## Secondary School and İmam Hatip Secondary School



## Coursebook

## Evrim BíRincioc̆LU KALDAR Lamia KARAMİL

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## GÖRSEL TASARIM

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## ISTIKLÂL MARŞI

K orkma, sönmez bu şafaklarda yüzen al sancak; Sönmeden yurdumun üstünde tüten en son ocak. O benim milletimin yıldızıdır, parlayacak; 0 benimdir, o benim milletimindir ancak.
Çatma, kurban olayım, çehreni ey nazlı hilâl! K ahraman ırkıma bir gül! Ne bu şiddet, bu celâl? Sana olmaz dökülen kanlarımız sonra helâl. Hakkıdır Hakk' a tapan milletimin istiklâl.

B en ezelden beridir hür yaşadım, hür yaşarım. Hangi çılgın bana zincir vuracakmış? Şaşarım! K ükremiş sel gibiyim, bendimi çiğner, aşarım. Y ırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar, Benim iman dolu göğsüm gibi serhaddim var. Ulusun, korkma! Nasıl böyle bir imanı boğar, M edeniyyet dediğin tek dişi kalmış canavar?
A rkadaş, yurduma alçakları uğratma sakın; Siper et gövdeni, dursun bu hayâsızca akın. D oğacaktır sana va' dettiği günler Hakk'ın; Kim bilir, belki yarın, belki yarından da yakın.

B astığın yerleri toprak diyerek geçme, tanı: Düşün altındaki binlerce kefensiz yatanı. Sen şehit oğlusun, incitme, yazıktır, atanı: V erme, dünyaları al san da bu cennet vatanı.
K im bu cennet vatanın uğruna olmaz ki feda? Şüheda fışkıracak toprağı sıksan, şüheda! Cânı, cânânı, bütün varımı alsın da Huda, Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli: Değmesin mabedimin göğsüne nâmahrem eli. Bu ezanlar -ki şehadetleri dinin temeliEbedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım, Her cerîhamdan İlâhî, boşanıp kanlı yaşım, $\mathrm{F}_{1 s ̧ \mathrm{k}} \mathbf{1 r} 1$ ır ruh-1 mücerret gibi yerden na' şım; 0 zaman yükselerek arşa değer belki başım.

D algalan sen de şafaklar gibi ey şanlı hilâl! Olsun artık dökülen kanlarımın hepsi helâl. Ebediyyen sana yok, ırkıma yok izmihlâl; Hakkıdır hür yaşamış bayrağımın hürriyyet; Hakkıdır Hakk'a tapan milletimin istiklâl!

## Mehmet Âkif Ersoy

## GENÇLíğE Hitabe

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

M evcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağııılmış ve memleketin her köşsi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hiyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevililerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâd!! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktr. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

M ustafa K emal A tatürk


MUSTAFA KEMAL ATATÜRK

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## ORGANISATION CHART




## WARM-UP!

䈕 1
Let's remember telling the time. Study the clock below. Then listen and repeat. (Track 1)


## (1)) 2 Look at the clocks and tell the time.


e.g. It's seven o'clock. $\qquad$
(3)

(4)

(5)


## LISTENING

后是 3
Before you listen, remember the months. Read, listen and repeat. (Track 2)


## 4 Read and write the names of the months.

1. The $6^{\text {th }}$ month of the year
2. The $2^{\text {nd }}$ month of the year
3. The $5^{\text {th }}$ month of the year
4. The $12^{\text {th }}$ month of the year
5. The $10^{\text {th }}$ month of the year
. 5 Listen and match the photos with the dates and time. (Track 3)

(.) $\quad$ 12.02.2019
(0) 6 Say the dates and the time in activity 5.

## SPEAKING

Q) 7 Look at the dates and the time. Ask and answer questions.
e.g.

| 08.03.2019 | YouYour friend: : $t$ 's 8 March, 2019. <br> 09:45 p.m. <br> You $\quad$ What time is it? <br> Your friend: It's a quarter to ten. |
| :--- | :--- |


16.06.1995

| c. | 02.03 .2018 |
| :---: | :---: |
|  | $11: 33$ p.m. |

d. | 18.12 .1987 |
| :--- | :--- |
| $10: 30$ a.m. |

## LISTENING

Before you listen, answer the question: When is your best friend's birthday?

Listen and tick the topic of the dialogue. (Track 4)
a. times

b. dates


Listen to track 4 again and answer the questions.

1. What is the date?
2. When is Kelly's birthday?
3. When is John's birthday?
$\qquad$ ..

## WRITING \& SPEAKING

Write your birthday. Then ask your deskmate and write his/her birthday.

My birthday is on $\qquad$ My friend's birthday is on $\qquad$
$\qquad$

12 Read the examples and write the dates.

| Day | Date | You say |
| :---: | :---: | :---: |
| Children's Day | 23/4 | the $23{ }^{\text {rd }}$ of April |
| New Year's Day | 1/7 | the $7^{\text {st }}$ of January |
| The Republic Day | ........................ | ....................... |
| Victory Day | ....................... | ....................... |
| Democracy and National Unity Day | ............. | ................................ |


(1)) $13 \begin{aligned} & \text { Before you listen, answer the question: What time do you get up on } \\ & \text { weekdays? }\end{aligned}$

Listen and number the picture groups. Write the numbers in the
boxes. (Track 5)
A.

B.


C.

D.


E.




## ? <br> 15 Listen to track 5 again and write true (T) or false (F).

1. Jim leaves home at $8: 30$ on weekdays.
2. Jim walks to school.
3. Jim gets up late on Sundays.
4. They visit his grandparents at the weekends.


## SPEAKING

(A)) 16 How do you spend a week? Look at the pictures, use the expressions and explain. Mention the time.

attend a course

take a nap

have breakfast

go to school

get up

run errands

do homework

take care of the flowers

study

do sports

## READING



17 Before you read, answer the questions: Do you take any courses? What are they?

18 Read and complete Furkan's speech with the correct sentence.
a. I rest on Wednesdays.
b. I rest at the weekend.


Hi. I'm Furkan. I have a piano course after school on Tuesdays and Wednesdays. I play football on Thursdays, swim on Mondays and attend a folk dance course on Fridays. I do my homework in the evenings. $\qquad$
$\qquad$

19 Read Furkan's speech again and complete his diary.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | have a <br> piano <br> course |  |  | attend a <br> folk dance  |  |  |

## SPEAKING

20 What do you usually do at the weekends? Explain briefly.

## LISTENING

Before you listen, answer the question: What do you do at these times of the day?
$7: 30$
in the morning
$12: 30$
at noon
8:00 in the evening

## (b) 22 <br> Listen and complete the sentence. (Track 6)



3
23 Listen to track 6 again and answer the questions.

1. Where does Lisa go on Wednesday?
$\qquad$
2. What does Lisa do on Friday?
$\qquad$
3. What does Mark take care of?
$\qquad$
4. Why doesn't Mark's sister attend any courses?

## WRITING \& SPEAKING

## 2 E <br> Work in pairs. Ask your friend questions and complete the diary. Then explain your friend's weekly plan.

> You : What time do you get up on Mondays? Your friend: I get up at seven o'clock. You $\begin{aligned} & \text { My friend gets up at seven o'clock on } \\ & \\ & \text { Mondays. }\end{aligned}$.

get up at: $\qquad$
go to school at: $\qquad$
have dinner at: $\qquad$
do homework at: $\qquad$
get up at: $\qquad$
have breakfast at: $\qquad$
go to school at: $\qquad$
get up at: $\qquad$
go to school at: $\qquad$
come back from school at: $\qquad$
get up at: $\qquad$
have lunch $a t$ : $\qquad$
play with friends at: $\qquad$
get up at: $\qquad$
take a course at: $\qquad$
visit uncle/aunt, etc. at: $\qquad$
get up at: $\qquad$
attend a traditional dance course at: $\qquad$
run errands at: $\qquad$
get up at: $\qquad$
visit friends at: $\qquad$
rest at:

## READING \＆SPEAKING

Read the invitation cards and the tickets below．Give information about them as in the example．


> e.g. It's Emily and Brian's wedding ceremony. It's on 25.04.2020 at three p.m.


PLEASE JOIN US FOR A


15．10．2020 5：00 p．m．


P．S．
Bring a few beans with you for the boardgames in every lesson．

## LISTENING

Before you listen, answer the questions: Do you run errands at home? Why/Why not?

27 Listen and answer the question: What pet does Molly have? (Track 7)


Listen to track 7 again. What does Molly do on Saturdays? Put a tick. (ل )


## SPEAKING

How does your mother / father / sister or brother spend a day? Explain briefly.

## GAME TIME!

Play in pairs. Throw the bean. Ask and answer questions about the pictures. The student with wrong questions or answers goes back 2 spaces.
e.g.

