

GRADE UNIT

8

2



Functions

- * **Expressing likes and dislikes**
- * **Expressing preferences**
- * **Stating personal opinions (Making simple inquiries)**



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| | |
|---------------------------|--|
| Grade | 8.2.(1) |
| Function | Expressing likes and dislikes Expressing preferences |
| Skills | Listening Listening: For specific information Speaking : Free speaking for lead in Speaking : Focus on fluency |
| Duration | 25 mins. |
| Materials required | Track 1 for listening Options for listening in activity in Appendix A Table for writing activity in Appendix B |
| Aims | To understand phrases about likes and dislikes To understand phrases about preferences |
| Procedures | <ol style="list-style-type: none"> 1. The teacher starts the activity before listening to the text by asking lead in questions. 2. The teacher plays the track 1 and replays it if necessary. 3. Teacher asks the students to tick the difficulties of Laura's job in Appendix A. 4. The teacher plays the track 1 again and asks the students to answer comprehension questions. 5. The teacher wants the students to ask their partner the questions and tick they like or cross they don't like and 6. The teacher asks the students to talk about the answers as in the example in Appendix B. 7. The teacher asks the students to check their partners' likes and dislikes above and think about a job for them. |



Lead in

Read the quote and answer the question.

“If you love your job, you never work a day in your life.”

*Do you agree or disagree? Discuss.

Appendix A

A. Laura is the guest of a radio show. Listen and tick the difficulties of her job.



Working hours



Don't have a common idea



Working in a group



Money



Sharing ideas



Breaktime



Customers



Appendix B

B. Work in pairs. Answer the questions for yourself at first. Ask your partner the questions and tick if s/he likes, cross if s/he doesn't like. Make a dialogue as in the example.

| Do you like ...? | You | Your partner |
|-----------------------|-----|--------------|
| travelling | | |
| using computer | | |
| meeting people | | |
| riding a bicycle | | |
| working in a team | | |
| repairing things | | |
| helping people | | |
| cooking | | |
| having responsibility | | |
| reading documents | | |

Example:

Do you like riding a bicycle?

Do you like jogging?

Which one do you prefer?

Yes, I do.

Yes, I do.

I prefer jogging to riding bicycle.

C. Check your partner's likes and dislikes above. Think about a job for her/him. Then discuss your decision with your partner.



| | |
|---------------------------|--|
| Grade | 8.2(1) |
| Function | Expressing likes and dislikes Expressing preferences |
| Skills | Speaking Speaking : Free speaking for lead in Speaking to focus on fluency Reading sub-skills: Skimming |
| Duration | 25 mins. |
| Materials required | Text for reading activity in Appendix A Chart for speaking activity in Appendix B Mind map for speaking activity in Appendix C Mind map for speaking activity in Appendix D |
| Aims | To express what they like and dislike To express what they prefer or not |
| Procedures | <ol style="list-style-type: none">1. The teacher asks lead in questions.2. The teacher gives out the Appendix A and asks the students to read the study habits and answer the questions.3. The teacher shows the chart in Appendix B and asks the students to look at the chart.4. The teacher encourages the students to talk about the study habits of successful students about preferences by looking at the chart.5. The teacher asks the students to read the statements in the mind map in Appendix C.6. The teacher asks the students to discuss these statements and asks whether they agree or not.7. The teacher gives out the mind map templates in Appendix D and asks the students to fill in the blanks according to their likes/dislikes and then talk about them. |



Lead in

Answer the questions.

- * What are the common study habits of successful students in your class?
- * Do you have any study habits special to you?

Appendix A

A. Read the study habits and answer the questions.

1 Get Organized.

You should write down assignments, appointments and prepare to-do lists, then review items in your planner.

2 Know the Expectations.

You should feel comfortable approaching teachers with questions about grading and assignments at any time. Your expectations should be clear.

3 Prepare a Study Area.

At home, studying in front of the TV won't be the best use of your time. Provide yourself a quiet, well-lit, a quiet place for study time.

4 Develop a Study Plan.

You should know the timetable of the exams and create a study plan for them. You can use a wall calendar. Don't start to study a night before the exams.

5 Think Positively.

Encourage yourself to think positively when studying for an exam. Get rid of negative thoughts.

6 Practice Active Listening.

You should avoid talking or thinking about problems when listening. If your teacher says, "This is important" or "I'll write this on the board," there's a good chance to see some clues for the exam.

7 Create a Study Group.

You can study in groups to complete your tasks or projects more quickly than study alone.

8 Review Test-Taking Strategies.

There are certain strategies that will help you to manage the stress and do your best on the exam.

9 Read Actively.

Practice active reading by taking notes, the main idea or the words. Make outline of the chapters. And don't forget to write the summary on your own words.

10 Look to the Future.

Set your goals and have regular check in your progress. Your future is not so far off.

