

ORTAÖĞRETİM

# YES YOU CAN

## STUDENT'S BOOK

**A1.1**

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DEVLET KİTAPLARI

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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.  
Ulusun, 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 alsın da Huda,  
Etmesin tek vatanımdan beni dünyada cüda.

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

O zaman vecd ile bin secde eder -varsa- taşım,  
Her cerihamdan İlâhî, 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

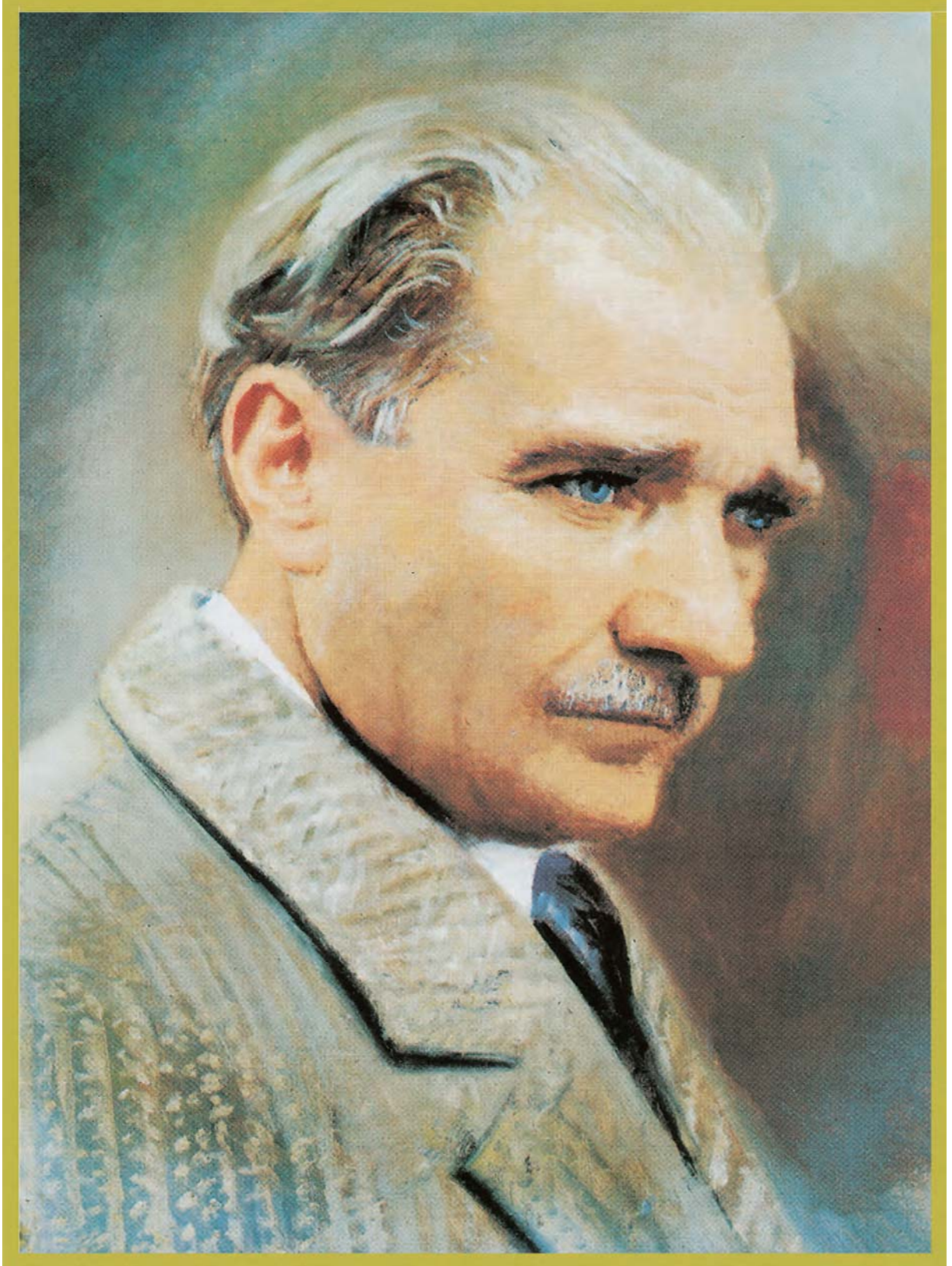
Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

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 namûsait 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



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<b>THEME 1 PEOPLE AND SOCIETY</b>  1A- Say Hi and Smile.  1B- Where are you from?  1C- My belongings	Giving personal information  Asking for and giving personal information.  Saying countries/ nationalities / numbers 1 - 100.  Filling out registration forms  Doing telephone conversations  Talking about countries / nationalities  Talking about personal possessions and colours.	To be Subject pronouns Capital letters numbers Possessive adjectives have / has got a / an Possessive 's Adjectives	<b>Nouns:</b> hello, hi, energy, nationality, form, wife, address, gym, pencil, diary, cap, watch, pen, umbrella, badge, notebook, eraser, ruler, wallet, apple, bathroom, birthday, theatre, classmate, lipstick, identity, toothbrush  <b>Verbs:</b> smile, meet, see, spell, find, say, listen  <b>Adjectives:</b> old, fine, pleased, correct, ready, pink, purple, brown, blue, red, yellow, orange, green  <b>Adverbs:</b> later, how
<b>THEME 2 OUR WORLD</b>  2A- My Family!  2B- My Home  2C- My Street	Introducing yourself / your family / people  Writing simple dialogue / a letter to introduce yourself / your family.  Expressing possessions Saying days, months and dates.  Describing parts of a house  Saying where the objects are. Describing a street using "there is / there are".  Giving directions  Writing about a town.	Imperatives Ordinal numbers Prepositions of time There is / are but - and - because Plurals Countables - uncountables Quantifiers (some - any - many - much)	<b>Nouns:</b> hair, eye, nose, arm, leg, feet, husband, father, mother, brother, sister, son, daughter, teddy bears, t-shirt, glasses, bedroom, toilet, garage, kitchen, living room, dog, guitar, poster, shoe, skater, town, racket  <b>Verbs:</b> Excuse me, turn  <b>Adjectives:</b> beautiful, traditional, born, military, long, short, tall  <b>Adverbs:</b> near, upstairs, right, left, straight, between

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<b>THEME 3 EDUCATION</b>  3A- A Classroom  3B- School Subjects  3C- School Clubs	Describing a classroom  Giving instructions  Saying numbers (10 - 1000)  Talking about school subjects  Saying days, months and seasons Understanding and telling the time.  Reading about schools from the world  Expressing abilities  Talking about school clubs	Formulate like dislikes Can - can't Adjectives + Prepositions	<b>Nouns:</b> board, book, sorry, instruction, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand, note, village, country, area, subject, feelings, playground, game, chess, technology, newspaper, nature, theatre, fun, correct, drama, date, trip  <b>Verbs:</b> mime, open, look, read, listen, write, take, give, close, sit down, eat, shout  <b>Adjectives:</b> funny, happy, slowly, noisy, quiet, snowy, different, friendly, enough  <b>Adverbs:</b> where, again, when, well, also, afternoon
<b>THEME 4 PERSONALITY AND CHARACTER</b>  4A- Look at My Family!  4B- I Work at Weekends  4C- Who is Your Best Friend?	Reading and writing about family members' personality  Expressing belongings with have / has got  Saying clothes  Doing shopping dialogues  Saying prices  Reading about daily routines and free time activities  Understanding daily routines  Writing about daily routines.	Simple Present Sequence words Prepositions of place Frequency adverbs would like-want	<b>Nouns:</b> mum, dad, musician, grandma, caravan, glasses, driver, coat, boots, shorts, dress, trousers, skirt, hat, chef, fruit juice, breakfast, salad, fish, fast food, cousin, money, neighbours, bread  <b>Verbs:</b> guess, go, drink, watch, have, do, do, meet, leave, finish, wake up, start  <b>Adjectives:</b> energetic, dark, blonde, thin, plump, grey, clever, handsome, price, hard, lazy, stupid

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TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
<b>THEME 5 YOUTH</b>  5A- I am Going to the Party.  5B- A Different Weekend  5C- Youth Camps	Talking about things that are happening now, what people are doing now.  Describing what people are doing.  Talking about what you're doing now.  Understanding fixed arrangements.  Learning words through a context  Talking about weekend plans  Talking about wishes  Reading and filling out an application form	Present continuous Present continuous for future	<b>Nouns:</b> reformism, nationalism, statism, secularism, owner, republicanism, bunch, populism, citizen, independence, religious, graduation, wedding, house warming, twins, guest, disabled, wheelchair, salmon fish  <b>Verbs:</b> dance, call, bring, build, create, choose, support, sleep, cook, stay, build, leave, spend  <b>Adjectives:</b> fantastic  <b>Adverbs:</b> Between, freely
<b>THEME 6 TOURISM</b>  6A- Holiday Plans  6B- My Holiday was Great  6C- A Different Holiday	Saying where you'd like to go and why. Reading about holiday plans  Talking about future plans that are decided or possible.  Talking about wishes  Writing about favourite things in the past  Understanding and talking about past events/what happened in the past/ when things happened in the past.  Reading and writing a postcard  Writing a letter about a summer holiday	Going to future tense (for planned actions)  Was - were There was - there were Simple past sentences (regular - irregular verbs)  Simple past sentences (regular - irregular verbs)	<b>Nouns:</b> beach, mountain, guide, meal, holiday, cartoon, singer, cartoon, holiday, semester, week, coliseum, dish, campsite  <b>Verbs:</b> make, sunbathe, get up, ride, dive, travel, break, buy, talk, cook, sing, ask, want, change, wait, show, book, check, arrive, take photo  <b>Adjectives:</b> dark, golden, delicious, crowded, excited, talkative, free  <b>Adverbs:</b> So - because



## COURSE INTRODUCTION

### INTRODUCTION TO THE COURSE

Outcome based set of textbooks -**YES YOU CAN**- are tailored for students aged 14-19 and incorporated with Communicative Approach. The curriculum takes the learners from A1 (Basic User) and aims to bring to C1 (Proficient User), which is described in Common European Framework of References (CEFR).

#### **CEFR describes six levels and competences:**

- A1 Basic User (Breakthrough Level)
  - A2 Basic User (Waystage Level)
  - B1 Independent User (Threshold Level)
  - B2 Independent User (Vantage Level)
  - C1 Proficient User (Effective Operational Proficiency)
- The textbook is a complete course for A1.1 level.

#### **What can a learner with A1 level do?**

##### **A1 – Breakthrough Level**

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce oneself and others and can ask and answer questions about personal details such as where they live and people they know.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

#### **What does outcome based textbook mean?**

The curriculum of set of these books includes a number of outcomes. The aim of **Yes You Can** (Student's Book, Workbook and Teacher's Book) is to enable students acquire these outcomes. That means all the teaching activities that are carried out throughout the course should serve for this purpose. Note that grammar is only one of the tools of achieving the outcomes. At the end of the course students are expected to be able to use these outcomes rather than use the grammar rules without a context.

#### **Why Communicative Approach?**

Communicative approach puts the learner in the centre of learning. It is also based on authenticity, realism and real life contexts. It is claimed that natural integration of language and culture takes place through a more communicative approach than through a more grammatically based approach (Canale and Swain, 1980).

**Yes You Can** develops four skills (Listening, Speaking, Reading, Writing) using a number of different communicative texts, dialogues, tasks, vocabulary, language study, performance tasks, games, and quizzes. Since the methodology of **Yes You Can** is communicative, almost all of the activities are designed to meet students' needs, address to students' feelings and promote active learning. Grammar is acquired through contexts. The ultimate aim of the book is to create students who are independent and proficient users of four skills.

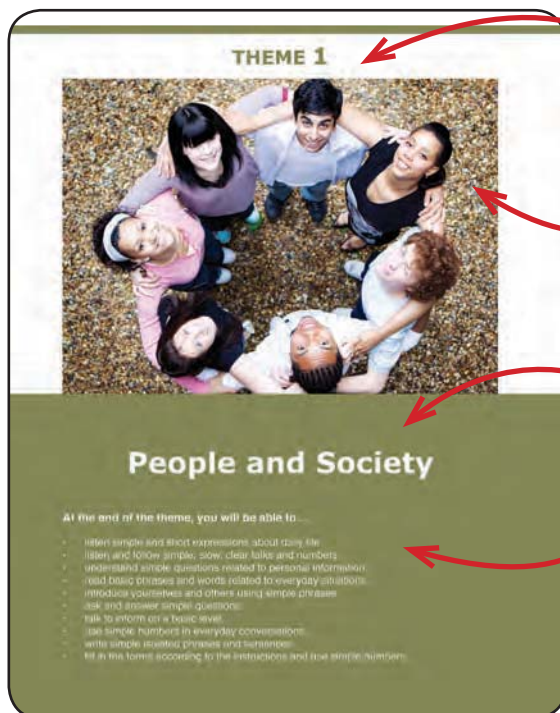
**Yes You Can** contains;

- Communicative methodology,
- Student centered activities,
- Four skills (integrated) with authentic texts, dialogues, activities and guiding,
- Contextual vocabulary and grammar teaching,
- Games, poems, jokes and cartoons,
- Authentic photos, illustrations and comics,
- Self-check sections at the end of each theme,
- Activities aim to promote general knowledge and cultural awareness.
- Supportive materials: Workbook, Teacher's Book and an audio.

## Student's Book

Student's Book has been written to attract students' attention with interesting topics, daily language components, dialogues, design, photos and illustrations. There are six units in the Student's Book. Each theme consists of three sections. Each section includes target outcomes, vocabulary and language areas which are embodied in four skills (Listening, Reading, Speaking, Writing). Grammar teaching happens through skills. So the more students are exposed to skills the more they learn how to use the language. The Student's Book also aims to promote cultural understanding, human rights, active citizenship and respect to environment.

### STUDENT'S BOOK OVERVIEW



Theme cover page.

All theme cover pages have photos related to the theme.

Name of the theme.

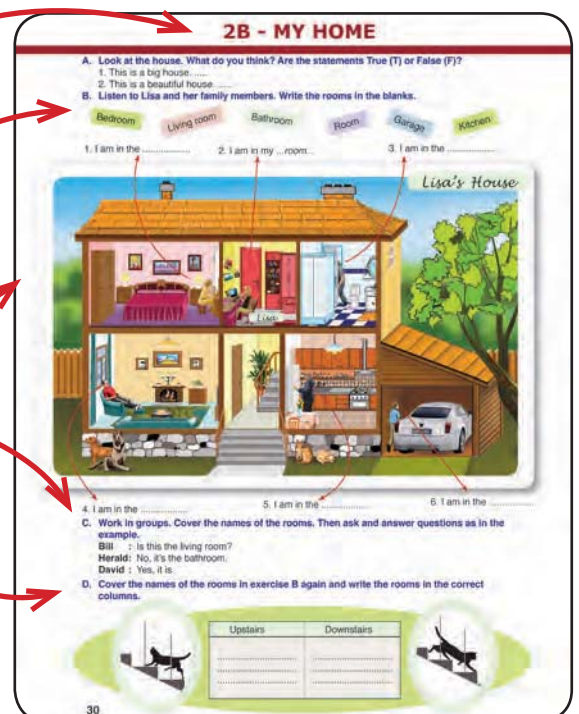
Students go through the outcomes before they start the theme.

Content name

New words are introduced at the beginning of the content. They are supported with visuals.

Pair work & group work activities are widely used.

Contents start with receptive skills and ends with productive skills.





### 1A - SAY HI AND SMILE.

**D. Complete the dialogue.**  
 Carol: Hello, What's (1) ..... name?  
 Hiroki: (2) ..... name's Hiroki. What's your name?  
 Carol: I'm Carol.  
 Hiroki: (3) ..... to meet you, Carol.  
 Carol: Glad to meet you, Hiroki.

**E. Write a similar dialogue as in activity D.**

**F. Work in groups and match the numbers with their digits.**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Thirteen	Fourteen	Fifteen	Sixteen	Seventeen	Eighteen	Nineteen	Twenty

**G. Look at Kim and guess her age.**

How old are you?  
 I am ..... years old.

**H. Study the sentences below. Then, listen and tick the ones you hear.**

1. a. How are you?  
 b. Where are you from?

2. a. I am fine, thank you.  
 b. Fine, thanks.

3. a. What's your name?  
 b. What's your address?

**I. Listen again and circle the correct numbers.**

**CLASS CARD**  
 Name / Surname: Kim Wood  
 Age: 14/15  
 Phone number: 020 87 76 68 44  
 / 020 87 76 68 43  
 Address: 18/15 Red Street

Sample dialogues to assist students are always provided.

Not only photos but also illustrations are also widely used to attract attention.

The first activity (sometimes more) of reading or listening part is usually to predict the information or to read the text for general understanding (gist).

Photos taken from real life make the reading texts authentic.

There is a variety of comprehension activities.

Keep in Mind section provides a summary to the language studied.

Authentic reading materials are used.

### 3C - SCHOOL CLUBS

**G. Look at the photos on the blog and answer the question.**  
 Are the students on holiday?

**H. Read the texts on the blog and guess the words.**  
 Then, check them in your dictionary.

**Keep in Mind!**  
 In 1995 - In nineteen ninety-five  
 In 2001 - In two thousand one  
 In 2011 - In two thousand eleven

**Let's Blog!**

**SCHOOL CLUBS**

Home  
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**Forest Fest, 21 May 2012**  
 I am in the Nature Club because I like nature and animals. It is May 21st today and it is the Forest Festival. We are in the forest in Hannover now. It is spring and the weather is fine. It is sunny and not cold. I am very happy today because it's also my birthday. This is a big birthday party for me. I like this place. There are lovely animals, and trees near the small river. I am with my school mates and people from different countries. This festival is great!

**Technology Fair, 10 December 2011**  
 My club is technology. It is an interesting club. I like computers, new cell phones, new music players and robots. It is December 10th today and we are in the fair center in London. London is very cold at this time of the year. It is snowy but it is not inside. This fair is very big and there are people from different countries. I am with my club mates and club teacher. They are near the new computers. I am with the robots. They are smart and fun.

**I. Read the texts on the blog again and fill in the chart.**

Activity?	Where?	Date?	Year?

Some contents ends up with a quiz. The aim is to use the outcomes in real contexts and have fun.

This is a self check activity. Students check to see whether they have acquired the outcomes or not.

### QUIZ TIME

Read the sentences and choose the correct answers.

