**METU/SFL Fall 2021**

**DBE**

**ELEMENTARY GROUP**

**DETAILED DOCUMENTATION OF COURSE OBJECTIVES**

***WIDE ANGLE 2 & 3***

*Wide Angle 2* is at A2 level and *Wide Angle 3* is at B1 level. It is assumed that the students already know the skills and language points taught in *Wide Angle 1.* These are listed at the end of this document. For more detailed list, please refer to Correlations files in the Teacher Recourse Center (TRC).

***NOTES:***

Skills that are highlighted in boxes in the book are written in italics throughout this document.

Items with an asterisk appear only in the exercises section or do not appear in the book at all, yet they are included in the testing syllabus.

The unit openers (unit snapshots) are not included in the tables below, yet the students are expected to study the questions and watch the videos of these pages before coming to class unless the teacher prefers to do the unit openers in class.

Sections called “What’s your angle?” are not included in the tables below, yet they are all included in the testing syllabus. It is important that students take the opportunity to produce the language in class using these sections.

There might be different kinds of exercises in the *unit review sections* of the book. In some of the units, the exercises are reminded here within the task types, but not in all the units. Please make sure you assign them as homework to which you can provide answer key.

The vocabulary items the students are responsible for are in the vocabulary list file.

**WIDE ANGLE 2:**

**UNIT 10:**

**Theme:** Performance

**Subthemes:** Do Better!, Faster, Higher, Stronger, Great Performances, Are You Busy Tomorrow?, That’s More Interesting

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| **SKILL/KNOWLEDGE AREA** | **Students will have practiced…** | **Task type** | **Text type** |
| **READING** | *Previewing (p.114)* | Preview the article by answering the questions. | Article: Forty-seven minutes faster |
| **WRITING** | *Checking your work: Spelling rules (p.119)* | Check the sentences for spelling. Find and correct errors. | Sentences |
|  |  |  |  |
| **LISTENING** | *Listening for gist (p.112)* | Listen to two speakers, and write the content words. Guess the speaker’s topic and main idea. | Audio: Small talks |
|  |  |  |  |
| **SPEAKING 1** | *Making, accepting, and refusing invitations (p.120)*  **Key language:**  Asking if the person is available:  Are you doing anything tonight?  Are you busy tomorrow?  Accepting an invitation and adding a positive comment:  Thanks. That sounds great.  What a great idea! I’ll come.  Rejecting an invitation and explaining why:  I’d love to, but…  Sorry, I can’t. I… | Role-play | Input video: Dialogue between two classmates |
| **SPEAKING 2** | *Talking about likes and dislikes; giving preferences (p. 122)*  like, dislike, love, hate, enjoy, prefer + Ving  using comparatives and superlative forms | Think of six things you can do after class today with a partner. Choose one thing you both want to do. | Input audio: conversation between two people |
|  | *Pronunciation: weak sounds (p.122)* | Noticing will/won’t | Input audio: sentences |
| **GRAMMAR** | -ing forms   * use the -ing form of the verb like a noun * use the -ing form after some adjectives + prepositions to talk about likes, abilities, and interests. * Use the -ing form as the subject   Comparative forms   * Use comparative adjectives & adverbs with or without than to say a person or a group is different or does things in a different way from another person or group   Superlative forms   * Use superlative adjectives & adverbs to say that a person or thing is different or does things in a different way from the group it belongs to   Negative comparatives and superlatives: less and least   * use less + adjective + than… to say that a person or thing is different from another person or thing because it has less of a particular quality. * use less without than when it is clear what we are comparing. * Use the least + adjective to say that a person or thing is different from the group it belongs to because it has less of a particular quality.   Comparative adjectives: as…as   * use as…as when we want to say that people or things are same in particular way. * Use not as…as when we want to say that people or things are different in a particular way. | Complete the sentences with the -ing form the of the verb.  Use the comparative form of the adjectives to complete the sentences.  Complete the questions with the comparative form of the adverbs.  Write your own sentences comparing two things in each item.  Write your own sentences comparing two things in each item. | Model sentences are taken from the article students read.    Model sentences are taken from the article students read.  Model sentences are taken from the article students read. |
| **VOCABULARY** |  | Complete each question with a preposition.  Match the captions and photos.  Complete the sentences with the words. |  |

