MIDDLE SCHOOL AND IMAM HATIP MIDDLE SCHOOL

UPSWING ENGLISH 8

STUDENT'S BOOK

AUTHOR
Baykal TIRAŞ

Bu kitap, Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulu Başkanlığı'nın 28.05.2018 tarih ve 78 sayılı (ekli listenin 156'ncı sırasında) kurul kararıyla 2018-2019 öğretim yılından itibaren 5 (beş) yıl süreyle ders kitabı olarak kabul edilmiştir.

TUTKU YAYINCILIK

Her hakkı saklıdır ve **TUTKU KİTAP YAYIN BİLGİSAYAR DERS ARAÇ GEREÇLERİ TİCARET LİMİTET ŞİRKETİ**'ne aittir. İçindeki şekil, yazı, metin ve grafikler, yayınevinin izni olmadan alınamaz; fotokopi, teksir, film şeklinde ve başka hiçbir şekilde çoğaltılamaz, basılamaz ve yayımlanamaz.

ISBN: 978-975-8851-91-1

Görsel Tasarım Uzmanı
Aysel GÜNEY TÜRKEÇ

TUTKU YAYINCILIK

Kavacık Subayevleri Mah. Fahrettin Altay Cad. No.: 4/8 Keçiören/ANKARA

tel.: (0.312) 318 51 51- 50 • belgegeçer: 318 52 51

İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

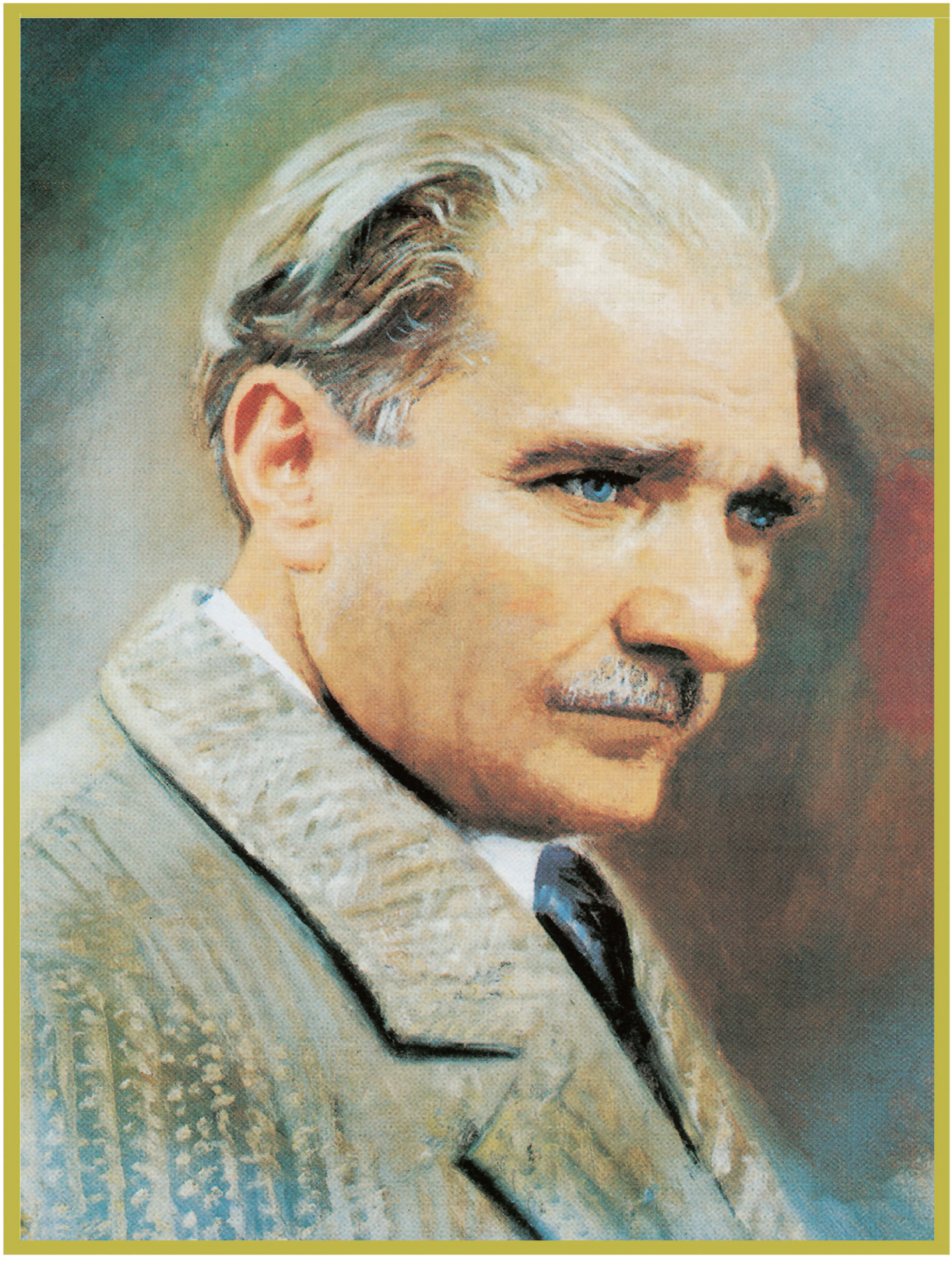
GENÇLİĞE HİTABE

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

Plan of the Book 7

Unit 1

Friendship 9

Unit 2

Teen Life 21

Unit 3

In The Kitchen 35

Unit 4

On The Phone 45

Unit 5

The Internet 55

Unit 6

Adventures 65

Unit 7

Tourism 73

Unit 8

Chores 83

Unit 9

Science 93

Unit 10

Natural Forces 103

Self-Study Activities 113

Word List 164

Irregular Verbs List 169

References 170

Plan of the Book

	Language Skills and Learning Outcomes Students can …
Unit 1 **Friendship** **Pages: 9-20**	• understand the specific information in short conversations on everyday topics, such as accepting and refusing an offer/invitation, apologizing and making simple inquiries. • interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries. • structure a talk to make simple inquiries, give explanations and reasons. • understand short and simple texts about friendship. • understand short and simple invitation letters, cards and emails. • write a short and simple letter apologizing and giving reasons for not attending a party in response to an invitation.
Unit 2 **Teen Life** **Pages: 21-34**	• understand phrases and expressions about regular activities of teenagers. • talk about regular activities of teenagers. • express what they prefer, like and dislike. • give a short description of daily activities in a simple way. • understand short and simple texts about regular activities of teenagers. • write a short and simple paragraph about regular activities of teenagers.
Unit 3 **In The Kitchen** **Pages: 35-44**	• get the gist of short, clear and simple descriptions of a process. • ask and answer questions, and exchange ideas and information on a topic related to how something is processed. • give a simple description of a process. • understand the overall meaning of short texts about a process. • guess the meaning of unknown words in a text. • write a series of simple phrases and sentences by using linkers to describe a process.
Unit 4 **On The Phone** **Pages: 45-54**	• understand phrases and related vocabulary items. • follow a phone conversation. • make a simple phone call asking and responding to questions. • express their decisions taken at the moment of conversation. • understand short and simple texts with related vocabulary. • write short and simple conversations.
Unit 5 **The Internet** **Pages: 55-64**	• understand the gist of oral texts. • comprehend phrases and related vocabulary items. • talk about their Internet habits. • exchange information about the Internet. • make excuses, and accept and refuse offers by using a series of phrases and simple sentences. • identify the main ideas in short and simple texts about the Internet habits. • find specific information about the Internet in various texts. • write a basic paragraph to describe their Internet habits.

	Language Skills and Learning Outcomes Students can …
Unit 6 **Adventures** **Pages: 65-72**	• follow a discussion on adventures. • understand the main points of simple messages. • interact with reasonable ease in short conversations. • talk about comparisons, preferences and their reasons. • make comparisons about sports and games by using simple descriptive language. • understand short and simple texts to find the main points about adventures. • write a short and simple paragraph comparing two objects.
Unit 7 **Tourism** **Pages: 73-82**	• understand and extract the specific information from short and simple oral texts. • exchange information about tourism. • talk about their favorite tourist attractions by giving details. • express their preferences for particular tourist attractions and give reasons. • make simple comparisons between different tourist attractions. • express their experiences about places. • find specific information in various texts about tourism. • design a brochure, advertisement or a postcard about their favorite tourist attraction(s).
Unit 8 **Chores** **Pages: 83-92**	• identify the main points of a short talk describing the responsibilities of people. • understand obligations, likes and dislikes in various oral texts. • follow the topic change during factual, short talks. • interact during simple, routine tasks requiring a direct exchange of information. • talk about responsibilities. • express their obligations, likes and dislikes in simple terms. • understand various short and simple texts about responsibilities. • write short and simple poems/stories about their feelings and responsibilities.
Unit 9 **Science** **Pages: 93-102**	• recognize main ideas and key information in short oral texts about science. • talk about actions happening currently and in the past. • involve in simple discussions about scientific achievements. • describe actions happening currently. • present information about scientific achievements in a simple way. • understand short and simple texts about actions happening currently and in the past. • identify main ideas and supporting details in short texts about science. • write simple descriptions of scientific achievements in a short paragraph.
Unit 10 **Natural Forces** **103-112**	• identify the main points of TV news about natural forces and disasters. • talk about predictions concerning the future of the Earth. • negotiate reasons and results to support their predictions about natural forces and disasters. • express predictions concerning the future of the Earth. • give reasons and results to support their predictions about natural forces and disasters. • identify specific information in simple texts about natural forces and disasters. • write a short and simple paragraph about reasons and results of natural forces and disasters.

UNIT 1

FRIENDSHIP

Lesson 1

1 1.1 **Listen and fill in the blanks with the words below. Then sing along.**

BECAUSE WE ARE FRIENDS

alone **day** **wrong** **fun** **tall** **jump**

I'm short. I'm ..... (1). I dance. I play ball.
It doesn't matter because we're friends.
I'm black. I'm white. I like the ..... (2). I like the night.
It doesn't matter because we're friends.
I like you because you're ..... (3) to be with.
I like you because you make me smile.
I like you because you're always there.
I hope we're friends for a long, long while.
My eyes are brown. My eyes are blue.
It doesn't matter because we're friends.
I like the sun. I like the rain. I walk ..... (4). I use a cane.
It doesn't matter because we're friends.
I like you because you're fun to be with.
I like you because you make me smile.
I like you because you're always there.
I hope we're friends for a long, long while.
I'm a boy. I'm a girl. I like to ..... (5). I like to twirl.
It doesn't matter because we're friends.
I have a dog. I have a cat.
And there's nothing ..... (6) with that!
It doesn't matter because we're friends (x2).

2 **Tick (✔) the quotation/proverb below that best describes friendship in your opinion. Then share the quotations/proverbs about friendship in Turkish.**

- ☐ Friends show their love in times of trouble, not in happiness. *(Euripides)*
- ☐ Don't walk behind me; I may not lead. Don't walk in front of me; I may not follow. Just walk beside me and be my friend. *(Albert Camus)*
- ☐ Walking with a friend in the dark is better than walking alone in the light. *(Helen Keller)*
- ☐ You never really know your friends from your enemies until the ice breaks. *(Eskimo Proverb)*
- ☐ The road to a friend's house is never long. *(Danish Proverb)*

3 **Can a person with the personal traits below be your best friend? Tick (✓) or cross (✘).**

☐ honest	☐ generous	☐ bad-tempered	☐ helpful
☐ jealous	☐ self-centered	☐ mean	☐ unreliable
☐ understanding	☐ caring	☐ aggressive	☐ stubborn
☐ tactful	☐ fair	☐ adventurous	☐ amusing
☐ sneaky	☐ loyal	☐ arrogant	☐ determined

4 **What are the personal traits of a good and a bad friend to you? Why? Share your reasons with your classmates.**

Example: *To me, a good friend is an honest person because I hate sneaky people. A bad friend is an aggressive person because I need tactful and caring people around me.*

Lesson 2

1 **Match the sentences with the photos.**

2 We sometimes have slumber parties with the girls. We chat about many things all night.

☐ I love going to the theater with my friends. I really like the atmosphere there.

☐ We celebrate our friends' birthdays at a nice place every year.

☐ I like having a picnic with my family. It's very relaxing.

☐ Amusement parks! My friends and I love spending time there. It's so exciting.

☐ We have great fun at the concerts. We listen to music and dance for hours.

2 **Group Work:** **What other things do you like doing with your friends or family? Why? Discuss in your group and then share the interesting ones with the class.**

Lesson 3

1 **Scan the menu below and add one more food/drink to each category.**

2 **Pair Work:** **Imagine that you are at a restaurant with your family or friends. Look at the menu above and order your dishes and drinks. Follow the example.**

Example: ***Waiter:*** *What would you like?*

You **:** *I'd like today's soup, fish, carrot salad and lemonade, please.*

3 **Imagine that you are a waiter at a restaurant and your friends are customers. Ask three of your friends for their orders and complete the table below.**

Your Friend's Name	His/Her Orders

4 1.2 Listen and circle what Barbara orders on the menu.

Waiter : Hello! May I take your order?

Adam : Yes, please. Barbara! What would you like to have?

Barbara : Well, I'd like lentil soup first.

Waiter : Lentil soup. OK. What would you like to have for a main course?

Barbara : I'd like a mixed kebab, please.

Waiter : All right. Would you like to have a dessert?

Barbara : Yes. I'd like a piece of apple pie.

Waiter : All right. And would you like anything to drink?

Barbara : No, thank you.

5 Pair Work: Read and practice the conversation.

6 1.3 Listen to the rest of the conversation and write down what Adam orders.

Soup : ..... Dessert : .....

Main Course : ..... Beverage : .....

7 Role Play: Work in groups of three. Imagine that one of you is a waiter/waitress and the others are customers at a restaurant. Write a role play and act it out in the class. Study the box below to help you.

What would you like?	I'd like to have chicken soup.
Would you like fruit juice?	No, thank you.
Would you like some tea?	Yes, that would be great.
What would you like to eat?	I'd like to eat grilled chicken.
Would you like anything to drink?	Coffee, please.
Would you like to drink coffee?	No, thanks.

Lesson 4

1 **Read the offers/invitations and the responses. Then tick (✓) the boxes.**

✓ She/He accepts the invitation.

✘ She/He refuses the invitation.

Would you like to come to my birthday party on Sunday?	☒ I'm sorry, but I can't. My cousin is coming on Sunday. ☑ Yes, I would. ☐ A birthday party? That sounds fun. ☐ Of course. Where's it? ☐ Yeah, sure. Thanks for inviting me.
How about a slumber party on Sunday?	☐ Yes, I'd love to. What time is it? ☐ Sorry, but I'm too busy on Sunday. ☐ I'd love to, but I must finish my homework on the weekend. ☐ Sure, it sounds awesome. Who else will be at the party?

2 **Invite your friends to an event and elicit their responses. You may use the expressions in Part 1.**

3 1.4 **Listen and complete the blanks.**

Jessy : Listen, Kim. Are you busy ..... **(1)**?

Kim : No, not at all. Why?

Jessy : I have two tickets for a ..... **(2)** tonight. Would you like to go with me?

Kim : I'd love to, but whose concert is it?

Jessy : It's a local music band, but they are very good.

Kim : It sounds ..... **(3)** Where's it?

Jessy : It's at the cultural ..... **(4)** on Main Street. You know the place, right?

Kim : I'm sorry, but I don't know.

Jessy : Don't worry. We can go together. Shall we meet at ..... **(5)** o'clock at the tram station?

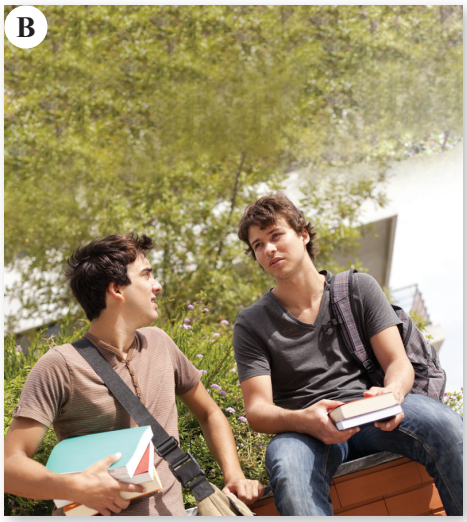
Kim : OK, see you at 7 o'clock at the tram station.

4 1.5 Listen and answer the questions.

A

1. What's the event/activity?
1. .....
   .....
2. When is it?
2. .....
   .....
3. What's her excuse for refusing the invitation?
3. .....
   .....

B



1. When's the event/activity?
1. .....
   .....
2. What kind of movie do they decide to see?
2. .....
   .....
3. What time are they meeting?
3. .....
   .....

5 Pair Work: Read the role cards, prepare a role play and act it out in the class.

Student A :
Decide on an event and invite your partner to do it together. Your friend may ask you some details about the event, so be ready to answer the questions.
Use the vocabulary/expressions in the previous parts to help you.

Student B:
Your partner invites you to an event. You may accept or refuse the invitation. If you accept, ask for more information about the event. If you refuse the invitation, apologize and give an excuse. Use the vocabulary/expressions in the previous parts to help you.

6 Pair Work: Change the roles and repeat the activity in Part 5.

Lesson 5

1 **Answer the questions below.**

1. What types of reunions are there in Turkey?

2. What do people usually do at reunions?

2 **Read the invitation and answer the questions.**

1. What's the name of the school?

1. ..... .

2. Where is the event?

2. ..... .

3. How can people get more information?

3. ..... .

4. What's the deadline for joining the event?

4. ..... .

CLASS REUNION

FRIENDSHIP PRIMARY SCHOOL
THE CLASS OF 2014

We are organizing our first class reunion. It's a great chance for us to see everybody after a long time. Don't miss this opportunity.
We are expecting to see you all.

Saturday, April 30
7:00 p.m. to 10:00 p.m.

Paul's Restaurant
105, First Street

$15 per person

For more information, contact Jess Bradley.

PS: Please inform us in advance if you can attend the event until April 22. You can send an email to jess_bradley@tmail.com or a letter to 19, Main Street, Melbourne, Australia.

3 **Read the replies to the reunion invitation. Tick (✓) if the sender accepts and cross (✗) if the sender refuses the invitation.**

Send Save Now Discard

To: jess_bradley@tmail.com

Add Cc Add Bcc

Subject: Class Reunion

Attach a file Insert

Rich formatting Check Spelling

Dear Jess,

First, thank you for organizing the class reunion. I'd love to come to the event. It's so nice to meet up with our friends. We can talk about our memories and our new lives. I have one question. Can our parents join the event?

Hope to see you all.

Love

Angelina ☐

1 *Dear Jess,*

2 *Thank you for the nice invitation. I'm sorry, but I can't attend the event. I'd love to see all my old friends, but we are going on vacation on April 30.*

See you later.

3 *Sincerely,*

4 *Brad* ☐

4 **Read the second reply in Part 3 again and match the sentences with the parts of a letter.**

☐ 3 Closing.

☐ Body Part/ The sender apologizes and gives his excuse for not attending.

☐ Greeting.

☐ The name of the sender.

5 **Imagine that the invitation in Part 2 is for you. Reply it via an email or a letter. State that you can't attend the event. Apologize and give reasons for not attending the event. Follow the examples in Part 3.**

Lesson 6

1 **What characteristics should an ideal friend have? Discuss your ideas.**

Example: *I think an ideal friend should be truthful and supportive.*

2 **Scan the opinions below. What are they talking about? Choose the correct choice.**

Best Friends *Family Ties* *Problems with Friends*

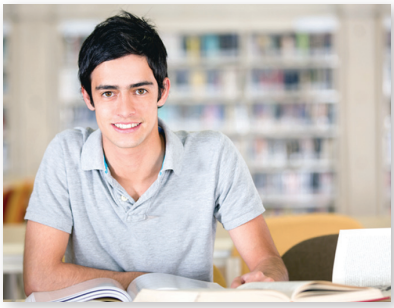
I think sharing makes Kelly my best friend. We share all our secrets. I call her day and night.

*Sandra is my best friend ever. I always support her, and I know that she always **backs** me **up**.*

*Leila is my best friend, and I can always **count on** her. Trust is very important to me.*

*Tom and I **have lots of things in common**. We do the same things all the time.*

*My best friend is Patricia. We sometimes argue, but I usually **get on well with** her.*



*Bill and I are always **honest** with each other. We never lie, and we are very close.*

3 **Read the opinions and find the correct expressions in bold for the definitions below.**

1. To help and support someone: ..... *back up* .....

2. Telling the truth all the time: .....

3. To have a lot of similar interests: .....

4. To depend on someone: .....

5. To have a good relationship: .....

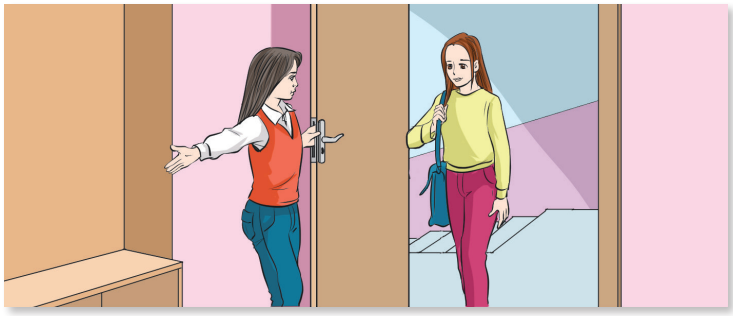
4 **Who's your best friend? What makes him/her special? Share your ideas.**

Example: *Selin is my best friend because we have great time together. I always trust her.*

PROJECT

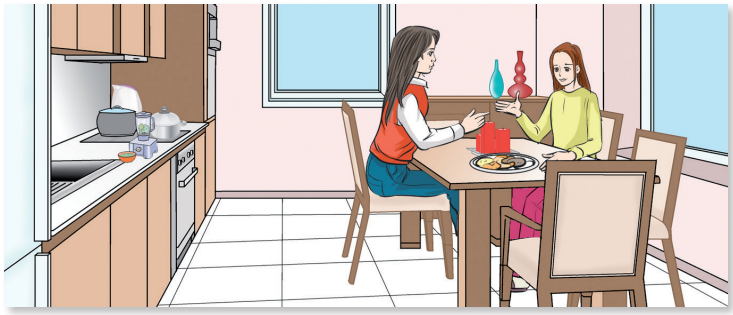
1 **Work in pairs. Write a dialog and then act it out. Follow the information below.**

Imagine that your partner is your best friend. You invite him/her home and he/she comes over to your house. Then your dialog starts. While you prepare the dialog, you should divide it into three parts.



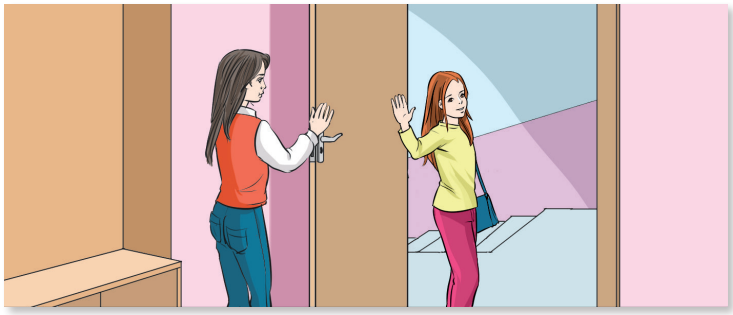
Part 1

Welcome your friend and let him/her come in.



Part 2

Serve food/drinks and chat. You may offer to do something fun at home.



Part 3

Say goodbye and invite him/her to come over again.

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
understand offers and invitations.	☐	☐	☐
accept and refuse invitations.	☐	☐	☐
understand texts about friendship.	☐	☐	☐
write a letter apologizing for not attending an event/activity.	☐	☐	☐
exchange ideas and information with my friends.	☐	☐	☐

UNIT 2

TEEN LIFE

Lesson 1

1 **Read and number the daily routines from the first thing you do to the last one on a typical day. Cross (✘) the routines that you don't do.**

☐ listen to music	☐ get dressed	☐ surf the Internet
☐ go to school	☐ take classes at school	☐ watch TV programs
☐ get up	☐ spend time with my family	☐ have lunch
☐ read a newspaper	☐ chat with my friends online	☐ have breakfast
☐ wash my face and hands	☐ arrive home from school	☐ go to bed
☐ follow after-school activities	☐ have dinner	☐ do my homework

2 **Use the time expressions below and talk about your daily routines in the class. Follow the example below.**

Time Expressions

early	at 7:30	in the morning	on Mondays	after
late	at 8:15	in the afternoon	on Fridays	before
every day	at 9:00	in the evening	on weekdays	until
every week	at 11:05	at night	on weekends	from … to …

Example:

*I get up very **early on weekdays**. I have an enormous breakfast with my family **at about 7:00** and then go to school **at 8:15**. I have lunch at school **at 12:30**. My lessons finish **at 3:30**.*

*I follow after-school activities **from 4 o'clock to 6 o'clock in the afternoon**. I arrive home from school **at 6:30 every day**.*

*I get up **late** and have breakfast with my family **on weekends**. I attend my music school **from 11:00 to 13:30 on Saturdays and Sundays**. I chat with my friends online **in the evenings**. I watch a movie with my friends **on Saturday evenings**. I usually go to bed **after 23:30 on Fridays and Saturdays**.*

3 **Read the text. Check (✓) the correct boxes. Correct the false statements.**

Hello. My name's Jessica, but everybody calls me Jess. I get up very early in the morning. I wash my face and hands. After I have breakfast, I skate to school. I love skating. I have two very close friends. Their names are Peter and Nicole.

Nicole likes music a lot. She loves rap, but she doesn't listen to pop. She can't stand it. She's very good at school subjects. She joins in many after-school activities every day, and she always reads books. She doesn't watch TV a lot, but she surfs the Internet.

Peter has two great hobbies; basketball and music. He listens to heavy metal, but I think it is unbearable. He's on the school basketball team. He has training from 4:00 to 6:00 on weekdays. I think it is difficult.

	True	False	
1. Jessica gets up early in the morning.	✓		.....
2. Jessica walks to school.			.....
3. Nicole listens to pop music.			.....
4. Nicole surfs the Internet.			.....
5. Peter thinks heavy metal is unbearable.			.....
6. Peter has training on weekends.			.....

4 **Write a paragraph about your daily routines.**

5 **Peer Assessment:** **Exchange your work with your friend. Check and correct your friend's paragraph. Use the checklist below. What else can you say to improve your friend's work?**

My partner pays attention to grammar rules.	☐
He/She pays attention to spelling and punctuation.	☐
He/She uses time expressions correctly.	☐
He/She gives different examples from his/her daily routines.	☐

6 **Share your daily routines with the class. Use your paragraph in Part 4.**

Lesson 2

1 **Match the photos with the activities. Write the numbers of the correct photos.**

3 playing tennis	( ) skydiving	( ) playing soccer	( ) swimming
( ) doing karate		( ) riding a bike	

2 **Write two more activities in the table below. Tick (✓) the correct statements and cross (✘) the incorrect ones in your opinion. What else can you say about different activities? Follow the example.**

	It's healthy.	It's popular in Turkey.	It's exciting.	People do it just for fun.	It's so boring.
playing tennis	☐	☐	☐	☐	☐
skydiving	☐	☐	☐	☐	☐
playing soccer	☐	☐	☐	☐	☐
swimming	☐	☐	☐	☐	☐
doing karate	☐	☐	☐	☐	☐
riding a bike	☐	☐	☐	☐	☐
.....	☐	☐	☐	☐	☐
.....	☐	☐	☐	☐	☐

Example: *I think snowboarding is exciting, but it is also expensive.*

Lesson 3

1 Pair Work: Talk about your friend's opinions about sports. You may use the questions below to help you.

What sports do you do regularly?	Why do you do it?
When do you do it?	Where do you do it?
What sports do you like watching?	What sports would you like to try?

2 2.1 **Listen and complete the conversation with the words in the box.**

always	usually	often	sometimes	rarely	never

Alex : You look really fit, Claire. Do you ..... **(1)** exercise?

Claire : Yes, I do. I ..... **(2)** get up early and I run for an hour.

Alex : Wow! That's good.

Claire : By the way, I ..... **(3)** swim at the pool, too.

Alex : Really? How often do you swim?

Claire : Well, I swim once or twice a week.

Alex : Do you ever go to the gym?

Clair : Yes, I do. But I ..... **(4)** go there. Three or four times a month. What about you, Alex? How often do you exercise?

Alex : Well, I ..... **(5)** exercise, but I ..... **(6)** play computer games. I think I am too lazy.

3 2.2 **Listen to the rest of the conversation. Write "A" for Alex and write "C" for Claire in the boxes.**

How often does he/she do the activities?

- [A] He/She **usually** watches TV.
- [ ] He/She **sometimes** watches basketball matches on TV.
- [ ] He/She **always** studies and gets high grades.
- [ ] He/She **never** goes out on weekdays.
- [ ] He/She goes out **once a week**.
- [ ] He/She goes to the movie theater **three times a month**.
- [ ] He/She **often** goes bowling.
- [ ] He/She doesn't like going out **much**.

4 **What activities do you do regularly? How often do you do those activities? Write a short paragraph and give some details.**

5 **Group Work:** **How often do they do those activities? Ask and answer about the favorite free time activities of your friends. Ask for some details in turn. Then share the interesting ones with your friends. Use the information in Part 4. Follow the example.**

Example:

Student A : ***What activity do you do regularly?***

You : I take cooking classes.

Student B : ***How often do you take cooking classes?***

You : I take cooking classes once a week.

Student C : ***Who do you take cooking classes with?***

You : With my best friend, Ceren.

Student A : ***Where do you take the classes?***

You : I take the classes at a cooking school.

Student B : ***When do you attend the classes?***

You : I usually attend the classes at 9:00 a.m. on weekends.

Selenay takes cooking classes once a week. She takes cooking classes with her best friend, Ceren, at a cooking school. She usually attends the classes at 9:00 in the morning on weekends.