You : (Throw bean) When do you go to the sports club?
Your friend: I go to the sports club on Wednesdays. (Throws the bean.) What time do you do your homework?
You :I do my homework at six o'clock.
START


## ASSIGNMENTS

Prepare a visual dictionary. Write the new words. Draw or stick pictures for your new words as in the example.
e.g.


What are your classmates' favourite school/after school activities? Ask about them and prepare a poster.
e.g.

playing volleyball

taking the dog for a walk

watching TV

## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ listen, understand and describe people's regular activities.

* listen, understand and tell the time and dates.




## Conde ErBABEAST



## WARM-UP!


1.

3.

5.

7. $\qquad$

2.

4.

6.

8. $\qquad$

## LISTENING

(1)) 2 Before you listen, answer the question: What do you have for breakfast at the weekends?

3 Listen and find the answer: Who loves croissants? (Track 8)

oos
Listen again and mark Celine and David's likes $(\sqrt{ })$ and dislikes (X). (Track 8)


## SPEAKING

Q) 5 Look at the food pictures below and make dialogues as in activity 3 .


cereal



eg9

## READING



Before you read, answer the questions: What do you like drinking most? Do you think it is healthy?

Read the dialogue and guess the answer: What does "Enjoy it!" mean in Turkish?


1. What does Sarah want first?
2. Does Sarah like tea?
3. What does Sarah decide to drink?

## SPEAKING

Work in pairs. You are at a café for breakfast. Choose a menu below. Ask and answer questions as in the dialogue in activity 7.

## USE THESE:

Can I have some? / Do you want some ...? / Sure. / No, it's all gone. / Yes, please. / No, thanks. / No, thanks. I don't like... / Yummy! I love ... / Enjoy it! / No, thanks. I don't want any...

cereal with fruit - cookies - tea

fried eggs - bread - milk

pancakes - fruit - orange juice - honey

omelette - toast - orange juice

## LISTENING

Before you listen, answer the questions: Do you think you have a healthy breakfast every day? Why / Why not?

Look at the menus and listen to the dialogue. Who likes which café? Write under the menus. (Track 9)


3
12 Listen to track 9 again and write true (T) or false (F).

1. Tom doesn't like pancakes.
2. Sarah wants to drink coffee.
3. Tom wants to have unhealthy food.
4. Sarah wants to have nutritious food.


## SPEAKING

13 Which café in activity 11 do you prefer? Why? Explain briefly.
e.g.

I prefer Daisy Café because I like ..., but I don't like... . I think it is unhealthy...

14 Look at the pictures and do the crossword puzzle.
(1)

(5)

(6)


(7)
(8)


10

(11)

(12)



## READING



Before you read, answer the question: What do you like eating at breakfast?

Read Berna and Bruce's preferences for breakfast and match them with the breakfast photos. Write the names.


Hi. I'm Berna. I like eggs, butter, jam, honey, cheese and olives at breakfast. I like pastrami, tomatoes and cucumbers with bread or bagels, too. I drink tea.

Hi, I'm Bruce. I like croissants, butter, jam and boiled eggs at breakfast. I drink orange juice or tea with milk.


17 Read again and answer the questions.

1. Who likes olives at breakfast?
2. Does Berna have croissants at breakfast?
3. Who drinks tea with milk?
$\qquad$
4. What do Berna and Bruce both like?

## SPEAKING

18
Look at the breakfast pictures below. Which one do you prefer? Why? Talk about the food you like or dislike.


SONG TIME!

( 19 Listen and sing the song. (Track 10)


## MY LIKES \& DISLIKES

Do you like olives?
Yes, I like olives.
Do you like fruits?
Yes, I like fruits.

Do you like sausages?
No, I don't like sausages.
What do you like? What do you like?
What do you like? What do you like?
I like nutritious food, not junk food.
I like nutritious food, not junk food.

## READING \& WRITING



Look at the typical breakfast menus from different countries. Prepare a menu for Turkey and write the food and drinks. You can draw or stick pictures.


## Time

21
Look at the menus in activity 20 and fill in the lists for junk food and nutritious food below.


## SPEAKING

22 Make dialogues using the food in activity 21 as in the example.
e.g.

You : Do you want some sausages?
Your friend: No, thanks. I don'† like junk food.
You : What about some cheese and olives?
Your friend: Sure. I like nutritious food.

## READING



23
Before you read, answer the question: Do you think chocolate is nutritious or junk food?

Read the label of the chocolate packet and answer the question: Is there any fat in it?


25 Read the label again and write true (T) or false (F).

1. There are a lot of calories in a bar of chocolate.
2. There is a lot of sugar in it.
3. It is nutritious.
4. There is a lot of protein in it.


26 Think about some packaged food. Draw it and write a label for it.


## ASSIGNMENTS

Categorize your breakfast food and drinks on a poster.


Work in pairs. Act out a role play about the food and drinks you like and don't like.
e.g.

$$
\begin{aligned}
& \text { You : Do you like cereals? } \\
& \text { Your friend: No, I don't like cereals. } \\
& \text { You : What do you like for breakfast? } \\
& \text { Your friend: I like bagels, butter and honey. What } \\
& \text { about you? } \\
& \text { You : I like... }
\end{aligned}
$$

## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ listen, understand and accept or refuse offers.

* express and ask about my and people's likes and dislikes.
$\star$ listen, understand and describe regular activities.




## WARM-UP!

Look, listen and repeat. Then make a sentence with each word. (Track 11)
e.g. İstanbul is very crowded.

uptown

kiosk

street

traffic jam

Before you read, answer the question: Is your hometown a city, a town or a village?

3 Read Mandy's speech and choose the correct option.
A skyscraper is ... .
a. a house
b. a very tall building

I'm Mandy. I live in a big city. The buildings are higher in big cities than in small towns. There are a lot of skyscrapers. The streets are more crowded and they are noisier. There's always a traffic jam. People are busier in big cities than in


2 4 Read Mandy's speech again and write true (T) or false (F).

1. The buildings are lower in big cities than in small towns.
2. The streets are noisier in big cities.
3. There isn't always a traffic jam in big cities.
4. Towns are cheaper than big cities.


## SPEAKING

I live in a town. It is small and quiet. It is not crowded and there is no traffic jam. There are a lot of small houses...

## Remember Box

bad - worse
good - better

## LISTENING

Before you listen, answer the question: Where is Rome?

( 7
Listen to the dialogue and answer the question: What does Sophia want from Jim? (Track 12)



> tall - taller short - shorter big - bigger
> BUT
beautiful - more beautiful comfortable - more comfortable exciting - more exciting

8 Listen to track 12 again and complete the table.

|  |  | ROME |
| :---: | :---: | :---: |
| bigger | $\checkmark$ |  |
| taller buildings |  |  |
| more skycrapers |  |  |
| more crowded |  |  |
| busier shops |  |  |
| more exciting |  |  |
| more expensive |  |  |
| cheaper |  |  |
| more beautiful |  |  |

Look at the table in activity 8. Fill in the blanks to compare London and Rome.

1. London is $\qquad$ than Rome.
2. London has got
buildings.
3. There are $\qquad$ in London.
4. is more crowded than
5. The shops are busier in $\qquad$
6. $\qquad$ is more exciting than
7. $\qquad$ is cheaper than

(a)) 10 Look at the pictures and compare the two cities with each other. Use the keywords.

## ANKARA



Before you read, answer the question: Do you live downtown or uptown?

Read the dialogue and mark the correct picture. Which one is the uptown flat?


13 Read the dialogue again and write true (T) or false (F).

1. The downtown flat is more beautiful.
2. The uptown flat is more expensive.
3. They don't need a big flat.

## SPEAKING

Work in pairs. Which one is better? Downtown or uptown? Make dialogues and compare them. You can use the keywords.
quiet exciting clean busy big cheap crowded green
e.g.

You : Which one is noisier? Uptown or downtown?
Your friend: Downtown is noisier than uptown.
You : Are buildings taller in downtown?
Your friend: Yes, they are taller in downtown.

## DRAWING \& COLOURING

15. Read the information and draw a picture. Then colour it.

There is a man and a woman. The man is taller than the woman. The woman is fatter than the man. Draw a brown dog and a black dog near them. The black dog is bigger than the brown dog.

## LISTENING

Before you listen, answer the questions: Do you like going to the playground? What do you do there?

17 Look at the picture and listen to Mary. Write the names. (Track 13)


18 Listen to track 13 again and answer the questions.

1. Is Kelly feeding her dog?
2. Is John playing with a ball?
3. What are Mark and Ken doing?

## SPEAKING

Look at the pictures. What are these people doing? Use the keywords and say.
e.g. In the first picture, the man is selling balloons.

## (1)


(2)


(4)

(5)

(6)


## READING



20
Before you read, answer the question: What is your favourite activity in the park?
\# 121
Read the sentences, look at the pictures and write children's names.

