

ORTAÖĞRETİM

YES YOU CAN

STUDENT'S BOOK

A1.2

YAZARLAR

Funda BAYDAR ERTOPCU
Hatice İNCİ
Sevinç ÖZBIÇAKCI SAMUR
Yalçın ALBAYRAK



DEVLET KİTAPLARI

DÖRDÜNCÜ BASKI

....., 2015

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI : 5792
DERS KİTAPLARI DİZİSİ : 1580
15.?.Y.0002.4292

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

EDİTÖR

Kenan DİKİLİTAŞ

DİL UZMANI

Mehmet ATEŞ

GÖRSEL TASARIM UZMANI

Elvan ÇELİKTUĞ

PROGRAM GELİŞTİRME UZMANI

Deniz CANPOLAT

ÖLÇME VE DEĞERLENDİRME UZMANI

Nuray SUNAR

REHBERLİK UZMANI

Füsun GÖKKAYA

ISBN 978-975-11-3702-9

Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulunun 29.06.2012 gün ve 83 sayılı kararı ile ders kitabı olarak kabul edilmiş, Destek Hizmetleri Genel Müdürlüğü'nün 10.04.2015 gün ve 3897233 sayılı yazısı ile dördüncü defa 199.224 adet basılmıştır.



İSTİKLÂL MARŞI

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

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

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

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

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

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

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

Ruhumun senden İlahî, 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 İlahî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
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 hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

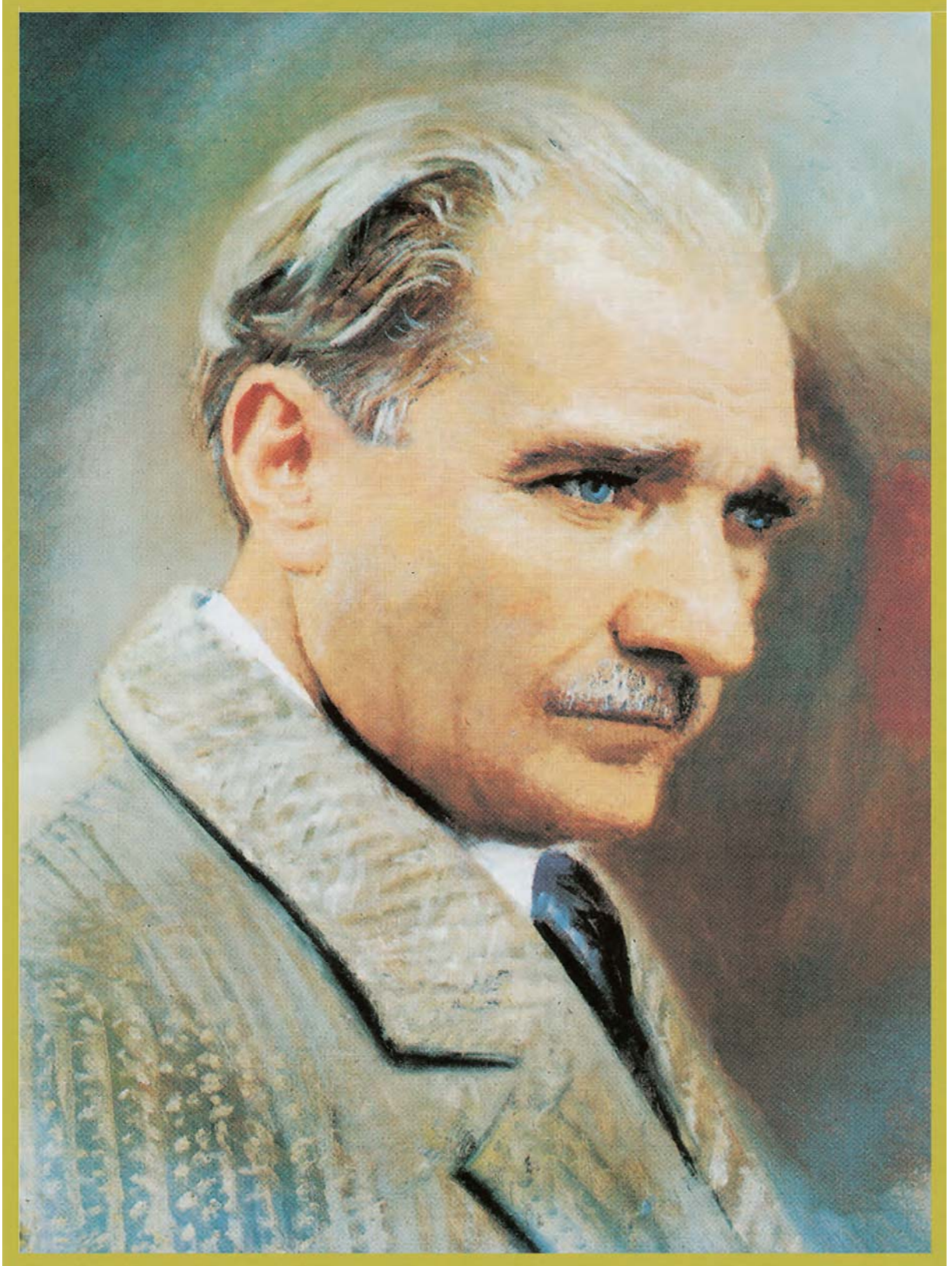
GENÇLİĞE HİTABE

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

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok 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

CONTENTS

Table of Contents	8 - 10
Course Introduction	11
Student's Overview.....	12 - 13
THEME 1 - PEOPLE AND SOCIETY.....	14 - 24
1A- Say Hi, and Smile	
1B- Meet my Family	
1C- Crazy Neighbours	
THEME 2 - EDUCATION.....	25 - 35
2A - Good Luck	
2B - Free School	
2C - At the School Canteen	
THEME 3 - PERSONALITY AND CHARACTER.....	36- 46
3A - I love rollerblading	
3B - She has got long brown hair	
3C - I'm friendly and funny	
THEME 4 - JOBS.....	47 - 57
4A - I have a different routine	
4B - He loves his jobs	
4C - I have a volunteer job in Africa	
THEME 5 - TOURISM	58 - 68
5A - People are having fun	
5B - I'm wearing shorts and sandals	
5C - What are you doing in the afternoon?	
THEME 6 - NATURE AND ENVIRONMENT.....	69 - 79
6A - I'm going to climb Mount Everest	
6B - I was at Victoria Falls	
6C - Where did you go last summer?	
Peer Assessment / Group Work Assessment / Portfolio Assessment Form	80 - 82
Grammar reference.....	83 - 91
References.....	92
Irregular Verbs.....	93
Word List.....	94 - 96

TABLE OF CONTENTS

TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
<p style="text-align: center;">THEME 1</p> <p style="text-align: center;">PEOPLE AND SOCIETY</p> <p>1A - Say Hi. And Smile!</p> <p>1B - Meet my family</p> <p>1C - Crazy neighbours</p>	<p>Giving personal information</p> <p>Talking about illnesses</p> <p>Telephone conversations</p> <p>Introducing yourself / your family / people</p> <p>Talking about countries / nationalities</p> <p>Using adjectives with “very” to describe people</p> <p>Saying countries / nationalities / numbers 1-100</p> <p>Asking for and giving personal information</p> <p>Talking about personal possessions and colours</p> <p>Writing simple dialogues / a letter to introduce yourself / your family</p>	<p>To be</p> <p>Subject pronouns</p> <p>Capital letters</p> <p>Numbers</p> <p>Possessive adjectives</p> <p>Have / has got</p> <p>A / an</p> <p>Possessive ‘s</p> <p>Adjectives</p>	<p>Nouns:</p> <p>name, age, number, nationality, surname, registration, India, France, Spain, Denmark, friend, language, school, day, hello, hi, abbreviation, city, teacher, family, house, mother, father, brother, sister, hair, cat, ribbon, grandparents, cousin, eye, skirt, husband, wife, eyeglasses, parents, singer, gift, puppy, birthday, present, cap, umbrella, neighbour, sofa, roof, place, tracksuit, calculator, the flu, toothache, earache, peace, fox</p> <p>Verbs:</p> <p>repeat, spell, meet, read, introduce, use, point, ask, answer, act, help, circle, guess, talk, see, read, write, Jog, have a look, come, bring, present, give, become, swim, cook, search</p> <p>Adjectives:</p> <p>nice, new, Spanish, Italian, French, Danish, first, lovely, big, brown, fair, red, cute, grey, blonde, single, small, great, favourite, crazy, tall, happy, colourful, funny, noisy, quiet, silent, interested</p>
<p style="text-align: center;">THEME 2</p> <p style="text-align: center;">EDUCATION</p> <p>2A - Good Luck!</p> <p>2B - Free School</p> <p>2C - At the school canteen</p>	<p>Days, months and dates</p> <p>Saying and understanding words for food and drink</p> <p>Understanding simple notices</p> <p>Understanding and telling the time</p> <p>Describing your class / school / canteen using “there is/there are”</p> <p>Asking for giving and understanding favourite days / colours / school subjects etc.</p> <p>Telling when your birthday is. Asking and answering the questions with “How much / How many”</p> <p>Saying what there is in your school / canteen / your bag / rucksack</p> <p>Writing about your friends / your school</p> <p>Preparing a shopping list</p>	<p>Imperatives</p> <p>Ordinal numbers</p> <p>Prepositions of time</p> <p>There is / are</p> <p>But - and - because</p> <p>Plurals</p> <p>Countables - uncountables</p> <p>Quantifiers (some - any - many - much)</p>	<p>Nouns:</p> <p>art, history, science, music, maths, physics, geography, subject, hour, class, afternoon, timetable, day month, trainers, exam, guitar, quiz, notebook, table, whiteboard, projector, chair, desk, pen, picture, key, tissue, candy, banana, wallet, diary, watch, tour, chalk, sightseeing, brand, coffee, fruit juice, pizza, sweet, cookie, chicken, hamburger, salad, pasta, canteen, winner, point, invitation, card, shopping, list, fizzy drinks, fruit, hospital, left, right, fridge, lettuce, cucumber, barbecue, grape, party, mandarin, president, festival</p> <p>Verbs:</p> <p>open, be, eat, work, do, bring, mime, forget, find, remember, miss divide, get, cross, get on, get off, turn, take, prepare, need, e-mail, arrive, die</p> <p>Adjectives:</p> <p>enough, slim, friendly, helpful, different, normal, boring, free, interesting, ready, great</p>

TABLE OF CONTENTS

TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
<p style="text-align: center;">THEME 3</p> <p style="text-align: center;">PERSONALITY AND CHARACTER</p> <p>3A - I love rollerblading</p> <p>3B - She has got long brown hair</p> <p>3C - I'm friendly and funny</p>	<p>Talking about likes / dislikes</p> <p>Understanding similarities and differences between people</p> <p>Saying what you like / don't like</p> <p>Asking and answering about people's personalities</p> <p>Saying what you're good at / bad at / interested in / crazy about</p> <p>Writing about your likes / dislikes</p> <p>Writing a short paragraph to describe your favourite actor / singer etc</p> <p>Writing an e-mail to your friends</p>	<p>Formulate like - dislikes</p> <p>Can - can't</p> <p>Adjectives+prepositions</p>	<p>Nouns:</p> <p>column, evening, sports, game, computer, tango, salsa, badminton, newspaper, adventure, bookworm, nickname, child, knife, actress, kid, golf, rap, actor, appearance, character, ability, homework, mice, model, pen pal, horse, gardening, documentary, life, river, deskmate, mountain</p> <p>Verbs:</p> <p>watch, do, play, surf, swim, read, windsurf, walk, rollerblade, listen, like, hate, ski, sing, skate, cook, cycle, ride, chat, send, wait</p> <p>Adjectives:</p> <p>relaxing, boring, exciting, tiring, cool, horror, dance, long, short, wavy, nice, straight, curly, friendly, funny, wild, good at, bad at, crazy about, interested in, happy, sad, energetic, clever, kind, easy going, talkative</p>
<p style="text-align: center;">THEME 4</p> <p style="text-align: center;">JOBS</p> <p>4A - I have a different routine</p> <p>4B - He loves his job</p> <p>4C - I have a volunteer job in Africa</p>	<p>Understanding interviews about daily routines and free time activities and following them</p> <p>Understanding jobs / daily routines / parts of the house</p> <p>Describing your daily routine</p> <p>Preparing and interview with your partner</p> <p>Saying what you'd like to do</p> <p>Saying how often you do things</p> <p>Describing jobs</p> <p>Talking about your favourite room</p> <p>Writing about your / other people's daily routine</p>	<p>Simple Present</p> <p>Sequence words</p> <p>Prepositions of place</p> <p>Frequency adverbs</p> <p>Would like - want</p>	<p>Nouns:</p> <p>kitchen, bathroom, bedroom, living room, nurse, pilot, taxi driver, flower, pot, easel, tulip, breakfast, lunch, dinner, couch, chef, dentist, bodyguard, florist, journalist, architect, cameraman, dish, recipe, customer, assistant, vegetables, lawyer, vet, musician, jungle, lion, danger, seat, communication</p> <p>Verbs:</p> <p>share, get up, see, go out, work, talk about, take a nap, draw, smoke, park, make, finish, study, feel, have, prepare, take a shower, arrive, create, eat out, cut, shoot, protect, paint, help, feed, film, come from, know, speak, understand, volunteer, welcome</p> <p>Adjectives:</p> <p>lucky, daily, professional, different, happy, tired, successful, popular, hard, famous, volunteer, helpless, hot, the same, local, difficult, lovely</p> <p>Adverbs:</p> <p>always, sometimes, often, usually, never</p>

TABLE OF CONTENTS

TOPICS	OBJECTIVES OF THE THEME	LANGUAGE AREAS and STRUCTURE	VOCABULARY
<p style="text-align: center;">THEME 5</p> <p style="text-align: center;">TOURISM</p> <p>5A - People are having fun</p> <p>5B - I'm wearing shorts and sandals</p> <p>5C - What are you doing in the afternoon?</p>	<p>Understanding different activities in different countries / weather conditions / seasons</p> <p>Talking about things that are happening now, what people are doing now</p> <p>Reading a holiday mail</p> <p>Understanding fixed arrangements</p> <p>Describing what people are wearing</p> <p>Talking about what you're doing now</p> <p>Describing what you usually wear and what you're wearing today</p> <p>Buying things in a shop / ask price</p> <p>Writing about what people are doing / wearing in a festival and give reasons</p> <p>Writing about your holiday / a dialogue about shopping</p>	<p>Present</p> <p>Continuous</p> <p>Weather conditions</p> <p>Present</p> <p>Continuous for future</p> <p>This - these</p> <p>That - those</p> <p>One - ones</p> <p>How much is it</p>	<p>Nouns:</p> <p>ticker tape, costume, parade, mask, band, trolley, bubble, festival, spring, kindness, hospitality, competition, sculpture, sweatshirt, sandals, boots, shorts, gloves, jeans, greeting, mint, tea, weather, snowman, snowball</p> <p>Verbs:</p> <p>shout, watch, wave, throw, thank, rain, snow, make</p> <p>Adjectives:</p> <p>boiling, fantastic, frozen, giant, warm, cold, snowy, windy, rainy, sunny, cloudy, freezing, boiling</p> <p>Adverbs:</p> <p>at the moment, now, at present</p>
<p style="text-align: center;">THEME 6</p> <p style="text-align: center;">NATURE AND ENVIRONMENT</p> <p>6A - I'm going to climb Mount Everest</p> <p>6B - I was at Victoria Falls</p> <p>6C - Where did you go last summer?</p>	<p>Giving advice and making suggestions</p> <p>Talking about future plans that are decided or possible</p> <p>Understanding and talking about past events</p> <p>Asking for, making and responding to suggestions</p> <p>Asking for and giving advice</p> <p>Saying where you'd like to go and why</p> <p>Saying what you could / couldn't do in the past</p> <p>Writing about your plan / past events</p>	<p>Be going to</p> <p>Advice - should</p> <p>Suggestions</p> <p>Past form of "to be"</p> <p>Could - couldn't</p> <p>Simple Past Tense</p> <p>So - because</p>	<p>Nouns:</p> <p>gondola, ride, dolphin, whale, chopstick, ice-cream, beach, aquarium, sale, waterfalls, bay, river, leader, climber, clothes, tool, culture, plan, trip, holiday, ticket, wonder, hotel, flight, circus, fun fair, gym, beach, park, crocodile, giraffe, rhino, antelope, twin sister, riverboat, cruise, island, adrenaline, countryside, workshop, paint, easel, bungalow, ketchup</p> <p>Verbs:</p> <p>sunbathe, lie, eat, see, think, climb, start, check, stay, travel, hear, choose, match, rewrite, smile, put, meet give, see, feel, drop, carry, learn</p> <p>Adjectives:</p> <p>friendly, late, early, bad, good, cheap, expensive, high, easy, hard, alone, thick, surprised, full, amazing, afraid, rare, shy, unforgettable, dangerous</p> <p>Adverbs:</p> <p>last, yesterday, ago, well</p>

COURSE INTRODUCTION

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

CEFR describes six levels and competences:

A1 Basic User (Breakthrough Level)

A2 Basic User (Waystage Level)

B1 Independent User (Threshold Level)

B2 Independent User (Vantage Level)

C1 Proficient User (Effective Operational Proficiency)

The textbook holding is a complete course for **A1.2** level.

What can a learner with A1 level do?

A1 – Breakthrough Level

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

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

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

What does outcomes based textbook mean?

As mentioned above, CEFR includes certain outcomes and **YES YOU CAN** (Student's Book, Workbook and Teacher's book) aims to enable students to acquire these outcomes. That means all the teaching activities that are carried out throughout the course should serve for this purpose. Note that grammar is only one of the tools of the aim. At the end of the course, students are expected to be able to use these outcomes rather than use the grammar rules without a context.

Why Communicative Approach?

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

YES YOU CAN develops four skills (Listening, Speaking, Reading, Writing) using a number of different communicative texts, dialogues, tasks,

vocabulary, language study, performance tasks, games, fun corners and quizzes. Since the methodology of **YES YOU CAN** is communicative, almost all the activities are designed to meet students' needs and they address students' feelings to promote active learning. Grammar teaching is acquired through skills and activities. The ultimate aim of the set of textbooks (from A1 to C1) is to bring up students as independent and proficient users of four skills.

YES YOU CAN contains;

- Communicative methodology,
- Student - centred activities,
- Four skills (integrated) with authentic texts, dialogues, activities and guiding,
- Contextual vocabulary and grammar teaching,
- Games, poems, jokes and cartoons,
- Authentic photos, illustrations and comics,
- Self-check sections at the end of each theme,
- Peer correction charts where necessary,
- Activities aim to promote general knowledge and cultural awareness.
- Supportive components: workbook, teacher's book and audio recordings.

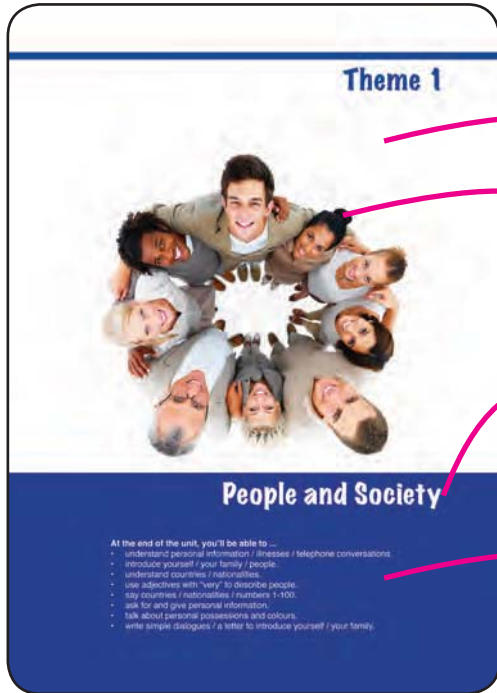
Student's Book

Student's Book has been written to attract students' attention with interesting topics, daily language components, dialogues, designs, photos and illustrations. There are six themes in the Student's Book. Each theme consists of three contents. Each content includes both general and common outcomes, vocabulary and language areas which are embodied in four skills (Listening, Reading, Speaking, Writing). Grammar teaching happens through skills. So, the more students are exposed to those skills the more they learn how to use the language. Keep in Mind! sections provide a summary to the language studied. Students refer to these sections throughout the learning process. The Student's Book also aims to promote cultural understanding, human rights, active citizenship and respect to the environment.

Workbook

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

STUDENT'S BOOK OVERVIEW



Theme cover page

All theme cover pages have photos related to the theme.