Do you

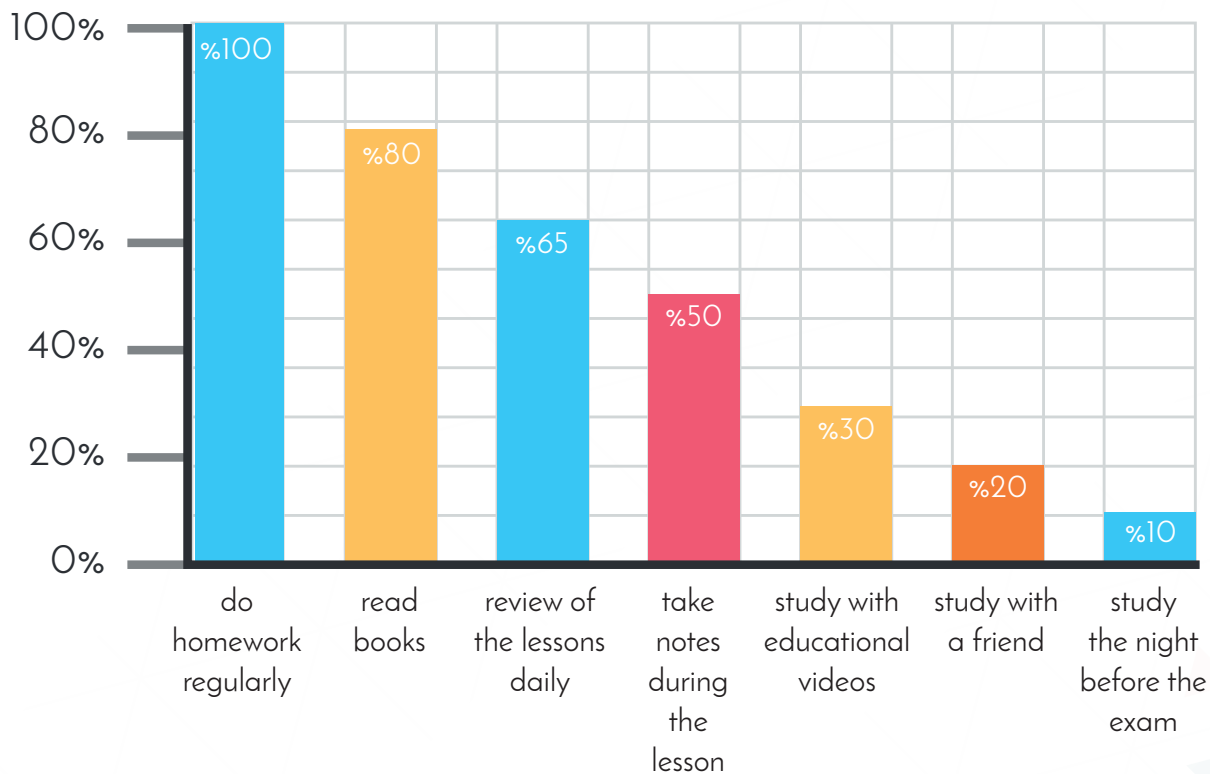
1. get organized?
2. know the expectations?
3. prepare a study area?
4. develop a study plan?
5. think positively?

6. create a study group?
7. practice active listening?
8. review test-taking strategies?
9. read actively?
10. look to the future?



Appendix B

B. Look at the chart and talk about the study habits of successful students.



Example:

