T.C. MİLLÎ EĞİTİM BAKANLIĞI | ORTAOKUL VE İMAM HATİP ORTAOKULU | DERS KİTABI

ENGLISH

YEAR 6



LOWER SECONDARY SCHOOL AND
İMAM HATİP LOWER SECONDARY SCHOOL

ENGLISH
YEAR 6

STUDENT'S BOOK

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

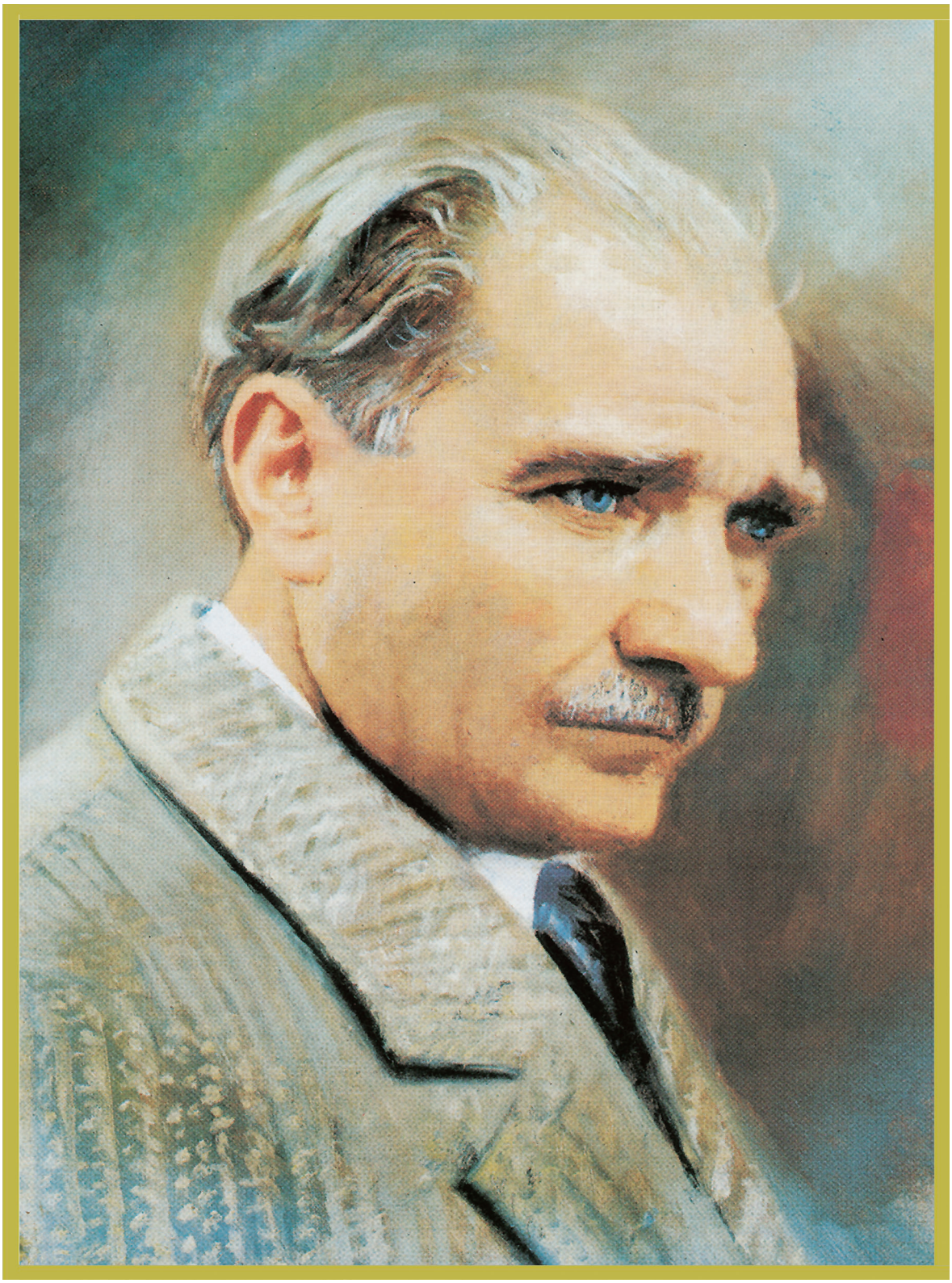
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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THEME 1	SCHOOL LIFE	- Roles, and responsibilities at school - School routines - National days and celebrations	- Expressing non-specific or general items and specific or definite items. (Use of articles (a/an/the)) Giving commands. (Use of imperatives) - Expressing routines, habits, general truths, and facts. (Use of The Present Simple Tense) - Expressing the frequency of actions or events. (Use of adverbs of frequency) - Indicating who is involved in the action, possession, or other relationships in a sentence. (Use of personal pronouns) - Introducing existence or presence, specifying objects, people, or places in a location. (Use of there is/there are) - Asking about things, actions, ideas, a time of an event, about people in an action. (Use of wh- questions (who-when-what-where)) - Replacing nouns that receive the action in a sentence. (Use of object pronouns)	- Vocabulary for roles, and responsibilities at school: A permission, a leader, a manner, etc. - Vocabulary for school routines: An instruction, a listener, a term, etc.	Intonation of positive statements
THEME 2	CLASSROOM LIFE	- Daily and study routines - Learning activities in the classroom - Cardinal numbers 100-500 - Ordinal numbers 1-50	- Indicating actions happening right now or ongoing activities. (Use of the Present Progressive Tense) - Comparing actions happening right now and general truths, habits, and routines. (Use of Present Progressive Tense vs Present Simple Tense) - Confirming general truths, actions or habits and confirming ongoing actions. (Use of Question tags for the Simple Present Tense and Progressive Tense) - Showing ownership in relation to nouns. (Use of Possessive Adjectives) - Organising adverbs correctly to modify verbs, adjectives, or other adverbs. (Use of the Word Order with Adverbs) - Asking about the frequency of an action. (Use of Question: How often)	- Vocabulary for daily and study routines: A habit, a research, to brush, to rest, etc. - Vocabulary for learning activities in the classroom: A diary, a level, a sort, learning, etc. - Vocabulary for cardinal numbers 100-500: From 100 to 500 - Vocabulary for ordinal numbers 1-50: From 1st to 50th	Intonation of negative statements
THEME 3	PERSONAL LIFE	- Body parts, physical appearance and clothes - Personality and Character	- Expressing possession. (Use of have/has got) - Requesting information about property, belongings, or association. (Use of wh-questions (whose)) - Comparing two things or people and comparing three or more things or people. (Use of comparative and superlative adjectives (regular and irregular))	- Vocabulary for body parts, physical appearance and clothes: Image, look, back, etc. - Vocabulary for clothes personality and character: Character, personality, sense, etc.	Intonation of questions and question tags
THEME 4	FAMILY LIFE	- Family members' jobs, working places, and job routines - Different types of family homes and houses	- Talking about planned future events or arrangements. (Use of Present Progressive Tense for the Future) - Expressing scheduled or regular events in the future. (Use of Simple Present for the Future) - Describing actions or events that happen at the same time or one after the other. (Use of Conjunctions (when, while)) - Asking for specific information or making distinctions. (Use of Wh-Questions (Which)) - Emphasising that the subject and object of an action are the same. (Use of Reflexive Pronouns)	- Vocabulary for family members' jobs, working places, and job routines: An author, a boss, a businessman, a cook, etc. - Vocabulary for different types of family homes and houses: An address, an apartment, a bin, etc.	Pronunciation of the letters with a,b,c,d,e sounds

LISTENING & WATCHING - COMPREHENSION	READING- COMPREHENSION	SPEAKING- EXPRESSION	WRITING- EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
School Life Listening and watching for gist Bringing information together	Skimming, scanning and reading for details	Interacting with each other Expressing what they think	Writing a school post Recognising the model Constructing the writing content	Different Types of Schools Reading for details Reconstructing and communicating through speaking	School routines Preparing a poster about the routines at school	Talking about the sub-themes	Rating scale Consolidation
Classroom Life Listening for gist Bringing information together	Skimming, scanning, and reading for details	Interacting with each other Expressing what they think	Writing a diary Recognising the model Constructing the writing content	Learning Places Outside School Reading for details Reconstructing and communicating through speaking	A Game with Numbers Preparing a game with numbers	Talking about the sub-themes	Rating scale Consolidation
Personal Life Listening and watching for gist Bringing information together	Skimming, scanning and reading for details	Interacting with each other Expressing what they think	Writing an email Recognising the model Constructing the writing content	Clothing Styles Reading for details Reconstructing and communicating through speaking	Personal poster Talking about physical appearance and personality	Talking about the sub-themes	Rating scale Consolidation
Family Life & Home Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting with each other Expressing what they think	Writing a blog Recognising the model Constructing the writing content	Jobs and Buildings Reading for details Reconstructing and communicating through speaking	A Booklet Preparing a booklet about one of your family members' jobs, workplace, and daily and job routines.	Talking about the sub-themes	Rating scale Consolidation

TABLE OF CONTENTS

THEME NO	MAIN THEME	SUB-THEMES	FUNCTIONS AND GRAMMARING	VOCABULARY	PRONUNCIATION
THEME 5	LIFE IN THE NEIGHBOURHOOD & CITY	- Festivals and events (sports, music, arts) in the neighbourhood and city - Transportation in the neighbourhood and the city	- Describing past events, states, or conditions. (Use of the Simple Past Tense (was-were) - Asking for reasons or time-related information about events, actions, or situations. (Use of Wh-Questions (why, when)) - Talking about likes, dislikes, plans, and actions. (Use of Gerunds and Infinitives) - Confirming or seeking agreement about past events or states. (Use of Question tags for Past Tense (to be)) - Describing the location and time of objects, people, or events. (Use of Prepositions) (prepositions of place: at, in, on, in front of, under, behind, among, besides, near, next to, between, across, into, through, onto, out of; prepositions of time: on, in, for, at; prepositions of phrases: on foot, by car)	- Vocabulary for festivals and events in the neighbourhood and city: A festival, an audience, a musician, etc. - Vocabulary for transportation in the neighbourhood and city: Parking, driving, a sign, etc.	Pronunciation of the letters with f, g, h, i, j, k sounds
THEME 6	LIFE IN THE WORLD & CULTURE	- Countries, nationalities, and languages in the world - Food types and events from different parts of the world	- Expressing actions, events, or situations that started and finished at a specific time in the past. (Use of Simple Past Tense) - Confirming information or asking for agreement about past actions. (Use of Question tags for The Simple Past Tense (regular verbs))	- Vocabulary for countries, nationalities and languages in the world: A country, a nation, a capital, etc. - Vocabulary for food types and events from different parts of the world: Experience, a cuisine, an ingredient, etc.	Pronunciation of the letters with l, m, n, (ng), o, p sounds
THEME 7	LIFE IN NATURE & GLOBAL PROBLEMS	- Activities in nature - Environmental problems in the world and solutions	- Expressing actions, events, or situations that started and finished at a specific time in the past. (Use of The Simple Past Tense) - Confirming information or asking for agreement about past actions. (Use of Question tags for The Simple Past Tense (irregular verbs)) - Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions. (Use of “must and have to” for obligation)	- Vocabulary for activities in nature: An adventure, sailing, snowboarding, etc. - Vocabulary for environmental problems in the world and solutions: A danger, an effect, energy, etc.	Pronunciation of the letters with q, r, s, t, u sounds
THEME 8	LIFE IN THE UNIVERSE & FUTURE	- Planets and the Earth as a planet - Life on Earth in the future	- Expressing future plans, intentions, or something that is likely to happen based on present evidence. (Use of “Be Going to Future” Tense) - Expressing predictions about what might happen in the future. (Use of the Simple Future Tense (prediction)) - Confirming information or asking for agreement in a sentence about the future. (Question tags for future tenses)	- Vocabulary for planets and the Earth as a planet: Moon, Sun, Mercury, etc. - Vocabulary for extreme weather conditions: A storm, a thunder, a lightning, etc. - Vocabulary for life on Earth in the future: An experience, an expert, a factory, etc.	Pronunciation of the letters with v, w, x, y, z sounds

LISTENING & WATCHING - COMPREHENSION	READING-COMPREHENSION	SPEAKING-EXPRESSION	WRITING-EXPRESSION	CLIL & CULTURE	PROJECTS	REFLECTION	EVALUATION
Life in the neighbourhood and the city Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting with each other Expressing what they think	Writing news Recognising the model Constructing the writing content	Transportation Reading for details Reconstructing and communicating through speaking	A Poster Preparing a poster about a festival or event in your neighbourhood or city	Talking about the sub-themes	Rating scale Consolidation
Life in the world and culture Listening for gist Bringing information together	Skimming, scanning and reading for details	Interacting with each other Expressing what they think	Writing a travel booklet Recognising the model Constructing the writing content	Capital Cities Reading for details Reconstructing and communicating through speaking	A poster Preparing a poster about a country	Talking about the sub-themes	Rating scale Consolidation
Life in Nature & Global Problems Listening and watching for gist Bringing information together	Skimming, scanning and reading for details	Interacting with each other Expressing what they think	Writing an email Recognising the model Constructing the writing content	Different Types of Pollution Reading for details Reconstructing and communicating through speaking	Environmental Problems Reporting an environmental problem in the world or in the neighbourhood	Talking about the sub-themes	Rating scale Consolidation
Life in the Universe & Future Listening and watching for gist Bringing information together	Skimming, scanning and reading for details	Interacting with each other Expressing what they think	Writing a paragraph Recognising the model Constructing the writing content	Space Technology Reading for details Reconstructing and communicating through speaking	Life on Earth Preparing a comic strip about the universe and how life on Earth might change	Talking about the sub-themes	Rating scale Consolidation

INTRODUCTION OF THE BOOK



Theme Number

Title of the theme

Extra activities to revise students' previous knowledge

Overview of theme

Eba

Warm-up/Well-being activities

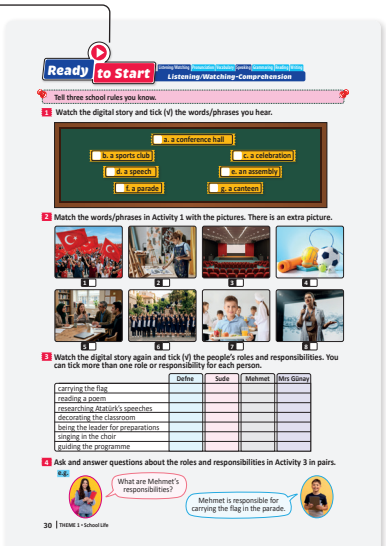
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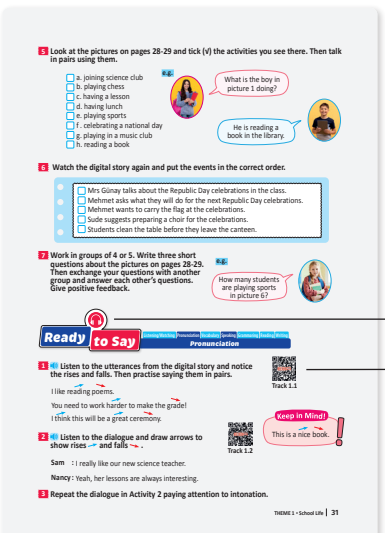


Digital Story

The introductory picture of the whole theme

Introductory digital story to the whole theme



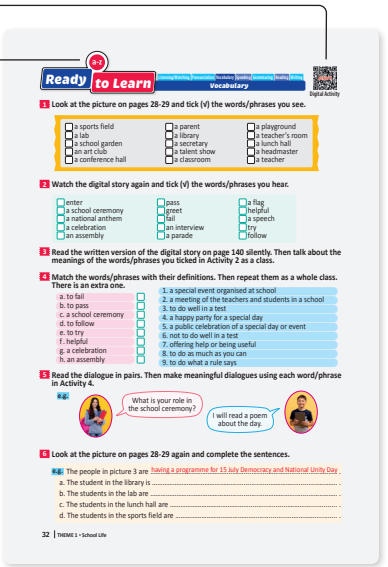


Working on the intonation and sounds

Listening tracks

Digital Activity

Target vocabulary in use



Ready to Learn

Vocabulary

Digital Activity

1 Look at the picture on pages 28-29 and tick (√) the words/phrases you see.

☐ a sports field	☐ a parent	☐ a playground
☐ a lab	☐ a library	☐ a teacher's room
☐ a school garden	☐ a secretary	☐ a lunch hall
☐ an art club	☐ a talent show	☐ a headmaster
☐ a conference hall	☐ a classroom	☐ a teacher

2 Watch the digital story again and tick (√) the words/phrases you hear.

☐ enter	☐ pass	☐ a flag
☐ a school ceremony	☐ greet	☐ helpful
☐ a national anthem	☐ fail	☐ a speech
☐ a celebration	☐ an interview	☐ try
☐ an assembly	☐ a parade	☐ follow

3 Read the written version of the digital story on page 140 silently. Then talk about the meanings of the words/phrases you ticked in Activity 2 as a class.

4 Match the words/phrases with their definitions. Then repeat them as a whole class. There is an extra one.

a. to fail	1. a special event organised at school
b. to pass	2. a meeting of the teachers and students in a school
c. a school ceremony	3. to do well in a test
d. to follow	4. a happy party for a special day
e. to try	5. a public celebration of a special day or event
f. helpful	6. not to do well in a test
g. a celebration	7. offering help or being useful
h. an assembly	8. to do as much as you can
	9. to do what a rule says

5 Read the dialogue in pairs. Then make meaningful dialogues using each word/phrase in Activity 4.

e.g.

What is your role in the school ceremony?

I will read a poem about the day.

6 Look at the picture on pages 28-29 again and complete the sentences.

e.g. The people in picture 3 are having a programme for 15 July Democracy and National Unity Day.

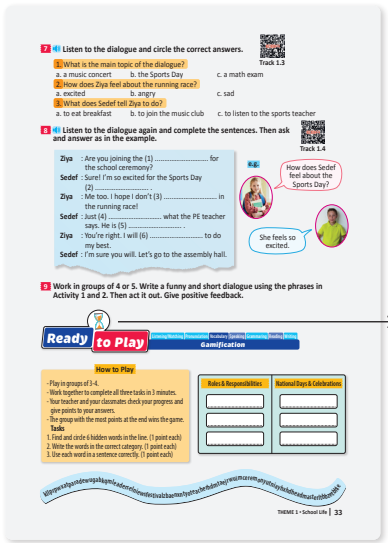
a. The student in the library is .....

b. The students in the lab are .....

c. The students in the lunch hall are .....

d. The students in the sports field are .....

32 | THEME 1 • School Life



7 Listen to the dialogue and circle the correct answers. Track 1.3

1 What is the main topic of the dialogue?
a. a music concert b. the Sports Day c. a math exam

2 How does Ziya feel about the running race?
a. excited b. angry c. sad

3 What does Sedef tell Ziya to do?
a. to eat breakfast b. to join the music club c. to listen to the sports teacher

8 Listen to the dialogue again and complete the sentences. Then ask and answer as in the example. Track 1.4

Ziya : Are you joining the (1) ..... for the school ceremony?
Sedef : Sure! I'm so excited for the Sports Day (2) ..... .
Ziya : Me too. I hope I don't (3) ..... in the running race!
Sedef : Just (4) ..... what the PE teacher says. He is (5) ..... .
Ziya : You're right. I will (6) ..... to do my best.
Sedef : I'm sure you will. Let's go to the assembly hall.

e.g.

How does Sedef feel about the Sports Day?

She feels so excited.

9 Work in groups of 4 or 5. Write a funny and short dialogue using the phrases in Activity 1 and 2. Then act it out. Give positive feedback.

Ready to Play

Gamification

How to Play

- Play in groups of 3-4.
- Work together to complete all three tasks in 3 minutes.
- Your teacher and your classmates check your progress and give points to your answers.
- The group with the most points at the end wins the game.

Tasks

1. Find and circle 6 hidden words in the line. (1 point each)
2. Write the words in the correct category. (1 point each)
3. Use each word in a sentence correctly. (1 point each)

Roles & Responsibilities	National Days & Celebrations

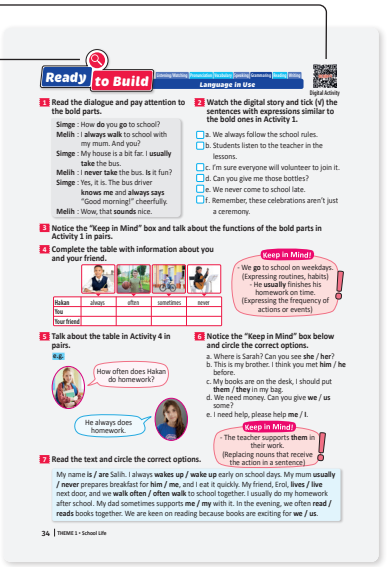
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Vocabulary practice with games

THEME 1 • School Life | 33

Digital Activity

Target grammar language in use



Ready to Build

Language in Use

Digital Activity

1 Read the dialogue and pay attention to the bold parts.

Simge : How **do** you **go** to school?
Melih : I **always walk** to school with my mum. And you?
Simge : My house is a bit far. I **usually take** the bus.
Melih : I **never take** the bus. **Is** it fun?
Simge : Yes, it is. The bus driver **knows me** and **always says** "Good morning!" cheerfully.
Melih : Wow, that **sounds** nice.

2 Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.

☐ a. We always follow the school rules.
☐ b. Students listen to the teacher in the lessons.
☐ c. I'm sure everyone will volunteer to join it.
☐ d. Can you give me those bottles?
☐ e. We never come to school late.
☐ f. Remember, these celebrations aren't just a ceremony.

3 Notice the "Keep in Mind" box and talk about the functions of the bold parts in Activity 1 in pairs.

4 Complete the table with information about you and your friend.

	always	often	sometimes	never
Hakan				
You				
Your friend				

Keep in Mind!

- We **go** to school on weekdays. (Expressing routines, habits)
- He **usually** finishes his homework on time. (Expressing the frequency of actions or events)

5 Talk about the table in Activity 4 in pairs.

e.g.

How often does Hakan do homework?

He always does homework.

6 Notice the "Keep in Mind" box below and circle the correct options.

a. Where is Sarah? Can you see **she / her**?
b. This is my brother. I think you met **him / he** before.
c. My books are on the desk, I should put **them / they** in my bag.
d. We need money. Can you give **we / us** some?
e. I need help, please help **me / I**.

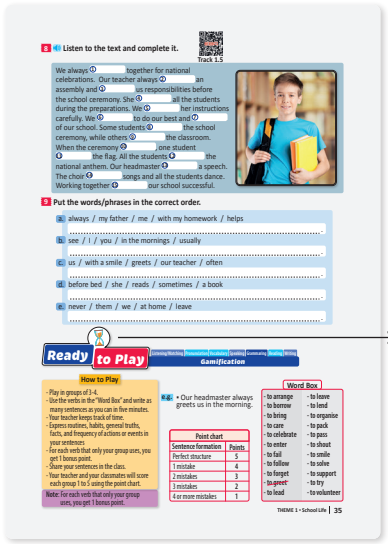
Keep in Mind!

- The teacher supports **them** in their work. (Replacing nouns that receive the action in a sentence)

7 Read the text and circle the correct options.

My name is **/ are** Salih. I always **wakes up / wake up** early on school days. My mum **usually / never** prepares breakfast for **him / me**, and I eat it quickly. My friend, Erol, **lives / live** next door, and we **walk often / often walk** to school together. I usually do my homework after school. My dad sometimes supports **me / my** with it. In the evening, we often **read / reads** books together. We are keen on reading because books are exciting for **we / us**.

34 | THEME 1 • School Life



8 Listen to the text and complete it. Track 1.5

We always ① ..... together for national celebrations. Our teacher always ② ..... an assembly and ③ ..... us responsibilities before the school ceremony. She ④ ..... all the students during the preparations. We ⑤ ..... her instructions carefully. We ⑥ ..... to do our best and ⑦ ..... of our school. Some students ⑧ ..... the school ceremony, while others ⑨ ..... the classroom. When the ceremony ⑩ ..... time student ⑪ ..... the flag. All the students ⑫ ..... the national anthem. Our headmaster ⑬ ..... a speech. The choir ⑭ ..... songs and all the students dance. Working together ⑮ ..... our school successful.

9 Put the words/phrases in the correct order.

a. always / my father / me / with my homework / helps
.....
b. see / I / you / in the mornings / usually
.....
c. us / with a smile / greets / our teacher / often
.....
d. before bed / she / reads / sometimes / a book
.....
e. never / them / we / at home / leave
.....

Ready to Play

Gamification

How to Play

- Play in groups of 3-4.
- Use the verbs in the "Word Box" and write as many sentences as you can in five minutes.
- Your teacher keeps track of time.
- Express routines, habits, general truths, facts, and frequency of actions or events in your sentences.
- For each verb that only your group uses, you get 1 bonus point.
- Share your sentences in the class.
- Your teacher and your classmates will score each group 1 to 5 using the point chart.

Note: For each verb that only your group uses, you get 1 bonus point.

e.g. • Our headmaster always greets us in the morning.

Point chart

Sentence formation	Points
Perfect structure	5
1 mistake	4
2 mistakes	3
3 mistakes	2
4 or more mistakes	1

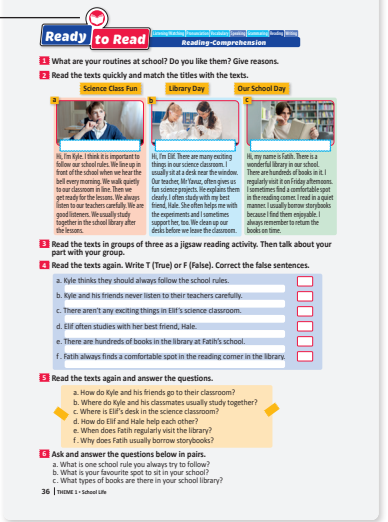
Word Box

- to arrange	- to leave
- to borrow	- to lend
- to bring	- to organise
- to care	- to pack
- to celebrate	- to pass
- to enter	- to shout
- to fail	- to smile
- to follow	- to solve
- to forget	- to support
- to greet	- to try
- to lead	- to volunteer

Grammar practice with games

THEME 1 • School Life | 35

Reading Comprehension



Ready to Read

Reading-Comprehension

1 What are your routines at school? Do you like them? Give reasons.

2 Read the texts quickly and match the titles with the texts.

Science Class Fun | Library Day | Our School Day

a. Hi, I'm Kyle. I think it is important to follow our school rules. We line up in front of the school when we hear the bell every morning. We walk quietly to our classroom in line. Then we get ready for the lessons. We always listen to our teachers carefully. We are good listeners. We usually study together in the school library after the lessons.

b. Hi, I'm Elif. There are many exciting things in our science classroom. I usually sit at a desk near the window. Our teacher, Mr Yavuz, often gives us fun science projects. He explains them clearly. I often study with my best friend, Hale. She often helps me with the experiments and I sometimes support her, too. We clean up our desks before we leave the classroom.

c. Hi, my name is Fatih. There is a wonderful library in our school. There are hundreds of books in it. I regularly visit it on Friday afternoons. I sometimes find a comfortable spot in the reading corner. I read in a quiet manner. I usually borrow storybooks because I find them enjoyable. I always remember to return the books on time.

3 Read the texts in groups of three as a jigsaw reading activity. Then talk about your part with your group.

4 Read the texts again. Write T (True) or F (False). Correct the false sentences.

a. Kyle thinks they should always follow the school rules. ☐
b. Kyle and his friends never listen to their teachers carefully. ☐
c. There aren't any exciting things in Elif's science classroom. ☐
d. Elif often studies with her best friend, Hale. ☐
e. There are hundreds of books in the library at Fatih's school. ☐
f. Fatih always finds a comfortable spot in the reading corner in the library. ☐

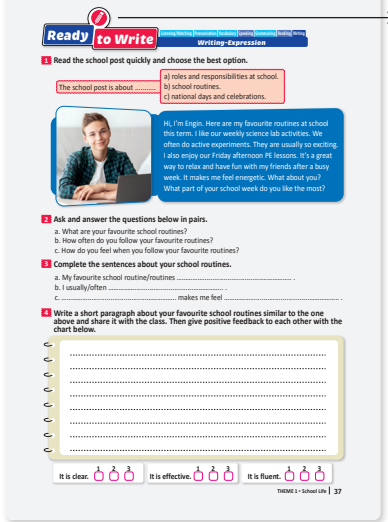
5 Read the texts again and answer the questions.

a. How do Kyle and his friends go to their classroom?
b. Where do Kyle and his classmates usually study together?
c. Where is Elif's desk in the science classroom?
d. How do Elif and Hale help each other?
e. When does Fatih regularly visit the library?
f. Why does Fatih usually borrow storybooks?

6 Ask and answer the questions below in pairs.

a. What is one school rule you always try to follow?
b. What is your favourite spot to sit in your school?
c. What types of books are there in your school library?

36 | THEME 1 • School Life



Ready to Write

Writing-Expression

1 Read the school post quickly and choose the best option.

The school post is about .....

a) roles and responsibilities at school.
b) school routines.
c) national days and celebrations.

Hi, I'm Engin. Here are my favourite routines at school this term. I like our weekly science lab activities. We often do active experiments. They are usually so exciting. I also enjoy our Friday afternoon PE lessons. It's a great way to relax and have fun with my friends after a busy week. It makes me feel energetic. What about you? What part of your school week do you like the most?

2 Ask and answer the questions below in pairs.

a. What are your favourite school routines?
b. How often do you follow your favourite routines?
c. How do you feel when you follow your favourite routines?

3 Complete the sentences about your school routines.

a. My favourite school routine/routines .....
b. I usually/often .....
c. ..... makes me feel .....

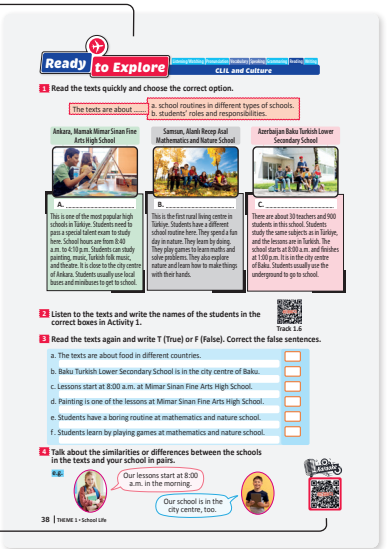
4 Write a short paragraph about your favourite school routines similar to the one above and share it with the class. Then give positive feedback to each other with the chart below.

It is clear. 1 2 3 | It is effective. 1 2 3 | It is fluent. 1 2 3

Writing Expression

THEME 1 • School Life | 37

Reading about different cultures

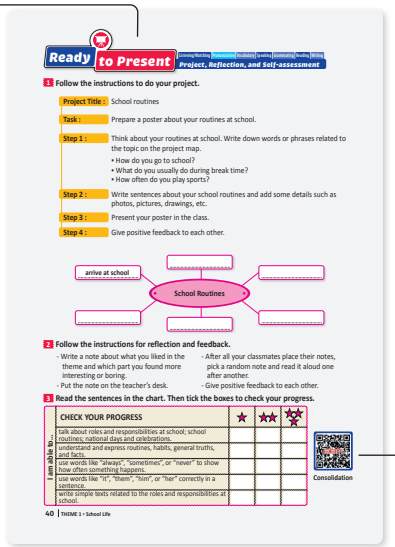


Kareoke

Consolidation with picture strip story



Projects about the theme



Consolidation

HEADINGS

Ready to Revise — Revising

Get Ready — Listening/Watching-Comprehension

Ready to Start — Listening/Watching-Comprehension

Ready to Say — Pronunciation: Selection and Use

Ready to Learn — Vocabulary: Selection and Use

Ready to Play — Gamification

Ready to Build — Grammaring: Selection and Use

Ready to Read — Reading-Comprehension

Ready to Write — Writing-Expression

Ready to Explore — CLIL and Culture

Ready to Review — Review

Ready to Present — Check Yourself

Revision 1



Sub-themes

- People, places and rules at school
- School clubs
- Classroom rules and language
- School subjects
- Times
- Basic body parts and physical features
- Clothes
- Daily routines and activities
- Family members' routines
- Family members' hobbies and activities

Functional Language

- Referring to a specific or non-specific noun
- Expressing a state, a condition, an identity or a location
- Asking preferences about activities
- Indicating who is involved in the action, possession, or other relationships
- Giving commands
- Asking about things, actions, ideas, a time of an event, about people in an action
- Expressing obligations or rules
- Expressing the presence of something or somebody
- Replacing nouns that receive the action in a sentence
- Telling the time
- Asking about time of actions
- Describing daily routines or habits
- Confirming general truths, actions or habits
- Expressing the frequency of actions or events
- Showing ownership in relation to nouns
- Expressing actions or events that are
- happening at the moment of speaking, temporary actions, or planned future actions
- Contrasting ongoing or temporary actions with habitual actions, general truths, or permanent states
- Confirming or checking ongoing actions with question tags

Ready to Revise

Revision

1 **Look at pictures below. What are they about?**

a. weekend routines

b. school routines

2 **Read the text quickly. Tick (√) the school clubs you see in the text. There is an extra one.**



1 ☐



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐

Stop for a second and think about school! Every day is an adventure, full of exciting activities on an ordinary school day. There is always something fun about the school clubs, subjects, and school routines.

Imagine starting your day with a creative writing club meeting. There is a corner in the library, and everyone shares their stories there. It is not just about writing; it is also about new ideas. After that, it is time to enter the world of maths. Today's lesson is all about problem-solving strategies. Numbers are fun, aren't they? Next, it is time for lunch! You and your friends eat lunch at the school cafeteria. The sun is shining, and everyone is ready for a friendly game of basketball or football. Winning is not important; you enjoy the day, and it is the perfect way to get your energy up for the next lesson! In the afternoon, the science club meets in the lab. This week, you are doing experiments and learning about the latest updates on planets. After that, there is a PE lesson. The whole school joins a race and has fun together. Running, jumping, and crawling during the race are adventures. At the end of the day, you go to the music room. The music club is practising for the school concert. You are playing the guitar, singing, or just enjoying the melody.

With a timetable full of exciting clubs, fun lessons, and enjoyable activities, there is always something to do at school. It is also a place where we can learn new things together and enjoy the journey with friends.

3 Read the text carefully and put the pictures in the correct order.


a ☐


b ☐


c ☐


d ☐



e ☐


f ☐


g ☐

4 Ask and answer about the routines and activities in the text.

e.g.



Which school club do you join in the morning?

I join the creative writing club in the morning.



5 Read the text and choose the correct option.

I am Kate. It is my sister's birthday. She turns 11 today and everyone is so excited! She (1) ..... tall and slim. She (2) ..... long wavy brown hair and beautiful hazel eyes. Right now, I am (3) ..... the house with colourful balloons and ribbons to make everything special for her. My father is outside in the garden, having a barbecue. He is grilling some delicious food for the party. My mum is in the kitchen and she is (4) ..... the birthday cake. It smells amazing. My brother is sitting next to her, talking and laughing with her.

We are having a lot of fun together. It is a happy and joyful time for our family. We can't wait to see my sister's face when she (5) ..... the preparations for her birthday. She will be so surprised.

1. a. are	b. is	c. has
2. a. has got	b. have got	c. is
3. a. decorates	b. decorating	c. decorate
4. a. makes	b. make	c. making
5. a. sees	b. see	c. seeing

6 Read the text again. What are the people doing? Talk in pairs.

e.g.



What is Kate's father doing now?

He is having a barbecue.



7 Read the dialogue and choose the correct option.

Selin : Hi, Joy!
Joy : Hi!
Selin : What are you doing for the weekend? Have you got any plans? We're going on a picnic with my sister and my (1) ..... on Sunday. He's driving us to the park by the lake. Want to join us?
Joy : That sounds great! I'd love to! My (2) ..... is also coming with us, isn't he?
Selin : Of course!
Joy : What should I bring?
Selin : Hmm, my (3) ..... can't come with us, but she'll prepare some sandwiches and snacks for us. You can bring some drinks.
Joy : OK! I guess, we're wearing comfortable clothes, aren't we?
Selin : Sure! I'll wear my T-shirt, jeans, and my (4) ..... They'll be a perfect match for a picnic day, right?
Joy : Don't forget to take a cap and (5) ..... They protect our face and eyes from the sun.
Selin : What will be the weather like on Sunday? It won't be rainy, will it?
Joy : We can take our umbrellas and (6) ..... with us. They don't take much space in our bags.
Selin : Yes, you're right! See you on Sunday, then!
Joy : See you!

1.	a. dad	b. sister	c. grandmother
2.	a. aunt	b. brother	c. sister
3.	a. grandfather	b. mum	c. brother
4.	a. sneakers	b. dress	c. skirt
5.	a. boots	b. gloves	c. sunglasses
6.	a. handbag	b. raincoats	c. necklace

8 Read the dialogue carefully and answer the questions below.

a. Is Selin's dad going on a picnic?
b. What will Selin's mum prepare?
c. Who can bring some drinks?
d. What is Selin going to wear for the picnic?
e. Why do they bring a raincoat and an umbrella?

9 Read the dialogue again. Write T (True) or F (False). Correct the false sentences.

a. Selin is going on a picnic at the weekend. ☐
b. Joy doesn't want to join the picnic. ☐
c. Selin's brother-in-law is driving them to the park. ☐
d. Joy's brother is also coming with them. ☐
e. Selin's mother is coming to the picnic. ☐
f . Selin will wear comfortable clothes for the picnic. ☐
g. Joy reminds Selin to take a cap and sunglasses to protect her from the sun. ☐
h. They plan to take umbrellas and raincoats with them. ☐

10 **Read the blog page quickly and tick (√) the activities you see.**


a ☐


b ☐


c ☐


d ☐


e ☐


f ☐


g ☐

11 **Listen to the blog page and complete it with correct sentences. There is an extra one.**

Track R.1

a. I'm so excited!
b. She has many pairs of earrings and necklaces.
c. I usually wear comfortable clothes
d. I have got short straight brown hair.
e. He likes camping, joining different types of festivals, and cooking.
f . My dad is setting up our tent,
g. I love having a picnic and going fishing with my family on weekends.

Kerem's Blog

HOME ABOUT ME CONTACT

Dear blog friends,

My name is Kerem, and I'm new here. I love sharing stories about my life, routine, and my family. (1) ..... . I'm not tall (2) ..... like a T-shirt, jeans, and sneakers. I never forget to put on my sunglasses when I go out. Now, let me introduce my family.

My mum, Celine, is of medium height with curly black hair. She always follows the fashion. She loves wearing fancy outfits. (3) ..... She takes care of the organisation in the house and gives us some responsibilities, such as tidying the rooms or feeding our dog. My dad, Ufuk, is really cool. (4) ..... He is really good at cooking, believe me!

Right now, we are preparing for a family activity. (5) ....., and my mum is helping him because we are camping in a forest this weekend. At the camp, we're having a barbecue and playing board games together. (6) ..... . We are not staying at home like we generally do. We are having a great adventure! My family is very active, and I really love being with them.

12 **Work in pairs. Talk about your family and a weekend activity.**

e.g.



What is your family like, and what are you doing together this weekend?

My family is very active and fun. This weekend, we are going camping.



13 Read the dialogue and choose the correct option.

Violet: Excuse me, I'm a new student in 6/A, and I can't find my classroom. Can you help (1) ……, please?
Lucas : Hi! No problem. We are in the same classroom. It is next to the conference hall. I can show you.
Violet: Thanks a lot! I love this school, but it's so big. (2) …… so many different places: a big sports field, a canteen, a library, a lab, and so on…
Lucas : You're right. Our school is big and full of different clubs and activities. By the way, do you want to join a school club?
Violet: Oh, that would be great. My favourite subject is Science. I can join the technology club. I like following new technological developments. What about you?
Lucas : I want to join the music club. I (3) …… singing and listening to classical music.
Violet: That's cool! Look at the noticeboard! It says, "Music club students (4) …… join the meetings every Friday."
Lucas : Great! Oh, what time is it now? Our Maths lesson (5) …… at half past one.
Violet: It's twenty-five past one. We must be quick. Thanks for helping!
Lucas : You're welcome. Let's go to (6) …… classroom.

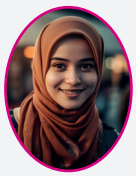
1.	a. my	b. mine	c. me
2.	a. There is	b. There are	c. There
3.	a. love	b. loves	c. love to
4.	a. mustn't	b. can't	c. must
5.	a. starts	b. finishes	c. started
6.	a. her	b. our	c. his

14 Read the dialogue carefully and answer the questions below.

1. Who is new at the school?
2. What is Violet's favorite subject?
3. Why does Violet want to join the Technology Club?
4. What kind of music does Lucas enjoy listening to?
5. What is the noticeboard about?
6. What time does their Maths lesson start?

15 Read the text again. Talk in pairs as in the example.

e.g.



What club do you want to join?

I like sports, so I want to join the basketball club.



Revision 2



Sub-themes

- Places for recreation and attractions in the neighbourhood and city
- Different types of houses
- Basic food types
- Ordering in a restaurant
- Food events in the city
- Types of animals in nature
- Wild animals in nature
- Their habitats
- Planet Earth
- School holidays, places, activities, and plans for holidays

Functional Language

- Making comparisons between two things or people
- Expressing habitual actions
- Indicating existence or location
- Asking or giving permission
- Expressing possession
- Expressing the quantity of nouns
- Expressing comparisons
- Expressing capability or ability
- Expressing external obligation or necessity
- Asking about location or place
- Expressing future plans and intentions

Social Language Expression

- We're going on a jolly to the seaside!

1 **Look at the pictures below and guess: Where are they going?**

a. a music festival

b. a food festival

2 **Read the texts quickly and match the pictures with the correct paragraphs. There is an extra one.**


1 ☐


2 ☐


3 ☐


4 ☐

a. This weekend my family and I are going to go on holiday. Also, we are going to join a special food festival there. Many people from the city join this festival because it is a great place for having fun and relaxing. There are lots of tall trees and colourful flowers everywhere.

b. We found a tiny house on the Internet. We are going to stay in a nice tiny house in the middle of the forest. There is a kitchen, two bedrooms, a bathroom, and a small sitting room with a large window. I hope we can see some animals such as monkeys, parrots, birds, and butterflies. It is going to be amazing to watch them. The weather is going to be perfect and hotter than last week.

c. At the festival, there are many types of food stands. Some people sell homemade, healthy, and fresh food. I hope I can eat ice cream, too. I love ice cream because it is sweeter and more refreshing than other desserts. We are also going to watch a local band and enjoy their songs. It is going to be a perfect holiday for us. I hope we can all enjoy it.

3 **Read the texts carefully and answer the questions.**

a. Is the festival in the countryside or city?
b. How many rooms are there in the tiny house?
c. How is the weather going to be there?
d. What kind of food is there at the food stands?
e. What are they going to watch at the festival?

4 **Think about the festivals in your city. Which festivals are there? What activities can you do there? Ask and answer about them in pairs.**

e.g.



What is your favourite festival?

I love ...



5 **Read the dialogue quickly and write mum or son on the menu.**

Waiter : Good afternoon, welcome to our restaurant! How can I help you?
Mum : Hi! I want to have a table for two, please.
Waiter : Of course! You can sit here. Would you like to see the menu?
Mum : Yes, please.
Waiter : Here you are, ma'am.
Mum : Thanks! Honey, what would you like to eat?
Son : I want to have fish and some homemade drink.
Waiter : What can I get for you?
Mum : Can I have meat and a bottle of drink, please?
Waiter : Wonderful choices! Would you like to have a dessert?
Mum : Can we get something with chocolate for me and some cold sweet for my son.
Waiter : Of course, I'll bring your orders now. Enjoy your meal!
Mum : Thanks a lot!

_____

Menu 1

Vegetable Soup

Beef

Salad

Chocolate Cake

Mineral Water

_____

Menu 2

Chicken Soup

Tuna Sandwich

Green Salad

Ice cream

Lemonade

6 **Write the food and drinks in the correct parts.**

pizza / soup / cake / lemonade / salad / water / juice / cheese / pasta

a glass of	a slice of	a bowl of
_____	_____	_____
_____	_____	_____
_____	_____	_____

7 **Read the dialogue and act it out with your peer.**

8 Read the dialogue quickly. Which animals are they talking about?





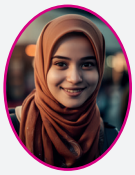
Efe : Hey, Brad! Look, we are here at the national park. I'm so excited.
Brad : Me too! Let's explore the park.
Efe : Wow! Look at that bear and deer over there.
Brad : They look so big. The bear is (1) ..... than the deer, but the deer is (2) ..... than the bear.
Efe : You're right. Look at the elephant! It's definitely (3) ..... animal in the national park.
Brad : Sure, it's huge.
Efe : Hey, come this way. There is a lion, a cheetah, and a tiger here. Look how strong they look!
Brad : I think the lion is (4) ..... animal here.
Efe : Yes, you're right. Tigers are (5) ..... than lions but they are not the fastest. Cheetahs are (6) ..... animals in the park.
Brad : I want to see the birds, too.
Efe : There are parrots and owls.
Brad : Parrots are (7) ..... animals I've ever seen! They are so amazing.
Efe : Yes, they are, but I think the owl is (8) ..... animal. It can turn its head completely around.
Brad : That's true. It's so fun to learn about animals. Let's explore more.
Efe : Okay, let's go.

9 Read the dialogue and choose the correct option.

1.	a. big	b. bigger	c. the biggest
2.	a. tall	b. taller	c. the tallest
3.	a. big	b. bigger	c. the biggest
4.	a. strong	b. stronger	c. the strongest
5.	a. fast	b. faster	c. the fastest
6.	a. fast	b. faster	c. the fastest
7.	a. colourful	b. more colourful	c. the most colourful
8.	a. amazing	b. more amazing	c. the most amazing

10 Read the dialogue carefully. Ask and answer with your peer.

e.g.



What is the biggest animal in the national park?

The elephant is the biggest animal in the national park.



11 **Listen to the article from the school magazine "The Explorer's Corner" and complete it with the correct sentences. There is an extra one.**

Track R.2

THE EXPLORER'S CORNER

This Month's Topic: Amazing Holidays by Atlas, 5-B

Dear schoolmates and nature lovers,

Hi! I'm Atlas. I love travelling and seeing amazing places on Planet Earth. In this month's column, I want to tell you about our semester holiday plans.

(1) ..... My parents usually prefer peaceful places, but this time we want a bit of adventure. We are going to go to Australia! It is a very interesting continent with deserts and oceans.

(2) ..... My mum is checking the weather because it can be very hot there. She is packing our summer clothes, sunglasses, and hats. We need to be ready for the sun.

My dad is planning a special surprise for us. (3) ..... He knows that I love swimming and seeing colourful fish under the water. It is going to be a magical experience.

After the ocean trip, we have a plan for a "Safari Tour" in the desert. (4) ..... I want to see the sand dunes and maybe kangaroos!

We are going to have a busy schedule. (5) ..... We want to be in nature all the time.

(6) ..... It is going to be the best holiday ever!

See you in the next issue!





a. We are going to visit the famous coral reefs there.
b. I'm so excited!
c. My dad is booking the flight tickets right now.
d. She doesn't like cold weather or winter holidays.
e. I am going to explore the big canyon and take photos of the red rocks.
f . We are not staying at a hotel; we are camping near the lake.
g. My family loves nature and discovering new continents.