Name of the theme

Students go through the objectives before they start the theme.

Content name

Each theme has three contents. They give ideas about what the students are going to be introduced with.

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

Pair work & group work activities are widely used.

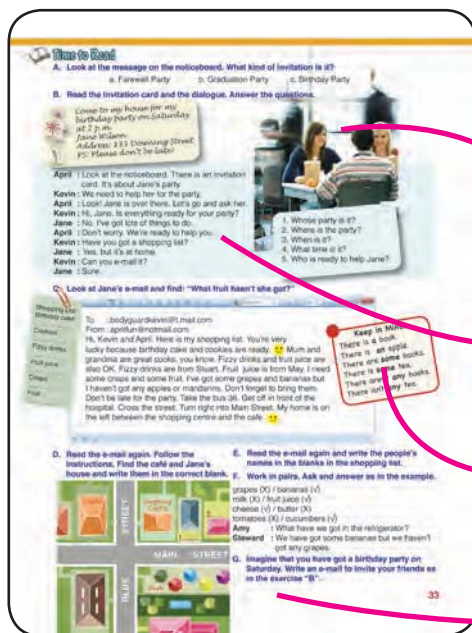


Photos taken from real life make the reading texts authentic.

Sample dialogues are always provided before the activity.

Keep in Mind section provides a summary to the language studied. Students refer to this section throughout learning process.

Contents start with receptive skills and end with productive skills.



Student's Book consists of 4 Atatürk pages.

There are variety of activities on Atatürk's pages. Four skills (Reading, Listening, Speaking, Writing) are also taken into consideration.

A REAL MENTOR

A. Choose the correct option.

- Atatürk was born ...
 - in Istanbul
 - in Samsun
- Atatürk is the ... of Turkey.
 - first general
 - first president
- For Turks, 29th October is ...
 - the Independence Day
 - the Republic Day
- Children all over the world come to Turkey every year and celebrate ...
 - 23rd April, Children's festival
 - 10th May, Youth and Sports festival
- On 19th May, 1919 Atatürk arrived at ...
 - Sivas
 - Samsun
- Atatürk died on ...
 - 10th November, 1938
 - 10th December, 1938

B. Read the poem and fill in the blanks with the words below.

There is sun in his hair,
There is ... in his eyes,
There are ... in his mind,
Love is in his arms,
Power is in his ...
Dignity is in his ...

C. Look at the poem below. Who's the poem about?

There is sun in his hair,
There is ... in his eyes,
There are ... in his mind,
Love is in his arms,
Power is in his ...
Dignity is in his ...

D. Listen and check your answers.

E. Write as many words as you can about Atatürk.

F. Write a very short poem about Atatürk in your own words as in the example.

Atatürk
Clever
Powerful
Kind
Leader

CHECK YOUR PROGRESS

	I can...	☺☺	☺	☹
Listening	understand days, months and dates say and understand words for food and drink			
Reading	understand simple notices, understand and tell the time, describe my class / school / cartoon using "there is / there are"			
Spoken Interaction	ask for, give and understand favourite days / colours / school subjects etc. ask and answer the questions with "How much / How many"			
Spoken Production	say the things in my bag / rucksack, say what there is in my school canteen, say my birthday			
Writing	write about my friends / my school, prepare a shopping list			

QUIZ TIME

- The Pyramids are in ...
 - Spain
 - Turkey
 - Egypt
- Which tourist attraction in Turkey is one of the seven wonders of the world?
 - The Dolmabahçe Palace
 - The Temple of Apollon
 - The Ephesus
- Which bridge connects the two continents?
 - The San Francisco Bridge
 - The Bosphorus Bridge
 - The London Bridge
- Where are Fairy Chimneys?
 - in Antalya
 - in Istanbul
 - in Cappadocia
- Where is Troy?
 - in Carakale
 - in Izmir
 - in Balçısra
- Where is the Pisa Tower?
 - in France
 - in Germany
 - in Italy

Evaluation

If your true answers are 5 or more, you like travelling and you'd like to see many places in the world.
If your true answers are between 3 - 4, you're interested in the world tourist attractions but there are places more than you expect.
If your true answers are 2 or less, that means you aren't interested in tourism at all. You should have a look at the world map. There are wonderful places to discover. Try now!

CHECK YOUR PROGRESS

	I can...	☺☺	☺	☹
Listening	understand advice and suggestions, understand past events			
Reading	understand future plans that are discussed as possible understand what happened in the past / when things happened in the past			
Spoken Interaction	ask for, make and respond to suggestions, ask for and give advice, talk about what I did last weekend			
Spoken Production	talk about my plans, give advice, say where I'd like to go and why, talk about where I was / what I did last weekend, yesterday etc. say what I could / couldn't do in the past			
Writing	write about my plan / past events			

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

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

Exercises give the opportunity to practice and comprehend grammar.

Words are practiced in a context and support the words in the student's book.

Students practise the writing skills they are supposed to acquire.

Attractive visuals are provided so that students can be attentive.

C. What are they wearing?

Mike is wearing a red top, red skirt and red shoes.
Paula is wearing blue jeans, a top, a purple shirt and white shoes.
Gerard is wearing a black suit and black shoes.
Michael is wearing pink trousers, a blue T-shirt and red trainers.
Kelli is wearing a black and red dress and orange jacket and red shoes.

D. Match the pictures to the sentences.

☺ 1. He's looking. Let's go to the beach.
☹ 2. Put on your boots and take your umbrellas. It's raining heavily.
☺ 3. The weather is warm. Let's have a barbecue on the terrace.
☹ 4. Hurry! It's snowing. Let's throw snowballs.

Send the postcard and fill in the blanks with the right form of the verbs.

Dear Janet,

Hi, how are you? I, we (be) in Sicily. We 2, we (have) (have) a great time! The sun 3, we (swim) (swim) right now and 4, we (enjoy) (enjoy) ourselves. We 5, we (spend) (spend) all day at the seaside and we usually 6, we (go) (go) out in the evenings and 7, we (take) (take) different dishes. The weather 8, it (be) wonderful. See you soon,

Love
Tim

Theme 1



People and Society

At the end of the theme, you'll be able to ...

- understand personal information / illnesses / telephone conversations.
- introduce yourself / your family / people.
- understand countries / nationalities.
- use adjectives with “very” to describe people.
- say countries / nationalities / numbers 1-100.
- ask for and give personal information.
- talk about personal possessions and colours.
- write simple dialogues / a letter to introduce yourself / your family.

A - SAY HI AND SMILE

Time to Read

A. Read the bubbles and look at the flags. Write the names of the people under the flags.



1.....



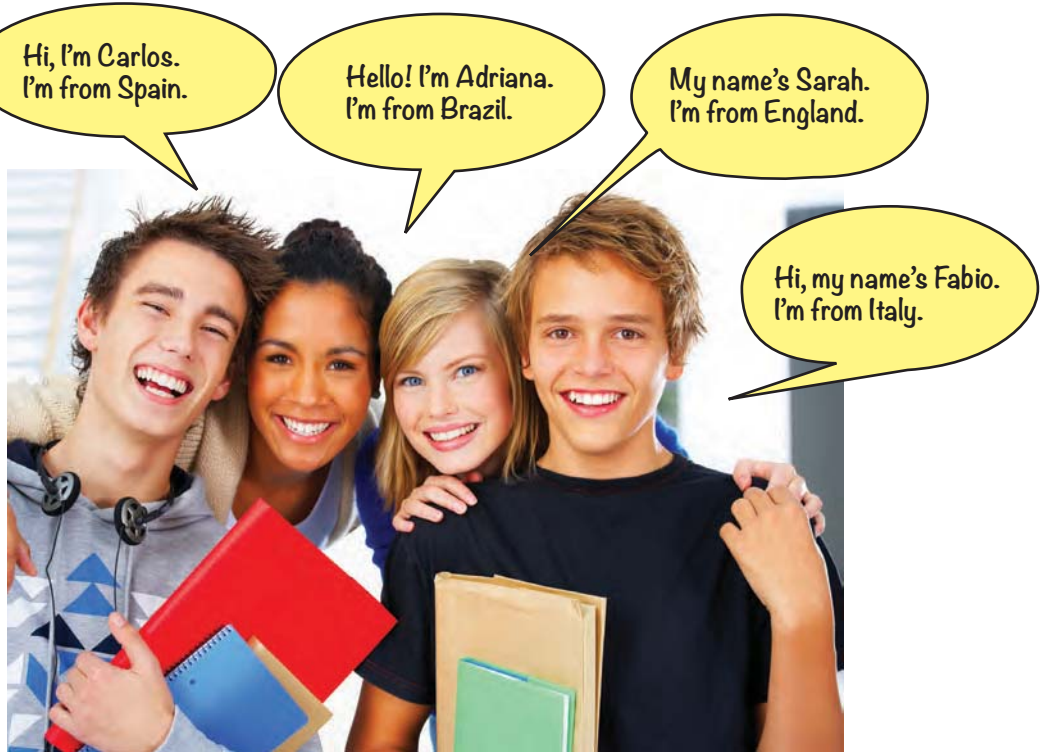
2.....



3.....



4.....



B. Today is the first day of the English Studio Language School. Read the dialogue and write the names.

Björn : Hello. I'm Björn. I am from Sweden. What's your name?
Arantxa : Hi. I'm Arantxa.
Björn : Sorry, can you repeat it, please?
Arantxa : Sure. Arantxa.
Björn : How do you spell it?
Arantxa : A-R-A-N-T-X-A
Björn : Where are you from?
Arantxa : I'm from Spain.
Björn : Oh, you are Spanish. Is your friend Spanish, too?
Arantxa : No, he isn't. He's from Mexico. Oh, sorry!
 This is Leonardo. And, Leonardo, this is Björn.
Leonardo : Nice to meet you, Björn.
Björn : Me, too.



- 1..... is from Sweden.
- 2..... is a Spanish name.
- 3..... is Mexican.

C. Read the dialogue again and take notes.

	Country	Nationality
Arantxa	Spanish
Leonardo	Mexican
Björn	Swedish

Keep in Mind!
 I am = I'm
 She / He / It is = She's / He's / It's
 You / We / They are = You're / We're / They're

D. Look at the photos of the other students at the Language School. Fill in the blanks with the right words as in the example.

Hello! I...I'm Cheops. I'm from Egypt. These are my new classmates at The English Studio Language School.



Jamal is from India.
2. is 18 years old.



Nicole is from France.
3. is 17 years old.



Sabine and Agnes are Danish. 4. are students.



And we're Mel, Jason and Eddie from Australia. 5.'re in the same class, too.

E. Match the nationalities to the countries.

-1. French
-2. Australian
-3. Indian
-4. Danish
-5. Egyptian

- a. Denmark
- b. Egypt
- c. France
- d. Australia
- e. India

F. Work in pairs. Point to the photos. Ask and answer as in the example. Then act it out.

Pete : Are Jasper and Agnes Indian?
Serena: No, they aren't.
Pete : Where are they from?
Serena: They're from Denmark.



G. Introduce yourself as in the example. Use the questions below.

What's your name?
 Where are you from?
 How old are you?

Hello! I'm Rüzgar. I'm from Izmir, Turkey. I'm fifteen years old.



Time to Listen

A. Can you say the alphabet? Listen and repeat the letters.

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

B. Work in pairs. Practise saying these abbreviations.

UK OK DVD WHO UFO
 VIP www USA PC DJ

C. Now spell

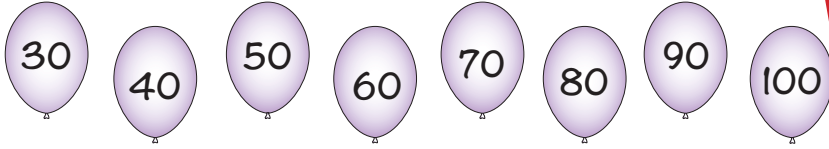
- a. your surname
- b. your best friend's name
- c. your teacher's name
- d. your city, etc.

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

Tim : Good morning, can I help you?
Judith : Yes, I'm the new student. My name is Judith.
Tim : Ah, yes. Could you spell that?
Judith : Sure. J - U - D - I - T - H.

E. Listen and repeat the numbers.

1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16 17 18 19 20



F. Listen and circle the numbers you hear.

- a) 13 b) 30
- a) 14 b) 40
- a) 15 b) 50

G. Say the number and the number after.



H. Then listen and check your answers.

J. Anna is the new student at the English Studio Language School. Listen and fill in the gaps in her registration form.



pronunciation

- Listen and say.
/ i / it - thin - this
- Listen and tick (✓) the correct sound.

	/ i /	/ i: /
English		
green		
his		
please		

I. Work in pairs. Ask and answer.

Tim : Hi, Judith. What's your telephone number?

Judith : 122 3025106 (one - double two - three - oh - two - five - one - oh - six)

The English Studio Language School

Name	Anna
Surname	.....
Age	.....
Nationality	.....
Address	..... Sherwood Street, Piccadilly
Post code	.....
Phone number	.....
e-mail	.....

K. Listen again and choose the correct option.

- Anna is from
a) Russia b) Czech Republic
- Anna is in class
a) 50 b) 15
- The English Studio Language School is in
a) London b) Brighton

L. Prepare a simple registration form as in the exercise J and complete it using your personal details.

..... Language School

Name	.....
Surname	.....
Age	.....
Nationality	.....
Address	..........
Post code	.....
Phone number	.....
e-mail	.....

M. Work in pairs. Student A is the newcomer. Student B is the clerk. Take turns to write a dialogue. Use the questions and the phrases below.

What's your name?
How do you spell it?
How old are you?
Where are you from?
What nationality are you?
What's your address / mobile number / e-mail ?

Can I help you?
Sorry.
Thank you.
You're welcome.
Right.

N. Act your dialogues out.

B - MEET MY FAMILY

Time to Read

A. Look at the photos below. Match the parents to their kids and then make sentences as in the example.

e.g. Tom Cruise is Suri's father.



1. Tom Cruise



Mex Emme



Brooklyn



3. Jennifer Lopez



2. Angelina Jolie



Vivienne Knox



Suri



4. David Beckham

B. Look at the photos. Read the bubbles and write the names of the people in the blanks.



I'm Ashton. I'm fifteen years old.
I have got a lovely family and we have got a big house. My mother's name is Maggie. She is 41 years old. She has got brown hair. My father's name is Travis. He is 44 years old. He has got fair hair. I haven't got a brother but I have got a sister. Her name is Summer. She has got red hair. Her T-shirt is blue. Latte is our cat. It is cute. Its ribbon is red.

Olivia and Randy are my grandparents. They are seventy. They have got grey hair and their eyes are brown.

Alisha is my cousin. She has got green eyes and her skirt is yellow. My aunt's name is Audrey. She is my mother's sister. She has got blonde hair. Her husband is Melvin. He has got a blue sweater. My uncle, Edgar, is 30. He has got eye-glasses. His tie is purple. He is single. What about you? Have you got a big or a small family?



Keep in Mind!
I'm Ashton. My mother's name is Maggie. She is 41. Her hair is brown.

- are Summer's parents.
- is Audrey's nephew and is her niece.
- is Olivia and Randy's granddaughter.
- is Ashton's uncle.
- is Travis's wife.
- is Alisha's cousin.

pronunciation

1. Listen and say.

/ ð / brother
/ d / daughter

2. Listen and tick (✓) the correct sound.

	/ ð /	/ d /
father		
day		
dark		
mother		
the		

E. Ask and answer about Ashton's family.

e.g

Perry : Whose skirt is pink in the photo?

Blake : Olivia's dress is pink.

Perry : What colour is her hair?

Blake : It's grey.

F. Talk about your mother / father / sister / brother, etc.



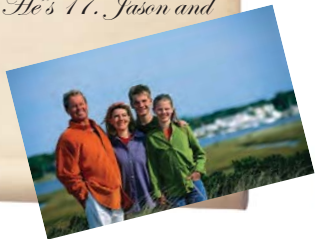
Hello. My name is Helen.
My sister's name is Jane. She's 7
years old. She has got blonde hair and
green eyes.

G. Bring some photos of your family. Present them to the class.

H. Anita is Ashton's new pen pal. Read her letter and find. "Where is she from?"

I. Write a letter to your pen pal as in the exercise "H". Use some family photos.

Dear Ashton,
Hi! My name is Anita. I'm fifteen years
old and I'm from Sydney, Australia.
This is my family photo. My mother's name
is Nicole. She's 42 years old. My father's
name is Mel. He is 44. I've got a brother.
His name is Jason. He's 17. Jason and
I are good friends.
Write to me soon.
Anita



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

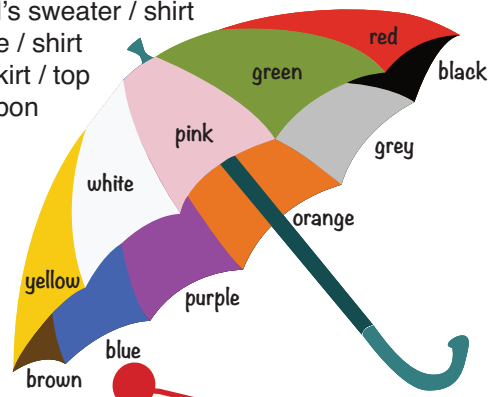
Keep in Mind!
I / You / We **have got** a lovely family.
She / He / It **has got** a lovely family.

C. Answer the questions.

1. How old is Ashton?
2. What's his mother's name?
3. What colour hair have his grandparents got ?
4. Are Alisha's eyes green?
5. Have they got a big or a small house?
6. Has Edgar got glasses?

D. Listen and repeat the colours.

1. Grandma's dress / hair
2. Granddad's sweater / shirt
3. Edgar's tie / shirt
4. Alisha's skirt / top
5. Latte / ribbon



Keep in Mind!
Possessive 's
Maggie's dress is pink.
Maggie is Travis's wife. or
Maggie is Travis' wife.

Peer Correction Code
? : Meaning is not clear.
WO : Word order
WW : Wrong word
S : Spelling
P : Punctuation
G : Grammar

Time to Listen



A. Read the dialogue and answer the questions.

Summer : It's granny's birthday on Saturday.
Ashton : Yes, Summer.
Summer : Have you got a present for her?
Ashton : Sure.
Summer : That's cool. What is it?
Ashton : It's a CD.
Summer : Come on. She is an opera singer. She's got lots of CDs.
Ashton : I bet she hasn't got this one. It's Lady Gaga's last album.
Summer : You're great. Lady Gaga is her favourite singer.

1. When is granny's birthday?
2. Who has got a present for grandma?
3. What is the present?
4. Is Kathy Perry grandma's favourite singer?

B. Look at the presents and guess. "What is granddad's present for his wife, Olivia?"



C. Listen and check your guesses.

D. Listen again and answer the questions.

1. What's Randy's gift for Olivia?
2. What colour is the puppy?
3. Is the puppy's name Cocoa or Chocolate?



E. Imagine Wednesday is one of your classmate's birthday. Work in pairs. Ask and answer as in the sample telephone conversation.

Hannah : Hi! This is Hanna.
Jason : Hi, Hanna.
Hannah : It's Sue's birthday on Wednesday. Have you got a present?
Jason : Yes, I have. Guess what?
Hannah : An umbrella? She is crazy about colourful umbrellas.
Jason : No. A cap of her favourite team.
Hannah : That's cool. See you on Wednesday.
Jason : See you.

Keep in Mind!
 an umbrella
 an iPad
 a cap
 a puppy



C - CRAZY NEIGHBOURS

Time to Read

A. Match the pictures to the words.

-1. funny
-2. crazy
-3. friendly
-4. noisy
-5. rude
-6. helpful



B. Write one of your neighbours for each word.

e.g. Mr Hugh is funny.

C. Work in pairs and find who is funny, crazy etc. in class.

D. Look at the photos and read about Clara's neighbours. Match them to the texts.

I am Clara. This is my new house and street. I have got crazy neighbours. Look at them!

1.
Mr Taylor is 52 years old. He is my next door neighbour. He is tall and fit. His favourite sport is jogging. Look! Everywhere is white. It's very cold but he hasn't got a tracksuit. He's funny and crazy.

2.
Mr Young is 34 years old. His house is small and colorful. He is really crazy. He has got a sofa on his roof. The roof is his favourite place.

3.
Ms Dean is 75 years old. She's not alone in her house. She has got 16 cats and dogs. Her dogs are from Russia. Her cats are from Iran. She's very happy with them.

4.
Mr and Mrs Saymour are 44 years old. Their son, Bill, is 12. Their house is big and crazy. They have got big trees and animals in the house. Their animals are so sweet but they're very noisy!

