

**ORTAOKUL
VE
İMAM HATİP ORTAOKULU**

7

**İNGİLİZCE
DERS KİTABI**

YAZARLAR

Aydan AYKANAT ERDEM

Turgut BALCI

Kader DURAN ÖZDİL



DEVLET KİTAPLARI

İKİNCİ BASKI

....., 2019

Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

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İSTİKLÂL MARŞI

Korkma, sönmez 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, çehreni 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 ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

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

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

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

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsan da Huda,
Etmesin tek vatanından beni dünyada cüda.

Ruhumun senden İlahî, şudur ancak emeli:
Değmesin mabedimin göğsüne namahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerihandan İlahî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım:
O zaman yükselerek arşa değer belki başım.

Dalgalar 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

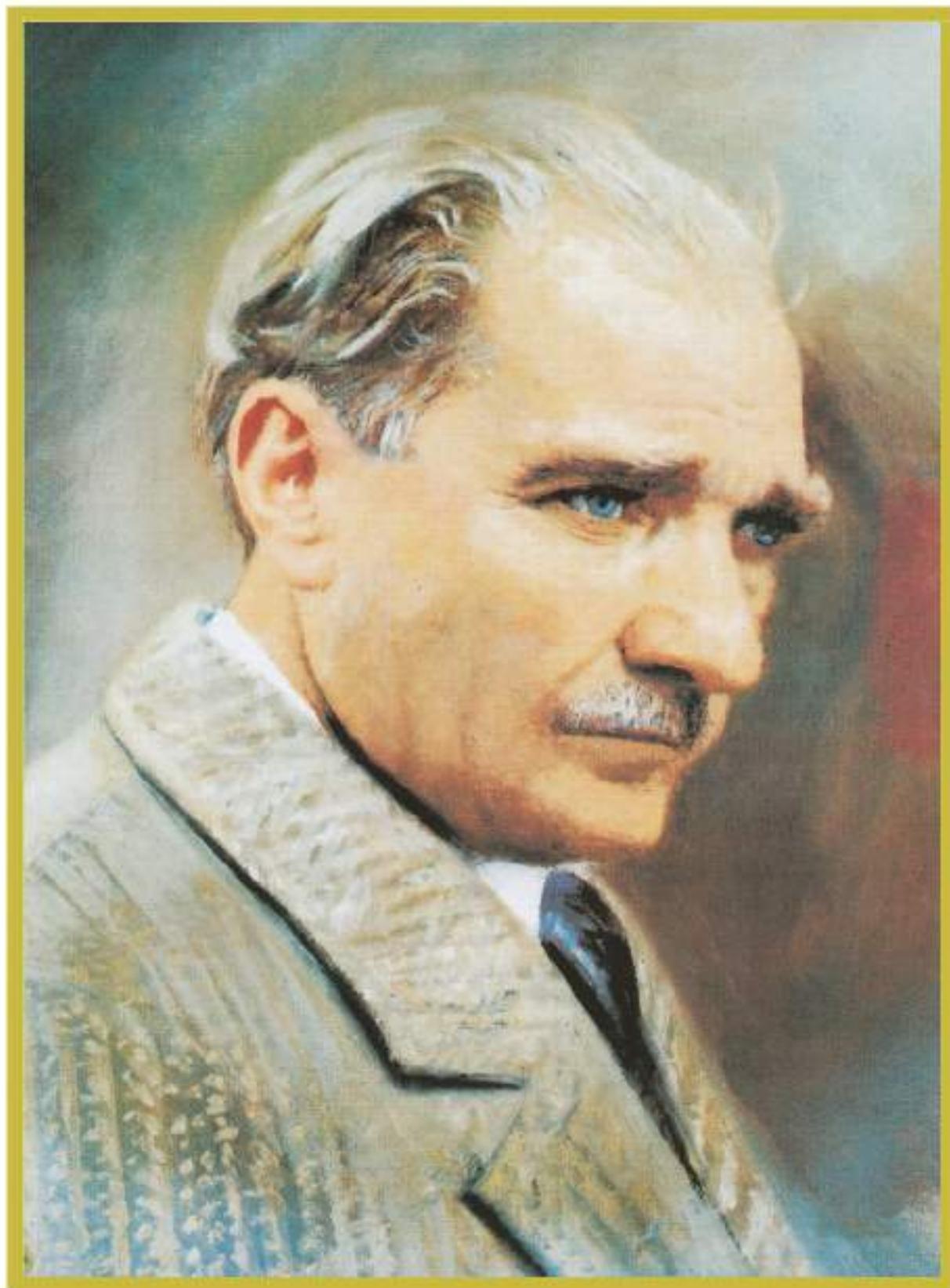
GENÇLİĞE HİTABE

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 hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsaît 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 şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! 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

CONTENTS

OVERVIEW

9-10

UNIT 1: APPEARANCE AND PERSONALITY

11-22

- Describing characters/people
(Making simple inquiries)
- Making simple comparisons
(Giving explanations/reasons)

UNIT 2: SPORTS

23-34

- Talking about routines and daily activities
- Describing what people do regularly
(Giving explanations and reasons)

UNIT 3: BIOGRAPHIES

35-46

- Talking about past events
(Making simple inquiries)
- Telling the time, days and dates

UNIT 4: WILD ANIMALS

47-58

- Describing the frequency of actions
- Making simple inquiries
- Making simple suggestions
- Talking about past events
(Giving explanations/reasons)

UNIT 5: TELEVISION

59-70

- Describing what people do regularly
- Expressing preferences
- Stating personal opinions
- Talking about past events



UNIT 6: CELEBRATIONS	71-82
<ul style="list-style-type: none">• Making simple suggestions (Accepting and refusing)• Making arrangements and sequencing the actions• Expressing needs and quantity	
UNIT 7: DREAMS	83- 94
<ul style="list-style-type: none">• Making predictions	
UNIT 8: PUBLIC BUILDINGS	95-106
<ul style="list-style-type: none">• Giving explanations/reasons	
UNIT 9: ENVIRONMENT	107-118
<ul style="list-style-type: none">• Describing simple processes• Expressing obligation• Giving explanations/reasons	
UNIT 10: PLANETS	119-130
<ul style="list-style-type: none">• Making simple comparisons• Talking about past events• Making simple inquiries	
ACTIVITY PART	131-150
APPENDIX	151-160



OVERVIEW

Number of the unit



Data matrix of the unit

Name of the unit

Cover visual of the unit

You will see the name and the number of the unit here.

In this part, you will learn new words about the theme.

UNIT 7 VOCABULARY

1 Look at the pictures and match the words with the pictures.

2 Read the definitions and match the words with the pictures.

3 Match the words with the pictures.

4 Write the words in the correct column.

5 Write the words in the correct column.

6 Write the words in the correct column.

7 Write the words in the correct column.

8 Write the words in the correct column.

9 Write the words in the correct column.

10 Write the words in the correct column.

This colour means vocabulary.

UNIT 7 READING

1 Read the text and answer the questions.

2 Read the text and answer the questions.

3 Read the text and answer the questions.

4 Read the text and answer the questions.

5 Read the text and answer the questions.

6 Read the text and answer the questions.

7 Read the text and answer the questions.

8 Read the text and answer the questions.

9 Read the text and answer the questions.

10 Read the text and answer the questions.

Number of the activity

Icons

Page numbers

In this part, you will improve your reading skill and learn useful language. You can also listen to the text!

UNIT 7 READING

1 Read the text and answer the questions.

2 Read the text and answer the questions.

3 Read the text and answer the questions.

4 Read the text and answer the questions.

5 Read the text and answer the questions.

6 Read the text and answer the questions.

7 Read the text and answer the questions.

8 Read the text and answer the questions.

9 Read the text and answer the questions.

10 Read the text and answer the questions.

This colour means reading.

UNIT 7 READING

1 Read the text and answer the questions.

2 Read the text and answer the questions.

3 Read the text and answer the questions.

4 Read the text and answer the questions.

5 Read the text and answer the questions.

6 Read the text and answer the questions.

7 Read the text and answer the questions.

8 Read the text and answer the questions.

9 Read the text and answer the questions.

10 Read the text and answer the questions.

Useful and funny activities are waiting for you after the units.

In this part, you will improve your listening skill.

UNIT 7 LISTENING

1 Listen to the audio and answer the questions.

2 Listen to the audio and answer the questions.

3 Listen to the audio and answer the questions.

4 Listen to the audio and answer the questions.

5 Listen to the audio and answer the questions.

6 Listen to the audio and answer the questions.

7 Listen to the audio and answer the questions.

8 Listen to the audio and answer the questions.

9 Listen to the audio and answer the questions.

10 Listen to the audio and answer the questions.

This colour means listening & speaking.

UNIT 7 SPEAKING

1 Read the text and answer the questions.

2 Read the text and answer the questions.

3 Read the text and answer the questions.

4 Read the text and answer the questions.

5 Read the text and answer the questions.

6 Read the text and answer the questions.

7 Read the text and answer the questions.

8 Read the text and answer the questions.

9 Read the text and answer the questions.

10 Read the text and answer the questions.

In this part, you will improve your speaking skill.

In this part, you will improve your reading skill. This is the main reading part of the unit.

READING

1. Read the text and complete the sentences. Write your answers in the spaces provided.

2. Read the text and complete the sentences. Write your answers in the spaces provided.

3. Read the text and complete the sentences. Write your answers in the spaces provided.

4. Read the text and complete the sentences. Write your answers in the spaces provided.

This colour means writing.

In this part, you will improve your writing skill.

WRITING

1. Write a letter to your friend about the project.

2. Write a letter to your friend about the project.

3. Write a letter to your friend about the project.

4. Write a letter to your friend about the project.

5. Write a letter to your friend about the project.

6. Write a letter to your friend about the project.

7. Write a letter to your friend about the project.

8. Write a letter to your friend about the project.

9. Write a letter to your friend about the project.

10. Write a letter to your friend about the project.

These colours mean it's fun time!

In this part, some funny activities will be waiting for you.

In this part, you will make a project.

PROJECT

01. Plan the project.

02. Prepare the project.

03. Present the project.

04. Evaluate the project.

This colour means that the unit is over!

Steps of making the project.

In this part, you will check yourself.

Skill Icons

- Listening
- Speaking
- Reading
- Writing

Activity Icons

- Fill in the blanks
- Matching
- True/false

UNIT-1 APPEARANCE AND PERSONALITY



UNIT 1: APPEARANCE AND PERSONALITY

Let's Start!

1



Which one is more important for you: "Appearance" or "Personality"? Why?

2



Look at the photos and match them with the adjectives below.

selfish

slim

plump

stubborn

generous

cheerful

shy

tall

well-built

short

A



B



E



F



F

H



G



I



J



3



1.1 Listen and check your answers.

4



Complete the sentences with the adjectives in part 2.

1. He is . He always thinks himself and never shares.
2. She is . She feels very nervous when she talks in front of people.
3. She is . She smiles all the time and looks happy.
4. He is . He does a lot of sports and works hard at the gym.
5. He is . He really likes eating junk food.
6. He is . He visits many countries and he always buys us presents.
7. He is . He can't reach the shelves.
8. She is . She never changes her mind.
9. She is . She tries to keep fit and looks thin.
10. He is . He can play basketball well.

5



1.2 Listen and check your answers.

6



Which adjectives can you use to describe yourself? Take notes and talk about yourself.



UNIT 1: APPEARANCE AND PERSONALITY

Let's Read!

1



1.3 Lily and Ahmet are two new students at school. Read and listen to their messages for the school website and answer the questions.

- » Where are they from?
- » Where do they live?



Hello! My name is Lily. I'm English, but I live in İstanbul, Turkey. My father has a new job here. I love being in İstanbul because all the people here are really nice and helpful. I have got blonde hair and big blue eyes. I'm not very tall and I'm medium weight. I am a creative and hardworking person. I want to be a vet, so I always study a lot. I like spending time alone. I also like watching movies and listening to music in my free time.



Hi everyone! I'm Ahmet. I'm new at this school, but I'm not new in İstanbul. I'm tall and thin. I have got green eyes and I wear glasses. I am a cheerful person. I really like telling funny stories and making jokes. But my teachers sometimes warn me to stop talking in the class because I'm talkative. I can be selfish but only for my bike. My favourite activity is riding a bike with my brother at weekends. I also enjoy surfing on the Net.

2



Read the messages again and fill in the table.

	Appearance	Personality	Hobbies
	» not very tall		
			

3



Read again. Write True (T) or False (F). Correct the false sentences.

- ___ Lily studies hard because she wants to be a vet.
- ___ She doesn't like being in Istanbul.
- ___ She likes spending time with her friends.
- ___ Ahmet isn't new at school.
- ___ He sometimes has problems with his teachers.

4



Work in pairs. Ask and answer the questions.

Student A: Ask about Lily and answer about Ahmet.**Student B:** Ask about Ahmet and answer about Lily.

e.g.

“
A: What is he like?
B: He is talkative.
 ”

“
A: What does she look like?
B: She has got blonde hair.
 ”

”
A: What does she like doing?
B: She likes watching movies.
 “



UNIT 1: APPEARANCE AND PERSONALITY

Let's Listen!

1



Do you have many friends? Who is your best friend? Why is she/he your best friend?

2



1.4 Listen to Lilly and her mother talking about Lilly's new classmates. Write the names under the photos.



Ahmet







3



1.5 Listen again and write at least 2 sentences for each person.

Merve

She is a beautiful girl
with...

She has...

Murat

He is...

He has...

Elif

Let's Speak!

1



Work in groups. Choose a person in the picture. Describe her/him to your group.

e.g.

Maryam is wearing a headscarf and she has got big blue eyes. She is really smart and helpful.



2



Work as a class. Choose someone in the class but don't say her/his name. Your friends will guess the person by asking yes/no questions about her/him.

e.g.

Is he cheerful?

Yes, he is.

Does she have black hair?

No, she doesn't.

Is she wearing a headscarf?

Yes, she is.

UNIT 1: APPEARANCE AND PERSONALITY

Let's Read!

1



Who do you feel close to in your family? Why?

2



Look at the photos and guess:

- What is the relationship between them?

- Do they get on well with each other?

3



Read the text quickly. Choose the best title and write it in the box.

- a. My Best Friends
- b. My Lucky Classmates
- c. My Lovely Twin Brothers



Here are Joe and Jack. They are seventeen years old and they are both good looking boys. Yes, they are twins, but they have different appearances and personalities.

Joe is a tall boy with blond hair and blue eyes. Jack is taller than Joe and he's got dark hair and brown eyes. Also, he is slimmer than Joe. They are in the same class. Everybody loves them, but Joe is more popular than Jack. Because he is thoughtful and friendly. He always helps others when they have a problem. Jack isn't very friendly and he is stubborn.



He never changes his mind. Jack is more hardworking and punctual than Joe. Because he doesn't forget doing his homework and he is never late for the class. My brothers don't have similar personalities, but they really get on well with each other. They have some hobbies in common. For example, they often play football and go cycling together. They are my lovely twin brothers and I love them very much. I'm happy to be their sister.

4



Read the text again and complete the sentences with the names.

1. _____ is taller than his brother.
2. _____ isn't more hardworking than his brother.
3. _____ is more popular than his brother.
4. _____ is more punctual than his brother.
5. _____ isn't slimmer than his brother.



5



Read again and answer the questions.

1. What does Jack look like?

2. Why is Joe so popular at school?

3. Is it difficult or easy to make friends with Joe? Why?

4. Is Jack a hardworking student? Why?

5. What do they like doing together?



UNIT 1: APPEARANCE AND PERSONALITY

» Let's Write!



Think of two people in your family. Write some sentences to compare them. You can also use their photos.

e.g. *My sister is more outgoing than my brother because...*

Stick the photo

TITLE

Stick the photo

What are they like?

What do they look like?

What do they like doing?



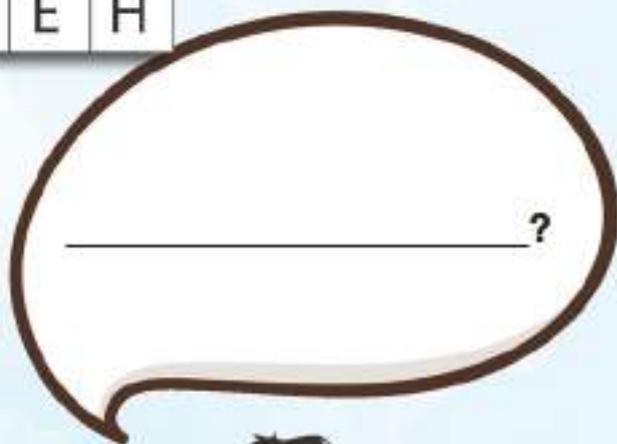
Let's Have Fun!



Find the hidden question and

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

- plump
- tall
- attractive
- cute
- easygoing
- punctual
- stubborn
- selfish
- handsome
- honest
- generous



UNIT 1: APPEARANCE AND PERSONALITY

Let's Make a Project!



Follow the steps and prepare a poster.
Present it to the class.

Find a photo of a famous
person you like.

STEP
01

Write sentences
about her/his
physical appearance.

STEP
03

STEP
02

Stick it on a
cardboard.

STEP
04

Write sentences about
her/his personality.

Let's Reflect!

Now I can...



understand speech on appearances and personalities.



talk about appearances and personalities.



understand texts about appearances and personalities.



understand texts about comparisons.



write sentences to compare people.

UNIT-2

SPORTS



UNIT 2: SPORTS

» Let's Start!

1



Answer the questions about yourself.

1. Which sports do you enjoy doing?
2. Which sports do you find interesting/boring?
3. Which sports do you do with your friends/on your own?



2



Look at the photo and guess:

- » Where is she?
- » What is she doing?
- » What does she have in her bag?
- » How does she feel?

3



2.1 Listen and check your answers.

4



Match the sports with "play", "do" and "go".



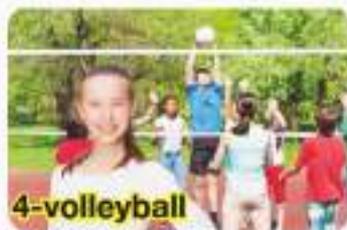
play



do



go



5



2.2 Listen and check your answers.

6



Read the sentences and write the names of the sports in part 4.

1. It is a team sport. You use your hands to play it. You need a ball and a net.
2. It is an individual sport. You can do it on a snowy surface.
3. It's an outdoor sport. You need a backpack and walking sticks.
4. It's an indoor sport. You need a special white suit and a belt.
5. It's an individual sport. You just need a swimsuit.

1

3

5

2

4

Go to Activity Part 2.1.