- Look at that!  
a. True  
b. False
- Don't run!  
a. True  
b. False
- My favourite subject is Geography.  
a. True  
b. False
- It's ten to three.  
a. True  
b. False
- Chickens can fly.  
a. True  
b. False
- Birds and monkeys can't see colours.  
a. True  
b. False

**Check Your Progress**

	I can...	1	2	3
Listening	distinguish time expressions. follow simple clear and understandable instructions.			
Reading	read time expressions and questions. understand short, simple written messages and simple instructions.			
Spoken Interaction	give short simple instructions. use simple numbers and time expressions in conversations.			
Spoken Production	use time expressions in everyday conversations. talk about my abilities and activities.			
Writing	join dictation activities and take notes. write about what I can do. write short messages and e-mails.			

There are four reading parts about Atatürk in the Student's Book. The reading parts are about his principles, life and philosophy. You can find the reading parts in the themes; 1, 2, 5 and 6.

**ATATÜRK**

**A. Choose the correct answer.**  
Who is Atatürk?  
a. He is the founder of the Republic of Turkey.  
b. He is the second president of Turkey.

**B. Complete the sentences with the words below.**  
science, peace, body, afraid, culture

(1)..... is the foundation of the Turkish Republic.

Our true mentor in life is (2).....

A healthy mind in a healthy (3).....

(4)..... at home, peace in the world.

Do not be (5)..... of telling the truth.

**C. Which of the sayings is about sports?**

Check Your Progress		😊	😊😊	😊😊😊
	I can...			
Listening	listen simple and short expressions about daily life. listen and follow simple, slow, clear talks and numbers.			
Reading	understand simple questions related to personal information. read basic phrases and words related to everyday situations.			
Spoken Interaction	introduce myself and others using simple phrases. ask and answer simple questions.			
Spoken Production	talk to inform on a basic level. use simple numbers in everyday conversations.			
Writing	write simple isolated phrases and sentences. fill in the forms according to the instructions and use simple numbers.			

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### Workbook

Workbook has been designed parallel to the Student's Book. We aim to practice the outcomes, vocabulary and grammar in the coursebook and extend the learning with extra reading texts, puzzles and games. Each theme has three sections with two pages each. Performance and project works are included at the end of the themes. Workbook is recommended to be a self study material.

### The European Language Portfolio (ELP)

The European Language Portfolio is a Council of Europe initiative implemented for learners at all stages of education across Europe.

English Language Portfolio is validated by the Council of Europe.

The European Language Portfolio (ELP) is

- a means of celebrating language-learning and intercultural experiences
- an open-ended record of children's achievements in languages
- addressed to and is the property of the learner
- a valuable source of information to aid transfer to the next class or school

### Keeping Language Portfolios

Students are asked to keep a folder in which they will collect their projects, posters, CDs, stories, compositions, evaluation sheets, quizzes, pictures, relias, school plays and any other work of students.

The language portfolio is a tool for students to help them record their performances in language learning and see their process of development. It also develops students' autonomy, gives them responsibility for their own learning and teaches them to organize and plan their language learning. For a better use of Language Portfolio, students should be guided carefully at the very beginning of the course. Otherwise, they might lose motivation as they can find this job rather challenging at the beginning. Peer and teacher feedback and teacher evaluation are strongly recommended as students need to know whether they are on the right track or not and learn from their mistakes.

## THEME 1



# People and Society

**At the end of the theme, you will be able to...**

- listen simple and short expressions about daily life.
- listen and follow simple, slow, clear talks and numbers.
- understand simple questions related to personal information.
- read basic phrases and words related to everyday situations.
- introduce yourselves and others using simple phrases.
- ask and answer simple questions.
- talk to inform on a basic level.
- use simple numbers in everyday conversations.
- write simple isolated phrases and sentences.
- fill in the forms according to the instructions and use simple numbers.



# 1A - SAY HI AND SMILE.

## A. Unscramble the letters.

a. OHLLE

b. ENAM

c. IFNE

d. KSTHAN

e. ODOGEBY

## B. Read the dialogues and fill in the blanks with the words above.



## C. Work in pairs and act out the dialogues. Use your own names.

# 1A - SAY HI AND SMILE.

## D. Complete the dialogue.

**Carol:** Hello. What's(1)..... name?

**Hiroki:** (2).....name's Hiroki. What's your name?

**Carol:** I'm Carol.

**Hiroki:** (3)..... to meet you, Carol.

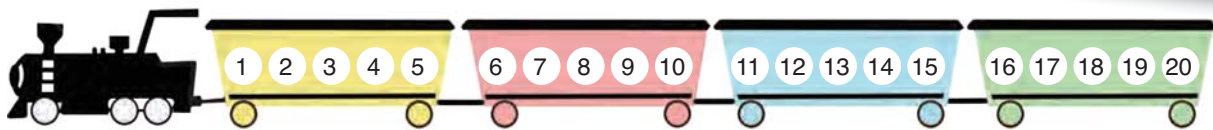
**Carol:** Glad to meet you, Hiroki.

## E. Write a similar dialogue as in activity D.

.....  
 .....  
 .....  
 .....  
 .....



## F. Work in groups and match the numbers with their digits.



..... One  
 ..... Two  
 ..... Ten  
 ..... Sixteen

..... Nine  
 ..... Seventeen  
 ..... Three  
 ..... Eleven

..... Fifteen  
 ..... Four  
 ..... Nineteen  
 ..... Five

..... Six  
 ..... Eighteen  
 ..... Fourteen  
 ..... Eight

..... Twelve  
 ..... Thirteen  
 ..... Seven  
 ..... Twenty

## G. Look at Kim and guess her age.

I am ..... years old.



How old are you?

## H. Study the sentences below. Then, listen and tick the ones you hear.

1.

- a. How are you?
- b. Where are you from?

2.

- a. I am fine, thank you.
- b. Fine, thanks.

3.

- a. What's your name?
- b. What's your address?

## I. Listen again and circle the correct numbers.

### CLASS CARD

**Name / Surname:** Kim Wood

**Age:** 14/15

**Phone number:** 020 87 76 68 44

/ 020 87 76 68 43

**Address:** 18/15 Red Street



# 1A - SAY HI AND SMILE.

J. Match the questions to the answers.

1. What's your name?

2. How old are you?

3. What's your telephone number?

4. What's your address?

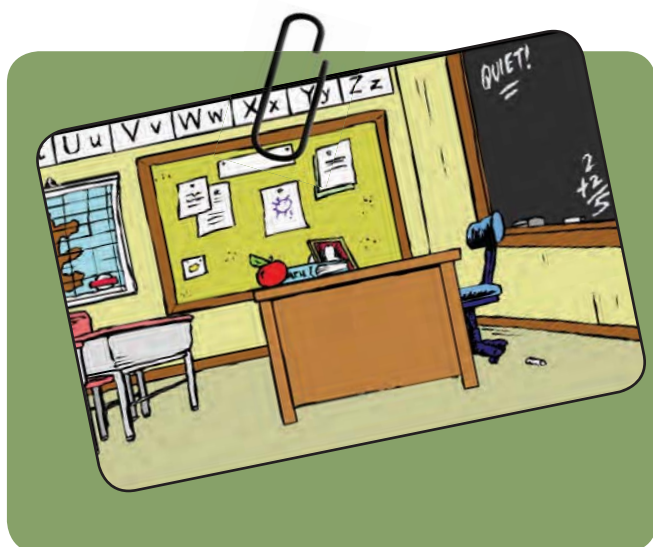
b. 15 Red Street

d. 020 87 76 68 44

c. Kim

a. 14

K. Work in pairs. Look at the class card and write down the questions. Then ask your partner and fill in his / her class card.



1. .... ?
2. .... ?
3. .... ?
4. .... ?

Use;  
Hello  
How are you?  
Goodbye, etc.

L. Work with different pairs and role play.  
Use the class card above.



## CLASS CARD

No: A112

Name:

Surname:

Age:

Phone number:

Address:

Use;  
Hello  
How are you?  
Sorry!  
Bye, etc.

M. Work in groups and introduce yourself with the information in your own card.



# 1B - WHERE ARE YOU FROM?

## A. Match the people to the countries.



..... 1. Nicole Kidman



..... 2. Penelope Cruz



..... 3. Nuri Şahin



..... 4. Zaz



..... 5. Jude Law



..... 6. Justin Bieber



a. France



b. The USA



c. Australia



d. Turkey



e. Spain



f. England

## B. Work in pairs and match the countries to the nationalities.

- ..... 1. France
- ..... 2. The USA
- ..... 3. Australia
- ..... 4. Turkey
- ..... 5. Spain
- ..... 6. England

- a. Spanish
- b. Turkish
- c. English
- d. French
- e. Australian
- f. American

## C. Work in pairs. Look at the photos and introduce the famous people as in the example.

e.g. Nicole Kidman is from Australia. She's Australian.

## D. Work in pairs. Imagine you are one of the famous people above and practice as in the example.

e.g.

**Your friend:** Are you Spanish?

**You:** No, I am not.

**Your friend:** Are you Turkish?

**You:** Yes, I am.

**Your friend:** You are Nuri Şahin!

**You:** Correct!

## 20



# 1B - WHERE ARE YOU FROM?

## J. Answer the questions.

1. How old is Javier?
2. Is Penelope 42 years old?
3. Are Javier and Penelope American?
4. What nationality are Selena and Justin?
5. Are they from the USA?
6. Is Selena nineteen?

## K. Listen and write the missing letters. Then, find the word.

The  
Alphabet

A B C D E F  $\frac{2}{1}$  H  $\frac{4}{1}$  J K  $\frac{3}{1}$  M  $\frac{1}{1}$  O P Q R  $\frac{5}{1}$  T U V W X Y Z

E  $\frac{1}{1}$   $\frac{2}{1}$   $\frac{3}{1}$   $\frac{4}{1}$   $\frac{5}{1}$  H

## Keep in Mind!

I am = I'm  
You are = You're  
He / She / It is = He's / She's / It's  
We are = We're  
They are = They're  
\*This is = This is

## L. Work in pairs and guess the letters.



1. W\_O



2. F\_L\_A



3. \_N



4. E\_



5. U\_IC\_F

## M. Work in pairs and make dialogues as in the example.

e.g.

**Carlos** : Hello, what is your name?

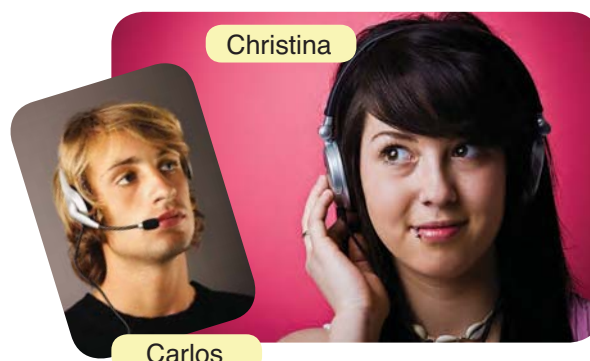
**Christina** : I'm Christina.

**Carlos** : How do you spell your name?

**Christina** : C - H - R - I - S - T - I - N - A

## N. Look at the photos and circle the correct sentence.

- a. They are e-pals.    b. They are classmates.



## O. Listen to the dialogue carefully and correct the information.

1. Christina is 18 years old.
2. Carlos is 17 years old.
3. Christina is from Portugal.
4. Carlos is from Denmark.
5. Her e-mail address is christinasealer11@mcb.com.

## P. Fill in Christina's e-pal form with the information above.

Name :  
Surname : Sealer  
From :  
Age :  
Country :  
e-mail :

What is your name?  
.....  
How old are you?  
.....  
Where are you from?  
.....  
What's your e-mail address?  
.....

## Q. Read and answer the questions for the pen-pal page.

# 1C - MY BELONGINGS

## A. Match the colours to the words.



Green 1..

Blue 5..

Orange 2..

Brown 6..

Yellow 3..

Purple 7..

Red 4..

Pink 8..

## B. Look at the picture and complete the sentence.

The interview is about .....

a. pen-pals b. colours

## C. Listen to Sheila's street interview for the School Radio and circle the correct colours.

Speaker 1: a. green b. blue c. orange

Speaker 2: a. black b. yellow c. pink

Speaker 3: a. orange b. red c. white

Speaker 4: a. purple b. brown and red  
c. white and green

## D. Interview your classmates as in the listening part.

Lily : Hello! What's your favourite colour?

William : Blue.

Lily : OK. Thank you. Bye.

William : Bye.



## E. Work in groups. Look at Sheila's belongings. Match the words to the objects below.

- |                    |                |                  |                  |                  |              |
|--------------------|----------------|------------------|------------------|------------------|--------------|
| 1. a pencil....    | 2. a diary.... | 3. a cap....     | 4. an orange.... | 5. a watch....   | 6. a pen.... |
| 7. an umbrella.... | 8. a badge.... | 9. an eraser.... | 10. a ruler....  | 11. a wallet.... |              |



## F. Sheila is at school now. Listen to the speakers and write the objects you hear.

Speaker 1:

Speaker 2:

Speaker 3:

# 1C - MY BELONGINGS

**G. Put different objects (apples, keys... etc.) in your bag. Work in pairs and play the game below.**

**Student A:** Touch an object in your friend's bag and ask him/her; Is it a pencil?

**Student B:** Yes, it is.

**H. Write the things and their colours on your table in your room.**

**e.g.**

A hat. It is purple.

Two pencils. They are blue and black.

A computer, etc.

.....

.....

.....

.....

.....

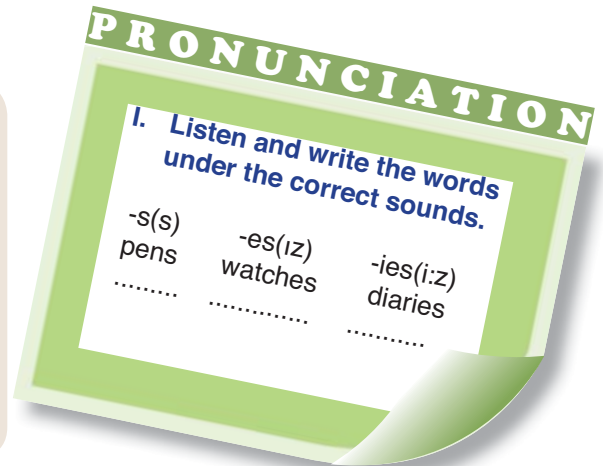
.....

.....

.....

.....

.....



**J. Work in pairs. Match the pictures to the words. Use their plural forms as above.**



a. watch

b. ruler

c. key

d. crayon

e. ball

f. diary

1. ....

2. ....

3. ....



4. ....

5. ....

6. ....

**K. Work in groups. Look at Sheila's belongings above and then cover their names. Ask and answer as in the example.**

**Abbie :** Are they crayons in picture 5?

**Sally :** Yes, they are.

**Abbie :** Are they watches in picture 2?

**Betty :** No, they aren't.



# 1C - MY BELONGINGS

## L. Read the sentences and write True or False.

..... 1. Sheila is new in this class.

..... 2. She is not happy.



## M. Read and match the dialogues to the pictures.

..... Dialogue 1

**Mary** : Who is that over there?

**Adele** : She is my new classmate, Sheila.



..... Dialogue 2

**Adele** : Sheila, this is for you. Welcome to our class.

**Sheila** : Thank you, Adele.



..... Dialogue 3

**Adele** : What are those over there?

**Sheila** : They are my badges.



..... Dialogue 4

**Sheila** : Are these your books, Adele?

**Adele** : Yes, they are.

## N. Work in pairs and act out the dialogues above. Use your own information and the objects below.

lap top - flowers - vase - school bag - erasers - pencil box - cell phone





# ATATÜRK

## A. Choose the correct answer.

### Who is Atatürk?

- a. He is the founder of the Republic of Turkey.
- b. He is the second president of Turkey.

## B. Complete the sentences with the words below.

science, peace, body, afraid, culture



(1)..... is the foundation of the Turkish Republic.



Our true mentor in life is (2)..... .



A healthy mind in a healthy (3)..... .



(4)..... at home, peace in the world.



Do not be (5)..... of telling the truth.

## C. Which of the sayings is about sports?

Check Your Progress				
	I can...			
Listening	listen simple and short expressions about daily life. listen and follow simple, slow, clear talks and numbers.			
Reading	understand simple questions related to personal information. read basic phrases and words related to everyday situations.			
Spoken Interaction	introduce myself and others using simple phrases. ask and answer simple questions.			
Spoken Production	talk to inform on a basic level. use simple numbers in everyday conversations.			
Writing	write simple isolated phrases and sentences. fill in the forms according to the instructions and use simple numbers.			

## THEME 2



# Our World

**At the end of the theme, you will be able to...**

- distinguish simple and clear questions.
- learn everyday signs, symbols, and notices in public places.
- understand what you read with the help of visual support.
- use simple and short phrases related to daily life.
- describe people place and possessions in simple terms.
- fill in the forms according to the instructions and use simple numbers.

## 2A - MY FAMILY

A. Look at the photo. Match the names to the people.

1. ....

2. ....

3. ....

4. ....

*Knox*

*Vivien*

*Maddox*

*Shiloh*

- a. Pax
- b. Angelina
- c. Zahara
- d. Brad

B. Listen to Maddox and check your answers.

C. Listen to Maddox again and fill in the blanks.

1. Angelina is my ..... . Her hair is long.
2. Brad is my ..... . His hair is short.
3. Vivien, Knox, Zahara and Shiloh are my ..... . Their eyes are beautiful.
4. Pax is my ..... . His hair is black.

D. Complete the sentences.

1. Angelina is ..... wife.
2. Brad is ..... husband.
3. Zahara is ..... and ..... daughter.
4. Pax is ..... and ..... son.

E. Work in pairs and introduce a famous person's family. You can use a photo of the family.

e.g.

Betty is Johnny Depp's mother. Her hair is short...

Debbie is Johnny's sister.

F. Match the words to Maddox's body parts .

(1).....

(2).....

(3).....

(4).....

(5).....

(6).....

- nose
- hair
- legs
- feet
- arms
- eyes



## 2A - MY FAMILY

Keep in Mind!



1. *My* name is Steven.



2. *Your* eyes are beautiful.



