

MASTERMIND

ORTAOKUL VE İMAM HATİP ORTAOKULU

İNGİLİZCE 8 DERS KİTABI

Yazarlar

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Ayşegül TÜRKERİ YETER

Zeliha Tuğba ÇAVUŞER YÜNLÜ



DEVLET KİTAPLARI

İKİNCİ BASKI

....., 2019

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

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

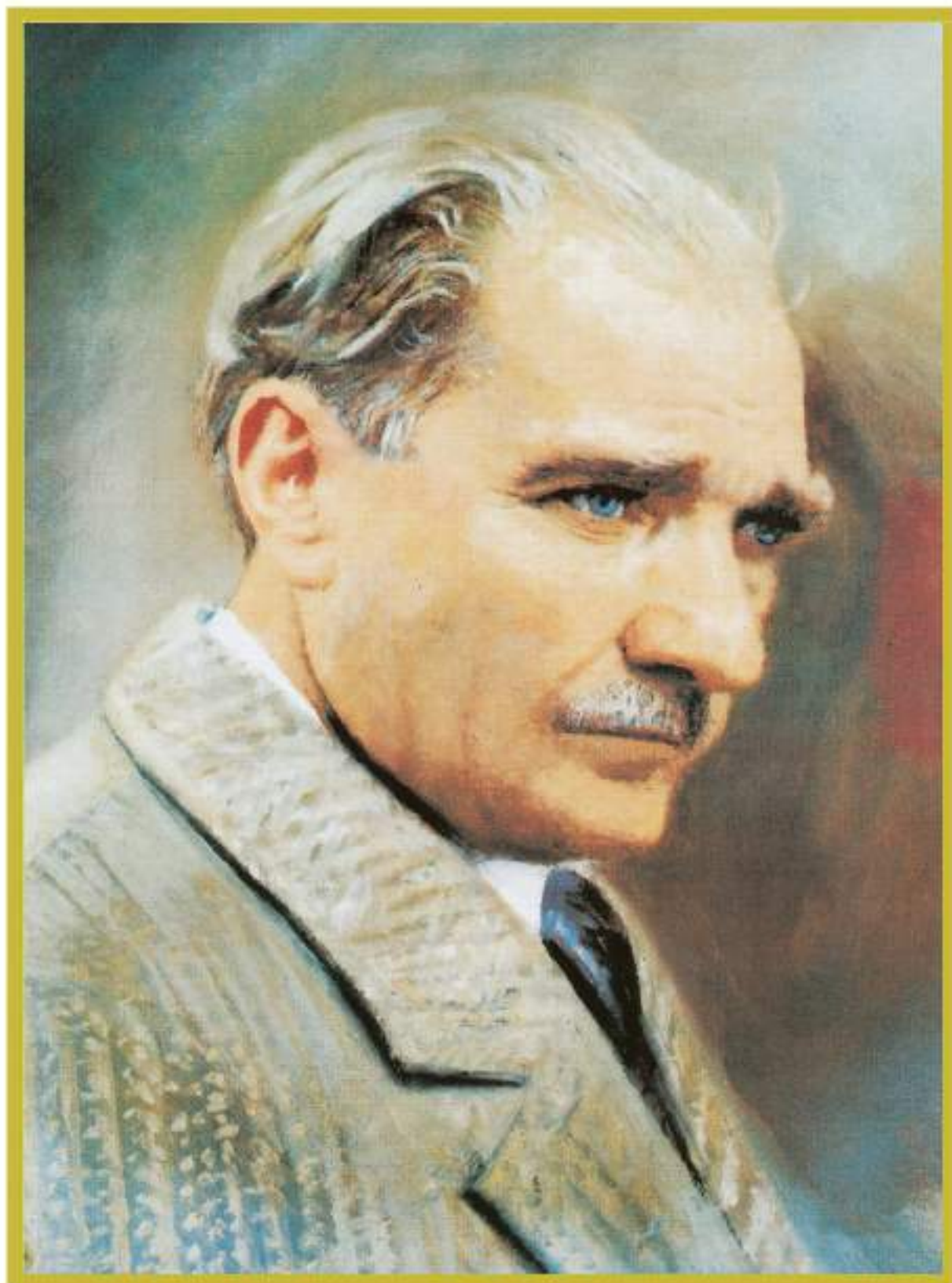
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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READING	WRITING	STUDY BOXES	ASSIGNMENT
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<ul style="list-style-type: none"> • Master of Kitchens • Sweet Kitchen Blog 	<ul style="list-style-type: none"> • Describing the process of a favorite dessert 	<ul style="list-style-type: none"> • Describing simple processes • Expressing preferences • Making simple inquiries • Kitchen Tools 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary • Preparing a poster about favorite meal
<ul style="list-style-type: none"> • Phone conversation about an invitation • Phone conversation about an emergency situation 	<ul style="list-style-type: none"> • A phone conversation 	<ul style="list-style-type: none"> • Following phone conversations • Stating decisions taken at the time of speaking 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary • Acting out a call center drama task
<ul style="list-style-type: none"> • Internet Habits of Beyza's Family • The Firsts of the Internet 	<ul style="list-style-type: none"> • Describing the Internet habits 	<ul style="list-style-type: none"> • Accepting and refusing • Making excuses • Asking for a clarification 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary • Preparing a poster about your Internet habits
<ul style="list-style-type: none"> • Turkish Stars • Feel the Freedom "Skydiving" • Hezarfen Ahmed Çelebi and Felix Baumgartner 	<ul style="list-style-type: none"> • A paragraph comparing risky jobs 	<ul style="list-style-type: none"> • Expressing preferences • Giving explanations and reasons • Making comparisons 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary • Preparing a poster about extreme sports performed in Turkey
<ul style="list-style-type: none"> • Journal entries about Şanlıurfa and Konya • A City at the Crossroad of History, Culture and Nature 	<ul style="list-style-type: none"> • A brochure about your favorite tourist attractions 	<ul style="list-style-type: none"> • Describing places • Expressing preferences • Talking about experiences 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary • Interviewing with your friends about their travel preferences
<ul style="list-style-type: none"> • Diary entries of Hülya • Japanese Small Hands at Cleaning 	<ul style="list-style-type: none"> • A poem about your feelings and responsibilities 	<ul style="list-style-type: none"> • Expressing likes and dislikes • Expressing obligation/responsibilities • School/ Library Rules 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary • Explaining the responsibilities of your family members
<ul style="list-style-type: none"> • Two well-known Turkish scientists • Inventions of two Turkish students 	<ul style="list-style-type: none"> • A paragraph about the other scientific achievements 	<ul style="list-style-type: none"> • Describing the actions happening currently • Talking about past events 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary • Preparing a poster about scientific inventions/discoveries
<ul style="list-style-type: none"> • Stop Global Warming! • Saving The Nature 	<ul style="list-style-type: none"> • A paragraph about natural forces and disasters 	<ul style="list-style-type: none"> • Making predictions about the future 	<ul style="list-style-type: none"> • Keeping expanding the visual dictionary

NOTES

A series of horizontal dotted lines for writing notes.

We are going to learn

- ✓ *accepting and refusing.*
- ✓ *apologizing.*
- ✓ *giving explanations/ reasons.*
- ✓ *making simple inquires.*

UNIT

1

FRIENDSHIP

“If you are looking for a friend who is faultless, you will be friendless.”

Mevlana Celaleddin-i Rumi





Warm Up

Tick (✓) the activities you like doing with your friends. Share them with your classmates.



Meeting with friends



Having a picnic



Playing sports



Skating



Cycling



Having a party



Activity 1

Listen to the recording. Circle the correct phrases.



- 1 Really? Are you busy/ What are you doing tomorrow afternoon?
- 2 No, not at all./ Thanks, a lot. Why?
- 3 That would be great./ That's awesome.
- 4 Do you want/ Would you like to come to the shopping mall on Sunday?
- 5 I'm sorry, but I can't./ I'd love to but I'm busy.



Activity 2

Suppose that one of your friends invites you to do an activity. Accept or refuse by giving explanations and reasons.



Yeah, why not? This idea sounds fun.



I'm sorry, but I can't because I have to finish my project.

L - 2 Lesson



Activity 1

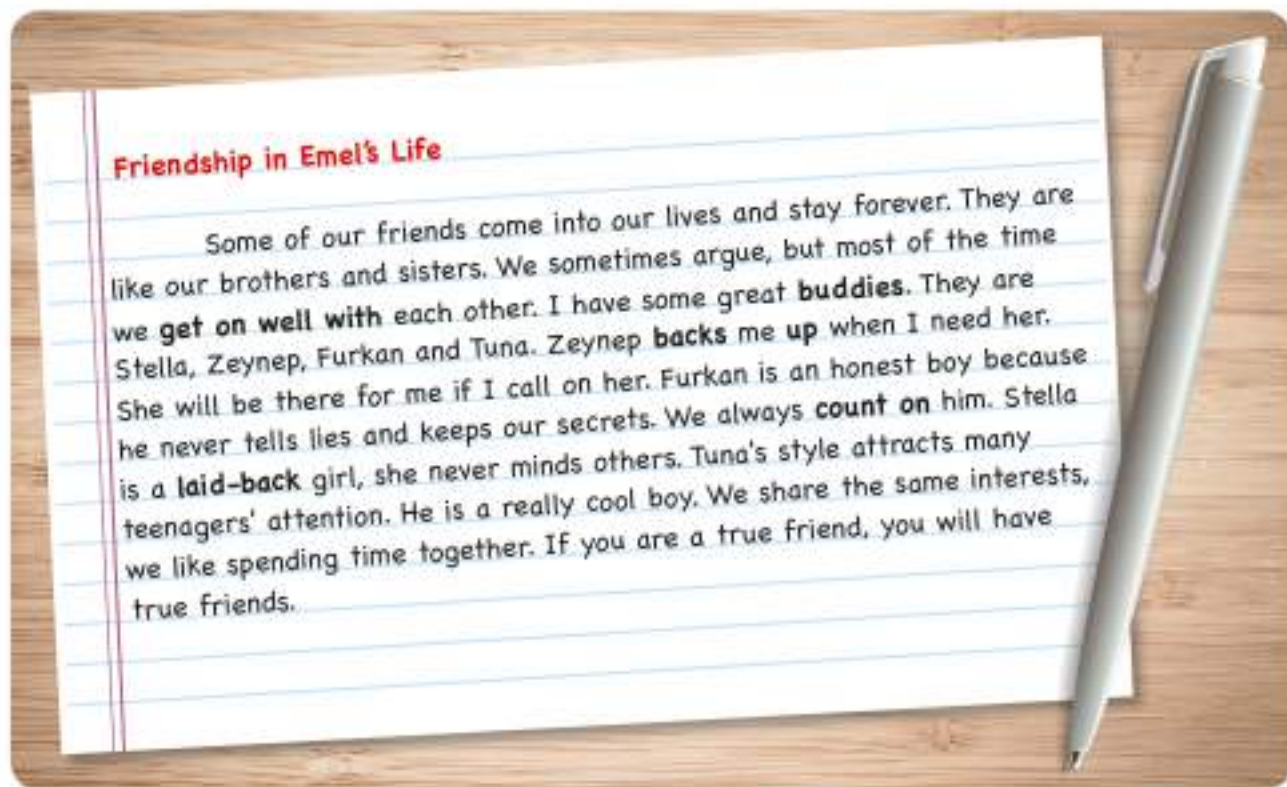
Match the words/ phrases with their explanations.

- | | |
|----------------------------|------------------------------------|
| 1 back up | (.....) a best/ close/ true friend |
| 2 buddy | (.....) b like each other |
| 3 count on | (.....) c support |
| 4 get on well with someone | (.....) d trust |
| 5 laid-back | (.....) e relaxed |



Activity 2

Read the text. How many buddies has Emel got?



Activity 3

Read the text again. Complete the sentences with the bold words/ phrases in the text.

- Emel has four in her life.
- They Furkan because he always tells the truth.
- Zeynep Emel when she calls on her.
- Stella is always calm so she is a girl.
- Friends sometimes argue. However, they often each other.





Activity 1

Study the sentences in the boxes. Work in pairs. Add one more sentence in each box.

Making Simple Inquiries

- Would you like to come over tomorrow?
- Would you like some fruit juice?
- Are you busy tomorrow evening?
- How about going to the cinema this Saturday?
-

Accepting

- Yes, I would love some.
- Sure, that sounds fun!
- Yeah, that would be great.
- Yeah, why not?
- No, not at all. Why?
- Sure, it sounds good/ great/ awesome.
- I'll text our friends to come over at 7 o'clock, then.
-

Refusing/ Apologizing/ Giving Explanations and Reasons

- I'm sorry, but I can't come over because my cousin is coming tomorrow.
- No, thanks. I'm full / stuffed.
- I'd love to but I feel ill.
-



Activity 2

Make a role play according to the instructions in the cards.

STUDENT A

Invite one of your classmates for an activity.

STUDENT B

Accept the offer.

STUDENT C

Refuse the offer by apologizing and giving reasons.



L-4 Lesson



Activity 1

Tick (✓) the kind of movies you like watching.

- | | | | |
|---------------------------------------|---------------------------------|-------------------------------|--------------------------------|
| <input type="radio"/> Comedy | <input type="radio"/> Animation | <input type="radio"/> Drama | <input type="radio"/> Thriller |
| <input type="radio"/> Science Fiction | <input type="radio"/> Western | <input type="radio"/> Romance | <input type="radio"/> Action |



Activity 2

Listen to the recording. Write the names of invitees and tick (✓) the chart.

Inviter	Invitee	Accepting	Refusing	Making an Excuse
Jason				
Halle				
Romeo				

I like
COMEDY
movies.

I like
ROMANTIC
movies.

I like
SC-FI
movies.

I like
WESTERN
movies.



Activity 3

What kind of movies do you like watching? Explain by giving reasons. Share with your classmates.





Activity 1

Where do you want to invite your friends? Tick (✓) the events.



An exhibition



A concert



A book fair



A play



Activity 2

Read the invitation card. What should Burak bring with him?



Activity 3

Read the invitation card again. Fill in the table.

Sender	Receiver	Event	Date	Place



Activity 4

Suppose that you get an invitation card of a book fair. Write a short letter apologizing and giving reasons for not attending to the invitation.

Dear

I'd love to, but I can't.

Cheers,
.....



L-6 Lesson



Activity 1

Work in pairs. Ask the questions to your pair. Write his/ her answers.

Help me get to know you!

1	What is your hometown?	
2	When is your birthday?	
3	Do you have any sisters/ brothers?	
4	What type of movies do you watch?	
5	What is your favorite color?	
6	What type of music do you listen?	
7	Who is your favorite singer?	
8	What is your favorite book?	
9	What is your favorite sport?	
10	Which team do you support?	
11	What are your hobbies?	
12	Which subjects do you like at school?	
13	How do you refuse your friends' requests?	
14	Where do you generally invite your buddies?	
15	What is your best excuse?	

FRIENDS
NEVER
FORGET

FRIENDS
ARE
BETTER
THAN
Money

YOU'RE
my
BEST
FRIEND

FRIENDS
NEVER
Say
GOODBYE



Activity 2

Share the results in the classroom.

My friend's hometown is Isparta. ...

UNIT 1 | FRIENDSHIP

A-1 Assignment



Visual Dictionary

Prepare a visual dictionary by including new vocabulary items from this unit.



S-1 Self-assessment



How well can you do these things? Tick (✓) the chart.

I can ...			
	Very well	Well	A Little
<i>understand conversations including accepting, refusing and apologizing.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>accept or refuse an offer by giving reasons.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand invitation letters or cards.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write a letter to refuse an invitation by apologizing.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. What do they like doing with their friends? Write your sentences.



1



2



3



4



5



6

- 1
- 2
- 3
- 4
- 5
- 6

2. Circle the correct words/ phrases.

- 1 Would you / Shall we like to go to Othello play on Saturday?
- 2 I'm sorry, but I can't. / that's awesome. I have an exam.
- 3 I'm / I'm not interested in football so I don't want to come to the match with you.
- 4 How about go/ going to the shopping mall on Friday?
- 5 No, / Sure, that sounds fun!

3. Solve the puzzle. Write the words/ phrases you find in the blanks.



- | | |
|---------|---------|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |

4. Read the dialogue. Tick (✓) the true sentences.

Andy : There is a great science fiction movie tomorrow afternoon. How about going it together?

Bob : I'd love to, but I'm going on picnic with my family.

Riza : I'm so busy but I can't refuse it. Because I like sci-fi movies so much.

Merve : That sounds great. I will enjoy being with you.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Andy invites her friends to a comedy movie. |
| <input type="checkbox"/> | 2. The movie is tomorrow afternoon. |
| <input type="checkbox"/> | 3. Bob has an excuse. |
| <input type="checkbox"/> | 4. Riza misses his chance. |
| <input type="checkbox"/> | 5. Merve accepts the invitation. |

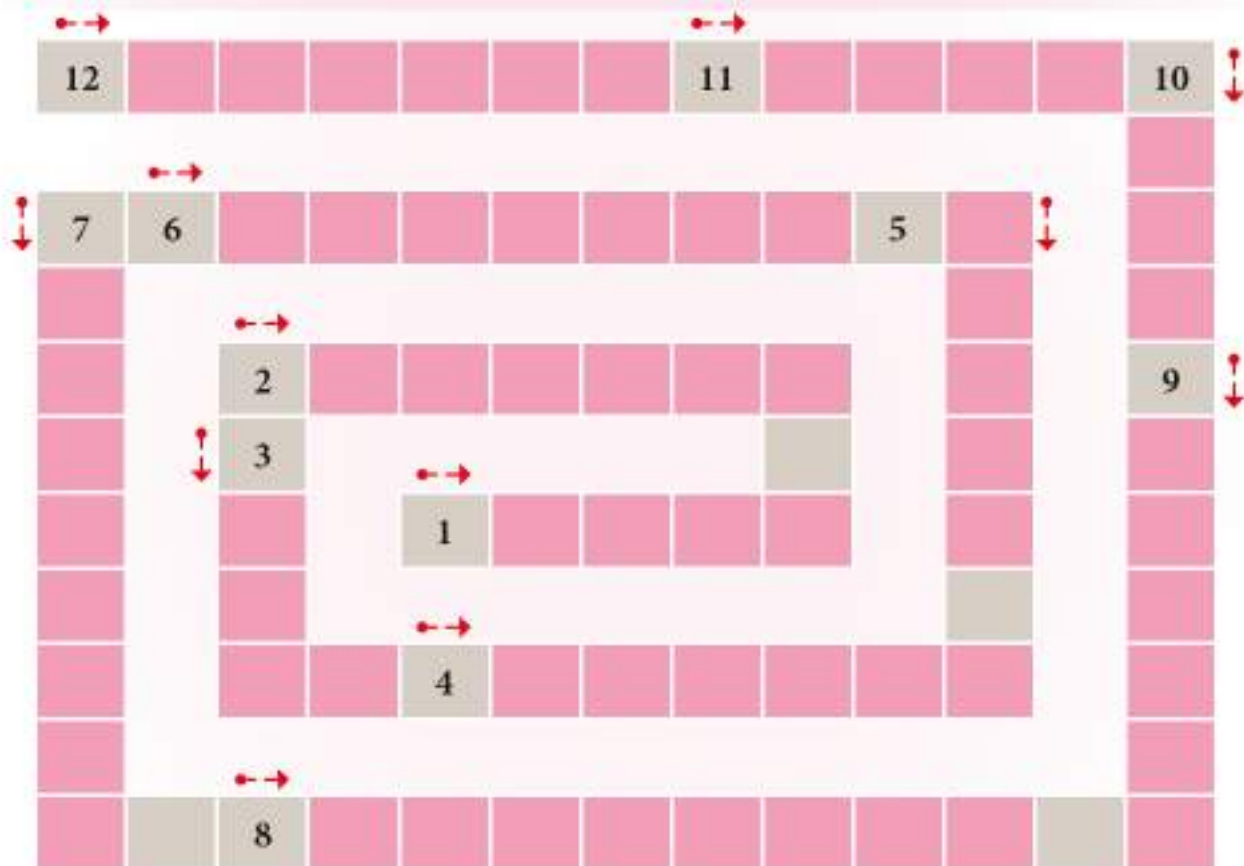
UNIT 1 | ADDITIONAL ACTIVITIES



Activity 1

Solve the puzzle.

argue	art	chit-chat	cool	friend	full
honest	laid-back	mate	secret	excuse	support



1. fashionable or attractive
2. a person who isn't an enemy
3. two people sharing a space or involving in the same activity
4. hidden knowledge
5. to discuss on a topic
6. to give encouragement to someone
7. informal conversation about daily matters
8. relaxed in manner and character
9. someone always telling the truth
10. the activity of painting, drawing, and making sculpture
11. not hungry
12. to explain why you refuse an invitation



Activity 2

Listen to the recording and complete the dialogue with a word or phrase. Then, act it out.

Kevin : Hi friends! Are you doing ¹.....at the weekend?

Cenk : No, not at all. Why?

Kevin : I have a great plan! We are going to a rock concert. Would you like to ².....us?

Cenk : Sure, that sounds fun!

Ada : I'm sorry but I can't. My cousin is coming.

Kevin : What about you Maria?

Maria : OK. I would like to ³..... you but I don't know where the ⁴..... is.

Kevin : All right! Let's meet at the ⁵..... at 7 o'clock.



Activity 3

Match the invitations with the responses. (There is one extra response.)

Invitations

1. Are you doing anything on Saturday night? Would you like to drink something and chit-chat at a cafe?
(...)

2. Are you busy on tomorrow afternoon? Would you like to go to the shopping mall?
(...)

3. What are you doing tonight? Would you like to eat out?
(...)

4. I'm going to the jazz concert on Friday and I have two tickets. Would you like to come?
(...)

Responses

a. Yes, that would be great. I need to buy some new t-shirts. Can you pick me up at 4 p.m.?

b. Yeah, that would be awesome. Can we meet at 8 p.m. in front of the concert hall?

c. I'm sorry, I am visiting my grandparents on Saturday.

d. I would love to, but I am studying for the Science exam tonight.

e. That would be great but my aunt is coming for the weekend.

UNIT 1 | ADDITIONAL ACTIVITIES



Activity 4

Put the words/ phrases into the correct order.

1. go to / you / on Saturday / Would / the theatre / like to / ?

.....

2. busy / on Wednesday / you / Are / ?

.....

3. we / at a cafe / Shall / drink something / ?

.....

4. a shopping mall / at the weekend / going to / How about / ?

.....

5. have a barbecue / Why don't / next week / we / ?

.....



Activity 5

You get an invitation of an art exhibition. Write a letter apologizing and giving reasons for not attending the after party of it.



