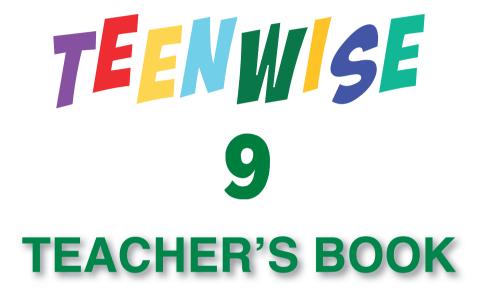
SECONDARY EDUCATION



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İSTİKLÂL MARŞI

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

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

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

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

Arkadaş, yurduma alçakları uğratma sakın; Siper et gövdeni, dursun bu hayâsızca akın. Doğacaktır sana va'dettiği günler Hakk'ın; Kim bilir, belki yarın, belki yarından da yakın. Bastığın yerleri toprak diyerek geçme, tanı: Düşün altındaki binlerce kefensiz yatanı. Sen şehit oğlusun, incitme, yazıktır, atanı: Verme, dünyaları alsan da bu cennet vatanı.

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

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

O zaman vecd ile bin secde eder -varsa- taşım, Her cerîhamdan İlâhî, boşanıp kanlı yaşım, Fışkırır ruh-ı mücerret gibi yerden na'şım; O zaman yükselerek arşa değer belki başım.

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

Mehmet Âkif ERSOY

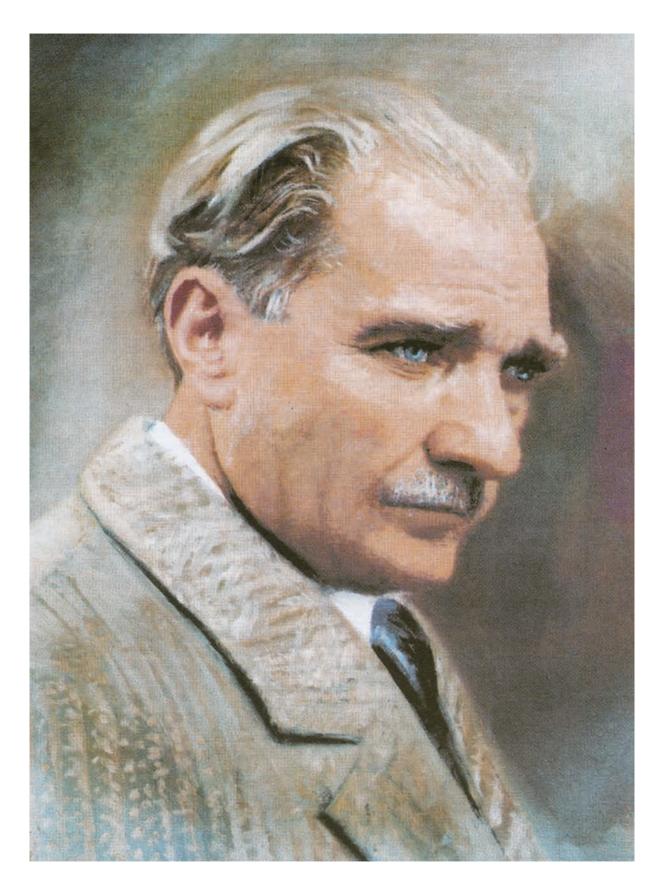
GENÇLİĞE HİTABE

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 namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu 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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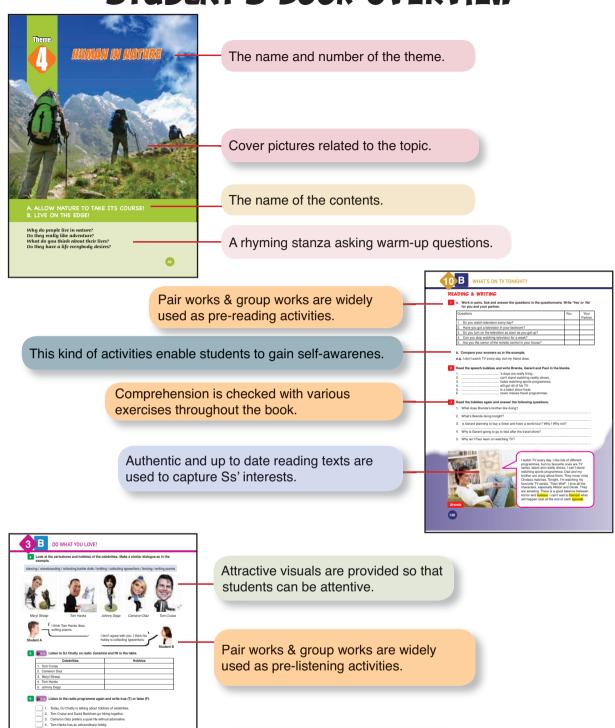
Theme	Function	Grammar
Theme1 studying abroad		
A. TWO BIRDS WITH ONE STONE B. GREAT TO BE HERE (pp. 13-24)	Meeting new people and introducing oneself and family Talking about possessions Asking for and giving directions	 The Verb to Be Subject Pronouns Possessive Adjectives Have got / Has got Imperatives
Thomas My Environment		
A. CAN I COME IN? B. MY NEIGHBOURHOOD	Talking about locations of things Asking about and describing neighbourhood Making comparisons	 There is / There are Prepositions of Place Possessives Object Pronouns Demonstratives Singular and Plural Nouns
(pp. 25-36)		
Themes Movies		
A. YOU ARE WHAT YOU WATCH! B. DO WHAT YOU LOVE!	Talking about likes / dislikes, hobbies and free time activities Expressing opinions Making preferences Telling and asking about the time and the date Inviting and refusing /accepting an invitation	 The Present Simple Tense Wh- Questions Like, love, hate + -ing
(pp. 37-48)		
Theme4 Human in Nature		
A. ALLOW NATURE TO TAKE ITS COURSE B. LIVE ON THE EDGE	Describing daily routines Talking about abilities Talking about frequencies of activities	Adverbs of FrequencyCan / Can'tAdverbs of Manner
(pp. 49-60)		
A. THE CREMÉ DE LA CREMÉ B. YOUR PERSONALITY, YOUR POWER	Asking about and describing people's appearances and characters Comparing characteristics and appearances Expressing opinions (Agreeing, disagreeing, etc.) Talking about current activities	 The Present Continuous Tense Making Comparisons
(pp. 61-72)		

Vocabulary	Listening & Reading	Speaking & Writing	Pronunciation
Countries & nationalities Jobs Personal belongings Family members Adjectives describing places Idioms of the week	Listening to a teacher meeting his students Reading short texts about jobs, nationalities and countries Reading an e-mail	Introducing yourself and your family members Asking and answering about your personal belongings Asking for and giving simple directions Writing an ID card Writing a postcard	Contracted forms of am, is, are and have / has
Object pronouns Parts of a house Furniture and room objects Prepositions of place Places in a city Adjectives describing a city Idioms of the week	Listening to teens talking about their rooms Listening to a conversation about one's neighbourhood Reading a short text about a teen's room Reading an e-mail about a new neighbourhood	Describing your room Comparing rooms Describing your neighbourhood Writing an e-mail Writing a descriptive paragraph about different environments	Differentiating /ı/ sound from /i:/ sound
Movie types Adjectives describing movies Words related to hobbies Idioms of the week	Listening to a conversation about movies Listening to a radio show Reading a blog on movies Reading a film review	Expressing opinions about movie types Making comments about movies Expressing opinions about free time activities Asking and telling the time and the date Acting out a dialogue about making, accepting and refusing an invitation Writing opinions about movies on a blog Writing short text messages to invite friends for a movie	Differentiating /t/ sound from /0/ sound
Geography words Words related to natural disasters Action verbs Jobs Idioms of the week	Listening to a quiz show on TV Listening to job ads on the radio Reading a text on natural events Reading a passage about an explorer	Interviewing about the frequencies of your daily activities Talking about abilities Talking about an explorer Writing about your friend's daily life activities Writing an opinion paragraph Writing an article about an explorer	Pronunciation of -s endings (in plurals & third person singular)
Words related to physical appearances and personalities Clothes Idioms of the week	Listening to a dialogue about the physical appearances of people Listening to a dialogue about the personalities of inspirational people Reading fan messages on social media Reading a text about an inspirational character	Comparing two pictures to find differences Expressing opinions about social media Talking about the qualities of your favourite inspirational people Expressing opinions about characteristics Writing an opinion paragraph comparing characteristics of people Writing a text describing your inspirational character	Pronunciation of /ŋ/ sound

Theme	Function	Grammar
	- Tanonon	- Crammai
A. GLOBAL UNDERSTANDING B. FOUR CORNERS OF THE WORLD (pp. 73-84)	Asking about and describing cities Identifying cultural differences Talking about travel and tourism Ordering food	 The Present Simple Tense vs The Present Continuous Tense Question Tags Conjunctions: and, but, so, because
Thoman World Heritage		
A. ARTISTRY BEHIND THE WONDERS B. WORLD ITSELF IS THE WONDER	Talking about past events Making inquiries Asking and answering questions in an interview	• The Simple Past Tense
(pp. 85-96)		
A- HEALTH; THE BEST WEALTH B- BETTER SAFE THAN SORRY (pp. 97-108)	Asking for and giving advice Giving and understanding simple instructions in case of emergency Talking about something happened recently Expressing obligations and prohibitions	 The Present Perfect Tense Should / Had Better / Ought to Must / Mustn't Have to / Has to Don't / Doesn't Have To
Themes invitations and celebrations		
A. LET'S THROW A PARTY! B. SHOP & FEAST White the state of the state	Asking for and making suggestions Doing shopping Making requests Talking about future plans Making and answering phone calls	 Be going to Countable / Uncountable Nouns A / An / Some / Any / A lot of How much? / How many?
(pp. 109-120)		
A. DIGITAL DIET B. WHAT'S ON TV TONIGHT? (pp. 121-132)	Making predictions about the future Asking for and giving opinion (agreement, disagreement, etc) Interrupting someone in a conversation Gaining time in a conversation	 The Future Simple Will / Be Going to / Present Continuous For Future
(pp. 121-132)		

Vocabulary	Listening & Reading	Speaking & Writing	Pronunciation
Common expressions used for ordering food Adjectives describing food Weather conditions Directions on a compass Common expressions used while travelling Adjectives describing places Idioms of the week	Listening to a restaurant conversation Listening to an airport announcement Listening to conversations about travelling Reading teens' blogs about different cultures Reading short texts on different cities	Ordering food at a restaurant Making a reservation for a holiday and buying a ticket Taking part in conversations while travelling Talking about cultural differences Making a presentation about cultural differences Writing a short message Describing a city	Pronunciation of /v/ and /w/ sounds
Words about historical sites and monuments Descriptive adjectives Past forms of irregular verbs Idioms of the week	Listening to a conversation about a school project on Seven Wonders Listening to an interview about Modern Seven Wonders Reading short stories Reading a traveller's blog about a historic site	Making an interview about past times and events Making a presentation about an ancient civilization Talking about historical sites Writing a presentation about an ancient civilization Writing a paragraph about a historical place you've visited	Pronunciation of -ed sounds in regular past verbs and the pronunciation of /wəz/ and /wpz/
Types of injuries and illnesses Injury equipment & first aid kits Safety equipment Idioms of the week	Listening to a doctor-patient dialogue Listening to telephone conversations with emergency services Reading a health column on a magazine Reading safety tips	Asking for and giving advice about health problems Asking for help from the emergency services Expressing obligations, responsibilities and prohibitions Making an announcement Writing a leaflet Writing an apology message	Sentence intonation
Expressions related to shopping Quantities & containers Party types Idioms of the week	Listening to people making, accepting or refusing invitations Listening to people shopping Reading invitations Reading a text on a traditional festival	Making, accepting or refusing invitations Planning a party Acting out a dialogue about shopping Talking about festivals and celebrations Writing an invitation letter Writing a short paragraph about your future plans	Articulating "yod coalescence" (Could you? / Would you?)
Words and expressions about social media and television Idioms of the week	Listening to a conversation about overuse of social media Listening to a TV broadcast Reading a blog on apps diet Reading speech bubbles about TV watching habits	Making predictions about the future Agreeing / Disagreeing with others by giving opinions Acting out a dialogue using the expressions and phrases to interrupt and gaining time in a conversation Talking about TV and social media Writing a comment on social media Writing a paragraph about your TV watching habits	Pronunciation of/d/ and /ð/ sounds

STUDENT'S BOOK OVERVIEW





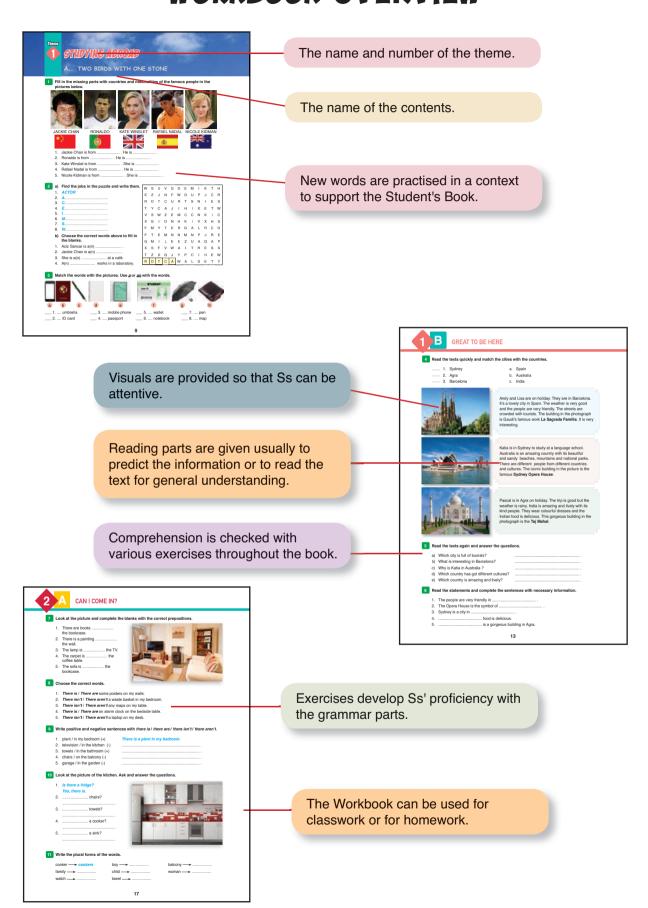


authentic.

In each theme's first page a 2 - d barcode is used so that students can find a link connect to the Internet to study the theme online.

Real life photos make the texts

WORKBOOK OVERVIEW



INTRODUCTION

Teenwise 9 has been written for 9th grade students, in accordance with the new ELT program of Turkish National Education. In designing this course, the principles of CEFR were closely followed as it is also done in designing the new program.

As the authors of *Teenwise*, we believe that the topics in the course should be stimulating enough to engage students' interest and increase their motivation for learning. We have done our best to provide a rich variety of different topics for students to help them gain a global view to express their ideas and feelings about the world by developing their critical thinking skills.

The book *Teenwise* is based on Communicative Language Teaching (CLT) and the approach has been reflected in the teaching of the four skills, which has moved from the presentation, practice and production (PPP) to pre, while and post stages.

Student's Book

This set of books consists of ten themes. Each theme starts with a stanza to get students to become familiar with the content by brainstorming. Theme covers are designed to visualize and introduce the theme by having students comment on what they are about to learn. They are designed to initiate a discussion time by asking questions in the stanzas and having students talk about the titles of the contents.

Teenwise has two contents in each theme. Both contents start with Listening & Speaking part and go on with Reading & Writing part to ease students' understanding by beginning with receptive understanding of the new items, then moving on to productive use. Both receptive and productive skills are systematically balanced in the course in order to enable students to improve their ability to analyse and think critically.

Teenwise advocates creativity and aims to give students a sense of accomplishment by offering a wide variety of listening and reading texts with various activities to stimulate their learning in an enlivened classroom.

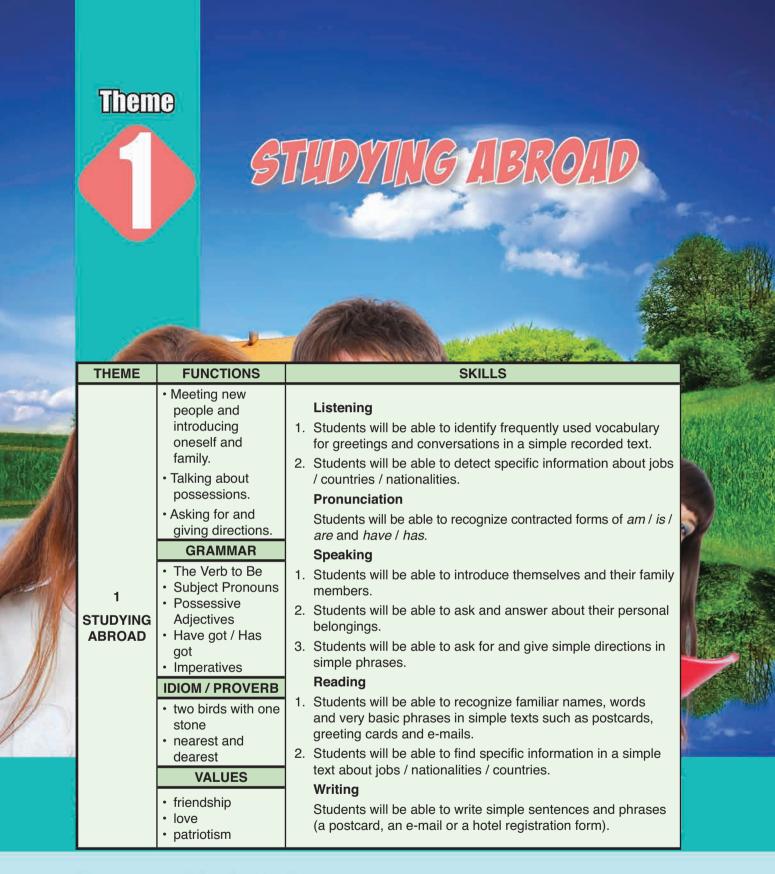
There are *Pronunciation* sections at the end of the contents. They draw attention to word and sentence stress, difficult sounds and intonation. In each theme, students will be able to practise the structure through games in *Game Time* sections. Since the book is CLT oriented, the target language is presented through context.

Workbook

The workbook is an optional element of the course, designed to provide further practice of areas covered in the corresponding themes of the Student's Book. It helps to the development of language skills and vocabulary by supporting the Student's Book with various activities. Students are supposed to study extra grammar and vocabulary in *Review* sections, which are given at the end of every two units. The workbook may be used as an extra classroom material or assigned as homework.

Teacher's Book

This book is designed to provide all the support teachers need from extra teaching tips to annual plans. You will find the explanations, tips and keys of the page you are working on, just on the opposite page. Games are designed to reinforce students learning throughout the course. The listening scripts are at the back of the book. Grammar rules and related exercises are given in *Grammar Reference* section at the end of the book.

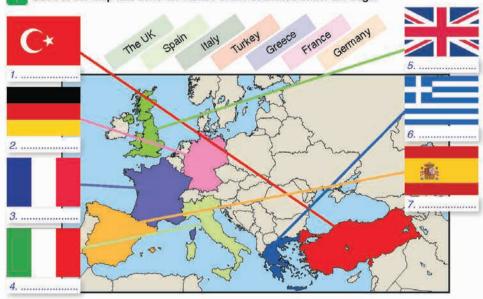


Do you want to study abroad? Are you ready to exchange cultures on the road? Is learning a new language a perfect experience? Does it make a real difference?



LISTENING & SPEAKING

Look at the map and write the names of the countries under the flags.



Look at the picture. Today is the first day of the 'Florence International Art Course' in Italy.

Read the greetings and the names of the students. Guess their countries and nationalities.



Theme 1 STUDYING ABROAD

A- TWO BIRDS WITH ONE STONE

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

1 Look at the map and write the names of the countries under the flags.

Ask Ss to look at the map and write the names of the countries under the flags.

		KEY	
Turkey Germany	 France Italy 	5. The UK6. Greece	7. Spain

Look at the picture. Today is the first day of the "Florence International Art Course" in Italy. Read the greetings and the names of the students. Guess their countries and nationalities.

Ask Ss to look at the picture carefully. They read the greetings and the names of the students. Then have them guess people's countries and nationalities.

KEY

Bluma is from Germany. She is German.

Rodas is from Greece. He is Greek.

Berta is from Spain. She is Spanish.

Hakan is from Turkey. He is Turkish.

Fabio is from Italy. He is Italian.

Frank is from France. He is French.

Carmel is from Britain. She is British.

TEACHER'S NOTE

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TWO BIRDS WITH ONE STONE

Good morning!	Welcome!
How is it going?	Have a nice day!
HII	Nice to meet youl
Hellol	O Long time no see!
What's up?	How are you?
Listen to the dialogue again and w	vrite true (T) or false (F).
1. Fabio is in his late thirties.	4. Bluma is into art.
2. Fabio is German.	5. Bluma is a young student.
Berta is a Spanish journalist.	6. Rodas is Greek.

6 Giannel Listen again. Fill in the chart with the necessary information.

Name-Surname	Age	Country	Nationality	Occupation
Fabio Peraldo				teacher
Carmel Norris	35	England	English	architect
Hakan Uzun	21	Turkey	Turkish	student
Berta Fernandez				
Frank Martin	40	France	French	officer
Bluma Meyer			German	
Rodas Petridis		Greece		

Work in pairs. Choose a student from exercise 5. Ask and answer questions as in the example.

What is her name? Her name is Carmel Norris. Where is she from? She is from England. What nationality is she? She is English. What's her Job? She is an architect. How old is she? She is 35.

Work in pairs. Imagine you are a student in Fabio's art class. Introduce yourself to your partner as in the example below.

Hakan: Hello! I'm Hakan. I'm from Turkey. What's your name?

Rodas : I'm Rodas.

Hakan: Where are you from Rodas?
Rodas: I'm from Greece. What is your job?

Hakan: I'm a student. And you?

Rodas: I'm a student too. Nice to meet you, Hakan!

Hakan: Nice to meet you, too!



Ask Ss to listen to Fabio Peraldo meeting his students. And tell them to tick the phrases they hear.

This activity enables Ss to identify frequently used vocabulary for greetings and conversations in a simple recorded text.

	KEY	
✓ Hi! ✓ Good morning!	✓ Welcome!✓ Nice to meet you!	✓ Hello!

4 T:2 Listen to the dialogue again and write true (T) or false (F).

Get Ss to listen to the dialogue again to write true or false for the given statements. Elicit the answers.

	KEY
 T F He is Italian. F Berta is a musician. 	4. T5. F She is forty-two years old.6. T

5 T:3 Listen again. Fill in the chart with the necessary information.

Ask Ss to listen again to fill in the chart with necessary information. Check the answers in the class. *This activity enables Ss to detect specific information about jobs / countries / nationalities.*

KEY				
Name-Surname	Age	Country	Nationality	Occupation
Fabio Peraldo	39	Italy	Italian	teacher
Carmel Norris	35	England	English	architect
Hakan Uzun	21	Turkey	Turkish	student
Berta Fernandez	23	Spain	Spanish	musician
Frank Martin	40	France	French	officer
Bluma Meyer	42	Germany	German	journalist
Rodas Petridis	20	Greece	Greek	student

6 Work in pairs. Choose a student from exercise 5. Ask and answer questions as in the example.

Tell Ss to work in pairs and choose a student from exercise 5. Have them ask and answer questions. See Grammar Reference, The Verb to be (Theme 1).

Work in pairs. Imagine you are a student in Fabio's art class. Introduce yourself to your partner as in the example below.

Tell Ss to work in pairs. Ask them to imagine themselves as a student in Fabio's art class. And have them introduce themselves as in the sample dialogue. Ss role-play their dialogues.

This activity enables students to introduce themselves.



READING & WRITING

Ammon is an Egyptian student in a language school in Oxford. Look at the picture and write what Ammon has got in his bag.

e.g. a city map e.g. an umbrella an apple	He has got a city map in his bag. He hasn't got an umbrella.	PERMONAL DICTION
a mobile phone	>+++++++++++++++++++++++++++++++++++++	
a passport		
a notebook		500
a wallet	. 42144211244144144144144414444444444444) HIE
a student ID card		
a laptop		

Work in pairs. Take turns to ask and answer questions about the things in your bags.

- Match the pictures with the jobs. Make sentences as in the example.



e.g. Paul is an actor.

- Guess the meaning of the words in bold and choose the correct option.
 - She is a part-time waitress at a café. She is a university student.
 - a) She is at the café only in the afternoon.
 - b) She is at the café all day long.
 - It's a gorgeous building in the city centre.
 I really love it.
 - a) ugly
- b) beautiful
- Our instructors are very talented dancers.
 We are very lucky.
 - a) brilliant
- b) terrible

- 4. 'Kill two birds with one stone' means
 - a) doing two things in one action.
 - b) having two birds in one cage.
- I'm a chemist and I'm here with a colleague from the lab.
 - a) roommate
- b) workmate
- To chill out after a tiring day is very enjoyable here.
 - a) travel
- b) relax

READING & WRITING

1 Ammon is an Egyptian student in a language school in Oxford. Look at the picture and write what Ammon has got in his bag.

Ask Ss to read the introduction and look at the picture. Ask them what Ammon has got in his bag. Have them make sentences.

KEY

He hasn't got any fruit.

He has got a mobile phone.

He has got a passport.

He hasn't got a notebook.

He has got a wallet.

He has got a student ID card.

He has got a laptop.

2 Work in pairs. Take turns to ask and answer questions about the things in your bags.

Tell students to work in pairs. Ask them to take turns to ask and answer questions about the things in their bags. Encourage them to talk in the class.

This activity enables Ss to ask and answer about their personal belongings.

KEY

Ss' own answers

3 Match the pictures with the jobs. Make sentences as in the example.

Ask Ss to match the pictures with the jobs. Tell them to make sentences as in the example. Elicit the answers.

KEY

- 1. D Lucas is an engineer.
- C Angela is a fashion designer.
- 3. B Cindy is a waitress.

- 4. F Amy is an instructor.
- 5. A Paul is an actor.
- 6. E Cameron is a chemist.

4 Guess the meaning of the words in bold and choose the correct option.

Ask Ss to guess the meaning of the words in bold. Tell them to choose the correct option. Elicit the answers.

KEY					
1. a	2. b	3. a	4. a	5. b	6. b

Idiom of the Week

(Kill) two birds with one stone: to do two things in one action.



TWO BIRDS WITH ONE STONE

Flead the bubbles and the statements. Find the people and write their names.

1000	memorana AMIMAN encourance	is owedish.
2.		is from Bulgaria.
3.	***************************************	have got a waitress friend.
4.		has got classes in the evenings.
5.	***************************************	

5. are colleagues.
6. is a chemist, too.





My name is Ammon. I'm Egyptian. I'm an engineer. My roommate Adrian is from Sweden. He is a fashion designer. We are in the same class. Our language course is here in Oxford and our teacher is very nice. There are a lot of students from different countries such as Argentina, Russia and India. Our best friend is Bulgarian. Her name is Daniela. She is a student at a school of tourism and a part-time waitress at a popular café in the city centre. We are here now to visit her.

I'm Jacob and I'm a Canadian actor. I'm here in San Francisco to study dancing at a world-famous school. It is in a **gorgeous** building in the city centre. The instructors are very **talented** people. They are really good dancers. My classes are in the evenings. They are very tiring, but I'm very happy in San Francisco. This city is lively and the people are very friendly here. Dancing and making friends; **kill two birds with one stone!** It's great.





Hi, I'm Sue from the UK. I'm a chemist. Now I'm in Paris with one of my **colleagues** and six students for a youth project. My colleague's name is Brian. There are three girls and three boys in our group. Our project partner is a science school. They have got a big laboratory in their school and our group is very busy there all day. There are four chemists and twelve students in the laboratory. Twelve young scientists and a lovely city; there are many things to **chill out** after a tiring day.

- 6 Answer the questions.
 - 1. What does Ammon do?
 - 2. Where are Ammon and Adrian now?
 - 3. Why is Jacob in San Francisco?
 - 4. Which course is popular around the world?
 - 5. How many students are there in Sue and Brian's group?

5	Read the bubbles and the statements	Find the people and write their names.

Ask Ss to read the bubbles and the statements. Tell them to find the people and write their names. Elicit the answers.

This activity enables Ss to find specific information in a simple text about jobs / nationalities / countries.

KEY

- 1. Adrian
- 2. Daniela
- 3. Ammon and Adrian
- 4. Jacob
- 5. Sue and Brian
- 6. Brian / Sue

6 Answer the questions.

Ask Ss to answer the questions. Check the answers in the class.

KEY

- 1. He is an engineer.
- 2. They are in Oxford.
- 3. He is a student in a world-famous dance school.
- 4. The dance school in San Francisco is popular around the world.
- 5. There are six students in Sue and Brian's group.

TEACHER'S NOTE

Look at Jacob's ID card and fill in the other one with your personal information.

First Name	Jacob	
Surname	Maison	
Age	25	
Country	Canada	CHANGE OF THE PARTY OF THE PART
Nationality	Canadian	
e-mail	Jacobmaison@zmail.ca	



B Look at the example below. Write about yourself. Use the information in your ID card.

My name is Jacob Maison. I'm twenty-five years old. I'm from Canada and I'm Canadian.



PRONUNCIATION

A. The full forms of the auxiliary verbs am / is / are and have / has are contracted in connected speech. Listen and practise.

I'm /atm/ Jane. You're /jo:(r)/ late. We're /wɪə(r)/ excited. He's /hiz/ new here.
She's /ʃiz/ got a nice bag.
They've /ðeɪv/ got a city map.

B. Strate Listen to the statements. Tick the full or contracted forms of the auxiliaries.

	Full form	Contracted form
1		
2		
3		
4		
5		
6		

1 Look at Jacob's ID card and fill in the other one with your personal information.

Have Ss look at Jacob's ID card and ask them to fill in the other card with their personal information.

KEY

Ss' own answers

8 Look at the example below. Write about yourself. Use the information in your ID card.

Ask Ss to look at the example below and write about themselves. Get Ss to use the information in their ID card.

KEY

Ss' own answers

-Pronunciation

A. The full forms of the auxiliary verbs *am / is / are* and *have / has* are contracted in connected speech. Listen and practise.

Have Ss listen and practise the pronunciation of contracted forms of *am / is / are* and *have / has*.

B. \bigcirc T:4B Listen to the statements. Tick (\checkmark) the *full* or *contracted* forms of the auxiliaries.

Have Ss listen to the statement and tick (\checkmark) the correct forms of the auxilliaries. Elicit the answers.

	Full form	Contracted form
1		✓
2	✓	
3		✓
4	✓	
5		✓
6		✓

This activity enables Ss to recognize contracted forms of am/is/are and have/has.

TEACHER'S NOTE

WISE UP

ROAD TO SUCCESS

This is the story of a talented Turkish girl.

Melda Umur Saguner is a Turkish musician. She is a successful double bass player. Her music story begins from her childhood. She loves music and she says "My life is music and music is my life".

She studies the instrument double bass at Dokuz Eylül State Conservatory for seven years and graduates at the age of 22. She gets a scholarship from the University of Arts Bern and moves to Switzerland. The first days are really hard for her. There is nobody around her. No family members, no friends... It is a different country with a different culture, but she never gives up.

She has two master degrees between the years 2009-2012. Then she performs concerts with State Symphony Orchestra of Bern in Switzerland as an intern.

From that moment, she starts to play film musics with many Oscar winning composers and performs numerous concerts all over the world.

As a little child, she imagines herself in different countries, meeting new people from different nationalities. "I give concerts in different places. One day we are in Tokyo with Japanese people and one day we are in New York and another time I find myself in Royal Albert Concert Hall in London. It is really interesting to meet new people from different cultures", she says.

Her motto is "Nothing is impossible. First believe, then hold on to your dreams."

Answer the questions.

- 1. What does Melda do?
- 2. Why are the first days in Switzerland difficult for her?
- 3. Do you think her life is interesting?





WISE UP

Tell Ss to read the story of a Turkish musician and ask them to answer the questions.

KEY

- 1. She is a musician.
- 2. Because she is in a different country.
- 3. Ss' own answers.

TEACHER'S NOTE



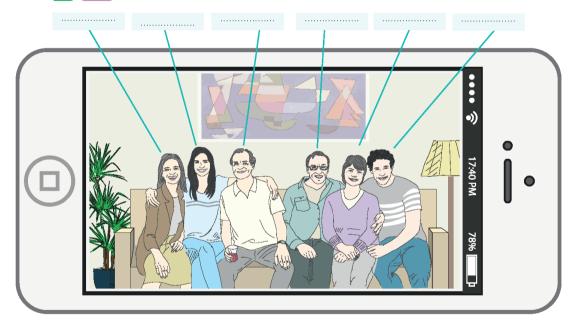
LISTENING & SPEAKING

1 Find the pairs in the word box and complete the chart.

brother daughter father grandfather husband mother grandmother sister son wife uncle aunt

	6
sister	brother

2 🕟 T.5 Listen to the dialogue and label Defne's family members in the photo.



- 3 🕟 T:6 Listen again and answer the questions about Defne's family.
 - 1. What's there on Defne's phone screen?
 - 2. What is Defne's father's job?
 - 3. Who is Akın?
 - 4. What does Defne's mother do?
 - 5. How many people are there in Defne's family?

B- GREAT TO BE HERE

LISTENING & SPEAKING

1 Find the pairs in the word box and complete the chart.

Ask Ss to find the pairs in the word box and complete the chart. Elicit the answers.

KEY			
sister brother			
grandmother	grandfather		
mother	father		
aunt	uncle		
daughter	son		
wife	husband		

2 T:5 Listen to the dialogue and label Defne's family members in the photo.

Tell Ss to listen to the dialogue beetween Defne and her friends. Defne is talking about her family members. Have them look at the family photo to label the people. Elicit the answers.

KEY

(From left to right) Arzu – Defne – Ali – Akın – Ezgi – Umut

3 Fig. Listen again and answer the questions about Defne's family.

Ask Ss to listen to the dialogue again and answer the questions about Defne's family. Elicit the answers.

KEY

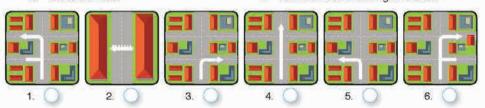
- 1. There is a photo of her family on her phone screen.
- 2. He is an architect.
- 3. Akın is Defne's uncle.
- 4. She is a teacher.
- 5. There are six people in Defne's family.



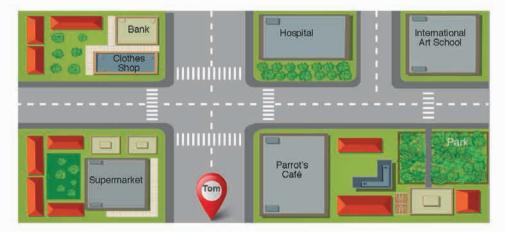
Take a photo of your own family and talk about your family members.

- 5 Read the sentences and match them with the signs.
 - a. Turn left
 - b. Take the second turning on the right.
 - c. Cross the road.

- d. Turn right,
- e. Go along the street.
- f. Take the second turning on the left.



Listen to the dialogue. Follow the directions and draw a line from Tom to Eva's house.



- Work in pairs. Look at the map above. Ask for and give directions to the places given as in the example.
 - A: Excuse mel Can you speak English?
 - B: Yes, I can. How can I help you?
 - A: I'm lost. How can I get to the International Art School?
 - **B**: Don't worry. It's near here. Go along this street and take the first turning on the right. The school is on your left.
 - A: Oh, thank you very much.

4 Take a photo of your own family and talk about your family members.

Ask Ss to take a photo of their families to talk about their family members. See Grammar Reference, possessive adjectives and the verb have got (Theme 1).

This activity enables Ss to introduce their family members.

	KEY	
Ss' own answers		

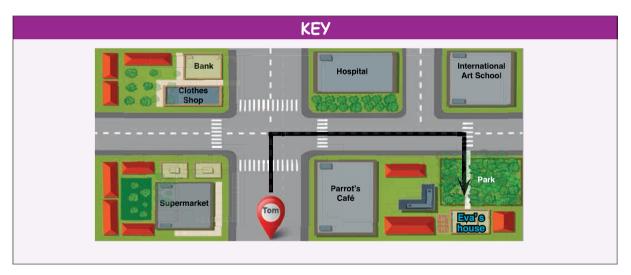
5 Read the sentences and match them with the signs.

Have Ss read the sentences. Ask them to match the sentences with the signs. Elicit the answers. Then, ask Ss to see Grammar Reference, Imperatives (Theme 1).

КЕУ					
1. f	2. c	3. d	4. e	5. a	6. b

6 T:7 Listen to the dialogue. Follow the directions and draw a line from Tom to Eva's house.

Ask Ss to listen to the dialogue between two friends. Tom is trying to go to Eva's house. Tell them to follow the directions to draw a line from Tom to Eva's house. Elicit the answers.



Work in pairs. Look at the map above. Ask for and give directions to the places given as in the example.

Ask Ss to work in pairs. Draw their attention to the map in exercise 6 to ask for and give directions to the places given as in the sample dialogue.

This activity enables Ss to ask for and give simple directions in simple phrases.



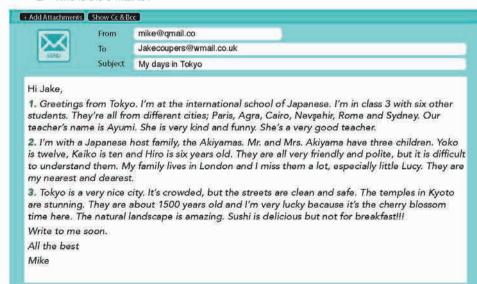
READING & WRITING

a. Write the names of the cities under the correct photos.



- b. Now match the cities above with the countries.
- 1. Japan
 3. India
 5. England
 7. Italy

 2. Turkey
 4. France
 6. Egypt
 8. Australia
- Read the e-mail and answer the questions.
 - 1. Who is the e-mail from?
 - 2. Who is the e-mail to?



READING & WRITING

1 a. Write the names of the cities under the correct photos.

Draw Ss' attention to the photos and ask them to write the names of the cities under the correct photos. Elicit the answers.

		KEY	
Tokyo Nevşehir	3. Agra4. Paris	5. London6. Cairo	7. Rome 8. Sydney

b. Match the cities above with the countries.

Have Ss match the cities with the countries. Elicit the answers.

		KEY	
1. f	3. g	5. c	7. b
2. h	4. a	6. d	8. e

2 Read the e-mail and answer the questions.

Ask Ss to read the e-mail and answer the questions. Elicit the answers.

This activity enables Ss to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and e-mails.

	KEY
 The mail is from Mike. The mail is to Jake. 	

Idiom of the Week
My nearest and dearest: my closest relatives or friends.

TEACHER'S NOTE



Read the e-mail again. Match the pictures with the paragraphs.





B



est and dec

4 Read the statements and write true (T) or false (F).

- 1. Mike is in Tokyo for business.
 - 2. Ayumi is a friend of Mike.
- 3. The Akiyamas is the host family.
- 4. The Akiyamas are very kind to Mike.
 - 5. Tokyo is very beautiful but not safe.
 - 6. Mike has good relations with his host family.
- 5 Circle the correct option.
 - 1. The Japanese are very polite / impolite people.
 - 2. Tokyo is a very dangerous / safe city.
 - 3. The temples and palaces are stunning / ugly.
 - The streets are very *empty / crowded* in Tokyo.
 Mike thinks sushi is *delicious / disgusting*.



Name	Age	Country	Nationality	Job	
Mike					
Ayumi					
Hiro					
Yoko					
Keiko					



Read again and match the pictures with the paragraphs.

Draw Ss' attention to the pictures and ask them to read the e-mail again to match the pictures with the paragraphs. Elicit the answers.

	KEY	
A. 2	B. 3	C. 1

Read the statements and write true (T) or false (F).

Ask Ss to read the statements to write true (T) or false (F). Elicit the answers.

KEY

- 1. F Mike is in Tokyo to study Japanese.
- 2. F Ayumi is their teacher.
- 3. T
- 4. T
- 5. F Tokyo is a safe city.
- 6. T

TEACHER TIP

The Akiyamas is refers to the family. The Akiyamas are refers to the family members.

5 Circle the correct option.

Tell Ss to circle the correct option. Elicit the answers.

		KEY		
1. polite	2. safe	3. stunning	4. crowded	5. delicious

6 Fill in the chart with the information in the e-mail.

Draw Ss' attention to the chart and tell them to fill in the chart with the given information in the e-mail. Elicit the answers.

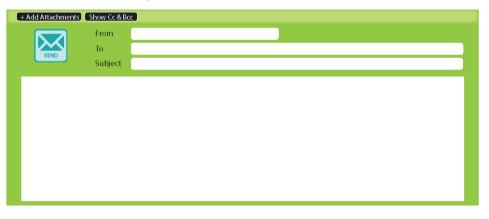
		KEY		
Name	Age	Country	Nationality	Job
Mike	-	England	English	student
Ayumi	-	Japan	Japanese	teacher
Hiro	6	Japan	Japanese	-
Yoko	12	Japan	Japanese	-
Keiko	10	Japan	Japanese	-



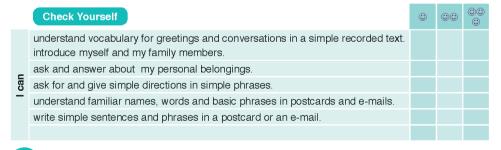
Read the e-mail and fill in the gaps with the words in the box.

friendly smiling hometown amazing + Add Attachments Show Cc & Bcc deniz35@teenmail.com jorge_martinez18@wmail.com Subject Hello there! Dear Jorge, I'm really excited about your stay here. Exchange students are always happy to study in Turkey. There are lots of things to do in my, İstanbul. Historical places are wonderful here. There are also places like bazaars and modern shopping Cafés and restaurants have stunning views in Bosphorus. We can go there together. Hope to see you soon. Deniz

Imagine that an exchange student is coming to stay in your house. Write an e-mail to him / her and describe your hometown.



Play 'Guess Who' game.



Read the e-mail and fill in the gaps with the words in the box.

Draw Ss' attention to the example of a e-mail. Ask them to read the e-mail to fill in the gaps with the words from the box. Elicit the answers.

KEY

hometown - amazing - friendly - smiling

Imagine that an exchange student is coming to stay in your house. Write an e-mail to him / her and describe your hometown.

Tell Ss that an exchange student is visiting them. Ask them to write an e-mail to him / her describing their hometown.

This activity enables Ss to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).

KEY

Ss' own answers

Game Time: Play 'Guess Who' game.

- Write each student's name on a name tag and attach the name tags to the students' backs, but give each student the wrong name tag.
- Pair the students randomly and have them read each other's name tag. Each student gets to
 ask three yes or no questions to try figuring out whose name tag he has on his back. If he doesn't
 guess correctly after three tries, he switches partners and tries again. Once they correctly guess
 whose name tag they have, each student returns the name tag to the right person. When a
 student correctly guesses whose name tag he has, he may go around and offer hints to those still
 guessing.



Theme

2

MY ENTRONMENT

	THEME	FUNCTIONS	SKILLS
		 Talking about location of things. Asking about and describing neighbourhood. Making comparisons. 	Listening 1. Students will be able to respond to the questions related to the topic of a recorded text / video. 2. Students will be able to locate the things as they listen to information about the instructions. Pronunciation
Í		• There is / there	Students will be able to differentiate /ı/ sound from /i:/ sound.
٦		are	Speaking
7	2	Prepositions of place Possessives	Students will be able to ask about and describe their neighbourhood.
Ļ	MY ENVIRONMENT	Object pronounsDemonstratives	Students will be able to compare people, places and objects around them.
"/"		Singular and plural nouns	Students will be able to ask and answer questions about location of things and places.
P		IDIOM / PROVERB	Reading
M		make yourself at home hustle and bustle	Students will be able to read a simple text for specific information about their neighbourhood, city, etc.
		VALUES	Writing
		VALUES	Students will be able to fill in a chart comparing cities in different countries.
		friendship	Students will be able to describe different environments in simple sentences and phrases.

Do you want to live in a big or a small city? Which one do you think is pretty? Is your room a secret place? Does freedom come from a bookcase?

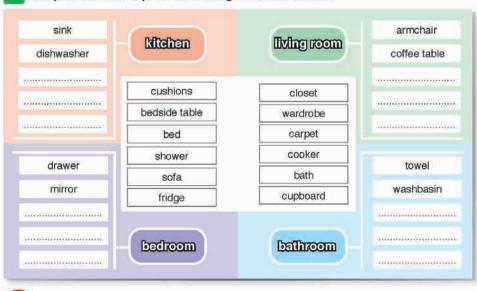


LISTENING & SPEAKING

Label the parts of the house on the picture.



Complete the word map with the missing words from the box.



Theme 2 MY ENVIRONMENT

A- CAN I COME IN?

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

1 Label the parts of the house on the picture.

Have Ss look at the picture and label the parts of the house on it. Make sure there aren't any unknown words. Elicit the answers.

		KEY		
1. balcony	3. garage	5. study room	7.	bathroom
2. bedroom	4. garden	6. kitchen	8.	living room

2 Complete the word map with the missing words from the box.

Ask Ss to look at the word map to complete it with the words from the box. Help Ss if there are any unknown vocabulary. You may ask them to use their dictionaries. Check the answers in the class.

KEY

kitchen: fridge, cooker, cupboard **living room:** sofa, carpet, cushions **bedroom:** bedside table, wardrobe, bed

bathroom: shower, closet, bath



CAN I COME IN?

🛐 🚱 🔞 Listen to Andy and Sue talking about their rooms. Label the pictures with their names.

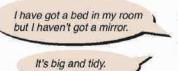




- A
- Missen to the dialogue again. Write true (T) or false (F).
 - 1. Andy and Sue are at Sue's house.
 - 2. "Make yourself at home" means feeling comfortable in someone else's home.
 - 3. Sue's wardrobe is smaller than Andy's.
 - 4. Andy's wardrobe is tidy.

- 5. Andy's desk is between the wardrobe and the bed.
- Andy has got paintings on the wall.
 - 7. Sue doesn't like posters in her room.
- Tick (✓) the true statements for you.
 - My favourite place is my room.
 - My room is always tidy.
 - There are posters on the walls.
 - 4. There is a sign on my room door.
 - 5. I share my room with my sister / brother.
- Work in pairs. Ask and answer questions about your rooms as in the examples below.







Student B

Work in groups. Bring a photo of your room and compare.

3 ST:8 Listen to Andy and Sue talking about their rooms. Label the pictures with their names.

Tell Ss that they are going to listen to Andy and Sue talking about their rooms. Ask Ss to label the pictures with their names. Play the recording once more if needed.

	KEY	
A. Sue	B. Andy	

4 T:9 Listen to the dialogue again. Write true (T) or false (F).

Have Ss read the statements and tell them to listen to the dialogue again. Ask them to write true or false while listening. If needed, play the recording again.

KEY					
 T T F Andy's wardrobe is smaller than Sue's. F Andy's wardrobe is messy. 	5. T6. F Andy has got posters on the wall.7. T				

Idiom of the Week

make yourself at home: to relax and make yourself comfortable in someone else's house.

5 Tick (✓) the true statements for you.

Ask Ss to read the statements and tick the ones which are true for them.

	KEY	
Ss' own answers		

6 Work in pairs. Ask and answer questions about your rooms as in the examples below.

Tell Ss to work in pairs. Ask them to read the examples. Have them talk about their rooms by asking and answering questions. Monitor them while they are talking.

Work in groups. Bring a photo of your room and compare.

Ask Ss to bring a photo of their rooms. Have them work in groups and compare their photos.



READING & WRITING

- Write the words under the correct pictures.
 - 2. between
- 3. under 4. in front of
- behind
 in
- 7. near 8. on

















Work in pairs. Look at the picture below. Ask and answer questions as in the example.









READING & WRITING

1 Write the words under the correct pictures.

Ask Ss to write the prepositions under the correct pictures. See Grammar Reference, Prepositions of Place (Theme 2). Check the answers.

	KEY			
A. in front of	B. in	C. on	D. between	
E. near	F. under	G. next to	H. behind	

Work in pairs. Look at the picture below . Ask and answer questions as in the example.

Tell Ss to work in pairs. Have them look at the picture. Encourage them to ask and answer questions about the objects in the picture. Monitor them. Go through the answers with the class.

This activity enables Ss to ask and answer questions about the location of things and places.

SUGGESTED KEY				
Where is the bookcase? Where is the armchair? Where are the flowers?	It's behind the armchair. It's next to the brown coffee table. They're in the vase.			
Where is the sofa? Where is the painting? Where is the white coffee table?	It's in front of the window. It's on the wall. It's between the armchair and the sofa.			
Where are the cushions?	They're on the floor.			

TEACHER'S NOTE



Read the text about William's room and complete the sketch of it.

MY LITTLE WORLD

This is my room. There is a dark blue carpet on the floor. There is a window near my bed. I can see the beautiful garden from my bed. There are two movie posters on the wall. There is a bedside table next to my bed. My books and alarm clock are always on it. On the left side of the bed, there is a shelf on the wall for my model planes. My room is my favourite place and my only private space.



- 4 Read the text again and complete the sentences.
 - 1. The colour of the carpet is
 - 2. There is an alarm clock on the
- 5 Read again. Choose the correct option.
 - 1. William's bed is **behind / near / opposite** the window.
 - 2. There is a bedside table *on / next to / opposite* his bed.
 - 3. The alarm clock and his books are always *in / on / under* the bedside table.
 - 4. His wooden box is on / in / under the bed.
- 6 Look at Liya's room below and tell the differences between William's room and hers.



Liya's room

e.g. There are posters on the wall in William's room but there aren't any posters in Liya's room.

There is / isn't
There are / aren't

່ວເ

3 Read the text about William's room and complete the sketch of it.

Ask Ss to read about William's room and complete the sketch of it. Elicit the answers.

4 Read the text again and complete the sentences.

Have Ss read the text again to fill in the blanks.

	KEY
dark blue bedside table	3. shelves4. watches, wristbands and keys

5 Read again. Choose the correct option.

Tell Ss to have a look at the text again to choose the correct option.

КЕУ		
1. near	3. on	
2. next to	4. under	

6 Look at Liya's room below and tell the differences between William's room and hers.

Ask Ss to look at the pictures of the rooms and state the differences between them. Go through the answers with the class. See Grammar Reference, Possessive -s (Theme 2).

KEY

There is one small window in Liya's room but there is a big one in William's room.

There is a wooden box under William's bed but there isn't a box on the wardrobe in Liya's room.

There are model planes on the shelves in William's room but there are books on the shelves in Liya's room.

There is a bookcase in Liya's room but there isn't a bookcase in William's room.

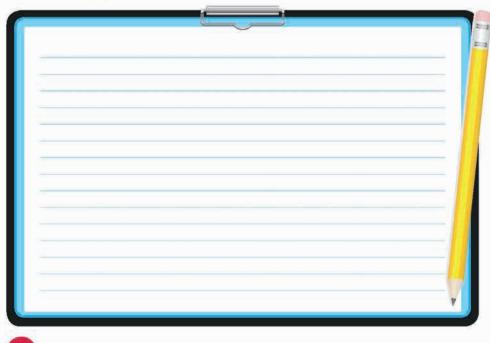
There is a desk in Liya's room but there isn't a desk in William's room.



7 a. Read the e-mail. Put the paragraphs (A-C) in the correct order.



b. Write an e-mail to your e-pal describing your house / flat. Use the e-mail in exercise 7a as a model.



	_	
4		
	7	•
v	ш	•

a. Read the e-mail. Put the paragraphs (A-C) in the correct order.

Tell Ss to read the e-mail and put the paragraphs in the correct order. Elicit the answers.

KEY			
A. 3	B. 1	C. 2	

b. Write an e-mail to your e-pal describing your house / flat. Use the e-mail in exercise 7a as a model.

Ask Ss to write an e-mail to their e-pals describing their house / flat. Tell them that they can use the e-mail in exercise 7a as a model.

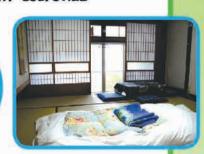
TEACHER'S NOTE

WISE UP

DIFFERENT SHELTERS DIFFERENT CULTURES



Hi, I'm Hiro. I'm from Japan. Welcome to my world. This is my bedroom. There is a futon bed in my bedroom. It's a traditional Japanese bed. There is a small table in front of the sliding door. There aren't lots of things in my room. It's very simple with soft colours.





Hello! I'm Amina from Morocco. This is my room. I share it with my sister. There are two wooden beds and a bedside table between the beds. I have got a traditional lamp and there is a painting on the wall. I have got a colourful room because we like warm colours in Morocco.





Hi, I'm Benny. I'm from Sweden. My bedroom is my favourite place in the house. There is a chest of drawers in front of the window. There is a bedside table next to my bed and a lamp on it. I have got everything white in my bedroom. This colour is very popular in Swedish houses because we have long winters and short summers.



Answer the questions.

- What is a futon?
- 2
- Who has got a colourful room?
 Why is the white colour popular in Sweden?
- Which room is your favourite? Why?

WISE UP

Draw Ss' attention to the rooms of Hiro, Amina and Benny. Have ss read the descriptions of the rooms. Ask them to answer the questions. Elicit the answers.

KEY

- 1. A futon is a traditional Japanese bed.
- 2. Amina from Morocco has got a colourful room.
- 3. It's popular because they have long winters and short summers in Sweden.
- 4. Ss' own answers.

TE	EACHER'S NOTE



LISTENING & SPEAKING

Match the words with the pictures.

- 1. pharmacy
- 2. library
- 3. theatre
- 4. supermarket
- 5. bank
- 6. hospital
- 7. museum
- 8. shopping mall
- 9. café
- 10. leisure centre





















- Complete the sentences with the correct places.
 - We see the historical objects in a
 - 2. We buy food and drinks from a
 - 3. There are fun facilities in a
 - 4. We see a play or a musical at a
 - 5. We read books or study in a
 - There are different stores in a
 We buy medicine from a

B- MY NEIGHBOURHOOD

LISTENING & SPEAKING

1 Match the words with the pictures.

Tell Ss to look at the words and the pictures. Ask them to match the words with the pictures.

		KEY		
1. E	3. B	5. A	7. G	9. l
2. D	4. J	6. F	8. H	10. C

2 Complete the sentences with the correct places.

Ask Ss to read the sentences and complete them using the correct words in exercise 1.

	KEY		
museum supermarket	3. leisure centre4. theatre	5. library6. shopping mall	7. pharmacy



Listen to Laura and Susan talking about Susan's neighbourhood in Leeds.
Choose the correct options.

- 1. Why is Susan worried?
 - a. Because her father has a new job in a different city.
 - b. Because she has some problems with her family.
- 2. Where is her father's new job?
 - a. in San Francisco
- b. in Siena
- 3. Why is Susan happy in Leeds?
 - a. Because there are many places to go in Leeds.
 - b. Because there is no traffic in Leeds.
- 4. Which city is bigger and busier?
 - a. Siena
- b. Leeds
- 5. Which city is famous for its art?
 - a. Leeds
- b. Siena



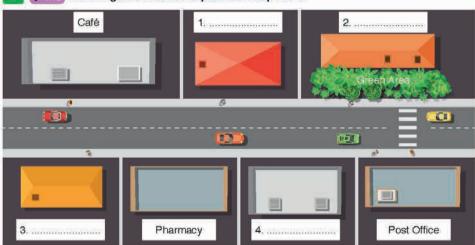


Listen to the dialogue again. Tick (✓) the correct boxes.

- 1. Has Susan got a lot of friends in Leeds?
- 2. Is there a leisure centre in Susan's neighbourhood?
- 3. Is there a traffic problem in Siena?
- 4. Is Leeds small and quiet?
- 5. Are there historical buildings in Siena?

Yes No

Listen again and label the places in the picture.



Work in pairs. Ask and answer questions about your neighbourhood.

e.g. Student A: Is there a bank in your neighbourhood? Student B: Yes, there is. It is near my house.

Tell Ss that they are going to hear Laura and Susan talking about Susan's neighbourhood in Leeds. Ask them to choose the correct option while listening. Play the recording once more if needed.

This activity helps Ss to respond to the questions related to the topic of a recorded text.

		KEY		
1. a	2. b	3. a	4. b	5. b

Have Ss listen to the dialogue again and tick yes or no. Elicit the answers.

		KEY		
1. Yes	2. No	3. No	4. No	5. Yes

Get Ss to listen again and label the places in the picture.

This activity enables Ss to locate the things as they listen to information about the instructions.

				KEY					
1.	Supermarket	2.	Mall		3.	Bookshop	4.	Bank	

6 Work in pairs. Ask and answer questions about your neighbourhood.

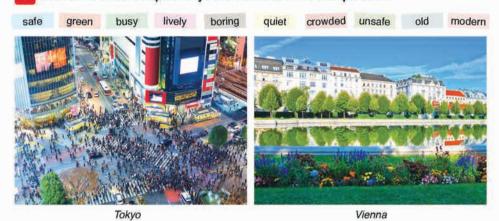
Tell Ss to work in pairs. Have them ask and answer questions about their neighbourhoods. Monitor them. See Grammar Reference, There is / There are (Theme 2).

This activity enables Ss to ask about and describe their neighbourhoods.



READING & WRITING

Look at the cities. Compare Tokyo and Vienna as in the example below.



e.g. Student A: I think Tokyo is livelier than Vienna.

Student B: And the buildings are more modern there.

Student A: People in Tokyo are busier too.

- Read the e-mail. Answer the questions.
 - 1. Who is the e-mail from?
 - 2. Who is the e-mail to?



READING & WRITING

1 Look at the cities. Compare Tokyo and Vienna as in the example below.

Ask Ss to look at the cities and compare them. Tell them to give their reasons using the words given in the book. Help them with the vocabulary if necessary. Encourage them to talk.

This activity enables Ss to compare people, places and objects around them.

Read the e-mail. Answer the questions.

Ask Ss to read the e-mail and answer the questions.

	KEY	
1. Susan	2. Laura	

Idiom of the Week

Hustle and bustle means all the noise and activity of something.

TEACHER'S NOTE

Read t	he e-mail again and write tr	rue (T) or false (F).
	Susan has got more friend	ds in Leeds.
	There aren't any trees in h	ner new neighbourhood.
	3. Siena isn't as small as Lee	eds.
	 Susan goes to school by t 	bike.
	5. She is happy with her scho	ool.
e	She has got a nice room.	
Choos	e the correct option and co	emplete the sentences.
	san misses Leeds because	
2)	all har friends are there	b) has backetball easab is there
2. Sus	san lives in a busy place	220000500
a)	busy place	b) quiet place
	stle and bustle means, peace and rest	b) noise and activity
	na is a(n)	
	old	b) modern
	san goes to school by bus	b) on foot
Leeds Siena	2.1 1.000 PM	e.g. Leeds is busier than Siena.
Look a	pharmacy museum	You can see a lot of places in Siena. You can see a famous play at the theatre.
orary bar	theatre	

Read the e-mail again and write true (T) or false (F).

Have Ss read the e-mail again and write true or false for the given statements.

This activity enables Ss to read a simple text for specific information about their neighbourhood / city.

KEY

- 1. T
- 2. F She lives in a very green area.
- 3. F Siena is smaller than Leeds.
- 4. F She goes to school on foot.
- 5. T
- 6. T
- Choose the correct option and complete the sentences.

Get Ss to choose the correct option to complete the sentences.

		KEY		
1. a	2. b	3. b	4. a	5. b

5 Make sentences comparing Leeds and Siena.

Encourage Ss to make sentences using the adjectives given to compare Leeds and Sienna.

SUGGESTED KEY

Leeds is busier than Siena.

Siena is quieter than Leeds.

Leeds is livelier than Siena.

Leeds is bigger than Siena.

6 Look at Susan's neighbourhood in Siena. Write a paragraph to describe it.

Ask Ss to look at Susan's neighbourhood in Siena and write a paragraph to describe it.

This activity enables Ss to describe different environments in simple sentences and phrases.

SUGGESTED KEY

...There is a café near it. You can eat or drink something. The library is opposite the café. You can read books or study there. The bank is between the library and the post office. You can go there to get some money and you can post your letters from the post office. There is a museum opposite the pharmacy. You can see the historical objects there and you can buy medicine from the pharmacy. There is a hospital opposite the theatre and the museum.



Look at the pictures below and read the information about the two cities. Then fill in the missing parts of the chart comparing the two cities below.





	HONG KONG	VADUZ
population	7,234,800	5,100
area	1,104 km²	17.3 km²
architecture	modern	old
climate	average yearly temp. 22.6 °C	average yearly temp. 9.2 °C
big / small	***************************************	Vaduz is smaller than Hong Kong.
hot / cold	(**************************************	
modern / old	Hong Kong is more modern than Vaduz.	
quiet / busy		

PRONUNCIATION

A. Signal Listen and practise. Notice the pronunciation of /i:/ and /i/ sounds.

1:1	111
seat	sit
bean	bin
cheap	chip
eat	it

	li:1	///		li:1	M
1. hit			4. fit		
2. heat			5. his		
3. feet			6. he's		

Play "The Picture Game".

	Check Yourself	0	00	00
	ask about and describe my neighbourhood.			
_	tell the location of things and places.			
car	ask about and describe my neighbourhood.			
_	read a simple text for specific information about a neighbourhood or a city.			
	locate the things as I listen to information about the instructions.			

Look at the pictures below and read the information about the two cities. Then fill in the missing parts of the chart comparing the two cities below.

Ask Ss to read the information about the two cities and then fill in the missing parts of the chart.

This activity enables Ss to fill in a chart comparing cities in different countries.

KEY

Hong Kong is bigger than Vaduz.

Hong Kong is hotter than Vaduz.

Hong Kong is more modern than Vaduz.

Hong Kong is busier than Vaduz.

Vaduz is smaller than Hong Kong.

Vaduz is colder than Hong Kong.

Vaduz is older than Hong Kong.

Vaduz is quieter than Hong Kong.

TEACHER TIP

Vaduz is the capital of Liechtenstein, which is the fourth smallest country in Europe between Switzerland and Australia.

Pronunciation^{*}

A. T:13 Listen and practise. Notice the pronunciation of /i:/ and /ı/ sounds.

Have Ss listen and notice the pronunciation of /i:/ and /ı/ sounds.

B. \bigcirc T:14 Listen and tick (\checkmark) the correct sounds you hear.

Ss listen and tick (\checkmark) the words that have the /i:/ and /i/ sounds. Check the answers with the class.

This activity enables Ss to differentiate /i:/ and /i/ sounds.

KEY

	/i:/	/ı/
1. hit		✓
2. heat	✓	
3. feet	✓	

	/i:/	/ı/
4. fit		✓
5. his		✓
6. he's	✓	

Game Time: Play "The Picture Game".

- · Ss work in pairs in this drawing activity.
- · Make enough copies of the pictures on page 62.
- Get Ss to sit facing each other. St A describes his/her picture to St B.
- St B listens to St A carefully to draw his/her picture on a piece of paper.
- Tell Ss that they cannot look at their partner's picture, but they can ask questions to draw a more accurate picture.
- After St A finishes describing his/her picture, St B starts to describe his/her own picture and St A draws.
- The student who can draw the most accurate picture wins.

The Picture Game Student A



Student B



Theme MOVIES THEME **FUNCTIONS SKILLS** Talking about likes / dislikes, hobbies and Listening free time activities. 1. Students will be able to detect familiar words / phrases · Expressing opinions. about likes / dislikes and hobbies in a recorded text or Making preferences. video. · Asking about and 2. Students will be able to reorder a recorded conversation telling the time and about making invitations / offers. the date. **Pronunciation** Inviting, refusing Students will be able to differentiate /t/ sound from /θ/ and accepting an sound. invitation. **Speaking GRAMMAR** 1. Students will be able to express their opinions about free The Present Simple time activities. Tense 2. Students will be able to ask about and tell the time and the Wh- Questions **MOVIES** · Like, love, hate + -ing 3. Students will be able to talk about their preferences of form hobbies and free time activities. Telling the time and 4. Students will be able to act out a dialogue about accepting the date and refusing an invitation. · Making invitations Reading IDIOM / PROVERB 1. Students will be able to scan film reviews on blogs to decide which movie to see. on the edge of one's seat 2. Students will be able to find the main idea of a text about reach for the moon movies. **VALUES** Writing 1. Students will be able to write their opinions on a blog. friendship 2. Students will be able to write text short messages to invite · self discipline their friends for a movie. patience justice

What is your all time favourite movie? What things make a movie extremely juicy? Do you think you should try something different in your life? How about being a traveller in wildlife?

LISTENING & SPEAKING

	7				
150-	Match the following	movie	noctore with	the correct	movie types
100.0	match the following	IIIOVIC	hogicia Mitti	THE COLLECT	HIDAIC TABES.

	1	
1.	()	romance

2. O comedy

3. historical drama

4. action

biography

6. animation

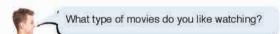
7. O horror

8. Sci-fi



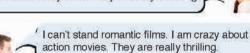


Work in pairs. Study the table, then make a dialogue as in the example.



I love comedy films. They are very amusing.





I am crazy about I love I like / enjoy	amazing thrilling breathtaking fast-paced amusing
I don't mind	ordinary average
I don't like I can't stand I hate	annoying boring unrealistic unpleasant

- Circle the correct option for each movie.
 - 1. The Martian is a movie. It's about an astronaut. He tries to live alone on Mars.

a) horror b) sci-fi

a) romance b) comedy

Theme 3 MOVIES

A- YOU ARE WHAT YOU WATCH!

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

1 Match the following movie posters with the correct movie types.

Get Ss to match the movie posters with the correct movie types. Ask some Ss to share their answers with the class. Elicit the answers.

			KEY	•			
1. A	2. G	3. H	4. D	5. E	6. C	7. F	8. B

2 Work in pairs. Study the table, then make a dialogue as in the example.

Tell Ss to read the sample dialogue and the given table. Give them some time to prepare their own dialogues. Encourage them to act out their dialogues.

	KEY	
Ss' own answers		

3 Circle the correct option for each movie.

Have Ss choose the correct option for the given movies. Elicit the answers.

	KEY	
1. b	2. a	

3 A

YOU ARE WHAT YOU WATCH!

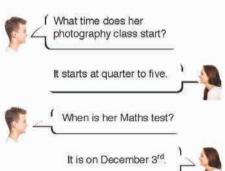
- Listen to Eric and Kathy talking about movies. Number the following sentences in the order you hear.
 - a. His acting is amazing.
 - b. How about watching The Martian?
 - c. I find them boring and unrealistic.
 - d. Why don't we go to the cinema?
- e. Let's google what is on this week.
- f. Show times are at 5:30 and 7:45 p.m.
- g. I don't feel like watching a sci-fi.
- 6 Listen to the dialogue again and complete the table.

	Favourite movie type	
Kathy		
Eric		



6 Look at Doreen's to-do list. Ask and answer questions as in the example.





 Look at the highlighted sentences in the dialogue and write them under the correct headings.

Vincent: Hi, Doreen. There is a new Batman movie on at the cinemas. How about seeing it on

Tuesday afternoon?

Doreen: Well I'd love to, but I can't. I have a photography class.

Vincent: OK, Let me check my schedule. I'm free on December 5th, Why don't we meet on that

day?

Doreen: Sorry, but I can't make it. It's my best friend's birthday. Shall we meet on Thursday?

Vincent: It sounds great. Let's meet at the cinema at 5:30 p.m.

