Middle School

ENGLISH NET

6

Student's Book and Workbook

Güler ŞİLİT

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İstiklâl Marşı

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 fedâ? Şühedâ fışkıracak toprağı sıksan, şühedâ! Cânı, cânânı, bütün varımı alsın da Huda, Etmesin tek vatanımdan beni dünyada cüdâ.

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

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

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

Mehmet Âkif ERSOY

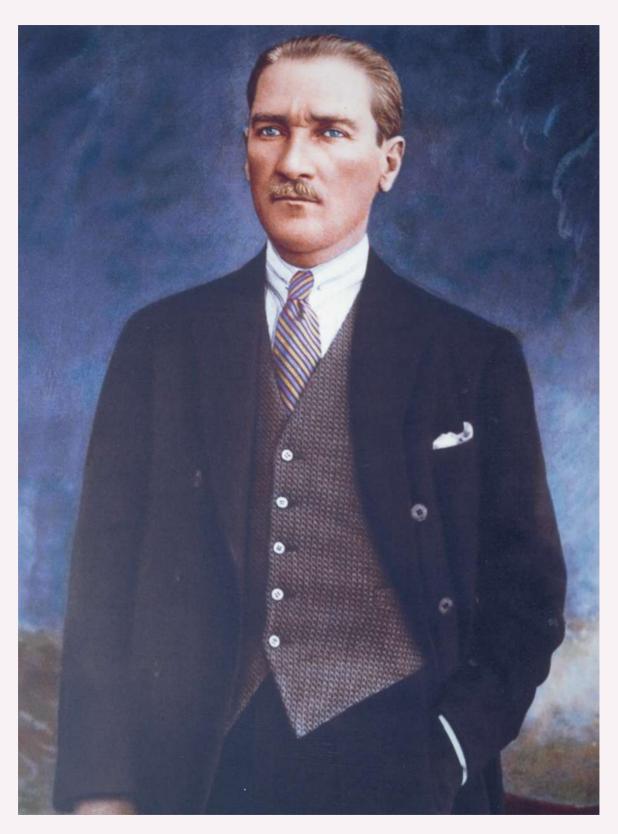
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal ATATÜRK

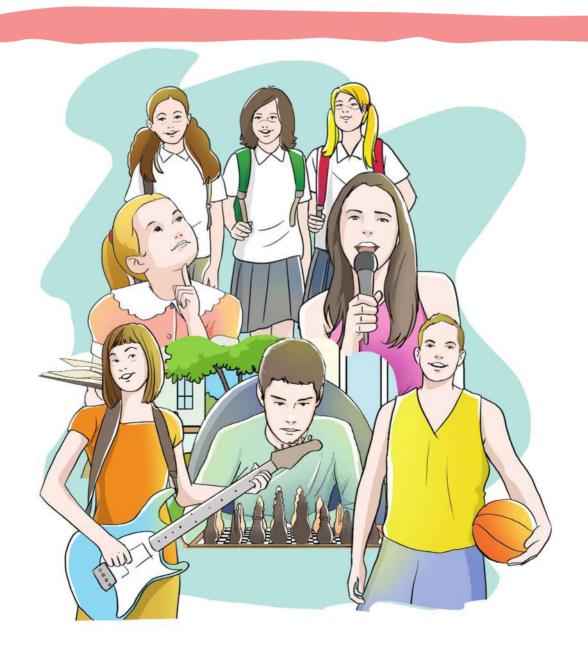


MUSTAFA KEMAL ATATÜRK

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AFTER SCHOOL



1 LISTENING

A. Work in pairs and play the vocabulary game.

You have 5 minutes. Write down the activities about daily routine and leisure time you remember. Then, count your words. The pair with the most words wins the game.

Example

get up, have breakfast, play soccer

B. Look at the pictures below. Which activities do you do after school? Tell your friends.



1. have a rest



2. have a snack



3. go to dance club



4. go online



5. watch TV



6. take guitar courses



7. play soccer



8. do karate



9. do homework

	■ Track 1 Look at the pictures on page 8 and listen to the dialogue between Mrs. Willis and Dave. Tick () the activities you hear.					
• Track 2 Listen to the recording again and circle the correct choice.						
	1.	What time does Dave get home?				
		a) At 2.45.	b) At 3.20.			
	2.	When does he take guitar courses	?			
		a) On Tuesdays.	b) On Thursdays.			
	3.	What does he do on Fridays?				
		a) He plays soccer.	b) He goes to his karate class.			
	4.	Does he go online on weekdays?				
		a) No, he doesn't.	b) Yes, he does.			
	5.	When does he do homework?				
		a) In the afternoon.	b) In the evening.			
	6.	Can Dave plan his time well?				
		a) Yes, he can.	b) No, he can't.			

1.	It's the first day of school.
2.	You don't go to school on these days.
3.	It's in the middle of the week.
4.	It is the 5 th day when you start with Sunday.
5.	The weekend is close, but you must wait one more day.

2 SPEAKING

A. Fill in the table with your after-school activities.

Activity	Time	Day

B. Work in pairs. Ask and answer questions and fill in the second table for your friend.

Activity	Time	Day

Example



May: What time do you get home?

Joe : At 3.30. What time do you get home?

May : At 3.15. What do you do after school?

Joe: I have a snack and I do my homework. Then, I play soccer.

May: When do you play soccer?

Joe : At 4.45 on Mondays and Wednesdays.

C. Look at your notes in the tables above. Compare your answers with your friend's and then report your after-school activities to the class.

Example



I get home at 3.15, but Joe gets home at 3.30. He has a snack and does his homework. He plays soccer at 4.45 on Mondays and Wednesdays.

3 READING

A. Make a list of your weekend activities.

B. Read Clare's homework about her weekend and look at the activities in your list above. Have you got any common activities?

















I always go to Sun Dance Club at 9 o'clock on Saturday mornings. I learn Polka with my friends. It's a traditional German dance. It's lots of fun. In the afternoons, I often go shopping with my mom. Then, I usually watch TV or go online. On Saturday evenings, I usually go to my grannies and stay there overnight. We always have a big family breakfast on Sunday mornings. I sometimes hang around with my friends in the afternoons. I never go out on Sunday evenings. But I always do my homework and go to bed early.

C. Underline the words you don't know in Clare's homework. Then, ask your teacher and learn their meanings.

Example

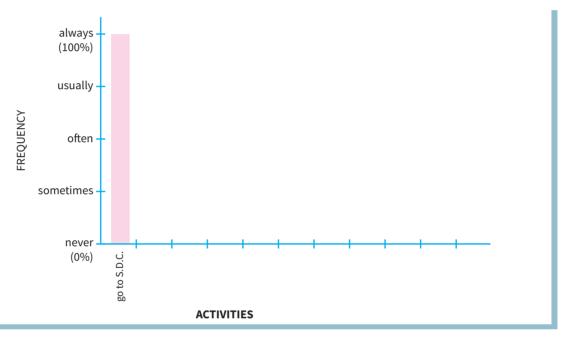
Student A: What does 'polka' mean?

Teacher: It's the name of a traditional German dance.

D. Read Clare's homework again and make a list of the activities in the text.



E. Show Clare's activities on the graph. Use a different colour for each activity.



F. Work in pairs. Ask and answer the questions in turns. Use: always, usually, often, sometimes, never.

Example

Student A: How often do you watch TV at weekends?

Student B: I sometimes watch TV.

How often do you at weekends?

watch TV get up late
go online tidy your room
go shopping do homework
visit your relatives meet friends
(grandparents, uncle,...)

4 READING AND SPEAKING

A. Answer these questions.

- 1. Is there a traditional dance in your area/region?
- 2. If yes, what is its name? Can you dance it?

B. Read the announcement of Sun Dance Club. Then, write the countries under their dances.

Egypt - Spain - Turkey - Germany



C. Read the announcement again and answer these questions.

- 1. Which dance would you like to learn? Why?
- 2. When is that dance course?

D. Work in pairs. Read your role cards, ask and answer questions and fill in the Sun Dance Club membership card.

ROLE CARD A

You are a secretary at Sun Dance Club. Give information about the dances and their time. Ask questions and fill in the membership card.

ROLE CARD B

You want to enroll Sun Dance Club.

Answer your partner's questions and become a member of Sun Dance Club.



PROJECT

Conduct a survey about your classmates' favourite after-school activities and prepare a poster.

Follow these steps:

- ♦ Make a list of 10-15 after-school activities.
- ♦ Ask your classmates' favourite activities and put a tick (✓) next to the activity in your list.
- lack Count the ticks (\checkmark) and find out the top five favourite activities in your class.
- ♦ Prepare a poster.
- ♦ Use suitable pictures, symbols or photos.
- ♦ Show your poster to your friends and make a presentation on the activities on your poster.

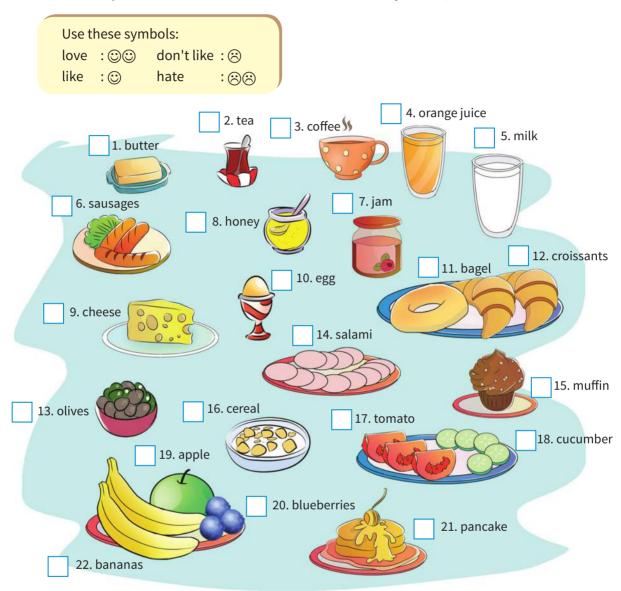
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YUMMY BREAKFAST



1 LISTENING

A. Look at the pictures and mark the food and drink items you like/ don't like.



B. Look at your symbols above and talk about your food and drink preferences.

I like sausages, eggs, cheese and milk, but I don't like butter or honey. I love muffins. It's my favourite. I hate salami and coffee.

C. <u>◄ 1) Track 3</u> Listen to the conversation between Sophie and her mom. Tick (✓) the food and drink items you hear above.

D. I Track 4 Listen again and mark the sentences "True" or "False".



- Sophie wants to invite Jane and Kaito for breakfast.
 - 2. There are some eggs, but there aren't any sausages in the fridge.
 - **3.** There is some honey, but there isn't any jam.
 - **4.** There is only a little milk.
 - **5.** There isn't any cereal at home.
 - **6.** Sophie wants to make a fruit salad for her friends.
 - 7. There are some cucumbers, but there aren't any tomatoes.
 - **8.** Sophie's favourite food is croissant.

2 SPEAKING

A. Draw the food and drink items you like at breakfast.



B. Work in pairs. Ask and answer questions and make a list of your friend's food and drink items.

Example Student A : Is there any cheese?

Student B: Yes, there is lots of cheese.

Student A: Is there any cereal?

Student B: No, there isn't any cereal.

C. Compare your list with your friend's drawing. Have you got all his/her food and drink items in your list?

3 READING

- A. Look at the picture and answer the questions.
 - **a.** Can you tell the names of the dishes on the table?
 - **b.** Are they for breakfast, lunch or dinner?
 - c. Which country are they from?



B. Read the text from the website 'World at the Breakfast Table' and check your answers above. How many correct answers have you got?



Hello!

I'm Kaito from Tokyo.

I'm a student in the sixth grade.

On weekdays, I often have a quick breakfast at home. But I sometimes have sushi in the school canteen. Yummy! I love sushi. It's my favourite.

At weekends, my family and I always have a traditional Japanese breakfast. As you know, Japanese people eat lots of rice. We even have rice for breakfast. There is also miso soup. It's a kind of vegetable soup. I don't like it much, but mom thinks it's nutritious. So, I must eat it. There is also soybeans, rolled omelet, cucumbers, tomatoes and grilled fish on our breakfast table. I love grilled fish. Actually, I love any kind of fish. But I hate seaweed and soybeans. What's your traditional breakfast like?

C. Read the text again and write the names of the dishes below.











4 SPEAKING

- A. Work in groups and answer the questions.
 - 1. Is your breakfast similar to or different from Kaito's breakfast?
 - 2. What is your traditional breakfast like?
- **B.** Prepare a menu and make a presentation about your traditional breakfast. Look at the example in activity 3B.

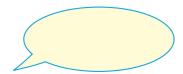


5 LISTENING AND READING

- A. Make a quick search and answer the questions.
 - 1) What do these expressions mean?
 - 2) What languages are they?