We are going to learn

- ✓ *expressing likes and dislikes.*
- ✓ *expressing preferences.*
- ✓ *stating personal opinions.*

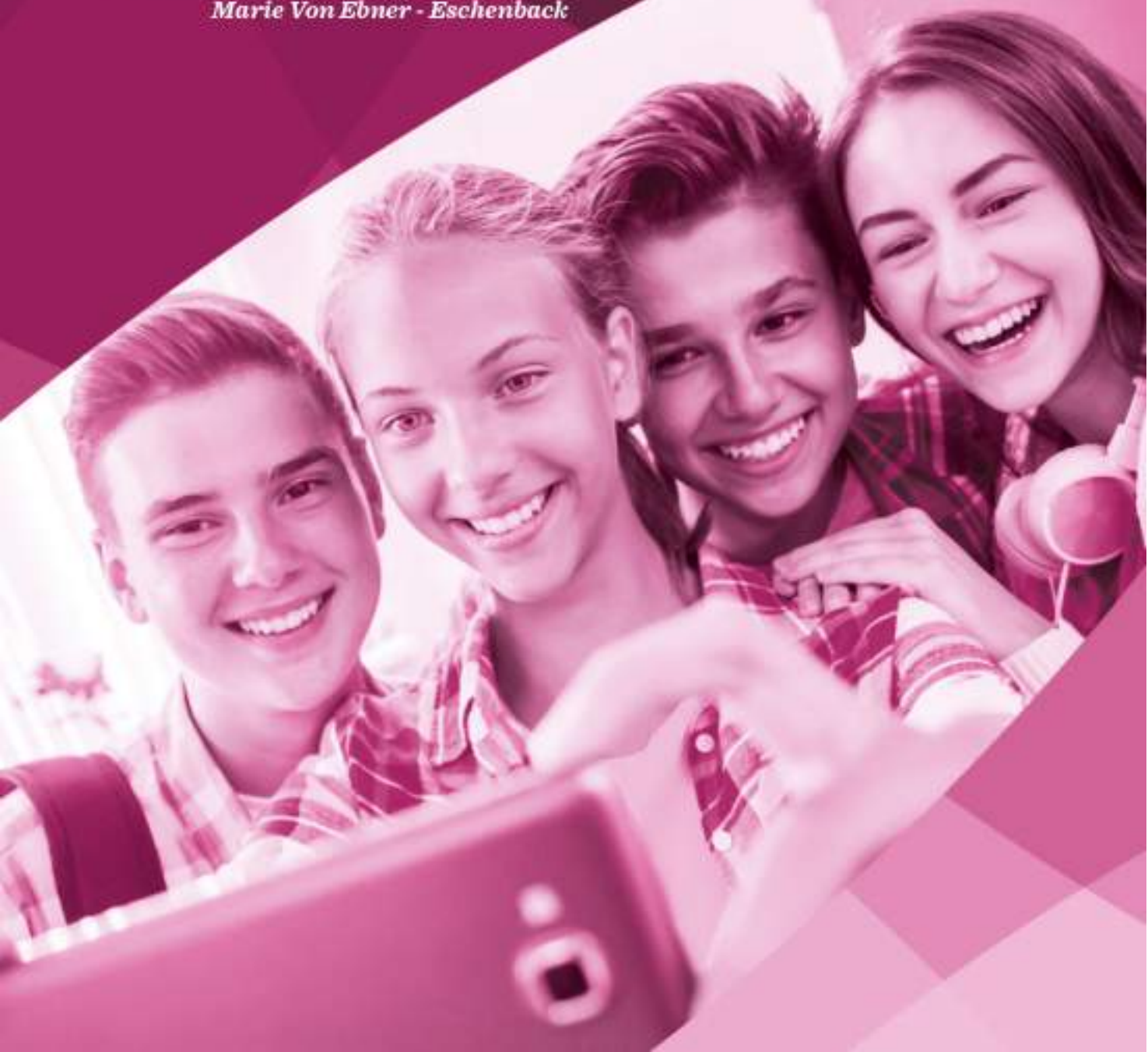
UNIT

2

TEEN LIFE

“*In youth we learn, in age we understand.*”

Marie Von Ebner - Eschenback



L-1 Lesson



Warm Up

Tick (✓) the types of music you like. Share them with your classmates.



Rock



Jazz



Rap



Folk



Classical



Pop



Slow Dance



Indian



Activity 1

Listen to the recording. Fill in the blanks with the words/ phrase in the box.

are fond of

dislike

enjoy

like

love

prefer (x2)



- 1 16 of the students rap music.
- 2 15 of them listening to rock music.
- 3 13 of them classical music.
- 4 7 of them folk music.
- 5 5 of them Indian music.
- 6 Surprisingly, most of the students pop music. Just 4 of them it.



Activity 2

What type of music do you prefer/ like/ dislike? Why? Use the adjectives in the box.

energetic

harmonic

impressive

terrific

unbearable



I prefer pop music because it's trendy.



Indian music is energetic so I like it.



I dislike rock music because it's unbearable.

L - 2 Lesson

**Activity 1**

Work in pairs. Brainstorm about camping. Fill in the mind map with your ideas.

**Activity 2**

Read the blog. Write a title for it.

Camping is a very relaxing activity. Adrasan, Fethiye and Köyceğiz are some of the fascinating camping sites in Turkey. Every summer, our school organizes a teenage camp in Adrasan in Antalya. I attend with my buddies; Atakan, Korkut, Büşra and Ayça. We take our basic equipment such as rope, pocketknife, torch, sleeping bags, etc.

We share our duties. Atakan and Büşra pitch our tents. Ayça burns a campfire with matches. Korkut and I prepare meals every day. During the day times we enjoy doing some camp activities. After breakfasts we usually prefer trekking. We need a backpack, a compass and a map for trekking. We like reading and playing board games in the afternoons.

At nights, we sit around the campfire. Büşra plays the guitar for us and we sing songs all together. Also, we like roasting our marshmallows for dessert on the fire. Sitting around the fire and eating marshmallows are our favorite parts of camping.

**Activity 3**

Read the blog again. Fill in the blanks according to the text.

- 1 We go for camping to every summer.
- 2 pitch the tents.
- 3 Korkut and I every day.
- 4 We have for dessert.
- 5 are our favorite parts of camping.



Activity 1

Study the sentences in the boxes. Work in pairs. Add one more sentence in each box.

Expressing Likes and Dislikes

- I love/ like/ enjoy going to concerts.
- I hate/ dislike insulting others. I'm not a snob.
-

Expressing Preferences

- I prefer hip-hop concerts, I think they're terrific.
- I prefer reading the news online.
-

Expressing Regular Activities

- I play basketball every weekend.
- We don't watch TV on Sundays.
- He does his homework regularly.
- She doesn't ride a bike in the evenings.
- Do you swim every day?
- No, I don't.

Stating Personal Opinions (Making Simple Inquiries)

- A: What do you do in the evenings?
B: I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music. I can't stand it. I think it's unbearable.
- I rarely/ seldom go to the theatre. I am fond of/ keen on camping.
-

- What do you do in the evenings?
- I usually read a book.
- Does she drive to work?
- Yes, she does.
- What does she like doing in her free times?
- She likes shopping.
-



Activity 2

Work in pairs. Ask your partner about his/ her regular activities.



L-4 Lesson



Activity 1

Look at the book genres. Match them with the pictures.

1 Detective

2 Children's

3 Fantasy

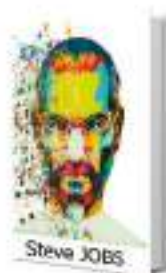
4 Travel

5 Biographical

6 Science-fiction

7 Gothic

8 Realistic



Harry Potter

Steve Jobs

Çalıkuşu

The Little Prince



Uzaydaki Gizem

Frankenstein

Sherlock Holmes

Around the World



Activity 2

Listen to the recording. Tick (✓) the sentences True or False.

		True	False
1	Rose prefers fantasy and detective books.	<input type="radio"/>	<input type="radio"/>
2	Selim likes reading fantasy and sci-fi books.	<input type="radio"/>	<input type="radio"/>
3	Rose thinks biographical books are ridiculous.	<input type="radio"/>	<input type="radio"/>
4	Rose invites Selim to a book fair next week.	<input type="radio"/>	<input type="radio"/>
5	Selim knows the place and the date of the book fair.	<input type="radio"/>	<input type="radio"/>



Activity 3

What is your favorite daily activity? Give a simple description of it.



My favourite daily activity is doing exercises at home in the mornings. I always do crunches 10 times, squad 20 times and push-up 10 times every day. This makes me feel energetic.



I take my dog for a walk every day after school. This makes me feel better and relaxed. It's my favourite daily activity.



Activity 1

Answer the following questions.

- 1 Which sports do you prefer?
- 2 How often do you do sports?
- 3 Who do you do sports with?



Activity 2

Read the text. What are Mete Gazoz's regular activities?

An Ordinary Day of a Young Archer

Mete Gazoz is a 19 year-old national sportsman. His branch is archery. He is among the best 15 archers in the world. He gained many rewards and medals. Moreover, he attended the Rio Olympic Games in 2016.



He has a very busy day. He always gets up early on weekdays. He has a shower and then brushes his teeth. He has breakfast and prefers reading the news online in the mornings. He rides to school at 8.30 a.m. He has lunch at 12.30 p.m. He never has fast food and fizzy drinks during the day. He usually goes to archery training at 6 p.m. He usually has dinner about 7.30 p.m. In the evenings, he often reads a book but he dislikes watching TV. He rarely goes to the theatre, but he is fond of going to concerts. He sleeps at 11 p.m. At the weekends, he likes spending time with his friends. He owns his success to his self disciplined life style.



Activity 3

Read the text again. Answer the following questions.

- 1 What is his branch?
- 2 How does he go to school?
- 3 What time does he have dinner?
- 4 Why is he successful?



Activity 4

Write a paragraph about your regular activities.

I always play basketball on Sundays.

L-6 Lesson



Activity 1

Work in groups of 3. Write group members' names in the blanks. Ask these questions to them. Tick (✓) their answers in the chart.



Names	

1 Who likes eating healthy food?

2 Who hates getting up early?

3 Who enjoys watching a movie at the cinema?

4 Who enjoys eating out?

5 Who likes playing an instrument?

6 Who enjoys doing exercises?

7 Who hates talking about serious topics?

8 Who dislikes listening to jazz music?

9 Who enjoys reading travel books?

10 Who likes having a good relationship with teachers?

11 Who dislikes arguing with friends?

12 Who dislikes listening to jazz music?

13 Who enjoys following the fashion?



ABC



Activity 2

Share the results in the classroom.



Ahmet likes eating healthy food, ...

A - 2 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Read the characteristics of a music band. Write a paragraph of a music band as in the sample.



The name of our band is Best Friends Forever. There are six members in our band. İlke and Ufuk are the performers, I'm the keyboard player. Egemen and Seval are the guitarists and Aydın is the drummer of our band. We have a CD of four songs. Its name is "We Are Youth Alive". Our songs are generally for teenagers. We enjoy singing pop music. Our songs are harmonic and energetic.

S - 2 Self-assessment



How well can you do these things? Tick (✓) the chart.

I can ...	||||	|||	|
	Very well	Well	A Little
<i>understand expressions about regular activities of teenagers.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express daily activities by using prefer, like and dislike.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand texts about regular activities of teenagers.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write a paragraph about regular activities of teenagers.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Find the missing letters.

1	A	...	G	U	...				
2	...	A	S	H	...	O	...		
3	R	I	...	I	...	U	L	...	U
4	...	N	O	...					
5	I	...	P	R	...	...	S	I	...
6	...	O	N	...	S	...			
7	U	...	...	E	A	...	A	...	L
8	...	E	...	N	A	...	...	R	



2.a Listen to the recording and complete the dialogue with a word or phrase. Then, act it out.

Nick : Hey girls! What's up?
 Beyza : We're fine. What about you?
 Nick : I'm great. I'm on the way to the ¹.....
 Nehir : Really! What ².....books do you like?
 Nick : I like ³..... books. I get excited as I learn new places. What about you, girls?
 Beyza : Hmm. I'm ⁴..... fantasy books. Twilight is my favourite one. However, I can't stand detective books.
 Nehir : Are you kidding? I love them! For example; Cingöz Recal is an amazing ⁵..... book. I highly ⁶..... you read it.
 Nick : I prefer reading detective to fantasy. OK, then. I'll text you the names of the books. If you want to read them, I'll lend you. Now, let me go!

2.b Read the dialogue. Put a mark "✓" or "X" in the chart.

	Travel Book	Fantasy Book	Detective Book
Beyza			
Nehir			
Nick			

3. Put the sentences into the correct order.

- a. In the afternoons, I go skating with my friends.
- b. At the weekends, I get up late.
- c. I read my book before I go to the bed at nights.
- d. I get home at 6 p.m. and have a shower.
- e. I have breakfast with my family.

4. Look at the pictures. What does Yavuz like/ dislike doing? Write your sentences.

1

✓

2

X

3

X

4

✓

5

✓

6

X

- 1
- 2
- 3
- 4
- 5
- 6

UNIT 2 | ADDITIONAL ACTIVITIES



Activity 1

Solve the puzzle.

A crossword puzzle grid with 10 numbered starting points for words:

- 1: Across, 10 squares
- 2: Down, 6 squares
- 3: Across, 10 squares
- 4: Down, 6 squares
- 5: Across, 8 squares
- 6: Across, 6 squares
- 7: Down, 6 squares
- 8: Across, 6 squares
- 9: Across, 7 squares
- 10: Across, 10 squares

WORDS

Camping
Casual
Teenagers
Ridiculous
Serious
Snob
Trendy
Terrific
Impressive
Unbearable

ACROSS

1. unusually good
3. young people
5. laughable, absurd
8. very fashionable
9. to live in a tent on a holiday
10. something that you can't stand

DOWN

2. daily, ordinary
4. not joking
6. to have a power to effect the mind or feeling
7. someone who has no respect to people in the lower social classes



Activity 2

Match the questions with the correct answers. (There is one extra question.)

1. How often does he wash his car?
(...)

2. Do you prefer reading children's books or sci-fi books?
(...)

a. I meet with my friends three times a month.

b. She goes to her course at 2 p.m.

3. What time does your sister go to swimming courses?
(...)

4. What do you do in the evenings?
(...)

c. I prefer reading sci-fi books. In my opinion, they are terrific.

5. Do you like listening to folk music?
(...)

6. How often do you meet with your friends?
(...)

d. I usually read a book, drink fresh-squeezed fruit juice and chat with my family.

e. He washes his car once a week.



Activity 3

Write sentences using *love/ like/ enjoy*. (There are two extra pictures.)

cooking
playing chess

singing a song
reading a book

drawing
shopping

listening to music
studying together



1.
2.
3.
4.
5.
6.
7.
8.



UNIT 2 | ADDITIONAL ACTIVITIES



Activity 4

Put the words/ phrases into the correct order.

1. eating / you / Do / like / fruit / ?

.....

2. bakes / My mother / a cake / sometimes / .

.....

3. friends/ argue with / We / In the classroom / don't / our / .

.....

4. come together / twice / They / a year / .

.....

5. bed / late / He / at nights / doesn't / go to / .

.....

6. you / often / read / do / travel books / How / ?

.....



Activity 5

Match the words/ phrases with the pictures.

compass

rope

map

sleeping bag

matches

tent

pocketknife

torch



1



2



3



4



5



6



7



8

We are going to learn

- ✓ *describing simple processes.*
- ✓ *expressing preferences.*
- ✓ *making simple inquiries.*

UNIT

3

IN THE KITCHEN

“*Laughter is brightest where food is best.*”

Irish Proverb



UNIT 3 | IN THE KITCHEN

L-1 Lesson



Warm Up

Match the cuisine with the pictures. Share them with your classmates.

1 Tex-Mex

2 Indian

3 Turkish

4 Italian

5 Japanese

6 American



Sushi



Samosa



Pizza



Taco



Mantri



Steak



Activity 1

Listen to the recording. Write the names of the food above in the blanks according to their preferences.



Jennifer/



Marco/



Madhuri/



Masataka/



Şeyda/



Diego/



Activity 2

Which cuisine do you prefer? Share your answers by giving a simple description.



I prefer American cuisine. Steak is my favorite meal.
You grill meat and serve with sauces.

L-2 Lesson



Activity 1

Match the cooking methods with the pictures.

... Fry

... Bake

... Roast

... Steam

... Grill

... Boil



1



2



3



4



5



6



Activity 2

Read the text. What does Alp do at the end of his preparation?

Master of Kitchens

Alp is a well-known Turkish chef. When he was a little boy, he was fond of being in the kitchen. He graduated from the Department of Gastronomy & Culinary Arts. He stepped into his professional life when he was young. He gained rich experience from different countries. Now, he has his own restaurant. He takes part in each step of preparing, cooking and serving the meal. He **marinates**, cooks and finally serves meals to his guests. He uses many cooking methods in the kitchen. At the end of his preparation, he **seasons** the meals. He's so famous that people come to taste his meals from various cities. Moreover, he organizes **workshops** on cooking and serving **tips**.



Activity 3

Read the text again. Match the bold words with their definitions.

1 Gastronomy & Culinary Arts (.....) a a practical work on a particular subject

2 to marinate (.....) b a clue, a tactic

3 to season (.....) c a field related to cooking and serving

4 a workshop (.....) d to add salt, pepper, etc. to food

5 a tip (.....) e to leave the meat in the mixture of oil, vinegar, herbs and spices



Activity 1

Study the sentences in the boxes. Work in pairs. Add one more example in each box.

Making Simple Inquiries

- Do I use two or three eggs?
- What can/ should I use to cook soup?
-

Expressing Preferences

- Do you prefer cooking pizza or pasta?
 - I love cooking and eating pizza.
 - I usually prefer cooking pasta.
-

Kitchen Tools

- | | | | |
|---------|------------|------------|---------------|
| ● Spoon | ● Pan | ● Oven | ● Baking tray |
| ● Fork | ● Saucepan | ● Grater | ● |
| ● Knife | ● Plate | ● Strainer | |



Activity 2

Study the sentences about describing process of an omelette.



Activity 3

Number the steps of cooking pasta from 1 to 6 and share the process of pasta by using linkers (first, second, ...) in the classroom.

- | | |
|------------------------------------|---------------------------------------|
| ● ... Pour the sauce and serve it. | ● ... Add half a packet of pasta. |
| ● ... Drain it with a strainer. | ● ... Cook it about ten minutes. |
| ● ... Prepare some tomato sauce. | ● ... Boil some water in a large pot. |



L-4 Lesson



Activity 1

Look at the pictures. Tick (✓) three of them you usually use while you are making desserts.



1. Chop



2. Peel



3. Dice



4. Slice



5. Spread



6. Sprinkle



7. Crack



8. Whisk



Activity 2

Listen to the recording. Tick (✓) the ingredients in the list you hear.



Activity 3

Write the recipe of your favorite dessert by using linkers (first, second, ...) to describe the process.

My favorite dessert is

.....

.....

.....

.....



Activity 1

Scan the text. Tick (✓) the words you find in the text.



1. Mix



2. Knead



3. Mash



4. Roll



5. Pour



Activity 2

Read the blog. How many steps are there in the recipe?

www...

Main Menu

- Profile
- Locations
- Messages
- Favorites
- Setting
- Sign Out

HOME
MY RECIPES
ABOUT ME
Search

Sweet Kitchen Blog

Most of the people have a sweet tooth. Especially cakes, chocolates and cookies go well with a cup of coffee. They are always ready for my guests on the table. Today, I want to share my favorite recipe of cookie. It is easy to bake and my children want it every weekend.

Here are the ingredients:

- An egg
- 125 grams butter
- A glass of powdered sugar
- A coffee cup of olive oil
- Some chocolate chips or blueberries

Let's start! First, mix the egg and butter. Second, put powdered sugar. You can mix them about five minutes, then add the other ingredients. It has different ways like baked with chocolate chips or blueberries. If you bake it with blueberries, it is a little bit sour but it is worth trying. Next, knead it well until you get soft dough. After that, you can put it with an ice-cream spoon or roll it. Finally, bake them at 180 °C in preheated oven about fifteen minutes. They are tasty! Good appetite! If you try this, I will wait for your photos with my hashtag #cookielove.

❤️ 16
💬 29
👍 14



Activity 3

Read the blog again. Answer the following questions.

- 1 How much butter do you need?
- 2 What is the following step after mixing the egg and butter?
- 3 How can you shape the cookies?
- 4 How long does it take to bake the cookies?

L - 6 Lesson



Activity 1

Work in pairs. Read the dialogue. Share your own recipe by exchanging ideas as in the sample.

- John** : Which dessert do you prefer in summers?
Türkan : Hmm. I prefer fresh desserts like fruit salad.
John : Oh! Tell me how you prepare it.
Türkan : Sure. It is easy to prepare a fruit salad.
John : What are the ingredients?
Türkan : Two kiwi fruit, two bananas, seven strawberries, a handful of grapes, a handful of cranberries, half a lemon juice and a spoon of honey.
John : What is the process?
Türkan : First, peel the bananas and kiwi fruit. Second, cut them into small pieces. Put them into a small bowl, then add some grapes and cranberries. Next, cut the strawberries into halves. After that, squeeze the lemon. Finally, add the lemon juice and honey.
John : I'm sure it's tasty. I'll try it as soon as possible.



Activity 2

Match the sentences with the pictures and write your own sentences by using the bold words.



- Homemade lemonade is generally **sour**.
.....
- These crackers are too **salty**.
.....
- I like my salad a bit **fatty**. Could you please add some olive oil?
.....
- If you want sweet food for your breakfast, you can prefer **honey** pancakes.
.....
- Asian cuisine is famous for **spicy** food.
.....

A - 3 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Prepare a poster about your favorite meal and provide the preparation process as in the sample.

BEST MEAL EVER

“MEATBALL”



Ingredients

- 500 grams of mince
- An onion
- An egg
- 2 cloves of garlic
- Some breadcrumbs
- Some black pepper and cummin.

Process

First, grate the onion and the garlic into a bowl. Second, crack the egg into it, then add the mince, breadcrumbs, black pepper and cummin. Next, knead the mixture about 5 minutes and roll the mince mixture into balls. After that, place the meatballs on a baking tray and bake them 20 minutes in the oven. Finally, serve hot. Bon appétit!

S - 3 Self-assessment



How well can you do these things? Tick (✓) the chart.

	 Very well	 Well	 A Little
I can ...			
<i>understand descriptions of a process.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express descriptions of a process.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand texts about a process.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write a process by using linkers.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Match the words/ phrase with the pictures. (There are two extra words.)

spoon grater saucepan oven
strainer baking tray plate fork



1
.....

2
.....



3
.....

4
.....



5
.....

6
.....

2. Match the halves to make a phrase. (There is one extra word.)

- | | | |
|------------|-----|----------------------|
| 1 bake | () | a potatoes |
| 2 chop | () | b eggs |
| 3 pour | () | c carrots |
| 4 crack | () | d a cake |
| 5 slice | () | e a glass of milk |
| 6 sprinkle | () | f onions |
| 7 mash | () | g a pinch of parsley |
| | () | h the bread |

3. Put the sentences into the correct order.

Strawberry Lemonade

- a. Serve it with fresh mint leaves. Hmmm it's tasty.
- b. After whisking well, pour it into a bottle.
- c. Finally, put it into the fridge.
- d. Next, add a glass of water into the mixture and whisk well.
- e. Second, squeeze lemons and pour it on the strawberries.
- f. First, rinse and cut strawberries and mash them in a bowl.
- g. Don't forget to add the rest of the water.