Making an invitation	Accepting an invitation	Refusing an invitation		
Shall we meet on Thursday?				
		31120000741253111120011110000000000000000000000000		
	***************************************	***************************************		

b. Write a similar dialogue as in exercise 7a using the expressions in the table. Then, act it out

Have Ss listen to the dialogue between Eric and Kathy. Ss put the sentences in the correct order while listening. If necessary, play the recording once more. Check Ss' answers.

This activity enables Ss to reorder a recorded conversation about making invitations / offers.

			KEY			
a. 5	b. 4	c. 3	d. 1	e. 2	f. 7	g. 6

5 T:16 Listen to the dialogue again and complete the table.

Ask Ss to listen to the dialogue again and find Kathy and Eric's favourite movie types. Check Ss' answers.

	KEY				
Γ	Favourite Movie Type				
l I	Kathy	romance			
[Eric	horror			

6 Look at Doreen's to-do list. Ask and answer questions as in the example.

Ss look at Doreen's to-do list and ask and answer questions using the sample dialogue.

This activity enables Ss to ask about and tell the time and the date.

 a. Look at the highlighted sentences in the dialogue and write them under the correct headings.

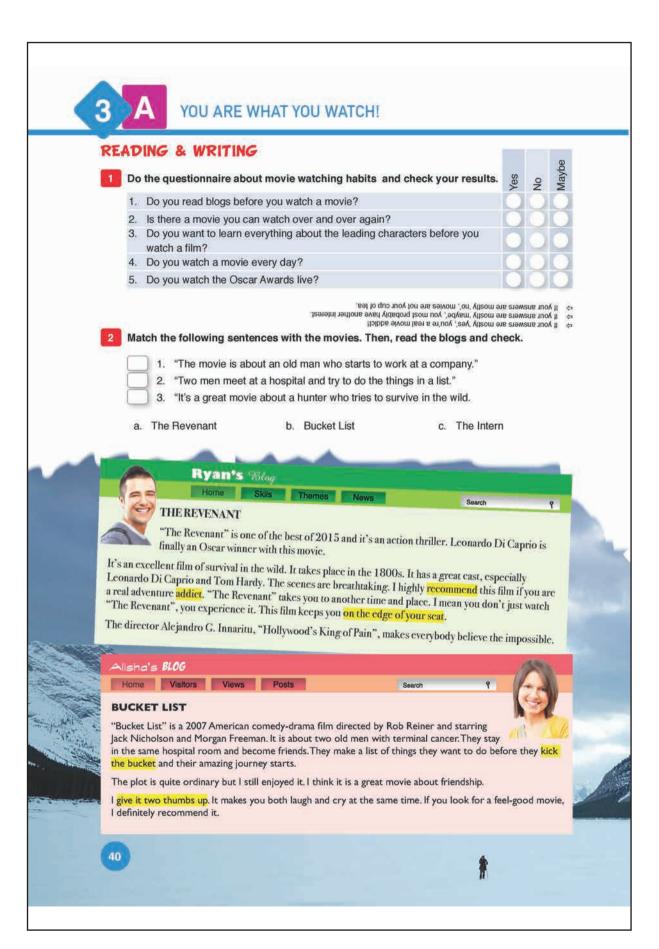
Ask Ss to read the dialogue carefully and write the highlighted sentences in the correct column. Go through the answers with the class.

	KEY	
Making an invitation	Accepting an invitation	Refusing an invitation
Shall we meet on Thursday?	It sounds great.	I'd love to but I can't.
How about seeing it on Fuesday afternoon?		Sorry, but I can't make it.
Why don't we meet on that day?		
Let's meet at the cinema at 5.30.		

b. Write a similar dialogue as in exercise 7a using the expressions in the table. Then, act it out.

Tell Ss to see the grammar reference (Theme 3) and ask them to use the given patterns in their own dialogues as well. Encourage Ss to act out their dialogues.

This activity enables Ss to act out a dialogue about accepting and refusing an invitation.



READING & WRITING

1 Do the questionnaire about movie watching habits and check your results.

Have Ss do the questionnaire and check the results about their movie watching habits. Tell them to share their results with class.

2 Match the following sentences with the movies. Then, read the blogs and check.

Focus Ss' attention on the sentences. Ask them to match the sentences with the given movies. Check their answers.

	KEY	
1. c	2. b	3. a

TEACHER'S NOTE



YOU ARE WHAT YOU WATCH!

3	Dood	the bloce	and anewor	the augetions
ು	nead	the blogs	and answer	the questions.

- 1. When does the story take place in "The Revenant"?
- Who is the director of "The Revenant"?
- 3. Who stars in "Bucket List"?
- What is the plot of "Bucket List"?
- Where does the story take place in "The Intern"?
- 6. Why does Blake think "The Intern" is a bomb?



Look at the highlighted words and phrases in the text. Then, match them with their meanings.

- 1. to recommend
 - 2. an addict
- 3. on the edge of one's seat
- 4. to kick the bucket
- 5. to give something two thumbs up
- 6. a feel-good movie
- 7. a bomb

- a. to like something very much
- b. very excited to learn what happens next
- c. an unpopular movie
- d. to give advice
- e. to die
- f. an entertaining movie
- g. a fan

Which of these movies in the blogs is your favourite? Why? Make sentences using the

e.g. "The Revenant" is my favourite because it has an exciting plot and Leonardo Di Caprio is my favourite actor.

It is	amusing. thrilling.	It has	great acting. an exciting plot.	
	breathtaking.	- 11	an amazing cast.	

Blake's Blog Hobbies Posts Photos

THE INTERN

The story takes place in Brooklyn. Ben Whittaker is a 70-year-old lonely man. He is bored with his life. He plays golf, goes to movies, reads books and does yoga to fill his time, but something is still missing. He decides to work again and gets a job at an online fashion site. After a while, he works as an assistant for Jules Ostin, the owner of the company. Life is really hard for Jules, she has lots of problems, but Ben helps her through her problems.

I think it is a modern fairy tale with an unrealistic story. It's a romantic story without romance. Two Oscar winner stars, Robert De Niro and Anne Hathaway, have the lead roles, but the result is just a feel-good movie. This movie is a bomb. You shouldn't waste your time seeing it.

3 Read the blogs and answer the questions.

Ask Ss to read Ryan, Alisha and Blake's blogs and answer the questions. Elicit the answers.

KEY

- 1. It takes place in the 1800s.
- 2. Alejandro G. Innaritu is the director of "The Revenant".
- 3. Jack Nicholson and Morgan Freeman star in "Bucket List".
- 4. It is about two old men with terminal cancer. They stay in the same hospital room and become friends.
- 5. It takes place in Brooklyn.
- 6. Because it has an unrealistic story and it is a romantic story without romance.

Idiom of the Week

on the edge of one's seat: If you say that someone is on the edge of their seat, you mean that they are very interested in what is happening or what is going to happen.

4 Look at the highlighted words and phrases in the text. Then, match them with their meanings.

Draw Ss' attention to the highlighted words in the blogs. Have them match the words and phrases with their meanings and compare their answers in pairs. Elicit the answers.

			KEY			
1. d	2. g	3. b	4. e	5. a	6. f	7. c

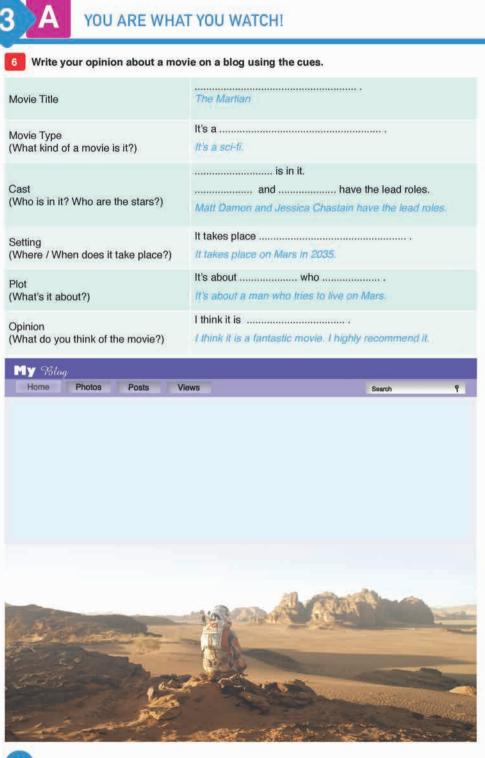
Which of these movies in the blogs is your favourite? Why? Make sentences using the table.

Draw Ss' attention to the table and the sample sentence. Ss say their favourite movies in the blogs and give their reasons. Elicit the answers.

This activity enables Ss to scan film reviews on blogs to decide which movie to see.

	KEY	
Ss' own answers		





should include the and correct their	he answers of t r partner's mist	e. Ask Ss to use the given cu the questions in their writing. akes. Trite their opinions on a blo	ch
		TEACHER'S NOTE	

6 Write your opinion about a movie on a blog using the cues.

WISE UP

HOLLYWOOD VS BOLLYWOOD

Do you know the differences between the two biggest film industries? Let's have a look at them.



Hollywood		Bollywood
Hollywood		Bollywood
The first movie in Hollywood was "In Old California" in 1910.	First Movie	The first movie in Bollywood was "Raja Harishchandra" in 1913.
Hollywood is in Los Angeles, California.	Location	Bollywood doesn't exist in a physical place. It is in Mumbai (formerly called Bombay)
The cinema industry is in Hollywood, Los Angeles, California.	The Names Come From	Bollywood is the combination of Bombay and Hollywood.
About 600	Number of Movies Per Year	About 1000
Pirates of the Caribbean: On Stranger Tides (2011).	Most Expensive Movie Ever	2.0 (2018)
George Clooney (\$239 million)	Highest Paid Star	Akshay Kumar (\$40.5 million)
Avatar (\$2.8 billion)	Highest Grossing Movie	Dangal (\$330 million)

OTHER FACTS

- In Bollywood, there is action, drama, romance, comedy all in one movie, but in Hollywood you have to see 4 or 5 different movies for that.
- Bollywood films are longer (3 hours) than Hollywood films (2 hours).
- Bollywood makes more films, but Hollywood has a larger movie income and spends much more money on film production.
- Hollywood movies with music are called as musicals, but 99% of Bollywood films have music and dance (5 or 6 songs per film).



Are you a Hollywood or Bollywood addict? Give three reasons.						

WISE UP

Draw two columns on the board. Write Hollywood in column A and Bollywood in column B. Ss think about what they know about Hollywood and Bollywood . Ask Ss to come to the board and write what they know about Hollywood and Bollywood.

Tell Ss to read the text and then say why they are a fan of Hollywood or Bollywood. They share their ideas by giving reasons.

KEY

Ss' own answers

TEACHER TIP

Volunteers can search the Net to get extra information about Hollywood vs. Bollywood and share it with the class.

TEACHER'S NOTE

LISTENING & SPEAKING

Label the photos with the correct free time activities below. Four activities are extra.

collecting things cycling doing origami knitting snowboarding rollerblading

playing chess dancing playing the guitar/violin,etc. scuba diving fencing writing poems



taking photos





2.











- Complete the sentences with the suitable free time activities in the photos above.
 - 1. He really likes He is crazy about flying down a hill.
 - 2. My hobby is I believe every picture tells a story.
 - She's really into She feels the music deep inside her.
 - I'm keen on I'm a man of words and emotions.
- Give your ideas about the activities in exercise 1 as in the example.

creative relaxing exciting challenging unusual boring exhausting fascinating cheap

e.g. I really like rollerblading. It is fascinating.

- 1. I really like
- 2. I quite like



B- DO WHAT YOU LOVE!

LISTENING & SPEAKING

1 Label the photos with the correct free time activities below. Four activities are extra.

Focus Ss' attention on the free time activities and ask which ones they like doing in their free time. Now, ask Ss to write the correct free time activities under each photo. Elicit the answers.

		KEY	
doing origami writing poems	 cycling dancing 	5. rollerblading6. playing chess	7. snowboarding8. scuba diving

2 Complete the sentences with the suitable free time activities in the photos above.

Ask Ss to read the sentences given. Ss fill in the blanks with the right free time activities in exercise 1. Check the answers with the class.

KEY				
snowboarding taking photos	3. dancing4. writing poems			

Give your ideas about the activities in exercise 1 as in the example.

Encourage Ss to give their ideas about the activities using the adjectives in the box. Ss share their ideas with the class.

This activity enables Ss to express their opinions about free time activities.

КЕУ	
Ss' own answers	

TEACHER'S NOTE

3 B DO WHAT YOU LOVE!

Look at the caricatures and hobbies of the celebrities. Make a similar dialogue as in the example.

dancing / snowboarding / collecting barbie dolls / knitting / collecting typewriters / fencing / writing poems











Meryl Streep

Tom Hanks

Johnny Depp

Cameron Diaz

Tom Cruise



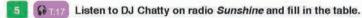
I think Tom Hanks likes writing poems.

Student A

I don't agree with you. I think his hobby is collecting typewriters.



Student B



Celebrities	Hobbies
1. Tom Cruise	
2. Cameron Diaz	
3. Meryl Streep	
4. Tom Hanks	
5. Johnny Depp	

- 6 G THB Listen to the radio programme again and write true (T) or false (F).
 - Today, DJ Chatty is talking about hobbies of celebrities.
 - Tom Cruise and David Beckham go hiking together.
 - 3. Cameron Diaz prefers a quiet life without adrenaline.
 - 4. Tom Hanks has an extraordinary hobby.
 - 5. Johnny Depp collects dolls because they help his acting.
- a. Work in pairs and find what Nathan and Jin like doing in their free time.

Nathan: What do you do for fun?

Jin : I collect second-hand poetry books.

Nathan: Really? You are keen on poetryl It doesn't sound that much fun.

Jin : I can read poems all day long. People are different, you know.

What do you like doing in your free time?

Nathan: I like scuba-diving. I prefer outdoor activities to indoor ones.



b. Make a similar dialogue with your partner.

4 Look at the caricatures and hobbies of the celebrities. Make a similar dialogue as in the example.

Draw Ss' attention to the caricatures of the celebrities. Ask them if they are a fan of them or not. Ss make a similar dialogue in pairs. Encourage them to role-play their dialogues.

KEY

Ss' own answers

TEACHER TIP

Tom Jeffrey Hanks is an American actor and filmmaker.

Meryl Streep is an American actress. She has won The Academy Awards several times. She was cited in the media as the "best actress of her generation"

Johnny Depp is an American actor, producer, and musician. He has won the Golden Globe Award and Screen Actors Guild Award for Best Actor.

Cameron Michelle Diaz is an American actress, producer, and former fashion model.

Thomas Cruise Mapother IV, known professionally as **Tom Cruise**, is an American actor and producer. He has been nominated for three Academy Awards and has won three Golden Globe Awards.

5 T:17 Listen to DJ Chatty on radio Sunshine and fill in the table.

Ask Ss if they know about the hobbies of their favourite actors / actresses / singers / footballers. Ss share ideas with class.

This activity enables Ss to detect familiar words / phrases about likes / dislikes and hobbies in a recorded text or video.

KEY

1. fencing

3. knitting

5. collecting barbie dolls

- 2. snowboarding
- 4. collecting typewriters
- 6 T:18 Listen to the radio programme again and write true (T) or false (F).

Focus Ss' attention on the sentences. Have them listen to the radio programme again. Ss write true (T) or false (F). Check the answers with the class.

KEY

1. T

- 4. T
- 2. F They practise fencing together.
- 5. T
- 3. F She loves the speed and adrenaline.
- a. Work in pairs and find what Nathan and Jin like doing in their free time.

Ask Ss to read the dialogue between Nathan and Jin. Ss say what Nathan and Jin do in their free time. Check the answers with the class.

KEY

Jin likes reading poems.

Nathan likes scuba-diving.

b. Make a similar dialogue with your partner.

Pairs prepare their own dialogues using the sample dialogue. Encourage them to act out their dialogues.

This activity enables Ss to talk about their preferences of hobbies and free time activities.

3 B DO WHAT YOU LOVE!

READING & WRITING

Read the quotes below. Which one is your favourite? How do you say it in your own language?

"If you want to go big, stop thinking small."

"Sometimes you win, sometimes you learn."

"Winners never quit and quitters never win."

"Success doesn't come to you, you go to it."

"If you dream it, you can do it."

- 2 Look at the words in bold and choose the correct option.
 - 1. He wants to take up photography and travel around the world.
 - a) start
- b) finish
- 2. My ambition is to be a race car driver.
 - a) fear
- b) goal
- 3. On a rainy day if you don't have an umbrella, it is a misfortune.
 - a) bad luck
- b) advantage
- 4. She decides to **give up** working long hours and spend more time with her family.
 - a) stop
- b) fight
- 5. Hannah trains hard to become a famous violinist.
 - a) teaches
- b) practises
- 6. The villagers share the responsibilities to be fair.
 - a) different
- b) equal
- Read the text and choose why Coach Peary decides to help Eddie.
 - a. to join the Olympic Games
- b. to be fair



Do you ever take up a hobby just because you see it in a movie?

Sometimes you just go to the cinema to watch a movie but you get out of it with a new hobby. Some people start cooking after watching "Julie & Julia" and some start playing the drums with the film "Whiplash". Some even try ski jumping. It is a little bit challenging, but when you watch "Eddie the Eagle", you can change your mind. The movie is full of fascinating snow scenes and exciting ski jumps. It is the true story of Eddie Edwards. It is a comedy-drama. The stars are Taron Egerton (Eddie) and Hugh Jackman (the coach). Eddie is a teenager. His ambition is to join the Olympic Games. He tries his hand at different Olympic events and decides on ski jumping.

READING & WRITING

1 Read the quotes below. Which one is your favourite? How do you say it in your own language?

Focus Ss' attention on the quotes. Allow them some time to think about their meanings. Ask them which one they like the most and how they say it in their own language.

Ask Ss if they know some other quotes by heart. Have them share the quotes with the class and search for some quotes on the Internet and bring them to class.

2 Look at the words in bold and choose the correct option.

Ask Ss to read the sentences and choose the correct option to find the meanings of the words in bold. Check their answers with the class.

KEY					
1. a	2. b	3. a	4. a	5. b	6. b

3 Read the text and choose why Coach Peary decides to help Eddie.

Have Ss read the text and choose the reason behind Coach Peary's decision. Elicit the answer. After the activity explain to Ss that he realises his injustice behaviour and wants to be fair.

	KEY	
b		

TEACHER'S NOTE

3 B DO WHAT YOU LOVE!

Read the text again and tick (✓) yes or no.

- 1. You can take up cooking when you watch "Julie & Julia".
- 2. It is a good idea for sports lovers to watch "Whiplash".
- 3. "Eddie the Eagle" has many beautiful scenes by the sea.
- 4. Eddie is good at ski jumping from the start.
- 5. Coach Peary helps Eddie to reach his goal.
- 6. Eddie is an ambitious person and he never gives up.

5 Read the text again and choose the correct option.

- 1. What's the main idea of the text?
 - a) Going to the movies is a popular hobby for people of all ages.
 - b) After watching some movies, you can take up a hobby.
- 2. The message in "Eddie the Eagle" is ...
 - a) "Never give up your dreams because nothing is impossible."
 - b) "If it is too hard for you, let it go."
- 3. In line 2, "it" refers to ... ,
 - a) the cinema
 - b) a hobby
- 4. What is Eddie's dream?
 - a) To travel to different countries.
 - b) To take part in Olympic events.
- 5. He tries his hand at means
 - a) he gets help from other people
 - b) he starts doing something new or different
- 6. He wants to reach for the moon means
 - a) he has very high goals
 - b) his ambition is to walk on the moon



He has many misfortunes during his jumps.
Most people say he wants to reach for the moon
but he tries hard and never gives up. Skiing
becomes his life. He travels to Germany to learn
more about the sport. Luckily, he meets Coach
Peary there. Coach Peary sees his unsuccessful
jumps and doesn't want to help him at first. He
tells Eddie to give up. Then, he thinks this is not
fair and agrees to train him. With the help of the
coach, Eddie's dream comes true. At the end of
the movie, Eddie shows the world "If you dream
it, you can do it."



4 Read the text again and tick (✓) yes or no.

Ask Ss to read the text again and tick (\checkmark) yes or no. Check their answers.

KEY							
1.	Yes	3.	No	5.	No	7.	Yes
2.	No	4.	Yes	6.	Yes	8.	Yes

Idiom of the Week

to reach for the moon: If you reach for the moon, you try to achieve something that is very difficult.

5 Read the text again and choose the correct option.

Ask Ss to read the text again to choose the right option for each question. Elicit the answers. *This activity enables Ss to find the main idea of a text about movies.*

KEY						
1. b	2. a	3. a	4. b	5. b	6. a	

TEACHER'S NOTE

6 Read and complete the text message with the given verbs.

wait / join / watch / grab / climbing

4	ŧ	

Now, write a text message to invite your friend for a movie. Use exercise 6 as a model.



PRONUNCIATION

A. $\int \int T_{1} dt$ Listen and practise. Notice the pronunciation of \hbar and \hbar sounds.

/t/	/0/
tree /tri:/	think / <mark>0ɪ</mark> ŋk/
cat /kæt/	mouth /maʊθ/
ten /ten/	bath /ba:0/
teacher /tiːt∫ər/	three /θriː/

	/t/	/0/
1. fitness		
2. with		
3. three		
4. quite		

	/t/	/0/
5. time		
6. everything		
7. get		
8. thank		

(編作 Play "Hobbies Taboo" game.

	Check rounden
	talk about my free time activities
_	tell the time and the date.
can	invite my friend to the cinema.
	read movie reviews on blogs.

Check Yourself

write about a movie on my blog.

understand what I hear using my background knowledge.



6 Read and complete the text message with the given verbs.

Ask Ss to read the text message and fill in the gaps using the verbs given. Check the answers with the class.

		KEY		
1. watch	2. climbing	3. join	4. grab	5. wait

Write a text message to invite your friend for a movie. Use exercise 6 as a model.

Ask Ss to write a text message to invite their friends for a movie using exercise 5 as a model. Allow Ss some time to write their messages and encourage them to read them out.

This activity enables Ss to write short text messages to invite their friends for a movie.

	KEY
Ss' own answers	

Pronunciation^{*}

Have Ss listen and notice the pronunciation of /t/ and / θ / sounds.

Ss listen and tick the words that have the /t/ and θ / sounds.

This activity enables Ss to differentiate /t/ from /θ/ sounds.

KEY /t/ /θ/ /t/ /θ/ ✓ ✓ 1. fitness 5. time 2. with 6. everything 3. three ✓ 7. get 4. quite 8. thank

Game Time: Play "Hobbies Taboo" game.

- In this activity Ss play a game of taboo. They have to describe and guess hobbies in the cards.
- Before class, make one copy of the cards on page 90 and cut as indicated.
- Divide the class into two teams as A and B.
- Tell Ss that they are going to play "Hobbies Taboo". The player of each team has to describe the word on his / her card, but he / she cannot say the hobby or the other words on the card.
- One player from Team A comes to the front of the class and is given a card. The player describes
 the word on the card. Team A has to guess the word within one minute to win a point. If they are
 unsuccessful, Team B has one chance to guess the hobby. Then, a player from Team B comes to
 the front and picks a card and so on.
- The game ends when all the cards are used. The team with the highest point wins the game.

-		Hobbies Taboo	
	Painting	Scuba diving	Jogging
	art	swimming	running
	picture	underwater	park
	colours	mask	exercise
	Skiing	Playing football	Working out
	winter sport	kick	gym
	snow	ball	lift weights
	downhill	sport	muscle
	Fishing	Surfing	Playing basketball
	rod	beach	hoop
	catch	waves	bounce
	lake / river	board	ball
<i>-</i>		Hobbies Taboo	
	Watching TV	Reading	Skateboarding
		book	four wheels
	looking		
	screen	story	park
	programme	pages	trick
	Photography	Rollerblading	Cycling
	camera	shoes	two wheels
	take pictures	skates	bike
	digital	rollers	bicycle
Playi	ing computer games	Playing an instrument	Climbing
1	notebook / laptop	musician	up
	level	song	rope
	ICVCI		
	joystick	learn	mountain
		learn Hobbies Taboo	mountain
		i	mountain Swimming
····	joystick	Hobbies Taboo	
	joystick Chatting	Hobbies Taboo Going shopping	Swimming
·	joystick Chatting online	Hobbies Taboo Going shopping buy things	Swimming pool
	joystick Chatting online computer	Hobbies Taboo Going shopping buy things spend money	Swimming pool water
	joystick Chatting online computer talking	Hobbies Taboo Going shopping buy things spend money mall	Swimming pool water swim suit
	joystick Chatting online computer talking Camping	Hobbies Taboo Going shopping buy things spend money mall Visiting friends	Swimming pool water swim suit Cooking
	joystick Chatting online computer talking Camping tent	Hobbies Taboo Going shopping buy things spend money mall Visiting friends hanging out	Swimming pool water swim suit Cooking food
PI	joystick Chatting online computer talking Camping tent sleeping bag	Hobbies Taboo Going shopping buy things spend money mall Visiting friends hanging out chatting	Swimming pool water swim suit Cooking food kitchen
PI	joystick Chatting online computer talking Camping tent sleeping bag outside	Hobbies Taboo Going shopping buy things spend money mall Visiting friends hanging out chatting socializing	Swimming pool water swim suit Cooking food kitchen recipe
PI	joystick Chatting online computer talking Camping tent sleeping bag outside	Hobbies Taboo Going shopping buy things spend money mall Visiting friends hanging out chatting socializing Watching films	Swimming pool water swim suit Cooking food kitchen recipe Surfing the Internet
PI	joystick Chatting online computer talking Camping tent sleeping bag outside laying badminton net	Hobbies Taboo Going shopping buy things spend money mall Visiting friends hanging out chatting socializing Watching films movies	Swimming pool water swim suit Cooking food kitchen recipe Surfing the Internet website

Theme THEME **FUNCTIONS SKILLS** · Describing daily Listening routines. 1. Students will be able to identify the subject of a text with the Talking about help of familiar words. abilities. 2. Students will be able to identify time expressions of daily Talking about routines. frequencies of **Pronunciation** activities. Students will be able to pronounce /s/, /z/ and / ız/ sounds. **GRAMMAR Speaking** 1. Students will be able to talk about their abilities. Adverbs of 2. Students will be able to talk about their daily activities and the frequency frequencies of those activities. Can / Can't HUMAN IN Adverbs of Reading NATURE manner 1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of IDIOM / PROVERB natural events. allow nature to 2. Students will be able to scan reading passages about people to find out different / unusual abilities. take its course · live on the edge Writing 1. Students will be able to write about their friends' daily life and **VALUES** the frequencies of their activities. 2. Students will be able to write a short paragraph about love for · responsibility

Why do people live in nature? Do they really like adventure? What do you think about their lives? Do they have a life everybody desires?

patience

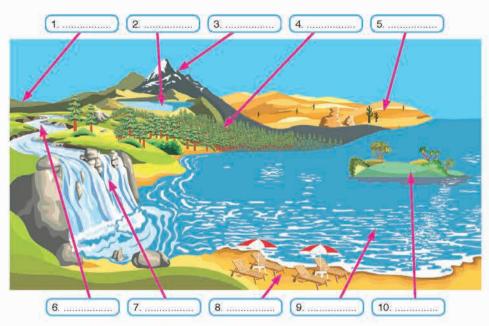
nature.



LISTENING & SPEAKING

a. Label the picture with the given words.

waterfall / mountain / forest / lake / river / island / beach / ocean / desert / hill



- b. Fill in the blanks with the geographical features above.
- The Chocolate Philippines 2 Great Bear, Canada
- Table South Africa 4. The Dalmatian Croatia
 5. Niagara, USA
- 6. The Sahara North Africa
- 7. Black Germany
- The Pacific, North America
 Lara, Turkey 10. The Volga, Russia
- Listen to a quiz show on TV. Maggie and Albert are answering questions about tribal people. Tick (</) the names of the tribes you hear.
 - The Cherokee The Maori The Masai The Apaches The Aborigines The Huli The Sioux The Sentinelese
- Listen to the quiz show again and circle the correct option.
 - 1. Huli people (always/sometimes) paint their faces in yellow.
 - They wash the boys' hair with herbal water (everyday / once a week).
 - The Maori (usually / often) play musical instruments and dance around the fire.
 - They (usually / always) swim, dive and go canoeing in the ocean.
 - The Sioux (sometimes / always) ride horses and hunt buffaloes.
 - They (never/rarely) have hot water or electricity in their houses.

Theme 4 HUMAN IN NATURE

A- ALLOW NATURE TO TAKE ITS COURSE!

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

1 a. Label the picture with the given words.

Focus Ss' attention on the picture of a landscape. Have them look at the geography terms to label the areas. Give Ss some time to compare their answers in pairs. Check their answers.

		KEY		
1. hill 2. lake	 mountain forest 	 desert river 	7. waterfalls8. beach	9. ocean 10. island

b. Fill in the blanks with the geographical features above.

Encourage Ss to guess and complete the names with the geography terms in exercise 1a. They may do the activity in pairs. Elicit the answers.

		KEY		
1. Hills	3. Mountain	5. Waterfalls	7. Forest	9. Beach
2. Lake	4. Islands	6. Desert	8. Ocean	10. River

2 ♠ T:21 Listen to a quiz show on TV. Maggie and Albert are answering questions about tribal people. Tick (✓) the names of the tribes you hear.

Set the scene. Maggie and Albert are on a quiz show on TV. The topic is the life styles of primitive societies. Encourage Ss to think and name the primitive societies they know. Then, ask them to tick the societies they hear. Play the recording for Ss to complete the task and check their answers.

	K	ЕУ	
The Cherokee The Aborigines	The Masai The Huli	The Apaches The Sioux	The Maori The Sentinelese

Tell Ss to listen to the dialogue again to choose the correct adverbs of frequency in the given statements. Play the recording. Check their answers. Then, direct Ss to Grammar Reference (Theme 4).

This activity enables Ss to identify time expressions of daily routines.

	KEY	
1. always	3. often	5. always
2. everyday	4. usually	6. rarely



ALLOW NATURE TO TAKE ITS COURSE!

Short a pain and fill in the chart about the tribal people.

	swim	ride horses	go canoeing	dance & sing	paint faces	climb trees	wash hair	name of the tribe
Question 1	0	0	0	0	0	0	0	12212421242
Question 2			0	0		0	0	*********
Question 3	0		0	0	0			*****



tribal people

- Work in pairs. Ask the questions to interview your partner about his/her daily activities. Put the words in correct order. You may ask follow-up questions to get more details. Note the answers. Take turns.
 - 1. get up / what / on / do / time / you / weekdays /?
 - 2. do / breakfast / every / have / you / morning /?
 - 3, go/how/you/to/do/school/?
 - 4. check / do / e-mails / when / you / your /?
 - 5. your / do / you / day / do / every / homework / ?
 - 6. you / often / teeth / do / brush / how / your /?

e.g.

Student A: Do you go to school early?

Student B: Oh, yes I do.

Student A: What time do your classes start?
Student B: They start at 9:00 in the morning.

Write a paragraph about your partner's daily routines and how often they do the activities. Share it in the class.

time expressions

early / late
at 9:00 a.m.
at noon / midnight
at night
in the morning / afternoon /
evening
on Thursdays
on weekdays

at weekends always / usually / often / sometimes / rarely / never



Ask Ss to tick the daily activities of the primitive societies in each question while listening. Remind them that they will also hear the names of the societies and write them in the chart. Play the recording again. Then go over the answers with the class.

КЕУ								
	swim	ride horses	go canoeing	dance & sing	paint faces	climb trees	wash hair	name of the tribe
Question 1	✓				√		✓	The Huli
Question 2	✓		√	√				The Maori
Question 3	✓	√				✓		The Sioux

Work in pairs. Ask the questions to interview your partner about his/her daily activities. Put the words in correct order. You may ask follow-up questions to get more details. Note the answers. Take turns.

Tell Ss to interview their partners about their daily activities. Before they start the interview, ask them to reorder the words to make proper questions for their interview. They do the task individually. Check their answers.

	KEY					
2.	What time do you get up on weekdays? Do you have breakfast every morning? How do you go to school?	5.	When do you check your e-mails? Do you do your homework every day? How often do you brush your teeth?			

Then, Ss form pairs to interview about their daily activities. Have them ask the questions they have formed. Encourage Ss to ask follow-up questions to get the details such as the time, the frequency, the place or their feelings. Ask them to read the sample dialogue first. Remind them to take notes of their partners' answers.

This activity enables Ss to talk about their daily activities and the frequencies of those activities.

6 Write a paragraph about your partner's daily routines and how often they do the activities. Share it in the class.

Ask Ss to use the notes they have taken in exercise 5b. They write a paragraph about their partners' daily activities. This task can be assigned as homework or done in the class. Then, let Ss share their writings in the class.

This activity enables Ss to write about their friends' daily life and the frequencies of their activities.



ALLOW NATURE TO TAKE ITS COURSE!

READING & WRITING

- Match the pictures with the natural disasters.
 - a. volcanic eruption b. earthquake
- c. tsunami
- d. avalanche
- e. drought landslide
- g. flood h. hurricane

















- Read the definitions and fill in the blanks using the words in exercise 1.
 -is the sudden explosion of volcanic material.
 - is the sudden violent movement of Earth's surface.
 -is a large amount of snow falling quickly down the side of a mountain.
 - 4.is a mass of rock and soil moving suddenly and quickly.
 -is a large amount of water beyond its normal limits.
 -is a storm that moves over water.
 - is a long period when there is little or no rain.
 -is an extremely large wave after an earthquake.

Interviewer Good afternoon everybody. I'm Jacklyn and this is ALP TV from Manchester. There are people from other countries here. Today's street interview is about natural disasters. Mother Nature sometimes becomes a bit scary and unfortunately we experience disasters. What do you want to say? hurricanes. Do you know the reason behind it?

I'm from Houston, America. Houston is called a bayou city. Bayou is a kind of dirty river. It floods a lot and we get hurricanes there. After heavy rains, you see water in your houses. And those big angry storms! Trees fall down, cars drift away by the force of heavy water and things fly in the air. Everything seems in an absolute mess. By the way, we give female names to our

Ben

READING & WRITING

1 Match the pictures with the natural disasters.

Ask Ss to look at the pictures and match them with the given words about the natural disasters. Help them with the vocabulary. Encourage them to use a dictionary. Elicit the answers.

			KE)	/			
1. d	2. c	3. е	4. g	5. a	6. b	7. f	8. h

2 Read the definitions and fill in the blanks using the words in exercise 1.

Tell Ss to read the definitions of the disasters and fill in the blanks using the words in exercise 1. Check their answers.

	KEY					
1.	Volcanic eruption	5.	Flood			
2.	Earthquake	6.	Hurricane			
3.	Avalanche	7.	Drought			
4.	Landslide	8.	Tsunami			

TEACHER'S NOTE



ALLOW NATURE TO TAKE ITS COURSE!

- 3 Read the interviews and answer the questions.
 - 1. What is the interview about?
 - 2. What happens during a hurricane?
 - 3. What happens after the earthquakes?
 - 4. What do people do during a landslide if they are out?
 - 5. Are the people in Naples afraid of volcanic eruptions?
- Read the interviews again and write true (T) or false (F).
 - 1. The interviewer talks to the people from Manchester.
 - 2. There is a dirty river in Houston.
 - 3. People in Houston name the hurricanes.
 - 4. The Japanese know what to do during the earthquakes.
 - 5. People in Quebec never have landslides.
 - 6. Quebecers don't usually live under hard conditions.
 - 7. People live close to Mt. Vesuvius in Naples.
 - 8. You rarely see tourists in Naples.
- 5 Find the highlighted word groups in the interviews and circle the correct option.
 - 1. Natural disaster is a *sudden / slow* terrible event in nature.
 - 2. Heavy rain is less / much in amount.
 - 3. Safety rules are regulations to make sure that something is *in danger* / *free from danger*.
 - 4. Earthquake drill is irregular / regular activities to teach about earthquakes.
 - 5. A river bank is the land at either / left edge of a river.
 - 6. A volcanic eruption is the bursting of hot material from a volcano / hill.

I'm Japanese. The earthquakes are part of our lives. And after the earthquakes, we generally face tsunamis. We start learning the safety rules for these natural disasters in early ages. Children in Japan practise earthquake drills in their schools every month. Also the local fire department regularly brings groups of children to experience earthquake simulation machines. I live in Quebec. We have many landslides every year. The soil sometimes moves slowly but often suddenly and quickly. We know that we should stay away from the riverbanks, trees and electrical wires if we're outdoors. When we are in our houses, we should take shelter Olivia under a solid piece of furniture. You need to learn how to live under hard conditions somehow. I'm from Naples, Italy. I live very close to Mt. Vesuvius. It's an active volcano, you know. Everybody asks me why people don't leave the city. It is because our soil is rich in mineral. We have geothermal energy and the tourism is quite alive here. Every year, lots of tourists visit Naples to see the natural beauty. We never think about the danger of volcanic eruptions. We allow nature to take its course. Maceo



3 Read the interviews and answer the questions.

Have Ss read the interviews and answer the questions. Elicit the answers.

KEY

- 1. It's about natural disasters.
- 2. Trees fall down, cars drift away and things fly in the air.
- 3. Tsunamis occur.
- 4. They stay away from the river banks, trees and electrical wires.
- 5. No, they aren't. They allow nature to take its course.

Idiom OF the Week

Allow nature to take its course: If we allow nature to take its course, we let something happen naturally.

4 Read the interviews again and write true (T) or false (F).

Ask Ss to read the interviews again to write true or false for the given statements. Check their answers.

This activity enables Ss to identify specific information in a simple written such as short newspaper articles on effects of natural events.

KEY

- 1. F She talks to the people from different countries.
- 2. F Houston becomes like a dirty river after heavy rains.
- 3. T
- 4. T
- 5. F They have many landslides during a year.
- 6. F They live under hard conditions.
- 7. T
- 8. F You can see lots of tourists in Naples.
- 5 Find the highlighted word groups in the interviews and circle the correct option.

Have Ss to find the highlighted word groups in the interviews and circle the correct option. Check their answers.

	KEY	
1. sudden	3. free from danger	5. either
2. much	4. regular	6. volcano



ALLOW NATURE TO TAKE ITS COURSE!

6 Work in pairs. Talk about the interviewers' ideas.

I think the Japanese take the subject seriously and they really want to survive after an earthquake.



Read the paragraph and match (1-4) to (a-d).

1. LEARN FROM THE JAPANESE

2. The Japanese know what to do during an earthquake. They are really

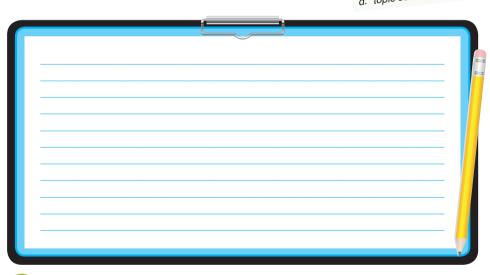
well-organised people. 3. They start educating their children at early ages at schools.

Children learn the safety rules against the earthquakes and tsunamis. They regularly practise these rules. And also their government has the best earthquake detection and warning systems in the world. 4. I think all countries must be careful about natural disasters.

They must take this problem seriously and find solutions, like the people in Japan.

Write a paragraph about love for nature. Use the paragraph in exercise 7 as an example.

- a. concluding sentence
- b. supporting idea
- c. title
- d. topic sentence



6 Work in pairs. Talk about the interviewers' ideas.

Tell Ss to read the example dialogue and have them work in pairs to talk about the interviewers' ideas. Monitor them while they are talking.

Read the paragraph and match (1-4) to (a-d).

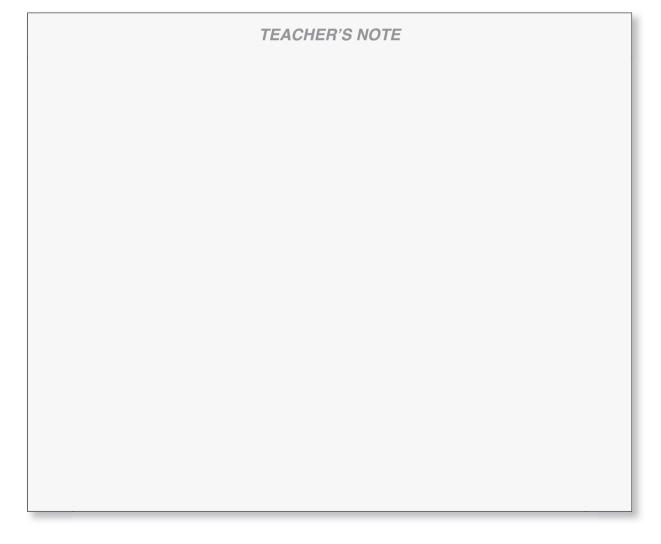
Tell Ss to read the paragraph and match (1-4) to (a-d). Remind Ss that they should have an opinion first. Then, they should form their topic sentence. Elicit the answers.

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

8 Write a paragraph about love for nature. Use the paragraph in exercise 7 as an example.

Ask Ss to write a paragraph about love for nature. Make them read their paragraphs. They must support their ideas with reasons and details which means that they should form more than one supporting sentence. Tell them that they must use a title. Finally, they should make their conclusion sentence.

This activity enables Ss to write a short paragraph about love for nature.



WISE UP

ARE YOU READY TO HEAR SOME FACTS ABOUT DISASTERS?

A disaster can strike at anytime, anywhere. Here are some disaster facts.

- Natural disasters affect about 26 million people around the world every year.
- Avalanches travel at the speed of over 200 miles per hour.
- Hawaii is the U.S. state at highest risk for a tsunami that happens about once a year.
- In 2004, a 9.0 magnitude earthquake caused the biggest tsunami in history. It killed over 226,000 people in Indonesia, Sri Lanka, India, Thailand and the Maldives.
- Cyclones, tropical cyclones, hurricanes and typhoons are the same things. People use different names in different parts of the world. In the Atlantic Ocean, they are known as hurricanes, in the tropics as tropical cyclones, in the Indian Ocean as cyclones and in the Pacific Ocean as typhoons.
- About 20% of all volcanoes are underwater.
- · Japan has 10% of the world's active volcanoes.
- Flooding is the world's most costly type of natural disaster because the damage can be so extensive.
- A volcanic eruption in Indonesia is the loudest natural disaster on record.

Talk about the natural disasters in Turkey. What kind of natural disasters occur in your region?











			16

Ask Ss if they know anything special about natural disasters. Let them share if they have any information. Have Ss read the facts about disasters.

	KEY
Ss' own answers	
	TEACHER'S NOTE

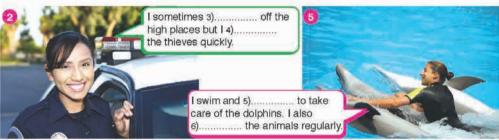


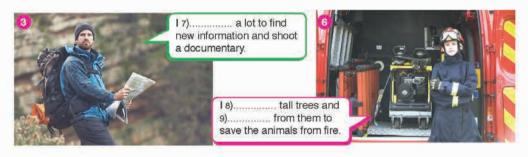
LISTENING & SPEAKING

a. Fill in the blanks with the words in the box.

travel / run / jump / talk / dive / catch / fall / feed / climb







b. Match the pictures with the jobs below.

firefighter	zoo keeper	park range
police officer	wildlife photographer	explorer

Work in pairs. Talk about the jobs in exercise 1.

Student A: What can a firefighter do? Student B: He can climb tall buildings. Student A: What can't he do? Student B: He can't catch the criminals.

B- LIVE ON THE EDGE!

Idiom of the Content

to live on the edge: to have a type of life which has exciting or dangerous activities.

LISTENING & SPEAKING

a. Fill in the blanks with the words in the box.

Tell Ss to pay attention to the speech bubbles. Explain that the people are talking about their jobs. Get them to fill in the blanks with the verbs in the box. Elicit the answers.

		KEY		
1. run 2. talk	3. fall4. catch	5. dive6. feed	7. travel 8. climb	9. jump

b. Match the pictures with the jobs below.

Tell Ss to read the jobs and make sure that they have understood what they are. Then, have Ss match the jobs with the pictures. Go through the answers in class.

	KE	y
fire fighter police officer	3. zoo keeper4. wildlife photographer	5. park ranger6. explorer

2 Work in pairs. Talk about the jobs in exercise 1.

Tell Ss that they are going to talk about the abilities of the people doing these jobs. Choose a pair to read the example and make sure that they have understood the task. Then, choose some Ss to talk about their abilities.

TEACHER'S NOTE

4 B LIVE ON THE EDGE!

3 🖟 🖂 Listen to three ads on the radio. Number the Jobs in the pictures as you hear.



a. Listen again and fill in the missing parts with the words as you hear.

1.	***************************************	the hills	
2		across the country	
3,	***************************************	and	with animals
4.		to visitors	
5.		into the rivers	
6.	ROUGHS LIGHT TO THE REAL PROPERTY OF THE REAL PROPE	off the trees	

- b. Choose the best option to describe the types of the Jobs.
- a) They are indoor jobs. b) They are adventurous jobs. c) They are part-time jobs.
- a. Tick (✓) the activities you can do.

Activity	You	Your partner
climb quickly	0	0
run fast	0	0
swim well	0	0
travel alone	0	
learn a job easily	0	0

 b. Work in pairs. Ask and answer questions about the activities in the chart. Tick (√) the activities your partner can do.

Student A: Can you climb quickly? Student B: Yes, I can. / No, I can't.

Which jobs are suitable for you and your partner? Share your ideas.

We can both climb quickly. We can be wildland firefighters. I love animals. I can learn a job easily, but my friend can't. I can be a zoo keeper.

3 T:24 Listen to three ads on the radio. Number the jobs in the pictures as you hear.

Explain the task. Ss are going to listen to three job ads on the radio. Tell them to look at the pictures first. Then, play the audio. Have them write the correct number of the ads next to the jobs. Elicit the answers.

KEY2, 3, 1

4 No T:25 a. Listen again and fill in the missing parts with the words as you hear.

Tell Ss that they are going to listen again to complete the phrases. Ask them to focus on the verbs that complete the phrases. Play the audio. Elicit the answers.

	KEY	
Climb Travel	 Swim / jump Talk 	5. Dive6. Fall

b. Choose the best option to describe the types of the jobs.

Tell Ss to examine the options and get them to remember the common point of the jobs in the listening section. Elicit the answer.

This activity enables students to identify the subject of a text with the help of familiar words.

KEY

5 a. Tick (✓) the activities you can do.

Explain the task. Get Ss to examine the activities in the chart and tick the abilities that they can do. Set a time limit and monitor them while they are doing the task.

b. Work in pairs. Ask and answer questions about the activities in the chart. Tick (\checkmark) the activities your partner can do.

Tell Ss to work in pairs to learn about the abilities of their partners. Have them focus on the example and talk about the activities in the chart. Explain that they must tick the activities in the chart that their partners can do. Monitor and correct them if necessary.

6 Which jobs are suitable for you and your partner? Share your ideas.

When each pair completes ticking in the chart, ask them to talk about each other's abilities. Read the sample sentences aloud and encourage them to tell their abilities. Get them to say the suitable job for them according to these abilities. Choose some Ss to talk about their abilities.

This activity enables Ss to talk about their abilities.

READING & WRITING

Look at the pictures of the people and match them with the sentences.



- 1. He can climb high mountains.
- 2. She can dive without a diving tank.
 - 3. He can cycle through the desert.
- He can feed and play with crocodiles.
- 2 Work in pairs. Imagine you are going on a camp. Talk about the things you can / can't do.

Student A: I can set up a tent by myself. What about you? Student B: I can't set up a tent, but I can make a campfire.

- Work in pairs. Look at the photos of Hasan Söylemez, an explorer in Africa. Answer the following questions.
 - 1. Where is he?
 - 2. How does he travel?

- 3. Who does he travel with?
- Where does he sleep at night?
- Read the text about Hasan Söylemez. What can he do? Tick (✓) his abilities.
 - cycle through desert put out fire travel alone climb a mountain survive hard conditions



JOURNEY TO DREAMS

media during his journey.

It is a long and tiring journey because his route includes many deserts. Sand storms and strong winds make this journey extremely difficult. He says 'I can cycle fast when the wind blows behind me; it is a disaster when it blows directly into my face'.

three years. He often shares his experiences on social

READING & WRITING

1 Look at the pictures of the people and match them with the sentences.

First, ask Ss to look at the pictures and tell what the people in the pictures are doing. Then, have them read the sentences and match them with the pictures. Elicit the answers.

KEY			
1. B	2. C	3. D	4. A

Work in pairs. Imagine you are going on a camp. Talk about the things you can / can't do.

In this activity have Ss talk about the activities they can do on a camping trip. Get them to work in pairs and ask and answer about the activities while camping. Set a time limit. Monitor them while they are working in pairs. Choose some pairs to talk in class.

Work in pairs. Look at the photos of Hasan Söylemez, an explorer in Africa. Answer the following questions.

Get Ss to talk about the photos of Hasan Söylemez, a Turkish explorer in Africa. Ask the questions to the class and elicit the answers.

SUGGESTED KEY

- 1. He is in a desert / near the ocean / in a hot and dry place / in a rocky area.
- 2. He travels by bike.
- 3. He travels alone.
- 4. He sleeps in a tent. / He sleeps outside.
- Read the text about Hasan Söylemez. What can he do? Tick (✓) his abilities.

As this is a scanning activity, have Ss read the text quickly and tick the abilities of Hasan Söylemez in the box. Set a time limit. When they are ready, go through the answers in class. Ask them to make full sentences with *can*.

This activity enables Ss to scan reading passages about people to find out different / unusual abilities.

КЕУ				
cycle through desert travel alone	put on fire	fix his bike survive hard conditions		
	TEACHER'S NOTE			



- Read the text again and match the paragraphs (A F) with the questions (1 7). There
 is one extra.
 - 1. What can be do?
 - 2. What is the weather like in desert?
 - 3. What are his plans after this journey?
 - 4. Who is Hasan Söylemez?
 - 5. Why is communication a problem?
 - 6. Who helps him during this journey?
 - 7. What makes his journey difficult?
 - b. Work in pairs. Ask and answer the questions in exercise 5a.
- Read again. Match the highlighted words with their definitions.
 - 1.a TV or radio programme about nature and real life events.
 - 2.remove a piece of clothing.
 - 3. travelling from one place to another.
 - 4. a very dry and sandy land.
 - 5.having a part of clothing all over your arm.
 - 6. have an adventurous or risky lifestyle.
- C. The weather is a problem, too. During the day-time it is hot, but he can't take off his scarf or long-sleeved shirts because the sun shines directly on him. It's really cold at night, but he can't carry a lot of clothes on his bike, so he just gets into his tent and tries to keep warm.
- D. Communication can sometimes be difficult. He can speak English fluently, but people in these countries speak Arabic or French, so he is taking French classes in Mauritania.
- E. Can anybody start a journey like this? Maybe yes, but Hasan really needs some unusual abilities because he always lives on the edge. He can cycle long distances in hard weather conditions and he can survive without food or water for a long time. He can fix his bike during his journey. The most difficult thing about his journey is living this hard adventure all by himself.
- F. Hasan doesn't travel only for adventure; he travels



to ask people about their dreams. So his journey has a meaningful name: 'Journey to Dreams'. He made a documentary series about his journeys and dreams in different countries.



live on the edi

5 a. Read the text again and match the paragraphs (A-F) with the questions (1 - 7). There is one extra.

Explain the task. Each paragraph is the answer of a question. Ask Ss to read and match the paragraphs with the questions. Set a time limit. Monitor them while they are answering the questions.

		KEY	
1. E	3. F	5. D	7. B
2. C	4. A	6. Extra	

b. Work in pairs. Ask and answer the questions in exercise 5a.

Get Ss to work in pairs to ask and answer the questions in exercise 5a. Choose some pairs to answer the questions. Correct them if necessary.

6 Read again. Match the highlighted words with their definitions.

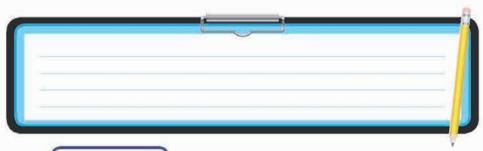
Ask Ss to read the text once more and try to understand the meaning of the words from the context. Set a time limit. When they are ready, elicit the answers.

	KEY	
documentary take off	 journey desert 	5. long-sleeved6. live on the edge

TEACHER'S NOTE



- 7 Do you know any other explorers? Talk about their:
 - reasons for adventure
 daily life
- 8 Search an explorer on the Net and write an article for a magazine called An Explorer's Diary. Write three paragraphs. Using the questions below.
 - Par. 1 Who is he / she? Why does he / she travel?
 - Par. 2 What does he / she usually do during the day? What can he / she do?
 - Par. 3 How does he / she share his / her journey with other people?



PRONUNCIATION

s = IsI maps - baskets - clocks - takes - walks

s = Iz/ bags - days - keys - goes - studies s = I/z/ boxes - bridges - roses - wishes - dances

	Isl	IzI	/IZ/
1 eggs	0	0	0
2. pencils	0	0	
3. beaches	0		

	/s/	IzI	/ız/
4. does	0	0	0
5. watches		0	0
6. helps	0		O

解順 Play "Can you really do it?" game.

identify the subject of a text with the help of familiar words while listening.
identify time expressions of daily routines while listening.
talk about my abilities.
talk about my daily activities and frequencies of them.
identify specific information in an article on effects of natural events.
scan reading passages about people to find out different abilities.
write an opinion paragraph about love for nature.

7 Do you know any other explorers? Talk about their:

First, encourage Ss to talk about the reason why Hasan is going on such a risky and hard journey. Then, get them to talk about other explorers they have watched on TV or read about on the Net. You can give some examples as well.

8 Search an explorer on the Net and write an article for a magazine called *An Explorer's Diary*. Write three paragraphs. Using the questions below.

Tell Ss to focus on the questions. Have them search about an adventurer and write their articles according to these questions. You can give this task as an assignment. Choose some Ss to read their articles to the class. Correct them if necessary. You can display some articles on the class noticeboard.

Pronunciation -

A. T:26 Listen and practise. Notice the pronunciation of the plural and the third person singular –s ending sounds.

Books are closed. Write some singular nouns on the board such as river, hurricane, job, bus, sunglass, etc. Then ask Ss to tell the plural forms of these words and write them on the board as well. Underline the plural -(e)s endings.

rivers hurricanes buses mountains sunglasses

Say each word slowly and Ss listen and repeat. Then write some verbs on the board such as push, let, run, etc.

push<u>es</u> let<u>s</u> run<u>s</u>

Say each word slowly and Ss listen and repeat. Books open. Focus Ss' attention on the words and phonetic symbols; /s/, /z/ or /ız/. Then, play the recording. Ss listen and repeat.

TEACHER TIP

- * When a word ends in a vowel or voiced consonant sound (e.g. /e/, /n/ or /r/), we pronounce the -s as /z/.
- * When a word ends in a voiceless consonant sound (e.g. /p/, /t/, or /k/), we pronounce the plural -s as /s/.
- * When a word ends in a sibilant consonant sound (e.g. /s/ or /tʃ/ or /dʒ/), we pronounce the plural -s as /ız/.

Explain the task. Ss pronounce the words individually first. Then, ask them to listen to the words focusing on the pronunciation of the /s/ sounds. They will tick the sounds they hear. Play the recording. Elicit the answers.

This activity enables Ss to pronounce /s/, /z/ and /ız/ sounds.

		KE	У		
1. /z/	2. /s/	3. /ız/	4. /z/	5. /ız/	6. /s/

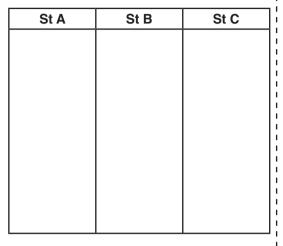
Game Time: Play "Can you really do it?" game.

- Put Ss into groups of four and give each group a Question Card from page 118.
- One student from each group, who is the host, holds the card and asks the questions. The other members of the group take turns answering the questions.
- They have to prove what the question asks from them if they say "Yes, I can do that." If they succeed, they get a star.
- They will not get a star when they say "No, I can't do that." or they can't manage to do what they
 promised.
- When the game is over, the student with the most stars is the winner.

CAN YOU REALLY DO IT?



- 1. Can you hold your breath for 40 seconds?
- 2. Can you name 5 English songs?
- 3. Can you make a funny face?
- 4. Can you say the names of all your teachers?
- 5. Can you stand on your head?
- 6. Can you talk about yourself for two minutes?
- 7. Can you jump on one leg for 10 seconds?
- 8. Can you draw a cat?
- 9. Can you say "Hello" in 5 different languages?
- 10. Can you say 5 English words starting with C?
- 11. Can you name 15 English verbs?
- 12. Can you say "whiteboard" fast for 10 times?
- 13. Can you name the days of the week in 10 seconds?
- 14. Can you touch your toes without bending your knees?
- 15. Can you make an origami animal?
- 16. Can you sing an English song?
- 17. Can you talk about your best friend for 1 minute?
- 18. Can you name 7 parts of the house?
- 19. Can you spell "dangerous"?
- 20. Can you name 8 European countries?
- 21. Can you act like a monkey for 10 seconds?
- 22. Can you draw a picture with your left hand?
- 23. Can you name 7 jobs?
- 24. Can you juggle for 5 seconds?





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St A	St B	St C





Theme

5

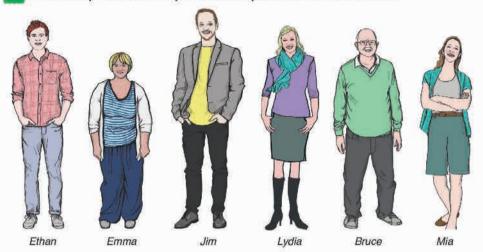
INSPIRATIONAL PEOPLE

		AND THE RESERVE OF THE PARTY OF
THEME	FUNCTIONS	SKILLS
5	Asking about and describing people's appearances and characters. Comparing characteristics and appearances. Expressing opinions. (agreeing, disagreeing, etc) Talking about current activities.	Listening 1. Students will be able to identify the descriptions of people's appearances in a recorded text. Pronunciation 1. Students will be able to practice /ŋ/ sound. Speaking 1. Students will be able to compare characteristics of different well-known people by expressing opinions. 2. Students will be able to describe current actions in pictures.
INSPIRATIONAL PEOPLE	GRAMMAR	Reading 1. Students will be able to scan a text for specific
	The Present Continuous Tense Making comparisons	information. 2. Students will be able to guess the meanings of unknown words from the contexts. Writing
	IDIOM / PROVERB	Students will be able to write a text comparing characteristics of people by giving their opinions.
	all skin and bone keep up with the Joneses	Students will be able to write a text describing their inspirational character.
	VALUES	
	love helpfulness	

Who inspires you the most? Would you like to send him a post? What does your hero look like? Is it possible to talk to him on Skype?

LISTENING & SPEAKING

Look at the pictures and complete the descriptions with the correct names.



- is slim and tall. She's got shoulder-length wavy blonde hair. She is attractive.
 is middle-aged. He's well-built. He's got curly fair hair and a beard. He's handsome.
 is a teenager. He's got red spiky hair.
 is short and plump. She's got dark skin and short straight dyed hair.
- 5. is of medium build. She's got a long face and a small nose. She is pretty.
- 6.is old. He's bald. He's got a moustache. He is wearing glasses.
- Describe your friends using the words in exercise 1.

e.g.

- A: What does your deskmate look like?
- B: He's good-looking. He's got green eyes and short dark brown hair. He's got glasses.
- A: How tall is he?
- B: He's of medium height.
- Look at the pictures again in exercise 1 and compare the people.
 - e.g. Lydia's hair is longer than Emma's. Bruce is the oldest.
- Choose the correct option that explain the words in bold.
 - 1. Mary is glad to meet Ruby Tress. She's her favourite actress.
 - a) pleased and happy
- b) displeased and sad
- 2. Jason is the most talented tennis player. He has got three cups and two medals.
 - a) skilfu

- b) unskilled
- 3. Rosy is an elegant woman. She always looks so nice and wears trendy clothes.
 - a) ugly and old fashioned
- b) beautiful and fashionable
- 4. Holly's hair is hanging loose about her shoulders. She hates tying it.
 - a) hair that is not tied back
- b) hair that is tied back
- 5. Brenda doesn't eat anything. She's all skin and bones
- a) extremely fat
- b) extremely thin



Theme 5 INSPIRATIONAL CHARACTERS

A- THE CRÈME DE LA CRÈME

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

1 Look at the pictures and complete the descriptions with the correct names.

Ask Ss to look at the pictures and read the descriptions carefully to fill in the blanks with the correct names. Elicit the answers.

	KEY	
1. Lydia	3. Ethan	5. Mia
2. Jim	4. Emma	6. Bruce

2 Describe your friends using the words in exercise 1.

Have Ss describe their friends using the words they have learned in exercise 1. Focus on the question "What does your friend look like?" and encourage them to talk.

3 Look at the pictures again in exercise 1 and compare the people.

Ask Ss to look at the pictures in exercise 1 to compare the people. Elicit the answers.

SUGGESTED KEY

Emma is plumper than Mia.

Ethan is the youngest of all.

Lydia is the most beautiful.

Jim is more handsome than Ethan.

Emma is shorter than Lydia.

Choose the correct option that explain the words in bold.

Tell Ss to choose the correct option that explain the words in bold. Encourage them to read the sentences carefully to understand the words.

		KEY		
1. a	2. a	3. b	4. a	5. b

THE CRÈME DE LA CRÈME Listen to Sara and Anita talking about the inspirational characters DIOM OF THE 4 in the photo. Write the correct numbers next to their names. Hazel Taylor Steve Jones Barbara Benson Sam Harker Listen to the dialogue again. Fill in the blanks with the correct names. is bald and he is wearing thick glasses. 1. has wrinkles on his face and he has a beard and a moustache. 3. is smiling lovely and she ia wearing a headscarf.is middle-aged but she looks younger. Look at the two pictures to find the differences. Then compare them using these verbs. take hold eat look drink clap stand dance B e.g. In picture A, the boy with the green shirt is clapping his hands in picture B he is playing the maracas.

Idiom of the Week

All skin and bones: If a person is all skin and bone, s/he is extremely thin.





Listen to Sara and Anita talking about the inspirational characters in the photo. Write the correct numbers next to their names.

Ask Ss to listen to Sara and Anita talking about the inspirational characters in the photo. Tell them to write the correct numbers next to their names. If needed play the recording once more. Check their answers.

	KE	У	
1. Sam Harker	2. Steve Jones	3. Hazel Taylor	4. Barbara Benson

6 T:29 Listen to the dialogue again. Fill in the blanks with the correct names.

Have Ss listen to the dialogue again to fill in the blanks with the correct names. Elicit the answers. This activity enables Ss to identify the descriptions of people's appearances in a recorded text.

	KEY
Sam Harker Steve Jones	Hazel Taylor Barbara Benson

Look at the two pictures to find the differences. Then compare them using these verbs.

Have Ss look at the two pictures carefully to find the differences. Then let them tell the differences using the given verbs. Encourage Ss to use present continuous tense. Elicit the answers.

This activity enables Ss to describe current actions in pictures.

KEY

- The man is taking a photo in picture A but he's playing the flute in picture B.
- The cat is sitting on the old woman's lap in picture A but the old woman is holding a bag in picture B.
- The girl with glasses is eating a hamburger in picture A but she is looking at her phone in picture B.
- The girl next to the old woman is playing the tambourine in picture A but she is drinking something in picture B.
- The girl with short hair is clapping her hands in picture A but she is playing the maracas in picture B.
- The boy with the red shirt is dancing in picture A but he is just standing in picture B.
- The old woman is smiling in picture A but she looks sad in picture B.

READING & WRITING

1 Tick (√) the correct option for you.

rick () and contact opinion for your		
	ALWAYS	NEVER
1. I follow famous bloggers.		
2. I take photos using photo apps.		
3. I share photos via social media.		
4. I join social groups on the Net.		
5. I play online games with my friends.		
6. I check my messages in every five minutes.		
7. I watch the latest videos online.		
8. I send text messages on my friends' birthdays.		

- 2 Work in pairs. Why do you use social media? Share your opinions.
 - · to stay in touch with friends
 - to stay up-to-date
 - · to fill up spare time
 - · to search for information
 - · to share opinions
 - to share photos or videos
 - · to contact with your favourite celebrity
 - to meet new people



I generally use social media to stay in touch with my friends. It's so nice to see their videos and photos.

Student A

I totally agree with you. It's great. I also use it to stay up-to-date. I can easily get the latest news.



Student B

- Read the fan messages on Brad Fox's social media account. Guess the meaning of the bold words and choose the correct options.
 - 1. You're a real legend.
 - a) Everybody admires you because of your ability.
 - b) Everybody admires you because of your inability.
 - 2. You're an awesome kind of guy.
 - a) You are a great person.
 - b) You are an ordinary person.
 - 3. I'm dreaming of listening to you alive.
 - a) I hope to talk to you face to face.
 - b) I hope to watch you on the stage.
 - 4. I hope to meet you before I die.
 - a) I dream of speaking with you while I breathe.
 - b) I dream of taking a photo of you before I die.
 - 5. Your voice heals me.
 - a) Your voice makes me feel awful.
 - b) Your voice makes me feel good.
 - 6. Your music moves me.
 - a) Your music makes me nervous.
 - b) Your music touches my heart.

READING & WRITING

Tick (✓) the correct option for you.

Have Ss read the sentences and tick the correct option for them. If possible, Ss can share their opinions about the applications.

	KEY	
Ss' own answers		

2 Work in pairs. Why do you use social media? Share your opinions.

Tell Ss to work in pairs. Ask them why they use social media and let them share their opinions by looking at the given prompts.

3 Read the fan messages on Brad Fox's Instagram account. Guess the meaning of the bold words and choose the correct options.

Ask Ss to read the fan messages on an Instagram post. Tell them to find the sentences and choose the correct option. Encourage them to try to understand / guess the meanings from the context. Check their answers.

This activity enables Ss to guess the meanings of unknown words from the contexts.

		K	ЕУ		
1. a	2. a	3. b	4. a	5. b	6. b

TEACHER'S NOTE

5 A THE CRÈME DE LA CRÈME





#liveconcert#happypeople#lovinglifelivinglove#musicfeedsthesoul

ERVEXW23 Brad, can you please check out my latest post? I'd like you to send my sister a get well wish! It really means a lot to her. She's your greatest fan.

4789fyi I have so much respect for you. You're going on your way and making your own kind of music. You're our hope for this world's music. You're a real legend.

H45gfb This is exactly what we want to see, celebrities helping people from all walks of life. We're extremely proud of you.

Claws 77 You're an awesome kind of guy. I live in Germany. Looking forward to seeing you at your concert in London in June. I have my ticket. I'm dreaming of listening to you alive.

Lerlina I'm your biggest fan, Brad Fox. At the moment, I'm singing your song on a karaoke night at my friend's house. We're partying hard. I hope to meet you before I die. Love from Singapore.

Jane 35 Things are going well when I listen to your songs. We're braver, smarter and much stronger together. Your voice heals me. I feel really relaxed when I hear your latest hit. Millions of kisses from Italy.

&ebru& Congratulations on your success. Your music moves me. I have a large collection of CDs. Please don't get lost in the glitz and glamour you have at the moment. Don't change your personality. Long live, Brad. All I want is to see you in Turkey as soon as possible.

