

Secondary School and İmam Hatip Secondary School

ENGLISH ROUTE 6

Coursebook

Evrım BİRİNCİOĞLU KALDAR

Lamia KARAMİL

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

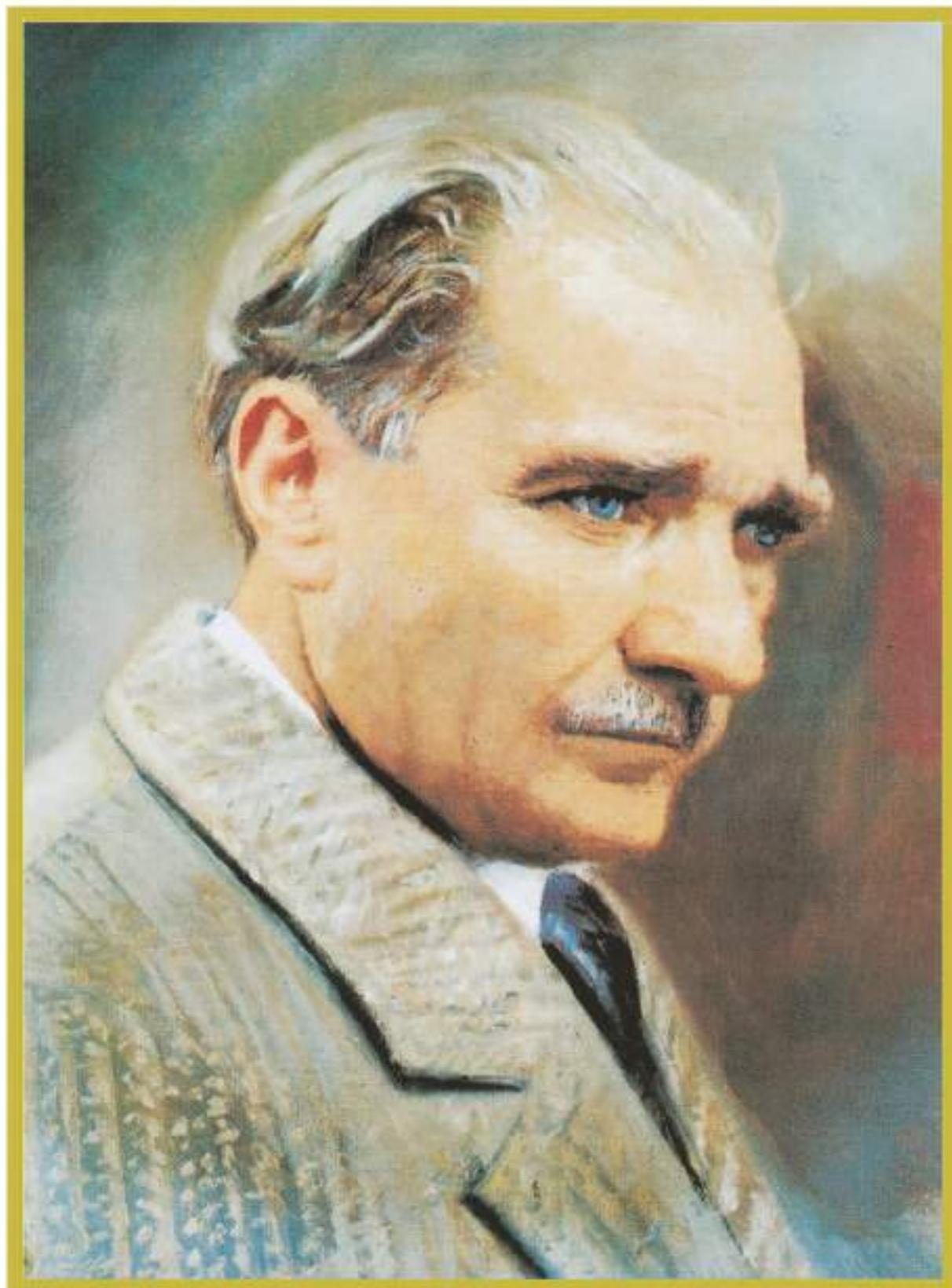
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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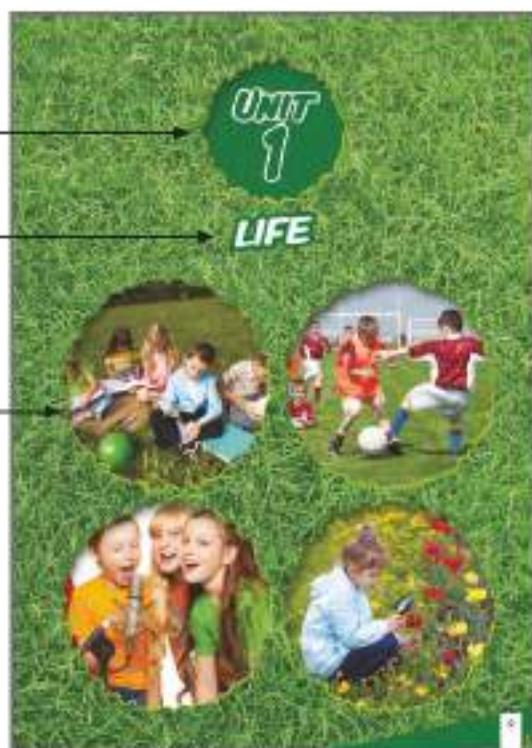
ORGANISATION CHART

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Number of the unit

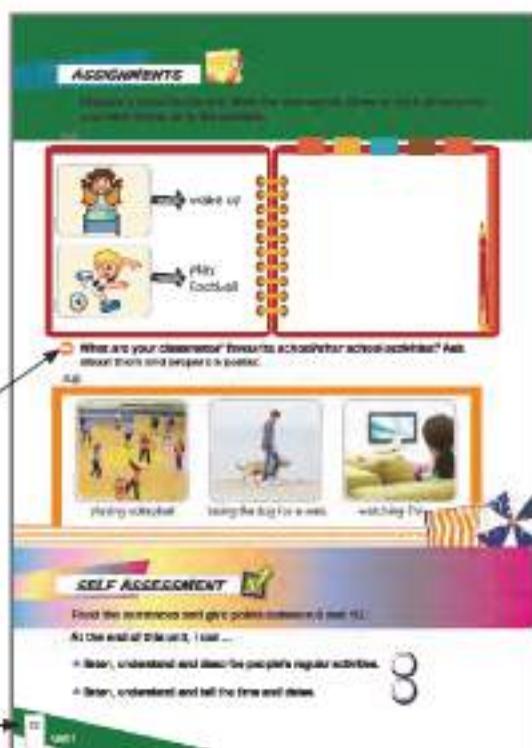
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UNIT 1

LIFE

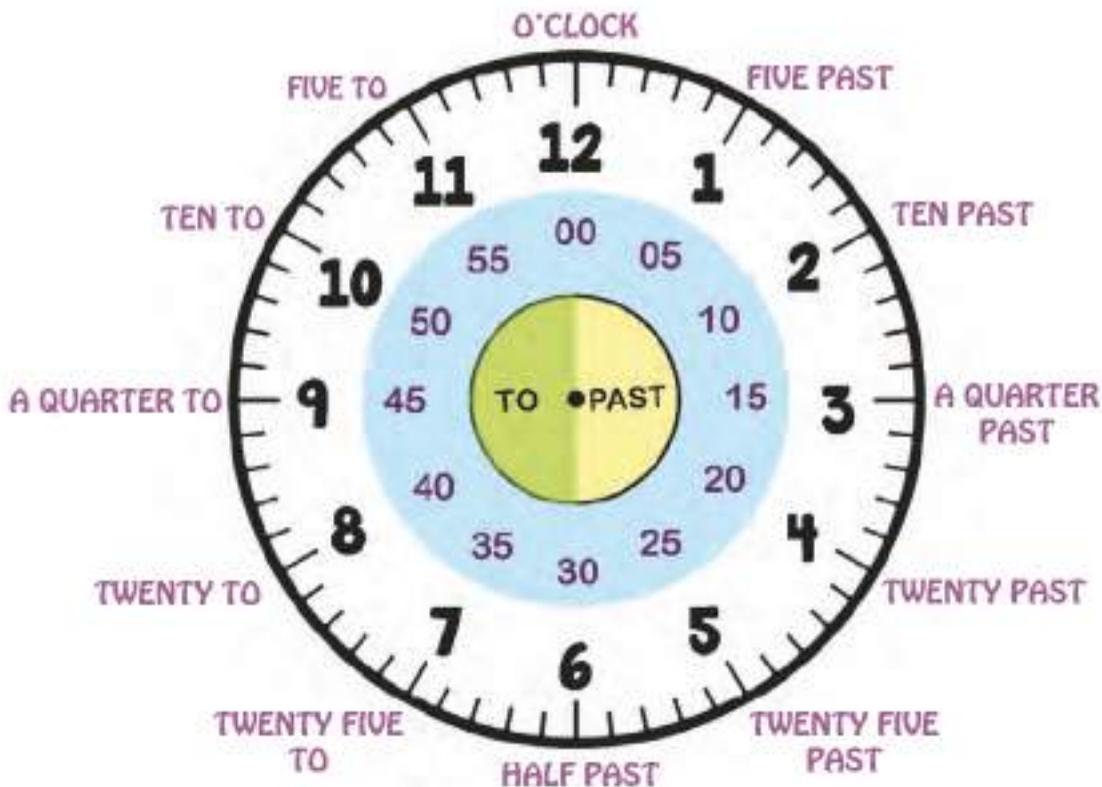


WARM-UP!



1

Let's remember telling the time. Study the clock below. Then listen and repeat. (Track 1)



P.S.

a.m. = ante meridiem (before noon)

p.m. = post meridiem (after noon)



2

Look at the clocks and tell the time.



e.g. It's seven o'clock.

1



.....

2



.....

3



.....

4



.....

5



.....

LISTENING



3

Before you listen, remember the months. Read, listen and repeat. (Track 2)



4

Read and write the names of the months.

1. The 6th month of the year :
2. The 2nd month of the year :
3. The 5th month of the year :
4. The 12th month of the year :
5. The 10th month of the year :

**5**

Listen and match the photos with the dates and time. (Track 3)

1.
(.....)

a.

01.07.2019

02:45 p.m.

2.
(.....)

b.

06.04.2019

01:30 p.m.

3.
(.....)

c.

21.09.2019

11:00 a.m.

4.
(.....)

d.

12.02.2019

02:10 p.m.

**6**

Say the dates and the time in activity 5.

SPEAKING**7**

Look at the dates and the time. Ask and answer questions.

e.g.

08.03.2019

You : What is the date?**Your friend:** It's 8 March, 2019.

09:45 p.m.

You : What time is it?**Your friend:** It's a quarter to ten.

a.

25.01.2015

05:00 p.m.

b.

16.06.1995

08:00 a.m.

c.

02.03.2018

11:33 p.m.

d.

18.12.1987

10:30 a.m.

LISTENING



8

Before you listen, answer the question: When is your best friend's birthday?



9

Listen and tick the topic of the dialogue. (Track 4)

a. times

b. dates



10

Listen to track 4 again and answer the questions.

1. What is the date?

.....

2. When is Kelly's birthday?

.....

3. When is John's birthday?

.....



WRITING & SPEAKING



11

Write your birthday. Then ask your deskmate and write his/her birthday.

My birthday is on

.....

My friend's birthday is on

.....



12

Read the examples and write the dates.

Day	Date	You say
Children's Day	23 / 4	the 23 rd of April
New Year's Day	1 / 1	the 1 st of January
The Republic Day
Victory Day
Democracy and National Unity Day

LISTENING



13

Before you listen, answer the question: What time do you get up on weekdays?



14

Listen and number the picture groups. Write the numbers in the boxes. (Track 5)

A.



B.



C.



D.



E.



**15**

Listen to track 5 again and write true (T) or false (F).

1. Jim leaves home at 8:30 on weekdays.
2. Jim walks to school.
3. Jim gets up late on Sundays.
4. The _ visit his _rand_ arents at the weekends.

SPEAKING**16**

How do you spend a week? Look at the pictures, use the expressions and explain. Mention the time.



attend a course



get up



take care of the flowers



take a nap



run errands



study



have breakfast



visit relatives



play games



go to school



do homework



do sports

READING



17

Before you read, answer the questions: Do you take any courses? What are they?



18

Read and complete Furkan's speech with the correct sentence.

a. I rest on Wednesdays.

b. I rest at the weekend.



Hi. I'm Furkan. I have a piano course after school on Tuesdays and Wednesdays. I play football on Thursdays, swim on Mondays and attend a folk dance course on Fridays. I do my homework in the evenings.
.....



19

Read Furkan's speech again and complete his diary.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	have a piano course			attend a folk dance course		

SPEAKING



20

What do you usually do at the weekends? Explain briefly.

e.g. I wake up late at the weekends...

LISTENING



21

Before you listen, answer the question: What do you do at these times of the day?

7:30
in the morning

12:30
at noon

8:00
in the evening



22

Listen and complete the sentence. (Track 6)

Mark attends a traditional dance course on



23

Listen to track 6 again and answer the questions.

1. Where does Lisa go on Wednesday?

.....

2. What does Lisa do on Friday?

.....

3. What does Mark take care of?

.....

4. Why doesn't Mark's sister attend any courses?

.....

WRITING & SPEAKING



24

Work in pairs. Ask your friend questions and complete the diary. Then explain your friend's weekly plan.

You : What time do you get up on Mondays?

Your friend: I get up at seven o'clock.

You : My friend gets up at seven o'clock on Mondays.

MONDAY	get up at: go to school at: have dinner at: do homework at:
TUESDAY	get up at: have breakfast at: go to school at:
WEDNESDAY	get up at: go to school at: come back from school at:
THURSDAY	get up at: have lunch at: play with friends at:
FRIDAY	get up at: take a course at: visit uncle/aunt, etc. at:
SATURDAY	get up at: attend a traditional dance course at: run errands at:
SUNDAY	get up at: visit friends at: rest at:

READING & SPEAKING



25

Read the invitation cards and the tickets below. Give information about them as in the example.



e.g. It's Emily and Brian's wedding ceremony. It's on 25.04.2020 at three p.m.



P.S.

Bring a few beans with you for the boardgames in every lesson.

LISTENING



26

Before you listen, answer the questions: Do you run errands at home? Why/Why not?



27

Listen and answer the question: What pet does Molly have? (Track 7)



28

Listen to track 7 again. What does Molly do on Saturdays? Put a tick. (✓)

rides a bicycle	()	does cleaning	()
does the ironing	()	makes breakfast	()
washes the clothes	()	does jogging in the park	()
takes care of the plants	()	watches TV	()
meets her friends	()	takes a nap	()

SPEAKING



29

How does your mother / father / sister or brother spend a day? Explain briefly.

GAME TIME!



30

Play in pairs. Throw the bean. Ask and answer questions about the pictures. The student with wrong questions or answers goes back 2 spaces.

e.g.

- You** : (Throw bean) When do you go to the sports club?
Your friend: I go to the sports club on Wednesdays. (Throws the bean.) What time do you do your homework?
You : I do my homework at six o'clock.



START



FINISH

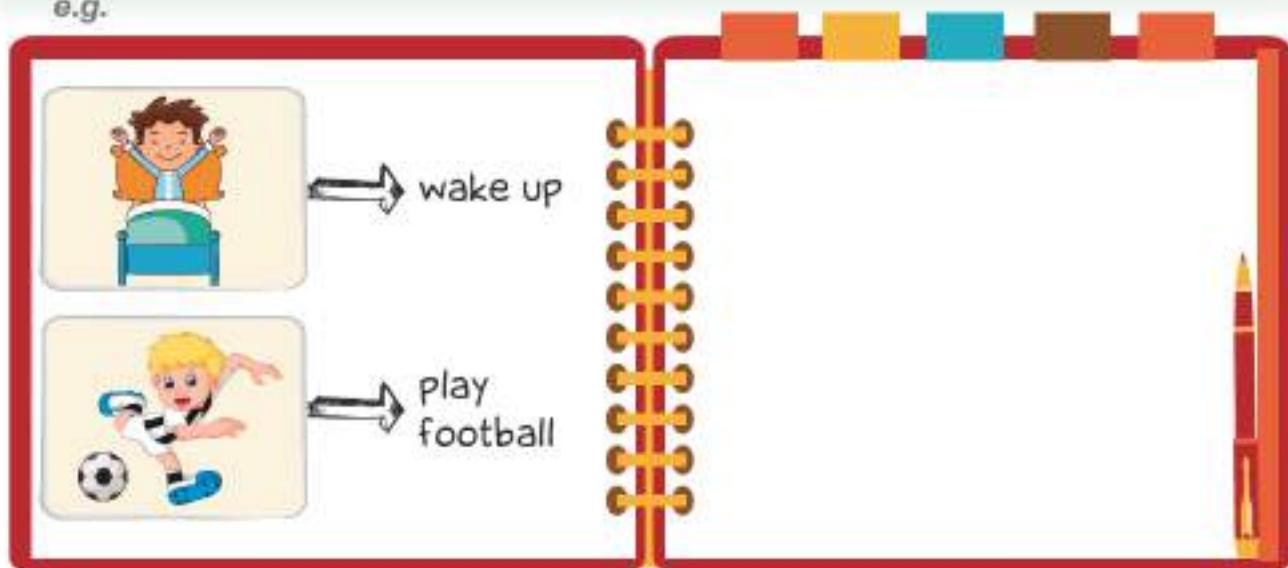


ASSIGNMENTS



- Prepare a visual dictionary. Write the new words. Draw or stick pictures for your new words as in the example.

e.g.



- What are your classmates' favourite school/after school activities? Ask about them and prepare a poster.

e.g.



playing volleyball



taking the dog for a walk



watching TV

SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

★ listen, understand and describe people's regular activities.



★ listen, understand and tell the time and dates.



UNIT 2

YUMMY BREAKFAST



WARM-UP!



1

Do you remember the food names below? First, write the names. Then, tick (✓) the breakfast food.



1.



2.



3.



4.



5.



6.



7.



8.

LISTENING



2

Before you listen, answer the question: What do you have for breakfast at the weekends?



3

Listen and find the answer: Who loves croissants? (Track 8)



4

Listen again and mark Celine and David's likes (✓) and dislikes (X). (Track 8)

	1	2	3	4	5	6	7	8
Celine								
David								

SPEAKING



5

Look at the food pictures below and make dialogues as in activity 3.

e.g.



cereal



bagel



muffin



pancake



croissant



bread with butter & honey



egg



fruit juice



tomato & cucumber

READING



6

Before you read, answer the questions: What do you like drinking most? Do you think it is healthy?



7

Read the dialogue and guess the answer: What does "Enjoy it!" mean in Turkish?



Sarah : Can I have some cheese with bagels?

Waitress: No, sorry. It's all gone. Do you want some muffins?

Sarah : Yummy! I love muffins.

Waitress: Tea?

Sarah : No, thanks. I don't like tea. Maybe apple juice.

Waitress: Sure. Do you want it with lemon?

Sarah : No, thanks. I don't want any lemons.

Waitress: OK. Enjoy it.



8

Read the dialogue again and answer the questions.

1. What does Sarah want first?

.....

2. Does Sarah like tea?

.....

3. What does Sarah decide to drink?

.....

SPEAKING



9

Work in pairs. You are at a café for breakfast. Choose a menu below. Ask and answer questions as in the dialogue in activity 7.

USE THESE:

Can I have some? / Do you want some ...? / Sure. / No, it's all gone. / Yes, please. / No, thanks. / No, thanks. I don't like... / Yummy! I love ... / Enjoy it! / No, thanks. I don't want any...