4. Listen to the recording and complete the recipe with a word or phrase.

Carrot Balls

First, peel and ¹..... carrots and put into a pan. Second, cook it over ²....., then crush some biscuits in a mixing bowl. Next, add the ³..... with the crushed biscuits. After that, sprinkle two ⁴..... of cinnamon and half a glass of crushed walnut to the mixture. Put it into small pieces and roll. Finally, cover them with coconut ⁵.....

UNIT 3 | ADDITIONAL ACTIVITIES



Activity 1

Solve the puzzle.



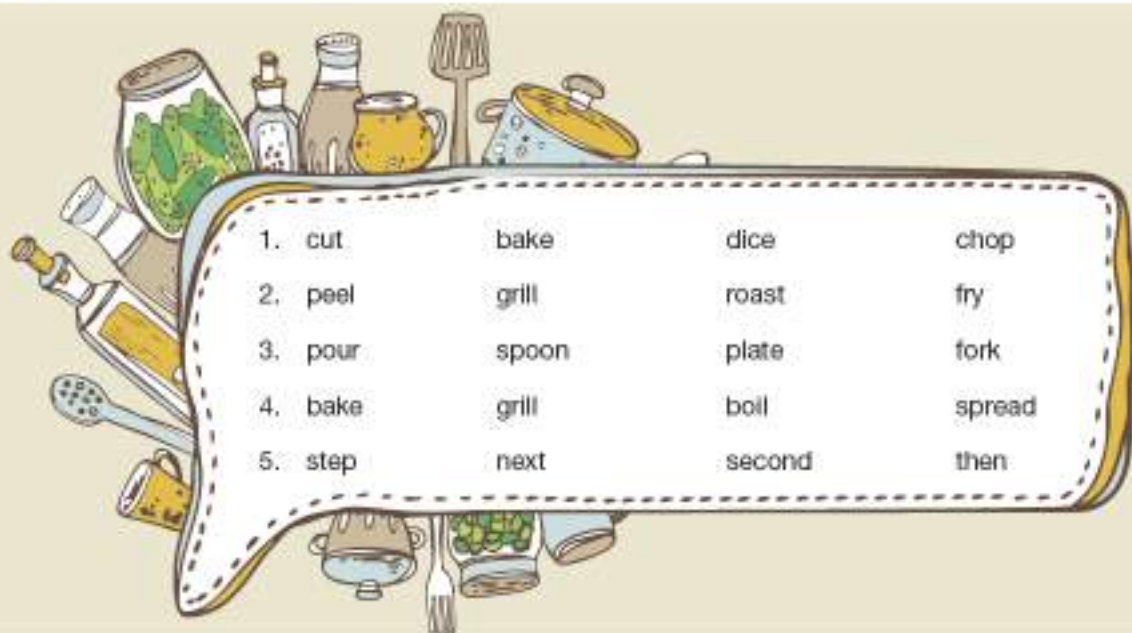
WORDS

Bake
Bitter
Boil
Chop
Dice
Fry
Grill
Knead
Mash
Peel
Pour
Roast
Roll
Salty
Slice
Sour
Spicy
Sprinkle
Steam
Tasty



Activity 2

Odd one out.





Activity 3

Look at the pictures. Put the sentences into the correct order.

Cucumber Rolls

Ingredients

- * 2 cucumbers
- * 2 spoons of cream cheese
- * 2 spoons of white cheese
- * half a bunch of parsley
- * 10 olives
- * 2 red peppers
- * half a lemon

Process

- (.....) Gently roll them.
- (.....) Put the slices on a flat surface.
- (.....) Chop parsley, olives and red peppers.
- (.....) Mix cream cheese and white cheese in a bowl.
- (.....) Put a spoon of mixture on each cucumber slice.
- (.....) Tie in a place with fresh parsley stems. Serve cold.
- (.....) Slice the cucumbers long ways with a vegetable peeler.
- (.....) Add them into the cheese mixture and squeeze the lemon.





Activity 4

Read the recipes. Write the ingredients for each soup.



Ingredients

.....

Process

Firstly, peel and cut a carrot, an onion and a potato. Second, rinse a glass of lentil. Put all the vegetables and lentil into a pot. Pour two glasses of water and then boil them. When it boils, whisk the mixture with a blender. Next, put some butter and flour in a saucepan and cook it for only 2 minutes. After that, mix the sauce with the soup. Finally, add some chilli pepper on it and a teaspoon of freshly squeezed lemon juice. Serve it hot.

Ingredients

.....

Process

Firstly, peel five tomatoes and grate them. Heat two tablespoons of oil and a tablespoon of flour in a large pot for 2 minutes. Second, pour the grated tomatoes into the pot and boil 5 minutes. After that, add a liter of water and cook it for about 15 minutes. Stir it continuously. Finally, put a leaf of sweet basil on it. Serve it hot.



Activity 5

Match the questions with the correct answers. (There is one extra question.)

1. Why do you prefer vegetable soup?
(...)

2. How do you usually cook chicken?
(...)

a. I usually prefer cooking pizza.

3. Which country does pasta belong to?
(...)

4. How do you serve soup?
(...)

b. Because it is healthy.

c. It is a traditional Italian meal.

5. What are the ingredients of a cake?
(...)

6. Do you prefer cooking pizza or pasta?
(...)

d. Sugar, egg, flour, cocoa, oil and milk.

e. I usually roast it.

We are going to learn

- ✓ *following phone conversations.*
- ✓ *stating decisions taken at the time of speaking.*

UNIT

4

ON THE PHONE

“*Mr. Watson, come here! - I want to see you.*”

(First words ever spoken on the telephone)

Alexander Graham Bell



UNIT 4 | ON THE PHONE

L-1 Lesson



Warm Up

Look at the smileys. Tick (✓) three of them you prefer using. Share them with your classmates.



1. Happy



2. Crazy



3. Embarrassed



4. Surprised



5. Smart



6. Sleepy



7. Bored



8. Angry



9. Scared



10. Cool



Activity 1

Listen to the recording. Correct the sentences.



1 Alexandra lives in İzmir.

.....

2 Nefes studies at the faculty of medicine.

.....

3 Nefes is a lovely and generous girl.

.....

4 Nefes doesn't wonder Turkish culture.

.....

5 Alexandra will invite Nefes next Sunday.

.....



Activity 2

Suppose that you are talking on the phone. The doorbell starts to ring. What will you say to the person on the phone? Express your decision at the moment of conversation.



Hey Göktürk! The doorbell is ringing. Please, hang on. I'll get back in a minute.



L - 2 Lesson



Activity 1

Scan the phone conversations. Answer the following questions.

1 Who is the inviter?

2 Who receives the invitation?

3 What is the invitation about?



Activity 2

Read the phone conversations. How many tickets does Kemal have?

[The phone rings]

Lily : Lily is speaking.

Kemal : Hi, Lily! I'm Kemal. Is James there? May I speak to him?

Lily : Hang on a minute. I'll get him. Hmm, I'm afraid he isn't available at the moment. He is washing the car in the garden. Would you like to leave a message?

Kemal : Hmm, could you tell him to call me back today?

Lily : He'll get back to you as soon as possible.

[15 minutes later]

James : Hi bro! This is James calling.

Kemal : Hey bro! I've two tickets for Turkey National Amputee Football Team's match. Would you like to join me?

James : Hey Kemal. I can't hear you well. It's a bad line.

Kemal : I've two tickets. Do you want to come to the Turkey National Amputee Football Team's match on Saturday?

James : Oh, it is great. I want to come.

Kemal : It's at 7 p.m. Shall we meet at the City Stadium?

James : OK. Let's meet at 6.30 p.m. there. Is it OK?

Kemal : Yeap, see you there.



Activity 3

Read the phone conversations again. Tick (✓) the sentences True or False.

		True	False
1	Kemal wants to talk with James.	<input type="radio"/>	<input type="radio"/>
2	James is watering the flowers in the garden.	<input type="radio"/>	<input type="radio"/>
3	Kemal wants James to call him back.	<input type="radio"/>	<input type="radio"/>
4	James has a ticket for Turkey National Amputee Football Team's match	<input type="radio"/>	<input type="radio"/>
5	They will meet at 6.30 at the Sports Hall.	<input type="radio"/>	<input type="radio"/>



Activity 1

Study the sentences in the boxes. Work in pairs. Add one more example in each box.

Following Phone Conversations

- Hello! This is Ebru calling, is Clara in?
- May I speak to İlkey? Is İlkey there?
- Hang on a minute; I'll get him/ her.
- Can you hold on a moment, please?
- I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message?
- Don't hang up the phone, please. I'll put you through to the headmaster.
- It's a bad line. Could you speak louder, please?
-

Stating Decisions Taken at the Time of Speaking

- I'll talk to you soon.
- I'll see you at the café tomorrow, then.
- We'll meet next Saturday, then.
- I'm sorry to hear that. We'll meet up later, then.
- I'll get back to you in an hour.
- [The phone rings] I will take that.
-



Activity 2

Work in pairs. Read the phone conversation and then find different situations. Act out your own phone conversation as in the sample.

Hi, Gökçe. What's up?

Will we meet at the cinema at 3.15 p.m. today?

Will we meet at the cinema at 3.15 p.m. today?

OK. Take care. Bye.

I'm fine, thanks.

I'm sorry, I can't hear you well. It's a bad line. Could you repeat that please?

Sure, I'll be there on time.



L - 4 Lesson



Activity 1

Match the halves to make phrases.

- | | | |
|-----------|---------|-------------------|
| 1 take | (.....) | a number five |
| 2 contact | (.....) | b someone through |
| 3 hold on | (.....) | c a memo |
| 4 dial | (.....) | d a minute |
| 5 put | (.....) | e with someone |



Activity 2

Listen to the recording. Tick (✓) the chart.



1



2



3

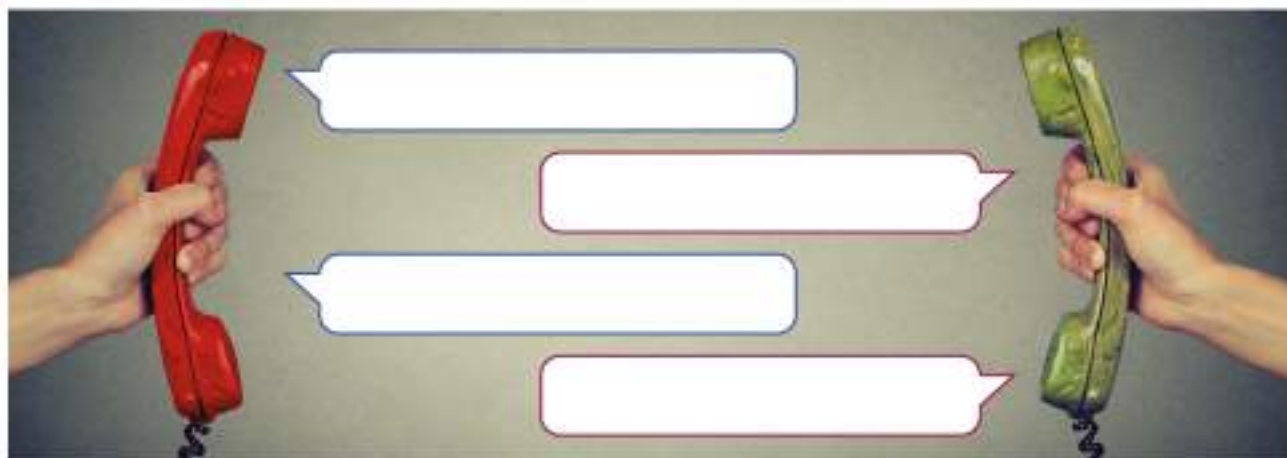
		speaks with			speaks about		
		Jack	Mr. Ertürk	Bengü	Shopping Order List	Doctor Appointment	Reservation Clarification
1	Restaurant Staff						
2	Secretary						
3	Oya						



Activity 3

Work in pairs. Choose a topic. Write a simple phone conversation with your pair. Act it out in the classroom.

- Restaurant reservation
- Doctor appointment
- Shopping list order
- Customer service





Activity 1

Match the emergency numbers with the services.

1 110

2 112

3 155



Activity 2

Read the phone conversation. Who are the strangers?

- Police Officer** : Good afternoon! Officer speaking.
- Neighbour** : I need your help. Somebody is trying to break into my neighbour's house.
- Police Officer** : Calm down, please. Now, answer my questions. Firstly, what is your name?
- Neighbour** : Daniel.
- Police Officer** : How did you notice the incident? How many burglars can you see?
- Neighbour** : I'm at my balcony. I can see them. There are two strangers. One is climbing to my neighbour's balcony. The other one is waiting.
- Police Officer** : Keep calm. Don't hang up the phone. Are you calling us from the Atatürk Street?
- Neighbour** : OK, yes.
- Police Officer** : The police will be there in a few minutes.
- Neighbour** : Oh, no! Stop, please! I'm terribly sorry! I know these guys. They are my neighbours. Hmm, it seems that they forgot their keys. So, they are trying to get in their house through the balcony.
- Police Officer** : Alright, sir. If there is a problem, please contact with us any time you need.



Activity 3

Read the phone conversation again. Choose the correct answers.

- | | | | |
|---|---------------------------|---------------------|----------------------|
| 1 The neighbour is calling ... | (a) fire fighter | (b) ambulance | (c) police officer |
| 2 The conversation is between ... | (a) Daniel-police officer | (b) Daniel-his wife | (c) Daniel-neighbour |
| 3 The conversation is about a/ an ... | (a) burglary | (b) accident | (c) fire |
| 4 The incident takes place at ... | (a) Demokrasi Street | (b) Atatürk Street | (c) Vatan Street |
| 5 What happens at the end? It's a/ an ... | (a) misunderstanding | (b) movie shooting | (c) joke |

L - 6 Lesson



Activity 1

Match the dates with the phones.

1 1990s

2 2000s

3 2010s



Activity 2

Read the text. What do you think about the usage of telephone? Add one more pro and con in each box.

Telephone

People always want to keep in touch with each other. Telephones provide people to connect easily. With the help of technology, telephones change a lot. It started as a telephone, then evolved into mobile phones and its latest version is now smart phones. Smart phones have both pros and cons.

Pros

- + easy to carry
- + easy Internet connection
- + easy way of keeping in touch
- + rescue for emergency
- +

Cons

- expensive
- disturb the concentration
- addiction
- security risks
-

As a result, it has pros and cons. It becomes an essential part of our lives.



Activity 3

Work in pairs. Discuss about pros and cons of the phone in the classroom.



I think it's useful because ...



In my opinion, it's harmful because ...

UNIT 4 | ON THE PHONE

A - 4 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Work in groups. Act out a call center drama, choose a task from the role cards below. One by one call the call center to share your problems.

You have lots of clothes. You want to share some of them with people in need. You call the call center to get information about the issue.

You are the local authority of your neighbourhood. You want to get help for the homeless people. So you call the call center.

Your neighbours and you decide to be healthier. You call the call center to ask for information about its health and sport services.

You work at a municipality call center. You pick up the phone and answer the questions. Be polite and try to solve the problems.

S - 4 Self-assessment



How well can you do these things? Tick (✓) the chart.

I can ...

follow a phone conversation.

express my decisions by asking and responding questions.

understand texts with related vocabulary.

write phone conversations.

	Very well	Well	A Little
<i>follow a phone conversation.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express my decisions by asking and responding questions.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand texts with related vocabulary.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write phone conversations.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Put the words/ phrases into the correct order.

① a moment / please / Could / hold on / you / ?

.....

② available / isn't / at the moment / Danny / .

.....

③ a message / you / Would / leave / like to / ?

.....

④ you / repeat / Could / please / that / ?

.....

⑤ for / calling / Thanks / .

.....

2. Read the situations. Tick (✓) the true statements.

a. *You want to speak with your friend but her brother answers the phone. Your friend isn't available right now. Leave a message for her.*

- 1. Could you please repeat that? It's a bad line.
- 2. Hi, could I speak to my friend, please? It's important.
- 3. Could you tell her to contact with me? It's about the school project.
- 4. Would you like to leave a message?
- 5. Can you tell her to get me back as soon as possible?

b. *You are having a video chat with your parents. Suddenly, your teacher calls you on the phone. You must answer it.*

- 1. Oh! My phone is ringing. I have to finish the conversation. See you!
- 2. Let's go on chatting.
- 3. I will call you later.
- 4. I don't want to answer it.
- 5. My teacher is calling. It must be important.

3. Complete the memo with the sentences in the box.

- He waits for your response as soon as possible.
 - It starts at 2 p.m. on Saturday.
- Mike from your class called you.
 - You can call him on his mobile.
- He invites you to a kite festival.

Marry

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

His phone number is 676589354.

Sude

4. Match the sentences with the words/ phrase in the box. (There is one extra word.)

- | | | |
|--------------|-------------|-----------|
| 1. extension | 2. get back | 3. dial |
| 4. engaged | 5. memo | 6. answer |

- () **a** "For English, please press nine!"
- () **b** "I think he is talking with someone else."
- () **c** "I'll call you later."
- () **d** "Wait a minute, I'll take a note"
- () **e** "We have an extra telephone line in our office."



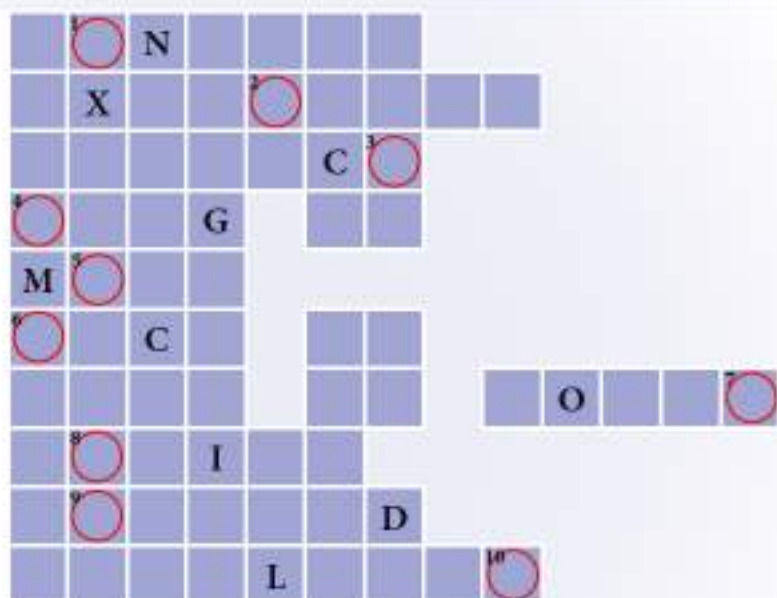
UNIT 4 | ADDITIONAL ACTIVITIES



Activity 1

Solve the puzzle. Find the hidden phrase.

- a COTNTCA
- b ETSENXONI
- c CNETOCN
- d HGNA NO
- e MOEM
- f PKIC PU
- g PEKE NI COHUT
- h PITELO
- i EGDAGNE
- j AILAVELBA



HIDDEN PHRASE

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Activity 2

Listen to the recording and complete the dialogue with a word or phrase. Then, act it out.

George : Hello!

Pelin : Hi, George. It's Pelin. Could I speak to Peter, please?

George : Oh, hi, Pelin. I'm afraid Peter isn't at home ¹.....

Pelin : When will he be back?

George : He'll be at home in the evening. Would you like to ².....?

Pelin : Yeah, I would. Could you ask him to call me back, please?

George : Sure. Does he have your ³.....?

Pelin : I'm not sure. Let me tell you my number.

George : OK. Could you hold on a moment, please? I'll note ⁴..... for him. What is it?

Pelin : It's 198-763-76.

George : Is it 198-763-76? Right?

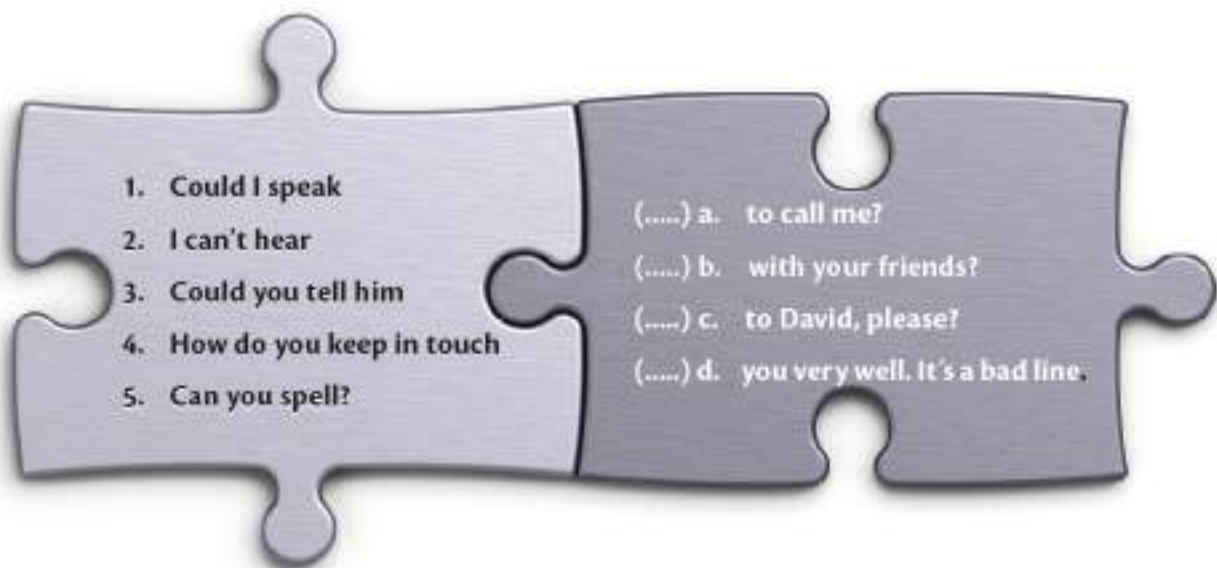
Pelin : ⁵..... Thanks a lot.

George : Have a nice day.



Activity 3

Match the halves of the sentences. (There is one extra question.)



Activity 4

Put the sentences into the correct order.

- (.....) Okay. I'm waiting.
- (.....) A room for two, me and my wife.
- (.....) Alright. Can you hold on a moment, please? I'll check it.
- (.....) Thank you. Bye
- (.....) Tuna Hanci.
- (.....) Could I have your name and surname, please?
- (.....) T-U-N-A H-A-N-C-I
- (.....) Thank you Mr. Hanci. I booked your room. We are looking forward to seeing you on the 9th of September. Have a nice day.
- (.....) How many people is the room for?
- (.....) Hello, this is Marina Hotel. May I help you?
- (.....) Hi! I'd like to reserve a room for two nights on the 9th of September.
- (.....) How do you spell your name and surname?



UNIT 4 | ADDITIONAL ACTIVITIES



Activity 5

Write a phone conversation according to the instructions.

