

ORTAOKUL VE İMAM HATİP ORTAOKULU

# ENGLISH

7

## COURSEBOOK

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## İSTİKLÂL MARŞI

Korkma, sözmez bu şafaklarda yüzen al sancak;  
Sönmeden yurdumun üstünde tüten en son ocak.  
O benim milletimin yıldızıdır, parlayacak;  
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, cehreni ey nazlı hilâl!  
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?  
Sana olmaz dökülen kanlarımız sonra helâl.  
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezden beridir hür yaşadım, hür yaşamı.  
Hangi çılgın bana zincir vuracakmış? Şaşarım!  
Kükremiş sel gibiyim, bendimi çiğner, aşarım.  
Yırtarım dağları, enginlere sığmam, taşarım.

Garbin âfâkını sarmışsa çelik zırhlı duvar,  
Benim iman dolu göğsüm gibi serhaddim var.  
Uluslararası! Nasıl böyle bir imanı boğar,  
Medeniyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;  
Siper et gövdemi, dursun bu hayâsizca akın.  
Doğacaktır sana va'dettiği günler Hakk'ın;  
Kim bilir, belki yarın, belki yarından da yakın.

Bastiğın yerleri toprak diyerek geçme, tanı:  
Düşün altındaki binlerce kefensiz yatanı.  
Sen şehit oğlusun, incitme, yazıkır, atanı:  
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?  
Şüheda fişkiracak toprağı sıksan, şüheda!  
Câni, cânâni, 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 temeli-  
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsı- taşım,  
Her cerîhamdan İlâhî, boşanıp kanlı yaşam,  
Fişkirir ruh-ı mücerret gibi yerden na'sım;  
O zaman yükselerken arşa değer belki başım.

Dalgalan 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**

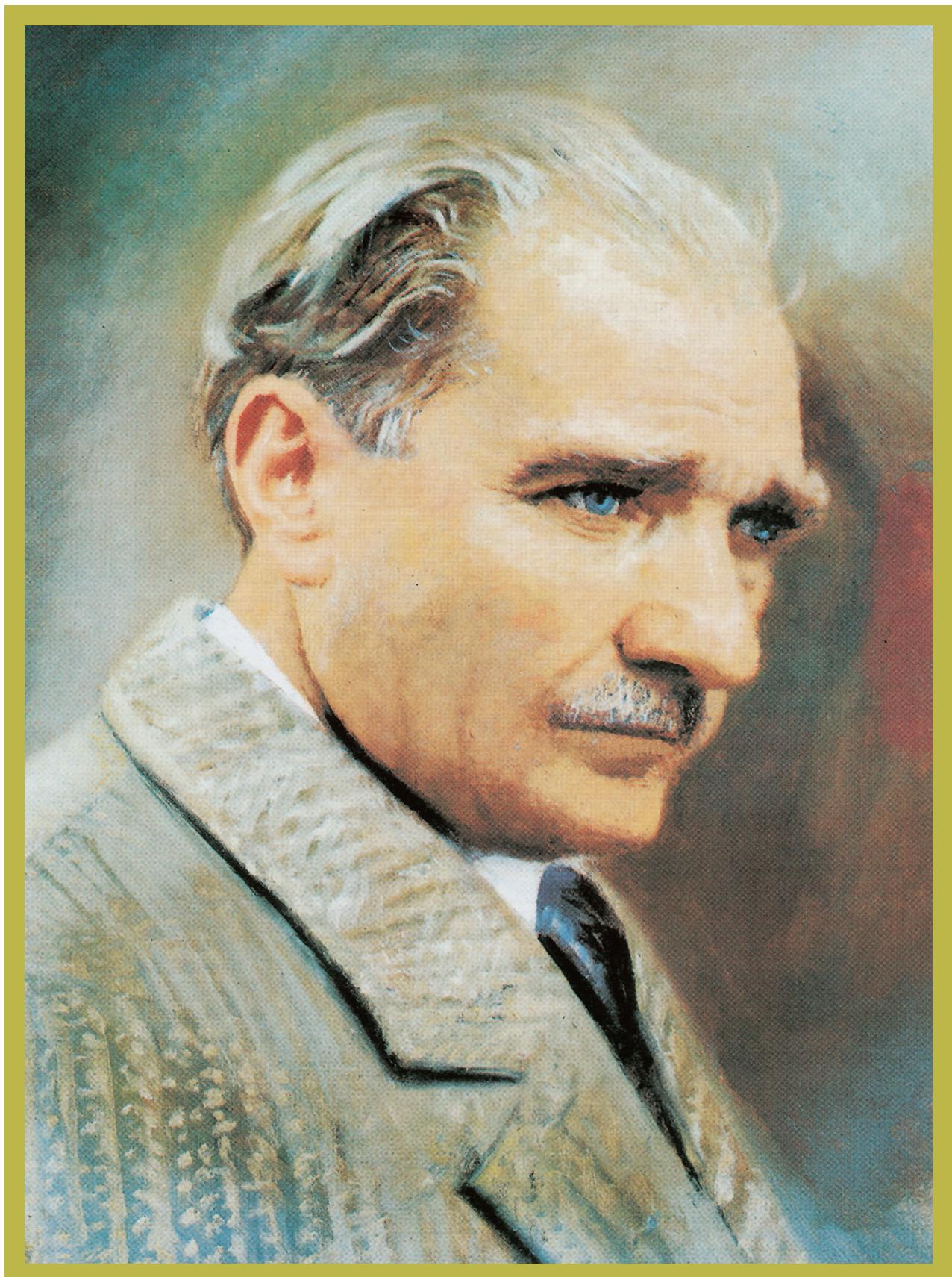
## GENÇLİĞE HİTABE

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

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazineşin. İstikbalde dahi, seni bu hazineşinden 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 dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraiitten 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, müstevlîlerin siyâsî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK



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# PLAN OF THE BOOK

You will be able to...

## Theme 1

Appearance and Personality

Pages: 11-26

- understand speech on appearances and personalities.
- talk about other people's appearances and personalities.
- report on other people's appearances and personalities.
- understand a text about appearances, personalities and comparisons.
- write simple pieces to compare people.

## Theme 2

Sports

Pages: 27-42

- recognise frequency adverbs in simple oral texts.
- ask questions related to the frequency of events.
- talk about routines/daily activities by using frequency adverbs and giving explanations and reasons.
- understand short and simple texts on sports.
- write pieces about routines/daily activities by using frequency adverbs.

## Theme 3

Biographies

Pages: 43-58

- recognize specific information in oral texts about past events and dates.
- talk about past events with definite time.
- describe past events with definite time.
- understand specific information about names and dates in past events in written texts.
- write a simple report about past events.

## Theme 4

Wild Animals

Pages: 59-74

- understand past and present events in oral texts.
- identify the names of wild animals in simple oral texts.
- ask people questions about the characteristics of wild animals.
- make simple suggestions.
- report on past and present events.
- understand past and present events including explanations and reasons.
- spot the names of wild animals in simple texts.
- write pieces describing wildlife.

## Theme 5

Television

Pages: 75-90

- understand simple oral texts about daily routines and preferences.
- ask questions about the preferences of other people.
- talk about past events and personal experiences.
- state your preferences.
- describe past events in a simple way.
- understand simple texts about daily routines and preferences.
- understand simple texts about past events.
- write pieces about daily routines and preferences.

You will be able to...

**Theme 6**

Celebrations

Pages: 91-106

- recognise utterances related to suggestions, needs and quantity of things.
- talk about arrangements and sequences of actions.
- make suggestions.
- express needs and quantity.
- understand texts about celebrations.
- write invitation cards.

**Theme 7**

Dreams

Pages: 107-122

- understand utterances about predictions and future events in simple oral texts.
- talk about simple predictions.
- report on simple predictions.
- understand short and simple texts about predictions.
- write pieces about predictions and future events.

**Theme 8**

Public Buildings

Pages: 123-138

- recognise the names of the public buildings.
- understand explanations with reasons.
- give explanations with reasons.
- report on explanations with reasons.
- understand simple expressions and recognise familiar words about explanations with reasons.
- write pieces about explanations with reasons.

**Theme 9**

Environment

Pages: 139-154

- understand phrases and the highest frequency vocabulary about environment.
- follow how a simple process is described in clear oral texts.
- talk about obligations.
- give simple instructions for a specific process.
- give a simple description or presentation of a process.
- identify specific information in various texts about environment.
- write short, simple messages about environment.
- write short description of a process.

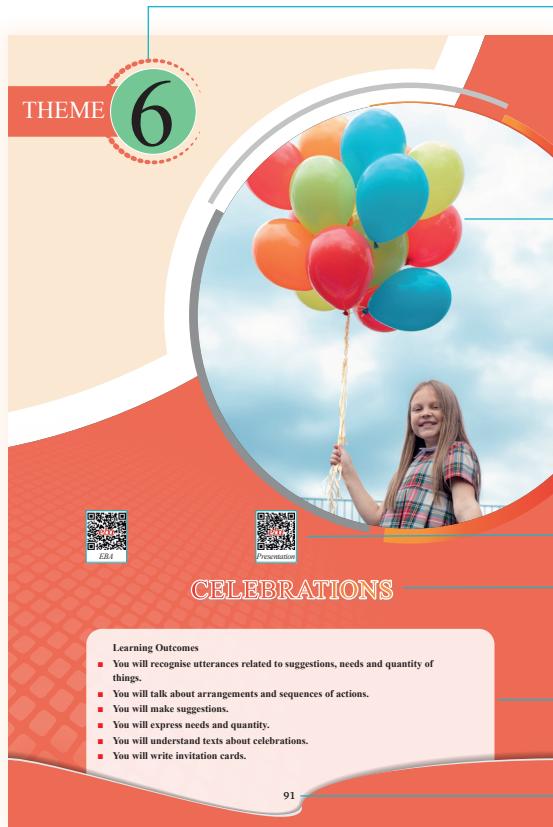
**Theme 10**

Planets

Pages: 155-170

- identify the discussion topic about popular science in simple oral texts.
- make simple comparisons.
- talk about past events.
- report on general truths in various ways.
- identify specific information in various texts about facts and general truths.
- identify specific information about past events.
- write short and basic descriptions of facts and general truths.

# ORGANISATION OF THE BOOK



The number of the theme

The photo of the cover page

The QR code of the unit overview  
(Scan or click on the related QR codes to access them.)

The name of the theme

The learning outcomes of the theme

The page number

LESSON **6**

1. How can you describe the man and the dog in the photo? Tick the related words below. Then share your ideas with the class as in the example.





e.g. The man is slim, and I think he looks cheerful.

2. Read the dialogue and write (D) for Dylan or (C) for Connor next to the questions below.

**Dylan:** Do you know my brothers?  
**Elle:** No, I do not know. Tell me about them.  
**Dylan:** They are Connor and Dylan. They are very different from each other. Connor is tall and slim with wavy blonde hair. He usually wears casual clothes. Dylan is of medium height and medium weight. He has straight dark hair. He usually wears black suit and glasses.  
**Dylan:** Are they different from each other in personality?  
**Elle:** Yes, they are. Dylan is very punctual and tidy. He wears formal clothes because he is more serious than Connor. Connor is more relaxed than Dylan. Also, he likes meeting new people, and he enjoys spending time with his friends and dog.  
**Dylan:** I guess Connor is more talkative and outgoing than Dylan.  
**Elle:** Yes, he is also more cheerful and funnier. They are both lovely people.

Who is taller? Who is more serious? Who has straight dark hair? Who is more talkative?

3. Read the text again and tick *True* or *False*.

1. Connor is plumper than Dylan.  
2. Connor is shorter than Dylan.  
3. Dylan is more punctual than Connor.  
4. Dylan is tidier than Connor.  
5. Connor is more outgoing than Dylan.  
6. Dylan is funnier than Connor.

True False

20

The number of the lesson

The instruction of the activity.

The activities of the theme

The track number

The QR code for the audio recording

**EXERCISES**

8. Listen to the audio and tick the precautions in the photos. Two are extra.

9. Read the text and tick *True* or *False*.

Global warming is the increase in the average temperature of our planet. It is dangerous for our life and the world because it changes the climate. The ice in the poles is melting, and sea levels are rising. Humans are responsible for that. We pollute the environment, destroy forests and harm nature. We threaten the balance of the planet. We have to protect the environment and save the world. We must use renewable energy, recycle, start using public transport and buy energy-efficient vehicles.

1. Global warming is the decrease in the average temperature of our planet.  
2. Animals are responsible for global warming.  
3. We disturb the balance of the planet.  
4. We must use renewable energy and recycle materials.

True False

154

The QR code of the interactive activities

# THEME

# 1



EBA



Presentation

## APPEARANCE AND PERSONALITY

### Learning Outcomes

- You will understand speech on appearances and personalities.
- You will talk about other people's appearances and personalities.
- You will report on other people's appearances and personalities.
- You will understand a text about appearances, personalities and comparisons.
- You will write simple pieces to compare people.

## 1. Match the sentences with the photos. Write the correct letters in the boxes. One is extra.

a. This person is blonde.

d. This person wears a headscarf.

g. This person wears glasses.

b. This person is plump.

e. This person is middle-aged.

h. This person is short.

c. This person is thin.

f. This person is ugly.

i. This person has curly hair.



## 2. Complete the table with the words below. One is extra.

young	wavy	tall	of medium height	blue
hat	grey	well-built	old	glasses
beautiful	blond(e)	hazel	thin/slim	straight

Hair		Eye Colour	Weight	Height	Accessory	Age
Style	Colour					
<i>curly</i>	<i>brown</i>	<i>black</i>	<i>plump</i>	<i>short</i>	<i>headscarf</i>	<i>middle-aged</i>

## 3. Read and complete the text with the words below. One is extra.

green	hat	handsome	straight	of medium height
-------	-----	----------	----------	------------------

Hello! My name is Barry. I am 12 years old. I have short (1) *straight* blond hair and green eyes. I want to talk about my lovely family. My father, Tim, is a handsome man with a beard and moustache. He is well-built and tall. He has short brown hair and brown eyes. My mother, Jenny, is a beautiful middle-aged woman. She is thin and (2) ..... She has long curly black hair and (3) ..... eyes. My sister, Lily, is 4 years old. She is a cute girl with long wavy brown hair. My grandfather, Richard, is a (4) ..... old man. He is bald. He has blue eyes and he wears glasses. My grandmother, Lucy, is a nice old woman with brown eyes and short wavy blonde hair. She is short and plump. I love my family!

## 4. Read the text again and answer the questions.

1. Does Barry have green eyes? \_\_\_\_\_
2. Does Tim have a moustache? \_\_\_\_\_
3. Is Jenny a young woman? \_\_\_\_\_
4. What does Lily look like? \_\_\_\_\_
5. Does Richard have grey hair? \_\_\_\_\_
6. What is the colour of Lucy's hair? \_\_\_\_\_

## 5. Talk about one of your family members' appearance in the class as in the example.

*e.g. My father is a middle-aged man. He is of medium height and plump. He has hazel eyes and short brown hair. He wears glasses.*

**1.** What qualities should a good friend have? Share your ideas with the class. Use the words below.

friendly	shy	hardworking	helpful	selfish
easy-going	generous	stubborn	boring	honest

e.g. I think a good friend is honest, and he/she is not selfish.

**2.** Read the dialogue and complete the table with the words in bold.

**Asia:** Daphne, look at the magazine. There is a questionnaire about friendship. Let's read it. It says, "Put a tick for the positive traits and a cross for the negative traits." Here are the traits:

<input type="checkbox"/> shy	<input checked="" type="checkbox"/> <b>boring</b>
<input checked="" type="checkbox"/> <b>honest</b>	<input type="checkbox"/> easy-going
<input type="checkbox"/> hardworking	<input type="checkbox"/> stubborn
<input type="checkbox"/> selfish	<input type="checkbox"/> generous

**Daphne:** I tick all of them because everybody has positive and negative sides. For example, my deskmate, Olivia, is a little shy, but she is a generous girl.

**Asia:** I agree with you. She gives little presents to her friends. I love her very much. What about my deskmate, Matthew? I think he is a stubborn boy.

**Daphne:** You are right, but he is very helpful to all his friends. He helps with his friends' homework. Our classmates love him.

**POSITIVE TRAITS**

**honest**

---



---



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**NEGATIVE TRAITS**

**boring**

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**3.** Read the dialogue again and answer the questions.

- What are Olivia's personal traits? \_\_\_\_\_
- Is Olivia a selfish girl? \_\_\_\_\_
- Is Matthew a helpful boy? \_\_\_\_\_
- What is Matthew like? \_\_\_\_\_

**4.** Prepare a poster of a famous person you like. Describe his/her appearance and personality. Then present it in the class.

## 1. Tick the boxes that suit you best.

1. I enjoy meeting new people, and I have a lot of friends. I am an outgoing person.

2. I love helping people and animals. I always try to be helpful.

3. I get on well with all of my friends. I am really easy-going.

4. I like making jokes and telling funny stories. I am cheerful.

5. I care about other people. I am thoughtful.

## 2. Read the speech bubbles and complete the sentences with the correct words below. One is extra.

smart

shy

stubborn

easy-going

generous

punctual

honest



1

I am Karen. I always tell the truth because I like being honest.



2

My name is Michael. My friends think that I am a \_\_\_\_\_ person because I learn and understand everything easily.



3

I'm Kevin. I feel nervous when I talk in front of other people because I am \_\_\_\_\_.



4

My name is Sandra. I never change my mind. I am \_\_\_\_\_.



5

I am Sarah. My friends think that I am \_\_\_\_\_ because I am never late.



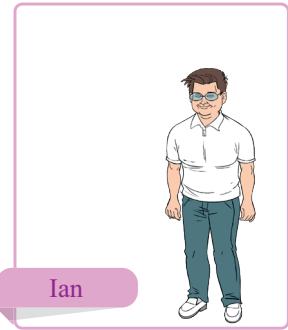
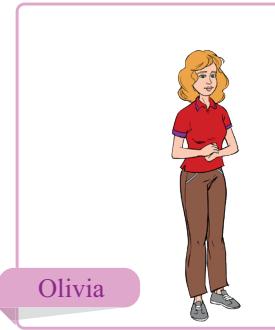
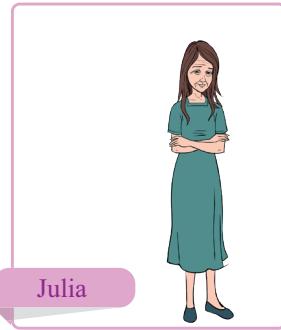
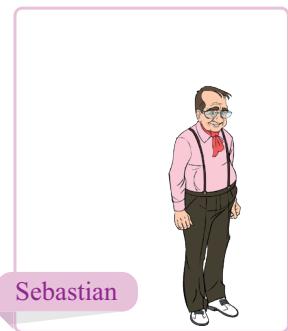
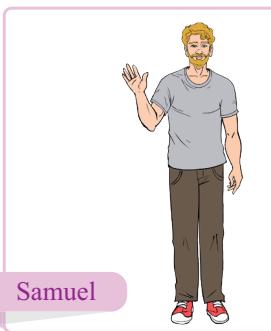
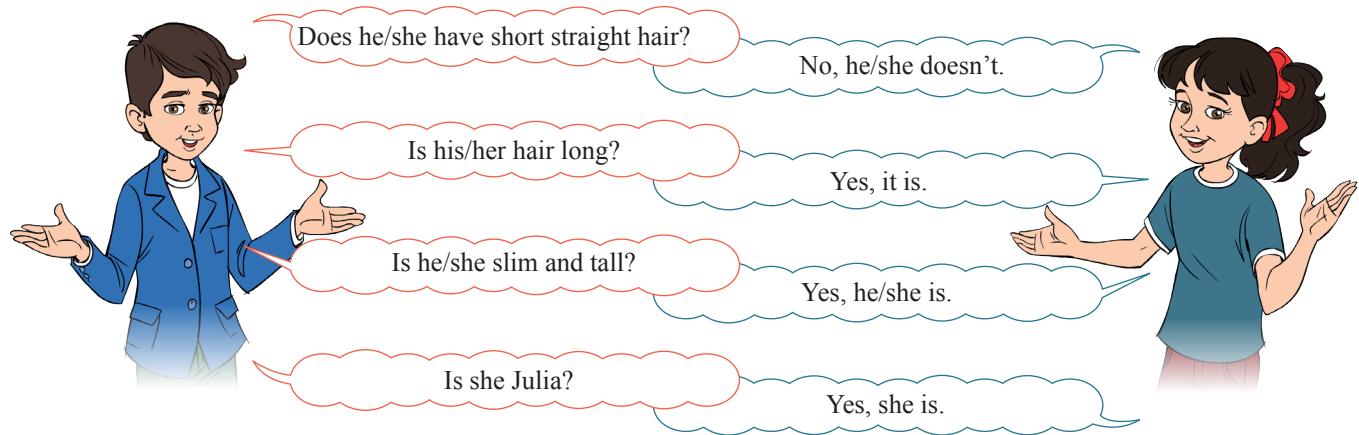
6

I'm Cemal. I like sharing and giving presents to people. I am \_\_\_\_\_.

**3.** Read the questions and match them with the answers. One is extra.

1. What is she like?
2. What does he look like?
3. Why do you like them?
4. What do you like doing?
5. What is your brother like?

- a. He is well-built and tall.
- b. He is funny and outgoing.
- c. I like them because they are kind and friendly.
- d. She is easy-going and thoughtful.
- e. I like doing sports.
- f. She wears glasses.

**4.** Work in pairs. Choose one of the people below, but don't say his/her name to your partner. Your friend tries to find out the person by asking questions as in the example.

**1.** Look at the photo and describe one of the kids as in the example.

e.g. Ryan looks like a cheerful boy. He has a beautiful smile. He has wavy brown hair and brown eyes.

**2.** Listen and fill in the table with the words/phrases about their appearances.

	Amy	Ted	Henry	Sally
Hair	_____	_____	_____	_____
Eyes	_____	✗	_____	✗



Track 1.1

**3.** Listen again and fill in the table with their personal traits.

	Amy	Ted	Henry	Sally
Personality	_____	_____	_____	_____



Track 1.2

**4.** Make a short presentation about the appearance and personality of one of your friends in the class.

Interactive Activity

**1.** Do you want to adopt a cat? Which of the cats below do you prefer? Why? Share your ideas.

e.g. I want to adopt the black cat because it is so cute.

**2.** Listen to the song and fill in the blanks with the words below. One is extra. Then sing along.

friendship

lazy

tall

plump

blue

beautiful

**My Lovely Cat**

Who has got this (1) \_\_\_\_\_ cat?

What is your name?

So lovely (2) \_\_\_\_\_ eyes.

Say your name.

Meow meow cute cat.

You like milk and fish very much.

Meow meow meow meow!

So, you are a little (4) \_\_\_\_\_ kitty.

Don't go farther!

You are white like snow.

I miss you,

Let your name be Snowflake.

You are so (3) \_\_\_\_\_.

A good (5) \_\_\_\_\_ waits for us.

Because you love sleeping too much.

I am happy about this.

X3



**3.** Fill in the blanks with comparative forms of the adjectives below as in the examples. One is extra.

fat

good

outgoing

talkative

young

punctual

*e.g. He is **taller** than his friends. He is a basketball player.**My mother is **more cheerful** than my uncle. She is always happy.**The traffic jam in big cities is **worse** than in small cities.*

1. Mary has many friends. She is \_\_\_\_\_ than me.
2. Matt eats fast food too much. He is \_\_\_\_\_ than his brother.
3. Emily goes everywhere on time, but Jane is sometimes late. Emily is \_\_\_\_\_ than Jane.
4. Uncle Tom is \_\_\_\_\_ than Uncle John. Uncle Tom is 40 years old, and Uncle John is 45 years old.
5. My new car is fast and comfortable. It is \_\_\_\_\_ than the old car.

**4.** Read and complete David's social media profile with the words below. One is extra.

outgoing

punctual

hardworking

cheerful



David   
 @david01

I'm David. I am creating a new social media account, and I want to talk about myself. I am an easy-going person, so I have a good relationship with my friends. I am a very (1) \_\_\_\_\_ person, and I like making jokes. Our school has a dance club. I am one of the members of the club. Also, I go to orienteering courses at weekends because I love adventure and meeting new people. I am more (2) \_\_\_\_\_ than my many classmates. My teachers think that I am a smart and (3) \_\_\_\_\_ student. My grades are high. I get on very well with my teachers and friends. You can write your questions on my wall.

12

24

**5.** Read the text again and tick *True* or *False*.

**True** **False**

1. David is a boring person.	<input type="radio"/>	<input checked="" type="radio"/>	4. He has good marks in his lessons.	<input type="radio"/>	<input type="radio"/>
2. He is in the music club.	<input type="radio"/>	<input type="radio"/>	5. He has a good relationship with his friends.	<input type="radio"/>	<input type="radio"/>
3. He likes being social.	<input type="radio"/>	<input type="radio"/>	6. He has a bad relationship with his teachers.	<input type="radio"/>	<input type="radio"/>

**True** **False**

**6.** Compare yourself with one of your family members. Talk about your differences in appearance and personality in the class as in the example.

*e.g. My brother, Efe, is older than me. He is 15 years old, and I am 12 years old. My grades are higher than Efe's because I like studying. I think he is more helpful than me. He feeds all the dogs and cats in our neighbourhood.*

**1.** How can you describe the man and the dog in the photo? Tick the related words below. Then share your ideas with the class as in the example.



e.g. The man is slim, and I think he looks cheerful.

**2.** Read the dialogue and write (D) for Dylan or (C) for Connor next to the questions below.

**Ella:** Do you know my brothers?

**Daisy:** No, I do not know. Tell me about them.

**Ella:** They are Connor and Dylan. They are very different from each other. Connor is tall and slim with wavy blond hair. He usually wears casual clothes. Dylan is of medium height and medium weight. He has straight dark hair. He usually wears a black suit and glasses.

**Daisy:** Are they different from each other in personality?

**Ella:** Yes, they are. Dylan is very punctual and tidy. He wears formal clothes because he is more serious than Connor. Connor is more relaxed than Dylan. Also, Connor likes meeting new people, and he enjoys spending time with his friends and dog.

**Daisy:** I guess Connor is more talkative and outgoing than Dylan.

**Ella:** Yes, Connor is also more cheerful and funnier. They are both lovely people.

1. Who is taller?

3. Who is more serious?

2. Who has straight dark hair?

4. Who is more talkative?

**3.** Read the text again and tick *True* or *False*.

**True** **False**

1. Connor is plumper than Dylan.
2. Connor is shorter than Dylan.
3. Dylan is more punctual than Connor.
4. Dylan is tidier than Connor.
5. Connor is more outgoing than Dylan.
6. Dylan is funnier than Connor.



**4.** Write a paragraph to compare appearances and personalities of two famous people in Türkiye.


Handwriting practice lines for writing a paragraph.

**FUN CORNER**

Read the instructions below and play the game as in the example.

**WHO IS MORE ...?**

1. Make groups of three in the class.
2. One person in the group asks “Who is more ...?” to compare other group members.
3. The other two point their fingers at each other or himself/herself according to their answers.
4. Use the words in the previous activities.

e.g. **Melike:** Who is more generous?

*Çınar and Canan point their fingers at Canan. (They both think Canan is more generous.)*

**Self-assessment**

**Tick the appropriate boxes according to yourself.**

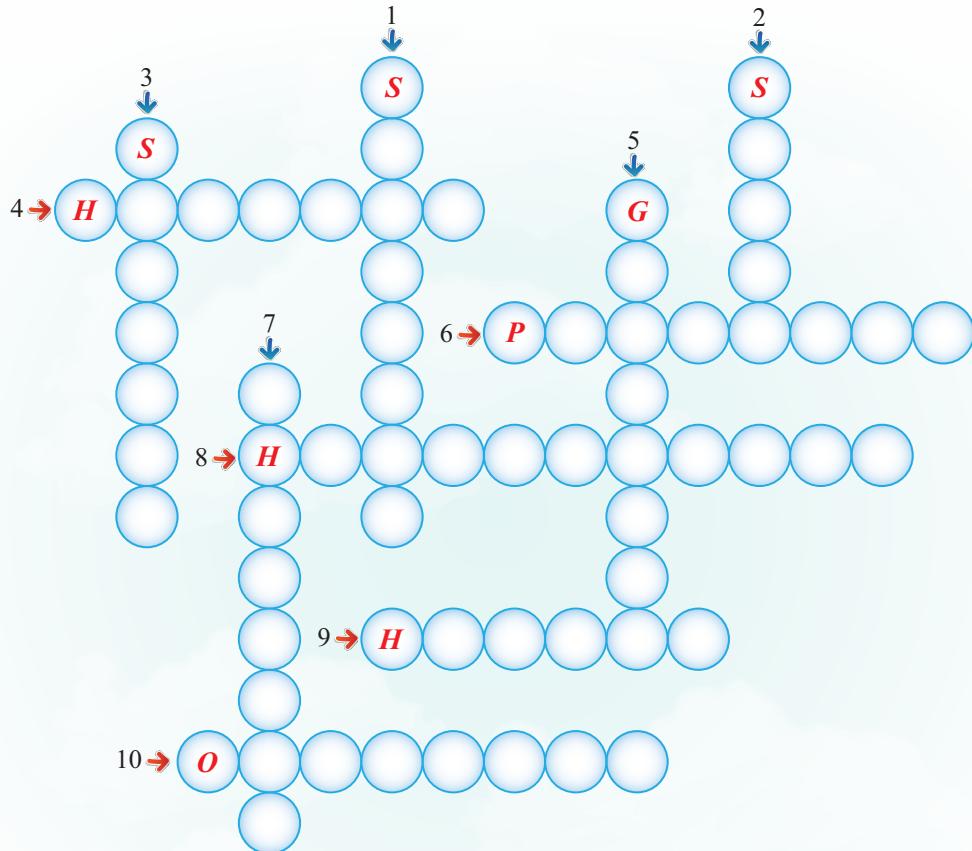
- 1. I can understand speech on appearances and personalities.
- 2. I can talk about other people's appearances and personalities.
- 3. I can report on other people's appearances and personalities.
- 4. I can understand a text about appearances, personalities and comparisons.
- 5. I can write simple pieces to compare people.



