

Reading Activities

1. Students will be able to understand short and simple texts, such as personal narratives about repeated actions.
2. Students will be able to understand short and simple texts about food and preferences.
3. Students will be able to understand the label of food products.

Text 1:

I am a student at a language school. I study English every day. I like learning new words and grammar rules. Sometimes I watch movies or listen to songs in English. Right now, I am writing a short text for my homework. I am using my laptop and a dictionary. I hope to improve my writing skills.

Questions and answers:

1. What does the student do every day?

The student studies English every day.

2. What does the student like learning?

The student likes learning new words and grammar rules.

3. What does the student sometimes do in English?

The student sometimes watches movies or listens to songs in English.

4. What is the student doing right now?

The student is writing a short text for his/her homework.

5. What is the student using for writing?

The student is using his/her laptop and a dictionary.

Text 2:

My name is Ali and I love food. I eat breakfast, lunch and dinner every day. I also like to snack on fruits and nuts. My favorite food is pizza. I eat pizza at least once a week. I usually order it from a nearby restaurant. Right now, I am eating a slice of pizza with cheese and pepperoni. It is delicious.

Questions and answers:

1. How many meals does Ali eat every day?

Ali eats three meals every day.

2. What does Ali like to snack on?

Ali likes to snack on fruits and nuts.

3. What is Ali's favorite food?

Ali's favorite food is pizza.

4. How often does Ali eat pizza?

Ali eats pizza at least once a week.

5. What is Ali eating right now?

Ali is eating a slice of pizza with cheese and pepperoni.

Text 3:

This is a label of a cereal box. It shows the ingredients and nutrition facts of the cereal. The cereal contains oats, wheat, corn, sugar, salt, honey and vitamins. It has 120 calories per serving. It also has 3 grams of protein, 25 grams of carbohydrates, 2 grams of fat and 4 grams of fiber. It is a good source of iron and calcium.

Questions and answers:

1. What are the ingredients of the cereal?

The ingredients of the cereal are oats, wheat, corn, sugar, salt, honey and vitamins.

2. How many calories does the cereal have per serving?

The cereal has 120 calories per serving.

3. How much protein does the cereal have per serving?

The cereal has 3 grams of protein per serving.

4. How much fiber does the cereal have per serving?

The cereal has 4 grams of fiber per serving.

5. What minerals are in the cereal?

The minerals in the cereal are iron and calcium.

Writing Activities:

1. Students will be able to write about repeated actions.
2. Students will be able to write a series of phrases and simple expressions to express their repeated actions.
3. Students will be able to write the time and dates.
4. Students will be able to write about people's food preferences.
5. Students will be able to express their opinions about the food they like and don't like.

Clues

- For the first text, use simple present tense to write about your daily routine. Use verbs like get up, brush, have, etc. Use adverbs like always, usually, etc. Use conjunctions like and, but, etc.
- For the second text, use simple present tense to write about your job or hobby. Use phrases like wake up, make coffee, etc. Use nouns like papers, projects, etc.
- For the third text, use simple present tense to write about the date and time. Use words like Monday, January, 1st, etc. Use numbers like 10:15, 12:00 noon, etc. Use words to describe the weather and temperature.
- For the fourth text, use simple present tense to write about your food preferences. Use questions like What kind of food do you like? Do you like ... or ...? etc. Use answers like I like ... food. Yes, I do./No, I don't. etc. Use food items and categories like spicy/sweet, meat/vegetables, etc.
- For the fifth text, use simple present tense to write about your opinions about food. Use adjectives and adverbs to express your opinions like delicious/healthy, very/tasty/juicy, too/oily/salty, etc. Use comparative and superlative forms to compare food like more/less delicious/healthy, the most/least appetizing/sweet/crunchy, etc.

Students will be able to write about repeated actions.

I am a student at a high school. I have a busy schedule every day. I **get up** at 6:30 in the morning and **brush** my teeth. Then I **have** breakfast with my family and **leave** for school. I **take** the bus to school and **arrive** at 8:00. I **study** different subjects at school and **learn** new things. I **have** lunch at the cafeteria with my friends and **chat** with them. After school, I **go** to the library and **do** my homework. Sometimes I **join** a club activity or **play** a sport. I **return** home at 5:00 and **help** my parents with the chores. I **have** dinner with my family and **watch** some TV. I **read** a book before I go to bed. I usually **sleep** at 10:00.