STUDENT A

- ⌋ Introduce yourself. Ask if your friend is there.
- ⌋ Ask if he/ she has any plans for the evening.
- ⌋ Tell your plans.
- ⌋ Tell the date and the time.
- ⌋ Say good bye.

STUDENT B

- ⌋ Say who you are.
- ⌋ Say you don't have any plans.
- ⌋ Accept the suggestion. Ask the date and the time.
- ⌋ Approve and say good bye.

We are going to learn

- ✓ *accepting and refusing.*
- ✓ *making excuses.*

UNIT

5

THE INTERNET

L-1 Lesson



Warm Up

Match the words/ phrases with the icons. Share them with your classmates.

A 	B 	C 	D 	E
F 	G 	H 	I 	J
K 	L 	M 	<ol style="list-style-type: none"> 1. account (s) 2. attachment (s) 3. web browser (s) 4. comment (s) 5. confirm 6. connection (s) 7. delete 8. download 9. log in/on 10. log out/off 11. reply 12. social networking site (s) (SNS) 13. upload 	



Activity 1

Listen to the recording. Fill in the blanks with the words/ phrases above.

Fatih : The recent research shows that the usage of the Internet is increasing. It says that the aim of the Internet ¹..... varies from person to person. The least usage is listening to the music with 63%. So, what do you use the Internet for?

Alan : Hmmm. I often use the Internet for ²..... I have ³..... in different sites. I share photos and songs, ⁴..... on posts, check notifications, ⁵..... friend requests and ⁶..... messages. What about you?

Fatih : I am a subscriber of some science and technology blogs. I generally ⁷..... and read articles in these blogs. I ⁸..... some e-books and ⁹..... some videos on them. I sometimes send e-mails with ¹⁰..... to my friends.



Activity 2

Work in pairs. Exchange information about the Internet.



What do you think about the Internet?



It's necessary for everyone. We use it in every part of our life.

L - 2 Lesson



Activity 1

Answer the following questions.

- 1 How do you connect to the Internet?
- 2 How often do you use the Internet?
- 3 Who uses the Internet in your family mostly?



Activity 2

Read the text. What are the names of the family members?

Internet Habits of Beyza's Family

Everyone uses the Internet moderately in my family. I don't think that there is an Internet addict in our house. The Internet is functional for each of us. For example, I check notifications and surf social networking sites. I play games with my friends. However, my favourite activity on the Internet is studying English and Spanish. My father, Salih, generally uses the Internet to check his e-mails. He sometimes reads online news. Besides, he is fond of online shopping to buy equipment for fishing. My mother, Zeliha, usually uses the Internet for checking bank accounts. Also, she looks for new recipes and health cures. Finally, my elder brother, Buğra, is a high school student. He always browses articles about his lessons. In his free time, he often likes following foreign series to improve his English.



Activity 3

Read the text again. Tick (✓) the chart.

	Beyza	Salih	Zeliha	Buğra
1. practices language				
2. checks e-mails				
3. does research				
4. does online shopping				
5. surfs on the Internet for recipes and cures				
6. does online banking				
7. plays online games				
8. watches series				



Activity 4

Work in pairs. Talk about the Internet habits in your family.



My mother uses the Internet for reading e-books. What about yours?



Hmmm, my mother uses the Internet for practicing English.



Activity 1

Study the sentences in the box. Work in pairs. Add one more sentence in it.

Accepting and Refusing/ Making Excuses

- Would you like to join our WhatsApp group?
 - Yes, sure./ That sounds great.
 - No, thanks. I'm really busy. Why don't we chat online at 2 o'clock? I want to tell you something important.
 - I'm sorry, but I can't. My Internet is broken.
-



Activity 2

Study the sentences in the box.

Asking for a Clarification

Efe : I can't search on the Internet.

Maggie : What do you mean? Do you mean the Internet connection?

Efe : Yes, I mean the Internet. It isn't working properly.

Maggie : Why don't you get help from the service?



Activity 3

Work in pairs. Match the sentences. Act it out in the classroom.

1. How do you connect to the Internet?
(...)

2. Be careful with what you share on the Internet.
(...)

3. I comment on your photos.
(...)

4. Obey the Internet safety rules.
(...)

5. Is there a connection sign on the screen?
(...)

What do you mean?

a. I mean, is your PC online or offline?

b. I mean, don't share your personal information and password.

c. I mean, anything you post on the Internet can stay online forever.

d. I mean, do you have a smartphone or laptop with the Internet connection?

e. I mean, I write my opinions about them.



L-4 Lesson



Activity 1

Match the words/ phrases with their definitions.

- | | | | |
|-----------------|---------|---|---|
| 1 post | (.....) | a | to write your password to access a website |
| 2 search engine | (.....) | b | to get an account |
| 3 screen | (.....) | c | a computer program to find information on the Internet |
| 4 sign in/ up | (.....) | d | to share writings or pictures on your online wall |
| 5 register | (.....) | e | to press a button on the mouse or keyboard |
| 6 password | (.....) | f | a secret word or combination of letters and numbers |
| 7 click | (.....) | g | a flat surface, part of a computer showing pictures and words |



Activity 2

Listen to the recording. Circle the correct words/ phrases.

- I post / update videos about pollution, homeless people and street animals.
- Now, I'm going to tell you how to log in / register my video blog.
- First, write my video blog's name in a browser / search engine.
- Click on / connect to my vlog address.
- Second, you'll see log out / sign up button and click on it.
- Fill in the personal info boxes such as your nickname, password / screen and gender to register my vlog.
- Automatically, you'll get an e-mail to confirm your account / attachment.



Activity 3

Suppose that one of your friends invites you to a vlog about gardening. Accept or refuse this offer. If you refuse, make an excuse.



Yes, sure. That sounds great.



No, thanks, I'm not interested in gardening. I'm fond of building model planes. So I follow such vlogs.



Activity 1

Work in pairs. Brainstorm about the Internet. Fill in the mind map with your ideas.



Activity 2

Read the texts. Put them in a chronological order.

The Firsts of The Internet

..... A

The First Email @

In late 1971 an engineer, Ray Tomlinson, sent the first modern email by using the @ symbol

..... B

The First Blog

In 1994 an American journalist, Justin Hall began blogging. He wrote about his relationships, plans and fears to share with his readership

..... C

The First Webcam

In 1993 Dan Gordon, working in Cambridge University's computer lab, modified the software so the first webcam was born

..... D

The First Virus

In 1971 an engineer, Bob Thomas, created the first virus, Creeper. Its message was "I'm the creeper, catch me if you can"

..... E

The First Multiplayer Game

In 1978 Roy Trubshaw and Richard Bartle developed the first multiplayer game. It allowed players all over the world to interact

..... F

The First Smiley 😊

In 1980 Professor Scott E. Fahlman suggested [:-)] to use punctuation for ironic statements.



Activity 3

Read the texts again. Complete the sentences.

- 1 In late 1971 an engineer, Ray Tomlinson, sent the first modern email with
- 2 Justin Hall,, began blogging.
- 3 modified the software so the first webcam was born.
- 4 created Creeper.
- 5 Roy Trubshaw and Richard Bartle developed the first multiplayer game.
- 6 Professor Scott E. Fahlman suggested the first smiley in



Activity 1

Circle the best option for you. Evaluate yourself.

Are you an Internet addict?

		A	B
1	I usually get help for my homework from	the Internet	the encyclopedia
2	I have device(s) to connect to the Internet	many	only one
3	I prefer sharing my secrets with my	online friends	classmates
4	In my free time, I prefer surfing	the Internet	on the beach
5	I'm face-to-face communication.	bad at	good at
6	I play online games	everyday	twice a week
7	If a stranger sends a friend request on SNS, I it.	confirm	ignore
8	I like reading	online news	newspapers
9	I comment on photos of my friends.	all	few
10	I share of my photos.	most	some

Evaluation

Mostly A Your Internet usage is at the alert level. You should be careful about it.

Mostly B You have control over your Internet usage. You are an average Internet user.



Activity 2

Write a basic paragraph to describe your Internet habits according to your result in Activity 1.

.....

.....

.....

A - 5 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Prepare a poster to illustrate your Internet habits and hang it on the classroom walls.



S - 5 Self-assessment



How well can you do these things? Tick (✓) the chart.

	Very well	Well	A little
<i>understand oral texts with related vocabulary items.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express my Internet habits.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand main ideas in texts about the Internet.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write a paragraph to describe my Internet habits.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can ...

understand oral texts with related vocabulary items.

express my Internet habits.

understand main ideas in texts about the Internet.

write a paragraph to describe my Internet habits.

1. Match the halves to make a phrase. (There is one extra word.)

- | | | |
|-----------|-----|-------------------|
| 1 sign up | () | a to the Internet |
| 2 delete | () | b on a post |
| 3 confirm | () | c notifications |
| 4 reply | () | d videos |
| 5 connect | () | e the old files |
| 6 upload | () | f a blog |
| 7 comment | () | g the request |
| 8 check | | |

2. Look at the chart. Write "T" or "F" in brackets.

There is a class survey about inviting students to do online activities.

Activities	Accepting	Refusing
		
to join an online course	20	0
to share photos	7	13
to chat online	9	11
to do online shopping	2	18
to subscribe a vlog	18	2

- All of the students refuse joining an online course. ()
- Just two students accept doing online shopping. ()
- The students accepting chatting online are more than those sharing photos. ()
- Nearly half of the students accept subscribing a vlog. ()
- There are twenty students in the class. ()
- The survey is about the Internet addiction. ()

3. Read the sentences. Put a mark "✓" or "X" in the boxes according to the Internet safety.



- a. Share your address with strangers.
- b. Refuse unknown people's friend request.
- c. Keep your password secret except from your family members.
- d. Agree to meet your online friends.
- e. Believe in all news on the Internet.
- f. Before downloading a file, check it with an adult.

4. Match the questions with their responses. (There is one extra response.) Then, act it out.



Questions

- How many hours do you spend on the Internet?
- Do you follow any bloggers?
- Who uses the Internet in your family mostly?
- How do you connect to the Internet?
- What kind of websites does your mother follow?



Responses

- () a Yes, I do.
- () b By phone and tablet.
- () c Cooking, health and fashion.
- () d My grandfather.
- () e An hour.
- () f I share photos.

UNIT 5 | ADDITIONAL ACTIVITIES



Activity 1

Solve the puzzle. Match the words/ phrases with the pictures and exchange information about the Internet by using them.

A	B	C	D	E	F	G	H	I	J	K	L	M
2	15	24	7	12	20	5	17	26	9	19	22	4
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
18	21	8	16	3	10	14	25	13	11	6	23	1

a		
	10	21	24	26	2	22	18	12	14	11	21	3	19	26	18	5	10	26	14	12

b	...	...	...	...	...	c	...	...	...	...	...	...	...	d	...	...	...	...	...
	22	21	5	26	18		2	24	24	21	25	18	14		3	12	8	22	23

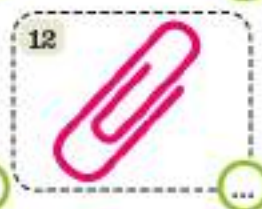
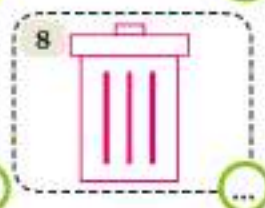
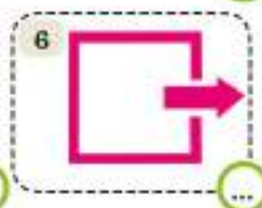
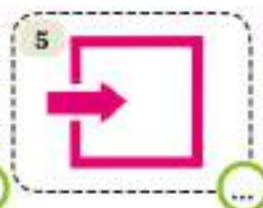
e	f
	2	14	14	2	24	17	4	12	18	14	25		8	22	21	2	7	

g	h
	11	12	15	15	3	21	11	10	12	3	24		21	4	4	12	18	14	

i	j
	24	21	18	18	12	24	14	26	21	18	24		21	18	20	26	3	4	

k	l
	22	21	5	21	25	14		7	21	11	18	22	21	2	7

m	...	...	...	...	...	...
	7	12	22	12	14	12





Activity 2

Put the words/ phrases into the correct order.

1. I / my photos / post / three times / a week / my website / on / .

.....

2. check / e-mails / my / once a day / I / .

.....

3. I / listen to / can't / the music / my PC / from / .

.....

4. we / Why don't / at one o'clock / online / chat / ?

.....

5. the Internet / you / Do / connection / mean / ?

.....

6. do / you / How / online / often / go / ?

.....

7. connect / to / the Internet / do / How / you / ?

.....



Activity 3

Listen to the recording and complete the text with a word or phrase.

We can use the Internet to ¹..... music videos, update information and ²..... the old posts. Also, we can create an ³....., upload a profile picture and share photos, videos on social networking sites. Moreover, we can send e-mails with ⁴..... and browse the Internet to read information. We can sign in different blogs, ⁵..... on the photos and posts. If we don't spend too much time on the Internet, we can organize our life effectively.

UNIT 5 | ADDITIONAL ACTIVITIES



Activity 4

Match the sentences with their clarifications.

1. I can't access to the Internet from my PC.
(...)

2. Having online friends is dangerous.
(...)

3. You must create online identities to log in.
(...)

4. Avoid using dangerous sites.
(...)

What do you mean?

a. I mean, use safe websites.

b. I mean, you should register to the site first.

c. I mean, some people pretend to be younger when online.

d. I mean, there isn't a connection sign.



Activity 5.a

Read the question. Tick (✓) the responses according to the answers.

I'm visiting Louvre Museum online this afternoon with Peter. Would you like to join us?

Thanks for asking, but I'm afraid I can't.

That's awesome!

That's very kind of you, but I'm busy.

Accepting

Accepting

Accepting

Refusing

Refusing

Refusing

Making excuses

Making excuses

Making excuses



Activity 5.b

Read the question in Activity 5.a again. Write your answers in the speech bubbles according to the responses.

Empty speech bubble for response.

Empty speech bubble for response.

Empty speech bubble for response.

Accepting

Accepting

Accepting

Refusing

Refusing

Refusing

Making excuses

Making excuses

Making excuses

We are going to learn

- ✓ *expressing preferences.*
- ✓ *giving explanations/reasons.*
- ✓ *making simple comparisons.*

UNIT

6

ADVENTURES

UNIT 6 | ADVENTURES

L-1 Lesson



Warm Up

Look at the pictures. Put them in a risk order according to you from 1 (min) to 4 (max). Share them with your classmates.



A farmer



A teacher



An electrician



A police officer



Activity 1

Listen to the recording. Put the jobs into the correct order.



Window Cleaners



Stuntmen



Astronauts



Coal Miners



Fire Fighters



Air Traffic Controllers



Activity 2

Choose two risky jobs in Activity 1. Write a short and simple paragraph comparing them. Use the adjectives in the box.

amusing
entertaining

boring
exciting

challenging
fascinating

disappointing
interesting

I think being a coal miner is more challenging than being a stuntman.

.....

.....

.....

.....

L - 2 Lesson



Activity 1

Read the following questions. Guess the correct answers.

- 1 Who takes the most risk?
 - (a) a call center specialist
 - (b) a dietician
 - (c) a fighter pilot
- 2 Who is the first Turkish person succeeded to fly?
 - (a) Vecihi Hürkuş
 - (b) Hezarfen Ahmed Çelebi
 - (c) Cengiz Topel
- 3 Who is the first female fighter pilot in the World?
 - (a) Sabiha Gökçen
 - (b) Amelia Earhart
 - (c) Mariam Mukhtiar



Activity 2

Read the brochure. How can you describe these pilots?

Turkish Stars

Turkish Stars are the aerobatic team with 7 supersonic fighter jets. They are the members of the Turkish Air Force. Each of the pilots is experienced fighter pilots. Moreover, the squadron commander is a female fighter pilot. This is an extreme and adventurous job. They take great risks to perform their demonstrations. The distance among aircraft is 3 feet (1 meter). The speed during the manoeuvres varies between 260 km and 1.000 km. They perform all manoeuvres manually. This is risky but amazing. Watching their show is one of the most fascinating experience. They are the apple of Turkish Air Force's eye. They started their magnificent demonstrations in 1992 both in Turkey and abroad.



Activity 3

Read the brochure again. Answer the following questions.

- 1 How many supersonic jets are there?
- 2 What are their professions?
- 3 How can you describe their job?
- 4 Why is their job risky?
- 5 When did they start to perform?



Activity 1

Study the sentences in the boxes.

Expressing Preferences/ Giving Explanations and Reasons

- What do you prefer doing on summer holidays?
 - I would rather go rafting than canoeing because it is easier.
 - I prefer rafting to kayaking because it is more entertaining.

Making Comparisons

- I think bungee-jumping is more/ less dangerous and challenging than canoeing.
- I think extreme sports are more exciting than indoor sports.



Activity 2

Suppose that you go on a summer holiday. Choose two sports and compare them as in the sample.



I would rather go scuba diving on my summer holidays. I think it's more entertaining and mysterious than paragliding. I'm a member of a diving club in Kaş, Antalya. Exploring the world under water is more interesting.



I prefer paragliding to scuba diving on my summer holidays. In my opinion, it's more fascinating and amusing than scuba diving. Watching wonderful views over the land is more exciting.

L - 4 Lesson



Activity 1

Look at the pictures. Tick (✓) the extreme sports.



Archery



Skydiving



Golf



Mountain Biking



Activity 2

Listen to the recording. Write the names of the extreme sports.

canoeing

caving

hang-gliding

kayaking

rafting

skateboarding

	Equipment Lists	Extreme Sports
1	<i>A helmet/ a paddle/ dry-suits/ a wetsuit</i>	
2	<i>A skateboard/ a helmet/ elbow pads/ knee pads/ wrist guards</i>	
3	<i>A kayak/ a paddle/ a life jacket/ a spray skirt/ a helmet</i>	
4	<i>A helmet/ clothing/ a footwear/ socks/ gloves/ a torch/ a cave pack</i>	
5	<i>A helmet/ a wetsuit/ booties/ a paddle/ a raft/ a life jacket</i>	
6	<i>Wings/ flight instruments/ a helmet/ flight suits</i>	



Activity 3

Work in pairs. Compare sports by expressing your preferences and reasons as in the sample.



Nick : Which extreme sports do you prefer? Motor-racing or skateboarding?

Eylül : I prefer skateboarding.

Nick : Why do you prefer it?

Eylül : Because I think it is more amusing.

Nick : What do you need for this sport?

Eylül : I need a skateboard, a helmet, elbow pads, knee pads and wrist guards.





Activity 1

Work in pairs. Brainstorm about the extreme sports. Fill in the mind map with your ideas.



Activity 2

Read the text. Would you like to try skydiving? Why?/ Why not?

Feel the Freedom "Skydiving"

Skydiving is a very popular extreme sport. It is not only for young people but also the old ones. You can do it individually or as a group. If you are inexperienced, you have to jump with an instructor. It requires a lot of courage. You feel the adrenaline. Skydivers wear comfortable clothes and shoes before jumping. After they check their equipment carefully, they jump. They always carry a backup parachute with them. They jump out of a plane or a helicopter. In free fall they perform acrobatic movements and then they open their parachutes to slow down. Skydivers have to check wind speed and other weather conditions. It seems dangerous; however, there are only a few accidents yearly. If you want to experience this fascinating activity, you can try it both in Turkey and abroad.



Activity 3

Read the text again. Match the bold words with their definitions.

- | | | |
|-----------------|---------|---|
| 1 an instructor | (.....) | a how fast something moves |
| 2 courage | (.....) | b a teacher |
| 3 adrenaline | (.....) | c bravery |
| 4 backup | (.....) | d second, extra |
| 5 speed | (.....) | e a hormone produced by your body when you are excited, nervous or afraid |

L - 6 Lesson



Activity 1

Read the texts. What are their common features?



Hezarfen Ahmed Çelebi

Hezarfen Ahmed Çelebi was a Turkish scientist. Also, he was an adventurer. He jumped from Galata Tower in 1632. With the help of handmade wings, he landed Üsküdar district successfully. It was one of the most adventurous experience in that century. His experience improved the aircraft industry.



Felix Baumgartner

Felix Baumgartner is an Austrian skydiver. He's an ambitious adventurer. He's famous for his experience of free fall from the space in 2012. He broke 5 World records with this fall. He gained "the fearless" nickname after this experience. His success helped scientific researches about the space.



Activity 2

Fill in the chart according to the texts.

	Hezarfen Ahmed Çelebi	Felix Baumgartner
1 Nationality		
2 Date of performance		
3 Occupation		
4 Experience		
5 Importance of the experience		



Activity 3

Choose one of the adventurer you know. Ask and answer questions about him/ her.



Do you know any adventurers?

Why do you think he is an adventurer?

Yes, of course. My uncle is fond of adventure.

Because he can survive in nature on his own.



A - 6 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Search the Internet. Choose 3 extreme sports. Find where you can do these extreme sports in Turkey. Prepare a poster and talk about it to the class.

 <p>Bungee-jumping/ İstanbul <i>It's time to say "I can".</i></p>	 <p>Paragliding/ Muğla <i>Catch the sky.</i></p>
 <p>Rafting/ Rize <i>Ready for the journey.</i></p>	

S - 6 Self-assessment

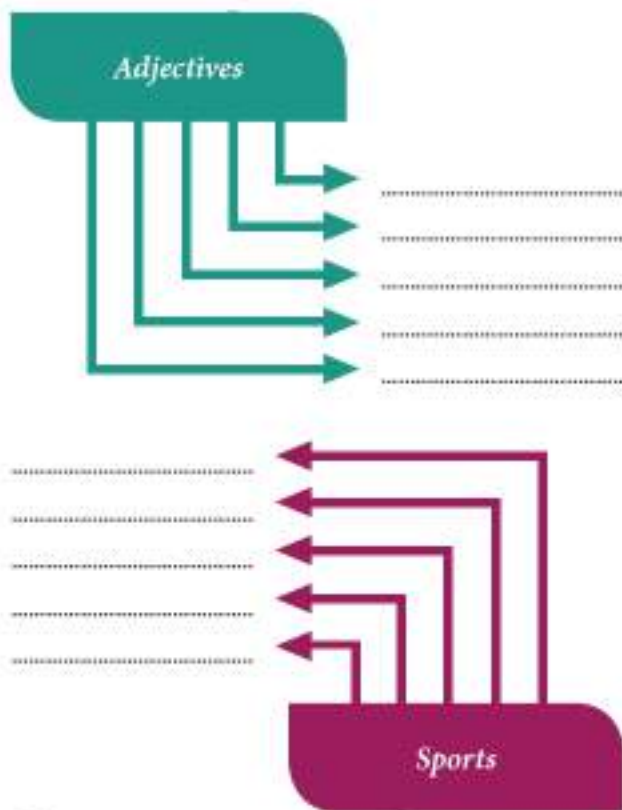


How well can you do these things? Tick (✓) the chart.