U%U! Hi, there. I think I'm the oldest fan of yours. I follow you day and night. You're the greatest son one can ever have. You always find time to visit your parents: Also you make the best out of every situation. Keep going.

ain and write true (T) or false (F). One of the fans thinks Brad means so much to the world of music.
2.50 3.87
One of the fans thinks Brad means so much to the world of music.
He takes place in charity organisations.
He's a worldwide known singer.
He's giving a concert in Germany in July.
Brad and Lerlina are singing songs together on a karaoke night.
1Noush2 feels really good when she listens to his songs.
Brad is lost in the glitz and glamour of the show business.
Brad wants to be in Turkey soon.

4 Read the messages again. What good qualities does Brad Fox have?

Tell Ss to read the messages again to find the correct answers for the question. Elicit the answers. *This activity enables Ss to scan a text for specific information.*

KEY

He makes his music.

He helps people.

He has a good voice.

He often visits his parents.

He is a positive man.

5 Read again and write true (T) or false (F).

Ask Ss to read again to write true or false for the given statements. Check their answers.

KEY

- 1. T
- 2. T
- 3. T
- 4. F He's giving a concert in London in June.
- 5. F Lerlina is singing Brad's song on a karaoke night.
- 6. T
- 7. F Ebru hopes for Brad not to get lost in the glitz and glamour of the show business.
- 8. F Ebru wants to see Brad in Turkey soon.

TEACHER'S NOTE

THE CRÈME DE LA CRÈME

a. Work in pairs. Describe your inspiring characters as in the example.



Student A

Mete Gazoz is my favourite athlete. He has got a world record in archery. By the way, he is tall and thin like me. He wears glasses. He has got short dark hair and brown eyes.



My favourite sportsperson is Ayşe Begüm Onbaşı. She is a young and talented gymnast. She is so successful that she has got more than 100 medals.

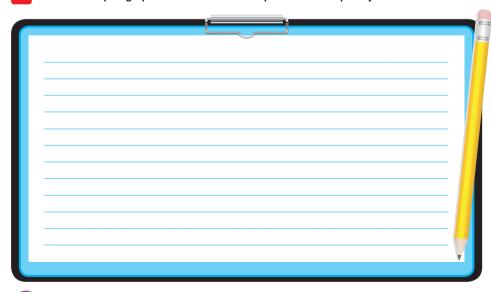
I'm interested in sports as well.

Student B

b. Walk around the class and learn about your friends' inspiring Turkish characters. Take notes.

inspirational character	his / her qualities	

Write a short paragraph to describe a Turkish person who inspires you the most.



6	a.	Work in pairs. Describe your favourite inspiring character as in the example.
---	----	---

Tell Ss to work in pairs to describe their inspiring characters. Focus their attention on the example. Monitor them while asking and answering questions with each other.

b. Walk around the class and learn about your friends' inspiring Turkish characters. Take notes.

Ask Ss to walk around the class to learn about their friends' inspiring characters. Tell them to take notes. Monitor them while asking and answering questions with each other.

Write a short paragraph to describe a Turkish person who inspires you the most.

Ask Ss to write a short paragraph to describe a Turkish person who inspires them the most. Have them read it in class.

This activity enables Ss to write a text describing their inspirational character.

TEACHER'S NOTE

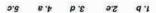
WISE UP

IS IT EASY TO CHANGE?

We love watching our favourite actors and actresses when they change themselves for their roles. They sometimes put on or lose a lot of weight. And sometimes they even have completely different appearances. They do this to get into the skins of their characters. These great changes show their passion for acting. And also they have a chance to get an Oscar. Most of the time, the Academy appreciates these actors and actresses.

Here is a small test for you. Match the films which brought Oscars to their stars.

- 1. The Hours
- 2. La Mome
- 3. The Dark Knight
- 4. The Iron Lady
- 5. Cloud Atlas
 - a. Meryl Streep
 - Nicole Kidman
 - c. Jim Sturgess
 - d. Heath Ledger
 - e. Marion Cotillard

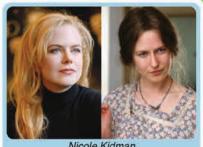


Answer the questions.

- Do you enjoy watching your favourite star in different appearances? Why/Why not?
- 2. Do you know any Turkish actors or actresses who totally changed himself/herself in a film?



Heath Ledger



Nicole Kidman



Marion Cotillard



Jim Sturgess



WISE UP

Ask Ss if they know any of these films or the stars. Let them talk if there any. Tell Ss to read the text and ask them to match the films to their stars.

KEY

The Hours (2002) - Nicole Kidman La Mome (2007) - Marion Cotillard The Dark Knight (2008) - Heath Ledger The Iron Lady (2011) - Meryl Streep Cloud Atlas (2012) - Jim Sturgess

Answer the questions.

KEY

Ss' own answers

TEACHER TIP

Nicole Kidman is an Australian actress.

Marion Cotillard is a French actress.

Heath Ledger is an Australian actor.

Meryl Streep is an American actress.

Jim Sturgess is an English actor.

TEACHER'S NOTE

LISTENING & SPEAKING

1 Read the situations and decide what you say.

AN OPTIMIST A PESSIMIST OR A REALIST

- . You're walking to school. It starts raining.
 - a) It always rains when I walk to school. This is awful.
 - b) It's OK. It's not snowing.
 - c) Great! I really enjoy walking in the rain.
- 2. It's your 20th birthday.
 - a) The best years of my life are over.
 - b) I'm getting older but it happens to everybody.
 - c) Life begins exactly at 20. Where's the party?
- 3. You have got a cold.
 - a) I must see a doctor as soon as possible.
 - b) I must go and buy some tissues.
 - c) It's just a cold. It won't kill me.
- 4. You arrive home after a great holiday.
 - a) I don't want to go back to school.
 - b) I can start planning my next holiday.
 - c) I'm looking forward to sleeping in my own bed.

If your answers are mostly a, you are a pessimist. If your answers are mostly b, you are a realistic. If your answers are mostly c, you are an optimist.

2 Group the words under the correct emojis.







B- YOUR PERSONALITY, YOUR POWER

LISTENING & SPEAKING

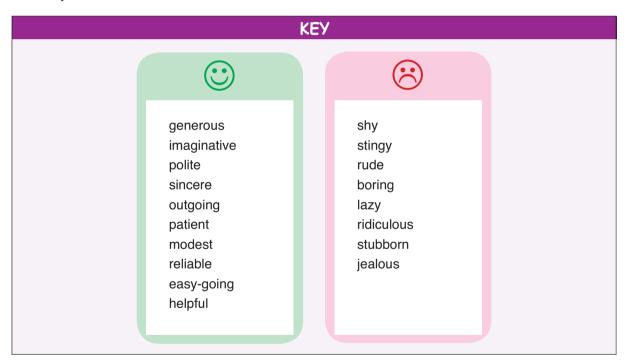
Read the situations and decide what you say.

Have Ss read the situations and ask them to decide what they say. When they finish, tell them to look at the choices they've made and find the group they belong to.

Ss' own answers

2 Group the words under the correct emojis.

Ask Ss to group the words under the correct emojis. The ones which have positive meanings will be written under the happy face. The ones which have negative meanings will be written under the sad face. Help Ss with the words they don't understand. They may use their dictionaries if they have. Elicit the answers.



TEACHER'S NOTE

	rect option that explain t		
a) willing to		or people. He regularly dunwilling to give money	lonates money to the charity.
I really trust J a) dishonest	John. He seems so sincer	re. honest	
State and an expension of the	us of her friend's good loc		o out with her.
a) envious	b) 1 culous in this red dress?	friendly	
a) stubborn	1373 -	funny	
 Linda is a do a) practical a 		n. Her plans and expecta impractical and insensible	ations are very reasonable. e
€ T:30 Listen t	o Kate and Jake talking	about their favourite ac	ctors. Circle the correct option
	wants to go to the cinema. Tryin is a good / bad actor		
3. Kate knows	/ doesn't know Daniel Sv	vift.	
	rvin <i>is I isn't</i> as helpful as <i>el</i> has got rewards from se		
6. Kate thinks D	aniel is <i>less / more</i> gene	rous than Arvin.	
	el is a down-to-earth sort on the sort of the sort of the cinema.	of man.	
o, bane, rate	b going to the emeria.		
€ Tisten t	o the dialogue again. W	hat is Arvin Bradley like	e? Tick (✓) his qualities.
helpful	ridiculous	sincere	shy
jealous	generous	stubborn	down-to-earth
a. Think about	the inspiring people you	u like and their persona	lities. Take notes.
Name	His / Her Personal	ity	
Ivanie	The Their Craonal	isy .	
	VA		ANTONIO TORRESTANCIO ANTONIO ANTONIO
700000 JD 100 E	s. Compare the characte	eristics of the inspiring	people you like. Use
	'I don't think 'I disagree		
-		I'm afraid, I do	n't agree with
(I think)	Cristiano Ronaldo	you. He never	
1 1 1 1 2 2 3 3 1 1 1 1 1 1 1 1 1 1 1 1	utgoing sportsman.	during the inte Messi is more	
ident A		than Cristiano.	
		_	Student B
dent A		~	Ottadent D

3 Choose the correct option that explain the words in bold.

Tell Ss to read the sentences carefully to understand the meaning of the words in bold. Then ask them to choose the correct option that explain the words in bold. Check their answers.

		KEY		
1. a	2. b	3. a	4. b	5. a

4 T:30 Listen to Kate and Jake talking about their favourite actors. Circle the correct option.

Have Ss listen to Kate and Jake talking about their favourite actors. Then ask Ss to choose the correct option. If necessary play the recording twice. Elicit the answers.

		KEY	
1. Kate 2. bad	 knows isn't 	5. Daniel6. less	7. Arvin 8. Kate

5 Tisten to the dialogue again. What is Arvin Bradley like? Tick his qualities.

Ask Ss to listen to the dialogue again to tick the qualities of Arvin Bradley. Check their answers.

	KI	EY	
helpful jealous	ridiculous generous	sincere stubborn	shy down-to-earth

6 a. Think about the inspiring people you like and their personalities. Take notes.

Give Ss some time to think about the inspiring people they like and their personalities. Ask Ss to take down some notes.

- b. Work in pairs. Compare the characteristics of the inspiring people you like.
 Use
- I think... / I don't think...
- · I agree... / I disagree...

Have Ss work in pairs to compare the characteristics of the inspiring people they like. Get them to use the given structures. Focus their attention on the example. Monitor them while talking. Help them if necessary.

This activity enables Ss to compare characteristics of different well known people by expressing opinions.

READING & WRITING

a. Group the clothes under the correct headings.

skirt / coat / boots / dress / shirt / sandals / tie / suit / high-heeled shoes / socks / belt / gloves / hair-band / slippers / shorts / cap / blouse / sneakers / headscarf / earmuffs / clutch / flip flops / necklace / bracelet / jeans / T-shirt







b. Work in pairs. Ask and answer as in the example.

Student ${\bf A}$: What do you usually wear when you go to a

wedding ceremony?

Student B: I usually wear a dress and high-heeled shoes.

concert graduation party school picnic

a. Look at the photos of the people and match them with their jobs.

a. basketball player

b. scientist

c. author

d. actress

e. musician



1. Stephen King



2. Michael Jordan 3. Norah Jones



 Canan Dağdeviren



5. Emma Watson

b. Search the Net to get more information about them. Which one inspires you most?





READING & WRITING

a. Group the clothes under the correct headings.

Give Ss some time to group the clothes under the right headings. Help them with the vocabulary if there are any unknown. Elicit the answers.

KEY			
FOOTWEAR	ACCESSORIES		
boots	skirt	tie	
sandals	coat	belt	
high-heeled shoes	dress	gloves	
slippers	blouse	cap	
sneakers	suit	headscarf	
flip flops	shorts	earmuffs	
socks	jeans	clutch	
	T-shirt	necklace	
	shirt	bracelet	
		hairband	

b. Work in pairs. Ask and answer as in the example.

Ask Ss to work in pairs. Tell them to read the example dialogue. And then tell them to ask and answer as in the example. Monitor the Ss.

	KEY	
Ss' own answers		

2 a. Look at the photos of the people and match them with their jobs.

Have Ss look at the photos of the people and ask what they know about them. Tell Ss to match them with their jobs.

		KEY		
a) 2	b) 4	c) 1	d) 5	e) 3

b. Search the Net to get more information about them. Which one inspires you most?

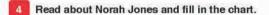
This part can be assigned as homework. Ask Ss to search the Net to get more information about the people. When they get the information, let them talk about the ones they are inspired.

5 B

YOUR PERSONALITY, YOUR POWER

3	Ted prepared a poster about his inspiring character, Norah Jones. Read about her an	d
	write true (T) or false (F).	

- Norah Jones is a popular jazz singer.
 - 2. Norah's father plays the sitar very well.
- Ravi Shankar has nine Grammy Awards.
 - 4. Young people love her music.
 - 5. She has got short wavy hair with brown eyes.
 - 6. Her friends don't like spending time with her.
 - 7. She is leading a simple life.
- 8. She always keeps up with the Joneses because she is jealous.
- 9. She loves helping people.
- 10. At present she's working on her new film.



Appearance	Clothes	Personality	Free time activities

NORAH JONES

Norah Jones is one of the brightest jazz singers and musicians of our time. She is also a great actress. Her father, Ravi Shankar, is a famous Indian sitar player. Norah is very successful in her career like her father. She has nine Grammy Awards. She was only 23 when she got her first award in 2002. Norah inspires the youth by writing her own lyrics. Some of her greatest hits are Come Away With Me and Don't Know Why.

She is short and slim. Her long wavy hair and big brown eyes attract most of the people. She has a natural beauty. She says "less is more" and never puts on much makeup.

Norah always wears the most elegant costumes during her concerts. But in her daily life she prefers wearing casual clothes. She is very polite and easy-going; her friends enjoy her company a lot. She is also a sensible and modest person who does not lead a glamorous life. She never keeps up with the Joneses.

When she has time, she enjoys reading about the history of music and watching films. She has a huge DVD collection and a lot of books in her living room. She says her living room is the only place where she can relax and feel free.

Norah is an active supporter of a number of charities like Stand up to Cancer, and United for Peace and Justice.

At the moment, she is working hard on her new album and she is touring Europe to give concerts. Norah Jones is not only talented but also a good looking singer. We are sure to see her a lot in the future.



10 with the

3 Ted prepared a poster about his inspiring character, Norah Jones. Read about her and write true (T) or false (F).

Ask Ss to read Ted's poster about his inspiring character, Norah Jones. Tell them to write True (T) or False (F) for the statements given.

KEY

- 1. T
- 2. T
- 3. F Norah Jones has nine Grammy Awards.
- 4. T
- 5. F She has got long wavy hair with brown eyes.
- 6. F Her friends enjoy spending time with her.
- 7. T
- 8. F She never keeps up with the Joneses.
- 9. T
- 10. F She's working on her new album at the moment.

TEACHER TIP

Sitar: a musical instrument from India that is like a guitar and that has a long neck and a round body.

4 Read the poster again and fill in the chart.

Tell Ss to read the poster again and fill in the chart about Norah Jones.

KEY					
Appearance	Casual Clothes	Personality	Free time activities		
• short • slim • wavy long hair • big brown eyes	• T-shirt • jeans • sneakers	politeeasy-goingsensiblemodest	reading books about the history music watching films		

Idiom of the Week

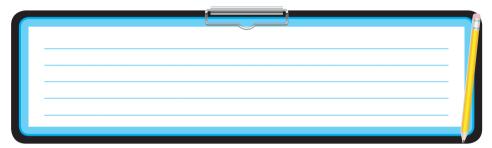
Keep up with the Joneses: If you keep up with the Joneses, you always want to own the same expensive objects and do the same things as your friends and neighbours do because you are worried about seeming less important than they are.

TEACHER'S NOTE



YOUR PERSONALITY, YOUR POWER

- a. Work in pairs and talk about the inspiring people in Turkish history. Compare their characteristics (appearance and personality) as in the example.
 - Student A: Who inspires you most in Turkish history?
 - Student B: Fatma Aliye inspires me most. She is the first woman novelist in Turkish history.
 - She is talented and brave. She has got brown eyes and she wears a headscarf.
 - Student A: What does she look like?
 - Student B: She has got brown eyes. She wears glasses and a headscarf.
 - Student A: My favourite person is Metin Oktay. He is one of the best football players in Turkish
 - history.
 - Now, write your opinions in a paragraph to compare the inspirational people you have talked about.



PRONUNCIATION

A. Tisz Listen and practise. Notice the pronunciation of /n/ sound.

looking	doing	reading	talking
/ <mark>lʊkɪŋ</mark> /	/duɪŋ/	/ˈriːdɪŋ/	/tokɪŋ/
wearing	going	sitting	playing
/wɛərɪŋ/	/goɪŋ/	/srtɪŋ/	/pleɪŋ/

write a text describing my inspirational character.

Play 'The Alphabet Madness' game.

identify the descriptions of people's appearances in a recorded text.

compare characteristics of different people by expressing opinions.

describe current actions in pictures.

scan a text for specific information.

guess the meanings of unknown words from the contexts.

write a text comparing characteristics of people by giving my opinions.

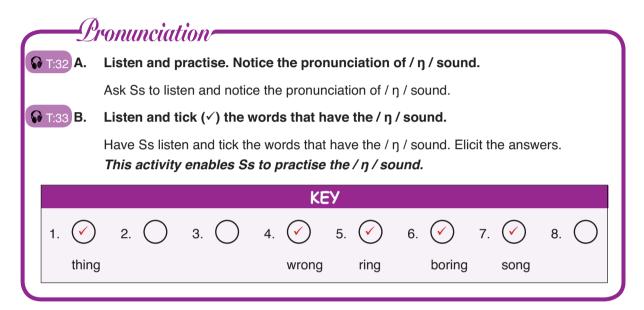
a. Work in pairs and talk about the inspiring people in Turkish history. Compare their characteristics (appearance and personality) as in the example.

Ask Ss to talk about their favourite charecters with their partners as in the example. Make sure they compare their idols according to their characteristics.

 Now, write your opinions in a paragraph to compare the inspirational people you have talked about.

Ask Ss to write a paragraph to compare the inpirational characters they have talked about. Present their work in the classroom.

This activity enables Ss to write a text comparing characteristics of people by giving their opinions.



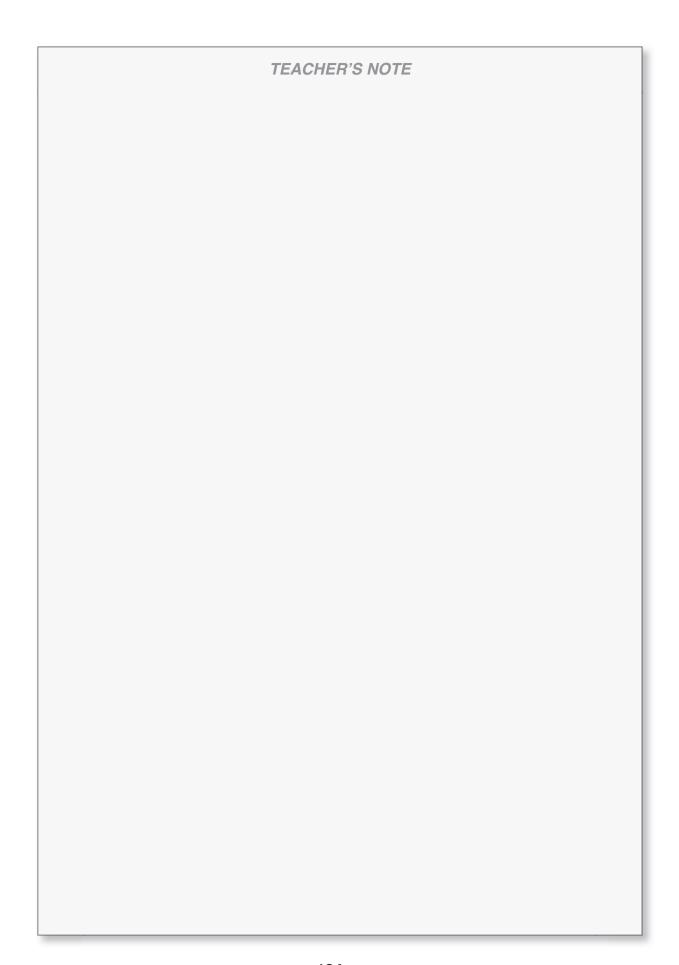
Game Time: Play "The Alphabet Madness" game.

- Divide the class into teams of four or five. Tell the class that they are going to race to make a sentence using words beginning with a particular letter.
- · Write a letter on the board.
- Explain that the first team to give a grammatically correct sentence will receive one point for each word that begins with the chosen letter.
- · Give Ss the following example.

Their teacher is taking them to the theatre. (7 points)

- · Write a random letter on the board and begin the game.
- · Choose the first student raising hand.
- The student must say a grammatically correct sentence or no points are awarded.
- · If the sentence is correct, give that team the points.

TEACHER'S NOTE



Theme

BRIDGING CHITHRES

THEME	FUNCTIONS	SKILLS
6	Asking about and describing cities. Identifying cultural differences. Talking about travel and tourism. Ordering food. GRAMMAR The Present	Listening 1. Students will be able to detect specific information in public announcements at the airport, train station etc. 2. Students will be able to identify the most frequently used expressions to order food in a restaurant. Pronunciation Students will be able to differentiate /v/ and /w/ sounds. Speaking 1. Students will be able to order take part in a dialogue about ordering food at a restaurant / cafe. 2. Students will be able to take part in conversations that can occur while travelling.
BRIDGING CULTURES	Simple vs. The Present Continuous Tag Questions Conjuctions: and, but, so, because	 3. Students will be able to use the most frequently used expressions to buy a flight / bus / train ticket. 4. Students will be able to talk about some basic cultural differences of places they have visited. Reading
	IDIOM / PROVERB	Students will able to scan short texts describing some famous cities in the world for specific information.
	all Greek to me with bells on	Students will be able to get the main points of the informative texts related to intercultural differences. Writing
	VALUES	Students will be able to write a short message to leave at the reception desk for their parents.
	respect patriotism	Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.

Would you like to try new dishes from different countries? Where do you want to make unforgettable memories? Do you think that to travel is to live? Do adventures make you feel impressed and active?



LISTENING & SPEAKING

Look at the pictures and match them with the activities.

- She is looking at the menu.
- 2. She is ordering some food.
- He is serving the meal.
- 4. She is having lunch.
 - 5. She is paying the bill.











- 2 Read the sentences and write the speakers; customer (C) or waiter (W).
 - Can we have the menu, please?
 - 2. Are you ready to order?
 - 3. Would you like something to drink?
 - 4. Is that all, madam?
 - 5. Can I have the bill, please?
 - 6. I want steak with some fries and vegetables.
 - 7. That's all. Thank you.
 - 8. Would you like some dessert?



3 Listen to Hiroko and Alice having breakfast at a café. Write the names of the food and drinks they order.

Customer	Food	Drink
Hiroko		
Alice		

Theme 6 BRIDGING CULTURES

A- ALL GREEK TO ME

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Idiom of the Content

All Greek to me is a way of saying that you do not understand something that is said or written.

LISTENING & SPEAKING

1 Look at the pictures and match them with the activities.

Have Ss look at the pictures and read the given statements. A girl is ordering, having and paying for the lunch at a restaurant. Ask Ss to match the statements with the pictures. Have Ss compare their answers in pairs. Elicit the answers.

KEY					
1. C	2. E	3. A	4. D	5. B	

Read the sentences and write the speakers; customer (C) or waiter (W).

Focus Ss' attention on the given questions and statements. Have them read and decide on the speaker. They do the task individually. Check their answers.

	KEY						
1. 0	2. W	3. W	4. W	5. C	6. C	7. C	8. W

3 (Fig. 1:34) Listen to Hiroko and Alice having breakfast at a café. Write the names of the food and drinks they order.

Explain the task. A Japanese girl, Hiroko and a British girl, Alice are having breakfast at a café and they are talking about the traditional food and drinks in their countries. They are ordering their breakfast. Ask Ss to fill in the chart writing the food and drinks they order. Play the recording for Ss to complete the task and check their answers.

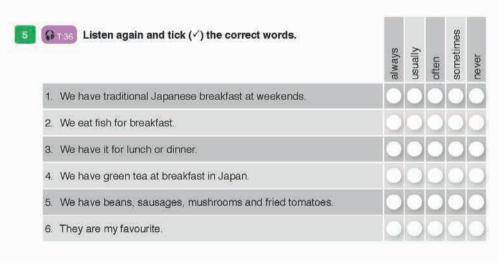
КЕУ				
Customer	Food	Drink		
Hiroko	soup, fish with rice	green tea with lemon		
Alice	eggs and potatoes	orange juice		



GLOBAL UNDERSTANDING

4 Change Listen to the dialogue again. Number the questions as you hear. One is extra.





Talk about your favourite breakfast. Answer the questions below.

Do you like having breakfast? Do you usually have a big or small breakfast? What do you like having in the mornings?

a. Work in pairs. Prepare a dialogue using the given cues. Imagine you are at a café.

Student A: You are the customer. Order your meal and then ask for the bill.

Student B: You are the the waiter / waitress. Take the order and serve the customer.

b. Act out your dialogue.

T:35 Listen to the dialogue again. Number the questions as you hear. One is extra.

Ask Ss to put the questions in the correct order while listening. Remind them that the first one is given as an example and one question is extra. Play the recording again. Then go over the answers with the class.

This activity enables Ss to identify the most frequently used expressions to order food in a restaurant.

KEY

Anything to drink? (4)

Is that all? (5)

Are you ready to order, young ladies? (1)

And you, please? (3)

Can we have the menu, please? (Extra)

Would you like something to drink? (2)

Can we have the bill, please? (6)

Listen again and tick (\checkmark) the correct words.

Tell Ss to listen to the dialogue again to tick the correct adverbs of frequency in the given statements. Play the recording. Check their answers.

КЕУ				
1. always3. usually5. sometimes2. never4. often6. always				

Talk about your favourite breakfast. Answer the questions below.

This speaking activity can be a pair or group work. Ask Ss to think of their favourite breakfast and share the details with their friends. Have them ask and answer the questions to get their ideas.

KEY
Ss' own answers

- a. Work in pairs. Prepare a dialogue using the given cues.
 - b. Act out your dialogue.

Have Ss form pairs. Set the scene. Encourage them to make a dialogue to order food at a café / restaurant. Remind them to use the phrases they have heard in the listening script. Go around the class and monitor them while they are talking. Ask Ss to change roles and try the role play

This activity enables Ss to take part in a dialogue about ordering food at a restaurant / cafe.



GLOBAL UNDERSTANDING

READING & WRITING

Guess and match the international dishes with the countries. Which one is popular in vour country?

3. Japan

Brazil

England

1. Scotland

Masala dosa has rice, lentils and spice.



Haggis is a sheep's stomach, oats, spices and sheep organs.



Feljoada has black beans, garlic, spices and pork.



Sushi is rice with sea food and vegetables. It is delicious and healthy.



India

Italy

Lasagna is a kind of pasta. It has beef or vegetable.



Yorkshire pudding is salty. not sweet. It has eggs, flour and milk.

Fill in the blanks with the given words. Use your dictionaries.

juicy / spicy / delicious / fresh / healthy / salty / sour / greasy / sweet

- 1. I think Italian food is Everybody loves it.
- 2. Fruit and vegetables are They are good for you.
- 3. I don't like food, so I never fry them.
- I prefer _____ biscuits to _____ snacks like chocolate.
- Lemon is a fruit and I use it a lot in salads.

Home Hobbles Posts Photos Search

Hi, my name is Camilla. I'm from Brazil. We usually have ham or cheese sandwiches at breakfast. We love eating tropical fruit, too. They are always fresh and juicy, aren't they? Lunch is normally the biggest meal of the day. We come together with our family at dinner. We usually have dinner late. Our national food is 'feijoada'. We make it from black beans, pork and beef and often serve it with some rice. In many restaurants, they only serve feijoada on Saturdays. It is delicious. Also, many Brazilians include lentils in a New Year's menu because they believe it

increases one's good luck. You know Brazilians are crazy about coffee. They drink coffee all day-morning, noon and night because it is cheap ad healthy. In my country it's so rude to walk away with your food in your hand. First, you should finish it and then go, I guess it's all Creek to you, though.

READING & WRITING

Guess and match the international dishes with the countries. Which one is popular in your country?

Ask "What do tourists like eating in Turkey? / Do you like international dishes? / Are international dishes popular in Turkey or do people prefer eating national dishes? / Can you name any international dishes?" Then explain the task and focus their attention on the pictures of some international dishes. Give them some time to look over the information to guess the food's origin. They do the task individually and let them compare their answers. Have them explain why they think so. Elicit the answers. Then, encourage Ss to tell if any of these dishes are popular in their country.

KEY					
1. D	2. F	3. E	4. B	5. A	6. C

2 Fill in the blanks with the words. Use your dictionaries.

Ask Ss to read the opinion statements. Focus their attention on the adjectives and have them fill in the blanks with them to complete the sentences. They may use their dictionaries. Check the answers in the class. You may ask if they agree with the statements.

		KEY	
delicious healthy	 greasy spicy 	5. salty-sweet6. sour	7. fresh-juicy

TEACHER'S NOTE



GLOBAL UNDERSTANDING

	•
•	Read the teenagers' blogs from different countries. Match the halves 1-8 with a-h.
	nead the techaders blods from different countries, watch the naives 1-8 with a-h.

- Tropical fruit is always 2. The Brazilians usually
- Brazilian people often
- In Brazil, people always
 - Chinese food is always
- 6. Chinese people often
 - 7 Chinese food is rarely
- In China, people always
- a. serve feijoada with rice.
- b. eat soy sauce.
- c. greasy because they use a little oil.
- d. have dinner late.
- e. popular around the world.
- f. fresh and juicy in Brazil.
- g. drink tea a lot.
- h. drink coffee after every meal.

4 Read the blogs again and choose the correct options.

- 1.is very important in Brazil.
 - a) Breakfast
- b) Lunch
- c) Dinner
- 2. They make from meat and beans.
 - a) pork
- b) beef
- c) feijoada
- 3. When something is all Greek to you, you don't it. a) understand

- c) speak
- 4. The Brazilians eat lentils on New Year's Day because
 - a) they like lentils b) lentils bring luck
- c) lentils symbolise coins c) salt is dangerous
- 5. Chinese people don't add salt to their food because a) they don't like salt b) soy sauce is salty enough
- 6. The Chinese eat their meal with a) chopsticks b) forks
- c) spoons
- 7. Chinese people eat noodles on birthdays to have a) a lot of money
 - b) a long lifetime
- c) a healthy body



Hello, I'm Huang from China. Chinese dishes are always very popular in the world, aren't they? For breakfast, lunch and dinner we usually have almost the same kind of food. Rice, dumplings and noodles are always on our menu. We use very little oil to cook the food so Chinese food is rarely greasy. We often use soy sauce, and it's quite salty, so we never add salt to our meals. In some part of China, spicy food is quite popular and they usually

Home Hobbies Posts Photos

eat 'Hunan fish head' with hot red peppers there. We love meat and seafood with sweet and sour sauce. We use chopsticks to eat our food. Everyone knows that China is a tea country and we always drink it a lot. On our birthdays, we eat noodles. They are the symbol of a long

3 Read the teenagers' blogs from different countries. Match the halves 1-8 with a-h.

Explain the task. Two teenagers from Brazil and China write about the food culture in their countries. Ask Ss to read the blogs and match the sentence halves. Elicit the answers.

This activity enables Ss to get the main points of the informative texts related to intercultural differences.

KEY					
1. f	3. a	5. e	7. c		
2. d	4. h	6. b	8. g		

Read the blogs again and choose the correct option.

Have Ss read the statements and choose the correct alternative to complete them. Check the answers in the class.

KEY				
1. b	3. a	5. b	7. b	
2. c	4. b	6. a		

TEACHER'S NOTE

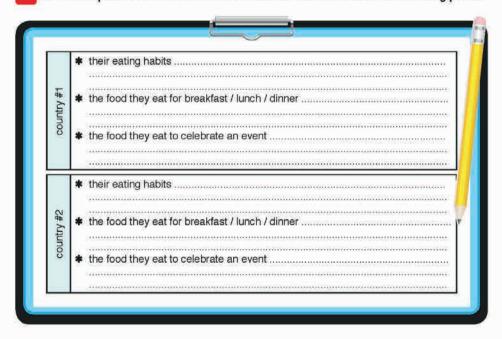


GLOBAL UNDERSTANDING

- 5 Think of a foreign city or a city in your country you've visited. Answer the questions.
 - 1. Which city is it?
 - 2. What are your likes and dislikes about the food culture of this city?
 - 3. What are the main food culture differences between this city and your own?
- 6 Do the survey in the class. Write a classmate's name only once. Ask the follow-up questions and write their answers. Then share it with your partner.

Fi	nd someone	Name	Answer	
1,	who loves foreign food. "Which food is it?"			
2.	who likes unhealthy food. "What is it?"			
3.	who prefers meat to vegetables. "Which meat dish is it?"			
4.	who can cook. "Which dish can you cook?"			
5.	who likes spicy food. "Which spicy food is your favourite?"			

a. Work in pairs. Search the Net for two countries. Take notes about the following points.



 Make a powerpoint presentation about the basic cultural differences between the countries you've searched for.

5 Think of a foreign city or a city in your country you've visited. Answer the questions.

Ask Ss to read the questions. Encourage them to think of a city abroad or in their country that they have already visited. Allow them some time to think about the answers and then let them share their opinions.

This activity enables Ss to talk about some basic cultural differences of places they have visited.

Ss' own answers

6 Do the survey in the class. Write a classmate's name only once. Ask the follow-up questions and write their answers. Then share it with your partner.

Have Ss ask "Do you ...?" questions to do the survey. When they get the answer yes from a classmate ask them to write his/her name and remind them to ask follow-up questions. When they complete the task, let them share the result of their survey with their partners.

- a. Work in pairs. Search the Net for two countries. Take notes about the following points.
 - b. Make a powerpoint presentation about the basic cultural differences between the countries you've searched for.

Explain the task. Ask Ss to search the Net for two countries to talk about their food culture. Have them take notes about the topics in the chart. When they complete their research, encourage them to prepare a powerpoint presentation and display in the class. Assign this activity as homework.

TEACHER'S NOTE

WISE UP



BIRTHDAY TREATS

Celebrating birthdays is an important tradition all over the world. In many countries, people enjoy blowing out the candles while they are making wishes. But every culture has different traditions to celebrate their birthdays. Here are some around the world.

Australia- In Australia, children eat Fairy Bread on their birthdays. This is a popular snack. There is butter and small sugar sprinkles on the slices of white bread.

England- Children like drinking squash at birthday parties. It's a type of fruit juice. Some families enjoy putting objects into the birthday cake. If the birthday person finds a gold coin, it symbolizes wealth in the coming year.

Mexico- Mexican kids have great fun at birthday parties. They fill a pinata with candies. Kids close their eyes and try to hit it with a stick until it opens and the candies spill everywhere.

China- They usually celebrate their birthdays with their families. The birthday boy or girl eats a bowl of long noodles. They do not bite the noodles slowly, but slurp as soon as possible. Slurping noodles symbolizes a long life.

Canada- The birthday child greases his nose with butter for good luck. They believe that the greasy nose will protect the birthday child from bad luck.

Jamaica- Family members or friends throw flour at the birthday person to express their good wishes. Sometimes they wet the skin first, just to make sure the flour sticks and becomes more difficult to remove!







A. Read the text and write true (T) or false (F).

Fairy Bread is a slice of sweet bread.
 In England, if your piece of cake has a coin in it, then you'll be rich.

4. Slurping means eating or drinking with a loud noise.

- 3. A piñata is a kind of candy.
- 5. In Canada, on birthdays they believe putting butter on the nose brings bad luck.
 - 6. They throw flour at the birthday person as they get angry with him or her.

B. Answer the questions.

- 1. Which tradition above do you like most / least? Why?
- 2. How do people usually celebrate birthdays in your country?

	WISE UP							
A.	Read the text and write true (T) or false (F).							
	Have Ss read a text on different birthday traditions around the world. Then ask them to read the statements and decide whether they are true or false. Encourage them to correct the false statements.							
	KEY							
	 T T T F It's a kind of a box filled with candies. T T F They believe that it protects the birthday person from bad luck. F They do this to express good wishes. 							
В.	Answer the questions. Encourage them to answer the questions to share their ideas.							
	KEY							
	Ss' own answers							
	TEACHER'S NOTE							

LISTENING & SPEAKING

Look at the words under the pictures and fill in the blanks with them.



- Find your boarding gate. Go to the check-in desk. Arrive at the airport. Board the plane and fasten your seat The plane departs.
- Listen to four tracks about travelling. Choose the correct options.

Part 1	1.	Where are the people? a) on the plane When is he travelling? a) April 24th How much is his ticket? a) \$1200	b) at a travel agency b) April 14 th b) \$2100
Part 2	1. 2. 3.	Where are the people? a) at the departure gate Where is she flying? a) Lisbon Does she want a window seat? a) Yes	b) at the check-in deskb) Liverpoolb) No
Part 3	1.	Who is the announcement for? a) for the passengers to Miami What is the flight number? a) TK1789	b) for the passengers to Madrid b) TK1987
Part 4	1.	Where are they? a) at the departure gate Who are the speakers? a) a hostess & a passenger	b) on the plane b) a travel agent & a passenger

B- FOUR CORNERS OF THE WORLD

LISTENING & SPEAKING

1 Look at the words under the pictures and fill in the blanks with them.

Focus Ss' attention on the pictures and ask "Where do you use a passport / baggage / a boarding pass / seat belt?". Then ask them to read the meaning of the words to match. Ss do the task individually, using a dictionary if necessary. When they complete matching, check their answers. (Remind them baggage is an uncountable noun and always used as singular.)

	KEY
 boarding pass gate passport seat belt 	5. passenger6. baggage7. check-in desk

2 Read the steps of travelling to a different country. Guess and put them in the correct order.

Explain the task. Ask Ss to read the stages of travelling by plane and put them in the correct order. One of the steps is given as a clue. Elicit their answers.

KEY

- 3 Get your boarding pass.
- 5 Find your boarding gate.
- 1 Arrive at the airport.
- 7 The plane departs.
- 4 Go through the security.
- 2 Go to the check-in desk.
- 6 Board the plane and fasten your seat belt.

Explain the task. They will hear four different parts; three dialogues related to travelling and an announcement for a flight. Do not give Ss the details. Get Ss to listen to the tracks and choose the correct option. Elicit their answers.

This activity enables Ss to detect specific information in public announcements at the airport / train station etc.

КЕУ						
Part 1	Part 2	Part 3	Part 4			
1. b	1. b	1. a	1. b			
2. a	2. a	2. b	2. a			
3. a	3. b					

1		
A	C	
v	O	
- 40		

FOUR CORNERS OF THE WORLD

1. He is flying from Buenos Aires to Istanbul. 2. He is arriving on April 25th.								
Part 2	1. She is travelling in the afternoon. 2. She has one piece of baggage.							
Part 3	and the same of	ant to see the boarding passere boarding at Gate 18.	es and passports.					
Part 4	- CANCE - WINDOWS - CANCE	ssenger wants a blanket. stess asks him to fasten his s	eat belt.					
€ T.39	Listen again	and match the words as yo	u hear.					
	1. aisle	a. class						
	2. round	b. seat	The state of the s					
	3. economy	c. trip						
	4. window	d. seat	- Quil					
	5. one-way	e. trip						
a. W	ork in pairs. Pre	pare a similar dialogue to b	ouy a plane ticket to a foreign country					

- and give the price.
- A: Good morning. I'd like to buy a ticket to (your destination), please.
- B: Sure. What is your name, please?
- A: My name is (your name & surname).
- B: OK. Mr./Ms. (the passenger's surname). Which date would you like to travel?
- A: (the travel date).
- B: OK. Let me check. One-way or round trip?
- A: (One-way / Round) please. How much is the ticket?
- B: From (your city) to (destination), (one-way / round) trip, (economy / business) class... It's (the price). You are leaving on (day & time) and arriving (day & time). Here is your ticket.
- A: OK. Thank you. Goodbye.
- Now, you are at the airport to fly. Prepare a new dialogue to plan the details of your flight.
- Student A: You are the passenger. Answer the check-in officer's questions to choose your seat, get your boarding pass, leave your baggage, and find your gate.
- Student B: You are the check-in officer. Welcome the passenger; ask for the passport; ask if he/she wants a window/aisle seat; ask if he/she has any baggage; give the boarding pass and tell the gate number; say goodbye.

Have Ss read the sentences before they listen to the tracks again. Have them write true or false next to the sentences. Play the recording. You may ask them to correct the false statements. Elicit the answers in the class.

	KEY
Part 1	F 1. From Istanbul to Buenos Aires. T 2.
Part 2	T 1 F 2. two
Part 3	T 1. F 2. Gate 21
Part 4	F 1. a pillow T 2.

5 R T:39 Listen again and match the words as you hear.

Explain the task. The halves of the collocations are given. Ask Ss to match the halves while listening. Play the recording. Elicit the answers.

КЕУ						
1. b/d	2. c/e	3. a	4. b/d	5. c/e		

6 a. Work in pairs. Prepare a similar dialogue to buy a plane ticket to a foreign country as in the example. Then act it out.

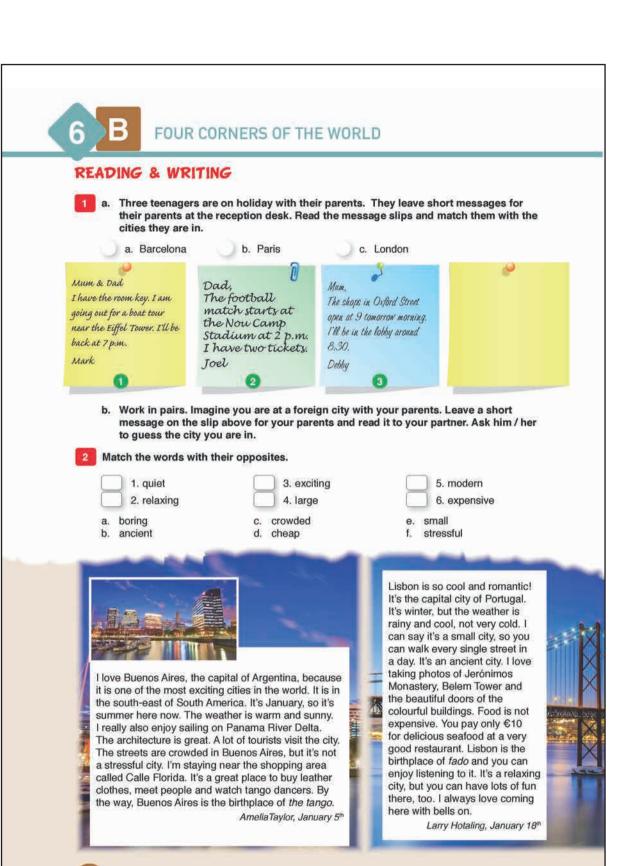
Set the scene. Ss make a dialogue at a travel agent. Student A is the passenger and wants to buy a flight ticket to a foreign country. Student B asks some questions to sell the ticket. Then encourage them to make a role-play of their dialogue in the class.

This activity enables Ss to use the most frequently used expressions to buy a flight / bus/ train ticket.

b. You are at the airport to fly. Prepare a new dialogue to plan the details of your flight.

Set the scene. Ss make a dialogue at a check-in desk at the airport. Student A is flying to a foreign country. Student B is arranging a seat, getting the baggage, giving the boarding pass and telling the gate number. Encourage them to make a role-play of their dialogue in the class.

This activity enables Ss to take part in conversations that can occur while travelling.



READING & WRITING



1 a. Three teenagers are on holiday with their parents. They leave short messages for their parents at the reception desk. Read the message slips and match them with the cities they are in.

Explain the task. Ss read three teenagers' messages for their parents and match them with the cities using the clues in them.

KEY				
a. 2	b. 1	c. 3		

b. Work in pairs, Imagine you are at a foreign city with your parents, Leave a short message on the slip above for your parents and read it to your partner. Ask him/her to guess the city you are in.

Set the scene. Ss are in a foreign city with their parents and will leave a message for them at the hotel reception. Ask them to write a message and add a clue for their partner. Remind them not to mention about the name of the city in the message. When they finish writing, they swap their messages with their partners and find the city where he/she is.

This activity enables Ss to write a short message to leave at the reception desk for their parents.

Match the words with their opposites.

Explain the task. Focus Ss' attention on the given adjectives. Ask them to match them with their opposites. Then you may ask Ss to describe the cities they know well using the adjectives.

KEY					
1. c	2. f	3. a	4. e	5. b	6. d



FOUR CORNERS OF THE WORLD

Read the travellers' opinions about their favourite cities. Tick (✓) the information you find about them.

	capital	location	weather	important places	shopping	dancing & music	boat tour
Buenos Aires							
Lisbon	0	0		0	0		0
Shanghai						0	

4	Read the	e opinions	again.	Write	true	(T)	or	false (F	F).

- January is a summer month in Buenos Aires.
- 2. The tango is not popular in Buenos Aires.
- Lisbon is a very new and modern city.
 - Fado is a type of music.
- Shanghai is in the north of the country.
 - 6. You can take a boat tour at night in Shanghai.

5 Choose the correct options to join the sentences.

- 1. Buenos Aires is an exciting city but / so I love it.
- 2. You can walk everywhere in Lisbon because / but it's a small city.
- 3. Lisbon is an ancient city and / because I love taking photos of the old buildings.
- 4. Larry always goes to Lisbon with bells on but / because he enjoys there a lot.
- 5. Shanghai is crowded with people and / but there are quiet places in old town.





Shanghai, the city of lights and tall buildings, is my dream city. It's

in the east of China. It is a very busy city but the old town has a lot of quiet streets. This city is the mixture of modern and old. The Bund is a street with great boutiques, restaurants and beautiful old buildings. A night cruise on the Huangpu River is really great for tourists. Shanghai Museum on the People's Square is another tourist attraction. Oriental Pearl TV Tower is the fifth tallest building in the world. There is Shanghai Circus World and Disneyland Park, so kids love the city a lot.

Nicole Brown, January 2nd

3 Read the travellers' opinions about their favourite cities. Tick (✓) the information you find about them.

Focus Ss' attention on the cities described by three travellers. Ask them what they know about the cities. Explain the task. Have Ss read the texts in detail and complete the chart with the details. When they finish the task individually, let them compare their answers with their partners. Then elicit their answers.

This activity enables Ss to scan short texts describing some famous cities in the world for specific information.

KEY							
	Capital	Location	Weather	Important places	Shopping	Dancing & Music	Boat tour
Buenos Aires	✓	✓	✓	✓	✓	✓	✓
Lisbon	✓		✓	✓		✓	
Shanghai		✓		✓	✓		✓

Read the opinions again. Write true (T) or false (F).

Have Ss read the texts again. Then ask them to read the statements and decide whether they are true or false. Encourage them to correct the false statements. Elicit the answers.

KEY

- 1. T
- 2. F It's very popular and it's the birthplace of the tango.
- 3. F ancient
- 4. T
- 5. F east
- 6. T

Idiom of the Content

with bells on: to do something or go somewhere with bells on is to do it or go there eagerly

5 Choose the correct option to join the sentences.

Focus their attention on the linking words. Ask them to read the statements and choose the correct conjunctions to join the sentences. They do the task individually. Then elicit their answers.

KEY						
1. so	2. because	3. and	4. because	5. but		

TEACHER TIP

and: used to introduce an added statement, something that is similar to what you have said before

but: used to introduce an added statement, something that is different from what you have said before

so: and for this reason, as a result **because:** for the reason that



FOUR CORNERS OF THE WORLD

- Work in groups. Choose a city; Buenos Aires, Lisbon or Shanghai. Which one would you like to visit? Why?
- a. A teenage magazine is holding a competition for the best writing. The topic is "a lovely city to visit". Write a paragraph to describe why it is worth visiting. Use and, but, because and so.



b. Swap your writings. Imagine your partner applies for the competition with that writing. Would he / she be the winner? Explain your reasons.

PRONUNCIATION

A. Gran Listen and practise. Notice the pronunciation of /w/ and /v/ sounds.

/w/	where /weer/	weather / weðer/	winter /wɪntər/	when /wen/
/v/	village / vrlrd3/	van / <mark>væn</mark> /	very /vent/	vase /va:z/

1 2 3 4

/W/

Play 'Mime Table Manners' game.



6 Work in groups. Choose a city; Buenos Aires, Lisbon or Shanghai. Which one would you like to visit? Why?

Tell Ss to decide which city they would like to visit. Ss form groups to talk about their preferences. Encourage them to state their reasons of their choices and compare their ideas with their friends.

KEY

Ss' own answers



a. A teenage magazine is holding a competition for the best writing. The topic is "A lovely city to visit." Write a paragraph to describe why it is worth visiting. Use and, but, because and so.

Encourage Ss to choose a city to describe at an essay competition to apply for. They need to write a paragraph to apply for. Set the scene. There is an essay competition and Ss will write a paragraph describing a city to apply for. Remind them to use the conjunctions while writing it. This task can be given as a homework assignment and it can be either handwritten or typed on computer.

This activity enables Ss to write a series of sentences about the city that they would like to visit by indicating reasons.

b. Swap your writings. Imgine your partner applies for the competition with that writing. Would he / she be the winner? Explain your reasons.

Ss work in pairs. When they write their paragraphs, ask Ss to exchange them. Have them read their partner's descriptions and decide if the candidate is successful enough to get a reward or not. Encourage them to give reasons for their decisions.

Pronunciation^{*}

A. T:40 Listen and practise. Notice the pronunciation of /w/ and /v/ sounds.

Books are closed. Explain the rule. The sounds of letters 'w' and 'v' are very similar and confused very often. Notice when pronouncing 'w', the lips are put forward and rounded. But when pronouncing 'v', the lower lip is put behind the upper teeth slightly. Ss listen and repeat while listening.

This activity enables Ss to differentiate /v/ sound from /w/ sound.

Ask them to listen to the statements focusing on the pronunciation of the /w/ and /v/ sounds. They will tick the sound they hear. Play the recording. Elicit the answers.

	KEY		
1. /v/	2. /w/	3. /w/	4. /v/

Game Time: Play 'Mime Table Manners' game.

Divide Ss into groups of eight. Name the first 4 Ss as Group A and the other four as Group B. Copy, cut and give a set of actions to each group (page 170). A student from group A goes to Group B to get a statement and mimes the action to his/her group members. When his/her group members guess what h/she is doing, they get one point. Then, a student from Group B goes to Group A to get and mime the action. The group which has more points wins the game.

Mime Table Manners

Group A

- 1. You are cleaning your teeth with a toothpick.
- 2. You are eating with chopsticks.
- 3. You are ordering food at a restaurant.
- 4. You are chewing some gum at the table.
- 5. You are talking loudly at the dinner table.
- 6. You are leaving some food on your plate.
- 7. You are pouring water into your friend's glass.
- 8. You are praying before you eat.
- 9. You are putting salt and pepper on your food.
- 10. You are slurping while eating.
 - 11. You are wiping (cleaning) your plate with bread.

Group A

- You are cleaning your teeth with a toothpick.
- You are eating with chopsticks.
- You are ordering food at a restaurant.
- 4. You are chewing some gum at the table.
- 15. You are talking loudly at the dinner table.
- . 6. You are leaving some food on your plate.
- 7. You are pouring water into your friend's glass.
- ¹ 8. You are praying before you eat.
- 9. You are putting salt and pepper on your food.
- 10. You are slurping while eating.
- 11. You are wiping (cleaning) your plate with bread.

Group B

- 1. You are eating your food with your hands.
- 2. You are pouring water into your own glass.
- 3. You are looking at the menu.
- 4. You are texting message at the dining table.
- 5. You are paying the bill.
- 6. You are putting a napkin in the neck of your shirt.
- 7. You are biting your food.
- 8. You are serving the meal.
- 9. You are taking the order.
- 10. You are wiping (cleaning) your mouth with a napkin. I 10. You are wiping (cleaning) your mouth with a napkin.
- 11. You are putting a table cloth on the table.

Group B

- i 1. You are eating your food with your hands.
- ¹ 2. You are pouring water into your own glass.
- 3. You are looking at the menu.
- 4. You are texting message at the dining table.
- ¹5. You are paying the bill.
- 6. You are putting a napkin in the neck of your shirt.
- 7. You are biting your food.
- 8. You are serving the meal.
- 9. You are taking the order.
- ! 11. You are putting a table cloth on the table.

Group A

- 1. You are cleaning your teeth with a toothpick.
- 2. You are eating with chopsticks.
- 3. You are ordering food at a restaurant.
- 4. You are chewing some gum at the table.
- 5. You are talking loudly at the dinner table. 6. You are leaving some food on your plate.
- 7. You are pouring water into your friend's glass.
- 8. You are praying before you eat.
- 9. You are putting salt and pepper on your food.
- 10. You are slurping while eating.
- 11. You are wiping (cleaning) your plate with bread.

Group A

- 1. You are cleaning your teeth with a toothpick.
- 2. You are eating with chopsticks.
- 3. You are ordering food at a restaurant.
- 14. You are chewing some gum at the table.
- 5. You are talking loudly at the dinner table.
- 6. You are leaving some food on your plate.
- 17. You are pouring water into your friend's glass.
- 8. You are praying before you eat.
- 19. You are putting salt and pepper on your food.
- ¹ 10. You are slurping while eating.
- 11. You are wiping (cleaning) your plate with bread.

Group B

- You are eating your food with your hands.
- You are pouring water into your own glass.
- You are looking at the menu.
- You are texting message at the dining table.
- 5. You are paying the bill.
- You are putting a napkin in the neck of your shirt.

- 7. You are biting your food.
 8. You are serving the meal.
 9. You are taking the order.
 10. You are wiping (cleaning) your mouth with a napkin.
 11. You are putting a table cloth on the table.
 12. You are putting a table cloth on the table.

Group B

- L1. You are eating your food with your hands.
- ¦ 2. You are pouring water into your own glass.
- You are looking at the menu. ı 3.
 - You are texting message at the dining table.
- 5. You are paying the bill.6. You are putting a napkin in the neck of your shirt.

Theme

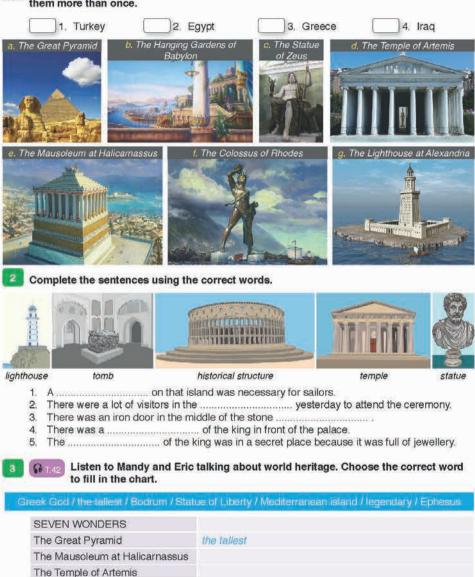
WORLD HERITIGE

I	THEME	FUNCTIONS	SKILLS
である。		 Talking about past events. Making inquiries. Asking and answering questions in an interview. 	Listening 1. Students will be able to organise information on world heritage in a recorded text / video. 2. Students will be able to respond to simple questions/ statements in a recorded interview. Pronunciation Students will be able to sound natural producing "-ed" sounds in regular past verbs and the pronounciation of /wez/
		GRAMMAR	and /wɒz/. Speaking
All Did	7 WORLD	The Simple Past Tense	 Students will be able to ask and answer simple questions in an interview about past times and past events. Students will be able to give a short simple presentation
	HERITAGE	IDIOM / PROVERB	about an ancient civilization they have searched before. Reading
1		can't take eyes off	Students will be able to ask and answer the questions about a text related to the world heritage.
	<u> </u>	dead tired	 Students will be able to reorder the events in a short story. Writing
		VALUES	Students will be able to write a series of sentences about historical places they visited in the past.
		• patriotism	Students will be able to describe different environments in simple sentences and phrases.

Why is it called the world heritage? Do they give us a message? How can you learn the wonders better? Is visiting or reading about them greater?

LISTENING & SPEAKING

Match the Seven Wonders of the Ancient World with the countries. You can use some of them more than once.



86

The Statue of Zeus

The Lighthouse at Alexandria
The Colossus of Rhodes
The Hanging Gardens of Babylon

Theme 7 WORLD HERITAGE

A- ARTISTRY BEHIND THE WONDERS

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

1 Match the Seven Wonders of the Ancient World with the countries. You can use some of them more than once.

Ask Ss if they have any information about the Seven Wonders of the Ancient World. Let them share what they know. And then, give Ss some time to do the matching. Notice that in some countries there are two wonders. Elicit the answers.

КЕУ				
1. d & e	2. a & g	3. c&f	4. b	

TEACHER TIP

A *wonder* means someone or something regarded as admiring or effective because they are very good or beautiful. Most of the original ancient wonders no longer exist. Today only The Pyramid of Giza exists.

2 Complete the sentences with the correct words.

Get Ss to read and complete the sentences with the words under the pictures. Elicit the answers.

KEY						
1. lighthouse	2. temple	3. structure	4. statue	5. tomb		

Explain the task. Ss are going to listen to a dialogue between two friends. Eric is preparing a project on Seven Wonders of the Ancient World and Mandy is asking him some questions about those structures. Ask Ss to listen and fill in the chart using the words given. Elicit the answers.

This activity enables Ss to organise information on world heritage in a recorded text.

KEY					
SEVEN WONDERS					
The Great Pyramid	the tallest				
The Mausoleum at Halicarnassus	Bodrum				
The Temple of Artemis	Ephesus				
The Statue of Zeus	Greek God				
The Lighthouse at Alexandria	Mediterranean island				
The Colossus of Rhodes	Statue of Liberty				
The Hanging Gardens of Babylon	legendary				



ARTISTRY BEHIND THE WONDERS

- 1.43 Listen again. Write true (T) or false (F).
 - 1. Mandy is working on a project about the Seven Wonders.
 - 2. You can see only one of the Seven Wonders now.
 - 3. The Mausoleum of Halicarnassus was in Greece.
 - 4. The Lighthouse of Alexandria was useful for ships.
 - 5. The Colossus of Rhodes was an iron statue.
 - 6. The Hanging Gardens of Babylon were once real.
- 5 Read the facts about the Seven Wonders and write their names.
 - 1. It is a huge tomb for the king of Egypt.
 - 2. It was a guide for the sailors.
 - 3. It was a huge iron statue on an island.
 - 4. It was a sitting statue of a Greek God in a temple.
 - It was a tomb for a Persian king in Bodrum.

 - 6. It was a human-made green mountain in Babylon. 7. It was a beautiful temple in Ephesus.
- Look at some of the UNESCO World Heritage Sites in Turkey and match them with the information below.
 - a. Mimar Sinan, the architect.
 - b. a very large Neolithic city.
 - the birthplace of an empire.
 - an ancient trade centre.



CATALHÖYÜK



SELIMIYE MOSQUE



BURSA AND CUMALIKIZIK



EPHESUS

- b. Work in pairs. Ask and answer questions about the places in exercise 6a.
- e.g. St. A: Who was the architect the Selimiye Mosque?
 - St. B: Mimar Sinan was the architect of the Selimiye Mosque.

4 T:43 Listen again. Write true (T) or false (F).

Before playing the recording again, give Ss enough time to read the statements. Then, have them listen to the dialogue again to decide if they are true or false. Elicit the answers in the class.

1. F Eric is working 2. T 3. F It was in Turkey 4. T 5. T 6. F It was legendary

Read the facts about the Seven Wonders and write their names.

Have Ss read the sentences and write the names of the wonders in the given spaces. Elicit the answers.

KEY

- 1. The Great Pyramid
- 2. The Lighthouse at Alexandria
- 3. The Colossus of Rhodes
- 4. The Statue of Zeus
- 5. The Mausoleum at Halicarnassus
- 6. The Hanging Gardens of Babylon
- 7. The Temple of Artemis
- 6 a. Look at some of the UNESCO World Heritage Sites in Turkey and match them with the information below.

Have Ss look at some of the UNESCO World Heritage Sites in Turkey and check their background knowledge by asking simple questions. Then, get them to match the places with the given information. Elicit the answers.

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

b. Work in pairs. Ask and answer questions about the places in exercise 6a.

Have Ss work in pairs to ask and answer questions about the places in exercise 6a as in the example.

	KEY	
Ss' own answers.		



ARTISTRY BEHIND THE WONDERS

READING & WRITING

a. Guess and match the sentences with the Ancient Wonders.





The Mausoleum at Halicarnassus

The Hanging Gardens of Babylon

- a. It was a beautiful wonder in Mesopotamia.
- b. It was a tomb for a great king.
 - ... c. Some historians believe it wasn't even real.
- d. After the earthquakes, people used its stones to build a castle.
- e. Archaeologist Charles Newton discovered it in the 1800's.
- f. There were man-made waterfalls and wild animals inside.
- b. Work in pairs. Choose one of the wonders and talk about it.

e.g. My favourite one is because / I want to see the most.

Fill in the blanks with the words. Use your dictionaries.

can't take my eyes off / homeland / memory / location / destroyed / skilful

- 1. The enemies the historical site when they entered the city.
- 2. Last summer, we visited the of the great playwright Shakespeare.
- 3. They built the mausoleum for the of the king.
- 4. The archaeologists discovered the exact of the ancient tomb last month.
- 5. Some ancient structures are still alive because their architects were very
- 6. I the pyramid because it is wonderful.
- Read the short stories. Guess the meanings of the highlighted words and write them under the pictures.

TWO WONDERS, TWO STORIES

Remember Me

- Mauslos was a great Persian king. After he died, his wife, Artemisia, wanted him to live in the memory. She decided to build a huge tomb for him. She ordered the most skilful craftsmen in the country to build it. **They** started building the tomb in 353 BC. Two years later Artemisia died but they continued to work on the structure one more year. They used fine sculptures inside and outside of the mausoleum. The ancient historians agreed that it was one of the most beautiful
- structures at those times.
 Unfortunately, between
 the 12th and 15th centuries
 strong earthquakes
- 10 destroyed the wonderful tomb. It is in ruins now, but its name "mausoleum" still lives.





......



READING & WRITING

1 a. Guess and match the sentences with the Ancient Wonders.

Give Ss enough time to read the facts about the two wonders. Then, have them guess and match the statements with the wonders. Elicit the answers.

KEY						
a. 2	b. 1	c. 2	d. 1	e. 1	f. 2	

b. Work in pairs. Choose one of the wonders and talk about it.

Have Ss work together with their partners. Each student chooses one of the given world heritage and talks about its characteristics based on the information in exercise 1a.

Fill in the blanks with the words. Use your dictionaries.

Have Ss read the sentences and guess what might be written in the blanks. Help them with the unknown words. Elicit the answers.

	KEY	
destroyed homeland	3. memory4. location	 skilful can't take my eyes off

3 Read the short stories. Guess the meanings of the highlighted words and write them under the pictures.

Give Ss some time to read the stories and guess the meanings of the highlighted words from the context. Get them to match the words with the pictures. Elicit the answers.

KEY		
Remember me	An Exotic Present	
From left to right: ruins, sculptures, craftsmen	From left to right: construct, terraces, gift	

Idiom of the Content

can't take eyes off: If you can't take your eyes off someone or something, it means you can't stop looking at them because they are so attractive or interesting.



ARTISTRY BEHIND THE WONDERS

Read the stories to put the events in the correct order.

Remember Me	An Exotic Present
Artemisia wanted people to remember the king.	The king's men finished the beautiful gardens.
Earthquakes destroyed the tomb.	The king planned to build green terraces.
The great king died.	The queen missed her homeland.
People started to use the word "mausoleum".	People could see a mountain with exotic flowers.
The workers started the building.	The king wanted to make his wife happy.

5 Read again and answer the questions.

- 1. Why did Artemisia decide to build a tomb for her husband?
 - a) to make him happy
- b) to make him memorable
- 2. What does 'they' in line 3 in the first story refer to?
 - a) the craftsmen
- b) the king and the queen
- 3. How long did it take to build the tomb?
 - a) 3 years

- b) 2 years
- 4. What did the queen want to see so much?
 - a) the green hill
- b) her hometown
- 5. Why couldn't the people take their eyes off the gardens?
 - a) Because they were breathtaking. b) Because they were legendary.
- 6. What does 'them' in line 7 in the second story refer to?
 - a) the gardens
- b) the people
- 7. What is the main idea behind these stories?
 - a) how to build a wonder
- b) different ways to show love

An Exotic Present

- 1 The Hanging Gardens of Babylon were a gift to a queen from her husband, King Nebuchadnezzer II. There were exotic flowers and plants on the climbing terraces. When pretty Amyitis married the king, she started to miss her beautiful green homeland. So, the king ordered his men to build a mountain for her in Babylon. They worked between 605 BC 562 BC to construct the gardens.
- 5 Because it didn't rain much on this land, the engineers used the water from the nearby Euphrates River. After they finished, the gardens looked like a large green mountain. They were so beautiful that the people couldn't take their eyes off **them**. However, the Hanging Gardens were the only legendary ancient wonder because historians couldn't agree on their location.







OM OF THE 4

con't take eyes

4 Read the stories to put the events in the correct order.

Have Ss read the stories again carefully to put the statements in the box in the correct order. Elicit the answers for each story.

This activity will enable Ss to reorder the events in a short story.

KEY			
Remember Me	An Exotic Present		
2 Artemisia wanted people to remember the king.	4 The king's men finished the beautiful gardens.		
4 Earthquakes destroyed the tomb.	3 The king planned to build green terraces.		
1 The great king died.	1 The queen missed her homeland.		
5 People started to use the word "mausoleum".	5 People could see a mountain with exotic flowers.		
3 The workers started the building.	2 The king wanted to make his wife happy.		

5 Read again and answer the questions.

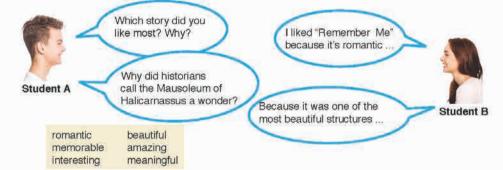
Have Ss scan the stories again to answer the questions. Elicit the answers.

			KEY			
1. b	2. a	3. a	4. b	5. a	6. a	7. b



ARTISTRY BEHIND THE WONDERS

Work in pairs. Talk about the stories. Answer the following questions using the words in the box.



- 7 a. Choose an Ancient Civilization and prepare a presentation of it.
 - · Search on the Net; the location, history, characteristics and interesting facts.
 - Use visuals.
 - · Write the presentation.
 - · Use Web 2.0 tools to prepare it.

THE FIRST STEPS OF CIVILIZATION

4. There wasn't a tomb in the temple.

Mesopotamian Civilization was the first civilization in the world. They lived in the middle-east region of Asia around 3300 BC - 750 BC. The people lived on farming and hunting at those times ...



b. Make a short presentation on the Ancient Civilization you prepared.

A. Listen and practise. Notice that we use the strong form of was /wpz/ in negative sentences and short answers. However, in positive sentences and questions we use the weak form of was /wez/. /wez/ Was she here? /wez/ It was legendary. /wez/ Yes, she was. /wez/ It wasn't real. B. Tab Listen and tick (*/) the correct boxes. /wez/ /wez/ 1. The lighthouse was on the island. 2. No, it wasn't. 3. Where was the castle?

6 Work in pairs. Talk about the stories. Answer the following questions using the words in the box.

Encourage Ss to talk to their partners about the short stories they have read.

7 a. Choose an Ancient Civilization and prepare a presentation of it.