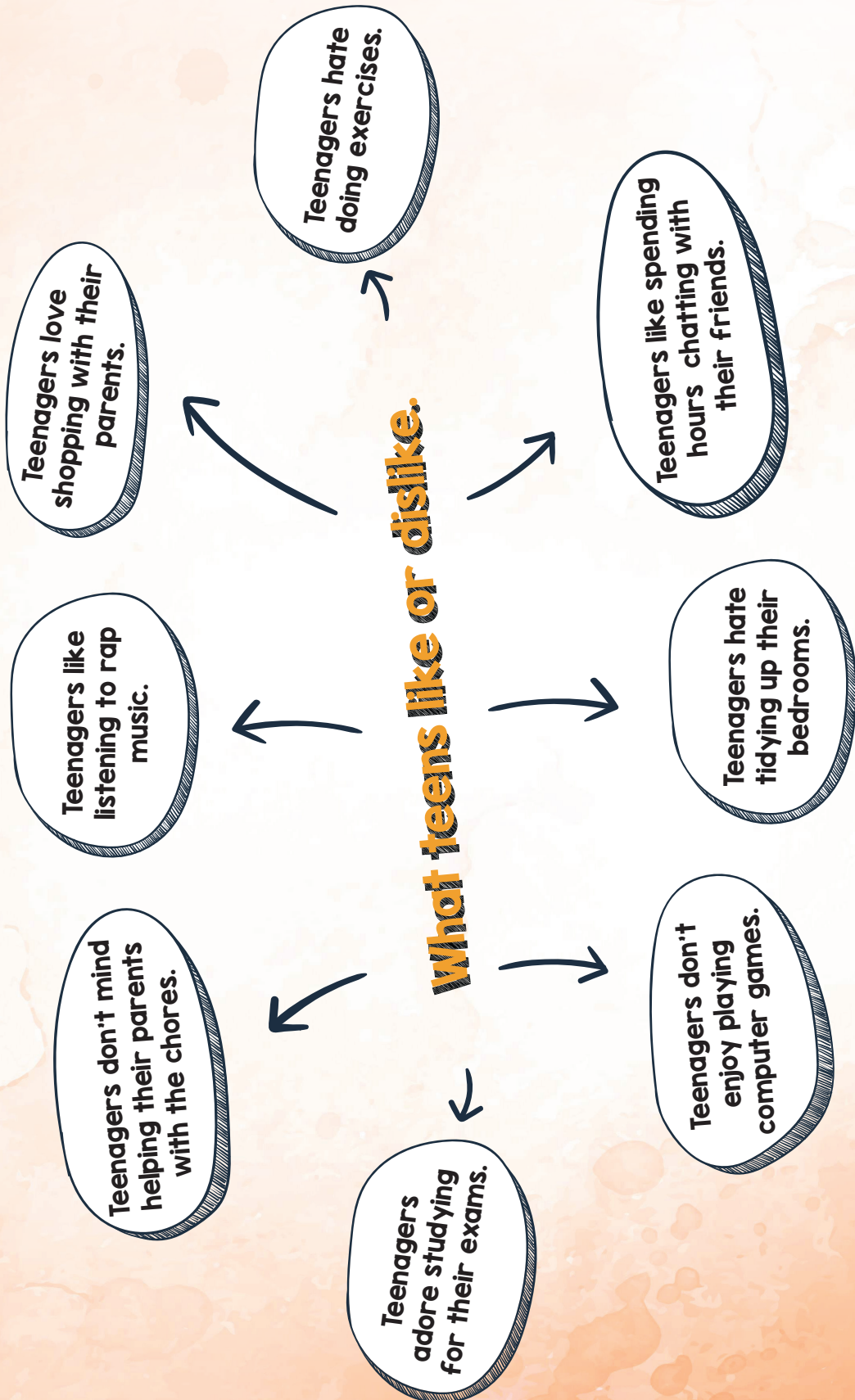


Students prefer taking notes to studying the night before the exam.



Appendix C

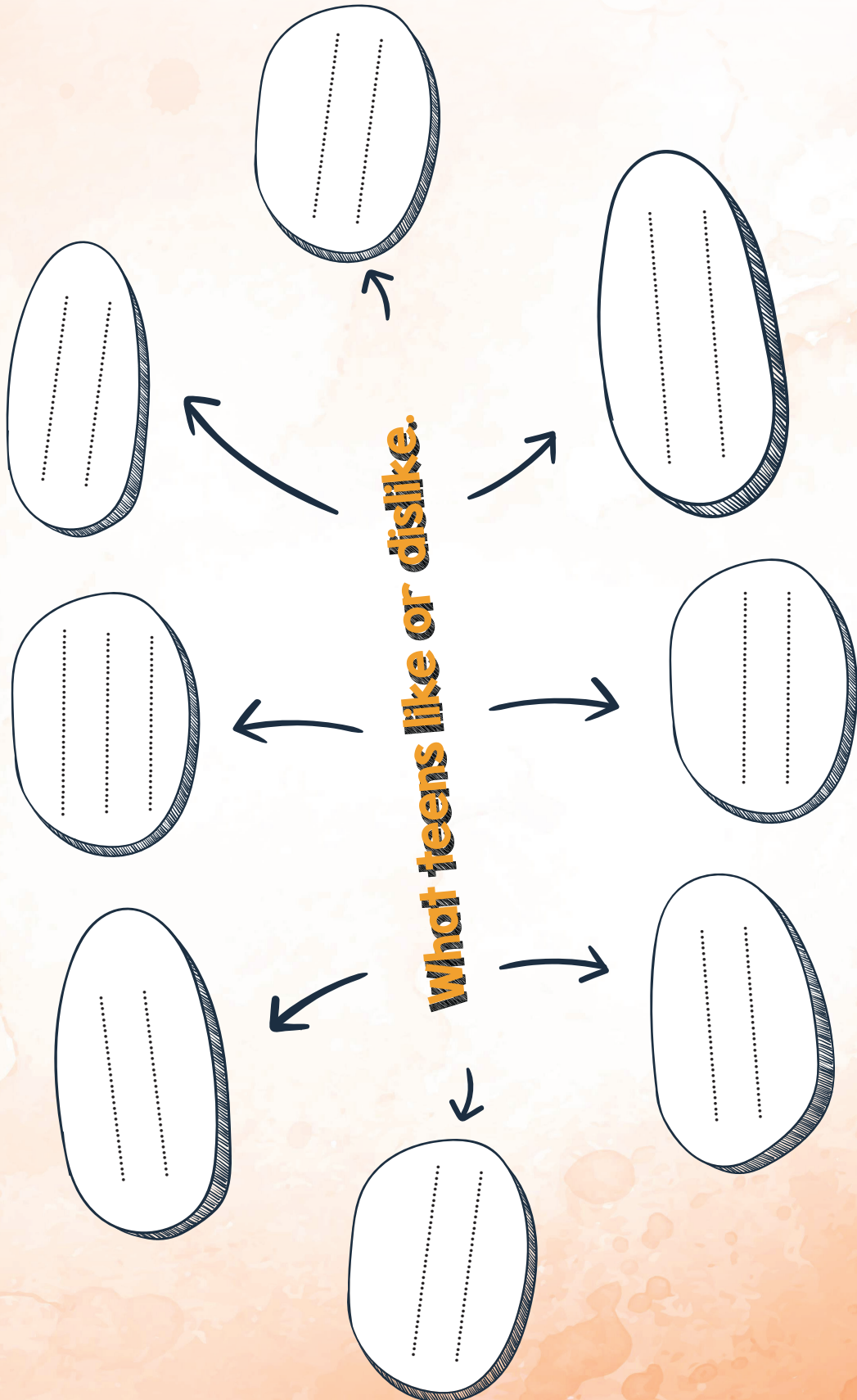
C. Look at the mind map and discuss these statements. Do you agree on them or not?