I can ...	 Very well	 Well	 A little
<i>follow a discussion and a message about adventures.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>compare sports by giving reasons.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand texts about adventures.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write a paragraph comparing two objects.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

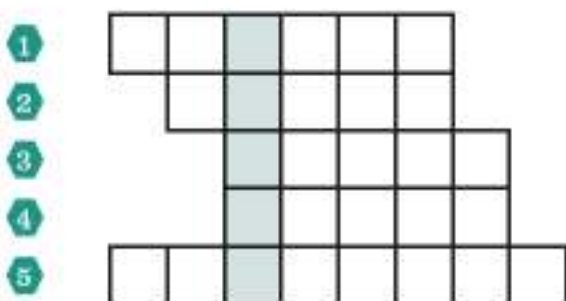
1. Group the words/ phrases.

- Challenging Disappointing Bungee-jumping
 Amusing Caving Canoeing Exciting
 Fascinating Hang-gliding Skateboarding



2. Solve the puzzle.

- 1 not interesting
- 2 a pair of equipment sportsmen need to fly
- 3 a physical activity you regularly do to become more healthy
- 4 an equipment you need for kayaking
- 5 a person doing skydiving



3. Look at the advertisement. Tick (✓) the information you can find in it.



- a. Activity hours
- b. Age range
- c. The exact date
- d. Location
- e. All-inclusive
- f. Transportation



4. Listen to the recording and complete the sentences with a word or phrase.

- 1 Which one do you ¹..... doing on winter holidays?
- 2 I think paragliding is more ²..... than kayaking because it's risky.
- 3 ³..... is jumping out of a plane and opening the parachute to slow down.
- 4 ⁴..... do outdoor sports than indoor sports.
- 5 To me, caving is a mysterious extreme sport so it's ⁵..... interesting than the others.

UNIT 6 | ADDITIONAL ACTIVITIES



Activity 1

Solve the puzzle.



1

...



2

...



3

...



4

...



5

...



6

					—							
...



7

							—							
...



8

						—						
...

Activity 2

Write the preferences according to the chart by using "prefer" or "would rather" and mark your own part.

	Caving	Skateboarding	Mountain biking	Canoeing	Hang-gliding
Lucas		✓	✗		
Ayça	✗			✓	
Furkan	✓				✗
YOU					

-
-
-
-

Activity 3

Look at the jobs. Compare them by using the adjectives.



a teacher



a coal miner



an electrician



a fire fighter



an astronaut



a farmer

Jobs

a teacher a coal miner
 an electrician an astronaut
 a farmer a fire fighter

Adjectives

risky amusing
 extreme fascinating
 stressful challenging

-
-
-
-
-
-
-
-
-
-

UNIT 6 | ADDITIONAL ACTIVITIES



Activity 4

Match the questions with the correct answers. (There is one extra question.)

1. What is this sport?
(...)

(...)

2. What do people need to do it?
(...)

(...)

a. In a track.

3. Where do people do it?
(...)

(...)

4. Why do people prefer it?
(...)

(...)

b. For adrenaline.

c. To reach the finish line.

5. What is the aim of it?
(...)

(...)

6. Is it entertaining?
(...)

(...)

d. A helmet, boots, an armour, gloves, goggles.

e. Motor-racing.



Activity 5

Match the pictures with their definitions. (There is one extra picture.)

(....) a. a type of shoe covering the whole foot and the lower part of the leg

(....) b. a piece of stick helping to move through the water

(....) c. a jacket filled with air to protect you

(....) d. a piece of clothing you wear on the hands

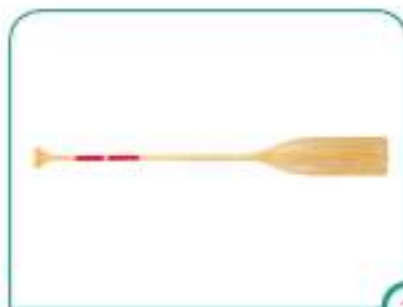
(....) e. a strong and hard hat protecting the head



1



2



3



4



5



6

We are going to learn

- ✓ *describing places.*
- ✓ *expressing preferences.*
- ✓ *giving explanations/reasons.*
- ✓ *making simple comparisons.*
- ✓ *talking about experiences.*

UNIT

7

TOURISM



Warm Up

Write the names of the famous city squares under the pictures. Share them with your classmates.

National Flag Square

Trafalgar Square

Sultanahmet Square

Times Square



Activity 1

Listen to the recording. Tick (✓) the sentences True or False.



Orkhon Inscriptions

- | | True | False |
|--|-----------------------|-----------------------|
| 1 <i>Orkhon Inscriptions are modern monuments.</i> | <input type="radio"/> | <input type="radio"/> |
| 2 <i>They date back to the Göktürks.</i> | <input type="radio"/> | <input type="radio"/> |
| 3 <i>Tuscany is at the countryside in Italy.</i> | <input type="radio"/> | <input type="radio"/> |
| 4 <i>There aren't any historic sites in Tuscany.</i> | <input type="radio"/> | <input type="radio"/> |
| 5 <i>Toronto is a rural city.</i> | <input type="radio"/> | <input type="radio"/> |
| 6 <i>It has a modern architecture.</i> | <input type="radio"/> | <input type="radio"/> |



Tuscany



Toronto



Activity 2

Suppose that you are going on a holiday with your family. What type of places do you prefer? Why? Answer the question by using the phrases.

ancient places

countryside

historic sites

rural places

urban places



I prefer urban places. I think they are fascinating.

L - 2 Lesson



Activity 1

Tick (✓) the tourist attractions you prefer visiting.



Mosques



Caves



Castles



Museums



Activity 2

Read the journal entries. Suppose that you visit both cities. How would you feel?

Left Page:

I have been to the authentic city, Şanlıurfa. It is famous for its stories about the prophets. I have visited historic sites such as Göbeklitepe and Harran Castle. Balıklıgöl, shrines, mosques and caves are worth seeing. I have tried çiğköfte, varieties of kebab and mirra in a sıra night. I have experienced an inner journey with Urfaş mystic atmosphere.

Right Page:

I have visited the historic province, Konya. I have seen Mevlana Mausoleum and Museum, Çatalhöyük, and Karatay Madrasa. You should visit mosques and caravansaries. I have attended the worldwide ceremony, Şeb-i Arûs Celebrations. Moreover, I have eaten etli ekmeğ, tandır kebab and tirit. It is one of the best places for me to relax and refresh.



Activity 3

Read the journal entries again. Answer the following questions.

- 1 What is Şanlıurfa famous for?
- 2 Where can you visit in Şanlıurfa?
- 3 What is the worldwide ceremony in Konya?
- 4 What can you taste in Konya?
- 5 Which city do you prefer visiting? Why?

.....

.....

.....

.....

.....



Activity 4

Where have you been to in Turkey? Express your experiences.

I have been to Ankara. I've visited the Mausoleum of Atatürk, Mogan Lake and Beypazarı.





Activity 1

Study the sentences in the boxes. Work in pairs. Add one more sentence in each box.

Giving Explanations/ Reasons

- I think/ guess/ believe/ suppose it is exciting.
- In my opinion/ to me, it is lovely.
- In my opinion/ to me, it sounds/ looks fascinating.
-

Making Comparisons

- In my opinion/ to me, historical architecture is more beautiful than modern architecture.
- I think/ guess/ believe/ suppose all-inclusive hotels are more attractive than bed and breakfasts.
-

Describing Places

- What do you think about Rome? Did you enjoy your trip?
- It was incredible. It's truly an ancient city and the weather was just perfect. In fact, it is usually warm and sunny in Rome.
-

Expressing Preferences

- Which one do you prefer? Historic sites or the seaside?
- I'd rather visit historic sites because to me, they are usually more interesting.
-

Talking about Experiences

- Have you ever been to ...?
- Yes, I have.
- No, I have not.
- I have been to Side before.
- I have never been to Mardin.
-



Activity 2

Work in pairs. Read the dialogue. Exchange information about tourism and share your favorite tourist attractions by giving details as in the sample dialogue.

- Nazlı** : Hey, Frank! Which one do you prefer?
Countryside or historic sites?
- Frank** : I prefer historic sites. Assos is my favourite one.
I went to Çanakkale to see Assos last summer.
- Nazlı** : What do you think about Çanakkale? How did you find it?
- Frank** : It was incredible. It's truly an ancient city.
- Nazlı** : Where did you visit there?
- Frank** : I visited Assos Ancient City, Çanakkale Martyr's Memorial, Trojan Horse, Çanakkale Clock Tower and Gallipoli Peninsula. I have never seen such a splendid place. To me, everybody should definitely go there.



L-4 Lesson



Activity 1

Match the words/ phrases with the related titles.

- | | | |
|------------------|---------|---|
| 1 accommodation | (.....) | a castle, mosque, palace, lake, museum |
| 2 transportation | (.....) | b south, east, north, west |
| 3 location | (.....) | c all-inclusive resort, bed & breakfast hotel |
| 4 attraction | (.....) | d bus, plane, train, ship, car, bike |



Activity 2

Listen to the recording. Fill in the blanks with the words/ phrases in the box.

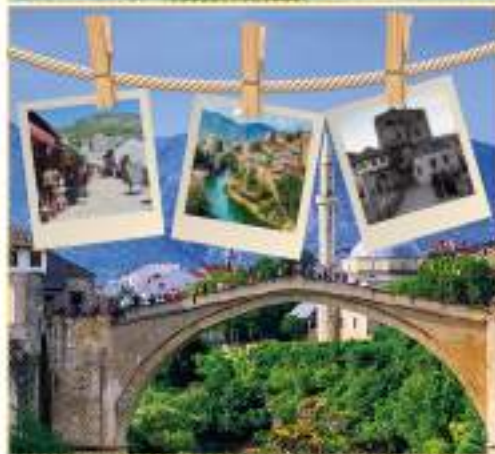
Bosnia and Herzegovina boutique hotels James Bond Island Mostar Bridge plane southern tropical €2000



Phuket Island

Would you like to see the heaven in the world?

- Location : ¹..... province of Thailand
 Accommodation : Bamboo bungalows, all-inclusive five-star hotels
 Transportation : From Istanbul to Phuket by ².....
 Attractions : ³....., Patong Beach and Phi Phi Islands
 The Climate : ⁴.....
 Price : €4.500 per person



Mostar

Let's discover the city of living history!

- Location : South of ¹.....
 Accommodation : ².....
 Transportation : From Antalya Airport to Sarajevo, then from Sarajevo to Mostar by bus
 Attractions : ³....., Karagöz Bey Mosque and Biscevicu Kuca
 The Climate : Mediterranean
 Price : ⁴..... per person



Activity 3

Share your favorite tourist attraction by making simple comparisons as in the sample.



My favorite tourist attraction is Mostar. It has more cultural attractions than Phuket. Moreover, it's cheaper than Phuket. Also, its authentic architecture is more charming.



Activity 1

Scan the brochure. Choose the correct answer.

- Safranbolu is in the northeast of
 - Kastamonu
 - Karabük
 - Kırşehir
- Safranbolu is in World Heritage List.
 - UN
 - UNICEF
 - UNESCO
- Mostly are common in Safranbolu.
 - bed and breakfast pensions
 - all-inclusive hotels
 - incredible resorts



Activity 2

Read the brochure. Where can you stay in Safranbolu?



A City at the Crossroad of History, Culture and Nature

Safranbolu is a touristic town in northeast of Karabük in the Black Sea Region. The old town preserves many historic buildings, fountains, mosques, tombs, Turkish baths and caravansaries dating back to Ottoman Empire. Also, there are ancient settlements, rock tombs and historical bridges in the town. Safranbolu is in UNESCO World Heritage List. Safranbolu has also delicious traditional dishes. You should definitely try Kuyu kebab. Moreover, Safranbolu Turkish delight is as famous as Safranbolu houses. It's easy to find accommodation for every budget in Safranbolu. Mostly, bed and breakfast pensions are common. If you want to touch the living history, you don't need to look for any other places.



Activity 3

Read the brochure again. Write a similar one about your favorite tourist attraction. Use the steps.

- The name of the place
- Its location
- Important tourist attractions
- About traditional dishes
- Accommodations

My favorite tourist attraction is

.....

.....

.....

L-6 Lesson



Activity 1

Go around in the classroom. Ask the questions to two of your friends. Tick (✓) their answers in the chart.

Have you ever visited an island?

Yes, I have.

Have you ever ...

		Names	
	
1	<i>visited an island?</i>		
2	<i>gone on a cruise holiday?</i>		
3	<i>seen any palaces?</i>		
4	<i>travelled with a group?</i>		
5	<i>eaten traditional dishes on a trip?</i>		
6	<i>taken a lot of photos on a trip?</i>		
7	<i>bought any souvenirs on a trip?</i>		
8	<i>visited a museum?</i>		
9	<i>stayed in an all-inclusive hotel?</i>		
10	<i>gone abroad?</i>		



Activity 2

Share the results in the classroom.

My friend has visited an island. ...

A - 7 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Read the interview. Prepare a travel plan by using maps and pictures to compare each destinations.



- Esra : What type of holiday do you prefer?
 Rose : Let me think. I prefer historical holiday. It's more interesting. In Antalya, Phaselis is my favorite touristic destination.
 Esra : What about you İlknur?
 İlknur : Hmmm. I'd rather have cultural holiday than historic holiday. It's more fascinating for me. Hatay is famous for its cultural wealth so I enjoy spending my holiday there.
 Esra : What's your opinion, Tuğba?
 Tuğba : I'm interested in natural beauties. So, I prefer going to Rize to relax and refresh.
 Esra : Let's prepare a travel plan. First, we're going to Phaselis by car, then we're directing our route to Hatay by plane. Lastly, we're visiting Rize by bus. Let's enjoy our holiday.

S - 7 Self-assessment



How well can you do these things? Tick (✓) the chart.

I can ...			
	Very well	Well	A little
<i>understand specific information from oral texts.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express preferences and comparisons for tourist attractions.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>find specific information from texts about tourism.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>design a brochure about tourist attractions.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Match the words with the pictures. (There are two extra words.)

- square fountain castle lake
urban rural bridge mountain



1.

2.



3.

4.



5.

6.

2. Put the sentences into the correct order.

- a. After that, we travelled to see the great migration of wildebeest and zebra.
- b. We joined a safari in Serengeti National Park, Tanzania.
- c. Firstly, our tour guide informed us about the place, ecosystem and the wild life of the National Park.
- d. We departed that place with unforgettable memories at the end of the day.
- e. Last year, I spent a month in Africa with my friend.

3. Find the missing letters.

1	T	...	U	R	...	S	...	
2	...	R	...	P				
3	S	...	A	S	...	D	...	
4	...	S	L	...	N	...		
5	H	...	S	...	...	R	I	...
6	P	R	O	...	I	...	C	...
7	...	O	L	I	D	...	Y	
8	F	...	M	...	U	S		

4. Read the texts. Which questions don't have their answers? Tick (✓) them.



Peter

I have been to Edinburgh, the capital of Scotland. It's famous for its architecture. Edinburgh Castle is an amazing tourist attraction. There are different means of transportation. I preferred train to see the landscape. I stayed five days in a pansion.

David

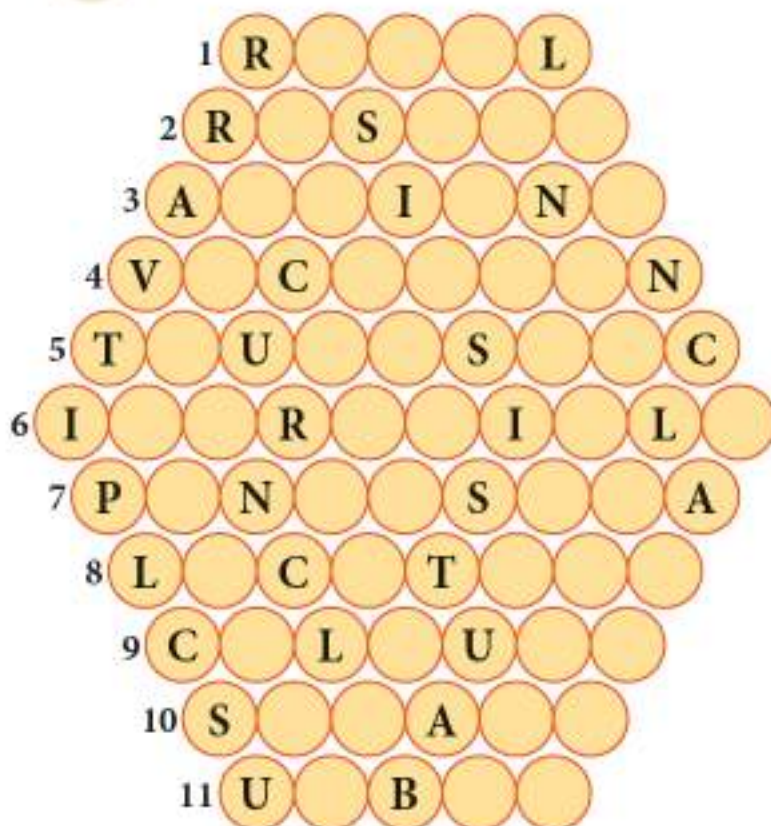
I have been to Cairo, the capital of Egypt. The pyramids are the landmark of the city. They attract many tourists. There are many historical hotels and I stayed in one of them for two weeks.

- 1. What is the climate?
- 2. What is the price of the tour?
- 3. Where did they stay?
- 4. Who did they go with?
- 5. What did they taste?
- 6. What are the tourist attractions of the cities?
- 7. Who visited these cities?



Activity 1

Solve the puzzle.



1. open areas with few buildings or people, country side
2. people generally go there for relaxation or pleasure
3. old-fashioned or antique
4. freedom or release from duty, business, or activity
5. to relate to a tour, tourism, or tourist
6. hard to believe, unbelievable
7. a piece of land nearly surrounded by water
8. a place or situation occupied
9. the way of life, the general customs and beliefs
10. an open area or plaza in a city or a town generally formed by the meeting
11. to relate to a city or a town



Activity 2

Listen to the recording and complete the dialogue with a word or phrase. Then, act it out.

Tekin : Where did you go on your summer ¹.....?

Sandra : I went to İstanbul, Turkey.

Tekin : Really? How was it?

Sandra : It was wonderful! The scenery was ²..... and the weather was great!

Tekin : How long did you stay there?

Sandra : I stayed there for about ³.....

Tekin : Where did you stay?

Sandra : I stayed at a ⁴..... hotel.

Tekin : What did you do there?

Sandra : Well, I ⁵..... a boat tour in the Bosphorus. I visited Topkapı and Yıldız Palaces, Blue Mosque, Hagia Sophia and Grand Bazaar. I ate fried fish sandwich in Eminönü. I also ⁶..... lots of photographs.



Activity 3

Match the questions with their answers. (There is one extra answer.)

1. Which one do you prefer? All-inclusive or bed and breakfast hotels? (...)

a. Bed and breakfast.

b. By plane or by boat.

2. What is the weather like in Santorini? (...)

3. What are the tourist attractions in México City? (...)

c. I think it's a magnificent city.

d. In hotels and guesthouses.

4. How can I go to Ibiza? (...)

5. What do you think about Barcelona? (...)

f. Centro Histórico, Frida Kahlo Museum and Gran Templo de México.

g. It's hot.



Activity 4

Put the words/ phrases into the correct order.

1. Italy / is / Venice / of / in the northeast / .
.....

2. Venice / Gondolas / are / the symbol / of / .
.....

3. popular / is / Venice / Why / ?
.....

4. the weather / in / What / is / Venice / like / ?
.....

5. you / What / in / can / Venice / do / ?
.....



UNIT 7 | ADDITIONAL ACTIVITIES



Activity 5

Here are eight of the World Heritages in Turkey. Look at the map and the pictures. Write your preferences. State your personal opinions and make simple comparisons.



Selimiye Mosque and its Social Complex

City of Safranbolu

Archaeological Site of Ani

Archaeological Site of Troy



Göreme National Park and the Rock Sites of Cappadocia

Ephesus

Nemrut Mountain

Xanthos-Letoon

1.
2.
3.
4.
5.
6.
7.
8.

UNIT

8

CHORES

We are going to learn

- ✓ *expressing likes and dislikes.*
- ✓ *expressing obligation.*
- ✓ *expressing responsibilities.*



Warm Up

Match the halves and make phrases. Share them with your classmates.

- | | | |
|---------------|---------|----------------------|
| 1 clean up | (.....) | a the dishwasher |
| 2 do | (.....) | b the bed |
| 3 load/ empty | (.....) | c the dishes |
| 4 make | (.....) | d the chores |
| 5 set | (.....) | e the table |
| 6 take out | (.....) | f the house |
| 7 wash/ dry | (.....) | g the garbage/ trash |



Activity 1

Listen to the recording. Circle the correct words/ phrases.

- Burak is responsible for cooking dinner/ setting the table.
- Burak's wife Ilknur always washes the dishes / does laundry at the weekends.
- Binnur always irons / cleans up the house.
- Binnur's husband is responsible for emptying the dishwasher / taking out the trash.
- Levent likes vacuuming the floor / ironing.
- Rebecca and his brother make their beds / do chores every morning.



Activity 2

What are your obligations? Which obligations do you like/ dislike doing? Share them with your classmates.



I must take out the garbage, set the table, clean up my room and feed my dog. Well, I like feeding my dog, but I dislike taking out the garbage.

L - 2 Lesson



Activity 1

Scan Hülya's diary. Answer the following questions.

- 1 What is the name of the Feast?
- 2 How many people are there in Hülya's family?
- 3 What is the date of the festival?



Activity 2

Read Hülya's diary. Compare the preparations in Hülya's house with the ones in your house.

19th August Sunday

Today is Sacrifice Feast Eve. We have lots of things to do. All of our relatives are coming for dinner. I'm responsible for vacuuming and mopping the floor. Moreover, I look after my little sister, Ayşe. They may seem hard, but not for me, because I like doing them. My elder brother, Ege, is responsible for watering the plants and sweeping the leaves in the garden. He doesn't like his duties because he thinks they are difficult and boring. My mom, Huriye, is responsible for hanging out the clothes and ironing. Ayşe doesn't have many chores because she is only five. But she sometimes helps my mum in the kitchen and feeds the cat. She really enjoys them. My father, Hüseyin, is responsible for cooking and going shopping. We must share our responsibilities as a family because it makes our life easier.

20th August Monday

Yesterday we were tired but we finished all the housework. Today is Sacrifice Feast. We are all in the kitchen now. I'm making a salad, my father is cooking some meat, my mother is making desserts and Ege is setting the table. Ayşe is helping us, too. We are very happy and ready for welcoming our guests. The doorbell is ringing now, I have to go. I will continue to write before sleeping. Bye for now...



Activity 3

Read the diary again. Choose the correct answers.

- | | | | |
|--|-----------|----------|-----------|
| 1 is responsible for doing outdoor tasks. | a Hülya | b Ege | c Huriye |
| 2 Feeding the cat is 's responsibility. | a Huriye | b Hülya | c Ayşe |
| 3 prepares the dishes at home. | a Huriye | b Ayşe | c Hüseyin |
| 4 Taking care of the little sister is 's duty. | a Hülya | b Huriye | c Ege |
| 5 is responsible for doing the ironing. | a Hüseyin | b Huriye | c Hülya |



Activity 1

Study the sentences in the boxes. Work in pairs. Add one more example in each box.