12 **Read the article from the school magazine quickly and tick (√) the places or activities Atlas talks about.**



1 ☐



2 ☐



3 ☐



4 ☐



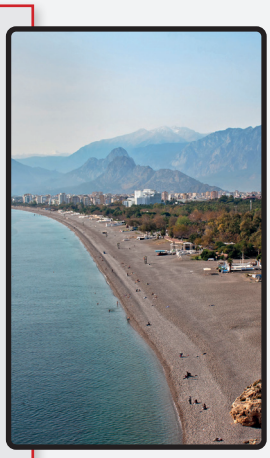
5 ☐



6 ☐

13 **Talk in pairs. Where are you going to go for your next holiday?**

14 Read the dialogue and choose the correct option.



Selim : Hey, Elif! The school finishes next week. Do you have any plans for the holiday?

Elif : Hi, Selim! Yes, I do. My parents and I are going to go on a jolly to the seaside! I need to relax. Can you recommend (1) ..... good places to visit near Antalya?

Selim : Oh, Antalya is great! There are many beautiful beaches. You can visit the ancient theatre, too.

Elif : That sounds amazing. I want to spend my time building sandcastles with my little brother.

Selim : (2) ..... sounds very peaceful. I am not going to the seaside this year.



Elif : Really? What are you going to do?

Selim : We are going to visit my grandparents in Nevşehir. We (3)..... explore the valleys and fairy chimneys.

Elif : Wow! That is a very historical place. Are you going to ride a hot air balloon?

Selim : Yes! My dad says we (4) ..... wake up very early to see the sun.

Elif : You are so lucky. By the way, look at the time! Our Geography lesson (5) ..... in ten minutes.

Selim : You're right. Let's go to (6) ..... classroom before the teacher comes.

1. a. me	b. I	c. my
2. a. There are	b. That	c. These
3. a. are going to	b. is going to	c. going to
4. a. can't	b. mustn't	c. must
5. a. start	b. starts	c. starting
6. a. us	b. we	c. our

15 Read the dialogue carefully and answer the questions below.

a. Where is Elif going to go for the holiday?

b. What does Elif want to do with her brother?

c. Why is Selim going to Nevşehir?

d. What are Selim and his family going to explore?

e. What time of day must Selim wake up for the balloon ride?

f . Which lesson do they have next?

Theme 1 School Life



Sub-themes

- Roles and responsibilities at school
- School routines
- National days and celebrations

Functional Language

- Expressing non-specific or general items and specific or definite items
- Giving commands
- Expressing routines, habits, general truths, and facts
- Expressing the frequency of actions or events
- Indicating who is involved in the action, possession, or other relationships in a sentence
- Introducing existence or presence, specifying objects, people, or places in a location
- Asking about things, actions, ideas, a time of an event, about people in an action
- Replacing nouns that receive the action in a sentence

Social Language Expressions

- She's such a team player during all school projects!
- You need to work harder to make the grade!
- The choir is always in the spotlight during the Republic Day celebrations!

Let's remember!

Overview of theme

EBA

Go to page 139
Warm-Up for Well-Being

Get Ready

Introduction

Digital Story

Watch the digital story. Guess what it is about.

1



2



3





4



5



6



Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Listening/Watching-Comprehension

Tell three school rules you know.

1 Watch the digital story and tick (√) the words/phrases you hear.

- ☐ a. a conference hall
- ☐ b. a sports club
- ☐ c. a celebration
- ☐ d. a speech
- ☐ e. an assembly
- ☐ f. a parade
- ☐ g. a canteen

2 Match the words/phrases in Activity 1 with the pictures. There is an extra picture.

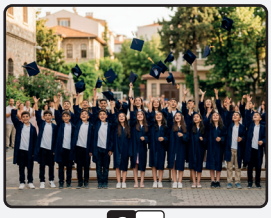

1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

3 Watch the digital story again and tick (√) the people's roles and responsibilities. You can tick more than one role or responsibility for each person.

	Defne	Sude	Mehmet	Mrs Günay
carrying the flag				
reading a poem				
researching Atatürk's speeches				
decorating the classroom				
being the leader for preparations				
singing in the choir				
guiding the programme				

4 Ask and answer questions about the roles and responsibilities in Activity 3 in pairs.

e.g.



What are Mehmet's responsibilities?

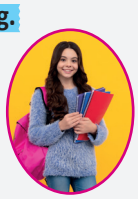
Mehmet is responsible for carrying the flag in the parade.



5 **Look at the pictures on pages 28-29 and tick (√) the activities you see there. Then talk in pairs using them.**

- ☐ a. joining science club
- ☐ b. playing chess
- ☐ c. having a lesson
- ☐ d. having lunch
- ☐ e. playing sports
- ☐ f . celebrating a national day
- ☐ g. playing in a music club
- ☐ h. reading a book

e.g.



What is the boy in picture 1 doing?

He is reading a book in the library.



6 **Watch the digital story again and put the events in the correct order.**

- ☐ Mrs Günay talks about the Republic Day celebrations in the class.
- ☐ Mehmet asks what they will do for the next Republic Day celebrations.
- ☐ Mehmet wants to carry the flag at the celebrations.
- ☐ Sude suggests preparing a choir for the celebrations.
- ☐ Students clean the table before they leave the canteen.

7 **Work in groups of 4 or 5. Write three short questions about the pictures on pages 28-29. Then exchange your questions with another group and answer each other's questions. Give positive feedback.**

e.g.

How many students are playing sports in picture 6?



Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the utterances from the digital story and notice the rises and falls. Then practise saying them in pairs.**

Track 1.1

I like reading poems.

You need to work harder to make the grade!

I think this will be a great ceremony.

2 **Listen to the dialogue and draw arrows to show rises ↗ and falls ↘ .**

Track 1.2

Sam : I really like our new science teacher.

Nancy : Yeah, her lessons are always interesting.

Keep in Mind!

This is a nice book. !

3 **Repeat the dialogue in Activity 2 paying attention to intonation.**

1 **Look at the picture on pages 28-29 and tick (√) the words/phrases you see.**

☐ a sports field	☐ a parent	☐ a playground
☐ a lab	☐ a library	☐ a teacher's room
☐ a school garden	☐ a secretary	☐ a lunch hall
☐ an art club	☐ a talent show	☐ a headmaster
☐ a conference hall	☐ a classroom	☐ a teacher

2 **Watch the digital story again and tick (√) the words/phrases you hear.**

☐ enter	☐ pass	☐ a flag
☐ a school ceremony	☐ greet	☐ helpful
☐ a national anthem	☐ fail	☐ a speech
☐ a celebration	☐ an interview	☐ try
☐ an assembly	☐ a parade	☐ follow

3 **Read the written version of the digital story on page 140 silently. Then talk about the meanings of the words/phrases you ticked in Activity 2 as a class.**

4 **Match the words/phrases with their definitions. Then repeat them as a whole class. There is an extra one.**

a. to fail ☐	1. a special event organised at school
b. to pass ☐	2. a meeting of the teachers and students in a school
c. a school ceremony ☐	3. to do well in a test
d. to follow ☐	4. a happy party for a special day
e. to try ☐	5. a public celebration of a special day or event
f. helpful ☐	6. not to do well in a test
g. a celebration ☐	7. offering help or being useful
h. an assembly ☐	8. to do as much as you can
	9. to do what a rule says

5 **Read the dialogue in pairs. Then make meaningful dialogues using each word/phrase in Activity 4.**

e.g.



What is your role in the school ceremony?

I will read a poem about the day.



6 **Look at the picture on pages 28-29 again and complete the sentences.**

e.g. The people in picture 3 are having a programme for 15 July Democracy and National Unity Day.

a. The student in the library is .....

b. The students in the lab are .....

c. The students in the lunch hall are .....

d. The students in the sports field are .....

7 **Listen to the dialogue and circle the correct answers.**

Track 1.3

1. What is the main topic of the dialogue?
a. a music concert b. the Sports Day c. a math exam
2. How does Ziya feel about the running race?
a. excited b. angry c. sad
3. What does Sedef tell Ziya to do?
a. to eat breakfast b. to join the music club c. to listen to the sports teacher

8 **Listen to the dialogue again and complete the sentences. Then ask and answer as in the example.**

Track 1.4

Ziya : Are you joining the (1) ..... for the school ceremony?
Sedef : Sure! I'm so excited for the Sports Day (2) ..... .
Ziya : Me too. I hope I don't (3) ..... in the running race!
Sedef : Just (4) ..... what the PE teacher says. He is (5) ..... .
Ziya : You're right. I will (6) ..... to do my best.
Sedef : I'm sure you will. Let's go to the assembly hall.

e.g.



How does Sedef feel about the Sports Day?

She feels so excited.



9 **Work in groups of 4 or 5. Write a funny and short dialogue using the phrases in Activity 1 and 2. Then act it out. Give positive feedback.**

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Play in groups of 3-4.
- Work together to complete all three tasks in 3 minutes.
- Your teacher and your classmates check your progress and give points to your answers.
- The group with the most points at the end wins the game.

Tasks

1. Find and circle 6 hidden words in the line. (1 point each)
2. Write the words in the correct category. (1 point each)
3. Use each word in a sentence correctly. (1 point each)

Roles & Responsibilities	National Days & Celebrations

kllprpwxatparadewugabkqmleaderselniewsfestivalzbaenxntyoteacherhdmtaejrwuimceremonyutniayhxhdheadmasterltbbzetbhle

Ready to Build

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Language in Use

Digital Activity

1 **Read the dialogue and pay attention to the bold parts.**

Simge : How **do** you **go** to school?
Melih : I **always walk** to school with my mum. And you?
Simge : My house is a bit far. I **usually take** the bus.
Melih : I **never take** the bus. **Is** it fun?
Simge : Yes, it is. The bus driver **knows me** and **always says** "Good morning!" cheerfully.
Melih : Wow, that **sounds** nice.

2 **Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.**

- ☐ a. We always follow the school rules.
- ☐ b. Students listen to the teacher in the lessons.
- ☐ c. I'm sure everyone will volunteer to join it.
- ☐ d. Can you give me those bottles?
- ☐ e. We never come to school late.
- ☐ f. Remember, these celebrations aren't just a ceremony.

3 **Notice the "Keep in Mind" box and talk about the functions of the bold parts in Activity 1 in pairs.**

4 **Complete the table with information about you and your friend.**






Hakan	always	often	sometimes	never
You				
Your friend				

Keep in Mind!

- We **go** to school on weekdays. (Expressing routines, habits)
- He **usually** finishes his homework on time. (Expressing the frequency of actions or events)

5 **Talk about the table in Activity 4 in pairs.**

e.g.



How often does Hakan do homework?

He always does homework.



6 **Notice the "Keep in Mind" box below and circle the correct options.**

a. Where is Sarah? Can you see **she** / **her**?
b. This is my brother. I think you met **him** / **he** before.
c. My books are on the desk, I should put **them** / **they** in my bag.
d. We need money. Can you give **we** / **us** some?
e. I need help, please help **me** / **I**.

Keep in Mind!

- The teacher supports **them** in their work. (Replacing nouns that receive the action in a sentence)

7 **Read the text and circle the correct options.**

My name **is / are** Salih. I always **wakes up / wake up** early on school days. My mum **usually / never** prepares breakfast for **him / me**, and I eat it quickly. My friend, Erol, **lives / live** next door, and we **walk often / often walk** to school together. I usually do my homework after school. My dad sometimes supports **me / my** with it. In the evening, we often **read / reads** books together. We are keen on reading because books are exciting for **we / us**.

8 Listen to the text and complete it.

Track 1.5

We always ① _____ together for national celebrations. Our teacher always ② _____ an assembly and ③ _____ us responsibilities before the school ceremony. She ④ _____ all the students during the preparations. We ⑤ _____ her instructions carefully. We ⑥ _____ to do our best and ⑦ _____ of our school. Some students ⑧ _____ the school ceremony, while others ⑨ _____ the classroom. When the ceremony ⑩ _____, one student ⑪ _____ the flag. All the students ⑫ _____ the national anthem. Our headmaster ⑬ _____ a speech. The choir ⑭ _____ songs and all the students dance. Working together ⑮ _____ our school successful.



9 Put the words/phrases in the correct order.

a. always / my father / me / with my homework / helps
_____.

b. see / I / you / in the mornings / usually
_____.

c. us / with a smile / greets / our teacher / often
_____.

d. before bed / she / reads / sometimes / a book
_____.

e. never / them / we / at home / leave
_____.

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Play in groups of 3-4.
- Use the verbs in the "Word Box" and write as many sentences as you can in five minutes.
- Your teacher keeps track of time.
- Express routines, habits, general truths, facts, and frequency of actions or events in your sentences
- For each verb that only your group uses, you get 1 bonus point.
- Share your sentences in the class.
- Your teacher and your classmates will score each group 1 to 5 using the point chart.

Note: For each verb that only your group uses, you get 1 bonus point.

e.g. ▪ Our headmaster always greets us in the morning.

Point chart	
Sentence formation	**Points**
Perfect structure	5
1 mistake	4
2 mistakes	3
3 mistakes	2
4 or more mistakes	1

Word Box

- to arrange	- to leave
- to borrow	- to lend
- to bring	- to organise
- to care	- to pack
- to celebrate	- to pass
- to enter	- to shout
- to fail	- to smile
- to follow	- to solve
- to forget	- to support
- ~~to greet~~	- to try
- to lead	- to volunteer

Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

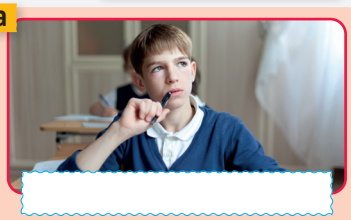
Reading-Comprehension

1 **What are your routines at school? Do you like them? Give reasons.**

2 **Read the texts quickly and match the titles with the texts.**

Science Class Fun **Library Day** **Our School Day**

a



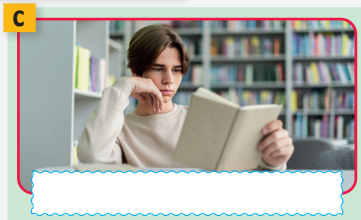
Hi, I'm Kyle. I think it is important to follow our school rules. We line up in front of the school when we hear the bell every morning. We walk quietly to our classroom in line. Then we get ready for the lessons. We always listen to our teachers carefully. We are good listeners. We usually study together in the school library after the lessons.

b



Hi, I'm Elif. There are many exciting things in our science classroom. I usually sit at a desk near the window. Our teacher, Mr Yavuz, often gives us fun science projects. He explains them clearly. I often study with my best friend, Hale. She often helps me with the experiments and I sometimes support her, too. We clean up our desks before we leave the classroom.

c



Hi, my name is Fatih. There is a wonderful library in our school. There are hundreds of books in it. I regularly visit it on Friday afternoons. I sometimes find a comfortable spot in the reading corner. I read in a quiet manner. I usually borrow storybooks because I find them enjoyable. I always remember to return the books on time.

3 **Read the texts in groups of three as a jigsaw reading activity. Then talk about your part with your group.**

4 **Read the texts again. Write T (True) or F (False). Correct the false sentences.**

a. Kyle thinks they should always follow the school rules. ☐

b. Kyle and his friends never listen to their teachers carefully. ☐

c. There aren't any exciting things in Elif's science classroom. ☐

d. Elif often studies with her best friend, Hale. ☐

e. There are hundreds of books in the library at Fatih's school. ☐

f. Fatih always finds a comfortable spot in the reading corner in the library. ☐

5 **Read the texts again and answer the questions.**

a. How do Kyle and his friends go to their classroom?
b. Where do Kyle and his classmates usually study together?
c. Where is Elif's desk in the science classroom?
d. How do Elif and Hale help each other?
e. When does Fatih regularly visit the library?
f. Why does Fatih usually borrow storybooks?

6 **Ask and answer the questions below in pairs.**

a. What is one school rule you always try to follow?
b. What is your favourite spot to sit in your school?
c. What types of books are there in your school library?

Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 **Read the school post quickly and choose the best option.**

The school post is about .....

a) roles and responsibilities at school.
b) school routines.
c) national days and celebrations.



Hi, I'm Engin. Here are my favourite routines at school this term. I like our weekly science lab activities. We often do active experiments. They are usually so exciting. I also enjoy our Friday afternoon PE lessons. It's a great way to relax and have fun with my friends after a busy week. It makes me feel energetic. What about you? What part of your school week do you like the most?

2 **Ask and answer the questions below in pairs.**

a. What are your favourite school routines?
b. How often do you follow your favourite routines?
c. How do you feel when you follow your favourite routines?

3 **Complete the sentences about your school routines.**

a. My favourite school routine/routines ..... .
b. I usually/often ..... .
c. ..... makes me feel ..... .

4 **Write a short paragraph about your favourite school routines similar to the one above and share it with the class. Then give positive feedback to each other with the chart below.**

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

Ready to Explore

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

CLIL and Culture

1 **Read the texts quickly and choose the correct option.**

The texts are about .....
a. school routines in different types of schools.
b. students' roles and responsibilities.

Ankara, Mamak Mimar Sinan Fine Arts High School



A. .....

This is one of the most popular high schools in Türkiye. Students need to pass a special talent exam to study here. School hours are from 8:40 a.m. to 4:10 p.m. Students can study painting, music, Turkish folk music, and theatre. It is close to the city centre of Ankara. Students usually use local buses and minibuses to get to school.

Samsun, Alanlı Recep Asal Mathematics and Nature School



B. .....

This is the first rural living centre in Türkiye. Students have a different school routine here. They spend a fun day in nature. They learn by doing. They play games to learn maths and solve problems. They also explore nature and learn how to make things with their hands.

Azerbaijan Baku Turkish Lower Secondary School



C. .....

There are about 30 teachers and 900 students in this school. Students study the same subjects as in Türkiye, and the lessons are in Turkish. The school starts at 8:00 a.m. and finishes at 1:00 p.m. It is in the city centre of Baku. Students usually use the underground to go to school.

2 **Listen to the texts and write the names of the students in the correct boxes in Activity 1.**

Track 1.6

3 **Read the texts again and write T (True) or F (False). Correct the false sentences.**

a. The texts are about food in different countries. ☐

b. Baku Turkish Lower Secondary School is in the city centre of Baku. ☐

c. Lessons start at 8:00 a.m. at Mimar Sinan Fine Arts High School. ☐

d. Painting is one of the lessons at Mimar Sinan Fine Arts High School. ☐

e. Students have a boring routine at mathematics and nature school. ☐

f. Students learn by playing games at mathematics and nature school. ☐

4 **Talk about the similarities or differences between the schools in the texts and your school in pairs.**

e.g.



Our lessons start at 8:00 a.m. in the morning.

Our school is in the city centre, too.



Karaoke

Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Review

1 Read the strip story and answer the questions in pairs.

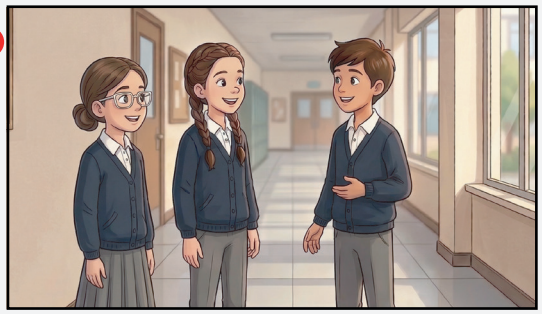
a. How many characters are there in the strip story?
b. What is the main idea of the strip story?

1



Susan : Are you excited for the next lesson?
Atlas : Sure, the teacher will tell us about our roles for the festival soon. How about you?
Susan : I'm also excited. I hope we will be in the same team.
Atlas : Me, too. I hope Defne will be in our team, too.
Susan : I hope so. She's such a team player during all school projects!

2



The teacher formed the teams.
Susan : Wow, we are lucky to be in the same team.
Atlas : Definitely! And Defne is also in our team.
Defne : Yeah. I will give a speech at the festival.
Atlas : And I should practise reading the national anthem a lot.
Susan : You need to work harder to make the grade!

3



Susan : I will have a follow-up interview for the festival after school. Will you join me?
Atlas : Sorry, I should help my sister pack her bag.
Susan : Why? Where is she going?
Atlas : She usually joins school trips. She's going to Ankara tomorrow morning.
Susan : OK! See you later!

4



Atlas : Defne is giving the speech on the stage.
Susan : Yes. It's our turn. I hope we won't fail.
Atlas : No worries. Just follow the instructions of our teacher.
Susan : Thanks, Atlas. I'll try my best.
Atlas : I know you will. Let's go out there and have fun!

2 Read the strip story carefully. Answer the questions. Then write one more question about the story and ask it to your classmates.

a. How do Susan and Atlas feel about the festival?
b. Why do Susan and Atlas want Defne to be in their team?
c. How often does Atlas's sister join school trips?
d. Why does Susan thank Atlas in picture 4?
e. .....

3 Think about the answers to the questions below and share them with the whole class.

a. Do you think they are a good team? Give reasons.
b. Do you want to be on this team? Give reasons.
c. How do you feel when you have responsibilities for school ceremonies?

4 Work in pairs. Act out the story by adding your own words.

Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title : School routines

Task : Prepare a poster about your routines at school.

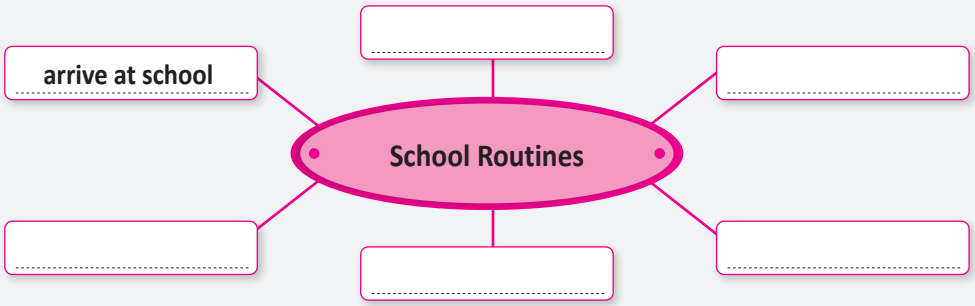
Step 1 : Think about your routines at school. Write down words or phrases related to the topic on the project map.

- How do you go to school?
- What do you usually do during break time?
- How often do you play sports?

Step 2 : Write sentences about your school routines and add some details such as photos, pictures, drawings, etc.

Step 3 : Present your poster in the class.

Step 4 : Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	talk about roles and responsibilities at school; school routines; national days and celebrations.			
	understand and express routines, habits, general truths, and facts.			
	use words like "always", "sometimes", or "never" to show how often something happens.			
	use words like "it", "them", "him", or "her" correctly in a sentence.			
	write simple texts related to the roles and responsibilities at school.			

Consolidation

Theme 2 Classroom Life



Sub-themes

- Daily and study routines
- Learning activities in the classroom
- Cardinal numbers 100-500
- Ordinal numbers 1-50

Functional Language

- Indicating actions happening right now or ongoing activities
- Comparing actions happening right now and general truths, habits, routines
- Confirming general truths, actions or habits and confirming ongoing action
- Showing ownership in relation to nouns
- Asking about the frequency of an action

Social Language Expressions

- I got full marks on the English test!
- Do we have to discuss the answers in pairs?
- I need some help with vocabulary work!

EBA
Let's remember!

EBA
Overview of theme

EBA
EBA

Go to page 139
Warm-Up for Well-Being

Get Ready

Introduction

Digital Story

Watch the digital story. Guess what it is about.

1



2



3






4
5
6

Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Listening/Watching-Comprehension

Which activities do you like doing in the classroom?

1 Watch the digital story and tick (√) the words/phrases you hear.

- ☐ a. learning activities in the classroom
- ☐ b. cardinal numbers
- ☐ c. school routines
- ☐ d. sports life
- ☐ e. a timetable
- ☐ f. daily routines
- ☐ g. ordinal numbers

2 Match the words/phrases above with the pictures. There is an extra one.



1 ☐



2 ☐



3 ☐

100 - 200
300 - 400
500

4 ☐



5 ☐



6 ☐

1st
2nd
3rd
4th

7 ☐



8 ☐

3 Talk about the phrases you ticked in Activity 1 in pairs.

e.g.



I go to school by bike. And you?

I walk to school every day.



4 Watch the digital story and write the missing parts in the chart below. Then talk about it in pairs.

	DAILY ROUTINES	SCHOOL ROUTINES
Ayşe	wake up at (1)	work in (4) .....
Larry	rest after school	work alone
Ahmet	have breakfast with his (2)	practise English with (5) .....
Violet	brush her (3)	revise lessons

Ayşe wakes up at half past seven. She works in pairs.

e.g.



5 **Watch the digital story again and circle the correct options.**

a. Students are in the **classroom** / **library**.
b. Students talk about **technology** / **learning methods**.
c. Mr Alkan wants students to do a **puzzle** / **task**.
d. Ayşe asks her friends a question about their **routines** / **hobbies**.
e. Violet revises her **lessons** / **sports**.

6 **Watch the digital story carefully and put the events in the correct order.**

- ☐ a. Mr Alkan gives a task to the students.
- ☐ b. Violet says that the new topic is ordinal and cardinal numbers.
- ☐ c. Larry says that he got full marks on the English test.
- ☐ d. Ayşe talks about her favourite learning activity: pair-work.
- ☐ e. Ahmet talks about a learning method.

7 **Look at the picture on pages 42-43 and ask and answer the questions in pairs.**

a. What is the girl doing in Picture 2?
b. What are the students doing in Picture 3?
c. What is the student doing in Picture 6?

8 **Work in groups of 4 or 5. Write three short questions about the picture on pages 42-43. Then change your questions with another group and answer each other's questions. Give positive feedback.**

e.g.



What is the teacher doing in Picture 4?

Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the dialogue and notice the rises and falls in negative utterances. Repeat them in pairs. Then draw arrows for rises and falls in the last utterance.**

Track 2.1

Sam : I am not watching TV now. I don't like it. What about you?

Nancy : I am not watching it, either. I don't have time to watch it.

2 **Write a short dialogue in your notebooks similar to the one above in pairs. Draw arrows to show rises ↗ and falls ↘ in negative utterances. Notice the Keep in Mind box! Check the answers with your teacher.**

Keep in Mind!

- **Don't** run in the corridor!
- She **doesn't** bring her pencil.

3 **Act out your dialogue in Activity 2, paying attention to intonation. Give positive feedback to each other.**

Ready to Learn

a-z

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Vocabulary

Digital Activity

1 **Look at the picture and guess what the dialogue is about.**



2 **Listen to the dialogue and circle the correct option.**

Track 2.2

a. The teacher gives a task about **students' routines / outdoor learning.**
b. Lina usually studies in the **morning / evening.**
c. Okan likes helping **others / his teacher.**

3 **Listen to the dialogue again and tick (√) the teacher's instructions.**

Track 2.3

The Teacher's Instructions:

a. Think about daily and study routines.	
b. Take notes.	
c. Please continue.	
d. Speak carefully.	
e. Read the text silently.	
f . Read the text aloud to each other.	
g. Don't work in pairs.	
h. Answer the questions.	
i . Check your answers together.	

4 **Complete the sentences with the words/phrases. There is an extra one.**

pairs / revises / habit / How often / practises / normally / before

a. Lina ..... her lessons in the evening, but today she is revising her lessons in the afternoon.
b. ..... does Lina study English?
c. Lina ..... English every day.
d. Okan ..... does his homework after school, but today he is doing it ..... dinner.
e. Okan enjoys working in ..... and groups.

5 **Watch Scene 1 of the digital story and circle the correct options.**

a. Students are talking about a **learning** / **teaching method**.
b. Students read words aloud **in groups** / **with a peer**.
c. **Larry** / **Ayşe** remembers the method.

6 **Read the speech about the digital story quickly and answer the question. What kind of learning methods are they talking about?**



Ayşe

We are talking about learning methods today. Violet is revising the new words silently. Ahmet talks about how he usually uses a learning method: reading words aloud with a peer. I remember it. We read the words in turns and ask each other questions. Larry got full marks on the English test. He says it is an effective method. Violet normally writes the new words, but today she is reading them. Ahmet sometimes writes them down, but these days he is practising the words in pairs or groups. I suggest that we read each word one by one. Larry suggests reviewing them together in the canteen after school. We all agree on it.

7 **Read the speech about the digital story again and tick (√) the words/phrases you don't know. Try to guess their meanings in class.**

to revise | learning | to review | to read aloud | a peer | effective | each other | in turns | after | to remember | normally

8 **Match the words with their definitions. There is an extra definition.**

a. silently ☐		1. a person who is the same age
b. aloud ☐		2. producing a successful result
c. peer ☐		3. in a voice that other people can hear
d. effective ☐		4. joining an activity
e. together ☐		5. without speaking
		6. with somebody; with each other

9 **Read the numbers and complete the missing ones. Then repeat them as a whole class.**

a.	b.	c.	d.	e.
100	150	200	250	300
one hundred	_____	two hundred	_____	three hundred

f.	g.	h.	i.
350	400	450	500
_____	four hundred	_____	_____

10 **Write the ordinal numbers in the correct boxes. There is an extra one.**

eighteenth / fifteenth / twelfth / fortieth / twenty-third / thirtieth
thirty-second / forty-seventh / fiftieth / first

1st	50th	32nd	12th	47th	18th	30th	23rd	15th
_____	_____	_____	_____	_____	_____	_____	_____	_____

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Play the game in two groups. Take turns.
- Choose a group leader.
- Draw a line in the classroom.
- One group writes a number from 100 to 500 on a piece of paper; the other group says the number in five seconds.
- If the group says the number correctly, they will take one step forward in the line.
- The group that reaches the line first is the winner.



Ready to Build

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Language in Use

Digital Activity

1 **Read the dialogue and pay attention to the bold parts.**

Selin: What **are you doing**, Esra?
Esra : I **am marking** some points in the book now. And you?
Selin: I **am continuing** to work on a research task. What about your homework?
Esra : I **usually do** my homework in the afternoon, but today I **am doing** it after dinner.

2 **Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.**

- ☐ a. I'm studying English.
- ☐ b. I am revising the new words.
- ☐ c. I need some help with vocabulary work!
- ☐ d. I usually use a learning method.
- ☐ e. I got full marks on the English test!
- ☐ f . I normally write the new words.
- ☐ g. You will work in groups.
- ☐ h. I am practising the words in pairs or groups.

3 **Listen to Yiğit's routines and write the missing parts on the chart. Then talk about them in pairs.**

Track 2.4

Daily Routine	Today
a. ..... his teeth after breakfast	a. brush his teeth ..... breakfast
b. have breakfast with his	b. ..... a quick breakfast
c. work in	c. work in .....
d. read	d. read .....

e.g.



Yiğit **brushes** his teeth after school **every day**, but **today** he **is brushing** his teeth before breakfast.

4 **Make question tags in pairs. Use the chart in Activity 3.**

e.g.



Yiğit is brushing his teeth before breakfast today, **isn't he?**

Yiğit brushes his teeth after breakfast, **doesn't he?**



Keep in Mind!

I **am studying** English now. (ongoing action)
I **usually use** a learning method. (daily routines/habits)

5 **Work in pairs. Make dialogues using the phrases in the chart. Then act them out.**

e.g.



What is Paul doing now?

He is searching for his project now.



How often do you review your lessons?

I review them every day.



6 **Put the words and phrases in the correct order to answer the questions.**

e.g. ▪ How often do you have breakfast with your family?
with my family / breakfast / I / have / always
I **always** have breakfast with my family.

a. ▪ How often do you rest?
rest / I / sometimes
.....

b. ▪ How often do you do research on the Net?
do / on the Net / often / some research / I
.....

c. ▪ How often do you use a learning method?
a learning method / usually / use / I
.....

d. ▪ How often do you revise the new words?
the new words / normally / I / revise
.....

7 **Rewrite the text using the words in the box instead of the bold words. There is an extra one.**

Her / Our / Their / His / Your

I like studying with my friends. **My friends' and my** levels are improving. Mary is hardworking. **Mary's** sister, Laura, sometimes helps us with our Maths homework. Serkan is a successful boy. **Serkan's** mum, Merve, is an English teacher. She often supports us. **Laura and Merve's** help is important to us.

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

Keep in Mind!

- I always revise **my** lessons.
- She is reading **her** book silently.

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

Play the game in pairs and take turns. Write actions from the box on pieces of paper. Place them face down on the table. Take an action card and mime it. Your peer tries to guess what you are doing. Each correct guess is 10 points. Write your points on the scoreboard.

e.g. to brush teeth



You are brushing your teeth now.

SCOREBOARD

Student A	
Student B	

Action Box

- to brush teeth
- to rest at home
- to search online
- to focus on a project
- to revise lessons
- to work in pairs
- to work in groups
- to share something
- to mark exercises
- to count numbers
- to read silently
- to read aloud

Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Reading-Comprehension

1 **How often do you work in pairs or groups? Do you like it? Give reasons.**

2 **Look at the picture and guess what the text is about.**

I am Arda. I am a student in year six. I am in my classroom now. I have a lot of friends. I normally study alone, but today I am studying with my friends as a group. Firstly, we share our tasks for a project in the Science lesson. It is about recycling. Everybody has a task before starting. For example, Yasemin is counting the materials now. Serkan is searching for some pictures about the project.

Yiğit normally prepares the presentation, but now Bahar is working on it. Yiğit is writing a brief now. I generally search for information online, but today I am marking important points. I enjoy working in groups. Our science teacher always says that working together is creative and effective. Also, she adds her slogan: "Two heads are better than one!"

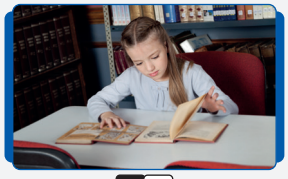


3 **Read the text in pairs as a jigsaw. Talk about what each paragraph is about in pairs.**

4 **Read the text quickly and tick (√) the pictures related to the text.**

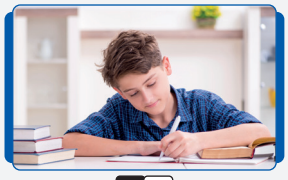

a. ☐


b. ☐


c. ☐


d. ☐


e. ☐


f. ☐

5 **Read the text carefully and circle the correct options.**

a. Arda is studying with his friends as a ..... .
a. festival b. group c. level

b. They share their ..... for a project.
a. tasks b. numbers c. materials

c. Arda is ..... important points today.
a. taking b. learning c. marking

d. Working together is ..... and effective.
a. easy b. careful c. creative

6 **Read the text again. Ask and answer the questions in pairs.**

a. Where are the students?
b. What is the project about?
c. Who is counting the materials?
d. What are the students doing?
e. What is the slogan?

7 **Work in groups. Go to page 141 and read the digital story. Then role play one of the scenes.**

Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 **Read the diary quickly and choose the correct options.**

a. Ecem's diary is about a **long** / **strange** day.
b. Ecem's friends have **habits** / **pictures**.
c. Ecem is feeling **happy** / **bad** today.

2 **Think about the answers to the questions below and share them with the whole class.**

a. What sort of activities or methods do you use in the classroom?
b. How often do you revise your lessons?
c. What sort of activities or methods do you like most in the classroom? Give reasons.

Dear diary,
What a nice day in the classroom! I normally write my diary before sleeping, but today I am writing it during the lunch break in my classroom. My friends have habits. But today is a strange day. Naz normally reads her book silently, but today she is revising her lessons. Nihan usually marks her notes, but today she is resting. Atakan often eats his lunch, but today he is focusing on his project. Berk generally studies in the library, but today he is writing the task on the board. I do an activity or exercise with my peers, but today I am watching them. I am feeling happy to write about this day.
Ecem

3 **Complete the sentences. Share them first in pairs, then with the class.**

a. I am feeling happy today, because ..... .
b. I normally ....., but today ..... .
c. I always ....., but today ..... .
d. My friend usually ....., but today ..... .

4 **Write a diary similar to the one above and share it with the class. Then give positive feedback to each other with the chart below.**

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

Ready to Explore

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

CLIL and Culture

1 **Read the texts quickly and match the following phrases with the texts. There is an extra one.**

- ( ) a. Learning about nature and plants
- ( ) b. Playing games and sports
- ( ) c. An amazing place
- ( ) d. Workshops and activities for children
- ( ) e. Three different museums
- ( ) f. Meeting with writers



Hello, I am Fatma, a sixth year student. Today, I will talk about learning places outside school. It is exciting and fun to go to different places and learn new things. I will share some examples with you from my country and other countries.

1. Libraries



The Nation's Library is in Ankara, Türkiye. It is the largest library in the country. The library has millions of books. It is open 24 hours a day. It is a place for reading, studying, and doing research. Students also visit it and attend some events. The library is amazing.

2. Science Centres



Konya Science Centre is a good choice for students of all ages. There are a lot of workshops and activities. Competitions in different fields are exciting and enjoyable for children. Also, the centre has thematic and open-air exhibitions, an observation tower, a planetarium, laboratories, and a children's library.

3. Museums



İstanbul Archaeological Museum is one of the oldest museums in Türkiye, founded in 1869. There are three different museums in it: the Archaeology Museum, the Museum of the Ancient Orient, Tiled Kiosk Museum. There are about one million objects. They are from different cultures and periods. Students can learn about history and culture.

4. Writer Talks



Every year, there is a book fair in Baku, Azerbaijan. Organisers always organise writer talks during the fair. Some writers come from Türkiye. Students from every class visit the fair and enjoy meeting with writers. Writers sign their books for students.

5. National Parks and Gardens



Atatürk Arboretum is a botanical garden in İstanbul, Türkiye. There are beautiful and different kinds of trees, flowers, and plants. Students of all ages enjoy visiting it. They learn new things about nature and plants.

2 **Think about the answers to the questions below and share them with the whole class.**

a. Which text sounds more interesting? Give reasons.
b. Which learning places outside school would you like to go? Give reasons.
c. How often do you go to learning places outside school?
d. How do you feel when you go to learning places outside school?



3 **Find more learning places outside school and present them to the class.**

Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Review

1 Read the strip story quickly. What is it about?

1



Atlas : Hi, Susan. What are you doing?
Susan : I am reviewing my homework. And you?
Atlas : I'm writing a story for an English lesson. I need some help with new vocabulary!
Susan : I can help you. Let's practise them together.

2



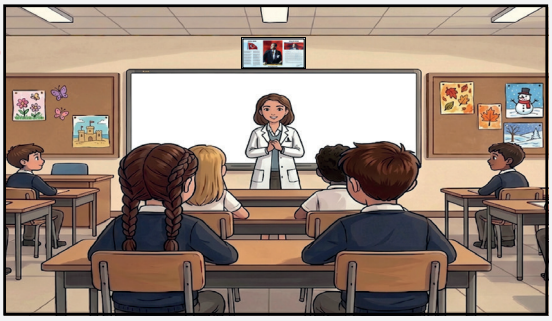
Susan : I review new words with a learning method.
Atlas : Really! What is it?
Susan : We repeat new words aloud to each other.
Atlas : That sounds like an effective method.

3



Susan : Hey, Atlas! You look happy.
Atlas : Yes, I am very happy.
Susan : What happened?
Atlas : I got full marks on the English test! Thanks a lot for your help.
Susan : Perfect! You studied hard.

4



Susan and Atlas are in the English lesson now.
Mrs Güneş : Hello, everybody. I've prepared a worksheet for you. Answer the questions carefully in pairs. Is everything clear?
Atlas : Do we have to discuss the answers in pairs?
Mrs Güneş : Yes. You are sharing your ideas.
Atlas : OK. Thank you.

2 Read the picture strip story carefully. Ask and answer the questions in pairs. Then write one more question about the story and ask your classmates.

a. What is Susan doing?

b. What is Atlas doing?

c. Who needs help with new vocabulary?

d. Why does Atlas look happy?

e. .....

3 Think about the answers to the questions below and share them with the whole class.

a. Do you help your friends during lessons? Give examples.

b. How do you feel when you help your friends or your friends help you?

c. Do you like working in pairs or groups in the classroom? Give reasons.

4 Work in pairs. Act out the story by adding your own words.

Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title : A Game with Numbers

Task : Create a board game! Play it with your classmates and have fun together. Solve problems or answer questions about these numbers in this game.

Step 1 : Use cardinal numbers (100-500) and ordinal numbers (1st-50th). Write words or phrases related to the topic on the project map.

Step 2 : Prepare questions about school routines and learning activities. Add challenges about classroom life (such as arranging items in order or counting objects).

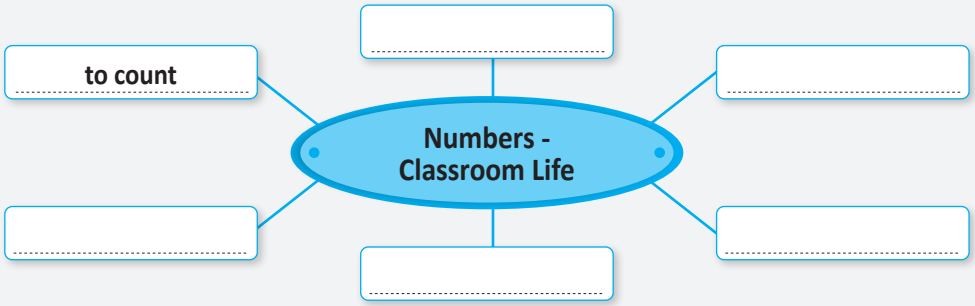
e.g. How often do you do club activities at school?

Step 3 : Prepare colourful designs, creative questions, and clear instructions.

Step 4 : Write down words or phrases related to the topic on the project map.

Step 5 : Present your game to your classmates and let others try it.

Step 6 : Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow the activities about daily and study routines, learning activities in the classroom.			
	count cardinal numbers 100-500; ordinal numbers 1-50.			
	understand written texts about daily and study routines, and learning activities in the classroom.			
	write simple texts for daily and study routines, and learning activities in the classroom.			

Consolidation

Theme 3 Personal Life



Sub-themes

- Body parts, physical appearance, and clothes
- Personality and character

Functional Language

- Expressing possession
- Requesting information about property, belongings, or association
- Comparing two things or people and comparing three or more things or people

Social Language Expressions

- OK smarty pants, stop showing off!
- You're full of beans this morning!
- Don't panic, just keep your cool!

Let's remember!

Overview of theme

EBA

Go to page 139 Warm-Up for Well-Being

Get Ready

Introduction

Digital Story

Watch the digital story. Guess what it is about.

1



2



3




4
5
6

Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Listening/Watching-Comprehension

Name five basic body parts and physical features you remember.

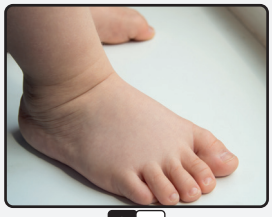
1 Watch the digital story and tick (√) the words/phrases you hear.

- ☐ a. a necklace
- ☐ b. a bracelet
- ☐ c. a knee
- ☐ d. trainers
- ☐ e. a wallet
- ☐ f. an ankle
- ☐ g. helpful

2 Match the words/phrases above with the pictures. There is an extra one.

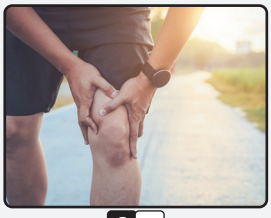

1 ☐


2 ☐

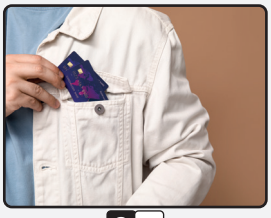

3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

3 Talk in pairs using the words/phrases in Activity 2.

e.g.



What do you use a wallet for?

I put my money in it.



4 Watch the digital story again and tick (√) the people's personalities. Then talk about the chart in pairs.

	AYSEL	İNCİ
polite		
lazy		
helpful		
focused		
caring		
tidy		
social		
organised		

e.g.



What is İnci like?

İnci is a bit lazy about her responsibilities.



5 **Look at the pictures on pages 56-57 and talk about them in pairs.**

e.g.



Do you have similar activities in your personal life?

Yes, I like doing sports. I usually do sports with my friends.



6 **Watch the digital story again and put the events in the correct order.**

- ☐ a. Aysel's mum lends some money to İnci.
- ☐ b. İnci and Aysel decide to study in the library.
- ☐ c. Aysel and İnci see some nice jewellery in a shop.
- ☐ d. İnci thinks Aysel is more organised than her.
- ☐ e. İnci likes Aysel's style.

7 **Work in groups of 4 or 5. Write four short questions about the pictures on pages 56-57. Then exchange your questions with another group and answer each other's questions. Give positive feedback.**

e.g.



Where is the boy riding his bike in picture 2?

He is riding his bike in the park.



Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the utterances from the digital story and notice the rises and falls. Then practise saying them in pairs.**

Track 3.1

a. It is a beautiful day, isn't it?

b. Does your mother wear jewellery?

c. What is it?

Keep in Mind!

They are late, aren't they?
(Seeking agreement)

Do you walk to school?
(Asking for information)

Where is the library?
(Asking for specific information)

2 **Listen to the dialogue and draw rises and falls for the questions. Then read the dialogue in pairs.**

Track 3.2

Sezin : Your brother is the tallest boy in your family, isn't he?
Ömer : Yes, he is. Are you taller than your brother?
Sezin : No, I'm not. He is taller than me.
Ömer : Who is the tallest person in your family?
Sezin : It is my father.

3 **Work in pairs and make similar dialogues about your classmates using the words you know.**

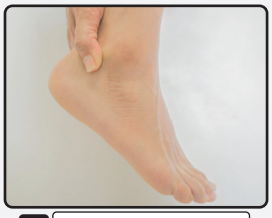
Digital Activity

1 Listen to the dialogue and tick (√) the words/phrases you hear.

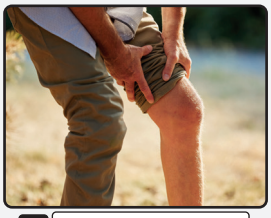
☐ a kit	☐ stomach	☐ tights
☐ back	☐ a swimsuit	☐ a necklace
☐ a chain	☐ an ankle	☐ a wallet
☐ a heart	☐ neck	☐ a pocket
☐ a leg	☐ a knee	☐ trainers
☐ a purse	☐ a bracelet	☐ skin

Track 3.3

2 Write the words/phrases you ticked in Activity 1 under the correct pictures. There is an extra one.


1 ____


2 ____

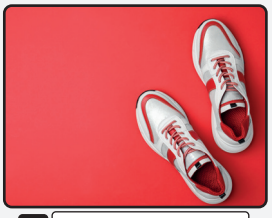

3 ____


4 ____


5 ____


6 ____


7 ____


8 ____

3 Help Kate complete her homework and write the words/phrases in Activity 1 under the correct headings.

Body Parts	Clothes	Accessories

4 Listen to Track 3.4 to check your answers in Activity 3. Then repeat the words as a whole class.

Track 3.4

5 Look at the pictures on pages 56-67. Talk about them using the words in Activity 3.

e.g.



Do you wear a kit when you ride a bike?

Sure. It is important for safety.



6 **Watch the digital story again and circle the correct answer.**

The girls are talking about .....

a. studying together for their science project.
b. their roles at the festival.

7 **Read the dialogue from the digital story and tick (√) the words you don't know. Talk about their meanings in class. Then repeat the words as a whole class.**

Aysel : I want to ask you something.
İnci : Oh, what is it?
Aysel : Can you help me with my science project? You're very clever. You understand difficult topics easily. You always get high marks.
İnci : That's very kind of you! But you are more organised than me. You are always so tidy. I can be a bit lazy about that.
Aysel : Well, I think we should study together to complete our science project. We can help each other with our weak parts. When we work together, I can be more serious, and you can be more independent in sharing your ideas.
İnci : That's a brilliant idea! I'm sometimes too social when working in big groups and I can't stay focused. I need a patient peer like you to help me stay focused.
Aysel : Great! Let's meet at the library tomorrow.
İnci : Perfect! The library is the best place to stay focused. We will be a great team.