Appendix D

D. Fill in your own mind map about yourself. Talk about it.





| | |
|---------------------------|--|
| Grade | 8.2(1) |
| Function | Expressing likes and dislikes Expressing preferences |
| Skills | Reading Speaking: Free speaking for lead in Reading sub-skills : Skimming and scanning Speaking: Focus on fluency |
| Duration | 30 mins. |
| Materials required | Text for reading and speaking activity in Appendix A |
| Aims | To understand short and simple texts about likes and dislikes To understand short and simple texts about preference |
| Procedures | <ol style="list-style-type: none"> 1. The teacher asks lead in questions. 2. The teacher asks the students to scan the text for 5 minutes and asks them to fill in the blanks with the subtitles given. 3. The teacher asks the students to share their answers to check them. 4. The teacher asks the students to read the texts again what they think about Aida's study habits and discuss the questions. |



Lead in

Answer the questions.

- * How do you prepare for an exam?
- * What kind of study habits do you have?

Appendix A

A. Read the texts and write the sub-titles in the blanks.

Eat Properly
Take A Break

Find A Study Space
Work When It's Best

Plan Your Time
Get Enough Sleep



Aida

Hi, there! I'm Aida from Birmingham Secondary School. I am going to graduate this year, so this semester is very important for me. Everyone has their own study habits to reach the success. Let's have a quick look at my study habits.

6 SMART TIPS TO STUDY FOR A TEST

1

.....

I prefer studying at nights because I like being awake, but some of my friends prefer studying early in the mornings. Find the best time to concentrate, so you can be ready for new information.

2

.....

I like to organize my schedule before the exams. I organize my meals, reading and resting programme. They should be at exact time every day. I don't like to be untidy. So I am not confused about my regular schedule.

3

.....

I prefer having regular short breaks every hour to improve my motivation. I try to stay away from electronic devices, because they are harmful to my motivation. When I have long breaks, I do exercises so I feel relaxed. Sometimes I like to listen to the radio, if there is a talk show on the radio.

4

.....

Where I study is very important. If I feel uncomfortable, I can't focus on my tasks. I dislike noisy environment. So I always prefer silent places. Libraries are my favorite places.

5

.....

"Sleep better, study better" is my motto. I try to sleep almost eight hours every day. When I have enough sleep, I have the best performance and good health. So I can study hard and understand easily.

6

.....

I can't skip my meals. I get my energy from my healthy foods and sleep. I don't like junk food. I can't eat too much at dinner, because this makes me feel sleepy so I prefer fruits and some walnut if I feel so hungry.

B. Read the texts again. What do you think about Aida's study habits? Do you have any common study habits with her? If yes, give brief information about them. If no, share your study habits.



| | |
|---------------------------|---|
| Grade | 8.2(1) |
| Function | Expressing likes and dislikes Expressing preferences |
| Skills | Writing Writing integrated with reading Writing Genre: Outlining, Mind map, Audience : Peers, Purpose : Expressing preferences, likes and dislikes Reading sub-skills: Skimming |
| Duration | 40 mins. |
| Materials required | Text for writing activity in Appendix A Outline for writing activity in Appendix B Mind map and outline for writing activity in Appendix C Poster for writing activity in Appendix D |
| Aims | To write a short simple paragraph about likes and dislikes To write a short simple paragraph about preferences |
| Procedures | <ol style="list-style-type: none"> 1. The teacher starts the activity by asking the students to read the text about Aida's study habits in Appendix A and make them write her preferences in Appendix B. 2. The teacher asks the students to write Aida's preferences. 3. The teacher asks the students to fill in the mind map with their study habits. 4. After the students fill the mind map, the teacher asks the students to write a short and simple paragraph about their study habits and preferences. 5. The teacher asks the students to share their paragraphs with their classmates in order to see different study habits. |



Appendix A



Hi, there! I'm Aida from Birmingham Secondary School. I am going to graduate this year, so this semester is very important for me. Everyone has their own study habits to reach the success. Let's have a quick look at my study habits.

6 SMART TIPS TO STUDY FOR A TEST



1 WORK WHEN IT'S BEST

I prefer studying at nights because I like being awake, but some of my friends prefer studying early in the mornings. Find the best time to concentrate, so you can be ready for new information.