**UNIT 12:**

**Theme:** Change

**Subthemes:** More and More and More!, An Important Decision, Our Gate Changed!, Yes, but…, A Difficult Change

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| **SKILL/KNOWLEDGE AREA** | **Students will have practiced…** | **Task type** | **Text type** |
| **READING** | *Using visuals and data (p.136)* | Answering the questions using the visuals and data | Article: Effects of population |
| **WRITING** | *Using because and so to talk about reasons and results (p.140)* | Choose so or becaue | Sentences |
|  |  |  |  |
| **LISTENING** | *Identifying levels of formality (p.143)* | Listen to four announcements or conversations in an airport | Audio: announcements and conversations |
|  |  |  |  |
| **SPEAKING 1** | *Agreeing and disagreeing with opinions p.145)*  **Key language:**  Agreeing with opinions:  Yeah, I know.  Yes, I think so, too  I totally agree.  Politely disagreeing with opinions:  Hmm, I’m not sure about that. (It might be too expensive.)  I see your point, but… | Role-play | Input video: Dialogue between two classmates and an intern and a supervisor |
| **SPEAKING 2** | *Describe a change (p. 146)*  use because and so to describe why the change happened and what the consequences were  use comparatives and superlatives  use more/less + noun to compare things before and after the change | Tell your classmates about a difficult change that you made. | Input audio: talk about a difficult change in life |
|  | *Pronunciation: suffixes and syllable stress (p.146)* | Noticing the stressed syllable | Input audio: sentences |
| **GRAMMAR** | Zero Conditional:   * use the zero conditional to talk about events and the results that always follow. * use when instead of if   First Conditional:   * use the first conditional to talk about possible events and their results. | Match the clauses with the effects.  Use the facts to complete the sentences with the zero conditional.  Complete the sentences with your own ideas.  Complete the sentences with the first conditional.  Choose whether zero or first conditional completes the sentences. | Modal sentences are taken from the article that ss read. |
| **VOCABULARY** |  | Match the words with the correct definitions.  Match the words or phrases to the pictures. |  |

**WIDE ANGLE 3:**

**UNIT 3:**

**Theme: Learning**

**Subthemes:** As You can See from My Resume, Machines are Taking Over!, It’s Free, What Was That?, Learning the Hard Way

