

ENGLISH



4



ENGLISH

4

Coursebook

Yazarlar

Fatma DEMİRCAN

Gonca AKISKALI

Ferdi GÜNAY



Her hakkı saklıdır ve Milli Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiç bir surette alınıp yayımlanamaz.

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Kurulca bu kitabın kabul edilmiş olması ders kitabından yayınevi ve yazarın sorumluluğunu kaldırmaz.



İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

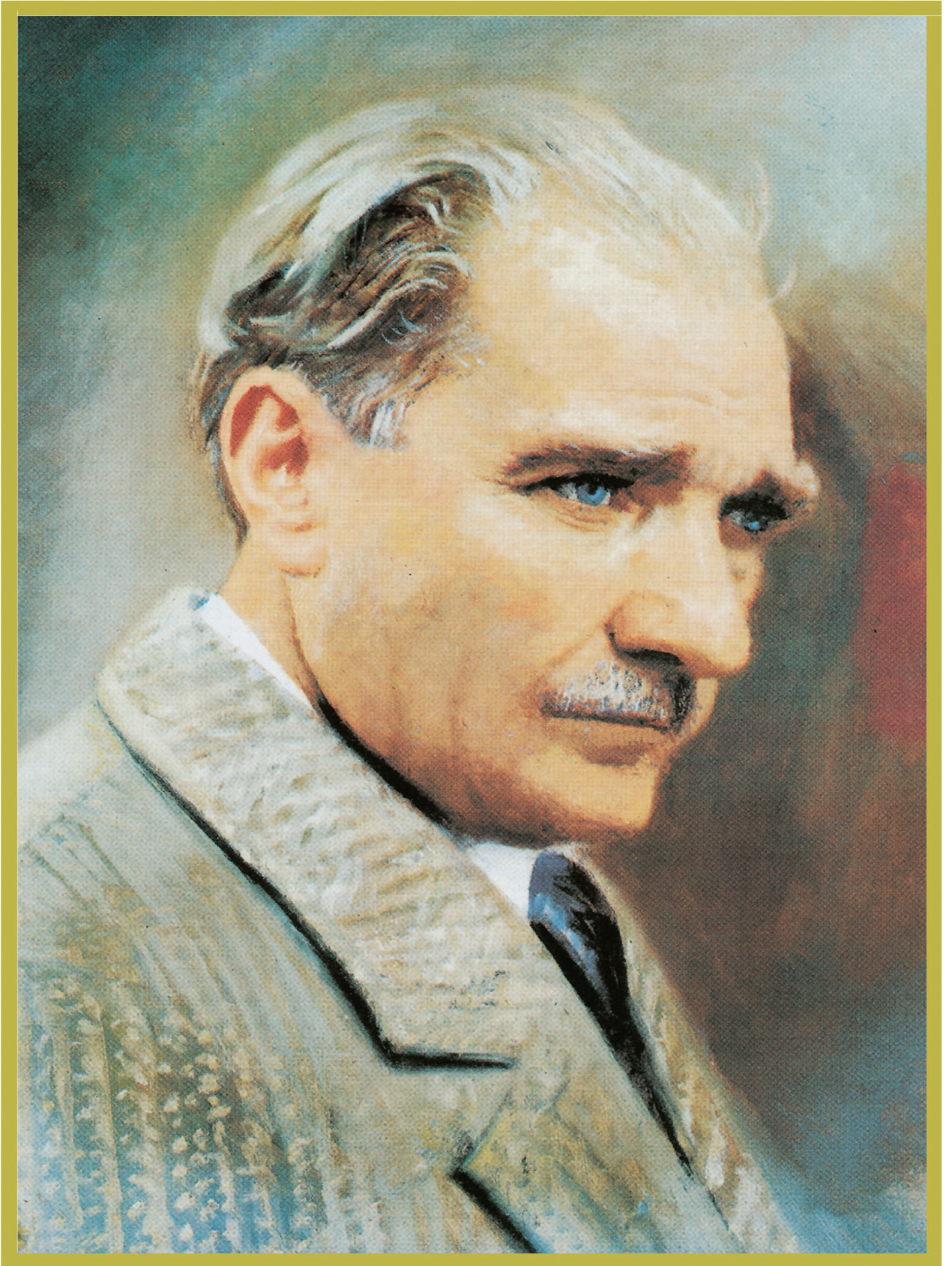
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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ABOUT THIS BOOK

Icons



Listen



Say



Now, it's your turn



Work in pairs



Match



Group



Color / Write / Complete



Act out



Fun Time



Cut out



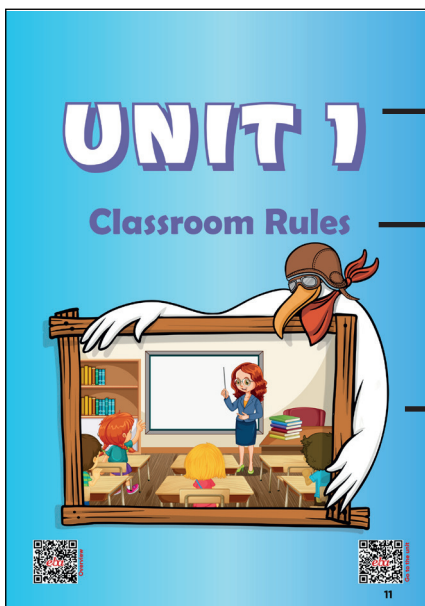
Game Time

Characters

Jack



Jane



Number of the unit

Number of the activity

Important words in the unit

Title of the unit

Picture about the unit

1 Listen, point and say.

Classroom Objects



a pencil sharpener



a pencil case



an eraser



a ruler

Classroom Instructions



a. Come in.



b. Clean the board.



c. Open the window.



d. Be quiet.



e. Turn on the light.

UNIT 1

2 Listen and complete the statements.

please stay back clean give

- _____ me the book, please.
- Please go _____ to your place.
- _____ the board, please.
- Give me the eraser, _____.
- _____ in the classroom, please.

TIP CORNER 1

Give me the pencil, please.
- Here you are.
- Sure. Of course.
- Say that again, please.

3 Now, it's your turn. Make dialogues and act out.

Open the window, please.
Of course./Sure.
Give me the pencil, please.
Sorry, not right now.

USE

Be quiet, please.
Look at the board, please.
Open the window, please.
Please come in.
Please go back to your place.

13

Number of the unit

Songs about the unit

1 Listen and sing all together.

FUN TIME!

One, two, come in.
Three, four, turn on the lights.
Five, six, sit down.
Seven, eight, open your books.
Nine, ten, jump!
And jump and jump!

One, two, close your books.
Three, four, stand up.
Five, six, turn off the lights.
Seven, eight, look at the board.
Nine, ten, jump!
And jump and jump!

14

Important information about the unit

TIP CORNER 2

Is she from Japan?
- Maybe.
Is he Russian?
- Yes, he is. / No, he isn't.
- I think so. / I don't think so.

4 Listen and write the nationalities.

Hilda Tony Igor Yumiko
Mathilda Ali Mary Malala

26

Extra activities about the unit

UNIT 1

13 Color the numbers and say.

twenty-one purple 35 29
twenty-five grey 48 30 25 21
thirty-three black 37 50
thirty-five green 42 36
thirty-seven red
forty-two yellow
forty-eight blue
fifty pink

14 PROJECT TIME

Cut out the puppets on page 131 and make dialogues. Use the structures in the bubbles.

Can I...?
May I...?
Yes, you can.
Of course.
Sure.
Sorry, not right now.

CHECK YOURSELF

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

| | |
|--------------------------------|-----------|
| ask "May/Can I...?" questions. | ★ ★ ★ ★ ★ |
| ask for something. | |
| tell someone what to do. | |
| say numbers from 1 to 50. | |

19

Project about the unit

Functions of the unit and self-check

PRACTICE TIME

1. Look at the pictures and make dialogues. Then act out.

1. e.g. A: Give me the pencil, please. B: Here you are. / Sorry, not right now.

2. A: _____ B: _____

3. A: _____ B: _____

4. A: _____ B: _____

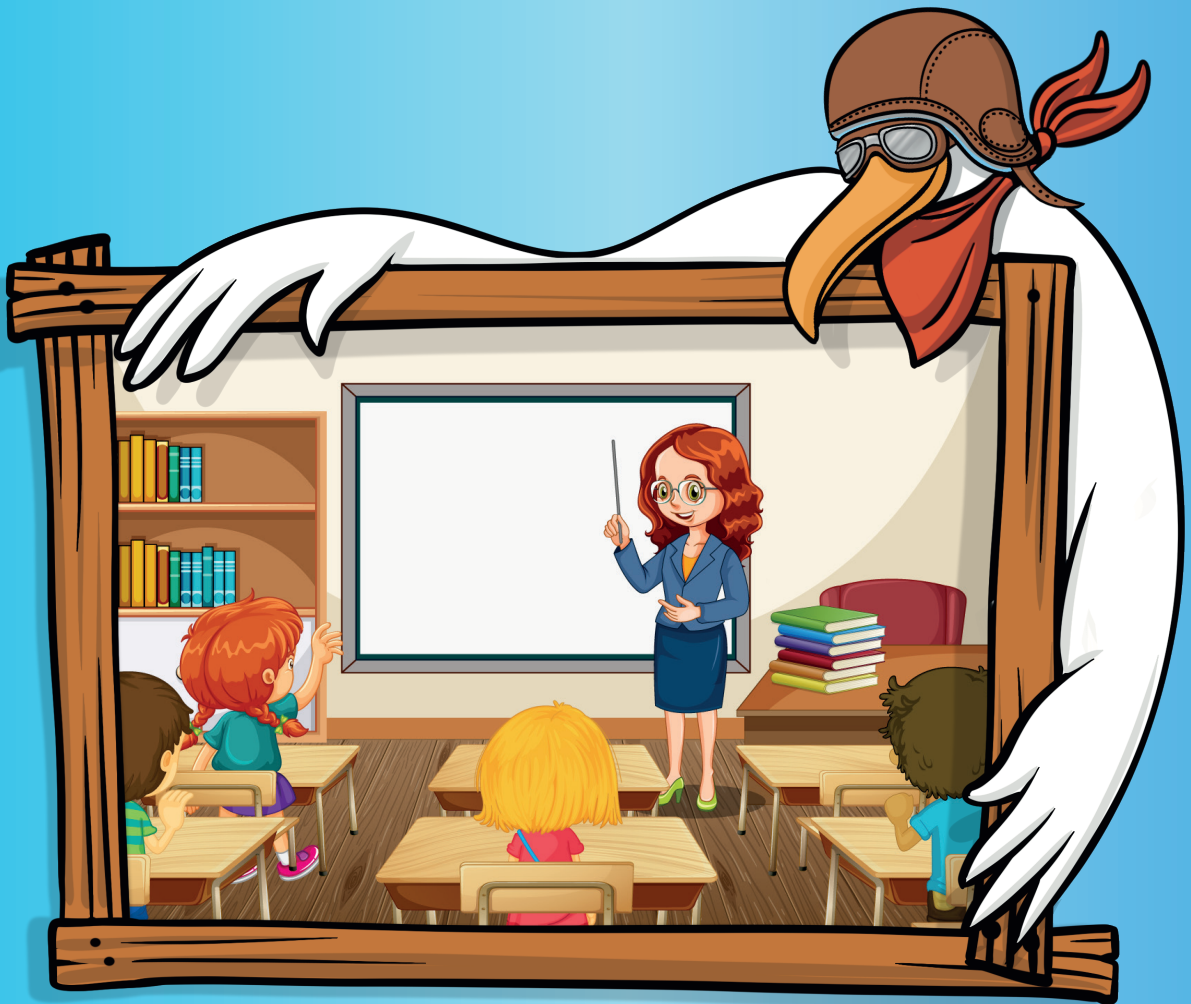
5. A: _____ B: _____

2. Match the statements with the pictures. There is an extra one.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827.

UNIT 1

Classroom Rules





1

Listen, point and say.



Classroom Objects



a pencil sharpener



a pencil case



an eraser



a ruler

Classroom Instructions



a. Come in.



b. Clean the board.



c. Open the window.



d. Be quiet.



e. Turn on the lights.



2

Listen and complete the statements.



Track 1.2

please

stay

back

clean

give

1. me the book, please.
2. Please go to your place.
3. the board, please.
4. Give me the eraser,
5. in the classroom, please.

TIP CORNER 1

Give me the pencil, please.

- Here you are.
- Sure./Of course.
- Say that again, please.



One more task 1



3

Now, it's your turn.
Make dialogues and act out.

USE

Be quiet, please.
Look at the board, please.
Open the window, please.
Please come in.
Please go back to your place.

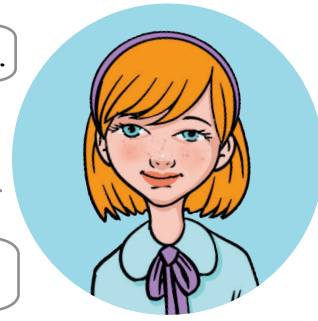


Open the window, please.

Of course./Sure.

Give me the pencil, please.

Sorry, not right now.





4

Listen and sing all together.



FUN TIME!

One, two, come in.
Three, four, turn on the lights.
Five, six, sit down.
Seven, eight, open your books.
Nine, ten, jump!
And jump and jump!



One, two, close your books.
Three, four, stand up.
Five, six, turn off the lights.
Seven, eight, look at the board.
Nine, ten, jump!
And jump and jump!





5

Listen and circle the correct answer.



Track 1.4

e.g. A: I'm sorry. I'm late. May I come in?
B: Yes, you can. / Of course.

TIP CORNER 2

Can/May I come in ?

- Of course./Sure.



- Sorry, not right now.



1. A: May I leave the classroom, please?

B: Yes, you can./Sorry, not right now.

2. A: Can I turn on the smart board?

B: Sorry, not right now./Yes, you can.

3. A: Can I go out?

B: Of course./Sure.

4. A: May I join you?

B: Sorry, not right now./Yes, you can.

5. A: Can I close the window?

B: Sure./Yes, you can.



6

Listen and complete the dialogues with the words in the box.



Track 1.5

say here turn on please may give sure

1.



Zeynep : Open the window,

Jane : Sorry, not right now. It's cold outside.

Zeynep : Okay.



2.



Adam : me your eraser, please.

Tom : Of course. you are.

Adam : Thank you.

Tom : You're welcome.



3.



Angel : May I the lights?

Mehmet : Excuse me? that again, please.

Angel : I turn on the lights?

Mehmet :





7

Listen to Track 1.5 again and act out.



8

Work in pairs.
Make dialogues and act out.



One more task 2

turn on
the lights

take your
eraser

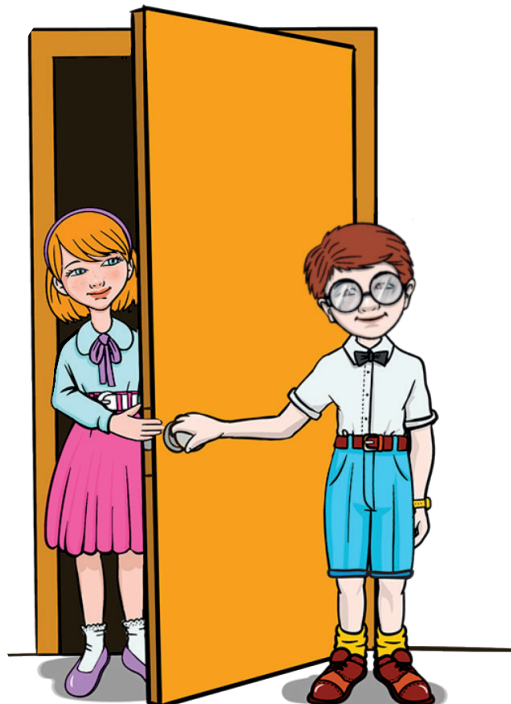
leave
the classroom

open
the window

stay
in the
classroom

e.g.

Can/May I come in?



Yes, you can.



9

Listen and follow the pictures.
Then find the correct exit.



Track 1.6

START



1



2



3



4



5



6



7



8



9



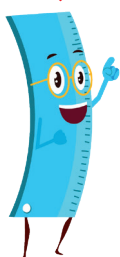
10



11



12





10 Listen and count.



| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|--------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Ten |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Twenty |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Thirty |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | Forty |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | Fifty |



11 Listen and complete.



- | | |
|----------------|-----------------|
| a. forty-..... | f. twenty-..... |
| b.-eight | g. thirty-..... |
| c.-three | h.-six |
| d. forty-..... | i. twenty-..... |
| e.-five | j.-one |



12 Listen and complete the statements. There is an extra one.



7 13 9 11 18 15

1. I have got pencils in my pencil case.
2. A: How many students are there in the class?
B:
3. She has got books in her school bag.
4. There are crayons on the desk.
5. My grandmother has got cows.



13

Color the numbers and say.

twenty-one
twenty-five
twenty-nine
thirty
thirty-six
thirty-five
thirty-seven
forty-two
forty-eight
fifty

purple
grey
orange
black
brown
green
red
yellow
blue
pink

35

29

48

30

25

21

37

50

36

42

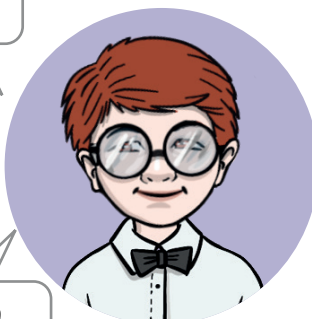


14

PROJECT TIME

**Cut out the puppets on page 131 and make dialogues.
Use the structures in the bubbles.**

Can I ...?
May I ...?



Yes, you can.
Of course.
Sure.

Sorry, not right now.

CHECK YOURSELF

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



ask "May/Can I?" questions.

ask for something.

tell someone what to do.

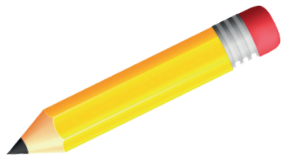
say numbers from 1 to 50.

PRACTICE TIME

1. Look at the pictures and make dialogues.
Then act out.



1.

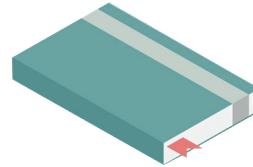


e.g. **A: Give me the pencil, please.**
B: Here you are./ Sorry, not right now.



2.

A:
B:



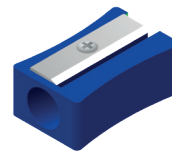
3.

A:
B:



4.

A:
B:



5.



A:
B:



2. Match the statements with the pictures. There is an extra one.

e.g.



1 e



2



3



4

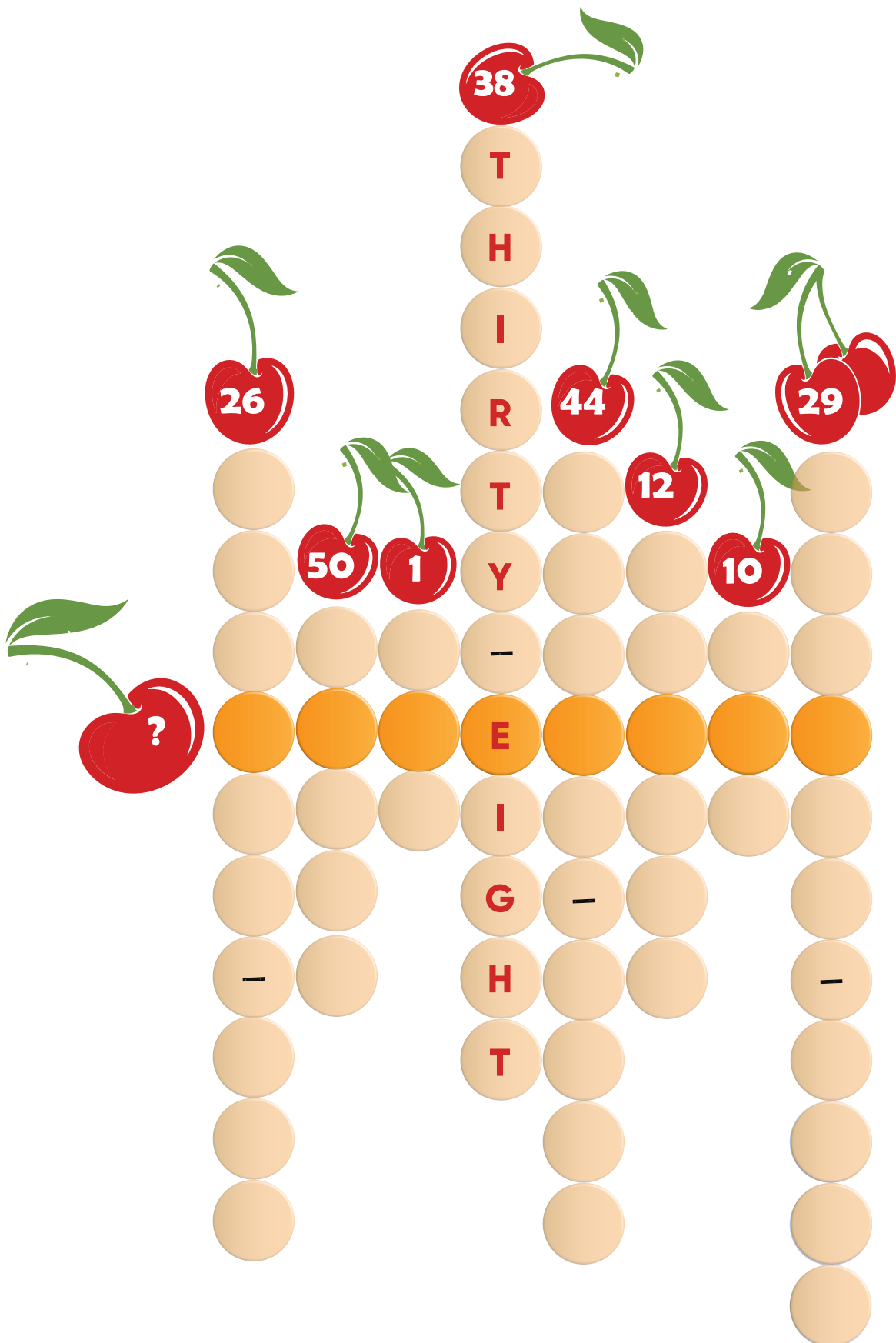


5

a. Turn on the lights.
b. Look at the board.
c. Be quiet.

d. Come in.
e. Close the door.
f. Stand up.


3. Write the numbers, find the hidden number and say.



4. Match the questions with the pictures. Then make dialogues as in the example.
There is an extra one.

- a. May I ask a question?
- e. Can I clean the board?
- b. Can I come in?
- f. Can I turn on the lights?
- c. May I drink water?
- g. May I open the window?
- d. Can I go out?

1



e.g.
A: Can I turn on the lights?
😞 B: Sorry, not right now.

2




😞 A:
😞 B:

3




😞 A:
😞 B:

4




😞 A:
😞 B:

5



😞 A:
😞 B:

6

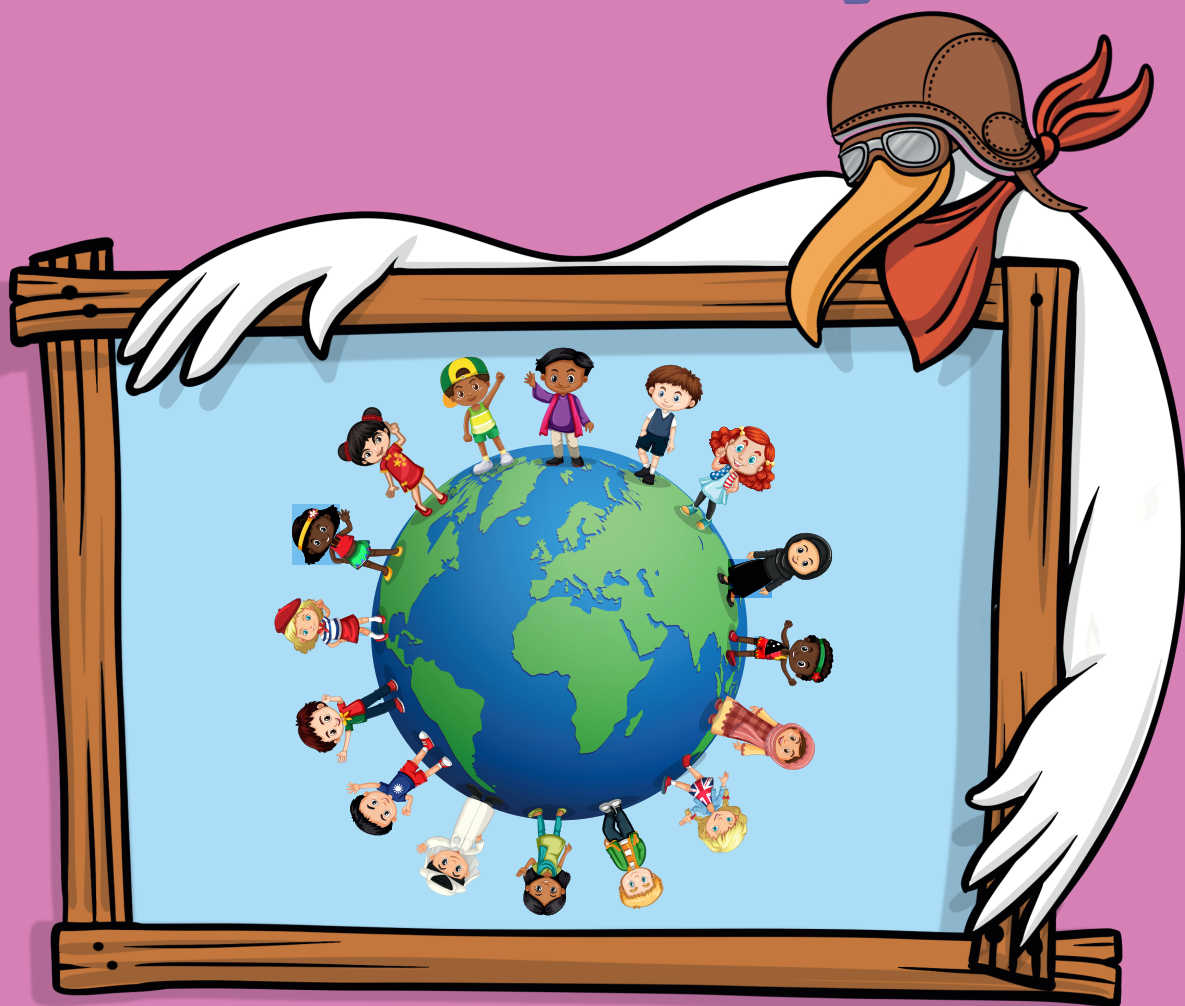


😞 A:
😞 B:

5. Act out the dialogues in Activity 4.

UNIT 2

Nationality



Overview



Go to the unit



1

Listen, point and say.



