

THEME 4 HUMAN IN NATURE

FUNCTIONS

1. Describing daily routines
2. Talking about abilities
3. Talking about frequencies of activities

LANGUAGE SKILLS and LEARNING OUTCOMES

Listening

E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words.

E9.4.L2. Students will be able to identify time expressions of daily routines.

Pronunciation

E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds.

Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/

Speaking

E9.4.S1. Students will be able to talk about their abilities.

E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.

Reading

E9.4.R1. Students will be able to identify specific information in a simpler written material such as short newspaper articles on effects of natural events.

E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.

Writing

E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities.

E9.4.W2. Students will be able to write a short paragraph about love for nature.

SAMPLE USAGE

I wake up at seven a.m. every morning when I go camping.

He runs a couple of miles every morning to clear his head.

Mum grows organic vegetables in her garden.

We don't stay in a tent during our summer holidays.

How often do you go trekking?

Sometimes / Once a week

Robert can cook delicious meals but I can't.

How long can you survive without water?

I am not sure but I think one or two days.

What can Sheila do?

What can we do to prevent natural disasters?

My friends help the victims/casualties of natural disaster.

THEME 4 HUMAN IN NATURE VOCABULARY

Student's Book

Nature : Doğa

Allow nature to take its course : Doğal akışına bırakmak

Live on the edge : Tehlikeli yaşamak

Desire : Arzu etmek, istemek

Waterfall : Şelale

Forest : Orman

Lake : Göl

River : Nehir

Island : Ada

Beach : Kumsal

Ocean : Okyanus

Desert : Çöl

Hill : Tepe

Tribe : Kabile

Herbal : Bitkisel

Volcanic eruption : Volkanik patlama

Earthquake : Deprem

Avalanche : Çığ

Drought : Kuraklık

Landslide : Heyelan, toprak kayması

Flood : Sel

Hurricane : Kasırga

Explosion : Patlama

Surface : Yüzey

Natural Disaster : Doğal afet

Scary : Korkunç

Bayou : Nehir kolu

Female : Dişi

Interview : Röportaj, mülakat

Quebec : Kanada da bir eyalet

Curved : Eğimli, kavisli

Safety rules: Güvenlik kuralları

Drill : Tatbikat

River bank : Nehir kıyısı

Take shelter : Saklanmak

Solution : Çözüm

Strike : Vurmak, çarpmak

Affect : Etkilemek

Magnitude : Büyüklük, şiddet

Cause : Sebep olmak

Costly : Masraflı

On record : Kaydedilen

Park ranger : Park, doğa görevlisi

Explorer : Kaşif

Catch : Yakalamak

Shoot : Çekim yapmak

Wildland fire : Kontrol edilemeyen yangın

Set up : Kurmak

Put out : Söndürmek

Fix : Tamir etmek

Journey : Yolculuk, seyahat

Dream : Hayal

Journalist : Gazeteci

Continent : Kıta

Experience : Deneyim

Sand storm : Kum fırtınası

Wind : Rüzgar

Disaster : Felaket

Communication : İletişim

Take off : Çıkarmak

Scarf : Atkı, kaşkol

Documentary : Belgesel

Workbook

Guess : Tahmin etmek

Tidy : Düzeltmek, toparlamak

Barn : Ahır

Helmet : Kask

Wilderness : İssız yer

Rock climbing : Kaya tırmanışı

Careful : Dikkatli

Local : Yerel

Long sleeved : Uzun kollu

Necessary : Gerekli

Discover : Keşfetmek

Prove : İspatlamak

Record : Kaydetmek

Departure : Ayrılış

THEME 4 HUMAN IN NATURE VOCABULARY EXERCISES

A. Fill in the blanks using the words below. One is extra.

earthquakes / tsunami / hurricane / landslide flood drought / avalanche

1. In Japan, people have very strong buildings because they often have _____.
2. When there is _____, the land dries and crops die.
3. The _____ damages the roof of the buildings in the West Atlantic Ocean very often.
4. After the _____, the water goes down and the land usually dries in weeks.
5. A small snowball can start a(n) _____ on the mountains in Peru.
6. When a(n) _____ comes; high waves hit the coast and kill people in Indonesia.

B. Match the words below to make collocations.

- | | |
|---------------------|--------------|
| 1. heavy | a) disasters |
| 2. Safety | b) banks |
| 3. natural | c) drills |
| 4. earthquake | d) eruptions |
| 5. river | e) rains |
| 6. volcanic | f) rules |

C. Read the statements below and use the collocations in exercise B to define them.

1. They are quick, wild and terrible events in nature. _____
2. The mountain explodes and hot materials come out. _____
3. They are very large amounts of water drops from clouds. _____
4. It is the land along the edge of a river. _____
5. These are laws to lower the risk of danger or injury for people. _____
6. They are plans for training people to prepare for disasters. _____

D. Complete the sentences with the jobs.

park ranger / wildland fire-fighter / wildlife photographer / zoo keeper / explorer

1. A / An _____ can enter the cages of wild animals to feed them.
2. A / An _____ can fight with forest fires to save the animals and trees.
3. A / An _____ can travel in hard conditions to discover new things.
4. A / An _____ can guide the visitors to protect green areas.
5. A / An _____ can wait for a long time to catch the best image.