Lesson 4

1 2.3 **Listen and number the types of music from 1 to 8 in the order you hear.**

- [ ] Opera
- [ ] Techno
- [ ] Beatbox
- [1] Classical

- [ ] Pop
- [ ] Rap
- [ ] Jazz
- [ ] Heavy Metal

2 **Add one more type of music to the list. Then tick (✓) what you think about the types of music. You may tick (✓) more than one box.**

	Exciting	Boring	Fun	Trendy	Ridiculous	Unbearable
Techno	☐	☐	☐	☐	☐	☐
Opera	☐	☐	☐	☐	☐	☐
Beatbox	☐	☐	☐	☐	☐	☐
Classical	☐	☐	☐	☐	☐	☐
Pop	☐	☐	☐	☐	☐	☐
Rap	☐	☐	☐	☐	☐	☐
Jazz	☐	☐	☐	☐	☐	☐
Heavy Metal	☐	☐	☐	☐	☐	☐
.....	☐	☐	☐	☐	☐	☐

3 **Talk about music and the types of music. Use the information given in the box to give you some ideas.**

Example: *I don't like listening to opera. I think it is boring. I prefer listening to pop because it's trendy and very fun. I love going to Tarkan's concerts because his concerts are very exciting.*

I really **like** music. I **like listening** to classical music.

I **love** beatbox. I **love listening** to techno music.

I **prefer** pop **to** jazz. I **prefer watching** music channels **to watching** news channels.

I **am interested in** heavy metal. I **am interested in playing** the guitar.

4 Read and complete the conversation with the words below.

think | really | interesting | love | rap

Sandra : Dad, do you like listening to ..... **(1)**?

Mr. Connor : Rap? No, I don't think so. I prefer listening to jazz.

Sandra : That's ..... **(2)**. Who's your favorite singer?

Mr. Connor : My favorite singer is Louis Armstrong. I ..... **(3)** love him.

Sandra : I don't know much about him. Why do you like him?

Mr. Connor : Well, I ..... **(4)** I love his voice and the rhythm in his songs. Would you like to listen to one of his songs?

Sandra : I'd ..... **(5)** to, Dad.

5 2.4 Listen and check your answers. Then practice the conversation.

6 2.5 Listen to the rest of the conversation and answer the questions below.

1. What types of music does Mrs. Connor like? .....

2. What is Sandra's favorite type of music? .....

3. Why does Sandra like it? .....

7 Group Work: Work in groups of six. Complete the table with the most popular ones in your group. Then share findings with your classmates.

Music	:	**Singer**	: .....
Sports	:	**Movie**	: .....
TV program	:	**School Subject**	: .....
Comedian	:	**Computer Game**	: .....

8 2.6 **Listen to the song and complete the blanks with the words in the box.**

What A Wonderful World

By Louis Armstrong

watch see sacred really rainbow

I ..... **(1)** trees of green,
Red roses, too.
I see them bloom for me and you.
And I think to myself,
What a wonderful world.

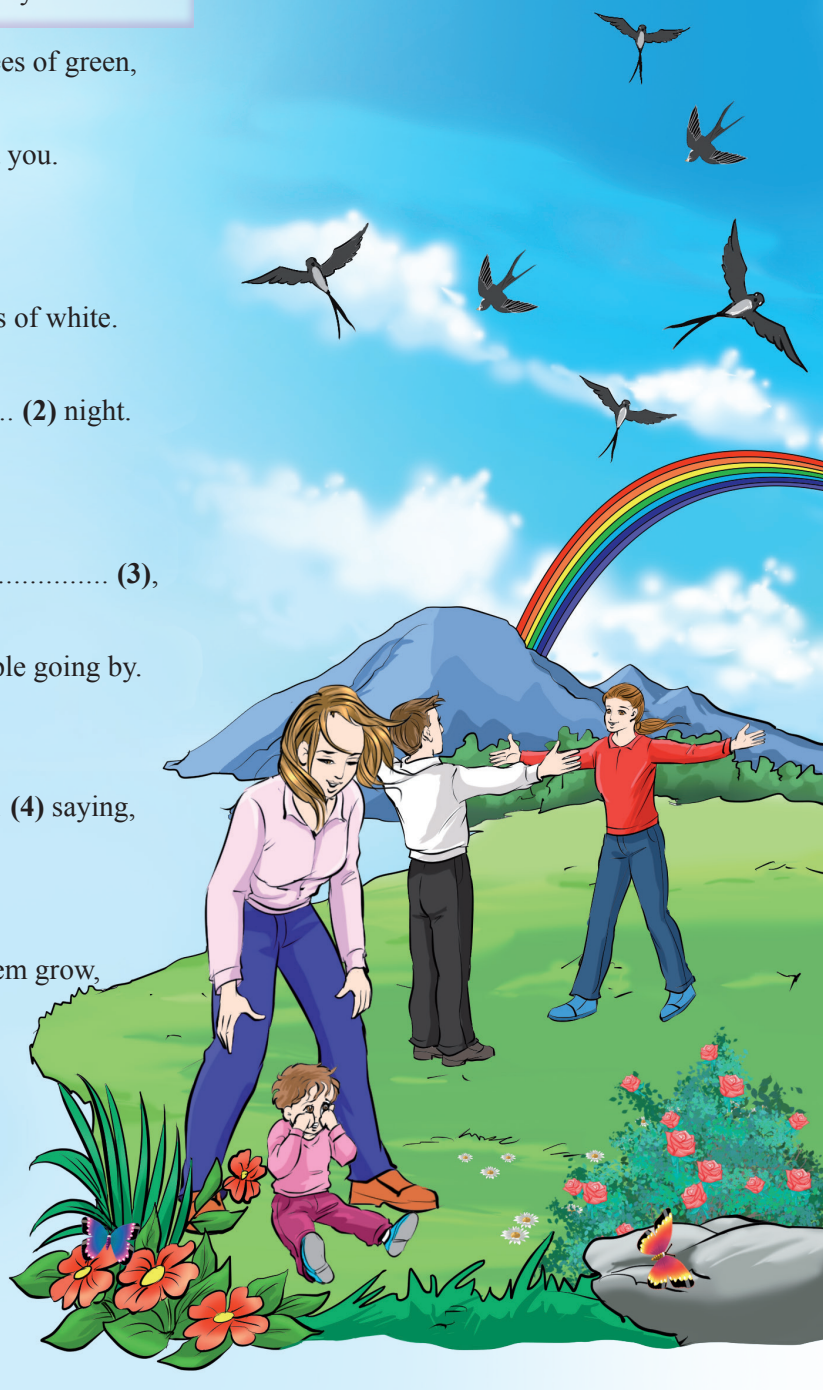
I see skies of blue and clouds of white.
The bright blessed day,
The dark ..... **(2)** night.
And I think to myself,
What a wonderful world.

The colors of the ..... **(3)**,
So pretty in the sky,
Are also on the faces of people going by.
I see friends shaking hands.
Saying, "How do you do?"
They're ..... **(4)** saying,
"I love you."

I hear babies cry,
I ..... **(5)** them grow,
They'll learn much more,
Than I'll ever know.
And I think to myself,
What a wonderful world.

Yes, I think to myself,
What a wonderful world.

Oh yeah.



9 2.7 **Listen again and sing along.**

Lesson 5

1 **Do you have any friends from other countries? If so, how do you contact them?**

2 **Look at the title and the photos below and guess where they are from and what the text is about. Then scan the text and check your guesses.**

BEYOND THE BORDERS

Being a Teenager

Hello! My name's Devans Sharma. We live in Noida, India. My mother wakes my sisters and me up at 6:15 every morning. I brush my teeth, take a bath and get dressed for school in the mornings. After I have breakfast, I take my **huge** bag and run for my school bus. On the bus, I listen to **bhangra** music on my cell phone. Bhangra music and dance are very popular in India. When I get to school, I **greet** my friends and we have a chat. I love my teachers, but they always give us a lot of homework.

I have school club activities on Tuesdays and Thursdays. I am in the movie club. My favorite movie is *3 Idiots*. It's an excellent **comedy** movie.

I come back home at about 6:00 in the evenings. First, I play with my sisters. Then I have dinner with my family. My favorite meal is **biryani**. I love eating this traditional meal at dinner. Then I usually surf the Internet. I go to bed at about 11:00.

Hi! My name's Hailey Walker. I live in the **countryside** of Queensland, Australia. A **typical** day in my life starts at about 7:00. My mother drives me to school every morning at 8:00. When my school finishes, my father picks me up at about 5:30.

When I arrive home, first, I **feed** the chickens, my dog and my kangaroo. Then I sometimes help my mother **prepare** the dinner and chat with her about my day. After the dinner, I do my homework and listen to pop music. My favorite singer is Kylie Minogue. I sometimes watch movies. My favorite movie is *The Water Diviner* by Russell Crowe. And I sleep at about 10:30 p.m.

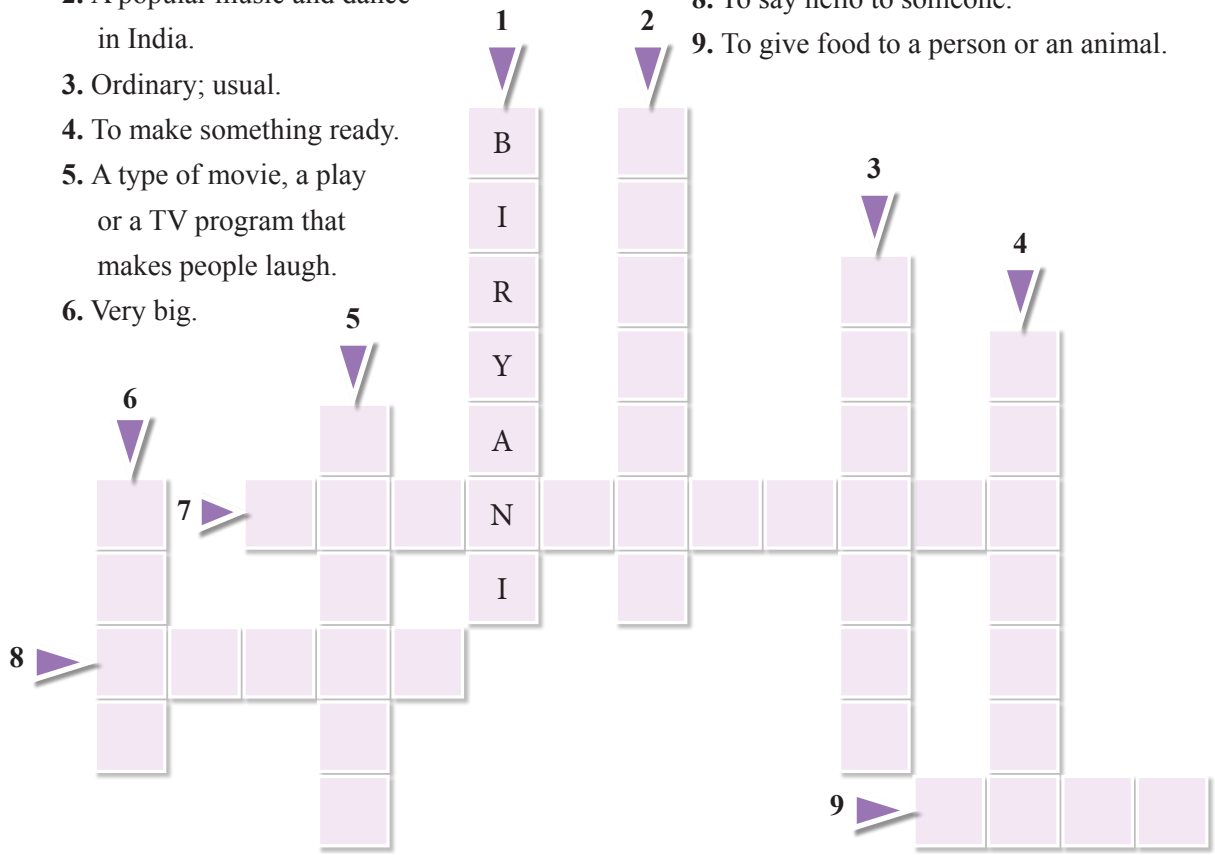
3 Look at the highlighted words in the text and do the puzzle.

DOWN

1. A traditional Indian meal.
2. A popular music and dance in India.
3. Ordinary; usual.
4. To make something ready.
5. A type of movie, a play or a TV program that makes people laugh.
6. Very big.

ACROSS

7. Land that is outside of cities and towns.
8. To say hello to someone.
9. To give food to a person or an animal.



4 Read the text and answer the questions.

1. What does Devans do in the mornings? .....
2. How does he go to school? .....
3. What's his favorite movie? .....
4. What does he do after dinner? .....
5. Where does Hailey live? .....
6. What time does she go to school? .....
7. Who's her favorite singer? .....

5 What are the similarities and differences when you compare yourself with Devans or Hailey? Write two similar and two different things. Then share them with the class.

Example: ***Similar:*** *Hailey listens to pop music, and I listen to pop music, too.*

Different: *Devans goes to school by school bus, but I go to school on foot.*

Lesson 6

1 **What do you usually do with your family? How often do you do those things? What do you like/dislike doing most with them? Share your ideas with your friends.**

Example:

Student A: *I like visiting my grandparents. My parents, my sister and I visit them twice a week. I love eating my grandmother's meals. I like chatting with my grandfather. I always learn new things from them. It's always fun to spend time with them.*

Student B: *We often go camping as a family on Sundays. We love being in nature. First of all, we go trekking and take photos. Then we make a campfire and enjoy the nature.*

2 **What do you think of the teenagers in your country? Write the letters of the appropriate statements below in the related boxes. You can write more than one letter.**

A. *They do it too much.*

B. *They need to do it more.*

C. *They do it just good enough.*

D. *They need to be more sensitive about this.*

- ☐ taking selfies
- ☐ being respectful of the elderly relatives
- ☐ walking around in their local area
- ☐ being realistic
- ☐ using photo and video sharing applications
- ☐ following the rules
- ☐ playing video games
- ☐ behaving fairly
- ☐ learning about their history and traditions
- ☐ saving money
- ☐ keeping up with the latest fashion
- ☐ being honest with their friends and parents
- ☐ sharing something on social media
- ☐ protecting their cultural heritage
- ☐ being a video blogger
- ☐ writing comments on trending topics

3 2.8 What do the people below think of teenagers? Listen and put a tick (✔) or a cross (✘).

1. ..... Teenagers are realistic.

2. ..... They don't always follow the rules.

3. ..... Teenagers behave fairly.

4. ..... They protect their cultural heritage.

5. ..... Most teenagers love using photo and video sharing applications.

6. ..... They don't share something on social media all the time.

7. ..... They don't learn much about their history and traditions.

8. ..... They don't keep up with the latest fashion all the time.

4 Make a short presentation about yourself in the class. Use the phrases below to help you.

The things that interest me are …	*I'm skilled at …*
I'd like to be a … because …	*My favorite drink is …*
People say about me that I'm …	*My closest friend is … because she/he is …*
I don't like …	*I'd like to spend most of my money on …*
My favorite school subject is …	*I spend most of my free time in …*
My favorite place is …	*I am afraid of …*
I'd like to learn more about …	*My favorite smartphone application is …*
I like my parents most when they …	*I am worried about …*
My favorite color is …	*As a teenager, I should pay more attention to …*

PROJECT

1 **Write a short paragraph about a music band and state the characteristics of the band.**

2 **Make a short presentation of the music band that you have chosen. You may show some photos, album covers and/or short performances to make your presentation interesting.**

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
listen and understand sentences about what people like, dislike or prefer.	☐	☐	☐
listen and understand sentences about daily routines.	☐	☐	☐
ask and answer about likes, dislikes and preferences.	☐	☐	☐
express likes, dislikes and preferences.	☐	☐	☐
read and understand texts about daily routines, likes and dislikes.	☐	☐	☐
write about my daily routines and activities.	☐	☐	☐

UNIT 3

IN THE KITCHEN

Lesson 1

1 **Read the adjectives below about food/drinks. Complete the table about your choices.**

sour

spicy

sweet

	Me	My Friend
1. The food you are crazy about.	*spicy/Adana kebab*	*sweet/apple pie*
2. The food you like.		
3. The food you can't stand.		
4. The drink you prefer.		
5. The food you are in the mood for now.		
6. The food that is unhealthy.		
7. The food you never eat.		
8. The food you eat every day.		
9. The drink that is healthy.		

milky

salty

tasty

greasy

bitter

2 **Complete the table with your friend's choices. Then talk about them with the class.**

Example : *I am crazy about spicy food like Adana kebab. Ali is crazy about sweet food like apple pie.*

Lesson 2

1 **Study the following words related to cooking.**

fry

dice

slice

mash

peel

chop

boil

bake

2 **Tick (✓) the ways your parents usually do for cooking the food/meals in the table. Then share your answers with your friends. Follow the example.**

	fry	dice	slice	mash	peel	chop	boil	bake
toast	☐	☐	☐	☐	☐	☐	☐	☐
eggs	☐	☐	☐	☐	☐	☐	☐	☐
sausages	☐	☐	☐	☐	☐	☐	☐	☐
meat	☐	☐	☐	☐	☐	☐	☐	☐
chicken	☐	☐	☐	☐	☐	☐	☐	☐
potatoes	☐	☐	☐	☐	☐	☐	☐	☐
pasta	☐	☐	☐	☐	☐	☐	☐	☐
cake	☐	☐	☐	☐	☐	☐	☐	☐

Example: *My father usually dices, slices, peels or chops when he makes a toast. My mother usually fries or boils the eggs.*

Lesson 3

1 **Tick (✓) the things you can make or cook. What else can you make/cook? Share with the class.**

☐ popcorn	☐ sandwich	☐ pasta	☐ cake	☐ omelet
☐ pizza	☐ toast	☐ hamburger	☐ ice cream	☐ pudding

2 **Look at the ingredients list below. Which ones are not probably ingredients needed for a mango cake recipe? Tick (✓) the related ones and cross (✘) the unrelated ones. Then read the text below and check your answers.**

Ingredients:

☑ 1 cup of oil	☐ 1 cup of sugar	☐ 3 pieces of pepper
☒ 1 cucumber	☐ 2 cups of flour	☐ 250 gr meat
☐ 1 tablespoon of baking powder	☐ 3 eggs	☐ 2 mangos

1. First, put the eggs, sugar, baking powder and oil into a bowl and mix them.

2. Second, add flour and mix again.

3. Next, dice mango, add the mango pieces into the mixture and stir the mixture.

4. Then spread some oil into the cake pan and pour the mixture into it.

5. After that, bake it for about 45-50 minutes.

6. Finally, turn the cake upside down after 10 minutes, slice it and serve warm. Enjoy your cake.

3 **Read the steps of making mango cake again and write the numbers of the steps on the photos.**

4 3.1 **Listen to the description of making a homemade ice cream and number the steps in the order you hear. Then write the words "first", "second", "then", "after that", "next" and "finally" in the blanks.**

☐ ....., heat the mixture and stir constantly until the sugar dissolves.

1 ....., mix up two cups of cream, 1 cup of milk, 2/3 sugar and 1 teaspoon of vanilla extract in a saucepan.

☐ ....., pour the mixture into a bowl, cover it and place it in the refrigerator for two hours.

☐ ....., put your ice cream into the freezer for about three hours and then enjoy your ice cream.

☐ ....., add your favorite flavor like sliced strawberry or cherry into your ice cream.

☐ ..... pour the mixture into an ice cream maker and freeze it for an hour.

5 3.2 **Listen to the description of making a pizza and number the photos in the correct order.**

1

6 **Search how we can prepare bread. Then describe or make a presentation of how we prepare bread. Use the words like *first, second, next, then, after that, finally, etc.* and also use photos to make your presentation interesting.**

Lesson 4

1 **Match the countries and the dishes/food with the photos. Which one(s) do you prefer the most? Share your choices with your friends.**

4 Turkey-kebab	Japan-sushi	Morocco-couscous
Italy-pizza	France-croissant	The USA-hamburger

2 **Group Work:** **Look at the dishes/food in Part 1 and tell two ingredients for them.**

Example: *Two of the ingredients for sushi are raw fish and avocado.*

3 **Search the Internet for some other international dishes/food. Find some photos and the ingredients for them. Then share them in the class.**

Example:

This is a photo of fajita. It's very popular in Mexico. Some ingredients for cooking fajita are;

- *¼ kg steak*
- *½ tablespoon vegetable oil*
- *1 large onion, sliced*
- *Salt*
- *3 peppers of various colors, sliced into strips*

4 **Read the ingredients and the steps of the recipe and put the photos in the correct order.**

HOW TO MAKE SUSHI

Ingredients:

- 4 cups of sushi rice
- 1 sheet of dried seaweed
- 1 avocado
- 3/4 cup of fish
- 1/2 **tsp** salt

Sushi is a traditional **dish** in Japan. Today, it is possible to eat sushi **everywhere** in the world. You can also prepare it at home because it is very easy to make sushi.

1 First, cover a bamboo mat with plastic wrap and put a sheet of dried **seaweed** on top of the mat. 2 Second, put sushi rice on the dried seaweed. 3 Next, spread sushi rice on top of the seaweed and press firmly. 4 After that, **sprinkle** salt over the sushi rice. 5 Place avocado and fish **lengthwise** on the seaweed. 6 Then roll the plastic wrap **forward**. 7 Press the **plastic wrap** firmly with your hands and remove the rolled sushi. 8 Finally, cut the sushi roll into pieces.

9 Sushi is ready. Serve your sushi with tea. Enjoy it.

5 **Read the text again. Then match the words in bold with their probable meanings.**

1. lengthwise	.....*B*.....	**A.** The short form of teaspoon.
2. tsp	.....	**B.** In the direction or position of the longest side.
3. plastic wrap	.....	**C.** A type of thin plastic to cover food.
4. seaweed	.....	**D.** In every place.
5. sprinkle	.....	**E.** Toward a place or position that is in front of you.
6. forward	.....	**F.** To drop a few pieces of something over a surface.
7. dish	.....	**G.** Meal.
8. everywhere	.....	**H.** A plant that grows in the sea.

6 **Write the recipe for a meal. Use the words like *first, second, next, then, after that* and *finally*.**

7 **Peer Assessment:** **Exchange your work with your partner and evaluate your partner's recipe in Part 6. Use the checklist below. What else can you do to improve your partner's work? Share your ideas with your partner.**

My partner …	Very Well	OK	Not Enough
1. writes the ingredients of the dish.	☐	☐	☐
2. uses the words like *first, second, then, finally, etc*.	☐	☐	☐
3. uses vocabulary and structures effectively.	☐	☐	☐
4. pays attention to spelling rules and punctuation.	☐	☐	☐

8 **Group Work:** **Work in groups of four. A group member makes a presentation and talks about his/her recipe in Part 6 while the others ask for some more details about the recipe. You may use the questions below.**

- ☞ *Sorry! Can you repeat that, please?*
- ☞ *Do we use two or three eggs?*
- ☞ *Do we have to use butter?*
- ☞ *What should we do after we add the dough?*
- ☞ *How many minutes do we heat it?*
- ☞ *How much sugar do we use?*
- ☞ *How many bell peppers are there?*
- ☞ *Do we mash or slice the potato?*
- ☞ *When should we add water?*

Lesson 5

1 **Complete the word search puzzle. The words can be in every direction.**

BOIL CHOP FRY MASH PEEL SLICE TASTY DICE

BITTER BAKE PAN SALTY POUR SPICY SOUR

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

2 **Say the tongue twister about a "Good Cook" below as fast as you can.**

- How many cookies could a good cook cook if a good cook could cook cookies?
- A good cook could cook as much cookies as a good cook who could cook cookies.

PROJECT

1 **Read the information below and prepare a recipe poster.**

You should prepare a poster that shows a traditional Turkish dish/dessert/drink for visitors from other countries. Search for different dishes, desserts or drinks on the Internet, or ask your parents, grandparents or other relatives for help. Prepare your poster on a large size paper sheet. Write about the ingredients and the steps of the dish/dessert/drink. Use photos to make your poster interesting and eye-catching. You may also record the steps while you prepare it.

2 **Display your work in the class. Go around the class. Ask and answer questions about your friends' recipes. You may talk in Turkish when necessary.**

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
understand description of how to make a dish.	☐	☐	☐
ask and answer questions about how to make a dish.	☐	☐	☐
give a description of a process.	☐	☐	☐
understand texts about cooking.	☐	☐	☐
write about how to make a dish.	☐	☐	☐
guess the meanings of unknown words in a text.	☐	☐	☐

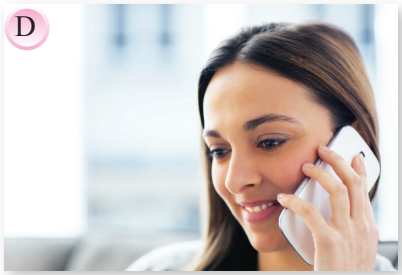
UNIT 4

ON THE PHONE

Lesson 1

1 **Match the ways of communication with the photos. Write the correct letters in the boxes.**

(E) text a message	( ) write a letter/postcard	( ) make a phone call
( ) talk face to face	( ) send an email	( ) use social networks



2 4.1 **Listen and write the number of the people in the order you hear.**

( ) My friends and I send messages to each other all the time because it is always easier and faster.

( ) I don't like online communication. I prefer meeting up and talking face to face.

(1) I know it is an old-fashioned way, but I love sending letters or postcards to my friends when I don't see them for a long time.

( ) I think the best way to communicate with my friends is social networks. You can share your opinions, music, videos, etc. It's always more fun to use social networks.

( ) I phone my friends to keep in touch. My parents get angry with me because I sometimes talk on the phone for hours.

( ) I like sending emails to my friends, especially when I want to share photos and homework.

3 **How do you communicate with your friends? Why? Share your ideas with your classmates.**

Lesson 2

1 **In what ways did people communicate throughout history? Give examples.**

2 **Read the text and answer the questions below. Give short answers where possible.**

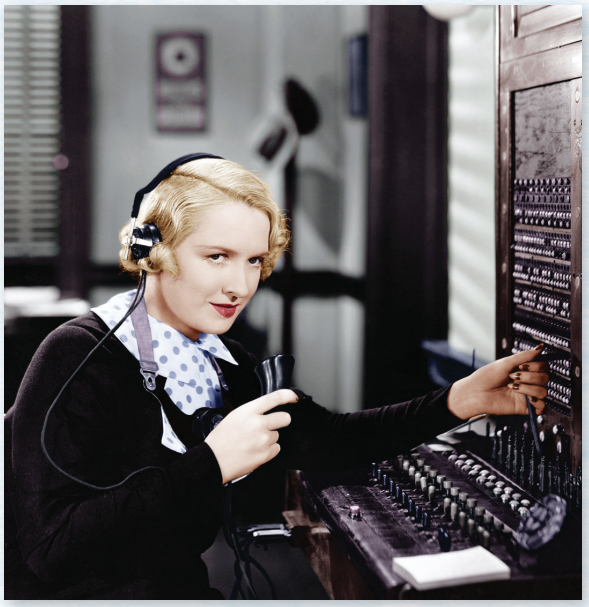
1. For what purpose did Chinese soldiers use smoke signals?

2. Who invented the first printing machine?

3. What were the first words on the telephone?

4. When did John Logie Baird make the first transatlantic television transmission?

HISTORY OF COMMUNICATION



People used different ways to communicate in history. Chinese soldiers used smoke signals to warn their commanders in 1800 BC. Abbasids started to use messenger birds to have information from distant places in 1150. A German goldsmith, Johannes Gutenberg invented the first printing machine in 1454. After that, people started to share their opinions much easier. Samuel Morse invented the telegraph in 1794. It was faster than letters. When Alexander Graham Bell invented the first telephone in 1876, his first words were *"Mr. Watson. Come here. I want to see you."* In 1896, Guglielmo Marconi invented the first radio, but its range was about only one mile. John Logie Baird invented the television in 1927 and one year later, he made the first transatlantic television transmission. Martin Cooper invented the first cell phone in 1973. Finally, the biggest invention, the Internet, became a reality in 1983.

3 **Read the text and write the dates of the ways of communication.**

1800 BC	smoke signals		printing machine		messenger birds
	telegraph		telephone		radio
	television		cell phone		the Internet

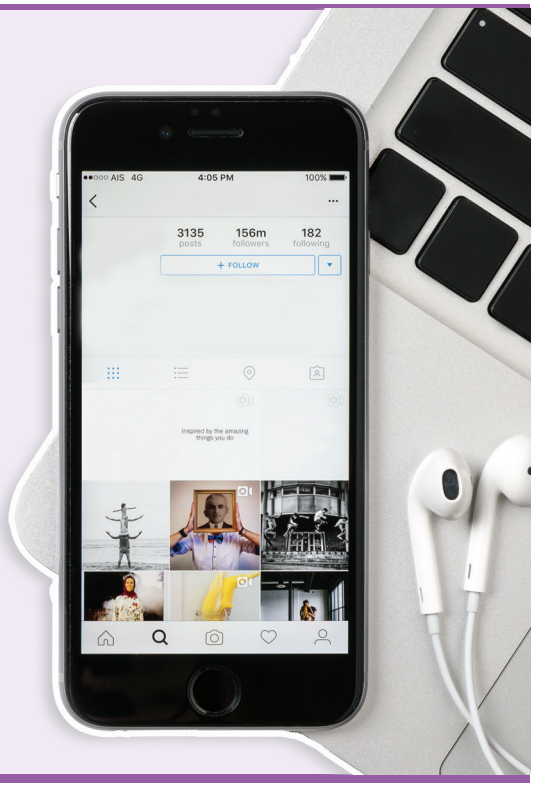
4 **What are the latest technological developments in communication? Give some examples.**

Lesson 3

1 **Write your favorite smartphone applications for the things below.**

A good application to ...

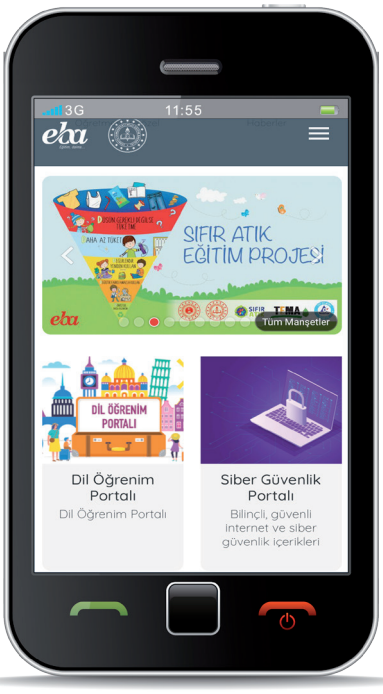
1. improve a foreign language: .....
2. find my way in the traffic: .....
3. share my ideas and opinions: .....
4. play an educative game: .....
5. solve puzzles: .....
6. make a video: .....
7. learn the lyrics of a song: .....
8. translate a sentence: .....
9. practice my lessons: .....
10. buy something online: .....
11. learn how to cook something: .....
12. give tips about a foreign country: .....
13. order something to eat: .....
14. help the people in need: .....