- ☐ focused
- ☐ weak
- ☐ organised
- ☐ lazy
- ☐ serious
- ☐ great
- ☐ independent
- ☐ social
- ☐ patient
- ☐ tidy
- ☐ brilliant

8 **Match the words with their definitions. There is an extra one.**

- a. patient ☐
- b. brilliant ☐
- c. organised ☐
- d. serious ☐
- e. focused ☐
- f. independent ☐

1. paying full attention to your work
2. keeping your things in order
3. enjoying spending time with other people
4. thinking carefully about your work, not joking
5. not controlled by others, free to make decisions
6. waiting calmly without getting upset
7. being very clever and having great ideas

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Form groups of 4-5.
- Play in turns as groups.
- Write the words in the word box on a separate piece of paper.
- Fold and put them in a box.
- Each turn one student from each group picks a word from the box and completes the tasks in 2 minutes.
- The group with the most points at the end wins the game.

Task

- Read the word correctly. (1 point)
- Give simple description. (2 points)
- Use the word in a sentence correctly. (3 points)

Word Box

- image	- tights	- a chain	- clever
- look	- trainers	- a knee	- crazy
- back	- a necklace	- to seem	- lazy
- a leg	- a kit	- attractive	- rude
- a heart	- a pocket	- lovely	- social
- stomach	- jewellery	- physical	- weak
- an ankle	- a wallet	- simply	- polite
- skin	- a bracelet	- to look	- caring
- a swimsuit	- a purse	- brilliant	- tidy

Ready to Build

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Language in Use

Digital Activity

1 **Read the dialogue and pay attention to the bold parts.**

Mark : **Whose** trainers are these?
Ece : I guess they are Esra's trainers.
Mark : Why do you think so?
Ece : Because she wears **more colourful** clothes than the other students in her classroom.
Mark : I think you're right. She **has got the most colourful** items in her class, too.
Ece : That's true. So, they must be her shoes.

2 **Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.**

- ☐ a. She has got many necklaces and earrings.
- ☐ b. The library is the best place to stay focused.
- ☐ c. Whose shoes are black?
- ☐ d. You are more organised than me.
- ☐ e. We have got an exam next week.
- ☐ f . The accessories here are nicer than the other shops.

3 **Notice the "Keep in Mind" box and talk about the functions of the bold parts in Activity 1 in pairs.**

Keep in Mind!

She **has got** a lovely necklace.
(Expressing possession.)
Whose wallet is this?
(Requesting information about belongings.)
She is **taller than** her sister.
(Comparing two things.)
She is **the tallest** person in the room
(Comparing three or more things.)

4 **Listen to the recording and fill in the blanks with the words below.**

Track 3.5

good / better / the best / bad / worse / the worst

Hi, I'm Tim. I like doing sports with my sister. I usually wear my white trainers because my black trainers are (1) ..... . They are small for me. My white trainers are (2) ..... than the black ones. They are more comfortable. But my sister has (3) ..... trainers of all. They have lights on them! Yesterday, the weather was (4) ..... . It was sunny and we did sports. Today, it is (5) ..... than yesterday because there is a storm outside. This is (6) ..... storm of the year. I hope we will do sports tomorrow.

5 **Listen to the recording again and choose the correct answers.**

Track 3.6

1. Tim's black trainers are ..... .
   a. good b. bad c. the best
2. Tim's white trainers are ..... than the black ones.
   a. better b. worse c. the worst
3. Tim's sister's trainers are ..... of all.
   a. the worst b. good c. the best
4. Today, there is ..... storm of the year outside.
   a. worse b. the worst c. bad
5. The weather was ..... yesterday.
   a. the best b. bad c. good

6 **Read the example sentences in the chart and write two more sentences for each part.**

Comparing two things	Comparing three or more things
e.g. I think English is simpler than Maths.	e.g. Leyla is the politest student in our class.
①	①
②	②

7 Circle the correct options.

Hale : There is a pen here. **Whose** / **Who's** pen is it?
Can : I think it is Selim's pen.
Hale : Selim? **Whose** / **Who's** Selim?
Can : He is a new student at school. His sister is in our class.
Hale : Oh, I see. **Whose** / **Who's** his sister?
Can : She is Meltem.

8 Put the words/phrases in the correct order.

e.g. a / have got / backpack / red / I
I have got a red backpack.

a. black / my father / coat / has got / a

b. hat / whose / is / the floor / on ?

c. have got / they / trainers / pretty

d. than / stronger / a lion / a rabbit / is

e. is / girl / the tallest / she / in the class

f. a / jacket / has got / black / Mr Kaya

g. are / books / these / whose ?

h. than / younger / I'm / my father

i. boy / Mark / is / in the class / the fattest

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Play in groups of 3-4.
- Prepare your bingo card using nine of the words in the word box.
- Don't show your bingo card to other teams.
- Each team makes a sentence with simple comparisons using one of the words in their bingo card.
- When your bingo word is used tick that word on your bingo card.
- When all your bingo words are used, you can say "Bingo".

e.g.
- An elephant is bigger than a lion.
- My grandmother is the oldest person in my family.

Word Box

attractive	curly	organised	tall
bad	fancy	patient	thick
brilliant	focused	polite	thin
clever	good	serious	tidy
comfortable	helpful	short	trendy
cool	independent	simple	wavy
crazy	lazy	social	weak

BINGO CARD

attractive	cool	focused
helpful	patient	short
tall	tidy	wavy

Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Reading-Comprehension

1 **Whose hair is the longest in your family?**

2 **Read the text quickly and choose the best title.**

A Pretty School Day **A Sad Moment** **Home Sweet Home!**



Hi, I'm Lily. Everyone has got different personalities and abilities in my family. My parents are very kind and helpful. My mum has got a great voice, and my dad can draw pictures very well. My mum sings better than my dad, but my dad is funnier than my mum. My grandma is a patient person. She is the best cook in my family. She sometimes bakes cookies. I think they are the best cookies in the world! My little brother is sometimes naughty, but he is also the funniest person in our house. He always makes us smile. My sister is very clever. Sometimes my marks are worse than my sister's marks, but we study together happily. My family is the prettiest thing in my life. We have got so much love for each other, and that's what makes us the happiest family I know.

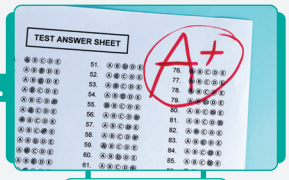
3 **Read the text again and write the correct family member under the related pictures. There is an extra one.**

a. 

b. 

c. 

d. 

e. 

f. 

4 **Read the text again and answer the questions in pairs.**

a. Whose family is the text about?
b. What can her father do well?
c. What is her brother like?
d. What does Lily think about her grandma's cookies?
e. How do Lily and her sister study together?

5 **Work in pairs. Talk about your family members by comparing their personalities.**

e.g.



Who is the funniest member in your family?

My brother is the funniest person in my family.



6 **Work in groups. Go to page 142 and read the digital story. Then role play one of the scenes.**

Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 Read the email quickly and choose the correct option.

The email is about .....

a. Mine's responsibilities at school.
b. the problems she had in her new school.
c. Mine's new school and friends.

New

Dear Grandma,
How are you? I hope you're fine. I want to thank you for your advice. You said I should be patient to have new friends in my new school. At first, it seemed a bit difficult to start a new school this year. But I'm okay now. I have got a lot of new friends here. They are friendly and helpful. Melis is one of them. She is my deskmate. She has got curly brown hair and blue eyes. She is very clever. She can solve maths problems faster than us. She prefers wearing comfortable clothes like jeans and trainers. And the best part is that we live in the same building. This weekend, she will visit us. I'm sure we will have a great time.
Hugs,
Mine

SEND

2 Read the email again and complete the chart about Mine's new friend.

Name	Physical appearance
.....	.....

Personality	Clothing preferences
.....	.....

3 Read the email again and complete the sentences.

a. Mine is writing this email to thank her grandmother ..... .
b. Melis is very clever and she can ..... .
c. Melis prefers wearing ..... .

4 Answer the questions in pairs.

a. How many close friends do you have?
b. What are your best friends' personal traits?
c. Do you wear similar clothes to your friends?

5 Write a short email about your best friend similar to the one above and share it with the class. Then give positive feedback to each other with the chart below.

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

Ready to Explore

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

CLIL and Culture

1 Read the text quickly and choose the correct answer.

The text is about .....

a) how to be a famous athlete.
b) sports, clothes, and personality.



Hello! I am Tarık. I love watching sports and I usually read magazines about different types of sports. Sports are not just about being strong. Clothes and personality are important too.



Aisha is a young runner from India. She is more focused and patient than most athletes. She wears her most comfortable trainers and trains every morning. When she trains, she doesn't wear a necklace or bracelet because they aren't comfortable for running. She keeps her jewellery in a small pocket.



Carlos is a young swimmer from Spain. He is in the school swimming team. He is more social and cleverer than the others. He likes being with his team. He is the most caring person in the team and he likes helping his teammates. He carries a kit bag for training and he always wears his favourite swimsuit.



Aylin is a rock climber from Türkiye. She is a member of the nature club. She is the most independent member in the club. She loves adventure. She always carries her things in a backpack. She is more organised than her friends. She puts everything in its right place. She loves climbing.

2 Read the text again and write T (True) or F (False). Correct the false sentences.

a. Tarık loves watching sports. ☐

b. Aisha wears a necklace when she runs. ☐

c. Aisha keeps her jewellery in her kit bag. ☐

d. Carlos is caring and helps his teammates. ☐

e. Aylin is independent and loves adventure. ☐

f . Aylin is lazier than her friends. ☐

3 Answer the questions in pairs by giving reasons.

Karaoke

a. Do you think clothes and personality are important in sports? Why or why not?
b. Is it important to be social and caring for a team athlete? Why or why not?
c. Do you prefer doing team sports or individual sports? Why or why not?

Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Review

1 Read the strip story quickly and answer the questions in pairs.

a. How does Atlas help his friends?

b. What is the main idea of the strip story?

1



Susan : Hey, Atlas! Can you help Nancy and me to study for the maths exam in the library?

Atlas : Oh, maths is the easiest subject at school.

Susan : OK smarty pants, stop showing off! We all know you are good at maths. Please help us to study for the exam.

Atlas : Of course, I can. I'm just kidding. Let's go.

2



Three friends studied for their maths exam.

Susan : Thank you for studying with us, Atlas.

Nancy : Thanks a lot. You are a helpful friend.

Atlas : No problem, friends. We can always study together.

Susan : Oh, thank you. So, are we ready for the exam?

Nancy : I hope so. It seems easier after your help.

3



Atlas : Good morning, friends.

Susan : Good morning. You're full of beans this morning!

Atlas : Because I'm ready for the exam.

Susan : But I can't feel the same. My heart is beating so fast.

Atlas : Don't panic, just keep your cool! I know you will do it.

Susan : Thanks, Atlas. You're so caring. I'll try my best.

Nancy : Let's beat the exam. Good luck, everyone!

4



Three friends all got good grades in the exam.

Atlas : Woo-hoo! Whose friends got full marks?

Susan : We did it with your help, Atlas.

Nancy : Yes! We all got full marks! We are lucky to have a brilliant friend like you.

Atlas : That's great! We succeeded it together!

Susan : Let's celebrate it with an ice cream.

2 Read the strip story carefully. Answer the questions. Then write one more question about the story and ask your classmates.

a. Where do Susan, Nancy, and Atlas go to study together?

b. What school subject are they studying for?

c. What does Atlas say to Susan to relax her?

d. How do they feel after the exam results?

e. .....

3 Think about the answers to the questions below and share them with the whole class.

a. Do you like studying together? Give reasons.

b. How do you feel when you succeed in an exam?

c. How do you celebrate a good mark?

4 Work in pairs. Act out the story by adding your own words.

Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title : Personal poster

Task : Prepare a personal profile poster.

Step 1 : Draw a picture of yourself or use a photo.

Step 2 : Label your body parts.

Step 3 : Describe your physical appearance.

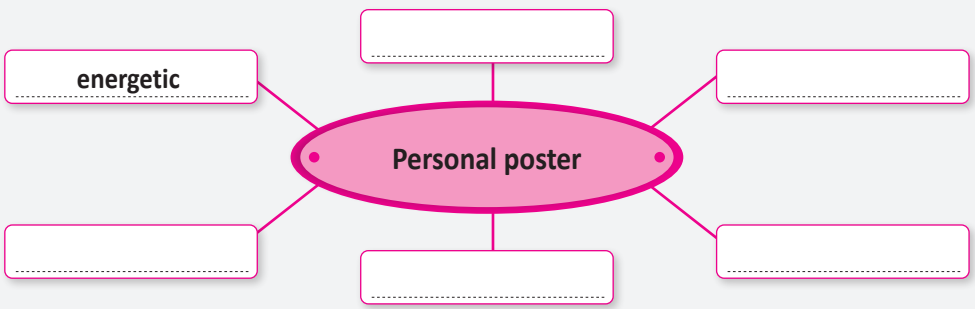
Step 4 : List your favourite clothes.

Step 5 : Write sentences about your personality.

Step 6 : Write down words or phrases related to the topic on the project map.

Step 7 : Present your poster in the class.

Step 8 : Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and understand the texts about body parts, physical appearance and clothes.			
	listen to and understand the texts about personality and character.			
	use phrases "have got" and "has got" to express possession.			
	use question word "whose" to request information about belongings.			
	compare two things or people and compare three or more things or people.			

Consolidation

Theme 4 Family Life



Sub-themes

- Family members' jobs, working places, and job routines
- Different types of family homes and houses

Functional Language

- Talking about planned future events or arrangements
- Expressing scheduled or regular events in the future
- Describing actions or events that happen at the same time or one after the other
- Asking for specific information or making distinctions
- Emphasising that the subject and object of an action are the same

Social Language Expressions

- Keep that secret in the family, please!
- My father works all hours on his new job!
- Please make yourself at home!

EBA
Let's remember!

EBA
Overview of theme

EBA
EBA

Go to page 139
Warm-Up for Well-Being

Get Ready

Introduction

Digital Story

Watch the digital story. Guess what it is about.

1



2



3







4



5


English
Positive
Negative
I
you
we
Do
I
you
we
they
He
She
Don't
Does

6



Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Listening/Watching-Comprehension

Which jobs do you know?

1 Watch the digital story and tick (√) the words/phrases you hear.

- ☐ a. family members' jobs
- ☐ b. a national day
- ☐ c. job routines
- ☐ d. family homes and houses
- ☐ e. working places
- ☐ f. classroom life
- ☐ g. dream jobs

2 Match the words/phrases above with the pictures. There is an extra picture.


1 ☐


2 ☐



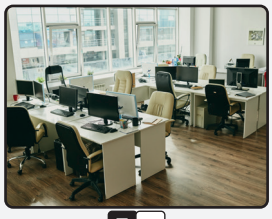
3 ☐


4 ☐



5 ☐


6 ☐


7 ☐


8 ☐

3 Talk about the phrases you ticked in Activity 1 in pairs.

e.g.



My parents are teachers. They work at a lower secondary school.

My parents are engineers at a company.



4 Watch the digital story carefully and write the missing parts in the chart below. Then talk about the chart in pairs.

	MUM'S JOB	DAD'S JOB
Çağlar	.....	.....
Arya	.....	.....
Tina	.....	.....
Tom	.....	.....

e.g.

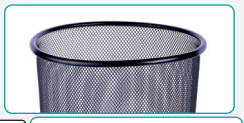


Which job does Çağlar's mum do?

She is a manager.



5 **Watch the digital story and tick (√) the things in Arya's room.**


☐ a. a rubbish bin


☐ b. a bookcase


☐ c. a box


☐ d. a toy


☐ e. a clock


☐ f. a laptop


☐ g. furniture


☐ h. a youth room set

6 **Watch the digital story carefully and put the events in the correct order.**

- ☐ a. Çağlar is attending a design and art workshop next week.
- ☐ b. Tom is saying what is in the room, and the others are taking notes.
- ☐ c. Tom is helping his uncle next weekend.
- ☐ d. Mrs Akman gives a project to her students.
- ☐ e. Tina is going to the news agency with her dad next Saturday.

7 **Look at the picture on pages 70-71. Ask and answer the questions in pairs.**

a. Where are the family members?
b. Which jobs do you see?
c. What is the cook doing in Picture 4?
d. What is the teacher doing in Picture 5?

8 **Work in groups of 4 or 5. Write three short questions about the picture on pages 70-71. Then change your questions with another group and answer each other's questions. Give positive feedback.**

Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the dialogue and notice the coloured letters. Then act it out.**

Track 4.1

Selin : What is your **d**ream job?
Burak : I want to **b**e **a**n **a**uthor. I **a**m **e**arning **e**nough money **a**fter university. What **a**bout you?
Selin : My **d**ream job is to be **a** cook. I like **b**eing in the kitchen.

2 **Listen to the words and circle the one that starts with a different sound. Check your answers with your teacher.**

Track 4.2

1. a. **a**ssistant	b. **a**pple	c. **a**partment
2. a. **c**ook	b. **c**entre	c. **c**lock
3. a. **e**conomy	b. **e**ntrance	c. **e**mployee

3 **Say the words below in pairs. Notice the first letters. Then write more words that begin with the same sounds for each group.**

address	blanket	carpet	drawer	employ

4 **Find words with the letters "a, b, c, d, and e" from the digital story. Say them with the correct sounds. Then write them in your notebooks.**

Digital Activity

1 **Look at the picture and guess what the dialogue is about.**



2 **Listen to the dialogue and complete the chart with the words below. Then check your answers in pairs. There is an extra one.**

Track 4.3

blanket / cooker / mirror / set / shelf
chopping board / pillows / light / clock / bin

Sally	Tom	Mum
a pink (a)	furniture	a (g) .....
a purple carpet	a (d)	a sink
curtains	a big (e)	a refrigerator
a big (b)	a rubbish (f)	a (h) .....
a youth room (c)	a bookshelf	(i) ..... and drawers

3 **Talk about your room in pairs, as in the example.**

e.g.



My room is on the first floor. There are lights and colourful boxes.

My room is upstairs. I have got a youth room set.



4 **Read the speeches and underline the words/phrases you don't know. Then check them with your teacher.**

İzem	Beril	Efe	Tony
My mum works as a cook in a restaurant. She prepares delicious meals and desserts by herself. My dad works as a reporter for a news agency. He reports the news every day. My dream job is to be a journalist. I am going to the news agency with my dad next Saturday.	My mother is an author. She writes books for children in her office. My dad is a dentist. He checks his patients' teeth in his clinic. My sister is a lawyer. She works in her office. I want to be a director. I like watching films. I am visiting a film set next Sunday.	My father is an officer. He checks documents at a government office. My mother is a manager. She runs everything in a boutique hotel. My dream is to be a businessman. I am helping my uncle, and we are selling products to different countries together next weekend.	My mum is an engineer. She designs systems for a company. My dad is a professor. He teaches students at a university. My brother is a pilot. He flies planes. My dream job is to be a designer. I am attending a design and art workshop next week.

5 **Read the speeches in groups of four as a jigsaw. Then talk about your parts in groups.**

6 **Read the speeches again and draw lines to make sentences.**

a.	Tony's mother, an engineer,	writes books for children	for a company.
b.	İzem's dad, a reporter,	designs systems	in a boutique hotel.
c.	Beril's mother, an author,	checks documents	in a restaurant.
d.	Tony's father, a professor,	checks his patients' teeth	at a government office.
e.	Efe's dad, an officer,	prepares delicious meals	for a news agency.
f.	İzem's mum, a cook,	teaches students	in her office.
g.	Beril's father, a dentist,	runs everything	in his clinic.
h.	Efe's mum, a manager,	reports the news	at a university.

7 **Read the speeches again carefully and complete the chart. Then talk about it in pairs.**

	Dream Job	Plans
İzem		
Beril		
Efe		
Tony		

e.g.



İzem's dream job is to be a journalist. She is going to the news agency with her dad next Saturday.

8 **Circle the correct options according to the digital story. Check the answers in pairs.**

a. The topic is about **job routines** / **timetables**.
b. Arya wants to be a **doctor** / **director**.
c. Mrs Akman has already prepared another **task** / **exercise**.
d. Arya's house has got a big **carpet** / **entrance**.
e. Arya's room is **downstairs** / **upstairs**.

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

Play the game in groups and take turns. Choose a job from the box and write it on a piece of paper. Don't show it. Ask questions to guess the job (You may ask up to five questions.). The student with the most correct guesses is the winner.

e.g.

a pilot



Do you wear a uniform?

Do you travel?

Are you a pilot?

Yes.

Yes.

Yes, I am.



Jobs

an author / a boss / a businessman / a cook / a dentist / a designer / a detective / a director
a soldier / a lawyer / an assistant / a journalist / a manager / a painter / a pilot / a professor
a reporter / an engineer / an officer

Ready to Build

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Language in Use

Digital Activity

1 **Read the dialogue and pay attention to the bold parts.**

Leo : Hey, Elizabeth. When is your flight?

Elizabeth: The plane to London **takes off** at 9:15 tomorrow morning. Can you take me to the airport?

Leo : Oh, sorry. We **are moving** to a new apartment tomorrow morning.

Elizabeth: Really? That's exciting.

2 **Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.**

- ☐ a. You present your projects at ten o'clock next Monday.
- ☐ b. I am attending a design and art workshop next week.
- ☐ c. I am visiting a film set next Sunday.
- ☐ d. My father is an engineer at a company.
- ☐ e. My dream is to be a businessman.
- ☐ f . I am helping my uncle next weekend.

3 **Listen to Albert's plans for the weekend and complete the chart below. Then ask and answer about his plans in pairs.**

Track 4.4

Albert's plans

Saturday	Sunday
a. fly to ..... at 10:20 b. ..... Anıtkabir c. go to a	a. return flight to ..... at 21:30 b. go to his new ..... c. design his new ..... by himself

e.g.



When does Albert fly to Ankara?

He flies to Ankara at 10:20 on Saturday.



Keep in Mind!

- The plane to London **takes off** at 9:15 tomorrow morning. (Scheduled future events)
- We **are moving** to a new apartment tomorrow morning. (Planned future events)

4 **Talk about your plans for the weekend in pairs.**

e.g.



I am going to a concert next Saturday. It starts at 13:00. What about you?

I am visiting my grandparents. The train to Ankara leaves at 08:25 next Sunday.



5 **Prepare a weekly agenda for your holiday.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
fly to Antalya at 7 p.m.						
						visit relatives

6 Talk about the chart in Activity 5 in pairs.

e.g.



When are you flying to Antalya?

I am flying to Antalya at 7 p.m. on Monday.



7 Match the halves of the sentences. There is an extra one.

a. The cook prepares the food ☐	1. while I am reading my book.
b. I am waiting for you ☐	2. when they arrive at the restaurant.
c. We are helping our grandpa ☐	3. when Sam reports news.
d. My friend visits me ☐	4. when you are in the meeting.
e. Pelin wears her uniform ☐	5. while he is farming.
	6. while she is serving the meals.

Keep in Mind!

- The cook prepares the food **when** the guests arrive.
- I will wait for you outside **while** you are having a meeting.

8 Circle the correct one. Pay attention to "Keep in Mind!" box.

Keep in Mind!

I am decorating my room **myself** today. They fly to Vienna by **themselves** at 7 p.m. today.

Today is an organisation day for my family. My dad, the reporter, is introducing **herself** / **himself** to the audience in the afternoon. My mum is preparing snacks by **herself** / **himself**. My sister and I are organising drinks by **themselves** / **ourselves**. I am carrying boxes by **yourself** / **myself** while my grandparents are resting in the hall. It will be fun!

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

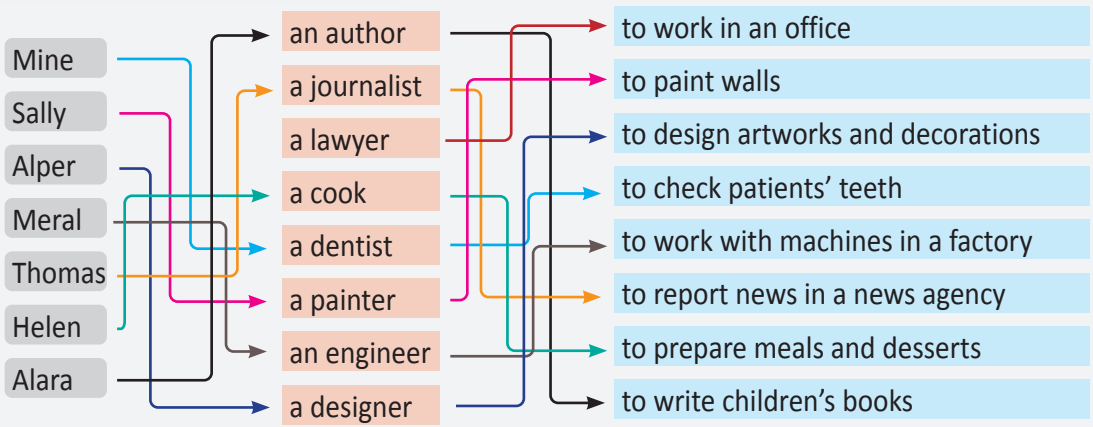
How to Play

Play the game in pairs and take turns. Follow the lines and find the students' dream jobs. Then talk about the job routines in pairs, as in the example. Get 10 points for each correct sentence. Make sure you play in a fair and kind way.

e.g.

Arthur's dream job is to be a designer. He is designing artworks and decorations when he becomes a designer in the future.





Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Reading-Comprehension

1 What do you want to do in the future?

2 Look at the photos quickly and guess what they are about.

3 Read the texts quickly in Activity 4 and match them with the photos. There is an extra one.



a. ☐



b. ☐



c. ☐



d. ☐

4 Read the texts carefully and complete them with the sentences below. There is an extra one.

a. He is a strict boss.
b. She works in a factory.
c. She works for a music company.
d. She wants to be a detective.

I am talking about my aunt, Alice, and my cousins, Harry and Emma, now. They have different jobs and plans.



1 Aunt Alice is a director. (1) ..... She and her assistants are organising a concert for 23 April, National Sovereignty and Children's Day, next week. They are choosing Mustafa Kemal Atatürk's favourite songs while they are preparing the programme today. He was a great and brave commander. He cared about children and gave them this special day.



2 Today is the first working day for Harry. He is earning money by himself as an engineer. He is farming and designing on his grandparents' farm this week. He is ambitious while he is doing his new job. His grandfather controls all the work on the farm by himself. (2) ..... His employees are always active when they work on the farm.



3 Emma is a student at university. She is a curious and careful girl. She enjoys searching for and finding interesting things. (3) ..... So she is meeting a detective in his office next Saturday afternoon. After the meeting, she is visiting her dad. He works as a cook in a restaurant. She is helping her dad in the restaurant while he prepares meals.

5 Read the texts again and complete the chart. Then ask and answer about chart in pairs.

	Jobs	Job routines	Plans
Aunt Alice	e.g. a director		
Harry			
Emma			

Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 **Look at the picture quickly and say: Is it about workplaces or houses?**

2 **Read Ceren's blog quickly and answer the questions.**

a. What is Ceren reading?

b. Can you find and underline the words/phrases about the dream room? Share them with your classmates.

Ceren's Blog

HOME ABOUT ME CONTACT

Welcome to my blog!
I am reading news about different family houses. It says that most people enjoy decorating and designing their houses and rooms by themselves. For example, I am moving to a new apartment next week. I am painting my room with my uncle tomorrow. This is exciting and fun for me. My parents are painting the rest of the house. I am trying to make my dream room with a youth room set, a big light, a mirror, a carpet, a blanket, and curtains with volleyball pictures. I can't wait for my new room. What is your dream room like? Write to me, please!



3 **Think about the answers to the questions below and share them with the whole class.**

a. Do you enjoy decorating and designing your house/room? Give two reasons.

b. Which colour will you paint your house/room?

c. Which furniture do you prefer in your house/room?

4 **Write a blog post about your dream house/room similar to the one above. Share it with the class. Then give positive feedback to each other with the chart below.**

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

Ready to Explore

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

CLIL and Culture

1 **Look at the photos quickly and guess what they are about. Share your guesses in class.**

A Wildlife Photographer

Exploring and discovering nature are part of a wildlife photographer's routine. She/He takes photos of nature and animals in their natural habitat. When photographers go into the wildlife, they try to help people care about nature.





A Chocolate Designer

This is the sweetest job for children. A chocolate designer is a kind of artist. She/He makes and decorates creative and amazing chocolate designs. Do you want to be a chocolate designer? I hear you say, "Yes!"

A Bookbinder

If you have a very old book, do not throw it into the rubbish bin! A bookbinder repairs it carefully. Thanks to her/him, we can read old books for years.





Atatürk's House

Mustafa Kemal Atatürk's house is in Thessaloniki. He was born in this house. Turkish architects and designers restored the house as a museum. There are photos and items about the history of the house and Atatürk's early years.

Zero Energy Buildings

Engineers and architects are designing and building zero-energy buildings nowadays. The buildings use very little energy, and they can also produce their own energy from solar panels or wind. How great it is!





Harran Kümbet Houses

They were built 150-200 years ago with bricks collected from the ruins. They don't have flat roofs. They keep cool in summer and warm in winter thanks to their architectural structure and materials. The houses in Puglia, Italy, are similar to the houses in Harran, Şanlıurfa.

2 **Think about the answers to the questions below and share them with the whole class.**

a. Which job sounds more interesting? Give two reasons.
b. Which building sounds more interesting? Give two reasons.
c. Which job would you like to do? Give two reasons.
d. What would your dream job and house be like? Describe them.

Karaoke

3 **Find more interesting jobs and buildings around the world and present them to the class.**

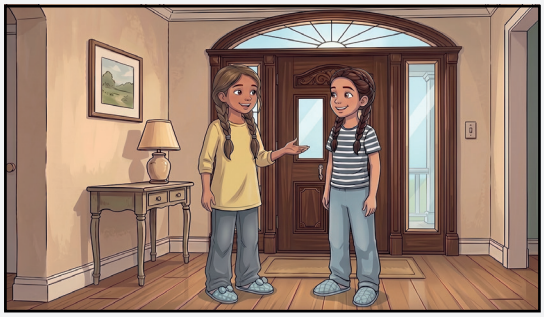
Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Review

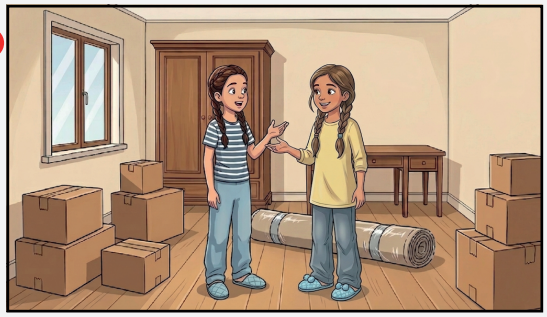
1 Read the strip story quickly. What is it about?

1



Nehir : Hi, Susan. Welcome! Please make yourself at home!
Susan : Thanks, Nehir. Is your room upstairs or downstairs?
Nehir : It's upstairs. Let me show you! Come on!

2



Susan : Are you decorating here by yourself?
Nehir : No. My mum and I are designing it together today when my father works all hours on his new job!
Susan : That's nice. So your dad is busy.
Nehir : Yes.

3



Susan : Your mum is a designer, isn't she?
Nehir : Yes. My dream job is also to be a designer. I am good at matching furniture and other things, like carpets, curtains, and lights.
Susan : I see!

4



Nehir : What is your dream job?
Susan : To be a pilot. I like travelling by plane.
Nehir : That's great! I hope we can do our dream jobs one day.
Susan : I hope so.

2 Read the picture strip story carefully. Answer the questions below. Then write one more question about the story and ask your classmates.

a. Where is Nehir's room?
b. Who designs Nehir's room?
c. Why can't Nehir's dad help them?
d. What does Nehir's mum do?
e. .....

3 Think about the answers to the questions below and share them with the whole class.

a. Do you like designing and decorating rooms in your house? Give reasons.
b. What kind of house would you like to live in when you grow up? Give reasons.
c. What is your dream job? Describe it and give reasons.

4 Work in pairs. Act out the story by adding your own words.

Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title : A booklet

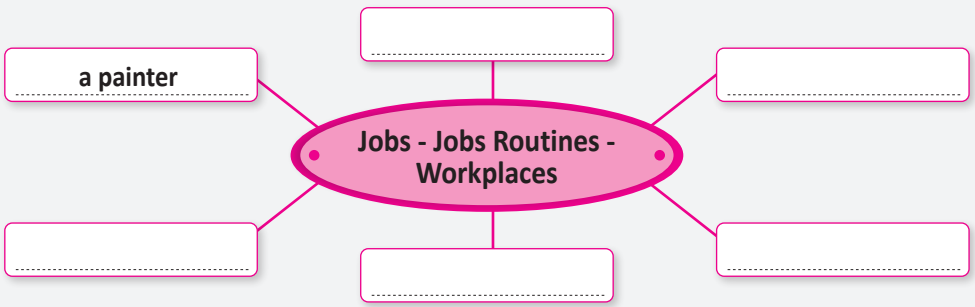
Task : Prepare a booklet about one of your family members' job, workplace, and daily and job routines.

Step 1 : Write details about the type of home this family member lives in. (number of rooms, outdoor spaces, or furniture) Write words or phrases related to the topic on the project map.

Step 2 : Draw a simple picture of the home and the family member's daily activities and routines.

Step 3 : Present your booklet to your classmates.

Step 4 : Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow the activities about family members' jobs, working places, and job routines; different types of family homes and houses.			
	understand written texts about family members' jobs, working places, and job routines; different types of family homes and houses.			
	write simple texts about family members' jobs, working places, and job routines; different types of family homes and houses.			

Consolidation

Theme 5 Life in the Neighbourhood & City



Sub-themes

- Festivals and events (sports, music, arts) in the neighbourhood and city
- Transportation in the neighbourhood and the city

Functional Language

- Describing past events, states, or conditions
- Asking for reasons or time-related information about events, actions, or situations
- Talking about likes, dislikes, plans, and actions
- Confirming or seeking agreement about past events or states
- Describing the location and time of objects, people, or events

Social Language Expressions

- The music festival is the talk of the town!
- We were stuck in a traffic jam on the way to the concert!
- Can I get a lift to the station?

Let's remember!

Overview of theme

EBA

Go to page 139
Warm-Up for Well-Being

Get Ready

Introduction

Digital Story

Watch the digital story. Guess what it is about.

1



2



3







4



5



6



Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Listening/Watching-Comprehension

What kind of festivals/events are there in your neighbourhood and city?

1 Watch the digital story and tick (√) the words/phrases you hear.

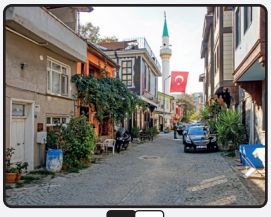
- ☐ a. transportation in the neighbourhood
- ☐ b. celebrating a national day
- ☐ c. a music festival
- ☐ d. life in the neighbourhood
- ☐ e. a wedding
- ☐ f. an audience
- ☐ g. an arts festival

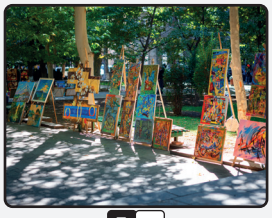
2 Match the words/phrases above with the pictures. There is an extra one.


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

3 Talk about the phrases you ticked in Activity 1 in pairs.

e.g.



I enjoy playing with my friends in my neighbourhood. What about you?

I like joining festivals and events in my city with my friends.



4 Watch the digital story carefully and write the missing parts in the table below.

The festival in the neighbourhood	Transportation in the neighbourhood
a. a ..... festival	f . Public ..... was crowded.
b. Ryan's dad is a	g. Signs and ..... were along the roads.
c. to perform jazz, pop, rock, and ..... songs	h. to go everywhere on .....
d. to organise another local and social	i . to ..... the underpass
e. to raise ..... for local schools	j . go to festivals in a .....

5 **Watch the digital story again and match the pictures with the people. There is an extra one.**

☐ Melike ☐ Kayhan ☐ Rosa ☐ Ryan ☐ Ryan' s Dad



a. b. c. d. e. f.

6 **Watch the digital story carefully and put the events in the correct order.**

- ☐ a. Kayhan says that everybody is rushing today.
- ☐ b. Melike asks Ryan about the organisation of national days and events.
- ☐ c. Ryan's dad and his band perform jazz, pop, rock, and rap songs on the platform during the festivals.
- ☐ d. The audience was pleased to sit on the grass during the festival.
- ☐ e. Melike says that the music festival was the talk of the town.

7 **Look at the picture on pages 84-85. Ask and answer the questions in pairs.**

a. What types of transport do you see?
b. What are the musicians doing in Picture 5?
c. What are the people doing in Picture 6?

8 **Work in groups of 4 or 5. Write three short questions about the picture on pages 84-85. Then change your questions with another group and answer each other's questions. Give positive feedback.**

Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the dialogue and notice the coloured letters. Then act it out.**

Track 5.1

Yasemin: Hang on a moment, Batu. Where is the hall key?
Batu : It's in front of the light. Hurry up! The jazz festival starts in half an hour. How about taking the underground?
Yasemin: Good idea!

2 **Listen to the words below and repeat them as a whole class.**

Track 5.2

- festival - food
- ground - giraffe
- hall - handmade
- inside - idea
- join - jazz
- kitchen - kind

3 **Work in pairs. Write one more word for each coloured letter in Activity 2 and repeat them.**

e.g. fridge - jungle

4 **Find words with the letters "f, g, h, i, j, and k" from the digital story. Say them with the correct sounds. Then write them in your notebooks.**

Digital Activity

1 Listen to the dialogue and complete it with the correct words below. There is an extra one.

Track 5.3



organises / perform / musician / crowded
pleased / bus / creative / wedding

Nil : Hi, Nehir. How was the (1) ..... yesterday?
Nehir : Hello, Nil. It was the best. The guests and I were (2) ..... with the meals.
Nil : What kind of music was there?
Nehir : There were jazz, pop, rock, and rap songs. The musicians were great on the stage. It was (3) ..... but amazing.
Nil : I like pop music. My dad is also a (4) ..... .
Nehir : Really? Does he (5) ..... pop music?
Nil : Yes. He (6) ..... concerts and events. He and his band want to raise money for young musicians.
Nehir : Excellent! By the way, where were you yesterday?
Nil : I was at the theatre with my family. There was a lot of traffic yesterday, wasn't there?
Nehir : Oh, yes! We were stuck in a traffic jam on the way to the wedding!
Nil : Really? What happened then?
Nehir : The (7) ..... was also late yesterday because of the rain. Finally, we were in time for the wedding.

2 Read the dialogue and write T (True) or F (False). Then correct the false sentences.

a. The wedding was the best yesterday. ☐

b. Nehir and the guests were unhappy with the meals. ☐

c. The musicians were great on the stage. ☐

d. Nil's dad performs rock music. ☐

e. Nehir and her family were stuck in a traffic jam on the way to the wedding. ☐

3 Watch the digital story and circle the correct options.

a. Friends are talking about a **music** / **sports** festival.
b. The festival was in their **school** / **neighbourhood**.
c. The **local** / **platform** directors celebrate the national days every year.
d. Public transport was **crowded** / **creative** in their neighbourhood because of the festival.
e. There were **signs** / **bikes** along the roads, the underpass, and the overpass.
f. They are talking about **transportation** / **food** in their neighbourhood.

4 **Read the speech and underline the words/phrases you don't know. Then check them as a whole class.**

The city is busy today. Everybody is rushing and trying to catch the tram and buses. Also, public transport was crowded yesterday because of the festival. There was no parking available. I was on my bicycle. I always prefer riding my bike to taking a bus or train.

Ryan normally skates everywhere, but yesterday he was tired. He took the bus. He says that there were different means of transport. There were signs and directions along the roads, the underpass, and the overpass near our neighbourhood.



Kayhan

Rosa always prefers going everywhere on foot. She sometimes crosses the underpass and links her walk with the tram ride. But yesterday she was on her bike.

Ryan's dad and his band always go to festivals in a van. They were tired after the great concert yesterday. But they were pleased with the audience and their performance.

5 **Read the speech in groups of four as a jigsaw. Then talk about your parts in groups.**

6 **Read the speech again and complete the sentences from the speech.**

a. Public transport was ..... .
b. Kayhan always prefers riding his bike to taking a ..... .
c. Rosa always goes everywhere ..... .
d. Ryan says that there were different ..... .
e. Ryan's dad and his band were ..... with the audience.

7 **Talk about how you come to school every day in pairs. Then share your dialogue with the whole class.**

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

Play the game in pairs or groups. Write five sentences with the words from the word boxes and divide each one into three parts. Colour each part in a different colour, then cut and mix them. Take three pieces and make a correct and meaningful sentence. Then get a point. **Bonus**: Finish the task first and get one extra point.

e.g. They organised a festival. I like driving a motorcycle.

Word Boxes

a festival / an audience
a musician / a platform
a wedding / jazz / pop / rock
rap / means of transport
parking / driving / a sign
a direction / a vehicle
a railway / a link / a tube
a drive / a ride / a van / a ship
a lorry / a motorcycle / a wheel
gas / petrol / an overpass
an underpass / tram

to celebrate
to perform
to raise (money)
to organise
to practise / to ride
to skate / to catch
to cross / to link
to count someone in
to hang on / to rush

creative / local
pleased / crowded
social / tired

at / in / on / in front of
under / behind / among
beside / near / next to
between / across / into
through / onto / by car

Ready to Build

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Language in Use

Digital Activity

1 Read the dialogue and pay attention to the bold parts.

Sam : The festival **was** amazing, **wasn't it**?
Ali : Yes. I like **joining** the festivals in my city. The artworks in front of the entrance **were** creative, **weren't they**?
Sam : Oh, yes! I enjoy **seeing** different artworks. Why **weren't** there many people at the festival?
Ali : I think there **was** a traffic jam on the way to the festival area.
Sam : That's right! I plan **to attend** the next event with my family.



2 Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.

- ☐ a. It was yesterday in your neighbourhood, wasn't it?
- ☐ b. It was the best, wasn't it?
- ☐ c. Your dad and his band were amazing.
- ☐ d. I visit my grandparents.
- ☐ e. There was no parking available.
- ☐ f . They were tired after the great concert, weren't they?
- ☐ g. I enjoy listening to rock music at festivals.
- ☐ h. It's a chance for you.

3 Draw lines to make sentences from the digital story. Then talk about them in pairs. Notice the Keep in Mind! box.

e.g. a.	I	was	skating.
b.	It	like	riding my bike.
c.	I	was	tired.
d.	They	prefer	the best.
e.	There	plan	no parking.
f.	I	was	the festival.
g.	The band	organise	to raise money.

4 Say each sentence from the digital story in the wagons with a question tag.

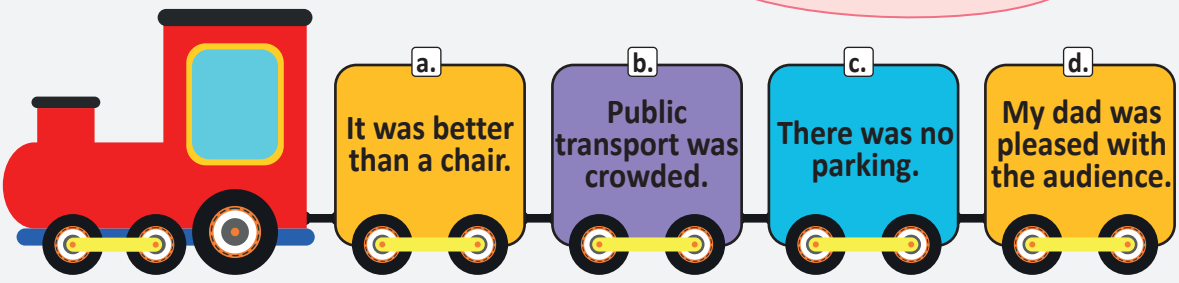
e.g.



Your dad and his band were amazing, **weren't they**?

Keep in Mind!

The festival **was** amazing. (past events and states)
The artworks in front of the entrance **were** creative. (past events and states)
I enjoy **joining** the festivals in my city. (gerund)
I plan **to attend** the next event with my family. (infinitive)



5 Read the text and circle the correct options. Check the answers with your classmates.

My mum likes organising birthdays. She plans **celebrating** / **to celebrate** it in the garden. People always enjoy **having** / **to have** my mum's delicious cakes and cookies. Yesterday **were** / **was** her birthday. My sister and I **were** / **was** responsible for the organisation. It **was** / **were** a big surprise for her. She **were** / **was** very excited. We **were** / **was** happy, too.

6 **Look at the pictures. Ask and answer questions as in the example.**

e.g.



Where is the bus?



It's at the bus stop.





a.



b.



c.



d.

7 **Listen to the recording and complete the paragraph below. Then check the answers in pairs.**

Track 5.4

I was (1) ..... the car park (2) ..... one o'clock yesterday. My car was (3) ..... a lorry and (4) ..... a van. My friend's motorcycle was (5) ..... lorries. The park was crowded. So we couldn't find our vehicles (6) ..... the park. Then, we walked (7) ..... the road (8) ..... catch the tram.

Keep in Mind!

They took a drive **by** van **to** the festival. (prepositions)

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

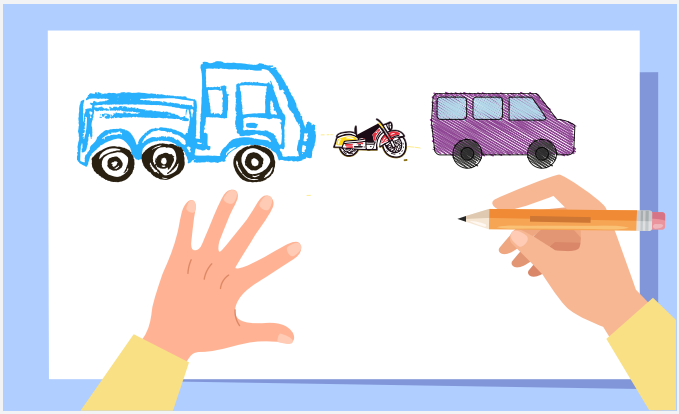
Gamification

How to Play

Play the game in pairs. Take five rounds in turns. One peer says a sentence with "at, in, on, in front of, under, behind, near, next to, between, across, out of, on foot, by car", as in the examples; the other peer draws its picture. If the peer draws it correctly, S/he gets ten points. Make sure you play in a fair and kind way.

e.g. The motorcycle is between the van and the lorry.

SCOREBOARD	
GROUP A	GROUP B
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

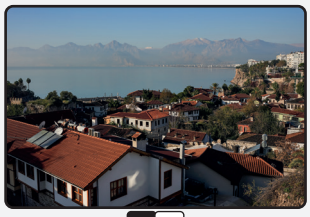
Reading-Comprehension

1 **Look at the photos quickly. What are they about?**

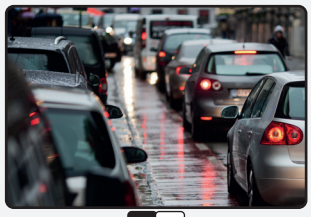
2 **Read the news quickly and match the photos with the paragraphs. There is an extra one.**



1 ☐



2 ☐



3 ☐

3 **Read the news quickly and underline the words/phrases you don't know. Check them with your teacher.**

News

a. On 25 February, Konya, a city in Türkiye, was covered with snow. There was an art festival in the city. The atmosphere was wonderful. The festival area was full of people. The visitors were pleased with this social event. The artists were talented, and their paintings and artworks were amazing. The artists were happy to organise an event like this.

b. On 25 February, in İstanbul, a city in Türkiye, there was heavy rain. On rainy days, many people rush to catch a bus or ride the tram. Drivers always drive along the road slowly in their vehicles, such as cars, vans, lorries, and motorcycles. People generally cross the railway, overpasses, and underpasses carefully because police officers put up signs and give directions. Public transport was late and crowded because of the rain. The underground, tram, and ship services were not available.