E. Complete the sentences with the right words.

1. The Saymours have got
2. has got 16 cats and dogs.
3. Mr Taylor hasn't got a in the photo.
4. Mr Young has got a sofa on the
5. Clara has got neighbours.

F. Cover the speech bubbles and take notes about the people.

1. Mr Young : 34, crazy, roof (favourite place).
2. Clara :
3. Mr Taylor :

G. Check your notes with your partners.

H. Listen and match the dialogues to the pictures.

Dialogue 1 Dialogue 2..... Dialogue 3..... Dialogue 4.....



A



B



C



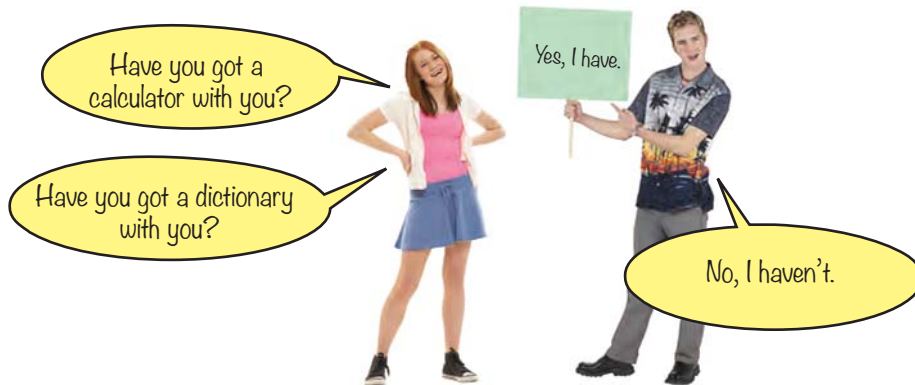
D

I. Work in pairs and complete the dialogue. Make dialogues about other neighbours.

Clara : you got a on your roof?
 Mr Young : No, I..... I have got a
 Clara : Oh, funny.

J. Choose a character from exercise “D” and role play with your partner.

K. Work in pairs. Ask what your partner has / hasn't got in his / her bag.



L. Tell the class about your partner.

e.g. My partner, David, has got a calculator in his bag but he hasn't got a dictionary.

M. Think about one of your neighbours. Describe him / her to your classmates.

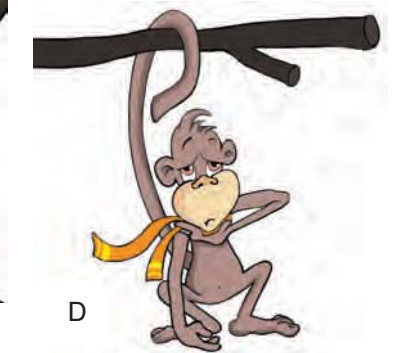
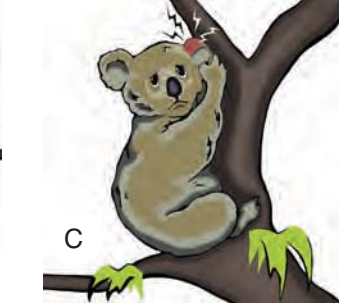
N. Have you got crazy neighbours? Write about one of your neighbours as in exercise D.

.....

Peer Correction Code
 ? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

Time to Listen

A. Look at Mrs Saymour's interesting pets. Match the sentences to the pictures.



- 1. The koala has got earache.
 2. The parrots have got the flu.
 3. The monkey has got a sore throat.
 4. The snake has got a toothache.

B. Listen to the telephone conversation between Mrs Saymour and her neighbour, Ms Dean and answer Ms Dean's question.



C. Listen again and read the telephone conversation. Complete the blanks.



Mrs Saymour : Hello, Ms Dean. Linda is speaking.
Ms Dean : 1....., Linda. How are you and your sweet 2.....?
Mrs Saymour : I'm 3.....but all my pets are ill. You are a vet. You can help them, I think.
Ms Dean : Sure. What are their problems?
Mrs Saymour : My koala has got earache. My parrots have got the flu. They are so silent. The 4..... has got a sore throat and the snake has got a toothache.
Ms Dean : OK Linda. I see you are in trouble. Can you bring them to my house?
Mrs Saymour : My husband and son are out. Could you please 5.....and have a look?
Ms Dean : Sure. 6.....you in ten minutes.

D. Listen again and answer the questions.

- Who's the phone call from?
- Who's the phone call to?
- Have the parrots got the flu?
- Who has got a sore throat?
- What's wrong with Linda's snake?

E. Work in pairs. Look at the telephone conversation below. Make a similar dialogue. Use the illnesses below.

a headache
 the flu
 earache
 a sore throat
 a toothache

Tina: Hi, Tom, Tina is speaking. Are you OK today?
Tom: Hi, Tina. My sore throat is over but I've got a bad headache.
Tina: Get well soon, Tom. I'll call you again.

F. Act out your dialogues.






THE TRUE LEGEND

A. Do you know these? Read the sentences and choose the right option.

1.gave Atatürk the additional name "Kemal".
 - a. His Maths teacher
 - b. His mother
2. "Kemal" means
 - a. teacher
 - b. perfection
3. Turkish Grand National Assembly presented M. Kemal with the name "Gazi" on.....
 - a. 19th May, 1919
 - b. 19th September, 1921
4. Mustafa Kemal was given his surname "Atatürk" on
 - a. 24th November, 1934
 - b. 29th October, 1923
5. "Atatürk" means
 - a. the guide of Turkish people
 - b. father of Turkish people
6. In 1913 M. Kemal became a military attaché in the capital, Sofia.
 - a. Bulgarian
 - b. Greek
7. Atatürk was very interested in swimming and
 - a. dancing
 - b. cooking
8. The name of Atatürk's horse was "Sakarya" and his dog's wname was
 - a. Peace
 - b. Fox

B. Search some interesting facts about Atatürk and some interesting photos of him on the Net. Share them with your classmates.

CHECK YOUR PROGRESS

	I can...			
Listening	understand personal information. illnesses / telephone conversations.			
Reading	introduce myself / my family / people. understand countries / nationalities. use adjectives with "very" to describe people.			
Spoken Interaction	say countries / nationalities. ask for and give personal information. ask for, give and understand personal information.			
Spoken Production	say and understand numbers 1-100. talk about personal possessions and colours.			
Writing	write a simple dialogue to introduce myself. write a letter about me and my family.			

Theme 2



Education

At the end of the theme, you'll be able to ...

- understand days, months and dates.
- say and understand words for food and drinks.
- understand simple notices.
- understand and tell the time.
- describe your class / school / canteen using "there is / there are".
- ask for, give and understand favourite days / colours / school subjects etc.
- tell when your birthday is.
- ask and answer the questions with "How much / How many"
- say what there is in your school / canteen / your bag / rucksack.
- write about your friends / your school.
- prepare a shopping list.

A - GOOD LUCK !

Time to Read

A. Fill in the blanks with the correct words.

Do - Work - Don't bring - Open - Don't be - Don't eat

- 1.....your books!
- 2.....anything in the class!
- 3.....in pairs!
- 4.....late!
- 5.....the activity A!
- 6.....your mobiles into the class!

B. Work in pairs and act out the instructions.

Student A : Says an instruction.

Student B : Mimes the instruction.

C. Look at the pictures and unscramble the words below.



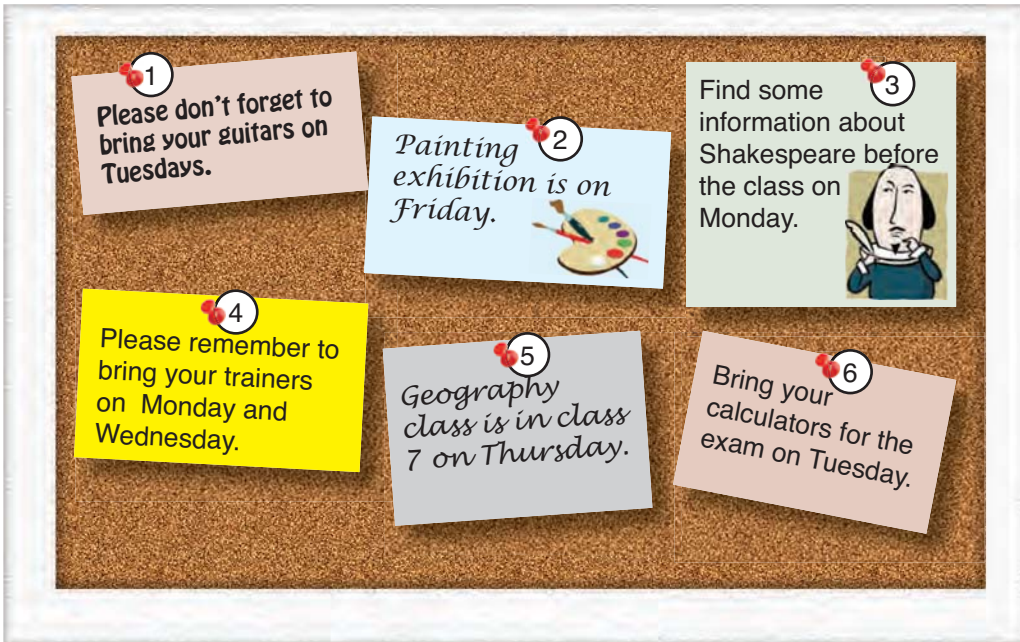
1. tar
2. yhiotsr
3. pyhogearg
4. EP
5. yspihcs.....
6. trcoemup.....
7. crfneh
8. cuims
9. mtahs
10. glenihs.....



Keep in Mind!
Imperatives
 Do your homework!
 Don't go out!



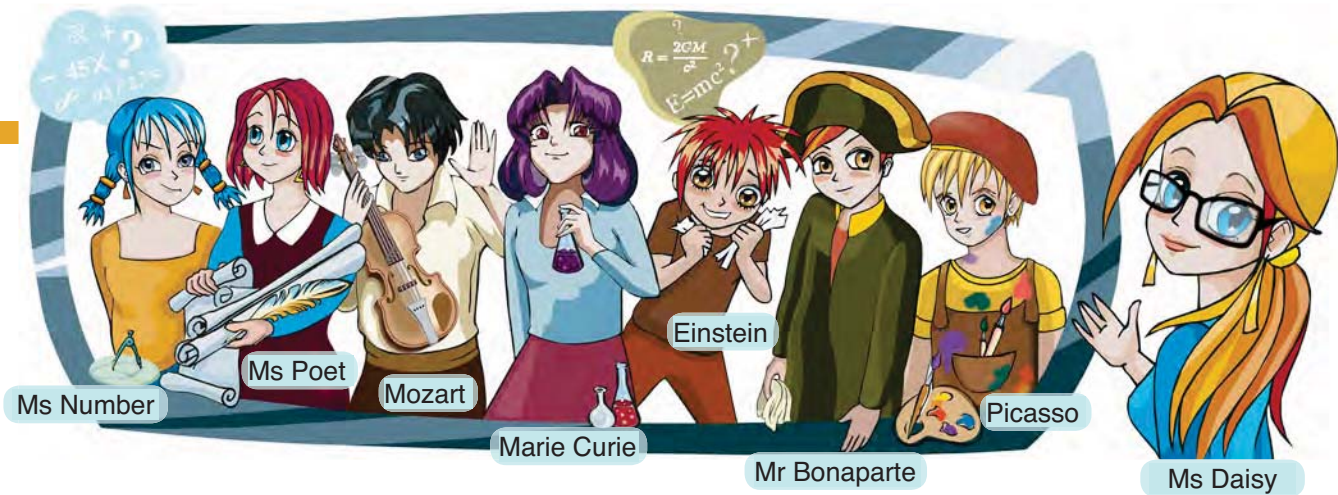
D. Read the notices on the board. Find six school subjects and write them in the blanks.



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

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





F. Look at Ms Daisy's class. Describe the students as in the example.

e.g. Ms Number is slim. She has got blue hair. Her eyes are blue.

G. Read the nicknames of her students. Guess. "What are their favourite subjects?"

e.g. Maths is Ms Number's favourite subject.

H. Read the dialogue and match the clocks to the times.

Sam : Hey, Ms Never Late! What's the first class tomorrow?

Jenny : Geography. We have got two hours of Geography on Tuesday mornings.

Sam : Ugh! It's not my favourite.

Jenny : But don't miss the class. We've got a quiz in the second lesson.

Sam : What time is the second lesson?

Jenny : It's at **A.**

Sam : What time is the Music class?

Jenny : At **B.**

Sam : Have we got Physics tomorrow afternoon?

Jenny : Yes. It's at **C.**

Sam : One more question!

Jenny : Oh, Sam! Enough is enough. Look at your timetable.

Sam : I can't. I haven't got a timetable. Can I have yours?

Jenny : !!!



-1. twenty - five past two
-2. twenty - five to one
-3. half past nine

I. Answer the questions.

1. When have they got Geography?
2. Is the quiz in the first lesson?
3. Is the Music class in the morning or in the afternoon?

J. Study Sam and Jenny's timetable. Then cover it. Ask and answer as in the example.

	8.30 - 9.15	9.30 -10.15	10.25 -11.10	11.20 -12.05	12.35 -13.20	13.30 -14.15	14.25 -15.10
Monday	French	French	Biology	History	History	Maths	Maths
Tuesday	Geography	Geography	English	English	Music	Physics	Physics
Wednesday	Literature	Literature	Biology	Chemistry	Chemistry	P.E	P.E
Thursday	English	English	Maths	Maths	Music	ICT	ICT
Friday	Maths	Literature	Literature	English	English	Art	Art

What's the third lesson on Monday?



Biology.

K. Cover your timetable and talk about it.

e.g. My first lesson on Monday is Maths.

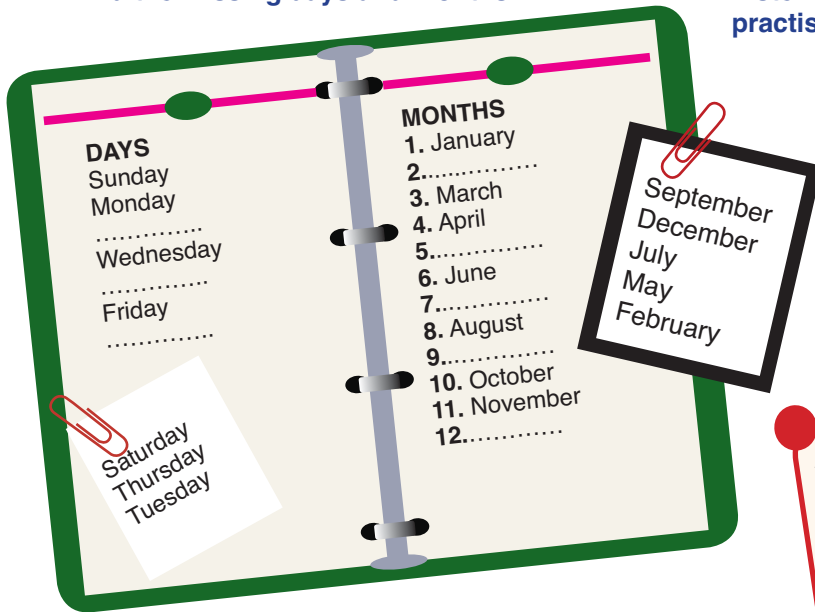
Keep in Mind!

- One - first 1st
- Two - second 2nd
- Three - third 3rd
- Four - fourth 4th
- Twenty one - twenty-first 21st
- Twenty two - twenty-second 22nd

Time to Listen

A. Find the missing days and months.

B. Listen and check your answers. Then practise.



Keep in Mind!
We write
 on 24th May / on May 24th
We say
 On the twenty - fourth of May
 On May the twenty - fourth



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

When is your birthday?



It is on the twenty-fourth of May.

D. Listen to Gabriella and Matt. Fill in the missing parts in the table.

		
Nickname	.....	Bookworm
Favourite subject	.....	Literature
Time	at	from to 11
Favourite day	on, Friday	.....
Birthday	on 11 th April	.....

Keep in Mind!
Prepositions of Time
 on Monday
 at half past nine
 in April
 on 11th April

E. Write questions about your name, age, year at school, favourite day, favourite subject.

F. Interview a friend in your class using your questions.

G. Now write a paragraph about your friend.

My friend's name is
 He / She is years old.
 He / She is in the year at school.
 His / Her favourite day is
 His / Her favourite subject is

Peer Correction Code
 ? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

B - FREE SCHOOL

Time to Read

A. Look at the words. Which objects are in your classroom? Tick them.

notebook - table - whiteboard - projector - chair - CD player - desks - bag - pens - picture

B. Work in pairs. Student A points at an object in the classroom and asks a question. Student B answers.

Student A: What is it?

Student B: It is a table.

C. Look at William's possessions in his bag. Write the names of the objects under the pictures.

two keys

two apples

an MP4 player

a mobile phone

a calculator

coloured pens and pencils

a notebook

a packet of tissues

a diary

two candies

a banana

a wallet



D. Work in pairs. Cover the picture. Ask and answer about William's possessions.

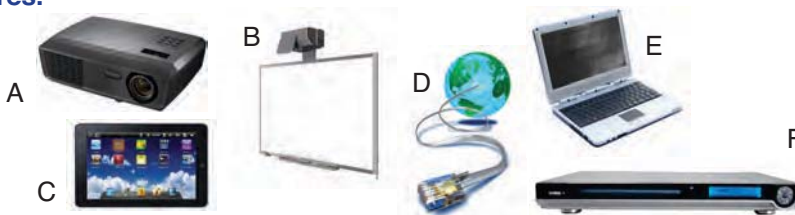


E. What is there in your rucksack? Compare it with William's. Use "and"-"but".

e.g: There is a black wallet and there are two candies but there isn't a calculator.

F. Match the words to the pictures.

-1. Smart board
-2. Internet connection
-3. DVD player
-4. Data projector
-5. Tablet PC
-6. Lap top



G. Read about William's class and find: "Is there a blackboard?"

William : My school is really good. Technology is super.

Jean : Oh really?

William : Yeah. There are data projectors and smart boards in the classes.

Jean : Cool. So there aren't any chalks or books.

William : No chalks no books. All the students have got tablet PCs and there is an Internet connection.

Jean : Tablet PC? Wow! Well, is there a DVD player?

William : Yes, there is a brand-new one.

Jean : Have you got any web books?

William : Yes, we have.

Jean : What about the teachers? Are they friendly?

William : Yes, they are friendly and helpful.



H. Read the dialogue again and match the questions to the answers.

- | | |
|---|----------------------|
|1. Is William's school different? | a. Yes, there is. |
|2. Are there data projectors in the classes? | b. No, there aren't. |
|3. Is there an Internet connection? | c. Yes, it is. |
|4. Is there a tape recorder? | d. No, there isn't. |
|5. Are there any chalks in the classrooms? | e. Yes, there are. |

I. Is William happy with his school? Why? Why not?

J. Work with your partner. Look at the class in exercise G and compare it with your class. Use "and / but".

1. There is a data projector but there isn't a smart board in my class.
2.
3.
4.
5.
6.

Keep in Mind!

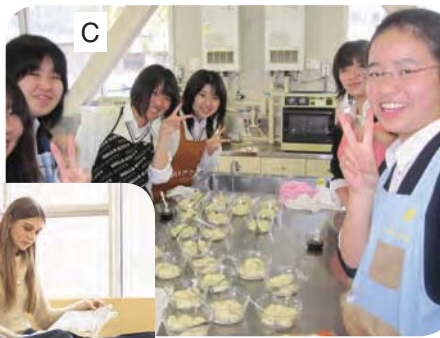
1. Plurals
 book - books
 diary - diaries
 watch - watches

2. There is / are

There is a book.
 There are books.

 **Time to Listen**

A. Match the photos to the words. Use your dictionaries when necessary.



-1. Cooking 2. Drama 3. Reading 4. Sightseeing tour

B. Look at the photos and guess. What's the listening text about?

- a. A normal school
 b. A different school
 c. A boring school



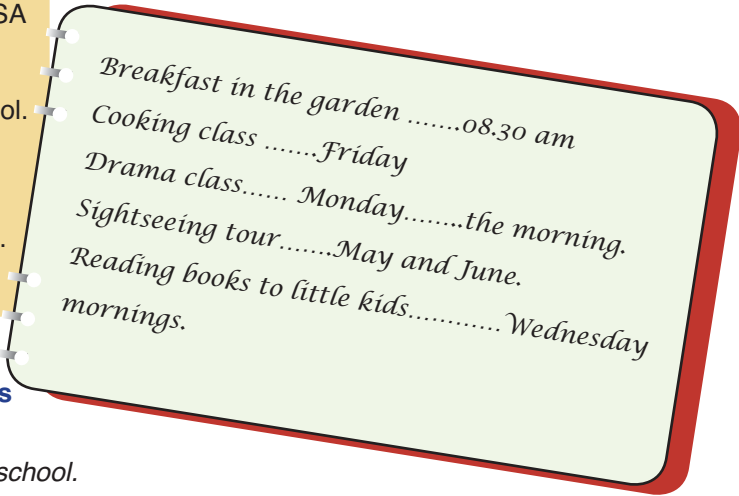
C. Listen and check your guesses.