1st Menu



cereal with fruit - cookies - tea

2nd Menu



pancakes - fruit - orange juice - honey

3rd Menu



fried eggs - bread - milk

4th Menu



omelette - toast - orange juice

LISTENING



10

Before you listen, answer the questions: Do you think you have a healthy breakfast every day? Why / Why not?



11

Look at the menus and listen to the dialogue. Who likes which café? Write under the menus. (Track 9)

DAISY CAFÉ

Waffles
Caramel Waffles
Pancakes

Eggs
Egg Benedict
Scrambled Eggs
Egg Florentine

Juice
Cranberry Juice
Mint Juice
Tiramisu Juice
Wood Pops

Paninis
Pesto Turkey
Salmon Panini
French Toast

Coffee
Espresso
Cappuccino
Cappuccino
Espresso

Always

(.....)

ROSE CAFÉ

Good Morning
Breakfast Menu

Hot Orders

Toast (choice of wheat or white)	\$1.75
Pancake topped with fresh fruit	\$2.90
Applewood Smoked Meat	\$2.25
Oven Roasted Breakfast Potatoes	\$2.75

Breakfast Pastries

Homemade Chocolate Cake	\$2.50
Fresh Baked Muffins	\$2.00
Cheesecake topped with fresh fruit	\$3.75

Beverages

ICE TEA	\$2.95	FRESH BREWED COFFEE	\$2.75
ICE SWEET GREEN TEA	\$2.50	JUICE (Apple, Orange, Juice)	
ICE POMEGRANATE TEA	\$2.95	HOT TEA (GINGER OR GREEN TEA)	\$2.95
(seasonal)		HOT CHOCOLATE	\$2.95
ICE MANGO-SHIA	\$2.95		
with mango fruit			

(.....)



12

Listen to track 9 again and write true (T) or false (F).

- Tom doesn't like pancakes.
- Sarah wants to drink coffee.
- Tom wants to have unhealthy food.
- Sarah wants to have nutritious food.

SPEAKING



13

Which café in activity 11 do you prefer? Why? Explain briefly.

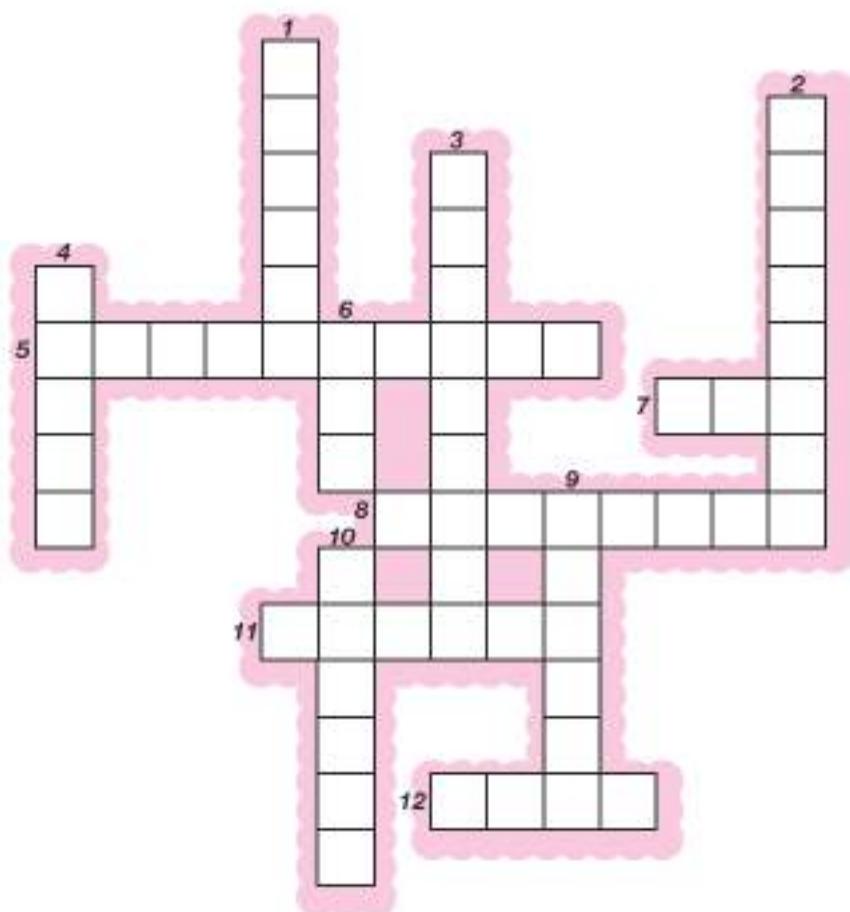
e.g.

I prefer Daisy Café because I like ..., but I don't like... I think it is unhealthy...

PUZZLE TIME!



14 Look at the pictures and do the crossword puzzle.



READING



15

Before you read, answer the question: What do you like eating at breakfast?



16

Read Berna and Bruce's preferences for breakfast and match them with the breakfast photos. Write the names.



Hi, I'm Berna. I like eggs, butter, jam, honey, cheese and olives at breakfast. I like pastrami, tomatoes and cucumbers with bread or bagels, too. I drink tea.

Hi, I'm Bruce. I like croissants, butter, jam and boiled eggs at breakfast. I drink orange juice or tea with milk.



(.....)



(.....)



17

Read again and answer the questions.

1. Who likes olives at breakfast?

.....

2. Does Berna have croissants at breakfast?

.....

3. Who drinks tea with milk?

.....

4. What do Berna and Bruce both like?

.....

SPEAKING



18

Look at the breakfast pictures below. Which one do you prefer? Why? Talk about the food you like or dislike.



SONG TIME!



19

Listen and sing the song. (Track 10)



MY LIKES & DISLIKES

Do you like olives?

Yes, I like olives.

Do you like fruits?

Yes, I like fruits.

Do you like sausages?

No, I don't like sausages.

What do you like? What do you like?

What do you like? What do you like?

I like nutritious food, not junk food.

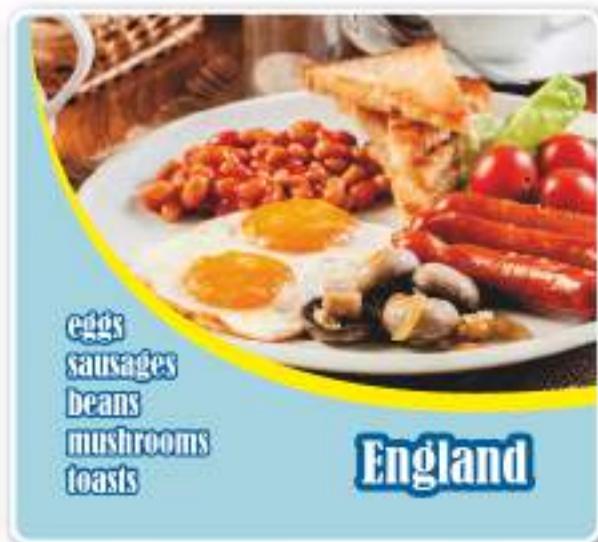
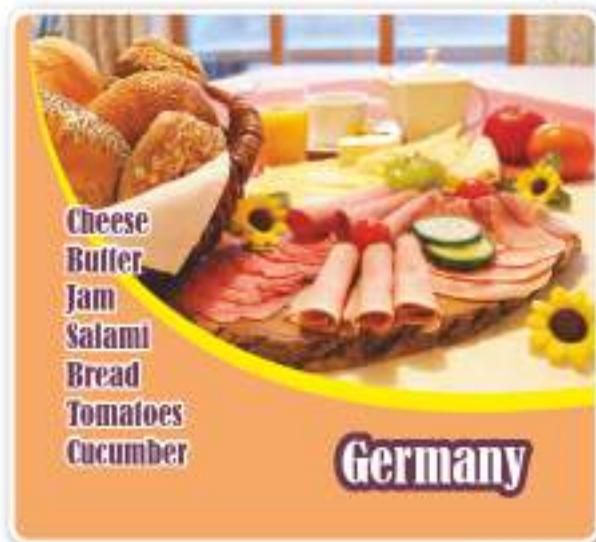
I like nutritious food, not junk food.

READING & WRITING



20

Look at the typical breakfast menus from different countries. Prepare a menu for Turkey and write the food and drinks. You can draw or stick pictures.



Turkey

WRITING



21

Look at the menus in activity 20 and fill in the lists for junk food and nutritious food below.

Junk Food



sausages

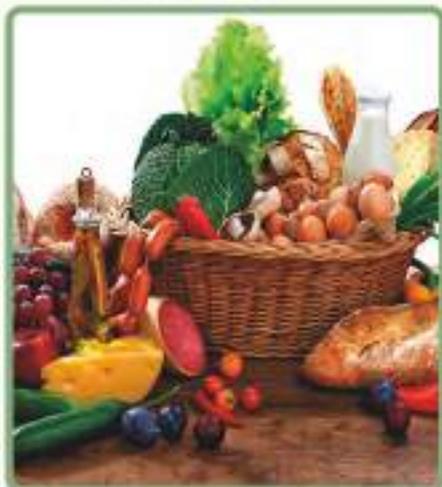
.....

.....

.....

.....

Nutritious Food



olives

.....

.....

.....

.....

SPEAKING



22

Make dialogues using the food in activity 21 as in the example.

e.g.

You : Do you want some sausages?

Your friend: No, thanks. I don't like junk food.

You : What about some cheese and olives?

Your friend: Sure. I like nutritious food.

READING



23

Before you read, answer the question: Do you think chocolate is nutritious or junk food?



24

Read the label of the chocolate packet and answer the question: Is there any fat in it?

Ingredients:
Cacao
Coconut sugar
Cocoa butter
Organic ingredient



25

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

1. There are a lot of calories in a bar of chocolate.
2. There is a lot of sugar in it.
3. It is nutritious.
4. There is a lot of protein in it.

T
F
T
F

DRAWING & WRITING



26

Think about some packaged food. Draw it and write a label for it.



Label writing area with horizontal dashed lines.

ASSIGNMENTS



- Categorize your breakfast food and drinks on a poster.



- Work in pairs. Act out a role play about the food and drinks you like and don't like.

e.g.

You : Do you like cereals?
Your friend: No, I don't like cereals.
You : What do you like for breakfast?
Your friend: I like bagels, butter and honey. What about you?
You : I like...

SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

- ★ listen, understand and accept or refuse offers.
- ★ express and ask about my and people's likes and dislikes.
- ★ listen, understand and describe regular activities.



UNIT 3

DOWNTOWN



WARM-UP!



1

Look, listen and repeat. Then make a sentence with each word. (Track 11)

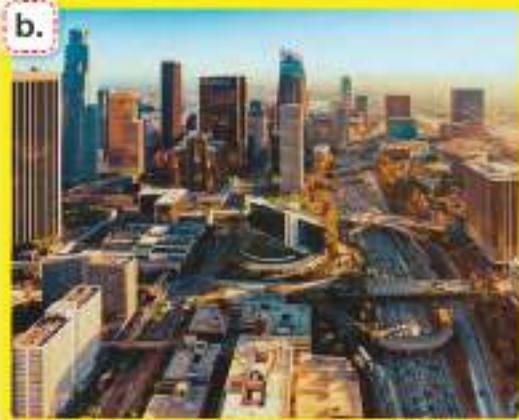
e.g. Istanbul is very crowded.

a.



uptown

b.



downtown

c.



kiosk

d.



skyscrapers

e.



street

f.



traffic jam

READING



2

Before you read, answer the question: Is your hometown a city, a town or a village?



3

Read Mandy's speech and choose the correct option.

A skyscraper is ...

- a. a house
- b. a very tall building

I'm Mandy. I live in a big city. The buildings are higher in big cities than in small towns. There are a lot of skyscrapers. The streets are more crowded and they are noisier. There's always a traffic jam. People are busier in big cities than in towns. Big cities are more expensive than towns.



4

Read Mandy's speech again and write true (T) or false (F).

- 1. The buildings are lower in big cities than in small towns.
- 2. The streets are noisier in big cities.
- 3. There isn't always a traffic jam in big cities.
- 4. Towns are cheaper than big cities.

SPEAKING



5

Talk to your friends about your city / town / village as in the example.

e.g.

*I live in a town. It is small and quiet.
It is not crowded and there is no traffic
jam. There are a lot of small houses...*

Remember Box

bad - worse
good - better

LISTENING



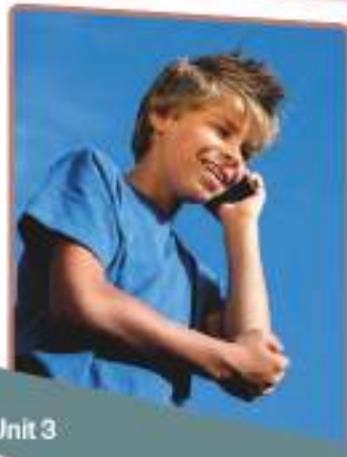
6

Before you listen, answer the question: Where is Rome?



7

Listen to the dialogue and answer the question: What does Sophia want from Jim? (Track 12)



Remember Box

tall - taller
short - shorter
big - bigger
BUT
beautiful - more beautiful
comfortable - more comfortable
exciting - more exciting



8

Listen to track 12 again and complete the table.

		
<i>bigger</i>	✓	
<i>taller buildings</i>		
<i>more skyscrapers</i>		
<i>more crowded</i>		
<i>busier shops</i>		
<i>more exciting</i>		
<i>more expensive</i>		
<i>cheaper</i>		
<i>more beautiful</i>		



9

Look at the table in activity 8. Fill in the blanks to compare London and Rome.

1. London is than Rome.
2. London has got buildings.
3. There are in London.
4. is more crowded than
5. The shops are busier in
6. is more exciting than
7. is cheaper than

SPEAKING



10

Look at the pictures and compare the two cities with each other.
Use the keywords.

ANKARA



İZMİR



big?
small?

crowded?

cheap?
expensive?

green?

cold?
warm?

READING



11

Before you read, answer the question: Do you live downtown or uptown?



12

Read the dialogue and mark the correct picture. Which one is the uptown flat?

Which flat do you like?

Which one is bigger?

Let's rent it, then.
We need a big flat.

The downtown flat is more beautiful than the uptown flat. But the uptown flat is cheaper than the downtown flat.

The uptown flat is bigger.



For Rent
€2000



For Rent
€1500



13

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

- The downtown flat is more beautiful.
- The uptown flat is more expensive.
- They don't need a big flat.

SPEAKING



14

Work in pairs. Which one is better? Downtown or uptown? Make dialogues and compare them. You can use the keywords.

quiet exciting clean busy big cheap crowded green

e.g.

You : Which one is noisier? Uptown or downtown?

Your friend: Downtown is noisier than uptown.

You : Are buildings taller in downtown?

Your friend: Yes, they are taller in downtown.

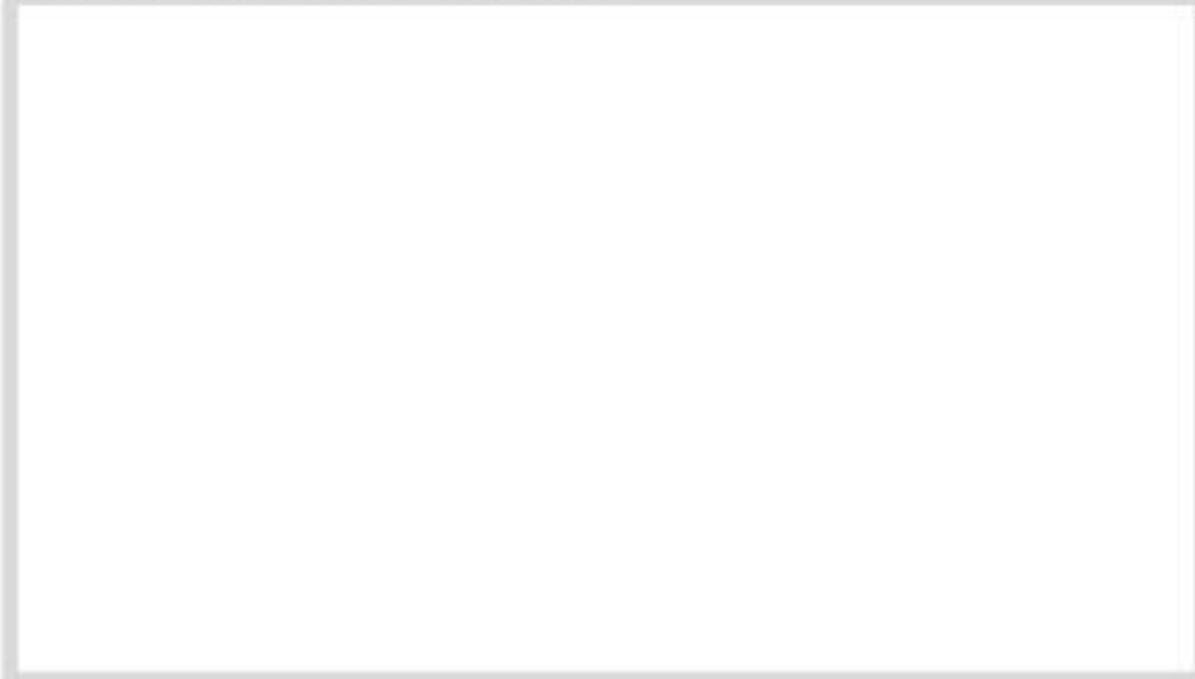
DRAWING & COLOURING



15

Read the information and draw a picture. Then colour it.

There is a man and a woman. The man is taller than the woman. The woman is fatter than the man. Draw a brown dog and a black dog near them. The black dog is bigger than the brown dog.



LISTENING



16

Before you listen, answer the questions: Do you like going to the playground? What do you do there?



17

Look at the picture and listen to Mary. Write the names. (Track 13)

Jim

Mary

Mandy

John

Sandy

Carol

Mark

Ken

Tom

Pam

Kelly



**18**

Listen to track 13 again and answer the questions.

1. Is Kelly feeding her dog?

.....

2. Is John playing with a ball?

.....

3. What are Mark and Ken doing?

.....

Remember Box

- I **am** feeding my dog.
- You **are** rollerblading.
- She **is** swimming.
- They **are** talking.

SPEAKING**19**

Look at the pictures. What are these people doing? Use the keywords and say.

*feed - ride - sell - walk - wait - study**e.g. In the first picture, the man is selling balloons.***1****2****3****4****5****6**

READING



20

Before you read, answer the question: What is your favourite activity in the park?



21

Read the sentences, look at the pictures and write children's names.

Mehmet is playing football.

Mary is flying a kite.

Mark is playing badminton.

Bill is playing on the monkey bar.

Selin is skipping rope.

John is riding a bicycle.

1



.....

2



Mark

3



.....

4



.....

5



.....

6



.....



22

Read the sentences in activity 21 again and answer the questions.

1. What is Selin doing?

.....

2. Who is playing badminton?

.....

3. What is Mary doing?

.....

SPEAKING



23

Look at five friends in your class. What are they doing? Describe.

LISTENING



24

Before you listen, answer the questions: Is there a square in your city/town? What is its name?



25

Listen to the dialogue and answer the question: What is there in Monument Square? (Track 14)



26

Listen to track 14 again and write true (T) or false (F).

1. Jenny is taking care of her sister.
2. Susan and Kate are listening to their favourite band right now.
3. Kelly is feeding the street cats at the moment.
4. Danny isn't enjoying himself.