Get Ss to search for an ancient civilization on the Internet. Ask them to find information about its history and support their presentations with visuals. Encourage them to use different Web 2.0 tools to prepare interesting presentations. Have them examine the model introduction for their presentation.

b. Make a short presentation on the Ancient Civilization you prepared.

Encourage Ss to make their presentations in the class.

This activity will enable Ss to make a short simple presentation about an ancient civilization they have searched before.

Pronunciation-

A. ST:44 Listen and practise. Notice that we use the strong form of was /wpz/ in negative sentences and short answers. However, in positive sentences and questions we use the weak form of was /wəz/.

Explain the task. In negative sentences and short answers we pronounce the strong form of was /wpz/; however, in positive sentences and questions we pronounce the weak form / wez/. Get Ss to listen and pay attention to the example sentences.

B. \bigcirc T:45 Listen and tick (\checkmark) the correct boxes.

Have Ss listen and read the sentences to decide if the was sound is weak or strong.

This activity will enable Ss to sound natural producing the pronunciation of /wəz/ and /wpz/.

KEY /wpz/ /wəz/ The lighthouse was on the island. ✓ No, it wasn't. ✓ Where was the castle? ✓ There wasn't a tomb in the temple. ✓

WISE UP

Do the Trivia Quiz on Wonders of the World.

TRIVIA QUIZ

- 1. Which of these wonders is the oldest one?
 - a) The Great Pyramid of Giza
- c) Colosseum
- b) Temple of Artemis
- d) Petra
- 2. What destroyed most of the Seven Wonders?
 - a) Fires

c) Earthquakes

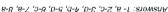
b) Volcanoes

- d) Wars
- 3. Which of the structures is still standing today?
 - a) The Mausoleum at Halicarnassus
- c) The Statue of Zeus
- b) The Lighthouse at Alexandria
- d) The Great Pyramid of Giza
- 4. According to historians where were the Hanging Gardens of Babylon?
 - a) Egypt
- b) Iraq
- c) Turkey
- d) Greece



a) UNESCO

- c) Scientist from universities
- b) Famous historians
- d) Internet voters around the world
- 6. Which of the structures from Turkey joined the competition to be in the list of Modern 7 Wonders?
 - a) Aspendos Ancient Theatre
- c) Hagia Sophia
- b) Topkapı Palace
- d) Göbeklitepe Temple
- 7. Which of the followings is not one of the Seven Natural Wonders?
 - a) Sahara Desert North Africa
- c) Grand Canyon North America
- b) Mount Everest Asia
- d) Northern Lights Europe
- 8. Why did the ancient historians add only seven structures to the list? Because ...
 - a) 7 was the perfect number in ancient times.
 - b) they couldn't travel all the countries.
 - c) there weren't any other structures.
 - d) other structures weren't big enough.









WISE UP

Encourage Ss to guess the answers of the Trivia Quiz questions. Give them some time to do the task. Elicit the answers.

TEACHER'S NOTE



LISTENING & SPEAKING

- a. Match the Modern Wonders with the photos
- 1. Petra, Jordan
- 2. Taj Mahal, India
- 3. The Great Wall, China
- 4. Machu Picchu, Peru
- 5. Christ the Redeemer Statue, Brazil
- 6. Chichén Itza, Mexico
- 7. Colosseum, Italy

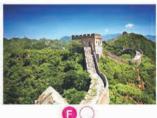














- b. Which one would you like to visit? Why?
- Match the pictures with the statements.
 - I was in Mexico last year and visited the ancient pyramid.
 - 2. We walked along the wall, so we had a tiring day.
 - 3. First, we took a steam train to the top and then, walked to the great statue.
 - 4. We climbed up the hill. It was great to see the city in clouds.
 - 5. The white marble tomb was amazing with pools and beautiful gardens.
 - 6. We imagined the gladiator fights when we visited the amphitheatre.
 - 7. I was impressed by the pink colour of the Rose City.

B- WORLD ITSELF IS THE WONDER

LISTENING & SPEAKING

 a. Choose a Modern Wonder and a country from the boxes and match them with the correct pictures.

Explain the task. Give Ss enough time to write the name and the location of the wonders under the pictures. Elicit the answers.

KEY				
The Wonder Name Country				
А	Christ the Redeemer Statue	Brazil		
В	Colosseum	Italy		
С	Petra	Jordan		
D	Taj Mahal	India		
Е	Chichén Itza	Mexico		
F	The Great Wall	China		
G	Machu Picchu	Peru		

TEACHER TIP

The Modern Seven Wonders of the World is also called The New 7 Wonders of the World. Out of 21 finalists, the New 7 Wonders were chosen in 2007 by over one hundred million Internet and phone votes all around the world.

b. Which one would you like to visit? Why?

Get Ss to talk about the wonders they would like to see. Encourage them to give reasons.

2 Match the pictures with the statements.

Have Ss read the speech bubbles and guess which Modern Wonder they might be talking about. Elicit the answers.

			KEY			
1. E	2. F	3. A	4. G	5. D	6. B	7. C



WORLD ITSELF IS THE WONDER

Interview 1	Interview 2	Interview 3

- - 1. Which wonder was in the old list?
 - a) The Great Wall of China
- b) The Temple of Artemis
- 2. Which one was a city in Jordan?
 - a) Petra

- b) Taj Mahal
- 3. What is the colour of the stone in Petra?
 - a) rose-red
- b) white
- 4. When did they rediscover Machu Picchu?
 - a) in 1811
- b) 1911
- 5. How many times did Speaker 3 go to Machu Picchu?
 - a) several times
- b) seven times
- a. Work in pairs. Prepare an interview about Göbeklitepe.
 - Student A: You are the interviewer. Prepare

five questions using the prompts

below.

Student B: You are the interviewee. Make

full sentences using the prompts. Then, match them with your

partner's questions.



Student A:

what kind of / a building / it / ?
 who / build / it / ?
 where / they / build / it / ?
 when / they / build / it / ?
 what / material / they / use to build it / ?
 when / the archeologists / discover the site / ?

Student B:

- a. stone
 b. around 10.000 B.C.
 ... c. a group of hunter-gatherers
 ... d. temple

 It was a temple.
- e. in 1995 f. in Şanlıurfa
- b. Work in pairs. Act out your interview to the class.





1246 Listen to the interviews about the Seven Wonders. Which Modern Wonders are they talking about?

Explain the task. Ss are going to listen to 3 interviews about the Seven Wonders. Ask them to pay attention to the Modern Wonders and fill in the boxes while listening. Play the recording and give them enough time to take notes. Elicit the answers.

	КЕУ	
Interview 1	Interview 2	Interview 3
- Great Wall of China	- Petra - Taj Mahal	- Machu Picchu - Colosseum



P T47 Listen to the interviews again. Choose the correct answers.

Before playing the recording again, give Ss enough time to read the questions. Then, have them listen to the dialogue again to choose the correct option. Elicit the answers.

This activity enables Ss to respond to simple questions / statements in a recorded interview.

		KEY		
1. b	2. a	3. a	4. b	5. a

5 a. Work in pairs. Prepare an interview about Göbeklitepe.

Have Ss work in pairs to prepare an interview about a world heritage, Göbeklitepe. Student A is going to write five guestions using the given prompts and then, ask those guestions to his / her partner. Student B is going to choose the correct answer from the given prompts and then, make full sentences. Elicit the answers.

This activity will enable Ss to ask and answer simple questions in an interview about past times and past events.

KEY					
	Student A		Student B		
1.	What kind of a building was it?	d.	It was a temple.		
2.	Who built it?	c.	A group of hunter-gatherers.		
3.	Where did they build it?	f.	They built it in Şanlıurfa.		
4.	When did they build it?	b.	They built it around 10.000 B.C.		
5.	What material did they use to build it?	a.	They used stone.		
6.	When did the archeologists discover the site?	e.	They discovered it in 1995.		

b. Work in pairs. Act out your interview to the class.

Encourage Ss to act out the interview they have prepared together. Having them decide on the best performance in the class can be motivating.



WORLD ITSELF IS THE WONDER

READING & WRITING

Read the statements about the Great Wall of China. Guess and tick (✓) the correct ones.

1.	The workers used rice flour to put the stones together.	0
2.	You can see the Great Wall from the space.	0
3.	They built the walls on the dead bodies of the workers.	0
4.	The wall is longer than the Equator:	0
5.	People used the stones of the Great Wall to build their houses.	0

8 ,C ,T alewanA

Look at the photos. In your opinion, what are the best and worst things about visiting the Great Wall of China in winter and summer? Use the words in the box or your own ideas.







e.g. I think summer is the best time because the view is wonderful with colourful trees.

- Read Martin's blog. Match the headings with the paragraphs. One is extra.
 - 1. Enjoy the view and the history
 - 2. Rest at a tea house
 - 3. Get ready for the trip

- 4. Learn the history
- 5. Choose the perfect time

TRAVEL FAR ENOUGH ...

A I went to Beijing four years ago, but couldn't visit the Great Wall. I always wanted to see it but our tour guide didn't take us there because it was winter. Luckily, I visited the Great Wall of China as part of my Asia tour last June.

B...... I booked a private tour and had a wonderful experience because the tour guide was nice and friendly. He also spoke English well. He picked me up from the hotel at 6 a.m. as I wanted to avoid the tourist traffic. It took us two hours to get to Mutianyu. I was surprised to feel the fresh air after the pollution and the crowds of Beijing.

CThere were different ways to get to the Wall. I preferred the cable car and bought a ticket for it. When I got to the top, I was amazed to see the great view of the



READING & WRITING

1 Read the statements about the Great Wall of China. Guess and tick (✓) the correct ones.

Ask Ss what they know about the Great Wall of China. Then, encourage them to read the statements to guess the correct ones. Ss are not expected to know the answers as this is a warm-up activity aiming to prepare them for the lesson.

Look at the photos. In your opinion, what are the best and worst things about visiting the Great Wall of China in winter and summer? Use the words in the box or your own ideas.

Encourage Ss to talk about the best time to visit the Great Wall of China. The adjectives in the box can guide them to give their reasons. Get Ss to have a class discussion.

3 Read Martin's blog. Match the headings with the paragraphs. One is extra.

Give Ss enough time to read the blog written by Martin who had a trip to the Great Wall of China. Get them to match the headings with the paragraphs. Elicit the answers.

KEY				
A. 5	B. 3	C. 1	D. 4	2 is extra

Idiom of the Content

dead tired: very tired or exhausted



WORLD ITSELF IS THE WONDER

Read the blog again. Fill in the blanks to ask and answer the questions about it.

1.0	vvny couldn't Martin visit the Great vvail 4 years ago?	
2.	WhenLast June,	
3.	How was Beijing different from Mutianyu?	
4.		7
	He took photos and enjoyed the view.	
5.	To protect their country	
6.	Why do the people call it the 'longest cemetery'?	
7.	How He felt dead tired but happy.	?



5 Work in pairs. Match the highlighted words in the blog with their closest meanings.

- arrived at a place
 had something by paying money
 made a reservation
 kept themselves safe from others
 went somewhere to collect somebody in a car
- 6. :: liked something better

forests, valley and the river. We went right because the staircases were more difficult to climb on the left. It was summer time and I could take the photos of flowers and trees in various colours from the top. The watchtowers themselves were quite impressive. I listened to my guide carefully, and when I looked out of the watchtower windows, I could imagine the history.

D...... I read on the history of the Great Wall before I visited there and it made my journey more meaningful. The Chinese protected their country from enemy attacks with this wall. People call it 'the longest cemetery' because a lot of workers died during the construction. At the end of the day, I was dead tired, but I enjoyed every minute of my trip. Put the Great Wall on your list of places to visit!





4 Read the blog again. Fill in the blanks to ask and answer the questions about it.

Have Ss read the blog again to write questions or answers in the correct space. Elicit the answers.

This activity will enable Ss to ask and answer the questions about a text related to the world heritage.

KEY

- 1. Because it was winter.
- 2. When did he visit the Great Wall of China?
- 3. It was polluted and crowded.
- 4. What did he do on the Wall?
- 5. Why did the Chinese build the Wall?
- 6. Because a lot of workers died when building it.
- 7. How did he feel at the end of the day?
- **5** Work in pairs. Match the highlighted words in the blog with their closest meanings.

Have Ss find the highlighted words in the blog and read the sentences they take place. Get them to guess the meanings of the words in pairs and match them with the given definitions. Elicit the answers. Encourage Ss to tell the infinitive form of the verbs to attract their attention to the regular and irregular past forms. Direct Ss to the Grammar Reference of the Theme 7 for further information and practice.

КЕУ			
1. got 2. bought	3. booked4. protected	5. picked up6. preferred	



WORLD ITSELF IS THE WONDER

6 a. Reorder the events in the cartoon story according to Martin's trip to the Great Wall of China.



- b. Work in pairs. Tell the story with your own words.
- Work in pairs. Ask and answer questions about a historical place you visited in Turkey.
 - 1. Where did you go?
 - 2. When did you go?
 - 3. What did you see?

- 4. Why was it important?
- 5. How did you feel?
- 8 Use your friend's answers in exercise 7 and write a paragraph about the historical place he / she visited.

1		`
1	/ My friend went to last summer. It was	
ı	,	
ı		
ı		
ı		
1		••
ľ		••

PRONUNCIATION

A. Signature 1.48 Listen and practise. Notice that past simple regular verbs end in -ed in positive sentences. You can pronounce -ed in three different ways.

/d/	/t/	/ıd/
arrived /əˈraɪvd/ preferred /prɪˈfɜːd/	booked /bʊkt/ watched /wot∫t/	wanted /wpntid/ visited /vizitid/

- B. Gray Listen and write these verbs under the correct sounds.
 - hoped
- · enjoyed
- washed
- decided
- listened
- hated

Play 'Irregular Verbs Bingo' game.

	Check Yourself	©	00	© ©
l can	organise information on world heritage in a recorded text.			
	respond to simple questions / statements in a recorded interview.			
	make a short presentation about an ancient civilization.			
	ask and answer the questions about a text related to the world heritage.			
	reorder the events in a short story.			
	write sentences about historical places I visited in the past.			

6 a. Reorder the events in the cartoon story according to Martin' trip to the Great Wall of China.

Have Ss look at the pictures and put the events in the correct order. Elicit the answers.

		KEY		
A. 5	B. 4	C. 1	D. 2	E. 3

b. Work in pairs. Tell the story with your own words.

Have Ss work in pairs and tell the story to each other with their own words.

Work in pairs. Ask and answer questions about a historical place you visited in Turkey.

Ask the class if they have visited a historical site before. Encourage a few Ss to give details. Then, give them some time to ask and answer the questions in pairs.

8 Use your friend's answers in exercise 7 and write a paragraph about the historical place he / she visited.

Have Ss use the information they have and write a paragraph about the historical place their partners have visited. Get them to complete the example sentences and give further detail.

This activity will enable Ss to write a series of sentences about historical places they have visited in the past.

-Lronunciation

A. Listen and practise. Notice that past simple regular verbs end in -ed in positive sentences. You can pronounce -ed in three different ways.

Have Ss listen and practise –ed in past simple regular verbs. Note that:

- * When the verb ends in a voiced sound, we pronounce the -ed as /d/.
- * When the verb ends in a unvoiced sound, we pronounce the -ed as /t/.
- * When the verb ends in /t/ or /d/ sound, we pronounce the -ed as /ɪd/.
- B. T:49 Listen and write these verbs under the correct sound.

Have Ss listen to the verbs and decide which columns they should go.

This activity will enable Ss to sound natural producing "-ed" sounds in regular past verbs.

КЕУ					
	/d/		/t/		/ıd/
arrived preferred enjoyed listened	/əˈraɪvd/ /prɪˈfɜːd/ /ɪnˈdʒɔɪd/ /ˈlɪsənd/	booked watched hoped washed	/bʊkt/ /wɒt∫t/ /həʊpt/ /wɒ∫t/	wanted visited decided hated	/wpntid/ /'vizitid/ /dr'saidid/ /hertid/

Game Time: Play "Irregular Verbs Bingo" game.

Make a copy of Bingo Card on page 194 for each student. If you prefer to avoid photocopying, copy the card on the board. Then, ask Ss to listen carefully as you read out some verbs. Explain that there 20 verbs, numbered 1-20. Tell them to write down the irregular past simple form of each verb in the corresponding box (1-20) on their Bingo card. Read aloud the verbs in random order by stating the number of each verb clearly. When you finish the list, ask Ss to swap their cards. Then, read out the answers so that Ss calculate each other's score:

- * Give 1 point for each correct answer.
- * Give extra 5 points for each horizontal correct line.
- * Give extra 5 points for each vertical correct line.
- * The winner is the student with the most number of points.

		THE VERB LIS	ST	
1. be	5. come	9. get	13. know	17. take
2. build	6. do	10. give	14. make	18. think
3. buy	7. drink	11. go	15. read	19. wake up
4. cut	8. eat	12. have	16. see	20. write

KEY				
1 was/were	5 came	9 <i>got</i>	13 <i>knew</i>	17 took
2 built	6 did	10 <i>gave</i>	14 <i>made</i>	18 thought
3 bought	7 drank	11 went	15 <i>read</i>	19 woke up
4 cut	8 <i>ate</i>	12 had	16 <i>saw</i>	20 wrote

BINGO!					
1	5	9	13	17	
2	6	10	14	18	
3	7	11	15	19	
4	8	12	16	20	
¥					
1 1	5	9	13	17	
2	6	10	14	18	
3	7	11	15	19	
4	8	12	16	20	
*					
1	5	9	13	17	
2	6	10	14	18	
3	7	11	15	19	
4	8	12	16	20	
×					
1	5	9	13	17	
2	6	10	14	18	
3	7	11	15	19	
4	8	12	16	20	
V					

Theme

EMERGENCY AND MEALTH PROBLEMS

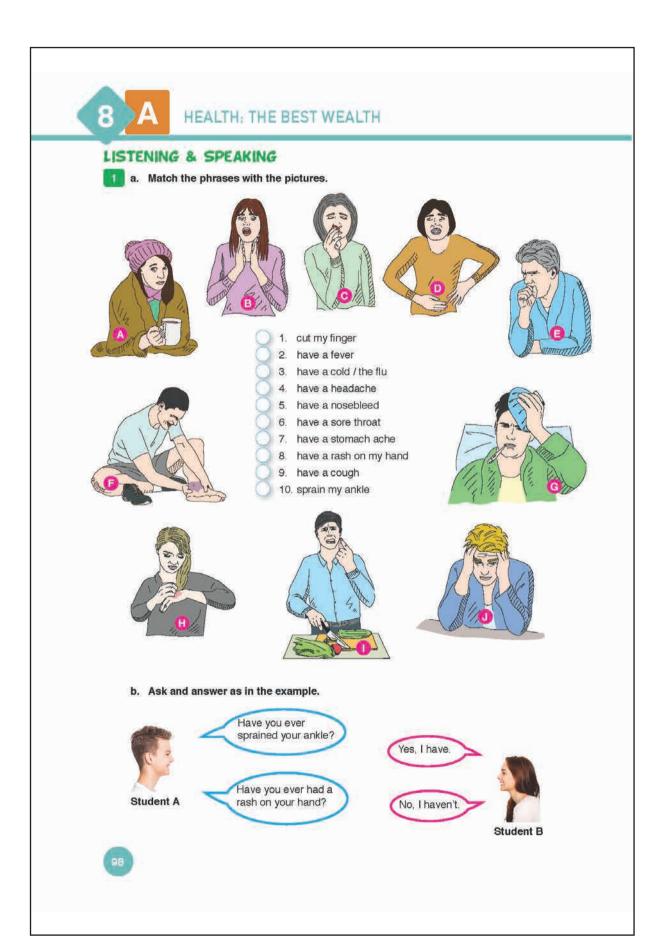
THEME	FUNCTIONS	SKILLS
8 EMERGENCY	Asking for and giving advice. Giving and understanding simple instructions in case of emergency. Talking about something happened recently. Expressing obligations and prohibitions. GRAMMAR	Listening 1. Students will be able to identify the most frequently used expressions about health problems. Pronunciation Students will be able to notice sentence intonation. Speaking 1. Students will be able to ask for help from the emergency services in areas of immediate need. 2. Students will be able to ask for and give advice about health problems.
AND HEALTH PROBLEMS	Perfect Tense • should / had better / ought to • must / mustn't • have to / has to • don't have to / doesn't have to	 Students will be able to express obligations, responsibilities and prohibitions in social life. Reading Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently. Writing Students will be able to prepare posters / leaflets / brochures about safety and health at work.
	feel under the weather think twice	blochules about salety and fleatill at work.
	VALUES	
	helpfulness self discipline	

Is life a real life without health?

Do you think health is the greatest wealth?

Does safety happen by accident?

Do we have to know emergency treatment?



Theme 8 EMERGENCY AND HEALTH PROBLEMS

A- HEALTH: THE BEST WEALTH

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

a. Match the phrases with the pictures.

Ask Ss to match the health problems with the correct pictures. Check the answers.

	KEY					
1. I	3. A	5. C	7. D	9. E		
2. G	4. J	6. B	8. H	10. F		

b. Ask and answer as in the example.

Ask Ss to work in pairs. Focus their attention on the example. Ss ask and answer questions.

	KEY	
Ss' own answers		

TEACHER'S NOTE

HEALTH: THE BEST WEALTH Tick (√) the things you do when you have the flu. drinking herbal tea getting enough fluids staying in bed eating chicken soup taking vitamin C breathing in steam Listen to the dialogue between the doctor and Anita. Who says these sentences? Write "D" for the doctor and "A" for Anita. 1. What's wrong with you? ...D... 2. I've had a sore throat and a fever for three days. 3. I haven't gone to school. I really feel under the weather. You had better take lots of fluids and vitamin C. No antibiotics? Look at the sentences below and listen to the dialogue again. Which of them are the doctor's advice for Anita? You should stay in bed. You shouldn't go to school You should use You should eat chicken soup. antibiotics twice a day You had better take You had better not lots of liquid. drink cold drinks. Look at the problems and advice boxes below. Fill in the dialogues using the phrases from the boxes. Make necessary changes as in the example. Advice drink lots of fluids · have a backache · sprain my ankle put an ice pack put a plaster on it have a fever cut my finger see a doctor A: What's wrong with you? A: What's the matter? B: I've had a fever for two hours. B: I've What should What should I do? I do? A: You should drink lots of fluids. A: You should A: What's the matter? A: Are you OK? B: I've since morning. B: I've A : You should A : You should Work in pairs. Prepare a dialogue as in exercise 5 and act it out. Use the problems in exercise 1.

Tick (✓) the things you do when you have the flu.

Focus Ss' attention on the advice list. Ss tick the things they do when they have the flu.

KEY

Ss' own answers

3 Listen to the dialogue between the doctor and Anita. Who says these sentences? Write "D" for the doctor and "A" for Anita.

Draw Ss' attention to the sentences the doctor and Anita say. Have Ss listen to the dialogue. Ss decide who says the sentences and write D for the doctor and A for Anita. Check the answers.

This activity enables Ss to identify the most frequently used expressions about health problems.

KEY						
1. D	2. A	3. A	4. A	5. D	6. A	

Idiom of the Week

feel under the weather: If you feel under the weather, you feel sick and tired.

4 T:51 Look at the sentences below and listen to the dialogue again. Which of them are the doctor's advice for Anita?

Ask Ss to read the given sentences. Ss listen to the dialogue again and choose the doctor's advice. Check the answers.

KEY

You should stay in bed.

You shouldn't go to school.

You had better take lots of liquid.

5 Look at the problems and advice boxes below. Fill in the dialogues using the phrases from the boxes. Make necessary changes as in the example.

Draw Ss' attention to the problems and advice boxes. Ask Ss to read the sample dialogue. Ss look at the pictures in pairs and complete the dialogues with the appropriate advice from the box. Ask Ss to read out the dialogues.

KEY

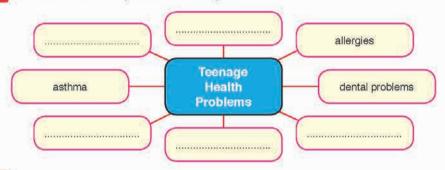
- 1. had a backache / see a doctor
- 2. cut my finger / put a plaster on it
- 3. sprained my ankle / put an ice pack
- Work in pairs. Prepare a dialogue as in exercise 5 and act it out. Use the problems in exercise 1.

Focus Ss' attention on the dialogue. Ask Ss to prepare a similar dialogue in pairs. Ss role-play their own dialogues.

This activity enables Ss to ask for and give advice about health problems.

READING & WRITING

Brainstorm the health problems of teenagers.



- Answer the following questions.
 - 1. Who do you ask for advice when you have a health problem?
 - 2. Have you ever written to a health column to get advice?
- Read the column in "Teen World" magazine. What is it mainly about? Choose the correct option.
 - a) Two friends have decided to give advice to their peers in a health column.
 - b) Two teenagers with the same health problems share their experiences in a youth magazine.
 - c) Two teenagers write to the health column to get some advice about their health problems.

TEEN WORLD

I am a 15 year-old male. I have a terrible skin. I've had acne on my face for two years and it's really annoying. People say I'm not bad looking but I'm always checking myself in the mirror. I feel uncomfortable when people come up close to me. My acne is destroying my confidence,

I have tried many creams, gels, face washes but none of them seems to work. They just dry out my skin.

My acne is killing me. What do you think I should do?

I am writing because I need your advice about my problem. I am 16 and I am overweight. I feel like everyone is looking at me. As I've got extremely low self esteem, I prefer staying at home most of the time. I haven't done shopping for clothes for ages because nothing looks good on me. I'm a member of a fitness club but I haven't been there for two months. I have no time because of school work. What's more, I eat a lot, especially fried food and chocolate. I know they're unhealthy but I can't stop eating. What should I do?

Alison

READING & WRITING

Brainstorm the health problems of teenagers.

Draw Ss' attention to the diagram. Ask them to write some more health problems on it. Ss share their ideas.

SUGGESTED KEY

Teenage health problems: asthma, diabetes, eating disorders, acne, sleeping disorders, sports injuries

2 Answer the following questions.

Ask Ss to read the questions. Ss give their own ideas. Elicit the answers.

KEY

Ss' own answers

3 Read the column in Teen World magazine. What is it mainly about? Choose the correct option.

Draw Ss' attention to the question. Ask Ss to read the health column and find what the column is mainly about. Check the answers.

This activity enables Ss to find the main idea of a text about health problems / emergency situations that have happened recently.

	KEY
С	

HEALTH: THE BEST WEALTH

1.	I think everything looks better on my friends	S.	***************************************
2.	I have tried some treatments but they don't		
3.	School takes most of my time.		**************
1.	I don't go out quite often.	100000000000000000000000000000000000000	
5,	I can't even talk to people face to face.		***************************************
6.	I can't keep myself from looking at the mirro		
7.	I haven't bought anything to wear for a long ad <i>Teen World's</i> advice and write what Al	g time	
7.	I haven't bought anything to wear for a long	g time	
7.	I haven't bought anything to wear for a long ad <i>Teen World's</i> advice and write what Al	g time	and Will should / shouldn't do.
7. Re :	I haven't bought anything to wear for a long ad <i>Teen World</i> 's advice and write what Al Alison	g time	and Will should / shouldn't do.
7.	I haven't bought anything to wear for a long ad <i>Teen World</i> 's advice and write what Al Alison	g time lison 1.	and Will should / shouldn't do.

- - 1. A: I have decided to go on a diet but I don't know where to begin.
 - B: You had better see a first. He/She will give you the right diet list.
 - 2. A: I have had a broken wrist for two months.
 - B: Be patient! Sometimes it takes time to a broken wrist.
 - 3. A: My little daughter is still coughing badly.
 - B: If she doesn't feel better in two days, you should the doctor.
 - 4. A: Do I need a to buy this medicine?
 - B: No, it's just a vitamin tablet.
 - 5. A: I have a rash on my hand. What should I do?
 - B: Take it seriously and see a
 - 6. A: My headache is me. I cannot concentrate on my work.
 - B: I think you should take a break and have a rest.

Dear Will

Don't worry! Almost all teenagers get acne. Firstly, you should see a dermatologist about it. He or she can give you correct prescription, but you should be patient. It may take 4 to 12 weeks to heal. Only use your own medicine, because what's good for a friend may not be good for you. Also, you must keep your hands away from your face. Finally, you shouldn't let your acne control your life. Love yourself and try to have fun like all teenagers.

Dear Alison.

First, you should consult a nutritionist and ask advice on what you should and shouldn't eat. You should keep up with your diet programme and remember you mustn't eat junk food. You say, you don't have enough time to do exercise but you should learn to manage your time. Exercise is really important to get back into shape. At least you can walk round a park near your house. Keep in mind that nobody is perfect and everyone has something to complain about their appearance. You must be positive about yourself and be happy with the way you look.

Read the letters again and write who says these sentences, Alison or Will.

Ask Ss to read the e-mails again. Ss read the sentences in the exercise and decide who might say these sentences, Alison or Will. Check the answers.

		KEY	
1. Alison	3. Alison	5. Will	7. Alison
2. Will	4. Alison	6. Will	

Bead Teen World's advice and write what Alison and Will should / shouldn't do.

Draw Ss' attention to the advice given by the health experts working for Teen World. Ask Ss to find the sentences giving advice in the column. Ss write the sentences under the right names. Check the answers.

SUGGESTED KEY

Alison should keep up with her diet programme.

She shouldn't eat junk food.

She should learn to manage her time.

She should walk round a park near her house.

She should be positive about herself and enjoy the way she looks.

Will should be patient.

He should only use his own medicine.

He should keep his hands away from his face.

He shouldn't let acne control his life.

He should love himself and try to have fun as a teenager.

6 Complete the sentences with the highlighted words in the health column.

Focus Ss' attention on the highlighted words in the magazine. Ask Ss to complete the sentences with them.

Help Ss to understand the words if they have difficulty to fill in the blanks. Ss share their answers.

	KEY	
 nutritionist heal 	3. consult4. prescription	5. dermatologist6. killing

TEACHER'S NOTE



7 a. Choose one of the teenage problems in exercise 1. Write a letter to a health column asking for help. Take Will and Alison's letters as a model.

	300					
250	OF OF	 	 	 	 	

b. Swap your books. Read your partner's letter and give advice using the expressions in the box.

I think you should You had better You shouldn't Keep in mind Remember you must / mustn't

Se' own answers

a. Choose one of the teenage health problems in exercise 1. Write a letter to a health column asking for help. Take Will and Alison's letters as a model.

Ask Ss if they have any health problems and who they consult to get advice. Ss brainstorm and share their ideas with the class. Ask Ss to write a letter to a health column using Will and Alison's letters as a model. Give Ss some time to finish their letters.

b. Swap your books. Read your partner's letter and give advice using the expressions in the box.

Ask Ss to swap their books with their partners. Tell Ss to write solutions for their friend's problems. Encourage Ss to read their letter and the advice given.

KEY

Co own anowers	
	TEACHER'S NOTE
	TEACHER'S NOTE



- 1. Read the questions and choose the correct options.
 - 1. You have a high temperature. What do you use to check it?
 - a) an instant cold pack
- b) a thermometer
- c) scissors
- 2. You're chopping onions and you cut your finger. What do you stick on your finger?
 - a) a plaster
- b) safety pins
- c) a triangular bandage
- 3. You sprain your ankle and you can't walk on it. What do you put around your ankle?
 - a) an emergency blanket b) a thermometer
- c) a bandage
- 4. You want to cut the elastic bandage to put it on your ankle. What do you use?
 - a) gauze roll and pads
- b) scissors
- c) tweezers

DO YOU HAVE A FIRST AID KIT?

Accidents and injuries can happen at any time, so a first aid kit is a must for our houses, schools and workplaces. You can buy pre-made kits at drug stores or make your own kit. Here are the contents of a basic first aid kit.





Useful Tips:

- · Learn how to use the contents of your first aid kit.
- Keep your first aid kit within easy reach, but you must remember to keep it out of reach of children.
- · Store the contents of the first aid kit at room temperature.
- · Check the contents regularly. Replace missing items or medicines.
- . The expiration dates of the contents are very important. Don't forget to check them regularly.

2.	Read the leaflet. What should you do after you've prepared your first aid kit?
	400000000000000000000000000000000000000

	WISE UP						
1.	Read the questions and choose the correct option.						
	Ask Ss if they keep a first aid kit at home and why it is important to have it. Ss share their ideas. Draw Ss' attention to the questions. Ask Ss to answer them. Help them with the meanings of the unknown words. Check the answers.						
	KEY						
	1. b 2. a 3. c 4. b						
2.	Read the leaflet. What should you do after you've prepared your first aid kit?						
	Ask Ss to read the wise up. Ss find what they should do to keep the first aid kit in proper condition. Elicit the answers.						
	SUGGESTED KEY						
	You should keep your first aid kit within easy reach. You should store the contents of the first aid kit at room temperature. You should check the contents regularly and replace missing items or medicines. You should check the expiration dates of the contents.						
	TEACHER'S NOTE						

LISTENING & SPEAKING

1 Match the phone numbers of the emergency services in Turkey with the photos.













- 2 Search the Net for the emergency service numbers in the UK, the USA and EU countries.
- 3 Do the quiz below and see how much you know about emergency situations.
- 1. If you see a large fire, you should
 - a) leave immediately
 - b) try to put it out
 - c) call the fire department and leave at once
- 2. How quickly can a fire spread through a house?
 - a) 20 minutes
- b) about 5 minutes
- c) 45 minutes
- 3. When there is an earthquake, you mustn't be
 - a) in your kitchen
- b) under a desk
- c) against a wall
- 4. Your emergency kit should have enough food and water for at least days.
 - a) 2
- b) 3
- c) 5
- 5. Seatbelts reduce the risk of death by
 - a) 30%
- b) 50%
- c) 70%
- 6. If you see a forest fire, call \dots .
 - a) 155
- all b) 114
- c) 110
- 7. You should call an ambulance
 - a) when you have a minor cut
 - b) when you have the flu
 - c) when you need immediate help

1. (c) 2. (b) 3. (a) 4. (b) 5. (b) 6. (c) 7. (c)

- 1 or 2 correct answers: You know nothing about emergency. You must definitely google what emergency is. Learn some tips. They can save your life one day.
- **3-5 correct answers:** You have average knowledge about emergency. You should learn more because you may need it.
- **6 or 7 correct answers:** You are a real expert on emergency. You made an excellent job. You know how to handle emergency situations. The people around you are very lucky. You can be their hero one day.



B- BETTER SAFE THAN SORRY

LISTENING & SPEAKING

1 Match the phone numbers of the emergency services in Turkey with the photos.

Ask Ss if they know the emergency service numbers by heart. Elicit the answers. Ask them to match the photos with the phone numbers. Check the answers.

	KEY	
1. C	2. B	3. A

2 Search the Net for the emergency service numbers in the UK, the USA and EU countries.

Ask Ss to search the Net for the emergency service numbers in the UK, the USA and EU countries. Ss share the information.

	KEY	
The UK – 999	The USA - 911	EU countries – 112

3 Do the quiz below and see how much you know about emergency situations.

Focus Ss' attention on the quiz about emergency situations. Give Ss five minutes to think over the questions. Ss choose the correct option and see the results given at the bottom. Ss share their results.

- BETTER SAFE THAN SORRY Check your results with your classmates. Who is the emergency freak in your class? Match the emergency situations with the appropriate help. a) paramedics / ambulance 1. robbery b) fire department 2. car accident 3. fire police Listen to the telephone conversations between the callers and emergency call operators. Choose the correct picture for each dialogue. a) a) b)
- Listen to the dialogues again. Who says these sentences? Write "C" for the caller and "O" for the operator.
 - 1. State your emergency.
 - 2. Do not move. Stay on the line, please.
 - 3. One woman is hurt.
 - 4. Help is on the way.
 - 5. I just know that it is in the old town.
 - 6. I think so.
- 8 a. Work in pairs. Put the sentences in the correct order to make a dialogue.
 - Caller : Bryan Park, 6th Avenue.
 - Caller : My little daughter has just fallen off her bike. She has a terrible pain in her right
 - leg and she can't move.
 - Operator: Don't let your daughter move. What's your location?
 - Operator: Ambulance Service. What's your emergency?
 - Operator: Help is on the way. Don't panic.
 - b. Act it out.



4 Check your results with your classmates. Who is the emergency freak in your class?

Find who are emergency freaks and who are emergency disasters. Encourage Ss to give a big applause to the emergency freak / freaks.

Match the emergency situations with the appropriate help.

Focus Ss' attention on the situations and the help. Ss match the help with the emergency situations. Check the answers.

	KEY	
1. c	2. a	3. b

6 T:52 Listen to the telephone conversations between the callers and emergency call operators. Choose the correct picture for each dialogue.

Have Ss listen to the telephone conversations between the callers and dispatchers. Ss listen and find the correct picture for each dialogue. Check the answers.

	KEY	
1. b	2. a	3. a

Listen to the dialogues again. Who says these sentences? Write "C" for the caller and "O" for the operator.

Draw Ss' attention to the given sentences. Ss read the sentences and write who says them. Check the answers.

KEY						
1. O	2. O	3. C	4. O	5. C	6. C	

8 a. Work in pairs. Put the sentences in the correct order to make a dialogue.

Focus Ss' attention on the sentences of an emergency service call operator and a caller. Ask Ss to put the sentences in the correct order to make a meaningful dialogue.

KEY

- (1) Operator: Ambulance service. What's your emergency?
- (2) **Caller** : My little daughter has just fallen off her bike. She has a terrible pain in her right leg and she can't move.
- (3) Operator: Don't let your daughter move. What's your location?
- (4) Caller : Bryan Park, 6th Avenue.
- (5) **Operator**: Help is on the way. Don't panic.

b. Act it out.

Ask Ss to role-play the dialogue with their partners.

This activity enables Ss to ask for help from the emergency services in areas of immediate need.

TEACHER TIP

You can also ask Ss to form another dialogue about different emergency situations.



BETTER SAFE THAN SORRY

READING & WRITING

1	Here are some club rules in Edgewood High School. Match the clubs with their rules
	There are some clab rates in Eagewood riight control. Materialic clabs with their rates

- First Aid Club
- a. You must bring your trainers.
- 2. Swimming Club
- b. You must know all the exit gates at school.
- ____ 3. Fitness Club
- c. You must keep a first aid kit in your class.
- 4. Fire Busters Club
- d. You mustn't go to the pool if you have the flu.

2 Look at the pool rules of the swimming club in Edgewood High School. Make sentences as in the example.

e.g. You must wear a swim cap.

You mustn't run in the pool area.

POOL RULES

Don't run in the pool area.

Don't engage in rough play.

Wear a swim cap.

Shower before entering pool.

Don't bring food or drinks.

Remove any jewellery before entering the pool.

 Look at the equipment and match them with the suitable clubs in Edgewood High School.

- 1. Gastronomy Club
 - 2. Science Club
- 3. Outdoor Adventure Club
 - 4. Ice-skating Club
 - 5. Dance Club



a backpack and hiking boots



a helmet and shin pads



dance shoes



a cook's cap and an apron



a lab coat and goggles

b. Work in pairs. Make a dialogue using the equipment given for the clubs as in the example.

e.g.

Student : What do I have to bring with me to the Ice-skating Club?

 $\textbf{Club Instructor:} \ \ \text{You have to bring a helmet and shin pads. You don't have to bring your own}$

skates. You can use the ones in the club.

4 Answer the questions.

- 1. Do you have a club in your school which is responsible for fire safety?
- 2. What is the name of it?
- 3. Who are the members of this club in your class?

READING & WRITING

Here are some club rules in Edgewood High School. Match the clubs with their rules.

Draw Ss' attention to the clubs and the rules. Ask Ss to match them. Check the answers.

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

2 Look at the pool rules of the swimming club in Edgewood High School. Make sentences as in the example.

Focus Ss' attention on the pool rules of the swimming club in Edgewood High School. Ss make sentences using must / mustn't as in the examples. Ask them to share their sentences.

This activity enables Ss to express obligations, responsibilities and prohibitions in social life.

KEY

You mustn't engage in rough play.

You must shower before entering the pool.

You mustn't bring food or drinks.

You mustn't run in the pool area.

You must remove any jewellery before entering the pool.

3 a. Look at the equipment and match them with the suitable clubs in Edgewood High School.

Draw Ss' attention on the clubs and the pictures of the equipment. Ask Ss to match the clubs with the correct equipment.

KEY					
1. D	2. E	3. A	4. B	5. C	

b. Work in pairs. Make a dialogue using the club equipment above as in the example.

Ask Ss to work in pairs. Give them two minutes to prepare their dialogues. Encourage them to read out their dialogues.

	KEY	
Ss' own answers		

4 Answer the questions.

Ask Ss to read the questions. Elicit the answers.

	KEY	
Ss' own answers		

8 B BETTER SAFE THAN SORRY

- The Fire Busters Club in Edgewood School prepared a leaflet about fire safety. Read the leaflet quickly and choose the best title.
 - a. No Way Out
- b. Be Fire Safe
- c. How to put out a fire?

Did you know that if a fire starts in your home you have just two minutes to escape? You can reduce the risk of fire at home / school / work by following some simple fire safety steps.

Top Tips for Fire Prevention

- · Switch off and unplug the electrical items when you're not using them.
- · You must memorise the phone number for the Fire Department.
- · It's important to install a smoke detector in your house. Better safe than sorry!
- · You must keep a fire extinguisher handy.

Plan Your Escape

- · Think twice before you plan your safe escape routes.
- A fire drill is really important to get out of the building quickly and safely, so you must have regular fire drills.
- You must have a safe meeting place to gather outside the building.

During a Fire

- · React fast! The faster you act, the safer you'll be.
- · You mustn't go back in the building for any reason-things can be replaced; people can't.
- · Use the stairway. Do not use elevators.
- · Stop, drop and roll if your clothes catch on fire.
- If you see or smell smoke, stay low and go. The air is better near the floor.
- Call the Fire Department as soon as possible.
- 6 Read the fire safety leaflet and complete the sentences with the highlighted phrases.
 - You must have a(n) in your house and all family members must know the sound of it.
 - 2. Turn off all the when they are not in use.
 - 3. Think carefully when you decide on the safest
 - Practise ______ regularly. They can be a lifesaver.
 In case of fire, phone the ______.
- Read the leaflet again and choose the right options.
 - 1. The main idea of the leaflet is that.....
 - a) when there is a fire, you must use elevators.
 - b) a smoke detector is enough to prevent a fire.
 - c) it's vital to know the tips about fire safety.
 - 2. 'Better safe than sorry' means...
 - a) if you don't want to regret, you should be cautious.
 - b) being careful is usually boring. Take it easy.
 - c) when danger is on the way, you cannot stop it.
 - 3. What is the first thing you should do during a fire?
 - a) Keep a fire extinguisher handy.
 - b) React fast as much as you can.
 - c) Collect your belongings.



5 The Fire Busters Club in Edgewood School prepared a leaflet about fire safety. Read the leaflet quickly and choose the best title.

Focus Ss' attention on the leaflet about fire safety. Give Ss some time to choose the best title. Check the answer.

KEY

b. Be Fire Safe

Idiom of the Week

think twice: If you think twice, you consider something more carefully.

6 Read the fire safety leaflet and complete the sentences with the highlighted phrases.

Ask Ss to read the leaflet again to complete the sentences given. Go through the answers with the class.

KEY

- 1. smoke detector
- 3. escape routes
- 5. Fire Department

- 2. electrical items
- 4. fire drills
- Read the leaflet again and choose the right option.

Draw Ss' attention to the questions and ask them to choose the right option for each. Elicit the answers.

KEY

1. c

2. a

3. b

TEACHER'S NOTE



BETTER SAFE THAN SORRY

- Prepare a poster about safety and health at school / home / work. Choose one of the following topics. Add more if you want.
 - · Earthquake awareness
 - · Bike safety
 - · Preventing falls at home / school
- Work in groups. Search the Net for public service announcements (PSAs) about safety and health. Then prepare your own PSA video. Follow the steps below to guide you.
 - * Choose your topic.
 - * Search your topic on the Net.
 - Create your script. Try to make it entertaining
 - * Film your script and display it in your class.



PRONUNCIATION

- Listen and practise. Notice that Yes / No questions usually have rising (?) ₩ T:54 intonation and Wh- questions have falling (>) intonation.
 - What seems to be the problem? (>)
 - 2. Are you OK? (7)
 - 3. What are the other symptoms? (>)
- 4. Does it hurt when I press here? (2)
- Where is the fire? (>)
- 6. Is there anyone with you? (>)
- Practise the questions. Draw a rising (7) / falling (4) arrow. Then listen and check.
 - What's wrong with me? Is anyone injured? 2.
- How can I help you?
- 3. Do you have a fever?
- 5. Do I have to wear a helmet?
- 6. Where did it happen?



Play 'Advice needed' game.

	Check Yourself	0	00	00
	understand expressions about health problems in a recorded text.			
	describe my health problems and symptoms.			
	ask for and give advice about health problems.			
=	find the main idea of a text about health problems/emergency situations.			
	write to a magazine about my health problem.			
can	talk about emergency situations.			
	ask for help from the emergency services.			
	talk about obligations, responsibilities and prohibitions.			
	give information about safety / health.			

8 Prepare a poster about safety and health at school / home / work. Choose one of the following topics. Add more if you want.

Focus Ss' attention on the given topics. Tell them they are free to choose some other topics about safety and health. Ask them to search the Net about safety and health rules and prepare a poster. This part can be assigned as homework and Ss can prepare their posters on colored cardboard sheets. They can be displayed on the walls.

This activity enables Ss to prepare posters / leaflet / brochures about safety and health at work.

9 Work in groups. Search the Net for public service announcements (PSAs) about safety and health. Then prepare your own PSA video. Follow the steps below to guide you.

In this activity Ss will work in groups of four or five. Ask them to watch some public service announcements (PSAs) about safety / health on the Net. Focus Ss' attention on the steps given to prepare their videos. This activity can be assigned as a performance task. Give them two weeks to prepare their videos. Encourage them to display the videos in the class. The class can choose the best video.

Pronunciation^{*}

A. T:54 Listen and practise. Notice that Yes / No questions usually have rising (7) intonation and Wh- questions have falling (2) intonation.

Have Ss listen and notice the difference between the intonation of Yes / No questions and the intonation of Wh- questions. Yes / No questions usually have rising (\nearrow) intonation and Wh- questions have falling (\bowtie) intonation.

This activity enables Ss to notice sentence intonation.

B. Practise the questions. Draw a rising (↗) / falling (↘) arrow. Then listen and check.

Ask Ss to focus on the questions and decide if they have a rising or a falling intonation. Ss draw a rising (\nearrow) arrow if it is a Yes / No question and they draw a falling (\searrow) arrow if it is a Wh- question. Play the recording and ask Ss to check their answers.

			KEY			
2.	What's wrong with me? Is anyone injured? Do you have a fever?	(N) (N)	5	5.	How can I help you? Do I have to wear a helmet? Where did it happen?	(ス) (ス) (ス)

Game Time: Play "Advice needed" game.

- In this activitiv Ss practise giving advice to each other.
- · Before class, make one copy of the cards on page 222 for each group and cut as indicated.
- Write the following on the board:
- What should I do?
 I (don't) think you should...
 You should(n't)...
- · Go through how to ask for and give advice using one of the cards as an example.
- · Next, divide Ss into groups of four and give each group a set of cards.
- Tell Ss to place the cards face down in a pile on the desk. In turns Ss pick up a card and read
 out the situation to the group. Then the student asks the question on the card. The other group
 members each give a piece of advice. The student gives the card to whoever he / she thinks has
 given the best advice. Then the next student picks up a card and the process is repeated.
- The game ends when all the cards are used. The person with the most cards wins the game.

Advice needed

9/		,
	I want to save money to buy a new car. How should I save the money?	I've got an important exam tomorrow but I haven't studied anything. What should I do?
	I forgot my best friend's birthday yesterday. What should I do?	I want to get a new phone. What phone should I buy?
<u></u>	I have a stressful job and I need to relax. What should I do?	I want to be famous. What should I do?
	I was looking after my friend's hamster and now I can't find it. What should I do?	I want to improve my English pronunciation. What should I do?
	I want to do something new in my free time. What should I do?	My friends are coming to dinner and I can't cook. What should I do?
×	I want to learn another language. Which one should I learn?	I'd like to go on holiday somewhere different this year. Where should I go?
X	I have a job interview in English next week. How should I prepare for it?	I have problems getting to sleep at night. What should I do?
<i>S</i>	I 'd like to play a musical instrument. Which one should I play?	I'd like to buy a pet but I live in a flat. What pet should I buy?
X)	

Theme

9

CELEBRATIONS AND

THEME	FUNCTIONS	SKILLS
	 Asking for and giving suggestions. Doing shopping. Making requests. Talking about future plans. Making and answering phone calls. 	 Listening Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. Students will be able to recognise the most frequently used expressions related to shopping in a recorded text. Pronunciation Students will be able to practise "yod coalescence". (Could you? Would you?)
9 INVITATIONS AND CELEBRATIONS	GRAMMAR • Be going to • Countable / uncountable nouns • a / an / some / any / a lot of • How much? / How many? IDIOM / PROVERB	 Speaking Students will be able to make and respond to suggestions / requests. Students will be able to describe future plans and arrangements. Students will be able to give and receive information about quantities, numbers and prices in conversations about shopping. Reading Students will be able to find the supporting ideas in a toxt
	throw a party feel on the top of the world VALUES honesty helpfulness	text. Writing 1. Students will be able to write simple invitation letters. 2. Students will be able to write a short paragraph about their future plans.

Who do you like inviting to your parties? Are they more meaningful with friends or families? What are the nicest things about celebrations? Singing, dancing or receiving gifts?

LISTENING & SPEAKING

- Match the party types with the pictures.
 - 1. graduation party
 - 2. farewell party
 - 3. birthday party
 - 4. barbecue party
 - 5. surprise party











- a. Work in pairs. Write the party types next to the related words.
 - 1. graduation hat food gifts
 - 2. sausages barbecue pit cooking gloves
 - 3. cake candles gifts
 - 4. decorations secret planning accessories
 - 5. address cards emotional music

b. Talk to your partner about the party you would like to join. Give your reasons.

e.g.

Student A: Which party would you like to join?

Student B: I'd like to join the birthday party because I like putting out candles. What about

Student A: Birthday parties aren't my type. I prefer barbecue parties.

Theme 9 INVITATIONS AND CELEBRATIONS

A- LET'S THROW A PARTY

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

Idiom of the Content

to throw a party: to have a party / to arrange a party

LISTENING & SPEAKING

Match the party types with the pictures.

Have Ss look at the photos of the parties and read the names of them. Ask them to match the photos with the types. Elicit the answers.

KEY					
1. C	2. A	3. B	4. E	5. D	

2 a. Work in pairs. Write the party types next to the related words.

Tell Ss to work in pairs and read the words related to parties. Then, have them write the party types next to the words. Elicit the answers. You can ask them to give example words for further activity.

	KEY	
 graduation party barbecue party 	3. birthday party4. surprise party	5. farewell party

b. Talk to your partner about the party you would like to join. Give your reasons.

Tell Ss to read the sample dialogue and talk about their preferences. Choose some Ss to talk about their choices and reasons in class.

TEACHER'S NOTE

9 A LET'S THROW A PARTY!

Since the property of the people inviting friends to the parties. Write the correct numbers.



- a graduation party
 b. barbecue party
- c. farewell party



Listen again and fill in the missing parts of the conversations.

1.	What are you this Sunday
	I to, thanks.
3.	Hey Mike, is Daisy
4,	Wow, wonderful,
5.	Why you come?
6.	I can't it.
7.	OK, another

- 5 Write true (T) or false (F).
 - 1. Linda is going to study Science on Sunday morning.
 - 2. Katie is going to have a barbecue party in the garden.
 - 3. Daisy's friends are going to throw a graduation party for her.
 - Daisy's party starts at 2.00 p.m.
 - 5. Nicky can't go to Adele's party because she is going to babysit her brother.
- 6 Work in pairs. Role-play the dialogue.

Greg : Hello, Kelly, it is Greg calling. Let's throw a surprise party for Rebecca to celebrate her new lob.

Kelly: Oh, that sounds wonderful. When?

Greg: Is this Friday OK?

Kelly: I'm sorry, I can't make it. I'm going to be out of town this weekend.

Greg: What about next Saturday?

Kelly: OK, that would be great. Shall I bring anything?

Greg: I am going to prepare the food and drinks. Would you mind calling her family?

Kelly: All right, I will do that. I think she will be really happy.

Work in pairs. Write your own dialogue changing the coloured parts. Then, role-play it.



3 T:56 Listen to the people inviting friends to the parties. Write the correct numbers.

Explain the task. Tell Ss they are going to listen to three dialogues about inviting friends to parties. Play the recorded text. Have them write the number of the dialogue next to the party types.

KEY		
a. 2	b. 1	c. 3

4 Fig. 1:57 Listen again and fill in the missing parts of the conversations.

Explain the task. Have Ss listen and complete the missing parts of the conversations. Play the audio. When they finish, elicit the answers.

This activity enables students to fill in the missing parts in a dialogue about invitations and apologies on a phone call.

	KE	/	
1. up to 2. 'd love	3. it / calling4. that sounds	5. don't / along6. Sorry / make	7. maybe / time

Write true (T) or false (F).

Explain the task. Tell Ss to write true or false for the statements. Elicit the answers. Correct the false statements.

	KEY		
1. F Maths 2. T	3. F her parents4. T	5. T	

6 Work in pairs. Role-play the dialogue.

Have Ss read the dialogue in pairs. Give them some time to get ready for the task. When they are ready, choose some pairs to act out the dialogue in class.

Work in pairs. Write your own dialogue changing the coloured parts. Then, role-play it.

Tell Ss to pay attention to the coloured parts of the dialogue in exercise 6. Have them change these parts and prepare their own dialogues. Set a time limit. Then, encourage them to act out their own dialogues in class.

This activity enables students to make and respond to suggestions / requests.

TEACHER'S NOTE

READING & WRITING

Gina is going to give a birthday party. Match the pictures of her preparations with the sentences.



- She is going to prepare games and CDs.
- She is going to cook.
- She is going to do shopping.
 - ... She is going to invite her friends.
- b. Imagine you are planning to give a birthday party. Talk about your preparations.
- 2 Read the invitation letters and match them with the replies. Then, write the names of the receiver and the writer to the replies.

Dear Lana.

I'm planning a surprise party for my best friend Erica's 18th birthday. It is going to be at my place this Sunday - I invited her to study for the exams. The party starts at 7.30 p.m. and finishes at 11.00 p.m. She would be happy to see you, so please try to make it.

PS. Don't say anything to Erica if you see her before the party.

Love,

June

2. Hi Rain, It's my birthday on Thursday and I am going to throw a party. It's at the new café near the library and starts at 8 p.m. 1 Would you like to join us? My mum is going to make her delicious cake. We are going to try the new cookies of the café and have loads of fun. Don't miss it. I need the names of all those coming, so please reply. Bye Andrea

Dear Earl,
Our school's Theatre Club
members are going to have
a party on 27th March
to celebrate the World
Theatre Day. It is in the
school gym and starts
at 7.00 p.m. We are going
to sing and dance. There is
going to be a short theatre
performance as well. The
theme is theatre plays, so
you can wear costumes of
famous characters.

Hope you can make it. Best wishes® Hale

READING & WRITING

1 a. Gina is going to give a birthday party. Match the pictures of her preparations with the sentences.

Explain the task. Focus Ss' attention on the pictures and have them match the pictures with the sentences. Go over the answers in class.

KEY

- _B_ She is going to prepare games and CDs.
- A She is going to cook.
- _D_ She is going to do shopping.
- C She is going to invite her friends.
- b. Imagine you are planning to give a birthday party. Talk about your preparations.

Ask Ss to talk about their preparations for a birthday party. Go over the answers in class.

KEY Student's own answers

2 Read the invitation letters and match them with replies. Then, write the names of the receiver and the writer to the replies.

Explain the task. Ss are going to read the invitation letters and three replies for them. Focus their attention on the activities in the letters. Then have them read the replies and find the common points with the letters. After they finish the matching, tell them to write the names of the receiver and the writer to the replies. Set a time limit. Go over the answers in class.

KEY		
1. C	2. B	3. A

	KEY	
A. Hale / Earl	B. Andrea / Rain	C. June / Lana

LET'S THROW A PARTY! Read the letters and replies again. Write true (T) or false (F). 1. June is throwing a birthday party for herself. 2. Andrea's mother is going to cook the cafe's new cookies. 3. The school party starts early in the morning. 4. Earl is going to watch a performance at the party. 5. Rain cannot go to Andrea's party. 6. Lana wants to go to the party. Look at the invitation letters and match the highlighted words or phrases with the correct parts. greetings closing line place .. 7,. additional note details of event date time subject Match the speech bubbles with their replies. Would you like to join us I'm going to buy them on for dinner this evening? my way. That would be perfect if Would you mind sending b me the exact location? you can. Remember to bring the You can find it easily drinks. using GPS. Do you mind if I join you d. Oh, I'd love to. later? Don't worry. I'm going to Don't miss it. be there on time. Shall I prepare some OK, that's no problem. decorations? A 0 Dear 0 Hello Thanks for your invitation How nice to hear that a It's a good idea to plan a but I can't make it because school club is holding an surprise party. She really activity. It must be very it's my parents' wedding deserves it. Everybody exciting. You know I am anniversary and I am in the class likes her, so into plays and interesting planning to cook for them. I they are going to be there. wish you a happy birthday. costumes, so I am going to I can't imagine her face. Have a great time and enjoy I'm looking forward to the be there. yourselves. see you there. party. Best wishes Bye for now. ************

3 Read the letters and replies again. Write true (T) or false (F).

Tell Ss to read the letters again and answer the questions true or false. Elicit the answers.

	KEY
2. F	for her friend her delicious cake starts in the evening
6. T	

4 Look at the invitation letters and match the highlighted words or phrases with the correct parts.

Ask Ss to look at the invitation letters and explain that each highlighted part has a meaning and a letter must include these parts. Do the first one as an example. Set a time limit for Ss to do the task. Go over the answers in class.

	I	KEY	
place 7 date 6	greetings 1 time 4	closing line 8 subject 2	additional note 3 details of event 5

5 Match the speech bubbles with their replies.

Tell Ss to read the speech bubbles and the sentences. Have them match the sentences with the bubbles. Elicit the answers.

		K	ЕУ		
1. d	2. c	3. a	4. f	5. e	6. b

TEACHER'S NOTE	

9 A LET'S THROW A PARTY!

- Work in pairs. Imagine you are going to throw a party.
 - Choose a party type.
 - Write preparations and party activities.
 - Share your plans with your classmates.

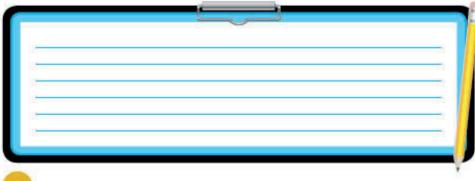
We are throwing a birthday party

preparations	activities
- We are going to do shopping. - - -	We are going to sing karaoke songs. - - -

- a. Write an invitation letter to a friend. Use the prompts below.
 - · Start with Dear / Hi / Hello, etc.
 - Write the party type.
 - · Write date, time and location.
 - Write the planned activities (you can use the ones in exercise 6).
 - · Write an additional remark with PS.
 - · Close the letter with Best Wishes / See you, etc.
 - · Write your name.

Dear	
I'm going to	

- b. Swap your letters and write a reply. Accept or refuse the invitation.
- Thank your friend for the invitation.
- · If you accept, offer some help.
- Accept or refuse the invitation.
- · If you refuse, explain why.



6 Work in pairs. Imagine you are going to throw a party.

Explain the task. Tell Ss to read the prompts and fill in the chart with the necessary information in pairs. When they are ready, choose some pairs to talk about their party preparations and activities. Direct them to the Grammar Reference theme 9 and encourage them to use *be going to* in their sentences.

This activity enables students to describe future plans and arrangements.

a. Write an invitation letter to a friend. Use the prompts below.

Have Ss read the steps for an invitation letter. Tell them to organise the things they want to write. Set a time limit.

This activity enables students to write simple invitation letters.

b. Swap your letters and write a reply. Accept or refuse the invitation.

Have Ss swap their letters with their partners. Ask them to follow the steps to write a reply for their friends' invitations. Set a time limit. When they are ready, choose some Ss to read the letters and the replies.

TEACHER'S NOTE

WISE UP



DIDN'T THEY WRITE INVITATION LETTERS?

Writing invitations has a very long history. Many years ago most people didn't know how to read or write, so only the upper class society could write and send invitations.

English and French aristocrats like kings, queens, dukes and duchesses used the invitations only for social events. They sent handwritten announcements of an event or party to invite other high society members. The beautiful handwriting was really important because you could understand that the sender family was educated. The words were similar to today's invitations, but putting the letter into a handmade envelope was necessary. They sealed the envelope with the family's wax seal and put it into an outer envelope. They had to do this because they carried this valuable invitation on horseback in every weather condition. And this outer envelope protected the letter from dirt and water.

Now, writing letters has changed a lot. We don't care about beautiful handwriting. We send e-mails and text messages or just call the people.

Discuss the questions below in class.

- 1. Is writing an invitation letter or calling the person better?
- 2. Is beautiful handwriting necessary for invitations? Why / Why not?

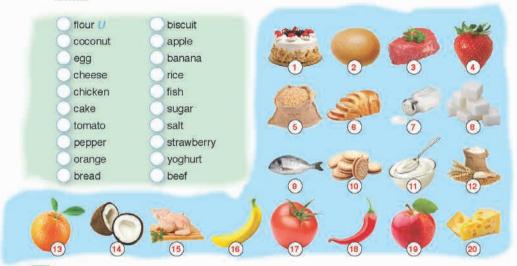
			16

Have Ss read the text about he history of writing invitation letters. When they finish, start a class discussion about the questions. Elicit the answers.

KEY			
Ss' own answers			
	TEACHER'S NOTE		
	TEACHER S NOTE		

LISTENING & SPEAKING

Match the words with the pictures. Then write countable (C) or uncountable (U) in the boxes.



Look at the pictures. What can you buy from these shops?

e.g. I can buy beef from the butcher's.







 Listen to people shopping in different stores. Number the sentences in the order you hear.

Dialogue i	
How much sugar should I	
buy?	
How can I halp you?	

..... How can I help you? There aren't any dairy products here.

Dialogue 2

..... Do you need anything else? I am looking for a pair of trainers.

..... How much are they?

Dialogue 3

..... That's £49,90.
..... By credit card, please.
..... I'd like to buy a blouse.

B- SHOP & FEAST

LISTENING & SPEAKING

Match the words with the pictures. Then write countable (C) or uncountable (U) in the boxes.

Ask Ss to match the pictures with the food. Monitor them while they are doing the task. After they finish, explain the countable and uncountable nouns to the students. Direct them to Grammar Reference theme 9. Then, have them distinguish countable and uncountable nouns. Go over the answers in class.

	KEY			
12 flour	U	10	biscuit	С
14 coconut	C	19	apple	С
2 egg	C	16	banana	С
20 cheese	U	5	rice	U
15 chicken	U	9	fish	U
1 cake	U	8	sugar	U
17 tomato	C	7	salt	U
18 pepper	С	4	strawberry	С
13 orange	C	11	yoghurt	U
6 bread	U	3	beef	U

Look at the pictures. What can you buy from these shops?

Allow some time for Ss to understand what the shops sell. Then, ask them to tell the items they can buy from these shops. Elicit the answers.

SUGGESTED KEY

I can buy apples, bananas, etc. from the green grocer's.

I can buy beef and chicken from the butcher's.

I can buy sugar, salt, rice, etc. from the grocer's.

I can buy bread from the baker's.

I can buy books from the bookshop.

I can buy a magazine from the newsagent's.

3 Represent to people shopping in different stores. Number the sentences in the order you hear.

Ss are going to listen to three dialogues in different shops. Ask them to write the numbers next to the sentences in the order they hear. Play the audio. Elicit the answers.

This activity enables students to recognise the most frequently used expressions related to shopping.

	KEY	
Dialogue 1	Dialogue 2	Dialogue 3
2, 1, 3	3, 1, 2	2, 3, 1

b. Match the pictures with the dialogues.







Dialogue

Dialogue

Dialogue

6 759 Listen again and choose the correct answers.

	How much sugar does she r		
Dialogue 1	a) a packet	b) a kilo	
Dialogue i	Where can she buy milk? a) from the supermarket	b) from the butcher's	
Dialogue 2	What is he looking for? a) a pair of trainers	b) a pair of trousers	
Dialogue 2	How much does he pay? a) a hundred euros	b) a hundred pounds	
Diala 0	Who is the blouse for? a) for herself	b) for her sister	
Dialogue 3	How will she pay? a) by credit card	b) in cash	

- 5 a. Complete the dialogue using the following statements.
 - a. How many eggs do you need?
 - b. That's £13.50 all together.
 - c. How much do you need?
 - d. Here is your change.
 - e. Can I buy some flour here?

Shop Assistant: How can I help you?

Customer : Do you have any brown rice?

Shop Assistant : Sure

Customer : Can I have two kilos? It's difficult to find. Shop Assistant: Here you are. Do you need anything else?

Customer : Yes, please. I want some eggs, too.

Shop Assistant : OK.....

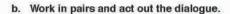
Customer : I need five

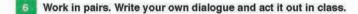
Shop Assistant: Oh, sorry. We don't sell any flour.

Customer : All right. How much are these? Shop Assistant:

Customer : Here you are.

Shop Assistant : Thank you.







b. Match the pictures with the dialogues.

Tell Ss to match the pictures of the shops they have listened. Make sure that they have understood what products the customers have bought. Elicit the answers.

			KEY
Dialogue 3	Dialogue 1	Dialogue 2	

4 T:59 Listen again and choose the correct answers.

Tell Ss that they are going to listen to the audio once more to catch the correct answer. Play the audio. When they are ready, elicit the answers.

	KEY		
Dialogue 1	Dialogue 2	Dialogue 3	
1. b	3. a	5. b	
2. a	4. b	6. a	

5 a. Complete the dialogue using the following statements.

Tell Ss that they are going to complete a dialogue about shopping. First, direct them to Grammar Reference theme 9, then, have them examine the option and read the dialogue. Ask them to complete the dialogue with the sentences. Elicit the answers.

This activity enables students to give and receive information about quantities, numbers and prices in conversations about shopping.

KEY
c, a, e, b, d

b. Work in pairs and act out the dialogue.

Have Ss study on the sample dialogue. Set a time limit. Then, choose some pairs to act it out.

6 Work in pairs. Write your own dialogue and act it out in class.

Ask Ss to work in pairs. Tell them to write their own dialogue at a shop. Encourage them to use the phrases related to shopping and memorise their dialogues. Set a time limit. When they are ready, choose some pairs to act out their dialogues.

TEACHER'S NOTE



READING & WRITING

Match the words with the pictures.

- a) a kilo of
- b) a box of
- c) a bouquet of
- d) a dozen of
- e) a bottle of
- f) a carton of
- g) a slice of
- h) a plate of



1. flowers



2. rice















bread

orange juice

7. chocolate

eggs

2 Imagine you are going shopping for a celebration. Say what you need.

e.g. I need five bottles of fruit juice./ I want to buy two boxes of chocolate.

3 a. Look at the photos of the Basant Panchami Festival in India. What do you know about this festival? What can you guess from the photos?



Basant Panchami means the purity of spring. The festival celebrations take place in North India every year. Most Indians look forward to this colourful festival. Preparations usually start months before the celebrations. a)...... Indians are going to celebrate it at the end of January this year.

