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My big day

What was your big day? Was it when you learned to swim, moved house or had a ride in a hot air balloon?

Was it when your child was born or you left school? Was it when you changed your hairstyle?



What you will do

In this unit you will listen to other people's stories and read for pleasure. You will also have the chance to tell your own story. You will develop the skills listed below. Tick the boxes of the skills you most want to learn.

Listening and speaking

Skill

- ☐ Listen to stories and understand them
- ☐ Tell your own story so that other people can understand and enjoy it

Skill code

SLlr/E2.1, SLlr/E2.2, SLlr/E2.5

SLc/E2.3

Reading and writing

Skill

- ☐ Read stories and understand them
- ☐ Write a story that other people would enjoy reading
- ☐ Write clearly and correctly
- ☐ Choose words you want to use and spell them correctly

Skill code

Rt/E2.1, 4; Rs/E2.3, 4
Rw/E2.2, 3

Wt/E2.1

Ws/E2.1, 2, 3; Ww/E2.3

Ww/E2.2

Project work

At the end of this module you will be able to tell the story of a big day in your life, in writing or on tape.

Mehmet's big day

The person in the picture is Mehmet Izzet.

He is with his friend, Joe.

Where do you think they are going?



Activity A • Listening part 1



Listen to the first part of Mehmet's big day. Who is Joe? How does he help Mehmet on his big day?

Below are some sentences that describe Mehmet's big day. The first three have important information highlighted. These are called **key words**. Highlight the key words in the other sentences.

Mehmet had **worked** **all night**.

He was a **cleaner** in an **Internet bar**.

It was the day of his **driving test**.

He had a bad head. He felt sick.

Joe was his best friend. He drove him to the test centre.

The examiner arrived and said "Drive on".

Activity B • Listening part 2



In the first part of the story, Mehmet went to the test centre. Listen to the second part. Tick the key words you hear in the story. The first one has been completed for you.

seventh driving test ☒ or ☐ first driving test

exam ☐ or ☐ test

grabbed pedals ☐ or ☐ grabbed wheel

failed test ☐ or ☐ passed test

reverse, three-point turn, ☐ or ☐ forward, turn right and left
emergency stop

"Congratulations" ☐ or ☐ "Well done"

fish and chips ☐ or ☐ meze with favourite foods

In groups, discuss the following:

Have you or has anyone you know taken a driving test?

Was it a big day?

What happened?

Activity C • Reading

Look at Mehmet's story at the back of these learner materials on page 21.

Find the following words that he uses to describe driving tests.

test	sick	wheel	grab
examiner	good news	reverse	
corner	panic	three-point turn	
sweating	emergency stop	congratulations	

Highlight the words in the text.

Did you find any other words relating to driving tests? Discuss them and write them in the spaces below.

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.....

Activity D • Reading and writing

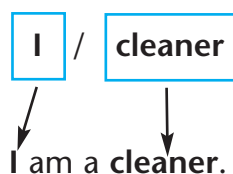
Fill in the gaps with words from the box in Activity C.

Some people when they have to take their driving
..... Helen Hayes took her test 17 times! Most times she failed on
the stops and once or twice on the three-.....
turn. 'I used to get so scared before a test, I would start, so
when I grabbed the my hands would be slippery and I didn't
feel in control.'

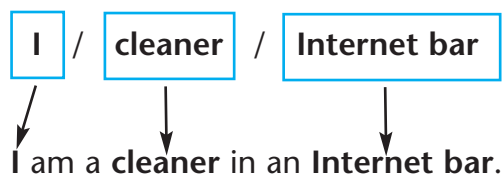
The is that on the 17th of June last year Helen
passed her driving test. Why? She wore gloves!, Helen.

Activity E • Reading

We can build up sentences with key information words:



We can make longer sentences by adding more key words:



We can **link** two short sentences using 'and', 'but', or 'because' to make a longer sentence.

I / cleaner / Internet bar / like / job

I am a cleaner in an Internet bar **and** I like my job.

I / cleaner / Internet bar / like / job / meet / people

I am a cleaner in an Internet bar **and** I like my job **because** I meet people.

Sarah, like Mehmet, also passed her driving test. Use the key words below to build up your own sentences about her journey to the test centre:

1 I / woke up / 6:00

I woke up at 6:00.