2 PLAN YOUR TIME

I like to organize my schedule before the exams. I organize my meals, reading and resting programme. They should be at exact time every day. I don't like to be untidy. So I am not confused about my regular schedule.



3 TAKE A BREAK

I prefer having regular short breaks every hour to improve my motivation. I try to stay away from electronic devices, because they are harmful to my motivation. When I have long breaks, I do exercises so I feel relaxed. Sometimes I like to listen to the radio, if there is a talk show on the radio.



4 FIND A STUDY SPACE

Where I study is very important. If I feel uncomfortable, I can't focus on my tasks. I dislike noisy environment. So I always prefer silent places. Libraries are my favorite places.



5 GET ENOUGH SLEEP

"Sleep better, study better" is my motto. I try to sleep almost eight hours every day. When I have enough sleep, I have the best performance and good health. So I can study hard and understand easily.



6 EAT PROPERLY

I can't skip my meals. I get my energy from my healthy foods and sleep. I don't like junk food. I can't eat too much at dinner, because this makes me feel sleepy so I prefer fruits and some walnut if I feel so hungry.



Appendix B

A. Read the text and write Aida's preferences down.

* **She prefers studying at nights.**

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

* _____

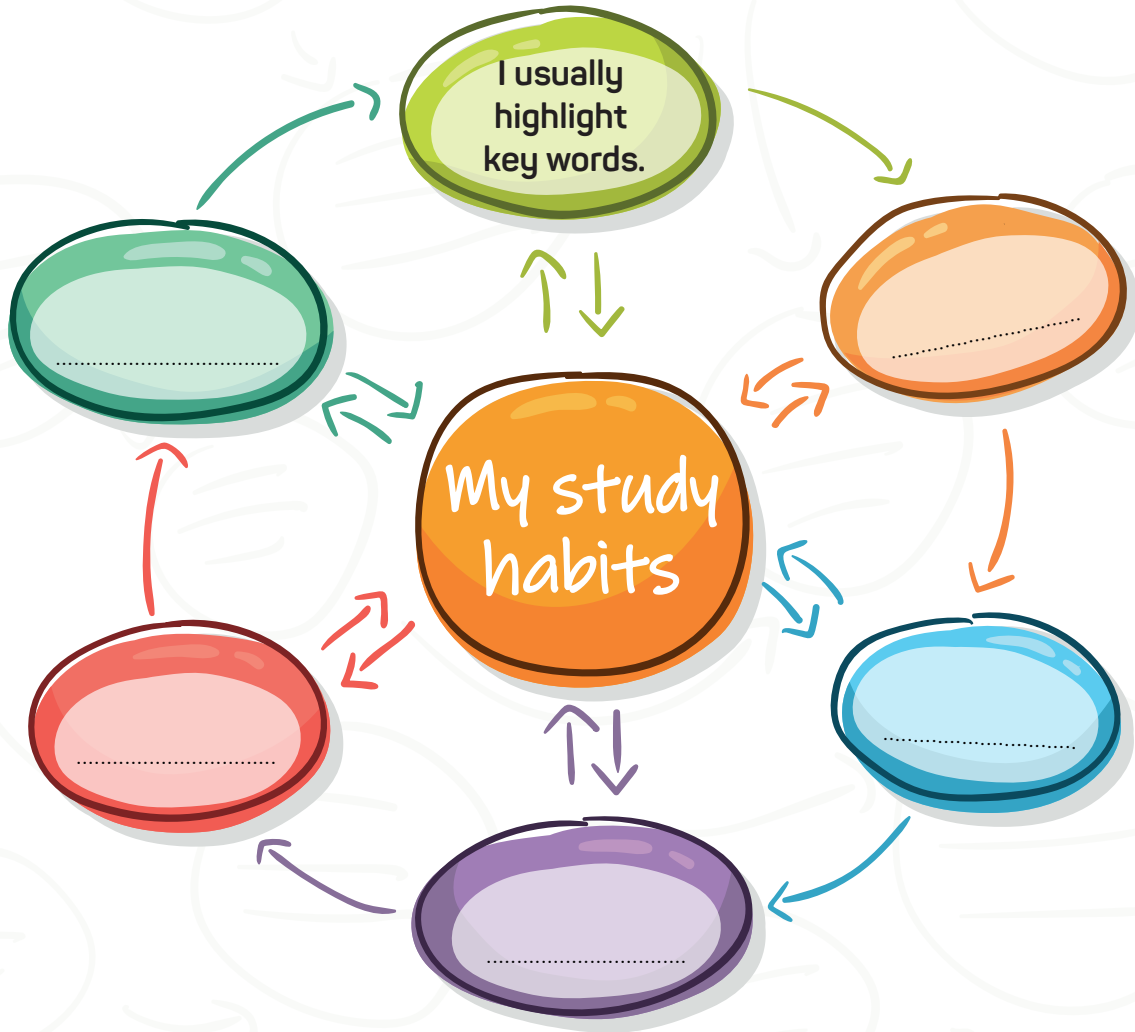
* _____

* _____



Appendix C

B. Fill in the mind map with your study habits and preferences, then write a paragraph about them.



I prefer highlighting important parts.