3. This is my father. *His* name is Albert.



4. This is my mother. *Her* name is Barbara.



5. This is a snake. *Its* tail is long.



6. Richard and I are twins. *Our* eyes are black.



7. These are my friends. *Their* names are Mira and Lucy.

G. Follow the lines and find the children's objects. Then, complete the questions and answers.

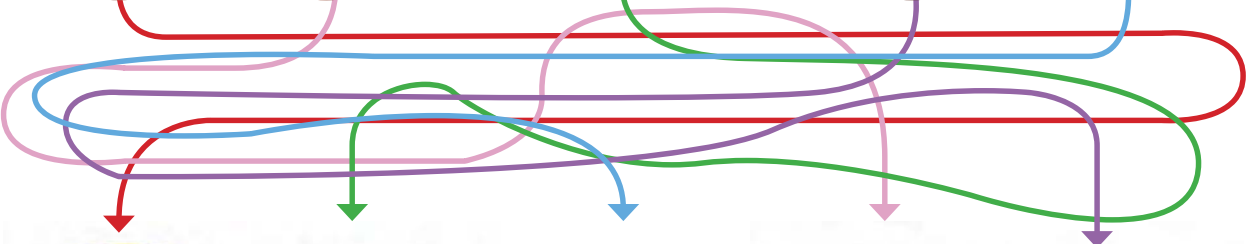
*Pax*

*Maddox*

*Knox and Vivien*

*Zahara*

*Shiloh*



1. Whose ball it?  
It is Pax's .

2. Whose .....?  
They are .....

3. Whose .....?  
It's .....

4. Whose .....?  
It's .....

5. ....?  
.....

Keep in Mind!

Whose cell phone is it?  
It is Bill's cell phone.  
Whose glasses are they?  
They are Maya and Sarah's glasses.



## 2A - MY FAMILY

### H. Look at the family tree and answer the questions.

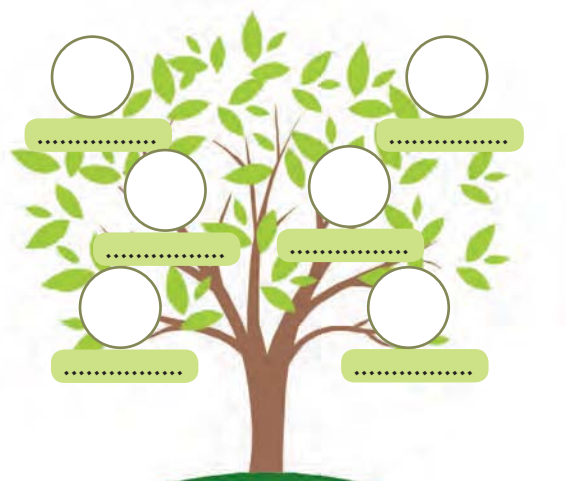
1. Is this a big family?
2. How old are the people?

### I. Read the text and write the name of the family members under the correct photos.



Hi. My name is Oliver. I'm 13 years old. This is my family. Steve is my grandfather. He is 72. He is very handsome. Marilyn is my grandmother. She is 68. Her hair is short and grey. Albert is my father. He is 42. He is my hero. Barbara is my mother. She is 37. She is very beautiful. Ella is my sister. She is 11. Her hair is cute. My family is small. I love all of them.

### J. Write your family members in the tree.



### K. Write about yourself and your family members.

**Use photos of your family.**

**e.g.** I'm 15. My eyes are green. I'm tall.

This is my mother. Her name is .....

Her eyes are .....

She is ..... years old.

### L. Work in pairs. Introduce yourself and your family members.

**Use photos of your family.**

**e.g.** This is my mother. Her name is ..... She is ..... years old. We are from ..... , etc.

## 2B - MY HOME

**A. Look at the house. What do you think? Are the statements True (T) or False (F)?**

1. This is a big house. ....
2. This is a beautiful house. ....

**B. Listen to Lisa and her family members. Write the rooms in the blanks.**

Bedroom

Living room

Bathroom

Room

Garage

Kitchen

1. I am in the .....

2. I am in my ...room...

3. I am in the .....

*Lisa's House*



4. I am in the .....

5. I am in the .....

6. I am in the .....

**C. Work in groups. Cover the names of the rooms. Then ask and answer questions as in the example.**

**Bill** : Is this the living room?

**Herald**: No, it's the bathroom.

**David** : Yes, it is.

**D. Cover the names of the rooms in exercise B again and write the rooms in the correct columns.**



Upstairs	Downstairs
.....	.....
.....	.....
.....	.....



## 2B - MY HOME

E. Write sentences about the house in exercise B.

1. There is a bedroom upstairs.
2. There is a ..... downstairs.
3. ....
4. ....
5. ....
6. ....



**Keep in Mind!**

There is a bedroom upstairs.  
There are two dogs in the garden.

F. Read the sentences below about the house in activity B. Then, write True (T) or False (F).

**Keep in Mind!**

There isn't a toilet upstairs.  
There aren't two cats in the garden.

1. There is a bathroom downstairs. ....
2. There are two cats in the garden. ....
3. There isn't a toilet upstairs. ....
4. There aren't two dogs in the garden. ....
5. There is a garage downstairs. ....
6. There is a living room downstairs. ....

### PRONUNCIATION

G. a. Listen and repeat the words below.

/ ð / the - this - with

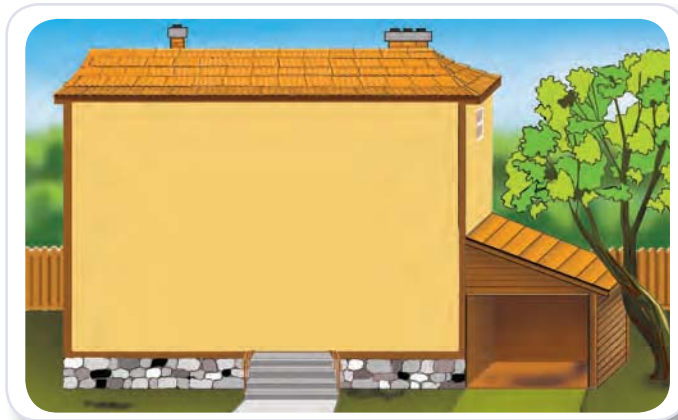
/ θ / thirty - fourth - think

b. Listen and put the words in the box in the correct columns.

bathroom - three- there - tenth - birthday - other- mother

ð	θ

H. Draw your own house or flat and write the names of the rooms.



I. Work in pairs and talk about your friend's house as in the example.

e.g.

**Pamela** : Is there a big bathroom  
in your house?

**Sally** : No, there isn't.

**Pamela** : Are there two bedrooms?

**Sally** : Yes, there are.



**Keep in Mind!**

Is there a garage in your home?  
No, there isn't.  
Are there two toilets in your home?  
No, there aren't.



## 2B - MY HOME

### J. Write about your house. Use "big and small", etc.

e.g.

There is a big living room in my house.

There is a small kitchen.

There are two bathrooms.

.....  
.....  
.....



big room



small room

### K. Look at Lisa's room and match the words to the pictures.

*laptop, guitar, apples, poster, cat, toy dog, shoes, skaters, racket, flowers.*



The cat is under the bed.



The flowers are on the table.



The toy dog is in the basket.

### L. Look at Lisa's room again and write the answers.

e.g.

1. Where is the cat?

*It is under the bed.*

2. Where is the laptop?

.....

3. Where are the apples?

.....

4. Where is the poster?

.....

**Keep in Mind!**

Where is the cat?  
It is under the bed.  
Where are the flowers?  
They are on the table.

### M. Write two more questions. Then, swap the questions with your partner and answer.

1. ....?

.....

2. ....?

.....

### N. Draw your room and the objects in it.

Then, work in pairs and talk about your room.

e.g.

**Bill** : There is a computer and a plant in my room.

**Hilda** : Oh, there isn't a computer in my room. There is a TV.

### O. Write about your own room.

.....  
.....  
.....  
.....

### P. Introduce your room to your classmates.

## 2C - MY STREET

A. Look at the town and make sentences with the words below.

big, small, beautiful, old, new

e.g.

The town is small.

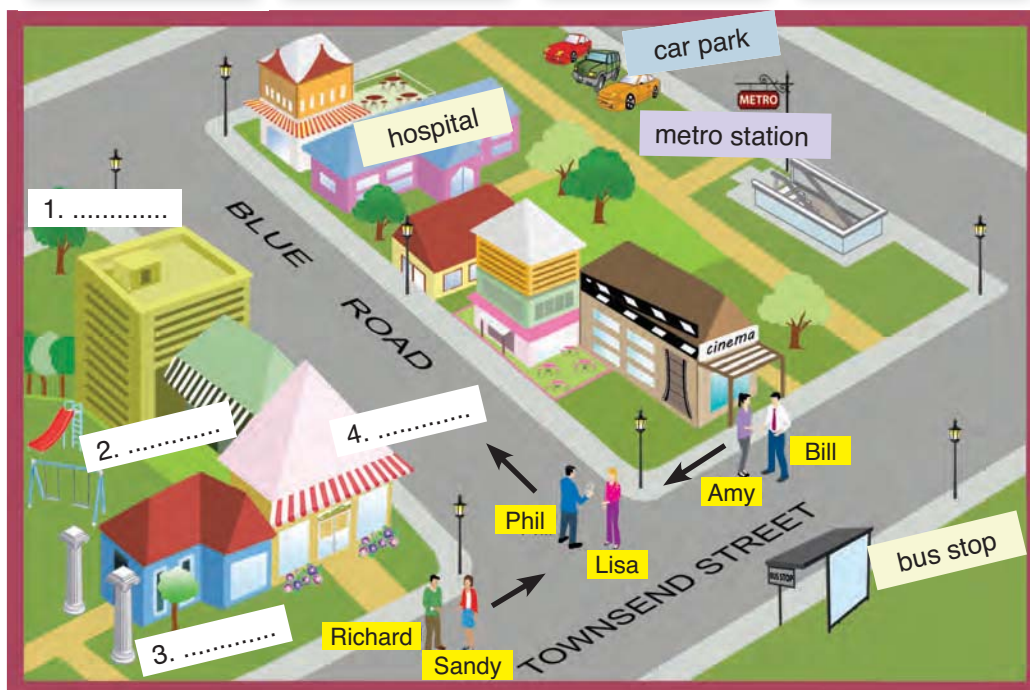
B. Lisa is new in this town. Phil is her guide. They are in the city center. Listen to them and write the names of the buildings on the street map in the order you hear them.

park

supermarket

bank

restaurant



C. Look at the map and the signs. Read the dialogues and complete them with the signs.



Go straight.



Turn left.



Turn right.

1. **Lisa**: Excuse me! Is there a hospital near here?

**Phil**: Yes. .... It is on the right.

**Lisa**: Thank you.

2. **Amy**: Excuse me! Is there a bank near here?

**Bill**: Yes. .... and go straight. It is on the left.

**Amy**: Thank you.

3. **Sandy**: Excuse me! Is there a metro station near here?

**Richard**: Yes. There is one near here. .... to the Townsend Street and  
..... It is on the left.

**Sandy**: Thank you very much.

D. Work in pairs and act out the dialogues.

## 2C - MY STREET

E. Use the map in activity B. You are on Blue Road in front of the bank. Write similar dialogues and act out. Use;

Excuse me! / Thank you. / You're welcome.

e.g.

**Tourist:** Excuse me! Is there a supermarket near here?

**You :** Yes. Go straight. Turn right. It is on the right.

**Tourist:** Thank you.

**You :** You're welcome.

F. Match the buildings in box A to the things in box B.

- A**
1. Cinema
  2. Cafe
  3. Florist's
  4. Bank
  5. Park
  6. Hospital
  7. Car Park
  8. Supermarket

- B**
- a. flowers
  - b. trees
  - c. cars
  - d. sandwiches
  - e. films
  - f. ambulance
  - g. money
  - h. apples



G. Look at the street map. Read the dialogue and fill in the blanks.



Richard and Celine are e-pals. Celine is from France. She is in Bexley, London with Richard now.

**Richard:** My town is small and beautiful. Look! There is a .....(1) between the cinema and the café on Rose Street. The flowers are nice.

**Celine :** Cool.

**Richard:** There is a ..... (2) next to the car park. It is very big.

**Celine :** Hmm.

**Richard:** There is a .....(3) between the hospital and the market on Free Street.

**Celine :** Great! Richard, where is your house?

**Richard:** Look! It's next to the bank.

**Keep in Mind!**



The park is **between** the hospital and market.



The bank is **next to** the museum.

H. Read the dialogue again and find Richard's house.

I. Look at the map and the dialogue.

Then, answer the questions.

1. Where is the florist's?  
It is between the cinema and the café.
2. Where is the car park?
3. Where is the park?
4. Is the park small?
5. Where is the market?
6. Where is the café?

## 2C - MY STREET

### J. Work in pairs and talk about your town.

**Gwen** : There is a nice cinema in my town.

**Jade** : Yeah! It's big and new.

**Gwen** : And also, there is a big park.

*Use;*

new, big, nice, green, crowded



### K. Draw your street and complete the sentences about it.

**Use;** *There is....., There are....., There isn't....., There aren't.....*



1. .... a bank on the street.
2. .... a small cafe next to the bank.
3. .... a restaurant between the bank and the cafe.
4. .... a big school in the center.
5. .... two restaurants on the street.
6. .... a bus stop in the city center.
7. .... two parks near the city center.
8. .... a metro station near the park.

### L. Work in groups. Talk about your friend's street as in the example.

**e.g.**

**Ethan** : Is there a park on your street?

**Emma** : Yes, there is. It's very beautiful.

**Carol** : Are there cafes on your street?

**Emma** : No, there aren't.

## PRONUNCIATION

### M. a. Listen and repeat the words below.

/ ʌ / money

/ æ / sandwich

### b. Listen and put the words in the box in the correct coloumns.

bus - apple - but - cafe - bank

/ ʌ /	/ æ /



# ATATÜRK

## A. Work in pairs and answer the question.

Who are the important people in Atatürk's life?

## B. Tick the correct sentences about Atatürk's life.

- Atatürk was born in İstanbul.
  - Atatürk was born in Salonika.
- His father's name is Ali Rıza.
  - His father's name is Ahmet Rıza.
- His mother's name is Züleyha.
  - His mother's name is Zübeyde.
- His high school is a traditional high school.
  - His high school is a military high school.
- The opening date of Turkish Grand Assembly (TBMM) is 23 April, 1920.
  - The opening date of Turkish Grand Assembly (TBMM) is 30 August, 1921.



## C. Complete the sentence.

Atatürk's life is .....

- a success story
- an ordinary life

## Check Your Progress



	I can...	😊	😐	😞
<b>Listening</b>	Distinguish simple and clear questions.			
<b>Reading</b>	Learn everyday signs, symbols, and notices in public places. Understand what I read with the help of visual support.			
<b>Spoken Interaction</b>	Use simple and short phrases related to daily life.			
<b>Spoken Production</b>	Describe people, place and possessions in simple terms.			
<b>Writing</b>	Write words and basic sentences by looking at the visuals. Write very short, basic descriptions of themselves and other people.			



## THEME 3



# Education

**At the end of the theme, you will be able to...**

- distinguish time expressions.
- follow simple clear and understandable instructions.
- read time expressions and questions.
- understand short, simple written messages and simple instructions.
- give short simple instructions.
- use simple numbers and time expressions in conversations.
- use time expressions in everyday conversations.
- talk about your abilities and activities.
- join dictation activities and take notes.
- write about what you can do.
- write short messages and e-mails.

## 3A - MY CLASSROOM

A. Fill in the blanks with the letters below. Use some of the letters more than once.



Op\_n the book.



Lo\_k at me.



Re\_d.



Li\_ten.



W\_ite.



T\_ke.



G\_ve.



Clos\_the \_ook.

B. Find the words in the snake and check your answers.



C. Look at the picture and answer the question.

Who are the people?

D. Read and circle the correct options.

Edward : Oh, it is the history class now.

Mr Reynolds : Hi everyone. (1) **Close / Open** the books and (2) **write / read** page 12, please. There are five questions. **Write / read** the answers in five minutes.

Jennifer : Five minutes? No!

Mr Reynolds : Be quiet. (3) **Look / Listen to** me, please.

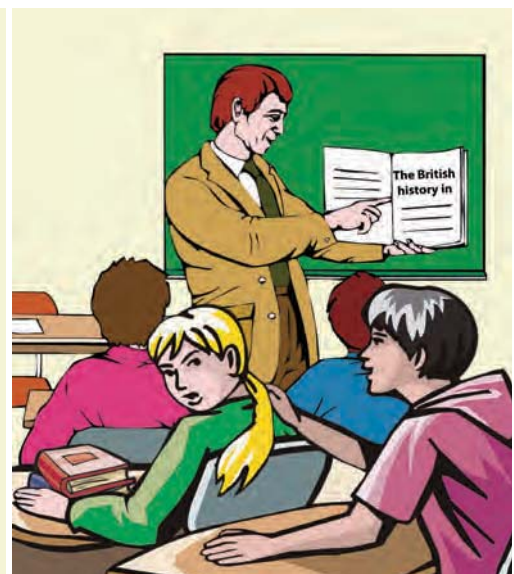
Edward : But it's very short time, Mr Reynolds.

Mr Reynolds : OK, then. 10 minutes.

Edward : Good! (4) **Take / Give** me your book Jennifer.

Jennifer : Again? OK, (5) **take / give** it.

Edward : Thank you.




## 3A - MY CLASSROOM

### E. Work in pairs and play the mime game.

Student **A**: Mime an instruction.

Student **B**: Find the instruction.

### F. Look at the pictures. Then, read the instructions and match them to the pictures.



.....1. Don't be late, please.

.....2. Don't eat during the lesson, please.

.....3. Don't write now, please.

.....4. Don't run in the class, please.

.....5. Don't shout, please.

### G. Work in pairs. Take turns and play the game. Use positive or negative instructions.

Student **A**: Give instructions.

Student **B**: Mime the instructions.

Correct!

Look at me!



### H. Look at the picture below and answer the questions.

- Where are the people?
- Is the teacher angry?

### I. Work in pairs. Listen to the dialogues and put them in the right order.

- ☐ **Tommy** : Oh, where is my pencil? It is not in my bag.  
**Sarah** : It is under the desk. Take it.

- ☐ **Mrs Blake**: Tommy, don't shout, please.  
**Tommy** : OK, Mrs Blake.

- ☒ **Mrs Blake**: Tommy. Sit down, please.  
**Tommy** : OK, Mrs Blake.