D. Listen again and choose the correct option.

1. Albany free school is in
 a. Ottawa, Canada b. New York, the USA
2. Jessica's favourite subject is
 a. Drama b. Cooking
3. There arestudents in Jessica's school.
 a. 35 b. 55
4. There aren't any exams or.....
 a. homework b. project work
5. They have got sightseeing tours on
 a. Mondays b. Fridays

E. Look at Jessica's diary. Use "in, on, at" in the blanks.



F. Look at the photos and write true sentences about your school as in the example.

e.g. There is / There isn't a tennis court in my school.

1. cooking classes in my school.
2. a swimming pool.
3. drama classes.
4. friendly teachers.



G. Think of your imaginary school. Write about it. Use "but", "and", "because".



e.g. There is a big swimming pool and a big garden in my school. There aren't exams or homework because there aren't teachers. But there are robot teachers

.....

H. Compare your imaginary schools with your partners as in the example.

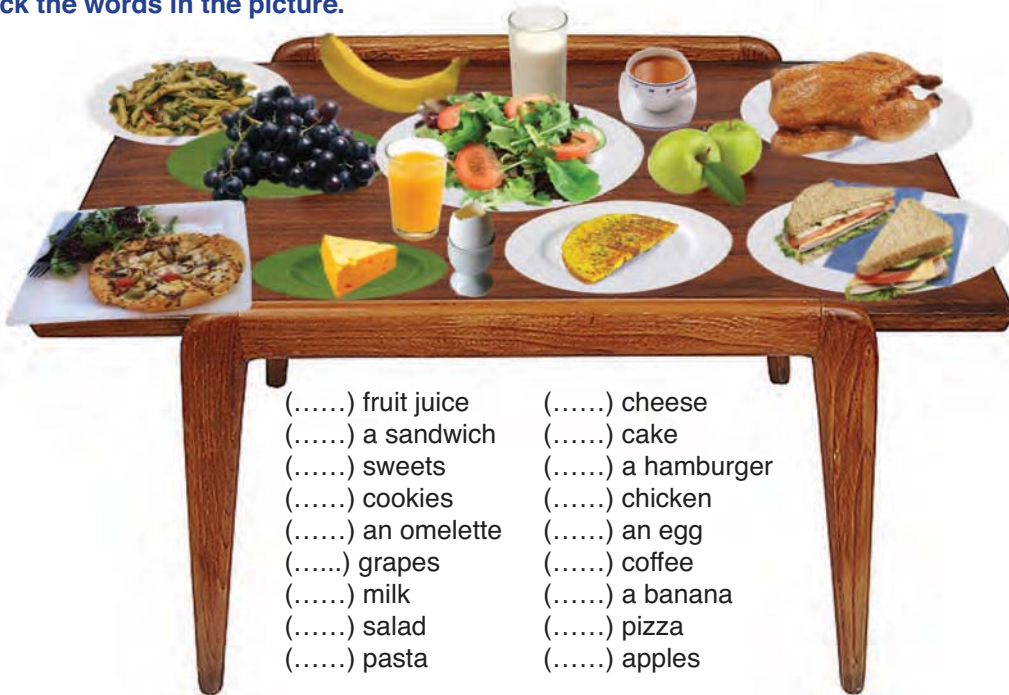
e.g.

Jane: Is there a big garden in your school?

Bill : No, there isn't but there is a small swimming pool and there are two tennis courts.

C - AT THE SCHOOL CANTEEN

A. Tick the words in the picture.



- | | |
|---------------------|---------------------|
| (.....) fruit juice | (.....) cheese |
| (.....) a sandwich | (.....) cake |
| (.....) sweets | (.....) a hamburger |
| (.....) cookies | (.....) chicken |
| (.....) an omelette | (.....) an egg |
| (.....) grapes | (.....) coffee |
| (.....) milk | (.....) a banana |
| (.....) salad | (.....) pizza |
| (.....) pasta | (.....) apples |

B. Write sentences about your breakfast / lunch / dinner.

I always have for my breakfast.
 I sometimes have for my breakfast.
 I never have for my breakfast.

C. Work in pairs and talk "Which of the foods above can you buy from your school canteen?".

D. Look at the photo in exercise A and make sentences as in the example.

There are two apples but there aren't any oranges.
 There is some milk but there isn't any water.

E. Ask and answer as in the example.

Keep in Mind!
 1. Countables
 a book - books
 2. Uncountables
 some milk



Are there any bananas in the canteen?

Yes, there are.

Is there any salad in your canteen?

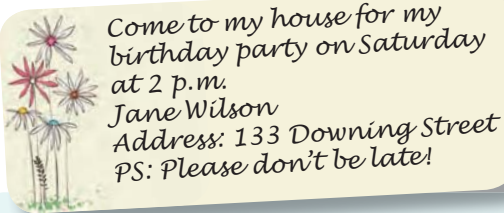
No, there isn't.

Time to Read

A. Look at the message on the noticeboard. What kind of invitation is it?

- a. Farewell Party b. Graduation Party c. Birthday Party

B. Read the invitation card and the dialogue. Answer the questions.



1. Whose party is it?
2. Where is the party?
3. When is it?
4. What time is it?
5. Who is ready to help Jane?

April : Look at the noticeboard. There is an invitation card. It's about Jane's party.

Kevin : We need to help her for the party.

April : Look! Jane is over there. Let's go and ask her.

Kevin : Hi, Jane. Is everything ready for your party?

Jane : No. I've got lots of things to do.

April : Don't worry. We're ready to help you.

Kevin : Have you got a shopping list?

Jane : Yes, but it's at home.

Kevin : Can you e-mail it?

Jane : Sure.

C. Look at Jane's e-mail and find: "What fruit hasn't she got?"

Shopping List:

Birthday cake :

Cookies :

Fizzy drinks :

Fruit juice :

Crisps :

Fruit :

To : bodyguardkevin@t.mail.com

From : aprilfun@notmail.com

Hi, Kevin and April. Here is my shopping list. You're very lucky because birthday cake and cookies are ready. 😊 Mum and grandma are great cooks, you know. Fizzy drinks and fruit juice are also OK. Fizzy drinks are from Stuart. Fruit juice is from May. I need some crisps and some fruit. I've got some grapes and bananas but I haven't got any apples or mandarins. Don't forget to bring them. Don't be late for the party. Take the bus 36. Get off in front of the hospital. Cross the street. Turn right into Main Street. My home is on the left between the shopping centre and the cafe. 😊

Keep in Mind!

There is **a** book.

There is **an** apple.

There are **some** books.

There is **some** tea.

There aren't **any** books.

There isn't **any** tea.

D. Read the e-mail again. Follow the instructions. Find the café and Jane's house and write them in the correct blank.



E. Read the e-mail again and write the people's names in the blanks in the shopping list.

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

grapes (X) / bananas (✓)

milk (X) / fruit juice (✓)

cheese (✓) / butter (X)

tomatoes (X) / cucumbers (✓)

Amy : What have we got in the refrigerator?

Steward : We have got some bananas but we haven't got any grapes.

G. Imagine that you have got a birthday party on Saturday. Write an e-mail to invite your friends as in the exercise "B".



Time to Listen

A. Look at the pictures. Tick the things you need for a birthday party.



D. Write the answers to the questions.

1. How much beef is there in the fridge?
2. How many oranges have they got?
3. How much lettuce have they got?
4. How many cucumbers are there in the fridge?

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

Student A: How many sandwiches have you got in your rucksack?

Student B: Two.

Student A: How much fruit have you got with you?

Student B: Some grapes and an apple.

B. On Sunday there is a barbecue party for Jane at her grandparent's house. Listen and read the dialogue and fill in the gaps.

Grandpa : Honey, let's prepare a shopping list for the barbecue party. What have we got in the fridge?

Grandma : Well, there is some **1**and fish but there isn't any beef.

Grandpa : Ok, some chicken is the number one in the list. Have we got any **2**?

Grandma : Yes, there are some oranges but there aren't any **3**or apples.

Grandpa : Good. How many oranges have we got?

Grandma : Twelve.

Grandpa : Number two is 12 bananas and **4**..... What about the drinks? Have we got any **5**.....?

Grandma : No, we haven't got any fizzy drinks but we've got some fruit juice.

Grandpa : Good. Number four is some fizzy drinks. How much lettuce is there in the fridge?

Grandma : Oh, we've got some lettuce but there aren't any cucumbers or tomatoes. We need three cucumbers and some tomatoes.

Grandpa : Then number five, three cucumbers and number six some **6**Oh, what time are the children here?

Grandma : Children? Oh! They haven't got any idea about the barbecue **7**.....?

Grandpa : Then number one is phone the children now, honey.

C. Listen to the dialogue again and write what they need.

Shopping list
e.g. Some beef

1.
2.
3.
4.
5.



Keep in Mind!
How much money have you got?
How many apples are there in the basket?

Theme 3



PERSONALITY AND CHARACTER

At the end of the theme, you'll be able to ...

- understand your friend's likes / dislikes.
- understand similarities and differences between people.
- understand the topics in a voice chat.
- say what you like / don't like.
- talk about what you can / can't do.
- ask and answer about people's personalities.
- say what you're good at / bad at / interested in / crazy about.
- write about your likes / dislikes / a short paragraph to describe your favourite actor / singer etc.
- write an e-mail to your friends.

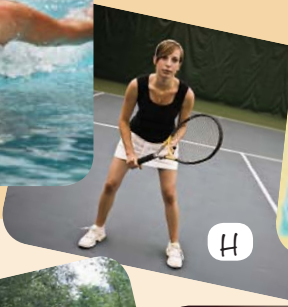
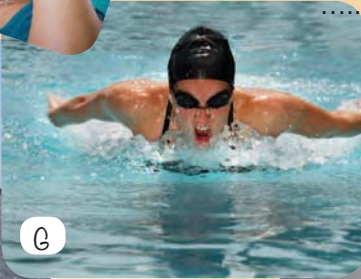
A - I LOVE ROLLERBLADING

Time to Read

A. Match the pictures to the activities.



-1. watch TV
-2. do the shopping
-3. go to the cinema
-4. play the guitar
-5. surf the Net
-6. swim
-7. read books
-8. play the guitar
-9. windsurf
-10. walk the dog
-11. rollerblade
-12. listen to music



B. Look at the activities above and write them in the correct column.



love



like



don't like



hate

C. Now make sentences as in the example. Use the adjectives below.

relaxing - exciting - tiring - boring - great - interesting - cool

e.g. I like reading books. I think it is relaxing. But I don't like watching TV. I think it is boring.



Time to Read

A. Tick the sentences you agree.

- | | | | | |
|--|--------------------------|-------|--------------------------|----------|
| 1. I love reading books. | <input type="checkbox"/> | Agree | <input type="checkbox"/> | Disagree |
| 2. I don't like listening to jazz music. | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 3. I hate watching boxing. | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 4. I like collecting model cars. | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 5. My favourite hobby is doing yoga. | <input type="checkbox"/> | | <input type="checkbox"/> | |

B. Read the dialogue and find who likes computer games.

Felipe : Do you like watching TV after school?

Sheila : No, I don't. I love rollerblading with Nina. It's great fun.

Felipe : I hate rollerblading. I like watching TV and playing computer games.

Sheila : Oh! I don't like sitting at home. Nina and I love walking. We're really interested in sports.

Felipe : What about reading books?

Sheila : I like reading books with Nina in the evenings.

Felipe : Is Nina your sister?

Sheila : No. She is my super dog.

C. Read the dialogue again and write Felipe or Sheila to the sentences.

- 1. Rollerblading is my favourite activity.
 2. I don't like rollerblading.
 3. Computer games are fun.
 4. I love Nina.

D. Talk about yourself.

I love.....
 I like
 I don't like.....
 I hate.....

E. Work in pairs. Ask and answer.

Terry : Do you like?
Jane : No, I don't. / Yes, I do.

F. Then report it to the class as in the example.

e.g. Jane and I like listening to music. We don't like walking the dog.

G. Fill in the blanks with the given words.

watching - listening - dancing

I'm Brian.
is my favourite hobby. I love tango and salsa. I liketo jazz music but I don't like classical music. I think it's boring. I'm crazy about movies. I lovethem.

Keep in Mind!

I like tennis.
 I like playing tennis.
 Do you like?
 Yes, I do. / No, I don't.



H. Now write about your likes and dislikes as in the example in the exercise G.

.....

Time to Listen

A. Ask your classmates as in the example and find: Who.....

- e.g. You : Do you like skiing? 1. likes skiing ?
 Jenny : Yes, I do. 2. likes riding a horse ?
 Martin : No, I don't 3. likes watching horror films ?
 4. likes doing plates ?





B. Add some activities to the list. Then report it to the class.

e.g. Jenny likes skiing but Martin doesn't like skiing.

C. Talk about likes and dislikes. Use "and" or "but".

e.g. I like listening to jazz music but I don't like dancing.
















D. Listen to Penelope and Roberto's likes and dislikes and fill in the missing parts in the table.

				
Penelope	Pop music	.....	Windsurfing	.....
Roberto	.....	History books	.....	Romantic films

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

- 1. Roberto hates listening to pop music.
- 2. Penelope doesn't like adventure books.
- 3. Penelope loves windsurfing.
- 4. Roberto likes science fiction films.

F. Look at Penelope and Roberto's likes and dislikes. Work in pairs. Ask and answer as in the example.

					
Penelope					
Roberto					

Keep in Mind!
 She likes tennis.
 She likes playing tennis.
 Does she like?
 Yes, she does. / No, she doesn't.

e.g. Student A : Does Penelope like meeting friends?
 Student B : Yes, she likes meeting friends.

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

e.g. Student A : What do you like doing on Sunday morning?
 Student B : I like reading newspapers in bed.

H. Now read about Jessica, Penelope's best friend, and find her likes and dislikes.

Likes :.....
 Dislikes :.....

Jessica is my best friend. Badminton and swimming are her favourite sports but she doesn't like football. She loves classical music but she hates rap. She is crazy about science fiction films but she doesn't like romantic films. She loves books. She is a real bookworm.



Peer Correction Code
 ? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

I. Write a short paragraph about your best friend / brother / sister as in the example. Use these words:

loves - likes - doesn't like - hates

You can write about their favourite activities : sports / films / music / books etc.

B - SHE HAS GOT LONG BROWN HAIR

Time to Read

A. Match the names to the caricatures.

..... A. Maria Sharapova
..... D. Will Smith

..... B. Lionel Messi
..... E. Rihanna

..... C. Angelina Jolie
..... F. Justin Bieber



B. Look at the pictures. Describe the people as in the example. Use the words in the boxes.

Hair length

Hair types

Hair colour

long
short

wavy
straight
curly

dark
brown
blonde
red

e.g. Angelina Jolie has got long straight dark hair.

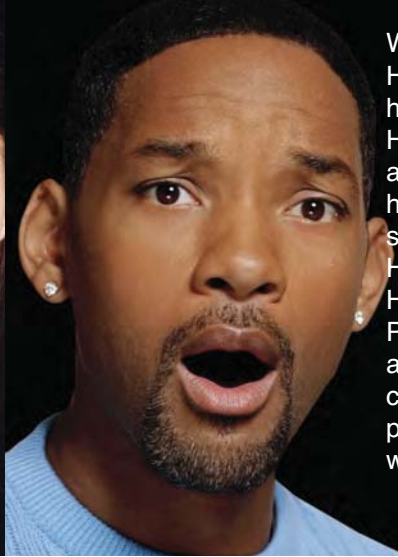
C. Who is your favourite actor / actress?







D. Read the texts out and put a tick (✓) what Angelina and Will can do. Put a cross (X) what Angelina and Will can't do.

Angelina is tall and slim. She has got long brown hair. Her eyes are green. Her favourite colour is black. Her nickname is Angie. She is kind and helpful. She has got six children. She is a good mother. She likes collecting knives. She can fly small planes but she can't cook. She is a good actress. Can she sing well? No, she can't!



Will Smith is tall and slim. He has got short black hair and dark brown eyes. His favourite colours are red and black. He has got three kids; two sons and a daughter. He is friendly and funny. His nickname is "Fresh Prince". He loves music and he can sing rap. He can't swim but he can play basketball and golf well.



						
A.Jolie						
W.Smith						

E. Answer the questions.

1. What colour is Angelina's hair?
2. Has Angelina got brown or green eyes?
3. Can she cook?
4. What is she like?
5. What's Will's nickname?
6. Can he sing rap?
7. Is he interested in sports?
8. What's he like?

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

dance - sing - play the saxophone -
skate - dive - ride a bike / horse
- write stories

Jenny : Can you dance?
Martin : Yes, I can.
Jenny : Can you sing?
Martin : No, I can't.

G. Now report your dialogue to the class. Then tell the class what he / she can / can't do.

e.g. My partner, Martin can dance but he can't sing.

Keep in Mind!
She **can** fly a plane.
She **can't** cook.
Can she sing?

pronunciation

1. Listen and repeat.

Weak form: / kən /
She can speak English.
Can she speak German?

Strong forms: / kæn / and / kɑ:nt /
No, I can't.
I can't cook well.

2. Listen and write "W" for weak, "S" for strong.

- They can play tennis.
- Can I open the window?
- I can't hear you.
- Can't you hear me?

Time to Listen

A. Look at your classmates and find.

Who has got curly hair? / Who has got blue eyes? / Who has got long hair?

B. Listen to the text about Jenny, Tanita and Jose. Find "who is who" choosing the correct picture.



1.



2.

C. Listen again and choose the right option.

1. Jenny can
 - a. sing and play the electric guitar
 - b. act and dance well
2. Tanita loves
 - a. reading books
 - b. writing poems
3. Jose can't
 - a. dance
 - b. play badminton

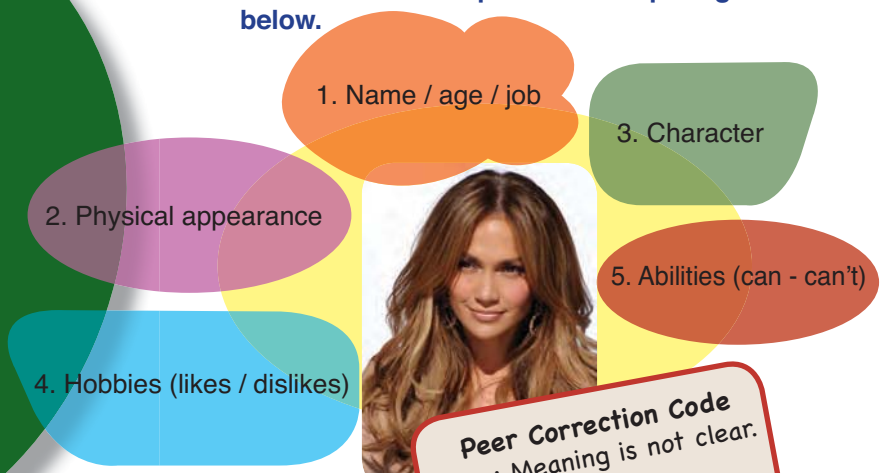


3.

D. Read about Jennifer Lopez and find her nickname.

Jennifer Lopez is my favourite singer. She is 42. Her nickname is J-Lo. She has got long brown hair with brown eyes. She's attractive and kind. She is a good actress. She can act well but she can't play any musical instruments. She loves dancing. Her favourite dance is salsa. She likes playing tennis and jogging but she doesn't like football.

E. Write a short paragraph about your favourite actor / actress / singer / footballer etc. as in the example. Use the spidergram below.