Interactive  
Evaluation

# EXERCISES

## 1. Complete the sentences below and do the puzzle.



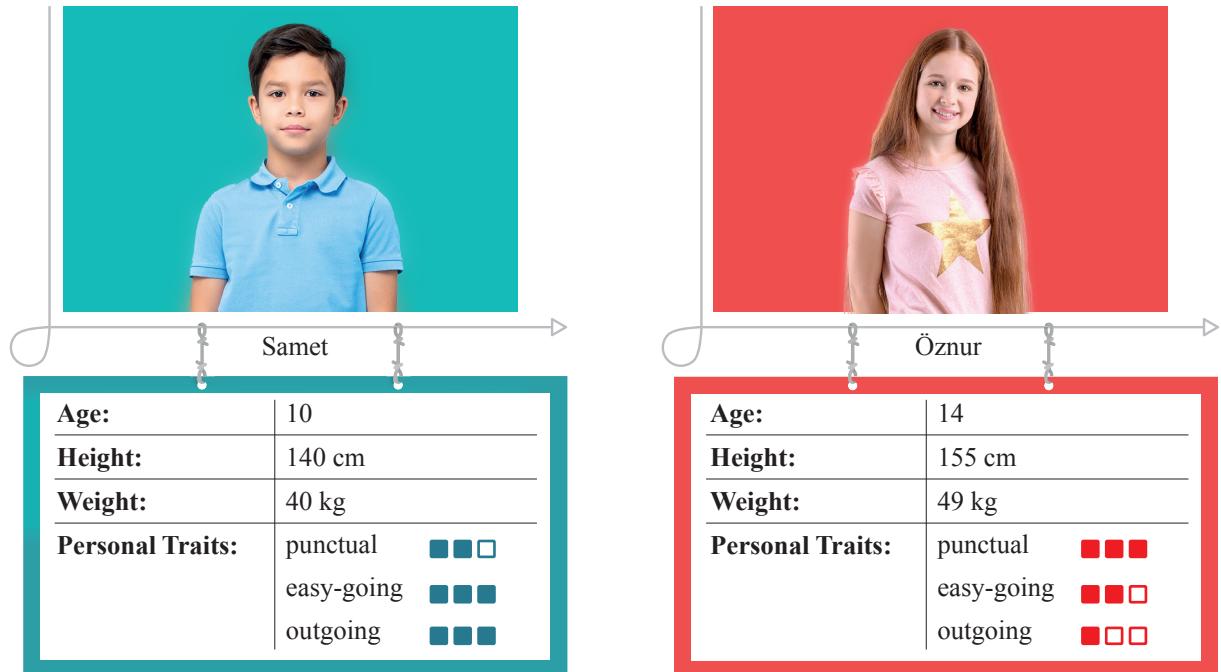
### ACROSS

4. You are really \_\_\_\_\_. You always help people and animals.
6. They always come to the class on time. They are \_\_\_\_\_.
8. My brother always does his homework and studies hard. He is \_\_\_\_\_.
9. My mum always tells the truth. She is very \_\_\_\_\_.
10. My uncle loves meeting new people because he is really \_\_\_\_\_.

### DOWN

1. I never change my mind. I am a/an \_\_\_\_\_ person.
2. You are very \_\_\_\_\_. You learn and understand everything easily.
3. They don't care about other people because they are \_\_\_\_\_.
5. You give me presents all the time. You are so \_\_\_\_\_.
7. My sister is a/an \_\_\_\_\_ person because she smiles all the time.

**2.** Look at the table and make sentences to compare these people as in the example.



e.g. Samet is more outgoing than Öznur.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

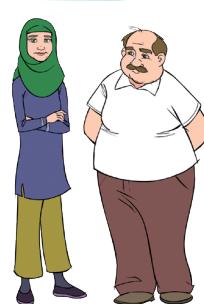
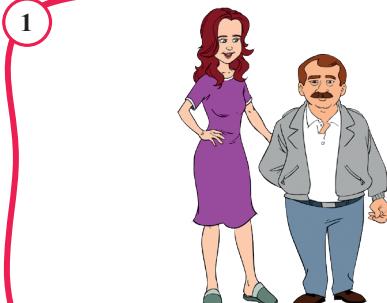
**3.** Complete the sentences. Use the correct form of the words below. One is extra.

----- *fat* ----- *tall* ----- *outgoing* ----- *old* ----- *funny* ----- *punctual* ----- *thoughtful* -----

Mehmet and Kerem have different looks and personalities, but they are good friends. They both like doing sports. Mehmet enjoys playing football. Kerem is a basketball player, and he is (1) \_\_\_\_\_ than Mehmet. Kerem weighs 55 kg, and Mehmet weighs 40 kg. Kerem is (2) \_\_\_\_\_ than Mehmet. They are both friendly and easy-going, but Mehmet is a shy person. Kerem makes friends easily because he is (3) \_\_\_\_\_ than Mehmet. Kerem always makes jokes and makes his friends laugh. He is (4) \_\_\_\_\_ than Mehmet. Mehmet cares about other people and helps them. He is (5) \_\_\_\_\_ than Kerem. He is also (6) \_\_\_\_\_ than Kerem because he always comes to classes on time.

## EXERCISES

### 4. Look at the people and match the sentences with the pictures. One is extra.



1

2

3

4

a. I am a tall and slim woman with a headscarf. My uncle is of medium height and fat.

b. I have long curly blonde hair, and my husband has curly dark hair.

c. I have glasses. I am tall with straight blonde hair. My cousin is well-built and tall.

d. I am a short woman with long wavy hair. My friend has a beard and wears glasses.

e. I am a tall and thin woman, but my brother is short and plump.

### 5. Listen to the dialogue and put the conversation in the correct order.



— I don't like dancing. I enjoy playing chess and tic-tac-toe with my brother.

1 Hey, Sue! Why don't you join the dance class at school? What are your hobbies?

— Oh, do you have a brother? What is he like?

— Well, we have different appearances as well. He is tall and well-built. He also has curly blond hair and hazel eyes.

— He is outgoing and cheerful but sometimes selfish.

— He is different from you. You are a bit shy. What does he look like?

**6.** Read the questions and put a tick under the correct picture according to the answer.

Who is slimmer?

a.



b.



1

Who is taller?

a.



2

b.



2

Who is older?

a.



3

b.



3

Who is younger?

a.



4

b.



4

**7.** Read the answers and match them with the correct questions below. One is extra.

1. \_\_\_\_\_

She is generous and smart.



2. \_\_\_\_\_

I like playing chess.



3. \_\_\_\_\_

He is handsome with green eyes.



4. \_\_\_\_\_

My cousin is more outgoing than me.



a. What does Harry look like?      c. What do you like doing?      e. Who is more outgoing?  
b. Is John ugly?      d. What is Helen like?

# EXERCISES

## 8. Put the dialogue in the correct order.

- She is very shy.
- She's tall and slim with brown hair.
- 1** Do you know my sister?
- No. What does she look like?
- She is different from you because you are outgoing.
- What's she like?

**9. Match the sentences with the explanations. One is extra.**

1.  My brother's room has a worse view than my room.
2.  My house is far from our school, but my friend's house is further than my house.
3.  My mother is slimmer than my aunt.
4.  My little sister is more stubborn than me.

- a. He must leave home earlier.
- b. She does Pilates and eats healthy food.
- c. She never changes her mind.
- d. She always laughs.
- e. It faces grey walls.

10. Now, write similar sentences as in Exercise 9 about your family members and friends. Make comparisons with explanations.



## THEME

# 2



EBA



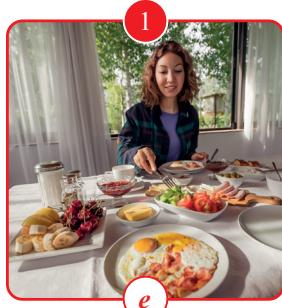
Presentation

## SPORTS

### Learning Outcomes

- You will recognise frequency adverbs in simple oral texts.
- You will ask questions related to the frequency of events.
- You will talk about routines/daily activities by using frequency adverbs and giving explanations and reasons.
- You will understand short and simple texts on sports.
- You will write pieces about routines/daily activities by using frequency adverbs.

## 1. Match the daily activities with the photos. One is extra.



## DAILY ACTIVITIES

a. having dinner      b. going to school

c. getting up



d. sleeping      e. having breakfast

f. brushing teeth

g. getting home      h. doing the chores



i. surfing the Net

j. doing homework      k. cooking



## 2. Tick the appropriate boxes according to your daily routine and talk about it as in the examples.

e.g. *I always feed pets.*

*I rarely do exercise at weekends.*

How often do you...	always 100%	usually 90%	often 70%	sometimes 50%	rarely/hardly ever 10%	never 0%
feed pets?	✓					
do exercise?					✓	
take a shower?						
get on the school bus?						
brush your teeth?						

## 3. Listen to the audio and tick the activities of Julia's daily routine.

- 1. get up early
- 2. comb hair
- 3. have breakfast
- 4. have lunch
- 5. brush teeth
- 6. get on the school bus
- 7. take a shower



- 8. do the chores
- 9. cook dinner
- 10. watch a film
- 11. surf the Net
- 12. feed the pet
- 13. do exercise
- 14. go to sleep



Track 2.1

## 4. Listen again and choose the correct word/phrase.

1. Judy always/often gets up early on weekdays.
2. She rarely/never goes to school on foot.
3. She sometimes/usually helps her mother.
4. She cooks dinner once a week/twice a week.
5. She rarely/sometimes watches a film at night.
6. She never/always goes to sleep at eleven o'clock.



Track 2.2

## 5. Work in pairs. Ask and answer questions as in the example.

e.g. *Sami: How often do you cook dinner?*

*Sami: How often do you watch a film?*



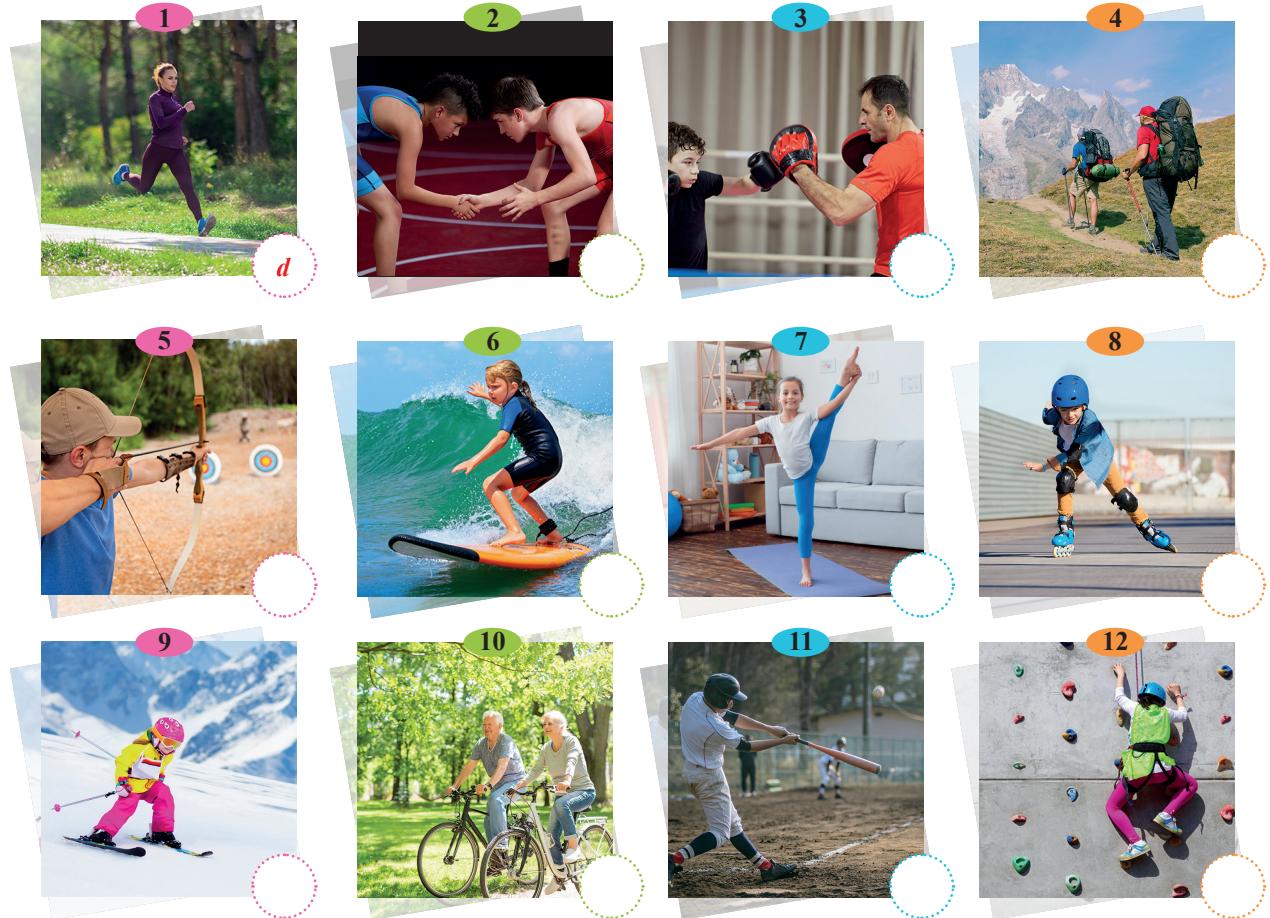
Interactive Activity

*Sally: I sometimes cook dinner.*

*Sally: I watch a film once a week.*

**1.** Match the words with the photos. Write the correct letters under the photos. Three are extra.

a. archery	b. roller-skating	c. gymnastics	d. running	e. handball
f. baseball	g. surfing	h. hiking	i. boxing	j. cycling
k. climbing	l. golf	m. wrestling	n. skiing	o. basketball

**2.** Look at the photos above and answer the questions as in the examples. Then share your ideas with the class.

◻ Which ones are outdoor activities?

e.g. *Surfing is an outdoor activity.*

◻ Which activities would you like to try? Why?

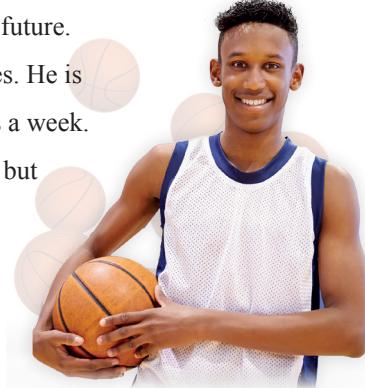
e.g. *I would like to try skiing because it seems exciting.*

◻ Which activities do you find boring?

e.g. *In my opinion, running is boring.*

**3. Read the text and fill in the blanks with the words in bold. One is extra.**

Tom is a 17-year-old boy. He wants to be a professional basketball player in the future. He loves basketball because he enjoys team sports more than individual activities. He is the captain of his school basketball team. He and his teammates **train** five times a week. All the players in his team are very successful. They rarely lose games or **draw**, but they usually **beat** other teams and get **medals** in tournaments. Tom often scores many points in a match, and his achievements make his family really happy. His mother is always among the **spectators**. Tom sometimes has **injuries**, and his mother feels worried, but she always supports his son.



1. The score of the match is 1-1, so it is a \_\_\_\_\_.
2. There are thousands of \_\_\_\_\_ in the stadium to watch the final match.
3. They are national swimmers, and they \_\_\_\_\_ eight hours every day.
4. They can't play the match today because they have serious \_\_\_\_\_.
5. All the players of the team believe that they can \_\_\_\_\_ their opponent.

**4. Read the text again and answer the questions.**

1. Which sports is Tom interested in? \_\_\_\_\_
2. Does Tom like individual activities more than team sports? \_\_\_\_\_
3. How often do Tom and his teammates train? \_\_\_\_\_
4. How often do Tom and his teammates win? \_\_\_\_\_
5. Does Tom's mother support him? \_\_\_\_\_

**5. Work in pairs. First, answer the questions about yourself. Then talk to your friend and complete the second column.**

	You	Your Friend
What is your favourite activity?		
How often do you do/play it?		
Who do you do/play it with?		
What kind of activity is it; individual or team, outdoor or indoor?		

**1. Share your ideas about the questions below with the class.**

- ◻ How often do you do exercise?
- ◻ Which activities would you like to do most? Why?

**2. Look at the photos and write the missing letters.**1 *ap*plause

2 su\_ \_ess



3 d\_ \_t



4 me\_ \_al



5 spec\_ \_at\_ rs



6 \_ \_gging



7 Olym\_ \_ \_s



8 g\_ \_m

**3. Listen to the podcast about one of the players of the Türkiye Women's National Volleyball Team. Then fill in the blanks.**

Track 2.3

Today, I want to talk about the Türkiye Women's National Volleyball Team. They won a bronze (1) \_\_\_\_\_ in the Women's EuroVolley Championship. Also, they managed to play quarter-finals in the 2020 Tokyo (2) \_\_\_\_\_ Games. Let's continue with one of the players of the team, Eda Erdem Dündar.

Her key to success is working hard. Her day begins with doing exercise outside every morning. In the evening, she does weight training in the (3) \_\_\_\_\_, and she goes running twice a week. She often (4) \_\_\_\_\_ on the volleyball court with her teammates. She usually goes swimming in the pool as well. She always eats healthy food and never eats junk food. She (5) \_\_\_\_\_ many points in the matches. She always focuses on (6) \_\_\_\_\_. She never thinks about losing. She always feels happy with the spectators' applause. Turkish people are so proud of her and the national team's (7) \_\_\_\_\_.



4. Work in pairs. Imagine you are a journalist and your friend is a famous sportsperson. Ask him/her about his/her daily activities as in the example. You can use the phrases below. Then change the roles.



### Daily Activities

- ➔ Getting up early
- ➔ Going on a diet
- ➔ Avoiding fatty food
- ➔ Eating healthy food
- ➔ Doing exercise
- ➔ Meeting your friends
- ➔ Training with the team
- ➔ Going running
- ➔ Going swimming
- ➔ Going to sleep early



e.g. **Dominic:** Do you get up early?

**Hande:** Yes, I always get up early.

**Hande:** How often do you go on a diet?

**Mike:** I rarely go on a diet.

5. Tick the appropriate boxes on the survey. Then write a paragraph about your daily routine.

How often do you...	always	often	usually	sometimes	rarely/ hardly ever	never
have breakfast?						
brush your teeth?						
tidy your room?						
do the chores?						
do homework?						
surf the Net?						
watch a film?						
do exercise?						
go to sleep early?						

6. Exchange your writing with your partner and give feedback to each other.

**1.** Answer the questions below. Share your ideas with the class.

- ◻ Which sports do you do regularly?
- ◻ Which sports do you like watching?

**2.** Put the words into the correct places.

Pilates

skating

golf

jogging

gymnastics

karate

baseball

handball

cycling

do

**karate**

play

go

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**3.** Read the texts about the sportspeople and their daily routines. Then answer the questions below.

Mete Gazoz is a national athlete. His branch is archery. He won a gold medal at the 2020 Summer Olympics in Tokyo, Japan. He is a skilful and successful young man. He wakes up early in the morning because he usually has a busy day. He trains eight hours a day. After lunch, he runs and does fitness training because he wants to increase his strength. He often reads a book and sometimes plays the piano. He usually sleeps at around eleven o'clock at night.

Sümeyye Boyacı is a Turkish para swimmer. She won a gold medal at the Madeira World Para Swimming Championships. She has no arms, but she says she has wings no one else can see. She is an ambitious sportsperson and has many successes in her field. She also has a busy daily routine. She always wakes up early on weekdays because she goes to school. After school, she goes to the pool for training. She also sometimes takes private lessons for school because she often goes abroad. She goes to bed early because she needs a lot of energy.



1. Why does Mete wake up early?
2. How many hours does he train a day?
3. What time does he sleep?
4. Where does Sümeyye go after school?
5. How often does she go abroad?
6. Why does she go to bed early?

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**4.** Make a short presentation about a famous sportsperson's daily routine by using the frequency adverbs.

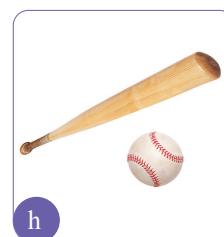
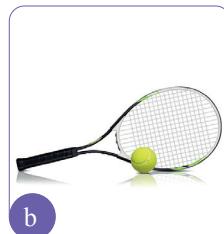
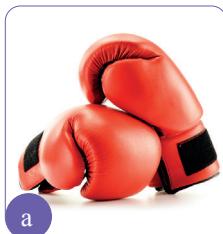
Give explanations and reasons as in the example.

e.g. *My favourite sportsperson is... He/She wakes up early every morning because he/she usually has a busy day. He/She usually has breakfast because he/she needs nutrition for his/her judo training...*



Interactive Activity

## 1. Match the photos with the sports equipment. Write the correct letters in the boxes below. Two are extra.



archery	boxing	baseball	swimming	hiking	tennis	cycling	basketball
<i>i</i>							

## 2. Read the sentences and fill in the blanks with the sports in Exercise 1. One is extra.

1. Archery is an individual activity. You need a bow and arrows.
2. \_\_\_\_\_ is a team activity. You need a bat to hit the ball.
3. \_\_\_\_\_ is an outdoor activity. You need a backpack and two walking sticks.
4. \_\_\_\_\_ is an individual activity. You need special gloves.
5. \_\_\_\_\_ is an individual activity. You need a swimsuit and goggles.
6. \_\_\_\_\_ is an individual activity. You need a racket and a small ball.
7. \_\_\_\_\_ is an individual activity. You need a helmet.

## 3. Work in pairs. Choose a sport and do not say its name. Describe it to your friend as in the example.



**Ahmet:** It is an individual activity. You can go to a pool for it. You can also use goggles.

**Beyza:** It is swimming.

**Ahmet:** Yes, it is.

**Beyza:** Now, my turn. It is a team activity, and you need a ball and bat to play it.

**Ahmet:** Oh, it is baseball.



**1.** Draw stars for the activities as in the example according to their frequencies in your daily life.

getting up early	doing exercise	eating fast food	going on a diet	watching a match	going jogging
watching TV	doing homework	playing baseball	going shopping	having breakfast	going to sleep late

**2.** Read the interview and put the questions below in the correct places. One is extra.

a. Can you talk about your daily routine?	d. How often do you train in a week?
b. What can you tell us more about boxing?	e. What are your plans for the future?
c. What is your key to success?	f. Do you often go on a diet?

**Journalist:** Welcome, Sandra. It is nice to meet you. You are a successful and ambitious sportsperson. You won many medals and achieved great success as a national boxer. (1) \_\_\_\_\_

**Sandra:** Well, my key to success is my ambition and love for boxing.

**Journalist:** (2) \_\_\_\_\_



**Sandra:** I always get up early and have breakfast in the morning. I do exercise every day. After lunch, I work out with weights because I need to be strong. I hardly ever go out with my friends at weekends. I never go to sleep late at night. I sometimes feel really tired, but I really enjoy my life.

**Journalist:** (3) \_\_\_\_\_

**Sandra:** Five times.

**Journalist:** (4) \_\_\_\_\_

**Sandra:** Yeah, I usually prefer meat, fruit and vegetables and rarely eat junk food.

**Journalist:** (5) \_\_\_\_\_

**Sandra:** Boxing is a hard sport, so I feel happy and proud of my achievements.

**Journalist:** Thank you for answering my questions, Sandra.

**Sandra:** You're welcome.

**3.** Prepare a visual dictionary about sports and the related words.

**FUN CORNER**

Read the instructions below and play the game.



1. Make groups of five in the class.
2. Cut up the flashcards on page 173 and put the cards face down on the desk and shuffle.
3. Pick a card and ask a question to the group. You can use the questions below.  
*e.g. The picture tells “get up”.*
  - ❑ *Do you get up early?*
  - ❑ *What time do you get up?*
  - ❑ *How often do you get up early?*
  - ❑ *Do you like getting up early?*
4. Take turns and complete the same process.
5. Continue the game until the group finishes all the flashcards.

**Self-assessment**

**Tick the appropriate boxes according to yourself.**

- 1. I can recognise frequency adverbs in simple oral texts.
- 2. I can ask questions related to the frequency of events.
- 3. I can talk about routines/daily activities by using frequency adverbs and giving explanations and reasons.
- 4. I can understand short and simple texts on sports.
- 5. I can write pieces about routines/daily activities by using frequency adverbs.



Interactive  
Evaluation

# EXERCISES

1. Unscramble the activities. Use the circled letters to complete the final phrase at the bottom.

H C E A Y R R

A **R** C **H** **E** **R** **Y**

O X I G N B

8 9 16 17

B S L E B A L A

2 4

S N W M M I I G

15

G I I K N H

6

I E S N T N

5 11

N C L Y G C I

10 13

S B L K B A A T L E

3 14 12

**H** 1 2 3 4 5 6 **Y** 7

8 9 **D** 10 ,

**H** 11 12 13 14 **H** **Y**

15 16 17 **D** .

2. Write the names of the sports in Exercise 1 next to the related equipment.

1. gloves : **boxing**

5. walking sticks : \_\_\_\_\_

2. racket: \_\_\_\_\_

6. bat and ball : \_\_\_\_\_

3. goggles : \_\_\_\_\_

7. hoop : \_\_\_\_\_

4. knee pads : \_\_\_\_\_

8. arrow and bow : \_\_\_\_\_

3 Odd one out.

1. a. helmet

b. gym

c. goggles

d. racket

2. a. snowboarding

b. cycling

c. gloves

d. wrestling

3. a. at the weekend

b. always

c. never

d. rarely

4. a. what

b. why

c. how often

d. tennis

5. a. go on a diet

b. have breakfast

c. hoop

d. do exercise

6. a. lose

b. beat

c. draw

d. archery

**4.** Look at Rachel's weekly routine. Read the sentences below and tick *True* or *False*.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
getting up early	✓	✓	✓	✓	✓	✓	✓
going jogging			✓			✓	✓
doing Pilates		✓		✓			
playing online games				✓	✓		
surfing the Net		✓		✓			

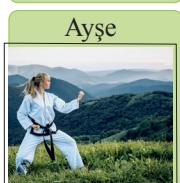
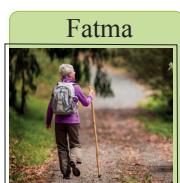
	True	False
1. She always gets up early.	<input type="radio"/>	<input type="radio"/>
2. She goes jogging only at weekends.	<input type="radio"/>	<input type="radio"/>
3. She never does Pilates on weekdays.	<input type="radio"/>	<input type="radio"/>
4. She plays online games twice a week.	<input type="radio"/>	<input type="radio"/>
5. She often surfs the Net at weekends.	<input type="radio"/>	<input type="radio"/>

**5.** Fill in the blanks with the verbs in the correct forms. One is extra.

hit      beat      lose      score      train      achieve

1. His favourite football player \_\_\_\_\_ a goal in almost every game.
2. Rafael Nadal \_\_\_\_\_ the ball with his racket very hard.
3. Our school's volleyball team always \_\_\_\_\_ their opponents because they train so much.
4. She is a professional karate player, so she \_\_\_\_\_ five days a week.
5. They can \_\_\_\_\_ success in wrestling if they work hard.

**6.** Look at the photos and answer the questions.



1. Who does archery? \_\_\_\_\_
2. Does Zeynep go running? \_\_\_\_\_
3. Does Fatma play tennis? \_\_\_\_\_
4. Who does judo? \_\_\_\_\_
5. Does Ahmet play golf? \_\_\_\_\_
6. Does Selim go skiing? \_\_\_\_\_

# EXERCISES

## 7. Look at the table and complete the sentences below.

Do you...



Cem



Derya



Ezgi

get up early?	✗	✓	✓
have breakfast?	✓	✗	✓
go swimming?	✓	✓	✗
watch TV?	✗	✗	✗
read a book?	✓	✗	✓
go to sleep late?	✗	✓	✓

1. Cem does not get up early (get up early).
2. Derya \_\_\_\_\_ (have breakfast).
3. Cem and Derya \_\_\_\_\_ (go swimming).
4. Derya and Ezgi \_\_\_\_\_ (watch TV).
5. Ezgi \_\_\_\_\_ (read a book).
6. Ezgi and Derya \_\_\_\_\_ (go to sleep late).

## 8. Listen to the audio and circle the correct option.

1. Tommy gets up late \_\_\_\_\_.  
 a. at weekends      b. on weekdays      c. five times a week
2. He \_\_\_\_\_ has breakfast with his parents every morning.  
 a. usually      b. often      c. sometimes
3. He \_\_\_\_\_ walks to school.  
 a. always      b. sometimes      c. rarely
4. After school, he \_\_\_\_\_ plays basketball.  
 a. usually      b. often      c. sometimes
5. He \_\_\_\_\_ plays computer games.  
 a. often      b. sometimes      c. rarely



Track 2.4

**9. Put the words in the correct order to make sentences.**

1. do/cook/often/dinner/how/you/?

*How often do you cook dinner?*

2. every/morning/I/running/go/.

\_\_\_\_\_

3. once/hiking/month/goes/a/Salma/.

\_\_\_\_\_

4. does/sister/the/my/chores/never/.

\_\_\_\_\_

5. do/every/Aisha/doesn't/exercise/day/.

\_\_\_\_\_

6. night/do/watch/film/a/you/every/?

\_\_\_\_\_

**10. Circle the correct word.**

1. We win a medal in *running/Pilates*.

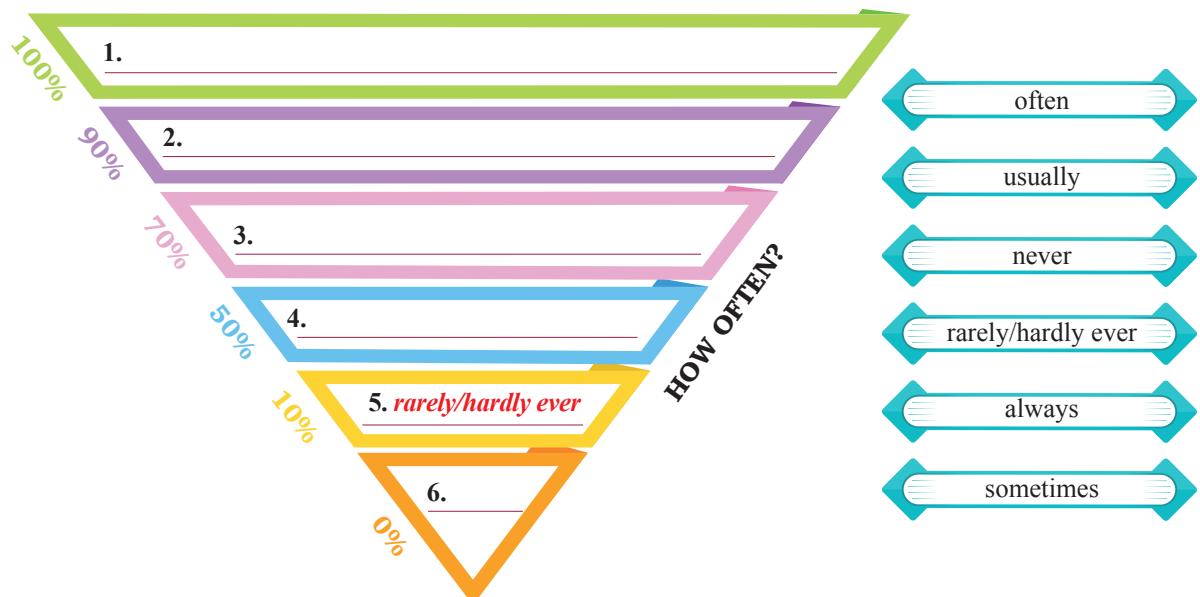
2. We hit the ball in *volleyball/skiing*.