2 sweating

3 nervous / driving test

4 mother / drove / test centre

5 examiner / arrived / 11:00

Activity F • Writing

Make up six of your own sentences about either your driving test or a friend's driving test. Write down the key words first. Use the words in Activity C to help you. Join your sentences together using 'and' or 'but'.

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Big day for Angela

Stories are about **what happened**. They are often told in the **order** in which things happened. Here is an example from Mehmet's big day:

- 1 **First**, Mehmet went to the test centre.
- 2 **Then**, he took the test with the examiner.
- 3 **In the end**, he passed his test.

Activity A • Reading

Here is another story about someone's big day. Her name is Angela. The story is told in pictures as well as words. Look at the pictures and read the words. Think about the order of the story.

Angela's big day

		
First I moved to a new house. The walls in my room were all plain white.	I decided to paint them. I chose a bright yellow colour!	Then I asked my friend, Pam, to help but she was sick so she said, "No".
		
I didn't know what to do. I had never painted a room before.	Then I made up my mind	In the end

What happened in the last two pictures? Write your own sentences under the pictures.

There are some sentences to help you on page 6.

I was proud of myself.
 I did it myself.
 I started to paint.
 I didn't need help.

I decided to paint the room myself.
 My room looked wonderful.
 I painted all day.
 I stood back and looked.

Activity B • Writing

Now create your own cartoon about a big day in your life.
 Write the key words you are going to use under each box.
 In each box, draw, download or cut out pictures from a magazine or newspaper.
 Write out six full sentences on a separate sheet.

1 First

2 Then

3

4

5

6 In the end

Words of sequence and adjectives

Activity A • Reading and speaking

Your teacher will give you some cards with sentences on them. Put the cards in the correct sequence to make a story. The stories are by famous people.

Who could they be?

Person A could be.....

Person B could be.....

What were they feeling? What clues can you find? Discuss this with another person.

Adjectives

Adjectives can be used to describe how a person feels. For example:

*Edith was **pleased**.*

*Edith had a **happy** birthday.*

Activity B • Reading

Here is a story told by Edith. It is about her birthday.



I got up **before** 7 o'clock in the morning to wait for the post. It was my birthday.



After a while, the post came but there was not a single card. All my friends had forgotten me. I felt terrible.



By 11 o'clock, I was very sad. **Suddenly** the doorbell rang. I thought it was someone trying to sell me something but it wasn't...



...it was my daughter! I was so pleased.



After that, she drove me to her house. She said she had a surprise for me. I couldn't wait to see what it was!



We arrived at her house **after** a 45-minute drive. There were my friends waiting for me!

after before after a while by suddenly
first then next in the end

Look at these 'sequence words'. Use Edith's story on page 7 to help you understand their meaning.

Activity C • Reading and writing

Take the sentences from Activity A. Your teacher will give you some cards with 'sequence words' on them.

In groups, make the story flow better by using 'sequence words' to show the order. Read the story out loud to make sure it sounds right.

Write down the new sentences here:

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Activity D • Writing

Now use the writing worksheet on the next page and fill in the first two boxes. The writing worksheet will help you build up a story of a big day in your life. Use the key words and sentences you prepared for your cartoon (page 6).

Writing frame

Use this writing worksheet to write your own story about an event in your life. Use your cartoon, words of sequence, and adjectives to describe feelings, to help you.

Key words

Build your key words into sentences and use sequencing words and phrases from this box:

First after before then next after a while by suddenly in the end

For example: **After a while**, the post came.

Add adjectives to describe feelings to the sentences above:

shocked sad angry joyful excited
bored surprised pleased

For example: I was **so pleased** to see my daughter.

Remember to put in full stops and capital letters.

Activity E • Reading

shocked sad angry joyful excited
bored surprised pleased puzzled

Describe these faces using the words above. You can use more than one for each face.



Read the sentences for Person C below. Who do you think this person is?

Person C

I said goodbye to my dark prison cell, the harsh guards and my lonely life. I walked out of the prison into the bright African sun. Thousands of joyful people were waiting to welcome me. I smiled at the waving crowd. I could not believe my sentence had ended. After twenty-seven wasted years I was finally free. With relief I walked away with my wife.

Words that describe feelings helped to say:

- how the person felt in prison
- how the person felt when he was freed.

Activity F • Reading

Look at Edith's story (Activity B, on page 7) and highlight the words that describe how she is feeling.

Activity G • Writing

Now add sentences about feelings to your writing frame (page 9).

Remember

Words that describe feelings can be adjectives.

- Feelings can make your stories more interesting.