Track 2.1



a. Türkiye
Turkish



b. Britain
British



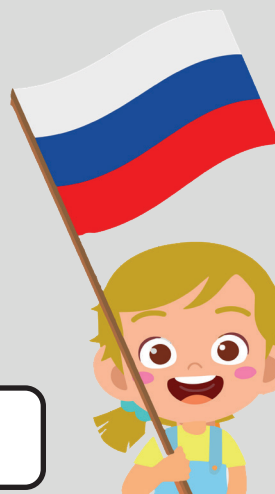
c. France
French



d. America
American



e. Japan
Japanese



f. Russia
Russian



2

Group the countries and the nationalities.

I'm from ...

I'm ...



3

Now, it's your turn.



a. Introduce yourself.

I'm Zahra.
I'm from Iran.
I'm Iranian.

b. Talk about the children.

e.g. She is Zeynep.
She is from Türkiye.
She is Turkish.

TIP CORNER 1

Where are you from?
-I'm from Italy.
Are you Italian?
-Yes, I am./No, I'm not.

1

Zeynep

2

Mathilda

3

Michael

4

Akio

5

Boris

TIP CORNER 2

Is she from Japan?

- Maybe.



Is he Russian?

- Yes, he is./No, he isn't.

- I think so./I don't think so.



4

Listen and write the nationalities.



Hilda



GERMAN

Tony



Igor



Yumiko



Mathilda



Ali



Mary



Malala





5

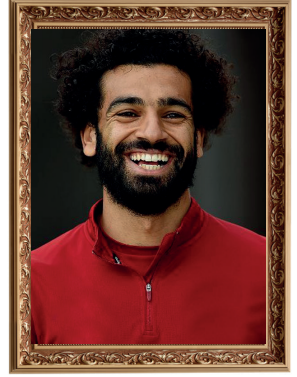
Work in pairs. Make dialogues.
Use "I think so./I don't think so./Maybe."



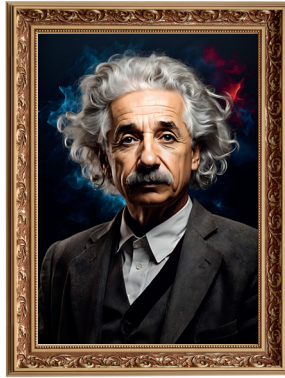
Mustafa Kemal Atatürk



Malala Yousafzai



Mohamed Salah



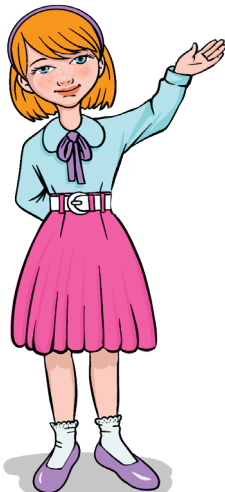
Albert Einstein



Queen Elizabeth

Is she from Türkiye?

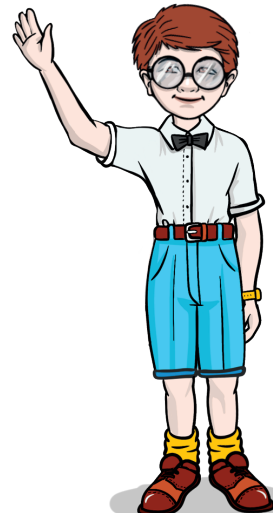
Is she Turkish?



Sümeyye Boyacı

I think so.

Maybe.





6

Listen and sing all together.



Track 2.3

FUN TIME!

Hello! Hi!
Where are you from?
I'm from Türkiye.
I am Turkish.
And you, and you?



Hello! Hi!
Where is he from?
He is from Germany.
He is German.
And you, and you?



Hello! Hi!
Where is she from?
She is from Britain.
She is British.
And you, and you?





7

Listen and answer the questions.

1.

Is she Russian?

.....



2.

Is he German?

.....



3.

Is she Turkish?

.....



4.

Is he Pakistani?

.....



5.

Is he British?

.....



TIP CORNER 3



Where is İzmir?
- It's in the west.

Where is Iğdır?
- It's in the east.

Where is Sinop?
- It's in the north.

Where is Osmaniye?
- It's in the south.



8

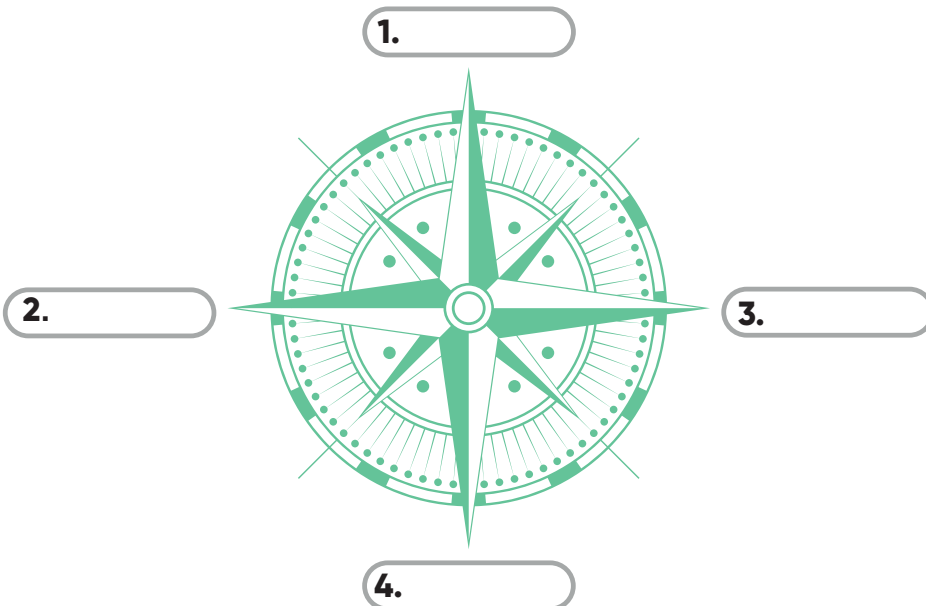
Write the directions on the compass.

East

South

West

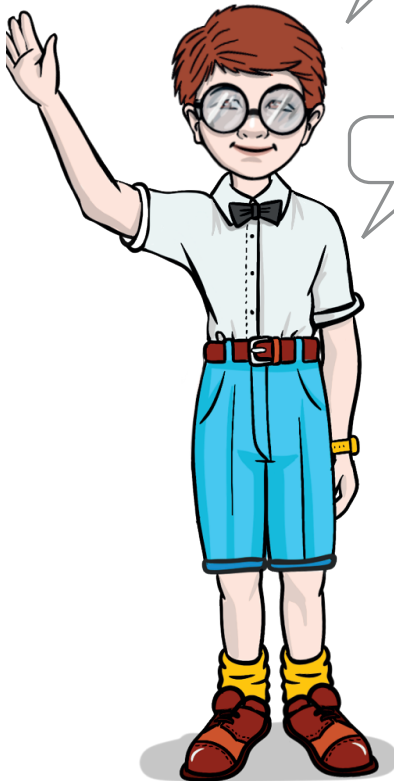
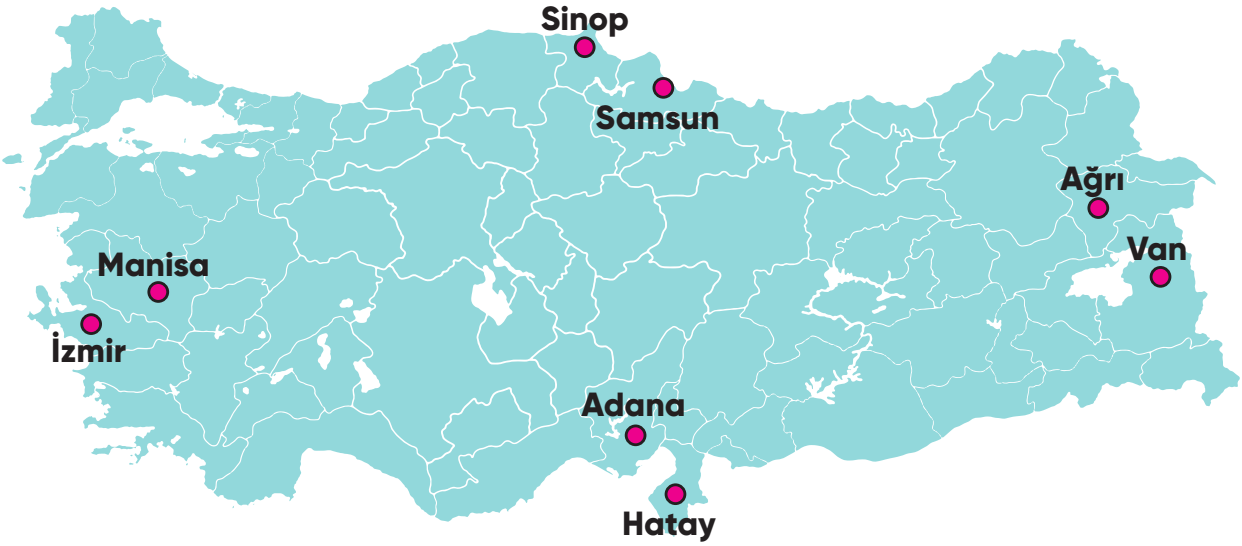
North





9

Work in pairs and make dialogues.

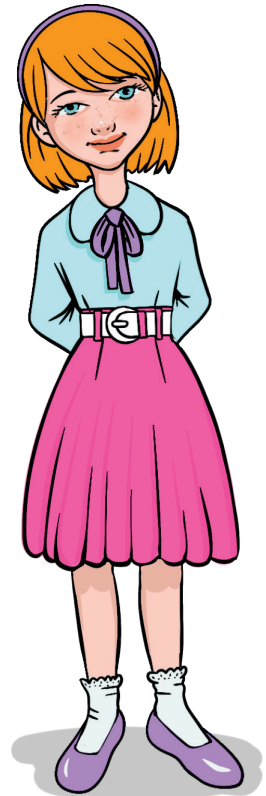


Where are you from?

I'm from Ağrı.

Where is Ağrı?

It is in the east.





10

PROJECT TIME

Work in pairs.

Ask and answer questions about your favorite sportsman/sportswoman.

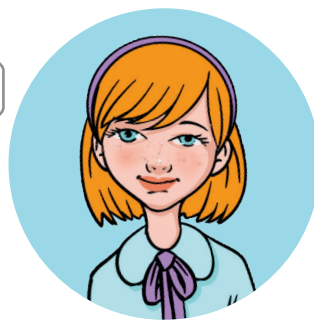


Where is he from?

Is he German?

He is from Germany.

Yes, he is.



CHECK YOURSELF

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



name countries and nationalities.

talk about the places of cities.



PRACTICE TIME

1. Match the countries with the nationalities. There is an extra one.

| Countries | Nationalities |
|------------------|---------------|
| e.g. 1. Britain | a. French |
| 2. Iran | b. American |
| 3. Japan | c. British |
| 4. Türkiye | d. German |
| 5. France | e. Japanese |
| 6. America | f. Turkish |
| | g. Iranian |

2. Look at the example. Answer the questions and act out.

| | | | | |
|----------------|-----------------|----------------|---------------|------------------|
| | | | | |
| Tim Britain | Anton Russia | Elena Italy | Yoko Japan | Pierre France |

e.g. 1. Where is Tim from?
He is from Britain.....
He is British.....

2. Where is Anton from?

3. Where is Elena from?

4. Where is Yoko from?

5. Where is Pierre from?

3. Answer the questions and say.



1. A: Is he Iraqi?

B:



2. A: Is she Japanese?

B:



3. A: Is she British?

B:



4. A: Is he Pakistani?

B:

USE

Yes, he/she is.
No, he/she isn't.
Maybe.
I think so.
I don't think so.

4. Look at the map. Answer the questions and say.



1. Where is İzmir?

It is in the west.

2. Where is Kars?

.....

3. Where is Sinop?

.....

4. Where is Hatay?

.....

5. Where is Balıkesir?

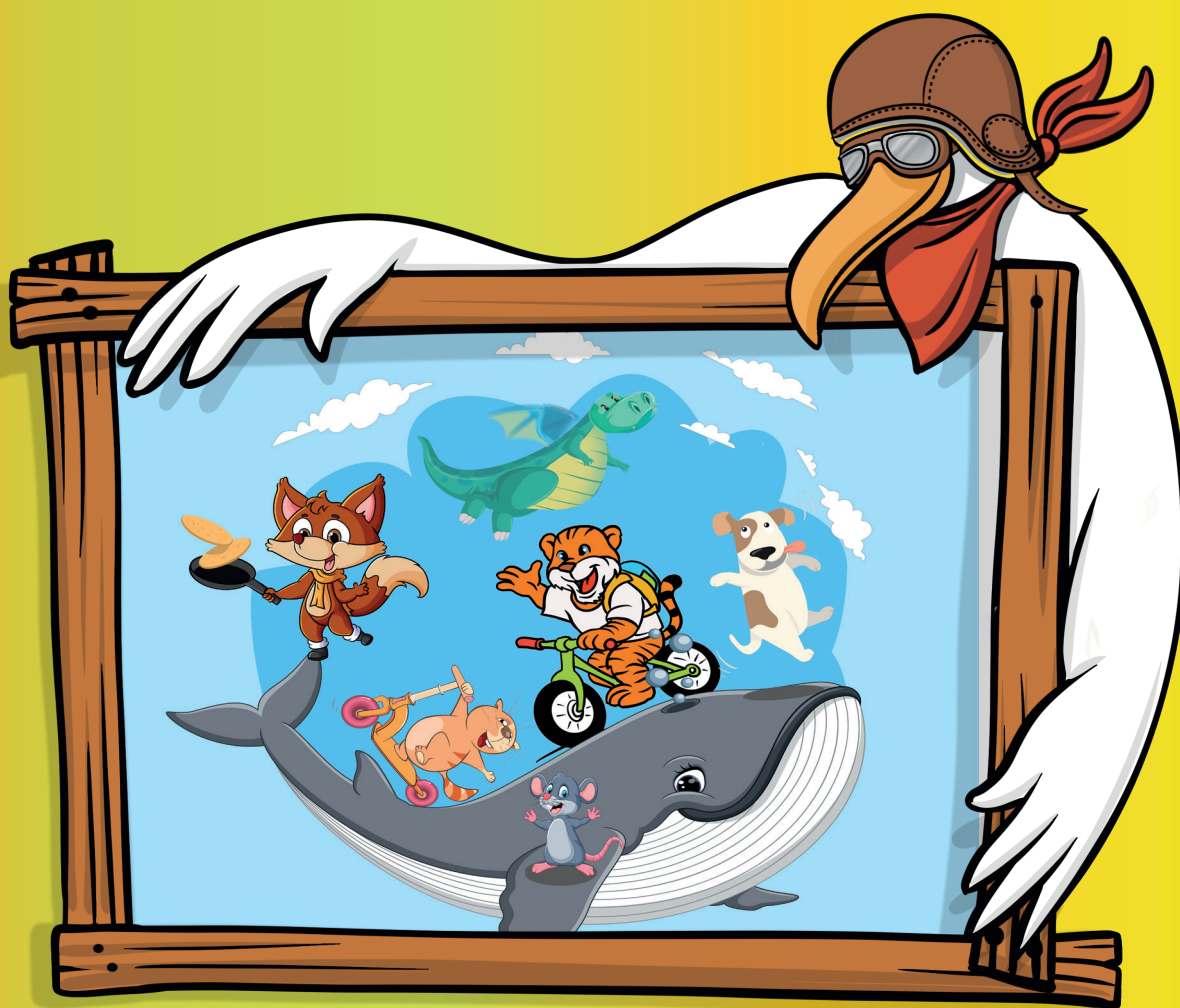
.....

6. Where is Van?

.....

UNIT 3

Cartoon Characters



Overview



Go to the unit



1

Listen, point and say.



a. take pictures



b. play the piano



c. read books in English



d. dance



e. catch a ball



f. climb a tree



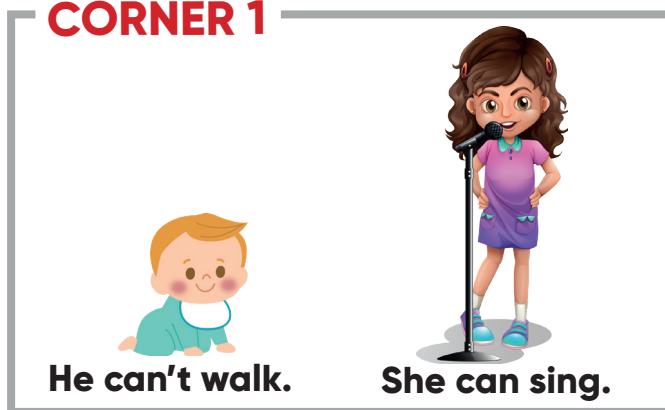
g. drive a car



h. carry heavy things



TIP CORNER 1



2

Listen and choose the correct option.



Track 3.2

1. a. Amy can do puzzles.
b. Amy can't do puzzles.
2. a. Mike can do puzzles.
b. Mike can't do puzzles.
3. a. Mike can play the piano.
b. Mike can't play the piano.
4. a. Mike can't read books in English.
b. Mike can read books in English.
5. a. Amy can play the piano.
b. Amy can't play the piano.
6. a. Amy can't speak English.
b. Amy can speak English.



3

Look at the pictures and tick (✓).
Then say what they can do.



One more task 1

e.g.

1. Shelly



take pictures

read

✓
cook

speaking

carry

jump

3. Drago



fly

ride

swim

swim

climb

catch

5. Kuki



play

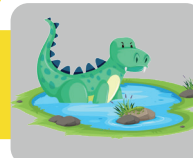
drive

read

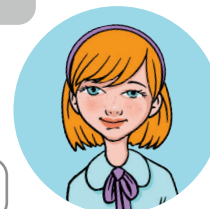
2. Dustin



4. Dodi



Shelly can cook.





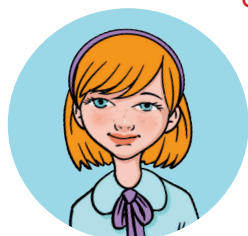
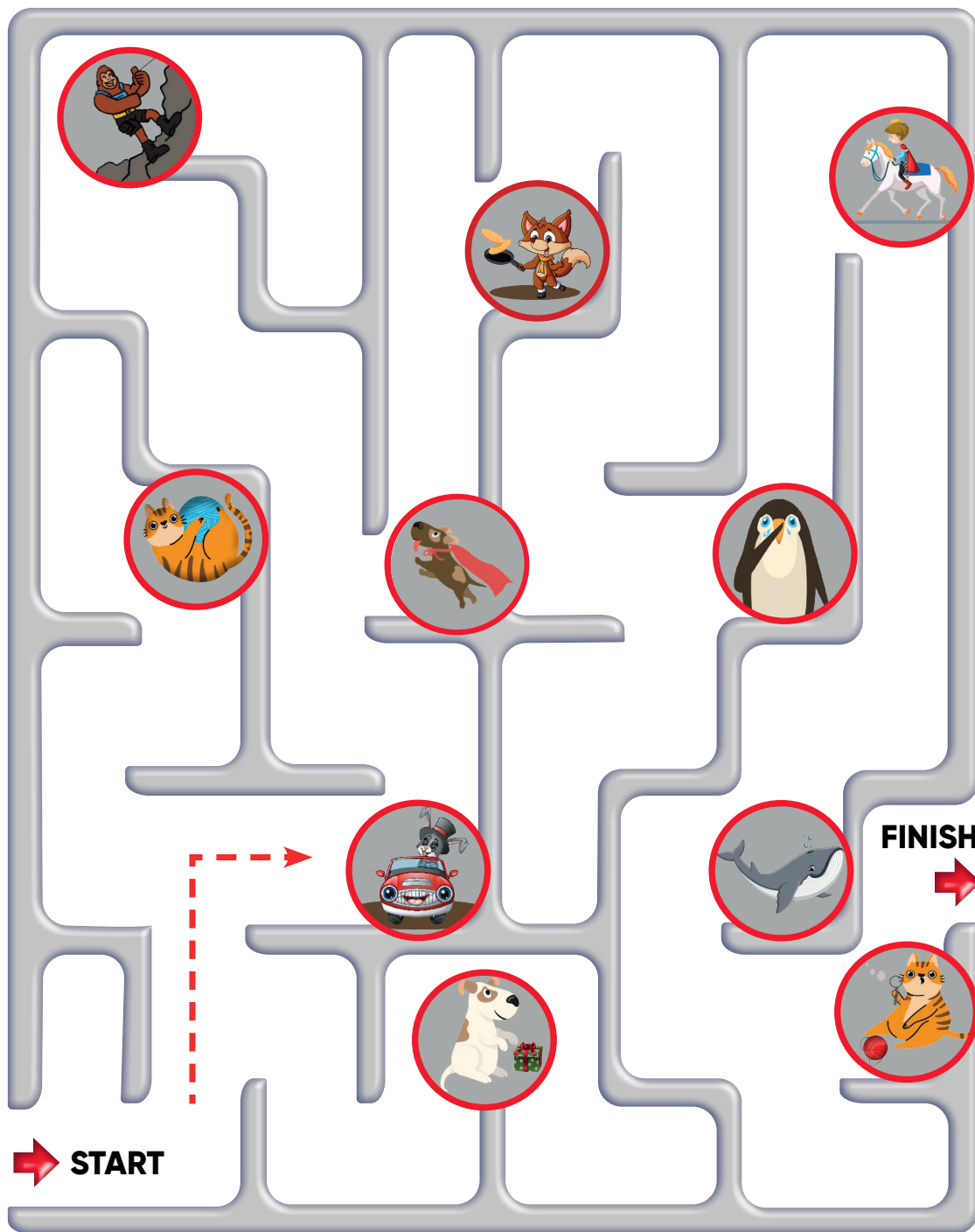
4

GAME TIME

Listen and trace the correct pictures.
Then say what they can/can't do.



Track 3.3



e.g.

Puffy can drive a car.

TIP CORNER 2

Can it drive a car?

- Yes, it can.

Can it fly?

- No, it can't.



5

Ask and answer questions about the cartoon characters in Activity 4.



A: Can Puffy drive a car?

B: Yes, it can.



A: Can Ginger catch a ball?

B: No, it can't.



6

Look at the chart and answer the questions.

| |  |  |  |
|-------|--|--|---|
| Aras | ✓ | ✗ | ✓ |
| Nehir | ✗ | ✓ | ✗ |
| Tuna | ✓ | ✗ | ✓ |

e.g.

1. Can Aras read books in English?

Yes, he can.

2. Can Aras play with marbles?

.....

3. Can Tuna take pictures?

.....

4. Can Nehir read books in English?

.....

5. Can Nehir take pictures?

.....

6. Can Tuna play with marbles?

.....



7

Talk about the characters in Activity 6.

Aras can read books in English.





8

Listen and put a tick (✓) or cross (X).



Track 3.4

1.



2.



3.



4.



5.



6.



