is writing a book about her life. This is not her first book. She wrote (write) a book about the film history and a cook book two years ago. Food is one of her hobbies. "I ate (eat) kangaroo tails and crocodile soup when I was in Africa," she says, "but I have never eaten (never - eat) tiger paws in my life. Animals in danger are not on my diet. I haven't worn (not wear) a fur coat so far and I will never wear (never wear) in the future. We must protect the nature."



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D) Make sentences. Use "just".

1. The plane / arrive / at the airport  
The plane has just arrived at the airport.



2. My mother / cook soup  
My mother has just cooked soup.



3. My sister / do / her hair  
My sister has just done her hair.



4. They / win / the match  
They have just won the match.



5. The mountaineer / reach the top  
The mountaineer has just reached the top.

E) Make sentences. Use "already" or "yet".

Example: A) I / not be to Eastern Anatolia

I haven't been to Eastern Anatolia yet.

B) She / see that film

She has already seen that film.

1. The teacher / not leave the school  
The teacher hasn't left the school yet.

2. We / arrive at the stadium  
We have already arrived at the stadium.

3. Susan and Mark / complete the exercises  
Susan and Mark have already completed the exercises.

4. I / not feed the dog  
I haven't fed the dog yet.

5. My father / not have dinner  
My father hasn't had dinner yet.

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B) Complete the sentences. Use the correct form of the verbs.

Holly Holidaymaker is 60 years old. She has been to a lot of countries and she has done a lot of things in these places.

1. She has flown (fly) over the Pacific Ocean and the Atlantic Ocean.
2. She has seen (see) a lot of wild animals in Africa.
3. She has never been (never - be) to Australia.
4. She hasn't been to (not be) to India, but she'd like to.
5. She has taken photographs (take) photographs in China.
6. She has climbed (climb) Mount Everest twice.

C) Write true sentences for you.

1. I / be / to Ankara

I have been to Ankara. / I have never been to Ankara.



2. fly / on a plane

3. have / Chinese food

*Dış geziler kendilerine göre değerlendirilir.*



4. ride / a horse

5. swim / in the ocean



6. speak / to an English person

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F) Use the keywords and write questions.

I've been to Vienna twice, but I'd like to go there again. Vienna is the capital city of Austria. Its music, theatres, museums and parks are very popular for the tourists. Why do I like Vienna? I think it is modern, but mysterious. You can feel the romantic past in Vienna. If a person has been to Vienna, you should ask him/her these questions:



1. listen to / the Vienna Philharmonic Orchestra

Have you listened to the Vienna Philharmonic Orchestra?

2. walk / by the River Danube

Have you walked by the River Danube?



3. be / on a boat cruise on the River Danube

Have you been on a boat cruise on the River Danube?

4. see / Belvedere Palace

Have you seen Belvedere Palace?



5. be / to the Hofburg Palace

Have you been to Hofburg Palace?

6. watch / an opera

Have you watched an opera?



G) What do these people say? Read the situations. Use the words in parenthesis and write a sentence.

1. Tom is running towards the bus. He can't catch the bus. (miss)  
"Oh, I've missed the bus."

2. Mary's bag is in the train. The train is moving. (leave)  
"Oh, I've left my bag in the train."

3. Ticket inspector is talking to John. He is searching his pockets. (lose)  
"Oh, I've lost my ticket."

4. Charles is at the airport passport control. He is looking worried and explaining something to the passport officer. (forget)  
"Oh, I've forgotten my passport."

5. Sally is in the kitchen. She is looking at the pieces of glass on the floor. (break)  
"Oh, I've broken the glass."

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H) Read the paragraphs. Choose the correct sentence about each paragraph and put a tick (✓) next to that sentence.

1. Marie has bought a plane ticket to London. She has asked a friend to feed her cat while she is away. She puts her suitcases by the front door and calls a taxi.

- a. Marie is taking a trip to London.
- b. She is going to leave the city next week.
- c. Marie is giving her cat to a friend as a present.



2. Pat and her sister went shopping on Saturday morning. They each bought a present. Later that day, they dressed and left home with their packages. It was 6:30. They had 30 minutes to get there on time.

- a. Pat is going to her sister's birthday party.
- b. The girls are going to a birthday party.
- c. The party will begin at 6:00.



3. Mike's mother put the contents of her bag on the table. She looked carefully at the things on the table. There was a brush, a wallet, a small notebook, a pencil and there were some paper handkerchieves.

- a. Mike's mother was looking for her wallet.
- b. She has lost something, perhaps her keys.
- c. Mike keeps the keys in his pocket.



UNIT 8

COOPERATION IN THE FAMILY

RUNNING ERRANDS

A) The family members share the errands. Look at the pictures, read the sentences and match them with the pictures.



1. Gina takes her brother to school. (B)



2. William goes shopping. (A)



3. Mother goes to the dry cleaner's. (C)

4. Father goes to the bank. (D)

5. Grandmother cooks for the family. (F)

6. Susan takes the dog for a walk. (E)



B) Fill in the blanks with "do" or "make".

1. Do the dishes.
2. Make a cake.
3. Do housework.
4. Make a bed.
5. Do homework.
6. Do a favour.
7. Make a dialogue.
8. Make a film.



C) What has Rachel done? / What hasn't she done? Read the list and write sentences.

1. send an e-mail to Jack (✓)  
She has sent an e-mail to Jack.
2. finish homework (X)  
She hasn't finished her homework.
3. iron school uniform (✓)  
She has ironed her school uniform.
4. buy a birthday present for dad (✓)  
She has bought a birthday present for her dad.
5. take the dog out for a walk (X)  
She hasn't taken the dog out for a walk.
6. tidy bedroom (X)  
She hasn't tidied her bedroom.
7. water plants (✓)  
She has watered the plants.
8. revise for Maths test (X)  
She hasn't revised for her Maths test.
9. do the project for Science and Technology (X)  
She hasn't done the project for Science and Technology.
10. visit grandmother (✓)  
She has visited her grandmother.

D) Read the dialogue and complete questions.

Mary: Where do you live?  
Karl: I live in Oxford.  
Mary: How long have you lived there?  
Karl: For five years.  
I have a nice house in Oxford.  
Mary: How long have you had it?  
Karl: Since last year.  
Mary: Where do you work in Oxford?  
Karl: In a computer company.  
Mary: How long have you worked there?  
Karl: Since I went there.



E) Complete these sentences. Use "for" in your sentences.

1. Karen bought that bag six months ago. She has had that bag for six months.
2. Terry bought this computer last year. He has had this computer for a year.
3. I bought my house 10 years ago. I have had my house for ten years.
4. My father bought this car three months ago. He has had this car for three months.

F) What have these people done? Match the pictures and the sentences.

1. He has just had a bath.
2. He has just washed the dishes.
3. She has just married.
4. He has just painted a picture.
5. She has just cried.