UNIT 2: SPORTS

Let's Read!

1



How often do you do sports? Where do you do them?

2



2.3 There is a new sports camp in town. Read and listen to the dialogue. Who is not joining the camp?



Attendant: Hello. How can I help you?

Rose: Hi! We would like to join the sports camp.

Attendant: Sure. Which sports do you want to join?

Bob: I really like jogging and I want to be healthy and fit. Jogging is the best for me. What about you, Lisa?

Lisa: These are all enjoyable sports, but my favourite sport is football. I'm also in my school's team.

Mark: I never do outdoor sports and I only like bowling and table tennis as indoor sports. So, I don't want to join this camp.

Rose: I sometimes go camping. I often go hiking or trekking. I also want to join because I love nature.

Attendant: Okay, friends. Thank you. I will write your names on the list. See you on Monday.

3



Read the dialogue in part 2. Help the attendant to fill in the application forms.

Sports Camp

Application Form

Name: Rose

- Jogging
- Climbing
- Volleyball
- Tennis
- Hiking
- Football
- Basketball
- Cycling

Sports Camp

Application Form

Name:

- Jogging
- Climbing
- Volleyball
- Tennis
- Hiking
- Football
- Basketball
- Cycling

Sports Camp

Application Form

Name:

- Jogging
- Climbing
- Volleyball
- Tennis
- Hiking
- Football
- Basketball
- Cycling

4



Look at the poster of sports camp. Do you want to join this sports camp? If yes, which sports activities do you want to join? Why?

e.g.

I want to play football in this camp because I think it is more exciting than the other sports.

I usually go climbing and I'm good at it. I want to be a professional climber.

SUMMER Sports Camp

Jogging

Climbing

Volleyball

Tennis

Hiking

Football

Basketball

Cycling



For more information, talk to our Info desk

Go to Activity Part 2.2.



UNIT 2: SPORTS

» Let's Listen!

1



Are you good at sports?
Which sports do you like most? Why?

2



2.4 Listen to the dialogues. Tick the sports you hear.

archery

handball

basketball

tennis

skiing

roller-skating

table tennis

ice skating

swimming

baseball

volleyball

football

3



2.5 Listen again and complete the sentences.

1. _____ do you play?
2. I _____ go skiing with my family.
3. Why? What was _____?
4. No, I _____ go to the gym.

4



Look at the sports names in part 2 and write the sports in the correct places. You can use them more than once.

Indoor Sports

Outdoor Sports

Team Sports

Individual Sports

Let's Speak!

1



Look at the pictures and match them with the words.



__ helmet

__ arrow

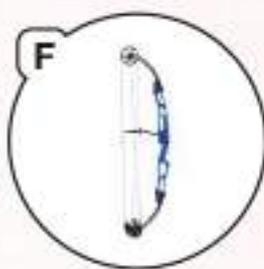
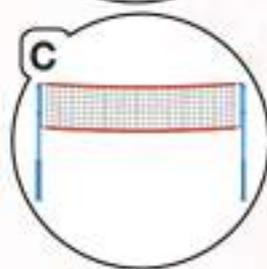
__ knee pads

__ bow

__ net

__ racket

__ trainers



You should wear your *safety items* before doing sports!

2



Work as a class. Ask the questions to your teacher and friends. Take notes.

	e.g.	You	Your teacher	Your friend(1)	Your friend(2)
Which sport?	tennis				
What equipment?	a racket and trainers				
How often?	twice a week				
Why?	relaxing				

3



Use your notes from the chart. Talk about yourself, your teacher and your friends.

UNIT 2: SPORTS

Let's Read!

1



Do you know any successful players/athletes? Why are they successful?

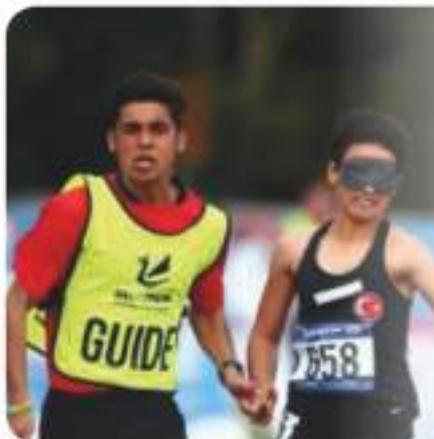
2



Read the texts. Which sports are there in the texts?



Mete Gazoz is a young Turkish national archer. He was the youngest (17) Turkish athlete in Rio 2016 Olympics. He beat his opponent in the first tour. One year later, in 2017, he won the gold medal in European Youth Cup. Now, he wants to be the world and Olympic champion. He is successful because he trains day and night.



Öznuur Yilmazer is a young and successful athlete. She lost her sight completely at the age of 13. She is a runner. She won a lot of medals, e.g. 3 gold medals in 100m, 200m and 400m in a single European Paralympics Championship. She is the only athlete who can achieve this.



Çağla Büyükakçay is a Turkish tennis player. She won many tournaments. She is the first Turkish tennis player in the "Top 100" list. Also, she is the first tennis player to represent Turkey in Olympic Games. She won the WTA İstanbul Cup in 2016. All the spectators applauded her. She trains every day to be one of the top tennis players in the world.



Yasemin Adar was born in 1991. She is a successful wrestler. She is the first Turkish woman to be both the European and World Champion. She gets up early and trains every day. She always eats healthy food. She always goes on a diet because she must be 75 kg all the time. She can win many medals because she is young and ambitious.

3



Read the texts again and choose the correct answer.

- Mete Gazoz**
 - is a European Champion.
 - is a World Champion.
- Öznur Yılmaz**
 - is an archer.
 - is a sprinter.
- Çağla Büyükkakçay**
 - won a cup in İstanbul.
 - trains only at weekends.
- Yasemin Adar**
 - always eats junk food.
 - is both European and World Champion.

4



Find the numbers in the texts. What do they refer to?

Mete GAZOZ

Çağla BÜYÜKKAKÇAY

e.g. 17: the age of him in Rio 2016 Olympics.

100:

2017:

2016:

Öznur YILMAZER

Yasemin ADAR

13:

1991:

3:

75:

5



In which sport do you want to be a professional?
What can you do to become successful?

UNIT 2: SPORTS

Let's Write!

1



Read Alice's perfect day. Complete the sentences.

get ready

go to bed

never

hungry

in the evenings

sometimes

fun

MY PERFECT SATURDAYS

On Saturday morning, I always get up early. After I have breakfast with my family, I get dressed, comb my hair and _____ for swimming. It is my favourite sport because it is always _____. When I come back home at noon, I'm very _____, so I have a big lunch. _____ I go shopping with my mum and we have lunch at a lovely restaurant. I usually watch TV or play computer games with my little brother _____. I _____ stay up late because I feel very tired at the end of the day. I _____ at about 10.00 and try to be ready for the next day to do my homework.



2



Write a similar paragraph about your perfect day.



1. What is a marathon?
- a) A hurdle running race
 - b) A short distance running race
 - c) A long distance running race

2. Where do you do athletics?
- a) Inside
 - b) Outside
 - c) Both

3. Which sport do you do on your own?
- a) Golf
 - b) Baseball
 - c) Table tennis

4. What equipment do you need to ski?
- a) Skateboard
 - b) Snowboard
 - c) Roller skate

5. How often do the Olympic Games happen?
- a) Every 2 years
 - b) Every 3 years
 - c) Every 4 years

6. How many players are there on a volleyball court?
- a) 10
 - b) 12
 - c) 14

7. What should you do before doing sports?
- a) Eat a lot of sweets
 - b) Drink a lot of water
 - c) Warm up properly

8. Where did the 2010 World Basketball Championship take place?
- a) Spain
 - b) Turkey
 - c) Japan

9. Where can you do boxing?
- a) On a ring
 - b) In an arena
 - c) On a court

10. What is "draw" in football?
- a) Both teams win the game
 - b) Both teams lose the game
 - c) Both teams have the same score



UNIT 2: SPORTS

»» Let's Make a Project!



Follow the steps and prepare a sports blog. Present it to the class.

Decide on your favourite sport figure.

STEP
01

Find a photo of her/him and stick it on.

STEP
03

STEP
02

Design your imaginary blog webpage on a cardboard.

STEP
04

Write sentences about her/his sports career, daily routines and successes.

»» Let's Reflect!

Now I can...



understand speech on frequency adverbs.

talk about routines and daily activities.

understand texts about sports.

write sentences about routines and daily activities.

UNIT-3

BIOGRAPHIES



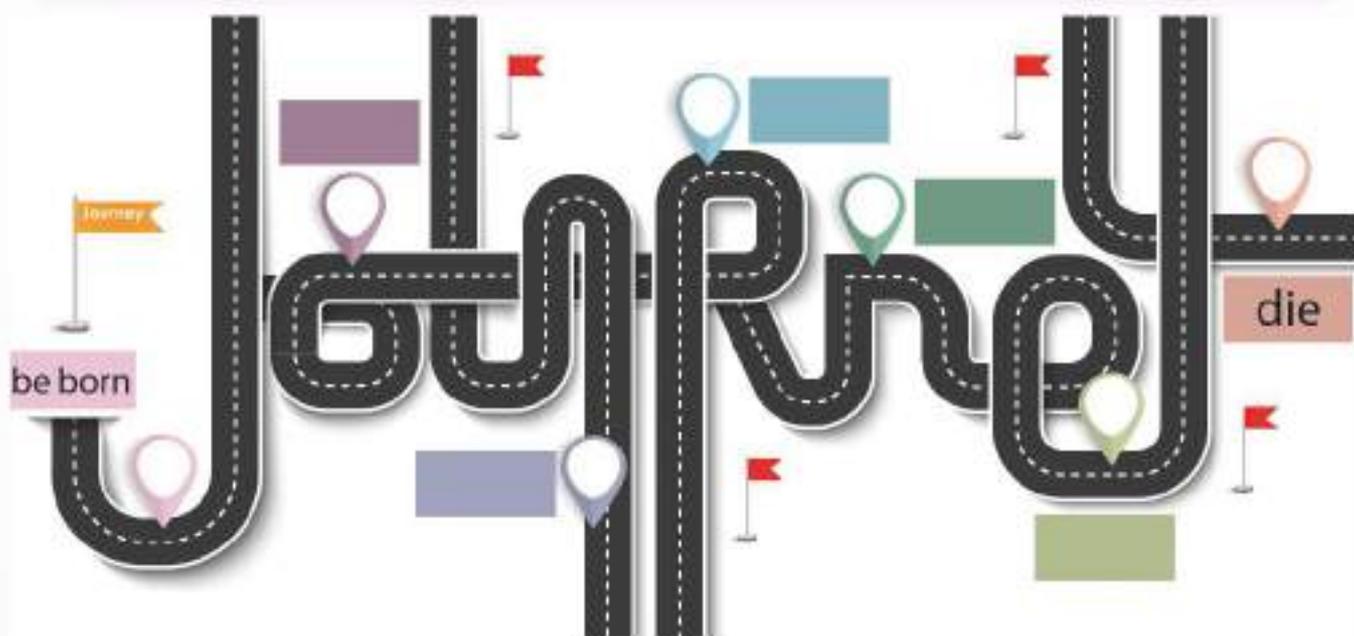
UNIT 3: BIOGRAPHIES

» Let's Start!

1



Life is a long journey. What are the "milestones" in a person's life? Discuss as a class and write them in the labels.



2



Below are some words about different stages of our lives. Find the meanings of the words and put them in the correct box.

- » *live alone*
- » *die*
- » *get engaged*
- » *work*
- » *grow up*
- » *get a prize*
- » *raise children*
- » *be born*
- » *graduate from university*
- » *invent/discover*
- » *have a career*
- » *have experience*
- » *get married*
- » *have grandchildren*
- » *get retired*

Birth & Childhood

Education

Family

Profession & Success

Old Ages

- *get married*

3



Look at the photos. What are they? What is common about them?



4



3.1 Listen to the dialogue between Thomas and his classmate Maria. Who was behind these inventions?

5



3.2 Listen again and fill in the blanks with the words given below.

was

inventions

worked

found

didn't graduate

Thomas: Maria, look! I _____ some photos for my biography project.

Maria: Hmm... The photos are about electricity and radio waves.

Thomas: Yes. Do you know who was behind these _____?

Maria: Of course Nikola Tesla! Thanks to him, we can use these devices today.

Thomas: Right. He was very successful. He changed the history of electricity. He _____ from university, but he worked hard and moved to the USA for his career. He _____ on many fields there.

Maria: I know that he _____ alone during all his life. He didn't get married. I can't wait to read your homework. I want to learn more about him.

Thomas: OK. You can read it tomorrow. Bye!

Maria: See you tomorrow!

6



Write some keywords from the dialogue about Tesla's life.

inventor



UNIT 3: BIOGRAPHIES

Let's Read!

1



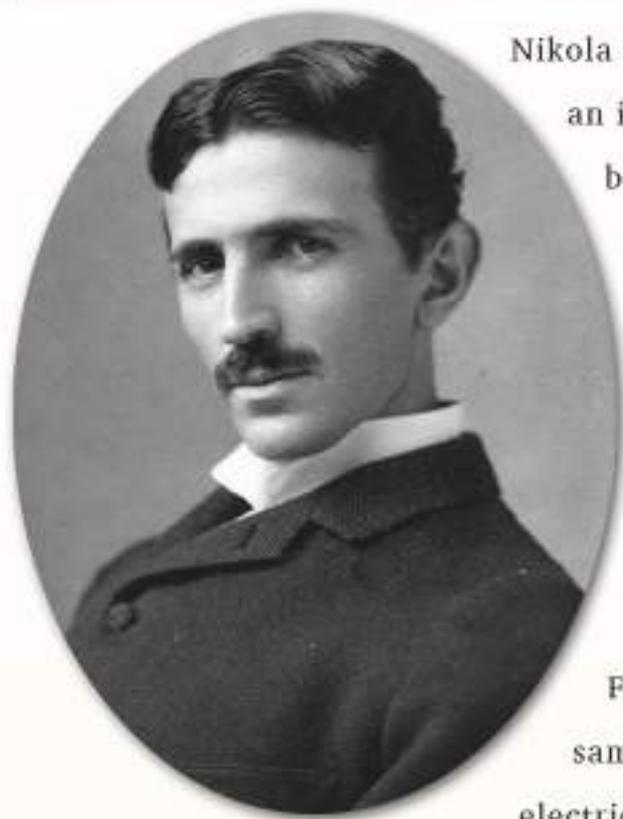
Do you read biographies? Who do you like reading about (e.g. people from history, celebrities)?

2



Read Thomas' biography homework about Tesla. How many patents did Tesla have?

The Man Beyond His Time: Nikola Tesla



Nikola Tesla (July 10, 1856-January 7, 1943) was an important inventor and physicist. He was born in Smiljan. He wanted to be an engineer. He studied a lot and learned many languages to read more about engineering.

In 1884, he moved to the USA and worked with Thomas Edison. One year later, he started to work on Alternating Current (AC). It could light the bulbs better. In

1890, he produced electricity from Niagara Falls. Then, he became a USA citizen. At the

same year, he patented Tesla Coil (wireless

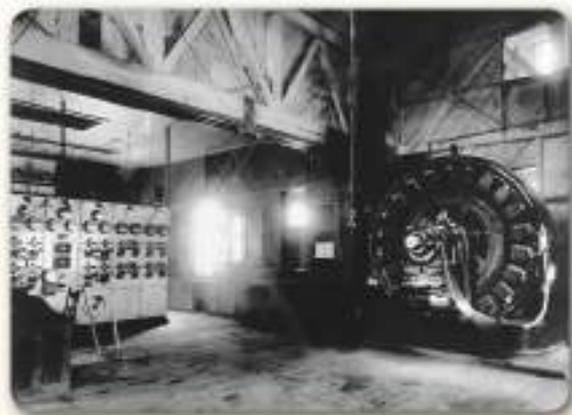
electricity). Actually, he got more than 250 patents

(AC electric motor, transformer etc.). He worked on

the first remote controller, fluorescents, neon lamps, X-ray, radio waves, radar systems etc.

Nikola Tesla changed the history of electricity.

But unfortunately, he died in a hotel room alone, at the age of 86.



The first AC Generator

3

Read the text in part 2 and put the sentences into chronological order.

- He produced electricity from Niagara Falls.
- He became a USA citizen.
- He started to work on AC.
- He moved to USA.
- He died in a hotel room.

**4**

Read again and fill in the blanks with the correct information.

- When was Nikola Tesla born?
He was born in _____.
- Why did he learn many languages?
Because _____.
- Who did he work with at the beginning of his career?
He worked with _____.
- When did he move to the USA?
He moved to the USA in _____.
- Did he work on wireless communication?
_____, he _____.

5

What surprised you most about Nikola Tesla? What do you want to learn more about him?

Go to Activity Part 3.2.



UNIT 3: BIOGRAPHIES

Let's Listen!

1



Look at the photos. Do you know these people? What do you know about them?



Osman Hamdi Bey



Marie Curie



William Shakespeare



Wolfgang
Amadeus Mozart

2



3.3 Listen to the biographies. Match the people with their countries and professions. There is one extra.

*Writer/England _____

*Musician/Austria _____

*Artist/Turkey _____

*Actor/Turkey _____

*Scientist/Poland _____

3



3.4 Listen again and choose the correct answer.

1. Curie was born and grew up in **Poland/France**.
2. She studied **science/math** in Paris.
3. Osman Hamdi **founded/visited** the School of Fine Arts.
4. He died in **1842/1910** in Istanbul.
5. Mozart **played/composed** over 600 works.
6. Music **was/wasn't** important in his family.
7. William Shakespeare **went/didn't go** to college.
8. He got married to Anne Hathaway. They had **two/three** children.

» Let's Speak!

1



Choose a famous person and do research about her/his life. Then, present it to the class.

2



Work in pairs. Follow the instruction and make dialogues with your partner about the famous people you chose.

1

her/his birth
& childhood

her/his
old ages

5

Ask about...

her/his
education

2

her/his
family

her/his
profession &
successes

4

3

e.g.

A: Where was she born?
B: She was born in Italy.

A: When was he born?
B: In 1884.

UNIT 3: BIOGRAPHIES

Let's Read!

1



3.5 Close your eyes and relax. Listen to the music and answer the questions.

How do you feel?

Where do you dream yourself?

Do you know which instrument it is?

2



Are you good at playing any musical instruments?
Do you know a famous musician?

3



Read the biography of İdil Biret, a very talented and successful pianist. Match the headings with the correct paragraphs.

Her Profession

Her Success

Her Childhood

A

İdil Biret is a famous Turkish pianist. She is well known all around the world. She is also an important jury member of international competitions. She is a national artist.