9

Look at the pictures and answer the questions.
There is an extra one.



The Prince



Dodi



Shelly



Wolly

e.g. 1. Who can dive?
Shelly

2. Who can fly?
.....

3. Who can ride a horse?
.....

4. Who can climb?
.....

5. Who can drive a car?
.....

6. Who can cook?
.....

7. Who can play football?
.....



Puffy



Bono



Kuki



Tiggo

TIP CORNER 3



Whose camera is this?
This is **my** camera.

Whose frisbee is this?
This is Oscar's/**its** frisbee.



Whose bike is this?
This is Can's/**his** bike.

Whose books are these?
These are Mary's/**her** books.



10

Listen and match. There is an extra one.



Hale



Yumak



Mert



Akin

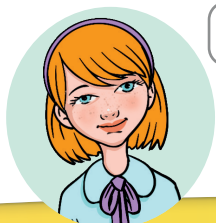


Sevim



11

Talk about the characters' objects in Activity 10.



This is Hale's camera.



12

Look at Eymen and Ceylin.
Then ask and answer questions about their objects.



Eymen



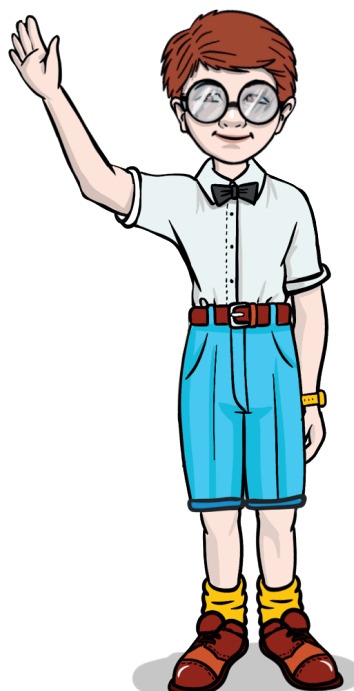
Ceylin

USE

Is this ...?
Are these ...?
Whose ...?

USE

Yes, it is./ No, it isn't.
Yes, they are.
No, they aren't.
It is .../They are ...



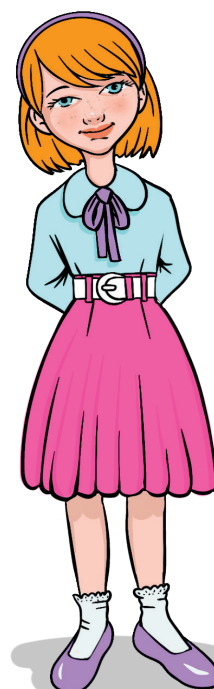
e.g.

Is this Eymen's scooter?

No, it isn't his scooter.

Whose scooter is it?

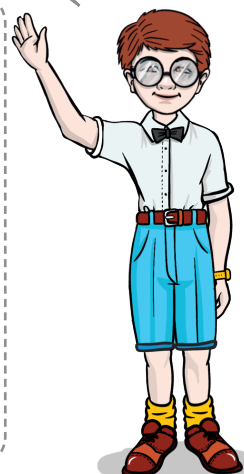
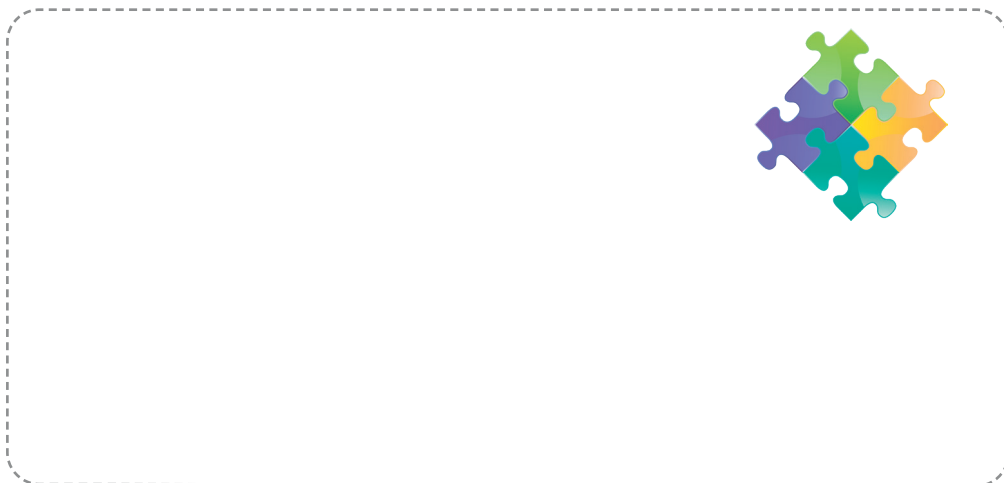
It is Ceylin's scooter.





Now, it's your turn.
Draw objects and talk about them as in the example.

e.g. These are my puzzles. I can do puzzles.



Listen and sing all together.



FUN TIME!

These are heavy.
Can you carry?
Climb a tree.
It's so funny!



Is it your car?
I can't drive,
But I can dive.
Can you fly?
Ohhh! No!





15

PROJECT TIME

Prepare a poster of your favourite cartoon character.

1. Cut out your favourite cartoon character's picture.
2. Paste it on your poster.
3. Describe your character and talk about his/her abilities.
4. Present your poster.



CHECK YOURSELF

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



say "I can .../I can't..."

say "This is my/your/her/his ...".

PRACTICE TIME

UNIT 3

1. Fill in the blanks with "can"  / "can't" . Then say.



1. He read books in English.



2. She play football.



3. I do puzzles.



4. He play the flute.



5. She dive.



6. I catch a ball.

2. Fill in the blanks with the words. Then say.

There is an extra one.

1. Jale can take pictures. This is camera.
2. Kaan can do puzzles. These are puzzles.
3. Pamuk can catch a ball. This is ball.
4. I can play marbles. These are marbles.

his

your

its

her

my

3. Match the characters with the words and say what they can do.
There is an extra one.

e.g.

1.



Shelly

2.



Puffy

3.



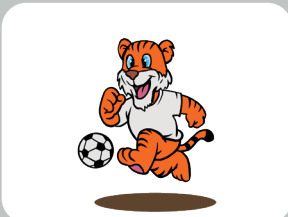
Drago

4.



Dodi

5.



Tiggo

6.



The Prince

drive

a

fly

b

play football

c

jump

d

ride a horse

e

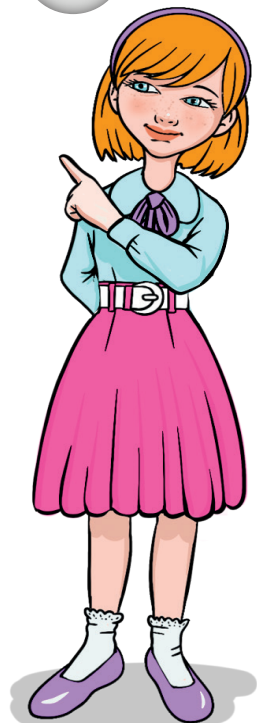
swim

f

cook


g

Shelly can cook.



4. Look at the pictures and say.

1.




Below the piano is a happy emoji. Below the guitar is a sad emoji.

2.




Below the soccer ball is a happy emoji. Below the tennis ball is a happy emoji.

3.




Below the first girl is a happy emoji. Below the second girl is a happy emoji.

4.



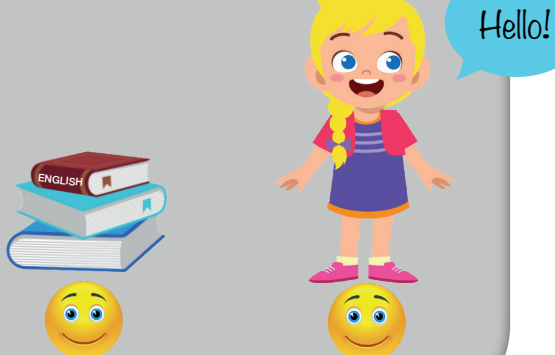
Below the camera is a happy emoji. Below the puzzle pieces is a sad emoji.

5.



Below the car is a sad emoji. Below the boy is a happy emoji.

6.



Below the books is a happy emoji. Below the girl is a happy emoji.

I can play the piano, but
I can't play the guitar.



5. Complete the dialogues. Then act out.

e.g.

Can you carry heavy things?



Yes, I can carry heavy things.

1.

.....?



No, I can't play basketball.

2.

Can you play the piano?



No,

3.

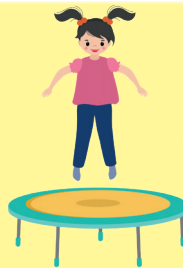
.....?



Yes, I can dive.

4.

.....?



Yes, I can jump.

5.

Can you do puzzles?



Yes,

6.

UNIT 4

Free Time



Overview



Go to the unit



1

Listen, point and say.



Track 4.1



a. flying a kite



b. playing the guitar



c. singing



d. playing chess



e. swimming



f. riding a bike



g. fishing



h. coloring

TIP CORNER 1

I **like** drawing and reading.
I **dislike** fishing.

Do you like swimming?

- Yes, I do./Yes, I like swimming.
- No, I don't./No, I dislike swimming.



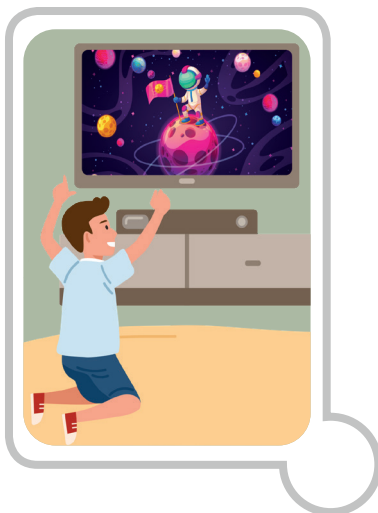
2

Listen and put the pictures in the correct order.



Track 4.2

e.g.





3

Complete the statements and say.



I like ...



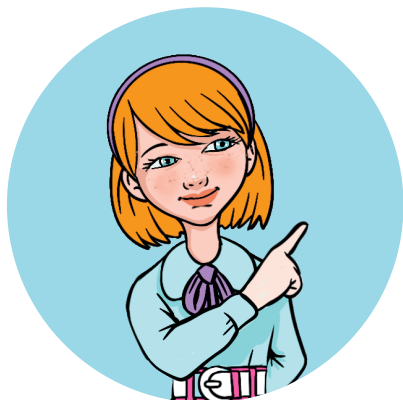
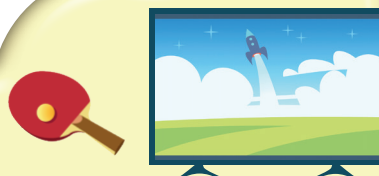
I like ...



I dislike ...



I dislike ...



I like

.....

I dislike

.....



I like

.....

I dislike

.....



4

Look at the pictures. Talk about your likes/dislikes.



e.g. I like listening to music.



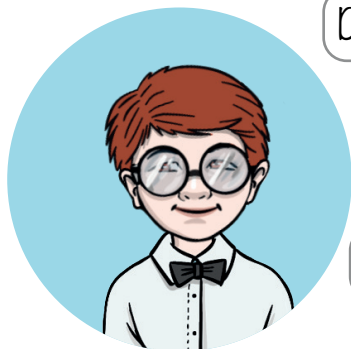
e.g. I dislike flying a kite.





5

Work in pairs.
Ask and answer questions about likes and dislikes.

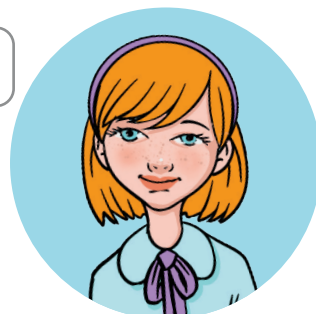


Do you like flying a kite?

Yes, I do.

Do you like riding a bike?

No, I don't.



TIP CORNER 2

Do you like riding a bike?

- Can you say that again, please?
- Pardon me?
- Say that again, please.
- Slowly, please.

Do you like reading comics?

- Yes, I do./No, I don't.



6

Listen and put a tick (✓) or cross (X) .



Bella

Ricardo



7

Work in pairs.

Ask and answer questions about likes and dislikes.

Do you like watching cartoons?

Do you like watching cartoons?

Can you say that again, please?

Yes, I do.

Do you like playing with marbles?

Do you like playing with marbles?

Say that again, please.

No, I don't.



Listen and sing all together.



FUN TIME!

Hurray! Hurray!
Let's go to the park!
I like riding a bike
and flying a kite.
Look! A path!
Let's run! Let's run!
I like playing in the park.



Hurray! Hurray!
Let's go to the park!
I like swimming
and also fishing.
Look! A tree!
Let's climb! Let's climb!
I like playing in the park.



Hurray! Hurray!
Let's go to the park!
I like drawing
and also reading.
Look! A ball!
Let's play! Let's play!
I like playing in the park.





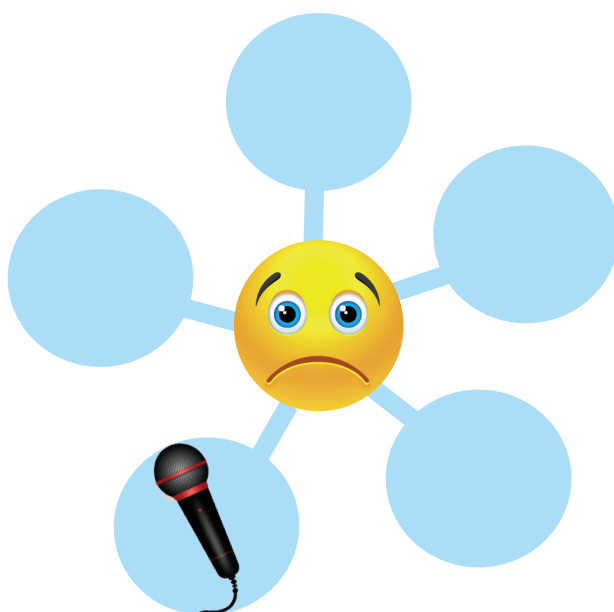
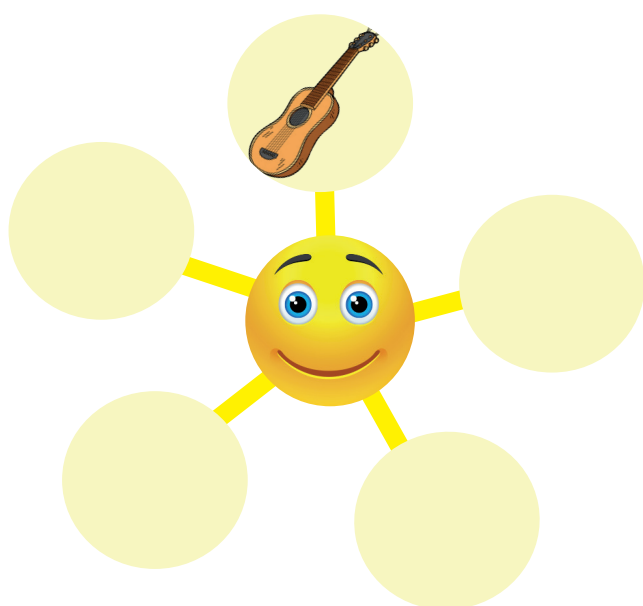
PROJECT TIME

Prepare a poster about your likes and dislikes.

1. Draw/paste the activities you like and dislike.
2. Look at the example and make sentences.
3. Present your poster.

e.g.

I like playing the guitar, but I dislike singing songs.



CHECK YOURSELF

| At the end of this unit, I can ... | ☆☆☆ | ☆☆ | ☆ |
|------------------------------------|-----|----|---|
| talk about likes and dislikes. | | | |
| ask simple questions. | | | |
| ask to repeat. | | | |

PRACTICE TIME

1. Match the pictures with the activities and say. There is an extra one.



a. swimming

d. flying a kite

g. drawing

b. playing table tennis

e. reading a book

h. riding a bike

c. painting

f. playing chess

i. running



1



2



3



4



5

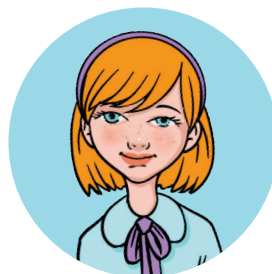


6



7

I like/dislike ...



8

2. Complete the statements and say.



Susan



Tony



Tarık



Ada



Arda



Nick

e.g. 1. I'm Susan.
I like **singing**

4. I'm Ada.
I like

2. I'm Tony.
I like

5. I'm Arda.
I like

3. I'm Tarık.
I like

6. I'm Nick.
I like

3. Look at the example. Ask and answer questions. Then act out.

e.g.

1. (riding a bike)

A: Do you like riding a bike?

B: Slowly, please.

A: Do you like riding a bike?

B: Yes, I do.



2. (flying a kite)

A: Do you like flying a kite?

B: Say that again, please..

A: Do you like flying a kite?

B: No, I don't.



3. (watching cartoons)

A:

B:

A:

B:



4. (skipping a rope)

A:

B:

A:

B:



5. (reading comics)

A:

B:

A:

B:



6. (playing table tennis)

A:

B:


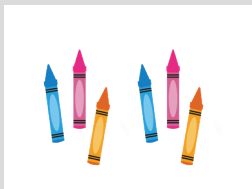

A:

B:


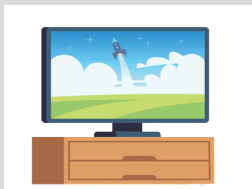




4. Look at the pictures and make statements as in the examples.





1

| | |
|---|---|
|  |  |
|  |  |


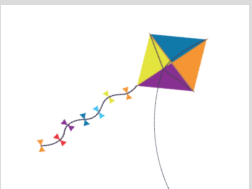


2

| | |
|--|---|
|  |  |
|  |  |

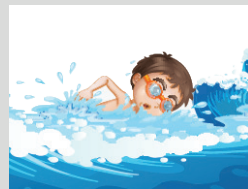
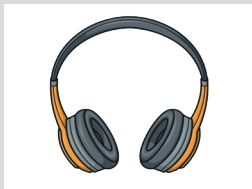


3

| | |
|---|---|
|  |  |
|  |  |





4

| | |
|--|---|
|  |  |
|  |  |

5

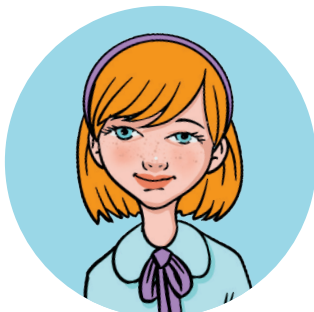
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6

| | |
|--|---|
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|  |  |

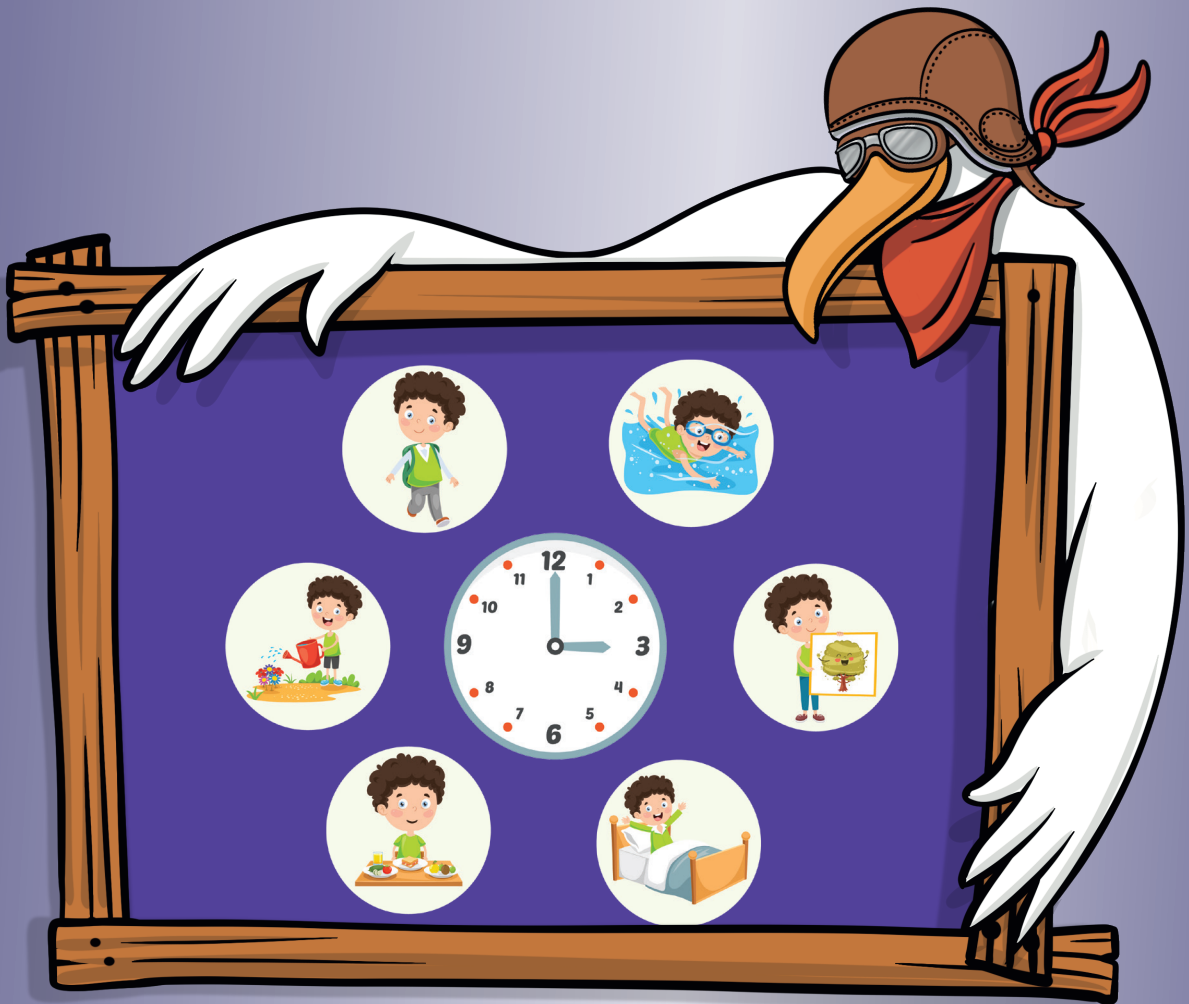
e.g. I like reading comics, but I dislike coloring books.

I like playing chess and watching cartoons.



UNIT 5

My Day



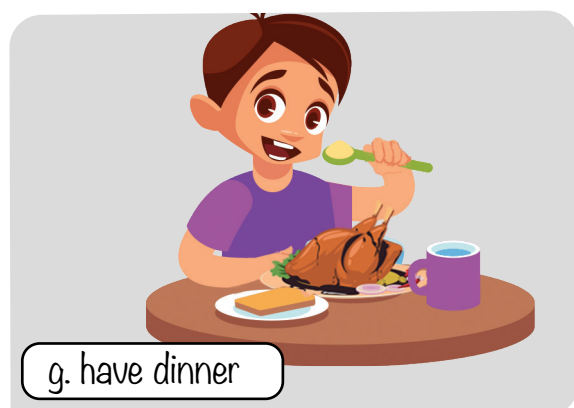
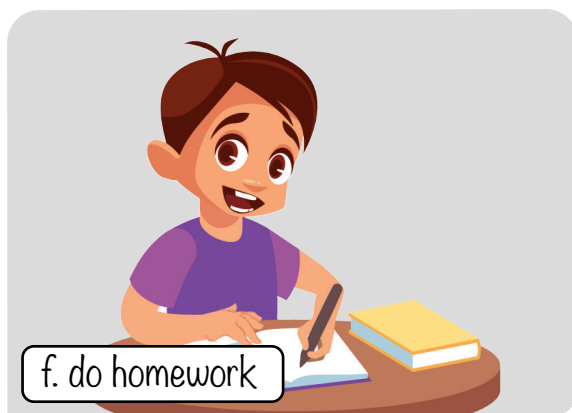
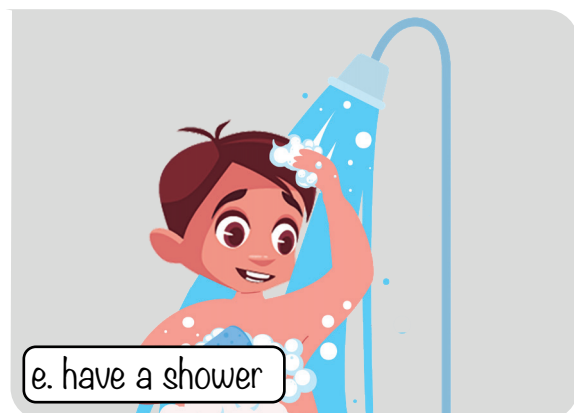
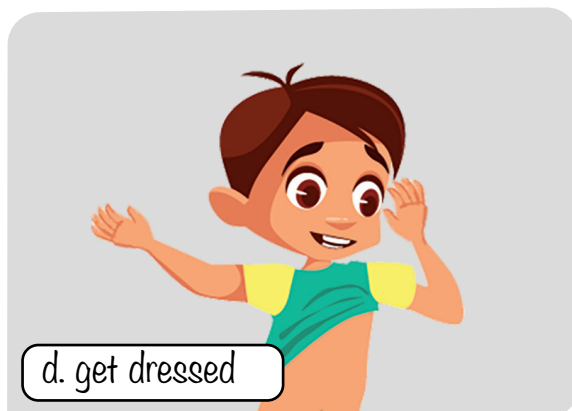
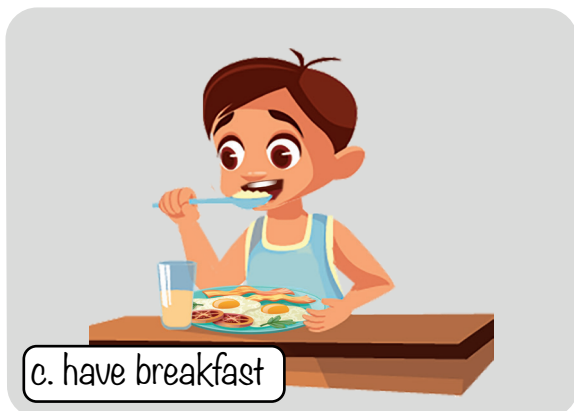


1

Listen, point and say.