SPEAKING



27

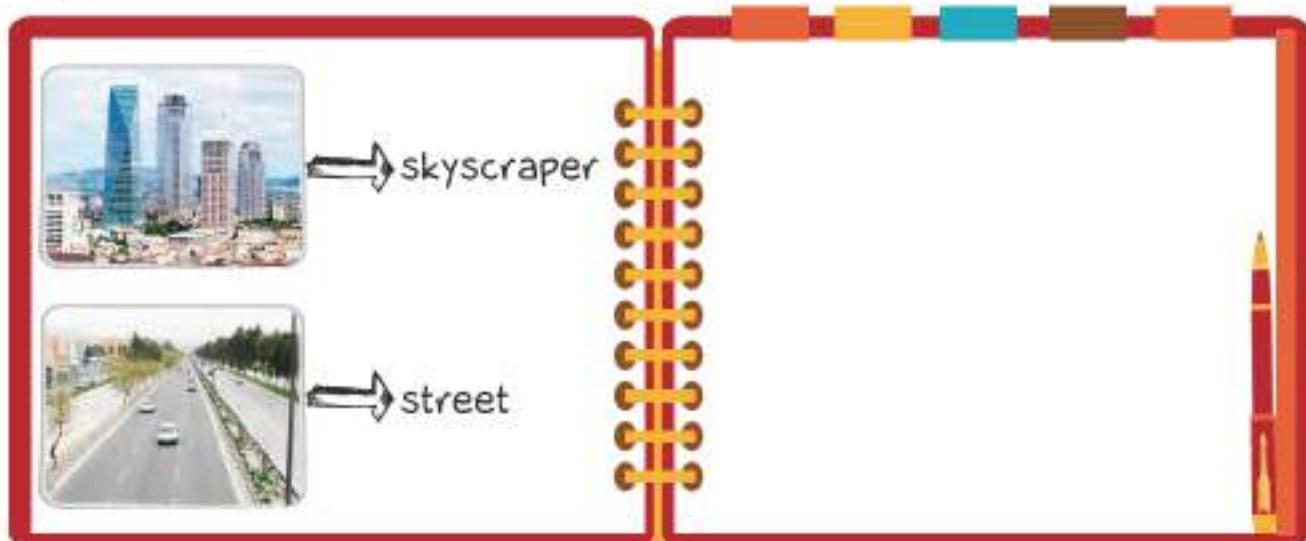
Work in pairs. Choose a place like a park/café/school/concert, etc. One of you is at home and the other is at that place with friends. Make a telephone conversation as in activity 25. Ask about people and what they are doing.

ASSIGNMENTS



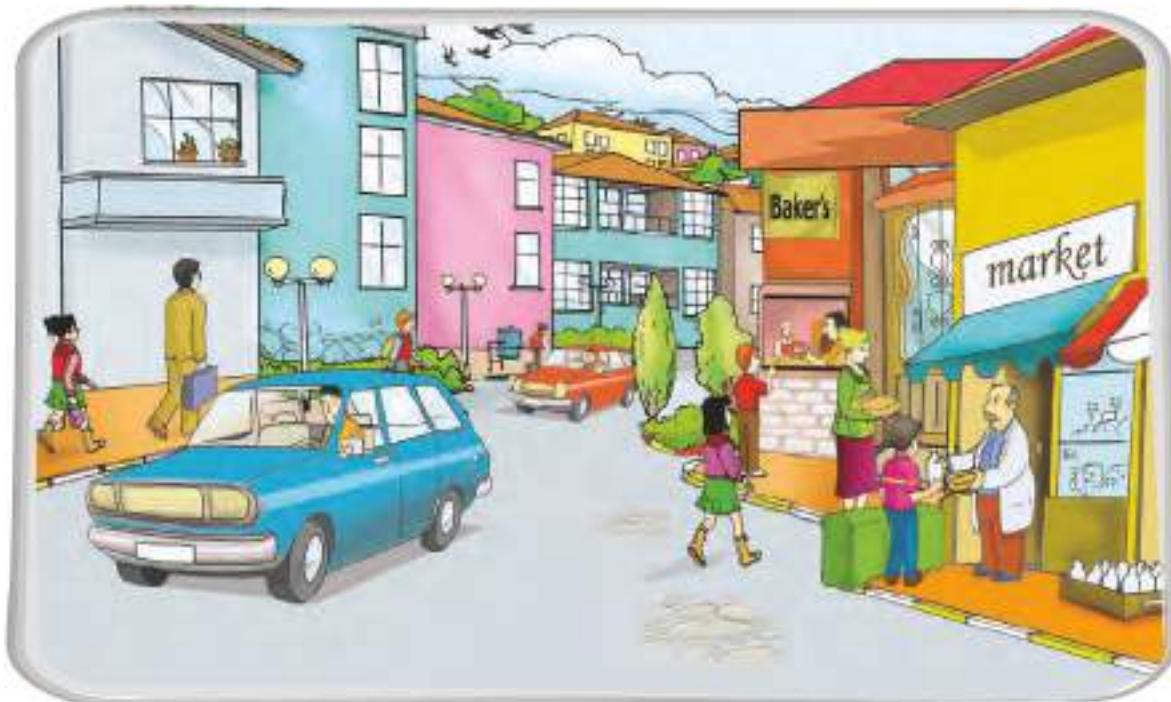
- Write the new words in your visual dictionary. Draw or stick pictures for them.

e.g.



- Think about a morning in your neighbourhood. What are the people doing? Draw or take a picture of your street and describe the people.

(You can use the professions.)



e.g. *The baker is selling bagels and bread.*

➤ Prepare a poster. Compare your hometown and another city in your country.

e.g. *My hometown Denizli is larger than Muğla. Buildings are more modern in my hometown, but hotels are more comfortable in Muğla.*



SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

- ★ describe places.
- ★ listen and understand texts, dialogues, etc. about places.
- ★ compare places and things.
- ★ listen, understand and describe what people are doing now.
- ★ ask and answer questions about what people are doing.



UNIT 4

WEATHER AND EMOTIONS



WARM-UP!



1

Follow the lines and learn the weather words. Then listen and repeat. (Track 15)



LISTENING



2

Before you listen, answer the question: What do you need on a rainy day?



3

Listen and answer the question: What's the weather like in Mary and Charles' town? (Track 16)



4

Guess the meanings of the words about emotions. Match them with their definitions. There's one extra.

1. anxious
2. moody
3. sleepy
4. depressed

- a. often sad, or changing from being happy to sad for no clear reason
- b. tired and needing a rest
- c. worried and nervous
- d. unhappy and without hope
- e. very happy and cheerful

**5**

Listen to track 16 again and draw weather conditions and emoticons for these places.

	Birmingham	London	Moscow	The Sahara Desert (Africa)
Weather Condition				
Emoticon				

SPEAKING**6**

Choose two of these places. Ask and answer about the weather and your feelings.

e.g.

You : What is the weather like in London?

Your friend: It is cloudy and rainy.

You : How do you feel?

Your friend: I feel moody.



READING



7

Before you read, answer the question: Do your emotions change according to the weather? Describe.



8

Look at the photo, read the dialogue and answer the question: What is the girl afraid of?

Daughter: Mum, it is stormy. I feel scared. What's this sound?

Mum: It's thunder, dear.

Daughter: I don't get it. Can you repeat that, please?

Mum: Thunder! Rain comes after thunder and lightning. Look! It's raining. You don't need to be scared.



9

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

1. The girl isn't scared of the sound.
2. The weather is rainy.
3. The girl knows the meaning of "thunder".
4. It's the sound of thunder.



10

What are they saying? Look and say. Use the words below.

sleepy - anxious - happy - scared

e.g.



It's hailing!
We feel excited!



LISTENING



11

Before you listen, answer the questions: How do you feel in rainy weather? Why?



12

Listen to Ayşe and write words for the weather conditions in four seasons in her hometown. (Track 17)

FALL (AUTUMN)



.....

WINTER



.....

SPRING



.....

SUMMER



.....



13

Listen to track 17 again and answer the questions.

1. How does Ayşe feel in rainy weather?

.....

2. Does Ayşe like snowy weather?

.....

3. How does Ayşe feel in autumn?

.....

4. How is the weather in Ayşe's hometown in summer?

.....

WRITING & SPEAKING



14

How is the weather in your hometown in four seasons? How do you feel? First take notes on the pictures. Then describe them briefly.

SPRING

1

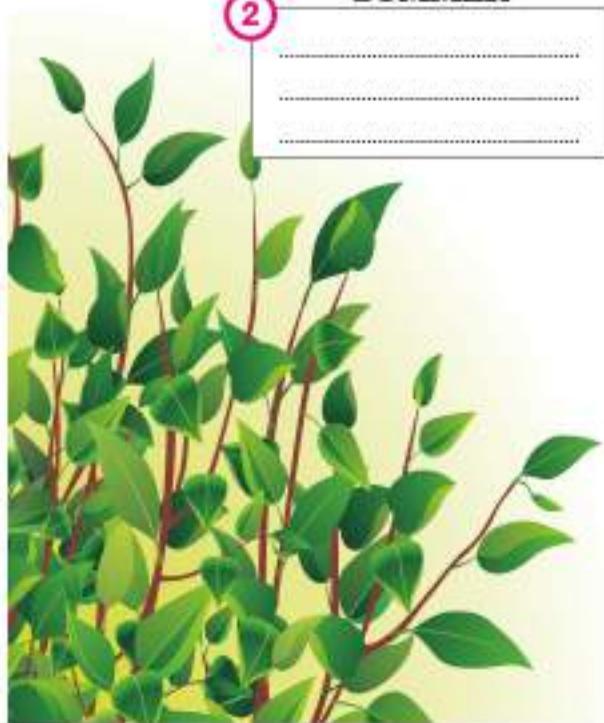
.....
.....
.....



SUMMER

2

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



FALL

3

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



WINTER

4

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



PUZZLE TIME!

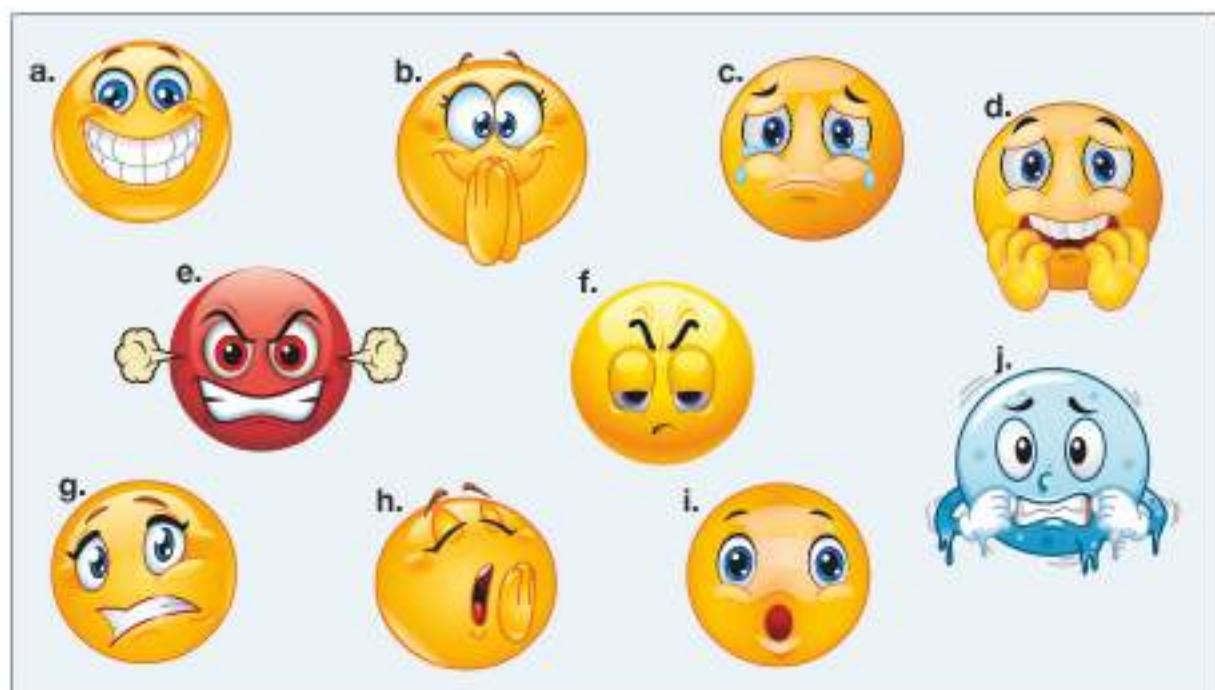


15

Look at the pictures and match them with the words. Then do the puzzle.

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

1. ANGRY (.....)
2. ANXIOUS (.....)
3. COLD (.....)
4. EXCITED (.....)
5. HAPPY (.....)
6. MOODY (.....)
7. SAD (.....)
8. SCARED (.....)
9. SLEEPY (.....)
10. SURPRISED (.....)



READING & WRITING



16

Before you read, answer the questions: Do you like reading poems? Why/Why not?



17

Read the poem and answer the question: What do the children want?

Rain, rain,
Go away,
Come again
Another day.
All the children
Want to play.
Rain, rain go away.



18

Read the poem again and fill in the blanks.

1. The weather is
2. The children can't play in
3. The children want the rain to



19

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

WIND

The wind blows left,
The wind blows

In the day, and in the
Rain comes down,
And falls on the
Oh how we love that drip-drop
.....

sound

right

ground

night



READING



20

Before you read, answer the question: What kind of weather do you like?



21

Look at the pictures, read the dialogue and answer the question. How does the brother feel?



22

Read the dialogue again and answer the questions.

1. Are sister and brother in the same city?

.....

2. What's the weather like in the brother's city?

.....

3. How does the sister feel?

.....

SPEAKING



23

Work in pairs. You are in different cities with your friend. Ask and answer about the weather on the phone. Say your feelings.

USE THESE:



rainy



snowy



windy



cloudy



sunny



lightning



partly cloudy



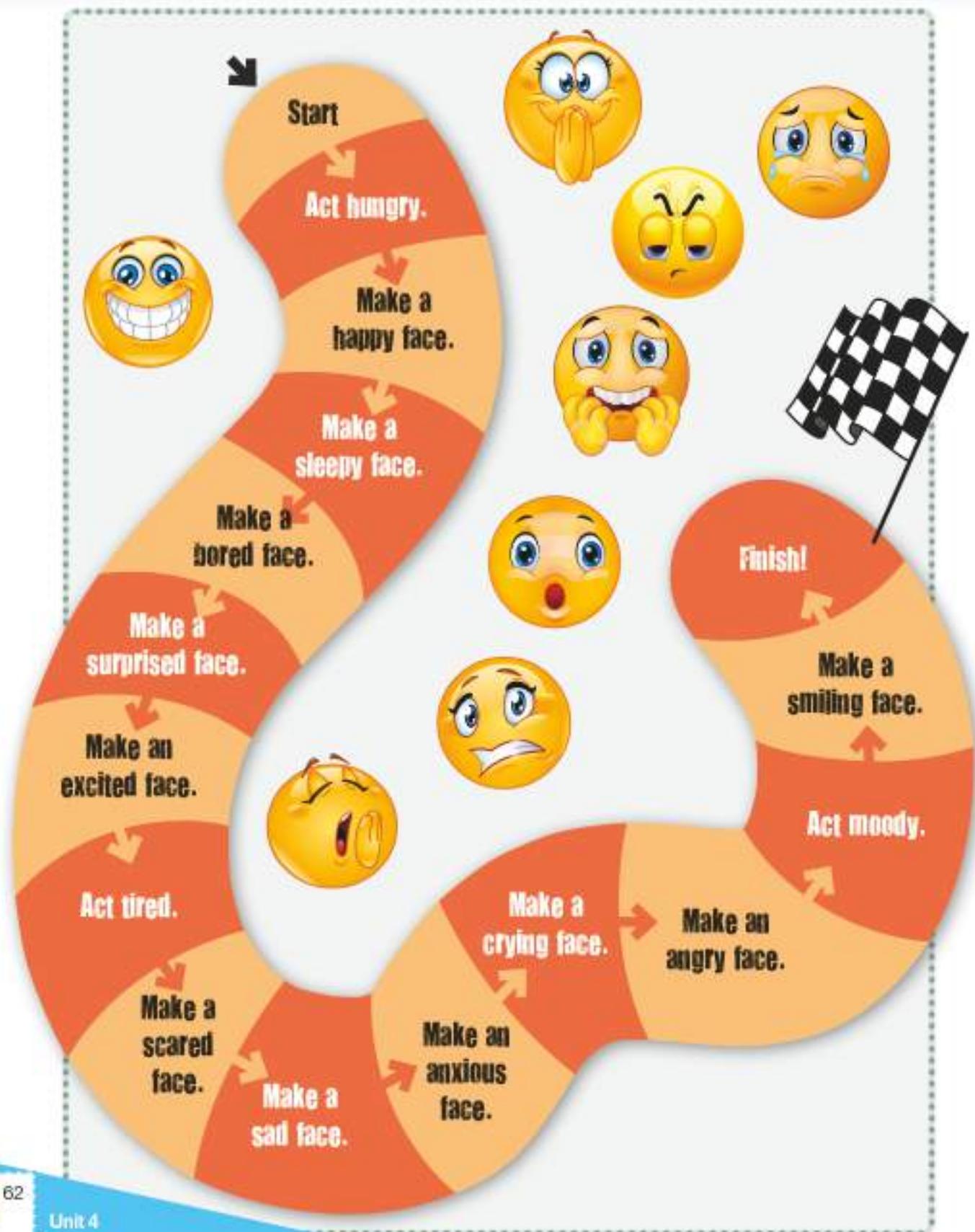
stormy

GAME TIME!



24

Miming Game: Throw the bean. Read the sentence in the box. Mime it and play in pairs. The student with the wrong mime goes back 2 boxes.



ASSIGNMENTS



- ➔ Prepare a chart for weather forecast for a city. Use pictures.

e.g.

WEATHER



WEATHER



WEATHER



➡ Act out different weather conditions by using emotions.

e.g.



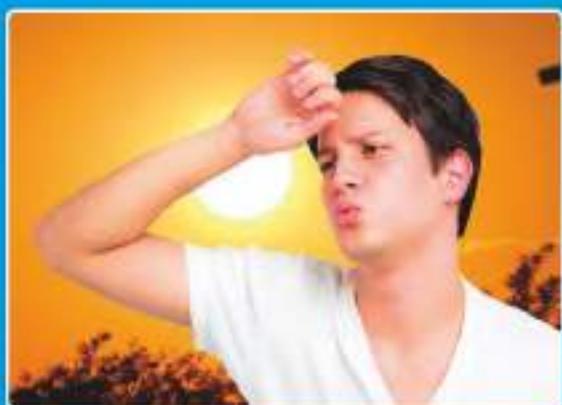
It's snowy. I feel cold.



It's rainy. I feel depressed.



It's warm and sunny. I feel happy.



It's sunny. I feel hot.

SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

- ★ listen, understand and talk about the weather.
- ★ listen, understand and talk about my feelings.
- ★ ask and answer simple questions.



UNIT 5

AT THE FAIR



WARM-UP!



1

Look and complete the names under the pictures.

GHOST TRAIN - CARNIVAL - BUMPER CAR - ROLLER COASTER -
CAROUSEL - FERRIS WHEEL



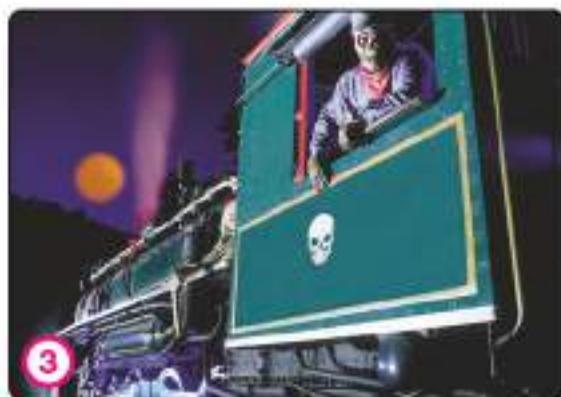
1

--	--	--	--	--	--	--	--	--	--



2

--	--	--	--	--	--	--	--	--	--



3

--	--	--	--	--	--	--	--	--	--



4

--	--	--	--	--	--	--	--	--	--



5

--	--	--	--	--	--	--	--	--	--



6

--	--	--	--	--	--	--	--	--	--

LISTENING



2

Before you listen, answer the questions: Do you like going to the fair? Why/Why not?