1 2 3 4 5  
c b d e a

G) Complete these sentences. Use "been" or "gone".



We have been to the supermarket.



My mother has gone to the supermarket.

1. Laura went to the bank, but she hasn't come back yet. She has gone to the bank.
2. Mark went to the shopping center and now he's back. He has been to the shopping center.
3. Oh, you're back. Where have you been?
4. Ann isn't in her room. Where has she gone?
5. I'm sorry, but Maggie isn't at home now. She has gone shopping.



## H) Answer the questions. Use the words in the parenthesis.

- When did it last snow? (three years)  
It hasn't snowed for three years.
- When did you last eat a hamburger? (Thursday)  
I haven't eaten a hamburger since Thursday.
- When did you last play table tennis? (July)  
I haven't played table tennis since July.
- When did you last visit your grandparents? (a week)  
I haven't visited my grandparents for a week.
- When did you last watch a film? (two months)  
I haven't watched a film for two months.

## I) Read the dialogues. Choose and write the last sentences.

- Tom: What are you doing under the table?  
Tim: I'm looking for my pen.  
Tom: Have you lost it again?  
Tim: Yes, I've lost it again.
- Tom: Have you heard the latest news?  
Tim: Latest news? What is it?  
Tom: I've just changed my job.
- Tom: Would you like a sandwich?  
Tim: No. Thank you. I've just had one.
- Tom: Please, don't forget to post the letter.  
Tim: I've already posted it.
- Tom: Don't forget to clean the room.  
Tim: I've already cleaned it.

- I've just had one.
- I've lost it again.
- I've already cleaned it.
- I've just changed my job.
- I've already posted it.

## J) Fill in the blanks with "so far", "yet", "already", "since" and "for".

- I have had this sweater since my birthday.
- She has written five letters so far. She is still writing.
- He hasn't finished his homework yet.
- They have been in Italy for a year.
- Have you painted the walls yet?
- Don't worry. I have already cooked the meal.
- I'm sorry, mum. I haven't cleaned my room yet.
- I have seen three countries so far.



## K) Read the dialogues and ask questions with "When...?", "Where...?" and "Why...?"

- Karl: Have you ever been to a foreign country?  
Mary: Yes, I have.  
Karl: Where did you go?  
Mary: I went to Spain. It is a beautiful country.
- Karl: Have you ever travelled by plane?  
Mary: Yes, I have.  
Karl: When did you travel by plane?  
Mary: It was last year. It was an exciting travel.
- Mary: Have you ever cooked a meal for your family?  
Karl: Yes, I have.  
Mary: Why did you cook?  
Karl: Because my mother was ill and I wanted to help her.



## UNIT 9

### SUCCESS STORIES

#### A LIVING SCIENTIST

#### A) Macy wants to be a scientist. Read her letter and put the sentences in the correct order.

- I have never been a member of a research team before.
  - I am fifteen years old and I live in Essex.
  - My hobbies are reading scientific magazines and watching documentary films.
  - Dear George,
  - I am writing to you because I want to be a member of your project.
  - Yours sincerely,
  - I've read about your research in the magazine.
  - Please choose me for your project.
  - Macy.
  - I've never joined a project before.
- (Sıralama değişebilir.)



#### B) Read the dialogue and choose the correct word.

- Phil: How long have you been / yet in this research project?  
Macy: I am / have been in this project for about a month now.  
Phil: Why do you join / have you joined this project?  
Macy: Well, I am / have been very interested in science projects since my early ages.  
Phil: How old are / were you?  
Macy: I will be / am sixteen years old next week.  
Phil: What are / have been your hobbies?  
Macy: I like read / reading scientific magazines.  
Phil: I see you're working in the laboratory.  
How long / When have you been here?  
Macy: Since / For 2 o'clock.  
Phil: Thank you for this interview, Macy.  
Macy: I thank you. Bye.



#### C) Read the text about a famous Turkish scientist.



Prof. Dilhan Eryurt was born in İzmir in October 29, 1926. She was very interested on mathematics from her early ages. She graduated from Ankara High School and went to Istanbul for her higher education. She was a student at "High Mathematics and Astronomy" faculty at Istanbul Technical University. After she graduated from the university, she came to Ankara with her professor. She was the assistant of him and they opened an "Astronomy Department" in Ankara University. She won the "National Academy of Sciences" scholarship and went to the United States of America. She worked in "Goddard Space Research Institute" in NASA, New York. She worked for seven years there and she became an assistant professor. Then, she went to Canada and she met the real astrophysics and the computer there for the first time.



She worked as a guest professor at the Middle East Technical University (METU), Physics Department in 1968 for a year.

Then, in 1973 she came back to this university again and founded "Astrophysics Department". She was the head of "Physics Department" in 1988 and she was the dean of "Science and Literature Faculty" for 5 years. She retired in 1993.





### D) Answer the questions about Prof. Dilhan Eryurt.

1) Where was Prof. Dilhan Eryurt born?

She was born in İzmir.



2) Which faculty did she graduate from?

She graduated from the faculty of High Mathematics and Astronomy.

3) Where did they open an astronomy department?

They opened an astronomy department in Ankara University.

4) How many years did she work in NASA?

She worked in NASA for seven years.

5) Where did she first see a computer?

She first saw a computer in Canada.

6) What did she found in the Middle East Technical University?

She founded "Astrophysics Department" in METU.



### E) Choose the correct word for the blanks.

- He \_\_\_\_\_ a prize in 1990.  
a) founded b) **won** c) bought
- He has \_\_\_\_\_ a surgeon since 1982.  
a) made b) seen c) **been**
- He \_\_\_\_\_ the physics department.  
a) found b) **founded** c) formed
- He \_\_\_\_\_ a lot of surgeons.  
a) **trained** b) achieved c) joined
- He \_\_\_\_\_ brain tumors.  
a) helped b) made c) **treated**



### H) Put the missing letters and find the words.



I) Complete these sentences with some of the words in the puzzle. Use them in their correct forms.

- He is a famous surgeon. He performs operations.
- After the accident, he became deaf. He can't hear anything now.
- Which doctors are treating her for her illness?
- Yidneys are the two organs in our lower back.
- The surgeon operated on Taylor's knees last week.

J) Read the poem and write your "success" poem.



### F) Read the text and fill in the blanks with the words in the box.

Marie Curie (1867-1934)

discovered / born / died / finished / helped / was / married / shared / went / came



Marie Skłodowska was born in Poland in 1867. She finished high school at the age of fifteen with the highest honour degree. Her family always helped her in her education life. They knew that their daughter was a very clever person. They left their country and went to France for her university education. Her dream came true. She was a student at Sorbonne, the worldwide famous university in Paris. She married a French research scientist, Pierre Curie. They shared the life and the work. Together they discovered two new elements; polonium and radium. She was the first major female scientist in modern times. Radiation treatment and X-rays are possible inventions of her work. Radium was a part of her work. In 1934, she died because there was so much radium in her body.