- Tommy** : Sarah, give me your book, please.  
☐ **Sarah** : Where is your book?  
**Tommy** : Oh, it is at home.  
**Mrs Blake**: Your book, Tommy?  
**Tommy** : My book? Well, hmm... Sorry.



### J. Work in pairs and act out the dialogues.



## 3A - MY CLASSROOM

K. Match the digits on the objects to the numbers below.



1. **b** Thirteen
2. ....twenty-eight
3. ....thirty
4. ....forty-four
5. ....eighty-four
6. ....fifty-eight
7. ....sixty
8. ....eighty
9. ....two hundred forty-five
10. ....three hundred forty-five
11. ....one thousand seven hundred fifty
12. ....one thousand nine hundred and fifty

L. Look at the pictures below and answer the questions.

1. Who are the people?
2. Where are they?
3. Who is the woman?

M. Read the dialogues and match them to the pictures.



a. ....

**Mr Burton:** Be quick! Write them in your notebooks, please.

**Jake :** Mr Burton is angry today.

**Mr Burton:** Jake! Don't talk, please.

**Jake :** Sorry!

**Fred :** You're right. I think, he is angry today.

**Mr Burton:** Fred, stop please!

1

**Fred :** Excuse me, where is Mr Burton's class?

**Secretary:** Hmm... Go straight. It is on the left.

**Fred :** What's the class number?

**Secretary:** 30.

**Fred :** 30 or 13?

**Secretary:** It is 30.

**Fred :** OK. Thank you.

**Secretary:** You're welcome.

3

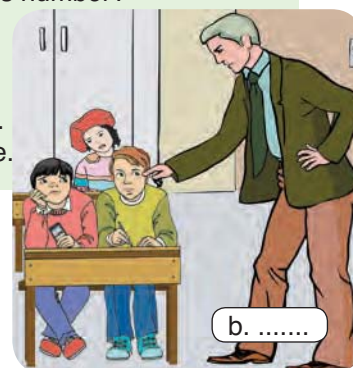
**Jake :** Give this mobile phone to Claire, Fred.

**Fred :** What? No!

**Jake :** No? But it is her mobile phone.

**Mr Burton:** Don't give it to her. Give it to me, Fred.

**Jake :** Oh, no! Again!



b. ....



c. ....

N. Read the dialogues again and answer the questions.

1. Is Fred a new student?
2. Is Mr Burton angry?
3. Whose mobile phone is it?
4. What's the problem in dialogue c?
5. Is Fred happy at the end?

O. Work in pairs. Choose one of the dialogues in activity M and write a similar one. Then, work with a different partner and dictate your dialogue to him or her.

**Student A:** Read your dialogue.

**Student B:** Note down.



## 3B - SCHOOL SUBJECTS

### A. Listen and put the days into order.

....Tuesday

....Monday

....Friday

....Sunday

....Thursday

....Wednesday

....Saturday

### B. Match the school subjects to the pictures.

.....P.E., .....Maths, .....Art, .....History, .....ICT, .....Chemistry, .....Geography, .....French, .....English



### C. Match the days to the subjects in your school.

e.g. Monday: Maths, History, Tuesday: ....., Wednesday: ....., etc.

### D. Work in pairs and share your ideas.

Use I like ....., I don't like .....

e.g.

Salma : Maths is on Friday. I like it.

Timothy: P.E. is on Wednesday. I don't like it.

### E. Listen and circle the correct options.

**Peter & Dennis are on the phone.**

Peter : Hi, Dennis. My schedule is the old one.

What time / When (1) is the Science class on Monday?

Dennis: It is at 08.30 am.

Peter : Oh, is the History class on Monday, too?

Dennis: No, it is not. It is on Tuesday.

Peter : What time?

Dennis: In the afternoon, at 01.00.

Peter : When / Where (2) is the P.E. class?

Dennis: P.E? It is on Wednesday at 01.00 pm.

Peter : Well, what time is the Maths class on Thursday?

Dennis: In the morning, at 10.30.

Peter : When / What time (3) is the Chemistry class?

Dennis: It is on Friday. Wait! Yes, it is at 01.00 pm.

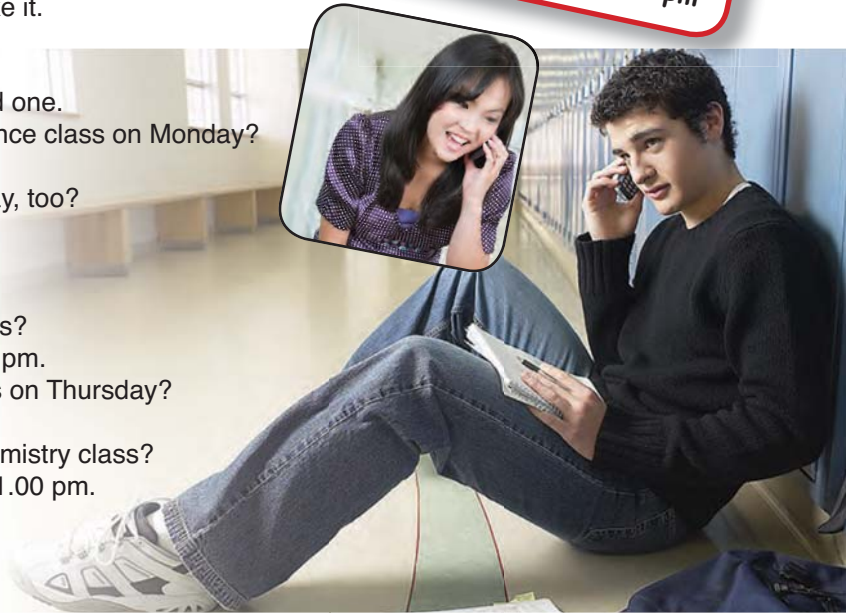
Peter : Where / When (4) is it?

Dennis: It's in the lab.

Peter : Thank you, Dennis.

Dennis: It's OK. Bye.

**Keep in Mind!**  
on Monday at 09.30 am  
on Wednesday at 01.30 pm



### F. Read the dialogue in part E and complete the school schedule.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 10.15	.....(1)	Maths	English	Science	English
10.30 - 12.00	Geography	French	Art	.....(4)	Biology
12.00- 13.00	LUNCH BREAK				
13.00- 14.30	Art	.....(2)	.....(3)	ICT	.....(5)

### G. Work in pairs. Study the schedule for a minute and cover it. Then, play the game below.

e.g.

Oliver : What time is the ICT class on Thursday?

James: At 01.00 pm.

### H. Work in groups of three and talk about the subjects.

e.g.

Ahmad: I like French and Geography.

Leo : I like Geography, too.

Janet : I don't like Geography but I like History.

## 3B - SCHOOL SUBJECTS

I. Work in pairs and prepare your school schedule.

J. Look at your schedule and complete the sentences as in the example.

e.g.

Geography class is on Monday at 08.30.

1. Art class is .....

2. English class is.....

3. Maths class is.....

4. Science class is.....

K. Peter asks Dennis questions about school activities. Read the short dialogues and draw the time on the clocks.



1. **Peter** : What time is the bus?  
**Dennis** : It is at seven.



3. **Peter** : What time is the football match?  
**Dennis** : It is at a quarter to four.



2. **Peter** : What time is the lunch?  
**Dennis** : It is at half past twelve.

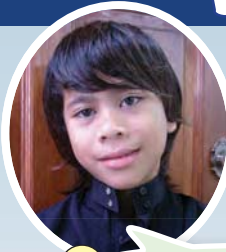


4. **Peter** : What time is the film?  
**Dennis** : It is at a quarter past eight.

L. Answer the questions.

1. Is your school big?
2. Is your school new?
3. Is there a nice garden?
4. What's your favourite subject?

[www.schoolsfromtheworld.com](http://www.schoolsfromtheworld.com)



1

I am Santose from Bali, Indonesia. My school is big. There are beautiful trees. The school is not noisy. It is quiet. I like it. The teachers are from different countries. They are friendly. My school is near the football area. I like football and I can play very well. I don't like swimming class because I can't swim. My school is very nice. Come and see it!



a....



b....



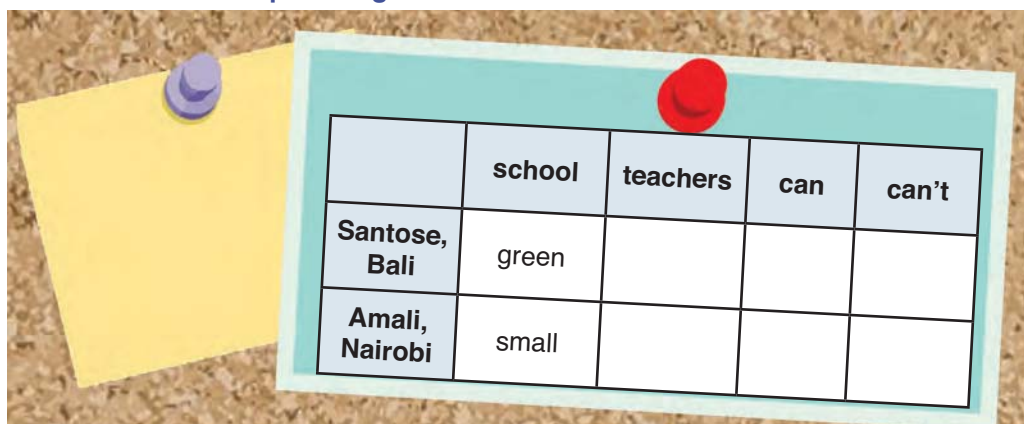
2

Hello, my name is Amali. I am a student at Nakuru public school in Nairobi, Kenya. It is in a small village. There aren't enough classrooms. There are only two teachers at school. They are very good. I like them very much. I like my friends, too. My favourite subject is music. I can play the guitar and I can sing. I don't like Cooking class because I can't cook well. My school is not very big but I like it.

M. Read the speech bubbles and match them to the photos.

## 3B - SCHOOL SUBJECTS

N. Read the bubbles in part M again and take notes.



	school	teachers	can	can't
Santose, Bali	green			
Amali, Nairobi	small			

O. Read the bubbles again and close your book. Then, work in pairs and talk about the schools and the children.

**Rose** : Amali's school is in Kenya. It is a small school, etc.

**Larry** : Yes, that's right.

**Rose** : Amali can play the guitar very well but he.....

P. Ask the questions to your classmates. Fill in the blanks with the names.

e.g.

**Dean:** Can you play football well?

**Pam:** Yes, I can.

1. Pam can play football well.

2. .... sing well.

3. .... play the guitar.

4. .... dance well.

5. .... swim well.

6. .... make an omelette.

7. .... run fast.

8. .... speak French.

Q. Now, report the answers in activity P to your class. First, tell what you can / can't do. Then, tell what your classmates can / can't do.

e.g. I can sing and play the guitar. Pam can play football well.

R. Now, write what else you can do. Use a dictionary.

I can.....

.....

.....

.....

S. Write about your school. Use the texts in activity L as an example.

*Where is the school?*

*Are there big classrooms?*

*Is your school noisy?*

*Is there a big playground?*

*What can you do there?*

*What do you feel about the school?*

.....

.....

.....

.....

.....

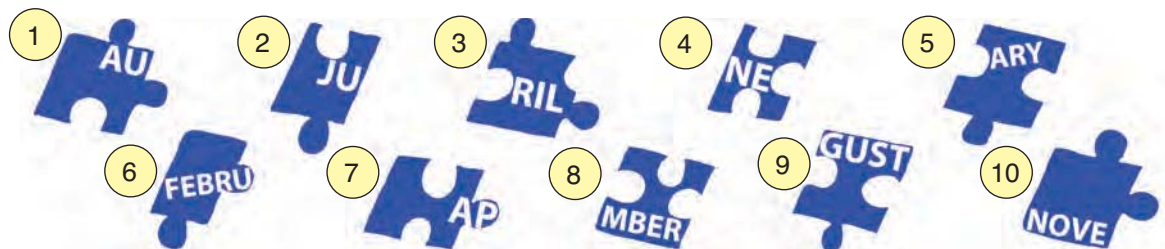
T. Do peer correction and rewrite your paragraph.

**WW:** Wrong Word    **RS:** Rewrite Sentence

**SM:** Spelling Mistake    **GM:** Grammar Mistake    **PM:** Punctuation Mistake

## 3C - SCHOOL CLUBS

A. Match the pieces and write the missing months in the boxes.



1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
January	.....	March	.....	May	.....	July	.....	September	October	.....	December

B. Listen and fill in the blanks with the months, dates and years.

Club Festival	Month	Date	Year
Chess	.....	.....	.....
Games	October	1st	2011
Technology	.....	.....	.....
Sports	December	10th	2011
Nature	.....	.....	.....
Drama	February	20th	2012

C. Listen again and answer the question.

When is Milla's birthday?

D. Work in pairs and talk about the school activities as in the example below.

Ethan: Hi! When is the school concert?

Susan: Oh, it's on May 15<sup>th</sup>.

E. Match the seasons to the pictures.

Spring, Summer, Autumn, Winter



a. ....



b. ....



c. ....



d. ....

F. Work in groups. Talk about the weather and seasons in the countries you know.

e.g.

Ali : What's the weather like in spring in Greece?

Jean: It is warm.

Use;  
warm, hot, cold, snowy, cool



## 3C - SCHOOL CLUBS

G. Look at the photos on the blog and answer the question.  
Are the students on holiday?  
.....

H. Read the texts on the blog and guess the words.  
Then, check them in your dictionary.

nature forest lakes fair center smart

Keep in Mind!

In 1995 - In nineteen ninety-five  
In 2001 - In two thousand one  
In 2011 - In two thousand eleven

Let's Blog!

### SCHOOL CLUBS

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Marla



*Forest Fest, 21 May 2012*

*I am in the Nature Club because I like nature and animals. It is May 21st today and it is the Forest Festival. We are in the forest in Hannover now. It is spring and the weather is fine. It is sunny and not cold. I am very happy today because it's also my birthday. This is a big birthday party for me. I like this place. There are lovely animals, and trees near the small river. I am with my school mates and people from different countries. This festival is great!*

*Technology Fair, 10 December 2011*

*My club is technology. It is an interesting club. I like computers, new cell phones, new music players and robots. It is December 10th today and we are in the fair center in London. London is very cold at this time of the year. It is snowy but it is hot inside. This fair is very big and there are people from different countries. I am with my club mates and club teacher. They are near the new computers. I am with the robots. They are smart and fun.*



Bill

I. Read the texts on the blog again and fill in the chart.

Activity?	Where?	Date?	Year?



# QUIZ TIME

Read the sentences and choose the correct answers.

1. Look at that!

- a. True
- b. False



2. Don't run!

- a. True
- b. False



3. My favourite subject is Geography.

- a. True
- b. False



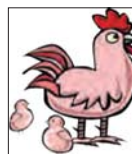
4. It's ten to three.

- a. True
- b. False



5. Chickens can fly.




- a. True
- b. False



6. Birds and monkeys can't see colours.

- a. True
- b. False



Check Your Progress				
	<b>I can...</b>			
<b>Listening</b>	distinguish time expressions. follow simple clear and understandable instructions.			
<b>Reading</b>	read time expressions and questions. understand short, simple written messages and simple instructions.			
<b>Spoken Interaction</b>	give short simple instructions. use simple numbers and time expressions in conversations.			
<b>Spoken Production</b>	use time expressions in everyday conversations. talk about my abilities and activities.			
<b>Writing</b>	join dictation activities and take notes. write about what I can do. write short messages and e-mails.			



## THEME 4



# Personality and Character

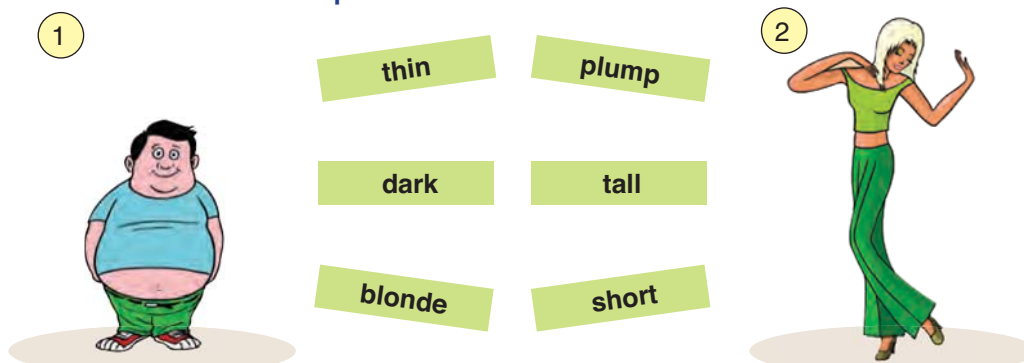
**At the end of the theme, you will be able to...**

- learn expressions about numbers, cost, and quantities.
- recognise everyday expressions.
- understand posters, leaflets and notice boards.
- guess the content of the written material with visuals and a title.
- understand everyday expressions.
- use expressions of cost and quantity while they talk.
- express simple needs of everyday life.
- talk about daily habits using visuals.
- use expressions of cost and quantity.
- express your needs.
- write lists and announcements.
- ask and answer basic questions.



## 4A - LOOK AT MY FAMILY!

A. Label the words to the correct pictures.



B. Work in groups of three and play the game using famous people as in the example.

e.g.

**Salma** : He is a singer. He is 18 years old. He is from Canada. He is thin and tall. Guess who?

**Matt** : I guess, he is Justin Bieber.

**Joseph** : I guess, he is Greyson Chance.

**Salma** : He is Justin.

C. Look at the picture and the title. Then guess.

What is the text about?

D. Read the text and check your answer.

### *My Family is Different*

*My name is Cher Vito and this is my family. I'm 17. I have got blonde hair and blue eyes. I'm thin and I like sports. My favourite sport is basketball. Timothy is my brother. He's seven. He has got dark hair and black eyes. He's a funny boy. My mum, Marlene and my dad, Danny have got blue eyes. My mum is tall but my dad is short and plump.*

*My grandparents are old but energetic. My grandpa's hair is long and grey. He is a musician and he has got a nice guitar. My grandma hasn't got long hair. Her hair is short and red. We haven't got a house. We have got a beautiful caravan. We like animals. We have got two dogs. My family is happy and fun.*



E. Read the statements about the text. Then write True (T) or False (F).

1. Cher has got brown hair and blue eyes. ....
2. Timothy hasn't got black eyes. ....
3. Cher's mum is tall. ....
4. Cher's dad is plump. ....
5. The grandpa and grandma have got a guitar. ....
6. They haven't got a house. ....
7. They have got three dogs. ....
8. The Vitos are happy. ....