Handwriting practice area with six horizontal lines.



LISTENING (Track1)

Appendix A

A. Laura is the guest of a radio show. Listen and tick the difficulties of her job.

Track 1 : *Good morning everyone. I am Laura Wilson. I work as an officer at a company and to be honest it is not an easy job. Working in a group and helping customers need great effort. I have to do my best for the customers but sometimes they are tough. We usually discuss an idea for a long time with my friends to find solutions to the problems but mostly we don't have common ideas. I usually prefer sharing my ideas with my friends but some of my friends don't. So, this is a problem for group working because we can find new ideas while sharing. If you want to be creative, you have to be a more relaxed, open-minded and easy-going person. And you can do your job perfectly.*

Don't have a common idea

Working in a group

Customers

Sharing ideas

Appendix B

B. Work in pairs. Answer the questions for yourself at first. Ask your partner the questions and tick if s/he likes, cross if s/he doesn't like. Make a dialogue as in the example.

- Students' own answers.

C. Check your partner's likes and dislikes above. Think about a job for her/him. Then discuss your decision with your partner.

- Students' own answers.

SPEAKING

Appendix A

A. Read the study habits and answer the questions.

- Students' own answers.

Appendix B

A. Look at the chart and talk about the study habits of successful students.

- Students' own answers.

Appendix C

A. Look at the mind map and discuss these statements. Do you agree on them or not?

- Students' own answers.

Appendix D

A. Fill in your own mind map with your preferences and discuss them with your classmates.

- Students' own answers.



READING

Appendix A

A. Read the texts and write the sub-titles in the blanks.

1. Work when it's best
2. Plan your time
3. Take a break
4. Find a study space
5. Get enough sleep
6. Eat properly

B. Read the texts again. What do you think about Aida's study habits? Do you have any common study habits with her? If yes, give brief information about them. If no, share your study habits.

- Students' own answers.

WRITING

Appendix B

A. Read the text again and write Aida's preferences down.

- Students' own answer

Appendix C

A. Fill in the mind map with your study habits and preferences, then write a paragraph about them.

- Students' own answers.



-----References-----

(2018) İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. sınıflar). Ankara: MEB.

----- Visual References-----

| WEB SITE | ID | DATE | TIME | PAGE |
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| www.freepik.com | 1310998 | 10.08.2020 | 11:16 | 2 |
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| www.freepik.com | 1291457 | 10.08.2020 | 11:35 | 14 |



| | |
|---------------------------|---|
| Grade | 8.2(2) |
| Function | Stating personal opinions (Making simple inquiries) |
| Skills | Listening Listening: For specific information Speaking: Free speaking for lead in Speaking : Focus on fluency |
| Duration | 25 mins. |
| Materials required | Track 1 for listening Photos and for listening in activity in Appendix A Questions for speaking activity in Appendix B |
| Aims | To understand phrases and expressions about regular activities of teenagers. To state about personal opinions phrases and expressions about regular activities of teenagers. |
| Procedures | <ol style="list-style-type: none"> 1. The teacher starts the activity before listening to the text by asking lead in questions. 2. The teacher plays the track 1 and replays it if necessary. 3. The teacher asks the students to listen to the text and number the photos in Appendix A. 4. The teacher plays the track 1 again and asks the students to answer comprehension questions in Appendix A. 5. The teacher encourages the students to talk about which activity they would like to try and why they would like to do them. |



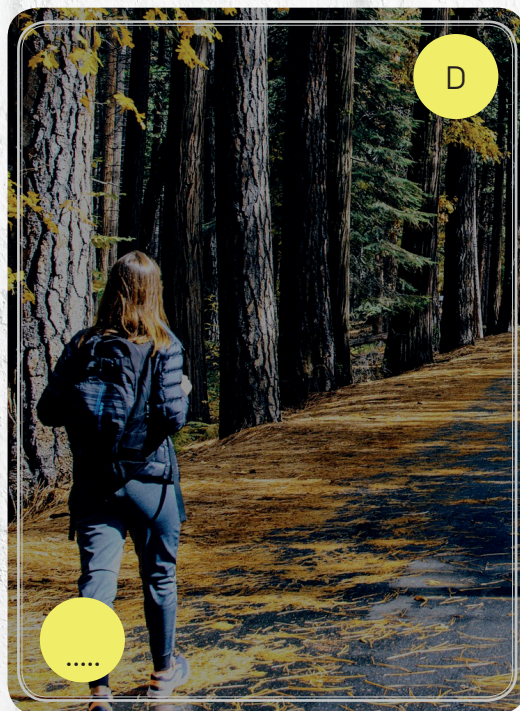
Lead in

Answer the questions.

- * What do you do to improve your success at school?
- * What kind of exercises help us to become more successful?

Appendix A

A. Listen to the texts and number the photos.





Appendix B

B. Listen to the texts again and choose True, False or No Information.

T F NI

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Kwame lives in the countryside. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Akemi doesn't think martial arts help him to be more successful at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Dimitri prefers cycling and playing basketball in the park with his friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Susan goes to meditation camps every summer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Susan believes that meditation has positive effects on her success at work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Which activity would you like to try? Why?