Mehmet is playing football.
Mary is flying a kite.
Mark is playing badminton.
 $\square$


Mark



22 Read the sentences in activity 21 again and answer the questions.

1. What is Selin doing?
$\qquad$
2. Who is playing badminton?
3. What is Mary doing?
$\qquad$ . .

## SPEAKING

23 Look at five friends in your class. What are they doing? Describe.

## LISTENING

Before you listen, answer the questions: Is there a square in your city/ town? What is its name?

Listen to the dialogue and answer the question: What is there in Monument Square? (Track 14)

? 26
Listen to track 14 again and write true (T) or false (F).

1. Jenny is taking care of her sister.
2. Susan and Kate are listening to their favourite band right now.
3. Kelly is feeding the street cats at the moment.
4. Danny isn't enjoying himself.


## SPEAKING

Work in pairs. Choose a place like a park/café/school/concert, etc. One of you is at home and the other is at that place with friends. Make a telephone conversation as in activity 25. Ask about people and what they are doing.

## ASSIGNMENTS

Write the new words in your visual dictionary. Draw or stick pictures for them.
e.g.


Think about a morning in your neighbourhood. What are the people doing? Draw or take a picture of your street and describe the people.
(You can use the professions.)

e.g. The baker is selling bagels and bread.

Prepare a poster. Compare your hometown and another city in your country.

My hometown Denizli is larger than Muğla. Buildings are more modern in my hometown, but hotels are more comfortable in Muğla.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ describe places.
$\star$ listen and understand texts, dialogues, etc. about places.
$\star$ compare places and things.

* listen, understand and describe what people are doing now.
$\star$ ask and answer questions about what people are doing.




## WARM-UP!

(1) 1
Follow the lines and learn the weather words. Then listen and repeat. (Track 15)


## LISTENING

Before you listen, answer the question: What do you need on a rainy day?

Listen and answer the question: What's the weather like in Mary and Charles' town? (Track 16)


4 Guess the meanings of the words about emotions. Match them with their definitions. There's one extra.

1. anxious
2. moody
3. sleepy
4. depressed
a. often sad, or changing from being happy to sad for no clear reason
b. tired and needing a rest
c. worried and nervous
d. unhappy and without hope
e. very happy and cheerful


Listen to track 16 again and draw weather conditions and emoticons for these places.

|  | Birmingham | London | Moscow | The Sahara Desert <br> (Africa) |
| :--- | :--- | :--- | :--- | :---: |
| Weather <br> Condition |  |  |  |  |
| Emoticon |  |  |  |  |

## SPEAKING

6
Choose two of these places. Ask and answer about the weather and your feelings.
e.g.

$$
\begin{aligned}
& \text { You : What is the weather like in London? } \\
& \text { Your friend: It is cloudy and rainy. } \\
& \text { You : How do you feel? } \\
& \text { Your friend: I feel moody. }
\end{aligned}
$$



## READING



7
Before you read, answer the question: Do your emotions change according to the weather? Describe.

8
Look at the photo, read the dialogue and answer the question: What is the girl afraid of?

Daughter: Mum, it is stormy. I feel scared. What's this sound?
Mum : It's thunder, dear.
Daughter: I don't get it. Can you repeat that, please?
Mum : Thunder! Rain comes after thunder and lightning. Look! It's raining. You don't need to be scared.


9 Read the dialogue again and write true (T) or false (F).

1. The girl isn't scared of the sound.
2. The weather is rainy.
3. The girl knows the meaning of "thunder".
4. It's the sound of thunder.


## SPEAKING

10 What are they saying? Look and say. Use the words below.
sleepy - anxious - happy - scared
egg.


## LISTENING

Before you listen, answer the questions: How do you feel in rainy weather? Why? Listen to Ayșe and write words for the weather conditions in four seasons in her hometown. (Track 17)


3
18 Listen to track 17 again and answer the questions.

1. How does Ayșe feel in rainy weather?
2. Does Ayșe like snowy weather?
3. How does Ayșe feel in autumn?
4. How is the weather in Ayșe's hometown in summer?

## WRITING \& SPEAKING

How is the weather in your hometown in four seasons? How do you feel? First take notes on the pictures. Then describe them briefly.
 puzzle.

| E | F | B | S | L | E | E | P | Y | V | R | G | T | T | S |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| J | M | O | O | D | Y | R | F | L | I | A | P | P | N | Z |
| L | Z | Y | R | R | V | M | R | H | Y | X | Z | M | G | R |
| E | M | X | R | S | U | R | P | R | I | S | E | D | Y | V |
| C | M | J | I | E | D | W | N | T | B | N | Z | B | M | R |
| V | Z | O | B | K | H | S | A | D | I | I | A | W | X | Z |
| L | J | N | L | D | O | Z | D | G | T | L | J | R | W | B |
| U | S | K | E | X | C | I | T | E | D | X | R | I | Y | T |
| O | R | M | C | Z | L | K | W | K | C | W | H | E | B | A |
| X | Y | A | Q | K | P | R | H | E | M | U | E | X | X | A |
| Y | G | R | X | Y | D | C | T | W | P | K | J | M | S | B |
| P | J | Q | A | N | X | I | O | U | S | I | D | U | F | N |
| X | H | A | P | P | Y | N | U | H | N | C | O | L | D | N |
| P | K | Q | C | E | K | S | C | E | S | C | A | R | E | D |
|  |  |  | A |  | G | R | Y |  | C | I | J |  | D |  |

1. ANGRY (.....)
2. ANXIOUS (.....)
3. COLD (.....)
4. EXCITED (.....)
5. HAPPY (.....)
6. MOODY (.....)
7. SAD (.....)
8. SCARED (.....)
9. SLEEPY (.....)
10. SURPRISED (.....)


## READING \& WRITING

Before you read, answer the questions: Do you like reading poems? Why/Why not?

17 Read the poem and answer the question: What do the children want?


18 Read the poem again and fill in the blanks.

1. The weather is $\qquad$ .
2. The children can't play in $\qquad$ .
3. The children want the rain to $\qquad$ .

## 目 <br> 19. Read the poem and fill in the blanks with the words below.



## READING



Before you read, answer the question: What kind of weather do you like?

Look at the pictures, read the dialogue and answer the question. How does the brother feel?


22
Read the dialogue again and answer the questions.

1. Are sister and brother in the same city?
2. What's the weather like in the brother's city?
3. How does the sister feel?

## SPEAKING

Work in pairs. You are in different cities with your friend. Ask and answer about the weather on the phone. Say your feelings.

rainy
snowy

windy

cloudy

sunny


## GAME TIME!

24. Miming Game: Throw the bean. Read the sentence in the box. Mime it and play in pairs. The student with the wrong mime goes back 2 boxes.


## ASSIGNMENTS

Prepare a chart for weather forecast for a city. Use pictures.

## e.g. WEATHER



## WEATHER



## WEATHER



Act out different weather conditions by using emotions.
e.g.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ listen, understand and talk about the weather.
$\star$ listen, understand and talk about my feelings.

* ask and answer simple questions.



## WARM-UP!

## 1 Look and complete the names under the pictures.

$$
\begin{gathered}
\text { GHOST TRAIN - CARNIVAL - BUMPER CAR - ROLLER COASTER - } \\
\text { CAROUSEL - FERRIS WHEEL }
\end{gathered}
$$


$\square$

$\square$

$\square$


पानाना।

## LISTENING

Before you listen, answer the questions: Do you like going to the fair? Why/Why not? (Track 18)
exciting - fantastic - dull - amazing - crazy - fun - funny - boring - horrible

4 Listen to track 18 again and answer the questions.

1. Does Janet like fairs?
2. What does Janet like very much?
$\qquad$
3. What does Janet hate? Why?
$\qquad$
4. Are carnivals fantastic or horrible for Janet?
$\qquad$

## SPEAKING

Talk about a fair and the things there. Tell your likes/dislikes, feelings and opinions. Use the words and phrases below. You can listen to track 18 again as an example.

## amazing - boring - crazy - exciting - fantastic - horrible - interesting terrifying - dull - I like... - I don't like... - I hate... - I think...



## READING

(a)) 6

- Before you read, answer the question: What can you do at a fair?

7 Read the poster and answer the question: Where is the fair?

(1iii) FoOd \& Drinks


Ferris wheel, Roller coaster, Carousel and more!

## (0) Games

## Bells Community Centre, Hazel Avenue

8 Read the poster again and answer the questions.

1. What is the date of the fair?
2. What time does the fair open and close?
$\qquad$
3. Can children play games at the fair?
$\qquad$

Prepare a fair poster and draw pictures. Then describe the fair.

## LISTENING

Before you listen, answer the question: Do you like fun fairs or parks? Why?