B

She was born on November 21, 1941, in Ankara. She had a great talent for music when she was a child. So, Turkish government sent her to Paris with her parents, at the age of 7. Then, she started to take lessons from a very famous French pianist, Alfred Cortot. When she was 11, she performed "Mozart Concerto for Two Pianos".

İDİL BİRET - THE PIANIST

C

She graduated from Paris Conservatory in 1957. She has a lot of awards and prizes. For example, in 1961, she won "Gold Medal of Dinu Lipatti". In 1971, she became Turkish national artist. In 1988, she got the title of Honorary PhD in Bosphorus, Eskişehir Anatolian and Uludağ University. In 2007, The Polish President rewarded İdil Biret with the highest order of Poland. In the same year, she won the "Honour Award" in the 35th International İstanbul Music Festival. She has 130 great recordings. People like them very much. She has a great influence on the musical life in Turkey.



4



Read the biography again. Write True (T) or False (F). Correct the false sentences.

- ___ 1941: She was born in Ankara.
- ___ 1957: She started Paris Conservatory.
- ___ 1961: She was awarded with "Gold Medal of Dinu Lipatti".
- ___ 1971: She became a national artist.
- ___ 1988: She took Honorary PhD in Bosphorus University.
- ___ 2007: She won the "Honour Award" in Ankara Music Festival.

5

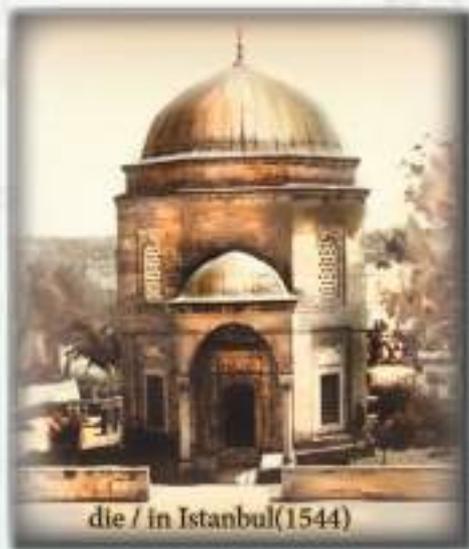
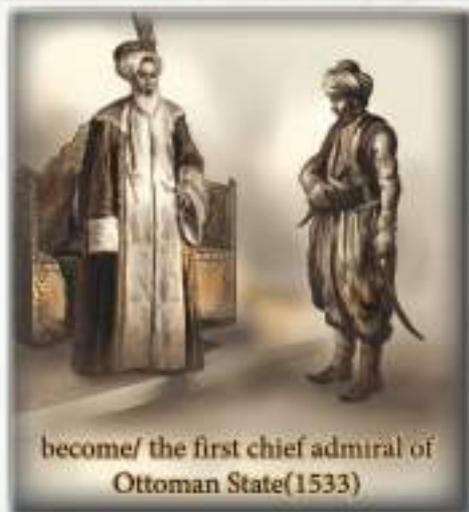
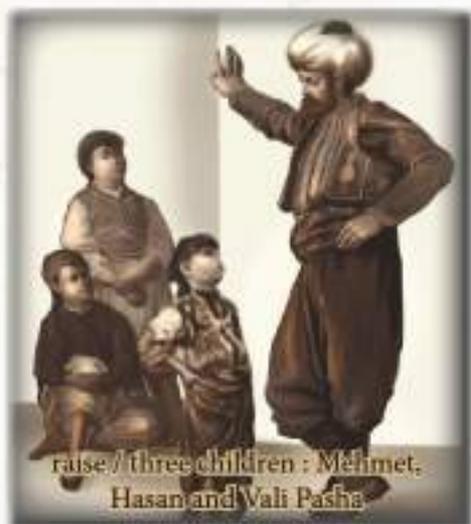


Think about what makes someone successful in her/his life and talk about it.

UNIT 3: BIOGRAPHIES

Let's Write!

Look at the pictures and short information about the successful chief admiral, Barbarossa Hayreddin. Use the notes and write a paragraph about him.



Let's Have Fun!

In groups of 3 or 4

- Put your counter on the START space.
- Roll the dice and move your counter the number of spaces shown.
- If you land on a ladder, move your counter up to the top of the ladder.
- If you land on a snake, move your counter down to the bottom of the snake.

Make a sentence

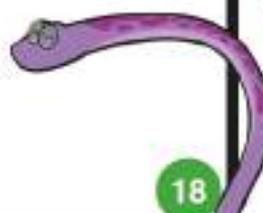
Shakespeare/not/
college/go

16

Choose one

She died five years
ago/after.

17



FINISH

18

Correct it

They moved to
Ankara every year.

14

Choose one

İdil Biret started
to **take/took** piano
lessons.

13

Make a sentence

Atatürk/the
Turkish Republic/
found

12

Correct it

Osman Hamdi
was a brilliant
writer.

8

Make a sentence

Tesla/Edison
Company/move to
Paris/to work for

9

Choose one

Aziz Sancar
grewed/grew up
in Savur, Mardin.

10

Correct it

She didn't come
to school because
she is ill.

11

Choose one

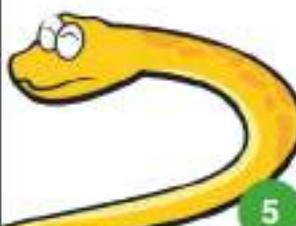
Einstein **won/
winned** the
Nobel prize for
Physics.

7

Make a sentence

They/last week/
get married.

6



5

Correct it

I didn't graduated
from university in
2008.

4

START

Correct it

She started
university two years
later.

1

Make a sentence

When/ you/
learning English/
start?

2

Choose one

My father **was/were**
born in 1975.

3

UNIT 3: BIOGRAPHIES

Let's Make a Project!



Follow the steps and prepare a short biography. Present it to the class.

Choose a scientist or a historical figure.

STEP
01

Do research about her/his life.

STEP
03

STEP
02

Find a photo of her/him.

STEP
04

Write a short biography about her/him.

Let's Reflect!

Now I can...



understand speech on past events and dates.

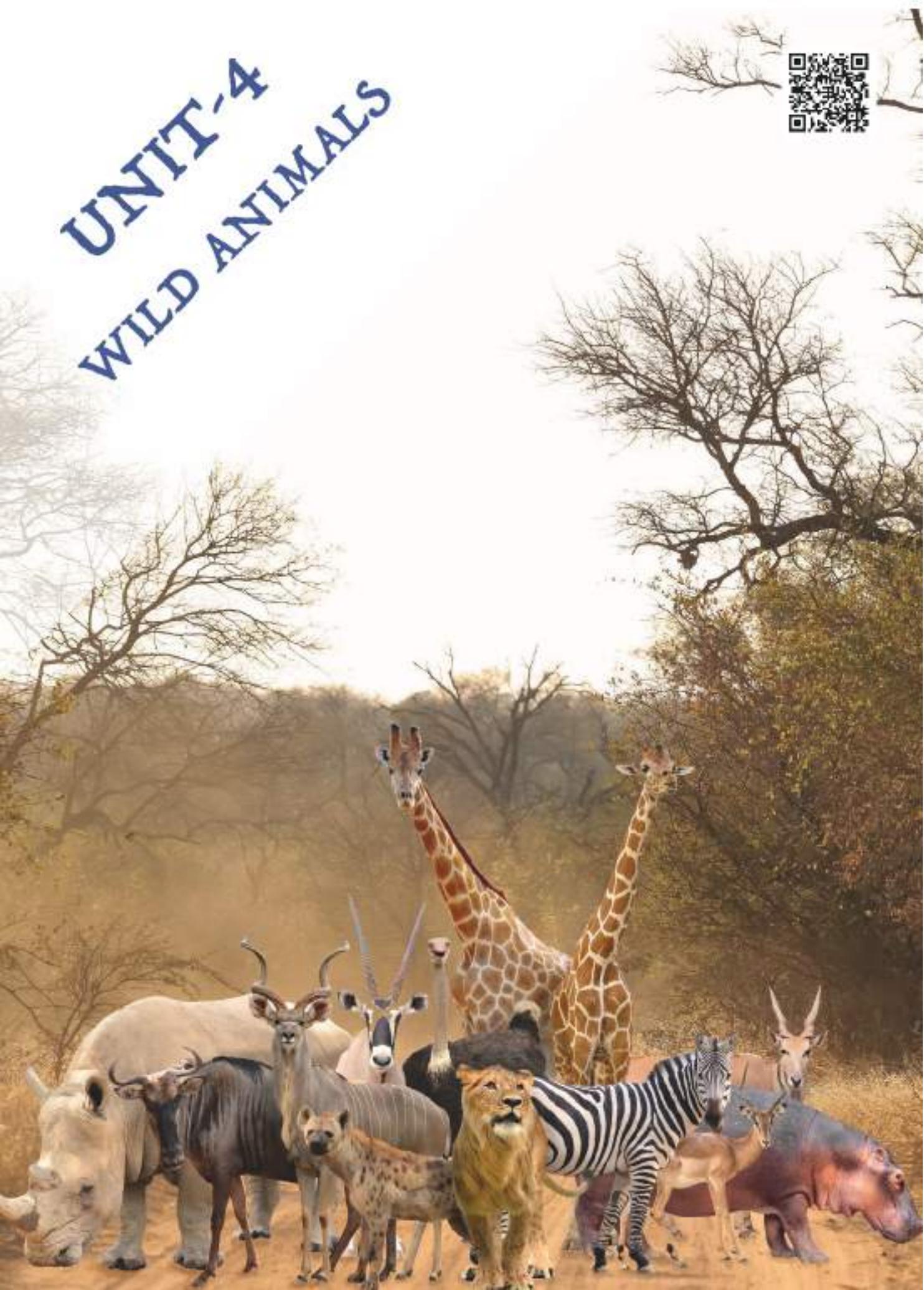
talk about past events and experiences.

understand texts about past events and dates.

write sentences about past events and dates.

UNIT-4

WILD ANIMALS



UNIT 4: WILD ANIMALS

Let's Start!

1



Look at the photos of some animals. Where do they live? Which of them do you think are more dangerous? Why?

2



4.1 Listen to the sounds and tick the animals you hear.

elephant



lion



eagle



kangaroo



bear



tiger



monkey



zebra



rhino



crocodile



snake



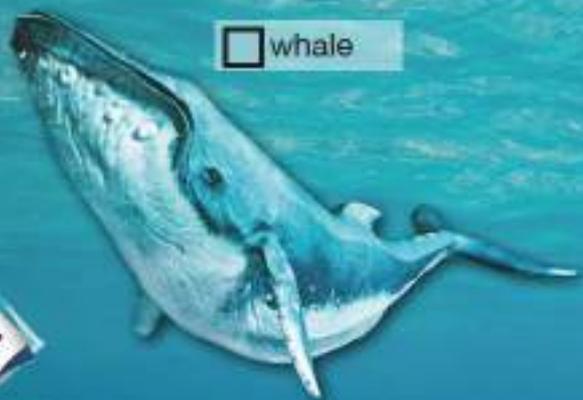
dolphin



shark



whale



octopus



3



Use the animals in part 2 and fill in the table. Write at least two extras for each category.

Mammals	Reptiles	Birds	Carnivores	Herbivores
			lion	

4



Some animals are describing themselves below. Read the sentences and write their names in the boxes.

- I'm a reptile. I'm poisonous. I can't walk. I'm a carnivore.
- I live in South and East Africa's jungles. I can run faster than any other animals on the earth. I'm a carnivore.
- I'm a reptile. I live both in water and on land. I'm a carnivore. I have got sharp and big teeth.
- I'm a flying carnivore. My wings are almost 1 meter long.
- I live in Australia. I can jump high and I carry my baby in my pocket. I'm a herbivore.

a

b

c

d

e

Go to Activity Part 4.1.



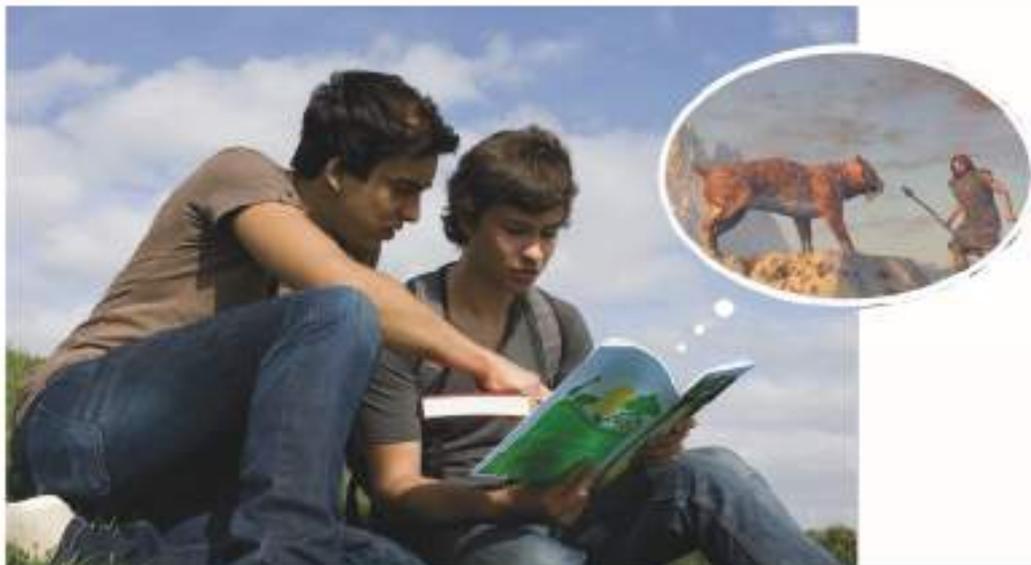
UNIT 4: WILD ANIMALS

>> Let's Read!

1



4.2 Read and listen to the dialogue. Which two animals are Tom and Leo talking about?



Tom: Hi, Leo! What are you reading?

Leo: I'm reading a magazine about extinct wild animals.

Tom: Wow, what animal is this? Is it a tiger?

Leo: Tiger? Oh, no. It is saber-toothed tiger. It became extinct 10,000 years ago. It was larger and stronger. It had short legs but its paws were huge.

Tom: Did they really have such long teeth?

Leo: Yes, they were also very sharp. Saber-toothed tigers were excellent hunters. They mostly hunted large prey such as mammoths and bison. They lived in open grasslands.

Tom: I see. But what about tigers?

Leo: Tigers are larger than all other wild cats. They can weigh up to 300 kg and measure up to 3.3 m. They are big and heavy. Tigers are carnivores, too. They usually hunt alone at night.

Tom: They are famous for their orange colour with black and white stripes.

Leo: Every tiger in the world has different stripes. They use their stripes as camouflage while hunting.

Tom: How amazing! All animals have got different and interesting characteristics.

2**Match the words in the dialogue with their definitions.**

prey

stripe

hunt

paw

carnivore

_____ : an animal that only eats meat

_____ : to chase and kill animals

_____ : an animal hunted and killed for food

_____ : an animal's foot that has claws or nails

_____ : a long, narrow band of different colour from its surface

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

1. What did saber-toothed tigers look like?

2. What did saber-toothed tiger hunt?

3. Where did saber-toothed tiger live?

4. How much do tigers weigh?

5. What do tigers eat?

6. When do tigers usually hunt?

7. How do tigers use their stripes?

UNIT 4: WILD ANIMALS

» Let's Listen!

1



Which wild animals do you want to see?
Where can you see them? In their habitats or not?

2



4.3 Listen to the texts. Which animals are they talking about?
Write them in the correct boxes. You can use them more than once.

deer

eagle

turtle

bear

snake

squirrel

dolphin



Nate

» shark



David

» owl



Jason

» polar bear

3



4.4 Listen again and choose the correct answer.

- Some shark species are in danger because...
 - global warming has a negative effect.
 - people hunt them for their fins.
 - they kill each other.
- Owls lost their habitats because...
 - people hunted them.
 - other wild animals destroyed it.
 - people cut down a lot of trees.
- Polar bears become endangered because...
 - global warming effects negatively.
 - the weather is too cold.
 - they can't have babies.

Let's Speak!

1



Work in pairs. Imagine that you are a journalist and interviewing a nature scientist. Ask and answer questions about these extinct animals.



Dodo

- * 350 years ago
- * Mauritius Island
- * fruits
- * 1m
- * 20 kg
- * overhunting

Mammoth

- * 3700 years ago
- * forests and grasslands
- * herbivore
- * 4-5 m
- * 8 tons
- * hunting-climate



Dinosaurs

- * 65 million years ago
- * land-water-sky
- * carnivore-herbivore
- * 1 m to 70 m
- * 5 kg to 77 tons
- * meteor



e.g.

When did they become extinct?

What did they eat?

How tall/heavy were they?

Where did they live?

2



Do you know any other extinct animals? Why are they extinct now?

3



What should we do to protect endangered animals?
You can use the prompts below.



save natural habitat
protect wild life
plant trees
keep seas clean
wear fur
hunt them
cut down trees
pollute air/water etc.



UNIT 4: WILD ANIMALS

» Let's Read!



1



Do you know this logo? What is WWF?

2



Three Volunteers from WWF (*World Wide Fund for Nature*) are talking about some animals. Read the texts. What do these animals have in common?



The Mediterranean Monk Seals

They weigh about 400 kg and measure about 2.4 m. They can live for 20-30 years. They are carnivores and eat fish and octopus. Their habitats are generally silent sea caves. I'm really sorry about these cute seals because they are becoming extinct. Fishers kill them and give harm to their caves. We should protect them and their habitats.

The Asian Elephants

When I first saw these elephants, I thought how enormous they were. They are larger than any other land mammals. They are about 4-5 tones and they measure about 3 m. They have got large ears and long trunks. They live in forests and eat grasses, leaves and bamboo. They live for 50 years. They're becoming extinct because people hunt them for their tusks. We should immediately stop the illegal ivory trade.





The Giant Pandas

The giant panda is in our logo. They weigh about 100 kg and measure about 90 cm. They can live for 20 years. They are friendly animals and they don't attack people. But people hunt them for their fur and give harm to their habitats. We should stop it. Also, we shouldn't destroy the bamboo forests because they only eat bamboos and try to survive.

3



Read the texts in part 2 and write the names of animals.

- _____ live nearly twenty years.
- _____ are hunted for their tusks.
- _____ only eat bamboos to survive.
- _____ are larger than other land mammals.
- _____ love quiet places like sea caves.
- _____ have got big ears and long trunks.
- _____ never give harm to people.
- _____ weigh about 400 kg.
- _____ is in the logo of an animal charity.

