

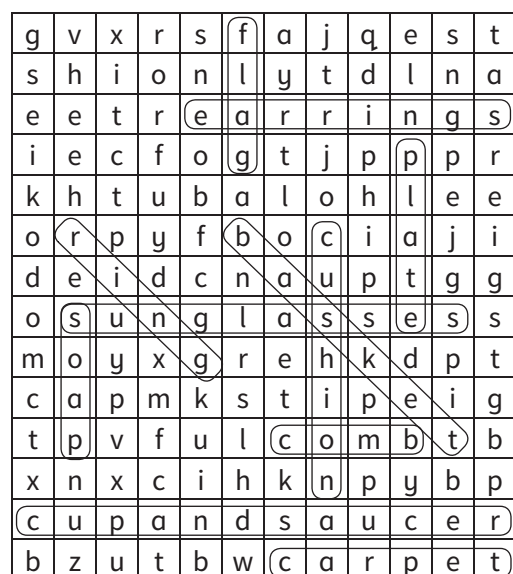
6 In Istanbul

Worksheet 1: Away from home

Using the worksheet

- This worksheet practises words connected to souvenirs: *flag, sunglasses, earrings, carpet, basket, ring, cup and saucer, cushion, plate, soap, comb*.
- Students look at the pictures and work individually or in pairs to label them. Then they find the words in the word search and check their spelling. (The words go across, down and diagonally.)
- Students can then make their own word search to swap with a partner.

KEY: Activity 1: **2** flag, **3** plate, **4** earrings, **5** basket, **6** comb, **7** soap, **8** ring, **9** sunglasses, **10** cushion, **11** cup and saucer



Optional follow-up activity: Students use the Internet or the library to research some famous places in Istanbul, e.g. The Blue Mosque, The Bosphorus Bridge, The Spice Market. Students find out where these places are, what they are famous for, and why tourists visit them. Students present what they find out about their places to another student or to the class.

Worksheet 2: Problems, problems

Using the worksheet

- This worksheet practises *should* and *shouldn't*.
- Students work individually or in pairs. They read the problems and match them with the advice.
- Students then write advice to go with the 'drama school' problem.

KEY: Activity 1: **1d**, **2a**, **3b**, **4c**; Activity 2: Students' own answers.

Optional follow-up activity: Students read their advice from Activity 2 to the class. The class vote on the best advice.

Worksheet 3: Asking

Using the worksheet

- This worksheet practises *Could I ... ? Could you show/tell me ... ? Do you mind if I ... ? Of course, Not at all*.
- Students work alone to complete the dialogue using the words from the box. They can then read the completed dialogue in pairs.
- Students then look at the pictures and write what the people could be saying.

KEY: Activity 1: **2** Not, **3** Could, **4** Of, **5** mind, **6** all, **7** you, **8** tell, **9** course; Activity 2: Possible answers: **2** Could you tell me the time, please? Yes, of course. It's half past two. **3** Do you mind if I open the window? No, not at all. **4** Could I see that tablet, please? Yes, of course.

Optional follow-up activity: Ask students to work in pairs to adapt the dialogue in Activity 1 so that they are shopping for different items. Students then practise saying their dialogues.

Worksheet 4: Art from anything!

Using the worksheet

- This worksheet helps extend students' knowledge of different materials and techniques used to create types of art, using key *Think and learn* vocabulary.
- Ask students to look at the pictures of scratch art and pencil shaving art in Activity 2 and decide which materials from the photos in Activity 1 are used in each of them.
- Students then read the instructions about how to make the two types of art. They choose one type and follow the instructions to create their own picture.
- Students present their work to the class.

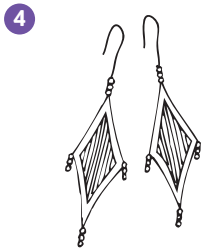
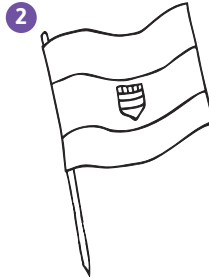
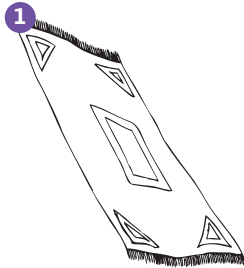
KEY: Activity 1: **1** S, **2** P, **3** S, **4** P, **5** S, **6** P

Optional follow-up activity: Students work in groups. They look around the class and find different objects they can create a piece of art with. They break the process down into key points and write the instructions using imperatives. They present their work to the class.

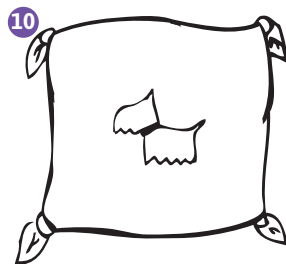
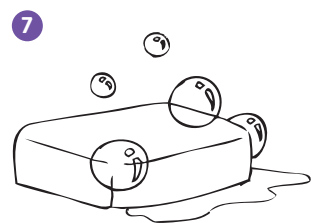
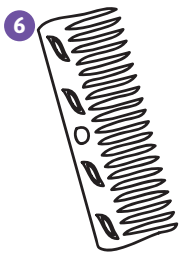
Name:

Class:

1 Look and write the words. Then find them in the word search.



carpet



g	v	x	r	s	f	a	j	q	e	s	t
s	h	i	o	n	l	y	t	d	l	n	a
e	e	t	r	e	a	r	r	i	n	g	s
i	e	c	f	o	g	t	j	p	p	p	r
k	h	t	u	b	a	l	o	h	l	e	e
o	r	p	y	f	b	o	c	i	a	j	i
d	e	i	d	c	n	a	u	p	t	g	g
o	s	u	n	g	l	a	s	s	e	s	s
m	o	y	x	g	r	e	h	k	d	p	t
c	a	p	m	k	s	t	i	p	e	i	g
t	p	v	f	u	l	c	o	m	b	t	b
x	n	x	c	i	h	k	n	p	y	b	p
c	u	p	a	n	d	s	a	u	c	e	r
b	z	u	t	b	w	c	a	r	p	e	t

2 Make a new word search in your notebooks.

Vocabulary: Souvenirs

Name:

Class:

1 Read and match the problems with the advice.



Penny's Problematic Problem Page

1



Dear Penny,

I share a bedroom with my brother. We are very different. Sharing a room with him makes me crazy. There is another room in the house that I would like to move to, but my parents say it's for visitors. What should I do?

2



Dear Penny,

My little brother won't let me do my homework. Every time I sit down at my desk, he comes into my room and says, 'Come and play with me.' I tell him that I'm busy, but he doesn't listen. What should I do?

3



Dear Penny,

I don't think my teacher likes me. She always gives me bad marks. She thinks that I'm lazy, but I'm not! I work very hard and I always do my best. What should I do?

4



Dear Penny,

I've got a problem. I don't think my friend likes me any more. We used to have lunch together every day, but now she's started playing football at lunchtime and doesn't want to eat with me. I like football, but I'm not very good at it. I'm so angry. What should I do?

a

I think you should tell your parents about the problem. Tell them that you really need to be quiet in your bedroom. Ask your parents to talk to your brother. Say that you need to study alone. You shouldn't get angry with your brother. He doesn't understand. Good luck!

Love, Penny

b

I think you should tell your teacher how you feel. Explain that you are not very happy. Tell your teacher how hard you work and how disappointed you are with your marks. You shouldn't worry too much. Your teacher should help you.

Love, Penny

c

I think you should talk to your teacher. Tell them that you are unhappy. Perhaps they can give you some extra football practice. You should also talk to your friend. Tell her that you miss her. Good luck!

Love, Penny

d

I think you should tell your parents how you feel. They should understand. You need to have some space now that you are getting older. Ask your parents why you can't move to the other room and listen carefully to what they say.

Love, Penny

2 Read and write some advice with *should* and *shouldn't*.

Dear Penny,

My favourite school subject is Drama. I want to be an actor. I'd love to go to drama school, but my parents don't like the idea. They want me to study medicine and be a doctor. What should I do?

Language focus 1: *Should / Shouldn't*

Name:

Class:

1 Read and complete the dialogue with the words from the box.

mind if Could Not all Of tell you course

Customer Good morning. Do you mind (1) _____ if I try on this T-shirt?**Shop assistant** (2) _____ at all.**Customer** (3) _____ you show me the changing room, please?**Shop assistant** (4) _____ course.**Customer** Ah, this is very small. Do you (5) _____ if I use a bigger changing room?**Shop assistant** Not at (6) _____.**Customer** Could (7) _____ give me a smaller T-shirt?
I think this one is too big for me.**Shop assistant** I'll get one for you.**Customer** One moment, before you go. Could you
(8) _____ me the price of the T-shirt, please?**Shop assistant** Of (9) _____. That's £19.99, Sir.

2 Look and write what the people are saying.

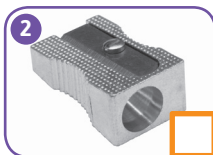
Could you give me six apples, please?Yes, of course.

Language focus 2: Could I ... ? / Do you mind if I ... ?

Name:

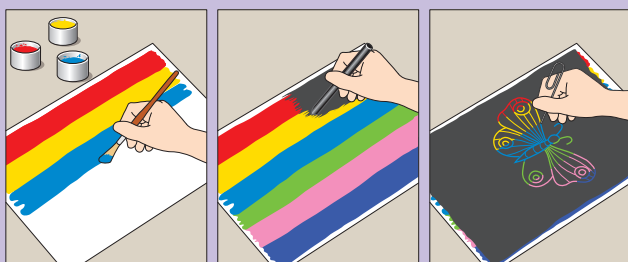
Class:

- 1 What materials have the artists used in Activity 2? Look and write S (scratch art) or P (pencil shaving art).



- 2 Look, read and make.

Scratch art



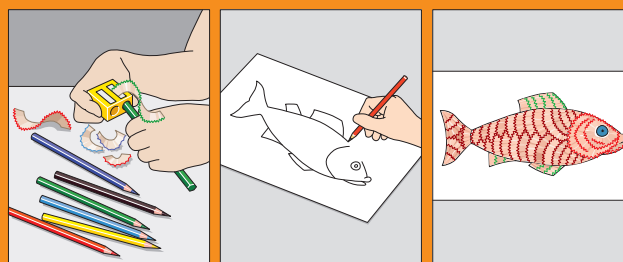
Materials:

paper
black wax crayons
coloured poster paints
paper clip

Method:

- 1 Paint a lot of different colours on a piece of paper. Paint over the colours a few times. Make sure the colours are thick.
- 2 When the paint is dry, cover the paper all over with a layer of black crayon. Make sure it's a thin layer.
- 3 Now, draw a picture by scratching in the layer of black wax with the paper clip. Can you see the colours under it?

Pencil shaving art



Materials:

paper
colouring pencils
pencil sharpener
glue

Method:

- 1 Sharpen as many colouring pencils as you can. Make sure the pencil shavings are long.
- 2 Draw a line picture on a piece of paper.
- 3 Glue the shavings onto the drawing.

Art: Marbling