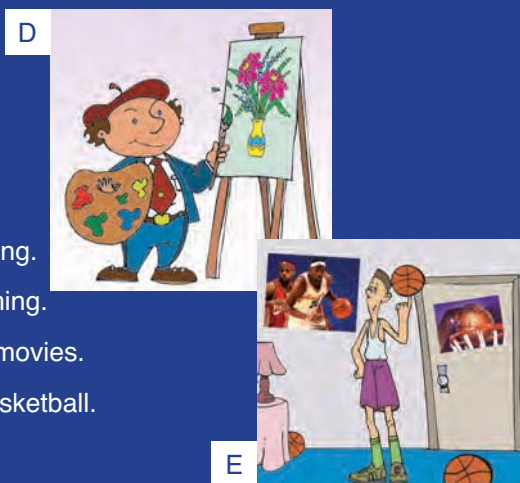
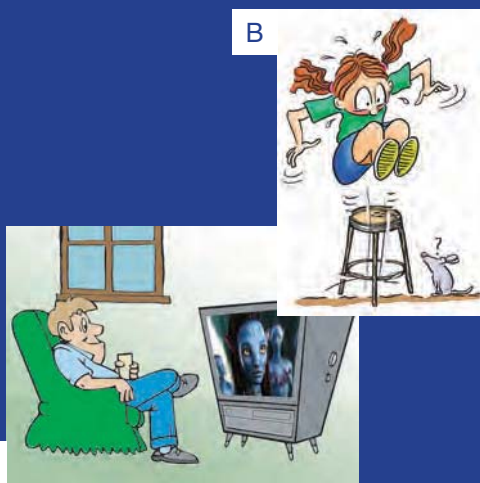


Peer Correction Code
 ? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

C - I'M FRIENDLY AND FUNNY

Time to Read

A. Match the pictures to the sentences.



1. I am good at painting.
2. I am bad at swimming.
3. I am interested in movies.
4. I'm crazy about basketball.
5. I hate mice.

B. Use the words below and talk about yourself. Then compare with your partner.

housework, fishing, cooking, making model planes, dancing, singing, cycling, walking, tennis, drawing

I am good at
 I am bad at
 I am interested in
 I'm crazy about

C. Match the words to the pictures.



1. sad
2. happy
3. talkative
4. funny
5. energetic
6. lazy
7. angry
8. clever
9. kind

D. Use the words above in the blanks.

My mother is.....
 My father is.....
 My best friend is..... and
 My deskmate is.....
 My neighbour is.....
 My English teacher is.....

Time to Read

A. Look at the photos and read the e-mails quickly. Match the people to the e-mails.



1.



2.



3.



4.

B. Read the e-mails again and fill in the blanks.

1. is from Singapore.
2. is from Kenya.
3. is from Ireland.
4. is Brazilian.

Do you want an e - Pal?

A. Hi,
I am Carlos. I am from Brazil and I live in Rio. I am 15 years old and I like football. I don't like basketball. I am friendly, easy-going and funny. Sometimes I am lazy 😊. I am good at cooking but I am bad at dancing. I like pen pals from different countries. Waiting for your e-mail.
Carlos

C. Hello everyone,
My name is Nadine and I am from Singapore but I live in Malaysia. I am 16. I have got dark hair and black eyes. I am a bit shy but happy. I have got a small family. I have got only one brother. He is clever but lazy 😊. I am good at swimming and fishing. I like going out with friends.
Please, write to me soon!
Nadine

B. Hi there,
My name is Amy. I live in a small town in Ireland. and Zapper. I am 14 years old. I have got two cats called Tabby and I'm crazy about horse-riding. I am energetic talkative. I am interested in gardening. I am good at playing the guitar but I am bad at housework.
Send me an e-mail and be my pen pal. 😊
Cheers,
Amy

D. Hey,
I am Jamie. I'm a 14 year old boy from Kenya. It is a great country. I am shy and quiet. I have got a nice bike. I like biking. I also like trekking. There is a nice river and a mountain in my village. I'm interested in documentaries about wild life. I'm not afraid of animals but I hate mice.
Be my pen pal 😊
XXX
Jamie

C. Read the e-mails and fill in the chart.

Name	Age	Personality

F. Work in pairs. Think of your classmates and talk about them. Use the character words.



Simon is energetic and funny but he is a bit lazy.

What is Simon like?

D. Read the e-mails again and write the missing information.

1. Amy is crazy about
2. Nadine is good at
3. Carlos is bad at
4. Jamie is interested in

E. Find the character words in the e-mails and write them under the correct title.

POSITIVE

funny

NEGATIVE

lazy

G. Look at the people in the e-mails again. Choose one of them as your pen pal. Work in pairs and explain why you would like to write to this person.

I would like to write to Carlos because he is from Brazil and he likes football. He is friendly and fun. I am also friendly and fun.

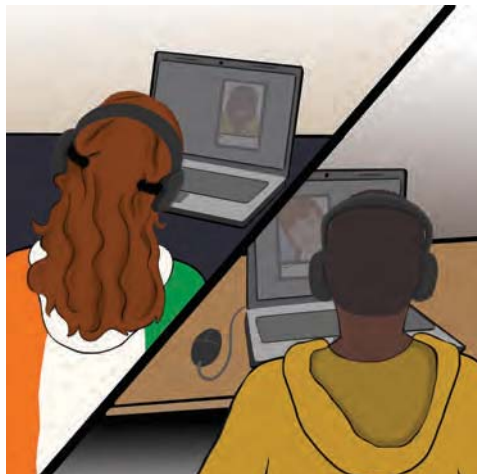


I see. I would like to write to...

Time to Listen

A. Look at the photo. What kind of conversation is that?

- a. a phone call b. a voice chat



B. Tick the correct option(s) about voice chat for you.

I am interested in voice chat because it's

- a. cheap b. easy
c. funny d. fast

C. Two of the people on page 43 are chatting. Listen to the dialogue carefully and find. "Who are talking?"

D. Listen to the dialogue again and tick the topics you hear.

-weather gardening
-swimming trekking
-wild animals shopping

Theme 4



JOBS

At the end of the theme, you'll be able to ...

understand interviews about daily routines and free time activities.

understand jobs / daily routines / parts of the house.

describe your daily routine.

prepare an interview with your partner.

say what you'd like to do.

say how often you do things.

describe jobs.

talk about your favourite room.

write about your / other people's daily routine.

A - I HAVE A DIFFERENT ROUTINE

A. Look at the photos and write the jobs into the blanks.

journalist, chefs, nurse, baby sitter, farmers, electrician, florist, waiter



1. I am a



2. They are



3. I am a



4. We are



5. I am a



6. He is an



7. She is a



8. She is a

B. Work in pairs and mime a job. Ask and answer as in the example.

Student A : Nurse (Mime). What's my job?

Student B : You're a nurse.

Student A : Right and what's your job?

Student B : Pilot (Mime).

Student A : Are you a taxi driver?

Student B : No, wrong. I'm a pilot.

C. Label the rooms with the words below.

living room, bedroom, kitchen,
bathroom, balcony



D. Work in pairs and share your ideas.



What's your favourite room?

My favourite room is the kitchen because I like eating. How about you?

Time to Read

A. Read the text and number the pictures in the right order.

Bill's Home Office

I like my job because I work at home. I don't travel to work. I am an artist and my daily routine is different. I get up at 10.00 and I go to the living room. This is my workshop. You see I have a table in the middle of the room and there are three flower pots on the table. I love tulips. There is a big easel between the table and the window. The sofa is next to the table. I have breakfast and work in this room. **1** Then I go out for lunch at 12.30. There is a nice restaurant near my house. I sometimes meet friends at this restaurant. **2**

I come back home. First, I work until 5 o'clock. Then, I cook for my children and wife. **3** We have dinner together at about 7 o'clock in the kitchen and we talk about the day. **4** After that, we play word games. The children watch TV and I start to work again. **5** I put the new paintings in the balcony. Finally I clean the brushes in the bathroom. **6** I sometimes take a nap on the sofa in the living room. I go to the bedroom. I feel happy at the end of the day. I'm lucky because my home is my office. Life is fun in my office.



A.



B.



C.



D.



E.



F.

Keep in Mind!
Prepositions of place
 The sofa is **next to** the table.
 I have a table **in the middle of** the room.
 There is a big easel **between** the table and the window.

Keep in Mind!
 I / You / We / They **work** at home.
 I / You / We / They **don't travel** to work.
 Do I / you / we / they **love** tulips?

B. This is an interview with Bill. Match the questions to the answers.

-1. What time do you get up?
2. Where do you have your breakfast?
3. Who cooks at home?
4. What do you do with your kids after dinner?
5. How do you feel at the end of the day?
6. When do you play word games?
- a. I feel happy.
 b. I cook.
 c. At ten a.m.
 d. I play word games with them.
 e. At home.
 f. After dinner.

C. Work in pairs and role play. Student A is Bill and student B is the listener. Bill tells his daily routine. The listener checks from the book.

- Student A** : I wake up at ten and I go to the living room.
Student B : Correct.
Student A : There are two flower pots on my table.
Student B : Wrong. There are three flower pots.

Keep in Mind!
 We use first, then, and after that for sequence. I get up at 8. **First**, I have a shower. **Then**, I get dressed. **After that**, I have breakfast.

D. Match the words to make phrases.

- | | |
|--------------------|---------------------------|
|1. meet | a. at 10.00 |
|2. get up | b. breakfast at 8.00 |
|3. have | c. for lunch at school |
|4. go out | d. games with my mother |
|5. play | e. friends at the weekend |
|6. start | f. on the sofa |
|7. take a nap | g. school at 8.30 |

E. Use the word groups in exercise D and the time expressions to make true sentences about yourself.

F. Compare with your partner.

Hilda : What time do you get up?
Neil : At 7.30. What about you?
Hilda : I get up at 8.00.

G. Now write a paragraph about yourself.

e.g. I get up at 7:30.
 I don't

 **Time to Listen**

A. Look at the people and guess. "What is the interview about?"

- Mr Walker's job
- Mr Walker's house

B. Work in pairs. Discuss your guesses as in the example.

e.g. **Meg** : I think the interview is about Mr Walker's house.
Aaron : I don't agree with you. It's about his job.

C. Listen and check your answers.

D. Listen to the dialogue again. Write True (T) or False (F).



1. I take a bus to work.
 2. I go to bed late.
 3. I always have breakfast at a restaurant.
 4. My children like drawing.
 5. I sell my paintings at my gallery.

E. Work in pairs, unjumble the questions and answers below.

Student A: You are interviewing a famous artist about his daily routine for your school magazine.

Student B: You are a famous artist. Student A is interviewing you about your daily routine.

- What do up you time get?
- Where work you do?
- cook you Do?
- Do draw your pictures children?
- How do sell paintings your you?

- up early I get very.
- I my home work at.
- No. I cooking bad at am.
- Yes. love They it.
- them on sell the I Net.

B - HE LOVES HIS JOB

Time to Read

A. Match the jobs to the people.

1. Federico, bodyguard
2. Violetta, florist
3. Massimo, taxi driver
4. Franco, journalist
5. Silvio, architect
6. Pablo, artist
7. Bradley, chef
8. Donato, dentist
9. Gina, cameraman



B. Work in pairs. Cover the picture. Ask and answer as in the example.






Emily : What does Bradley do?

Stuart : He is a chef.

Emily : What does Donato do?

Stuart : He is a dentist.

C. Where can you see these signs? Match the signs to the places.

-1. Don't park a.  b.  c. 
-2. Don't smoke d.  e. 
-3. Hospital
-4. Bus stop
-5. Restaurant

D. Work in groups of two. Groups choose a leader. The rival group shows the photo of the job to the rival leader. The leader mimes the job for his / her group. The group makes guesses about what job it is.

Leader: Mimes the job (florist)
 Group : Are you a cook?
 Leader: Mimes "no".
 Group : Are you a florist?
 Leader: Mimes "yes".

E. Read about Giovanni and find what time he gets home.




Giovanni is a professional cook. He's the chef at his own restaurant. He enjoys eating and creating new dishes. He has a different routine. He always goes to bed at 5:00 a.m. and gets up at 1:00 p.m. He never has a big breakfast. He usually has some cookies and orange juice. He gets work at 2:00 p.m. First he makes recipes. Then he prepares meals with the other cooks. He doesn't cut vegetables. His assistants do **it**. He often checks all the tables and he sometimes puts some flowers on **them**. He makes people happy and his customers love **him** and his food very much. He finishes his work at 2:00 a.m. and arrives home at 2:30 a.m. He takes a shower and often studies Japanese on the Net because he has lots of Japanese customers. He rarely feels tired at the end of the day because he loves his job.

F. What do the bold words refer to? Match them.

- | | |
|---------------|-----------------------|
| 1. it | a. Giovanni |
| 2. them | b. cutting vegetables |
| 3. him | c. tables |

Keep in Mind!
 He - She - It
 He **gets** up late.
 He **doesn't cut** vegetables.
 Does he **love** cooking?

G. Cover the text and fill in the table.

	Always *****	Usually ****	Often ***	Sometimes **	Rarely *	Never
 go to bed at 5:00 a.m.

H. Answer these questions.

1. What does Giovanni do?
2. Where does he work?
3. What time does he wake up?
4. How often does he have a big breakfast?
5. Who cuts vegetables?
6. Why does he learn Japanese?

Keep in Mind!
 - s
 gets
 - es
 finishes
 - ies
 studies

I. Work in pairs and ask and answer as in the example. Use the expressions below.

meet friends - play word games - surf the Net - eat out with family - cook meat / vegetables - watch TV - play football - read a book - do homework - be late for school - have a big breakfast - have lunch at school

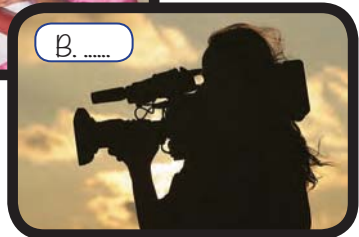
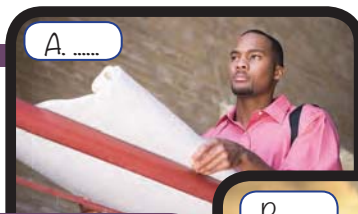


Time to Listen

A. Match the two halves of the sentences.

- A**
-1. A lawyer
 -2. A sales assistant
 -3. A architect
 -4. A wildlife cameraman
 -5. A musician
 -6. A vet

- B**
- a. designs buildings.
 - b. looks after animals.
 - c. helps people in court.
 - d. sells things.
 - e. plays and composes music.
 - f. shoots films.



B. Then match the jobs to the photos above.
 C. Think of some famous people and describe their jobs to your classmates.

He is very successful in his job. He is popular around the world. He works outside. He uses his legs and head. Who is he?

D. Look at the photos and guess. "Where are these animals?"

- a. in a zoo
- b. at a national park
- c. in a jungle



pronunciation

Listen and tick (✓). Then, listen again and say.

	/s/	/z/	/z/		/s/	/z/	/z/
lives				teaches			
walks				plays			
goes				drives			
relaxes				looks			
writes				works			

E. Listen to the text about Samantha, a vet, and find "Where does she work?".

F. Follow Samantha's daily routine and choose the correct option.

1. a. Samantha lives in the USA.
b. Samantha lives in South Africa.
2. a. She always starts work very early.
b. She never starts work very early.
3. a. She feeds the newborn babies.
b. She feeds the sick animals.

G. Listen to Samantha's daily routine again and number the departments she visits in the order you hear.

- newborn rescue first aid

H. Think of the people around you and find someone with an interesting job. e.g. a vet / a cameraman / a chef. Write a paragraph about his or her daily routine using frequency words. Use Giovanni's daily routine as an example.



Peer Correction Code

? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

C - I HAVE A VOLUNTEER JOB IN AFRICA

Time to Read

A. Match the volunteer jobs to the photos.

-1. Sports coaching
-2. Protecting the environment
-3. Teaching English in the Maldives
-4. Reading books and newspapers to the old
-5. Painting a village school
-6. Helping the turtles in Dalyan, Turkey
-7. Feeding wild animals
-8. Helping children



B. Work in pairs. Put a tick to the voluntary jobs you would like to do and explain why. Ask and answer to make a dialogue as in the example.

I'd like to help children in Africa.


Why would you like to help them Jenny?

Because they are weak and helpless.

Keep in Mind!
I'd like to help children
I want to help children.

G. Work in pairs and compare your answers in activity E.

e.g. Christina volunteers in Turkey.

 **Time to Listen**

A. Match the words to their definitions.

- a. Orphanage
 - b. Volunteer
 - c. Together
 - d. Feed
1. A person who chooses freely to do something
 2. A house for children whose parents are unwilling or unable to care for them.
 3. Give food
 4. With someone; in company

B. Look at the photo and guess.

1. Where is that place in the photo?
 - a. A school
 - b. An orphanage
2. What does the girl do?
 - a. She is a volunteer
 - b. She is a teacher



C. Tom and Paula are co-workers. Listen to Tom talking about Paula and check your answers.

D. Listen again and answer the questions.

1. Where does Paula go to volunteer every year?
 - a. Kenya
 - b. Nepal
2. Does she go to the seaside?
 - a. Yes, sometimes
 - b. No
3. What does she do with the children?
 - a. She helps them with school work.
 - b. She works in the garden with them.
4. Who are friendly and helpful?
 - a. The children
 - b. The group leaders
5. How does she feel in Kenya?
 - a. Happy
 - b. Tired

E. Look at the pictures and complete Paula's letter to Tom.



Hello Tom,
 It's great to be here. I have a nice routine. I ...**get up**..
 ...**A**... at 7 a.m. . and then I. with
 the children. Then, I play games with them. We 2.
 together. They are lovely. They
 like music and dance very much :) After lunch, I 3.
 with the other volunteers. It's always
 fun 😊 I 4. the babies in the
 afternoon. They are wonderful. And guess what!
 I 5. in the evening. I don't like
 cooking, you know. But I enjoy it here. I'm very happy
 in Kenya. Come with me next year.
 Love,
 Paula



F. Imagine you are a volunteer. Write a letter to your friend and tell how you feel. Use the letter in exercise D as an example.

G. Swap your letters. Find and correct your partner's mistakes.

Peer Correction Code
 ? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

A MAN OF GREAT IDEAS

A. Look at the photo. Where is Atatürk?

One day, Atatürk visits a primary school. He knocks the door of a class and enters the classroom. The teacher welcomes him with great respect and enthusiasm, "Would you like to have a seat?" he says to Atatürk pointing to his own chair. Atatürk looks at him with a warm smile. "I want to sit at the back with my friends. I'm sure I have lots of things to learn from you, my dear teacher." He says gently.



B. Read the anecdote again and answer the questions.

1. Where does Atatürk visit?
2. How does the teacher welcome him?
3. Why doesn't Atatürk want to sit at the teacher's seat?



C. Look at the posters. What are they about? Which one do you like most? Why?

D. Read the passage. Fill in the blanks with the sentences. One is extra.

- A. They dance and sing together.
- B. They stay with the host families.
- C. They want to go back home.
- D. They become real friends.

We celebrate Children's Day on April 23rd. The first celebration was in 1935. Every April 23rd, children from all over the world come to Turkey to celebrate the festival.

1.....
 Visitors and Turkish children spend a lot of time together. They don't speak the same language but
 2..... even they create life long friendships. Children wear traditional clothes.
 3..... Everybody can watch the shows on TV. Little visitors leave Turkey with unforgettable memories.



E. Read Atatürk's quote and discuss.

"Children are a new beginning of tomorrow."

F. Now, work in pairs and prepare a poster for April 23rd Children's Day. Write your feelings about Atatürk on your poster.

CHECK YOUR PROGRESS

	I can...	😊	😐	😞
Listening	understand interviews about daily routines and free time activities. understand and follow other people's routines.			
Reading	understand jobs / daily routines / parts of the house.			
Spoken Interaction	describe my daily routine. prepare an interview with my partner. say what I'd like to do.			
Spoken Production	say how often I do things. describe jobs. talk about my favourite room.			
Writing	write about my/other people's daily routine.			

Theme 5



TOURISM

At the end of the theme, you'll be able to ...

- understand different activities in different countries / weather conditions / seasons.
- understand and talk about things that are happening now.
- read a holiday mail.
- understand fixed arrangements.
- describe what people are wearing.
- talk about what you're doing now.
- describe what you usually wear and what you're wearing today.
- buy things in a shop / ask the price.
- write about what people are doing / wearing in a festival and give reasons.
- write about your holiday / a dialogue about shopping.

A - PEOPLE ARE HAVING FUN

Time to Read

A. Write the correct words under the photos.

ticker tape - parade - costume - band - trolley - mask



a.



b.



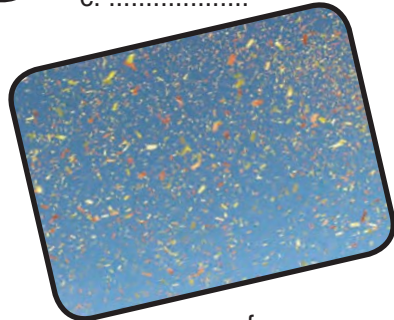
c.



d.



e.



f.