3

Listen to Janet and write the correct word(s) as in the example. (Track 18)

exciting - fantastic - dull - amazing - crazy - fun - funny - boring - horrible

fair	exciting
carousel	
roller coaster	
train ride	
bumper cars	
ghost trains	
Ferris wheel	
clowns	
carnivals	



**4**

Listen to track 18 again and answer the questions.

1. Does Janet like fairs?

.....

2. What does Janet like very much?

.....

3. What does Janet hate? Why?

.....

4. Are carnivals fantastic or horrible for Janet?

.....

SPEAKING

**5**

Talk about a fair and the things there. Tell your likes/dislikes, feelings and opinions. Use the words and phrases below. You can listen to track 18 again as an example.

amazing - boring - crazy - exciting - fantastic - horrible - interesting - terrifying - dull - I like... - I don't like... - I hate... - I think...



READING



6

Before you read, answer the question: What can you do at a fair?



7

Read the poster and answer the question: Where is the fair?



Fun Fair

June 25th, 2019
3:30 in the afternoon - 8:30 in the evening

 **Food & Drinks**

 **Ferris wheel, Roller coaster, Carousel and more!**

 **Games**  **Clowns**

Bells Community Centre, Hazel Avenue



8

Read the poster again and answer the questions.

1. What is the date of the fair?

.....

2. What time does the fair open and close?

.....

3. Can children play games at the fair?

.....

DRAWING & SPEAKING



9

Prepare a fair poster and draw pictures. Then describe the fair.



LISTENING



10

Before you listen, answer the question: Do you like fun fairs or parks? Why?



11

Listen to the dialogue and tick (✓) the correct pictures for Susan and Jim. (Track 19)

FUN FAIR		 like (fun)	 don't like	 frightening (thrilling)	 exciting	 dull
	Susan					
	Jim					
	Susan					
	Jim					
	Susan					
	Jim					
	Susan					
	Jim					



12

Listen to track 19 again and write true (T) or false (F).

1. Jim doesn't like roller coasters.
2. Susan hates roller coasters.
3. Jim's favourite is the ghost train.
4. Susan thinks bumper cars are exciting.

SPEAKING



13

Work in pairs. Choose two of these places. Describe and compare them. Express your likes/dislikes, feelings and opinions as in track 19.

e.g.

You : What do you think about shopping malls?

Your friend: I don't like them. I think they are boring. I like markets. I think they are interesting.

You : I agree. Markets are more natural and fun than shopping malls.



Park



Playground



Fair



Sports Complex



Market



Shopping Mall

READING



14

Before you read, answer the questions: Which one do you like more? Poems or novels? Why?



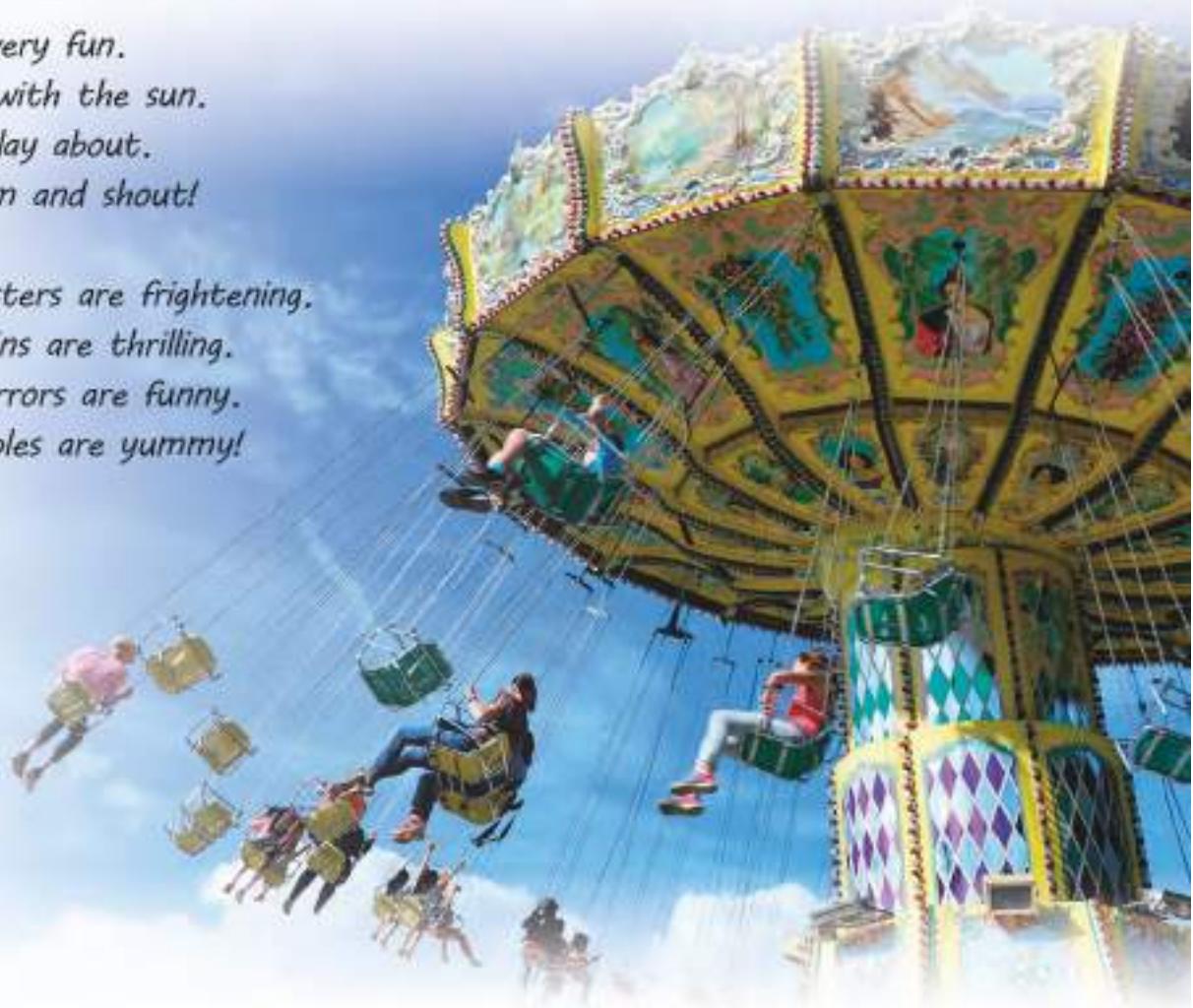
15

Read the poem and write a title for it.

.....

*Fairs are very fun.
Especially with the sun.
You can play about.
And scream and shout!*

*Roller coasters are frightening,
Ghost trains are thrilling.
Hall of mirrors are funny.
Toffee apples are yummy!*



16

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

1. You feel unhappy at a fair.
2. You can feel frightened in a roller coaster.
3. You don't laugh in a hall of mirrors.
4. Toffee apples are delicious.

DRAWING & SPEAKING



17

Think about a place you like very much and draw a picture of it. Then talk about it.



SPEAKING



18

What do you think about these places? First draw emoticons, then say.

e.g. *I like parks, but I hate markets.*



like



don't like



hate



love



LISTENING



19

Before you listen, look at the pictures in activity 20. Which one do you like more? A Ferris wheel or a roller coaster?



20

Listen to the dialogue and answer the question: Why doesn't Mary like the roller coaster? (Track 20)



Roller coaster



Ferris wheel



21

Listen to track 20 again and complete the sentences.

1. Tim thinks the roller coaster is
2. Mary thinks the roller coaster is
..... than the Ferris wheel.
3. Tim thinks the roller coaster is more
..... than the Ferris wheel.

Remember Box

- I think roller coaster is exciting.
- I agree.
- I think bumper cars are boring.
- I don't agree. I think they are exciting.

SPEAKING

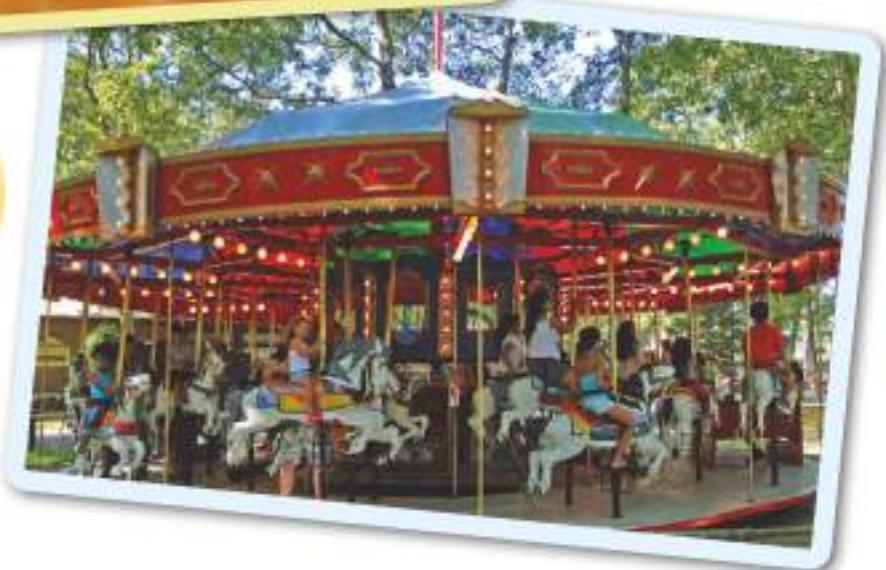


22

Work in pairs. Compare bumper cars and carousels as in track 20.

USE THESE:

more boring / more exciting / faster / slower
frightening / amazing / dull / thrilling
excited / scared / happy / bored
like / don't like / hate
think / agree / disagree



READING & WRITING & SPEAKING



23

Before you read, answer the questions: What is your favourite at a fair? Why?



24

Who thinks what? Look at the table and complete the sentences below.

	fun fairs? parks?	riding roller coasters	riding ghost trains	walking in the park
Frank	fun fairs ↓ exciting	😊	😊	☹️
Gina	fun fairs ↓ colourful	😊	☹️	☹️
Martha	parks ↓ green	☹️	☹️	😊
Roy	fun fairs ↓ interesting	😊	☹️	😊
You				

e.g. Frank thinks fairs ... *are more exciting than* ... parks. He likes ... *riding roller coasters* ... and ... *ghost trains* ... He doesn't like ... *walking in the parks* ...

- Gina thinks fairs parks. She likes
She doesn't like
- Martha thinks parks fairs. She likes
She doesn't like
- Roy thinks fun fairs parks. He likes
..... He doesn't like



25

Complete the "You" part for yourself in activity 24. Then describe your likes/dislikes.

ASSIGNMENTS



- Write the new words in your visual dictionary. Draw or stick pictures for them.
- Work in groups of four. Prepare a poster of a fair. Talk about your feelings and opinions.

e.g. This is the carousel. I don't like it. I think it is boring. I like the Ferris wheel. I think it is amazing.



SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

- ★ talk about my likes and dislikes about places and things.
- ★ describe places.
- ★ listen, understand and express feelings.
- ★ listen, understand and make comparisons.
- ★ ask questions and say my opinions.



UNIT 6

OCCUPATIONS



WARM-UP!



1

Look at the pictures. Listen to the names of the occupations and repeat. (Track 21)



architect



cook



dentist



driver



engineer



farmer



hairdresser



lawyer



manager



mechanic



saleswoman
salesman



waiter



waitress



worker

LOOK & GUESS



2

Look at the icons. Guess and write the names of the occupations.



1

manager

.....



2

.....



3

.....



4

.....



5

.....



6

.....



7

.....



8

.....



9

.....

LISTENING



3

Before you listen, answer the question: What do your parents do?



4

Listen to the dialogue and answer the question: What does Mrs Black do? (Track 22)



5

Listen to track 22 again and write true (T) or false (F).

1. Mrs Black is a tailor.
2. Mrs Black can't make clothes.
3. Mr Black is a cook.
4. Mr Black is a salesman and a waiter.

SPEAKING



6

Work in pairs. Ask and answer questions about your father's (mother's/uncle's, etc.) occupation and his/her abilities as in track 22.

my aunt - waitress
work - restaurant
can carry a lot of plates and glasses
can't cook

e.g.

You : What does your aunt do?

Your friend: She is a waitress.

You : Where does she work?

Your friend: She works at a restaurant.

You : What can she do?

Your friend: She can carry a lot of plates and glasses.

You : Can she cook?

Your friend: No, she can't.



WRITING



7

What does an architect do? What can/can't he/she do? Write briefly. Use the keywords.

design - draw - project - houses - buildings



.....

.....

.....

.....

.....

.....

.....

.....

GAME TIME!



8

Read the sentences, write the jobs and match them with the pictures on the next page.

e.g.

1

I work in a kitchen. I can prepare meals.

Cook (h)

2

I can repair cars.

3

I can treat the diseases of your teeth.

4

I can cut hair.

5

I work in a restaurant. I serve food and drinks.

6

I have students. I can teach them a lot of things.

7

I plan buildings. I can make projects of them.

8

I work in a hospital. I can help the doctors and patients.

9

I sell things. I work at a supermarket.

10

I can build a house.

JOB PICTURES



READING



9

Before you read, answer the question: What is your birth date?



10

Read Meryem's speech and write the names under the photos.



1.

Hello. I'm Meryem. I was born on 10th of February, 1990. I'm a nurse. I was at the hospital yesterday, but I'm not at work today. This is my sister, Jale. She was born in Malatya in 2000. She is a student. This is my brother, Mehmet. He was born on 20th June, 1995. He is an engineer. He was in İstanbul in May, but he is in Malatya now.



2.



3.



11

Read the Meryem's speech again and answer the questions.

1. When was Meryem born?

.....

2. Where was Jale born?

.....

3. Where was Mehmet in May?

.....

4. What does Mehmet do?

.....

SPEAKING



12 Make a speech about yourself and your family. Use the clues below.

- ★ Your birth date and place.
- ★ Your mother's / father's / brother's / sister's birth dates and places.
- ★ Where were you yesterday? Where are you now?
- ★ Where was your father / uncle in April? Where is he now?
- ★ Where was your mother / aunt in 2016? Where is she now?

WRITING



13 Where were you at these times/dates? Write.

yesterday in the afternoon
.....

e.g.

*10 o'clock/yesterday
I was at school.*

last week on Sunday
.....

ME

last summer
.....

last year in February
.....

last Saturday at 6 o'clock
.....

LISTENING



14

Before you listen, answer the questions: What do you want to be? Why?



15

Listen to the dialogue and answer the question: Where was Mr Smith last week? (Track 23)



16

Listen to track 23 again and complete the diary.

Monday	Ankara
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

READING



19

Before you read, answer the questions: What do you think is the best job for you? Why?



20

Read the text and write the times.

Her work begins at

Her work finishes at

I'm Susan. I was born on 18th May, 1973. I'm a saleswoman. I like my job. I work six days a week at a clothes shop. My work begins at 9 o'clock in the morning and finishes at 10 o'clock in the evening. I can help people about the clothes, sizes, colours and so on. I was a saleswoman



at a market last year. It was very hard. I was at the market seven days in a week. My job is better now. I love my job.



21

Read the text in activity 20 again and answer the questions.

1. When was she born?

.....

2. How many days does she work?

.....

3. What can she do?

.....

4. Where was she a saleswoman last year?

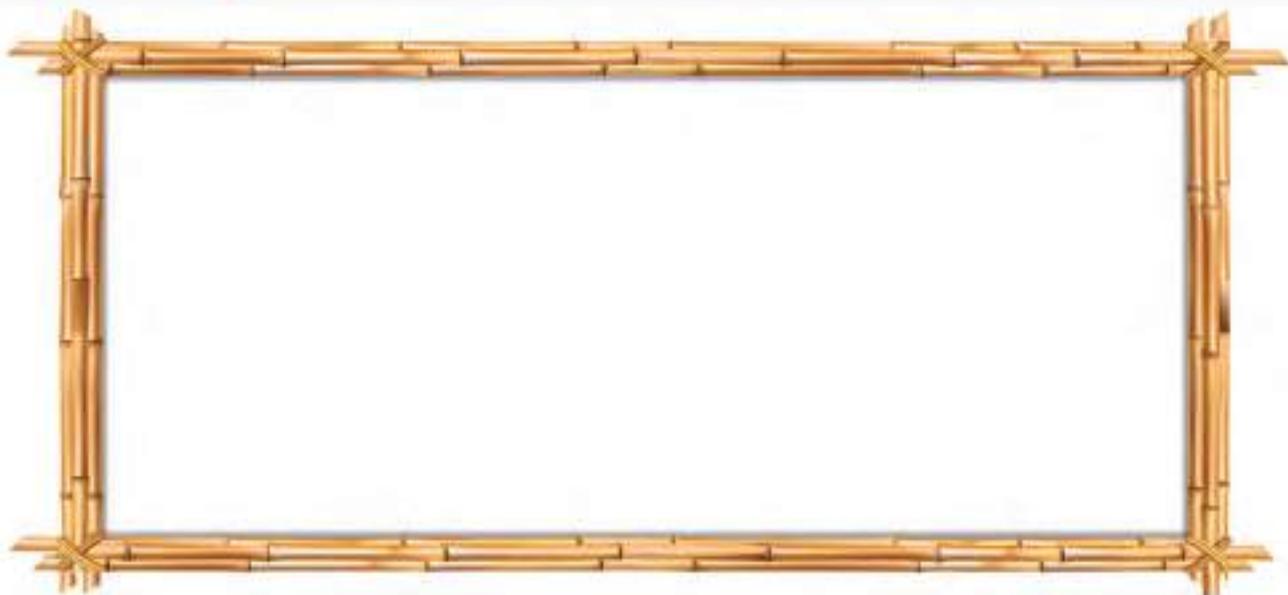
.....

DRAWING & SPEAKING



22

What is your dream job? Draw a picture and describe it.



PUZZLE TIME!



23

Find ten occupations in the wordsearch puzzle.

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

ASSIGNMENTS



- Write the new words in your visual dictionary. Draw or stick pictures for them.
- What are the occupations of your family members? Draw or stick pictures of them and give information.

e.g.



My mother is a vet.
She can take care of
animals. She can make
operations and she sells
animal food.

My father is an architect.
He can make projects of
buildings or houses.



SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

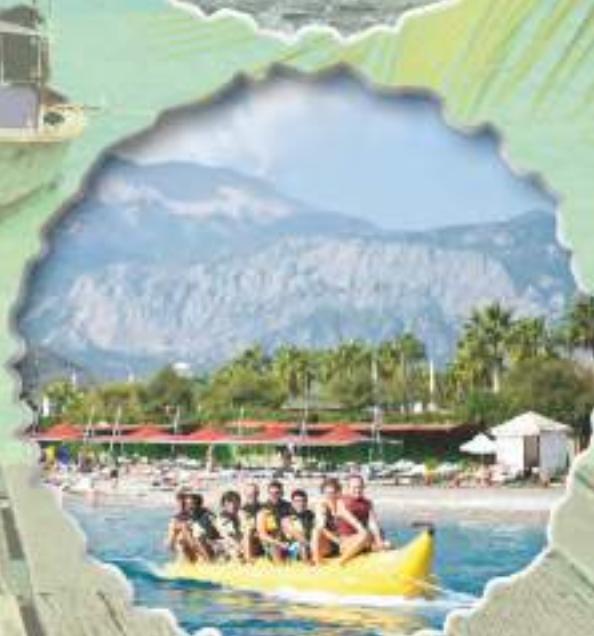
At the end of this unit, I can...