4 **Read the news in pairs as a jigsaw. Then talk about what each paragraph is about in pairs.**

5 **Group the words/phrases in the word box.**

WORD BOX

a motorcycle / arts / a lorry / an artist / a tram / a musician / to perform / a vehicle
to organise / a ship / an event / a direction / pop / an overpass / to celebrate / an audience
an underground / a concert / a van / jazz / a railway / rap / an underpass / a sign

ABOUT FESTIVALS				ABOUT TRANSPORTATION			
----------	----------	----------	----------	----------	----------	----------	----------
----------	----------	----------	----------	----------	----------	----------	----------
----------	----------	----------	----------	----------	----------	----------	----------

6 **Ask and answer about the groups in Activity 5 in pairs.**

e.g.



What kind of festivals do you like?

I like music festivals.



Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 **Read the news quickly and choose the correct option.**

The title of the news is

a. The Local Musician
b. The Sports Festival
c. The Rock Music Concert

2 **Read the news quickly and answer the questions in pairs.**

a. When is the local news on the radio?
b. What kind of festival is on the news?
c. Underline the phrases about a festival. Share them with your classmates.

3 **Think about the answers to the questions below and share them with the whole class.**

a. Do you like joining festivals or events in your neighbourhood and in your city? Give two reasons.
b. What kind of events/festivals do you like most? Give two reasons.
c. What kind of music do you like? Give two reasons.
d. What kind of events do the local officials organise in your neighbourhood?

The Local News Today

On 15 March, local musicians perform pop and rock music after the sports festival in the neighbourhood. The teams are happy with their medals. People come to celebrate the championship. They enjoy singing and dancing together. The audience is pleased with the event. Suddenly, the sky gets dark, and it starts to rain heavily. Everybody is surprised, but the music does not stop. Some people keep listening to music in the rain, while others leave and go home. The festival still ends happily.

4 **Write some news and share it with the class. Then give positive feedback to each other with the chart below.**

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

Ready to Explore

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

CLIL and Culture

1 **Look at the pictures and guess what the texts are about.**

2 **Read the texts quickly and write what the dates refer to.**

a. 1856 _____ b. 2009 _____ c. 1924 _____

d. 1885 _____ e. 1961 _____



Railways from "Steam Locomotive" to "High-speed Train"

Steam locomotives were in use 170 years ago. During the Ottoman Empire period, railway lines were built in 1856. The first Turkish railway line was between İzmir and Aydın, 130 km long. Steam power helped trains go faster. The period from 1923 to 1940 was the golden age, because the railway network reached 3359 km. After 2003, a new period started with high-speed trains "YHT". The first YHT was in service between Ankara and Eskişehir in 2009. People can travel faster, safer, and more comfortably.



Planes from 1924 to 2024

The invention of the first plane was in 1903 by the Wright Brothers. Vecihi Hürkuş built the first Turkish plane at Seydiköy Airport (Gaziemir, İzmir) in 1924. He was an important figure in the field of aviation. Engineers are designing and developing planes with machines and technology day by day. HÜRKUŞ is the first new-generation Turkish training aircraft. It was ready for the Turkish Air Force in 2024.



Automobiles: From Past to Present

Bertha Benz was the biggest supporter of her husband, Karl Benz, and German engineers when they invented the first car in 1885. Its name was "Motorwagen" and it had three wheels. Devrim cars were the first Turkish cars in 1961. Today, there are big differences and improvements between old and modern cars. Engineers and designers are still working on safer, faster, more comfortable, eco-friendly and even driverless cars today.

3 **Think about the answers to the questions below and share them with the whole class.**

a. Which text sounds more interesting? Give reasons.
b. What does "driverless cars" mean?
c. Which vehicles would you like to use? Give reasons.
d. If you could invent a means of transport, what would it be and how would you design it? Describe it.



4 **Find more interesting vehicles and present them to the class.**

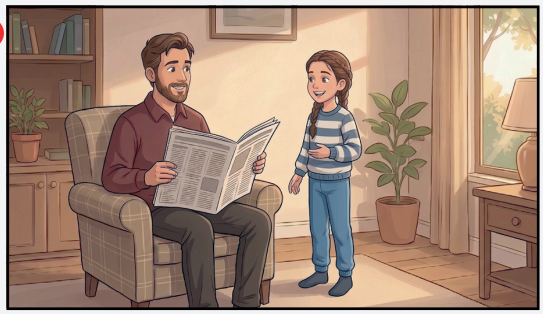
Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Review

1 Read the picture strip story quickly. What is it about?

1



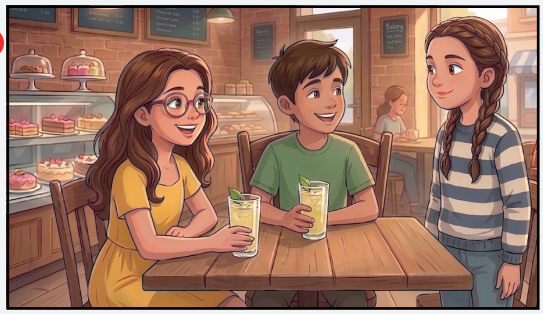
Susan : Dad! Can we get a lift to the station?
Dad : Hang on a minute, honey! Where are you going?
Susan : My mum and I will meet Atlas, Mine, and their mums at a café at one p.m.
Dad : OK! Ready to go, then!

2



Atlas : Mine, the music festival is the talk of the town!
Mine : It was better than the one last year, wasn't it?
Atlas : Sure. The audience wasn't pleased with that one, was it?
Mine : Yes. Last year, we were stuck in a traffic jam on the way to the concert!
Atlas : I remember that. Public transport was too crowded.

3



Susan : I'm sorry to be late. My dad's car had a problem with its gas system.
Atlas : Oh, really? Is it OK now?
Susan : Yes. We were in a hurry to catch the tube.

4



Mine : Did you enjoy attending the music festival yesterday, Susan?
Susan : Yes. I like listening to music and dancing at festivals. What about you?
Mine : Me too. It was the best. I plan to organise a small concert for my birthday party.
Atlas-Susan : Perfect!

2 Read the picture strip story carefully. Answer the questions. Then write one more question about the story and ask your classmates.

a. Who gets a lift to the station?
b. What time is the friends meeting?
c. Where was Mine stuck?
d. Why was Susan late?
e. .....

3 Think about the answers to the questions below and share them with the whole class.

a. Do you like celebrating special days? Give reasons.
b. What is your dream festival or event? Describe it.
c. Do you use public transportation in your neighbourhood and city?

4 Work in pairs. Act out the story by adding your own words.

Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title : A poster

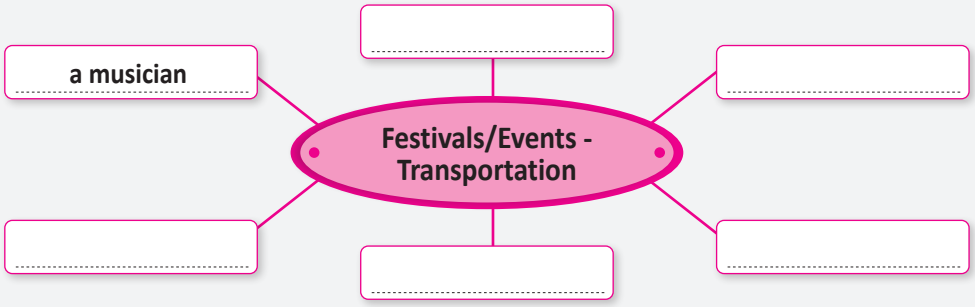
Task : Prepare a poster about a festival or event in your neighbourhood or city. Write details about the festival/event (its name, type (sports, music, arts), time, location).

Step 1 : Write how people can travel to the festival/event using different transportation options (at least two transportation methods, and which one is better for the festival/event). Write words or phrases related to the topic on the project map.

Step 2 : Add pictures or your drawings of the festival/event and means of transport.

Step 3 : Present your poster to your classmates.

Step 4 : Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow the activities about festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city.			
	understand written texts about festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city.			
	write simple texts about festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city.			

Consolidation

Theme 6

Life in the World & Culture



Sub-themes

- Countries, nationalities, and languages in the world
- Food types and events from different parts of the world

Functional Language

- Expressing actions, events, or situations that started and finished at a specific time in the past
- Confirming information or asking for agreement about past actions

Social Language Expressions

- I had culture shock when we moved to Spain!
- We both love football so we speak the same language!
- The Topkapı Palace is world famous!

Let's remember!

Overview of theme

EBA

Go to page 139
Warm-Up for Well-Being

Get Ready

Introduction

Digital Story

Watch the digital story. Guess what it is about.

1



2



3







4



5



6



Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Listening/Watching-Comprehension

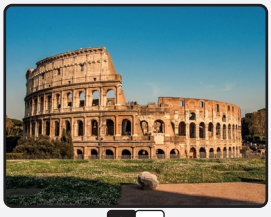
Which countries and nationalities do you know? Tell them to your peer.

1 Watch the digital story and tick (√) the words/phrases you hear.

- ☐ a. countries and nationalities
- ☐ b. the capital of Italy
- ☐ c. a jazz festival
- ☐ d. languages
- ☐ e. food types
- ☐ f. food events
- ☐ g. public transport

2 Match the words/phrases above with the pictures. There is an extra one.

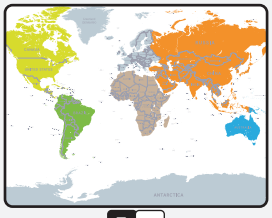

1 ☐


2 ☐


3 ☐

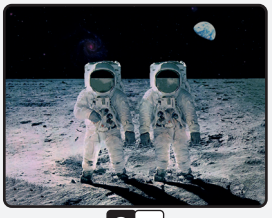


4 ☐


5 ☐


6 ☐

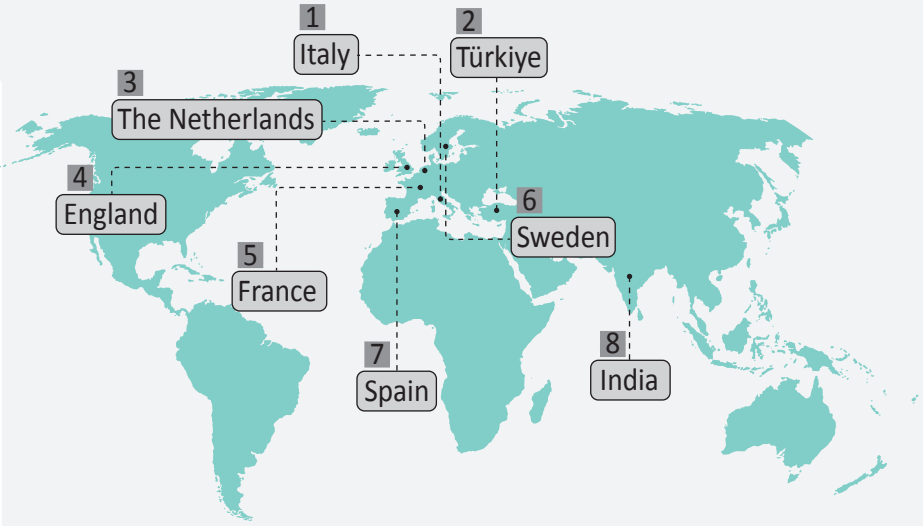

7 ☐


8 ☐

3 Watch the digital story carefully. Match the countries on the map with the nationalities.

NATIONALITIES

..... a. Turkish
..... b. English
..... c. Indian
..... d. Swedish
..... e. Spanish
..... f . French
..... g. Italian
..... h. Dutch



4 **Talk about the countries and nationalities in Activity 3 in pairs.**

e.g.



Which language do people speak in Türkiye?

They speak Turkish.



5 **Watch the digital story again and complete the chart with the words below. Then talk about them in pairs. There is an extra one.**

Spanish / Türkiye / France / Danish / Germany / Austrian / Poland / English / The Netherlands

Countries	Languages
.....	Turkish
England	.....
.....	German
Spain	.....
.....	French
Denmark	.....
.....	Dutch
Austria	.....

e.g.



Which languages can you speak?

I can speak Turkish and English.



6 **Look at the picture on pages 98-99. Ask and answer the questions in pairs.**

a. What do you see in the pictures?
b. Which cities do you know?
c. What kind of food do you see?

Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the dialogue and notice the coloured letters. Then act it out.**

Track 6.1

Jasmine : Gökhan, did you eat a homemade, sour, and national cake?
Gökhan : No, Jasmine. Is it from Poland or England?
Jasmine : English people cook it for five o'clock tea.
Gökhan : Gorgeous! I will try it.

2 **Listen to the words and notice the coloured letters below. Then repeat them as a whole class.**

Track 6.2

- lemon - local
- main - meal
- nowhere - nation
- language - dumplings
- official - school
- pop-up - person

3 **Work in pairs. Add and repeat one more word for each coloured letter above.**

e.g. symbol - lesson

4 **Find words with the letters "l, m, n, (ng), o, p " from the digital story. Say them with the correct sounds. Then write them in your notebooks.**

Digital Activity

1 **Listen to the dialogue and complete it with the words below. There is an extra one.**

Track 6.3

historic / appetisers / Dutch / countries / official / India
nationalities / spicy / experienced / English



Barış : I watched a documentary about different countries, (1) ....., and languages.
Bahar : Which (2) ..... were there in it?
Barış : Italy, India, and the Netherlands. Italian traditions, cuisine, and (3) ..... places are incredible.
Bahar : Yes, I heard about them before. What about (4) .....?
Barış : Indian people speak Hindi and (5) ..... They like (6) ..... dishes, like chicken with curry.
Bahar : I travelled to the Netherlands with my family last summer. I (7) ..... their culture and traditional dishes.
Barış : I saw many kinds of cheese. Orange colour is a symbol for the (8) ..... people. Did you taste "patat" and "kibbeling"?
Bahar : Yes. "Patat" is deep-fried potatoes, and "kibbeling" is deep-fried pieces of white fish. They are Dutch street foods, as (9) ..... . You should try them.

2 **Read the dialogue and tick (√) the correct countries in the chart.**

	Italy	India	The Netherlands
to have incredible traditions and cuisine			
to speak Hindi and English			
to experience the culture and traditional dishes			
to have historic places			
to like spicy dishes			
to see many kinds of cheese and street foods			

3 **Watch the digital story again and tick (√) the countries and nationalities you hear. Then talk about them in pairs.**

Countries

☐ Türkiye ☐ England ☐ Japan ☐ Austria
☐ Poland ☐ Denmark ☐ Belgium ☐ France
☐ China ☐ Turkish Republic of Northern Cyprus
☐ Sweden ☐ India ☐ Spain ☐ Italy

Nationalities

☐ Turkish ☐ Chinese ☐ Japanese ☐ Danish
☐ Belgian ☐ French ☐ English ☐ Spanish
☐ Swedish ☐ Turkish Cypriot ☐ Polish
☐ Italian ☐ Indian ☐ Austrian

e.g.



Which country would you like to travel to?

I'd like to travel to India.



4 **Read the text about the digital story and underline the words/phrases you don't know. Then check them as a whole class.**

Chef Civan lived in foreign countries for a while, first in Spain, then in France, and later in Denmark. He had a culture shock when he moved to Spain, but he learned incredible things about cooking. He enjoyed cooking main courses and starters there. He can speak Spanish, French, and Danish. He learned traditions, dishes, and language when he lived in each country. At the food festival, he shared his international experience. He cooked sour and crunchy chicken from street food stalls or pop-up markets. Jason said that it's high-quality and flavourful.

5 **Read the text quickly and complete the charts with the words from the text.**

Country

Language

----

6 **Read the text again and write T (True) or F (False). Correct the false sentences.**

a. Chef Civan had a culture shock in Spain. ☐

b. Chef Civan enjoyed cooking main courses and desserts. ☐

c. Chef Civan learned traditions and dishes when he lived in each country. ☐

d. There is sour and crunchy chicken in street food stalls and pop-up markets. ☐

e. Jason didn't like eating the sour and crunchy chicken. ☐

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

Move around the classroom and ask questions to find people on your list in ten minutes. If someone matches the sentence, write her/his name in the blank. You can write each name only once. If you finish first, you win the game. After the game, share your findings with your classmates.

e.g.



Can you tell the names of five countries in Europe?



Germany, ...

1. ..... can tell the names of five countries.
2. ..... can tell the names of five nationalities.
3. ..... can tell the names of three languages.
4. ..... can tell four traditional foods in her/his hometown.

Digital Activity

1 Read the dialogue and pay attention to the bold parts.

Kerem : We **enjoyed** the delicious cuisine at the street food festival in Barcelona, **didn't we**?
Eymen : Sure. We **tried** incredible dishes and desserts.
Kerem : We **visited** the Camp Nou Stadium after the festival. It was my best experience. And you?
Eymen : It's the same. We both love football, so we speak the same language!

2 Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.

- ☐ a. Chefs from different countries cooked delicious meals.
- ☐ b. We experienced traditional street food everywhere in the city, didn't we?
- ☐ c. I lived in different countries for a while.
- ☐ d. I can speak Spanish, French, and Danish.
- ☐ e. I enjoyed cooking main courses and starters.
- ☐ f . You can find crunchy chicken everywhere.
- ☐ g. You learned the recipes easily.
- ☐ h. We experienced traditional street food.

Keep in Mind!
We **enjoyed** the Turkish cuisine.
They **visited** the historic places, **didn't they?**

3 Complete Özgür's report using the correct forms of the verbs in the box. There is an extra one.

dry / prepare / heat / not try / watch / experience / taste / travel / visit

Hello, I am Özgür, the reporter at Food Magazine. I ① ..... to Sweden two days ago. I ② ..... traditional dishes and desserts there. I ③ ..... a chef, Mrs Sven, in a restaurant. She ④ ..... her homemade bread in the stove. She also ⑤ ..... herbs. I enjoyed all of them. I ⑥ ..... them anywhere. She also ⑦ ..... Swedish main courses. I ⑧ ..... meatballs with sauce. They were all delicious.

4 Listen to Özgür's report and check your answers.

Track 6.4

5 Read the report and complete the chart. Write about Özgür's experience.

What happened?	When did it happen?	Where did it happen?	Why did he go there?
e.g. Özgür reported his experience.			

6 Complete the sentences. Then share them with your friends.

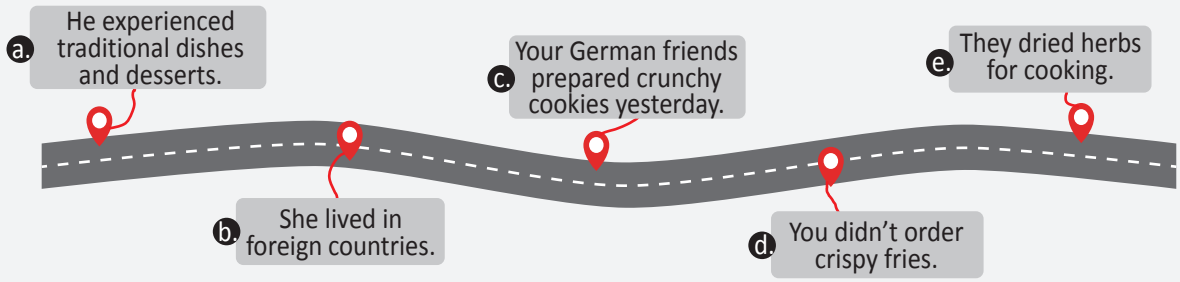
a. I travelled to ..... .
b. I experienced ..... there.
c. I enjoyed eating ..... .
d. I tried ..... .
e. I tasted ..... .
f . ..... people were ..... .

Italian people were friendly.

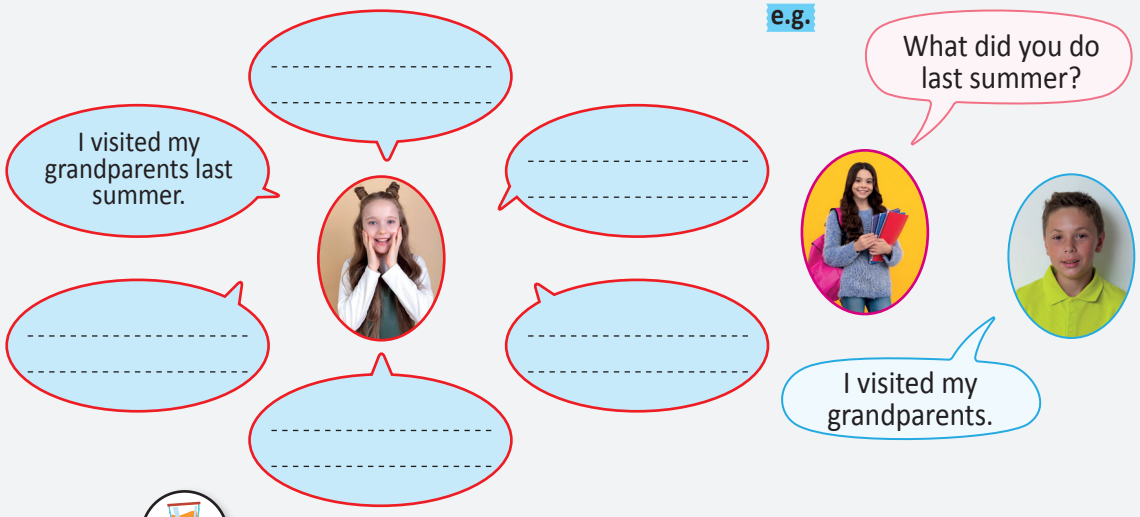


7 Follow the path and make question tags in turns.

e.g. Özgür travelled to Sweden two days ago, **didn't he?**



8 Write about yourself. What did you do last summer? Then talk about your last summer in pairs.



Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

Play the game in pairs and take turns. Use the words/phrases in the boxes to make as many sentences as you can. Each correct sentence is 10 points. The student with the most points is the winner. Make sure you play in a fair and kind way.

SCOREBOARD	
Student A	
Student B	

the delicious cuisine	Austria	enjoyed	My dad	some bread	three days ago	stayed in
a historic hotel	dried	German cuisine	last summer	He	in İstanbul	My mum
yesterday	We	last week	They	I	experienced	vegetables
She	travelled to	visited	for breakfast	the capital of France	heated	in Spain

Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Reading-Comprehension

1 **Do you like reading about famous people's lives? Give reasons.**

2 **Look at the picture and guess what the speeches are about.**

I am Evliya Çelebi. I was born in İstanbul in 1611. I was a traveller during the Ottoman Empire. I wrote a travel book, "Seyahatname".



I travelled thousands of kilometres to different places. I saw beautiful cities, but I admired my hometown, İstanbul, the most.

I wrote about the nations, traditions, languages, and cuisines of the places I travelled. I shared my incredible experiences in my book. It is a great historical heritage.

I could speak many foreign languages fluently. Speaking many languages helped me travel to many countries.

I was social and talented. I was good at telling stories joyfully. Travelling was my passion. I wanted to see new places every day.

3 **Read the speeches in groups as a jigsaw. Talk about what each paragraph is about in groups.**

4 **Read the speeches again and complete the sentences below.**

a. Evliya Çelebi could speak many ..... languages fluently.
b. Evliya Çelebi travelled to many ..... easily because he spoke many languages.
c. Evliya Çelebi's book was about ....., traditions, languages, and ..... of the places he travelled.
d. Evliya Çelebi shared his incredible ..... in Seyahatname.
e. Evliya Çelebi's book, Seyahatname, was a great ..... heritage.

5 **Read the speeches again and write T(True) or F(False). Correct the false sentences.**

a. Evliya Çelebi was born in İstanbul in 1611. ☐
b. Evliya Çelebi was a cook during the Ottoman Empire. ☐
c. Evliya Çelebi didn't travel thousands of kilometres to different places. ☐
d. Evliya Çelebi was talented at telling stories joyfully. ☐
e. His book, Seyahatname, was about different traditions, languages, and cuisines. ☐

6 **Read the speeches carefully and answer the questions below.**

a. Who was a famous and great traveller during the Ottoman Empire?
b. What kind of book did Evliya Çelebi write?
c. Where did Evliya Çelebi travel?
d. What did Evliya Çelebi explain about in his book?

Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 **Look at the picture quickly and say: Is it about a trip to a city / a village in Türkiye?**

2 **Read Mary's text quickly and answer the questions.**

a. What is Mary writing?
b. Where did Mary travel to?
c. What did Mary experience in Turkish restaurants?
d. What did Mary and her family taste?



I'm Mary, a young traveller. I am writing a travel booklet and sharing my experiences these days. I went to İstanbul, Türkiye, with my family by plane last week. It was the most crowded city in that country. They speak Turkish. Their flag is red with a white star and a moon. It was the time of their religious festival, Eid al-Fitr. They also have another one, Eid-al-Adha. They celebrate them happily.

We visited historic places such as Topkapı Palace, Hagia Sophia Grand Mosque, and Blue Mosque. The Bosphorus was gorgeous. I experienced the traditional cuisine in Turkish restaurants. We tasted incredible homemade main courses and desserts there. Turkish people were hospitable and friendly. I hope I will come again. It is worth visiting.

3 **Think about the answers to the questions below and share them with the whole class.**

a. Do you like travelling? Give reasons.
b. Which countries do you want to travel to?
c. Did you write any notes when you travelled somewhere before?
d. What were your experiences during your travel?
e. Did you taste any food from different cuisines in your country? Give examples.

4 **Write a text for your travel booklet about one of your trips or a trip you dream of, similar to the one in Activity 2. Then share it with your classmates and give positive feedback to each other with the chart below.**

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

Ready to Explore

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

CLIL and Culture

1 **Read the texts quickly and match the capital cities with the countries. There is an extra one.**

a. Türkiye ☐	1. Brussels
b. Sweden ☐	2. London
c. Belgium ☐	3. Ankara
d. Spain ☐	4. Rome
e. England ☐	5. Madrid
	6. Stockholm

Türkiye is a bridge between Asia and Europe. Ankara is the capital city of the country. Its flag is red with a white star and a moon. People in Türkiye speak Turkish. There are many historic places, such as the Topkapı Palace, Ephesus, the Blue Mosque, etc. Turkish cuisine is rich and delicious. Everywhere is full of different dishes and desserts. Baklava and kebab are the most famous ones.





Sweden is in the north of Europe. Stockholm is the capital city of the country. Its flag is blue and yellow. People in Sweden speak Swedish. The country is famous for its nature, lakes, forests, the Northern Lights, and cold winters. They have traditional dishes like meatballs with sauce, mashed potatoes, and salmon.

Belgium is in the west of Europe. Brussels is the capital city of the country. Its flag is black, yellow, and red. People in Belgium speak three languages: Dutch, French, and German. There are historic buildings and museums. The Belgian people have delicious food traditions. They have foods like chocolate, waffles, and fries.





Spain is in the southwest of Europe. Madrid is the capital city of the country. Its flag is red and yellow. People in Spain speak Spanish. There are beautiful beaches and islands like Mallorca and Ibiza. The country is famous for flamenco, football, and festivals. Spanish cuisine is flavourful. Paella and tapas are the most popular dishes.

England is a country in the northwest of Europe. London is the capital city of the country. Its flag is white and red. People in England speak English. There are historic museums and castles. Their traditional main course is fish and chips. English people have a tradition, five o'clock tea. Rainy weather and red double-decker buses are symbols of England.



2 **Think about the answers to the questions below and share them with the whole class.**

a. Which text sounds more interesting? Give two reasons.
b. Which food tradition sounds more interesting? Give two reasons.
c. Which country would you like to visit? Give two reasons.
d. Which of the dishes in the texts above would you like to eat?

Karaoke

3 **Find more countries you want to visit and present their cuisines and features to the class.**

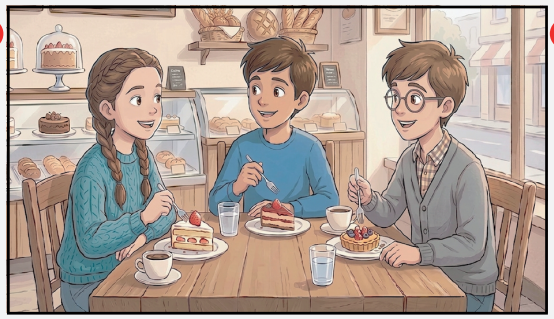
Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Review

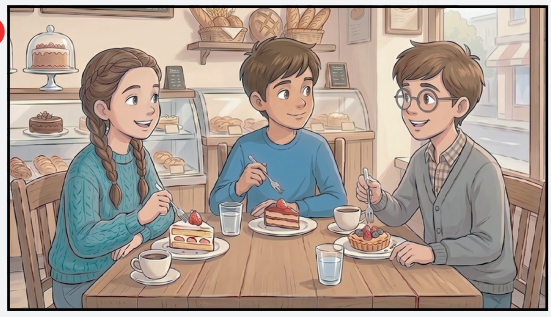
1 Read the picture strip story quickly. What is it about?

1



Susan : Welcome, Kaan. When did you come back from Spain?
Kaan : Thank you. I was here yesterday.
Atlas : How did you feel when you moved there?
Kaan : I had culture shock when we moved to Spain!
Susan : Oh, that was a big change for you.

2



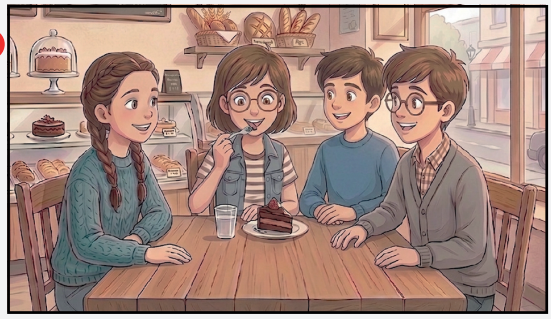
Atlas : You learned to speak Spanish, didn't you?
Kaan : Yes. I have got Spanish friends.
Susan : Great! I'm sure you met football fans there.
Kaan : Well, Carlos is my best friend. We both love football so we speak the same language!
Atlas : Perfect! I'm happy for you.

3



Atlas : Hi, Mary! How was your trip to İstanbul?
Mary : It was incredible. The Topkapı Palace is world famous!
Susan : Really? What about Turkish cuisine?
Mary : It was flavourful and high-quality.
Kaan : What was your favourite dish?
Mary : It was kebab.

4



Susan : Where did you go last weekend?
Atlas : I went to the Turkish Republic of Northern Cyprus.
Mary : Oh, their cheese, "hellim", was incredible. Did you try it?
Atlas : Yes. I also met Turkish Cypriots.
Kaan : How nice! I'd love to visit there one day.

2 Read the picture strip story carefully. Answer the questions. Then write one more question about the story and ask your classmates.

a. Which country did Kaan move to?
b. Who speaks the same language?
c. What did Mary think about Turkish Cuisine?
d. Where did Atlas go last weekend?
e. ..... .

3 Think about the answers to the questions below and share them with the whole class.

a. How many languages do you speak?
b. Which languages would you like to learn?
c. Do you like tasting different cuisines? Give reasons.
d. Which cuisines did you try? Give examples.

4 Work in pairs. Act out the story by adding your own words.

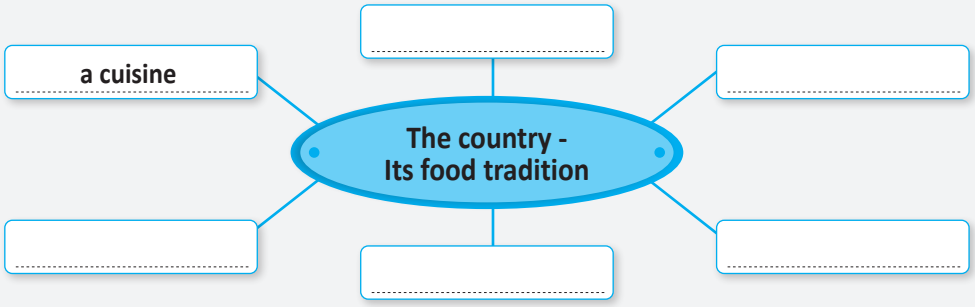
Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title :	A travel booklet
Task :	Prepare a travel booklet about a country.
Step 1 :	Write details about the country's name, nationality, and language. Write words or phrases related to the topic on the project map.
Step 2 :	Write about a traditional food from the country, its ingredients, and cultural importance.
Step 3 :	Give information about the traditions and activities in a cultural event or a festival where the food is served.
Step 4 :	Add pictures or your drawings of the country and its aspects.
Step 5 :	Present your travel booklet to your classmates.
Step 6 :	Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	listen to and follow the activities about countries, nationalities, and languages in the world; food types and events from different parts of the world.			
	understand written texts about countries, nationalities, and languages in the world; food types and events from different parts of the world.			
	write simple texts about countries, nationalities, and languages in the world; food types and events from different parts of the world.			

Consolidation

Theme 7

Life in Nature & Global Problems



Sub-themes

- Activities in nature
- Environmental problems in the world and solutions

Functional Language

- Expressing actions, events, or situations that started and finished at a specific time in the past
- Confirming information or asking for agreement about past actions
- Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions

Social Language Expressions

- I'm going to go hiking, nature's calling!
- My dad has green fingers, his garden looks amazing!
- She's wild about protecting nature!

Let's remember!

Overview of theme

EBA

Go to page 139
Warm-Up for Well-Being

Get Ready

Introduction

Digital Story

Watch the digital story. Guess what it is about.

1



2



3







4



5



6



Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

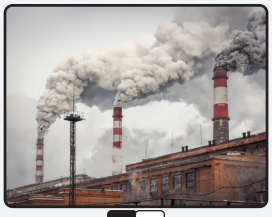
Listening/Watching-Comprehension

Talk about your favourite activity you do in nature with the words you know.

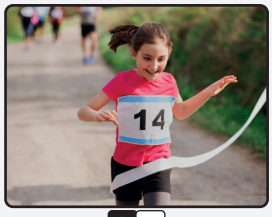
1 Watch the digital story and tick (√) the words/phrases you hear.

- ☐ a. public transport
- ☐ b. snowboarding
- ☐ c. a competition
- ☐ d. hiking
- ☐ e. rafting
- ☐ f. sailing
- ☐ g. pollution

2 Match the words/phrases above with the pictures. There is an extra one.


1 ☐


2 ☐

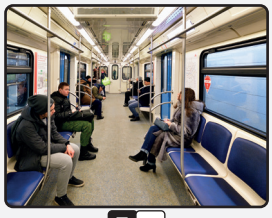


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

3 Talk in pairs about the words/phrases you matched in Activity 2.

e.g.



Do you like hiking in the mountains?

Yes, it is my favourite activity.



4 Watch the digital story again carefully and match the activities with the characters in the chart.

Action	Doğa	Toprak	Mustafa	İrem	Ahmet
..... stated the need to protect the new forest.					
..... suggested a tree-planting campaign.					
..... suggested making posters.					
..... picked up rubbish and planted trees.					
..... realized the plastic rubbish problem.					
..... agreed with Doğa about the pollution.					

5 **Look at the pictures on pages 112-113 and tick (√) the words/phrases you see there.**

☐ air pollution	☐ traffic jam	☐ construction
☐ underground	☐ solar panels	☐ recycle
☐ water pollution	☐ tram	☐ a factory
☐ a railway	☐ rafting	☐ a parade

6 **Talk in pairs about the words/phrases you ticked (√) in Activity 5.**

e.g.



How can we reduce the air pollution in big cities?

People should use more public transport.



7 **Watch the digital story again and put the events in the correct order.**

- ☐ a. The group decided to start a campaign.
- ☐ b. They decided to form a "Protection Team" to protect the forest.
- ☐ c. Doğa and Toprak talked to their friends about the problem.
- ☐ d. They cleaned up the rubbish and planted many trees in the forest.
- ☐ e. Doğa and Toprak talked about the nature activity they attended last weekend.

8 **Form groups of 4 or 5. Imagine you are in the "Protection Team" with Doğa. Write three things you must do to protect the forests. Then exchange your must-do plan with other groups. Give positive feedback.**

e.g.



We must use both sides of paper.

Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the dialogue and notice the coloured letters. Then act it out.**

Track 7.1

Banu : What do you think about pollution?
Ahmet : We must find a quick solution to it.
Banu : You are right.

2 **Listen to the words below. Notice the sounds of coloured letters and circle the odd sound out. Then repeat them aloud.**

Track 7.2

a. liquid	quiet	quit	bouquet
b. forest	river	park	protect
c. sure	sky	snow	grass
d. tree	listen	turtle	plant
e. human	jungle	university	use

3 **Work in pairs. Write a word for each of the letters "q, r, s, t, u". Read your words aloud in the class. Then compare your words with other groups' words and find the words that have a different sound.**

1 **Look at the picture and guess what the dialogue is about.**

2 **Listen to the dialogue and complete it with the correct words below. There is an extra one.**

Track 7.3

camped / cycled / fished / planted / swam
ran / sailed / skied / rode / picked



Ege : Hi, Ece! You weren't at home last weekend, were you?
Ece : No. I (1) ..... by a small lake with my family in Muğla. It was great!
Ege : That sounds fun! What did you do there?
Ece : On the first day, we (2) ..... on the lake. Then we (3) ..... for our lunch. In the afternoon we (4) ..... in the forest. It was beautiful!
Ege : That sounds fun! What about Sunday?
Ece : In the morning, I helped my mum and we (5) ..... a small tree. Then my brother and I (6) ..... together near the lake. We also (7) ..... some wild strawberries. They were delicious.
Ege : You did so many things!
Ece : Yes. I had a wonderful weekend. What about you?
Ege : We visited my uncle in Erzurum. I wanted to try winter sports. He took us to Palandöken. I learnt to ski there. We (8) ..... down a hill. It was so much fun. We also (9) ..... horses there. It was very exciting.
Ece : Nice to hear you had a great weekend, too. Do you have any plans for the summer holiday, Ege?
Ege : Yes, I want to learn how to sail a boat. What about you?
Ece : I want to learn to ride a horse. I hope we will have more adventures!

3 **Read the dialogue and tick (√) the correct person in the chart. Then check them in pairs.**








Ece						
Ege						

4 **Ask and answer about the chart in pairs as in the example.**

e.g.



Who cycled in the forest?

Ece cycled in the forest.



5 **Read the dialogue from the digital story quickly and circle.**

The main idea of the dialogue is that

a. Doğa and Toprak had an adventure in nature and decided to have a new fun activity in nature.

b. Doğa and Toprak recognized an environmental problem and decided to take action to solve it.

Toprak : What do you think about our school camp last weekend, Doğa? It was a great adventure, wasn't it?
Doğa : Sure, Toprak! I loved it. Hiking was the best part. We walked up the green hill with our teachers!
Toprak : I love hiking, too. Also, I want to try snowboarding next winter. Do you like winter sports?
Doğa : No, not really. I prefer summer activities like swimming.
Toprak : Oh, I see.
Doğa : There is something important I realized at the camp. We saw plastic rubbish everywhere. It's harmful for nature.
Toprak : You're right, Doğa. Pollution is a big problem for all of us. We must reduce the waste to protect nature.
Doğa : Also we must recycle more and use reusable bottles. We can replace plastic bottles with reusable ones. We are against throwing rubbish in the forest, aren't we?
Toprak : Sure! We have to do something to prevent pollution. Everyone must protect nature. Let's go and talk to our friends.



6 **Read the dialogue again and underline the words you don't know. Talk about them as a whole class.**

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

Word Box

How to Play

- Form groups of 4 or 5 students.
- Write as many words as you can from the word box in the game chart in five minutes. (1 point each)
- You can write the words vertically (↓,↑), horizontally (→), or diagonally (↘,↗) in the chart
- At least one of the letters of each word must touch another word.
- Letters that are next to each other do not have to form a meaningful word.
- Write an example sentence for each word you wrote in the chart. (2 points each)
- The group with the most points at the end wins the game.

						N						
				K	N	O	C	K				
						T						
						E						

e.g. I knock on the door before I enter the room.
We take notes on the notebooks.
I like reading a book.
I hurt my toes.

1 Read the dialogue and pay attention to the bold parts.

Fatih : I think mostly people **destroyed** nature and **increased** the effects of climate change.
Betty: I agree with you. Energy consumption **became** less eco-friendly over years, **didn't it?**
Fatih : Yes. We **must** do something to prevent this.
Betty: I think we **have to** use less energy.
Fatih : And we **must** recycle more and use reusable items, not plastic. It is our responsibility to protect nature.

2 Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.

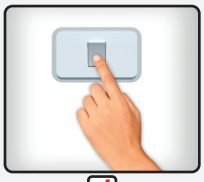
- ☐ a. It was a great adventure, wasn't it?
- ☐ b. We have to make sure it stays this way.
- ☐ c. We must reduce the waste to protect nature.
- ☐ d. We succeeded, didn't we?
- ☐ e. They went to a summer camp.
- ☐ f. We picked all the rubbish and planted many trees.
- ☐ g. They saw the black smoke in the forest, didn't they?
- ☐ h. Everyone must protect nature.

Keep in Mind!

- Students **planted** trees at school yesterday.
(Expressing events started and finished at a specific time in the past)
- You ate your sandwich, **didn't you?**
(Confirming information or asking for agreement about past actions)
- We **must** reduce pollution to save nature.
(Expressing strong obligation)
- I **have to** leave now.
(Expressing necessity)

3 Notice the Keep in Mind box and talk about the functions of the bold parts in Activity 1 in pairs.

4 Look at the pictures and complete the sentences with "must" or "mustn't".


√


X


X


√


X

a. We ..... turn off the lights when we leave the room.
b. We ..... waste water when we brush our teeth.
c. We ..... throw rubbish on the ground.
d. We ..... recycle more to save nature. It is our obligation to protect the environment.
e. We ..... cut down trees.

5 Find and correct the mistake in each sentence.

a. We mustn't protect our forests.
b. People mustn't use public transport to reduce air pollution.
c. They don't have to recycle their plastic bottles and paper.
d. She has a week for her homework. She has to finish it today.
e. You don't have to waste water. It's very important.

6 **Complete the sentences with the past form of the verbs below. There is an extra one.**

take / build / write / grow / drive / teach / draw

a. Mrs Kale ..... us how to plant a tree.
b. Ayşen ..... a note for her mother.
c. Murat and Ali ..... a small place for their dog.
d. My father ..... to work yesterday.
e. The students ..... a picture for the poster.
f. My sister ..... the rubbish out.

7 **Write questions using the sentences in Activity 6 to ask for agreement as in the example.**

e.g. Your grandfather grew vegetables in his garden, **didn't he?**

a. Mrs Kale ....., ... ?
b. Ayşen ....., ... ?
c. Murat and Ali ....., ... ?
d. My father ....., ... ?
e. The students ....., ... ?
f. My sister ....., ... ?

8 **Find the verbs in the line and complete the sentences using the past form of them.**

infntsylkdrinktwlyqyoaleatnruszjlpgoywuenmfklacxzwsbtcomeopmgsraldaxybt

a. I was hungry, so I ..... a sandwich.
b. We ..... to the beach last summer.
c. She ..... to visit me from another city.
d. It was hot, so he ..... a lot of water.

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Play 1 vs 1.
- Walk around the class and ask questions using the actions on the list.
- If they say yes, ask one more question to be sure.
- Write their names in the box and have them sign it.
- The first student with 5 different names and signatures wins!

e.g.
- A: Did you eat pizza last week?
- B: Yes, I did.
- A: So, you ate pizza last week, didn't you?
- B: Yes, I ate pizza last week.

Actions	Name	Signature
camped in a forest last summer		
ran in a park last weekend		
rode a horse before		
swam in a lake before		
swung on the playground		

Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Reading-Comprehension

1 **Do you like spending time in nature? Give reasons.**

2 **Read the text quickly and choose the correct option.**

The text is about
a. realising the dangers of pollution and possible solutions to it.
b. fun activities you can do in nature, like hiking and enjoying beautiful forests.

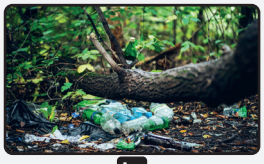
Hi! My name is Harun. I'm a nature lover. I'm excited about next week. The city nature club is organising a nature activity for the 19 May Commemoration of Atatürk, Youth and Sports Day. I'm going to go hiking, nature's calling! There are many beautiful forests around here. I love spending time there. But I want to draw your attention to something very important for all of us. There is a lot of pollution everywhere. Some people don't care about nature and leave rubbish in the forests. Smoke from cars and factories pollutes the air. Air pollution increases the temperature of our planet. This is a danger to animals and plants. Life is becoming difficult for wild animals day by day.

We have to realize the danger and do something to save nature. Here are some possible solutions. We can reduce the rubbish. We must recycle plastic and paper. We can also remove waste from the environment. It is important to plant trees to save our planet. We also need to use eco-friendly energy from the sun and wind. Let's work together to save our planet! Every little step counts.



3 **Look at the pictures and write sentences from the text related to each one.**


a.


b.


c.


d.

a. .....

b. .....

c. .....

d. .....

4 **Read the text again and answer the questions in pairs.**

a. Why is Harun excited for the next weekend?
b. What is the "very important" problem according to Harun?
c. What are the two main types of pollution that Harun sees?
d. Do you see similar problems where you live?
e. Do you agree with the sentence "Every little step counts"? Give reasons.

5 **Work in pairs. Talk about other possible solutions for the pollution problem. Take notes.**

e.g.



Do you think we can do more to prevent pollution?

Sure. I think we can use less plastic.



6 **Work in groups. Use the notes you took in Activity 5 and write a short text. Then read the text aloud.**

Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 **Read the email quickly and answer the question.**

Why is Mehmet writing an email?

a. To invite Selçuk to a recycling event.
b. To explain why recycling is important.
c. To complain about the rubbish in forests.

2 **Read the email again and complete the sentences.**

a. We have to stop throwing things away and start .....
b. An old ..... bottle can become a new toy or even a jacket.
c. Recycling helps us reduce the amount of ..... in forests and oceans.
d. Making new things from old materials uses less ..... and produces less pollution.
e. We must put plastic, glass, and ..... in the recycling bin.

New

Dear Selçuk
Recycling is very important for our planet. We have to stop throwing things away and start recycling. We must give new life to our old things! For example, an old plastic bottle can become a new toy or even a jacket. An old newspaper can become a new notebook. This helps us in two ways. First, we reduce the amount of rubbish in forests and oceans. Second, we reduce pollution. Making new things from old materials uses less energy and produces less pollution. We have to put plastic, glass, and paper in the recycling bin. This is a simple way to save our world, and we must do it. Recycling is not a choice; it is a necessity. Every bottle and every piece of paper you recycle makes the world a better place. Please make this simple but effective step a part of your daily life.
Hugs,
Mehmet

SEND

3 **Work in pairs. Answer the questions about how to save water.**

a. What can you do at home to save water?
b. Why is it important to save water?
c. How do you save water when you brush your teeth?
d. How can you use less water in the garden?

4 **Write a short email about how to save water similar to the one above and share it with the class. Then give positive feedback to each other with the chart below.**

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

1 Read the text quickly and choose the correct answer.

The text is about
a. different types of pollution.
b. the history of traditional pollution types.

When the topic is pollution, we usually talk about air pollution, water pollution, or soil pollution. We all know that we must be careful about them. But modern life has different pollution types. Light pollution, noise pollution, and electromagnetic pollution are only some of the pollution types of the modern world.

Light pollution is an environmental problem caused by the use of too much artificial light in the wrong place, or at the wrong time. In short, we can say it's a waste of light and the loss of our natural night darkness. This is a problem for people because it makes it harder to have a good night's sleep. It also affects animals and scientific studies negatively. We must use light only when it is necessary.