### G. Write questions with "ever" and answer them.

- eat / Chinese food  
- Have you ever eaten Chinese food?  
\_\_\_\_\_
- win / a competition  
- Have you ever won a competition?  
\_\_\_\_\_
- climb / a mountain  
- Have you ever climbed a mountain?  
\_\_\_\_\_
- chat / on the Internet  
- Have you ever chatted on the Internet?  
\_\_\_\_\_



## UNIT 10

### READING FOR ENTERTAINMENT

#### A MODERN SHORT STORY

A) Read the paragraphs of the story, put them in the correct order and write numbers.

#### Why Are the Oceans Blue?

1 "I have an idea. If you give me some of the bright colours of your fish, you can use a part of my colour. So you can turn your waters blue to hide your fish."

2 Next, they went to the mountains and forests, but they couldn't help. Finally they went to the sky. The blue sky was both beautiful and clever. After the sky listened to the oceans, she answered:

3 The oceans agreed and they have been blue since that day. The fish were happy because the earth's blue oceans have been a home to many underwater creatures. And the sky has its colourful rainbows.

4 Each ocean sent a messenger to the other elements. First they went to the "land". "Can you help us to protect our fish?" they asked. "If I share my soil with you, the oceans will become muddy and your fish will not see each other in darkness." said the land. "Oh, no!" answered the oceans.

5 A long time ago, the four oceans were crystal clear. They had no colour. You could see underwater fish easily from above because the fish had different bright colours. People liked the sight very much. They were happy to see them, but the fish were not happy. They had only a few places to hide from fishermen in the transparent seas. The fish were in danger because fishermen wanted to catch more and more fish.





## B) Read the story and choose the correct alternative.

Yesterday the doorbell (~~was ringing~~ / rang) when I (was having ~~had~~) breakfast. While I (was going / ~~went~~) to answer it, I (~~was falling~~ / fell) over a group of books in the corridor.

When I (~~was getting~~ / got) to the door, there was no one there, but the postman (was getting / ~~got~~) back into his van. I (~~was driving~~ / ran) after him, but he (~~wasn't hearing~~ / didn't hear) me and (~~was driving~~ / drove) off. So I (~~was going~~ / went) back home. When I (~~was getting~~ / got) there the door was shut and I (~~was realising~~ / realised) that I didn't have my key. My son was in the house, so I (~~was ringing~~ / rang) the bell, but he (~~wasn't answering~~ / didn't answer). He (was listening / ~~listened~~) to music and (~~wasn't hearing~~ / didn't hear) the bell. I (~~was remembering~~ / remembered) that the kitchen window was open, so I (~~was going~~ / went) round to the back to try and get in that way. While I (~~was climbing~~ / climbed) in the window, the electricity man (~~was arriving~~ / arrived) to read the meter and I (~~was explaining~~ / explained) the situation to him. Did he believe me? I still don't know it. Finally I (~~was getting~~ / got) in and found the cats on my table. They (~~were eating~~ / ate) my breakfast. Then, the doorbell (~~was ringing~~ / rang) again.



## C) What are they saying? Read the letters, find out and write.



Are you OK?



I see you.

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## F) Read the short jokes and choose the correct last sentence for each joke.

1. A man goes to a doctor and says: "Doctor when I touch my body parts, it hurts." The doctor asks: "What do you mean?" The man says: "When I touch my shoulder, it really hurts. If I touch my knee, OUCH! When I touch my head it really, really hurts." The doctor says: "I know your problem. You have broken your finger."

- You are ill.
- You must see a doctor.
- You have broken your finger.
- You can't write.



2. Teacher: Did your father help you with your homework?  
Student: No, he did it all himself.

- my brother helped himself.
- he likes doing homework.
- he can do homework very well.
- he did it all himself.



3. Man: Excuse me, I saw your finger in my soup when you were carrying it.  
Waiter: Oh, that's okay. The soup isn't hot.

- The soup is delicious.
- The soup isn't hot.
- My finger is dirty.
- My finger feels hot.



4. Teacher: Why are you late?  
Student: There was a man. He lost his money. \$100!  
Teacher: Were you helping him to look for it? That's nice.  
Student: No. I was standing on it.

- No. I was standing on it.
- No. I was looking at the money.
- Yes, it was interesting.
- Yes, it was in my hand.



## G) Choose the correct alternative.

- The story ends ~~mysterious~~ / mysteriously.
- She can swim ~~good~~ / well.
- She is a good / ~~well~~ swimmer.
- My mother drives ~~careful~~ / carefully.
- He is a funny / ~~funny~~ boy.
- He was talking ~~angry~~ / angrily. I heard him.
- She plays the piano ~~beautiful~~ / beautifully.
- The journey was dangerous / ~~dangerous~~.

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## D) Change two sentences into one. Use "too ... to".

- I am very bored. I can't finish this story book.  
I am too bored to finish this story book.
- I am very sleepy. I can't drive.  
I am too sleepy to drive.
- My grandmother is very old. She can't travel.  
My grandmother is too old to travel.
- Sandra is very ill. She can't work.  
Sandra is too ill to work.
- I am very tired. I can't listen to you.  
I am too tired to listen to you.
- You are very hot. You can't play football.  
You are too hot to play football.
- The baby is very hungry. She can't sleep.  
The baby is too hungry to sleep.
- This problem is very difficult. I can't solve it.  
This problem is too difficult to solve.



## E) Make sentences with "too ... to".

- This soup / salty / eat.  
This soup is too salty to eat.
- That lamp / hot / touch.  
That lamp is too hot to touch.
- This box / heavy / lift.  
This box is too heavy to lift.
- These trousers / small / wear.  
These trousers are too small to wear.
- This cat / small / climb a tree.  
This cat is too small to climb a tree.
- My brother / young / drive a car.  
My brother is too young to drive a car.
- That car / old / finish the race.  
That car is too old to finish the race.
- The sea / cold / swim.  
The sea is too cold to swim.



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## H) Read the story of tomatoes and match the questions and answers.

Tomatoes came to Europe from South America. The Aztecs grew tomatoes over 1000 years ago. Tomatoes came to Europe on Spanish ships in the 16th century.

Tomatoes became popular in Europe quickly. The French loved the tomatoes and called them "love apples". The Germans called them "apples of paradise". And the British thought that they were beautiful, but poisonous. The Italians made tomato sauce and put on their pasta.