- ★ listen, understand and talk about occupations.
- ★ ask and answer personal questions.
- ★ listen, understand and tell the time, days and dates.



UNIT 7

HOLIDAYS

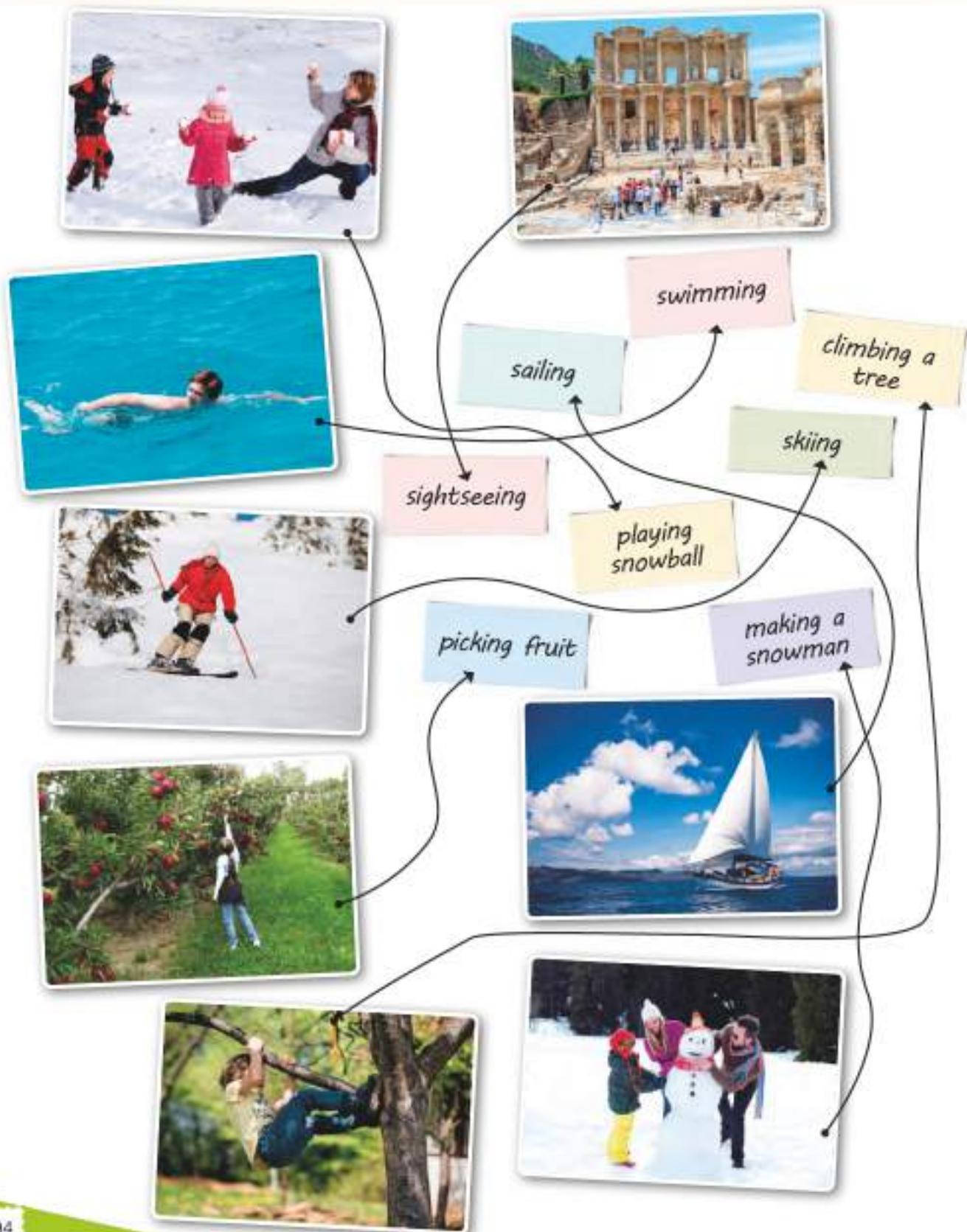


WARM-UP!



1

What activities can you do on holiday? Follow the lines and find.



LISTENING



2

Before you listen, answer the question: What do you like doing on holiday?



3

What activities did Mark and Linda do last summer? Listen to their dialogue and tick (✓) the table below. (Track 24)

Activities	Mark	Linda
		
		
		
		
		
		
		
		

**4**

Listen to track 24 again and write true (T) or false (F).

1. Linda was by the seaside last summer.
2. Mark didn't like the village.
3. Linda didn't see any famous places.
4. Mark and his brother picked fruit.

Remember Box

climb - climbed

pick - picked

play - played

BUT

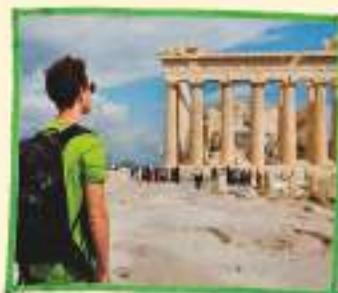
go - went

have - had

take - took

SPEAKING**5**

Look at the photos below. Which of these activities did you do on your last holiday? Describe your holiday briefly.



READING



6

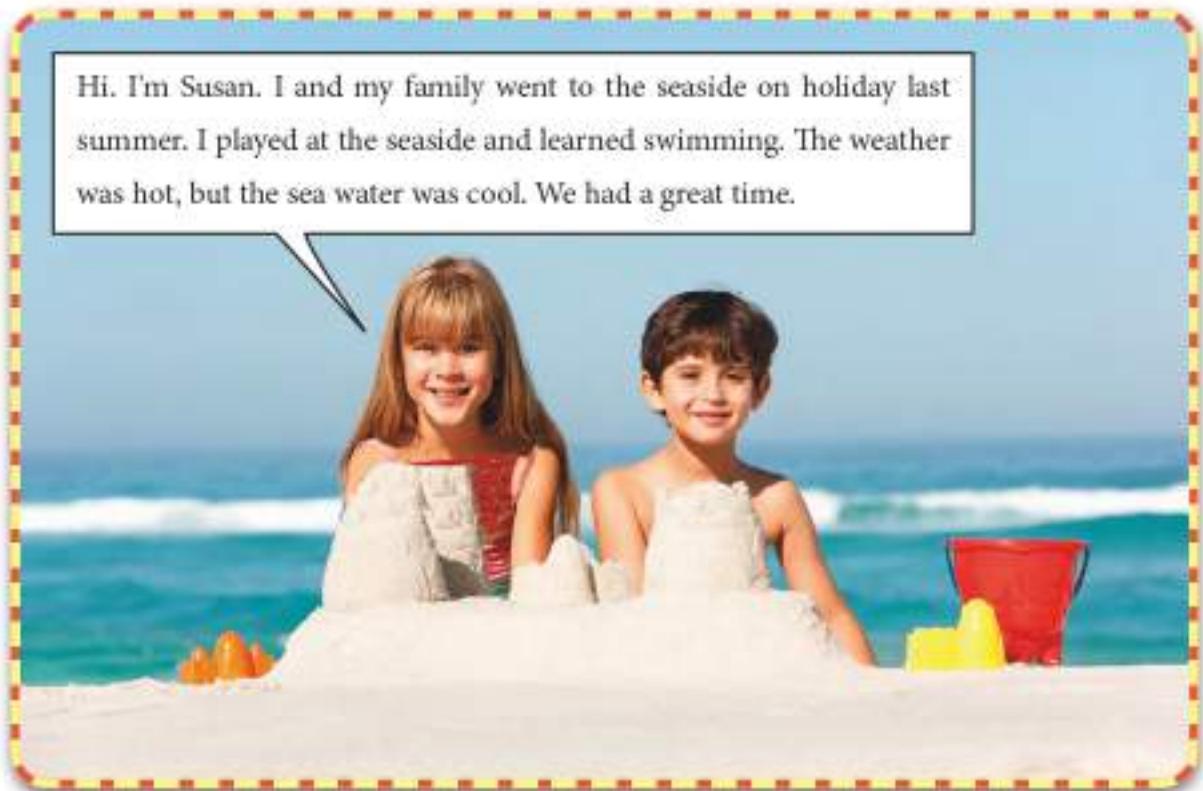
Before you read, answer the questions: When did you last go on a holiday? Where?



7

Read Susan's speech and answer the question: What was the weather like?

Hi. I'm Susan. I and my family went to the seaside on holiday last summer. I played at the seaside and learned swimming. The weather was hot, but the sea water was cool. We had a great time.



8

Read Susan's speech again and answer the questions.

1. Where did they go last summer?

.....

2. What did she learn on holiday?

.....

3. Where did she play?

.....

4. Did they have a good time?

.....

WRITING



9

What did they do on holiday? Look at the pictures and write sentences.

e.g.

They played snowball.



1



2



3



4

LISTENING



10

Before you listen, answer the questions: Do you like winter holidays or summer holidays? Why?



11

Listen to the dialogue. Which activities did Jack do on holiday? Put a tick (✓). (Track 25)



1



2



3



4



5



6



7



8



9





12

Listen to track 25 again and fill in the blanks.

1. Jack came back from holiday
2. Jack picked up on the beach.
3. Sally learned on her holiday.
4. Ayşe visited her last week.

SPEAKING



13

Work in pairs. What did you do on holiday last summer? Ask and answer questions as in track 25. Use the keywords.

What did?

Did you?



walking in the forest



visiting an ancient city



fishing in a river



skiing



camping



studying



going to the fair



doing gardening

READING



14

Before you read, answer the questions: Where do you want to stay on holiday? At home, at a hotel or in a tent? Why?



15

Read the hotel brochure and answer the question: What is there in every room?

LAKE SIDE HOTEL

- Fantastic cuisine
- Good service
- Swimming pool
- Jacuzzi & Sauna in every room
- Fitness centre
- Horse riding
- Trekking
- Fishing in the lake
- Skiing in winter

Lakes Region
00 33 322 456 78 91

16

Read the hotel brochure again and write true (T) or false (F).

1. The hotel is by the sea.
2. There's only one sauna at the hotel.
3. There is a fitness center in the hotel.
4. There are both summer and winter activities at the hotel.

SPEAKING


17

Let's imagine! You stayed at a hotel on your holiday. How was it? What did you do? Look at the facilities below and describe your holiday to your friends.



aqua park



yacht tour



delicious meal



kids club



cycling



fitness centre

WRITING



18

Make a hotel brochure. Draw or stick pictures and write the names of the activities and services.

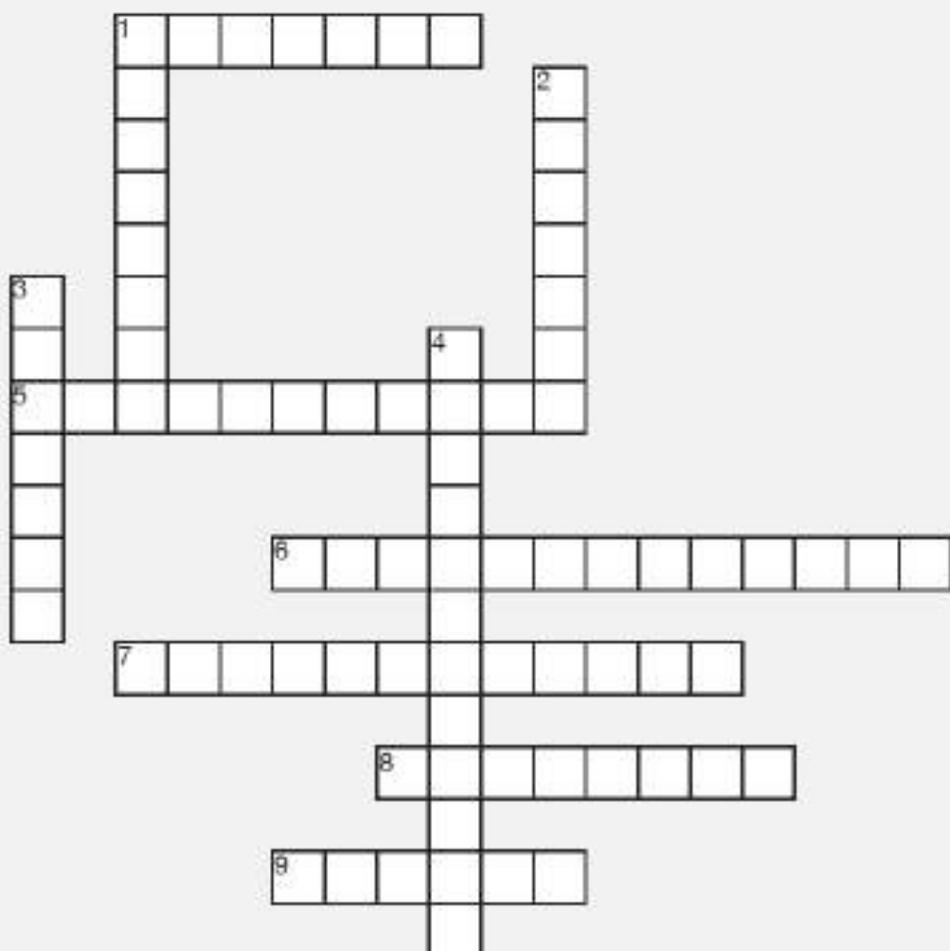


PUZZLE TIME!



19

Look at the pictures, write the activities and do the puzzle.



Across:



Down:



ASSIGNMENTS



- Prepare a pamphlet. Show different places for different holiday activities in Turkey.

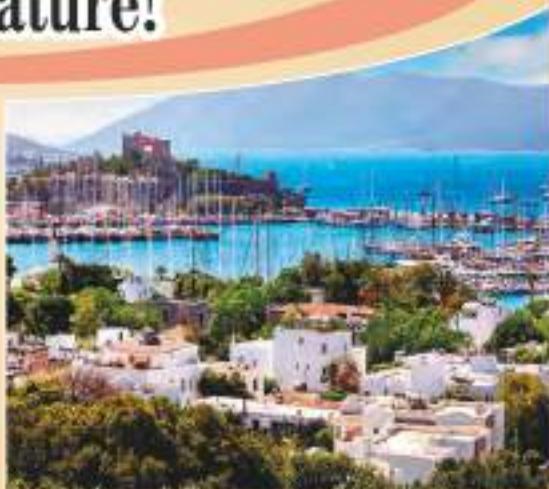
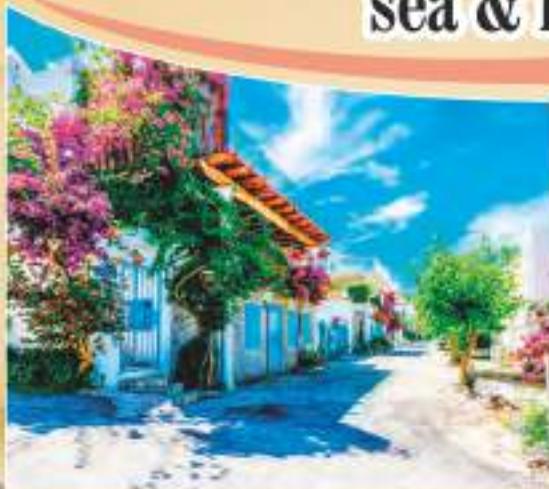
e.g.

Visit **ULUDAĞ** by cable car
and enjoy skiing!

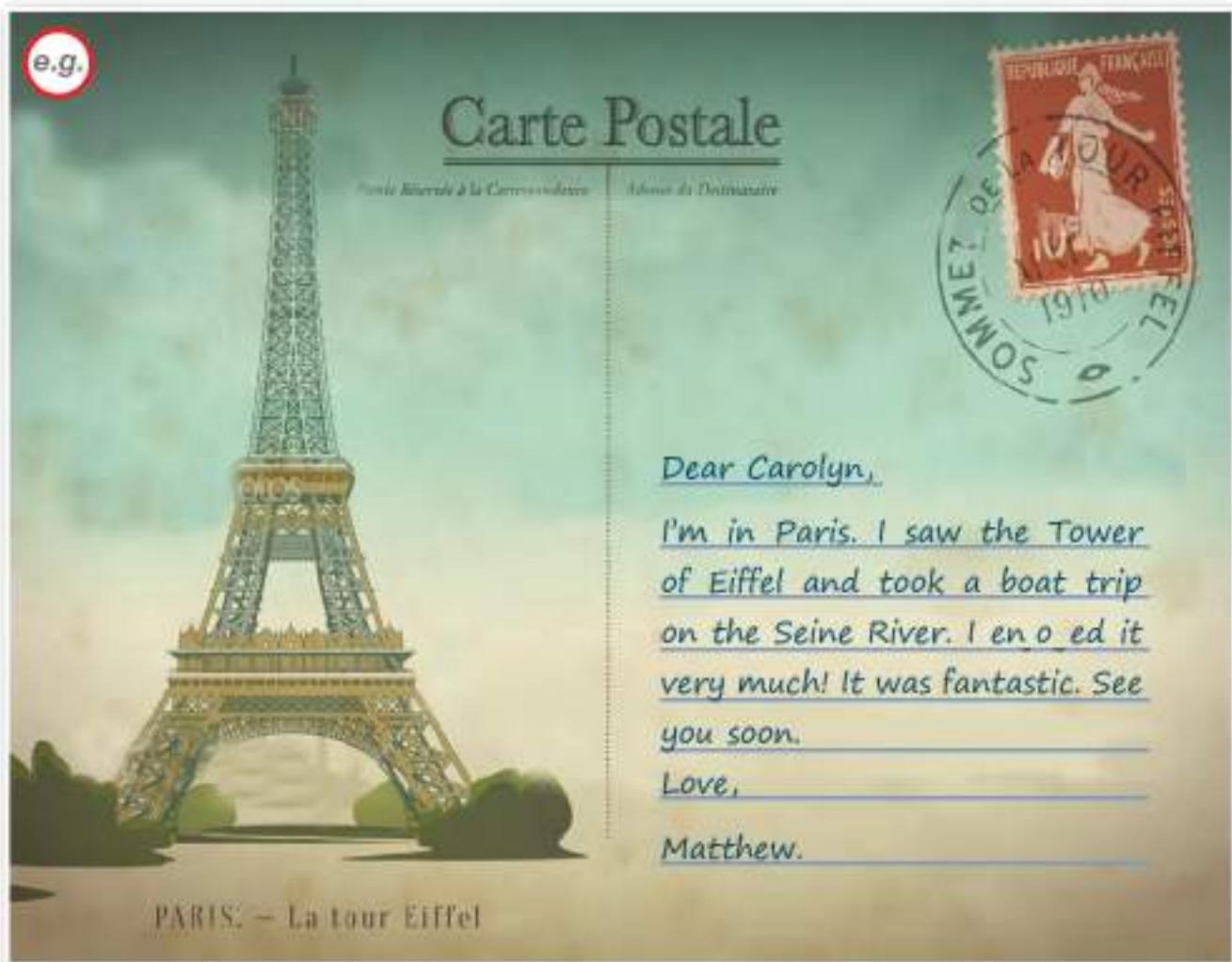


e.g.

Visit **BODRUM** for the fantastic
sea & nature!



- What did you do on your holiday? Prepare a postcard and write.



SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

- ★ listen, understand and talk about holiday activities.
- ★ listen, understand and talk about past events.



UNIT 8

BOOKWORMS





1

Let's remember the prepositions. Look at the photos and complete the sentences with the words in the box.

on - between - in front of - near - in - next to - behind - under



1. The cat is the door.



2. The cat is the books.



3. The cat is the dog.



4. The cat is the laptop keyboard.



5. The cat is the dog.



6. The cat is the book.



7. The cat is the box.



8. The kitten is the puppies.

LISTENING



2

Before you listen, answer the question: What is your favourite object in your room?