B. Aisha is a news reporter. She is in Nice, France now. Read her report and match the bubbles to the photos.

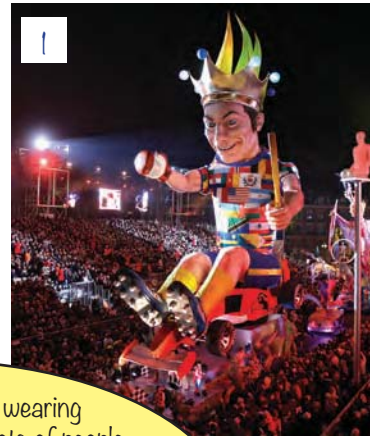
..... A. Hi from Nice. Nice Festival takes place in Nice in February for two weeks. The weather is cloudy and cool. Now, people are celebrating the spring. They're having fun. I'm watching the street parade. There are big trolleys with flowers.



2



..... B. People are wearing colourful costumes. Lots of people are dancing in the streets. Are you dancing in your houses now? Look at the people! They are throwing ticker tapes. They are singing and shouting.



1

..... C. The members of the bands are wearing big masks. They aren't playing music now but they are waving at the people.



3

..... D. Look at the Carnival King on the trolley. There are lights around his head. This carnival is fantastic. I have got lots of things to say but that's enough for today. By the way, I'd like to thank to the local people in Nice for their kindness and hospitality. Bye for tomorrow.



4

C. Read Aisha's report again and correct the sentences as in the example.

e.g. Aisha is watching the street dancers.

Aisha isn't watching the street dancers **but** she is watching the street parade.

1. People are celebrating the winter.
.....
2. People are wearing dark clothes.
.....
3. The bands are wearing small masks.
.....
4. The King is wearing a hat.
.....

Keep in Mind!
I **am** watching the parade.
They **aren't** playing music now.
Are you **dancing** in your houses now?

D. Read the bubbles again and answer the questions.

1. Where is Aisha reporting from?
2. When does the festival take place?
3. How is the weather?
4. What are the people wearing?
5. Who is waving at the people?
6. Why is Aisha thankful to the local people?

E. Close the book. Work in pairs and talk. What's happening at the festival?

Student A: Are people celebrating the spring?
Student B: No, they aren't.
Student A: Are the bands playing music now?
Student B: Yes, they are.

pronunciation
Listen and tick (✓) the correct pronunciation of the final sound of each word. Listen again and repeat each word.

	/ŋk/	/ŋ/		/ŋk/	/ŋ/
think			pink		
freezing			blowing		
wearing			sink		

F. Click some famous festivals on the web and find some information about them. Imagine that you are a reporter there. Then write a paragraph about it. Use the questions below.

Where and when is it? / How long is it? / What's the weather like? / What are the people celebrating? / What are they doing? / What are they wearing?



Mardigras, New Orleans, the USA



Carnival of Venice, Italy

Greetings from.....
.....
.....
.....

Peer Correction Code
? : Meaning is not clear.
WO : Word order
WW: Wrong word
S : Spelling
P : Punctuation
G : Grammar

G. Present your festival to your class. Enrich your presentation with photos.

Time to Listen

A. Look at the photos and guess “Where is Betty now?”.

- a. Quebec, Canada b. Miami, the USA c. Salzburg, Austria

B. Discuss your guesses with your classmates.

e.g. Susie : I think Betty is in Miami.

Trevor : Come on, Susie. Miami is always hot and sunny. I bet she’s in Quebec.

C. Listen and check your guesses.

D. Listen and choose the best title for the tapescript.

- a. Fantastic carnival in Quebec b. Super festival in Ottawa

E. Listen and write the correct names under the photos.

Bill - Kevin - William - Dan and Henry



1.is snowrafting.



2.....is skiing.



3.is building ice sculptures.



4.is taking Betty’s photo.

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

-1. The weather is boiling hot at the moment in Quebec.
2. John is snowrafting.
3. The huskies are waiting for the dog competition.
4. Julia is wearing thick clothes.
5. The Bonhomme is the big snowman.

G. Work in pairs. Use the prompts to ask and answer questions as in the example.

e.g. Betty / play volleyball

Sara : Is Betty playing volleyball?

Tim : No, she isn’t. She is taking photos.

1. Kevin / snow rafting
2. John / build ice sculptures
3. William / fish on the frozen lake
4. Dan and Henry / ski
5. Julia / walk huskies

H. Choose one of the festivals in your country. Work in pairs and talk about it. Use the given questions.

- What’s the name of the festival?
 When and where is it?
 Why are the people celebrating it?
 What are the people wearing / eating / doing?



B - I'M WEARING SHORTS AND SANDALS

A. Look at the photos. Write the names of the clothes in the blanks.

1. sweatshirt - 2. jeans - 3. rain coat - 4. shorts - 5. T-shirt - 6. hat - 7. sandals - 8. rain boots - 9. gloves - 10. trousers - 11. swimming suit - 12. scarf

The collage is divided into four quadrants:

- WINTER (top-left, blue background):** A woman in a pink hat and yellow scarf (B), a person skiing (D), a snowman, and a pair of yellow rain boots (G).
- SPRING (top-right, green background):** A person on a swing (A), a person meditating in a white tank top (C), a bicycle with a basket of carrots, and a tan hat (E).
- SUMMER (bottom-right, yellow background):** People at a beach (J), a person reading a book (L), and a pair of sandals (K).
- AUTUMN (bottom-left, purple background):** A person in a yellow raincoat (F), a child in a patterned jacket and boots (I), and a pair of boots (H).

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

What's your favourite season?
Autumn.
Why?
Because I love walking in the rain.

C. Compare seasons by giving reasons.

e.g. I love spring because it is warm. There are colourful flowers and butterflies everywhere. But I don't like winter because it's cold and I can't go out.

Time to Read

A. Match the pictures to the words.

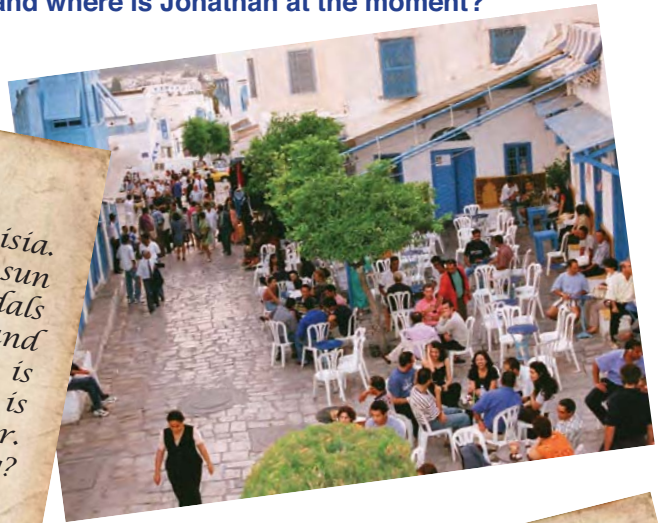
..... 1. snowy 2. windy 3. rainy 4. sunny 5. cloudy



B. Look at the photos in exercise "C" . What's the weather like?

C. Read the letters and find. "Where is Alicia and where is Jonathan at the moment?"

Dear Jonathan,
Greetings from Sidi Bou Said, Tunisia. We're having a great time here. The sun is shining. I'm wearing shorts and sandals at the moment. I'm sitting at a cafe and drinking a cup of mint tea. Mint tea is a very popular drink here. My sister is shopping right now and I'm waiting for her. What's the weather like in St. Petersburg? What are you doing at the moment?
Alicia



Dear Alicia,
Hi from St. Petersburg, Russia. It's very cold today. It's snowing and freezing outside. My twin brothers are making a big snowman and my cousins are throwing snowballs. They're wearing scarves and gloves. I'm drinking a glass of tea now and watching them. See you in New York next month.
Jonathan

D. Read the letters again and answer the questions.

1. What's the weather like in Sidi Bou Said?
2. What's Alicia wearing?
3. Where is Alicia sitting?
4. Who is drinking a cup of mint tea?
5. Why is Alicia waiting for her sister?
6. How is the weather in St. Petersburg?
7. What are Jonathan's brothers doing at the moment?
8. When is Jonathan coming back to New York?

E. Work with your partner. Ask and answer as in the example.

e.g. Jude : What's the weather like today?
Janet : It's rainy.

F. Imagine you're on holiday in Barcelano, Spain and it's summer. Write a letter to your best friend and tell what you are doing at the moment. Use the questions below.

Where are you?
 What's the weather like?
 What are you / your parents doing?
 What's your sister / brother doing?

Dear ,
 Greetings from! It's
 today. At the moment I'm
 My father is My mother's
 My sister

 We're having fun.
 Talk to you soon,

Peer Correction Code
 ? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

 **Time to Listen**

- A. Look at the photos and guess. "Where is this ski centre?"
- B. Listen to Paula and Dennis and check your answers.



- C. Listen again and choose the right option.
- 1. Outside people are wearing shorts and sandals because
 a. it's cool and cloudy.
 b. it's boiling hot.
- 2. It's freezing cold here so
 a. I'm wearing boots and gloves.
 b. I'm wearing a raincoat and trainers.

D. Work in pairs. Ask and answer as in the example. Use the given words below.

E. Imagine you are at the seaside. Answer the questions and write sentences. Use "so", "because".

What are you doing?
 What are you wearing?
 What are you drinking / eating?
 e.g: I'm swimming in the sea because it's very hot.
 It's very hot so I'm swimming in the sea.



I'm Kate. I usually wear a skirt, a shirt and shoes but today I'm wearing a jumper, a hat, jeans and trainers.



Is Robert wearing his new trainers today?

No, he isn't. He's wearing his rainboots because it's rainy today.

trainers / boots
 coat / raincoat
 jumper / T-shirt
 new shoes / sandals
 trousers / tracksuit

snowy
 rainy
 windy
 sunny
 cloudy

F. Imagine today is Saturday. You're with your friends at a cafe. What do you usually wear? What are you wearing now? Write about it.

C - WHAT ARE YOU DOING IN THE AFTERNOON ?

Time to Read

A. Look at the photos. Complete the sentences with the verbs below.

hiking taking visiting watching doing eating



1. Tracey is in Venice. She's a gondola ride.



2. Anthony is in the Amazon Rainforests, Brazil. He'sin the jungle.



3. Calum is in Auckland, New Zealand. He'sthe dolphins and the whales.



4. Martha is in Athens. She's the Acropolis.



5. Danny and Kelly are in Hong Kong, China. They'rewith chopsticks.



6. Steven and Lucy are in Buenos Aires, Argentina. They're tango.

B. Mime one of the activities above. Your classmates guess the activity.

You : Mime (doing tango).

Your friends : You're doing tango.

You : That's right.

C. Bring your holiday photos to the class and talk about them.

e.g. Look at this photo. I'm on the beach in Çeşme. I'm eating an ice cream and sunbathing.

D. What's going on in the photos below? Take notes.

E. Calum and his friend, Martin are on holiday in Auckland. They're on a dolphin watch tour. Read the dialogue and find. "Where is the camera?"

Calum : Look at the dolphins, Martin. They're coming here.

Martin : Wow. One, two, three! There are eight dolphins. They're so friendly and cute. My God! They're jumping together.

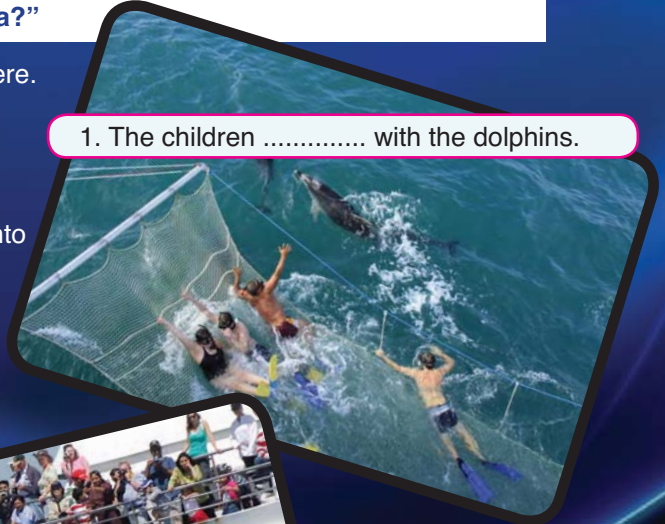
Calum : Great. Everybody is taking photos. Where is my camera? Oh, my God! It's going into the water.

Martin : It's too late, Calum. Your new camera is in the mouth of the dolphin. Smile! It's taking your photo.

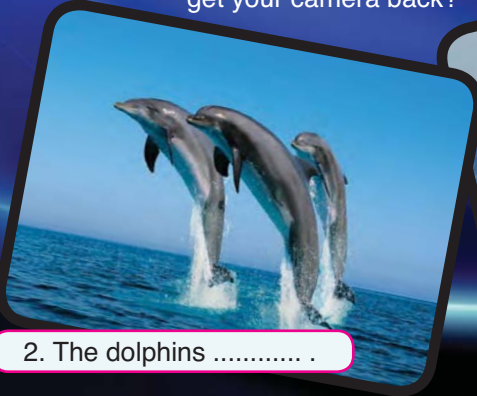
Calum : Ha ha, very funny! When are we swimming with them?

Martin : In 10 minutes but do you think you can get your camera back?

1. The children with the dolphins.



2. The dolphins



3. The people of the dolphins.



F. Read the dialogue again and answer the questions.

1. What are Martin and Calum watching?
2. What are the dolphins like?
3. How many dolphins are jumping?
4. Who is taking photos?
5. Where is Calum's new camera?
6. When are they swimming with the dolphins?

G. How does Calum feel at the end - sad, happy or angry? Why?

H. Work in pairs. Read the jumbled dialogue between Martin and Calum after the boat tour. Write the dialogue in the correct order.

After the boat tour;

..... **Martin**: No, thank you. I'm going alone then.

..... **Martin**: Come on, Calum. Forget about your camera. What time are we meeting for shopping?

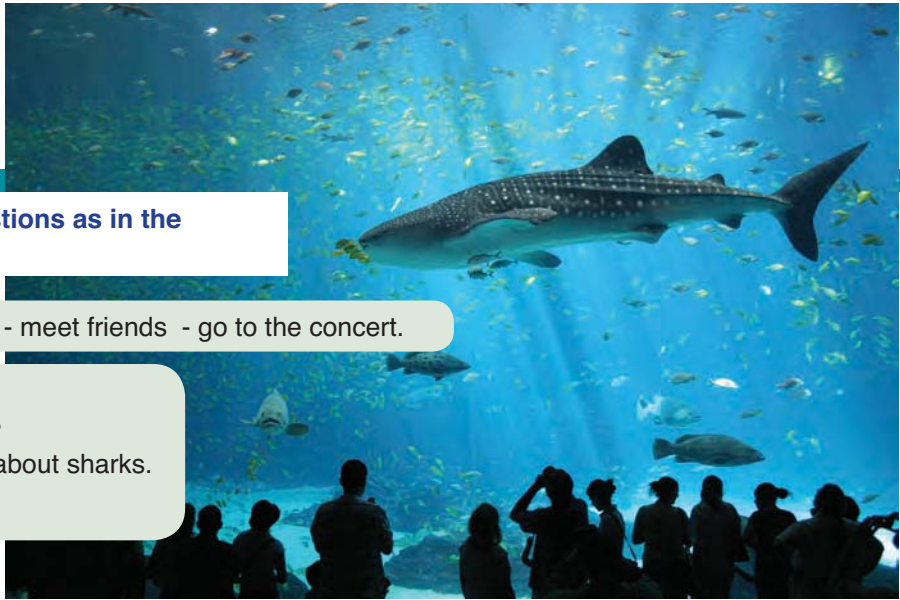
..... **Calum**: Sorry, Martin. I'm not coming with you. I'm seeing Auntie Jo at 7.00 p.m. We're having dinner together. Why don't you join us?

I. Read the dialogue again and answer the questions.

1. What's Calum doing in the evening?
2. What's Martin doing in the evening?

J. Act out the dialogue with your partner.

Keep in Mind!
I'm seeing Auntie Jo at 7.00 p.m.
We're having dinner together.



K. Work in pairs. Ask and answer questions as in the example. Use the prompts below.

see the dentist - watch the basketball match - meet friends - go to the concert.

Sue : What are you doing in the afternoon?

Sam : I'm going to the aquarium. I'm crazy about sharks.

Time to Listen

A. Imagine you are on holiday in a foreign country. What would you like to buy?

B. Martin is shopping at Victoria Park Market. Listen and tick the items he's buying.



Keep in Mind!
This cap
These boots
That jumper
Those jeans

C. Listen again and find a suitable title for the text.

- a. Good Sale
- b. Bad Surprise

D. Listen again and find. How much does Martin pay at the end?

E. Read the dialogue and circle the correct word.

Kylie : Excuse me. How much is **this** / **are these** rain boots?

Shop assistant : **They're** / **It's** \$ 80.

Kylie : Oh! They're very expensive. How much **are those** / **is that** tracksuit?

Shop assistant : Which **one** / **ones**?

Kylie : The pink **one** / **ones**.

Shop assistant : **It's** / **They're** \$ 120.

Kylie : That's good. It's cheap.



Keep in Mind!
How much is this shirt?
How much are these boots?

Pronunciation
Listen to the pronunciation and repeat.

1. This / ðɪs / key
2. These / ði:z / keys
3. That / ðæt / key
4. Those / ðəʊz / keys

F. Work in pairs. Write a similar dialogue and act it out. Use the items below.



Peer Correction Code

- ? : Meaning is not clear.
- WO : Word order
- WW : Wrong word
- S : Spelling
- P : Punctuation
- G : Grammar

A UNIQUE LEADER

A. Match the principles of Atatürk to the given words.

- | | |
|------------------|--|
| A. Statism |1. freedom of belief |
| B. Populism |2. love and care for your country |
| C. Republicanism |3. welfare of people |
| D. Reformism |4. economy |
| E. Nationalism |5. participation and democracy |
| F. Secularism |6. a sudden change |

B. Read the descriptions and match them to the correct principle.



.....1. There is no individual, no family, no class, no organization above others.

.....2. The Turkish Republic must follow the changes in the world and reach the level of modern and civilised societies.

.....3. It's the main principle of the Turkish government. Democracy is the keyword. Everybody has equal rights.



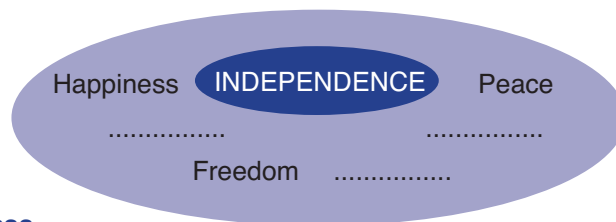
- a. Reformism
b. Republicanism
c. Populism

C. Read Atatürk's quotes and fill in the blanks with the words below.

Happy - Future - freedom - world

- Peace at home, peace in the
-is in the sky.
- is the one who calls himself a Turk.
- Liberty and are my characters.

E. Work in pairs. Brainstorm the word "Independence".



D. Which quote is your favourite? Discuss in class.

F. Why is Independence so important for a nation? Discuss in class.

CHECK YOUR PROGRESS

	I can...	😊	😐	😞
Listening	understand different activities in different countries / weather conditions.			
Reading	understand things that are happening now, what people are doing now and the weather / seasons. read a holiday mail. understand fixed arrangements.			
Spoken Interaction	talk about what people are / aren't doing at the time of speaking. ask questions about weather. describe what people are wearing. ask for and give arrangements. ask the price.			
Spoken Production	talk about what I'm doing now. describe what I usually wear and what I'm wearing today. buy things in a shop.			
Writing	write about what people are doing / wearing in a festival. give reasons. write about my holiday. write a dialogue about shopping.			

Theme 6



NATURE AND ENVIRONMENT

At the end of the theme, you'll be able to

understand advice and suggestions.

understand and talk about future plans that are decided or possible.

understand and talk about past events / what happened in the past / what things happened in the past.

ask for, make and respond to suggestions.

ask for and give advice.

say where you'd like to go and why.

say what you could / couldn't do in the past.

write about your plans / past events.

A - I'M GOING TO CLIMB MOUNT EVEREST

Time to Read

A. Look at the natural wonders of the world. Match them to the photos.

- 1. Halong Bay
- 2. Mount Everest
- 3. Victoria Falls
- 4. The Meteor Crater
- 5. The Giant Redwoods
- 6. The Amazon River



B. Work in pairs and guess where the natural wonders above are. (Brazil, Vietnam, Nepal and Tibet, the USA, Zimbabwe, Australia)

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

Aisha

I think the Halong Bay is in Vietnam.