2 **Choose a smartphone application in the previous activity and give some information about it in the class.**

Example

- *EBA mobile is a very useful application. We can do the following things on EBA mobile after we log in;*
- *Download books, audios, videos, magazines, etc. for free until 3 GB.*
- *Share our files, news, videos and documents at our school or in Turkey.*
- *Follow the news about education.*
- *Interact with our friends and teachers.*
- *Practice our lessons.*
- *Study for our exams.*
- *Do online tests.*
- *Play educative games.*
- *Improve our English via language learning portal.*



3 **What will the people in the photos do? Match the sentences with the photos.**

1. I am sure he/she will help disabled children.
2. I think they will donate clothes for the people in need.
3. I guess they will plant trees.
4. He/She will probably give medical care in Tanzania.
5. I suppose they will collect garbage for a clean environment.
6. I believe they will send materials to the refugees.

4 **What kind of voluntary work will you do for the sake of your country or the world? Share your ideas with the class.**

Example : *I hope I'll donate books to the students in need.*

Lesson 4

1 **Group Work:** **Work in groups of five. Complete the sentences with your own information. Then share your ideas with your friends.**

1. I think I won't ..... in the summer.
2. I hope I'll ..... on my next birthday.
3. I hope I'll ..... when I turn 18.
4. I believe I'll ..... when I graduate from university.
5. I'll probably ..... in my thirties.

2 4.2 **Listen, follow and complete the phone conversation with the words below.**

also speaking details something how long

Grace : Grace ..... **(1)**.
Carter : Hi, Grace. This is Carter. Where are you?
Grace : I'm in the cafe outside of the school. I'll drink ..... **(2)**. What about you?
Carter : Well, I don't know. I guess I will go to the library to study.
Grace : Why don't you join me and drink a coffee with me first?
Carter : It sounds great, but ..... **(3)** will you stay there?
Grace : Well, I think I'll be here about an hour.
Carter : Good! I'll arrive there in ten minutes. I'll ..... **(4)** tell you something.
Grace : What's it about?
Carter : I'll give the ..... **(5)** when I arrive.
Grace : OK, see you.

3 4.3 **Listen to the rest of the conversation and answer the questions.**

1. What will Carter drink?
2. What will probably Carter buy for Kevin?
3. When will they meet to buy the gift?

4 **Pair Work:** **Write a phone conversation with your partner and then act it out in the class. Follow the steps below.**

a. Phone a friend of yours and greet him/her.
b. Ask him/her to do something together.
c. Decide on the time, place, etc.
d. Say good wishes and hang up the phone.

Lesson 5

1 **For what purposes do you or your family members phone a call center? Put a tick (✔) in the blanks.**

..... to make a complaint
..... to change/return a product
..... to report problems with delivery
..... to learn about a bill
..... to book a flight ticket
..... to learn about something more
..... to buy something
..... to ask for a service

2 4.4 **Listen and circle the correct options.**

1. The customer wants to fly to ***London / Berlin***.
2. She will fly ***alone / with her husband***.
3. She wants a ***single / return*** ticket.
4. She will fly on ***December 8 / December 18***.
5. She will fly at ***10:30 / 17:30***.
6. Her name is ***Abigeal / Abigail***.
7. Her date of birth is ***July 12 / June 12***, 1990.
8. She must confirm her ticket in ***two / three*** days.

3 **Pair Work:** **Imagine that you want to make a flight reservation, and your partner is the travel agent. Create your own telephone conversation. Add information about the destination of the flight, departure and arrival time, ticket price, etc. You may use the structures below to help you.**

- ..... Airlines. How may I help you?
- I'd like to make a reservation from ..... to ..... on ..... .
- Single or return?
- How much does a single/return flight cost?
- Business or economy class?
- Can I have your name/birthday/phone number, please?
- Your flight is reserved.
- The flight leaves from ..... at ....., and it arrives in ..... at ..... .
- You must confirm your reservation via ..... or ..... in ..... days.
- Thank you.
- You're welcome. Have a good flight.

Lesson 6

1 **Sometimes, we may not understand what people say. Study the expressions below when we want somebody to repeat what he or she has just said. Tick (✓) the ones you usually use.**

☐ Can you repeat that, please?	☐ Can you say it slowly, please?	☐ Excuse me?
☐ What?	☐ Sorry! What did you say?	☐ Say it again, please!
☐ I beg your pardon?	☐ Pardon me?	☐ Repeat it, please!

2 4.5 **Listen and practice similar conversations.**

3 4.6 **Listen and write down the messages.**

MESSAGE: .....
.....

A

Nora : Hello, Nora speaking.
Max : Hi, Nora. This is Max, Gavin's friend. May I speak to your brother?
Nora : I'm afraid he's not available at the moment. He has gone out. Would you like to leave a message?
Max : Yes, please. Can you tell him to call Mrs. Evans as soon as possible? It's 4054560.
Nora : Call Mrs. Evans. Could you repeat the phone number again, please?
Max : Of course. It's 4054560.
Nora : All right. I'll tell him when he gets back. Bye!

Mr. Parker : Hello, the Parker family.
Alyssa : Hello, this is Alyssa calling. Is Elena there?
Mr. Parker : Hang on a minute; I'll get her. Elena! … I guess she's not at home. Would you like to leave a message?
Alyssa : Could you tell her that we'll meet up at 6 o'clock at the Café Goriat, please?
Mr. Parker : Meet up at six o'clock at the ... Can you say the name of the café again, please?
Alyssa : Café Goriat.
Mr. Parker : Café Goriat. Got it. Goodbye!

MESSAGE: .....
.....

B

4 4.7 Read and complete the conversation. Then listen and check your answers.

may | through | connect | hold on

Secretary : Horizon Car Sales. …….. **(1)** I help you?

Mr. Smith : Hello! This is Dominic Smith. Could you put me …… **(2)** to Mr. Black, please?

Secretary : Let me try to …… **(3)** you. …….. **(4)** *(phone rings three times)*. I'm sorry. There's no answer. May I take a message?

Mr. Smith : Can you please tell him that Dominic called?

Secretary : Of course, sir. Goodbye.

5 4.8 Listen and answer the questions.

1. Who's calling?	**1.** ……
2. What will she do?	**2.** ……
3. How late will she be?	**3.** ……

6 4.9 Listen to the phone messages. There are two mistakes in each message. Correct the mistakes.

1

To: *Liam Ryan*

Message: *Aria Cargo called. You have a ~~letter.~~ package You should call 0405606770 for more information.*

2

To: *Bentley*

Message: *Camella called. She has a doctor's appointment at 11.00, so she can't come to school tomorrow.*

7 Pair Work: Read the information in the boxes and make a phone call.

Student A: You are calling a friend. You want to talk to your friend, but his/her brother/sister answers the phone. Your friend is not available at the moment. Leave a message for him/her.

Student B: You are at home and your home phone rings. A friend of your brother/sister is calling. He/She wants to talk to your brother/sister, but he/she is not available at the moment. Ask the caller to leave a message and write down the message.

PROJECT

1 Group Work: Work in groups of four. Imagine that one of you works at the call center of an international company. The other three people are customers, and they phone the call center one by one. Read the role cards below and act out a call center drama in the class.

Student A: You are working at the call center of an international company. Your job is to receive phone calls from the customers and try to solve out their problems. Greet each customer, ask how you can help them and try to solve their problems. Try to be kind toward each customer.

Student B: One of your items has broken down. You phone the call center and ask whether it is under warranty. If it is, ask how you can deliver it. If not, ask how much it will cost to have it repaired.

Student C: You have bought an item from the website of an international company, but you didn't like it. Phone the call center of the company and ask how you can change or return it.

Student D: You have learned that an international company is about to start a campaign for a new product. Phone the call center and learn about the details by asking various questions.

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
follow a phone call.	☐	☐	☐
make a phone call and respond to questions.	☐	☐	☐
understand the vocabulary in a phone conversation.	☐	☐	☐
express my decisions made at the moment of conversation.	☐	☐	☐
write short and simple conversations.	☐	☐	☐

UNIT 5

THE INTERNET

Lesson 1

1 **For what purposes do you use the Internet? Tick (✓) the boxes below. Then share them in the class. You can also say some other purposes of using the Internet.**

- ☐ do online shopping
- ☐ search for information
- ☐ play online games
- ☐ pay the bills
- ☐ watch movies and videos
- ☐ chat
- ☐ make new friends
- ☐ use social networking sites
- ☐ buy tickets
- ☐ read newspapers

Example: *I sometimes practice my English on the Internet.*

2 5.1 **Listen and write "D" for David, "P" for Pamela in the boxes below. Put a cross (X) if a sentence is not in the conversation.**

- [D] I usually play online games, **but** my mother gets angry with me when I spend too much time.
- ☐ I love using the social networking sites.
- ☐ I often send emails.
- ☐ I usually upload some photos **and** make comments about my friends' photos.
- ☐ I chat on the Internet **because** I like making new friends from other countries.
- ☐ I read online computer magazines.
- ☐ I always use search engines when I do my homework.
- ☐ I usually visit useful websites to practice my English.

3 **Write a paragraph about your Internet habits. Use simple connectors like *"and"*, *"but"* and *"because"*. Then share it with your friends.**

Lesson 2

1 **Read and match the words. There can be more than one possible answer.**

1. email	**6.** log in/on/out
2. web	**7.** computer
3. confirm	**8.** sign up
4. download/upload	**9.** search
5. Internet	**10.** attach

1-2-5 address	..... browser
..... connection	..... password
..... a file	..... engine
..... (to) an account	..... music
..... screen	..... photos

2 5.2 **Listen and answer the questions.**

1. What does Luke want to do?

1. ..... .

2. What's his problem?

2. ..... .

3. What's his teacher's email address?

3. ..... .

4. What's the name of the project file?

4. ..... .

3 5.3 **Listen again and number the steps that Luke should follow.**

☐ Type his teacher's email address.	☐ Click new button.
☐ Click "Insert" button and then "Files as attachments" part.	*1* Log in to his email.
☐ Find and choose the project file on the computer.	☐ Send the email.
☐ Double-click the file and upload the file to his email.	☐ Write about the subject.

4 Group Work: **Work in groups of five. Talk about your friends' Internet habits by completing the questionnaire below.**

THE INTERNET USE

1.

How often do you ... on the Internet? Tick (✓) the related boxes	always	often	sometimes	never
pay attention to the rights of others	☐	☐	☐	☐
pay attention to the copyright issue	☐	☐	☐	☐
pay attention to the etiquette	☐	☐	☐	☐
surf per day	☐	☐	☐	☐
follow online courses	☐	☐	☐	☐
share files from your computer	☐	☐	☐	☐
do the shopping	☐	☐	☐	☐
play games per week	☐	☐	☐	☐
visit websites to do your school assignments	☐	☐	☐	☐
keep in touch with your old friends	☐	☐	☐	☐
find local events	☐	☐	☐	☐
make travel arrangements	☐	☐	☐	☐
help people	☐	☐	☐	☐

2. How many friends do you have on your social media accounts?

a. Less than 25 **b.** 25-100 **c.** 101-250 **d.** More than 250

3. How much do you pay for the Internet use every month?

a. Less than ₺20 **b.** ₺20-₺40 **c.** ₺41-₺60 **d.** More than ₺60

4. How many songs do you download per week?

a. Less than 5 **b.** 5-20 **c.** 21-35 **d.** More than 35

5. Which device do you usually prefer when you use the Internet?

a. smartphone **b.** tablet **c.** desktop **d.** other (specify) .....

6. Where do you usually use the Internet?

a. home **b.** school **c.** outside **d.** other (specify) .....

7. Do you think you can regulate yourself on the Internet?

a. Definitely, yes. **b.** Usually. **c.** Sometimes. **d.** Unfortunately, no.

Lesson 3

1 **Do you or your parents do online shopping? What do you or your parents usually buy online? Share with your friends.**

2 **Look at the credit card below. Can you complete the blanks?**

Credit Card Number:

Cardholder's Name:

Expiry Date:

CVV Number:

3 5.4 **Listen and circle the correct ones.**

1. He wants to ..... .
(**a.**) buy a flight ticket **b.** learn about Turkey

2. He wants a ..... .
a. round trip **b.** one way ticket

3. What is the departure date?
a. April 31 **b.** April 21

4. He will buy a ..... ticket.
a. refundable **b.** non-refundable

5. What happens if he chooses the refundable ticket price?
a. He can make changes. **b.** He must pay less.

6. What's the CVV number of his credit card?
a. 345 **b.** 435

4 5.5 **Listen again and tick (✓) the sentences/phrases you hear in the conversation.**

☑ What does it mean?	☐ Can you explain it more, please?
☐ In other words, ...	☐ What do you mean by that exactly?
☐ I mean	☐ What I mean is that .....
☐ Can you explain what it means?	☐ Sorry, I can't follow you.

5 Pair Work: 5.6 **Complete the conversation with your friend. Then listen again and check.**

Zoe : Hello, Zoe speaking!

Benjamin : Hi, Zoe. This is Benjamin. How are you doing?

Zoe : Great, thanks.

Benjamin : Listen, Zoe. Anna and I want to buy an online flight ticket to Turkey, but this is the first time. Can you help us, please?

Zoe : Sure. First, do you want to buy a ..... **(1)**?

Benjamin : What do you mean ..... **(2)**?

Zoe : I mean, do you want to go and come back?

Benjamin : No, only one way.

Zoe : OK! Click one way. Then fill in the locations and departure time. Then click next.

Benjamin : From London Heathrow to Dalaman Airport on April 21. Alright. And now?

Zoe : Now, will you choose refundable or non-refundable prices?

Benjamin : Sorry, I can't ..... **(3)** you. Can you explain what it means?

Zoe : In other words, if you choose non-refundable, it is cheaper, but you can't make any changes. If you choose refundable, it is more expensive, but you can make changes.

Benjamin : Well, let's choose non-refundable then.

Zoe : Now, click next and choose the type of ..... **(4)**.

Benjamin : OK.

Zoe : Now, type the credit card number, cardholder's name, ... **(5)** date and CVV number.

Benjamin : CVV number? What does it ..... **(6)**?

Zoe : Look at the back of your credit card. CVV number means the last three numbers there.

Benjamin : I got it. That's 345. Thank you for your help, Zoe.

Zoe : No problem. Take care. Bye.

6 Pair Work: **Use the information below and write a conversation. Then act it out in the class.**

Student A: You want to buy something online via your credit card for the first time, but you don't know how to do it. Call a friend to ask for help. Ask for clarification when you don't understand anything.

Student B: Your friend wants to buy something online, but he/she has some problems. Help him/her how to buy the thing(s) he/she wants. Answer your friend's follow-up questions to make yourself clear.

Lesson 4

1 **Match the acronyms with the phrases below.**

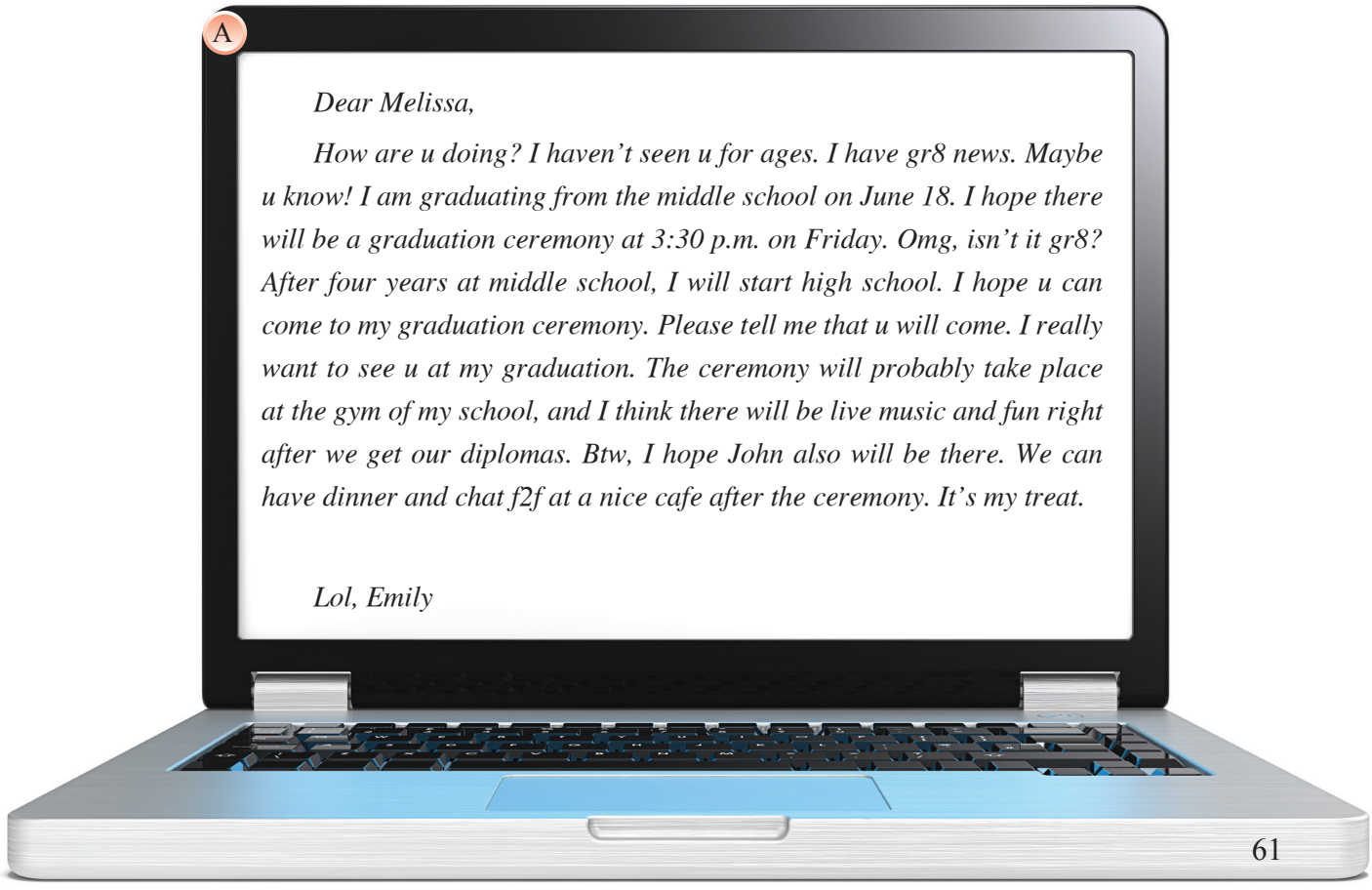
2NITE *Tonight.*	_____ *Great!*	_____ *As soon as possible.*
_____ *What's up with you?*	_____ *Get well soon!*	_____ *Oh my God!*
_____ *By the way!*	_____ *I love you.*	_____ *Thanks.*
_____ *Bye for now.*	_____ *Later.*	_____ *Take care.*
_____ *See you.*	_____ *Lots of love.*	_____ *You, too.*
_____ *Face to face.*	_____ *No problem!*	_____ *Where were you?*

2 **Read the texts A (on this page), B and C (on the next page) and answer the questions.**

Text A: What's Emily inviting Melissa to?

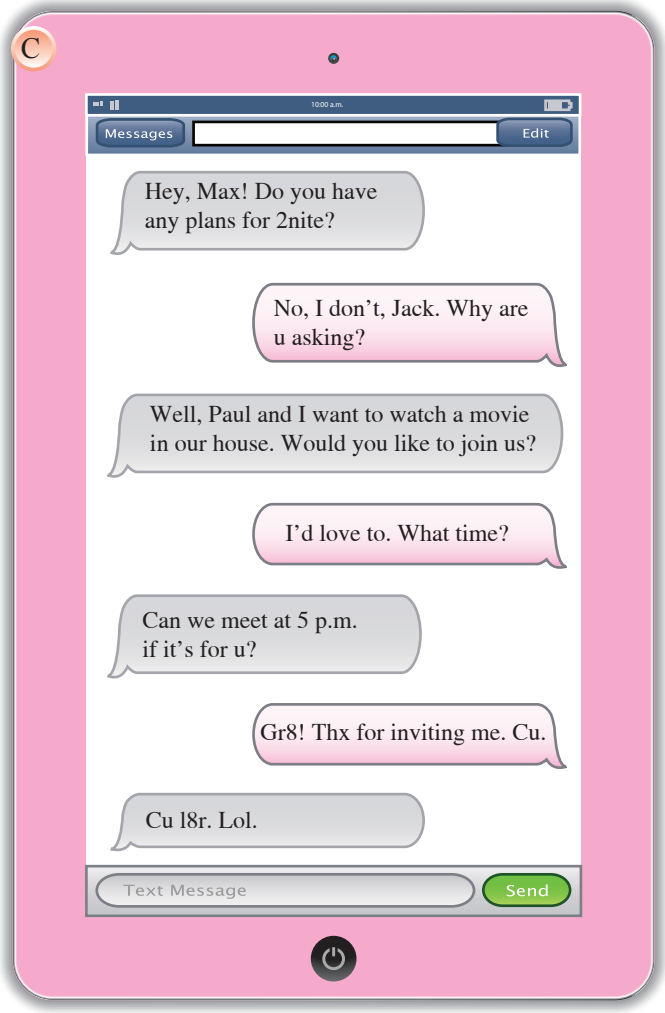
Text B: What does Ann want to do with Joe at seven in the evening?

Text C: What's Jack inviting Max to?



B

C



3 Read the messages in Part 2 again and answer the questions.

1. When is Emily graduating from the middle school?

2. Where will Emily's graduation ceremony probably take place?

3. What's the problem with Joe's Internet?

4. What time will Max and his friends meet for the activity?

4 Pair Work: Read the information below and write a chat dialog as in Part 2.

Student A: Imagine that there is a spring festival and a very famous singer is giving a concert. You have two tickets for the event. Greet your friend and invite him/her to the event.

Student B: Your friend is inviting you to a concert. If you accept the invitation, ask for details. If you refuse it, state your excuse gently, and then invite him/her for another activity at a later time.

Lesson 5

1 **How many different social media accounts do you have? How many hours do you spend a day on social media? Share your ideas with your friends.**

2 **Read the brochure about social media below and choose the main idea of it.**

The brochure is about ...

a. what your social media habits say about you.

b. the statistics of social media usage.

c. the disadvantages of social media.

Social media is an important part of our lives. Social media use is now widespread and more influential than ever. The statistics about the usage of social media seems to be very interesting. Today, more than 2.5 billion people are now active on social media worldwide. The most popular social networking site has about 1.86 billion active users. More than 90% of those between 18 and 29 years old are social media users. 88% of individuals aged 30 to 49 are engaged in social media. 43% of those aged 65 years old and above are engaged in social media. Nearly 80% of users access social media via a mobile device.

3 **Read the brochure about social media again and answer the questions. Give short answers.**

1. What's the total number of active social media users in the world?

2. In what age group is using social media the most popular?

3. How do the users mostly access social media?

4. How many active users does the most popular social networking site have?

4 **Choose a word or an expression about the Internet. Go to the board and try to explain what it is to your friends. You may use phrases/sentences, mimics, gestures, etc. to explain the word/expression, but you can't say the word/expression itself.**

PROJECT

1 **Prepare a questionnaire about your friends' Internet habits. Write 10-15 questions in your questionnaire. Share the results with your friends.**

Example: *Selin uses social networking sites once a day. Ahmet usually enters the Internet via his smartphone. Ecem often does research on her tablet computer. Süleyman plays computer games online on weekends.*

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
understand phrases and vocabulary related to the Internet.	☐	☐	☐
understand the gist of oral texts.	☐	☐	☐
ask and answer about the Internet habits.	☐	☐	☐
make excuses; accept and refuse offers.	☐	☐	☐
identify the main idea of a text about the Internet habits.	☐	☐	☐
understand the information in different materials about the Internet.	☐	☐	☐
write about my Internet habits.	☐	☐	☐
use the connectors *"and", "but"* and *"because"*.	☐	☐	☐
ask and answer follow-up questions for clarification.	☐	☐	☐

UNIT 6

ADVENTURES

Lesson 1

1 **Match the adventures with the photos. Write the correct letters in the boxes.**

[J] go rafting in the Black Sea Region	[ ] climb a mountain in the Swiss Alps
[ ] join a motorcycle tour on a mountainous road	[ ] take photographs of the whales in South Africa
[ ] fly in a hot-air balloon over Cappadocia	[ ] ride an elephant in the forest
[ ] go scuba diving in the ocean	[ ] go on a jeep safari in the desert
[ ] go caving in Antalya	[ ] do bungee jumping in Australia

A

B

C

D

E

F

G

J

H

I

2 **Choose two of the adventure types in Part 1 (or some other adventure types) and compare them. Use the box below to give you ideas.**

Taking photos of animals is **safer than** scuba diving.

Flying in a hot-air balloon is **easier than** bungee jumping.

Rafting is **more entertaining than** caving.

Riding an elephant is **less dangerous than** climbing a mountain.

Going on a jeep safari is **better than** joining a motorcycle tour.

Climbing is **worse than** swimming.

safe-safer

easy-easier

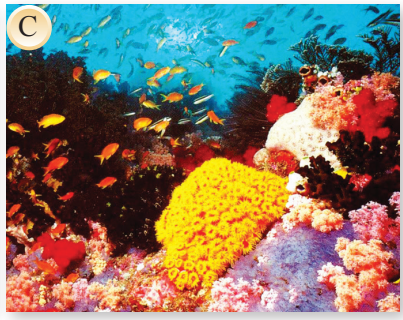
entertaining-more entertaining

dangerous-less dangerous

good-better

bad-worse

3 **What do you see in the photos? Share your ideas with your friends.**



4 6.1 **Listen, check your guesses and match the names of the places with the photos above.**

◯ Great Barrier Reef ◯ Opera House and Sydney Harbor Bridge ◯ Overland Track in Tasmania

5 6.2 **Listen again and answer the questions.**

1. What's the best time to visit Australia?

2. How long is the trekking route in Overland Track in Tasmania?

3. When does Australian Open Tennis Tournament take place?

4. How much does it cost to do bungee jumping in Kingston Park Raceway?

5. Why does the narrator prefer a boomerang as a gift?

6 **Group Work:** **Talk about your hometown or an interesting place in Turkey. Prepare some questions to ask your friends. You may use the questions below to help you.**

What's the best time to visit?

What can a visitor see there?

What traditional food/drinks can we have there?

What can we buy as a present?

What activities do you prefer doing there? Why?

What's the best way to get there? Why?

Lesson 2

1 **What adventure types do you prefer? Why? Work in groups of three and complete the table. Use the box below to give you ideas.**

I prefer going scuba-diving in the ocean because I love sea life.

I prefer flying over Cappadocia **to** climbing a mountain because it is more exciting.

I would rather watch whales because it is so fascinating.

I would rather go rafting than go caving because it is more entertaining.

Example:

Student A: *I prefer seeing the Pyramids because I am interested in historic places a lot.*

Student B: *I would rather join a motorcycle tour on a mountainous road because it's so adventurous.*

Student C: *I would rather go on a jeep safari in the desert because I love cars.*

My Friend's Name	Adventure	Reason
.....	.....	.....
.....	.....	.....
.....	.....	.....

2 **Write a short paragraph about two adventurous things, places or tourist destinations. First, compare them and then say which one you prefer seeing or doing with your reasons.**

Example:

The Great Wall of China and Burj Khalifa in Dubai are two popular destinations. The Great Wall of China is older and longer than Burj Khalifa. It's also more exotic. You can walk for hours with a great pleasure there. Burj Khalifa is more modern and taller. There are lots of cafes, restaurants, etc. in it. I think I would rather see the Great Wall of China than see Burj Khalifa because it is a historic structure and I am interested in history and culture more.

Lesson 3

1 **Match the extreme sports with the photos. Write the numbers of the correct photos.**

[4] *hang-gliding*	[ ] *heli-skiing*	[ ] *motor racing*
[ ] *underwater hockey*	[ ] *surfing*	[ ] *skydiving*

2 6.3 **Listen and fill in the blanks. Then listen again and practice.**

Evan : What kind of sports do you ...*prefer* **(1)** doing, Scarlett?

Scarlett : Well, I like underwater hockey and surfing.

Evan : That ..... **(2)** interesting. Which one do you prefer the most?

Scarlett : I think I prefer underwater hockey to surfing because I like team sports more. You know team sports are always more amusing ..... **(3)** individual sports.

Evan : What kind of a sport is it?

Scarlett : Well, there are six players. It takes about 20 minutes and you play under the pool.

Evan : I ..... **(4)**. I think underwater hockey is safer than surfing.

Scarlett : ..... **(5)**. Surfing is more dangerous because you may drown or a shark can attack you at any moment.

3 **Prepare a presentation or a short video about one of the sports or games describing its rules and how to play it.**

Lesson 4

1 **What does *"Adrenalin Seeker"* mean? Look it up in a dictionary and tell what it means.**

2 **Scan the text below and write the names of the sports under the photos.**

ADRENALIN SEEKERS

As Extreme Sports magazine team, we spoke with Mr. Clinton and Mrs. Miller about extreme sports.

ES : *Highlining is a dangerous sport, Mr. Clinton. Why do you do it, and what was your greatest experience? And what's the biggest danger?*

Mr. Clinton : Well, I love the adrenalin. When I move on the rope, I feel like I walk in the space. That's a fascinating feeling. I walked between two hills about 600 meters two years ago. I think that was my greatest experience ever. The biggest danger is the wind. When the wind blows, you may fall and even die.

.....

ES : *What's base jumping? What qualifications should a person need to have to start it? And my last question: How dangerous is it?*

Mrs. Miller : In base jumping, we jump off a building, antenna, bridge or cliff. First, you fly and then open your parachute for a safe landing. A person should have hundreds of hours of practice in parachuting and skydiving to start this sport. And how dangerous is it? There is one death in every 2,317 jumps, and if there is a problem with your parachute, the end is so close.