- |   |   |
|---|---|
| A) When did tomatoes come to Europe?          | 1) They thought that tomatoes were harmful.   |
| B) How did tomatoes come to Europe?           | 2) They called tomatoes "love apples".        |
| C) What did the French call tomatoes?         | 3) They came to Europe in the 16th century.   |
| D) What did the Germans call tomatoes?        | 4) They made tomato sauce.                    |
| E) What did the British think about tomatoes? | 5) They came to Europe on Spanish ships.      |
| F) What did the Italians make from tomatoes?  | 6) They called tomatoes "apples of paradise". |

A	B	C	D	E	F
3	5	2	6	1	4

## I) Read the story of potatoes and write questions for the answers.

The Aztecs also grew potatoes. Potatoes came to Europe on Spanish ships in the 16th century, too. When the Spanish brought the potatoes to Europe, they did not use them for food. They used the potato as a plant to decorate their houses. When the British first ate potatoes, they were ill. They ate the wrong end of the plant. They ate the leaves and the stems. They didn't know that the leaves and the stems of the potato were poisonous.



- Where did potatoes first grow? Potatoes first grew in South America.
- When did potatoes come to Europe? They came to Europe in the 16th century.
- How did potatoes come to Europe? They came to Europe on Spanish ships.
- Why were the British ill? They were ill because they ate the wrong end of the plant.

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UNIT 11

PERSONAL GOALS

KNOWING WHAT YOU WANT

A) These people are looking for jobs. Read the advertisements, match them with the jobs and write numbers.

1 Ronald : 18 years old / speaks French well / is free for three months in the summer

2 Mark : 17 years old / would like to practise his French for a few weeks

3 Steve : 19 years old / would like to work abroad for three weeks / is interested in help organizations

4 Candy: 18 years old / would like to work abroad for a few months in winter

1	2	3	4
a	c	d	b



**Hotel Dreamland -Italy**  
waiters / waitresses - around \$100 per week - 12 hours per day, six days per week - free bed and meals - knowledge of English, German, French or Italian necessary - 3 or 6 months between end of March and end of October

A

**The Palace Hotel - Germany**

cleaners wanted - 8 hours per day - 5 days per week - \$700 per month - no bed and meals - work for 6 weeks - languages not necessary

B



**Holiday Work - France**  
grape pickers wanted - from September - for 2-3 weeks - 9 hours per day - 5 days per week - free bed - no meals - \$20 per day

C

**Better World Organization - Spain**

International work camp in Libya for building schools and youth centers - 6 hours per day - free bed and meals - no money

D



D) Join these sentences. Use "too" or "enough".

- Marie couldn't sleep. She was too worried.  
Marie was too worried to sleep.
- Caroline can't get that job. She is not good enough.  
Caroline is not good enough to get that job.
- I can't do any more work. I'm too tired.  
I'm too tired to do any more work.
- Tom couldn't pay the bill. He didn't have enough money.  
Tom didn't have enough money to pay the bill.
- I can't see you tonight. I am too busy.  
I'm too busy to see you tonight.
- David couldn't repair the car. He didn't have enough tools.  
David didn't have enough tools to repair the car.
- I visited all the museums. I had enough time.  
I had enough time to visit all the museums.
- My brother can't play basketball. He is too short.  
My brother is too short to play basketball.
- I don't want to go home. It is too early.  
It is too early to go home.
- We can't play the game. We haven't got enough players.  
We haven't got enough players to play the game.

B) Read the job descriptions again and answer the following questions.

- Which job pays the best?  
"Job B" (at the Palace Hotel) pays the best.
- Which job does not pay?  
"Job D" does not pay.
- Which job does not give food and a place to stay?  
"Job B" does not give food and place to stay.
- Which job gives a place to stay but not food?  
"Job C" gives a place to stay but not food.
- Which job expects the most work per day?  
"Job A" expects the most work per day.

C) Complete the sentences. Use "too" or "enough".

Read these examples.

This suitcase is big enough. I can put all my clothes in it.

This suitcase isn't big enough. It is too small.



- You can't change your job now. Because it is too late (late).
- We didn't buy the car because it wasn't big enough (big).
- I couldn't see her because it was too dark (dark).
- He can play in the team because he is tall enough (tall).
- I couldn't lift the boy because I wasn't strong enough (strong).
- We didn't go swimming because the weather was too cold (cold).

E) Read the information and write sentences about Carl's plans for future. Use "in order to".



Plans:

- study books on business
- get to work earlier
- work harder
- take regular exercise
- think positively

Goals:

- be more successful
- do a lot of work
- achieve more
- keep fit
- feel better



- He is going to study books on business in order to be more successful.
- He is going to get to work earlier in order to do a lot of work.
- He is going to work harder in order to achieve more.
- He is going to take regular exercise in order to keep fit.
- He is going to think positively in order to feel better.

F) Read the example. Then, complete each sentence. Use the words in the box.

We went to the library in order to borrow some books.

buy a car / go to sleep / get some petrol / make some tea / look beautiful / buy some bread

- Lily is going to wear a dress in order to look beautiful.
- My mother sometimes takes a pill in order to go to sleep.
- I'll put the kettle on in order to make some tea.
- Charles is borrowing some money in order to buy a car.
- My father stopped at a gas station in order to get some petrol.
- I must go to the baker's in order to buy some bread.



G) Complete these sentences.

(Cevaplar öneri niteliğindedir.)

1. I am learning English in order to get a better job.
2. She is going on a diet in order to lose weight.
3. We all sat down in order to listen to his story.
4. I went to the grocery store in order to buy some food.
5. I need some money in order to buy some new clothes.



H) Fill in the blanks with the words in the box.

because / but / so / and / in order to / if / while / after / before / when

1. I can't go out for dinner because I haven't got any money.
2. Alex was late, so he was in a hurry.
3. If you are ready, we can start now.
4. Our house was small, but we were happy there.
5. Please look after my cat while I am away.
6. I fell in love after we met.
7. Come home before your father comes home.
8. I am very tired and sleepy. I can't come with you.
9. I cooked some vegetables in order to make my mother happy.
10. We'll leave when she comes.



I) Fill in the blanks with suitable verbs.

I am going to be a nurse because I like being with people. I think I will work in a hospital in another city. Being a nurse is a difficult job, but I am sure I will be a good nurse. I expect I will work hard. The doctors will treat the patients and I will help the doctors. I will make the patients' beds and give their medicine. I must study hard to pass my exams and be a nurse.

(Cevaplar öneri niteliğindedir.)

B) Read the first part of a real story. Then, fill in the blanks with the words from the box.

pessimistic / playful / shy / better / friendly / excited

Mike Talks to the Dolphins

Mike was a nervous and a shy child. He was pessimistic about life and he didn't talk much. He was not sociable before he first met the dolphins. When he was nine years old, Mike went to "Sea World" in Los Angeles. At the dolphin show, he was very excited and surprised by the energy of the beautiful animals. They were full of energy and they played with balls. They smiled at Mike and their smile said: "We like you. You are our friend." The playful animals filled him with happiness. He spent an exciting day there. Mike felt better after that. When he was twelve, they moved to San Diego. One day his father took him to "Sea World" in San Diego. If they want, children can stay in the pool to play with the dolphins in San Diego Sea World. When Mike met the dolphins in the dolphin pool, he was very happy again. He felt over the moon. The friendly dolphins were in the pool. They came near Mike to play with him.