C. Listen and check your answers.

I am not sure. Maybe.

Larry

D. Choose the correct sentence for you. Then compare with your partner.

1. I can climb high mountains. It is easy and exciting.
2. I can't climb high mountains. It is hard and boring.

E. Match the words to their definitions.

- | | |
|--------------|---|
| a. local | 1. a journey or a tour |
| b. trip | 2. belonging to a certain place or district |
| c. equipment | 3. difficult |
| d. to reach | 4. to arrive at |
| e. hard | 5. the clothes, machines, tools etc.
necessary for a particular kind of work |

F. Read the text and answer the questions.

1. Who's the leader of the climbers?
2. Where are they going to climb?
3. When are they going to climb?

Mount Everest

It is on the border between Nepal and Tibet. It is 8848 meters high and the temperature is sometimes -97 C. It is very hard to climb up to this big mountain but a lot of climbers try to climb it every year. Garret Madison is the team leader of these climbers. He is going to climb with a group of the climbers in spring. There are three men and two women in the group. They are crazy about mountains and climbing.

I am going to meet the climbers on April 30th at a local cafe in Kathmandu, Nepal. We are going to talk about the long trip. The climbers come from different countries and they are ready for this hard job. We are going to start the trip the next day, on May 1st and we are going to reach the top of the Mount Everest after two months. It is a long time but we have all the climbing equipment. The weather is going to be very cold but it is not a problem. We have thick clothes and good tools. We are not going to camp. We are going to stay with local people at their homes and learn about their culture. We are going to arrive home on 15th August. This is my plan. I think it is not going to be a hard trip. It is going to be exciting.



G. Read Garret's plans and write the missing information on his diary.

H. Work in pairs. Cover the text. Make short dialogues.

e.g.

James : Are they going to meet in Kathmandu?
Lucy : Yes, they are.

Lucy : Is he going to help the climbers?
James : Yes, he is.

I. Talk about your weekend plans. Use first, next and then.

e.g.

On Saturday, first I'm going to go hiking with friends. Next I'm going to take my dog to the vet. Then I'm going to eat out with my cousin, Rachel.

Keep in Mind!
I am (not) going to meet the climbers.
You / we / they are (not) going to climb in spring.
He / she is (not) going to help the climbers.
It is (not) going to be a nice trip.

Time to Listen



A. Look at the photos and guess.

Where is Jane going for holiday?
What is she going to see?

B. Listen and check your answers.

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

- 1. Jane is going to travel to Vietnam.
- 2. She is going to travel in August.
- 3. She is going to buy the ticket next week.
- 4. Halong Bay is a natural wonder.
- 5. Jane is going to stay in a big hotel.
- 6. Bill is surprised.
- 7. She is going to stay for three weeks.
- 8. Bill doesn't want to go with her.

D. Listen and tick the sentences you hear.

-1. You should do something better.
-2. I should stay here and study.
-3. Why don't you buy the tickets on the Net?
-4. Why don't we go to the airport?
-5. Why don't you come with me?
-6. I should check all the flights to Vietnam in July.

E. Now write "S" for suggestions, "A" for advice near the sentences in exercise D.

F. Read the dialogue below and fill in the blanks. "Good idea." or "I can't."

Why don't we go to the cinema after school?

Let's go.

Why don't we eat hamburgers before the cinema?

I'm sorry because I'm on a diet.

You should eat salad then.

Keep in Mind!

Advice
You **should** stay at home.

Suggestion
Why don't you come with me?

G. Work in pairs. Make dialogues as in exercise F. Change the bold words. Then act it out.

H. Work in groups of three and makes similar dialogues as in the example.

e.g *Matt : Would you like to travel to Vietnam?*
Julia : Sure, it is a great idea. I like seeing natural places and I like taking photos, etc.
Betty : No, that's not for me. I like comfortable places. I like staying in a hotel and swimming in a pool.

I. Write about your plans.

A place to see:	
When?	
Why this place?	
How long you want to stay?	
Who with?	
How?	

Peer Correction Code

? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

B - I WAS AT VICTORIA FALLS

Time to Read

A. Match the sentences to the photos.



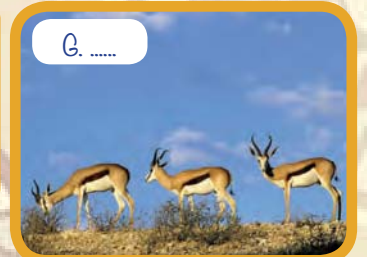
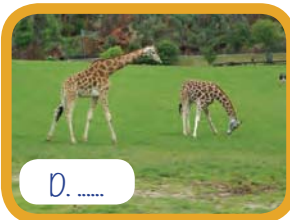
-1. Patricia was at the circus last weekend.
-2. We were at the shopping mall.
-3. I was at the gym in the morning.
-4. We were at the fun fair last Sunday.
-5. They were at the beach yesterday morning.

B. Tell about yourself.

Where were you yesterday / last weekend / last summer / two days ago?
e.g. I was at home yesterday. I was at the cinema last weekend etc.

C. Match the words to the photos.

1. natural park
2. antelopes
3. waterfall
4. elephants
5. rhinos
6. lions
7. crocodiles
8. giraffes



D. Read Heather's mail and complete the blanks with the words below.

wild animals - crocodiles - Victoria Falls - national parks - hospital

1. Heather was at the
2. Her twin sister was in
3. There were a lot of
4. The national parks were full of
5. I was afraid of

Hi, Steven,
 Hope you're well. Guess where I was last week! I was at Victoria Falls. It's in Zimbabwe, Africa. My cousins, Paulo and Tom, were with me but my twin sister wasn't with us because she was sick and she was in hospital.

The weather was warm and there were a lot of national parks. They were full of wild animals. Lions, white rhinos, giraffes and antelopes were amazing. There was also a crocodile farm. I was afraid of them but the baby crocs were so cute. Our hotel was an elephant camp. It was really interesting but the food wasn't so good. Anyway, the waterfall was great. You should see it. Where were you last week?
 Write back soon.
 Heather!



E. Read the e-mail again and fill in the blanks with the right words.

1. The baby crocs were.....
2. The food wasn't
3. The waterfall was.....
4. The wild animals were.....

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

at	with	feelings
fun fair	family	fun
cinema	friends	exciting
a party	brother / sister	boring

Student A: Where were you last Saturday?

Student B: I was at Zaz's concert.

Student A: Who were you with?

Student B: I was with my sister.

Student A: What was it like?

Student B: It was fantastic.

Keep in Mind!
 I was at Victoria Falls.
 My twin sister **wasn't** with us.
 Paulo and Tom **were** with me.

G. Now write an e-mail to your e-pal about your last weekend.

Last weekend I was The weather was..... I was with There was / were They were / It was

H. After the trip Heather would like to thank to the tour guide for his help during the tour. Read her voice mail message and prepare a similar "Thank you speech" for your teacher / friend / grandma etc....

e.g. Hello, Mr. Wilkins Heather from the Zimbabwe tour is speaking. I would like to thank you for your great help during the tour. See you on the next tour.

Time to Listen

A. Brainstorm some words about Amazon Rainforest and draw a spidergram.



pronunciation

Listen and repeat.

was / wasn't; were / weren't

1. We were away last week.
We weren't away last week.
2. The food was very good.
The food wasn't very good.
3. I was here yesterday.
I wasn't here yesterday.
4. They were at the hotel.
They weren't at the hotel.
5. She was out last night.
She wasn't out last night.

B. Tick the words you know in the box. Look them up in your dictionaries when necessary.

cruise - amazing - jungle - native - tower - rare

C. Listen to Daniel's adventure and choose the right option.

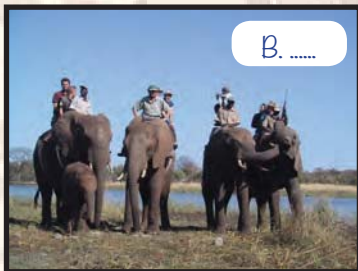
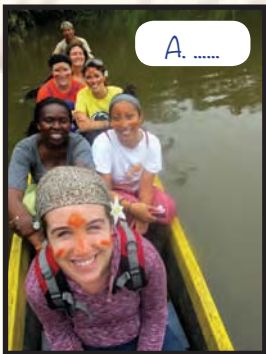
1. It was a riverboat cruise from Ecuador.
 - a. 7 - day
 - b. 4 - day
2. There was a island .
 - a. monkey
 - b. piranha
3. Daniel could hear the monkeys kilometres away because they were so
 - a. quiet
 - b. noisy
4. The natives in the rainforests were.....
 - a. friendly
 - b. shy
5. They couldn't see all the rare birds because the weather was very
 - a. sunny
 - b. rainy

D. Which title is suitable for Daniel's adventure?

- a. An Unforgettable Trip
- b. A Dangerous Vacation

E. Listen again and tick the photos that Daniel mentions.

Keep in Mind!
Daniel **could** hear the monkeys.
We **couldn't** see all the rare birds.



F. Match the two halves of the sentences according to the listening text.

- 1. We could hear the monkeys kilometres away
- 2. We couldn't see all the rare birds
- 3. I'll never forget this trip
- a. because it was full of adventures and adrenaline.
 - b. because they were very noisy.
 - c. because the weather was very rainy.

G. Rewrite the sentences in exercise F as in the example. Use "so".

e.g. *The monkeys were very noisy so we could hear them kilometres away.*

1.
2.

H. Think of Heather and Daniel's adventure. Which one is your dream adventure. Write your reasons comparing the place / weather / animals / accommodation.

e.g. *Daniel's adventure is just for me because I love parrots and pink dolphins. But I don't want to go to Zimbabwe because I'm afraid of crocodiles and rhinos.*

Peer Correction Code

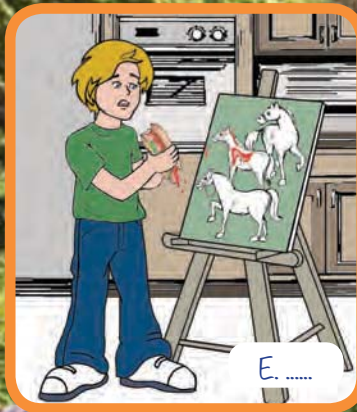
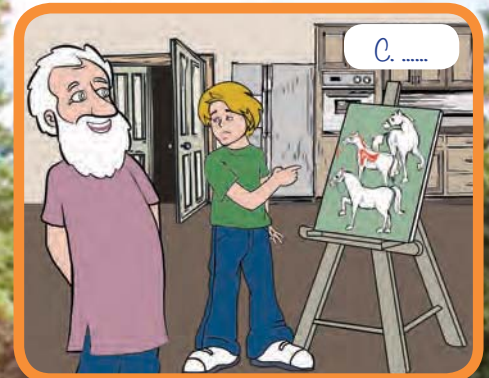
? : Meaning is not clear.
 WO : Word order
 WW : Wrong word
 S : Spelling
 P : Punctuation
 G : Grammar

C - WHERE DID YOU GO LAST SUMMER ?

Time to Read

A. Look at the pictures in pairs. Try to answer the questions.

1. Who are the main characters?
2. Where does the story take place?
3. What season is it?
4. What's happening?



B. Look at the pictures about Leonardo and guess the right order of the story.

C. Read and check your guesses.

When I was 12, I went to Scotland for my summer holiday. My grandparents had a big house in the countryside. My granddad was a famous artist. There were many paintings in his workshop and his workshop was in the attic. I could draw well so my grandpa gave me some paints and an easel and we painted together. One day my grandparents met their friends at a cafe. I didn't go with them. I was alone at home and wanted to finish my painting. It was for my grandpa's birthday. I carried my easel to the kitchen because I was very hungry. I made a sandwich and put a lot of ketchup on it. On my painting there were three white horses because my grandpa was crazy about them. All of a sudden, I dropped my sandwich on the painting. There was ketchup everywhere. One of the horses turned into red. I was shocked and I couldn't do anything. Suddenly, my grandparents opened the door and came in. Grandpa saw the red horse and smiled. "You did a great job boy. I always wanted to have a red horse." he said. I felt very happy at the end.

D. Read Leonardo's story again and put the sentences in the right order.

-A. I was very sorry and shocked.
-B. I prepared a sandwich.
-C. Last summer I visited my grandparents in Scotland
-D. But grandpa loved my painting.
-E. One day my grandparents went out with their friends.
-F. Grandpa gave me an easel because I could draw well.
-G. Suddenly, I dropped the sandwich on the painting and the white horse became red.
-H. I was hungry so I put my easel to the kitchen.
-I. I added a lot of ketchup on it.
-J. I didn't go out with them because I wanted to finish my painting.

E. Look at the bold verbs in the story. Write them in the correct column.

Regular verbs		Irregular verbs	
Present	Past	Present	Past
paint	<i>painted</i>	go	<i>went</i>
drop		have	
turn		be	
open		give	
smile		meet	
want		make	
carry		come	
		put	
		do	
		say	
		feel	

Keep in Mind!

Regular verbs	Irregular verbs
paint - painted	go - went
smile - smiled	do - did
drop - dropped	have - had
carry - carried	

pronunciation
Listen and tick (✓), then repeat.

	/t/	/d/	/ɪd/
painted			
wanted			
turned			
stopped			
carried			

F. Correct the sentences about Leonardo.

e.g. Leonardo went to Italy last summer.
 Leonardo didn't go to Italy last summer. He went to Scotland.

- His grandparents had a small house in the countryside.
- His grandpa gave him some books and CDs.
- Leonardo ate some pizza.
- There were black horses on the painting.
- Grandpa saw the red horse and shouted.
- Leonardo felt very sad at the end.



G. Did you do these things yesterday? Make true sentences about yourself.

e.g. get up early



I got up early yesterday.
 First I ate a sandwich. Then I

- | | |
|--------------------|----------------------|
| study English | tidy your room |
| swim in the pool | play a computer game |
| eat a sandwich | watch TV |
| drink fizzy drinks | listen to music |
| read a book | go out with friends |

H. Work in pairs. Ask and answer about your partner's summer holiday. Use the clues.

- go to the mountains
- go swimming
- visit grandparents
- go on a tour to Cappadocia
- stay at home all summer
- go to a summer camp
- do a part time job
- learn Spanish etc.

Did you go to the mountains last summer?

No, I didn't. I went to the seaside.



I. Now write a paragraph about your last summer holiday use "first, next and then etc.."

.....

Peer Correction Code

- ? : Meaning is not clear.
- WO : Word order
- WW : Wrong word
- S : Spelling
- P : Punctuation
- G : Grammar

Time to Listen

A. Write as many words as you can about camping.

tent

Camping

.....

.....

.....

.....

.....

.....

B. Tick the words you know in the box. Look them up in your dictionaries when necessary.

grizzly bear – huge – bungalow – campfire – National park – cool

C. Look at the photos and guess. "What's the dialogue between Jason and Amy?"

D. Listen and check your guesses.

E. Listen again and match the two halves of the sentences below.

- 1. I went camping with a group of friends
- 2. Some friends stayed in a small bungalow
- 3. The smell was wonderful
- a. so two huge bears came to eat the fish.
- b. so I couldn't go to the match.
- c. because they were afraid of grizzly bears.



F. Listen again and tick the sentences you hear.

- 1. I stayed in a big tent.
- 2. Some friends stayed in a big hotel.
- 3. Jessica played the violin.
- 4. Did you give fish to them?
- 5. They didn't eat you.



G. Amy wants to get some wood for the campfire but she doesn't know where to get them. Read her conversation with Jason and prepare a similar dialogue giving directions. And act it out with your partner.

e.g. Amy : Hey Jason! Where can I get to the wood?
 Jason: Walk along the bungalows. Turn right at the blue bungalow. The wood is on the left.

H. Work in pairs. Imagine that you had an unusual weekend. Ask and answer. Use the questions below.

- When / Where did you go?
- How did you go there?
- Who were you with?
- What exactly happened?
- (Write the events in the order they happened)
- How did you feel at the end of the day ?

I. Now write about your unusual weekend. Using "and", "but", "because", "so".

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

QUIZ TIME

1. The Pyramids are in ...
 - a) Spain
 - b) Tunisia
 - c) Egypt
2. Which tourist attraction in Turkey is one of the seven wonders of the world?
 - a) The Dolmabahçe Palace
 - b) The Temple of Apollon
 - c) The Ephesus
3. Which bridge connects the two continents?
 - a) The San Fransisco Bridge
 - b) The Bosphorus Bridge
 - c) The London Bridge
4. Where are Fairy Chimneys?
 - a) In Antalya
 - b) In Istanbul
 - c) In Cappadocia
5. Where is Troja?
 - a) In Çanakkale
 - b) In İzmir
 - c) In Balıkesir
6. Where is the Pisa Tower?
 - a) In France
 - b) In Germany
 - c) In Italy



Evaluation

If your true answers are 5 or more, you like travelling and you'd like to see many places in the world.

If your true answers are between 3 - 4, you're interested in the world tourist attractions but there are places more than you expect.

If your true answers are 2 or less, that means you aren't interested in tourism at all. You should have a look at the world map. There are wonderful places to discover. Try now!

Key: 1. c 2. b 3. b 4. c 5. a 6. c

CHECK YOUR PROGRESS

	I can...	😊	😐	😞
Listening	understand advice and suggestions. understand past events.			
Reading	understand future plans that are decided or possible. understand what happened in the past / when things happened in the past.			
Spoken Interaction	ask for, make and respond to suggestions. ask for and give advice. talk about what I did last weekend.			
Spoken Production	talk about my plans. give advice. say where I'd like to go and why. talk about where I was / what I did last weekend, yesterday etc. say what I could / couldn't do in the past.			
Writing	write about my plan / past events.			

PEER ASSESSMENT FORM

Student being assessed: _____

Student making the assessment: _____

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

A: did this very well B: did this adequately




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

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

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

GROUP WORK ASSESSMENT FORM

Student's Name:

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

USE “be”

- to say who a person is or what an object is.
He **is** John.
It **is** a book.
- to say where a person or a thing is from
She **is** English. That watch **is** Swiss.
- to talk about people’s jobs.
John **is** a doctor.
- To talk about age.
Dave **is** fifteen years old.
- To talk about where something or somebody is.
I’**m** in the classroom now.
The Pisa **is** in Italy.
- To say how much something is.
It **is** 10 \$
- We use contractions in speaking and informal written English.
A: What’s your name?
B: I’**m** Sally.
Don’t use contractions in positive short answers.
Yes, I **am**. NOT Yes, I’m.

CAPITAL LETTERS

Use capital letters for these things.

- Proper nouns : London, Mary, France
- Addresses: 12 Sherwood Street, Piccadilly London
- Postcodes : W1F 7BR.
- Nationalities: American
- After full stops : Janet is British. She is from England.
- For “I” : I’m English.

A - AN (INDEFINITE ARTICLE)

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

a school a book a uniform

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

an apple an egg an hour

HAVE GOT - HAS GOT

Use **have got** / **has got** when you talk about

- your family
I **have got** a sister and a brother.
- possessions.
I **have got** a mobile phone.
- descriptions.
My sister **has got** curly hair.
- Use contractions when speaking. eg. I’ve **got** / He’s **got**etc.

POSSESSIVE ’s

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

She’s Celine’s mother.

Bill’s coat is blue.

- We add ’s to a singular noun.
He is Julia’s brother.
- If the nouns end in “s” , we add (’s) or only (’)
Charles’s eyes are blue or Charles’ eyes are blue.
- We add only (’) for plurals if they end in “s”.
The girls’ books are on the table.
- We add (’s) for irregular nouns.

- The men's cars are new.
- Don't use 's with things.
The end of the film Not The film's end
Be careful with 's.
John's father - 's = of John
John's French - 's = is
- WHOSE:** We use "whose" to ask for possessions.
Whose dress is red?
Cathy's dress is red.

POSSESSIVE ADJECTIVES

We use possessive adjectives to show who owns or "possesses" something. The possessive adjectives are:

my, your, his, her, its, our, their

Your children are lovely.

This is **my** book.

Be careful with **it's** and **its**. There is no apostrophe (') in the possessive adjective "its".

it's = it is

Its = possessive

ADJECTIVES

- Adjectives** describe a noun. They go **before the nouns** in phrases.
A **red** hat NOT a hat red
New trousers NOT trousers new
- Adjectives** go after the verb "to be" in sentences.
The hat is **blue**.
His trousers are **new**.
- Adjectives are the same for singular and plural nouns.
I'm a tall girl.
We're tall girls.
- We can modify an adjective with "very".
She is very clever.
Those shoes are very nice.