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| **SKILL/KNOWLEDGE AREA** | | **Students will have practiced…** | **Task type** | **Text type** |
| **READING 1** | | Reading two cover letters as introduction to writing | Answer open-ended questions  Decide if the statements T-F or NG | Cover letters |
| **WRITING** | | *Using addition linking words*  As well as/ In addition to  In addition/ Moreover/ Furthermore  Not only……but also  \*\*\*Write a cover email in support of an application for a job or further studies  \*\*\*Ss read each other’s email to give feedback | Rewrite the sentences with the linking words |  |
| **READING 2** | | *Recognizing and understanding synonyms* | Choose the best heading for the article  Identify the part of speech of the given words and find and write their synonyms  Find four reasons why robots are good workers | article |
| **LISTENING** | | *Understanding a speaker’s purpose*  Persuade / inform / entertain | Complete the summary with words from the box  Choose the correct answer (two options are given) | Audio: conversation |
| **SPEAKING 1** | | Getting clarification  *Key language:*  Could you repeat that please?  Could you say that again?  Sorry, I didn’t quite catch that.  Can you go over that again?  Sorry, I’m not sure I understand  Do you mind explaining that?  Huh?  Sorry?  What?  What are you trying to say?  What’s your point exactly?  What do you mean? | Answer open-ended questions  Complete the expressions that the speaker uses for clarification  Ss role-play a conversation where they use appropriate expressions for clarification | Video Input: dialogues between ss and student and teacher |
| **SPEAKING 2** | | Describing experiences and events  \*\* the students are expected to use s. past or pr. perfect with time phrases for each tense (pg. 38—these are added to the grammar box)  *Pronunciation skill: contractions with ‘s and ‘ve* | Tick the life lessons that the speaker has learnt  Answer open-ended questions | Audio input: speaker talking about his life- experiences and lessons |
|  | **GRAMMAR** | | | |
| **Students will have learned** | * Present perfect simple with for and since   Task types:  Complete each sentence with for or since   * Present perfect simple and simple past   Use s. past when there is a specific time in the past  Use present perf. to talk about an action or situation in the past when we don’t know the exact time or if it is not important   * When describing events and experiences:   + - a specific event or experience with a specific time phrase:   when I was…..  five years ago….   * + - a longer experience with time phrases such as:   In my 20s+ s. past  Over the last few years,….+pr. perf.  Recently+ present perf.  So far+ pr. perf. (workbook)  Task types:  Choose the correct option (s. past or pr. perfect)  Complete the text using the verbs in the box in the pr. perf. or s. past   * Present perf. with just, already, yet, ever, never, and still   Task types:  Choose the correct answer to complete each item  Complete the text with just, already, yet, ever, never, and still | | | |
| **VOCABULARY** | Task Types:  Look in the emails to find the adj. form of the given words  Complete two charts turning adj. into nouns or verbs  Match each verb with a word or phrase  Complete the sentences using verbs  Identify the part of speech and find a synonym for each word in bold  Read the article again. Find synonyms for these words  Complete the phrases using words from the box  Complete the sentences with the words from ex. 3 | | | |

**UNIT 4:**

**Theme: Movement**

**Subthemes:** Get Moving!, Are You a Traveler or a Tourist?, Out and About, You Might See whales!

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| **SKILL/KNOWLEDGE AREA** | | **Students will have practiced…** | **Task type** | **Text type** |
| **LISTENING** | | Recognizing reductions with ‘to’ | Ss listen to sentences from the interview to identify the full or the reduced forms of ‘to’  Ss listen to the whole interview to complete the statements | interview |
| **READING** | | *Separating fact and opinion* | Read a blog to answer open-ended questions  Identify which questions answer facts and which answer opinions | Blog entry |
| **LISTENING 2** | | Ss listen to voicemail messages to identify schedules and plans  (present tenses for future plans and schedules are introduced from listening) | Match each person with a statement  Identify if each sentence is a schedule or a plan | Voicemail messages |
| **WRITING** | | *Using the right tone in text messages* | Read example text messages to answer open-ended questions  Match each example of ‘textspeak’ with a meaning  Write a short text message for the given situations  Read each other’s text messages to give feedback | Text messages |
| **SPEAKING 2** | | *Asking for and giving directions*  *Key language:*  *Asking for directions:*  Excuse me, do you know where…..is?  Sorry, can you tell me where……is?  *Giving directions:*  *(use the imperative)*  Go straight ahead. then turn left at the lights.  Take the first street on the right, walk for five minutes, and it’s on the left.  *For more information, use will:*  You’ll pass the train station first, and the park is after that.  You’ll see a supermarket and a bank, and then the station.  Pronunciation: Intonation for asking for and giving directions | Listen to a dialogue and identify the tourist attractions  Listen for specific information  Listen to dialogues to notice intonation  Act out a conversation between a tourist and a resident asking for and giving directions | Audio input: dialogues |
|  | **GRAMMAR** | | | | |
| **Students will have learned** | * Will vs. Going to   Use *will or won’t* when we make a decision at the moment of speaking  Use *be going to* when we have already made a decision (talking about plans and intentions)  Use *will or won’t* to make predictions based on personal feelings or opinions (use I don’t think….will for a negative prediction)  Use *be going to* when there is some evidence in the present to support the predictio  \*\*\*These two can replace each other unless the contextual clues are clear enough, so the students are expected to follow the contextual clues in the exam and/or the correct use of each (S/V agreement)  Task types:  Choose the correct options (will or going to)   * S. present in future time clauses   As soon as, when, before, after, if\* + s. present tense and will in the main clause  \*the difference between when and if is given on pg. 162.  Task types:  Find the error in each sentence and correct it  Complete each gap using the s. present or will and the verb in parentheses   * Present tenses for future plans and schedules   Use pr. cont. to talk about a plan with a fixed time and/or place (including other people)  Use s. present tense to talk about schedules (bus-train or personal schedules) with a future meaning  Task types:  Choose the correct option to complete the sentences | | | | |
| **VOCABULARY** | **Task types:**  Match each phrasal verb with a phrase  Find six ph. verbs that can be separated  Make two sentences for each ph. verb in ex. 3 (separable ones)  Complete the collocations with the words from the box  Complete the questions with collocations from ex. 4 | | | | |