4



Read again and fill in information cards about the animals.

Seals

- * *Habitat:*
- * *Size and weight:*
- * *Kind:*
- * *Lifespan:*
- * *Eat/prey:*

The Giant Pandas

- * *Habitat:*
- * *Size and weight:*
- * *Kind:*
- * *Lifespan:*
- * *Eat/prey:*

The Asian Elephants

- * *Habitat:*
- * *Size and weight:*
- * *Kind:*
- * *Lifespan:*
- * *Eat/prey:*

UNIT 4: WILD ANIMALS

Let's Write!



Imagine that you are a volunteer from WWF. Use the prompts below and prepare a brochure about giraffes.

mammals

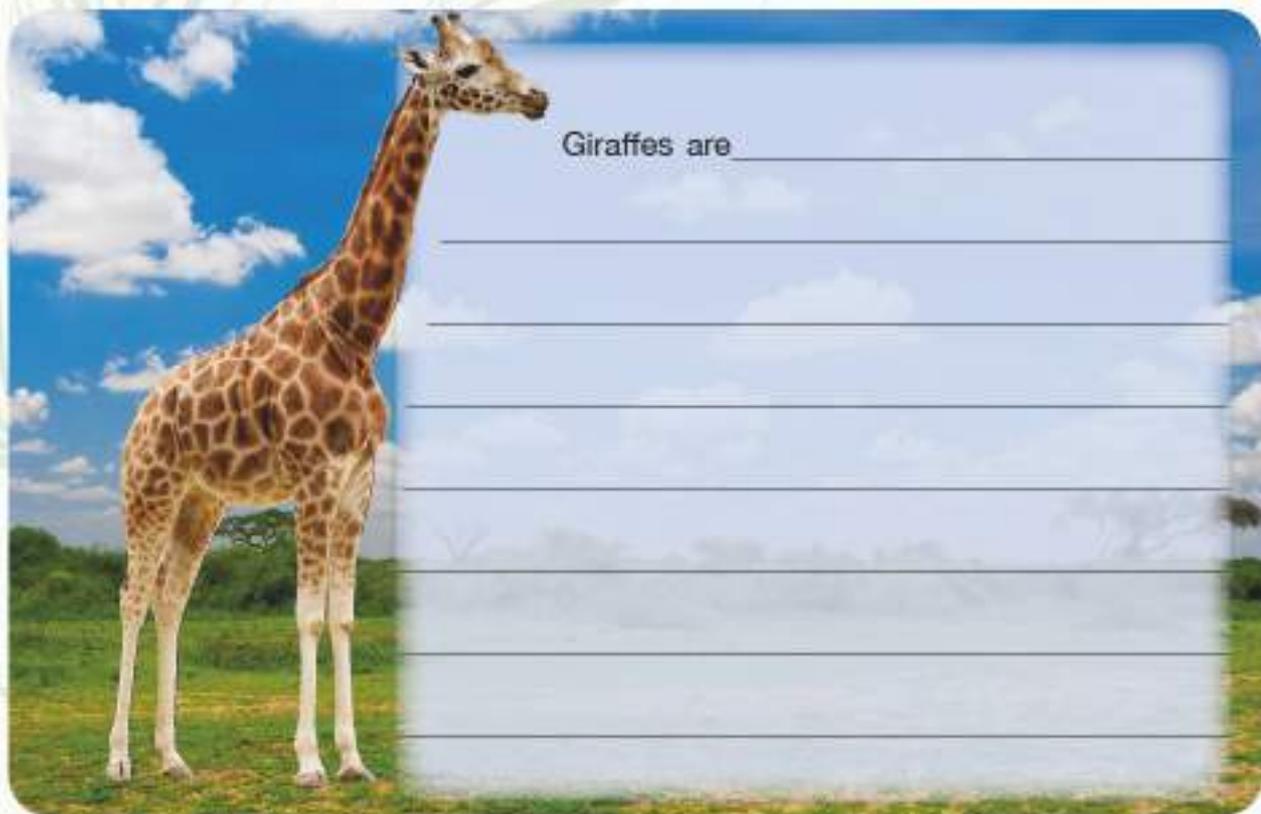
population

live about 25 years

run very fast

take precautions

long neck



hunt

not dangerous

for their skin

should

herbivores

shouldn't



Let's Have Fun!



Write the name of the animal in the message.



1



18



4

16



3

5

6

C H E E T A H

15



4

8



5

9

14



6

10

11



7

12

13

13



8

14

15

12



9

16

11



17



UNIT 4: WILD ANIMALS

Let's Make a Project!



Follow the steps and prepare a poster.
Present it to the class.

Choose two wild
animals.

STEP
01

Prepare a poster
describing them.

STEP
03

STEP
02

Find their
photos.

STEP
04

Make suggestions to
protect wild animals.

Let's Reflect!

Now I can...



understand speech on past and present events.

ask about characteristics of wild animals.

talk about past and present events and make suggestions.

understand texts about past and present events.

write sentences about wildlife.

UNIT-5

TELEVISION



UNIT 5: TELEVISION

» Let's Start!

1



Look at the picture.
What is the cat doing?
Do you think TV makes people lazy?



2



There are some types of TV programmes below. Which one is your favourite?



discussion



documentary



news



quiz show



reality show



series



sitcom



soap opera



talk show

3

Read the sentences. In which type of programme can you hear them?
Write the programmes in the boxes.

a. "With its powerful effect, you don't need to worry about dirt on your clothes."

b. "You found the correct answer and won 50 points!"

c. "I love him, mom. I can't do without him. I'm so sad!"

d. "Good night, dear guests. We laughed and had fun. We had a great time. Thank you."

e. "You can't see these wild animals in the savannah easily. They are endangered now."

f. "The police caught the burglars and saved the money."

a

commercial

b**c****d****e****f****4**

Which one do you want to watch? Why?



UNIT 5: TELEVISION

Let's Read!

1



Look at the picture. What are they doing? Is the boy having dinner or watching TV?



2



5.1 Read and listen about Nina's family. What do they watch on TV? Underline the TV programmes you find.

Hello! I'm Nina. I really like watching TV in my free time. My favourite programme is series. I never miss new episodes of my favourite series.

My dad prefers reality shows because he likes programmes about real life. He also watches news every day, especially in the evenings.

My mum rarely watches TV. She prefers movies to TV series. She sometimes watches quiz shows and she thinks they are amusing.

My brother, Billy, watches TV for long hours every day. He doesn't care about the signs on TV programmes and watches every type of programmes. He watches TV even at dinner table. He prefers watching morning shows to spending time with his family or friends at weekends. We call him a couch potato.

3



Read the text in part 2 again and correct the underlined parts.

- Nina watches TV when she gets home from school.

- Nina's mother prefers TV series to movies.

- Billy sometimes meets his friends at weekends.

- The signs about TV programmes are very important for Billy.

- Billy's father only prefers watching reality shows.

- Nina never misses her favourite team's matches.

4



TV signs help people to choose appropriate programmes on TV. Write the phrases under the signs.

» suitable for eighteen and over

» suitable for seven and over

» violence / horror

» general audiences

» suitable for thirteen and over

» negative examples



5



What are your favourite TV programmes? Why do you prefer them? Give some reasons as in the examples.

e.g.

I prefer quiz shows because I like them. I think they are informative. People should watch them to learn new things.

I prefer watching sitcoms to documentaries. I think they are funnier. But children shouldn't prefer them.

UNIT 5: TELEVISION

Let's Listen!

1



What type of TV programmes do/don't you usually watch? Why?

2



5.2 Look at the TV guide. Daisy and Sarah are talking about TV programmes. Listen to the dialogue. Which programme did they decide to watch?



Channel 1

- * 19:00 Talk Show
- * 21:00 Documentary
- * 22:00 Reality Show

Channel 5

- * 19:00 Quiz Show
- * 21:00 Sitcom
- * 22:00 A film

Channel 7

- * 19:00 News
- * 21:00 Soap Opera
- * 22:00 Discussion

3



5.3 Listen again. Write True (T), False (F) or No Information (-)

- ___ Sarah prefers quiz shows to talk shows.
- ___ Daisy likes learning new things.
- ___ Sarah usually watches documentaries.
- ___ Sarah doesn't like watching soap operas.
- ___ Daisy watched a reality show last night.
- ___ Daisy thinks sitcoms are boring.

» Let's Speak!

1



Work with your partner. Choose a TV programme. Ask and answer questions as in the example. You can use the questions below.



1. How often do you watch TV?

5. What happened in the programme?

4. When did you last watch it?

2. What is your favourite TV programme?

3. Why do you like it?

e.g.

A: What is your favourite TV programme?

B: My favourite TV programme is quiz show because I can learn many new things while answering the questions.

A: When did you last watch it?

B: I watched it last weekend.

A: What happened in the programme?

B:



UNIT 5: TELEVISION

Let's Read!

1



Which TV programmes do you recommend to your classmates? Why?

2



Chris, Sue and Matt are talking about their favourite TV programmes. Read the dialogue and find who talked about the characters in the photos. Write their names under the photos.



Chris: Did you watch the talk show last night?

Sue: No, I didn't. Did you enjoy it?

Chris: Of course! I laughed a lot. There were two guests; a famous actress and a successful director. They made a comedy movie together. Oh, wait! There was one more guest; a singer. She sang songs from her new album. I usually watch it at weekends. Hey Matt, do you want to watch it with me this weekend?

Matt: No, thanks. I prefer series to talk shows because they are more entertaining and exciting. Last week, I watched a sci-fi series. It was about a man and a robot. They tried to escape from aliens. Suddenly, another robot appeared and helped them. Finally, they found a spaceship and escaped. It was fantastic. I can't wait for the next episode!

Sue: I think series are boring. I prefer watching documentaries because they are informative. Two days ago, I watched a documentary about the history of science. I recommend it.

Chris: I think documentaries are boring, too. Talk shows are always amusing.

4



Read the dialogue again and complete the table.

	Series	Talk Show	Documentary
Who watched it?			
When did she/he watch it?			
Why did she/he prefer it?			
What was it about?			

5



Read again and choose the correct one.

1. Sue **watched/didn't watch** the talk-show programme.
2. There were **two/three** guests at the talk-show.
3. Matt watched a sci-fi **series/movie**.
4. The documentary was about **history of science/wild animals**.
5. Chris **likes/doesn't like** watching documentaries.

6



What did you watch last on TV? Talk about it with your partner.

e.g.

I watched "Altın Petek" yesterday. There was a university student. She knew all the questions. She was very successful.



I didn't watch it. I watched "Seksenler" yesterday. A couple got married. They were very happy. It was entertaining.

UNIT 5: TELEVISION

Let's Write!

1



Work in pairs. Ask the questions to your partner and write a paragraph about her/his TV watching habits.

How many TVs do you have at home?

How often do you watch TV?

What kinds of TV programs do you prefer/watch?

Do you have dinner in front of TV?

Do you watch the commercials on TV?

Do you watch TV a lot?

e.g. *My partner has two TVs at home. She sometimes watches TV. She/he*

Handwriting practice area with ten horizontal dashed lines on a yellow background.



Let's Have Fun!

In groups of 4



crazy about



prefer



should



can't stand

don't prefer



shouldn't



DISCUSSION TOPICS

having dinner in front of TV

watching violence

being usually on the couch

watching programmes for
general audience

staying up late to watch TV

watching a documentary

watching commercials

skipping meals to watch TV

watching TV for long hours



UNIT 5: TELEVISION

Let's Make a Project!



Follow the steps and prepare a poster.
Present it to the class.

Choose two types of TV programmes.

STEP
01

Find their photos.

STEP
03

STEP
02

Prepare a poster.

STEP
04

Give information about the programmes.

Let's Reflect!

Now I can...



understand speech on daily routines and preferences.



ask questions about preferences.



talk about past events, preferences and personal experiences.



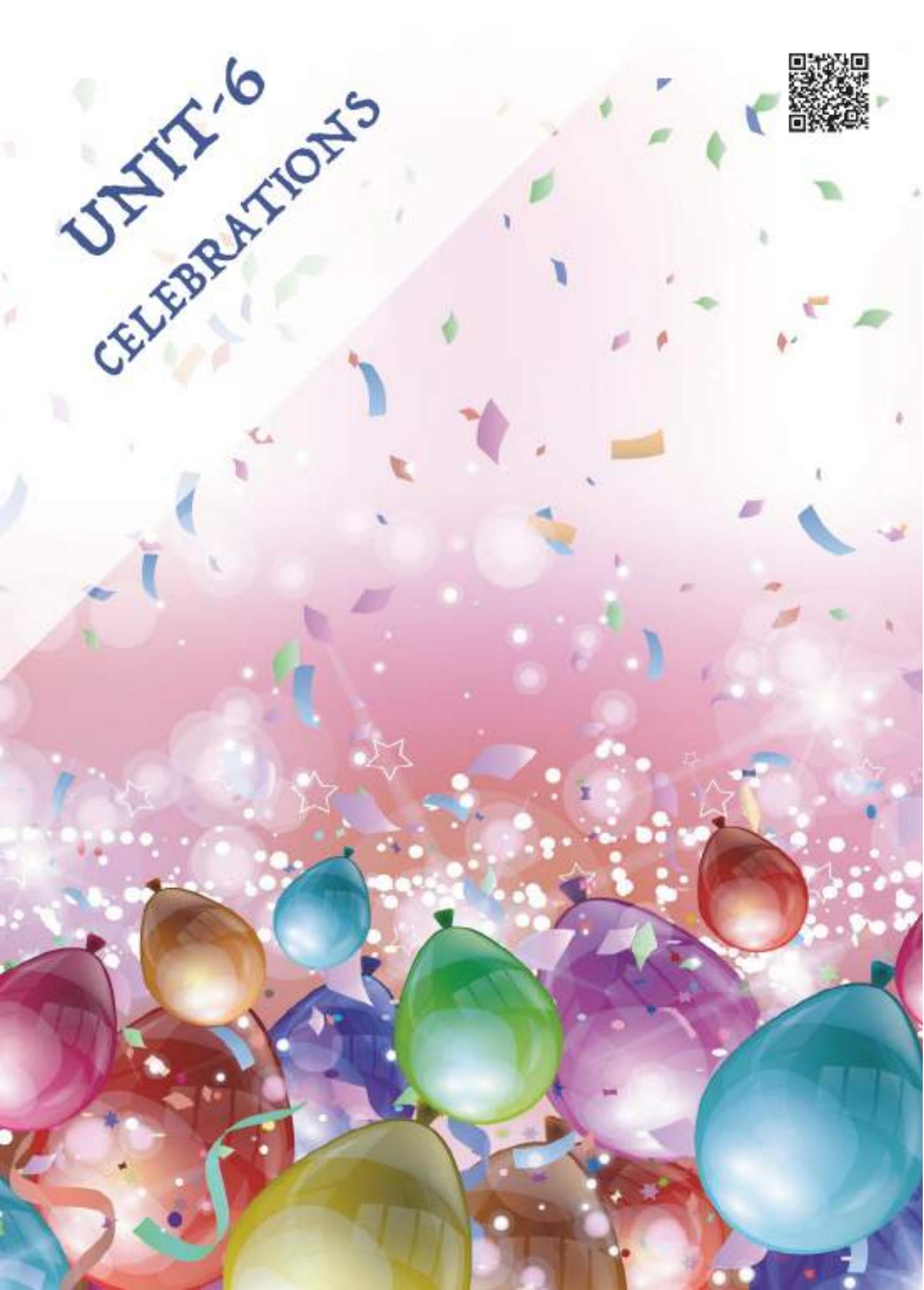
understand texts about past events, daily routines and preferences.



write sentences about daily routines and preferences

UNIT-6

CELEBRATIONS



UNIT 6: CELEBRATIONS

Let's Start!

1



What do you think about special days? Are they important for you? Why/Why not?

2



What do people do on the special days below? Find the expressions for each celebration. You can add more.

Graduation Party



get a degree or a diploma

wrap presents

eat baklava

wear a costume

drink beverages

decorate the places

wear a cap

arrange music

invite guests

visit relatives

Fancy Dress Party



Wedding Day



Birthday Party



e.g. *wrap presents*

Ramadan Feast



3

Match the words and phrases with their definitions.

invitation cards

guest list

fancy dresses

presents

beverages

- _____ : the drinks
- _____ : names of guests
- _____ : short letters for guests
- _____ : gifts
- _____ : different costumes

4

Put the letters in the correct order and match them with the pictures.

1. ndscale
candles2. deatroicon
_____3. hsostr
_____4. tnviei
_____5. custemo
_____6. yirthbda
_____

Go to Activity Part 6.1.



UNIT 6: CELEBRATIONS

Let's Read!

1



What kind of party did you attend last? Did you like it?

2



6.1 Paul and Amanda are preparing a surprise party. Read and listen to the dialogue. What kind of party is it?

Paul: My brother is graduating from university next Sunday.

Amanda: Congratulations!

Paul: I want to organize a surprise graduation party for him, but it is a hard work.

Amanda: Don't worry, I can help you. I'm really good at organizing parties.

Paul: Great! *First*, we should decorate the place. What do we need for decoration?

Amanda: We need a lot of balloons, confetti and some party hats. I can buy them.

Paul: Ok. *Then*, we should prepare a guest list.

Amanda: How many guests are coming to the party?

Paul: I don't know but we should invite all his close friends.

Amanda: *Next*, we should prepare food and beverages.

Paul: Oh, we need to buy some juice and lots of crisps.

Amanda: My mum can make some cookies and a big cake.

Paul: Sounds good. *Finally*, we need music for the party. Do you have any music CDs?

Amanda: Oh, yeah! I have a few amazing CDs. I can bring them.

Paul: Thanks a lot, Amanda. Let's meet tomorrow and start preparations.

Amanda: OK. See you!

3



Read the dialogue again. What do they need for the party?
Tick the correct one.

a lot of
 a little confetti

some
 a few party hats

three
 a few music CDs

a lot of
 some cookies

lots of
 some crisps

some
 a little juice

4



Read again and write four things they should do to organize the party.

1. *First,* _____.
2. *Then,* _____.
3. *Next,* _____.
4. *Finally,* _____.

5



You want to organize a party. Decide on your party type. Look at the pictures. Talk about what you need and how many/how much you need.

e.g. *I want to organize a ... party. I need a lot of/lots of/some/a little/a few*



Go to Activity Part 6.2.



UNIT 6: CELEBRATIONS

Let's Listen!

1



How do you feel if your family/friends organize a surprise party for you? What do you like about surprise parties? Why?

2



6.2 Listen to the dialogues. Write the numbers of the dialogues in each picture.



3



6.3 Listen again and fill in the blanks.

1

A: Oh look! They seem very delicious. Would you like to eat some corn?