3) How do you say it in your mother tongue?



B. (1) Track 5 Listen to the conversation and put the phrases in the correct place.

- **a.** Yes, please.
- **b.** I'm full.
- c. it's all gone.
- **d.** Excuse me?

- e. Would you like
- **f.** It's my favourite.
- **g.** enjoy your meal
- **h.** Is it a type of chips?



Jane : The breakfast looks great!

Sophie: Bon appètit!

Kaito : (1) _____

Sophie: It means, (2) ______ in

French.

Kaito: Oh, thank you.



Sophie: (3) _____ some cheese and

olives?

Jane : I'll have some cheese. I don't like

olives.

Kaito: Some cheese and olives, please. I

love both.



Sophie: Want some croissants?

Jane : Yes. Yummy! (4) _____

Kaito: Yes, please.



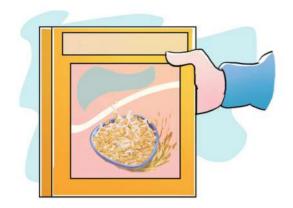
Sophie: Would you like some fruit salad?

Kaito: No, thanks. We don't eat fruit at

breakfast.

Jane: (5) _____ I like fruit any time

of the day.



Kaito : Can I have some more cheese,

please?

Sophie: I'm sorry, (6) _____ Would

you like some cereal?

Kaito : Cereal? (7)

Sophie: No, it's not junk food.

Kaito: Let me see.

Kaito: Hmmm...It's healthy oat meal. It

says, serve with milk or fruit juice.



Sophie: Would you like anything else?

Jane : Oh, no! (7) ______.

Kaito: Oh, yes. Thank you very much,

Sophie.

Sophie: You're welcome.

C. Read the conversation again and answer the questions.

- 1. Where is Sophie from?
- 2. Who doesn't like olives?
- **3.** What's Jane's favourite food?
- **4.** Who doesn't eat fruit at breakfast?
- **5.** What type of food is cereal?
- **6.** How should we serve cereal?
- D. Read the labels of some food and drink items and match them with the correct products. Be careful! There is an extra product.
 - ___ a. Shake well before opening!
 - **b.** Store at room temperature!
 - ___ **c.** Store in refrigerator!









E. Write a label for the extra product.



6 SPEAKING

A. Imagine you are going on a picnic. Make a list of the food and drink items you would like to have.

+ bagels	
+ beans	

B. Work in small groups. Look at your list above, ask and answer questions and decide on the food and drink items to take for the picnic.

Example

Student A: I like bagels. Shall we take bagels?

Student B: Yes, I like bagels, too.

Student C: Yummy! It's my favourite. Let's take lots of bagels.

Student B: Do you like beans?

Student C: Excuse me?

Student B: Beans. Do you like beans?

Student C: Yuk! I don't like beans at all.

Student A: Well, I don't mind. We can take some beans, too.

PROJECT

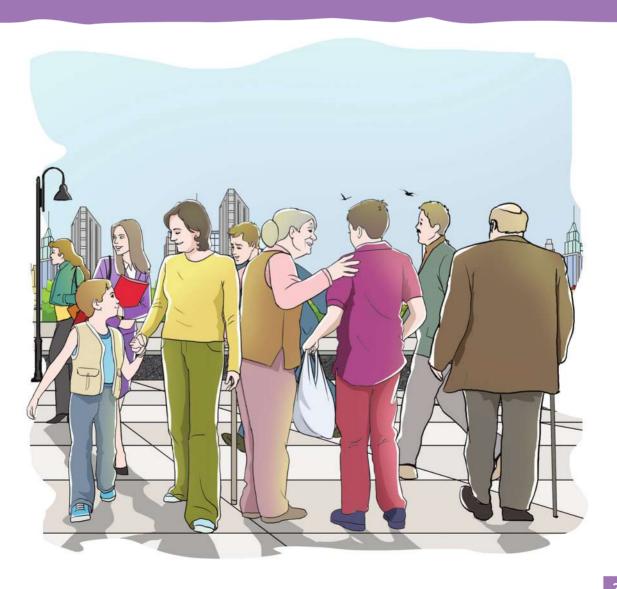
Work in groups and create an imaginary creature. Decide the food items the creature likes and doesn't like. Then, draw a picture of it and the food items it eats and label them.

Follow these steps:

- ♦ Come together with your group members.
- ♦ Take a large piece of cardboard.
- ♦ Create an imaginary creature.
- ♦ Decide and make a list of the food items your creature likes and doesn't like.
- ♦ Draw the food items it likes on the cardboard.
- ♦ Label the food items on the cardboard.
- ♦ Show your picture to your classmates and talk about your creature's food preferences.



A DAY IN MY CITY



1 READING

A. Work in groups and talk about the followings.

- 1. Do you live in a city or a country?
- 2. What is your environment like?
- **3.** Would you like to live somewhere different? Where?

B. Look at the pictures of Judy and her family and answer the question.

Where do they live? In a city or a county?









C. Read the text and put the pictures in activity B in the correct order.

My family and I live in a small country called Frodsham. It's a quiet and lovely place. We have got a house with a garden.

Today is a big day for us. We are preparing for a visit to Uncle Martin and his family. They live in an apartment house in Manchester.

Everybody is busy now. Tim, my elder brother is feeding the dog. Good boy! Oh, dear! Sally is crying again. She can't find her favourite doll. Mom is looking for it. There it is! What is dad doing? He is putting the suitcases in the car. Gosh! I'm still preparing my suitcase. I must hurry!

D. Read the text above again and answer the questions.

- 1. Where do Judy and her family live?
- 2. Where are they going?
- **3.** Who is feeding the dog?
- 4. What is Judy's mom looking for?
- 5. What is Judy's dad doing?

2 SPEAKING

A. You are preparing for a short trip with three of your friends. What are you and your friends doing at the moment? Make notes.

Example

I / get dressed

1/ 801 41 00004
Jane / prepare breakfast

B. Work in pairs. Ask and answer questions about your partner and his/her friends and take notes. Look at the example.

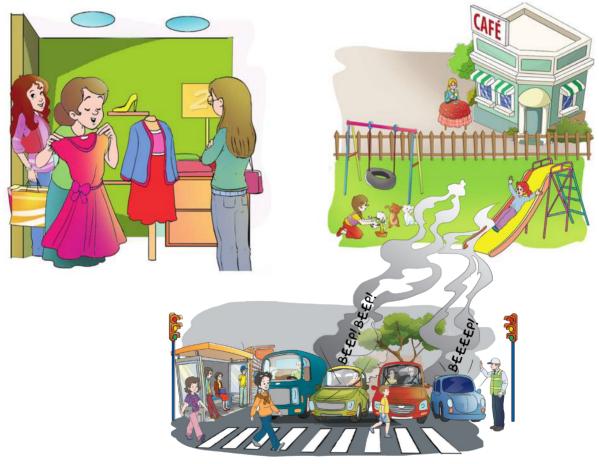
Example

Student A	:	What are you doing?
Student B	:	I'm getting dressed.
Student A	:	What is Jane doing?
Student B	:	She is preparing breakfast.

3 LISTENING

A. Look at the picture and answer the questions.

- 1. Can you find Judy and her family members in the pictures?
- 2. What are they doing?







B. Isten to the recording and mark the sentences "True" or "False".

- 1. Mom is buying some new clothes for herself.
- **2.** Judy is feeding the street cats.
 - **3.** Sally is watching the cats.
- **4.** Ted is waiting in a line to get cinema tickets.
 - **5.** Dad and Uncle Tom are sitting in the car.
- **6.** The city is not crowded or noisy.

C. Look at the picture in activity A and complete the text with the correct form of the verbs in the box.

cross - have - eat - wait - direct

Downtown is busier on Mondays. There are many people around. They are doing different things. At the moment, two people <u>are eating</u> Chinese food at the Chinese restaurant. There is a girl at the café. She (1) ______ a drink and watching around. Some people (2) _____ the street at the traffic lights. A police officer (3) _____ the traffic. There are some people at the bus stop, too. They (4) _____ for the next bus.

4 HAVE FUN

Work in groups and play the miming game.

Student A : Imagine you are downtown. What are you doing there? Mime it and answer your

friends' questions. Use: "Yes." or "No."

Other Students: Look at your friend. Ask questions and try to find out: What is your friend doing?

Example



Ted: Are you cleaning your hands?

Jane : No.

Mary : Are you feeding the birds?

Jane: Yes, I'm feeding the birds.

5 LISTENING

A. Look at the pictures and answer the questions.

- 1. What is the environment like in each picture?
- 2. Where would you like to live? Why?





- B. Track 7 Listen to the conversation between Ted, Judy and Sally and find out:
 - Who prefers living in the city?
 - Who prefers living in the county?
- C. I Track 8 Listen to the conversation again and mark the correct choice.

The city is a) more exciting	than the country. b) more boring
City life isa) funnier	than the country life. b) easier
3. The city is a) more crowde	than the country. d b) more relaxing
4. The city is a) quieter	than the country. b) noisier
5. The country is _a) dirtier	than the city. b) cleaner

D. Write two more sentences about the city and the country. Look at the examples in activity C.

The city is _____.

The country is _____.

6 SPEAKING

A. Look at the pictures and talk about the things in the pictures as in the example. Use the key words.



Example

tall - skyscrapers/apartment buildings

Skyscrapers are taller than apartment buildings.





1. crowded – street/park





3. fast - plane/train





2. healthy – junk food/fruit





4. exciting – adventure movie/soap opera

B. Work in pairs. Do you know the cities below? Ask and answer questions as in the example and take notes.



Ankara is	larger than Istanbul.	

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		力速		

Istanbı	ul is	 	

Student A: Which city is larger? Ankara or İstanbul.

Student B: İstanbul.

PROJECT

Take a photo or draw a picture of your street/neighbourhood in the morning and describe what everyone is doing. You can use professions as well.

Follow these steps:

- ♦ Get up early in the morning.
- ♦ Go out or go to the balcony.
- ♦ Observe your street/neighbourhood carefully.
- ♦ Take a photo or draw a picture.
- ♦ Cut out speech bubbles and stick them next to the people in your photo/picture.
- ♦ In the speech bubbles, write what everyone is doing.



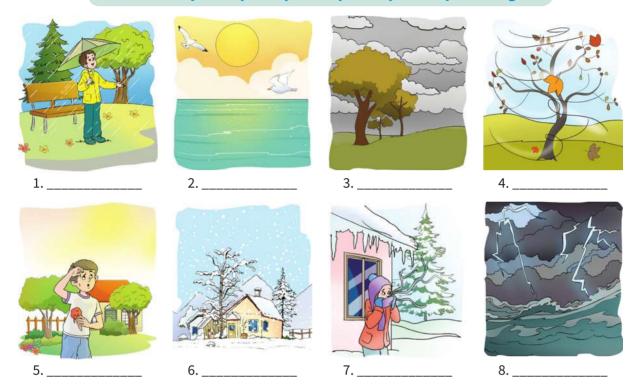
WEATHER AND EMOTIONS



1 LISTENING

A. Write the words under the correct pictures.

hot - snowy - sunny - rainy - cloudy - windy - stormy - freezing



B. Track 9 The Wind family wants to go on a picnic today. Listen to the weather forecast and answer the question.

Can they go on a picnic? Why/Why not?



C. In Track 10 Listen to the weather forecast again and complete the weather chart.

Use these symbols:



morning	afternoon	evening	night
12°C			

D. Work in pairs. Ask and answer questions and check your answers above.

Example

Student A: What is the weather like in the morning?

(How is the weather in the morning?)

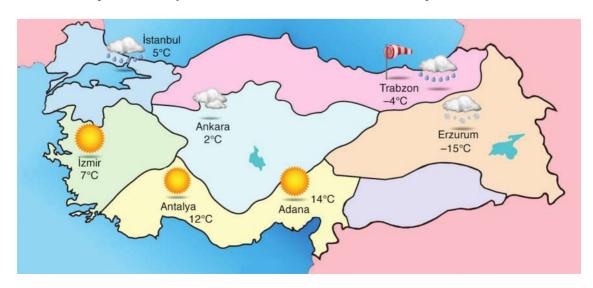
Student B: It's foggy.

Student A: What is the temperature?

Student B: It's 12 degrees Celcius.

2 SPEAKING

A. Look at the symbols and present the weather forecast for Turkey.



3 HAVE FUN

A. Look at the symbols and complete the song.



- B. Track 11 Listen to the song and check your answers.
- C. In Track 12 Listen again and sing along.

4 SPEAKING

A. Look at the pictures and complete the dialogues.

	Jim Mary Jim	: It's : I don't underst please? : Sure. It's	like there?and tand. Can you repeat,and quite and
	Rose Larry	: It's : I don't please? : Of course. It's	_ is the weather there? _ and Can you, and
B. Draw a picture of your favourite weather.		: On, really? It's	and nere.