Sound is what we normally hear. When it is an unwanted, disturbing, and loud sound, we call it noise. For example, music can be pleasant for some people but it may be annoying for others. Noise pollution can make us feel stressed and angry or make it hard to focus. It scares animals and negatively affects their natural habitats. We have to be quieter to protect our health and our environment.



Electromagnetic pollution is another type of pollution we can't see, but it surrounds us. Televisions, cell phones, microwave ovens, and base stations cause harmful waves. Too many of these waves can cause serious health problems. We must use these technological devices correctly and carefully to protect ourselves from this type of pollution.



2 Read the text again and write T (True) or F (False). Correct the false sentences.

a. Air, water, and soil pollution are only types of pollution. ☐
b. Light pollution is the use of too much artificial light in wrong ways. ☐
c. Light pollution can help you get a better night's sleep. ☐
d. The same sound can be pleasant for one person but noise for another. ☐
e. We can easily see electromagnetic pollution with our eyes. ☐
f . We should use technological devices less carefully to protect ourselves. ☐

3 Answer the questions in pairs and give reasons.

a. Which of these different pollutions is more common around you?
b. Which of these different pollutions do you think is worse?
c. Do you want to change your habits after reading the text?

Karaoke

Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Review

1 Read the strip story quickly and answer the questions in pairs.

a. What is the topic of the project?
b. What is the main idea of the strip story?

1



Mr Green: Hey kids. I think you formed your teams for the project, didn't you?
Atlas : Yes, sir. Susan, Yağmur and I are in the same team.
Mr Green: Okay then. You must organise an event to find solutions for the environmental problems and take photos to prepare a poster. Is that okay?
Students : Yes, Mr Green. That sounds great!

2



Susan : Let's start "Clean your neighbourhood" campaign.
Atlas : That's a good idea, but we must do something more.
Yağmur: How about "Plant your own tree" campaign?
Susan : Great idea. I must ask my dad to help us. My dad has green fingers, his garden looks amazing!
Yağmur: And I must ask my mum to help us, too. She's wild about protecting nature!

3



Atlas : Yağmur, you took the photos, didn't you?
Yağmur: Sure. I took lots of photos.
Susan : We picked up all the rubbish and planted lots of trees here.
Atlas : We did a great job all together, didn't we?
Susan : Yes. Let's prepare our poster.

4



Mr Green: Congratulations kids! You must be proud of yourselves.
Susan : Thank you, Mr Green. We organised and completed the project all together.
Atlas : Yes, and we learned that when we work together, we can make a real difference!
Mr. Green: You certainly did. This is a fantastic poster.

2 Read the strip story carefully. Answer the questions. Then write one more question about the story and ask your classmates.

a. What are the two parts of the students' event?
b. Who helped the students with their project?
c. Where did the clean-up and tree planting happen?
d. What did the students use the photos for?
e. .....

3 Think of the answers to the questions below and share them with the whole class.

a. Do you organise events with your friends?
b. Do you find it useful to get help from your parents?
c. Would you do the same in your neighbourhood?
d. What activities are useful for protecting the environment?

4 Work in pairs. Act out the story by adding your own words.

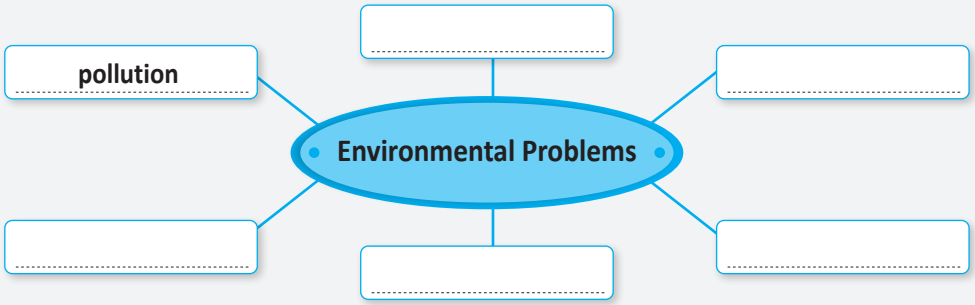
Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title :	Environmental Problems
Task :	Report an environmental problem in the world or in your neighbourhood.
Step 1 :	Search for environmental problems.
Step 2 :	Write down words or phrases related to the topic on the project map.
Step 3 :	Choose one of them.
Step 4 :	Suggest possible solutions to the problem.
Step 5 :	Include quotes.
Step 6 :	Present your report in the class.
Step 7 :	Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

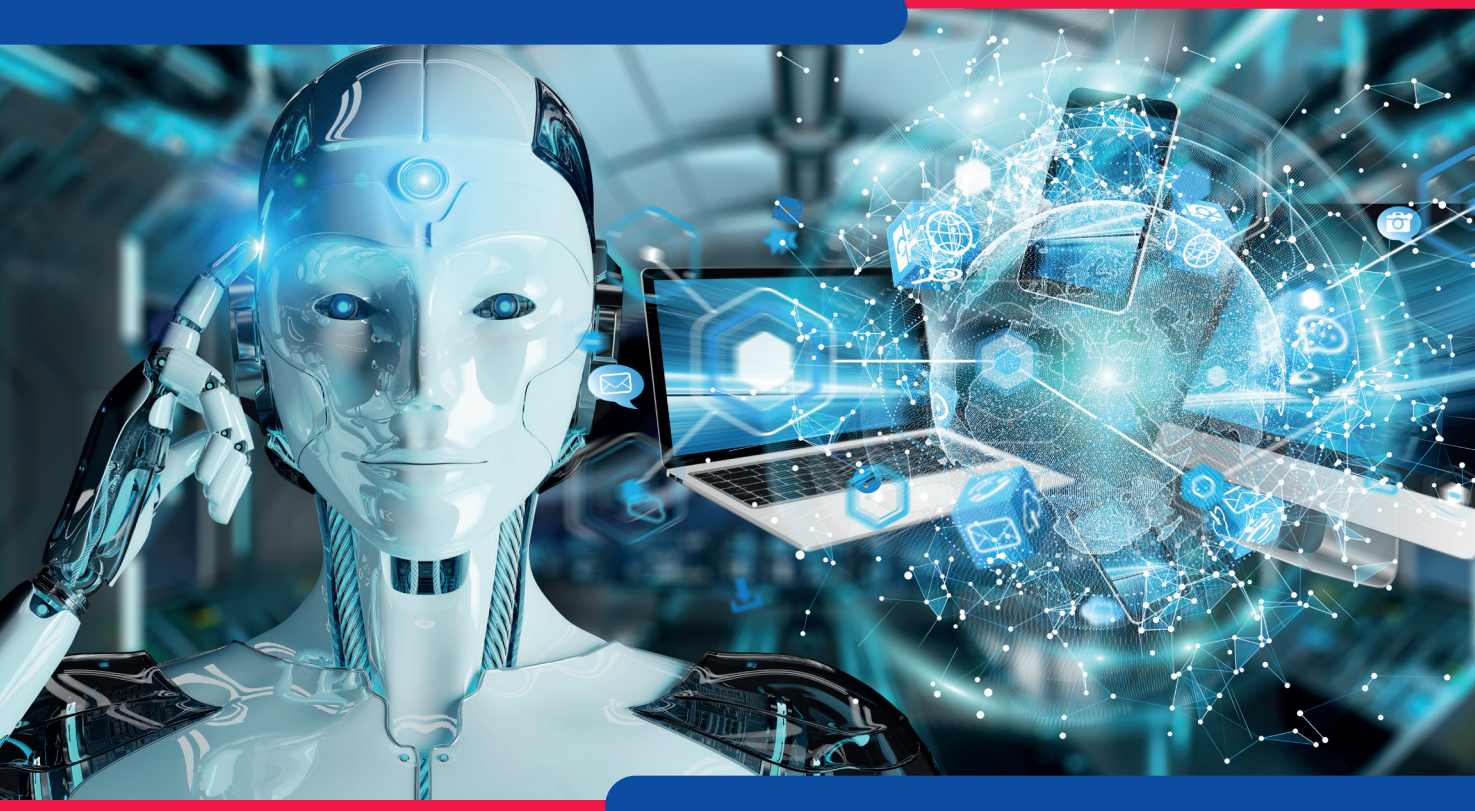
- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	express actions, events, or situations that started and finished at a specific time in the past.			
	confirm information or ask for agreement about past actions.			
	express strong obligation or necessity, often related to rules, responsibilities, or urgent actions.			

Consolidation

Theme 8 Life in the Universe & Future



Sub-themes

- Planets and the Earth as a planet
- Life on Earth in the future

Functional Language

- Expressing future plans, intentions, or something that is likely to happen based on present evidence
- Expressing predictions about what might happen in the future
- Confirming information or asking for agreement in a sentence about the future

Social Language Expressions

- Is there a bright future ahead with new technologies?
- We need to take care of our green planet!
- The new eco-cities give us a glimpse of future living!
- Tomorrow's world will be different with new technologies!

Let's remember!

Overview of theme

EBA

Go to page 139
Warm-Up for Well-Being

Get Ready

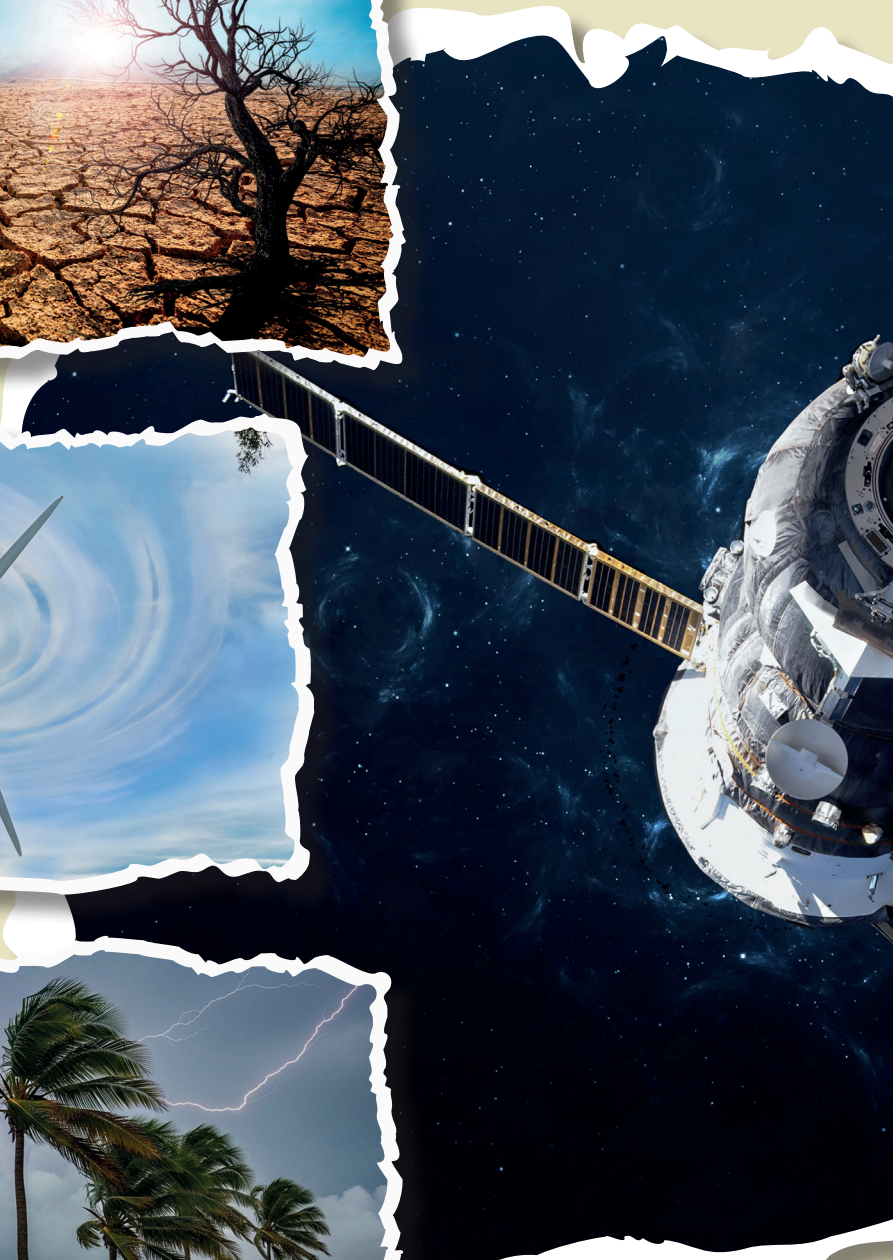
Introduction

Digital Story

Watch the digital story. Guess what it is about.

1





2



3





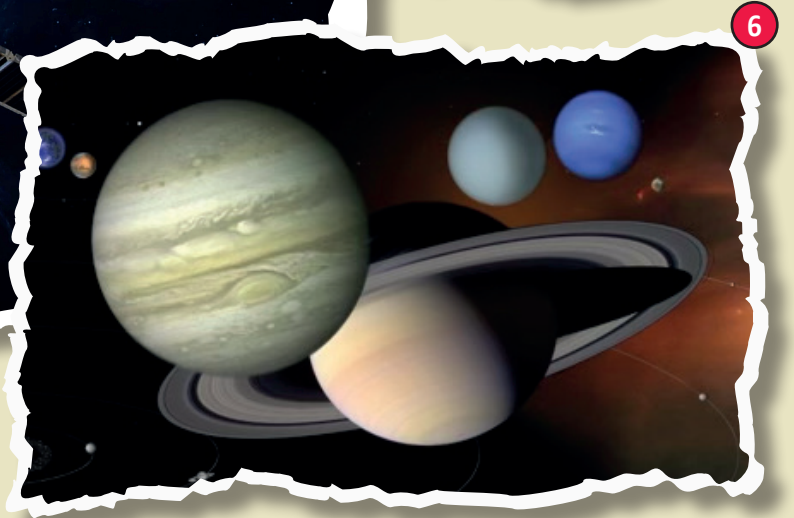
4



5



6



Ready to Start

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Listening/Watching-Comprehension

Talk about your favourite holiday type with the words you know.

1 Watch the digital story and tick (√) the words/phrases you hear.

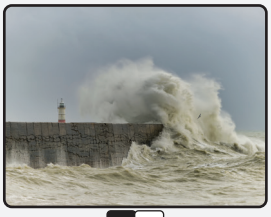
- ☐ a. a temperature
- ☐ b. seasons
- ☐ c. a seaside
- ☐ d. lightning
- ☐ e. a storm
- ☐ f. a tornado
- ☐ g. sky

2 Match the words/phrases above with the pictures. There is an extra one.


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

3 Talk in pairs about the words/phrases you matched in Activity 2.

e.g.



Do you go to a seaside on holidays?

Yes, I like making sandcastles.



4 Watch the digital story again carefully and match the activities with the characters in the chart.

Action	Yıldız	Uzay	Güneş	Mrs Ay
..... read an article about the new AI systems.				
..... expressed that technology shouldn't harm the environment.				
..... asked questions about the solar system.				
..... ordered the planets' names correctly.				
..... answered the question about the object around the Earth.				
..... found pictures about extreme weather conditions.				

5 **Look at the picture on pages 126-127 and tick (√) the words/phrases you see there.**

☐ storm	☐ space station	☐ planets
☐ air pollution	☐ a factory	☐ a roof farm
☐ drought	☐ green energy	☐ a boat
☐ a railway	☐ solar panels	☐ an electric car

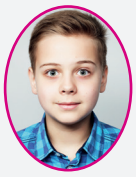
6 **Talk in pairs about the words/phrases you ticked (√) in Activity 5.**

e.g.



Do you think electric cars will be more common soon?

I hope so. They will support a cleaner environment for everyone.



7 **Watch the digital story again and put the events in the correct order.**

- ☐ Yıldız and Uzay talked about the next lesson's topic.
- ☐ Mrs Ay asked for the names of the planets in the solar system.
- ☐ Uzay answered the question about the Earth's orbit around the Sun.
- ☐ Uzay believed that tomorrow's world would be different with new technologies!
- ☐ Yıldız hoped that living with technology in the future would be great.

8 **Play in groups of 7. Each student must pick a different planet (but not Earth) and say, "I will live on (planet picked) in the future." Each planet can be used only once. Then, as a group, try to remember all seven sentences and report them to the class.**

e.g.



I will live on Mercury in the future.

Ready to Say

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Pronunciation

1 **Listen to the dialogue and notice the coloured letters. Then act it out.**

Track 8.1

Banu : Did **y**ou see the **y**ellow fo**x** at the **z**oo?
Ahmet : Yes. I also sa**w** si**x** ve**r**y **y**oung **z**ebras. And **y**ou?
Banu : I sa**w** them, too. I liked the **z**oo ve**r**y much.
Ahmet : I think **w**e should **v**isit again ne**x**t **w**eek.

2 **Listen to the words/phrases. Then write the words/phrases in the correct box.**

Track 8.2

v	w	x	y	z

1 **Look at the picture and guess what the text is about.**

2 **Listen to the recording and complete the text with the correct words/phrases below. There is an extra one.**

Track 8.3

run out / exist / find / predict / close / distance / extremely

Hi, I'm Sami. I always wonder how big the universe is and how long it will continue to (1) ..... . Scientists say that our universe is (2) ..... old. It is composed of billions of galaxies. They study planets and expect to discover interesting facts about them. They (3) ..... there will be other planets we can live on in the universe. Living on some other (4) ..... planets sounds interesting. You know we need water for life. I hope we don't (5) ..... of water and have to go a very long (6) ..... to find new planets to live on in the future. I suppose we will learn more about the universe in the future.



3 **Work in pairs. Talk about the meanings of the words/phrases in Activity 2. Then match the definitions with them. There is an extra one.**

a. to use all of something	☐
b. a very, very big amount	☐
c. to be real, to be present in the world	☐
d. the amount of space between two places or things	☐
e. to say what you think will happen in the future	☐
f . near in space or time	☐

1. to exist
2. close
3. to predict
4. distance
5. to find
6. extremely
7. to run out

4 **Complete the sentences using the words in Activity 3.**

a. My school is not far away. It's ..... to my house.
b. Dinosaurs died millions of years ago. They don't ..... anymore.
c. We should save water, so we don't ..... of water in the future.
d. This weather app will ..... tomorrow's weather.
e. The weather is ..... hot outside. It is over 40 °C.
f . What is the ..... between Ankara and İstanbul?

5 **Draw lines to make meaningful sentences.**

a. I believe that kindness	1. to the airport is 25 kilometres.
b. My favourite café	2. so we stayed at home.
c. It is hard to predict	3. is close to my university.
d. I sometimes run out of	4. what I will do next weekend.
e. The distance from my home	5. should exist everywhere.
f . The weather was extremely stormy	6. phone battery in the afternoon.

6 **Read the dialogue from the digital story quickly and circle.**

The kids are talking about
a. the topic of the next lesson.
b. drawing pictures for the next lesson.

Uzay : You know, we are going to talk about extreme weather conditions in the next lesson. I found some pictures about it. I hope our teacher will like them.
Yıldız : That's a great idea. What kind of pictures did you find?
Uzay : I found pictures of storms, thunder, lightning, floods, droughts, tornados, thunderstorms, blizzards, and hurricanes.
Yıldız : Wow, you found so many pictures. I think you are a research expert. I can't wait to see them. They will make the lesson more enjoyable, won't they?
Uzay : I hope they will.



7 **Read the dialogue again and underline the words/phrases you don't know. Talk about them as a whole class.**

8 **Match the words/phrases with the pictures. There is an extra one.**

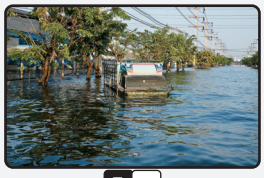
a. thunder
b. a flood
c. a drought
d. a tornado
e. a thunderstorm
f . a blizzard
g. a hurricane


1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


7 ☐


8 ☐

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Play in groups of 3-4.
- Work together to complete the tasks in 3 minutes.
- Your teacher and your classmates check your progress and give points to your answers.
- The group with the most points at the end wins the game.

Tasks

- Find and circle the words horizontally (→), vertically (↓, ↑), or diagonally (↘, ↗) in the chart. (1 point each)
- Use the words in an example sentence correctly. (2 points each)

· bright	· alive	· invent	· blizzard
· storm	· thunder	· visible	· nature
· exist	· flying	· predict	· expect

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

1 Read the dialogue and pay attention to the bold parts.

Şule : Are you doing anything after school?
Batu : No, nothing special. Why do you ask?
Şule : Asya, Miraç, and I **are going to study** together to finish our science project at the school library. **Will you join** us?
Batu : That's a good idea. I need to work on that too. You **will meet** just after the school, **won't you?**
Şule : Yes, we are going to meet at the library when the classes are over.
Batu : Nice, but I should go home first to ask my mother.
Şule : She **will let** you study with us at school, **won't she?**
Batu : She expects me home on time but I'm sure she **will understand**.
Şule : Okay, we **are going to study** together then.



2 Watch the digital story and tick (√) the sentences with expressions similar to the bold ones in Activity 1.

- ☐ a. They will make the lesson more enjoyable, won't they?
- ☐ b. I hope our teacher will like them.
- ☐ c. We will decorate the classroom for the celebration.
- ☐ d. Today, we are going to talk about our solar system.
- ☐ e. The lesson is going to start soon.
- ☐ f . They won't be late, will they?
- ☐ g. Tomorrow's world will be different with new technologies!
- ☐ h. They are going to write a text about our solar system.

Keep in Mind!

- Scientists **are going to build** new space stations. (Expressing future plans, intentions, or probable events)
- I think new planets **will have** conditions suitable for life. (Expressing predictions about what might happen in the future)
- Scientists will do research on it, **won't they?** (Confirming information or asking for agreement in a sentence about the future)

3 Notice the "Keep in Mind" box and talk about the functions of the bold parts in Activity 1 in pairs.

4 Look at the chart and choose the correct options.






Burcu	X	√	√	X
Bülent	√	X	√	√
Yeliz	X	√	X	√

a. Burcu **will** / **won't** play football.
b. Bülent **is going to** / **won't** ride a bike.
c. Yeliz **won't** / **is going to** go to the cinema.
d. Burcu **is going to** / **won't** listen to music.
e. Bülent **will** / **won't** listen to music.
f . Yeliz **is going to** / **won't** ride a bike

5 Read the situations and complete the sentences with "will" or "be going to" future.

a. It's very hot in the room. The window is closed. I ..... open the window.
b. We have a plan after school. We ..... visit a museum with friends.
c. Oh, the phone is ringing. I ..... answer it.
d. I am saving my pocket money. I ..... buy a new bike.
e. Look at those black clouds! I think it ..... rain.

6 Listen to the recording to check your answers in Activity 5.

Track 8.4

7 Complete the sentences as in the example.

e.g. You will read this book, won't you?

a. My friends and I are going to visit Anıtkabir next week, ...?
b. They won't come on time, ...?
c. You will join our project team, ...?
d. Mr Kaya is going to announce the winners, ...?
e. Your sister will help you, ...?

8 Put the sentences in the correct function category. Then write one more example for each.

a. Transportation will be easier in the future, won't it?
b. We are going to move a bigger house next month.
c. I think people will live on other planets one day.
d. I think electric cars will be more common in the future.
e. We are going to meet at 6 o'clock, aren't we?
f . He is going to buy a new computer.

Expressing future plans, intentions, or probable events	Expressing predictions about what might happen in the future	Confirming information or asking for agreement
☐ ☐	☐ ☐	☐ ☐

Ready to Play

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Gamification

How to Play

- Form groups of 4-5.
- Each group has 5 minutes to secretly write 5 sentences about their future plans using "be going to".
- Your teacher keeps track of time.
- Each round, one student from each group will be the "Question Master."
- The Question Master will ask a Yes/No question using "will" to every other group, trying to guess one of their plans.
- Groups answer the questions according to their secret list.
- Your teacher is the referee.
- For each correct guess, the guessing team scores 1 point.
- A new round begins with a different student as the Question Master.
- After five rounds, the game ends.
- The team with the most points wins!





Ready to Read

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Reading-Comprehension

1 **Do you think life in the future will be different?**

2 **Read the text quickly and choose the best option.**

What are the two most important things for a better future, according to Turan?

a. population and peace b. technology and knowledge c. sun and energy

Hi, I'm Turan. Welcome to my website. We have some special days in Türkiye. 30 August Victory Day is one of them. On this day, we remember the big victory and look to the future with hope. Today, I want to share my opinions about future life. I think life in the future will be very different. I'm not an expert on this topic but I hope new technology will help the development of cities. The purpose of new technology is to give the growing population of the Earth a better life. Using technology means using more energy. Using the sun as a source of energy is a real possibility for a cleaner future. We don't need more evidence for it.

I think knowledge is another important thing for a better future. We need knowledge to create new technology. We must study our lessons regularly and read a lot of books to learn more. Our goal is to use knowledge and technology for a better future in peace. Just like 30 August Victory Day, every new day can bring us hope and a fresh start. Let's hope we will all live in a happy and clean world.



3 **Read the text in two groups as a jigsaw reading activity. Then talk about your part.**

4 **Read the text again and write T (True) or F (False). Correct the false statements.**

a. Turan is writing for a school newspaper. ☐

b. He thinks life in the future will be very similar to life today. ☐

c. New technology will help cities develop. ☐

d. Using technology means using less energy. ☐

e. Turan believes the sun is a possible energy source for the future. ☐

5 **Ask the questions below to your friend and write his/her answers.**

a. How do you think technology will change our cities?

---

b. Why is solar energy good for the future?

---

c. What is one thing you can do to help our world be cleaner?

---

d. How often do you read books?

---

e. Which technology do you use every day? How does it help you?

---

6 **Write a short text using the answers in Activity 5. Then read the text in the class.**

Ready to Write

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Writing-Expression

1 **Read the text quickly and find a title for it.**

Hello, my name is Sezen and I like reading books about future life. I sometimes think life in the future will be extremely interesting. Here is my dream for future life. People will need new land to build smart houses on different planets. Robots are going to help us with cooking and cleaning. They will also be our friends. Cars will fly in the sky, so the streets will become safer for children. I believe the sun will be the only energy source. This will be great for nature, won't it? Maybe we will have robots at school, won't we? We will use more technology during lessons. I hope the future will be more exciting and happier for everyone!



2 **Read the text again and complete the sentences.**

a. Sezen thinks the future ..... extremely interesting.
b. Robots ..... help us with cooking and cleaning.
c. Sezen believes the only energy source we use ..... the sun.
d. Maybe students will have robots at school, ...?
e. Sezen hopes the future ..... more exciting and happier for everyone.

3 **Answer the questions below in pairs by giving reasons.**

a. Would you like to live in a smart house on a different planet?
b. Will it be possible to have robot friends in the future?
c. Do you think flying cars are a good idea?
d. Will having lessons at home on a computer be better than going to school?
e. What is one thing in the text that you hope will not happen?

4 **Write a short paragraph about future life similar to the one above and share it with the class. Then give positive feedback to each other with the chart below.**

	1	2	3
It is clear.	☐	☐	☐
It is effective.	☐	☐	☐
It is fluent.	☐	☐	☐

Ready to Explore

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

CLIL and Culture

1 **Look at the pictures and answer the questions.**

a. What do you know about the pictures?
b. What makes them special?





2 **Read the text quickly and find a title for it.**

The world is changing day by day with the effect of technology. Is there a bright future ahead with new technologies? Maybe in the near future, people will travel to space easily. Will space become a new home for people? I think it is a possibility. A new home on other planets will be a solution for the population problem in the world, won't it?

Today, we have a place in space: the ISS (International Space Station). It is not a home for ordinary people yet, but it's a home for science and a training ground for the future of space studies. Astronauts from different countries live and work there together in peace. The first Turkish astronaut, Alper Gezeravcı, visited the ISS in 2024. Now, he will share his experience with young people at conferences and science festivals in Türkiye.

Another technology we use is space cargo ships. These ships carry all the necessary things like food, water, and equipment to the space station. It helps astronauts live and work in space for a long time. Maybe in the near future, the same system will also help people live on other planets. I hope scientists will create a safe and happy life for people in space. Their intention is to make space a new home for people.

3 **Read the text again and write T (True) or F (False). Correct the false sentences.**

a. The text says that people might travel to space easily in the future. ☐

b. New homes on other planets will not help with the population problem. ☐

c. The ISS is a home for ordinary people to live on. ☐

d. Astronauts from the same country work on the ISS. ☐

e. Space cargo ships bring things like food and water to the space station. ☐

f . This system will only be used for the ISS and not for other planets. ☐

4 **Talk in pairs. Answer the questions by giving reasons.**

a. Do you think building homes on other planets is a good solution for the population problem?
b. What would be the most difficult thing about living on ISS?
c. What would you send to the ISS with space cargo?

Karaoke

Ready to Review

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

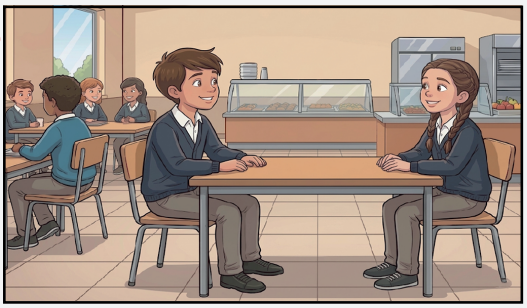
Review

1 Read the strip story quickly and answer the question.

What is the main idea of the strip story?

a) A new documentary about animals.
b) The relationship between technology and the future of our planet.
c) Plans for a new school.

1



Atlas : Hey, Susan. Do you think tomorrow's world will be different with new technologies?
Susan : It will be, but we have to be smart about it. We need to take care of our green planet! Technology shouldn't harm the environment.
Atlas : You're right! I saw a documentary about it. The new eco-cities give us a glimpse of future living! They use solar power and have roof farms on buildings.
Susan : That sounds interesting. So, is there a bright future ahead with new technologies?
Atlas : I think so. It's not just about smarter phones, but about a healthier planet. It's an exciting time to live.
Susan : I agree with you. A future with technology and nature working together sounds like a great time to live.

2



Yağmur : Hi, friends. What are you talking about?
Susan : Hi ,Yağmur. We are talking about life in the future with new technologies.
Atlas : I think there will be new green cities. They will use new technologies to make people's lives better.
Yağmur : I agree with you, Atlas. And there will be new lessons about the new technologies at school.
Susan : And I think students will like these new lessons, won't they?
Yağmur : I think they will. And I hope the new technologies won't harm the environment.
Atlas : This is the key point, Yağmur. We must use technology in the right way to protect our planet.
Susan : I hope we will all be careful about our planet's future.

2 Read the strip story carefully. Answer the questions. Then write one more question about the story and ask your classmates.

a. What do the new eco-cities use for power?
b. Who joins the conversation later?
c. Where will there be new lessons about technology?
d. Why must people use technology in the right way?
e. .....

3 Think of the answers to the questions below and share them with the whole class.

a. Do you think tomorrow's world will be different with new technologies?
b. Do you find technology useful or harmful for nature?
c. How often do you use technology in your life?

4 Work in pairs. Act out the story by adding your own words.

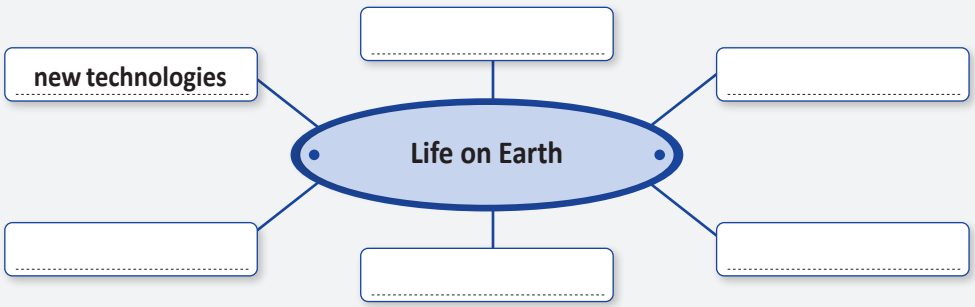
Ready to Present

Listening/Watching | Pronunciation | Vocabulary | Speaking | Grammaring | Reading | Writing

Project, Reflection, and Self-assessment

1 Follow the instructions to do your project.

Project Title :	Life on Earth
Task :	Prepare a comic strip about the universe and how life on Earth might change.
Step 1 :	Learn about the planets in our solar system and what makes Earth unique.
Step 2 :	Write down words or phrases related to the topic on the project map.
Step 3 :	Create a fun and creative comic strip with 6-8 panels.
Step 4 :	Use drawings, captions, and dialogue to show your ideas about future life on Earth or other planets.
Step 5 :	Present your comic strip in the class.
Step 6 :	Give positive feedback to each other.



2 Follow the instructions for reflection and feedback.

- Write a note about what you liked in the theme and which part you found more interesting or boring.
- Put the note on the teacher's desk.
- After all your classmates place their notes, pick a random note and read it aloud one after another.
- Give positive feedback to each other.

3 Read the sentences in the chart. Then tick the boxes to check your progress.

I am able to...	CHECK YOUR PROGRESS	★	★★	★★★
	understand simple texts about planets and the Earth as a planet.			
	follow simple texts about life on Earth in the future.			
	express future plans, intentions, or something that is likely to happen.			
	express predictions about what might happen in the future.			
	confirm information or ask for agreement in a sentence about the future.			

Consolidation

Warm-Up for Well-Being

THEME 1

Alphabet Story
As a class, create a story where each sentence must start with the next letter of the alphabet. One student writes a sentence starting with "A," on the board. Then another student writes a new sentence starting with "B," and so on. This is great for creativity and collaboration.

THEME 2

Play the Bom number game!
Start with a number. BOM numbers are multiples of 5 (5, 10, 15, etc.). When it's your turn, say "BOM". If you say BOM number instead of BOM, you are out. The last player is the winner.

THEME 3

20 Questions
One student thinks of a person, place, or thing. The class takes turns asking "yes" or "no" questions to guess what it is within 20 questions.

THEME 4

Play the Charades game in groups.
Tell a word or phrase and act it out silently.
Other group members try to guess it.

THEME 5

Write three true information and three false information about yourself on a paper. Exchange your papers with your peer. Guess which information is correct or incorrect.

THEME 6

Play a game with three students taking turns. One student writes a word on the board; another faces away from the board; the third stands opposite the student facing away and attempts to describe the word on the board.

THEME 7

True or False
A student (or the teacher) shares three statements about themselves: two true and one false. The class votes on which one they think is false. This builds community and listening skills.

THEME 8

Likes and dislikes chain
The teacher says a sentence about his/her likes and dislikes. It can be about anything. Then the teacher chooses a student to report the teacher's likes and dislikes, and then the student expresses her/his likes and dislikes. After that, the teacher selects a student for each other turn. Each student should report the last three utterances and then express his/her likes and dislikes. Duration can vary up to the students' readiness.

Digital Scenarios

THEME 1

Scene 1 : In the canteen

Mehmet : Hey, friends! Let's go.
Defne : Okay, Mehmet, but before leaving, let's tidy the table. It is our responsibility to keep our school clean.
Sude : Defne is right. We always follow school rules and take care of the environment.
Mehmet : Sure. Sude, can you give me those bottles? I'll put them in the bin. OK! There will be a school ceremony for the 29 October Republic Day. What will we do this year?
Sude : The choir is always in the spotlight during the Republic Day celebrations! Our teachers can organise an assembly with us to prepare a choir. I'm sure everyone will volunteer to join it.
Defne : That's a great idea! Sude, your plans are always good. Do you want to be our leader?
Sude : Okay, I can be the leader. But everyone can share ideas. Mrs Günay can help us make a programme. She is always so helpful and a great guide. She is also responsible for celebrations.
Mehmet : She also supports teamwork.

Scene 2 : In the classroom

Mrs Günay : Hey, kids! You know, we celebrate the 29 October Republic Day every year. Let's talk about your roles for the celebrations. What do you want to do?
Defne : Mrs Günay, I like reading poems and speeches. I can find Atatürk's speeches about Republic Day and put them on the noticeboard in the classroom. I want to draw pictures with beautiful colours and decorate the classroom with them. Our classroom will look amazing.
Mehmet : I want to carry the flag in the parade.
Mrs Günay : I am very happy. Everyone wants to help willingly. These celebrations are very important for our country.
Defne : Mrs Günay, we often like singing together with our friends. We want to prepare a choir together. Can you help us?
Mrs Günay : That's a great idea! Of course I can help you. A choir will be great. You have a short time for the preparations, and the examination week is after the celebrations. You need to work harder to make the grade!
Sude : Of course. We'll plan everything carefully. We'll work together for the Republic Day celebrations first, and later we'll focus on our exams.
Mrs Günay : I hope you will be successful.
Defne : Thank you, Mrs Günay. We will do our best.

Scene 3 : At the ceremony

Mehmet : Wow! This is amazing!
Defne : Yes. We waited for this day, and everything is all right!
Sude : Let's sing loudly in the choir.
Defne : Yeah! And Mehmet, you look so cool.
Mehmet : Thanks! I think this will be a great ceremony.
Mrs Günay : There you are! That was a wonderful Republic Day ceremony. Well done!
Defne : We did it with your help, Mrs Günay. Thank you!

Mrs Günay : You're welcome. You can be happy today, but don't forget we have exams next week. I know you will pass them too. You won't fail. You always study together for the tests!
Mehmet : Of course, Mrs Günay! We are all good team players!

THEME 2

Scene 1 : In the classroom

Ayşe : Hello, Larry. What are you doing in the classroom now?
Larry : Hello, Ayşe. I'm studying English.
Ahmet : Well, what are you reading silently, Violet?
Violet : I am revising the new words, Ahmet. I need some help with vocabulary work!
Ahmet : I can help you. I usually use a learning method: read the words aloud with a peer.
Ayşe : Oh, I remember it. We read the words in turns and ask each other questions, don't we?
Larry : Yes. It is an effective method. Last week, I got full marks on the English test!
Violet : Great job! I normally write the new words, but today I am reading them.
Ahmet : I sometimes write them down, but these days I am practising the words in pairs or groups.
Ayşe : Let's read each word one by one.
Larry : Why don't we review them together in the canteen after school?
Ayşe-Violet
Ahmet : OK.
Violet : The English teacher, Mr Alkan, is coming.

Scene 2 : The task

Mr Alkan : Hello, everyone. You have got a task today. You will work in groups.
Ayşe : What is it about?
Mr Alkan : It's especially about your routines and learning activities. You will write a dialogue. You are creative students. I want to see effective dialogues.
Larry : How much time do we have?
Mr Alkan : You have got ten minutes. Also, you will act it out.
Mr Alkan : Time is up. Which group wants to start?
Violet : We do!

Scene 3 : Groupwork

Ayşe : Good morning, friends. Let's talk about your routines and learning activities.
Ahmet : I usually get up early. I always have breakfast with my family before school. Then I go to school by school bus. When I listen to our teacher, I often mark important points with a highlighter. And you?
Ayşe : I wake up at half past seven. I have a drama course every weekend. My favourite learning activity is pair-work. I learn easily when I share ideas about exercises with a peer.
Violet : I sometimes have a quick breakfast, and then I always brush my teeth before school. When I go to school, I often revise lessons with my friends at school. I think it is an effective learning method.
Larry : I usually rest and do homework after school. Also, I normally prefer working on a task alone, but today I am working in a group. I like it.
Ayşe : I agree with you. Working in groups is creative and fun.

Violet : Well, how often do you practise English?
Ayşe : I practise it every evening with my brother.
Ahmet : I sometimes practise English with games.
Violet : I write a diary in English every day before I go to bed. It is helpful. Larry, what about you?
Larry : I'm continuing to use my method for English lessons. Firstly, I watch videos and take notes in English. Then I review and repeat them regularly.
Violet : It sounds nice. You know our new topic is ordinal and cardinal numbers. We can try it for practising them.
Ayşe : Sure! I do the same with songs.
Ahmet : Great ideas!
Mr Alkan : Well done!
Ayşe-Ahmet
Violet-Larry: Thank you very much.

THEME 3

Scene 1 : In the garden

Aysel : Hello, İnci. It is a beautiful day, isn't it?
İnci : Hi, Aysel. You're full of beans this morning! I liked your style.
Aysel : Thanks, you're so polite. You know, I always try to look good.
İnci : Well, you always look lovely.
Aysel : Thank you, İnci. You look great, too.
İnci : Thanks, Aysel. Are you ready for some shopping? I want to buy a gift for my mother's birthday.
Aysel : Sure, I should buy something for my brother, too. My mum will drive us to the shopping mall. Let's go then.
Aysel's mum : Are you ready?
Aysel and İnci : Yes!

Scene 2 : In the shopping mall

Aysel : Does your mother wear jewellery?
İnci : Yes, she has got many necklaces and earrings. She cares for her physical appearance.
Aysel : Hey, that chain bracelet looks attractive.
İnci : Yes, and that small purse is also lovely.
Aysel : You are right. The accessories here are nicer than the other shops.
İnci : Yeah, maybe you can buy that wallet for your brother.
Aysel's mum : Let's go in and do some shopping then.
İnci and Aysel : Sure.
İnci : Oh no! I can't find my purse in my backpack.
Aysel : Don't panic, just keep your cool! Are you sure you took your purse?
İnci : Oh, I'm not sure. It seems that I left it at home.
Aysel : Well, no problem. My mum can lend you some money.
Aysel's mum : Don't worry, İnci.

İnci : Thanks a lot. It's so nice to have helpful and caring people like you.
Aysel : You're welcome. That's what friends are for! Now, let's go in.

Scene 3 : Back to the garden

Aysel : I want to ask you something.
İnci : Oh, what is it?
Aysel : Can you help me with my science project? You're very clever. You understand difficult topics easily. You always get high marks.
İnci : That's very kind of you! But you are more organised than me. You are always so tidy. I can be a bit lazy about that.
Aysel : Well, I think we should study together to complete our science project. We can help each other with our weak parts. When we work together, I can be more serious, and you can be more independent in sharing your ideas.
İnci : That's a brilliant idea! I'm sometimes too social when working in big groups and I can't stay focused. I need a patient peer like you to help me stay focused.
Aysel : Great! Let's meet at the library tomorrow.
İnci : Perfect! The library is the best place to stay focused. We will be a great team.

THEME 4

Scene 1 : In the classroom

Mrs Akman: Hello, everybody. Are you ready for a new project?
Students : Yes!
Mrs Akman: Our topic is your family members' jobs, working places, and job routines. OK?
Students : Yes!
Mrs Akman: You'll work in groups and search for information about them. Yes, Arya.
Arya : May I ask a question? When is the deadline?
Mrs Akman: You present your projects at ten o'clock next Monday. Also, you will write about your dream jobs in your presentations. Is everything clear?
Students : Yes!
Çağlar : Arya, what is the last task?
Arya : We are also writing our dream jobs in our presentations until next Monday.

Scene 2 : In the classroom

Mrs Akman: Good morning, everybody. I hope you are ready for the presentation. Who wants to start first? Yes, Çağlar, come here, please!
Çağlar : Thank you, Mrs Akman. Hello, everybody. My father is an engineer at a company. He designs systems. My mum is a manager in a hotel. My dream job is to be a designer. I am attending a design and art workshop next week.
Mrs Akman: Thank you, Çağlar. Yes, Arya. Come to the board, please.
Arya : Thanks. Hello. My mum is a cook in her small restaurant. She prepares delicious meals by herself. My dad is a dentist. He checks his patients' teeth in his clinic. I want to be a director. I am visiting a film set next Sunday.
Mrs Akman: Thank you, Arya. Tina, your turn, now.
Tina : Hi, everybody. My mother is an author. She writes books for children in her office. My father works all hours on his new job! He works as a reporter for a news agency. My dream job is to be a journalist. I am going to the news agency with my dad next Saturday.

Mrs Akman: Great! You also like searching for information. Well, Tom, you can present yours.
Tom : Thank you. Hello, everybody. My mum works as an officer in a government office. My dad works as a professor at a university. He teaches students. My dream is to be a businessman. I am helping my uncle, and we are selling clothes to different countries together next weekend.
Mrs Akman: Perfect. Thank you very much.
Tina : Mrs Akman, we feel happy when we prepare and then share our homework in class today. Could you give us another task, please?
Mrs Akman: Yes, that's right, Tina. Your new task is ready.
Students : Yippee!
Mrs Akman: You will talk about your family homes and houses at 10.15 next Tuesday. Got it?
Students : Yes!

Scene 3 : In Arya's house

Arya : Welcome to my home, friends. Please make yourselves at home!
Tina : Thank you, Arya. Let's start doing our homework!
Arya : I live in a house with a nice garden. It has a big entrance and two floors.
Çağlar : Is your room downstairs or upstairs?
Arya : It's downstairs. Let's have a look and take notes for our homework.
Tom : While I am telling the things in the room, you take notes. OK?
Çağlar-Tina
Arya : OK.
Tom : A blanket, a bookcase, a box, a carpet, a mirror, a clock, a curtain, a drawer, some furniture, heating, a key, a light, a pillow, a rubbish bin, a shelf, a towel, and a youth room set.
Tina : I have all of them in my room, and you?
Çağlar : Yes, I also have them.
Tom : Yes, I also have them. Our notes are ready. We are writing our presentations ourselves this evening. OK?
Çağlar-Arya
Tina : Ok!

THEME 5

Scene 1 : In the school garden

Melike : Hi, Kayhan, the music festival is the talk of the town. It was yesterday in your neighbourhood, wasn't it?
Kayhan : Oh, yes, Melike! It was the best, wasn't it, Ryan?
Ryan : Yes! You know my dad is a musician. He and his band organise festivals every year. First, they practise songs together. Then they perform jazz, pop, rock, and rap songs on the platform during festivals. They were at the concert yesterday. Were you there, Rosa?
Rosa : Of course! Your dad and his band were amazing. I enjoy listening to rock music at festivals.
Kayhan : Me too. The audience was pleased to sit on the grass during the festival.
Rosa : It was better than a chair. I like sitting on the grass.
Melike : Why do they organise festivals and events?
Ryan : Because the local directors want to celebrate the national days with people in the neighbourhood every year. My dad and his band help them organise festivals and events like this.

Melike : I got it! Excellent!
Kayhan : Why weren't you there, Melike?
Melike : Because I visit my grandparents every weekend. So I was with them yesterday. I like listening to music. Next time, count me in!

Scene 2 : In the canteen

Melike : Was there a traffic jam on your way here?
Kayhan : Yes. The city is busy today. Everybody is rushing and trying to catch the tram and buses. Also, public transport was crowded yesterday because of the festival. There was no parking available. I was on my bicycle. I always prefer riding my bike to taking the bus or train.
Ryan : There were different means of transport. There were also signs and directions along the roads, the underpass, and the overpass near our neighbourhood. I normally skate everywhere, but yesterday I was tired. I took the bus.
Rosa : I prefer going everywhere on foot. I sometimes cross the underpass and link my walk with the tram ride. But yesterday I was on my bike. Ryan, what about your dad and his band?
Ryan : They have their own instruments and materials. So they always go to festivals in a van.
Melike : Well, they were tired after the great concert, weren't they?
Ryan : Sure. But my dad was pleased with the audience and their performance. They will organise another local and social event. They plan to raise money for local schools.
Kayhan : Wow! Perfect! Melike, it's a chance for you, then.
Melike : That's right! Why don't we plan it and go there on foot together?
Rosa : Good idea! Walking with best friends is the most fun!

THEME 6

Scene 1 : Festival area

Aylin : Hello, everyone! I'm Aylin, and this is my friend Jason – we're the reporters here at the festival. Welcome to the international food festival.
Jason : Hello, everyone! We will show you delicious cuisines from different countries today.
Aylin : We were in Italy for another festival last week. Chefs from different countries, such as England, Greece, India, Belgium, and Sweden, cooked delicious meals.
Jason : The festival was in Rome, the capital city of Italy. We experienced traditional street food everywhere in the city, didn't we?
Aylin : Sure! Let's hunt for flavour!