C) Read the text and put the verbs in parenthesis in the correct form.

First Touch

A little later Mike was (be) in the pool, a big dolphin swam (swim) towards him. It came (come) near and it didn't move (not move) for a few minutes. It talked (talk) with its eyes and said (say): "Let's be friends! Can I touch you?"

Mike put (put) his hand in the water. He touch (touch) the dolphin's skin and the dolphin came (come) closer. It was a moment of great happiness for the young boy. After that, Mike went there three times a week.

PERSONALITY TYPES

IDENTIFYING STRENGTHS AND WEAKNESSES

A) Read the text and write a word from the box to complete the sentences.



Kim was not very happy about her new baby brother because he was screaming too much. Mum was spending all of her time with the baby and Kim was tired of this situation. Then, she decided to do something. She put her favourite clothes in her backpack and she went to her friend's house. Mrs Sweetly, her friend's mother, said: "I understand you, but we should tell your mother about this." Then, Kim's mother came and took her. They went to Kim's favourite café and had lunch together, just the two of them.

Mum taught her about the baby care. She took care of the baby during the day to help her mum. Everything is good now. She is very happy with the baby boy and her family.

love / wise / angry / jealous / better

1. Kim was jealous of her new baby brother.
2. Kim felt angry while she was packing her backpack.
3. Mrs Sweetly gave Kim wise advice.
4. Kim felt better about the baby after she talked to her mother.
5. Kim's mum gave Kim the love and attention she needed.

D) Read the text and choose the correct answers.

Friendship with dolphins changed his personality.

The playful animals quickly became friends with Mike. One day, Sharky, a young dolphin, came very close and her tail was in Mike's hand. And then she stopped. Mike got confused. What did she want to say? Then suddenly the dolphin dived below the surface and pulled Mike's hand and arm underwater. Mike laughed with happiness and pulled his arm and hand back. The dolphin quickly dived again. Mike pulled back. It was like a game. Mike enjoyed this game. Sharky came to the surface to breathe. She put her tail in Mike's hand again. What did she want to say?

1. If you get confused you \_\_\_\_\_.  
a) don't know what to do    b) feel happy
2. The surface is \_\_\_\_\_ part of something.  
a) the bottom    b) the top
3. To dive is \_\_\_\_\_.  
a) come up to the surface    b) go under the surface
4. Sharky wanted to say "\_\_\_\_\_."  
a) Let's play the game again    b) Don't do this again



E) Match and make sentences for yourself.

What do I do?

- smile
- don't sleep
- jump
- cry
- yawn
- shake my fist
- don't talk
- laugh
- sleep
- don't smile
- don't laugh

How do I feel?

- happy
- sad
- bored
- angry
- worried
- pleased
- relaxed
- tired
- frightened
- excited
- sleepy

I cry when I am sad.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Oğuzhanlır, Karadöküme göre cevaplayınız.



F) Who says what? Match the character words with the sentences.

- I am sure there will be bad days in the future.
- Everything will be better in our life.
- I don't like being in a group of people.
- I know nobody can help me. I want to cry.
- I don't like helping and talking to friends.
- I love being with people.
- I only care about myself and not about other people.
- Please, you have the last piece of the cake.
- Oh, I want to dance and sing. I love everybody.
- You can come and visit me when you need.

- selfish
- unselfish
- happy
- unhappy
- friendly
- unfriendly
- sociable
- unsociable
- optimistic
- pessimistic



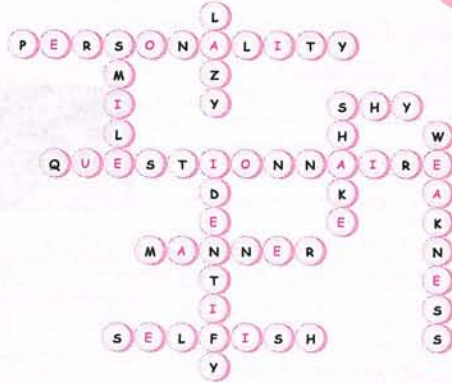
1	2	3	4	5	6	7	8	9	10
j	i	h	d	f	g	a	b	c	e



G) Fill in the blanks with suitable words.

- Mark never helps his mother at home. He is lazy.
- You can see the warm smile on her face. She is really happy.
- You can share all your problems with him. He is friendly.
- My grandmother spends all her money for her grandchildren. She is generous.
- When you ask him about the future, he always says good words. He is optimistic.

H) Put the missing letters and find the words.



I) Complete these sentences with some of the words in the puzzle. Use them in their correct forms.

- Jack smiled at me happily and waved.
- They have different personalities, but they are friends.
- He is a shy man and he doesn't talk to strangers.
- It is a bad manner to talk with your mouth full.
- He always thinks of his needs first. He is a selfish man.

J) Read this poem. Write a poem for your personality.



UNIT 13

LANGUAGE LEARNING

A GOOD LANGUAGE LEARNER

A) Read the text and fill in the blanks with the verbs in the box.

study / translate / help / go / use / understand / do / speak / practise / invite / worry

How to be a good language learner?

Here are some useful tips. They can help you to learn English. Firstly, you must often speak English. Invite a pen friend to visit you and try to speak to tourists, too. When you speak English, you shouldn't worry about making mistakes. You shouldn't try to translate everything into your own language. You should practise hard at school and study the new knowledge. When you don't understand a word, you can use a dictionary. Don't work too hard. When you have a test, don't go to bed late. You will do better at the test if you are not tired.



B) What do your classmates think? How many of them agree with these sentences? Write their ideas. Use "all/most/some/none/one of us".

- Learning English will be more important than learning our own language.  
None of us thinks learning English will be more important than learning our own language.
- Children will learn English from the age of 8.  
\_\_\_\_\_
- We'll use English for our jobs.  
\_\_\_\_\_
- All students will go to England for English courses.  
Öğrenciler kendilerini göre cevaplayacaklardır.
- Our English marks will be better than the other lessons' marks.  
\_\_\_\_\_

C) Read the text and fill in the blanks with suitable words.

I started learning English when I was 12 years old. It was 6 years ago. At first, I liked it because we sang songs, we played games, but in the second year, we learned a lot of new words and we did a lot of exercises. It was hard for me. Last year there was a lot of reading, listening, speaking and writing activities, so I improved my English more. I can understand simple articles from magazines or newspapers easily. I can write some paragraphs, too. Last summer I spoke to some tourists. They understood me and I understood them.