Theme 2

GRAMMAR REFERENCE

IMPERATIVES

- We use **imperatives** to give commands, instructions and advice.
Do your homework.
Go along Main Road.
- We use **Don't + imperative** to give a negative instruction.
Don't shout in the library.
- Polite imperatives**
Please, tidy your room.
Don't do that again, **please**.

ORDINAL NUMBERS

- | | | |
|---|-------------------------|------------------------------|
| • for dates | 1 st first | 11 th eleventh |
| 24th May | 2 nd second | 12 th twelfth |
| We write | 3 rd third | 13 th thirteenth |
| on 24th May / on May 24th | 4 th fourth | 14 th fourteenth |
| We say | 5 th fifth | 15 th fifteenth |
| On the twenty fourth of May | 6 th sixth | 16 th sixteenth |
| • for floors in a building. | 7 th seventh | 17 th seventeenth |
| My flat is on the third floor | 8 th eighth | 18 th eighteenth |
| • As an adjective. | 9 th ninth | 19 th nineteenth |
| This is my first car. | 10 th tenth | 20 th twentieth |

PREPOSITIONS OF TIME

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

We use “**on**” for days and dates.

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

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

TELLING THE TIME

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

2.00 = It's two o'clock.

2.05 = It's five past two.

2.15 = It's a quarter past two.

2.30 = It's half past two.

2.40 = It's twenty to three.

2.45 = It's quarter to three.

THERE IS / ARE

Use **there is / there are**

- to say that something exists.
There is a TV in the living room.
- to talk about places and things and people in places.
There are five cats in the garden.
There is a swimming pool in my neighbourhood.

SIMPLE CONNECTORS

AND - BUT - BECAUSE

- And : We use “**and**” to connect two similar ideas.
I've got a house **and** a car.
- But: We use “**but**” to connect two contrasting ideas.
I've got a house **but** I haven't got a car.
- Or: We use “**or**” to connect alternative ideas.
Use a pen **or** a pencil.

SINGULAR & PLURAL NOUNS

1. REGULAR NOUNS

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

2. IRREGULAR NOUNS

- Some nouns change in the plural.
 - e.g. Singular Plural**
 - a child children
 - a man men
 - a woman women
 - a foot feet
 - a tooth teeth
 - a mouse mice
 - a person people
- Some don't change in the plural.
 - e.g.** a deer two deer
 - a sheep two sheep
 - a fish two fish
- Some nouns are always **plural**. There are no singular forms.
 - e.g.** scissors, eyeglasses, shorts, pants, trousers

COUNTABLE UNCOUNTABLE NOUNS

There are two kinds of nouns in English: countable nouns and uncountable nouns.

Countable nouns have a singular and a plural form. We use a / an with the singular and some / any with plurals.

Singular	Plural
I have got a banana. I haven't got an apple. Have you got a mandarin?	I have got some pens. I haven't got any oranges in the basket. Have you got any bananas?

Uncountable nouns don't have a singular or plural form. We can't use a / an with these words.

Uncountable nouns	
I've got some tea. NOT: I've got a tea or I have got some teas.	I haven't got any coffee. Have you got any milk?

These words are usually uncountable:

Drinks and other liquids: coffee, water, milk, vinegar, oil

Food which you only eat part of: meat, fish, chocolate, bread, cheese, butter

Things which you only use part of: soap, make - up, toothpaste, shampoo

Some general words: time, music, information, medicine, paper, money

SOME - ANY

Some: We use some + plural countable noun or uncountable noun in positive sentences.

We've got **some oranges** and **some juice** in the fridge.

Any : We use any + plural countable noun or uncountable noun in questions and negative sentences.

We haven't **got any** apples or **any cola**.

NOTE: use some in offers.

Can I have **some** coffee?

NOTE: We normally use a / an / some / any after there is / are.

HOW MANY - HOW MUCH

We use **how many** / **how much** to find out what amount of something someone has or there is.

- How many** + plural countable nouns
 - How many** books are there on the shelf?
 - How many** brothers have you got?
- How much** + uncountable noun
 - How much** milk is there in the bottle?
 - How much** money have you got?
- We use "**How much**" to ask the price.
 - How much** is that shirt?
 - How much** are these apples?

Theme 3

GRAMMAR REFERENCE

LIKES - DISLIKES

- Use **like** to talk about things you like.
like + a noun : I **like tea**
like + gerunds : I **like drinking** tea.

CAN - CAN'T: ABILITY

Can is an auxiliary verb, a modal auxiliary verb. **We use can to:**

- talk about possibility and ability: She **can** play tennis.
- make requests: **Can** I help you?
- ask for or give permission: **Can** I open the window? Yes, you **can** / No, you **can't**.

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

Notice that:

- Can** is the same for all subjects.

BE LIKE

Use "**be like**" to ask for a description.

Be like				
?	What	is	Angel / David / the hotel / the city	like?

A: What's the hotel like?

B: It is comfortable with its kind staff.

ADJECTIVES + PREPOSITIONS

- good at**
- bad at**
- afraid of**
- crazy about**
- fond of**
- keen on**
- interested in**
- talented at**
- jealous of
- e.g. She is keen on tennis.
- I'm afraid of touching cats.
- They are interested in art.

Theme 4

GRAMMAR REFERENCE

SIMPLE PRESENT

- We use **Simple Present** for things that are generally true or habitual to happen.
I **live** in the city centre.
I **work** from 9.00 a.m to 5.00 p.m.
- To make negatives we use don't / doesn't
We **don't like** tea. John **doesn't go** to work on Saturdays.
Contractions : do not = don't does not = doesn't

In the "**he / she / it**" positive form of the **Present Simple**, we add "**s**" to the verb.

Most verbs get 's':

e.g. clean - cleans Kylie **cleans** her room everyday.

Ends in a consonant **+y** change **-y** to **ies**

e.g. study - studies Dave **studies** medicine at university.

Ends in "**ch, sh, x, s**" add **-es**

e.g. wash - washes My mother **washes** the dishes.

"**do and go**" add **-es**

e.g. do - does John always **does** his homework.

Have **has**
 e.g. He **has** dinner at six every evening.

FREQUENCY EXPRESSIONS / ADVERBS

Frequency expressions and adverbs tell us how often something happens.

EXPRESSIONS: They usually go at the beginning or at the end of the sentence.

- every day / morning / night / Monday / afternoon / evening / week / year
- once a week / twice a year / three times a month, etc.
 Every Saturday he goes to the cinema with his friends.
 He goes to the cinema with his friends every Saturday.

ADVERBS :



We use **frequency adverbs** and the **Present simple** to say how often we do something.

- We usually put the adverb before the verb.
 I **sometimes** watch TV.
 I don't **often** go out at nights.
 But "sometimes" is different in negatives.
 I **sometimes** don't go out with friends.
- We put the **adverb** after the verb **be**.
 I'm sometimes late for school.
 The weather isn't always good.

WH QUESTIONS

(What – Where – Who – When – What time – Whose) We use wh - question words to ask for specific information.

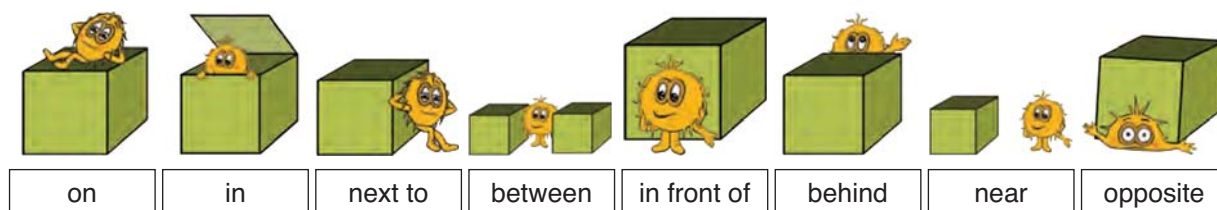
- Who** "We use it for asking questions about people.
 e.g. **Who** is Donald? He is my friend.
- What** "We use it for asking questions about things, animals and actions.
 e.g. **What** is your favourite colour? It is pink.
- Where** " We use it for asking questions about places.
 e.g. **Where** are you from? I am from Turkey.
- What time** " We use it for asking questions about exact time.
 e.g. **What time** is it? It is nine o'clock.
- When** " We use it for asking questions about a period of time.
 e.g. **When** is Art lesson? It is in the morning.
- Whose** " We use it for asking questions about possession.
 e.g. **Whose** is this? It's Jane's book.

SEQUENCE WORDS:

We use "**first, then, and after that**" for sequence.
 I get up at 8. **First**, I have a shower. **Then**, I get dressed. **After that**, I have breakfast.

PREPOSITIONS OF PLACE

Prepositions of place tell us where people or things are.



OBJECT PRONOUNS

We use pronouns as substitutes for noun phrases. The pronoun and the noun phrase that it refers to mean the same thing.
 We use subject pronouns as **subjects** of sentences and object pronouns as **objects**.

Subject	verb	object	
Sheila	phoned	Dave	yesterday.
She	phoned	him	yesterday.

(**She** is used instead of **Sheila**. This is subject pronoun.)
 (**him** is used for **Dave**. This is an object pronoun.)

Theme 5

GRAMMAR REFERENCE

PRESENT CONTINUOUS

- We use this tense for actions that are happening at the time of speaking.
e.g. A: What **is** your mum **doing** in the kitchen?
 B: She **is making** a cake for us.
 I **am looking** for a job at the moment.

“-ing”

- Most verbs take - **ing**. e.g. cleaning
- We omit “e” when we add “- ing” to the verbs ending in “e”.
e.g. arrive arriving
 make making
- Verbs with one syllable that end in **a vowel + one consonant (t, m, g, n, d, p)** double the consonant before you put “- ing”.
e.g. stop stopping
 swim swimming
 sit sitting
 run running
- We omit “ie” with the verbs that end in “ie” and add “y” + “- ing”.
e.g. die dying
 lie lying

Time expressions: now, just now, at the moment, at this time

PRESENT CONTINUOUS WITH FUTURE MEANING

We usually use the **Present Continuous** for definite future arrangements.

He is flying to Rome tonight.

We usually know exactly when the arrangements are happening. They are often the type of arrangements we can write in a diary.

I’m seeing my doctor at 5 on Monday.

When we use the Present Continuous for future arrangements we usually use a future time phrase such as today, tonight, tomorrow, next.....

We usually use the Present continuous to ask about people’s arrangements.

Where are you going this summer?

The arrangement doesn’t have to be in the near future. The important thing is how certain we are about it.

We are getting married in May next year.

THIS - THAT - THESE - THOSE

Singular	Plural
this book	these books
that book	those books

- We use **this / these** for things which are near you.
 This is an apple.
 These are oranges.
- We use **that / those** for things which are far away from us.
 That is a tree.
 Those are trees.

ONE / ONES

- We use **one / ones** in place of countable nouns instead of repeating a noun or nouns.
e.g. A: Could you give me that book?
 B: Which **one**?
 A: The **one** on the table. (Singular)
 B: Could you give me those pencils?
 A: Which **ones**?
 B: The **ones** in the box. (Plural)

ADVICE

We use **should** and **shouldn't** to give advice or to talk about what we think is right or wrong.

- **You should** means something like **I think it is a good idea for you to do it.**
- **You shouldn't** means something like **I think it is a bad idea for you to do it.**

Should is used to express the opinion of a speaker and often follows **I think** or **I don't think**.

You look tired. I think you **should** go to bed earlier.

You **shouldn't** work so hard. You will be ill.

SUGGESTIONS :

There are a number of formulas used when making suggestions in English. Here are some of the most common:

Let's + Verb

e.g. **Let's go** to the travel agent's this afternoon to book our ticket.

Shall we + verb

e.g. **Shall we eat** some salad?

Why don't we + verb

e.g. **Why don't we go** to the movies tonight?

What / How about + verb ing

e.g. **What about asking** Jane for help?

Positive Response:

Good idea.

That's fine.

Yes, sure.

Yes, Ok.

Negative response:

Sorry, but (give a reason).

I'd love to but (give a reason).

I'm afraid I can't. (give a reason)

BE GOING TO

Be going to expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

They **are going to drive** all the way to Alaska.

He **is going to spend** his vacation in Hawaii.

SIMPLE PAST

A. Past Form of To be

A. We use the **Past Simple** for completed action at a definite stated time in the past.

e.g. Mr Brown **was** in Italy two weeks ago.

We **were** at home last night.

B. SIMPLE PAST

- We use the **Simple Past** to express the idea that an action started and finished at a specific time in the past. e.g. I saw a movie yesterday.
- To make negatives we use **didn't + verb base** form.
Judy **didn't** come to school yesterday.
- To make questions, we use **did + subject + verb base** form.
Did you have breakfast this morning?

1. Regular verbs:

- Most verbs take “ - **ed**”.
e.g. play..... played
- Verbs that end in “**e**” takes only “- **d**”.
e.g. arrive.....arrived
- In verbs ending in consonant “**y**”, we drop the “**y**” and put “- **ied**”.
e.g. cry..... cried
- In verbs ending one vowel between two consonants, we **double the last consonant** and put “- **ed**”.
e.g. stopstopped

2. Irregular verbs:

- e.g. I **went** to school yesterday.
- Wh- questions come before did.

- e.g. Where** did you go last week? I went to Ankara.

We don't use did after "who" or "what" if we ask about the subject.

e.g. Who washed the dishes? Jane washed the dishes. Subject

What happened? An accident happened.
 Subject

Who did you visit? I visited my aunt.
 Object

What did you study? I studied Maths.
 Object

COULD (PAST FORM OF CAN)

Could is an auxiliary verb, a modal auxiliary verb. We use could to:

- talk about past possibility or ability:
- When he was four, he **could** swim very well.
- make requests:
- **Could** you help me, please?

References

www.bradley.edu

www.englishexercises.org

www.languageguide.org/english

www.manythings.org

www.mfa.gov.tr

www.scouts.org.uk

www.turizm.gov.tr

www.universalteacher.org.uk

www.web.mst.edu

www.wikipedia.org

IRREGULAR VERBS

PRESENT	PAST	PRESENT	PAST
be	was / were	let	let
beat	beat	lie	lay
become	became	light	lit
begin	began	lose	lost
bite	bit	make	made
bleed	bled	mean	meant
blow	blew	meet	met
break	broke	pay	paid
bring	brought	put	put
build	built	read	read
burn	burnt / burned	ride	rode
buy	bought	ring	rang
catch	caught	rise	rose
choose	chose	run	ran
come	came	say	said
cost	cost	see	saw
cut	cut	sell	sold
dig	dug	set	set
do	did	shake	shook
drink	drank	shine	shone
drive	drove	shoot	shot
eat	ate	show	showed
fall	fell	shut	shut
feed	fed	sing	sang
feel	felt	sit	sat
fight	fought	sleep	slept
find	found	smell	smelt
fly	flew	speak	spoke
forget	forgot	spend	spent
freeze	froze	stand	stood
get	got	steal	stole
give	gave	strike	struck
go	went	swim	swam
grow	grew	take	took
hang	hung	teach	taught
have	had	tear	tore
hide	hid	tell	told
hit	hit	think	thought
hold	held	throw	threw
hurt	hurt	understand	understood
keep	kept	wake	woke
know	knew	wear	wore
learn	learnt / learned	win	won
leave	left	write	wrote
lend	lent		

VOCABULARY

1A

Nouns:

abbreviation
age
city
day
Denmark
France
friend
hello
hi
India
language
name
nationality
number
registration
school
Spain
surname
teacher

Verbs:

act
answer
ask
circle
help
introduce
meet
point
read
repeat
spell
use

Adjectives:

Danish
first
French
Italian
new
nice
Spanish

1B

Nouns:

birthday
brother
cap
cat
cousin
eye
eyeglasses
family
father
gift

grandparents

hair
house
husband
mother
parents
present
puppy
ribbon
singer
sister
skirt
umbrella
wife

Verbs:

guess
read
see
talk
write

Adjectives:

big
blonde
brown
cute
fair
favourite
great
grey
lovely
red
single
small

1C

Nouns:

attache
calculator
earache
fox
neighbour
peace
place
roof
sofa
the flu
toothache
tracksuit

Verbs:

become
bring
come
cook
give
have a look

jog

present
search
swim

Adjectives:

additional
colourful
crazy
funny
happy
interested
noisy
quiet
silent
tall

2A

Nouns:

afternoon
art
class
day
exam
geography
guitar
history
hour
maths
month
music
physics
quiz
science
subject
timetable
trainers

Verbs:

be
bring
do
eat
find
forget
mime
miss
open
remember
work

Adjectives:

enough
slim

2B

Nouns:

banana

brand,

candy
chair
chalk
desk
diary
key
notebook
pen
picture
projector
sightseeing
table
tissue
tour
wallet
watch
whiteboard

Adjectives:

boring
different
free
friendly
helpful
interesting
normal

2C

Nouns:

barbecue
canteen
card
chicken
coffee
cookie
cucumber
festival
fizzy drinks
fridge
fruit
fruit juice
grape
hamburger
hospital
invitation
left
lettuce
list
mandarin
party
pasta
pizza
point
right
salad

shopping
sweet
winner

Verbs:

arrive
cross
die
divide
e-mail
get
get off
get on
need
prepare
take
turn

Adjectives:

great
ready

3A

Nouns:

adventure
badminton
bookworm
column
computer
evening
game
newspaper
salsa
sports
tango

Verbs:

do
hate
like
listen
play
read
rollerblade
ski
surf
swim
walk
watch
windsurf

Adjectives:

boring
cool
dance
exciting
horror
relaxing
tiring

3B

Nouns:

ability
actor
actress
appearance
character
child
golf
kid
knife
nickname
rap

Verbs:

cook
sing
skate

Adjectives:

curly
friendly
funny
long
short
straight
wavy

3C

Nouns:

deskmate
documentary
gardening
homework
horse
life
mice
model
mountain
pen pal
river

Verbs:

chat
cycle
ride
send
wait

Adjectives:

bad at
clever
crazy about
easy going
energetic
good at
happy
interested in
kind

nice
sad
talkative
wild

4A

Nouns:

bathroom
bedroom
breakfast
couch
dinner
easel
flower
kitchen
living room
lunch
nurse
pilot
pot
taxi driver
tulip

Verbs:

draw
get up
go out
see
share
take a nap
talk about
work

Adjectives:

daily
lucky

4B

Nouns:

architect
assistant
bodyguard
cameraman
chef
customer
dentist
dish
florist
journalist
jungle
lawyer
musician
recipe
vegetables
vet

Verbs:

arrive

create
cut
eat out
feel
finish

have
make
park
prepare
shoot
smoke
study
take a shower

Adjectives:

different
famous
happy
hard
popular
professional
successful
tired

4C

Nouns:

communication
danger
lion
seat

Verbs:

come from
feed
film
help
know
paint
protect
speak
understand
volunteer
welcome

Adjectives:

difficult
helpless
hot
local
lovely
the same
volunteer

Adverbs:

always
every
never
often
sometimes

usually

5A

Nouns:

band
bubble
competition
costume
festival
hospitality
kindness
mask
parade
sculpture
spring
ticker tape
trolley

Verbs:

shout
thank
throw
watch
wave

Adjectives:

boiling
fantastic
frozen
giant

5B

Nouns:

boots
gloves
greeting
jeans
mint
sandals
shorts
snowball
snowman
sweatshirt
tea
weather

Verbs:

make
rain
snow

Adjectives:

boiling
cloudy
cold
freezing,
rainy
snowy
sunny

warm

windy

Adverbs:

at present
at the moment
now

5C

Nouns:

aquarium
beach
chopstick
dolphin
gondola
ice-cream
ride
sale
whale

Verbs:

eat
lie
see
sunbath

Adjectives:

bad
cheap
early
expensive
friendly
good
late

6A

Nouns:

bay
climber
clothes
culture
flight
holiday
hotel
leader
plan
river
ticket
tool
trip
waterfalls
wonder

Verbs:

check
climb
start
stay
think

travel

Adjectives:

alone
easy
hard
high
surprised
thick

6B

Nouns:

adrenaline
antelope
beach
circus
crocodile
cruise
fun fair
giraffe
gym
island
park
rhino
riverboat
twin sister

Verbs:

choose
hear
match
rewrite

Adjectives:

afraid
amazing
dangerous
full
rare
shy
unforgettable

Adverbs:

ago
last
well
yesterday

6C

Nouns:

bungalow
countryside
easel
ketchup
paint
workshop

Verbs:

carry
drop

feel

give
learn
meet
put
see
smile

Adjectives:

hungry
small