Students will be able to write a series of phrases and simple expressions to express their repeated actions.

My name is Panenka and I am a teacher. I love my job and I enjoy teaching my students. Here is what I usually do on weekdays. First, I **wake up** early and **make** some coffee. Then I **check** my email and **plan** my lessons for the day. Next, I **get dressed** and **eat** some toast. After that, I **drive** to school and **greet** my colleagues. Then I **teach** four classes in the morning and **give** them some exercises. Next, I **have** a break and **eat** some salad. After that, I **teach** two more classes in the afternoon and **grade** some papers. Then I **meet** with some parents and **discuss** their children's progress. Next, I **drive** back home and **relax** on the sofa. After that, I **cook** some pasta and **eat** it with my wife. Then we **watch** a movie or **play** a game. Next, we **brush** our teeth and **get ready** for bed. After that, we **say goodnight** to each other and **fall asleep**

Students will be able to write the time and dates.

Today is Monday, October 7th, 2023. It is a sunny day and the temperature is 25 degrees Celsius. Right now, it is 10:15 in the morning. In 15 minutes, I have a math class. My math class lasts for one hour, so it ends at 11:30. Then I have a 30-minute break until 12:00 noon. At noon, I have an English class. My English class lasts for one hour and a half, so it ends at 1:30 in the afternoon. Then I have another 30-minute break until 2:00 pm. At 2:00 pm, I have a PE class. My PE class lasts for one hour, so it ends at 3:00 pm. Then I go home and have some snacks.

Students will be able to ask people about their food preferences.

Hi, my name is Sevinçel and I am from Türkiye. I like eating different kinds of food from different cultures. What about you? What kind of food do you like? Do you like spicy food or sweet food? Do you like meat or vegetables? Do you like rice or bread? Do you like cheese or yogurt? Do you like tea or coffee? Do you like chocolate or ice cream? Do you like fruits or nuts? Do you like pizza or pasta? Do you like soup or salad? Do you like cake or pie? Do you like cookies or candy? Tell me about your food preferences.

Students will be able to express their opinions about the food they like and don't like.

Hello, my name is Taylan, and I am from Türkiye. I want to tell you about the food I like and don't like. I like Turkish food because it is delicious and healthy. My favorite Turkish dish is kebab. It is grilled meat with spices and vegetables. It is very tasty and juicy. I also like dolma. It is stuffed grape leaves with rice and herbs. It is very fresh and light. Another Turkish dish that I like is baklava. It is a pastry with nuts and honey. It is very sweet and crunchy. I don't like Chinese food because it is too oily and salty for me. I don't like noodles because they are too soft and sticky for me. I don't like soy sauce because it is too dark and strong for me. I also don't like sushi because it is raw fish and rice. It is too cold and slimy for me. Another Chinese dish that I don't like is fortune cookies. They are cookies with a paper inside. They are too dry for me.

Speaking Activities:

1. Students will be able to talk about repeated actions.
2. Students will be able to use a series of phrases and simple expressions to express their repeated actions.
3. Students will be able to tell the time and dates.
4. Students will be able to ask people about their food preferences.
5. Students will be able to express their opinions about the food they like and don't like.

Speaking Exam Evaluation Criteria

Communicative ability (5 points)

Fluency (5 points)

Pronunciation (5 points)

Grammar (5 points)

Vocabulary (5 points)

Students will be able to talk about repeated actions.

Clues:

Use **I'm** to introduce yourself and say what you do.

Use **I teach** or **I study** to talk about repeated actions.

Use **How often** to ask about the frequency of repeated actions.

Use **every day, once a week, twice a month**, etc. to answer how often questions.

Use **I also** to add more information about your repeated actions.

Use **What are you doing** to ask about the present continuous action.

Use **I'm waiting, I'm reading, I'm watching**, etc. to answer what are you doing questions.

Conversation 1:

Anna: Hi, I'm Anna. What's your name?

Ben: I'm Ben. Nice to meet you.

Anna: Nice to meet you too. What do you do?

Ben: I'm a teacher. I teach math at a high school. What about you?

Anna: I'm a student. I study English at a language school.