B: Yes, please. _____.

C: There are a lot of desserts. I will also get some. Would you like some?

A: No, thanks. _____.

B: OK, but just a few, please.

2

D: Hi, Lucy! Listen. We are planning a party. _____ to join us?

E: Thank you. Yes, I would.

D: It's a costume party. Guests need to wear special clothes.

E: I can't decide because there are _____ choices.

D: The theme is horror, so you need to find a scary costume to wear.

3

F: Now, the food and drinks. How about making some cookies?

G: That's a great idea and a big birthday cake of course.

H: I can make the cake and _____. But we don't have any eggs or flour.

G: We should buy a lot of beverages. There is a little juice.

F: And we shouldn't forget to buy _____ and snacks.

4

I: Hurry up! We don't have much time. Mum is about to come.

J: Yes, you are right. We _____ the room with many balloons and confetti.

I: Great! What about the present? Did you wrap it up?

J: Yes, it is ready. And also the flowers are here.

I: _____ she will be very happy.

Let's Speak!

1



You want to organize a party to celebrate the end of the school year. Decide on the steps below. Plan the party and tell it to the class. Use *first, then, next, finally* and *quantities*.

- » First, ...
- » Then, ...
- » Next, ...
- » Finally, ...

GET READY FOR THE PARTY

guests list

place, date and time

clothes/costumes

invitation

decoration

food and drinks

entertainment (music, games, etc.)

- » some/any
- » a lot of
- » a few
- » a little

e.g. *First, I should prepare a guest list.*

2



Now you are at your friend's party. Look at the picture. Read the examples and make similar dialogues with your partner.

e.g.

Would you like to drink some orange juice?

Would you like to eat some more?

Yes, please.

No, thanks. I'm full.



UNIT 6: CELEBRATIONS

Let's Read!

1



How do you get invitation for celebrations?

2



Kim received three messages from her friends. Read the messages quickly. What are the messages about?

Jane



Hello, Kim. How are you? I finally finished the university. I am organizing a party tomorrow evening. It's at 6 o'clock at my place. I invited all my friends and relatives. There are a lot of guests. Can you help me with the preparations? Love you, bye!

Rob



Kim, what's up? Tomorrow, we are celebrating our wedding anniversary. We decided to have dinner with all our friends. The dinner is at 6 p.m. I definitely want to see you there. Would you like to join us? If you can come, I can text you the details. Bye!

Wilma



Hey, Kim! Oh, my god! I'm so excited. You are coming to my birthday party tomorrow, right? It's at 6 at my place. I have two dresses and I can't decide. I really need your advice for my dress. I can't wait for the party. Hope to see you tomorrow. Bye for now.

3



Read the messages again and answer the questions.

1. Who has a graduation party?

2. Who did Jane invite to her party?

3. What do Rob and his wife celebrate?

4. Why does Wilma need advice?

5. What time do the parties begin?

4

What do Jane, Rob and Wilma need for their organizations? Write them in their boxes. You can use them more than once.

- » a guest list
- » a cake
- » some cookies
- » a lot of music CDs
- » lots of beverages
- » some confetti
- » a dinner speech
- » candles
- » presents
- » party hats
- » invitation cards/message
- » balloons

Jane**Rob****Wilma****5**

You want to invite your friends to your party. Work in groups of three. Read the role cards and make a dialogue.

Student A: Invite your friends.

Student B: Accept your friend's invitation.

Student C: Refuse your friend's invitation and give an excuse.

Would you like?
Why don't you ...?
Let's ...!

That's a good idea.
Thank you for inviting me.
That sounds great.

Thanks for asking but I'm ...
I'm sorry but I...
I'd love to but ...

UNIT 6: CELEBRATIONS

Let's Write!

1



What do we celebrate in our country? What do people from other countries celebrate different from us?

2



Read Jason's "Costume Party" invitation card and find the answers of these questions.



When?

Where?

What time?

3



You want to celebrate a special day. Prepare an invitation card to invite Jason.





JANUARY

DECEMBER

FEBRUARY

NOVEMBER

MARCH

OCTOBER

APRIL

SEPTEMBER

MAY

JUNE

JULY

AUGUST

» Write special days you celebrate
(personal, religious or national).

» Choose one of them.

» Tell the class about it but don't say
the name.

» Your friends will guess the day.

e.g.
The Republic Day

UNIT 6: CELEBRATIONS

Let's Make a Project!



Follow the steps and organize a birthday party.
Present your plan to the class.

Find photos about
the party.

STEP
01

Prepare a list for
needs, guests and
food under the photos.

STEP
03

STEP
02

Stick them on a
cardboard.

STEP
04

Prepare an invitation
card for your party.

Let's Reflect!

Now I can...



understand speech on suggestions, needs and quantities.

talk about sequences of actions, needs and quantities.

make suggestions.

understand texts about celebrations.

write invitation cards.

UNIT-7 DREAMS



UNIT 7: DREAMS

>> Let's Start!

1



What are the most and the least important things for a good future? Why?

a good career

health

money

friends

family

2



Read Yusuf's expectations. What are his predictions about money, education etc.?

I hope I will have an **excellent** future.

1

I will live in a **peaceful** countryside.

4

I **believe** I will have a happy life.

2

I will **receive** a scholarship to a good university.

5

I will **probably** travel around the world.

3

I will choose astronomy as a **career**.

6

I **guess** I will earn a lot of money.

3



Match the pictures with the sentences in part 2.



4



Match the highlighted words in part 2 with the definitions below.

e.g. believe : to suppose that something is true or likely

1. _____ : extremely good
2. _____ : a job that you do during your working life
3. _____ : to get something
4. _____ : quiet and calm
5. _____ : to think that something is true or possible
6. _____ : something is likely to happen

UNIT 7: DREAMS

Let's Read!

1



What do you expect from the future?

2



7.1 Read and listen to the texts. What are they talking about? Circle the correct answer.

- a. Future Dreams
- b. Future World
- c. Future Problems



Sam

I want to be a basketball player and I believe I will be a really good one. I train three times a week after school. I hope I will play in the NBA and win many medals.



Onur

I really enjoy meeting new people and learning about interesting things in the world. I always dream of travelling around the world. Maybe, I will travel overseas.



Charlie

I want to be a well-known bass guitarist in the future. My cousin and I will start our own band. He can play the guitar and I'm learning to play the bass guitar. I believe our band will get really famous.



Laura

I have got three pets – a kitten and two canaries. They are my best friends and I really enjoy looking after them. I hope I will be an animal protector in the future and provide a better life for many animals.

3



Read the texts in part 2 again and fill in the table.

	Dream	Reason
Sam	» <i>to be a basketball player</i>	
Onur		
Charlie		
Laura		

4



Read again. Whose sentences could these be? Write their names.

- "It will be a great game." _____
- "I think I'll write all the songs we sing." _____
- "I love watching travel programmes on TV." _____
- "I should feed my kitten now." _____
- "One day I may go to Prague." _____
- "I really want to have a dog." _____
- "Oh, mum my trainers need washing." _____
- "I'm thinking of starting a band." _____

5



Make predictions about your life in ten years' time and take notes. Then, tell them to the class.

e.g. "I will graduate from university and I will be a teacher..."

University :
 Future job/career :
 Future travel :
 Future home :
 Any other things :

Go to Activity Part 7.1.



UNIT 7: DREAMS

» Let's Listen!



You should take precautions while working.

2



7.2 Listen to the dialogue. What is Harry's dream job?

3



7.3 Listen again and choose the correct one.

Harry will...

1. be a *doctor/teacher*.
2. have a *happy/sad* family.
3. have *two/three* children.
4. *stay at home/travel* around the world.
5. live in a *big/small* city.



Let's Speak!

1



Build your own future. Circle at least one from each box and talk about your future plans. You can add more.



20s	30s	40s	50s
Get married Go to university Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village _____	Get married Go on education Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village _____	Get married Go on education Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village _____	Travel Do my hobbies Run my own business Buy a house/car Live in a big city/village Be retired _____

2



Walk around the class. Ask and answer about future predictions. You can take notes about your friends' answers.

e.g.

What's your dream for the future?

I will run my own business in my 50s.

What will you do in your 20s?

I will go to university and travel in my 20s.

3



Now look at your notes and talk about your friends' future.

e.g. *She/he will go to university and travel in her/his 20s.*

She/he will run her/his own business in her/his 50s.

UNIT 7: DREAMS

Let's Read!

1



Think about what you will/won't do in fifty years. Why (not)?

2



Read the texts and put the sentences (a-f) in the right place.

- what will education be like without feelings?
- we won't waste time in traffic.
- but of course, it will be very expensive.
- get on your car and fly!
- people won't go to school for their career.
- they will probably come.



Flying Cars

Dream about flying cars. They will make our life easier and

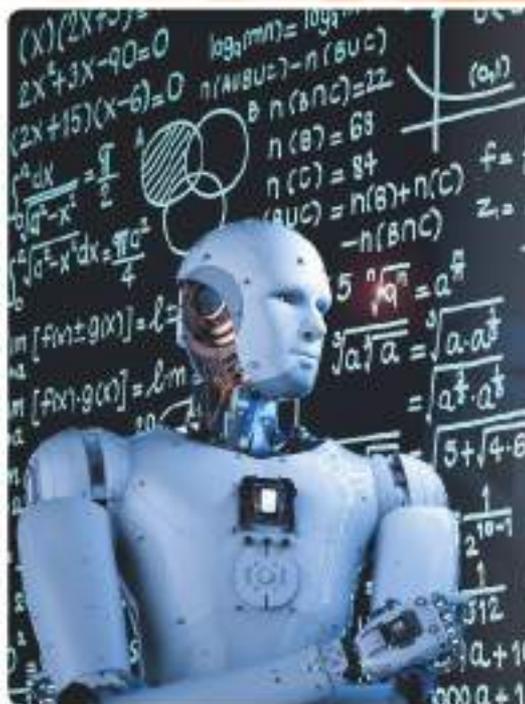
Of course, it is not just a dream. Some engineers are working on flying cars and they predict they will show a model by the end of 2020. But it is not certain when we will use these cars in daily life. You will not be stuck in a traffic jam and just

Going on Holidays in Space

When you're 50 years old, what kind of holiday you want to go on? Some companies are planning to open hotels in space in 30 years,

About 100.000 dollars for only three days. But these firms believe that there will be a lot of people to pay this price. Holidays in space will not be tomorrow, but





Education Without Teachers

Imagine that you won't see teachers at school? How interesting, isn't it? Internet and computers will be more popular and _____

At schools, robot teachers will become widespread. Even students will use the excellent robots. How? When they feel ill, they will send their robot friends to record the lessons.

But _____

3



Read the texts and underline the predictions that surprise you most.

4



Read again and answer the questions.

Which of the predictions do you think...

...will definitely happen?

...will be the greatest improvement on life in the future?

...won't happen?

5



What do you know about the topics below? Choose two of them and make predictions. Will they make our lives better or worse? Why?

self-driving car

robot maids

food pills

underwater city

chips in our brains

Go to Activity Part 7.2.



UNIT 7: DREAMS

Let's Write!



Look at the photos and the topics. What will they be like in the future? Write your predictions about them.

climate



sports



jobs



transportation



television



communication

A large, rounded rectangular area with a decorative border, containing ten horizontal dashed lines for writing predictions.

Work in groups
Discuss



1. There will be no more wars.
2. Because of the climate change, we won't see winters any more.
3. People won't be able to find jobs because of robots.
4. People will not be able to tell a lie.
5. People will live in underwater cities.
6. It will be easy for people to go on space holiday.
7. Robots will play tricks on people.
8. People will use brain chips to record all their lives.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

10. How

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

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UNIT 7: DREAMS

Let's Make a Project!



Follow the steps and write a simple paragraph.
Present it to the class.

Decide on your dreams and expectations about the future.

STEP
01

Stick the photos on a paper.

STEP
03

STEP
02

Find photos of them.

STEP
04

Write a simple paragraph about them.

Let's Reflect!

Now I can...



understand speech on predictions and future events.



talk about predictions.



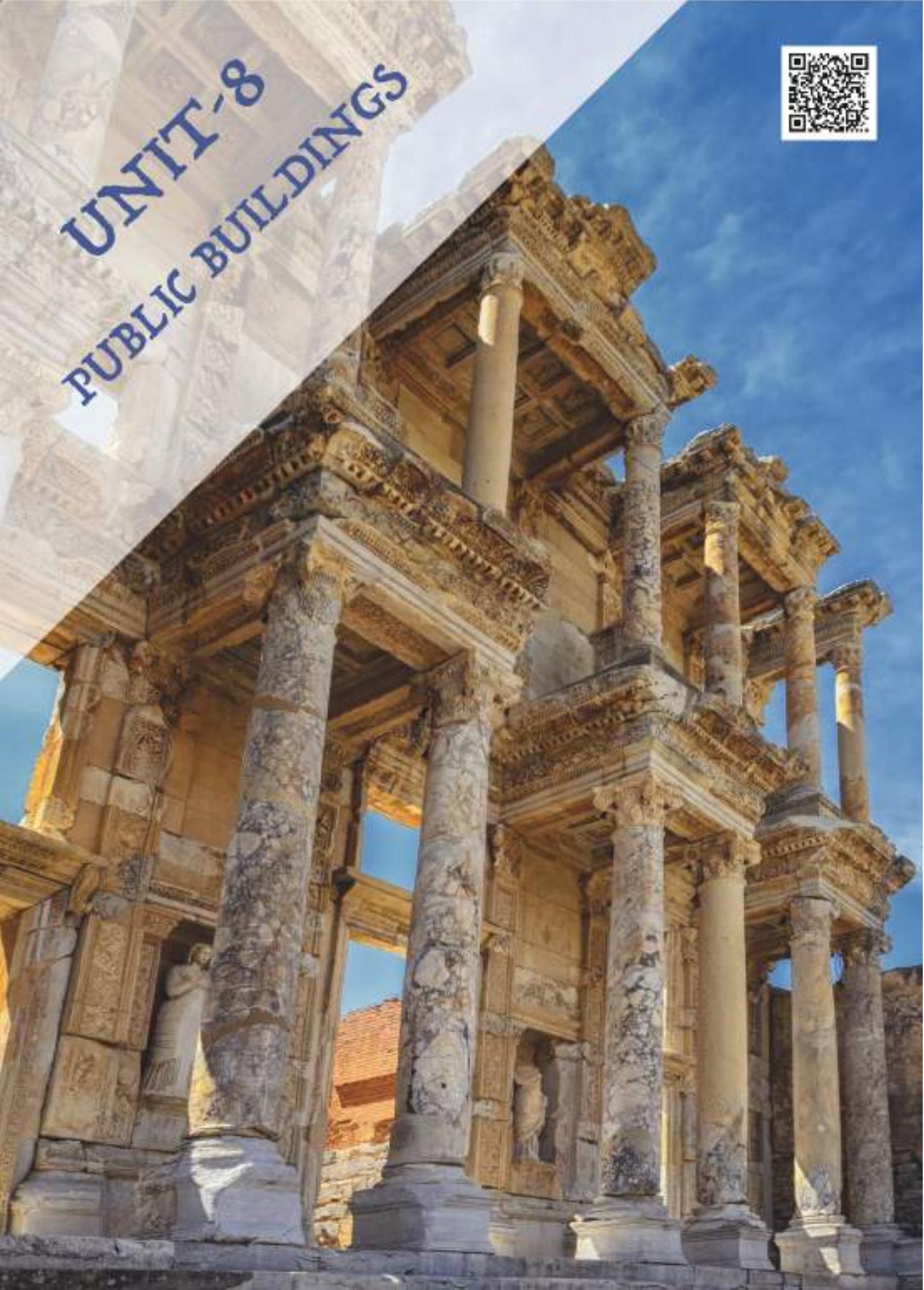
understand texts about predictions.



write sentences about predictions and future events.

UNIT-8

PUBLIC BUILDINGS



UNIT 8: PUBLIC BUILDINGS

» Let's Start!

1



Look at the pictures. Which places do you usually go? Why do you go there?



hospital



music store



bakery



movie theatre



bank



art gallery



greengrocer's



amusement park



shopping mall



police station



municipality



coffee shop

2



Read the questions and choose the correct place.

- Where can you go to report a crime?**
 - bank
 - police station
 - municipality
- Where can you go to drive bumper cars?**
 - amusement park
 - coffee shop
 - music store
- Where can you go to get fruit and vegetables?**
 - music store
 - bakery
 - greengrocer
- Where can you go to see the mayor?**
 - bank
 - municipality
 - police station
- Where can you go to do some shopping?**
 - movie theatre
 - municipality
 - shopping mall
- Where can you go to see paintings?**
 - amusement park
 - art gallery
 - movie theatre
- Where can you go to see the doctor?**
 - hospital
 - amusement park
 - grocery
- Where can you go to watch a film?**
 - music store
 - art gallery
 - movie theatre
- Where can you go to buy some fresh bread?**
 - bakery
 - grocery
 - coffee shop
- Where can you go to meet your friends for a drink?**
 - art gallery
 - coffee shop
 - chemist's
- Where can you go to draw money?**
 - bank
 - art gallery
 - chemist's
- Where can you go to buy some CDs?**
 - coffee shop
 - amusement park
 - music store



UNIT 8: PUBLIC BUILDINGS

Let's Read!

1



Which places can you see in your neighbourhood?

2



Read Alan's homework quickly and underline the places in his neighbourhood.



A Great Place to Live

I live in a nice neighbourhood near the centre of town. I think it is a great place to live because the main street is very close to my neighbourhood. There are lots of good shops and stores on this street. You can find everything you want; fashionable clothes, jewellery, electronics, furniture, etc. There is also a big department store just opposite the city hall. But my favourite is the bakery on the edge of the street. Every morning, I go there to buy some delicious carrot or chocolate cake and different kinds of bread.

Across the street, there is a greengrocer. We can go there to get fresh fruit and vegetables. There is a music store opposite the greengrocer and a chemist's to get medicine. At the corner, there is a great coffee shop. I usually meet my friends there for a quick lunch or to drink something at weekends.

On the other side of the street, there is a beautiful park. It's a perfect place to walk or have a picnic. We sometimes go there as a family to enjoy weekends. I love my neighbourhood, so I'm really happy to live in this place.

3



Read the text again and write True (T) or False (F). Correct the false sentences.

1. ___ Alan's neighbourhood is far from the town.
2. ___ The coffee shop is a great place to have dinner with friends.
3. ___ You can buy anything you want in Alan's neighbourhood.
4. ___ Alan and his friend have breakfast at the coffee shop.
5. ___ The city hall is opposite the department store.
6. ___ He goes to the bakery to get some cake and bread.
7. ___ Alan sometimes goes to the park alone to enjoy on weekdays.