Doing exercises

Practicing martial arts

Boxing/Weight lifting

Doing meditation



| | |
|---------------------------|---|
| Grade | 8.2(2) |
| Function | Stating personal opinions (Making simple inquiries) |
| Skills | Speaking Speaking: Free speaking for lead in Speaking : Focus on fluency Reading sub-skills : Skimming |
| Duration | 25 mins. |
| Materials required | Statements for reading activity in Appendix A Table for speaking activity in Appendix B |
| Aims | To state personal opinions To make simple inquiries |
| Procedures | <ol style="list-style-type: none">1. The teacher asks lead in questions.2. The teacher asks the students to read the statements and choose the correct options in Appendix A.3. The teacher asks the students to look at the table in Appendix B.4. The teacher encourages the students to fill in the table according to the students and their classmates' opinions and talk about it as in the example. |



Lead in

Answer the questions.

- * What do you think about your best friend's study habits?
- * Do you agree with his/her study habits? Why? Why not?

Appendix A

A. Read the statements and choose the correct options.



I can't stand horror films. I don't like wasting my time with watching them.

Roy thinks watching horror movies is

- a) enjoyable b) unbearable



Walking in the nature is very healthy. I feel myself relaxed.

Valery thinks walking in the nature is

- a) refreshing b) boring



I sometimes do extreme sports like bungee jumping and skydiving. They are exciting.

Sally thinks doing extreme sports is

- a) enjoyable b) tiring



Appendix B

B. Fill in the table with the adjectives in the box according to your and your friends' ideas for the given activities. Then talk about it as in the example.

interesting boring enjoyable effective unbearable useful

| | You | Your friend |
|-----------------------------------|-------------|-------------|
| Preparing projects | interesting | |
| Studying in the morning | | boring |
| Listening to music while studying | | |
| Joining workshops | | |
| Doing online research | | |

example:



What do you think about studying in the mornings?

I think it is unbearable. I usually study in the evenings. What about you?



I rarely study in the morning but



| | |
|---------------------------|--|
| Grade | 8.2(2) |
| Function | Stating personal opinions (Making simple inquiries) |
| Skills | Reading Speaking: Free speaking for lead in Reading sub-skills: Scanning and skimming |
| Duration | 30 mins. |
| Materials required | Text for reading activity in Appendix A Text for reading activity in Appendix B Questions for speaking activity in Appendix C |
| Aims | To understand short and simple texts To state about personal opinions |
| Procedures | <ol style="list-style-type: none"> 1. The teacher asks lead in questions. 2. The teacher asks the students to read Cenk's comments in Appendix A. 3. The teacher asks the students to read the words and phrases in bold and match with the synonyms / definitions. 4. The teacher asks the students to fill in the blanks with the names related to the texts in Appendix A. 5. The teacher asks the students to decide if they are agree or not on the statements and write their reasons in Appendix A. 6. The teacher asks the students to read the texts again and answer the comprehension questions Appendix A. |

**Lead in**

Answer the questions.

- * Do you have an idol?
- * What do successful people do different from unsuccessful people? Talk about your ideas.
 - I think
 - I believe

Appendix A

A. Read Cenk's comments about Ömer and Sedat. Who is more successful? Ömer or Sedat?



Ömer always wants to get high grades in the exams. I think he needs to study hard and be **well-planned**. I believe, if he does his homework **regularly**, studies on time and takes notes during the lessons, he will be more successful but he doesn't do any of them. I think he should read books regularly. But he always goes to bed too late and he can't read books because he feels so sleepy.

Sedat is my best friend and he is a very successful student in my class. He doesn't waste his time with playing computer games or watching TV. He sometimes listens to music while studying lesson but he **can't stand** loud music, he thinks it is unbearable. He also thinks reading books helps him to be more successful. He always does his homework, goes to bed early and never wakes up late because he believes it is important to get enough sleep to **focus on** lessons next day.

B. Read the words and phrases in bold and match with the synonyms / definitions.

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="radio"/> 1. well-planned <input type="radio"/> 2. regularly <input type="radio"/> 3. can't stand <input type="radio"/> 4. focus on | <ul style="list-style-type: none"> a) hate b) carefully arranged c) concentrate d) repeatedly |
|--|---|



C. Fill in the blanks with their names (Ömer or Sedat). Do you agree or disagree? Circle, then write your reasons.

1. needs to study hard and be well-planned to be more successful.

-I agree/disagree because

2. think(s) loud music is unbearable.

-I agree/disagree because

3. think(s) reading books regularly helps to be more successful.

-I agree/disagree because

4. always goes to bed late.

5. always does homework regularly.

D. Read the text again and answer the questions.

1. Does Ömer do his homework regularly?

.....

2. What does Sedat think about reading books?

.....