Ben: How often do you study English?

Anna: I study English every day. I also read books and watch movies in English.

Ben: That's great. What are you doing right now?

Anna: I'm waiting for my friend. She is late as usual.

Ben: Well, I hope she comes soon.

Students will be able to use a series of phrases and simple expressions to express their repeated actions.

Clues:

Use **I wake up, I make coffee, I check email, etc.** to talk about your morning routine.

Use **I get dressed, I eat breakfast/lunch/dinner/snack/dessert/etc., I drive to work/school/place/etc., I greet someone/people/etc., etc.** to talk about other repeated actions.

Use **I work on/teach/learn/do something/someone/some issue/some problem/some solution/some idea/some plan/some project/some goal/etc.** to talk about your work or hobby activities.

Use **I give exercises/feedback/advice/presentations/reports/etc.** to talk about your output or results.

Use **I have a break/lunch/snack/dinner/dessert/coffee/tea/water/juice/soda/beer/wine/etc.** to talk about your food or drink consumption.

Use **I meet with parents/clients/customers/bosses/partners/etc.** to talk about your social interactions.

Use **I discuss something/someone/some issue/some problem/some solution/some idea/some plan/some project/some goal/etc.** to talk about your communication topics.

Use **I relax on the couch/sofa/bed/chair/floor/etc., I watch a movie/TV/show/video/game/etc., I play a game/sport/music/instrument/card/board/etc., etc.** to talk about your leisure activities.

Use **I brush my teeth/hair/nails/etc., I get ready for bed/work/school/place/etc., I say goodnight/goodbye/hello/thank you/you're welcome/etc., I fall asleep/wake up/dream/think/etc.** to talk about your personal actions.

Conversation 2:

Lisbon: Hello, how are you today?

Patrick: I'm fine, thank you. And you?

Lisbon: I'm good, thanks. What are you doing today?

Patrick: Well, I wake up early and make some coffee. Then I check my email and plan my day. Next, I get dressed and eat some breakfast. After that, I drive to work and greet my boss. Then I work on some projects and give some presentations. Next, I have a lunch break and eat some pizza. After that, I work some more and finish some reports. Then I leave work and drive back home. Next, I relax on the couch and watch some TV. After that, I cook some dinner and eat it with my family. Then we play some games and have some fun. Next, we brush our teeth and get ready for bed. After that, we say goodnight and fall asleep.

Lisbon: Wow, you have a busy day!

Patrick: Yes, I do. What about you? What are you doing today?

Lisbon: Well, I wake up late and skip breakfast. Then I watch some videos and waste some time. Next, I put on some clothes and order some food online. After that, I play some video games and chat with some friends online. Then I take a nap and dream about something weird. Next, I wake up and eat some snacks. After that, I watch some more videos and laugh at some jokes. Then I order some pizza and eat it by myself. Next, I brush my teeth and go to bed. After that, I watch some more videos until I fall asleep.

Students will be able to tell the time and dates.

Clues:

Use **What time is it** to ask about the time.

Use **It's ... o'clock** to answer what time is it questions.

Use **I have to** or **I need to** to express necessity or obligation.

Use **Where is ...** to ask about the location of something or someone.

Use **It's at ...** or **It's in ...** to answer where is questions.

Use **I'm meeting with ...** or **I'm going to meet with ...** to talk about future plans with present continuous tense.

Use **I'm going to talk about ...** or **I'm talking about ...** to talk about future plans or present continuous actions with present continuous tense.

Conversation 3:

Andy: What time is it?

Jane: It's 10 o'clock.

Andy: Really? I have to go now. I have a meeting at 10:30.

Jane: Where is your meeting?

Andy: It's at the city hall. I'm meeting with the mayor.

Jane: Wow, that sounds important. What are you going to talk about?

Andy: I'm going to talk about the new project I'm working on. It's about improving the public transportation system in the city.

Jane: That sounds interesting. Good luck with your meeting.

Andy: Thank you. See you later.

Students will be able to ask people about their food preferences.

Clues:

Use **What do you like eating ...** or **What do you like drinking ...** to ask about food or drink preferences.

Use **I like eating ...** or **I like drinking ...** to answer what do you like questions.

Use **Sometimes** to express occasional actions or preferences.

Use **What about you** to ask the same question back to the other person.