Track 5.1



TIP CORNER 1

in

the morning
the afternoon
the evening

at

8 o'clock
noon
night

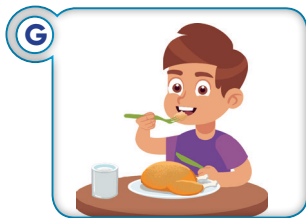
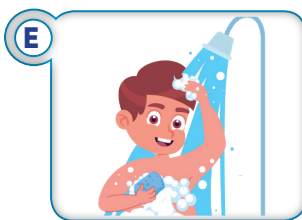
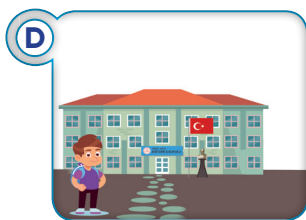
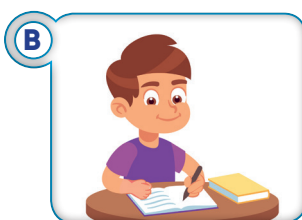


2

Listen and put the pictures in the correct order.



Hello, I'm Ege.





3

Look at the pictures and complete the statements with the words in the box. There is an extra one.

have / go / wake up / read / brush / meet / wash / do / get



1. I my hands.



5. I shopping.



2. I dressed.



6. I my friend.



3. I breakfast.



7. I a book.



4. I my homework.



8. I my teeth.

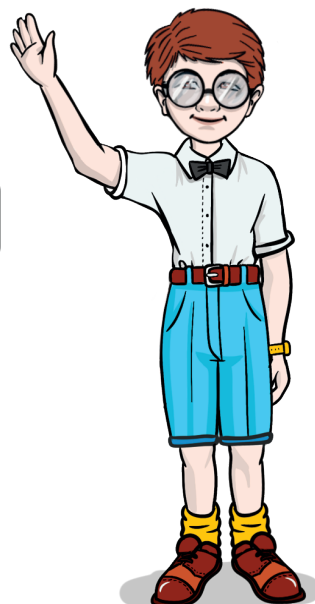


4

Now, it's your turn. Talk about your daily routines.



I wake up at 7 o'clock in the morning. Then





5

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

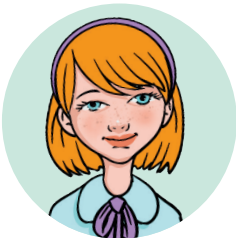


One more task 2



| in the morning | at noon | in the afternoon | in the evening | at night |
|----------------|---------|------------------|----------------|----------|
| | | | | |
| | | | | |

e.g.



What do you do in the morning ?

I have breakfast.

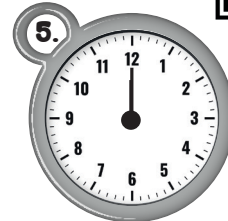


6

Ask the time and answer.



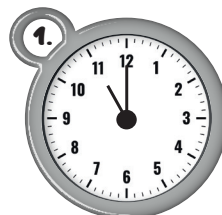
One more task 3



e.g.



What time is it?



It is eleven o'clock.





7

Listen and write the time.



e.g.



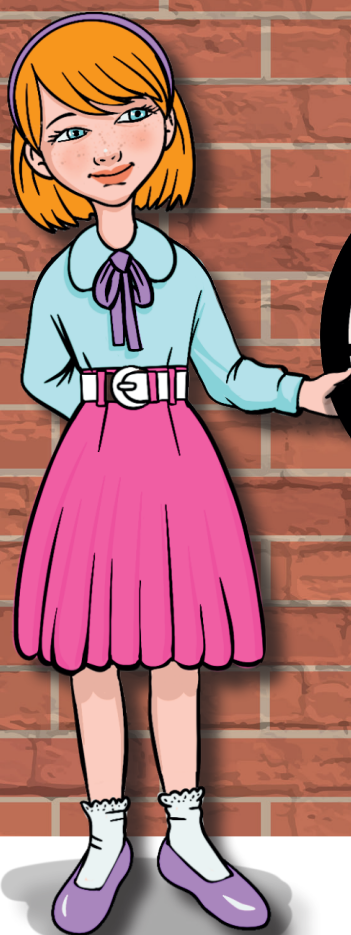


8

Now, it's your turn. Design a clock.
Work in pairs. Ask and answer about the time.

What time is it?

It is three o'clock.





9

Talk about your daily routines.



I go to the playground on Sundays.

USE

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



10

Listen and sing all together.



FUN TIME!



Tick-tock tick-tock.
Look at the clock.
Wake up! Wake up!
It's seven o'clock.

Tick-tock tick-tock.
Look at the clock.
Join the chess club!
It's four o'clock.

Tick-tock tick-tock.
Look at the clock.
Go to bed, hurry up!
It's ten o'clock.

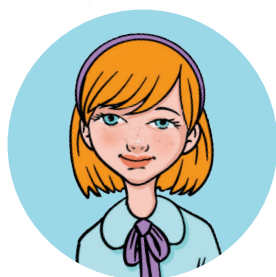
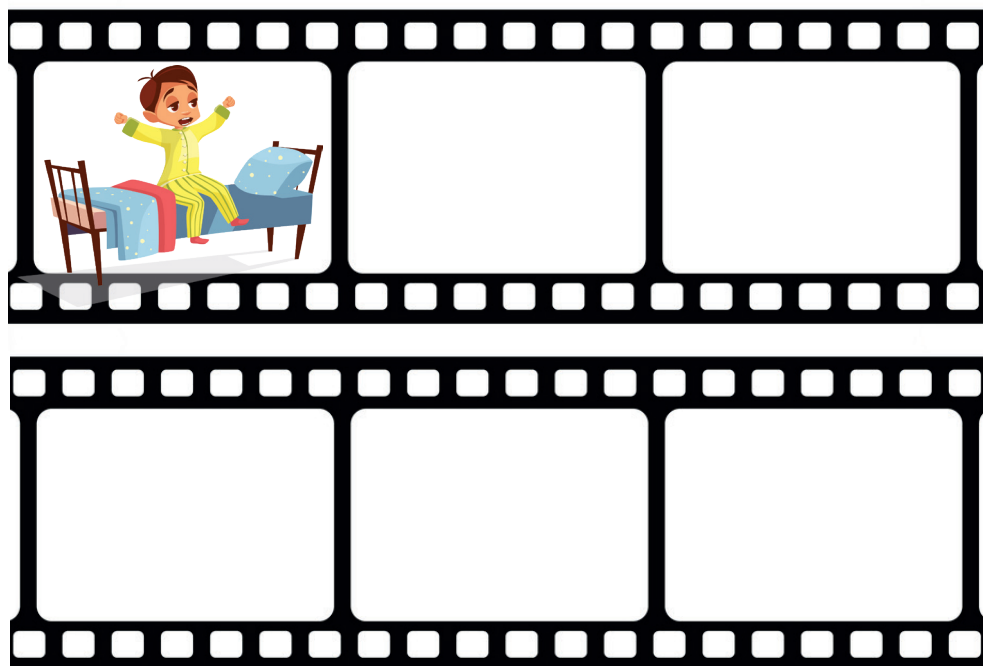




11

PROJECT TIME

1. Draw your daily routines on the filmstrip.
2. Make statements about your daily routines.
3. Use time expressions.
4. Present it to your classmates.



I wake up at 7 o'clock in the morning.

CHECK YOURSELF

| At the end of this unit, I can ... | ★ ★ ★ | ★ ★ | ★ |
|------------------------------------|-------|-----|---|
| talk about daily routines. | | | |
| ask simple questions. | | | |
| tell the time and days. | | | |

PRACTICE TIME

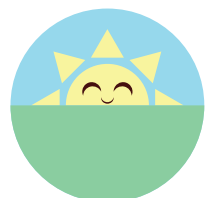


1. Put the words/phrases in the correct basket.



2. Group the daily routines and say.

wake up go to bed meet friends have breakfast
have dinner go to the playground do homework



**in the
morning**

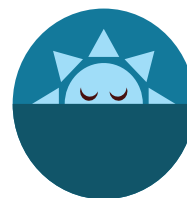
wake up



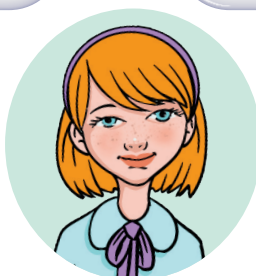
**in the
afternoon**



**in the
evening**



at night



In the morning, I wake up.

3. Draw the time. Then act out.

e.g.



1. What time is it?

It is three o'clock.

2. What time is it?

It is five o'clock.



3. What time is it?

It is seven o'clock.



4. What time is it?

It is ten o'clock.



5. What time is it?

It is eleven o'clock.



4. Look at the time and complete the statements.

1. **12:00** I have lunch at
2. **08:00** I go to school at
3. **03:00** I meet my friends at in the afternoon.
4. **10:00** I go to bed at at night.
5. **07:00** I have breakfast at
6. **09:00** I have a shower at in the evening.
7. **11:00** I go to the playground at

5. Fill in the blanks with "in/on/at" and read aloud.

in

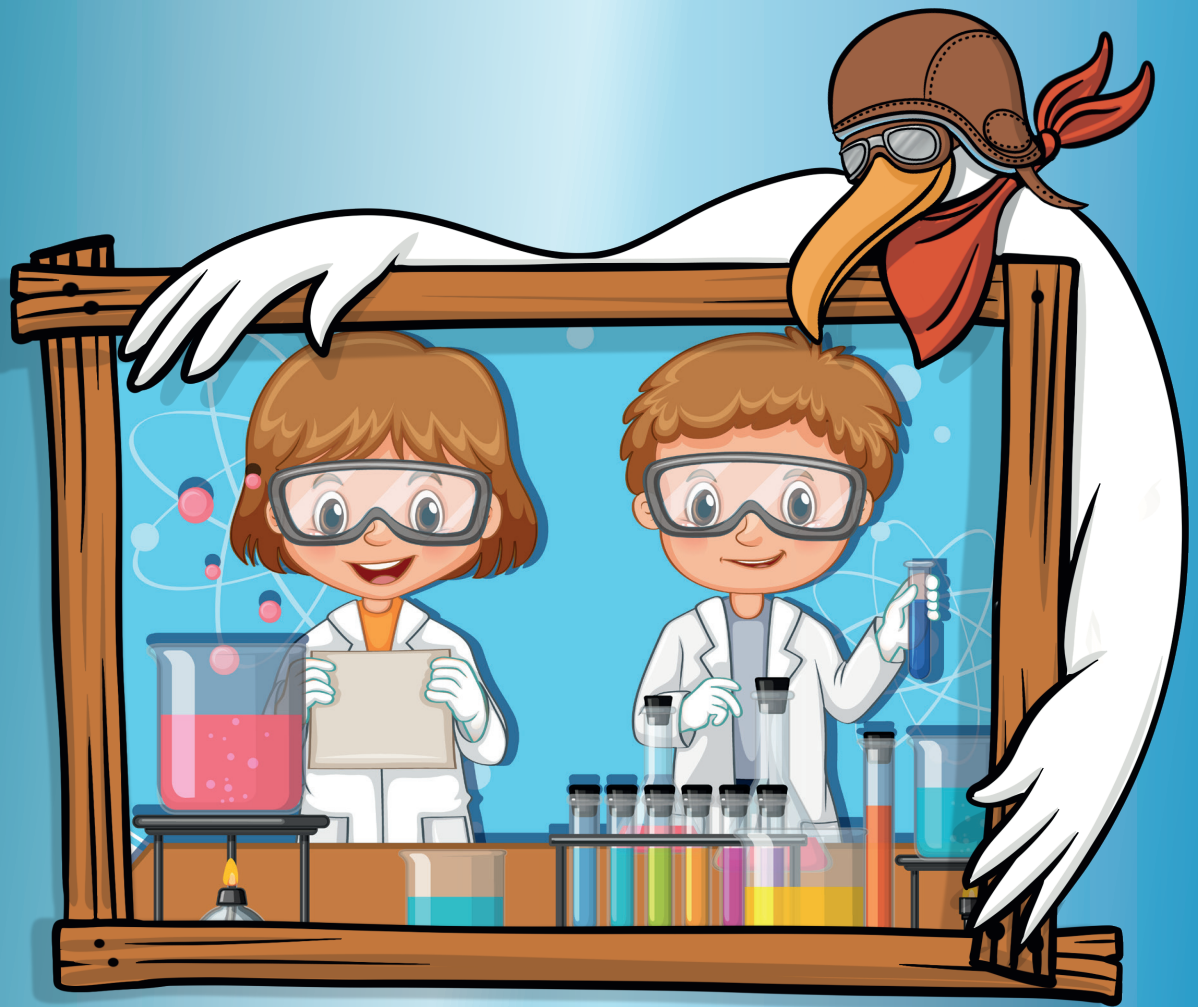
on

at

1. I wash my face the morning.
2. I play volleyball Sundays.
3. I do homework 8 o'clock.
4. I go to the playground the afternoon.
5. I come back home 3 o'clock in the afternoon.

UNIT 6

Fun with Science



Overview



Go to the unit



1

Listen, point and say.



Track 6.1

Instructions



a. plant



b. water



c. cut



d. fold



e. shake



f. mix



g. cover



h. freeze



i. melt

Objects



a box



a brush



a jar



tubes



soil



seeds

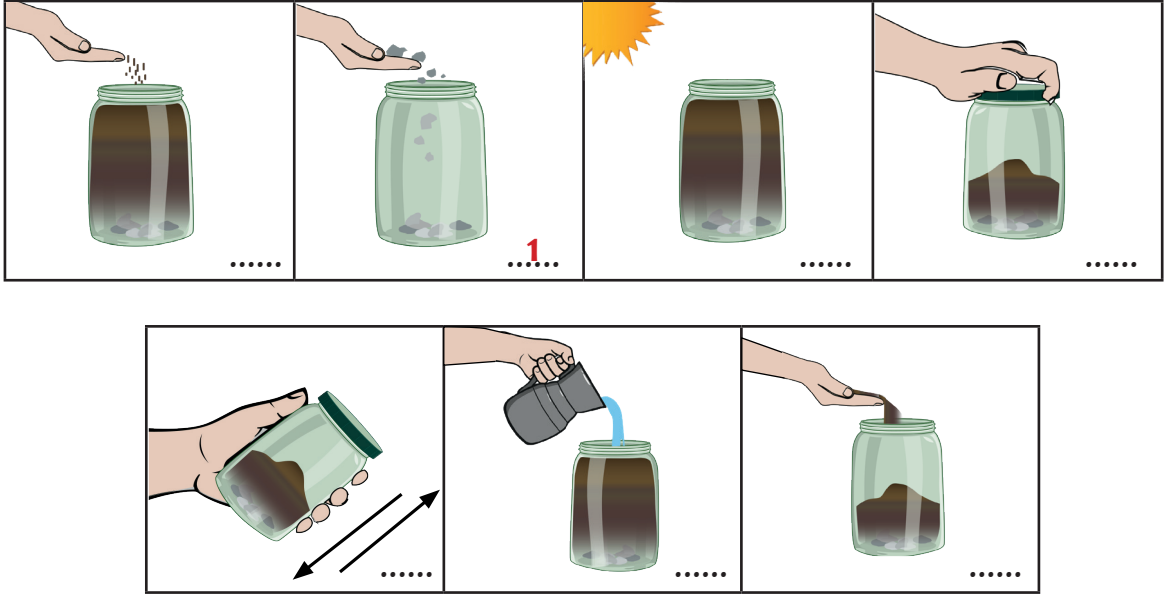


2

Listen and put the pictures in the correct order.
Then do the experiment.



e.g.



TIP CORNER 1

What is "brush"?
- This is a brush.



What is "bottle" in Turkish?
- It is "şişe".



3

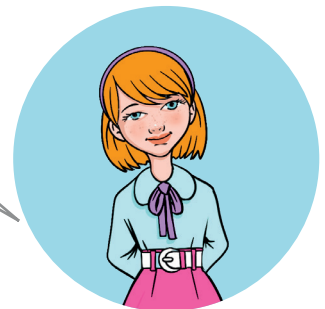
Now, it's your turn. Ask and answer questions about the experiment in Activity 2.

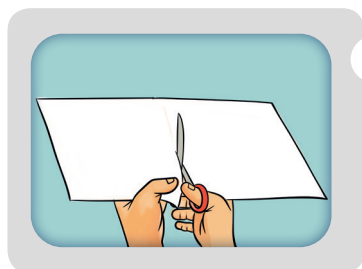


Put some stones in a jar.

This is a stone.

What is "stone" ?



**4****Match the pictures with the statements.****1**e.g.**1**.....

a. Cut the paper in half.

b. Color the paper.

c. Fold the paper three times.

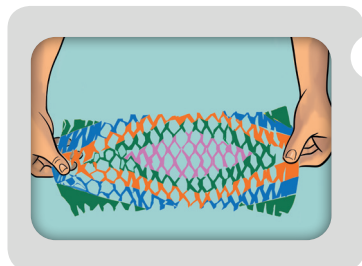
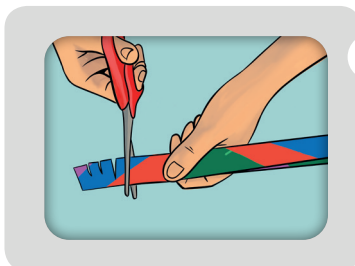
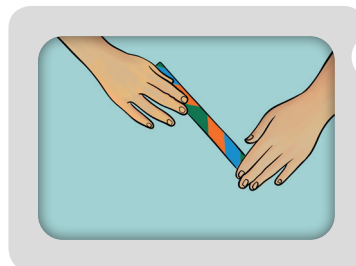
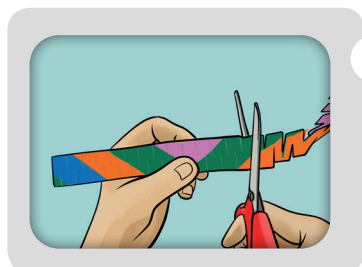
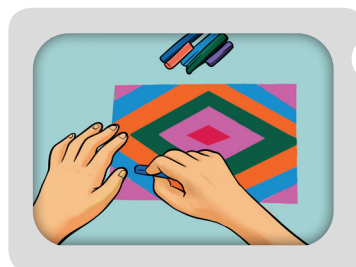
d. Cut the paper on one side.

(Don't cut the whole paper, leave a small piece.)

e. Cut the paper on the other side.

f. Unfold the paper.

g. Cover your jar with this paper.

**2****3****4****5****6****7****5****Now, it's your turn.****Do the paper craft in Activity 4 and explain the steps.**

TIP CORNER 2



in



on



near



under



behind



in front of

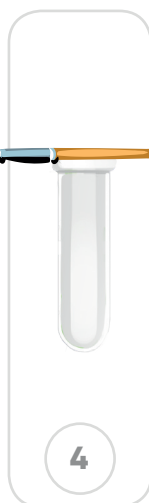
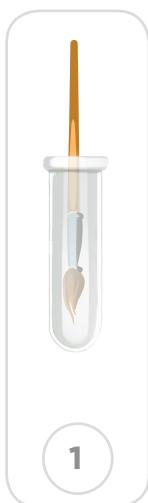


6

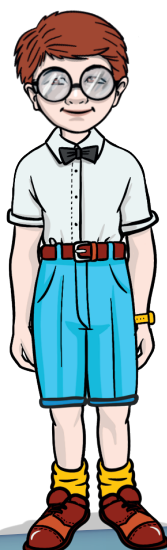
Work in pairs.
Ask and answer questions as in the example.



One more task 2

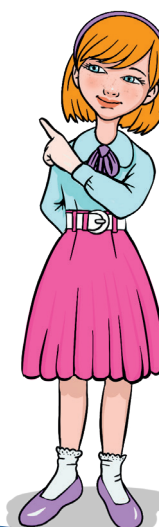


e.g.



Where is the brush?

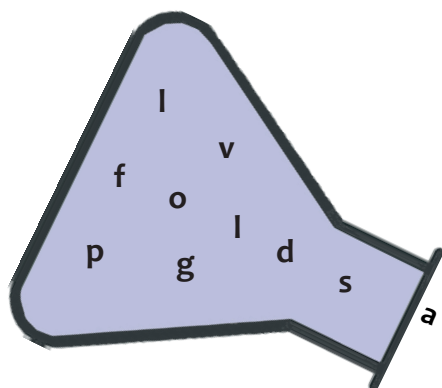
It is in the tube.





7

Find and circle the words.



abw experiment q scientist w q m b m e l t s h a k e



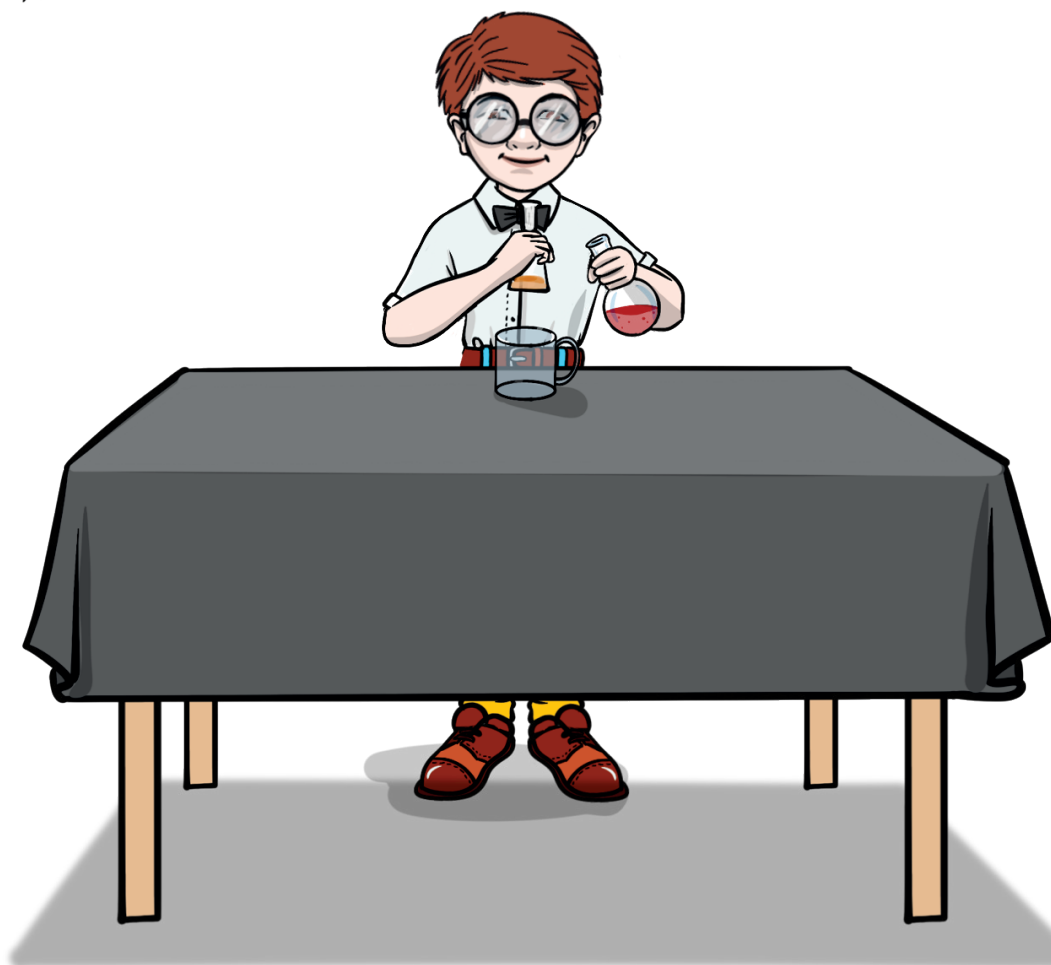
Track 6.3

8

Listen and draw the objects.