C. Work in pairs. Ask and answer questions about your favourite weather and prepare a telephone conversation as in activity A. Then, act it out.

5 READING

A. Look at the pictures and draw your emotion(s) in each weather condition.

Use these symbols:



B. Work in small groups. Look at your answers above and talk about your emotions in different weather conditions.

Example

I feel happy because it is sunny and nice in the first picture.

Me too. I feel happy on sunny and warm days.

C. Professor Bloom is making a survey on weather and emotions. Read the conversation below and tick (✓) the result of his survey.

The weather affects the children's emotions.

The weather doesn't affect the children's emotions.



Prof. Bloom: Well, kids. Close your eyes and listen to me carefully.

Kids : OK. Professor Bloom.

Prof. Bloom: It's a stormy night. It's dark. It's raining heavily. The wind's blowing. Oh, what's

that? It's lightning. How do you feel?

Tommy : I feel anxious. I can't go to sleep. I want to sleep in my parents' bedroom.

Amy : I feel anxious and scared. I don't want to be alone. I want my sister, Mary.

Prof. Bloom: Alright, kids. Open your eyes and relax for a short time. Now, close your eyes

again.

Kids : OK, Professor Bloom.

Prof. Bloom: It's nice and warm. The sun is shining and the birds are singing. How do you feel

now?

Amy : I feel happy. I want to sing songs and dance.

Tommy: Me too. I want to go out and play with my friends.

Prof. Bloom: Well done! Thank you, kids.

D. Read the conversation again and answer the questions.

1. How does Tommy feel in stormy weather?

2. How does Amy feel in stormy weather?

3. Does she want to be alone?

4. How does Amy feel in nice and warm weather?

5. What does she want to do?

6. How does Tommy feel in nice and warm weather?

6 SPEAKING

A. Work in small groups of 3 or 4. Read your roles, prepare a conversation as in activity 5C and then act it out.

Student A	: You are a professor. Get a weather card from your teacher and describe the weather condition. Then, ask your friends: "How do you feel? What do you want to do?". Note down your friends' answers and report the result of your survey to your classmates.

Student B, C, D: Sit on a comfortable chair, close your eyes and listen to your friend's descriptions. Then, talk about your emotions and what you want to do in that weather condition.

PROJECT

Prepare a weather forecast poster and compare the weather conditions in different cities.

Follow these steps:

- ♦ Get a map of your home country.
- ♦ Choose five cities on the map.
- ♦ Listen to their weather forecast on TV, the radio or the Internet.
- ♦ Draw suitable symbols for each weather condition on your map.
- ♦ Show your poster to your classmates, compare the weather conditions in the five cities and report it to your classmates.



AT THE FAIR



1 READING

A. Look at the pictures and answer the questions.

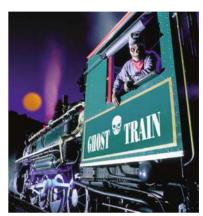
- 1. Where can you see these things?
- 2. Which one is your favourite? Why?



roller coaster



wave swinger



ghost train



big wheel



bumper cars



carrousel

- **B.** Read the descriptions and write the names of the fun rides. Choose from the list above. Be careful! There is an extra ride.
 - _____ : Wham! Bam! Bang your car into your friend's car.
 - _____ : Whooohaaa! Take those turns at high speed. Up, down and upside down.
 - ______: Sit down and hold your breath. Who is that tapping you on your shoulder?
 - _____: Up in the air, turn around and around. Who needs the London Eye?
 - _____ : Get on your horse. Gallop! Gallop! Gallop!
- C. Write a fun description for the extra ride.

·_____;

D. Read the information on the poster and answer the questions.

- 1. When is the fun fair?
- 2. Where is it?
- **3.** How much is one ride?
- 4. Would you like to visit 'Zuzu Fun Fair'? Why/Why not?



2 SPEAKING

A. Answer the questions in the questionnaire. Note your answers.

ARE YOU FEARFUL OR FEARLESS?

- 1. You hear a strange noise outside at night. Do you...
- a) look out of the window to see what it is?
- b) hide under the bed covers?
- 2. You must make a presentation to your class. How do you feel?
- a) Fine. I don't mind speaking to my class.
- b) Horrible. I feel very nervous.
- 3. A friend wants to go on a tall and fast roller coaster with you. Do you...
- a) say yes, because roller coasters are amazing?
- b) say no, because roller coasters are terrifying?
- 4. What do you think about ghost trains?
- a) I think they are crazy.
- b) I think they are horrible.
- 5. A friend offers to take you to a scout camp in the woods. Do you...
- a) say yes, because it's fantastic?
- b) say no, because woods are frightening at nights?
- B. Work in pairs. Ask the questions to your friend and note his/her answers. Use a red pencil.
- C. Now, look at your answers and count the a's and b's.

If there are more a's, you are fearless.

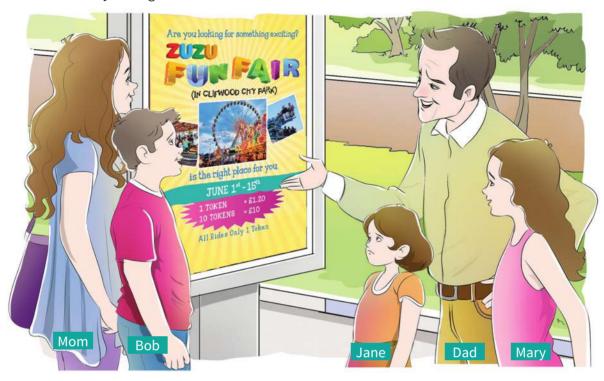
If there are more b's, you are fearful.

3 LISTENING

A. Look at the picture carefully and answer the questions.

How do the family members feel?

What are they talking about?



B. Track 13 Listen to the conversation and mark the correct choice.

1.	Mary thinks fun fairs are	places.	
	a) exciting	b) interesting	
2.	likes the roller coaster very much.		
	a) Dad	b) Bob	
3.	Jane is of roller coast	ers.	
	a) amazed	b) frightened	
4.	Mary thinks is mor	e frightening than	
	a) the ghost train/the roller coaster	b) the roller coaster/the ghost train	
5.	Jane feels about ghost tr	ains.	
	a) nervous	b) thrilled	
6.	thinks bumper cars are fantastic.		
	a) Mary	b) Jane	

4 SPEAKING

A. Work in small groups and discuss the followings. Give reasons for your ideas.

- 1. Which is more frightening? A ghost train or a roller coaster?
- 2. Which is more boring? Bumper cars or carrousels?
- 3. Which is faster? A big wheel or a wave swinger?

Example



Student A: I think ghost trains are more frightening because I am scared of the strange

creatures in the dark tunnel.

Student B: I am sorry, I don't understand. What are 'strange creatures'?

Student A: Skeletons, monsters and vampires.

Student B: I agree. They are horrible.

Student C: I don't agree. I'm not frightened of those creatures. They are not real. I think the

roller coaster is more frightening.

B. Think for a short time and make a brief presentation on fun fairs.

Use these ideas:

- ★ What do you think about fun fairs?
- ★ What type of fun rides are there?
- ★ Which one is your favourite? Why?
- ★ Which one do you dislike? Why?

5 READING

A. Match the signs with their meanings.

- a. Fasten your seat belts.
- **b.** Don't eat or drink.
- c. Pay here.

- d. Insert your token here.
- e. Pets not allowed.
- f. Danger!













1. ____

2.

3. ____

4. ____

5. ____

6.

B. Read the dialogues and write the correct notice in each picture.



Mr. Cohl : What are you doing, young man?

Tim : I want to get on the bumper car.

Mr. Cohl: But you are eating something, right?

Tim : Yes. Some biscuits.

Mr. Cohl: Look at that sign over there! It says, don't

eat or drink anything. It's very dangerous.

Tim : Oh, I'm sorry.



Mrs. Jason: Hey, kids! What are you doing there?

Tom : We are having a rest.

Mrs. Jason: Well, you can't sit there.

Sally: Why not?

Mrs. Jason: Look at that sign! It says, it's

dangerous.

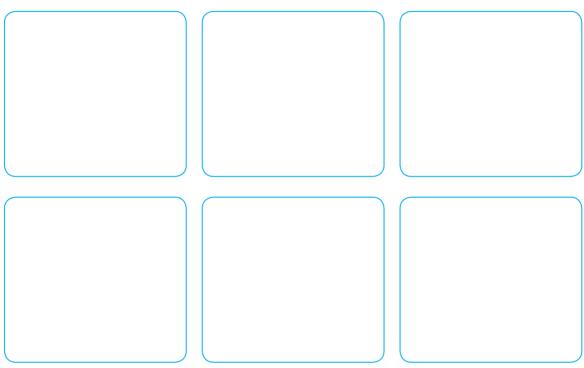
Sally: Thank you for warning.

C. Read the dialogues again and answer the questions.

- 1. What is Tim doing?
- 2. Can he eat something on the bumper cars? Why / Why not?
- **3.** Why are the children sitting there?
- 4. Can they sit there? Why / Why not?



A. Draw some signs from your everyday life.



B. Work in small groups. Point to the signs and ask and answer about the meanings of the signs in turns.

Example



Student A: What does this sign mean?

Student B: It means you can't take photos.

PROJECT

Draw a picture of your friends at a fair and write how they feel.

Follow these steps:

- ♦ Get a photo of a fair. You can use the Internet.
- ♦ Draw the pictures of five of your friends on the fun rides. Pay attention to their facial expressions.
- ♦ Cut out five speech bubbles.
- ♦ Stick the speech bubbles next to your friends' pictures.
- ♦ In the speech bubbles, write how your friends feel on the fun rides.

VACATION



1 READING

A. Work in groups and answer the questions.

- 1. Where do you usually go on holiday?
- 2. What do you do there?
- 3. Would you like to go somewhere different? If yes, where?

B. Look at the picture and answer the questions.

- 1. Where are the children?
- 2. How do they feel?

C. Work in pairs. Practise and act out the dialogue in front of the class.



Harry: Hi, Carol! I'm happy to see you again.

Carol: Me too. How was your holiday?

Harry: It was great. My family and I were in New York.

Carol: In New York? Really?

Harry: Yes. Look at my photo of the Statue of Liberty.

Carol: It's amazing.

Harry: How was your holiday?

Carol: It wasn't interesting or fun.

Harry: Where were you?

Carol: I was here.

2. Harry and his family are in New York.
3. Harry's holiday wasn't fun.
4. Carol's holiday wasn't interesting.
5. Carol was at home on holiday.
LISTENING AND SPEAKING Fill in the blanks with "was, were, wasn't, weren't". Look at the example in activity 1C.
Jim : How your last summer holiday?
Linda: It fine. I on my grandparents' farm.
Jim : Really? your brothers with you on the farm?
Linda: No, they They on the scouts camp. How your holiday?
Jim : It fantastic.
Linda : Where you?
Jim : Guess, where
Linda : you in Greece?
Jim : No, I I in Italy. Look at my photo of the Pisa Tower.
Linda : It's great. I really want to see it.
3. Track 14 Listen to the recording and check your answers.
Answer the questions about your last holiday.

D. Read the dialogue again and mark the sentences "True" or "False".

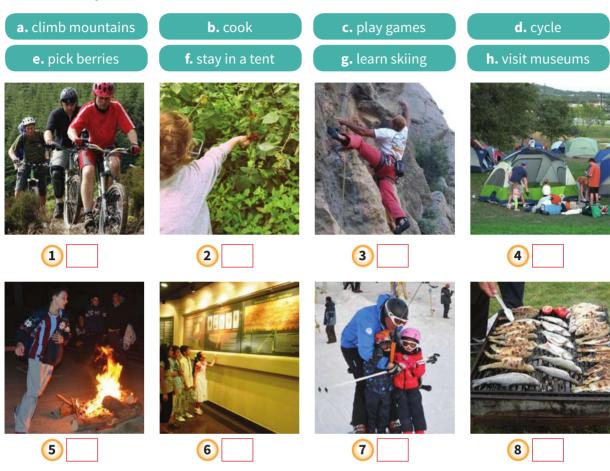
1. The holiday is over.

1. How was your last holiday?

2. Where were you?3. Who was with you?4. How was the weather?

3 LISTENING

A. Match the pictures with the activities.



B. **△** Track 15 Listen to the recording and tick (✔) the activities you hear.

C. Track 16 Listen again and mark the correct choice.

- 1. Where were Peter and his family on their holiday?
 - a) By the seaside.
- b) In the mountains.
- 2. Where did they stay?
 - a) In a hut.