4



8.1 Listen to the dialogues. Where is Alan in each dialogue?
Write the numbers in the pictures.



5



8.2 Listen again. Why is he there?

1. e.g. to get aspirin and painkillers

2.

3.

4.

5.

6.

Go to Activity Part 8.2.



UNIT 8: PUBLIC BUILDINGS

Let's Listen!

1



Where do you usually go to have fun with your friends?

2



8.3 Lisa and Amy are talking on the phone. Listen to them and write down the places they are talking about.





3



8.4 Listen again and choose the correct answer.

- Lisa will be with her sister...**
 - to look after her.
 - to have some fun with her.
- Lisa will go to the park...**
 - to have a picnic with her family.
 - to have breakfast with her family.
- Amy went to the shopping mall yesterday...**
 - to buy a present for her cousin.
 - to buy a new pair of shoes.
- Amy and Lisa will have some time after the film...**
 - to go to the coffee shop.
 - to go to Jason's boutique.
- Amy and Lisa are planning to meet at the coffee shop...**
 - to drink something.
 - to eat something.

Let's Speak!

1



Look at the photos. Where are the people? What are they doing?



e.g. (c) *The man is in the chemist's. He is.....*

2



Work in pairs. Write down some places you went last. Ask and answer questions about your places them.

I went to _____.

When did you go?

Last weekend.

Who did you go with?

With my mum.

Why did you go there?

To buy a camera.

UNIT 8: PUBLIC BUILDINGS

» Let's Read!

1



Read the texts quickly and match the cities with them.

London, England

Beijing, China

Istanbul, Turkey



I would like to visit _____.

I am interested in history and it is a great place to see the historic sites such as Topkapı Museum, Hagia Sophia and Blue Mosque. Besides, one of the oldest shopping malls, Grand Bazaar, is in this city. Then I want to take a Bosphorus tour to see

wonderful views of the city. I may try the seafood restaurants to taste their delicious fish.



I would like to visit _____.

It is the capital of the country. There are a lot of magnificent sights to visit there. I would like to see the Great Wall because it is one of the longest buildings in the world. I really love shopping and there are lots of outdoor markets in Wangfujing and Qianmen Street. Also, I can visit the

Chinese restaurants to taste the Chinese food. I think it will be an amazing experience.



I would like to visit _____.

It is a very busy and cosmopolitan city. There are a lot of museums and art galleries. I want to visit the British museum to see old and modern art. I can ride on the London Eye and take a walk in its famous parks. There are also many free music concerts in the city. I

want to attend and listen to my favourite singers. I can go to Hamley to visit the biggest toy shop in the world.

2



Read the texts again. Tick the correct places.

	Istanbul	London	Beijing
It is the capital city of the country.			
There are two streets full of traditional shops and stores.			
You can enjoy the amazing scenery while taking a boat tour.			
It has one of the longest buildings in the world.			
You can buy any kinds of toys there.			
People come to visit its famous art galleries and museums.			
It has a lot of historical places to visit.			
One of the oldest shopping mall is in this city.			

3



Which of these cities do you prefer to visit? Why?

UNIT 8: PUBLIC BUILDINGS

» Let's Write!

1



Think about the city you would like to visit. Take notes and write a paragraph about it. You can find the photo of it.

» The name of the city:

» The reason why you want to visit:

» The places you can see there:

» The things you want to do there:

The city I would like to visit is ...

stick the photo

Let's Have Fun!

In groups of 3 or 4.

» Read the clue cards.

» Try to find which places Mr. Frank went last Friday.

» The group who finds the places in a shorter time will be the winner.

Last Friday Mr. Frank had a very busy day.

1
He **went to** _____.
Because he wanted to have breakfast
but there wasn't any bread left.

6
He **went to** _____.
Because he wanted to buy a new T-shirt
and jeans.

2
He **went to** _____.
Because he wanted to buy fresh
fruit and vegetables.

7
He **went to** _____.
Because he was tired. He wanted to
have a rest and drink some tea.

3
He **went to** _____.
Because he needed to send a parcel to
his friend.

8
He **went to** _____.
Because he wanted to buy some books
to read.

4
He **went to** _____.
Because he wanted to walk his dog.

9
He **went to** _____.
Because he felt ill and wanted to get
some aspirin.

5
He **went to** _____.
Because he wanted to go
shopping.

10
He **went to** _____.
Because he wanted to buy some
clothes.

UNIT 8: PUBLIC BUILDINGS

Let's Make a Project!



Follow the steps and prepare a poster.
Present it to the class.

Prepare a map of your
neighbourhood.

STEP
01

Choose which places
you usually go in your
neighbourhood.

STEP
03

STEP
02

Show the public
buildings.

STEP
04

Write why you go to each of
these places.

Let's Reflect!

Now I can...



identify the names of the public buildings.



understand speech on explanations with reasons.



give explanations with reasons.



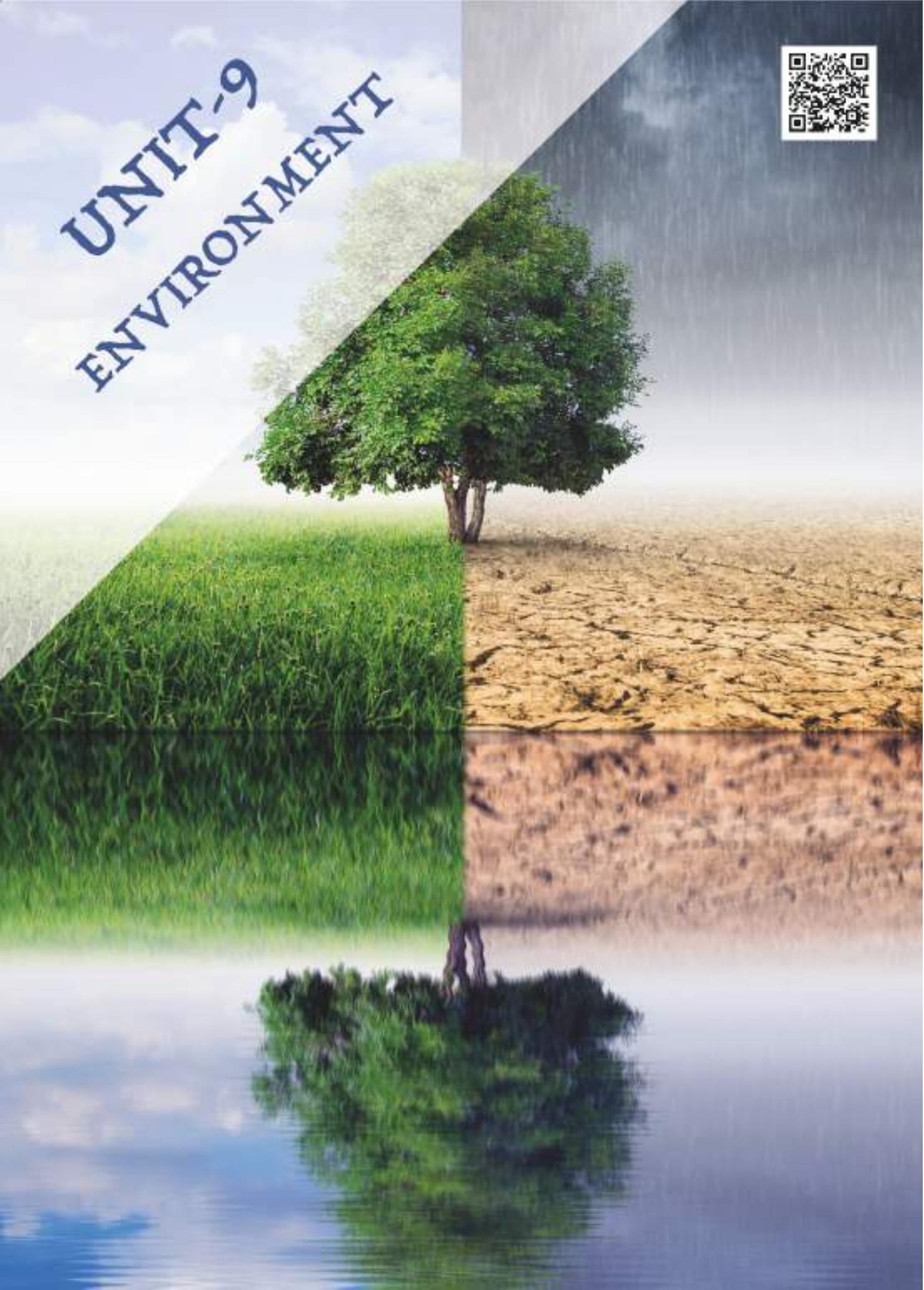
understand texts about explanations with reasons.



write sentences about explanations with reasons.

UNIT-9

ENVIRONMENT



UNIT 9: ENVIRONMENT

» Let's Start!

1



Look at the pictures. What do you know about them?



a. air pollution



b. water pollution



c. global warming



d. deforestation



e. solar energy



f. wind energy



g. recycle



h. pesticides



i. rainforest



j. an eco-friendly bag



k. plant a tree



l. nuclear waste

2



9.1 Listen and repeat the words.

2**9.2 Listen and complete the sentences with the words in part 1.**

- _____ may cause a lot of diseases.
- Because of _____, sea levels are rising quickly.
- _____ has a negative impact on habitats of land animals.
- _____ is one of the best solutions for air pollution.
- We must _____ paper, glass and metals.
- Farmers shouldn't use too many _____.
- We must use _____ to protect environment.
- _____ is very harmful for people's health.

3**Put the words in part 1 into the correct box.****POSITIVE****NEGATIVE****4****Match the problems with the correct sentences.**

a. air pollution

b. global warming

c. deforestation

d. nuclear waste

e. water pollution

f. pesticides

- ___ People cut down large numbers of trees in the forests.
- ___ People throw rubbish into the lakes, rivers or seas.
- ___ The temperature of the Earth surface increases.
- ___ These are the poisonous chemicals. People use them in agriculture.
- ___ People can't breathe easily because of the vehicles' exhaust fume.
- ___ It has bad effects on life and causes genetic problems for humans and animals.

Go to Activity Part 9.1.



UNIT 9: ENVIRONMENT

Let's Read!

1



Look at the photo. What are they doing?



2



9.3 Read and listen to the dialogue between Dean and Lucy. Why is Dean upset?

Lucy: Dean! Why do you look so worried?

Dean: Did you read the newspaper?

Lucy: No, I didn't. What happened?

Dean: The temperature is rising and the ice in the poles is melting.

Lucy: Really? Why?

Dean: Global warming!!!

Lucy: What's behind all this?

Dean: Of course, us, humans. We're always disturbing the balance of nature.

Lucy: How? What must we do to stop global warming?

Dean: First, we must use public transportation to prevent air pollution and the increase in temperature. Then, we have to reduce water and energy waste.

Lucy: What else?

Dean: We mustn't cut down the trees because they are necessary for the oxygen. We mustn't use sprays and pesticides on farms.

Lucy: We shouldn't forget that we are responsible for the nature. We have to take actions and do our best.

3



Read the dialogue in part 2 again and tick the photos they are talking about.



4



Read again and write True (T), False (F) or No Information (-).

- ___ Dean is upset because of her friend's behaviour.
- ___ Lucy knows what the news is about.
- ___ Dean thinks humans disturb the balance of nature.
- ___ Lucy is also worried about endangered animal species.
- ___ Lucy thinks people must do something for the environment.

5



Work in pairs. Read the role cards and make a dialogue. You can use the prompts below.

Role card A

You're Lucy and you will make a speech on what people must do to protect the environment.

Role card B

You're Dean and you will make a speech on what people mustn't do to protect the environment.

» **destroy rainforest**

» **plant trees**

» **use plastic bags**

» **use solar energy**

» **drive your own car**

» **recycle paper, bottles**

UNIT 9: ENVIRONMENT

Let's Listen!

1



9.4 Emily and her father decided to make a "Plant Your Own Tree" campaign. Listen to them. How does Emily feel about the campaign?

2



9.5 Listen again. What are they talking about to prevent air pollution? Put a tick.

- 1. We should use public transportation.
- 2. We mustn't use plastic bags.
- 3. We have to use solar energy.
- 4. We must buy rechargeable batteries.
- 5. We have to buy energy efficient vehicles.

3



Look at the pictures and complete the process of planting a tree.



First, _____
a proper place.

place



Then, _____
a hole.

dig

select



And _____
the tree in the _____
of the hole gently.

water

centre



Finally, _____
the newly planted tree.

>> Let's Speak!

1



You will make a campaign to protect the environment. Look at the photos, follow the steps below and talk about it.

Reusing Campaign



Street Sweeping Campaign



Saving Electricity Campaign



- » Choose a campaign or create one.
- » Make your own slogans.
- » Give information about the process.

Recycling Campaign



Collecting the Battery Campaign



Animal Saving Campaign



e.g. *I will make a recycling campaign. First, ...*

Go to Activity Part 9.3.



UNIT 9: ENVIRONMENT

Let's Read!

1



What can you do to make the world a better place?
What can we do to protect the environment?

2



Read the texts quickly and match the pictures with the correct paragraphs. There is one extra.



DEFORESTATION

Deforestation is cutting down the trees severely and illegally. People cut them for many reasons like agriculture, furniture and paper products. Deforestation has negative effects on earth. Oxygen in the air decreases, greenhouse gases enter the atmosphere and the temperature increases. This change threatens a lot of plants and animal species. We should use recycled items such as notebook papers, books, shopping bags to prevent deforestation. We must immediately stop destroying forests.

WASTING ENERGY

People use energy for many reasons- for cooking, lightening, heating and entertainment. But we mostly use it carelessly. Overusing the energy sources causes climate change. It also causes higher energy costs. You have to pay much more money. We should use renewable sources like water, wind and solar energy to reduce these harmful effects. We shouldn't use fossil fuels as energy sources. We should choose energy saving bulbs and devices. We mustn't set the thermostat too high. We mustn't wash our clothes in too hot water. We have to take necessary precautions to save energy sources.

3

Read the texts in part 2 again and match the sentences with the topics. Write (D) for "Deforestation" and (WE) for "Wasting Energy".

A) Deforestation

B) Wasting energy

- 1. The number of trees are decreasing day by day because of many reasons.
- 2. We should use renewable sources to reduce harmful effects.
- 3. People spend too much money and have higher bills.
- 4. It causes an increase in the temperature of the Earth.

4

Read again and answer the questions.

1. Why do people cut down trees?

2. What are the important effects of deforestation?

3. What does overusing the energy cause?

4. What mustn't we do to prevent wasting energy?

5

Work in pairs and make a dialogue. Read the problems and make at least two suggestions for each. Give explanations and reasons.

Problems

air pollution
 extinction of animals
 soil and land pollution
 too much rubbish
 industrial waste

e.g.

What should we do to stop air pollution?

We should use public transportation and...

UNIT 9: ENVIRONMENT

>> Let's Write!

1



Imagine that you will do something for the Earth. Read the problems and choose at least two of them. What will you do? How will you do? Write your messages in the boxes by using *First*, *Then* and *Finally*.

Some factories pollute rivers, seas and oceans. How can we stop it?

People throw away tons of garbage every day. How can we reduce it?

Handwriting practice box with a dotted line for the top line and dashed lines for the middle and bottom lines.

Traffic jams cause air pollution. How can we reduce traffic jam?

Big cities are often very noisy places. How can we reduce noise pollution?

Handwriting practice box with a dotted line for the top line and dashed lines for the middle and bottom lines.

People throw away plastic bottles after drinking water. How can we stop plastic waste?



Let's Have Fun!

Look at the words and write as many sentences as you can.

switch off

shouldn't

throw away

water

we

electricity

plant

forest

or

waste

should

recycle

use

mustn't

trees

grow

harmful

plants

use

have to

eco-friendly

pesticides

cut down

the light

animals

trees

protect

must

bags

rubbish

plastics

plastic bags

UNIT 9: ENVIRONMENT

Let's Make a Project!



Follow the steps and prepare a poster.
Present it to the class.

Decide on the ways of
protecting our environment.

STEP
01

Prepare a poster showing
ways of protecting our
environment.

STEP
03

STEP
02

Find the photos of
these ways.

STEP
04

Give explanations, reasons
and express obligations.

Let's Reflect!

Now I can...



understand speech on environment.



talk about obligations and give instructions for a process.



understand texts about environment.



write messages about environment and description of a process.

UNIT-10

PLANETS



UNIT 10: PLANETS

» Let's Start!

1



Look at the picture below. This is a tiny part of our universe. It's our galaxy, "Milky Way". Where is our Solar System?



2



Write the names of the planets in the boxes. You can get help from the tip below.