## 4A - LOOK AT MY FAMILY!

**F. Work in pairs. Don't look at the text and the picture in activity D. Ask and answer as in the example.**

e.g.

**Ruth** : Has Timothy got glasses?

**Bill** : No, he hasn't.

**Ruth** : Have Marlene and Danny got blue eyes?

**Bill** : Yes, they have.

**G. Work in groups. Tell your friends about yourself and your family members.**

e.g.

**Clint** : I'm 14. I have got black hair and I'm short.

My father is 45. He has got grey hair. He is tall, etc.

**H. Write a paragraph to describe yourself and your family members. Finally, do peer correction and rewrite your paragraph.**

.....

.....

.....

.....

**I. Look at the pictures and guess. Write True or False.**

1. Totto is a driver. ....
2. He has got beautiful pets. ....
3. He is tall and fit. ....

**J. Listen and check your answers.**



**K. Listen again and follow Cher's speech about her uncle. Then, complete the sentences.**

1. I have got a .....
2. His eyes are ..... and his hair is ..... and .....
3. Totto is a chef at an .....
4. Totto has got .....cats, .....dogs and ..... parrots.
5. ....are healthy and clever.
6. He has got a .....and nice..... from.....



## 4A - LOOK AT MY FAMILY!

L. Cher is with her uncle, Tutto. They are shopping. Listen and circle the correct options.



skirt



T-shirt



dress

**Cher** : Oh, this is a lovely T-shirt.  
How much is it?  
**Shop Assistant** : It is (1) € 17 / 7.  
**Cher** : (2) 3 / 2 T-shirts, please.  
**Shop Assistant** : OK.  
**Totto** : These boots are beautiful.  
**Cher** : Yeah.  
**Totto** : How much are they?  
**Shop Assistant** : They are (3) € 42 / 24.  
**Totto** : OK. I buy them.



shorts



boots



hat



coat



trousers

M. Work in pairs. Choose items below and write dialogues as in activity L.

boots

T-shirt

skirt

hat

dress

shirt

jeans

shorts

N. Work in pairs and act out your dialogues in activity M.

O. Work in groups and design your own clothes shop. Make a list of the clothes in your shop. Then, introduce the clothes to your classmates. Add the price and the amount of the clothes.

e.g.

Clothes	Price	Number
coats	£ 79	10
boats	£ 120	15
T-shirts	£ 10	30
dresses	£ 130	13
etc.		

There are 10 coats in our shop. A coat is £ 79.



Maya



## 4B - I WORK AT WEEKENDS

### A. Match the activities to the pictures.

go to

drink

play

listen to

watch

have

do

meet



1. ....fruit juice



2. ....school



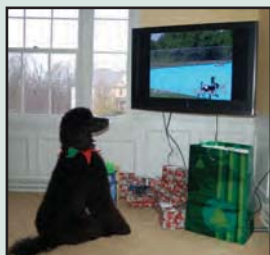
3. ....homework



4. .... football



5. ....music



6. ....TV



7. .... breakfast



8. ....friends

### B. Work in pairs and write true sentences about yourself.

e.g.

I drink coffee.

I go to school at 8.00 o'clock.

I don't play football.

### C. Look at the title and the pictures in activity D. Then, guess.

What is Bill's job?

### D. Look at Bill's activities. Then, read the text and put Bill's activities into the right order.

... play with dogs

... leave home

... finish work

... drink fruit juice

.1. wake up

... walk Ajax



a



b



c



## 4B - I WORK AT WEEKENDS

### *I Love Pets*

*Do you work at weekends? No? I work at weekends. I have a part-time job and I work two hours every Saturday and Sunday. I like this job because I like animals.*

*My day is different at weekends. I wake up early because I start work at 8.30. I have a big breakfast. I have eggs, butter and honey every day. I need energy for my job. I leave home at 08.00 o'clock. I go to Mr. and Mrs. Bluelake's home. Mr. and Mrs. Bluelakes are very old. They are quiet and kind people. First, we drink fruit juice together. Then, I take the dog. The dog's name is Ajax. He is a golden retriever. He is big and friendly. He is also clever. He has got long ears and beautiful hair. I walk Ajax two hours a day by the river. We don't walk on the streets. We play with balls and other dogs on the grass. I finish work at 10.30 but I don't go home. I meet friends and we have fun together. This job is interesting because I do sports with Ajax and earn €5 per hour. I need some money because I want to buy a Dalmatian dog one day.*

*Would you like to walk a dog?*

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

What does Bill need? Why?

**F. Work in pairs. Ask questions to Bill about his part-time job.**

e.g.

**Sally :** Do you walk the dog in the morning?

**Bill :** Yes, I do.

**Sally :** Do you drink tea with Mr. and Mrs. Bluelake?

**Bill :** No, I don't. I drink fruit juice with them.

**G. Look at the text below and choose the correct answer.**

- a. It's a newspaper ad.
- b. It's a job notice.
- c. It's a poster.

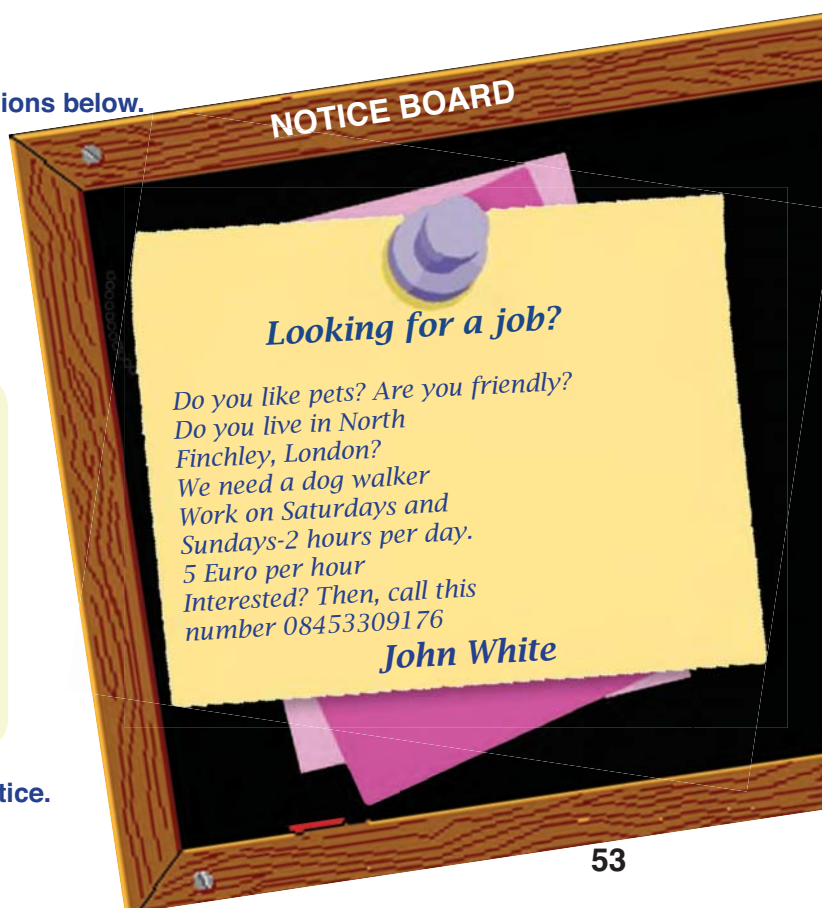
**H. Read the job notice and answer the questions below.**

- a. What does John White need?
- b. What is the salary?

**I. Write a notice about one of your needs.**

a room mate / a second hand guitar /  
a singer for your band / a pet, etc.

.....  
Do you.....?  
Do you.....?  
I need.....  
.....  
.....  
.....  
.....  
.....



**J. Do peer correction. Then, rewrite your notice.**

## 4B - I WORK AT WEEKENDS

**K. Work in groups of four or five and talk about your daily habits.**

Use; *always, often, sometimes, never*

**Keep in Mind!**



I always eat apples.



I often eat apples.



I sometimes eat apples.



I never eat apples.

e.g.

I always drink milk and eat eggs for breakfast. I don't drink coffee or tea. I have a shower every morning, etc.

**L. Work in pairs and share your ideas.**

What do you do at weekends?

e.g.

**Nasreen** : I meet friends and we drink something.

**Nancy** : I play computer games. Then, I do homework.

**M. Bill's sister, Kelly has an interesting Internet group.**

**Listen and find the group name.**

No-.....

**N. Listen to Kelly and write True or False.**

1. School is fun for students but students don't want exams.....
2. They have a school club.....
3. There are 80 people in the group.....
4. Students meet on Mondays.....
5. They aren't lazy or stupid.....

**O. Listen again and identify the students' needs.**

The students want to.....

1. talk    2.....    3.....    4.....



**P. Tick the things you need every day.**

**Then, share with your partner.**

.....play games, ..... drink coffee, ..... eat fruit,  
..... chat with friends, ..... surf the Net, ..... go shopping

e.g.

**George** : I need to play games every day. It is fun!

**Nancy** : I need to surf the Net.

**Q. Write your needs. Use *and*, *but*.**

e.g.

I want to eat salad and drink water but I don't want to eat fish.



*At home:* .....  
.....  
.....  
.....  
.....

*At school:* .....  
.....  
.....  
.....  
.....



**R. Compare your needs with your partner. Then, share them with your parents and school administration.**

## 4C - WHO IS YOUR BEST FRIEND?

### A. Match the words to the pictures.

intelligent, friendly, quiet, talkative



1. ....



2. ....



3. ....



4. ....

### B. Read the e-mail quickly and find.

a. Who is it from? b. Who is it to?

### C. Read the e-mail and fill in the blanks with the words in activity A.

Untitled Message

File Edit View Insert Format Tools Table Window Help

Send [Icons] Options... HTML

To... pitts3@mid.com

Cc...

Subject: new friend

Arial 10 [Icons] B I U [Icons]

Hello Pitt,  
How are you?  
Life is wonderful in Liverpool. I go to a nice school here and I have got good friends. I sometimes watch movies with my friends. We always have a drink at the weekend.  
My best friend is Shreen. She is from Egypt. We live in the same street. She is a very (1).....person. She loves people. Shreen is very beautiful. She has got black hair and black eyes. She is also (2)..... She sometimes helps me with maths. We usually go to school together. Shreen also makes very nice Hummus and Kebab. She usually eats homemade food. She doesn't like fast food. You know I am a (3)..... person and I don't talk much. But Shreen is a very (4)..... She usually talks about her family, films and shopping. I am really happy with her. Shreen doesn't like the weather here because it is usually rainy.  
How are you, Pitt? Do you have a good time in New York?  
Yours,  
Lisa

### D. Read the e-mail again and answer the questions.

1. Who is Shreen?
2. Where does she come from?
3. What does she make well?
4. What does she usually talk about?
5. Is Shreen friendly?
6. Does she like the weather in Liverpool? Why?
7. Are Shreen and Lisa good friends?
8. Is Lisa happy?





## 4C - WHO IS YOUR BEST FRIEND?

### E. What else does Shreen do in Liverpool? Complete the sentences.

Use; *call, play, not work, watch, make, have, go.*

1. Shreen ....**goes**.....to the parties.
2. She ....**doesn't have**..... breakfast at school.
3. She .....movies with her friends at home.
4. She .....part time.
5. She ..... omelette and salad for her brothers.
6. She .....football with her friends.
7. She ..... her parents every weekend.

### F. Write about yourself and your best friend.

You can use a dictionary and the words below.

*quiet, good, intelligent, talkative*

My name is .....  
 I'm from .....  
 I have got .....  
 I like .....  
 I live in a ..... It's .....  
 My best friend's name is.....  
 She / He is from.....  
 She / He has got.....  
 She / He likes.....  
 She / He ..... every weekend.  
 She / He doesn't .....

### PRONUNCIATION

#### G. Listen and repeat.

/ ʌ /	/ əʊ /
does	don't
doesn't	disco

#### H. Listen and put the words in the right columns.

one - go - no - fun - come - love - home -  
 mother - know

/ ʌ /	/ əʊ /

### I. Work in pairs. Ask and answer the questions below.

1. What do you do every day?
2. What do you like doing?
3. What do you do in your free time?
4. What does your father do every day?
5. What does your mother like doing?
6. What does your best friend do in his / her free time?

e.g.

**You** : What do you do every day?

**Richard** : I watch movies.

**You** : What does your father do every day?

**Richard**: He watches the news.

### J. Work in groups and report your partner's answers.

e.g.

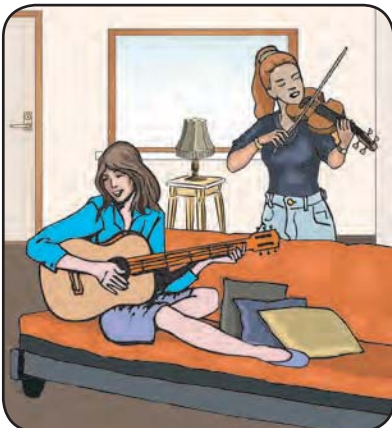
Richard watches movies every day, etc.

### K. Look at the pictures and guess.

Who are the young people?

- a. They are roommates.
- b. They are sisters.
- c. They are neighbours.

### L. Meg and Lisa are on a video chat. Listen and check your answer.





## 4C - WHO IS YOUR BEST FRIEND?

M. Listen again and write the activities in the correct columns.

Live in a small apartment  
Study music  
Work part-time  
Go to work at 7 pm  
Come home at 7.30 pm  
Sings at a café

Have breakfast  
Make music  
Play the violin  
Play the guitar  
Do housework  
Do homework  
Go shopping



What Jill does	What Meg does	What Jill and Meg do together
e.g. She works part-time.	She plays the guitar.	They live together.

N. Answer the questions.

- Where does Jill study?
- When do they have time together?
- Does Jill work hard?

O. Work in groups of three and talk about Jill and Meg.

Use the pictures in activity L and the verbs in activity M.

e.g.

They live together. Jill studies music at a college, etc.

P. Jill and Meg go shopping together every Sunday.

They always make a list. Look at the list of this week and classify the items.

Food	Drinks
Clothes	Kitchen stuff

*shopping list*

milk  
bread  
eggs  
hat  
spoons  
T-shirt  
glasses  
apples  
oranges  
Coke

Q. Imagine that you live with a flatmate. Prepare your own shopping list and compare it with your partner orally.

e.g.

You : I think, we need some eggs and fruit.

Your friend : We also need some bread.

# QUIZ TIME

Look at the pictures and choose the correct answers.

1. He is tall and thin.
  - a. True
  - b. False



2. She has got black eyes and dark hair.
  - a. True
  - b. False



3. She works as a waitress.
  - a. True
  - b. False



4. Jean usually goes shopping alone.
  - a. True
  - b. False






5. I meet my friend at a café.
  - a. True
  - b. False



6. I go to school by bike.
  - a. True
  - b. False



Check Your Progress				
	I can...			
<b>Listening</b>	learn expressions about numbers, cost and quantities. recognise everyday expressions.			
<b>Reading</b>	understand posters, leaflets and noticeboards. guess the content of the written material with visuals and a title. understand everyday expressions.			
<b>Spoken Interaction</b>	use expressions of cost and quantity while I talk. express simple needs of everyday life.			
<b>Spoken Production</b>	talk about daily habits using visuals. use expressions of cost and quantity.			
<b>Writing</b>	use expressions of cost and quantity and express my needs. write lists and announcements. ask and answer basic questions.			

## THEME 5



# Youth

**At the end of the theme, you will be able to....**

- find the place, person and the topic.
- learn the expressions and phrases of wishes and demands.
- understand clear, basic information, directions and time expressions.
- read tables and charts.
- follow and understand directions, messages and e-mails.
- ask simple questions and use time expressions.
- say what you like and dislike.
- say what you like and dislike and express what you want.
- report the information at the tables and graphics.
- explain your plans and arrangements.
- write short messages and e-mails.
- write about your future plans and use time expressions.



# 5A - I AM GOING TO THE PARTY.

## A. Choose the free time activities you do.

go to the parties	go walking	watch movies	play the guitar	do sports	surf the Net

## B. Work in pairs. Ask and answer as in the example below.

e.g.

**Tim** : What do you do in your free time?

**Jane** : I go walking. You?

**Tim** : I watch movies with my family.

## C. Now, work in groups and tell what you like and don't like about birthday parties.

Use; *lovely, fun, boring*

take / give presents

eat cake

meet new people

make music

dance

noise

drink something

e.g.

**Terry**: Well, I like giving presents. It's fun. I also like eating cake.

I don't like dancing because it's boring.

## D. Look at the picture and guess.

What kind of party is it?

- It is a winter party.
- It is a birthday party.
- It is a school party.



## E. Listen and check your answer.

## F. Listen and fill in the chart.

Who is talking?	Where are they?	What are they talking about?



## 5A - I AM GOING TO THE PARTY.

**G. Listen and write the names. Then, label the people in the picture in activity F.**

*Pam, Hillary, Ruth, Bill, Gilbert and Lena, Mike and Kim, Diana and her band, Rob.*

1. .... is having a Snowman Birthday party.
2. .... are making the snowman.
3. .... are playing nice rock music.
4. .... are drinking hot chocolate.
5. .... is throwing snowball with two friends.
6. .... is sunbathing.
7. .... is calling.

**H. Work in pairs. Study the picture in part D and close your book. Then, play Memory Game.**

**e.g.**

**Jane :** Is Hillary talking to Ruth?

**Tracy :** Yes, she is.

**Jane :** Are Bill, Gilbert and Lena making the snowman?

**Tracy :** No, they aren't. They are drinking hot chocolate.

**I. Work in groups and talk about your family members as in the example.  
Use the photos below as clues.**



do exercises



play music



work in office



drive to work



watch TV



cook



read a newspaper



do shopping

**e.g.**

**Steve:** What is your father doing now?

**Marla :** He is driving to work now.

**Pam :** Well, my father is working in his office.

**J. Look at the photos in activity M. Guess and write True or False in the blanks.  
Then, read the page quickly and check.**

1. Ruth's party is in a flat. ....
2. She is making special dishes. ....

**K. Read the Internet page in activity M and answer the question.**

What is the message about?