.....

3 **Read the text and answer the questions.**

1. How does Mr. Clinton feel when he moves on the rope?
2. What's the biggest danger in highlining?
3. What places do base jumpers jump off?
4. What qualifications should a person have to start base jumping?
5. What's the rate of death in base jumping?

4 **What do you think of the sports above? Which one would you like to try? Why or Why not?**

Lesson 5

1 **Match the questions that have a similar meaning. Write the correct numbers in the blanks.**

1. What is your favorite sport or activity?
2. When did you last do it?
3. Where did you do it?
4. What did you dislike doing?
5. Why did you like it?

..... I mean "What were the things you didn't like doing?"
..... In other words, what were your reasons for enjoying it?
..... I mean "What was the date?"
...1..... In other words, what sport or activity do you like doing?
..... I mean "Where were you?"

2 **Pair Work:** **What entertaining sports or activities have you done so far? Ask for the details about your friend's favorite sports/activities, and then inform the class about it. Clarify your questions when needed. You may follow the examples in Part 1.**

Example: *Reyhan attended a summer camp with her school friends last year. The camp was in Akçay. They had many activities there. She liked horse riding most because she thinks horse riding was more amusing than the others.*

3 6.4 **Listen and complete the information.**

1. When did Grayson last go on a kayaking journey?

   .....

2. What does he think about kayaking?

   He thinks it is .....

3. How old should a person be to attend it?

   .....

4. When is the kayaking club open?

   It's open from ..... to .....

5. How much does it cost (plus safety equipment)?

   It costs about .....

4 **Search for an activity your friends can do. Learn about its details such as price, time, equipment, etc. Then inform your friends.**

PROJECT

1 **Search the Internet and find suitable towns/cities in Turkey or in the world for different kinds of adventures. Prepare a poster. Explain which three or four of the adventures you would choose and why you would prefer them in your poster. Give some information about the adventures and use visuals to make your poster interesting and eye-catching.**

2 **Show your poster to the class. Why have you decided on these sports/ activities? Share your reasons with your friends.**

Example: *I decided on rafting in Fırtına Deresi in Rize because it's very challenging. The river has also a wonderful scenery. It's fantastic to raft along the river. You can also do some other activities before or after rafting in Rize.*

Self - Assessment

How well can you do these things? Check (✓) the boxes.

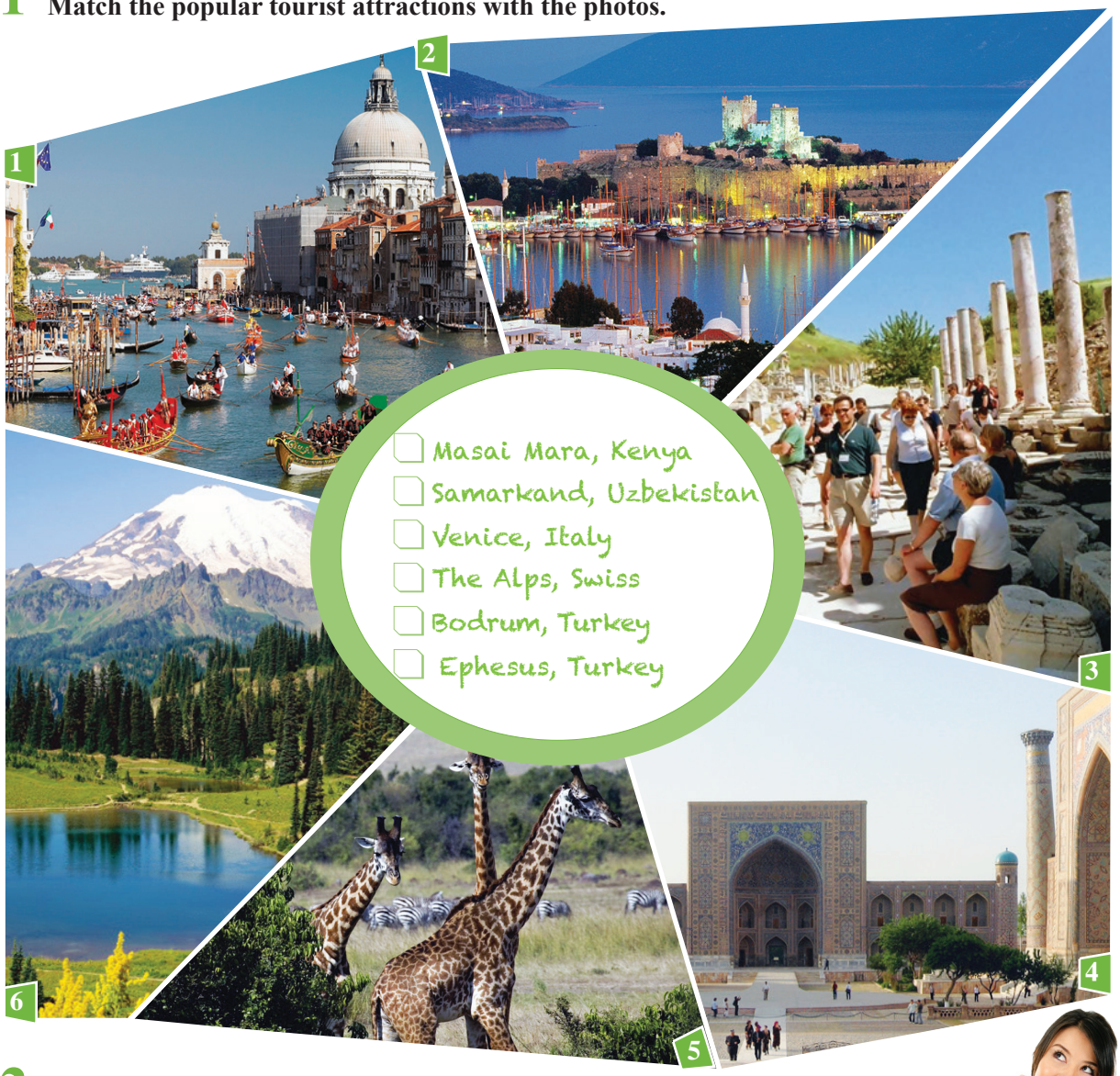
I can …	Very Well	OK	Not Yet
understand the topic of a discussion about adventure.	☐	☐	☐
talk about different sports and activities.	☐	☐	☐
talk about my preferences and give reasons.	☐	☐	☐
understand personal opinions and brochures.	☐	☐	☐
make simple comparisons.	☐	☐	☐
write about preferences and sports/activities.	☐	☐	☐

UNIT 7

TOURISM

Lesson 1

1 **Match the popular tourist attractions with the photos.**



2 **Which tourist attractions in Part 1 do you prefer visiting? Choose your top two ones and give your reasons. Use the words in the box to help you. Follow the example.**

Example: *I would rather visit Masai Mara in Kenya because I love wildlife, and you can see various types of wild animals there. I also prefer going to Samarkand because Samarkand is an important Turkish-Islamic center, and I'd love to see the historic sites there. To me, historical architecture is more beautiful than modern buildings.*

ancient	different architecture
incredible	historic sites
fascinating	modern
fantastic beaches	exotic
natural	adventurous

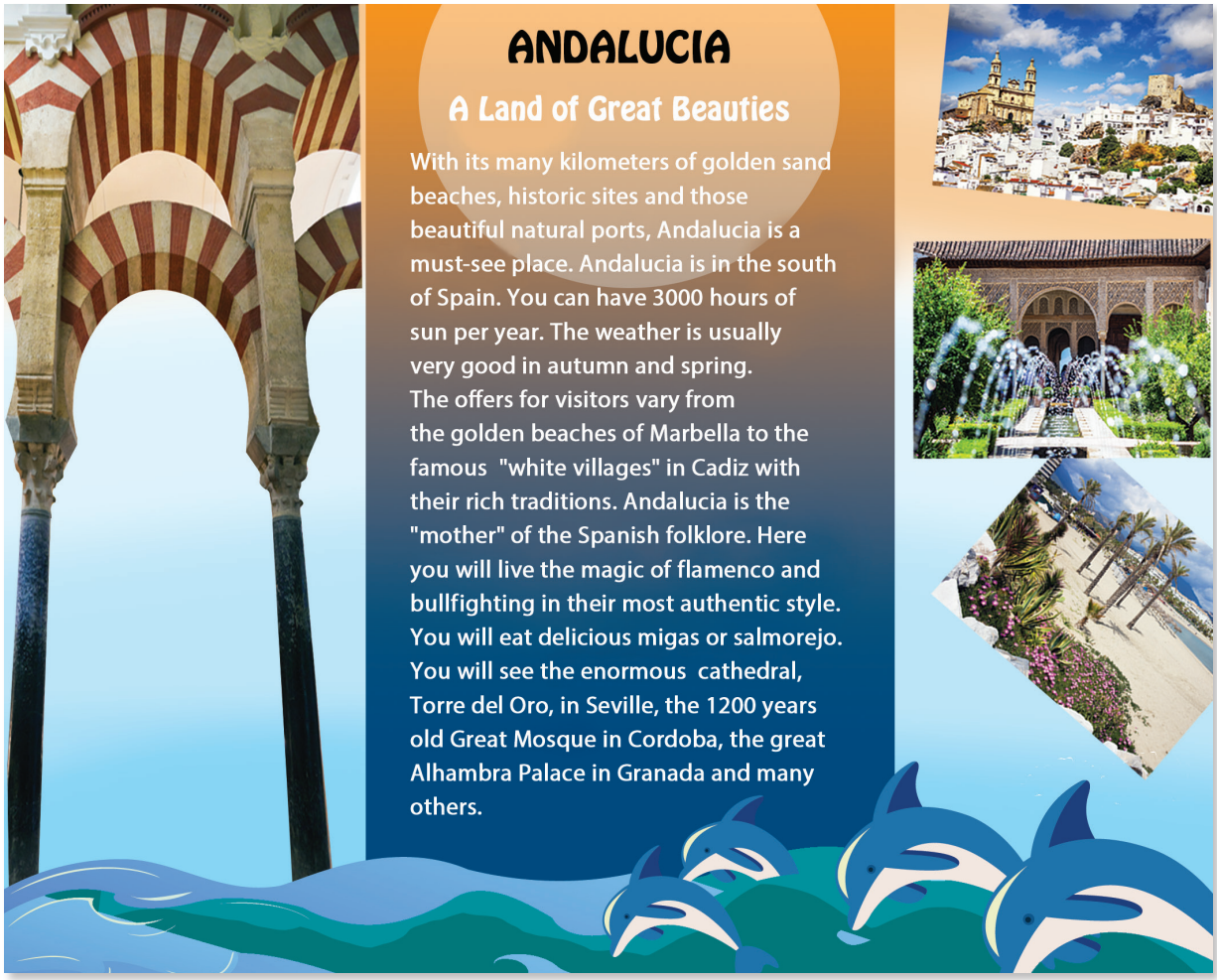
Lesson 2

1 **What do you know about Andalucia and Spain? Share your ideas with your friends.**

2 **Where can you see the things below? Read the brochure and write the names of the correct cities in the blanks.**

1. Golden beaches : ..*In Marbella*..... **3.** Torre del Oro : .....

2. White villages : ..... **4.** Alhambra Palace : .....



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

1. Which seasons is the weather usually good in Andalucia? ..... .

2. What two activities can you see in Andalucia? ..... .

3. What two dishes can you eat in Andalucia? ..... .

4. How old is the Great Mosque in Cordoba? ..... .

4 **Which of the places/things in Andalucia would you like to see? Give your reasons in the class.**

Lesson 3

1 **Look at the photos. What are their names? Where are they? What else do you know about them? Share your ideas with your friends.**

2 **Look up the words below in a dictionary and find out their meanings.**

architecture (n) : .....
construction (n) : .....
amphitheater (n) : .....
spectator (n) : .....
contain (v) : .....
trade route (n) : .....
abandon (v) : .....
weigh (v) : .....

3 7.1 **Listen and number the photos in the order you hear. Put a cross (X) for the ones that are not in the recording.**

4 7.2 Listen again and answer the questions below. Give short answers.

1. When did the construction of *Colosseum* end? *In the year 80.*
2. What's the capacity of *Colosseum*? .....
3. How many magnificent rock structures does *Petra* contain? .....
4. When did Johann Ludwig Burckhardt rediscover *Petra*? .....
5. What's the oldest and longest construction project in history? .....
6. Why did the emperors of China build *the Great Wall of China*? .....

5 Search for Machu Picchu, the Taj Mahal and Chichen Itza on the Internet. Write down some information about them. Then make groups of four and exchange your information about these places with your friends. Make comparisons while you exchange information.

Example:

Student A: Machu Picchu is an ancient Incan city.

Student B: That's right. It's about 2400 meters above sea level. It's higher than the others.

Student C: I guess the Incans built the city in the fifteenth century. Babur Shah built the Taj Mahal in the seventeenth century, and the Mayas built Chichen Itza in the tenth century, so Machu Picchu is older than the Taj Mahal, but it is more modern than Chichen Itza.

Student D: And I suppose the Incans abandoned the city after the Spanish invasion in the sixteenth century.

Machu Picchu	*It's an ancient Incan city, and it is 2,400 meters above sea level. The Incans built the city in the fifteenth century, and they left it after the Spanish invasion in the sixteenth century.*
The Taj Mahal	
Chichen Itza	

Lesson 4

1 **Look at the photos below. What do you know about them? Share your ideas with your friends.**

2 **Read the text and answer the questions.**

1. When did Fatih Sultan Mehmet conquer Trabzon? .....
2. What's the population of the city? .....
3. What's the climate like? .....
4. What are the tourist attractions? .....
5. Where can visitors stay? .....
6. What are the special/traditional dishes? .....
7. What's the name of the folk dance in Trabzon? .....

TRABZON

Trabzon is the biggest city in the Eastern Black Sea region. Trabzon was the capital of the Empire of Trebizond for hundreds of years. Fatih Sultan Mehmet conquered the city in 1461, and it became a Turkish city.

Its population is 758,237 and has an area of 4,664 km^2. It has a warm and rainy climate whole year. It has lots of green forests and mountains with many rivers and highlands.

There are lots of places to see in Trabzon. Sümela Monastery, Uzungöl, Aya Sofya Mosque and Atatürk's Mansion are just a few examples.

There are lots of places to stay in Trabzon. You can find bed and breakfast hotels, hostels, all-inclusive hotels and state guesthouses.

Trabzon has a rich dish culture. *Kuymak, hamsi buğulama* (an anchovy dish) and Akçaabat meatball are some delicious examples.

Trabzon is one of the most remarkable cities in Turkey with its history, culture, plateaus, traditional handcrafts, dishes, jokes, folk dances like *horon* and other beauties.

3 **Pair Work:** **Compare Trabzon and Antalya in terms of tourism with your friends. Write down five differences and then share them with the class.**

Example: *I suppose Antalya has more all-inclusive hotels than Trabzon.*
I guess Trabzon is greener than Antalya.

In my opinion/To me, ...
I think ...
I guess ...
I believe ...
I suppose ...

Lesson 5

1 **Give an example for the types of holiday below.**

A holiday in the countryside : ..*Uzungöl*..
A holiday on the mountain : .....
A seaside holiday : .....
A city-sightseeing : .....

2 **Pair Work:** **What type of vacations do you prefer going? A city sightseeing, a seaside vacation, a vacation on the mountain or a vacation in the countryside? Why? Give examples and make comparisons. You may use the words in the box to help you.**

Example: *I'd rather go on vacation at the seaside because you can have more fun there, do more recreational activities and sports than the others. For example, you can swim, go scuba diving, ride on a jet ski, have a boat trip and do paragliding in Ölüdeniz.*

fun	boring
adventurous	relaxing
cheap	expensive
attractive	comfortable
cultural diversity	different activities

3 7.3 **Listen and circle the best options.**

1. Justin prefers a *cruise/seaside/city sightseeing* holiday.
2. He likes *relaxing/having fun/cultural diversity*.
3. He last went to *Rome/Madrid/Milan*.
4. He stayed at a(n) *all-inclusive/two-star/bed and breakfast* hotel.
5. He thinks *Colosseum/St. Pieter's Square/Pantheon* is the most beautiful place.
6. He liked *pizza/spaghetti/ice cream* the most.
7. He stayed for *2/3/4* days.
8. He spent about *€150/250/350*.

4 **Pair Work:** **What's your favorite tourist destination? Ask for details about your partner's favorite destination and take notes. You may ask the questions below.**

Where's it?
Where can we stay?
What's the best time to visit there?
What's the weather like then?
What are some tourist attractions?
What can we do there?
What gifts can we buy?
What are the traditional dishes?

5 **Give information about your partner's favorite destination to the class. Use your notes in Part 4.**

Lesson 6

1 **Read the questions below and tick (✓) the ones you have done.**

HAVE YOU EVER ...

- ☐ flown on a plane?
- ☐ seen a historic place?
- ☐ bought an interesting gift?
- ☐ done an extreme sport on holiday?
- ☐ ridden a horse or a donkey?
- ☐ eaten a foreign food?
- ☐ been abroad?
- ☐ guided visitors in your city?
- ☐ visited a museum?
- ☐ joined a group tour?
- ☐ attended a festival?
- ☐ gone sightseeing?
- ☐ gotten lost in a foreign place?
- ☐ had a bad holiday experience?
- ☐ stayed in an expensive hotel?

2 **Group Work:** **Work in groups of four. Talk about your holiday experiences, ask about your friends' experiences and exchange your ideas. You may include good, exciting, bad, unpleasant, etc. experiences while you talk. Then inform the class about your friends' experiences. Use the conversation below to give you ideas.**

Kutay : Have you ever been abroad?
Naz : Yes, I have. I have been to England.
Erdem : Really? When did you go there?
Naz : I went there two years ago.
Aybars : Why did you go there?
Naz : I went there for a language school.
Kutay : I see. Who did you go with?
Naz : I went alone.
Cansu : How long did you stay there?
Naz : I stayed there for about two months.
Kutay : Where did you stay?
Naz : I stayed in a dormitory.
Aybars : What did you do while you were there?
Naz : Well, I experienced a lot of interesting things. I attended my English classes, saw almost all the tourist destinations in London, learned about the British culture, visited the museums and made many friends.
Cansu : What didn't you like about London?
Naz : Well, it rained all the time and it was too expensive.

3 7.4 **Listen and write the letters of the sentences in the correct places.**

We Are The Champions

A *I have taken my bows.*

B *But it's been no bed of roses.*

C *I have paid my dues.*

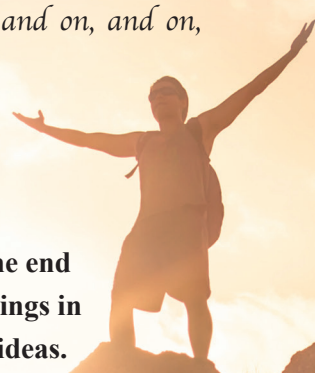
D *I have done my sentence.*

E *I've made a few.*

F *But I've come through.*

.....C..... (1)
Time after time.
..... (2)
But committed no crime.
And bad mistakes,
..... (3)
I've had my share of sand kicked in my face.
..... (4)
(And I need just go on and on, and on, and on.)
(Chorus)
We are the champions, my friends,
And we'll keep on fighting till the end.
We are the champions.
We are the champions.
No time for losers.
'Cause we are the champions of the world.
..... (5)
And my curtain calls.
You brought me fame and fortune, and everything that goes with it.
I thank you all.
..... (6)
No pleasure cruise.
I consider it a challenge before the whole human race,
And I ain't gonna lose.
(And I need just go on and on, and on, and on.)

Chorus (x2)



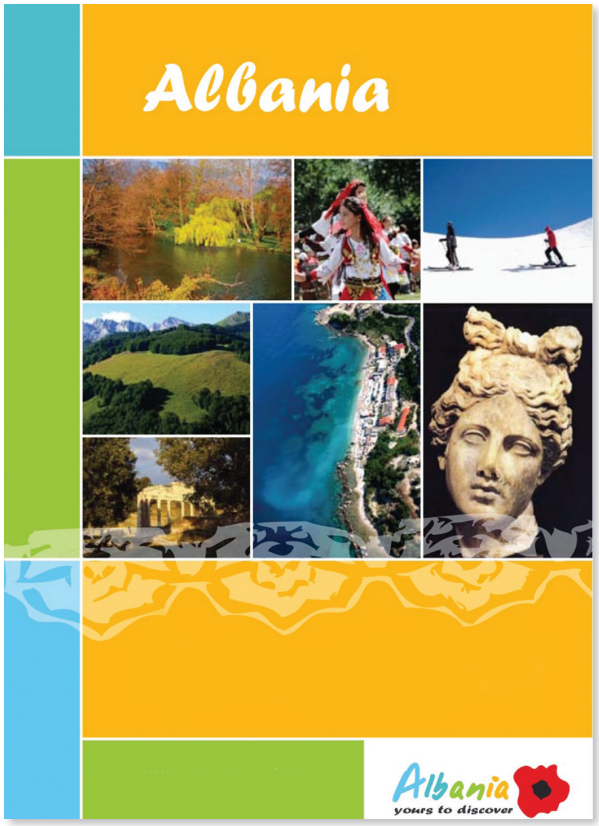
4 **What are the necessary values or the things to keep on fighting for till the end for a better life, country and world? Write two of the most important things in each category below in your opinion. Use the phrases below to give you ideas.**

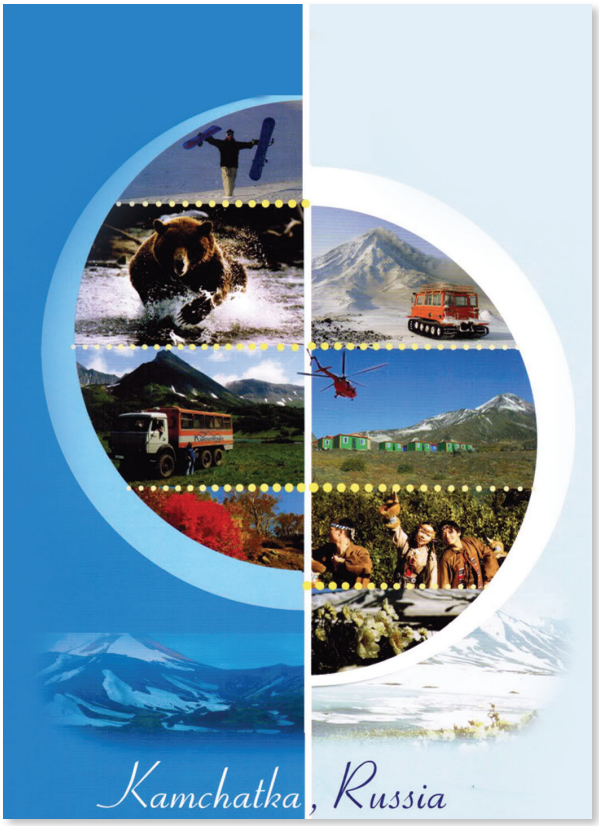
- *justice*
- *equality*
- *cooperation*
- *mercifullness*
- *hospitality*
- *the rules and laws*
- *honesty*
- *unity of the family*
- *respect for others*
- *patience*
- *determination*
- *self-confidence*
- *being understanding*
- *Turkish culture*
- *the natural heritage*

For a better life:		
For a better country:		
For a better world:		

PROJECT

1 **Design a travel brochure or advertisement about a place that you want to visit one day on a piece of large size cartridge paper. Use visuals to make your brochure interesting and eye-catching. Include information about the location, climate, places to visit, things to do, accommodation and dishes. You may use the information that you have learned in the unit.**





2 **Talk about your brochure and describe it by giving your reasons why you want to visit these places in the class.**

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
follow and understand recorded texts and passages about tourism.	☐	☐	☐
exchange information about tourism.	☐	☐	☐
make simple comparisons of different tourist attractions.	☐	☐	☐
express my preference for tourist destinations and give reasons.	☐	☐	☐
design a brochure about my favorite tourist destination.	☐	☐	☐

UNIT 8

CHORES

Lesson 1

1 **Match the household chores with the photos. Write the numbers on the photos.**

1. do the grocery shopping
2. wash/dry the dishes
3. do the laundry
4. load/empty the dishwasher
5. mow the lawn
6. wash the car
7. cook/prepare the meals
8. vacuum the house
9. iron the clothes
10. take care of the dog
11. take out the garbage
12. set the table
13. clean the windows

2 **Pair Work:** **Ask and answer questions about your responsibilities at home. Use *always*, *usually*, *often*, *sometimes*, *rarely* and *never*. Follow the example.**

Example:

***Student A**: How often do you set the table?*

***Student B:** I sometimes set the table. What about you? Do you ever mow the lawn?*

***Student A**: No, I never mow the lawn because we live in an apartment building.*

3 **Read the questionnaire about the household chores and write three more chores. Then complete it with the answers of three of your friends. Keep in mind that you can write more than one person's name in each question if necessary.**

Example:

Ali: Who must take out the garbage in your family, Arzu?

Arzu: My father and I must take out the garbage in my family.

HOUSEHOLD CHORES QUESTIONNAIRE	Your Friend's Name:	Your Friend's Name:	Your Friend's Name: .....
1. Who must take out the garbage in your family?			
2. Who does the laundry and irons the clothes?			
3. Who usually vacuums your house?			
4. Who always helps you to do your homework?			
5. Who's responsible for preparing the breakfast?			
6. Who loads and empties the dishwasher?			
7. Who tidies up the living room in your house?			
8.			
9.			
10.			

4 **Now, count the total number of the male and female family members for each chore in Part 3 and check (✓) the related box below. Are the results different from your family?**

1. Males do more chores than females in my questionnaire. ☐

2. Females do more chores than males in my questionnaire. ☐

3. Males and females do the chores almost equally in my questionnaire. ☐

Lesson 2

1 **Do you keep a diary? If so, what do you write about? Share with your friends.**

2 **Read Justin's diary below and put a tick (✓) in the correct boxes. Correct the false ones.**

Dear Diary,

I got up very early today. I made my bed and tidied up my room. After that, I took my dog, Olive, for a walk in the garden. I like walking with Olive because it is so sweet. Then I came back home about 20 minutes later. I had a shower and then I prepared breakfast. My father usually prepares breakfast, but he was ill in the morning, so I wanted to help him. We had breakfast and then my sister and I left home for school. My sister and I always go to school together.

I arrived at school on time. We have some rules at school. We always have to keep our class clean and tidy. We have to be silent and listen to our teacher carefully. We should also be respectful of our friends. I am responsible for our class library. I always write down my friends' names when they borrow books and when they return the books, but there was a problem today. I couldn't find two of the books. I hope I will find them tomorrow.

After school, I picked up my sister from her school, and we came back home together. I must help my sister to do her homework. And of course I have to do mine and study for the exams. So, we studied together for an hour. Then I surfed the Internet and played online games. Then my father and I played basketball in our garden. My mother prepared dinner, and we had a delicious dinner together and chatted. My sister and I loaded the dishwasher and my father took out the garbage. Then we watched TV together and here I am. I must sleep now. See you tomorrow.

	True	False	
1. Justin has a dog and its name is Olive.	✓	☐	.....
2. His mother usually prepares breakfast.	☐	☐	.....
3. His mother takes him and his sister to school.	☐	☐	.....
4. He's responsible for his class library.	☐	☐	.....
5. His mother helps his sister to do her homework.	☐	☐	.....
6. Justin took out the garbage after dinner.	☐	☐	.....

3 **Think of a week and talk about your obligations/responsibilities at home or school.**

Example: *I must help my father to clean up the garage of our house on Monday.*

I have to return the books to the library on Tuesday.

My Responsibilities

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

4 **Group Work:** **Work in groups of four. Talk about your obligations/responsibilities that you don't like doing. How do you feel when you have those responsibilities? Make suggestions about your friends' dislikes if possible.**

Example:

Halit : What are your responsibilities at home, Azra?

Azra : I am responsible for taking care of my baby sister on Saturday mornings. I sometimes get too annoyed while I take care of her.

Beyza: You should read books and listen to music while you take care of her. I am sure you won't get annoyed then. What about you, Halit?

Halit : I must do my homework on weekends. You know our teachers give us homework too much. I sometimes get bored when I have too much homework.

Selim : You are right. Our teachers shouldn't give us too much homework.

Azra : I think you should do your homework daily. Then you won't get any problems.

Beyza: Exactly. And I prepare breakfast on Sundays.

Halit : Me, too. I must make my bed every morning, but I don't like doing it every day.

Beyza: Yes, but we should always be tidy.

Lesson 3

1 **Do you organize birthday parties for your family members? What kind of chores do you usually do for the preparations? Share your answers with the class.**

Example: *We always clean up the house before the guests arrive.*

2 8.1 **Are the sentences true or false? Listen and tick (✓) the correct boxes.**

	True	False
1. They are planning a surprise birthday party for their grandfather.	☐	✓
2. Nora and her mother will do the grocery shopping.	☐	☐
3. Logan will buy the birthday cake.	☐	☐
4. The mother will vacuum the rooms.	☐	☐
5. Nora will clean the bathroom.	☐	☐
6. The mother will tidy up the kitchen.	☐	☐

3 8.2 **Listen to the rest of the conversation and answer the questions below.**

1. What does Logan want to do on Saturday? *Go bowling with his friends.*

2. How much money does he need for the activity? .....

3. What does Nora ask Logan to do? .....

4. Who is Sam in your opinion? .....

5. What can you say about this family? Circle the correct one.

a. Everybody shares the responsibilities at home. **b.** The kids don't help their parents much.

4 **Organize a surprise birthday party for one of your classmates. What would you suggest doing to make the birthday party much better? Share your suggestions.**

Example:

Student A: ***We should*** *decorate the class with balloons and ribbons.*

Student B: ***We must/have to*** *organize the places of the desks.*

Student C: ***It's necessary to*** *bring something to eat and drink.*

Student D: ***We can*** *bring MP3 songs.*

Lesson 4

1 **What do your parents do or say when you help or don't help them with the household chores? Give examples and share your ideas with your friends.**

2 **Read the comments on an Internet forum about the question of a mother and answer the questions. Give short answers where possible.**

1. What's Britney's problem? **1.** .....
2. What chores do James's children do? *Write one.* **2.** .....
3. What does James advise Britney to do? **3.** .....
4. What chore does only Valerie do? **4.** .....
5. What does Valerie advise Britney to do? *Write one.* **5.** .....