3. We score a point in *hiking/tennis*.

4. We use a bow and arrows in *wrestling/archery*.

5. We have a racket for *badminton/swimming*.

**11. Complete the chart with the adverbs of frequency.**



**12. Circle the correct word.**

1. You can use this equipment in tennis.

net/bow

2. You can use this equipment in hiking.

backpack/ball

3. You can use this equipment in water.

trainers/swimsuit

4. You can use this equipment in Pilates.

arrow/mat

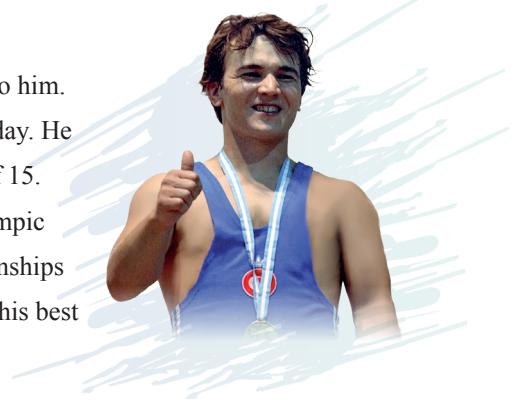
5. You can use this equipment in baseball.

bat/bike

## EXERCISES

### 13. Read the text and answer the questions.

Naim Süleymanoğlu is the best weight lifter of all time. He is a great sportsperson in Turkish sports history. People say “Pocket Hercules” to him. He began lifting weights at the age of 10. He trained very hard every day. He had many achievements. He broke his first World Record at the age of 15. He managed to win the gold medal at the age of 16. He had three Olympic gold medals, seven World Championships and six European Championships in his sports career. He lifted 190 kg in Seoul Olympic Games. It was his best record. He is the only holder of this world record.



1. When did he begin lifting weights? \_\_\_\_\_
2. What did he do every day? \_\_\_\_\_
3. What did he manage at the age of 16? \_\_\_\_\_
4. How many Olympic gold medals did he have? \_\_\_\_\_
5. How much weight did he lift in his best record? \_\_\_\_\_

### 14. Write a text about your favourite sportsperson. The questions are clues for you. Use the adverbs of frequency.

Does he/she...

win the matches?

lose the matches?

use any equipment?

have a success?

prefer team sports?

prefer individual activities?

go running?

do exercise?

have a special diet?

train every day?

e.g. He/She sometimes loses his/her matches, but he/she generally wins...



Handwriting practice lines for the sentence 'He/She sometimes loses his/her matches, but he/she generally wins...'.



EBA



Presentation

## BIOGRAPHIES

### Learning Outcomes

- You will recognise specific information in oral texts about past events and dates.
- You will talk about past events with definite time.
- You will describe past events with definite time.
- You will understand specific information about names and dates in past events in written texts.
- You will write a simple report about past events.

**1.** Match the words with the photos. One is extra.

a. work	b. raise a child	c. die	d. graduate	e. be born
f. get an award	g. get married	h. get retired	i. move	j. attend school



1



2



3



4



5



6



7



8



9

**2.** Read the sentences and circle the correct words/phrases.

- I graduated from the university in 2008, and then I worked/was for a company.
- Her grandmother got married in 1983 and raised two children/attended school. They were Sue and Sam.
- Our neighbour died/got retired of a heart attack two days ago.
- My grandfather got retired/graduated from an insurance company in 2021.
- She was born/got married to her husband in Kütahya in 1986.
- My son moved/got an award at the chess tournament last year.
- She graduated/raised a child from high school yesterday.
- He got retired/moved to California two years ago because he started to work there.

## 3. Read the information about Kerim Yılmaz and then put the sentences in the correct order.



**Name:** Kerim Yılmaz  
**Birth:** Manisa, 1961  
**Graduation:** Ege University, 1986  
**Marriage:** Married with two children  
**Profession:** Mechanical engineer  
**Retirement:** 2014

**Kerim Yılmaz:** You are welcome.

**Interviewer:** Hello, Mr Yılmaz. I want to ask you some questions about your life. Where were you born?

**Interviewer:** Which university did you graduate from?

**Kerim Yılmaz:** I got retired in 2014.

**Interviewer:** Did you get married?

**Kerim Yılmaz:** I was born in Manisa and lived there until going to university. Then I moved to İzmir for my university education in 1982.

**Kerim Yılmaz:** Yes, I got married, and I had two children.

**Interviewer:** As a last question, when did you get retired?

**Interviewer:** Thank you for your answers, Mr Yılmaz.

**Kerim Yılmaz:** I graduated as a mechanical engineer from Ege University in 1986. I worked for a big company for 5 years. Then I bought a beautiful house to live in with my family.

## 4. Answer the questions about Kerim Yılmaz.

- Where was he born?
- When did he move to İzmir?
- When did he graduate from the university?
- Did he raise children?
- Did he work for a small company?
- When did he get retired?

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## 5. Work in pairs. Fill out the information cards about your imaginary characters. Then make a dialogue as in Exercise 3.

<b>Your Character</b>		<b>Your Friend's Character</b>	
Name	:	Name	:
Birthdate	:	Birthdate	:
Birthplace	:	Birthplace	:
Education	:	Education	:
Marriage	:	Marriage	:
Profession	:	Profession	:
Retirement	:	Retirement	:

## 1. Read the sentences and match them with the photos. One is extra.

- a. She was **alone** at home yesterday.
- b. They **moved** to a bigger house last week.
- c. He was a **brilliant** scientist, and he had a great career in chemistry.
- d. They **got engaged** last year.
- e. She won her first **prize** in 2009.
- f. She **grew up** and lived in a village.
- g. They **owned** a car to travel easily as a family last month.



## 2. Match the underlined words with the words in bold in Exercise 1. Two are extra.

- 1. I adopted a cute dog and a cat last year. owned \_\_\_\_\_
- 2. She was a really smart and talented girl, so she studied at Oxford University. \_\_\_\_\_
- 3. She lived in the apartment by herself. \_\_\_\_\_
- 4. They carried their boxes into their new office. \_\_\_\_\_
- 5. They won an award of bravery in 1998. \_\_\_\_\_

## 3. Listen to the audio and complete the table with the given information about Doğan Cüceloğlu.



Doğan Cüceloğlu

	Where...	When...
was he born?	Silifke, Mersin	_____
did he graduate from university?	_____	1961
did he move?	_____	1963
did he get married to Yıldız Hacıevliyagil?	İstanbul	_____
did he die?	_____	2021

4. Listen again and tick *True* or *False*.

1. Cüceloğlu was a brilliant writer and psychologist.
2. He went to high school in Silifke.
3. His first marriage was to Emily in the USA.
4. He had four children.
5. He wrote many poems about wars.

True

False

## 5. Work in pairs. Look at the timeline of J.K. Rowling and talk about her life with your partner as in the example.

e.g. Emel: *When was Rowling born?*Ferit: *She was born on the 31<sup>st</sup> of July, in 1965.*

1965	1983	1991	1992	1993	1998
be born in England	start university	move to Portugal	get married	have a daughter	win many awards

## 1. Tick the past time expressions below.

 last Saturday next summer yesterday now tomorrow at the moment in 1970 last night this morning in 2056 tonight three years ago

## 2. Read the paragraphs and number them in the correct order.

I arrived at my school and met with my friends. They also forgot about my birthday, and I was disappointed again. I waited for a call from my grandparents, but they did not call me, either. After school, I got on the bus to go home.

One hour later, I was at home. After I opened the front door, I heard something in the garden. My family was there. They started to sing “Happy Birthday, Emma!” to me. I was really surprised and happy. It was my best birthday.

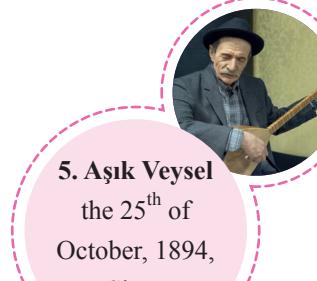
Last September was my 11<sup>th</sup> birthday, and I was very excited. I woke up early that day and had breakfast with my family, but they did not say anything about my birthday. I thought they forgot about it. I felt really upset. Then I left home and got on the school bus.



## 3. Read the text again and circle the correct word.

1. Emma's birthday **was/wasn't** in September.
2. Emma **didn't think/thought** her family forgot about her birthday.
3. Emma **went/did not go** to school that day.
4. Emma's best friend **joined/didn't join** her birthday.
5. It **was/wasn't** a happy ending story.

## 4. Prepare a report on your best/worst/funniest memory in your life. Then present it in the class.

**1.** Look at the photos and answer the questions. Share your ideas with the class. Do you know these people? What do you know about them?**1. Aziz Sancar**  
the 8<sup>th</sup> of September, 1946, Mardin**2. İdil Biret**  
the 21<sup>st</sup> of November, 1941, Ankara**3. Halil İnalçık**  
the 7<sup>th</sup> of September, 1916, İstanbul**4. Sabiha Gökçen**  
the 22<sup>nd</sup> of March, 1913, Bursa**5. Aşık Veysel**  
the 25<sup>th</sup> of October, 1894, Sivas**6. Safiye Ali**  
the 2<sup>nd</sup> of February, 1894, İstanbul**2.** Match the people in Exercise 1 with their professions. Write the correct numbers next to the professions.

Two are extra.

a. a historian b. a biochemist c. a pianist d. a bard e. a painter f. a doctor g. a pilot h. a director **3.** Answer the questions according to the birthdates and birthplaces of the people above.

1. When was Aziz Sancar born?

---

2. Were İdil Biret and Halil İnalçık born in the same city?

---

3. Where was Sabiha Gökçen born?

---

4. Was Aşık Veysel a bard?

---

5. When was Safiye Ali born?

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**4.** Choose a person above or someone else you admire. Research his/her life. Then present it in the class. You can use the questions below. When was he/she born? Did he/she get married? Did he/she have children? What did he/she achieve during his/her career? What was his/her profession? Did he/she get an award?

**1. Share your ideas about the questions with the class.**

- ▣ What do you know about Barış Manço and his profession?
- ▣ Which of his songs do you know? Can you sing one of them?

**2. Read the text and match the headlines with the paragraphs. One is extra.**

a. education

b. death

c. birth-marriage

d. hobbies

e. profession

1. 

Barış Manço was born on the 2<sup>nd</sup> of January, 1943 in Üsküdar, İstanbul. He grew up in İstanbul and Ankara. In 1978, he got married to Lale Çağlar, and they had two sons.

2. 

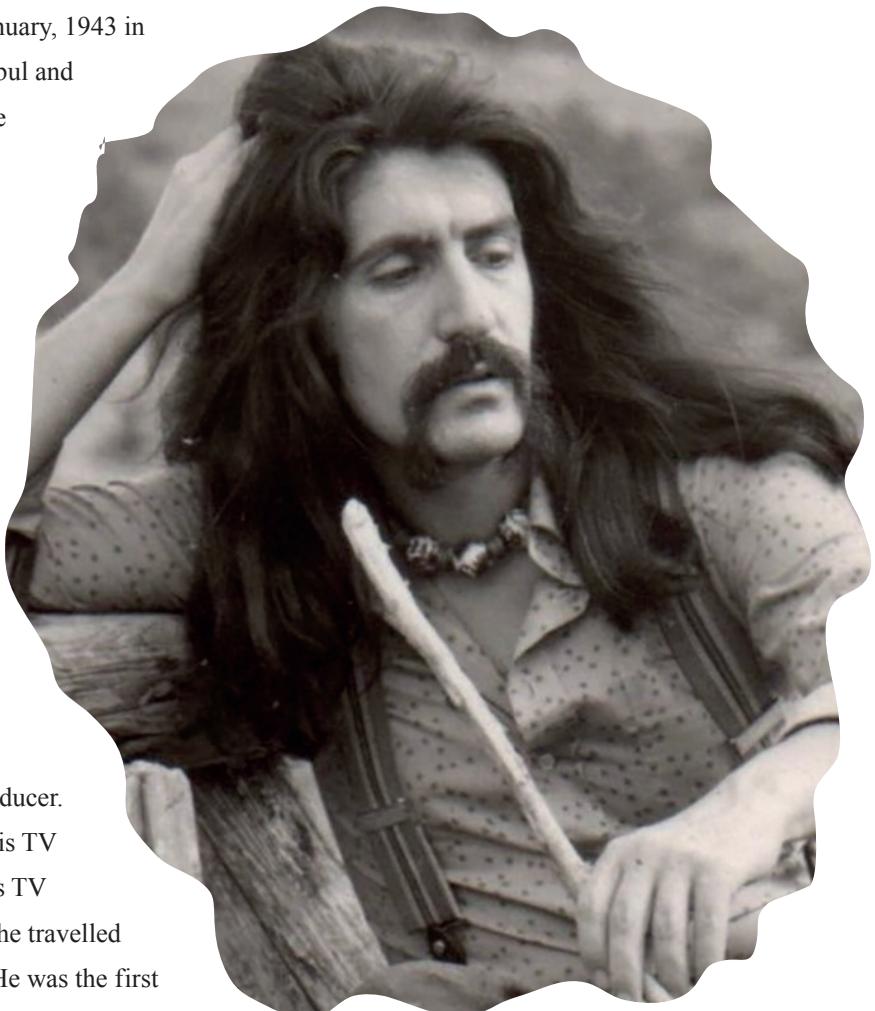
He began his secondary education at Galatasaray High School, and he continued studying at Şişli Terakki High School. In 1963, he moved to Belgium for his university education at the Royal Academy of Fine Arts and graduated from there in 1969.

3. 

He composed more than 200 songs during his career. He had many translated songs in different languages. He was a musician and a television producer. He combined music and talk show in his TV programme, *From 7 to 77* in 1988. This TV programme continued for 8 years, and he travelled to almost 150 countries for this show. He was the first traveller of Turkish television. He gave concerts in 17 different cities in Japan in the years of 1990 and 1991. He received over 3000 awards in his 40-year-old career.

4. 

He died of a heart attack on the 1<sup>st</sup> of February, 1999. His sudden death caused a shock in Türkiye. Thousands of people attended his funeral. He is still in the hearts of Turkish people with his brilliant works.



## 3. Read the text again and answer the questions.

1. Where was Barış Manço born?
2. Who did he get married to?
3. How many children did he have?
4. Why did he move to Belgium?
5. How many songs did he compose?
6. How long did his programme *From 7 to 77* continue?
7. In which country did he give concerts in 17 different cities?
8. How many awards did he receive during his career?

*He was born in Üsküdar, İstanbul.*

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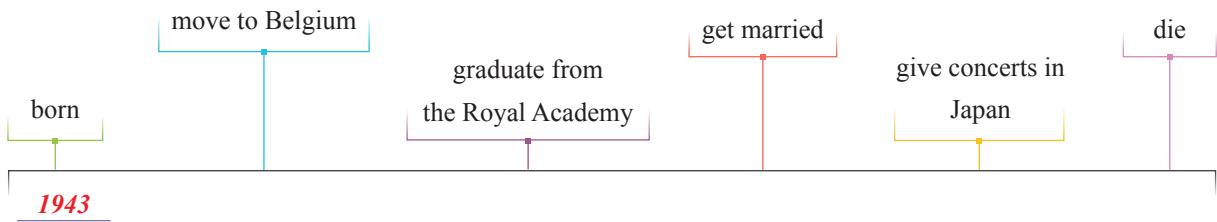
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## 4. Complete the timeline about Barış Manço.

When was/did he...?



## 5. Choose an artist and write a short biography about him/her as in Exercise 2. You can use the topics below.

<input type="checkbox"/> Birthdate/Birthplace	<input type="checkbox"/> Profession
<input type="checkbox"/> Marriage	<input type="checkbox"/> Awards
<input type="checkbox"/> Children	<input type="checkbox"/> Death
<input type="checkbox"/> Education	




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### 1. Share your ideas about the questions with the class.

- ❑ What do you know about the Nobel Prize?
- ❑ What are the categories in it?

**2. Look at the photos and important events about the Nobel Prize winner geneticist, Barbara McClintock.**

**Write a short report about the milestones of her life as in the example.**

e.g. *She studied at the University of Missouri, the United States of America.*



study/at the University of Missouri, the United States of America



## work/genetic structure of maize



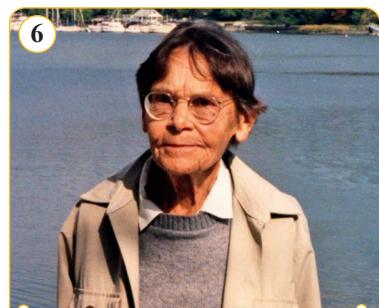
discover/genetic transposition



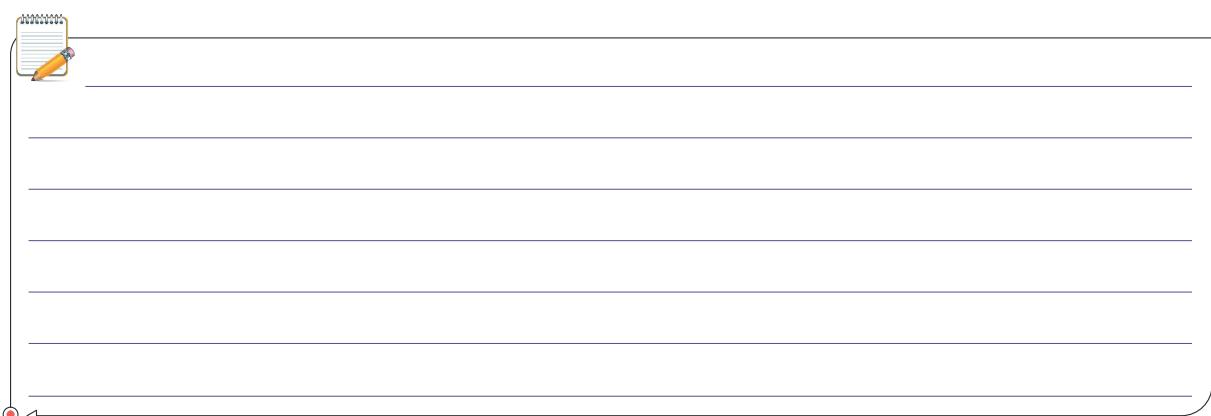
win/the Nobel Prize in Physiology  
or Medicine/1983



die/the 2<sup>nd</sup> of September, 1992



have a place on the postage  
stamp/2005



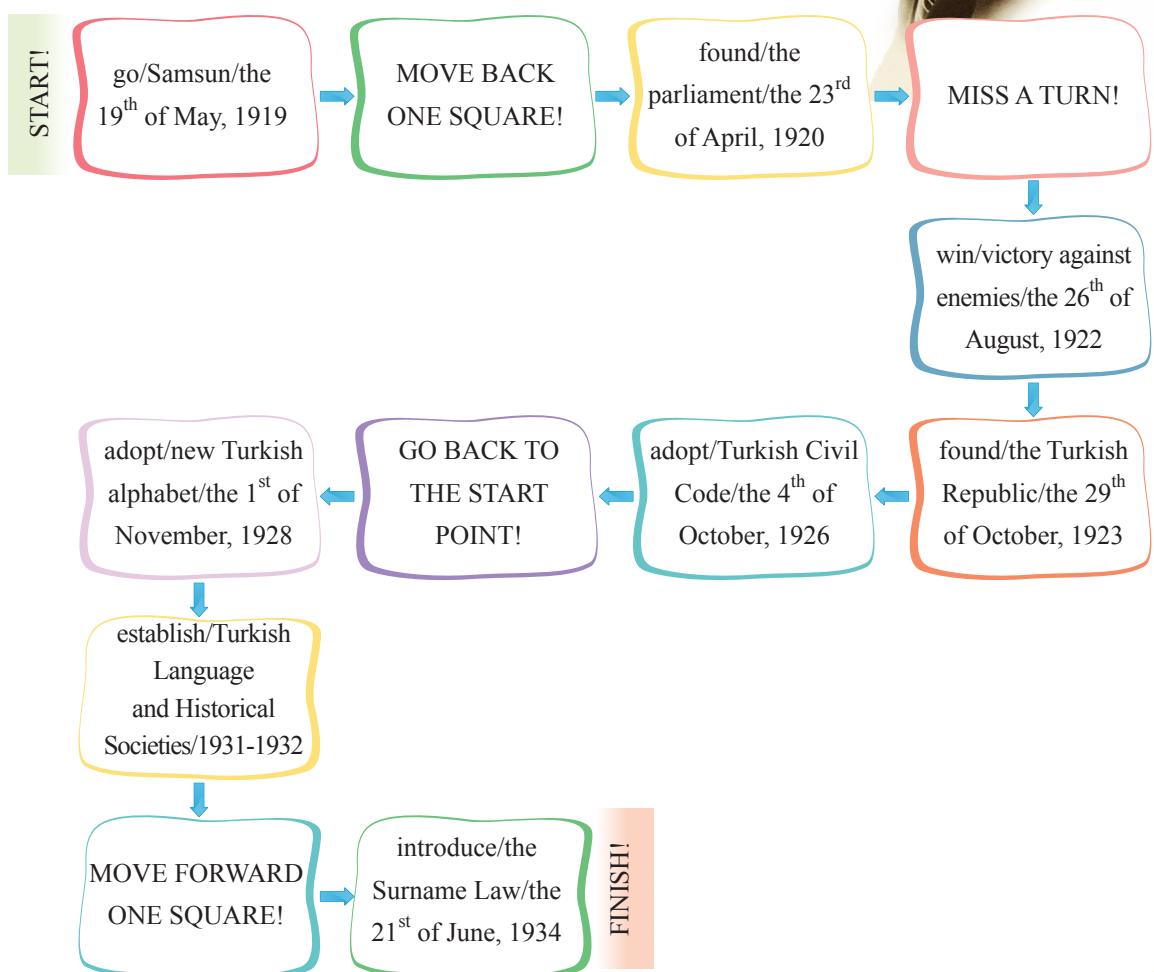
## FUN CORNER

Read the instructions below and play the game.

Make groups of five in the class. Toss a coin. Move one square for heads and two squares for tails. Make sentences on the squares as in the example. The first one to arrive at the finish square is the winner.

e.g. *Atatürk went to Samsun on the 19<sup>th</sup> of May, 1919.*

**What are Atatürk's achievements?**



**Self-assessment** Tick the appropriate boxes according to yourself.

- 1. I can recognise specific information in oral texts about past events and dates.
- 2. I can talk about past events with definite time.
- 3. I can describe past events with definite time.
- 4. I can understand specific information about names and dates in past events in written texts.
- 5. I can write a simple report about past events.



Interactive Evaluation

# EXERCISES

## 1. Find the words/phrases in the puzzle.



## 2. Complete the sentences with the verbs in the correct forms. One is extra.

be born	move	raise	receive
die	get married	write	achieve

- Shakespeare was born in 1564, in England.
- Her mother \_\_\_\_\_ two children before she moved to another city.
- They \_\_\_\_\_ with a great wedding ceremony last April.
- They \_\_\_\_\_ from İstanbul to Ankara in 2019.
- Marie Curie was a brilliant scientist, so she \_\_\_\_\_ lots of success during her lifetime.
- He \_\_\_\_\_ an award for his studies in chemistry last year.
- I \_\_\_\_\_ a biography about Neşet Ertaş last week.

**3. Match the questions with the answers. One is extra.**

**a** 1. Did she get her diploma last year?

2. Was he alone in his car?

3. When did they get engaged?

4. Where did you grow up?

5. Who received the award?

a. Yes, she did.

b. Yes, they were.

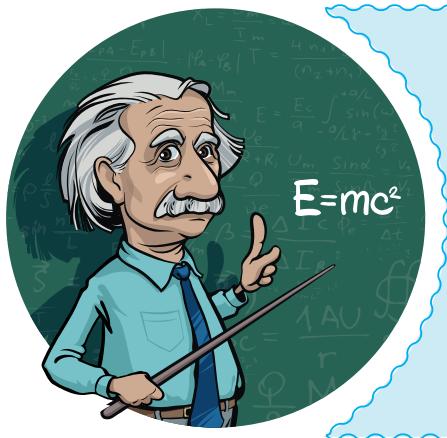
c. Last week.

d. Aziz Sancar.

e. In Spain.

f. No, he wasn't. He was with his father.

**4. Look at the biography card of Albert Einstein and answer the questions.**



**Birth:** Germany, 1879

**Profession:** physicist

**Marriages:** Mileva Maric, 1903/Elsa Löwenthal, 1919

**Children:** a daughter and two sons

**Award:** the Nobel Prize, 1921

**Death:** New Jersey, the USA, 1955

1. When was Einstein born?
2. Where was he born?
3. Was he a doctor?
4. What was his profession?
5. Who did he get married to in 1919?
6. How many children did he have?
7. Did he win the Nobel Prize?
8. Did he die in Germany?

***He was born in 1879.***

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## EXERCISES

### 5. Put the sentences in chronological order (1-6). Then listen and check your answers.

a. She worked as a journalist until 2016.  
 b. At the age of nine, she and her family moved to the United States.  
 c. She won the “Honour Award” for her work in world peace in 2021.  
 d. After she graduated from university, she returned to her native country.  
 e. Maria Green was born in 1971, in Yemen.  
 f. She got married in 2000 and had a daughter in 2004.



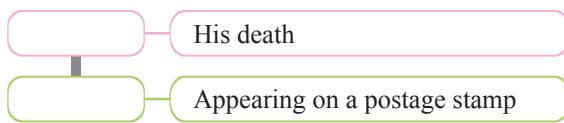
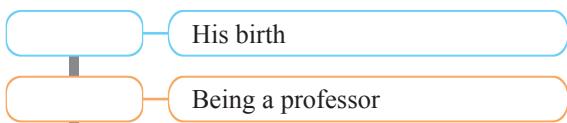
### 6. Read the biography and tick *True* or *False*.



Hulusi Behçet was born on the 20<sup>th</sup> of February, 1889 in İstanbul. He was the son of Ahmet Behçet. Ahmet Behçet was one of Atatürk's friends. Hulusi Behçet began to receive his education in Beirut because of his father's work. Then he studied hard to become a doctor, and he came back to Türkiye. He graduated from the Faculty of Medicine. He worked as a dermatologist in the hospitals in Edirne, Eskişehir and Kırklareli during World War I and the War of Independence. He established the Dermatology Clinic at the Faculty of Medicine at Marmara University. He became the first Turkish academic to receive the title of professor in 1933. He was the first scientist to describe a blood vessel disease. Today, the name of this disease is “Behçet’s disease” in the medical literature. He died of a sudden heart attack on the 8<sup>th</sup> of March, 1948. Many classes, laboratories and libraries took his name after his death. One of his students printed his name on a postage stamp in 1980.

	True	False
1. Hulusi Behçet completed his education in Beirut.	<input type="radio"/>	<input checked="" type="radio"/>
2. He worked as a dermatologist in times of war.	<input type="radio"/>	<input type="radio"/>
3. He was the founder of Dermatology Clinic at the Faculty of Medicine at Marmara University.	<input type="radio"/>	<input type="radio"/>
4. He was the first person to receive the title of professor in the Turkish academy.	<input type="radio"/>	<input type="radio"/>
5. He died in a car accident on the 8 <sup>th</sup> of March, 1948.	<input type="radio"/>	<input type="radio"/>
6. Many classes, laboratories and libraries took the name of him when he was alive.	<input type="radio"/>	<input type="radio"/>
7. His name was on a postage stamp in 1980.	<input type="radio"/>	<input type="radio"/>

### 7. Write the dates according to Hulusi Behçet’s biography.



8. Handan and Hayri are retired now. Write the appropriate questions according to their biographies.



<b>Birthplace</b>	Sinop	Malatya
<b>Birthdate</b>	1968	1959
<b>Graduation</b>	faculty of education	faculty of fine arts
<b>Family life</b>	married with one child	married with two children
<b>Profession</b>	English teacher	designer
<b>Achievements</b>	the most creative teacher award, 2005	the best visual designer award, 2009

<b>Birthplace and birthdate</b>	1. <u>Where was she born?</u> She was born in Sinop.	2. _____ ? He was born in Malatya.
<b>Graduation</b>	3. What was her faculty? <u>It was the faculty of education.</u>	4. _____ ? Yes, he did.
<b>Family life</b>	5. _____ ? Yes, she raised a child.	6. _____ ? Two children.
<b>Profession</b>	7. _____ ? She was an English teacher.	8. Was he a teacher? <u>No, he wasn't.</u>
<b>Achievements</b>	9. _____ ? In 2005.	10. Which award did he take? <u>The best visual designer award.</u>

# EXERCISES

## 9. Match the years. One is extra.

1.  1776
2.  2013
3.  1891
4.  1684
5.  1433

- a. two thousand one
- b. fourteen thirty-three
- c. seventeen seventy-six
- d. two thousand thirteen
- e. eighteen ninety-one
- f. sixteen eighty-four

## 10. Match the questions with the answers. One is extra.

1. Did Johannes Gutenberg invent the printing machine?
2. Did Elizabeth Blackburn invent an aircraft?
3. What did Graham Bell invent?
4. How many words did Shakespeare invent?
5. Where did Marie Curie grow up?

- a. In Poland.
- b. No, she didn't.
- c. Christopher Columbus.
- d. Over 1700.
- e. Yes, he did.
- f. Telephone.

## 11. Circle the correct word.

1. Bob visited his grandparents yesterday/rarely.
2. We played a board game at/in 7 o'clock.
3. The leaves turn brown on/in autumn.
4. My birthday is on/at 22<sup>nd</sup> April.
5. Megan moved to England on/in 1999.

## 12. Write the names of the people in the correct places. One is extra. Search the Net if necessary.

Safiye Ayla      Metehan      Vecihi Hürkuş      Isaac Newton      Pisagor      Marie Curie

1. He designed and produced Türkiye's first aircraft. He made successful flights in the Turkish Independence War. ( Vecihi Hürkuş )
2. He formed the first regular army. He established a great and rich empire in Asia. ( \_\_\_\_\_ )
3. He was a scientist. He said that everything is possible with maths. He discovered irrational numbers. ( \_\_\_\_\_ )
4. He was a scientist. He discovered gravity when an apple fell down on his head. ( \_\_\_\_\_ )
5. She was a singer. She gave many concerts on Turkish radios. She made more than five hundred records. ( \_\_\_\_\_ )



EBA



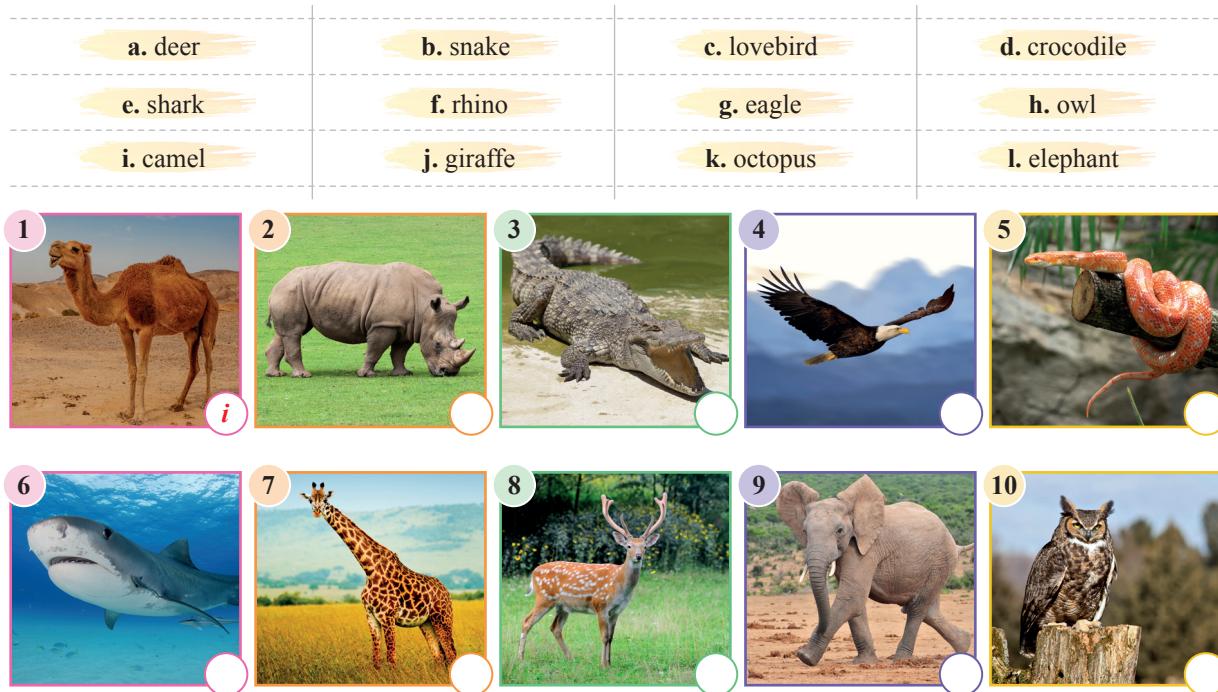
Presentation

## WILD ANIMALS

### Learning Outcomes

- You will understand past and present events in oral texts.
- You will identify the names of wild animals in simple oral texts.
- You will ask people questions about characteristics of wild animals.
- You will make simple suggestions.
- You will report on past and present events.
- You will understand past and present events including explanations and reasons.
- You will spot the names of wild animals in simple texts.
- You will write pieces describing wildlife.

