1 Match the words in the box to the parts of the body in the picture.

arm back stomach foot/feet hand head leg

2 Draw the parts of the face on the head. Use the words in the box.

ears eyes hair lips mouth nose teeth

3 a 5.6 Listen to eight people answering the question "When you meet someone for the first time, what do you notice first? Who do you agree with most?"
Vocabulary

Parts of the body

1. back
2. mouth
3. nose
4. hand
5. arm
6. eye
7. head
8. ear
9. lips
10. hand

Verbs of movement

1. Complete the labels with a part of the body or face.

1. clap your
2. dance with your
3. wink (with your
4. breathe in through your
5. breathe out through your

.. and
5.7 Listen and complete the sentences.
1. She can ___________ her nose with her ___________.
2. She can dance on her ___________.
3. She can put her ___________ behind her ___________.
4. She can ___________ with her feet.

Verbs of movement

7 Which part(s) of the body do you use to do these things?
1. clap  ___________  4. breathe  ___________
2. smile  ___________  5. dance  ___________
3. wink  ___________  6. listen  ___________
Imperatives

- We use come/look/go/wait/do/be etc. when we tell somebody to do something.
- «Come here and look at this!»
- I don't want to talk to you. Go away!
- I am not ready yet. Please wait for me.
- Please be quiet! I am working.
We use don’t ... when we tell somebody not to the something

- Be careful. Don’t fall.
- Please don’t go. Stay here with me.
- Be here on time. Don’t be late.
- Don’t worry!
- Don’t turn on the light.
- Don’t swim in the swimming pool!
- Don’t eat chocolate!

**IMPERATIVES**

We often use the imperative to give instructions.
The imperative form \(^1\) has / does not have a subject pronoun:
*Touch your toes.*
We form the negative with \(^2\) not / don’t :
*Don’t stop!*
The imperative form does not have a subject pronoun:

*Touch your toes.*

We form the negative with *don’t*:

*Don’t stop!*

We use the imperative:

1. to give instructions: *Touch your nose.*
2. to give orders: *Stop here! Show me your passport!*
3. to make an offer: *Have another drink!*
4. to make an invitation: *Come out with us tonight!*

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**Grammar (1)**

1. Read the instructions. **Underline** all the verbs. How many negative verbs are there?
   1. Touch your *nose* with your *left hand*.
   2. Stretch your *right arm* to the *right*.
   3. Stand on *one leg* and wink with your *left eye*.
   4. Sit down and put your *hands* on your *head*.
   5. Open and close your *mouth*. Now open and close your *eyes*. Repeat and don’t stop!
Look at the pictures. Complete the instructions using the correct form of the verbs in the box.

- eat
- open
- touch

1. Don’t sit _______ down!
2. ___________ your eyes.
1 Come in  a in the books.
2 Don’t b food in the classroom.
smoke  c computer room before
3 Please d carefully to your teacher
 don’t use and your classmates.
4 Don’t eat  e in the school building.
5 Please f quietly during the lesson.
don’t write  g your mobile phone in the
6 Talk  h quietly if you are late for
classroom.
7 Listen  your class.
8 Don’t use the

5.4 -LY ADVERBS

We use adverbs ending in -ly to describe a verb. They tell us how we
do the action.

We form -ly adverbs by adding -ly to an adjective:
careful → carefully, slow → slowly

For adjectives that end in -y, change -y to -ily:
happy → happily
**-LY ADVERBS**

-ly adverbs describe a verb. They tell us how we do an action.

We form -ly adverbs by adding -ly to an adjective:

- careful → (1) ..................  
- slow → (2) ..................

For adjectives that end in -y, change -y to -ily:

- happy → happily

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**Match the adverbs in the box to make four pairs of opposites. Which adverb is irregular?**

well quickly happily sadly 
quietly badly slowly loudly
5.10 Listen to eight people doing different actions. Write the adverb that you think best describes the way they do the action.

1. He always speaks ............ .
2. She sings ............. in the shower.
3. She always laughs ............. .
4. He usually speaks ............. when we don't understand.
5. He speaks English very ............. .
6. He always laughs very ............. .
7. I speak English very ............. !
8. She always sings so ............. but she's a really happy

-ly adverbs

6. Write the letters in the correct order to make adverbs.

1. wollys  ..........  slowly
2. yiahppl  ..........  laybd
3. ladsy  ..........  doluly
4. lewl  ..........  lickyuq
5. yetiqul  ..........  
6. laybd  ..........  
7. doluly  ..........  
8. lickyuq  ..........  

a. Read the story. Number pictures a-d in order, 1-4.

Sasha wants a new hobby so she decides to go to a salsa class. At the first class, the teacher does the dance very (1) __________. It's too fast for Sasha. She asks the teacher to dance (2) __________ so that she can learn. It is very difficult and Sasha dances so (3) __________ that her partner laughs (4) __________! Sasha is embarrassed so she leaves the class. She goes out (5) __________ so the other people in the class don't hear her. Then she sees a sign on the door: 'Advanced Salsa'. It's the wrong class! The next week she goes to the beginners' class. It is easy and Sasha dances very (6) __________.
A JOB INTERVIEW

1. What is a childminder?
2. Why does Nia want a childminder?

Nia wants to interview Martina and Brad for the job of childminder. Write seven questions that Nia can ask them in the interview. Use the prompts to help you.
1. Drive? A car? Can you drive? Do you have a car?
2. Swim?
3. What sports/do?
4. What other interests/have?
5. What languages/speak?
6. Sing? Play a musical instrument?
7. Work at weekends?
8. Like animals?

References

Teşekkürler
Okutman Derya KOCAOĞLU

İngilizce
A Real Achievement (Part Two)
Ünite 10