**UNIT 6**

**Theme: IMAGES**

**Subthemes:** The World’s Most Famous Photo, Express Yourself, That Looks Just Like a Fish!, Images with Impact

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| **SKILL/KNOWLEDGE AREA** | | **Students will have practiced…** | **Task type** | **Text type** |
| **LISTENING** | | *Listening for specific information*  *Pronunciation skill: adding focus* | Listen to a podcast and answer open-ended questions  Read the summary and correct the three mistakes | Podcast |
| **READING** | | *Recognizing prefixes*  *Prefixes such as un-, dis-, mis-, im-, and in- give the opposite meaning (unlike, disagree, misunderstand, impossible, informal*  *Other common prefixes:*  *Anti= against: anti-smoking*  *Co= together: cooperate*  *Mid= in the middle: midtown*  *Re= do again: replay*  *Auto= self: autofocus* | Identify the prefix in each word  Guess the meaning of each word; find the word in the article; use the context to match the words with their meanings  Do detailed reading to decide if the statements are T- F or NG | Article *(From Self-Portraiture to Selfie)* |
| **READING 2** | | The book presents grammar in context (verbs with two objects) and the writing skill (writing opening sentences) from this reading. | Answer open-ended questions | Online posts |
| **SPEAKING** | | *Giving a presentation using visuals*  *Give the audience time to study the visual*  *Describe what they see:*  *This picture shows….*  *As you can see from the chart…..*  *Give details about what’s happening, who took the photo, where, and when.* | Ss read and listen to a speaker talking about a photo to decide if the statements are T-F or NG.  Ss listen to it again to do detailed study on it (ex. 4 on pg. 74)  Ss find and talk about a photo that they like using the strategies and expressions they have learnt in speaking box on pg. 74  Give feedback to each other on their presentations | Read and listen to a speaker talking about a photo |
|  | **GRAMMAR** | | | |
| **Students will have learned** | * Quantifiers: *both, several, most,* and *all*   Use *both* with a plural noun to talk about two people or things (both (of) the +noun)  Use *all* with a plural noun to talk about all the people or things in a group (all (of) the + noun  Use *most + of the*+ plural noun to talk about the majority of the people or things in a group  Use *most/all* + noun (without the or of the) to talk about people or things in a general way  Use *several (+ (of the)* + plural noun to talk about some of the people or things in a group  Use *both / several/ most/ all + of* + pronoun to talk about people or things that are already mentioned.  Use *both / several / most / all* without a noun or pronoun when it is obvious what we are talking about  Task types:  Choose the correct option to complete the text  Complete the sentences using the words and phrases in the box   * Quantifiers: too much/ too many, a little/ a few, a lot, enough   Use *a lot of/ lots of* with countable or uncountable nouns to describe a large number or amount (positive-negative sentences and questions)  Use *a few* with countable nouns (usually in positive sentences)  Use *a little* with uncountable nouns (usually in positive sentences)  Use *much* with uncountable nouns (negative sentences and questions)  Use *many* with countable nouns (negative sentences and questions)  Use *too much or too many* to say that the quantity is more than we want or need (sometimes with a negative result)  Use *enough* with countable and uncountable nouns to say “all that is necessary” (use *“not enough”* to make a negative sentence)  Task types:  Choose the correct options  Complete the sentences using the words and phrases in the box  Choose a photo that they don’t like and talk about it using too much/too many, a little/a few, a lot, and enough   * to use verbs with two objects (direct and indirect object) *(with prep. to of for when necessary)* | | | |
| **VOCABULARY** | **Task Types:**  Read the reading skill. Find the prefix in each word.  Guess the meaning of each word in ex. 2 from its prefix. Then, find each word in the article From Self-Portraiture to Selfie, and check your answers using the context.  Complete the text using these words. | | | |