Earth

Saturn

Jupiter

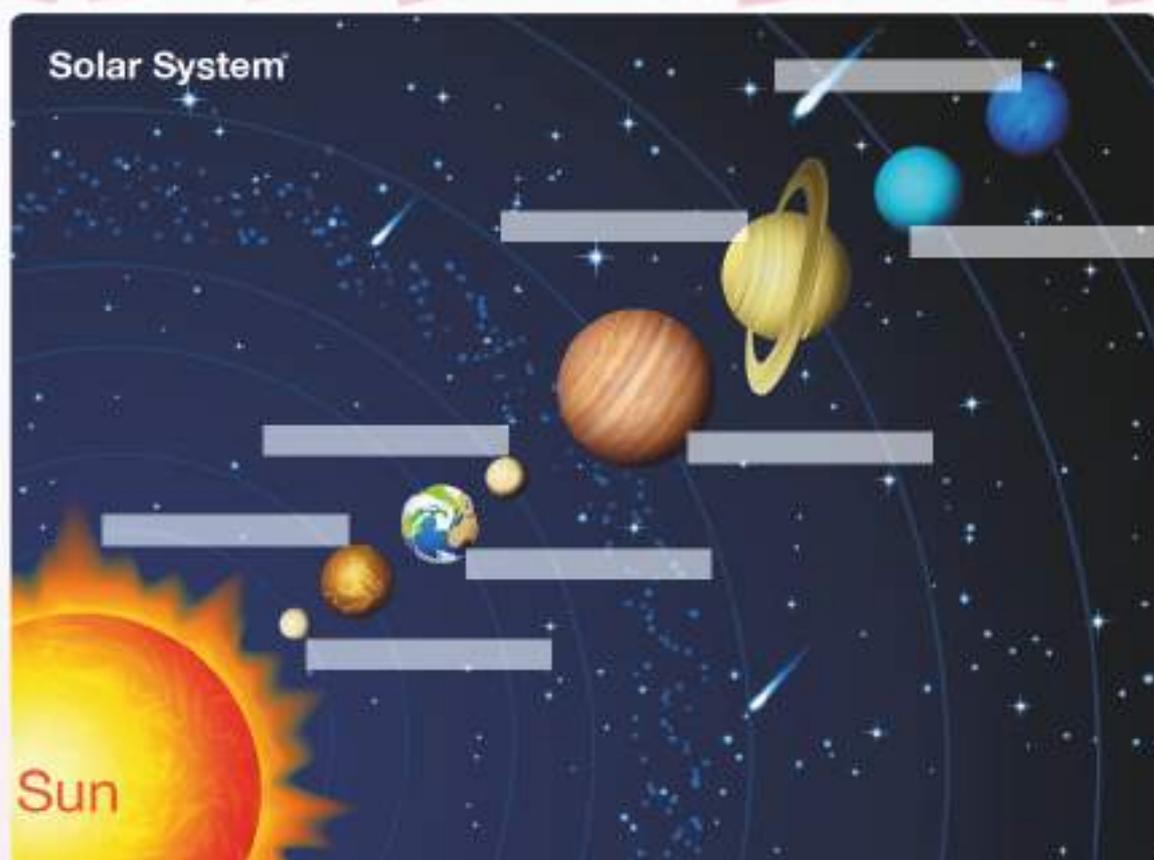
Neptune

Venus

Uranus

Mercury

Mars

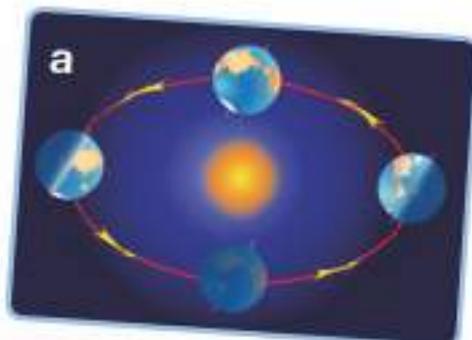


Tip: "My Very Easy Method Just Speeds Up Names."

3



Match the words with the photos. You can use your dictionaries.


 moon

 gravity

 meteor shower

 to observe

 orbit

 space shuttle

 atmosphere

 satellite


4



10.1 Listen and check your answers.

Go to Activity Part 10.1.



UNIT 10: PLANETS

Let's Read!

1



Which planets are smaller than the Earth? Do you know anything smaller than these planets in our Solar System?

2



10.2 Read and listen to the text. What is the text about?

Our Small Neighbours

The planets orbit the Sun and they have moons. But there are also "Dwarf Planets". These small planets also have orbits, gravity and moons but they share their orbit with other things like asteroids, comets etc. They are even smaller than our moon.

The most well-known dwarf planet is Pluto. At first, we knew Pluto as the smallest planet in our solar system. Later, International Astronomical Union (IAU) changed its status as a dwarf planet.

A day on Pluto is much longer than a day on Earth (153 hours). A year on Earth is much shorter than a year in Pluto. It completes a tour around the Sun in 248 years.

Eris is just a little smaller than Pluto. It is farther than Neptune. A year on Eris is longer than a year on Earth; 577 years.

There are three other dwarf planets; Haumea is one of the fastest objects in our solar system. Makemake is discovered in 2005 and Ceres is the closest dwarf planet to Earth.

Maybe scientists will discover more dwarf planets in the future. Maybe you will discover one. Why not?

3



Read the text again and correct the mistakes in the sentences.

1. There are eight dwarf planets in our solar system.
2. Dwarf planets don't share their orbits.
3. Pluto is bigger than our moon.
4. Eris is closer to the Sun than Neptune.
5. Haumea is slower than Pluto.
6. Makemake is the slowest dwarf planet.
7. Makemake is closer to the Earth than Ceres.
8. All dwarf planets are bigger than eight planets.

e.g. *eight planets*

4



Label the dwarf planets and write at least three scientific information about them from the text. Make some comparisons.

Dwarf planets

Pluto E _____ H _____ M _____ C _____

Go to Activity Part 10.2.



UNIT 10: PLANETS

» Let's Listen!

1



Which planet(s) do you want to observe? Why?

2



10.3 Listen to the dialogue between Jason and his mother. What are they talking about? Circle the correct one.

A. Space Tourism



B. A Comet



C. Life on Mars



3



10.4 Listen again and write True (T) or False (F).

1. ___ Jason wants to be an astronaut.
2. ___ Seven people travelled as space tourists.
3. ___ The space tourists didn't pay any money.
4. ___ People will stay in space hotels.
5. ___ Jason's mother wants to travel in space.



4

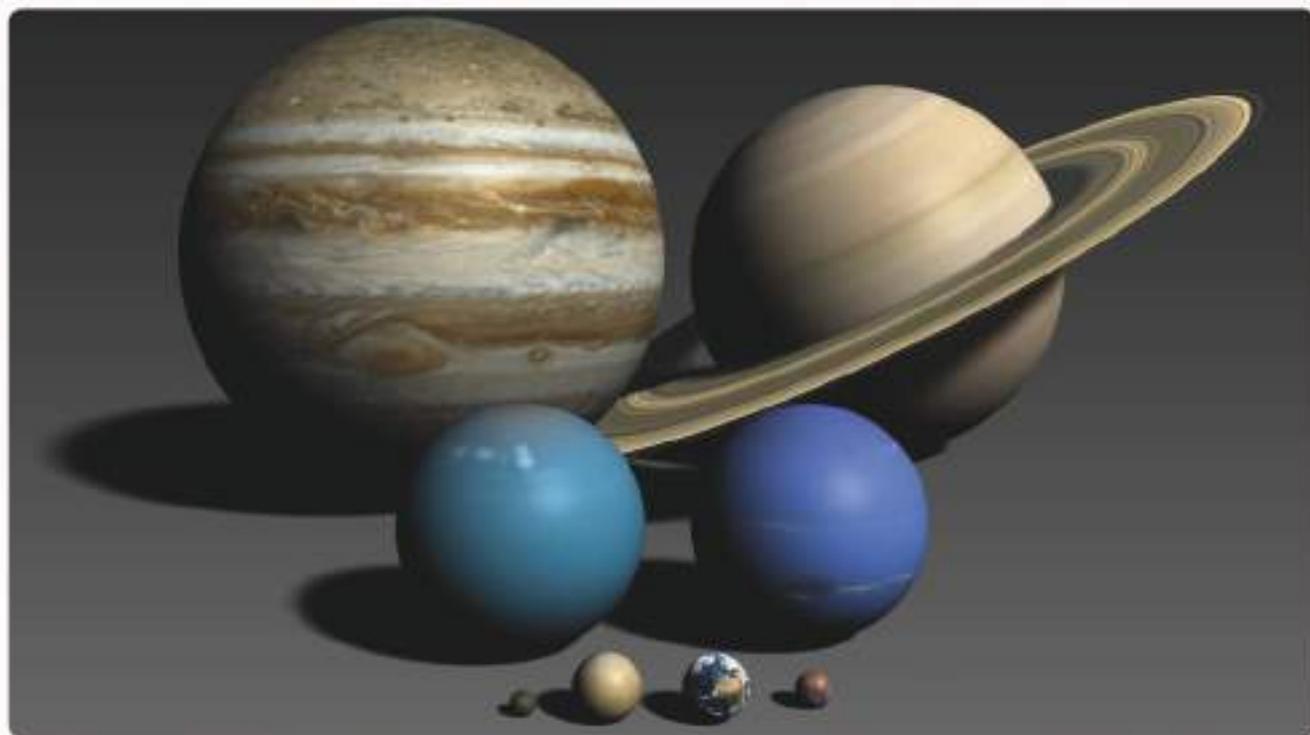


Imagine that you have enough money to become a space tourist. Where do you want to see first? Why?

Let's Speak!



Work in pairs. Look at the picture and read the information below. Ask and answer questions about planets and compare them.



e.g.

Which planet is closer to the Sun? Neptune or Venus?

Venus is closer to the Sun than Neptune.

Which one is larger than the other planets?

Jupiter is larger than the other planets.

	Size (equator length)	Distance from the Sun	Mass (Earth kg)
Jupiter	139,822 km	778,340,821 km	0,44x
Saturn	116,464 km	1,426,666,422 km	0,40x
Uranus	50,724 km	2,870,658,186 km	0,28x
Neptune	49,244 km	4,498,396,441 km	0,23x
Earth	12,742 km	149,598,262 km	1x
Venus	12,103 km	108,209,475 km	1,17x
Mars	6,779 km	227,943,824 km	0,81x
Mercury	4,8794 km	57,909,227 km	1,60x

UNIT 10: PLANETS

Let's Read!

1



What did you see last when you looked at the sky at night? Discuss as a class and make a list of them.

2



Read the text quickly and find: How many parts does a comet have? What are their names?

From Earth to the Comet

You can see many objects at nights, but you can't see comets. They are the most amazing things in the sky. People thought that a comet meant bad news. But now, we know that they are just snowballs of frozen gases, rocks and dust.

A comet has five parts. *Nucleus* is the head (ice, rocks, dust and frozen gases). *Coma* covers the nucleus. The third part is *Hydrogen Cloud*. A comet has two different tails – *Dust Tail* and *Gas Tail*.

The *European Space Agency* (ESA) worked on *Rosetta* project. The mission was to orbit and land on a comet (67P). *Rosetta* launched on March 2004. 10 years later, it reached the comet and orbit it. It was the first spacecraft to orbit a comet. After that, *Rosetta* sent *Philae* (a small robot) on the surface of the comet. It was the first time to land on a comet.





Philae sent photos and data from the comet and slept for 7 months. It charged itself with solar energy and woke up. Later, Rosetta found Philae but couldn't rescue it. Finally, Rosetta ended its mission successfully.

Thanks to Rosetta and Philae, we could see a comet much more closer and learned many things about comets.

3



Read the text again and answer the questions.

1. What did people think about a comet in the past?

2. What are there in a comet?

3. Whose project was the *Rosetta project*?

4. Where did Rosetta launch on?

5. How long did Rosetta travel from Earth to *67P*?

6. How long did Philae sleep on the comet?

7. Was the *Rosetta project* successful?

Good evening ladies and gentlemen, yesterday...

4



Imagine that you report news on TV. Take notes from the text and tell the story of Rosetta mission to your friends.



Go to Activity Part 10.3.



UNIT 10: PLANETS

Let's Write!

1



Do some research on the Net. Use the topics below. Write an astronaut's day working on the *International Space Station (ISS)*.



effects of zero gravity on body

sense of taste

taking photos of the Earth

doing researches about gravity and space life

making video-chat with family

sleeping in zero gravity

doing "spacewalks"

doing sports in zero gravity





Let's Have Fun!



10.5 Listen

Then, sing it all together.

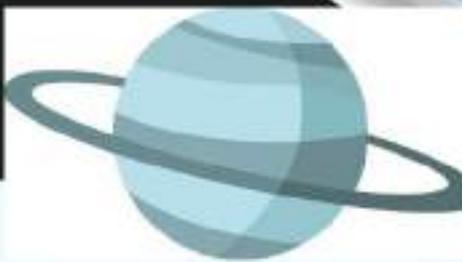


[Blank box]

They orbit around the Sun.

Jupiter is [Blank box] than the others.

And Mercury is the smallest one and closest to Sun.



Mars can be red and mysterious.

But Earth is more beautiful.

It's our home and all we have.

We should [Blank box] it and save.



There are some more neighbours of us.

But they are much [Blank box] ones.

They also orbit the Sun.

Learning more about them is fun.



Our [Blank box] is the lovely Moon.

We will visit it again soon.

The comets look beautiful.

When we [Blank box] and zoom.

We get on a space shuttle.

And we go out of atmosphere.

[Blank box]



UNIT 10: PLANETS

Let's Make a Project!



Follow the steps and prepare a poster.
Present it to the class.

Search about our solar system and the planets.

STEP
01

Prepare a poster.

STEP
03

STEP
02

Find photos or pictures of our solar system.

STEP
04

Give information about the planets.

Let's Reflect!

Now I can...



understand speech on popular science.

make simple comparisons.

talk about past events and general truths.

understand texts about past events, facts and general truths.

write sentences about facts and general truths.

ACTIVITY PART



1.1 Activity Part

A. Match the adjectives with the photos and put them under the correct box. You can use your dictionary.

straight

fat

bald

old

thin

hazel

curly

brown

young

middle aged



Age

Build

Eyes

Hair



B. Choose the correct one.

- | | |
|---------------|------------------------------|
| 1. honest | a. never tells lies |
| | b. never tells the truth |
| 2. outgoing | a. makes friends easily |
| | b. can't make friends easily |
| 3. forgetful | a. doesn't forget easily |
| | b. forgets easily |
| 4. funny | a. never makes jokes |
| | b. makes jokes |
| 5. thoughtful | a. helps people |
| | b. doesn't help people |

1.2 Activity Part

A. Choose the correct answer.

1. What is your teacher like?
 - a) She is punctual.
 - b) She likes going to the cinema.
2. What does Brad look like?
 - a) He is fine, really well.
 - b) He is a handsome man with dark hair.
3. What do you like?
 - a) Basketball, of course.
 - b) I have got blond hair and blue eyes.
4. How is your aunt?
 - a) She is not so good. She has got the flu.
 - b) She is attractive. She has got straight fair hair.
5. What are your twin sisters like?
 - a) They are really nice, very friendly.
 - b) They like playing chess.

1.3 Activity Part



B. Complete the sentences with the comparative forms of adjectives.

Today is the first day at my new school. These are my new friends.

The thin girl with long brown hair is Sally. She is slim. She has got brown eyes. She is very cute. She is _____ (outgoing) than me. She has got a lot of friends. I think she is _____ (attractive) than Jane.

Jane? Oh, she is Sally's best friend. She is slim, too. She is never late for the class. She is _____ (punctual) than Sally.

The funny boy, William is _____ (tall) than his friends. He has got brown eyes. He is handsome with his straight dark brown hair.

Only Joe has got black hair in the group. He has got brown eyes, too. He is an easy-going person. He plays football very well but I think I can play _____ (good) than him.

2.1 Activity Part

A. Odd one out.

trainers individual racket

jogging climbing player

Indoor arrow outdoor

handball kneepad racket

archery roller-skating helmet

B. Complete the sentences with the correct words.

medal

equipment

injury

spectator

goal

train

1. Ronaldo can't play the match today because he has a serious _____.
2. 5.000 _____ watched the volleyball match yesterday.
3. She _____ a lot every day because she wants to win the race.
4. My cousin was very happy because he scored two _____.
5. Naim Süleymanoğlu won more than 40 _____ in his life.
6. Every sport needs a special _____, for example a ball to play football.

C. Read the sentences and write at least two sports for each one.

1. You play them as a team.

2. You play them outside.

3. You need a ball to play them.

4. You play them only indoors.

5. You can do them individually.

6. You need a racket to play them.

2.2 Activity Part

A. Look at Luke's week. Find the mistakes in the sentences and correct them.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. He does archery only at weekends.
2. He plays football three times a week.
3. He goes cycling on weekdays.
4. He always does skating.
5. He plays tennis once a week.

B. Answer the questions for yourself.

1. How often do you play football?

2. How often do you go running?

3. How often do you play volleyball?

4. How often do you go swimming?

5. How often do you do exercises?

3.1 Activity Part

A. Match the words with the pictures. You can use your dictionary.



grow up

die

get married

raise children

born

graduate

win award

B. Complete the sentences with the correct words.

brilliant

alone

well known

hometown

scholarship

1. Salvador Dali was a _____ and talented artist.
2. Anna received a _____ from the university in 1994.
3. Einstein was an extraordinary scientist with his _____ ideas.
4. Helen lived in Chicago but her _____ was Poland.
5. Tesla died _____ in a hotel room at the age of 86.

3.2 Activity Part

A. Read and complete the texts with the past forms of the verbs.

The Wright Brothers

The Wright brothers, Orville and Wilbur, were two American inventors. They _____ (grow up) in Ohio. The boys _____ (be) always interested in inventing things. When they were 7 and 11, their father _____ (give) them a flying toy made from paper. They _____ (love) playing with it and then got interested in flying.

They studied how birds _____ (fly) to design the wings for their plane. They worked hard for years and finally _____ (invent) the world's first airplane. The first successful flight _____ (take) place at Kitty Hawk North Carolina on December 17, 1903, but it _____ (not last) long, only 12 seconds at 120 feet.

The Wright Brothers _____ (not want) to stop with this first flight. They tried to perfect their plane. This _____ (be) a simple task, so it took some time to perfect it. Their invention was a milestone because in time people _____ (can) travel longer throughout the world at less time.



B. Look at the answers about the text. Complete the questions.

e.g. Where did they grow up?
In Ohio.

- A:** _____ in inventing things?
B: Yes, they were.
- A:** What _____ them?
B: A flying toy.
- A:** What _____ to design the wings for their plane?
B: How birds flew.
- A:** When _____ ?
B: On December 17, 1903
- A:** _____ with their first flight?
B: No, they didn't.

4.1 Activity Part

A. Complete the names of the animals. You can use your dictionary.



E _____



C _____



T _____



D _____



P _____



S _____



G _____



D _____

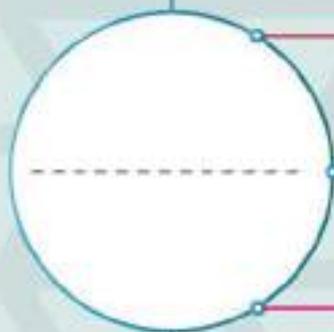


H _____



L _____

B. Choose one of the animals above and write it in the circle. Then, answer the questions.



1. Where does it live?

2. Does it lay eggs or is it a mammal?

3. What are the parts of its body?

4. Is it endangered?

5. Do people hunt them?

4.2 Activity Part

A. Write the sentences again with "should" or "shouldn't".

e.g. *Don't wear fur!*

We shouldn't wear fur.

1. Protect the wildlife!

2. Feed the street animals!

3. Don't cut down trees!

4. Don't hunt the animals!

5. Stop polluting the air!

B. Complete the sentences with the correct option.

1. **Some animals became extinct because...**

- a. they didn't want to live on this planet.
- b. people hunted them and destroyed their habitat.

2. **People always harmed animals because...**

- a. they were afraid of them.
- b. they loved them so much.

3. **Some of the animals lost their habitat so...**

- a. they had to move to another place to live.
- b. they took our houses from us.

4. **People hunted Asian elephants for their tusks so...**

- a. the elephants were very happy.
- b. they became endangered.