## 1. Match the words with the photos. Two are extra.



## 2. Classify the animals above according to their diet.

<b>Carnivores</b> <i>crocodile</i>	<b>Herbivores</b> <i>camel</i>

## 3. Classify the animals above according to their species.

<b>Reptiles</b> <hr/> <hr/>	<b>Fish</b> <hr/> <hr/>	<b>Birds</b> <hr/> <hr/>
--------------------------------	----------------------------	-----------------------------



## 4. Listen to two friends talking about their project and fill in the blanks in the table.



Texas horned lizard



Emperor penguin

habitat		<i>The Antarctic</i>
length		
weight		
lifespan	<i>19-21 years</i>	

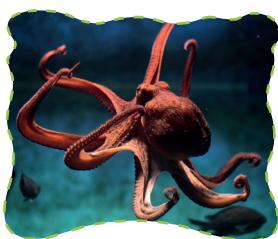
## 5. Listen again and choose the correct answers.

1. Texas horned lizards shoot \_\_\_\_\_ from their eyes as a self-protection.
  - a. water
  - b. blood
2. Unfortunately, their population \_\_\_\_\_ .
  - a. decreased
  - b. increased
3. Emperor penguins can \_\_\_\_\_ over 200 meters.
  - a. dive
  - b. fly
4. Many emperor penguin colonies \_\_\_\_\_ because of global warming.
  - a. moved
  - b. disappeared



## 6. Prepare your own visual animal dictionary as in the example.

e.g.



octopus



whale



stork



falcon

**1. Answer the questions and share your ideas with the class.**

◻ What is your favourite animal?

◻ Do you have a pet? What is it?

**2. Read the dialogue and write the names of the wild animals in the table below.**

**Karen:** What is your dream job, Alex?

**Alex:** I want to be a zoologist and wildlife biologist because I want to work with wild animals in their natural habitats.

**Karen:** How amazing! I love animals. I am curious about wild animals. What can you say about them?

**Alex:** Well, I can categorise them as mammals, reptiles and birds.

**Karen:** Which animals are wild mammals? I know some domestic ones like cats and dogs.

**Alex:** For example, whales and dolphins are wild mammals. They live in the sea. They are cute and intelligent. Leopards and lions are the other examples of mammals. They have strong claws, and they are carnivores. Giraffes and camels are mammals as well, but they are herbivores. They usually eat plants and leaves.

**Karen:** What about reptiles? They seem dangerous.

**Alex:** Yeah, snakes and crocodiles can be dangerous. Crocodiles are good hunters. They hunt their prey with their strong jaws. Some snakes are poisonous, so they can harm other creatures, but some reptiles are harmless like turtles.

**Karen:** Actually, I am a fan of birds. I love canaries and lovebirds. These domestic birds are all so cute. What are some wild birds?

**Alex:** Eagles, falcons and hawks are wild. They can spot their prey with their sharp eyes and attack them with their strong claws.

**Karen:** Thanks for the information. They can be wild or domestic; we love all animals.

**Mammals**

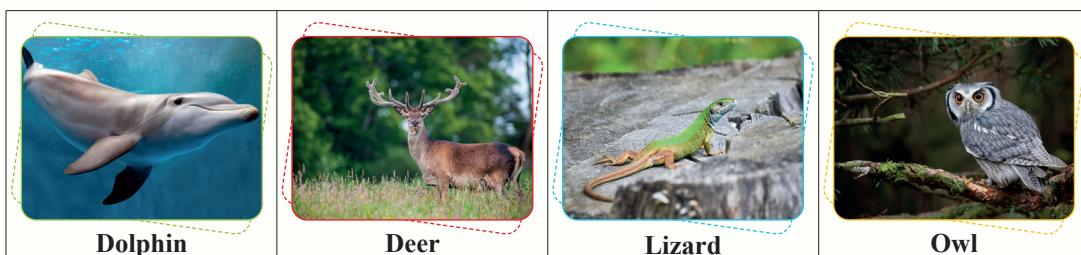
*dolphins,*

**Reptiles****Birds**

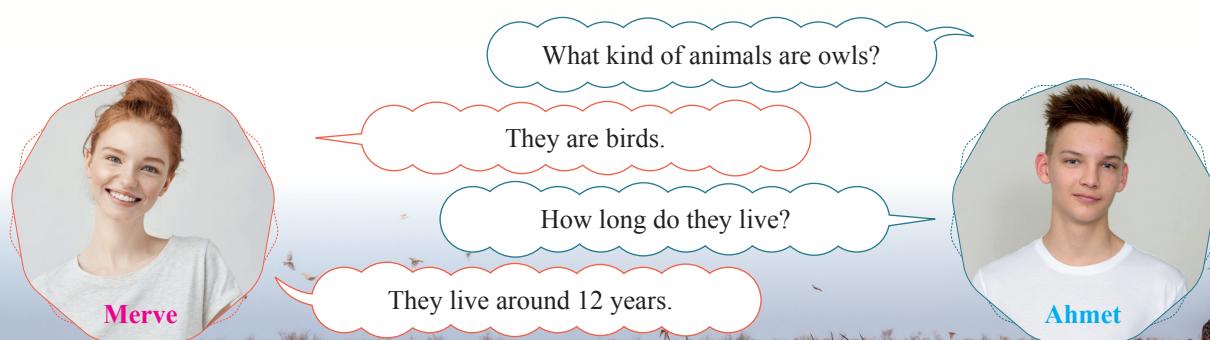
## 3. Read the dialogue on the previous page again and answer the questions.

- What is Alex's dream job? \_\_\_\_\_
- How can Alex categorise wild animals? \_\_\_\_\_
- Are whales and dolphins herbivores? \_\_\_\_\_
- Do giraffes eat plants and leaves? \_\_\_\_\_
- How do crocodiles hunt their prey? \_\_\_\_\_

## 4. Work in pairs. Look at the table below. Ask and answer questions about the characteristics of the wild animals as in the example.



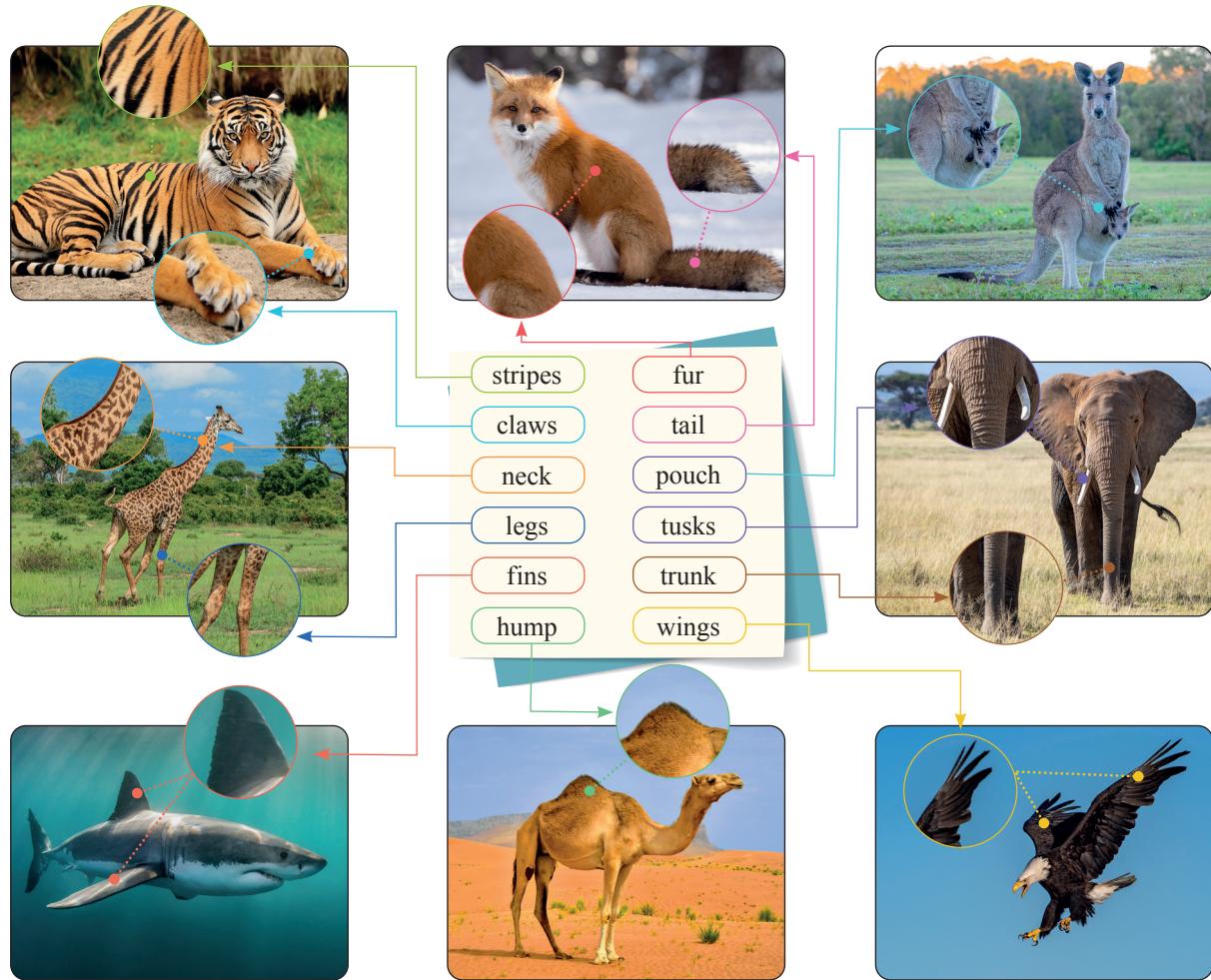
<b>Kind</b>	mammal	mammal	reptile	bird
<b>Average Lifespan</b>	30-50 years	10-13 years	10-20 years	5-12 years
<b>Habitat</b>	oceans	wetlands, grasslands, forests, mountains	ground, rocks, trees, water	forests, mountains, deserts
<b>Diet</b>	carnivore	herbivore	omnivore	carnivore



**1. Tick the words about characteristics of animals.**

<input type="checkbox"/> bird	<input type="checkbox"/> desert	<input type="checkbox"/> carnivore	<input type="checkbox"/> forest	<input type="checkbox"/> jungle
<input type="checkbox"/> herbivore	<input type="checkbox"/> mountain	<input type="checkbox"/> hunt	<input type="checkbox"/> mammal	<input type="checkbox"/> prey
<input type="checkbox"/> ocean	<input type="checkbox"/> habitat	<input type="checkbox"/> fish	<input type="checkbox"/> environment	<input type="checkbox"/> reptile

**2. Complete the sentences with the body parts of the animals below.**



1. A kangaroo can jump high with its strong legs. It can carry its baby in its pouch .
2. A tiger is a good hunter with its strong claws . It has got black stripes on its body.
3. A fox has got brown fur to keep it warm. Its tail is long.
4. An eagle can fly with its strong wings .
5. A giraffe has got a long neck and four long legs , so it can reach the leaves of trees.
6. A camel can live without food and water for a long time because the hump on its back keeps fat and water.
7. An elephant is an enormous animal with its long trunk and white teeth .
8. A shark is a wild animal. It lives in the water, so it has got fins .

**3.** Listen to the audio and fill in the blanks.

1. A camel is a mammal. It is a herbivore. It has got a \_\_\_\_\_. It lives in the desert.
2. A shark is a dangerous animal. It has got sharp \_\_\_\_\_. It lives in the sea.
3. A giraffe has got a long \_\_\_\_\_ and legs. It is a herbivore. It lives on the grasslands.
4. An eagle is a big and strong bird with sharp \_\_\_\_\_ and claws. It lives in the forest and mountains.
5. An elephant is an enormous mammal. It is a herbivore. It has got tusks and a \_\_\_\_\_.
6. A tiger is a carnivore. It is a big cat with strong \_\_\_\_\_. It can run very fast.
7. A kangaroo is a herbivore with a \_\_\_\_\_. It can jump high. It lives in Australian deserts and grasslands.

**4.** Choose two wild animals and do some research about them. Describe and compare them. Then bring their photos in the class and present your work to your friends as in the example.

*e.g. Mountain gorillas are mammals. They are herbivores, and they live in the rainforests of Africa. There are only about 300 mountain gorillas today.*



*e.g. Marine iguanas live on Galapagos Islands. They live both on the land and in the ocean. They live an average of 15 years. They are at risk of extinction because people hunt them too much.*



**1. Tick what we should do to protect wild animals.**

We should...

<input type="checkbox"/> protect endangered wildlife and take precautions.	<input type="checkbox"/> harm the habitats of wild animals.
<input type="checkbox"/> live in peace with animals.	<input type="checkbox"/> be afraid of animals and kill them.
<input type="checkbox"/> hunt some animals for their fur and meat.	<input type="checkbox"/> save natural habitats.
<input type="checkbox"/> keep the environment clean.	<input type="checkbox"/> pollute water.
<input type="checkbox"/> protect forests and plant trees.	<input type="checkbox"/> keep them in cages.

**2. Read the text and tick *True* or *False*.**

Wildlife is in danger today because humans pollute the environment and cut down trees. They damaged and destroyed the natural habitats of animals. They harmed both the wildlife and animals. They continue to harm them. Some animals are endangered or extinct today because humans killed and hunted them for different reasons; for their meat, skin, teeth or fur.

The world doesn't belong only to humans. Humans should start to live in peace with animals and stop harming wildlife. Animals are really important for the ecosystem, so humans need animals to survive. They shouldn't overhunt them or harm their natural habitats.



We should help animals live in their environment and should not keep them in cages. We should protect wildlife and endangered animals. We should also keep land, air and water clean for all living creatures. We should protect forests and plant trees. We should educate society to protect wildlife.



Interactive Activity

1. Wildlife is in danger because of animals.
2. Humans harmed animals because of different reasons.
3. Humans should stop overhunting animals.
4. Humans should pollute the land, air or water.
5. Humans should protect forests and wildlife.

**True**

**False**

**3. Prepare a poster about what we should do to protect wild animals. Present it in the class.**

**1. What do you know about these phrases? Share your ideas with the class.**

<input type="checkbox"/> habitat destruction	<input type="checkbox"/> global warming	<input type="checkbox"/> environmental pollution
<input type="checkbox"/> overhunting	<input type="checkbox"/> animal extinction	<input type="checkbox"/> planting trees

**2. Listen to a volunteer's speech about animal protection and circle the correct words.**

1. *Grizzly bears/Snakes* are at risk of extinction.
2. *Seagulls/Passenger pigeons* are completely extinct.
3. One of the reasons for animal extinction is *global warming/global cooling*.
4. We *should/shouldn't* report illegal hunting.
5. We shouldn't *save/pollute* the environment.

**3. Why are cheetahs endangered? What should we do to help them? Use the given information in the boxes and report your ideas to the class as in the example.****Reasons for Being Endangered**

- harming their habitat
- cutting down trees
- hunting them illegally
- declining prey populations

**Suggestions**

- protecting their habitat
- planting new trees
- preventing hunting
- making donations



e.g. *Cheetahs are the world's fastest land animals. They are at risk of being extinct because humans harmed their habitat. We should make donations to animal charities to protect them.*

*Also...*

**1.** Look at the relationship between wild animals and the people in the photos. Then share your ideas with the class about the questions below.

- ◻ What do you think about the relationship between wild animals and the people?
- ◻ How do these people contribute to wildlife?
- ◻ Are you afraid of any animals? If so, which one/ones? Why?
- ◻ What should people do to protect wildlife?



**2.** Read and use the information card about pandas. Write two paragraphs under each category about them.



**Class:** mammal

**Habitat:** mountains in China

**Diet:** herbivore

**Length:** up to 90 cm

**Weight:** up to 120 kg

**Lifespan:** 20 years

**Benefit:** helping the vegetation

**Threat:** habitat destruction, climate change

**Solutions:** protecting their habitat, developing bamboo corridors, planting new trees, preventing illegal deforestation

**Their Characteristics**

They are mammals, and they live...

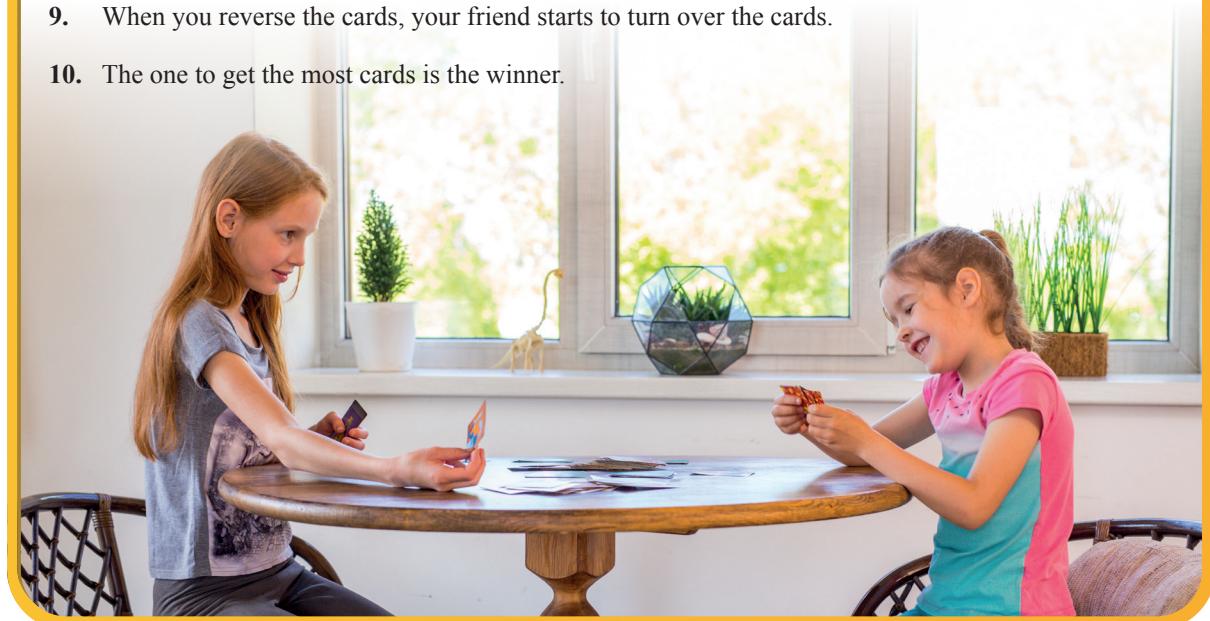
**Threats and Solutions**

Pandas are at risk of extinction because...

**FUN CORNER**

**Read the instructions below and play the game.**

1. Work in pairs.
2. Cut out the photo cards and word cards on page 175.
3. Put them covered on the desk.
4. Put the photo cards at the top.
5. Put the word cards at the bottom.
6. Turn over one photo card and one word card.
7. When you find the true match, get the cards.
8. When you find the false match, reverse the cards.
9. When you reverse the cards, your friend starts to turn over the cards.
10. The one to get the most cards is the winner.

**Self-assessment**

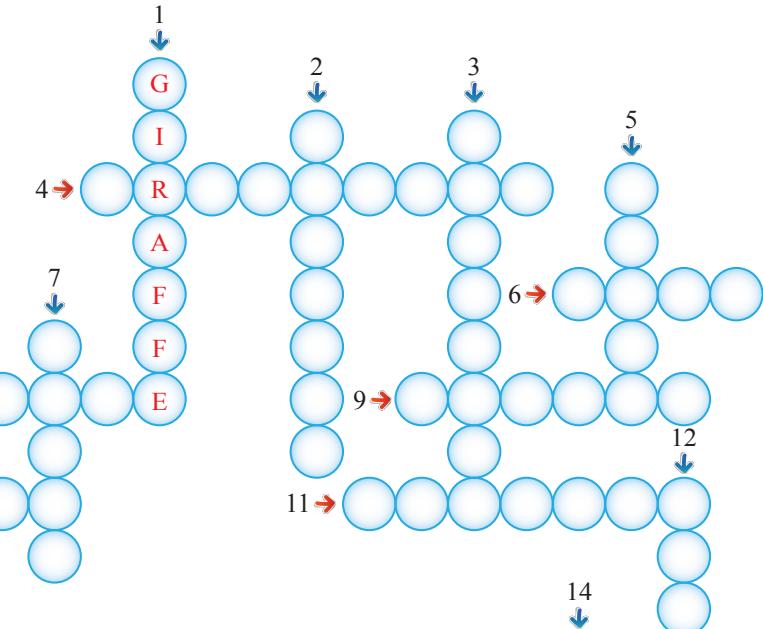
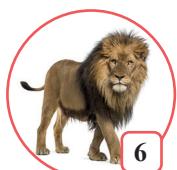
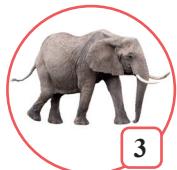
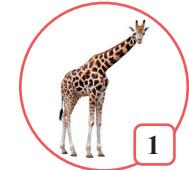
**Tick the appropriate boxes according to yourself.**

- 1. I can understand past and present events in oral texts.
- 2. I can identify the names of wild animals in simple oral texts.
- 3. I can ask people questions about characteristics of wild animals.
- 4. I can make simple suggestions.
- 5. I can report on past and present events.
- 6. I can understand past and present events including explanations and reasons.
- 7. I can spot the names of wild animals in simple texts.
- 8. I can write pieces describing wildlife.



# EXERCISES

## 1. Look at the photos and write the names of the animals in the puzzle.



## 2. Read the definitions and write the correct animals into the blanks.

- I am the king of the jungle with strong claws. I am a lion.
- I have got sharp teeth, and I live in the sea. I am wild. I am a \_\_\_\_\_.
- My ears are very big. I have got two tusks and a trunk. I am an \_\_\_\_\_.
- I am a large bird with long legs, a long neck and beak. I am a \_\_\_\_\_.
- I am a large desert animal with a humped back. I am a \_\_\_\_\_.
- I am a huge and heavy mammal. I have got one or two horn/s on my nose. I am a \_\_\_\_\_.
- I am a sea animal with eight arms. I am an \_\_\_\_\_.

### 3. Listen to the text and tick the words you hear.

<input checked="" type="checkbox"/> tigers	<input type="checkbox"/> pandas	<input type="checkbox"/> falcon	<input type="checkbox"/> giraffe	<input type="checkbox"/> fur	<input type="checkbox"/> hunt
<input type="checkbox"/> cute	<input type="checkbox"/> claw	<input type="checkbox"/> coat	<input type="checkbox"/> mountain	<input type="checkbox"/> owls	<input type="checkbox"/> river
<input type="checkbox"/> meat	<input type="checkbox"/> turtles	<input type="checkbox"/> reptile	<input type="checkbox"/> lovely	<input type="checkbox"/> ocean	<input type="checkbox"/> habitat



### 4. Read the sentences about animals and tick *True* or *False*.

	True	False
1. Crocodiles and foxes have got fur.	<input type="radio"/>	<input checked="" type="radio"/>
2. Dolphins and whales live in the sea.	<input type="radio"/>	<input type="radio"/>
3. Kangaroos have got pouches.	<input type="radio"/>	<input type="radio"/>
4. Lovebirds are wild animals.	<input type="radio"/>	<input type="radio"/>
5. Giraffes and sharks have got claws.	<input type="radio"/>	<input type="radio"/>
6. Snakes are both reptiles and mammals.	<input type="radio"/>	<input type="radio"/>
7. Lions are both mammals and carnivores.	<input type="radio"/>	<input type="radio"/>
8. Sharks are birds.	<input type="radio"/>	<input type="radio"/>
9. Eagles and falcons are mammals.	<input type="radio"/>	<input type="radio"/>
10. Camels are herbivores and mammals.	<input type="radio"/>	<input type="radio"/>

### 5. Odd one out.

1. a. wing	b. enormous	c. pouch	d. fin
2. a. claw	b. fur	c. prey	d. tail
3. a. fox	b. mountain	c. desert	d. ocean
4. a. kangaroo	b. bear	c. shark	d. protect
5. a. jungle	b. strong	c. fast	d. large
6. a. lovebird	b. leopard	c. tiger	d. lion
7. a. dolphin	b. whale	c. shark	d. tiger
8. a. falcon	b. turtle	c. snake	d. lizard
9. a. hawk	b. eagle	c. dolphin	d. owl
10. a. zebra	b. giraffe	c. elephant	d. shark

## EXERCISES

### 6. Match the photos with the habitats. One is extra.



### 7. Complete the sentences with *should* or *shouldn't*.

1. We shouldn't cut down trees in the forests.
2. We                    protect the endangered animals.
3. We                    hunt animals.
4. We                    wear fur and leather jackets.
5. We                    protect the habitats of wild animals.
6. We                    harm animals.
7. We                    provide shelter for animals.

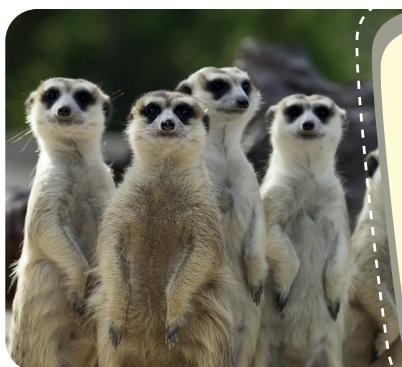
### 8. Give four examples for each category.

mammals	reptiles	birds	carnivores	herbivores
<i>kangaroo</i>				

**9. Circle the correct option.**

**10.** Read the text and complete the information card.

Meerkats are mammals. They have got small brown ears, and their fur is usually grey and brown. Their prey is an insect or a small reptile because they are carnivores. They generally live in the deserts and savannas of Southern Africa. They live an average of 14 years. They are very little animals. They are only 30 cm long, and they are about 700 gr. Also, they have a very special feature; they are very smart builders, so they build a network of underground tunnels. They hide in these tunnels at the time of an attack. They live as a colony, and they never leave any members of the colony alone.



Class	: <i>mammal</i>
Diet	: _____
Habitat	: _____
Lifespan	: _____
Length	: _____
Weight	: _____
Characteristic	: _____

## EXERCISES

### 11. Match the wild animals with their habitats. Then write the sentences as in the example.

1. polar bears  
2. dolphins  
3. lions  
4. camels  
5. rocky goats

1. *Polar bears live in the Arctic.*

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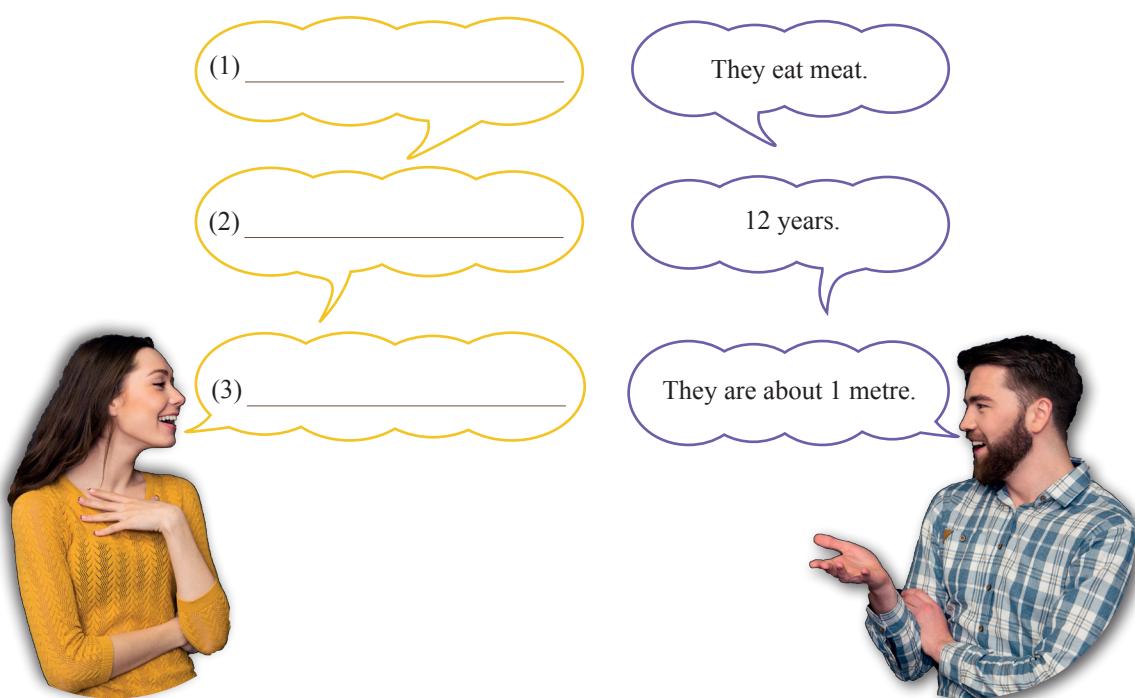
deserts  
oceans  
Arctic  
jungles  
mountains

### 12. Read the sentences and choose the correct word.

1. Whales are *mammals/reptiles*.
2. Penguins live in *Antarctica/Africa*.
3. Dinosaurs don't survive today because they are *extinct/endangered*.
4. Zebras don't eat meat or hunt other animals because they are *carnivores/herbivores*.
5. Falcons can fly with their wings; they are *reptiles/birds*.
6. Poisonous snakes can be *dangerous/harmless*.
7. Some wild animals *attack/save* their prey and kill them.

### 13. Fill in the speech bubbles with the correct questions. One is extra.

<input type="checkbox"/> What is their length?  <input type="checkbox"/> What is their weight?	<input type="checkbox"/> What is their lifespan?  <input type="checkbox"/> What do snakes eat?
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EBA



Presentation

## TELEVISION

### Learning Outcomes

- You will understand simple oral texts about daily routines and preferences.
- You will ask questions about preferences of other people.
- You will talk about past events and personal experiences.
- You will state your preferences.
- You will describe past events in a simple way.
- You will understand simple texts about daily routines and preferences.
- You will understand simple texts about past events.
- You will write pieces about daily routines and preferences.