## 5A - I AM GOING TO THE PARTY.

L. Read the page again and complete the chart.

Place	Direction	Address

**Ruth**

*I am with friends for the weekend. We are having a small party at my parents' summer house. Are you free now? Come and join us. I am cooking meat pie. My best friend, Rod, is making Lamington. Yummy! The sea and the stars are wonderful. Mariah Carey is singing. We are having a great fun! ☺. Bring your drinks and enjoy the party with us! Are you coming? The house is in the north of Sydney. This is the address. 155, Point Road. Call me for the details.*

Share . Comment . Like  
Jake, Linda, Barbara, Paul and 22 others like this.

**Sarah**

*Cool! I am coming. Bringing drinks. Wait 4 me ☺*

**John**

*☹ I am out of city. Travelling. Enjoy the party!*

meat pie

lamington

M. Answer the questions below.

1. What's happening?
2. Is Sarah going to the party?

N. Listen to the telephone conversation between Sarah and Ruth and complete the dialogue.

**Sarah** : Hi, Ruth. I'm coming to the party. Where is your house?  
**Ruth** : Oh, good! It's very easy. My house is 45 minutes north of Sydney Harbor Bridge. ....(1)  
the bus 23 to the North. ....(2) at the last stop. There is a big park near the  
bus stop. My house is between the park and .....(3). It's number .....(4).  
**Sarah** : OK. Thanks. See you.  
**Ruth** : See you. Bye.

O. Work in pairs. Give directions to find your house.

P. Look at the message in activity L and write a message to invite your friend to your own party.

What is the event?  
Where is the activity?  
Who is coming?  
Give directions.

Untitled Message

Send Options..

.....

.....

.....

.....

Use;  
.  
,  
!  
?

## 5B - A DIFFERENT WEEKEND



**A. Brainstorm and write some weekend activities you do with your family.**

do sports

.....

go to the cinema

have a big breakfast

### WEEKEND ACTIVITIES

.....

have a picnic

.....

do trekking

**B. Read the sentences and write True or False for yourself.**

This weekend;

1. I am meeting my friends. ....
2. I am staying at home. ....
3. I am going shopping. ....
4. I am playing football. ....
5. I am visiting my grandparents. ....

**C. Work in pairs and compare your plans.**

**e.g.**

**Linda :** I am meeting my friends at the weekend. We are watching the new movie.

**Fred :** I am not meeting my friends. I am visiting my grandparents and having dinner with them.





## 5B - A DIFFERENT WEEKEND

- D. Look at the photos and the title in activity F. Guess.  
What are the paragraphs about?
- E. Read the paragraphs quickly and check your answer.
- F. Read the paragraphs again and guess the meaning of the bold words. Then, check with your classmates.

www.weekendactivities2.org

### TOP THREE WEEKEND ACTIVITIES WITH PARENTS!

Sheila



a

Well, I have a special plan for this weekend. I am meeting my grandparents and making **pizza** on Sunday. They live in a beautiful house in the **countryside**. We are having a big family lunch at 13.00. Then, we are walking in the **forest** in the afternoon. My parents are also showing us their old photos in their albums. So, I'm so excited.

Charles



b

We have a great **surprise** for my parents on Saturday. We are watching an old movie with my parents. It is "Gone with the Wind!" My parents really love this **movie**. First, I am making **pop corn** and my little brother is playing old music with his guitar. Then, it is movie time at 08.30 pm. After the movie, we are having a barbeque in the garden.

Maria



c

My weekend **plan** is different! I am not playing football or going to the cinema. I am visiting **old people** with my parents on Sunday. First, we are buying **story books** in the morning and then, we are reading the old people stories. Finally, we are singing with them. Would you like to join us? Let's meet in front of the Old People's House. First, take the bus, No 125. And get off at the Opera House. Then, find the West Street. It is on the right, No 43. It is next to the park.

- G. Read the paragraphs in activity F and fill in the chart about the weekend plans.

Who?	Activity	Day & Time	Place
Sheila	Meeting grandparents and making pizza	Sunday at 13.00	Grandparents' house

- H. Work in pairs. Study the chart and make sentences about the weekend plans.

e.g.

Tracy : Sheila is meeting her grandparents and making pizza on Sunday.

Miguel : And they are having a big family lunch.



## 5B - A DIFFERENT WEEKEND

- I. Read Maria's weekend plan again. Follow the instructions and find the Old People's House on the map.

- J. Write your plans.

after school : I am meeting my friend at 05.00 o'clock.  
 tonight : .....  
 tomorrow : .....  
 on Friday : .....  
 at the weekend : .....

- K. Tell your plans for the weekend to your classmates.

- L. Work in pairs and talk about your wishes.

e.g.

Tim : What would you like to do next weekend?

Isabella: I would like to have a picnic. You?

Tim : I would like to go to the cinema.

Isabella: Great idea!

- M. Now, share your wishes with your classmates and take notes. Then, find the most common wishes in the class.

e.g. Tim : I would like to have a picnic.

Both Bill and I would like to go to the cinema, etc.

- N. Look at the picture and choose the correct answer.

- a. The announcement is about a concert.  
 b. The announcement is about a trekking activity.

- O. Listen to the short announcement and check your answer.

- P. Listen again and choose the correct option.

1. Alysha and Richard **want / would like** to go trekking.  
 2. Alysha also **needs / wants** to take photos.  
 3. Richard **doesn't want / want** to swim in the river.

- Q. Listen again and find the following information.

What?	Who?	Where?	When?	What time?

- R. Plan a weekend activity. Take notes for the questions below. Then, write an announcement about your plan.

e.g.

What?	Who?	Where?	When?	What time?

- S. Work in pairs and talk about your announcement. Use time expressions.

e.g.

Phil : Excuse me! What are you doing on Saturday?

You : I am going dancing.

Phil : Who are you going with?

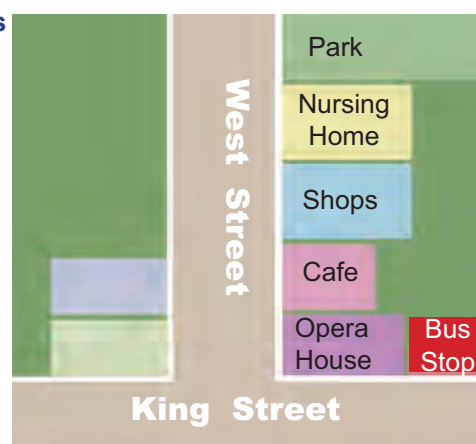
You : With Sue.

Phil : Sorry, with who?

You : With Sue, my best friend.

Phil : What time are you going?

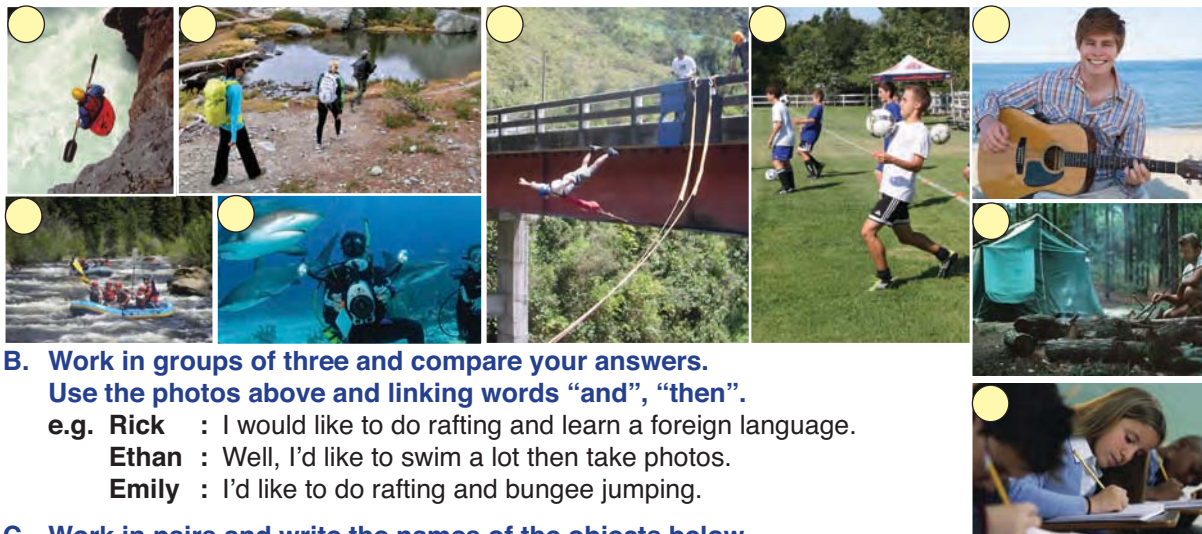
You : At 6.00 pm.



Use;  
 Sorry!  
 Sorry, again please!  
 Can you repeat, please?

## 5C - YOUTH CAMPS

A. Look at the photos below. Tick the ones you would like to do at a camp.



B. Work in groups of three and compare your answers.

Use the photos above and linking words "and", "then".

e.g. Rick : I would like to do rafting and learn a foreign language.

Ethan : Well, I'd like to swim a lot then take photos.

Emily : I'd like to do rafting and bungee jumping.

C. Work in pairs and write the names of the objects below.



1. laptop



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....



9. ....



10. ....

D. Tick 3 things you would like to take with you to a camp. Then, compare with your partner and give reasons.

e.g. Mel : Well, I would like to bring my tent. I need a place to sleep.

Betty: I would like to bring my computer. I need to talk to my friends every day.

E. Look at the photo and guess.

What is Zoey's plan?

F. Read the questions carefully. Then, read the e-mail and answer the questions.

1. Why does Zoey want to go to Costa Rica?

2. Why does Zoey write the e-mail to Jamie?

Hi Jamie,

I have great news! I am not going to go to the seaside with my family next summer. I am going to join a summer camp in Costa Rica. Five close friends are also going to come with me. You know Costa Rica is my favourite country! It is a special place in the Caribbean Sea. The sea, the lakes, the animals and forests are very beautiful. The programme is wonderful. We are going to watch the whales and take photos. We are also going to play foot-ball with the local children. It is going to be a great activity! I know you like camps.

Are you going to join us? See the camp programme.

See you,

Zoey

Jamie

Zoey

## 5C - YOUTH CAMPS

### International Costa Rica Camp Programme

Day	Activity	How long?	Where?
Monday	hiking	6 hours	National Park
Tuesday	whale watching	2 hours	Osa Peninsula
Wednesday	go snorkeling	3 hours	Osa Peninsula
Thursday	photo safari	All day	National Park
Friday	visiting local bazaar	In the morning	Local village
Saturday	football match with local children	In the afternoon	Local village
Sunday	Spanish course	Two hours	Campsite

**G. Read the camp programme attached to the e-mail and write about it.**

e.g.

On Monday, Zoey and her friends are going to go hiking at the National Park.

**H. Work in pairs and discuss.**

1. Is it a nice camp programme? Why?
2. Is Zoey going to enjoy the camp?

e.g.

**Rick:** I think it's a nice camp programme because there are lots of interesting activities.

**Bill :** Yes, I agree.

**I. Look at the application form and find the information.**

1. When is Zoey going to join the camp?
2. How long is she going to stay?

**J. Read the question and guess.**

Is Jamie going to join the camp?



#### ADRENALINE CAMP

##### CAMP APPLICATION FORM

**Name** : Zoey  
**Surname** : Wilder  
**Age** : 18  
**Gender** : Female  
**e-mail** : zoeywilder@wind.com  
**Phone number** : 020 3421 23893  
**Home Address** : 221 Leicester Square, London  
**Country** : England  
**Start** : July 21  
**End** : July 28



**K. Jamie and Zoey use some international words in their conversation. Listen and tick the ones you hear.**

..... 1. e-mail	..... 2. fantastic	..... 3. post office	..... 4. part-time	..... 5. museum
..... 6. coffee	..... 7. visa	..... 8. passport	..... 9. problem	..... 10. cafe



## 5C - YOUTH CAMPS

### L. Listen again and find the time expressions.

1. Zoey and Jamie are going to work at the Rain Cafe or the museum .....
2. Jamie is going to write an e-mail to Big Star Travel Agency.....
3. They are going to meet ..... at .....

### M. Listen and write True (T) or False (F).

1. Zoey is going to go to Costa Rica. ....
2. Jamie and Zoey need to get a visa. ....
3. Jamie is going to ask about the meal. ....
4. Jamie is going to take her dog with her. ....
5. Zoey and Jamie are going to meet tomorrow. ....

### N. Jamie is going camping with Zoey. Work in pairs and act out the telephone conversation. Use the clues below.

#### Jamie

very excited  
buy new boats  
take her diary  
read about Costa Rica

#### Zoey

save money for the camp  
buy a raincoat and a tent  
swim in the lake  
learn how to cook

e.g.

**Jamie:** I'm very excited about Costa Rica.

**Zoey:** Yeah. Me too. I am going to save money for the camp.

### O. Make a camp programme.

Choose the country - the place - the time - the activities.







#### CAMP APPLICATION FORM

Name :  
Surname :  
Age :  
Gender :  
e-mail :  
Phone number :  
Home Address :  
Country :  
Start :  
End :

Use;  
and  
then

### P. Work in groups of four or five.

Share the information in your programme.

**Amina:** On Monday, we are going to swim in the lake and play volleyball.

Then, we are going to.....

### Q. Fill out the application form with your own information.



# ATATÜRK

## A. Look at the picture and say.

- Who are they?
- What are they doing?

## B. Read the text and match the topics to the paragraphs.

- What happens on that day?
- What is May 19th?
- The story of Youth and Sports day.



.....1. May 19th is a national holiday and a festival day. It's the date of Mustafa Kemal's arrival in Samsun in 1919 to begin the War of Independence.

.....2. Turkish youth was very important for Atatürk and he declared May 19 as Youth and Sports Day. The Turkish government announced May 19 to be Youth and Sports Day and made it an official holiday in 1938. The day received its present name, the "Commemoration of Atatürk, Youth and Sports Day", in 1981, the 100th anniversary of Atatürk's birth. All state buildings, post offices, schools, and most businesses are off on this day.

.....3. On that week, young Turkish athletes carry the national flag from Samsun to Ankara. The marathon usually takes about 10 days. The Turkish president accepts the flag at a ceremony on May 19. There are different sports events all over Turkey on this day. Students usually prepare special programs. How do you celebrate this day at your school?

## C. Read the text again answer the questions.

- What happened on 19 May, 1919?
- When did May 19 become an official holiday?
- What do young athletes do on this day?



Check Your Progress		😊	😐	😞
	<b>I can...</b>			
<b>Listening</b>	find the place, person and the topic. learn the expressions and phrases of wishes and demands. understand clear, basic information, directions and time expressions.			
<b>Reading</b>	read tables and charts. follow and understand directions, messages and e-mails.			
<b>Spoken Interaction</b>	ask simple questions and use time expressions. say what I like and dislike.			
<b>Spoken Production</b>	say what I like and dislike and express what they want. report the information at the tables and graphics. explain my plans and arrangements.			
<b>Writing</b>	write short messages and e-mails. write about my future plans and use time expressions.			

## THEME 6



# Tourism

**At the end of the theme, you will be able to...**

- listen simple and clear questions.
- listen expressions related to likes and dislikes.
- look for the answer to the WH- questions.
- define the place, person and the topic in reading texts.
- look for the answers to the WH- questions in short, simple texts.
- express what you want.
- define the place, person and the topic in your speech.
- talk about pastimes and past activities.
- explain your future plans and deliver short messages.
- write short simple postcards.
- ask and answer basic questions in written form.
- write very short, basic descriptions of events and past activities.



## 6A - HOLIDAY PLANS

A. Look at the photos. Group the activities and write them in the correct boxes.



Surf the Net



Read books



Sunbathe



Cook something



Ride a bike



Meet friends



Ski



Swim



Play football

Free Time Activities

.....  
.....  
.....  
.....

Holiday Activities

.....  
.....  
.....  
.....

Both

.....  
.....  
.....  
.....

B. Work in pairs and talk about the activities above.

e.g.

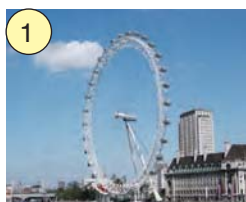
**Tracey** : What do you do in your free time?

**Mike** : I read books and ride a bike. How about you?

**Tracey** : Oh, I don't like riding a bike. I usually play football. I also like cooking.

**Mike** : Great!

C. Match the countries to the places.



1. London Eye



2. Ephesus



1. Nou Camp Stadium



4. Machu Pichu



5. Acropolis



6. Canals

- a. Peru.....
- b. Italy.....
- c. Greece.....
- d. Turkey.....
- e. Spain.....
- f. England.....

D. Choose a place you would like to go one day. Tell your partners and give reasons.

**Use**: interesting, beautiful, exciting, fun, old, modern

**Tracey**: I would like to go to England one day. I want to see the London Eye. It's very beautiful.

## 6A - HOLIDAY PLANS

E. Look at the photos and the titles. Then, guess.

What are the paragraphs about?

F. Guess and match the cities to the photos.



Ulrike

**a** *Sun, Sea and Sand!*  
*I love this country.*

*This country is very hot in summers. I am going there in July. I am going to dive in the dark blue sea and sunbathe on the golden beaches. The hotel has a big swimming pool. I am going to swim at nights. There is a beautiful mountain called Montserrat in this area. We are going to climb that mountain with the guide. Also I'm going to see the Nou Camp Stadium and watch Barcelona football team. Finally, I am going to eat the delicious meals. Spanish food is great! I am sure I am not going to feel bored!*



1. LONDON



Ryan

**b** *White holiday!*

*I would like to have a winter holiday. This is the best country for it. It is usually crowded at this time of the year but it is OK for me. There is a nice ski resort near the hotel. I am going to ski every day and use the sauna. It snows a lot there and the trees are usually white. There is an underground city and a botanical garden. I am going to see them. It is going to be a wonderful holiday!*



2. BARCELONA



Laura

**c** *Rain! Rain! Rain!*

*We are not going to have a typical holiday at the seaside. We are going to travel to a romantic city. It is very big and old. We are going to see the Thames River, visit Madame Tussauds and the National Museum. There are nice restaurants and cafes. In this city, it usually rains and it is sometimes cold. But it is very beautiful. I am very excited.*

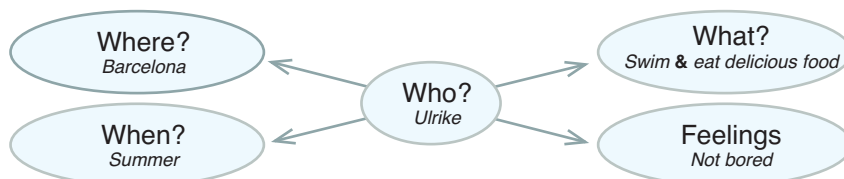


3. MONTREAL



## 6A - HOLIDAY PLANS

G. Read the holiday plans in activity F again and make a mind map as in the example.



H. Look at the mind maps and tell the people's holiday plans to the class.

e.g.