Indian citizen is going to rush to the shops to buy something yellow and get ready for the festival. Shops are going to sell bouquets of yellow flowers. b)...... Farmers are going to harvest mustard flowers. Fathers are going to purchase dozens of kites to make their kids happy. And mothers are going to get kilos of saffron and packets of nuts to cook traditional dishes like saffron rice or laddu. Everybody is going to decorate their doors with yellow flowers to welcome spring.

Yellow is the colour of this festival. Each

READING & WRITING

Match the words with the pictures.

Tell Ss to guess and match the words with the pictures to tell their quantities. Elicit the answers.

			KE'	У			
1. c	2. h	3. a	4. f	5. g	6. e	7. b	8. d

2 Imagine you are going shopping for a celebration. Say what you need.

Ask Ss what they need for a celebration they want to go. Encourage them to use the quantities they have learnt in exercise 1.

3 a. Look at the photos of the Basant Panchami Festival in India. What do you know about this festival? What can you guess from the photos?

Get Ss to look at the photos of the festival. Tell that they are going to learn about the festival in the reading section in detail. Ask them what they know about it. If they don't know much, encourage them to guess from the pictures.

	KEY	
Ss' own answers		

TEACHER'S NOTE

b. Match the topics with the paragraphs.

- 1. preparations and shopping
- 2. economic importance
- 3. time and place
- 4. celebrations

Read the text and match the sentences (1-4) with the gaps (a-d).

- 1. People are going to sing and dance all together in the streets.
- 2. The festival is usually in January or February.
- 3. Every year thousands of tourists visit India and do shopping during the festival.
- 4. Young girls and boys are going to buy yellow clothes.

5 Read the text again. Answer the questions.

- 1. How long does it take to prepare for Basant Panchami?
- 2. When are the Indians going to celebrate the festival this year?
- 3. Why do the people in India buy things in yellow?
- 4. What can you buy from a fair in the festival?
- 5. Why are the Indians going to feel on top of the world?
- 6. How do the tourists help Indian economy?

6 Guess the meanings of the highlighted words in the text. Then, use them to complete the sentences below.

- 1. The villagers are going to the mustard flowers and sell them.
- 2. Dancers are going to just before the celebrations.
- 3. Local people are going to sell traditional products in the fair to money.
- 4. We are going to to the shops to catch the sale before the festival.
- 5. He is going to a tin of pineapple and some packets of nuts to make laddu.

Indians are going to get This festival is also important for Indian up early because the festival economy. d)...... So, India activities are going to start in the can gain millions of rupees in this period. morning. They are going to wear their yellow costumes and go to the festival areas. Most Indians are going to visit the colourful fairs full of clothes, scarves, accessories and kites. Children are going to fly their kites and you can see lots of yellow kites in the sky. They are going to enjoy plates of sweet dishes and have boxes of candies. c)...... They are going to feel on top of the world.



b. Match the topics with the paragraphs.

Have Ss read the topics and understand the task. Then, ask them to read the text and match the topics with the paragraphs. Elicit the answers.

KEY					
A. 3	B. 1	C. 4	D. 2		

4 Read the text and match the sentences (1-4) with the gaps (a-d).

Explain the task. Ask Ss to read the text and the sentences to complete the paragraphs with supporting sentences. Elicit the answers.

This activity enables students to find the supporting ideas in a text.

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

5 Read the text again. Answer the questions.

Ask Ss to read the text once more to get the information to answer the questions. Set a time limit. Elicit the answers.

Idiom of the Content

to feel on top of the world: to feel very good as if you were ruling the world

KEY

- 1. It takes months before the celebrations.
- 2. They are going to celebrate at the end of January.
- 3. Because it is the colour of the festival.
- 4. You can buy clothes, accessories, kites and candies.
- 5. Because they are going to have a great time during the festival.
- 6. They join celebrations and buy things.

Guess the meanings of the highlighted words in the text. Then, use them to complete the sentences below.

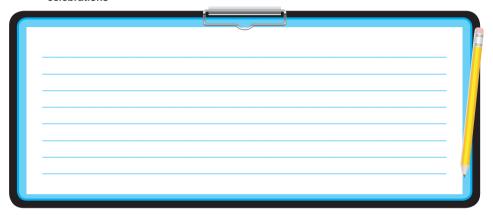
Have Ss focus on the highlighted words in the text. Tell them to guess the meaning of these words from the context. Then, ask them to match the words with the pictures. When they have finished, elicit the answers. For the next activity get them to complete the sentences using these words. Go over the answers in class.

	KEY	
1. harvest 2. get ready	3. gain 4. rush	5. purchase



SHOP & FEAST

- 7 Work in pairs. Ask and answer the questions.
 - Imagine you are joining Basant Panchami celebrations. What activities would you like to do? Why?
 - 2. Is there a similar festival in your country? How do you celebrate it?
- Imagine you are going to celebrate a local / traditional festival soon. Write a paragraph about your plans. Include:
 - · place and time
 - · preparations and shopping
 - · celebrations



PRONUNCIATION

Listen and practise. Notice that in spoken language we usually assimilate some words and pronounce them differently.

- /kʊdʒu/ Could you help me?
- /kʊdʒu/ Could you pay in cash?
- /wʊʤu/ Would you like anything?
- /wodzu/ Would you mind calling them?

Play 'Run to Count' game.





Work in pairs. Ask and answer the guestions.

Tell Ss to work in pairs and ask and answer the questions. First, tell them to ask and answer in pairs. Then, choose some Ss to talk about the questions in class.

Imagine you are going to celebrate a local / traditional festival soon. Write a paragraph about your plans.

Have Ss write a paragraph about a festival that is coming soon. Remind get them to use the methods in the reading section. Encourage them to use be going to in their sentences and pay attention to the prompts while doing the task.

This activity enables students to write a short paragraph about their future plans.

(Pronunciation -

T:60 Listen and practise. Notice that in spoken language we usually assimilate some words and pronounce them differently.

Tell Ss that some sounds are assimilated in spoken language and we don't pronounce them. Have them focus on these sounds. Play the audio. After listening, ask them to pronounce these words correctly.

This activity enables students to practise "yod coalescence". (Could you...? Would you ...?).

Game Time: Play "Run to Count" game.

Divide the class into groups of three and give each group a Run to Count game board from page 246. Tell each student to put a marker such as a coin, eraser, a piece of coloured paper, etc. on START. Explain that they are going to compete and try to be the first to reach the FINISH. Tell Ss to take turns tossing a coin. If it is heads, they move 1 square and if it is tails (the side with a number on it), they move 2 squares. Note that they have to complete the questions with How much or How many before they answer the questions. If they can't complete or answer the questions correctly, they move back to their previous square. The student who reaches the finish line first is the winner. When Ss have finished, get them to change their groups and talk about their previous partners using the information they got during the game.

TEACHER'S NOTE

Run to Count

START		Miss one turn	furniture is there in your bedroom?	languages can you speak?
money do you have in the bank?		pencils do you buy a year?	your boardonn.	Go ahead 2 spaces
cities are there in Turkey?		milk do you have in your coffee?		rooms are there in your house?
bread do you eat every day?		FINISH		Miss one turn
Go ahead 2 spaces				salt do you usually add into your meals?
bones are there in the human body?				chocolate do eat a day?
eggs do you eat a week?				cousins do you have?
Miss one turn				Go ahead 2 spaces
sleep did you get last night?				e-mails did you get last week?
water do you drink a day?				books do you read a year?
traffic is there in your neighbourhood?				Go back 2 spaces
Go back 2 spaces				homework do your teachers give you a week?
chairs are there in your house?	close friends do you have?	Miss one turn	sugar do you have in your tea?	time do you spend on the internet every day?

Theme

TELEUISION AND SOCIAL MEDIA

THEME	FUNCTIONS	SKILLS
10 TELEVISION AND SOCIAL MEDIA	Making predictions about the future. Asking for and giving opinion (agreement, disagreement, etc.). Interrupting someone in a conversation. Gaining time in a conversation. GRAMMAR The Future Simple Will / Be going to / The Present Continuous for Future	Listening Students will be able to put the events in a TV broadcast in order. Pronunciation Students will be able to practise /d/ and /ð/ sounds. Speaking 1. Students will be able to make predictions about the future. 2. Students will be able to agree or disagree with others by giving their opinions. 3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. Reading Students will be able to skim short, simple texts to draw a conclusion in terms of social media.
	IDIOM	Writing Students will be able to write a comment via accial madia
	a piece of cake hit the sack	Students will be able to write a comment via social media.
	VALUES	
	responsibilitylovefriendship	

Should we stop watching TV?
Or is it a better idea to watch it wisely?
Can we get true information from social media?
Do you think it is a huge encyclopedia?

U	DIGHALD	161			
LISTE	NING & SPEAK	NG			
11 a.	Match the technology	icons with their na	ames.		
2. d 3. e	oluetooth download e-mail airplane mode	5. GPS6. Internet7. loudspea8. message		9. Wi-Fi 10. settings 11. USB 12. camera	
		0	*	a	Ŷ
G				Q (8)	(b)
b.	Choose the right icon	s to complete the	sentences.		
1. 2. 3.	Tap the	icon if you war e in front of the Eiffe and you want to find n. onnection and you w icon.	nt to send your (el Tower. Tap the d the tourist info vant to share so	e rmation office. You me photos with you	icon. should tap the ir friends. Tap
	ico		text message to	3 your mum. Tou si	ould tap trie
6. 7.	If you need to search fo You want to take a brea the	r information about k from phone calls,			
	878 S (10) 2 W				
170000	ich icons do you tap ti I always tap the messa	GALLANDA-S DADALLANDOS FL	have lots of this	ngs to say to my frie	ends.
3	Listen to the dial	ogue between Eile	en and Liam. 1	ick (✓) the phrase	s you hear.
0	1. connect to Wi-Fi		() 6. sea	rch the Internet	
Ŏ	2. download music		7. turr	n bluetooth on	
Ŏ	3. send text message	es	8. follo	ow the news on Twi	tter
Ŏ	4. use GPS			l school friends on F	
Ŏ	5. send an e-mail		V-21-2- 00048	re selfies on Whats	
122					

Theme 10 TELEVISION AND SOCIAL MEDIA

A- DIGITAL DIET

Discussion Time: Have Ss work in groups to discuss the questions in the stanza on the theme cover page. Encourage them to talk about the picture and also the title of the contents.

LISTENING & SPEAKING

a. Match the technology icons with their names.

Ask Ss to match the icons with the given words. Go through the answers with the class.

KEY						
1. D	3. B	5. K	7. G	9. E	11. F	
2. I	4. H	6. A	8. L	10. J	12. C	

b. Choose the right icons to complete the sentences.

Draw Ss' attention to the sentences. Ask them to complete the sentences choosing the appropriate words in exercise 1a. Check the answers with the class.

	KI	ЕУ	
1. e-mail 2. camera	3. GPS4. bluetooth	5. messages6. Internet	7. airplane mode

Which icons do you tap the most? Why?

Ask Ss which icons they tap the most. Have them share their answers and give their reasons.

Draw Ss' attention to the phrases. Have them listen to the dialogue between Eileen and Liam talking about the overuse of social media. Ss tick the phrases they hear. Check the answers with the class.

KEY					
1. X	3. ✓	5. X	7. X	9. ✓	
2. ✓	4. ✓	6. X	8. ✓	10. ✓	

TEACHER'S NOTE



DIGITAL DIET



Listen to the dialogue again and choose the correct option.

- 1. The people at the cafe are not talking because...
 - a) they are enjoying their drinks and meals.
 - b) they are checking their smartphones.
- 2. Eileen thinks that...
 - a) spending too much time on social media is an addiction.
 - b) taking selfies is not fun and it's a waste of time.
- 3. Liam's grandmother...
 - a) will buy a tablet.
 - b) has just bought a tablet.
- 4. To Eileen, ...
 - a) every single person will use social media sooner or later.
 - b) every single person will stop using social media in the future.
- 5. Eileen is sure...
 - a) people won't spend time with each other.
 - b) people will enjoy nature without their apps.
- 6. According to Liam, ...
 - a) we will be the citizens of one big village.
 - b) we won't have a better life with technology.







 Look at the dialogue about social media. Complete the blanks in the boxes with the underlined expressions in the dialogue.

Sue: Well, I think we will be free from social media sooner or later.

Lisa: I totally agree with you. We spend too much time on it. There are better things to do.

Terry: I'm afraid I disagree with you. I think it's too late. We're all social media addicts. Anyway,

how will we learn what's going on around the world without social media?

agreement

- · That's so true.
- · Exactly, you're right.
-

disagreement

- · I don't think so.
- I'm afraid you're wrong.
- b. Who do you agree with, Sue and Lisa or Terry?
- e.g. I agree with Sue and Lisa. Talking face to face is the best way of communication. I disagree with Terry. I prefer getting lost in books.
- Work in groups of three. Prepare a similar dialogue about social media in the future as in exercise 5. Use the expressions below. Then, act it out.

 - I don't think we will
- I hope / I'm sure
- In my opinion,

4 & T.62 Listen to the dialogue again and choose the correct option.

Tell Ss to read the statements. Have them listen to the dialogue again to complete the given statements. If necessary, play the recording once more. Elicit the answers.

KEY					
1. b	2. a	3. b	4. b	5. b	6. a

a. Look at the dialogue about social media. Complete the blanks in the boxes with the underlined expressions in the dialogue.

Draw Ss' attention to the underlined expressions in the dialogue and the boxes. Ask them to complete the boxes with the appropriate expressions. Check the answers with the class.

	KEY
agreement	disagreement
I totally agree with you.	I'm afraid I disagree with you.

b. Who do you agree with, Sue and Lisa or Terry?

Draw Ss to the dialogue again and ask them who they agree with. Ss share their ideas with the class.

This activity enables Ss to agree and disagree with others by giving their opinions.

6 Work in groups of three. Prepare a similar dialogue about social media in the future as in exercise 5. Use the expressions below. Then, act it out.

Ss work in groups of three and brainstorm on social media in the future. Ask Ss to prepare a similar dialogue using agreement / disagreement expressions in exercise 5. Draw Ss' attention to the expressions given. Ask them to make predictions about the future of social media. Encourage Ss to act out their dialogues.

This activity enables Ss to make predictions about the future.

	KEY	
Ss' own answers	Ss' own answers	
T	EACHER'S NOTE	

IU	DIGITAL DIET				
RE4	READING & WRITING				
1	How do you use digital platforms? Look at the phrases below and	tick (✓)	the ones	s you do.	
	chat online send and read messages filter photos send and read messages search for interests				
2	Look at the sample dialogue below and make a similar one.				
Stude 3	I generally use digital platforms to search my interests. Knitting is my favourite hobby and I can find many samples of it easily. How do you use digital platforms? I usually use them to follow my favourite vloggers. I like watching them very much. Student B 3 Answer the following questions.				
	Which social network is your favourite?				
	How many social media accounts do you have?				
	How often do you check your social media accounts?				
4 Read the posts and tick (✓) the right name for each statement. Adele Lucas Celine				Celine	
	I stay online for five hours a day.				
	2. I didn't feel happy with my digital diet.				
	3. I have a new outdoor hobby.				
	4. It was very easy for me to delete Facebook.				
	5. I have been on a digital diet for ninety days.				
	6. I follow my friends' birthdays on Facebook.		0		
	7. Breakfast is not the first thing I do in the mornings.				
	8. My friends and my family get angry with my addiction.				

READING & WRITING

1 How do you use digital platforms? Look at the phrases below and tick (✓) the ones you do.

Draw Ss' attention to the phrases given below and ask them to tick the ones they do.

	KEY
Ss' own answers	

2 Look at the sample dialogue below and make a similar one.

Tell Ss to look at the sample dialogue below and make a similar one.

КЕУ	
Ss' own answers	

3 Answer the following questions.

Ask Ss to read and answer the questions. Elicit the answers.

	KEY
Ss' own answers	

4 Read the posts and tick (✓) the right name for each statement.

Ask Ss to read the posts carefully. Ss read the given statements and decide who they belong to, Adele, Lucas or Celine. Go through the answers with the class.

		KEY	
Adele Celine	 Lucas Adele 	5. Lucas6. Celine	7. Adele 8. Adele

Idiom of the Week

A piece of cake: If you say that something is a piece of cake, you mean that it is extremely easy.

ADELE'S BLOG

Home Photos Posts Views

Hi, guys! You know I spend too much time online, nearly thirty-five hours a week. When I open my eyes in the morning, I immediately reach for my smartphone and check all my social media accounts. We are a good couple actually-my smartphone and me♥♥. We eat together, we shop together and we travel together. It's difficult to breathe without it. But sometimes spending too much time online makes me exhausted. Everybody around me is complaining about my addiction. So, I'm thinking of a digital diet! I



deleted Facebook two days ago. Anyway, it was a piece of cake. I hope I will delete Instagram and Snapchat very soon. But it won't be very easy. Have you tried a digital diet? Leave your comments, please.

Comment: Lucas 2002

Hi Adele! Brilliant decision! I went on a digital diet three months ago. It has worked well. I never use any apps now. I only go online for 20 minutes in the afternoon. Mornings are for reading and evenings are for spending time with friends and family. I took up photography two months ago. It's really great to be in nature with my professional camera, not with my smartphone. I think this diet will be my lifestyle.

Comment: CelineQ

I am afraid I disagree with you, Lucas! When I was on a digital diet, I felt really uncomfortable. I couldn't stay connected with friends and family. I forgot to say happy birthday even to my best friend as I have no Facebook account anymore. She is still angry with me⊗. When I deleted Twitter and Instagram, I couldn't keep in touch with the world. It was a terrible experience. I'm sure I will never try it again.

- 5 Look at the highlighted words / phrases in the blog and choose the correct option.
 - 1. exhausted
 - a) very excited
- b) very tired
 - 2. complain
 - a) to say that you're annoyed about something
 - b) to say that you're happy about something
 - 3. a piece of cake
 - a) something difficult to do
 - b) something easy to do
 - 4. keep in touch
 - a) to stop talking to someone
 - b) to continue to talk to someone



- 6 Read the posts again. Who says these sentences, Adele, Lucas or Celine?
 -a) I'm sure I will go on with this diet.
 -b) I probably won't use Instagram and Snapchat anymore.
 -c) I think I will never go on a digital diet again.

(5)	Look at the highlighted w	ords / phrases in the block	and choose the correct option.
	Look at the inglingined w	rolus / pilluses ill tile blog	and choose the correct option.

Draw Ss' attention to the highlighted expressions in the blog. Ask them to choose the correct meanings of the words / phrases. Go through the answers with class.

		KEY	
1. b	2. a	3. a	4. b

6 Read the posts again. Who says these sentences?

Ask Ss to read the given sentences and decide who might say these sentences. Ss say the names giving their reasons.

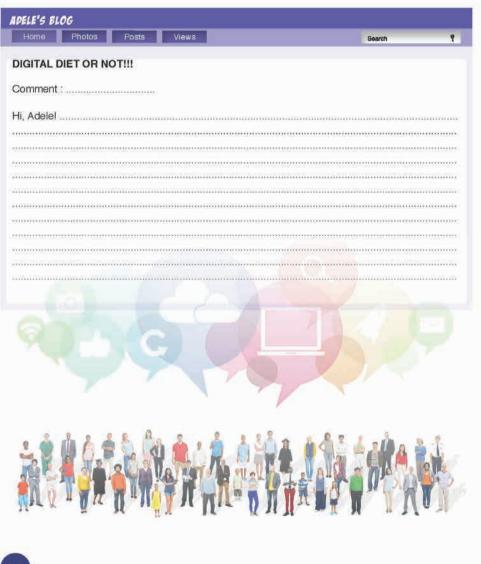
This activity enables Ss to skim short, simple texts to draw a conclusion in terms of social media.

		KEY	
a)	Lucas	b) Adele	c) Celine

TEACHER'S NOTE



- What do you think of a digital diet? Write a comment on Adele's blog answering the questions below. Take the posts in exercise 4 as a model.
 - How many hours a day do you spend online?
 - Which apps do you use the most?
 - Will you go on a digital diet? Why / Why not?
 - What will change in your life with this diet?



7	What do you think of a digital diet? Write a comment on Adele's blog answering the
	questions below. Take the posts in exercise 4 as a model.

Ask Ss whether they've ever thought of a digital diet or not. Ss share their ideas giving their reasons. Draw Ss' attention to the given questions. Ss take notes about the questions. Tell Ss when they finish answering the questions, they'll have an outline of their posts. Go through the answers with the class. Ask them to write their final posts. Ss swap their posts and make peer correction. Encourage Ss to read out their posts.

This activity enables Ss to write a comment on a topic via social media.

TEACHER'S NOTE

WISE UP

Do you know these unusual but true facts about Facebook's founder, Mark Zuckerberg?

This genious young man has inspired every single person on this planet and changed the whole world's communication.

- When he was at the age of 12, he created a messaging programme and his father used it in his dental office.
- His parents hired a computer tutor to work with the young Zuckerberg, but the tutor said that
 it was difficult for him to teach Mark because he was a genious.
- Microsoft wanted Mark to work with them when he was in high school after he created "Synopse". It was a programme that used artificial intelligence to learn user's music-listening habits.
- In 2010, Zuckerberg was "Time Magazine"s "Person of the Year". In December 2016, Zuckerberg was ranked 10th on Forbes list of "The World's Most Powerful People".
- Zuckerberg was not a fan of "the Social Network", the movie about the birth of Facebook because the details of the film were not true.
- In 2014, Zuckerberg donated \$25 million to fight against the ebola virus epidemic in West Africa
- · He has 220.000 Twitter followers but he's only tweeted 19 times in four years.
- He owns a Hungarian sheepdog named Beast who has a Facebook page with 1,5 million fans.

 Zuckerberg is colour blind. He sees the colour blue best and he cannot see the colour "red" and "green". That's why Facebook is mostly blue.

 He wears the same gray Facebook T-shirt almost every day because he doesn't want to lose time in front of the wardrobe in the morning as he is very busy.

 He is a vegetarian and once he said he will only eat meat if he kills the animal himself.

Answer the question.

What fascinates you the most about Zuckerberg?





WISE UP

Ask Ss what they know about Mark Zuckerberg. Have them share their ideas. Give them some time to read the text about Mark Zuckerberg. Draw Ss' attention to the question and get them to tell the class what fascinates them about Zuckerberg giving their reasons.

TE	ACHER'S NOTE

LISTENING & SPEAKING

Match the TV programmes with their names.



Complete the blanks in the TV guide with the type of programmes.

Channel 1	Channel 2
4:30 p.m. The Undersea World! (4:15 p.m. Spongebob Squarepants (

3 a. Read the dialogue between Tina and Brian. They are talking about the TV programmes in exercise 2. What are they going to watch tonight?

Tina: There is my favourite TV series, Doctor Who, on TV tonight. Would you like to watch it?

Brian: Well, not really. I don't like it. I think it is too boring.

Tina: Too boring?? I totally disagree with you. Anyway, I will watch it on the Net later. How

about watching Who Wants to be a Millionaire?

Brian: I really like quiz shows. What time is it on?

Tina: At 9:20. Let's watch it together.

- Work in pairs and make a similar dialogue as in the example using the TV guide above. Then, act it out.
- Do you like watching chat shows? Why / Why not?

 e.g. I can't bear watching chat shows. I think they're rubbish.

B- WHAT'S ON TV TONIGHT?

LISTENING & SPEAKING

1 Match the TV programmes with their names.

Ask Ss to match the photos with the correct TV programmes. Go through the answers with the class.

	KEY	
documentary B news & weather E chat Show C quiz Show D	reality Show A talent Show F sports programme J cartoon G	TV series H cooking programme K travel programme I

Complete the blanks in the TV guide with the type of programmes.

Draw Ss' attention to the names of the programmes of Channel 1 and Channel 2. Ask Ss to write the correct type of TV programmes in the blanks. Check the answers with the class.

KEY		
Channel 1 Channel 2		
4.30 p.m. The Undersea World! (<i>documentary</i>) 5.45 p.m. Quick and Unique Recipes with Eva 4.15 p.m. Spongebob Squarepants (<i>cartoon</i>) 5.00 p.m. NBA League Matches (<i>sports</i>		
(cooking programme) 6.10 p.m. Three Days in Paris (travel programme) 5.50 p.m. Doctor Who (TV series)		
7.00 p.m. Tonight Current Affairs (<i>news&weather</i>) 7.50 p.m. Chit Chat with Larissa (<i>chat show</i>) 8.20 p.m. Survivor (<i>reality show</i>)	6.20 p.m. Who Wants to be a Millionaire (<i>quiz sho</i> w) 7.10 p.m. Britain's Got Talent (<i>talent show</i>)	

a. Read the dialogue between Tina and Brian. They are talking about the TV programmes in exercise 2. What are they going to watch tonight?

Ask Ss to find out what Tina and Brian are going to watch tonight. Ss share the name of the programme.

KEY They are going to watch Who Wants to be a Millionaire.

b. Work in pairs and make a similar dialogue as in the example using the TV guide above. Then, act it out.

Ask Ss to work in pairs and prepare a similar dialogue using the programmes in the guide. Ss role-play their dialogues.

Oo you like watching chat shows? Why / Why not?

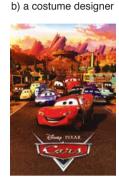
Draw Ss' attention to the question. Ss share their ideas giving their reasons why they like/don't like watching chat shows.



WHAT'S ON TV TONIGHT?

5 Who creates the images in these movies?

a) a make-up artist



c) an animator



STAR WARS

6 T:63

Listen to *Chit Chat with Larissa* on Channel 1. Put the events in Carlos's life in the correct order.

- · started an online school
- · worked in Star Wars II
- · moved to the States
- · made animations for Toy Story 3
- · graduated from university

1994	
1998	
2002	
2005	
2010	

- - First, Carlos wanted to be a lawyer.
 - 2. He didn't work for Paramount Pictures.
 - He started an online school on his own.
 - 4. He is going to compose music for his short films.
 - 5. He thinks we will see lots of talented animation artists.
 - 6. There won't be any real film stars in the future.
- Work in groups of three. Prepare a similar dialogue about what you are going to watch tonight. Use the expressions in the boxes.

Anita: What are you going to watch tonight?

Rick: I'm going to watch my favourite quiz show. How about you?

Anita: Well... There's a new talent show on Channel 2. I think I'll watch it.

Dave: Just a minute! Today is the big day. Don't you remember the match between Real

Madrid and Barcelona?

Rick: Oh! I'm a big fan of Neymar. We'll definitely watch it.

gap fillers

- Well
- · Let me think
- · You know
- Anyway

- interruption

 Just a minute!
- · Wait a minute!
- · Can I say something here?
- Can I add something here?

b. Act it out.

5 Who creates the images in these movies?

Draw Ss' attention to the movie posters. Ask them who creates these images, a make-up artist, a costume designer or an animator. Check the answers with the class.

	KEY	
c) an animator		

6 Listen to Chit Chat with Larissa on Channel 1. Put the events in Carlos's life in the correct order.

Have Ss listen to the chat show, Chit Chat with Larissa. Ss listen to the life of a famous animator, Carlos Baena. Ask Ss to put the events in Carlos's life in the correct order. If necessary, play the recording again. Check the answers with the class.

This activity enables Ss to put the events in a TV broadcast in order.

	КЕУ
1994- moved to the States 1998- graduated from university 2002- worked in Stars Wars II	2005- started an online school 2010- made animations for Toy Story 3

7 T:64 Listen to the chat show again and write true (T) or false (F).

Draw Ss' attention to the sentences and have them listen to the dialogue again. Ss write true (T) or false (F). Go through the answers with the class.

KEY			
1. T		4. T	
2. F	He worked for it.	5. T	
3. F	with his friends	6. F There will be	

8 a. Work in groups of three. Make a similar dialogue about what you are going to watch tonight. Use the expressions in the boxes.

Ask Ss to work in groups of three. Tell Ss to read the dialogue and then ask them to prepare a similar dialogue. Remind Ss to change the types of TV programmes and the expressions to interrupt and gain time.

b. Act it out.

Ss act out their dialogues. Ss can choose the best actors and actresses in the class.

This activity enables Ss to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.

READING & WRITING

Work in pairs. Ask and answer the questions in the questionnaire. Write 'Yes' or 'No' for you and your partner.

Questions		You	Your Partner
1.	Do you watch television every day?		
2.	Have you got a television in your bedroom?		
3.	Do you turn on the television as soon as you get up?		
4.	Can you stop watching television for a week?		3.0
5.	Are you the owner of the remote control in your house?	T i	1

b. Compare your answers as in the example.

e.g. I don't watch TV every day, but my friend does.

2 Read the speech bubbles and write Brenda, Gerard and Paul in the blanks.

1.	's da	ys are really tiring.
2.	can'	stand watching reality shows.
3.	hate	s watching sports programmes.
4.	will:	get rid of his TV.
5.	is a	talent show freak.
6.	neve	er misses travel programmes.

- Read the bubbles again and answer the following questions.
 - 1. What does Brenda's brother like doing?
 - 2. What's Brenda doing tonight?
 - 3. Is Gerard planning to buy a ticket and have a world tour? Why / Why not?
 - 4. Why is Gerard going to go to bed after the travel show?
 - 5. Why isn't Paul keen on watching TV?



I watch TV every day. I like lots of different programmes, but my favourite ones are TV series, talent and reality shows. I can't stand watching sports programmes. Dad and my brother are crazy about them. They never miss Chelsea matches. Tonight, I'm watching my favourite TV series, "Teen Wolf". I love all the characters, especially Allison and Derek. They are amazing. There is a good balance between horror and humour. I can't wait to find out what will happen next at the end of each episode.

READING & WRITING

a. Work in pairs. Ask and answer the questions in the questionnaire. Write 'Yes' or 'No' for you and your partner.

Draw Ss' attention to the questionnaire. Ss ask and answer the questions in pairs and write 'Yes' or 'No' for themselves and their partners in the space given.

b. Compare your answers as in the example.

Ask Ss to look at the answers they gave to the questionnaire and compare their answers as in the example. Ss share the answers with the class.

2 Read the speech bubbles and write Brenda, Gerard and Paul in the blanks.

Draw Ss to the speech bubbles. Ss read about Brenda, Gerard and Paul's TV watching habits. Ask Ss to write the correct names in the blanks. Go through the answers with the class.

Idiom of the Week

hit the sack: If you hit the sack, you prepare for sleep or go to bed.

3 Read the bubbles again and answer the following questions.

Draw Ss' attention to the questions. Give Ss some time to read the text again and answer the questions. Go through the answers with the class.

KEY

- 1. He likes watching sports programmes.
- 2. She is watching her favourite TV series "Teen Wolf".
- 3. No, he isn't. Because he is an armchair traveller. He likes visiting places in his comfy armchair.
- 4. Because he has to get up very early the next morning.
- 5. Because he thinks most of the programmes are rubbish.

TEACHER'S NOTE



WHAT'S ON TV TONIGHT?

- 4 Complete the sentences with the highlighted words / phrases in the speech bubbles.
 - 1. Have you seen the for the TV anywhere? I can't find it.

 - 3. Stacey has a really nice living room with a large sofa and a big TV set.
 - 4. I have missed the last of my favourite TV

 - 7. It's very crowded here. I will those TV magazines to make some space on the table.



There are a lot of travel programmes on TV and I watch them every day. Whenever I get home from work, I feel too tired to go out. I immediately grab the remote control and turn on my favourite travel channel. I am a real armchair traveller. It's great to see the cities all over the world from my comfy armchair. I have just checked the TV guide. I'm going to take a gondola tour in Venice and hit the sack immediately. I have to get up very early tomorrow morning.





I don't have enough time to watch TV. Anyway, I think most of the programmes are rubbish. I only watch the documentaries. I don't understand the reason why people always watch reality shows. They put lots of people in a house or on an island and make us watch their nonsense adventures. I'm fed up with this kind of programmes. I'm sure I will throw away my TV soon.

4 Complete the sentences with the highlighted words / phrases in the speech bubbles.

Draw Ss to the highlighted words and the sentences in the exercise. Ask Ss to complete the sentences with the correct words or phrases. Check the answers with the class.

	KEY	
remote control	4. episode	7. throw away
2. humour	5. find out	8. hit the sack
3. comfy	6. nonsense	

7	TEACHER'S NOTE



Write a paragraph about your TV watching habits.

Make some notes under three headings.

- 1. How often do you watch TV?
- 2. What are your favourite TV programmes? Why do you like them?
- 3. What kind of programmes do you hate watching? Why?

STED 2

Write your final copy and check your spelling and punctuation.



PRONUNCIATION

181	/d/	
this /ðɪs/	decide /dr'sard/	
that /ðæt/	kind /karnd/	
other / Að.ər/	idea /ar dre/	
weather /wed.er/	friend /frend/	

B. Green Listen and tick (*) the correct sounds you hear.

	181	/d/		181	/d/
1. there	0	0	5. already	0	0
2, word	0	0	6. data	0	0
3. director	0	0	7. those	0	0
4, mother	0	0	8. rhythm	0	0

機能 Play 'Quick Draw' game.

	Check Yourself	٥	00	00
Ican	listen and understand the people talking in a TV broadcast.			
	say what will happen in the future.			
	agree or disagree with my friends.			
	talk about social media and TV programmes with my friends.			
	read and understand the texts about social media and TV programmes.			
	write my ideas about social media and TV programmes.			
	write my ideas about social media and TV programmes.			

5 Write a paragraph about your TV watching habits.

Ask Ss to look at the questions and take some notes. Tell them they'll have a draft of their writing when they finish answering the questions. Go around the class to check the answers. Ss write their final copy. Ask Ss to swap their writings to make peer correction. Have them read out their writings about TV watching habits.

KEY

Ss' own answers

-Pronunciation

A. T:65 Listen and practise. Notice the pronunciation of /ð/ and /d/.

Have Ss listen and notice the pronunciation of /ð/ and /d/.

TEACHER TIP

When we pronounce /ð/, we place the tip of the tongue between the teeth. When we pronounce /d/, we put the tip of the tongue on the front roof of our mouth.

Ss listen and tick the words that have the /d/ and /ð/ sounds. Check the answers with the class.

This activity enables Ss to practise /d/ and /ð/ sounds.

KEY					
	/ <mark>ð</mark> /	/ <mark>d</mark> /		/ð/	/ <mark>d</mark> /
1. there	✓		5. already		✓
2. word		✓	6. data		✓
3. director		✓	7. those	✓	
4. mother	✓		8. rhythm	✓	

Game Time: Play "Quick Draw" game.

- *Preparation*: Write words from Theme 10 on small cards before the lesson.
- Divide Ss into teams of five or six. Invite a student from one team to come to the front of the class and take a word card. In ten seconds the student tries to draw what's on the card. The student's team has three attempts to guess the word. If they know the word on their first try, they get 3 points. If they're right on the second try, they get 2 points. On their last try, they can only get 1 point. If they fail, the other teams can race to answer. The other teams are allowed one guess each. If they guess the word correctly, they get 1 point.
- Then a student from the next team comes to the front and takes a word card and so on.
- · The group with the highest point is the winner.

LISTENING SCRIPTS

Theme 1 STUDYING ABROAD

LISTENING SCRIPT (Track 1, 2, 3)

Fabio: Hi, everybody. Welcome to Florence. I'm Fabio Peraldo, your art teacher. I'm thirty-nine. I'm Italian and I live in Florence. It's very nice to see you here. Can you introduce yourselves, please?

Berta: Hello, I'm Berta from Spain. I'm twenty-three years old. I'm a musician.

Fabio: Wow, a Spanish musician. Great! You're all from different countries and you've got different

jobs. It's very interesting. Here is a journalist friend from Germany, right?

Bluma: Yes. My name is Bluma. I'm forty-two years old and I'm German. I'm a journalist and I'm

really interested in art. I'm very pleased to be here.

Fabio: Thank you, Bluma. And Rodas, let's hear about you.

Rodas: Good morning, everyone. I'm Rodas from Greece. I'm twenty and I study medicine.

Fabio: Oh, a young student is with us. Nice to meet you, Rodas. And Hakan?

LISTENING SCRIPT (Track 5-6)

Emily: Defne, is this a picture of your family on your phone?

Defne: Yes, it is.

Emily: Who is this man?

Defne: This is my father, Ali. He is an architect. And the one with glasses is my uncle, Akın. This is

his wife, Ezgi. And this is their son, Umut.

Emily: How many brothers or sisters have you got?

Defne: I'm an only child.

Tom: So, this woman on the left is your mother. What does she do?

Defne: She is a teacher. Her name is Arzu.

Tom: Oh! I'm late for school. Catch you later, girls!

Emily: See you, bye.

LISTENING SCRIPT (Track 7)

Tom: Hello Eva. This is Tom. I know I'm late. But I can't find your house.

Eva: Really? Where are you?

Tom: Let me see. There is a supermarket on the left and the Parrot Café is on the right.

Eva: Great! You're almost there. Can you see the hospital on your way?

Tom: Yes, a big blue building.

Eva: That's it. Turn right just before the hospital and go along the street. Then take the first turning on the right. You will see some houses behind a small park. There is a basketball hoop in my garden.

Tom: How nice! Is your garden big or small?

Eva: It's small. Come and see. Everybody is here. Hurry up!

Tom: Almost there. I can see the park. See you, bye.

Eva: Bye.

Theme 2 MY ENVIRONMENT

LISTENING SCRIPT (Track 8, 9)

Andy: Sue, can I come in?Sue: Sure, Andy. Welcome!

Andy: It says "Don't Enter" on the door.

Sue: It's not for you Andy; for my parents. Come in and make yourself at home!
Andy: I have a "Keep out" sign for my little brother. Wow, what a nice room!
Sue: Thanks. This is my favourite place with my blue bed and wardrobe.

Andy: It's really big. What do you have in your wardrobe, Sue?

Sue: Oh, dozens of things. I hang all my shirts, jeans, dresses, and skirts. I put all my scarves in the drawer. There is a section under the drawer and I put my bags in it. I place my pyjamas and towels in the section next to my bags.

Andy: Himm ... You've got so many things in your wardrobe, but it's so tidy. My wardrobe is smaller than yours and it's messy all the time.

Sue: Not always. What else do you have in your room?

Andy: There is a desk between the wardrobe and the bed. There are many books on the desk. And I

have some movie posters on the wall. Why don't you have any posters?

Sue: I don't like posters. I prefer paintings on the walls. **Andy**: Anyway. It's getting late. Let's do our homework.

LISTENING SCRIPT (Track 10, 11, 12)

Laura: Hello, Susan!
Susan: Hi, Laura!
Laura: How is it going?

Susan: Everything is fine but I'm a little bit worried.

Laura: Why?

Susan: We're moving abroad. My father has got a new job in Siena.

Laura: Oh, really? I'm surprised to hear that.

Susan: It's very surprising for us, too. I love Leeds very much and I don't want to leave actually.

Laura: Then, stay here.

Susan: But my father thinks our life will be better there. **Laura**: So, keep calm and think about the advantages.

Susan: I'm trying my best but all my friends are here you know and there is everything I need in my neighbourhood. I go to the supermarket and have some tea at the café next to it. Everything is easier here.

Laura: Drinking coffee in Siena is more enjoyable than in Leeds. You can have a cup of cappuccino in Siena from now on.

Susan: Don't make fun of me Laura. I'm serious. I'm afraid I won't find all these in Siena. Look around! Opposite the café there is a bookshop and the bank is between the pharmacy and the post office. There is a mall behind the green area. I meet my friends and do shopping there.

Laura: Oh! Come on! Stop complaining, dear. I'm sure you will have new friends and your life will be quiet, safe and cheap in Siena. It's a small city and you are lucky there is no traffic at all.

Susan: I like living in a modern city. Leeds is bigger and busier than Siena. Actually, this is what I want.

Laura: But Siena is a very different story. It's famous for its art and architecture. I'm sure you'll love Siena.

Susan: I hope...

Theme 3 MOVIES

LISTENING SCRIPT (Track 15, 16)

Kathy: I am tired of studying. Let's do something different.

Eric: Okay, why don't we go to the cinema?

Kathy: Oh, I'd love to do that. But first let's google what is on this week.

Eric: I prefer a horror film. You know me, I'm crazy about them.

Kathy: No way. I find them boring and unrealistic. A boy or a girl always goes into a haunted

house and the story begins.

Eric: Ha ha! Very funny! OK. How about watching *The Martian*?

Kathy: Who is in it?

Eric: Matt Damon. You know he's my favourite actor. His acting is amazing.

Kathy: I know but I don't feel like watching a sci-fi. **Eric:** Let's see. What about *Me Before You* then? **Kathy:** Sounds great. I love romance films, you know. **Eric:** You, romantic princess! Love is in the air again.

Kathy: What time does it start?

Eric: Show times are at 5.30 and 7.45.

Kathy: Why don't we catch the 7.45? We can eat something before it starts.

LISTENING SCRIPT (Track 17, 18)

Good evening ladies and gentlemen. Again stuck in traffic and bored? Don't worry! We'll have a great time together. Today our topic is celebrities and their hobbies. Do you know what they do when they're not acting?

Here is the first one. A handsome American actor with his lovely smile. You know who he is. Tom Cruise! He loves fencing. He and David Beckham sometimes practise fencing together.

The second celebrity is an actress with gorgeous blue eyes, Cameron Diaz. She is really fond of snowboarding. She loves the speed and adrenaline of this sport.

Next one is a three-Oscar-winner actress, Meryl Streep. Believe it or not! She just sits and knits.

Now, I say Forest Gump and you say Tom Hanks! His hobby is quite unusual. He is crazy about collecting typewriters. He usually writes with his precious typewriters.

The last one is Captain Jack Sparrow. I can hear all the girls shouting "Johnny Depp". Any ideas? He spends his money on barbie dolls. I am not kidding! He uses them to get into his characters.

I'm sure you're all on your way home. Now, enjoy yourself with the song "Up & Up" from Coldplay.

Theme 4 HUMAN IN NATURE

LISTENING SCRIPT (Track 21, 22, 23)

Host: Welcome to today's quiz show! Hit the buzzer, give the name of the tribal people and get the point. OK? Are you ready, Maggie? Albert?

Maggie & Albert: Yes.

Albert: Your first question comes. These people live in the mountains of an island called Papua New Guinea. They always paint their faces yellow. The men want to have long hair so they wash the boys' hair with herbal water every day. They usually swim in the waterfalls. They sometimes speak English. Who are they? The Huli or The Masai? Maggie!

Maggie: I know. The Huli.

Host: Correct. Now the next question. They live in New Zealand. They often play musical instruments and dance around the fire. They are famous for their haka dance. They usually swim, dive and go canoeing in the ocean. They are good at catching fish, too. Who are they? The Aborigines or The Maori? Albert!

Albert: Umm... The Maori?

Host: That's right Albert. Ok. Here is the third question. These people live in the Minnesota River area and on Black Hills in North America. They always ride horses and hunt buffalos. The women make clothes and tents from buffalo skins. They rarely have hot water or electricity in their houses. The kids like climbing the trees, swimming and bathing themselves in the river. Who are they? The Apaches or The Sioux? Albert again!

Albert: The Apaches.

Host: No, I'm sorry Albert. The correct answer is The Sioux. OK. There are only three more questions. Let's go, players. Next question is

LISTENING SCRIPT (Track 24, 25)

You can serve your country by becoming a firefighter. Yes, it is a hard job, sometimes you need to climb the hills quickly and run fast to save the animals from fire. But the good part is that you can travel across the country, make money and have an active life. Physical strength and first aid training are necessary because it can often be dangerous. You can become a wildland firefighter to experience the adventure.

Are you tired of being indoors? Do you want to work with animals? Then, you can be a good zoo keeper. You can play games, swim and jump with animals while taking care of them. You will watch, feed and clean them regularly. And of course care for these lovely creatures when they are ill. You need good speaking skills to talk to visitors politely.

How can you get the perfect picture of a wild animal? Think like an animal, spend a lot of time with them and get a wonderful shot. In this job you sometimes need to travel alone. You can dive into the rivers or fall off the trees, but still you can't get even one good picture. Never lose hope, because you can catch the best image after hundreds of shots. Living with wild animals sounds exciting? Then get a certificate and apply to be a wildlife photographer.

Theme 5 INSPIRATIONAL CHARACTERS

LISTENING SCRIPT (Track 28, 29)

Sara: Anita, what are you doing? Can you help me tidy the living room?

Anita: Oh Sara! I'm reading today's paper. Come and have a look at this photo of some celebrities.

Cana Van Iman Des estintanatali

Sara: You know I'm not interested in famous people.

Anita: But these are all inspirational characters. They are the best in their careers. It says they are at a fundraising event all together to support the Albino children in Tanzania.

Sara: OK! Let me see, but only for five minutes. Which photo is it?

Anita: This one at the bottom of the page. Hazel Taylor, Steve Jones, Barbara Benson and Sam

Harker.

Sara: I don't know who they are.

Anita: Hazel Taylor is the most popular tennis player. She's got beautiful brown eyes and a lovely

smile on her face.

Sara: Oh, I see. She is wearing a headscarf.

Anita: Yes, dear. She's my favourite sportswoman. And do you see Steve Jones?

Sara: No, I don't.

Anita: Oh Sara! He's the most talented actor. Everybody knows him.

Sara: What does he look like? Tell me and let me find him.

Anita: He has a grey beard and a moustache. His wrinkles suit him very much. He always plays

the wise man in his movies.

Sara: Well, very easy to catch. He is the oldest man in the photo.

Anita: Barbara Benson is from the high society. She works for some important charity organizations. She is always elegant. She has got straight brown hair. She looks so good with her hair tied up. She is middle-aged.

Sara: Is she middle-aged? She looks in her early thirties.

Anita: She is 45 or something. She really looks much younger. She is next to Sam Harker.

Sara: Sam Harker?

Anita: Don't you really know him? Sam is a worldwide known artist. He's got a dark beard and a

moustache.

Sara: Oh, the one with thick glasses.

Anita: Yes, he makes beautiful sculptures.

Sara: Anyway. Is that all, Anita? We have a lot to do. Come on! Stand up and get the vacuum

cleaner.

LISTENING SCRIPT (Track 30, 31)

Kate: Let's go to the cinema. Arvin Bradley's new film is really good. It is full of action.

Jake: I like action films but I don't think Arvin is a good actor. I don't enjoy his films.

Kate: I totally disagree with you. He's one of the best actors. Besides, he is the most helpful and generous celebrity I've ever known.

Jake: Do you know Daniel Swift? He acts in John's in Charge serial.

Kate: Yes, I do.

Jake: He is more helpful than Arvin, for sure. He has got rewards from several organizations

because he is more generous than most of the celebrities we know.

Kate: What do you mean?

Jake: I mean he donates a great amount of his money to different organizations to help people.

Kate: I'm afraid, I don't agree with you again. I think he is advertising.

Jake: Who do you think is the most generous celebrity, then?

Kate: Actually, I don't have an exact idea. But in my opinion Daniel isn't as generous as Arvin.

Jake: Is it because Daniel isn't as handsome as Arvin?

Kate: Oh, Jake. Are you jealous of him?

Jake: Who? Me? Don't be so ridiculous Kate. I'm telling the truth.

Kate: OK. This is more than enough. Arvin is the most helpful, generous, sincere and handsome actor with no doubt. And also, he is a down-to-earth sort of man. Tell me, are we going to the

cinema?

Jake: Of course, we're not.

Kate: You stay at home, then. I'm going.

Theme 6 BRIDGING CULTURES

LISTENING SCRIPT (Track 34, 35, 36)

Waiter: Are you ready to order young ladies?

Hiroko: Well ... We always have the traditional Japanese breakfast at weekends. So I want soup

and fish with rice.

Alice: Fish with rice for breakfast? That's so strange, isn't it? We never eat fish for breakfast. We

usually have it for lunch or dinner.

Waiter: OK. Soup and fish with rice. Would you like something to drink?

Hiroko: Green tea with lemon, please. We often have green tea at breakfast in Japan.

Waiter: Sure. And you please?

Alice: The traditional English breakfast for me of course. We sometimes have beans, sausages,

mushrooms and fried tomatoes. But today I want eggs and potatoes. They are always my

favourite.

Waiter: Ok. Eggs and potatoes for you. Anything to drink?

Alice: Well, orange juice, please. **Waiter:** Ok ladies. Is that all?

Alice: Oh, yes thanks. Excuse me. Can we have the bill, please?

Hiroko: Alice, let's take a selfie before we leave, shall we?

LISTENING SCRIPT (Track 37, 38, 39)

Part 1

A: I'd like to buy a ticket to Buenos Aires, please.

B: Sure. When are you travelling?

A: April 24th.

B: One-way or round trip?

A: Round trip, please. How much is the ticket?

B: Ok. From Istanbul to Buenos Aires, round trip, economy class ... It's \$1200. You are leaving on April 24th at 6 p.m. and arriving the next day at 11 a.m.

Part 2

A: Good afternoon, madam. Where are you travelling to?

B: Lisbon.

A: May I have your passport and ticket please? Thank you. How many pieces of baggage do you have?

B: Two.

A: Would you like a window or aisle seat?

B: Aisle please.

Part 3

Would all passengers travelling to Miami on flight TK1987 please have your boarding passes and passports ready for boarding at Gate 21? Thank you for your attention.

Part 4

A: Excuse me. Can I have an extra pillow, please?

B: Sure. We are departing now. Please fasten your seat belt.

Theme 7 WORLD HERITAGE

LISTENING SCRIPT (Track 42, 43)

Mandy: Hi, Andy. What are you up to?

Eric: Busy, nowadays. I'm preparing a project on Seven Wonders of the Ancient World.

Mandy: Sounds interesting! Can we still see them today?

Eric: Not, actually. They were all fascinating once. We can visit only the Great Pyramid in Egypt

today.

Mandy: Hey, I know that. It was the tallest structure in ancient times. **Eric:** That's right. Do you know The Mausoleum of Halicarnassus?

Mandy: Was it in Turkey?

Eric: Good job. It was in Bodrum, Turkey; a tomb for the Persian King. And there was one more

wonder in Turkey.

Mandy: Really! What was it?

Eric: It was the Temple of Artemis in Ephesus. And another wonder was a statue for a Greek God .

Do you know The Statue of Zeus in Greece?

Mandy: Yes, that statue was in the movie Troy, wasn't it?

Eric: Right. And there were two wonders on two Mediterranean islands. The Lighthouse of Alexandria

and the Colossus of Rhodes.

Mandy: Why were they special?

Eric: The lighthouse was very helpful for the sailors, and the second one was an ancient version of

the Statue of Liberty in the USA. It was made of iron.

Mandy: Were all the wonders real?

Eric: Only one of them wasn't certain. Most historians think that the Hanging Gardens of Babylon

were legendary.

LISTENING SCRIPT (Track 46, 47)

Interview 1

Interviewer: Good morning. We're here to ask questions about the wonders of the world. And a lady

is with us now. Hello, what are the seven wonders of the world? **Speaker1:** Wonders of the world? Imm, maybe the pyramids?

Interviewer: Right. But there are some modern ones. Do you know them?

Speaker1: Are there? Noo, sorry.

Interviewer: OK, is the Temple of Artemis or the Great Wall of China in the new list?

Speaker1: The Great Wall, ha?

Interviewer: Congratulations! Correct answer.

Interview 2

Interviewer: Hello, can I ask you some questions?

Speaker2: Sure. go ahead.

Interviewer: Is Petra or Taj Mahal a city in the rock?

Speaker2: I don't know. Which one? **Interviewer**: Petra in Jordan is the answer.

Speaker2: Oops, I had no idea.

Interviewer: OK, why did they call it the Rose City? Can you guess?

Speaker2: That's because there were a lot of roses?

Interviewer: No, not that. It was because of the colour of the stone. Thank you.

Interview 3

Interviewer: Hi, would you like to answer some questions about the Modern Wonders?

Speaker3: Certainly, I'd love to.

Interviewer: Which was the lost city for three centuries, Machu Picchu or the Colosseum?

Speaker3: Of course, Machu Picchu and they rediscovered it in 1911. It is also the city in the clouds.

Interviewer: Wow, you know a lot about this wonder.

Speaker3: Yes, I'm interested in history and I went there several times. It was amazing.

Interviewer: Aha, quite impressive.

Theme 8 EMERGENCY AND HEALTH PROBLEMS

LISTENING SCRIPT (Track 50, 51)

Anita: Good afternoon, doctor.

Doctor: Good afternoon. What's wrong with you?

Anita: I've had a sore throat and a fever for three days. And today I haven't gone to school.

Doctor: What are the other symptoms?

Anita: I really feel under the weather. My throat is so dry and I can't stop coughing. **Doctor**: All right. Take a seat. I'll have a look at you. Open your mouth wide. Say ahhh!

Anita: Ahhhh!

Doctor: There's nothing to worry about. You've got a cold. You should stay in bed for a couple of days and you shouldn't go to school. I'll prescribe you some tablets and syrup for your cough. You had better take lots of liquid and vitamin C.

Anita: No antibiotics?

Doctor: No, no. There is no need. Come back next week if you don't feel better.

LISTENING SCRIPT (Track 52, 53)

Dialogue 1

(phone rings)

Öperator: 911. What is your emergency?

Caller1: There is a car crash here. Two cars have just smashed into each other. (excited)

Operator: OK! What is your location?

Caller1: I'm in 21 Union Street, just opposite the government building.

Operator: Is anyone injured?

Caller1: Yes, one woman is hurt. Her head is bleeding.

Operator: Is she unconscious?

Caller1: I think so.

Operator: We are sending an ambulance. The paramedics will do their best. Please don't hang up

the phone.

Dialogue 2

Operator: 911. State your emergency, please. **Caller2:** There is a fire in my apartment. **Operator:** Remain calm. What's your address?

Caller2: 24 Charleston Street, 2nd floor.

Operator: OK. Help is on the way. Where is the fire?

Caller2: In the living room. Oh my God! The curtains have just caught fire. **Operator:** Don't panic! Keep away from the flames. Is there anyone with you?

Caller2: Just my dog.

Operator: Please exit your apartment with your dog. Do not try to take any belongings with you.

Please follow my instructions. They are for your safety.

Dialogue 3

Operator: 911. What is the emergency?

Caller3: I am in the SEF Bank. There is a robbery happening right now.

Operator: What is the address of the bank, sir?

Caller3: I just know that it is in the old town, next to the Star Hotel.

Operator: I have just got the location from your cell phone. Help is on the way. Try to remain calm.

Caller3: I can't. I can hear people screaming. The robber is wearing a mask.

Operator: Can you see the robber?

Caller3: Yes. He is wearing a mask and there is a gun in his hand.

Operator: Alright. Do not move! Please, stay on the line!

Theme 9 INVITATIONS AND CELEBRATIONS

LISTENING SCRIPT (Track 56, 57)

Dialogue 1

Katie: Hi, Linda. It's Katie. What are you up to this Sunday? **Linda:** Nothing much. I am going to study Maths in the morning.

Katie: Are you free in the evening?

Linda: Yes, I am.

Katie: Perfect. The weather is great and we are going to cook some steak and sausages in the

garden. Would you like to join us?

Linda: I'd love to, thanks. Shall I go shopping before I come?

Katie: No, thanks. Andy is going to do the shopping.

Linda: What time shall I come?
Katie: At about seven o'clock.
Linda: All right. See you then.

Dialogue 2

Daisy: Hey Mike, this is Daisy calling. Tomorrow my parents are going to throw a party to

celebrate me leaving high school. Fancy joining us?

Mike: That sounds good. Do I need to bring some food?

Daisy: Of course not. My mum is going to cook for us.

Mike: Wow! That sounds wonderful. What time?

Daisy: The party starts at 2.00 p.m. **Mike:** Ok, then. See you tomorrow.

Dialogue 3

Adele: Hi, Nicky. This is Adele. Listen! My classmates are going to come over tomorrow. We are going to say goodbye to Jenny and wish good luck for her new life in Dublin. Why don't you come along?

Nicky: Sorry, I can't make it. Adele: Oh, come on. Why not?

Nicky: I'd love to, but my parents are going to eat out and I have to babysit for my brother tonight.

Adele: OK, good luck. Maybe next time.

LISTENING SCRIPT (Track 58, 59)

Dialogue 1

Shop Assistant: How can I help you?

Customer1: Have you got any fresh coconut?

Shop Assistant: Yes, we have. Fruit and vegetables are over there.

Customer1: Oh, Ok thanks. Actually, I am going to make laddu for the spring fest. What else

should I buy?

Shop Assistant: Himm, for laddu? You need a packet of nuts, sugar and a carton of milk, too.

Customer1: All right. How much sugar should I buy?

Shop Assistant: A kilo is enough but there aren't any dairy products here. You can buy milk from

the supermarket on the left.

Customer1: Then, I will buy these first. Thank you.

Dialoque 2

Customer2: Good morning. I am looking for a pair of trainers. **Shop Assistant:** Sure. Are you going to wear them in the gym?

Customer2: No, I am going trekking for the Spring Bank Holiday and I am going to wear them

there.

Shop Assistant: So, you need a really strong pair. I think these are pretty good for long walks.

Customer2: Yeah, they look fine. How much are they?

Shop Assistant: £100.

Customer2: £100, ha? They are really expensive.

Shop Assistant: Do you want them?

Customer2: There's no choice. I'll have them. **Shop Assistant:** Do you need anything else?

Customer2: No, thanks.

Dialogue 3

Shop Assistant: Good afternoon. Can I help you? **Customer:** Yes, please. I'd like to buy a blouse. **Shop Assistant:** We have silk and cotton ones.

Customer: By the way, it is a gift for my sister. I am going to give it to her for her birthday.

Shop Assistant: Good, then. Here are some nice silk blouses. **Customer:** Well, this white one looks nice. How much does it cost?

Shop Assistant: All silk ones are £150.

Customer: Hmm, quite expensive... Can I have a look at the cotton ones?

Shop Assistant: Sure. They are under £60.

Customer: Good, this red one is OK. It is her favourite colour. **Shop Assistant:** That's £49,90. How would you like to pay?

Customer: By credit card, please.

Theme 10 TELEVISION AND SOCIAL MEDIA

LISTENING SCRIPT (Track 61, 62)

Eileen: Look around the café. Nobody is speaking to anyone. Everybody is just sitting and checking their smartphones.

Liam: I totally agree. They aren't even drinking their coffee. But you know it is impossible to live without them. We all download music, send text messages, and use GPS and camera on our phones. Can you live without taking selfies?

Eileen: No, I can't. I really enjoy it, but I think we spend too much time on social media. What will happen to us if we carry on with this addiction?

Liam: Umm, let me think. It is not an addiction, actually. It is a must. My grandmother is 70 and she has just bought a tablet. She follows the news on Twitter. She has found her old school friends on Facebook and they share their selfies on WhatsApp every day. I think in the future every single person will use social media.

Eileen: I don't agree with you. I think people will stop using social media. I'm sure they will realise that they miss real life. They will start to spend more time with their families and friends. They will enjoy nature, the sky, the birds- without their apps. They will feel free.

Liam: I'm afraid I don't agree. The world will be a better place with social media. And also, we will become citizens of one big village.

LISTENING SCRIPT (Track 63, 64)

Larissa: Hello, welcome to another episode of 'Chit Chat with Larissa'. We are here today with a professional Spanish animator, Carlos Baena.

Ola, Carlos! Ready for a chit chat? So, how did your life in the USA start? When I googled you, I saw that your dream was to be a lawyer.

Carlos: Yeah, google is exactly right. I didn't know much about art and wanted to be a lawyer but then I decided to be serious about art.

Larissa: And you flew to the States to study art.

Carlos: Yeah, I came here in 1994. And then, I studied at Academy of Art University. After graduation, that was in 1998, I worked for Lucas Films, Pixar and Paramount Pictures.

Larissa: Wow, you worked for the best. Can you name some of your films?

Carlos: I worked in Star Wars II in 2002 and Cars in 2006. I also made animations for Toy Story 3 in 2010.

Larissa: What are you working on now?

Carlos: I'm teaching 3D animation online. My two friends and I started an online school in 2005.

We help students to have a career in animation.

Larissa: By the way, what's the name of the school?

Carlos: Animation Mentor. You can visit www.animationmentor.com.

Larissa: Well... I know you have some other interests like composing music and skateboarding.

Carlos: Yeap! I'm also interested in making short films.

Larissa: Let's talk about your plans a little bit.

Carlos: Well, I'm gonna compose some music for my short films. I've got lots of plans about films and art in my mind.

Larissa: What can you say about the future of the animation world?

Carlos: I'm sure there will be lots of talented animation artists. More and more animated film stars will appear on screen.

Larissa: Aha! Who will get the Oscar then- the animated film stars or the real ones?

Carlos: Good question. Let's wait and see.

Larissa: Thank you, Carlos. And now I gotta go for a break. Time for a commercial.

GRAMMAR REFERENCE

Theme 1 STUDYING ABROAD

THE VERB TO BE

We use the verb be

- with a noun My mother is a teacher.
- with an adjective
 This film is very interesting.
- with a prepositional phrase The flowers are on the table.

AFFIRMATIVE

Subject	be	
I	am ('m)	a good student.
You	are ('re)	a good student.
You / We / They	are ('re)	good students.
He / She	is ('s)	a good student.
It	is ('s)	a fast car.

NEGATIVE

Subject	be		
I	am not ('m not)	a good student.	
You	are not (aren't)	a good student.	
You / We / They	are not (aren't)	good students.	
He / She	is not (isn't)	a good student.	
It	is not (isn't)	a fast car.	

INTERROGATIVE

Ве	Subject		Short Answers
Am	I	a good student?	Yes, you are. / No, you aren't. Yes, you are. / No, you aren't
	you	a good student?	Yes, I am. / No, I am not.
Are	you we they	good students?	Yes, we are. / No, we aren't. Yes, they are. / No, they aren't. Yes, you are. / No, you aren't.
Is	he she	a good student?	Yes, he is. / No, he isn't. Yes, she is. / No, she isn't.
	it	a fast car?	Yes, it is. / No, it isn't.

Note: We do not repeat the whole question in short answers. We only use $\it Yes / No$, the subject pronoun and the appropriate verb form.

We use the long form of the verb to be in positive short answers.
 Is he from Greece? Yes, he is. (NOT: Yes,he's.)

EXERCISES

A. Fill in am, is, are, am not, isn't or aren't.

- 1. A: Where is Carlos from?
 - B: He is from Italy.
- 2. A: Are you from Brazil?
 - B: No, I am not. I am from Spain.
- 3. A: Are they Greek?
 - B: Yes, they are.
- 4. **A: Is** she your sister?
 - B: No, she isn't.
- 5. A: Your friends are students at a school of tourism, aren't they?
 - B: No, they aren't.

B. Put the words in the correct order.

- 1. you / a / student / Are / university / Are you a university student?
- 2. sister / My / old / years / is / nineteen My sister is nineteen years old.
- 3. is / English / subject / my / favourite English is my favourite subject.
- 4. isn't / Matthew / Ireland / from Matthew isn't from Ireland.
- 5. room / Her / very / is / big Her room is very big.
- 6. you / in / class 9B / Are / your / and / friend Are you and your friend in class 9B?

SUBJECT PRONOUNS

· We can use **personal subject pronouns** instead of nouns or names.

Heather is an opera singer. She is from Italy.

Singular	Plural	
I / you / he / she / it	you / we / they	

always with a capital letter you in the singular and plural

he for a man or a boy she for a woman or a girl for an animal or a thing it

we for people

they for people, animals or things

EXERCISES

A. Complete the sentences with the correct subject pronouns.

- 1. **He** is watching TV. (George)
- 2. It is white. (the board)
- 3. They are on the wall. (the posters)
- 4. They are running. (the cats)
- 5. We are cleaning our rooms. (my sister and I)
- 6. They are riding their bikes. (Tom and Susan)7. I have got a dog. My dog's name is Berry.
- 8. She is from Bristol. (Victoria)
- 9. **They** are in the garden. (the flowers)
- 10. Are you coming, Joe?

We use possessive adjectives before nouns to show

that something belongs to somebody.

This is his bike.

the relationship between two or more people.

She is my mum.

We use possessive adjectives before nouns.

These are **her** books.

Subject Pronouns	Possessive Adjectives
I	my
you	your
we	our
they	their
he	his
she	her
it	its

EXERCISES

A. Fill in the blanks with his, her, its, my, our, your, or their.

- 1. Bill is my cousin. His bike is green.
- 2. Mike and Peter are Irish. **Their** parents are teachers.
- 3. I am interested in movies. My favourite director is Steven Spielberg.
- 4. Linda is the new student. Her hair is red.
- 5. We are from Sweden. Our classmates are French and Turkish.
- 6. You are tall, but your brother is short.7. My dog is so cute. Its name is *Dark*.

B. Choose the correct answer.

1.	My twin bro	thers	eighteen years old.
	a) am	b) is	© are
2.	This is my f	riend Linda	favourite sport is tennis.
		b) She	
3.	Look at Jill a	and Sue's cat	colour is white and grey.
	a) It	(b) Its	c) Their
4.	Who is that	with your bro	ther? best friend.
	a) He	ற் His	c) Her
5.	My favourite	subjects	history and literature.
	(a) are	b) is	c) am

HAVE GOT / HAS GOT

We use the verb have got / has got

- · to show that something belongs to somebody. Jason *has got* a new camera.
- · to describe characteristics of people. Justine has got fair hair with hazel eyes.
- · to talk about relationships. I have got three brothers.

AFFIRMATIVE

Subject	have got ('ve got) / has got ('s got)	Object
I / You / We / They	have got ('ve got)	a lavalu havea
He / She / It	has got ('s got)	a lovely house.

NEGATIVE

Subject	have not got (haven't got) / has not got (hasn't got)	Object
I / You / We / They	have not got (haven't got)	a lovely house.
He / She / It	le / She / It has not got (hasn't got)	

INTERROGATIVE

Have / Has	Subject	got	Object	Short Answers
Have	I / you / we / they	got	a lovely house?	Yes, you have. / No, you haven't. Yes, I have. / No, I haven't. Yes, you have. / No, you haven't. Yes, they have. / No, they haven't.
Has	he / she / it	got	a leastly floader	Yes, he has. / No, he hasn't. Yes, she has. / No, she hasn't. Yes, it has./ No, it hasn't.

Note: In short answers, we do not use got.

Have you got a big garden? Yes, I have. (NOT Yes, I have got.)

EXERCISES

A. Choose the correct option.

- 1. Have / Has Simon got a wardrobe in his room?
- 2. My grandparents have / has got a big house with a swimming pool.
- 3. Have / Has your twin sister got a laptop?
- 4. Sheila haven't / hasn't got a TV in her bedroom.
- 5. What have / has your sister got in her hand?

B. Put the words in the correct order.

- 1. got / has / Jane / camera / new / a Jane has got a new camera.
- 2. Have / a / you / sister / got

Have you got a sister?

- 3. Sue / got / eyes / hair / blonde / has / and / green
 Sue has got blonde hair and green eyes. / Sue has got green eyes and blonde hair.
- 4. you / got / new / a / phone / Have Have you got a new phone?
- 5. big / living room / My / have / a / got / grandparents My grandparents have got a big living room.

C. Complete the gaps with have ('ve), haven't, has ('s) or hasn't.

- 1. A: Have you got four bedrooms in your house?
 - B: No, we haven't. We have / 've got three.
- 2. A: Has Dilara got a big kitchen?
 - B: Yes, she has.
- 3. A: Has your twin brother got a bike?
 - B: No, he hasn't.
- 4. A: Have Jane and Jill got a computer in their living room?
 - B: Yes, they have.
- 5. A: Have your next door neighbours got a dog?
 - B: No, they haven't. They have / 've got a cat.
- 6. Susie has / 's got a new tablet.