Expressing Responsibilities

- I'm responsible for cooking dinner.
- S/he is in charge of taking out the garbage.
- Don't you think it is necessary to tidy up your room?
- It's time to do the laundry.
-

Expressing Obligation

- Do you have to help your parents in housework?
- Well, I must help my parents to set the table.
- I must help my brother to do his homework.
- We must respect the elder people/ each other.
- My brother has to respect my rights.
-

Expressing Likes and Dislikes

- I like it when we share household chores at home.
- I don't like it when my friends ask too many questions.
-

School Rules

- Keep your desk tidy and neat.
- Raise your hand to speak.
- Arrive on time.
- Don't run in the corridors.
-



Library Rules

- Return books on time.
- Keep quiet.
- Don't eat or drink.
- Don't disturb others.
-



Activity 2

Work in pairs. Read the dialogue and act out your own dialogue in the classroom.

- Rachel : What are your responsibilities at home?
- Tolga : I'm in charge of making my bed, emptying the dishwasher and setting the table.
- Rachel : What are your duties at school?
- Tolga : I have to arrive at school on time, work hard and do my best. Are you a responsible person?
- Rachel : Of course. I mop the floor, dust the furniture and tidy up my room. Also, I like helping my parents.



L-4 Lesson



Activity 1

Tick (✓) the chores you like doing.

- dusting the shelves vacuuming mopping doing shopping
 washing the dishes ironing cooking taking out the garbage



Activity 2

Listen to the recording. Fill in the blanks with the words/ phrases in the box.

- | | | | |
|---------|------------------------|------------------|--------------------|
| cooking | do grocery shopping | dust the shelves | ironing |
| mopping | taking out the garbage | vacuuming | washing the dishes |

Charles : What do you like doing as a chore, William?

William : Hmmm, I like doing laundry and

1.....

However, I dislike 2..... and we don't have any dishwasher. So, would you like to be responsible for?

Charles : Yes, it is OK for me. Everyone must tidy up his own room. I like 3..... and setting the

table, but I hate 4..... What about doing this?

William : Yeah! I do it in the evenings. Do you like 5..... the floor?

Charles : Yes, I do.

William : How about 6..... the floor?

Charles : Oh, no, I hate it. Can you do it, please? I'll make a cake every weekend instead of it.

William : That's all right. It is worth eating a piece of cake. We have furniture so we have to 7..... I think we can do it in turn. Moreover, I prepare shopping list and 8.....

Charles : That's great. Paying the bills falls to me. So, we have shared all the chores. I hope we'll keep our promises. So, we can live in a clean and peaceful flat.

William : I hope so.



Activity 3

Suppose that you live in a flat with one of your classmates. Share your responsibilities by expressing your dislikes and feelings.



I don't like being in the kitchen. So, I want to do shopping instead of cooking. Also, I hate vacuuming. I prefer loading the dishwasher. What about you?



Well, I like cooking. So, I can do it. I prefer emptying the dishwasher and vacuuming the floor. At the same time, you can dust the furniture.



Activity 1

Work in pairs. Brainstorm about your responsibilities at your school. Fill in the mind map with your ideas.



Activity 2

Read the journal entry. Who cleans classrooms in Japan?

www...

WORLD EDUCATION NEWS

Turkey, Tuesday, March, 12, 2019
Special Edition
Issue 89002300

Japanese Small Hands at Cleaning

There is an old school tradition in Japan. Japanese students clean their own classrooms by themselves instead of a janitor. The Japanese think it is very important for moral responsibility. Students take off their shoes when they enter their schools and wear slippers to keep their classrooms clean. They sweep the leaves in the garden, dust the shelves and take out the trash. All students share duties and do it periodically. They learn to respect themselves and the others. They keep their schools clean as their houses. If a student leaves his/ her desk dirty, the student on duty warns him/ her to clean the desk. In time, these responsibilities become a habit. This affects students' characteristic features and get them ready for the real world.





Activity 3

Read the journal entry again. Answer the following questions.

- 1 Why do Japanese students clean their school on their own?
- 2 Why is students' cleaning task at their schools important?
- 3 What do Japanese students wear instead of shoes at their schools?
- 4 What happens if a student leaves a rubbish in the classroom?
- 5 How does being responsible affect the character?

L-6 Lesson



Activity 1

Put the letters into the correct order. Complete the poem.

Everybody Has Duties

My mom, my dad, my¹ (borhiter)
 And I've got a sister
 We live² (hypliay) together
 Because everybody³ (hylse) each other
 My responsibilities are⁴ (reagt)
 Taking out the garbage,⁵ (mgaikn) the bed
 I mustn't forget⁶ (fgenide) our cat
 Setting the table, loading the⁷ (drsihewhisa)
 I help my⁸ (flayim) forever
 Watering the plants,⁹ (digustn) the shelves
 Feeling good with these tasks
 Making project,¹⁰ (ritunernq) books
 Doing¹¹ (hekvromo), studying English course
 These are my school¹² (esoreh)
 When I do all of them
 My parents call me a superman!



Activity 2

Listen and check the poem.



Activity 3

Write a short poem about your feelings and responsibilities. Read your poem in the class.

A - 8 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Write a short paragraph explaining the responsibilities of your family members.

Hi! My name is Zeynepsu. I'm fifteen years old. I have got a brother. In our family, everybody has responsibilities. I'm responsible for loading and emptying the dishwasher. When I have enough time, I help my mom to take care of my brother. Also, tidying up the house is my responsibility.



His name is Mehmet. He is my father. He is a teacher. My father is responsible for cleaning up the house and ironing the clothes. Dusting the shelves is also his responsibility. He really helps my mom.



Her name is Hale. She is my mother. She works in a bank and she is very busy all day. We do our best to help her. She is generally responsible for cooking and shopping. Laundry is also her responsibility.



Mustafa is my brother. He is nine years old. He also helps us. He knows his duties. Taking out the garbage and setting the table are his tasks. My parents want him to keep his room clean.



S - 8 Self-assessment



How well can you do these things? Tick (✓) the chart.

I can ...			
	Very well	Well	A little
<i>understand obligations, likes and dislikes in oral texts.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express responsibilities, likes and dislikes.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand texts about responsibilities.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write a poem about feelings and responsibilities.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Circle the correct words/ phrases.

- 1 My brother likes washing / watering the plants every weekend.
- 2 I mustn't forget to take out / hang on the trash.
- 3 My little sister dusts / mops the shelves.
- 4 Tidying up / loading the toys is a good responsibility for the children.
- 5 I usually make / set the table because I like decorating it.

2. Look at the chart. Write "T" or "F" in brackets.

	Rita	Cüneyt	Dorothy	İsmail	Birsu
Cleaning up the bathroom	✓		✓		✓
Doing the laundry			✓	✓	
Feeding the dog		✓			✓
Mopping the floor		✓		✓	
Dusting the furniture	✓				✓

- 1 Dorothy is responsible for the dog. ()
- 2 Dusting the furniture is Cüneyt's task. ()
- 3 İsmail and Dorothy are responsible for doing the laundry. ()
- 4 Rita cleans up the bathroom, but Dorothy doesn't. ()
- 5 Mopping the floor is both Cüneyt's and İsmail's duties. ()



3. Put the sentences into the correct order.

- a. He is good at grilling a steak.
- b. Generally cooking is mothers' responsibility. Is this the same in your family?
- c. What other chores does your father help in your house?
- d. Not exactly. My father cooks delicious meals.
- e. Really? Which meal does he cook the best?
- f. He also irons the clothes.

4. Look at the pictures. Solve the puzzle.

1 the meals

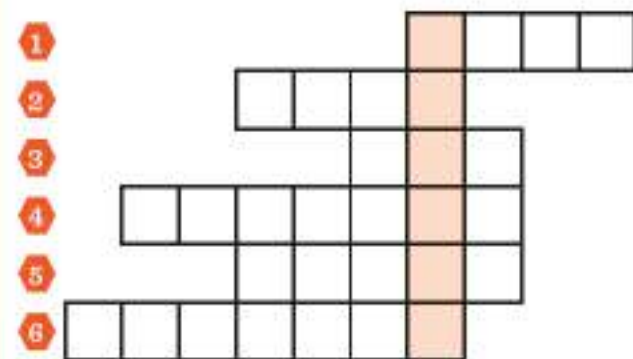
2 the dishes

3 the floor

4 do the

5 the plant

6 Iron the



UNIT 8 | ADDITIONAL ACTIVITIES



Activity 1

Find the chores and match them with the pictures. (There are two extra pictures.)



1



2



3



4



5

Set the table
Feed the dog
Dust the shelves



6

Wash the



7

dishes
Cook the meals
MAKE THE



8

BED
vacuum the
floor
HANG OUT



9

THE LAUNDRY
Load the
dishwasher
Water
the plants
Take out
the garbage
Do
shopping



10



11



12



13



14



Activity 2

Listen to the recording and complete the dialogue with a word or phrase. Then, act it out.

Recep: Brian, What do you think about having ¹..... in your family? I find them very boring.

Brian : I think it's great. It makes our lives easier. For example, my father always does shopping and ²..... the house. My mother works hard so she needs our help. She cooks and ³..... the dishwasher. My elder sister ⁴..... the clothes and irons them. Finally, I ⁵..... the table in the evenings.

Recep: Wow! From now on, I start to help my family. I'm sure that I feel great with my duties. Thanks!



Activity 3

Match the pictures with the speech bubbles. (There are two extra pictures.)



a

İlker



c

Hande



e

Gözde



g

Muhammed



i

Martha

1. I'm responsible for taking my dog, Maylo, for a walk. (...)

3. I'm responsible for dusting the shelves. (...)

2. Watering the plants is my task. (...)

4. Hanging out the clothes is my responsibility. (...)

5. Cleaning the windows is my duty. (...)

6. I'm responsible for taking out the garbage. (...)

7. I'm responsible for doing the grocery shopping once a week. (...)

8. My task is washing the car every weekend. (...)



b

Jim



d

Sena



f

Orhan



h

Clark



j

Bilge

UNIT 8 | ADDITIONAL ACTIVITIES



Activity 4

Match the questions with the correct answers. (There is an extra question.)

1. Which task do you find enjoyable?
(...)

2. Who waters the plants regularly in your family?
(...)

a. My teacher wants us to do our homework and give our projects on time.

3. Whose responsibility is doing shopping?
(...)

4. What are your duties?
(...)

b. Yes. Aslı is 6 years old. But she sets the table and tidies her toys.

c. I have fun when I take my dog for a walk.

5. Does your sister have any obligations?
(...)

6. What are the school chores you have?
(...)

d. Not exactly. My father is a chef. He really cooks delicious meals.

e. It's my mother's responsibility.

7. Generally cooking is mothers' responsibility. Is this the same in your family?
(...)

f. My brother likes playing with water. Also, he has a special interest in plants.



Activity 5

Put the words/ phrases into the correct order.

1. my dog / I / for a walk / take / every morning / .
.....

2. vacuuming / My mother / responsible for / the floor / is / .
.....

3. the books / Our school library / us / wants / on time / to return / .
.....

4. always / shopping / My father / does / .
.....

5. is / the clothes / duty / hanging out / My brother's / .
.....

6. responsibility / is / your / What / at home / ?
.....

7. waters / My little sister / every weekend / the plants / .
.....

We are going to learn

- ✓ *describing places.*
- ✓ *expressing preferences.*
- ✓ *giving explanations/reasons.*
- ✓ *making simple comparisons.*
- ✓ *talking about experiences.*

UNIT

9

SCIENCE

L-1 Lesson



Warm Up

Match the fields of science with well-known people. Share them with your classmates.

Electrical Engineering

Geometry

Mechanical Engineering

Medicine



Fatih Sultan Mehmet



Mustafa Kemal Atatürk



Louis Pasteur



Nikola Tesla



Activity 1

Listen to the recording. Tick (✓) what they invented/ discovered.

		Ez-Zehravi	Isaac Newton	Edward Jenner	Louis Pasteur	Akşemseddin
1	microbe					
2	rabies vaccine					
3	laws of gravity					
4	catgut					
5	smallpox vaccination					



Activity 2

Look at the inventions. Share your ideas about these scientific achievements. Which one/ ones changed the world the most?

compass

printing press

steam engine

tyre



I think compass changed the world the most. It helped people to explore new lands. Moreover, it's the first version of navigation systems.

L - 2 Lesson



Activity 1

Tick (✓) the scientists you know.



Oktay Sinanoğlu



Halil İnalcık



İlayda Şamilgil



Cahit Arf



Activity 2

Read the texts. Suppose that you are a scientist. Which cure would you like to find?

Aziz Sancar was born in Savur, Mardin in 1946. He is a renowned Turkish academician, biochemist, molecular biologist and scientist. He is doing some researches on cancer, too. His specialty is DNA repair, checkpoints and circadian clock. He is the first Turkish scientist who is selected to National Center for Science Education in the USA. Thanks to his researches of DNA repair, he got the Nobel Prize in Chemistry in 2015. Now, he is the co-founder of the Aziz & Gwen Sancar Foundation to promote Turkish culture and to support Turkish students in the United States.



Canan Dağdeviren was born in İstanbul in 1985. She is a physics engineer. She is the first Turkish woman academician who is selected to Junior Fellow of Harvard. She invented a wearable heart chip working battery free. Also, she succeeded to develop a device diagnosing skin cancer. Moreover, she takes part in the list of Forbes, a global media company, at the age of 30 and below scientists. Now, she's conducting her scientific research at Massachusetts Institution of Technology (MIT), in the USA.



Activity 3

Read the texts again. Answer the following questions.

- 1 Why did Aziz Sancar get the Nobel Prize?
- 2 What is the aim of his Foundation?
- 3 What did Canan Dağdeviren invent?
- 4 What is she doing now?
- 5 What is their common feature?



Activity 4

Write a short paragraph about other scientific achievements by describing them.

There are many other scientific achievements.

.....

.....

.....



Activity 1

Study the sentences in the boxes. Work in pairs. Add one more sentence in each box.

Describing the Actions Happening Currently

- My brother and his friends are preparing a science project nowadays. They are doing some research in the library.
- What are you doing in these days/ currently?
 - Currently, I am doing experiments at the school lab.
 - Really? Pay attention to the lab safety because test tubes may explode.
 -

Talking about Past Events

- Scientific achievements of the past century changed the world. For example, Archimedes invented the water screw. Researchers found some new fossils, and now they are working on them in the labs. Newton discovered the gravity of the matter and now scientists are exploring the solar gravity.
-



Activity 2

Study the words in the boxes.

CONFUSED WORDS

Discover (v) :

- Who discovered America?

Discovery (n) :

- Scientists announced the discovery of a new species of plants.

Discoverer (n) :

- Marie Curie is the discoverer of the radium.

Invent (v) :

- Who invented the car?

Invention (n) :

- Our daily life changed with the invention of smart phones.

Inventor (n) :

- Guglielmo Marconi is the inventor of the radio.



Activity 3

Work in pairs. Discuss scientific achievements. Act it out in the class.

Büşra : What's the most important scientific achievement for you?

Matthew : I think the discovery of water on Mars is the most important one. It shows that life is possible on another planet. Well, what's your idea about that?

Büşra : I think the invention of tyre is the most important scientific achievement. Think about the history. It improved transportation. So, people could travel easily.



L - 4 Lesson



Activity 1

Answer the following questions.

- 1 What does inventor mean?
- 2 Who are the inventors you know?
- 3 Who are the women inventors you know?



Activity 2

Listen to the recording. Circle the correct words.

Women Inventors in History

When we think about an inventor, we tell the names such as Edison, Graham Bell etc. What is their common feature? They are all males. However, there are also successful women inventors. They have invented very important devices that make our lives easier. Here are some of them:

Josephine Cochrane: Dishwasher

Josephine was a rich / poor woman and liked inviting people for dinners. Her housemaid continuously washed / broke the valuable porcelains. Therefore, she got angry with her housemaid, then she decided to invent a machine to wash the dishes fast. Moreover, it didn't break the porcelains. She made / designed the first dishwasher.



Dr. Grace Hopper: IBM Harvard Mark 1

Dr. Grace Hopper is known / famous as "mother of computer". After the World War II, she searched to develop the first well-equipped computer named IBM Harvard Mark 1. She got several awards / prizes.



Rachel Zimmerman Brachman: "Blissymbol" Software

Rachel invented the "Blissymbol Printer" in 1984 when she was only 12 / 20 years old. "Blissymbol Printer" makes the technology / communication easy for users with physical disabilities. The user chooses various Blissymbols to convey his or her thoughts, then the printer translates those images into the written text.



Dr. Patricia Bath: Laserphaco Probe

Dr. Patricia Bath was the first African-American female doctor receiving a patent for a medical purpose. She invented a medical tool / device. It dissolves the cataract with a laser quickly / slowly and nearly painlessly. It is used internationally / nationally to cure the disease.



Activity 3

Work in pairs. Talk about scientific actions happening currently and in the past.



What was the scientific action in the past you know?

What about currently?

Marie Curie discovered the radium.

İlayda Şamilgil is doing some researches about space at NASA.





Activity 1

How do you follow scientific developments. Tick (✓) your answers.



The Internet



News



Documentary



Science Magazine



Activity 2

Read the texts. What do you want to invent for the disabled to make their life easier?



Şehri Sude Kahraman is a student in Niğde. She came second in the competition of "Geleceğin Mucitleri". Her Project name is Bass Ton. She developed it for sight-disabled people. She inserted a sound system into a walking stick. In this system, there are electronic chips on the road side walls of buildings. When sight-disabled person walks on the road, s/he raises the walking stick and it tells the names of buildings such as hospitals, banks, pharmacies, government offices etc. It really makes their life easier.



Efe Inan lives in Antalya. He developed a portable wheel chair for paraplegic people. This wheel chair moves with mental capacity. It has a headdress and it gets signals from certain neurones. So, the signals drive the wheel chair back and forth. This machine has 6 motors and a battery. With this project, paraplegic people spend their lives without needing any help. In the future, Efe will develop his invention and this invention will be a great hope for thousands of paraplegic people.



Activity 3

Read the texts again. Complete the sentences.

- Ş. Sude Kahraman came in the competition of "Geleceğin Mucitleri".
- is a stick with a system of electronic chips.
- The stick makes the lives of people easier.
- developed stable wheel chair.
- This machine has motors and battery.
- His invention is useful for people.



Activity 4

What are the current scientific actions/ achievements you know? Share them with your classmates.

Two students from Manisa developed a system. It swings the sweet basil. So it gives off a special smell. This smell keeps the mosquitos away. This invention is eco-friendly and healthy.



L - 6 Lesson



Activity 1

Tick (✓) the sentences you like doing about science.

I like ...	Tick
1 watching science videos.	
2 reading science magazines.	
3 creating devices to make my daily life easier.	
4 doing experiments in labs.	
5 observing scientific actions.	
6 visiting science museums.	
7 modeling science achievements.	
8 going to libraries to find out information about science.	
9 following scientific achievements.	
10 searching about scientists.	
11 discussing about scientific achievements with my friends.	
12 evaluating scientific results.	
13 examining cells under the microscope.	
14 explaining cause and effect relationship.	

SCIENCE



Evaluation

- 1 - 4 You have little interest in science.
- 5 - 9 You are interested in science.
- 10 - 14 Great! You're a real science worm.



Activity 2

Share the results in the classroom.

According to the results,
I'm interested in science. ...

A - 9 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit.



Do Your Best!

Prepare a poster about scientific inventions/ discoveries as in the sample.



S - 9 Self-assessment



How well can you do these things? Tick (✓) the chart.

I can ...			
	Very well	Well	A little
<i>understand key information in oral texts about science.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express scientific achievements happening currently and in the past.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand texts about actions happening currently and in the past.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write scientific achievements in a paragraph.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Match the words with the pictures. (There are two extra words.)

fossil microscope test tubes cell high-tech devices lab DNA solar panel



1
.....



2
.....



3
.....



4
.....



5
.....



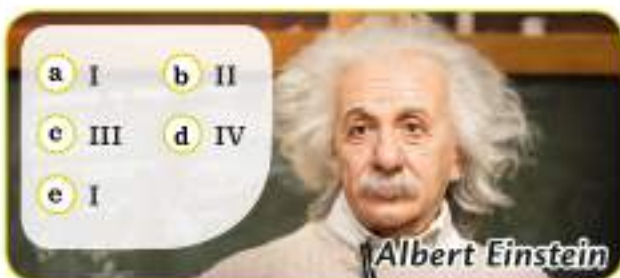
6
.....

2. Find the missing letters.

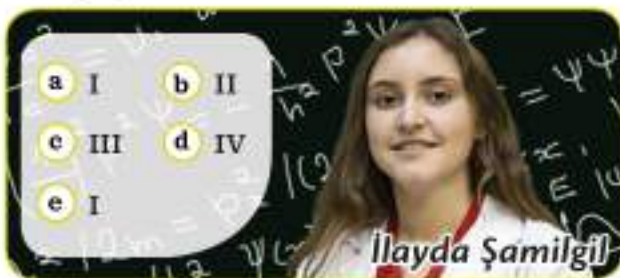
1	P	R	...	C	...	S	...		
2	...	I	...	C	O	...	E	R	
3	...	E	V	...	L	...	P		
4	I	...	V	E	...	T			
5	...	C	...	E	N	...	I	F	...
6	E	...	P	...	O	...	E		
7	...	X	P	...	O	R	...		
8	G	...	...	I	...	S			

3. Read the texts. Find odd sentence for each text.

(I) Albert Einstein was born in 1879 in Germany. (II) He formulated his ground-breaking Theory of Relativity. (III) His father founded an electricity engineering company. (IV) He got the Nobel Prize in physics after 16 years of the Theory. (V) He died in 1955, at the age of 76.



(I) İlayda Şamilgil was a 12th grade student when she got a prize with her project. (II) She graduated from a private high-school in İstanbul. (III) The name of the prize is "The first step to Nobel Prize in Physics." (IV) Her project outdistanced five thousand projects from seventy countries. (V) As a result of her success, she got an invitation from NASA for Mars project.



4. Match the halves to make a phrase. (There is one extra word.)

- | | | |
|--------------|-----|-----------------|
| 1 do | () | a in a lab |
| 2 space | () | b achievements |
| 3 invent | () | c solar gravity |
| 4 scientific | () | d an experiment |
| 5 get | () | e travel |
| 6 find | () | f a prize |
| 7 work | () | g new fossils |
| 8 explore | () | |

UNIT 9 | ADDITIONAL ACTIVITIES



Activity 1
Solve the puzzle.

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

a	...	...	...	...		b	...	...	...	...	—	...	...	...	...
c	...	...	...	...	...	...	...	...	...	...	...		d	...	...	...
e	...	...	...	...	...	...	...	...	...	...		f	...	...	...	...
g	...	...	...	...	...	...		h	...	...	...	...	—	...	...	...	...
i	...	...	...	...	...	...	...		j	...	...	...	...	...	...	...
k	...	...	...	...	...	...		l	...	...	...	...	...	...	...