Listen to the dialogue and tick $(\sqrt{ })$ the correct pictures for Susan and Jim. (Track 19)

| FUN FAIR |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Susan |  |  |  |  |  |
|  | Jim |  |  |  |  |  |
|  | Susan |  |  |  |  |  |
|  | Jim |  |  |  |  |  |
|  | Susan |  |  |  |  |  |
|  | Jim |  |  |  |  |  |
|  | Susan |  |  |  |  |  |
|  | Jim |  |  |  |  |  |

## ?

12 Listen to track 19 again and write true (T) or false (F).

1. Jim doesn't like roller coasters.
2. Susan hates roller coasters.
3. Jim's favourite is the ghost train.
4. Susan thinks bumper cars are exciting.


## SPEAKING

Work in pairs. Choose two of these places. Describe and compare them. Express your likes/dislikes, feelings and opinions as in track 19.
e.g.

You : What do you think about shopping malls?
Your friend: I don't like them. I think they are boring. I like markets. I think they are interesting.
You : I agree. Markets are more natural and fun than shopping malls.


Fair


Market


Before you read, answer the questions: Which one do you like more?
Poems or novels? Why?

## 15 Read the poem and write a title for it.

Fairs are very fun.
Especially with the sun.
You can play about.
And scream and shout!

Roller coasters are frightening. Ghost trains are thrilling. Hall of mirrors are funny. Toffee apples are yummy!


16 Read the poem again and write true ( T ) or false ( F ).

1. You feel unhappy at a fair.
2. You can feel frightened in a roller coaster.
3. You don't laugh in a hall of mirrors.
4. Toffee apples are delicious.


## DRAWNG \& SPEAKING

Think about a place you like very much and draw a picture of it. Then talk about it.


## SPEAKING

18 What do you think about these places? First draw emoticons, then say.
e.g. I like parks, but I hate markets.

like

don't like


hate

love


## LISTENING

Before you listen, look at the pictures in activity 20. Which one do you like more? A Ferris wheel or a roller coaster?

Listen to the dialogue and answer the question: Why doesn't Mary like the roller coaster? (Track 20)


21 Listen to track 20 again and complete the sentences.

1. Tim thinks the roller coaster is $\qquad$ . .
2. Mary thinks the roller coaster is $\qquad$
$\qquad$ than the Ferris wheel.
3. Tim thinks the roller coaster is more than the Ferris wheel.

## Remember Box

$\qquad$

## SPEAKING

22 Work in pairs. Compare bumper cars and carousels as in track 20.

## USE THESE:

more boring / more exciting / faster / slower frightening / amazing / dull / thrilling excited / scared / happy / bored like / don't like / hate think / agree / disagree


## READING \& WRITING \& SPEAKING



Before you read, answer the questions: What is your favourite at a fair? Why?

Who thinks what? Look at the table and complete the sentences below.

|  | fun fairs? parks? | riding roller coasters | riding ghost trains | walking in the park |
| :---: | :---: | :---: | :---: | :---: |
| Frank | fun fairs $\sqrt{ }$ exciting | $n$ |  |  |
| Gina | fun fairs $\sqrt{ }$ colourful | $n$ |  |  |
| Martha | parks $\sqrt{ }$ <br> green |  |  | n |
| Roy | fun fairs $\sqrt{ }$ interesting |  |  |  |
| You |  |  |  |  |

e.g. Frank thinks fairs ...are more. exciting than..... parks. He likes ..riding. roller..... .coasters... and ...ghost trains.... He doesn't like ....walking in the . parks... .

1. Gina thinks fairs $\qquad$ parks. She likes $\qquad$
She doesn't like $\qquad$
2. Martha thinks parks $\qquad$ fairs. She likes

She doesn't like $\qquad$
3. Roy thinks fun fairs $\qquad$ parks. He likes
He doesn't like describe your likes/dislikes.

## ASSIGNMENTS

Write the new words in your visual dictionary. Draw or stick pictures for them.
$\Rightarrow$ Work in groups of four. Prepare a poster of a fair. Talk about your feelings and opinions.
e.g. This is the carousel. I don't like it. I think it is boring. I like the Ferris wheel. I think it is amazing.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...

* talk about my likes and dislikes about places and things.
$\star$ describe places.
$\star$ listen, understand and express feelings.
* listen, understand and make comparisons.
$\star$ ask questions and say my opinions.



Look at the pictures. Listen to the names of the occupations and repeat. (Track 21)


## LOOK \& GUESS

2 Look at the icons. Guess and write the names of the occupations.

manager


## LISTENING

(1)) Before you listen, answer the question: What do your parents do?

B 4
Listen to the dialogue and answer the question: What does Mrs Black do? (Track 22)

2) Listen to track 22 again and write true (T) or false (F).

1. Mrs Black is a tailor.
2. Mrs Black can't make clothes.
3. Mr Black is a cook.
4. Mr Black is a salesman and a waiter.


## SPEAKING

Work in pairs. Ask and answer questions about your father's (mother's/ uncle's, etc.) occupation and his/her abilities as in track 22.
my aunt - waitress work - restaurant can carry a lot of plates and glasses can't cook
e.g.

> You :What does your aunt do?

Your friend: She is a waitress.
You : Where does she work?
Your friend: She works at a restaurant.


You : What can she do?
Your friend: She can carry a lot of plates and glasses.
You :Can she cook?
Your friend: No, she can't.

## WRITING

What does an architect do? What can/can't he/she do? Write briefly. Use the keywords.

```
design - draw - project - houses - buildings
```


## GAME TIME!

Read the sentences, write the jobs and match them with the pictures on the next page.
e.g.


Cook (h)


2 I can repair cars.


I can treat the diseases of your teeth.


I work in a restaurant. I serve food and drinks.


I plan buildings. I can make projects of them.

I work in a hospital. I can help the doctors and patients.


## I sell things. I work at a supermarket.



10 I can build a house.

## JOB PICTURES



## READING



9 Before you read, answer the question: What is your birth date?

10 Read Meryem's speech and write the names under the photos.


Hello. I'm Meryem. I was born on $10^{\text {th }}$ of February, 1990. I'm a nurse. I was at the hospital yesterday, but I'm not at work today. This is my sister, Jale. She was born in Malatya in 2000. She is a student. This is my brother, Mehmet. He was born on $20^{\text {th }}$ June, 1995. He is an engineer. He was in İstanbul in May, but he is in Malatya now.
1.

2.

3.
11. Read the Meryem's speech again and answer the questions.

1. When was Meryem born?
$\qquad$
2. Where was Jale born?
$\qquad$
3. Where was Mehmet in May?
$\qquad$
4. What does Mehmet do?

## SPEAKING

12 Make a speech about yourself and your family. Use the clues below.

Your birth date and place.
Your mother's / father's / brother's / sister's birth dates and places.
Where were you yesterday? Where are you now?
Where was your father / uncle in April? Where is he now?
Where was your mother / aunt in 2016 ? Where is she now?

## WRITING



13 Where were you at these times/dates? Write.

> yesterday in the afternoon
egg.
10 o'clock/yesterday I was at school.

## LISTENING

Before you listen, answer the questions: What do you want to be? Why?

Listen to the dialogue and answer the question: Where was Mr Smith last week? (Track 23)


Listen to track 23 again and complete the diary.

Monday
Ankara

Tuesday

Wednesday

Friday

Saturday

Sunday

17 Work in pairs．Ask and answer questions about yourselves as in the example．
e．g．
You ：When were you born？
Your friend：I was born on $7^{\text {th }}$ July， 2007.
You ：Where were you born？
Your friend：I was born in Konya．
You ：Where was your father born？
Your friend：He was born in Manisa．
You ：Were you at school yesterday？
Your friend：No，I wasn＇t．
You ：Where were you？
Your friend：．．．

WRITING \＆SPEAKING dates and occupations．Then tell them to your friends．
e．g．My father was born on $12^{\text {th }}$ August，1979．He is a doctor．
ロロロロロロロロロロロロロロ
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## READING

Before you read, answer the questions: What do you think is the best job for you? Why?

## 20 Read the text and write the times.

> Her work begins at .
> Her work finishes at

I'm Susan. I was born on 18th May, 1973. I'm a saleswoman. I like my job. I work six days a week at a clothes shop. My work begins at 9 o'clock in the morning and finishes at 10 o'clock in the evening. I can help people about the clothes, sizes, colours and
 so on. I was a saleswoman at a market last year. It was very hard. I was at the market seven days in a week. My job is better now. I love my job.

21
Read the text in activity 20 again and answer the questions.

1. When was she born?
$\qquad$
2. How many days does she work?
3. What can she do?
4. Where was she a saleswoman last year?