IMPERATIVES

We use the imperatives to

give orders : Stop that man! give instructions: Open the box first. offer something: Have some coffee. make a request : Be quiet, please.

We form the imperative with the base form of the verb, without the subject. - Stand up! We form the negative imperative with do not / don't and the base form of the verb. - Don't speak.

EXERCISES

Look at the signs and write sentences.

turn right 1. Don't turn right.



go along the street Go along the street.



cross the street Cross the street.



turn left Turn left.



park here Don't park here.



THERE IS / THERE ARE

We use there is before singular nouns and there are before plural nouns. We use there is and there are to say that something exist(s).

AFFIRMATIVE

There is / There are	Object(s)	Place
There is	a sofa	in the living room.
There are	two paintings	on the wall.

NEGATIVE

There is / There are	Object(s)	Place
There isn't	a sofa	in the living room.
There aren't	two paintings	on the wall.

INTERROGATIVE

1	s / Are	there	Object(s)	Place	Short Answers
1	s	thoro	a sofa	in the living room?	Yes, there is. / No, there isn't.
F	Are	there	two paintings	on the wall?	Yes, there are. / No, there aren't.

EXERCISES

A. Choose the correct option.

- 1. There is / There are a lamp on the bedside table.
- 2. There isn't / There aren't a carpet on the floor.

- There is / There are three museums in our city.
 There isn't / There aren't two pillows on my bed.
 There is / There are a mall in my neighbourhood.

B. Write positive or negative sentences with there is / there are / there isn't or there aren't.

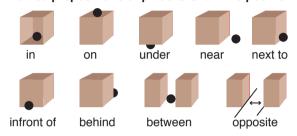
- 1. computer / on the desk (+)There is a computer on the desk.
- 2. trees / in the garden (–) There aren't any trees in the garden.
- 3. cars / in the garage (+)
 4. library / near our school (+)
 There are some cars in the garage.
 There is a library near our school.
- 5. television / in the bathroom (–) There isn't a television in the bathroom.

C. Complete the guestions and answer them. Use there is or there are.

- Is there a swimming pool in the garden? (a swimming pool)
 No, there isn't. (-)
- 2. Are there any books on the shelf? (books)
 Yes, there are. (+)
- Is there a leisure centre in your neighbourhood? (a leisure centre)
 No, there isn't. (-)

Prepositions of Place

We use prepositions of place to show the position or location of one thing with another.



- Paris is in France.
- The cat is under the bed.
- They have a house near the sea.
- There are paintings on the wall.

EXERCISES

Choose the correct prepositions to complete the sentences.

	I have got a notebook my bag.	a) at	b in
2.	There is a computer the desk.	(a) on	b) under
3.	The tree is the house.	a) in	(b) in front of
4.	The pharmacy is the bookshop and the cafe.	a) behind	(b) between
5.	Room 21 is Room 20.	(a) next to	b) at
6.	Manchester is Liverpool.	a) behind	(b) near
	The carpet is the coffee table.	(a) under	b) in
8.	There is a window the sofa.	a) in front of	(b) behind
9.	Our house isthe school.	a)on	b opposite

POSSESSIVE 'S

When we want to show that something belongs to somebody or something, we usually add an apostrophe ('s) to a singular noun and an apostrophe (') to a plural noun.

Frank's shop is very big.

Mr. Riley's wife is an architect.

Pablo's car is black.

We often use *possessive* 's with names. When a name ends in-s, we usually treat it like any other singular noun, and add 's.

Charles's house is in this neighbourhood.

EXERCISES

Circle the correct option.

- 1. Her brothers / brother's name is Andy.
- 2. Pamela's / Pamela mother is an officer.
- 3. Anitas / Anita's brother is my friend.
- 4. Sue is Annie's / Annie is sister.

OBJECT PRONOUNS

We use object pronouns when the speaker wants to talk about somebody or something in the object position. They are used instead of nouns, usually because we already know what the object is. It makes the sentence easier to read and understand and avoids repetition. We normally use object pronouns after a verb or a preposition.

Subject Pronouns	Object Pronouns
1	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- · They have got a new house. Let's visit them.
- This is my pencil. Can you give it back?
- · Your mother is in the kitchen. You can help her.

EXERCISES

Complete the sentences with the correct object pronouns.

- 1. Mr. Wilson is our new teacher. We like him.
- 2. He has two sons. He plays football with them.
- 3. Jessica and I are good students. Our teacher likes us.
- 4. I have an idea. Listen to me.
- 5. Our cat is very lovely. Everybody likes it.

DEMONSTRATIVES

We use this (singular) / these (plural) for people, things and animals that are near us.

This is my notebook.

This is our house.

These are Jenny's books.

These are the children's ice creams.

We use that (singular) / those (plural) for people, things and animals that are away from us.

That is Elizabeth's car.

That's your pen.

Those are Japanese cars.

Those birds are lovely.

We use this / these and that / those in questions. We generally use it or they in answers.

- A: What's this / that?
- B: It's a book.
- A: What are these / those?
- B: They are books.

EXERCISES

1. Choose the correct word.

- 1. This is / These are my passport.
- 2. That is / Those are Mrs. Wilson's flowers.
- This is / These are my sister's toys.
 That is / Those are Betty's car.

2. Rewrite the sentences in plural.

1. That's your key.

Those are your keys. Are those your pens?

2. Is that your pen? 3. This is my wallet.

These are my wallets.

4. This is your map.

These are your maps.

SINGULAR AND PLURAL NOUNS

Most nouns take -s to form their plural.

book book**s** student students

Nouns ending in -s, -ss, ch,-x or -sh take -es.

bus**es** bus box box**es** watch watches

• If the noun ends in a consonant +y, the -y changes to -ies.

countries country family famil**ies**

• If the noun ends in a vowel + y, it takes-s.

boy boys toy**s** toy

If the noun ends in -f or -fe, it takes -ves.

wi**ves** wife half hal**ves**

Some nouns are irregular.

child children people person . woman women man men

EXERCISES

Write the plural form of the nouns

1.	map	maps	4.	dictionary	dictionaries	7.	child	children
2.	watch	watches	5.	person	people	8.	class	classes
3.	city	cities	6.	boy	boys	9.	shelf	shelves

MAKING COMPARISONS

· We use the comparative form to compare two people, things, places, etc. We usually use than with comparative adjectives.

My room is tidier than Will's room. İstanbul is more exciting than Ankara.

	adjective	comparative
one-syllable adjectives	quiet big small	quiet er big ger small er
adjectives with two or more syllables	expensive exciting	more expensive more exciting
irregular adjectives	good bad much many little	better worse more more less

Theme3 MOVIES

• We add –(e)r to the end of one-syllabled adjectives to form their comparative form. hot - hotter (than)

· Adjectives with two or more syllables take more in front of them.

interesting - more interesting (than)

THE PRESENT SIMPLE TENSE

We use the present simple for

daily routines, repeated actions or habits.
 I get up at six and work out every day.
 He drinks coffee after lunch.

permanent states.
 She lives in Liverpool.
 I teach in Brighton Language School.

· timetables.

The movie starts at 03:30 p.m.

The train leaves in five minutes.

· reviews, sports commentaries and narration.

Emma Stone's performance is breathtaking. (review)

Messi passes the ball to Arda. (sports commentary)

Coach Peary sees his unsuccessful jumps and doesn't want to help him at first. (narration)

We form the 3rd-person singular in the affirmative by adding **-s** to the main verb.

AFFIRMATIVE

Subject	Verb	Object
I / You / We / They	play	acmoo
He / She / It	play s	games.

We form the negative with **don't** or **doesn't** + main verb.

NEGATIVE

Subject	do not (don't) / does not (doesn't)	Verb	Object
I / You / We / They	do not (don't)	nlov	aamaa
He / She / It	does not (doesn't)	play	games.

We form the interrogative with ${f do}$ or ${f does}$ + subject + main verb.

INTERROGATIVE

Do / Does	Subject	Verb	Object	Short Answers
Do	l you we they	play	games?	Yes, you do. / No, you don't. Yes, I do. / No, I don't. Yes, you do. / No, you don't. Yes, they do. / No, they don't.
Does	he she it			Yes, he does. / No, he doesn't. Yes, she does. / No, she doesn't. Yes, it does. / No, it doesn't.

Spelling rules (3rd-person singular)

- Most verbs take -s.
 talk ⇒ talks, enjoy ⇒ enjoys, think ⇒ thinks
- Verbs ending in -ch, -sh, -ss, -x and -o take -es.
 watch ⇒ watches, crash ⇒ crashes, pass ⇒ passes, fix ⇒ fixes, go ⇒ goes
- Verbs ending in a consonant + -y drop the -y and takes -ies.
 cry ⇒ cries, study ⇒ studies
- Verbs ending in a vowel + -y take -s. play ⇒ plays, stay ⇒ stays

Time expressions used with the present simple:

- every hour / day / week / month / summer / year / morning / evening / afternoon / night
- in the morning(s) / afternoon(s) / evening(s)
- · at night / weekends, etc.
- · in summer / June, etc.
- · on Mondays / weekdays, etc.

EXERCISES

A. Complete the sentences with the present simple form of the verbs in brackets.

Diego is a very sporty boy. He (1) **goes** (go) skateboarding with his friends after school. He also (2) **loves** (love) playing basketball. He (3) **plays** (play) on the school team and (4) **is** (be) one of the best players.

One day he (5) **breaks** (break) his leg and (6) **stays** (stay) in bed for two months. Life (7) **gets** (get) so boring for him because he can't walk. His sister (8) **brings** (bring) him some books and magazines but he (9) **doesn't want** (not want) to read them all.

One evening his father (10) **comes** (come) home with a Go game. He (11) **teaches** (teach) Diego how to play it. They (12) **start** (start) playing the game and (13) **don't stop** (not / stop) till midnight. Diego (14) **has** (have) a great time that night.

- B. Fill in the blanks with am, is, are, do, does, am not, isn't, aren't, don't or doesn't.
 - 1. Do you want to go out for dinner?
 - 2. Am I happy with the result?
 - 3. She doesn't like horror movies. She is keen on comedies.
 - 4. Arthur is really into cycling. He tries to go everywhere on his bike.
 - 5. Does your friend speak English?
 - 6. My sister isn't a good cook. She cooks terrible meals.
 - 7. Chris and Ed don't go out on Sundays. That's the day they watch football matches on TV.
 - 8. I am not Italian. I am from Spain.
 - 9. Football is the most popular sport in this country. Handball and volleyball aren't so popular.
 - 10. My father and brother are crazy about fishing. They go fishing together when they have free time.
- C. Complete the dialogue with the present simple form of the verbs in brackets.

Paola: What (1) do you do (you / do) for fun, Samuel?

Samuel: I (2) like (like) sports, basketball and swimming. Do you like sports?

Paola: No, not much. I (3) enjoy (enjoy) collecting things. Samuel: Really? What (4) do you collect (you / collect)?

Paola: I (5) collect (collect) stamps from all over the world and my sister Sofia helps me. When she

(6) goes (go) abroad, she (7) tries (try) to find me stamps.

Samuel: (8) Does she have (she / have) her own stamp collection?

Paola: No, she (9) doesn't. She (10) collects (collect) magnets.

WH-QUESTIONS

We use question words (who, what, where, when, whose, and how) to ask for information. The question word comes at the beginning of the question.

What time does the movie start? Where does the story take place? Who does he play football with? When does the drama class start?

EXERCISES

Fill in the correct question word and match the questions with the answers.

- 1. When does he play football?
- 2. Why do you do sports?
- 3. What kind of movies does she like watching?
- 4. Where does your family live?
- 5. How do you go to work?
- 6. Which one do you prefer, lemon cake or carrot cake?
- 7. Who do you live with?

- _7_ a) My friend, Casey.
- _3_ b) Sci-fi and animation.
- _**5**_ c) By bus.
- 2 d) Because it's fun.
- _6_ e) Lemon cake.
- _1_ f) After school.
- _4_ g) In Vancouver, Canada.

LIKE, LOVE, HATE + -ING FORM

We use the -ing form after verbs which express preference such as love, like, enjoy and hate.

She loves collecting teaspoons.

They hate watching historical dramas.

I like writing poems.

EXERCISES

Complete the sentences using the correct form of like, love, enjoy, hate + -ing.

- 1. Steve reads books. (like) Steve likes reading books.
- 2. Dan plays table tennis after school. (love)
 He loves playing table tennis after school.
- 3. Martin hangs out with friends. (like) He likes hanging out with friends.
- 4. Julia gets up early on Sundays. (hate) She hates getting up early on Sundays.
- Bianca watches historical dramas. (not like)
 She doesn't like watching historical dramas.
- Iris and Sara read second-hand books. (enjoy)
 They enjoy reading second-hand books.

TELLING THE TIME AND THE DATE

We can ask for the time saying:

What time is it?
What is the time?
Do you have the time?
Can you tell me the time?

Use It's + time to say what time it is.

- 07:00 It's seven (o'clock).
- 08:10 It's ten past eight. OR It's eight ten.
- 05: 15 It's quarter past five. OR It's five fifteen.
- 02: 30 It's half past two. OR It's two thirty.
- 10: 45 It's quarter to eleven. OR It's ten forty-five.
- 11: 50 It's ten to twelve. OR It's eleven fifty.

Note: We use

- a.m. between midnight (0:00) & noon (12:00)
- p.m. between noon (12:00) & midnight (0:00)

We ask the date in several ways. We can add the and of when we reply.

- A: What date is it?
- **B**: It's the third of March. (3rd March)
- A: What's the date today?
- B: It's September the eleventh. (September 11th)

EXERCISES

A. Write the correct time.

1. 11:10 It's ten past eleven.
 2. 02:55 It's five to three.
 3. 12:00 It's twelve.
 4. 03:20 It's twenty past three.
 5. 07:30 It's half past seven.
 6. 09:15 It's quarter past nine.
 or It's eleven ten.
 or It's twelve o'clock.
 or It's three twenty.
 or It's seven thirty.
 or It's nine fifteen.

B. Answer the questions below.

- What is the date today? Ss' own answers.
- 2. When is your birthday? Ss' own answers.
- 3. When do we celebrate the Republic Day in Turkey? We celebrate it on October 29th / We celebrate it on the twenty-ninth of October.
- 4. When is your best friend's birthday? Ss' own answers.

MAKING INVITATIONS

We can *make invitations* using the following expressions:

Why don't we have a cup of coffee after school?
Are you in the mood for a movie?
Do you fancy going out for a meal at the weekend?
Would you like to join us for a drink?
How about going to the theatre tomorrow?
Let's do some window shopping.
Shall we eat Thai food?

We can refuse an invitation saying:

Well, I'd love to but I have other plans.

Sorry, but I can't make it.

I'm really sorry, but I've got something else on.

I'm afraid. I can't.

Thanks for asking, but I'm afraid I'm busy.

We can accept an invitation saying:

Oh, what a great idea!

Cool!

I'd love to, thanks.

That sounds great / nice / lovely.

That's very kind of you. Thank you for inviting me.

EXERCISES

Complete the dialogue with the guestions in the box.

- What time shall we meet?
- Shall we just go for a drink then?
- How about going to a movie tonight?
- Why don't we watch a sci-fi?
- Would you like to watch a horror movie?

Diego: (1) How about going to a movie tonight?

Emma: Okay. What do you want to see?

Diego: (2) Would you like to watch a horror movie?

Emma: I don't feel like a horror movie.

Diego: (3) Why don't we watch a sci-fi?

Emma: I don't really like that kind of movie.

Diego: (4) Shall we just go for a drink then?

Emma: That sounds great. There is a lovely café in Roosevelt Street. It has great food and drinks.

Diego: Fine. (5) What time? Emma: Let's meet at eight.

Theme 4 HUMANINNATURE

ADVERBS OF FREQUENCY

Adverbs of frequency tell us how often something happens. They usually come **before** the **main verb**, but **after** the **auxiliary verb** (do, does, etc.) and the verb **to be**. Some of them are:

always (100%) usually (90%) often (75%) sometimes (50%) rarely (10%) never (0%)

We use *never* with positive verbs, not negative.

I always eat an egg at breakfast. It is usually rainy in London. Do you often go out? She sometimes drinks coffee. He rarely listens to music. I never walk to school.

We can place *sometimes* at the beginning of the sentence as well.

I **sometimes** get up late. **Sometimes** I get up late.

EXERCISES

- A. Make sentences using the adverbs of frequency in brackets.
 - Kathy / go to bed late at the weekends. (usually)
 Kathy usually goes to bed late at the weekends.
 - Barbara and Anita / listen to music. (often) Barbara and Anita often listen to music.
 - 3. You / be / angry with me. (sometimes)
 You are sometimes angry with me.
 - 4. You / do your homework in the evenings. (always)
 You always do your homework in the evenings.
 - 5. I / call my grandparents. (*rarely*)
 I rarely call my grandparents.
 - Mr. White / ask easy questions. (never)
 Mr. White never asks easy questions.
- B. Write questions. Give your answers using the short forms.
 - you / usually / buy / presents for your friends?
 Do you usually buy presents for your friends?
 Yes, I do. / No, I don't.
 - you / often / use / the Internet?
 Do you often use the Internet?
 Yes, I do. / No, I don't.

We use can to talk about abilities.

I **can** dance well. He **can** lift heavy weights.

We use *can't* to talk about inabilities.

She can't read or write.

They can't ride a bike.

3. your English teacher / speak / always / Turkish / in the class?

Does your English teacher always speak Turkish in the class?

Yes, s/he does. No, s/he doesn't.

your best friend / always / text you?
 Does your best friend always text you?
 Yes, s/he does. No, s/he doesn't.CAN / CAN'T

AFFIRMATIVE

Subject	Can	Verb
I / You / We / They / He / She / It	can	dance.

NEGATIVE

Subject	Cannot (Can't)	Verb
I / You / We / They / He / She / It	cannot (can't)	dance.

INTERROGATIVE

Can	Subject	Verb	Short Answers
Can	I you we they he she it	dance?	Yes, you can. / No, you can't. Yes, I can. / No, I can't. Yes, he can. / No, he can't. Yes, she can. / No, she can't. Yes, it can. / No, it can't. Yes, you can. / No, you can't. Yes, we can. / No, we can't. Yes, they can. / No, they can't.

EXERCISES

A. Put the words in the correct order.

- 1. can / 100 metres / swim / My little brother My little brother can swim 100 metres.
- 2. say / can / German / What / you / in What can you say in German?
- 3. can / my / English / I / talk / in / family / about I can talk about my family in English.
- 4. cannot / Jan and Eric / the piano / well / play Jan and Eric cannot play the piano well.

B. Choose the correct option.

- 1. M-O-N-D-A-Y. I can / can't spell the day after Sunday.
- 2. A: One...deux.....three..... quatro?
 - B: You can / can't count in English.
- 3. A: Can you say the alphabet backwards in English?
 - B: Let me try. Y...Z...X...Well, I can / can't.
- 4. My friends don't like my spaghetti. I can / can't cook well.
- 5. I feel great today. I can / can't run and exercise in the park.

ADVERBS OF MANNER

We use adverbs of manner to describe verbs.

- Adverbs of manner tell us how something happens or how somebody does something. They usually go after verbs and answer the question how.
- We form most adverbs of manner by adding -ly to the adjective.

Adjective	Adverb
slow careful	slowly carefully
Adjective	Adverb
Tim is a slow worker.	Tim works slowly .

• When the adjective ends in -le, we drop the -e and add -y.

Adjective	Adverb
terrible	terribly
gentle	gently

Adjective	Adverb
She is a terrible dancer.	She dances <i>terribly</i> .

• When the adjective ends in a *consonant + v*, we drop the -v and add -ilv.

Adjective	Adverb
angry	angrily
happy	happily

Adjective	Adverb
They are happy singers.	They sing <i>happily.</i>

Attention: We cannot form adverbs from adjectives that end in -/y. Some of these are: friendly, ugly, lovely, lonely and lively.

The hospital staff were really friendly.

• Fast and hard are both adjectives and adverbs.

Adjective	Adverb
Henry is a fast runner.	He runs fast.
They are hard workers	They work hard .

• The adverb for the adjective good is well.

Adjective	Adverb
My grandfather is a good typist.	My grandfather types well.

• The verbs (linking verbs) be, feel, look, smell, sound, taste and seem are followed by adjectives, not by adverbs of manner.

You look happy. (NOT You look happily.)

 We don't normally use adverbs between a verb and its object. I speak English well. **OR** I speak good English. (NOT I speak well English).

EXERCISES

Choose the correct option.

- 1. I can't hear what they are talking about. They are talking quiet / quietly.
- 2. My mother got up, dressed quick / quickly and went to work.
- 3. You must be *quiet / quietly*. The baby is sleeping upstairs.4. It smells *nice / nicely* here. What are you cooking?
- 5. It's raining *heavy / heavily*. We can't go out in this weather.
- 6. All the students did **good / well** in the exam because it was very **easy / easily**.
- 7. Allan has been in Turkey for fifteen years, so he can speak Turkish very fluent / fluently.
- 8. Barbara is my *close / closely* friend. We always go out together.

Theme 5 INSPIRATIONAL PEOPLE

PRESENT CONTINUOUS TENSE

We use Present Continuous Tense

- · to talk about actions happening now, at the moment of speaking. I'm doing my homework now.
- to talk about actions happening around the time of speaking. They're looking for a flat at the moment.

We form the present continuous using the verb to be (am, is, are) and adding -ing to the base form of the main verb.

We're playing in the garden.

· Time expressions used with the present continuous are now, at the moment, at present, right now, these days, etc.

AFFIRMATIVE

Subject	be	Verb + ing
I	am ('m)	
You / We / They	are ('re)	walking.
He / She / It	is ('s)	

NEGATIVE

Subject	be	Verb + ing
1	am not ('m not)	
You / We / They	are not (aren't)	walking.
He / She / It	is not (isn't)	

INTERROGATIVE

Ве	Subject	Verb + ing	Short Answers
Am	I		Yes, you <i>are</i> . / No, you <i>aren't</i> .
Are	you / we / they	walking?	Yes, we are . / No, we aren't . Yes, you are . / No, you aren't . Yes, they are . / No, they aren't .
Is	he / she / it		Yes, he <i>is.</i> / No, he <i>isn't</i> . Yes, she <i>is.</i> / No, she <i>isn't</i> . Yes, it <i>is.</i> / No, it <i>isn't</i> .

EXERCISES

- A. Fill in the blanks using the present continuous tense.
 - 1. Look at the dog! It is running (run) quickly after the cat.
 - 2. Henry is repairing (repair) his car at the moment.
 - 3. Be quiet! They are studying (study) for their exams.

 - 4. Are you packing (pack) your suitcase?5. My friend and I aren't watching (not / watch) TV.
 - 6. **Is** Brian **listening** (listen) to music in his room?

B. Choose the correct verb and fill in the blanks using the correct forms.

ride / have / not go / play / wash / drink / not clean / water / stay / eat

- 1. Lionel is drinking his coffee alone on the balcony.
- 2. Rachel and Tom are eating their sandwiches.
- 3. I am not cleaning my room. I am playing chess now.
- 4. Her husband is riding a horse at the moment.
- 5. We aren't going to the party. We are staying in.
- 6. My mother is watering the flowers in the garden.
- 7. She is washing the dishes in the kitchen.
- 8. The Browns are having a family dinner right now.

C. Use the prompts to ask questions and give answers as in the example.

- 1. they / swim / make a cake?
 - A: Are they swimming?
 - B: No, they aren't. They're making a cake.
- 2. you / work in the garden / walk in the park
 - A: Are you working in the garden?
 - B: No, I am not. / No, we aren't. I 'm / We're walking in the park.
- 3. she / watch film / have a party
 - A: Is she watching a film?
 - B: No, she isn't. She is having a party.
- 4. the children / playing football / listen to music
 - A: Are the children playing football?
 - B: No, they aren't. They are listening to music.

MAKING COMPARISONS

• We use **the comparative form** to compare **two** people, things, places etc. We usually use **than** with comparative adjectives.

The city is noisier than the country.

My English is better than yours.

• We use the superlative form to compare one person or thing with more than one person or thing in the same group. We use *the....of/in* with superlative adjectives.

The giraffe is the tallest animal of all.

She is the most beautiful girl in the class.

• We can also use (not) as + adjective + as to say that two people, places or things are / are not similar.

I am not as old as you.

Your bag is as big as mine.

	adjective	comparative	superlative
one-syllable adjectives	cheap	cheap er	the cheapest
	big	big ger	the biggest
	large	larg er	the largest
adjectives with two or more syllables	expensive comfortable	more expensive more comfortable	the most expensive the most comfortable
irregular adjectives	good	better	the best
	bad	worse	the worst
	much	more	the most
	many	more	the most
	little	less	the least

 We add –(e)r / -(e)st to the end of one-syllabled adjectives to form their comparative and superlative forms.

hot / hotter (than) / the hottest

· Adjectives with two or more syllables take more / most in front of them.

interesting / more interesting than / the most interesting

EXERCISES

A. Fill in the blanks using the adjectives in the correct comparative or superlative form.

short / long / bad / expensive / young

- 1. A: Tom is taller than you.
- B: No, he isn't. He's shorter than me.
- A: This is the cheapest shirt in the shop. B: No, it isn't. It's the most expensive!
- A: The blue skirt is the shortest of all.
 B: You must be kidding. It's the longest!
- 4. A: Bob is older than you.
- B: No, he is not. He's younger than me.
 5. A: What do think about Mr. Yang's new book? B: I think it is even worse than his last book.
- B. Fill in the blanks using the correct form of the adjectives.
- The Nile is **the longest** (long) river in Africa. My mother isn't as **old as** (old) my father. Ankara is **bigger than** (big) İzmir.

- My room is the smallest (small) in our house.
- Which month is the coldest (cold) in your city?
- My writing is **the best** (good) in our class. Mary's voice is **worse than** (bad) Amy's.
- 8. Bruce is **the most handsome** (handsome) boy at the party.

Theme 6 BRIDGING GUATURES

PRESENT SIMPLE VS PRESENT CONTINUOUS

Present Simple	Present Continuous
We use present simple to talk about habits, routines, facts and truths. We usually have dinner late.	We use present continuous to talk about things happening now and temporary situations. She's listening to the announcement now.
 I don't enjoy Indian food. 	- I'm staying at a nice hotel.
We use 's' with 3rd person singular in positive sentences. I / You / We / They work hard. He / She / It works hard.	We use be V+ing. I am having lunch. He / She / It is having lunch. You / We / They are having lunch.
We often use present simple with adverbs of frequency (always, often, sometimes, usually, never) and time expressions like every day, once a month, on Fridays, etc. I usually watch a movie on Saturday.	We often use present continuous with time expressions like now, at present, at the moment, nowadays, these days, today, this week, etc. She's sending a text message at the moment. What are you doing nowadays?
 I usually <i>watch</i> a movie on Saturday. Sam <i>plays</i> tennis twice a week. 	- what are you doing nowadays?

EXERCISES

- A. Rewrite the sentences to change the tense. Use the words in brackets and make necessary changes.
 - The Johnsons always drink coffee at breakfast. (now)
 - The Johnsons are drinking coffee at breakfast now. 2. Gomez checks his e-mails in the afternoon. (tonight)

 - Gomez is checking his e-mails tonight.
 - 3. My father isn't listening to music at his office today. (never)
 - My father never listens to music at his office.
 - 4. Perla is wearing her sister's trainers at today's match. (at weekends)
 - Perla wears her sister's trainers at weekends.
 - 5. We never take tram to school. (today)
 - We aren't taking tram to school today.
 - 6. Jennifer sometimes does her homework on the school bus. (at the moment) Jennifer is doing her homework on the school bus at the moment.

- B. Complete the sentences with the correct form of the verbs in brackets.
 - 1. Sue never drinks (drink) coke.
 - 2. I am studying (study) on a project nowadays.
 - 3. They visit (visit) a museum once a month.
 - 4. I don't remember (not remember) her mother's name.
 - 5. Jessica is listening (listen) to music in her room.
 - 6. Carla gets up (get up) late at weekends.
 - 7. Do you know (know) her new address?
 - 8. The dog is chasing (chase) a cat now.

QUESTION TAGS

- We use question tags especially in spoken English to check information or ask for agreement. They mean "Is that right?" or "Do you agree?"
- · We use them at the end of the sentences.

English is fun, isn't it?

We use an auxiliary verb + subject

positive statement	negative tag
The concert starts late,	doesn't it?
negative statement	positive tag
You can't swim well,	- 1

- The tag (mini-question) repeats the auxiliary verb from the statement.
 - Huang is Chinese, isn't he?
 - There aren't any shops here, are there?
 - Dan has got a big family, hasn't he?
 - They don't add salt to their meals, do they?
 - Mandy usually has coffee in the morning, doesn't she?
 - You're driving to the airport, aren't you?
 - Andy can't sleep in a tent, can he?
- Notice that some tag questions are irregular.
 - I'm a little late. aren't I?
 - Hand me the tickets, will you / would you?
 - Let's go to the movies, shall we?

EXERCISES

Complete the sentences with the correct question tags.

- 1. You live with your family, don't you?
- 2. They have got a big house, haven't they?
- 3. She is studying French this semester, isn't she?
- 4. Jake can speak four languages, can't he?
- 5. Let's drive to the seaside, shall we?
- 6. Greg doesn't wear a uniform to school, does he?
- 7. There is a bookstore in this street, isn't there?
- 8. Give me those stickers before the lesson, will you?

CONJUNCTIONS: AND, BUT, SO, BECAUSE

- We use conjunctions and, but, so and because to join sentences or group of words. We don't usually start sentences with a conjunction in written English.
 - I'm excited because I'm going to Italy.
- and We use and to connect two words or similar ideas.
 - I like sugar and milk in my coffee.
 - We often use soy sauce and it makes our meals salty enough.

- but We use but to join different ideas.
 - I can swim well, but I can't dive.
- so We use so to give reasons and explain things.
 - I'm a vegetarian, so I don't eat meat.
- because We use because to give reasons.
 - Jim doesn't eat fast food because he's on a diet.

EXERCISES

A. Choose the correct alternatives.

- 1. We aren't going out **so/because/and** we have exams next week.
- 2. Sue plays badminton **because / but / so** she goes training every day.
- 3. I like playing computer and / because / so board games.
- 4. Her father gets angry easily **so/because/and** Sue does what he wants.
- 5. We can learn cycling **so/and/because** swimming at the camp.
- 6. Ingrid studies very hard **so/because/but** she can't get high marks.

B. Rewrite the sentences using the words in brackets.

- We have Italian classes but we don't have French classes. (and)
 We have Italian classes and French classes.
- 2. Tina is getting ready now because she is meeting her friends. (so)

 Tina is meeting her friends so she is getting ready now.
- 3. We don't understand some subjects so we study after school. (because)

 We study after school because we don't understand some subjects.
- Heidi likes horror and comedy films. (but)
 Heidi likes horror films but she doesn't like comedy films.

Theme 7 WORLD HERITAGE

THE SIMPLE PAST TENSE

- We use the past simple for finished situations or actions.
- Common time expressions are: yesterday, two years ago, last Monday.

PAST SIMPLE OF BE: WAS / WERE

The lighthouse was a guide for sailors.

Where was the tomb of the king?

Was the statue big? - Yes, it was. / No, it wasn't.

There were beautiful flowers and trees here in the past.

Were all the ancient wonders in Europe? - Yes, they were. / No, they weren't.

AFFIRMATIVE

Subject	Verb	
I / He / She / It	was	at the museum vectorday
You / We / They	were	at the museum yesterday.

NEGATIVE

Subject	be	
I / He / She / It	was not (wasn't)	at the museum yesterday.
You / We / They	were not (weren't)	at the museum yesterday.

INTERROGATIVE

Verb	Subject	
Was	I / he / she / it	at the museum vectorday?
Were	you / we / they	at the museum yesterday?

PAST SIMPLE REGULAR / IRREGULAR VERBS

- Regular verbs end in -ed in positive sentences.
 - e.g. visited, worked, decided
- Use irregular past form of the verbs only in positive sentences.
 - e.g. I went to Beijing four years ago.
- Use the base form of the verbs after did / didn't.
 - e.g. Did he climb the mountain? / We didn't speak to the guide.
- Past of can = could
 - e.g. We could see the lighthouse from the window. I couldn't call you yesterday.

AFFIRMATIVE

Subject	Verb	
I / He / She / It / You / We / They	worked left	last week.

NEGATIVE

Subject	did not (didn't)	Verb	
I / He / She / It / You / We / They	didn't	work leave	last week.

INTERROGATIVE

Did	Subject	Verb	
Did	I / he / she / it / you / we / they	work leave	last week?

EXERCISES

A. Complete the dialogues with was, wasn't, were, weren't.

- 1. A: Were you and Liam on the school trip last week?
 - B: Yes, we were.
 - A: Was it good?
 - B: No, it wasn't. The journey was quite tiring because of the old bus. Where were you?
 - A: I was ill.
- 2. A: Where was Einstein born?
 - B: He was born in Germany in 1879.
 - A: Were his parents also physicists?
 - **B**: No, they weren't. His mother was a talented piano player and his father was a salesman.

B. Complete the sentences with the past forms of the verbs below.

run / wash / take off / forget / come / be (X 2) / sleep / see / stay

- 1. I'm so sorry. I forgot your birthday.
- The weather was warm and sunny, so I took off my coat.
 "Where did Martin sleep during his journey?" "In a tent."
- 4. I ran for 15 minutes to catch the bus this morning.
- 5. **Did** they **stay** at home to work on the project last weekend?
- 6. The tourists **were** amazed when they **saw** the beautiful structure.
- 7. I washed all my clothes after I came back from holiday.

C. Complete the text with the past simple form of the verbs in brackets.

Last summer I went (go) to Peru to see Machu Picchu. It was (be) my childhood dream and I always wanted (want) to go there. It was (be) a wonderful trip because I planned (plan) everything carefully before I started (start) my journey. First of all, I found (find) a part-time job because I didn't have (not have) enough money. Then, I bought (buy) a backpack, plane tickets and a good mobile phone to share my travel photos and stories. I didn't book (not book) a tour because I learned / learnt (learn) a lot of things from different blogs. After I arrived (arrive) in Peru, I felt (feel) so excited and happy. The local people were (be) warm and friendly and they helped (help) me a lot during my trip.

Theme 8 EMERGENCY AND HEALTH PROBLEMS

THE PRESENT PERFECT TENSE

We use Present Perfect Tense

• to talk about life experiences.

My uncle has travelled all over the world.

Have you ever seen a snake?

Mr. Green has never tried Chinese food.

for an action that happened in the past, but we do not say exactly when it happened.
 I have seen this film before. (before = at any time before now)

Note: We do not mention any specific time as the experience is important here, not the time. When we want to say exactly when something happened, we use the past simple tense.

A: Have you ever been to Spain?

B: Yes, I have. I went there last summer.

• when a single action in the past has a connection with the present.

I have cut my finger. It's still bleeding.

Emma has had an accident.

for an action that started in the past and continues up to now.
 My mother has had this car for six years.

to talk about multiple actions repeated at different times.
 Our school team has won six matches this season.

for something that happened in the past but is important at the time of speaking.
 We can't get in the house. My mother has lost the key.

AFFIRMATIVE

Subject	have / has	Verb3 (past participle)	
I / You / We / They	have	wi alala m	a bilea bafana
He / She / It	has	ridden	a bike before.

NEGATIVE

Subject	haven't / hasn't	Verb3 (past participle)	
I / You / We / They	haven't	riddon	a hika hafara
He / She / It /	hasn't	ridden	a bike before.

INTERROGATIVE

Have / Has	Subject	Verb3 (past participle)	
Have	I / you / we / they	riddon	a hika hafara?
Has	he / she / it	ridden	a bike before?

Common time expressions with the Present Perfect Tense are since / for / yet / just / already / ever / never / recently / lately / up to now / so far / until now / It's the first time.../this morning, this evening, this month, this year (if these periods of time are not completed)

This is + superlative form of adjectives + I have ever seen, watched, tasted, visited, etc.

For:

We use "for" to talk about a period of time.

Brenda has been on a diet for three months.

Since:

We use "since" to talk about a specific point in time, or the time when the action started.

She hasn't seen her golden ring since yesterday. I think she has lost it.

Just:

We usually use "just" only with the present perfect tense and it means 'a short time ago'.

In the present perfect, 'just' comes between the auxiliary verb 'have' and the past participle.

Do you hear the announcement? The plane has **just** landed.

Vot•

We use "yet" to talk about something which is expected to happen. It means 'at any time up to now'. It is used in questions and negatives.

'Yet' usually comes at the end of the sentence.

A: Have you read the e-mail?

B: I have read the e-mail, but I haven't replied it vet.

Already:

We use "already" to express that something has happened sooner than expected.

A: Don't forget to post the letters.

B: I have already posted them.

Ever:

We use "ever" in interrogative sentences:

Have you ever tried sushi?

Never:

We use "never" in affirmative sentences, but the meaning is negative.

I have never tried sushi before.

EXERCISES

A. Match the questions with the answers.

- 1. Where are my glasses?
- _F_ A) Her car has broken down.
- 2. What are you looking for in the drawer?
- _C_ B) Haven't you heard? He's had an accident.
- 3. Why does Sue need to call a mechanic?
- _A_ C) A plaster. I've cut my finger.
- 4. Why don't you go to bed? It's 3 a.m.
- _E_ D) Because someone has stolen my old one.

 B E) I know, but I haven't finished my report yet.
- 5. Where is Philip? I can't see him.
- 6. Why are you buying a new smart phone? D F) I don't know. I haven't seen them anywhere.

B. Write questions with How long...? Then answer them using for or since as in the example.

1. You / live in Italy? (two years)

How long have you lived in Italy? I've lived in Italy for two years.

2. she / wear dental braces? (last September)

How long has she worn dental braces?

She's worn dental braces since last September.

3. they / know each other? (six months)

How long have they known each other? They've known each other for six months.

4. Andy / have this motorbike? (he was 18)

How long has Andy had this motorbike?

He has had this motorbike since he was 18.

5. Jane / be here? (half an hour)

How long has Jane been here?

She has been here for half an hour.

C. Complete the dialogue with the present perfect form of the verbs in brackets. Then, circle for or since.

Megan: Sorry I'm late, Rita. How long have you been (be) here? : I have been (be) here for / since about 10 minutes. Not long.

Megan: This restaurant is so nice. Have you known (know) about it for / since a long time?

: I have known (know) about it for / since we moved to Rome. We have had (have) a meal here

every Saturday for / since two years. Anyway, what would you like to eat Megan?

Megan: Well, I haven't eaten (not / eat) a delicious pizza for / since I last came to Italy. I'll have pizza

Margherita.

: I'll have it too. It's very good and I haven't had (not / have) any since / for last week.

Megan: It's really nice to see you again, Rita. We haven't seen (not / see) each other for / since a long

time, have we?

D. Choose the correct option.

- 1. I haven't ridden a horse since / for I was a child.
- 2. I have had a terrible sore throat since / for two days.
- 3. Jane has played the violin since / for she was eight.
- 4. I have *already / yet* read this book. So you can get it back.
- 5. Have you opened your birthday presents yet / already?
- 6. She has just / already bought a new t-shirt. She is paying for it now.
- 7. Have you ever / never met a famous person?
- 8. I have *never / just* received an e-mail from Judy. She is in Dubai now.
- 9. My son is really excited about going to France because he has just / never been abroad.
- 10. A: Would you like something to eat?
 - B: No, thanks. I've just / ever had breakfast.

SHOULD / HAD BETTER / OUGHT TO

We use should / had better / ought to

- · to ask for and give advice.
 - A: I've got a sore throat. What should I do?
 - B: You should see a doctor. / You shouldn't eat ice-cream.
- to say what is the correct or the best thing to do. I **should** study for the exam. (Studying is the right thing to do as it's our duty).

AFFIRMATIVE

Subject	should / had better / ought to	Verb
I / He / She / It We / You / They	should had better ought to	have a rest.

NEGATIVE

Subject	should not / had better not / ought not to	Verb
I / He / She / It We / You / They	should not (shouldn't) had better not ought not to (oughtn't to)	have a rest.

INTERROGATIVE

Should	Subject	Verb
Should	I / he / she / it we / you / they	have a rest?

Note: We often use should with I think / I don't think / Do you think...? I think you **should** see a dermatologist first.

Note: ought to and should have the same meaning but ought to is stronger and more formal than should. Should is more common than ought to.

We do not normally use *ought to* in questions. We prefer *should* in questions. *Had better*, *should* and *ought to* have the same meaning. But with *had better* there is always a danger or problem if you don't follow the advice.

EXERCISES

A. Complete the sentences using should or shouldn't with the phrases in the box.

help him / save some money / change it / sit in the sun / drink coffee or tea / take it

My sister wants to buy new sunglasses, but she hasn't got enough money.
 She should save some money.

Carol bought a dress yesterday, but it's too big for her.
 She should change it.

3. There is something wrong with my car. It sounds terrible. I think I should take it to the garage.

4. I can't sleep well at nights.

You shouldn't drink coffee or tea before you go to bed.

5. That old man can't carry his suitcases. I think I **should help him** to carry them.

6. It's boiling hot today.

You shouldn't sit in the sun without a hat.

B. Complete the sentences with should / shouldn't choosing the verbs from the list.

do / go / put on / sit / spend

- 1. I can't see the board well. I think I shouldn't sit in the back row.
- 2. She should do some exercises to be healthy.
- 3. The children shouldn't spend too much time in front of TV.
- 4. If you are cold, you should put on a jumper.
- 5. I think he shouldn't go swimming now because he has just had lunch.

MUST / MUSTN'T

We use must

to express a strong obligation or necessity.
 Mother to son: You must wash your hands before dinner.

· to express duty.

We must finish our project until Friday.

· to express a very strong advice.

This book is really amusing. You must read it.

· when we are talking about rules and instructions.

You must wear a swimming cap in the pool.

We use mustn't

when it is prohibited to do something- it's important or necessary not to do something.
 You mustn't swim in that lake. It's forbidden.

There will be an important meeting tomorrow. You mustn't be late.

AFFIRMATIVE

Subject	must	Verb	
I / He / She / It We / You / They	must	do	sports every day.

NEGATIVE

Subject	mustn't	Verb	
I / He / She / It We / You / They	mustn't	do	sports every day.

INTERROGATIVE

Must	Subject	Verb	
Must	I / he / she / it we / you / they	do	sports every day?

HAVE TO / HAS TO

We use have to / has to

· to express necessity.

I have to wear glasses for reading.

when there are obligations that come from outside the speaker.
 Children have to start school at the age of 6. (It's the law.)
 Jane has to write a composition until Friday. (The teacher said so.)

DON'T / DOESN'T HAVE TO

 We use don't / doesn't have to when there is no obligation to do something or when something is not necessary.

It's Saturday tomorrow, so I don't have to get up early.

The fridge is full of food. She doesn't have to go shopping.

AFFIRMATIVE

Subject	have to / has to	Verb	Object
I / You / We / They	have to		o holmot
He / She / It	has to	wear	a helmet.

NEGATIVE

	don't have to / doesn't has to	Verb	Object
I / You / We / They	don't have to	woor	a halmat
He / She / It	doesn't have to	wear	a helmet.

INTERROGATIVE

Do / Does	Subject	have to	Verb	Object
Do	I / you / we / they	have to	woor	a halmata
Does	he / she / it	have to	wear	a helmet?

EXERCISES

A. Choose the correct option.

- 1. He can't sleep. He **should/shouldn't/had better** drink coffee before he goes to bed.
- 2. You don't have to / mustn't / have to stay up late the night before exams.
- 3. You had better not / should / don't have to be late again or you'll lose your job.
- 4. I know you don't like shopping. You *mustn't / had better / don't have to* come with us if you don't want to.
- 5. You don't have to / mustn't / should leave small objects lying around if there is a little child at home.
- 6. I think you *must/don't have to/shouldn't* wear that dress. It doesn't suit you.
- 7. I can't go out now. I must/shouldn't/don't have to finish my homework first.
- 8. You **should / don't have to / had better** take your sun cream with you or you will get a sunburn.
- 9. Those children don't have to / mustn't / should walk in the middle of the street. It's very dangerous.
- 10. Sarah will be upset if we don't invite her to the party, so we **don't have to / must / had better not** forget to invite her.

B. Complete the sentences with must, mustn't or don't / doesn't have to.

- 1. You don't have to go to the bank today. I can lend you some money if you want.
- 2. You mustn't touch that switch. It's really dangerous.
- 3. Look! There is a lift in the building. We don't have to climb the stairs.
- 4. You must be over 18 to get a driving licence.
- 5. There is another train 15 minutes later, so he doesn't have to get on this one.
- 6. This book is really valuable for me. You must look after it carefully and you mustn't lose it.

C. Rewrite the following sentences using the modals in brackets.

- 1. Swimming here is strictly forbidden. (mustn't) You mustn't swim here.
- It is not a good idea to sleep right after a meal. (shouldn't) You shouldn't sleep right after a meal.
- 3. (Doctor to patient) It's really important to take this medicine twice a day. (must) You must take this medicine twice a day.
- 4. It isn't possible to watch this film if you are under 13. (mustn't) You mustn't watch this film if you are under 13.
- It is not necessary for Ruth to take the bus to school. (doesn't have to) Ruth doesn't have to take the bus to school.
- Doctors are obliged to wear a uniform at work. (have to) Doctors have to wear a uniform at work.
- 7. It is not necessary for us to get up early at weekends. (don't have to) We don't have to get up early at weekends.
- 8. It's a good idea for my daughter to spend her money more carefully. (should) My daughter should spend her money more carefully.

Theme 9 [NUITATIONS AND GELEBRATIONS

BE GOING TO

- We use *be going to + verb* (infinitive) to talk about future plans and predictions.
- We often use **future time expressions** with **be going to: tomorrow, next weekend, next Monday, etc.** I'm going to throw a party *next Saturday*.

AFFIRMATIVE

Subject	be going to	Verb
I	am going to	
You / We / They	are going to	have dinner.
He / She / It	is going to	

NEGATIVE

Subject	be going to	Verb
I	am not ('m not) going to	
You / We / They	are not (aren't) going to	have dinner.
He / She / It	is not (isn't) going to	

INTERROGATIVE

Ве	Subject	going to	Verb
Am	I		
Are	you / we / they	going to	have dinner?
Is	he / she / it		

EXERCISES

- A. Write sentences about Monica's birthday party plans using be going to.
 - 1. She's going to invite her friends. (invite)
 - 2. She's going to do some shopping. (do)
 - 3. She's going to make a list of the activities for the party. (make)
 - 4. She's going to choose music and games. (choose)
 - 5. She's going to order a birthday cake. (order)
 - 6. She's going to buy balloons and ornaments. (buy)
- B. Complete the sentences with be going to + verb.

buy / be / not celebrate / come / arrive / not go / study / stay

- 1. I missed the school bus. I am going to be late.
- 2. Martin has an important exam tomorrow. He is going to study all night.
- 3. We booked a tour to Spain. We are going to stay at a three star hotel.
- 4. Sue is cooking because her friends are going to come over for dinner.
- 5. Are the visitors going to buy tickets for the museum?
- 6. We have enough food, so I am not going to go shopping.
- 7. When is the train going to arrive at the station?
- 8. It's my parents' wedding anniversary next Friday, but they are not going to celebrate it.

COUNTABLE / UNCOUNTABLE NOUNS

- Countable (C) nouns are things you can count. They can be singular or plural. e.g. one book, two books, three books.
- Uncountable (U) nouns are things you can't count. They can't be plural. e.g. water, flour; NOT two waters, three flour

Note: Some nouns can be either C or U but they have different meanings. **e.g.** Would you like some ice cream? (ice cream in general)

She wants an ice cream. (a cone of ice cream)

A/AN/SOME/ANY/ALOT OF

We use: - a / an with singular C nouns.

- some with plural C and U nouns in affirmative.
- any with plural C and U nouns in negatives and questions.
- a lot of with plural C and U nouns in affirmative.

Attention: When we ask for or offer things, we can use some in questions.

e.g. Would you like some tea?

Can I have some water?

We usually use a lot of in affirmative.

	Countable (C)	Uncountable (U)	
I have	a tomato. some tomatoes. a lot of tomatoes.	some tea. some sugar. a lot of time.	
I don't have	an answer. any answers	any juice. any rice.	
Do you have	a ticket? any tickets?	<pre>any ice cream? any money?</pre>	

HOW MUCH? / HOW MANY?

• We use How much...? with uncountable (U) nouns but How many...? with plural countable (C) nouns.

		Answers
Uncountable (singular)	How much milk do you need?	I need some milk. I need a lot of milk. I don't need any milk.
Countable (plural)	How many movies did you see last month?	I saw some movies. I saw a lot of movies. I didn't see any movies.

EXERCISES

A. Complete the dialogue with how much, how many, a, an, some, or any.

Dave: My parents are coming for dinner tonight.

Kate: What! Are you serious? We don't have **any** food at home.

Dave: Don't worry, dear. We can make some pasta and a green salad. Are there any

tomatoes?

Kate: No, we don't have any tomatoes! You need to go shopping.

Dave: I'm dead tired now. Can we make an omelette? How many eggs do we have?

Kate: Well, we have some eggs, but we don't have any cheese.

Dave: OK. I'll go shopping. How much cheese shall I buy?

Kate: All right! Why don't we just order some food?

B. Choose the correct option.

1. A: How much / many time do we have?

B: Hurry up! We don't have some / any time.

2. A: How much / many water do you drink a day?

B: I drink a lot of / any water.

3. A: I can buy the drinks for the party. How much / many cans of Coke do you need?

B: I went shopping yesterday. We have a lot of / any drinks but we need to buy any / some snacks.

4. A: Would you like any / some orange juice?

B: No thanks. But can I have *any / some* water, please?

Theme 10 TELEVISION AND SOGIAL MEDIA

FUTURE SIMPLE (WILL)

We use the future simple:

• for predictions based on what we think or believe.

(usually with the verbs: *hope, think, believe, expect, imagine,* etc.; with the expressions: *I'm sure, I'm afraid,* etc.; with the adverbs: *probably, perhaps,* etc.).

I think there will be lots of animated film stars in the future.

Dave will probably buy a new tablet.

I'm sure Sue will watch the Academy Awards ceremony live.

· for on-the-spot decisions.

I'm tired. I'll go home and rest.

· for promises.

I promise I'll keep it secret.

for threats.

Stop playing football at home or I'll punish you.

• for actions and events that will definitely happen in the future, and that we cannot control. Heather will be sixteen years old next month. Time words / phrases used with the future simple:

Tomorrow, the day after tomorrow, next week / month / year, tonight, soon, in a week / month / year, in the future, etc.

Note: We never use the future simple in time clauses, after the words: when, while, before, after, etc.

AFFIRMATIVE

Subject	will	Verb	
I / He / She / It We / You / They	will ('ll)	meet	Jane tomorrow.

NEGATIVE

Subject	will not (won't)	Verb	
I / He / She / It We / You / They	will not (won't)	meet	Jane tomorrow.

INTERROGATIVE

Will	Subject	Verb		Short Answers
Will	I / you / he / she / it / we / you / they	meet	Jane tomorrow?	Yes, I / you / he / she / it / we / you / they will. No, I / you / he / she / it / we / you / they won't.

WILL / BE GOING TO / PRESENT CONTINUOUS FOR FUTURE

We use be aoina to

- · to talk about future plans and intentions. Tony is going to watch his favourite TV series online. (He's planning to watch.)
- · to make predictions based on what we see or know. The temperature is -5°C. It's going to snow. (I can clearly see it's cold.)

We use will

- for on-the-spot decisions. It is so hot. I'll open the window.
- to make predictions based on what we think or imagine. I believe people will produce eco-friendly cars and buses.

We use the present continuous

to talk about fixed arrangements in the near future. I'm flying to Madrid tomorrow morning.

Time words / phrases used with *be going to* and *the present continuous*: tomorrow, the day after tomorrow, in two/three days' time, next week / month / year, tonight, soon, in a week / month, etc.

EXERCISES

- A. Read the sentences below and mark them as a, b, c, d according to what they express.
 - a. prediction about the future
 - b. threat or warning

 - c. promised. on-the-spot decision
 - 1. I think technology will bring incredible changes in our lives.
 - 2. Ask his permission before using his tablet or he'll go mad.
 - 3. Believe me I'll finish my project tomorrow.
 - 4. Don't get up, I'll get the phone.
 - 5. Perhaps we will have robot cooks in our houses.
 - 6. Stop playing computer games or I'll punish you.
 - 7. Look, I'll show you how it works.

B. Complete the sentences using will future and the verbs below. One is extra.

order / try / melt / book / run / be / tell

- 1. I hope I will try local food when I'm on holiday.
- 2. Do you think ice caps will melt in 50 years?
- 3. In the future there will be skin sensors and they will tell us what is going on in our bodies.
- 4. I'm too tired to prepare dinner. I will order a pizza.
- 5. I will book tickets near the stage, so we won't miss a thing.

C. Fill in the correct form of will or be going to and the verbs in brackets.

- 1. A: Are you coming to the concert?
 - B: Yes, I think it will be (be) awesome.
- 2. A: What are you planning to do at the weekend?
 - **B**: I am going to go shopping (go shopping) with Dila and we're going to watch (watch) Tom Hank's latest film
- 3. A: We are going to have (have) a barbecue this Sunday. Would you like to come?
 - B: That sounds great. I will be (be) there.
- 4. A: What are your plans for the summer?
 - B: I think I will go (go) on a cruise tour.
- 6. A: Watch out! You are going to fall (fall) .
 - B: Oops! I didn't see it.
- 7. A: What will happen (happen) to wildlife in the future?
 - **B**: I think some species won't survive (not / survive).
- 8. A: Which country are you planning to visit?
 - B: Well, I am not going to travel (not / travel) abroad this year. I haven't saved enough money.

D. Choose the correct option.

- 1. Do you think grandma her present?
 - (a) will enjoy b) is going to enjoy c) is enjoying
- 2. I expect technology life worse and more complicated.
 - a) is making bwill make c) is going to make
- 3. We a yoga session at 9.00 this evening. Do you want to join us?
 - (a) are having b) have c) will have
- 4. Sheila for a software company. She starts next week.
 a) is working b) is going to work c) will work
- a) is working b) is going to work c) will wo 5. Watch out! There is a hole in front of you. You
- a) will fall b) are falling c) are going to fall
- 6. I think I a new laptop.
 - a) am buying b) will buy c) am going to buy
- 7. I to Naples with my daughter tomorrow morning.
- a) will fly b) fly c) am flying
- 8. The university the instructors tablets. They're too expensive.
 - (a) isn't going to give b) won't give c) isn't giving

IRREGULAR VERBS LIST

Present	Past Simple	Past Participle	Present	Past Simple	Past Participle
awake	awoke	awoken	hide	hid	hidden
be	was, were	been	hit	hit	hit
beat	beat	beaten	hold	held	held
become	became	become	hurt	hurt	hurt
begin	began	begun	keep	kept	kept
bend	bent	bent	know	knew	known
bet	bet	bet	lay	laid	laid
bid	bid	bid	lead	led	led
bite	bit	bitten	learn	learned/learnt	learned/learnt
blow	blew	blown	leave	left	left
break	broke	broken	lend	lent	lent
bring	brought	brought	let	let	let
broadcast	broadcast	broadcast	lie	lay	lain
build	built	built	lose	lost	lost
burst	burst	burst	make	made	made
burn	burned/burnt	burned/burnt	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
creep	crept	crept	ring	rang	rung
cut	cut	cut	rise	rose	risen
deal	dealt	dealt	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed/	dreamed/	send	sent	sent
	dreamt	dreamt	show	showed	showed/
drive	drove	driven			shown
drink	drank	drunk	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
flee	fled	fled	swim	swam	swum
fly	flew	flown	take	took	taken
forbid	forbade	forbidden	teach	taught	taught
forget	forgot	forgotten	tear	tore	torn
forgive	forgave	forgiven	tell	told	told
freeze	froze	frozen	think	thought	thought
get	got	gotten	throw	threw	thrown
give	gave	given	understand	understood	understood
go	went	gone	wake	woke	woken
grow	grew	grown	wear	wore	worn
hang	hung	hung	win	won	won
have	had	had	write	wrote	written
hear	heard	heard			

WORD LIST

Themed Studying Abroad

actor (n)	daughter (n)	Indian (adj)	scientist (n)
architect (n)	delicious (adj)	Italian (adj)	sister (n)
aunt (n)	disgusting (adj)	Italy (n)	son (n)
Australia (n)	Egypt (n)	impolite (adj)	Spain (n)
Australian (adj)	Egyptian (adj)	instructor (n)	Spanish (adj)
Britain (n)	empty (adj)	Japanese (adj)	student ID card (n)
British (adj)	engineer (n)	journalist (n)	stunning (adj)
brother (n)	fashion designer (n)	landscape (n)	Sweden (n)
Bulgaria (n)	father (n)	laptop (n)	talented (adj)
Bulgarian (adj)	France (n)	mobile phone (n)	teacher (n)
Canada (n)	French (adj)	mother (n)	Turkey (n)
Canadian (adj)	friendly (adj)	Norway (n)	Turkish (adj)
chemist (n)	German (adj)	Norwegian (adj)	ugly (adj)
chill out (v)	Germany (n)	notebook (n)	umbrella (n)
China (n)	gorgeous (adj)	officer (n)	uncle (n)
Chinese (adj)	grandfather (n)	part-time (adj)	waitress (n)
city map (n)	grandmother (n)	passport (n)	wallet (n)
colleague (n)	Greece (n)	polite (adj)	wife (n)
crowded (adj)	Greek (adj)	Portugal (n)	` ,
dancer (n)	husband (n)	Portugese (adj)	
dangerous (adj)	India (n)	safe (adj)	

Theme2 MY ENVIRONMENT

architecture (n) area (n) armchair (n)	closet (n) coffee table (n) cold (adj)	hot (adj) kitchen (n) lamp (n)	quiet (adj) shelf (n) shopping mall (n)
balcony (n)	cooker (n)	leisure centre (n)	shower (n)
bank (n)	crowded (adj)	library (n)	sink (n)
bath (n)	cupboard (n)	lively (adj)	sofa (n)
bathroom (n)	curtain (n)	living room (n)	study (n)
bedroom (n)	cushion (n)	mirror (n)	supermarket (n)
bedside table (n)	dishwasher (n)	modern (adj)	theatre (n)
bookcase (n)	drawer (n)	museum (n)	towel (n)
boring (adj)	expensive (adj)	neighbourhood (n)	unsafe (adj)
busy (adj)	famous for (adj)	noisy (adj)	vase (n)
cafe (n)	fridge (n)	old (adj)	wardrobe (n)
carpet (n)	garage (n)	painting (n)	washbasin (n)
cheap (adj)	garden (n)	pharmacy (n)	
climate (n)	hospital (n)	population (n)	

Themes Movies

accept (v) acting (n) action (n) addict (n) adventure (n)	award (n) biography (n) boring (adj) breathtaking (adj) cast (n)	give up (v) historical drama (n) horror (n) invitation (n) leading characters (n)	romance (n) scene (n) sci-fi (n) star (v) take place (v)
` '	- · · · · · · · · · · · · · · · · · · ·	\ /	\ <i>\</i>
amazing (adj)	collect (v)	misfortune (n)	take up (phrv)
ambition (n) amusing (adj)	comedy (n) extraordinary (adj)	ordinary (adj) plot (n)	thrilling (adj) train (v)
animation (n)	fast-paced (adj)	prefer (v)	unpleasant (adj)
annoying (adj)	feel-good (adj)	recommend (v)	unrealistic (adj)
average (adj)	fencing (n)	refuse (v)	waste of time (adj)

Theme4 HUMAN IN NATURE

avalanche (n) bank (n) climb (v) desert (n) disaster (n)	elegant (adj) eruption (n) explorer (n) fall (v) fire fighter (n)	hurricane (n) journey (n) jump (v) landslide (n) long-sleeved (adj)	rule (n) safety (n) swim (v) take off (v) talented (adj)
dive (v) drill (n)	flood (n)	loose (adj)	travel (v)
	glad (adj)	natural (adj)	tsunami (n)
drought (n) earthquake (n)	hang (v)	photographer (n)	volcanic (adj)
	heavy (adj)	rain (n)	zoo keper (n)

TIGINGS INSPIRATIONAL PEOPLE

attractive (adj) awesome (adj) bald (adj) belt (n) blond (adj) blouse (n) boots (n)	elegant (adj) flip flops (n) generous (adj) glad (adj) gloves (n) hairband (n) helpful (adj)	moustache (n) necklace (n) optimist (adj) outgoing (adj) patient (adj) pessimist (adj) polite (adj)	sincere (adj) skirt (n) slippers (n) sneakers (n) socks (n) spiky (adj) stingy (adj)
boring (adj) bracelet (n)	high-heeled shoes (n) hug (v)	realistic (adj) reliable (adj)	straight (adj) stubborn (adj)
cap (n)	imaginative (adj)	ridiculous (adj)	suit (n)
clutch (n) coat (n)	jealous (adj) lazy (adj)	rude (adj) sandals (n)	talented (adj) tie (n)
down-to-earth (adj)	loose (adj)	scarf (n)	wavy (adj)
dress (n)	medium build (adj)	shirt (n)	
earmuffs (n) easy-going (adj)	medium height (adj) modest (adj)	shorts (n) shy (adj)	

TIMES BRIDGING CULTURES

aisle seat (n)	exciting (adj)	one-way trip (n)	slurp (v)
ancient (adj)	expensive (adj)	order (v)	small (adj)
baggage (n)	fresh (adj)	passenger (n)	sour (adj)
bill (n)	fries (n)	passport (n)	spicy (adj)
boarding pass (n)	gate (n)	pay (v)	steak (n)
boring (adj)	greasy (adj)	quiet (adj)	stressful (adj)
cheap (adj)	healthy (adj)	relaxing (adj)	sweet (adj)
check-in desk (n)	juicy (adj)	round trip (n)	travel agency (n)
crowded (adj)	large (adj)	salty (adj)	window seat (n)
delicious (adj)	menu (n)	seat belt (n)	
economy class (n)	modern (adj)	serve (v)	

Themed World Heritage

book (v)	get (v)	prefer (v)	structure (n)
buy (v)	gift (n)	protect (v)	temple (n)
cable car (n)	homeland (n)	ruin (n)	terrace (n)
construct (v)	lighthouse (n)	sculpture (n)	tomb (n)
craftsman (n)	location (n)	skilful (adj)	watchtower (n)
dead tired (adj)	memory (n)	staircase (n)	wonder (n)
destroy (v)	pick up (phrv)	statue (n)	

Theme8 EMERGENCY AND HEALTH PROBLEMS

advice (p)	alastrical itama (n)	immodiato (adi)	ruppy poss (p)
advice (n)	electrical items (n)	immediate (adj)	runny nose (n)
ankle (n)	emergency (n)	install (v)	safety (n)
annoying (adj)	escape route (n)	keep up with (phrv)	self-esteem (n)
apply (v)	fever (n)	lab coat (n)	shin pads (n)
apron (n)	fire drill (n)	leaflet (n)	skin (n)
backache (n)	fire extinguisher (n)	memorise (v)	smoke detector (n)
backpack (n)	flu (n)	nosebleed (n)	sore throat (n)
break (v)	freak (n)	nutritionist (n)	sprain (v)
caller (n)	gather (v)	operator (n)	spread (v)
catch on fire (v)	go on a diet (phrv)	pain (n)	switch off (phrv)
consult (v)	goggles (n)	patient (n)	treatment (n)
cough (n)	handy (adj)	prescription (n)	unhealthy (adj)
cut (v)	hang up (phrv)	put out (phrv)	unplug (v)
dermatologist (n)	heal (v)	rash (n)	wrist (n)
destroy (v)	helmet (n)	remain (v)	
dry out (phrv)	hurt (v)	remove (v)	

THEMES INVITATIONS AND CELEBRATIONS

a kilo (n)	clothes shop (n)	graduation party (n)	rush (v)
a packet (n)	fancy dress party (n)	greengrocer's (n)	slumber party (n)
baker's (n)	farewell party (n)	grocer's (n)	toyshop (n)
bookshop (n)	fly (v)	harvest (n)	
bouquet (n)	gain (v)	newsagent's (n)	
butcher's (n)	get ready (v)	purchase (v)	

TICINOTO TELEVISION AND SOCIAL MEDIA

account (n) addiction (n) apps (n) be fed up with (v) cartoon (n)	delete (v) documentary (n) download (v) episode (n) exhausted (adj)	quiz show (n) reach for (v) Reality Show (n) remote control (n) rubbish (adj)	tap (v / n) text message (n) throw away (phrv) tiring (adj) travel programme (n)
channel (n) chat show (n) comfy (adj) complain about (phrv) compose (v) connection (n) cookery programme (n)	filter (v) get rid of (v) humour (n) icon (n) keep in touch (v) news & weather (n) online (adj)	search for (v) send (v) share (v) sports programme (n) stay online (v) talent show (n) talented (adj)	trendy (adj) turn something on (phrv) TV guide (n) TV series (n)

WORKBOOK ANSWER KEY

STEDMIG ABROAD

A. TWO BIRDS WITH ONE STONE

Fill in the missing parts with countries and nationalities of the famous people in the pictures below.



JACKIE CHAN



KATE WINSLET



RAFAEL NADAL



NICOLE KIDMAN







- 1. Jackie Chan is from *China*. He is *Chinese*.
- 2. Kate Winslet is from the UK. She is British.
- 3. Rafael Nadal is from Spain. He is Spanish.
- 4. Nicole Kidman is from *Australia*. She is *Australian*.
- 2 a) Find eight jobs in the puzzle..
 - b) Fill in the blanks using the jobs in the puzzle.
 - 1. Aziz Sancar is a(n) scientist.
 - 2. Jackie Chan is a(n) actor.
 - 3. She is a(n) waitress at a café.
 - 4. A(n) *chemist* works in a laboratory.
- Match the words with the pictures.
 Use a or an with the words.



- W Т S U ٧ G D Ε Μ Κ Ζ F D Ρ С Ε J Ν W Т R 0 С U R Т S Ν 1 Ε S Т Υ С J Н Ε Т W Χ S Ζ Ε С Κ С ٧ W M Ν 0 Ν Н Κ S Χ G ٧ Χ Н F Υ Т Ε R G R С D M L Р F Т Ε Μ Ν R Ε M J L G M Ι Ε Ε Ζ U Q Ρ Α Α F W Χ S ٧ Α Т R Ε S S Т Ζ D Q Υ С Ε J Τ Η W С Α Т Α S Ε Υ
 - _g_ 1. an umbrella
 - _f_ 2. an ID card
 - _a_ 3. a mobile phone
 - _b_ 4. a passport
 - _h_ 5. a wallet
 - _d_ 6. a notebook
 - _**c**_ 7. **a** pen
 - _e_ 8. a map

4 Read the dialogue and answer the questions.

a. Who is from Australia? Gabriela is from Australia.

b. How old is Pierre? He is 22 years old.

c. What does Sophia do? She is an engineer.

Sophia : Hi, my name's Sophia and this is Pierre. He's

from France.

Gabriela: Hi, I'm Gabriela. Nice to meet you.

Sophia: Nice to meet you too. Are you Spanish?

Gabriela: No, I'm from Australia.

Sophia : Oh, great!

Pierre: Are you from Sydney, the capital?

Gabriela: Yes, I'm from Sydney but it's not the capital. It is Canberra. It's a nice city. Are you from

Paris, Pierre?