Scene 2 : Interview with a chef

Jason : Welcome to the festival, Chef Civan. Can you tell us about your experiences?
Chef Civan : Thank you. I lived in different countries for a while, first in Spain, then in France, and later in Denmark. I had a culture shock when we moved to Spain, but I learned incredible things about cooking. I enjoyed cooking main courses and starters there.
Aylin : Can you speak any foreign languages?
Chef Civan : Yes, I can speak Spanish, French, and Danish.
Jason : Well, you learned the recipes easily because you could communicate with Spanish, French, and Danish people.
Chef Civan : That's right! Living in a country is the best way to learn about its traditions, dishes, and language.

Aylin : I agree with you. What did you cook today?
Chef Civan : Sour and crunchy chicken from street food stalls or pop-up markets. It's also a bit spicy and crispy.
Jason : Wow! It's high-quality and flavourful.
Aylin : You can find crunchy chicken everywhere, but you can't find this taste anywhere else.
Chef Civan : This recipe was the winner in a food competition in Spain.
Jason : So, the ingredients come from Turkish, Spanish, French, and Danish cuisine, don't they?
Chef Civan : Sure.
Aylin : Thank you very much, Chef.
Chef Civan : You're welcome.

Scene 3 : Interview with an official

Jason : Now, we are interviewing an official from the government, Mrs Smith.
Aylin : Hello, Mrs Smith. It is a gorgeous festival. Which cuisines are here?
Mrs Smith : Thank you. Turkish, English, German, Austrian, Polish, and Dutch people are here. When they prepare their traditional and national dishes, we have a chance to experience their traditions.
Jason : And we can learn about their flags and historic parts of the country while we are visiting their food stands.
Mrs Smith : Each participant wears their own traditional clothes and prepares brochures.
Aylin : Yes. Brochures are written in their own languages, like Turkish for Türkiye and the Turkish Republic of Northern Cyprus, English for England, German for Germany and Austria, Polish for Poland, and Dutch for the Netherlands.
Mrs Smith : Thank you, Aylin. Well, we are waiting for our guests.
Jason : There is a big crowd here. I can't wait to taste other dishes.
Mrs Smith : Try homemade cookies. They are flavourful and a bit bitter.
Aylin : Thank you very much, Mrs Smith.
Mrs Smith : You're welcome. Enjoy your meal!

THEME 7

Scene 1 : In the school garden

Toprak : What do you think about our school camp last weekend, Doğa? It was a great adventure, wasn't it?
Doğa : Sure, Toprak! I loved it. Hiking was the best part. We walked up the green hill with our teachers!
Toprak : I love hiking, too. Also, I want to try snowboarding next winter. Do you like winter sports?
Doğa : No, not really. I prefer summer activities like swimming.
Toprak : Oh, I see.
Doğa : There is something important I realized at the camp. We saw plastic rubbish everywhere. It's harmful for nature.
Toprak : You're right, Doğa. Pollution is a big problem for all of us. We must reduce the waste to protect nature.
Doğa : Also we must recycle more and use reusable bottles. We can replace plastic bottles with reusable ones. We are against throwing rubbish in the forest, aren't we?
Toprak : Sure! We have to do something to prevent pollution. Everyone must protect nature. Let's go and talk to our friends.

Scene 2 : In the classroom

Doğa : Hey, friends! We want to say something. You know we sometimes camp with our teachers in the forest. On our last school camping trip, we saw too much rubbish there.

Toprak : And this harms nature. We should do something together to save nature. What do you think, Mustafa?

Mustafa : I think we should start a campaign about it. We can share our ideas with our teachers.

İrem : I agree with Mustafa. A campaign is perfect! We can make posters to find more people to support the campaign.

Ahmet : You are right, İrem. We can also start a campaign about planting trees. My dad has green fingers, his garden looks amazing! I'm sure he will help us with this.

Doğa : Okay, Ahmet. These are great ideas. Let's do both. We can organise a clean-up day first and then a tree-planting event in the area we cleaned.

Toprak : Let's meet after school and prepare the posters then.

Scene 3 : Back to the school garden

Doğa : Look, İrem. We picked all the rubbish and planted many trees. We succeeded, didn't we?

İrem : Yes, Doğa. Every little step makes a great change. We did it all together.

Ahmet : It looks so beautiful now. We have to make sure it stays this way.

Mustafa : Yes, Ahmet. We have to protect our new forest.

İrem : This is an important point, Mustafa. Let's make this a regular event! We can organise a "Protection Team" and a clean-up day every season. I guess Doğa would like to be in the team. She's wild about protecting nature!

Doğa : Of course! I'm wild about protecting nature! We all will be the team leaders for nature. Count me in!

Toprak : Sure! We will keep working together.

THEME 8

Scene 1 : In the canteen

Uzay : I read an article about the new AI systems. Tomorrow's world will be different with new technologies!

Yıldız : It will be, but we have to be smart about it. We need to take care of our green planet! Technology shouldn't harm the environment.

Uzay : You're right! I saw a documentary about it. The new eco-cities give us a glimpse of future living! They use solar power and have roof farms on buildings.

Yıldız : That sounds interesting. So, is there a bright future ahead with new technologies?

Uzay : I think so. It's not just about smarter phones, but about a healthier planet.

Yıldız : I agree. A future with technology and nature together sounds like a great time to live. Oh, the bell is ringing. The lesson is going to start soon. Let's go to class.

Scene 2 : In the classroom

Mrs Ay : Hello, class! Today, we are going to talk about our solar system. Yıldız, can you say the names of the planets in our solar system, please?

Yıldız : Sure. Let's start from the planet closest to the Sun. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

Mrs Ay : Well done, Yıldız. You know the order very well.

Yıldız : Yes, Mrs Ay. I remember the order of the planets easily with the help of your example sentence.
Mrs Ay : Oh, nice. Can you share the sentence with your friends?
Yıldız : My very educated mother just showed us Neptune.
Mrs Ay : Thank you, Yıldız! Class, do you see how it works? The first letter of each word helps us remember the names of the planets easily. Now, the next question is for Uzay. How long does it take the Earth to complete its orbit around the Sun?
Uzay : I know this one, Mrs Ay! It takes 365 days for the Earth to go all the way around the Sun.
Mrs Ay : Very good, Uzay. And we call it a year. And the last question is for Güneş. What is the name of the object around the Earth?
Güneş : It is the Moon, Mrs Ay. We can see it day and night when the atmosphere is clear.
Mrs Ay : Perfect, Güneş! Well done, class! You all did a wonderful job today learning about our solar system.

Scene 3 : Back to the school garden

Uzay : You know, we are going to talk about extreme weather conditions in the next lesson. I found some pictures about it. I hope our teacher will like them.
Yıldız : That's a great idea. What kind of pictures did you find?
Uzay : I found pictures of storms, thunder, lightning, floods, droughts, tornados, thunderstorms, blizzards, and hurricanes.
Yıldız : Wow, you found so many pictures. I think you are a research expert. I can't wait to see them. They will make the lesson more enjoyable, won't they?
Uzay : I hope they will.

Listening Texts

- Track R.1

- Listen to the blog page and complete it with correct sentences. There is an extra one.

Dear blog friends,

My name is Kerem, and I'm new here. I love sharing stories about my life, routine, and my family. I have got short straight brown hair. I'm not tall. I usually wear comfortable clothes like a T-shirt, jeans, and sneakers. I never forget to put on my sunglasses when I go out. Now, let me introduce my family.

My mum, Celine, is of medium height with curly black hair. She always follows the fashion. She loves wearing fancy outfits. She has many pairs of earrings and necklaces. She takes care of the organisation in the house and gives us some responsibilities, such as tidying the rooms or feeding our dog. My dad, Ufuk, is really cool. He likes camping, joining different types of festivals, and cooking. He is really good at cooking, believe me!

Right now, we are preparing for a family activity. My dad is setting up our tent, and my mum is helping him because we are camping in a forest this weekend. At the camp, we're having a barbecue and playing board games together. I love having a picnic and going fishing with my family on weekends. We are not staying at home like we generally do. We are having a great adventure! My family is very active, and I really love being with them.

- Track R.2

- Listen to the article from the school magazine "The Explorer's Corner" and complete it with the correct sentences. There is an extra one.

Dear schoolmates and nature lovers,

Hi! I'm Atlas. I love travelling and seeing amazing places on Planet Earth. In this month's column, I want to tell you about our semester holiday plans.

My family loves nature and discovering new continents. My parents usually prefer peaceful places, but this time we want a bit of adventure. We are going to go to Australia! It is a very interesting continent with deserts and oceans.

My dad is booking the flight tickets right now. My mum is checking the weather because it can be very hot there. She is packing our summer clothes, sunglasses, and hats. We need to be ready for the sun.

My dad is planning a special surprise for us. We are going to visit the famous coral reefs there. He knows that I love swimming and seeing colourful fish under the water. It is going to be a magical experience.

After the ocean trip, we have a plan for a "Safari Tour" in the desert. I am going to explore the big canyon and take photos of the red rocks. I want to see the sand dunes and maybe kangaroos!

We are going to have a busy schedule. We are not staying at a hotel; we are camping near the lake. We want to be in nature all the time.

I'm so excited! It is going to be the best holiday ever!

See you in the next issue!

- Track 1.1

- Listen to the utterances from the digital story and notice the rises and falls. Then practise saying them in pairs.

I like reading poems.

You need to work harder to make the grade!

I think this will be a great ceremony.

- Track 1.2

- Listen to the dialogue and draw arrows to show rises and falls.

Lina: I really like our new science teacher.

Ben: Yeah, her lessons are always interesting.

- Track 1.3

- Listen to the dialogue and circle the correct answers.

Ziya : Are you joining the assembly for the school ceremony?
Sedef : Sure! I'm so excited for the Sports Day celebration.
Ziya : Me, too. I hope I don't fail in the running race!
Sedef : Just follow what the PE teacher says. He is helpful.
Ziya : You're right. I will try to do my best.
Sedef : I'm sure you will. Let's go to the assembly hall.

- Track 1.4

- Listen to the dialogue again and complete the sentences. Then ask and answer as in the example.

Ziya : Are you joining the assembly for the school ceremony?
Sedef : Sure! I'm so excited for the Sports Day celebration.
Ziya : Me, too. I hope I don't fail in the running race!
Sedef : Just follow what the PE teacher says. He is helpful.
Ziya : You're right. I will try to do my best.
Sedef : I'm sure you will. Let's go to the assembly hall.

- Track 1.5

- Listen to the text and complete it.

We always work together for national celebrations. Our teacher always organises an assembly and gives us responsibilities before the school ceremony. She guides all the students during the preparations. We follow her instructions carefully. We try to do our best and take care of our school. Some students prepare the school ceremony, while others decorate the classroom. When the ceremony starts, one student raises the flag. All the students sing the national anthem. Our headmaster gives a speech. The choir sings songs and all the students dance. Working together makes our school successful

- Track 1.6

- Listen to the texts and write the names of the students in the correct boxes in Activity 1.

Hello, my name is Serdar. We always have a great time at school. We don't just sit in the classroom all day. We usually join nature activities and learn how to build things using our hands.

Hi, my name is Utku. My school is in the city centre but not in Türkiye. My school day is not very long; it starts at eight in the morning and finishes at one in the afternoon.

Hi, I'm Miray. I'm a student at a very special school; you have to be good at drawing, singing or acting to be a student here.

- Track 2. 1

- Listen to the dialogue and notice the rises and falls in negative utterances. Repeat them in pairs. Then draw arrows for rises and falls in the last utterance.

Sam : I am not watching TV now. I don't like it. What about you?
Nancy : I am not watching it, either. I don't have time to watch it.

- Track 2.2

- Listen to the dialogue and circle the correct option.

Teacher: Good afternoon, everybody! Today, we will talk about your daily and study routines. First, think about them and take notes, please. Yes, Lina, you can start.

Lina: Ok, madam. I usually revise my lessons in the evening, but today I am revising in the afternoon. Because I will visit my grandparents with my parents after dinner.
Teacher: How often do you practise English?
Lina: I practise it every day. I like it.
Teacher: Thank you, Lina. Okan, please continue!
Okan: I normally do my homework after school, but today I am doing it before dinner. I enjoy working in pairs and groups. I like helping others and sharing my ideas with them in the classroom.
Teacher: Perfect. Now, follow my instructions. First, read the text silently, then read it aloud to each other. Finally, answer the questions. Check your answers together.
Lina: I know this learning method. It is effective and creative. I do exercises easily.
Teacher: Great! Let's start.

- Track 2.3
- Listen to the dialogue again and tick the teacher's instructions.
Teacher: Good afternoon, everybody! Today, we will talk about your daily and study routines. First, think about them and take notes, please.
Yes, Lina, you can start.
Lina: Ok, madam. I usually revise my lessons in the evening, but today I am revising in the afternoon. Because I will visit my grandparents with my parents after dinner.
Teacher: How often do you practise English?
Lina: I practise it every day. I like it.
Teacher: Thank you, Lina. Okan, please continue!
Okan: I normally do my homework after school, but today I am doing it before dinner. I enjoy working in pairs and groups. I like helping others and sharing my ideas with them in the classroom.
Teacher: Perfect. Now, follow my instructions. First, read the text silently, then read it aloud to each other. Finally, answer the questions. Check your answers together.
Lina: I know this learning method. It is effective and creative. I do exercises easily.
Teacher: Great! Let's start.

- Track 2.4
- Listen to Yiğit's routines and write the missing parts on the chart. Then talk about them in pairs.
Hello, friends. I will talk about my routines. I usually brush my teeth after breakfast, but today I am brushing my teeth before breakfast. I normally have breakfast with my family, but today I am having a quick breakfast. I like my school. I often work in pairs, but today I am working in groups. I enjoy reading books. I usually read silently, but today I am reading aloud.

- Track 3.1
- Listen to the utterances from the digital story and notice the rises and falls. Then practise saying them in pairs.
It is a beautiful day, isn't it?
Does your mother wear jewellery?
What is it?

- Track 3.2

- Listen to the dialogue and draw rises and falls for the questions. Then read the dialogue in pairs.

Sezin : Your brother is the tallest boy in your family, isn't he?
Ömer : Yes, he is. Are you taller than your brother?
Sezin : No, I'm not. He is taller than me.
Ömer : Who is the tallest person in your family?
Sezin : It is my father.

- Track 3.3

- Listen to the dialogue and tick the words/phrases you hear.

Kate has homework and she asks her dad for help.
Kate : Hey, Dad. Can you help me with my homework, please?
Father : Of course, sweetie. What is it about?
Kate : I need to write the definitions of these words. But I couldn't finish all of them.
Father : Okay, let's look at the ones you couldn't finish.
Kate : I'm listening, Dad.
Father : A kit is a set of sportswear. A heart is an organ that pumps blood.
Kate : Wait a second, I'm writing.
Father : A purse is a small bag for carrying money.
Kate : Okay.
Father : An ankle is the body part between your leg and foot. A bracelet is a piece of jewellery you wear around your wrist.
Kate : I wrote them.
Father: The shoes you wear for sports are trainers.
Kate : And the last one.
Father : Yes. The jewellery you wear around your neck is a necklace.
Kate : It's finished. Thank you, Dad. Now I can write them in the correct categories.
Father : No problem, sweetie. Anytime.

-Track 3.4

- Listen to track 3.4 to check your answers in Activity 3. Then repeat the words as a whole class.

Body parts : back, a heart, a leg, stomach, an ankle, neck, a knee, skin
Clothes : a kit, a swimsuit, tights, a pocket, trainers
Accessories : a chain, a purse, a bracelet, a necklace, a wallet

- Track 3.5

- Listen to the recording and fill in the blanks with the words below.

Hi, I'm Tim. I like doing sports with my sister. I usually wear my white trainers because my black trainers are bad. They are small for me. My white trainers are better than the black ones. They are more comfortable. But my sister has the best trainers of all. They have lights on them! Yesterday, the weather was good. It was sunny and we did sports. Today, it is worse than yesterday because there is a storm outside. Sadly, this is the worst storm of the year. I hope we will do sports tomorrow.

- Track 3.6

- Listen to the recording again and choose the correct answers.

Hi, I'm Tim. I like doing sports with my sister. I usually wear my white trainers because my black trainers are bad. They are small for me. My white trainers are better than the black ones. They are more comfortable. But my sister has the best trainers of all. They have lights on them! Yesterday, the weather was good. It was sunny and we did sports. Today, it is worse than yesterday because there is a storm outside. This is the worst storm of the year. I hope we will do sports tomorrow.

- Track 4.1

- Listen to the dialogue and notice the coloured letters. Then act it out.

Selin : What is your dream job?
Burak : I want to be an author. I am earning enough money after university. What about you?
Selin : My dream job is to be a cook. I like being in the kitchen.

- Track 4.2

- Listen to the words and circle the one that starts with a different sound. Check your answers with your teacher.

1. a. assistant	b. apple	c. apartment
2. a. cook	b. centre	c. clock
3. a. economy	b. entrance	c. employee

- Track 4.3

- Listen to the dialogue and complete the chart with the words below. Then check your answers in pairs. There is an extra one.

Mum : Sally, Tom, hurry up! Dad is waiting for us downstairs.
Sally&Tom: OK, Mum!
Sally : I'm very excited to see our new apartment.
Mum : Me too. I have a surprise for Dad. Do me a favour! Keep that secret in the family, please!
Tom : Oh, I can't wait for the surprise.
Dad : Here is our new apartment. While you are looking around, decide what you need in your rooms.
Sally : OK, Dad. I need a pink blanket, a purple carpet, and curtains. Also, I am choosing a big mirror and a youth room set for myself.
Tom : When we go to the home store, I am buying furniture, a light, a big clock, a rubbish bin, and a bookshelf.
Mum : I am buying a cooker, a sink, a refrigerator, and a shelf for the kitchen; pillows and drawers.
Dad : You forgot the heating.
Mum : I have a surprise for you. I've bought a new smart heating. You can control it with your phone.
Dad : Really? It sounds great! Thank you very much.

- Track 4.4

- Listen to Albert's plans for the weekend and complete the chart below. Then ask and answer about his plans in pairs.

Hello, I am Albert. I am busy next weekend. My plane to Ankara takes off at 10:20 next Saturday. I am visiting Anıtkabir with my cousins. Then we are going to a restaurant. We are staying in a hotel. I am coming back on Sunday. My flight to İstanbul takes off at 21:30. I am going to my new apartment. Then I am designing my new furniture by myself.

- Track 5.1

- Listen to the dialogue and notice the coloured letters. Then act it out.

Yasemin: Hang on a moment, Batu. Where is the hall key?
Batu: It's in front of the light. Hurry up! The jazz festival starts in half an hour. How about taking the underground?
Yasemin: Good idea!

- Track 5.2

- Listen to the words below and repeat them as a whole class.

festival - food
ground - giraffe
hall - handmade
inside - idea
join - jazz
kitchen - kind

- Track 5.3

- Listen to the dialogue and complete it with the correct words below. There is an extra one.

Nil : Hi, Nehir. How was the wedding yesterday?
Nehir : Hello, Nil. It was the best. The guests and I were pleased with the meals.
Nil : What kind of music was there?
Nehir : There were jazz, pop, rock, and rap songs. The musicians were great on the stage. It was crowded but amazing.
Nil : I like pop music. My dad is also a musician.
Nehir : Really? Does he perform pop music?
Nil : Yes. He organises concerts and events. He and his band want to raise money for young musicians.
Nehir : Excellent! By the way, where were you yesterday?
Nil : I was at the theatre with my family. There was a lot of traffic yesterday, wasn't there?
Nehir : Oh, yes! We were stuck in a traffic jam on the way to the wedding!
Nil : Really? What happened then?
Nehir : The bus was also late yesterday because of the rain. Finally, we were in time for the wedding.

- Track 5.4

- Listen to the recording and complete the paragraph below. Then check the answers in pairs.

I was at the car park at one o'clock yesterday. My car was behind a lorry and in front of a van. My friend's motorcycle was between lorries. The park was crowded. So we couldn't find our vehicles in the park. Then we walked across the road to catch the tram.

- Track 6.1

- Listen to the dialogue and notice the coloured letters. Then act it out.

Jasmine: Gökhan, did you eat a homemade, sour, and national cake?
Gökhan: No, Jasmine. Is it from Poland or England?
Jasmine: English people cook it for five o'clock tea.
Gökhan: Gorgeous! I will try it.

- Track 6.2

- Listen to the words and notice the coloured letters below. Then repeat them as a whole class.

lemon - local	language - dumplings
main - meal	official - school
nowhere - nation	pop-up - person

- Track 6.3

- Listen to the dialogue and complete it with the words below. There is an extra one.

Barış : I watched a documentary about different countries, nationalities, and languages.
Bahar : Which countries were there in it?
Barış : Italy, India, and the Netherlands. Italian traditions, cuisine, and historic places are incredible.
Bahar : Yes, I heard about them before. What about India?
Barış : Indian people speak Hindi and English. They like spicy dishes, like chicken with curry.
Bahar : I travelled to the Netherlands with my family last summer. I experienced their culture and traditional dishes.
Barış : I saw many kinds of cheese. Orange colour is a symbol for the Dutch people. Did you taste "patat" and "kibbeling"?
Bahar : Yes. "Patat" is deep-fried potatoes, and "kibbeling" is deep-fried pieces of white fish. They are Dutch street foods, as appetisers. You should try them.

- Track 6.4

- Listen to Özgür's report and check your answers.

Hello, I am Özgür, the reporter at Food Magazine. I travelled to Sweden two days ago. I experienced traditional dishes and desserts there. I visited a chef, Mrs Sven, in a restaurant. She heated her homemade bread in the stove. She also dried herbs. I enjoyed all of them. I didn't try them anywhere. She also prepared Swedish main courses. I tasted meatballs with sauce. They were all delicious.

- Track 7.1

- Listen to the dialogue and notice the coloured letters. Then act it out.

A: What do you think about pollution?
B: We must find a quick solution to it.
A: You are right.

- Track 7.2

- Listen to the words below. Notice the sounds of coloured letters and circle the odd sound out. Then repeat them aloud.

a. liquid	quiet	quit	bouquet
b. forest	river	park	protect
c. sure	sky	snow	grass
d. tree	listen	turtle	plant
e. human	jungle	university	use

- **Track 7.3**

- Listen to the dialogue and complete it with the correct words below. There is an extra one.

Ege : Hi, Ece! You weren't at home last weekend, were you?
Ece : No. I camped by a small lake with my family in Muğla. It was great!
Ege : That sounds fun! What did you do there?
Ece : On the first day, we sailed on the lake. Then we fished for lunch. In the afternoon we cycled in the forest. It was beautiful!
Ege : That sounds fun! What about Sunday?
Ece : In the morning, I helped my mum and we planted a small tree. Then my brother and I ran together near the lake. We also picked some wild strawberries. They were delicious.
Ege : You did so many things!
Ece : Yes. I had a wonderful weekend. What about you?
Ege : We visited my uncle in Erzurum. I wanted to try winter sports. He took us to Palandöken. I learnt to ski there. We skied down a hill. It was so much fun. We also rode horses there. It was very exciting.
Ece : Nice to hear you had a great weekend, too. Do you have any plans for the summer holiday, Ege?
Ege : Yes, I want to learn how to sail a boat. What about you?
Ece : I want to learn to ride a horse. I hope we will have more adventures!

- Track 8.1

- Listen to the dialogue and notice the coloured letters. Then act it out.

A: Did you see the yellow fox at the zoo?
B: Yes. I also saw six very young zebras. And you?
A: I saw them, too. I liked the zoo very much.
B: I think we should visit again next week.

- Track 8.2

- Listen to the words/phrases. Then write the words/phrases in the correct box.

yesterday - to exist - to invent - sky - a blizzard - world - alive - a zebra - white - Venus
an experience - weather - to expect - flying - freezing

- Track 8.3

- Listen to the recording and complete the text with the correct words/phrases below. There is an extra one.

Hi, I'm Sami. I always wonder how big the universe is and how long it will continue to exist. Scientists say that our universe is extremely old. It is composed of billions of galaxies. They study planets and expect to discover interesting facts about them. They predict there will be other

planets we can live on in the universe. Living on some other close planets sounds interesting. You know we need water for life. I hope we don't run out of water and have to go a very long distance to find new planets to live on in the future. I suppose we will learn more about the universe in the future.

- Track 8.4

- Listen to the recording to check your answers in Activity 5.

a. It's very hot in the room. The window is closed. I will open the window.
b. We have a plan after school. We are going to visit a museum with friends.
c. Oh, the phone is ringing. I will answer it.
d. I am saving my pocket money. I am going to buy a new bike.
e. Look at those black clouds! I think it is going to rain.

Karaoke Texts

THEME 1

At School

A friend always cares for you,
And follows instructions carefully too.
Students often greet their guide,
And willingly volunteer inside.

I care for my school,
I follow every rule.
I help with a smile,
And learn all the while.

The teacher supports them every day,
In a helpful and a careful way.
There is a festival for all,
We celebrate during the fall.

I care for my school,
I follow every rule.
I help with a smile,
And learn all the while.

THEME 2

In the Classroom

They are teaching us,
We are studying together.
We read aloud, then we read silently,
We are learning together so easily.

Let's count together,
Fifty, sixty, seventy, eighty,
Ninety, and one hundred.

We like sharing,
We like practising.
In a group, we mark the task,
In turns, one after another, we ask.

Let's count together,
Fifty, sixty, seventy, eighty,
Ninety, and one hundred.

THEME 3

Simple and Fine

My face is lovely, my hair is fair,
I've got a necklace that I wear.
My arms are strong, my legs are long,
My heart is patient, kind, and strong.

I like myself, I feel so great,
I am on time, I am not late.
I say hello, I smile and play,
I am happy every day.

My trainers are the cleanest pair,
My wallet is in my pocket here.
I don't need more things to shine,
This simple image is just fine.

I like myself, I feel so great,
I am on time, I am not late.
I say hello, I smile and play,
I am happy every day.

THEME 4

Home Sweet Home

Let's come and see my apartment,
There is a big and soft carpet,
There is a colourful and warm blanket.
When you come into my room, don't you see my youth room set?

My room is upstairs.
My kitchen is downstairs.
Upstairs, downstairs, and everywhere,
Warm and lovely.

The refrigerator, sink, and cooker,
A towel, a chopping board, and a drawer.
We have nice furniture in our home,
Home, home sweet home.

My room is upstairs.
My kitchen is downstairs.
Upstairs, downstairs, and everywhere,
Warm and lovely.

THEME 5

The Festival Day
The festival was so nice in the park, wasn't it?
The audience was really pleased with it.
The musicians were amazing on the platform,
And the singer was there to perform.

Jazz, pop, rock, and rap
Which is the best?
Let's sing it and dance together!

The festival was crowded, wasn't it?
Everywhere was full of vehicles, wasn't it?
There was a railway and an overpass,
Let's cross the underpass!

Jazz, pop, rock, and rap
Which is the best?
Let's sing it and dance together!

THEME 6

Around the World
We speak Turkish and Spanish.
They speak Swedish and English.
We meet people from different nations.
We experience different traditions.

Danish, Polish, English,
German, Italian, Indian,
We shared our cultures.

We enjoyed the crunchy dishes, didn't we?
They were homemade and high-quality.
We tasted spicy and sour street food.
Everybody said, "Enjoy your meal!"

Danish, Polish, English,
German, Italian, Indian,
We shared our cultures.

THEME 7

Nature's Call
I went hiking up so high,
The fresh air against the sky.
We cycled through the forest green,
The loveliest nature I've seen.

Nature's calling, hear the sound,
Keep it clean all around.
Pick up trash, plant a tree,
Love the Earth, let it be free.

People left their rubbish there,
We must recycle everywhere!
Pollution grew over the years,
Time to end our fears.

Nature's calling, hear the sound,
Keep it clean all around.
Pick up trash, plant a tree,
Love the Earth, let it be free.

THEME 8

Our Bright Future
The Sun is bright, the Moon is far,
We see the light of every star.
We are going to invent new ways,
Technology will guide these days!

We will build a brighter day,
Clean the rivers, clear the way.
Smart ideas and sunshine too,
Our bright future starts with you.

Experts say population will grow,
But green energy will help, you know.
We are going to protect our land,
We will succeed, won't we? Hand in hand!

We will build a brighter day,
Clean the rivers, clear the way.
Smart ideas and sunshine too,
Our bright future starts with you.

Glossary

THEME 1

assembly (n): toplantı, meclis
before (adv): önce, daha önce
care (v): umursamak, önemsemek; ilgilenmek
carefully (adv): dikkatlice, özenle
celebrate (v): kutlamak
celebration (n): kutlama
ceremony (n): tören, merasim
cheerfully (adv): neşeyle, keyifle
enter (v): girmek
fail (v): başarısız olmak (sınavdan kalmak)
festival (n): festival, şenlik
flag (n): bayrak
follow (v): takip etmek; izlemek
follow-up (n): sonraki, devamı
greet (v): selamlamak
guide (n): rehber
helpful (adj): yardımsever, faydalı
instruction (n): talimat, yönerge
interview (n): mülakat, görüşme
keen (adj): hevesli, istekli, meraklı
later (adv): sonra, daha sonra
lead (v): liderlik etmek, öncülük etmek; yönetmek
leader (n): lider, önder
listener (n): dinleyici
manner (n): tavır, davranış; (çoğul: görgü kuralları)
national anthem (n): İstiklal Marşı, ulusal marş
pack (v): paketlemek, bavul hazırlamak
parade (n): geçit töreni, kortej
pass (v): başarmak, (sınavı) geçmek
permission (n): izin, müsaade
regularly (adv): düzenli olarak
school ceremony (n): okul töreni
soon (adv): yakında, birazdan
speech (n): konuşma, nutuk
successful (adj): başarılı
support (v): desteklemek
term (n): dönem
try (v): denemek, çalışmak
volunteer (v): gönüllü olmak
willingly (adv): isteyerek, gönüllü olarak

THEME 2

activity (n): etkinlik
after (adj): sonra
before (adj): önce
brush (v): fırçalamak
continue (v): devam etmek
count (v): saymak
creative (adj): yaratıcı
diary (n): günlük
easily (adv): kolay bir şekilde
effective (adj): etkili
exercise (n): egzersiz
firstly (adv): ilk olarak
focus (v): odaklanmak
group (n): grup
habit (n): alışkanlık
in turns (adv): sırayla
learning (n): öğrenme
level (n): seviye
mark (v): işaretlemek
method (n): yöntem
normally (adv): genellikle
one after another (adv): art arda
pair (n): çift/ikili
peer (n): akran
practise (v): pratik yapmak
read aloud (v): sesli okumak
read silently (v): sessiz okumak
recycle (v): geri dönüştürmek
regular (adj): düzenli
remember (v): hatırlamak
repeat (v): tekrarlamak
research (n): araştırma
rest (v): dinlenmek
review (v): gözden geçirmek
revise (v): tekrar etmek
search (v): aramak
share (v): paylaşmak
sort (n): tür

task (n): görev
teaching (n): öğretme
to each other (adv): birbirine
together (adv): birlikte
work in groups (v): grup halinde çalışmak
work in pairs (v): ikili çalışmak

THEME 3

ankle (n): ayak bileği
attractive (adj): çekici
back (n): sırt
bracelet (n): bileklik
brilliant (adj): harika, mükemmel, zeki
caring (adj): şefkatli, ilgili
chain (n): zincir
clever (adj): zeki
crazy (adj): çılgın
focused (adj): odaklanmış, dikkatini vermiş
happily (adv): mutlu bir şekilde, sevinçle
heart (n): kalp
helpful (adj): yardımsever
image (n): görüntü, imaj, resim
independent (adj): bağımsız
jewellery (n): mücevher, takı
kit (n): takım, set, malzemeler
knee (n): diz
lazy (adj): tembel
leg (n): bacak
look (n): bakış, görünüş
look (v): bakmak
lovely (adj): hoş, güzel, sevimli
necklace (n): kolye
organised (adj): düzenli
patient (adj): sabırlı
physical (adj): fiziksel, bedensel
pocket (n): cep
polite (adj): kibar
purse (n): para çantası, cüzdan (kadın)
rude (adj): kaba
sadly (adv): ne yazık ki, üzgün bir şekilde
seem (v): görünmek, ...miş gibi gelmek
serious (adj): ciddi
simple (adj): basit, sade
simply (adv): basitçe
skin (n): cilt, deri
social (adj): sosyal
stomach (n): mide; karın
swimsuit (n): mayo
tidy (adj): düzenli, temiz
tights (n): tayt, külotlu çorap
trainers (n): spor ayakkabısı
wallet (n): cüzdan (erkek)
weak (adj): zayıf, güçsüz

THEME 4

address (n): adres
ambitious (adj): hırslı
apartment (n): apartman dairesi
assistant (n): asistan
author (n): yazar
bin (n): çöp kutusu
blanket (n): battaniye
bookshelf (n): kitaplık
boss (n): patron
box (n): kutu
businessman (n): iş adamı
carpet (n): halı
chopping board (n): kesme tahtası
clock (n): saat
company (n): şirket
construction (n): inşaat
cook (n): aşçı
cooker (n): ocak
curtain (n): perde
dentist (n): diş doktoru
designer (n): tasarımcı
detective (n): dedektif
director (n): müdür
double (adv): iki katı kadar
downstairs (adj): alt katta
drawer (n): çekmece
earn (v): (para) kazanmak
employ (v): işe almak
employee (n): çalışan (işçi)
employer (n): işveren
engineer (n): mühendis
entrance (n): giriş
factory (n): fabrika
farm (v): çiftçilik yapmak

flat (adj): düz
floor (n): zemin/kat
furniture (n): mobilya
heating (n): ısıtma
journalist (n): gazeteci
key (n): anahtar
lawyer (n): avukat
light (n): ışık
manager (n): yönetici
mirror (n): ayna
officer (n): memur
painter (n): boyacı
pillow (n): yastık
pilot (n): pilot
professor (n): profesör
refrigerator (n): buzdolabı
report (v): rapor etmek / bildirmek
reporter (n): muhabir
rest (remaining part) (n): geri kalan
restaurant (n): restoran
roof (n): çatı
rubbish (n): çöp
shelf (n): raf
sink (n): lavabo
soldier (n): asker
strict (adj): katı/disiplinli
towel (n): havlu
upstairs (adj): üst katta
youth room set (n): genç odası takımı

THEME 5

along (adv): boyunca
any (adv): hiç/herhangi
audience (n): seyirci
best (adv): en iyi
better (adv): daha iyi
catch (v): yakalamak
celebrate (v): kutlamak
count someone in (v): birini dahil etmek
creative (adj): yaratıcı
cross (v): karşıya geçmek
crowded (adj): kalabalık
direction (n): yön
drive (n): araba yolculuğu
driving (n): araç kullanma
festival (n): festival
gas (n): gaz
hang on (v): beklemek
jazz (n): caz müzik
link (n): bağlantı
link (v): bağlantı kurmak
local (adj): yerel
lorry (n): kamyon
means of transport (n): ulaşım araçları
motorcycle (n): motosiklet
musician (n): müzisyen
organise (v): organize etmek
overpass (n): üst geçit
parking (n): park yeri
past (adv): yanından geçmek
perform (v): performans sergilemek
petrol (n): benzin
platform (n): platform
pleased (adj): memnun
pop (n): pop müzik
practise (v): pratik yapmak
public transport (n): toplu taşıma
railway line (n): demiryolu
raise (money) (v): para toplamak
rap (n): rap müzik
ride (n): kısa yolculuk
ride (v): binmek
rock (n): rock müzik
rush (v): acele etmek
ship (n): gemi
sign (n): tabela/işaret
skate (v): paten yapmak
slowly (adv): yavaşça
social (adj): sosyal
state (n): durum/hal
straight (adv): dümdüz/doğruca
tired (adj): yorgun
tram (n): tramvay
tube (n): metro
underground (n): metro
underpass (n): alt geçit
van (n): kamyonet
vehicle (n): araç
wedding (n): düğün
wheel (n): tekerlek

THEME 6

anywhere (adv): herhangi bir yer
appetiser (n): aperatif
Austria (n): Avusturya
Austrian (n): Avusturyalı
Belgian (n): Belçikalı
Belgium (n): Belçika
bitter (adj): acı (tat)
capital (n): başkent
competition (n): yarışma
country (n): ülke
crispy (adj): çıtır
crunchy (adj): kıtır
cuisine (n): mutfak kültürü
Danish (n): Danimarkalı, Danimarkaca
Denmark (n): Danimarka
dessert (n): tatlı
dish (n): yemek
dry (v): kurutmak
dumpling (n): mantı/hamur topu
Dutch (n): Hollandalı, Hollandaca
England (n): İngiltere
English (n): İngiliz, İngilizce
everywhere (adv): her yerde
experience (n): deneyim
experience (v): deneyimlemek
flag (n): bayrak
flavourful (adj): lezzetli
food stall (n): yiyecek standı
foreign (adj): yabancı
France (n): Fransa
French (n): Fransız, Fransızca
German (n): Alman, Almanca
Germany (n): Almanya
gorgeous (adj): muhteşem
government (n): hükümet
Greece (n): Yunanistan
Greek (n): Yunan, Yunanca
heat (v): ısıtmak
heritage (n): miras
high-quality (adj): yüksek kaliteli
historic (adj): tarihi öneme sahip
homemade (adj): ev yapımı
incredible (adj): inanılmaz
India (n): Hindistan
Indian/Hindi (n): Hintli, Hintçe
ingredient (n): malzeme
Italian (n): İtalyan
Italy (n): İtalya
main course (n): ana yemek
nation (n): ulus/millet
national (adj): ulusal
nowhere (adv): hiçbir yer
official (adj): resmi
Poland (n): Polonya
Polish (n): Polonyalı, Lehçe
pop-up market (n): geçici pazar
somewhere (adv): bir yer
sour (adj): ekşi
Spain (n): İspanya
Spanish (n): İspanyol, İspanyolca
spicy (adj): baharatlı
street food (n): sokak yemeği
Sweden (n): İsveç
Swedish (n): İsveçli, İsveççe
The Netherlands (n): Hollanda
tradition (n): gelenek
traditional (adj): geleneksel
Turkish (n): Türk, Türkçe
Turkish Cypriot (n): Kıbrıs Türkü
Turkish Republic of Northern Cyprus (n): Kuzey Kıbrıs Türk Cumhuriyeti
worth (adj): değer

THEME 7

adventure (n): macera
against (prep): -e karşı
camp (v): kamp yapmak
climbing (n): tırmanış, dağcılık
cycle (v): bisiklete binmek
danger (n): tehlike
destroy (v): yok etmek, mahvetmek
effect (n): etki
energy (n): enerji
fish (v): balık tutmak
heat (n): sıcaklık, ısı
high (adv): yüksekte, yukarıda
hiking (n): doğa yürüyüşü
increase (v): artırmak, çoğaltmak

least (adv): en az
less (adv): daha az
little (adv): az, biraz
mostly (adv): çoğunlukla
necessity (n): gereklilik
obligation (n): zorunluluk
pick (v): seçmek; toplamak
plant (v): ekmek, dikmek
plastic (adj): plastik
pollution (n): kirlilik
prevent (v): önlemek, engellemek
protect (v): korumak
rafting (n): rafting
realize (v): fark etmek
recycle (v): geri dönüştürmek
reduce (v): azaltmak
remove (v): çıkarmak, kaldırmak, gidermek
replace (v): değiştirmek, yerine koymak
responsibility (n): sorumluluk
reusable (adj): yeniden kullanılabilir
ride (v): binmek (bisiklet/at)
rubbish (n): çöp
run (v): koşmak
sail (v): yelken açmak, yelkenliyle gitmek
sailing (n): yelken sporu
save (v): kurtarmak, biriktirmek, kaydetmek
ski (v): kayak yapmak
smoke (n): duman
snowboarding (n): snowboard sporu
solve (v): çözmek

THEME 8

alive (adj): canlı, hayatta
atmosphere (n): atmosfer
be composed of (v): oluşmak, meydana gelmek
blizzard (n): tipi, kar fırtınası
bright (adj): parlak, aydınlık
close (adj): yakın
development (n): gelişim, kalkınma
distance (n): mesafe, uzaklık
drought (n): kuraklık
exist (v): var olmak
expect (v): beklemek, ummak
experience (n): deneyim, tecrübe
expert (n): uzman
extremely (adv): son derece, aşırı derecede
evidence (n): kanıt
factory (n): fabrika
far (adj): uzak
flood (n): sel
flying (adj): uçan
following (adj): sonraki, takip eden
freezing (adj): dondurucu, çok soğuk
goal (n): hedef, amaç
hope (v): ümit etmek, ummak
hurricane (n): kasırga
intention (n): niyet
invent (v): icat etmek
Jupiter (n): Jüpiter
knowledge (n): bilgi
land (n): kara, toprak
large (adj): büyük
light (n): ışık
lightning (n): şimşek, yıldırım
Mars (n): Mars
Mercury (n): Merkür
Moon (n): Ay
nature (n): doğa
Neptune (n): Neptün
orbit (n): yörünge
peace (n): barış, huzur
population (n): nüfus
possibility (n): olasılık, ihtimal
predict (v): tahmin etmek
purpose (n): amaç
run out (v): tükenmek, bitmek
Saturn (n): Satürn
source (n): kaynak
storm (n): fırtına
stormy (adj): fırtınalı
Sun (n): Güneş
suppose (v): sanmak, farz etmek
technology (n): teknoloji
thunder (n): gök gürültüsü
thunderstorm (n): gök gürültülü fırtına
tornado (n): hortum, kasırga
Uranus (n): Uranüs
Venus (n): Venüs
visible (adj): görünür

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Scan the code for general and visual references.


25°D
30°D
35°D
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45°D
50°D
40°K
35°K
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Bükreş
UKRAYNA
RUSYA FEDERASYONU
HAZAR DENİZİ
Sofya
BULGARİSTAN
KARADENİZ
GÜRCİSTAN
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Yalova
Sakarya
Bolu
Çankırı
Amasya
Çorum
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Afyonkarahisar
Uşak
Tuz Gölü
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Nevşehir
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Erenköy
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İSRAİL
MISIR
TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
AKARSU
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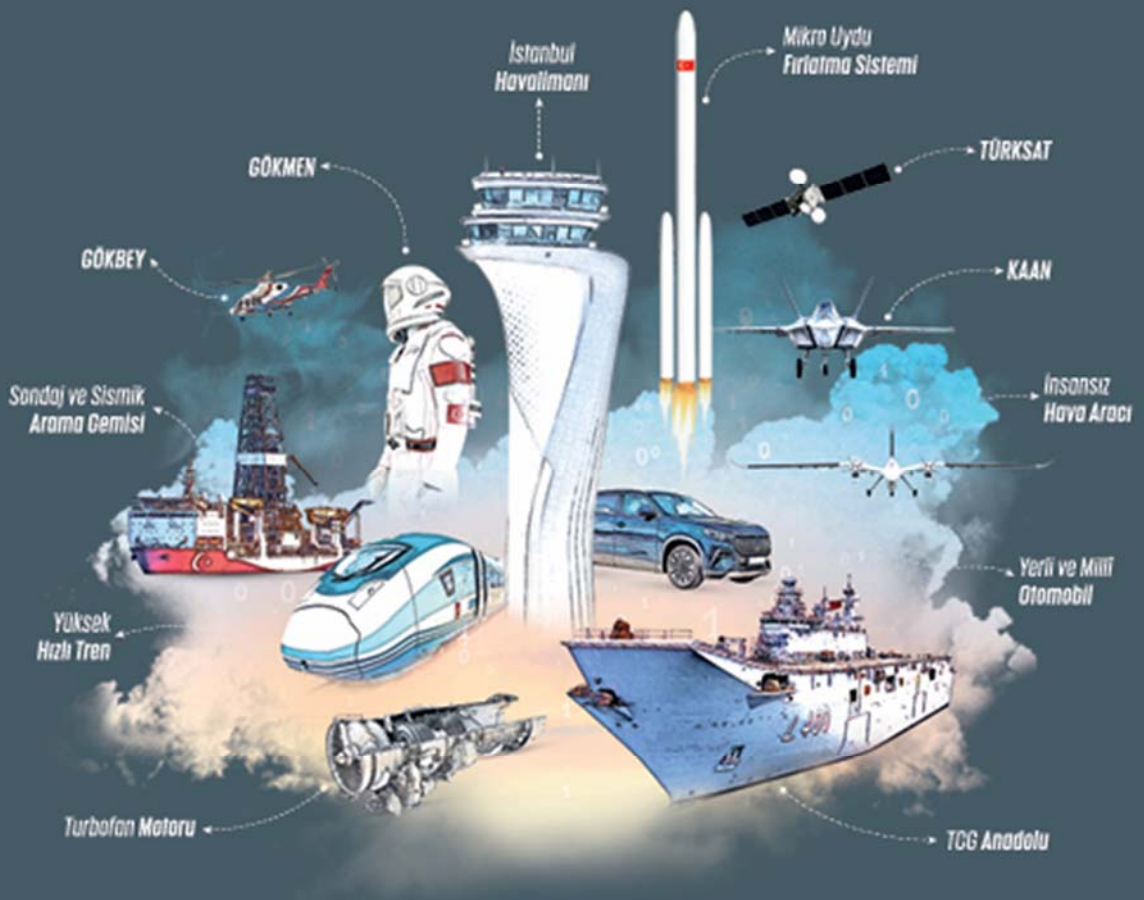

TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
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İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
KUZEY KIBRIS TÜRK CUMHURİYETİ KKTC
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LİHTENŞTAYN LİH
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TÜRKİYE
KAZAKİSTAN
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ÖZBEKİSTAN
KIRGIZİSTAN
TACİKİSTAN
AFGANİSTAN
İRAN
PAKİSTAN
HİNDİSTAN
MOĞOLİSTAN
ÇİN HALK CUMHURİYETİ
SİNCAN UYGUR ÖZERK BÖLGESİ
TUVA C.
SAHA (YAKUT) C.
IRAK
SURİYE
Akdeniz
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Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin İkinci Fıkrası Çerçevesinde Bandrol Taşıması Zorunlu Değildir.