Track 6.3

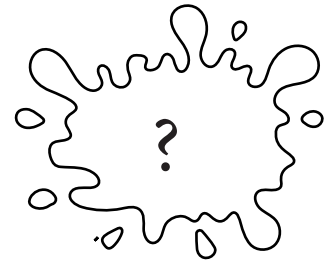
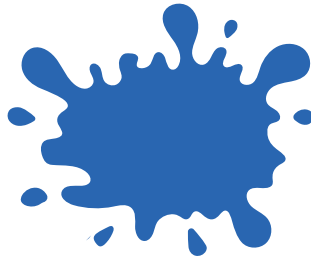
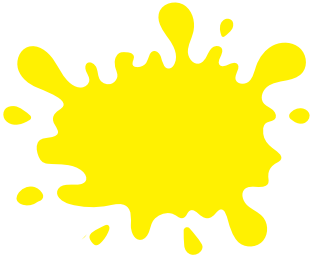


One more task 3

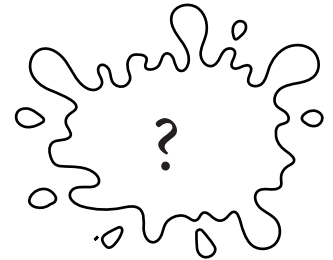
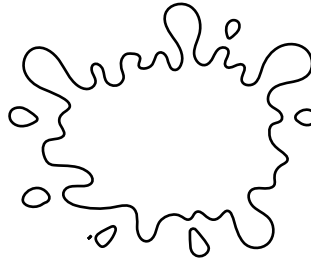


9

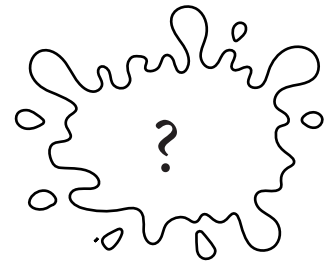
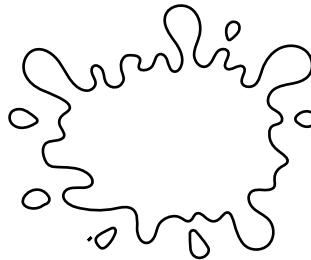
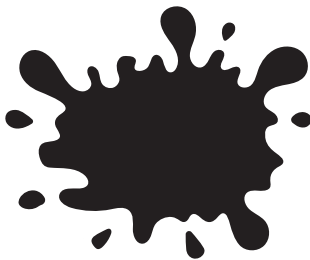
Complete the statements and say.



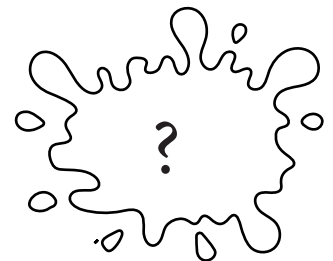
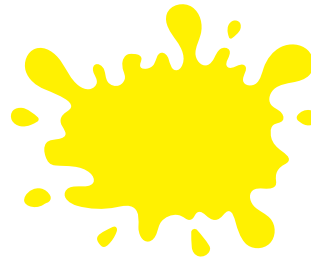
1. Mix yellow and blue, and you get



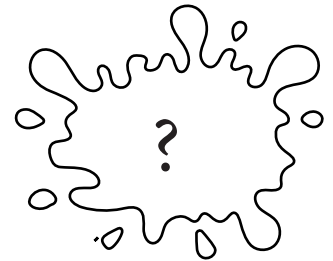
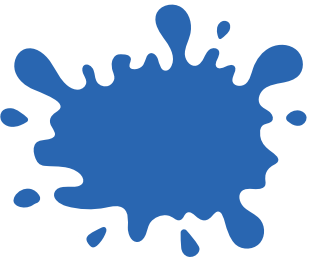
2. Mix red and white, and you get



3. Mix black and white, and you get



4. Mix red and yellow, and you get



5. Mix blue and red, and you get



10

Listen and sing all together.



Track 6.4

FUN TIME!



Where is it?
Where is it?
Where is it now?

Is it in?
Is it on?
Ooh! It's under the box.



Where is it?
Where is it?
Where is it now?

In front of?
Near?
Ooh! It's behind the box.





11

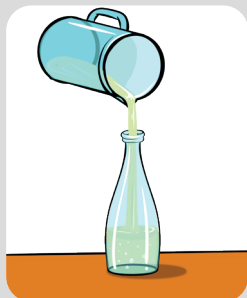
PROJECT TIME

1. Prepare a poster.
2. Show the steps of the "Magic Balloon".
3. Describe the experiment.

MAGIC BALLOON

Materials:

A bottle
A balloon
Vinegar
Carbonate



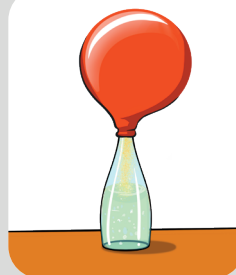
Step 1



Step 2



Step 3



Step 4

CHECK YOURSELF

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



tell someone what to do.

ask simple questions.

talk about the places of objects.

PRACTICE TIME

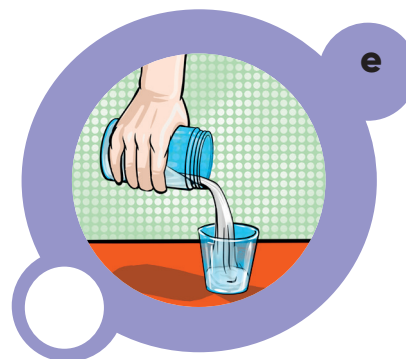
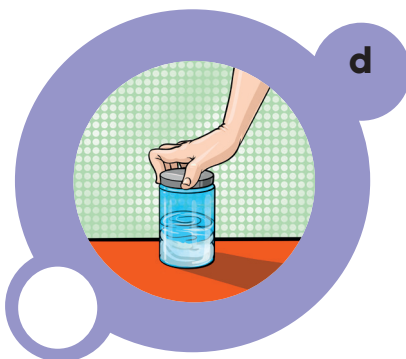
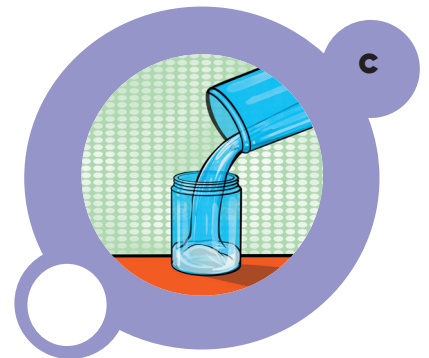
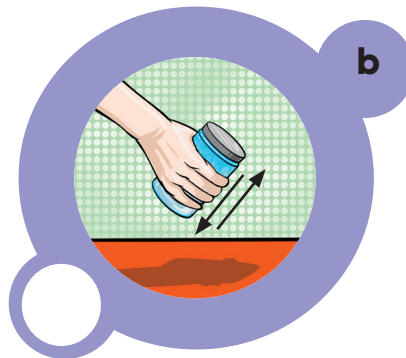
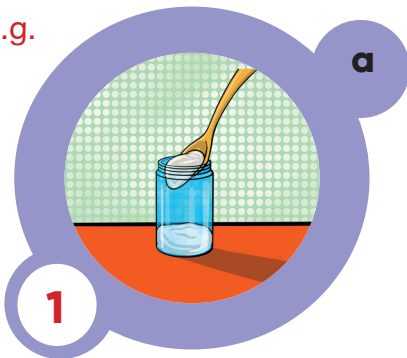
1. Match and read aloud. There is an extra one.



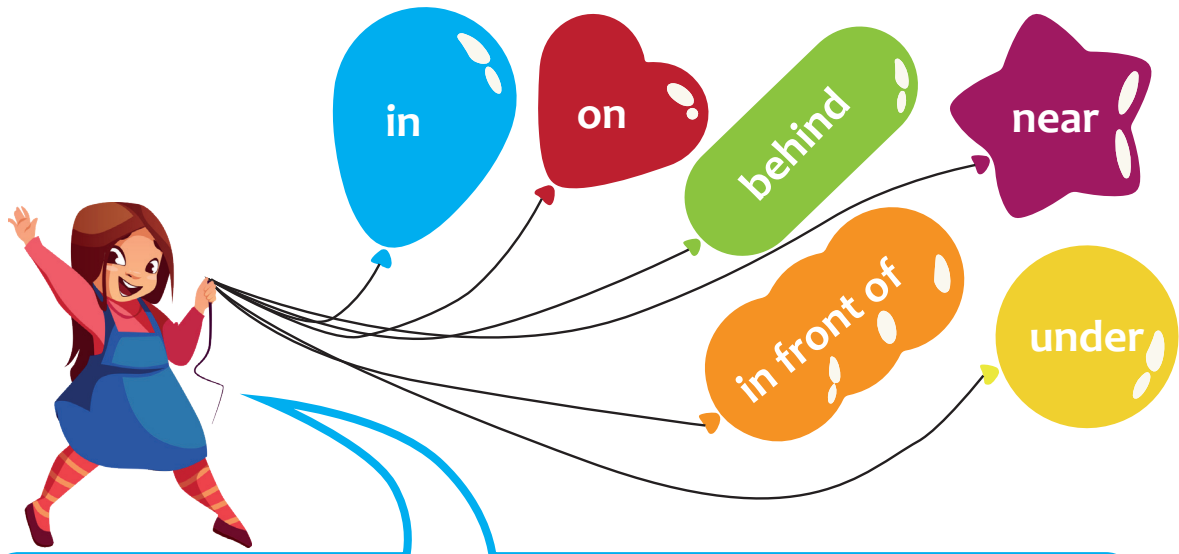
Let's make ayran!

1. Put some yoghurt in a jar.
2. Pour some water on the yoghurt.
3. Put it in the refrigerator.
4. Cover the jar.
5. Shake it.
6. Pour your ayran into a glass.

e.g.



2. Look at the picture and complete the text with the prepositions.

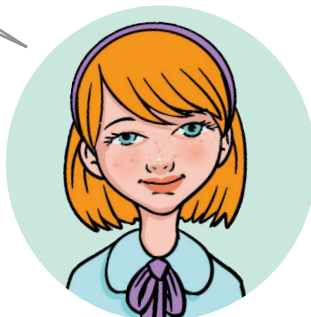


The red car is (1) in the garage and the ball is (2) _____ the car. The cat is (3) _____ the tree. The bicycle is (4) _____ the garage. Hey! Where is the dog? Here it is. It is (5) _____ the tree. That's so funny! I can't see my kite? Can you see it? Over there! My kite is (6) _____ the garage.

3. Ask and answer questions about the picture in Activity 2.

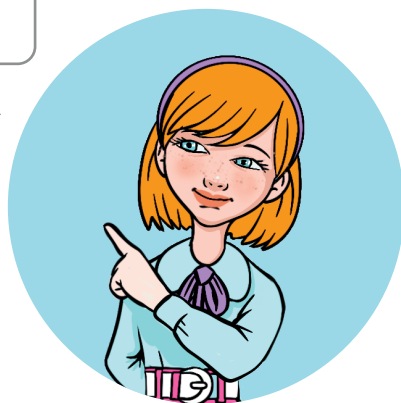
Where is the kite?

It is on the garage.

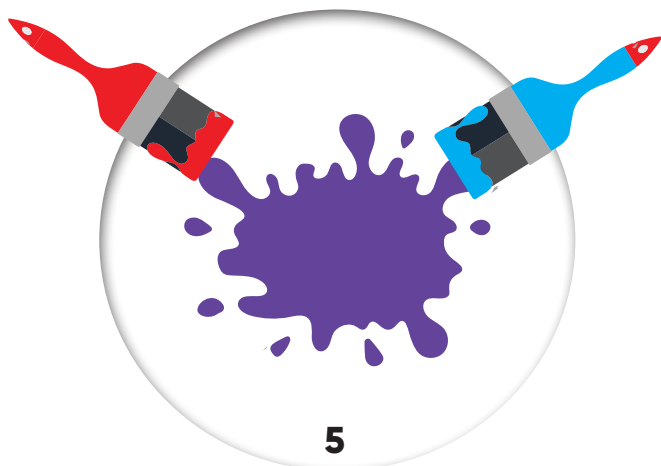
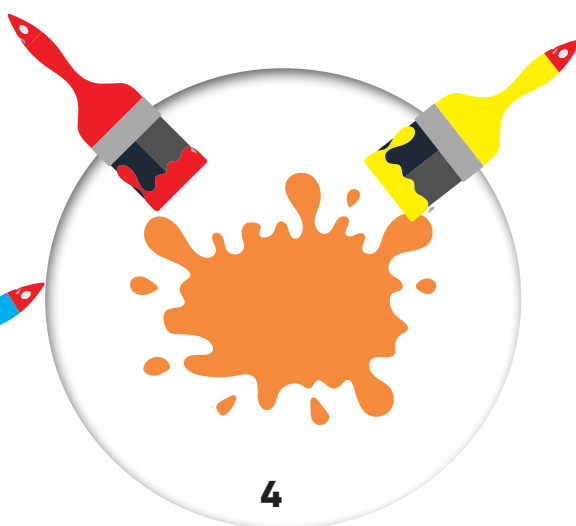
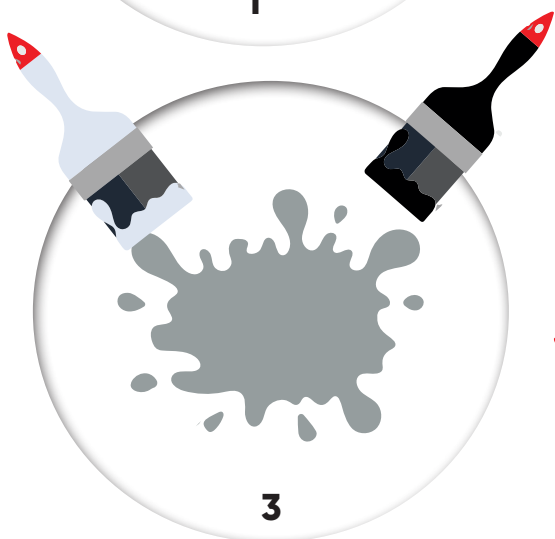
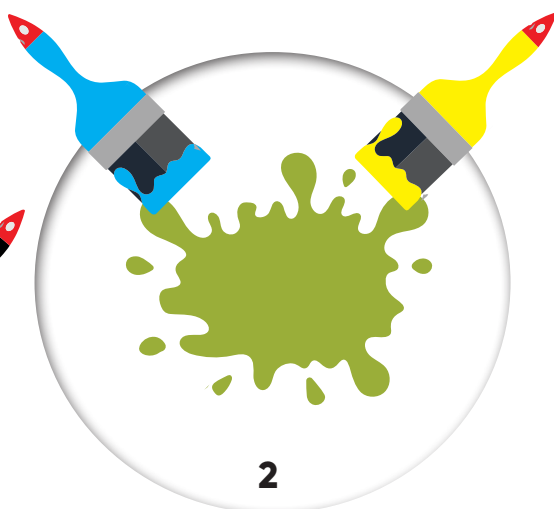


4. Look at the pictures and say.

Mix red and white, and you get pink.

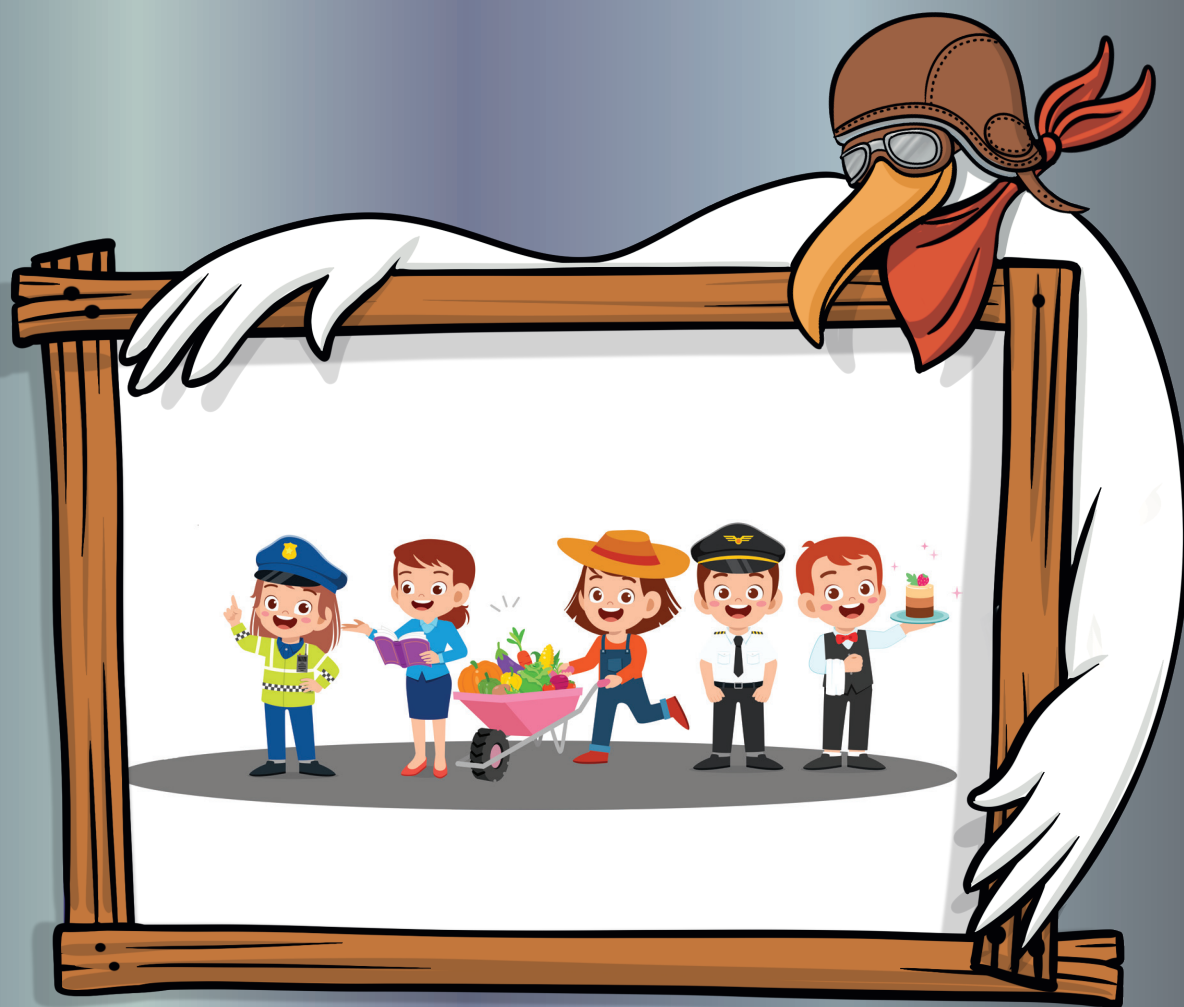


e.g.



UNIT 7

Jobs



Overview



Go to the unit



1

Listen, point and say.



Track 7.1

Jobs



a. a teacher



b. a fireman



c. a vet



d. a doctor



e. a pilot



f. a policewoman



g. a farmer



h. a chef



i. a writer

Workplaces

school



fire station



clinic



hospital



airport



police station



farm



restaurant



TIP CORNER 1

What do you do?
What is your job?



- I'm a businessman.

Where do you work?



- In an office.

What does he/she do?



- She/He is a doctor.

Where does he/she work?



- At a hospital.



2

Match the people with the workplaces.
Then ask and answer questions.
There is an extra one.

1



ANNA

2



JASON

3



LAURA

4



CARL

5



HENRY



a



b



c



d



e

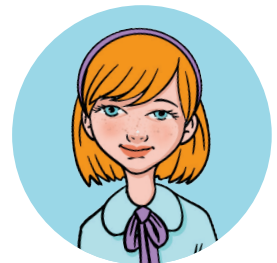


f



What does Anna do?

She is a pilot.
She works at an airport.



TIP CORNER 2

What does Jason do?

- He is a chef.

Where do chefs work?

- At a restaurant.

What do they like?











- They like cooking.



3

Listen and tick (✓) the correct boxes.



| | | | | | |
|---|---|---|---|---|---|
| |  |  |  |  |  |
|  | | | | | ✓ |
|  | | | | | |
|  | | | | | |
|  | | | | | |
|  | | | | | |



4

Match the halves of the statements.
There is an extra one.



1. Meltem is a pilot. She likes ...
2. Frank is a farmer. He likes ...
3. Tony is a doctor. He likes ...
4. Tracy is a vet. She likes ...
5. Bob is a chef. He likes ...

writing books.

examining animals.

growing vegetables.

helping sick people.

cooking.

flying planes.



5

Ask and answer questions about the people in Activity 4.

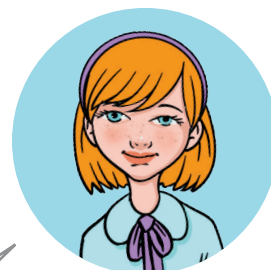


What does Meltem do?

What does she like?

She is a pilot.

She likes flying planes.



6

Listen and sing all together.



FUN TIME!



What what
What do you do?
What what
What is your job?
I'm a writer.
I like writing.

What what
What do you do?
What what
What is your job?
I'm a teacher.
I like teaching.

What what
What do you do?
What what
What is your job?
I'm a singer.
I like singing.

What what
What do you do?
What what
What is your job?
I'm a dancer.
I like dancing.



TIP CORNER 3

Singular

a nurse
a doctor
a waiter
an actress
a fireman
a policeman
a businessman
a policewoman

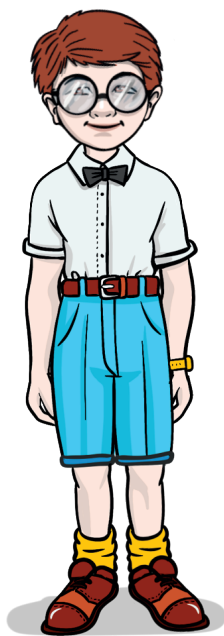
Plural

nurses
doctors
waiters
actresses
firemen
policemen
businessmen
policewomen



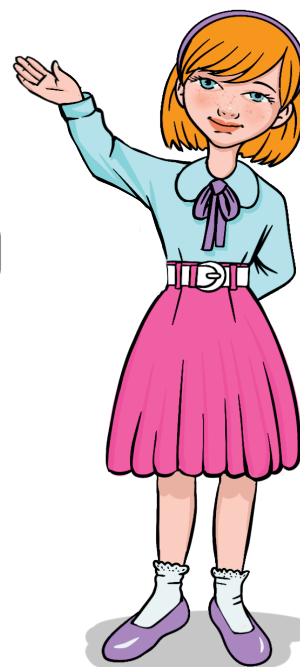
7

Work in pairs. Ask and answer questions.



They work at a restaurant.
They like cooking.
What do they do?

They are chefs.



1 fire station/putting out fire

4 school/teaching

2 airport/flying planes

5 hospital/helping sick people

3 farm/growing vegetables

6 police station/helping people



8

**Listen and circle the correct option.
Correct the false statements.**

1. Mr. Çetiner is a singer.

TRUE

FALSE

2. He works in an office.

TRUE

FALSE

3. He likes playing the guitar.

TRUE

FALSE

4. He works at a school.

TRUE

FALSE

5. He likes teaching English.

TRUE

FALSE

6. He likes children very much.

TRUE

FALSE



9

Ask and answer questions about the pictures.

e.g.

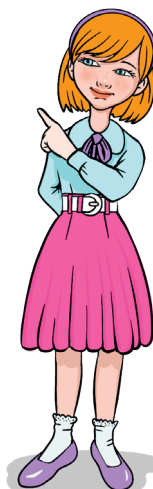
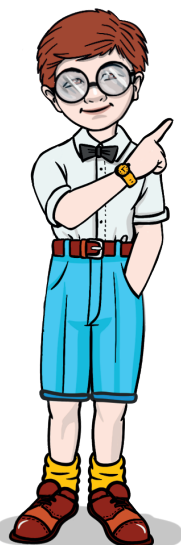


What does she do?

She is a teacher.

Where does she work?

At a school.



1



2



3



4



**10****PROJECT TIME**

One more task 2

1. Prepare a poster.
2. Choose a person you like.
3. Draw or paste his/her picture.
4. Describe his/her job and likes.

He is my uncle, Ahmet.
He is a policeman.
He likes helping people.



She is my aunt, Suzan.
She is a doctor.
She likes helping sick people.

**CHECK YOURSELF**

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



describe what people do.

express what people like.

ask questions about jobs and likes.



PRACTICE TIME

1. Find the jobs in the puzzle. Write them under the pictures and say.

e.g.