- b) In a tent.
- 3. What did Peter's mom and dad do?
 - a) They cooked meals.
- b) They picked berries.
- 4. Did they climb mountains?
 - a) No, they didn't.
- b) Yes, they did.
- 5. What did they do in the evenings?
 - a) They played games.
- b) They watched films.

4 SPEAKING

A. Work in groups and play the miming game.

Student A: Mime an activity you did on your holiday and answer your friends' questions.

Use: "Yes." or "No."

Other students: Look at your friend. Ask questions and try to find out: What did your friend do

on his/her holiday?

Example



Ted: Did you pick flowers?

Jane : No.

Kate: Did you learn skiing?

Jane : No.

Terry: Did you learn diving?

Jane : No.

Terry: Did you climb mountains?

Jane : Yes.

B. Fill in the first column of the table with the information about your summer holiday.

Place
Date
Activities

C. Work in pairs. Ask and answer questions and fill in the second column with the information about your friend's summer holiday.

Example

Student A: Where were you on your summer holiday?

Student B: I was in Marmaris.

Student A: When did you go there?

Student B: In August.

Student A: What did you do?

Student B: I went to the seaside. I learned swimming. **Student A**: Say that again, please. I didn't understand.

Student B: I learned swimming.

5 READING

A. Look at the pictures of Susan and her family. Then, answer the question.

Where were they last weekend?

- **a.** By the seaside.
- **b.** At a winter sports centre.
- **c.** In a big, crowded city.



B. Read Susan's report about last weekend and check your answer in activity A. Whose answer is right?

Last weekend, my family and I were at a winter sports centre in Sweden.

(a) We stayed at a comfortable hotel.

(b) My brother and I learned skiing.

(c) My mom and I went ice - skating.

(d) My brother went snowboarding.

(e) We walked in the snowy forest.

(f) We had a picnic there.

It was cold, but we had a great time. We came back from Sweden yesterday.

- C. Read Susan's report again and match the sentences with the pictures in activity A.
- D. Look at the pictures from Justin's photo album and talk about his last weekend. Use the key words.









6 SPEAKING

Example

Last weekend, I went to my grandparents.

PROJECT

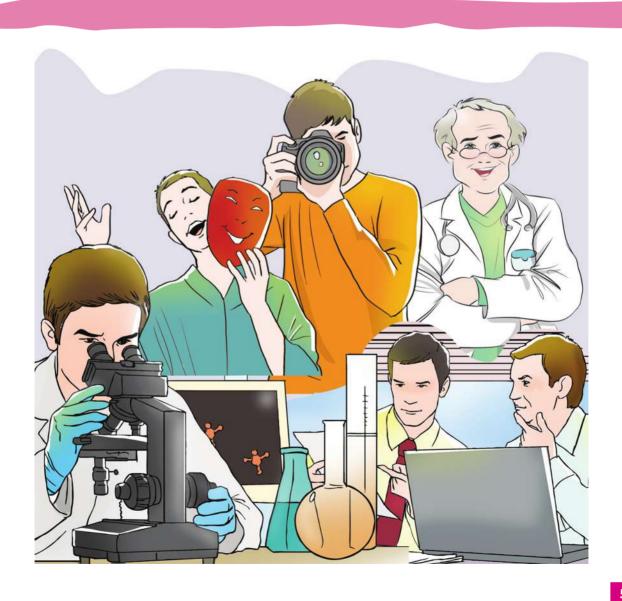
Imagine you visited another planet and prepare a poster. Show what activities you did there. Present it in class.

Follow these steps:

- ♦ Choose a planet.
- ♦ Find some photos about that planet on the Net.
- ♦ Stick those pictures on a coloured cardboard.
- ♦ Make a list of the activities you did there.
- ♦ Draw a picture for each activity.
- ♦ Stick your drawings on the planet.
- ♦ Show your poster to your classmates and talk about the activities you did on that planet.



OCCUPATIONS



1 READING

A. Work in groups. Make a list of the jobs you know. You can use your dictionary.

B. Look at the pictures below. Are these jobs in your list? Label the pictures with the words in your list?













C. Read the speech bubbles and write their jobs. Choose from the list in activity B.

I'm a/an ______ . I can cut and sew fabrics. I can make dresses, trousers and skirts.

1

I'm a/an _____ . I work at a hospital. I can write prescriptions and I can operate on ill people.

2

3

I'm a/an ______. I can design and draw building plans, but I can't build a house.

I'm a/an ______ . I work at school. I teach you new things. I can play fun games with you, too.

4

I'm a/an _____ . I can fly the plane and take you anywhere you like.

5

I'm a/an _____ . I cut, dye and design hair.

6

D. Draw your imaginary job and fill in the speech bubble as in the examples above.

What do you do?

What can/can't you do?

E. Work in groups and play the miming game.

Student A : Mime the job in the picture in activity D. Answer your friends' questions. Use:

"Yes." or "No."

Other students: Ask questions and find your friend's job.

Example

Student B: Can you fly a plane?

Student A: No.

Student C: Can you use a spaceship?

Student A: Yes.

Student C: Are you an astronaut?

Student A: Yes.

2 LISTENING

- A. Answer the questions about you.
 - 1. What are you interested in?
 - 2. What is your favourite school subject?
 - 3. What do you like doing in your free time?
 - **4.** What is your dream job?
- **B.** Bob is interviewing his ideal professional. Look at the pictures and guess. What is his ideal profession?
- C. In Track 17 Listen to the interview and check your guesses. Whose guess is right?



D. (1) Track 18 Listen to the interview again and mark the correct choice.

1. When did Judy Brooks become a computer programmer?

a)



b)



c)



2. Where does she work?

a)



b



C



3. What time does she start work?

a)



b)



c)



4. What does she do in the morning?

- a) She writes the programmes.
- b) She meets her customers.
- c) She goes to her doctorate class.

5. What type of programmes does she write?

a)



b)



c)



6. Which days does she work?

a)



b)



c)



3 SPEAKING

A. Imagine you are one of the school staff (a teacher, a cleaner, a driver, etc.). Fill in the first column of the table with your information.

	- 1	My friend
Name and surname		
Job		
Starting date		
Job location		
Job description		
Working days/hours		

B. Work in pairs. Interview your partner and fill in the second column with his/her information. Look at the example.

Example

Student A: Hello, Mr. Spencer!

Student B: Hi! How can I help you?

Student A: I'm making a survey for our school magazine. Can I ask you some questions

about your job?

Student B: Of course.

Student A: What do you do?

Student B: I'm a technician at school.

Student A: When did you become a technician?

Student B: In 2010.

Student A: Hmmm... what do you do at work?

Student B: I mend the electrical devices.

Student A: Sorry, I don't understand. Can you show me?

Student B: (Mimes the action.)

Student A: Oh, I see. You repair the lamps, projectors, etc. at school.

Student B: Yes.

Student A: What time do you start and stop work?

Student B: I start work at 8 o'clock in the morning and stop at 5 o'clock in the evening

every weekday.

Student A: Thank you very much, Mr. Spencer.

Student B: You're welcome.

C. Now, act out your interview in front of the class.

4 READING AND SPEAKING

A. Circle the best choice about you. Score your answers and find out the suitable jobs for you.

	QUESTIONNAIRE			
1.	. My f	avour	ite sch	ool subject is
	a Arts	5		b Social Studies c Maths
2.	. If my	y close	e frien	has birthday, I'll get him/her
	a son	nethin	g spec	al b something he/she likes c something he/she needs
3.	. If I'n	n at a	party	out don't know anybody,
(;	a l'II	exami	ne the	people there b I'II meet new people
				c I'll enjoy the food and drinks.
4.	. I like	<u></u>		when I'm on the beach.
(;	a list	ening	to the	sound of the sea. b making new friends
				c catching fish
5.	. In m	y drea	ams, I	isually see myself
	a in a	ın art g	gallery	b at a charity fair c in a lab
6.	. I like	readi	ing	in the newspaper.
	rea	der's c	corner	b sports c economics and trade
7.	. I'm a			person.
	a sen	sitive		b sociable c logical
8.	. I'm b	ad at		·
	a nur	nbers	and fig	ures b doing experiments c arts and craft
sco	RES:			
1	a 1	b 2	c 3	9 - 14 point : You can have a career as a journalist, a writer, a poet, an
2	a 1	b 2	c 3	artist, a fashion designer or a physicologist.
3	a 1	b 2	c 3	15 - 21 : You can have a career as a lawyer, a translator, a teacher,
4	a 1	b 2	c 3	an actor (actress), a stewardess or a sales person.
5	a 1	b 2	c 3	22 - 27 : You can have a career as a scientist, an accountant, a
6	a 1	b 2	c 3	doctor, an engineer, a manager or an economist.
7	a 1	b 2	c 3	
8	a 1	b 2	c 3	

B. Choose one of the suitable jobs for you from activity A. Make a quick search and give a brief presentation on it. Look at the example.

Give information about:

- the place of work
- duties at work
- working days
- working hours
- your opinions about the job

I'm Jack Stevenson. I'm a pilot. I fly people and cargo. I don't have a typical day because my flight time changes frequently. When I have a flight, I put on my uniform and go to the airport. Before I fly, I check everything in the cockpit and organize a meeting with the crew. I love my job because I think flying through the big blue sky is amazing.



PROJECT

Prepare a poster and present (some of) your relatives' occupations and the dates when they started them.

Follow these steps:

- ♦ Make a list of (some of) your relatives and write their occupations.
- ♦ Find some pictures about their occupations.
- ♦ Stick those pictures on a coloured cardboard.
- ♦ Write what each of your relative does and when he/she started it.
- ♦ Show your poster to your classmates and talk about your relatives' occupations.



DETECTIVES AT WORK

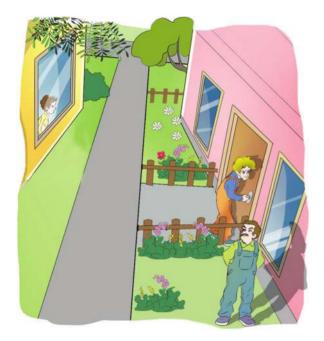


1 LISTENING

A. Work in groups and talk about the followings.

- 1. Do you watch the news on TV?
- 2. How do you feel when you see/hear crime news?

B. Look at the pictures and describe the events in each picture.









C. ☐ Track 19 Listen to the recording and tick (✓) the correct choice. Why are Jack and his grandma so excited?

- **a.** The Jeffersons are going on holiday.
- **b.** Burglars are stealing things from the Jeffersons' house.
- **c.** The Jeffersons are moving into another house.

D. Track 20 Listen to the recording again and draw the following objects in the pictures in activity B.



E. Work in pairs. Look at the picture and complete the dialogue. Then, act it out.



Officer: Hello! Officer Charles is speaking. How can I help you?

Jack: You must come here immediately. Please, hurry up.

Officer: OK. Calm down and answer my questions, please.
First of all, what's your name?

Jack:
Officer: What's the problem?

Jack:
Officer: How many burglars are there?

Jack:
Officer: What are they doing at the moment?

Jack:
Officer: What's your address?

Jack: It's Highbury House 75 Drayton Park.

Officer: Thanks, boy. We'll be there in a few minutes.

2 SPEAKING AND READING

A. Work in groups, discuss and make notes.

How does the police find and catch the criminals?

Example

_	questions the witnesses
_	
_	

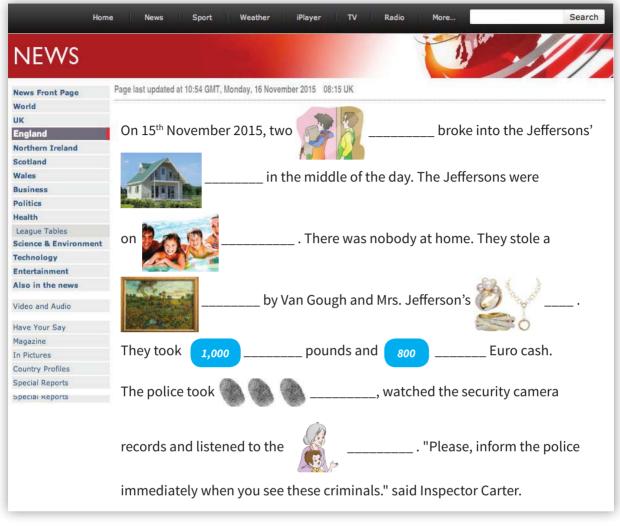
B. Look at the pictures and answer the questions.

- 1. Where are the police officers?
- 2. What are they doing?
- 3. What does the inspector have in his hand?
- **4.** What are the reporter and the cameraman doing?