22 What is your dream job? Draw a picture and describe it.

## PUZZLE TIME!

23 Find ten occupations in the wordsearch puzzle.

| J | B | W | L | V | L | Y | R | L | W | L | G | A | 0 | Z |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | G | C | A | R | C | H | I | T | E | C | T | C | T | I |
| Q | Q | J | Z | S | S | H | M | Q | A | F | 0 | K | Q | E |
| U | M | Z | K | P | 0 | W | T | W | J | W | G | D | A | V |
| F | E | D | J | 0 | P | N | K | B | Y | H | D | Z | 0 | M |
| V | 0 | H | F | A | R | M | E | R | Q | F | M | 0 | I | H |
| P | R | E | N | G | , | N | E | E | R | M | J | J | Y | 1 |
| H | Z | Z | D | E | N | T | 1 | S | T | U | X | B | F | M |
| Z | F | I | A | K | G | D | R | 1 | V | E | R | C | D | A |
| Z | M | E | C | H | A | N | I | C | D | Z | K | E | T | G |
| V | Z | N | 0 | T | X | B | D | C | B | X | I | T | J | N |
| L | J | A | U | N | H | X | B | S | 1 | R | M | I | Q | X |
| D | O | N | Q | L | A | W | Y | E | R | H | C | H | R | M |
| U | E | V | U | W | A | I | T | R | E | S | S | S | E | S |
| E | D | S | K | C | 0 | 0 | K | 0 | W | 0 | R | K | E | R |

## ASSIGNMENTS

Write the new words in your visual dictionary. Draw or stick pictures for them.

What are the occupations of your family members? Draw or stick pictures of them and give information.


My mother is a vet. She can take care of animals. She can make operations and she sells animal food.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ listen, understand and talk about occupations.
$\star$ ask and answer personal questions.
$\star$ listen, understand and tell the time, days and dates.


## CoNTO 7

## WARM-UP!

sun
What activities can you do on holiday? Follow the lines and find.


## LISTENING

Before you listen, answer the question: What do you like doing on holiday?
(b) 3

What activities did Mark and Linda do last summer? Listen to their dialogue and tick ( $\sqrt{ }$ ) the table below. (Track 24)

| Activities | Mark | Linda |
| :---: | :---: | :---: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Listen to track 24 again and write true (T) or false (F).

1. Linda was by the seaside last summer.
2. Mark didn't like the village.
3. Linda didn't see any famous places.
4. Mark and his brother picked fruit.

## SPEAKING



## Remember Box

climb - climbed
pick - picked
play - played
BUT
go - went
have - had
take - took

Look at the photos below. Which of these activities did you do on your last holiday? Describe your holiday briefly.


## READING



Before you read, answer the questions: When did you last go on a holiday? Where?

Read Susan's speech and answer the question: What was the weather like?

> Hi. I'm Susan. I and my family went to the seaside on holiday last summer. I played at the seaside and learned swimming. The weather was hot, but the sea water was cool. We had a great time.


8
Read Susan's speech again and answer the questions.

1. Where did they go last summer?
$\qquad$
2. What did she learn on holiday?
$\qquad$
3. Where did she play?
$\qquad$
4. Did they have a good time?
$\qquad$

## nal

$0<$
What did they do on holiday? Look at the pictures and write sentences.



Before you listen, answer the questions: Do you like winter holidays or summer holidays? Why?

Listen to the dialogue. Which activities did Jack do on holiday?
Put a tick ( $\sqrt{ }$ ). (Track 25)


12 Listen to track 25 again and fill in the blanks.

1. Jack came back from holiday
2. Jack picked up $\qquad$ on the beach.
3. Sally learned $\qquad$ on her holiday.
4. Ayșe visited her $\qquad$ last week.

## SPEAKING

Work in pairs. What did you do on holiday last summer? Ask and answer questions as in track 25. Use the keywords.

What did ? $\square$ Did you $\qquad$ ?


dofing
gardenfis

Before you read，answer the questions：Where do you want to stay on holiday？At home，at a hotel or in a tent？Why？

目目
Read the hotel brochure and answer the question：What is there in every room？


16 Read the hotel brochure again and write true (T) or false (F).

1. The hotel is by the sea.
2. There's only one sauna at the hotel.
3. There is a fitness center in the hotel.
4. There are both summer and winter activities at the hotel.


## SPEAKING

Let's imagine! You stayed at a hotel on your holiday. How was it? What did you do? Look at the facilities below and describe your holiday to your friends.

aqua park

delicious meal

cycling

yacht tour

kids club

fitness centre

Make a hotel brochure. Draw or stick pictures and write the names of the activities and services.

## PUZZLE TIME!



究若
19 Look at the pictures, write the activities and do the puzzle.


Across:


## ASSIGNMENTS

Prepare a pamphlet. Show different places for different holiday activities in Turkey.


What did you do on your holiday? Prepare a postcard and write.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ listen, understand and talk about holiday activities.
$\star$ listen, understand and talk about past events.

##  <br> BOOKWORMS



## WARM-UP!

Let's remember the prepositions. Look at the photos and complete the sentences with the words in the box.

3. The cat is $\qquad$

5. The cat is $\qquad$ the dog.

7. The cat is
. the box.

4. The cat is $\qquad$ the laptop keyboard.

6. The cat is $\qquad$ the book.

8. The kitten is the puppies.

## LISTENING

2 Before you listen, answer the question: What is your favourite object in your room?

Listen and locate these things in their correct places with lines in the picture below. Then draw them. (Track 26)


4 Listen to track 26 again and fill in the blanks.

1. The coffee table is $\qquad$ the sofa.
2. The houseplant is $\qquad$ the sofa and the bookcase.
3. The dictionary is $\qquad$ the bookcase.
4. The painting is $\qquad$ the sofa.

## SPEAKING

Look at the picture and describe the locations of people and things. Use the words below.
fireplace - clock - lamp - painting - drawers - carpet on - near - between - over - behind - in front of


## LISTENING

Before you listen, answer the questions: Do you visit nursing homes? Why/Why not?

Listen to the telephone conversation and match the names with the people as in the example. (Track 27)


## 8 Listen to track 27 again and answer the questions.

1. Where is Tim?
$\qquad$
2. Where is Mr Jackson?
3. Is Mr Taylor in front of Mr Adams?
4. Where is Mrs Anderson?

## SPEAKING

Work in pairs. Look at the picture and talk about the locations of people, buildings and things.
e.g.

You : Where is the cinema?
Your friend: It is between the market and the theatre.


WRITING

10 Write about the locations of people and things in activity 9.


Before you read, answer the questions: Where do you like reading most? At the library, at school, or at home? Why?

Read the dialogue and answer the question: Why did Casey want to borrow the book "The Adventures of Huckleberry Finn"?


Casey : I can't find my new book, Mark. Can you help me?
Mark : Sure. Look! It is under the bed! Here it is. "The Adventures of Huckleberry Finn". When did you buy it?
Casey : I didn't buy it. I borrowed it from the local library yesterday. I read some interesting information in the school magazine about this novel last weekend. I looked for it in the library and found it. It was between the dictionaries.

Mark : Who is the author?
Casey : Mark Twain. He is an important novelist in literature. He wrote it in 1884.

## 2 13 Read the dialogue again and write true ( T ) or false ( F ).

1. Casey's book was on her bed.
2. A friend gave the book to Casey as a present.
3. Casey read about the book in a magazine and wanted to read it.
4. Mark doesn't know the author of the book.

## SPEAKING

14
Work in pairs. Think about the last week. Ask and answer questions as in the example.
e.g.

You : Where were you at the weekend?
Your friend: I was at home. I read some e-books. There was a story about friends. I finished it. Then I looked up the meanings of some words in the dictionary. What about you?
You : I met my friends on Saturday. I was at the library yesterday.
Your friend: What happened in the library yesterday?
You : Nothing. I read some important books and some poetry. Then I looked at old newspapers...

## LISTENING

15
Before you listen, answer the question: How many books do you read in a month?

Listen to the text and answer the question: Why does Charlie want to lend his tablet computer to his cousin? (Track 28)


17 Listen to track 28 again and fill in the blanks.

1. His $\qquad$ bought Charlie a tablet computer.
2. Charlie looked for some information on the $\qquad$
3. Charlie prepared his Science assignment last $\qquad$ .
4. Charlie finished his first e-book on $\qquad$ and his second e-book at the $\qquad$ .

## SPEAKING

What did you do at the weekend? Tell them to your friends as in the example.
e.g.

Last Saturday I got up early. I had my breakfast and went to the park at 11 o'clock. I met my friend, Lisa there. She was in the basketball court. We played basketball for one hour and then my mother took us to the cinema at 2 o'clock in the afternoon. There were a lot of children at the cinema because the film was an animation. I came back home at 5 o'clock...


## WRITING

Write a short paragraph to describe your last weekend or another week/day you want. Give information about the events and day/time.

## MATCHING

## 0

Look at the pictures below. Match and categorize them as in the example.


Annual Review 2018



WEEKEND'S PAPER --min World leaders meet in
London to discuss the global economy.