I also found an English pen friend, Mark, on the Internet and we sent an e-mail to each other once a week.

Mark's family have invited me to England, so I have worked very hard for 3 months. If I get good marks, my grandparents will buy my ticket to England. I think they are proud of me, so I hope I will do well.

Next year we will have fewer English lessons so I'm going to join the English club at school.



D) What about you? How can you use your English? Write about it.

I \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Öğrenciler kendilerini göre cevaplayacaklardır.*



## E) Match the pictures and the paragraphs.

### Sign Language



**a** Signs are important for drivers. This policeman is making a sign to the driver of the car. He means "Stop!". The driver understands.

Some signs are like pictures. You can see some of them in this picture. Drivers must understand all of them and they do. Do you understand them?

**b** He is talking with his hands. He is deaf. He cannot hear. He is using a language called "sign language". Many deaf people use it. The man in the picture is saying: "How are you?"



**c** The gorilla in this picture is making signs with its hands. The signs mean "Go away!". These men understand this sign language.

**d** This man is using sign language, too. He means "I like it!". The other men do not understand his words, but they understand his sign language.



1	2	3	4
c	d	b	a

## F) Write true (T) or false (F).

- Animals can't use sign language. (F)
- The man in picture 3 is saying: "Hello." (F)
- Deaf people cannot see. (F)
- Some traffic signs are like pictures. (T)

## G) Answer these questions.

- Do the men understand the gorilla's signs?  
Yes, they do.
- What is the man in Picture 2 saying?  
He is saying "I like it."
- Do the drivers understand the traffic signs?  
Yes, they do.
- Do you understand all the traffic signs in Picture 4? What do they mean?  
Yes, I do. / No, I don't.  
They mean: "Do not turn right," "Stop," and "You can cross the street here."

## H) Read the dialogues and complete them.

- Tom : What language do they speak ?  
Mary : Spanish.
- Kelly : What languages do you speak?  
Juan : I speak Spanish and English . What about you?  
Kelly : I speak French , Italian and a little English.



- Tom : What does this sign mean?  
Mary: It means telephone.
- Tom : What about this sign ?  
Mary : Oh, that means "dollars".  
Tom : Thanks.



- Mary : Do you understand this sign?  
Tom : Yes, of course.  
Mary : What does it mean ?  
Tom : It means "I love you."



- Mary : Excuse me. I don't understand this sign.  
Man : I think it means "food".  
Mary : Oh, thanks.  
(Cevaplar öneri niteliğindedir.)



## D) What do they mean? Write sentences.



He means "Come here". He means "I can't hear you". They mean "Goodbye".

**A riddle**  
It comes three times in a centimetre, twice in a metre and only once in a mile.  
What is it?  
The answer: The letter "E"

# UNIT 14 PRECAUTIONARY MEASURES

## SENSIBLE PRECAUTIONS

### A) Answer these questions.

- Do we use electricity every day?  
\_\_\_\_\_
- Is life possible without electricity?  
\_\_\_\_\_
- Do we use a lot of electricity in our kitchens?  
\_\_\_\_\_



### B) Read the text and answer the questions.

**Electric Power**  
Most of us use electricity every day. We know it is always there. We only push a button and the lights or the TV set is on. Where does this magic power come from?

It comes along wires from power stations. These power stations use coal, gas, oil, water or nuclear energy. Power stations can be hundreds of kilometers away, but the electrical power still gets to our homes.

Some scientists have developed a lot of new machines. These machines make electricity because they use the power of the sun, the power of the wind, the power of the rivers and waterfalls and the power of ocean waves. These ways are precautions to protect environment. They are environmental friendly ways to produce energy.

- How does electricity come to our houses?  
Electricity comes to our houses along wires.
- What do we do to turn the TV set on?  
We push a button.
- Can we get electricity from the power of water?  
Yes, we can.





### C) Complete these sentences with the words in the box.

stations / solar / mountains / power / wind / machines / electricity

- Scientists have developed machines to make electricity.
- Some simple machines use the power of the water, the sun and the wind.
- Small power stations are very good for small towns and villages.
- In mountain villages people use the power of the wind.
- There is a lot of wind high up in the mountains.
- Scientists will build giant solar power stations in space.
- Windmills make a lot of electricity on small islands.



### D) Read the text and complete the questions for the answers.

In electric power stations, people use coal and oil. Coal and oil produce a lot of smoke. This smoke contains much acid. They use filters, but a lot of acid goes into the air. Clouds carry the acid from one place to another. When it rains, the acid comes down with the rain. As a result, trees in the forests and fish in the rivers die. Many people are against electric power stations.

- How does the acid come down ?  
The acid comes down with the rain.
- What do people use in electric power stations ?  
They use coal and oil.
- What do clouds carry ?  
Clouds carry the acid.
- Why do trees die ?  
Trees die because there is the acid rain.
- Do fish in the rivers die ?  
Yes, fish in the rivers also die.



### E) Read the riddle and guess. What is it?

I often make loud noise, but I never cry.  
I lie in my bed, but I never sleep.  
My head is large, but my mouth is larger.  
I have no feet, but I run.  
If it rains more, I move more.

It is a river.

### F) Read the texts and answer the questions.

March 22, is the World Day for Water or World Water Day. The UN (United Nations) first announced "The World Day for Water" in 1992. Every year on this day the UN invites its members for some activities. The members talk about some suggestions and some precautions to prevent water shortage. Safe water is another topic in these meetings. They think all people in the world must use water without danger. Water must be away from illnesses.

April 22 is the Earth Day. Americans announced this day as "Earth Day" in 1970 first. Twenty million young people believe that the Earth's natural resources were dying. They were right then and they are right now. On that day there are some activities and forums.

People learn what to do to protect the environment. The United Nations also invite its members for some suggestions, too.

- Have you ever heard about "World Water Day"?
- Can you drink tap water in your house?
- What should you do to save water?
- Have you ever heard about "Earth Day"?
- What is happening to Earth's natural resources?



### G) Read a part of a letter. Somebody wrote it in 1854.

Then, write a paragraph about what we can do to clean the environment.

This is what we know:  
The Earth does not belong to man.  
Man belongs to Earth.  
This is what we know.  
All things belong to Earth.  
Connected in a family.  
What happens to the Earth  
Happens to the sons of Mother Earth.  
Happens to all living things.  
Man is only a particle of life.  
What he does to Earth  
He does to himself.  
This is what we know.



### H) What should we do to save our planet?

Read the list and add three more precautions.

- Think of the forests. Use less paper, waste less paper.
- Save energy. Turn off the lights when you leave a room.
- Wash your clothes in warm water rather than hot water.
- Talk to your friends and organize an environmental projects.
- Find out and talk to your friends about recycling.
- Do not leave your computer on when you don't use it.
- Use environmentally friendly chemicals.
- Plant trees.  
(Cevaylar österi nitelligindir.)