C. Look at the pictures and complete the news item.



D. Read the news item and tick (✓) the best title for it.

- 1. TWO LADIES STOLE JEWELLERY WORTH £ 23.000
- 2. CRIMINALS ROBBED A BANK
- 3. FAMILY HOUSE BURGLED IN DAYLIGHT

E. Read the news item again and mark the sentences "True" or "False".

- **1.** The burglars broke into the house at night.
 - **2.** There was nobody at home because the Jeffersons were on holiday.
- **3.** They didn't take the Van Gough's painting.
- **4.** They stole one thousand and five hundred Euros and eight hundred pounds.
- **5.** Jack and his grandma were the witnesses.
- **6.** Inspector Carter asks people for help.

SPEAKING

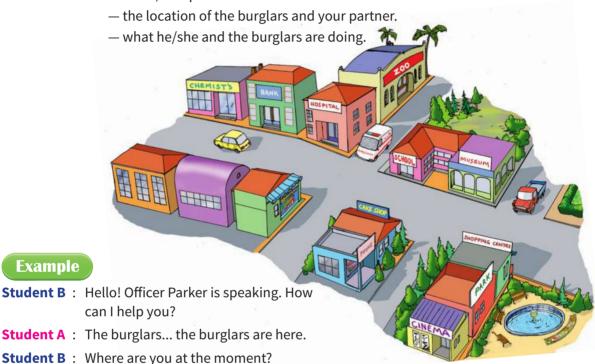
A. Work in pairs. Read your roles, prepare a telephone conversation and act it out. Look at the example in activity 1E.

Student A: Imagine you see the burglars in activity 1B. Mark your and the burglars' location

in the picture below. Then, call the police and answer his/her questions.

Student B: You are a police officer. Answer your partner's telephone.

Ask him/her questions about:



LISTENING

Example

A. Practise reading the numbers below.

Student A: I'm in front of the cake shop.

15 → fifteen

145 → a hundred and forty-five

2.542 → two thousand five hundred and forty-two

17.600 → seventeen thousand and six hundred

289.320 → two hundred eighty-nine thousand and three hundred twenty

1.000.000 → a million

B. Match the numbers with the words.

1. 250.000 a. a million

__ 2. 68.500 **b.** fifteen thousand

__ **3.** 375.000 c. two hundred and fifty thousand

4. 9.000 d. three hundred and seventy-five thousand

___ 5. 15.000 e. nine thousand

__ 6. 1.000.000 f. sixty-eight thousand and five hundred

C. In Track 21 Listen to the evening news and write the numbers in activity A in the correct places.



A gang of criminals robbed a bank in central London yesterday. They escaped with (1) ______ Euros and (2) _____ pounds in cash.

The police caught them in Leeds and put them into the prison this morning.



Blue whales are in risk of extinction. Their number is reducing day by day. There were about (3) ______ blue whales a hundred years ago. Today, there are only (4) _____ blue whales in the world.



And here's some sports news. Manchester United is playing against Real Madrid tonight. (5) ______ football fans are watching the match. (6) _____ police officers are working for their security in and around the stadium.

D. Look at the pictures and present the last news item about Ryan Tedder. Use the key words.



Ryan Tedder / give / a concert / last weekend



50.000 people / watch the concert



donate / £ 17.000 animal shelter

5 HAVE FUN

A. Find and say the missing numbers.

PROJECT

Work in small groups. Imagine you are language detectives. Take photos of English words you see around you and prepare a poster.

Follow these steps:

- ♦ Come together with your group members and go downtown.
- ♦ Take photos of all the English words you see around you and print out your photos.
- ♦ Choose the photos you like most.
- ♦ Stick those photos on a large cardboard and prepare a poster.
- ♦ Take your poster to the class and show it to your classmates.



SAVING THE PLANET



1 LISTENING

A. Work in pairs. Look at the pictures. Ask and answer questions as in the example.

Example

Student A: What are the children doing in the first picture?

Student B: They are brushing their teeth.



B. Look at the pictures again carefully and guess. What is the subject of Mr. Jackson's science and technology class today?

C. Track 22 Listen to a short part from Mr. Jackson's class and check your guesses. Whose guess is right?



- D. <a>□ Track 23 Listen to the recording again and tick (✓) the correct behaviour to protect the environment and save energy in activity B.
- **E.** Do you know these words? If not, walk around, ask your friends and learn their meanings. Look at the example.

pick up

garbage

throw away

unplug

remote control

Example

Student A: What does "pick up" mean?

Student B: I don't know.

Student C: It means taking something from the ground. **Student A**: Well, I don't understand. Can you show that,

please?

Student C: (mimes the action)



2 READING AND SPEAKING

A. Read the following notices and answer the question. Where can you see these notices?

1 TURN OFF THE TAPS

2 DON'T MAKE A FIRE

3 SWIMMING NOT ALLOWED

4

RECYCLABLE

5 KEEP OFF THE GRASS

6 DON'T FEED THE ANIMALS

B. Read the dialogues below and write the missing notices. Choose from the list above.



Carol: Hello, George!

George: Hi, Carol!

Carol: What are you doing there?

George: I'm playing with my dog.

Carol: You shouldn't step on the grass.

Go and play in the playground

over there.

George: Yes, you're right.

Jack : Hey, Tim! Tim!

Tim : Yes.

Jack: What are you doing?

Tim: I'm going to my class.

Jack: But the water is still running.

Tim : Oh, I'm sorry.

Jack : You should turn off the taps. Don't

waste water, please.

Tim: No, I won't.



C. Read the dialogues in activity B again and answer the questions.

- 1. Where are Carol and George?
- 2. What is George doing?
- 3. What does Carol want him to do?
- 4. Where are Jack and Tim?
- 5. What should Tim do? Why?
- D. Work in pairs. Choose one of the pictures below, prepare a dialogue and act it out in front of the class. Look at the examples in activity B.





3 HAVE FUN

A. Work in groups and play the miming game.

Student A : Mime an activity related to the protection of the environment and saving

energy. Answer your friends' questions. Use: "Yes." or "No.".

Other students: Look at your friend, ask questions and find out: What is he/she doing?

Example

Ted: Are you cleaning something?

Amy: No.

Ted: Are you feeding the street animals?

Amy: No.

Jane: Are you turning off the tap?

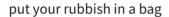
Amy: Yes.



4 LISTENING

A. Work in groups. Look at the pictures below. Which activities do you do on a picnic? Tell your friends.







hang up swings



throw rubbish around



go hiking



clean up



make a fire



eat sandwiches



go bird watching

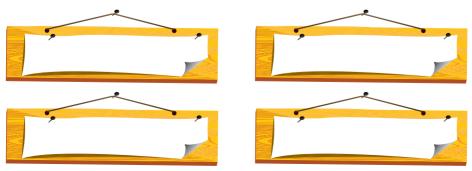


take photographs

- **B.** In the second science class, Mr. Jackson and his class are watching a video. Look at the screen, guess and answer the questions.
 - 1. What is the environment like?
 - 2. What happened there?



- C. In Track 24 Listen to the speaker and complete the suggestions.
 - You should keep the environment clean.
 - You shouldn't throw ______.
 - You can take .
 - You should be careful about the trees and other plants.
 - You shouldn't hang up _____.
 - You can do ______.
 - You shouldn't make a fire in the woods.
 - You can make ______.
- **D.** Read the suggestions in activity B and prepare notices to put up in the woods.



5 SPEAKING

A. Work in small groups. Make a list of the environmental problems in your area.

	PROBLEMS		SOLUTIONS		
Example :	air pollution	:	not use family car,	use public trans	sportation, cycle or
-	•		walk short distance	es	
_	·	:			
_		:			
		:			

B. Read the problems in your list to your classmates and ask for solutions. Note down their suggestions above.

Example

Student A: Air pollution is a big problem in our area. What should we do?

Student B: We shouldn't use our family car too often.

 $\textbf{Student C} \ : \ \ \text{We can use public transportation}.$

Student D: We can cycle or walk short distances.

C. Choose one of the environmental problems in your area and make a short presentation on the problem and the solutions. Look at the example.

Example



Air pollution is a big problem in our area. We should reduce pollution. We shouldn't use our family car too often. We can use public transportation. We can cycle or walk short distances.

PROJECT

Work in groups. Prepare slogans/notes/posters about saving energy at school and hang them on the walls.

Follow these steps:

- ♦ Come together with your group members.
- ♦ Discuss and make a list of the things to do to save energy at school.
- ♦ Create an attractive slogan or note for each item in your list.
- ♦ Write them on seperate pieces of cardboard. You can draw pictures or stick photos, too.
- ♦ Hang them on the walls of your school.



DEMOCRACY



1 SPEAKING AND LISTENING

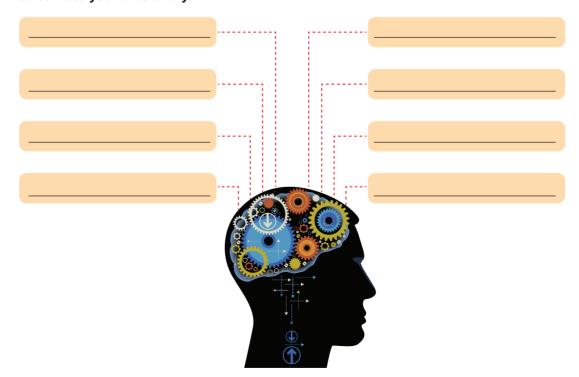
- A. I Track 25 Listen and choose the most favourite song in your class.
 - ▶ Listen to a short part of the three songs.
 - ▶ Vote for the song you like.







- ► Count your votes and say: Which song has got the most votes?
- **B.** Now answer these questions.
 - 1. Which song is the most favourite in your class? Why?
 - 2. Did you vote for it?
 - **3.** Are you happy with the result?
 - **4.** Was it a fair election?
- C. Work in groups. Write down as many words about democracy as you can in five minutes. You can use your dictionary.



D. Mrs. Brook's class is talking about the class president election. Read the following words and guess: Which ones will you hear in their conversation?

research campaign smart board candidate

ballot box school trips orders respect

cooperation career right experiment

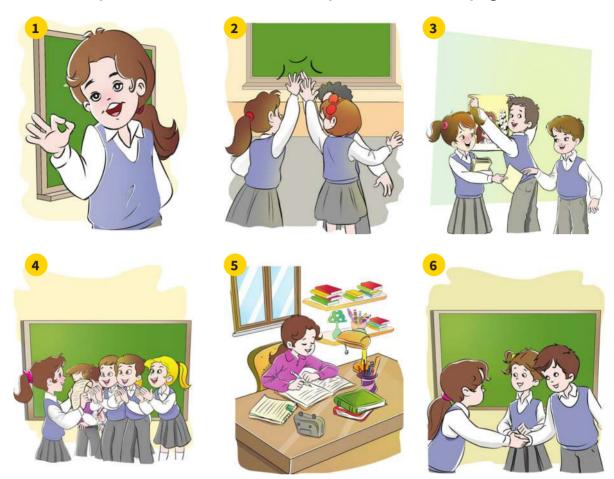
E. In Track 26 Listen to the recording and check your answers above.



- F. In Track 27 Listen to the recording again and mark the sentences "True" or "False".
 - **1.** They hold the class president election by the end of the school year.
 - **2.** Anyone in the class can become a candidate.
 - **3.** Anyone in the class has the right to vote.
 - **4.** The students shouldn't vote for the newcomers.
 - **5.** Candidates shouldn't get help from their friends.
 - **6.** Cooperation is important.
 - 7. Candidates should respect each other during the campaign.

2 READING AND SPEAKING

A. Look at the pictures below and describe the steps of the election campaign.



B. Match the steps with the pictures above.

A.	You should put up posters and hand out flyers or stickers. Be creative when making your slogans and handouts.
В.	You should be responsible, study and get good grades. Show everyone that you are good enough to be a class president.
C.	You should make your speech very interesting. Talk about your plans and projects but make some jokes, too. Don't be boring.
D.	You shouldn't go it alone. Get help from your close friends. Ask them for suggestions and advice.
E.	You should be fair and respectful to everyone. Remember all the students in your class are voting. Don't be rude to the other candidates, either.
F.	You should make sure you really want it. It can be a lot of work and responsibility. You can sometimes feel tired and upset, but don't give up.

C. Read the text in activity B again and fill in the tables.

CANDIDATES

 Dos		Don'ts	

D. Work in groups, discuss and make a list.

What should/shouldn't the voters do when selecting their classroom president?

VOTERS

Dos	Don'ts

Example

Student A: The voters should support and help their candidates.

Student B: Yes, I agree with you. They should make suggestions and give advice.

Student C: I don't understand. Say that again, please.

Student B: They should make suggestions and give advice.

E. Compare your lists and answer the question. What are the common items in all the lists?

3 READING

A. Work in groups and answer the questions below.

- 1. When do you hold general election in your country?
- **2.** What is the voting age?
- 3. How many people vote in your family?

B. Read Paolo's homework and find out: Is Brazil a democratic country?



Yesterday was a very exciting day for me because there was an election in Brazil.