3

Listen and locate these things in their correct places with lines in the picture below. Then draw them. (Track 26)



4

Listen to track 26 again and fill in the blanks.

1. The coffee table is the sofa.
2. The houseplant is the sofa and the bookcase.
3. The dictionary is the bookcase.
4. The painting is the sofa.

SPEAKING



5

Look at the picture and describe the locations of people and things. Use the words below.

fireplace – clock – lamp – painting – drawers – carpet –
on – near – between – over – behind – in front of



LISTENING



6

Before you listen, answer the questions: Do you visit nursing homes? Why/Why not?



7

Listen to the telephone conversation and match the names with the people as in the example. (Track 27)

Mrs Jackson

Mrs Harrison

Mr Jackson

Mr Adams



The nurse

Mrs Anderson

Mr Taylor



8

Listen to track 27 again and answer the questions.

1. Where is Tim?

.....

2. Where is Mr Jackson?

.....

3. Is Mr Taylor in front of Mr Adams?

.....

4. Where is Mrs Anderson?

.....

SPEAKING



9

Work in pairs. Look at the picture and talk about the locations of people, buildings and things.

e.g.

You : Where is the cinema?

Your friend: It is between the market and the theatre.

Where is the man with blue trousers?

You : He is in front of the theatre.



WRITING



10

Write about the locations of people and things in activity 9.



Blank lined writing area for the student to write their answers.

READING



11

Before you read, answer the questions: Where do you like reading most? At the library, at school, or at home? Why?



12

Read the dialogue and answer the question: Why did Casey want to borrow the book "The Adventures of Huckleberry Finn"?



Casey : I can't find my new book, Mark. Can you help me?

Mark : Sure. Look! It is under the bed! Here it is. "The Adventures of Huckleberry Finn". When did you buy it?

Casey : I didn't buy it. I borrowed it from the local library yesterday. I read some interesting information in the school magazine about this novel last weekend. I looked for it in the library and found it. It was between the dictionaries.

Mark : Who is the author?

Casey : Mark Twain. He is an important novelist in literature. He wrote it in 1884.



13

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

1. Casey's book was on her bed.
2. A friend gave the book to Casey as a present.
3. Casey read about the book in a magazine and wanted to read it.
4. Mark doesn't know the author of the book.



SPEAKING



14

Work in pairs. Think about the last week. Ask and answer questions as in the example.

e.g.

You : Where were you at the weekend?

Your friend: I was at home. I read some e-books. There was a story about friends. I finished it. Then I looked up the meanings of some words in the dictionary. What about you?

You : I met my friends on Saturday. I was at the library yesterday.

Your friend: What happened in the library yesterday?

You : Nothing. I read some important books and some poetry. Then I looked at old newspapers...

LISTENING



15

Before you listen, answer the question: How many books do you read in a month?



16

Listen to the text and answer the question: Why does Charlie want to lend his tablet computer to his cousin? (Track 28)



17

Listen to track 28 again and fill in the blanks.

1. His bought Charlie a tablet computer.
2. Charlie looked for some information on the
3. Charlie prepared his Science assignment last
4. Charlie finished his first e-book on and his second e-book at the

SPEAKING**18**

What did you do at the weekend? Tell them to your friends as in the example.

e.g.

Last Saturday I got up early. I had my breakfast and went to the park at 11 o'clock. I met my friend, Lisa there. She was in the basketball court. We played basketball for one hour and then my mother took us to the cinema at 2 o'clock in the afternoon. There were a lot of children at the cinema because the film was an animation. I came back home at 5 o'clock...

**WRITING****19**

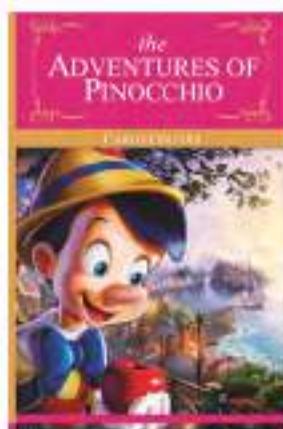
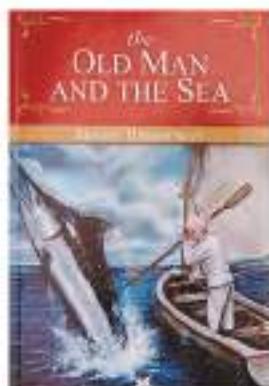
Write a short paragraph to describe your last weekend or another week/day you want. Give information about the events and day/time.

MATCHING



20

Look at the pictures below. Match and categorize them as in the example.



NEWSPAPER



POETRY

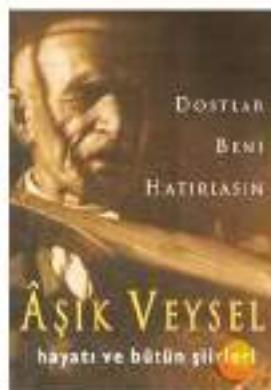
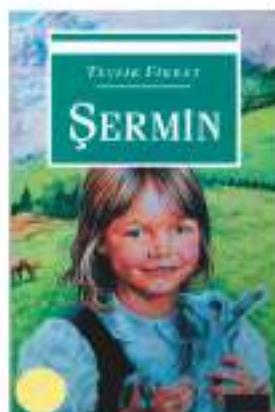


SHORT STORIES

NOVELS



MAGAZINES



READING



21

Before you read, answer the question: What is your favourite book?



22

Read the dialogue and answer the question: What did David's teacher do in the library?



Rose : I came to your house at 2 o'clock yesterday, but you weren't at home.

David : Our teacher took us to the library at half past 1.

Rose : Why? What did you do in the library?

David : First, the librarian showed us the different parts of the library. Story books, novels, poetry books, dictionaries were all in different parts of the library. Then, we sat at the tables and read.

Rose : What did you read?

David : I read important books. They were very old. Susan looked up some words in a dictionary. Tom looked for some information about stars. Our teacher, Mr Adams looked at some old photographs.



23

Read the dialogue again. Guess and match the words with their definitions. One is extra.

1. to look up
2. to look for
3. to look at

- a. to search for someone/something
- b. to direct your eyes to someone/something
- c. to think that you are better than someone
- d. to try to find some information in a book or on the Internet

**24**

Read the dialogue in activity 22 again and answer the questions.

1. When did Rose go to David's house?

.....

2. What time did their teacher take them to the library?

.....

3. What did Susan do in the library?

.....

4. What did Tom do in the library?

.....

SPEAKING**25**

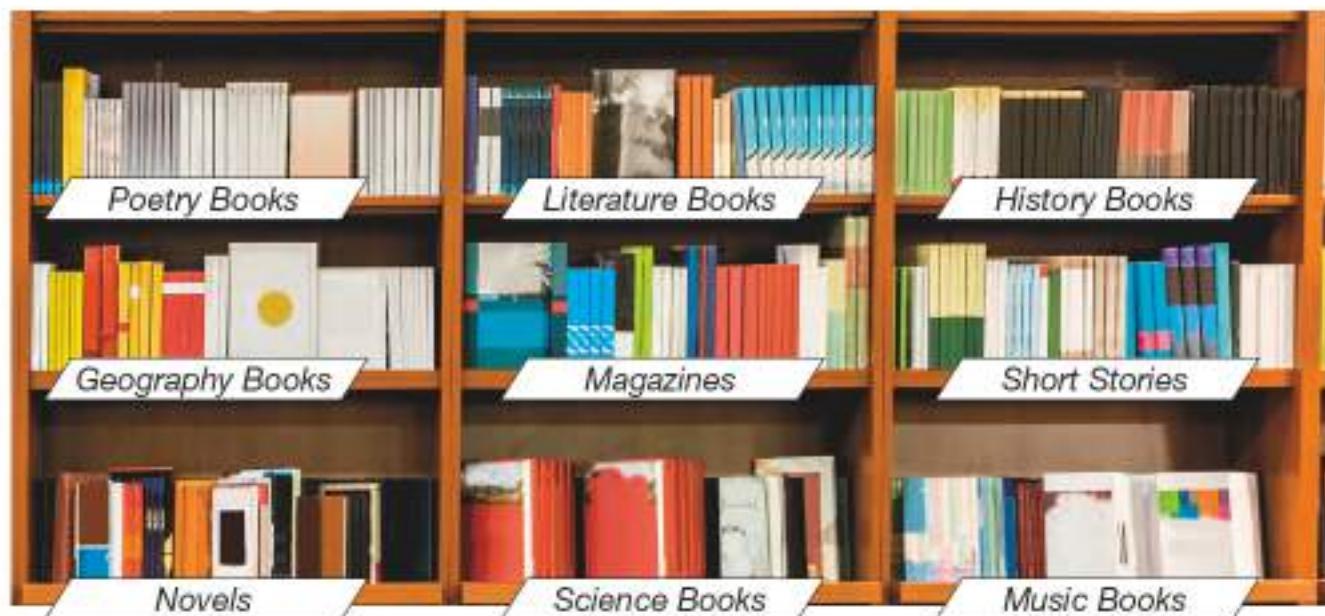
Look at the picture in activity 22 and the one below. Where were the students, the teacher and the books in the library yesterday? Say them as in the example. Use the words in the box.

on – next to – between – over – under – behind – in front of – near

e.g.

Sam was near Tom.

Literature books were between the poetry books and the history books.



PUZZLE TIME!



26

Look and find these words in the puzzle.

NOVEL

STORY

POETRY

MAGAZINE

LIBRARY

E-BOOK

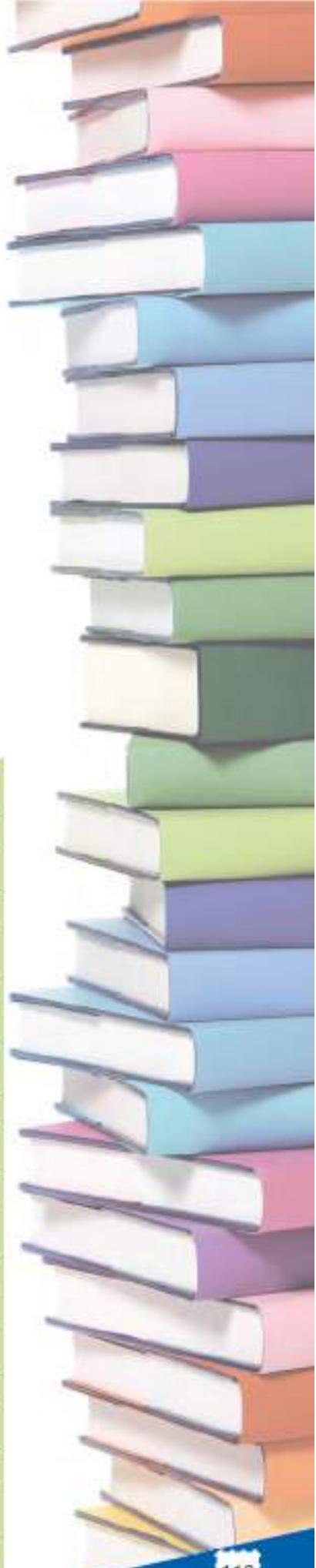
DICTIONARY

INFORMATION

BOOKSHELF

NEWSPAPER

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



ASSIGNMENTS



- Write the new words in your visual dictionary. Stick or draw pictures for them.



SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

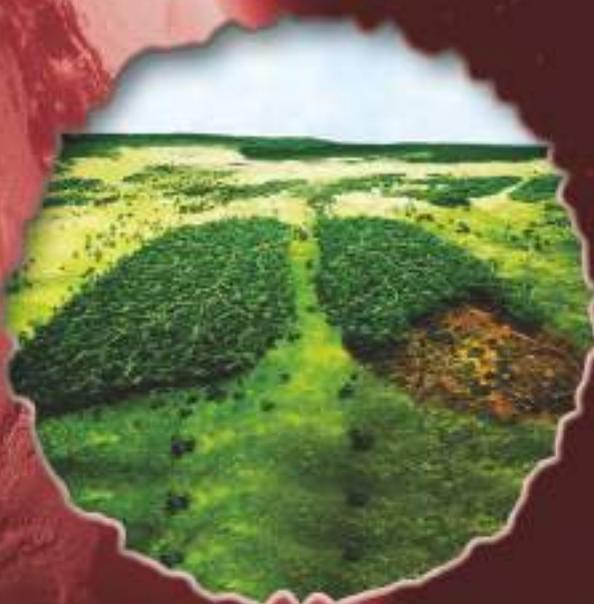
At the end of this unit, I can...

- ★ listen, understand and talk about the locations of things and people.
- ★ ask and answer questions about the locations of things and people.
- ★ listen, understand and talk about past events.
- ★ ask and answer questions about past events.



UNIT 9

SAVING THE PLANET



WARM-UP!



1

Look at the pictures. Choose the correct headline and write it in the box.

- a. Life is Beautiful!
- b. Save the Animals!
- c. Save the Planet!



LISTENING



2

Before you listen, answer the questions: Do you plant trees? Why/Why not?



3

Listen to the dialogue and answer the question: What do Mary and Charles decide to prepare? (Track 29)



4

Who suggests what? Listen to track 29 again. Read the sentences. Write "M" for Mary, "C" for Charles.

1. Stop air and water pollution.

2. Stop noise pollution.

3. Don't throw rubbish on the ground.

4. Don't drop litter.

5. Save energy.

6. Turn off the lights.

7. Use less water and energy.

8. Don't cut down trees.

9. Recycle.

10. Don't harm the animals.

SPEAKING



5

What can you do to protect the environment? Work in pairs. Look at the pictures and the keywords. Ask and answer questions and give each other suggestions.

e.g.

- You** : What can we do to protect the environment?
Your friend: We can reduce the use of electricity and water.
You : Yes. Don't waste water and unplug the TV.
Your friend: You are right. We should plug the electronic devices just before we use them.
You : We should also separate our trash by type for recycling. We shouldn't damage the environment with our trash.



READING



6

Before you read, answer the question: What do you do to protect the environment in your daily life?



7

Read the instructions and match them with the pictures.

We can help protect the environment. Here is a list.

1. Use less water.
2. Turn off the lights.
3. Unplug electrical devices at night.
4. Don't cut down the trees.
5. Don't throw garbage on the streets.
6. Recycle.



8

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

1. It's not important to unplug electrical devices at night.
2. We should cut down the trees to use them.
3. We should separate our garbage.
4. We can do a lot of things to save the environment.



9

Work in pairs. Prepare a poster to protect the environment and save our planet. Write simple sentences.

e.g.



LISTENING



10

Before you listen, answer the questions: Do you recycle? Why/Why not?



11

What materials can you recycle? Listen to the dialogue and put a tick (✓). (Track 30)

1.



2.



3.



4.



6.



5.



7.



12

Listen to track 30 again and answer the questions.

1. How can we save energy?

.....

2. What should we do first to recycle?

.....

3. How can we sort out our rubbish?

.....

4. Does Jim know the colours of the recycling bins?

.....

WRITING & SPEAKING



13

Name the bins below and draw lines to match the rubbish with the correct bins. Then explain: What are there in your recycling bins?

e.g. There are electronic devices, electric bulbs and batteries in my e-waste bin.
The e-waste bin is red.



READING



14

Before you read, answer the questions: Do you think you should have recycling bins at school, too? Do you think all the students use them?



15

Read the text about the protection of the environment and answer the question: What are the "3Rs rules"?



We should stop global warming to protect the world. Global warming is the increase of the heat in Earth's atmosphere. There are so many ways to help stop global warming. First

of all, we should stop wasting energy. We should turn off the lights or electrical devices and walk or bike for short distances. Secondly, we should grow more plants to reduce the carbon dioxide in the atmosphere. Finally, we should have the 3Rs rules into our lives. They are "Reduce", "Reuse" and "Recycle". Reduce the amount of your rubbish. You shouldn't buy unnecessary things in the market. Reuse the items such as jars, pots, newspapers, carrier bags, packaging papers, etc. Classify the rubbish as paper, plastic, metal and glass to recycle.



16

Read the text in activity 15 again and answer the questions.

1. What is global warming?

.....

2. How can we stop wasting energy?

.....

3. Why should we grow more plants?

.....

4. Why should we classify the rubbish as paper, plastic, metal and glass?

.....

SPEAKING



17

What should/shouldn't we do to protect the environment? Look at the photos and use the keywords. First take notes in the box below. Then make a speech about it.

reduce – reuse – recycle – rubbish – waste – save – cut down –
damage – unplug – harm



.....

.....

.....

.....

.....

.....

SONG TIME!



18

Listen and sing the song by Louis Armstrong. (Track 31)

WHAT A WONDERFUL WORLD!



I see 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 sacred night.
And I think to myself,
What a wonderful world!



WRITING



19

Write a poem about a beautiful and healthy world.

.....

.....

.....

.....

.....

.....

LISTENING



20

Before you listen, look at the pictures and match them with the types of pollution.

Air pollution (.....)

Water pollution (.....)

Land pollution (.....)



(.....)

(.....)

(.....)



21

Listen to the text and answer the question: When is the Earth Day?
Track 32.

EARTH DAY



22

Listen to track 32 again and fill in the blanks.

1. People the seas, oceans, rivers, air and the land.
2. There are a lot of things to do to our planet.
3. On Earth Day, some people the buses instead of cars.
4. People use less devices on Earth Day.

WRITING**23**

What can you do on Earth Day? Write briefly.


PUZZLE TIME!**24**

Find these words in the puzzle.

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

POLLUTION

GARBAGE

DAMAGE

HARM

LITTER

RECYCLE

PLUG

RUBBISH

REDUCE

WASTE

ASSIGNMENTS



- ➔ Prepare slogans / notes / posters about saving energy at school and hang them on the walls.

e.g.



SELF ASSESSMENT

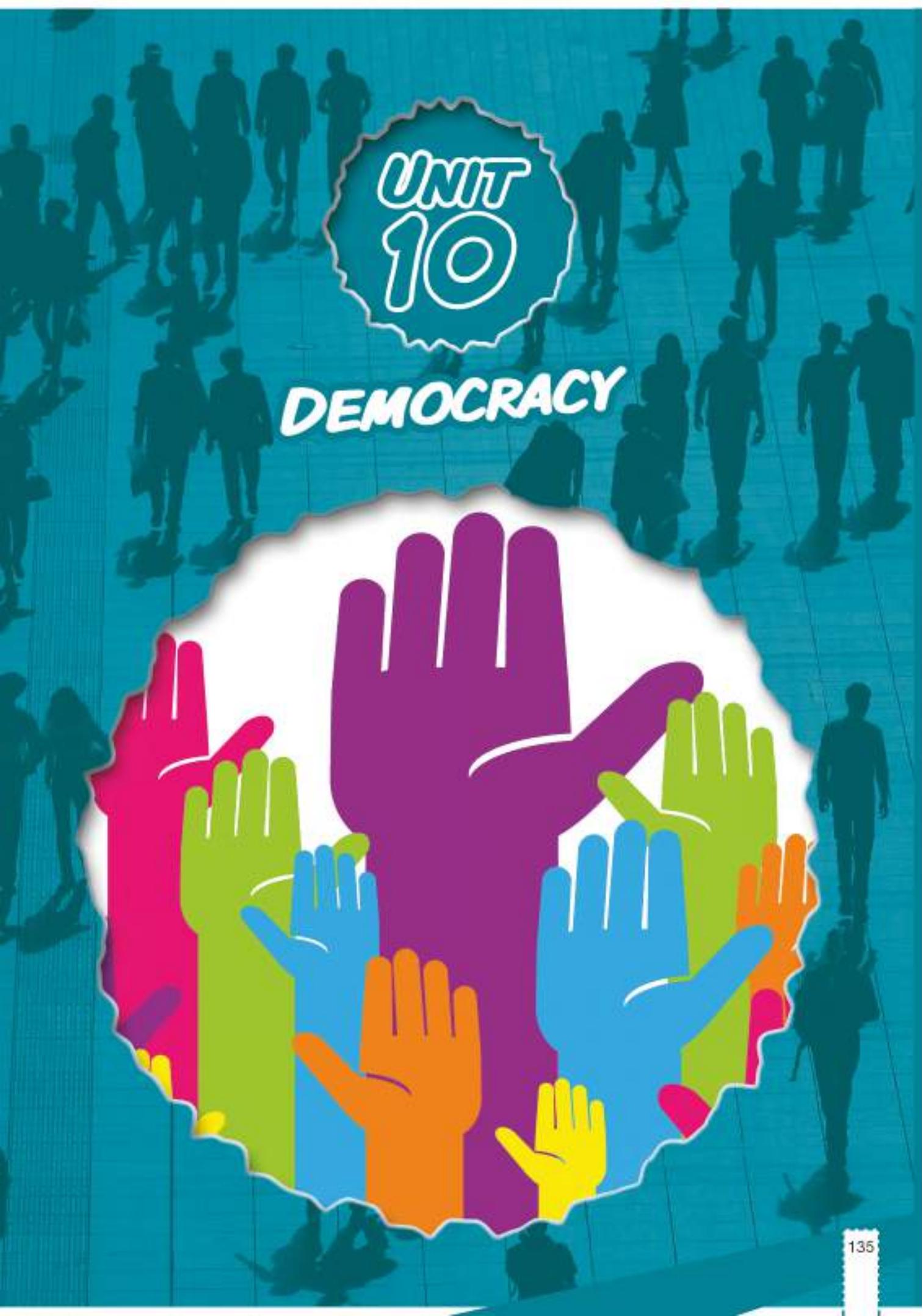


Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

- ★ listen, understand and talk about saving the planet.
- ★ give and respond to simple instructions.
- ★ give and respond to simple suggestions.