Making sense

Activity A • Reading

Punctuation helps you to understand written text. Read the words in the passage on the left. Spot the differences in the passage on the right. Circle the differences. The first sentence has been completed for you.

I could not wait to tell everyone.
Would my friends believe me?
I would buy a second-hand car as soon as I could. What car shall I buy? Who shall I take for a drive first? Anything could happen, I might even find a new girlfriend.

i could not wait to tell everyone
 would my friends believe me i
 would buy a second-hand car as soon as i could what car shall i buy
 who shall i take for a drive first
 anything could happen i might even find a new girlfriend

Working in pairs, read both passages aloud. Which makes more sense to you?

Your teacher will read the passage aloud. Follow the text. What happens to the tone of your teacher's voice when Mehmet asks a question?

Activity B • Reading

Look at these sentences from the passage. Read them aloud. What do you notice about them?

Would my friends believe me?
 What car shall I buy?
 Who shall I take for a drive first?

How do they sound? How would they sound without the question mark?

Tip

Punctuation tip! Full stops and exclamation marks

To begin a sentence we use a capital letter (T).

↓
Today was my big day.

↑
To end a sentence we use a full stop (.).

To ask a question use a question mark (?) at the end of a sentence instead of a full stop.

Where is the test centre?

What time is my test?

Have I passed?

It was my daughter!

Activity C • Reading

Look at the text below. Read it aloud. What do the question marks do in this text? Talk about them with your group or teacher.

It was my birthday and it had not started off well. I was upset. Why was there no post? Where were my birthday cards? Had everyone forgotten my birthday? What was I going to do all day? Then it all changed when my daughter came for me. It was a great day. I had my friends all around me. They gave me presents they even baked a cake.

Activity D • Listening



Listen to the audio clip and add the full stops, capital letters and question marks.

we got back to the centre i was sweating now the examiner
turned to me i looked at him in panic

I tried to read the expression on his face what did it say have
I passed my driving test

"Congratulations," said the examiner. "You have passed your
driving test."

joe walked towards me I could see the look on his face has
he passed i told Joe the good news he was really pleased for
me

Activity E • Writing

Look at your writing frame. Can you add any question marks (?) to your own writing?



Spelling

Activity A

Look at your key words on page 9. Have you spelt them correctly?
Go over the spelling of each word with the person you spoke to, and with your teacher. Use these questions as reminders of what to look out for:

Do you have the correct first letter? What is the sound?

Do you have the correct last letter? What is the sound?

Have you used the letters a e i o u to make the right sound?

How do you make the other sounds in the word?

Is there more than one part to the word?

Does it have a common ending?

Does it have a common beginning?

Does it use two letters to make one sound?

Is it a word you must just learn?

Now correct the spellings of your key words.

Example – **safety** safe-ty

Example – **shocked** shock-ed

Example – **unhappy** un-happy

Example – **street** room read

Activity B

Look at these words. They come from the stories and the text in this unit.

took booklet look goodbye

room too tools moon cartoon

They all have the letters 'oo' in them, but the words in the first box do not sound the same as the words in the second box. Practise reading them.

Find them in the stories. Highlight them and practise spelling them, remembering the sound the 'oo' makes in the word.

Activity C

Look at your own key words (page 9) and at the sentences you have written. Are there any words with the sound 'oo'? Highlight the words in your own writing.

Write four words with the sound 'oo' here. Write neatly using joined-up letters.

.....

.....

Now cover the words and write them again here. Write neatly using joined-up letters.

.....

.....

Activity D

Look at these words. They come from the stories you have heard and read.

tea	team	beat	breath	years
-----	------	------	--------	-------

They all have the letters 'ea' in them. Practise reading them.

Find them in the stories on page 21. Highlight them.

Activity E

Look at your own key words (page 9) and at the sentences you have written. Are there any words with the sound 'ea'? Highlight the words in your own writing.

Write four words with the sound 'ea' here.

Write neatly using joined-up letters.

.....

.....

Now cover the words and write them again here.

Write neatly using joined-up letters.

.....

.....

Activity F

Look at the words in your own sentences. Can you see any other spelling patterns?

Pick one spelling pattern. Find words with this pattern in the stories in this unit. Highlight them.

Write four words with this spelling pattern here. Write very neatly. Join up your letters.

.....

.....

Now cover the words and write them again here. Write very neatly. Join up your letters.

.....

.....

Did you write them correctly? Practise again on a piece of paper.