## 1. Match the words with the photos. Two are extra.



a. weather forecast      b. commercial  
 c. discussion programme  
 d. the news      e. sports programme  
 f. cookery programme  
 g. quiz show      h. documentary  
 i. animation  
 j. fashion show      k. TV series  
 l. talk show



## 2. Read the definitions of TV programmes and write their names.

1. Famous people talk about themselves in this programme.
2. This programme tests one's knowledge.
3. It has got a plot, and you can watch it once a week at the same hour.
4. Some people talk about an important subject for long hours.
5. People in this programme advertise a product.
6. This programme tells us about high or low temperatures.
7. It shows the latest clothes styles.
8. It is about preparing something to eat.
9. It informs us about national/international issues, economics, politics, education, etc.
10. It is about football, volleyball, tennis, basketball, etc.

***talk show***


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## 3. Read the text about Lowell family and fill in the blanks.



I am Zack. This is my beloved family. All of us have different TV programme tastes. For example, I usually watch wildlife documentaries because they are fantastic. I don't like sports programmes, so I hardly ever watch them.

My mum, Joanne, prefers watching quiz shows because she likes learning new things. She finds them informative. She watches her favourite quiz show programme three times a week. She doesn't like discussion programmes because she finds them dull.



Steve is my brother. He is a footballer, so he is interested in watching sports programmes. He finds these programmes very exciting, so he often watches them. He hates soap operas. They are nonsense to him.



	Which programmes does he/she like?	Which programmes does he/she dislike?	How often does he/she watch their favourite programmes?	What are his/her reasons to watch them?
<b>Zack</b>	<i>documentary</i>	<i>sports programmes</i>	<i>usually</i>	<i>fantastic</i>
<b>Joanne</b>				
<b>Steve</b>				

## 4. First, complete the table. Then write a paragraph in your notebook about your family members' preferences for TV programmes.

You and your family members	Which programmes does he/she like?	Which programmes does he/she dislike?	How often does he/she watch their favourite programmes?	What are his/her reasons to watch them?

**1.** Look at the photos and choose the correct word.

**1**

- a.** exciting
- b.** nonsense



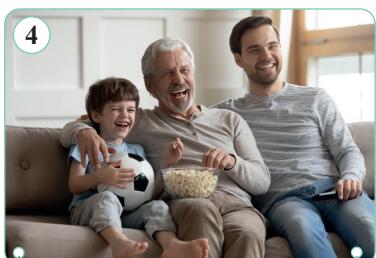
**2**

- a.** frightening
- b.** educational



**3**

- a.** interesting
- b.** boring



**4**

- a.** amusing
- b.** dull



**5**

- a.** scary
- b.** funny



**6**

- a.** fantastic
- b.** informative

**2.** Read the sentences and match them with the TV programmes. One is extra.

**a. cookery programme**

**b. documentary**

**c. quiz show**

**d. the news**

**e. soap opera**

**f. commercial**

**g. sports programme**

**h. talk show**

**i. discussion programme**

1. Cut the onion and red peppers into small pieces. **a**
2. Let's get your comments on yesterday's basketball game. \_\_\_\_\_
3. Welcome to wildlife, the lion is ready to attack its prey now. \_\_\_\_\_
4. You should find the correct answer and win 20 points. \_\_\_\_\_
5. Tonight, Sam Smith's guests are two great pop stars and a beautiful actress. \_\_\_\_\_
6. Let's get the latest information around the world. \_\_\_\_\_
7. Yummy milk chocolate. It is the best chocolate ever! Buy a large size, get a small size free. \_\_\_\_\_
8. Gunther, wait! Please don't leave me because I'm in love with you. \_\_\_\_\_

**3.** Which TV programme do you prefer watching most? Prepare a poster about it. Present it in the class.

*e.g. Today, I want to talk about my favourite TV programme. I highly recommend it to you because it is really exciting, and you can lose the track of time. It is a science fiction TV series. It is about life in 2350.*

**1. Read the questions below and share your ideas with the class.**

- Is watching TV a part of your daily routine?
- How often do you watch TV?

**2. Listen to Janette and circle the correct option.**

Hello, everybody! My name is Janette. I want to talk about my daily routine today.



Track 5.1

**What does she watch...**

<input type="checkbox"/> in the morning?	a. the news	b. cartoon
<input type="checkbox"/> at school?	a. documentary	b. cookery programme
<input type="checkbox"/> in the evening?	a. TV series	b. quiz show

**3. Listen again and tick *True* or *False*.**

	True	False
1. Janette wakes up at 7 o'clock at weekends.	<input type="radio"/>	<input type="radio"/>
2. She enjoys watching her favourite cartoon in the morning.	<input type="radio"/>	<input type="radio"/>
3. She prefers walking to getting on the bus.	<input type="radio"/>	<input type="radio"/>
4. She sometimes watches documentaries at school.	<input type="radio"/>	<input type="radio"/>
5. Before she does her homework, she prefers watching TV.	<input type="radio"/>	<input type="radio"/>
6. She enjoys watching TV series with her family.	<input type="radio"/>	<input type="radio"/>
7. She goes to sleep at around eleven o'clock at night.	<input type="radio"/>	<input type="radio"/>



Track 5.2

**4. Work in pairs. First, answer the questions about your preferences. Then talk to your friend and complete the second column.**

	You	Your friend
Which one do you prefer; watching TV or doing exercise?		
Which one do you prefer; TV series or the series on digital platforms?		
What kind of TV programmes do you prefer watching? Why?		
What is your favourite TV programme?		



Interactive Activity

**1.** Tick the TV programmes you usually prefer watching. Share your ideas about them with the class.

<input type="checkbox"/> soap opera	<input type="checkbox"/> reality show	<input type="checkbox"/> sitcom	<input type="checkbox"/> cookery programme
<input type="checkbox"/> documentary	<input type="checkbox"/> the news	<input type="checkbox"/> TV series	<input type="checkbox"/> discussion programme
<input type="checkbox"/> quiz show	<input type="checkbox"/> talk show	<input type="checkbox"/> cartoon	<input type="checkbox"/> sports programme

**2.** Read the people's preferences and answer the questions below.

[HOME](#) | [BLOG](#) | **CATEGORIES** | [CONTACT](#) | [COMMENTS](#)



**Rosa**

I am interested in the news and quiz shows, but I don't prefer watching soap operas because they are useless.



**Richard**

I usually prefer watching sports programmes, but I don't enjoy reality shows. I think they are not interesting.



**Harry**

I enjoy watching cartoons because they are entertaining. I don't prefer discussion programmes. I think they are boring.



**Amira**

I prefer watching sitcoms because they are amusing, and I love laughing. I can't stand commercials. I immediately change the channel when they appear on TV.



**Bill**

I usually prefer watching cookery programmes. I like learning new recipes. I don't love talk shows because they are dull.



**Carol**

I prefer watching documentaries. They are so informative and educational. I hate TV series because they are nonsense.

1. Does Rosa enjoy quiz shows?
2. Does Richard think reality shows are amusing?
3. Who likes cartoons? Why?
4. Why does Amira watch sitcoms?
5. Why does Bill love cookery programmes?
6. Is Carol interested in documentaries?

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**3.** Talk about your preferences for TV programmes. Give your reasons and explanations as in the example.

e.g. *I prefer quiz shows to soap operas. I think quiz shows are more exciting.*

**1. Read the questions below and share your ideas with the class.**

- ◻ Do you like similar or different things with your best friend?
- ◻ Do you need to have similar preferences to get along well with someone? Why?

**2. Read the paragraph and tick *True* or *False*.**

Anna and Emma are twin sisters. They have got a similar appearance, but they are really different from each other. They both wake up early for school, but they usually prefer different kinds of breakfast in the morning. Anna wants to eat tomato, cucumber, cheese, olives and omelette. She also likes drinking tea. Emma prefers coffee to tea, and she likes eating croissants. On their way to school, they listen to different kinds of music as well. Anna prefers rock music to feel energetic, but Emma prefers classical music to relax. Anna's favourite school subject is maths because she is good at numbers. Emma loves drawing pictures and playing the piano, so she prefers art and music to maths. After they arrive home, Anna wants to watch one of the films by her favourite directors on her computer and forget about daily issues. Emma watches her favourite TV series to have fun. Anna always prefers films to TV series. She thinks TV series are very long and boring, but films are more entertaining.



1. Anna and Emma look like each other.
2. Anna and Emma prefer the same food for breakfast.
3. Emma prefers tea to coffee.
4. Anna prefers rock music to classical music.
5. Emma loves art, but Anna is good at maths.
6. Emma enjoys films, and Anna likes TV series.

**True****False**

Interactive Activity

**3. Work in pairs. Choose one item from each pair. Talk about which one you prefer and explain why you choose it as in the example.**

1. laptop or mobile phone



2. football or basketball



3. art or music



4. cinema or theatre



5. car or bike



6. chocolate or ice cream

*e.g. I prefer a laptop to a mobile phone because I like watching films on a big screen.*

1. Look at the TV guide. What kind of programmes are there on it? Which one is your favourite? Share your ideas with the class.

	TV GUIDE		Tuesday, 5 <sup>th</sup> January
	19.30	21.00	22.30
Channel 1	The News	Reality Show	Sitcom
Channel 2	Sports Programme	Series	Commercial
Channel 3	Weather Forecast	Cookery Programme	Discussion
Channel 4	Quiz Show	Cartoon	Documentary

2. Read the dialogue and underline the TV programmes.

**Adele:** Did you watch the cookery show last night?

**Norah:** No, I didn't. How was it?

**Adele:** It was very exciting. The contestants prepared delicious food. This programme is live at weekends, and I always watch it because it is very interesting. What did you watch last night?

**Norah:** I watched an animation last night, and it was fantastic. It appeared on the big screen for the first time in April 2021. There was a large audience in the cinema halls. The director of the film won the Academy Award in March 2022. In my opinion, watching animations is more entertaining than watching cookery programmes.

**Adele:** I don't agree with you. Animations are too long, and I think they are nonsense. I prefer watching sitcoms. I watched one episode of my favourite sitcom after the cookery show last night. It ended in a short time, and I laughed very much. Did you watch it?

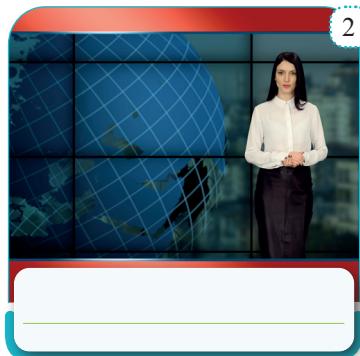
**Norah:** I didn't watch it because I don't like sitcoms. I watched a talk show after the animation. It was very enjoyable. We have different tastes in TV programmes.

**Adele:** Yes, but it is not a problem for us.



Interactive Activity

3. Read the dialogue again and write the girls' names under the photos of their favourite TV programmes.  
Two are extra.



4. Read the dialogue again and tick *True* or *False*.

	True	False
1. Adele watched the cookery programme last night.	<input type="radio"/>	<input type="radio"/>
2. Cookery programme is live at weekends.	<input type="radio"/>	<input type="radio"/>
3. The director of the animation won the Academy Award in 2021.	<input type="radio"/>	<input type="radio"/>
4. Norah prefers watching sitcoms.	<input type="radio"/>	<input type="radio"/>
5. They have different tastes in TV programmes.	<input type="radio"/>	<input type="radio"/>

5. Read the dialogue again and answer the questions.

1. Does Adele watch the cookery programme every weekday?

---

2. Did many people watch the animation in the cinema halls?

---

3. Why does Adele dislike animations?

---

4. Who watched a sitcom last night?

---

5. Does Norah like sitcoms?

---

6. Make a group of seven. Ask your friends in the group the questions below as in the example. Then fill in the blanks in the table.

e.g. **Suat:** What did you watch on TV last night?

**Filiz:** Cookery programme.

**Suat:** Why did you prefer it?

**Filiz:** I preferred it because it was entertaining.

Your friends' names	TV Programme	Reason	
Filiz	Cookery Programme	entertaining	

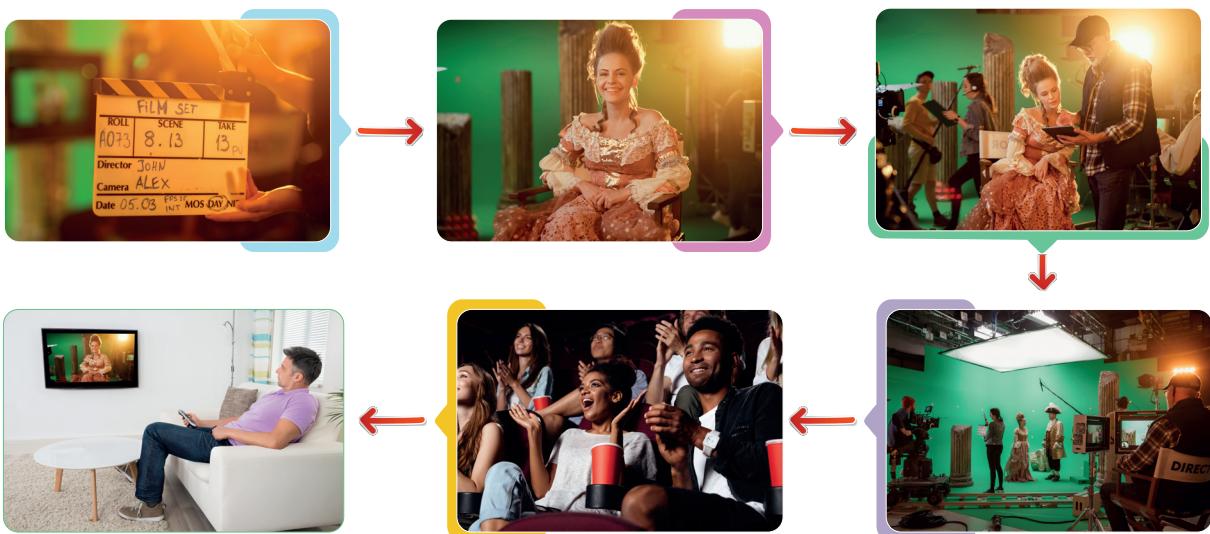


7. Which TV programme did your group prefer to watch most? Why was it the most favourite TV programme? Present the results to your friends.

8. A film crew shot a film last year, and these photos show the filming process. Make a presentation about film-making. Use the phrases below.

- appearing in cinema halls
- role-playing in front of cameras
- shooting a film
- wearing a costume
- reading a scenario
- watching the film at home

e.g. The director began to shoot the film. First, he gave the roles to the actors/actresses. Then...



## FUN CORNER

Read and answer the questions below. Count your “b” option(s). Then score yourself.

Are you a TV addict?



1. How much time do you spend in front of TV in a day?  
 a. maximum 2 hours      b. more than 2 hours
2. How often do you do sports/exercises in a week?  
 a. minimum 2 days      b. maximum 2 days
3. How often do you watch TV on weekdays?  
 a. seldom      b. often
4. How often do you watch TV series in a week ?  
 a. never      b. sometimes
5. How often do you stay up late to watch TV in a week?  
 a. hardly ever      b. sometimes

Score

<b>0-2 b option(s)</b>	You are okay.
<b>3 b option(s)</b>	Be careful! You are about to become a TV addict!
<b>4-5 b option(s)</b>	Oh, no! You are a TV addict!

## Self-assessment

Tick the appropriate boxes according to yourself.

1. I can understand simple oral texts about daily routines and preferences.
2. I can ask questions about preferences of other people.
3. I can talk about past events and personal experiences.
4. I can state my preferences.
5. I can describe past events in a simple way.
6. I can understand simple texts about daily routines and preferences.
7. I can understand simple texts about past events.
8. I can write pieces about daily routines and preferences.



# EXERCISES

## 1. Unscramble the TV programmes. Then find the hidden word.

dicsosisnu

**d i s c u s s i o n**

cedyanrmtoou

**documentary**

nsew

**news**

iqwuohzs

**quiz show**

waityrelsho

**reality show**

satkhwo

**talk show**

siseer

**series**

ticsom

**comedy**

ooprasape

**soap opera**

**HIDDEN PHRASE:**

1 2 3 4 5 6 7 8 9 10 11 **t**

## 2. Complete the sentences with the words below. One is extra.

director

appear

prefer

remote control

recommend

commercial

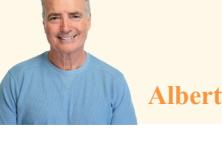
channel

can't stand

- I prefer watching basketball to football on TV.
- My sister hates commercials. She can't stand them.
- I loved the movie! Who is the director of it? I want to watch his/her other movies.
- I want to turn on the TV. Can you give me the remote control?
- It is a fantastic movie. I can watch it lots of times. I really recommend everybody to watch it.
- Franklin Roosevelt became the first U.S. president to appear on TV.
- Can you change the channel, please? I don't enjoy reality shows.

3. Listen to the people. Tick the TV programmes they like and put a cross for the ones they don't like.



	the news	sitcom	documentary	soap opera	cartoon	quiz show
 Tina		✓		✓		
 Asma						
 George						
 Tony						
 Albert				✗		

4. Read the questions and match them with the answers. One is extra.

- c** 1. How often do you watch sitcoms?
2. Who is the director of the film?
3. Do your parents think you watch TV too much?
4. Did you enjoy the film last night?
5. What's your favourite type of TV programme?
6. How much time do you spend watching TV?
7. What was the film like?

- a. Nuri Bilge Ceylan.
- b. Yes, we did.
- c. Sometimes.
- d. Less than an hour.
- e. I think talk shows are better.
- f. Yes, they usually warn me about it.
- g. Quiz shows.
- h. It was really amusing.

# EXERCISES

## 5. Read the definitions and match them with the TV programmes below. Two are extra.

a. sitcom	b. quiz show	c. talk show	d. documentary	e. weather forecast
f. soap opera	g. commercial	h. the news	i. cookery programme	j. reality show

- It is a funny television programme. It is about the same group of people in different situations every week. a
- It is an entertaining and informative TV programme with questions.
- It is an advertisement between and during TV programmes.
- In this programme, you can follow the lives of real people.
- It is an educational and informative programme.
- It gives information about the latest events all over the world.
- They invite famous people as guests and chat with them.
- It presents food preparation and gives recipes.

## 6. Look at the photos and write sentences about your preferences.



coffee



tea



cat



dog

1. I prefer coffee to tea.

4.



winter



summer



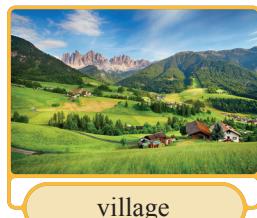
watching TV



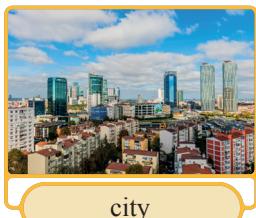
doing exercise

2.

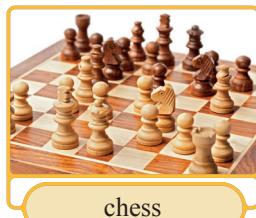
5.



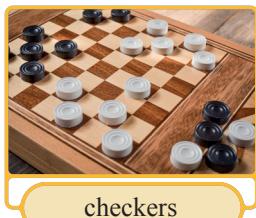
village



city



chess



checkers

3.

6.

## 7. Read the text and answer the questions.

My name is Lisa. There was the final episode of my favourite TV series yesterday. It was very exciting to wait for its new episodes, so I was sad that it was over. It was about the school and family life of teenagers. My favourite character was “Smart Lucy” because she solved all the problems easily. My sister, Tina, watched the series, too. Tina’s favourite character was the headmaster, Mr Williams. She thinks he was charismatic and talented. My brother, Jake, never watched the series because he found it boring. He preferred watching sports programmes to the TV series.



1. How was the waiting for new episodes for Lisa?
2. Why was she sad?
3. What was the series about?
4. Who was Lisa’s favourite character?
5. Was Mr Williams Tina’s favourite character?
6. Did Jake watch the TV series?

***It was very exciting.***

---

---

---

---

---

---

## 8. Match the questions with the answers. One is extra.

1. What kind of programme did you watch? b
2. Was the film exciting?
3. Did all the family members prefer watching the same programme?
4. Why did you watch the cartoon?
5. Who had the remote control last night?

a. I watched it because it was entertaining.

b. Talk show.

c. My little brother.

d. Yes, it was.

e. No, they didn’t.

f. At 20.00.

# EXERCISES

## 9. Write the people's names in the blanks.



**Dave**

I spend all my time in front of TV.  
Watching TV is my only hobby.



**Linda**

I shoot movies, and I give the roles to the actors/actresses.



**Peter**

I never miss the new episodes. I can't stop watching.



**Jim**

I act in front of the cameras, and I act in accordance with the scenario.



**Betty**

I always have guests and talk to them joyfully. I am the presenter of a chat programme.

**Who is...**

a soup opera addict?

**Peter**

a couch potato?

\_\_\_\_\_

a talk show host?

\_\_\_\_\_

a director?

\_\_\_\_\_

an actor/actress?

\_\_\_\_\_

## 10. John watched these programmes yesterday. Tick *True* or *False* according to the table.

**Channel Z**

<b>15.30</b>	The World of Crocodiles
<b>18.00</b>	Animation of Legends
<b>19.30</b>	Smart Questions
<b>21.00</b>	Let's Talk



**True**      **False**

- He watched the documentary after the quiz show.
- The documentary appeared on TV before the animation.
- He spent much time in front of TV yesterday.
- He watched a cookery show at 18.00.
- He preferred the news to the talk show at 21.00.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



EBA



Presentation

## CELEBRATIONS

### Learning Outcomes

- You will recognise utterances related to suggestions, needs and quantity of things.
- You will talk about arrangements and sequences of actions.
- You will make suggestions.
- You will express needs and quantity.
- You will understand texts about celebrations.
- You will write invitation cards.

**1. What do you need for a birthday party? Tick the necessary items for you below.**

<input type="checkbox"/> beverages	<input type="checkbox"/> invitation cards	<input type="checkbox"/> a guest list	<input type="checkbox"/> balloons
<input type="checkbox"/> music	<input type="checkbox"/> presents	<input type="checkbox"/> hats	<input type="checkbox"/> confetti
<input type="checkbox"/> masks	<input type="checkbox"/> a to-do list	<input type="checkbox"/> cookies	<input type="checkbox"/> a cake
<input type="checkbox"/> food	<input type="checkbox"/> flowers	<input type="checkbox"/> costumes	<input type="checkbox"/> candles

**2. There is a to-do list for a party. Match the halves of the sentences. One is extra.**

**TO-DO LIST**

1. Prepare \_\_\_\_\_ *b*  
 2. Decorate \_\_\_\_\_  
 3. Write \_\_\_\_\_  
 4. Make \_\_\_\_\_  
 5. Wrap \_\_\_\_\_  
 6. Welcome \_\_\_\_\_

a. the cake.  
 b. the food.  
 c. the invitation cards.  
 d. the house.  
 e. the guests.  
 f. the presents.  
 g. the pyjamas.

**3. Read the list above and write the correct phrases in the blanks. One is extra.**



1. *Prepare the food.*



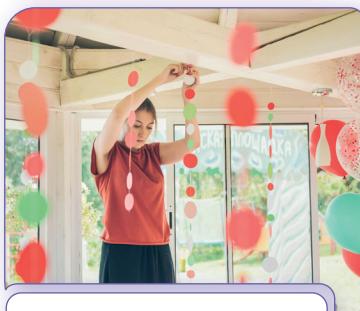
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**4.** Read the text. Pay attention to the sentences starting with the words in bold and put the photos in the correct order. One is extra.

Hi, I am Claire. I organised a costume party with the support of my family last week. I think it was fun. **First**, I prepared a guest list of my friends, and my mother sent text messages to their parents to invite them. She also prepared food for us. **Next**, my father and I prepared healthy beverages. **Then** I got help from my sister to decorate the garden as well. **After that**, my brother bought a cake. **Finally**, I wore a costume and mask because I wanted to be a superheroine that day. We welcomed my friends and celebrated our party with great joy.



**5.** Read the text again and tick *True* or *False*.

	True	False
1. Claire organised the party by herself.	<input type="radio"/>	<input checked="" type="radio"/>
2. Her mother sent invitation cards to the guests.	<input type="radio"/>	<input type="radio"/>
3. She got help from her sister for the decoration.	<input type="radio"/>	<input type="radio"/>
4. Claire and her sister prepared healthy drinks.	<input type="radio"/>	<input type="radio"/>
5. Claire's brother bought a cake for the party.	<input type="radio"/>	<input type="radio"/>
6. She wore a superheroine costume for her party.	<input type="radio"/>	<input type="radio"/>

**6.** Let's imagine you are the host of a party. Plan the party and tell it to the class. Use the words; *first, then, next, after that, finally* to talk about your party plan as in the example.

*e.g. I think it is easy to organise a party. First, I will prepare a guest list. Then, I should decorate my house with balloons and flowers. Next, I will prepare lots of food and beverages for my guests. After that...*

**1. Read the questions below and share your ideas with the class.**

- ◻ Do you like celebrations? Which one is your favourite?
- ◻ What kind of celebrations are there in your country?

**2. Read the sentences and match them with the photos of celebrations. One is extra.**

- a. Mr and Mrs Williams celebrated the 20<sup>th</sup> anniversary of their marriage last week.
- b. She attended her best friend's pyjamas party yesterday.
- c. They wanted to say goodbye to their school at the graduation party.
- d. My kids and I celebrate 29 October Republic Day with great enthusiasm every year.
- e. My son visited his grandparents and kissed their hands at the Eid al-Fitr.
- f. We celebrated our grandfather's birthday party last night.
- g. She hates farewell parties because she feels so sad.
- h. David and Jennifer's wedding ceremony was last Sunday.
- i. We visited our relatives and had a nice meal together at the Eid al-Adha.
- j. My classmates and I attended the celebration of 19 May the Commemoration of Ataturk, Youth and Sports Day with a performance in the school garden.

1 *e*

2



3



4



5



6



7



8



9



**3.** Read the texts and answer the questions below.

Hi! My name is Elif. I am from Türkiye. My favourite type of celebration is Eid al-Fitr. After the fasting period for one month, my family and I wake up early on the first day of Eid al-Fitr and put on our best clothes. Then we have breakfast and wait for our guests. We kiss the older people's hands to show our respect, and they give presents or allowance to the younger ones. Hosts offer cologne and candies to their guests. They treat their guests sweets and traditional desserts like baklava. I also love preparing baklava with my mother for the feast because it is my favourite dessert.



Hey, I am Robin. I am from Spain. My favourite kind of celebration is a graduation party because I had a great graduation party last week, and I loved it most. My classmates and I decided to celebrate our graduation all together. We sent invitation cards to our families, relatives and friends. Then we bought many balloons, party hats and confetti for the party. We also ordered a big cake and bought some food and beverages. After

that, we decorated the school garden for the party. We arranged the music and put our favourite songs on the music list. After we attended the graduation ceremony, we gathered in the garden and celebrated our graduation. We exchanged our presents with our classmates and teachers as well. We danced and enjoyed ourselves. We had a lot of fun. It was a great day for all of us.

1. What is Elif's favourite kind of celebration?

\_\_\_\_\_

2. What do hosts offer to their guests?

\_\_\_\_\_

3. What is her favourite dessert?

\_\_\_\_\_

4. What is Robin's favourite kind of celebration?

\_\_\_\_\_

5. When was his graduation party?

\_\_\_\_\_

6. Where did he celebrate his graduation?

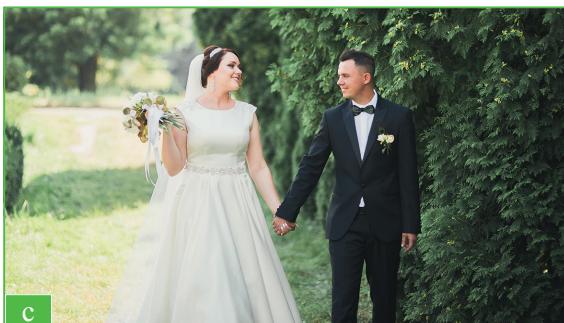
\_\_\_\_\_

**4.** Do research to describe a celebration type in your country. Present it in the class.

**1. Share your ideas about the questions with the class.**

- ◻ How do you invite your friends or relatives to a celebration?
- ◻ Do you generally accept or refuse invitations? Why?

**2. Listen and write the correct dialogue numbers under the photos. Two are extra.**



**3. Listen again and circle the correct option according to the text.**



**Dialogue 1**

1. a. Let's talk about our preparations.  
b. We should talk about our preparations.
2. a. You should get Turkish flags.  
b. Let's get Turkish flags.
3. a. We don't need any flags.  
b. We need a lot of flags.
4. a. No, thank you.  
b. Of course, Mrs Akgül.

**Dialogue 2**

1. a. Shall we organise a karaoke party?  
b. How about organising a karaoke party?
2. a. That's a good idea.  
b. That's a bad idea.
3. a. Let's buy some snacks.  
b. Shall we buy some snacks?
4. a. Would you like to join us?  
b. How about joining us?

## 4. Work in pairs. Make dialogues as in the examples. Use the structures below.

## Suggesting



Let's...  
Shall we...?  
How about...?  
What about...?  
Would you like to...?  
Why don't...?

## Accepting



It sounds great.  
That's a great idea.  
Of course./Surely.  
It sounds better.  
All right./Okay./Certainly.  
Yes, why not?

## Refusing



I am sorry, I can't.  
No, thank you.  
It's a bad idea.  
Sorry, I'm busy.  
I would like to, but...  
It's not a good idea.

e.g. **Charlotte:** Would you like to drink some cold lemonade?

**Brian:** Yes, I'd like to drink. The weather is so hot.

**Angel:** Shall we go to Fred's graduation party?

**Lucas:** I'd like to go, but I have many things to do.

**Richard:** What about throwing a surprise birthday party for James?

**Sophia:** That's a great idea.

**Amelia:** Let's prepare the guest list.

**Harry:** All right. Paper and pencils are ready.

**Katie:** Why don't we unwrap the presents?

**Alex:** Great idea. I wonder about all of them.

**Mia:** How about buying beverages, Michael?

**Michael:** I'm sorry, I can't. I don't know the location of the market.

## 5. Prepare a visual dictionary including celebration types and party items.

## 1. Share your ideas about the questions with the class.

- ◻ Do you like attending parties? If yes, what kind of parties?
- ◻ What do you need for these parties?

## 2. Listen to the audio and find out the celebration types. Then write the correct number under the photos. Two are extra.



a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

## 3. Listen again. What do the people below need for the party? Write in the boxes.



Harper

Liam

Abigail

Elijah

1. a camera

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

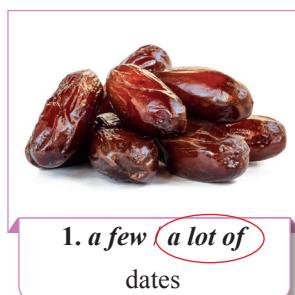
3. \_\_\_\_\_

**4.** Imagine that your mother will be 40 years old, and you are organising a birthday party for her. Write the quantity of the items you need under the photos. Then talk about your preparation plan.

