

### **The Guitar / Pre-Reading / Activity 1**

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*Answers may vary.*

- Divide the students into pairs or groups for this activity. It may even be played with two big groups from the whole class. One set of cards is enough for each pair / group / class.
- After the cards are cut out, they are shuffled.
- Students take it in turns to draw a card and read aloud the questions / tasks on the cards.
- They answer the questions or perform the tasks.
- If they can manage to complete the task, they win the card for themselves.
- If they cannot manage to complete the task, they put the card between the others.
- At the end of the game, each pair / group counts the cards they have won.
- The pair / group with the most cards is the winner.

### **The Guitar / Pre-Reading / Activity 2**

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*Answers may vary.*

**Possible answers:** *guitar, music, songs, singing, playing the guitar, dancing, strings, guitar pick, electro guitar, classical guitar, musician, dancer, guitarist, rock music, pop music, slow music, flamenco, guitar case, guitar stand etc.*

- Give some time for the students to work individually. Then ask them share their answers with their partners.
- After everyone finishes, each pair can write an answer on the board or read it aloud.
- **Tip:** You can play some guitar songs while students are thinking about the words related to the story.

### **The Guitar / Pre-Reading / Activity 3**

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*Answers may vary.*

- Explain to the students what a 'wordle' is.
- Make them predict on their own at first. Then ask them to share their predictions with their partners.
- **Tip:** Guitar songs can be played in the background.
- If students have any difficulties ask the feedback questions below:
  - Which words are the biggest in size? Why do you think so?
  - Who are the characters in the story?
  - Where does it take place?

**The Guitar / Pre-Reading / Activity 4**

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*Answers may vary.*

- Ask the students to work individually on their own stories at first. Play some music while they are working.
- When they have finished, ask them to work in pairs or groups to share their answers.

*Extension: A student can start the rest of the story and the next can continue. The story is completed when everyone has made a sentence.*

### **The Guitar / While-Reading / Activity 1**

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*Answers may vary.*

- Help students understand how Alper's feelings / thoughts might have been changed after his mum came in.
- Elicit short words / phrases for each situation.
- Allow them to work on their own / in pairs to make the monologues.

*Extension: Musical Chairs*

- *When everyone finishes, ask them to leave their papers on their desks.*
- *Tell the students to stand and change places as soon as they hear the music and read their friend's monologues.*
- *Stop the music when they settle down so they can read the monologues.*
- *The aim here is to read as many monologues as they can.*

### **The Guitar / While-Reading / Activity 2**

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*Answers may vary.*

- Before starting the activity, you may ask students if they use shorter versions of words / acronyms while texting.
- After eliciting some examples from them, write the ones below and ask what they refer to.

U:	you	G8:	great
4ever:	forever	LY:	love you
2:	two / too	PLZ:	please
Asap:	as soon as possible	PS:	post script
LOL:	laughing out loud	Sth:	something
B4:	before	SWAK:	sealed with a kiss
CU:	see you	TOY:	thinking of you
IC:	I see	U8?:	you ate?
FYI:	for your info	w/:	with
f2f:	face to face	zzz:	sleeping, tired, bored
L8R:	later	OMG:	Oh my God

- Tell them that they can use similar ones in Alper's text message.

*Extension: Chatting*

*Students work in pairs and each pair has a piece of paper. Pairs act out the roles of Alper and Serkan. Alper writes a reply to Serkan's text message in the activity and passes the paper to Serkan. Serkan reads it and writes a reply. This may continue for a couple of turns.*

**The Guitar / While-Reading / Activity 3**

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*Answers may vary.*

Students make questions while reading the story. If students have any difficulties, you can ask them to underline 10 sentences in the text and make questions based on these sentences.

### **The Guitar / Post-Reading / Activity 1**

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- The songs are:
  - Arkadaşım Eşek
  - Gülpembe
  - Domates, Biber, Patlıcan
- To solve the cryptogram they look at the numbers for each letters and place it in the blanks.

The singer is: BARIS MANCO

- For the last part, they may make an internet search of his songs if they don't know any.