**Nigel:** Ulrike is going to go to Barcelona this summer. He is going to stay at a hotel, etc.

I. Write an e-mail to your friend about your imaginary holiday plans for the summer. Use the information in activity H.

My Summer Plans

.....

.....

.....

.....



J. Now, tell your summer plans to your classmates.

Then, invite your friends to go together.

e.g.

**Danny:** I am going to go to Italy for summer. Would you like to come with me?

**Tina :** No, thanks. I would like to go to Vienna.

K. Work in groups of four. Ask questions to your friends to get information about the holiday places. Use the information in the box.

e.g.

**Irena :** I am going to travel to Greece next summer.

Can you give me information about Greece?

**Peter :** Yes, sure. Greece is a beautiful country.

It has lovely beaches and you can visit the Acropolis.

- go to beaches
- visit the Acropolis
- eat delicious food
- listen to Rembetiko
- swim
- dance Sirtaki, etc.

L. Look at the photos and guess.

What is the listening part about?



M. Listen to the conversation between the travel agent and the customer. Then, complete the questions.

1. .... are you going to go?	.....
2. .... are you going to go?	.....
3. .... are you going to stay?	.....
4. .... people are going?	.....
5. .... the date?	.....
6. .... your ..... ?	.....
7. .... are you ?	.....
8. .... is your ..... ?	.....

N. Listen to the conversation again and write the answers of the questions above.

O. Work in pairs and book a holiday. Use the chart above as a model. Then, act out the dialogues.

## 6B - MY HOLIDAY WAS GREAT!

### A. Complete the sentences below as in the example.

**Five years ago, my favourite...**

holiday place was İstanbul.

holiday activity was.....

weekend activity.....

games were.....

singer was.....



### B. Work in pairs and compare your answers.

e.g.

**Kim:** My favourite holiday place was Spain.

**Bill:** It is a lovely country.

My favourite holiday place was Italy.

### C. Look at the photos and complete the sentences.

Helen was in .....last semester holiday.

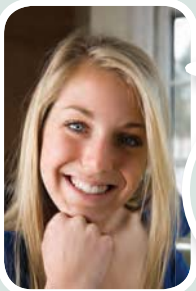
Rob was at ..... last semester holiday.

Selin was on .....last semester holiday.

### D. Read and check your answers.



## WHERE WERE YOU LAST SEMESTER HOLIDAY?



Helen, 16

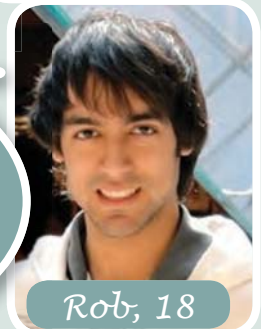
### *Paris is the Best!*

"I was in Paris last semester holiday. It was snowy and very cold. There was a school trip for a week. I was with my school friends. I like Paris because I was born in this city. My room wasn't very comfortable and my roommates weren't talkative but they were good people. Anyway, it was a nice holiday. I was happy! "



### *Sweet Home!*

It was in January. I was at home with my cousin in London. My parents weren't at home for four days. They were in the forest house. It was rainy all week but I wasn't bored because my cousin was fun. There were good films on TV. We were very happy!



Rob, 18



Selin, 17

### *Farm Time!*

My grandparents have a farm in Bozcaada, Turkey. It is small and beautiful. I was there between January 21st-28th last year. The weather was fine and it wasn't very cold. There wasn't a cinema or there weren't cafes in the village but I was very happy on the farm. I was with the horses, chickens and cows all week. It was fantastic!



## 6B - MY HOLIDAY WAS GREAT!

E. Read the texts again and fill in the chart.

Who	Place	Time	Weather	Topic
e.g. Helen	Paris	Last semester	Snowy and cold	Holiday in Paris

F. Write questions for your partner. Then, swap the questions and write the answers as in the example.

e.g.

**Pat:** Where were you last semester holiday?  
Were you happy?  
etc.

**Larry:** I was at the seaside.  
Yes, I was.

**Use;**  
beautiful  
small  
crowded  
cheap  
green  
fun  
interesting  
etc.

G. Work in pairs again. Give information about the place you were on holiday last year.

e.g.

**Sam:** Were you in a beautiful place last holiday?  
**Meg:** Yes, I was in a small and beautiful town.  
**Sam:** Was it crowded?  
**Meg:** No, it wasn't.  
etc.

H. Work in pairs and compare the two pictures below.

**Use;** small, big, beautiful, buildings, houses, trees, fantastic, green, etc.

e.g.

There weren't many buildings then. Now, there are a lot of buildings in the town. It was green a few years ago but it is not green enough now, etc.





## 6B - MY HOLIDAY WAS GREAT!

I. Work in groups and compare your town in the past and now. Use photos of the town.



Our town was different 10 years ago. It was a small holiday place. It was very beautiful. Now, it is different....

.....

.....

.....

.....

.....

J. Look at the pictures and read the questions. Then, guess the answers.

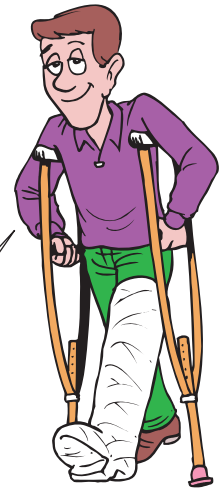
1. Were Helen and Bob on holiday?
2. What's wrong with Bob?

K. Listen to the dialogue between Helen and Bob after the Easter holiday. Then, answer the questions.

1. What are Helen and Bob talking about?
2. Where were they?
3. Who were they with?
4. How do they feel about their holiday?



Helen



Bob

L. Work in pairs and talk about Bob and Helen's holiday. Consider the clues below.

Topic (What are they talking about?)

Place (Where were they?)

Person (Who were they with?)

M. Choose an imaginary holiday resort. Imagine that you are back from the holiday. Work in groups and talk about the holiday as in the example. Use the visuals of the holiday resort.

Hilda : Where were you?

Chris : I was on Chios Island, in Greece.

Rick : Who were you with?

Chris : With friends.

Hilda : Where did you stay?

Chris : We stayed in Topakas House. It is an old and nice family hotel.  
etc.



## 6C - A DIFFERENT HOLIDAY

### A. Look at the photo and guess.

1. Where are the people?
2. Do they look happy?



### B. Read and fill in the gaps with the sentences above.

- |                                      |   |
|--------------------------------------|---|
| a. We took lovely photos together.   | d. She played the guitar and sang for us.     |
| b. Sometimes we ate at a cheap cafe. | e. We have got a small but beautiful caravan. |
| c. I do.                             |   |

### A Holiday in a Caravan

Do you like holidays with your parents? (1)..... I go on holiday with my family every year. We go to a different place every year because we travel in our home. (2)..... It is cheap and fun! Last summer we went to Amsterdam. We had a great programme. We cooked nice dishes in the caravan because it was cheaper. (3)..... I rent a bike and explored lovely places. My parents and I like photography. (4)..... My sister likes music. (5)..... The nights were very beautiful at the campsite. We had great time with the neighbours.

I love caravan holidays. Caravans are fantastic. But I don't like holidays at hotels. It's boring.

### C. Read the text in exercise B again and answer the questions.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. Where did Tom go for holiday?     | 5. What did they do?                 |
| 2. Who did he go with?               | 6. How did they travel? Why?         |
| 3. When did they travel?             | 7. Did they have a good time?        |
| 4. Why did they cook in the caravan? | 8. Which holiday type does Tom like? |

### D. Work in pairs. Discuss the advantages and disadvantages of a caravan holiday and a holiday at a hotel.

**Use the words;** cheap, fun, boring, exciting, interesting, tiring

**Jasmin:** Caravan holiday is cheap and fun.

**Betty :** A holiday at a hotel is expensive but it is comfortable.  
etc.



## 6C - A DIFFERENT HOLIDAY

E. First, read the postcard below. Then, write a postcard about your best holiday. Use the phrases and the postcard below as an example.

Go sightseeing

Rent a bike

Take photos

Play the guitar

Play football

Read books

Make new friends

Have great time

e.g.

Dear Betty,

I was in Amsterdam at the caravan camp yesterday. The caravan camp was awesome! I played music for the people and we cooked local dishes together. Also, I went sightseeing in Amsterdam. The canals were very nice and the streets were very crowded. I made new friends.

Tom was also happy. He didn't feel bored. He rent a bike and took some photos in the countryside.

Hugs,  
Deborah



.....

.....

.....

.....

.....

.....

.....

.....



F. Look at the photos and guess.

What are Tom and Peter talking about?

G. Listen to two friends and answer the questions.

1. Where did Peter go for holiday?
2. Who did he go with?
3. When did he go?
4. What did he do there?
5. How were the meals?
6. Why didn't he eat Indian food?
7. What happened to Peter's camera?

H. Listen again and choose the correct options.

1. He **liked** / **didn't like** hot weather.
2. He **liked** / **didn't like** taking photos.
3. He **liked** / **didn't like** spicy food.
4. He **liked** / **didn't like** the traffic.



I. Work in pairs and talk about your worst holiday.  
e.g.

**Simon:** It was three years ago. I went to the seaside with my family. We stayed in a tent. First day, the weather was fine but the second day it was windy. We didn't go out or swim. It was boring.

**Helen :** Oh, that's too bad.



## 6C - A DIFFERENT HOLIDAY

**J. Write true sentences about your last summer holiday. Use the phrases and the photos below.**

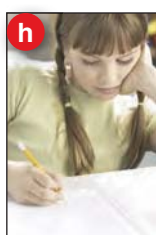
swim in the sea / go to a concert / do homework / work in the garden / wash the car / play a musical instrument / go fishing / ride a bike

**e.g.**



*I took photos.*

*I didn't visit museums.*



**K. Work in groups and talk about your last summer holiday.**

**Use;** because, but

**e.g.**

**Daren :** I didn't take photos because I didn't have my camera.

**Kelly** : Oh, I see. I took photos and but I didn't swim.  
etc.

**L. Work in groups and ask questions to get information about your friends' holidays.**

e.g.

**Liz** : Where did you go last summer holiday?

**Brian :** I went to a summer camp.

**John :** When did you go?

**Brian :** In July.  
etc.

**Use the questions:**

Where?

When?

What?

Who?

Did you.....?

**M. Write an e-mail to your friend and tell him about your summer holiday.**

Dear Larry,

I went to my parents' village last summer holiday. I had new friends in the village. We went swimming in the river everyday and we played football. ....

[illegible]

**Use the words;**

happy, interesting,  
exciting, boring

**Use polite words and expressions.**

Dear,  
Sorry,  
Thank you,  
Have a good day,

*Use;  
and  
then*

# ATATÜRK

## A. Complete the words to find the principles of Atatürk.

1. P\_puli\_m
2. Rep\_blicanis\_
3. S\_cular\_sm
4. S\_atis\_
5. N\_tiona\_ism
6. Ref\_rmi\_m

## B. Match the definitions to the principles.

1. Secularism    2. Nationalism    3. Statism

a. Atatürk thought that he could create the new Turkey by the economic and technological development. According to him the state is the owner of the major industries of the country and also it supports the private sectors.

b. It means independence of thought and institutions from the dominance of religious thinking and institutions. Every citizen can live their religious life freely and scientific facts are the basic elements of the state.

c. Atatürk believes that Turkish people is like a bunch of flowers. There are a lot flowers from different colours in it. The Turkish State is indivisible with its all colours.

## C. Work in pairs and discuss. Which principle is very important for you? e.g

Ceren: Republicanism is very important for me. I think it's a good regime.



## Check Your Progress



	I can...			
<b>Listening</b>	Listen simple and clear questions. Listen expressions related to likes and dislikes. Look for the answer to the WH- questions.			
<b>Reading</b>	Define the place, person and the topic in the reading text Look for the answers to the WH- questions in the short, simple texts.			
<b>Spoken Interaction</b>	Express what I want. Define the place, person and the topic in my speech.			
<b>Spoken Production</b>	Talk about pastimes and past activities. Explain my future plans and deliver short messages.			
<b>Writing</b>	Write short simple postcards. Ask and answer basic questions in written form. Write very short, basic descriptions of events and past activities.			

## Peer Assessment Form

Student being assessed: \_\_\_\_\_

Student making the assessment: \_\_\_\_\_

For each aspect, rate the student on a scale from A to D using the following guide:

A: did this very well                      B: did this adequately

C: did this less than adequately   D: did this poorly




General Aspect	Specific Aspect	Rating
Group Process	Attended a large majority of group meetings	
	Maintained contact with other group members	
	Communicated constructively to discussion	
	Generally was cooperative in group activities	
	Asked useful questions	
	Encouraged and assisted other group members	
The task	Made a genuine attempt to complete all jobs agreed by the group	
	Made an intellectual contribution to the completion of the task	
	Did (at least) their fair share of the work	
	Read and commented in a timely manner on drafts of the report	
	Contributed a significant amount (measured in ideas as well as words) to the report	
Overall	Based on your ratings and comments above, this student's contribution overall on this group task	

Issacs, G. (2002) Assessing Group Tasks. Teaching and Educational Development Institute. Queensland, Australia.



## GROUP WORK ASSESSMENT

Student's Name: .....

GROUP WORK ASSESSMENT			
1. contributes to decision making.			
2. respects and encourages the views of others.			
3. contributes in a positive way to the group work.			
4. exhibits on-task behaviour consistently.			
5. completes the task on time.			
6. volunteers to take responsibilities and roles.			
7. does research from a variety of resources.			
8. gets on well with other group members.			

## Portfolio assessment

Student's Name: .....

Date: .....

	5*	4*	3*	2*	1*
1. All tasks are completed and organized					
2. The portfolio is attractive in terms of design, layout and neatness.					
3. There is variety of activities, skills in portfolio.					
4. The portfolio is submitted on time.					
5. The language is fluent and accurate.					
6. Topics are searched from a variety of different resources.					
7. Tasks are enriched with different visuals and audios.					
8. There is a progress in the language use and other skills throughout the portfolio process.					

\* 5 (Excellent), 4 ( Good), 3 ( Not Bad), 2 (Need To Be Improved), 1 (Poor)

Additional Observations: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## SUBJECT PRONOUNS

Singular	Plural
I	We
You	You
He	They
She	They
It	They

## TO BE

e.g.

I **am** tall. I'm not short.

You **are** a nurse. You **aren't** a doctor.

She **is** short. She **isn't** tall.

He **is** ten years old. He **isn't** nine.

It **is** on the tree. It **isn't** on the wall.

**Are** they here? Yes, they **are**.

**Is** he your brother? No, he **isn't**.

## Use "be"

• to say who a person is or what an object is.

He is John. It is a book.

• to say where a person or a thing is from

She is English. That watch is Swiss.

• to talk about people's jobs.

John is a doctor.

• To talk about age.

Dave is fifteen years old.

• To talk about where something or somebody is.

I'm in the classroom now. The Pisa is in Italy.

• To say how much something is.

It is 10 TL.

• We use contractions in spoken English and informal written English.

A: What's your name? B: I'm Sally.

• Don't use contractions in positive short answers.

Yes, I am. [(NOT) ~~Yes, I'm.~~]

## CAPITAL LETTERS

Use capital letters for these things.

• Proper nouns : London, Mary, France

• Addresses : 12 Sherwood Street, Piccadilly, London

• Postcodes : W1F 7BR.

• Nationalities : American

• After full stops : Janet is British. She is from England.

• For "I" : I'm English.

My telephone number is double five, four, nine, double two, eight.

There are twenty - eight students in our class.

My father is forty - five years old.

## A-AN (INDEFINITE ARTICLE)

a: We use "a" before a consonant (b, c, d.....) or a consonant sound such as university.

a school a book a university

an: we use an before a vowel (a, e, i, o, u) or a vowel sound such as hour.

an apple an egg an hour



## SINGULAR & PLURAL NOUNS

### 1. REGULAR NOUNS

	Singular	Plural
To make the plural form of most common nouns add “-s”.	a car a boy	cars boys
Nouns that end “ss, ch, x, sh, s” add “-es”.	a class a sandwich a dish a box	classes sandwiches dishes boxes
Nouns that end in consonant +y, change “y” to “i” and add -es.	a baby a daisy	babies daisies
Nouns that end “f” or “fe” change “f” to “v” add -es. Exception chef, chefs.	a knife a shelf	knives shelves

### 2. IRREGULAR NOUNS

Some nouns change in the plural.

e.g.

Singular	Plural
a child	children
a man	men
a woman	women
a foot	feet
a tooth	teeth
a mouse	mice
a person	people

• Some nouns don't change in the plural.

e.g.

Singular	Plural
a deer	two deer
a sheep	two sheep
a fish	two fish

• Some nouns are always plural. They are no singular form.

e.g. scissors, eyeglasses, shorts, pants, trousers

### THIS –THAT- THESE- THOSE

Singular	Plural
this book	these books
that book	those books

• We use **this / these** for things which are near you.

e.g. This is an apple. These are oranges.

• We use **that / those** for things which are far away from us.

e.g. That is a tree. Those are trees.

### ONE / ONES

• We use **one / ones** in place of countable nouns instead of repeating a noun or nouns.

e.g.

A: Could you give me that book?

B: Which one?

A: The one on the table. (Singular, countable)

B: Could you give me those pencils?

A: Which ones?

B: The ones in the box. (Plural, countable)

## POSSESSIVE ('s)

**Possessive ('s)** shows that something belongs to a person or an animal.

Bill's coat is blue.

• **We add 's to a singular noun.**

He is Julia's brother.

• **If the nouns end in "s", we add ('s) or only (')**

Charles's eyes are blue or Charles' eyes are blue.

• **We add only (') for plurals if they end in "s".**

The girls' books are on the table.

• **We add ('s) for irregular nouns.**

The men's cars are new.