3. Is loud music Sedat's favorite?

.....



| | |
|---------------------------|--|
| Grade | 8.2(2) |
| Function | Stating personal opinions (Making simple inquiries) |
| Skills | Writing Speaking : Free speaking for lead in Reading sub-skills: Skimming Writing Genre: Text, Audience: Peers, Purpose: To write simple statement expressing opinions |
| Duration | 25 mins. |
| Materials required | Paragraph for reading activity in Appendix A Exercise for writing activity in Appendix B |
| Aims | To write simple statements expressing opinions |
| Procedures | <ol style="list-style-type: none">1. The teacher asks lead in questions.2. The teacher asks the students to read the text and write B for boring and E for exciting in Appendix A.3. The teacher asks the students to choose the best option for them or add another option, then write sentences as in the example in Appendix B. |



Lead in

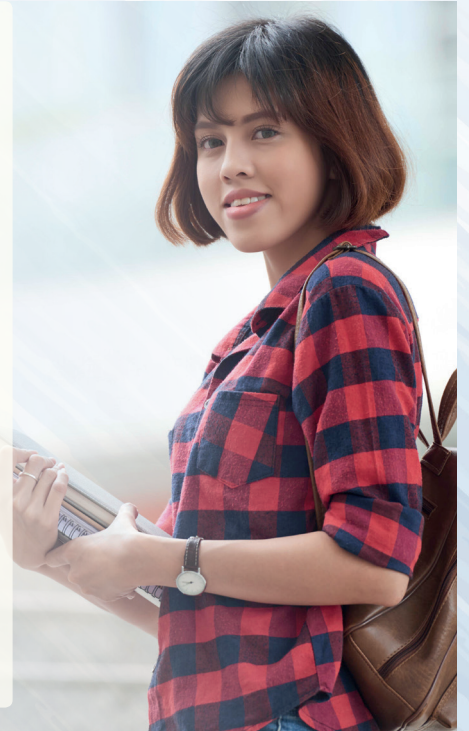
Answer the questions.

- * Which free time activity is boring/exciting?
- * Cycling – playing football – watching movies – playing chess
- * What do you usually do when you are bored?

Appendix A

A. Read Diana's opinions about free time activities and write B for boring and E for exciting.

I am a very sociable girl and I love being outside. Meeting friends at a cafe for a chit-chat, enjoying karaoke and playing word games with them makes me happy. We sometimes meet at the park and play basketball or volleyball. I think spending time in the park is very enjoyable but I don't like playing computer games and watching TV, I think they are boring.



hang out with friends

play basketball

watch TV

play computer games

chit chat



Appendix B

B. Choose the best option for you or add another option, then write sentences as in the example.

Example - Cooking

- a) boring
- b) expensive
- c) exciting
- d) enjoyable

I think cooking is enjoyable.

1. Learning a new language

- a) awesome
- b) enjoyable
- c) exciting
- d)

2. Going abroad

- a) expensive
- b) boring
- c) tiring
- d)

3. Using social network

- a) boring
- b) enjoyable
- c) exciting
- d)

4. Doing exercise

- a) tiring
- b) healthy
- c) awesome
- d)

5. Watching sci-fi movies

- a) boring
- b) frightening
- c) unbearable
- d)



LISTENING - (Track 1)

Appendix A

A. Listen to the texts and number the photos.

Track 1: *Exercise has an important role in teens' life. Doing exercises regularly helps students to be more successful at school and be healthy in their life. What do teens do to get higher grades other than studying regularly? Here are some students' ideas and preferences.*

1. *Kwame wakes up early in the morning and does some exercises to start the day with high energy. She believes that doing exercises regularly keeps her fit. Her house is in the countryside and she enjoys walking at the sunset.*

2. *Akemi loves doing martial arts on weekdays because he thinks exercise helps him to focus on his daily work and be more successful at school.*

3. *Boxing and weight lifting are Dimitri's favorite activities. Some of his friends prefer cycling and playing basketball in the park but he would rather go to the gym and do his favorite activities to boost his energy. He thinks that they help him to stay healthy.*

4. *Susan lives near the lake Louise in Canada. She does meditation every morning and she feels great. She forgets the stress of her workplace by doing meditation. She likes feeling the freedom in the nature and she believes that doing yoga is the source of her success at work.*

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

Appendix B

B. Listen to the texts again and choose True, False or No Information.

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

C. Which activity would you like to try? Why?

- Students' own answers.

SPEAKING

Appendix A

A. Read the statements and choose the correct options.

1. b 2. a 3. a

Appendix B

B. Fill in the table with the adjectives in the box according to your and your friends' ideas for the given activities. Then talk about it as in the example.

- Students' own answers.

READING

Appendix A

B. Read the words and phrases in bold and match with the synonyms / definitions.

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



C. Fill in the blanks with their names (Ömer or Sedat). Do you agree or disagree? Circle, then write your reasons.

1- Ömer 2-Sedat 3- Sedat 4- Ömer 5- Sedat

D. Read the text again and answer the questions.

1. No,he doesn't.

2. He thinks it helps him to be more successful.

3. No it isn't.

WRITING

Appendix A

A. Read Diana's opinions about free time activities and write B for boring and E for exciting.

E hang out with friends

E play basketball

B watch TV

B play computer games

E chit chat

Appendix B

B. Choose the best option for you.

**-----References-----**

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----- Visual References-----

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