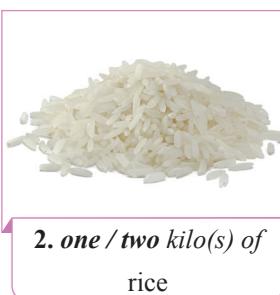


*e.g. I need 4 candles because 1 candle represents 10 years. Then I should buy a lot of colourful balloons to decorate the room. I should also...*

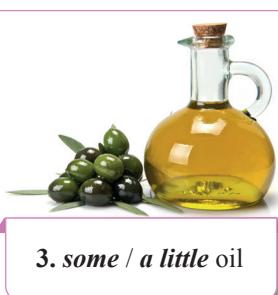
**5.** Imagine that you are inviting your relatives to an iftar meal. Circle the quantity of the items you need and make a to-do list. Then present it to the class.



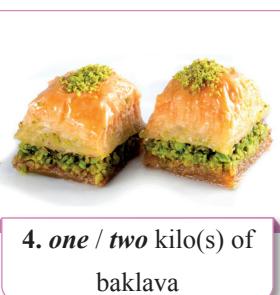
1. *a few / a lot of*  
dates



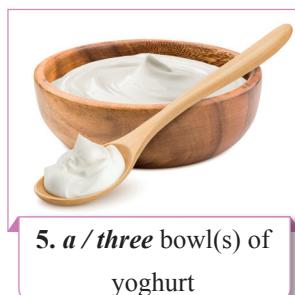
2. *one / two kilo(s) of*  
rice



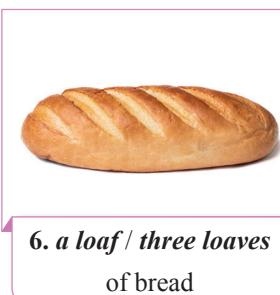
3. *some / a little* oil



4. *one / two kilo(s) of*  
baklava



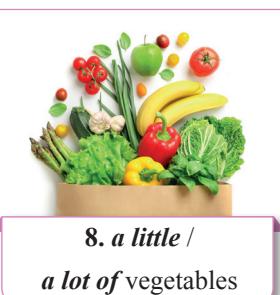
5. *a / three bowl(s) of*  
yoghurt



6. *a loaf / three loaves*  
of bread



7. *four / seven cups of*  
coffee



8. *a little /*  
*a lot of* vegetables

#### To-do List

1. *I need to buy a lot of dates.* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**1. Read the questions below and share your ideas with the class.**

- ◻ How do you get invitations to celebrations? Text messages, invitation cards, calls, etc.?
- ◻ What kind of celebration did you last attend? Did you like it?
- ◻ What kind of celebration did you last invite somebody? Did he/she like it?

**2. Read the invitation card and fill in the blanks below.**

1. The host of the party : \_\_\_\_\_
2. The type of the party : \_\_\_\_\_
3. The date of the party : \_\_\_\_\_
4. The time of the party : \_\_\_\_\_
5. The place of the party : \_\_\_\_\_
6. The things to do : \_\_\_\_\_

**3. Imagine that you are going to organise a birthday party for your best friend. Write an invitation card.**

## FUN CORNER

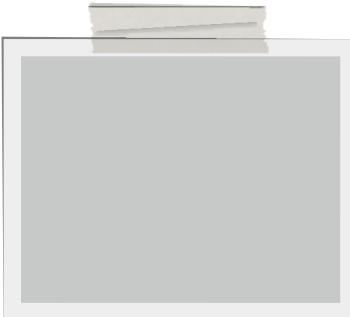


**Necessary Materials:** Scissors and a glue stick

1. Look at page 177. Cut the festival photos and stick them to the related places. Two photos are extra.



Tekirdağ Cherry Festival



The Mesir Macunu Festival



Alaçatı Herb Festival



The Orange Blossom Carnival



Göksun Caucasian Culture and Art Festival



Diyarbakır Watermelon Festival

2. After sticking them, read the instructions below and play the charade game.

- Make groups of seven or eight.
- Role-play one of the festivals without speaking, and your group friends try to guess it.
- Role-play one by one.

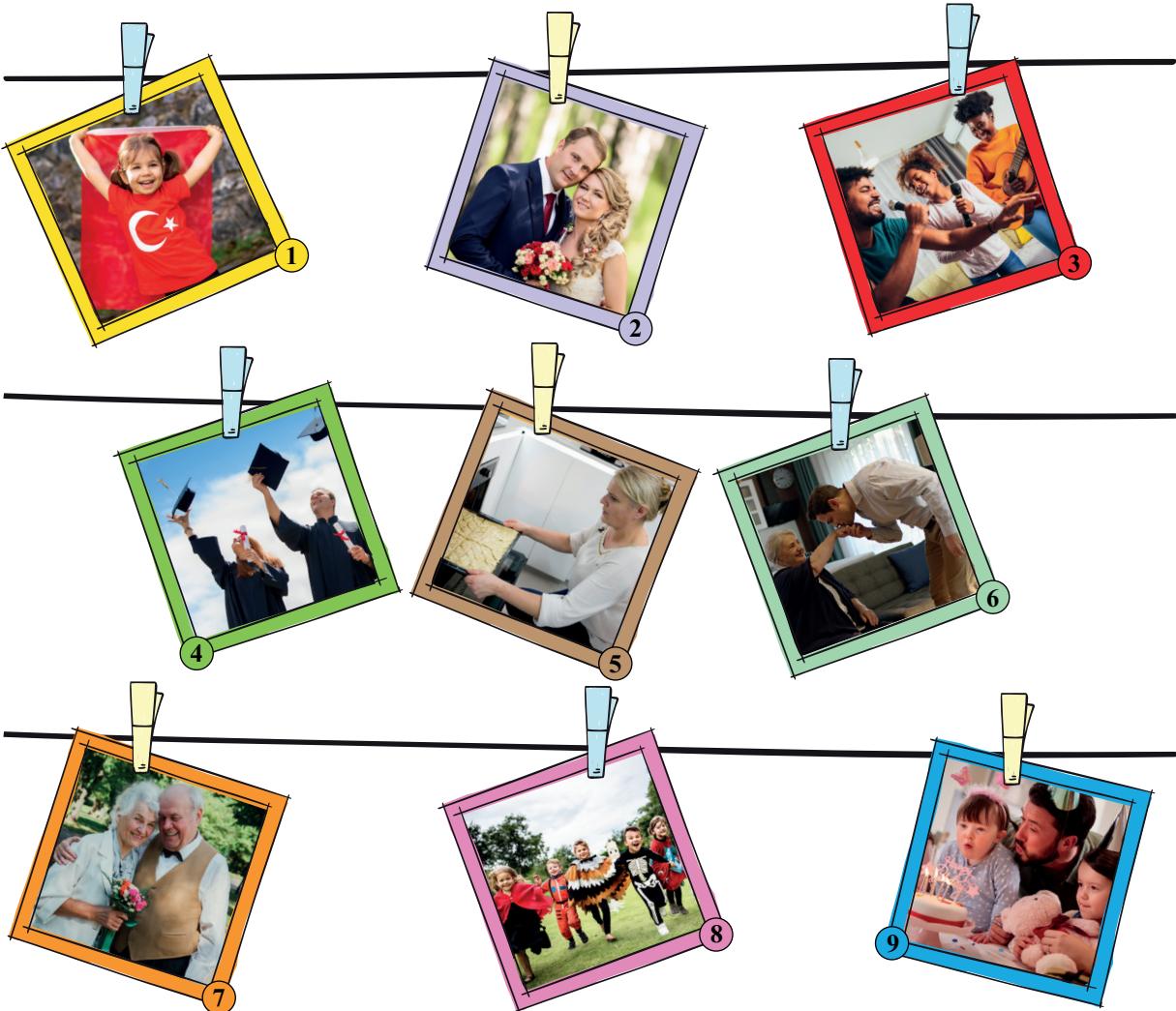
**Self-assessment** Tick the appropriate boxes according to yourself.

- 1. I can recognise utterances related to suggestions, needs and quantity of things.
- 2. I can talk about arrangements and sequences of actions.
- 3. I can make suggestions.
- 4. I can express needs and quantity.
- 5. I can understand texts about celebrations.
- 6. I can write invitation cards.



## EXERCISES

1. Look at the photos and read the related sentences in the same order below. Then fill in the blanks with the celebrations.



1. My daughter is carrying a Turkish flag on 23 April National Sovereignty and Children's Day.
2. Jessica and Joshua got married, and we attended their \_\_\_\_\_ last week.
3. The family had a great fun in \_\_\_\_\_ yesterday evening.
4. He didn't attend his \_\_\_\_\_ because he was ill.
5. My mother prepared our favourite traditional dessert baklava at the \_\_\_\_\_ after fasting for a month.
6. We celebrated the \_\_\_\_\_ and visited our grandparents.
7. They celebrated their 45<sup>th</sup> \_\_\_\_\_ last week.
8. The kids were really excited about the \_\_\_\_\_.
9. Her parents bought a cake for her \_\_\_\_\_.

2. Write the items under the correct photos. Three are extra.

cake	beverages	flowers	balloons	invitation card
hat	cologne	dessert	present	pyjamas
music	food	mask	candles	confetti



3. Read the text and answer the questions.

Hi, everyone! I am Anna. Today is a special day for me because I am organising my first welcome party for my sister, Molly. She lives in Spain, but she is going back to our hometown, Prague, tomorrow. First, I need to write text messages to invite my guests. Then I should decorate the house for the party. After that, I should do the shopping because I need a lot of food and beverages. I also need many balloons and party hats. Finally, I should arrange the music.



1. What kind of celebration is it?  
\_\_\_\_\_  
\_\_\_\_\_
2. Who is the party organiser?  
\_\_\_\_\_  
\_\_\_\_\_
3. Does Anna need food and beverages for the party?  
\_\_\_\_\_  
\_\_\_\_\_
4. How many balloons does she need?  
\_\_\_\_\_  
\_\_\_\_\_

# EXERCISES

**4. Put the sentences into the correct column.**

- a. Would you like some cake?
- b. Why don't you join us?
- c. No, thanks. I am full.
- d. Great idea.
- e. How about some coffee?
- f. Sorry, I can't.
- g. No, I don't like it.
- h. Of course.
- i. Let's prepare a guest list.
- j. That sounds great.
- k. I am sorry, but I am busy.
- l. Yes, please. Just a little.

Making Suggestions/Offers	Accepting	Refusing
<i>a</i>		

## 5. Look at the invitation card and answer the questions.



## 1. What kind of celebration is it?

## 2. When is the party?

### 3. Where is the party?

#### 4. What time is the party?

4. What time is the party?

---

**6. Read the responses of people to Samuel's invitation and answer the questions below.**



I am having a birthday party. Would you like to attend it?

Samuel

Meg

I would like to attend, but I am busy this Saturday.

Sandy

Thank you for  
your invitation. See  
you at the party.

Arnold

I'd love to. Can you send me the location?

Jacob

I am sorry, I can't  
because I have an  
exam.

1. Who makes the invitation? Samuel
2. Who refuses the invitation? \_\_\_\_\_
3. Who accepts the invitation? \_\_\_\_\_

**7. Circle the correct word/phrase.**

1. **How much/How many** people are coming to the party?
2. We need *some/any* candles for the birthday cake.
3. The wedding party was very crowded. There were *a little/a lot of* people.
4. Is there *any/a few* fruit juice?
5. **How much/How many** money do we need?
6. There is *a lot of/a little* milk in the bottle. It isn't enough for the cat.
7. There are only *a few/a lot of* guests at his party, so he is very sad.

**8. Put the words in order to make meaningful sentences.**

1. birthday/unwrap/Shall/the presents/we/?
2. grandparents/Let's/our/visit/tomorrow/.
3. the party/Would/like/you/to/join/?
4. juice/How about/orange/drinking/?
5. should/You/the party/Tina/invite/to/.
6. helping/What about/the preparations/with/?

## *Shall we unwrap the birthday presents?*

## EXERCISES

### 9. Read the questions and write the related numbers under the photos. One is extra.



1. What is the name of the bride?
2. Who is carrying the biggest Turkish flag?
3. Is it the 19 May the Commemoration of Atatürk, Youth and Sports Day today?
4. Who studied history at the university?
5. Where did she buy her wedding gown?
6. How many candles do we need?
7. Which university did you graduate from?

### 10. Listen to the text and fill in the blanks.



I'm giving a surprise party to my best friend. I need to do the shopping. I want to make a cake, so I need (1) \_\_\_\_\_ eggs and (2) \_\_\_\_\_ milk. There is enough flour and sugar at home. I don't need to buy them, but I need to buy (3) \_\_\_\_\_ strawberries because I want to put them on the cake. I also need to buy (4) \_\_\_\_\_ candles because there aren't (5) \_\_\_\_\_ candles at home. When I get all of these things, my cake is ready.

### 11. Match the questions with the answers. One is extra.

1. Would you like some cake?
2. What is your favourite party?
3. Who wants to wrap the presents?
4. What should we do to organise a party?
5. Why don't we watch the parade?
6. How many bananas do you want?
7. Which invitation card is beautiful?

- Slumber party.
- First, we should prepare the invitation cards.
- It's a good idea.
- I do.
- Yes, please.
- The blue one.
- Many balloons.
- Three.



## DREAMS

### Learning Outcomes

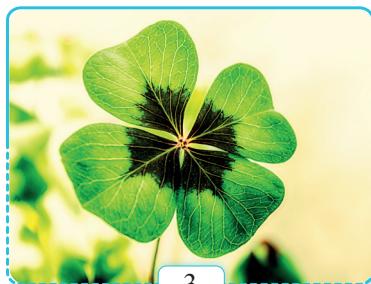
- You will understand utterances about predictions and future events in simple oral texts.
- You will talk about simple predictions.
- You will report on simple predictions.
- You will understand short and simple texts about predictions.
- You will write pieces about predictions and future events.

**1.** Match the photos with the sentences. One is extra.

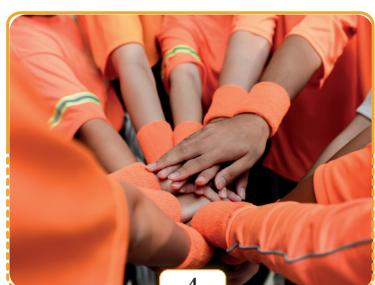
1

*b*

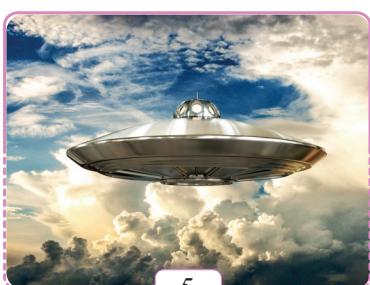
2



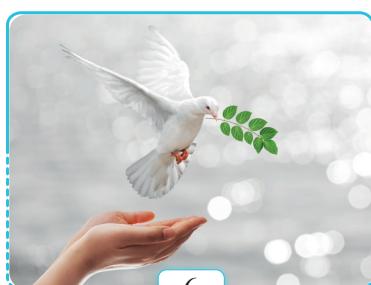
3



4



5



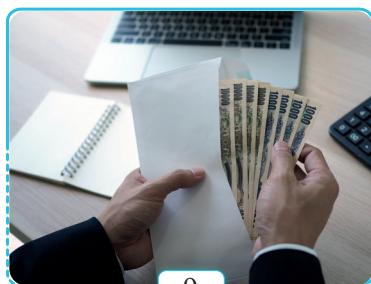
6



7



8



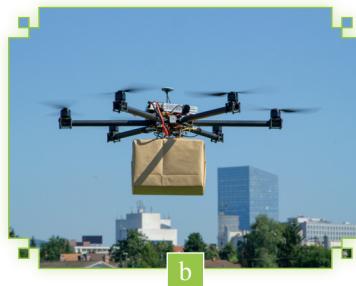
9

- a. I guess these foods total about 200 calories.
- b. I predict metallic and shiny clothes will be future fashion trends.
- c. A four-leaf clover is the symbol of luck.
- d. The white dove represents peace.
- e. I think she will have a great career as an engineer because she is very successful.
- f. You shouldn't miss the job offer because they will pay a very high salary.
- g. As a team, we have a strong belief to win the match.
- h. I want to be an astronaut one day. It's my dream.

## 2. Read the text. Some sentences are about the photos. Write the correct letters of the photos in the parenthesis. Two sentences are extra.

Technology is developing day by day. Scientists always imagine new things and produce new technologies. For example, robot vacuum cleaners are new products of technology. 1. (f) They can clean houses, workplaces, etc. like humans. The other example is delivery drones. 2. ( ) They fly to the destination spot with their package in a short time. Another technological development is self-driving cars. 3. ( ) Their numbers are increasing every year. Smart home technology is also one of the innovations. 4. ( ) It automates houses by controlling all the devices with smartphones or tablets.

Developing technology offers us new inventions every day. There are many predictions about them. Smart glass lenses are one of them. 5. ( ) These lenses will translate a foreign language in front of our eyes, like watching a film with subtitles. Another prediction is about digital walls. 6. ( ) People will touch sensor screens to communicate with other people, call for an ambulance or join a meeting. Also, scientists will probably produce food pills. 7. ( ) The other scientific invention may be the nail watch. 8. ( ) It will be on our thumbnail, and it will show the time. Let's wait and see if these predictions come true.



## 3. Read the text again. Tick *True* or *False*.

- Robot vacuum cleaners can also design houses.
- Delivery drones receive and carry packages in several minutes.
- The number of self-driving cars is increasing day by day.
- Smart glass lenses will be an excellent tool for translation.
- People can travel to space thanks to digital walls.
- People are using food pills and nail watches today.

True	False
<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



Interactive Activity

## 1. Listen to the song and fill in the blanks. Then sing along.

## What Will I Be?



When I was a child, I wondered about my (1) \_\_\_\_\_.

The question was always in my head;

“What will I be? What will I be?

Maybe an artist, maybe a/an (2) \_\_\_\_\_,

Maybe a journalist.

Only time will give the answer.”

Today, I am an adult.

I have a/an (3) \_\_\_\_\_ and am married with children.

But the same question is in my head;

“What will I be? What will I be?

Maybe healthy, maybe sick

Maybe (4) \_\_\_\_\_.

Only time will give the answer.”

I am an old man. Now, I am together with my grandchildren.

I gave up asking the same (5) \_\_\_\_\_ to myself because

I found the answer. It is peace.

I am retired. I am happy,

And I am in (6) \_\_\_\_\_.

I know as an old man we have no time to lose.

It is very precious, like a pearl.



## 2. Share your ideas about the questions below.

1. What do you want to be?
2. What's the meaning of this quote?

“Life is very precious like a pearl.”

Robert Herrick

an Elm grammatical Akademie Schreiber, Janne Schrey  
habe geschafft auf Schreibkunst am 3. Dezember  
1818 ganz schnell aufzufallen und ist auf Leipzig nach auf  
an Janne und auf mich auf Schreibkunst am 3. Dezember

LESSON **X2**

**3.** Read the letter and answer the questions.



Dear Elif,

I am in my final term at high school. My teachers say that I am an excellent student because I study my lessons very hard. I will take the university exam this year. I dream of studying software engineering at METU. I am very talented at calculation and computation, so I believe in myself. When I become a software engineer, I will produce new useful technologies. I hope I will receive a scholarship and continue my education in a foreign country because I want to develop myself in this field.

You will take the university exam next year, too. Are you studying hard? Which department do you want to study and why? Which university is your dream? Do you want to travel abroad? I wonder about the answers to all these questions. Write to me soon.

Lots of luck and wish me luck.

Sinem

1. What is the subject of the letter?
2. When will Sinem and Elif take the university exam?
3. What is Sinem's dream university?
4. Which department does Sinem want to study?
5. What will she do when she becomes a software engineer?
6. Does she hope to study in a foreign country?

**4.** Imagine that you are Elif. Write a response letter to Sinem.



Dear Sinem,

Best regards,  
Elif

**5.** Write a letter in your notebook about your dreams and expectations for the future.

## 1. Read the questions below and share your ideas with the class.

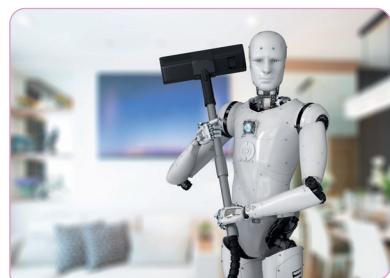
- ◻ What are your dreams for the future?
- ◻ What will the world be in the 2550s? Make a guess.

## 2. Read the sentences and write the words/phrases in bold under the correct photos. One is extra.

- a. I believe people will **travel in time** in the future.
- b. I believe there will be a **water shortage** in the future, unfortunately.
- c. I think I will have **alien** friends and neighbours in the future.
- d. I think there will be many **extinct animals** because humans harm and kill them.
- e. I expect the temperature will increase. The climate will change, and ice and snow in **the Arctic** will melt.
- f. I hope I will go to work in my **flying car**.
- g. I guess everybody will have **robots**. They will help us with doing chores, delivering food and driving.

1 *flying car*

2



3



4



5



6

## 3. Read the sentences in Exercise 2 again and categorise the predictions according to yourself. Write their letters in the correct box.

Positive	Negative
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

## 4. Listen to Patricia and Brad and circle the correct word/phrase.



Hi! My name is Patricia.



Hello! I am Brad.



Track 7.2

1. Patricia plans to be a *vet/zooologist*.
2. She will organise many *parties/campaigns* to help animals.
3. She may marry and *have kids/move*.
4. She dreams about a peaceful life in *the countryside/a big city*.
5. Brad dreams of being *a teacher/scientist*.
6. He will go to university and study *physics/chemistry*.
7. He dreams of receiving many *medals/awards*.
8. He wants to make a lot of *money/friends*.

## 5. Listen again and tick True or False.

True	False
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



Track 7.3

1. Patricia will probably work at a clinic in the future.
2. She wants to get married to an animal lover.
3. Brad is a fan of Nicola Tesla.
4. He wants to start a family.
5. He wants to see different countries, meet new people and taste local food.

## 6. What are your predictions for your future? Write a paragraph about your life in 2050. You can mention your education, career, private life, family life, etc.

e.g. *I will probably be a successful doctor, and I will work in a big hospital. I also believe I will find cures for some serious diseases and help many sick people. I guess I will be married with kids and will live in a peaceful countryside with my family.*



Write your paragraph here:

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Interactive Activity

**1.** Tick the sentences you believe it will come true in your future.

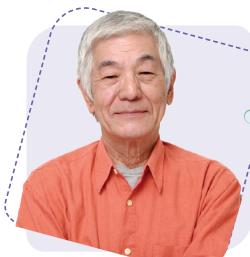
<input type="checkbox"/> I will buy a car.	<input type="checkbox"/> I will have a pet.
<input type="checkbox"/> I will live in the countryside.	<input type="checkbox"/> I will travel around the world.
<input type="checkbox"/> I will get married.	<input type="checkbox"/> I will find an excellent job.
<input type="checkbox"/> I will graduate from a university.	<input type="checkbox"/> I will live a peaceful life.

**2.** Look at the photos and write what the people dream of.



1. I hope *I will travel around the world* next year.

2. I hope \_\_\_\_\_ in five years.



3. I hope \_\_\_\_\_ next year.

4. I hope \_\_\_\_\_ next month.



5. I hope \_\_\_\_\_ this evening.

6. I hope \_\_\_\_\_ soon.

3. Look at the time expressions and complete the timeline according to your predictions and dreams for the future. You can look at the examples below.

*e.g. I will probably get to the airport two hours later.*

*I hope I will watch my favourite TV series this evening.*

*I guess I will meet my friends and go to the cinema tomorrow.*

*I believe I will learn how to play the violin this summer.*

## *What are your dreams and predictions for the future?*



**1. Make a speech about the future. You can use the questions below as a guide to make predictions in your presentation.**

- ❑ What do you think about new technologies? Do you want to use all of them?
- ❑ Are all the inventions useful and excellent?
- ❑ Do you want to use food pills, nail watches, digital walls, etc.? Why?
- ❑ Will our world be a more peaceful place in the future than today?
- ❑ Which one will people get as a salary in the future? Physical money or digital money?



**2. Work in pairs. Write the words below on pieces of paper and fold them. Pick a piece of paper in the pile and make a prediction about it. Each prediction sentence makes one point. The one with the most points is the winner.**

*e.g. All the cars will probably fly in the future.*

*I believe that we will use smart technologies in education in a few years.*

■ smart technologies	■ computers	■ climate change
■ robots	■ pollution	■ salary
■ career	■ drones	■ sustainable energy
■ space holiday	■ food	■ health
■ self-driving car	■ education	■ solar energy
■ wearable technologies	■ peace	■ environment

## FUN CORNER

Read the instructions below and play the game.

Make groups of five in the class. Toss a coin. Move one square for heads and two squares for tails.

Answer the questions on the squares. The first one to arrive at the "Finish" is the winner.



<b>START</b>	What will you do tomorrow?	What will you do next weekend?	How will you travel in 2060?	MISS A TURN!
				What will you have for dinner this evening?
				What will you have for breakfast tomorrow?
What will your job be in the future?	MOVE FORWARD ONE SQUARE!	How will you celebrate your 30 <sup>th</sup> birthday?	What will be the popular jobs in 30 years?	
Where will you go this summer?				
Which university will you study at?				
MOVE BACKWARD TWO SQUARES!				
When will you get married?	Which city will you live in 10 years later?	GO BACK TO THE START POINT!	How will you come to school tomorrow?	<b>FINISH</b>

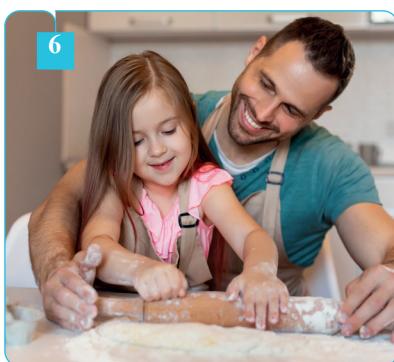
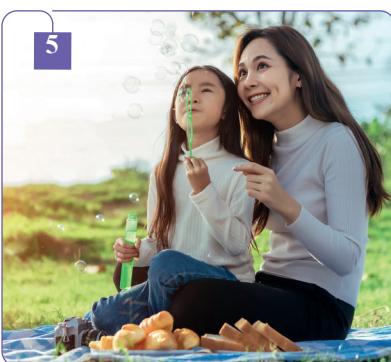
## Self-assessment

Tick the appropriate boxes according to yourself.

- 1. I can understand utterances about predictions and future events in simple oral texts.
- 2. I can talk about simple predictions.
- 3. I can report on simple predictions.
- 4. I can understand short and simple texts about predictions.
- 5. I can write pieces about predictions and future events.

# EXERCISES

1. Answer the questions according to the photos in the same order.



1. What will Harry and Emily do next month?
2. Will Ashley and Linda feed the animals tomorrow?
3. What will Nelson do this evening?
4. Will Steve and his friends go to cinema?
5. Will Evelyn and her mother watch TV two hours later?
6. What will Laura and her father do?
7. What will Oliver do next weekend?
8. Will Stuart show a trick on his mother's birthday?
9. What will Fiona do tomorrow?

***They will get married.***

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## 2. Read the text and answer the questions.

Hi! I am Pamela. I am 13 years old. I'm writing a letter to my future because I want to talk about my dreams. I hope I will read this letter as a famous actress in 2042. I believe I will be very successful and famous in the future. I will make a good career. I will buy a beautiful house and a car. I will also organise charity events and campaigns to help disabled people. I will establish nursing homes for the elderly. I won't be a selfish person. I will spend my money to help the people in need. I will move to a big city and have a happy life there.



1. What is Pamela's dream job? \_\_\_\_\_
2. What will she buy in the future? \_\_\_\_\_
3. Will she become a generous person and spend money for others? \_\_\_\_\_
4. Is travelling the world a part of her dreams? \_\_\_\_\_
5. Will she live in the countryside? \_\_\_\_\_

## 3. Listen to the interview and tick Mustafa's dreams.



## EXERCISES

### 4. Read the questions and circle the correct answers.

1. What's your dream for the future?  
a. Being a web designer.      b. I hope I will come.      c. Definitely, not.
2. Will you go to university after high school?  
a. 3D architect.      b. The following day.      c. Definitely.
3. Do you think our team will win the match?  
a. I'm sorry, I can't.      b. I hope they will.      c. Great idea.
4. What kind of world do you dream of?  
a. In peace.      b. Of course, not.      c. Probably, not.
5. Will you come with us to the cafe?  
a. It's a trick.      b. Next Saturday.      c. Yes, I'd love to.
6. Where will you go?  
a. It's about my career.      b. To the supermarket.      c. Probably.
7. Who will join the music club?  
a. It's education.      b. John.      c. Of course.

### 5. Odd one out.

1. a. robot	b. self-driving car	c. digital wall	d. telegraph
2. a. typewriter	b. nail watch	c. smart home	d. flying car
3. a. salary	b. celebration	c. career	d. business
4. a. guess	b. predict	c. education	d. imagine
5. a. peace	b. battle	c. war	d. fight
6. a. chef	b. vet	c. scientist	d. trick
7. a. discover	b. invent	c. luck	d. explore
8. a. difficulty	b. comfort	c. problem	d. disaster
9. a. pollution	b. receive	c. solar energy	d. environment
10. a. yesterday	b. past	c. previous	d. future

**6.** Read the predictions about 2080. Tick the correct sentences according to yourself.

	GOOD NEWS	BAD NEWS
1. We won't eat. We will use food pills.	<input type="radio"/>	<input type="radio"/>
2. We will translate all languages with contact lenses.	<input type="radio"/>	<input type="radio"/>
3. We will use flying cars, so there won't be any traffic jam.	<input type="radio"/>	<input type="radio"/>
4. Environmental pollution will increase.	<input type="radio"/>	<input type="radio"/>
5. Some animals will go extinct.	<input type="radio"/>	<input type="radio"/>
6. Everybody will travel in space.	<input type="radio"/>	<input type="radio"/>
7. Scientists will find a cure for every disease.	<input type="radio"/>	<input type="radio"/>
8. There will be water and food shortages.	<input type="radio"/>	<input type="radio"/>



**7.** Complete the sentences with the correct forms of the words. One is extra.

use	be	do	live
charge	need	drive	receive

1. Our team will receive the gold medal in tomorrow's ceremony because they beat their rival.
2. People will not use petrol cars in 50 years. They will charge their cars with electricity.
3. Physical money will be out of date in the next years because of digital money.
4. All people will use wearable technologies in the following years.
5. Robots will do every physical work. We will receive human workforce.

## EXERCISES

8. Write sentences with reasons about Aziz's predictions.



1. *He will do a world bike tour because he finds it exciting.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



EBA



Presentation

## PUBLIC BUILDINGS

### Learning Outcomes

- You will recognise the names of the public buildings.
- You will understand explanations with reasons.
- You will give explanations with reasons.
- You will report on explanations with reasons.
- You will understand simple expressions and recognise familiar words about explanations with reasons.
- You will write pieces about explanations with reasons.