1 a doctor



2 a/an



3 a/an



4 a/an

acdlmdoctorizesisam
pilotaysmrof firemanr
clmdixuchefnoyxcdq
conrtbusinessmangk
actresswoekabareo
chmefarmerdirsaykls
texdobaswriterlcdjgm



5 a/an



6 a/an



7 a/an



8 a/an

2. Look at the pictures and complete the statements with their jobs and likes.
There is an extra one.



1. He is a pilot . He likes flying planes .



2. She is a She likes



3. He is a He likes



4. She is a She likes



5. She is a She likes



6. He is a He likes

teaching children

writing books

growing vegetables

cooking

helping people

putting out fire

~~**flying planes**~~

3. Match the questions with the answers. Then act out.
There is an extra one.



1. What do you do?
2. Where do you work?
3. What do you like?

1

- a. I can drive a car.
- b. I like examining animals.
- c. I'm a vet.
- d. I work at a clinic.



1. What does he do?
2. Where does he work?
3. What does he like?

2

- a. He is a farmer.
- b. He is Jason.
- c. He likes growing vegetables.
- d. He works on a farm.



1. What does she do?
2. Where does she work?
3. What does she like?

3

- a. She works at a restaurant.
- b. She likes cooking.
- c. She is a chef.
- d. She is from Japan.

UNIT 8

My Clothes



Overview



Go to the unit



1

Listen, point and say.



Track 8.1

Clothes



Weather



rainy



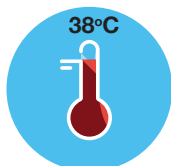
windy



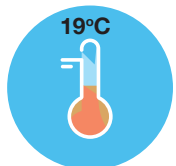
sunny



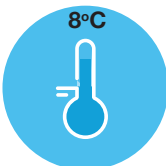
snowy



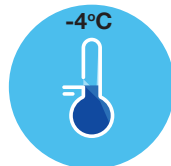
hot



warm



cool



cold

TIP CORNER 1

What is the weather like?

- It's warm and rainy.

Put on/Wear your raincoat.



2

Describe the weather conditions in the box.

WEATHER FORECAST

New York



London



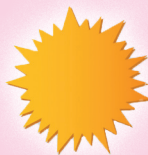
Ankara



Paris

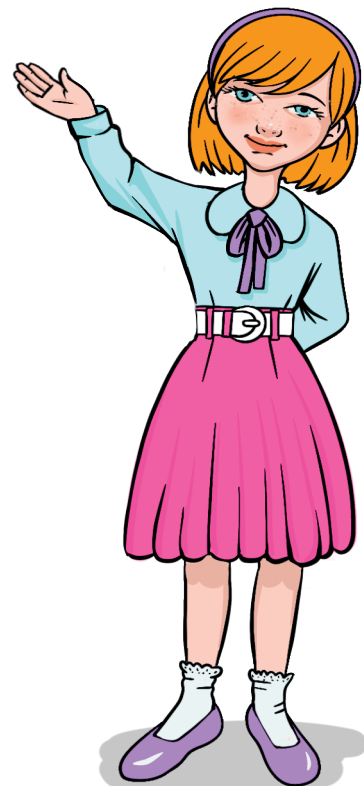


Cairo



e.g.

It's cloudy in New York.






3

Group the clothes.



One more task 1



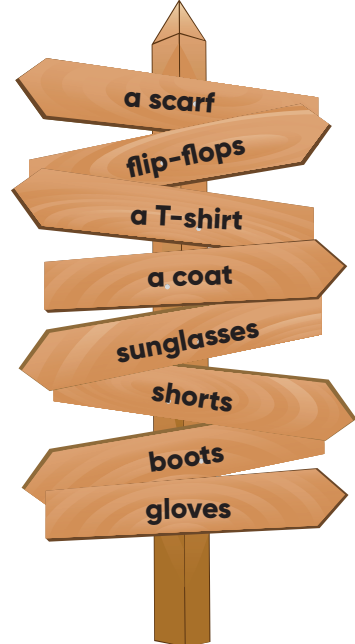
Summer

.....

.....

.....

.....



a scarf

flip-flops

a T-shirt


a coat

sunglasses

shorts

boots

gloves



Winter

.....

.....

.....

.....




4


Listen and put the pictures in the correct order.




Track 8.2



Jane

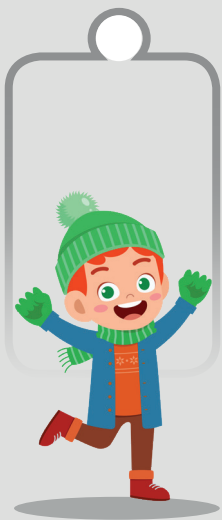


Sue



1

Demir



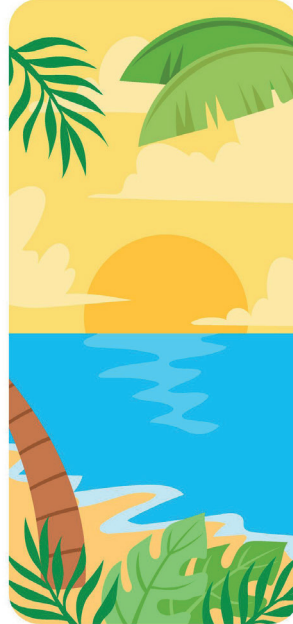
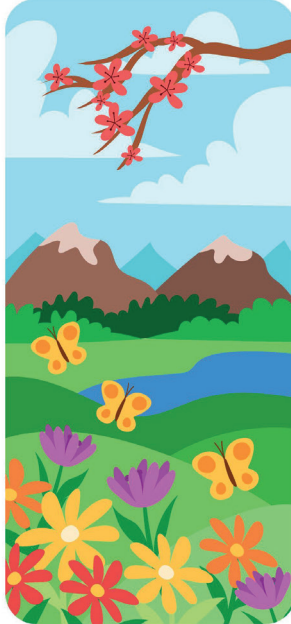
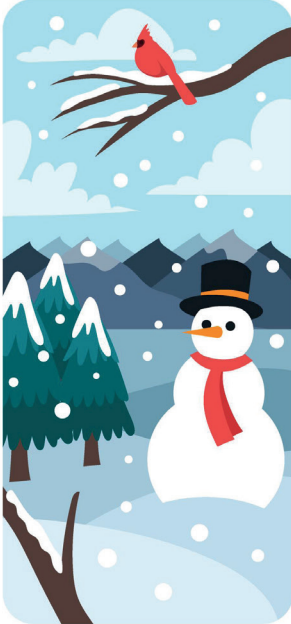
Daniel



5

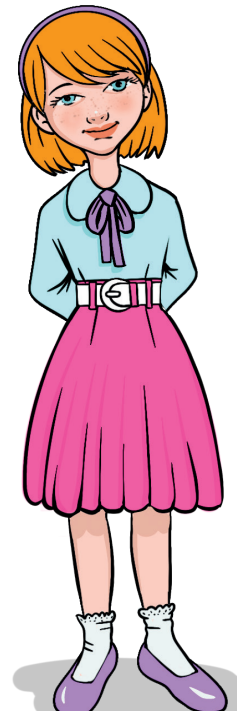
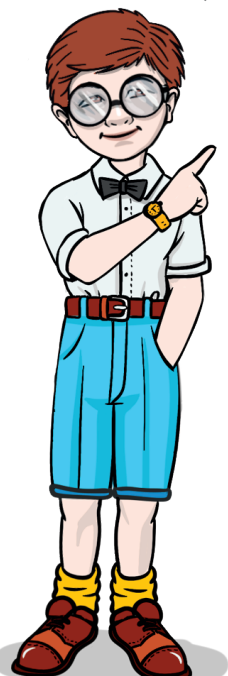
Work in pairs.

Ask and answer questions about the pictures.



What is the weather like in winter?

It's cold and snowy.





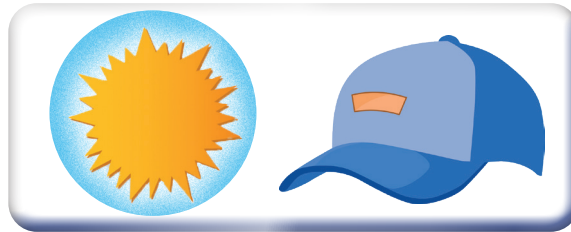
6

Ask and answer questions about the pictures.



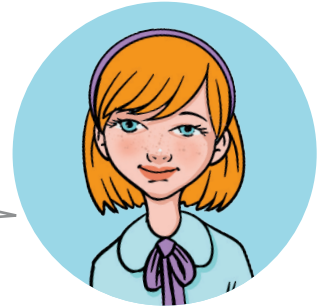
One more task 3

e.g.

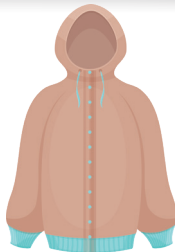


What's the weather like?

It's sunny. Put on/Wear your hat.



1.



2.



3.



4.





Listen and sing all together.



FUN TIME!



What's the weather,
What's the weather,
What's the weather like today?
It's rainy, it's rainy.
Put on your raincoat today.



What's the weather,
What's the weather,
What's the weather like today?
It's sunny, it's sunny.
Put on your hat today.

What's the weather,
What's the weather,
What's the weather like today?
It's snowy, it's snowy.
Put on your gloves today.



TIP CORNER 2

Can I borrow your sunglasses?



- Here you are.



- No, sorry.

- No, sorry. They're broken.



8

Make dialogues with the weather conditions and clothes.

It is rainy. I need an umbrella.
Can I borrow your umbrella?



No, sorry.
It's broken.

It is cold outside. I need a coat.
Can I borrow your coat?

Here you are.

- snowy
- sunny
- rainy
- hot
- cold

- hat
- raincoat
- gloves
- sunglasses
- scarf



9

Listen and tick (✓) the clothes and items you hear for each season.

Spring

1. Shoes ☐
2. An umbrella ☐
3. A raincoat ☐

Summer

1. Sunglasses ☐
2. Socks ☐
3. A hat ☐



Autumn

1. A T-shirt ☐
2. A Jacket ☐
3. Jeans ☐

Winter

1. Boots ☐
2. A shirt ☐
3. Gloves ☐

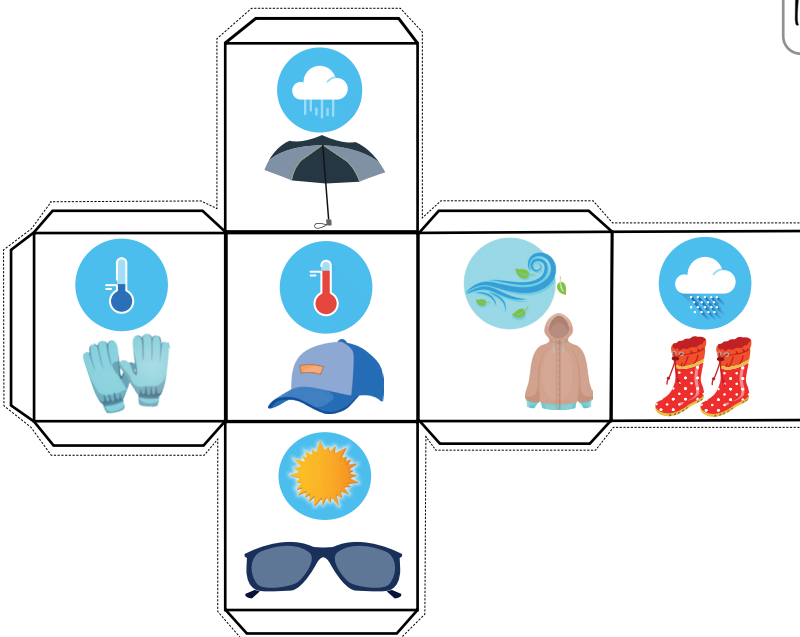


10

GAME TIME

Roll the cube and make statements about the pictures.

1. Cut out the cube on page 133.
2. Fold and paste. Your cube is ready!



It is rainy. Take your umbrella.

It is
Put on your





PROJECT TIME

Make a collage.

Say the season and describe your character.

SPRING



AUTUMN



1. Cut out different clothes from newspapers or magazines.
2. Dress your character according to the season.
3. Describe him/her to your classmates.

It is spring.
He/She is wearing
He/She has

CHECK YOURSELF

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



describe the weather.

make simple requests.

name the seasons of the year.



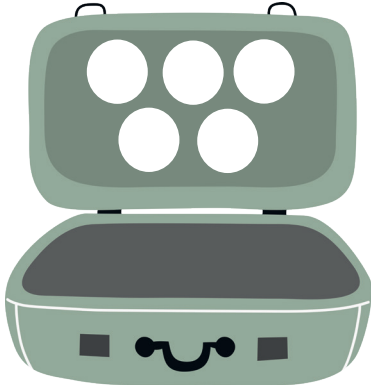
PRACTICE TIME

1. Put the clothes in the suitable bags. There is an extra one.

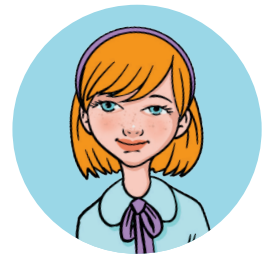
I wear a T-shirt, a hat, shorts, sunglasses and flip-flops in Brazil in summer.



Jack



I wear a scarf, a coat, gloves, trousers and boots in Germany in winter.



Jane



2. Match the statements and read aloud. There are two statements for each box. There is an extra one.

1. It's fall. It's windy and rainy.

2. It's summer. It's hot and sunny.

3. It's winter. It's cold and snowy.

___ a. Wear your coat and boots.

___ b. Put on your raincoat.

___ c. Take your school bag.

___ d. Put on your hat.

___ e. Take your umbrella.

___ f. Wear your sunglasses.

___ g. Wear your gloves and scarf.

3. Look at the map and answer the questions.



e.g.

1. What is the weather like in İstanbul? *It is foggy.*
2. What is the weather like in Nevşehir?
3. What is the weather like in Eskişehir?
4. What is the weather like in Mardin?
5. What is the weather like in Artvin?
6. What is the weather like in Van?

4. Complete the dialogues with the words in the boxes. Then act out. There is an extra one.

coat

gloves

shorts

umbrella

sunglasses

1. **A:** It's snowy outside.
Can I borrow your?
B: Here you are.

2. **A:** It's rainy today.
Can I borrow your?
B: No, sorry. It is broken.

3. **A:** It's sunny and hot.
Can I borrow your?
B: No, sorry.
They are broken.

4. **A:** It's windy and cold today.
Can I borrow your?
B: Here you are.

UNIT 9

My Friends





1

Listen, point and say.



a. short



b. tall



c. bald



d. a moustache



e. blue eyes



f. brown eyes



g. long blonde hair



h. short dark hair



TIP CORNER 1

I have
She/He has

green eyes/blue eyes/brown eyes.
straight/wavy/curly hair.
blonde/brown/dark hair.
a moustache/a beard.
a headscarf

I am
She/He is

bald.
tall/slim/thin.
young/middle aged/old.
beautiful/handsome.



2

Put the words/phrases in the correct boxes.
Make statements as in the example.

She is ...



slim

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

He has ...



blue eyes

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

blue eyes

slim

short hair

young

tall

a moustache

beautiful

a beard

e.g.

She is slim.
He has blue eyes.





3

Listen, draw and color.



Katie

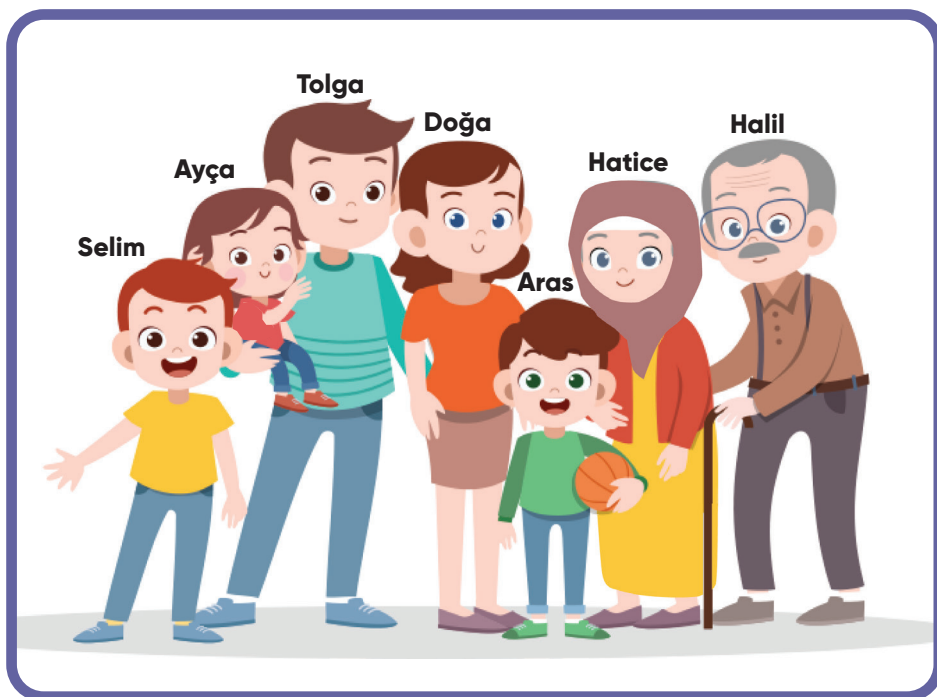


Jack

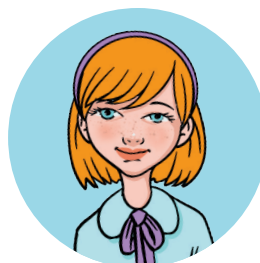


4

Describe the people.



Ayça is short and young.
She has brown hair.





5

PUZZLE TIME

Complete the statements and do the puzzle. Then read aloud.

e.g.

1. She has blonde hair.



6. She is



2. He has a



7. She is



3. He is



8. She is very



4. She has a



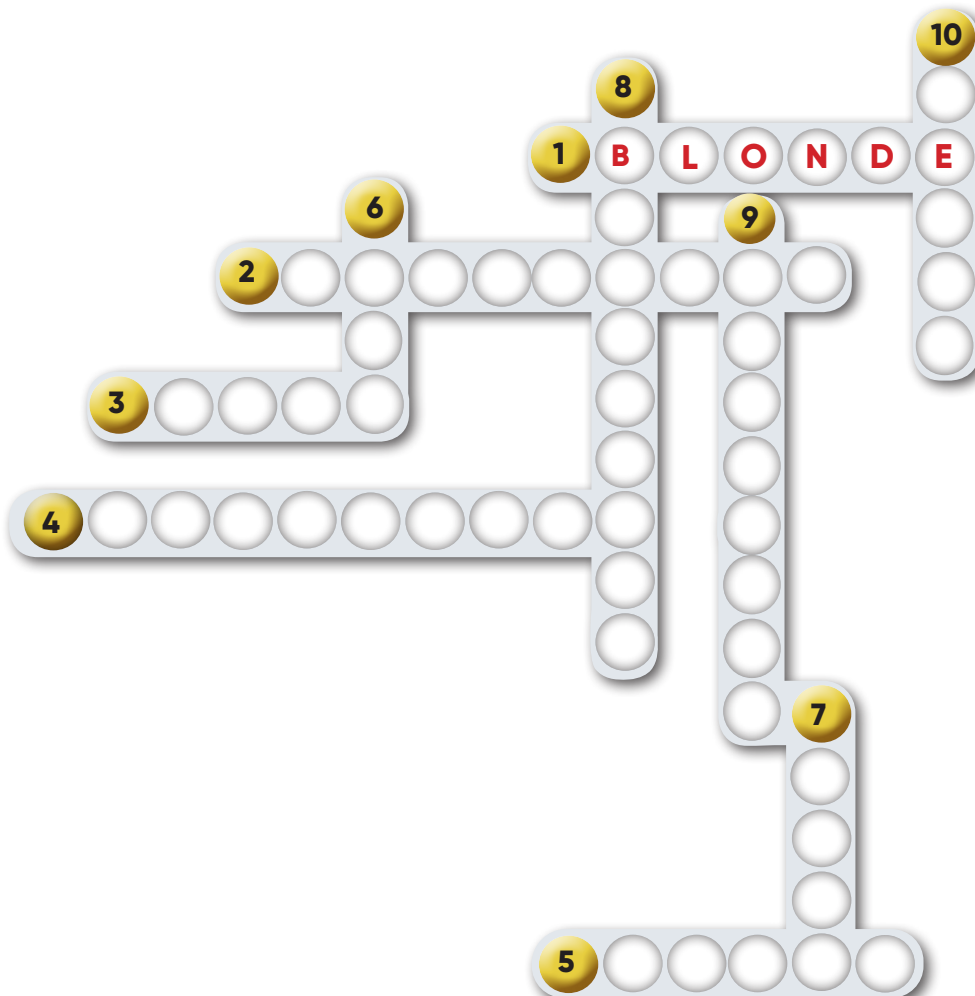
9. He is



5. He is



10. He has a



One more task 2



6

Listen and write the names.



Track 9.3

1



Toprak

2



3



4



5



6



TIP CORNER 2

What does she look like?

- She **is** short and slim.
- She **has** wavy hair.
- She **has** brown eyes.

Does she have blonde hair?

- Yes, she **does**./No, she **doesn't**.







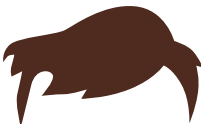







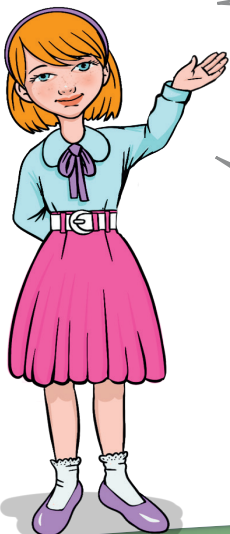
7

Look at the chart.

Ask and answer questions about the characters.



| Physical Characteristics | | | |
|--------------------------|---|--|---|
| Ada |  |  |  |
| Arda |  |  |  |
| Buğra |  |  |  |
| Doruk |  |  |  |



What does Ada look like?

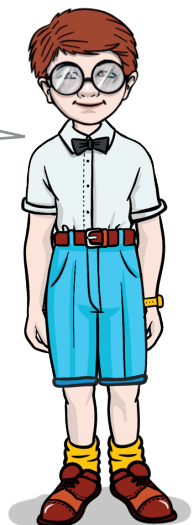
She is short and slim.
She has long blonde hair.

Does she have blue eyes?

Yes, she does.

Does she have a headscarf?

No, she doesn't.





8

Listen and sing all together.



FUN TIME!



La la la la la la la la.
She is tall.
La la la la la la la la.
She is young.
Oh, yes, she is.
She is beautiful.
That's my friend.
She is beautiful.



La la la la la la la la.
He is short.
La la la la la la la la.
He is slim.
Oh, yes, he is.
He is handsome.
That's my friend.
He is handsome.





9

PROJECT TIME

Describe your family members to your classmates.



My mother is tall and slim.
She has long straight hair.

CHECK YOURSELF

| At the end of this unit, I can ... | ☆☆☆ | ☆☆ | ☆ |
|--------------------------------------|-----|----|---|
| talk about physical characteristics. | | | |
| say "I have / She has / He has ..." | | | |

PRACTICE TIME



1. Match the pictures with the statements and read aloud.
There is an extra one.



e.g. 1 a



2



3



4

- | | |
|---|---------------------------|
| a | She has short dark hair. |
| b | She is short. |
| c | He is tall and thin. |
| d | She is old. |
| e | She has wavy blonde hair. |
| f | He has a moustache. |
| g | He has curly red hair. |
| h | He is handsome. |
| i | He is bald. |



5



6



7



8

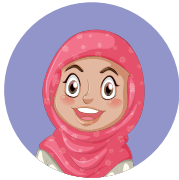
2. Circle the correct word and say.

1. She has straight / wavy hair.



2. He has brown / grey / dark hair.

3. He has a beard / moustache.

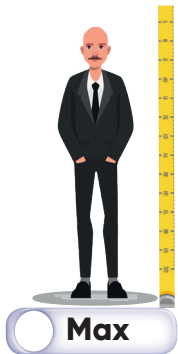


4. She has a beard / headscarf / moustache.

5. He is tall / short / bald.



3. Match the characters with the descriptions. There is an extra one.



- a** I'm short and thin.
I am young.
I have short wavy brown hair.
- b** I'm short.
My hair is grey.
I'm old.
- c** I'm tall and slim.
I have brown eyes.
I have a headscarf.
- d** I'm tall. I'm middle aged.
I'm bald and I have a moustache.
- e** I have long blonde hair and blue eyes.
I'm young and beautiful.

4. Describe the people.

A



e.g.

1. She has brown eyes.

2.

3.

4.

B



1.