### I) Read the text and write true (T) or false (F).

Recycling is a process of collecting used materials and using them again to make new products. Recycling saves our natural resources. It is possible to recycle bottles, aluminium, paper, glass, plastic etc.

Don't forget the three Rs.

**REDUCE!**  
**REUSE!**  
**RECYCLE!**



- People can't use used materials again. (F)
- Recycling helps to protect the environment. (T)
- People should use the natural resources less. (T)

### J) Read these precautions. What are they for?

- Sit under a strong table or desk.
  - Stand inside the frame of the door.
  - Don't run outside. There may be falling objects.
  - Learn first aid.
  - Learn to shut off water, gas and electricity
- These precautions are for the earthquake.



First Aid

### K) Put the missing letters and find the word.



### L) Complete these sentences with some of the words in the puzzle.

- Don't go there. There is a danger of fire.
- They have built a shelter for homeless animals.
- They recycle old newspapers and make new materials.
- Can you take all the precautions against the disasters?
- Always and everywhere safety first!

### M) Read this poem and learn the meanings of "tremble" and "bow".



Who has seen the wind?  
Not I, not you.  
But when the leaves are trembling,  
The wind is passing through.  
Who has seen the wind?  
Not I, not you.  
But when the trees bow their heads,  
The wind is passing through.



UNIT 15

PREFERENCES

HOLIDAY ACTIVITIES

A) Read the text and choose the correct answers.



Holiday is running away from the routines of everyday life. But for school children it means "no school." For adults, it means "a free time" because they don't go to work then. For most of us it means a chance to go away from home, to see grandparents in the country, to visit friends, to travel to other countries, to go to the seaside or the mountains.

The word holiday comes from HOLY DAY. Hundreds of years ago, in Europe, people took a day of rest on a holy day. Holy day was a special religious day for them.

Nowadays people take holidays for many reasons. In most countries many people have holidays each year for one, two or more weeks.

- School children like holidays because b.
  - they can go to different places
  - there is no school
- Holidays are important for adults because a.
  - they don't go to work
  - they see different places
- "Holy Day" means a.
  - an important day for Europeans
  - a free day for children



B) Complete these sentences.

- Some people take their holidays in summer because the weather is hot and they prefer summer holiday activities.
- Some people take their holidays in winter because they like winter holiday activities.
- Some people go to small towns because they don't like crowded places.
- Some people go to big towns because they prefer busy cities with a lot of people.

(Cevaplar öneri niteligiindedir.)

C) Read the information about Malta and answer the questions.

MALTA

Malta is in the Mediterranean Sea between Sicily and North Africa. It is very popular for holidaymakers. Malta has a rich history.



Weather	: Malta has a dry warm weather. The hottest months are July and August.
Food	: Enjoy the delicious bread and local drinks.
Sport	: There are all kinds of water sports: swimming, sailing, windsurfing and scuba diving. You can also play tennis and golf.
Shopping	: Valetta is the main shopping center. Malta is famous for its glass work and silver.
Sights	: There are many historic places to visit in Malta.
Entertainment	: There are cinemas, discos and cafes.
Resorts	: Sliema-most popular area for shopping. St Paul's Bay-shops, cafes and restaurants. Mellieha-place for water sports

1. Which resort in Malta would you like to go to?

I'd like to go to St Paul's Bay.

2. What would you like to do there?

I'd like to see the shops, restaurants and cafes.

3. Would you rather go shopping or visit historic places?

I'd rather visit historic places.

4. Which beach is best for swimming and scuba diving?

Mellieha is best for swimming and scuba diving.

5. What would you like to do in Valetta?

I'd like to buy silver work.

(Cevaplar öneri niteligiindedir.)



D) Read the advertisement for Bulgaria and write a similar one for Turkey.

<b>BULGARIA</b>		Ideal for the whole family Enjoy the beauty of old Sozopol.
Sunny holidays		Enjoy its sunny beaches and ancient history.
The best beaches		Enjoy Bulgarian folk music and dances.
The friendliest sea		Stay in real Bulgarian houses.
Nice hotels		Buy traditional clothes.
Exciting trips		Discover the camping areas.
First-class food		

<b>TURKEY</b>	(Cevaplar öneri niteligiindedir.)	
Beautiful cities	Enjoy the beauty of the Bosphorus.	
Sandy beaches	Enjoy the rich museums.	
Clean sea	Enjoy the archeological sites.	
Luxurious hotels	Enjoy the Turkish culture.	
The most delicious food	Stay in fantastic hotels.	
Exotic sites	Buy interesting souvenirs.	

E) Write 5 holiday activities for each group.

Holiday activities at sea:

- swimming
- playing beach ball
- wind-surfing
- diving
- riding banana boat

Holiday activities on land:

- hiking
- cycling
- playing balls
- skiing
- climbing

(Cevaplar öneri niteligiindedir.)

F) Put the sentences in the correct order to make a dialogue between the receptionist and the customer.

At a hotel

- Yes, you can have Room 33. You can see the sea there.
- £35 including breakfast.
- Can I book a double room for two nights?
- Yes, of course. Come this way.
- What is the price?
- Can I have a look at it, please?



G) Read the dialogue and complete the second dialogue.

At a restaurant

Waiter : Can I take your order, sir?  
Customer : Yes, I'd like to try the steak, please.  
Waiter : How about the salad?  
Customer : Green salad, please.  
Waiter : Anything to drink?  
Customer : A glass of fizzy drink.  
Waiter : Do you want any sweet?  
Customer : No sweet, thanks.

Waiter : Have you chosen something, sir?  
Customer : \_\_\_\_\_  
Waiter : What would you like after that?  
Customer : \_\_\_\_\_  
Waiter : \_\_\_\_\_ about a drink?  
Customer : \_\_\_\_\_



H) Read the dialogue and choose the correct alternative.

Husband : What would you like / rather have, something cool or hot?  
Wife : I'd rather have something cool / hot. A glass of orange juice perhaps.  
Husband : Would you like something to drink / eat?  
Wife : Yes, I'd like a piece / one of chocolate cake.  
Husband : Right. I'll bring it over.





I) Complete the missing parts in the dialogue.

John : Hi, Mel. I haven't seen you for a long time. Where have you been ?  
 Mel : On holiday.  
 John : Where did you go ?  
 Mel : To Brighton.  
 John : Did you have a good time ?  
 Mel : Yes, we had a very good time.  
 John : What did you do ?  
 Mel : We went fishing and swimming. In the afternoons we explored the villages around Brighton.  
 John : Did you take any photographs ?  
 Mel : Yes, we took a lot of photographs.



J) Add a sentence to each sentence. Use "would rather" and the keywords.