The cover features a teal background with silhouettes of a diverse crowd of people. At the top center, the text 'UNIT 10' is written in a white, stylized font inside a white, scalloped-edged circle. Below this, the word 'DEMOCRACY' is written in a white, bold, sans-serif font. The lower half of the cover is dominated by a large, white, scalloped-edged shape containing several hands of various colors (purple, pink, green, blue, orange, yellow) reaching upwards, symbolizing unity and participation.

UNIT
10

DEMOCRACY

WARM-UP!



1

Look at the pictures. Read and guess the meanings of the bold words.

There's an **election** here. This is my **vote**.



ballot box

I'm a **candidate** to be the class president.



candidate

LISTENING



2

Before you listen, answer the questions: Who is your class president? Who selected him/her?



3

Listen to the teacher and answer the question: When is the class president election? Then write three words about democracy. (Track 33)

1.

2.

3.



4

Listen to track 33 again. What are class president's duties? Write true (T) or false (F).

1. He / She solves the problems.
2. He / She organizes activities.
3. He / She cleans the board.
4. He / She checks the homework of other students.



WRITING



5

What does your class president do every day? Write 3 duties.

1.
2.
3.

LISTENING



6

Before you listen, answer the questions: Did you vote for your class president? When?



7

Listen to the dialogue and answer the question: What are the candidates' names? Write them under the pictures. (Track 34)



Candidates



8

Listen to track 34 again and complete the sentences with the candidates' names.

- is clever and friendly.
- respects others.
- is fair.
- is Mary's best friend.
- should make a campaign speech.

SPEAKING



9

Work in pairs. There is a class president election in your class. Talk about the stages of classroom president polls and your candidates. Use the words in the box.

candidate - campaign - ballot box - election - fair -
give a speech - vote - respect - poll - support

e.g.

You : Are you a candidate in the election?

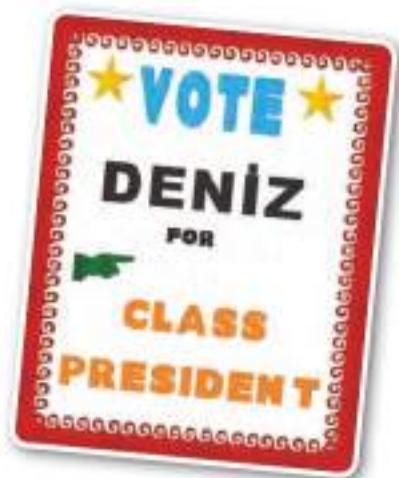
Your friend: No, I'm not.

You : Who is your candidate?

Your friend: Deniz. She is my best friend. Who do you support in the election?

You : Deniz is my candidate, too. We should make a campaign for her.

Your friend: Yes. We should...



READING



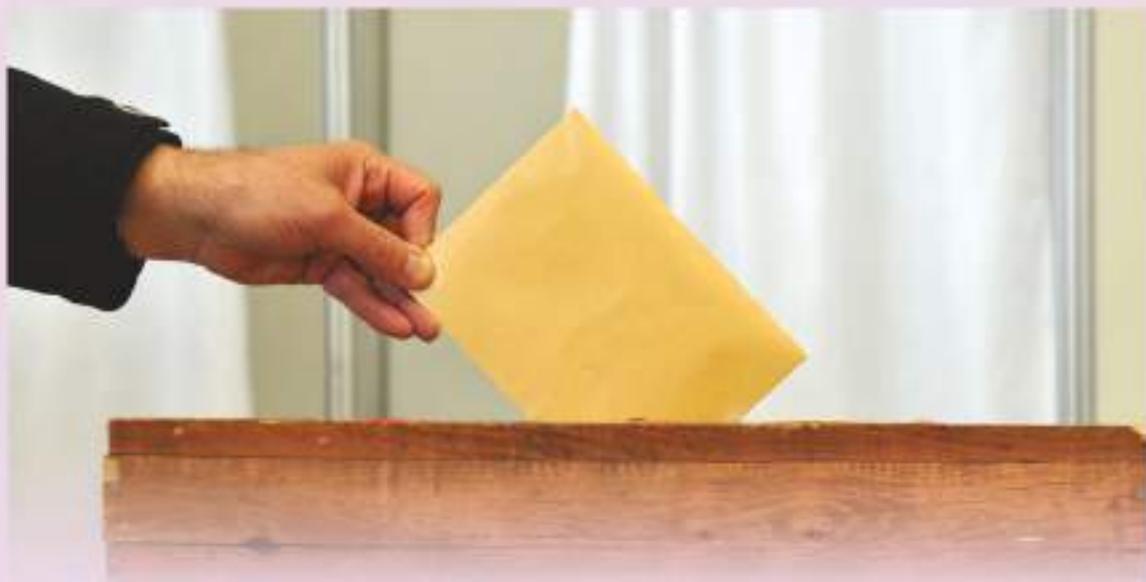
10

Before you read, answer the question: Do you select your class president by open vote or secret ballot?



11

Read the text and underline the words about the concept of democracy.



An election should be fair and the candidates should never break the law. They should respect others and know child and human rights. They should be good role models in public. Everybody should vote freely and respect the election results in democracy.



12

Read the text in activity 11 again and answer the questions.

1. What should the candidates in an election never do?

.....

2. What should the candidates know?

.....

3. What should the candidates be in public?

.....

4. What should everybody respect?

.....



13

Write a short paragraph about democracy. Consider the questions below. Then talk about it in class.

1. Is everybody equal in democracy? Do you think it is important?
2. Why should the elections be fair?
3. What are the stages of polls in Turkey?
4. Can you vote in general elections? Why/Why not?
5. Do you think election campaigns are necessary? Why/Why not?



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LISTENING



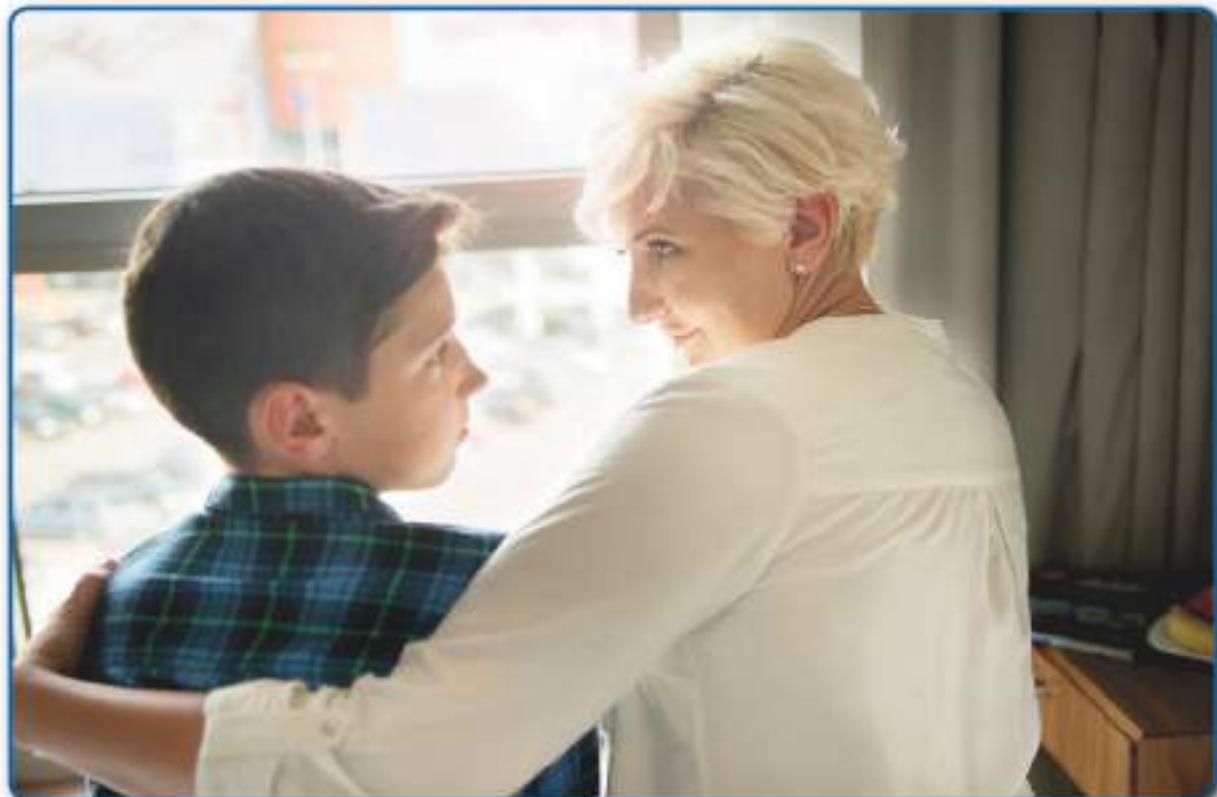
14

Before you listen, answer the question: When did you last give a vote?



15

Listen to the dialogue and answer the question: Was it a fair election? (Track 35)



16

Listen to track 35 again and fill in the blanks.

1. George and his friends their classroom president.
2. They their candidates' names on the paper.
3. They their votes in the ballot box.
4. George's candidate the election.
5. Their classroom president them a speech.
6. George and his friends the president's ideas.

PUZZLE TIME!



18

Look at the words in the boxes. Complete the puzzle with these words.

election

vote

campaign

ballot

speech

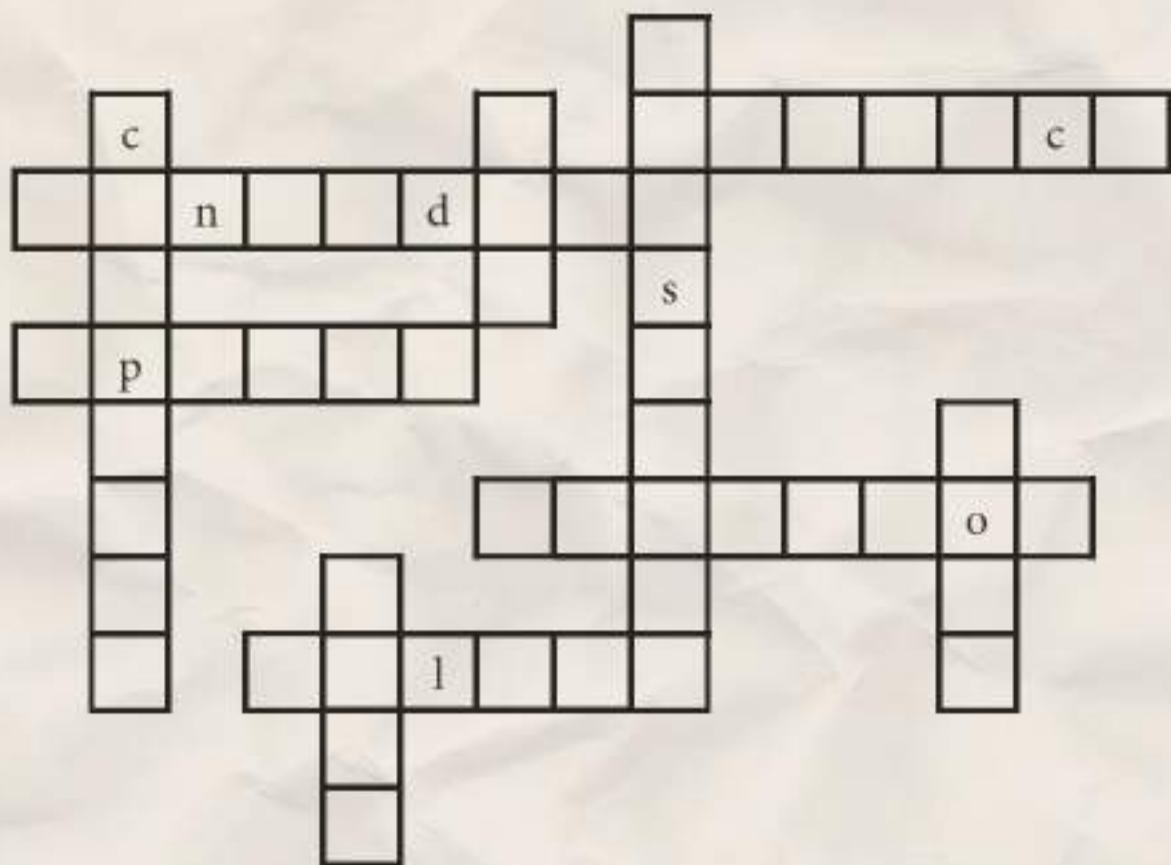
president

law

fair

respect

candidate

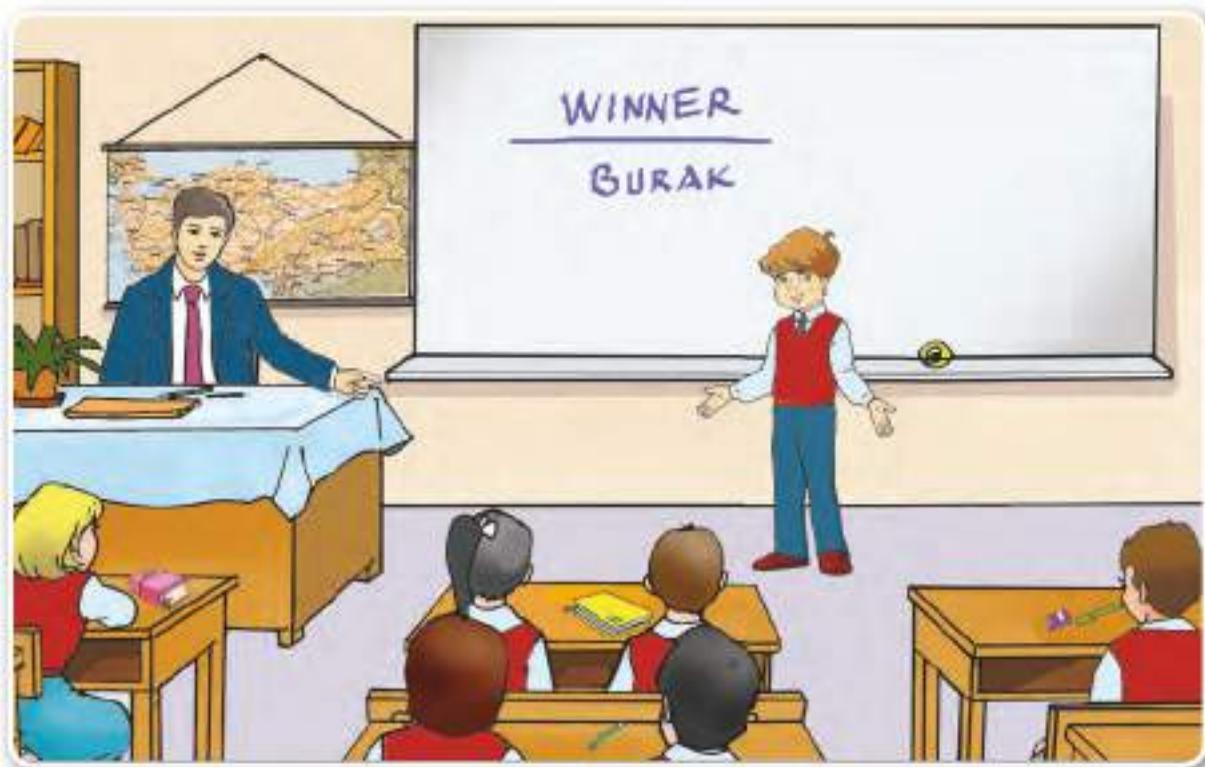


SPEAKING



19

You became the class president for the second time. Make your first speech. Talk about your past and present actions. Mention the following below.



Your character (fair?, helpful? respectful?...)

Your likes / dislikes

Your friends' rights

Your activities / abilities

Your past activities

e.g.

Dear friends,

I'm very happy to be the class president for the second time. I'm helpful and respectful. I know your rights. I talk to our teachers and director about our problems all the time. I organise activities for us. Last term we organized a picnic. I talked to our teachers to have a new bookcase in our class...

READING



20

Before you read, answer the questions: When was the last election in Turkey? What election was it?



21

Read the speech bubble and answer the question: What is the new president like?

There was an election in my country yesterday. Everyone over 18 years old voted. There were campaigns before the election. Candidates made speeches. They talked about human rights and their plans. Nobody broke the law and it was a fair election. Our new president is kind and nice. His ideas are brilliant. We all trust him.



22

Read the speech bubble again and answer the questions.

1. Who voted in the election?

.....

2. What was there before the election?

.....

3. What did the candidates talk about in their speeches?

.....

4. Was it a fair election?

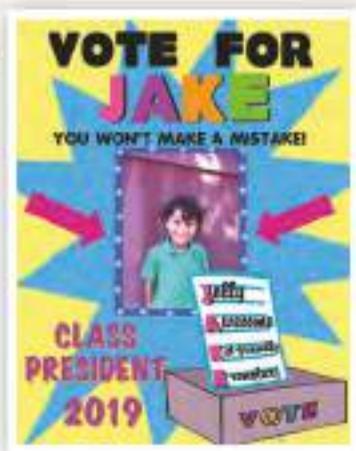
.....



23

You're a class president candidate. Find a slogan and make a poster for yourself.

e.g.



ASSIGNMENTS



- Write the new words in your visual dictionary. Stick or draw pictures for them. Complete your dictionary and present it in class.
- Work in groups and make an election campaign poster for classroom presidency.



SELF ASSESSMENT



Read the sentences and give points between 0 and 10.

At the end of this unit, I can...

- ★ listen, understand and talk about the steps of an election.
- ★ ask questions.
- ★ talk about past events.