## 1. Match the photos with the public buildings below. Three are extra.

a. bakery	b. fire station	c. amusement park	d. shopping centre	e. library
f. toy shop	g. florist's	h. game store	i. art gallery	j. chemist's
k. cinema	l. nursery home	m. café	n. city hall	o. grocery

1. c2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

**2.** Read the text and tick the places James and Ceyda visited last Saturday.

Hi! I am Ceyda. My friend, James, came to İstanbul to visit me last Saturday. It was a busy day for us. First, we went to a park to have breakfast outdoors. Then we decided to go to a shopping centre to buy a T-shirt and trainers. After we bought them, we went to a bookstore to buy a novel. Next, we went to a café to drink something. After we left the shopping centre, we went to visit Topkapı Palace Museum and The Hagia Sophia Grand Mosque. Finally, we wanted to take a Bosphorus tour to see wonderful views of the city. On our way home, we went to the grocery to get some fresh fruit and vegetables. When we arrived home, we were really tired and had a rest.



## 3. Read the text again and answer the questions.

1. Which city did James travel to?
2. Where did Ceyda and James go first?
3. Why did they go to a shopping centre?
4. Where did they buy a novel?
5. Where did they visit after the bookstore?
6. Did they visit Topkapı Palace Museum?
7. Why did they go to the grocery?

*İstanbul*


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4. Read the statements about the places in Exercise 2 and tick *True* or *False*.

1. You can buy a sweatshirt in a shopping centre.
2. You can borrow a book at a bookstore.
3. You can buy some flowers at a music store.
4. You can visit a mosque to pray there.
5. You can buy some bread at a museum.
6. You can take a Bosphorus tour to see the city.
7. You can buy some medicine at a grocery.

True	False
✓	○
○	○
○	○
○	○
○	○
○	○
○	○

## 5. Write about the places you plan/want to visit this weekend and what you can do there as in the example.

e.g. *My friend, Aslı, is coming from Izmir to Ankara to visit me this weekend. I should wake up early and go to the bakery to buy some bread and bagels for our breakfast. After breakfast, Aslı and I are going to Anıtkabir to visit Atatürk's Mausoleum. Later in the afternoon, we can visit the Museum of Anatolian Civilisations because she loves seeing historical items and old objects. Then...*




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**1. Read the questions and share your ideas with the class.**

- ◻ Which public buildings are there in your city/town?
- ◻ Which public building do you visit most? Why?

**2. Match the places with the items. One is extra.**

a. restaurant	b. chemist's	c. cinema	d. art gallery	e. florist's
f. bakery	g. bank	h. library	i. amusement park	j. post office

1. medicine / b

2. package / \_\_\_\_\_



3. muffins / \_\_\_\_\_



4. Turkish kebab / \_\_\_\_\_



5. flowers / \_\_\_\_\_



6. money / \_\_\_\_\_



7. paintings / \_\_\_\_\_



8. bumper cars / \_\_\_\_\_



9. books / \_\_\_\_\_

**3. Prepare a visual dictionary about the public buildings.**

**1.** Share your ideas about the questions below with the class.

- ◻ Do you go to any of these places? Why?
- ◻ What do you do there?



shopping centre



chemist's



bakery

**2.** Listen to the speech about the public buildings. Write the names of the people under the correct photos. Two photos are extra.

Track 8.1



Interactive Activity

Irina



1. \_\_\_\_\_

Suleiman



2. \_\_\_\_\_

Archie



3. \_\_\_\_\_

Farah



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**3.** Listen again and answer the questions.

1. What does Farah's father like? \_\_\_\_\_
2. What did Archie's father buy? \_\_\_\_\_
3. What did Suleiman's teacher want? \_\_\_\_\_
4. What does Irina's mother like? \_\_\_\_\_



Track 8.2

4. Imagine that you visited some places last weekend. Then make a presentation about why you went there as in the example. You can use the places below.



library



concert hall



café



amusement park



art gallery



clothes shop



travel agent



florist's

e.g. Yesterday was my day off, and I wanted to meet my friends. I called them, and we decided to go to the amusement park to ride the Ferris wheel. It was very exciting. Then we got hungry, and we went to a café to eat pizza. After eating our pizza, I said goodbye to my friends to go to the art gallery. Finally, I went to the florist's to buy some flowers for my grandmother.

5. Look at the photos in Exercise 4 and write what you can do in these places.

e.g. Library

I can borrow or read a book there.

1. Concert Hall

2. Café

3. Amusement Park

4. Art Gallery

5. Clothes Shop

6. Travel Agent

7. Florist's

6. Work in pairs. Say a public building name. Then your friend will say two things about it.



chemist's  
bakery

painkiller, suncream  
bread, pastry



## 1. Share your ideas about the question with the class.

Where can you see these notices? Make some guesses.



## 2. Listen to the dialogue between Matt and Ann. Then write the names of the places they talk about.



## Names of the Places

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## 3. Listen to the dialogue again and correct the underlined words and phrases according to the text.



Track 8.4

1. Matt went to the concert hall last night.
2. He goes to the sports centre every day to run.
3. He trains very hard to get the job.
4. Ann suggests taking some painkiller.
5. Ann will go to the municipal office to take the passport.
6. She will go to a coffee shop with her friends to eat something.
7. He refuses Ann's invitation.

*didn't go*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Interactive Activity

**4.** Work in pairs. Make a similar dialogue about the places in the photos. Use the phrases in the boxes as in the example below.



pet shop



jewellery store



municipal office



park



hairdresser's



auto showroom



toy shop



restaurant



Let's....

Shall we... ?

How about... ?

Would you like... ?

**Eric:** Shall we drink coffee, Melinda?**Melinda:** I'm sorry, I can't. I will go to the pet shop.**Eric:** Why will you go to the pet shop?**Melinda:** To buy dog food.

To buy a necklace for my mother.

To see the mayor.

To ride a bike.

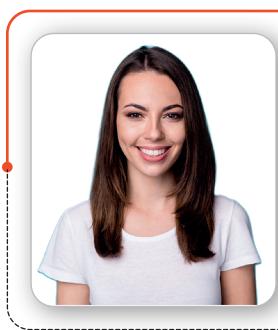
To have a haircut.

To buy a new model car.

To buy a present for my sister.

To eat something.

**5.** Work in pairs. Look at the places in Exercise 4. Then tell what you want and make suggestions as in the example.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lucy:** I want to see the mayor.**Mike:** You should go to the municipal office.

## 1. Share your ideas about the question with the class.

Do you like your neighbourhood? Give your reasons.

**2. Read the paragraph and answer the questions.**



I live in a nice neighbourhood near the centre of town. I think it is a great place to live. There's a great bakery in my neighbourhood. I go there to buy croissants. Also, I enjoy meeting with my friends at the coffee shop at weekends. I am a bookworm and I often go to the library to borrow books. I am also a fan of watching films, so I love going to the cinema. I especially never miss comedy films. I sometimes go to the park to have a picnic. I rarely go to the florist's to buy flowers. Finally, I sometimes go to the hospital to see a doctor.

1. What does she buy at the bakery?
2. Why does she go to the library?
3. Does she go to the park to have a picnic?
4. Where does she rarely go to?

**3.** Write a paragraph about the places in your neighbourhood and explain why you go to these places as in the example.



**FUN CORNER**

**Read the instructions below and play the game.**

1. Work in pairs.
2. Cut out the photo cards and word cards on page 179.
3. Put them face down on the desk.
4. Put the photo cards at the top.
5. Put the word cards at the bottom.
6. Turn over a photo card and a word card.
7. When you find the true match, get the cards.
8. When you find the false match, reverse the cards.
9. When you reverse the cards, your friend starts to turn over the cards.
10. The one to get the most cards is the winner.



Interactive  
Evaluation 1



**Self-assessment** **Tick the appropriate boxes according to yourself.**

- 1. I can recognise the names of the public buildings.
- 2. I can understand explanations with reasons.
- 3. I can give explanations with reasons.
- 4. I can report on explanations with reasons.
- 5. I can understand simple expressions and recognise familiar words about explanations with reasons.
- 6. I can write pieces about explanations with reasons.

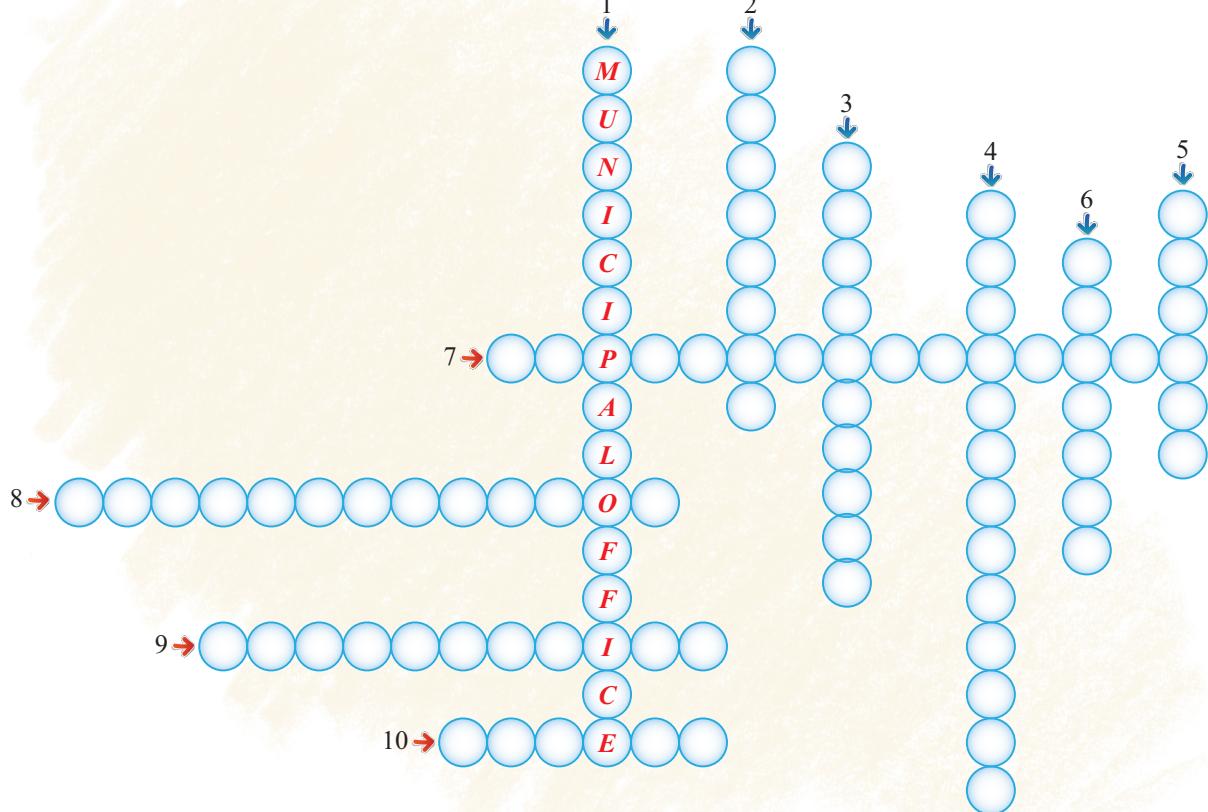


Interactive  
Evaluation 2

# EXERCISES

## 1. Read the sentences and do the puzzle about public buildings.

municipal office	police station	bakery	coffee shop	cinema
amusement park	department store	fire station	grocery	chemist's



### ACROSS

7. You can buy some clothes there.
8. You can report a crime there.
9. You can meet firefighters there.
10. You can buy some fresh bread there.

### DOWN

1. You can see the mayor there.
2. You can buy medicine there.
3. You can meet your friends for a drink there.
4. You can ride the bumper cars there.
5. You can watch a film there.
6. You can get fruit and vegetables there.

2. First, match the buildings with the photos. Then write what you can do there. Two are extra.

a. sports centre	b. hospital	c. supermarket	d. concert hall	e. stadium
f. butcher's	g. museum	h. mosque	i. coffee shop	j. airport



c



1. I can buy milk and bread at the supermarket.

2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

## EXERCISES

3. Listen to the audio and write the names of the places under the photos.



1. \_\_\_\_\_



2. \_\_\_\_\_

4. Listen again and fill in the blanks.



1. \_\_\_\_\_ come with us?
2. I'd like to, \_\_\_\_\_.
3. \_\_\_\_\_ with you?
4. OK, \_\_\_\_\_.

5. Read the dialogues and write the names of the places in the blanks.



Hello. Can I have a Turkish coffee, please?

Of course. Here you are.



1. Place Name: \_\_\_\_\_



Have you got a pink dress?

Yes, what size are you?



2. Place Name: \_\_\_\_\_



It's my prescription. May I take this medicine?

Surely. Get well soon.



3. Place Name: \_\_\_\_\_



How much money is a bouquet of roses?

₺ 50.



4. Place Name: \_\_\_\_\_

6. Write the names of the places in the blanks. Then match the sentences with the photos. One is extra.

shoe store

supermarket

fire station

petrol station

airport

bakery

florist's



a. I fly to London every summer. ( 2 )

b. I should fill my car tank. (        )

c. I need a pair of sandals. (        )

d. I call 112 when I see a fire. (        )

e. I will buy some daisies for my mother. (        )

f. I should shop for dinner. (        )

# EXERCISES

**7. Read the text and circle the correct word/phrase.**

Kevin has a busy schedule today. First, he should see the doctor in the hospital in the morning because he has an appointment. Then he should go to a department store to buy some electronics. He can go to a coffee shop to drink a cup of coffee to get some energy in the afternoon. After that, he should take his son to a game store to buy some video games. Next, he will send a letter, so he should go to a post office. Finally, before he comes back home in the evening, he should go to a supermarket to do the shopping.



1. Kevin should go to the ***hospital/chemist's*** in the morning.
2. He should go to a department store to buy some ***electronics/furniture***.
3. He can get a cup of coffee at the ***coffee shop/restaurant***.
4. He also should take his son to a ***game store/bookstore***.
5. He should send a ***package/letter*** at the post office.
6. Before he arrives home, he should go to the ***dentist's/supermarket***.

**8. Read the sentences and choose the correct option.**



## ENVIRONMENT

### Learning Outcomes

- You will understand phrases and the highest frequency vocabulary about environment.
- You will follow how a simple process is described in clear oral texts.
- You will talk about obligations.
- You will give simple instructions for a specific process.
- You will give a simple description or presentation of a process.
- You will identify specific information in various texts about environment.
- You will write short, simple messages about environment.
- You will write a short description of a process.

**1.** Match the photos with the words/phrases below. Three are extra.

a. eco-friendly products	b. recycling bins	c. air pollution	d. wind energy
e. pesticides	f. nuclear waste	g. seed	h. water pollution
i. global warming	j. solar energy	k. rubbish	l. rechargeable battery

**2.** Fill in the blanks with the words/phrases above.

- If the water pollution continues, there will be a danger of losing living creatures in the Marmara Sea.
- is increasing day by day because of the smoke of cars and factories.
- We should always use   to protect our environment.
- People use   to collect materials and send them to recycling centers.
- panels convert sunlight into electrical energy.
- Farmers spray   on plants to kill pests, but they damage people's health.
- causes the extinction of many plant and animal species.

**3.** Do you know the meaning of these words? If yes, share the meanings with the class. If not, look them up in your dictionary.

vital

waste

separate

clean

prevent

process

product

odour

factory

useless

convert

sort

pest

facilitate

conserve

**4.** Listen to the text. What is the text about? Tick the correct photo.



**5.** Listen to the text again and fill in the blanks.



1. What is recycling?

Recycling is the process of converting \_\_\_\_\_ products into new products.

2. What are the four steps of recycling?

First, \_\_\_\_\_ the products.

Second, \_\_\_\_\_ them.

Third, \_\_\_\_\_ the products by type.

Finally, buy \_\_\_\_\_ products.

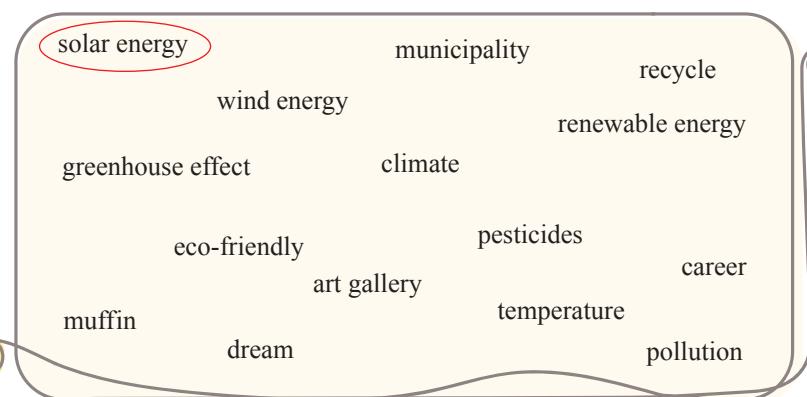


**6.** Prepare a visual dictionary about the environment.

**1.** Read the question below and share your ideas with the class.

What can we do to protect the environment?

**2.** Circle the words related to the environment.



**3.** Listen to the audio and tick the photos of what we must do to protect the environment. Two are extra.



**4.** Listen again and choose the correct options.



1. The newspaper warns us about \_\_\_\_\_.

a. wild animals      b. global warming

2. Dylan is worried about \_\_\_\_\_.

a. the future of our planet      b. his career

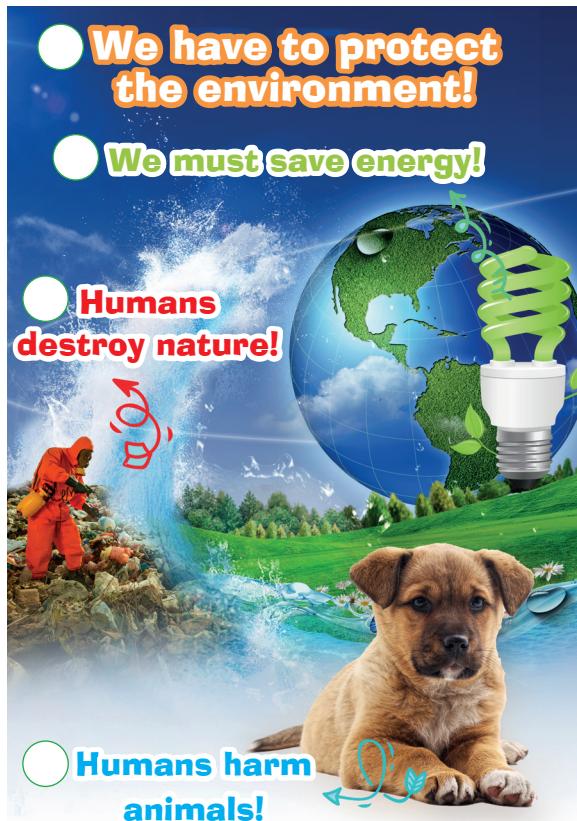
3. Humans are responsible for \_\_\_\_\_.

a. healthy vegetables      b. disturbing the balance of nature

4. We mustn't \_\_\_\_\_.

a. buy organic food      b. cut down the trees

5. Look at the poster and tick the messages about saving the environment. Then write your own messages in the blanks.



Your Messages about the Environment

1. \_\_\_\_\_

2. \_\_\_\_\_

6. Work in pairs. Look at the problems below and think about what we must/have to do about them. First, write down your ideas. Then ask for your friend's ideas.

Problem	You	Your Friend
Deforestation	<i>We have to protect the forests.</i> <i>We must plant trees.</i>	
Waste of Energy		
Global Warming		
Air Pollution		
Water Pollution		

## 1. Share your ideas about the questions with the class.

- ❑ Do you recycle? Why?
- ❑ Do you use eco-friendly products? Why?

## 2. First, match the objects with the photos. Two are extra. Then write the object names on the correct bins.

a. newspaper

b. mirror

c. apple

d. bag

e. battery

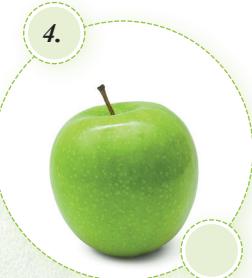
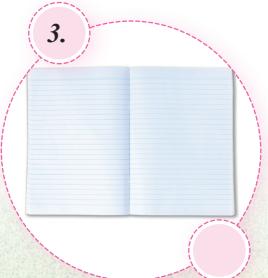
f. fish

g. jar

h. notebook

i. bottle

j. tin

newspaper


**3.** Read the text and answer the questions.

Our planet has many environmental problems. They threaten the future of our planet and the life of all living creatures. The first problem is deforestation. Humans destroy forests and cut down trees severely and illegally, so oxygen in the air decreases, greenhouse gases enter the atmosphere, and the temperature increases. We have to protect forests and plant trees. The second one is pollution. Humans throw garbage into seas and land.

Chemicals from factories pollute rivers and seas. Our cars and factories pollute the air. The pollution threatens and kills many animals and plants. We should stop using harmful chemicals and stop throwing garbage into the environment. The third one is wasting. We waste our water, electricity, food, products, etc. We must use eco-friendly products. We have to buy energy-efficient vehicles. The Earth is our world, and we must protect it. Before it is too late, we must take action.



1. What are the environmental problems in the text?
2. Do humans cause deforestation?
3. What do we have to do against deforestation?
4. How does pollution affect animals and plants?
5. What kind of products must we use for the environment?

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**4.** Work in pairs. Look at the questions below. Discuss them with your friend and find reasonable answers. You can add more questions if you want.

1. Why do we have to recycle?
2. Why must we protect forests and natural habitats?
3. Why should we use public transport?
4. Why must we use renewable energy?



Burak

Why do we have to recycle?

We must recycle because it saves energy, reduces greenhouse gases, prevents pollution and keeps the environment clean.



Jamila

**1.** Share your ideas about 3R with the class.**2.** Read the text and number the photos according to the order of the precautions mentioned in the text. Two photos are extra.

Hello, everybody. I am a climate scientist professor doctor Beril Yamantürk. Today, I want to talk about global warming. It is the heating of land, oceans and the atmosphere. Ice melting and climate change are the most important results of global warming. We should take some precautions immediately to stop global warming. First, we should plant trees. Trees clean the air because they release oxygen into it. Second, we must save energy, so don't leave lights and electrical devices on when they are not in use. Then, we have to use renewable energy. They generate electricity in a clean way. Finally, we must reduce, reuse and recycle. We must care about protecting our world.

**3.** Read the text again and answer the questions.

1. Is global warming the cooling of land, oceans and the atmosphere?
2. What are the results of global warming?
3. Should we take some precautions immediately?
4. How many precautions does the professor count?
5. What do trees release?
6. How does renewable energy generate electricity?

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**4. Work in pairs. Choose one of the topics below. Then ask and answer questions as in the example.**

- ❑ Environmental pollution
- ❑ Air pollution
- ❑ Sea pollution

Sera, what should we do to prevent sea pollution?

It's OK. What is the other step?

And, then?

Is there anything else?



First, we should be aware of the problems about sea pollution.

Second, we shouldn't throw our garbage into the seas.

Then, we shouldn't throw dirty water into the seas.

Finally, we should avoid overfishing.

**5. Make a presentation of a process about what we should do to stop global warming as in the example. Use some solution tips below.**

*e.g. First, get information about global warming. Next, ...*

- ❑ Get information about global warming.
- ❑ Drive less. Walk, bike or use public transport more often.
- ❑ Don't waste materials.
- ❑ Use less hot water and take a shorter shower.
- ❑ Don't use plastic materials.
- ❑ Adjust your thermostat.

6. Prepare a brochure explaining how to protect forests. Use the ideas below and write your sentences as in the example.



- ◻ First, \_\_\_\_\_
- ◻ Second, \_\_\_\_\_
- ◻ Next, \_\_\_\_\_
- ◻ After that, \_\_\_\_\_
- ◻ Finally, \_\_\_\_\_

## FUN CORNER

**Read and answer the questions below. Circle your answers and find out if you are environmentally friendly or not?**



## Score

a 3 points

**b** 2 points

 1 point

12-15 points

You are very “green”. You love the environment.

7-11 points

You like the environment, but you should try harder to protect it.

1-6 point(s)

You must be careful because you damage the environment.



## Self-assessment

**Tick the appropriate boxes according to yourself.**

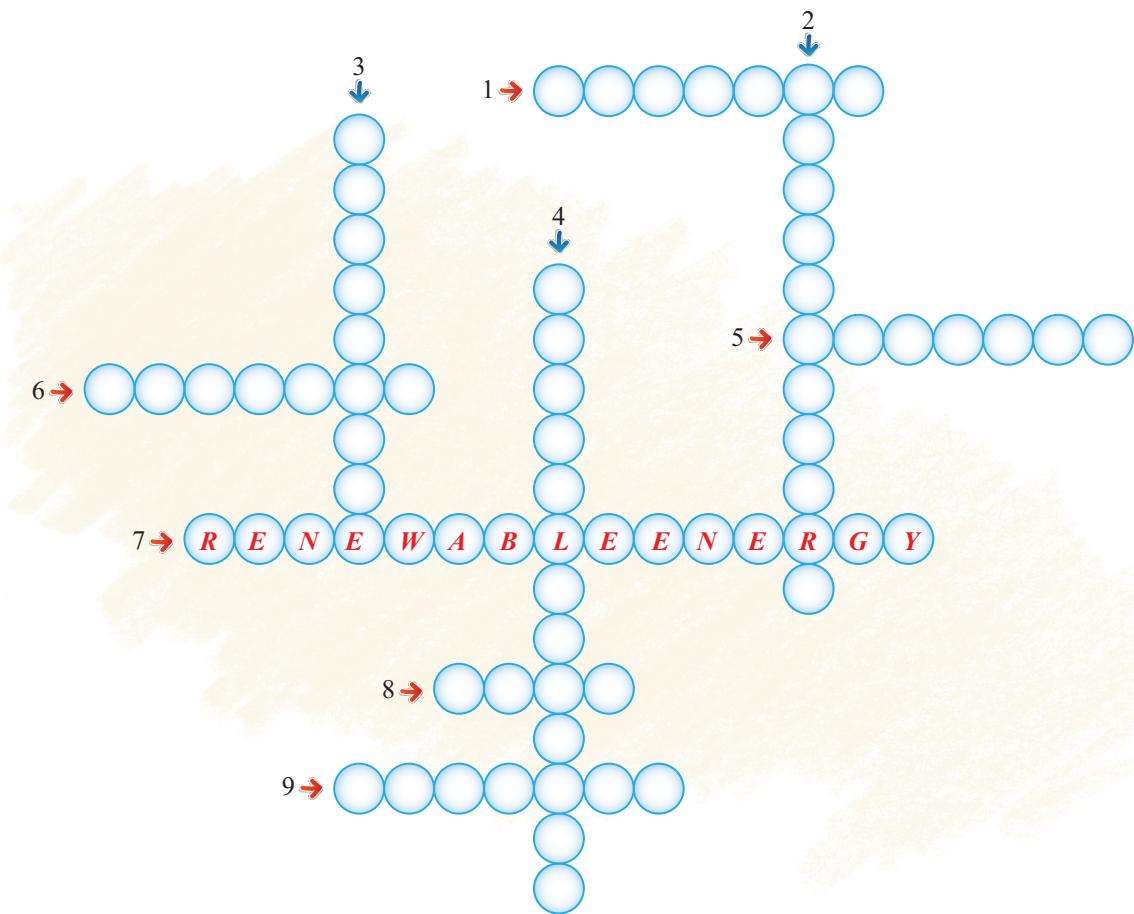
- 1. I can understand phrases and the highest frequency vocabulary about environment.
- 2. I can follow how a simple process is described in clear oral texts.
- 3. I can talk about obligations.
- 4. I can give simple instructions for a specific process.
- 5. I can give a simple description or presentation of a process.
- 6. I can identify specific information in various texts about environment.
- 7. I can write short, simple messages about environment.
- 8. I can write a short description of a process.



# EXERCISES

## 1. Read the clues below and do the puzzle.

renewable energy	temperature	recycle	pesticide	harm
rubbish	pollute	global warming	protect	



### ACROSS

1. to make a dirty environment
5. to reuse materials
6. to save
7. clean energy
8. to damage
9. garbage

### DOWN

2. the degree of heat
3. a substance used for destroying insects or other organisms
4. heating of the surface, oceans and atmosphere

2. Look at the photos about the recycling process and put the words in the correct order.



sort/out/first/materials/the/.

1. \_\_\_\_\_



bags/separate/second/into/the materials/.

2. \_\_\_\_\_



into/put/then/them/bins/recycling/the/.

3. \_\_\_\_\_



finally/buy/recycled/products/.

4. \_\_\_\_\_

3. Match the questions with the answers. One is extra.

1. What is renewable energy?

a. Yes, it is.

2. What is the effect of global warming?

b. Yes, we should.

3. Is the greenhouse effect harmful to the world?

c. Ice-melting.

4. Should we recycle the waste materials?

d. It means using again.

5. Why are rainforests important?

e. They produce oxygen.

6. What is the meaning of recycling?

f. Pesticides.

g. Clean energy.

## EXERCISES

### 4. Match the words with the photos. One is extra.

a. rubbish	b. nature	c. temperature	d. pesticides	e. public transport
f. recycle	g. deforestation	h. greenhouse	i. wind energy	j. water pollution



1.



2.



3.



4.



5.



6.



7.



8.



9.

### 5. Circle the correct word.

1. We **should**/**shouldn't** pollute the air, land and water.
2. We **have to**/**mustn't** save electricity.
3. We **must**/**mustn't** recycle materials.
4. We **have to**/**shouldn't** destroy forests.
5. We **must**/**shouldn't** use pesticides.
6. We **should**/**mustn't** use public transport.
7. We **must**/**mustn't** use renewable energy.

**6.** Look at the photos describing the process of generating electricity with wind turbines. Then match the sentences with the photos.

a.

Build the wind turbines.

b.

Take permission from the local authorities.

c.

Decide the area you need to use.

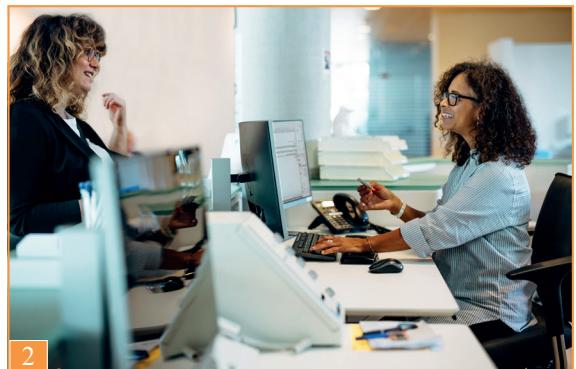
d.

Plan the wind turbines project.



1

First,



2

Next,



3

Then,



4

Finally,

**7. Odd one out.**

1. a. pollution

b. waste

c. oxygen

d. rubbish

2. a. solar energy

b. wind energy

c. geothermal energy

d. fossil fuels

3. a. reuse

b. recycle

c. garbage

d. reduce

4. a. pesticides

b. wildlife

c. forest

d. trees

5. a. protect

b. harm

c. conserve

d. save

## EXERCISES

### 8. Listen to the audio and tick the precautions in the photos. Two are extra.



### 9. Read the text and tick True or False.

Global warming is the increase in the average temperature of our planet. It is dangerous for our life and the world because it changes the climate. The ice in the poles is melting, and sea levels are rising. Humans are responsible for that. We pollute the environment, destroy forests and harm nature. We threaten the balance of the planet. We have to protect the environment and save the world. We must use renewable energy, recycle, start using public transport and buy energy-efficient vehicles.