File Edit View Help

Britney - posted on 02/10

I have a seven-year-old son, and I want to teach him to do some simple household chores. What kind of chores do your kids do? How can I make my son help me to do the household chores? Can you please share your experiences?

James - posted on 03/10

I have a 13-year-old daughter and a 15-year-old son. They load and empty the dishwasher, clean the kitchen after dinner, tidy up their rooms and separate their laundry. How did we teach them to do these chores? Well, we taught them their responsibilities one by one. I am sure your kids can do some chores if you give them the responsibilities step by step.

Valerie - posted on 04/10

I have two daughters; 9 and 12. We have to help each other because we are all busy with work, school, piano and sports. We take turns doing dishes and cleaning the house. The only chore that I do all the time is cooking dinner. Everyone does everything else in our family. All our children have different responsibilities and understand the importance of helping others. They also get an allowance for these chores. I think you should first teach them the importance of helping and reward them when they do some chores.

3 **How should parents teach their children to do household chores? Share your suggestions.**

They should be fair and encouraging. They shouldn't get angry when we make some mistakes.

Lesson 5

1 **What subjects are you bad at school? What do you think you should do to make it better?**

Example: *I'm bad at physics. I think I should solve more problems about physics to make it better.*

2 8.3 **Listen and answer the questions.**

1. Why's Kayla nervous?

.....

2. What is Dylan's suggestion about learning Spanish much better?

She should .....

3. Who must Kayla take care of?

.....

4. What does Dylan hate doing?

.....

5. Why does Audrey get bored in math class?

.....

3 **How would you feel in the situations below? Read and share your feelings. Use the words below to help you. You may use more than one word.**

Example: *You must study for an important exam.*
I'd feel bored and worried.

a. You must visit your grandmother at the hospital because she has a severe health problem.

b. You must vacuum the entire house.

c. You must make a presentation in front of your classmates.

d. Your sister or brother asks you to help with his/her homework.

4 **Read the information below and do a class activity.**

Each student writes about one of his/her obligations/dislikes and his/her feelings about it on a piece of paper, and they gather them in a plastic bag or box. Then one of the students takes a piece of paper randomly and reads it aloud. Finally, a volunteer makes a suggestion about it.

Lesson 6

1 **Do you like reading poems? Who's your favorite poet? Share with your friends.**

2 8.4 **Listen to the poems below. Then match the highlighted words/expressions with the definitions below.**

to do what someone tells you to do: .....

a feeling of great sadness: .....

to complain or become angry about something: .....

something that is dirty and untidy: .....

3 **Read the poems A and B. Write A or B in the boxes below.**

[B] The poem is about the chores at home.

[ ] The poem says we must always help our parents.

[ ] The poem says the school is cool.

[ ] The poem says we get up before the sun.

A

School is a daily routine for us.
In the morning, we're sure to **make a fuss**.
Even when the sun is still not up,
Here we are, awake at 6 a.m. sharp.

We feel that school is such a bore.
We feel that school is such a chore.
Parents say, "School's great! Now, go!"
We say, "Well, how do you know?"

Late a minute and we have to run,
Eyes half open, shoelaces undone.
We reach school and we see our friends.
Immediately, the **gloom** ends.

We have a chat and go with the flow.
Then the bell rings, it is time to go.
But it depends on how we look at school.
Honestly, positively, school is cool.

B

"I won't do it," Sally said,
"I will not clean my room.
I will not make my bed.
I like the **mess** and gloom."

"I won't do it," Sammy said,
"I will not mow the lawn.
I'd rather play with Ned and Ted.
And with my best friend Sean."

"Will not"
"Can not"
"Want not"
"Should not"

These words we must not say.
When mom or dad asks us for help,
We should always **obey**.

4 **Write a poem about your responsibilities at home or at school. Write about your feelings in your poem. Then read out your poem in the class.**

PROJECT

1 **Follow the steps below and write a short paragraph titled "Chores".**

- Write about the responsibilities, likes and dislikes of your family members.
- Use *should, must, have to, necessary to, responsible for, in charge of, etc*. in your sentences.
- Describe the feelings of your family members about their responsibilities.
- Use the other structures/sentences you have learned throughout the unit.

2 **Ask your partner to read and check (✓) your paragraph by using the Peer Assessment Checklist below.**

My partner has …	Yes	A Little	No
– explained the responsibilities of his/her family members.	☐	☐	☐
– used *necessary to, should, responsible for, must, have to, in charge of, etc*. in his/her paragraph.	☐	☐	☐
– described the feelings of his/her family members.	☐	☐	☐
– used his/her word power effectively.	☐	☐	☐
– used grammar effectively.	☐	☐	☐
– used spelling and punctuation effectively.	☐	☐	☐

3 **Make the necessary changes according to Peer Assessment Checklist and read out your paragraph in the class.**

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
understand short talks describing chores/responsibilities.	☐	☐	☐
understand people's obligations, feelings and dislikes.	☐	☐	☐
talk about my responsibilities.	☐	☐	☐
make suggestions.	☐	☐	☐
describe my obligations, feelings and dislikes.	☐	☐	☐
understand simple texts about chores and responsibilities.	☐	☐	☐
write about my chores and responsibilities at home and school.	☐	☐	☐

UNIT 9

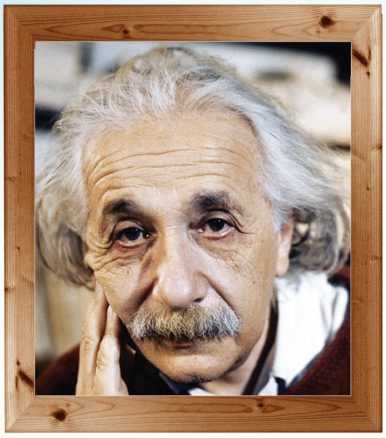
SCIENCE

Lesson 1

1 **Who is the most famous scientist in the world? Share your opinions.**

2 **Scan the text and write the birthplaces of the scientists.**

Albert Einstein: *Germany* Avicenna (Ibn-i Sina): ..... Marie Curie: .....



A COMMON HUMAN ENDEAVOR: SCIENCE

Avicenna (Ibn-i Sina) was born in Bukhara. He studied Greco-Roman and Indian texts. Then he wrote almost 450 works on a wide range of subjects like philosophy, astronomy, medicine, alchemy, etc. His famous book *"The Canon of Medicine"* was a standard medical textbook at many medieval universities in the world.

Albert Einstein was born in Germany. He made many contributions to the field of theoretical physics. He produced perhaps one of the most famous equations ever: *"$E = mc^2$"*. He is also famous for his *"Quantum Theory"* and *"Theory of Relativity"*.

Marie Curie was born in Poland. She was a famous chemist and physicist. She got two Nobel prizes. She had studies on radiation. She got the Nobel prize in 1911 for her discovery of radium and polonium.

3 **Read the explanations below and write the correct highlighted words from the text.**

1. A number of things that are all different, but are all of the same general type. ..... *range* .....

2. A statement in math that shows that two amounts are equal. .....

3. Something you do to help make something successful. .....

4. Connected with the Middle Ages. .....

5. A science that tries to change ordinary metals into gold. .....

4 **Read the text and check (✓) the correct boxes.**

	Avicenna	Einstein	Curie
1. She/He discovered radium and polonium.			✓
2. His/Her book was a medical textbook in many medieval universities.			
3. She/He has a theory called *"Theory of Relativity"*.			
4. She/He got two Nobel prizes.			
5. *"$E = mc^2$"* equation belongs to him/her.			
6. She/He wrote about 450 different books.			
7. She/He was a chemist and physicist.			

5 **Search for a scientist. Write a short paragraph about his/her life, studies, accomplishments and books.**

Example: Stephen Hawking was a British theoretical physicist. He was born on January 8, 1942. He was famous for his bestselling book *"A Brief History of Time"*. Doctors diagnosed a disease called ALS when he was 21 and said he couldn't live until 25. But with determination, patience and self-confidence, he published many articles about the fields of cosmology and quantum gravity. He spent 30 years as a full professor of mathematics at the University of Cambridge.

He was the director of research at the Center for Theoretical Cosmology and he worked on a subject called *Black Hole Information Paradox* before he died in March 2018.

6 **Group Work:** **Share the information about the scientist that you searched in the previous activity with your friends.**

Lesson 2

1 **Scan some of the scientific developments since the 1950s. Check (✓) the most important or interesting one(s) according to you.**

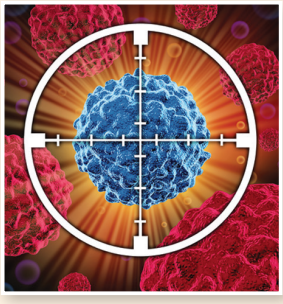
1950s	1960s	1970s
☐ 1956 – TV remote control. ☐ 1958 – The ultrasonic image of an unborn child.	☐ 1964 – Home kidney dialysis. ☐ 1969 – Astronauts make the first steps on the Moon.	☐ 1974 – Barcodes on supermarket products. ☐ 1975 – Birth of home computer.
1980s	**1990s**	**2000s**
☐ 1981 – CDs go on sale. ☐ 1983 – Synthetic human insulin for sale.	☐ 1991 – The first Internet browser. ☐ 1997 – Dolly the sheep, first cloned animal from an adult cell.	☐ 2001 – Scientists insert bionic eyes into retinas of blind men to restore their vision. ☐ 2003 – The first hybrid car.

2 **Pair Work:** **What's the most important scientific development in your opinion? Why? Discuss with your partner.**

Example: *To me, the most important scientific development is the ultrasonic image of an unborn child because we can prevent the death of unborn babies.*

3 **What are scientists working on today? Search for three of the interesting ones on the Net and write sentences. Find some photos of them. Then share them with your friends.**

Example: Scientists are working on exploring the planets like Mars. They are also trying to kill all types of cancer cells with new techniques. Another interesting thing is that they are trying to improve cars without drivers.



Lesson 3

1 **Match the sentences with the occupations in the photos. Write the occupations in the blanks.**

1. ...*The astronaut*..... is trying to fix a problem on the space station.
2. ..... is researching by using a microscope in the lab.
3. ..... are conducting experiments in the chemistry class.
4. ..... is operating the printing machine.
5. ..... is putting a chemical substance in the test tube.
6. ..... is examining his patient by using computed tomography.

scientist

students

technician

doctor

chemist

astronaut

2 **What did scientists do in the past and what are they doing about it now? Share your ideas with your friends. Follow the examples below to give you ideas.**

Example:

Student A: *Isaac Newton discovered the gravity of the matter, and now scientists are exploring the solar gravity.*

Student B: *Graham Bell invented the telephone, and now scientists are working on 3D holographic phones.*

Lesson 4

1 **Look at the objects in the photos below. What do they have in common? Share your guesses.**

2 **Match the main ideas of each paragraph below. Write the letter of the related paragraph.**

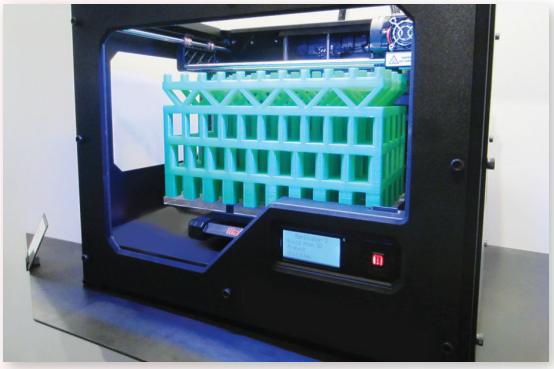
- ☐ Possible concerns about 3D printing technologies in the future.
- ☐ The advantages of 3D printing technologies.
- ☐ What's 3D printing and how does it work?

3D PRINTING

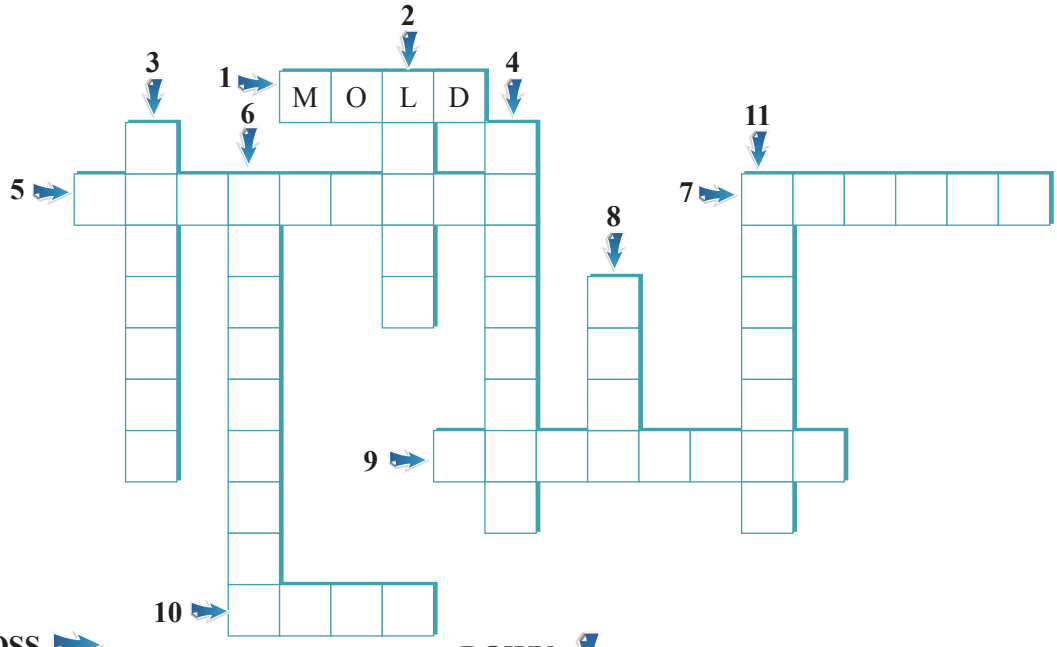
A 3D printing takes digital files and transforms them into real products. 3D printers can create everyday items or complex tools in a very short time. A 3D printer takes a material, melts it into thin layers onto a surface, moves up and prints another layer. After layer upon layer, you get a physical object.

B 3D printing has various advantages. People are making all kinds of things with 3D printers. Today, you can create hundreds of thousand different objects in a very short time at a lower cost. Generating prototypes with 3D printers is much easier and cheaper than making molds. And interestingly, these objects are always very durable.

C Get ready for it—the next great debate will be about the political, ethical and religious questions about 3D printing technologies. Scientists at Cornell University successfully printed a human ear last year, and scientists in Scotland are developing a way to print stem cells. Another possible problem will be weapons. Today, it is possible to create a gun and fire it with the help of 3D printers.



3 Complete the puzzle with the highlighted words given in the text. Do not consider the suffixes.



ACROSS

1. (Noun) A container that we use to make something in a particular shape.

5. (Noun) The first form that a new design of a car, machine, etc.

7. (Noun) Discussion of a particular subject.

9. (Noun) A special type of cell in the body that can divide in order to form other types of cells.

10. (Verb) To heat solid until it changes into liquid.

DOWN

2. (Noun) An amount or a piece of a material that covers a surface or that is between two other things.

3. (Noun) Something that people make in a factory in large numbers, usually in order to sell it.

4. (Verb) To cause something to exist.

6. (Verb) To change the appearance or form of something completely.

8. (Noun) A single thing in a list, group or set of things.

11. (Adjective) Staying in a good condition for a long time.

4 Read the text again and answer the questions below.

1. How does a 3D printer create an object? Number the steps below.

- ☐ prints another layer
- ☐ melts a material into thin layers onto a surface
- [1] takes a material
- ☐ moves up

2. Which one below is not an advantage of 3D printing?

a. more durable **b.** cheaper **c.** easier **d.** more dangerous

3. Which ones are possible to print with the help of 3D printing today? Check (✓) the correct ones.

☐ eye ☐ ear ☐ gun ☐ heart

5 Group Work: Work in groups of four. Talk about the advantages and disadvantages of scientific achievements with your friends.

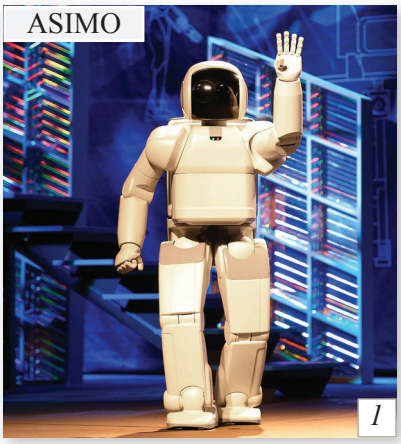
Lesson 5

1 **Look at the photos below. What are they? What can they do? What can't they do? Share your guesses with your friends.**

2 9.1 **Listen and write the numbers of the robots in the order you hear.**

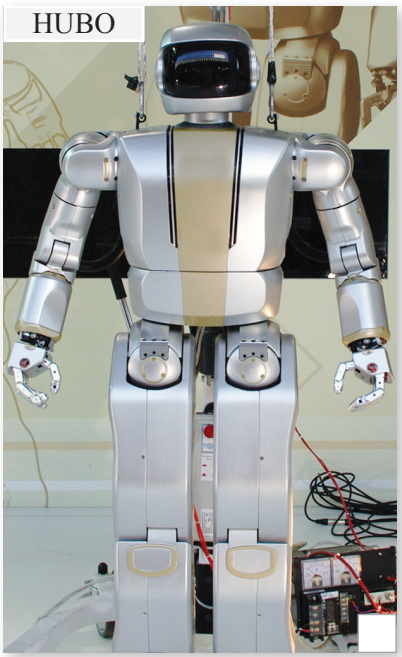
HRP

ASIMO



1

HUBO



AIBO

PAPERO

3 9.2 **Listen again and answer the questions.**

1. What's the program about? Circle the correct one.
   a. Different Types of Robots **b.** The Future of the Robots
   c. The Dangers of the Robots
2. What's the most advanced robot in the world?
   .....
3. What's the strongest robot in the world?
   .....
4. Which robot can wrap an object like the human fingers?
   .....
5. How many words can PAPERO recognize?
   .....
6. How can AIBO inform you about your house when you are away?
   .....

4 **Search for a robot and write about it. Describe its features and write about what it can do. Then make a short presentation about it. Use photos or videos to make your presentation interesting.**

Lesson 6

1 **Look at the photos below. What's she doing in the photos? Share your guesses.**

2 **Read the text below and answer the questions.**

In July 1960, Jane Goodall traveled from England to Gombe, Tanzania and entered the world of wild chimpanzees bravely. She only had a notebook and a pair of binoculars. But with her patience and optimism, she won the trust of these shy creatures. She managed to open a window into their hearts and lives. She has spent all her life doing research about chimpanzees and protecting them.

Today, she is 83 years old, but she is traveling around the world more than 300 days a year. She is giving conferences all over the world, giving lectures at different universities, talking on TV programs or talking to government officials, etc. Why? Because she wants to inform and encourage people to do their part to make the world a better place. *"Every individual counts,"* she says. *"Every individual has a role to play. Every individual makes a difference."*

1. When did she start her studies about chimpanzees?
2. Where did she do her studies?
3. How many days a year is she traveling around the world?
4. Why does she want to inform and encourage people?

3 **What are people doing to protect the animals and nature? Search the Internet, newspaper, science magazines, etc. for some good examples to inform your friends. Find some photos or videos and talk in the class.**

Example: *In this photo, university students are planting trees.*

PROJECT

1 **Prepare a poster about scientific inventions/discoveries that have helped the world. Give short information about the inventions/discoveries in your poster. Use a piece of large size cartridge paper. Use visuals to make your poster interesting and eye-catching.**

2 **Make a presentation about your poster in the class.**

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
recognize main ideas in recorded passages about science.	☐	☐	☐
talk about scientific achievements.	☐	☐	☐
identify main ideas in short passages about science.	☐	☐	☐
write simple descriptions about scientific achievements.	☐	☐	☐
make myself clear and ask for clarification.	☐	☐	☐

UNIT 10

NATURAL FORCES

Lesson 1

1 **What's life in your point of view? Say a few sentences about it.**

Example: *To me, life is full of surprises, and it is worth living.*

2 **Do the quiz below and find out how well you know about the Earth.**

QUIZ ABOUT EARTH

1. When lightning strikes, it can reach up to ..... degrees.

a. 300 **b.** 3,000 **c.** 30,000

2. The only continent with no active volcanoes is .....

a. Africa **b.** Australia **c.** Europe

3. Jamaica has ..... rivers.

a. 18 **b.** 75 **c.** 120

4. ..... has the largest variety of flora in the world.

a. Bali **b.** Turkey **c.** Norway

5. The Earth experiences over ..... earthquakes a year.

a. 500 **b.** 5,000 **c.** 50,000

6. The average iceberg weighs ..... tons.

a. 10,000,000 **b.** 20,000,000 **c.** 30,000,000

7. ..... has the largest number of islands in the world (over 179,550).

a. Finland **b.** Russia **c.** Canada

8. ..... is the only continent without a desert.

a. Europe **b.** North America **c.** Africa

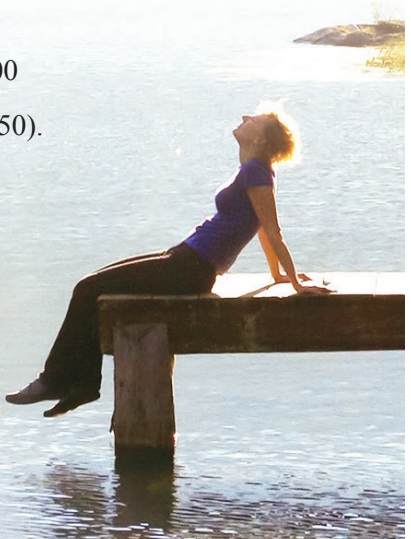
9. ..... is the most abundant element in the universe (75%).

a. oxygen **b.** hydrogen **c.** nitrogen

10. The Earth's atmosphere extends to a distance of ..... km.

a. 5,000 **b.** 10,000 **c.** 15,000

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



3 **What will the life on the Earth be like in the future? Share your predictions.**

Example: *I think there won't be enough food or water for billions of people in the future.*

Lesson 2

1 **Match the natural forces and disasters with the photos. Write the correct numbers.**

[3] flood	☐ hurricane	☐ drought
☐ earthquake	☐ forest fire	☐ avalanche
☐ landslide	☐ tsunami	☐ tornado

2 **How can we save the Earth and people from natural forces and disasters? Choose one of them. First, talk about why it happens. Next, suggest doing something against it. Finally, say a few things about what will happen if we don't take the necessary measures.**

Example: *Drought is one of the natural forces and disasters that I'd like to talk about. It happens when we don't have enough rainfall and we waste too much water. We should use the water more efficiently. We should stop wasting our water sources. We should never pollute the rivers, lakes and seas. There should be programs to educate people on saving water. If we don't take the necessary measures soon, we won't have enough water to preserve and protect human life in the future.*

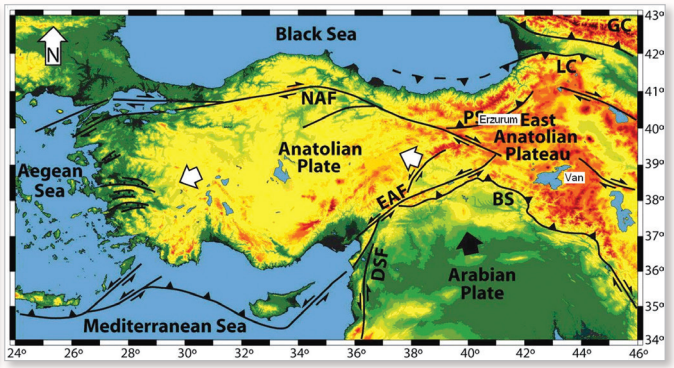
Lesson 3

1 **What should/shouldn't we do during an earthquake? Share your opinions.**

Example: *We should stay calm. We shouldn't use the elevator.*

2 **Read the article below and answer the questions.**

1. When did the earthquake take place?
2. What was the magnitude of the earthquake?
3. How many people lost their homes?
4. How many centimeters a year do the plates on the surface of the Earth move?
5. What is the highest magnitude of the earthquakes?



An earthquake struck the city of Van in eastern Turkey at 13:41 on Sunday, October 23, 2011. The magnitude of the Van earthquake was 7.2 on the Richter scale. It occurred at a depth of 20 kilometers. According to *The Disaster and Emergency Management Presidency of Turkey (AFAD)*, the earthquake killed 644 and injured 4,152 people. It also damaged 11,232 buildings, and about 60,000 people lost their homes. There were more than 11,000 aftershocks after the main quake.

What are the causes of the earthquakes? The outer surface of the Earth is not one homogeneous mass. It consists of large plates of various sizes. These plates move very slowly, approximately 8 to 12 centimeters a year. They can also move in different directions. Sometimes, they meet and stick together. Pressure builds up and they can jolt apart. This causes an earthquake and also explains why they reoccur in the same geographical areas where the surface is above these fault lines. Their severity varies, and the most common measure of this severity is the Richter scale. The highest magnitude is around 9.0.

3 **Why do we have so many deaths, injuries or physical damage during the earthquakes in Turkey? Write a paragraph about the reasons and results of the earthquakes and why they affect us so severely.**

Lesson 4

1 **Look at the photos below. What do the people in the photos do? Where are they? What are they doing at the moment? Share your opinions with your friends.**

2 10.1 **Listen and answer the questions.**

1. What's the natural disaster in the news?
   .....
2. How many people are missing?
   .....

3. What was the natural disaster in Üsküdar?
   .....
4. What did the disaster cause for a while?
   .....

5. What may take place after the hurricane?
   .....
6. What's the best defense against hurricanes according to Adam Putnam?
   .....

7. What country did the earthquake take place in?
   .....
8. What was the magnitude of the earthquake?
   .....

3 **Pair Work:** **Have you ever experienced a natural disaster or seen one on TV? While you talk to your partner, ask for more information to check your understanding when you need.**

Example:

Bera: *A few years ago, I watched Etna erupting on TV.*

Mehtap: *Etna? Is Etna a volcano?*

Bera: *Exactly. It's an active volcano on the east coast of Sicily, Italy.*

Lesson 5

1 **Look at the photos. Do you ever see similar events? If so, give some information.**

Example: *When it rains a lot, I sometimes see some lightning.*

2 **Scan the text and write the names of the natural phenomena under the photos.**

AMAZING NATURAL PHENOMENA

We can see different natural phenomena in the world. Each of them is a great wonder. In this month's edition, we will introduce you to three of them.

Volcanic lightning is the lightning in the middle of a volcanic eruption. Scientists are not sure about the reason for volcanic lightning, but here is one popular theory. When a volcano erupts, it ejects materials and gases into the atmosphere, and explosions take place. Then the amazing lightning occurs. It's very difficult to take photos of them.

You can see nacreous clouds before dawn or after sunset. They have extremely high altitudes. They reflect the sunlight in a different way. Nacreous clouds live in the lower stratosphere, and they are so dry that they often prevent cloud formation, but the extreme cold of polar winters makes this beautiful phenomenon possible.

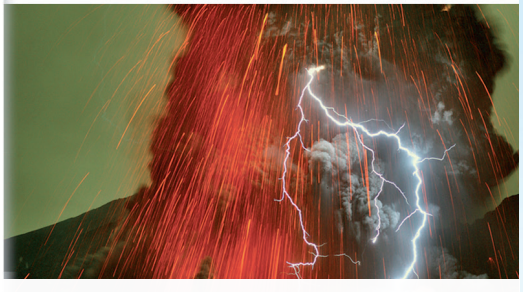
A double rainbow is a natural wonder, and it means pretty much the same thing as a regular rainbow. Only, on occasion, sunlight reflects in a raindrop not once, but twice, and it creates a secondary rainbow. The best views of this phenomenon occur when the sky is still dark with raincloud.

The Catatumbo lightning in Venezuela is a mysterious storm. You can see non-stop cloud-to-cloud lightning from a distance. The Catatumbo lightning occurs approximately 140-160 nights per year. It takes place around Lake Maracaibo and the mouth of the Catatumbo River.

.....

.....

.....



.....

3 **Read the definitions below and write the related underlined words given in the text.**

1. A powerful flash of light in the sky : *lightning*
2. The process by which something develops into a particular shape : .....
3. Something that happens in nature, but it is difficult to understand : .....
4. The layer of the earth's atmosphere above the troposphere : .....
5. The amount of space between two places or things : .....
6. Sudden and powerful bursts : .....
7. So surprising and interesting : .....
8. More or less than a number or amount; about : .....
9. To happen; take place : .....
10. Normal or usual : .....

4 **Read the text and answer the questions below.**

1. What's volcanic lightning?

   ..... .

2. What does a volcano eject when it erupts?

   ..... .

3. When can you see nacreous clouds?

   ..... .

4. Where do nacreous clouds live?

   ..... .

5. When do the best views of a double rainbow occur?

   ..... .

6. How often does the Catatumbo lightning occur per year?

   ..... .

7. Where does the Catatumbo lightning take place?

   ..... .

5 **Search for one of the natural phenomena and write a short paragraph about it by including the information such as its reasons, features, results, etc.**

Lesson 6

1 **What are the possible problems of the Earth in the future in your opinion? Number the top five.**

☐ water shortage	☐ air pollution	☐ wildlife conservation
☐ soil contamination	☐ global warming	☐ fossil fuel depletion
☐ energy shortage	☐ overpopulation	☐ toxic waste
☐ deforestation	☐ ecosystem destruction	☐ biological pollutants

2 10.2 **Listen and complete.**

	The name of the future problem	The cause of the problem according to him/her	What does she/he suggest doing?
Samantha	*Water Shortage*		
Jacob			

3 **Pair Work:** **Ask and answer about your predictions about the future of the Earth and take notes. If your friend asks for clarification, answer his/her follow-up questions. Follow the example.**

Example:

Alev : What will be the most threatening problem in the future, Oktay?

Oktay : I think it will be biological pollutants.

Alev : Biological pollutants? What do you mean?

Oktay : Biological pollutants are things like bacteria, viruses, molds, dust, pollen and infections. What about you, Alev? What do you think?

Alev : Deforestation will be a great danger. I'm afraid there will be no forests in the near future.