Activity 2
Listen to the recording and complete the sentences with a word or phrase.

- Especially teenagers are using devices like smartphones.
- Doctors are trying to find a for cancer.
- The chemist is heating the
- Scientists do experiments on cells in
- are the smallest units of living structures.
- A. Einstein is a well-known
- Edward Jenner is famous for the discovery of the smallpox



Activity 3

Match the pictures with the speech bubbles. (There are two extra pictures.)



a

Uğur



b

Şerife



c

Nick



d

Donna

1 I'm taking notes of the experiment results. (...)

2 I'm operating the machine. (...)

3 I'm viewing some soil samples under the microscope. (...)

4 I'm doing a research on the Internet for my science project. (...)

5 I'm looking for some fossils in the excavation area. (...)

6 I'm looking into the sky through a telescope. (...)



e

Fred



f

Marry



g

Kevin



h

Ayşe



Activity 4

Put the words/ phrases into the correct order.

1. Is / the dishwasher / Josephine Cochrane / The inventor of / .

.....

2. the law / discovered / Isaac Newton / of gravity / .

.....

3. Akşemseddin / microbe / The discovery of / belongs to / .

.....

4. Inventor / Is / Rachel Zimmerman Brachman / The Blyssymbol Software's / .

.....

5. Inventor / Havan ball gun's / Fatih Sultan Mehmet / is / .

.....



Activity 5

Read the texts. Answer the following questions.

Prof. Dr. Oktay Sinanoğlu was born in 1935 in Italy where his father was a consular official. He became the youngest professor in the world when he was at the age of 28. He was internationally known as "The Turkish Einstein". He developed a theory of the electronic structure of molecules. He had some studies on Turkish language, too. He was a scientist, a chemist, a molecular, a biophysicist and a biochemist. He died in 2015 in the USA.



1. When was Oktay Sinanoğlu born?
2. Where was he born?
3. When did he become a professor?
4. What is he called all around the world?
5. Did he have any studies on Turkish language?
6. When did he die?

1.
2.
3.
4.
5.
6.



Prof. Dr. Stephen William Hawking (1942-2018) was a British scientist, physicist, cosmologist, theorist and writer. He became one of the most brilliant theoretical physicists after Einstein. He was diagnosed with ALS, a form of motor neurone disease, in 1963. Although he was wheelchair bound and dependent on a computerised voice system for communication, he could go on conducting his researches. He had many honorary degrees.

1. When did Stephen William Hawking die?
2. What was his nationality?
3. What were his professions?
4. What is ALS?
5. Did he give up his researches?
6. Did he have any honorary degrees?

1.
2.
3.
4.
5.
6.

We are going to learn

- ✓ *making predictions about future.*
- ✓ *giving reasons and results.*

UNIT

10

NATURAL FORCES

UNIT 10 | NATURAL FORCES

L-1 Lesson



Warm Up

Tick (✓) the natural forces occurring in your country. Share them with your classmates.



1. Volcano



2. Earthquake



3. Tornado



4. Landslide



Activity 1

Listen to the recording. Write the numbers of the natural forces in each pin on the map.

1 Drought

2 Hurricane

3 Earthquake

4 Tsunami

5 Landslide

6 Volcano



Activity 2

What are your predictions about natural forces and disasters? Support your predictions by giving reasons and results.



I think there'll be erosion because we destroy forests. So many animals and plants will extinct in the future.

L - 2 Lesson



Activity 1

Answer the following questions.

- 1 What is global warming?
- 2 What are the reasons of it?
- 3 What are the results of it?



Activity 2

Read the blog. What are the effects of global warming on animals?

WWW...

Main Menu

- Profile
- Locations
- Messages
- Favorites
- Setting
- Sign Out

HOME
MY BLOGS
ABOUT ME
Search

Stop Global Warming!



The planet is heating up fast. This causes some results such as melting of glaciers, rising sea levels, decreasing of rainforests and extinction of some animals. It is clear that humans have caused it by releasing heat-trapping gases. As a result of this, the Earth's climate has changed. This means more extreme weather conditions, more intense storms, and more rain. The living suffer from global warming because they can't adapt it.

❤️ 16
💬 25
👤 14






Activity 3

Read the blog again. Tick (✓) the sentences True or False.

		True	False
1	<i>The planet is cooling down.</i>	<input type="radio"/>	<input type="radio"/>
2	<i>Glaciers are melting.</i>	<input type="radio"/>	<input type="radio"/>
3	<i>Some animals are becoming extinct.</i>	<input type="radio"/>	<input type="radio"/>
4	<i>Animals have caused global warming.</i>	<input type="radio"/>	<input type="radio"/>
5	<i>The Earth's climate is the same as in the past.</i>	<input type="radio"/>	<input type="radio"/>



Activity 1

Study the sentences in the box. Work in pairs. Add one more sentence in it.

Making Predictions about Future (Giving Reasons and Results)

- I think we will have water shortage in the future because we waste too much water. So we should/ must stop wasting water sources.
- I think there will be serious droughts. So schools should educate students to use less water.
- Do you think there will be a water shortage?
 - Yes. There won't be enough water.
 - No. There will be a lot of rain in the future.
-



Activity 2

Work in pairs. Read the dialogue. Find a topic and make a dialogue about natural forces and disasters. Share your reasons and results to support your predictions.

Ash : Listen to the news! The Amazon Forests are under a great risk. Nearly 60% of them will disappear by 2030 because people cause an enormous destruction in this area. Moreover, climate change because of global warming has negative effects on these forests.

Betty : What do you mean?

Ash : These trees provide oxygen for us. There won't be a life without photosynthesis. It will be the end of the Earth.

Betty : You're right but what shall we do about this? We can't cope with this.

Ash : I'm sure if we take precautions individually, it will be significant as a whole. This world is our home. So I think we should shoulder responsibilities to save it.



Activity 3

Write a short paragraph about natural forces and disasters by giving reasons and results. Follow the tips.

Tips:

- Find a topic
- Express predictions
- Give reasons & results

One of the important topics about natural disasters/ forces is

.....

.....

L - 4 Lesson



Activity 1

Look at the natural forces. Put them in an order due to their destructive effects according to you from 1 (min) to 6 (max).

- ... Avalanche ... Drought ... Earthquake ... Flood ... Tornado ... Tsunami



Activity 2

Listen to the breaking news. Correct the sentences.



- 1 Today a heavily rain in Artvin caused a destructive avalanche.

.....

- 2 People are looking for a boy.

.....

- 3 The injured are in their houses.

.....

- 4 Survivors were bored and frightened.

.....

- 5 Workers of municipality stop their rescue efforts.

.....



Activity 3

What are the main reasons of destructive floods? How do you think they will affect the future of the Earth? Express your predictions about the future of the Earth.

Deforestation is one of the reasons of destructive floods. Forests slow down the speed of flood. So we should plant more trees to save the future of the Earth.





Activity 1

Match the verbs with their definitions.

- | | | | |
|------------|---------|---|---|
| 1 produce | (.....) | a | to become greater in amount, number or value etc. |
| 2 destroy | (.....) | b | to make something happen |
| 3 pollute | (.....) | c | to damage something badly |
| 4 increase | (.....) | d | to create something |
| 5 cause | (.....) | e | to add dirty or harmful substances to land, air, water etc. |
| 6 run out | (.....) | f | to finish a supply of something |



Activity 2

Read the news report. Why do we have to save the nature?

www.....

NATURE NEWS

Turkey, Friday, April, 12, 2019
Special Edition
Issue 89002400

SAVING THE NATURE

People destroy nature by using up resources irresponsibly. They cut down the trees, pollute the environment, etc. Forests are the lungs of the world. If we destroy forests, the rate of the carbon dioxide in the atmosphere will be higher than normal. More carbon dioxide will cause the temperature to increase. A little increase can cause big disasters for the whole world. People should save resources and use recyclable products. Otherwise, all the natural resources will run out one day.





Activity 3

Read the news report again. Answer the following questions.

- 1 Why does the nature die out?
- 2 How do people destroy the nature?
- 3 What happens if people destroy forest?
- 4 What is the result of high carbon dioxide rate?
- 5 What should people do to save the nature?

L - 6 Lesson



Activity 1

How eco-friendly are you? Tick (✓) the questionnaire.

How often do you recycle trash to save the future of the Earth?

I always recycle trash.



How often do you ...

		Always (A)	Sometimes (B)	Never (C)
1	recycle trash?			
2	switch off the lights when you leave your room?			
3	eat organic food?			
4	use rechargeable batteries?			
5	drink bottled water?			
6	use energy saving light lamps?			
7	turn off the water while you're brushing your teeth?			
8	use renewable energy?			
9	use bicycle?			
10	use both sides of a sheet of paper?			
11	use paper bags?			
12	plant trees?			

Evaluation

Mostly A Well done! You are a true eco-friendly person.

Mostly B Pay more attention to the environment.

Mostly C Opps! Be careful about where you live!



GREEN



NATURAL



Activity 2

Share the results in the classroom.

My result is mostly B. I'm not bad at all to protect the environment. So I should pay more attention to be eco-friendly.

UNIT 10 | NATURAL FORCES

A - 10 Assignment



Visual Dictionary

Keep expanding your visual dictionary by including new vocabulary items from this unit. Complete and display it.



S - 10 Self-assessment



How well can you do these things? Tick (✓) the chart.

I can ...			
	Very well	Well	A little
<i>understand the main points of TV news about natural forces and disasters.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>express predictions about natural forces and disasters.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>understand specific information in texts about natural forces and disasters.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>write a paragraph about results of natural forces and disasters.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Match the words/ phrases with the pictures.
(There are two extra words.)

- | | | |
|------------------------|---------------|--------------|
| rubbish | deforestation | paper bag |
| volcano | bottled water | flood |
| rechargeable batteries | | organic food |



1
.....



2
.....



3
.....



4
.....



5
.....



6
.....

2. Put the letters into the correct order and complete the sentences.

- 1 A powerful (ranhrlecu) is approaching to the coast of Florida.
- 2 Man made (gtohdur) is threatening the future of the World.
- 3 (santimu) waves hit the Japan in 2011.
- 4 A destructive (vancaleha) destroy some Alpine villages.
- 5 An active (nacvolo) may erupt at any time.

3. Read the report. Tick (✓) the predictions about the future.

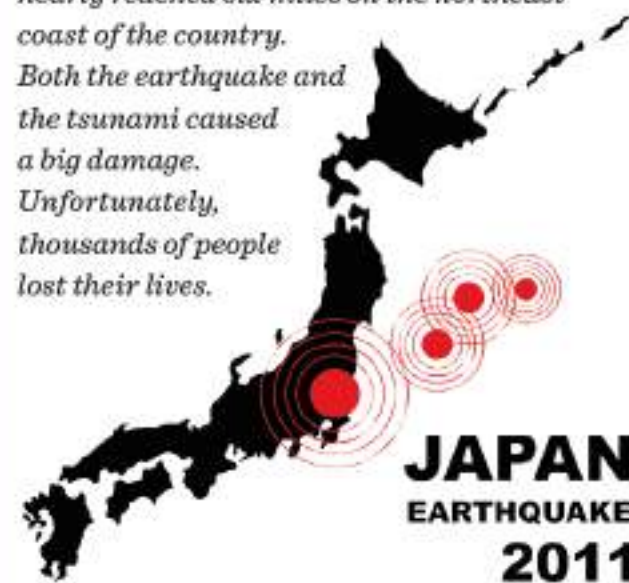


Scientists warn that there is will be a widespread erosion in the world. The main reasons are deforestation, misused agricultural areas, human factors, etc.

- a. There won't be natural disasters in the future.
- b. The agricultural lands will get narrow.
- c. Agricultural products will be less.
- d. There will be more forests.
- e. The balance of the ecosystem will get worse.

4. Read the text. Complete the table.

On March 11, 2011 an earthquake hit Japan. The local time was 2.46 p.m. It was a huge earthquake because its magnitude was 8.9. After this powerful earthquake, a great tsunami hit the country, too. The waves nearly reached six miles on the northeast coast of the country. Both the earthquake and the tsunami caused a big damage. Unfortunately, thousands of people lost their lives.



- Disaster (s) :
- Country :
- Date :
- Local time :
- Magnitude :

UNIT 10 | ADDITIONAL ACTIVITIES



Activity 1
Solve the puzzle.

o		a	n
	V		l
c		o	

l		e
	M	
t		

u		s	
	T	m	i
n			a

o		d
	F	
l		o

.....

.....

.....

.....

h			u	t
k	E	q	r	
a		e		a

	e		a		
	D		t		r
s		i		s	

n			h	a
	A		e	c
l		v		a

.....

.....

.....

o		r	
a	T		d
	n		o

		e		
a	H		i	n
r		u	c	r

		o	r
	D		t
u		g	h

.....

.....

.....

i	e		a	
	L		s	
d		n		d
			l	

f		r	
	S		
			e
f		u	

i		r		
r		S		
v				v
u		o		

.....

.....

.....



Activity 2

Match the questions with their answers. (There is one extra question.)

1. Do you think there will be a water shortage?
(...)

2. Why don't we prepare an earthquake emergency kit?
(...)

a. I mean it causes drought.

b. That's a great idea. Let's do it.

3. Do your parents have a plan for an earthquake?
(...)

4. How do people destroy the nature?
(...)

c. Yes. Because we waste water irresponsibly.

d. We should reduce heat-trapping gases.

5. What do you mean?
(...)

6. What can we do to slow down global warming?
(...)

e. By cutting down the trees and polluting the environment.



Activity 3

Listen to the recording and complete the sentences with a word or phrase.

1. Glaciers are because of global warming.
2. Don't throw plastics away; them.
3. Most of the African countries from food shortage.
4. In my opinion, there will be a water in the future.
5. We should slow down..... for the next generations.



Activity 4

Put the words/ phrases into the correct order.

1. We / down / shouldn't / cut / trees / .

.....

2. when / leave / turn off / You / the lights / should / your room / you / .

.....

3. should / We / water / wasting / stop / .

.....

4. do / often / How / you / trees / plant / ?

.....

5. plastics / throw / Don't / away / Into the nature / .

.....



Activity 5.a

Read the brochure. Write a motto in the brochure.

Save water before it's too late!

The Worst Drought of Past 900 Years in Turkey

NASA explained a new study. According to it, we witness the worst drought of the past nine centuries. The drought began in 1998 and it affects many countries including Turkey. The study also underlines the difference between natural drought and man-made drought. So NASA warns many countries against a great disaster.



Your Motto

.....

.....

.....



Activity 5.b

Fill in the blanks according to the brochure.

1. The source of the data is
2. It is the worst drought of past
3. The drought began in
4. The drought includes
5. There is a difference between and

	CAN DO CHECKLISTS	GLOSSARY
1 FRIENDSHIP	132	142
2 TEEN LIFE	133	143
3 IN THE KITCHEN	134	144
4 ON THE PHONE	135	145
5 THE INTERNET	136	146
6 ADVENTURES	137	147
7 TOURISM	138	148
8 CHORES	139	149
9 SCIENCE	140	150
10 NATURAL FORCES	141	151

C-1 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

Listening

- I can understand short conversations on everyday topic, such as accepting and refusing an offer/ invitation, apologizing and making simple inquiries.

Spoken Interaction

- I can involve accepting and refusing an offer/ invitation; apologizing and making simple inquiries.

Spoken Production

- I can make simple inquiries, give explanations and reasons.

Reading

- I can understand short and simple texts about friendship.
- I can understand short, simple offers, invitation letters, cards and e-mails.

Writing

- I can write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation.

Assignments

- I can prepare a visual dictionary by including new vocabulary items.

C - 2 Can Do Checklist

Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

Listening

- I can understand phrases and expressions about regular activities of teenagers.

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

Spoken Interaction

- I can talk about regular activities of teenagers.

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

Spoken Production

- I can express what I prefer, like and dislike.

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

- I can give a simple description of daily activities in a simple way

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

Reading

- I can understand short and simple texts about regular activities of teenagers.

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

Writing

- I can write a short and simple paragraph about regular activities of teenagers.

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

Assignments

- I can write a short and simple paragraph about a music band and state the characteristics of the band.

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

UNIT 3 | IN THE KITCHEN

C-3 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

	Very well	Well	A little
Listening			
• I can get the gist of short, clear, simple descriptions of a process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Interaction			
• I can ask and answer questions and exchange ideas and information on a topic related to how something is processed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Production			
• I can give a simple description about a process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading			
• I can understand the overall meaning of short texts about a process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can guess the meaning of unknown words from the text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing			
• I can write a series of simple phrases and sentences by using linkers to describe a process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments			
• I can keep expanding my visual dictionary by including new vocabulary items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can prepare a poster about my favorite meal and provide the preparation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C - 4 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

	Very well	Well	A little
Listening			
• I can understand phrases and related vocabulary items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can follow a phone conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Interaction			
• I can make a simple phone call asking and responding to questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Production			
• I can express my decisions taken at the moment of conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading			
• I can understand short and simple texts with related vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing			
• I can write short and simple conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments			
• I can act out a call center drama task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C-5 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

Listening

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| • I can understand the gist of oral texts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • I can comprehend phrases and related vocabulary items. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Spoken Interaction

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| • I can talk about my Internet habits. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • I can exchange information about the Internet. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Spoken Production

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| • I can make excuses, and to accept and refuse offers by using a series of phrases and simple sentences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|

Reading

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| • I can identify main ideas in short and simple texts about the Internet habits. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • I can find specific information about the Internet in various texts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Writing

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| • I can write a basic paragraph to describe my Internet habits. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------|-----------------------|-----------------------|

Assignments

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| • I can keep expanding my visual dictionary by including new vocabulary items. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • I can prepare a poster to illustrate my Internet habits. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

C - 6 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

Listening

• I can follow a discussion on adventures.

• I can understand the main points of simple messages.

Spoken Interaction

• I can interact with reasonable ease in short conversations.

• I can talk about comparisons, preferences and reasons.

Spoken Production

• I can make comparisons about sports and games by using simple descriptive language.

Reading

• I can understand short and simple texts to find the main points about adventures.

Writing

• I can write a short and simple paragraph comparing two objects.

Assignments

• I can search the Internet and find towns/ cities from Turkey where different kinds of extreme sports can be performed. I can prepare a poster in which I illustrate three of those sports.

C-7 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

	Very well	Well	A little
Listening			
• I can understand and extract the specific information from short and simple oral texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Interaction			
• I can exchange information about tourism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can talk about my favorite tourist attractions by giving details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Production			
• I can express my preferences for particular tourist attractions and give reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can make simple comparisons between different tourist attractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can express my experiences about places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading			
• I can find specific information from various texts about tourism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing			
• I can design a brochure, advertisement or a postcard about my favorite tourist attraction(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments			
• I can keep expanding my visual dictionary by including new vocabulary items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can interview with the peers about our holiday preferences and then I prepare a travel plan using maps and pictures to compare each destination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

	Very well	Well	A little
Listening			
• I can identify the main points of a short talk describing the responsibilities of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can understand obligations, likes and dislikes in various oral texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can follow topic change during factual, short talks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Interaction			
• I can interact during simple, routine tasks requiring a direct exchange of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can talk about responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Production			
• I can express my obligations, likes and dislikes in simple terms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading			
• I can understand various short and simple texts about responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing			
• I can write short and simple poems/ stories about my feelings and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments			
• I can keep expanding my visual dictionary by including new vocabulary items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can write a short paragraph explaining the responsibilities of my family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C - 9 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

Listening

- I can recognize main ideas and key information in short oral texts about science.

Spoken Interaction

- I can talk about actions happening currently and in the past.

- I can involve in simple discussions about scientific achievements.

Spoken Production

- I can describe actions happening currently.

- I can present information about scientific achievements in a simple way.

Reading

- I can understand short and simple texts about actions happening currently and in the past.

- I can identify main ideas and supporting details in short texts about science.

Writing

- I can write simple descriptions of scientific achievements in a short paragraph.

Assignments

- I can keep expanding my visual dictionary by including new vocabulary items.

- I can prepare a poster about scientific inventions/discoveries.

C - 10 Can Do Checklist



Read the statements and assess your own progress. Tick (✓) the most appropriate ones for you. If you tick any of the statements as "a little", go back the activities about the item and study them again.

Note: You will fill this checklist with the help of your teacher.