5. **Millions of fish die because...**

- a. people pollute the water.
- b. they want to go out of water.

5.1 Activity Part

A. Look at the pictures and write the names of the programmes under the pictures. You can use your dictionary.

- » weather forecast
- » news
- » cookery programme
- » sports programme
- » cartoon
- » documentary



B. Put the letters in order and complete the sentences.

1. I watched a _____ (ocryamnedut) about wild animals.
2. My six-year-old brother likes watching _____ (arconost)
3. It is seven p.m. The _____ (wens) is about to start.
4. My mother is watching her favourite _____ (paos poresa)
5. I never miss _____ (zuiq wsoh)

5.2 Activity Part

A. Read the sentences and circle the correct one.

1. I prefer watching sitcoms because I think they are *funny/boring*.
2. My sister doesn't like watching reality shows because they are *nonsense/interesting*.
3. John prefers sports programmes to talk shows because they are *exciting/useless*.
4. My twin cousins prefer watching documentaries because they are *informative/harmful*.

B. Look at the table. Choose the correct answer.

	news	documentary	talk show	sitcom
Katie	✓	✓		
Sophie			✓	✓
Scott	✓		✓	
William		✓		✓

1. **Katie**
 - a. prefers watching talk show and documentary.
 - b. likes sitcoms and news.
 - c. prefers news and documentary.
 - d. is interested in talk shows.
2. **Which one is false?**
 - a. Sophie likes talk shows and sitcoms.
 - b. Scott and Katie don't prefer watching talk shows.
 - c. William prefers watching documentaries.
 - d. Scott and Sophie like watching talk shows.
3. **William.....**
 - a. likes watching documentaries and sitcoms.
 - b. prefers talk shows to sitcoms.
 - c. doesn't like watching documentaries.
 - d. is interested in watching news.
4. **Which one is true?**
 - a. Sophie and William prefer watching news.
 - b. Sophie and Scott like watching talk shows.
 - c. William and Kate are interested in sitcoms.
 - d. Scott and William don't like documentaries.
5. **Scott**
 - a. is crazy about watching documentary.
 - b. doesn't like watching talk shows.
 - c. prefers watching news.
 - d. likes watching sitcoms.

6.1 Activity Part

A. Write the special days under the pictures. You can use your dictionary.

» engagement party

» sacrifice feast

» slumber party

» farewell party

» father's day

» wedding anniversary



B. Complete the sentences with the correct words.

decorate

beverages

order

fancy

invitation cards

host

arrange

wrap

1. There is no juice left. We should buy some _____.
2. Can you help me to _____ the room?
3. The _____ welcomed the guests with a lovely smile.
4. We need to _____ the presents with colourful papers.
5. Did you send the _____?
6. People wear different costumes at a _____ dress party.
7. Who is going to _____ the music?
8. I should _____ the birthday cake from the bakery.

6.2 Activity Part

A. Complete the sentences with the correct words.

and then

finally

second

then

first

HOW TO ORGANIZE A PARTY?

_____, you should make a to do list. _____, you should invite the guests to the party. _____, you should decorate the party place. _____, you should prepare some food and beverages. _____, you should arrange the music.

B. Match the suggestions with the sentences.

1. I'm hungry. I want to eat something.
2. It's Sarah's birthday next week.
3. The weather is nice today.
4. I'm really thirsty.
5. There is a good movie on TV tonight.

- Would you like a cold drink?
- What about making a sandwich?
- Why don't we throw a party?
- Shall we watch it together?
- Let's go for a walk near the lake.

C. Choose the correct one.

1. Can you bring **some/any** CDs for the party?
2. The wedding party was very crowded. There were **some/a lot of** people.
3. We can't decorate the room. Because we have only **a few/ a little** balloons.
4. **How much/ How many** people are coming to the party?
5. You need **some/any** candles for the birthday cake.
6. I don't have **any/some** homework, so I can come to the slumber party.
7. We have only **a few/ a little** money for a surprise party.

7.1 Activity Part

A. Complete the sentences with the future dreams below.

be a football player

run my own business

have a happy family

work for the nature

buy a car

graduate from university

travel the world

be an animal protector

be a famous pianist

e.g. I will be a football player in the future. I train everyday for it.

1. My sister will _____ . She wants to make their life easier.
2. I will _____ when I grow up. I will create a big company.
3. My friend _____ . She loves playing instruments.
4. I will _____ . We must do something for a better world.
5. My best friend and I will _____ . We want to see abroad.
6. I will _____ in my 20s. I must study more.
7. My fiancé and I _____ in the future. We respect each other.
8. I will _____ in the near future. I need some more money.

B. Match the sentences with the questions.

1. What will you do after school?
2. Will you be a teacher?
3. Will you have a pet when you have a house?
4. Which instruments do you want to learn?
5. What is your dream for the future?

- I will travel all around the world.
- I will learn playing the piano.
- Yes, definitely, I will have one.
- No, I won't. I will be a doctor.
- I will do my homework.

7.2 Activity Part

A. Complete the sentences with "will" or "won't".

1. We _____ (need) solar energy 100 years later.
2. People _____ (use) flying cars, buses, trucks etc.
3. Students _____ (learn) new things at school.
4. People _____ (live) in other planets in near future.
5. Space holidays _____ (start) in 10 years.
6. Most of the illnesses _____ (exist) on Earth 1000 years later.
7. There _____ (be) drought 50 years later.

B. Match the topics with the years and make predictions about future.

Future Life Topics	Years
» accommodation	» in 100 years
» travelling in space	» in 2050
» transportation	» in 10 years
» world war	» in 50 years
» water	» in 1000 years
» working life	» in a year
» education	» in a million years
» environment	» in this year
» fashion	» in 500 years
» sports	» in five million years

e.g.

There will be robots in education in 2050.

There won't be a world war in 10 years.

Fashion will change in a year.

A large notepad area with horizontal lines for writing predictions.

8.1 Activity Part

A. Match the words in A with the words in B. Then, write them under the pictures. You can use your dictionary.



A

B

exhibit
borrow
buy
try on
get
watch
draw
send

medicine
CDs
paintings
money
a letter
books
clothes
a film



B. Make sentences by using the phrases in part A.

e.g. *You can watch a film at the movie theatre.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8.2 Activity Part

A. Complete the sentences with the correct words.

to have fun with kids

to go to fancy dress party

to draw money

to buy sports magazine

to report the fire

to make a cake

to see the governor

to see my doctor

e.g. I usually visit the hospital _____ to see my doctor _____.

1. You should call the fire station _____.

2. Mrs. Brown will go to the amusement park _____.

3. You need some eggs and flour _____.

4. We should wear a costume _____.

5. I went to the bookshop _____.

6. My father needs to go to the bank _____.

7. Jack may go to the governorship _____.

B. Read the sentences and correct the mistakes.

1. I will go to the library to buy a new skirt this afternoon.

2. I need to go to the department store to buy some bread.

3. I will go to the bank to borrow a book.

4. I should go to the police station to apply for a built permit.

5. I went to the coffee shop to buy sports magazine.

6. I may go to the grocery to buy video games.

7. I should go to the hospital to read books.

9.1 Activity Part

A. Look at the words. Match them with the pictures and write the letters below. You can use your dictionary.



- a. greenhouse
- b. fossil fuels
- c. plant a tree
- d. deforestation
- e. air pollution
- f. pesticides
- g. recycle
- h. solar energy
- i. global warming
- j. nuclear waste

1.



3.



5.



7.



9.



2.



4.



6.



8.



10.



9.2 Activity Part

A. Rewrite the sentences with "must" or "mustn't".

1. Don't waste water and electricity.
2. Switch off the lights when you don't use.
3. Don't destroy rainforests.
4. Recycle paper, plastics and glass.
5. Use public transportation.

B. Choose the correct option.

1. We _____ pollute the environment.
a. must b. mustn't c. should
2. We _____ use eco-friendly products.
a. must b. mustn't c. shouldn't
3. We _____ always use our cars.
a. must b. mustn't c. should
4. We _____ use renewable energy sources.
a. must b. mustn't c. shouldn't

9.3 Activity Part

A. Look at the pictures and write the process of recycling things. Use the words below.

finally-recycling bins

then-separate bags

first-sort out/ glass-
paper-plastic-metal



10.1 Activity Part

A. Complete the sentences with the correct words.

gravity

satellite

atmosphere

observe

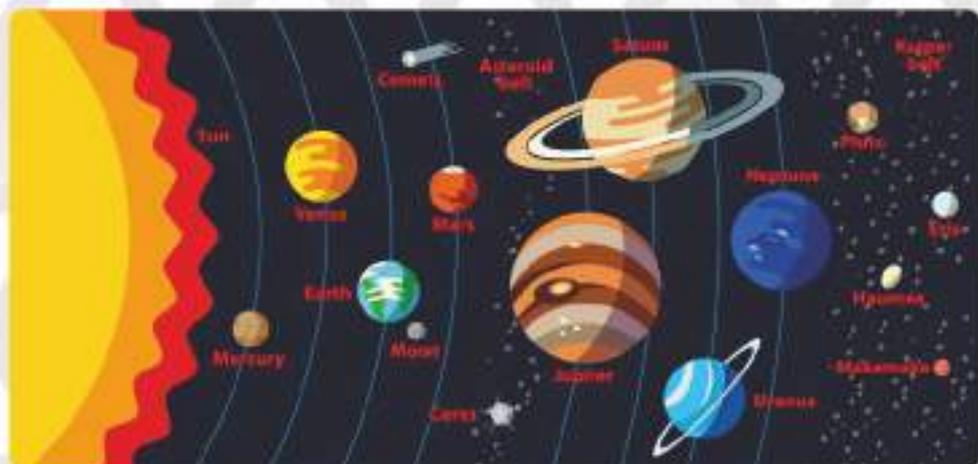
orbit

Mars is the closest planet to Earth. Because of its colour it is called "the Red Planet".

1. You weigh less on Mars because the _____ on Mars is less than Earth's.
2. Mars has two small _____s, in other words it has two moons.
3. Mars' _____ is longer than Earth's so a year is longer on Mars.
4. Its _____ is different from Earth's. There is no oxygen for humans.
5. You can easily _____ Mars if you have a telescope.

10.2 Activity Part

A. Look at the picture and compare the dwarf planets.



1. Eris is _____ (big) than Makemake.
2. Haumea is smaller than _____.
3. Eris is _____ (far) dwarf planet to the Sun.
4. Pluto is closer to the Sun than _____.
5. The closest dwarf planet to the Sun is _____.
6. _____ isn't the biggest dwarf planet.
7. The smallest dwarf planet is _____.
8. _____ is bigger than Eris.
9. Pluto is _____ (big) dwarf planet.
10. Haumea is _____ (close) to the Sun than Makemake.

10.3 Activity Part

A. Read the text and answer the questions.



A *Saturn V* rocket launched *Apollo 11* on July 16, 1969. It carried three astronauts; Neil Armstrong, Buzz Aldrin and Michael Collins. The module landed on the Moon on July 20, 1969. After that, first Armstrong, then Aldrin stepped on the surface and walked there. It was the first time a human walked on the Moon's surface. They collected some samples, took some photos and made some scientific experiments. Then, they returned to the module and they returned safely to Earth.

1. When did NASA launch Apollo 11 module?
_____.
2. What was the name of the rocket in the project?
_____.
3. What were the names of the astronauts?
_____.
4. How long did the journey take from Earth to the Moon?
_____.
5. Who stepped on the surface of the Moon first?
_____.
6. Who didn't walk on the Moon?
_____.
7. What did the astronauts do on the Moon?
_____.
8. Did they have any problems on the way back to Earth?
_____.

APPENDIX



WORD LIST

Unit 1

alone
appearance
attractive
bald
beautiful
blond/e
cheerful
creative
curly
cute
easy-going
fat
friendly
funny
generous
good looking
handsome
hardworking
hazel
headscarf
helpful
honest
lovely
medium height
middle aged
nervous
nice
old
outgoing
personality
plump
punctual
quiet
selfish
shy
slim
smart
straight
stubborn
talkative
tall
thin
thoughtful

young Unit 2

a goal/a point
achieve
application form
archery
arrow
athlete
baseball
beat
board
climbing
court
cycling
distance
draw
equipment
go on a diet
gold
handball
healthy
helmet
hiking
hit
hurdle
ice skating
individual
indoor
injury
inside
jogging
join
karate
knee pads
lose
medal
need
net
opponent
outdoor
outside
race
racket
roller skating

running
score
skateboard
skating
skiing
snowboard
spectator
success
successful
swimming
team
tournament
train
trainer
trekking
warm up
win
wrestler

Unit 3

alone
award
become
begin
birth
brilliant
career
childhood
citizen
college
commander
compose
die
discover
education
experience
extraordinary
find
get engaged
get married
graduate
grandchildren
great
grow up

hometown
important
invent
invention
inventor
job
language
milestone
move
national
own
prize
produce
profession
raise children/kids
receive
retired
reward
scholarship
study
success
successful
talented
well known
work

Unit 4

attack
be afraid of
bear
bird
bison
cage
camouflage
carnivore
carry
charity
cheetah
crocodile
dangerous
deer
desert
dolphin
donkey

eagle
elephant
endangered
enormous
extinct
falcon
fast
forest
fur
giraffe
habitat
harm
hawk
heavy
herbivore
human
hunt
jump
jungle
kangaroo
kill
land
leg
lion
lizard
mammals
mammoth
measure
monkey
neck
octopus
owl
paw
pocket
poisonous
precautions
prey
protect
reptiles
rhino
roar
save
shark
sharp
skin
snake

squirrel
stripe
survive
tiger
tooth
turtle
tusk
wear
weigh
whale
wild
wing

Unit 5

actress
audience
can't stand
care about
cartoon
channel
clumsy
comedy
commercial
cookery
couch potato
crazy about
decide
director
discussion
documentary
entertaining
episode
escape
fantastic
funny
guest
happen
horror
informative
laugh
miss
movie
news
perform
point

prefer
preference
quiz show
reality show
recommend
sci-fi series
series
sitcom
soap opera
suitable
talk show
TV sign
violence
weather forecast

Unit 6

amazing
anniversary
arrange
attend
beverage
birthday
confetti
cookies
corn
costume
crisps
date
decorate
dessert
fancy
graduate
graduation
guest
Halloween
host
invitation card/
message
invite
juice
organize
party hats
place
refuse
scary

snack
time
wedding
wrap
Easter
slumber
farewell
order

Unit 7

believe
business
career
chip
climate
communication
dream
excellent
expect
guess
happen
imagine
improvement
lucky
make a guess
money
overseas
peaceful
pill
predict
prediction
probably
profession
provide
receive
robot
tell a lie
traffic jam
transportation
travel
trick
underwater
company
abroad

Unit 8

amusement park
apply for
art gallery
attend
bakery
bill
borrow
boutique
bread
built
busy
buy
capital city
centre
chemist's
city hall
clothes
coffee shop
concert
cosmopolitan
crime
delicious
department store
draw
fashionable
fire station
food
fresh
furniture
game/music store
governorship
greengrocer
grocery
historic
jewellery
medicine
meet
movie theatre
municipal office
municipality
need
neighbourhood
painkiller
painting

pay
permit
place
police station
report
send
shopping mall
sight
store
street
taste
town
traditional
visit

Unit 9

agriculture
air pollution
be aware
bulb
campaign
careless
cause
chemical
collect
curious
cut down
decrease
deforestation
destroy
device
dig
disease
disturb
dump
eco-friendly
efficient
exhaust
fossil fuel
fume
garbage
global warming
greenhouse gases
harmful
hole

impact
increase
mining
nature
balance
nuclear waste
occur
over farming
pesticide
place
plant a tree
poisonous
prevent
process
rainforest
rechargeable
recycle
reduce
renewable
responsible
retaining wall
reuse
sea level
select
serious
settle down
solar energy
surface
sweep
take action
temperature
threaten
vehicle
waste
water pollution
wind energy

Unit 10

asteroid
astronaut
atmosphere
comet
discover
distance
dwarf

Earth
evidence
experiment
explore
galaxy
gravity
Jupiter
launch
Mars
mass
Mercury
Meteor
mission
module
moon
Neptune
object
observe
orbit
oxygen
planet
Pluto
proof
rescue
sample
satellite
Saturn
shower
size
sky
solar system
space
space shuttle
telescope
universe
Uranus
Venus

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DATAMATRIX LINKS

- **Book:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4197>
- **Unit 1:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4506>
- **Unit 2:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4507>
- **Unit 3:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4508>
- **Unit 4:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4509>
- **Unit 5:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4510>
- **Unit 6:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4511>
- **Unit 7:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4512>
- **Unit 8:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4513>
- **Unit 9:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4514>
- **Unit 10:** <http://kitap.eba.gov.tr/KodSor.php?KOD=4515>

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page 11	189501959								
page 12	77775844	105490301	398844676	116755504	693798175				
	702951664	571346986	120379627	193982219	15904276711				
page 14	163266272	271088198							
page 16	268526696	271088198	1096959173	266373752					
page 18	4287934811								
page 19	428793466								
page 23	208962898								
page 24	519458038								
page 25	536739877	570257296	325441556	614842769	292578614	562542739	560626771		
	518283901	525205546							
page 28	118366168	147820472	148161962	253352734	259217189	271063772	424500136		
	437162794	457424605	663287956	705985405					
page 29	114798370	559616881	389934541	49594252	52751482	53469376	265928669		
page 32	204827788								
page 35	762525256								
page 36	466262765								
page 37	310575980	525184807	173641019	708850993	161421995	388884460			
page 38	238811140								
page 39	114754306								
page 40	242816158	81840886	252135655						
page 41	167052629	242298454	244393207	337768685	423629467	424019710			
page 47	766047751	278307470							
page 48	349023032	115251715	745688305	468985424	484650526	137589677	186295301		
	190271222	293857409	184467335	582898483	499884436	114196900	358520279		
	600414488								
page 49	583859743								
page 50	187271672								
page 51	673069720	573550504							
page 52	285735722	232400620	21095527						
page 53	237641380	347240843	382824445	630341276	590554733				
page 54	658715188	578237035							
page 55	63152398								
page 56	181037744	29941144							
page 57	12467596	25491847	755672451	186213029	323260259	361764047	374623027		
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page 59	157459805								
page 60	711180496	727671079	630577139	471762026	340999016	551553874	657449827		
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page 61	54207163								
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page 66	411428653	92887066	179732567						
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page 72	542900677	590732051	557497594	560231788					
page 73	198478556	345646583	432907984	645095761	618253181	719015143			
page 76	281337914	157321187	114150091	361055069					
page 83	440188600								
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