True	False
------	-------

1. Global warming is the decrease in the average temperature of our planet.
2. Animals are responsible for global warming.
3. We disturb the balance of the planet.
4. We must use renewable energy and recycle materials.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



EBA



Presentation

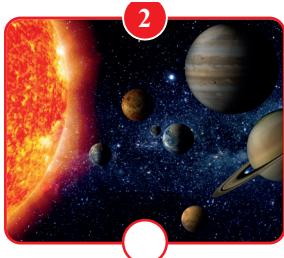
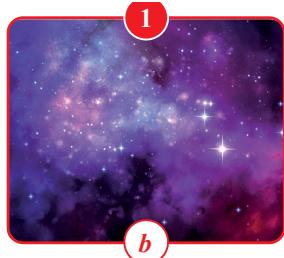
## PLANETS

### Learning Outcomes

- You will identify the discussion topic about popular science in simple oral texts.
- You will make simple comparisons.
- You will talk about past events.
- You will report on general truths in various ways.
- You will identify specific information in various texts about facts and general truths.
- You will identify specific information about past events.
- You will write short and basic descriptions of facts and general truths.

**1. Answer the questions below and share your ideas with the class.**

- ◻ What do you know about our Solar System?
- ◻ How many planets are there? What are their names?
- ◻ Do you think there is life on other planets?

**2. Match the words/phrases in the box with the photos. One is extra.**

a. Solar System

b. galaxy

c. the Moon

d. space shuttle

e. orbit

f. satellite

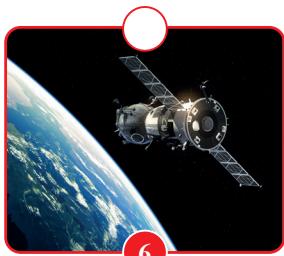
g. meteor shower

h. observation

i. the Earth

j. surface

k. comet



## 3. Listen to the audio about two friends' discussion and choose the topic.



space holiday

what makes the Earth habitable

finding water on Mars



## 4. Listen to the audio again and choose the correct option.



1. Does Jay think the Earth is the only habitable planet in the universe?
  - a. Yes, he does.
  - b. No, he doesn't.
  - c. He is not sure.
2. What are both scientists and astronauts looking for?
  - a. a new satellite
  - b. water on Mars
  - c. new planet to live
3. What is the first feature of a habitable planet?
  - a. distance from the Sun
  - b. distance from the Moon
  - c. distance from Mars
4. What does the right atmosphere do?
  - a. protects the animals
  - b. provides the air
  - c. prevents water from freezing
5. What is the last feature of a habitable planet?
  - a. oxygen
  - b. light
  - c. temperature

## 5. Work in pairs. Prepare a poster about the Earth and Solar System and give scientific information about them in the class. Search the Internet if you need help.



e.g. There are stars, the Sun, moons, asteroids, comets, meteoroids and the planets in our Solar System. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune are the eight planets. There are...

**1.** Match the words with their meanings. One is extra.

1. rover

5. a. the top of something

2. launch

b. search, explore

3. land

c. putting someone or something on a place

4. sample

d. a vehicle for driving over a rough area

5. surface

e. a small part to show what the whole is like

f. sending a missile, satellite or spacecraft

**2.** Read the text and answer the questions.

US National Aeronautics and Space Agency (NASA) sent the Mars 2020 Perseverance rover to search for traces of microbiological life on Mars. They launched the rover on 30<sup>th</sup> of July, 2020 at 4:50 a.m., and it landed on Mars on 18<sup>th</sup> February, 2021. The rover's duty is to receive rock samples on the surface of Mars. These samples are very important in order to find microbiological life on the surface of Mars. Scientists will make an investigation on them when the rover returns to the Earth. It will come back to the Earth in the 2030s.

1. Who sent the rover?

---

2. When did NASA launch the rover?

---

3. Did the rover land on Mars?

---

4. What is the rover's duty?

---

5. Will the rover come back to the Earth in 2025?

---

**3.** Match the phrases with the photos. One is extra.

a. rover landing

b. microbiological life

c. space shuttle launching

d. rocks on Mars



4. Look at the quick facts about Perseverance rover and fill in the table with the words and phrases below. One is extra.

30<sup>th</sup> July, 2020

Mars

Solar System

Perseverance

Collecting sample of rock

18<sup>th</sup> February, 2021, Mars

Preparations for the mission

### Quick Facts

1. Planet's Name : \_\_\_\_\_
2. Rover's Name : \_\_\_\_\_
3. Main Objective : \_\_\_\_\_
4. Launch Date : \_\_\_\_\_
5. Landing Date : \_\_\_\_\_
6. Pre-launch Activities : \_\_\_\_\_



5. Read the fact file and then make a presentation to give information about the rover's parts as in the example.

Parts of the Perseverance Rover	Function
body	vital organ part
brain	information processing part
neck and head	camera parts
eyes and ears	finding information parts
arms and hands	collecting rock samples parts
wheels and legs	mobility parts
electrical power	battery part

e.g. There are many parts of the Perseverance rover. One of them is its body. It is a vital organ part. Also, the brain is rover's another part. It is the information processing part.

1. This is the view of the Milky Way Galaxy from the Earth. Did you see it in the sky at night? If yes, what did you feel? If not, do you want to see it? Share your ideas with the class.



2. Reorder the jumbled letters and find the words related to photos.



SUDT: \_\_\_\_\_



TRAS: \_\_\_\_\_



ETHAR: \_\_\_\_\_

3. Listen to the text about the Milky Way and choose the correct topic.



- a. structure of the Milky Way
- b. the latest discovery about the Milky Way

4. Listen to the text again and fill in the blanks.

The Milky Way is a collection of stars, (1) \_\_\_\_\_ and gas. Its other name is spiral galaxy because billions of (2) \_\_\_\_\_ turn around this huge cosmic place. From the (3) \_\_\_\_\_, we can see roughly 6,000 stars without using a (4) \_\_\_\_\_. There are a large number of stars, but they are actually only small parts of the whole. Also, there are billions of stars that we can't see. In short, if you imagine the entire (5) \_\_\_\_\_ as a large pizza, all of the stars are like pepperoni on that pizza.



**5.** Read the text in Exercise 4 after filling in the blanks and then answer the questions.

1. What is the other name of the Milky Way? \_\_\_\_\_
2. How many stars are there in the universe? \_\_\_\_\_
3. Can we see all the stars? \_\_\_\_\_
4. What does the entire galaxy resemble according to the writer? \_\_\_\_\_

**6.** Read the quick facts about the Moon and write a text about it using the information below.

Quick Facts	
Orbit time	27 days
Distance to the Earth	385,000 km
Surface	cratered
Special feature	the Earth's only natural satellite
Size	less than a third of the Earth




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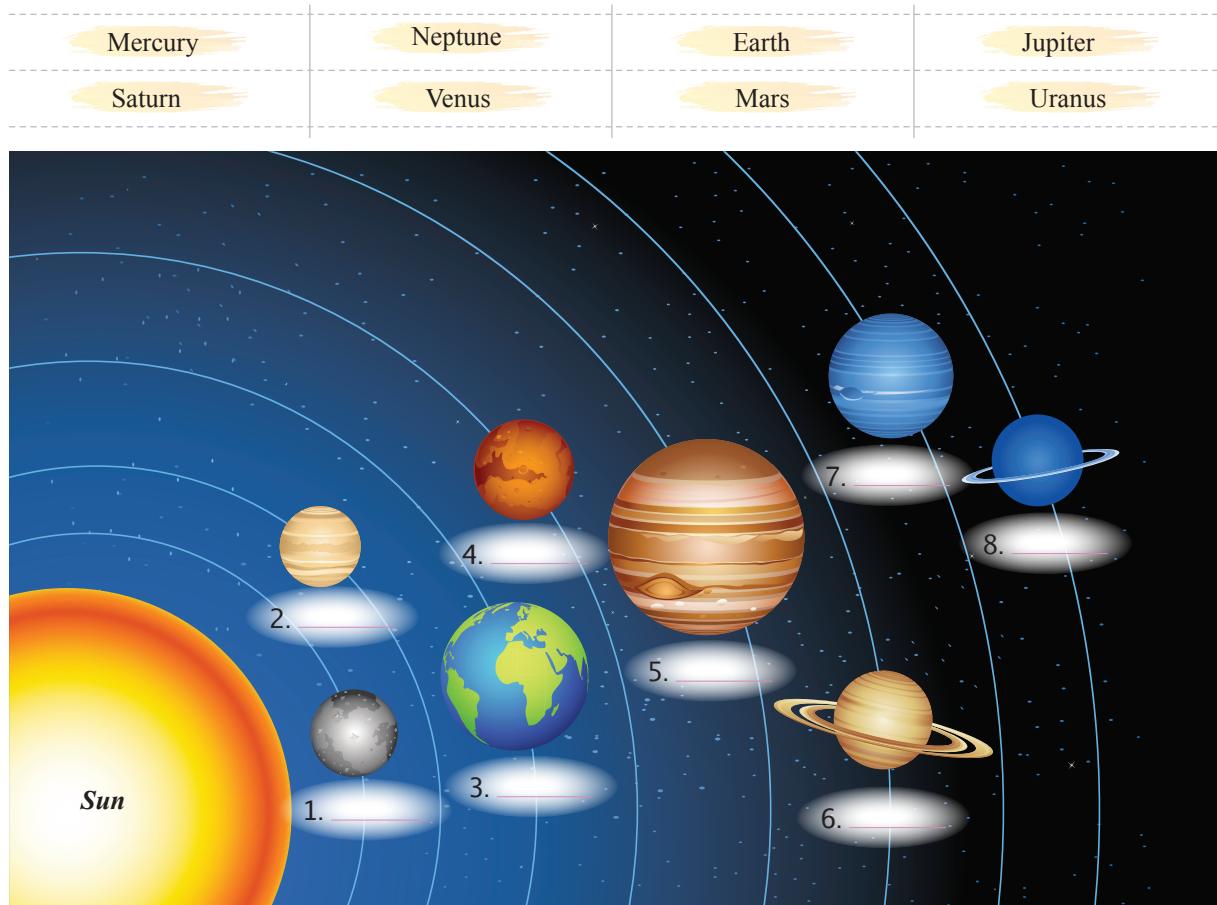
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**7.** Prepare a visual dictionary including the words about planets.

1. Look at the Solar System and write the names of the planets in the correct order. You can get help from the tip below if you want.

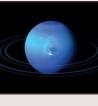


**Tip:** There is an easy way to remember the order of the planets in our Solar System. Use the first letters of this sentence: "My Very Excellent Mother Just Served Us Noodles".

2. Look at the planets in order in Exercise 1 and tick **True** or **False**.

	True	False
1. The Earth is the closest planet to the Sun.	<input type="radio"/>	<input checked="" type="radio"/>
2. Neptune is the furthest planet to the Sun.	<input type="radio"/>	<input type="radio"/>
3. Mercury is further from the Sun than Neptune.	<input type="radio"/>	<input type="radio"/>
4. Venus is further from the Sun than Mercury.	<input type="radio"/>	<input type="radio"/>
5. Mars is closer to the Earth than Uranus.	<input type="radio"/>	<input type="radio"/>
6. Jupiter is closer to the Earth than Venus.	<input type="radio"/>	<input type="radio"/>
7. Saturn is further from the Earth than Jupiter.	<input type="radio"/>	<input type="radio"/>
8. Uranus is the closest planet to the Earth.	<input type="radio"/>	<input type="radio"/>

## 3. Look at the information cards about the planets and choose the correct word.

<b>Mercury</b>		<b>Venus</b>		<b>Earth</b>		<b>Mars</b>	
<b>Diameter</b>		<b>Diameter</b>		<b>Diameter</b>		<b>Diameter</b>	
4,879 km		12,104 km		12,756 km		6,792 km	
<b>Average temperature</b>		<b>Average temperature</b>		<b>Average temperature</b>		<b>Average temperature</b>	
167°C		464°C		15°C		-65°C	
<b>Jupiter</b>		<b>Saturn</b>		<b>Uranus</b>		<b>Neptune</b>	
<b>Diameter</b>		<b>Diameter</b>		<b>Diameter</b>		<b>Diameter</b>	
142,984 km		120,536 km		51,118 km		49,528 km	
<b>Average temperature</b>		<b>Average temperature</b>		<b>Average temperature</b>		<b>Average temperature</b>	
-110°C		-140°C		-195°C		-200°C	

1. Mercury is the *smallest/largest* planet in the Solar System.
2. Venus is the *coldest/hottest* planet in the Solar System.
3. The Earth is *colder/hotter* than Jupiter.
4. Neptune is *larger/smaller* than Mercury.
5. Jupiter is the *smallest/largest* planet in the Solar System.
6. Neptune is the *coldest/hottest* planet in the Solar System.
7. Saturn is *smaller/larger* than Neptune.
8. Mars is *hotter/colder* than Saturn.

## 4. Look at the information cards in Exercise 3. Make more comparisons about the planets. Share your sentences with the class.

e.g. *Venus is the hottest planet in the Solar System.*

*Mercury is smaller than the other planets in the Solar System.*

**1. Read and answer the question below. Share your ideas with the class.**

What did you last watch, read or listen to about the planets? What did it tell you?

**2. Read the dialogue and answer the questions below.**

**Mark:** Hi, Laila! Where were you last night? I called you, but you didn't answer.

**Laila:** Oh, I am sorry. I was busy yesterday. It was a film night with my sister, and we watched a science fiction film together.

**Mark:** Did you like it? What was it about?

**Laila:** Yeah, I loved it. It was about a group of scientists. Life on the Earth was in danger because of extreme environmental problems. The scientists wanted to discover a new habitable planet in the universe. They made searches about it and explored the space by using robots, satellites and space shuttles. They started to travel to other galaxies, and they survived a meteor shower during their space journey. Finally, their space shuttle landed on a new planet. They explored its surface to find some evidence of water. The gravity was less on this planet than the Earth, but the atmosphere was so similar to the Earth's. The scientists tried to figure out... Wait! I almost forgot.

**Mark:** What? What happened next?

**Laila:** Sorry, but you should watch it. I have to go now because I have an English class in five minutes.

**Mark:** All right. See you then.

1. Why didn't Laila answer the phone?
2. What was the film about?
3. Did the scientists die because of a meteor shower?
4. Did the scientists land on a new planet?
5. Did Laila tell what happened at the end of the film?

**3. Work in pairs. Ask and answer the questions below. Search the Internet if you need help.**

- When did scientists last discover another planet?
- Who landed on the Moon for the first time? When and how did it happen?
- When did the Mars Exploration Mission begin? What happened?



Interactive  
Activity

## FUN CORNER



Read the instructions below and play the game.

**GAME TIME:** Toss a coin. Move one square for heads and two squares for tails. Answer the questions on the squares as in the example. The first one to arrive at the “Finish” is the winner.

e.g. *Mercury*.

**What do you know about planets?**

**START**

Which planet is the closest to the Sun?

MOVE BACK ONE SQUARE!

How many planets are there in the Solar System?

MISS A TURN!

Which planet is colder? Neptune or Mars?

What is the Earth's only natural satellite?

GO BACK TO THE START POINT!

When did NASA launch Perseverance to Mars?

Is the Earth the only habitable planet?

Is the Earth the only planet with oxygen?

MOVE FORWARD ONE SQUARE!

Which planet is bigger? Earth or Mars?

**FINISH**

**Self-assessment**

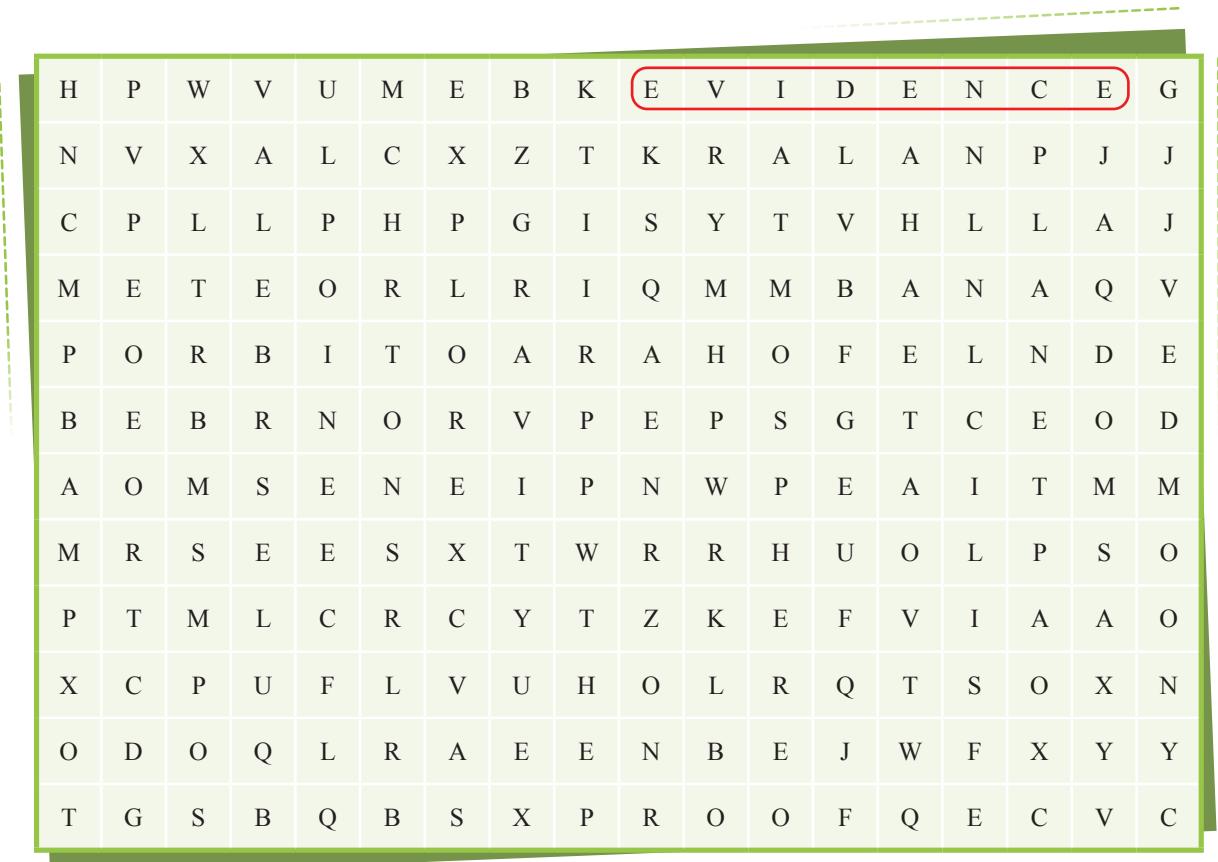
**Tick the appropriate boxes according to yourself.**

- 1. I can identify the discussion topic about popular science in simple oral texts.
- 2. I can make simple comparisons.
- 3. I can talk about past events.
- 4. I can report on general truths in various ways.
- 5. I can identify specific information in various texts about facts and general truths.
- 6. I can identify specific information about past events.
- 7. I can write short and basic descriptions of facts and general truths.

# EXERCISES

## 1. Do the puzzle.

atmosphere	evidence	explore	galaxy	gravity	meteor
moon	observe	orbit	planet	proof	rescue



## 2. Fill in the blanks with the words in Exercise 1. Two are extra.

- They found some **evidence** of water on the planet.
- Greenhouse gases enter the **atmosphere**, and the temperature increases.
- She was so excited last night because she watched a **meteor** shower.
- Milky Way is the other name of spiral **galaxy**.
- The **gravity** on Mars is less than the Earth's, so you weigh less there.
- They decided to land and **explore** the planet's surface.
- You can **observe** Mars with a telescope.
- Astronauts tried to **orbit** a satellite from its useless orbit.
- Neil Armstrong is the first human walked on the **moon**'s surface.
- Mercury is the closest **planet** to the Earth.

3. Look at the information about the planets and compare them.



1. Mars is larger than Mercury.

**Mars**  
Diameter: 6792 km

**Mercury**  
Diameter: 4879 km



2. Earth is \_\_\_\_\_ than Neptune.

**Earth**  
Diameter: 12,756 km

**Neptune**  
Diameter: 49,528 km



3. Saturn is \_\_\_\_\_ from the Sun than Venus.

**Saturn**  
Distance from the Sun  
( $10^6$  km): 1432.0

**Venus**  
Distance from the Sun  
( $10^6$  km): 108.2



4. Mars is \_\_\_\_\_ to the Sun than Jupiter.

**Mars**  
Distance from the Sun  
( $10^6$  km): 228.0

**Jupiter**  
Distance from the Sun  
( $10^6$  km): 778.5



5. Uranus is \_\_\_\_\_ than Neptune.

**Uranus**  
Temperature:  $-195^{\circ}\text{C}$

**Neptune**  
Temperature:  $-200^{\circ}\text{C}$



6. Saturn is \_\_\_\_\_ than Mercury.

**Saturn**  
Temperature:  $-140^{\circ}\text{C}$

**Mercury**  
Temperature:  $167^{\circ}\text{C}$

## EXERCISES

### 4. Complete the sentences with the correct forms of the adjectives.

1. Venus is the hottest planet in the Solar System. (hot)
2. Uranus is the                    planet in the Solar System. (cold)
3. Jupiter is the                    planet in the Solar System. (large)
4. Mercury is the                    planet in the Solar System. (small)
5. Neptune is the                    planet from the Sun in the Solar System. (far)
6. Mercury is the                    planet to the Sun in the Solar System. (close)

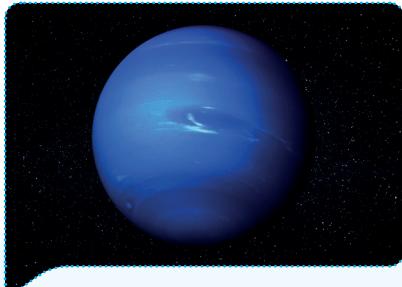
### 5. Read the text and tick *True* or *False*.

The Moon is the natural satellite of the Earth. It orbits the Earth in 27 days. It is the sky's second brightest object, but it doesn't produce its own light. Actually, it gets its light from the Sun. Two astronauts walked on the Moon for the first time in July 1969. Their names were Neil Armstrong and Buzz Aldrin. They spent almost three hours there. They collected materials and did scientific experiments on the Moon. When the astronauts travelled to the Moon, they wore spacesuits and helmets to protect themselves because sometimes the Moon is very cold or hot. There is no air on the Moon, so their helmets helped them breathe. Also, they weighed less there because the gravity on the Moon is weaker than on the Earth.



	True	False
1. The Moon orbits the Earth more than one month.	<input type="radio"/>	<input checked="" type="radio"/>
2. The Moon produces its own light.	<input type="radio"/>	<input type="radio"/>
3. Armstrong and Aldrin stepped on the Moon in 1969.	<input type="radio"/>	<input type="radio"/>
4. Nobody walked on the Moon before Armstrong and Aldrin.	<input type="radio"/>	<input type="radio"/>
5. The astronauts wore spacesuits and helmets to protect themselves.	<input type="radio"/>	<input type="radio"/>
6. You can weigh more on the Moon because of its gravity.	<input type="radio"/>	<input type="radio"/>

**6.** Write the names of the planets in the blanks according to the table.



- Neptune is a dark and icy cold place.
- Neptune is about four times larger than the Earth.
- Neptune has a thick, windy atmosphere.
- One day on Neptune lasts 16 hours.
- The methane gas gives Neptune blue colour.
- Uranus is Neptune's only neighbouring planet.



- Mars is a cold place.
- It is half the size of the Earth.
- Mars has a thin atmosphere.
- One day on Mars lasts 24.6 hours.
- The rusty iron on the ground gives Mars red colour.
- The Earth and Jupiter are Mars's neighbouring planets.

- Which planet is colder?
- Which planet is bigger?
- Which planet has a thinner atmosphere?
- Which planet has a longer day?
- Which planet has methane gas?
- Which planet is neighbouring Jupiter and the Earth?

*Neptune.*

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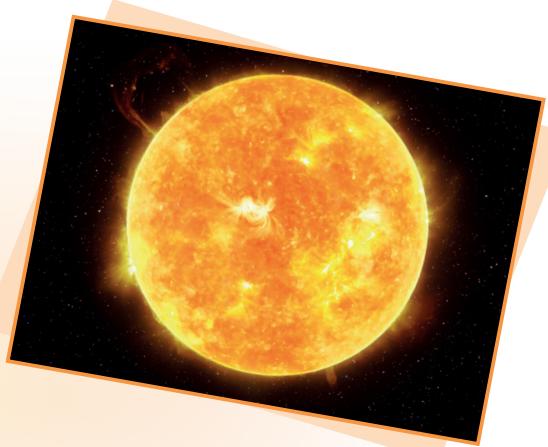
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**7.** Listen to the text about the Sun and choose the correct topic.

- The relationship between the Sun and the Earth
- The gravity of the Sun



Track 10.5

## EXERCISES

### 8. Odd one out.

1. a. Uranus	b. Jupiter	c. Mars	d. comet
2. a. rover	b. space shuttle	c. weather	d. spacecraft
3. a. cool	b. universe	c. galaxy	d. world
4. a. discover	b. astronaut	c. search	d. explore

### 9. Match the halves. One is extra.

1. NASA

a. is the biggest planet in our Solar System.

2. Jupiter

b. saw Saturn through a telescope in the 1600s.

3. Galileo Galilei

c. walked on the Moon.

d. started the Mars Exploration Mission.

### 10. Read the phrases and match them with the related photos. One is extra.

a. landing the rover

b. the habitable planet

c. having a bright tail

d. traveller in space



1.



2.



3.

### 11. Use the phrases in Exercise 10 and make sentences with them.

1. Astronauts are the travellers in space.

2. \_\_\_\_\_

3. \_\_\_\_\_

# APPENDICES





## APPENDIX 1





## APPENDIX 2



TRUNK

POUCH

WINGS

LONG NECK

HUMP

FINS

EIGHT ARMS

SHARP TEETH

BLACK STRIPES

BLACK AND WHITE FUR



## APPENDIX 3





## APPENDIX 4





# WORD LIST

**adjective: adj**

**adverb: adv**

**noun: n**

**verb: v**

## Theme 1

beard (n)  
beautiful (adj)  
curly (adj)  
cute (adj)  
easy-going (adj)  
generous (adj)  
handsome (adj)  
headscarf (n)  
honest (adj)  
middle-aged (adj)  
outgoing (adj)  
plump (adj)  
punctual (adj)  
selfish (adj)  
shy (adj)  
slim (adj)  
smart (adj)  
stubborn (adj)  
thin (adj)  
well-built (adj)

## Theme 2

achieve (v)  
arrow (n)  
beat (v)  
breakfast (n)  
chore (n)  
draw (n)  
equipment (n)  
get up (v)  
hit (v)  
indoor/outdoor (adv)

injury (n)

jogging (n)  
lose (v)  
match (n)  
medal (n)  
point (n)  
score (v)  
spectator (n)  
success (n)  
train (v)

## Theme 3

alone (adj)  
award (n)  
born (v)  
brilliant (adj)  
die (v)  
discover (v)  
education (n)  
get engaged (v)  
get married (v)  
get retired (v)

graduate (v)

grow up (v)  
invent (v)  
move (v)  
own (adj)  
prize (n)  
profession (n)  
raise children (v)  
study (v)  
win (v)

## Theme 4

attack (v)  
cage (n)  
crocodile (n)  
desert (n)  
dolphin (n)  
eagle (n)  
elephant (n)  
enormous (adj)  
extinct (adj)  
habitat (n)  
harm (n)  
human (n)  
hunt (v)  
jungle (n)  
mammals (n)  
poisonous (adj)  
prey (n)  
reptiles (n)  
survive (v)  
tiger (n)

## Theme 5

amusing (adj)  
appear (v)  
boring (adj)  
channel (n)  
commercial (n)  
director (n)  
discussion (n)  
documentary (n)  
exciting (adj)  
fantastic (adj)

informative (adj)	probably (adv)	renewable (adj)
news (n)	receive (v)	responsible (n)
quiz show (n)	trick (n)	solar/wind energy (n)
reality show (n)		take action (v)
recommend (v)	<b>Theme 8</b>	temperature (n)
remote control (n)	amusement park (n)	threaten (v)
series (n)	art gallery (n)	waste (v)
sitcom (n)	bakery (n)	
soap opera (n)	chemist's (n)	<b>Theme 10</b>
talk show (n)	city hall (n)	atmosphere (n)
	coffee shop (n)	evidence (n)
	department store (n)	explore (v)
<b>Theme 6</b>	fire station (n)	galaxy (n)
arrange (v)	game/music store (n)	gravity (n)
attend (v)	governorship (n)	meteor (n)
beverage (n)	grocery (n)	moon (n)
decorate (v)	movie theater (n)	observe (v)
fancy (adj)	municipal office (n)	orbit (n,v)
guest (n)	municipality (n)	planet (n)
host (n)	police station (n)	proof (n)
invitation card/message (n)	shopping centre (n)	rescue (v)
invite (v)		satellite (n)
organise (v)	<b>Theme 9</b>	shower (n)
refuse (v)	balance (n)	solar system (n)
wrap (v)	climate (n)	space shuttle (n)
<b>Theme 7</b>	eco-friendly (adj)	surface (n)
believe (v)	efficient (adj)	universe (n)
career (n)	global warming (n)	
dream (n)	greenhouse effect (n)	
excellent (adj)	increase (v)	
guess (v)	nature (n)	
imagine (v)	pollute (v)	
make a guess (v)	pollution (n)	
peaceful (adj)	protect (v)	
predict (v)	recycle (v)	

## IRREGULAR VERBS LIST

Infinitive	Past	Infinitive	Past	Infinitive	Past
be	was/were	get	got	shoot	shot
bear	bore	go	went	show	showed
beat	beat	grow	grew	shut	shut
become	became	hang	hung	sing	sang
begin	began	have	had	sit	sat
break	broke	hear	heard	sleep	slept
bring	brought	hit	hit	speak	spoke
build	built	hold	held	spend	spent
burn	burnt/burned	hurt	hurt	stand	stood
buy	bought	keep	kept	steal	stole
catch	caught	know	knew	stick	stuck
choose	chose	lead	led	sting	stung
come	came	learn	learnt/learned	swear	swore
cost	cost	leave	left	sweep	swept
cut	cut	lend	lent	swim	swam
deal	dealt	let	let	take	took
dig	dug	lose	lost	teach	taught
do	did	make	made	tear	tore
draw	drew	meet	met	tell	told
drink	drank	pay	paid	think	thought
drive	drove	put	put	throw	threw
eat	ate	read	read	understand	understood
fall	fell	ride	rode	wake	woke
feed	fed	ring	rang	wear	wore
feel	felt	rise	rose	win	won
fight	fought	run	ran	write	wrote
find	found	say	said		
fly	flew	see	saw		
forbid	forbade	sell	sold		
forget	forgot	send	sent		
forgive	forgave	set	set		
freeze	froze	shake	shook		
give	gave	shine	shone		

## **REFERENCES**

**Apa 7<sup>th</sup> citation style is used in the references.**

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## **ANSWER KEY**

Scan or click on the QR code given to access the answer key.



## **VISUAL & ONLINE REFERENCES**

Scan or click on the QR code given to access the references for the visuals, websites, and e-content activities.