### **The Guitar / Post-Reading / Activity 2**

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*Answers may vary.*

Brainstorming will be very useful for the students to develop the next part of the story. Here are some questions to help them predict:

- Where did Alper leave his guitar?
- Did he take it back or not?
- What did he do after the concert finished?
- Did he talk to the musicians or anybody else in the park?
- What did he tell his mum when he came home?
- How did he feel before / after the concert?
- What did his parents tell him when he went back home?
- What happened 2 years later?
- What happened 10 years later?

**The Guitar / Post-Reading / Activity 3**


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M	+	+	+	+	+	+	P	+	+	+	+	R	S	+
+	I	+	+	+	+	R	+	+	+	+	+	U	T	+
+	+	N	+	+	A	+	+	+	+	+	+	M	R	+
+	+	+	G	C	E	S	O	P	M	O	C	R	I	+
+	+	+	T	L	S	K	+	+	+	+	+	U	N	+
+	+	I	D	C	E	+	C	+	+	+	+	M	G	+
+	C	+	I	E	+	+	+	U	+	+	T	+	+	+
E	+	R	+	+	D	+	+	+	L	+	S	+	+	+
+	Y	+	+	+	+	W	+	+	+	P	E	+	+	+
L	+	+	+	+	+	+	O	+	+	+	R	+	+	+
+	+	+	+	+	+	+	+	R	B	+	+	+	+	+
+	S	A	L	A	R	Y	+	E	C	+	+	+	+	+
+	+	+	+	+	+	+	N	S	S	A	R	G	+	+
+	+	+	+	+	+	+	C	+	+	+	+	+	+	+
+	+	+	+	+	+	H	+	+	+	+	+	+	+	+

(Over, Down, Direction)

BENCH (10, 11, SW)

COMPOSE (12, 4, W)

CROWDED (10, 12, NW)

GRASS (13, 13, W)

LYRICS (1, 10, NE)

MINGLE (1, 1, SE)

MURMUR (13, 6, N)

PLUCK (11, 9, NW)

PRACTICE (8, 1, SW)

REST (12, 10, N)

SALARY (2, 12, E)

STRING (14, 1, S)

- Allow some time for the students to finish.
- Tell your students that the first 3 students who finish first will be the winners.
- You can play some music during the activity.

**The Guitar / Post-Reading / Activity 4**


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|-----------------------|------------------|
| 1. e.g. boiling water | 4. cleaning lady |
| 2. classical guitar   | 5. blonde hair   |
| 3. long hair          | 6. open mouthed  |

After giving the answers, students can be asked to work in pairs. They then take it in turns to describe the phrases using mime to guess what they are.

**Possible answers:**

1. **boiling:** soup, milk, coffee
2. **classical:** music, songs, movies
3. **long:** dress, stockings, nails
4. **cleaning:** cloth, equipment, soap
5. **blonde:** lady, child, girl
6. **open:** door, lid, bottle

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**The Guitar / Post-Reading / Activity 5**

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Red words:

he / one / to / day / the / and / picked / park / up / went / guitar / his

***One day, he picked up his guitar and went to the park.*** (4)

Grey words:

play / but / couldn't / any / to / songs / he / Alper / learn / tried / hard

***Alper tried hard, but he couldn't learn to play any songs.*** (3)

Blue words:

concert / at / street / the / great / the / watched / of / he / park / a / band

***He watched the concert of a great street band at the park.*** (5)

Pink words:

happy / finally / he / so / was

***Finally, he was so happy.*** (6)

Yellow words:

Serkan's / him / father / bought / guitar / a

***Serkan's father bought him a guitar.*** (1)

Green words:

a / guitar / too / Alper / wanted

***Alper wanted a guitar, too.*** (2)

- Make sure that the students have coloured pencils / crayons for this activity.
- Students may colour the boxes individually, but they may also work in pairs while building up the sentences and ordering them.

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**The Guitar / Post-Reading / Activity 6**

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1. C

4. C

7. C

2. A

5. B

3. B

6. C

If your students haven't worked on such an activity before, it is better to first give an example explaining how to do it.