Lesson 7

1 **What can we do for a better world? Read the precautions below and write the names of the problems. Beware that you can write more than one problem for each precaution. You may use the expressions in Lesson 6.**

The precaution against a potential problem	The name of the problem
1. Walk or bike more and drive less.	*fossil fuel depletion/global warming/air pollution*
2. Use less heat and air conditioning.	
3. Use less water in the shower.	
4. Plant trees.	
5. Use the "off" switch.	
6. Use energy saving light bulbs.	
7. Use non-toxic cleaning materials.	
8. Protect wild animals.	
9. Use recyclable products.	

2 **Pair Work:** **Ask about three of your friends' predictions of the future of the world. Ask him/her to express reasons to support his/her predictions. Follow the example.**

Example:

Eray : What are your predictions of the future of the world, Figen?

Figen: I think global warming will be a great danger in the future.

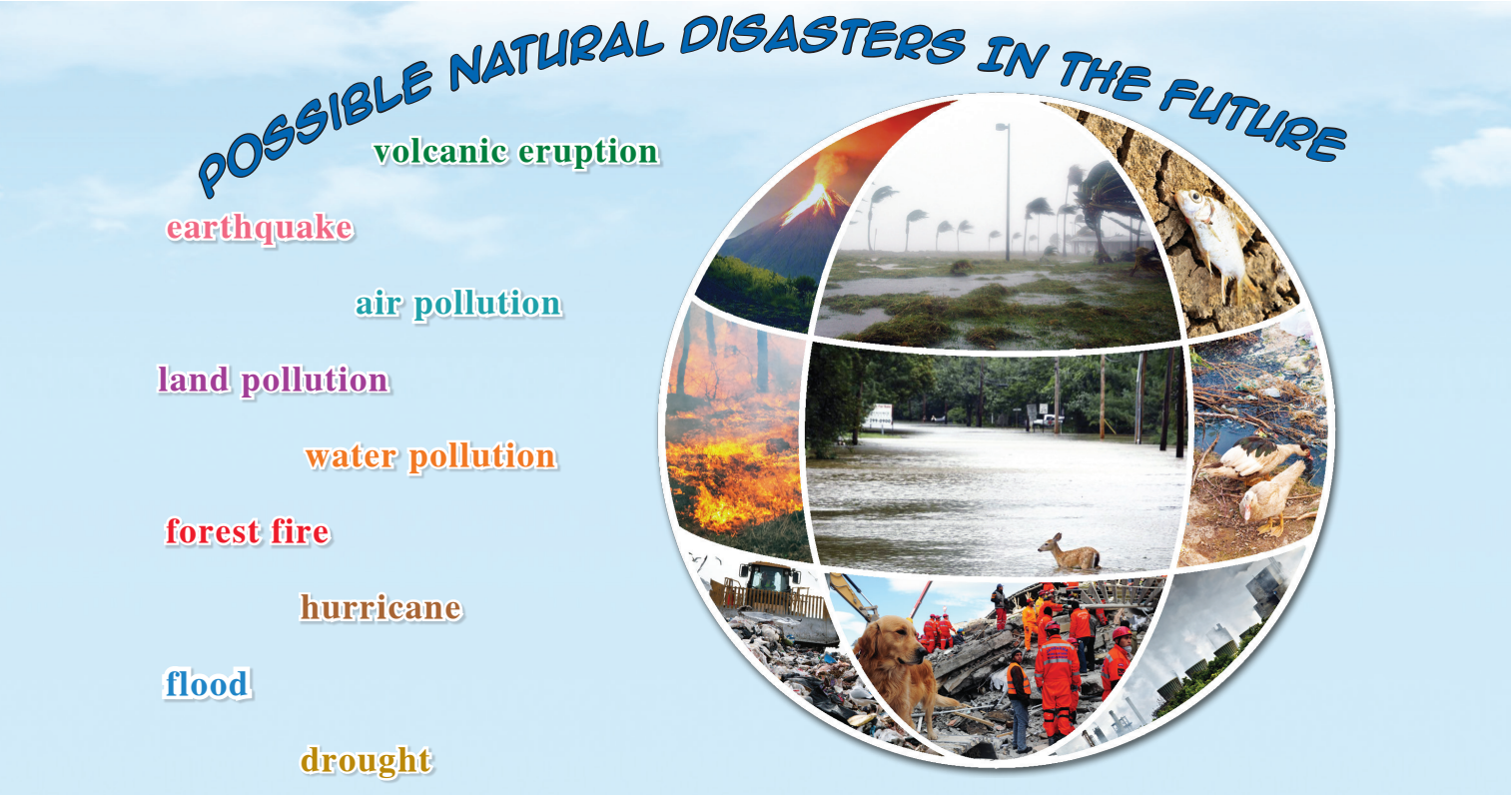
Eray : Why do you think so?

Figen: There is a very fast climate change in the world because of the global warming. There are more floods and droughts in different parts of the world. The glaciers are melting, too. So, climate change will be a very serious threat in the future.

3 **Start a campaign on your social media account about the future of an environmental issue in Turkey. Prepare a video expressing your predictions about it and give your reasons for starting this campaign.**

PROJECT

1 **Prepare a poster about possible natural forces and disasters in the future. Decide on three to nine possible ones. Use photos, drawings, illustrations, etc. to make your poster interesting and eye-catching.**



2 **Display your poster and express your opinions about the reasons and possible results of the natural forces and disasters in your poster.**

Self - Assessment

How well can you do these things? Check (✓) the boxes.

I can …	Very Well	OK	Not Yet
identify the main points of TV news about natural forces and disasters.	☐	☐	☐
understand phrases and expressions related to the same topic.	☐	☐	☐
make predictions of the future of the world.	☐	☐	☐
express reasons to support my predictions.	☐	☐	☐
make suggestions about saving the Earth.	☐	☐	☐
identify specific information in simple texts.	☐	☐	☐
write about reasons and results of natural forces and disasters.	☐	☐	☐

SELF-STUDY ACTIVITIES

Activity 1

A **Read the conversation and complete the blanks with the sentences below.**

- Alright! Anything else?
- Would you like anything to drink?
- Hello! May I take your order?
- Sure. Would you like to have a dessert?

Waitress : *Hello! May I take your order?* ..... (1)

Woman : Yes, please. I'd like a hamburger, please.

Waitress : ..... (2)

Woman : Well, can I take soda, please?

Waitress : ..... (3)

Woman : Yes. I'd like a piece of chocolate cake.

Waitress : ..... (4)

Woman : That's all for the moment. Thank you.

B **Imagine that you are at a restaurant and you are ordering something. Read the conversation below and complete it with your own sentences.**

Waitress : Hello! Can I take your order?

You : Yes, please.

Waitress : What would you like to eat?

You : ..... (1)

Waitress : OK! Would you like anything to drink?

You : ..... (2)

Waitress : Would you like to have a dessert?

You : ..... (3)

Waitress : I'll bring your orders in a couple of minutes.

You : Thank you.

Activity 2

A **Read the responses to the invitations below. Circle** **if he or she accepts the invitation, and circle** **if he or she refuses the invitation.**

1. A birthday party? That sounds fun.
2. I'm sorry, but I can't.
3. Of course. Where's the birthday party?
4. Yeah, sure. Thanks for inviting me.
5. Yes, I'd love to. What time is it?
6. Sorry, but I'm busy on Saturday.
7. I'd love to, but I can't.
8. I'd love to, but I must finish my project.
9. Awesome! Of course, I will.
10. Sorry! I must visit my grandparents then.

B **Match the invitations with the responses.**

Hey, Arthur! There is a rock festival on the weekend. Would you like to go together?	Sorry, but I can't see a movie now. I must study for math.
Jackson! I'm so bored at the moment. Shall we see a movie?	A slumber party sounds fun, but I must ask my parents first.
How about a slumber party on Sunday, Cindy?	A rock festival? Awesome! Where is it going to take place?
Our school basketball team is playing against Richmond High School today. Shall we watch it?	I'd love to watch the match, but I can't because I must go home early.

Activity 3

A **Read the conversation and complete the blanks with the sentences given.**

We are going to go at 10 o'clock.

Are you doing anything on Saturday?

We can pick you up from your house if it is OK for you?

See you on Saturday then.

Well, we are having a picnic with our friends on Saturday. Would you like to join us?

Samual : ..... (1)

Belinda : I don't have any plans. Why are you asking?

Samual : ..... (2)

Belinda : I'd love to. What time are you going to go?

Samual : ..... (3)

Belinda : Where will we meet?

Samual : ..... (4)

Belinda : That would be great. Thanks.

Samual : ..... (5)

B **How would you respond to the invitations below? If you accept the invitation, ask one more detail about it. If you refuse, give your reasons.**

1. Your Friend : Would you like to come over tomorrow?

1. You : .....

2. Your Friend : We are going to the amusement park on Sunday. Would you like to go with us?

2. You : .....

3. Your Friend : We are planning to see a nice movie tonight. Would you like to join us?

3. You : .....

4. Your Friend : Would you like to come to my birthday party on Friday?

4. You : .....

5. Your Friend : I have two tickets for a soccer match. Would you like to watch it with me?

5. You : .....

Activity 4

A **Read the poster and answer the questions. Give short answers.**

1. What's the name of the school?	**1.** *Westminder Secondary School.*
2. What are they planning to do?	**2.** .....
3. When is the event going to take place?	**3.** .....
4. Where is it going to take place?	**4.** .....
5. How much is the fee for attending the event?	**5.** .....
6. Can the parents join the event?	**6.** .....
7. What is the deadline to inform the organizers?	**7.** .....

Activity 5

A **Read the comments about friends and friendship. Write "K" for Kevin, "J" for Joseph, "S" for Sandy and "M" for Melinda in the boxes.**

- [J] He/She loves going to amusement parks.
- [ ] He/She always celebrates his/her friends' birthdays.
- [ ] His/Her friends have slumber parties and chat about many things.
- [ ] His/Her friends go to science fairs.
- [ ] He/She attaches great importance to his/her friends.
- [ ] His/Her friends have lots of things in common.

Melinda

My best friends and I attach importance to each other, and we count on each other. We never forget our birthdays, and we celebrate our birthdays every year.

Joseph

I like having fun. My best friends and I get on well together. We love going to amusement parks, playing computer games, listening to music and dancing.

Kevin

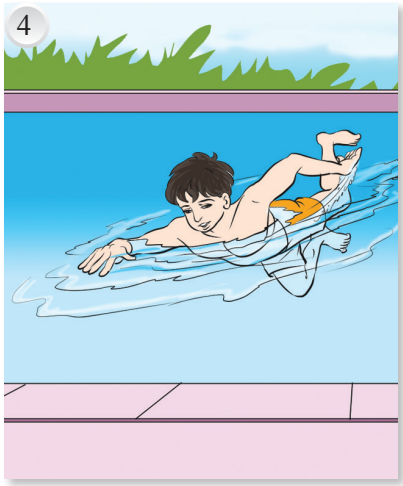
I like spending time with my friends. We have a great time together. We go to science fairs, play computer games, play soccer and that sort of things.

Sandy

My best friends are Miley and Lara. We have lots of things in common and share many things together. We have slumber parties and chat about many things.

Activity 1

A **What does David regularly do in a week? Look at the pictures and write about his routines. Use the time expressions given in the parenthesis by using the correct prepositions.**



1. ..... (7:00)

2. ..... (weekdays)

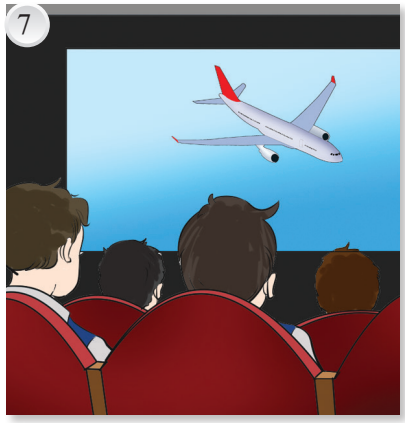
3. ..... (12:30)

4. ..... (afternoons)

5. ..... (16:30-18:00)

6. ..... (evenings)

7. ..... (Sundays)



Activity 2

A **Put the conversations below in the correct order.**

Conversation 1

- [ ] Why do you prefer it?
- [1] Tell me, Joe. Which language do you prefer speaking; French or Spanish?
- [ ] Because many people speak Spanish all over the world.
- [ ] I see. I prefer French because I find it so romantic.
- [ ] Well, I think I prefer speaking Spanish.

Conversation 2

- [ ] How often do you practice skating?
- [ ] Hi, Jonathan. Pretty good, thanks. And you?
- [ ] I skate five times a week. What about you, Jonathan? What are you interested in?
- [ ] Well, I am interested in swimming. I'm in the school swimming team.
- [ ] I'm doing great, thanks. Do you like skating a lot?
- [1] Hey, Barbara. What's up?
- [ ] Of course, I love skating.

Conversation 3

- [1] Which one do you prefer; riding a bike or driving a car, Peter?
- [ ] It's also very fun.
- [ ] Me, too. Riding a bike is so healthy.
- [ ] I prefer riding a bike to driving a car.

Activity 3

A **Complete the blanks with the verbs given. Use the correct form of the verbs.**

play call take prefer have

My name is Elizabeth, but everybody ....*calls*.... me Beth. I study at Cleveland High School. It's a very prestigious school and I really love it. We ..... lots of opportunities in our school. There are lots of after-school activities, but I ..... attending calligraphy classes. I ..... calligraphy classes twice a week. I am also interested in ..... rugby, but I'm not very good at it at the moment.

find read not like arrive do

When I ...*arrive*... home from school, I sometimes surf the Internet. Then I usually ..... a book for an hour. I ..... doing homework very much, but I always ..... my homework. You may ..... it interesting, but I never watch TV. I often go to bed at about 11:00 p.m. on weekdays.

get up go meet up have love

And weekends! I ...*love*..... the weekends. I ..... very late on Saturdays. I always have an enormous breakfast with my family. We also chat during breakfast because we are always in a hurry during weekdays. We ..... shopping with my parents once a week, and shopping time is usually Saturday afternoon. I love going to the opera, but my friends don't like it. So I go to the opera alone most of the time. I also ..... with my cousins every weekend and, we always ..... fun together. For example, bowling is one of our favorites.

B **Read the text again and answer the questions. Give short answers where possible.**

1. What school is she studying at?	**1.** *At Cleveland High School.*
2. Which after-school activity does she prefer attending?	**2.** .....
3. Which sport is she interested in?	**3.** .....
4. How long does she read a book a day?	**4.** .....
5. What time does she go to bed on weekdays?	**5.** .....
6. How often does she go shopping with her parents?	**6.** .....
7. Why does she go to the opera alone most of the time?	**7.** .....

Activity 4

A **Unscramble the questions below and write them in the correct place to make a conversation.**

pay / do / How much / you

you / go / there / How / do

you / What / do / on weekends/ do

Where / the classes / take / do / you

take / you / How many / do / classes / a week

Mike : *What do you do on weekends* ..... ?

Steve : Well, I attend Chinese classes on weekends.

Mike : ..... ?

Steve : I take four classes a week.

Mike : ..... ?

Steve : I take the classes at the new language center downtown.

Mike : ..... ?

Steve : I go there on foot.

Mike : ..... ?

Steve : I pay about $100 a month.

Mike : I should learn a second language, too.

Steve : Why don't you attend my language school?

Mike : That's a good idea.

B **Answer the questions below.**

1. How do you go to school? .....
2. Where do you usually have lunch? .....
3. Who usually helps you with your homework? .....
4. How often do you surf the Internet? .....
5. What do you never do in the evenings? .....
6. How often do you visit your grandparents? .....
7. When do you usually go on vacation? .....

Activity 5

A **Read the text and answer the questions.**

BEING A TEENAGER IN THE USA

About 7000 high school and college students across the USA answered a survey about how teenagers think and feel about some certain issues.

What's shopping behavior of the teenagers in the USA? 37% of the teenagers go shopping more than twice a month. The teenagers prefer shopping in stores (77.5%) than online (22.5%). The top five items that the teenagers buy are clothing, health & beauty, electronics, music and books.

What goals do the teenagers have? 75.4% of the teenagers set goals for themselves. 41.8% of teenagers see educational goals as the most important. 59% of the teenagers plan to take a vacation with their parents in summer. 38% of the teenagers plan to read nine or more books in summer. 60.4% of the teenagers plan to spend more time for outdoor activities than indoor activities.

Do the teenagers follow the news? 83.5% of the teenagers pay attention to the news. 41.6% of teenagers read the newspaper every day. 35.5% of the teenagers watch TV news at least once per day.

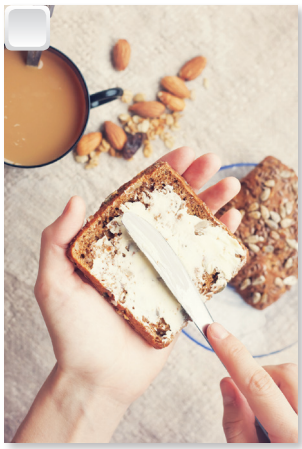
1. How many students answered the questions in the survey?
   About 7000 students answered the questions in the survey.
2. Which one is more popular; shopping in stores or buying online?
   .....
3. What kind of items do the teenagers mostly buy?
   .....
4. What's the most important type of goals among the teenagers?
   .....
5. How many books do the teenagers plan to read in summer?
   .....
6. How often do the teenagers watch TV news?
   .....

Activity 1

A **Match the words with the photos. Write the correct letters on the photos.**

A. sprinkle
B. spread
C. pour
D. bake
E. chop
F. grill
G. peel
H. boil
I. mash
J. slice
K. fry
L. dice

G



Activity 2

A **Unscramble the ways of cooking and then write three examples (fruit, vegetable, meat, fish, chicken, etc.) that we use while cooking. Use your dictionary when you need. Follow the example.**

YRF- *FRY* : *egg*, *potato*, *meat*

ICED- ..... : ....., ..., ...

LEPE- ..... : ....., ..., ...

IOBL- ..... : ....., ..., ...

KEAB- ..... : ....., ..., ...

LLGIR- ..... : ....., ..., ...

Activity 3

A **Read the recipe for *"Szechuan Noodles with Spicy Beef Sauce"*. Look at the highlighted words in the text and write the names of the ingredients under the photos. You may use a dictionary when you need.**

ginger

- Put the beef in a large pan and stir it for a couple of minutes.
- Pour **sesame oil** into the pan and heat it until it is hot. Add **garlic**, fresh **ginger** and red pepper. Then mix them until the mixture is tender.
- Combine **cornstarch** and **beef broth** and mix them.
- Stir broth mixture and **soy sauce** into onion mixture.
- Stir constantly until it boils.
- Toss with hot cooked pasta and add sliced green onions.
- Service for four people is ready.
- Enjoy it.

B **Read the recipe again. What three ingredients are not given in the photos in Part A?**

1 *pasta*

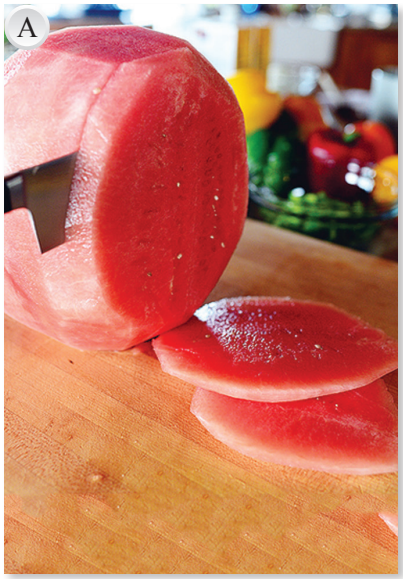
2 .....

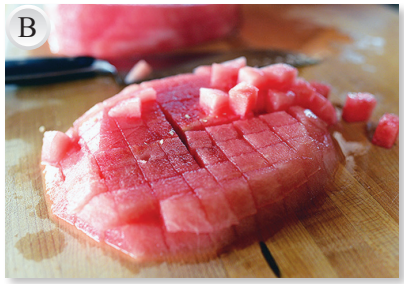
3 .....

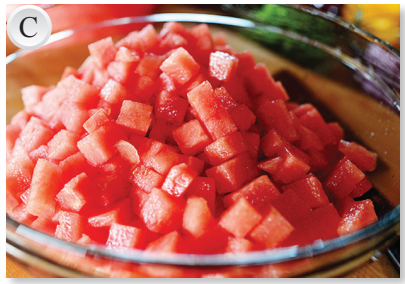
Activity 4

A **Look at the photos of the recipe for *"Watermelon Pico de Gallo"*. Read the steps below and write the letters of the related photos in the boxes. Use a dictionary when necessary.**

- [ ] Chop a bunch of cilantro and add it onto the mixture.
- [ ] Pour the watermelon into a large bowl.
- [ ] Squeeze half of a lemon.
- [A] Cut half of a small watermelon into large slices.
- [ ] Toss it all together and serve it.
- [ ] Sprinkle a little salt.
- [ ] Dice the slices.
- [ ] Add chopped red onion and diced yellow, green and red peppers.







B **Read the recipe again and complete the missing ingredients below.**

Ingredients

- Half of a small ....*watermelon*.... (1), diced.
- 1/2 whole red ..... (2), chopped.
- 1 whole red bell pepper, diced.
- 1 whole green bell pepper, diced.
- 1 whole yellow bell ..... (3), diced.
- 1 whole bunch of ..... (4), chopped.
- half of a lemon, squeezed.
- 1/2 teaspoon of salt.

Activity 5

A **Observe your parents while they prepare a meal and take six photos of it. First, write the name of the meal below. Then stick the photos in the boxes provided. Finally, write the recipe for it under the photos. Use the words like "first", "second", "next", "then", "after that" and "finally" when you write the recipe. Use a dictionary to help you.**

The Name of the Meal: .....

First, ...

Second, ...

Next, ...

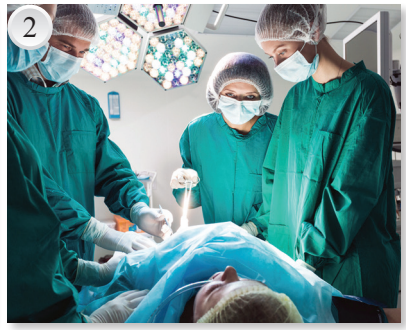
Then .....

After that, ...

Finally, ...

Activity 1

A **What will they probably do? Unscramble the words and use the photos to make meaningful sentences about what they will do in the future.**



1. on vacation / on the weekend / go	*The Smiths hope they'll go on vacation on the weekend.*
2. an operation / have / two weeks later	*Ilse will probably* .....
3. on the weekend / go bowling	*Adam hopes he will* .....
4. surf / tonight / the Internet / at home	*Joe thinks he will* .....
5. in June / the university / take / exam	*Arthur will probably* .....
6. when she's / graduate / 17	*Betty is sure she will* .....
7. in May / get married.	*Anna guesses she will* .....
8. have / a baby / three months later	*Amelia hopes she will* .....
9. by the lake / go camping	*The Browns will probably* .....

Activity 2

A **What are your future plans? First, answer each question and then match with the emoticon that shows how you feel about it. You may use an emoticon more than once or you may not use any.**

1. What will you do when you turn 18?
1. *I'll get a driving license.*

2. What will you do on your next birthday?
2. .....

3. Where will you go on vacation?
3. .....

4. When will you take the high school entrance exam?
4. .....

5. Who in your family will get married soon?
5. .....

6. What will you do when you start high school?
6. .....

7. What foreign language will you learn first?
7. .....

8. What activities will you do with your friends after school?
8. .....

9. What university will you study at?
9. .....

10. What exam will you have first?
10. .....

11. What will the weather be like tomorrow?
11. .....

sad

angry

surprised

worried

happy

scared

Activity 3

A **Scan the text below and check (✓) the methods of communication mentioned in the text.**

- ✓ video chats
- ○ send an email
- ○ text a message
- ○ social networks
- ○ face-to-face communication
- ○ talk on the mobile phone

COMMUNICATION AMONG TEENAGERS

2000 teenagers aged 13 to 17 joined a study about how teenagers communicate in the USA.

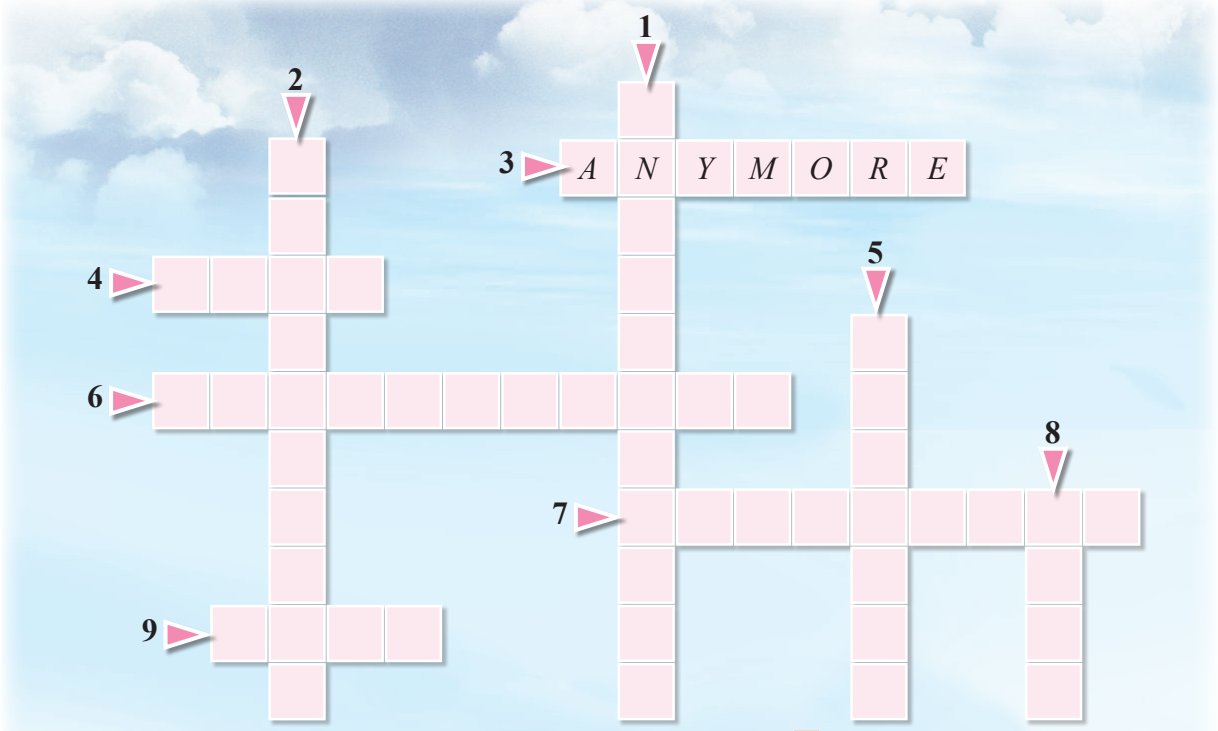
The study asked teenagers to **rank** the methods of communication they would miss the most if they didn't have them **anymore**. The results are very interesting. Face-to-face communication with 58 percent comes the first, text a message with 28 percent comes the second and talk on the mobile phone with 5 percent comes the third.

Another result is that teenagers **typically** keep their phone calls short: 53 percent of teens, 59 percent of boys and 47 percent of girls said their calls **last** less than four minutes.

Video chats are becoming more popular according to the study. 23 percent of the **participants** said they are engaging in more video chats, and 83 **percent** of teens use video chats at least once a week. That makes sense. It combines some characteristics of face-to-face **interaction** with the ease of technology. More than one-third of teen video chatters said they use it for homework (just as the previous **generation** primarily used their mobile phones and home phones for homework).

Finally, the study shows that teenagers see technology (especially the mobile phone) as the most popular social **tool**; a way of belonging.

B **Read the definitions below and complete the puzzle with the words given in bold in the text in Part A. Do not use the plural suffix of the words while you do the activity.**



ACROSS

3. ~~Not any longer.~~
4. To decide the position of something on a list according to its quality or importance.
6. This person takes part in an activity or event.
7. In a way that a person or group usually behaves.
9. A piece of equipment or a skill that is useful for doing your job.

DOWN

1. A process when two or more things affect each other.
2. All people of about the same age.
5. Parts out of a total of 100 parts.
8. To continue; to go on.

C **Read the text and answer the questions below.**

1. How many teenagers joined the study?
2000 teenagers joined the study.

2. What is the thing that teenagers miss the most when they can't have it anymore?
.....

3. Who talks longer on the phone; girls or boys?
.....

4. How long does an average call of teenagers take?
.....

5. What percent of teen video chatters use video chats for homework?
.....

Activity 4

A **Complete the phone conversation with the expressions below.**

Can I leave | Can you repeat | Can I speak | Can you tell

Sheri : Hello! Sheri, speaking.

Felix : Hello. This is Felix, Karl's friend. .....*Can*..... .....*I speak*..... (1) to him, please?

Sheri : I'm afraid, he's not at home at the moment.

Felix : That's bad. ..... (2) a message?

Sheri : Sure. I'm writing it down.

Felix : ..... (3) him to call me back. It's urgent.

Sheri : And what's your phone number?

Felix : It's 5005076.

Sheri : ..... (4) your name, please?

Felix : Felix.

Sheri : Call Felix at 5005076. Got it. Bye!

B **Put the phone conversation in the correct order.**

☐ **Secretary:** Certainly, sir. I'll tell her that you called after the meeting.

[1] **Secretary:** Hello! Mrs. Foster's office. How can I help you?

☐ **Mr. Woods:** Hello. This is Ray Woods, Mrs. Foster's son's math teacher. Could I speak to Mrs. Foster, please?

☐ **Mr. Woods:** Thank you very much. Have a good day.

☐ **Mr. Woods:** Yes, please. Could you please tell her to come to school as soon as possible?

☐ **Secretary:** I'm afraid she's in a meeting at the moment. Would you like to leave a message?

Activity 1

A **Look at the words below and find them in the word search puzzle.**

~~download~~	website	online	Internet
upload	connection	offline	social media
sing up	confirm	log in	screen
attachment	account	log out	file
search engine	register	email	web browser

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

Activity 2

A **Scan the conversation below and answer the questions. Give short answers.**

1. Why does Caren need an Internet connection now? **1.** .....

2. What does Timothy suggest doing? **2.** .....

Caren : Timothy, I have a problem and I hope you can help me?