1. My grandmother doesn't want to go out. (stay-home)  
She'd rather stay at home.
2. He likes small hotels. (stay-small hotels)  
He'd rather stay at small hotels.
3. She doesn't want to drink something hot. (have-cold)  
She'd rather have something cold.
4. I don't want to live in a small city. (live-big)  
I'd rather live in a big city.
5. He is wearing a suit, but he doesn't like it. (wear-sports clothes)  
He'd rather wear sports clothes.



K) Complete the dialogue.

Man : Excuse me. How can I go to the Cash Bank ?  
 Policeman : Go straight on. Then, turn right at the corner. The Cash Bank is on the left.  
 Man : Is it far ?  
 Policeman : No, it isn't far.  
 Man : Can I walk there ?  
 Policeman : Yes, you can walk there in five minutes.  
 Man : Thanks a lot.

PERSONALITY TYPES

UNDERSTANDING OTHERS

A) What do you say? Match the problems and the suggestions.

1. I'm unhappy because I couldn't come first in this competition.  
I have worked hard for five months for this competition. I won't enter competitions again.
2. I couldn't study very well for this exam, so I couldn't answer the questions.  
I think I'll get a bad mark. I'm very sorry.
3. What a bad day! I've missed the bus. It is raining and I am late for work.
4. I feel very bad. I have got a terrible headache and I am tired.  
I've taken some medicine, but I don't feel better.
5. I know Alice has got a problem, but she doesn't want to talk to me. I don't know the reason.

1	2	3	4	5
b	a	e	d	c

- a. Don't worry. We can study together, but you should study daily, not just before the exams.
- b. I don't agree with you. You should try it again. I'm sure you will succeed next time.
- c. Perhaps she wants to be alone for a while. I'm sure she'll share her feelings later.
- d. I believe you'll feel better soon. Stay in bed and try to sleep.
- e. I can understand you, but it sometimes happens to everybody. Let's take a taxi together.



CHARLIE CHAPLIN (1889 - 1977)

B) Read the story of Charlie Chaplin and answer the questions.

Part 1

Charlie Chaplin, a famous actor, was very important in the silent-film period.

He was a director, composer, actor, producer and a musician in the early Hollywood cinema period. He acted, directed and produced a lot of silent films. His favourite character was "The Tramp". "The Tramp" was a gentleman, but he had no home, no job and moved from place to place. This character wore a tight coat, very big trousers and shoes, a hard, round, black hat and carried a bamboo walking stick. His signature was toothbrush moustache.

He had an interesting life story. He was born on 16 April 1889 in London. His parents were both entertainers in the music halls. He learned singing from his parents. His parents started to live in different places after a year of his birth. The first four years were happy years in Charlie's life. He lived with his mother and brother. They lived in a comfortable flat. His mother sang in different places and supported their life on this money. Later she became ill and their economic situation became worse. She didn't rest her voice and she went on singing. Charlie was very sorry for his mother because his mother's voice got weaker. Then, she couldn't find a good job.



1. How did Charlie feel before he was five years old?  
Charlie felt happy.
2. How did he feel later?  
He felt sorry.

C) Read the other parts of the story.

Part 2

One evening, while her mother was singing in the theatre, Charlie was in the theatre, too. Normally, Charlie stayed at home while his mother was working, but that evening Mrs Chaplin couldn't find anybody to stay with Charlie. Charlie was 5 years old and he was standing behind the stage and watching his mother. Suddenly, her voice cracked and broke.



She whispered the rest of the words and tried to finish her song. But the audience started to boo. Mrs Chaplin couldn't finish the song and ran behind the stage. She was crying.

D) Guess and write the answers of the questions.

1. How did Mrs Chaplin feel? (Cevaplar öneri niteliğindedir.)  
Mrs Chaplin felt unhappy.
2. How did Charlie feel when she saw her mother's tear drops?  
He felt sorry.
3. Charlie's mother took him to her work. Do you think it was a good idea?  
I think...

E) Find the words in the paragraph with the same meaning as the following.

1. people watching and listening to a singer or an actor : audience
2. to speak quietly : whisper
3. a sound of dislike : boo



## Part 3

The stage was empty now. The audience were angrier than before. The stage manager was in a terrible situation. What could he do to save the situation? Who could go to the stage and sing?

Charlie was standing next to him. Then, he remembered something. Last week Charlie sang for Mrs Chaplin's friend at a party. He quickly took Charlie by the hand and led him to the middle of the stage. Then, he introduced Charlie to the audience and left him there.



### F) Answer the questions.

- How did the audience feel?  
The audience felt angry.
- Do you think they are right?  
I think... / I don't think...
- The manager introduced Charlie to the audience.  
Do you think it was a good idea?  
I think... / I don't think...

*Öğrenciler kendilerine göre cevaplayacaklardır.*

80

## Part 6

Charlie didn't feel shy on the stage. He danced and sang more songs to the audience. One of the songs was his mother's song. His mother tried it before her voice cracked. Charlie imitated his mother's cracked voice. The audience found this very funny and they laughed and laughed. His mother came to the stage to carry him behind.



There was a great applause. They hit their hands together and they shouted.

That night was Charlie's first public performance on the stage and his mother's last.

After many years, he started acting in films in America. He became a successful actor, producer and director of the films.

### I) Answer the questions.

- Which part of Charlie's performance did the audience like most?  
Charlie imitated his mother's cracked voice. The audience liked this part most.
- What do you think about the story?  
Öğrenciler kendilerine göre cevaplayacaklardır.

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## Part 4

Charlie couldn't see anything when he was on the stage because the lights were very bright.

He began to sing. He was a little boy, but the stage was huge. He was alone in the middle of the stage and he was singing sweetly. The audience started to throw money because they wanted to show that they were enjoying the performance. Charlie saw all the money on the stage and he was happy. He stopped singing and said: "First I will pick up the money and then I will finish the song." The audience enjoyed this announcement and laughed. They threw more money to the stage.



### G) Answer the questions.

- What did the audience think about Charlie's performance?  
The audience enjoyed Charlie's performance.
- How did Charlie feel?  
Charlie felt happy.
- What happened next? What do you think?  
Öğrenciler kendilerine göre cevaplayacaklardır.

## Part 5

The stage manager was worried because Charlie stopped singing. He came onto the stage with a big handkerchief and helped the little boy to pick up his money. When Charlie saw the manager while he was picking up his money, he thought that the manager wanted to steal his money. He began to follow him around the stage. The audience thought it was very funny and laughed. They threw more money.



### H) Answer the questions.

- Why was the stage manager worried?  
Because Charlie stopped singing.
- Why did he have a big handkerchief?  
Because he wanted to pick up Charlie's money to help him.
- What happened next? What do you think?  
Öğrenciler kendilerine göre cevaplayacaklardır.



## MY ENGLISH 8. SINIF CD İÇERİĞİ

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