We woke up early in the morning and went to the polling place. It was a public building, a secondary school. My mom and dad found their names in the list and put their signature next to their names. Then, they went into a cabinet and voted in turns. They put the envelopes with their votes in a ballot box. I couldn't vote because I am under 18.

In the evening, we watched the news on TV for the election results. We were very excited. Finally, the anchorman announced the new president of Brazil. It was Dilma Roussef! We were very happy with the result. Because she is kind and respectful. She always asks people about their opinions and listens to them carefully. She is fair as well. She doesn't favour anyone or any political group. She cares about children and old people. I think it was a fair election.

C. Read Paolo's homework again and mark the sentences "True" or "False".

- 1. The voting age in Brazil is 18.
- 2. Paolo's parents voted in a public place called ballot box.
- **3.** They voted secretly.
- **4.** Paolo and his family learned the election results on TV.
- **5.** Paolo was not very happy with the new president.
- **6.** The new president likes some people and political groups more.
- 7. She is always kind and respectful.
- 8. She likes children and old people.

4 SPEAKING

A. Work in groups and talk about your classroom president and classroom president election.

- **1.** Who is your classroom president?
- 2. What is he / she like?
- **3.** How did you choose him / her? Describe it step by step.

Example:

We had an election in our class in November. We elected our class president. First, our teacher wrote the names of the candidates on the board.



B. Work in pairs. Read your roles, prepare a dialogue and act it out.

Student A: You are a new student in the class and don't know how to vote. Ask your friend for

help, follow his/her instructions and vote for your candidate.

Student B: Give your friend instructions and help him/her vote.

5 HAVE FUN

A. Work in small groups. Throw a dice, move to the box and answer the question. Then take turns.



PROJECT

Work in groups and prepare a poster illustrating what to do in the classrom to respect others' rights.

Follow these steps:

- ♦ Come together with your group members.
- ♦ Discuss and make a list of the things to do to respect others' rights.
- ♦ Create an attractive slogan for each item in your list.
- ♦ Draw suitable pictures or find suitable photos for your slogans.
- ♦ Prepare a poster using your slogans and visuals.
- ♦ Hang your poster on the bulletin board.

WORKBOOK

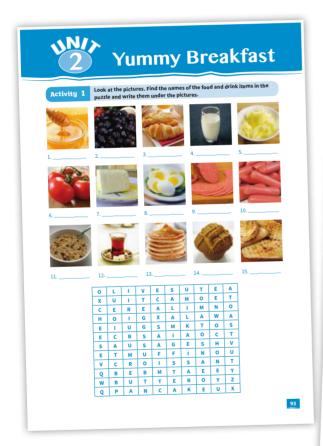




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After School

Activity 1

Look at the clocks and write the time.















7._



8.

SUNDAY

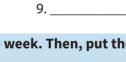


Activity 2

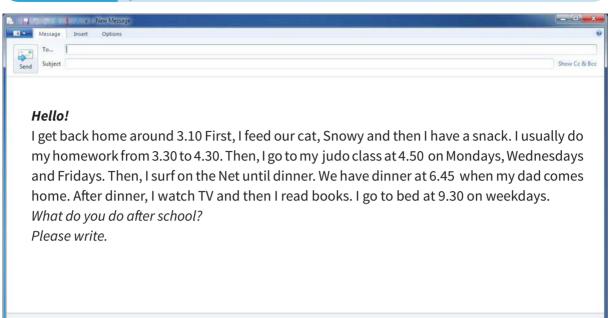
Unscramble the letters and write the days of the week. Then, put them in the correct order.

- a. DSWDEAYEN

- b. IRDYFA
- c. ODANYM
- **d.** UDSAYN
- e. TRAHUSDY
- f. RTUDAAYS
- g. USAYTED



Read the e-mail about Terry's after-school activities and put the pictures in the correct order.



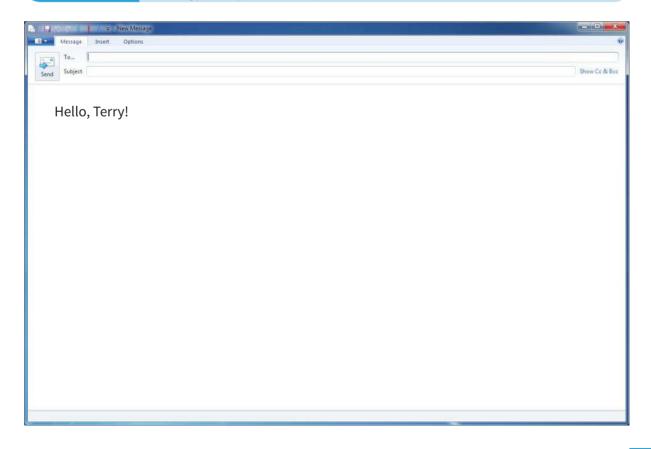


Activity 4 Make a list of your after–school activities.

Activity	Time	Day(s)

Activity 5

Look at your notes above and write an answer to Terry. Use: always, usually, often, sometimes, never



Carol is answering questions about her after-school activities. Read her answers and write the questions.



Interviewer: Hello! I'm Brenda Sanders from Moon TV. I'm preparing a programme about American teenagers' after-school activities. Can I ask you some questions? Carol : Of course. Interviewer: First of all, (1) _____? : Hmmm... I get back home around 3.30 in the afternoon. Interviewer : (2) _____ ? : I have a snack, do my homework and then surf on the Net. Interviewer : (3) ______? : Yes, I sometimes meet my friends. Interviewer : (4) ______? **Carol** : We hang around, play games and chat. Interviewer : (5) ______? : Yes, I go to my piano class from 4 to 5.15 on Wednesdays and Fridays. Carol

Carol : No, I don't join any clubs.

Interviewer : (6) ______?

Interviewer: Thanks a lot.

Carol: You're welcome.



Yummy Breakfast

Activity 1

Look at the pictures. Find the names of the food and drink items in the puzzle and write them under the pictures.











1. _____





4.

5.











6. _____

7.

8.

9

10.











11.

12. _____

13. _____

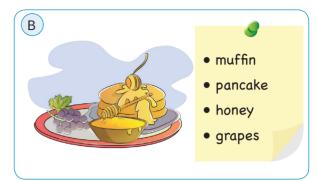
14. _____

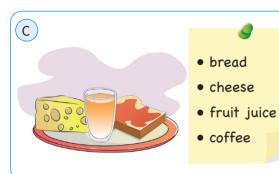
15. _____

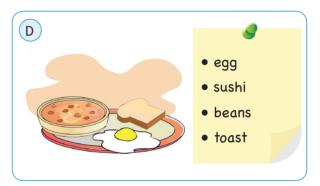
0	L	I	V	E	S	U	Т	E	Α
Х	U	I	Т	С	Α	М	0	Е	Т
С	Е	R	Е	Α	L	- 1	М	N	0
Н	0	I	G	Х	Α	L	Α	W	Α
Е	ı	U	G	S	М	K	Т	0	S
E	С	В	S	Α	I	Α	0	С	Т
S	Α	U	S	Α	G	Е	S	Н	V
Е	Т	М	U	F	F	I	N	0	U
V	С	R	0	ı	S	S	Α	N	Т
Q	В	E	В	М	Т	Α	E	Е	Υ
W	В	U	Т	Т	E	R	0	Υ	Z
Q	Р	Α	N	С	Α	K	Е	U	Х

Compare the breakfast trays from different countries with the lists. What's missing on each tray? Cross it in the list.









Activity 3

Read the speech bubbles and match the children with their breakfast trays above.



Hello! I'm Judy from Manchester. I'm British. We usually have a big breakfast in the morning. I prefer fried eggs, baked beans and toast for breakfast, I hate sausages, ham and bacon. Hi! My name's Pierre. I'm from Paris. French people like eating croissants and drinking coffee for breakfast, but I don't like coffee. I prefer milk. I also have jam with my croissants.



2. _



3. _____

Hi! I'm Juan from Madrid.
I'm Spanish. Spanish
breakfast is very simple. We
rub the bread with garlic
and tomato sauce, then put
some olive oil and salt on
it. We serve it with cheese,
ham or sausages. We also
have fruit juice.

Hi, there!

I'm Vera from Moscow. I'm Russian. At breakfast, I love eating oladi. It's a kind of pancake. I like it best with honey or jam and fresh grapes.



4.

Activity	4	Read the speecl "True" or "False		activity 3 again and ma	rk the sentences		
False	1. Fi	rench people have	a big breakfa	ast in the morning.			
	2. Judy prefers fried eggs, baked beans and a toast for breakfast.						
		era's favourite food	-				
				rlic and tomato sauce.			
				nic and tomato sauce.			
		roissant is a type o					
	6. P	ierre prefers milk t	o coffee.				
- · · · ·	_						
Activity	5	Fill in the table	with the info	ormation about you and	l your family.		
				AT BREAKFAST			
		lo	ve	prefer	hate		
I							
My mom							
My dad							
My sister							
My brother							
Activity	6	Look at your no members' brea		ble and write about you	ır and your family		
		members brea	KIAST HADITS.				
(
	Hell T'm	lo!					

Circle the best options. Score your answers and find out: Do you have a healthy breakfast?

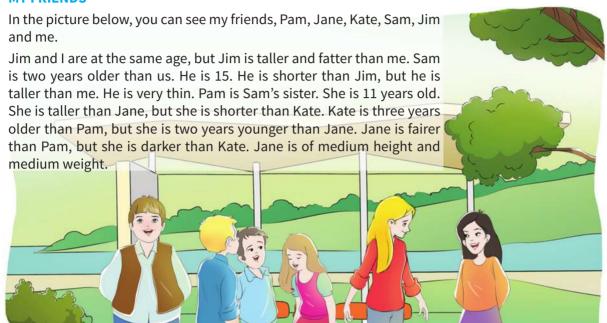
1.	I		h	ave breakfa	ast in the morning.	
	a) alv	vays			b) usually	c) sometimes
2.	l usua	ally ha	ave		_ to drink.	
	a) a c	up of t	tea		b) a glass of milk	c) a glass of coke
3.	I nev	er hav	e		for breakfast.	
	a) bis	cuits			b) chips	c) bread
4.	I love			at breal	kfast.	
	a) sau	ısages	;		b) salami	c) eggs
5.	1		ha	ave fresh fr	ruit at breakfast.	
	a) ne	ver			b) sometimes	c) usually
6.	1		ve	egetables,	such as tomatoes, cucum	bers and parsley at breakfast.
	a) lov	e'e			b) like	c) don't like
7.	I hav	e a lot	of	·		
	a) che	eese			b) butter	c) cake
8.	I pref	er		to _	•	
	a) cod	okies /	chees	e	b) chocolate / jam	c) cereal / chips
SCC	DRES:					
1	a 3	b 2	c 1			
2	a 2	b 3	c 1			
3	a 2	b 3	c 1			
4 5	a 1 a 1	b 2 b 2	c 3			
6	a 3	b 2	c 1	19 - 24	Congratulations! You have	e a healthy breakfast.
7	a 1	b 2	c 3	13 - 18	You must be more careful.	
8	a 1	b 2	c 3	8 - 12	You have an unhealthy die	et.

3 A Day In My City

Activity 1

Read the information about Peter and his friends and write the names of the children in the picture.

MY FRIENDS



Activity 2

Peter and his friends are downtown now. Look at the pictures and write: What are the children doing?



1



4. _____



2.



5



3.



6. _

Activity 3 Look at the pictures and tick (✔) the correct choice.



the giraffe.

Answer the questions, score your answers and find out: How well do you know your country?

1	Which city is larger? a) Konya	b) Ankara
2	Which mountain is higher? a) Ilgaz	b) Uludağ
3	Which region is colder? a) Mediterranean Region	b) Marmara Region
4	Which sea is saltier? a) Aegean Sea	b) Mediterranean Sea
5	Which river is longer? a) Dicle	b) Fırat
6	Which city is more humid? a) Adana	b) Balıkesir
7	Which lake is larger? a) Tuz Lake	b) Van Lake
8	Which city is more crowded? a) Bursa	b) İstanbul
9	Which sport is more popular? a) football	b) baseball
10	Which region is greener? a) Black Sea Region	b) Central Anatolia Region

Activity 5 Read the information about Salzburg, Austria and fill in the table.



Salzburg is a pretty, green city in the middle of Austria. It covers an area of 65.269 km². About 150.000 people live in this city. The average winter temperature is around –4°C and the average summer temperature is around 20°C.

	Name: Salzburg
Location	
Area (km²)	
Population	
Average winter temperature	
Average summer temperature	

Activity 6 Stick a photo of your hometown. Make a quick search and fill in the table.

Stick your photo here.