21. Before you read, answer the question: What is your favourite book?

Read the dialogue and answer the question: What did David's teacher do in the library?


Rose : I came to your house at 2 o'clock yesterday, but you weren't at home.

David : Our teacher took us to the library at half past 1.
Rose : Why? What did you do in the library?
David : First, the librarian showed us the different parts of the library. Story books, novels, poetry books, dictionaries were all in different parts of the library. Then, we sat at the tables and read.

Rose : What did you read?
David : I read important books. They were very old. Susan looked up some words in a dictionary. Tom looked for some information about stars. Our teacher, Mr Adams looked at some old photographs. Read the dialogue again. Guess and match the words with their definitions. One is extra.

1. to look up
2. to look for
3. to look at
a. to search for someone/something
b. to direct your eyes to someone/something
c. to think that you are better than someone
d. to try to find some information in a book or on the Internet

24 Read the dialogue in activity 22 again and answer the questions.

1. When did Rose go to David's house?
$\qquad$
2. What time did their teacher take them to the library?
$\qquad$
3. What did Susan do in the library?
$\qquad$
4. What did Tom do in the library?

## SPEAKING

Look at the picture in activity 22 and the one below. Where were
the students, the teacher and the books in the library yesterday? Say them as in the example. Use the words in the box.
$\square$
on - next to - between - over - under - behind - in front of - near
e.g.

Sam was near Tom.
Literature books were between the poetry books and the history books.


| U | T | Y | O | I | X | C | R | Z | K | X | 1 | N | G | X | F | R | C |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Y | 1 | L | S | G | G | A | W | T | K | Y | H | P | O | E | T | R | Y |
| E | Q | N | H | S | F | Y | A | N | C | L | K | C | M | Z | J | K | P |
| K | T | X | S | V | H | M | Y | G | M | D | E | B | O | O | K | K | M |
| L | R | L | E | X | 1 | V | C | Q | K | P | M | V | R | R | H | T | V |
| S | T | O | R | Y | 1 | G | L | O | A | R | Z | S | Q | U | E | U | O |
| Q | Y | C | B | M | H | L | A | D | T | E | 0 | N | E | P | X | N | A |
| W | P | F | Z | M | W | P | L | N | T | E | F | P | R | G | $F$ | C | K |
| M | J | W | R | Q | Z | O | N | O | V | E | L | C | M | Q | Q | H | R |
| G | H | C | J | X | P | F | 1 | N | F | O | R | M | A | T | 1 | O | N |
| X | Q | U | A | A | P | X | X | U | N | C | K | X | H | M | N | K | Z |
| W | P | G | N | B | B | R | W | M | A | G | A | Z | 1 | N | E | L | L |
| F | C | S | B | $\bigcirc$ | O | K | S | H | E | L | F | N | B | N | M | O | B |
| T | 1 | E | N | Q | O | S | A | Z | T | C | W | Z | M | P | R | E | S |
| Z | F | F | G | P | S | L | 1 | B | R | A | R | Y | U | M | D | L | E |
| F | 1 | A | Y | G | L | R | E | O | M | $J$ | M | E | G | X | U | J | F |
| G | B | H | K | J | K | V | N | B | O | Q | Z | E | S | D | Y | 1 | K |
| G | K | 1 | N | E | W | S | P | A | P | E | R | E | P | N | H | E | H |
| Z | O | Y | O | N | C | L | K | Q | D | W | K | $J$ | R | O | F | P | H |
| W | D | 1 | C | T | 1 | O | N | A | R | Y | Q | P | F | P | J | B | C |

## ASSIGNMENTS

Write the new words in your visual dictionary. Stick or draw pictures for them.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ listen, understand and talk about the locations of things and people.
$\star$ ask and answer questions about the locations of things and people.


$\star$ listen, understand and talk about past events.

* ask and answer questions about past events.


## sAVNG THE PLANET



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## WARM-UP!

Look at the pictures. Choose the correct headline and write it in the box.
a. Life is Beautiful!
b. Save the Animals!
c. Save the Planet!



## LISTENING

2 Before you listen, answer the questions: Do you plant trees? Why/Why not?
Listen to the dialogue and answer the question: What do Mary and Charles decide to prepare? (Track 29)


? 4Who suggests what? Listen to track 29 again. Read the sentences. Write "M" for Mary, "C" for Charles.

1. Stop air and water pollution.
2. Stop noise pollution.
3. Don't throw rubbish on the ground.
4. Don't drop litter.
5. Save energy.
6. Turn off the lights.
7. Use less water and energy.
8. Don't cut down trees.
9. Recycle.
10. Don't harm the animals.

$\qquad$

- 


## SPEAKING

What can you do to protect the environment? Work in pairs. Look
at the pictures and the keywords. Ask and answer questions and give each other suggestions.
e.g.

You : What can we do to protect the environment?
Your friend: We can reduce the use of electricity and water.
You : Yes. Don't waste water and unplug the TV.
Your friend: You are right. We should plug the electronic devices just before we use them.
You : We should also seperate our trash by type for recycling. We shouldn't damage the environment with our trash.

turn off the lights


## READING



Before you read, answer the question: What do you do to protect the environment in your daily life?

Read the instructions and match them with the pictures.
We can help protect the environment. Here is a list.

1. Use less water.
2. Turn off the lights.
3. Unplug electrical devices at night.
4. Don't cut down the trees.
5. Don't throw garbage on the streets.
6. Recycle.


## 2 8 Read the instructions again and write true (T) or false (F).

1. It's not important to unplug electrical devices at night.
2. We should cut down the tress to use them.
3. We should seperate our garbage.
4. We can do a lot of things to save the environment.


## WRITING

9
Work in pairs. Prepare a poster to protect the environment and save our planet. Write simple sentences.
e.g.



## WRITING \& SPEAKING

 Name the bins below and draw lines to match the rubbish with the correct bins. Then explain: What are there in your recycling bins?egg. There are electronic devices, electric bulbs and batteries in my e-waste bin. The e-waste bin is red.


## READING



Before you read, answer the questions: Do you think you should have recycling bins at school, too? Do you think all the students use them?

## 15

Read the text about the protection of the environment and answer the question: What are the "3Rs rules"?


We should stop global warming to protect the world. Global warming is the increase of the heat in Earth's atmosphere. There are so many ways to help stop global warming. First of all, we should stop wasting energy. We should turn off the lights or electrical devices and walk or bike for short distances. Secondly, we should grow more plants to reduce the carbon dioxide in the atmosphere. Finally, we should have the 3Rs rules into our lives. They are "Reduce", "Reuse" and "Recycle". Reduce the amount of your rubbish. You shouldn't buy unnecessary things in the market. Reuse the items such as jars, pots, newspapers, carrier bags, packaging papers, etc. Classify the rubbish as paper, plastic, metal and glass to recycle.


16 Read the text in activity 15 again and answer the questions.

1. What is global warming?
$\qquad$
2. How can we stop wasting energy?
$\qquad$
3. Why should we grow more plants?
$\qquad$
4. Why should we classify the rubbish as paper, plastic, metal and glass?

## SPEAKING

What should/shouldn't we do to protect the environment? Look at the photos and use the keywords. First take notes in the box below. Then make a speech about it.
reduce - reuse - recycle- rubbish - waste - save - cut down damage - unplug - harm


## WHAT A WONDERFUL WORLD!

| I see trees of green. | I see skies of blue. |
| :--- | :--- |
| Red roses, too. | And clouds of white. |
| I see them bloom. | The bright blessed day. |
| For me and you. | The dark sacred night. |
| And I think to myself, | And I think to myself, |
| What a wonderful world! | What a wonderful world! |



WRITING

19 Write a poem about a beautiful and healthy world.


## LISTENING

Before you listen, look at the pictures and match them with the types of pollution.


Listen to the text and answer the question: When is the Earth Day? (Track 32)


22 Listen to track 32 again and fill in the blanks.

1. People $\qquad$ the seas, oceans, rivers, air and the land.
2. There are a lot of things to do to $\qquad$ our planet.
3. On Earth Day, some people $\qquad$ the buses instead of cars.
4. People use less $\qquad$ devices on Earth Day.