Pierre: No, I'm from Lyon. How old are you Gabriela?

Gabriela: I'm 22.

Pierre : Me too! Sophia is 23.Gabriela : Are you from Italy, Sophia?

Sophia: No, I'm not! I'm from Portugal. I'm an engineer. What do you do Gabriela?

Gabriela: I'm an instructor and I'm here to do a masters' degree in teaching.Pierre: And I'm here to study acting. I'm an actor. We all have different jobs.

5 Match the halves to make sentences.

A	В
1. Pierre is from b	a) twenty-three years old.
2. Gabriela is d	b) France.
3. Canberra is the capital of <i>e</i>	c) acting.
4. Sophia is a	d) an instructor.
5. Pierre studies c	e) Australia.

6 Read the statements and write true (T) or false (F).

- 1. Sophia, Pierre and Gabriela are all from England. (Pierre is from France. Gabriela is from Australia. Sophia is from Portugal.)
- F 2. Pierre is from Paris. (He is from Lyon.)
- T 3. Pierre and Gabriella are of the same age.
- F 4. Sophia is an actress and she studies acting. (She is an engineer.)
- T 5. All the students have different careers.

7 Choose the correct option.

- 1. A: Hello, Mike!
 - B: I'm very well. / Hi,Sam!
- 2. A: How are you Beatrice?
 - B: Hi, long time no see! / I'm fine. Thank you.
- 3. A: How is it going?
 - B: And you? / Not bad.
- 4. A: Good bye!
 - B: Bye! See you tomorrow! / What's up?

TWO BIRDS WITH ONE STONE

- 8 Put the words in the correct order using the verb to be (am / is / are).
 - 1. My teacher / England / from My teacher is from England.

2. at home / we We are at home.

seventeen / years old / I
 my pencils / bag / in / my
 Katy and I / friends.

I am seventeen years old.
My pencils are in my bag.
Katy and I are friends.

- 9 a) Read the information and answer the questions.
 - 1. What's his name?

His name is Alex

2. How old is he?

He is seventeen years old.

3. Where is he from?

He is from Greece.

4. What is his nationality?

He is Greek

- b) Answer the questions about you.
- What's your name?

2. F	How old are you? Ss' own answers
------	-------------------------------------

- 3. Where are you from?
- 4. What's your nationality?

lex

Surname: Dukas

Age: 17

Country: Greece

Nationality: Greek

Look at the information in the chart about the people's personal belongings in their bags and complete the sentences. Use have got / haven't got or has got / hasn't got.

	a city map	a notebook	an a mobile umbrella phone		a student ID card	a bottle of water
Emily	+	-	-	+	+	_
Pedro	_	+	+	-	+	-
Simone	_	+	+	+	+	-
Mert	+	_	_	+	+	+

- 1. Emily has got a city map.
- 2. Mert *hasn't got* a notebook.
- 3. Simone and Pedro have got student ID cards.
- 4. Emily and Simone *haven't got* a bottle of water.
- 5. Pedro *hasn't got* a mobile phone.
- 6. Simone has got an umbrella.

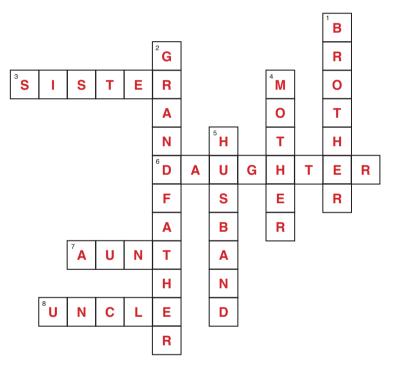
1 Complete the sentences with the words from the box.

dangerous crowded delicious polite stunning

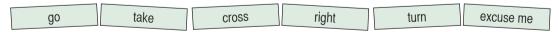
- 1. The people are very friendly and *polite* in Japan.
- 2. The streets are *crowded* with people at the festival time.
- 3. The life in big cities isn't safe. It is dangerous.
- 4. The landscape of the Pyramids at sunset is stunning.
- 5. The Italian food is *delicious*, especially the pizza.
- 2 Complete the sentences to do the puzzle.

Across

- 3. My father's daughter is my *sister*.
- 6. My mother is my grandmother's *daughter*.
- 7. My uncle's wife is my aunt.
- My father's brother is my *uncle*.Down
- 1. My mother's son is my brother.
- 2. My mother's father is my *grandfather*.
- 4. My father's wife is my *mother*.
- 5. My father is my mother's **husband**.



3 Complete the dialogue with the suitable words or phrases.



Tourist: Excuse me, how can I get to the bank?

Woman: It's near here. First of all, go along the street and take the first turning on the right

then cross the street and turn right. It's on the left.

Tourist: Oh! Thank you so much.

Woman: You're welcome!

- 4 Read the texts quickly and match the cities with the countries.
 - b 1. Sydney
 - c 2. Agra
 - a 3. Barcelona

- a. Spain
- b. Australia
- c. India



Andy and Lisa are on holiday. They are in Barcelona. It's a lovely city in Spain. The weather is very good and the people are very friendly. The streets are crowded with tourists. The building in the photograph is Gaudi's famous work **La Sagrada Familia**. It is very interesting.



Katia is in Sydney to study at a language school. Australia is an amazing country with its beautiful and sandy beaches, mountains and national parks. There are different people from different countries and cultures. The iconic building in the picture is the famous **Sydney Opera House**.



Pascal is in Agra on holiday. The trip is good but the weather is rainy. India is amazing and lively with its kind people. They wear colourful dresses and the Indian food is delicious. This gorgeous building in the photograph is the **Taj Mahal**.

- 5 Read the texts again and answer the questions.
 - a) Which city is full of tourists?
 - b) What is interesting in Barcelona?
 - c) Why is Katia in Australia?
 - d) Which country has got different cultures?
 - e) Which country is amazing and lively?

Barcelona is full of tourists.

The building La Sagrada Familia is interesting.

She is in Australia to study at a language school.

Australia has got different cultures.

India is amazing and lively.

- 6 Read the statements and complete the sentences with necessary information.
 - 1. The people are very friendly in *Barcelona*.
 - 2. The Opera House is the symbol of *Sydney*.
 - 3. Sydney is a city in Australia.
 - 4. Indian food is delicious.
 - 5. The Taj Mahal is a gorgeous building in Agra.

- 7 Fill in the gaps with the possessive adjectives (my-your-his-her-its-our-their).
 - 1. I have got a brother. His name is Joe.
 - 2. What's her nationality? She is Spanish.
 - 3. Mrs. Harwey is our English teacher. We like her lessons.
 - 4. Tina has got twins. *Their* names are Lily and Tony.
 - 5. There is a lovely house in town. *Its* colour is pink.
 - 6. When is your birthday? It's in June.
 - 7. I love my new room because it's big.
- 8 Look at the map. Give the directions.
 - 1. A: Excuse me! Is there a bank around here?
 - B: Yes, there is one near here. First, go along the street, take the second turning on the right. It's on the left next to the café.
 - 2. A: How can I get to the library?
 - B: Well, take the first turning on the right. It's on the left next to the school.



here

9 Complete the text with the correct forms of the verb to be (am / is / are).

Hi, everybody,

This (1) is Emily. She (2) is my best friend.

Her mum and dad (3) **are** doctors. They (4) **are** from Canada. She (5) **is** a very good friend. She (6) **is** polite and also funny. She (7) **isn't** here now because she(8) **is** in Canada and I miss her a lot.

Who (9) is your best friend?



Introduce your best friend writing a paragraph as in exercise 9.

 Ss' own answers	

1 Complete the sentences to do the puzzle.

Across

- 1. The cars are in the garage.
- 6. The *living room* has got a sofa and a television.
- There is a desk and a computer in the study.

Down

- 2. There is a swimming-pool in the *garden*.
- 3. The **bathroom** has got a shower.
- 4. There is a wardrobe in the **bedroom**.
- 5. There are flowers on the balcony.
- 7. There is a fridge in the kitchen.

				¹ G	Α	R	Α	² G	Ε					
						•		Α		³ B		⁴ B		
								R		Α		Е		
				⁵ B				D		Т		D		
				Α				Е		Н		R		
				⁶ L	-	V		N	G	R	0	0	M	
				С						0		0		
	⁷ K			0						0		M		
	I			N						M				
⁸ S	Т	U	D	Υ										
	С				-									
	Н													

2 Fill in the gaps with the given words.

wardrobe bedside tables lamps paintings bed

E N

Welcome to my world. This is my bedroom. There is a *bed* near the window and there are two *bedside tables* next to it. I have got two *lamps* on them. There are some pillows and my favourite toys on my bed. Opposite the bed, there is my *desk*. My computer and books are always on it. Next to my desk, there is my *wardrobe*. I have got two *paintings* on the wall.



desk

3 Choose the correct option.

1. There is a in the living room. shower (a)) sofa 2. We keep our food in the a) bookcase fridge 3. There is a navy blue under the table. (b) a) curtain carpet 4. There is a in the bathroom. (a) shower drawer We have colourful on the sofa. cushions curtains

4 Read the text and tick (✓) the true statements.

a. This house is an interesting house.

b. All the things in this house are in a star shape.

c. The house has got a big garden but there isn't a swimming pool in it.

(v) d. There are two bedrooms and a living room in this house.



Hello everybody! Welcome to my house. My father is an architect and look at his amazing work. This is our beautiful house in Mexico. It's not an ordinary house. It's a seashell house. Our house has got two floors. There is a living room and a kitchen downstairs. There are two bedrooms, a bathroom and a study upstairs. In the living-room we have got a large sofa and a TV. There is a kitchen next to our living room. There is a fridge, a cooker and a sink in it. My room is upstairs. It's between my parents' room and the bathroom. There is a bed, a chest of drawers and a mirror. In the bathroom there is a shower, a sink and a closet. They are all in a seashell shape even the water taps. Our house has got a big garden and there is a private swimming-pool in it.

5 Answer the questions.

1. What is different about this house?

It's a seashell house.

2. How many bedrooms are there in this house?

There are two bedrooms.

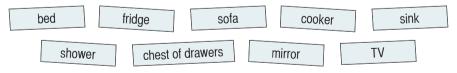
3. What has the boy got in his bedroom?

He has got a bed, chest of drawers and a mirror.

4. Is this house interesting for you? Why? / Why not?

Ss' own answers.

6 Write the words in the correct columns.



Bedroom	Bathroom	Kitchen	Living room
chest of drawers, bed, mirror	shower, sink	fridge, cooker, sink	sofa, TV

Look at the picture and complete the blanks with the correct prepositions.

- 1. There are books *in* the bookcase.
- 2. There is a painting on the wall.
- 3. The lamp is *next to* the TV.
- 4. The carpet is *under* the coffee table.
- 5. The sofa is *near / in front of* the bookcase.



8 Choose the correct words.

- 1. There is / There are some posters on my walls.
- 2. There isn't / There aren't a waste basket in my bedroom.
- 3. There isn't / There aren't any maps on my table.
- 4. There is / There are an alarm clock on the bedside table.
- 5. There isn't / There aren't a laptop on my desk.

9 Write positive and negative sentences with there is / there are / there isn't / there aren't.

- 1. plant / in my bedroom (+) There is a plant in my bedroom.
- 2. television / in the kitchen (-) There isn't a television in the kitchen.
- 3. towels / in the bathroom (+) There are towels in the bathroom.
- 4. chairs / on the balcony (-) There aren't any chairs on the balcony.
- 5. garage / in the garden (-) There isn't a garage in the garden.

10 Look at the picture of the kitchen. Ask and answer the questions.

- 1. Is there a fridge? Yes, there is.
- 2. Are there any chairs?
 No. there aren't.
- 3. Are there any towels? No, there aren't.
- 4. *Is there* a cooker? *Yes, there is.*
- 5. *Is there* a sink? *Yes, there is*.



11 Write the plural forms of the words.

- 1. cooker → cookers
- 4. boy → boys
- 7. balcony → balconies

- 2. family → families
- 5. child → children
- 8. woman → women

- 3. watch → watches
- 6. towel → towels

Read the sentences below and find the correct words in the puzzle to complete them.

- 1. We read books or study in a *library*.
- 2. We see a play or a musical at a theatre.
- 3. We eat or drink at a café.
- 4. We buy food and drinks from a *supermarket*.
- 5. A doctor works in a hospital.
- 6. We see historical objects in a *museum*.
- 7. We buy medicine from a *pharmacy*.

V	/	Н	В	Т	С	Е	R	М	С	٧	Т	U
F	>	Q	0	Z	F	F	R	G	М	٧	Z	Ε
H	1	J	М	S	Z	Α	М	٧	Н	N	K	U
A	4	N	S	K	Р	С	J	Ε	S	U	Н	M
F	3	М	W	K	М	_	W	Χ	S	Ε	С	Т
Ν	Л	В	U	Υ	Р	Α	Т	D	Ι	Т	Ε	L
A	4	R	K	Е	W	Υ	Т	Α	Н	U	С	Н
(2	Т	W	В	S	В	Υ	Е	L	F	1	K
\	Y	K	I	٧	U	U	А	Χ	М	Χ	D	С
E	3	Т	С	G	Z	Т	М	Z	R	W	1	R
3	3	U	Р	Ε	R	М	Α	R	K	Ε	Т	Х
5	3	I	G	Е	Υ	R	Α	R	В	1	L	I

2 Match the adjectives with their opposites.

- c 1. hot
- d 2. expensive
- a 3. modern
- e 4. big
- **b** 5. lively

- a) old
- b) boring
- c) cold
- d) cheap
- e) small

3 Choose the correct adjective.

- 1. My city is very **safe / unsafe**. I can go out late at night.
- 2. I can't walk in streets they are very **busy/quiet** at weekends.
- 3. Paris is a *crowded / uncrowded* city. The streets are full of people.

4 Where are they? Choose the correct option.



- 1. Where are they?
 - a) They are at a theatre.
 - b) They are at a post office.
 - c) They are at a library.



- 2. Where is the woman?
 - a) She is at a pharmacy.
 - b) She is at a café.
 - She is at a bookshop.



- 3. Where are these people?
 - a) They are at a shopping mall.
 - b) They are at a museum.
 - c) They are at a supermarket.



- 4. Where is the woman?
 - a) She is at a bank.
 - b) She is at a pharmacy.
 - c) She is at a bookshop.

5 Read the text and answer the questions.

a. Where is Viola from?

She is from Norway.

b. Where is she now?

She is in Paris.

Hello! I'm Viola from Norway. I'm a student at a school of fashion in Paris. This is an amazing city with its beautiful gardens and old architecture and it's very lively. There are always lots of people in the streets, especially tourists. This city is never boring because there are many places to go. The amazing Eiffel Tower, the famous Louvre Museum and the gorgeous palaces are a few examples of it. Paris has different facilities for everyone. You can see a play at the world famous theatres or go to the concerts. Art is everywhere. But I sometimes miss Oslo, especially, its safe and quiet life. It's the capital but it is small and uncrowded. The buildings are modern.

Life is simple. There is no traffic at all. You only hear the sound of nature.



6 Read the sentences and write true (T) or false (F).

- 1. There are amazing historical buildings in Paris.
- F 2. Paris is not a perfect city for tourists. (Paris is a perfect city for tourists.)
- T 3. When you are in Paris, you can do different activities.
- T 4. Oslo is the capital of Norway.
 - 5. Viola doesn't miss her peaceful life in Oslo. (Viola sometimes misses her peaceful life.)

7 Write the words under the correct column.

big	quiet	old	small	modern
safe	crowded	busy	uncrowded	lively

PARIS	big, old, crowded, lively, busy
OSLO	small, modern, uncrowded, quiet, safe

8 Fill in the gaps with the correct object pronouns.

him them me her us you it

- 1. Susan is a very polite girl. Everybody likes her.
- 2. The cat is under the chair. Can you see it?
- 3. I'm very hungry. This pizza is for me.
- 4. They have a new house. Let's visit them.
- 5. Take these flowers mum! They are for you.
- 6. Our new house is great. Come and visit us.
- 7. Johnny Depp is a famous actor. Everybody knows him.
- 9 Put the words in the correct order and make sentences.
 - 1. this / dog / Bill's / Is / uncle Is this uncle Bill's dog?
 - 2. This / my / teacher's / umbrella / isn't *This isn't my teacher's umbrella.*
 - 3. he / Emily's / Is / grandpa Is he Emily's grandpa?
 - 4. is / mum's / birthday / When / your When is your mum's birthday?
 - 5. It / Liya's / room / is It's Liya's room.
- 10 Fill in the blanks with this, that, these or those.
 - 1. That is our neighbour's car.





2. These are David's cats.





3. Those birds are beautiful.





4. Is this your teacher's pen?





- 11 Match the halves to make meaningful sentences.
 - 1. Milan is big
- c a. than Sofia.
- 2. Tokyo is more
- _e_ b. hotter than Moscow.
- 3. Munich is rainy, but <u>d</u>
 - c. but İstanbul is bigger.
- 4. Chicago is busier
- d. London is rainier.

- 5. İzmir is
- <u>b</u> 6

<u>a</u>

e. crowded than Warsaw.

REVIEW 1-2

A. Write the numbers.

1. 12 *twelve*

2. 40 *forty*

3. 67 sixty-seven

4. 22 twenty-two

5. 118 a hundred and eighteen

6. 305 three hundred and five

B. Read the sentences in the box and solve the family puzzle.

Nora is Daniel's mother. Emma is Nora's sister. Tom is Emma's husband. Michelle is Emma's mother.

- 1. Tom is Daniel's uncle.
- 2. Emma is Daniel's aunt.
- 3. Daniel is Nora's son.
- 4. Nora is Michelle's daughter.
- 5. Michelle is Daniel's grandmother.
- 6. Emma is Tom's wife.

C. Fill in the blanks with a or an.

- 1. Her name is Sue. She's a beautiful girl.
- 2. He wants to be an astronaut.
- 3. They have got a great idea.
- 4. She's reading an old comic.
- 5. There is a blue English book on the desk.

D. Circle the correct option to complete the dialogue.

Nicole: Hello, Jackie. How (1) is / are you?

Jackie: (2) I'm / She's fine, thanks. How is (3) it / this going?
Nicole: It's OK. Thank you. Jackie, look! (4) This / Her is Amelia.

Jackie: Hi, Amelia. Where are (5) she / you from?

Amelia: Hi. I'm from (6) Spanish / Spain. (7) It's / I'm nice to meet you, Jackie.

Jackie: Nice to meet you (8) to /too, Amelia. (9) I'm / It's sorry, it's time for English class.

Nicole: Bye Jackie. (10) Have / How a nice day!

E. Circle the correct option.

1. **A:** What's **you're/your** name?

2. A: What is **she/her** nationality?

3. **A:** What's *his / he's* job?

4. **A:** Where are **they / their**?

5. **A:** How old is **you / your sister**?

B: I'm / My name is Fred.

B: Her/She is French.

B: *He/His* is an engineer.

B: In they / their room.

B: I'm / She's 12.

F. Choose the correct option.

a) That b) Those 4.laptop is my favourite.

(a) That b) Those

5. are my friends.

a) This (b) Those

G. Choose the correct response.

- 1. Good-bye. Have a nice day.
 - a) It's OK. Thank you.
- b) It's nice to meet you.
- Thank you. You, too.

- 2. Hello! How are you?
 - (a) Not bad, thanks.
- b) Welcome!
- c) Nice to meet you.

- 3. Good evening, Sarah.
 - a) Good night, Ms. Conner. See you.
 - (b) Hello. How are you, Ms. Conner?
 - c) How about you, Ms. Conner?
- 4. See you later.
 - (a) OK. Bye bye.
- b) I'm OK. Thanks.
- c) Not bad. How are you?

- 5. This is my friend, Tony.
 - a) Are you from Italy, Tony?
- b) Good bye, Tony.
- (c) Nice to meet you, Tony.

H. Read the statements and match them with the functions of 's'.

- a) $\dot{s} = is$
- b) $\dot{s} = has$
- c) -s = plural
- d) 's = possessive
- d 1. My sister's sons are at school.
- (a) 2. Her family's Italian.
- (b) 3. David's got a big house with garden.
- d 4. Paul's her sister's husband.
- **c** 5. My mum's <u>uncles</u> are engineers.
- (a) 6. There's a bank on the corner.

I. Complete the sentences with me, you, her, him, us, it, and them.

- 1. That film is great. I love it.
- 2. She is a new student. I don't know her.
- 3. This is Sam. I go to school with him.
- 4. They are our new neighbours. Let's visit *them*.
- 5. We are at home. Come and join us.
- 6. This question isn't easy. Can you help me?
- 7. Today is your birthday. This party is for you.

J. Look at the picture and make sentences using prepositions of place as in the example.



- 1. carpet / floor There is a carpet on the floor.
- vases / coffee table There are two vases on the coffee table.
- 3. plant / window There is a plant in front of the window.
- 4. cushions / sofas There are cushions on the sofas.
- 5. lamp / armchair / sofa There is a lamp between the armchair and the sofa.



A. YOU ARE WHAT YOU WATCH!

1 Match the movie types in the box with their comments below. One is extra.

sci-fi animation horror comedy biography musical historical drama

A Beautiful Mind: It is the story of John Nash. He is a mathematician with a Nobel Prize. One day, he accepts a secret work for his country and his life turns into a nightmare. biography

Liar Liar: If you love Jim Carrey, this film is pretty good fun and also one of Carrey's most entertaining movies. *comedy*

Passengers: It is about two passengers on a 120-year journey to another planet. Jennifer Lawrence and Chris Pratt have the lead roles. *sci-fi*

The Secret Life of Pets: What do your dogs, cats and birds do when you are not around? You can have an idea when you see this movie. It's a sweet story about the relationship between pets and their owners. animation

La Land: It is about a jazz pianist, Sebastian and an actress, Mia. They meet and fall in love in Los Angeles. Their dancing and singing performances are really breathtaking. *musical*

Lincoln: The director Steven Spielberg gives a perfect history lesson in this movie. Daniel Day Lewis has great acting as Lincoln. *historical drama*

2 Circle the correct option.

- 1. *Plot* means ...
 - a) an idea
- 2. *Cast* means ...
 - a) people
- 3. Setting means ...
 - (a) time and place
- 4. *Bomb* means ...
 - a) a successful movie
- 5. Animation means ...
 - a) cartoon-style
- 6. Thrilling means ...
 - a) amusing

- b) a written story
- o) children
- b) live online
- b) a nice movie
- b) a modern movie
- (b) exciting

- c) a visual effect
- (c) all the actors in a film
- c) a kind of movie
- an unpopular movie
 - c) black-and-white
- c) ordinary
- 3 Fill in the sentences with the correct words / phrases below.

passes away give two thumbs up feel-good movie on the edge of my seat waste your time unrealistic

- 1. A: Did you enjoy the movie "Passengers"?
 - **B:** For sure! I *give two thumbs up* to it.
- 2. At the end of the movie, the old man passes away.
- 3. I'm not in the mood for watching a drama film tonight. How about watching a *feel-good movie*?
- 4. Don't waste your time watching this film. It has terrible acting.
- 5. I think the play is boring and the characters are *unrealistic*.
- 6. I like action movies. They keep me on the edge of my seat.

4 Look at the superheroes below. Which one is Dr. Strange?



Read the title. Guess ang write the type of the movie. Sci-fi film.

Dr. Strange, Master of Magic

Do you think Iron Man, Captain America and their friends have enough power to protect the planet Earth? If so, you're wrong. They all protect us from physical dangers. But what about mystical dangers? Don't worry, we have a new hero, Dr. Strange.

Dr. Strange is an incredible action, adventure and sci-fi film, all in one. The director is Scott Derrickson. Benedict Cumbercatch, Rachel McAdams and Tilda Swinton have the lead roles.

I think it is the best movie I have ever watched. It has an exciting plot and great acting. The leading character Benedict Cumbercatch plays Dr. Strange. He is a neurosurgeon. After a car accident, his hands are injured and he thinks his life is over. He searches for a cure and goes to Nepal. He learns about magic there. Then, he saves the world from a terrible enemy using his magical powers.

My favourite scene is when Dr. Strange discovers that he can play with time.

The movie is full of special effects and they're all breathtaking. There is also lots of humour in it. You laugh all the time.

I think it is a real must-see. I really look forward to seeing the next movie of Dr. Strange.

- 6 Read the blog again and write true (T) or false (F).
 - 1. Iron Man and Dr. Strange have the same kind of powers. (Dr. Strange protect us from mystical dangers.)
 - F 2. The movie Dr. Strange is just a science-fiction movie. (It is an action, adventure and sci-fi movie.)
 - T 3. The director of the movie is Scott Derrickson.
 - 4. Dr. Strange's life changes after a terrible car accident.
 - F 5. Dr. Strange uses his powers to destroy the world. (He saves the world using his powers.)
 - F 6. There aren't many special effects in Dr. Strange. (It is full of special effects.)
 - 7. The blog writer wants to watch another movie of Dr. Strange.
- 7 Use the correct forms of the verbs in the box to complete the summary of *Dr. Strange*.



Most Marvel characters protect us from physical dangers. They *have* shields, special costumes and equipment. Dr. Strange is different from them. He *is* a kind of magician. Many people *think* he is the best Marvel character.

In the movie Dr. Strange, Benedict Cumbercatch *has* the lead role. He is a perfect choice for this character. Our cool hero has a car accident and *searches* for a cure in South Asia. In this beautiful place he *learns* more about life and his powers. After that, he *saves* the world from a cruel enemy like all the other superheroes.

8 Complete the sentences with the correct words below.

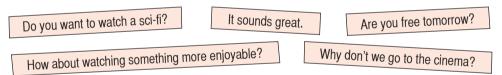
half past quarter to quarter past ten to second five past May eleventh

- 1. It's five o'clock now. Ten minutes ago, it was *ten to* five.
- 2. It's 7 p.m. now. Thirty minutes later, it'll be seven thirty or *half past* seven.
- 3. We write June 11, June 11th or 11 June, but we say the *eleventh* of June or June the eleventh.
- 4. It's 9 a.m. now. Fifteen minutes ago, it was quarter to nine.
- 5. My birthday is on the fourteenth of May.
- 6. We write April 2nd, but we say April the *second*.
- 7. It's eight p.m. now. Five minutes later, I mean at *five past* eight, the film starts.
- 8. You say six fifteen or quarter past six.

9 Match the questions with the correct answers.

- **b** 1. Do you like going to the cinema?
- e 2. Is your sister an action movie addict?
- d 3. What type of movies do you dislike?
- a 4. Is Bradley Cooper your favourite actor?
- f 5. What is your favourite movie type?
- **c** 6. Do you download movies from the Net?
- a) Absolutely. I'm crazy about him.
- b) Yes, I do. Once a week.
- c) No. I never do it.
- d) Horror.
- e) No, she isn't.
- f) Sci-fi. They keep me on the edge of my seat.

10 Complete the dialogue using the sentences in the box.



- A: Hello, Sam. How is it going? (1) Are you free tomorrow?
- B: Yes, I am. Why?
- A: (2) Why don't we go to the cinema? "Star Wars" is on at the Events Hall. (3) Do you want to watch a sci-fi?
- **B:** I am sorry, but I don't like watching science fiction. (4) *How about watching something more enjoyable?*
- A: OK. Let's watch Eddie Murphy's latest movie. I love his sense of humour.
- B: (5) It sounds great.

11 Complete the paragraph with the correct forms of the verbs in brackets.

Mia and Mason are twins. They *are* (be) both keen on sports, but they *don't like* (not / like) the same things. Mia *loves* (love) handball. She *plays* (play) for her school team. She *trains* (train) on Fridays and Saturdays. Manson *trains* (train) a lot too, but he *doesn't play* (not / play) handball. He *loves* (love) dancing. He *does* (do) ballroom dancing at a dance academy.

They *enjoy* (enjoy) what they do, but they *don't want* (not / want) to be professionals.

1 Look at the headings below and write hobbies from the box under each heading. You can add more.

reading books	taking photos	cycling	doing origami	knitting	snowboarding
playing chess	scuba diving	fencing	playing the	guitar	riting poems

EXCITING	CREATIVE	RELAXING	INDOOR	EXPENSIVE
HOBBIES	HOBBIES	HOBBIES	HOBBIES	HOBBIES
snowboarding, scuba diving, fencing, cycling	writing poems, doing origami, knitting, taking photos	reading books, doing origami, knitting, writing poems, playing the guitar	reading books, doing origami, knitting, writing poems, playing chess, playing the guitar	snowboarding, scuba diving, fencing

- Now, read the information about the people and find their favourite hobbies. Use the box in exercise 1.
 - 1. Vanessa is a creative person. She makes colourful hats and sweaters. She gives them to her friends. *knitting*
 - 2. My sister is crazy about it. When she has some spare time, she goes out and tries to get the best images. Then, she shares all her work on the Net. *taking photos*
 - 3. Oliver and Luke ride in a group every weekend. The group plans a tour. They all meet and ride along the route for about two hours. *cycling*
 - 4. I'm a nature lover. I love the silence under the sea. I just get out of the city and go into the deep blue sea. *scuba diving*
 - 5. I'm really into board games. But this one is my favourite. It exercises both sides of your brain. *playing chess*
- 3 Read and complete the text using the correct words / phrases from the box.

gives up boring tries her hand at misfortunes take up challenging



Sarah works in an office all day. She thinks that she has a *boring* life. She wants to make some changes in her life so she decides to *take up* a hobby. She searches the Net and tries to find a *challenging* hobby to keep fit. She *tries her hand at* rock climbing, but she injures her leg badly in the first week. After two weeks, she goes on rock climbing. Sarah never *gives up* even though there are *misfortunes*.

- 4 Match the hobbies with the pictures.
 - ..b.. 1. collecting tea bags
 - ..a.. 2. carving eggshells
 - ..c.. 3. appearing on TV







LOST IN HOBBIES

Your hobbies reflect your character and they make your life more interesting. When you look around, you can easily see people having interesting hobbies. Let's see some of them.

The first one is Geert Vinck, a 29-year-old man from Belgium. He collects tea bags and he has 12000 tea bags now. He also exchanges them with people from different countries. He says that "people exchange tea bags to increase their collections, and make friends with a similar interest."



Another person having an unusual hobby is a Polish artist, Piotr Bockenheim.

He carves goose eggs. He uses a tiny electric drill and makes beautiful patterns on a full eggshell. Eggshells are quite fragile materials, so you need a lot of patience and practice for this hobby.

The last one is the most unusual of the three. A 38-year-old man from South London, Paul Yarrow, has a weird hobby. He likes appearing on TV. Whenever he sees a







news camera in a public place, he runs there and stands still behind the speaker. He says "My biggest dream is to appear on the reality show *Big Brother*".

- 5 Read the text and answer the following questions.
 - Where does Geert Vinck live? He lives in Belgium.
 - 2. Who does Geert Vinck exchange his tea bags with?

 He exchanges them with people from different countries.
 - 3. What does Piotr Bockenheim use to carve eggshells? *He uses a tiny electric drill*.
 - 4. Why do you need patience and practice to carve eggs? **Because eggshells are fragile**.
 - 5. What is Paul Yarrow's unusual hobby? *He likes appearing on TV*.
 - 6. What is Paul Yarrow's ambition?

 His ambition is to appear on the reality show "Big Brother".
- 6 Match the words with their closest meanings.
 - ..*c*.. 1. reflect
 - ..**d**.. 2. exchange
 - ..**b**.. 3. tiny
 - ..**e**.. 4. fragile
 - ..a.. 5. weird

- a) strange
- b) very small
- c) show
- d) swap
- e) breakable

Complete the texts using the correct form of the given verbs.

be love show bring meet share



Do you like photography? I love it! I am a member of a photography club. We **meet** every Monday morning at our favourite café. We **bring** our cameras and **show** our photos to each other. We also **share** our knowledge.

he not cook play enjoy try go

My sister Stephanie is a very good cook. She really enjoys cooking cakes and biscuits. She **doesn't cook** them everyday. She **tries** new recipes on Saturdays because she is free. Other family members are out of the house. Her husband plays golf and her children go rollerblading.



Read the dialogue and fill in the gaps with the guestions below.

How many tea spoons do you have? Why do you do that? What do you collect? Where do you collect them from? What do you do for fun?

Carlos: (1) What do you do for fun? I mean when you don't have exams.

Namira: Well, I like collecting things.

Carlos: It sounds great. (2) What do you collect?

Namira: Nothing special. Just tea spoons.

Carlos: That's interesting. (3) Where do you collect them from?

Namira: From all over the world. Carlos: (4) Why do you do that?

Namira: I want to have tea spoons from every country in the end.

Carlos: Really? (5) How many tea spoons do you have?

Namira: Only twenty.

Answer these questions.

1. What do you enjoy doing in your free time?

2. Are you keen on sports?

Which board games do you play? 3. Do you hang out with friends after school?

4. Which board games do you play?

.....

.....

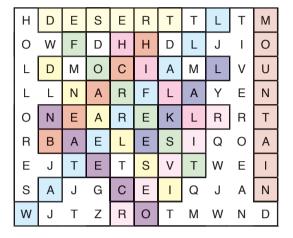
5. Does your best friend like reading books?

6. What is your favourite kind of music?

.....

ALLOW NATURE TO TAKE ITS COURSE!

Find ten geographical words in the wordsquare and categorize them in the correct column.



words related to water: ocean, river, lake, waterfall words related to land: hill, forest, island, beach, mountain, desert

Fill in the blanks using the words below. One is extra.



- 1. In Japan, people have very strong buildings because they often have earthquakes.
- 2. When there is *drought*, the land dries and crops die.
- 3. The *hurricane* damages the roof of the buildings in the West Atlantic Ocean very often.
- 4. After the *flood*, the water goes down and the land usually dries in weeks.
- 5. A small snowball can start a(n) avalanche on the mountains in Peru.
- 6. When a(n) tsunami comes; high waves hit the coast and kill people in Indonesia.

Match the words below to make collocations.

- ..e... 1. heavy
- ..f... 2. safety
- ..**a**... 3. natural
- ..c... 4. earthquake
- ..**b**... 5. river
- ..**d**... 6. volcanic

- a) disasters
- b) banks
- c) drills
- d) eruptions
- e) rains
- rules f)

Read the statements below and use the collocations in exercise 3 to define them.

1. They are quick, wild and terrible events in nature.

2. The mountain explodes and hot materials come out.

3. They are very large amounts of water drops from clouds.

4. It is the land along the edge of a river.

5. These are laws to lower the risk of danger or injury for people. safety rules

6. They are plans for training people to prepare for disasters.

natural disasters

volcanic eruptions

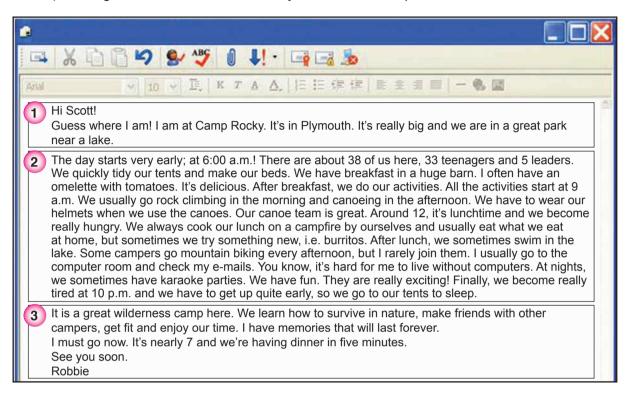
heavy rains

river banks

earthquake drills

ALLOW NATURE TO TAKE ITS COURSE!

- 5 Read Robbie's e-mail from a summer camp. Match a-c with the parts of his e-mail.
 - a) ...3... is the writer's opinion about the camp life.
 - b) ...1... says where he is.
 - c) ...2... gives information about the daily routine at the camp.



6 Fill in the blanks with the time expressions in the box. One is extra.

at 6:00 a.m. at 10 p.m. in the morning at 7:00 p.m. in the afternoon at 9:00 a.m. at nights at noon

- 1. They usually go rock climbing in the morning.
- 2. The campers start doing the sports at 9:00 a.m.
- 3. They sing songs together at nights.
- 4. Robbie gets up at 6:00 a.m.
- 5. They have dinner at 7:00 p.m.
- 6. They meet around a campfire to cook at noon.
- 7. Robbie reads and sends e-mails in the afternoon.



7 Read his e-mail again and write true (T) or false (F).

- F 1. There is a river around the camp. (There is a lake.)
- F 2. The leaders clean the rooms for the campers. (The campers do the cleaning.)
- T 3. You cannot go out in a canoe without a helmet.
- F 4. They always eat soup and salad at lunch. (They sometimes try something new.)
- T 5. Robbie rarely goes mountain biking.
- T 6. Robbie is tired, but he enjoys the camp.

ALLOW NATURE TO TAKE ITS COURSE!

- 8 Fill in the blanks using am not, isn't, aren't, don't or doesn't.
 - 1. Where is Mary? She *isn't* at home at the moment.
 - 2. Please speak slowly. I am not English. I don't understand you very well.
 - 3. They **don't** walk to school every morning. They sometimes ride their bikes.
 - 4. Mary & Sue aren't at the same school.
 - 5. Bill *isn't* a good runner because he *doesn't* practise very often.
 - 6. Students *don't* use their mobile phones at school.
 - 7. The girl *isn't* happy because she *doesn't* like her birthday presents.
- 9 Fill in the blanks using the correct forms of the verbs below. One is extra.

brush their teeth go shopping work get dressed have lunch take a shower get up take photos

- Matt gets dressed for the school before breakfast every morning. He wears his school uniform.
- 2. Mr & Mrs Carter usually *go shopping* at weekends. They buy everything they need.
- 3. The kid *has lunch* at the school canteen every day. He usually eats a hamburger.
- 4. I always *get up* early in the morning because I go to bed early every night.
- 5. Sara *takes a shower* for 30 minutes every afternoon.
- 6. Jane & Ashley brush their teeth three times a day after every meal.
- 7. Clark works for Hamilton High School. He is an English teacher.
- 10 Put the words in the correct order and write the sentences.
 - 1. twice / I / a / a / take / week / shower I take a shower twice a week.
 - 2. makes / me / usually / a / my / for / mum / cake *My mum usually makes / a cake for me*.
 - 3. early / up / do / get / always / you **Do you always get up early?**
 - 4. cheese / never / with / eats / Julia / pasta Julia never eats pasta with cheese.
 - 5. story / reads / English / rarely / he / an / book He rarely reads an English story book.
 - 6. dance / class / every / I / a / Sunday / take I take a dance class every Sunday.
- 11 Answer the questions about yourself. Use adverbs of frequency.

How often do you....

1.	go swimming?	
2.	cook dinner?	ers.
3.	ride a bike?	est own answers.
4.		
5.	do shopping?	
6.	tidy your room?	

1 Complete the sentences with the jobs.

wildlife photographer zoo keeper park ranger wildland fire-fighter explorer

- 1. A / An zoo keeper can enter the cages of wild animals to feed them.
- 2. A / An wildland fire-fighter can fight with forest fires to save the animals and trees.
- 3. A / An explorer can travel in hard conditions to discover new things.
- 4. A / An park ranger can guide the visitors to protect green areas.
- 5. A / An wildlife photographer can wait for a long time to catch the best images.

2 Match the pictures with the words.

7 d) dive climb **6** a) **10** g) travel **4** j) feed 8 k) **3** b) fall **11** e) talk 2 h) run cycle **5** c) swim **9** f) catch **1** i) jump



3 Complete the text using the correct forms of the verbs in exercise 2.

Jamie is a mountaineer, but he is not a usual one. He lives on the edge most of the time. He is always very careful because he can *fall* off a high mountain and no one can find him. He *travels* to different countries to *climb* the high mountains. He usually makes friends with local people, *talks* to them and learns a lot about their culture. He can *swim* like a fish. He *dives* into lakes and rivers that a lot of people don't know. He sleeps in a tent during these journeys. He sometimes *feeds* the small animals in nature with his own hands because he loves them a lot.



4 Complete the sentences with the correct words.

long- sleeved desert documentary take off journey

- 1. Camels can live without drinking water for a long time in the *desert*.
- 2. We had a wonderful time during our *journey*. We saw different places and took a lot of pictures.
- 3. I wore a *long-sleeved* top to protect my arms from sunburn.
- 4. I like watching **documentary** films because I can learn new things from them.
- 5. It's hot. Why don't you take off your jacket?

- Read the text quickly. What is it about?
 - a) A day at work.
 - (b) An adventurer in the wild.
 - c) A summer holiday.

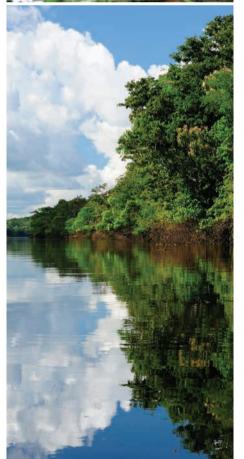
Most people can't stay in the wild nature without the necessary equipment. Ed Stafford only takes his camera and spends weeks on an island or in a jungle without food or water. He has a Guinness record for walking along the Amazon River by himself. He travels to discover new things in the wilderness.

Ed Stafford wants to prove that people can survive in nature and they need nothing. His team leaves him in an area he wants and his adventure starts. He can make fire without matches or lighters. He can catch fish with his hands. Most importantly, he can survive by eating everything in the wild.

He can't leave the area before the planned time. During this time, he records every moment of his adventure. When the departure day comes, his team comes and takes him. A lot of people from different countries wait for his documentaries and follow him on social media. Ed loves every minute of his job.







6 Choose the correct option.

- 1. Ed Stafford is a
 - a) zoo keeper
 - b) wildlife explorer
 - c) park ranger
- 2. He takes only with him.
 - a) his clothes
 - b) some food and drinks
 - (c) his camera
- 3. He wants to show everyone that we
 - (a) can live in the wilderness
 - b) need a lot of equipment for camping
 - c) can make documentaries
- 4. His team
 - a) brings him food and drink
 - b) stays with him
 - (c) helps him with the transportation
- 5. We can't
 - a) listen to his radio programmes
 - b) watch his documentaries
 - c) follow him on social media

7 Complete the sentences below with can or can't using the information in the chart.

	Mary	Jude	Ozan
feed wild animals	✓	Х	✓
climb a mountain	Х	Х	✓
cycle in the desert	✓	✓	Х
swim with sharks	х	✓	✓

- 1. Ozan *can* feed wild animals and he *can* climb a mountain.
- 2. Mary *can* cycle in the desert but she *can't* swim with sharks.
- 3. Jude *can't* feed wild animals or he *can't* climb a mountain.
- 4. Ozan can't cycle in the desert, but Mary and Jude can't.
- 5. Jude and Ozan can swim with sharks, but Mary can't.
- 6. Mary and Jude can't climb a mountain, but Ozan can.

8 Write questions and answers with can.

- Ivanka / cycle?
 Can Ivanka cycle?
 Yes, she can.
- Judy and Erica / play with dolphins?
 Can Judy and Erica play with dolphins?
 No, they can't.
- 3. you / sleep in a tent?

 Can you sleep in a tent?

 Yes, I can.

- Joseph / make a campfire?
 Can Joseph make a campfire?
 No, he can't.
- 5. Eva / travel alone?

 Can Eva travel alone?

 Yes, she can.
- you / go rock climbing?
 Can you go rock climbing?
 No, I can't.

9 Write the adverbs.

1. easy → easily
 2. hard → hard
 3. bad → badly
 4. good → well
 5. fast → fast
 6. slow → slowly
 7. careful → carefully
 8. beautiful → beautifully
 9. quick → quickly

10 Choose the correct adjective or adverb to complete the sentences.

- 1. It is an easy / easily route for a cyclist.
- 2. He worked *hard* / *hardly* to be a good mountaineer.
- 3. The insects move *fast / fastly* when it is dark in deserts.
- 4. The lake near the valley is very **beautiful** / **beautifully**.
- 5. Annie cycles **bad / badly** on sandy roads.
- 6. Zoo keepers look after the animals careful / carefully.

Write meaningful sentences. Use can and an adverb as in the example.

- 1. Campers / get up / early.

 Campers can get up early.
- Divers / swim and dive / good.Divers can swim and dive well.
- 3. Park rangers / carry the animals / careful. Park rangers can carry the animals carefully.
- 4. Fire fighters / put out the fire / easy.

 Fire fighters can put out the fire easily.
- 5. Wildlife photographers / wait / quiet. Wildlife photographers can wait quietly.
- Police officers / drive / fast.
 Police officers can drive fast.

REVIEW 3-4

A. Choose the correct option.

- 1. This book is a *thrilling / boring* adventure story. I enjoy reading it.
- 2. John can't stand *amazing / annoying* people. He never talks to them.
- 3. There is an *unpleasant / unrealistic* smell in the room. Open the window, please.
- 4. Scuba diving is a **boring / challenging** activity. I love it.
- 5. Ellen likes unusual / cheap clothes. She dresses differently.
- 6. Cycling is *exciting / exhausting*. I prefer playing chess.
- 7. My father is a *creative / crazy* man. He is keen on writing poems.
- 8. I'm crazy about watching *relaxing / breathtaking* movies. I love action scenes.

B. Fill in the blanks using the correct words from the box.

earthquakes / oceans / beach / hill / desert / drought / tsunamis / island

- 1. It's very hard to find water in the *desert*. All you can see is sand.
- 2. Farmers don't get any crops during a(n) *drought*. They have hard times.
- 3. My friend lives on the large Japanese *island* of Hokkaido. It's breathtaking.
- 4. Different types of fish live in the *oceans*. I want to dive and film them.
- 5. A lot of people die during *earthquakes*. Safety rules are important.
- 6. Their house is on the top of a(n) hill. Climbing is really tiring.
- 7. Tsunamis are large waves after earthquakes.
- 8. We like spending the day at the **beach** in summer.

C. Match the halves to make meaningful sentences.

1. Some people fail not because of misfortune. c a. to become a ballerina. 2. His ambition is just b. to give up eating fast food. d c. but because of their own mistakes. 3. Doctors tell people _b_ 4. I want to take up pilates _f_ d. to pass the final exams. 5. Brenda trains hard e. you can take off your jacket. a f. and be fit. 6. It's very hot, so е

D. Choose the correct options.

- 1. To allow nature to take its course means
 - (a) to let something happen without trying to control it
 - b) not to let something happen
- 2. To be on the edge of one's seat means
 - a) sitting on the side of a chair
 - (b) getting very excited by a performance
- 3. To reach for the moon means
- (a) to try to achieve something that is very difficult
 - b) to do something easily

E. Put the words in the correct order.

- never / early / Jane / wakes up
- 2. They / go on picnics / sometimes / in summer
- 3. she / play / the piano / Does / every day
- 4. you / the dog / Do / often / take / for a walk
- 5. my teeth / I / before going to bed / always / brush

Jane never wakes up early.

They sometimes go on picnics in summer.

Does she play the piano every day?

Do you often take the dog for a walk?

I always brush my teeth before going to bed.

F. Fill in the blanks with the correct form of the verbs in brackets.

Henna 1)*comes* (come) from Germany. She 2)*lives* (live) with her family in a flat. In winter, it 3)*gets* (get) dark very early and it 4)*snows* (snow) a lot. Most people 5)*love* (love) skiing there. Children 6)*learn* (learn) to ski at a very young age. In summer, they 7)*ride* (ride) bikes and 8)*spend* (spend) most of the day outdoors. Germany 9)*is* (be) a beautiful country. Henna 10)*enjoys* (enjoy) living there.

G. Make questions using the prompts as in the example.

- Linda's brother drives fast. (your father)
 Does your father drive fast?
- 2. David plays tennis every day. (Jo)

 Does Jo play tennis every day?
- 3. Sarah cleans the house on Wednesdays. (Ann and Sue)

 Do Ann and Sue clean the house on Wednesdays?
- 4. My grandmother watches TV in the afternoon. (the children)

 Do the children watch TV in the afternoon?
- 5. I like dancing. (you)

 Do you like dancing?

H. Match the questions with the answers.

1. Can Daisy run quickly? _d_ a. I usually go out and have a drink. 2. Do you take the bus to school every day? _g_ b. In my wardrobe. 3. What time do you start work? c. In a small flat. _h_ 4. What do you do in the evenings? d. No, she can't. a 5. How often do you go to the theatre? e. Not very often. _e_ 6. Does Harry live in a house or a flat? f. No, they don't. _C_ 7. Do your parents swim regularly? g. No. I usually walk to school. _f_ 8. Where do you keep your clothes? h. At half past eight.

I. Put the lines in the correct order to make a dialogue.

- A: Hmm. Actually, I want to talk with you about my grades. I need your help. _3_
- **B**: OK, then. _6_
- A: Why don't we have coffee after school? _1_
- **B**: How about meeting on Saturday? __4__
- A: Good idea! 5
- **B**: Well, I'd love to, but I have other plans. _2_

J. Rewrite the sentences as in the example.

He is a good writer.
 Mary is a slow runner.
 They are clever players.

He writes well.
Mary runs slowly.
They play cleverly.

4. Matilda is a beautiful dancer.
5. He is a hard worker.
Matilda dances beautifully.
He works hard.

5. He is a hard worker. He works hard.6. She is a bad singer. She sings badly.

7. My father is a careful driver. My father drives carefully.

INSPIRATIONAL GIARAGTERS

A. THE CRÈME DE LA CRÈME

1 Find the ten words related to appearance and write.

Е	С	М	Т	٧	М	С	0	М	В
S	z	_	L	Α	L	U	D	0	R
0	С	D	Ι	J	Q	R	Н	U	Α
0	х	D	U	М	٧	L	D	S	С
L	F	L	В	Α	S	Υ	В	Т	Ε
С	В	Е	L	W	Р	Х	Α	Α	S
J	Z	Α	L	Α	Ι	٧	L	С	С
Т	Q	G	Е	٧	K	Υ	D	Н	Т
М	R	Ε	W	Υ	Υ	S	С	Ε	U
X	W	D	Е	D	N	0	L	В	J

- 1. BALD
- 2. BLONDE
- 3. BRACES
- 4. CURLY
- 5. LOOSE
- 6. MIDDLE-AGED
- 7. MOUSTACHE
- 8. SPIKY
- 9. **WAVY**
- 10. WELL-BUILT

2 Fill in the blanks using the correct words in exercise 1.

- 1. He's going **bald** in his early thirties. He has almost no hair.
- 2. Jane has long *curly* hair. It's really difficult to comb it.
- 3. They are a *middle-aged* couple with three grown-up children.
- 4. He doesn't have a beard, but he has a thick moustache.
- 5. I love my hair hanging *loose* on my shoulders. It seems nice.
- 6. The little girl has **blonde** hair. She is like sunshine.
- 7. My brother is well-built with dark skin. He's really handsome.
- 8. My dentist says I need to wear **braces** for two years. I feel sorry.

3 Fiil in the blanks using the correct word groups.

dark skin dyed hair good-looking man spiky hair green eyes

- 1. George is a *good-looking man*. He is always fit.
- 2. Julia has got dyed hair, but I don't like its colour.
- 3. Her *green eyes* are so attractive. You can look at them for hours.
- 4. Actually, she doesn't have *dark skin*. She sunbathes a lot in summers.
- Teenagers prefer spiky hair to curly hair.

4 Choose the correct word.

- 1. You always look *elegant / talented* in your red dress. I love it.
- 2. Models are mostly all skin and bones / plump. I don't think they are having a healthy diet.
- 3. James is a worldwide known / talented young musician. I'm sure, he'll be very famous one day.
- 4. Laura's new haircut is *alive / awesome*. She looks much younger.

5 Read the dialogue quickly and write the questions in the correct place.

- a. What is he doing here?
- b. Is he taller than you?
- c. Does he like wearing sunglasses?

Sue: Everybody says

that your brother is a famous basketball player. What does he look like? Can you show me his



photo?

Brandon: I'm sorry, but I don't have any photos of him.
Sue: Have a look at your phone. You can find one.
Brandon: My phone is new. I haven't taken any photos yet.

Sue : _____b___

Brandon: Yes, he is, of course. He is also slimmer than me. He looks so fit.

Sue : You are older than him. Right?

Brandon : No. He's four years older than me.

Sue : Hmmm.

Brandon: Unlike me, he has got blue eyes and spiky fair hair.

Sue: Really? That sounds interesting.

Brandon: Why do you say so?

Sue : You have got brown eyes and curly black hair. And you are of medium build. Are

you sure you are brothers?

Brandon: You mean we don't look like each other.

Sue: Yes, exactly. _____*c*____

Brandon: Yes, he does.

Sue: Look outside. Your brother is here.

Brandon: _____a__

Sue: He is standing in front of a luxurious car and talking on the phone.

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

- T 1. Sue wants to learn about Brandon's brother.
- F 2. Brandon has a photo of his brother. (Brandon doesn't have a photo of his brother.)
- F 3. Brandon is fitter than his brother. (His brother is fitter than him.)
- T 4. Brandon is younger than his brother.
- T 5. Brandon doesn't have blue eyes.
- T 6. Brandon and his brother don't look alike.
- 7. Sue thinks Brandon is as handsome as his brother. (Sue thinks Brandon's brother is more handsome than Brandon.)
- F 8. Brandon's brother is talking on the phone in his car. (He is talking on the phone in front of his car.)

7 Put the verbs below into the present continuous form to complete the sentences.

take	play	eat	clap	stand	dance
sit	hold	drink	look	fly	smile

- At the moment, we are clapping Adele's performance enthusiastically. Everybody is amazed.
- 2. *Is* Tom Cruise *sitting* on the bench and *drinking* lemonade? I can't believe.
- 3. I am not holding (not) an umbrella in the show. It's a stick.
- 4. Mum and her son *are standing* over there and *eating* their toasts in the film.
- 5. Are you looking at the posters of the performance?
- 6. The music isn't good. The celebrities at the party aren't dancing (not).
- 7. Sarah, my favourite popstar looks happy. She is smiling.
- 8. The birds are flying high in the sky. The footballers are watching them.
- 9. The band *is playing* my favourite song. Let's dance.
- 10. John is taking photos of the famous people in the ball.

8 Ask questions for the underlined words.

- 1. Where is he going after the concert? He's going home after the concert.
- 2. What is your favourite singer wearing?
 My favourite singer is wearing a red mini dress.
- 3. What are the dancers eating?
 The dancers are eating fish and chips.
- 4. Where are the musicians staying?
 The musicians are staying at a five-star hotel.

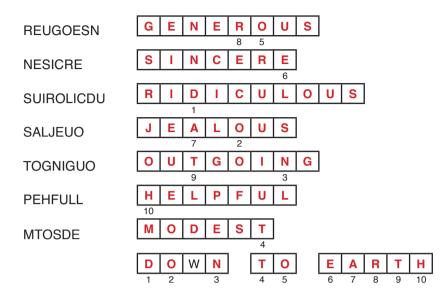
9 Answer the questions.

1.	Are you listening to music now?	
2.	What are you doing at the moment?	Ss' own answer
3.	Is your desk mate writing an e-mail to his / her fa	wourite singer?
4.	What is your teacher doing now?	

10 Put the adjectives into the correct form.

- 1. I am short, but my favourite actor is *shorter than* (short) me.
- 2. Kevin Costner's eyes are bigger than (big) Richard Gere's. They are so beautiful.
- 3. Jackie is *the thinnest* (thin) girl in the band. I love her.
- 4. Miley Cyrus is *the most attractive* (attractive) celebrity I've ever known.
- 5. Who is *the most handsome* (handsome) singer in the photo?
- 6. My favourite popstar is *younger than* (young) yours, but he looks *older* (old).
- 7. Mr Smith is *more good-looking than* (good-looking) Mr Rogers. He is always fit.

Unscramble each of the clue words to find the personality adjectives. Then, write the letters in the numbered cells at the bottom.



2 Fill in the blanks using the words in exercise 1.

- 1. Look at the photo in the magazine. Murat Boz is carrying the bags of an old woman. He's a *helpful* popstar.
- 2. Angelina Jolie spends most of her money on children who are in need. She is really *generous*.
- 3. Oh my God! Look at TV! My favourite popstar looks so *ridiculous* in that colourful dress. I can't help laughing.
- 4. Some of the celebrities don't like spending time with their fans. I think this is not right. They must be *outgoing*.
- 5. I'm reading my best footballer's interview. He's a *down-to-earth* sort of man. He's really practical and sensible.
- 6. Keanu Reeves is such a *modest* actor. He says that he is just an ordinary person.
- 7. I'm watching my favourite actresses in a talk show. Both of them are talking honestly. They seem very *sincere*.
- 8. Most of the famous people are *jealous*. They never appreciate each other's work.

3 Circle the correct word.

- 1. *Polite / Rude* people show understanding and care for other people's feelings.
- 2. Shy / Stubborn people are determined to do what they want and refuse to do anything else.
- 3. **Boring / Easy-going** people are usually relaxed and tolerant.
- 4. Sensible / Outgoing people make good judgements and share practical ideas.

4 Circle the odd one out.

1.	sandals	cap	sneakers	flip flops
2.	earmuffs	gloves	scarf	clutch
3.	tie	belt	suit	bracelet
4.	t-shirt	skirt	pants	shorts

5 Read the blog quickly and choose the correct option.

What is the text about?

a) appearances



c) likes and dislikes

GET CLOSER TO YOUR FAVOURITES!!!!!!!!

Push-Up is a very popular music band nowadays. You can hear their last single almost on every music channel. Alger, Darla, Wes and Gina are the members. They have very different characteristics but they get on well with each other.



Alger is the bass guitarist who is 23. He's a highly optimistic person. He keeps himself away from negative people. He doesn't get mad easily. He's an easy-going and down-to-earth kind of man, but sometimes he can be jealous, especially when he hears better sounds than the ones they perform.



Darla, the youngest in the band, is the drummer. She's extremely talented. You get amazed when you watch her live on the stage. She wears a strange hat during the performances. She looks ridiculous in it. She is so cute. She says that she loves making people laugh. However, she can be stubborn at times.



Wes is a 27-yearold keyboardist. He is the most helpful and generous one in the group. He works for various charities voluntarily. You can also see him on the stage individually playing his keyboard and singing. He gets angry when any social media serves this on the Net. He is such a modest man.



Gina is 20 years old. She is the soloist who has a crystal clear voice. She is more outgoing and patient than anybody else in the band. She never gets bored during the rehearsals and she starts singing again and again till she does the best. But just a little warning to you, stay away from her when she is hungry.

6 Read the blog and write true (T) or false (F).

- 1. It is difficult to find Push-Up's new single nowadays. (You can hear their last single almost on every music channel.)
- T 2. There are two boys and two girls in the band.
- F 3. Members have some problems because they have different characteristics. (They get on well with each other.)
- T 4. Alger isn't a pessimistic person.
- T 5. Alger can't stand hearing a better music than his.
- T 6. Darla plays the drums well.
- F 7. Darla wears elegant hats during the performances. (She wears strange hats.)
- T 8. Wes is the oldest member in the band.
- 9. Wes earns a lot of money because he also works for charities. (He doesn't get any money. He works voluntarily.)
- F 10. Gina is as patient as the other members in the band. (She is the most patient one in the band.)

7 Read the paragraph and answer the questions.

Tom has two brothers, John and Jack, and two sisters, Sarah and Sue. John is sixteen. Jack is six years younger than John but he is four years older than Sue. Sue is seven years younger than Tom and four years older than Sarah.

- 1. How old is Tom? 13
- 2. Is Sarah the oldest in the family? No
- 3. Is Sarah younger than Jack? Yes
- 4. Who is the youngest in the family? Sarah
- 8 Rewrite the sentences using the word(s) in brackets.
 - 1. Katy Perry is funnier than Selena Gomez. (as...as) Selena Gomez isn't as funny as Katy Perry.
 - 2. Kristen Stewart isn't as good as Emma Watson in the film. (than)

Emma Watson is better than Kristen Stewart in the film.

- 3. Mariah Carey and Rihanna are both very rich singers. (as...as) *Mariah Carey is as rich as Rihanna*.
- 4. Taylor Swift is friendlier than Avril Lavinge. (less)

Avril Lavinge is less friendly than Taylor Swift.

- 5. Beyonce and Lady Gaga are imaginative, but Bruno Mars is more imaginative. (the) *Bruno Mars is the most imaginative of all*.
- 9 Find the mistakes. Rewrite the sentences correctly.
 - 1. Pop singers are popular than artists.
 - Pop singers are more popular than artists.
 - 2. Basketball players are the most tallest sportsmen.

Basketball players are the tallest sportsmen.

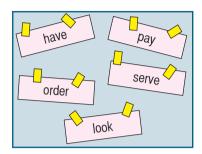
- 3. Actresses are as better as actors.
 - Actresses are as good as actors.
- 4. Tom Cox is funnyer than Hugh Bixy in the film.

Tom Cox is funnier than Hugh Bixy in the film.

10	Describe one of your family member's personality and yours. Then compare yourselves.
	Ss' own answers

GLOBAL UNDERSTANDING

Look at the pictures and write the correct form of the word in each blank.







She is *looking* at the menu.

She is *ordering* some food.



He is **serving** the meal.



She is *having* lunch.



She is *paying* the bill.

I have the bill, please

Choose the correct option.

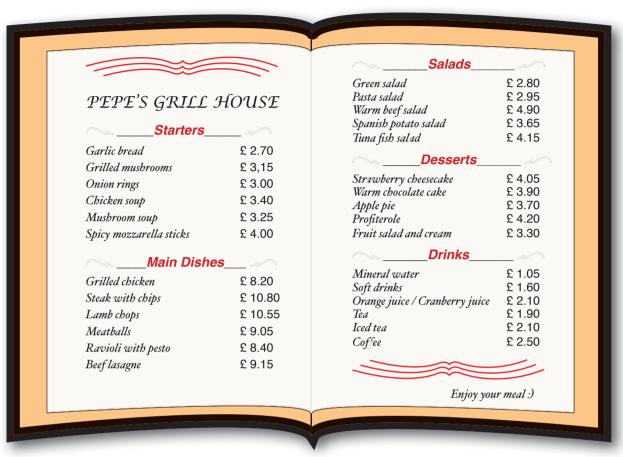
- 1. Children love candies because they are sour/salty/sweet.
- 2. Don't eat potato chips too much because they are salty / juicy / sour.
- 3. Mexican food is *spicy / fresh / sweet* with lots of red peppers.
- 4. We need some more lemons. The salad is not *greasy/sour/salty* enough.
- 5. Please don't fry the potatoes. I don't like *greasy / healthy / juicy* food.
- 6. I love these oranges. They are fresh and salty / greasy / delicious.

Choose the best response.

1.	A:	Are you ready to order?	
	B:	Oh, yes?	
	(a)	Can I have a chicken sandwich, please	b) Can I have the bill, ple
2.	A:	Would you like a dessert?	
	B:		
	a)	Green tea, please	b) Ice cream, please
3.	A:	Would you like anything else?	
	B:		_
	a)	Oh, here you are	b) That's all. Thank you
4.	A:	How would you like your coffee?	
	B:		
	(a)	Black and no sugar, please	b) In a cup, please
5.	A:	Would you like some olives in your salad?	
	B:		
	(a)	Yes, please	b) Yes, I sometimes do

4 Read the menu. Complete the missing headings with the words below.

Desserts Salads Main Dishes Starters



- Fead the menu again. Write true (T), false (F) or don't know (DK).
 - F 1. They don't serve chicken soup.
 (They serve chicken soup.)
 - F 2. Meatballs are more expensive than lamp chops. (They are cheaper.)
 - T 3. There are two types of meat salads.
 - **DK** 4. They have onion in potato salad.
 - F 5. You can have vegetable lasagne as a main dish. (Beef lasagne.)
 - 6. Profiterole is the most expensive dessert.
 - 7. For grilled chicken and green salad, you pay £12. (£11)
 - **DK** 8. They serve fresh lemonade.
 - 9. If you are a "meat and potatoes person", steak with chips is just for you.

6 Choose your favourite food and drink. Give your order.

	_
PEPE'S GRILL HO	OUSE
Admis	sion No 93
Ss' own ansv	ver s
Ss' OWII Car	
<i>m</i> . 1	
Total	
	Thank you!

Complete the questions with the words in the box. What How much Where How often What time Why 1. A: How often do you eat out? B: Once a week. 2. A: What time do you usually have dinner? B: Between 7 p.m. and 8 p.m. 3. A: Where do they have lunch? B: At school canteen. 4. A: What do you usually have for breakfast? B: An omelette and orange juice. 5. A: Why do you eat so much chocolate? B: I love it. 6. A: How much water do you drink a day? B: Eight glasses. Tick (\checkmark) the right statements. Correct the wrong ones. 1. The Italians have breakfast rarely before 7 a.m. The Italians rarely have breakfast before 7 a.m. . Breakfast isn't usually an important meal in Spain. Do Turkish people have always tea for breakfast? Do Turkish people always have tea for breakfast? 4. The Polish every morning eat fresh and warm bread. The Polish eat fresh and warm bread every morning. Sometimes we eat Chinese food. Complete the statements with tag questions. 1. They eat Yorkshire pudding a lot in the U.K., *don't they*? 2. The Japanese girl isn't eating sushi, is she? 3. The Chinese tourists are eating with chopsticks, *aren't they*? 4. Let's eat out tonight, shall we? 5. Schnitzel is popular in Austria, isn't it? Put the words in the correct order to make sentences. 10 1. usually / mother / kitchen / Jack and Sara / help / the / their / in Jack and Sara usually help their mother in the kitchen. 2. eats / lunch / he / sandwich / often / for / a He often eats a sandwich for lunch. 3. my / nights / sometimes / late / friend / at / studies My friend sometimes studies late at nights. 4. goes / walk / evening / my / always / for / in / grandmother / a / the My grandmother always goes for a walk in the evening. 5. for / Robert / never / school / late / is Robert is never late for school. Write true sentences about yourself for the activities in exercise 10. I sometimes help my mother in the kitchen. 1. 2. 3. Ss*own answers

Joanna is a businesswoman and she travels a lot. Read about her typical travel day and choose the correct option to complete her sentences.



- 1. a) one-way
- 2. (a) baggage
- 3. a) station
- 4. a) gate
- 5. (a) passport
- 6. a) aisle
- 7. a) airport
- 8. (a) gate
- 9. a) plane
- 10. a) passport
- 11. a) window seat

- (b) round
- b) passport
- b) bus stop
- b) security
- b) photos
- b) baggage
- (b) security
- b) pass
- (b) announcement
- b) boarding pass
- (b) seat belt

- c) plane
- c) boarding pass
- (c) airport
- c) check-in desk
- c) boarding pass
- c) boarding pass
- c) travel agency
- c) seat
- c) boarding
- c) passengers
- c) aisle seat
- 2 Write about the weather in the following cities.

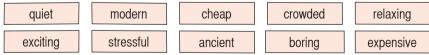


- 1. It's sunny and hot.
- 2. It's rainy and cool.
- 3. It's snowy and cold.
- 4. It's cloudy and warm.