UNIT 1 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 2 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 3 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 4 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 5 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 6 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 7 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 8 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 9 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 10 – PEER EVALUATION

	5	4	3	2	1
My friend can speak fluently.					
My friend makes eye contact during speaking.					
My friend can participate in classroom discussions.					
My friend can avoid silence or hesitation while speaking.					
My friend can pronounce words correctly.					
My friend shows respect by not interrupting others while speaking.					
My friend can use a wide range of vocabulary while speaking.					
My friend can speak at length on each topic.					

UNIT 1 - LIFE

Cut out the flashcards. Work in pairs. Pick out a flashcard. Ask and answer about the dates and time.

15.09.2009

06:15 a.m.

e.g. You : What is the date?
Your friend : It's 15 September, 2009.
You : What time is it?
Your friend : It's a quarter past 6.

12.05.2018

03:45 p.m.

07.12.2013

09:00 a.m.

01.03.1995

07:05 a.m.

30.01.2000

10:55 p.m.

27.06.1947

08.57 a.m.

04.08.2001

8:12 p.m.

UNIT 2 - YUMMY BREAKFAST

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about your likes and dislikes.



e.g. You : Do you like bagels?
Your friend: Yes, they are my favourite.
Do you like sausages?
You : No. I don't like junk food.



UNIT 3 - DOWNTOWN

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about what people are doing.



e.g. You : What is Mary doing?
Your friend : She is listening to music.



UNIT 4 - WEATHER AND EMOTIONS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about weather and your emotions.



e.g. You : How is the weather?

Your friend : It is windy.

You : How do you feel?

Your friend : I feel depressed.



UNIT 5 - AT THE FAIR

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about your feelings.



e.g. You : What do you think about the ghost train?

Your friend : I think it's horrible.

You : I disagree, I think it is fun.



UNIT 6 - OCCUPATIONS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the occupations.



e.g. You : What do you do?
Your friend : I'm a waiter.
You : What can you do?
Your friend : I can serve meal.



UNIT 7 - HOLIDAYS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about what you did on holiday.



e.g. You : What did you do on your holiday?

Your friend : I learned skiing.

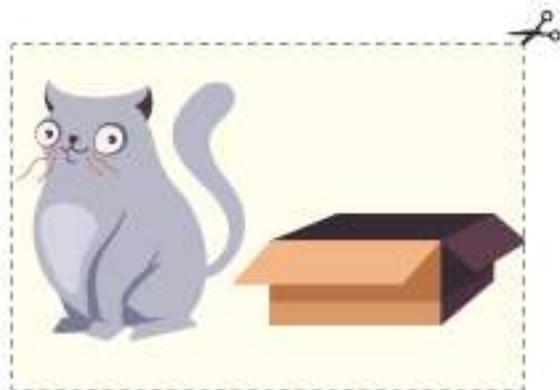
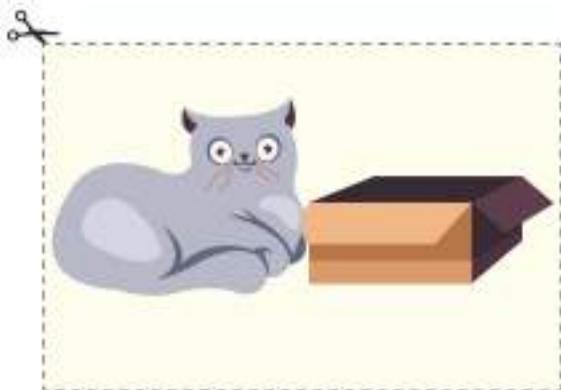


UNIT 8 - BOOKWORMS

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the place of the cat.



e.g. You : Where is the cat?
Your friend : It's in front of the box.



UNIT 9 - SAVING THE PLANET

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the things we should/shouldn't do to save the our world.



e.g. You : What should we do to save our world?
Your friend : We should save energy.



UNIT 10 - DEMOCRACY

Cut out the flashcards. Work in pairs. Pick out the cards one by one. Ask and answer questions about the things to do to choose the class president.



e.g. You : What did you do for the election?

Your friend : We made a ballot box.



WORD LIST

UNIT ONE

attend	jogging	study
breakfast	lunch	take a nap
cleaning	meet	take care of something
diary	past	take courses
dinner	quarter	traditional dance
folk dance	rest	visit
get up	run errands	
ironing	shopping	

UNIT TWO

apple juice	egg	olives
bagel	fruit juice	omelette
beans	healthy	orange juice
butter	honey	pancake
cacao	ingredient	pastrami
cereal	jam	salami
cheese	junk food	sausage
coconut	milk	tea
coffee	muffin	toast
cookies	mushroom	unhealthy
croissant	nutritious	

UNIT THREE

band	flat	skyscraper
busy	high	stage
cheap	hometown	street
city	kiosk	study
crowded	neighbourhood	town
downtown	quiet	traffic jam
exciting	rent	wait
expensive	ride	walk
feed	sell	warm

UNIT FOUR

angry	freezing	snowy
anxious	hailing	stormy
cloudy	lightning	sunny
cold	moody	surprised
depressed	rainy	thunder
excited	sad	windy
fabulous	scared	
foggy	sleepy	

UNIT FIVE

amazing	dull	horrible
boring	exciting	interesting
bumper car	fantastic	roller coaster
carnival	Ferris wheel	terrifying
carousel	frightening	thrilling
crazy	ghost train	

UNIT SIX

architect	farmer	repair
build	hairdresser	salesman
cook	lawyer	saleswoman
dentist	manager	serve
design	mechanic	sew
driver	occupation	waiter
engineer	patient	waitress
fabric	prepare	worker

UNIT SEVEN

ancient	gardening	sightseeing
camping	lake	skiing
climb	mountain	snowball
cycle	pick	snowman
cycling	pick up	swim
fishing	river	tree
flower	sailing	visit
forest	seaside	
fruit	shell	

UNIT EIGHT

author	fireplace	look up
bookshelf	important	magazine
borrow	information	newspaper
carpet	lamp	novel
clock	lend	painting
dictionary	library	poetry
drawers	look at	short story
e-book	look for	story writer

UNIT NINE

air pollution	harm	save
cut down	litter	trash
damage	noise pollution	turn off
destroy	plug	unplug
electrical device	recycle	waste
garbage	reduce	water pollution
global warming	rubbish	

UNIT TEN

ballot box	give a speech	republic
campaign	human right	respect
candidate	law	solve
check	make a speech	support
child right	organize	vote
choose	poll	voting booth
election	president	
fair	public	

IRREGULAR VERBS LIST

Infinitive	Past Simple	Past Participle
be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lead	led	led
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid

Infinitive	Past Simple	Past Participle
put	put	put
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

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14	11.08.2018	It is drawn for this book by the artist.
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47	26.08.2018	(1) http://lowcadence.com/wp-content/uploads/2012/08/josiahrides.jpg (2) Publishing company's archive (3) http://clipart-library.com/images/pi7r5BjAT.jpg (4) https://img-aws.ehowcdn.com/750x500p/photos.demandstudios.com/getty/article/34/126/77137024.jpg (5) Publishing company's archive (6) https://i1.wp.com/andrewscampbell.com/wp-content/uploads/2015/05/jump-rope.jpg?fit=1024%2C768
48	27.08.2018	(1) 17242975, (2) 444932890 (4) Publishing company's archive
48	16.05.2019	(3) 58244269
49	28.08.2018	(1) 286901114 (2) https://mapio.net/images-p/25070437.jpg (3) It is drawn for this book by the artist.
50	29.08.2018	(1) https://i.pinimg.com/originals/93/f0/c746eeebde01dc4c78f662a2b58c.jpg (2) http://www.denizli.bel.tr/userfiles/image/r100713093312678.jpg (3) https://tse2.mm.bing.net/th?id=OIP.fov9XcMqLG5YZgHaFe&pid=15.1

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51	30.08.2018	(1) https://izmir.afad.gov.tr/upload/Node/31465/xpics/w3.jpg (2, 3) Publishing company's archive (4) http://www.liveonbeauty.org/upload/2018/09/06/thunder-and-lightning-039could-increase-risk-of-headaches-lighting-and-thunder-l-3c707093a020a4e1.jpg
52	30.08.2018	(stormy) https://i1.wp.com/www.kesaksian.org/wp-content/uploads/2019/04/p3WRq6W.jpg?fit=1989%2C1080&ssl=1 (snowy) https://i0.wp.com/images6.fanpop.com/image/photos/36200000/snow-image-snow-36241624-1600-1200.png?resize=800%2C600 (foggy) http://www.meteorova.ru/pictures/63615771401.jpg (freezing) Publishing company's archive (cloudy) Publishing company's archive (windy) https://www.skymetweather.com/content/wp-content/uploads/2014/09/Kerala-rain-crop-Cropped.jpg
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52	06.05.2019	(hailing) Publishing company's archive
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54	01.09.2018	(1) https://i.pinimg.com/originals/fd/52/93/fd529390eb6a1438b7b8c515fb72c993.jpg (2) 141721501 (4) https://www.elegancetransportation.com/img/area/miami-beach.jpg (5) http://cesmekaletasapart.com/dosyalar/galeri/fotograf/dqo2p-en-About-Cesme-and-Cesme-apartments.jpg (6) https://bigpicture.ru/wp-content/uploads/2013/10/autumn21.jpg
54	15.05.2019	(3) 553737445
55	01.09.2018	675883894
56	01.09.2018	(1) Publishing company's archive (2) 1033528993, (3) 433792981 (4) 428661484, (4) 102477890
57	01.09.2018	(1, 2, 3 and 4) 279000758
58	02.09.2018	(1, 2, 3 and 4) 126953537
59	02.09.2018	Publishing company's archive
60	02.09.2018	(1) 79038574, (2) 168925658
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62	03.09.2018	Publishing company's archive
63	03.09.2018	Publishing company's archive
64	03.09.2018	(1) 1044113434, (2) 681693652 (3) 137640419, (4) 570790933
65	04.09.2018	724384390
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66	04.09.2018	(1) 85754290, (2) http://fatherjulian.blogspot.com/2013/02/carnival.html , (3) https://blowingrock.com/ghost-train-halloween-festival-tweetsie/ , (4) https://www.wallpaperup.com/663387/roller_coaster_amusement_park_fun_rides_1roll_adventure_summer_people.html ,

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66	04.09.2018	(5) https://joolinn.com/carousel-ride.html#gal_post_81910_carousel-13.jpg , (6) http://www.jimsplayground.com/photos/Bumper-car-1300326.JPG
67	04.09.2018	(1) 460638091, (2) 292772729, (3) https://tr.pinterest.com/pin/135389532521131583/
68	05.05.2019	119536960
69	05.09.2018	Publishing company's archive
71	05.09.2018	(1) https://www.desktopbackground.org/wallpaper/roller-coaster-amusement-park-fun-rides-1roll-adventure-summer-803621 (2) https://i.ytimg.com/v/dsku3Ec1fUs/maxresdefault.jpg (3) https://travellingaroundhk.wordpress.com/ (4) http://thedod3.com/whitetrashcamierides/scooters/
72	05.09.2018	(1) Publishing company's archive (2) https://camphalfbloodroleplay.fandom.com/wiki/Nearby_Town/Park/Playground?file=Shanes-Carousel-Playground.jpg (3) https://i1.wp.com/szeles.com/wp-content/uploads/2015/01/LilFair.jpg?zoom=2&w=1460 (4) https://visitwaukesha.org/sports/ (5) Publishing company's archive, (6) https://www.lyihisset.com/test/favori-muzik-turu-hangisi-testi
73	05.09.2018	1040757085
74	05.09.2018	(1) 251933845, (2) 569532439 (3) 289502921, (4) 535816219 (5) 764349283, (6) 145012279
75	06.09.2018	(2) https://naldzgraphics.net/wp-content/uploads/2013/03/32-colorful-night-femis-wheel-photography.jpg
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76	06.09.2018	(1) 676244734, (2) https://storybookland.com/media/StorybookLand_Carousel2852_Preview.jpg
78	06.09.2018	(1) 236448193, (2) 110795303 (3) 530267899, (4) 624553124 (5) 1035634183
79	06.09.2018	(1) 659445277, (2) 656012293 (3) 660226990, (4) 1038950977
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81	06.09.2018	(1-6, 8-9) Publishing company's archive
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82	06.09.2018	(1) 1043088064, (2) 1011363562 (3) 196102790, (4) 499584037
83	06.09.2018	(1) https://www.taringa.net/+recetas_y_cocina/el-camarero-waiter_12pvbg (2) 740754769
85	06.09.2018	(1) 1029028150, (3) 1052631014 (4) 1030848151, (5) 309239105 (6) 625909484, (7) 538618105 (8) 617005067, (9) 645444466 (10) 388151821
85	06.05.2019	(2) 110960441
86	06.09.2018	(1) 346377014, (2) 145575283 (3) 373621933
87	07.09.2018	(1) 245322604 (2) https://keepoint.co.uk/setting-up-in-your-50s-could-you-be-an-olderpreneur (3) https://uy.linkedin.com/company/rb-conseil
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93	09.09.2018	(1) https://www.bilderbeste.com/foto/new-zealand-rafting-59.html (2) https://thegoifclub.info/related/skis-in-snow.html (3) https://www.travel.otzyv.by/kurorty/kemer/#photo_id=228495&single=1 (4) Publishing company's archive
94	09.09.2018	(1) 46894198, (2) 1149923015 (3) 56417056, (4) 97674446 (5) http://blog.milliyet.com.tr/her-sey-zamaninda-guzel/Blog/?BlogNo=586223 (6) 749637937 (7) http://103-23-20-95.isi.cloud.id/event/sail-karimata-2016
95	09.09.2018	(1) 426328153, (2) 1113903206 (3) 215744194, (4) 717236839 (5) 358662020, (6) 310057157 (7) https://northsailing.gr/room-details/catamaran-luxurious-evening/ (8) 595548641, (9) 595548641
96	09.09.2018	(1) 793870306, (2) 534757306 (3) 165087560, (4) 64455850 (5) 575736505, (6) 60369754 (7) 765648079, (8) 568424785 (9) 258739151
97	09.09.2018	55168663
98	09.09.2018	(1) 93596866 (2) https://www.toronto4kids.com/January-2014/Best-of-Toronto-2013-Winter-Attractions/ (3) 290587787, (4) 261826283 (5) 776784865

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99	10.09.2018	(1) 485661511, (2) 636492797 (3) 176775680, (4) 1054516307 (5) 1095317597, (6) 573159628 (7) 664996483, (8) 13854982 (9) 1109999648	104	11.09.2018	Across: (1) 583857268, (5) 145171495 (6) 346906391, (7) 109749608 (8) 767348878, (9) 753747142 Down: (1) 793317166, (2) 498023056 (3) 599793665, (4) 215744194
100	10.09.2018	(1) http://www.hurriyet.com.tr/dunya/tarihi-ormanlar-imara-aciliyor-25501947 (2) Publishing company's archive (3) Publishing company's archive (4) 503837596, (5) 632816162 (6) 770131126, (7) 493263931 (8) 380327731	105	12.09.2018	(1) http://kayak-merkezleri.net/istanbuldan-uludag-kayak-merkezine-nasil-gidilir.htm (2) http://www.alltoursturkey.net/Day-Tours-From-Istanbul/#prettyPhoto[Bursa%20Tour]/0/ (3) 1041465994, (4) 637810786
101	10.09.2018	(1) https://tr.pinterest.com/pin/313844667763059463/ (2) http://www.bridgerbitchesbookblog.com/wp-content/uploads/2018/07/amazing-cozy-bedroom-hotel-room-decobizz-cozy-hotel-myeongdong-cozy-hotel-ki-sentral-1024x682.jpg (3) https://visit.istanbul/2018/11/15/top-ten-confectioneries/ (4) Publishing company's archive (5) http://www.teknikakustik.net/fitness-salonu-ses-yalitim.html (6) https://www.eskisehir.net/etkinlik/diger/spor/trekking-doga-yuruyusu- (7) Publishing company's archive (8) https://www.sarigermetour.com.tr/en/tours/horse-riding/	106	12.09.2018	https://br.depositphotos.com/46385311/stock-illustration-paris-post-card.html
102	11.09.2018	(1) 748291813 (2) http://premier-tour.org/tourdetail.php?productid=85 (3) Publishing company's archive (4) 664421623 (5) Publishing company's archive (6) 76966066	107	12.09.2018	(1) 76986058, (2) 296418152 (3) 33877921, (4) 490204885
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			110	12.09.2018	313875095
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116	14.09.2018	(1) 472586401 (2) https://www.amazon.in/Old-Man-Sea-Children-Classics/dp/9380005334 (4) 1213208149 (5) https://textbookcentre.com/catalogue/adventures-of-tom-sawyer-hyde_16044/ (7) https://kitap.yazarokur.com/dostlar-beni-hatirlasin (10) 131607743
116	10.05.2019	(3) https://www.amazon.in/Adventures-Pinocchio-Carlo-Collodi/dp/9352231732 (6) http://www.oktayaras.com/semin/tr/40150 (8) Publishing company's archive (9) 389748352
117	14.08.2018	144218419
118	14.09.2018	236341312
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120	14.09.2018	(1) 163625594, (2) 520674316
120	15.05.2019	(3) 505344745
121	14.09.2018	(1) 135198344 (2) https://image.slidesharecdn.com/kucukseyleyler-090417113323-phpapp02/95/kucuk-seyleyler-1-728.jpg?cb=1239968102 (3) Publishing company's archive (4) 70853020 (5) https://besthqwallpapers.com/Uploads/2-12-2016/10179/thumb2-ecology-deforestation-forest-lungs-of-planet-earth.jpg
122	16.09.2018	(1) 287323136, (2) 132770036 (3) 649492300, (4) 367615835 (5) 388165315
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124	20.09.2018	(1) 547218961, (2) 676906534 (3) 1060938809, (4) 702786589 (5) 523980847, (6) 267126341 (8) 64842238
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125	22.09.2018	(1) 547233937 (2) https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR0Q91DAPkFhEBusZL-9DAApp8isoviCRm367JhoXWSE2BxO2MVXbw (3) 250533940, (4) 541626877 (5) 116621380, (6) 583151335
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129	26.09.2018	(1) 179410019, (2) 273242915 (3) 568928245
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134	05.10.2018	http://goodtimes.sc/wp-content/uploads/2016/04/wellness1616.jpg
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136	06.10.2018	(2) Publishing company's archive (3) 388667428 (4) Publishing company's archive
137	07.10.2018	(1) https://www.theeducator.com/blog/wp-content/uploads/2017/04/Depositphotos_4761274_s-2015.jpg (2) 1048419772
138	07.10.2018	(1) 77468992, (2) 89444182

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139	07.10.2018	(1) Publishing company's archive (2) 1170080185 (3) 243420649 (4) Publishing company's archive	167	12.05.2019	(1) 1153535554, (2) 445140310 (3) 761829721, (4) 85754290 (5) 664913563, (6) 1296248719 (7) 724384390
140	15.10.2018	(1) https://i.internethaber.com/2/714/402/storage/files/images/2019/02/28/secim-Syw0_cover.jpg	169	12.05.2019	(1) 527229694, (2) 730422781 (3) 364869296, (4) 687092695 (5) 1273621762, (6) 1304790151 (7) 338285519
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146	16.10.2018	1035572893			
147	20.10.2018	https://www.artskills.com/UploadedPosterImages/Posters/Zoom/20120126130036-71170654122.jpg			
148	20.10.2018	Publishing company's archive			
161	12.05.2019	Publishing company's archive			
163	12.05.2019	(1) 664999936, (2) 159173309 (3) 1050182288, (4) 740241994 (5) 429546778, (6) 340774757 (7) 89515708			
165	12.05.2019	(1) 658266400, (2) 744189709 (3) 1014303712, (4) 1023480640 (5) http://www.bolugundem.com/d/news/71853.jpg (6) 1333808777, (7) 239763469			