Very well	Well	A little

	Very well	Well	A little
Listening			
• I can identify the main points of TV news about natural forces and disasters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Interaction			
• I can talk about predictions concerning future of the Earth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can discuss reasons and results to support my predictions about natural forces and disasters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken Production			
• I can express predictions concerning future of the Earth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can give reasons and results to support my predictions about natural forces and disasters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading			
• I can identify specific information in simple texts about natural forces and disasters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing			
• I can write a short and simple paragraph about reasons and results of natural forces and disasters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments			
• I can complete and reflect on my visual dictionaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G-1 Glossary



1	<i>Accept</i>	21	<i>Instrument</i>
2	<i>Attend</i>	22	<i>Invite</i>
3	<i>Awesome</i>	23	<i>Laid-back</i>
4	<i>Back up</i>	24	<i>Mate</i>
5	<i>Best/ Close/ True friend</i>	25	<i>Phobie</i>
6	<i>Book fair</i>	26	<i>Plant</i>
7	<i>Bowling alley</i>	27	<i>Receiver</i>
8	<i>Buddy</i>	28	<i>Refuse</i>
9	<i>Busy</i>	29	<i>Regularly</i>
10	<i>Chit-chats</i>	30	<i>Response</i>
11	<i>Come over</i>	31	<i>Science fiction (sci-fi)</i>
12	<i>Cool</i>	32	<i>Secret</i>
13	<i>Count on</i>	33	<i>Sender</i>
14	<i>Eat out</i>	34	<i>Share</i>
15	<i>Event</i>	35	<i>Stuffed</i>
16	<i>Excuse</i>	36	<i>Support</i>
17	<i>Exhibition</i>	37	<i>Text</i>
18	<i>Faultless</i>	38	<i>Thriller</i>
19	<i>Get on well with somebody</i>	39	<i>Tournament</i>
20	<i>Go for a walk</i>	40	<i>Trust</i>

1	<i>Archery</i>	21	<i>Push-up</i>
2	<i>Argue</i>	22	<i>Relationship</i>
3	<i>Backpack</i>	23	<i>Reward</i>
4	<i>Board game</i>	24	<i>Ridiculous</i>
5	<i>Branch</i>	25	<i>Rope</i>
6	<i>Camp fire</i>	26	<i>Self disciplined</i>
7	<i>Casual</i>	27	<i>Serious</i>
8	<i>Compass</i>	28	<i>Sleeping bag</i>
9	<i>Crunch</i>	29	<i>Snob</i>
10	<i>Equipment</i>	30	<i>Squad</i>
11	<i>Fascinating</i>	31	<i>Teenager</i>
12	<i>Fashion</i>	32	<i>Tent</i>
13	<i>Fizzy</i>	33	<i>Terrific</i>
14	<i>Folk</i>	34	<i>Torch</i>
15	<i>Gain</i>	35	<i>Training</i>
16	<i>Harmonic</i>	36	<i>Trekking</i>
17	<i>Honest</i>	37	<i>Trendy</i>
18	<i>Impressive</i>	38	<i>Types of music</i>
19	<i>Map</i>	39	<i>Unbearable</i>
20	<i>Pitch</i>	40	<i>Youth</i>



1	<i>Bake</i>	21	<i>Pan</i>
2	<i>Bitter</i>	22	<i>Peel</i>
3	<i>Boil</i>	23	<i>Plate</i>
4	<i>Chop</i>	24	<i>Pour</i>
5	<i>Crack</i>	25	<i>Preparation</i>
6	<i>Cuisine</i>	26	<i>Process</i>
7	<i>Dice</i>	27	<i>Recipe</i>
8	<i>Dough</i>	28	<i>Roast</i>
9	<i>Flour</i>	29	<i>Roll</i>
10	<i>Fork</i>	30	<i>Salty</i>
11	<i>Fry</i>	31	<i>Season</i>
12	<i>Grill</i>	32	<i>Slice</i>
13	<i>Ingredient</i>	33	<i>Sour</i>
14	<i>Kitchen tool</i>	34	<i>Spicy</i>
15	<i>Knife</i>	35	<i>Spoon</i>
16	<i>Mash</i>	36	<i>Spread</i>
17	<i>Meal</i>	37	<i>Sprinkle</i>
18	<i>Mix</i>	38	<i>Steam</i>
19	<i>Oil</i>	39	<i>Tasty</i>
20	<i>Oven</i>	40	<i>Whisk</i>



1	<i>Addiction</i>	21	<i>Get back</i>
2	<i>Appointment</i>	22	<i>Get/Keep in touch</i>
3	<i>Available</i>	23	<i>Hang on/up</i>
4	<i>Bad line</i>	24	<i>Hold</i>
5	<i>Break into</i>	25	<i>Incident</i>
6	<i>Burglary</i>	26	<i>Line</i>
7	<i>Call</i>	27	<i>Memo</i>
8	<i>Clarification</i>	28	<i>Message</i>
9	<i>Concentration</i>	29	<i>Misunderstanding</i>
10	<i>Connect</i>	30	<i>Municipality</i>
11	<i>Cons</i>	31	<i>Notice</i>
12	<i>Contact</i>	32	<i>Pick Up</i>
13	<i>Conversation</i>	33	<i>Polite</i>
14	<i>Customer service</i>	34	<i>Pros</i>
15	<i>Dial</i>	35	<i>Put Someone Through</i>
16	<i>Disturb</i>	36	<i>Quickness</i>
17	<i>Doorbell</i>	37	<i>Reservation</i>
18	<i>Engaged</i>	38	<i>Ring</i>
19	<i>Evolve</i>	39	<i>Security</i>
20	<i>Extension</i>	40	<i>Staff</i>



1	<i>Access</i>	21	<i>Online</i>
2	<i>Account</i>	22	<i>Password</i>
3	<i>Aim</i>	23	<i>Post</i>
4	<i>Attachment</i>	24	<i>Properly</i>
5	<i>Browse</i>	25	<i>Recent</i>
6	<i>Browser</i>	26	<i>Register</i>
7	<i>Click</i>	27	<i>Reply</i>
8	<i>Comment</i>	28	<i>Research</i>
9	<i>Communication</i>	29	<i>Safety</i>
10	<i>Confirm</i>	30	<i>Screen</i>
11	<i>Connection</i>	31	<i>Search engine</i>
12	<i>Delete</i>	32	<i>Sign in/ up</i>
13	<i>Develop</i>	33	<i>Social networking site</i>
14	<i>Device</i>	34	<i>Subscriber</i>
15	<i>Download</i>	35	<i>Update</i>
16	<i>Habit</i>	36	<i>Upload</i>
17	<i>Ignore</i>	37	<i>Usage</i>
18	<i>Instant</i>	38	<i>Varies from</i>
19	<i>Log on/in/off</i>	39	<i>Vlogger</i>
20	<i>Notification</i>	40	<i>Website</i>

G - 6 Glossary



1	<i>Adventurous</i>	21	<i>Helmet</i>
2	<i>Aerobic</i>	22	<i>Individually</i>
3	<i>Ambitious</i>	23	<i>Instructor</i>
4	<i>Amusing</i>	24	<i>Kayaking</i>
5	<i>Bungee-jumping</i>	25	<i>Life vest</i>
6	<i>Canoeing</i>	26	<i>Magnificent</i>
7	<i>Caving</i>	27	<i>Motor-racing</i>
8	<i>Challenging</i>	28	<i>Mysterious</i>
9	<i>Courage</i>	29	<i>Paddle</i>
10	<i>Demonstration</i>	30	<i>Paragliding</i>
11	<i>Disappointing</i>	31	<i>Rafting</i>
12	<i>Dry-suit</i>	32	<i>Risky</i>
13	<i>Entertaining</i>	33	<i>Skateboarding</i>
14	<i>Equipment</i>	34	<i>Skyscraper</i>
15	<i>Exciting</i>	35	<i>Steering</i>
16	<i>Extreme sports</i>	36	<i>Take risks</i>
17	<i>Fascinating</i>	37	<i>Torch</i>
18	<i>Gear</i>	38	<i>Wet-suit</i>
19	<i>Glove</i>	39	<i>Wing</i>
20	<i>Hang-gliding</i>	40	<i>Wrist guards</i>

G - 7 Glossary



1	<i>Accommodation</i>	21	<i>Historic site</i>
2	<i>All-inclusive</i>	22	<i>Incredible</i>
3	<i>Ancient</i>	23	<i>Journey</i>
4	<i>Architecture</i>	24	<i>Landmark</i>
5	<i>Attraction</i>	25	<i>Monument</i>
6	<i>Authentic</i>	26	<i>Mosque</i>
7	<i>Bamboo bungalow</i>	27	<i>Preserve</i>
8	<i>Bed and breakfast</i>	28	<i>Prophet</i>
9	<i>Boutique hotel</i>	29	<i>Province</i>
10	<i>Bridge</i>	30	<i>Refresh</i>
11	<i>Budget</i>	31	<i>Region</i>
12	<i>Capital</i>	32	<i>Resort</i>
13	<i>Caravansary</i>	33	<i>Rural</i>
14	<i>Ceremony</i>	34	<i>Settlement</i>
15	<i>Country side</i>	35	<i>Shrine</i>
16	<i>Culture</i>	36	<i>Souvenir</i>
17	<i>Delight</i>	37	<i>Square</i>
18	<i>Destination</i>	38	<i>Tomb</i>
19	<i>Fascinating</i>	39	<i>Trip</i>
20	<i>Fountain</i>	40	<i>Urban</i>



1	<i>Arrive on time</i>	21	<i>Moral</i>
2	<i>Clean up</i>	22	<i>Neat</i>
3	<i>Disturb</i>	23	<i>Obey the rules</i>
4	<i>Do the laundry</i>	24	<i>Obligation</i>
5	<i>Doing chores</i>	25	<i>Pay the bill</i>
6	<i>Dust the shelves</i>	26	<i>Periodically</i>
7	<i>Duty</i>	27	<i>Prepare</i>
8	<i>Feature</i>	28	<i>Respect</i>
9	<i>Feed</i>	29	<i>Responsibility</i>
10	<i>Festival</i>	30	<i>Return books</i>
11	<i>Habit</i>	31	<i>Set the table</i>
12	<i>Hang out</i>	32	<i>Share</i>
13	<i>Household</i>	33	<i>Slipper</i>
14	<i>Iron</i>	34	<i>Sweep</i>
15	<i>Janitor</i>	35	<i>Take out the garbage/trash</i>
16	<i>Keep/break promises</i>	36	<i>Tidy up</i>
17	<i>Keep quiet</i>	37	<i>To-do list</i>
18	<i>Load/empty the dishwasher</i>	38	<i>Tradition</i>
19	<i>Make the bed</i>	39	<i>Wash/dry the dishes</i>
20	<i>Mop</i>	40	<i>Water the plant</i>

G - 9 Glossary



1	<i>Achievement</i>	21	<i>Lab</i>
2	<i>Biochemist</i>	22	<i>Observe</i>
3	<i>Catgut</i>	23	<i>Paraplegic</i>
4	<i>Cell</i>	24	<i>Planet</i>
5	<i>Compass</i>	25	<i>Portable</i>
6	<i>Conduct</i>	26	<i>Process</i>
7	<i>Cure</i>	27	<i>Rabies vaccine</i>
8	<i>Diagnose</i>	28	<i>Researcher</i>
9	<i>Discover</i>	29	<i>Result</i>
10	<i>Disease</i>	30	<i>Safety</i>
11	<i>Do an experiment</i>	31	<i>Scientific</i>
12	<i>Evaluate</i>	32	<i>Search</i>
13	<i>Examine</i>	33	<i>Smallpox vaccine</i>
14	<i>Explode</i>	34	<i>Solar panel</i>
15	<i>Explore</i>	35	<i>Speciality</i>
16	<i>Find out</i>	36	<i>Succeed</i>
17	<i>Genius</i>	37	<i>Test tube</i>
18	<i>Gravity</i>	38	<i>Tyre</i>
19	<i>High-tech</i>	39	<i>Vaccination</i>
20	<i>Invent</i>	40	<i>Well-equipped</i>



1	<i>Avalanche</i>	21	<i>Pollute</i>
2	<i>Cause</i>	22	<i>Precaution</i>
3	<i>Decrease</i>	23	<i>Produce</i>
4	<i>Destroy</i>	24	<i>Protect</i>
5	<i>Destructive</i>	25	<i>Provide</i>
6	<i>Disappear</i>	26	<i>Rainforest</i>
7	<i>Disaster</i>	27	<i>Rechargeable</i>
8	<i>Drought</i>	28	<i>Recycle</i>
9	<i>Earthquake</i>	29	<i>Renewable</i>
10	<i>Eco-friendly</i>	30	<i>Rescue</i>
11	<i>Erosion</i>	31	<i>Source</i>
12	<i>Extinct</i>	32	<i>Suffer</i>
13	<i>Flood</i>	33	<i>Survivor</i>
14	<i>Glacier</i>	34	<i>Temperature</i>
15	<i>Global warming</i>	35	<i>Tornado</i>
16	<i>Heat up</i>	36	<i>Treatment</i>
17	<i>Heat-trapping gases</i>	37	<i>Tsunami</i>
18	<i>Hurricane</i>	38	<i>Volcano</i>
19	<i>Land slide</i>	39	<i>Waste</i>
20	<i>Melt</i>	40	<i>Water shortage</i>

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ANSWER KEY

UNIT 1

REVISION PART

- 1)
 1. They like cycling.
 2. They like playing volleyball.
 3. They like eating out.
 4. They like watching movies.
 5. They like painting.
 6. They like singing songs.

- 2)
 1. Would you ...
 2. ..., but I can't.
 3. I'm not ...
 4. ... going
 5. Sure, ...

- 3)
 1. buddy
 2. awesome
 3. back up
 4. share
 5. great
 6. stuffed

- 4)
 (√) 2. (√) 3. (√) 5.

ADDITIONAL ACTIVITIES

Activity 1

- | | |
|--------------|-------------|
| 1. cool | 2. friend |
| 3. mate | 4. secret |
| 5. argue | 6. support |
| 7. chit-chat | 8. laidback |
| 9. honest | 10. art |
| 11. full | 12. excuse |

Activity 2

- | | |
|--------------|-----------------|
| 1. anything | 2. join |
| 3. come with | 4. concert hall |
| 5. city park | |

Activity 3

- 1.c 2.a 3.d 4.b

Activity 4

- Would you like to go to the theatre on Saturday?
- Are you busy on Wednesday?
- Shall we drink something at a cafe?
- How about going to a shopping mall at the weekend?
- Why don't we have a barbecue next week?

Activity 5

Students' own answers.

UNIT 2

REVISION PART

- 1)
 1. Argue 2. Fashion
 3. Ridiculous 4. Snob
 5. Impressive 6. Honest
 7. Unbearable 8. Teenager

- 2) a
 1. bookstore 2. kind of
 3. travel 4. keen on
 5. detective 6. recommend

- 2) b
 Beyza, Fantasy (√), Detective (X)
 Nehir, Detective (√)
 Nick, Travel (√), Detective (√),
 Fantasy (X)

- 3)
 1. b 2. e 3. a 4. d 5. c

- 4)
 1. Yavuz likes reading a book.
 2. He dislikes riding a bike.
 3. He dislikes washing the dishes.
 4. He likes playing the guitar.
 5. He likes running.
 6. He dislikes painting.

ADDITIONAL ACTIVITIES

Activity 1

Across

- | | |
|---------------|----------------|
| 1. terrific | 3. teenagers |
| 5. ridiculous | 8. trendy |
| 9. camping | 10. unbearable |

Down

- | | |
|---------------|------------|
| 2. casual | 4. serious |
| 6. impressive | 7. snob |

Activity 2

1. f 2. d 3. b 4. e 5. - 6. a

Activity 3

Students' own answers.

Activity 4

- Do you like eating fruit?
- My mother sometimes bakes a cake.
- We don't argue with friends in the classroom.
- They come together once a year.
- He doesn't go to bed late at nights.
- How often do you read travel books?

Activity 5

- | | |
|------------|-----------------|
| 1. matches | 2. rope |
| 3. torch | 4. sleeping bag |
| 5. tent | 6. pocketknife |
| 7. compass | 8. map |

UNIT 3

REVISION PART

- 1)
 1. Plate 2. spoon 3. grater
 4. strainer 5. saucepan
 6. baking tray

- 2)
 1. d 2. f 3. e 4. b

5. h 6. g 7. a
 3)
 1. f 2. e 3. d 4. g
 5. b 6. c 7. a

- 4)
 1. grate 2. medium heat
 3. mixture 4. teaspoons
 5. powder

ADDITIONAL ACTIVITIES

Activity 2

- | | |
|---------|-----------|
| 1. bake | 2. peel |
| 3. pour | 4. spread |
| 5. step | |

Activity 3

- (...7...) (...2...) (.4...) (...3...)
 (.6...) (...8...) (.1...) (...5...)

Activity 4

Lentil Soup Ingredients:
 A carrot, an onion, a potato, a glass of lentil, two glasses of water, some butter and flour, some chili pepper, a teaspoon freshly squeezed lemon juice.
Tomato Soup Ingredients:
 Five tomatoes, two tablespoon of oil, a table spoon of flour, a liter of water, a leaf of basil

Activity 5

- | | | |
|------|------|------|
| 1. c | 2. f | 3. b |
| 4. - | 5. e | 6. d |

UNIT 4

REVISION PART

- 1)
 1. Could you hold on a moment please?
 2. Danny isn't available at the moment.
 3. Would you like to leave a message?
 4. Could you repeat that please?
 5. Thanks for calling.

- 2)

a	b
(√) 3.	(√) 1.
(√) 5.	(√) 3.
	(√) 5.

- 3)
 Mike from your class called you. He invites you to a kite festival. It starts at 2 p.m. on Saturday. He waits for your response as soon as early. You can call him on his mobile.

- 4)
 3. a 4. b 2. c
 5. d 1. e

ADDITIONAL ACTIVITIES

Activity 1

Contact, Extension, Connect
Hang on, Memo, Pick up, Keep in
touch, Polite, Engaged, Available
Hidden Phrase: On the phone

Activity 2

- right now
- leave a message
- number
- memo
- That's right.

Activity 3

- c
- d
- a
- b

Activity 4

- 4 - 6 - 3 - 12 - 8 - 7 - 10 - 11 - 5 - 1 - 2 - 9

Activity 5

Students' own answers.

UNIT 5
REVISION PART

- f
 - e
 - g
 -
 - a
 - d
 - b
 - c

- (F)
 - (T)
 - (T)
 - (F)
 - (T)
 - (F)

- (X)
 - (√)
 - (√)
 - (X)
 - (X)
 - (√)

- e
 - a
 - d
 - b
 - c

ADDITIONAL ACTIVITIES

Activity 1

social networking site (1)
log in (5)
account (9)
reply (4)
attachment (12)
upload (2)
web browser (7)
comment (11)
connection (13)
confirm (10)
log out (6)
download (3)
delete (8)

Activity 2

- I post my photos on my website three times a week.
- I check my e-mails once a day.
- I can't listen to the music from my PC.
- Why don't we chat online at one o'clock?
- Do you mean the Internet connection?
- How often do you go online?
- How do you connect to the Internet?

Activity 3

- download, 2. delete, 3. account, 4. attachments, 5. comment

Activity 4

- d
- c
- b
- a

Activity 5. a

Refusing - Accepting - Refusing & Making excuses

Activity 5. b

Students' own answers

UNIT 6
REVISION PART

- Adjectives - Amusing / Exciting / Challenging / Disappointing / Fascinating
Sports - Caving / Canoeing / Bungee-jumping / Hang-gliding / Skateboarding

- boring
 - wings
 - sport
 - kayak
 - skydiver

- (√) b
 - (√) d
 - (√) e

- prefer
 - dangerous
 - skydiving
 - would rather
 - more

ADDITIONAL ACTIVITIES

Activity 1

- Caving
- Skateboarding
- Skydiving
- Rafting
- Kayaking
- Hang-gliding
- Bungee-jumping
- Motor-racing

Activity 2

- Lucas prefer skateboarding to mountain biking.
Lucas would rather go skateboarding than mountain biking.
- Ayça prefer canoeing to caving.
Ayça would rather do canoeing than caving.
- Furkan prefer caving to hang-gliding.
Furkan would rather go caving than hang-gliding.
- Stephanie prefer mountain biking to canoeing.
Stephanie would rather do mountain biking than canoeing.
- Students' own answers

Activity 3

Students' own answers

Activity 4

- e
- d
- a
- b
- c
-

Activity 5

- a
- c
- b
- e
- d
-

UNIT 7
REVISION PART

- Bridge
 - Castle
 - Rural
 - Square
 - Urban
 - Fountain

- e
 - b
 - c
 - a
 - d

- Tourism
 - Trip
 - Seaside
 - Island
 - Historic
 - Province
 - Holiday
 - Famous

- Where did they stay?
 - What are the tourist attractions of the cities?
 - Who visited these cities?

ADDITIONAL ACTIVITIES

Activity 1

- Rural
- Resort
- Ancient
- Vacation
- Touristic
- Incredible
- Peninsula
- Location
- Culture
- Square
- Urban

Activity 2

- vacation
- incredible
- two weeks
- boutique
- joined
- took

Activity 3

- a
- g
- f
- b
- c
-

Activity 4

- Venice is in the northeast of Italy.
- Gondolas are the symbol of Venice.
- Why Venice is popular?
- What is the weather like in Venice?
- What can you do in Venice?

Activity 5

Students' own answers.

UNIT 8
REVISION PART

- watering
 - take out
 - dusts
 - tidying up
 - set

VISUAL REFERENCES

- 2)
1. F 2. F 3. T 4. F 5. T
3.)
1. b 2. d 3. e
4. a 5. c 6. f

- 4)
1. cook 2. wash 3. mop
4. laundry 5. water 6. clothes

ADDITIONAL ACTIVITIES

Activity 1

-
- Vacuum the floor
- Cook the meals
- Hang out the laundry
- Set the table
- Water the plants
- Take out the garbage
-
- Feed the dog
- Load the dishwasher
- Make the bed
- Dust the shelves
- Wash the dishes
- Shopping

Activity 2

- responsibilities
- cleans
- loads
- hangs up
- set

Activity 3

1. j 2. a 3. h 4. i 5. f 6. d
7. c 8. b 9. - 10. -

Activity 4

1. c 2. f 3. e 4. -
5. b 6. a 7. d

Activity 5

- I take my dog for a walk every morning.
- My mother is responsible for vacuuming the floor.
- Our school library wants us to return the books on time.
- My father always does shopping.
- My brother's duty is hanging out the clothes.
- What is your responsibility at home?
- My little sister waters the plants every weekend.

UNIT 9 REVISION PART

- 1)
1. cell 2. DNA
3. fossil 4. high-tech devices
5. test tubes 6. lab

- 2)
1. process 2. discover
3. develop 4. invent
5. scientific 6. explode
7. explore 8. genius

- 3)
C (III)
B (II)
4)
1. d 2. e 3. 4. b
5. f 6. g 7. a

ADDITIONAL ACTIVITIES

Activity 1

- | | |
|----------------|--------------|
| a. cell | b. high-tech |
| c. vaccination | d. lab |
| e. scientific | f. cure |
| g. safety | h. test tube |
| i. process | j. result |
| k. search | l. genius |

Activity 2

- | | |
|----------------|-----------|
| 1. high-tech | 2. cure |
| 3. test tubes | 4. labs |
| 5. Cells | 6. genius |
| 7. vaccination | |

Activity 3

1. (e) 2. (f) 3. (b)
4. (a) 5. (h) 6. (d)

Activity 4

- The inventor of the dishwasher is Josephine Cochrane.
- Isaac Newton discovered the law of gravity.
- The discovery of microbe belongs to Akşemseddin.
- The Blyssymbol Software's inventor is Rachel Zimmerman Brachman.
- Havan ball gun's inventor is Fatih Sultan Mehmet.

Activity 5

- Oktay Sinanoğlu was born in 1935.
- He was born in Italy.
- He became a professor when he was 28.
- He is called "The Turkish Einstein" all around the world.
- Yes, he did.
- He died in 2015.

- Stephan William Hawking was born in 1942.
- He was born in Oxford, England.
- ALS is a form of motor neurone disease.
- No, he didn't.
- His professions are science, physics, cosmology, astronomy, theories and writing.
- Yes, he does.

UNIT 10 REVISION PART

- 1)
1. Paper bag
2. Bottled water
3. Organic food
4. Rubbish

5. Deforestation
6. Rechargeable batteries

- 2)
1. Hurricane
2. Drought
3. Tsunami
4. Avalanche
5. Volcano

- 3)
The agricultural lands will become narrow. (v)
Agricultural products will decrease. (v)
The balance of the ecosystem will get worse. (v)

- 4)
Disaster(s): Earthquake and tsunami
Country: Japan
Date: March 11, 2011
Local time: 2.46 p.m.
Magnitude: 8.9

ADDITIONAL ACTIVITIES

Activity 1

- Volcano, Melt, Tsunami, Flood, Earthquake, Disaster, Avalanche, Tornado, Hurricane, Drought, Landslide, Suffer, Survivor

Activity 2

1. c 2. b 3. -
4. e 5. a 6. d

Activity 3

1. melting 2. recycle
3. suffer 4. shortage
5. global warming

Activity 4

- We shouldn't cut down trees.
- You should turn off the lights when you leave your room.
- We should stop wasting water.
- How often do you plant trees?
- Don't throw away plastics into the nature.

Activity 5.a

Students' own answers

Activity 5.b

- The source of the data is ... NASA....
- It is the worst drought of past ...900 years....
- The drought began in ...1998....
- The drought includes ... Turkey....
- There is a difference between ... natural drought ... and ... man-made drought....