	Name:
Location	
Area (km²)	
Population	
Average winter temperature	
Average summer temperature	
9 9 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	****

Activity 7 Compare your hometown with Salzburg and write sentences as in the example.

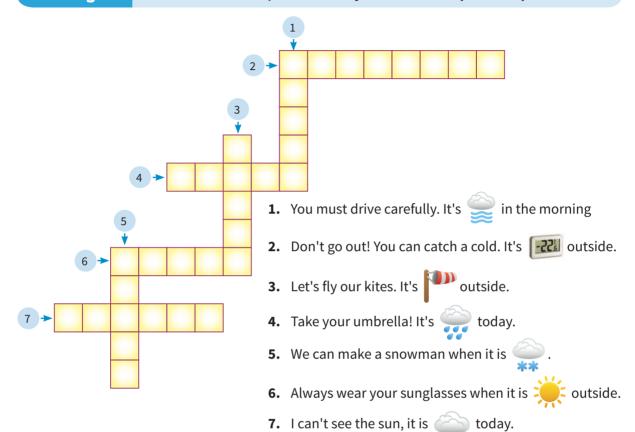
Example: My hometown, Antalya is larger than Salzburg.				



Weather And Emotions

Activity 1

Read the sentences, look at the symbols and complete the puzzle.



Activity 2

Write the seasons in the correct places and describe the weather condition in each season.

summer- winter -autumn - spring









1.	 2.	 3.	 4.	

Put the letters in the correct order and write the emotions.



1. _____



S A O X I N U

2.



O D M Y O

3. _____



4.



CKAJDL



6. _____

Activity 4

Look at the pictures, guess and answer the questions.

- 1. How do the children feel?
- 2. What's the weather like?



Andy



Match the speech bubbles with the children in activity 4.

I think the weather doesn't affect my emotions. I like the sun, the rain and the snow. I feel fine in all weather conditions. But I feel tired and sleepy on foggy days because it's dull outside.

1.

I think the weather really affects my emotions. I feel happy and energetic on sunny days. I want to go out and hang around all day. I don't like snowy and freezing winter days. I always feel cold and moody.

2. _____

Does the weather affect my emotion?

Hmmm... I'm not sure. But I don't like
stormy weather. Lightning and that terrible
noise! Oh, I feel really scared at stormy
nights.

3. _____

Activity 6

Read the speech bubbles again and answer the questions.

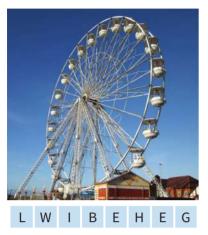
- 1. How does Charles feel on sunny days?
- 2. Who feels tired and sleepy on foggy days?
- **3.** Who feels scared at stormy nights?
- **4.** When does Bertha feel moody?

Fill in the table with your and family members' emotions in different **Activity 7** weather conditions. You Your mom Your dad Your brother/sister sunny rainy foggy stormy snowy Look at your notes in the table above and write about your and your **Activity 8** family members' emotions in different weather conditions. **Example**: My mom, my sister and I feel happy on sunny and hot days, but my dad feels moody.

At The Fair

Activity 1

Put the letters in the correct order and write the names of the fun rides in the pictures.







S E O C U R A L R

R W I N S G E V W A E



S N R G T H O I A T



U A R M R C E P B S

LAEREROSTRCLO

Activity 2

Complete the sentences with the fun rides above. Use your own opinions.

- 1. I think ______ is boring.
- **2.** I feel really frightened on ______.
- **3.** ______ is more exciting than _____ .
- **4.** I think ______ is faster than _____ .
- **5.** ______ is my favourite.

Greg is talking to Sally on the phone. Read Greg's answers and write Sally's questions in the correct places.



- **a.** How much is a fun ride?
- **b.** When is the fun fair?
- **c.** Can I bring my little brother?
- **d.** Where is it?
- e. Can you repeat, please?

Sally: Hello! Sally's speaking.

Greg: Hi, Sally! It's me, Greg.

Listen! There's a fun fair soon.

Sally: Great! I love fun fairs.

1()_____

Greg: It's from 24th March until 3rd April.

oreg . Restront 21 Marchandres April

Greg: It's at 179 Brooke Road, Sandy

Spring.

Sally : And 2 () _____

Sally: Sorry, I don't understand.

3()

Greg: Sure. It's at 179 Brooke Road, Sandy

Spring.

Sally: Oh, it's very close to our house.

Well, 4 ()

Greg: Each fun ride is 1 token and 1 token

is 85 pence.

Sally: I see. I have one more question.

Greg : Yes.

Sally: _____

Greg: Yes, you can.

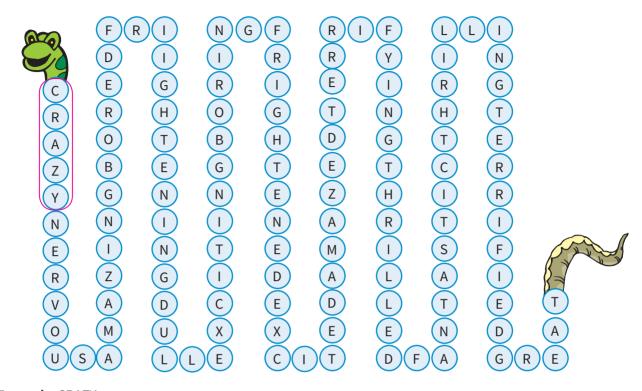
Sally: Great! Let's go to the fair tomorrow.

Greg: OK. See you at 2.15 then.

Sally: See you. Bye.

Activity 4 Find

Find the adjectives in the grid and write them down.



Example	e: CRAZY
---------	----------

_	
-	
 -	
 _	
-	
-	
 _	

Activity 5

Read the sentences and circle the correct choice.

- 1. The weather is nice and warm. I feel *great / exciting* today.
- 2. I hate the ghost train. I think it's excited / frightening.
- **3.** My brother loves riding on the carrousel, but I think it's *dull / fantastic*.
- **4.** My dad, grandpa and I enjoy the bumper cars. I feel really *nervous / excited* when I bump into my dad's car.
- **5.** Which is more **thrilling** / **nervous**? The swing or the big wheel?
- **6.** I always feel *nervous / fantastic* before exams.

Activity 6 Read the information and prepare a poster for the May Fair.

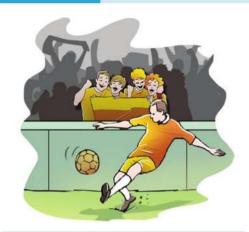
Use these ideas:

- ▶ Write an attractive slogan.
- ▶ Use suitable photos or draw pictures.
- ▶ Give information about the date, location, attractions and price of the rides.

May Fair is a big event in our town. We have a big fair in the city park between 15th – 30th May every year. On the fair ground, there are many fun rides such as bumper cars, wheels, carrousels, etc. People in funny costumes sell balloons, hot dogs, pop corn, desserts and drinks. Famous bands give concerts and there is music everywhere.

Fun rides aren't expensive at all. We can get 20 tokens for 10 Euros and each ride is only 1 token. Everybody in the town enjoys the May Fair.

Look at the pictures and write: Where were the people last weekend?







3 Mr. and Mrs. Clayton _____



5 Mary and Jack _____



2 Sally _____



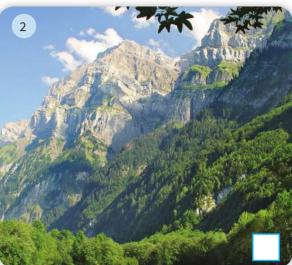
4 Jim _____



6 Charles _____.

Look at the pictures and write: What type of activities can you do in each place?









Read Sezen's homework about her last summer holiday and tick (\checkmark) her holiday place in activity 2.



Last summer, my family and I were in Kemer, Antalya. We stayed in a tent near the seaside. We went swimming every morning. My brother and I also learned diving there. We climbed mountains and picked flowers. We had a picnic in the mountains. In the evenings, we walked on the sand and played fun games with friends. Also, we went sightseeing and visited museums and art galleries. We had a great time there.

Activity 4

Read Sezen's homework again and answer the questions.

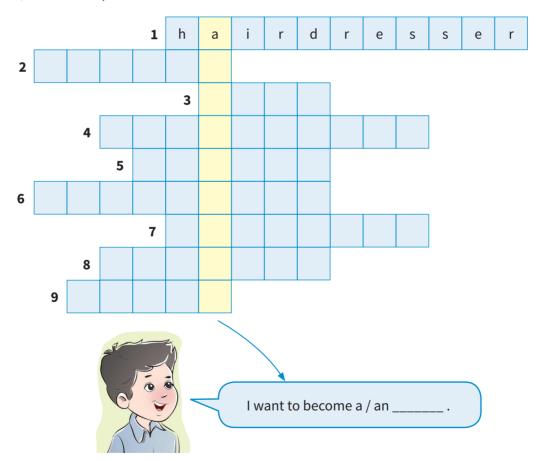
- 1. Where was Sezen last summer?
- 2. Did she go there with her friends?
- 3. Did she learn swimming?
- 4. Did she go sailing?
- 5. What did they do in the evenings?
- **6.** Did she enjoy her holiday?

Activity 5	Draw pictures or stick photos and write about your mid-term holiday.			



Read the descriptions, complete the puzzle and find Mike's dream job.

- 1. He/she dyes, cuts and styles hair.
- 2. He/she looks after people when they are ill.
- 3. He/she cooks dishes in a restaurant, hotel or cafeteria.
- **4.** He/she repairs electrical devices.
- **5.** He/she drives people to different places.
- **6.** He/she writes letters, e-mails, answers the telephones and organizes meetings.
- **7.** He/she mends cars.
- **8.** He/she teaches new things to students at school.
- **9.** He/she flies the plane.



Activity 2

Write a description for Mike's dream job as in the examples above.

Look at the pictures and complete the text about Ryan Carter, Mike's dad.

Ryan Carter became an architect in 2000. He works for a big construction company.

He always (1) _____ at 6.30. He usually does his morning (2)

and has (3) ______. Then, he has breakfast.

He leaves (4) around 8 o'clock. He often (5)

to work, but he sometimes goes to work by (6) ______. He starts work at

(7) His office is on the 11th floor of a high building. In his office, he has got

a big (8) _____ with illumination. He can (9) _____ plans for

modern and comfortable hotels, offices and homes. He stops work at (10) $\,$



o'clock. He always has dinner with his family at (11)



He reads (12) ______ or (13) ______, watches

or listens to (15) _____ in the evenings.

A	ctivity 4	Read t	he text about Ryan Carter again and answer the questions.		
1.	1. When did he become an architect?				
2.	2. Where does he work?				
3.	3. What time does he start / stop work?				
4.	What does h	e do at w	ork?		
5.	What does h	e do in th	e evenings?		
A	Activity 5 Fill in the table with the information about one of your family members (your mom, your dad, your uncle, etc.).				
	Name and surr	name			
	Occupation				
	Starting date				
	Place of work				
	Activities at work				
,	Working days / hours				
A	Activity 6 Look at your notes in the table above and write a paragraph about your family member and his/ her occupation. Look at the example in activity 3				

The students are playing a guessing game. They are trying to find out each other's ideal professional. Can you complete the dialogues below?



Bob	:	Does she work inside?			
Meg	:	Yes. She works inside.			
Tom	:	(1)	?		
Meg	:	No. She doesn't work at a school.			
Sue	:	(2)	?		
Meg	:	Yes. She works at a hospital.			
Sue	:	(3)	?		
Meg	:	Yes. She wears a white apron.			
Tom	:	(4)	?		
Meg	:	No. She isn't a nurse.			
Bob	:	(5)	?		
Meg	:	Yes. She is a doctor.			

Meg	:	Does he work inside?
Bob	:	No. He works outside.
Sue	:	Does he wear a special uniform?
Bob	:	(1)
Tom	:	Does he work for the army?
Bob	:	(2)
Meg	:	Does he work on a farm?
Bob	:	(3)
Sue	:	Does he work at weekends?
Bob	:	(4)
Meg	:	Does he work for the security office?
Bob	:	(5)

Meg: Is he a policeman?

Bob : Yes.





Detectives At Work

Activity 1

Look at the pictures, guess and answer the questions.

- 1. Who is the girl talking to?
- 2. How does she feel?





Activity 2

Read the telephone conversation and write the police officer's questions in the correct places.

- a) Where are you at the moment?
- **b)** Where is the person?
- c) Are you alone at home?

- d) What is your name?
- e) What are you doing?
- **f)** What is the person doing now?

Mary : Hello! I... I need your help. Somebody wants to break into our house.

Officer: Calm down and answer my questions, please.

Mary: OK.

Officer: First of all, (1) ______

Mary: It's Mary Wind.

Officer: And (2) ______

Mary : No. I'm with my little brother, Paul.

Officer : (3) _____

Mary : In the living room.