Timothy : What can I do for you, Caren?

Caren : I need an Internet connection to send a file from my laptop, but there is no connection here.

Timothy : Well, we can use your mobile as a modem.

Caren : What do you mean by that exactly?

Timothy : It's possible to use your mobile as a modem. Wait a second. Let me show you.

Caren : That would be great, thanks. What should I do for it?

Timothy : First, you should enter the settings of your mobile. Then click "Personal Hotspot" button.

Caren : And then?

Timothy : Look! It is off. Turn it on. Next, set a Wi-Fi password.

Caren : OK! What should I do now?

Timothy : Finally, choose the name of your phone from the Wi-Fi settings on your laptop and enter the password. That's all. Now, you have a connection. See?

Caren : Yeah! Thank you very much, Timothy.

B **Read the conversation again and write the steps in using a mobile phone as a modem? Use the words "First", "Then", "Next" and "Finally".**

First, you should enter the settings of your mobile......

.....

.....

.....

.....

.....

Activity 3

A **What do they do on the Internet? Tick (✓) the related boxes for each person below.**

He or She …	My Best Friend	My Father	My Mother	My Brother or My Sister
does the shopping online.	☐	☐	☐	☐
does research.	☐	☐	☐	☐
plays online games.	☐	☐	☐	☐
reads online news and magazines.	☐	☐	☐	☐
uses social networking sites.	☐	☐	☐	☐
buys tickets online.	☐	☐	☐	☐
listens to music/watches TV online.	☐	☐	☐	☐
pays the bills.	☐	☐	☐	☐
meets new people online.	☐	☐	☐	☐
uploads photos.	☐	☐	☐	☐
practices a foreign language.	☐	☐	☐	☐
looks for the addresses.	☐	☐	☐	☐
searches for different recipes.	☐	☐	☐	☐

B **Now, write about the Internet habits of the people in Part A. Use "and", "but", "so" and "because" while you give information about them. Follow the example.**

Example: My father pays the bills online because it's very fast and easy.

1. My best friend .....

.....

2. My father .....

.....

3. My mother .....

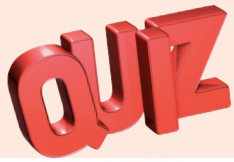
.....

4. My brother/sister .....

.....

Activity 4

A **Do the quiz and learn how much you know about the Internet.**



1. How many Internet users were there worldwide as of 2017?

a. 2.2 billion **b.** 1.3 billion **c.** 3.9 billion

2. Where are most of the Internet users?

a. In North America **b.** In Asia **c.** In Europe

3. What percentage of North American residents use the Internet?

a. 45 percent **b.** 62 percent **c.** 78 percent

4. How many websites were there worldwide as of 2017?

a. 861 billion **b.** 905 billion **c.** 1.2 billion

5. How many active social media users were there in the world as of 2017?

a. 2.15 billion **b.** 2.79 billion **c.** 2.92 billion

6. What percentage of the adults over the age of 65 use the Internet?

a. 22 percent **b.** 53 percent **c.** 89 percent

7. How many hours a month does an average American Internet user spend online?

a. 307 hours **b.** 23 hours **c.** 60 hours

8. How many blog posts do the Internet users publish every day?

a. 1-2 billion **b.** 2-3 billion **c.** 3-4 billion

9. What does "www" stand for?

a. World Wide Wait **b.** World Wide War **c.** World Wide Web

10. What's "Internet Explorer"?

a. news reader **b.** graphing package **c.** web browser

11. If the domain name of an Internet address ends with "org", then it is .....

a. an organization **b.** a commercial website **c.** a network site

1. c, 2. c, 3. c, 4. c, 5. b, 6. b, 7. c, 8. a, 9. c, 10. c, 11. a

Activity 5

A **Read the text and write the correct type of the users in the blanks provided.**

Types of Social Media Users

There are five key types of social media users.

The Influencer: The influencer types are the most popular type of users in the social media world. They have tens of thousands of followers. Their followers see them as a reliable source of information and they like to listen to their advice.

The Persuader: The persuaders aren't necessarily experts in anything, and they certainly don't have the same followers as the influencer type, but they are also very popular on social media. The persuaders usually share content about their interests. They share content simply because they like sharing things. They love recognition.

The Utilitarian: The utilitarians use social media only for practical purposes. They spend a lot of time on social media looking for valuable information, product discounts or free offers.

The Complainer: The complainers aren't a fun type of social media users. They want to be public about their complaints. They often post angry messages on the websites of the companies.

The Bystander: The bystanders frequently log in to their accounts, follow the interesting news and check the important people and brands, but they don't do much beyond that. They don't share, like or comment on anything. You probably don't even know they are there.

1. ..... want to be public about their complaints.
2. ..... don't share, like or comment on anything.
3. ..... love recognition.
4. ..... have tens of thousands of followers.
5. ..... use social media just for practical purposes.

B **Which of the user types in the previous activity are you? What makes you different from other types? Write about it.**

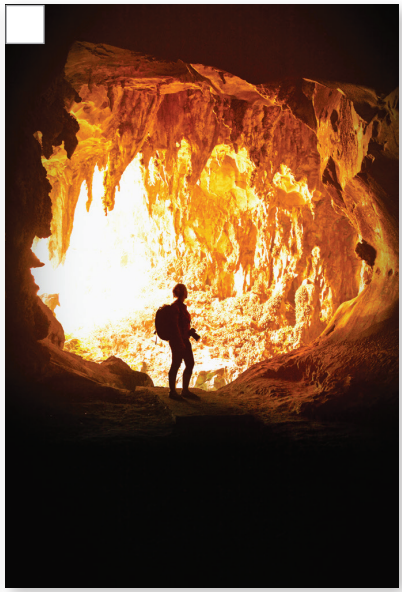
I think I'm a(n) .....

.....

Activity 1

A **Unscramble the types of adventures. Then match them with the photos.**

1. gifratn : *rafting*
2. oortm cnigar : .....
3. lihignignh : .....
4. aingvc : .....
5. sfrgniuiwdn : .....
6. nagh-lidiggn : .....
7. mbcligin : .....
8. esab gnimpju : .....
9. redunterwa coheky : .....



Activity 2

A **Which one do you prefer? Why? Compare the types of sports/adventures given and write sentences about why you prefer them. You may use the adjectives below to help you.**

hard	dangerous	good	easy
safe	healthy	bad	exciting
challenging	inexpensive	frightening	entertaining
amazing	fascinating	boring	

Example:

- *Which one do you prefer; playing football or playing volleyball? Why?*

  I prefer playing football to playing volleyball because it is more exciting.

- *Which one would you rather do; ride a motorbike or ride a bike? Why?*

  I would rather ride a bike than ride a motorbike because it is healthier and safer.

1. Do you prefer going scuba-diving or going caving? Why?

.....

2. Would you rather ride a horse or ride a camel? Why?

.....

3. Which one do you prefer; driving a jeep in the desert or riding a motorbike along the beach? Why?

.....

4. Would you rather go hang-gliding over the sea or go skydiving? Why?

.....

5. Do you prefer playing water polo or playing underwater hockey? Why?

.....

6. Do you prefer going skiing in Palandöken or Uludağ? Why?

.....

Activity 3

A **Read the conversation below and answer the questions. Give short answers.**

Patrick : Tell me, Rhonda. What's your craziest dream adventure?

Rhonda : Interesting question! I guess my craziest dream is traveling to the Far Eastern countries.

Patrick : Traveling the Far Eastern countries? Which country do you want to see first?

Rhonda : I would rather see Japan first because it has a different lifestyle, and I want to learn more about it.

Patrick : I see. What about your second choice?

Rhonda : I think I prefer seeing Cambodia.

Patrick : Cambodia? Why?

Rhonda : There are lots of different temples like Angkor Wat, and I want to see them.

1. What is Rhonda's craziest dream adventure? **1.** .....
2. What country would she rather see first? **2.** .....
3. Why does she prefer seeing Cambodia? **3.** .....

B **Read the conversation and answer the questions. Give short answers.**

Craig : What extreme sports do you prefer doing?

Rodney : Well, I would rather go kitesurfing.

Craig : Why do you prefer it?

Rodney : Because I love the adrenalin while I do it. What about you?

Craig : I prefer motor racing very much. It's really entertaining to me.

1. What is the name of the sport in the photo? **1.** .....
2. Why would Rodney rather do that sport? **2.** .....
3. What does Craig prefer doing? **3.** .....

Activity 4

A **Scan the text and tick (✓) the equipment necessary for ice climbing.**

✓ a helmet	a knife	thermal clothes	ice screws
ropes	a special axe	a flashlight	crampons

As Climber's World Magazine, we have interviewed an ice climber in this month's edition.

CWM : Have you ever experienced any dangers, Whatt? Why do you like doing this sport?

Whatt : I fell down four years ago and broke my leg, but I started again after a couple of months. In ice climbing, we usually climb frozen waterfalls or glaciers. I think I love nature and freedom. Ice climbing gives me this feeling more than I expect.

CWM : What are the difficulties of this sport?

Whatt : There are a lot. You may spend hours, or even days, with your face against the side of a glacier or frozen waterfall. And the only thing you think of is to climb. But you may fall down any moment or get frostbite.

CWM : I see. What kind of equipment do you need for ice climbing?

Whatt : You need special shoes. We call them crampons. You will also need special thermal clothes. You know it is always too cold up there. You need a special axe. It is 55.8 cm long. Of course, ice screws, ropes and a helmet for safety.

CWM : Can our readers do this sport as well?

Whatt : You can take climbing lessons. With the right training, I'm sure everybody can do it.

CWM : Thank you for sharing your time with us.

Whatt : My pleasure.

B **Read the conversation and answer the questions. Give short answers where possible.**

1. What accident did he have? 1. .....
2. Where does he usually climb? 2. .....
3. What are the possible dangers of this sport? 3. .....
4. How long is the axe for ice climbing? 4. .....

Activity 5

A **Scan the text below and tick (✓) the words mentioned in the text.**

☑ The English Channel	☐ The Burj Khalifa	☐ New York
☐ Salzburg	☐ Germany	☐ Petronas Towers
☐ Christ the Redeemer	☐ The Taipei 101	☐ Croatia

B **Read the text and answer the questions. Give short answers where possible.**

A GREAT CHALLENGER: FELIX BAUMGARTNER

Austrian adrenalin seeker Felix Baumgartner is an expert parachutist. He completed a freefall flight across the English Channel by using a carbon wing.

Felix was born in 1969 and grew up in Salzburg, Austria. He dreamed of skydiving and flying helicopters, and astronauts on TV inspired him. He first skydived at the age of 16. He developed his parachute skills as a member of the demonstration team for the Austrian military. He supported himself by repairing motorcycles before he became a skydiving professional.

Felix has always wanted to test the limits. He set a record for the lowest base jump in history (from Rio de Janeiro's Christ the Redeemer statue), set world records twice for the highest base jump from a building (the Petronas Towers in Kuala Lumpur and the Taipei 101), and even landed inside a cave in Croatia.

Finally, Felix Baumgartner became the first man in history to break the sound barrier in freefall after skydiving almost 25 miles to the Earth from the edge of space.

1. How did he complete his freefall flight across the European Channel? .....
2. How old was he when he first skydived? .....
3. What was his position in the Austrian military? .....
4. Where did he jump for the lowest base jump? .....
5. Did he break the sound barrier? .....

Activity 1

A **Match the photos with the types of vacations. Then write two things you definitely take with you when you go on these vacations. Use a dictionary when necessary.**

[D] sightseeing:	[ ] safari: .....
[ ] beach vacation:	[ ] cruise vacation : .....
[ ] camping:	[ ] winter vacation : .....

B **Answer the questions about you.**

1. Where did you last go on vacation? What did you like the most about it?

   .....

2. Do you prefer sightseeing or a beach vacation? Why?

   .....

3. What type of vacations do your parents prefer going? Why?

   .....

4. Which one is more adventurous to you; a safari or camping?

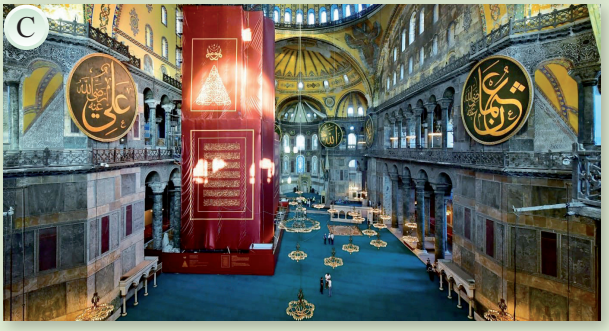
   .....

5. What type of vacation is more relaxing to you?

   .....

Activity 2

A **Match the structures with the information given. Use the Internet if needed.**



☐ *Hagia Sophia Grand Mosque* is in İstanbul, Turkey, and it's one of the most popular tourist attractions in the world. Byzantine Emperor Justinian built *Hagia Sophia* in 537. It's 55 m high, 73 m wide and 82 m long.

☐ Chinese emperors constructed the *Grand Canal* in 486 B.C. and it is the longest and one of the oldest artificial waterways in the world. It's 1,795 km long and it's longer than both the Panama and the Suez.

☐ *Prambanan* is a great Hindu temple complex in Java, Indonesia. There are 224 temples in it. Indians built it in the 9th century. Its central building is 47 m high. *Prambanan* is in *UNESCO World Heritage List* and it attracts many visitors from across the world.

☐ *The Georgia Aquarium* is a public aquarium in Atlanta, Georgia, the USA. It's one of the biggest aquariums in the world. It contains about 100,000 fish, and there are more than 500 species.

B **Search the Internet for a popular tourist attraction in the world. Stick a photo of the structure on the left and write a few sentences about it on the right.**

Stick the photo here.

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

Activity 3

A **Read the text and write the titles below over the related paragraphs.**

Climate	What to Buy	Its Location and History	Don't Leave Without

EDİRNE

Its Location and History

Edirne is located in the west of Tekirdağ. It is a province on the border of Turkey and Greece. Murat I conquered the city in 1361. Because of its strategic location, Edirne was the second capital of the Ottoman Empire for 92 years until the conquest of İstanbul in 1453. Edirne is a living city; a museum with its mosques, religious complexes, bridges, old bazaar places, caravanserais and palaces.

.....

The city is under the dominance of terrestrial climate. The summer seasons pass hot and dry while the spring season is rainy. The hottest months are June, July and August, and the coldest months are December and January. The average temperature in the summer is 23°C.

.....

While you walk in the city, you will see the white cheese blocks in front of the local shops. *Hardaliye*, a mixture of mustard and hot almond with grape juice, is a delicious beverage of the city. Fragrant soaps, earthen pottery and **wickerwork baskets** are among the souvenir varieties of Edirne. You can buy **badem ezmesi**, *deva-i misk* candy, *mis* soap (fragrant soap) and white cheese in Edirne.

.....

Don't leave without visiting the Edirne Museum, the Turkish-Islamic Works Museum and the **Health Museum**. You should visit historic **Alipaşa Shopping Mall**, Selimiye Mosque, historic train station and *Külliye* of Bayezid II. You should have a delicious meal along the shores of Meriç and taste the famous **fried liver** meal of Edirne. Finally, you should definitely enjoy **Kırkpınar Wrestling and Cultural Activities** in the last week of June.

B **Match the things/places given in bold in the text with the photos below and write their names under the photos. Get help from your parents or search the Internet when you need.**

Fried Liver

.....

.....

.....

.....

.....

C **Read the text and answer the questions.**

1. Who conquered Edirne? When did he conquer it?

1. .....

2. For how many years was Edirne the capital city of the Ottomans?

2. .....

3. What's the average temperature in the summer in Edirne?

3. .....

4. What's hardaliye?

4. .....

5. Where can you have a delicious meal?

5. .....

6. When do Kırkpınar Wrestling and Cultural Activities take place?

6. .....

Activity 4

A **Make a poster of a city. Visit the http://www.kultur.gov.tr/?_Dil=2 . Choose a city there and follow the steps below. You may use Turkish when necessary.**

- Write the name of the city.
- Stick two photos of the city.
- Read the information on the website and write a few sentences in each category below.

Its Location and History: .....

.....

.....

.....

Places to See: .....

.....

.....

.....

Things to Buy and Eat: .....

.....

.....

.....

Don't Leave Without: .....

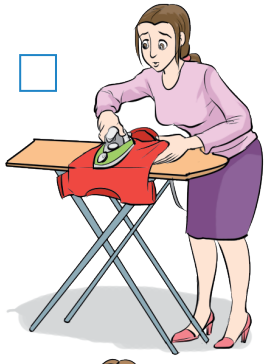
.....

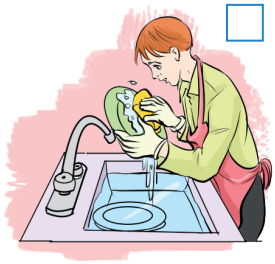
.....

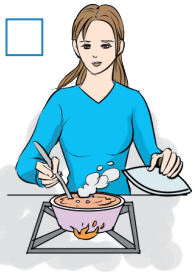
.....

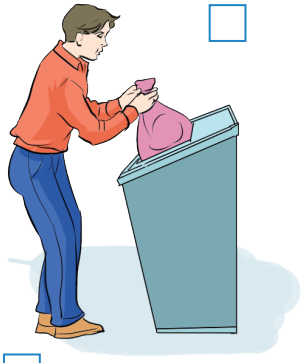
Activity 1

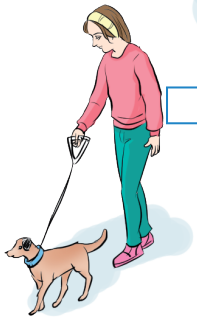
A **Match the sentences with the related pictures. Write the correct numbers in the boxes.**

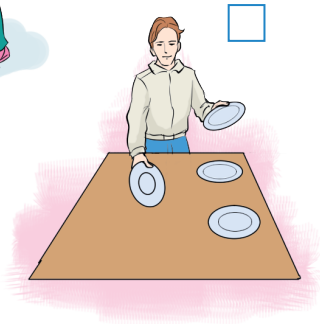












1. She must clean the windows.
2. He must take out the garbage.
3. She's in charge of taking care of her dog.
4. She needs to do the grocery shopping.
5. He has to mow the grass.
6. She's in charge of cooking.
7. She must make the bed.
8. It's time to clean the car.
9. He must set the table.
10. He's responsible for doing the laundry.
11. She must empty/load the dishwasher.
12. He's in charge of washing the dishes.
13. He's responsible for vacuuming the house.
14. It's time to iron the clothes.

Activity 2

A **Look at the photos and write a related sentence about the responsibilities of the people below. You may use the expressions such as *responsible for, in charge of, have to/has to, must, etc.***

He must vacuum the floors.

Activity 3

A **Where must/should we do the things below; at school, at home or at work? Read the sentences in the table and check (✓) the places where we must/should do them. You may check (✓) one, two or three of the places in the table.**

	At Home	At School	At Work
1. We mustn't be late.	✓	✓	✓
2. We have to do our homework.			
3. We have to bring the materials necessary for the class.			
4. We mustn't talk while our teacher is talking.			
5. We should raise our hand before we speak.			
6. We should keep our bedrooms very tidy.			
7. We have to do what our boss asks us to do.			
8. We should cooperate with the people at the office.			
9. We must take off our shoes before we enter.			
10. We mustn't eat or drink anything during a lesson.			
11. We shouldn't damage any objects.			
12. We should be respectful of our friends.			
13. We shouldn't talk noisily.			

B **What do you like and dislike doing at home and at school. Give a few examples below.**

Example: *I like taking care of my dog.*

I don't like it when my friends talk noisily during the lessons.

At Home:

.....

.....

.....

At School:

.....

.....

.....

Activity 4

A **Read the conversation and answer the questions.**

Cynthia : Hey, Brenda! What's up?

Brenda : Thanks, Cynthia. I'm doing great. And you?

Cynthia : Fine, thanks. Teresa and I will drink coffee. Would you like to join us?

Brenda : I'd love to, but I have lots of chores to do at home. You know I live with two girls, and today is our cleaning day.

Cynthia : Chores! So boring!

Brenda : Yeah, I find it disturbing, but you know we must tidy up to live in a clean and healthy house. By the way! Why don't you come over tonight? I have a good DVD movie. We can watch it and eat popcorn.

Cynthia : That's a brilliant idea. See you tonight then.

Brenda : See you. Take good care.

1. Does Brenda accept the invitation to drink coffee? Why or Why not?

   .....

2. How does Cynthia feel about the household chores?

   .....

3. What does Brenda invite Cynthia to do together?

   .....

B **Answer the questions below about you.**

1. How do you feel when your mother asks you to help her in the kitchen?

   .....

2. How do you feel when your teacher gives you too much homework?

   .....

3. How do you feel when your father sends you to the supermarket to do some grocery shopping?

   .....

Activity 5

A **Read the paragraph about Jaroen. Are the statements true or false? Check (✓) the correct boxes. Correct the false statements.**

	True	False	
1. His mother must drive 65 km to work every day.	☐	☑	.....
2. His father must sometimes work on weekends.	☐	☐	.....
3. Julie is responsible for vacuuming the floors.	☐	☐	.....
4. His mother prepares dinner alone.	☐	☐	.....
5. He goes from Lokeren to Ghent by bike.	☐	☐	.....
6. He has to study very hard for his school projects.	☐	☐	.....

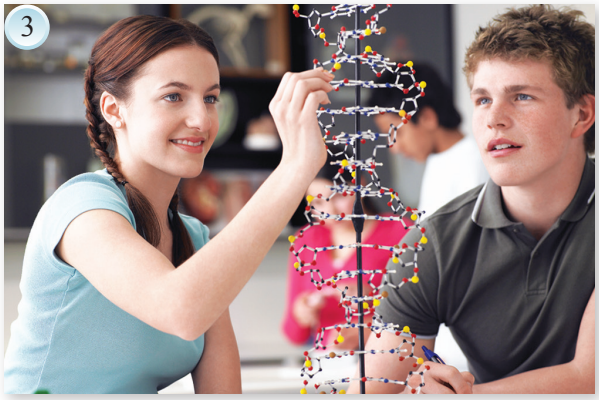
My name's Jaroen, and I come from Belgium. I am 19 years old. I have a 15-year-old sister and a 3-year-old brother. Their names are Julie and Mathias. Both of our parents work. My father is a doctor at a state hospital here in Lokeren, and he always walks to work. He works very hard, and he sometimes stays at the hospital at nights and on weekends. My mother is a teacher at a language school, but her school is 65 km away from our home. She goes to work by car every day, but she always gets very tired after work. Our parents are not usually at home on weekdays, so my sister and I share some of the responsibilities. We should always tidy up our rooms. I am responsible for vacuuming the floors and watering the flowers. Julie is responsible for loading and emptying the dishwasher. My father has to take Mathias to a nursery school every morning. It is very close to our house. My mother picks him up when she comes back from work. As soon as she comes home, she starts to prepare dinner and my father helps her when he arrives home. My father is also responsible for doing the grocery shopping. I sometimes join him for help.

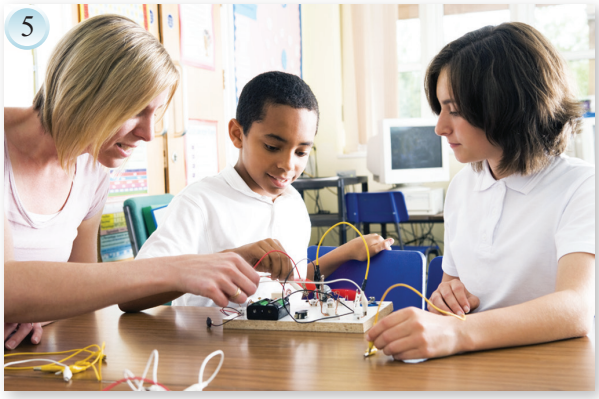
I have started to study at Ghent University this year. I go to the train station by bike and leave my bike at the station. Then I take the train to get to Ghent. It takes 20 minutes to get from Lokeren to Ghent by train. I am studying sociology and I really like it. We have lots of assignments to do, so I have to study a lot all the time. I hope I will be a good sociologist after I graduate, so I should study harder.

Activity 1

A **What are the students in the photos doing? Match the sentences with the photos.**

- [4] They are studying and learning about human anatomy in the class.
- [ ] They are examining a biological sample by using a microscope.
- [ ] They are examining the structure of DNA model in science class.
- [ ] They are learning about the Earth in geography class.
- [ ] They are working on an electronic device.
- [ ] They are looking at the fossils of dinosaurs at a museum.





Activity 2

A **Match the scientific inventions that we use in our daily lives with the photos.**

6 washing machine | aluminum foil | windshield wiper | air conditioner | sliding automatic door | airbag

B **Circle the inventions, their inventors and invention dates in the text.**

- Willis Carrier invented air conditioner in 1903.
- A research team invented the first airbags in 1973. Car companies started to use them after that year.
- Charles Martin Hall discovered aluminum foil in 1910.
- Lew Hewitt invented the sliding automatic door in 1954.
- Mary Anderson invented windshield wipers in 1903. Her goal was to improve driver vision during stormy weather.
- James King patented the first washing machine in 1851, but it wasn't automatic. People had to use their hands to operate it.

Activity 3

A **Read about the interesting scientific facts and answer the questions below.**

INTERESTING SCIENTIFIC FACTS

Kangaroos can't walk backward.

Only koalas and humans have fingerprints.

Octopuses have three hearts.

You use 14 muscles to smile and 43 to frown. Keep smiling!

A blue whale's tongue weighs more than an elephant.

The human body has 2-3 million sweat glands.

There are 200,000,000 insects for each human.

Mosquitos are more attracted to the color blue than any other colors.

A 75-year-old person sleeps about 23 years in his/her lifetime.

Sharks can live up to 100 years.

The word "set" has the most number of definitions in the English language.

The largest snowflake was 40 cm wide and 20 cm thick. It fell in Montana in 1887.

Bamboo can grow up to 9.1 cm in 24 hours.

1. How many muscles do we use to smile?

.....

2. What's the most favorite color of the mosquitos?

.....

3. How big was the largest snowflake ever?

.....

4. How long can bamboo grow up within a day?

.....

5. Which animals except humans have fingerprints?

.....

6. How many insects are there for each human in the world?

.....

7. How many hearts do octopuses have?

.....

Activity 4

A **Scan the conversation and write the names of the exhibitions below.**

The photo on the left : .....

The photo on the right : .....

Alan : Where were you on the weekend, Debbie?

Debbie : We were at a great exhibition. The name of it is *"The Human Body Exhibition"*. You should definitely see it.

Alan : Should I? What did you see at the exhibition?

Debbie : Well, the exhibition features over 200 bodies and individual organs. You really learn about the human anatomy. Have you ever been to a great exhibition?

Alan : Yes, I have. Last year, my family and I went to the *"International Robot Olympiads"*. We really had fun there.

Debbie : The International Robot Olympiads? What kind of organization is it?

Alan : Well, students from all over the world exhibit their skills about robots.

Debbie : Were you one of the competitors?

Alan : No, I wasn't. I was just a visitor. We registered online and it was free.

B **Read the conversation and answer the questions.**

1. Where was Debbie on the weekend? .....
2. How many items does the exhibition feature? .....
3. How did Alan register for the International Robot Olympiads? .....

Activity 5

A **Scan the text and answer the questions below. Give short answers.**

1. What is the name of the inventor in photo A?
2. What is the name of the inventor in photo B?
3. What's the full name of the international fair in the text?

Young Inventors

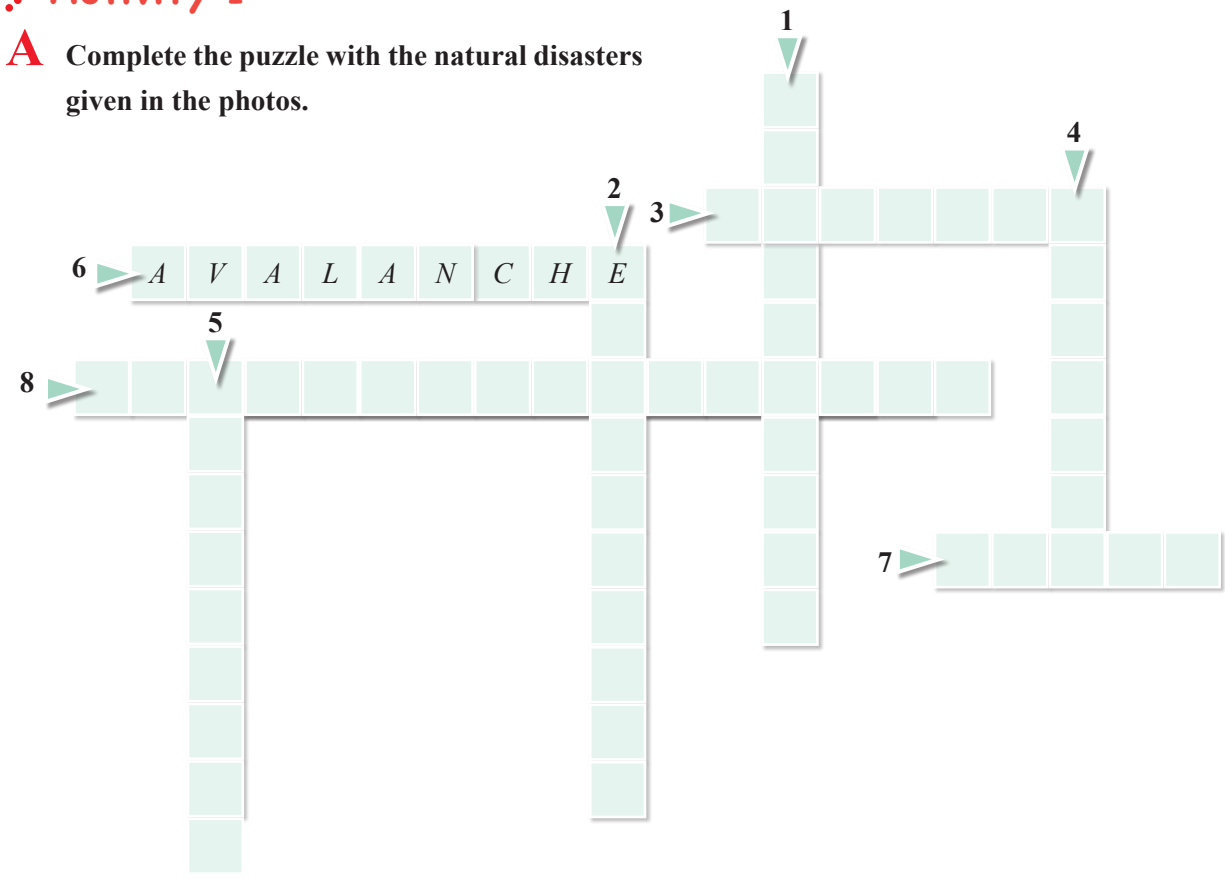
17-year-old Paul Hyman invented the new firefighting equipment that can prevent fires better and help firefighters. Hyman saw the dangers of smoke and flames in emergency situations. He invented a miniature infrared camera that fits inside firefighters' masks and allow them to see in thick smoke and flames. Firefighting experts and equipment manufacturers are interested in his work, and next year he hopes he will start his own fire safety product company.