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ENGLISH

YEAR 6



LOWER SECONDARY SCHOOL AND
İMAM HATİP LOWER SECONDARY SCHOOL

ENGLISH
YEAR 6

WORKBOOK

AUTHORS

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Emine NADDAH
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Ethem GÖREY

DEVLET KİTAPLARI

Kitabın Basıldığı Matbaa Adı, 2026

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İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

Mehmet Âkif Ersoy

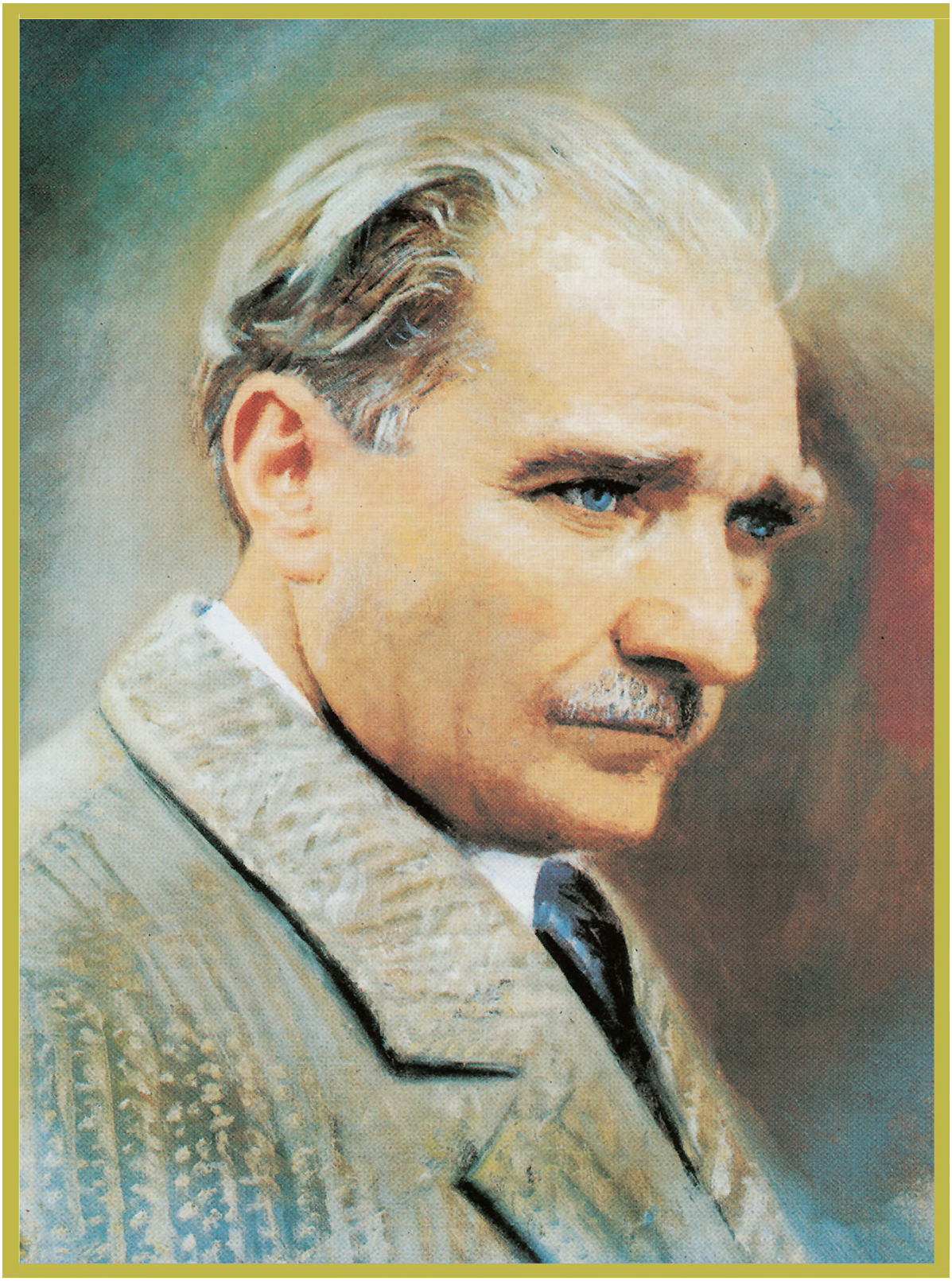
GENÇLİĞE HİTABE

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

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

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

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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WORKBOOK

Theme 1 School Life



Sub-themes

- Roles and responsibilities at school
- School routines
- National days and celebrations

EBA

Functional Language

- Expressing non-specific or general items and specific or definite items
- Giving commands
- Expressing routines, habits, general truths, and facts
- Expressing the frequency of actions or events
- Indicating who is involved in the action, possession, or other relationships in a sentence
- Introducing existence or presence, specifying objects, people, or places in a location
- Asking about things, actions, ideas, a time of an event, about people in an action
- Replacing nouns that receive the action in a sentence

1 **Write the words/phrases under the correct pictures. There is an extra one.**

· a parade	· national anthem	· an interview	· a speech	· an assembly
· a flag	· a school ceremony	· to follow	· to pack	· to greet



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

2 **Make a dialogue using the words/phrases in Activity 1 in pairs.**

e.g.



Do you get responsibilities at school ceremonies?

Yes, I usually give a speech.



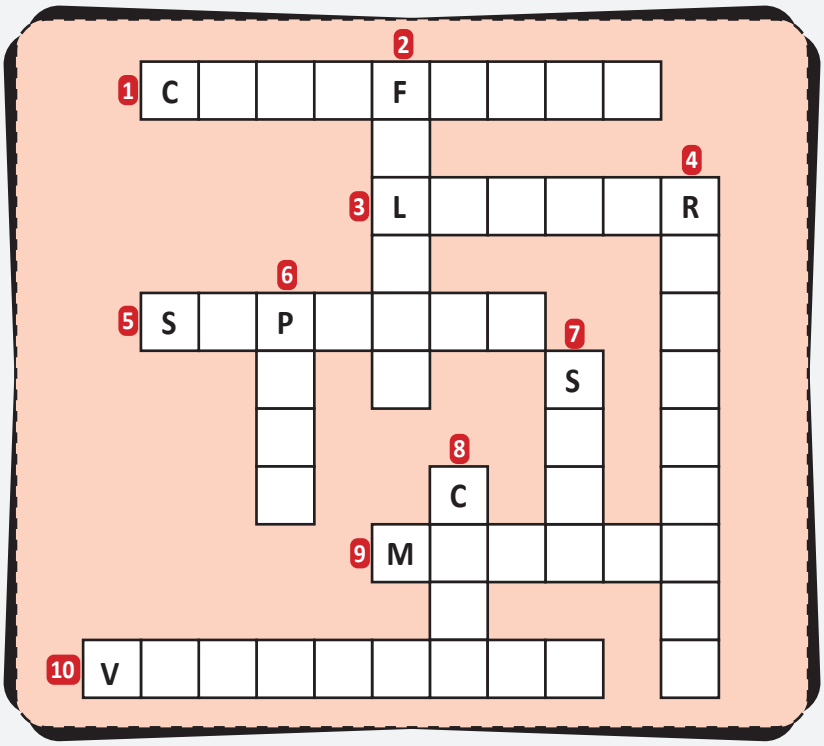
3 Solve the crossword puzzle.

Down ↓

2. to go after somebody or something
4. doing something again and again at a regular time
6. to be successful in an exam
7. in a short time from now
8. to think that someone or something is important

Across →

1. paying a lot of attention
3. a person who leads a group of people
5. to help or encourage somebody or something
9. the way that something is done or happens
10. to offer to do something without being forced to do it



4 Complete the sentences using the words in Activity 3.

1. We must ..... the rules at school.
2. I brush my teeth ..... . It is good for my teeth.
3. We have a test tomorrow. I hope I will ..... it.
4. Sinem is our project ..... . She guides us for the school projects.
5. I have responsibilities at school. I ..... for my assingments.
6. My friends always ..... me. They are very supportive.
7. Our teacher has a kind ..... . She is very helpful.
8. My mum is cooking in the kitchen. The dinner will be ready ..... .
9. We ..... to help for the school ceremony. We will decorate our classroom.
10. My father drives ..... . He is a careful driver.

5 **Fill in the blanks using “a”, “an”, and “the”.**

a. Mustafa Kemal Atatürk is ..... great leader.
b. I have ..... interview tomorrow.
c. Our school is organising ..... festival next week.
d. There is ..... assembly at school on Sunday morning.
e. Students should listen to ..... teachers’ instructions carefully.
f . Where do we enter ..... building?
g. Enter ..... classroom quietly.
h. It’s raining. I need ..... umbrella.
i . There is ..... parade on the main street.
j . Can you close ..... door please?

6 **Read the answers and write the suitable question word as in the example.**

e.g. A: ....Who..... is your maths teacher?
B: Mr Gümüş is our maths teacher.

a. A: ..... do you get up in the mornings?
B: I get up at seven o’clock in the mornings.

b. A: ..... is the school ceremony?
B: The school ceremony is in the garden.

c. A: ..... do you go to school?
B: I go to school at half past eight.

d. A: ..... is your favourite lesson?
B: My favourite lesson is English.

e. A: ..... is your best friend?
B: My best friend is Ayşe.

f. A: ..... are my books?
B: Your books are on the table.

g. A: ..... is the festival?
B: The festival is on Saturday.

h. A: ..... is the winner of the competition?
B: Mustafa is the winner of the competition.

i. A: ..... do you want to drink?
B: I want to drink some tea.

j. A: ..... is your birthday?
B: My birthday is in May.

k. A: ..... do you live?
B: I live in Ankara.





7 **Put the words/phrases in the correct order to make meaningful sentences.**

a. carefully / students / the teacher / usually / listen to
.....
b. celebrate / national festivals / always / at school / we
.....
c. never / he / his homework / leaves / at home
.....
d. for matches / practices / often / after school / the school team
.....
e. they / for new projects / volunteer / at school / sometimes
.....
f . gives / our teacher / after lessons / us a quiz / often
.....
g. their teachers / they / in the classroom / greet / usually
.....

8 **Fill in the blanks with "I, you, we, they, he, she, it."**

a. Maria is tall. ..... is also very fast.
b. My brother and I play soccer. ..... are in the same team.
c. This is my dog. ..... loves to run in the park.
d. Peter and Thomas are brothers. ..... are at the same school.
e. It is my book. Put ..... on the table, please.
f. Sarah and you should study. ..... need to prepare for the test.
g. You can trust me. ..... am your friend.
h. My parents are busy. ..... are working right now.
i. My father is helpful. ..... helps me with my homework.
j. Welcome! How can I help .....?

9 **Fill in the blanks using "me, you, him, her, it, us, them".**

a. We played well in the match. The coach thanked ..... after the match.
b. I can't do my homework. Can you help ..... with my homework?
c. Mr Kaya always reads a book. I see ..... in the library every day.
d. Ayşe is my best friend. I want to invite ..... to my birthday party.
e. The black pen is on the table. Can you give ..... to me, please?
f . Go to the library at seven o'clock. We will meet ..... there.
g. My cousins are happy. My mother gave ..... some cookies.
h. Can you give ..... your pencil, please? I need to write something.
i . Mr Sarıkaya will be busy. Please call ..... before the meeting.
j . Our teacher gives ..... a lot of homework. We always finish it on time.

10 Read the text quickly and answer the question.

What is Hasan's favourite lesson?



Hi, my name is Hasan. I always get up early on weekdays. I have breakfast and get ready for school. I usually walk to school with my friends, but sometimes my father drives me to school. I like walking with my friends because we chat and laugh. We always sing our national anthem at school on Mondays and Fridays. There are seven lessons at school on each day. My favourite lesson is English. We always listen to our teachers carefully. Our teachers are very nice. We never leave our classes dirty. We all follow the school rules and keep our classes tidy. After school, I go home and do my homework. In the evening, I have dinner with my family and I read a book. I never go to bed late because I need to get up early the next day.

11 Read the text again carefully and write T (True) or F (False). Correct the false statements.

a. Hasan sometimes gets up late on weekdays. ☐

b. Hasan's favourite lesson is English. ☐

c. Hasan never walks to school with his friends. ☐

d. After school, Hasan has lunch with his family. ☐

e. In the evening, Hasan watches TV and goes to bed late. ☐

12 Read the text again and answer the questions.

a. What does Hasan do before he goes to school?
.....

b. Why does Hasan like walking to school with his friends?
.....

c. Who sometimes drives Hasan to school?
.....

d. When do Hasan and his friends sing the national anthem?
.....

e. Where does Hasan do his homework?
.....

f . What does Hasan do in the evenings?
.....

g. Why does Hasan go to bed early?
.....

13 **Look at the chart below and complete the sentences.**






Kenan	always	sometimes	often	never
Feride	usually	never	always	often
Furkan	never	always	often	usually
Gönül	sometimes	often	sometimes	always

- Kenan ..... walks to school. He ..... plays basketball with his friends. He ..... reads a book in the school library. He ..... plays chess after school.
- Feride ..... walks to school with her friends. She ..... plays basketball at school. She ..... reads a book in the school library. She ..... .
- Furkan ..... walks to school. He ....
- Gönül ....

14 **Read the dialogue and make similar dialogues using the actions in Activity 13.**

e.g.



I always walk to school. What about you?

I sometimes walk to school.



15 **Write a short text about how often you do the actions in Activity 13.**

.....

.....

.....

.....

.....

.....

.....

16 Circle the answers and tick (√) the suitable box for you.

1. I always follow ..... teacher's instructions.
   a. a b. an c. the

   • I can express non-specific or general items and specific or definite items.
   ☐ Yes. ☐ I need more practice.

2. ..... to the teachers carefully, please.
   a. Listen b. Write c. Look

   • I can give commands.
   ☐ Yes. ☐ I need more practice.

3. Our headmaster usually ..... a speech on Monday mornings.
   a. giving b. gives c. will give

   • I can express routines, habits, general truths, and facts.
   ☐ Yes. ☐ I need more practice.

4. Students should ..... do their homework on time.
   a. never b. sometimes c. always

   • I can express the frequency of actions or events.
   ☐ Yes. ☐ I need more practice.

5. This is Mrs Atlı, ... is our PE teacher.
   a. he b. she c. they

   • I can indicate who is involved in the action, possession, or other relationships in a sentence.
   ☐ Yes. ☐ I need more practice.

6. ..... a conference hall in our school. We sometimes have an assembly there.
   a. There are b. They are c. There is

   • I can introduce existence or presence, specifying objects, people, or places in a location.
   ☐ Yes. ☐ I need more practice.

7. Please calm down. I can help ..... with your project.
   a. her b. his c. you

   • I can replace nouns that receive the action in a sentence.
   ☐ Yes. ☐ I need more practice.

Theme 2 Classroom Life



EBA

Sub-themes

- Daily and study routines
- Learning activities in the classroom
- Cardinal numbers 100-500
- Ordinal numbers 1-50

Functional Language

- Indicating actions happening right now or ongoing activities
- Comparing actions happening right now and general truths, habits, routines
- Confirming general truths, actions or habits and confirming ongoing action
- Showing ownership in relation to nouns
- Asking about the frequency of an action

1 Write the words/phrases under the correct pictures. There is an extra one.

· to recycle	· learning activities	· to brush	· to remember	· to mark
· to rest	· ordinal numbers	· a diary	· to count numbers	· to read silently

1st	10th
2nd	20th
3rd	30th
4th	40th
5th	50th

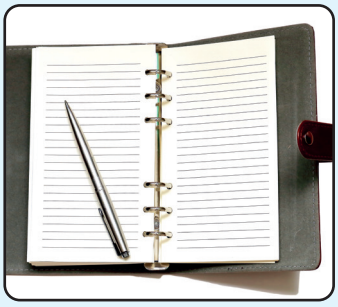
1 .....



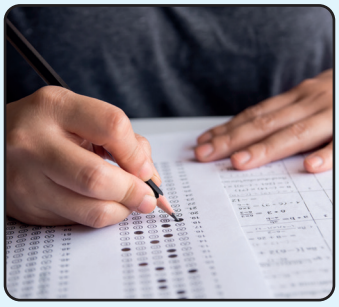
2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



Do you write a diary every day?

Yes, I write it before sleeping.



3 **Complete the text with the suitable words given below. There is an extra one.**

writing / together / pairs / regular / learning / aloud / after / classroom

There is an English test tomorrow. We are in the (1) ..... We are working in (2) ..... now. We are reviewing our notes (3) ..... I am reading the notes (4) ..... with my peer. Batuhan and Ahmet are (5) ..... new words. Fulya and Kerim are repeating them. We all enjoy (6) ..... activities like this. These are our (7) ..... study habits before a test.

4 **Find the words in the puzzle. There is an extra one.**

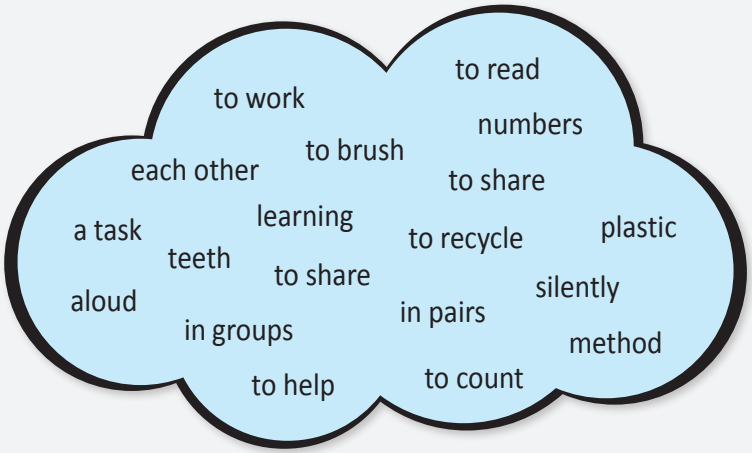
creative
level
focus
search
rest
review
revise
repeat
continue
habit
remember

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

5 **Make expressions with the words and phrases in the cloud. Use some words twice.**

e.g. to work in pairs

- .....
- .....
- .....
- .....
- .....
- .....
- .....



6 **Make sentences with the words and phrases in Activity 5. Then share them with the class.**

e.g. I am working in pairs in the classroom now.

- .....
- .....
- .....
- .....
- .....
- .....
- .....

7 **Look at the numbers and write the missing ones. Then repeat them as a whole class.**

100 →	one hundred
150 →	.....
200 →	.....
250 →	.....
300 →	.....
350 →	three hundred and fifty
400 →	.....
450 →	.....
500 →	five hundred

1st →	.....
2nd →	.....
3rd →	.....
4th →	.....
5th →	.....
6th →	.....
7th →	.....
8th →	.....
9th →	.....

8 **Find your way with the numbers below.**

one hundred → one hundred and eleven → one hundred and sixty-six → two hundred → two hundred and fourteen → two hundred and thirty → two hundred and fifty → three hundred → three hundred and thirteen → three hundred and twenty-nine → three hundred and thirty-three → three hundred and forty-five → three hundred and fifty → three hundred and seventy → four hundred → four hundred and twelve → four hundred and eighty-seven → four hundred and ninety-two → five hundred

START

100	101	228	321	119	113	224	126	228	130	121	111	145	148	153	159	161	169	171
103	111	113	201	174	182	116	166	198	286	203	208	210	281	217	220	226	105	200
215	112	166	200	314	230	253	256	264	201	212	274	277	294	299	411	413	100	100
150	148	111	201	214	320	250	350	355	455	100	244	107	500	400	412	486	482	483
167	168	170	213	414	494	450	300	200	115	215	245	270	370	410	400	487	488	489
213	230	235	240	245	145	323	414	313	334	233	345	350	351	215	100	491	492	493
128	155	150	145	135	100	100	225	229	329	333	323	250	371	405	404	498	499	500

FINISH

9 **Complete the sentences with the correct form of the verbs in brackets.**

a. I normally ..... (read) my book silently, but today I ..... (read) it aloud.

b. We usually ..... (work) in pairs but today we ..... (work) in groups.

c. I ..... (not do) the exercise with my peer right now.

d. You ..... (not continue) to repeat the words now.

e. Seren ..... (not rest) at the moment.

10 **Work in pairs. Make sentences about your routines and ongoing actions with the phrases below. Share them with your friends.**

e.g. I walk to school every day. I am practising English now.

every day / every morning / in the afternoon / on weekdays / once a week / always

now / right now / at present / at the moment / today / these days

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

11 **Reorder the words to make questions.**

a. are / searching for / your task / now / you → .....?
b. he / silently / reading / is / the text → .....?
c. do / review / they / how often/ lessons → .....?
d. her pencils / Sally / is / now / counting → .....?
e. you / how often / do / your diary / write → .....?

12 **Write short answers to the questions.**

a. Are you reading the question now? → .....
b. Is your mum cooking right now? → .....
c. Is your dad working now? → .....
d. Are your friends studying English now? → .....

13 **Match each sentence with the correct question tag. There is an extra one.**

a. You are marking the test now, ... ☐
b. Mary is resting at home, ... ☐
c. They study in the library every day, ... ☐
d. Ertan usually does research online, ... ☐

1. doesn't he?
2. isn't she?
3. aren't they?
4. don't they?
5. aren't you?

14 **Look at the picture and guess what the text is about.**

15 **Read the text quickly and underline the words/phrases you don't know. Then check them with your teacher.**

Hello, my name is Merve. I am eleven years old. I am in Year 6. I walk to school every day. I have six lessons a day. I like learning activities in the classroom. My classmates and I follow the instructions carefully. We tidy up our desks after lessons. We sometimes work in pairs or in groups. We sometimes read the texts silently or aloud. We normally practise our notes in pairs, but today we are practising them in a group of five. We enjoy this learning method. I think it is effective because we help each other.



16 **Read the text again and tick (√) the classroom activities in the text.**

- ☐ a. to practise notes in pairs
- ☐ b. to share tasks in pairs
- ☐ c. to follow instructions carefully
- ☐ d. to read the texts silently or aloud
- ☐ e. to brush teeth
- ☐ f . to help each other
- ☐ g. to work in pairs or in groups
- ☐ h. to listen to music
- ☐ i . to tidy up desks after lessons
- ☐ j . to count numbers

17 **Ask questions for the bold parts of the answers. Then add two more questions and answer them in pairs.**

a. .....

Merve walks to school **every day.**

b. .....

Merve has **six** lessons a day.

c. .....

Merve likes **learning activities** in the classroom.

d. .....

.....

e. .....

.....

18 **Talk about your daily and study routines in pairs.**

e.g.



I get up early and have breakfast. Then I revise my homework every morning.

19 **Complete the sentences with "my-her-his-its-our-your-their". Check the answers with your teacher.**

a. I do ..... homework every evening.

b. Alice is writing ..... diary right now.

c. They often mark ..... worksheets in the classroom.

d. You are having ..... exams today.

e. The dog is eating ..... lunch now.

f. We are counting ..... books at present.

g. Eren prepares ..... school bag before sleeping.

h. You are continuing ..... project now.

20 **Answer the questions.**

a. How often do you go to school?

..... .

b. When do you have dinner?

..... .

c. How often do you revise your lessons?

..... .

d. What time do you wake up?

..... .

e. How often do you meet your friends?

..... .

21 **Write your daily routines and study routines. Then share it with your classmates.**

.....

.....

.....

.....

.....

.....

.....

22 Circle the answers and tick (√) the suitable box for you.

1. I ..... my notes for the test now.
   a. am reviewing b. is reviewing c. are reviewing

- I can describe actions happening right now or ongoing activities.
  ☐ Yes. ☐ I need more practice.

2. I ..... my teeth before breakfast, but today I ..... them after breakfast.
   a. brush / is brushing b. brush / am brushing c. brushes / am brushing

- I can compare actions happening right now and general truths, habits, and routines.
  ☐ Yes. ☐ I need more practice.

3. She is marking the tests now, ...?
   a. is she b. does she c. isn't she

- I can confirm ongoing actions.
  ☐ Yes. ☐ I need more practice.

4. They study in the library every day, ...?
   a. do they b. don't they c. doesn't they

- I can confirm general truths, actions or habits, and routines.
  ☐ Yes. ☐ I need more practice.

5. I always keep ..... diary on the table.
   a. they b. its c. my

- I can use possessive adjectives to show ownership in relation to nouns.
  ☐ Yes. ☐ I need more practice.

6. He ..... brushes his teeth after breakfast.
   a. normally b. after c. before

- I can organise adverbs correctly to modify verbs, adjectives, or other adverbs.
  ☐ Yes. ☐ I need more practice.

7. ..... do you review your notes before a test?
   a. How many b. How often c. How much

- I can ask about the frequency of an action.
  ☐ Yes. ☐ I need more practice.

Theme 3 Personal Life



Sub-themes

- Body parts, physical appearance and clothes
- Personality and character

Functional Language

- Expressing possession
- Requesting information about property, belongings, or association
- Comparing two things or people and comparing three or more things or people

EBA

1 **Write the words/phrases under the correct pictures. There is an extra one.**

· an ankle	· trainers	· a necklace	· serious	· a bracelet
· back	· happy	· stomach	· a pocket	· a wallet



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

2 **Make simple questions using the words/phrases in Activity 1 in pairs.**

e.g.



Are you okay?

Oh, my back hurts.



3 **Find the hidden words in the chart.**

brilliant
clever
crazy
lazy
rude
social
polite
caring
patient
serious
helpful
tidy

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

4 **Write simple sentences using the hidden words.**

a. brilliant → .....

b. clever → .....

c. crazy → .....

d. lazy → .....

e. rude → .....

f . social → .....

g. polite → .....

h. caring → .....

i . patient → .....

j . serious → .....

k. helpful → .....

l . tidy → .....

5 Write questions using "Whose" for the given answers.

a. **e.g.** Whose trainers are these?	? →	a. These are my trainers.
b.	? →	b. It is Mrs Dalyan's purse.
c.	? →	c. They are my sister's tights.
d.	? →	d. It is my coat.
e.	? →	e. This is my mother's dress.
f	? →	f . It is my father's scarf.
g.	? →	g. They are Mr Brown's keys.
h.	? →	h. That is my brother's phone.

6 Put the words/phrases in the correct order to make meaningful sentences.

a. a black / swimsuit / got / my brother / has

.....

b. got / we / new / have / trainers

.....

c. a lovely / got / necklace / my sister / has

.....

d. a black / got / wallet / has / Ahmet

.....

e. big / have / we / jackets / got

.....

f . yellow / got / hats / have / they

.....

g. an attractive / got / bracelet / has / she

.....

h. cool / got / Mrs Atay / has / sunglasses

.....

i . short / got / Berrin / has / hair

.....

j . dress / a brown / got / I / have

.....

7 Find someone who has the physical features in the box.

brown eyes
short hair
curly hair
blue eyes
straight hair
green eyes

a. **e.g.** My mother has got brown eyes. .....

b. ..... .

c. ..... .

d. ..... .

e. ..... .

f . ...

8 **Look at the chart and help Sedef finish her homework.**

Sedef



Hi, friends! I need to compare my family members for my homework. Here is the chart about my family. Let's complete the sentences together.

	My father	My mother	My brother	Me
Height	180 cm	165 cm	185 cm	160 cm
Weight	85 kg	55 kg	65 kg	45 kg
Age	42	43	17	11

a. My mother is ..... my brother. (short)

b. My brother and my father are ..... me. (tall)

c. My brother is ..... person in my family. (tall)

d. I am ..... person in my family. (short)

e. My mother and my brother are ..... me. (fat)

f . My brother is ..... my father. (thin)

g. I am ..... person in my family. (thin)

h. My father is ..... person in my family. (fat)

i . My brother and my mother are ..... me. (old)

j . My father is ..... my mother. (young)

k. My mother is ..... person in my family. (old)

l . I am ..... person in my family. (young)

9 **Fill in the chart with the correct form of the adjectives.**

tall	taller	.....
handsome	.....	the most handsome
good	better	.....
bad	.....	the worst
hot	.....	.....
cold	.....	.....
young	.....	.....
beautiful	.....	.....
strong	.....	.....
weak	.....	.....

10 **Read the text quickly and choose the correct option.**

Yeşim is talking about

a. her best friends' physical appearances.
b. her best friends' personalities.

Hello, my name is Yeşim and I want to tell you about my three best friends in class. They all have different personalities. One of my best friends is Elif. She's clever and she's brilliant at maths. Also, she is very organised, so her desk is always tidy. She's a focused student and takes her lessons quite seriously. She's always helpful and often helps me when I can't solve problems. The other one is İbrahim. He's very social, but sometimes he can be a bit crazy! He's independent and has creative ideas for games. He's very active in the playground, but he is sometimes lazy about his homework. He's usually polite, but he can be a little rude when he's angry. The last one is Zeynep. She's a very caring and patient person. She always listens to us carefully and never gets angry. I'm not very good at English, so she often helps me with my homework. She's kind and helpful to everyone. I really like my friends. They are all special to me.



11 **Read the text again carefully and write T (True) or F (False). Correct the false statements.**

a. Yeşim has four best friends in her classroom. ☐

b. Elif is very good at maths. ☐

c. Elif's desk is always messy. ☐

d. İbrahim is a very quiet and shy person. ☐

e. İbrahim is sometimes lazy. ☐

f . İbrahim is always polite. ☐

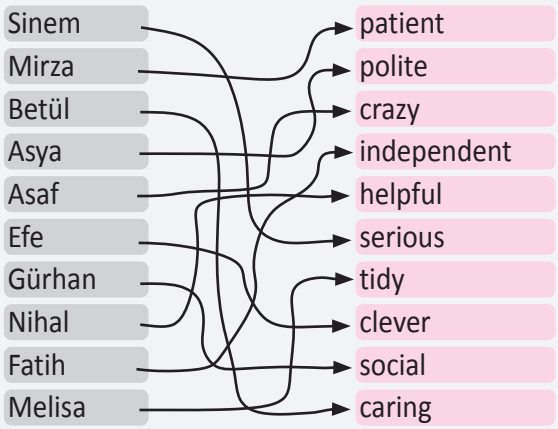
g. Zeynep is a caring and patient person. ☐

h. Zeynep often gets angry. ☐

i . Yeşim is bad at English. ☐

j . Zeynep helps Yeşim with her homework. ☐

12 **Follow the lines and find their personality.**



13 **Read the expressions below and write the correct names in Activity 12.**

a. learns and understands quickly

b. does fun and unusual things

c. likes to talk and be with people

d. says "please" and "thank you"

e. thinks about other people's feelings

f. can wait for a long time without getting angry

g. can do things alone

h. not joking

i. likes to help other people

j. keeps things clean and in the right place

14 **Write a short paragraph about your friends using the personalities in Activity 9.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

15 Circle the answers and tick (√) the suitable box for you.

1. We ..... a very big house.
   a. has got b. have got c. are

2. My grandfather ..... a beautiful garden.
   a. is b. have got c. has got

• I can express possession.
☐ Yes. ☐ I need more practice.

3. ..... trainers are blue?
   a. What b. Whose c. When

4. I want to know. ..... jacket is this?
   a. Whose b. Who c. Where

• I can request information about property, belongings, or association.
☐ Yes. ☐ I need more practice.

5. Hüseyin is ..... than his brother.
   a. tall b. taller c. the tallest

6. My father is ..... than my mother.
   a. older b. old c. the oldest

• I can compare two things or people.
☐ Yes. ☐ I need more practice.

7. Zeynep is ..... girl in our classroom.
   a. fast b. faster c. the fastest

8. Kazım is ..... boy at the sports club.
   a. stronger b. the strongest c. strong

• I can compare three or more things or people.
☐ Yes. ☐ I need more practice.

Theme 4 Family Life



Sub-themes

- Family members' jobs, working places, and job routines
- Different types of family homes and houses

Functional Language

- Talking about planned future events or arrangements
- Expressing scheduled or regular events in the future
- Describing actions or events that happen at the same time or one after the other
- Asking for specific information or making distinctions
- Emphasising that the subject and object of an action are the same

EBA

1 Write the jobs under the correct pictures. There is an extra one.

· an author	· a journalist	· a lawyer	· a painter	· a cook
· a dentist	· a scientist	· an engineer	· an officer	· a pilot



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



What does your dad do?

He works as an engineer at a factory.



3 **Complete the dialogue with the suitable words below. There is an extra one.**

boss / furniture / company / journalist / reports / farm / job / entrance / employ

Aylin : What is your dad's (1) .....?
Ersan : He is a (2) ..... He works for a news company.
Aylin : Is it a big (3) .....?
Ersan : Yes. There is a big (4) ..... and a lot of offices. My dad has got nice (5) ....., a mirror, and a big bookshelf in his office. He loves reading books.
Aylin : My dream job is to be a journalist. What are his job routines?
Ersan : He always gets up early. He reads the daily news while he is having breakfast. When he is in the company, he (6) ..... the news himself.
Aylin : Well, does his boss (7) ..... many people?
Ersan : Yes. My mum and I are visiting my dad and his (8) ..... next Friday. Why don't you join us?
Aylin : That's a great idea.



4 **Read the dialogue. Write T (True) or F (False). Correct the false sentences.**

a. Ersan's dad is a journalist. ☐
b. Ersan's dad works at a factory. ☐
c. Aylin's dream job is to be a boss. ☐
d. Ersan's dad reports the news himself at the company. ☐
e. Aylin is visiting Ersan's dad next Friday. ☐

5 **Place the phrases into the correct category.**

a factory / a lawyer / to paint / a cook / a painter / a restaurant / a journalist / an office an author / to report / a company / to employ / to write / an employer / to cook / a boss

JOBS	.....
JOB ROUTINES	.....
JOB PLACES	.....

6 **Talk about the chart in Activity 5 in pairs.**

e.g.



What does an employer do?

She/He employs employees.



7 Circle the odd one out.

a.	a director	a boss	a report
b.	employ	an employer	an employee
c.	a lawyer	a factory	a manager
d.	earn	a restaurant	an office
e.	a businessman	a detective	a company
f.	a pillow	an apartment	a blanket
g.	a refrigerator	downstairs	upstairs
h.	furniture	a drawer	strict
i.	an entrance	an assistant	floor
j.	a key	a carpet	a soldier

8 Find the words you circled in Activity 7 in the puzzle.

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

9 Complete the sentences with the words from the puzzle.

a. The manager writes a/an ..... every Friday.

b. My dad works in a car ..... They make cars.

c. We live in a/an ..... .

d. My uncle works as a/an ..... in the army.

e. There is a big ..... in our kitchen.

10 **Read the dialogue and circle the correct option. Then check them in pairs.**

Arzu : What is your dream job, Hazan?
Hazan : I **want** / **wanting** to be a designer. One of my dad's friends is a designer. I **meets** / **am meeting** him in his gallery next week.
Arzu : Great! Is there an exhibition there?
Hazan : Yes. The opening ceremony **starts** / **starting** at 11 o'clock next Saturday morning. What about joining me?
Arzu : Why not?
Hazan : What job **do** / **does** you want to do in the future?
Arzu : An author. I like reading and writing. I **visits** / **am visiting** the book festival next Sunday. I **am also attending** / **attends** my favourite author's talk. I am excited.

11 **Write a dialogue similar to the one in Activity 9 in pairs. Share it with your friends.**

12 **Write your weekend plans on the chart. Then talk about your plans in pairs.**

My Weekend Plans

Saturday		Sunday	
Morning	e.g. have an English course	Morning	.....
Afternoon	.....	Afternoon	.....
Evening	.....	Evening	.....

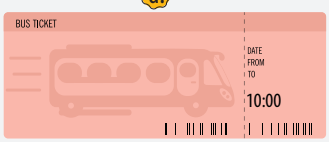
13 **Look at the tickets and talk about them.**



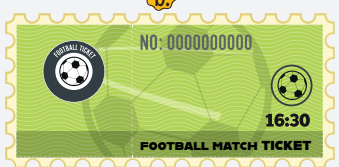
e.g. The plane leaves at 8 a.m.



a.



b.



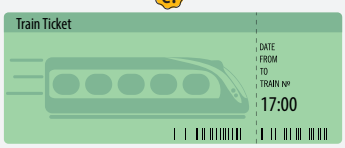
c.



d.



e.



14 Combine the sentences.

e.g. The cook prepares the food. The guests arrive.
The cook prepares the food **when** the guests arrive.

a. I will wait for you outside. You are in the meeting.
..... **while** .....

b. We are designing our new apartment. My grandpa is in the garden.
When ....., ...

c. Where are you staying? You are in London.
..... **when** .....

d. She is moving to her new house. Her parents are decorating the rooms.
..... **while** .....

e. My grandpa is farming in the farmhouse. I am helping him.
While ....., ...

15 Circle the correct expressions. Then check them in pairs.

a. The reporter is introducing **herself** / **myself** to the audience.

b. The engineers are building the apartment by **ourselves** / **themselves**.

c. I am choosing my new youth room set by **yourself** / **myself** tomorrow.

d. The company is employing many people by **itself** / **himself** next Monday.

e. We are earning money by **yourselves** / **ourselves** at the office today.

f . Is Albert buying a bookshelf and a carpet by **himself** / **herself**?

16 Write sentences with the verbs and time expressions below. Then share them with your friends.

Verbs	to report / to employ / to earn / to farm / to move / to decorate / to work
Time Expressions	now / at the moment / right now / every day / always / once a week

e.g. My dad is reporting the news now.

a. .....

b. .....

c. .....

d. .....

e. .....

f . .....

17 **Read the text quickly and complete the text with the phrases from the to-do list. There is an extra phrase.**

TO DO LIST

a. organising the presents
b. cooking delicious meals
c. doing homework
d. designing the party room
e. buying drinks and food

Hello, I am Hakan. We are preparing for the celebration now. We are celebrating my family members' new jobs and our new apartment next Sunday. My aunt's new job is as a reporter at a company. She is starting to report the news next week. My brother is flying by himself for the first time next Tuesday. His plane to İstanbul takes off at 9:20 p.m. He is starting his job with the Turkish Air Force as a pilot next week.

My mum is writing to-do lists for all of us. My sister and I are (1) ..... by ourselves. We need some decorations like balloons, lights, and banners. My dad is a manager in a supermarket. He is (2) ..... there. My grandparents are cooks. They are (3) ..... themselves at a restaurant. We are lucky. My mum is (4) ..... She is a designer. She sometimes designs presents for us. She always chooses the best presents for each of us.

18 **Read the text again and write the jobs you find in the text.**

a. ..... **b.** ..... **c.** .....

d. ..... **e.** .....

19 **Read the text carefully and answer the questions.**

a. What are Hakan and his family celebrating next Sunday?
b. When is Hakan's aunt starting her new job?
c. What time does the plane take off?
d. What does Hakan's dad do?
e. Where do Hakan's grandparents work?

20 **Write about your family's to-do list for next week, similar to the one in Activity 16.**

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

21 Circle the answers and tick (√) the suitable box for you.

1. We ..... to a new apartment next week.
   a. am moving b. is moving c. are moving

2. My mum ..... the news tomorrow evening.
   a. are reporting b. is reporting c. am reporting

- I can talk about planned future events or arrangements.
  ☐ Yes. ☐ I need more practice.

3. The plane to London ..... off at 9:15 tomorrow morning.
   a. takes b. take c. taking

- I can express scheduled or regular events in the future.
  ☐ Yes. ☐ I need more practice.

4. The cook prepares the food ..... the guests arrive.
   a. who b. when c. which

- I can describe actions or events that happen at the same time or one after the other.
  ☐ Yes. ☐ I need more practice.

5. I will wait for you outside ..... you are in the meeting.
   a. while b. where c. how

- I can describe actions or events that happen at the same time or one after the other.
  ☐ Yes. ☐ I need more practice.

6. ..... job do you prefer, a pilot or a lawyer?
   a.Who b. How c. Which

- I can ask for specific information or make distinctions.
  ☐ Yes. ☐ I need more practice.

7. The reporter is introducing ..... to the audience
   a. herself b. myself c. themselves

- I can emphasise that the subject and object of an action are the same.
  ☐ Yes. ☐ I need more practice.

Theme 5 Life in the Neighbourhood & City



Sub-themes

- Festivals and events (sports, music, arts) in the neighbourhood and city
- Transportation in the neighbourhood and the city

Functional Language

- Describing past events, states, or conditions
- Asking for reasons or time-related information about events, actions, or situations
- Talking about likes, dislikes, plans, and actions
- Confirming or seeking agreement about past events or states
- Describing the location and time of objects, people, or events

EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

· a wheel	· an overpass	· a railway	· a wedding	· an audience
· a musician	· a motorcycle	· a van	· a sign	· public transport



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

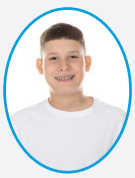
2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



How do you get to school?

I take the underground.



3 **Categorise the words/phrases into the correct table.**

an audience / to cross / a musician / a ride / jazz / a vehicle / to organise
an underpass / a platform / driving / a wedding / public transport
to celebrate / a direction / pleased / an overpass

Festivals in the neighbourhood and city	Transportation in the neighbourhood and city
....	....
....	....
....	....
....	....

4 **Talk about festivals and transportation in your neighbourhood and city in pairs. Use the words/phrases in Activity 3.**

e.g.

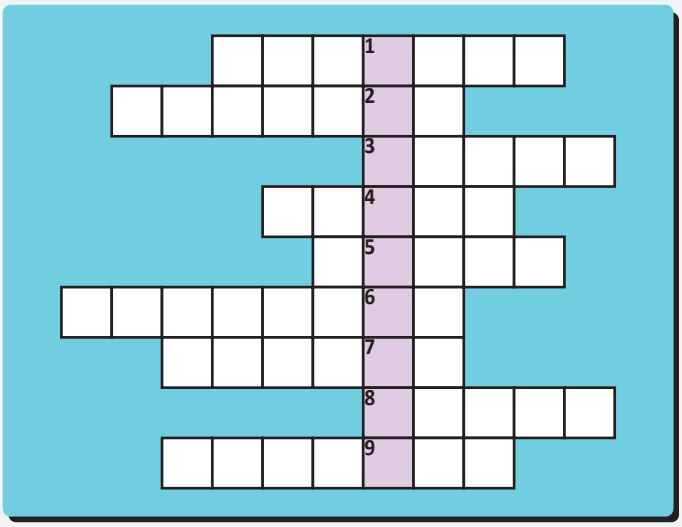


There was a wedding. We went there by public transport.

5 **Match the the definitions with the words. Then do the puzzle and find the hidden words. There is an extra one.**

1. to entertain an audience by playing music or acting ☐
2. full of people ☐
3. to move on skates ☐
4. to be in time for and get on a bus, train, or plane ☐
5. feeling that you would like to sleep or rest ☐
6. having the skill and ability to produce something new ☐
7. enjoying spending time with other people ☐
8. connected with a particular place or area ☐
9. feeling happy about something ☐

a. creative
b. tired
c. perform
d. social
e. musician
f . crowded
g. catch
h. local
i . pleased
j . skate



HIDDEN WORD

1	2	3	4	5	6	7	8	9

6 **Complete the text with the words below. There is an extra one.**

rushed /crowded / train / sign / wedding / tired / underground/ vehicles

We went to a (1) ..... yesterday. There was a traffic jam because of the rain. So, we tried to take the (2) ..... We passed a (3) ..... showing the direction to the underground station. There were many (4) ..... on the road, such as vans, lorries, motorcycles, and cars. We walked along the street and (5) ..... to the station. The underground was (6) ..... But we were pleased when we were finally on the (7) ..... .

7 **Read the text quickly and write the means of transport in the text.**

a. ..... **b.** ..... **c.** .....

d. ..... **e.** ..... **f.** .....

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

a. When did they go to the wedding?
b. Why was there a traffic jam?
c. What did they try to take?
d. What kind of vehicles were there on the road?
e. How did they feel when they got on the underground?

9 **Choose the correct option. Then check them in pairs.**

My friends and I (1) **was / were** at the sports festival yesterday. The weather (2) **was / were** sunny. There (3) **was / were** a lot of people. It (4) **was / were** crowded, but we (5) **was / were** pleased with the competitions and meals. Competitions (6) **was / were** exciting. There (7) **was / were** a pop concert. It (8) **was / were** amazing.

10 **Make the sentences in Activity 9 negative. Then check the answers in pairs.**

e.g. My friends and I weren't at the sports festival yesterday.

a. .....

b. .....

c. ..... , ...

d. .....

e. .....

f. .....

11 **Write short answers to the questions according to the text in Activity 9.**

a. Was the weather rainy? → ……:

b. Were there a lot of people? → ……:

c. Was it crowded? → ……:

d. Were they pleased with the festival? → ……:

e. Were competitions boring? → ……:

f. Was there a jazz concert? → ……:

12 **Make question tags. Then check them in pairs.**

a. There wasn't any parking in front of the apartment, ……?

b. The festival was amazing, ……?

c. There weren't many people at the wedding, ……?

d. The directions were clear at the Techno Fest, ……?

e. Erdem was behind me in the theatre line, ……?

13 **Choose the correct option. Then check them in pairs.**

Yesterday was a busy day. I enjoy **listening** / **to listen** to rock music at festivals. I also love playing the electric guitar. But my dad organised a jazz concert at the music festival yesterday. I wanted **to help** / **helping** him because they planned **raising** / **to raise** money for the jazz performers. We finished **to prepare** / **preparing** the songs. Later, we practised **playing** / **to play** instruments together. We hoped **performing** / **to perform** our best concert on the festival day.

14 **Match the pictures with the sentences. There is an extra one.**

……a. The cat was behind the box.

……b. The cat was at the box.

……c. The cat was between the boxes.

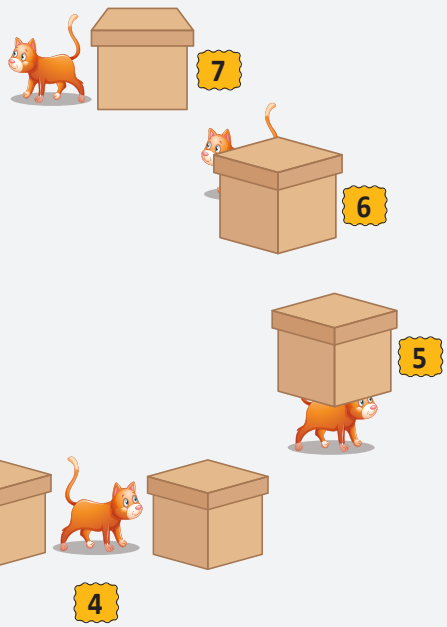
……d. The cat was in front of the box.

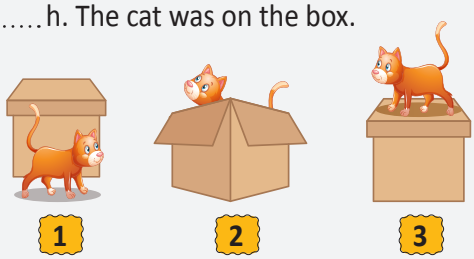
……e. The cat was in the box.

……f. The cat was next to the box.

……g. The cat was under the box.

……h. The cat was on the box.





15 **Read the text and choose the correct options to complete it.**

Fatih was (1) ..... holiday with his family (2) ..... Fethiye last summer. They went to Ölüdeniz (3) ..... car. They stopped (4) ..... a supermarket (5) ..... a gas station. They swam (6) ..... the sea. They also had a picnic (7) ..... a big tree. There was a big ship (8) ..... the sea. A small boat was (9) ..... the ship.

1. a. on	b. among	c. next to
2. a. under	b. in	c. onto
3. a. at	b. out of	c. by
4. a. into	b. at	c. through
5. a. under	b. near	c. between
6. a. in	b. behind	c. next to
7. a. for	b. on	c. under
8. a. beside	b. in front of	c. on
9. a. in front of	b. between	c. under

16 **Look at the picture and guess what the text is about.**

17 **Read the text quickly and underline the words/phrases you don't know. Then check them with your teacher.**



Hello, I am Ava. I live in a small and nice neighbourhood. I was in my cousin's neighbourhood two days ago. It was bigger and more crowded. There was an art festival near her apartment. When I went there on foot, I saw crowded public transport, like a tram and buses. They moved slowly over the overpass and through the underpass. Many people rushed to take the underground that links the neighbourhood directly to the city centre.

The festival and artworks were creative and amazing. Local directors organised it to raise money for young artists. There were young artists drawing pictures, and there was a rap concert. After the concert, we walked past the stands and took some photos. We were tired but pleased with the festival.