055

Officer : (4) ______

Officer: (5)

Mary: I think he is at the window. Oh, no! He is walking to the door. I can hear his foot steps.

Officer (6)

Mary: He is trying to open the door. Please, help us!

: We are doing homework.

Officer: Keep calm and stay on line. The police will be there in a few minutes.

Mary : Oh, it's Uncle Gary.

Look at the picture and write. What are the people doing at the moment?



Activity 4

Look at the picture and read the report below. Then, answer the question.

Who is reporting the bank robbery?

It was around 4.30 There were only a few people in the bank. I sat on a bank with my little daughter. Suddenly I noticed two men with masks at the entrance.

One of the robbers was tall and thin. He had blue jeans, a black leather jacket and brown boots. He had thick black hair and blue eyes. The other one was short and fat. He had brown trousers, a light brown coat and a red hat. And he had scary brown eyes.

The tall man put the money in a black briefcase and the other man waited at the door. Then, they ran out of the bank quickly. I think they went away by a motorbike. I couldn't see it, but I heard the noise. I wanted to look where they went, but my daughter was scared. So, I had to stay with her.

Activity 5 Read the report again and answer the questions.

1. When did the robbery happen?

2. How many robbers were there?

3. What were they like?

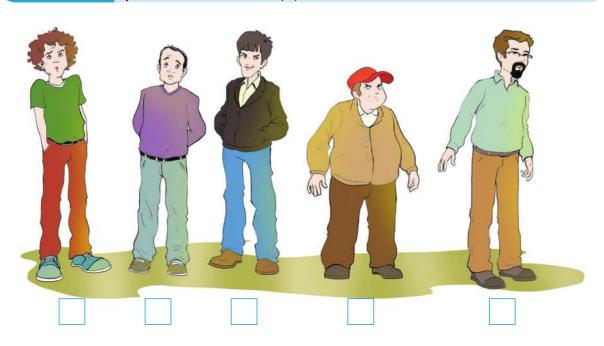
4. Where did they put the money?

5. How did the robbers go away?

6. Could the witness see it?

Activity 6

The police caught some suspects right after the robbery. Look at the pictures below and tick (\checkmark) the robbers.



Look at the pictures, read the text and solve the case.









Early in the morning, Andy, Sam, Charles and Susan came to Mrs. Taylor's house and started work. Andy painted the kitchen red. Sam painted the living room yellow. Charles painted the window frames red. Susan cleaned all the house and they went away around 5 o'clock.

At 6.30, Mrs. Taylor wanted to order dinner for the family, but her purse was not in her handbag. She looked at every corner in the house, but she couldn't find it. She called Detective Clever immediately. Detective Clever found her purse under the balcony, but there was no money in it. He looked around for some footprints. There were too many footprints on the ground. So, it didn't help him. Then, he took his magnifier and investigated the purse. He noticed some yellow and some red paint on the purse and there were many fingerprints, too. He found out the thief quickly.

Who was the thief? Why?

Answer: It was Susan. Because there were red and yellow paint and many fingerprints. Andy, Sam and Charles didn't leave fingerprints because they wore gloves.



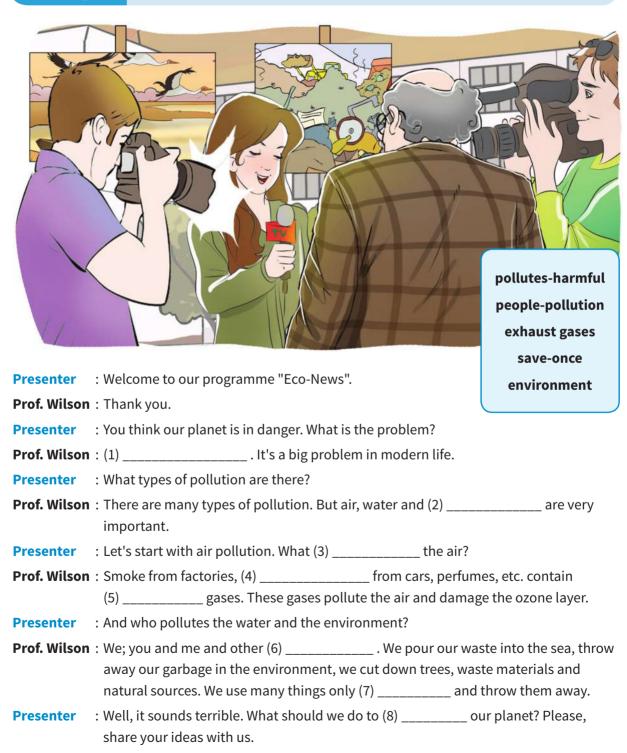
Saving The Planet

Activity 1 Imagine you are Mr./Mrs. Right. Look at the pictures and tell people what to do.

Activity 2 Look at the picture, guess and answer the questions.

- 1. What type of programme is it?
- 2. What are the people talking about?

Activity 3 Complete the interview with the words in the box.



Activity 4	Read the interview again and make a list of the causes of air, water and environment pollution.
ample	
_ Smoke fro	om factories
Activity 5	Get connected to the programme 'Eco-News' and suggest some solution to the problems in your list above.
ample	
	Factories should use filters.
	Write two slogans about protecting the nature and saving energy. Look
Activity 6	at the example.
ample He	ealthy Environment Healthy People
	atting Environment reatting reopte

Act	Mark the correct environment-fri	t choice, score your answers endly?	and find out: Are you			
	1 How many planets are there in the solar system?					
	a) 6 planets	b) 8 planets	c) 11 planets			
2	What does 'recycling' mean?					
	a) Using something only once					
	b) Using some materials again					
	c) Using something less					
3	What can we recycle?					
	a) Glass	b) Trees	c) Rubber			
4	Which is not an environment-	friendly energy source?				
	a) Wind	b) Sun	c) Fuel oil			
5	What do the trees generate?					
	a) Oxygen	b) Carbondioxide	c) Sulphur			
6	Which one is true about savin	ng water?				
	a) We shouldn't brush our teeth	n every day.				
	b) We should brush our teeth o	nce a day.				
	c) We should turn off the tap while we are brushing our teeth.					
7	Which is false about saving tr	rees?				
	a) We shouldn't waste paper.	b) We should recycle paper.	c) We shouldn't use paper.			
	Mile also as a second of two many and also	annik waliota tha aini				
8	Which means of transport do	•	-) C			
	a) Bicycles	b) Planes	c) Cars			
9	What can't we put in recyclin	g bins?				
	a) Cola cans	b) Old clothes	c) Milk bottles			
10	What should we do before we	e leave a room?				

Answers: 1. b 2. b 3. a 4. c 5. a 6. c 7. c 8. a 9. b 10. c

a) Open the windows for fresh air b) Dust the furniture c) Turn off the lights



Answer these questions.

- 1. What is democracy?
- 2. Where do you have democracy?

Activity 2

Read the following text and check your answers above.

DEMOCRACY









Democracy is a form of government. In a democratic country, people vote for and elect the leader(s) of their country.

However, democracy starts at home. I'm sure your mom asks you what you prefer to eat for lunch or dinner and she cooks the dish you prefer. Here, your mom asks your opinion, you express your opinion freely and she respects and takes it serious. This is a very simple way of democratic practice.

Imagine you want to go to the cinema with a group of friends. How do you decide on the movie you are going to watch? I'm sure you ask each of your friend which movie he/she prefers. There is democracy in your group.

We can experience democracy at schools as well. Classroom president election is the best example for democratic practices at schools. But expressing your opinions freely, having equal rights in the class, showing respect to each other, etc. are also related to democracy.

Activity 3	Read the text above again and mark the sentences "	True" or "	False".			
1.	In democratic groups, everyone is equal.					
2.	Democracy doesn't respect individual's opinions.					
3.	In democracy, everyone can express his/her opinions freely	y.				
4.	4. In democratic schools, teachers choose the class president.					
Activity 4	Tick (✓) the checklist about your school and school s	taff.				
		Yes	No			
1. The schoo	l staff treats everyone fair.					
2. The schoo	l staff is respectful to everyone.					
3. The schoo	l staff asks our opinions.					
4. The schoo	l staff listens and takes our opinions seriously.					
5. The schoo	l staff supports and encourages talented children.					
6. The schoo	l staff helps poor children get help.					
7. At school,	we can express our opinions freely.					
8. At school,	we can choose our friends freely.					
9. At school,	we can join and form groups and clubs.					
10. At school,	we can get lots of information.					
11. At school,	children with a disability get special training.					
12. At school,	we can do sports and play games.					
13. At school,	we must obey school rules.					
14. At school,	we don't wear a uniform.					
15. Our schoo	l is safe and peaceful.					

Activity 5 Answer these questions.

- 1. Is there a 'Complaints and Suggestions Box' at your school?
- 2. What type of things do students write in such boxes?

Activity 6	pink boxes) and suggestions (in the green boxes). How can you make your school more democratic?			



Draw a picture or stick a photo of your ideal school. Write a short paragraph and introduce it to your friends.

haut
bout:
١

- the facilities
- school staff
- teacher-student relations
- school subjects
- social activities

Irregular Verbs

PRESENT	PAST	PRESENT	PAST
be	was/were	leave	left
become	became	lend	lent
begin	began	lose	lost
bite	bit	make	made
blow	blew	meet	met
break	broke	pay	paid
bring	brought	put	put
build	built	read	read
buy	bought	ride	rode
catch	caught	ring	rang
choose	chose	rise	rose
come	came	run	ran
cost	cost	say	said
cut	cut	see	saw
do	did	sell	sold
draw	drew	send	sent
drink	drank	shut	shut
drive	drove	sing	sang
eat	ate	sink	sank
fall	fell	sit	sat
feel	felt	sleep	slept
fight	fought	speak	spoke
find	found	spend	spent
forget	forgot	stand	stood
freeze	froze	steal	stole
get	got	swim	swam
give	gave	take	took
go	went	teach	taught
hang	hung	tell	told
have	had	think	thought
hear	heard	throw	threw
hide	hid	understand	understood
hit	hit	wear	wore
hold	held	win	won
hurt	hurt	write	wrote

Word List

Unit 1

announcement

enroll

flamenco

folk dance

go online

graph

hang around

have a rest

have a snack

judo

karate

membership

neighbourhood

polka

traditional

Unit 2

bagel

baked

beans

blueberry

Bon appètit!

Buon appetito!

cereal

croissant

Enjoy your meal!

fried

garlic

grilled

Guten Apetit!

junk food

miso soup

muffin

nutritious

oat

omelet

room temperature

soybeans

special

sushi

Yuk!

Yummy!

Unit 3

average

busy

comfortable

crowded

downtown

population

queue

relaxing

skyscraper

traffic jam

Unit 4

affect

anxious

Celcius

degrees

dull

emotion

foggy

lightning

moody

stormy

weather forecast

wet

Unit 5

amazing

big wheel

bumper car

carrousel

crazy

fair

fantastic

ghost train

horrible

nervous

roller coaster

skeleton

swing

tap

terrifying

thrilling

vampire

Unit 6

forest

lake

mountain

pick

river

sail

seaside

sightseeing

tower

Unit 7

accountant

accounting

architect

computer programmer

design

doctorate

dye

fabrics

hairdresser

illumination

mechanic

occupation

prescription

profession

professional

self-employed

sew

style

tailor

worker

Unit 8

a million

break into

burglar

cash

fingerprint

investigate

J

magnifier prison

rob

robber

steal

thief

Unit 9

cut down

damage

electrical device

garbage

harm

harmful

planet

plug

pollution

public transportation

recyclable

recycle

reduce

remote control

rubbish

save

unplug

waste

Unit 10

ballot box

campaign

candidate

election

equal

fair

flyers

law

polling place

republic

respect

responsibility

right

vote

Suggested Materials









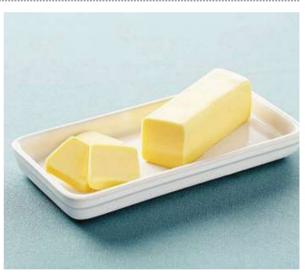


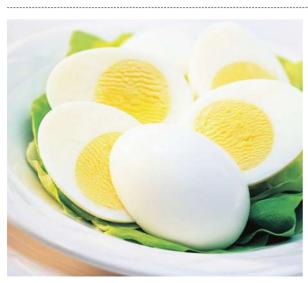












































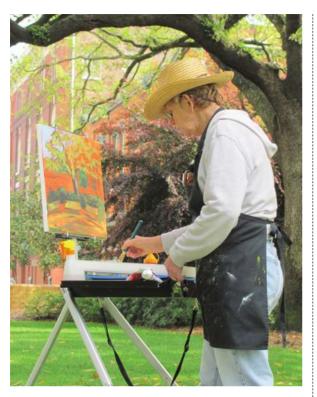


























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