## WRITING

23 What can you do on Earth Day? Write briefly.

## PUZZLE TIME!

24 Find these words in the puzzle.

| M | H | A | A | G | D | Q | N | Z | W | J | P | X | A | Q |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| C | 1 | Z | E | C | B | N | O | F | M | X | P | Z | W | J |
| Y | 1 | H | A | R | M | G | T | O | T | W | $\bigcirc$ | T | S | V |
| L | 1 | T | T | E | R | B | $\cup$ | E | Y | P | L | U | G | O |
| E | $J$ | J | L | D | A | H | R | T | L | K | L | Q | V | R |
| B | J | L | O | U | L | B | G | A | A | L | U | 1 | Y | R |
| B | G | A | K | C | Y | J | G | W | A | S | T | E | H | D |
| K | A | 1 | R | E | C | Y | C | L | E | P | 1 | U | H | A |
| U | R | U | B | B | 1 | S | H | C | V | R | O | D | 0 | M |
| C | B | Z | P | T | S | O | P | S | X | F | N | J | O | A |
| W | A | E | Z | E | R | A | M | I | P | T | J | T | W | G |
| D | G | B | R | K | C | G | C | B | M | P | P | Q | $P$ | E |
| Y | E | D | 1 | S | W | C | H | M | M | B | S | U | Z | 0 |
| X | G | B | $V$ | L | M | B | K | R | Y | B | U | E | T | R |
| Y | F | R | X | R | K | X | B | E | 1 | R | N | U | Z | T |

## POLLUTION

GARBAGE
DAMAGE

| HARM |
| :---: |
| LITTER |
| RECYCLE |
| PLUG |
| RUBBISH |
| WASTE |

## ASSIGNMENTS

Prepare slogans / notes / posters about saving energy at school and hang them on the walls.
e.g.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...

* listen, understand and talk about saving the planet.
$\star$ give and respond to simple instructions.
* give and respond to simple suggestions.



## WARM-UP!

辰 $1 \begin{aligned} & \text { Look at the pictures. Read and guess the meanings of the } \\ & \text { bold words. }\end{aligned}$


## LISTENING

Before you listen, answer the questions: Who is your class president? Who selected him/her?

Listen to the teacher and answer the question: When is the class president election? Then write three words about democracy. (Track 33)


Listen to track 33 again. What are class president's duties? Write true (T) or false (F).

1. He / She solves the problems.
2. He / She organizes activities.
3. He / She cleans the board.
4. He / She checks the homework of other students.

## WRITING

5 What does your class president do every day? Write 3 duties.
1.
2.
3. $\qquad$

## LISTENING



Before you listen, answer the questions: Did you vote for your class president? When?

Listen to the dialogue and answer the question: What are the candidates' names? Write them under the pictures. (Track 34)


Listen to track 34 again and complete the sentences with the candidates' names.
a. $\qquad$ is clever and friendly.
b.
. ................................... respects others.
c. is fair.
d.
is Mary's best friend.
e. should make a campaign speech.

## SPEAKING

Work in pairs. There is a class president election in your class. Talk
9 about the stages of classroom president polls and your candidates. Use the words in the box.
candidate - campaign - ballot box - election - fair give a speech - vote - respect - poll - support
e.g.

You : Are you a candidate in the election?
Your friend: No, I'm not.
You : Who is your candidate?
Your friend: Deniz. She is my best friend. Who do you support in the election?
You : Deniz is my candidate, too. We should make a campaign for her.
Your friend: Yes. We should...


## READING

Before you read, answer the question: Do you select your class president by open vote or secret ballot?

Read the text and underline the words about the concept of democracy.


An election should be fair and the candidates should never break the law. They should respect others and know child and human rights. They should be good role models in public. Everybody should vote freely and respect the election results in democracy.

12 Read the text in activity 11 again and answer the questions.

1. What should the candidates in an election never do?
2. What should the candidates know?
3. What should the candidates be in public?
4. What should everybody respect?

## WRITING \& SPEAKING

Write a short paragraph about democracy. Consider the questions below. Then talk about it in class.

1. Is everybody equal in democracy? Do you think it is important?
2. Why should the elections be fair?
3. What are the stages of polls in Turkey?
4. Can you vote in general elections? Why/Why not?
5. Do you think election campaigns are necessary? Why/Why not?


## LISTENING

Before you listen, answer the question: When did you last give a vote?

Listen to the dialogue and answer the question: Was it a fair election? (Track 35)


16 Listen to track 35 again and fill in the blanks.

1. George and his friends $\qquad$ their classroom president.
2. They $\qquad$ their candidates' names on the paper.
3. They $\qquad$ their votes in the ballot box.
4. George's candidate $\qquad$
$\qquad$ the election.
5. Their classroom president $\qquad$ them a speech.
6. George and his friends $\qquad$ the president's ideas.

## SPEAKING

You elected your class president. What happened? Look at the pictures, use the keywords and tell it to your friends.
choose candidates - listen to candidates' speeches prepare voting booth and ballot box - make a campaign - be fair vote - check the results - respect the results


## PUZZLE TIME!

18
Look at the words in the boxes. Complete the puzzle with these words.

| election | vote | campaign | ballot |
| :---: | :---: | :---: | :---: |
| speech |  |  |  |
| president law | fair | respect | candidate |



## SPEAKING

You became the class president for the second time. Make your first speech. Talk about your past and present actions. Mention the following below.


Your character (fair?, helpful? respectful?...)

> Your likes / dislikes
> Your friends' rights
> Your activities / abilities

Your past activities
egg.
Dear friends,
I'm very happy to be the class president for the second time. I'm helpful and respectful. I know your rights. I talk to our teachers and director about our problems all the time. I organise activities for us. Last term we organized a picnic. I talked to our teachers to have a new bookcase in our class...

## READING

Before you read, answer the questions: When was the last election in Turkey? What election was it?

Read the speech bubble and answer the question: What is the new president like?

There was an election in my country yesterday. Everyone over 18 years old voted. There were campaigns before the election. Candidates made speeches. They talked about human rights and their plans. Nobody broke the law and it was a fair election. Our new president is kind and nice. His ideas are brilliant. We all trust him.


22 Read the speech bubble again and answer the questions.

1. Who voted in the election?
$\qquad$
2. What was there before the election?
3. What did the candidates talk about in their speeches?
4. Was it a fair election?

You're a class president candidate. Find a slogan and make a poster for yourself.


## ASSIGNMENTS

Write the new words in your visual dictionary. Stick or draw pictures for them. Complete your dictionary and present it in class.
$\rightarrow$
Work in groups and make an election campaign poster for classroom presidency.


## SELF ASSESSMENT

Read the sentences and give points between 0 and 10.
At the end of this unit, I can...
$\star$ listen, understand and talk about the steps of an election.
$\star$ ask questions.
$\star$ talk about past events.


## UNIT 1 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| My friend can speak fluently. |  | 4 | 3 | 2 | 1 |
| My friend makes eye contact during |  |  |  |  |  |
| speaking. |  |  |  |  |  |
| My friend can participate in classroom |  |  |  |  |  |
| discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation |  |  |  |  |  |
| while speaking. |  |  |  |  |  |
| My friend can pronounce words |  |  |  |  |  |
| correctly. |  |  |  |  |  |
| My friend shows respect by not |  |  |  |  |  |
| interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of <br> vocabulary while speaking. <br> My friend can speak at length on each |  |  |  |  |  |

## UNIT 2 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| My friend can speak fluently. | 5 | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ |
| My friend makes eye contact during <br> speaking. |  |  |  |  |  |
| My friend can participate in classroom <br> discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation <br> while speaking. |  |  |  |  |  |
| My friend can pronounce words <br> correctly. |  |  |  |  |  |
| My friend shows respect by not <br> interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of <br> vocabulary while speaking. |  |  |  |  |  |
| My friend can speak at length on each <br> topic. |  |  |  |  |  |

## UNIT 3 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| My friend can speak fluently. | $\mathbf{5}$ | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ |
| My friend makes eye contact during <br> speaking. |  |  |  |  |  |
| My friend can participate in classroom <br> discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation <br> while speaking. |  |  |  |  |  |
| My friend can pronounce words <br> correctly. |  |  |  |  |  |
| My friend shows respect by not <br> interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of <br> vocabulary while speaking. |  |  |  |  |  |
| My friend can speak at length on each <br> topic. |  |  |  |  |  |

## UNIT 4 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| My friend can speak fluently. | 5 | 4 | 3 | 2 | 1 |
| My friend makes eye contact during |  |  |  |  |  |
| speaking. |  |  |  |  |  |
| My friend can participate in classroom |  |  |  |  |  |
| discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation |  |  |  |  |  |
| while speaking. |  |  |  |  |  |
| My friend can pronounce words |  |  |  |  |  |
| correctly. |  |  |  |  |  |
| My friend shows respect by not |  |  |  |  |  |
| interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of |  |  |  |  |  |
| vocabulary while speaking. |  |  |  |  |  |
| My friend can speak at length on each <br> topic. |  |  |  |  |  |

## UNIT 5 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 5 | 4 | 3 | 2 | 1 |
| My friend can speak fluently. |  |  |  |  |  |
| My friend makes eye contact during |  |  |  |  |  |
| speaking. |  |  |  |  |  |
| My friend can participate in classroom |  |  |  |  |  |
| discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation |  |  |  |  |  |
| while speaking. |  |  |  |  |  |
| My friend can pronounce words |  |  |  |  |  |
| correctly. |  |  |  |  |  |
| My friend shows respect by not |  |  |  |  |  |
| interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of <br> vocabulary while speaking. <br> Mopic. |  |  |  |  |  |