E. Complete the sentences with the correct words.

long sleeved / desert / documentary / take off / journey

1. Camels can live without drinking water for a long time in the _____.
2. We had a wonderful time during our _____. We saw different places and took a lot of pictures.
3. I wore a _____ top to protect my arms from sunburn.
4. I like watching _____ films because I can learn new things from them.
5. It's hot. Why don't you _____ your jacket?

THEME 4 HUMAN IN NATURE VOCABULARY EXERCISES ANSWER KEY

A. Fill in the blanks using the words below. One is extra.

1. earthquakes
2. drought
3. hurricane
4. flood
5. avalanche
6. tsunami

B. Match the words below to make collocations.

- | | |
|-----------------|--------------|
| e 1. heavy | a) disasters |
| f 2. Safety | b) banks |
| a 3. natural | c) drills |
| c 4. earthquake | d) eruptions |
| b 5. river | e) rains |
| d 6. volcanic | f) rules |

C. Read the statements below and use the collocations in exercise B to define them.

1. They are quick, wild and terrible events in nature. **Natural disasters**
2. The mountain explodes and hot materials come out. **Volcanic eruption**
3. They are very large amounts of water drops from clouds. **Heavy rains**
4. It is the land along the edge of a river. **River banks**
5. These are laws to lower the risk of danger or injury for people. **Safety Rules**
6. They are plans for training people to prepare for disasters. **Earthquake Drills**

D. Complete the sentences with the jobs.

1. Zoo keeper
2. Wildland fire-fighter
3. Explorer
4. Park ranger
5. Wildlife photographer

E. Complete the sentences with the correct words.

1. Desert
2. Journey
3. Long sleeved
4. Documentary
5. Take off

THEME 4 HUMAN IN NATURE GRAMMAR

ADVERBS OF FREQUENCY

Adverbs of frequency tell us how often something happens. They usually come before the main verb, but after the auxiliary verb (do, does, etc.) and the verb to be.

always (100%)

usually (90%)

often (75%)

sometimes (50%)

rarely (10%)

never (0%)

***** We use never with positive verbs, not negative.**

I always eat an egg at breakfast.

It is usually rainy in London.

She sometimes drinks coffee.

He rarely listens to music.

I never walk to school.

***** We can place sometimes at the beginning of the sentence as well.**

I sometimes get up late.

Sometimes I get up late.

Exercise A. Make sentences using the adverbs of frequency in brackets.

1. Kathy / go to bed late at the weekends. (usually) _____
2. Barbara and Anita / listen to music. (often) _____
3. You / be / angry with me. (sometimes) _____
4. You / do your homework in the evenings. (always) _____
5. I / call my grandparents. (rarely) _____
6. Mr. White / ask easy questions. (never) _____

Exercise B. Rewrite the sentences using the words in brackets:

1. Kate does karate and judo (sometimes) _____
2. Freddy plays basketball at school. (usually) _____
3. The students correct the mistakes. (often) _____
4. Margaret talks to her aunt Alice. twice a week) _____
5. Samuel has a bath. (never) _____

Exercise C. Write questions. Give your answers using the short forms.

1. you / usually / buy / presents for your friends? _____
2. you / often / use / the Internet? _____
3. your English teacher / speak / always / Turkish / in the class? _____
4. your best friend / always / text you? _____

CAN / CAN'T

We use can to talk about abilities.

I can dance well.

He can lift heavy weights.

We use can't to talk about inabilities.

She can't read or write.

They can't ride a bike.

AFFIRMATIVE

I / You / We / They / He / She / It can dance.

NEGATIVE

I / You / We / They / He / She / It cannot (can't) dance.

INTERROGATIVE

Can I / You / We / They / He / She / It can dance?

Yes, you can. / No, you can't.

Yes, I can. / No, I can't.

Yes, he can. / No, he can't.

Yes, she can. / No, she can't.

Yes, it can. / No, it can't.

Yes, you can. / No, you can't.

Yes, we can. / No, we can't.

Yes, they can. / No, they can't.

Exercise A. Put the words in the correct order.

1. can / 100 metres / swim / My little brother _____
2. say / can / German / What / you / in _____
3. can / my / English / I / talk / in / family / about _____
4. cannot / Jan and Eric / the piano / well / play _____

Exercise B. Choose the correct option.

1. M-O-N-D-A-Y. I can / can't spell the day after Sunday.
2. A : One...deux.....three..... quatre?
B : You can / can't count in English.
3. A : Can you say the alphabet backwards in English?
B : Let me try. Y...Z...X...Well, I can / can't.
4. My friends don't like my spaghetti. I can / can't cook well.
5. I feel great today. I can / can't run and exercise in the park.