Use **They are ...** or **It is ...** to express your opinion about something using adjectives such as delicious, tasty, healthy, etc.

Use **Do you like ...** or **Do you prefer ...** to ask about choices or preferences between two things or more things.

Use **I like ...** or **I prefer ...** to answer do you like or do you prefer questions.

Use **It helps me ...** or **It makes me ...** to explain the reason for your preference using verbs such as wake up, relax, nervous, etc.

Conversation 4:

Daisy: What do you like eating for breakfast?

Bob: I like eating eggs and toast. Sometimes I eat cereal and milk. What about you?

Daisy: I like eating pancakes and honey. They are delicious.

Bob: Do you like coffee or tea?

Daisy: I like coffee. It helps me wake up in the morning.

Bob: I don't like coffee. It makes me nervous. I prefer tea. It relaxes me.

Daisy: Do you like green tea or black tea?

Bob: I like green tea. It has many health benefits.

Students will be able to express their opinions about the food they like and don't like.

Clues:

Use **What are you eating ...** or **What are you drinking ...** to ask about the present continuous action of eating or drinking something.

Use **I'm eating ...** or **I'm drinking ...** to answer what are you eating or drinking questions.

Use **It's very ...** or **They're very ...** to express your opinion about something using adjectives such as fresh, healthy, tasty, etc.

Use **Do you always ...** or **Do you usually ...** to ask about the frequency of repeated actions related to food or drink preferences.

Use **No, not always ...** or **Yes, always ...** to answer do you always questions.

Use **Sometimes** to express occasional actions or preferences related to food or drink preferences.

Use **But I try to ...** or **But I don't try to ...** to express your intention or goal related to food or drink preferences using verbs such as eat, drink, avoid, etc.

Use **Why do you try to ...** or **Why don't you try to ...** to ask about the reason for someone's intention or goal related to food or drink preferences.

Use **Because they are good for ...** or **Because they are bad for ...** to answer why do you try questions using nouns such as body, skin, health, etc.

Conversation 5:

Joe: What are you eating?

Bella: I'm eating a salad. It's very fresh and healthy.

Joe: Do you always eat salad for lunch?

Bella: No, not always. Sometimes I eat sandwiches or soup, but I try to eat more vegetables and fruits.

Joe: Why do you try to eat more vegetables and fruits?

Bella: Because they are good for my body and my skin. They have a lot of vitamins and minerals.

Joe: I see. I don't eat a lot of vegetables and fruits. I prefer meat and cheese.

Bella: Well, meat and cheese are also good for you, but in moderation.

Clues:

Use **Do you want some ...** or **Would you like some ...** to offer something politely to someone.

Use **No, thank you.** or **Yes, please.** to accept or decline an offer politely.

Use **I don't like ...** or **I like ...** to express your preference about something using nouns such as ice cream, cake, pizza, etc.

Use **You don't like ...? How come?** or **You like ...? Why?** to ask about someone's preference in a surprised way using nouns such as ice cream, cake, pizza, etc.

Use **I don't like ... things. They hurt my ...** or **I like ... things. They make me ...** to answer how come or why questions using adjectives such as cold, hot, spicy, sweet, etc. and nouns such as teeth, stomach, mouth, etc.

Use **Oh, I see.** or **I understand.** to show that you listen and empathize with someone's preference.

Use **That's too bad.** or **That's great.** to show that you feel sorry or happy for someone's preference.

Use **What kind of ... do you like?** or **Which ... do you prefer?** to ask about someone's preference in more detail using nouns such as ice cream, cake, pizza, etc.

Use **I like It's very** or **I prefer It's more** to answer what kind of or which questions using nouns such as chocolate, vanilla, cheese, etc. and adjectives such as sweet, creamy, tasty, etc.

Conversation 6:

Alice: Do you want some ice cream?

Larry: No, thank you. I don't like ice cream.

Alice: You don't like ice cream? How come?

Larry: I don't like cold things. They hurt my teeth.

Alice: Oh, I see. That's too bad. Ice cream is my favorite dessert.

Larry: What kind of ice cream do you like?

Alice: I like chocolate ice cream. It's very sweet and creamy.

Larry: Well, enjoy your ice cream then.

GOOD LUCK WITH YOUR EXAMS!