## UNIT 6 - PEER EVALUATION

|  | 5 | 4 | 3 | 2 | 1 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| My friend can speak fluently. |  |  |  |  |  |
| My friend makes eye contact during speaking. |  |  |  |  |  |
| My friend can participate in classroom discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation while speaking. |  |  |  |  |  |
| My friend can pronounce words correctly. |  |  |  |  |  |
| My friend shows respect by not interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of vocabulary while speaking. |  |  |  |  |  |
| My friend can speak at length on each topic. |  |  |  |  |  |

## UNIT 7 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 5 | 4 | 3 | 2 | 1 |
| My friend can speak fluently. |  |  |  |  |  |
| My friend makes eye contact during |  |  |  |  |  |
| speaking. |  |  |  |  |  |
| My friend can participate in classroom |  |  |  |  |  |
| discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation |  |  |  |  |  |
| while speaking. |  |  |  |  |  |
| My friend can pronounce words |  |  |  |  |  |
| correctly. |  |  |  |  |  |
| My friend shows respect by not |  |  |  |  |  |
| interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of <br> vocabulary while speaking. <br> Mopic. |  |  |  |  |  |

## UNIT 8 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 5 | $\mathbf{4}$ | $\mathbf{3}$ | $\mathbf{2}$ | $\mathbf{1}$ |
| My friend can speak fluently. |  |  |  |  |  |
| My friend makes eye contact during <br> speaking. |  |  |  |  |  |
| My friend can participate in classroom <br> discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation <br> while speaking. |  |  |  |  |  |
| My friend can pronounce words <br> correctly. |  |  |  |  |  |
| My friend shows respect by not <br> interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of <br> vocabulary while speaking. |  |  |  |  |  |
| My friend can speak at length on each <br> topic. |  |  |  |  |  |

## UNIT 9 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| My friend can speak fluently. | 5 | 4 | 3 | 2 | 1 |
| My friend makes eye contact during |  |  |  |  |  |
| speaking. |  |  |  |  |  |
| My friend can participate in classroom |  |  |  |  |  |
| discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation |  |  |  |  |  |
| while speaking. |  |  |  |  |  |
| My friend can pronounce words |  |  |  |  |  |
| correctly. |  |  |  |  |  |
| My friend shows respect by not <br> interrupting others while speaking. <br> My friend can use a wide range of <br> vocabulary while speaking. <br> topic. |  |  |  |  |  |

## UNIT 10 - PEER EVALUATION

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| My friend can speak fluently. | 5 | 4 | 3 | 2 | 1 |
| My friend makes eye contact during |  |  |  |  |  |
| speaking. |  |  |  |  |  |
| My friend can participate in classroom |  |  |  |  |  |
| discussions. |  |  |  |  |  |
| My friend can avoid silence or hesitation |  |  |  |  |  |
| while speaking. |  |  |  |  |  |
| My friend can pronounce words |  |  |  |  |  |
| correctly. |  |  |  |  |  |
| My friend shows respect by not |  |  |  |  |  |
| interrupting others while speaking. |  |  |  |  |  |
| My friend can use a wide range of <br> vocabulary while speaking. <br> My friend can speak at length on each <br> topic. |  |  |  |  |  |

## FLAGH CARDS

## UNIT 1 - LIFE

Cut out the flashcards. Work in pairs. Pick out a flashcard. Ask and answer about the dates and time.

9
15.09.2009

06=15 am
 03 분 5 pan

9
$2405 \cdot 194$ (1)857 8
01.03.1995 (1) 105 8

9
e.g. You : What is the date?
Your friend: It's 15 September, 2009.
You : What time is it?
Your friend: : It's a quarter past 6.

0 [12 2013

$30.01-2000$

$\rightarrow$

## $0 \leq 3082001$

 8 ロ12 pan
## UNIT 2 - YUMMY BREAKFAST

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about your likes and dislikes.

e.g. You : Do you like bagels?

Your friend: Yes, they are my favourite. Do you like sausages?
You : No. I don't like junk food.


9


## UNIT 3 - DOWNTOWN

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about what people are doing.

e.g. You : What is Mary doing?

Your friend: She is listening to music.


## UNIT 4 - WEATHER AND EMOTIONS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about wheather and your emotions.

e.g. You : How is the weather?

Your friend: It is windy.
You : How do you feel?
Your friend: I feel depressed.


के


## UNIT 5 - AT THE FAIR

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about your feelings.

e.g. You : What do you think about the ghost train?
Your friend : I think it's horrible.
You
: I disagree, I think it is fun.


## UNIT 6 - OCCUPATIONS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the occupations.

e.g. You : What do you do?

Your friend: I'm a waiter.
You : What can you do?
Your friend : I can serve meal.


9


## UNIT 7 - HOLIDAYS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about what you did on holiday.

e.g. You : What did you do on your holiday?
Your friend : I learned skiing.


## UNIT 8 - BOOKWORMS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the place of the cat.


## UNIT 9 - SAVING THE PLANET

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the things we should/shouldn't do to save the our world.

e.g. You : What should we do to save our world?

Your friend: We should save energy.


9


## UNIT 10 - DEMOCRACY

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the things to do to choose the class president.

e.g. You : What did you do for the election?

You friend : We made a ballot box.


## WORD LIST

## UNIT ONE

attend
breakfast
cleaning
diary
dinner
folk dance
get up
ironing
jogging
lunch
meet
past
quarter
rest
run errands
shopping
study
take a nap
take care of something
take courses
traditional dance
visit

## UNIT TWO

apple juice
bagel
beans
butter
cacao
cereal
cheese
coconut
coffee
cookies
croissant
egg
fruit juice
healthy
honey
ingredient
jam
junk food
milk
muffin
mushroom
nutritious
olives
omelette
orange juice
pancake
pastrami
salami
sausage
tea
toast
unhealthy

## UNIT THREE

band
busy
cheap
city
crowded
downtown
exciting
expensive
feed
flat
high
hometown
kiosk
neighbourhood
quiet
rent
ride
sell
skyscraper
stage
street
study
town
traffic jam
wait
walk
warm

## UNIT FOUR

angry
anxious
cloudy
cold
depressed
excited
fabulous
foggy
freezing
hailing
lightning
moody
rainy
sad
scared
sleepy
snowy
stormy
sunny
surprised
thunder
windy

## UNIT FIVE

amazing
boring
bumper car
carnival
carousel
crazy
dull
exciting
fantastic
Ferris wheel
frightening
ghost train
horrible
interesting
roller coaster
terrifying
thrilling

## UNIT SIX

architect
build
cook
dentist
design
driver
engineer
fabric
farmer
hairdresser
lawyer
manager
mechanic
occupation
patient
prepare
repair
salesman
saleswoman
serve
sew
waiter
waitress
worker

## UNIT SEVEN

ancient
camping
climb
cycle
cycling
fishing
flower
forest
fruit
gardening
lake
mountain
pick
pick up
river
sailing
seaside
shell
sightseeing
skiing
snowball
snowman
swim
tree
visit

## UNIT EIGHT

| author | fireplace | look up |
| :--- | :--- | :--- |
| bookshelf | important | magazine |
| borrow | information | newspaper |
| carpet | lamp | novel |
| clock | lend | painting |
| dictionary | library | poetry |
| drawers | look at | short story |
| e-book | look for | story writer |

## UNIT NINE

air pollution
cut down
damage
destroy
electrical device
garbage
global warming
harm
litter
noise pollution
plug
recycle
reduce
rubbish
save
trash
turn off
unplug
waste
water pollution

## UNIT TEN

ballot box
campaign
candidate
check
child right
choose
election
fair
give a speech
human right
law
make a speech
organize
poll
president
public
republic
respect
solve
support
vote
voting booth

## IRREGULAR VERES LIST

| Infinitive | Past Simple | Past Participle |
| :---: | :---: | :---: |
| be | was/were | been |
| begin | began | begun |
| break | broke | broken |
| bring | brought | brought |
| buy | bought | bought |
| build | built | built |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| do | did | done |
| draw | drew | drawn |
| drive | drove | driven |
| eat | ate | eaten |
| feel | felt | felt |
| find | found | found |
| get | got | got |
| give | gave | given |
| go | went | gone |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| keep | kept | kept |
| know | knew | known |
| leave | left | left |
| lead | led | led |
| let | let | let |
| lie | lay | lain |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |


| Infinitive | Past Simple | Past Participle |
| :--- | :--- | :--- |
| put | put | put |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| sit | sat | sat |
| speak | spoke | spoken |
| spend | spent | spent |
| stand | stood | stood |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| understand | understood | understood |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

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