**UNIT 7**

**Theme:** PREDICTIONS

**Subthemes:** Get the Message?, Changes Ahead, The Future of Language, I’m Not Sure About That, I Will, I Might

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| **SKILL/KNOWLEDGE AREA** | | **Students will have practiced…** | **Task type** | | **Text type** |
| **READING** | | *Recognizing words with more than one meaning*  Reading text: *When Texting Goes Wrong* | Read sentences to choose the correct meaning of the bold word (the sentences are not from the reading text)  Find the given words in the text messages and use the context to choose the correct meaning | | Text Messages |
| **WRITING** | | *Writing skill: Checking your work: Punctuation* | Study the first paragraph of the questionnaire to notice the use of punctuation  Write each punctuation feature next to the correct use  Find the examples of each use of capital letters (for names, titles, etc.)  Rewrite the sentences using correct punctuation | | The book presents the writing from a reading text; *How will Technology Change Our Lives?,* involving a questionnaire |
| **LISTENING** | | *Listening for Main Ideas*  *Pronunciation skill: Elision (pg. 78)* | Listen to the first part of a student’s presentation and choose the two main ideas  Listen to the second part of the presentation and choose the summary that best describes the presentation  Listen to the whole presentation to answer open-ended questions | | A student’s presentation involving two parts |
| **SPEAKING 1** | | *Disagreeing*  *Identifying and using different functions of disagreeing in different contexts as given on pg. 85*  *Disagreeing (more and less direct)*  *Accepting but disagreeing (more and less direct)*  *Asking for an explanation (more and less direct)* | Watch the video and choose who asks which question (ex. 3 on pg. 84)  Write the expressions from the video in the correct place in the chart (ex.4)  Watch the video again to notice how the strategies and expressions help people disagree with each other  Ss work in groups to discuss the given ideas in ex. 8 using the strategies and expressions they have learnt when they disagree | | Video: Dialogue between coworkers |
| **SPEAKING 2** | | *Expressing worries, doubts, and problems*  Key language: (the expressions used to express these as given on pg. 86 in the box) | Ss listen to a conversation between a career advisor and a client to complete a chart  Ss make notes about an event they need help planning, and ask for advice or give advice to each other | | Audio: conversation between a career advisor and a client |
|  | **GRAMMAR** | | |
| **Students will have learned** | * must, have to, and can’t to talk about deductions about the present * must and have to when we are sure sth is true (has to for third person subjects) * can’t when we are sure sth isn’t true (not mustn’t)   Task Types:  Ss choose the correct options  Complete the dialogue with can’t, must, and have to   * will and might to make predictions * don’t use direct questions with might, but use opening phases such as *Do you think….might…..* * often use *I think / believe…… or I don’t think / believe……* to introduce a prediction with *will* * use will+ probably or probably+ won’t to make the prediction a little less certain and definitely to make a prediction more certain (positions of these in positive and negative sentences)   Task Types:  Ss write the phrases in the correct order to find ten predictions  Complete the sentences using will, won’t, might, and might not   * adverbs (a little, pretty, and really) * use *a little, pretty, and really* with adjectives and *a little and much* with comparative adjectives * use a little+ negative adjective after the verb “be”   Task Types:  Ss choose the correct answer | | |
| **VOCABULARY** | *Task types:*  Complete sentences with get collocations from the vocab. development box by using the correct form of get  Use get with the words in the box to complete the sentences by using the correct form of get  Complete the collocations with the words and phrases in the box  Use words and phrases from the box in ex. 7 to complete the sentences  Match the words with their definitions  Complete the sentences using words from ex. 5. by changing the form where necessary | | |