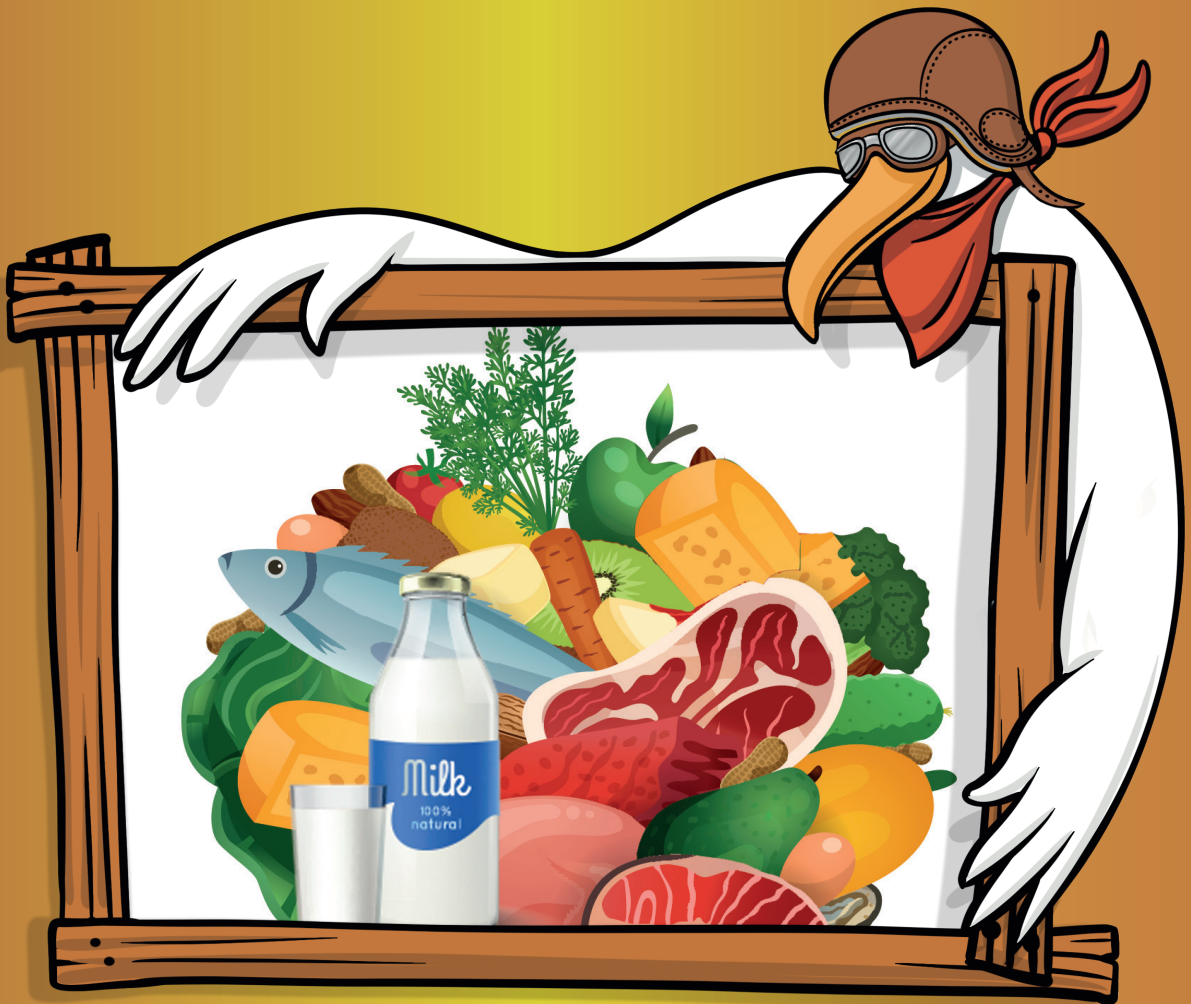
2.

3.

4.

UNIT 10

Food and Drinks



Overview



Go to the unit



1 Listen, point and say.



a. bread



b. butter



c. honey



d. milk



e. tea



f. lemonade



g. olives



h. cheese



i. pasta



j. soup



k. fish and chips



l. salad



2

Group the food and drinks.



One more task 1



FOOD

.....

.....

.....

.....

honey
water
cheese
lemonade
tea
pasta
milk
fish and chips



DRINKS

.....

.....

.....

.....



Track 10.2

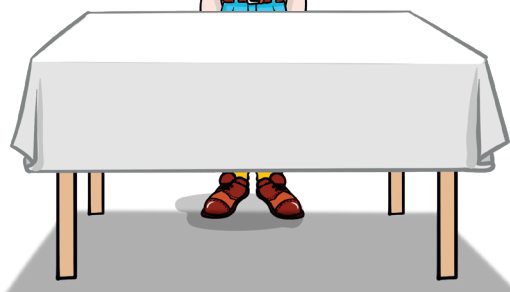
3

Listen and draw the food and drinks.

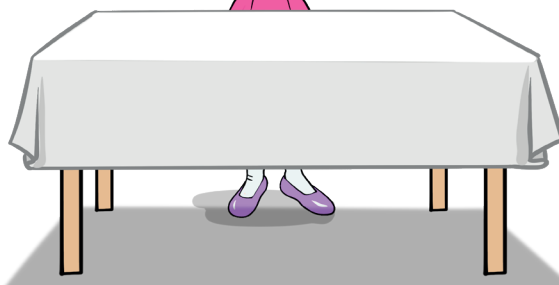


Track 10.2

I'm hungry.



I feel thirsty.



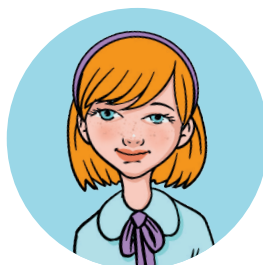


4

Now, it's your turn.
Complete the statements and say.



I'm hungry.
I want ...



I feel thirsty.
I want ...

TIP CORNER 1

Do you want?

Want some?

Would you like?

What/How about?

- Yes, please.
- Not now, thanks.
- No, thanks. I'm full.
- No, thanks, maybe later.

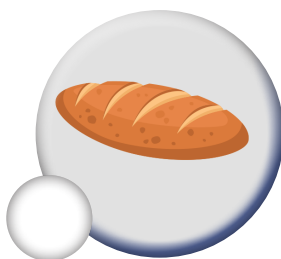


5

Listen and put a tick (✓) for the food and drinks they want.



1



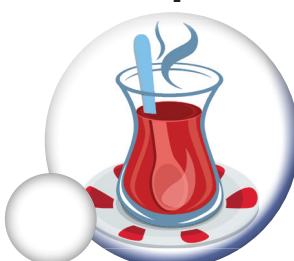
2



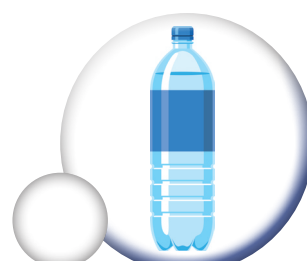
3



4



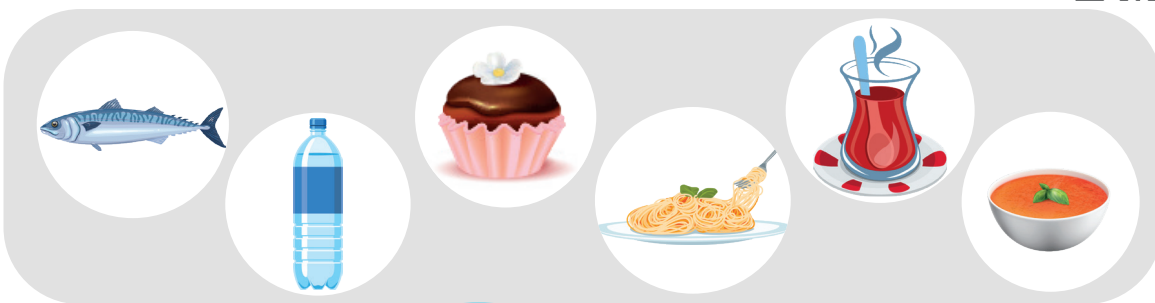
5





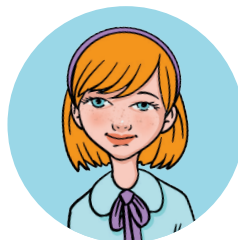
6

Ask and answer questions about the pictures as in the example.



e.g.

Do you want fish?



No, thanks. I'm full.

TIP CORNER 2

Are you hungry?

- Yes, I am and I want a cupcake, please.
- Yes, I feel hungry.
- No, I'm not hungry.

Is she/he thirsty?

- Yes, she/he is.
- No, she/he isn't.



7

Listen and match the names with the pictures. There is an extra one.



Emma
Olivia
Mike
David



1.



2.



3.



4.



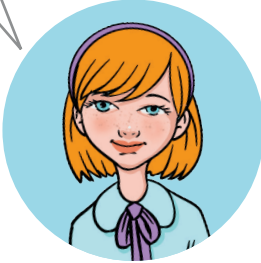
5.



8

Work in pairs. Ask and answer questions about the pictures.

Is Duman hungry?



No, it isn't.
It is full.



Duman



Findik



9

Listen and sing all together.



FUN TIME!



Are you hungry?
Are you hungry?
Yes, I am. Yes, I am.
Would you like some cupcakes?
Do you want some cupcakes?
Yes, I do. Yes, I do.



Are you thirsty?
Are you thirsty?
Yes, I am. Yes, I am.
What about some tea?
How about some tea?
Not now, thanks.
Not now, thanks.





10

PROJECT TIME

1. Prepare a menu.
2. Draw food and drinks on the menu.
3. Make dialogues and act out.



Would you like fish and chips?

What about some water?

Yes, please. I'm hungry.

No, thanks.



CHECK YOURSELF

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



ask "Do you want ...?/Want ... ?/
Would you like ... ?" questions.

talk about my needs and feelings.

PRACTICE TIME

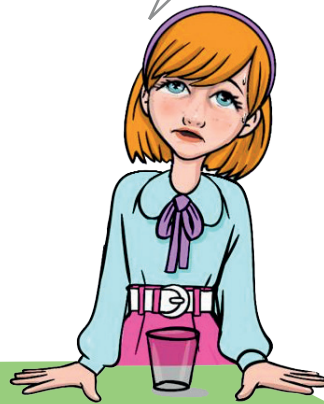
1. Put the food and drinks in the correct bubble. Then say.



I feel hungry.



I feel thirsty.



• I want

-
-
-

• I want

-
-
-

1



2



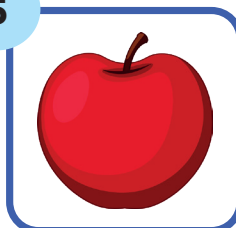
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4



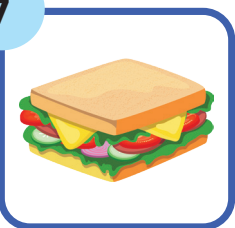
5



6



7



8



2. Look at the pictures, match and say. There is an extra one.



I want lemonade,
pasta and a cupcake.



I want bread,
milk and cheese.



I want soup, olives,
fish and chips.



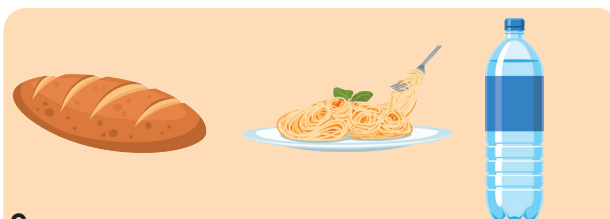
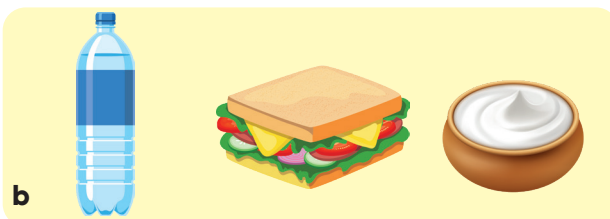
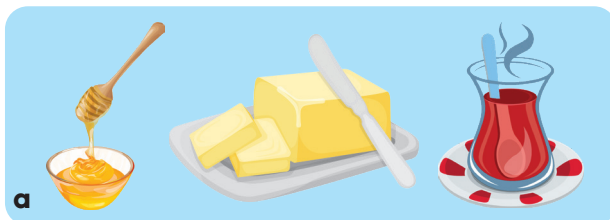
I want tea, butter
and honey.



I want olives,
cheese and honey.



I want yoghurt,
sandwich and
water.



3. Match the questions with the answers. There is an extra one.

1. Is Linda thirsty?
2. Is your cat thirsty?
3. Is your brother full?
4. Is she hungry?
5. Is he hungry?

- a. No, he isn't. He is hungry.
- b. Yes, he is.
- c. No, she isn't. She is full.
- d. No, she isn't.
- e. Yes, I am.
- f. Yes, it is. It wants some water.

1.**d**.....

2.

3.

4.

5.

4. Circle the correct option and say.

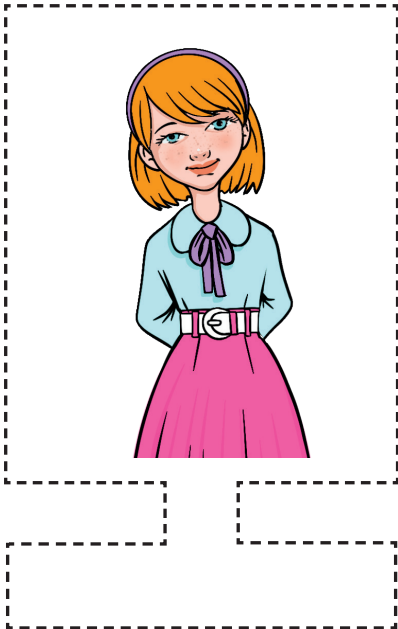
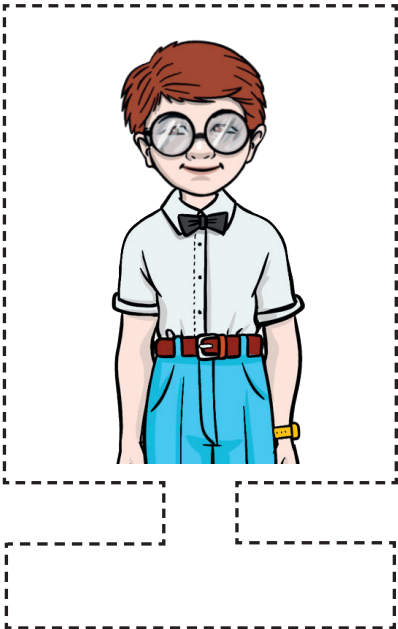
- e.g. 1. I feel hungry. I want **some soup** / some water.
2. I'm thirsty. I want **some milk** / some honey.
3. I feel thirsty. I want **some bread** / some tea.
4. I'm hungry. I want **some pasta** / some coffee.
5. I'm hungry. I want **a cupcake** / some water.
6. I feel thirsty. I want **some ayran** / some cheese.

NOTES

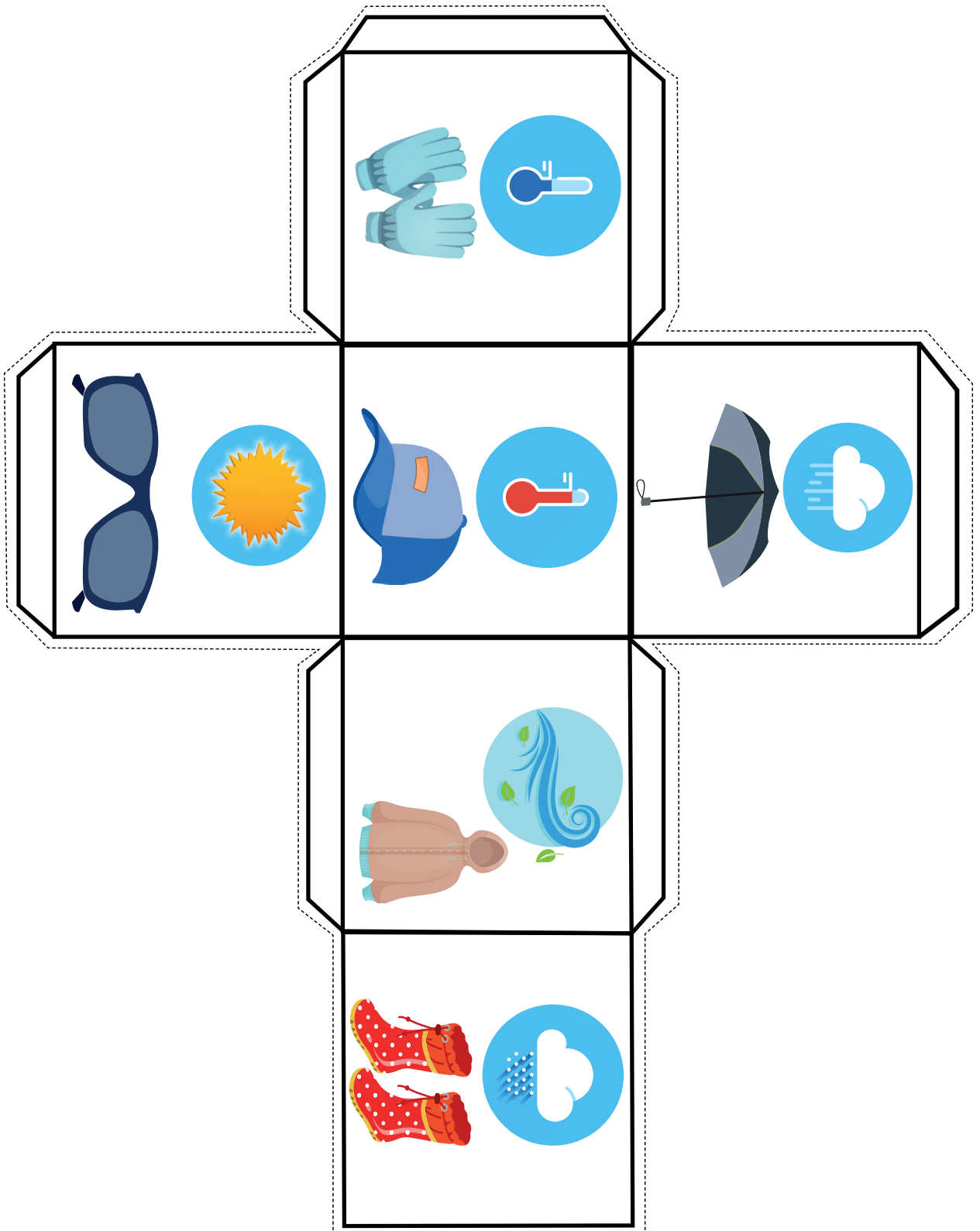
Handwriting practice lines consisting of 30 horizontal dotted lines.

CUT OUTS

UNIT 1
CUT OUTS



UNIT 8
CUT OUTS



LISTENING TEXTS

UNIT 1

CLASSROOM RULES

Track 1.1

Unit 1 Activity 1

Listen, point and say.

Classroom Objects

a pencil sharpener

a pencil case

an eraser

a ruler

Classroom Instructions

a. Come in.

b. Clean the board.

c. Open the window.

d. Be quiet.

e. Turn on the lights.

Track 1.2

Unit 1 Activity 2

Listen and complete the statements.

1- Give me the book, please.

2- Please go back to your place.

3- Clean the board, please.

4- Give me the eraser, please.

5- Stay in the classroom, please.

Track 1.3

Unit 1 Activity 4

Fun Time

Listen and chant all together.

One-two. Come in.

Three-four. Turn on the lights.

Five-six. Sit down.

Seven-eight. Open your books.

Nine-ten. Jump. And jump. And jump.

One-two. Close your books.

Three-four. Stand up.

Five-six. Turn off the lights.

Seven-eight. Look at the board.

Nine-ten. Jump. And jump. And jump.

Track 1.4

Unit 1 Activity 5

Listen and circle the correct answer.

e.g. A: I'm sorry. I'm late. May I come in?

B: Yes, you can.

1. A: May I leave the classroom, please?

B: Sorry, not right now.

2. A: Can I turn on the smart board?

B: Yes, you can.

3. A: Can I go out?

B: Of course.

4. A: May I join you?

B: Yes, you can.

5. A: Can I close the window?

B: Sure.

Track 1.5

Unit 1 Activity 7

Listen and complete the dialogues with the words in the box.

1. Zeynep: Open the window, please.

Jane: Sorry, not right now. It's cold outside.

Zeynep: Okay.

2. Adam: Give me your eraser, please.

Tom: Of course. Here you are.

Adam: Thank you.

Tom: You're welcome.

3. Angel: May I turn on the lights?

Mehmet: Excuse me? Say that again, please.

Angel: May I turn on the lights?

Mehmet: Sure.

Track 1.6

Unit 1 Activity 9

Listen and follow the pictures.

Then find the correct exit.

Stand up.

Turn off the lights.

Give me the pencil.

Clean the board.

Sit down.

Be quiet.

Come in.

Track 1.7

Unit 1 Activity 10

Listen and count.

one, two,

three, four, five,

six, seven, eight, nine,

TEN.

eleven, twelve,

thirteen, fourteen, fifteen,

sixteen, seventeen, eighteen, nineteen,

TWENTY.

twenty-one, twenty-two,

twenty-three, twenty-four, twenty-five,

twenty-six, twenty-seven, twenty-eight,

twenty-nine,

THIRTY.

thirty-one, thirty-two,

thirty-three, thirty-four, thirty-five,

thirty-six, thirty-seven, thirty-eight,

thirty-nine,

FORTY.

forty-one, forty-two,

forty-three, forty-four, forty-five,
forty-six, forty-seven, forty-eight, forty-
nine,
FIFTY.

Track 1.8

Unit 1 Activity 11

Listen and complete.

- forty-four
- twenty-eight
- thirty-three
- forty-five
- twenty-five
- twenty-seven
- thirty-two
- forty-six
- twenty-nine
- thirty-one

Track 1.9

Unit 1 Activity 12

Listen and complete the statements.

- I have got thirteen pencils in my pencil case.
- How many students are there in the class?
-Eighteen
- She has got fifteen books in her school bag.
- There are seven crayons on the desk.
- My grandmother has got eleven cows.

UNIT 2

NATIONALITY

Track 2.1

Unit 2 Activity 1

Listen, point and say.

- Türkiye-Turkish
- Britain-British
- France-French
- America-American
- Japan-Japanese
- Russia-Russian

Track 2.2

Unit 2 Activity 4

Listen and write the nationalities.

Mehmet: Ricardo, look! These are my classmates.
Ricardo: Oh! It's very nice. Who is that girl?
Mehmet: She is Hilda.
Ricardo: Is she German?
Mehmet: I think so.
Ricardo: Who is that boy?

Mehmet: He is Tony.
Ricardo: Is he American?
Mehmet: Yes, he is. Look! This is Tony's best friend, Igor.
Ricardo: Is he British?
Mehmet: No, he isn't. He is Russian.
Ricardo: Who are they?
Mehmet: They are Yumiko and Mathilda.
Yumiko is Japanese and Mathilda is French.
And these are Ali and Mary.
Ricardo: Is Ali Turkish?
Mehmet: Yes, he is.
Ricardo: Is Mary British?
Mehmet: Well, I think so.
Ricardo: What about this girl? Who is she?
Mehmet: She is Malala. She is Pakistani.
Ricardo: They look very friendly.
Mehmet: Yes. I love them very much.

Track 2.3

Unit 2 Activity 6

Fun Time

Listen and sing all together.

Hello! Hi!
Where are you from?
I'm from Türkiye.
I'm Turkish.
And you, and you?

Hello! Hi!
Where is he from?
He is from Germany.
He is German.
And you, and you?

Hello! Hi!
Where is she from?
She is from Britain.
She is British.
And you, and you?

Track 2.4

Unit 2 Activity 7

Listen and answer the questions.

- Is she Russian?
Yes, she is.
- Is he German?
No, he isn't.
- Is she Turkish?
Yes, she is Turkish.
- Is he Pakistani?
No, he isn't.
- Is he British?
No, he isn't. He is Italian.

UNIT 3

CARTOON CHARACTERS

Track 3.1

Unit 3 Activity 1

Listen, point and say.

- take pictures
- play the piano
- read books in English
- dance
- catch a ball
- climb a tree
- drive a car
- carry heavy things

Track 3.2

Unit 3 Activity 2

Listen and choose the correct option.

Mike: Hello Amy! Can you do puzzles?
Amy: Yes, Mike. I like it. What about you?
Mike: No, I can't do puzzles, but I can play the piano and read books in English.
Amy: Very well, I can't play the piano.
Mike: Can you read books in English?
Amy: Yes, I can. I have got a lot of English books and I can also speak English.

Track 3.3

Unit 3 Activity 4

Game time

Listen and trace the correct pictures.
Then say what they can/can't do.

Puffy can drive a car.
Kuki can fly.
Wolly can cook.
Peggy can't fly.
The Prince can ride a horse.
Gira can swim.
Ginger can't catch a ball.

Track 3.4

Unit 3 Activity 8

Listen and put a tick or cross.