• **Don't use ('s) with things.**

The end of the film (Not) the film's end

• **Be careful with ('s).**

John's father - 's = of John

John's French -'s =is

• **Whose: We use "whose" to ask for possessions.**

Whose dress is red?

Cathy's dress is red.

**Be careful with it's and its.**

it's = it is It is a cat.

its = possessive Its eyes are green.

## ADJECTIVES

• **Adjectives describe a noun. They go before the nouns in phrases.**

A red hat (not) a hat red.

New trousers (not) trousers new.

• **Adjectives go after the verb "to be" in sentences.**

The hat is blue.

His trousers are new.

• **Adjectives are the same for singular and plural nouns.**

I'm a tall girl.

We're tall girls.

• **We can modify an adjective with "very".**

She is very clever.

Those shoes are very nice

## POSSESSIVE ADJECTIVES

**My** brother is ten years old.

**Your** bicycle isn't new.

**His** parents are teacher.

**Her** dog is ill.

Personal pronouns	Possessive adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

## THERE IS / ARE

**e.g.**

There is a kitchen. There isn't a toilet upstairs.

There are two bathrooms. There aren't any windows in my room.

Is there a computer in your room? Yes, there is.

Are there any chairs in your room? No, there aren't.

### Use there is / there are

- to say that something exists.

There is a TV in the living room.

- to talk about places and things and people in places.

There are five cats in the garden.

There is a swimming pool in my neighbourhood.

### PREPOSITION OF PLACE

- Prepositions of place tell us where people or things are.

### AND - BUT – BECAUSE

- **And:** We use “and” to connect two similar ideas.

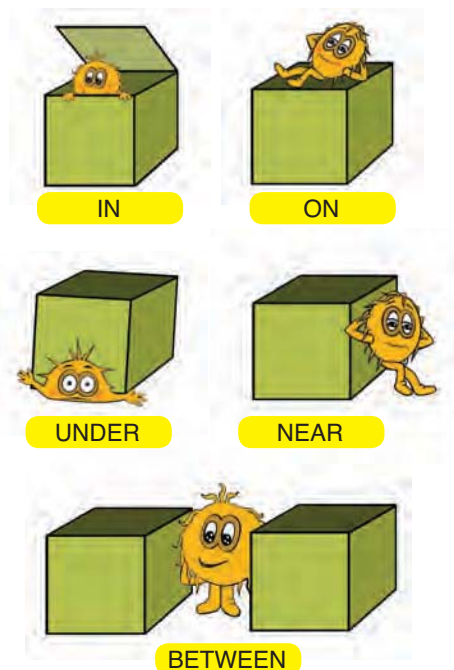
I’ve got a house and a car.

- **But:** We use “but” to connect two contrasting ideas.

I’ve got a house but I haven’t got a car.

- **Or:** We use “or” to connect alternative ideas.

Is there any butter or margarine?



## Theme 3

## Grammar Reference

### IMPERATIVES

- We use imperatives to give commands, instructions and advice.

Do your homework. Go along Main Road.

- We use “Don’t + imperative” to give a negative instruction.

Don’t shout in the library.

- **Polite imperatives**

Please, tidy your room. Don’t do that again, please.

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

PREPOSITIONS OF TIME			
In	On	At	
in January in spring in the twentieth century in the morning in the afternoon in the evening	on Monday on Sunday morning on weekdays on 25th April on my birthday	at seven o’clock at Christmas at Easter at New Year	at the moment at present at midday at noon at night at midnight

We use “in” for parts of day, months, seasons and years.

We use “on” for days and dates.

We use “at” for times of the days, night, the weekend and festivals.



## BE LIKE

- Use “be like” to ask for a description.

A: What’s the hotel like?

B: It is comfortable with its kind staff.

## LIKES - DISLIKES

- Use “like” to talk about things you like.

like + a noun : I like tea

like+ gerunds : I like drinking tea.

e.g.

I like milk. I like drinking milk.

You like basketball. You like playing basketball.

She likes tea. She likes drinking tea.

He doesn’t like hamburger. He doesn’t like eating hamburger.

## CAN – CAN’T: ABILITY

Can is an auxiliary verb, a modal auxiliary verb. We use “can” to

- talk about possibility (It can rain tonight.)
- talk about ability (I can speak French.)
- make requests (Can you open the windows, please?)
- ask for or give permission (Can I use your pencil?)

The main verb is always the bare infinitive (infinitive without “to”).

Notice that

- Can is the same for all subjects.

## TELLING THE TIME

After the hour we use “past”, before the hour we use “to”.

2.00 = It’s two o’clock.

2.05 = It’s five past two.

2.15 = It’s a quarter past two.

2.30 = It’s half past two.

2.40 = It’s twenty to three.

2.45 = It’s quarter to three.

## WH. QUESTIONS

(what – where – who – when – what time – whose - .....)

- We use wh- question words to ask for specific information.

- Who “ We use it for asking questions about people.

e.g. Who is Donald? He is my friend.

- What “ We use it for asking questions about things, animals and actions.

e.g. What is your favourite colour? It is pink.

- Where “ We use it for asking questions about places.

e.g. Where are you from? I am from Turkey.

- What time “ We use it for asking questions about exact time.

e.g. What time is it? It is nine o’clock.

- When “ We use it for asking questions about a period of time.

e.g. When is Art lesson? It is in the morning.

- Whose “ We use it for asking questions about possession.

e.g. Whose is this? It’s Jane’s book.

## ORDINAL NUMBERS

- for dates 24th May / 5th October 2012

We write on 24th May / on 5th October, 2012

We say On the twenty fourth of May /

On the fifth of October two thousand twelve.

- for floors in a building.

My flat is on the third floor.

- As an adjective.

This is my first car.

1st first	12th twelfth
2nd second	13th thirteenth
3rd third	14th fourteenth
4th fourth	15th fifteenth
5th fifth	16th sixteenth
6th sixth	17th seventeenth
7th seventh	18th eighteenth
8th eighth	19th nineteenth
9th ninth	20th twentieth
10th tenth	21st twenty-first
11th eleventh	22nd twenty-second

## HAVE GOT / HAS GOT

**e.g.**

I have got two brothers.

He has got a computer.

She hasn't got a computer.

**A:** Have you got a bicycle?

**B:** Yes, I have.

Use have got / has got when you talk about...	
<ul style="list-style-type: none"> <li><b>your family</b> I have got a sister and a brother.</li> </ul>	<ul style="list-style-type: none"> <li><b>descriptions.</b> My sister has got curly hair.</li> </ul>
<ul style="list-style-type: none"> <li><b>possessions.</b> I have got a mobile phone.</li> </ul>	<ul style="list-style-type: none"> <li><b>You can use contractions when speaking and writing.</b> <b>e.g.</b> I've got ..... / He's got .....etc. I've got a sister. She's got a bicycle.</li> </ul>

## HOW MANY – HOW MUCH

We use “how many”, “how much” to find out what amount of something someone has or there is.

• **How many + plural countable nouns.**

How many books are there on the shelf?

How many brothers have you got?

• **How much + uncountable noun.**

How much milk is there in the bottle?

How much money have you got?

• **We use “How much” to ask the price.**

How much is that shirt?

How much are these apples?

## SIMPLE PRESENT

• **We use Simple Present for things that are generally true or routines and habits.**

I live in the city centre.

I work from 9.00 a.m to 5.00 p.m.

• **To make negatives we use “don’t”.**

I don't like tea.

We don't go to school at the weekends.

You don't study hard.

**Contractions :** do not = don't      does not = doesn't

• **In the “he / she / it” positive form of the Present Simple, we add “s” to the verb.**

She drinks milk at breakfast.

• **Most verbs get ‘s’**

clean - cleans      Kylie cleans her room everyday.

drink - drinks      She drinks milk at breakfast.

• **Ends in a consonant+y change -y to -ies**

study-studies      Dave studies medicine at university.

cry - cries      The baby cries after her mother.

• **Ends in “ch, o, s, sh, x,” add -es**

wash - washes      My mother washes the dishes.

watch - watches      He watches TV everyday.

do - does      John always does his homework.

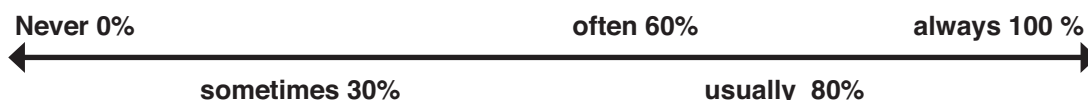
miss - misses      He misses his parents.

mix - mixes      Julia mixes water, sugar and lemon juice to make lemonade.

**Frequency expressions and adverbs tell us how often something happens.**

- every ..... day / morning / night / Monday / afternoon / evening / week / year
- once a week / twice a year / three times a month, etc.

He goes to the cinema with his friends every Saturday.



I'm sometimes late for school.      The weather isn't always good.

## Grammar Reference

• Verbs with one syllable that end in a “vowel + one consonant” (t,m,g,n,d,p) double the consonant before you put “-ing”.



e.g.

stop ..... stopping  
swim ..... swimming  
sit ..... sitting  
run ..... running

• **We omit 'ie' with the verbs that end in 'ie' and add 'y' + - ing.**

e.g. die ..... dying  
lie ..... lying

### PRESENT CONTINUOUS FOR FUTURE MEANING

• **We usually use the Present Continuous for definite future arrangements.**

e.g.

He is flying to Rome tonight.

• **We usually know exactly when the arrangements are happening. They are often the type of arrangements we can write in a diary.**

e.g.

I'm seeing my doctor at 5 on Monday.

• **When we use the Present Continuous for future arrangements we usually use a future time phrase such as "today, tonight, tomorrow, next.....".**

e.g.

We usually use the Present Continuous to ask about people's arrangements.

e.g.

Where are you going this summer?

• **The arrangement doesn't have to be in the near future. The important thing how certain it is.**

e.g.

We are getting married in May next year.

### EXPRESSING WISHES

• **We use "would like" followed by an infinitive clause to express a wish that can occur in the future.**

e.g.

Tim : What would you like to do next weekend?

Isabella: I would like to have a picnic. You?

Tim : I would like to go to the cinema.

### GOING TO FUTURE TENSE

• **Be going to expresses that something is planned. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.**

e.g.

They are going to drive all the way to Alaska.

He is going to spend his vacation in Hawaii.

Anna is going to study medicine at university.

They aren't going to finish their projects for the next week.

Are you going to change your job?

## Theme 6

## Grammar Reference

### GOING TO FUTURE TENSE

Look at theme 5.

#### SIMPLE PAST

##### A. Past Form of "To be"

• **We use the Past Simple for completed action at a definite stated time in the past.**

e.g.

Mr Brown was in Italy two weeks ago.

We were at home last night.

## B. SIMPLE PAST

• We use the Simple Past to express the idea that an action started and finished at a specific time in the past.

e.g.

I saw a movie yesterday.

Sarah and Tom played chess an hour ago.

• To make negatives we use “didn’t + verb” base form.

e.g.

Judy didn’t come to school yesterday.

We didn’t watch the film last night.

• To make questions, we use “did + subject + verb” base form.

e.g.

Did you have breakfast this morning?

Did she finish her school project?

e.g.

Where did you go last week? I went to Ankara.

### 1. Regular verbs:

• Most verbs take “-ed”.

e.g.

play ..... played

start ..... started

• Verbs that end in “e” takes only “-d”.

e.g.

arrive ..... arrived

dance ..... danced

• Verbs that end in consonant “y”, we drop the “y” and put “-ied”.

e.g.

cry ..... cried

carry ..... carried

• Verbs that end one vowel between two consonants, we double the last consonant and put “-ed”.

e.g.

stop ..... stopped

beg ..... begged

### 2. Irregular verbs:

e.g.

I went to school yesterday.

She did her geography homework an hour ago.

• Wh- questions come before did.

• We don’t use did after “who” or “what” if we ask about the subject.

e.g.

Who washed the dishes? Jane washed the dishes.

Subject

What happened? An accident happened.

Subject

Who did you visit? I visited my aunt.

Object

What did you study? I studied maths.

Object

IRREGULAR VERBS					
PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
be	was / were	been	let	let	let
become	became	become	lie	lay	lay
begin	began	begun	light	lit	lit
bite	bit	bit	lose	lost	lost
bleed	bled	bled	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt / burned	burnt / burned	read	read	read
buy	bought	bought	ride	rode	riden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	set	set	set
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown / showed
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt	smelt
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	strike	struck	struck
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hide	hid	hid	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
learn	learnt / learned	learn / learned	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

## WORD LIST

### THEME 1

#### NOUNS

address  
apple  
badge  
bag  
ball  
bathroom  
belonging  
birthday  
brush  
cap  
chair  
classmate  
column  
desk  
diary  
energy  
England  
eraser  
EU  
FIFA  
flag  
form  
garden  
gym  
hello  
hi  
identity  
it  
Japan  
key  
keyring  
lipstick  
mobile  
nationality  
notebook  
pen  
pencil  
phone  
registration  
roof  
room  
ruler  
sharpener  
Spain  
star  
theatre  
thing  
thumb  
toothbrush  
train  
umbrella  
UN  
UNESCO  
UNICEF  
wallet  
watch

welcome  
WHO  
wife  
you

#### VERBS

find  
listen  
meet  
say  
see  
Smile  
spell

#### ADJECTIVES

nice  
glad  
old  
fine  
pleased  
correct  
Argentinian  
Australian  
English  
French  
Spanish  
double  
American  
Dutch  
ready  
pink  
purple  
brown  
blue  
red  
yellow  
orange  
green  
this  
that  
these  
those

#### ADVERBS

how  
later

### THEME 2

#### NOUNS

arm  
baker's  
bank  
bears  
bedroom  
bell  
bicycle  
brother  
butcher  
car  
CD  
corner

date  
daughter  
dog  
eye  
family  
father  
feet  
florist  
flower  
garage  
glasses  
great  
guitar  
hair  
hospital  
husband  
kitchen  
lap top  
leg  
living room  
market  
mother  
museum  
newsagent  
nose  
park  
pet shop  
plant  
poster  
racket  
restaurant  
scooter  
shoe  
sister  
skater  
sofa  
son  
street  
teddy  
toilet  
town  
toy store  
tree  
t-shirt  
Turkish Grand Assembly  
umbrella  
vase  
wardrobe  
whose  
woman  
wow  
yeah

#### VERBS:

excuse me  
turn

#### ADJECTIVES

beautiful  
big  
born

her  
his  
its  
long  
military  
my  
ours  
short  
small  
tall  
theirs  
traditional  
your

#### ADVERBS

between  
downstairs  
in  
left  
near  
on  
right  
straight  
under  
upstairs

### THEME 3

#### NOUNS

a.m.  
animal  
area  
art  
autumn  
bird  
board  
book  
camel  
cell phone  
chemistry  
chess  
chicken  
class  
country  
desert  
drama  
dream  
eighty  
fair  
feeling  
festival  
fifty  
forest  
forty  
Friday  
fun  
game  
geography  
half



history  
hundred  
ICT  
instruction  
lake  
lunch  
mate  
maths  
Monday  
monkey  
nature  
newspaper  
ninety  
note  
P.E.  
parrot  
people  
playground  
pm  
quarter  
river  
robot  
Saturday  
school  
seventy  
sixty  
smart  
snake  
sorry  
sport  
spring  
subject  
summer  
Sunday  
technology  
theatre  
thirty  
thousand  
Thursday  
trip  
Tuesday  
village  
weather  
Wednesday  
what  
who  
winter  
**VERBS**  
be  
chat  
close  
come  
eat  
give  
hear  
join  
jump  
like  
listen  
look  
mime  
note

open  
past  
play  
quick  
read  
run  
shout  
sit  
swim  
take  
use  
walk  
write  
**ADJECTIVES**  
boring  
cold  
cool  
different  
down  
enough  
favourite  
friendly  
funny  
happy  
hot  
interesting  
lovely  
noisy  
quiet  
rainy  
slowly  
snowy  
stormy  
sunny  
warm  
**ADVERBS**  
afternoon  
again  
also  
well  
when  
where  
  
**THEME 4**  
  
**NOUNS**  
belt  
boots  
bread  
breakfast  
caravan  
chef  
coat  
coke  
cousin  
dad  
dress  
driver  
ear  
fast food  
fish  
food

fruit  
glasses  
grandma  
hat  
juice  
leg  
money  
mouth  
mum  
musician  
neighbours  
night  
nose  
omelette  
orange  
parents  
pasta  
salad  
shorts  
skirt  
social media  
spoon  
teeth  
tie  
trousers  
uncle  
waitress  
**VERBS**  
arrive  
do  
drink  
finish  
go  
guess  
have  
instrument  
know  
laugh  
leave  
meet  
play  
start  
surf on the net  
take a shower  
wake up  
walk  
watch  
work  
**ADJECTIVES**  
blonde  
bored  
clever  
comfortable  
crazy  
dark  
energetic  
grey  
handsome  
hard  
healthy  
homemade  
intelligent

lazy  
plump  
price  
quiet  
slim  
stupid  
thin  
wonderful  
young

#### THEME 5

**NOUNS**  
bunch  
cake  
citizen  
countryside  
disabled  
e-mail  
graduation  
grandparents  
guest  
hiking  
house warming  
independence  
meat pie  
minutes  
nationalism  
north  
owner  
part time  
popcorn  
populism  
rafting  
reformism  
religious  
republicanism  
salmon fish  
sea  
secularism  
snack  
snorkelling  
statism  
trekking  
twins  
visa  
visiting  
wedding  
west  
whale  
wheelchair  
**VERBS**  
bring  
build  
call  
choose  
cook  
create  
dance  
leave  
sleep

spend  
stay  
support  
**ADJECTIVES**  
fantastic  
**ADVERBS**  
between  
freely

#### THEME 6

**NOUNS**  
airport  
beach  
campsite  
cartoon  
coliseum  
dish  
guide  
holiday  
meal  
mountain  
natives  
semester  
singer  
soccer  
toothache  
week  
**VERBS**  
arrive  
ask  
believe  
book  
break  
buy  
call  
change  
check  
cook  
cut  
dive  
enjoy  
follow  
get up  
imitate  
make  
paint  
ride  
show  
sing  
sunbathe  
take photo  
talk  
touch  
travel  
wait  
want  
**ADJECTIVES**  
cheap  
chicken  
cow

crowded  
dark  
delicious  
dirty  
empty  
excited  
farm  
forbidden  
forest  
free  
golden  
horse  
spicy  
talkative  
tiring  
village

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