**UNIT 8**

**Theme: CONSUMPTION**

**Subthemes:** It’s the Wrong Size!, Food Matters, I Must Have It!, Is That All Right with You?, How Can I Help You?

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| **SKILL/KNOWLEDGE AREA** | | **Students will have practiced…** | **Task type** | | **Text type** |
| **LISTENING** | | *Recognizing statements used as questions*  *Pronunciation skill: stress on content words* | Listen to each sentence twice to decide if it is a statement or a question  Listen to a conversation between a store manager and a customer to identify what the customer wants and why  Listen to the conversation again to answer open-ended questions | | Conversation between a store manager and a customer to |
| **READING** | | *Interpreting visuals and data*  *(Citymeals on Wheels: My New Heroes)* | Ss read the open-ended questions to guess which ones will be answered in the text, and which ones in the graphics  Use the text and graphics to answer the open-ended questions in the previous ex. | | Food blog |
| **WRITING** | | *Writing Skill: Giving opinions*  *The structures used to give opinion, support it, and to structure the writing are key language items (writing skill box on pg. 95)*  *\*\*\*ss write an opinion essay of 175- 200 words answering the question: Is….necessary or unnecessary?* | Ss read the example essay to find examples of the language in the Writing Skill box  Answer an open-ended question related to the example essay (how many reasons for not having a smartphone does the writer give?) | | A student’s presentation involving two parts |
| **SPEAKING 1** | | *Making requests*  *Can you….?*  *Could you…..?*  *Would it be possible for you to……?*  *Get the sugar from over there.*  *I’m sorry to bother you, but would you mind + Ving……*  *Confirming acceptance*  *Key language items used on pg. 97 in “real-world English: confirming acceptance” box (request- hesitating- confirming- conditions)* | Watch the video and answer open-ended questions  Watch the video again to complete requests  Put the words in order to make requests  Match the requests with a situation  Listen to short conversations to identify how willing or unwilling the person is to accept the request  Listen to the conversations again to tick the expressions they hear for confirming  \*\*\*ss role-play a conversation by choosing the situation themselves using the expressions they have learnt to make and accept requests | | Video: Dialogue between coworkers |
| **SPEAKING 2** | | *Calling customer service*  *Key language items in the box on pg. 98 (phrases that they probably hear, and useful language that they might use while speaking to a customer service representative)* | Ss listen to a conversation to complete a chart and then listen again to answer open-ended questions  Complete the dialogue between a customer service representative and a customer  \*\*\*ss role-play a conversation between customer service representative and a customer in a context of their choice, and listen and give feedback to each other by answering the questions in ex. 9 on pg. 98. | | Audio: conversation between customer service representative and a customer |
|  | **GRAMMAR** | | |
| **Students will have learned** | * can, could, may: Permission and requests   **Task Types:**  Ss decide if the statement is formal or informal  Correct the mistake in each sentence   * be able to: Ability and possibility * present, past, and future forms of “be able to” * use will / won’t be able to when talking about abilities and possibilities in the future instead of “can” * use “to be able to” when you need an infinitive to talk about abilities and possibilities   **Task Types:**  Choose the correct option  Complete the text with the correct form of “be able to”   * may, might and could: Possibility * may, might, and could to talk about possibility in the present and future, and to make deductions * don’t use “couldn’t” to express possibility, but to say that you are certain that something is not true * don’t use “may” in direct questions for possibilities, but use could or an   **Task Types:**  Ss read statements to decide if they refer to the present or future  Choose the correct option | | |
| **VOCABULARY** | *Task types:*  Match the words and phrases  Complete the sentences using these words  Ss take the food quiz, and match each word to a definition  Use these words to complete each sentence  Complete the sentences using the highlighted words in the vocab. development box  Discuss the prefixes that can go with the words in the box, and make a sentence to show their meaning | | |