**The Guitar / Post-Reading / Activity 7**

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*Answers may vary.*

- Students work in groups of three. If you think they will spend too much time on choosing their roles, you can ask them to write the roles on little pieces of paper and pick one randomly.
- Allow some time for the students to prepare their role play.
- Encourage them to act it out. (The groups can be awarded points and the group with the highest number of points is the winner.)

**The Guitar / Post-Reading / Activity 8**

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*Answers may vary.*

- Students work in pairs.
- Allow some time for the students to prepare their dialogues.
- Encourage them to act it out. (They may create / make some funny props and accessories such as a funny moustache, beard, glasses etc.)

**The Guitar / Post-Reading / Activity 9**

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- Students can write the song lyrics (Handout A) first and then make their maracas (Handout B). If you want, you can change the order of the handouts for this activity.

**The Guitar / Post-Reading / Activity 9 – Handout A**

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*Answers may vary.*

- Students work individually to write the rest of Alper's lyrics.
- They may use their maracas to find the rhythm.
- When they finish, they share it with at least 3 friends.



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**The Guitar / Post-Reading / Activity 9 – Handout B**

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- To introduce “maracas” to the students write / read aloud the sentences<sup>1</sup> below and ask them to say “Yep” for the correct statements and “Nope” for the wrong ones. You can tell them the right answers after each.
- **Another word for maracas is rumba shakers. (T)**
- **It's a Latin American instrument. (T)**
- **You can hear maracas only in Latin music. (F – It's also used in pop and classical music, even in rock and roll)**
- **The word “maracas” is thought to have come from French. (F – Tupi language of Brazil)**
- **They often play maracas at celebrations or special events. (T)**
- Students can make their instruments at home as homework.
- If you plan to do it in class, ask them to bring the parts needed.

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**The Guitar / Post-Reading / Activity 10**

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- You can play Baris Manco's songs while they are drawing and colouring in their favourite scenes.
- Display the pictures when they finish.

*Ideas to display the pictures:*

- *Put up strings and hang up the students' pictures using pegs.*
- *Put them on the classroom wall / bulletin board / windows.*
- *Put them on the walls outside the classroom.*
- *Put them on the classroom door (in and out).*
- Ask the students to walk around and choose their favourite picture.
- Ask the students to work in groups and tell each other why they chose this picture.

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**The Guitar / Post-Reading / Activity 11**

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- **Tip:** You can play music while the students are drawing and colouring in their scenes.
- Ask the students to work in pairs to show and tell their stories.

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**The Guitar / Post-Reading / Activity 12**

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- Students can guess the words for parts of the guitar or conduct an internet search at home.

*Extension: Play Hangman to establish the names of various parts of the guitar.*

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<sup>1</sup> Information taken from: <http://en.wikipedia.org>

**The Guitar / Post-Reading / Activity 13**

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1. true
2. true
3. false
4. false
5. true
6. doesn't say

- You can introduce “www.wikipedia.org” to the students.
- You can encourage them that they can still understand the idea of a text even if it contains unfamiliar words.

**The Guitar / Post-Reading / Activity 14**

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- Tell the students that there are many different kinds of guitar picks.
- Encourage them to design their own.
- Display them on the classroom door / wall / bulletin board.
- You can even make a competition to choose the best ones. To choose more winning picks, you can use categories such as “the most creative, the most colourful, the funniest, the coolest, the craziest etc.”

**The Guitar / Post-Reading / Activity 15**

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|---------------|-------------------------|
| 1. guitar     | 6. park                 |
| 2. rules      | 7. music                |
| 3. salary     | 8. music / crowd / band |
| 4. everything | 9. happy / pleased      |
| 5. noise      | 10. grass               |

**The Guitar / Post-Reading / Activity 16**

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|------|------|------|
| 1. b | 4. e | 7. c |
| 2. d | 5. f | 8. i |
| 3. a | 6. g | 9. h |

**The Guitar / Post-Reading / Activity 17**

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*Answers may vary.*