Activity G

Pick some more of your key words that you need to remember. Write them here.

Write very neatly. Join up your letters.

.....

.....

Now cover the words and write them again. Write very neatly. Join up your letters.

.....

.....

Practise spelling more key words on a piece of paper if you wish.



Integrated skills

Activity A • Reading

Here is another story about someone's big day. Read the story and talk about it. Is it a good story? What makes it good? Highlight the words that tell you the writer's feelings.

The sun was too bright. It hurt my eyes. I had not seen sunlight for five years!

My brother drove me home. The streets looked different. I looked at the children with their mothers. I had not seen a child for five years.

We turned into our street. I was shocked. It was full of police and a lot of people were waiting to welcome me home. I felt happy. I also felt sad and angry. I had wasted so many years!

Then I saw my mother. I jumped out of the car and ran to her. It was a brilliant day.

Activity B • Speaking and listening

In pairs, read out what you wrote on your writing frame (page 9) for a big day in your life. Another person in your group will note down what happened and any words that describe how you felt. Take turns to tell your story. Did your partner get all the information right?

Activity C • Writing

Remind yourself of the key words you used. Write them here.

.....

.....

Activity D • Writing

Give your key words to another person in your group. They will plan out your story. Write one key word in each box. Write one sequence word next to it. Try to spell the words correctly. Write neatly.

Sentence	Sequence	Key words
1	First	
2		
3		
4		
5		
6	In the end	

Remember

Remember to use these words or phrases:

- First, after, before, then, next, after a while, by, suddenly, in the end

Activity E • Writing

Write sentences using six of the other person's key words. Use words that describe how they felt. Check your spelling with your teacher.

Remember

sentences:

- begin with a capital letter
- end with a full stop.

	Key word	Sentence
1		
2		
3		
4		
5		
6		

Activity F • Speaking and reading

Tell the group about the other person's big day. Use your written work to help you remember.

Swap stories with other members of your group and read each others' work.



Check it – Review

Activity A • Reading

Read this story of Jean's big day.

Tick here when you have read the story. ☐

Did you enjoy it?

Yes ☐

No ☐

Say why.

Talk about your answer with your group or teacher.

Jean's big day

My big day was when I started my new job. I had an exciting job.

The job was to hand out free mugs to people at music gigs. I saw some pop stars and made new friends at the same time.

I walked to the town centre to meet the boss in Wood Street. I had a super boss. He was really helpful and told me what to do.

He said "Good luck, Jean!"

I went back later at seven o'clock. I took the mugs and got ready to hand them out.

I really liked the music. I felt great!

Activity B • Writing

Write three sentences about Jean. Say what she did in the story. You can choose sentences from the story or you can use your own words.

First

Then

In the end

Include adjectives to describe how Jean felt.

.....

Activity C • Using punctuation

Make **two sentences** into **one sentence**.

Join the two sentences below with a 'linking word'. Rewrite them, use a full stop and capital letter to show the beginning and end of the new sentence.

My brother drove me home. I wanted to walk.

.....

Jean walked to the town centre. She met her boss in Wood Street.

.....



How am I doing?

Now look back at the skills listed on page 1.

Then finish the sentences below.

I am confident with

.....

.....

.....

I need more practice with

.....

.....

.....

Date

Page 2 Mehmet's big day

Activity A

bad head/sick/best friend/test centre/examiner/
'Drive on'

Activity B

- seventh driving test ☐ first driving test ☐
 exam ☐ ☒ test
 grabbed pedals ☐ ☒ grabbed wheel
 failed test ☐ ☒ passed test
 reverse, three-point ☒ forward, turn right
 turn, emergency stop ☐ and left
 "Congratulations" ☒ "Well done."
 fish and chips ☐ ☒ meze with favourite foods

Activity D

Some people **panic** when they have to take their driving **test**. Helen Hayes took her test 17 times! Most times she failed on the emergency stops and once or twice on the three-**point** turn. 'I used to get so scared before a test, I would start **sweating**, so when I grabbed the **wheel** my hands would be slippery and I didn't feel in control.'

The **good news** is that on 17 June last year Helen passed her driving test. Why? She wore gloves! **Congratulations**, Helen.

Activity E • Sample answers

- 1 I woke up at 6:00.
- 2 I was sweating.
- 3 I was nervous about my driving test.
- 4 My mother drove me to the test centre.
- 5 The examiner arrived at 11:00.