- Bono can carry heavy things and climb.
- Dustin can jump, but he can't fly.
- Ginger can play the piano and the guitar.
- Drago can't swim, but he can fly.
- Tiggo can ride a bike, but he can't drive a car.
- Shelly can dive and cook.

Track 3.5

Unit 3 Activity 10

Listen and match. There is an extra one.

- Whose camera is this?
- It is Hale's camera.
- Whose ball is this?
- It is Yumak's ball.
- Whose bike is this?
- This is Mert's bike.
- Whose puzzles are these?
- They are Akin's puzzles.
- Whose books are these?
- These are Sevim's books.

Track 3.6

Unit 3 Activity 14

Fun Time

Listen and chant all together.

These are heavy.
Can you carry?
Climb a tree.
It's so funny!

Is it your car?
I can't drive,
But I can dive.
Can you fly?

Ohhhh! No!

UNIT 4

FREE TIME

Track 4.1

Unit 4 Activity 1

Listen, point and say.

- flying a kite
- playing the guitar
- singing
- playing chess
- swimming
- riding a bike
- fishing
- coloring

Track 4.2

Unit 4 Activity 2

Listen and put the pictures in the correct order.

- Hello, I'm Azra. I like learning English.
- Hello, I'm Meggy. I like reading comics.
- Hi, I'm Jill. I like riding a bike.
- Hi, I'm Charles. I like dancing.
- Hi, I'm Mike. I like watching cartoons.
- Hello, I'm Nick. I like coloring.

Track 4.3

Unit 4 Activity 6

Listen and put a tick or cross.

Ricardo: Bella, I like sliding. Do you like it?

Bella: Yes, Ricardo, I do. Do you like drawing pictures?

Ricardo: You speak so fast. Slowly, please.

Bella: Do you like drawing pictures?

Ricardo: No, I don't. What about you?

Bella: Yes, I like drawing. Do you like riding a bike?

Ricardo: Yes, I do. Do you like it?

Bella: Can you say that again, please?

Ricardo: Do you like riding a bike?

Bella: No, I don't.

Track 4.4

Unit 4 Activity 8

Fun Time

Listen and sing all together.

Hurray! Hurray!

Let's go to the park!

I like riding a bike
and flying a kite.

Look! A path!

Let's run! Let's run!

I like playing in the park.

Hurray! Hurray!

Let's go to the park!

I like swimming
and also fishing.

Look! A tree!

Let's climb! Let's climb!

I like playing in the park.

Hurray! Hurray!

Let's go to the park!

I like drawing
and also reading.

Look! A ball!

Let's play! Let's play!

I like playing in the park.

UNIT 5

MY DAY

Track 5.1

Unit 5 Activity 1

Listen, point and say.

- a. wake up
- b. wash face
- c. have breakfast
- d. get dressed
- e. have a shower

f. do homework

g. have dinner

h. go to bed

Track 5.2

Unit 5 Activity 2

Listen and put the pictures in the correct order.

Hello, I'm Ege. I wake up at seven o'clock in the morning. I wash my face. Then I get dressed. I have breakfast. After breakfast, I brush my teeth. I go to school at eight o'clock. I have lunch at twelve o'clock. I come back home in the afternoon. Then I do my homework. I have a shower and go to bed at ten o'clock.

Track 5.3

Unit 5 Activity 7

Listen and write the time.

Doğa:

I wake up at seven o'clock in the morning.
Then I have breakfast at eight o'clock in the morning.

I have lunch at twelve o'clock.

In the afternoon, I meet my friends at four o'clock.

I read a book at eight o'clock.

And I go to bed at ten o'clock.

Track 5.4

Unit 5 Activity 10

Fun Time

Listen and sing all together.

Tick-tock tick-tock

Look at the clock.

Wake up! Wake up!

It's seven o'clock.

Tick-tock tick-tock

Look at the clock.

Join the chess club!

It's four o'clock.

Tick-tock tick-tock

Look at the clock.

Go to bed, hurry up!

It's ten o'clock.

UNIT 6

FUN WITH SCIENCE

Track 6.1

Unit 6 Activity 1

Listen, point and say.

- | | | |
|----------|-----------|---------|
| a. plant | b. water | c. cut |
| d. fold | e. shake | f. mix |
| g. cover | h. freeze | i. melt |

- | | | |
|-------|---------|-------|
| a box | a brush | a jar |
| tubes | soil | seeds |

Track 6.2

Unit 6 Activity 2

Listen and put the pictures in the correct order. Then do the experiment.

1. Put some stones in a jar.
2. Put some soil on the stones.
3. Cover the jar.
4. Shake the jar slowly.
5. Open the jar and plant some seeds.
6. Water the seeds.
7. Put the jar under the sunlight.

Track 6.3

Unit 6 Activity 8

Listen and draw the objects.

Teacher: Where is the glass?

Student: It's on the table, near the cup.

Teacher: What is in the glass?

Student: There is a brush in the glass.

Teacher: Where is the box?

Student: It's under the table.

Teacher: What's in the box?

Student: There is a bottle in the box.

Track 6.4

Unit 6 Activity 10

Fun Time

Listen and chant all together.

Where is it?
Where is it?
Where is it now?
Is it in?
Is it on?
Ooh!
It is under the box.

Where is it?
Where is it?

Where is it now?

In front of?

Near?

Ooh!

It is behind the box.

UNIT 7

JOBS

Track 7.1.

Unit 7 Activity 1

Listen, point and say.

- | | |
|--------------|------------------|
| a. a teacher | b. a fireman |
| c. a vet | d. a doctor |
| e. a pilot | f. a policewoman |
| g. a farmer | h. a chef |
| i. a writer | |

- | | | |
|----------|--------------|----------------|
| school | fire station | clinic |
| hospital | airport | police station |
| farm | restaurant | |

Track 7.2.

Unit 7 Activity 3

Listen and tick the correct boxes.

Meltem is a pilot. She works at an airport.
She likes flying planes.
Frank is a farmer. He works on a farm.
He likes growing vegetables.
Tony is a doctor. He works at a hospital. He likes helping sick people.
Tracy is a vet. She works at a clinic. She likes examining animals.
Bob is a chef. He works at a restaurant. He likes cooking.

Track 7.3

Unit 7 Activity 6

Fun Time

Listen and sing all together.

What what what do you do?
What what what's your job?
I'm a writer.
I like writing.

What what what do you do?
What what what's your job?
I'm a teacher.
I like teaching.

What what what do you do?
What what what's your job?
I'm a singer.
I like singing.

What what what do you do?
What what what's your job?
I'm a dancer.
I like dancing.

Track 7.4.

Unit 7 Activity 8

Listen and circle the correct option.
Correct the false statements.

Mr. Çetiner is a music teacher. He works at a primary school. He likes singing songs and playing the guitar.
He also likes teaching music to his students. He likes children very much.

UNIT 8

MY CLOTHES

Track 8.1

Unit 8 Activity 1

Listen, point and say.

- | | | |
|----------------|--------------|-----------|
| a. an umbrella | b. a skirt | c. socks |
| d. a hat | e. a t-shirt | f. shorts |
| g. a raincoat | h. jeans | i. shoes |
| j. a scarf | k. a coat | l. boots |

| | | | |
|-------|-------|-------|-------|
| rainy | windy | sunny | snowy |
| hot | warm | cool | cold |

Track 8.2

Unit 8 Activity 4

Listen and put the pictures in the correct order.

1. Demir: It's summer. It's hot and sunny today. I'm wearing a t-shirt and shorts.
2. Daniel: It's winter. It's cold and snowy today. I'm wearing gloves, a coat and boots.
3. Jane: It's autumn. It's cool and windy today. I am wearing jeans and a raincoat.
4. Sue: It's spring. It's warm and rainy today. I'm wearing a skirt and shoes. I'm holding my umbrella.

Track 8.3

Unit 8 Activity 7

Fun Time

Listen and sing all together.

What's the weather,
What's the weather,
What's the weather like today?
It's rainy, it's rainy.
Put on your raincoat today.

What's the weather,
What's the weather,
What's the weather like today?
It's sunny, it's sunny.
Put on your hat today.

What's the weather,

What's the weather,

What's the weather like today?

It's snowy, it's snowy.

Put on your gloves today.

Track 8.4

Unit 8 Activity 9

Listen and tick the clothes and items you hear for each season.

I'm Mary. It's rainy and warm in my hometown in spring and I like warm weather. I take my umbrella and wear my raincoat in spring.

It's hot and sunny in summer. I wear my sunglasses and hat in summer.

It's windy and cool in autumn. It's sometimes rainy. I wear my jacket and jeans.

It's cold and snowy in winter. I wear my boots and gloves. I love playing snowball in winter.

UNIT 9

MY FRIENDS

Track 9.1

Unit 9 Activity 1

Listen, point and say.

- | | |
|---------------------|--------------------|
| a. short | b. tall |
| c. bald | d. a moustache |
| e. blue eyes | f. brown eyes |
| g. long blonde hair | h. short dark hair |

Track 9.2

Unit 9 Activity 3

Listen, draw and color.

Katie has long wavy blonde hair. She has green eyes.

Jack has short curly brown hair. He has brown eyes. He has a beard and a moustache.

Track 9.3

Unit 9 Activity 6

Listen and write the names.

I'm Demir. Today is my birthday. We are having a party with my family and friends at home. Toprak is my best friend. He is young. He has short curly dark hair. He is short and thin. Eda is my classmate. She is tall and slim. She has long straight blonde hair and green eyes. She is very beautiful. My father, Akif is bald. He has blue eyes and a moustache. Selen is my mother. She has brown eyes and a headscarf. She is very beautiful. My mother and my father are middle aged. Ayşegül is my grandmother and Orhan is my grandfather. They are old. My grandmother has wavy gray hair and my grandfather has a beard and a moustache.

Track 9.4

Unit 9 Activity 8

Fun Time

Listen and sing all together.

La la la la la la la la
She is tall.
La la la la la la la la
She is young.
Oh, yes, she is.
She is beautiful.
That's my best friend.
She is beautiful.

La la la la la la la la
He is short.
La la la la la la la la
He is slim.
Oh, yes, he is.
He is handsome.
That's my best friend.
He is handsome.

UNIT 10

FOOD AND DRINKS

Track 10. 1

Unit 10 Activity 1

Listen, point and say.

- | | | |
|-----------|-------------------|-------------|
| a. bread | b. butter | c. honey |
| d. milk | e. tea | f. lemonade |
| g. olives | h. cheese | i. pasta |
| j. soup | k. fish and chips | l. salad |

Track 10.2

Unit 10 Activity 3

Listen and draw the food and drinks.

Jack: I'm hungry. I want some soup and pasta. Also, I want a cupcake.
Mary: I feel thirsty. I want some water and lemonade.

Track 10.3

Unit 10 Activity 5

Listen and put a tick for the food and drinks they want.

1. Waitress: Would you like some bread?
Amanda: Yes, please.
2. Waitress: What about a cupcake?
Brigitte: No, thanks. I'm full.
3. Waitress: Do you want some pasta?
Daniel: No, not now. Maybe later.
4. Waitress: Want some tea?
Monica: Yes, I want some tea, please.
5. Waitress: Are you thirsty?
Leo: Yes, I am.
Waitress: How about some water?
Leo: Yes, please. I want some water.

Track 10.4

Unit 10 Activity 7

Listen and match the names with the pictures. There is an extra one.

1. Is Emma thirsty?
- Yes, she is. She wants some water.
2. Is Olivia full?
- No, she isn't. She is hungry. She wants fish and salad.
3. Is Mike hungry?
- No, he isn't hungry. He is full.
4. Is David thirsty?
- Yes, he is thirsty. He wants some lemonade.

Track 10.5

Unit 10 Activity 9

Fun Time

Listen and sing all together.

Are you hungry?
Are you hungry?
Yes, I am. Yes, I am.
Would you like some cupcakes?
Do you want some cupcakes?
Yes, I do. Yes, I do.

Are you thirsty?
Are you thirsty?
Yes, I am. Yes, I am.
What about some tea?
How about some tea?
Not now, thanks. Not now, thanks.

WORD LIST

UNIT 1

CLASSROOM RULES

eraser
join
leave
pencil case
pencil sharpener
ruler
stay
take
turn on/off

UNIT 2

NATIONALITY

America/American
Britain/British
Germany/German
Iran/Iranian
Iraq/Iraqi
Japan/Japanese
Pakistan/Pakistani
Russia/Russian
Türkiye/Turkish
north
south
east
west

UNIT 3

CARTOON CHARACTERS

carry
catch
climb a tree
dive
do puzzles
drive
jump
fly
play ...
... the guitar/the piano, etc.
ride a horse
speak
take pictures

UNIT 4

FREE TIME

coloring book
drawing
flying a kite
learning English
playing ...
... with marbles
... chess
... table tennis
... football
reading comics
riding a bike
swimming
watching cartoons

UNIT 5

MY DAY

do homework
get dressed
go ...
... shopping
... to the playground
... to bed
... to school
have ...
... a shower
... breakfast
... lunch
... dinner
meet friend
wake up
wash

UNIT 6

FUN WITH SCIENCE

box
brush
cover
cup
cut
experiment
fold
freeze
melt
mix
plant
science
scientist
shake
water

UNIT 7

JOBS

actor
actress
businessman
chef
dancer
doctor
farmer
fireman
nurse
pilot
policeman
policewoman
singer
teacher
vet
waiter
writer

UNIT 8

MY CLOTHES

boot
dress
glove
hat
jeans
shoe
skirt
sock
sunglasses
trousers
borrow
put on
wear

UNIT 9

MY FRIENDS

bald
beard
beautiful
blonde
curly
dark
handsome
headscarf
middle aged
moustache
old
short/long hair
short/tall
slim
straight
thin
wavy
young

UNIT 10

FOOD AND DRINKS

bread
butter
cheese
coffee
cupcake
fish and chips
honey
later
lemonade
marmalade
milk
now
olive
pasta
salad
soup
tea
yoghurt

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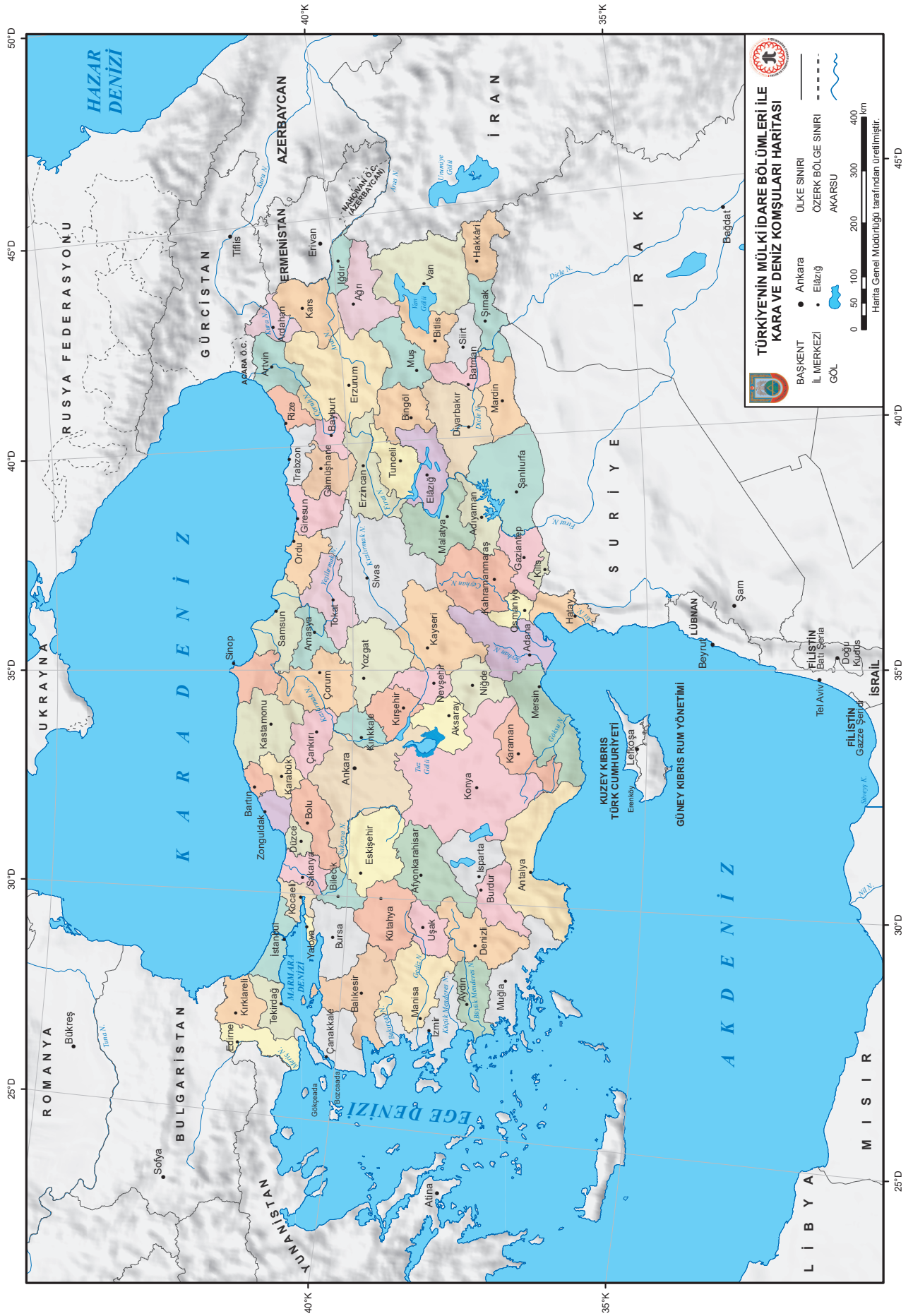
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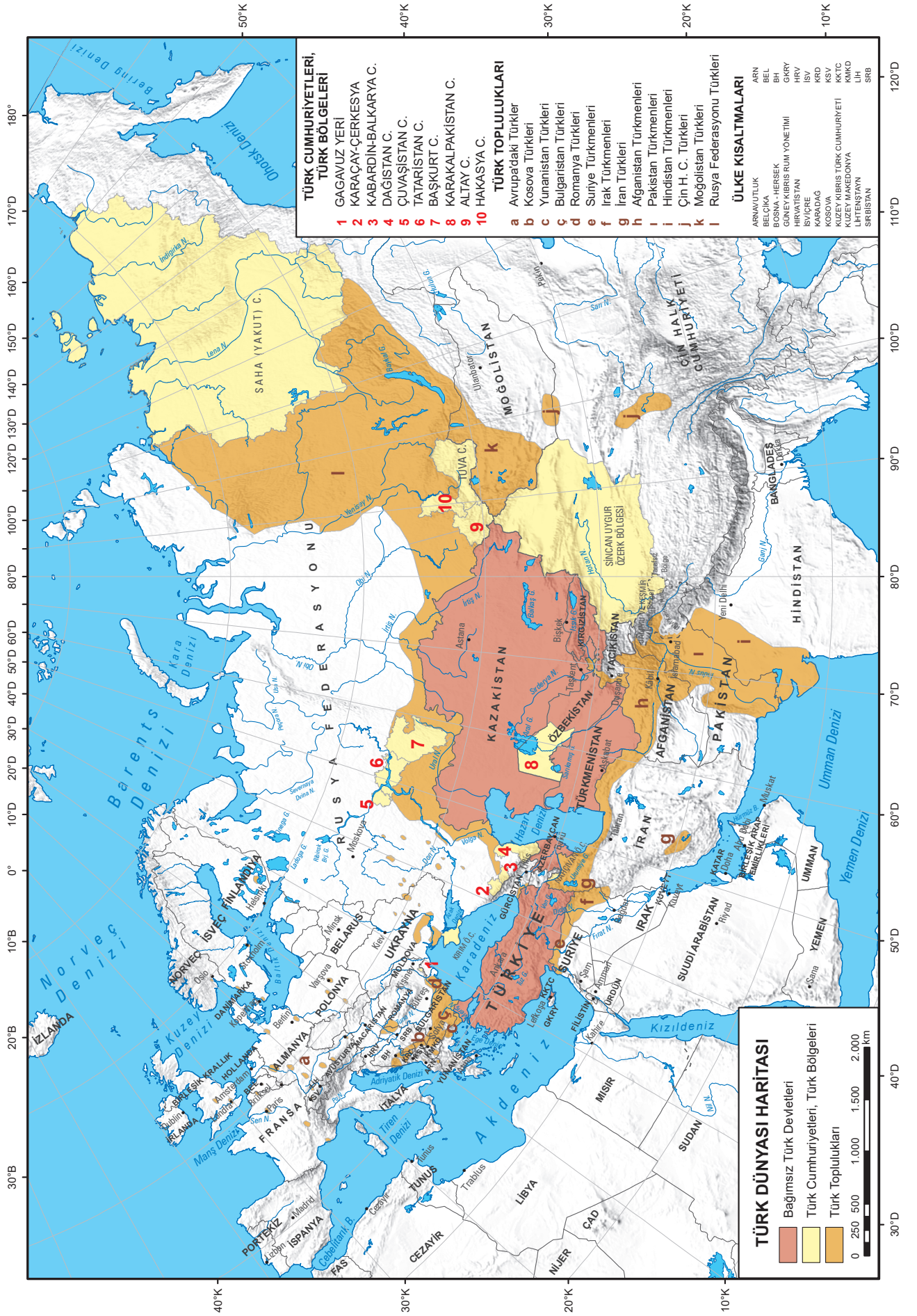


Scan the QR Code for the Answer Key.



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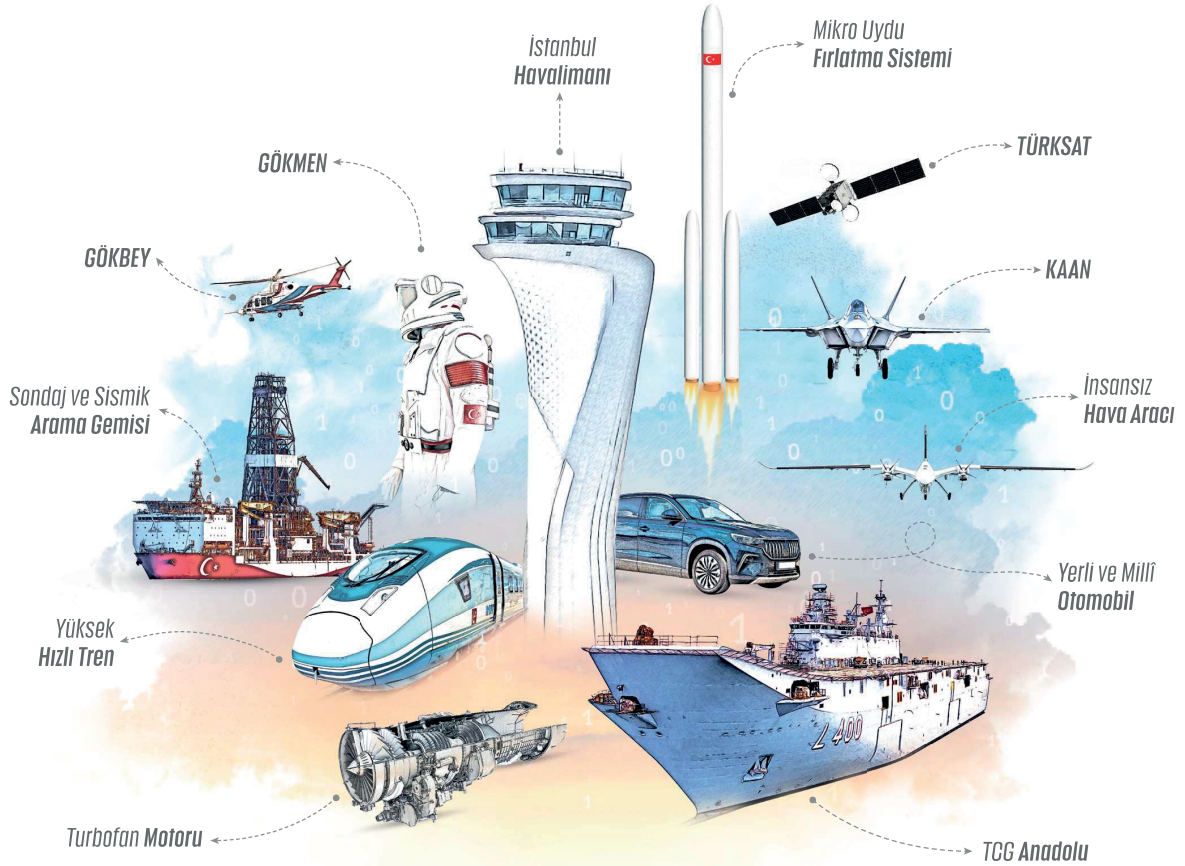
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**BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA
ÜCRETSİZ OLARAK VERİLMİŞTİR.
PARA İLE SATILAMAZ.**

Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin
İkinci Fıkrası Çerçevesinde Bandrol Taşınması Zorunlu Değildir.