18 **Read the text in pairs as a jigsaw. Talk about your paragraph in pairs.**

19 **Colour the words/phrases about transportation in red and the words/phrases about the festival in blue according to the text.**

a rap concert	crowded	on the way	to practise
on foot	public transport	to organise	a tram
slowly	pleased	an overpass	tired
an underpass	to rush	to walk past	the underground
to link	creative	local	buses

20 **Read the text again and write T (True) and F (False). Correct the false sentences.**

a. Ava's neighbourhood is small and nice. ☐

b. Ava's cousin lives in a big and crowded neighbourhood. ☐

c. Public transport moved fast over the overpass and through the underpass. ☐

d. The bus links the neighbourhood directly to the city centre. ☐

e. The festival and artworks were creative and amazing. ☐

f . Ava and her cousin walked past the stands before the concert. ☐

21 **Read the text carefully and match the questions with the answers. There is an extra one.**

a. When was Ava in her cousin's neighbourhood? ☐

b. Why was Ava in her cousin's neighbourhood? ☐

c. What did Ava see when she went there on foot? ☐

d. Why did people rush? ☐

e. Why did local directors organise the art festival? ☐

f . How did Ava and her cousin feel about the festival? ☐

1. They felt tired but pleased about the festival.
2. Because they tried to take the underground.
3. It links the neighbourhood straight to the city centre.
4. Because there was an art festival.
5. She saw crowded public transport.
6. She was in her cousin's neighbourhood two days ago.
7. Because they wanted to raise money for young artists.

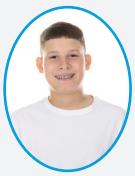
22 **Read the dialogue and make similar dialogues about the festivals and events in your city.**

e.g.



What kind of festivals or events do you like?

I like sports festivals and events.



23 **Write about an event or a festival in your neighbourhood or city, similar to the one in Activity 17. Answer the following questions in your text. Then share it with the class.**

a. What kind of event was it?
b. When was it?
c. Why did you go there?
d. How did you get there?
e. Who did you go with?
f . How did you feel?

.....

.....

.....

.....

.....

.....

24 Circle the answers and tick (√) the suitable box for you.

1. The train ..... late yesterday because of the rain.
   a. was b. were c. did
2. The guests ..... pleased with the meals.
   a. was b. were c. did

- I can describe past events, states, or conditions.
  ☐ Yes. ☐ I need more practice.

3. A : ..... did the lorry cross the overpass? B :Two hours ago.
   a. What b. Why c. When

- I can ask time-related information about events, actions, or situations.
  ☐ Yes. ☐ I need more practice.

4. A : .....did they organise the music festival? B : Because they tried to raise money.
   a. Where b. Why c. When

- I can ask for reasons.
  ☐ Yes. ☐ I need more practice.

5. I enjoy ..... to jazz music at festivals. We planned ..... money for the jazz performers.
   a. listening / to raise b. to listen / raising c. listening / raising

- I can talk about likes, dislikes, plans, and actions.
  ☐ Yes. ☐ I need more practice.

6. There weren't many people at the wedding, ...?
   a. weren't there b. were there c. was there

- I can confirm or seek agreement about past events or states.
  ☐ Yes. ☐ I need more practice.

7. The truck stopped ..... the railway crossing.
   a. between b. under c. near

- I can describe the location and time of objects, people, or events.
  ☐ Yes. ☐ I need more practice.

Theme 6

Life in the World & Culture



Sub-themes

- Countries, nationalities, and languages in the world
- Food types and events from different parts of the world

Functional Language

- Expressing actions, events, or situations that started and finished at a specific time in the past
- Confirming information or asking for agreement about past actions

EBA

1 **Write the words/phrases under the correct pictures. There is an extra one.**

· street food	· a cuisine	· a dessert	· a flag	· a competition
· to heat	· a country	· sour	· a family	· a historic place



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

2 **Make a dialogue using the words/phrases in Activity 1 in pairs.**

e.g.



Which country do you want to travel to?

I want to travel to Germany.



3 **Complete the chart.**

COUNTRY	NATIONALITY	LANGUAGE
Türkiye	.....	Turkish
.....	English	English
Germany	.....	German
.....	Austrian	Austrian/German
Greece	Greek	.....
.....	Polish	Polish
.....	Danish	Danish
Belgium	.....	Dutch/French/German
The Netherlands	.....	.....
.....	Swedish	Swedish
India	Indian	.....
Spain	.....	Spanish
.....	Italian	Italian

4 **Talk about the chart in Activity 2 in pairs.**

e.g.



Which country would you like to travel to?

I 'd like to travel to Germany and Italy.



5 **Talk about the countries, nationalities, and languages in pairs.**



Selim - Türkiye



What nationality is Selim?

He is Turkish.



Which language does Selim speak?

He speaks Turkish.

a.



Hans- Germany

b.



Carlos - Spain

c.



Diya - India

d.



Anna - Sweden

6 **Find the words in the puzzle. There is an extra one.**

government
heritage
tradition
nation
gorgeous
dumplings
ingredient
appetiser
dry
crispy
heat
worth
incredible

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

7 **Match the words in Activity 6 with their definitions. There is an extra one.**

a. ingredient ☐
b. appetiser ☐
c. worth ☐
d. nation ☐
e. government ☐
f . dumplings ☐
g. to heat ☐
h. to dry ☐
i . tradition ☐
j. crispy ☐
k. gorgeous ☐
l . heritage ☐

1. a particular system or method of controlling a country
2. served with potato
3. a small ball of dough
4. a small amount of food or a drink
5. one of the foods used to make a dish
6. all the people in a country
7. used to recommend the action because you think it may be useful, pleasant
8. very beautiful and attractive
9. the history, traditions, buildings and objects that a country or society has
10. to make something dry
11. (of food) pleasantly hard and dry
12. to make something hot or warm
13. a belief, custom or way of doing something

8 **Complete the dialogue with the suitable words below. There is an extra one.**

dumplings / everywhere / Belgium / street food / nowhere
flavourful / English / yesterday / languages

Betty : Hello, Henry. What's up?
Hakan : I am tired. I was busy (1) ..... .
Betty : Why were you busy?
Hakan : I had guests from (2) ..... .
Betty : Well, Belgian people speak three (3) .....: Dutch, French, and German. Which language did you speak with them?
Hakan : We spoke (4) ..... .
Betty : Did you go to the (5) ..... festival?
Hakan : Yes, we did. (6) ..... was full of food stalls. We enjoyed the delicious cuisine. What about you?
Betty : I was there with my family. We also tasted (7) ..... dishes.
Hakan : My favourites were (8) ..... and crunchy appetisers. They were worth trying.



9 **Read the dialogue quickly and write the languages you found.**

a. ..... **b.** .....

c. ..... **d.** .....

10 **Read the dialogue again and circle the words/phrases about the food festival in the dialogue.**

appetisers street food historic delicious food stalls taste official traditions
crunchy foreign cuisine dish capital country flavourful dumplings flag

11 **Read the dialogue carefully and answer the questions below.**

a. Who had a busy day?
b. Where did Hakan's guests come from?
c. Which people speak three languages?
d. What did Hakan and his guests enjoy at the food festival?
e. What was worth trying?

12 **Complete the sentences with the words/phrases in Activity 10.**

a. Turkish ..... is red and white.
b. We visited ..... places in İstanbul such as Topkapı Palace and Hagia Sophia Grand Mosque.
c. Türkiye is a beautiful country. Its ..... is Ankara.
d. Yiğit can speak three .....: German, Italian, and French.
e. They experienced Italian ..... last week. They attended festivals and wedding ceremonies.

13 **Circle the odd one out.**

a.	Türkiye	England	French
b.	Spain	Danish	Polish
c.	appetiser	sour	dessert
d.	incredible	gorgeous	cuisine
e.	to heat	to experience	to dry
f.	The Netherlands	Italian	India
g.	spicy	pasta	dumplings
h.	competition	crunchy	crispy
i.	Germany	Austria	Swedish

14 **Imagine you had the best weekend ever. Write what you did for each part of the day in the chart.**

Saturday		Sunday	
Morning	**e.g.** I visited my aunt and had breakfast with my cousins.	**Morning**	.....
Afternoon	.....	**Afternoon**	.....
Evening	.....	**Evening**	.....

15 **Work in pairs. Ask and answer about the chart in Activity 13.**

e.g.



What did you do on Saturday morning?

I visited my aunt and had breakfast with my cousins.



16 **Complete the sentences with the correct form of the verbs in brackets.**

a. I ..... (experience) street food in the food stalls in Spain last week.
b. The chef ..... (dry) these herbs and fruits last summer.
c. My mum ..... (heat) the soup and I ate it two hours ago.
d. We ..... (enjoy) sour and crunchy chicken in the Indian restaurant last night.
e. My aunt ..... (order) a homemade dessert an hour ago.
f. They ..... (travel) to Austria last month.
g. Ela and her friends ..... (taste) Italian dishes when they were in Italy.

17 **Put the words and phrases in the correct order to ask questions.**

a. in a gorgeous hotel / they / by the sea / stay / last summer / did / ?
.....
b. in Poland / see / did / historic places / Alex / ?
.....
c. the capital of Denmark / did / go to / you / ?
.....
d. did / taste / when she was in England / English dishes / your mum / ?
.....
e. did / in the Turkish Republic of Northern Cyprus / visit / last weekend / where / you / ?
.....

18 **Read the speeches quickly and underline the words/phrases you don't know. Then check them with your teacher.**

Hello, I am Ceren. I work as a chef in a restaurant and also enjoy experiencing traditional cuisines. I tried three of them at the food festival yesterday. First, I tasted a high-quality croissant from French cuisine that a famous French chef prepared and served. Second, a German chef cooked delicious dumplings. Third, I ate an Italian appetiser, bruschetta with tomato, basil, and olive oil. All of them were worth trying.





Hi, I am Emirhan. I like travelling to different countries. I visited three capitals last month. First, I was in Warsaw, the capital of Poland. My Polish friends prepared some traditional main courses for me. Second, I went to Copenhagen, the capital of Denmark. I tried their homemade rye bread, and it was incredible. Finally, I travelled to London, the capital of England. I visited historic places like the Tower of London and Buckingham Palace. I also enjoyed the famous traditional dish, fish and chips, and they were crispy and flavourful.

19 **Read the speeches in pairs as a jigsaw. Then talk about your part in pairs.**

20 **Tick (√) the countries Ceren and Emirhan talk about.**

	France	England	Germany	Poland	Italy	Denmark
Ceren						
Emirhan						

21 **Read the speeches and write T(True) or F (False). Correct the false sentences.**

a. Ceren experienced traditional cuisines at the food festival. ☐

b. A famous French chef prepared dumplings. ☐

c. Ceren tasted an Italian dessert, bruschetta with tomato, basil, and olive oil. ☐

d. Emirhan's Polish friends prepared some traditional main courses. ☐

e. Emirhan tried the Danish homemade rye bread in Denmark. ☐

f. Emirhan travelled to London, the smallest city of England. ☐

22 **Talk about traditional dishes from different countries you know in pairs.**

e.g.



I tried "hellim" cheese. It is famous in the Turkish Republic of Northern Cyprus. I liked it.

I want to try Belgian chocolate. I hear it's high-quality.



23 **Write about your food traditions and your experiences with different cuisines. Then share it with the whole class.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

24 **Circle the answers and tick (√) the suitable box for you.**

1. We ..... the delicious cuisine at the street food festival yesterday.
   a.enjoyed b. enjoy c. enjoying

2. I ..... the culture and street food in Spain last summer.
   a. don't experience b. didn't experience c. doesn't experience

3. ..... you ..... the soup ten minutes ago?
   a.Did/heated b. Did/heating c. Did/heat

- I can express actions, events, or situations that started and finished at a specific time in the past.

☐ Yes. ☐ I need more practice.

4. You learned Dutch, French, and German in Belgium, ...?
   a. did you b. didn't you c. were you

5. Sam and his friends didn't enjoy the main course, ...?
   a. did they b. didn't they c. were they

- I can confirm information or ask for agreement about past actions.

☐ Yes. ☐ I need more practice.

Theme 7

Life in Nature & Global Problems



Sub-themes

- Activities in nature
- Environmental problems in the world and solutions

Functional Language

- Expressing actions, events, or situations that started and finished at a specific time in the past
- Confirming information or asking for agreement about past actions
- Expressing strong obligation or necessity, often related to rules, responsibilities, or urgent actions

EBA

1 Write the words/phrases under the correct pictures. There is an extra one.

· to plant	· to camp	· to ride a horse	· rafting	· climbing
· smoke	· sailing	· snowboarding	· to cycle	· to recycle



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....

2 Make a dialogue using the words/phrases in Activity 1 in pairs.

e.g.



What is your favourite free time activity?

I like cycling. I think it is good for health.



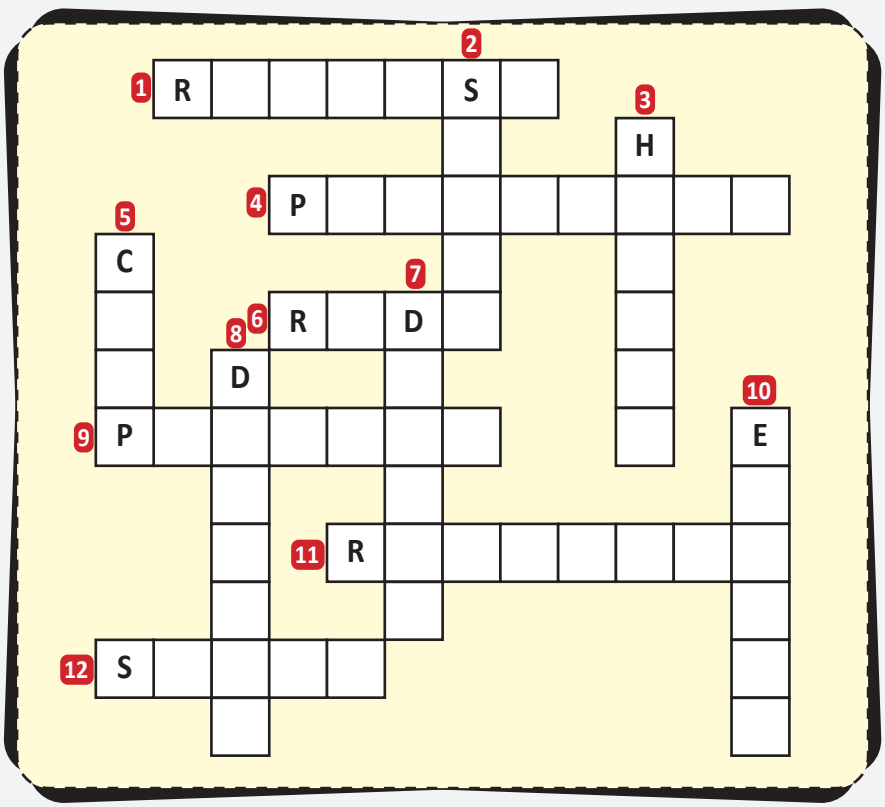
3 Solve the crossword puzzle.

Down ↓

2. to find an answer to a problem
3. walking for a long time in the mountains or nature
5. to sleep in a tent
7. the possibility of harm
8. to break something completely
10. power for lights, cars, and houses

Across →

1. things you do not want and put in the bin
4. dirty air, water, or land
6. to sit on a bicycle or a horse and travel
9. to stop something from happening
11. things you can use many times
12. the grey cloud from fire



4 Match the actions with the correct definitions. There is an extra definition.

a. to fish ☐
b. to ski ☐
c. to protect ☐
d. to sail ☐
e. to reduce ☐

1. to travel on water in a boat or ship
2. to keep someone or something safe
3. to make something smaller or less
4. to become bigger or more
5. to try to catch fish
6. to slide down the hill on the snow using skis

5 **Look at the pictures and complete the sentences using the correct form of the verbs in the box. There is an extra one.**

Mustafa and his friends joined a seven-day summer camp last summer. They enjoyed being in nature. Here are the activities they did there.

a. 
b. 
c. 
d. 
e. 
f. 
g. 
h. 

1. They ..... in a beautiful forest.
2. They ..... on the first day.
3. They ..... in the lake on the second day.
4. They ..... trees on the third day.
5. They ..... in the forest on the fourth day.
6. They ..... on the lake on the fifth day.
7. They ..... horses on the sixth day.
8. They ..... some fruits on the last day.

- **plant**
- **ride**
- **sail**
- **run**
- **cycle**
- **pick**
- **ski**
- **camp**
- **fish**

6 **Complete the sentences as in the example.**

e.g. 

Mr Demir ran for an hour, **didn't he?**

a. Harun ate an apple in the break, ...?
b. Berrin didn't go to the park yesterday, ...?
c. Seher saw a big dog in the garden, ...?
d. Hülya took a photo of the mountain, ...?
e. Your parents came to house late, ...?
f. Melih didn't have a bicycle when he was young, ...?
g. Semra bought a new book at the shop, ...?
h. We drank some water after we ran, ...?
i . My brother wrote a letter to his friend, ...?
j . Students ran to the bus stop this morning, ...?

7 Choose the correct option.

1. We ..... protect the forests.
   a. must b. mustn't c. don't have to

2. We ..... throw rubbish on the ground.
   a. have to b. mustn't c. don't have to

3. We ..... work against pollution.
   a. mustn't b. has to c. have to

4. You ..... buy a new bottle; you can use a reusable one.
   a. must b. don't have to c. doesn't have to

5. We ..... waste water.
   a. has to b. don't have to c. mustn't

6.We ..... save energy by turning off the lights.
   a. must b. has to c. don't have to

7.She ..... throw that away, she can recycle it.
   a. don't have to b. must c. doesn't have to

8.We ..... remove the rubbish from the beach.
   a. mustn't b. have to c. has to

9.We ..... reduce the amount of rubbish we produce.
   a. has to b. mustn't c. must

10.They ..... use new paper every time; they can use both sides.
   a. don't have to b. doesn't have to c. must

8 Complete the sentences as in the example.

e.g. I usually **drink** milk at breakfast, but I **drank** tea yesterday.

a. We often go to cinema, but we ..... to the theatre last week.

b. They usually do origami, but they ..... a puzzle in the last lesson.

c. I often take the bus to school, but I ..... a taxi yesterday.

d. I usually write emails, but I ..... a letter last weekend.

e. We see our cousins on Friday, but we ..... them on Monday last week.

9 **Read the text quickly and write a title.**



Pollution is a major problem for our planet. Pollution destroys the balance of nature. This is a big danger for animals and people. There is too much rubbish in the parks and oceans. Much of this rubbish is plastic, like bottles and bags. Also, cars and factories make too much smoke. This smoke increases the temperature in the atmosphere. We need to solve these problems. So, what can we do? We must protect our planet. We can reduce the rubbish. We should recycle paper, glass, and plastic. We can also replace plastic bags with reusable ones. It is important to save energy by turning off the lights. Everyone must do something to prevent pollution. We need to realise that our actions are important. When we all try a little, we can make the world a better place and we can prevent more damage. Let's start today!

10 **Read the text again carefully and write T (True) or F (False). Correct the false statements.**

a. Pollution is a problem for our planet. ☐

b. Pollution helps the balance of nature. ☐

c. Rubbish is a problem only in parks. ☐

d. Much of the rubbish in the ocean is plastic. ☐

e. Smoke from cars and factories cools the air. ☐

f . We should recycle paper, glass, and plastic. ☐

g. The text says we should use more plastic bags. ☐

h. Turning off the lights is a way to save energy. ☐

i . Only some people need to work against pollution. ☐

j . Our actions are not important for the planet. ☐

11 **Write the actions into the correct category.**

1. Recycling paper, plastic, and glass
2. Throwing rubbish on the ground
3. Reducing the amount of rubbish we produce
4. Using too many plastic bags and bottles
5. Destroying forests by cutting down trees
6. Using reusable bags instead of plastic ones
7. Leaving lights on and wasting energy
8. Saving energy by turning off the lights
9. Protecting forests and animals
10. Not recycling our waste
11. Removing rubbish from parks and beaches
12. Wasting energy at homes
13. Walking or cycling to reduce smoke from cars
14. Using cars for very short distances
15. Working against pollution by planting trees
16. Wasting water

Good for the environment	Bad for the environment
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

12 **Write a short paragraph about protecting nature using the actions in Activity 10.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

13 Circle the answers and tick (√) the suitable box for you.

1. Yesterday, we ..... all the plastic bottles in our house.
   a. recycled b. recycles c. are recycling

2. Many people ..... to remove the rubbish from the beach last year.
   a. helps b. will help c. helped

3. Mr Sorgun ..... more than a hundred trees in the last five years.
   a. is planting b. planted c. will plant

- I can express actions, events, or situations that started and finished at a specific time in the past.
  ☐ Yes. ☐ I need more practice.

4. You turned off the lights when you left the room, ...?
   a. did you b. didn't you c. don't you

5. They didn't recycle the plastic bottles after the party, ...?
   a. didn't they b. did they c. do they

6. The students camped in a forest near a lake, ...?
   a. didn't they b. did they c. don't they

- I can confirm information or ask for agreement about past actions.
  ☐ Yes. ☐ I need more practice.

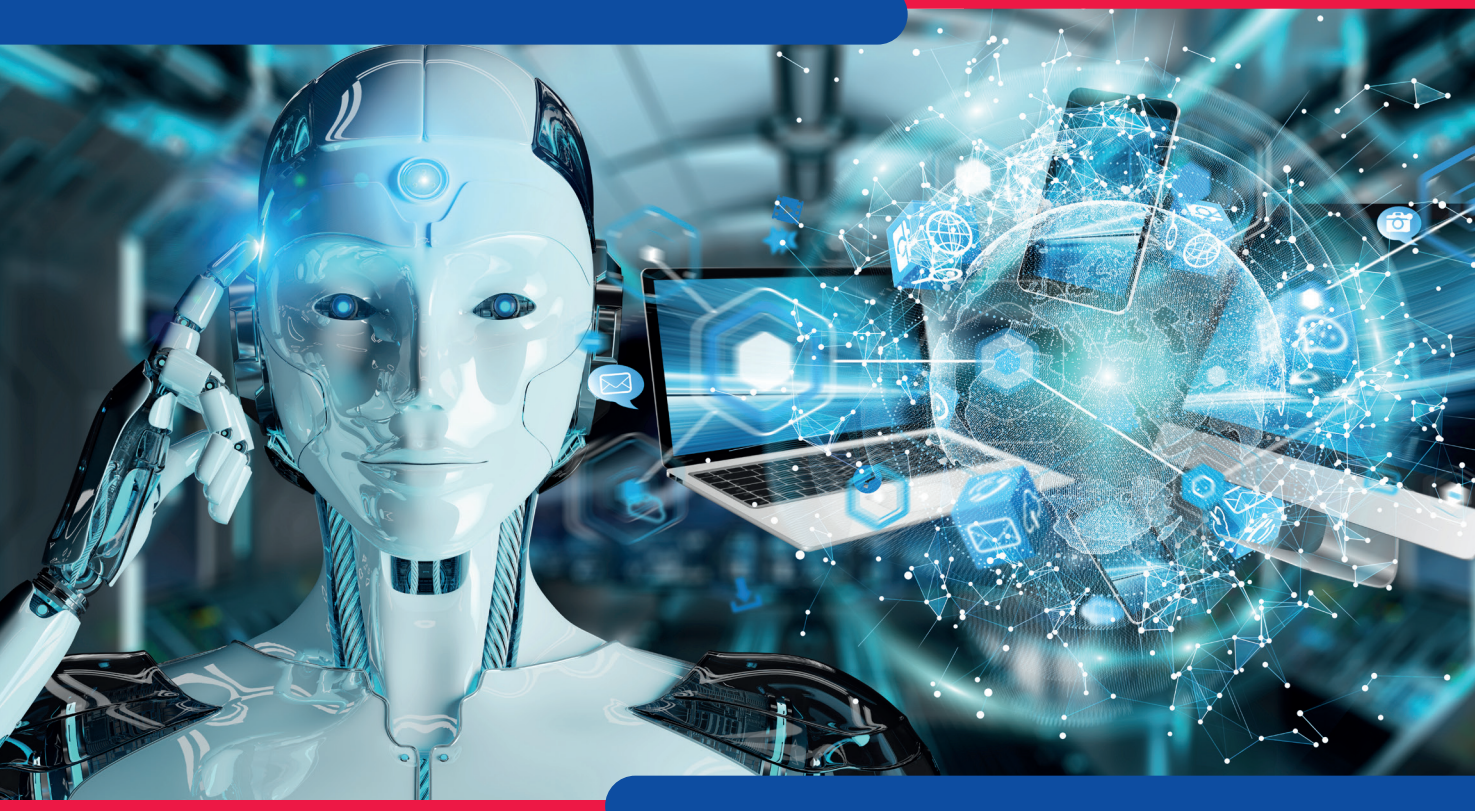
7. We ..... protect forests and oceans.
   a. don't have to b. mustn't c. must

8. People ..... recycle plastic, paper, and glass.
   a. have to b. don't have to c. has to

9. We ..... reduce plastic waste to protect marine life.
   a. mustn't b. has to c. must

- I can express strong obligation or necessity, often related to rules, responsibilities, or urgent actions.
  ☐ Yes. ☐ I need more practice.

Theme 8 Life in the Universe & Future



Sub-themes

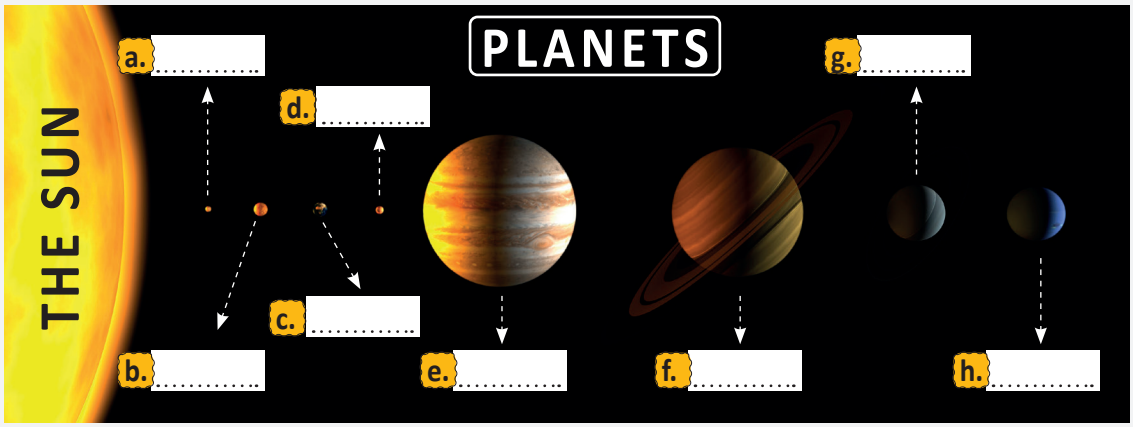
- Planets and the Earth as a planet
- Life on Earth in the future

Functional Language

- Expressing future plans, intentions, or something that is likely to happen based on present evidence
- Expressing predictions about what might happen in the future
- Confirming information or asking for agreement in a sentence about the future

EBA

1 Write the names of the planets.



2 Write the weather conditions under the correct pictures. There is an extra one.

a tornado / a drought / lightning / sunny / a blizzard / a hurricane / a flood



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

3 Make a dialogue using the words/phrases in Activity 2 in pairs.

e.g.



The weather forecast says there will be a blizzard next week.

A blizzard? I think we must get ready for it.



4 Find the hidden words in the chart.

expert
purpose
source
distance
hope
visible
predict
alive
invent
exist

I	N	V	E	N	T	T	H	E
E	F	U	T	A	L	I	V	E
X	U	S	O	U	R	C	E	R
P	E	P	U	R	P	O	S	E
E	D	I	S	T	A	N	C	E
R	W	I	L	L	B	E	B	X
T	P	R	E	D	I	C	T	I
R	V	I	S	I	B	L	E	S
I	H	O	P	E	G	H	T	T

5 Write the unused letters in the chart to find the hidden message.

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

6 Write simple sentences using the words.

expert : e.g. My uncle is a car expert.
purpose : .....
source : .....
distance : .....
hope : .....
visible : .....
predict : .....
alive : .....
invent : .....
exist : .....

7 Unscramble the letters and write the extreme weather conditions.

a. denthur : .....
b. thingnilg : .....
c. doolf : .....
d. ghtroud : .....
e. mrots : .....
f. oodnart : .....
g. zardzibl : .....
h. rriuhnace : .....

8 Complete the sentences as in the examples.

e.g.



I have a plan for tomorrow. I **am going to** visit my grandparents.

Today the weather is nice, but I think it **will** be cold tomorrow.



a . Don't worry, be positive. Everything ..... be okay soon.
b . Look at the sky! Can you see the dark clouds? It ..... rain.
c . Let's watch this movie. I'm sure you ..... like it.
d . She has her ticket. She ..... travel to London.
e . I think our team .....win the game.
f . Be careful! The cup is on the corner of the desk. You ..... drop it!
g . This bag looks heavy. I ..... help you carry it.
h . It's getting dark. I ..... turn on the light.
i . We bought eggs and flour. We ..... make a cake.
j . We are having a picnic tomorrow. I hope it ..... be sunny.
k . I can't come with you after school. I ..... go shopping with my mum.
l . We ..... have a test next week. Our teacher told us.
m . I promise I ..... call you later.
n . I saved some money. I ..... buy new clothes.
o . My father isn't at home yet. I think he ..... be late.
p . My brother loves English. He ..... study English at university.
q . I'm sure you ..... pass your exam.
r . My sister liked the green dress at the shop. She ..... buy it for the party.
s . It's my dream. One day, I ..... be a doctor.
t . Look at that bus! It's slowing down. It ..... stop.

9 Put the sentences in Activity 7 in the correct category.

Expressing future plans, intentions, or something that is likely to happen based on present evidence	Expressing predictions about what might happen in the future
....	....

10 **Draw a line to match the sentences with the correct endings. There is an extra one.**

a. We are going to win,.....?	1. will you
b. You will help me, ...?	2. isn't it
c. It's going to be cold, ...?	3. aren't we
d. They aren't going to come, ...?	4. aren't they
e. You won't tell my secret, ...?	5. won't you
	6. are they

11 **Complete the sentences as in the example.**

e.g. Hira will decorate the classroom, ...**won't she**...?

a. You're going to the Republic Day celebration, ...?

b. Mesude will be here soon, ...?

c. They aren't going to be late for the match, ...?

d. It's going to be a fun holiday, ...?

e. Cemil won't forget your birthday, ...?

12 **Match the situations with the correct plans. There is an extra one.**

a. I have a ticket.	☐	1. I'm going to wash the car.
b. We are on the beach.	☐	2. I'm going to watch the new movie.
c. I don't feel well.	☐	3. I'm going to start reading it tonight.
d. Songül has an exam tomorrow.	☐	4. I'm going to see a doctor.
e. It's very hot in this room.	☐	5. They are going to order a pizza.
f . My sister needs food for breakfast.	☐	6. We are going to swim in the sea.
g. They are hungry.	☐	7. She is going to study for the test.
h. Our grandparents are visiting us.	☐	8. I'm going to open the window.
i . I have a new book.	☐	9. She is going to buy some cheese.
		10. We are going to clean the house.

13 **Match the situations with the correct predictions. There is an extra one.**

a. The sky is very dark.	☐	1. I will go to bed early.
b. He is studying very hard for his exam.	☐	2. I will play football.
c. I am very tired.	☐	3. He will pass the exam.
d. He missed the bus.	☐	4. It will rain soon.
e. It's his birthday tomorrow.	☐	5. He will be very happy.
		6. He will be late for work.

14 **Read the text quickly and choose the correct option.**

The text is about

a. future of jobs on Earth
b. life possibilities on other planets
c. possible life on Earth in the future

Our Future World

What will life on Earth be like in the following years? Experts have different ideas about it. They predict that the population will grow. So, we are going to need more food and homes for the growing **population**. We will find solutions for these problems by using the technology. Scientists are going to **invent** new machines. Maybe we will have flying cars and homes! This development will change travel opportunities over long distances and will make new places **visible** and easy to reach. But we have a big problem. Some people predict that we will run out of important resources.



We may have to find a new **source** of energy. A healthy planet must **exist** for future generations. We all hope for a future of peace. I expect that our main **goal** will be to keep the Earth **alive**. Finding a purpose and living a joyful life will be the most important **experience** for everyone. With our **knowledge**, a better future is a real **possibility**.



15 **Read the text again carefully and write T (True) or F (False). Correct the false statements.**

a. Experts think the number of people on Earth will increase. ☐

b. We are going to need less food in the future. ☐

c. Technology will not be important for our future. ☐

d. Having flying cars and homes is not possible. ☐

e. We will have all important resources. ☐

f . We may need to find a new source of energy. ☐

g. The writer believes a better future is possible. ☐

16 **Write the correct bold words in Activity 14 for the descriptions below.**

1.	living, not dead	1. .....
2.	something you want to do or achieve	2. .....
3.	something that might happen	3. .....
4.	to be real, to be in the world	4. .....
5.	the place where something comes from	5. .....
6.	to make something new for the first time	6. .....
7.	the number of people living in a place	7. .....
8.	the information and understanding that you have	8. .....
9.	something you can see	9. .....
10.	the knowledge and skill that you have gained	10. .....

17 **Ask and answer questions in pairs.**

a. Do you think flying cars are a good idea? Give reasons.

b. What is one new machine you hope scientists will invent?

c. What is one thing we can do to keep our planet alive?

d. What clean energy types do you know?

e. What is your goal for your own future?

f . Do you think the future will be peaceful? Why?

g. What can you do to make your life a joyful experience?

18 **Read the predictions and tick your opinion on the chart.**

	I agree	I don't agree
The population will grow in the future.		
We are going to need more food and homes.		
Maybe we will have flying cars and homes!		
We will run out of important resources.		
We may have to find a new source of energy.		
We will find solutions using technology.		
Scientists are going to invent new machines.		

19 **Write a short text about your predictions for life in the future.**

.....

.....

.....

.....

.....

.....

20 Circle the answers and tick (√) the suitable box for you.

1. My father is saving money. He ..... buy a new car.
   a. is going to b. are going to c. won't

2. I'm cold. I ..... put on my jacket.
   a. are going to b. is going to c. am going to

3. They decorated the classroom. They ..... have a celebration.
   a. is going to b. are going to c. am going to

- I can express future plans, intentions, or something that is likely to happen based on present evidence.

☐ Yes. ☐ I need more practice.

4. I think she ..... like her birthday present.
   a. is going to b. will c. are going to

5. One day, I ..... speak English fluently.
   a. will b. are going to c. is going to

6. I hope, you ..... live a happy life.
   a. am going to b. is going to c. will

- I can express predictions about what might happen in the future.

☐ Yes. ☐ I need more practice.

7. You will wait for me, ...?
   a. will you b. won't they c. won't you

8. The bus is going to arrive soon, ...?
   a. aren't they b. isn't it c. won't it

9. They won't join the party, ...?
   a. will they b. won't they c. aren't they

- I can confirm information or ask for agreement in a sentence about the future.

☐ Yes. ☐ I need more practice.

References

T.C. Millî Eğitim Bakanlığı. (2025). *Primary Education English Language Curriculum (Years 2, 3, 4, 5, 6, 7, 8), The Century of Türkiye Education Model,* Ankara.
Oxford Learner's Dictionaries (2025) . 30 Aralık tarihinde www.oxfordlearnersdictionaries.com adresinden edinilmiştir.
The references in this section have been prepared following the principles and formatting rules of the APA Style 7th Edition.

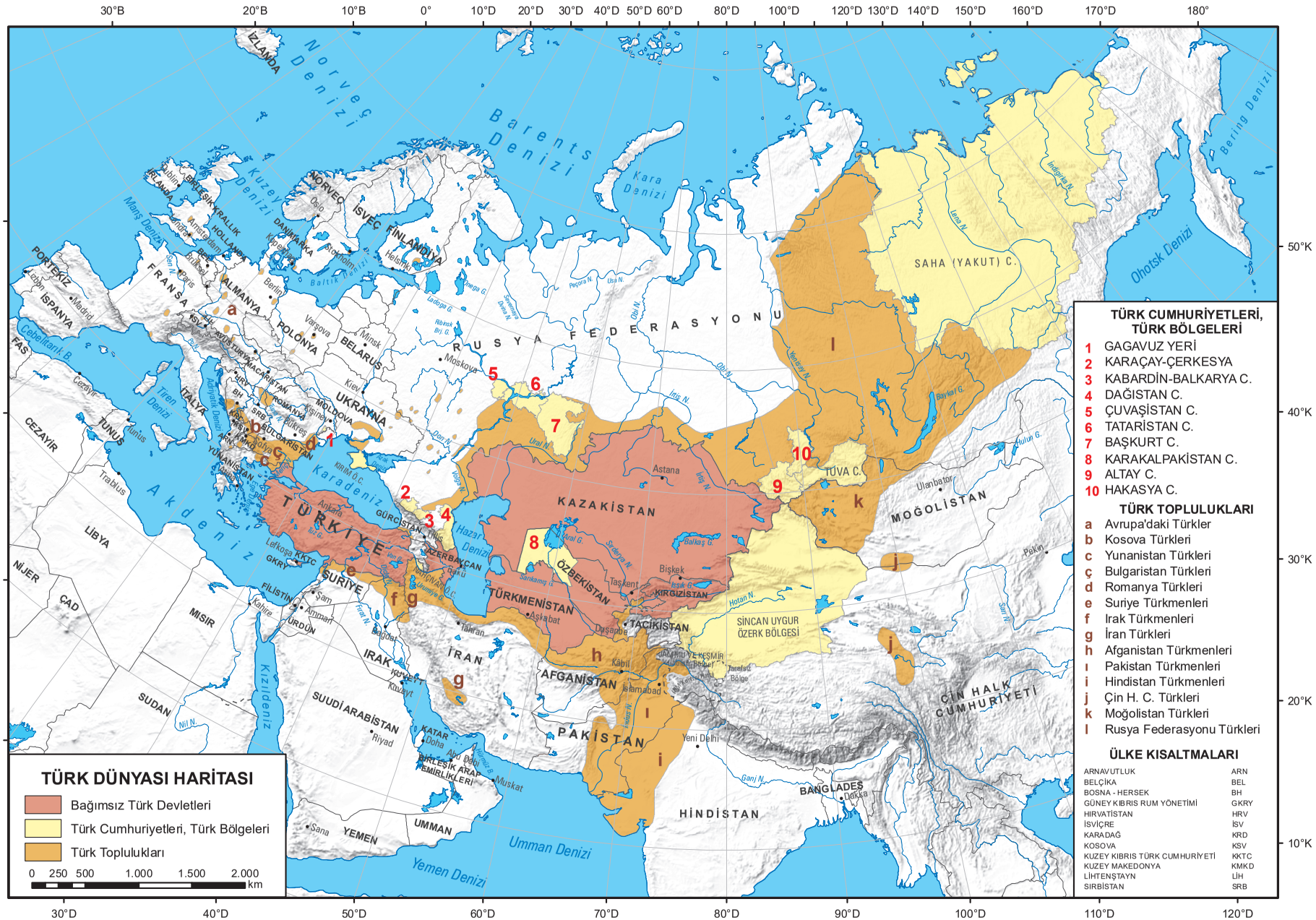
Answer Key

Scan the code for Answer Key.

Visual and General Web References

Scan the code for general and visual references.


25°D
30°D
35°D
40°D
45°D
50°D
40°K
35°K
ROMANYA
Bükreş
Tuna N.
UKRAYNA
RUSYA FEDERASYONU
HAZAR DENİZİ
Sofya
BULGARİSTAN
KARADENİZ
GÜRCİSTAN
Edirne
Kırklareli
Tekirdağ
İstanbul
Bartın
Zonguldak
Kastamonu
Sinop
Samsun
Tiflis
ACARA Ö.C.
Artvin
Ardahan
ERMENİSTAN
AZERBAYCAN
Kura N.
YUNANİSTAN
Meriç N.
MARMARA DENİZİ
Kocaeli
Düzce
Karabük
Ordu
Giresun
Trabzon
Rize
Yalova
Sakarya
Bolu
Çankırı
Amasya
Çoruh N.
Kars
Erivan
Gökçeada
Çanakkale
Bozcaada
Bursa
Bilecik
Sakarya N.
Çorum
Tokat
Yeşilırmak N.
Gümüşhane
Bayburt
Arpaçay N.
Iğdır
Ankara
Kızılırmak N.
Erzincan
Erzurum
Ağrı
NAHÇIVAN Ö.C. (AZERBAYCAN)
Balıkesir
Eskişehir
Kırıkkale
Yozgat
Sivas
Aras N.
Kütahya
Bakırçay N.
Kirşehir
Tunceli
Bingöl
Muş
Manisa
Gediz N.
Afyonkarahisar
Tuz Gölü
Elâzığ
Van Gölü
Van
Atina
Uşak
Kayseri
Nevşehir
Malatya
Bitlis
Urumiye Gölü
İZMİR
Küçük Menderes N.
Aksaray
Diyarbakır
Siirt
Aydın
Büyük Menderes N.
Konya
Adıyaman
Batman
Hakkâri
Denizli
Isparta
Niğde
Kahramanmaraş
Dicle N.
Şırnak
Burdur
Mardin
İRAN
Muğla
Karaman
Osmaniye
Gaziantep
Şanlıurfa
Antalya
Adana
Mersin
Göksu N.
Seyhan N.
Ceyhan N.
Kilis
Hatay
Asi N.
Fırat N.
KUZEY KIBRIS TÜRK CUMHURİYETİ
Erenköy
Lefkoşa
SURİYE
IRAK
GÜNEY KIBRIS RUM YÖNETİMİ
LÜBNAN
Beyrut
Şam
Bağdat
AKDENİZ
LİBYA
Tel Aviv
FİLİSTİN
Batı Şeria
Doğu Kudüs
FİLİSTİN
Gazze Şeridi
İSRAİL
MISIR
Süveyş K.
Nil N.
TÜRKİYE'NİN MÜLKİ İDARE BÖLÜMLERİ İLE KARA VE DENİZ KOMŞULARI HARİTASI
BAŞKENT
Ankara
İL MERKEZİ
Elâzığ
GÖL
ÜLKE SINIRI
ÖZERK BÖLGE SINIRI
AKARSU
0 50 100 200 300 400
km
Harita Genel Müdürlüğü tarafından üretilmiştir.

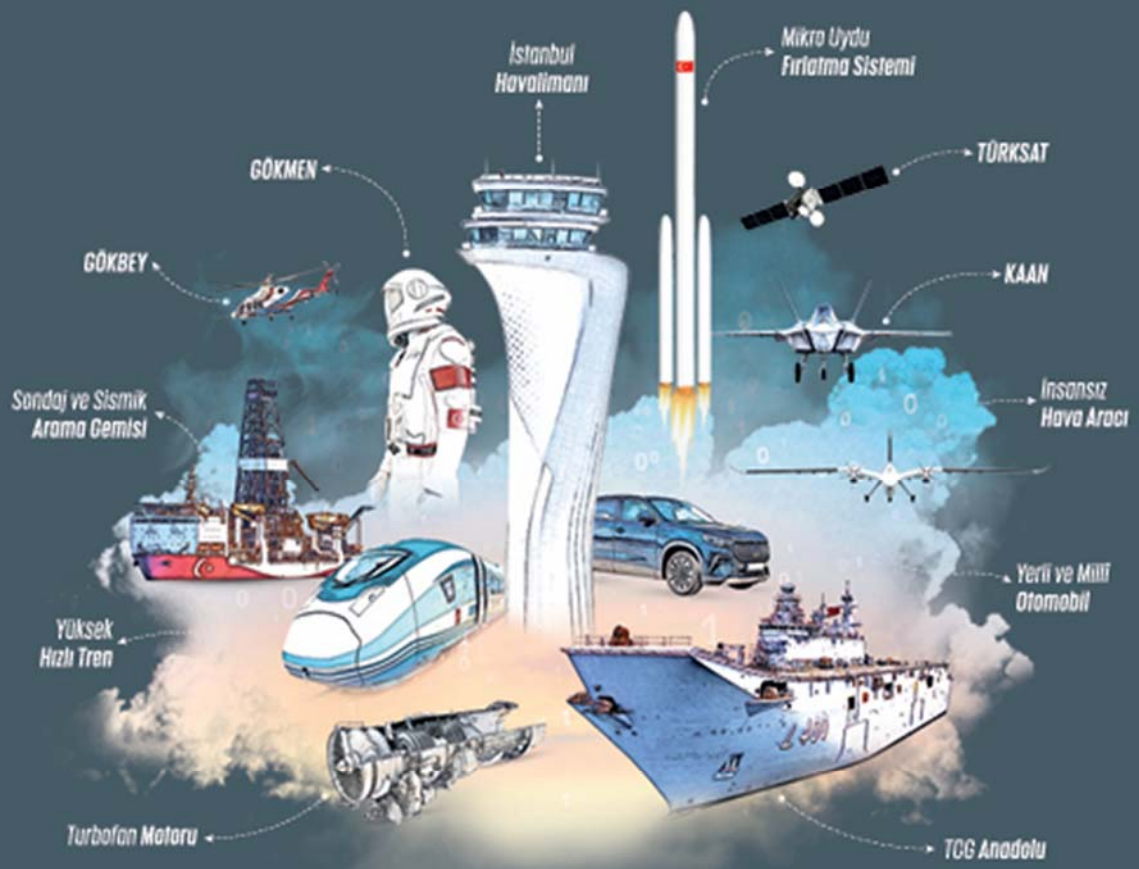

TÜRK DÜNYASI HARİTASI
Bağımsız Türk Devletleri
Türk Cumhuriyetleri, Türk Bölgeleri
Türk Toplulukları
0 250 500 1.000 1.500 2.000 km
TÜRK CUMHURİYETLERİ, TÜRK BÖLGELERİ
1 GAGAVUZ YERİ
2 KARAÇAY-ÇERKESYA
3 KABARDİN-BALKARYA C.
4 DAĞISTAN C.
5 ÇUVAŞİSTAN C.
6 TATARİSTAN C.
7 BAŞKURT C.
8 KARAKALPAKİSTAN C.
9 ALTAY C.
10 HAKASYA C.
TÜRK TOPLULUKLARI
a Avrupa'daki Türkler
b Kosova Türkleri
c Yunanistan Türkleri
ç Bulgaristan Türkleri
d Romanya Türkleri
e Suriye Türkmenleri
f Irak Türkmenleri
g İran Türkleri
h Afganistan Türkmenleri
ı Pakistan Türkmenleri
i Hindistan Türkmenleri
j Çin H. C. Türkleri
k Moğolistan Türkleri
l Rusya Federasyonu Türkleri
ÜLKE KISALTMALARI
ARNAVUTLUK ARN
BELÇİKA BEL
BOSNA - HERSEK BH
GÜNEY KIBRIS RUM YÖNETİMİ GKRY
HIRVATİSTAN HRV
İSVİÇRE İSV
KARADAĞ KRD
KOSOVA KSV
KUZEY KIBRIS TÜRK CUMHURİYETİ KKTC
KUZEY MAKEDONYA KMKD
LİHTENŞTAYN LİH
SIRBİSTAN SRB
RUSYA FEDERASYONU
KAZAKİSTAN
TÜRKİYE
İRAN
AFGANİSTAN
PAKİSTAN
HİNDİSTAN
ÇİN HALK CUMHURİYETİ
MOĞOLİSTAN
SAHA (YAKUT) C.
TUVA C.
SİNCAN UYGUR ÖZERK BÖLGESİ
Norveç Denizi
Barents Denizi
Kara Denizi
Bering Denizi
Ohotsk Denizi
Akdeniz
Karadeniz
Hazar Denizi
Umman Denizi
Yemen Denizi
Kızıldeniz
30°B 20°B 10°B 0° 10°D 20°D 30°D 40°D 50°D 60°D 80°D 100°D 120°D 130°D 140°D 150°D 160°D 170°D 180°
40°K 30°K 20°K 10°K
30°D 40°D 50°D 60°D 70°D 80°D 90°D 100°D 110°D 120°D

Bu kitaba sığmayan daha neler var!

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Teknoloji Yolculuğumuz



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 Taşıması Zorunlu Değildir.