Page 5 Big day for Angela

Activity A • Sample answers

I decided to paint the room myself.
 I did it myself.
 I started to paint.
 I painted all day.
 I didn't need help.

Or, you can use your own words.

Picture 6 You can use one or both of:

I was proud of myself.

My room looked great!

I stood back and looked.

Or, you can use your own words.

Page 7 Words of sequence and adjectives

Activity A

Person A	Michael Owen	or	A footballer
Person B	The Queen		

Activity E

Learners may have different answers. These are only suggestions.

happy, joyful, pleased	sad, angry
surprised, shocked	puzzled, bored

Person C	Nelson Mandela	or	A prisoner who has been set free
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Activity F

Terrible, sad, delighted

We got back to the centre. I was sweating now. The examiner turned to me and I looked at him in panic. I tried to read the look on his face. What did it say? Have I passed my driving test?

"Congratulations," said the examiner. "You have passed your driving test."

Joe walked towards me. He was thinking, has he passed? I told Joe the good news. He was very pleased for me.

Page 18 Check it – Review

Activity B

Example sentences from the story:

First, I walked to the town centre at five o'clock to meet the boss to start the job.

Then I went back at seven o'clock.

In the end, I began my new job.

Adjectives – Jean felt **excited** and **great**.

Activity C

My brother drove me home but I wanted to walk.

Jean walked to the town centre and she met her boss in Wood Street.



Audio scripts

My big day

by Mehmet Izzet

Audio script 1

Part one

My big day started badly. I had worked all night. I was a cleaner in an Internet bar.

When I woke it was raining. The sky was grey. I got up slowly. Today was my big day. I was sure it would end in tears.

At ten o'clock I left the house. My mother wished me good luck and said a prayer, as she often does. I needed all the prayers I could get! I had a bad head. I felt sick in my gut.

Joe was waiting for me. Joe is my friend. He had taught me lots of things. He had even taught me to drive.

We didn't say much. He drove and I looked out at the rain. Soon we would be there!

The test centre looked like a prison.

"Over to you," said Joe.

He left and I moved into the driver's seat. The examiner arrived. I didn't look at his face. He got into the car and I started the engine.

"Drive on," he said.

Part two

I grabbed the wheel. My feet slid around on the pedals. The gear stick felt hot. I said to myself, "Mirror, signal, manoeuvre." I drove on.

I knew the way! I knew where I would do a three-point turn. I knew where I would reverse round a corner. I even knew where I would do an emergency stop. I almost stopped too soon! It was like a dream.

We got back to the centre. I was sweating now. The examiner turned to me. I looked at him in panic.

"Congratulations!" he said. "You have passed your driving test."

I couldn't believe it!

I told Joe the good news. He was over the moon. After all, it was the seventh time I had done the test!

Without Joe, I would have given up after the first time. Now I could drive just like anyone else. One day I would buy a second-hand car. I would take my mother out. Anything could happen! I might even find a new girlfriend!

Joe came home with me. My mother made a meze with all my favourite foods.

It was my big day!

Audio script 2

Person A

I woke up very excited. It was a big day for me. I had played for England lots of times before but this time it was special.

First, a car came for me and took me to the ground. I met the other players in the dressing room. We were very quiet. We couldn't say much.

Then the manager came in. He said, "You can do it, boys!" I gritted my teeth. I felt very determined.

We got to the tunnel. The other team was there. I took a deep breath. I felt good. Then we ran out on to the pitch and the crowd roared.

The match began and I scored three goals. It was the best time of my career.

In the end, we beat Germany 5-1! I couldn't believe it. I was over the moon!

Person B

First my maid brought me a cup of tea in bed. I had a big day ahead of me. I hoped the sun would shine.

The celebrations began when I rode in my golden coach with my husband by my side. I waved to the people. They waved flags and cheered.

Later we had a pop concert. I listened as pop stars sang to me. I felt very happy to know that everyone was having such a good time because of me.

Then, when the concert was over, I talked to the people in the crowd and shook their hands.

At the end of the evening fireworks lit up the sky and thousands of my people stood in the streets to cheer. It was a good day and one that I will always remember.

Person C

I said goodbye to my prison cell, the harsh guards and my lonely life. I walked out of the prison into the African sun. Thousands of joyful people were waiting to welcome me. I smiled at the waving crowd. I could not believe my sentence was over.

After twenty-seven wasted years, I was finally free! With relief I walked away with my wife.