Researchers travel hundreds of feet underground in extremely dangerous conditions to study underground environments. It can often take days to rescue a missing researcher because rescuers have no way of staying in touch with the trapped people. Ordinary radio transmitters and mobile phone signals can't penetrate large amounts of solid rock. When Alexander Kendrick was 16, he invented an electronic texting device. The device uses low-frequency radio waves that can penetrate rock more easily. It can transmit messages up to 300 meters underground. Kendrick's invention won him first prize at the *2009 International Science Fair.*

	True	False
1. Hyman invented a miniature infrared camera that fits inside firefighters' masks.	☐	☐
2. Manufacturers have no interest in his work.	☐	☐
3. Mobile phones can penetrate large amounts of solid rock easily.	☐	☐
4. When Alexander Kendrick was 18, he invented an electronic texting device.	☐	☐
5. Kendrick's device can transmit messages up to 300 meters.	☐	☐

Activity 1

A **Complete the puzzle with the natural disasters given in the photos.**



Activity 2

A **Match the questions about natural disasters with their probable answers.**

Activity 3

A **Read the conversation and answer the questions.**

Debra : This place is great, isn't it?

Angela : Absolutely. I love here.

Debra : But, there is a great danger to the forests. People are cutting down trees day by day.

Angela : I'm afraid you are right. There are also forest fires too often.

Debra : What else do you think will be a danger to the Earth?

Angela : Well, I think water pollution will be a great problem in the future because people don't care about the water sources well enough. What do you think? What will be a danger in the future?

Debra : I guess global warming will be a great danger.

Angela : Why do you think so?

Debra : Well, the climate is changing. There are more floods and droughts now than before. I'm afraid it will be worse in the future.

1. What are the dangers for the forests? .....
2. What will be a problem in the future according to Angela? .....
3. What will be a danger in the future according to Debra? .....

B **Answer the questions below.**

1. What's the most dangerous natural disaster in your opinion? Why?

1. .....
2. What can we do to prevent the results of a natural disaster?

2. .....
3. What will be a great problem for the Earth in the future?

3. .....

Activity 4

A **Match the news with the related photos.**

A Tungurahua Volcano in Ecuador exploded at 2 a.m. last night. Authorities evacuated the area, but the eruption killed at least five people and destroyed a number of villages and roads on the eastern and northwestern slopes of the volcano. The volcano last erupted in February 2014.

B The historic flood killed at least 40 people in Serbia, Bosnia and Croatia and caused more than a billion dollars worth of damage. On Tuesday, Serbia declared three days of national mourning. In Bosnia, the government says the flood affected more than one million people; a quarter of the neighboring nation's entire population.

C The Canadian rescue teams are looking for survivors after an avalanche hit the Mount Tombstone yesterday morning. The avalanche killed 12 people and injured about 40 people. Local officials said that there are six missing people. They also declared that another avalanche risk in the region is too high.

B **Read the news again and answer the questions below. Give short answers where possible.**

1. How many people did the volcanic eruption kill? .....
2. When did Tungurahua Volcano last erupt? .....
3. How many dollars worth of damage did the flood cause? .....
4. What did Serbia declare on Tuesday? .....
5. How many people did the flood affect in Bosnia? .....
6. How many people did the avalanche kill and injure? .....
7. How many people are missing in the avalanche? .....

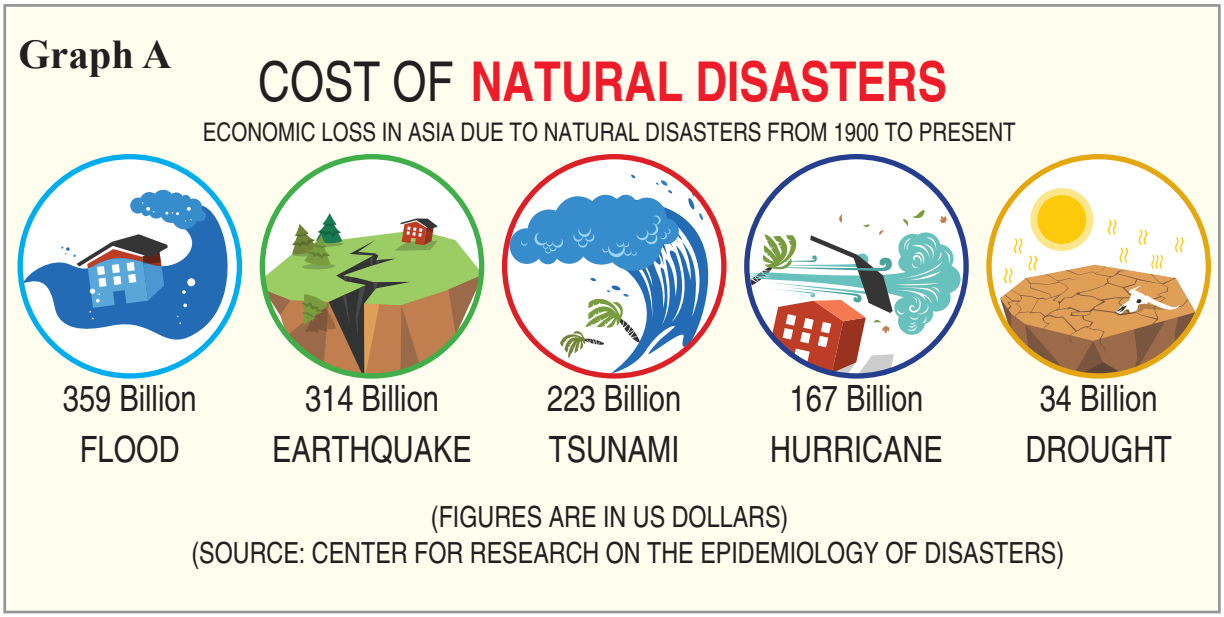
Activity 5

A **Match the explanations with the graphs below. Write Graph A or Graph B in the boxes.**

☐ The graph shows the economic loss because of natural disasters in Asia.

☐ The graph shows the effects of natural disasters in the entire world.

Graph A



B **Study the graphs again and answer the questions.**

1. What years does Graph A show?

   .....

2. What years does Graph B show?

   .....

3. Which natural disaster caused the most economic loss in Asia?

   .....

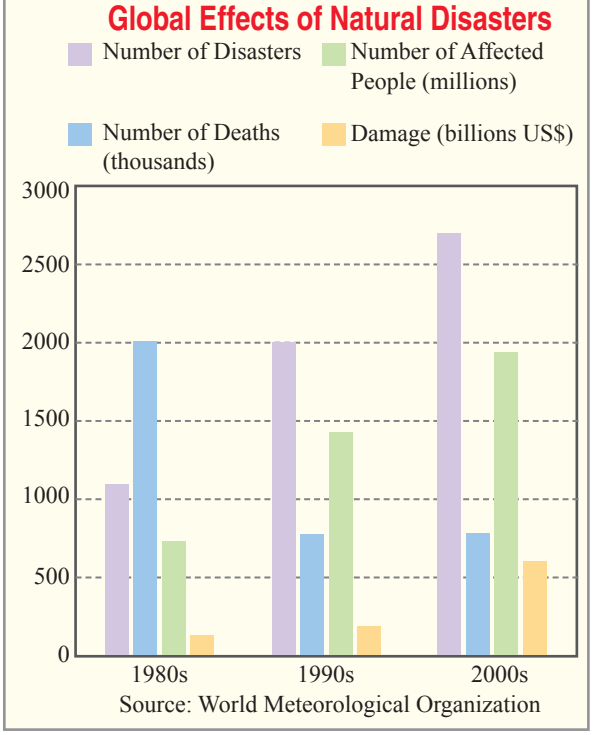
4. How many disasters happened in the 1990s in the world?

   .....

5. What decreased if we compare the numbers between the 1980s and 1990s?

   .....

Graph B



Word List

ABBREVIATIONS

noun: n

adjective: adj

adverb: adv

verb: v

pronoun: pron

UNIT 1

accept (v)

activity (n)

adventurous (adj)

aggressive (adj)

amusement park (n)

amusing (adj)

apologize (v)

arrogant (adj)

atmosphere (n)

attend (v)

awesome (adj)

back up (v)

bad-tempered (adj)

best friend (n)

beverage (n)

birthday (n)

caring (adj)

celebrate (n)

close (adj)

count on (v)

cultural (adj)

customer (n)

decide (v)

dessert (n)

determined (adj)

event (n)

expect (v)

family tie (n)

friendship (n)

generous (adj)

get on well with somebody (v)

have things in common (v)

honest (adj)

in advance (n)

inform (v)

interest (n)

invitation (n)

jealous (adj)

join (v)

lentil soup (n)

local (adj)

main dish (n)

mean (adj)

meatball (n)

memory (n)

music band (n)

opportunity (n)

organize (v)

primary school (n)

refuse (v)

relationship (n)

reunion (n)

salad (n)

self-centered (adj)

share (v)

similar (adj)

slumber party (n)

sneaky (adj)

soup (n)

stubborn (adj)

support (v)

supportive (adj)

tactful (adj)

take order (v)

theater (n)

together (adv)

tonight (adv)

tram station (n)

trust (v)

truth (n)

unreliable (adj)

until (adv)

vacation (n)

waiter/waitress (n)

UNIT 2

after-school activities (n)

always (adv)

application (n)

beatbox (n)

behave (v)

classical (adj)

contact (v)

everybody (pron)

exciting (v)

fairly (adv)

get dressed (v)

go bowling (v)

greet (v)

heavy metal (n)

heritage (n)

huge (adj)

interested in (adj)

jazz (n)

movie theater (n)

never (adv)

often (adv)
once (adv)
opera (n)
pool (n)
pop music (n)
prefer (v)
rap music (n)
rarely (adv)
realistic (adj)
relative (n)
respectful (adj)
rhythm (n)
ridiculous (adj)
sometimes (n)
surf the Internet (v)
take a bath (v)
techno music (n)
teen life (n)
teenager (n)
tradition (n)
train (v)
trendy (adj)
twice (adv)
types of music (n)
typical (adj)
unbearable (adj)
usually (adv)
wonderful (adj)

UNIT 3

after (prep)
bake (v)
baking powder (n)
bitter (adj)
boil (v)
cake pan (n)
chop (v)
cook (v)
cooking (n)
cover (v)
cucumber (n)
cup (n)
dice (v)
everywhere (adv)
finally (adv)
firmly (adv)
flour (n)
food (n)
freeze (v)
fry (v)
greasy (adj)
heat (v)
homemade (adj)
lengthwise (adv)
mash (v)
meat (n)
milky (adj)
mix (v)
mixture (n)
oil (n)
onion (n)
pasta (n)
peel (v)
pepper (n)
piece (n)
pizza (n)
recipe (n)
remove (v)
rice (n)
salty (adj)
saucepan (n)
sausage (n)
seaweed (n)
serve (v)
slice (v)
sour (adj)
spicy (adj)
spread (v)
sprinkle (v)
stir (v)
surface (n)
sushi (n)
sweet (adj)
tablespoon (n)
tasty (adj)
teaspoon (n)
then (adv)
tongue twister (n)
various (adj)
vegetable (n)
wrap (v)

UNIT 4

amazing (adj)
comment (n)
communication (n)
confirm (v)
connect (v)
countryside (n)
customer (n)
decision (n)
delivery (n)
disabled (adj)
doctor's appointment (n)
donate (v)
each other (pron)
educative (adj)
especially (adv)

foreign country (n)
future (n)
get driver's license (v)
get married (v)
go camping (v)
graduate (v)
hang on (v)
hear (v)
historic place (n)
history (n)
hold on (v)
improve (v)
invent (v)
invention (n)
keep in touch (v)
leave a message (v)
messenger bird (n)
postcard (n)
printing machine (n)
raise awareness (v)
reality (n)
receiver (n)
refugee (n)
repeat (v)
safety (n)
sender (n)
smoke signal (n)
social network (n)
surgical operation (n)
take an exam (v)
television transmission (n)
through (prep)
tough (adj)
touristic destination (n)
transatlantic (adj)
unavailable (adj)

UNIT 5

account (n)
advantage (n)
application (n)
attach (v)
attachment (n)
browser (n)
click (v)
comment (n)
confirm (v)
connection (n)
copyright (n)
departure date (n)
disadvantage (n)
do the shopping (v)
download/upload (v)
educational webpage (n)
etiquette rule (n)
file (n)
gently (adv)
habit (n)
individual (n)
influential (adj)
location (n)
log in/out (v)
make an excuse (v)
make friend (v)
mobile device (n)
pay the bill (v)
privacy (n)
properly (adv)
refundable (adj)
regulate (v)
round trip (n)
screen (n)
search engine (n)
social media (n)
social networking site (n)
user (n)
worldwide (adj)

UNIT 6

adrenalin seeker (n)
adventure (n)
adventurous (adj)
attack (v)
bridge (n)
canoeing (n)
challenging (adj)
cliff (n)
cost (v)
danger (n)
dangerous (adj)
do bungee jumping (v)
drown (v)
entertaining (adj)
exactly (adv)
experience (n)
extreme sports (n)
fascinating (adj)
gift (n)
go caving (v)
go rafting (v)
go scuba-diving (v)
hang-gliding (n)
heli-skiing (n)
kayaking (n)
magazine (n)
motor racing (n)
mountainous road (n)
ocean (n)

safe (adj)
safety equipment (n)
shark (n)
skydiving (n)
structure (n)
tournament (n)
traditional (adj)
trekking route (n)
underwater hockey (n)
waterfall (n)

UNIT 7

abandon (v)
accommodation (n)
all-inclusive (n)
amphitheater (n)
ancient (adj)
architecture (n)
beach (n)
bed and breakfast (n)
brochure (n)
bullfighting (n)
century (n)
citizen (n)
city-sightseeing (n)
climate (n)
conquer (v)
construction (n)
contain (v)
cultural diversity (n)
delicious (adj)
determination (n)
emperor (n)
equality (n)
exotic (adj)
fascinating (adj)
folk dance (n)
folklore (n)
forest (n)
guesthouse (n)
handcraft (n)
historic site (n)
incredible (adj)
invasion (n)
justice (n)
land (n)
magnificent (adj)
mercifulness (n)
palace (n)
paragliding (n)
population (n)
port (n)
private (adj)
responsibility (n)
south (n)
spectator (n)
tourism (n)
trade route (n)
via (prep)
vote (v)
weigh (v)
wonder (n)

UNIT 8

annoyed (adj)
bored (adj)
chore (n)
clean the windows (v)
cook/prepare the meals (v)
decorate (v)
depend on (v)
do the shopping (v)
do the laundry (v)
encouraging (adj)
female (n)
get bored (v)
immediately (adv)
iron the clothes (v)
load/empty the dishwasher (v)
male (n)
mess (n)
mow the lawn (v)
nervous (adj)
obey (v)
obligation (n)
questionnaire (n)
responsibility (n)
ribbon (n)

UNIT 9

advanced (adj)
alchemy (n)
article (n)
astronomy (n)
bestselling (adj)
binoculars (n)
chemist (n)
common (adj)
complex (adj)
contribution (n)
cosmology (n)
currently (adv)
debate (n)
development (n)
diagnose (v)
difference (n)

discovery (n)
durable (adj)
encourage (v)
endeavor (n)
equation (n)
explore (v)
field (n)
fix a problem (v)
generate (v)
government (n)
humanity (n)
improve (v)
individual (n)
item (n)
layer (n)
medicine (n)
medieval (adj)
mold (n)
paradox (n)
philosophy (n)
precaution (n)
product (n)
protect (v)
prototype (n)
publish (v)
science (n)
scientist (n)
separate (v)
stem cell (n)
substance (n)
successfully (adv)
surface (n)
theoretical physics (n)
transform (v)
vaccination (n)
various (adj)
weapon (n)
wrap (v)

UNIT 10

aftershock (n)
air conditioning (n)
air pollution (n)
altitude (n)
approach (v)
approximately (adv)
arc (n)
avalanche (n)
biological pollutant (n)
campaign (n)
deforestation (n)
disaster (n)
distance (n)
drought (n)
dust (n)
earthquake (n)
ecosystem destruction (n)
everlasting (adj)
flood (n)
force (n)
fossil fuel depletion (n)
glacier (n)
global warming (n)
horizon (n)
hurricane (n)
infection (n)
landslide (n)
lightning (n)
magnitude (n)
mold (n)
natural (adj)
occur (v)
occurrence (n)
phenomenon (n)
polar (adj)
pollute (v)
preserve (v)
pressure (n)
recyclable (adj)
rescue team (n)
severity (n)
soil contamination (n)
sunlight (n)
take measure (v)
threatening (adj)
tornado (n)
toxic (adj)
toxic waste (n)
transportation (n)
tsunami (n)
volcanic eruption (n)
water shortage (n)
wildlife conservation (n)

Irregular Verbs List

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	leave	left	left
bear	bore	born	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt/burned	burnt/burned	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
deal	dealt	dealt	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	sting	stung	stung
give	gave	given	swear	swore	sworn
get	got	got	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	write	wrote	written

References

İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2-8. Sınıflar) (2018) Talim ve Terbiye Kurulu Başkanlığı, Ankara

Websites

https://www.youtube.com/watch?v=ngnPdkP6dK4. Retrieved on December 20, 2017, (page 10)

http://www.the350degreeoven.com/2012/05/cake/mango-butter-cake-adding-fruit-to-a-basic-butter-cake-recipe/, Retrieved on February 15, 2014, (page 38)

http://www.wikihow.com/Make-Vegetable-Pizza. Retrieved on February 16, 2014, (page 39)

http://www.sweetmandarinchef.wordpress.com/category/food/wrldhis/PlainTextHistories.asp?groupid=1457&HistoryID=aa93&gtrack=pthc. Retrieved on February 18, 2014, (page 41)

https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/, Retrieved on January 5, 2018, (page 57)

https://www.bluecorona.com/blog/social-media-statistics-2017. Retrieved on January 5, 2018, (page 57)

https://sproutsocial.com/insights/new-social-media-demographics/. Retrieved on January 5, 2018, (page 57)

https://www.statista.com/topics/2478/mobile-social-networks/. Retrieved on January 5, 2018, (page 57)

http://www.red2000.com/spain/region/r-anda.html. Retrieved on April 3, 2014, (page 75)

http://www.kidsgen.com/wonders_of_the_world/. Retrieved on April 7, 2014, (page 76)

http://www.trabzon.bel.tr. Retrieved on January 28, 2018, (page 78)

http://www.tuik.gov.tr. Retrieved January on 28, 2018, (page 78)

http://www.bestteenpoems.com/poem/school-life. Retrieved on May 5 2014, (page 91)

http://www.kevinvr.org/belindaspoetry/id8.html. Retrieved on May 5 2014, (page 91)

http://www.newindianexpress.com/columns/A-Lost-World/2014/06/29/article2305080.ece. Retrieved on May 13, 2014, (page 94)

http://www.sciencekids.co.nz/sciencefacts/scientists/alberteinstein.html. Retrieved on May 13, 2014, (page 94)

http://inventors.about.com/library/inventors/blMarieCurie.htm. Retrieved on May 13, 2014, (page 94)

https://www.sciencealert.com/stephen-hawking-just-published-new-solution-to-the-black-hole-information-paradox. Retrieved on November 25, 2017, (page 95)

http://www.dailymail.co.uk/news/article-128375/The-50-scientific-achievements.html. Retrieved on June 12, 2017, (page 96)

http://www.techrepublic.com/article/10-facts-on-3dprinting-understanding-techs-next-big-game-changer/. Retrieved on September 23, 2017, (page 98)

http://www.jungcw.tistory.com/m/post/340. Retrieved on August 20, 2017, (page 100)

http://www.janegoodall.org. Retrieved on June 18, 2017, (page 101)

https://en.afad.gov.tr/about-van-earthquake. Retrieved on April 8, 2021, (page 106)

http://edition.cnn.com/2014/04/18/world/asia/nepal-everestavalanche/. Retrieved on June 8, 2014, (page 107)

http://www.bbc.com/news/world-asia-24222760. Retrieved on June 8, 2014, (page 107)

http://www.businessinsider.com.au/15-weirdest-natural-phenomena-2012-12#bioluminescent-red-tide-1. Retrieved on October 10, 2017, (page 108)

http://www.aprilleflye.blogspot.com.tr/2011/02/20-most-amazing-natural-phenomenons.html. Retrieved on October 10, 2017, (page 108)

https://whattobecome.com/blog/high-school-statistics/ Retrieved on April 8, 2021, (page 123)

http://www.thepioneerwoman.com/cooking/2013/06/watermelon-pico-de-gallo/. Retrieved on April 27, 2014, (page 127)

https://www.prdaily.com/how-teenagers-communicate-7-things-you-should-know/ Retrieved on April 8, 2021, (page 131)

https://edirne.ktb.gov.tr/Eklenti/76307,edirne-kultur-isleriturkce-2020pdf.pdf?0 Retrieved on April 08, 2021, (page 146)

http://www.citehr.com/67426-very-interesting-unknown-facts.html. Retrieved on May 29, 2014, (page 155)

https://www.npr.org/templates/story/story.php?storyId=123116417 Retrieved on April 8, 2021, from (page 158)

http://newsfeed.time.com/2012/06/19/7-amazing-teenage-inventors/slide. Retrieved on June 6, 2014, (page 158)

https://volcano.si.edu/volcano.cfm?vn=352080 Retrieved on April 8, 2021, (page 162)

https://time.com/110917/serbia-flood-satellite-images/ Retrieved on April 8, 2021, (page 162)

Illustrations

The illustrations in the book were drawn, colored and designed by the artists commissioned by the publishing house.

Images

The images below were retrieved from the archives of our publishing house.

Pages 12 (5th photo), 33 (1st photo), 37 (2nd photo), 40 (1st photo), 84 (1st-6th-9th-11th photos), 111

The images below were retrieved from http://www.shutterstock.com and all purchased by the publishing house from 2014 to 2021.

page 10: 586279163; page 11: 621674375, 305146082; page 12: 77746444, 74949370, 611781233, 89750386, 14826229; page 15: 30948223; page 16: 108794768, 53191324; page 22: 74757589, 139405454, 147729656, 148848668, 119507401, 120460645; page 22: 83506648; page 23: 82390294; page 24: 40047505, 59696392, 71455396, 116050180, 140348794, 146024294; page 25: 72643180; page 27: 329802479; page 184220312; page 32: 813854982, 568424611; page 33: 366587778, 525439921, 481272445; page 35: 162861419; page 36: 86058097, 98136440, 30628465, 121328839, 4370530, 49959820, 138421859; page 37: 105281441, 184074689, 106981706, 69731497, 119612713, 151474391, 71961385; page 39: 140883625; page 40: 131969957, 103500404, 131025245, 165460856, 126066629, 162416951; page 41: 172530074, 186369014, 172530041, 181495325; page 46: 77842738, 158197922, 125613065, 81998779, 127894817, 166492142; page 47: 101127256; page 48: 443223589; page 50: 747202663; page 51: 356792189; Page 52: 145732361, 179868386; page 53: 68786119; page 54: 353784989; page 55: 15566425; page 56: 95097235, 114611866; page 57: 96857200; page 59: 80359837; page 61: 291440153; page 63: 367796084; page 66: 153265226, 135384581, 143613004, 146963354; page 68: 93984988; page 69: 11846983; page 70: 3163515; page 71: 698768770; page 75: 157799165, 175627346, 152698601, 97832522; page 79: 183683333; page 81: 635177564; page 84: 182834552, 167358842, 166527203, 159754196, 181191464, 148244066, 142920490, 145840028, 182985419; page 88: 1530039611; page 89: 153039611, 149502551; page 90: 82390516; page 90: 191090174; page 95: 90296737; page 97: 93445360, 167379950, 125266409, 143878159, 85654102; page 102: 119852509, 85771669, 135148469, 91528481; page 104: 574423141; page 105: 14509858, 146813093, 114369937; page 106: 148947572; page 107: 75257977, 25740832, 193994996, 67269472; page 110: 194509241; page 114: 112201895, 78185443; page 115: 80600188; page 118: 141894247; 102482765, 91041728, 151721708; page 125: 102757763, 175446809, 147321269, 186317972, 132471665, 189524945; page 126: 127542449, 73385590, 167721296, 181496447; page 129: 14467650, 124139695, 181239326, 162492434, 771892269; page 131: 180974483, 112035047; page 133: 60803344, 173571743; page 135: 180326021; page 138: 86463646; page 139: 64471717, 106423661, 84466612, 76773106, 191782142, 155829488, 114911380, 145156063; page 140: 94310035; page 141: 29023663, 23676685; page 144: 133987346, 145434622, 120085720, 130451255, 152536469, 160285544; page 145: 71862301, 204518083, 145167898; page 146: 203381965; page 147: 112695445, 137367935; page 150: 519407473, 526418614, 356870642, 697742539, 581724325, 467558315; page 152: 30784285; page 153: 114419965; page 154: 69129910, 143874403, 150780812, 76986028, 159489953; page 155: 124533580, 9526603, 145324411, 19009039; page 157: 118690108; page 159: 113469019, 148947659, 171103439, 75401215, 146383364, 163619093, 5493400; page 160: 114163198; page 161: 50841802; page 162: 192292364

The images below were retrieved from the websites given and are all royalty free.

http://www.the350degreeoven.com/2012/05/cake/mango-butter-cake-adding-fruit-to-a-basic-butter-cake-recipe/. Retrieved on February 15, 2014, (page 38)

http://www.wikihow.com/Make-Vegetable-Pizza. Retrieved on February 16, 2014, (page 39)

https://andycbrennan.wordpress.com/2015/09/29/my-life-as-a-refugee/. Retrieved on December 15, 2017, (page 48)

http://www.megandmarksmith.blogspot.com. Retrieved March 17, 2014, (page 67)

http://www.trabzon.gov.tr/?f=galeri&fld=Folklor. Retrieved on April 10, 2014, (page 78)

http://www.trabzon.bel.tr. Retrieved January 28, 2018, (page 78)

http://www.trabzon.bel.tr. Retrieved on January 28, 2018, (page 78)

http://www.slideshare.net/hoteleritourismalbania/albania-visitors-guide. Retrieved on January 28, 2018, (page 82)

http://www.myemail.constantcontact.com. Retrieved on April 13, 2014, (page 82)

http:/www.dailymail.co.uk. Retrieved on April 20, 2014, (page 94)

http://www. photosofwar.net. Retrieved on April 20, 2014, (page 94)

http://www.ajp.psychiatryonline.org. Retrieved on April 20, 2014, (page 94)

http:// www.independent.co.uk. Retrieved on November 25, 2017, (page 95)

http://www. recode.net. Retrieved on April 23, 2014, (page 96)

http://www.universetoday.com. Retrieved on May 2, 2017, (page 97)

http://www. cloudtimes.org. Retrieved on September 23, 2017, (page 98)

http:// www.jasonlcurby.com. Retrieved on September 23, 2017, (page 98)

http:// www.geek.com. Retrieved on September 23, 2017, (page 98)

http://www.asimo.honda.com. Retrieved on May 26 2014, (page 100)

http://www.cs.utexas.edu. Retrieved on May 26, 2014, (page 100)

http://www.binaire.blog.lemonde.fr. Retrieved on May 26, 2014, (page 100)

http://www.talkingpointz.com. Retrieved on May 26, 2014, (page 100)

http://www.roboticstoday.com., Retrieved May 26 2014, (page 100)

http://www.proof.nationalgeographic.com. Retrieved on June 17, 2017, (page 101)

http://www.metropoliscoffee.com. Retrieved on June 17, 2017, (page 101)

http://www.aravot.am. Retrieved on June 17, 2017, (page 101)

http://www.topnews.in. Retrieved on June 3, 2014, (page 105)

http://www.businessinsider.com. Retrieved on June 3, 2014, (page 105)

http://www.boston.com. Retrieved on June 3, 2014, (page 105)

http://www.uib.no. Retrieved on June 5, 2014, (page 106)

http://www.heresalink.com. Retrieved on June 10, 2014, (page 108)

http://www.jlryan.deviantart.com. Retrieved on June 10, 2014, (page 108)

http://www.thepioneerwoman.com/cooking/2013/06/watermelon-pico-de-gallo/. Retrieved on April 27, 2014, (page 127)

http://www.en.wikipedia.org. Retrieved on May 15, 2014, (page 139)

http://www.darkroom.baltimoresun.com. Retrieved on May 20, 2014, (page 42)

http://www.topwalls.net felix. Retrieved on May 20, 2014, (page 143)

https://ayasofyacamii.gov.tr/Uploads/EdqullQXYAEuEnC.jpg Retrieved on April 08, 2021, (page 145)

http://newsfeed.time.com/2012/06/19/7-amazingteenage-inventors/slide/how-texting-can-save-lives/. Retrieved on June 6, 2014, (page 158)

http://www.nsidc.org., Retrieved on June 6, 2014, (page 158)

http://www.nbcnews.com, Retrieved on June 7, 2014, (page 162)

http://ejap.org/environmental-issues-in-asia/natural-disasters-asia.html. Retrieved on January 13, 2017, (page 163)

http://www.nrcan.gc.ca/earthsciences/climate-change/community-adaptation/assessments/378. Retrieved on January 13, 2017, World Meteorological Organization, (page 163)

Every effort has been made to trace the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.