3 Write the directions on the compass.

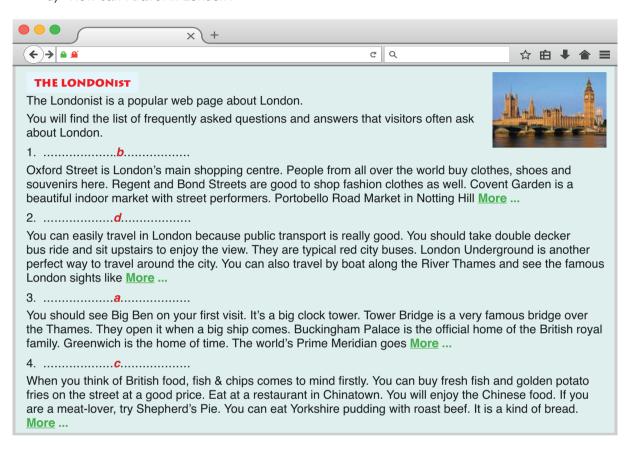


4 Read the sentences about cities and fill in the blanks using the words.



- 1. Athens is a(n) ancient city because it is very old.
- 2. Paris is a very large and *exciting* city, so you never get bored there.
- 3. Lublin is *quiet* and *relaxing*. There aren't many people in it.
- 4. Hyderabad is a very *cheap* place, so you can stay there with little money.
- 5. London gets really **stressful** and **crowded** in summer months with many tourists.
- 6. Nairobi is famous for its *modern* and energetic places to eat and drink.
- 7. Hong Kong is the most *expensive* city in the world. You need to earn a lot to live there.
- 8. Ottawa is *boring* because there is nothing much interesting there.

- 5 Read the web page, *The Londonist*. Write the correct question for each answer.
 - a) What are the great places to visit London?
 - b) Where do people do shopping in London?
 - c) What can you eat in London?
 - d) How can I travel in London?



- 6 Read the statements and write true (T) or false (F).
 - T 1. You can watch street performances at Covent Garden.
 - E 2. It's difficult to see around by bus or underground. (You can enjoy the view on a bus.)
 - T 3. You can take a short cruise there.
 - F 4. Tower Bridge is open for 24 hours. (They open it when a big ship comes.)
 - 5. The queen lives in Buckingham Palace.
 - F 6. Yorkshire pudding is a meat dish. (It is a kind of bread.)
- Read the statements below and match them with the questions in exercise 5.
 - You can also take the tram, cable car, taxi or ride your bike to see around.
 - 4 Apple pie is a lovely dessert. It's a kind of pie with sweetened apple.
 - 1 Visit Carnaby Street for good and cheap London souvenirs.
 - In the museum, Madame Tussauds, you can see wax figures of famous people.

B Decide if the sentences are right or wrong. Correct the wrong ones.

1. I <u>don't know</u> Puerto Rico very well. right

2. Can you hear these people? Which language <u>do</u> they <u>talk</u>? **wrong - are talking**

3. I <u>am</u> usually <u>having</u> my holidays in Japan. **wrong - have**

4. Fasten your seat belt. The plane *is departing*. *right*

5. <u>Do</u> they <u>speak</u> English in Ghana? <u>right</u>

6. Maria is in Montréal. She *learns* French. **wrong - is learning**

9 Choose the correct word to complete the sentences.

- 1. Eric always **go/goes** to Jamaica in winter for the sun.
- 2. Today they, are working / work from home because of the heavy rain.
- 3. My mother **don't/doesn't** like to drive when it's foggy.
- 4. It *doesn't snow / isn't snowing* now. Let's go out for a walk.
- 5. The tourists *are / is* still waiting for the snow to stop.
- 6. Look! The wind *is blowing / blows* the leaves from the trees.

10 Choose the correct conjunctions in brackets to join the sentences.

More than thirty-eight million people live in Tokyo. It's the most crowded city in the world. (so / but)

More than thirty-eight million people live in Tokyo so it's the most crowded city in the world.

- Milan is a trade centre. There are many international fairs every year. (but / because)
 Milan is a trade centre because there are many international fairs every year.
- 3. Las Vegas is a fun city. You can see Hoover Dam there. (but / and)
 Las Vegas is a fun city and you can see Hoover Dam there.
- 4. There are a lot of poor people in Mumbai. The world's most expensive house is there. (but / so)

 There are a lot of poor people in Mumbai but the world's most expensive house is there.

Read the answers. Then, write questions using the prompts in the present simple or present continuous.

- 1. it / rain / a lot / İzmir
 - A: Does it rain a lot in Izmir?
 - **B:** Yes, it does. But it rarely snows there.
- 2. it / rain / at the moment
 - A: Is it raining at the moment?
 - **B:** No, it's sunny at the moment.
- 3. you / live / Bogota
 - A: Do you live in Bogota?
 - **B:** Yes, I live there with my family.
- 4. Why / you / live / hotel room
 - A: Why are you living in a hotel room?
 - **B:** Because they are decorating my house.

REVIEW 5-6

A. Choose the correct option.

- 1. I live in a city. There are lots of people. a) quiet (b) crowded 2. He is so tired. He needs a holiday.
- - a) stressful (b) relaxing
- 3. She doesn't have much money. She wants to buy something
 - (a) cheap b) expensive
- 4. I'm to see you here. We can have coffee together.
 - (a) glad b) sad
- 5. Her mother is so She wears the most fashionable clothes.
 - a) old fashioned (b) elegant
- 6. It's so of you to lend me your car for the party.
 - a) generous b) stingy
- 7. Take those tight trousers off. You look in them.
 - (b) ridiculous a) jealous
- 8. George never tells lies. He's a man.
 - (a) sincere b) stubborn

B. Fill in the blanks using the correct words.

sweet / healthy / fresh / delicious / salty / juicy

- 1. Don't eat this fish. It smells bad. It isn't fresh.
- 2. These oranges look *juicy*. Let's squeeze them.
- 3. I can't drink this soup. It's too salty.
- 4. Do you want your pancakes **sweet** or salty?
- 5. My mum cooks *delicious* cakes. All my friends love to eat them.
- 6. She prefers eating *healthy* food like vegetables and fruit.

C. Read the situations below and match them with the idioms.

- 1. You see an extremely thin woman walking in front of you. _c_
- 2. You are very jealous of Sheila and want to have everything she has. d
- 3. You watch the film till the end, but you don't understand anything. a
- 4. You go to the party with a lot of interest and energy. _b_
- a) It's all Greek to me.
- b) I'm going there with the bells on.
- c) She's all skin and bone.
- d) I'm keeping up with the Joneses.

D. Fill in the blanks using Present Continuous Tense.

There are four people in the kitchen. The old man with white hair 1) is sitting (sit) at the table. He 2) is wearing (wear) a blue T-shirt and white trousers. The young lady with glasses 3) is serving (serve) the salad. The other women 4) are standing (stand) next to the cupboards. They 5) are preparing (prepare) food.

E. Choose the correct option.

- 1. Cindy and Matthew go to the cinema at weekends / today.
- 2. They are running in the park at night / now.
- 3. Paul is watching TV on Mondays / at the moment.
- 4. Do you go out every day / at present?
- 5. Karen usually reads books **now / in the evenings**.

F.	Ch	oose the correct options.		
	1.	Sam spending too much mo	oney	<i>I</i> .
	0	a) hate b) hating	(c)	hates
	2.	Lisalike cold weather. a) don't (b) doesn't	c)	isn't
	3.	Sarah and I from England.	-/	
	4	a) am not b) don't	(c)	aren't
	4.	they playing football in the gas Are b) Do	c)	Have
	5.	A student always up early.		
	6.	a) get (b) gets Children drink coffee.	c)	is getting
	0.	a) doesn't b) aren't	(c)	don't
G.	Fill	I in the blanks using the correct for	m o	of the verbs.
	1.	A: What are you cooking (you / co	,	
		B: I am making (make) a vegetaria		
		A: Do you eat (you / eat) vegetable B: No. I usually have (have) meat a		
	2.	A: Where is Amy?		
		B : She <i>is talking</i> (talk) with the bos		
	3.	He <i>likes</i> (like) listening to music. He	has	(have) a large music library
	4.	A: Steve is in the bathroom.B: Is he having (he / have) a show	er?	
	5.	I have a car, but I don't usually driv	/e (r	not / usually / drive) to work.
	6.	Please be quiet. The baby is sleeping	ng (:	sleep).
	7.	My grandma never <i>forgets</i> (forget) p	peop	ole's names.
Н.	Fil	II in the blanks using the correct fo	rm (of the adjectives.
	1.	My house is bigger (big) than your h		
	2. 3.	Beyonce is a very <i>famous</i> (famous) Jim's car is less <i>modern</i> (modern) the	•	-
	4.	They are as <i>rich</i> (rich) as the Smiths	3.	•
	5. 6	The Danube is the <i>most beautiful</i> (I		
	6. 7.	Mary's dress is <i>more expensive</i> (ex Asia is the <i>largest</i> (large) continent		
	8.	Peter is not as tall (tall) as Sally.		
I.	Tic	ck (√) the correct sentences.		
	1.	A cheetah runs faster than a ze	bra.	
		A cheetah runs as fast than a z	ebra	a
	2.	Is the film as exciting as the boo	ok?	
		Is the film as more exciting as t	he b	oook?
	3.	Lisa is the most elegant girl tha	n at	the party.
		Lisa is the most elegant girl at t	he p	party.
	4.	My sister is shorter as me.		
		My sister is shorter than me.		
	5.	My marks are the worst in our of	class	S.
		My marks are worse in our clas	s.	

A. ARTISTRY BEHIND THE WONDERS

Fill in the sentences with the correct words from the box.

tomb lighthouse structure temple statue

- 1. The Eiffel Tower is the most popular *structure* in Paris.
- 2. There was a bronze *statue* of a lion in front of the pyramid.
- 3. Every year millions of people visit Anıtkabir, the *tomb* of Atatürk.
- 4. In this old town, there was a tall *lighthouse* to guide ships at sea.
- 5. The king wanted to build a big *temple* for religious ceremonies.

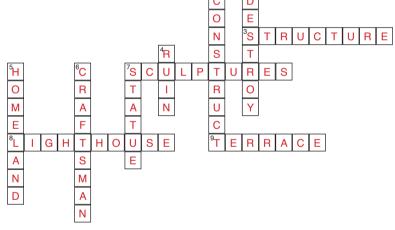
2 Complete the sentences to do the puzzle.

Across

- 3. The old train station of the city is a fantastic *structure*.
- 7. You can see the best collection of *sculptures* in this museum.
- 8. This restaurant was a *lighthouse* for sailors in the past.
- 9. There were different trees and plants in the garden terrace.



- The people decided to construct a new temple after the strong earthquake.
- The soldiers wanted to destroy the village with bombs.
- The old castle is a *ruin* now. You can only see the walls.
- 5. He left his **homeland** to live in a bigger country.
- The emperor called the most famous *craftsman* in the country to build his palace.
- The statue of the king stands in front of the building.



3 Choose the closest meaning for the underlined words.

- 1. I can't take my eyes off the huge building. It's breathtaking!
 - a) I don't want to see it.
- b I can't stop looking at it.
- 2. The skilful craftsmen constructed this beautiful tomb.
 - a) They are not successful.
- b They are good at their jobs.
- 3. She wanted to give the children a gift to make them happy.
 - (a) a present

- b) a ruin
- 4. Do you know the <u>location</u> of the museum?
 - a) time

- b the place
- 5. You can see his statue in every city because people wanted his memory to live.
 - (a) things to remember

b) things to forget

4 Read the text and write the names of the places the family visited.

I visited İzmir with my parents last June and we joined a sightseeing tour around the city. After we left İzmir, we went to Ephesus. We saw the ruins of the Temple of Artemis and the Terrace Houses there. It was so magnificent that the other day we decided to go on a day trip to Bodrum to see another wonder -Mausoleum at Halicarnassus. We left the hotel after breakfast and travelled to Bodrum by a tour bus. We could only see the ruins of the mausoleum and learnt that they used the stones of the mausoleum to build Bodrum Castle. We were amazed by the castle and the view from the top of it. After we went down, we visited the Museum of Underwater Archaeology. My father really liked the shipwrecks from Roman, Greek and Ottoman history, but it wasn't the same for mum. We had lunch at a restaurant at Bodrum Marina - we had delicious fresh fish and green salad. Then, in the afternoon, we went to one of the beaches. After swimming for a while, we took a boat tour to the coves nearby. We took wonderful photos of the castle from the boat. In the evening, we didn't go back to İzmir because we wanted to stay one more day in this fantastic town. It was a wonderful trip - I think the best part of my holiday.











Bodrum Marina

Ephesus

Bodrum Museum of Underwater Archeology

İzmir

Bodrum Castle

5 Read the text. Number the sentences in the right order.

- **2** They saw the ruins of the temple and the Terrace Houses.
- 5 They saw the shipwrecks in the museum.
- 4 They climbed up the castle in Bodrum.
- 3 They had breakfast and left the hotel.
- 7 They took photos from the boat.
- They had a sightseeing tour in İzmir.
- 6 They ate fish and salad.

6 Answer the questions.

When did they visit Turkey?	Last June.
How did they travel to Bodrum?	By the tour bus.
What did they do at Bodrum Castle?	They watched the view and visited the museum.
Where did they have lunch?	At a restaurant at Bodrum Marina.
What did they do in the afternoon?	They swam and took a boat tour.
Why didn't they go back to İzmir?	Because they wanted to stay one more day.

- 7 Fill in the blanks with the correct form of was / were.
 - 1. The huge statue was really amazing.
 - 2. I was very happy to visit the old city.
 - 3. There were hundreds of people inside the museum.
 - 4. Where were you when I called you?
 - 5. Alex wasn't in the history class yesterday. I think he was ill.
 - 6. Temples were important structures for Ancient Greeks.
 - 7. **Was** the tomb of the king in the pyramid?
- 8 Complete the dialogue with was / wasn't / were / weren't.

Brad : Where (1) were you last week?

Emma: I (2) was on a school trip to New York.

Brad : Really! How (3) was it?

Emma: It (4) wasn't great but it (5) was quite interesting.

Brad: What do you mean?

Emma: The bus (6) was very crowded, so it (7) wasn't very

comfortable. But the city (8) was wonderful.

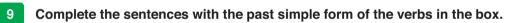
Brad: Did you also see the Statue of Liberty?

Emma: Sure! It (9) was fantastic.

Brad: (10) *Were* there teachers with you?

Emma: Of course. Mr. Hyde and Mrs. Taylor (11) *were* with us. **Brad**: Oh, now I understand why they (12) *weren't* at school

last week!



not want decide visit discover not destroy use construct like

- 1. The archaeologists discovered an old city in Mexico last year.
- 2. I was very tired yesterday, so I didn't want to leave the hotel.
- 3. 'When did the workers construct the lighthouse?' 'In 1563.'
- 4. The people *used* stones to build their houses in ancient times.
- 5. 'Did the teacher like your project?' 'Yes, she loved it.'
- 6. We *visited* the Grand Bazaar in İstanbul 2 years ago. It was great!
- 7. They *decided* to take the train to go around Europe last summer.
- 8. Luckily, the earthquakes *didn't destroy* the statue. It's still beautiful.
- 10 Rearrange the words to make sentences. Use the simple past form of the verbs.
 - visit / the old town / 10 years ago / She She visited the old town 10 years ago.
 - 2. a trip / I / last summer / not plan I didn't plan a trip last summer.
 - 3. the end of / not listen to / I / the story I didn't listen to the end of the story.
 - 4. study / yesterday / for the history exam / you Did you study for the history exam yesterday?
 - 5. want / The queen / in 353 BC / a tomb / for her husband *The queen wanted a tomb for her husband in 353 BC.*

1 Find the simple past forms of the irregular verbs in the puzzle and fill in the blanks.

1. build - built 8. eat - ate 15. run - *ran* 2. buy - bought 9. get - got 16. see - saw 10. give - *gave* 3. choose - chose 17. speak - spoke 4. come - came 11. have - *had* 18. think - thought 5. cut - *cut* 12. know - *knew* 19. understand - understood 13. leave - left 6. do - *did* 20. win - won 7. drink - drank 14. read - *read* 21. write - wrote

D	K	Q	U	W	С	W	G	N	Р	D	W	Q	Н	G
R	1	Ε	Ν	Т	Т	М	0	0	X	Q	0	А	А	V
Q	J	А	D	U	F	ш	Т	W	W	С	Е	٧	S	Υ
R	R	Х	Е	Z	K	Е	_	Q	Z	R	Е	Н	R	Z
D	Е	Н	R	D	Υ	L	L	U	Х	G	0	٧	J	G
Z	Ι	Q	S	А	ı	W	K	Т	В	Е	0	Т	С	
Н	Υ	D	Т	Е	V	S	Н	С	Т	S	E	Ν	Е	D
А	С	W	0	R	А	0	N	А	R	0	В	0	Z	В
D	Р	L	0	Χ	U	Н	Α	М	Р	Ι	Н	Ε	Ε	В
N	Υ	U	D	G	J	G	D	Е	Н	С	Z	J	G	K
E	Υ	Α	Н	D	R	J	0	Ν	Q	Ε	С	F	N	S
K	Т	Т	Н	G	\supset	0	В	ı	R	М	V	А	Z	R
0	Α	Χ	М	М	В	Ν	Е	Т	Ν	Κ	R	Е	1	Υ
P	L	0	I	٧	Ζ	Т	U	Χ	S	D	F	Т	В	Υ
S	Е	Κ	W	R	А	С	U	Т	R	S	K	N	Е	W

2 Complete the sentences with the correct form of the verbs.



- 1. We **booked** the hotel and the tourist guide before our last trip.
- 2. The temple was important for them, so they tried to *protect* it during the wars.
- 3. What time did you get to Mexico?
- 4. I need some money to **buy** tickets for the concert in the amphitheatre.
- 5. Can you pick up my parents from the airport? They don't know the city.
- 6. I preferred to visit the museums in Milan, so I didn't do shopping.

3 Match the words with their definitions.



- 1. **dead tired**: without energy.
- 2. **staircase**: a group of steps and its surrounding walls.
- 3. *cable car*: a transport system to travel up and down a mountain.
- 4. watchtower: a high building used for protecting a place.

- 4 Read the texts. Which sentence is true for all three structures?
 - a) They are all in Asia.
 - (b) They are in the New 7 Wonders list.
 - c) They had political importance.



Chang-China

When I went to see the Great Wall of China last year, I learnt that it is in the list of New Seven Wonders. I think it deserves this title because it is the largest building in the world. Thousands of workers built it to protect China from attacks. Most people think that you can see it from the space but in fact this belief is legendary. I'm proud that a structure from my country is in the list.

Akhil – India

UNESCO declared the Taj Mahal as one of the New Wonders of the World in 2007. It is a breathtaking mausoleum in India. When I visited the Taj Mahal, its story affected me deeply. Emperor Shah Jahan wanted to build a structure for the memory of his beloved wife, Mumtaz Mahal because she died after she gave birth to their 14th child. It was the jewel of Muslim art in Indian history. It cost millions of Rupees. I think it's worth it.





Veronica – Mexico

I live in Mexico. Every year about two million people visit my hometown to see Chichén Itza. It was a well known Mayan city. They used this place as a religious, political and an economic centre. The most important figure in the site is the pyramid, El Castillo. The Maya people built it to watch the movements of the sun. Unfortunately, after the Spanish came here, they used the site as a cattle farm. Was it always in a bad condition? Luckily, no. Thanks to the Mexican government, it is a popular tourist attraction now. In 1988 UNESCO added Chichén Itza to the World Heritage List.

5	Read the texts again. Tick (✓) the correct boxes.	The Great Wall of China	Taj Mahal	Chichen Itza
	There was a romantic story behind its construction.		✓	
	It is the largest structure in the world.	✓		
	People used it for economic and political reasons.	✓		✓
	This site was once a place for animals.			✓
	It was a fine example of a religion.		✓	
	This structure guided people for the movements of the sun.			✓

- 6 Read again. Write true (T) or false (F).
 - 1. The Chinese people built the Wall because they wanted to protect their country.
 - F 2. You can see the Great Wall from the space clearly. (You can't see it from the space.)
 - T 3. Shah Jahan built a beautiful tomb after he lost his wife.
 - F 4. The pyramid in Chichen Itza was a famous mausoleum. (It wasn't a mausoleum.)
 - T 5. Chichen Itza is under protection now.

- 7 Change the given sentences into negative, affirmative or interrogative forms.
 - 1. I spoke to the guide at the entrance of the museum. (-)

 I didn't speak to the guide at the entrance of the museum.
 - 2. She didn't visit the historical sites in the city. (+) She visited the historical sites in the city.
 - 3. The group left the Great Wall early. (?)

 Did the group leave the Great Wall early?
 - 4. We gave our tickets to the ticket collector. (-)
 - We didn't give our tickets to the ticket collector.
 The students understood the history of the Pyramids
 - 5. The students understood the history of the Pyramids. (?)
 Did the students understand the history of the Pyramids?
 - 6. The teacher didn't write the names of the group members. (+) *The teacher wrote the names of the group members.*
- 8 Complete the sentences with the simple past form of the verbs in brackets.
 - 1. When historians *found* (find) Göbeklitepe Temple, they *got* (get) excited.
 - 2. The archaeologists *discovered* (discover) a 3200 year-old lost city in Turkey.
 - 3. We didn't see (not see) some of the rooms in the palace.
 - 4. Before the builders *finished* (finish) the statue, the king *died* (die).
 - 5. I *looked* (look) at the beautiful mountains from the watchtower.
 - 6. After we *left* (leave) our town, we *missed* (miss) our homeland.
 - 7. How many staircases did the tomb have (have)?
- 9 Complete the text with the past simple form of the verbs in the box.

make be get go book choose see run

Last week, our school *booked* a tour to the Tower of London. We were all excited to see a historical building. We all *ran* to the bus. Most students wanted to sit at the back. Mrs. Craig *chose* the most silent ones to sit there. Of course I *was* at one of the front seats, because I was curious about the view on the way. When we arrived, Mrs. Craig *made* groups of five students and we entered the building in turns. After we *saw* the jewels section, I went to see the sculptures of different animals. When I *went* down the stairs, I fell down and got late, so I hurried to find my group. Mrs. Craig *got* really angry and I had to walk just next to her during the whole trip. It could be a great adventure for everyone, but not for me.



- 10 Read the text in exercise 9 again. Complete the questions.
 - 1. Where *did they go*? —To the Tower of London.
 - 2. Who sat at the back of the bus? —The most silent students.
 - 3. *Did they see* the jewels section? —Yes, they did.
 - 4. Why was the girl late? —Because she fell down the stairs.
 - 5. Was the trip a great adventure for her? -No, it wasn't.

EMERGENCY AND HEALTH PROBLEMS

A. HEALTH THE BEST WEALTH

1 Label the photos with the health problems in the box.













1. sore throat

2. a rash

3. a fever

4. a toothache

5. the flu











6. a runny nose

7. a cough

8. sprain my wrist 9. a backache

10. break my leg

Fill in the blanks with the health problems in exercise 1.

- 1. Nick has a cough. He can't even talk.
- 2. Emma has a rash on her arm. It's very itchy.
- 3. I think I have a **sprained wrist**. It hurts a lot while I am writing.
- 4. My husband needs to go to the dentist immediately. He has a toothache.
- 5. If he has a backache, he shouldn't carry anything heavy.
- 6. My little daughter is sneezing and coughing a lot. I think she has the flu.

3 Choose the right option.

- 1. A nutritionist is a person
 - a) who cooks healthy food
- 3. A prescription is a piece of paper which
 - a) a pharmacist gives to patients
- 4. To consult means
 - (a) getting advice from a specialist
- 5. To heal means
 - a) seeing the doctor again

- (b) who gives advice on what you should eat
- b) dental problems
- (b) a doctor writes medicine on
- b) asking questions to a colleague
- (b) becoming well again after an illness
- b) you feel happy with something

- 4 Read the text and choose the suitable title.
 - a) Causes of Acne
 - (b) Common Problems Facing Teenagers
 - c) The Difference Between Teenage Brains and Adult Brains



Growing older is not an easy thing. Things can go wrong at school or at home. You may feel down and think nothing goes well. Don't forget that you can overcome all these feelings. There are many alternatives, for example, you can try to make new friends or participate in school activities. You can do sports to reduce stress. Also, because it can cause you to become a screen addict. What you need is to be in real life.

- 5 Read the text and complete the blanks with the sentences below. There is one extra.
 - a) you shouldn't spend too much time online.
 - b) You should use these products with caution if you have sensitive skin.
 - c) you go through many changes.
 - d) almost all teens have acne problems at some point.
- 6 Read again and write true (T) or false (F).
 - 1. Being a young adult is not as easy as everybody thinks.
 - T 2. You want to spend time without your parents if you are a teenager.
 - F 3. There is no relation between the hormones and acne. (Changing hormones cause acne.)
 - F 4. There is no way to treat acne. (There are some good acne treatments.)
 - 5. Taking up a sport is always a good idea to manage stress.

Complete the sentences with should / shouldn't using the verbs in the box.

apply use take chew drink

- 1. You **shouldn't chew** gum with your dental braces.
- 2. You **should apply** topical gel for the rash on your hand.
- 3. When you have a scratch on your finger you **should use** a plaster.
- 4. People **shouldn't take** antibiotics without serious advice.
- 5. When you have a stomachache, you **shouldn't drink** fizzy drinks.

8 Rewrite the following sentences as in the example.

- 1. It is a good idea for you to consult a dermatologist for the dark spots on your face. You *should consult a dermatologist for the dark spots on your face*.
- 2. It's not a good idea for her to apply her friend's acne cream on her face. (shouldn't) She **shouldn't apply her friend's acne cream on her face**.
- 3. The best thing to do for her is to see the school counsellor. She feels depressed. (had better) She *had better see the school counsellor*.
- 4. It's better for him to stop playing too many computer games. His eyes hurt all the time. (ought to)
 - He ought to stop playing too many computer games.
- 5. It is not a good idea for us to stay up late or we'll fall asleep during the test tomorrow. (had better not)
 - We had better not stay up late or we'll fall asleep during the test tomorrow.

9 Write complete questions. Then answer them.

- you / ever / break / your leg?
 Have you ever broken your leg?
 Yes, I have. / No, I haven't.
- you / ever / attend / a fire drill?
 Have you ever attended a fire drill?
 Yes, I have. / No, I haven't.
- 3. you / ever / have / a traffic accident?

 Have you ever had a traffic accident?

 Yes, I have. / No, I haven't.
- 4. you / ever / cut / your finger?

 Have you ever cut your finger?

 Yes, I have. / No, I haven't.
- you / ever / have / a terrible toothache?
 Have you ever had a terrible toothache?
 Yes, I have. / No, I haven't.
- 6. you / ever / fall off / your bike?

 Have you ever fallen off your bike?

 Yes, I have. / No, I haven't.

10 Choose the correct word.

- Have you ever / yet sprained your wrist?
- 2. Pedro has had a terrible stomachache for / since morning.
- 3. The doctor has **yet/just** run some tests on the patient.
- 4. I have *never / already* felt like this. My headache is killing me!
- 5. My friend and I have had a terrible sore throat *for / since* three days.
- 7. Camilla has *ever / already* consulted a doctor for her skin problem.
- 8. The doctor hasn't finished the operation never / yet.

Write the names of the equipment under the pictures.











1. apron

2. helmet

3. lab coat

4. backpack

5. goggles

- Match the words with their similar meanings.
 - C 1. install
 - e 2. gather
 - 3. route
 - a 4. vital
 - b 5. remove
 - d 6. reduce

- a) very important
- b) take off
- c) set up
- d) make less
- e) come together
- f) way
- Fill in the blanks in the dialogue with the words below.



Operator: 911. State your (1) emergency.

: My neighbour, Mrs. Stacey, fell down her front stairs.

Operator: What is your (2) *location*?

: 1739 Thorn Street. Caller Operator: Is she (3) injured?

: Yes, she can't move her legs. I don't know what to do.

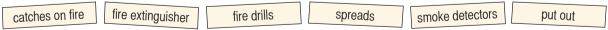
Operator: Try to (4) remain calm. If you can, put a pillow under her head and cover her with a

blanket.

Caller : OK, I'll do my best.

Operator: Don't (5) *hang up* the phone. Help is on the way.

Complete the paragraph with the correct phrases from the box.



When a fire starts, it may not seem dangerous at first but don't forget it (1) spreads very quickly. It mostly becomes very dangerous in less than 30 seconds. If something (2) catches on fire in your house, class or workplace, you can (3) put out the fire with a fire blanket or a (4) fire extinguisher. You must always be prepared for the fires and have (5) smoke detectors in your houses or offices. It is vital to practise (6) *fire drills* regularly.

- 5 Read the following questions and choose the correct option.
 - 1. What does ATM stand for?
 - (a) Automated Teller Machine
 - 2. What does PIN stand for?
 - a) Personal Interest Number

- b) Automatic Transfer Machine
- (b) Personal Identification Number

display

screen

keypad

ATM

receipt

card

reader

cash

dispenser

6 Read the leaflet and choose the correct option.

Safety Tips at an ATM

Every day thousands of people use ATMs. You can get cash wherever you are and whenever you need.

You can do many things at an ATM. For example;

- * You can withdraw money from your account.
- * You can deposit money into your account.
- * You can pay bills.
- * You can transfer money.

Protect Your Card and PIN

- * Keep your card in a safe place.
- * Never lend your bank card to anyone and don't tell anyone your PIN.
- * Don't choose an obvious PIN like your date of birth.
- * Memorise your PIN. Don't write it down.

At the ATM

- * Make sure no one sees your PIN. Use your hand or body to cover the keypad.
- * If you use the ATM at night, take a friend with you.
- * Call your bank right away if your bank card is lost or stolen.

1.	Dor	n't your bank card to anyo	one.	
	a)	borrow	(b)	lend
2.	Dep	posit means to		
	a)	take out	b)	put in
3.	You	ı can money to your othe	r acco	ounts at an ATM.
	a)	transfer	b)	withdraw
4.	You	ı need a to use an ATM.		
	a)	SIN	(b)	PIN
5.	You	ı can money from an ATM	1.	
	a)	credit	(b)	withdraw
6.	Kee	ep your PIN		
	a)	secret	b)	credit
7.	Cov	ver the using your body o	r free	hand when you use the ATM.
	a)	screen	(b)	keypad

7 Use must or musn't and a verb from the list.

drink	play	swim	use	light	fasten	keep
	. ,			0		

- 1. You *must fasten* your seat belt before the plane takes off.
- 2. You *mustn't swim* in this river. It's very dangerous.
- 3. You *must keep* the fire exit area clear for a safe escape.
- 4. Workers *must use* safety equipment needed for their jobs.
- 5. We mustn't light fires on this beach.
- 6. Children mustn't play in this area.
- 7. We mustn't drink this water. It's not clean.

8 Choose the correct option.

1.	You	Youcall the emergency services if you just have a cold.					
	a) have	to	(b)	mustn't		c)	should
2.			show your pa	assport or ic	dentity card	to get on a	a plane.
	(a) must		b)	mustn't		c)	don't have to
3.				ial safety cl	othes beca	use she wo	orks in an office.
	(a) does	n't have to	b)	has to		c)	mustn't
4.	You		rest and drin				
	a) must			don't have			should
5.	Swimmer	's	pay to	day. It's fre	e to swim o	n Wedneso	days.
	(a) don't		,			- /	have to
6.	You		let small chile	dren play w	ith sharp ol	ojects.	
	a) don't		,	must		(c)	mustn't
7.					pecial glove	es when he	uses chemicals
	,		b)			(c)	has to
8.	You		keep medici	•		n and out o	f reach.
	(a) must		b)	don't have	to	c)	mustn't

9 The Tennis Club in Edgewood High School has some rules for the club members. Look at the chart table below and put *have to*, *don't have to* or *mustn't* in the gaps.

Things to do	Things that are not allowed
Wear shirts and proper tennis shoes	Use mobile phones
Have membership cards	Eat or drink on the court
Finish on time	Take club balls home
Bring your own racquet	Sit or lean on the net
Keep the court clean	Walk on the court during the match

- 1. You *mustn't* sit or lean on the net.
- 2. You don't have to wear white clothes, but you must wear proper tennis shoes.
- 3. You have to have your membership card with you, but you mustn't use your mobile phone.
- 4. You have to finish your turn, but you don't have to start on time.
- 5. You *don't have to* bring balls, but you *have to* bring your own tennis racquet.
- 6. You have to keep the court clean and you musn't eat or drink on the court.

REVIEW 7-8

A. Choose the correct options.

- 1. Sailors find their routes with the help of the *lighthouses* / *temples*.
- 2. You can only see the **statues / ruins** of the castle in the open air museum.
- 3. The *tomb / structure* of the gueen is made of marble.
- 4. They covered the ceiling of the *statue / temple* with colourful icons.
- 5. The archaeologists found the *statue / ruins* of the king under a historical site.

B. Complete the sentences with the words / phrases below.

structure / craftsman / can't take their eyes off / homeland / location

- 1. Only a good *craftsman* can build beautiful buildings.
- 2. Historians want to see the heritages on their own *locations*.
- 3. Egypt is the *homeland* of pharaohs and pyramids.
- 4. Most of the historical heritages are important *structures*.
- 5. The temple is so beautiful that the visitors can't take their eyes off it.

C. Choose the correct options.

- 1. When you have a rash on your skin, you should see a(n) dentist / optician / dermatologist.
- 2. Jane fell off her bike and **sprained / consulted / pressed** her ankle.
- The fever / runny nose / backache has started to go down after the syrup. He feels much better now.
- 4. Nigel put on his *apron /goggle / helmet* and then got on his motorcycle for a short tour.
- 5. It's not a good idea to engage in / remain / put out rough play around the swimming pool.
- 6. You can only get antibiotics when your doctor writes a plaster / thermometer / prescription.
- 7. I think everybody should *remove* / *memorise* / *reduce* the emergency service numbers.

D. Complete the sentences with the correct expressions below.

keep your hands away / get back into / dry out / keep up with

- 1. Why don't you start pilates to get back into shape?
- 2. When I use acne creams too much, they dry out my skin.
- 3. You never keep up with your diet programme. Whenever I see you, you eat junk food.
- 4. If you don't want your acne to spread, you had better keep your hands away from your face.

E. Write the sentences from the box to make a meaningful dialogue.

- · What is wrong with you today? You look pale.
- I couldn't sleep well last night. My toothache is killing me.
- · Of course not. I am afraid of going to the dentist.
- · Did you go to the dentist?
- · OK, I will. I don't want another sleepless night.
- There is no escape. You should see a dentist before it's too late.
- A: What is wrong with you today? You look pale.
- B: I couldn't sleep well last night. My toothache is killing me.
- A: Did you go to the dentist?
- B: Of course not. I am afraid of going to the dentist.
- A: There is no escape. You should see a dentist before it's too late.
- B: OK, I will. I don't want another sleepless night.

F. Complete the sentences with was / wasn't / were or weren't.

- 1. James was tired, so he wasn't at the cinema with his friends.
- 2. The book *was* very old and some parts *weren't* easy to read.
- 3. The children were ill, so they weren't at school yesterday.
- 4. As I *was* lost most of the time, the journey *wasn't* enjoyable.
- 5. Tina's parents *weren't* at home yesterday, so she *was* lonely.

G. Complete the mail with the past form of the verbs in brackets.

Dear Lena.

Thanks for the tickets. I really *liked* (like) the museum of the world heritage. I *went* (go) there with my sister. We really *enjoyed* (enjoy) the visit. I *joined* (join) the tour for the statue section but my sister *didn't want* (not want) to come with me. She *preferred* (prefer) to see the simulation part. This morning I *chatted* (chat) with Robin about the museum. He would like to visit there, too.

H. Complete the dialogue with the correct form of the verbs in brackets.

Adam: How was (be) your holiday?

Kyle: It was (be) really good. We went (go) to India and saw (see) Taj Mahal.

Adam: How long did you stay (stay) there?

Kyle: Two weeks, but it was (be) so nice that we didn't want (not want) to come back.

Adam: Really? I want to see there too.

I. Fill in the gaps using should, shouldn't, have to, don't have to, doesn't have to or mustn't.

- 1. Her eyes hurt all the time. She **should** stop watching too much TV.
- 2. I *have to* wear a helmet and goggles at work. They're for my safety.
- 3. You *mustn't* eat or drink anything around the pool. It's the rule.
- 4. Kylie *doesn't have to* bring her own lab coat for her science class. She can use the ones in the lab.
- 5. Daniel always goes to school on an empty stomach. He *shouldn't* leave home without having breakfast.
- 6. We don't have to get up early on Sunday. We don't work on that day.

J. Complete the sentences using the verbs in the *present perfect*.

not go / consult / cut / not finish / break / lose

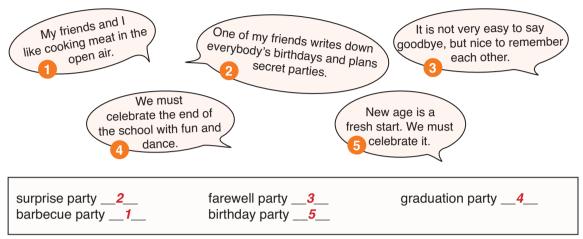
- 1. Valerie *has cut* her finger and it's bleeding.
- 2. I haven't gone to school this week because I've got the flu and I feel weak.
- 3. Tim *has broken* his arm and now it's in plaster.
- 4. Meg *has lost* a lot of weight. She looks thinner and younger now.
- 5. Mr. and Mrs. Casey *have consulted* a nutritionist to go on a diet.
- 6. Ethan *hasn't finished* writing the report yet. He wants to complete it another day.



INVITATIONS AND GELEBRATIONS

A. LET'S THROW A PARTY!

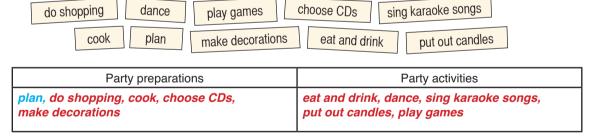
1 Match the speech bubbles with the party types.



Think about the party types. Choose the odd one out.

1. barbecu	e pit sausages	address cards	cooking gloves
2. decorati	ons guests	music	toys
3. cake	cooking gloves	candles	gifts
4. pyjama	s gifts	graduation hat	music

3 Write the words under the correct category.



4 Complete the dialogue with the missing lines.



Gina: Hi, Adrian. _ What are you up to this Saturday?

Adrian: I'm going to be at the basketball training.

Gina: Really. We are planning a farewell party for Leon. Would you like to join?

Adrian: Oh, I'd love to. What time?

Gina: It starts at 5.00 in the afternoon. Please try to come. **Adrian:** My training finishes at 4.30. I think I can make it.

Gina: That's wonderful!

Adrian: Do you need anything?

Gina: I am going to make decorations. You can bring some CDs.

Adrian: All right. See you then!

- 5 Read Angelica's plans for her 18th birthday party and choose the correct option.
 - a) She is excited because her birthday party starts early.
 - b) She is looking forward to her birthday because she likes birthday parties.
 - (c) She is happy because her new age is going to start with different activities.

It's my 18th birthday next Friday. All of my friends are going to come to my grandparents' house for a barbecue party. They have got a big green garden. My father is going to cook burgers and sausages for us. The party starts at 5.00 o'clock in the afternoon. There is going to be good music and lots of fun. After the barbecue, we are going to dance and sing karaoke. I am preparing some games, too. My mother is going to give surprise gifts to the winners. Most of my friends



are going to stay for the night. We are going to stay up late. Turning 18 is going to be really exciting, so I am really looking forward to it.

- 6 Read the text again and write true (T) or false (F).
 - F 1. Angelica is going to give a party at her house. (The party is going to be at her grandparents' house.)
 - T 2. They are going to have a barbecue.
 - T 3. There is going to be music and dance.
 - 4. Angelica's parents are going to do something for her.
 - F 5. All of her friends are going to leave early. (Most of them are going to stay for the night.)
 - 6. She feels very excited about her new age.
- 7 Complete Angelica's birthday party invitation letter with the information from the text and your ideas.

Dear <u>Ss' own answer.</u>

It's my 18th birthday next Friday. I am going to throw a party at my grandparents' house. It starts at five and finishes late. It is a birthday party. We are going to eat sausages and burgers. After the party, we are going to dance and sing karaoke. Can you bring Ss' own answer.

8 Complete the sentences using the verbs in the box with the correct form of 'be going to'.

do	celebrate	ha	wear	throw	invite	meet
l do l	Colobiale	pe	Weal	LITTOW	IIIVILG	HIGGE

- 1. I *am going to throw* a birthday party next weekend.
- 2. My brother is going to meet his friends for a celebration at a café this evening.
- 3. Karen *is going to do* shopping for the surprise party tonight.
- 4. My nephew *isn't going to celebrate* his birthday with us because he *is going to be* with his friends.
- 5. Are you going to invite all your friends to the slumber party?
- 6. My friend isn't going to wear a costume at the fancy dress party. He hates costumes.
- 9 Look at the chart below. Write questions and answers.

	Janet and Tom	Nicholas
give barbecue party	✓	х
cook for the party	х	✓
make decorations	✓	x
play music	✓	x
dance	х	✓
do the cleaning after the party	Х	✓

1. Janet and Tom / give a barbecue party?

Are Janet and Tom going to give a barbecue party? – Yes, they are.

2. Janet and Tom / cook for the party?

Are Janet and Tom going to cook for the party? - No, they aren't.

3. Nicholas / make decorations?

Is Nicolas going to make decorations? – No, he isn't.

4. Janet and Tom / play music?

Are Janet and Tom going to play music? - Yes, they are.

5. Nicholas / dance?

1. throw a surprise party

Is Nicolas going to dance? - Yes, he is.

6. Janet and Tom / do the cleaning after the party?

Are Janet and Tom going to do the cleaning after the party? – No, they aren't.

- 10 You are going to give a party. Write true sentences for you.
 - I am going to throw a surprise party. / I am not going to throw a surprise party.
 2. do shopping
 3. sing songs

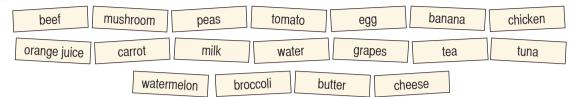
4. dance all night Ss' own answers.

5. play games

6. wear an interesting costume

9 B SHOP & FEAST

1 Write the words under the correct heading.



fruit and vegetables	dairy products	meat and fish	drinks
banana, watermelon, carrot, mushroom, peas, tomato, grapes, broccoli	egg, milk, butter, cheese	beef, chicken, tuna	orange juice, milk, water, tea

2 Write the shops next to the expressions.

1. What size are you? *clothes shop*

2. How many kilos of oranges do you need? green grocer's

3. This one is in the best-sellers' list. **bookshop**

4. Sorry, we are out of bread. **baker's**

5. I'd like a bottle of milk. supermarket

6. I am looking for a big teddy bear. **toyshop**

3 Write the items in the shopping basket.

- 1. a bottle of orange juice
- 2. a packet of butter
- 3. a slice of cheese
- 4. a kilo of sugar
- 5. a dozen of pencils
- 6. a box of matches
- 7. a loaf of bread



4 Complete the text using the words below.



I live in Kemalpaşa in İzmir. It is famous for its cherries. Next week, we are going to celebrate the first *harvest* of cherries. My parents are farmers and they plan to *get ready* for the festival early. The day before the festival is very important and we are going to *rush* to the cherry gardens to pick up the first cherries. As it is spring time, all the kids are going to play in the open air, have fun and *fly* kites. The festival lasts for nine days. Hundreds of people from the city are going to visit our town and *purchase* our delicious cherries. In this way, all the villagers are going to *gain* enough money to start the season.

5 Read the announcements of the different celebrations and match them with the pictures.

2. C







1. *E*

DO YOU WANT TO GO BACK 900 YEARS?

Come and be with us during the Carnival of Venice celebrations. Wear a unique mask and feel the live streets of Venice. You can also see the bands everywhere. Don't miss getting on a colourful boat in a canal. Meet us at Piazza San Marco on 27th January 2018. Register with a low fee.

Live the fairy-tale yourself!

B DO YOU WANT TO LIVE IN THE REAL PARADISE FOR A NIGHT?

It's time to come and join the full moon party! Every month over 10,000 people from all over the world come to Koh Phangon in Thailand for the full moon party. They enjoy the show of fire eaters, listen to techno and reggae and dance till the firework display. Don't worry if you miss this one. It takes place at every full moon. Just book a hostel or a bungalow before you come. Live the night, don't leave any rubbish behind.

Time: 9.30 p.m. Place: The Moonrise

Beach Club Fee: free

What about a night with

3.

lights?

The White Nights Festival is a yearly international art festival in St. Petersburg, Russia during the midnight sun season.
Follow our events like ballet, opera and music. Meet Russian and international dancers, singers and actors.
The events start with a

ballet at Marinsky Theatre at 8.00 p.m. Pay \$300 for all events and watch the *Scarlet Sails* show free.

- 6 Match the activities with the announcements.
 - A 1. It includes mask balls.
 - C 2. There is an extra activity if you pay for all.
 - A 3. You can try a ride in a boat here.
 - **B** 4. You don't have to pay for this event.
 - B 5. It repeats every month.
 - **C** 6. There are performers from other countries.
- 7 Write an announcement for a celebration in your country.

DO VOLLMANT TO JOIN	FFOTI	13 (4.1.0)	
DO YOU WANT TO JOIN	FESTI	IVAL?	
IT'S TIME TO		1	
We meet			
Time:	ee' own answers.		
Place:			
Fee:			
Why don't you		?	

8 Complete the sentences with some / any / a lot of.

- 1. I don't want any sugar in my tea.
- 2. Let's buy **some** more oranges. We need **a lot of** oranges to make juice.
- 3. Sorry, we don't sell any milk here.
- 4. Could you please make **some** sandwiches for the party?
- 5. I like fruit very much. Please buy **some / a lot of** apples and coconuts for me.
- 6. There are **some / a lot of** sweets in the cupboard.
- 7. I'd like *some* cucumbers in my salad, please.
- 8. Is there any cheese in the fridge?

9 Choose the correct alternatives.

- 1. We don't have any / some drinks. Let's go and buy some / any.
- 2. I can't eat this hot dog. There is a lot of / any ketchup in it.
- 3. Put *some / any* cheese in your soup. It tastes much better with cheese.
- 4. I don't want to see **some / any** sausages in my pizza.
- 5. Would you like *a lot of / some* milk in your tea?
- 6. Sue drinks a lot of / any coffee before the exams.

10 Write questions with How much / How many. Then match them with the answers.

- 1. milk / you / drink / a day?
 - How much milk do you drink a day?
- 2. chocolate / you / eat / a day?
 - How much chocolate do you eat a day?
- 3. kilos of oranges / you / buy / a week?
 - How many kilos of oranges do you buy a week?
- 4. sandwiches / you / eat / a week?
 - How many sandwiches do you eat a week?
- 5. coffee / you / drink / before exams?
 - How much coffee do you drink before exams?
 - 4 a) Seven. I eat one every day.
 - 5 b) A lot of. Because I don't want to sleep.
 - 1 c) Two glasses. It's healthy.
 - 2 d) Two packets. I love it too much.
 - 3 e) Five kilos. I like fruit juice.

11 Correct the mistakes and rewrite the sentences.

- 1. There is any milk in the fridge.
 - There is some milk in the fridge. / There isn't any milk in the fridge.
- 2. There is a lot of biscuits on the table.
 - There are a lot of biscuits on the table.
- 3. We haven't got some sauce for the pasta.
 - We haven't got any sauce for the pasta.
- 4. There aren't some apples on the plate, but there are any strawberries.
 - There aren't any apples on the plate but there are some strawberries.
- 5. Have you got some fruit juice?
 - Have you got any fruit juice?
- 6. There are some cheese in this cake.
 - There is some cheese in this cake.



TELEUSON AND SOCIAL MEDIA

DIGITAL DIET

a) Match the word columns.

- 1. share d
- 2. search
- 3. turn
- 4. follow
- а
- 5. download
- find 6

- a. music
- b. bluetooth on
- c. school friends
- selfies on my social media account
- the Internet
- the news on the Net

b) Complete the sentences using the phrases in exercise a.

- 1. I like to follow the news on Twitter. It is the best place for the latest information around the world.
- 2. You should *turn bluetooth on* to connect your smartphone to your laptop.
- 3. My grandma wants to **share selfies on WhatsApp** with the family members, but she doesn't know how to do it.
- 4. It's great to *find school friends on Facebook*. Now, I have a special group with my friends from primary school and we chat about good old days.
- 5. You can download music to your mobile phone from the Internet and make your own playlist.
- 6. Sarah will prepare a project about safety at home. She has to search the Internet to get some information.

Fill in the blanks using the verbs below.



- 1. My elder brother is always online and sends messages to his friends every second. My parents *complain about* him.
- 2. Sorry, but I disagree with you. I think it is better to talk to people face to face.
- 3. It's difficult for me to *live without* my smartphone. It makes things easier for me. I send e-mails and documents, take photos and even do my homework using it.
- 4. Is it a bad habit to *reach for* my phone when I wake up?
- 5. Fiona will go on with her digital diet. She feels much happier and has a lot more time for her family and friends.
- 6. It's easy to *keep in touch with* my friends using social media.

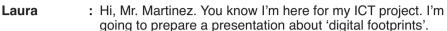
Complete the sentences with the correct form of the words.



- 1. I've just moved to a new house and I don't have an Internet *connection* yet.
- 2. Can I *connect* my laptop to your printer?
- 3. Social media helps us stay connected with the rest of the world.
- I started yoga classes six months ago. It became an addiction for me!
- 2. Lisa is a book **addict**. When she reads a good book, she forgets to eat or sleep.

Read the interview between Laura and Mr. Martinez. What does Mr. Martinez do? Circle the correct option.

a) Computer sales assistantb) Digital media teacherc) Library technician



Mr. Martinez: Welcome, Laura. I hope I can help you with your project.

Laura : I'm really grateful that you accepted my request. Well, can I

start with my first question?

Mr. Martinez: Of course. I'm all ears.

Laura : What does 'a digital footprint' mean?

Mr. Martinez: Umm. It's the information about you on the Internet. Whatever you do online,

you leave your digital footprint.

Laura : Can you explain it a little bit?

Mr. Martinez: Of course. When you visit websites, share posts, send messages or e-mails,

you leave some information, I mean your footprints, behind you.

Laura : But we can clear this information if we want. I mean we can clear our posts or

our history on computers.

Mr. Martinez: No, that's not true. Things are not always under your control. You can clear your

post on your Facebook account, but your trace or footprint stays there forever.

Street Street

You must ask Facebook to clear your trace.

Laura: That's interesting. I didn't know that. I'll be more careful with my steps online.

Next question- What can we do to have a good digital footprint?

Mr. Martinez: First, think twice before you share something. Next, try to visit useful websites.

They help your learning. And finally, be respectful and use kind words. In short,

show your best side online.

Laura : Thank you for your help, Mr. Martinez.

Mr. Martinez: You're welcome, Laura.

5 Read the interview again. Write true (T) or false (F).

1. Laura has to make a presentation for her Biology class. (ICT class)

T 2. A digital footprint is the information about you on the Internet.

T 3. Laura will be more careful when she uses the Internet.

4. You can share anything you want for a good digital footprint. (You can't share anything you want for a good digital footprint.)

F 5. You should only visit websites about schools. (You should visit useful websites.)

6. It is not important to be respectful to other people online. (You should be respectful.)

6 Complete the sentences with the words below.



- 1. We were *all ears* when she told us about digital footprints.
- 2. Thank you for accepting my friend *request* on Instagram.
- 3. I'm very *grateful* that you like all my photos on Facebook.
- 4. You can clear your posts on Twitter, but your *traces* stay there forever.
- 5. I have to *prepare* a report for my ICT class.

7 Circle the correct option.

Olivia: What are you reading?

Daniel: I'm reading a magazine called Digital World. It's about digital

trends that (1) will / won't change in the future.

Olivia: Well, one thing is sure. We (2) will / won't send text messages

any more. We (3) will / won't use text messages only for

emergencies.

Daniel: No doubt about it. Messaging apps are more popular.

Olivia: And I think we (4) will / won't share a taste or a smell using our smartphones.

Daniel: No way! I don't think things (5) **will / won't** change that much.

Olivia: We (6) will / won't wait and see!

8 a) Fill in will / won't.

In 2100, our lives (1) *will* be much better than today. We (2) *will* live in peace and there (3) *won't* be any wars in the world. We (4) *will* start to build cities on Mars and some of us (5) *will* live there. We (6) *won't* have any fossil fuels, but scientists (7) *will* find new energy sources. We (8) *won't* have any classrooms or schools. Students (9) *will* learn everything online.



h)	Now.	write five	predictions	about	life in	2100.
v	, 14044,	WILL IIVE	predictions	about	11116 1111	2100.

1.	
2.	not5
3.	ss' own answers
4.	55
=	

9 Complete the dialogues with will / won't and the correct verb from the list.

use	stop	call	happen	help	do	watch	tidy

- 1. A: Nina, your room is in a mess and you are in front of the computer again?
 - **B:** OK, mum. I promise I will tidy it today.
- 2. **A:** Are you ready to watch the Academy Awards online?
 - **B:** No. I *will watch* my favourite documentary on TV.
- 3. A: Don't look at your phone, Steven!
 - B: I'm really sorry. It won't happen again.
- 4. A: Oh, hello Terry. I can't talk now. I'm at work.
 - B: Sorry, Vanessa. I will call you later.
- 5. **A:** I think there is a problem with my charger.
 - **B:** No problem. I **won't use** mine. You can take it.
- 6. A: What are your plans for tonight?
 - **B:** I probably **won't do** anything special. Just sit and watch a TV series.
- 7. A: Do you think people will stop using social media?
 - **B:** I don't think so. We are all social media freaks.
- 8. A: I can't send these photos to my friends.
 - **B:** Don't worry, grandpa. I will help you.

1 Complete the sentences with the correct type of TV programmes below.

cooking programme quiz show cartoon documentary TV series news chat show

- 1. Last night I watched the first episode of the new TV series. The story was quite interesting.
- 2. It's a fantastic *quiz show*. If you answer 10 questions correctly, you'll be a millionaire.
- 3. The best way of learning "what's happening in the world" is to watch the *news* or read a paper.
- 4. Turn the TV on, please. My favourite *chat show* is about to start. Today Larissa is hosting Tom Hanks.
- 5. Sometimes I watch a documentary about wildlife under the sea to feel relaxed.
- 6. I have written down several recipes from the *cooking programme* on Channel 4. I will try them this weekend.
- 7. Are you watching a *cartoon*? Aren't you a little old for talking rabbits and flying horses?

2 Complete the paragraph with the words below.

connect programmes channels remote control menu

The Future of Television

I don't think we will have television in the future. We will use a computer instead. We will just tell the computer what type of **programmes** we like (such as documentaries, TV series, reality shows, etc.) and it will **connect** to another computer on the other side of the world. It will search for those programmes and then give us a **menu** to choose from. Most probably, mouse will replace with **remote control**. We won't zap the **channels** to find our favourite programme.



3 Fill in the blanks with the phrases below.

keep in touch a piece of cake armchair traveller fed up with

- 1. A: Could you switch the channel to my favourite travel programme?
 - **B:** Oh, honey. You're just an *armchair traveller*. You are always watching the travel programmes over and over again.
- 2. A: Aren't you fed up with watching ads on TV?
 - **B:** I love the slogans in them.
- 3. A: Have you started your digital diet yet?
 - **B:** Yes, I have. It is just a piece of cake for me.
- 4. A: How long will you stay in Beijing?
 - **B:** Two months. I know it's too long.
 - A: Don't worry, we can keep in touch on Skype.

4 a) Fill in the gaps with the given words below.

think switch worthless information skip ads

- 1. I always **switch** to a different channel during a commercial break.
- 2. Advertisements never give true *information* about products.
- 3. I never *skip* television commercials. I find them enjoyable.
- 4. I like watching ads if I am interested in the product.
- 5. Some ads are humorous and interesting enough to watch, but some of them are totally *worthless*.
- 6. I *think* stupid commercials are the most memorable.
- b) Tick (√) the sentences you agree. Ss' own answers
- 5 Read the text and write true (T) or false (F).

Can you imagine TV without commercials? Some of you don't like or even hate them. Some of you always complain about watching them on TV, but a recent study shows that viewers find television more enjoyable with commercials. They also think that commercials are helpful. Firstly, commercials are very important for TV stations because they make money from them. Thanks to this, people don't have to pay too much to watch TV. Secondly, commercials give you information about products, so they

are quite helpful. Finally, some commercials are humorous and clever. Their slogans are memorable and unique. Sometimes it's a good idea to watch a commercial break. They can make you laugh and nothing gets your attention like a funny TV spot.

- 1. According to the recent research, viewers never want to see commercials on TV. (They find it enjoyable and helpful.)
- 2. Commercials are a good source for TV channels to earn money.
- F 3. While you are watching ads, you never get necessary information about products. (Ads give information.)
- F 4. All commercial slogans are the same. (They are unique.)
- 5. Humour always attracts your attention.

6 Match each sentence with one of the descriptions below.

A. a prediction based on present evidence D. on-the-spot decision

B. an arrangement E. a promise

C. a general prediction about the future F. a future plan

- **B** 1. The bus is leaving in two minutes. Stop looking at your phone.
- F 2. It's Sue's birthday next week, so I am going to buy her some DVDs.
- E 3. I won't tell you what happened at the end of the movie. I promise.
- **D** 4. This documentary is really boring. I will change the channel.
- A 5. Look at the surfing gorilla in the movie. Oh! It's going to fall into the sea.
- **C** 6. I am sure you will have a wonderful time while you're watching *La La Land*.
- F 7. I am off tomorrow. I'm going to zap through the channels all day.
- **D** 8. I feel really tired. I won't watch tonight's episode of *Teen Wolf*.
- **B** 9. I can't stay with you after school tomorrow. I am watching my brother's rehearsal.
- 10. I hope social media will disappear in the future.

7 Complete the dialogue with will future or be going to future using the verbs in brackets.

Ken: What are your plans for this weekend, Carla?

Carla: I am going to see (see) a new play on Saturday at the Odeon Theatre.

Ken: Have you bought the tickets, yet?

Carla: Not yet, but I am going to buy (buy) them this afternoon.

Would you like to come? **Ken**: Yes, it would be very nice.

Carla: OK. I *will buy* (buy) a ticket for you, too. **Ken**: Great. What time does the play start?

Carla: At eight o'clock.

Ken: That's fine. I will be (be) there around 7:15. Oh, one more thing. I've got no money at

the moment. I will pay (pay) for the ticket on Saturday. Is that OK?

Carla: Yes, that's OK. No problem.

8 Circle the correct option.

- 1. Monica and Harry *are getting / will get* married in the next episode.
- 2. My son is always playing with his phone. He is going to fail / is failing his exams.
- 3. **A:** I can't find the remote control anywhere.
 - **B:** Don't worry, I *am going to help / will help* you find it.
- 4. Be careful! You are going to break / are breaking the vase.
- 5. The popcorn and coke are ready for the movie night. We *are watching / will watch* Avengers.
- 6. **A:** Do you know what to buy your grandmother for her birthday?
 - **B:** Yes, I *am going to buy / will buy* her a smartphone.
- 7. Don't take your friend's tablet without his permission or he *is getting / will get* angry with you.
- We have made all the arrangements and preparations for the school play. We are acting / will act on Tuesday evening.



REVIEW 9-10

A. Match the pictures with the party types.

farewell party / birthday party / barbecue party / graduation party









barbecue party

graduation party

farewell party

birthday party

B. Write the names of the shops.

- 1. You can buy sausages at the butcher's.
- 2. You can buy vegetables at the greengrocer's.
- 3. You can buy trousers at the *clothes shop*.
- 4. You can buy bread at the baker's.
- 5. You can buy a magazine at the *newsagent's*.

C. Match the words with the correct food types.

onions / yoghurt / bananas / beef / mushrooms / chicken / peppers / lemons / milk

dairy products : yoghurt, milk

vegetables : mushrooms, onions, peppers

fruit : bananas, lemons meat : beef, chicken

D. Complete the sentences with the phrasal verbs in the box.

throw away / turn on / go on / find out

- 1. Let's *turn on* the radio and listen to the weather forecast.
- 2. You had better *throw away* all the broken toys to make some space in your kids' room.
- 3. I searched the Net to *find out* about the life and works of Picasso.
- 4. If you go on a diet with the help of a nutritionist, you can safely lose weight.

E. Complete the sentences with the words / phrases in the box.

nonsense / comfy / grab / humour / a piece of cake

- 1. After a tiring day, I go home and feel relaxed in my *comfy* armchair.
- 2. If you don't want to miss the train, *grab* your handbag and leave home at once.
- 3. It's *nonsense* to watch all those soap operas. The plot is so predictable.
- 4. I am a fan of "Big Bang Theory". I love the sense of *humour* of all the characters.
- 5. Our team is so strong. It will be a piece of cake to win the match.

F. Complete the sentences with be going to and the verbs in brackets.

- 1. Sue *isn't going to invite* (not invite) some of her friends to her party.
- 2. I am going to spend (spend) all my money on my brother's present.
- 3. Mandy is going to do (do) shopping for the party.
- 4. **Are** you **going to write** (write) the invitation letters this evening?
- 5. My mother and I are going to cook (cook) before the party starts.

G. Put the words in order to make meaningful sentences.

- 1. calling / Jack / is / This
 - This is Jack calling
- 2. talk to / I / Allison / Can
 - Can I talk to Allison?
- 3. back / Can / call / you / later
 - Can you call back later?
- 4. busy / afraid / I / now / am / is / she / right
 - I am afraid she is busy right now.
- 5. join / like / you / Would / to / us
 - Would you like to join us?

H. Change the given sentences into negative or affirmative form.

- 1. There aren't any vegetables at home.
 - There are some vegetables at home.
- 2. I am going to cook some pasta for dinner.
 - I am not going to cook any pasta for dinner.
- 3. We need some sugar for this dessert.
 - We don't need any sugar for this dessert.
- 4. She isn't going to eat any fish today.
 - She is going to eat some fish today.
- 5. There is some rice in the bowl.
 - There isn't any rice in the bowl.

I. Put the lines of the dialogue in the correct order.

- _3_ a) Sure. How much would you like?
- _5_ b) Here you are. That's £2.50.
- _1_ c) How can I help you?
- ____ d) Two cartons, please.
- _2_ e) Have you got any daily milk?

J. Complete the sentences with will or won't and one of the verbs in the box.

look / grow / sleep / pass / take

- 1. Don't worry about the exam. I'm sure you will pass.
- 2. You should try on this jacket. It will look good on you.
- 3. Don't plant those flowers under the tree. They won't grow there. It's too dark.
- 4. I have eaten three pizzas this evening. I'm afraid I won't sleep well tonight.
- 5. **A:** The baby has a fever.
 - **B**: Don't worry. I will take her to the hospital.

K. Complete the sentences with will future or be going to future.

- 1. **A:** What are your plans for this weekend?
 - **B**: I am going to meet (meet) my old school friend.
- 2. A: Are you ready to order, sir?
 - B: Hmm... OK. I will have (have) the chicken with vegetables.
- 3. It's 10:15 a.m. and Nathan is still in bed . He is going to miss (miss) the 10:30 train.
- 4. It's very hot here. I think I will turn on (turn on) the air conditioner.
- 5. A: You mustn't tell Sally anything about her birthday party. It must be a surprise.
 - **B**: OK. I *will keep* (keep) it secret. I *won't tell* (tell) her.
- 6. Have you heard the news? Lauren is going to move (move) to Madrid.

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- Page 310/4: www.dreamstime.com: 62702198 (13 April 2017 at 21:43)
- Page 311/7: www.dreamstime.com: 26082550 (13 April 2017 at 21:47)
- Page 311/10:www.dreamstime.com: 9366327 (13 April 2017 at 21:47)
- Page 312/4: www.dreamstime.com: 62906600 (17 April 2017 at 18:57), 10971808 (17 April 2017 at 18:58),
 - 19884164 (17 April 2017 at 18:56), 31204170 (17 April 2017 at 19:00)
- Page 313/5: www.dreamstime.com: 25084862 (13 April 2017 at 21:46)
- Page 314/10:www.dreamstime.com: 6275786 (4 May 2017 at 14:04), 21487431 (17 April 2017 at 19:38),
 - 21048661 (17 April 2017 at 19:32), 42462297 (17 April 2017 at 19:36)

THEME 3

- page 320/3: www.dreamstime.com: 17786718 (14 April 2017 at 18:55)
- Page 321/4: www.dreamstime.com: 70086069 (14 April 2017 at 19:33), 18706893 (14 April 2017 at 19:34),
 - 1552162 (14 April 2017 at 20:17)
- Page 322/7: www.dreamstime.com: 15840594 (14 April 2017 at 22:17), 34153951 (14 April 2017 at 22:26)

THEME 4

- Page 324/6: www.shutterstock.com: 714522544 (11 July 2018 at 00:52)
- Page 326/2: Eleven illustrations are created by the visual designers of commission (15 April 2017 at 22:26 22:47)
- Page 326/3: www.dreamstime.com: 31762033 (15 April 2017 at 23:30)
- Page 327/5: www.dreamstime.com: 40322857 (16 April 2017 at 00:34)
- Page 327/6: www.dreamstime.com: 40645201 (16 April 2017 at 00:48)

THEME 5

- Page 332/5: Illustrations are created by the visual designers of commission (29 March 2017 at 11:06)
- Page 335/5: www.dreamstime.com: 6724066 (16 April 2017 at 21:15), 37715332 (16 April 2017 at 21:12),
 - 645901 (16 April 2017 at 21:16), 16980776 (16 April 2017 at 21:18)

- Page 337/1: Five illustrations are created by the visual designers of commission (20 April 2017 at 21:40 21:42)
- Page 338/4: Illustrations are created by the visual designers of commission (20 April 2017 at 22:00)
- Page 340/1: Illustrations are created by the visual designers of commission (15 March 2017 at 13:24)
- Page 340/3: www.dreamstime.com: 29905265 (6 April 2017 at 18:27)

Page 341/5: www.dreamstime.com: 34344961 (6 April 2017 at 18:50)

THEME 7

Page 346/4: www.dreamstime.com: 27290616 (6 April 2017 at 22:50), 25350206 (6 April 2017 at 22:51), 44258038 (6 April 2017 at 22:54), 40050882 (8 April 2017 at 17:14)

Page 347/7: www.dreamstime.com: 6296789 (7 April 2017 at 00:11)

Page 348/4: www.dreamstime.com: 41055420 (8 April 2017 at 19:56), 81322767 (8 April 2017 at 20:00), 89010706 (8 April 2017 at 20:06)

Page 349/9: www.dreamstime.com: 4710167 (8 April 2017 at 21:12)

THEME 8

Page 350/1: www.dreamstime.com: 36037841 (9 April 2017 at 00:36), 67962550 (9 April 2017 at 00:39), 25273257 (9 April 2017 at 00:33), 40050882 (9 April 2017 at 00:35), 27697840 (9 April 2017 at 00:33), 9567205 (9 April 2017 at 00:40), 55885376 (9 April 2017 at 00:32), 24866070 (9 April 2017 at 00:37), 8048690 (9 April 2017 at 00:34), 1531154 (9 April 2017 at 00:24)

Page 351/4: www.dreamstime.com: 41597108 (9 April 2017 at 01:48)

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THEME 9

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Page 362/5: www.dreamstime.com: 43526068 (10 April 2017 at 15:03), 56558821 (10 April 2017 at 15:19), 7021645 (10 April 2017 at 15:05)

THEME 10

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Page 367/7: www.dreamstime.com: 7229208 (3 June 2018 at 20:34)
Page 367/8a:www.dreamstime.com: 40336941 (17 April 2017 at 14:49)

Page 368/2: www.dreamstime.com: 43560074 (17 April 2017 at 15:37)

Page 3698/5:www.dreamstime.com: 18382828 (17 April 2017 at 15:38)

Page 370/7: www.dreamstime.com: 40857025 (17 April 2017 at 15:39)

IMAGES PREPARED BY THE ARTISTS (ART TEACHERS):

Illustrations are created by the visual designers of commission.